

# Iowa State Board of Education

## Executive Summary

November 19, 2025

**Agenda Item:** Charter Schools Legislative Report

**State Board Goal:** Goal 5

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

**Presenter(s):** Barbara Ohlund, Executive Officer  
Division of PK-12 Learning

**Attachment(s):** Eight

**Recommendation:** It is recommended that the State Board approve the Charter Schools 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, 2025

# **Iowa Charter Schools**

## ***Legislative Report***



Department of Education

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

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## I. Introduction

Pursuant to Iowa Code sections 256E.12 and 256F.10, the State Board shall prepare and provide a comprehensive report with findings and recommendations to the general assembly by December 1. Iowa Code chapters 256E<sup>1</sup> 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 chapter 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 the number of students on track for graduation.
- 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.
- 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 of Education (Iowa Code chapter 256F only).

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

**Sixteen** charter schools are currently authorized to operate in Iowa under Iowa Code chapters 256E and 256F. Out of these 16 charters, **10 are operational** in the 2025-26 school year. Of the 10 in operation, **seven are reporting** charter schools, as they were in operation throughout the 2024-25 reporting year. Table 1 provides the name of each authorized charter school, the grades served, the charter focus and type, the year operational, and the charter renewal year. Note that data is not available for any charter school with an operational year on or after 2025-26.

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<sup>1</sup> Note that charters authorized prior to 2021, were approved under Iowa Code chapter 256F. Although Iowa Code chapter 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
<a href="#">Choice Charter School</a>	P.O. Box 193, Union, Iowa 50258	Dr. Cynthia Knight	9-12	Virtual; Working students	Founding Group	2022-23	2026-27
<a href="#">Empowering Excellence Charter School</a>	1918 St. Andrews Ct NE Cedar Rapids, IA 52402	Sarah Swayze	11-12	Career Readiness targeted to at-risk youth	Founding Group	2024-25	2028-29
<a href="#">Great Oaks High School and Career Center Charter School - Des Moines</a>	100 East Euclid Ave. Des Moines, IA 50313	Kristopher Byam	9-12	Career Readiness targeted to at-risk youth	Founding Group	2024-25	2028-29
<a href="#">Hamburg Charter High School</a>	309 S Street Hamburg, IA 51640	Gregg Cruickshank	9-12	Career Readiness	School Board	2022-23	2026-27
<a href="#">Horizon Science Academy Des Moines</a>	4801 Franklin Ave, Des Moines, IA 50310	Laura Cannon	K-7	STEM	Founding Group	2023-24	2027-28
<a href="#">Storm Lake/Iowa Central/Buena Vista Early College Charter High School</a> (256F)	419 Lake Ave. Storm Lake, IA 50588	Dr. Stacey Cole	9-12	Career Readiness	School Board	2005-06	2025-26
<a href="#">West Central Charter High School</a> (256F)	305 Pember St. Maynard, IA 50662	Rob Busch	9-12	Career Readiness	School Board	2005-06	2026-27
<a href="#">OEN-Cedar Rapids Prep</a>	4515 N. River Blvd. Cedar Rapids, IA 52411	Justin Blietz	6-8	Work-Based Learning	Founding Group	2025-26	2028-29
<a href="#">OEN-Des Moines Prep</a>	95 E. 5th Street Des Moines, IA 50309	Matt Lakis	8-9	Work-Based Learning	Founding Group	2025-26	2028-29
<a href="#">Horizon Science Academy Davenport</a>	2626 Boies Ave. Davenport, IA 52802	Shawn Smith	K-10	STEM	Founding Group	2025-26	2029-30
CIVICA Charter School-Cedar Rapids	3233 Blairs Ferry Rd. NE, Cedar Rapids, IA 52402	TBD	K-5	Academic Achievement, Character Formation, College and Career Readiness	Founding Group	2026-27	2028-29
OEN-Davenport Prep	TBD Davenport	TBD	6-12	Work-Based Learning	Founding Group	2026-27	2029-30
Red Barn School House	TBD Crescent	TBD	K-5	Nature-Based Learning	Founding Group	2026-27	2029-30

School	Address	Principal	Grades	Focus	Type	Open	Renew
Distinctive Innovation Academy	TBD Des Moines	TBD	K-8	Rigorous academics, whole child development, personalized, student-centered learning	Founding Group	2026-27	2029-30
Great Oaks High School and Career Center- Davenport	TBD Davenport	Kristopher Byam	9-12	Career Readiness targeted to at-risk youth	Founding Group	2026-27	2029-30
Great Oaks High School and Career Center- South Des Moines	TBD South Des Moines	Kristopher Byam	9-12	Career Readiness targeted to at-risk youth	Founding Group	2026-27	2029-30

## B. Report Organization

This report is organized in the following manner:

- I. **Introduction** provides a broad overview of the reporting authority and Iowa charter schools.
- II. **Charter School Highlights** is a one-page overview of charter school highlights across all reporting charter schools.
- 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. **Appendix A** includes linked reports submitted by each operational charter school with available 2024-25 data.

### Important Note

Charter schools will be named by acronyms in multiple data tables within this report. The table below identifies the acronym for each school.

Charter School	Acronym
Choice Charter School	CC
Empowering Excellence Charter School	EE
Great Oaks High School and Career Center-Des Moines	GO
Hamburg Charter High School	HC
Horizon Science Academy – Des Moines	HSA
Storm Lake/Iowa Central/Buena Vista Early College Charter High School	SL
West Central Charter High School	WC



## II. Charter School Highlights

Charter schools have seen significant growth and progress in recent years. From FY23 to FY25, **charter school enrollment surged by 213%**<sup>2</sup>, rising from 257 to 804 students. At the start of FY25, 72.7% of all charter goals across the network—24 out of 33—were either met or in progress, signaling strong alignment with performance benchmarks. Growth continues with three new charter schools opening in FY26, and six more scheduled to open in FY27, further expanding access and educational opportunity.

Charter schools serve a diverse student population, with nearly half (48.1%) of students qualifying for free and reduced-price lunch. Additionally, 13.1% of students receive special education services, and 4.0% are English language learners. In terms of racial and ethnic diversity, the largest student groups are White students (57.7%), African-American students (19.5%), and Hispanic/Latino students (15.5%), with the remaining population comprising multiracial and other minority groups.

Charter schools are also staffed by fully qualified professionals. As of FY25, **100% of charter school teachers hold appropriate licensure**—whether full, conditional, initial, or equivalent, such as a substitute license. Of the total staff, 66% are fully certified, 20% hold an initial license, 6% hold a conditional license, and 8% are licensed under another qualifying category. All charter school administrators (6 out of 6) are fully licensed.

Individual charter achievements are highlighted in Table 2, with additional details available in Appendix A, where all individual charter reports are linked.

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<sup>2</sup> Note that this represents less than .2% of the total student population in Iowa (804/475,459x100).

**Table 2. Charter School Highlights**

Charter School	Highlights
<b>Choice Charter</b>	<ul style="list-style-type: none"> <li>• Enrollment increased 53.8% in one year (167 to 257 students).</li> <li>• One student was awarded a Presidential Scholarship to attend Drake University.</li> <li>• 100% of students pursued post-secondary options after graduation.</li> <li>• 95.2% of parents reported their child receives the academic support needed.</li> </ul>
<b>Empowering Excellence</b>	<ul style="list-style-type: none"> <li>• 0% of students were chronically absent in FY25.</li> <li>• 100% of students reported a positive, supportive experience during exit interviews.</li> <li>• Met FY25 enrollment goal of 120 students.</li> <li>• 51 students graduated in FY25.</li> </ul>
<b>Great Oaks High School and Career Center-Des Moines</b>	<ul style="list-style-type: none"> <li>• 100% of school goals met or in progress.</li> <li>• Received YouthBuild grant with I-JAG and DMACC; students built a Habitat for Humanity home in FY25.</li> <li>• Enrollment grew from 14 to 203 students in FY25, exceeding the goal of 120.</li> <li>• 100% of graduates completed internships, pre-apprenticeships, or similar placements.</li> </ul>
<b>Hamburg Charter High School</b>	<ul style="list-style-type: none"> <li>• Grade 9 students outperformed the state average on English Language Arts (ELA) ISASP.</li> <li>• Enrollment increased 91.4% from FY21 to FY25 (35 to 67 students).</li> <li>• 100% of seniors participated in paid apprenticeships.</li> <li>• Dropout rate decreased 78.7% (from 8.1% to 1.72%).</li> </ul>
<b>Horizon Science Academy-Des Moines</b>	<ul style="list-style-type: none"> <li>• Serves higher percentages of multiple student groups than the state average.</li> <li>• Students participated in STEM events and technology courses, including coding and artificial intelligence (AI).</li> <li>• Enrollment increased 89.8% from FY24 to FY25 (79 to 150 students).</li> </ul>
<b>Storm Lake/Iowa Central/Buena Vista Early College Charter High School</b>	<ul style="list-style-type: none"> <li>• Average daily attendance at 100%, above state average.</li> <li>• Dropout rate at 0%, below state average.</li> <li>• Students earned 523 college credits from FY24 to FY25.</li> <li>• Students enrolled in 124 concurrent enrollment courses.</li> </ul>
<b>West Central Charter High School</b>	<ul style="list-style-type: none"> <li>• 94.4% 4-year and 100% 5-year graduation rates.</li> <li>• 11th-grade reading scores increased from 64.4% to 70.5%.</li> <li>• Above state average in 10th grade ELA (80.8%) and mathematics (76.9%).</li> <li>• Enrollment continues to grow annually.</li> </ul>

### III. Charter School Summary

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

1. **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.
2. **Enrollment and Demographics** is a table summary of charter school data in comparison to state-level data.
3. **Attendance, Graduation and Dropout** is a table summary of this required data in comparison to state-level data.
4. **Student Achievement** includes a table summary of one-year student achievement data in comparison to state-level data.
5. **Number and Qualifications of Teachers and Administrators** is a table summary of the number and percentage of:
  - a. Teachers: Fully certified
  - b. Teachers: Conditional
  - c. 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.
  - d. Administrators: Fully certified
  - e. Administrators: Other. “Other” means not indicated as fully certified. Note that the administration in “Other” has a certification or degree—they are just not indicated as fully certified.
6. **Financial Sustainability** provides a summary of financial data submitted by charters.
7. **Sustainability and Stakeholder Satisfaction Ratings** provides an overview of projected enrollment for 2025-26, and a summary of charter school satisfaction results.
8. **Findings** indicate any noncompliance across charters, and if applicable, the number of supervisory visits and comments on them by the Department.
9. **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 3 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 and vision as well as actions to achieve their outlined goals. Outlined charter school goals encompass various areas, including increasing progress toward graduation, decreasing rates of chronic absenteeism, and improving college and career readiness. Across all seven charter schools, 72.7% of charter goals have been met or are in progress, totaling 24 out of 33 goals.

