

Iowa State Board of Education

Executive Summary

November 13, 2024



Agenda Item: Charter School Legislative Report

State Board Priority: State Board of Education Goals 2-4

State Board Role/Authority: Per Iowa Code 256E and 256F, the State Board shall submit a comprehensive report with findings and recommendations to the general assembly by Dec. 1 of each year.

Presenter(s): Deborah Elder
Chief Operating Officer

Barbara Ohlund, Executive Officer
Division of PK-12 Learning

Attachment(s): One

Recommendation: It is recommended that the State Board approve the Charter School Legislative Report.

Background: The required report must contain: (a) a copy of the charter school's mission statement, (b) attendance statistics and dropout rate, (c) aggregate assessment test scores, (d) projections of financial stability, (e) number and qualifications of teachers and administrators, (f) number of and comments on supervisory visits by the Department of Education and (g) findings and recommendations regarding charters meeting the goals and purposes of the charter program.

December 1, 2024

Iowa Charter Schools *Legislative Report*



Department of Education

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I. Introduction

Pursuant to Iowa Code Chapters 256E.12 and 256F.10, the state board shall prepare and provide a comprehensive report with findings and recommendations to the general assembly by Dec. 1. Iowa Code Chapters 256E¹ and 256F outline all requirements for the establishment and operations of charter schools in Iowa. The Iowa Department of Education (Department) must prescribe, by rule, the required contents of the reports, and must include information regarding student achievement, including annual academic growth and proficiency, graduation rates and financial performance and sustainability. Therefore, as indicated in Iowa Administrative Code 281--19.14, reports must contain:

- The charter school's mission statement, including a vision statement and goals, as well as data measuring goal attainment.
- Student demographics, disaggregated by grade level and protected characteristics.
- Attendance statistics and dropout rate: average daily attendance, dropout rate, student mobility.
- Graduation data, including four-year and five-year graduation rates, credit accrual and number of students on track for graduation.
- Student achievement: annual academic growth and proficiency (Iowa Statewide Assessment of Student Progress-ISASP) data, other assessment data and aggregate assessment test scores.
- Financial performance, including projections of financial stability.
- The number and qualifications of teachers and administrators.
- Sustainability data, including enrollment trends and satisfaction of staff, parents and students.
- The number of and comments on supervisory visits by the Department (Iowa Code Ch. 256F only).

A. Charters Authorized under Iowa Code Chapters 256E and 256F

Thirteen charter schools are currently authorized to operate in Iowa in accordance with Iowa Code Chapters 256E and 256F. Out of these 13 charters, seven are operational in the 2024-25 school year. Of the seven in operation, five are reporting charter schools as they were in operation the entirety of the 2023-24 reporting year. Table 1 provides the name of each authorized charter school, grades served, charter focus and type, year operational, charter renewal year and whether data are available for reporting. Data is not available for any charter school with an operational year starting on or after 2024-25.

¹ Note that charters authorized prior to 2021 were approved under Iowa Code Ch. 256F. Although Iowa Code Ch. 256F remains in effect, no new charter schools may be authorized under this chapter.

Table 1. Iowa Authorized Charter Schools

School	Address	Principal	Grades	Focus	Type	Open	Renew	Data
Choice Charter School	P.O. Box 193 Union, Iowa 50258	Dr. Cynthia Knight	9-12	Virtual-working students	Founding group	2022-23	2026-27	X
Hamburg Charter High School	309 S. St. Hamburg, IA 51640	Dr. Mike Wells	9-12	Career readiness	School board	2022-23	2026-27	X
Horizon Science Academy Des Moines	4801 Franklin Ave. Des Moines, IA 50310	Laura Cannon	K-7	STEM	Founding group	2023-24	2027-28	X
Storm Lake/Iowa Central/Buena Vista Charter School (256F)	419 Lake Ave. Storm Lake, IA 50588	Dr. Stacey Cole	9-12	Career readiness	School board	2005-06	2025-26	X
West Central Charter High School (256F)	305 Pember St. Maynard, IA 50662	Rob Busch	9-12	Career readiness	School board	2005-06	2026-27	X
CIVICA Charter School-Cedar Rapids	TBD	Carlos Alvarez	K-5	Academic achievement, character formation, college & career readiness	Founding group	2025-26	2028-29	
CIVICA Charter School-Des Moines	TBD	Carlos Alvarez	K-5	Academic achievement, character formation, college & career readiness	Founding group	2025-26	2028-29	
Empowering Excellence Charter School	1800 1st Ave. NE #201 Cedar Rapids, IA 52402	Sarah Swayze	11-12	Career readiness targeted to at-risk youth	Founding group	2024-25	2028-29	
Great Oaks High School and Career Center Charter School - Des Moines	100 E. Euclid Ave. Des Moines, IA 50313	Kristopher Byam	9-12	Career readiness targeted to at-risk youth	Founding group	2024-25	2028-29	
Scholarship Prep Elementary Charter	TBD	TBD	K-5	Work-based learning, early literacy intervention & serving at-risk youth	Founding group	2025-26	2028-29	
Scholarship Prep Middle Charter School	TBD	TBD	3-6	Work-based learning, early literacy intervention & serving at-risk youth	Founding group	2025-26	2028-29	
QUEST Charter School-Cedar Rapids	TBD	Justin Bleitz	6-12	Work-based learning	Founding group	2025-26	2028-29	
QUEST Charter School-Des Moines	TBD	Justin Bleitz	6-12	Work-based learning	Founding group	2025-26	2028-29	

B. Report Organization

This report is organized in the following manner:

- I. **Introduction** provides a broad overview of reporting authority and Iowa authorized charter schools.
- II. **Charter School Highlights** is a one-page overview of charter school highlights across all reporting charter schools that may be removed and used as a stand-alone handout.
- III. **Charter School Summary** provides an overall summary of charter school progress in the state within each required data category as outlined in Iowa Code chapters 256E and 256F.
- IV. **Appendices** include reporting requirements provided by the Department to the Iowa charter schools, and reports submitted by each of the five reporting charter schools.

II. Charter School Highlights

Charter Demographic Information

For nearly 20² years, Iowa supported just two charter schools. Since the signing of House Files 813 and 847 in 2021, this number has expanded to a total of 13 charter schools authorized to operate in Iowa.

Each charter school has established a vision to serve students who are disengaged from traditional public school settings, seeking to ensure connection and success in postsecondary options ranging from attending universities or community colleges, to working in a trade within their communities.

- **19.9 percent of students are Hispanic/Latino** compared to the state at 13.0 percent.
- **8.8 percent of students are African American** compared to the state at 7.0 percent.
- **13.2 percent of students have an individualized education plan (IEP)** compared to the state at 13.6 percent.
- **34.2 percent of students receive free and reduced lunch** options compared to the state at 41.8 percent.
- **6.9 percent of students are English language learners** compared to the state at 7.4 percent.

There has been a growing enrollment across all charter schools. From the 2022-23 to 2023-24 school years, **charter school enrollment increased 68 percent**, from 257 to 433 students.

Iowa charter schools employ **100 percent certified staff** (fully, conditional or initial licensure). Of those staff, a total of 77 percent are fully certified, 33 percent have a conditional, initial license or have a substitute authorization or equivalent. Six of seven charter school administrators,³ or 86 percent, are fully certified. One administrator has an educational certification or degree, and is serving in a director/coordinator level role.

Student proficiency in charter schools is below the state average across both English Language Arts (ELA) and mathematics, with a few exceptions. For example, 62.5 percent of students tested in grades 9-11 are proficient in ELA, as compared to the state proficiency of 72.7 percent. Math performance reflects a larger discrepancy at an overall proficiency of 37.4 percent, compared to the state proficiency of 69.8 percent. The lower student academic performance may be attributed to the population of students who are at-risk of dropping out and seeking alternatives to the traditional public school experience, as well as the nascent nature of the charter sector.

Each charter school has set forth multiple goals that span from student achievement to college and career readiness. As of the start of the 2024-25 school year, **85 percent of charter goals across all charter schools have been met or are in progress of being met (22 out of 26 goals)**.

² Iowa's first charter schools were established in 2005-06. These remained the only charter schools in existence until 2021-22.

³ Note that Hamburg and Storm Lake have an arrangement to share instructional staff with different organizations. Hamburg is partnering with Hamburg Community School District. Storm Lake is partnering with Iowa Central Community College and Buena Vista University.

Choice Charter	Hamburg Charter	Horizon Science Academy
<ul style="list-style-type: none"> • Total student enrollment increased 94%, from 86 students (2022-23) to 167 students in (2023-24). • Scored higher than the Iowa state average in all constructs of the Conditions for Learning Student Survey • Provided credit recovery support to - and graduating- 51 students at-risk of dropping out 	<ul style="list-style-type: none"> • 9th grade students achieved 91.7% proficiency and a 64% median student growth percentile on Iowa Statewide Assessment of Student Progress (ISASP) - ELA. • Average daily attendance is 94.7%. • 100% of juniors and seniors participated in a paid apprenticeship program. 	<ul style="list-style-type: none"> • Governor Reynolds attended the ribbon cutting ceremony of Horizon Science Academy's grand opening on Sept. 7, 2023. • Overall student enrollment increased by over 100 students within one year. • Expanding programming to begin serving grades 5-6 over the next two years

Storm Lake/Iowa Community/Buena Vista	West Central Charter
<ul style="list-style-type: none"> • Fifteen students finished studies with their program/associate's degree across: auto collision technology, medical assistant, practical nursing and science. • Storm Lake had a 0% drop-out rate across all students (lower than the state at 2.1%). • Average daily attendance is 100%. • Collaboration is strong within the community, for example 11 years partnering with Iowa State Extension (ISE) to host summer orientation to bolster program retention. ISE is focused on empowering Latino youth to excel in school and pursue higher education. 	<ul style="list-style-type: none"> • 10th grade students achieved a 61% median student growth percentile on ISASP-ELA (11% higher than the state). • West Central had a 100% four-year graduation rate. (12.5% higher than the state). • West Central had a 0% drop-out rate across all students (lower than the state at 2.1%). • Average daily attendance is 94.6%.

Two brand new charter schools have opened their doors in 2024-25!

- Empowering Excellence opened its doors on Sept. 3, 2024, serving students in grades 11-12.
- Great Oaks High School and Career Center opened its doors on Aug. 26, 2024, serving students in grades 9-12. Governor Kim Reynolds joined the Great Oaks [ribbon cutting ceremony](#) on Sept. 27, 2024.

III. Charter School Summary

This section is organized by the required data as indicated in Iowa Code Chapters 256E.12 and 256F.10:

- A. **Mission, Vision, Goals and Progress** is a summary of these areas in a table for ease of reference, and specifically provides the progress of each charter in meeting the goals and purposes set forth by the charter.
- B. **Enrollment & Demographics** is a table summary of charter school data in comparison to state-level data.
- C. **Attendance, Graduation & Dropout** is a table summary of this required data in comparison to state-level data.
- D. **Student Achievement** includes a table summary of one-year student achievement data in comparison to state-level data.
- E. **Number and Qualifications of Teachers and Administrators** is a table summary of the number and percentage of:
 - Teachers: Fully certified
 - Teachers: Conditional
 - Teachers: Other. “Other” means not indicated as fully certified. Note that the staff in “Other” have a certification or degree - they are just not indicated as fully certified.
 - Administrators: Fully certified
 - Administrators: Other. “Other” means not indicated as fully certified. Note that the administration in “Other” have a certification or degree - they are just not indicated as fully certified.
- F. **Financial Sustainability** provides a summary of financial data submitted by charters.
- G. **Sustainability and Stakeholder Satisfaction Ratings** provides an overview of projected enrollment for 2025-26 and a brief summary of charter school satisfaction results.
- H. **Findings** indicate any noncompliance across charters, and if applicable, the number of and comments on supervisory visits by the Department.
- I. **Recommendations** are provided for the next steps in the evaluation and monitoring of charter schools.

A. Mission, Vision, Goals and Progress

Charter schools have clearly stated mission and vision statements, as well as overall goals within their authorized charter applications and contracts. Table 2 reflects each school’s mission, vision, goals and related progress as submitted verbatim by the charter schools. All charter schools are actively implementing their established mission/vision as well as actions to achieve their outlined goals. Across all five charter schools, 85 percent of charter goals have been met or in progress of being met, or a total of 22 out of 26 goals.

Table 2. Mission, Vision, Goals and Progress

Vision	Goals and Progress
<p>Choice Charter School's Mission: Choice Charter School's mission will be to provide a brighter future to Iowa's students who need it the most: under-credited, about to age out, dropped out, at risk of dropping out, and/or those wanting a nontraditional option. Our objective is to create future-ready students who have the confidence to pursue their passion.</p>	
<p>Choice Charter School will be a non-traditional, nonprofit school meeting the needs of unique students who want a brighter future. We will provide a research evidence-based program for students who want a nontraditional high school option, have dropped out of high school, and who are motivated to earn a diploma. Through individual learning paths that honor students' college/career dreams, we will prepare people to become engaged members of society by:</p> <ul style="list-style-type: none"> • Integrating learning strengths, student choice, interests, and needs to create personalized learning. • Recognizing the value of each student and the unique circumstances brought to the learning environment. • Creating a cross-curricular curriculum. • Focusing on competency, project-based education. 	<p>Goal 1: MTSS creation- CCS will implement a more robust diagnostic screener system to assist the MTSS process. CCS is partnering with Stanford University for the reading screener (ROAR), administering the Accuplacer for placement issues, and administering the readiness Algebra assessments developed by Iowa State University.</p> <ul style="list-style-type: none"> • <i>Completed, the ROAR and Accuplacer screeners were implemented for the 23-24 school year.</i> <p>Goal 2: CSS will track the communicative measure/ process in JMC to know when students disengage and expedite re-engagement.</p> <ul style="list-style-type: none"> • <i>Completed and enhanced for the 2024-2025 year goals.</i> <p>Goal 3: Reading: Using ISASP data, students will increase their proficiency in reading comprehension by 5% in over 22-23 results in 9th, 10th, and 11th grade.</p> <ul style="list-style-type: none"> • <i>Grade 9 = 25% of the students grew by 60% or more, Grade 10 = 40% of the students grew by 33.3% or more, Grade 11 = 31.8% of the students grew by 5% or more.</i> <p>Goal 4: Math- Using ISASP data, students will increase their proficiency in mathematics by 5% in over 22-23 results in 9th, 10th, and 11th grade.</p> <ul style="list-style-type: none"> • <i>Grade 9 = 10% of the students grew by 5% or more, Grade 10 = 40% of the students grew by 5% or more, Grade 11 = 31.8% of the students grew by 5% or more.</i> <p>Goal 5: Science - Using ISASP data, students will increase their proficiency in science comprehension by 5% in 10th grade.</p> <ul style="list-style-type: none"> • <i>Grade 10 = 56% of the students grew by 5% or more.</i> <p>Goal 6: Bullying and Harassment Goals- CCS will continue to make sure all our teachers are on an equitable baseline for trauma-informed teaching so that our internal and COL results remain above the state average for public schools.</p> <ul style="list-style-type: none"> • <i>The results on the Annual Conditions of Learning Survey continue to remain above the state average for all all identified agencies - nonpublic schools, Central river AEA schools, and public schools for the State of Iowa.</i>

Table 2. Mission, Vision, Goals and Progress - Continued

Vision	Goals and Progress
<p>Hamburg Charter’s Mission: The mission of the charter school will focus on increasing the number of students who graduate high school in southwest Iowa by providing a nontraditional approach to school by focusing on job skill development which will equate to high paying jobs upon completion of high school. Students who choose to be in the charter school will have an opportunity to earn a career and technical certification/diploma and/or an associate degree while in high school. All charter high school students will be required to choose a career path which can be changed upon approval. The purpose is to assure all students who graduate from the charter school have the skill set to enter the workforce upon graduation or continue their educational journey through college. The targeted students include all students in Southwest Iowa with a special focus on minority and low social-economic students. The communities include Hamburg, Riverton, Sidney, Farragut, Coin, Clarinda, Shenandoah, and Tabor.</p>	
<p>The vision of the Hamburg Charter School is to be a state leader in education by setting a high standard of educational quality and opportunity for high school students. We will accomplish this by teaching the importance of honesty, integrity, self-discipline and work ethic. We will accomplish this by providing a well-rounded educational experience that will provide students with the opportunity to explore careers, and gain "real world" skills. Students will have a mixed model of traditional classroom experiences with an apprenticeship program. These experiences will help students develop a strong work ethic which is lacking in many employees in today's work environment. The school will honor diverse cultures and faiths and involve employers, educators, family and community into the educational process. Our vision is that every student attending the Hamburg Charter High School will earn a certificate, diploma or degree while in high school and will have the skillset to enter the workforce and earn a good living or further their education in a post-secondary school. The decisions on which path a student takes will be supported by the school, community and family.</p>	<p>Goal #1: Increase the number of students from low income families, and non-Caucasian students attaining advanced post-secondary degrees and technical diplomas/certifications.</p> <ul style="list-style-type: none"> • <i>67% percent of our students qualify for free lunches.</i> <p>Goal #2: Provide a high school experience that is more rigorous and relevant than a traditional school by focusing on college and career curriculum.</p> <ul style="list-style-type: none"> • <i>All Hamburg students will earn certification in a trade or an AA college degree.</i> <p>Goal #3: Each student will develop an <i>Individual Learning Plan (ILP)</i> that allows them to direct and decide their educational path which will be measured by performance in an apprenticeship program, Iowa Assessments, and classroom performance. The ILP will measure mathematics, reading, and science as well as speaking and job performance skills.</p> <ul style="list-style-type: none"> • <i>100% of our students developed ILP's and displayed them in a personal portfolio that was presented in an open school board meeting.</i> <p>Goal #4: Provide a year around school that incorporates apprenticeship programs where students learn valuable career skills while earning money.</p> <ul style="list-style-type: none"> • <i>100% of juniors/seniors participated in a paid apprenticeship program.</i> <p>Goal #5: All students will have an individualized learning plan that is based on their interests and life goals and will map out their career plan, set goals, and measure outcomes.</p> <ul style="list-style-type: none"> • <i>All student ILPs were displayed in the student's portfolios.</i> <p>Goal #6: Decrease the number of high school dropouts in southwest Iowa by providing a meaningful alternative to traditional high school.</p> <ul style="list-style-type: none"> • <i>Students from across Southwest Iowa are attending the Charter with students coming from Tabor, Sidney, Shenandoah, Red Oak and College Springs.</i> <p>Goal #7: Provide a career mentor for each student in the charter school to help guide and aid students.</p> <ul style="list-style-type: none"> • <i>Each student has a mentor assigned to them that is working in their field of interest or has worked in the field.</i> <p>Goal #8: Provide professional development for all staff members on career and technical programming and individualized learning plans.</p> <ul style="list-style-type: none"> • <i>All staff members have been trained in developing personal learning plans.</i>

Table 2. Mission, Vision, Goals and Progress - Continued

Vision	Goals and Progress
<p>Horizon Science Academy’s Mission: The mission of the Horizon Science Academy Des Moines is to foster an environment of inquiry and a love of learning so students are prepared to thrive in a STEM-focused college and world. Concept Schools has a 20-year history of successfully providing a high-quality, charter public education to historically underserved communities. Across Concept’s 31 network schools, nearly 85% of students are racially diverse and about 85% qualify for free and reduced lunch programs. Horizon Science Academy Des Moines intends to serve a similar population. HSADSM will provide educational opportunities to students and families that they may otherwise not have access to. Through researching the socioeconomics, demographics, and successes of schools within Des Moines, and collaborating with community leaders, founding group members, and governing board members, HSADSM is confident that neighborhoods will be ideal locations to not only support student learning, but to enhance their communities.</p>	
<p>The vision of Horizon Science Academy Des Moines is:</p> <ul style="list-style-type: none"> All students will enter college ready to excel in STEM subjects. <p>In order to achieve the mission and vision, Horizon Science Academy Des Moines values:</p> <ul style="list-style-type: none"> Respect - all members of the school community, including families, staff, and students, have equal worth and should be treated with respect Responsibility - all families, staff, and students have choices, and teachers, parents, and students should be responsible for their actions Integrity - belonging to a community requires a commitment to the common good. The community is stronger when everyone can be counted upon to be honest and trustworthy Courage - having the courage to try new things expands minds and causes families, staff, and students to reach beyond their own expectations Curiosity - the ability to wonder and create connections stimulates learning. Inquiry will be fostered on the part of families, staff, and students Effort - success is accomplished when families, staff, and students are willing to do what it takes to accomplish their vision of the future <p>Characteristics of HSADSM include:</p> <ul style="list-style-type: none"> College Preparatory Curriculum with STEM Focus Personalized Education Higher Standards and Expectations Data-driven Instruction Through Ongoing Assessment of Learning Increased Student Engagement Knowledgeable and Skilled Staff 	<p>Goal 1: By the end of each reporting year, 60% of students will perform at or above the benchmark on Literacy Screening assessments as evidenced by STAR Early Literacy approved screening measures.</p> <ul style="list-style-type: none"> <i>Spring Scores = 55% of students scoring proficient.</i> <p>Goal 2: 100% of students will engage in STEM focused, project-based learning experiences and courses.</p> <ul style="list-style-type: none"> <i>We hosted a STEM event that each student engaged in a project and presented it to other classrooms, along with parent visitors. Students also have technology classes in which they are learning coding, Artificial Intelligence, and typing skills. Each student received math lessons according to grade level standards and teachers support vertical alignment when teaching small groups to meet student needs.</i> <p>Goal 3: By the end of each reporting year, 75% of students will “strongly agree” that HSADSM has a Supportive Environment as evidenced by the 5 Essentials Survey.</p> <ul style="list-style-type: none"> <i>Survey will be administered in the 2024-2025 school year</i>

Table 2. Mission, Vision, Goals and Progress - Continued

Vision	Goals and Progress
<p>Storm Lake/Iowa Central/Buena Vista College High School’s Mission: The mission of the original Charter School was to make higher education more accessible, affordable and attractive to all students, especially for those students who do not see a college degree in their future due to language and/or economic barriers, thereby helping increase Storm Lake High School’s overall graduation and college completion rates for all its students, particularly for a portion of its most disadvantaged youth.</p>	
<p>Storm Lake/Iowa Central/Buena Vista Early College High School has served the students and families of Storm Lake well over the past twelve years. Many of our past charter school students live in the community, and the additional educational opportunities they have received has allowed them to be employed in highly skilled and high demand jobs including jobs in nursing, industrial maintenance, carpentry, business, auto maintenance, accounting and criminal justice.</p>	<p>Goal 1: Increase the number of first-generation, Low SES, ELL and Non-Caucasian students attaining advanced postsecondary degrees/certificates or college credits.</p> <ul style="list-style-type: none"> As shown in Table 14, the overall number of students attaining a degree or certification this report year has slightly decreased from fourteen students in 2022-2023 to four students last year. The program is continually seeing students enroll and attain college credit for the first time or building upon college credit taken in high school. For many students the goal is to transfer to a four-year university or enroll in an additional associate’s degree program. First generation, Low SES, and ELL students are still showing high representation in enrollment. <p>Goal 2: Provide a more rigorous/relevant college/prep curriculum.</p> <ul style="list-style-type: none"> This year, students enrolled in approximately 100 concurrent enrollment courses, including Post-Secondary Enrollment Options (PSEO), Early Bird, and Distance Learning (online) courses. These offerings enable each student to benefit from dual credit courses and complete college prerequisites while still in high school. Table 11 provides a detailed overview of the college course offerings over the last three years, along with the number of credits earned by juniors and seniors. Additionally, we have included credits earned by freshmen and sophomores, as those who qualify may also participate in college credit offerings. The data reflects the concurrent enrollment credits earned for the year, highlighting our commitment to providing students with valuable opportunities for academic advancement and preparation for their future education. <p>Goal 3: Raise ITED/Iowa Assessment scores in Reading, Math, and Science</p> <ul style="list-style-type: none"> The PSAT assessment results indicate that students are meeting our goals and maintaining performance expectations. Additional test data from PSAT results from the last three years reflect a steady increase in preparedness and performance of a college entrance exam. The Charter will continue to use this measure to monitor student preparedness. Test information, registration, and locations will remain consistent, as student feedback has been valuable in fostering a positive testing environment. <p>Goal 4: Increase the number of dual-credit/concurrent enrollment credits earned.</p> <ul style="list-style-type: none"> Table 12 indicates a slight decrease in the number of concurrent enrollment credits earned by Charter students during high school. This trend often occurs during lower enrollment years, particularly when there are higher numbers of students enrolling without prior college credit. In contrast, Tables 13 offers a comprehensive overview of college credits earned both during high school and after graduation, segmented by subgroups over the past three years. This table provides valuable insights into student performance and progression, allowing us to identify trends and implement strategies to enhance credit accumulation and overall academic success within our program. <p>Goal 5: All students will have individual learning plans.</p> <ul style="list-style-type: none"> All students entering the Charter program work closely with the Charter Counselor and Iowa Central Community College officials to create individualized learning plans tailored to their needs. The Charter Counselor organizes

Vision	Goals and Progress
	<p><i>monthly meetings, hosts informational sessions during parent-teacher conferences, and offers one-on-one appointments throughout the year to adjust or revise these plans as necessary. Prior to the start of the school year, students meet with their academic advisors for a comprehensive college orientation, and they also connect with Academic Assistance and Accommodations Specialists, as well as the Work-Based Learning Coordinator, to learn about the various resources and opportunities available on campus.</i></p> <ul style="list-style-type: none"> • <i>Table 14 highlights the achievements of Charter students, detailing the number who completed their program of study, obtained college credit, and progressed to two- or four-year colleges or universities. The data shows that four students successfully completed their program, while twenty-five returned to Iowa Central Community College to finish their studies. Additionally, five students transferred to four-year universities to pursue bachelor's degrees in their chosen fields, underscoring the program's effectiveness in facilitating student success and transition to higher education.</i> • <i>The district is actively working to qualify more teachers to teach college-level courses through the Charter Teacher Pathway, which will enable five high school teachers to gain the necessary content certification. This initiative will allow for the expansion of Early Bird courses, providing students with increased access to face-to-face instruction. By enhancing the quality and availability of these courses, we aim to better prepare students for their transition into the charter program after their senior year. This commitment to improving the pathway to college and career readiness ensures that our students receive the support and resources they need to succeed in their postsecondary endeavors.</i>
<p>West Central Charter School's Mission: Engage each and every student through collaborative relationships, exceptional teaching, and personalized learning experiences that will result in confident graduates who will be successful in their chosen path.</p>	
<p>Student Centered, Future Focused</p>	<p>Goal 1: Increase the percent of graduates who complete post-secondary training from West Central Community School District. <i>Progress: See West Central's detailed information within their report regarding the number of students and post-secondary credits earned by graduation.</i></p> <ul style="list-style-type: none"> • <i>2023: 21 student graduates, 970 total credits</i> <ul style="list-style-type: none"> ○ <i>17 students earned 15+ credits</i> ○ <i>12 students earned 30+ credits</i> ○ <i>12 students earned 40+ credits</i> ○ <i>12 students earned an AA degree</i> <p>Goal 2: Continue to raise Iowa Assessment proficiencies for 11th grade students in reading, mathematics, and science. <ul style="list-style-type: none"> • <i>Iowa Assessment scores for 11th grade charter students increased in science, mathematics, and reading.</i> <p>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. <ul style="list-style-type: none"> • <i>Graduation rate for charter school students is 100% since inception in 2005.</i> <p>Goal 4: Increase the percentage of students that graduate with a dual concentration of vocational and academic credits. <ul style="list-style-type: none"> • <i>The data provided continues to provide evidence that students of low SES and students with an IEP continue to have the same success and opportunities afforded to the general population of students.</i> </p></p></p>

B. Enrollment and Demographics

Demographic data for the charter schools are provided in Tables 3 and 4 below, which include both the number of enrolled students for each demographic and the percentage that demographic represents of the total student population.

In comparison to the state, charter schools serve a more diverse population across nearly every student population as shown in Table 4. Four of five charters have a significantly higher percentage of students on free-reduced lunch with a range from 29.3 percent to 56 percent. In addition, two of five charters have higher percentages of students with IEPs ranging from 13.5 percent to 20 percent. Finally, three of five charters have a higher percentage of students across one or more of the following race/ethnicities: Hispanic/Latino, Black or African American, Native Hawaiian/Pacific Islander, Asian, American Indian or Alaskan Native and Multi-Racial. Storm Lake has the greatest diversity across all charter schools within the state.

Table 3. Enrollment and Demographic Data - Grades: 2023-24

Grades	Choice		Hamburg		Horizon		Storm Lake		West Central		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade K	NA	NA	NA	NA	34	43	NA	NA	NA	NA	36,605	7.6
Grade 1	NA	NA	NA	NA	18	22.8	NA	NA	NA	NA	34,664	7.2
Grade 2	NA	NA	NA	NA	17	21.5	NA	NA	NA	NA	35,626	7.4
Grade 3	NA	NA	NA	NA	10	12.7	NA	NA	NA	NA	35,494	7.4
Grade 9	13	7.8	12	24	NA	NA	NA	NA	27	31.8	39,094	8.2
Grade 10	34	20.4	18	36	NA	NA	NA	NA	20	23.5	39,822	8.3
Grade 11	40	24	5	10	NA	NA	NA	NA	19	22.4	38,868	8.1
Grade 12	80	47.9	15	30	NA	NA	52	100	19	22.4	38,538	8.1
Total Enrollment	167	100	50	100	79	100	52	100	85	100	478,692	100

Note: Charter school data is from the 2023 fall Basic Educational Data Survey (BEDS) submission. These data reflect students actively enrolled on the Oct. 1 count date with a BEDS entry code (students served): 1, 2, 3, 4, 5, 10, 11, 15, 19 and 60 except when Service/Facility Type is 8 (border agreements). State data are from: the Department, Bureau of Information and Analysis, Address File and Student Reporting in Iowa (SRI) Fall Merged 2023 file.

Table 4. Enrollment and Demographic Data - Race/Ethnicity: 2023-24

Demographics	Choice		Hamburg		Horizon		Storm Lake		West Central		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Free and reduced lunch	49	29.3	28	56	NA	NA	26	50	45	52.9	199,954	41.8
Individualized Education Plan	25	15	10	20	7	8.9	7	<i>13.5</i>	8	9.4	65,027	13.6
English learners	4	2.4	NA	NA	6	7.6	19	36.5	1	1.2	35,187	7.4
Male	83	49.7	29	58	48	60.8	27	<i>51.9</i>	36	42.4	246,433	51.5
Female	73	43.7	21	42	31	39.2	25	<i>48.1</i>	49	57.6	231,876	48.4
Nonbinary	11	6.6	NA	NA	NA	NA	NA	NA	NA	NA	383	0.1
White	126	75.4	44	88	32	40.5	4	7.7	77	90.6	342,108	71.5
Hispanic/Latino	21	<i>12.6</i>	5	10	17	21.5	38	73.1	5	5.9	62,415	13.0
Black or African American	15	9	1	2	21	26.6	NA	NA	1	1.2	33,501	7.0
Native Hawaiian/ Pacific Islander	NA	NA	NA	NA	NA	NA	1	1.9	NA	NA	3,232	0.7
Asian	1	0.6	NA	NA	1	1.3	9	17.3	NA	NA	11,921	2.5
Multi-Racial	3	1.8	NA	NA	8	10.1	NA	NA	2	2.4	24,003	5.0
American Indian or Alaskan Native	1	0.6	NA	NA	NA	NA	NA	NA	NA	NA	1,512	0.3

Note. Charter school data is from the 2023 fall BEDS submission. These data reflect students actively enrolled on the Oct. 1 count date with a BEDS entry code (students served): 1, 2, 3, 4, 5, 10, 11, 15, 19 and 60 except when Service/Facility Type is 8 (border agreements). State data are from: the Department, Bureau of Information and Analysis, Address File and SRI Fall Merged 2023 file, and represent the percent of students within each subpopulation or the number of students within a subpopulation divided by the total number of students within the population as a whole. **Bold with green highlight** indicates the population is above state percentages; *Italics with yellow highlight* indicates the population is within one point of state performance.

C. Attendance, Graduation and Dropout

Attendance, graduation and dropout data for the charter schools are provided in Table 5 below. Data for each area is represented in percentages.

In comparison to the state, three of four charter schools (with applicable data) have higher percentages of average daily attendance, with Storm Lake/Iowa Central/Buena Vista Early College Charter High School achieving 100 percent average daily attendance. One charter school is within one percent of the state average.

West Central Charter High School achieved a 100 percent four-year graduation rate for the class of 2023, 12.5 percent higher than the state. Two of the charter schools had a zero-percent dropout rate, while the other two had dropout rates that were 6 percent or higher than state average.

Table 5. Attendance, Graduation and Dropout (2022-23)

Area	Choice	Hamburg	Horizon	Storm Lake	West Central	State
Attendance (ADA)	91.9	94.7	NA	100	94.6	92.7
Four-year graduation rate	37.1	**	NA	NA	100	87.5
Dropout	16.7	8.1	NA	0	0	2.1

Note: Data listed for each school are from the required charter school reports in Appendices B-E. State data are from [state statistics](#) across attendance, graduation and dropout. **Bold with green highlight** indicates areas where the charter is above the state rate (attendance and graduation) or below the state rate (dropout).

Please note the following:

- Attendance, graduation rates and dropout rates are a year in arrears; the most current data for these indicators is 2022-23.
- Horizon Science Academy's first year of operation was 2023-24. Therefore, Americans with Disabilities Act (ADA) data are not available. In addition, Horizon does not serve secondary students; therefore, graduation and dropout rates are non-applicable.
- Storm Lake/Iowa Central/Buena Vista College High School provides services to students exclusively in Grade 12. Therefore, four year and five-year graduation rate data is not available.

** Denotes that the student N size was under 10 and therefore not available to report.

D. Student Achievement

Proficiency data from the Iowa School Performance Profile (ISASP, 2023-24) in ELA and mathematics for the charter schools are provided in Table 6. Data indicate that charter schools are performing below the state in ELA and mathematics across all grades with a few exceptions: Hamburg grade 9 ELA is at 91.7 percent, and their all-student proficiency rate is higher than the state. While smaller student N size may be a contributing factor, the discrepancy in percent proficient in ELA and mathematics is often 10 percent or higher. Further details around student engagement, satisfaction, additional student performance data and other factors are provided in the charters' full reports in Appendices B-F.

Table 6. ELA- Math Proficiency 2023-24

	Choice		Hamburg		Horizon Science Academy		West Central		State
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
Reading Assessment									
Grade 3	NA	NA	NA	NA	**	**	NA	NA	64
Grade 9	**	**	11/12	91.7	NA	NA	13/25	52	74
Grade 10	14/21	66.7	10/15	66.7	NA	NA	13/20	65	73
Grade 11	8/19	42.1	**	**	NA	NA	13/19	68.4	70
All Students	22/40	55	21/27	77.7	**	**	39/64	60.9	72.7
Math Assessment									
Grade 3	NA	NA	NA	NA	**	**	NA	NA	76
Grade 9	**	**	4/12	33.3	NA	NA	13/25	52	62
Grade 10	5/20	25	6/15	40	NA	NA	8/20	40	65
Grade 11	2/20	10	**	**	NA	NA	11/19	57.9	66
All Students	7/49	17.5	10/27	37	**	**	32/64	50	69.8

Note. Data listed for each school are from the required charter school reports in Appendix B - F. State data are from [state statistics](#) across reading and math student proficiency data. Storm Lake Charter School serves only grade 12 students; therefore, ISASP proficiency data is non-applicable. **Bold with green highlight** indicates students performing above state performance.

** denotes that the student N size was under 10 and therefore not available to report.

E. Number and Qualifications of Teachers and Administrators

Number and qualifications of teachers and administrators for the five charter schools are provided in Table 7 below. Five of five charter schools employ 100-percent certified staff (fully, conditional or initial). For details regarding the degrees held across teachers and administrators, see Appendices B-F.

Table 7. Number and Qualifications of Teachers and Administrators

Qualified Personnel	Choice		Hamburg		Horizon Science Academy		Storm Lake		West Central	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Teachers: Fully	15/19	78.9	1/3	33.3	4/9	44.4	1/1	100	22/25	88
Teachers: Conditional	1/19	5.2	**	**	0	0	**	**	2/25	8
Teachers: Initial	3/19	15.7	2/3	66.6	4/9	44.4	**	**	5/25	20
Teachers: Other ¹	0	0	**	**	2/9	22.2	**	**	4/25	16
Total Qualified Teachers	19/19	100	3/3	100	8/8	100	1/1	100	25/25	100
Administrators: Certified	2/2	100	**	**	1/1	100	**	**	3/3	100
Administrators: Other ²	0	0	**	**	0	0	1	100	0	0
Total Qualified Administrators	2/2	100	**	**	1/1	100	1/1	100	3/3	100

¹ Teachers: “Other” means **not indicated as fully, conditional or initially certified as a teacher**. Staff in “Other” have substitute authorization or an equivalent.