**Table 3a. Choice Charter School Mission, Vision and Goals/Progress**

Mission	Vision	Goals/Progress
Choice Charter School Iowa (7-12): On a virtual secondary school campus, we provide Iowa with a student-centered alternative public education – steeped in mentoring, equity, compassion, and the skills needed to shape the future.	<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"> <li>Integrating learning strengths, student choice, interests, and needs to create personalized learning.</li> <li>Recognizing the value of each student and the unique circumstances brought to the learning environment.</li> <li>Creating a cross-curricular curriculum.</li> </ul>	<p><b>Goal 1:</b> Continue to increase progress towards graduation. Each student will make progress toward graduation based on their Individual Success Plan. (A minimum of 8 credits will be suggested for students who are present all year).</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>For the FY24 school year, the school's 4-year graduation rate was 31.9%, the 5-year graduation rate was 54.3%; additionally, 25.3% of students earned 8 credits during the 2024-2025 school year towards graduation.</i></li> </ul> <p><b>Goal 2:</b> Continue improvement in academic learning on the State ISASP Assessments by increasing the participation of students taking the Iowa Statewide Assessment of Student Progress from 49% to 80% and continue the progress of 5% growth on scale score of the cohort student group in ELA, mathematics, and science.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>During the FY25 school year, 47% of the school's students took the Iowa Statewide Assessment of Student Progress and 57.14% were proficient in ELA, 32.2% were proficient in mathematics, and 40.9% were proficient in science.</i></li> </ul> <p><b>Goal 3:</b> Maintain a positive school culture by preventing bullying, supporting social-emotional learning and having positive results on the five areas of (Safety, Listening, Communication, Boundaries, and Expectations).</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>Conditions for Learning data has been completed the past two years for students, parents/guardians, and staff.</i></li> </ul> <p><b>Goal 4:</b> Improve communication on student progress and success. Decrease the percent of strongly disagree and disagree responses on the parent/guardian and staff survey results for questions 3, 7, and 9 which address parent/guardian communication regarding student progress, the staff regularly communicating with parents about their child, and students having multiple on-ramps if they have struggled to meet those expectations.</p>

Mission	Vision	Goals/Progress
	<ul style="list-style-type: none"> <li>Focusing on competency, project-based education.</li> </ul>	<ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>On the 2025 survey, 20.6 percent of parents/guardians either strongly disagreed or disagreed with question 3, 19.1 percent of parents/guardians either strongly disagreed or disagreed with question 7, and question 9 was not asked of parents/guardians. For staff, 22.3 percent strongly disagreed or disagreed with question 3, 29.4 percent disagreed and 0 percent strongly disagreed with question 7, and 5.6 percent disagreed and 0 percent strongly disagreed with question 9.</i></li> <li><b>Goal 5:</b> Future Ready Students in that each student will be able to identify their career path and utilize it for school and post-graduation planning.</li> </ul> <p><b>Annual Progress:</b> <i>Career and technical progress toward ELP composite data will be given after count day when the school has students who graduate. The career and technical progress towards ELP composite centered around sixteen career clusters combined to create either bigger subgroups.</i></p>

**Table 3b. Empowering Excellence Charter School Mission, Vision and Goals/Progress**

Mission	Vision	Goals/Progress
<p>At Empowering Excellence Charter School, our mission is to Activate Excellence by providing students with a flexible, personalized, and forward-thinking education that will help them achieve their academic, professional, and personal goals.</p>	<p>Our vision is to Cultivate students who are prepared for life after high school through mentoring, educational counseling, and career-related fields.</p>	<p><b>Goal 1:</b> Have a 40% or lower chronic absenteeism rate as the school serves a highly transitory population classified as out-of-Charter School or at-risk adolescents.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>According to the Iowa School Performance Profile (ISPP), zero percent of Empowering Excellence Charter School students were chronically absent during FY25.</i></li> </ul> <p><b>Goal 2:</b> Achieve 50% or higher for positive survey responses on the Conditions for Learning Survey as the school serves a highly transitory population classified as out-of-Charter School or at-risk adolescents.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>Thirty-one percent of Empowering Excellence Charter School graduates provided detailed testimonials confirming the school was instrumental in their ability to graduate. During individual exit meetings, 100% of graduates reported that Empowering Excellence Charter School was a positive, supportive experience that directly led to their graduation.</i></li> </ul> <p><b>Goal 3:</b> Achieve a Post-Secondary Readiness score of 19 or higher according to the Iowa School Performance Profile.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>According to the Iowa School Performance Profile, the school's Post Secondary Readiness Index Score was 4.76.</i></li> </ul> <p><b>Goal 4:</b> Achieve a clean audit.</p> <p><b>Annual Progress:</b> <i>The school's audit is currently in progress. Upon completion of the audit, the school will have the necessary data to confirm if this target was met.</i></p>

**Table 3c. Great Oaks High School and Career Center-Des Moines Mission, Vision and Goals/Progress**

Mission	Vision	Goals/Progress
<p>Great Oaks High School, operated in partnership with Oakmont Education, exists to transform the lives of opportunity youth by providing a second chance for nontraditional high school students who have faced considerable challenges. We are committed to preparing students for “a quality life after high school” through a blend of credit recovery, career and technical education, and nationally recognized industry credentials.</p>	<p>We envision a future where every young person, regardless of background or past setbacks, has access to the tools, guidance, and confidence to succeed. Great Oaks High School serves as a lifeline, helping students re-engage with education, recover lost credits, gain work-based learning experiences, and graduate ready for both postsecondary education and the workforce.</p>	<p><b>Goal 1:</b> Increase student credit attainment and on-track graduation rates.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>Eleven students successfully graduated in 2025, all of whom entered with significant credit deficiencies. Many others made measurable progress toward being on track.</i></li> </ul> <p><b>Goal 2:</b> Improve student daily attendance and persistence in school.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>Average daily attendance for the year was 49%, with strong persistence rates as students continued to accrue credits even when unable to attend daily.</i></li> </ul> <p><b>Goal 3:</b> Provide access to CTE pathways and industry-recognized credentials.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>Students engaged in construction, advanced manufacturing, and healthcare, pathways, with multiple students earning OSHA-10 and working towards industry recognized credentials. YouthBuild coming online for the 2025-2026 school year will only enhance the growth of the CTE programs.</i></li> </ul> <p><b>Goal 4:</b> Ensure wraparound supports that reduce barriers to student success.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>Family Advocates and Resiliency Specialists provided housing, food, transportation, and court support; partnerships with iJAG and community organizations enhanced wraparound services.</i></li> </ul> <p><b>Goal 5:</b> Build strong student engagement and satisfaction.</p> <p><b>Annual Progress:</b> <i>Student surveys indicated strong agreement that teachers care, provide support, and make technology and CTE opportunities accessible (over 80% agreement across multiple indicators).</i></p>

**Table 3d. Hamburg Charter High School Mission, Vision and Goals/Progress**

Mission		Vision	Goals/Progress
<p>The mission of the charter school focuses 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</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</p>	<p><b>Goal 1:</b> Increase the number of non-Caucasian students and students from low-income families attaining advanced post-secondary degrees and technical diplomas/certifications.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>The school's total enrollment increased from 35 to 67 students over the past four years.</i></li> </ul> <p><b>Goal 2:</b> Provide a high school experience that is more rigorous and relevant than a traditional high school by focusing on college and career curriculum.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>Data previously shared in the report shows that 90 to 100 percent of students in trade programs earned certification in their trade field.</i></li> </ul> <p><b>Goal 3:</b> 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, science, as well as speaking and job performance skills.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>This is currently in practice for all students. Seniors presented their career portfolios to the school board.</i></li> </ul> <p><b>Goal 4:</b> Provide a year-round school that incorporates apprenticeship programs where students learn valuable skills while earning money.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>All seniors participated in a paid apprenticeship program.</i></li> </ul> <p><b>Goal 5:</b> All students will have an individualized learning plan that is based on their interests and life goals that will map out their career plan, set goals, and measure outcomes.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>Individualized learning plans are displayed as part of the student portfolios.</i></li> </ul> <p><b>Goal 6:</b> Decrease the number of student dropouts in Southwest Iowa by providing a meaningful alternative to traditional high school.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>Students from College Springs, Red Oak, Shenandoah, Sidney, and Tabor attend the charter high school.</i></li> </ul>



Mission		Vision	Goals/Progress
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.		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><b>Goal 7:</b> Provide a career mentor for each student in the charter school to help guide and aid students.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>Each student has a qualified mentor assigned for their career path.</i></li> </ul> <p><b>Goal 8:</b> Provide professional development for all staff members on career and technical programming and individualized learning plans.</p> <p><b>Annual Progress:</b> <i>All staff are licensed and trained in developing personal learning plans.</i></p>

**Table 3e. Horizon Science Academy-Des Moines Mission, Vision and Goals/Progress**

Mission	Vision	Goals/Progress
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.	<p>The vision of Horizon Science Academy Des Moines is:</p> <p>All students will enter college ready to excel in STEM subjects.</p>	<p><b>Goal 1:</b> 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"> <li><b>Annual Progress:</b> <i>At the end of the school year, 55% of all students were proficient as measured by the STAR Early Literacy benchmark assessment.</i></li> </ul> <p><b>Goal 2:</b> One-hundred percent of students will engage in STEM focused, project-based learning experiences and courses.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>Horizon Science Academy of Des Moines hosted a STEM event where each student engaged in a project and presented it to other classrooms, along with parent visitors. Students also participated in technology classes in which they are learning coding, Artificial Intelligence, and typing skills. Each student received mathematics lessons according to grade level standards and teachers support vertical alignment when teaching small groups to meet student needs.</i></li> </ul> <p><b>Goal 3:</b> By the end of each reporting year, 75% of students will “strongly agree” that Horizon Science Academy Des Moines has a supportive environment as evidenced by the 5 Essentials Survey.</p> <p><b>Annual Progress:</b> <i>In FY24, the impact was not measured due to a limited number of responses. The FY25 year will serve as the benchmark for FY26.</i></p>

**Table 3f. Storm Lake/Iowa Central/Buena Vista Early College Charter High School Mission, Vision and Goals/Progress**

Mission	Vision	Goals/Progress
<p>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><b>Goal 1:</b> Increase the number of first-generation, low socio-economic status, English Language Learners, and Non-Caucasian students attaining advanced postsecondary degrees/certificates or college credits.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>The overall number of students attaining a degree or certification this report year has slightly increased from four students during FY24, to eight students during FY25. The program additionally 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 socio-economic status, and English Language Learners continue to show high representation in the enrollment.</i></li> </ul> <p><b>Goal 2:</b> Provide a more rigorous/relevant/college prep curriculum.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>During FY25, students enrolled in approximately 124 concurrent enrollment courses, including Post-Secondary Enrollment Options (PSEO), Early Bird, and Distance Learning (online) courses.</i></li> </ul> <p><b>Goal 3:</b> Raise student scores on the Iowa Test of Educational Development and Iowa Assessment scores in Reading, Mathematics, and Science.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>During the 2022 to 2023 school year, the average score among juniors in evidence-based reading and writing on the PSAT was 530, in mathematics was 528, and the average total score was 1,058. During FY24 there were no scores to report. Meanwhile, in FY25, the average score among juniors in evidence-based reading and writing on the PSAT was 452, in mathematics was 457, and the average total score was 908.</i></li> <li><b>Goal 4:</b> Increase the number of dual-credit/concurrent enrollment credits earned.</li> <li><b>Annual Progress:</b> <i>There was a slight increase from FY24 of 473 to FY25 of 523 in the number of college credits charter students earned during their four years of high school.</i></li> </ul> <p><b>Goal 5:</b> All students will have individual learning plans.</p> <p><b>Annual Progress:</b> <i>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, connect with Academic</i></p>

Mission	Vision	Goals/Progress
		<i>Assistance and Accommodations Specialists, as well as the Work-Based Learning Coordinator, to learn about various resources and opportunities available on campus.</i>

**Table 3g. West Central Charter High School Mission, Vision and Goals/Progress**

Mission	Vision	Goals/Progress
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	<p><b>Goal 1:</b> Continue to raise Iowa Assessment proficiencies for 11th-grade students in reading, mathematics, and science.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>In FY25, 11th-grade reading proficiency grew to 70.5% on the Iowa Statewide Assessment of Student Progress (ISASP) and mathematics proficiency was at 58.97% on the Iowa Statewide Assessment of Student Progress.</i></li> </ul> <p><b>Goal 2:</b> 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.</p> <ul style="list-style-type: none"> <li><b>Annual Progress:</b> <i>In FY24, the school had a 100 percent 4-year and 5-year graduation rate. In FY25, the school had a 94.4 percent 4-year graduation rate and 100 percent 5-year graduation rate.</i></li> </ul> <p><b>Goal 3:</b> Increase the percentage of students that graduate with a dual concentration of vocational and academic credits.</p> <p><b>Annual Progress:</b> <i>The school's data continues to provide evidence that students of low socio-economic status and students with an IEP continue to have the same success and opportunities afforded to the general population of students.</i></p>

## B. Enrollment and Demographics

Demographic data for the charter schools are provided in Tables 4 and 5. These tables include both the number of enrolled students by demographic group and the percentage each group represents within the total student population.

Compared to the state overall, charter schools serve a more diverse population across nearly every demographic category, as shown in Table 5. Five of seven charter schools have a higher percentage of students eligible for free or reduced-price lunch, with rates ranging from 49.4% to 87%. Additionally, three of the seven schools report higher percentages of students with Individualized Education Programs (IEPs), ranging from 16.6% to 22.4%. Furthermore, five of the seven charters serve a higher percentage of students in one or more of the following racial/ethnic groups: Hispanic/Latino, African American, Native Hawaiian/Pacific Islander, Asian, American Indian, and multiracial. Among all charter schools in the state, Storm Lake/Iowa Central/Buena Vista Early College Charter High School demonstrates the greatest overall diversity.

**Table 4. Enrollment and Demographic Data - Grades: 2024-25**

Demographics	CC Number	CC Percent	EE Number	EE Percent	GO Number	GO Percent	HC Number	HC Percent	HSA Number	HSA Percent	SL Number	SL Percent	WC Number	WC Percent	State Number	State Percent
Grade KG	NA	NA	NA	NA	NA	NA	NA	NA	39	26%	NA	NA	NA	NA	35,976	7.56%
Grade 01	NA	NA	NA	NA	NA	NA	NA	NA	38	25.3%	NA	NA	NA	NA	33,828	7.11%
Grade 02	NA	NA	NA	NA	NA	NA	NA	NA	37	24.6%	NA	NA	NA	NA	34,749	7.30%
Grade 03	NA	NA	NA	NA	NA	NA	NA	NA	22	14.6%	NA	NA	NA	NA	35,825	7.53%
Grade 04	NA	NA	NA	NA	NA	NA	NA	NA	14	9.3%	NA	NA	NA	NA	35,771	7.52%
Grade 05	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	36,177	7.60%
Grade 06	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	35,905	7.55%
Grade 07	3	1.17%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	35,836	7.53%
Grade 08	5	1.95%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	36,138	7.60%
Grade 09	20	7.78%	NA	NA	NA	NA	13*	22.4%*	NA	NA	NA	NA	35*	36%*	38,531	8.10%
Grade 10	48	18.68%	NA	NA	5*	6.9%*	17*	29.3%*	NA	NA	NA	NA	26*	26.8%*	38,716	8.14%
Grade 11	68	26.46%	40	33%	23*	31.9%*	20*	34.4%*	NA	NA	NA	NA	16*	16.4%*	38,946	8.19%

Demographics	CC Number	CC Percent	EE Number	EE Percent	GO Number	GO Percent	HC Number	HC Percent	HSA Number	HSA Percent	SL Number	SL Percent	WC Number	WC Percent	State Number	State Percent
Grade 12	113	43.97%	80	67%	44*	61.1%*	8*	13.7%*	NA	NA	50%	100%*	20*	20.6%*	39,061	8.21%
Total Enrollment	257	100	120	100	72*	100*	58*	100*	150	100	50*	100*	97*	100	475,459	100

**Note.** Charter School data is from the 2024 Fall BEDS submission. 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). State data are from: Iowa Department of Education, Bureau of Performance and Analytics, Address File, and the SRI Fall Merged 2024 file.

*Asterisk\** = data provided by the Iowa Department of Education

**Table 5. Enrollment and Demographic Data-Race/Ethnicity: 2024-25**

Demographics	CC Number	CC Percent	EE Number	EE Percent	GO Number	GO Percent	HC Number	HC Percent	HSA Number	HSA Percent	SL Number	SL Percent	WC Number	WC Percent	State Percent
FRL	51	19.8%	104	87%	**	**	33*	56.8%*	119	79.3%	32*	60%*	48*	49.4%*	42.2%
IEP	49	19%	11	9%	12*	16.6%*	13*	22.4%*	5	3.3%	4*	8%*	11*	11.3%*	13.8%
EL	4*	1.6%*	0	0	0*	0*	5*	8.6%*	5	3.3%	16*	30.2%*	2*	2%*	8.0%
Male	128	49.8%	57	48%	49*	68%*	33*	56.8%*	86	57.3%	21*	42%*	44*	45.3%*	51.4%
Female	119	46.3%	60	50%	23*	31.9%*	25*	43.1%*	64	42.7%	29*	58%*	53*	54.6%*	48.5%
Nonbinary	10	3.8%	3	2%	0*	0*	0*	0*	0	0	0*	0*	0*	0*	0.01%
White	196	76.2%	34	28%	23*	31.9%*	52*	89.6%*	68	45.3%	5*	10%*	86*	88.6%*	70.4%
American Indian or Alaska Native	3	1.1%	0	0	0*	0*	0*	0*	0	0	0*	0*	0*	0*	0.3%
Hispanic-Latino	30	11.6%	8	7%	21*	29.1%*	6*	10.3%*	21	14%	31*	62%*	8*	8.2%*	13.7%
African-American	24	9.3%	62	52%	27*	37.5%*	0*	0*	41	27.3%	2*	4%*	1*	1%*	7.3%
Native Hawaiian-Pacific Island	0	0	0	0	1*	1.3%*	0*	0*	0	0	1*	2%*	0*	0*	0.7%
Asian	2	0.7%	0	0	0*	0*	0*	0*	0	0	9*	18%*	0*	0*	2.5%
Multi-Race	2	0.7%	16	13%	0*	0*	0*	0*	20	13.3%	2*	4%*	2*	2%*	5.1%

**Note.** Charter School data is from the 2024 Fall BEDS submission. 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). State data are from the Iowa Department of Education, Bureau of Performance and Analytics, Address File, and the SRI Fall Merged 2024 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 green** indicates the population is above the state percent; **Italic yellow** indicates the rate is within one percentage point of the state.

Asterisk\* = data provided by the Iowa Department of Education

## C. Attendance, Graduation and Dropout

Attendance, graduation, and dropout data for the charter schools are presented in Table 6, with each metric represented as a percentage. Storm Lake/Iowa Central/Buena Vista Early College Charter High School achieved 100% average daily attendance (ADA). Horizon Science Academy-Des Moines reported an ADA of 90.68%, while Hamburg Charter High School reported an ADA of 92%. Choice Charter School had an ADA of 88.6%, which is below the state average of 92.6%.

West Central Charter High School recorded a four-year graduation rate of 94.4% for the Class of 2024, 6.1 percentage points higher than the state average of 88.3%. Choice Charter School had a four-year graduation rate of 31.9%.

Regarding dropout rates, Storm Lake/Iowa Central/Buena Vista Early College Charter High School reported 0%, while West Central Charter High School reported 2.17%. Hamburg Charter High School reported a dropout rate of 2.53%, slightly higher than the state average of 1.84%, while Choice Charter School reported a rate of 14.2%, 12.4 percentage points above the state average.

**Table 6. Attendance, Graduation and Dropout: 2023-24**

Area	Choice	Empowering	Great Oaks	Hamburg	Horizon	Storm Lake	West Central	State (K-12)
<b>Attendance (ADA)</b>	88.6%*	N/A	N/A	92%	90.68%*	<b>100%</b>	84.27%*	92.6%
<b>4 Year Graduation Rate</b>	31.9%	N/A	N/A	87.5%*	N/A	N/A	<b>94.4%</b>	88.3%
<b>5 Year Graduation Rate</b>	54.3%	N/A	N/A	**	N/A	N/A	<b>100%</b>	89.9%
<b>Dropout</b>	14.2%	N/A	N/A	2.53%*	N/A	<b>0%</b>	2.17%	1.84%

**Note:** School data are from required charter reports in Appendix A; state data reflect statewide statistics for attendance, graduation, and dropout rates. **Bold green** indicates the charter exceeds the state rate (attendance, graduation) or is below the state rate (dropout). **Italic yellow** indicates the rate is within one percentage point of the state. Attendance, graduation, and dropout rates are reported one year in arrears; the most recent data is from 2023–24. Storm Lake/Iowa Central/Buena Vista Early College Charter High School serves only Grade 12 students; graduation rate data is not available. Horizon Science Academy-Des Moines does not serve secondary students; graduation and dropout data are not applicable.