² Administrators: “Other” means **not indicated as fully certified as an administrator**. Administration in “Other” have an educational certification or degree, and are serving a director or coordinator level role.

Please note:

- West Central and Horizon Science Academy had staff that had multiple certifications that fit both categories of Initial and Other certifications.
- Hamburg and Storm Lake have an arrangement to share instructional staff with different organizations. Hamburg is partnering with Hamburg Community School District. Storm Lake is partnering with Iowa Central Community College and Buena Vista University.

F. Financial Sustainability

Total revenue, expenditures and carryover financial amounts for the prior, current and projected fiscal years are provided in Table 8. Student enrollment and per-pupil funding currently serve as the main mechanism that the charter schools rely on for strong financial performance. Many charters have taken action steps towards increasing their enrollment, such as open tours, local promotion and partnerships with local community colleges for dual enrollment. Beyond enrollment, charter schools are pursuing stronger connections with the local community to foster support, and acting upon various grant and fundraising opportunities.

Table 8. Charter School Finance Table

	Choice			Hamburg			Horizon			Storm Lake			West Central		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
# Students	139	229	227	35	50	57	NA	73	153	60	46	49	86	82	85
Revenue	1,940,633	1,908,285	2,578,487	320,014	456,148	830,700	NA	2,171,686	2,805,616	444,780	351,210	583,474	730,107	777,684	818,908
Expenditures	1,469,912	2,143,547	2,556,242	129,201	429,013	734,621	NA	2,793,350	2,941,712	578,688	621,554	840,561	1,349,368	1,446,887	1,558,000
Carryover	470,721	-235,262	22,245	190,813	27,135	96,079	NA	-621,664	-136,096	-133,908	-270,344	-257,087	-619,261	-669,203	-739,092

Note: Data are from section F in Appendices B through F (Choice Charter, Hamburg, Horizon, Storm Lake and West Central, respectively). **Bold with pink highlight** indicates a negative ending balance.

Charters engage in the following practices to mitigate operational risk:

- Meet with leadership and board to review budget expenditures and revenue,
- Seek grants and engage in fundraisers,
- Seek loans at low-interest rates,
- Purchase facilities to decrease rent costs,
- District increase funding for school board model charters and
- Enhance strategic partnerships.

The Bureau of School Business Operations reports four of the five currently operating public charter schools in the state authorized under Iowa Code Chapters 256E and 256F had expenditures that were greater than the revenues for fiscal year 2024 (FY24). These amounts represent the revenue and expenditures for the charter school for the fiscal year indicated and do not include carryover balances as applicable.

G. Sustainability and Stakeholder Satisfaction Ratings

Projected demographic data for the charter schools are provided in Tables 9 and 10 below. Three of five charter schools are projecting an increase in enrollment within the next two years. The other charter schools are projecting equal or a slight decrease in enrollment (less than 10 students). Horizon Science Academy is projecting to expand its grades served up to grade 6 by the 2026-27 school year.

All of the charter schools are projecting to continue serving a demographically diverse student population. While some schools did not have enough data to calculate specific projected enrollment for all demographics, all charter schools have stated missions, visions and goals that outline bringing high-quality instructional experiences to students from all backgrounds.

Table 9. Projected Enrollment Data 2025-26 and 2026-27

Demographics	Choice		Hamburg		Horizon		Storm Lake		West Central	
	2025-26	2026-27	2025-26	2026-27	2025-26	2026-27	2025-26	2026-27	2025-26	2026-27
Grade K	NA	NA	NA	NA	45	45	NA	NA	NA	NA
Grade 1	NA	NA	NA	NA	40	40	NA	NA	NA	NA
Grade 2	NA	NA	NA	NA	40	40	NA	NA	NA	NA
Grade 3	NA	NA	NA	NA	40	40	NA	NA	NA	NA
Grade 4	NA	NA	NA	NA	30	40	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA	18	33	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA	NA	20	NA	NA	NA	NA
Grade 9	**	**	15	15	NA	NA	NA	NA	17	24
Grade 10	325	1004	15	20	NA	NA	NA	NA	25	17
Grade 11	229	521	20	20	NA	NA	NA	NA	27	25
Grade 12	290	553	20	20	NA	NA	45	42	20	27
Total enrollment	844	2078	70	75	213	258	45	42	89	93

Table 10. Projected Enrollment Data 2025-26 and 2026-27: Demographics, Race/Ethnicity

Demographics	Choice		Hamburg		Horizon		Storm Lake		West Central	
	2025-26	2026-27	2025-26	2026-27	2025-26	2026-27	2025-26	2026-27	2025-26	2026-27
Free and Reduced Lunch	**	**	60	65	206	273	25	24	53	54
Individualized Education Plan	156	391	15	17	7	8	6	5	9	9
English Learners	**	**	2	3	5	6	14	13	1	1
Male	418	937	40	42	140	167	23	22	39	40
Female	192	312	30	33	99	121	22	20	50	53
Nonbinary	83	229	2	2	NA	NA	2	1	1	1
White	459	877	60	62	111	135	3	2	**	**
Hispanic/Latino	189	567	10	10	32	37	32	30	**	**
Black or African American	20	23	NA	NA	66	78	2	2	**	**
Native Hawaiian-Pacific Islander	**	**	NA	NA	NA	NA	NA	NA	**	**
Asian	**	**	NA	NA	NA	NA	7	7	**	**
Multi-Racial	**	**	NA	NA	31	37	1	1	**	**
American Indian or Alaskan Native	**	**	NA	NA	NA	NA	NA	NA	**	**

** indicates that there was insufficient data to calculate a projection.

H. Findings of noncompliance across charters

During the 2023-24 school year, there were no findings of noncompliance across the schools in operation.

I. Charter School Recommendations

It is anticipated that all charter schools currently in operation will continue to make progress toward their stated mission, vision and goals. To support charter schools in this effort, there are two recommendations moving forward:

The State Board will:

1. Continue to examine the following data to determine if the existing charter schools are meeting the purposes outlined in Iowa Code Chapters 256E and 256F, as charters come to the State Board for renewal:
 - Data contained in this report, including:
 - Mission, Vision, Goals and Progress
 - Enrollment and Demographics
 - Attendance, Graduation and Dropout
 - Student Achievement
 - Number and Qualifications of Teachers and Administrators
 - Financial Sustainability
 - Findings
 - Recommendations
 - The appendices of this report that contain all data required to be submitted to the Department as outlined in Appendix A
 - Additional necessary monitoring data
2. Require charter schools running a budget deficit each year for two full years of operation to:
 - Submit a brief budget action plan detailing practices which will ensure a budget surplus in subsequent years.
 - Include an update on the budget action plan status within the submitted annual report.

IV. Appendices

The following are included in the appendices:

- **Appendix A** is the reporting template guide which includes the requirements provided by the Department to Iowa charter schools authorized under Iowa Code Chapter 256E.

The remaining Appendices are reports as submitted by each charter school listed.

- **Appendix B** is the full required report submitted by Choice Charter School.
- **Appendix C** is the full required report submitted by Hamburg Charter High School.
- **Appendix D** is the full required report submitted by Storm Lake/Iowa Central/Buena Vista College High School.
- **Appendix E** is the full required report submitted by West Central Charter High School.
- **Appendix F** is the full required report submitted by Horizon Science Academy Des Moines.



Iowa Charter School Report Guide

This guide is to serve as technical assistance for charter schools when completing the annual progress report. In each section of the report, there will be three elements for the reporting school to complete: Introduction, Data, Discussion. Each of the elements will have outlined directions.

The **Introduction** section is meant to provide general or overview information for the particular topic. Note that this doesn't need to be extensive; a brief description of the bullets in the directions will be sufficient.

The **Data** section is meant for specific data relevant to the topic. Note that in some cases, the data has been pre-populated, using prior submissions to the Iowa Department of Education. If data has already been included, a source and brief description will be provided. Please check for accuracy when reviewing pre-populated data.

The **Discussion** section is meant to provide commentary and interpretation of the relevant data. Note if the directions ask for specific conditions to be met. This section also should be brief in nature.

Important Note:

As you complete the report, certain data tables will be color coded.

- **Items that are highlighted yellow** are the responsibility of the school to complete. Please be sure to include the source information, input underneath the data table
- **Items that are highlighted purple** are data that the Department is in process of compiling for the state, but it would be advised to fill in these sections if you have the data available.
- **Items that are highlighted gray** are data that are non-applicable or not available. Please check for accuracy and make any updates necessary.
- For tables that have been pre-populated, **please review for accuracy and make any updates necessary**

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A. Mission, Vision, & Progress toward Goals

1. Program Highlights & CELEBRATIONS!

Brief introduction to your charter school:

- Describe the purpose of your charter school - what are the unique aspects of your charter (different from traditional public schools)
- Indicate the grade levels served, and community your charter is located within
- Any other aspect that is important to note about your charter.

This is the area for you to shine - so provide whatever updates or celebrations you feel are most important here.

2. Data - Check for Accuracy & Update (if applicable)

TABLE 1: MISSION AND VISION

Mission	Vision
These data are pre-populated with charter school application information. Please review and revise if needed.	These data are pre-populated with charter school application information. Please review and revise if needed.

3. Discussion

Include the following in the discussion in this area:

- Brief description of the progress towards mission and vision
- Include any charter-determined goals and progress towards those goals

B. Student Enrollment

1. Introduction

Include the following in the introduction in this area:

- Overview of student enrollment and demographic data
- Overview of best practices in recruitment of students to enroll in your charter.

2. Data- Check for Accuracy & Update (if applicable)

TABLE 2: STUDENT ENROLLMENT

Demographic	Number 2021-2022	Percent 2021-2022	Number 2022-2023	Percent 2022-2023	Number 2023-2024	Percent 2023-2024
Grade	Data	Data	Data	Data	Data	Data
Grade						
Grade						
Total Enrollment						
Free and Reduced Lunch						
Individualized Education Plan						
English Learners						
Male						
Female						
Nonbinary						
White						
Hispanic-Latino						
Black or African-American						
Asian-Pacific Islander						
Multi-Race						

Student enrollment data are from the Student Reporting in Iowa (SRI) fall data collection from the specified year. These data reflect students actively enrolled on the October 1 count date with a BEDS entry code (students served): 1, 2, 3, 4, 5, 10, 11, 15, 19, and 60 except when Service/Facility Type is 8 (Border Agreements).

3. Discussion

Include the following in the discussion in this area:

- **Brief** interpretation of the data over the years
- How you are able to effectively recruit students in an ongoing way to sustain your charter over time.

C. Attendance & Dropout Rate

1. Introduction

Include the following in the introduction in this area:

- Overview of attendance, dropout, student mobility in your charter.
- **Brief** description of best practices in this area implemented in your charter,
- The performance indicator annual targets for each area that is in the contract on file for your charter.

2. Data- Insert data (yellow/purple). Check for Accuracy & Update (if applicable)

TABLE 3: ATTENDANCE AND DROPOUT RATE

Area	2021-2022	2022-2023	2023-2024
Average Daily Attendance (ADA)	Data	Data	
Dropout Rate	Data	Data	
Student Mobility	Data	Data	Data

Average daily attendance data are from the Student Reporting in Iowa (SRI) spring data collection from the specified year. These data reflect the average daily attendance rate of students across the year. The calculation is based on the total number of days attended in school divided by the total number of days enrolled.

Dropout Rate data are from the Student Reporting in Iowa (SRI) spring data collection and Dropout Verification application. These data reflect the total number of grades 7-12 dropouts in the specified year as a percentage of total enrollment in grades 7-12. The [Graduation Rates & Dropout Rates page](#) of the Iowa Department of Education website provides more detail about the methodology for these calculations.

Student Mobility data are from DATA SOURCE. These data reflect DESCRIBE.

3. Discussion

Include the following in the discussion in this area:

- **Brief** interpretation of the data over the years.
- Indication of whether you met - or did not meet - the annual target set within the contract on file for your charter.
 - If met - **brief** description of best practices you will continue to maintain performance
 - If not met - **brief** description of best practices in this area you will implement, or change (increase intensity, put more resources toward) to ensure you will meet those targets in the future.

D Graduation Rate

1. Introduction

Include the following in the introduction in this area:

- Overview of graduation in your charter.
- **Brief** description of best practices in this area implemented in your charter,
- The performance indicator annual targets for each area that is in the contract on file for your charter (NA if not indicated in your contract)

2. Data- Insert data (yellow/purple). Check for Accuracy & Update (if applicable)

TABLE 4: GRADUATION RATE

Area	2021-2022	2022-2023	2023-2024
4-Year Graduation Rate	Data	Data	
5-Year Graduation Rate	Data		
Credit Accrual	Data	Data	Data
Students on track for graduation	Data	Data	Data

4-year and 5-year graduation rate data are from the Student Reporting in Iowa (SRI) data collection and Dropout Verification application. These data reflect the percentage of a cohort of first-time freshmen who graduate high school with a regular diploma within the specified time frame (four or five years). The [Graduation Rates & Dropout Rates page](#) of the Iowa Department of Education website provides more detail about the methodology for these calculations.

Credit Accrual data are from DATA SOURCE. These data reflect DESCRIBE.

Students On Track for Graduation data are from DATA SOURCE. These data reflect DESCRIBE.

3. Discussion

Include the following in the discussion in this area:

- **Brief** interpretation of the data over the years.
- If there is no annual target:
 - **Brief** description of best practices in this area you will implement to ensure students graduate on time.
- If there is an annual target
 - Indication of whether you met - or did not meet - the annual target set within the contract on file for your charter.
 - If met - **brief** description of best practices you will continue to maintain performance
 - If not met - **brief** description of best practices in this area you will implement, or change (increase intensity, put more resources toward) to ensure you will meet those targets in the future.

E Student Achievement

- **Introduction**

Include the following in the introduction in this area:

- Overview of how you monitor student performance in your charter.
- **Brief** description of best practices in this area implemented in your charter,
- The performance indicator annual targets for proficiency, growth and/or gaps that are in the contract on file for your charter.

- **Data-** Insert data (yellow/purple). Check for Accuracy & Update (if applicable)

TABLE 5: STUDENT PROFICIENCY DATA

Proficiency	2021-2022	2022-2023	2023-2024
ISASP/DLM: Reading	Data	Data	Data
ISASP/DLM: Math			
ISASP/DLM: Science			
Additional Test Data	Data	Data	Data

TABLE 6: STUDENT GROWTH DATA

Growth	2021-2022	2022-2023	2023-2024
ISASP: Reading	Data	Data	
ISASP: Math			
ISASP: Science			
Additional Test Data	Data	Data	Data

ISASP/DLM proficiency rate data are from Iowa Department of Education calculations using Iowa Statewide Assessment of Student Progress (ISASP) data (from Iowa Testing Programs) and Dynamic Learning Maps (DLM) alternate assessment data (from ATLAS). These data reflect the percentage of students who test proficient or above in the specified subject area. The [Iowa School Performance Profiles Technical Guide](#) (see Accountability Measure: Proficiency) provides more detail about the methodology for these calculations.

ISASP growth data are from Iowa Department of Education calculations using Iowa Statewide Assessment of Student Progress (ISASP) data (from Iowa Testing Programs). These data reflect the median Student Growth Percentile (SGP) of the tested students in the specified subject area. An SGP describes a student’s growth compared to other students with similar prior test scores (their academic peers). SGPs have values between 1 and 99; If a student has an SGP of 85, we can say that they demonstrated equal to or more growth than 85 percent of their academic peers. Half of the state’s students have SGPs below 50 and half above. The [Iowa School Performance Profiles Technical Guide](#) (see Accountability Measure: Growth) provides more detail about the methodology for these calculations.

Additional test data are from DATA SOURCE. These data reflect DESCRIBE.

• Discussion

Include the following in the discussion in this area:

- **Brief** interpretation of the data over the years.
- Indication of whether you met - or did not meet - the annual target set within the contract on file for your charter.
 - If met - **brief** description of best practices you will continue to maintain performance
 - If not met - **brief** description of best practices in this area you will implement, or change (increase intensity, put more resources toward) to ensure you will meet those future targets.

F. Financial Performance

1. Introduction

Include the following in the introduction in this area:

- Indicators that serve as the rationale for future projections
- Any projected revenue sources

2. Data - Insert data in the yellow cells

TABLE 7A: FINANCIAL PERFORMANCE

		Year 1	Year 2	Year 3
		2022-2023	2023-2024	2024-2025
Revenue Source				
# Students		0.00	0.00	0.00
Total State Per Pupil Funding	3124	\$ -	\$ -	\$ -
Transportation Fees	14XX			
Investment and Deposit Income	15XX			
Food Service	16XX			
Student Activities	17XX			
Contributions/Donations from Private Sources	192X			
Textbook Sales and Rentals	194X			
School Food Service Program	325X			
Title I	45XX			
Child Nutrition Act	455X			
Other Source	[Enter Source]			
Other Source	[Enter Source]			
Other Source	[Enter Source]			
Total Revenue		\$ -	\$ -	\$ -

TABLE 7B: FINANCIAL PERFORMANCE

		Year 1	Year 2	Year 3
		2022-2023	2023-2024	2024-2025
Expenditure				
Salaries/Benefits				
Instruction	1000			
Support Services - Students	21XX			
Support Services - Instruction	22XX			
Support Services -General Administration	23XX			
Support Services - School Administration	24XX			
Support Services - Business & Central	25XX			
Operation and Maintenance	26XX			
Student Transportation	27XX			
Food Services	31XX			
Non-Staff Expenditures				
Purchased Professional-Technical Services	300			
Audit Services	341			
Legal Services	342			
Utility Services	41X			
Cleaning Services	42X			
Repair and Maintenance	43X			
Rentals	44X			
Construction Services	45X			
Insurance	52X			
Communications (postage, telephone)	53X			
Supplies	61X			
Natural gas/electric	62X			
Fuel	62X			
Food for Food Service Program	63X			
Books/periodicals	64X			
Textbook substitutes	65X			
Student Transportation supplies	67X			
Equipment	73X			
Other Items	[Enter Object Code]			
Total Expenditures		\$ -	\$ -	\$ -
Net Revenue/Expenditure				
Net Revenue/Expenditure		\$ -	\$ -	\$ -

Financial data are from DATA SOURCE. These data reflect DESCRIBE

3. Discussion

Include the following in the discussion in this area:

- **Brief** interpretation of the data over the years.
- Indication of present and future finance performance

G. Staffing and Qualifications

1. Introduction

Include the following in the introduction in this area:

- Overview of best practices in recruitment and retention of staff.

2. Data- Check for Accuracy & Update (if applicable)

TABLE 8: STAFFING

Folder #	Name	Position	Qualification
Data	Data	Data	Data

Staffing data is from the Fall BEDS Staff report to the Iowa Department of Education.

3. Discussion

Include the following in the discussion in this area:

- How you are able to effectively recruit and retain highly qualified staff in an ongoing way to sustain your charter over time.

H Sustainability, Trends, & Satisfaction

1. Introduction

Include the following in the introduction in this area:

- Overview of enrollment trends, satisfaction of staff, students, and parents, and sustainability

2. **Data:** Insert data in the yellow cells for Table 9 & Table 10

TABLE 9: PROJECTED STUDENT ENROLLMENT

Demographic	Number 2024-2025	Number 2025-2026	Number 2026-2027
Grade	Data	Data	Data
Grade			
Grade			
Total Enrollment			
Free and Reduced Lunch			
Individualized Education Plan			
English Learners			
Male			
Female			
Nonbinary			
White			
Hispanic-Latino			
Black or African-American			
Native Hawaiian-Pacific Islander			
Asian			
Multi-Race			

Projected Student Enrollment data are from DATA SOURCE. These data reflect DESCRIBE.

TABLE 10: SATISFACTION RATINGS

Include data to indicate satisfaction ratings from staff, students, and parents

Satisfaction Ratings are from DATA SOURCE. These data reflect DESCRIBE.

3. Discussion

Include the following in the discussion in this area:

- **Brief** interpretation of the data over the years.
- Included projected enrollment
- Indication of present and future sustainability

I Other Performance Measures within the Contract

1. Introduction

Insert response here

2. Data:

TABLE 11: OTHER PERFORMANCE MEASURES WITHIN THE CONTRACT NOT ADDRESSED IN ANY OTHER SECTION

Insert data here

For each performance measure, include DATA SOURCE and DESCRIPTION.

3. Discussion

Insert response here

Appendix B: Choice Charter School

Iowa Charter School Reporting

October 2024

Choice Charter School

Introduction

281—19.14(256E) and 256F.10 Reports.

19.14(1) Annual report, and Iowa Code Chapter 256E.12. Each charter school shall prepare and file an annual report with the department. The department shall prescribe by rule the required contents of the report, but each such report shall include information regarding student achievement, including annual academic growth and proficiency, graduation rates, and financial performance and sustainability, and for Iowa Code Chapter 256F charters - the number of and comments on supervisory visits by the department of education. The reports are public records, and the examination, publication, and dissemination of the reports are governed by the provisions of Iowa Code chapter 22. The annual report is due to the department October 1 and shall include data for the prior school year. Required content includes:

- a. The charter school's mission statement, including a vision statement and goals, as well as data measuring goal attainment.
- b. Student demographics, disaggregated by grade level and protected characteristics.
- c. Attendance statistics and dropout rate (average daily attendance, dropout rate, student mobility).
- d. Graduation data, including four-year and five-year graduation rates, credit accrual, and number of students on track for graduation.
- e. Student achievement, including annual academic growth and proficiency, including Iowa statewide assessment of student progress (ISASP) data, other assessment data, and aggregate assessment test scores.
- f. Financial performance, including projections of financial stability.
- g. The number and qualifications of teachers and administrators.
- h. Sustainability data, including enrollment trends, staff satisfaction, and parent and student satisfaction.
- i. The number of and comments on supervisory visits by the department of education (256F, only).

A. Mission, Vision, & Progress Toward Goals

1. Program Highlights & CELEBRATIONS!

Choice Charter School (CCS) was formed, as Iowa's first founding group charter, in the fall of 2022. During the first two years of existence students in grades 9-12 were enrolled, with seventh and eighth graders joining in the fall of 2024. The priority is currently students who are in grades 7-12, aiming to reach 8-10% of the approximately 4000 dropouts in the State, or around 300 students.

CCS is unique in that students are served from across the entire State of Iowa in an online format in both metropolitan and rural areas. Students, teachers/instructors, and other staff attend school in a virtual setting, attending class and interacting with their self-created avatars. Instruction takes place in classes, similar to a Google Meets or Zoom format. Instruction is highly interactive, with the choice of completing courses in a LIVE setting (in person), or Flex (self-paced).

Although the central office is located at 607 Center Street, Union, Iowa 50258, the school partners with many agencies and works within the public accessible buildings in the communities where the students live.

CCS is geared for the students who are not, or do not feel, successful attending the school in their home district. These students often have found that the "traditional" model of schooling does not meet their learning needs, and many others have had issues feeling unwelcomed or challenged with other social-emotional needs. As a result, many students who are credit deficient have to relearn skills and behaviors to be successful in school.

Choice Charter School is a non-traditional, nonprofit school meeting the needs of unique students who want a brighter future. We provide an evidence-based program for students who want a nontraditional high school option, have dropped out of high school, and are motivated to earn a diploma. Through individual learning paths that honor students' college/career dreams, we prepare them to become engaged members of society by:

- Integrating learning strengths, student choice, interests, and needs to create personalized learning paths.
- Recognizing the value of each student and the unique circumstances brought to the learning environment.
- Creating worthy work that is cross-curricular.
- Focusing on competency, project-based education

Each student is placed with an adult mentor to help navigate through the academic and social emotional needs and challenges of school. No other program in the state offers the time commitment our mentors have for meeting the unique needs of the students we serve. We also were the first in the nation to use the charterverse to educate students in a very unique environment. According to our Conditions of Learning Survey, CCS surpasses all schools in all areas for a second year in a row.

Additional highlights include:

- Offering an engaging and culturally relevant curriculum that builds on the students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. A standards-based learning environment is offered with a comprehensive system of support to address the needs of the whole child.

- Providing a personal academic setting and compassionate social and emotional support. Computers and wifi service are provided to those who need it and we meet students face to face in the life situation they are in: many are homeless, hungry, and without hope.
- Increasing learning opportunities for students by providing over 200 courses to achieve career goals in areas which include STEM and STEAM courses, credentialing programs, pre-apprenticeships and dual enrollment opportunities.
- Increasing opportunities for work-based learning, and serving at-risk populations by using the village approach. We are here to provide a quality education to those seeking a different option than the traditional offerings.
- Focusing on all students being future-ready via an 8 semester, project-based class that combines English, social studies, civic literacy and information literacy.
- Identifying potential career path and achieve success in through:
 - Internships/pre-apprenticeships in health, STEM, service, business or technology via a certificate model.
 - Workplace readiness leading to a diploma program or AA degree at Job Corps or local community college, or a military career.
 - Gaining confidence and background knowledge to go to more traditional 4-year college pathways.

All graduates of CCS are either gainfully employed, going on to college or into the trades. Choice Charter School keeps track of our graduates by calling them yearly to see what is happening in their lives. Many students stay connected with CCS after graduation. CCS students are finding their community online. Students are frequently meeting up online to talk, play games and have formed their own communities within the charterverse.

Choice Charter School is changing lives one student at a time while preparing them to be participating citizens. We have helped increase the graduation rate, increase Iowa's tax base, and saved the taxpayers of Iowa money by educating these students on a lower budget than any other district our size in Iowa.

A mental health and mindfulness focus has been established as part of our operating procedures. In addition to personalized mentoring, we have added mental health care and mindfulness as well as training for staff members in nonviolent communication and the impact of trauma on our students.

A secondary subset of individuals is now becoming evident in our data collection. That includes students who are already working full time for family support and young parents whose needs are not being met in traditional schooling. Offering flexible scheduling options for these students is a way to keep them engaged.

We are grateful for the culture and climate we've been able to develop as a district. The data from Panorama surveys and parallel surveys for our staff and parents indicate that we are working to create an environment where students can succeed on their schedules and staff can appropriately support them. As we enter into this third year, we are focused on making our communication with parents and other stakeholders even better by employing a system that more accurately tracks communication.

2. Data

TABLE 1: MISSION AND VISION

Mission	Vision
<p>Choice Charter School's mission will be to provide a brighter future to Iowa's students who need it the most: under-credited, about to age out, dropped out, at risk of dropping out, and/or those wanting a nontraditional option. Our objective is to create future-ready students who have the confidence to pursue their passion.</p>	<p>Choice Charter School will be a non-traditional, nonprofit school meeting the needs of unique students who want a brighter future. We will provide a research evidence-based program for students who want a nontraditional high school option, have dropped out of high school, and who are motivated to earn a diploma. Through individual learning paths that honor students' college/career dreams, we will prepare people to become engaged members of society by:</p> <ul style="list-style-type: none"> • Integrating learning strengths, student choice, interests, and needs to create personalized learning. • Recognizing the value of each student and the unique circumstances brought to the learning environment. • Creating a cross-curricular curriculum. • Focusing on competency, project-based education.

3. Discussion

In the initial application to become a charter school, it was required to list potential academic and operational performance expectations to achieve. This was required before there were students in the school and staff in place to support and instruct them. In year two, CCS now has two years of achievement data to examine academic growth and proficiency. Student growth will become more clear as time progresses, and more data is available on students that have attended over multiple years. Identifying achievement goals was a requirement of the application process. Without knowing the achievement scores of students, and the type of students that Choice Charter School would attract during the first year, the goals were made up to satisfy the requirements while indicated that once CCS had data, appropriate goals would be created. In conversations with the Department of Education, it was clarified that actual goals based on data would be created once that data was available. See under the "Student Achievement - Academic Growth and Proficiency" section for results and more details.

The goals included in the application are included below, with the corresponding section to view the progress and results.

<p>Student academic growth and proficiency in English language arts on statewide outcome assessments.</p> <ul style="list-style-type: none"> • Assessment Participation - English Language Arts • Achievement - English Language Arts Average School • Proficient - English Language Arts Percent Proficient <ul style="list-style-type: none"> ○ 60% proficient to be revisited proficient/advanced proficient on by SIAC when there is actual ISASP and/or DLM assessment 1 data. 	<p>See Section E. Student Achievement</p>
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<p>Student academic growth and proficiency in mathematics on statewide outcome assessments.</p> <ul style="list-style-type: none"> • Assessment Participation - Mathematics Average School • Achievement - Mathematics Conditions for • Mathematics Post-Secondary Readiness Index <ul style="list-style-type: none"> ○ 60% proficient to be revisited proficient/advanced proficient on by SIAC when there is actual ISASP and/or DLM assessment data. 	<p><u>See Section E. Student Achievement</u></p>
<p>Achievement gaps in both proficiency and growth on statewide outcome assessments between specified populations or groups of students, including groups based on gender, race, poverty, special education status, limited English proficiency, and gifted status.</p> <ul style="list-style-type: none"> • 60% proficient to be revisited proficient/advanced proficient on by SIAC when there is actual ISASP and/or DLM assessment data. 	<p><u>See Section E. Student Achievement</u></p>
<p>Benchmark status on early literacy approved screening measure(s) in grades kindergarten through 3.</p> <ul style="list-style-type: none"> • Now N/A as the school serves students in grades 7-12. 	<p><i>Not Applicable</i></p>
<p>Conditions for learning data (as required by Iowa's state plan under the Every Student Succeeds Act). Enrollment attrition and mobility.</p> <ul style="list-style-type: none"> • Has been completed, as required, in each of the past two years. 	<p><u>See Section H. Sustainability, Trends, & Satisfaction</u></p>
<p>Postsecondary readiness for students in grades 9 through 12.</p> <ul style="list-style-type: none"> • College Level Post-Secondary Readiness Index ACT or • SAT Participation Post-Secondary Readiness Index ACT or SAT Success Post-Secondary Readiness Index • Career & Technical Progress Toward ELP Composite <ul style="list-style-type: none"> ○ This data will be given after count day when we have students who graduate. ○ 16 career clusters combined to create 8 bigger subgroups 	<p><u>See Section I. Other Performance Measures within the contract</u></p>
<p>Goals specified in the charter school's mission.</p> <ul style="list-style-type: none"> • Enrollment <ul style="list-style-type: none"> ○ 300 students enrolled • Percent of students chronically absent <ul style="list-style-type: none"> ○ Less than 1% to be revisited by SIAC when we have actual data. 	<p><u>See Section B. Student Enrollment, and C. Attendance & Dropout Rate</u></p>

<ul style="list-style-type: none"> • Enrollment attrition and mobility <ul style="list-style-type: none"> ○ Less than 1% <p>Financial performance and sustainability.</p> <p>Governing board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract.</p>	<p><u>See Section F. Financial Performance and H. Sustainability, Trends, & Satisfaction</u></p> <p><i>All laws and regulations are being followed as required and outlined in the contract.</i></p>
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B. Student Enrollment

1. Introduction

CCS students enroll from all over the state. They come from rural and metropolitan areas. The year started with 29% of our population qualifying for free and reduced lunch. By the end of the year it was over 40%. 75% are white, 12.6% Hispanic, 9 % are African American with the remaining categories less than 2%. (This is all in Table 2 for your viewing). We started the year with 153 students and ended the year with 229 students (SRI Spring Results). That number is deceiving because students come in and graduate throughout the year.

The best practices in recruitment were word of mouth. Our students loved being here and started sharing that with their friends. We had 99% of our new students coming from recommendations and referrals from our students. That data we keep on the intake forms. That continued to be the case all year. I am not sure there are too many schools in Iowa that grew by close to 100 students by word of mouth. There was not a lot of money to advertise, so that was done for free on social media and our website. There were also a few targeted events/conferences where CCS had information booths present to share more about the school, answer questions, and create awareness for prospective students.

Student demographics, disaggregated by grade level and protected characteristics are provided below in Table 2. (Based on the total number of students enrolling in and out of Choice Charter School for the year).

2. Data

TABLE 2: STUDENT ENROLLMENT

Demographic	Number 2022-2023	Percent 2022-2023	Number 2023-2024	Percent 2023-2024
9 th Grade	16	18.6	13	7.8
10 th Grade	11	12.8	34	20.4
11 th Grade	17	19.8	40	24
12 th Grade	42	48.8	80	47.9
Total Current Enrollment	86	100	167	100
Free and Reduced Lunch	NA	NA	49	29.3
Individualized Education Plan	10	11.6	25	15
English Learners	NA	NA	4	2.4
Male	37	43	83	49.7
Female	45	52.3	73	43.7
Nonbinary	4	4.7	11	6.6
White	66	76.7	126	75.4
American Indian or Alaskan Native	NA	NA	1	0.6
Hispanic-Latino	7	8.1	21	12.6
Black or African-American	13	15.1	15	9
Native Hawaiian-Pacific Islander	NA	NA	NA	NA
Asian	NA	NA	1	0.6
Multi-Race	NA	NA	3	1.8

Student enrollment data are from the Student Reporting in Iowa (SRI) fall data collection from the specified year. These data reflect students actively enrolled on the October 1 count date with a BEDS entry code (students served): 1, 2, 3, 4, 5, 10, 11, 15, 19, and 60 except when Service/Facility Type is 8 (Border Agreements).

3. Discussion

Enrollment continues to steadily increase since the first year that Choice Charter School opened in the fall of 2022. The beginning year student growth - from the first day of school in 2022 to the first day in 2023, increased from 86 to 167 students. This is an increase of 94% from year one to year two.

Using the spring 2023 SRI data, at the end of the 2023-2024 there were 229 active student documented. This is an increase of 143 students from the fall of 2022 to the spring of 2023, or 166%. This is a significant increase from what is shown in the chart above, when comparing last year, with this year's enrollment.

When this data was taken 15% of our population qualified for special education. Our data on race indicate we are pretty close to a typical Iowa school in diversity. 75% White, 13% Hispanic, 9% African American, 3% other.

Word of mouth has been the best advertisement a company could hope for. We have it here at Choice Charter School. When students love where they go to school, feel valued and heard, they will tell their friends. When parents are happy that their students are thriving, making friends and are "different people now", they will tell their friends. This will go on and on and on as long as we keep the culture as one of caring, compassion and allow the students to have a voice. We have yet to stop growing. We are not sure we ever will stop growing because of the climate and culture we have created for these young people in which to thrive. To sustain our charter we are fiscally responsible with our funds. We do have some students that this is not working, but we have more coming in than going out.

Although we did not meet the 300 students enrolled the first year, we did have over 139 year one and over 220 year two and currently we have 270 students enrolled in CCS. The initial application goal of 300 students enrolled is on track to be reached by the end of the 2024-2025 school year.

C. Attendance & Dropout Rate

1. Introduction

As an online/virtual school, attendance and engagement of students are calculated at Choice Charter School using participation in daily classes (live/synchronous), flex classes (asynchronous self-paced classes), mentoring sessions, and tutoring with teachers (during office hours).

Attracting students across the State, who have been unsuccessful in their home districts, has resulted in a higher rate of mobility throughout the school year. In addition, many of our students have not had positive experiences in a "typical" school setting, and come to us with prior attendance issues and fewer credits earned than their peer group.

During the 2022-2023 school year, Choice Charter School had a 16.7% dropout rate. That is noteworthy when you figure all CCS students are potential dropouts. The daily attendance during this same year was 91.9 % which is phenomenal when you consider that these students were nonattenders at their traditional schools and are now engaged at CCS.

2. Data

TABLE 3: ATTENDANCE AND DROPOUT RATE

Area	2022-2023
Average Daily Attendance (ADA)	91.9
Dropout Rate	16.7

Note. Attendance and Dropout Rates are a year in arrears, therefore the most current data for these indicators is 2022-2023.

Average daily attendance data are from the Student Reporting in Iowa (SRI) spring data collection from the specified year. These data reflect the average daily attendance rate of students across the year. The calculation is based on the total number of days attended in school divided by the total number of days enrolled.

Dropout Rate data are from the Student Reporting in Iowa (SRI) spring data collection and Dropout Verification application. These data reflect the total number of grades 7-12 dropouts in the specified year as a percentage of total enrollment in grades 7-12. The [Graduation Rates & Dropout Rates page](#) of the Iowa Department of Education website provides more detail about the methodology for these calculations.

TABLE 4: STUDENT MOBILITY

Area	2022-2023	2023-2024
Student Mobility	Of the 138 students entered into JMC, 81 entered past the start date, 0 left before the end for the year, 2 entered late and left early, and 2 left and later re-entered. 62% (85/138) of CCS students were mobile during the 2022-2203 school year.	Of the 237 students entered into JMC, 85 entered past the start date, 1 left before the end for the year, 0 entered late and left early, and 0 left and later re-entered. 36% (86/237) of CCS students were mobile during the 2022-2203 school year.

Student Mobility data are from the Choice Charter School’s JMC Student Management System.