*Asterisk\** = Data provided by the Iowa Department of Education.

*Double asterisk\*\** = Student count under 10; data not reportable.

## D. Student Achievement

Student proficiency in charter schools is generally below the state average in both ELA and mathematics, with a few notable exceptions across grade levels and schools (see Tables 7–10).

In Grades 3–4, 41.9% of students at Horizon Science Academy-Des Moines were proficient in ELA, compared to the state average of 71.6%. Mathematics performance at Horizon Science Academy-Des Moines was stronger, with 67.7% proficiency, narrowing the gap with the state average of 69.1%.

In Grades 9–11 ELA, charter schools overall had a proficiency rate of ranging from 32.93% at Choice Charter, 71.4%% at West Central Charter High School and 72.3% at Hamburg Charter High School, compared to the state average of 71.6%. Further, Hamburg Charter High School's Grade 9 students (84.6%) outperformed the state average by over 10%.

In Grades 9–11 mathematics, proficiency was significantly lower, with charter schools ranging between 12.2% to 58.4%, compared to the state's 69.1%. West Central Charter High School had the strongest mathematics outcomes, specifically for grade 10 (76.9%), followed by Hamburg Charter High School at an overall proficiency of 41.6%. Other schools reported notably lower performance or did not meet minimum reporting thresholds.

The narrower proficiency gap in elementary mathematics may reflect stronger performance at Horizon Science Academy-Des Moines, where 67.7% of students were proficient, closer to the state average than other charters. Horizon Science Academy-Des Moines's STEM-focused academic model may contribute to these outcomes. Overall, lower academic performance among charter school students may be influenced by the fact that many charters serve students who are academically at risk.

**Table 7. Grades 3-8 ELA Proficiency 2024-25**

Reading	CC Number	CC Percent	HSA Number	HSA Percent	State Percent
Grade 03	N/A	N/A	7/19	36.8%	66.2%
Grade 04	N/A	N/A	6/12	50%	74.2%
All Students	**	**	13/31	41.9%	71.6%

**Note.** Data listed for each school are from the 2024-25 ISASP assessment. State data are from [state statistics](#) on student proficiency in reading and mathematics.

*Double Asterisk\*\** indicates n-size equaled less than 10 students; data not reportable.



**Table 8. Grades 3-8 Mathematics Proficiency 2024-25**

Math	CC Number	CC Percent	HSA Number	HSA Percent	State Percent
Grade 03	N/A	N/A	14/19	73.7	74.3%
Grade 04	N/A	N/A	7/12	58.3	72.6%
All Students	**	**	21/31	67.74%	69.1%

**Note.** Data listed for each school are from the 2024-25 ISASP assessment. State data are from [state statistics](#) on student proficiency in reading and mathematics. *Italic yellow* indicates the rate is within one percentage point of the state.

*Double Asterisk\*\** indicates n-size equaled less than 10 students; data not reportable.

**Table 9. Grades 9-11 ELA Proficiency 2024-25**

Reading	CC Number	CC Percent	EE Number	EE Percent	GO Number	GO Percent	HC Number	HC Percent	WC Number	WC Percent	State Percent
Grade 09	**	**	**	**	**	**	11/13	<b>84.6</b>	25/34	73.5%	73.7%
Grade 10	10/18	55.6%	**	**	**	**	11/16	68.8%	21/26	<b>80.8%</b>	72.3%
Grade 11	17/27	63%	**	**	3/12	25%	12/18	66.7%	9/17	52.9%	67.6%
All Student	27/82	32.93%	**	**	N/A	N/A	34/47	<b>72.3%</b>	55/77	71.4%	71.6%

**Note.** Data listed for each school are from the 2024-25 ISASP assessment. State data are from [state statistics](#) on student proficiency in reading and mathematics. Storm Lake/Iowa Central/Buena Vista Early College Charter High School serves only Grade 12 students; therefore, ISASP proficiency data is non-applicable. **Bold green** indicates the students performing above state performance levels; *Italic yellow* indicates the rate is within one percentage point of the state.

*Double Asterisk\*\** indicates n-size equaled less than 10 students; data not reportable.

**Table 10. Grades 9-11 Mathematics Proficiency 2024-25**

Math	CC Number	CC Percent	EE Number	EE Percent	GO Number	GO Percent	HC Number	HC Percent	WC Number	WC Percent	State Percent
Grade 09	**	**	**	**	**	**	7/13	53.8%	20/34	58.8%	63.1%
Grade 10	8/20	40%	**	**	**	**	6/16	37.5%	20/26	<b>76.9%</b>	65.8%
Grade 11	10/27	37%	**	**	2/14	14.3%	7/19	36.8%	5/17	29.4%	63.9%
All Student	10/82	12.2%	**	**	N/A	N/A	20/48	41.6%	45/77	58.4%	69.1%

**Note.** Data listed for each school are from the 2024-25 ISASP assessment. State data are from [state statistics](#) on student proficiency in reading and mathematics. Storm Lake/Iowa Central/Buena Vista Early College Charter High School serves only Grade 12 students; therefore, ISASP proficiency data is non-applicable. **Bold green** indicates the students performing above state performance levels.

*Double Asterisk\*\** indicates n-size equaled less than 10 students; data not reportable.

## E. Number and Qualifications of Teachers and Administrators

The number and qualifications of teachers and administrators for the seven charter schools are presented in Table 11. All charter schools report employing staff who meet qualification criteria, including those with full, conditional, initial, or other recognized licensure (e.g., substitute authorization). However, not all schools provided complete data on administrator licensure. For additional details on teacher and administrator degrees, see Appendix A.

**Table 11a. Number and Qualifications of Teachers**

School	Full	Conditional	Initial	Other <sup>1</sup>	Total Qualified Teachers
Choice	21	1	3	4	29
Empowering	2	0	0	0	2
Great Oaks	3	2	0	2	7
Hamburg	0	0	4	0	4
Horizon	12	1	6	0	19
Storm Lake	1	0	0	0	1
West Central	13	1	3	0	17
<b>TOTAL</b>	<b>52</b>	<b>5</b>	<b>16</b>	<b>6</b>	<b>79</b>

**Table 11b. Number and Qualifications Administrators**

School	Full	Initial	Other <sup>2</sup>	Total Qualified Administrators
Choice	2	0	0	2
Empowering	2	0	0	2
Great Oaks	1	0	0	1
Hamburg	*	*	*	*
Horizon	1	0	0	1
Storm Lake	*	*	*	*
West Central	*	*	*	*
<b>TOTAL</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

<sup>1</sup> Teachers: Other means **not indicated as fully, conditionally or initially certified as a teacher**. Note that the staff in other departments have substitute authorization or an equivalent.

<sup>2</sup> Administrators: Other means **not indicated as fully certified as an administrator**. Note that the administration in other areas have an educational certification or degree and are serving in a director or coordinator-level role.

*Asterisk\** = data was not included in the charter school annual report submission.

## **F. Financial Sustainability**

Total revenue, expenditures, and carryover amounts for the prior, current, and projected fiscal years are provided in Table 12. Student enrollment and per-pupil funding remain the primary drivers of charter school financial performance. To strengthen sustainability and long-term financial health, many charter schools are actively working to (a) increase enrollment through open tours, local promotion, and partnerships with community colleges for dual enrollment, and (b) diversify revenue through grants, fundraising, and deepen community engagement.

Four of the seven currently operating public charter schools in the state—authorized under Iowa Code chapters 256E and 256F—had expenditures that exceeded revenues and incurred negative carryover for FY25.

Two of the schools showing deficits—West Central Charter High School and Storm Lake/Iowa Central/Buena Vista Early College Charter High School—are school board model charter schools. In these cases, the local school district acts as the fiscal agent and is responsible for covering any financial shortfalls. Further, the final two schools showing deficits—Great Oaks High School and Career Center-Des Moines and Horizon Science Academy-Des Moines—are supported by Charter Management Organizations that provide direct financial support to the charters they establish. Therefore, these reported deficits do not indicate financial instability in the same way they would for independently operated charter schools authorized under Iowa Code chapter 256E.

**Table 12. Charter School Finance Table**

Metric	CC 2023-24	CC 2024-25	CC 2025-26	EE 2023-24	EE 2024-25	EE 2025-26	GO 2023-24	GO 2024-25	GO 2025-26	HC 2023-24	HC 2024-25	HC 2025-26
#Students	229	227	320	N/A	120	190	N/A	198	252.00	50	58	68
Revenue	\$1,908,285	\$3,071,817	\$3,224,978	N/A	\$1,874,571.60	\$1,745,144.00	N/A	\$1,707,133	\$3,200,825	\$320,013.35	\$390,474.12	\$992,121.98
Expenditures	\$2,143,547	\$2,854,217	\$3,254,006	N/A	\$1,763,268.86	\$1,737,359.25	N/A	\$ 1,934,350	\$ 3,164,296	\$429,013	\$750,372	\$798,000
Carryover	<b>\$(235,262)</b>	\$217,600	<b>\$(29,028)</b>	N/A	\$111,302.74	\$7,784.75	N/A	<b>\$(227,217)</b>	\$36,529	\$27,134	\$42,671	\$125,000

Metric	HSA 2023-24	HSA 2024-25	HSA 2025-26	SL 2023-24	SL 2024-25	SL 2025-26	WC 2023-24	WC 2024-25	WC 2025-26
#Students	73	153	215	46	49	53	93	104	100
Revenue	\$2,171,686	\$2,344,665.44	\$ 3,109,703	\$405,320.26	\$565,382.00	\$562,176.80	\$ 972,205.88	\$ 1,098,282.30	\$ 1,018,809.30
Expenditures	\$2,793,350	\$3,012,700	\$3,744,196	\$621,553.91	\$926,526.90	\$852,440	\$ 1,662,046.36	\$ 2,068,660.00	\$ 1,839,300.00
Carryover	<b>\$(621,663.9)</b>	<b>\$(668,034)</b>	<b>\$(634,493)</b>	<b>\$(216,234)</b>	<b>\$(361,144)</b>	<b>\$(290,268)</b>	<b>\$(689,840.48)</b>	<b>\$(970,377.70)</b>	<b>\$(820,490.70)</b>

**Note.** Data are from section F in each Charter School Annual Report linked in Appendix A. **Bold pink** indicates a negative ending balance.

## G. Sustainability and Stakeholder Satisfaction Ratings

Projected enrollment data for the seven charter schools are shown in Tables 13 and 14. Six of the seven schools anticipate enrollment increases over the next two years, with growth ranging from modest (five students) to substantial (over 600 students). Horizon Science Academy-Des Moines plans to expand its grade offerings through Grade 7 by the 2027-28 school year.

All charter schools project continued service to demographically diverse student populations. In particular, Choice Charter, Empowering Excellence, Great Oaks High School and Career Center-Des Moines, and Storm Lake/Iowa Central/Buena Vista Early College Charter High School are expected to maintain high levels of diversity across race/ethnicity, free/reduced lunch eligibility, special education, and English learner status.

**Table 13. Projected Enrollment Data 2026-27 and 2027-28: Grades**

Demographics	CC 2026-27	CC 2027-28	EE 2026-27	EE 2027-28	GO 2026-27	GO 2027-28	HC 2026-27	HC 2027-28	HSA 2026-27	HSA 2027-28	SL 2026-27	SL 2027-28	WC 2026-27	WC 2027-28
Grade KG	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	60	60	N/A	N/A	N/A	N/A
Grade 01	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72	72	N/A	N/A	N/A	N/A
Grade 02	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50	72	N/A	N/A	N/A	N/A
Grade 03	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50	50	N/A	N/A	N/A	N/A
Grade 04	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50	50	N/A	N/A	N/A	N/A
Grade 05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25	50	N/A	N/A	N/A	N/A
Grade 06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25	25	N/A	N/A	N/A	N/A
Grade 07	8	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25	N/A	N/A	N/A	N/A
Grade 08	65	233	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 09	20	24	8	10	N/A	N/A	16	18	N/A	N/A	N/A	N/A	17	24
Grade 10	126	284	40	50	50	70	13	18	N/A	N/A	N/A	N/A	19	17
Grade 11	144	292	108	135	100	120	22	15	N/A	N/A	N/A	N/A	34	19
Grade 12	199	330	244	305	175	185	18	23	N/A	N/A	55	56	24	34
<b>Total Enrollment</b>	<b>562</b>	<b>1176</b>	<b>400</b>	<b>500</b>	<b>325</b>	<b>375</b>	<b>69</b>	<b>74</b>	<b>332</b>	<b>404</b>	<b>55</b>	<b>56</b>	<b>94</b>	<b>94</b>

**Table 14. Projected Enrollment Data 2026-27 and 2027-28: Demographics, Race/Ethnicity**

Demographics	CC 2026-27	CC 2027-28	EE 2026-27	EE 2027-28	GO 2026-27	GO 2027-28	HC 2026-27	HC 2027-28	HSA 2026-27	HSA 2027-28	SL 2026-27	SL 2027-28	WC 2026-27	WC 2027-28
FRL	104	106	280	350	240	280	65	68	77	75	36	37	53	56
IEP	136	303	28	35	58	65	17	17	10	12	25	25	15	18
EL	18	25	2	4	14	18	2	2	9	11	43	44	3	3
Male	253	466	172	215	215	245	38	41	53	52	26	27	38	39
Female	234	393	224	280	110	125	31	33	47	48	29	29	53	55
Nonbinary	18	33	4	5	0	5	1	1	0	0	N/A	N/A	0	0
White	355	877	130	161	105	120	62	65	35	32	5	5	86	85
Hispanic-Latino	120	567	12	15	110	130	7	9	15	20	34	34	5	6
African-American	32	23	156	195	100	115	0	0	44	36	2	2	0	0
Asian	4	7	2	4	3	5	0	0	2	5	13	14	0	0
Native Hawaiian- Pacific Island	2	2	12	15	3	5	0	0	2	5	13	14	0	0
Multi-Race	3	3	76	95	7	10	0	0	4	7	1	1	3	4
American Indian	12	48	12	15	0	0	0	0	0	0	0	0	N/A	N/A

*Asterisk\** = data was not included in the charter school annual report submission.

*Double Asterisk\*\** = insufficient data to calculate a projection.

## H. Findings of noncompliance across charters

During the 2024-25 school year, there were no findings of noncompliance across the schools in operation.

## I. Charter School Recommendations

All currently operating charter schools are expected to continue progressing toward their stated mission, vision, and goals. To support this, we recommend the State Board:

1. Continue reviewing data when considering charter renewals, including:
  - Information from this report, such as Mission, Vision, Goals and Progress; Enrollment and Demographics; Attendance, Graduation and Dropout; Student Achievement; Teacher and Administrator Qualifications; Financial Sustainability; Findings; and Recommendations.
  - Appendices containing reports on all required data submissions.
  - Any additional monitoring data deemed necessary.
2. Request performance updates from any underperforming charter at a subsequent State Board meeting.
3. Require independent charter schools with budget deficits for two consecutive years to:
  - a. Submit a brief budget action plan outlining steps to achieve future surpluses, and
  - b. Provide updates on this plan within their annual report.

*Note: "Independent charter schools" refers to those not supported by Charter Management Organizations (founding group model) or local school districts (school board model).*

## IV. Appendix A

See links to the full annual reports of each charter school below.

- [Choice Charter School Annual Report](#)
- [Empowering Excellence Charter School Annual Report](#)
- [Great Oaks High School and Career Center Annual Report](#)
- [Hamburg Charter High School Annual Report](#)
- [Horizon Science Academy- Des Moines Annual Report](#)
- [Storm Lake/Iowa Central/Buena Vista Early College Charter School Annual Report](#)
- [West Central Charter High School Annual Report](#)

# Iowa Charter School Reporting: Horizon Science Academy Des Moines

October 2025

## Introduction

Iowa Administrative Code chapter 281—19.14(256E) Reports.

**281 IAC 19.14(1) Annual report.** 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. 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.

**281 IAC 19.14(2) Annual financial report.** Each charter school shall submit a Certified Annual Report consistent with the requirements of Iowa Administrative Code chapter 281—chapter 99. The annual financial report is due to the department by September 15.

Note for charter schools authorized under Iowa Code chapter 256F, the same reporting requirements apply as indicated in Iowa Code section 256F.10, subsection 256F.10(2).



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# A. Mission, Vision, & Progress toward Goals

## Program Highlights

Horizon Science Academy Des Moines (HSADSM) proudly completed its second year of operation in School Year 2024–25, serving students in grades K–4 from across the city. HSADSM is uniquely situated within the historic Franklin School building in the Beavertdale neighborhood, offering families a public school choice distinct from Des Moines Public Schools (DMPS). During this current School Year 2025-26, HSADSM expanded per its charter to include 5th-grade programming.

As a public charter school authorized by the Iowa Department of Education, HSADSM is tuition-free, non-selective, and committed to preparing all students for future success through a STEM-focused curriculum, small class sizes, and a personalized learning environment. Unlike traditional district schools, families from anywhere in Des Moines may choose to enroll, creating a diverse and citywide student body. Governed by a local nonprofit board of community members and parents, the school benefits from both neighborhood roots and the strength of the Concept Schools charter network.

For the first time, two students participated in Concept School's annual Math Olympics competition, and all students from PreK to 4th grade engaged in STEM activities as part of their core classroom learning experience. This ranged from hatching baby chicks in an incubator to creating science fair projects at home in 4th grade. Students shared this with families and stakeholders as they toured each class. Our 3rd-grade students scored 70% proficiency in math on the ISASP test in Spring of 2025.

Our mission centers on equipping students with the knowledge, skills, and character to thrive in the 21st century. We are grateful to the families who entrusted us in this important founding stage, and we remain committed to providing a high-quality, innovative, and community-anchored educational experience for all Des Moines families who seek it.

## Data

Table 1 Mission and Vision

Mission	Vision
To foster an environment of inquiry and a love of learning so students are prepared to thrive in a STEM-focused college and world.	All students will enter college ready to excel in STEM subjects.

## Discussion

For the first time, two HSADSM students represented the school in Concept Schools’ annual Math Olympics competition, highlighting their problem-solving skills on a regional stage. Within the school, every student from PreK through 4th grade engaged in meaningful, hands-on STEM activities integrated into daily classroom learning. These experiences ranged from hatching baby chicks in an incubator to developing and presenting 4th-grade science fair projects at home. Families and community stakeholders were invited into classrooms to witness this learning in action, strengthening the school-community connection.

Academically, our focus on STEM yielded strong results. In spring 2025, 70% of HSADSM 3rd graders achieved proficiency in mathematics on the Iowa Statewide Assessment of Student Progress (ISASP). This milestone underscores our commitment to preparing students for long-term success. These achievements demonstrate both the strength of our STEM-focused approach and the unique opportunities HSADSM provides for families across Des Moines.

## B. Student Enrollment

### Introduction

HSADSM is part of the Concept Schools network, which has a 25-year history of successfully providing a high-quality, charter public education to historically underserved communities. Across Concept's network of schools, nearly 85% of students are racially diverse, and about 85% qualify for free and reduced lunch programs.

In its original charter application, HSADSM intended to serve a similar population. HSADSM sought to provide educational opportunities to students and families that they may otherwise not have access to.

### Data

Table 2 Student Enrollment

Demographic	Number 2022-23	Percent 2022-23	Number 2023-24	Percent 2023-24	Number 2024-25	Percent 2024-25
Kindergarten	N/A	N/A	34	43.0	39	26.0
1 <sup>st</sup> Grade	N/A	N/A	18	22.8	38	25.3
2 <sup>nd</sup> Grade	N/A	N/A	17	21.5	37	24.7
3 <sup>rd</sup> Grade	N/A	N/A	10	12.7	22	14.7
4 <sup>th</sup> Grade	N/A	N/A	N/A	N/A	14	9.3
FRL	N/A	N/A	N/A	N/A	119	79.3
IEP	N/A	N/A	7	8.9	5	3.3
ELL	N/A	N/A	6	7.6	5	3.3
Male	N/A	N/A	48	60.8	86	57.3
Female	N/A	N/A	31	39.2	64	42.7
White	N/A	N/A	32	40.5	68	45.3
Hispanic-Latino	N/A	N/A	17	21.5	21	14.0
African-American	N/A	N/A	21	26.6	41	27.3
Asian	N/A	N/A	1	1.3	N/A	N/A
Multi-Race	N/A	N/A	8	10.1	20	13.3
Total Current Enrollment	N/A	N/A	79	100%	150	100%

**Note:** 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).

### Discussion

In SY24-25, 57% of all students enrolled identified as African American, Hispanic/Latino, or of multiple races in the school information system, and 79% qualified as low-income families.

According to the 2025 IA School Performance Report, Des Moines Public Schools (DMPS) indicated similar demographics, with 61% of students identifying as African American, Hispanic/Latino, or of

multiple races, and 77% qualifying as low socio-economic status. As it mirrors the population of the local traditional school district, HSADSM is largely satisfied with the demographic makeup of the school.