3. Discussion

Recording the students who entered the school after the start date, left before the end of the school year, entered late then left early, and left then re-entered, were used to examine the mobility of CCS students. Tracking student mobility is a challenge for Choice Charter School. Anytime a student changes levels in their IEP, they are unenrolled in the SIS and re-enrolled in the SIS either the next day or next school day if it happens on a Friday. Students are also unenrolled and re-enrolled if they move to another district. This skews the mobility rate.

Because of the “newness” of Choice Charter School, many students are entering the year after the start date, when they become aware - or are in need - of this option. This accounted for a mobility rate of 62% (85/138) in 2022-2023 school year and 36% (85/237) in 2023-2024. Once entered, very few to no students leave the school during the course of the school year.

The initial application goal of less than 1% attrition and mobility has not been met. Given the nature of the current students enrolling and the flexibility of the online instructional model, this will be difficult if at all attainable and should be reconsidered as a target moving forward. On a positive note, there was a notable decrease by 26%, in total student mobility when comparing the 2022-2023 and 2023-2024 school years.

Best Practices.

Choice Charter School offers an alternative schedule, one that fits with the needs of the students and not the adults in the world (Best practice - Whatever it Takes). One that honors where they are in their life and in their life circumstances. We do not punish students for being ill, having mental health concerns, having babies, having to take time to grieve. We treat them as human beings and that is our biggest asset (Best practice - Relationship building). They know they will never fail a class nor have to repeat a class over and over again because they didn't earn enough points by the end of the grading period (Best practice - Competency Based Learning). They know that if they need food, clothing, shelter, we will get it for them (Best practice - Maslow over Bloom) . They know they don't have to have 8 subjects at one time to try to learn (Best practice - Feedback, Active Learning, Formative Assessment) . We pay attention to their needs, concerns and dreams and then make a plan to help them succeed in school and life beyond school (Best practice - Personalized Learning).

D Graduation Rate

1. Introduction

Students that come to Choice Charter School are usually extremely credit deficient, due to the traditional school model not meeting their needs and punishing students who don't earn enough points by the end of the grading period. The longer the students have been in the traditional system, the further they have fallen behind, and the more difficult it has been to catch them up. Therefore, many students are on their own pace to continually make progress and graduate. For some this is achieved within four years, others five to six, and beyond. Regardless, the focus is supporting all students to follow their individual timeline, versus not progressing and graduating at all in their home district.

It is the belief of CCS that the traditional measure of student success as graduating in 4-years is outdated. If we truly believe students learn at different rates, then we need to get rid of the notion that success is 4-year graduation. CCS embraces the individual needs of the students it serves and believes all students deserve a quality education and learn at different rates; therefore there is no stigma attached to those who take longer than 4 years at CCS.

The data indicate below 37.1 % of our student body in our first year of operation 22-23 school year who were to graduate in 4 years made it. That is to say that CCS was successful in helping 13 out of 35 students graduate in 4 years where they were destined to dropout in traditional school. However, CCS graduated 21 students over all. This why it is important to note that not all students graduate in 4 years, but when a student does graduate the impact on Iowa's economy is at least \$292,000 over their life time. As a result CCS saved the state in year 1 \$6.1 MILLION DOLLARS and it cost the tax payers a little over \$162,540 to educate them.

2. Data

TABLE 5: GRADUATION RATE

Area	2022-2023
4-Year Graduation Rate	37.1
5-Year Graduation Rate	NA

Note. Choice Charter School's first year of operations was in 2022-2023. 4-Year and 5-Year Graduation Rates are a year in arrears, therefore the most current data for these indicators is 2022-2023.

4-year and 5-year graduation rate data are from the Student Reporting in Iowa (SRI) data collection and Dropout Verification application. These data reflect the percentage of a cohort of first-time freshmen who graduate high school with a regular diploma within the specified time frame (four or five years). The [Graduation Rates & Dropout Rates page](#) of the Iowa Department of Education website provides more detail about the methodology for these calculations.

TABLE 6: CREDIT ACCRUAL AND STUDENTS ON TRACK TO GRADUATE

Area	2022-2023	2023-2024
Credit Accrual	<p>FOR *"FULL-YEAR" STUDENTS ONLY:</p> <ul style="list-style-type: none"> - On average 9th graders entered the school with 2.67 credits and earned 3.08. - On average 10th graders entered the year with 6.49 credits and earned 2.38. - On average 11th graders entered the year with 14.06 credits and earned 2.34 - On average 12th graders entered the year with 14.06 credits and earned 2.34. <p>FOR ALL STUDENTS:</p> <ul style="list-style-type: none"> - On average 9th graders entered the school with 2.30 credits and earned 4.40. - On average 10th graders entered the year with 3.76 credits and earned 3.64. 	<p>FOR *"FULL-YEAR" STUDENTS ONLY:</p> <ul style="list-style-type: none"> - On average 9th graders entered the school with 0 credits and earned 7.60. - On average 10th graders entered the year with 8.1 credits and earned 6.22. - On average 11th graders entered the year with 14.4 credits and earned 5.02 - On average 12th graders entered the year with 7.08 credits and earned 2.91. <p>FOR ALL STUDENTS:</p> <ul style="list-style-type: none"> - On average 9th graders entered the school with 1.69 credits and earned 53.7

Area	2022-2023	2023-2024
	<p>- On average 11th graders entered the year with 12.74 credits and earned 2.99.</p> <p><i>* Many of the students coming to the school later in the year appear highly motivated to earn credits (i.e. make progress towards graduation). Thus offsetting the data and having a slightly higher average.</i></p>	<p>- On average 10th graders entered the year with 10.22 credits and earned 3.55.</p> <p>- On average 11th graders entered the year with 16.21 credits and earned 3.43.</p> <p>- On average 12th graders entered the year with 23.49 credits and earned 2.04.</p> <p><i>* Many of the students coming to the school later in the year appear highly motivated to earn credits (i.e. make progress towards graduation). Thus offsetting the data and having a slightly higher average.</i></p>
Students On Track for Graduation	SEE CHART IN DISCUSSION BELOW	SEE CHART IN DISCUSSION BELOW

Students On Track for Graduation data are from the same data source as the “Credit Accrual data” as described above.

3. Discussion

Credit Accrual data are from an internal spreadsheet showing the CCS Accumulation of Credits Earned. This data reflects the number of credits students enter CCS with, what they have earned each year, and how this compares to what is expected following a four-year graduation plan.

Due to the high level of student mobility, recording and tracking credits earned in a systematic and accurate manner has been a challenge in the first two years in which the school has operated. There have been many students that have begun the school year past the start date, with a few others leaving before the end of the school year. This has the potential for a negative impact when looking at the total credits earned. For example, a student that started in January was enrolled for half the school year, and half the instructional time versus a student enrolled on the first day of school.

Internally, credit accrual is examined many different ways (full year, engaged students nearing credits, etc.). *Due to the mobility challenges described previously, the data in the chart above are reflective of the students that entered the school on the first day, continued until the final day, and were in attendance. These students are identified as “FULL YEAR”.

Data was also included to show all students, regardless of the day they entered and/or exited the school. This data is not reflective of progress earned in credits, as the time at the school was not consistent, and in many cases attended for many fewer months than the “FULL YEAR” students.

All our students who graduate will graduate according to the timeline that works best for them. Choice Charter School embraces the truth that all students learn at their own pace. The stigma that if you don't graduate in 4 years, you are not worthy does not live in our philosophy of education. Our students have many things that keep them from concentrating on school. They know they need a high school diploma and work hard to obtain it. The fact that it takes them 5, 6, 7 years is why the State of Iowa requires schools to educate youth to 21 years of age.

Many CCS students, due to their lack of credits when they entered CCS, are not on track to graduate in four, five, and/or six years. On average, CCS students are currently 9.2 credits behind on the "typical", four-year, progress toward graduation.

During the second year of operation, CCS enrolled 79 seniors. Thirty completed the requirements for graduation, have begun transitions to additional training/schooling, and/or per below are becoming successful citizens in their local communities. It is the philosophy of Choice Charter School to focus on the individual needs of students and progress toward competencies, versus the traditional grade-level attainment by age. See the figure below for an overview of student progress towards graduation.

One of the major goals for the current 2024-2025 school year is to enhance the tracking of attendance, and credits earned at the end of each grading period. A robust MTTs system has been put into place, with more rigorous training for the adult mentors that support the students (each student is placed with an adult mentor). It is the goal of the school to give the students the support and flexibility that they need to graduate, in whatever timeline best supports their progress.

Overview of Credits Earned by Graduating Class (AVERAGES)													
	#CREDITS BF CCS	#9th Credits Start	#9th GR Credits Credits Earned	9.25 Diff vs Expected	#10th Credits Start	#10th GR Credits Credits Earned	18.5 Diff vs Expected	#11th Credits Start	#11th GR Credits Credits Earned	27.75 Diff vs Expected	#12th Credits Start	#12th GR Credits Credits Earned	37 Diff vs Expected
Class of 2024 (12)	22.28							12.74	2.99	-13.43	23.49	2.04	-11.80
Class of 2025 (11)	15.15				3.76	3.64	-13.57	16.21	3.43	-8.21	19.54		
Class of 2026 (10)	9.13	2.30	4.40	-7.25	10.22	3.55	-4.89	13.61					
Class of 2027 (9)	1.69	1.69	3.70	-3.86	5.39								
AVERAGES (9-12) =	12.06	1.99	4.05	-5.56	6.45	3.59	-9.23	14.19	3.21	-10.82	21.51	2.04	-11.80
EXPECTED =		0	9.25		9.25	9.25		18.5	9.25		27.75	9.25	
DIFFERENCES =		1.99	-5.20		-2.80	-5.66		-4.31	-6.04		-6.24	-7.21	
"FULL-YEAR" Students Only (Earning more than 0 Credits for the school year)													
	#CREDITS BF CCS	#9th Credits Start	#9th GR Credits Credits Earned	9.25 Diff vs Expected	#10th Credits Start	#10th GR Credits Credits Earned	18.5 Diff vs Expected	#11th Credits Start	#11th GR Credits Credits Earned	27.75 Diff vs Expected	#12th Credits Start	#12th GR Credits Credits Earned	37 Diff vs Expected
Class of 2024 (12)								14.06	2.34	-8.54	7.08	2.91	-28.94
Class of 2025 (11)	15.15				6.49	2.38	-6.04	14.40	5.02	-12.81	13.00		
Class of 2026 (10)	7.50	2.67	3.08	-1.65	8.10	6.22	-8.95	7.44					
Class of 2027 (9)	2.01	2.01	5.00	-2.24	7.01								
AVERAGES (9-12) =	8.22	2.34	4.04	-1.94	7.20	4.30	-7.50	11.97	3.68	-10.68	10.04	2.91	-28.94
EXPECTED =		0	9.25		9.25	9.25		18.5	9.25		27.75	9.25	
DIFFERENCES =		2.34	-5.21		-2.05	-4.95		-6.53	-5.57		-17.71	-6.34	
ALL VS. ACTIVE AVG. =		0.35	-0.01	3.61	0.75	0.71	1.73	-2.22	0.47	0.14	-11.47	0.87	-17.14

FIGURE 1. CREDIT ACCRUAL AND PROGRESS TOWARDS GRADUATION.

To date Choice Charter School has successfully graduated 51 students. These are young people who would otherwise be dropouts and not have obtained a high school diploma, which is critical for Iowa's and their long and short term success. As the school dramatically continues to grow, the number of students graduating with a high school diploma will increase.

Almost all students who enter the school are behind in credits. The average amount of credits earned per year is 3.22 (9-12). 9.25 is needed to graduate in four years. On average, CCS students are -9.2 credits short on progress toward graduation. Choice Charter School set out to raise the graduation

rate in Iowa. It raised .1%. That is success.

Best Practices.

CCS has a hex schedule where students concentrate on 2 courses at a time (Best practice - Small class size, Whatever It Takes, formative assessment, feedback, relationship building, competency based learning, active learning). We have live and flex classes to meet the needs of the students we serve. We have a mentoring system that supports students throughout their schooling both academically and social/emotionally (Best practice - mentoring). We have a staff who are centered around the students that are served (Best practice - student-centered learning).

For 2024-2025 there is a SIAC goal in place to increase students' progress towards graduation. The target is for each student to make progress toward graduation based on their Individual Success Plan (A minimum of 8 credits will be suggested, prorated based on the time enrolled at CCS). Action steps/best practices being put into place include:

- A MTSS system will be in place to monitor student progress and the timely implementation of tiered interventions (Best practice - MTSS).
- Robust mentor training, support, and expectations will be in place to support students' success (Best practice - mentoring).
- Implement strategies to increase student engagement (Best practice - explicit/articulated goals/objectives, identify the why, flexibility and empathy).
- Have the HISET Pathway encouraged for qualifying students (age and credits needed).
- Increase student engagement (i.e. Attendance Expectations, Project Based Learning, School AI, Quizzis).

E Student Achievement

1. Introduction

Student achievement, including annual academic growth and proficiency, Iowa statewide assessment of student progress (ISASP) data, other assessment data, and aggregate assessment test scores.

The ISASP assessments were taken by CCS students in April/May and the scores were received in June.

Student Achievement Data and Performance

As the student body was newly established, no data was available upon which to base performance assessments in the areas of growth or gaps in State Assessments at the time of student entry. Consequently, no gaps or growth could be identified during the initial period.

In light of this, CCS did not meet any of the original goals in the area of Student Achievement as defined by the State Board of Education contract. These goals were primarily based on growth and gap measurements in State Assessments, both of which required student performance data that was unavailable at the time.

Progress and Future Accountability

Despite the challenges with the initial, fictitious goals, significant progress was made during the 2023-2024 school year. The SIAC committee established new, realistic performance goals based on actual student data, and we have made measurable gains toward achieving these. We are confident that

these SIAC-established goals reflect a more accurate and meaningful assessment of our students' performance.

Moving forward, we respectfully request that the institution be held accountable to the goals set by the SIAC for the current and future school years, rather than the original, arbitrary goals included in the contract. These goals, developed with data-driven insights, provide a more accurate and fair measure of the school's success in advancing student achievement.

Conclusion

While the initial goals set in the contract were unattainable due to the absence of student data, we have made commendable progress under the goals established by the SIAC (see table 9 below). As we continue to collect and analyze student performance data, we expect to see continued growth and improved outcomes in alignment with these more realistic targets. We look forward to working with the State Board of Education to ensure that our future performance evaluations are based on these data-driven goals.

2. Data

TABLE 7: STUDENT PROFICIENCY DATA

Proficiency	2022-2023	2023-2024
ISASP/DLM: Reading	58.1	55.1
ISASP/DLM: Math	35.3	20.4
ISASP/DLM: Science	44.4	36.8
Accuplacer ROAR	see PDF below	

TABLE 8: STUDENT GROWTH DATA

Proficiency	2022-2023	2023-2024
ISASP: Reading	32	52.5
ISASP: Math	46	35
ISASP: Science	NA	NA
Accuplacer - ROAR	see PDF below	

ISASP/DLM proficiency rate data are from Iowa Department of Education calculations using Iowa Statewide Assessment of Student Progress (ISASP) data (from Iowa Testing Programs) and Dynamic Learning Maps (DLM) alternate assessment data (from ATLAS). These data reflect the percentage of students who test proficient or above in the specified subject area. The [Iowa School Performance Profiles Technical Guide](#) (see Accountability Measure: Proficiency) provides more detail about the methodology for these calculations.

ISASP growth data are from Iowa Department of Education calculations using Iowa Statewide Assessment of Student Progress (ISASP) data (from Iowa Testing Programs). These data reflect the median Student Growth Percentile (SGP) of the tested students in the specified subject area. An SGP

describes a student’s growth compared to other students with similar prior test scores (their academic peers). SGPs have values between 1 and 99; If a student has an SGP of 85, we can say that they demonstrated equal to or more growth than 85 percent of their academic peers. Half of the state’s students have SGPs below 50 and half above. The [Iowa School Performance Profiles Technical Guide](#) (see Accountability Measure: Growth) provides more detail about the methodology for these calculations.

Choice Charter reviews ISASP data by cohort to provide in depth information regarding student progress, needs and points of celebration. Table 7 provides an overview of each cohort’s ISASP performance.

TABLE 9: ISASP RESULTS BY COHORT GROUPS

Content	GRADE 9 (Class of 2027)	GRADE 10 (Class of 2026)	GRADE 11 (Class of 2025)
ELA	<p>The average scale score (498.25) increased by 1.3%</p> <p>The percentage of students reaching proficiency (37.5%) decreased by -12.5%</p> <p>25% of the students grew by 5% or more</p>	<p>The average scale score (545.6) increased by 5.6%</p> <p>The percentage of students reaching proficiency (60%) increased by 4%</p> <p>60% of the students grew by 5% or more</p>	<p>The average scale score (542.61) increased by .6%</p> <p>The percentage of students reaching proficiency (33.3%) decreased by -22.2%</p> <p>33.3% of the students grew by 5% or more</p>
MATH	<p>The average scale score (480.9) decreased by -1.5%</p> <p>The percentage of students reaching proficiency (20%) did not change</p> <p>10% of the students grew by 5% or more</p>	<p>The average scale score (527.64) increased by 3.6%</p> <p>The percentage of students reaching proficiency (28%) decreased by -8%</p> <p>40% of the students grew by 5% or more</p>	<p>The average scale score (537.64) increased by 1.1%</p> <p>The percentage of students reaching proficiency (18.2%) decreased by -22.7%</p> <p>31.8% of the students grew by 5% or more</p>
SCIENCE	<p>Science is not assessed in grade 9</p>	<p>The average scale score (550.6) increased by 6.2%</p> <p>The percentage of students reaching proficiency (35%) decreased by -15%</p> <p>56% of the students grew by 5% or more</p>	<p>Science is not assessed in grade 9</p>

TABLE 9: ISASP RESULTS BY COHORT GROUPS - CONTINUED

Content	<u>GRADE 9</u> (Class of 2027)	<u>GRADE 10</u> (Class of 2026)	<u>GRADE 11</u> (Class of 2025)
SUMMARY	<p>When comparing the same students' 9th-grade to 8th-grade scores, they</p> <p>they did not score as well in ELA with no notable changes in Math as they did the previous year.</p> <p>ELA = Increased Scale Score Slightly, Decreased Proficiency %</p> <p>Math = No Notable Changes</p> <p>8 (ELA) and 10 (math) students in the cohort group</p>	<p>When comparing the same students' 10th-grade to 9th-grade scores, they</p> <p>scored better in ELA, were close to the same in Math, and did not score as well in Science as they did the previous year.</p> <p>ELA = Increased</p> <p>Math = No Notable Changes</p> <p>Science = Increased Scale Score Slightly, Decreased Proficiency %</p> <p>25 (20 for science) students in the cohort group</p>	<p>When comparing the same students' 11th-grade to 10th-grade scores, they</p> <p>did not score as well in ELA and Math as they did the previous year.</p> <p>ELA = Did not improve</p> <p>Math = Did not improve</p> <p>18 (ELA) and 22 (math) students in the cohort group</p>

**This compares this year's students with last year's results in the same grade and the same students. For example, how did the current 10th graders compare with the exact students the previous year as 9th graders? This results in a smaller group when calculating the results. These are 100% the same students being compared year-to-year.*

Other Assessments used at Choice Charter School:

- The assessment goals of Choice Charter School are two fold. One is to be in compliance with all state and federal laws, rules and regulations; the other is to chart individual student growth in reading, math and readiness skills.
- Choice Charter School will participate in the ISASP for students in math and English-Language Arts for grades 9- 11 and science for grade 10. All students will participate in the Condition for Learning survey yearly as required by the Department of Education.
- Choice Charter School will comply with all ELPA21 assessment and reporting requirements.
- For students wanting to go on to a 2 or 4 year college, the Accuplacer or ACT will be administered at the beginning of their schooling and then again once they are near graduation. These assessments will be used to determine competencies students already possess as well as postsecondary readiness. Pretests will be externally validated measures (Compass, Accuplacer, ACT, etc.) that are used by Iowa Community Colleges to assess readiness. Additional pretests will be developed for science using the AAAS database. One, two and five year post graduate information will be collected as well as certifications and dual enrollment credits earned and pre-apprenticeships attended by our students. This information will be made public.

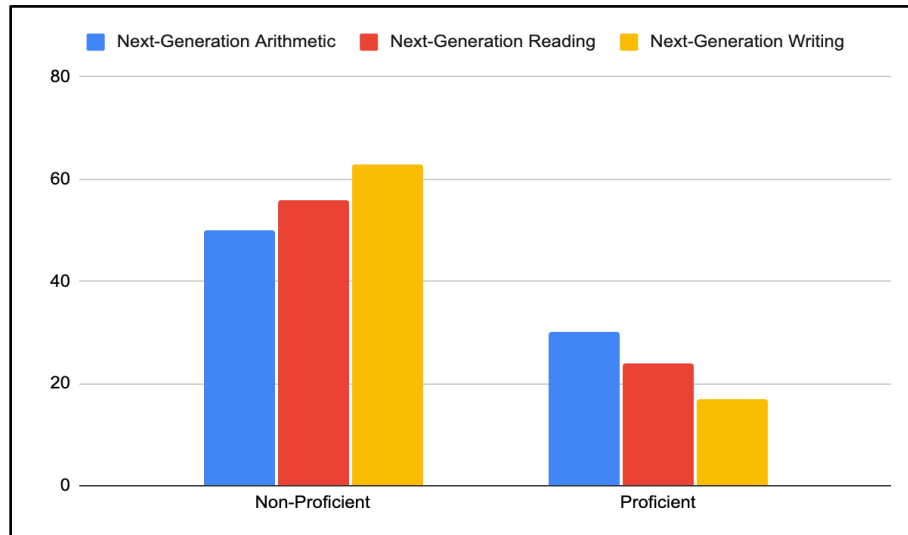


FIGURE 2. ACCUPLACER ASSESSMENT RESULTS: NEXT-GEN ARITHMETIC, READING, AND WRITING.

Accuplacer data are from the Accuplacer screener. Student scores in the 200-225 range mean a student will benefit from continued practice and learning. Student scores 260 or above indicate a student is likely to progress in college and/or career related content. More information on Accuplacer scores is available [here](#).

- Accuplacer scores range from 200 to 300.
- The Accuplacer is a 1 - 2 hour screener taken on a computer.

AIMSS vs IXL vs ROAR

Our initial intent was to use the AIMSS, a mathematical readiness assessment focused on ratios, one-variable algebra problems, and basic math. Scores were to be reported simply as ready or not for algebra. This tool was unsuccessful at differentiating our students' strengths and weaknesses. We used Next Generation Accuplacer instead as our tool. We piloted IXL during the 2023-2024 school year with our special education students, but we were not happy with that result either. During the 2024-2025 school year we are using Freckle Renaissance and the Stanford ROAR test for mathematical reasoning data.

Stanford ROAR

We were excited to be on the beta test for the Stanford ROAR, a national assessment that was externally validated during the 2023-24 school year. The effect size of the data was $r=.6$ with the Woodcock-Johnson, using a 15-20 minute verbal screener as part of our student data collection. ROAR data was used in addition to Accuplacer Next Generation Reading Data to determine basic fluency in reading.

- Measures student ability in word usage and sentence structure
- The ROAR is a 20 - 30 minute screener taken on a computer
- Student scores indicate possible support needs for students in using words and structuring sentences
- Student word usage scores above 550 indicate a student is progressing well in this skill
- Student sentence structure scores above 100 indicate a student is progressing well in this skill.

Choice Charter Results

Spring 2024



FIGURE 3. ROAR ASSESSMENT RESULTS: RAW SCORE ROAR-WORD & ROAR-SENTENCE

Choice Charter Results

Spring 2024

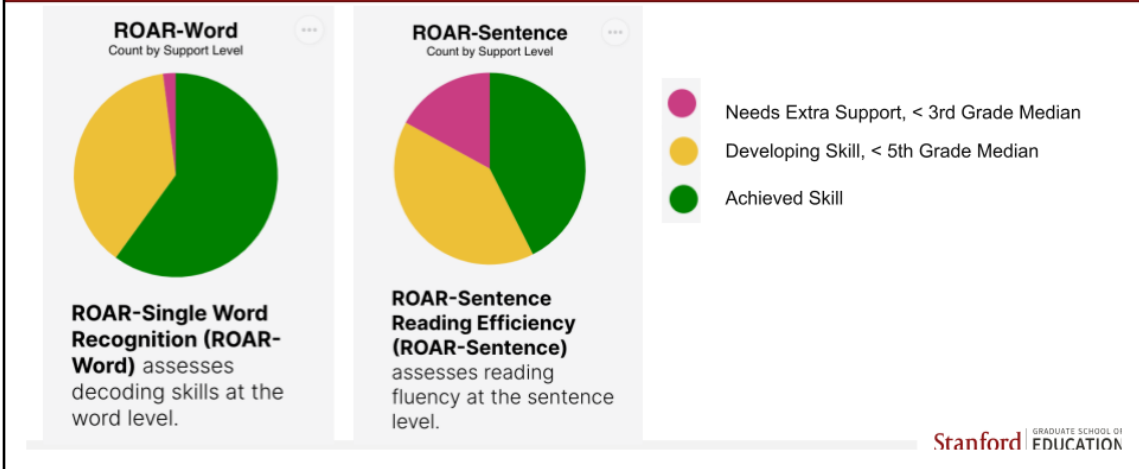


FIGURE 4. ROAR ASSESSMENT RESULTS: ROAR-WORD & ROAR- SENTENCE SUPPORT LEVEL COUNT

3. Discussion

The performance indicator annual targets for proficiency, growth and/or gaps that were included in the contract were that students would be 60% proficient in ELA, Math and achievement gaps for the noted populations, to be revisited proficient/advanced proficient on by SIAC when there is actual ISASP and/or DLM assessment 1 data. These performance indicators outlined in the original contract with the State Board of Education were based on fictitious data. This occurred due to several key factors:

- At the time of signing the contract, no students had been enrolled, and therefore no data was available to establish realistic performance goals.
- There was no historical or current data to make an informed estimation of what the goals should be for the student population we serve.
- The Department of Education did not approve the inclusion of a statement indicating that appropriate goals would be established once student data became available and the School Improvement Advisory Committee (SIAC) had sufficient time to develop those goals. As a result, arbitrary goals were included in the initial contract for compliance purposes.

ISASP results.

The academic SIAC goals for the 2023-2024 school year, and the results are outlined below.

Goal 1: MTSS creation: CCS will implement a more robust diagnostic screener system to assist the MTSS process. CCS is partnering with Stanford University for the reading screener (ROAR), administering the Accuplacer for placement issues, and administering the readiness Algebra assessments developed by Iowa State University.

Result/s: Completed, the ROAR and Accuplacer screeners were implemented for the 23-24 school year.

Goal 2: CSS will track the communicative measure/ process in JMC to know when students disengage and expedite re-engagement.

Result/s: Completed and enhanced for the 2024-2025 year goals.

Goal 3: Reading: Using ISASP data, students will increase their proficiency in reading comprehension by 5% in over 22-23 results in 9th, 10th, and 11th grade (see grade level results in table 9 above).

Result/s: Grade 9 = 25% of the students grew by 5% or more, Grade 10 = 60% of the students grew by 5% or more, Grade 11 = 33.3% of the students grew by 5% or more.

Goal 4: Math: Using ISASP data, students will increase their proficiency in mathematics by 5% in over 22-23 results in 9th, 10th, and 11th grade (see grade level results in table 9 above).

Result/s: Grade 9 = 10% of the students grew by 5% or more, Grade 10 = 40% of the students grew by 5% or more, Grade 11 = 31.8% of the students grew by 5% or more.

Goal 5: Science: Using ISASP data, students will increase their proficiency in science comprehension by 5% in 10th grade (see grade level results in table 9 above).

Result/s: Grade 10 = 56% of the students grew by 5% or more.

Accuplacer results.

The data indicate that at the beginning of the year, over 50% of the students (N=80) who took the test are non proficient in Reading, Writing and Arithmetic. This shows that our students are coming to us with very limited skills. The Accuplacer is divided into 5 band ranges which highlight skills needed for practice. Last year we pilot tested IXL with our IEP students and decided to add Freckle as a practice tool for the 24-25 school year. This data indicates that many of our students are not college ready. These are skills we are working on.

ROAR results.

You can see that most of our students are developing and achieving these skills. A small group in grades 9 and 11 have skills that are below third grade level. We will be implementing reading skills courses for these students in 24-25. We partnered with Stanford University in administering the Rapid Online Assessment of Reading pilot program. Our students also took the Woodcock-Johnson to validate the scores. There is a Pearson correlation between the Woodcock-Johnson and the ROAR testing of $R=.56$ or above which indicates that there is a strong external and internal reliability of the data we received.

Best Practices.

For 2024-2025 there is a SIAC goal in place to continue improvement in academic learning (State ISASP assessments). The target is to continue the progress (5% growth) of cohort students improving scale scores in ELA, mathematics, and Science (as applicable) by 4 or more students - grades 9 to 10, and 10 to 11. Action steps/best practices being put into place include:

1. Align curriculum to the priority standards, specify the expected learning required of students (Standards Based Grading Rubrics)
2. Focus classroom observations and feedback on effective practices (i.e. Essential Questions, In-Class Assessments, etc.).
3. Use pre and post-test data to examine student progress, intervening as needed.
4. Utilize in-class on-the-spot, interim, formative, and summative assessments to make instructional changes.
5. Implement interventions and re-teaching opportunities to catch up with students - based on their Individual Success Plan.
6. Start PBL work

F. Financial Performance

1. Introduction

During the 23-24 school year, Choice Charter School began with 153 students, graduating 30 seniors, and ending enrollment of 229 students (SRI Spring Results).

The daily rate of funding from the State was \$43.17 (based on the state student aid and days of enrollment). The amount of revenue (Daily State Aid, Special Education Reimbursements, etc.) for the 23-24 school year was \$1,825,256.

2. Data

TABLE 10A: FINANCIAL PERFORMANCE

		Year 1	Year 2	Year 3
		2022-2023	2023-2024	2024-2025
Revenue Source				
# Students		139	229	227
Total State Per Pupil Funding	3124	811,692	1,471,099	1,898,292
Transportation Fees	14XX	0	0	0
Investment/Deposit Income	15XX	0	156	0
Food Service	16XX	0	0	0
Student Activities	17XX	0	0	0
Contributions/Donations from Private Sources	192X	0	57	1,000
Textbook Sales and Rentals	194X	0	0	0
School Food Service Program	325X	0	0	0
Title I	45XX	0	53,418	39,074
Title II	46XX	0	4,614	2,118
Title IV	46XX	0	13,200	10,000
Child Nutrition Act	455X	0	0	0
Special Ed Tuition Level 1	13XX	78,649	203,511	289,802
Special Ed Tuition Level 2	13XX	46,427	79,317	117,601
Special Ed Tuition Level 3	13XX	3,865	97	12,600
IDEA ESSER Funds	4043	1,000,000	0	0
UI Scanlan Grant	2250		45,000	0
Stronger Connections Grant	4668		37,816	0
Agriculture Program Grant				3,000
Charter School Expansion Grant				200,000
Perkins Title II				5,000
Total Revenue		1,940,633	1,908,285	2,578,487

TABLE 10B: FINANCIAL PERFORMANCE

		Year 1	Year 2	Year 3
		2022-2023	2023-2024	2024-2025
Expenditure				
Salaries/Benefits				
Instruction	1000	0	0	515,743
Support Services - Students	21XX	0	0	414,980
Support Services - Instruction	22XX	0	0	289,107
Support Services - General Administration	23XX	0	0	0
Support Services - School Administration	24XX	0	0	383,702
Support Services - Business & Central	25XX	0	0	434,405
Operation and Maintenance	26XX	0	0	0
Student Transportation	27XX	0	0	0
Food Services	31XX	0	0	0
NonStaff Expenditures				
Purchased Professional and Technical Services	300	1,369,818	1,966,667	374,769
Audit Services	341	0	22,750	23,890
Legal Services	342	16,935	9,570	4,000
Utility Services	41X	0	0	0
Cleaning Services	42X	0	0	0
Repair and Maintenance	43X	0	0	0
Rentals	44X	0	0	0
Construction Services	45X	0	0	0
Insurance	52X	6406	14,644	25,233
Communications (postage, telephone)	53X	4807	7,676	19,400
Supplies	61X	71,946	122,240	71,012
Natural Gas/electric	62X	0	0	0

		Year 1	Year 2	Year 3
		2022-2023	2023-2024	2024-2025
Expenditure				
Salaries/Benefits				
Fuel	62X	0	0	0
Food for Food Service Program	63X	0	0	0
Books/periodicals	65X64X	0	0	0
Textbook substitutes	67X65X	0	0	0
Student Transportation Supplies	73X67X	0	0	0
Equipment	73X	0	0	0
Other Items	(Enter Object Code)			
Total Expenditures		\$1,469,912	\$2,143,547	\$2,556,242
Net Revenue/Expenditure		\$470,721	(\$235,262)	\$22,245

Financial data are from Vista Iowa software reports for FY 22-23 and FY 23-24 and Board Approved Budget for FY 24-25.

This data reflects actual revenues and costs for FY 22-23 and 23-24 and projected revenues and costs for FY 24-25.

3. Discussion

When planning for the 24-25 school year, Choice Charter School is beginning with a student enrollment of 256. The approved budget for the same year is based on 227 students.

Using the 22-23 and 23-24 enrollment trends (see “sustainability data”), there is a strong likelihood that the growth at Choice Charter School will continue.

For the 24-25 school year, the daily rate of funding from the State will be \$46.46 (based on the state student aid and days of enrollment). Based on 227 students enrolling in the school, the amount of revenue (Daily State Aid, and Special Education Reimbursements) projected for the 24-25 school year is \$1,898,292.08. Any enrollment greater than 227 students will result in greater revenue and an increased remaining balance at the end of the school year. With current staffing in place, the capacity of CCS is 300 students.

G. Staffing and Qualifications

1. Introduction

Choice Charter School Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible for the stewardship of our fiscal resources and the fair and equitable distribution.

Choice Charter School will be an incubator for educators who want to hone their craft in curriculum design, online teaching, and student achievement/success/relationships. The creative atmosphere and continuous learning of new and innovative ways to meet the needs of students are at the forefront of our professional development activities. With the signing of the new teacher apprenticeship program from the Governor of Iowa, we will be growing our own as well. Many of the students we serve want to become teachers, childcare providers, or social workers.

2. Data

TABLE 11: STAFFING

Folder #	First Name	Last Name	Position	Qualification	Endorsement
111799	Darron	Shell	Regular Education Teacher	Permanent Professional License	K-12 Athletic Coach
111799	Darron	Shell	Regular Education Teacher	Permanent Professional License	K-6 Teacher Elementary Classroom
111799	Darron	Shell	Regular Education Teacher	Permanent Professional License	K-8 Physical Education
159748	Charles	Krueger	Regular Education Teacher	Permanent Professional License	Teacher (7-8)*
159748	Charles	Krueger	Regular Education Teacher	Permanent Professional License	PK-12 Talented and Gifted
159748	Charles	Krueger	Regular Education Teacher	Permanent Professional License	5-12 Mathematics
159748	Charles	Krueger	Regular Education Teacher	Permanent Professional License	5-12 Biological Science
159748	Charles	Krueger	Regular Education Teacher	Permanent Professional License	5-12 Chemistry
159748	Charles	Krueger	Regular Education Teacher	Permanent Professional License	5-12 General Science

Folder #	First Name	Last Name	Position	Qualification	Endorsement
159748	Charles	Krueger	Regular Education Teacher	Permanent Professional License	5-12 Physical Science
159748	Charles	Krueger	Regular Education Teacher	Permanent Professional License	5-12 Physics
226485	Beth E Haywood	Stephas	Counselor	Master Educator License	Teacher (7-8)*
226485	Beth E Haywood	Stephas	Counselor	Master Educator License	5-12 Health
226485	Beth E Haywood	Stephas	Counselor	Master Educator License	5-12 Music
226485	Beth E Haywood	Stephas	Counselor	Master Educator License	5-12 Chemistry
226485	Beth E Haywood	Stephas	Counselor	Master Educator License	5-12 General Science
226485	Beth E Haywood	Stephas	Counselor	Master Educator License	Professional School Counselor K-8
226485	Beth E Haywood	Stephas	Counselor	Master Educator License	Professional School Counselor 5-12
226485	Beth E Haywood	Stephas	Counselor	Master Educator License	5-12 Consumer/Homemaking Education
230377	CYNTHIA	KNIGHT	Supervisor - Licensed	Master Educator License	5-12 Multioccupations
230377	CYNTHIA	KNIGHT	Director/Coordinator/Department Head	Master Educator License	K-12 Athletic Coach
230377	CYNTHIA	KNIGHT	Director/Coordinator/Department Head	Master Educator License	K-6 Teacher Elementary Classroom
230377	CYNTHIA	KNIGHT	Director/Coordinator/Department Head	Master Educator License	K-8 Reading
230377	CYNTHIA	KNIGHT	Director/Coordinator/Department Head	Master Educator License	5-12 Reading
230377	CYNTHIA	KNIGHT	Director/Coordinator/Department Head	Master Educator License	5-12 Behavioral Disorders
230377	CYNTHIA	KNIGHT	Director/Coordinator/Department Head	Master Educator License	K-8 Mental Disabilities Mild/Moderate
230377	CYNTHIA	KNIGHT	Director/Coordinator/Department Head	Master Educator License	K-8 Multicategorical Resource Mild
230377	CYNTHIA	KNIGHT	Director/Coordinator/Department Head	Master Educator License	5-12 Multicategorical Resource Mild
230377	CYNTHIA	KNIGHT	Director/Coordinator/Department Head	Master Educator License	5-12 Work Experience Coordinator
230377	CYNTHIA	KNIGHT	Director/Coordinator/Department Head	Master Educator License	K-8 Instructional Strategist I:

Folder #	First Name	Last Name	Position	Qualification	Endorsement
					Mild/Moderate
230377	CYNTHIA	KNIGHT	Director/Coordinator/Department Head	Master Educator License	5-12 Instructional Strategist I: Mild/Moderate
230377	CYNTHIA	KNIGHT	Director/Coordinator/Department Head	Professional Administrator License	PK-8 Principal
230377	CYNTHIA	KNIGHT	Director/Coordinator/Department Head	Professional Administrator License	5-12 Principal
230377	CYNTHIA	KNIGHT	Director/Coordinator/Department Head	Professional Administrator License	Evaluator Approval
230377	CYNTHIA	KNIGHT	Director/Coordinator/Department Head	Professional Administrator License	Evaluator (New)
230377	CYNTHIA	KNIGHT	Director/Coordinator/Department Head	Class B License	5-12 Multioccupations
238603	Marcia	Powell	Content/Curriculum Consultant	Class A License	Teacher (7-8)*
238603	Marcia	Powell	Regular Education Teacher	Class A License	PK-12 Talented and Gifted
238603	Marcia	Powell	Regular Education Teacher	Class A License	5-12 Biological Science
238603	Marcia	Powell	Regular Education Teacher	Class A License	5-12 Chemistry
238603	Marcia	Powell	Regular Education Teacher	Class A License	5-12 Earth Science
238603	Marcia	Powell	Regular Education Teacher	Class A License	5-12 General Science
238603	Marcia	Powell	Regular Education Teacher	Class A License	5-12 Physical Science
238603	Marcia	Powell	Regular Education Teacher	Class A License	5-12 Physics
238603	Marcia	Powell	Regular Education Teacher	Class A License	K-8 Computer Science
238603	Marcia	Powell	Regular Education Teacher	Class A License	5-12 Computer Science
321384	Doug	Veenstra	Regular Education Teacher	Standard License	K-12 Athletic Coach
321384	Doug	Veenstra	Regular Education Teacher	Standard License	5-12 Mathematics
321384	Doug	Veenstra	Regular Education Teacher	Standard License	5-12 Physical Education
339670	RACHELLE	BRANUM	Regular Education Teacher	Standard License	K-8 Art
339670	RACHELLE	BRANUM	Regular Education Teacher	Standard License	5-12 Art
345332	Charles	Mausser	Principal	Master Educator	K-8 Music

Folder #	First Name	Last Name	Position	Qualification	Endorsement
				License	
345332	Charles	Mausser	Principal	Master Educator License	5-12 Music
345332	Charles	Mausser	Principal	Professional Administrator License	PK-12 Principal / PK-12 Special Education Supervisor
345332	Charles	Mausser	Principal	Professional Administrator License	Evaluator (New)
360414	Angela	Moench	Regular Education Teacher	Standard License	5-12 Business-General
360414	Angela	Moench	Regular Education Teacher	Standard License	5-8 Middle School Generalist
816983	Amanda	Smith	Special Education Teacher	Master Educator License	5-12 English/Language Arts
816983	Amanda	Smith	Special Education Teacher	Master Educator License	5-12 Reading
816983	Amanda	Smith	Special Education Teacher	Master Educator License	K-12 Reading Specialist
816983	Amanda	Smith	Special Education Teacher	Master Educator License	5-12 Instructional Strategist I: Mild/Moderate
816983	Amanda	Smith	Special Education Teacher	Master Educator License	K-12 Instructional Strategist II: BD/LD
816983	Amanda	Smith	Special Education Teacher	Master Educator License	K-12 Instructional Strategist II: ID
984525	Jennifer	Sales	Regular Education Teacher	Master Educator License	5-12 Biological Science
984525	Jennifer	Sales	Regular Education Teacher	Master Educator License	5-12 Chemistry
984525	Jennifer	Sales	Regular Education Teacher	Master Educator License	5-12 Earth Science
984525	Jennifer	Sales	Regular Education Teacher	Master Educator License	5-12 General Science
984525	Jennifer	Sales	Regular Education Teacher	Master Educator License	5-12 Physical Science
984525	Jennifer	Sales	Regular Education Teacher	Master Educator License	5-12 Physics
1003409	ROBIN	BONEFAS	Regular Education Teacher	Standard License	5-12 English/Language Arts
1003409	ROBIN	BONEFAS	Regular Education Teacher	Standard License	5-12 Psychology
1003409	ROBIN	BONEFAS	Regular Education Teacher	Standard License	5-12 Sociology
1003409	ROBIN	BONEFAS	Regular Education Teacher	Standard License	5 - 12 Language Arts - All

Folder #	First Name	Last Name	Position	Qualification	Endorsement
1003409	ROBIN	BONEFAS	Regular Education Teacher	Standard License	5 - 8 Middle School Mathematics
1003409	ROBIN	BONEFAS	Regular Education Teacher	Standard License	5 - 8 Middle School Science
1016525	LaKoda	Sparks	Regular Education Teacher	Master Educator License	5-12 Agriculture
1016525	LaKoda	Sparks	Regular Education Teacher	Master Educator License	5-12 Biological Science
1016525	LaKoda	Sparks	Regular Education Teacher	Master Educator License	5-12 Agriscience/Agribusiness
1023896	Erin	Buehler	Regular Education Teacher	Standard License	K-12 Athletic Coach
1023896	Erin	Buehler	Regular Education Teacher	Standard License	5-12 Health
1023896	Erin	Buehler	Regular Education Teacher	Standard License	K-8 Physical Education
1023896	Erin	Buehler	Regular Education Teacher	Standard License	5-12 Physical Education
1027861	Timothy	Johnson	Regular Education Teacher	Master Educator License	PK-12 Talented and Gifted
1027861	Timothy	Johnson	Regular Education Teacher	Master Educator License	5-12 English/Language Arts
1028692	Laura	Anderson	Regular Education Teacher	Standard License	K-12 English as a Second Language
1028692	Laura	Anderson	Regular Education Teacher	Standard License	5-12 English/Language Arts
1108449	Almator	McCray	Regular Education Teacher	Master Educator License	5-12 American History
1108449	Almator	McCray	Regular Education Teacher	Master Educator License	5-12 World History
1108449	Almator	McCray	Regular Education Teacher	Master Educator License	5-12 All Social Sciences
1128033	Colleen	Attia	Special Education Teacher	Master Educator License	K-6 Teacher Elementary Classroom
1128033	Colleen	Attia	Special Education Teacher	Master Educator License	K-12 English as a Second Language
1128033	Colleen	Attia	Special Education Teacher	Master Educator License	K-12 Instructional Strategist II: BD/LD
1128033	Colleen	Attia	Special Education Teacher	Master Educator License	K-12 Instructional Strategist II: ID
1130504	Autumn	Roach	Regular Education Teacher	Initial License	K-8 Physical Education
1130504	Autumn	Roach	Regular Education Teacher	Initial License	5-12 Physical Education
1131074	Emily	Duff	Regular Education	Initial License	K-8 Music

Folder #	First Name	Last Name	Position	Qualification	Endorsement
			Teacher		
1131074	Emily	Duff	Regular Education Teacher	Initial License	5-12 Music
1131132	MeMee	Winston	Regular Education Teacher	Initial License	5-12 Family and Consumer Sciences - General

Staffing data is from the Fall BEDS Staff report to the Iowa Department of Education

3. Discussion

To recruit staff, advertisements are placed on LinkedIn, Indeed and IWD. Most of our applicants come from Indeed. We get multiple applicants for each position and now have a repository of qualified candidates who were not hired but wished to remain on file for future positions. Many of our staff are coming to us by word of mouth and recommendations from current staff members. Staff are retained by providing a flexible work environment, a virtual setting that values each professional's expertise, and people want to work here as indicated in our staff satisfaction ratings in Table 13 below.

During the 2023-2024 School Year, Choice Charter School employees included:

- | | |
|--|---|
| 1 - CEO (full-time) | 1 - Counseling Support (hourly) |
| 1 - Principal (full-time) | 1 - Registrar (full-time) |
| .5 - Assistant Director (part-time) | 1 - HR Generalist (hourly) |
| 1 - Curriculum Director (full-time) | 1 - Clerk (hourly *fee-for-service) |
| 1 - Nurse (hourly) | 1 - IT Consultant (hourly *fee-for-service) |
| 1 - Outreach Coordinator (part-time) | 1 - MTSS Coordinator (part-time) |
| 1 - Media Specialist (hourly) | 1 - Teacher Leader SpEd (full-time) |
| 5 - Paraeducators (full-time) | 13 - Mentors (*fee-for-service) |
| 8.5 - Teachers (6 full-time & 5 part-time) | 6 - Teachers (hourly, 5-15 hrs) |

H) Sustainability, Trends, & Satisfaction

1. Introduction

The 2023 school year began with 154 students, and ended the year with 229 (SRI Spring Results).

During the 23-24 school year, enrollment began the week of September 5 with 154 students. After winter break this had increased to 189 (23% increase), with an ending enrollment of 229 (49% increase).

Sustainability Data (Estimated Growth)

The 24-25 school year began with 256 students enrolled (Fall SRI data). Using the daily enrollment trends from the 23-24 school year, the number of students after January is projected to increase to 305 (19% increase), with an ending week enrollment of 356 (17% increase).

(* With only two years of data, it is difficult to predict the enrollment as requested in the chart below. There is simply not enough data to complete and provide this with any accuracy.)

2. Data:

TABLE 12: PROJECTED STUDENT ENROLLMENT *(SEE ABOVE)

Demographic	Number 2024-2025	Number 2025-2026	Number 2026-2027
Grade 7	insufficient data from 22-23 to project	insufficient data from 22-23 to project	insufficient data from 22-23 to project
Grade 8	insufficient data from 22-23 to project	insufficient data from 22-23 to project	insufficient data from 22-23 to project
Grade 9	insufficient data from 22-23 to project	insufficient data from 22-23 to project	insufficient data from 22-23 to project
Grade 10	105	325	1004
Grade 11	94	229	521
Grades 12	152	290	553
Total Enrollment	362	845	2085
Free and Reduced Lunch	insufficient data from 22-23 to project	insufficient data from 22-23 to project	insufficient data from 22-23 to project
Individualized Education Plan	63	156	391
English Learners	insufficient data from 22-23 to project	insufficient data from 22-23 to project	insufficient data from 22-23 to project
Male	186	418	937
Female	118	192	312
Nonbinary	30	83	229
White	241	459	877
Hispanic-Latino	63	189	567
Black or African-American	17	20	23
Native Hawaiian-Pacific Islander	insufficient data from 22-23 to project	insufficient data from 22-23 to project	insufficient data from 22-23 to project
Multi-Race	insufficient data from 22-23 to project	insufficient data from 22-23 to project	insufficient data from 22-23 to project

Projected Student Enrollment data are from an internal spreadsheet - using the information from the “Student Enrollment” section above, calculating the growth percentage over the 22-23 and 23-24 years, and then using this percentage to estimate the growth for 24-25, 25-26, and 26-27. Using this growth percentage, and assuming a similar increase, indicates a substantial growth moving forward.

Additional data include staff, parent and student satisfaction surveys, including the Conditions for Learning survey. All staff, parents and students are annually provided the opportunity - anonymously - to complete these surveys. Staff and parent surveys are constructed in a Google Form and distributed

via email. Student data is collected using the State’s annual Conditions of Learning Survey. This survey’s cover:

- Staff and Parent: Communication, Relationships, and Learning strategies
- Student:Adult-Student Relationships, Boundaries and Expectations, Student-Student Relationships, Physical Safety, Emotional Safety

Responses are based on a 4-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), unless otherwise specified.

TABLE 13: STAFF SATISFACTION RATINGS

Area and Questions	2023 21% response rate				2024 25% response rate			
	SA	A	D	SD	SA	A	D	SD
Communication with Families								
1. Choice Charter School creates a culture using language and expectations to empower and support students.	81	19	0	0	60	40	0	0
2. The principal and staff are consistent in operating in a manner sensitive to the challenges or these students have experienced.	85.7	14.3	0	0	72	24	0	0
3. Parents/guardians are notified about student progress on a regular basis.	38.1	57.1	4.8	0	60	24	16	0
4. My students feel safe at school.	71.4	28.6	0	0	76	24	0	0
5. Adults who work in the school have respectful relationships with students.	85	15	0	0	68	32	0	0
6. At Choice Charter School, student ideas are listened to and collaborative solutions are found.	80	20	0	0	68	32	0	0
7. The staff regularly communicates with parents about their child, sharing successes and challenges.	47.6	47.6	4.8	0	24	64	12	0
8. The staff lets parents know if their child is doing a good job.	52.4	42.9	4.7	0	40	40	20	0
School Relationships								
9. The students are given expectations and multiple on-ramps if they have struggles to meet those expectations	61.9	38.1	0	0	40	56	4	0
10. The staff cares about students.	95.2	4.8	0	0	76	20	4	0
11. Adults in this school respect differences in students (for example, gender, race, culture, learning differences, sexual orientation, etc.)	76.2	27.8	0	0	76	24	0	0

Area and Questions	2023 21% response rate				2024 25% response rate			
12. The teachers, mentors and administrators in this school are able to talk to students one-on-one.	90.5	9.5	0	0	72	28	0	0
13. The teachers, mentors, and administrators in this school celebrate student successes.	90.5	9.5	0	0	52	40	8	0
14. Choice Charter School offers students the individual support and ability to make progress with their learning	85.7	14.3	0	0	68	32	0	0
15. There is at least one adult at school that students could go to for help with a problem	95.2	4.8	0	0	70.8	29.2	0	0
16. Respectful relationships between students and adults are a focus.	90.5	9.5	0	0	64	32	4	0
School Learning Strategies	SA	A	D	SD	SA	A	D	SD
17. The material students are learning is connected to their life.	47.6	52.4	0	0	64	32	4	0
18. Students have the support they need to be academically successful.	76.2	23.8	0	0	56	44	0	0
19. The format of this school, with a focus on two or three classes, is creating an opportunity for success that was not present for these students before.	85.7	14.3	0	0	72	24	4	0
20. The 10 am start time has helped my students adjust better to school.	52.4	38.1	9.5	0	56	40	4	0
21. At Choice Charter School, students who attend school regularly and meet with their teachers are able to advance in their coursework.	90.5	9.5	0	0	72	28	0	0
22. At Choice Charter School, mentors are critical team members to ensure student success.	85.7	14.3	0	0	68	28	4	0
23. Additional feedback I would like to share is...								
<ul style="list-style-type: none"> • I feel mentors should be notified more about their students when there is an issue. • Turning this school into VR. • Mentors and teachers should collaborate more to support students. • Mentors and teachers should collaborate more to support students. • I feel a bit isolated as a teacher, but understand you are working to improve that. • I am really enjoying my time teaching here and the collaborative atmosphere is fantastic and much-appreciated! The flexibility allows me to do "all the other things" I am involved in. I appreciate the multiple ways of communicating. Marcia Powell has been my main lifeline as I get oriented to this job. Grateful to be part of the team. • n/a 								

Area and Questions	2023 21% response rate	2024 25% response rate
<ul style="list-style-type: none"> I think we should start the week with Cobra Connections. We could help students organize their week, create a schedule for the week with teachers and assignments, and be able to trouble-shoot and assist them in advocating for themselves and their learning. Help them organize their lives and get ready to be responsible grownups. We could even do 3 minutes on Monday and 30 minutes on Friday. Folks can share successes and challenges sticking to the schedule, etc. Time management seems to be a gigantic issue for these students. I love all the options and support that our students have here and all are able to succeed, all are accepted here I love the set up of this school! I see the students that attend classes and put in an effort finishing ahead of schedule! 		
24. Suggestions for improvements include...		
<ul style="list-style-type: none"> I think mentors should have all access to their mentees information in JMC School events where the students can meet other students, like a school prom, school party, etc... I will reach out with any ideas or suggestions. Thank you. n/a I think we need to have one live class a week, where the kids in that class are required to participate. I think a live discussion with their peers on the content they are learning would be very beneficial! 		

TABLE 14: PARENT SATISFACTION RATINGS

Area and Questions	2023 19% response rate				2024 24% response rate			
Communication with Families	SA	A	D	SD	SA	A	D	SD
1. Choice Charter School creates culture using language and expectations to empower and support students	94.7	5.3	0	0	58.3	41.7	0	0
2. The principal and staff are consistent in operating in a manner sensitive to the challenges or circumstances these students have experienced.	89.5	10.5	0	0	62.5	33.3	4.2	0
3. Parents/guardians are notified about student progress on a regular basis.	73.7	21.1	5.2	0	45.8	37.5	16.7	0
4. My child feels safe at school.	89.4	10.5	0	0	58.3	41.7	0	0
5. Adults who work in the school treat my child with respect	89.4	10.5	0	0	62.5	37.5	0	0
6. At Choice Charter School, student ideas are listened to and collaborative solutions are found.	84.2	15.8	0	0	62.5	37.5	0	0
7. The school communicates with me about my child, sharing successes and challenges	68.4	26.3	5.3	0	58.3	29.2	8.3	4.2

Area and Questions	2023 19% response rate				2024 24% response rate			
	SA	A	D	SD	SA	A	D	SD
8. My child's teachers care about them.	73.7	16.3	0	0	54.2	45.8	0	0
School Relationships	SA	A	D	SD	SA	A	D	SD
9. The school lets me know if my child is doing a good job	84.2	10.5	5.3	0	45.8	12.5	4.2	0
10. If a student is struggling, a team approach is used to set a plan and determine the success of the follow through	84.2	10.5	5.3	0	50	45.8	4.2	0
11. Adults in this school respect differences in students (for example, gender, race, culture, learning differences, sexual orientation, etc.)	89.5	10.5	0	0	58.3	41.7	0	0
12. The teachers, mentors and administrators in this school are able to talk to students one-on-one.	89.5	10.5	0	0	58.3	41.7	0	0
13. The teachers, mentors, and administrators in this school celebrate the successes of the students.	84.2	15.8	0	0	62.5	33.3	4.2	0
14. Choice Charter School offers my child individual support and the ability to make progress with their learning.	84.2	15.8	0	0	62.5	33.3	4.2	0
15. There is at least one adult at school that my child could go to for help with a problem.	84.2	10.5	5.3	0	58.3	41.7	0	0
16. Respectful relationships between students and adults are a focus at Choice Charter School.	100	0	0	0	54.2	45.8	0	0
School Learning Strategies	SA	A	D	SD	SA	A	D	SD
17. My child has the support they need to be academically successful.	78.9	21.1	0	0	54.2	41.7	4.2	0
18. The material my child is learning is connected to their life.	68.4	31.6	0	0	54.2	41.7	4.2	0
19. The format of this school, with a focus on two or three classes, is creating an opportunity for success that was not present before.	94.7	5.3	0	0	70.8	25	4.2	0
20. The 10 am start time has helped my student better adjust to school.	89.5	10.5	0	0	66.7	33.3	0	0
21. At Choice Charter School, students who attend school regularly and meet with their teachers are able to advance in their coursework.	84.2	10.5	5.3	0	62.5	33.3	4.2	0

Area and Questions	2023 19% response rate				2024 24% response rate			
22. At Choice Charter School, mentors are critical team members to ensure student success.	85.7	14.3	0	0	78.3	21.7	0	0
23. Additional feedback I would like to share is...								
<ul style="list-style-type: none"> Choice Charter School has been such a blessing to our daughter. After years of struggling with enjoying school she is excelling and even wants to do summer school to work ahead. This schooling option is perfect for our family and we are so grateful! The teachers are wonderful and always give such positive feedback that helps our daughter stay motivated. Keep up the great work!! XXX did an amazing job. It would be nice to have at least a monthly email sent to parents to let them know if their student is on track. With kids that have learning disabilities, it's hard to get that information from the students themselves. My child is supposed to be graduating, but is behind. We were offered summer school, but I didn't even know if the classes for summer school were ones he needed to graduate or if he completed them, WHEN he might graduate. There's a communication disconnect for sure. I am so thankful for chicken charter teachers , mentors and administration. My son was struggling so much in traditional school and would have never made it to graduation . Thanks to the flexibility , and format if this program my son is on track to graduate next year. It would be nice to get a weekly progress report but I can access through JMC, just not sure how up to date it is. I wish that I was able to access his classrooms and see where he is on his school work and not always have to rely on him to tell me. There are moments and time he tells me what he thinks I want to hear This has been a life saving school for XXXX (student's name). He has trauma brain. He has been homeless. He has been without food. This school continues to help even when he is clinically depressed - Many people in his life have given up on him. YOU have not! If the world only knew what it takes for some children to attend school. What it is like to sleep in your car and still try to go to school. THANK YOU! Some of the classes materials are really busy work and long and some shorter. The inconsistencies create motivation and frustration. I wish the assignments didn't have broken links either. Teachers should check the assignments before Hex begins. We are so incredibly thankful for Choice Charter School! Our child has been so successful and has grown so much in every aspect of life! The teachers and staff are amazing and the set up of the day (start time, schedules, and mentors to name a few) create an environment that helps students be more independent and successful. Keep up the amazing work. 								
24. Suggestions I have for improvements include ...								
<ul style="list-style-type: none"> I wish that there was a way for us to see the work students need to work on, rather than signing into their account. I also think that since this school focuses on students and how they learn, we should have a meeting at the end/beginning of year to help them plan what classes they need and help them create goals. This may also create a better school to home relationship with teachers and parents Only small item is that our Spanish teacher is a little hard to get in touch with being out of the country; but everything seems to be going fine with the class. Involving students in selecting their classes for the next hex and getting the information to them a little earlier would be really helpful. 								

Area and Questions	2023 19% response rate	2024 24% response rate
<ul style="list-style-type: none"> I would like ways to teach my students to be proactive and work. I get that students should want to work, but it has been a huge struggle to complete work. Emails sent out about 22 missing assignments cause more anxiety and means they shut down more. There should be more contact between mentors to share knowledge and resources. 		

TABLE 15: STUDENT SATISFACTION RATINGS

Student satisfaction ratings are from the annual Conditions of Learning Survey. These data reflect year to year comparisons using the same survey instruments.

Area and Questions	2023 67 responses				2024 112 responses			
Adult- Student Relationships	SA	A	D	SD	SA	A	D	SD
1. Adults in this school respect differences in students (for example, gender, race, culture, learning differences, sexual orientation, etc.)	55	41	3	2	54	44	1	2
2. Adults who work in my school treat students with respect.	57	39	3	2	59	38	2	1
3. My teachers care about me.	49	45	5	2	53	44	2	1
4. My teachers are available to talk with students one-on-one.	57	39	2	3	59	39	1	1
5. My teachers tell me when I am doing a good job.	54	39	3	5	57	41	1	1
6. There is at least one adult at school that I could go to for help with a problem.	55	36	8	2	59	40	0	2
7. Students treat adults who work in this school with respect.	39	55	6	0	45	49	5	1
Boundaries and Expectations	SA	A	D	SD	SA	A	D	SD
8. There are clear rules about what students can and can't do.	36	61	3	0	36	60	4	1
9. The principal and teachers consistently enforce school rules.	32	59	9	0	24	68	7	1
10. If I skipped school, at least one of my parents or guardians would be notified.	39	52	9	0	38	54	7	1

Area and Questions	2023 67 responses				2024 112 responses			
11. Students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period.	32	56	11	2	35	57	7	1
12. If I got in trouble at school for breaking a rule, at least one of my parents or guardians would support the school's disciplinary action.	36	60	5	0	33	65	3	0
13. I feel safe at school.	46	46	3	5	44	55	1	1
14. My school lets a parent or guardian know if I've done something wrong.	37	58	5	0	29	68	4	0
15. The rules at this school are easy to understand.	39	54	6	2	44	53	2	2
16. My school lets a parent or guardian know if I'm doing a good job.	40	48	8	5	38	57	4	2
Student-Student Relationships	SA	A	D	SD	SA	A	D	SD
17. Students in this school respect each other's differences (for example, gender, race, culture, learning differences, sexual orientation, etc.)	40	55	3	2	39	59	2	1
18. Students have friends at school they can turn to if they have questions about homework.	26	53	18	3	26	56	15	3
19. Students have friends at school they can trust and talk to if they have problems.	27	54	19	0	25	56	15	4
20. Students generally work well with each other even if they're not in the same group of friends.	33	54	12	2	22	68	9	1
21. Students have friends at school to eat lunch with.	29	41	26	5	19	61	14	7
22. Students try to make new friends feel welcome in the school.	31	57	9	3	28	63	6	2
23. Students in my school treat each other with respect.	34	60	3	3	30	66	3	1

TABLE 16: STUDENT SATISFACTION (PHYSICAL SAFETY)

Note: Students responded how many times (frequency) a situation occurred. The response options ranged from 0 times to 6 or more times. The data below represents the percentage of students who selected each response.

Area and Questions	2023 67 responses				2024 112 responses			
	0	1-2	3-5	6+	0	1-2	3-5	6+
Physical Safety								
1. Been disciplined at school for fighting, theft, or damaging property.	90	6	2	3	92	5	2	2
2. Had your things (clothing, books, bike, car deliberately damaged).	91	6	2	2	96	4	0	1
3. Had your things (clothing, books, bike, car) stolen.	93	5	2	2	97	3	0	0
4. Been threatened or injured by someone with a weapon (like a gun, knife, or club).	94	5	2	0	96	2	1	1
5. Damaged property just for fun (like breaking windows, scratching a car, etc.).	92	6	2	0	96	3	1	0
6. Stolen something.	93	5	2	2	96	2	1	1
7. Carried a gun, knife, club, or other weapon to school or to a school event.	98	0	0	2	97	3	0	0
8. Beaten up on or fought someone because they made you angry.	90	6	2	3	94	3	2	2
9. Used a weapon, force, or threats to get money or things from someone.	97	3	0	0	97	2	1	0
10. Verbally threatened to physically harm someone.	91	6	2	2	95	3	1	2

TABLE 17: STUDENT SATISFACTION (EMOTIONAL SAFETY)

Note: Students responded how many times (frequency) a situation occurred. The response options ranged from 0 times to 11 or more times. The data below represents the percentage of students who selected each response.

Area and Questions	2023 67 responses						2024 112 responses					
	0	1	2	3-5	6-10	11 +	0	1	2	3-5	6-10	11 +
Emotional Safety												
1. I was called names, was made fun of, or teased in a hurtful way.	91	0	3	3	2	2	89	3	5	3	1	0
2. I was called names, was made fun of, or teased in a hurtful way.	91	0	3	3	2	2	89	3	5	3	1	0
3. Other students left me out of things on purpose, excluded me from their groups of friends, or completely ignored me.	88	5	3	2	0	3	94	1	4	2	0	0
4. I was hit, kicked, pushed, shoved around, or locked indoors.	96	3	2	0	0	0	97	0	1	2	0	0
5. Other students told lies, spread false rumors about me, and tried to make others dislike me.	93	0	0	3	2	3	91	1	2	3	2	2
6. Other students made sexual jokes, comments, or gestures that hurt my feelings.	93	2	3	0	0	3	96	3	0	0	0	1
7. I have received a threatening or hurtful message from other students online (like in an email, or on a phone, website, or app).	94	3	2	0	0	2	95	1	2	1	0	1
8. Something hurtful has been shared about me on social media (Facebook, Twitter, Snapchat, etc).	96	3	0	0	0	2	96	0	3	0	0	1
9. Other students made me feel included in their group of friends.	55	6	12	15	3	9	62	7	6	12	4	9

TABLE 18. STUDENT CONDITIONS FOR LEARNING CONSTRUCT PERCENT COMPARISON BETWEEN CHOICE, NONPUBS, CENTRAL RIVERS AEA AND PUBLIC SCHOOLS

Construct	Agency	2023	2024
Adult-Student Relationships	Choice Charter School	87	90
	Nonpublic Schools	83	NA
	Central Rivers AEA	85	40
	Public Schools State	NA	39
Boundaries and Expectations	Choice Charter School	69	78
	Nonpublic Schools	67	NA
	Central Rivers AEA	68	39
	Public Schools State	NA	39
Emotional Safety	Choice Charter School	34	26
	Nonpublic Schools	33	NA
	Central Rivers AEA	34	25
	Public Schools State	NA	25
Physical Safety	Choice Charter School	75	86
	Nonpublic Schools	72	NA
	Central Rivers AEA	74	50
	Public Schools State	NA	50
Student-Student Relationships	Choice Charter School	58	69
	Nonpublic Schools	56	NA
	Central Rivers AEA	57	40
	Public Schools State	NA	41

3. Discussion

Choice Charter School is getting more recognition in the state as a great place to earn your high school diploma. That has resulted in an exponential growth rate of around 100 students which is close to a 50% increase this past year. We project this to continue. That would mean for the 24-25 school year, the projected growth would be about 110 students which would put Choice Charter School at 331 students. As of this writing, Choice Charter School will surpass that by January 2025. We currently have 270 students and are gaining 5 to 7 each week.

Parent/Student/Staff Survey Results.

Goal 6: Bullying and Harassment Goals: CCS will continue to make sure all our teachers are on an equitable baseline for trauma-informed teaching so that our internal and COL results remain above the state average for public schools.

Result/s: The results on the Annual Conditions of Learning Survey continue to remain above the state average for all all identified agencies - nonpublic schools, Central River AEA schools, and public schools for the State of Iowa.

The staff survey data – looking at areas of communication, relationships, and learning strategies - is extremely supportive. Most the results with very comparative from year one to year two, with very slight increases - and still very positive - in the % disagree for:

- *Parents/guardians are notified about student progress on a regular basis.*
- *The staff regularly communicates with parents about their child, sharing successes and challenges.*
- *The staff lets parents know if their child is doing a good job.*

Parent Survey Results.

The parent survey data – looking at areas of communication, relationships, and learning strategies - is extremely supportive. Most the results with very comparative from year one to year two, with very slight increases - and still very positive - in the % disagree for:

- *Parents/guardians are notified about student progress on a regular basis.*
- *The school lets me know if my child is doing a good job.*

Student Survey Results.

Choice Charter School students had more favorable responses in comparison to the State, Non-Public Schools, Central Rivers AEA, and Public School averages in all 5 areas measured.

- Many more students took the survey (67 to 112)
- CCS Results were included with the Public Schools State Average versus the Non-Public Schools Average the year before (due to Jordahl Affiliation)
- Results are very comparative from year one to year two.

Best Practices:

For 2024-2025 there is a SIAC goal in place to maintain a positive culture: bullying prevention /social-emotional learning (required). The target is to maintain, within 10%, the positive results on the 5 areas measured in the Conditions of Learning Survey. Action steps/best practices being put into place include:

- Parentsquare PD for staff and families/students (Best practice - family engagement).
- Staff training and PD on social-emotional learning (Best practice - SEL).
- Maintain current practices.

There is also a goal to restore the very strong communication on student progress and success. The target is to increase the % of “strongly agree” and “agree” responses on the parent and staff survey results. Action steps/best practices being put into place include (Best practices - parent engagement, MTSS):

- Parentsquare PD for staff on expectations for communication with families and students.
- Share results on a Hex basis.
- Include communication suggestions on the mini-observation checklist/conversation.

Sustainability

Given the start of the school year enrollment, growth trends from the previous year, a beginning positive fund balance, and a balanced 24-25 preliminary budget - including a surplus, based on an average daily enrollment of 227 students (versus the start of school count at 256), and satisfaction data from students, families, and staff - that was overwhelmingly positive, the model for Choice Charter remains sustainable going into year three.

I) Other Performance Measures within the contract

1. Introduction

The additional measures in the original contract included creating postsecondary readiness for students in grades 9 through 12. This was to include College Level Post-Secondary Readiness Index ACT or SAT Participation Post-Secondary Readiness Index ACT or SAT Success Post-Secondary Readiness Index. The career and technical progress towards the ELP composite centered around sixteen career clusters combined to create eight bigger subgroups.

2. Data:

Eight subgroups were completed - Human Services, Information Tech, Manufacturing, Health Services, Business, Agriculture, Engineering, Hospitality. Every student participated in at least one.

Iowa workforce development data was reviewed to assess for the needed areas in the State. This was used with the students during the selection of their courses. The [Course Guide](#) highlights the career and technical progress towards the ELP composite centered around the sixteen career clusters.

Additional opportunities were provided to CCS students through TEL classes, connecting with Marshalltown Community College, EDY classes, Interplay learning, CTE strands in Computer Science, Business, Family and Computer Science, and Agriculture. There was one apprenticeship with a student who was connected with Alliant Energy

3. Discussion

At Choice Charter School, we are committed to honoring the career aspirations of each student by providing tailored, individual learning pathways that align with their goals. To support this, we have organized 16 distinct career clusters into 8 broader subgroups, allowing students to explore career options in a more focused and structured way. These career subgroups will help guide students as they navigate their academic journey and work towards their future professions.

The newly structured career clusters are designed to encompass a wide range of industries and professions. Each subgroup will offer students a clear path to explore relevant careers, acquire necessary skills, and achieve certification or post-secondary readiness. These subgroups ensure that every student has access to opportunities that match their interests and abilities.

Choice Charter School places a strong emphasis on post-secondary readiness, equipping students with the tools they need to succeed after graduation. Our approach integrates critical elements of 21st-century skills such as creativity, critical thinking, collaboration, communication, and problem-solving. These skills will prepare students to become productive members of society and the modern workforce.

Each student's learning pathway will be designed with their unique interests and skill sets in mind. Whether students choose to pursue further education, training, certifications, apprenticeships, or enter the workforce directly, our school will provide the necessary support to help them succeed. We believe in empowering students to make informed decisions about their futures and offering them the flexibility to tailor their learning experiences to align with their chosen careers.

As part of our commitment to career readiness, Choice Charter School will offer students access to a variety of post-secondary opportunities. These may include:

- Certification programs relevant to specific industries
- Apprenticeships that provide hands-on experience
- Job placement assistance for students entering the workforce
- Opportunities for further education and training through partnerships with local colleges and universities

By focusing on personalized learning, skill development, and career exploration, Choice Charter School will help students realize their full potential, guiding them toward fulfilling and successful futures in their chosen fields.

Overall, Choice Charter School has done some really fantastic work here. There are things we need to work on to get closer to the goals the Department of Education set and those we set for our students. The bottom line is we changed the lives of the students we serve. They are now better prepared to become participating citizens and those who have graduated are thriving. We have improved the graduation rate, we have provided a solid educational experience where we know students meet the competencies set by the Department of Education and we did it with much less than any other school our size in the state of Iowa.

Appendix C: Hamburg Charter High School

Iowa Charter School Reporting

October 2024

Hamburg Charter High School

Introduction

281—19.14(256E) and 256F.10 Reports.

19.14(1) Annual report, and Iowa Code Chapter 256E.12. Each charter school shall prepare and file an annual report with the department. The department shall prescribe by rule the required contents of the report, but each such report shall include information regarding student achievement, including annual academic growth and proficiency, graduation rates, and financial performance and sustainability, and for Iowa Code Chapter 256F charters - the number of and comments on supervisory visits by the department of education. The reports are public records, and the examination, publication, and dissemination of the reports are governed by the provisions of Iowa Code chapter 22. The annual report is due to the department October 1 and shall include data for the prior school year. Required content includes:

- a. The charter school's mission statement, including a vision statement and goals, as well as data measuring goal attainment.
- b. Student demographics, disaggregated by grade level and protected characteristics.
- c. Attendance statistics and dropout rate (average daily attendance, dropout rate, student mobility).
- d. Graduation data, including four-year and five-year graduation rates, credit accrual, and number of students on track for graduation.
- e. Student achievement, including annual academic growth and proficiency, including Iowa statewide assessment of student progress (ISASP) data, other assessment data, and aggregate assessment test scores.
- f. Financial performance, including projections of financial stability.
- g. The number and qualifications of teachers and administrators.
- h. Sustainability data, including enrollment trends, staff satisfaction, and parent and student satisfaction.
- i. The number of and comments on supervisory visits by the department of education (256F, only).