While changes from SY23-24 to SY24-25 exist, HSADSM has been open for just two school years. It is difficult to draw any conclusions. The school will continue to monitor its subgroup populations with the intention of mirroring DMPS. During enrollment season, the school will increase marketing efforts in identified low-income areas of Des Moines to provide those families with a quality STEM-focused school of choice.

## C. Attendance & Dropout Rate

### Introduction

Attendance: 91%

Dropout: NA

Student Mobility: 11 students, .08%

Our enrollment coordinator supports collecting attendance and reviewing. We celebrate the highest class with attendance each month. If students are missing 5-10 days, we are reaching out to problem-solve barriers, provide support with incentives, and document conversations. If students leave the school, we reach out (enrollment coordinator or building principal) to ask why, get feedback, etc.

Student Mobility: Students are choosing a neighborhood school because they lack transportation. Students were also left to be homeschooled.

### Data

Table 3 Attendance and Dropout Rate

Area	2022-23	2023-24
Average Daily Attendance (ADA)	-	91%
Dropout Rate	-	N/A

**Note:** Attendance and Dropout Rates are a year in arrears; therefore, the most current data for these indicators is 2023-2024.

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 details about the methodology for these calculations.

Table 4 Student Mobility

Area	2022-23	2023-24	2024-25
Student Mobility	N/A	13/86	11/156

**Note:** Student Mobility data are from Infinite Campus. These data reflect the net percentage increase or decrease in student enrollment over the course of each year.

## Discussion

HSADSM began its third year of operation in August 2025, making it difficult to conclude the data. The student mobility rate was nearly halved from year 1 to 2, and we will monitor this to determine if there is a trend this school year.

The average daily attendance was 91% last year, and the enrollment coordinator will continue to monitor attendance as part of schoolwide MTSS practices.

## D. Graduation Rate

N/A: This section does not apply to Horizon Science Academy, as we served students in K-4 in the 2023-2024 year.

## E. Student Achievement

### Introduction

At HSADSM, student performance is continuously monitored through a combination of classroom-based assessments, regular state-approved benchmark assessments, and the Iowa Statewide Assessment of Student Progress (ISASP).

Teachers and administrators use this data to identify trends, adjust instruction, and provide targeted interventions through our Multi-Tiered System of Supports (MTSS). Best practices include regular data team meetings where grade-level staff review student progress, integrating STEM-based projects that allow for authentic demonstrations of learning, and hosting family engagement events where student growth is shared transparently.

As outlined in our charter contract with the Iowa Department of Education, HSADSM has established annual performance targets that include: (1) increasing the percentage of students scoring proficient or higher on ISASP in reading and mathematics, (2) demonstrating individual student growth as measured by state-approved benchmark assessments, and (3) reducing achievement gaps for subgroups of students, with annual progress benchmarks set toward meeting or exceeding state averages by the end of the charter term.

### Data

Table 5 Student Proficiency Data

Proficiency	2022-23	2023-24	2024-25
ISASP/DLM: Reading	-	44%	41.94%
ISASP/DLM: Math	-	56%	67.74%
ISASP/DLM: Science	-	N/A	N/A
Additional Test Data	-	N/A	N/A

Table 6 Student Growth Data

Proficiency	2022-23	2023-24	2024-25
ISASP/DLM: Reading	-	N/A	N/A
ISASP/DLM: Math	-	N/A	N/A
ISASP/DLM: Science	-	-	-
Additional Test 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 is from the FASTBridge Screener completed at the beginning, middle, and end of the year. Teachers used Heggerty in K/1 and 6-minute fluency in 2-4 to support learning and instruction.

Table 7 Additional Test Data: FASTBridge Screener

Proficiency	% Meeting Benchmark Fall 2024-25	% Meeting Benchmark Winter 2024-25	% Meeting Benchmark Spring 2024-25
K	65%	51%	51%
1	37%	39%	36%
2	45%	48%	50%
3	63%	55%	55%
4	50%	54%	50%

## Discussion

While HSADSM's overall proficiency data remained relatively flat during the first two years of operation, the 2025–26 school year marked the implementation of a more robust Multi-Tiered System of Supports (MTSS) to accelerate growth.

Using both ISASP results and state-approved benchmark data, teachers and administrators now systematically identify students in need of additional support and deliver differentiated, tiered

interventions aligned to individual needs. This includes targeted small-group instruction, push-in and pull-out academic supports, and regular progress monitoring cycles to evaluate effectiveness and adjust strategies.

By embedding MTSS into daily practice, HSADSM is strengthening instructional consistency, reducing achievement gaps, and building a sustainable system to improve proficiency over time. We anticipate that these efforts will result in measurable gains in reading and mathematics achievement in the coming school years.

## F. Financial Performance

### Introduction

The school's financial performance this year reflects our focus on supporting a growing student enrollment. We recorded a net expenditure of \$824,362, mainly due to investments in staff, programs, and facilities to meet the needs of more students. Although this resulted in a deficit, our solid enrollment growth provides a strong foundation for future revenue and a path toward balanced finances in the coming years.

Please note that Last year, HSADSM used the CAR (Certified Annual Report) because the audit had not yet been completed by the time of submission. This year, we used the Auditor's Report, which provides a more finalized and detailed view of the expenditures.

Moving forward, we will be using the Auditor's Report for consistency and transparency, unless otherwise requested. We've made these adjustments to ensure our reporting is as comprehensive and accurate as possible.

### Data

*Table 8 Financial Performance - Revenue*

Revenue Source		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
# Students		73	153	215
Total State Per Pupil Funding	3124	\$ 586,379	\$1,238,075	\$1,834,976
Special Ed	3301	76,660.20	127,298.93	157,000
Pre-K	3239		67,922.91	91,160
After Care	1840		71,576.9	102,594
Other income	16XX	3676.79	13,350.57	125,798
Student Activities	17XX	24,569.17	2,382	3,414
Contributions/Donations from Private Sources	192X	\$362,224.00	61,490	100,000
Charter Expansion Grant	4077		200,000	
ELIP	3342		12,001	12,038.13
Title I	45XX	22,446.74	29,940	81,370.09
Title II	4643	9,374	3,872	8,832.98
Title IV	4669	10,000	10,000	10,000

Revenue Source		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
Child Nutrition Act	455X	7,254.35	143,428	205,580
ESSER	4038	700,000		
CSP	4652	369,101.39	253,328.13	376,940
Loan Principal	5410		110,000	
<b>Total Revenue</b>		\$ 2,171,686	\$ 2,344,665.44	\$ 3,109,703

Table 9 Financial Performance - Expenditure

Expenditure		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
<b>Salaries/Benefits</b>				
Instruction	1000	933,810	1,551,652	2,188,522
Support Services - School Administration	24XX	402,968	384,091	428,026
Operation and Maintenance	26XX	132,162	71,304	93,905
<b>Non-Staff Expenditures</b>				
Purchased Professional and Technical Services	300		21,626	25,027
Audit Services	341		21,885	22,323
Professional Development	331	23,169	6,682	18,000
Legal Services	342	36,567.50	6,675	6,809
Travel	583		14,386	10,000
Software	652		24,271	30,000
Utility Services (water, trash)	41X	20,218	38,155	35,406
Management Fees	322		4,139.22	
Repair and Maintenance	43X	71,332	25,911	22,330
Rentals	44X	311,250	305,500	312,120
Cleaning Services	435	14,332	24,265	24,750
Construction Services	45X		30,100	
Insurance	52X	14,592	18,964	19,913
Communications (postage, telephone, internet)	53X	21,580	16,145	16,276
Natural gas/electric	62X	62,159	75,351	82,613
Advertising	540	226,943	130,630	40,000
Food for Food Service Program	63X	8,433	15,146.47	20,530



Expenditure		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
Classroom Supplies	612	343,177	42,040.16	90,000
Textbook substitutes		17,644		
National Food	571	73,582	137,803.90	193,646
Books/Periodicals		79,430	31,391.10	50,000
<b>Total Expenditures</b>		<b>\$ 2,793,350</b>	<b>\$ 3,012,700</b>	<b>\$ 3,744,196</b>

Table 10 Financial Performance - Net

Net		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
<b>Net Revenue/Expenditure</b>		<b>- \$ 621,663.9</b>	<b>- \$ 668,034</b>	<b>- \$ 634,493</b>

Source: CAR 2025

**Notes:** Financial data are from Charter Treasurer LLC. These data reflect projected revenues and expenditures for the charter school's first two years of operation, based on state per-pupil allocations, federal funding streams, private contributions, and anticipated start-up and operating costs.

## Discussion

Over the past three years, the school has seen steady growth in both enrollment and revenue, alongside increased expenditures to support that growth. Enrollment rose from 73 students in Year 1 to 215 students in Year 3, contributing to revenue growth from \$2.35 million to \$3.1 million. During the same period, expenditures increased from \$3.13 million to \$3.80 million, largely due to investments in staff, programs, and facilities needed for the expanding student enrollment.

Although these investments resulted in annual deficits, the trend of rising enrollment and revenue provides a strong foundation for future financial stability. To further strengthen our position, the school is also exploring opportunities to apply for external grants that can help support key programs and reduce pressure on operating funds. With continued growth, careful cost management, and potential grant funding, the school is well-positioned to move toward balanced budgets and improved financial performance in the coming years.

## G. Staffing and Qualifications

### Introduction

When recruiting staff, we partner with local colleges and universities to host practicum and student teachers. HSA uses community connections with our own educators to support the recruiting process. We use social media posts to advertise our small class sizes, STEAM focus, and leadership opportunities.

To retain staff members, we offer one-hour planning times, support from a building-level coach, shared decision-making, a small holiday stipend, 10 PTO days, and the opportunity for an additional bonus based on student growth.