A. Mission, Vision, & Progress toward Goals

1. Program Highlights & CELEBRATIONS!

The Hamburg Charter High School is located in the community of Hamburg in the extreme Southwest corner of Iowa. The Hamburg Charter High School was developed to provide students with a career path and training that would actually lead to employability. The school has grades 9 thru 12 and operates 180 days a year, plus a summer apprenticeship program where students earn money while refining the skills learned during the school year in their trade. The career paths include certification in trades such as welding, construction, culinary, nursing, and technology but it also includes a college track and a traditional high school path. The school is designed to be flexible and students are allowed to change tracks each semester if their interest and goals change.

The Hamburg Charter High School is unique compared to traditional schools providing a structure that allows students to spend 8 hours a day, 3 days a week in their specific trade. This dedicated block for the trades has allowed students to develop better skills in their trade, and quicker skill level certification. The other two days of the week are structured like traditional school where students have 8 class periods, and take core classes and electives.

Students who choose a trade exit the program with certification in those trade areas, personal tools that allow them to immediately enter the workforce, and an apprenticeship experience that provides real world understanding of the skill set needed for that career.

The college track provides a student an opportunity to earn an Associates of Arts Degree at no cost to them. Through partnerships with local community college and universities, we are able to provide online courses as well as on campus classes depending on the needs and desires of the students.

Although the school focuses on trade certification or college degree programming it also offers activities and travel opportunities for our students. Fifteen students raised funds and explored Europe (France, Spain, and Germany) for two weeks in June 2024. This experience allowed students to meet other people and build an understanding and appreciation of others. Students performed over 160 hours of community service helping others in our community who need a helping hand. This included building a ramp into a house for an elderly person, roofing a house for a family in need, helping with truck unloading at the community food bank, and cleaning trash out of the Nishnabotna River. Construction students built an 1800 square foot home that sold for \$212,500. This home provided much needed housing in our community. One of our big focuses of the Charter School is to use the skills we learn in our programs and use them to help others. We were blessed in activities to explore Mock Trial, and participate in a wide array of sporting activities. This includes earning our first state championship. Keith Thompson, a sophomore, won the State 1A Golf Championship in May.

Our students' numbers have exceeded our expectations and our students have been very successful. All of our students who graduated in May 2024, are employed in their trade area or attending a college or university. We are extremely proud of our accomplishments and look forward to improving our programs and providing an excellent education for all.

2. Data

TABLE 1: MISSION AND VISION

Mission	Vision
<p>The mission of the charter school will focus on increasing the number of students who graduate high school in southwest Iowa by providing a nontraditional approach to school by focusing on job skill development which will equate to high paying jobs upon competition of high school. Students who choose to be in the charter school will have an opportunity to earn a career and technical certification/diploma and/or an associate degree while in high school. All charter high school students will be required to choose a career path which can be changed upon approval. The purpose is to assure all students who graduate from the charter school have the skill set to enter the workforce upon graduation or continue their educational journey through college. The targeted students include all students in Southwest Iowa with a special focus on minority and low social-economic students. The communities include Hamburg, Riverton, Sidney, Farragut, Coin, Clarinda, Shenandoah, and Tabor.</p>	<p>The vision of the Hamburg Charter School is to be a state leader in education by setting a high standard of educational quality and opportunity for high school students. We will accomplish this by teaching the importance of honesty, integrity, self-discipline and work ethic. We will accomplish this by providing a well-rounded educational experience that will provide students with the opportunity to explore careers, and gain "real world" skills. Students will have a mixed model of traditional classroom experiences with an apprenticeship program. These experiences will help students develop a strong work ethic which is lacking in many employees in today's work environment. The school will honor diverse cultures and faiths and involve employers, educators, family and community into the educational process. Our vision is that every student attending the Hamburg Charter High School will earn a certificate, diploma or degree while in high school and will have the skillset to enter the workforce and earn a good living or further their education in a post-secondary school. The decisions on which path a student takes will be supported by the school, community and family.</p>

3. Discussion

The Charter High School had 50 students enrolled during the 2023-2024 school year. The eight **Goals** for the Hamburg Charter High School are:

- Goal #1:** Increase the number of students from low income families, and non-Caucasian students attaining advanced post-secondary degrees and technical diplomas/certifications.

 - 67% percent of our students qualify for free lunches.
- Goal #2:** Provide a high school experience that is more rigorous and relevant than a traditional school by focusing on college and career curriculum.

 - All students will earn certification in a trade or an AA college degree.
- Goal #3:** Each student will develop an *Individual Learning Plan (ILP)* that allows them to direct and decide their educational path which will be measured by performance in an apprenticeship program, Iowa Assessments, and classroom performance. The ILP will

measure mathematics, reading, and science as well as speaking and job performance skills.

4. 100% of our students developed ILP's and displayed them in a personal portfolio that was presented in an open school board meeting.

Goal #4: Provide a year around school that incorporates apprenticeship programs where students learn valuable career skills while earning money.

- 100% of juniors/seniors participated in a paid apprenticeship program.

Goal #5: All students will have an individualized learning plan that is based on their interests and life goals and will map out their career plan, set goals, and measure outcomes.

- The ILP's were displayed in the student's portfolios.

Goal #6: Decrease the number of high school dropouts in southwest Iowa by providing a meaningful alternative to traditional high school.

- Students from across Southwest Iowa are attending the Charter with students coming from Tabor, Sidney, Shenandoah, Red Oak and College Springs.

Goal #7: Provide a career mentor for each student in the charter school to help guide and aid students.

- Each student has a mentor assigned to them that is working in their field of interest or has worked in the field.

Goal #8: Provide professional development for all staff members on career and technical programming and individualized learning plans.

- All staff members have been trained in developing personal learning plans.

B. Student Enrollment

1. Introduction

In the 2023-2024 school year, Hamburg Charter High School had 50 students enrolled. The program students elected were:

- 33.9% Welding,
- 1.8% Automotive,
- 7.5% AA Degree,
- 1.8% Graphic Design,
- 1.8% Elementary Education,
- 41.5% Culinary Arts,
- 8% Carpentry, and
- 3.7% CNA/Nursing.

Seventy-six percent of the charter high school students are Hamburg resident students, 8% are from Sidney, 6% from Tabor, 2% from Red Oak, 2% from Shenandoah, and 4% from South Page. The student enrollment is 62% male/38% female; 88% white, 10% latino; and 2% African American; 86% of our students qualify for Free or Reduced lunches.

The school's vision of students coming from across Southwest Iowa to attend the academy are met

despite the distance some of our students have to travel. The distance from these communities to Hamburg are: Sidney 10 miles; Tabor 25 miles; Shenandoah 25 miles; Red Oak 46 miles; and College Springs 35 miles.

The Charter School recruitment methods include ads on KMA radio, newspaper articles and ads, and sending flyers to patrons in surrounding communities. We conduct two open houses a year and advertise visits to see the home our students built. The greatest recruitment is the word of mouth from our students who share their experiences and help us to attract more students.

2. Data

TABLE 2: STUDENT ENROLLMENT

Demographic	Number 2022-2023	Percent 2022-2023	Number 2023-2024	Percent 2023-2024
9th Grade	16	45.7	12	24
10th Grade	4	11.4	18	36
11th Grade	14	40	5	10
12th Grade	1	2.9	15	30
Total Current Enrollment	35	100	50	100
Free and reduced lunch	23	65.7	28	56
Individualized Education Plan	7	20	10	20
English Learners	0	0	0	0
Male	22	62.9	29	58
Female	13	37.1	21	42
Nonbinary	0	0	0	0
White	28	80	44	88
American Indian or Alaskan Native	0	0	0	0
Hispanic-Latino	5	14.3	5	10
Black or African-American	2	5.7	1	2
Native Hawaiian-Pacific Islander	0	0	0	0
Asian	0	0	0	0
Multi-Race	0	0	0	0

Student enrollment data are from the Student Reporting in Iowa (SRI) fall data collection from the specified year. These data reflect students actively enrolled on the October 1 count date with a BEDS

entry code (students served): 1, 2, 3, 4, 5, 10, 11, 15, 19, and 60 except when Service/Facility Type is 8 (Border Agreements).

3. Discussion

Enrollment Results.

In 2022 the Hamburg Charter School submitted our application for a charter high school. The application required us to predict our student enrollment numbers over the first four years. We estimated our numbers to be:

- Year one: 15 students and we actually had 35 students
- Year two: 30 students-We actually had 50 students
- Year three: 45 students
- Year four: 60 students

Our enrollment has continually increased beyond our expectations due to the type of programming we offer and the climate of the school. We anticipate 58 students for the 2024-2025 school year. Approximately 20% of our student population are minority students which exceeds our expectation. We are also attracting students who would have been/or were dropout students. We have identified 4 students who were dropping out of high school when they came to us in 2023-2024. Sixty six percent of our students receive free lunch and we anticipate that this number is much higher but high school students have an opportunity for open lunch so many choose not to complete paperwork.

Overall we are very excited with our student numbers and feel our enrollment projections are an indicator of the need of the school and this type of model. We continue to reach out to other schools to target any students they may have that are in danger of dropping out of high school. We are happy to work with other schools to provide services to their students.

Recruit and Retain to Sustain our Charter.

Each spring we invest in media advertising through the internet and through the KMA radio. We target students who have dropped out of school, are in danger of being a dropout, and students who are looking for a more career minded school. We hope to attract more females in non-traditional programs and we hope to attract minority students. Our student population of 80% white/20% minority is more in line with an urban district than a rural Iowa district. We feel our advertising and recruitment has helped us provide a more diverse student population.

C. Attendance & Dropout Rate

1. Introduction

There are many factors that influence our average daily attendance and dropout rate. First, the distance our students have to travel. We have 24% of our students who travel from other districts ranging from 10 miles one way to 46 miles one way. As a result of the distance students will have more tardies and miss more days due to inclement weather conditions. A second issue is the number of students who work in the evenings. Most of our students have part time/full time jobs outside the school day which requires them to work long hours and cut into the number of hours they can sleep. This leads to more tardies and absences and impacts our Average Daily Attendance. Although we are faced with these issues, you will see we have a very good average daily attendance rate of 94.6%.

Our dropout rate is impacted by the above factors but also by teen pregnancy. Of our 50 students, one male fathered a baby during the school year but remained in school. One female student became pregnant that led to her dropping out of school and moving in with relatives 50 miles away. Although we offer support, we do not operate an online school so we were unable to assist the female student.

Our best practice is to communicate with other schools about potential dropouts that do not intend to return to their school. We contact the parents and students that these schools have identified and ask them to visit our charter high school. After viewing the school we ask them to consider open enrolling to the Charter. We offer a non traditional schedule which is flexible enough to keep many students in school who would have dropped out. We provide Individual Learning Plans for every student which individualizes their learning plan to what they want to do for their lives. We provide a mentor to each student so they have at least one person they know they can go to if they have any issues or struggles.

We had two annual goals in this area: First, to decrease the number of high school dropouts in southwest Iowa by providing a meaningful alternative to traditional high school. Students from across Southwest Iowa are attending the Charter with students coming from Tabor, Sidney, Shenandoah, Red Oak and College Springs. At the beginning of the year we identified eight students who were dropouts or potential dropouts. We determined this by student/parent surveys. Of those eight students, one female dropped out. Although we were disappointed to lose any students the type of students we attract are oftentimes students who do not do well in traditional school and have attendance problems. The second goal we had in this area was to provide a career mentor for each student in the charter school to help guide and aid students. Each student has a mentor assigned to them that is working in their field of interest or has worked in the field.

2. Data

TABLE 3: ATTENDANCE AND DROPOUT RATE

Area	2022-2023
Average Daily Attendance (ADA)	94.6
Dropout Rate	8.1

Note. Attendance and Dropout Rates are a year in arrears, therefore the most current data for these indicators is 2022-2023.

Average daily attendance data are from the Student Reporting in Iowa (SRI) spring data collection from the specified year. These data reflect the average daily attendance rate of students across the year. The calculation is based on the total number of days attended in school divided by the total number of days enrolled.

Dropout Rate data are from the Student Reporting in Iowa (SRI) spring data collection and Dropout Verification application. These data reflect the total number of grades 7-12 dropouts in the specified year as a percentage of total enrollment in grades 7-12. The [Graduation Rates & Dropout Rates page](#) of the Iowa Department of Education website provides more detail about the methodology for these calculations.

TABLE 4: STUDENT MOBILITY

Area	2022-2023	2023-2024
Student Mobility	.02	.07

Student Mobility Data: The Hamburg Charter High School students are considered mobile if they meet at least one of the following four definitions:

Multiple Schools: The student enrolled within more than one school.

Late Entry: The students' first enrollment during the first day in October.

Early Exit: The student's last enrollment during the school year ended before the first day of May and did not have an excused reason.

Significant Gap: The student had an enrollment gap between two records of the same school, during which they were not enrolled in any public Iowa school for at least 10 consecutive weekdays.

Aggregation:

- Total students: Number of unique students enrolled in the school or district at any point during the 3rd period Cumulative ADM
- Mobile Students:
- Mobility Rate (Mobile Students/Total Students x 100)

3. Discussion

Attendance and Dropout results.

One of the great barriers for the Hamburg Charter School is our location. We are located in the Southwest corner of Iowa, 1 mile from Nebraska and 1 mile from Missouri. The closest communities we can draw students from are:

- Sidney (10 miles)
- Tabor (25 miles)
- Shenandoah (25 miles)
- South Page/College Springs (35 miles)
- Red Oak/Clarinda (45+ miles)

These distances cause issues for young drivers who elect to come to a charter high school because it requires them to travel longer distances. Weather has played a part in our daily attendance with 24% of students traveling 10+ miles one way/per day. We have worked very hard to work with families in this situation to communicate the importance of school but also the importance for their child to be safe and to use good judgment when determining if school is necessary during inclement weather. Also, in the summer we operate an apprenticeship program where students are paid. They receive raises based on work ethic, attendance and punctuality. ***Our summer daily attendance rate is 99.1% which is not reflected in the State numbers.***

Our student dropout rate is skewed due to our small student numbers. Last year, we had one student leave our district to return to her home district. Unfortunately, the student became pregnant and did not enroll in her home district leaving her to be a dropout on our student numbers. One student dropping out is an 8% dropout rate. We have reached out to the home district and to the student to encourage her to return to school but she has not done so. Our goal was to have a 100% retention rate, we did not meet that goal. Our second goal was to decrease the number of dropouts in Southwest Iowa. We identified eight students who were going to dropout or had already dropped out. We retain seven of eight students. We did meet our second goal in this area.

Student Mobility Results.

We had 50 students enrolled in our school during 2023-2024. During the school year we had 6 new students come into the district and 7 transfer out. (JMC Student Collection) Families in Fremont County have a high mobility rate with the county mobility rate being 6.1% (U.S. Census, 2023). Many of our families rely on state assistance and have a tendency due to our location to transfer to Missouri and/or Nebraska during the year to take advantage of their state benefits when Iowa benefits run out. Although these family factors impact our student's mobility rate we rely on our programming to keep these students even if their families move outside of the school district. We utilize our student management system, JMC, to gather data.

Student Mobility Data: The Hamburg Charter High School students are considered mobile if they meet at least one of the following four definitions:

Multiple Schools: The student enrolled within more than one school.

Late Entry: The students' first enrollment during the first day in October.

Early Exit: The student's last enrollment during the school year ended before the first day of May and did not have an excused reason.

Significant Gap: The student had an enrollment gap between two records of the same school, during which they were not enrolled in any public loa school for at least 10 consecutive weekdays.

Aggregation:

- Total students:

*Number of unique students enrolled in the school or district at any point during the 3rd period
Cumulative ADM

- Mobile Students:
- Mobility Rate (Mobile Students/Total Students x 100)

Our goal was to decrease the student mobility rate. In 2022-2023 our mobility rate was .02, in 2023-2024 it increased to .07. We did not meet our goal.

Best Practices.

We are allowing flexible scheduling, work apprenticeship programs, and job training as a means to keep students in school and meet their individual needs. Our hope is that this will keep all students in school and prevent any further dropouts. Our counseling program has developed an individual career planning program for each student to meet their individual goals and help provide supports to students.

D Graduation Rate

1. Introduction

We opened the Hamburg Charter High School in August 2022. Many of our current students were not on track to graduate on time when they enrolled in our school which is reflected in the chart below. Students are required to have 52 credits in order to graduate but they are exempt from physical and music education. Our annual goal is that 100% of students will graduate on time. Our best practices to accomplish this include individual learning plans (ILP) for every child that describes their goals and what they need to do to get there. Every student is assigned a mentor, preferably in their field of interest, to help guide students in their chosen career path. We offer credit recovery classes over the summer/winter break for students who are not on track to graduate with their peers. We utilize our JMC notification system to notify both parents and students when assignments are missing or when student scores fall below 70%. All of these practices will lead to more students graduating in four years.

2. Data

TABLE 5: GRADUATION RATE

Area	2022-2023	2023-2024
4-Year Graduation Rate	Less than 10 students	NA
5-Year Graduation Rate	NA	NA

Note. 4-Year and 5-Year Graduation Rates are a year in arrears, therefore the most current data for these indicators is 2021-2022 and 2022-2023. 2023-2024 Graduation Rates are locally reported

TABLE 6: CREDIT ACCRUAL AND STUDENTS ON TRACK TO GRADUATE

Area	2022-2023	2023-2024
Credit Accrual	See Description below	See Description below
Students On Track for Graduation	44 out of 50 (88%)	52 out of 57 (91.2%)

Note. Hamburg Charter High School's first year of operations was in 2022.

Credit Accrual data are from the Hamburg JMC student management system. These data reflect that out of the 9th grade class the average GPA is 3.42 and there is one student that is not on track with their peers and will require remediation. In the 10th grade class the average GPA is 2.91 and there are three students that are not on track with their peers and will need remediation. In the 11th grade class the class average GPA is 2.87 and there are two students who are not on track with their peers and need remediated services.

Students On Track for Graduation data are from the Hamburg JMC student management system. This data reflects that in the 9th grade class there is one student (7.69%) that is not on track for graduation and will not graduate without remedial services. In the 10th grade class there are three students (20%) that are not on track to graduate with their class and need remedial services. In the 11th grade class there are two students (28.5%) that are not on track to graduate with their peers. Our goal is to have 100% of students graduate in four years. We provide academic support for students who are not on track to graduate with their peers and we offer credit recovery if students are in danger of not reaching this goal. Our annual goal is that 100% of our students will be on track for graduation, but we have not met our goal. Currently 88% of students in 2022-23 and 91.2% of 2023-2024 students are on track to graduate on time. We have not met this goal.

3. Discussion

Credit Accrual and Students on Track for Graduation results.

Many of the students who came to us from other school districts were potential dropouts in their home districts. We have tracked our 9th thru 11th grade students in 2023-2024 and 44 out of 50 (88%) students were on schedule to graduate with their peers without any interventions. Six students (12%) have remediation plans including credit recovery to help students get back on track and graduate on time. The credit recovery will occur as extra online courses, winter break courses taught live, and summer courses which are a combination of live and online options. We are also offering non-academic support which include drug and alcohol treatment, juvenile court assistance, and special transportation when the need arises. Each student is assigned a mentor who also helps the student to plan for their future and provide advice when needed. As the Charter did not have any graduates until 2022-2023, in which 100% of the students who were 12th graders did graduate, our 4-year graduation rate went from non-existent to 100%, and Hamburg continues to implement best practices to ensure that rate remains consistent. We anticipate a 90% graduation rate across 4 years as students are potential dropouts, or dropouts in some cases, in their resident district and have life circumstances which can lead to graduation being challenging.

Best Practices.

Best practices indicate that providing students with adult mentoring is an effective way to impact struggling students. All Charter High School students have a mentor assigned to them to discuss school issues as well as issues out the school day. Another effective practice we utilize is to provide Individual Learning Plans (ILP). All students have an individual learning plan to help guide them into a career and lay out an academic plan to reach their goals. Lastly, we provide credit recovery for students who have failed or need classes. All these practices will reduce the number of failing students and assure students are graduating on time.

Our goal is to have 100% of students graduate on time, currently we are not meeting this goal with 88% of students in 2022-2023 on track to graduate in four years, and 2023-2024 students having 91.2% on track to graduate on time.

E Student Achievement

1. Introduction

The Hamburg Charter School uses multiple indicators for student academic performance. The Hamburg Charter High School utilizes the ISASP as our district assessment but we do not believe this captures the entire growth our students experience in our school. Other assessments we use to measure student growth include the Employability Assessment, CTE skill testing and certificate program, and student portfolios. Students take the ISASP (standardized testing) each spring and we measure student success by growth. If a student has more than a full year of academic growth they are considered proficient. These tests are certainly valuable and measure academic success but they are only a snapshot of what students know and what they are able to do. We require each student to present to the school board their portfolios which demonstrate what they have learned. We

have all students/teachers rate students on an employability assessment and we measure students success through their career certifications which shows hands on skills. Our goal is that 100% of students will have a full year of academic growth measured by ISASP, Employability Assessment, and level of certification.

Best practices are to use multiple measures to assess student learning and achievement. We use a great number of data points to measure student achievement including attendance, classroom grades, standardized test scores, student portfolios and employment assessments. We are addressing gaps in our ISASP testing data that shows gaps in our curriculum.

2. Data

TABLE 7: STUDENT PROFICIENCY DATA

Proficiency	2022-2023	2023-2024
ISASP/DLM: Language Arts Total	63%-9th Grade	93%-9th Grade
	Less than 10 students-10th Grade	67%-10th Grade
	46%-11th Grade	Less than 10 students-11th Grade
ISASP/DLM: Math	56%-9th Grade	31% -9th Grade
	Less than 10 students-10th Grade	40%-10th Grade
	46%-11th Grade	Less than 10 students-11th Grade
ISASP/DLM: Science	Did Not take-9th Grade	Did Not Take-9th Grade
	Less Than 10 students-10th Grade	33.3-10th Grade
	Did not take Test-11th Grade	Less than 10 students-11th Grade

TABLE 8: STUDENT GROWTH DATA

Growth	2022-2023	2023-2024
ISASP: Reading	73%	74%
ISASP: Math	73%	77%
ISASP: Science	NA	NA

ISASP/DLM proficiency rate data are from Iowa Department of Education calculations using Iowa Statewide Assessment of Student Progress (ISASP) data (from Iowa Testing Programs) and Dynamic Learning Maps (DLM) alternate assessment data (from ATLAS). These data reflect the percentage of students who test proficient or above in the specified subject area. The [Iowa School Performance Profiles Technical Guide](#) (see Accountability Measure: Proficiency) provides more detail about the methodology for these calculations.

ISASP growth data are from Iowa Department of Education calculations using Iowa Statewide Assessment of Student Progress (ISASP) data (from Iowa Testing Programs). These data reflect the median Student Growth Percentile (SGP) of the tested students in the specified subject area. An SGP describes a student's growth compared to other students with similar prior test scores (their academic peers). SGPs have values between 1 and 99; if a student has an SGP of 85, we can say that they demonstrated equal to or more growth than 85 percent of their academic peers. Half of the state's students have SGPs below 50 and half above. The [Iowa School Performance Profiles Technical Guide](#) provides more details about the scoring. The state average for performance is 54.81. The Hamburg Charter High School school scores were 55 out of 100.

Additional Test Data: The Hamburg Charter School utilizes several other assessments to determine how our students are doing including:

- **Employability Ratings.** These data reflect the following on the Employability Ratings. The ratings are done by the career teacher, classroom teachers, apprenticeship, and peers. Students are assessed on prompt and on time for the workday, positive attitude, completes tasks assigned, dependable and hardworking, uses time effectively, accepts constructive criticism, shows initiative and flexibility, can work with a variety of personalities, willing to cooperate with coworkers, and good attendance. The rating is worth 100 points and is based on a scale with 70 being a low/but acceptable score and 100 would be a perfect employee.
- **Trade certificates and portfolios.** Trade certificates include completion of level 1, 2, or 3 within their specific trade areas. Students who complete these levels are provided with an NCCER certificate which makes them eligible for employment. Further, we utilize a portfolio system which requires all students to present their portfolio annually to the school board showing their personal growth throughout the school year.

3. Discussion

ISASP results.

The Iowa School Performance Profiles ranks all schools in Iowa. The Hamburg Charter High School received a "Commendable" ranking. This means that the school scored higher than the state average of 54.81 and met the comprehensive status. The charter high school had a score of 55. A measurement used by the school, and reflected in the growth chart above, is academic growth. In 2022-2023 our high school had 73% of our students grow in reading and mathematics. In reading: 9 of 14 9th graders, 5 out of 6 10th graders, and 10 of 14 juniors had growth. In mathematics: 7 out of 14 9th grades, 6 out of 6 10th graders, and 11 out of 13 11th graders had growth. In 2023-2024 our high school had 74% of our students grow in reading and 77% of students grew in mathematics. In reading: 12 of 13 9th graders, 10 out of 15 10th graders, and 4 of 7 11th graders had growth. In mathematics: 8 out of 13 9th grades, 13 out of 15 10th graders, and 6 out of 7 11th grade students had growth.

Another measure we utilize is our CTE certificates which are earned through NCCER in three levels. For welding, 16 out of 18 students earned their level 1 and 2. In Carpentry, all 6 students earned their level 1 certificate and 2 students earned their level 2 certificates. In culinary arts, 18 out of 22 students earned their level 2, and 22 out of 22 earned their level 1 and safe serve certificates. Our goal is that 100% of students make progress by earning certification within their trade. We did meet our goals of certification for all students within their trade. The only students who did not meet this goal were students who did not start the school year in our system and moved in during the school year.

Employability Rating results.

Results show that 95% of our 9th grade students received a 70+ on the assessment, 80% of our 10th grade received a 70+ on the assessment, and 100% of our juniors and seniors received a 70+ on the assessment, which indicates our students are learning what it takes to be a good employee. Our goal was that all students would be rated in employability rating by peers, teachers, and employers. We met our goal of all students being rated. We have gaps within these ratings that include students being punctual, staying off their phones when at work, and turning/completing work on time. These are all areas we anticipated being a problem and are taking steps to teach our students the importance of these elements to being successful at work and in life.

Trade Certificates and Portfolio results.

All students were able to develop a working portfolio and 100% of the students presented them to the school board in an open board session. We had 4 students in the CNA class and all 4 were able to pass the state test and are licensed as CNAs. Our goal was to have 100% of our students develop a portfolio and to present it to the school board. We met the goal but are working with students on improving the quality of their portfolios. The student portfolios are to be professional and of high quality so they can be presented to potential employers in the future.

Best Practices. Best practice is that students have more than one means to demonstrate what they know and are able to do. We provide multiple ways for students to do this by having standardized tests provided by the state, portfolios that show student growth over time, hands-on testing to demonstrate actual work skills, and Employability ratings which allows a student to receive constructive feedback from their peers, teachers, and employers.

Addressing Gaps: We will provide additional training to our students and staff on portfolio development. Some of the data points/items in the portfolios were not job related and of little interest to employers. We increase the number of times mentors meet with students to discuss their portfolios and provide more feedback, earlier in the process so students can focus on improvement areas. The Charter High School struggles with students who do not start the year at our school. We are developing an integration plan that will help new students catch up with their peers in the program. For example, a junior who moves into our district would be a Level 2 or 3 welder in our program yet if they have no experience welding they would actually be a Level 1 welder. How does the teacher meet the needs of the new student and keep the rest of the students moving forward?

F. Financial Performance

1. Introduction

The Charter High School operates on a per pupil funding formula which is distributed to the school on a monthly basis. We based our student enrollment projections on our public school student surveys given each spring. The Spring 2023 8th grade survey indicated that 13 out of 15 students would attend the Charter High School and one student would attend Sidney and one student would attend Essex. We also track the number of students who visit our school for tours and survey their intentions which include whether they plan on intending to attend the Charter High School and what career program they are interested in participating in.. In our initial application for a charter we based our application projected student numbers on student surveys and did not account for open enrolled students. In our application we projected the following: 15 students 2022, 30 students 2023, 45 students 2024; and 60 students in 2025. Again these projections were based on our current student numbers. We actually had 35 students 2022; 50 students in 2023; and 57 students this current year. Our financial projections are based on these figures. We have also acquired grants that figure into our financial projections for the 2024-2025 school year. Our local businesses contribute to our programs by providing grants to our school each year. The Gloria Martin Foundation provides \$33,000 each year for the Hamburg schools and a portion of these funds support our Charter High School.

The community is starting a housing project that will provide 30+ homes in our community focusing on low to moderate income families. We are projecting an increase in student enrollment as a result of these developments and have projected an additional 50-60 K-12 students as a result of these houses. All of these factors play into the enrollment and financial projections listed below.

2. Data

TABLE 9A: FINANCIAL PERFORMANCE

			Year 1	Year 2	Year 3
			2022-2023	2023-2024	2024-2025
Revenue Source					PROJECTED
# Students			35	50	57
Total State Per Pupil Funding		3124	\$265,710	\$380,294.33	\$433,200
Transportation Fees		14XX	0	0	0
Investment and Deposit Income		15XX	0	0	1000
Food Service		16XX	0	0	0
Student Activities		17XX	0	0	500
Contributions/Donations from Private Sources		192X	54,304	75853.57	25000
Textbook Sales and Rentals		194X	0	0	0
School Food Service Program		325X	0	0	1000

			Year 1	Year 2	Year 3
			2022-2023	2023-2024	2024-2025
Revenue Source					PROJECTED
Title I		45XX	0	0	0
Child Nutrition Act		455X	0	0	0
Student Projects		17xx	0	0	5000
Expansion Grant		4000	0	0	200000
Credentials Grant		4000	0	0	165000
Total Revenue			320,014	456,147.90	830,700

TABLE 9B: FINANCIAL PERFORMANCE

		Year 1	Year 2	Year 3
		2022-2023	2023-2024	2024-2025
Expenditure				
Salaries/Benefits				
Instruction	1000	0	51,586.55	514114
Support Services - Students	21XX	0	0	29272
Support Services - Instruction	22XX	0	0	2500
Support Services -General Administration	23XX	0	0	2079
Support Services - School Administration	24XX	0	0	19063
Support Services - Business & Central	25XX	0	0	962
Operation and Maintenance	26XX	0	0	500
Student Transportation	27XX	0	0	500
Food Services	31XX	0	0	2131
NonStaff Expenditures		0	0	
Purchased Professional and Technical Services	300	81533.31	208,341.94	0
Audit Services	341	0	0	1500
Legal Services	342	0	0	500
Utility Services	41X	0	0	0
Cleaning Services	42X	0	0	0
Repair and Maintenance	43X	0	0	0
Rentals	44X	0	0	0
Construction Services	45X	0	0	0
Insurance	52X	0	0	0

Communications (postage, telephone)	53X	0	0	0
Supplies	61X	44789.42	168,777.92	152000
Natural gas/electric	62X	0	0	0
Fuel	62X	0	0	0
Food for Food Service Program	63X	0	0	0
Books/periodicals	64X	0	0	2000
Textbook substitutes	65X	0	0	0
Student Transportation supplies	67X	0	0	0
Equipment	73X	2878.19	306.88	7500
Total Expenditures		129,200.92	429,013.29	734,621
Net Revenue/Expenditure		190,813.08	27,134.61	96,079

3. Discussion

The Hamburg Community School District submitted a Charter School grant because Hamburg did not have a high school. The district was concerned that traditional high schools do not prepare students very well if they did not want to enter the workforce after graduating. The district wanted to develop a system that would certify students in a trade and provide tools to walk out of high school into the workforce, and allow students to earn a liveable salary. In 2022, 2023, and 2024 the district received the state per pupil headcount. The PreK-8 district provided qualified teachers and charged the charter school a percentage of the salary and benefits. The main funding source for the Charter High School has been these state funds. In early 2024, the district received two larger grants for the charter: a \$200,000 expansion grant, and \$165,000 Credentials grant which is reflected in the 2024-2025 budget. From 2022 to 2023 the Charter High School enrollment grew by 30%, and in 2023-2024 the high school grew by 14%. As a result of the student numbers increasing the school has had to add teachers and teacher time which is reflected in the projected teachers costs.

The state is experiencing a teacher shortage so we have had a difficult time attracting and retaining qualified teachers. Thankfully, the state has an easier path for Career and Technical teachers to be certified if they have enough hours of experience. Our construction, welding, culinary, and automotive teachers have received certification through the CTE pathway. Without this flexibility, it would be impossible for us to have qualified teachers. All of our trade teachers have stayed with us because they enjoy what they do and they believe in the program. We have traveled the midwest to find core curricular teachers. Each spring we travel to teacher fairs in Missouri, South Dakota, Nebraska, and Arkansas. The Iowa starting teacher salary has increased to \$47,500 for beginning teachers which has helped us attract teachers from lower paying states such as South Dakota and Missouri.

The first two years our financing of the Charter School has been very difficult but we feel with our increase in enrollment, grants and local support we are getting over the hump and will be able to remain financially positive.

G. Staffing and Qualifications

1. Introduction

The Hamburg Charter High School buys a portion of the public school teaching staff in order to meet the needs of the students and state requirements for staffing. The teaching staff for the Charter are fully accredited and properly licensed. The public school provides for all subject areas and charges a fee at the end of the year.

2. Data

TABLE 10: STAFFING

Folder #	First Name	Last Name	Position	Qualification	Endorsement
992427	Kathryn	Freed	Regular Education Teacher	Standard License	5-12 Mathematics
1126372	Nicholas	Matheson	Regular Education Teacher	Initial Career and Technical Authorization	5-12 Building Trades
1127003	Amber	Graham	Regular Education Teacher	Initial Career and Technical Authorization	5-12 Culinary Arts

Staffing data is from the Fall BEDS Staff report to the Iowa Department of Education

3. Discussion

The public school provides licensed teachers on a percentage basis in Language Arts, Science, Vocal & Instrumental music, physical education, Social Studies, and Visual Arts. The public school understands the challenges facing the charter school and provides qualified teachers to educate charter students. The public school provides the following positions for a token amount:

1. Mike Wells, Superintendent
2. Alec Hendrickson, Principal
3. Nicole Matheson, CNA/Nurse
4. Sophie White, Social Sciences
5. Randy Wells, Science
6. Kim Madison, Language Arts
7. Melissa Chambers, SBO
8. Brandi Oakes, Human Resource
9. Curt Crain, Transportation
10. Ryan Fann, Maintenance
11. Katie Hayes, Special Education
12. Vicki Hansen, Food Services
13. Trisha Trosper, Custodial

As the charter has grown in student numbers they are assuming more expenditures and eventually will be self-sufficient. Examining the revenue, the charter has to rely on grants to fund the school which makes it difficult to issue contracts not knowing what grants you will get. The school is operating in the positive and anticipates the financial bottom line to continue to improve each year.

The state is experiencing a teacher shortage so we have had a difficult time attracting and retaining qualified teachers. Thankfully, the state has an easier path for Career and Technical teachers to be

certified if they have enough hours of experience. Our construction, welding, culinary, and automotive teachers have received certification through the CTE pathway. Without this flexibility, it would be impossible for us to have qualified teachers. All of our trade teachers have stayed with us because they enjoy what they do and they believe in the program. We have traveled the midwest to find core curricular teachers. Each spring we travel to teacher fairs in Missouri, South Dakota, Nebraska, and Arkansas. The Iowa starting teacher salary has increased to \$47,500 for beginning teachers which has helped us attract teachers from lower paying states such as South Dakota and Missouri. We also share teachers with other school districts. Roger Looker, Construction teacher, is shared between Essex CSD, Hamburg CSD, and the Hamburg Charter High School. We are looking at more sharing opportunities in the future that will allow us to expand our CTE program in the Charter High School.

All of our teachers are highly qualified teachers whether they have a traditional certification or a CTE certification. We have been blessed with long tenured teachers and have been able to find young teachers willing to live and work in Hamburg.

The greatest attribute we have to retain teachers is our school culture. The students and teachers have a great deal of fun in the program and in our community. Teachers can see immediate results with students learning a trade and graduating with high paying jobs in those fields. Job satisfaction has lead to us retaining all of our charter teachers and we anticipate this trend continuing.

H) Sustainability, Trends, & Satisfaction

1. Introduction

The Hamburg Charter High School's actual enrollments have outpaced our projections each of the 2 years of our operation. We anticipated 15 students in year one and 30 students in year two.

Our actual enrollment was **35 students in year one and 50 students in year two** of our programming. We anticipate this trend to continue. We survey our parents and students each February to determine a satisfaction level and make our projections based on these surveys. We also send surveys to our 8th grade students to determine where they wish to have their high school education.

Further, the district measures satisfaction based on a spring survey each year that asks all high school students and guardians about seven areas which include: Discipline, Technology, Classroom Climate/Curriculum, School Employees/Teachers/Administrators, School Safety, Nutritional Programs and Communications. These surveys are calculated and discussed at our School Improvement Advisory Committee (SIAC) and in our teachers professional development.

2. Data:

TABLE 11: PROJECTED STUDENT ENROLLMENT

Demographic	Number 2024-2025	Number 2025-2026	Number 2026-2027
Grade 9	12	15	15
Grade 10	17	15	20
Grade 11	20	20	20
Grade 12	8	20	20
Total Current Enrollment	57	70	75
Free and reduced lunch	52	60	65
Individualized Education Plan	12	15	17
English Learners	1	2	3
Male	33	40	42
Female	24	30	33
Nonbinary	2	2	2
White	51	60	62
Hispanic-Latino	6	10	10
Black or African-American	0	0	0
Asian	0	0	0
Multi-Race	0	0	0

Projected Student Enrollment data are from the school's student management system which is JMC and from parent/student surveys.

TABLE 12: 2023 PARENT/STUDENT SURVEY

Area	Question	Responses
Part I: Discipline	1. Our school maintains levels of discipline which enable all students to focus on learning.	1. Parents-94% agree Students-89% agree
	2. Student discipline is administered fairly and equally to all students.	2. Parents-90% agree Students-79% agree
	3. Rules for behavior are generally enforced in school.	3. Parents-90% agree Students-79% agree

Area	Question	Responses
	<ol style="list-style-type: none"> 4. Rules for behavior are made clear to students and parents through organized procedures. 5. The school administrators are prompt to act when problems occur. 	<ol style="list-style-type: none"> 4. Parents-88% agree Students 68% agree 5. Parents-84% agree Students 79% agree
Part II: Technology	<ol style="list-style-type: none"> 1. Students have enough time to access computers. 2. Based upon your experience with our students this school is meeting the needs of students in the area of technology? 3. We have Internet access in our home. 4. I feel our school is on the cutting edge of technology. 5. I feel my child has enough access to computers. 	<ol style="list-style-type: none"> 1. Parents-100% agree Students 88% agree 2. Parents-100% agree Students 79% agree 3. Parents-96% agree Students 92% agree 4. Parents-91% agree Students 72% agree 5. Parent-100%
III: Classroom Climate/Curriculum	<ol style="list-style-type: none"> 1. The school curriculum meets the needs of students having a wide range of abilities. 2. Most days my child (Or I) leaves school feeling successful. 3. My child feels that he or she belongs. 4. The school offers an adequate number of extra-curricular activities. 5. When students graduate from the Hamburg Charter High School they possess the knowledge and skills needed to function effectively in society. 6. Overall I would rate the quality of the Hamburg Charter High School to be excellent. 7. Overall I would rate my support of the school as excellent. 	<ol style="list-style-type: none"> 1. Parents-94% agree Students 88% agree 2. Parents-85% agree Students 80% agree 3. Parents-92% agree Students 78% agree 4. Parents-96% agree Students 90% agree 5. Parents-94% agree Students 90% agree 6. Parents-92% agree Students 78% agree 7. Parents-98% agree Students 96% agree

Area	Question	Responses
IV: School Employees/Teachers/Administrators	<ol style="list-style-type: none"> 1. I am pleased with the school leadership and think it is positive and strong. 2. I feel that my child's teachers care about the health and well being of my child (me). 3. I feel that our school spends money wisely. 4. The school buildings are clean, well maintained and present a pleasant appearance. 5. Our school grounds are well maintained. 6. It is easy to get an appointment to see a teacher. 7. Health services and career planning are adequate. 8. In general, our teachers are competent. 9. In general, our principal is competent. 10. In general our superintendent is competent. 	<ol style="list-style-type: none"> 1. Parents-90% agree Students 72% agree 2. Parents-98% agree Students 86% agree 3. Parents-79% agree Students 82% agree 4. Parents-78% agree Students 55% agree 5. Parents-86% agree Students 78% agree 6. Parents-90% agree Students 98% agree 7. Parents-81% agree Students 78% agree 8. Parents-96% agree Students 90% agree 9. Parents-90% agree Students 86% agree 10. Parents-89% agree Students 82% agree
V: School Safety	<ol style="list-style-type: none"> 1. I believe my student (I) am safe in this school 2. Rules for behavior are made clear to students. 3. Students in our school are generally respectful toward one another. 4. Students received proper supervision . . . <ol style="list-style-type: none"> a. Before School b. During School c. After School 	<ol style="list-style-type: none"> 1. Parents-100% agree Students 96% agree 2. Parents-90% agree Students 78% agree 3. Parents-92% agree Students 90% agree 4. Before <ol style="list-style-type: none"> a. Parents-68% agree Students 86% agree

Area	Question	Responses
	<p>5. My child (I am) is bullied on a regular basis</p> <p>6. Students use of alcohol in our schools is a serious problem</p> <p>7. Students use of drugs in our school is a serious problem</p> <p>8. Students vaping is a serious problem in our school.</p>	<p>b. Parents-100% agree Students 88% agree</p> <p>c. Parents-62% agree Students 74% agree</p> <p>5. Parents-24% agree Students 12% agree</p> <p>6. Parents-70% agree Students 52% agree</p> <p>7. Parents-24% agree Students 18% agree</p> <p>8. Parents-70% agree Students 94% agree</p>
VI: Nutritional Program	<p>1. The school district lunch program meets my child's needs.</p> <p>2. I feel the price for lunch is fair.</p> <p>3. I would be willing to pay more money for school lunches to increase the variety.</p> <p>4. I feel that students are given an adequate amount of time to eat their lunches.</p> <p>5. I have eaten a school lunch within the past 12 months.</p> <p>6. I feel the breakfast program meets my child's needs.</p> <p>7. I am happy with the changes that have been made to the lunch program.</p>	<p>1. Parents-88% agree Students 58% agree</p> <p>2. Parents-94% agree Students 66% agree</p> <p>3. Parents-60% agree Students 12% agree</p> <p>4. Parents-70% agree Students 45% agree</p> <p>5. Parents-8% agree Students 94% agree</p> <p>6. Parents-86% agree Students 48% agree</p> <p>7. Parents-86% agree Students 33% agree</p>
VII: Communication	<p>1. The school newsletter is helpful and an effective means of communication.</p> <p>2. The school web page is a good means of communication.</p>	<p>1. Parents-81% agree Students 72% agree</p> <p>2. Parents-98% agree Students 94% agree</p>

Area	Question	Responses
	3. I feel I am informed on happenings in our school district 4. Teachers let me know what they expect from my child. 5. The school respects different family schedules, values, cultures and goals. 6. Teachers communicate their expectations to my child.	3. Parents-68% agree Students 74% agree 4. Parents-78% agree Students 94% agree 5. Parents-96% agree Students 92% agree 6. Parents-84% agree

Satisfaction Ratings are from our Parent/Student Survey.

3. Discussion

Enrollment Projections and Present/Future Sustainability.

In regards to enrollment, the data reflect that our student enrollment for the charter high school will have a gradual increase each year. We survey our 7th and 8th grade students and their parents to gather information for what students intentions are for their high school education. The surveys specifically ask them to identify skills they would like to acquire in high school and what their intentions are after they graduate. This allows our guidance counselor to complete career planning with each student and help them determine if a charter school setting or a more traditional setting is appropriate for their career path. We also survey parents about their understanding of the charter high school and allow them to ask questions they may be wondering about. We also survey our current charter school students to ask them their opinions on our school and how we can improve it.

Parent/Student Survey results.

Data in Table 10 reflect that both parents and students think we maintain a high level of discipline. Also, they feel we have adequate technology, and offer a quality curriculum. Students shared they felt like the staff was concerned about them and would take steps to help them if they needed help. Both parents and students shared they thought our schools were very safe and they were not concerned with safety at school but they were concerned about before and after school supervision and safety issues during these hours. Parents felt our lunch program was adequate and students shared it needed to be improved. Communication is our lowest scoring area with parents and they would like the school to do a better job of communicating with them about school activities and issues.

I) Other Performance Measures within the contract

1. Introduction

Test scores are only one part of measuring the success of a school. The Hamburg Charter School received a commendable rating according to the Iowa School Profiles but this only tells part of the story. We work diligently to provide many opportunities for students to grow through activities, field trips, and apprenticeship programming.

2. Data:

TABLE 13: OTHER PERFORMANCE MEASURES WITHIN THE CONTRACT NOT ADDRESSED IN ANY OTHER SECTION

Performance Measure	Number/Percentage of Students	Description
Extra Curricular Activities	75% Boys 68% of Girls	Percentage of high school students participating in extracurricular activities including fine arts, sports and speech. 2 students qualified for state track.
Extra Curricular Activities	75% Boys 68% of Girls	Percentage of high school students participating in extracurricular activities including fine arts, sports and speech. 2 students qualified for state track.
State or District Titles	1A Individual State Golf Champion	Keith Thompson, 10th grade won the Iowa 1A Individual State Title. He is the first state champion in Hamburg Charter School history.
Student Portfolios	100%	Percentage of students who completed a student portfolio that shows their educational plan and the steps they will take to accomplish their goals.
Board Presentations	100%	Percentage of students who presented their portfolios in an open board meeting to the Board of Directors and Public.
Seniors Graduating	100%	The number of seniors who graduated on time with their peers.
Certification in NAUI	100%	Percentage of students who take the NAUI scuba diving course and graduate with full certification.
NCEER Level 1 Certification	88.8% 100%	Welding Construction
NCEER Level 2 Certification	88.8% 45%	Welding Construction
Culinary Certification Level 1	81.8%	Percentage of students earning Level 1 Culinary Certification
Safe Serve Certification	100%	Percentage of students in Culinary Arts who earn the safe serve certification.
Certified Nurses Assistant (CNA)	100%	Percentage of students taking CNA who passed the state CNA test on the 1st attempt.

Performance Measure	Number/Percentage of Students	Description
License)		
Associates of Arts Degree	14.2%	Percentage of Seniors earning an AA degree
Apprenticeship Program	85%	Percentage of 11th graders participating in a paid summer apprenticeship program.
	100%	Percentage of 12th graders participating in a paid summer apprenticeship program.

3. Discussion

As we examine how the Hamburg Charter School is doing as far as meeting student needs we look at several indicators. Test scores are one indicator where our school was ranked “commendable” by the Iowa School Profile. Other academic indicators that we examine include certification within the trades our students are being trained in. In this area, 88.8% of our welding students earned Level 1 & 2 certification, 100% of our Construction students earned level 1 and 45% earned level 2 certification. Our welding program has two female students so this program is attracting non-traditional students into it. In our culinary program 81.8% of our students earned Level 1 culinary certification and 100% earned their safe serve certification. More impressively, they operate a full restaurant on main street providing quality food for our community while learning valuable skills. They also provide meals and deliver them to the field to feed our local farmers. They have catered many meals from 300 people at Tarkio College to class reunions of 50+ people. Fourteen percent of our graduating seniors earned their AA degrees, which is an impressive number.

Another indicator we look at is student portfolios which define what students want to learn and where they plan on going in their life. The portfolios are one of the most important measures we have because it will show growth over 4 years. Also, students have to present their portfolios to the school board and public which provides an opportunity for them to develop speaking/presentation skills.

Although academics are important there are also other indicators that show a well rounded person. We are proud that 75% of boys and 68% of girls in the Charter High School participated in extracurricular activities. Although we only had 50 students we were blessed to get two athletes to state track and we had a boy, Keith Thompson, who is a sophomore win a state individual title in golf. We had students in robotic contests, National Rocketry, and many students who performed community service for the less fortunate in our community.

Fremont County Iowa is one of the poorest areas of the state and families are stretched to find financial means to allow their children to participate in travel. This year we raised over \$60,000 to send 15 students to Europe (Germany, France & Spain) for two weeks. The students cleaned the school and ran concessions at all the home Nebraska Cornhusker games to earn enough money for

the trip. The entire cost of the trip was paid for through the hard work of our students.

Sixteen students participated and certified in our scuba diving program earning NAUI lifetime certifications. Students were able to travel to Bull Shoals, Arkansas to do their check out dive. They also learned about the many career paths in this field including Underwater Welding. We have several students planning on visiting the underwater welding school in Brainerd, MN. It was a great deal of fun to dive with the students and see them develop recreation skills but it was more fun to see them make the connection between welding and diving.

Appendix D: Horizon Science Academy Des Moines

Iowa Charter School Reporting

October 2024

Horizon Science Academy

Introduction

281—19.14(256E) and 256F.10 Reports.

19.14(1) Annual report, and Iowa Code Chapter 256E.12. Each charter school shall prepare and file an annual report with the department. The department shall prescribe by rule the required contents of the report, but each such report shall include information regarding student achievement, including annual academic growth and proficiency, graduation rates, and financial performance and sustainability, and for Iowa Code Chapter 256F charters - the number of and comments on supervisory visits by the department of education. The reports are public records, and the examination, publication, and dissemination of the reports are governed by the provisions of Iowa Code chapter 22. The annual report is due to the department October 1 and shall include data for the prior school year. Required content includes:

- a. The charter school's mission statement, including a vision statement and goals, as well as data measuring goal attainment.
- b. Student demographics, disaggregated by grade level and protected characteristics.
- c. Attendance statistics and dropout rate (average daily attendance, dropout rate, student mobility).
- d. Graduation data, including four-year and five-year graduation rates, credit accrual, and number of students on track for graduation.
- e. Student achievement, including annual academic growth and proficiency, including Iowa statewide assessment of student progress (ISASP) data, other assessment data, and aggregate assessment test scores.
- f. Financial performance, including projections of financial stability.
- g. The number and qualifications of teachers and administrators.
- h. Sustainability data, including enrollment trends, staff satisfaction, and parent and student satisfaction.
- i. The number of and comments on supervisory visits by the department of education (256F, only).

A. Mission, Vision, & Progress toward Goals

1. Program Highlights & CELEBRATIONS!

Horizon Science Academy has been open for one year. We launched our school and program in the year 2023-2024. Our charter school offers a parent choice, with a unique option to education. We have small class sizes, and use a STEM focus approach to teaching and learning. This provides students opportunities to explore their thinking and learning in a hands-on way, and build real world connections. We strive to connect with families, build positive relationships, and meet the levels of all learners. We use Dojo, a positive points system as a platform to connect with families. We served kindergarten through 3rd grade our opening year. This school year we have prek-4th grade and have increased over 100 students in enrollment. We brought families in for STEM day, Thanksgiving gathering, along with parents invited into classrooms to connect with their students and learn about academics. HSA also meets students where they are to support their learning. HSA uses the MTSS model to support and guide instruction. We also had Governor Reynolds here for our ribbon cutting ceremony, and a bill signing. We invited other political and community members in to see our space and learning too.

Horizon Science Academy has three goals areas that a written into our charter:

- **Goal 1:** By the end of each reporting year, 60% of students will perform at or above the benchmark on Literacy Screening assessments as evidenced by STAR Early Literacy approved screening measures.
- **Goal 2:** 100% of students will engage in STEM focused, project-based learning experiences and courses
- **Goal 3:** By the end of each reporting year, 75% of students will “strongly agree” that HSADSM has a Supportive Environment as evidenced by the 5 Essentials Survey

Horizon’s Goal for attendance is that students will be in attendance in school at least 95% of the academic calendar year.

2. Data

TABLE 1: MISSION AND VISION

Mission	Vision
<p>The mission of the Horizon Science Academy Des Moines is:</p> <ul style="list-style-type: none"> To foster an environment of inquiry and a love of learning so students are prepared to thrive in a STEM-focused college and world. <p>Concept Schools has a 20-year history of successfully providing a high-quality, charter public education to historically underserved communities. Across Concept's 31 network schools, nearly 85% of students are racially diverse and about 85% qualify for free and reduced lunch programs.</p> <p>Horizon Science Academy Des Moines intends to serve a similar population. HSADSM will provide educational opportunities to students and families that they may otherwise not have access to. Through researching the socioeconomics, demographics, and successes of schools within Des Moines, and collaborating with community leaders, founding group members, and governing board members, HSADSM is confident that neighborhoods will be ideal locations to not only support student learning, but to enhance their communities.</p>	<p>The vision of Horizon Science Academy Des Moines is:</p> <ul style="list-style-type: none"> All students will enter college ready to excel in STEM subjects. <p>In order to achieve the mission and vision, Horizon Science Academy Des Moines values:</p> <ol style="list-style-type: none"> Respect - all members of the school community, including families, staff, and students, have equal worth and should be treated with respect Responsibility - all families, staff, and students have choices, and teachers, parents, and students should be responsible for their actions Integrity - belonging to a community requires a commitment to the common good. The community is stronger when everyone can be counted upon to be honest and trustworthy Courage - having the courage to try new things expands minds and causes families, staff, and students to reach beyond their own expectations Curiosity - the ability to wonder and create connections stimulates learning. Inquiry will be fostered on the part of families, staff, and students Effort - success is accomplished when families, staff, and students are willing to do what it takes to accomplish their vision of the future <p>Characteristics of HSADSM include:</p> <ul style="list-style-type: none"> College Preparatory Curriculum with STEM Focus Personalized Education Higher Standards and Expectations Data-driven Instruction Through Ongoing Assessment of Learning Increased Student Engagement Knowledgeable and Skilled Staff

3. Discussion

HSA's mission is to foster an environment of inquiry and a love of learning so students are prepared to thrive in a STEM-focused college and world. Our school continues to strive to meet our mission by introducing our students to coding, hands-on science experiments and learning, and also exploring different areas in math to continue to grow. Teachers continue to meet, plan, and create different ways to engage students in learning, and provide multiple opportunities for learning and response. HSA uses the Danielson Framework to observe teachers and students, that includes areas of engagement, community, and growth. In order to provide additional unique opportunities to connect to education we offer visits to the Franklin Ave library, makerspace, SAM labs (coding program), along with extensions in literacy and math. We will also offer other community experiences through field trips this school year, including trips to the Civic Center.

HSA is focused on building student and family connections, and keeping parents connected to academics in order for students to be successful. At the beginning of the school year teachers conduct home visits to begin building strong relationships. We send a weekly newsletter home, along with consistent communication from teachers to families throughout each school week. The school hosts conferences three times throughout the school year to have 1:1 conversations to support student learning and growth.

We use multiple assessments throughout the school year to assess students including FASTBridge, STAR, and ISASPs. Teachers use this data to plan instruction. Teachers will reteach in areas that are needed. Teachers also use this data to create small groups to support individual student needs.

We have had multiple stakeholders come to our building to tour including: Governor Reynolds, Terry Branstad, Zach Nunn, Chris Coleman, and other community leaders. We have also hired an enrollment coordinator who has recruited families, supported with building tours, and answered questions.

HSA will continue to connect with families and community members to support serving students needs and offering personalized education to all students.

B. Student Enrollment

1. Introduction

We ended our first school year with 73 students, 48 males, and 31 females. Our highest race of students represented is white at 41%, African American 27%, and then Hispanic/Latino 22%. Most students come from the Des Moines area. Our kindergarten was our largest section. We continue to create open house events to showcase our space and learning and invite students and families to bring others in. Interested families are offered tours, and a chance to join in one of the classrooms to experience the learning environment for a scheduled amount of time. We do three post card mailers that are sent out to a 5 mile radius of Des Moines, along with attending farmers markets and other local events. Our enrollment coordinator does our social media posts, and recruitment. Our top recruitment strategy is word of mouth from our current families, sharing their experiences with others.

2. Data

TABLE 2: STUDENT ENROLLMENT

Demographic	Number 2023-2024	Percent 2023-2024
Kindergarten	34	43
1st Grade	18	22.8
2nd Grade	17	21.5
3rd Grade	10	12.7
Total Current Enrollment	79	100
Free and reduce lunch	NA	NA
Individualized Education Plan	7	8.9
English Learners	6	7.6
Male	48	60.8
Female	31	39.2
Nonbinary	NA	NA
White	32	40.5
American Indian or Alaskan Native	NA	NA
Hispanic-Latino	17	21.5
Black or African-American	21	26.6
Native Hawaiian-Pacific Islander	NA	NA
Asian	1	1.3
Multi-Race	8	10.1

Student enrollment data are from the Student Reporting in Iowa (SRI) fall data collection from the specified year. These data reflect students actively enrolled on the October 1 count date with a BEDS entry code (students served): 1, 2, 3, 4, 5, 10, 11, 15, 19, and 60 except when Service/Facility Type is 8 (Border Agreements).

3. Discussion

Enrollment results.

We have added preschool to our program that will be a feeder pattern into our kindergarten classrooms. We give opportunities for family input and ideas. Last year we did not start our enrollment campaign until May, year 2024-2025. We have been working on an enrollment campaign since January and have enrolled 100 more students. This school year we have 180 students enrolled, that includes our preschool program. We will continue to give tours and hold open house events to continue enrollment throughout this school year. We will begin actively advertising for next school year in February. We still have open seats for this school year, but in the event we have more students wanting to enroll we will hold a lottery.

Recruit and Retain to Sustain our Charter.

Recruitment efforts need to be ongoing throughout the school year, however beginning in February will create more time for families to come see the school, have a chance for students to join a scheduled period of time with the class, and answer any questions. Our enrollment coordinator will also be available and ready to communicate to interested families. As we are learning about the enrollment process, we learned that it was a two step process, and families were more likely to respond if we reached out after they completed the first step. Our enrollment coordinator monitors the system and communicates with all families.

We will continue to ask families to share their positive experiences with others in order to recruit more students. We will continue to host open houses, and be present during community events. We will also send out postcards throughout the school year to advertise our school and enrollment.

In February we will actively kick off our enrollment campaign for the following school year by sending out flyers, hosting an open house, and beginning scheduling tours to interested families. We will survey our current families to determine what practices are going well, what could be changed, and any additions that could be made.

C. Attendance & Dropout Rate

1. Introduction

Horizon's Goal for attendance is that students will be in attendance in school at least 95% of the academic calendar year.

2. Data

Please note that Attendance and Dropout Rates are a year in arrears; the most current data for these indicators is 2022-2023. Therefore these data are not yet available for Horizon Science Academy as our first year of operation was 2023-2024.

TABLE 3: STUDENT MOBILITY

Area	2023-2024
Average Daily Attendance	90.6%
Student Mobility	63.01%

Average Daily Attendance is calculated using Horizon's PowerSchool data based.

We started with 80 students, and 6 students moved back to homeschool because of transportation, moved to another school for additional support in special education, or moved away to another school.

Student Mobility is indicated by our free and reduced lunch percentages. We used the Community Eligibility Provision to determine we have 63% of our students that are eligible for free or reduced lunches.

3. Discussion

Average Daily Attendance.

According to Power Schools the average year for attendance was 90.6% for the school year. HSA was at 90.6% attendance rate and the goal was 95% = we did not meet this goal.

Student Mobility Results.

63.01% students qualified for free and reduced lunches, according to records in CEP.

Best Practices/Future Practices

We will implement pulling data monthly and following up with parents by email, letters, and phone calls to support students being absent less than 10% of the school year.

Notes will be sent home to each student that is at or above the 10% mark at the end of each month. Phone calls will be made to discuss, unpack barriers, and remind of schools attendance policy.

We will also track HOT Hawks: Here on Time Hawks. We will have a bulletin board created and updated by class weekly. At the end of each month we will do a celebration for the winning class.

We do not have transportation so parents make the commitment to bring students to our building daily.

D Graduation Rate

This section is not applicable to Horizon Science Academy as we served students in K-3 in the 2023-2024 year.

E Student Achievement

1. Introduction

We use multiple data points to monitor students: unit assessments, FAST, STAR, and teacher observations. We collect data from assessments at the BOY, MID, and EOY. Grade levels meet to determine how to support students' needs through intervention along with supplemental supports.

2. Data

TABLE 4: STUDENT PROFICIENCY DATA

Proficiency	2023-2024
ISASP/DLM: Reading	Less than 10 Students
ISASP/DLM: Math	Less than 10 Students
ISASP/DLM: Science	NA
STAR Data	Reading: 55% Math: 63%

TABLE 5: STUDENT GROWTH DATA

Growth	2023-2024
ISASP: Reading	NA
ISASP: Math	NA
ISASP: Science	NA

ISASP/DLM proficiency rate data are from Iowa Department of Education calculations using Iowa Statewide Assessment of Student Progress (ISASP) data (from Iowa Testing Programs) and Dynamic Learning Maps (DLM) alternate assessment data (from ATLAS). These data reflect the percentage of students who test proficient or above in the specified subject area. The [Iowa School Performance Profiles Technical Guide](#) (see Accountability Measure: Proficiency) provides more detail about the methodology for these calculations.

ISASP growth data are from Iowa Department of Education calculations using Iowa Statewide Assessment of Student Progress (ISASP) data (from Iowa Testing Programs). These data reflect the median Student Growth Percentile (SGP) of the tested students in the specified subject area. An SGP describes a student's growth compared to other students with similar prior test scores (their academic peers). SGPs have values between 1 and 99; if a student has an SGP of 85, we can say that they

demonstrated equal to or more growth than 85 percent of their academic peers. Half of the state's students have SGPs below 50 and half above. The [Iowa School Performance Profiles Technical Guide](#) (see Accountability Measure: Growth) provides more detail about the methodology for these calculations.

STAR Data. Renaissance STAR Assessments are computer-adaptive assessments that measure students' reading and math skills, monitor achievement and growth, and track how well students understand skills aligned to state and Common Core standards.

3. Discussion

ISASP Results.

- 4/9 students in 3rd grade are proficient in reading.
- 5/9 students in 3rd grade are proficient in math.

STAR Results.

- **STAR DATA - Reading**
 - Fall - 20 students proficient 27%
 - Winter - 30 students proficient 41%
 - Spring - 41 students proficient 55%
- **STAR DATA - Math (1st-3rd 43 students)**
 - Fall - 12 students proficient 33%
 - Winter - 20 students proficient 47%
 - Spring - 27 students proficient 63%

Best Practices.

- Data Roll ups after students complete the test at the beginning of year, middle of year, and end of year.
 - Determine what needs to be taught whole group, small group, and 1:1
 - Make adjustments in instruction to support learning needs
- ISASP
 - Spend time practicing skills for test taking
 - Ensure that all third and fourth grade standards have been introduced and taught

F. Financial Performance

1. Introduction

We will continue to use strategies to increase our enrollment, along with recruiting community members to donate to support funding. We will continue to work with Concepts that will offer financial backing as needed in order to support student learning, and meet the needs of our charter school.

2. Data

TABLE 6A: FINANCIAL PERFORMANCE

		Year 1	Year 2
		2023-2024	2024-2025
Revenue Source			
# Students		73	153
Total State Per Pupil Funding	3124	\$586379.39	\$1,312,156.89
Transportation Fees	14XX	0	0
Special Education	13XX	\$76660.20	\$116,612.25
Food Service	16XX	0	0
Student Activities	17XX	\$24569.17	\$15,300
Contributions/Donations from Private Sources	192X	\$362224.00	\$515,000.00
Textbook Sales and Rentals	194X	0	0
School Food Service Program	325X		
Title I	45XX	\$22446.74	\$29,940.11
Child Nutrition Act	455X	\$7254.35	\$153,090.00
Other local revenue	[Enter Source]	\$3676.79	\$10,000
Title II	[Enter Source]	\$9374.07	\$3,871.86
Title IV		\$10000	\$10,000
CSP Grant	[Enter Source]	\$369101.39	\$319,645.00
HIPP		\$700000	X
Charter School Expansion Grant			\$200,000
Pre k			\$120,000
Total Revenue		2,171,686.10 -	2,805,616.11 -

TABLE 6B: FINANCIAL PERFORMANCE

		Year 1	Year 2
		2023-2024	2024-2025
Expenditure			
Salaries/Benefits			
Instruction	1000	\$933810	1341953
Support Services - Students	21XX		
Support Services - Instruction	22XX		
Support Services -General Administration	23XX		
Support Services - School Administration	24XX	\$402968	372832
Support Services - Business & Central	25XX		
Operation and Maintenance	26XX	\$132162	65906
Student Transportation	27XX		
Food Services	31XX		
NonStaff Expenditures			
Purchased Professional and Technical Services	319		\$34000
Audit Services	341	0	\$20000
Legal Services	342	\$36567	\$3000
Utility Services	41X	\$20218	\$18440
Cleaning Services	42X	\$14332	\$8200
Repair and Maintenance	43X	\$71332	\$40000
Rentals	44X	\$311250	\$306000
Construction Services	45X		
Insurance	52X	\$14591	\$18426
Communications (postage, telephone)	53X	\$21580	\$10000
Supplies	61X	\$343177	\$51000
Natural gas/electric	62X	\$62159	\$63380
Fuel	62X	0	
Food for Food Service Program	63X	\$8433	\$10000
Books/periodicals	64X	\$79430	\$35000
Textbook substitutes	65X	\$17644	\$22500
Student Transportation supplies	67X		
Advertising	54X	\$226943	\$145710
PD service	33x	\$23169	\$20929
National Food	57X	\$73582	\$165375
Management Fee	32X		\$229061
Total Expenditures		\$2,793,350 -	\$2,941,712 -
Net Revenue/Expenditure		-621,568	-136,096

Financial data are from Concept Treasurer.

3. Discussion

Each month we hold a meeting with the principal, board, and Concept schools to review budget and expenditures. Last year we qualified for the CSP Grant, along with HIPP Grant. We continue to recruit local support for funding and donations. We offer tours, reach out to share our story, and continue to invite people to hear about HSA.

We received a 0% interest loan from Concept School's when we opened to support construction fees, furniture fees, and additional cost. Concept School's will continue to support and offer additional money toward loan when and if needed.

We will also continue to seek out grants and fundraiser opportunities to raise money. Currently New Plan Learning, a sister company to Concept Schools, is gathering information about buying the building, which would also decrease our annual cost for rent.

G. Staffing and Qualifications

1. Introduction

Interviews were completed by the Concept office and then the principal did the final interview and offered teachers positions. We did not begin the process until late April into May.

Check ins were given throughout the school year to support teachers.

Recruitment:

- Competitive Compensation and Benefits
- Build partnerships with area colleges: Simpson, Drake, Grandview
- Support student teachers and practicum students
- Go to job fairs at area colleges

Retention

- Mentoring
- PLCs for supporting collaboration
- Performance Based Bonus
- Professional Development Opportunities
 - Learning walks/peer observations
 - Collaborate with other Concept Schools

2. Data

TABLE 7: STAFFING

Folder #	First Name	Last Name	Position	Qualification	Endorsement
353140	MONICA L	KASCH	Regular Education Teacher	Standard License	K-6 Teacher Elementary Classroom
353140	MONICA L	KASCH	Regular Education Teacher	Standard License	K-8 English/Language Arts
353140	MONICA L	KASCH	Regular Education Teacher	Standard License	K-8 Reading
968479	Amber	Forrest	Regular Education Teacher	Master Educator License	K-6 Teacher Elementary Classroom
968479	Amber	Forrest	Regular Education Teacher	Master Educator License	PK-3 Teacher, PK-3 Classroom
968479	Amber	Forrest	Regular Education Teacher	Master Educator License	K-8 Reading
978435	Alicia	Schmidt	Regular Education Teacher	Standard License	K-6 Teacher Elementary Classroom
978435	Alicia	Schmidt	Regular Education Teacher	Standard License	PK-K Teacher, PreKindergarten-Kindergarten Classroom
978435	Alicia	Schmidt	Regular Education Teacher	Standard License	K-8 Reading
978435	Alicia	Schmidt	Regular Education Teacher	Standard License	K-8 Instructional Strategist I: Mild/Moderate
980828	LAURA J	CANNON	Principal	Master Educator License	K-6 Teacher Elementary Classroom
980828	LAURA J	CANNON	Principal	Master Educator License	K-8 English/Language Arts
980828	LAURA J	CANNON	Principal	Master Educator License	K-8 Reading
980828	LAURA J	CANNON	Principal	Master Educator License	K-8 Instructional Strategist I:

Folder #	First Name	Last Name	Position	Qualification	Endorsement
					Mild/Moderate
980828	LAURA J	CANNON	Principal	Master Educator License	K-12 Instructional Strategist II: BD/LD
980828	LAURA J	CANNON	Principal	Professional Administrator License	PK-12 Principal / PK-12 Special Education Supervisor
980828	LAURA J	CANNON	Principal	Professional Administrator License	Evaluator (New)
1010248	Brittni	Schwartz	Regular Education Teacher	Initial License	K-6 Teacher Elementary Classroom
1010248	Brittni	Schwartz	Regular Education Teacher	Initial License	K-8 Mathematics
1010248	Brittni	Schwartz	Regular Education Teacher	Initial License	K-8 Reading
1107825	TERESA A	HARDER	Special Education Teacher	Standard License	K-6 Teacher Elementary Classroom
1107825	TERESA A	HARDER	Special Education Teacher	Standard License	K-12 English as a Second Language
1107825	TERESA A	HARDER	Special Education Teacher	Standard License	K-8 Reading
1107825	TERESA A	HARDER	Special Education Teacher	Standard License	K-8 Instructional Strategist I: Mild/Moderate
1116081	Kenna	Rasmussen	Regular Education Teacher	Initial License	K-6 Teacher Elementary Classroom
1116081	Kenna	Rasmussen	Regular Education Teacher	Substitute Authorization	Limited to 5 consecutive/10 monthly days in same assignment
1119247	Binti	Mohamed	Regular Education Teacher	Initial License	K-6 Teacher Elementary Classroom
1119247	Binti	Mohamed	Regular Education Teacher	Initial License	K-12 English as a Second Language
1119247	Binti	Mohamed	Regular Education Teacher	Initial License	K-8 Reading

Folder #	First Name	Last Name	Position	Qualification	Endorsement
1130633	Michael	Armstrong	Long-Term Substitutes	Substitute Authorization	Limited to 5 consecutive/10 monthly days in same assignment
	Emily	Reiman	Regular Education Teacher	Initial License	K-6 Teacher Elementary Classroom

Staffing data is from the Fall BEDS Staff report to the Iowa Department of Education

3. Discussion

Teacher aids are hired to support classroom management and instruction. A Panorama Survey will be implemented this school year. Check ins 1:1 and during PLC's with all staff members.

Recruitment:

- Partner with area colleges for career fairs, and opportunities for students to come to do practicums, and or student teaching
- Competitive Compensation and Benefits
- Build Community Partnerships
- Supportive Colleagues with expertise to support in given areas

H) Sustainability, Trends, & Satisfaction

1. Introduction

We have enrolled 80 new students this school year.

We continue to build a PTO that supports families, parents, and students.

2. Data:

TABLE 8: PROJECTED STUDENT ENROLLMENT

Demographic	Number 2024- 2025	Number 2025-2026	Number 2026-2027
Pre K	27	30	30
Grade K	41	45	45
Grade 1	38	40	40
Grade 2	27	40	40
Grade 3	22	40	40
Grade 4	14	30	40
Grade 5	NA	18	33
Grade 6	NA	NA	20
Total Enrollment	180	243	288
Free and reduced lunch	113	206	273
Individualized Education Plan	5	7	8
English Learners	8	5	6
Male	105	140	167
Female	75	99	121
Nonbinary	NA	NA	NA
White	83	111	135
Hispanic-Latino	24	32	37
Black or African-American	49	66	78
Asian	NA	NA	NA
Multi-Race	24	31	37

Projected Student Enrollment data are from Concept Schools and treasurer reports. We have needed to adjust projected enrollment as we have not had as many students as planned for, but have moved from 73 students to 180 including our preschool program.

Note that the Five Essentials survey will be given to 4th graders this school year, and data reported in the FFY26 report.

3. Discussion

Sustainability: We will continue to implement strategies to close the achievement gap and move students toward proficiency. We will continue to engage community stakeholders, and build connections within our community.

I) Other Performance Measures within the contract

1. Introduction

HSA Des Moines has created 3 goals in addition to our ISASP goals. Goal #1 aligns with STAR assessment in the area of literacy with a goal of 60% or more students performing proficient on STAR assessment. Goal # 2 is engaging all students in STEM learning, and Goal #3 is student reporting on 5 essentials survey. The 5 Essentials Survey asks students, parents and teachers to rate schoolwide learning conditions, developed by The University of Chicago.

2. Data:

Goal 1: By the end of each reporting year, 60% of students will perform at or above the benchmark on Literacy Screening assessments as evidenced by STAR Early Literacy approved screening measures. *HSA's Spring Scores = 55% of students scoring proficient.*

Goal 2: 100% of students will engage in STEM focused, project-based learning experiences and courses. *We hosted a STEM event that each student engaged in a project and presented it to other classrooms, along with parent visitors. Students also have technology classes in which they are learning coding, Artificial Intelligence, and typing skills. Each student received math lessons according to grade level standards and teachers support vertical alignment when teaching small groups to meet student needs.*

Goal 3: By the end of each reporting year, 75% of students will "strongly agree" that HSADSM has a Supportive Environment as evidenced by the 5 Essentials Survey. *This survey will be administered in the 2024-2025 year.*

STAR Assessments are computer-adaptive assessments that measure students' reading and math skills, monitor achievement and growth, and track how well students understand skills aligned to state and Common Core standards.

STEM- Science, Technology, Engineering, and Math is measured by students engaged in STEM-focused project-based learning courses.

Five essentials The University of Chicago's 5Essentials Survey asks students, parents and teachers to rate schoolwide learning conditions.