## Data

Table 11 Staffing

Folder #	First Name	Last Name	Position	Qualification	License Type
980828	Laura	Cannon	Principal	Professional Administrator License	PK-12 Principal / PK-12 Special Education Supervisor - 189 Evaluator (New) - 190
337745	Amy	Nolte	Director of Teaching and Learning	Master Educator License	K-6 Teacher Elementary Classroom - 102 K-8 Reading - 148
353140	Monica	Kasch	Assistant Principal of Academics	Standard License	K-6 Teacher Elementary Classroom - 102 K-8 English/Language Arts - 119 K-8 Reading - 148
1116081	Kenna	Rasmussen	Assistant Principal of Operations	Standard License	K-6 Teacher Elementary Classroom - 102
1049223	Emily	Reiman	Enrollment Coordinator	Standard License	K-6 Teacher Elementary Classroom - 102
986655	Allison	Lee	Pre K Teacher	Standard License	PK-3 Teacher, Regular Education/Special Education - 100 K-6 Teacher Elementary Classroom - 102
968479	Amber	Forrest	Pre K Teacher	Master Educator License	K-6 Teacher Elementary Classroom - 102 PK-3 Teacher, PK-3 Classroom - 106 K-8 Reading - 148
998933	Joelle	Berns	Kindergarten Teacher	Standard License	PK-3 Teacher, Regular Education/Special Education - 100 PK-K Early Childhood Special Education - 262
1041976	Cierra	Strong	Kindergarten Teacher	Initial License	K-6 Teacher Elementary Classroom - 102 K-8 Social Studies - 164
1022172	Alyssa	Patten	Kinder Teacher	Standard License	K-6 Teacher Elementary Classroom - 102 K-8 English/Language Arts - 119 K-8 Reading - 148
1002481	Alex	Pals	1st	Master Educator License	K-8 Reading - 148 K-6 Teacher Elementary Classroom - 102 K-8 Mathematics - 142 K-8 Science-Basic - 150

Folder #	First Name	Last Name	Position	Qualification	License Type
1136540	Taylor	Morland	1st	Initial License	K-6 Teacher Elementary Classroom - 102 5 - 8 Middle School Language Arts - 1821 5 - 8 Middle School Social Studies - 1824
1119247	Binti	Mohamed	2nd	Initial License	K-6 Teacher Elementary Classroom - 102 K-12 English Language Learner - 104 K-8 Reading - 148
1119290	Patricia	Bistrican	2nd	Initial License	K-6 Teacher Elementary Classroom - 102 K-8 English/Language Arts - 119 K-8 Reading - 148
1010248	Brittni	Schwartz	3rd	Initial License	K-6 Teacher Elementary Classroom - 102 K-8 Mathematics - 142 K-8 Reading - 148
1123815	Emma	Shanahan	3rd	One-Year Conditional	PK-3 Birth through grade three, Inclusive Settings - 1001 K-8 English/Language Arts - 119 K-8 Reading - 148
1020983	Chelsea	Keeney	4th	Standard License	K-6 Teacher Elementary Classroom - 102 K-8 Reading - 148
983448	Crystal	Buldhaupt	5th	Standard License	K-6 Teacher Elementary Classroom - 102 K-8 Social Studies - 164 5-8 Middle School Generalist - 182 K-8 Reading - 148
1107825	Teresa	Harder	Special education teacher	Standard License	K-6 Teacher Elementary Classroom - 102 K-12 English Language Learner - 104 K-8 Reading - 148 K-8 Instructional Strategist I: Mild/Moderate - 260
230934	Madonna	Bloom	ESL	Master Educator License	K-6 Teacher Elementary Classroom - 102 K-8 Reading - 148 K-12 English Language Learner - 104
1125464	Quentin	Pinkerton	PE	Initial License	K-8 Physical Education - 146 5-12 Physical Education - 147 5-12 Health - 138

Folder #	First Name	Last Name	Position	Qualification	License Type
1019757	Anna	Brousard	STEAM	Standard License	K-6 Teacher Elementary Classroom - 102 K-8 Social Studies - 164 K-8 Reading - 148
982115	Paige	Harpin	Music	Standard License	K-8 Music - 144 5-12 Music - 145
231016	Amanda	Gillaspey	Teacher Assistant	Standard License	K-6 Teacher Elementary Classroom - 102 K-8 Reading - 148

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

## Discussion

HSADSM is committed to sustaining a strong and diverse team of educators by implementing proactive recruitment and retention strategies. We partner with local universities, teacher preparation programs, and professional networks to attract highly qualified candidates who share our STEM-focused mission.

Once hired, teachers receive ongoing professional development, mentoring, and opportunities to lead schoolwide initiatives that promote both growth and job satisfaction. Competitive compensation, supportive working conditions, and a collaborative school culture further contribute to high staff retention.

These efforts ensure that HSADSM can maintain instructional continuity and deliver high-quality learning experiences for students over time.

## H. Sustainability, Trends, & Satisfaction

### Introduction

As expected, HSADSM enrollment is increasing from the lower grades up. To start SY2025-26, HSA increased the number of sections at several early elementary grade levels. As these students age, the number of sections in upper elementary and middle school will increase accordingly. Staff and family satisfaction is high, and the school recently organized a Parent-Teacher Organization to help expand programs and raise awareness of the school.

### Data

*Table 12 Projected Student Enrollment*

Demographic	Number 2025-26	Number 2026-27	Number 2027-28
Grade K	60	60	60
Grade 1	50	72	72
Grade 2	50	50	72
Grade 3	50	50	50
Grade 4	25	50	50
Grade 5	25	25	50
Grade 6	N/A	25	25

Grade 7	N/A	N/A	25
<b>Total Current Enrollment</b>	<b>260</b>	<b>332</b>	<b>404</b>

Table 13 Projected Student Enrollment by Demographics

Demographic	Number 2025-26	Number 2026-27	Number 2027-28
FRL (%)	N/A	77	75
IEP (%)	5	10	12
ELL (%)	4	9	11
Male (%)	54	53	52
Female (%)	46	47	48
White (%)	37	35	32
Hispanic-Latino (%)	13	15	20
African-American (%)	48	44	36
Asian-Pacific Island (%)	0	2	5
Multi-Race (%)	1	4	7

**Note:** Projected Student Enrollment data are from Infinite Campus. These data reflect actual enrollment from 2024–2025, our projected enrollment for 2025–2026, and growth projections for 2026–2027 and 2027–2028 as we expand toward full capacity.

## Discussion

As HSADSM continues to expand to its intended footprint of serving K-12 students, HSADSM expects its demographics to remain as noted in Table 9. The data is similar to that of the local traditional district, Des Moines Public Schools. The school will continue to add a grade level each year, and if the trend continues, it will also add sections in lower grades as younger students age up.

HSADSM prides itself on its community and family satisfaction. While engagement and communication are central to all staff, one staff member is charged with establishing and maintaining positive relationships. She organizes and facilitates community events that raise awareness of the school brand, highlight the benefits the school provides to students, and positively impact enrollment. School leaders believe that the satisfaction gap between families' willingness to recommend the school and the education their children receive will shrink as teachers and leaders implement more robust MTSS structures and engaging teaching and learning.

## I. Annual Progress toward Charter-Identified Goals

### Introduction

For SY 2024-25, HSADSM identified three charter-identified goals:

- **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.

## Data

*Table 13 Progress toward Charter-Identified Goals over the Last Year*

Charter Goal	Annual Progress
Goal 1	55% of all students were proficient as measured by STAR Early Literacy benchmark assessments at the end of the school year.
Goal 2	HSADSM hosted a STEM event where each student engaged in a project and presented it to other classrooms, along with parent visitors. Students also participated in 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	From 2023-24, the impact was not measured due to a limited number of responses. SY2024-25 will serve as the benchmark for SY2025-26.

**Note:** Charter goal data are from Actual activities.

## Discussion

HSADSM fell shy of its target goal by 5%. By embedding MTSS into daily practice, HSADSM is strengthening instructional consistency, reducing achievement gaps, and building a sustainable system to improve proficiency over time. We anticipate that these efforts will result in measurable gains in reading and mathematics achievement in the coming school years.

# Iowa Charter School Reporting: Empowering Excellence Charter School

October 2025

## Introduction

Iowa Administrative Code chapter 281—19.14(256E) Reports.

**281 IAC 19.14(1) Annual report.** 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. 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.

**281 IAC 19.14(2) Annual financial report.** Each charter school shall submit a Certified Annual Report consistent with the requirements of Iowa Administrative Code chapter 281—chapter 99. The annual financial report is due to the department by September 15.

Note for charter schools authorized under Iowa Code chapter 256F, the same reporting requirements apply as indicated in Iowa Code section 256F.10, subsection 256F.10(2).

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# A. Mission, Vision, & Progress toward Goals

## Program Highlights

Empowering Excellence Charter School (EECS) supports Iowa’s at-risk youth in grades 9th - 12th through a competency-based, flexible learning model anchored in building student connections through mentor relationships, personalized pacing, and collaborative community-based support. In 2024–25, EECS served 200 students and celebrated 51 graduates, many of whom had previously dropped out of their resident districts or believed high school completion was no longer possible.

The school’s approach meets students where they are. Each student is paired with a personal mentor who provides ongoing coaching, accountability, and connection. Students reported that this meaningful and consistent connection helped them reconnect with their hopes and dreams of earning their high school diploma. Further, our students consistently demonstrated unprecedented academic credit completion and engagement. In part, this is due to how students make progress, which is by demonstrating mastery of content rather than through seat time. EECS students, many of whom are parents, working, or in placement or under court supervision, find this competency-based framework valuable in making real academic progress while managing their life responsibilities.

EECS’ partnerships with community organizations, including Four Oaks, Tanager, and Foundation 2, strengthen the network of support for students navigating situations such as homelessness, trauma, or incarceration. These partners and other local agencies now refer students directly to EECS because of the consistent success students in these situations have shown in re-engaging after previously exiting the education system.

What sets EECS apart is its culture of belonging and belief. Students describe the school as the first place they felt seen, heard, and capable of success. Parents report that EECS’s flexibility and mentor support reignited their children’s motivation to graduate and plan for their future. Through this intentional design of flexible scheduling, personalized mentorship, and deep community connection, EECS is redefining what’s possible for Iowa’s most vulnerable students.

## Data

Table 1 Mission and Vision

Mission	Vision
At EECS, our mission is to Activate Excellence by providing students with a flexible, personalized, and forward-thinking education that will help them achieve their academic, professional, and personal goals.	Our vision is to cultivate students who are prepared for life after high school through mentoring, educational counseling, and career-related fields.

## Discussion

Empowering Excellence Charter School met its mission and vision by making mentoring the foundation of student and family connection. The mentoring system established consistent relationships that built trust, accountability, and support. Through our LMS, students received targeted academic coaching focused on course completion and progress.

Flexible scheduling removed barriers such as parenting responsibilities, full-time employment, and student mobility. This allowed coursework to be adjusted in real time based on student needs and feedback. In addition, EECS cultivated a community-based support network through staff support, engaging families and providing the stability needed for students to succeed.

## B. Student Enrollment

### Introduction

Two-thirds of our enrollment is in 12th grade, defined as students who are 18 or older during the school year. This reflects that most students arrive credit-deficient under a traditional four-year timeline. Labeling an 18-year-old as a 9th grader creates barriers to academic progress with at-risk youth.

Eighty-seven percent of students qualify for free and reduced lunch. Enrollment by gender is nearly even. Seventy-two percent of students identify as belonging to a demographic other than white.