3. Discussion

We were a new school in Fall of 2023, and were just learning about curriculum, and implementing testing. As we move forward with using and implementing STAR, teachers have a better understanding of steps to implement and different ways to utilize the data.

We encourage students to use STEM throughout the course of every day. Students have 1:1 chromebooks, have technology classes during special rotations, and we use Mystery Science and other hands-on learning pieces to allow students to gain a better understanding through hands-on projects. We have also created a Makerspace that is during special rotations that students get a chance to explore one time each week.

The University of Chicago's 5 Essentials Survey asks students, parents and teachers to rate **schoolwide learning conditions**. The 5 Essentials does not ask students questions until 4th grade, so the 2024-2025 year will be the first year to include student data.

Appendix E: Storm Lake/Iowa Central/Buena Vista College Charter High School**Iowa Charter School Reporting****October 2024****Storm Lake/ Iowa Central/ Buena Vista Early
College Charter High School****Introduction**

281—19.14(256E) and 256F.10 Reports.

19.14(1) Annual report, and Iowa Code Chapter 256E.12. Each charter school shall prepare and file an annual report with the department. The department shall prescribe by rule the required contents of the report, but each such report shall include information regarding student achievement, including annual academic growth and proficiency, graduation rates, and financial performance and sustainability, and for Iowa Code Chapter 256F charters - the number of and comments on supervisory visits by the department of education. The reports are public records, and the examination, publication, and dissemination of the reports are governed by the provisions of Iowa Code chapter 22. The annual report is due to the department October 1 and shall include data for the prior school year. Required content includes:

- a. The charter school's mission statement, including a vision statement and goals, as well as data measuring goal attainment.
- b. Student demographics, disaggregated by grade level and protected characteristics.
- c. Attendance statistics and dropout rate (average daily attendance, dropout rate, student mobility).
- d. Graduation data, including four-year and five-year graduation rates, credit accrual, and number of students on track for graduation.
- e. Student achievement, including annual academic growth and proficiency, including Iowa statewide assessment of student progress (ISASP) data, other assessment data, and aggregate assessment test scores.
- f. Financial performance, including projections of financial stability.
- g. The number and qualifications of teachers and administrators.
- h. Sustainability data, including enrollment trends, staff satisfaction, and parent and student satisfaction.
- i. The number of and comments on supervisory visits by the department of education (256F, only).

A. Mission, Vision, & Progress toward Goals

1. Program Highlights & CELEBRATIONS!

The Storm Lake/Iowa Central/Buena Vista Early College Charter High School is providing a way for more students to pursue careers in high need/high demand trade programs as well as associate and bachelor's degrees. Student achievement is measured by those who complete a program, continue education and finish the second year, transfer to a university, or find gainful employment after graduation. Areas of completion range from Carpentry, Welding, Criminal Justice, Industrial Mechanics, Nursing and Education.

Additionally, fifteen previous charter students were able to finish with their associate's degree or program last spring after an additional year or longer in areas of Auto Collision Technology, Medical Assistant, Practical Nursing, and Science. Many of these students transferred to various universities, found gainful employment in their fields, or are pursuing an additional degree from Iowa Central. Of the twenty-five that returned this year, twelve should graduate this spring 2025. This highlights the success of these individual students but more importantly, the value and opportunity the charter school provides to families in this diverse community.

The success of the Storm Lake/Iowa Central/Buena Vista Charter program stems from our commitment to keeping the community informed and engaged. Last year, the district introduced a College and Career Transition Counselor (CCTC) to assist students with college and career exploration, further enhancing our support system. We maintain strong yearly collaborations with the local Iowa State Extension community group, which focuses on empowering Latino youth to excel in school and pursue higher education. This marks the 11th year that Iowa Central representatives and the Charter Coordinator have hosted summer orientations to bolster retention in the program. Additionally, we resumed in-person financial aid and scholarship workshops, along with year-end events and meetings. Through ongoing collaboration, adaptation, and innovation, the Storm Lake/Iowa Central/Buena Vista Charter program continues to effectively communicate our mission and strive toward our goals each year, ensuring that our students and community thrive.

2. Data

TABLE 1: MISSION AND VISION

Mission	Vision
The mission of the original Charter School was to make higher education more accessible, affordable and attractive to all students, especially for those students who do not see a college degree in their future due to language and/or economic barriers, thereby helping increase Storm Lake High School's overall graduation and college completion rates for all	Storm Lake/Iowa Central/Buena Vista Early College High School has served the students and families of Storm Lake well over the past twelve years. Many of our past charter school students live in the community, and the additional educational opportunities they have received has allowed them to be employed in highly skilled and high demand jobs including jobs in nursing,

its students, particularly for a portion of its most disadvantaged youth.

industrial maintenance, carpentry, business, auto maintenance, accounting and criminal justice.

3. Discussion

Many of the opportunities available to our students would not be possible without the Iowa State Board of Education's authorization of the Storm Lake/Iowa Central/Buena Vista Early College High School charter. We are hopeful that the State Board will continue to support our mission by renewing our charter every five years, ensuring that future Storm Lake students can benefit from the same enriching educational experiences. This ongoing partnership is vital for sustaining the program's success and expanding access to postsecondary opportunities for our community. The Storm Lake/Iowa Central/ Buena Vista Early College Charter High School program is reviewed annually by the Iowa State Board Of Education and the Charter Advisory Board. The Advisory Board is composed of Iowa Central advisors and representatives, Storm Lake School District administration, Storm Lake Community School Board members and staff, and Buena Vista University faculty.

B. Student Enrollment

1. Introduction

The Storm Lake/Iowa Central/Buena Vista College High School has served the diverse students and families of Storm Lake for nearly twenty years. Many of the former Charter school students live and work in the community. The additional educational opportunities students of Storm Lake High School have received has allowed them to be employed in high skill, high demand jobs. The student enrollment and demographic data below shows our diverse student population with high representation in FRL, ELL, and IEP subgroups.

Aligned with our mission statement, the district has 5 goals reported each year. Those and corresponding data to each goal have been added throughout the report.

2. Data

TABLE 2: STUDENT ENROLLMENT

Demographic	Number 2021-22	Percent 2021-22	Number 2022-23	Percent 2022-23	Number 2023-24	Percent 2023-24
12th Grade Total Enrollment	63	100	60	100	52	100
Free and reduce lunch	25	39.7	18	30	26	50
Individualized Education Plan	NA	NA	NA	NA	7	13.5
English Learners	17	27	35	58	19	36.5
Male	31	49.2	30	50	27	51.9
Female	32	50.8	29	48	25	48.1
Nonbinary	NA	NA	1	1.7	NA	NA
White	5	7.9	13	22	4	7.7
American Indian or Alaskan Native	NA	NA	NA	NA	NA	NA
Hispanic-Latino	44	69.8	25	42	38	73.1
Black or African-American	NA	NA	3	5	NA	NA
Native Hawaiian-Pacific Islander	2	3.2	4	6.7	1	1.9
Asian	11	17.5	11	18	9	17.3
Multi-Race	1	1.6	1	1.7	NA	NA

Student enrollment data are from the Student Reporting in Iowa (SRI) fall data collection from the specified year. These data reflect students actively enrolled on the October 1 count date with a BEDS entry code (students served): 1, 2, 3, 4, 5, 10, 11, 15, 19, and 60 except when Service/Facility Type is 8 (Border Agreements).

3. Discussion

Enrollment in our program remains steady, reflecting its strong appeal and effectiveness. Each year, a consistent percentage of our graduating class takes advantage of post-secondary opportunities, particularly those who may not have specific college or career goals. For the majority of our students, this leads to diverse pathways: many find suitable programs at universities, enlist in the military, or transition directly into the workforce. This variety of options not only underscores the program's adaptability but also demonstrates our commitment to preparing students for successful futures, regardless of the path they choose.

Effective and sustainable recruitment of Charter students begins in 8th grade, as students prepare to transition to high school. Each year, students and parents in the district receive informational updates during registration and conferences, along with homeroom presentations, classroom visits, and monthly newsletters. The counseling department integrates the Charter into all college and career planning, ensuring that students are informed about all post-secondary options.

C. Attendance & Dropout Rate

1. Introduction

The Storm Lake/Iowa Central/Buena Vista College High School offers students a unique opportunity to pursue college courses as part of their postsecondary goals. Each student receives a personalized class schedule, allowing for flexibility in attendance with various dates and times that accommodate their needs. Instructors at Iowa Central and Buena Vista University play a crucial role in this process, as they verify and submit attendance for their respective courses. Attendance is tracked by the Charter Coordinator with communication and support put in place if needed. This collaborative approach not only fosters a seamless transition to higher education but also ensures that students are supported every step of the way as they work toward their academic and career aspirations.

The following data illustrates student mobility at our high school, reflecting new enrollments, students who leave the district, and those who drop required courses. The Charter school experiences fluctuations in enrollment during the summer months, as students' plans, majors, or career goals can change. For some, this may result in a complete withdrawal from the program, contributing to enrollment variability throughout the year.

2. Data

TABLE 3: ATTENDANCE AND DROPOUT RATE

Area	2021-2022	2022-2023
Average Daily Attendance (ADA)	100	100
Dropout Rate	0	0

Note. Attendance and Dropout Rates are a year in arrears, therefore the most current data for these indicators is 2022-2023.

Average daily attendance data are from the Student Reporting in Iowa (SRI) spring data collection from the specified year. These data reflect the average daily attendance rate of students across the year. The calculation is based on the total number of days attended in school divided by the total number of days enrolled.

Dropout Rate data are from the Student Reporting in Iowa (SRI) spring data collection and Dropout Verification application. These data reflect the total number of grades 7-12 dropouts in the specified year as a percentage of total enrollment in grades 7-12. The [Graduation Rates & Dropout Rates page](#) of the Iowa Department of Education website provides more detail about the methodology for these calculations.

TABLE 4: STUDENT MOBILITY

Area	2021-2022	2022-2023	2023-2024
Student Mobility	New students: 57 Moved students: 17 Dropped students: 1	New students: 108 Moved students: 83 Dropped students: 34	New students: 107 Moved students: 78 Dropped students: 39

Student Mobility data are from the district’s informational management system, Infinite Campus. These data reflect the number of students who enrolled, moved, or dropped out of our district in the given year.

3. Discussion

The district is proud to maintain a consistently low dropout rate, a reflection of our unwavering commitment to student retention and success. The data indicates a consistent increase in student enrollment each year. This year, the high school has 923 students, up from 857 last year and 846 in the 2022-2023 school year. The figures also show a comparable number of students moving out of the district. Student performance and success will significantly depend on the support provided, particularly during different times of the year.

To support students facing academic challenges, we employ an At-Risk Coordinator and two Student Service representatives who work directly with those in need of additional assistance. Recently,

Storm Lake has introduced Competency-Based Education (CBE) courses focused on core subjects—English, Math, Science, and History—offering hands-on learning and differentiated instruction tailored to individual student needs. In parallel, the district has implemented Workplace Experience credits, enabling students to gain valuable work experience while supporting their families and achieving their graduation goals. These initiatives highlight our dedication to providing a holistic educational experience that empowers all students to thrive.

D Graduation Rate

1. Introduction

The Storm Lake/Iowa Central/Buena Vista College High School provides students with valuable opportunities to explore higher education after high school, significantly contributing to our district's graduation rate. The number of students enrolling in our program each year directly correlates with this success, as more students are able to earn college credits while still in high school. Each student is driven by their individual and career goals providing different timelines of completion.

For some students, an additional year offers the opportunity to earn a diploma in a high-demand, high-skill profession. Others return for an extra year after completing the Charter program to finish their two-year courses. The data indicates that students are taking advantage of available college credit coursework, effectively preparing them for advanced post-secondary courses or entry into the workforce.

2. Data

TABLE 5: CREDIT ACCRUAL AND STUDENTS ON TRACK TO GRADUATE

Area	2021-2022	2022-2023	2023-2024
Credit Accrual	1312	1288	867
Students On Track for Graduation	77%	80%	83%

Note: Storm Lake/Iowa Central/Buena Vista College High School provides services to students in Grade 12. Therefore, 4-year and 5-year Graduation Rate data is not available.

Credit Accrual data from student transcripts. These data reflect the number of credits students were able to accrue during their time within the program. Lower credit accrual is consistent with lower enrollment rates in comparison to previous years.

Students On Track for Graduation data are from the Senior School Counselor graduation tracking data spreadsheet. These data reflect a steady increase in students on track to graduate after 4 years of high school.

3. Discussion

The Storm Lake Community School District five year graduation rate provides more accuracy over the four years. Interestingly, a lower graduation rate in a given year often correlates with a higher number of students enrolling to pursue postsecondary education the following year, indicating that many are taking the initiative to further their academic goals. This trend is viewed as a positive indicator, embraced by our students, district, and community as a hallmark of our unique program. Data shows that student credit accrual remains high, highlighting the effectiveness of our program in facilitating academic achievement and preparing students for future educational pursuits.

These achievements highlight the growing preparedness of students for graduation. The emphasis on early college access not only supports individual student goals but also strengthens the entire community. Ongoing support from the counseling department has been crucial in helping students stay on track. Our senior counselor promotes collaboration among teachers, encourages inclusion, and diligently collects data on senior students. Additionally, the College and Career Transition Coordinator (CCTC) plays a key role in enhancing student readiness for their next steps.

E Student Achievement

1. Introduction

The Storm Lake school district started using the Iowa Assessment during the 2011-2012 academic year and the new assessment, ISASP, 2019-2020 school year. The data includes the 2022-2023 ISASP in Reading, Math, Science growth. Science is no longer required for juniors. The district reports on ISASP data as part of the yearly goals. However our charter school is focused on grade 12, and therefore ISASP data are not available for reporting. In this area, our charter goal is indicated as Goal 3, which we measure using the Preliminary Scholastic Aptitude Test, or PSAT: **Goal 3: Raise ITED/Iowa Assessment scores in Reading, Math, and Science**

The data from the PSAT is valuable for assessing student preparedness in college-level reading, writing, and math skills. This performance indicator allows us to identify areas for growth or proficiency among juniors before they enter their senior year. It also assists counselors in providing effective college course advising.

2. Data

TABLE 6: PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT) RESULTS.

PSAT Results	Average ERW Score	Average Math Score	Average Total Score
2020-2021 Juniors	525	476	1,001
2021-2022 Juniors	503	474	977
2022-2023 Juniors	530	528	1,058
2023-2024 Juniors	No scores to report	No scores to report	No scores to report

Note: The Iowa Statewide Assessment of Student Progress (ISASP) assesses students in grades 3-11 in both English Language Arts and Mathematics. Storm Lake/Iowa Central/Buena Vista College High School only serves students in grade 12 currently; therefore, ISASP data is not available. The Preliminary Scholastic Aptitude Test, or PSAT is being used as a means to report student achievement.

3. Discussion

The school district implemented the PSAT for all juniors in the fall of 2017, and the data from fall 2023 highlights our students' performance in Evidence-Based Reading and Writing, as well as Math. Scores in these categories range from 160 to 760, with an overall score range of 320 to 1520. Unfortunately, a glitch in the PSAT registration system prevented our students from taking the test last year, but we are optimistic about the upcoming results. The scores we reported last year were the highest since we began tracking in 2017, and we believe that next year's data will further reflect our students' preparedness.

The PSAT assessment results indicate that students are meeting our goals and maintaining performance expectations. Additional test data from PSAT results from the last three years reflect a steady increase in preparedness and performance of a college entrance exam. The Charter will continue to use this measure to monitor student preparedness. Test information, registration, and locations will remain consistent, as student feedback has been valuable in fostering a positive testing environment.

F. Financial Performance

1. Introduction

The Storm Lake/Iowa Central/Buena Vista Early College Charter High School finances are under the control of the Storm Lake Community School District School. School Business Official, Trudy Pedersen; Superintendent, Dr. Stacey Cole; Principal, Matt Doebel, directly oversees the financial aspect of the program. The data below is provided by the District certified enrollment records on the Dept of Ed portal, DE state cost per pupil and the district general ledger records.

The Storm Lake Early College Charter School does not operate in a specific physical district location, but its operations are housed at the Storm Lake High School. As a result, there are not any specific utilities, food service, custodial, etc. expenditures for the charter school. The majority of instruction takes place offsite at Iowa Central Community College in Ft. Dodge and/or Buena Vista University in Storm Lake. The state cost per pupil funding generated by the Charter students is used to pay for tuition and transportation costs for charter students. Other state categorical funding generated by these students is included in District revenues by source/project and is coded by facility/project for expenditures.

2. Data

TABLE 7A: FINANCIAL PERFORMANCE

		Year 1	Year 2	Year 3
		2022-2023	2023-2024	2024-2025
Revenue Source				
# Students		60	46	49
Total State Per Pupil Funding	3124	\$7413 -	\$7635 -	\$7826 -
Transportation Fees	14XX	0	0	0
Investment and Deposit Income	15XX	0	0	0
Food Service	16XX	0	0	0
Student Activities	17XX	0	0	0
Contributions/Donations from Private Sources	192X	0	0	0
Textbook Sales and Rentals	194X	0	0	0
School Food Service Program	325X	0	0	0
Title I	45XX	0	0	0
Child Nutrition Act	455X	0	0	0
Charter School Expansion Grant	[4077]	0	0	200,000.00
Total Revenue		\$444,780 -	\$351,210 -	\$583,474 -

TABLE 7B: FINANCIAL PERFORMANCE

		Year 1	Year 2	Year 3
		2022-2023	2023-2024	2024-2025
Expenditure				
Salaries/Benefits				
Instruction	1000	525,355.55	568,010.42	591,101.00
Support Services - Students	21XX	0	0	0
Support Services - Instruction	22XX	743.32	808.43	500.00
Support Services -General Administration	23XX	0	0	0
Support Services - School Administration	24XX	0	0	0
Support Services - Business & Central	25XX	0	0	0
Operation and Maintenance	26XX	0	0	0
Student Transportation	27XX	52,589.77	52,735.06	48,960.00
Food Services	31XX	0	0	0
NonStaff Expenditures				
Purchased Professional and Technical Services	300	0	0	0
Audit Services	341	0	0	0
Legal Services	342	0	0	0
Utility Services	41X	0	0	0
Cleaning Services	42X	0	0	0
Repair and Maintenance	43X	0	0	0
Rentals	44X	0	0	0
Construction Services	45X	0	0	0
Insurance	52X	0	0	0
Communications (postage, telephone)	53X	0	0	0
Supplies	61X	0	0	67,500.00
Natural gas/electric	62X	0	0	0
Fuel	62X	0	0	0
Food for Food Service Program	63X	0	0	0
Books/periodicals	64X	0	0	0
Textbook substitutes	65X	0	0	0
Student Transportation supplies	67X	0	0	0
Equipment	73X	0	0	67,500.00

		Year 1	Year 2	Year 3
		2022-2023	2023-2024	2024-2025
Expenditure				
Other Items-Van to transport students	[732]			65,000.00
Total Expenditures		\$578,688.64 -	\$621,553.91 -	\$840,561 -
Net Revenue/Expenditure		\$ -133,908.64	\$ -270,343.91	\$ -257,087

3. Discussion

The district is dedicated to providing additional funding to support the Charter program, ensuring that students who might otherwise have limited access to postsecondary education can benefit from these valuable opportunities. This funding not only enhances resources within the program but also helps eliminate barriers that some students face, enabling them to pursue their academic goals. Present and future financial performance relies on student enrollment and per-pupil funding. This year's Charter Expansion Grant will address the need for reliable transportation, facilitating travel for Charter students to and from their college courses at Iowa Central Community College in Fort Dodge, IA.

G. Staffing and Qualifications

1. Introduction

The Storm Lake/Iowa Central/Buena Vista College High School program is expertly overseen by Charter Coordinator Brittany Hopkins, who has been in this role since 2013. Mrs. Hopkins works closely with each Charter student, ensuring they have a comprehensive understanding of the program and guiding them in college course planning and career exploration. She is dedicated to providing both emotional and academic support, helping students navigate their educational journeys and empowering them to achieve their goals. This personalized approach has been instrumental in fostering student success within the program.

Iowa Central Community College and Buena Vista University manage their own staff recruitment and retention policies, including training and oversight. The Charter Coordinator collaborates closely with representatives from both institutions to enhance support for student success.

2. Data

TABLE 8: STAFFING

Folder #	First Name	Last Name	Position	Qualification	Endorsement
1009594	Brittany	Hopkins	Director/Coordinator /Department Head	Master Educator License	Professional School Counselor 5-12
1009594	Brittany	Hopkins	Teacher Leader	Master Educator License	5-12 Health
1009594	Brittany	Hopkins	Coach	Master Educator License	5-12 Driver and Safety Education
1009594	Brittany	Hopkins	Counselor	Master Educator License	K-12 Athletic Coach

3. Discussion

All teachers employed at Storm Lake High School are qualified to teach in their areas in accordance with the BOEE. Iowa Central Community College and Buena Vista University instructors meet the requirements set forth by their institutions. By collaborating with both institutions, it ensures that both institutions are aligned in their mission to enhance student success, share best practices, and retain qualified staff.

H) Sustainability, Trends, & Satisfaction

1. Introduction

The Storm Lake/Iowa Central/Buena Vista Early College Charter High School continues to thrive, successfully serving many underrepresented students pursuing higher education. The data below illustrates projected enrollment trends for seniors over the next three years, highlighting our ongoing commitment to academic achievement. Last year, six high school students graduated with their Associate's Degrees before receiving their high school diplomas, demonstrating that more students are maximizing their time in high school to complete their degrees early. Storm Lake High School remains dedicated to expanding postsecondary opportunities, ensuring that all students have the resources and support necessary to achieve their educational goals throughout their high school careers.

2. Data:

TABLE 9: PROJECTED STUDENT ENROLLMENT

Demographic	Number 2024-2025	Number 2025-2026	Number 2026-2027
Grade 12 Total Projected	50	45	42
Free and reduced lunch	28	25	24
Individualized Education Plan	6	6	5
English Learners	16	14	13
Male	21	23	22
Female	29	22	20
Nonbinary	1	2	1
White	2	3	2
Hispanic-Latino	37	32	30
Black or African-American	2	2	2
Asian	8	7	7
Multi-Race	1	1	1

Projected Student Enrollment data are from current trends and past enrollment data. These data reflect potential for growth and a baseline from which to build upon in hopes of higher enrollment numbers in the future.

3. Discussion

Enrollment Projections and Present/Future Sustainability.

In 2022, the Storm Lake/Iowa Central/Buena Vista Early College Charter High School successfully renewed its charter, a testament to the program's lasting impact over the past 20 years. As part of the renewal process, the application was presented at a public forum during a district board meeting, where it received unanimous support. The renewal included 17 heartfelt letters from former students, community members, public officials, and local business owners, all emphasizing the positive influence of the program on the community. During the meeting, seven current and former students shared their personal stories of struggle and triumph, illustrating the profound ways the charter school has shaped their lives. The Iowa State Board of Education not only heard these inspiring testimonials but also recognized the ongoing satisfaction expressed by stakeholders, underscoring the program's vital role in fostering educational success and community engagement.

Since the inception of the program in 2005, the district is seeing a remarkable trend of students

enrolling alongside their siblings, creating a strong sense of community and continuity in education. This generational involvement not only fosters a supportive environment but also enhances the overall satisfaction within our program. Families appreciate the tailored curriculum and close-knit atmosphere, leading to a positive feedback loop where siblings inspire one another and engage deeply in their learning experiences. This familial connection enriches our school culture, demonstrating that our charter program successfully meets the diverse needs of our community while promoting a lasting commitment to education.

I. Other Performance Measures within the Contract

1. Introduction

The Storm Lake/Iowa Central/Buena Vista Early College Charter High School reports annually on five key goals to measure the program's effectiveness and impact. Goal 3 is detailed in section E of our report. The remaining goals, along with their corresponding data, can be found below, providing a comprehensive overview of our progress and achievements in supporting student success and promoting postsecondary readiness.

2. Data

Storm Lake/Iowa Central/Buena Vista Early College Charter High School reports annually on the following 5 goals (Goal 3 is included in Section E of this report):

- Goal 1: Increase the number of first-generation, Low SES, ELL and Non-Caucasian students attaining advanced postsecondary degrees/certificates or college credits.
- Goal 2: Provide a more rigorous/relevant college/prep curriculum.
- Goal 3: Raise ITED/Iowa Assessment scores in Reading, Math, and Science (Reported in Section E)
- Goal 4: Increase the number of dual-credit/concurrent enrollment credits earned.
- Goal 5: All students will have individual learning plans.

See Tables 10 through 13 for corresponding data, reflecting progress across all goals.

TABLE 10: GOAL 1-STUDENTS ATTAINING DEGREES, CERTIFICATION, OR COLLEGE CREDIT

	2023-2024 of students		2023-2024		2023-2024	
	attaining degrees or certification		# of students attaining college credit		Total	
First Gen	**	**	46	84	50	91
Low SES	**	**	38	69	42	76
ELL	**	**	24	44	27	49
IEP	**	**	**	**	**	**
Asian	**	**	10	18	11	20
African American	**	**	**	**	**	**
Hispanic	**	**	28	51	31	56
White	**	**	**	**	**	**
Males	**	**	26	50	29	56
Females	**	**	26	50	27	52
Nonbinary	**	**	**	**	**	**

Note: If less than 10 students in a given subgroup, data total is not reported, and denoted by **

TABLE 11: GOAL 2-CONCURRENT ENROLLMENT CREDITS EARNED ACROSS GRADES

	2021-2022	2022-2023	2023-2024
Number of Course Offerings	*121	*90	*100
Freshmen	33	87	42
Sophomores	138	132	276
Juniors	975	906	813
Seniors	1200	1062	1,461

***Note** that the number of course offerings reported indicates courses students enrolled in via Online, Early Bird, or PSEO. Interest and availability change offerings therefore the number provided represents the number of courses in which students enrolled not the overall total of courses offered.

TABLE 12: GOAL 4-NUMBER OF COLLEGE CREDITS EARNED DURING FOUR YEARS OF HIGH SCHOOL

2021-2022	2022-2023	2023-2024
546	681	473

TABLE 13: GOAL 4 - DUAL-CREDIT/CONCURRENT ENROLLMENT CREDITS EARNED BY STUDENTS (PRE & POST HIGH SCHOOL GRADUATION)

Subgroup	Traditional 2021-2022	Non-Traditional 2021-2022	Total 2021-2022	Traditional 2022-2023	Non-Traditional 2022-2023	Total 2022-2023	Traditional 2023-2024	Non-Traditional 2023-2024	Total 2023-2024
First Gen	399	1029.5	1428.5	414	891	1305	439	743	1,182
Low SES	291	791.5	1082.5	190	400	590	417	867	1,284
ELL	382	1011	1393	341	729	1070	212	519	731
White	81	157	238	272	469	741	84	150	234
Female	257	648	905	375	711	1086	157	390	547
Male	289	664	953	297	559	856	316	477	793

**Traditional: In Traditional High School; **Non-Traditional: Outside of Traditional High School. Note that the data source is based on student high school and college transcripts provided through Infinite Campus Software.*

TABLE 14: NUMBER OF STUDENTS COMPLETING THE PROGRAM OF STUDY OR CONTINUING EDUCATION CREDITS

	2021-2022	2022-2023	2023-2024
Number of Charter Program Completers	9	14	4
Number of Continuing Credits (2 or 4 year college)	28	22	30

3. Discussion

Goal 1 Results.

As shown in Table 14, the overall number of students attaining a degree or certification this report year has slightly decreased from fourteen students in 2022-2023 to four students last year. The program is continually seeing students enroll and attain college credit for the first time or building upon college credit taken in high school. For many students the goal is to transfer to a four-year university or enroll in an additional associate’s degree program. First generation, Low SES, and ELL students are still showing high representation in enrollment.

Goal 2 Results.

This year, students enrolled in approximately 100 concurrent enrollment courses, including Post-Secondary Enrollment Options (PSEO), Early Bird, and Distance Learning (online) courses. These offerings enable each student to benefit from dual credit courses and complete college prerequisites while still in high school. Table 11 provides a detailed overview of the college course offerings over the last three years, along with the number of credits earned by juniors and seniors. Additionally, we have included credits earned by freshmen and sophomores, as those who qualify may also participate in college credit offerings. The data reflects the concurrent enrollment credits earned for the year, highlighting our commitment to providing students with valuable opportunities for academic

advancement and preparation for their future education.

Goal 4 Results.

Table 12 indicates a slight decrease in the number of concurrent enrollment credits earned by Charter students during high school. This trend often occurs during lower enrollment years, particularly when there are higher numbers of students enrolling without prior college credit. In contrast, Tables 13 offers a comprehensive overview of college credits earned both during high school and after graduation, segmented by subgroups over the past three years. This table provides valuable insights into student performance and progression, allowing us to identify trends and implement strategies to enhance credit accumulation and overall academic success within our program.

Goal 5 Results.

All students entering the Charter program work closely with the Charter Counselor and Iowa Central Community College officials to create individualized learning plans tailored to their needs. The Charter Counselor organizes monthly meetings, hosts informational sessions during parent-teacher conferences, and offers one-on-one appointments throughout the year to adjust or revise these plans as necessary. Prior to the start of the school year, students meet with their academic advisors for a comprehensive college orientation, and they also connect with Academic Assistance and Accommodations Specialists, as well as the Work-Based Learning Coordinator, to learn about the various resources and opportunities available on campus.

Table 14 highlights the achievements of Charter students, detailing the number who completed their program of study, obtained college credit, and progressed to two- or four-year colleges or universities. The data shows that four students successfully completed their program, while twenty-five returned to Iowa Central Community College to finish their studies. Additionally, five students transferred to four-year universities to pursue bachelor's degrees in their chosen fields, underscoring the program's effectiveness in facilitating student success and transition to higher education.

The district is actively working to qualify more teachers to teach college-level courses through the Charter Teacher Pathway, which will enable five high school teachers to gain the necessary content certification. This initiative will allow for the expansion of Early Bird courses, providing students with increased access to face-to-face instruction. By enhancing the quality and availability of these courses, we aim to better prepare students for their transition into the charter program after their senior year. This commitment to improving the pathway to college and career readiness ensures that our students receive the support and resources they need to succeed in their postsecondary endeavors.

Appendix F: West Central Charter High School**Iowa Charter School Reporting****October 2024****West Central Charter High School****Introduction**

281—19.14(256E) and 256F.10 Reports.

19.14(1) Annual report, and Iowa Code Chapter 256E.12. Each charter school shall prepare and file an annual report with the department. The department shall prescribe by rule the required contents of the report, but each such report shall include information regarding student achievement, including annual academic growth and proficiency, graduation rates, and financial performance and sustainability, and for Iowa Code Chapter 256F charters - the number of and comments on supervisory visits by the department of education. The reports are public records, and the examination, publication, and dissemination of the reports are governed by the provisions of Iowa Code chapter 22. The annual report is due to the department October 1 and shall include data for the prior school year. Required content includes:

- a. The charter school's mission statement, including a vision statement and goals, as well as data measuring goal attainment.
- b. Student demographics, disaggregated by grade level and protected characteristics.
- c. Attendance statistics and dropout rate (average daily attendance, dropout rate, student mobility).
- d. Graduation data, including four-year and five-year graduation rates, credit accrual, and number of students on track for graduation.
- e. Student achievement, including annual academic growth and proficiency, including Iowa statewide assessment of student progress (ISASP) data, other assessment data, and aggregate assessment test scores.
- f. Financial performance, including projections of financial stability.
- g. The number and qualifications of teachers and administrators.
- h. Sustainability data, including enrollment trends, staff satisfaction, and parent and student satisfaction.
- i. The number of and comments on supervisory visits by the department of education (256F, only).

A. Mission, Vision, & Progress toward Goals

1. Program Highlights & CELEBRATIONS!

Here at West Central Charter High School, we pride ourselves on providing personalized instruction that caters to each student's unique strengths, needs, and goals. In our small school setting, we create an environment where every student has access to more opportunities for growth and success. With a focus on maintaining high-quality instruction, we offer a range of dual credit classes, allowing students to earn college credit while still in high school. Our dedicated staff works closely with each student to ensure they are well-prepared for their future, whether that means college, a career, or other post-secondary paths.

West Central Charter High School's partnership with Northeast Iowa Community College (NICC) empowers students to graduate not only with their high school diploma but also with an Associate of Arts (AA) degree. Through this collaboration, students have access to a wide range of dual credit courses, allowing them to earn college credits while still in high school. This head start enables many students to complete their AA degree by the time they graduate. The program provides a clear pathway for students to either continue their education at a four-year institution or step directly into the workforce with valuable credentials, ready to contribute to society right out of high school. By integrating academic rigor with practical skills, West Central and NICC prepare students for future success.

2. Data

TABLE 1: MISSION AND VISION

Mission	Vision
Engage each and every student through collaborative relationships, exceptional teaching, and personalized learning experiences that will result in confident graduates who will be successful in their chosen path.	Student Centered, Future Focused

3. Discussion

In today's rapidly changing world, education is more than just the transmission of knowledge—it's about fostering meaningful connections, inspiring growth, and preparing each student for a future filled with possibilities. Our vision centers on the belief that every student deserves an enriching, personalized learning journey. Through collaborative relationships, exceptional teaching, and tailored learning experiences, we aim to nurture confident graduates, equipped with the skills and mindset to thrive in whatever path they choose.

At West Central Charter High School, we are proud to share our continued progress in fulfilling our mission. Over the past several years, we have made significant strides in ensuring that every aspect of our mission statement remains at the forefront of our daily work and long-term goals:

Collaborative Relationships: We have strengthened partnerships with students, families, and community members, creating a supportive environment where everyone is actively involved in the educational process. Our small school setting allows for deeper connections between students and staff, fostering trust and communication that enhances learning. Initiatives like student advisory groups and parent-teacher conferences have grown in participation, ensuring that we address individual needs and concerns with precision and care.

Exceptional Teaching: Our dedicated educators continue to lead by example, utilizing innovative teaching methods to engage students in meaningful ways. Professional development has been a key focus, with teachers participating in workshops on differentiated instruction, technology integration, and culturally responsive teaching. This commitment to professional growth translates directly into higher levels of student engagement and academic achievement.

Personalized Learning Experiences: We remain committed to tailoring instruction to meet the unique needs of every student. Our small class sizes allow teachers to know each student personally and adjust instruction accordingly. Students are given the opportunity to explore their passions through electives, project-based learning, and our robust dual credit program with NICC, which provides both academic challenge and real-world application. Individualized learning plans have been implemented to track progress and ensure that students are on the right path to achieving their personal and academic goals.

Confident Graduates: The success of our mission is reflected in our confident graduates. Through personalized guidance and support, students are empowered to take ownership of their education and future. Many of our graduates are leaving high school with an Associate of Arts degree, thanks to our partnership with NICC, and are well-prepared for college or entry into the workforce. Whether pursuing higher education, technical careers, or entrepreneurial endeavors, our graduates are equipped with the skills, knowledge, and confidence to succeed.

In summary, West Central Charter High School continues to make progress in engaging every student through strong relationships, exceptional teaching, and personalized learning. We are proud of our confident graduates who are ready to contribute to society and thrive in their chosen paths. As we look ahead, we remain dedicated to evolving and enhancing our practices to meet the ever-changing needs of our students and community.

B. Student Enrollment

1. Introduction

Current Enrollment Data: West Central Charter High School serves a rural population of students in a small, close-knit learning environment. Our enrollment has remained steady, with a focus on maintaining small class sizes to ensure personalized instruction. While overall numbers fluctuate slightly from year to year, our goal is to continue providing high-quality education while increasing enrollment through innovative strategies, such as:

Innovative Approaches to Boost Enrollment. Dual Credit Opportunities with NICC: A major draw for prospective students is our strong partnership with Northeast Iowa Community College (NICC).

Through this collaboration, students can graduate with both a high school diploma and an Associate of Arts (AA) degree, a unique offering that sets West Central apart from other schools in the region. This dual credit option is highly appealing to families who want to reduce future college costs while providing students with a head start on their education.

Flexible, Personalized Learning Plans. West Central's commitment to individualized learning is another key factor in attracting students. We offer tailored learning experiences that meet each student's academic and personal goals. From project-based learning to individualized academic support, students are given the flexibility to thrive in an environment that adapts to their needs, making us an attractive choice for those who may feel lost in larger schools.

Community Outreach and Partnerships. We actively engage with local communities through outreach programs, school events, and partnerships with local businesses and organizations. By building strong community relationships, we position West Central as a hub for academic excellence and personal development. This approach has led to increased interest from families looking for a more connected and supportive educational environment for their children.

Enhanced Extracurricular Activities. Understanding the importance of holistic education, West Central has expanded its extracurricular offerings to include more sports, arts, and leadership programs. These opportunities allow students to explore their interests outside the classroom, developing both personal and social skills. This emphasis on well-rounded development is a key factor in drawing students who seek both academic and extracurricular excellence.

Career Pathways and Workforce Readiness. In addition to dual credit opportunities, we provide career-focused pathways that give students hands-on experience in fields such as healthcare, information technology, and trades. Through job shadowing, internships, and partnerships with local industries, students leave West Central with the skills they need to enter the workforce directly after graduation. This practical approach is a strong incentive for students who are eager to begin their careers after high school.

Targeted Recruitment Efforts. To reach prospective students, West Central utilizes a combination of digital marketing, social media campaigns, and community events. Our recruitment efforts are designed to highlight the benefits of a small school setting, such as personalized attention, dual credit offerings, and a supportive learning environment. We also host open houses and virtual tours to give families an inside look at the school and its resources.

2. Data

TABLE 2: STUDENT ENROLLMENT

Demographic	Number 2021-22	Percent 2021-22	Number 2022-2023	Percent 2022-2023	Number 2023-2024	Percent 2023-2024
9th Grade	23	26.7	21	25.6	27	31.8
10th Grade	16	18.6	21	25.6	20	23.5
11th Grade	27	31.4	18	22	19	22.4
12th Grade	20	23.3	22	26.8	19	22.4
Total Enrollment	86	100	82	100	85	100
Free and Reduced Lunch	45	52.3	42	51.2	45	52.9
Individualized Education Plan	10	11.6	7	8.5	8	9.4
English Learners	NA	NA	1	1.2	1	1.2
Male	38	44.2	41	50	36	42.4
Female	48	55.8	41	50	49	57.6
Nonbinary	NA	NA	NA	NA	NA	NA
White	77	89.5	74	90.2	77	90.6
American Indian or Alaskan Native	NA	NA	NA	NA	NA	NA
Hispanic-Latino	3	3.5	5	6.1	5	5.9
Black or African-American	4	4.7	1	1.2	1	1.2
Native Hawaiian-Pacific Islander	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Multi-Race	2	2.3	2	2.4	2	2.4

Student enrollment data are from the Student Reporting in Iowa (SRI) fall data collection from the specified year. These data reflect students actively enrolled on the October 1 count date with a BEDS entry code (students served): 1, 2, 3, 4, 5, 10, 11, 15, 19, and 60 except when Service/Facility Type is 8 (Border Agreements).

3. Discussion

Enrollment Results.

West Central Charter High School maintains a sustainable level of student enrollment that aligns with our small school model, ensuring personalized attention and quality instruction for every student. Our enrollment numbers remain stable, with class sizes designed to foster individualized learning and strong student-teacher relationships. Through targeted recruitment efforts, community engagement, and unique programs like dual credit opportunities and personalized learning plans, we continue to attract students both from within and outside our district. This balanced approach allows us to sustain a manageable and effective enrollment level, consistent with our mission of providing a close-knit, supportive educational environment.

Recruit and Retain to Sustain our Charter.

Despite facing a decline in the in-district birth rate, West Central Charter High School has successfully maintained and, in some cases, increased enrollment through a variety of strategic initiatives. By offering unique programs such as dual credit opportunities in partnership with Northeast Iowa Community College (NICC), personalized learning plans, and expanded extracurricular activities, the school continues to attract students from both within and outside the district. Targeted recruitment efforts, community outreach, and career pathway programs have also contributed to making West Central an appealing choice for families seeking a smaller, more individualized educational environment, helping to offset the lower birth rate's impact on enrollment.

C. Attendance & Dropout Rate

1. Introduction

Our goal at West Central Charter High School is to maintain and improve student attendance while actively working to decrease the dropout rate. By fostering a supportive and engaging learning environment, we aim to encourage consistent attendance, ensuring that every student remains connected to their education. Through targeted interventions, personalized support, and strong partnerships with families, we are dedicated to helping students stay on track and achieve their academic goals, leading to higher graduation rates and brighter futures.

2. Data

TABLE 3: ATTENDANCE AND DROPOUT RATE

Area	2021-2022	2022-2023
Average Daily Attendance (ADA)	92.8	94.6
Dropout Rate	2.3	0

Note. Attendance and Dropout Rates are a year in arrears, therefore the most current data for these indicators is 2022-2023.

Average daily attendance data are from the Student Reporting in Iowa (SRI) spring data collection from the specified year. These data reflect the average daily attendance rate of students across the year. The calculation is based on the total number of days attended in school divided by the total number of days enrolled.

Dropout Rate data are from the Student Reporting in Iowa (SRI) spring data collection and Dropout Verification application. These data reflect the total number of grades 7-12 dropouts in the specified year as a percentage of total enrollment in grades 7-12. The [Graduation Rates & Dropout Rates page](#) of the Iowa Department of Education website provides more detail about the methodology for these calculations.

TABLE 4: STUDENT MOBILITY

Area	2021-2022	2022-2023	2023-2024
Student Mobility	100% attending	100% attending	100% attending

Student Mobility data are from JMC. These data reflect our West Central Middle School transitioning to the 9-12 charter school in our building.

TABLE 5. TOTAL SENIOR STUDENTS EARNING COLLEGE CREDITS COMPARED TO LOW SES AND IEP SENIOR STUDENTS

Year	All Seniors	Low SES	IEP
2020-2021	19 of 20	5 of 6	1 of 2
2021-2022	17 of 19 (5 new students, 2 students < 1 yr)	3 of 3	3 of 3
2022-2023	20 of 21	2 of 3	2 of 3
2023-2024	16 of 19 (6 new students)	3 of 3	0 of 0

3. Discussion

Attendance and Dropout results.

Individualized courses of study working toward a high school diploma and developing employability skills.

Graduation rate for charter school students has been 100% since inception in 2005.

See the table 5 for total senior students earning college credits compared to low SES and IEP senior students. This relates to our GOAL 4: Increase the percentage of students that graduate with a dual concentration of vocational and academic credits. *Progress:* The data provided by the chart above continues to provide evidence that students of low SES and students with an IEP continue to have the same success and opportunities afforded to the general population of students.

Student Mobility results.

Students at West Central middle school move into the 9-12 charter high school as we are one building with a student enrollment, PK-12 of 335 students. The result is an inevitable transition to the charter high school after the students' 8th grade year.

Best Practices.

West Central works with continuous reflection on some additional strategies that could help schools like ours maintain strong attendance and reduce dropout rates. One question that we are actively working on this year is, "How can we further involve the community in supporting students' educational journeys"

D Graduation Rate

1. Introduction

Overview of graduation

Progress: The data presented in the chart above continues to demonstrate that students from low socioeconomic backgrounds and those with an Individualized Education Plan (IEP) are achieving similar success and receiving the same opportunities as the general student population.

Annual Target

GOAL 2: 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.

Best Practices Implemented

Here are some best practices that can help ensure students from low socioeconomic backgrounds and those with an Individualized Education Plan (IEP) continue to achieve similar success and receive equal opportunities:

- Inclusive Education Policies: Implement inclusive teaching practices that integrate students

with different needs into mainstream classrooms, providing support while fostering equality.

- Differentiated Instruction: Tailor teaching strategies to meet the diverse learning needs of all students, ensuring that content is accessible and engaging for students with varying abilities and backgrounds.
- Regular Progress Monitoring: Continuously assess the academic progress of students with low SES and IEPs, using data to adjust instructional strategies and provide targeted interventions when needed.
- Collaboration Between Special and General Education Teachers: Foster collaboration between special education teachers and general educators to ensure consistency in instructional methods and support services across the board.
- Access to Support Services: Provide necessary academic and socio-emotional support, such as tutoring, counseling, and mentoring, to help at-risk students overcome barriers to success.
- Parental and Family Engagement: Strengthen relationships with families by providing clear communication and encouraging active involvement in their children's educational journey, including IEP meetings and planning sessions.
- Professional Development: Offer ongoing professional development for teachers and staff to improve their understanding of best practices in supporting students from low SES backgrounds and those with IEPs.
- Use of Technology for Personalized Learning: Incorporate educational technology tools that facilitate personalized learning plans, which can help students with different learning needs keep pace with the curriculum.
- Creating a Positive and Supportive School Culture: Promote a school environment that values diversity, fosters inclusion, and ensures that all students feel safe, supported, and valued.
- Targeted Interventions for At-Risk Students: Develop specific interventions that address the unique challenges faced by students with low SES and IEPs, ensuring they have access to resources that will help them thrive.

2. Data

TABLE 6: GRADUATION RATE

Area	2021-2022	2022-2023
4-Year Graduation Rate	95	100
5-Year Graduation Rate	95	NA

Note. 4-Year and 5-Year Graduation Rates are a year in arrears, therefore the most current data for these indicators is 2021-2022 and 2022-2023.

4-year and 5-year graduation rate data are from the Student Reporting in Iowa (SRI) data collection and Dropout Verification application. These data reflect the percentage of a cohort of first-time freshmen who graduate high school with a regular diploma within the specified time frame (four or five years).

The [Graduation Rates & Dropout Rates page](#) of the Iowa Department of Education website provides more detail about the methodology for these calculations.

TABLE 7: CREDIT ACCRUAL AND STUDENTS ON TRACK TO GRADUATE

Area	2021-2022	2022-2023	2023-2024
Credit Accrual/ Student	36	41.2	28.2
Students On Track for Graduation	89%	86%	84%

TABLE 8. AVERAGE CREDITS EARNED PER GRADUATING SENIOR

Year (all seniors)	Credits	Students	Credits/student
2020-2021	678	20	33.9
2021-2022	522	19	36
2022-2023	970	21	41.2
2023-2024	536	19	28.2

Credit Accrual data are from JMC and the West Central Charter Report. These data reflect the students credit accrual with all students on track to graduate.

Table 9. Students Graduation with Dual Concentration.

Year	All Seniors	Low SES	IEP
2020-2021	19 of 20 (95%)	<10 (83%)	<10 (50%)
2021-2022	17 of 19 (89%)	<10 (100%)	<10 (100%)
2022-2023	18 of 21 (86%)	<10 (66%)	<10 (66%)
2023-2024	16 of 19 (84%)	<10 (100%)	NA

3. Discussion

Interpretation of the data

Graduation Rate results: 100%

The goal was met for our graduation rate. Our continued objective is to enhance attendance and lower dropout rates by providing individualized learning programs for special needs and at-risk students. These customized pathways will help students progress toward earning their high school diploma while building critical job skills. Through personalized education plans and specialized resources, we strive to ensure every student has the chance to achieve academic success and prepare for rewarding career prospects.

Best Practices.

Our goal is to provide additional support for maintaining high attendance and reducing dropout rates

by offering special needs and at-risk students individualized courses of study. These tailored learning pathways will focus on helping students work toward earning a high school diploma while also developing essential employability skills. By offering personalized educational plans and targeted resources, we aim to ensure that all students have the opportunity to succeed academically and prepare for meaningful career opportunities.

E Student Achievement

1. Introduction

Overview of how you monitor student performance in your 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 BOD; the Superintendent is responsible for communicating between the advisory committee and BOD.

The charter school or innovation zone school completing this report is able to assure compliance with its contract, with Iowa Code chapter 256F, and with Iowa Administrative Code chapter 281—68.

Brief description of best practices in this area implemented in your charter

Here is a list of best practices related to ensuring that a Charter Advisory Committee functions effectively and complies with charter requirements, including communication, governance, and adherence to regulations:

- **Effective Communication Protocols:**
 - Establish a structured communication process between the Superintendent, the Advisory Committee, and the BOD to facilitate smooth, transparent communication.
 - Ensure the Superintendent consistently reports key updates and relevant information from the Advisory Committee to the BOD in a timely and accurate manner.
- **Regular Review of Charter Compliance:**
 - Schedule periodic reviews of the school's compliance with its charter contract and legal obligations, ensuring all operations align with the requirements outlined in Iowa Code chapter 256F and Iowa Administrative Code chapter 281—68.
 - Use compliance checklists to monitor adherence to these requirements.
- **Continuous Engagement with Leadership:**
 - Foster strong collaboration between the Charter Advisory Committee, school leadership (NICC and West Central), and administration to align on goals, strategies, and outcomes.

- Ensure open lines of communication between committee members and leadership to address concerns and opportunities in a timely manner.
- Use of Data and Metrics for Decision-Making:
 - Base the Advisory Committee’s decisions on data-driven insights and measurable outcomes related to the charter’s performance goals.
 - Regularly review academic performance, financial health, and operational metrics to ensure the school is meeting its charter obligations.

Annual Target

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

2. Data

TABLE 10: STUDENT PROFICIENCY DATA

Proficiency	2021-2022	2022-2023	2023-2024
ISASP/DLM: Reading	69.5	64.4	60.9
ISASP/DLM: Math	69.5	64.4	50
ISASP/DLM: Science	60	65	35

TABLE 11: STUDENT GROWTH DATA

Growth	2021-2022	2022-2023	2023-2024
ISASP: Reading	37	52	48.5
ISASP: Math	61	61	42.5
ISASP: Science	NA	NA	NA

ISASP/DLM proficiency rate data are from Iowa Department of Education calculations using Iowa Statewide Assessment of Student Progress (ISASP) data (from Iowa Testing Programs) and Dynamic Learning Maps (DLM) alternate assessment data (from ATLAS). These data reflect the percentage of students who test proficient or above in the specified subject area. The [Iowa School Performance Profiles Technical Guide](#) (see Accountability Measure: Proficiency) provides more detail about the methodology for these calculations.

ISASP growth data are from Iowa Department of Education calculations using Iowa Statewide Assessment of Student Progress (ISASP) data (from Iowa Testing Programs). These data reflect the median Student Growth Percentile (SGP) of the tested students in the specified subject area. An SGP describes a student’s growth compared to other students with similar prior test scores (their academic peers). SGPs have values between 1 and 99; if a student has an SGP of 85, we can say that they demonstrated equal to or more growth than 85 percent of their academic peers. Half of the state’s

students have SGPs below 50 and half above. The [Iowa School Performance Profiles Technical Guide](#) (see Accountability Measure: Growth) provides more detail about the methodology for these calculations.

3. Discussion

ISASP results.

Goal Progress: Iowa Assessment scores for 11th grade charter students increased in science with special emphasis on continuing to raise mathematics and reading in the coming year.

Goal Progress (continued)s: Iowa Assessment scores for 11th-grade charter students showed improvement in science, highlighting a positive trend. Moving forward, there will be a focused effort to further enhance performance in mathematics and reading in the upcoming year to ensure balanced academic growth across key subjects.

Best Practices.

Our goal is to continue raising Iowa Assessment proficiencies for 11th-grade students in reading, mathematics, and science. By focusing on high-quality instruction, data-driven interventions, and personalized learning strategies, we aim to strengthen student achievement in these core areas. Through continuous assessment, targeted support, and a commitment to academic excellence, we will empower students to meet and exceed proficiency standards, preparing them for success in their future educational and career endeavors.

F. Financial Performance

1. Introduction

There are several indicators that can serve as a rationale for future projections related to Goal 4 such as increasing the percentage of students that graduate with a dual concentration of vocational and academic credits, based on the progress described:

Current Graduation Rates for Students with Dual Concentrations - Indicator: Analyze the current percentage of students who graduate with a dual concentration of vocational and academic credits, and identify trends over recent years.

Rationale: An upward trend in the number of students completing both vocational and academic tracks provides a solid foundation for projecting further growth, especially if programs are consistently supported.

Success of Low SES and IEP Students - Indicator: The demonstrated success and equal opportunities for low socioeconomic status (SES) students and those with Individualized Education Plans (IEPs) serve as a strong indicator that all students are being equipped with the resources they need to pursue and succeed in dual credit programs.

Rationale: Since these groups are achieving parity with the general student population, they are well-positioned to participate in dual concentration programs, boosting overall participation and success rates.

Participation in Vocational Programs - Indicator: Track the enrollment numbers and success rates of students in vocational education programs, particularly among underrepresented groups (low SES and IEP).

Rationale: If vocational program enrollment is already growing and inclusive, future projections can be made based on this trend continuing and expanding, especially if additional resources or supports are introduced.

Dual Enrollment in Academic and Vocational Courses - Indicator: Analyze the percentage of students currently enrolled in both academic and vocational courses, identifying trends in interest and success rates across all demographics.

Rationale: A growing interest in dual enrollment among students suggests a demand for programs that offer both pathways, providing a rationale for projecting higher future graduation rates with dual concentrations.

Student Achievement Data - Indicator: Review academic performance and vocational skill development data, paying particular attention to students' mastery of competencies in both areas.

Rationale: High levels of student achievement in both academic and vocational courses support projections that more students will graduate with dual concentrations, as they demonstrate preparedness for this combined approach.

Any projected revenue sources

GOAL 4: Increase the percentage of students that graduate with a dual concentration of vocational and academic credits.

Progress: The data provided by the chart above continues to provide evidence that students of low SES and students with an IEP continue to have the same success and opportunities afforded to the general population of students.

2. Data

TABLE 12A: FINANCIAL PERFORMANCE

		Year 1	Year 2	Year 3
		2022-2023	2023-2024	2024-2025
Revenue Source				
# Students		86	82	85
Total State Per Pupil Funding	3124	621,522.00	607,866.00	648,975.00
Transportation Fees	14XX	0.00	2,462.32	0.00
Investment and Deposit Income	15XX	4,047.75	56,409.18	50,276.03
Food Service	16XX	25,031.96	30,859.02	33,148.66
Student Activities	17XX	11,416.39	7,424.93	8,949.13
Contributions/Donations from Private Sources	192X	1,425.83	1,056.20	1,005.52
Textbook Sales and Rentals	194X	3,475.59	3,489.63	3,653.39
School Food Service Program	325X	717.89	408.00	670.35
Title I	45XX	18,006.13	19,135.50	20,110.41
Child Nutrition Act	455X	44,463.73	48,573.60	52,119.48
Total Revenue		\$730,107.28	\$777,684.38	\$818,907.97

TABLE 12B: FINANCIAL PERFORMANCE

		Year 1	Year 2	Year 3
		2022-2023	2023-2024	2024-2025
Expenditure				
Salaries/Benefits				
Instruction	1000	1,004,918.12	1,032,430.84	1,100,000.00
Support Services - Students	21XX	5,052.52	20,138.52	22,000.00
Support Services - Instruction	22XX	18,516.31	13,223.67	15,000.00
Support Services -General Administration	23XX	0.00	0.00	0.00
Support Services - School Administration	24XX	88,628.10	112,731.07	120,000.00
Support Services - Business & Central	25XX	0.00	0.00	0.00
Operation and Maintenance	26XX	0.00	0.00	0.00
Student Transportation	27XX	21,856.62	25,381.64	26,000.00
Food Services	31XX	0.00	0.00	0.00
NonStaff Expenditures				
Purchased Professional and Technical Services	300	782.50	10,467.85	12,000.00
Educational Services	320	17,132.78	16,406.75	18,000.00
Training/Fees	331	2,650.10	469.10	2,500.00
Audit Services	341	0.00	0.00	0.00
Legal Services	342	0.00	0.00	0.00
Utility Services	41X	0.00	0.00	0.00
Cleaning Services	42X	0.00	0.00	0.00
Repair and Maintenance	43X	0.00	100.00	0.00
Rentals	44X	0.00	0.00	0.00
Construction Services	45X	0.00	0.00	0.00
Insurance	52X	0.00	0.00	0.00
Communications (postage, telephone)	53X	0.00	0.00	0.00
Tuition	56X	119,319.45	121,536.04	125,000.00
Travel	58X	0.00	1,391.69	1,200.00
Services from AEA/LEA	59X	23,297.39	10,301.47	25,000.00
Supplies	61X	26,510.82	47,554.41	50,000.00
Natural gas/electric	62X	0.00	0.00	0.00

		Year 1	Year 2	Year 3
		2022-2023	2023-2024	2024-2025
Expenditure				
Fuel	62X	0.00	0.00	0.00
Food for Food Service Program	63X	0.00	0.00	0.00
Books/periodicals	64X	8,373.31	20,146.44	20,000.00
Textbook substitutes	65X	2,363.01	9,735.24	9,800.00
Student Transportation supplies	67X	0.00	0.00	0.00
Equipment	73X	7,601.11	1,655.29	8,000.00
Dues	810	2,366.00	3,216.50	3,500.00
Total Expenditures		\$1,349,368.14	\$1,446,886.52	\$1,558,000.00
Net Revenue/Expenditure		\$(619,260.86)	\$(669,202.14)	\$(739,092.00)

Financial data are from Software Unlimited and the CAR. These data reflect a sustainable projection of financial stability for the future of the West Central Charter High School.

3. Discussion

Our goal at West Central is to increase the percentage of students who graduate with a dual concentration in both vocational and academic credits. By expanding access to career and technical education (CTE) programs alongside rigorous academic coursework, we aim to provide students with a well-rounded education that equips them for both college and career success. Through strategic partnerships, enhanced course offerings, and personalized academic planning, we will ensure that more students graduate with the skills and knowledge needed to excel in a variety of post-secondary pathways.

G. Staffing and Qualifications

1. Introduction

Based on the data communicated in this report the charter has been effective at producing opportunities for students to earn college credits experiencing rigor in coursework which results in higher scores on standardized tests. We have also seen an increase in the amount of opportunities in career and technical support that allow students to earn not only an AA degree, but also certificates required for on the job employment directly after high school. Students, parents, and school personnel communicate positive perceptions of the charter.

Overview of best practices in recruitment and retention of staff

At West Central, best practices for staff recruitment and retention focus on attracting and keeping top talent by fostering a supportive and inclusive work environment. Key strategies include:

Streamlined Hiring Processes: Efficient recruitment procedures, including structured interviews and the use of applicant tracking systems, ensure a smooth candidate experience and help secure high-quality staff.

Professional Development: Offering ongoing learning opportunities, such as training and career advancement pathways, shows a commitment to staff growth and enhances retention by motivating employees to develop within the organization.

Work-Life Balance: Providing flexible work arrangements and promoting work-life balance contribute to employee satisfaction, making staff more likely to remain long-term.

Recognition and Feedback: Recognizing staff contributions and providing regular feedback creates a positive, engaged work environment, fostering loyalty and long-term commitment.

2. Data

TABLE 13: STAFFING

Folder #	First Name	Last Name	Position	Qualification	Endorsement
163215	Stephen	Milder	Coach	Permanent Professional License	Teacher (7-8)*
163215	Stephen	Milder	Counselor	Permanent Professional License	K-12 Athletic Coach
163215	Stephen	Milder	Regular Education Teacher	Permanent Professional License	Elementary Guidance Counselor (K-9)
163215	Stephen	Milder	Regular Education Teacher	Permanent Professional License	5-12 Health
163215	Stephen	Milder	Regular Education Teacher	Permanent Professional License	K-8 Physical Education
163215	Stephen	Milder	Regular Education Teacher	Permanent Professional License	5-12 Physical Education
163215	Stephen	Milder	Regular Education Teacher	Permanent Professional	5-12 American History

Folder #	First Name	Last Name	Position	Qualification	Endorsement
				License	
163215	Stephen	Milder	Regular Education Teacher	Permanent Professional License	5-12 World History
163215	Stephen	Milder	Regular Education Teacher	Permanent Professional License	Professional School Counselor 5-12
171000	Wayne William	OBrien	Regular Education Teacher	Permanent Professional License	Teacher (7-8)*
171000	Wayne William	OBrien	Regular Education Teacher	Permanent Professional License	K-12 English as a Second Language
171000	Wayne William	OBrien	Regular Education Teacher	Permanent Professional License	5-12 Driver and Safety Education
171000	Wayne William	OBrien	Regular Education Teacher	Permanent Professional License	5-12 English/Language Arts
171000	Wayne William	OBrien	Regular Education Teacher	Permanent Professional License	5-12 Speech Communications/Theatre
312613	Robin	Fliehler	Teacher Leader	Standard License	5-12 Multi Occupations
312613	Robin	Fliehler	Regular Education Teacher	Standard License	5-12 Business-General
312613	Robin	Fliehler	Regular Education Teacher	Standard License	5-12 Business-Office
312613	Robin	Fliehler	Regular Education Teacher	Standard License	5-12 Business-Marketing/Management
332689	Thomas Ralph	Wilwert	Coach	Standard License	5-12 Mathematics
332689	Thomas Ralph	Wilwert	Coach	Coaching Authorization	Athletic Coach
347411	RACHEL	MARTIN	Regular Education Teacher	Master Educator License	K-6 Teacher Elementary

Folder #	First Name	Last Name	Position	Qualification	Endorsement
					Classroom
347411	RACHEL	MARTIN	Regular Education Teacher	Master Educator License	K-12 English as a Second Language
347411	RACHEL	MARTIN	Regular Education Teacher	Master Educator License	K-8 Spanish
347411	RACHEL	MARTIN	Regular Education Teacher	Master Educator License	5-12 Spanish
358384	Julie	George	Teacher Leader	Standard License	5-12 Chemistry
358384	Julie	George	Regular Education Teacher	Standard License	PK-12 Talented and Gifted
358384	Julie	George	Regular Education Teacher	Standard License	5-12 Biological Science
358384	Julie	George	Regular Education Teacher	Standard License	5-12 Physical Science
358384	Julie	George	Regular Education Teacher	Standard License	5-12 Physics
358384	Julie	George	Regular Education Teacher	Standard License	5-12 All Science
358972	Brad	Wild	Regular Education Teacher	Standard License	K-6 Teacher Elementary Classroom
358972	Brad	Wild	Regular Education Teacher	Standard License	K-8 Social Studies
358972	Brad	Wild	Regular Education Teacher	Standard License	5-8 Middle School Generalist
358972	Brad	Wild	Regular Education Teacher	Standard License	5-12 All Social Sciences
358972	Brad	Wild	Regular Education Teacher	Coaching Authorization	Athletic Coach
824018	Duane	Lowry	Coach	Coaching Authorization	Athletic Coach
902766	Elaine	VandeVor de	Teacher Leader	Standard License	5-12 English/Language Arts

Folder #	First Name	Last Name	Position	Qualification	Endorsement
902766	Elaine	VandeVorde	Regular Education Teacher	Standard License	5-12 English/Language Arts
978886	Todd	Walter	Regular Education Teacher	Standard License	K-8 Music
978886	Todd	Walter	Regular Education Teacher	Standard License	5-12 Music
980752	Tricia	Wells	Teacher Leader	Standard License	K-6 Teacher Elementary Classroom
980752	Tricia	Wells	Regular Education Teacher	Standard License	K-8 Mathematics
980752	Tricia	Wells	Regular Education Teacher	Standard License	5-12 Mathematics
980752	Tricia	Wells	Regular Education Teacher	Standard License	5 - 8 Middle School Language Arts
980752	Tricia	Wells	Regular Education Teacher	Standard License	5 - 8 Middle School Mathematics
981617	Stacy	Fink	Regular Education Teacher	Master Educator License	K-8 Music
981617	Stacy	Fink	Regular Education Teacher	Master Educator License	5-12 Music
996344	Darin	Lockard	Coach	Coaching Authorization	Athletic Coach
998175	MICAH	RURODE N	Coach	Initial License	K-12 Athletic Coach
998175	MICAH	RURODE N	Coach	Initial License	K-8 Health
998175	MICAH	RURODE N	Coach	Initial License	5-12 Health
998175	MICAH	RURODE N	Coach	Initial License	K-8 Physical Education
998175	MICAH	RURODE N	Coach	Initial License	5-12 Physical Education
998175	MICAH	RURODE	Coach	Coaching	Athletic Coach

Folder #	First Name	Last Name	Position	Qualification	Endorsement
		N		Authorization	
998175	MICAH	RURODE N	Regular Education Teacher	Substitute Authorization	Limited to 5 consecutive/10 monthly days in same assignment
1025280	ASHLEY	MATTKE	Regular Education Teacher	Standard License	5-12 Agriculture
1025280	ASHLEY	MATTKE	Regular Education Teacher	Standard License	5-12 Industrial Technology
1025280	ASHLEY	MATTKE	Regular Education Teacher	Standard License	5-12 Biological Science
1034200	Jamie	Vargason	Regular Education Teacher	Standard License	K-8 Art
1034200	Jamie	Vargason	Regular Education Teacher	Standard License	5-12 Art
1034200	Jamie	Vargason	Regular Education Teacher	Coaching Authorization	Athletic Coach
1046492	Tyus	Adkins	Coach	Initial License	K-12 Athletic Coach
1046492	Tyus	Adkins	Coach	Initial License	K-8 Health
1046492	Tyus	Adkins	Coach	Initial License	5-12 Health
1046492	Tyus	Adkins	Coach	Initial License	5-12 Physical Education
1046492	Tyus	Adkins	Coach	Class B License	5-12 Family and Consumer Sciences - General
1046492	Tyus	Adkins	Coach	Coaching Authorization	Athletic Coach
1046492	Tyus	Adkins	Coach	Substitute Authorization	Limited to 5 consecutive/10 monthly days in same assignment
1046492	Tyus	Adkins	Regular Education Teacher	Initial License	K-8 Physical Education
1048020	Brenda	Helmuth	Coach	Coaching Authorization	Athletic Coach

Folder #	First Name	Last Name	Position	Qualification	Endorsement
1107934	Bailey	Bergman	Regular Education Teacher	Initial License	5-12 All Science
1107934	Bailey	Bergman	Regular Education Teacher	Substitute Authorization	Limited to 5 consecutive/10 monthly days in same assignment
1117515	Emma	McRobie-Bishop	Regular Education Teacher	Initial License	5-12 English/Language Arts
1117515	Emma	McRobie-Bishop	Regular Education Teacher	Substitute Authorization	Limited to 5 consecutive/10 monthly days in same assignment
1126014	EMILY	NELSON	Special Education Teacher	Initial License	PK-3 Birth through grade three, Inclusive Settings
1126014	EMILY	NELSON	Special Education Teacher	Class B License	5-12 Instructional Strategist I: Mild/Moderate
1129505	Lyle	Buehler	Coach	Coaching Authorization	Athletic Coach
1129880	Lacey	Zuck	Coach	Coaching Authorization	Athletic Coach
1130542	Alicia	VanSkyhawk	Coach	Coaching Authorization	Athletic Coach
1130711	Taylor	Hepperle	Coach	Coaching Authorization	Athletic Coach
307218	Robert	Busch	Superintendent	Professional Administrator License	PK-12 Superintendent & AEA Administrator Evaluator (New)
981225	Matthew	Molumby	6-12 Principal	Professional Administrator License	Evaluator (New) PK-12 Principal / PK-12 Special Education Supervisor
1024742	Alexis	Whealy	PK-5 Principal	Professional Administrator	Evaluator (New)

Folder #	First Name	Last Name	Position	Qualification	Endorsement
				License	PK-12 Principal / PK-12 Special Education Supervisor

3. Discussion

The data presented in this report highlights the effectiveness of the charter in creating meaningful opportunities for students to earn college credits while engaging in rigorous coursework, which has led to improved standardized test scores. Additionally, the charter has expanded career and technical education (CTE) opportunities, enabling students to earn both an Associate of Arts (AA) degree and valuable industry certifications, preparing them for immediate employment after high school. Feedback from students, parents, and school personnel further reflects positive perceptions of the charter, underscoring its success in delivering both academic and career-focused outcomes.

DLT Guiding Questions:

Given these achievements, what strategies could be implemented to further enhance both academic and vocational opportunities for our students? How can we continue to build on this success and ensure even more students benefit from these pathways?

H) Sustainability, Trends, & Satisfaction

1. Introduction

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 BOD; the Superintendent is responsible for communicating between the advisory committee and BOD.

2. Data:

TABLE 14: PROJECTED STUDENT ENROLLMENT

Demographic	Number 2024-2025	Number 2025-2026	Number 2026-2027
Grade 9	25	17	24
Grade 10	27	25	17
Grade 11	20	27	25
Grade 12	17	20	27
Total Enrollment	86	80-90	80-90
Free and reduced lunch	57%	59%	58%
Individualized Education Plan	9%	10%	10%
English Learners	1%	1%	1%
Male	42%	44%	43%
Female	58%	56%	57%
Nonbinary	1%	1%	1%
White	90%	-	-
Hispanic-Latino	3%	-	-
Black or African-American	1%	-	-
Native Hawaiian-Pacific Islander	1%	-	-
Multi-Race	5%	-	-

Projected Student Enrollment data are from JMC and Panorama. These data reflect a consistent student enrollment for the next several years.

SATISFACTION RATINGS

The Charter School has had a significant positive impact on student academic pathways and overall educational opportunities. Students are now transferring to higher education institutions with more college credits than ever before, thanks to the flexibility and rigor offered by the Charter program. Many students are opting for a more challenging course load earlier in their high school years, often taking seven or more classes per semester, allowing for greater flexibility in their junior and senior

years.

Importantly, students with Individualized Education Plans (IEPs) and those from low socioeconomic status (SES) backgrounds have experienced increased opportunities for college participation. These students are not only accessing higher education at greater rates but are also finding success at the college level, underscoring the Charter's effectiveness in supporting underrepresented groups.

Feedback from various stakeholders—students (both Charter and Non-Charter), high school and college faculty, and advisory members—reflects a strong consensus that the Charter is beneficial for students, families, and the West Central School District. Many have highlighted the support from the school board and administration for their ongoing commitment to the Charter's success.

Additionally, the Charter Advisory Committee has demonstrated a solid understanding of its role and responsibilities in relation to the Charter. The committee operates independently from the school's Board of Directors (BOD), with the Superintendent serving as a communication link between the two bodies. Both the Advisory Committee and the broader community have expressed confidence in the leadership and administration at both NICC and West Central, ensuring ongoing support and accountability for the Charter's success.

Satisfaction Ratings are from BOD meeting correspondence and the West Central Charter School Report. These data reflect a commitment and strong consensus that the charter is beneficial for all students and families attending the West Central School District.

3. Discussion

Projected enrollment in the West Central Charter High School remains consistent through district enrollment projections and open enrolment data. Satisfaction is high with community stakeholders.

I) Other Performance Measures within the Contract

1. Introduction

West Central Charter High School, located within the West Central Community Schools district in Maynard, Iowa, has been operating since 2005-2006 with the mission to engage every student through collaborative relationships, exceptional teaching, and personalized learning experiences. This approach aims to cultivate confident graduates who are prepared for success in their chosen paths, whether academic or vocational.

Over the years, the Charter School has evolved to offer a range of unique opportunities for students, including the ability to earn college credits while still in high school. Students have also benefited from increased academic rigor, flexible scheduling, and individualized learning plans that cater to their specific needs. The program particularly focuses on providing pathways to success for students with Individualized Education Plans (IEPs) and those from low socioeconomic backgrounds (SES), who have seen increased participation and success in post-secondary education as a result.

This report provides a comprehensive overview of the progress made toward key goals, including the increase in post-secondary credits earned, Iowa Assessment proficiency improvements, and expanded opportunities for special needs and at-risk students. In addition, it highlights the qualitative success of the program through feedback from various stakeholders, including students, faculty, and advisory committee members, all of whom express strong support for the Charter's impact on the district.

The Charter continues to receive backing from both the administration and the school board, with a highly engaged Charter Advisory Committee ensuring compliance and operational success. The school remains dedicated to providing a robust educational experience that not only meets academic standards but also equips students with the employability skills needed for life after graduation.

2. Data:

OTHER PERFORMANCE MEASURES WITHIN THE CONTRACT NOT ADDRESSED IN ANY OTHER SECTION

Several pieces of data indicated in the linked school report ([West Central Charter High School 2024-2025](#)) are provided directly within this Charter School report:

- Table 3. Attendance and Dropout Rate
- Table 5. Total senior students earning college credits compared to low SES and IEP senior students
- Table 6: Graduation Rate
- Table 7: Credit Accrual and Students On Track to Graduate
- Table 8. Average Credits Earned Per Graduating Senior
- *Table 9. Students Graduation with Dual Concentration.*
- Table 10: Student Proficiency Data

Some pieces of data within that report are not reflected here, but may be worth noting. Please see the additional report for more information.

3. Discussion

West Central Charter High School, part of the West Central Community Schools in Maynard, Iowa, has been operating since 2005-2006 with a focus on engaging students through personalized learning experiences and collaborative relationships. Serving 86 students from grades 9-12, the charter has a mission to prepare confident graduates for success in their chosen paths, whether academic or vocational.

The student body reflects a diverse population, with 57% coming from low socioeconomic backgrounds and 9% having Individualized Education Plans (IEPs). The school has made significant strides toward increasing postsecondary success, offering opportunities for students to earn college credits and develop vocational skills alongside their academic coursework.

The school has achieved measurable success, with 100% graduation rates and increased proficiency in reading, math, and science for 11th-grade students on the Iowa Assessments. Additionally, students from low SES backgrounds and those with IEPs have achieved comparable success to their peers in terms of college credit attainment.

The charter continues to receive strong support from its Advisory Board, school administration, and the community. Stakeholders, including students, faculty, and advisory members, affirm the positive impact of the charter on both students and the district, citing enhanced academic rigor, flexible scheduling, and increased college participation as key benefits. The program is evaluated regularly to ensure compliance and effectiveness, with ongoing efforts to maintain a robust educational experience that equips students for both college and career success.