Recruitment is driven primarily by word-of-mouth referrals from students and families. We also partner with existing support systems for at-risk youth, including JCOs, homelessness programs, mental health providers, trackers, and court liaisons. In addition, we invest in both traditional and social media advertising to expand outreach. Traditional media advertising is completed through KCRG and its parent company.

### Data

Table 2 Student Enrollment

Demographic	Number 2022-23	Percent 2022-23	Number 2023-24	Percent 2023-24	Number 2024-25	Percent 2024-25
Kindergarten	N/A	N/A	N/A	N/A	N/A	N/A
1 <sup>st</sup> Grade	N/A	N/A	N/A	N/A	N/A	N/A
2 <sup>nd</sup> Grade	N/A	N/A	N/A	N/A	N/A	N/A
3 <sup>rd</sup> Grade	N/A	N/A	N/A	N/A	N/A	N/A
4 <sup>th</sup> Grade	N/A	N/A	N/A	N/A	N/A	N/A
5 <sup>th</sup> Grade	N/A	N/A	N/A	N/A	N/A	N/A
6 <sup>th</sup> Grade	N/A	N/A	N/A	N/A	N/A	N/A
7 <sup>th</sup> Grade	N/A	N/A	N/A	N/A	N/A	N/A
8 <sup>th</sup> Grade	N/A	N/A	N/A	N/A	N/A	N/A
9 <sup>th</sup> Grade	N/A	N/A	N/A	N/A	N/A	N/A
10 <sup>th</sup> Grade	N/A	N/A	N/A	N/A	N/A	N/A
11 <sup>th</sup> Grade	N/A	N/A	N/A	N/A	40	33
12 <sup>th</sup> Grade	N/A	N/A	N/A	N/A	80	67
FRL	N/A	N/A	N/A	N/A	104	87
IEP	N/A	N/A	N/A	N/A	11	9
ELL	N/A	N/A	N/A	N/A	0	0
Male	N/A	N/A	N/A	N/A	57	48
Female	N/A	N/A	N/A	N/A	60	50
Nonbinary	N/A	N/A	N/A	N/A	3	2

Demographic	Number 2022-23	Percent 2022-23	Number 2023-24	Percent 2023-24	Number 2024-25	Percent 2024-25
White	N/A	N/A	N/A	N/A	34	28
American Indian or Alaska Native	N/A	N/A	N/A	N/A	0	0
Hispanic-Latino	N/A	N/A	N/A	N/A	8	7
African-American	N/A	N/A	N/A	N/A	62	52

**Note:** 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).

## Discussion

During 2024–25, we successfully met the needs of at-risk youth who are balancing full-time work, parenting responsibilities, homelessness, and court involvement. Many of these students come from historically underserved populations, and our demographics reflect high representation of these groups, including students qualifying for free and reduced lunch.

Recruitment remains effective because of our singular focus on meeting individual student needs and working alongside the community partners who support them. Our role within the larger community is to ensure these students have consistent access to education and support, and we continue to fulfill that responsibility.

## C. Attendance & Dropout Rate

### Introduction

The school was not in operation during the years displayed; therefore, no data is available to report.

### Data

Table 3 Attendance and Dropout Rate

Area	2022-23	2023-24
Average Daily Attendance (ADA)	N/A	N/A
Dropout Rate	N/A	N/A

**Note:** Attendance and Dropout Rates are a year in arrears; therefore, the most current data for these indicators is 2023-2024.

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 details about the methodology for these calculations.

Table 4 Student Mobility

Area	2022-23	2023-24	2024-25
Student Mobility	N/A	N/A	69%

**Note:** Student Mobility data are from our SIS, which is JMC. These data reflect the net percentage increase or decrease in student enrollment over the course of each year.

## Discussion

No attendance or dropout data were available for the years listed.

Our enrollment attrition and mobility annual target was 50%. We exceeded our goal by 19%. With regard to maintaining this percentage or improving upon it, we have made plans to expand our staff by adding an engagement specialist. Further, we have diversified our enrollment process so the onboarding process for students is much more collaborative and built through our school culture of community. Also, we have further invested in training our mentors and enhancing their skillset in developing meaningful connections with students, as well as providing successful social and academic support.

## D. Graduation Rate

### Introduction

In 2024–25, we graduated 51 students. These students represented a wide range of entry points, from those with many credits completed to those beginning with very few.

Students completed an average of 7–9 credits during the school year. Because enrollment was staggered, not all students were present for the full nine months. In general, students who earn 1–2 credits per month remain on track for graduation, and this rate of progress is consistent with the 7–9 credit range achieved.

Ninety-one students met the credit benchmarks necessary to stay on a successful path toward graduation, demonstrating how a change in learning environment supported their academic progress.

Our practices emphasized mentoring to build student connection, success coaching through our LMS for targeted academic support, and layered community-based supports when challenges arose. This approach ensured students received consistent guidance, encouragement during setbacks, and reinforcement of progress when they excelled.

We did not have a graduation target in our contract with the SBE.

### Data

Table 5 Credit Accrual and Students On-Track to Graduate

Area	2022-23	2023-24	2024-25
Credit Accrual - Grade 11	N/A	N/A	7.35
Credit Accrual - Grade 12	N/A	N/A	9.8
Students On-Track for Graduation	N/A	N/A	91

**Note:** Credit Accrual data are from our SIS, which is JMC. These data reflect the average number of credits accrued per grade level.

Students On-Track for Graduation data are from our SIS, which is JMC. These data reflect the percentage of students meeting the expected credit accrual rate to graduate.

## Discussion

We helped 51 at-risk students earn their high school diplomas. Students entered with credit standings ranging from very few credits to nearly finished, showing our ability to work with a wide range of academic needs and levels of readiness. Progress was supported through consistent mentoring, success coaching built into our LMS, and a community support network that responded quickly to both academic and personal challenges.

These combined efforts provided timely support, steady follow-up, and individualized attention tailored to each student's situation. While no graduation target was set in our SBE contract, the results clearly demonstrate that our approach effectively moves students from where they start to successful graduation outcomes.

## E. Student Achievement

### Introduction

We track student progress through monthly credit completion data and ongoing monitoring of logged instructional minutes. These measures guide support in time management, scheduling courses, and academic stamina. ISASP results are analyzed to identify strengths and gaps in assessed standards.

Universal support is designed with embedded differentiation to ensure success for all students, while additional targeted interventions are applied as soon as data indicates a student is struggling. This approach allows us to adjust learning environments quickly to improve student outcomes.

### Data

Table 6 Student Proficiency Data

Proficiency	2022-23	2023-24	2024-25
ISASP/DLM: Reading	N/A	N/A	15.38
ISASP/DLM: Math	N/A	N/A	12.2
ISASP/DLM: Science	N/A	N/A	15
Additional Test Data	N/A	N/A	N/A

Table 7 Student Growth Data

Growth	2022-23	2023-24	2024-25
ISASP: Reading	N/A	N/A	20
ISASP: Math	N/A	N/A	17
ISASP: Science	N/A	N/A	N/A
Additional Test Data	N/A	N/A	N/A

**Notes:** 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.

Discussion

Using the In-Depth View on the ISPP, 15.38% of EECS students were proficient in Reading, 12.2% in Math, and 15% in Science. Growth percentiles showed 20% in Reading and 17% in Math; no growth data is available for Science.

The school did not meet the contractual annual targets of 25% proficiency in English and Math, an English SGP of 25%, and a Math SGP of 29%.

In response, EECS has added staffing to increase student engagement and provide targeted social and academic support. The school is working to improve ISASP participation rates to strengthen data accuracy. When students show signs of struggle in LMS coursework, support further emphasizes in-person support, study skills, goal setting, time management, and academic stamina.

Additionally, mentoring efforts are focused on helping students understand the value of state testing as a reflection of both individual progress and school performance.

F. Financial Performance

Introduction

Future enrollment projections were based on replacing graduating students from spring 2024–25, and we successfully met and exceeded that projection at the start of the 2025–26 school year. The budget was built from the verified starting enrollment rather than anticipated growth, ensuring accuracy with our budgeted starting 2025–26 student enrollment. We also worked closely with our LMS provider to secure improved pricing that better supports all students and conducted a thorough review of operating expenses.

While we anticipate enrollment growth to approximately 300 students this year, financial planning remains grounded in the confirmed enrollment baseline, which has already been achieved and surpassed.

Data

Table 8 Financial Performance - Revenue

Revenue Source		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
# Students		0.00	120	190
Total State Per Pupil Funding	3124	\$ -	\$1,243,321.00	\$1,624,629.00
Transportation Fees	14XX		\$0	\$0
Investment and Deposit Income	15XX		\$50.54	\$250.00

Revenue Source		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
Food Service	16XX		\$0	\$0
Student Activities	17XX		\$0	\$0
Contributions/Donations from Private Sources	192X		\$21,152.00	\$0
Textbook Sales and Rentals	194X		\$0	\$0
School Food Service Program	325X		\$0	\$0
Title I	45XX		\$13,000.00	\$18,750.00
Child Nutrition Act	455X		\$0	\$0
Title II	4643		\$1750.00	\$2250.00
Title IV	4669		\$8500.00	\$10,000.00
Other Source	4077		\$495,499.98	\$0
Special Education	1324		\$91,298.18	\$89,265.00
<b>Total Revenue</b>		<b>\$ -</b>	<b>\$ 1,874,571.60</b>	<b>\$ 1,745,144.00</b>

Table 9 Financial Performance - Expenditure

Expenditure		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
<b>Salaries/Benefits</b>				
Instruction	1000		\$274,097.52	\$365,967.46
Support Services - Students	21XX		\$1,447.35	\$0
Support Services - Instruction	22XX		\$103,337.89	\$293,283.00
Support Services -General Administration	23XX		\$137,749.19	\$126,236.00
Support Services - School Administration	24XX		\$135,148.19	\$176,406.00
Support Services - Business & Central	25XX		\$0	\$0
Operation and Maintenance	26XX		\$0	\$0
Student Transportation	27XX		\$0	\$0
Food Services	31XX		\$0	\$0
<b>Non-Staff Expenditures</b>				
Purchased Professional and Technical Services	300		\$178,559.63	\$138,636.79
Audit Services	341		\$34,875.00	\$18,500.00
Legal Services	342		\$0	\$9,900.00
Utility Services	41X		\$0	\$0

Expenditure		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
Cleaning Services	42X		\$0	\$1,000.00
Repair and Maintenance	43X		\$75,957.66	\$0
Rentals	44X		\$59,590.48	\$90,000.00
Construction Services	45X		\$0	\$0
Insurance	52X		\$5471.50	\$15,000.00
Communications (postage, telephone)	53X		\$36,721.60	\$22,000.00
Supplies	61X		\$44,349.70	\$25,750.00
Natural gas/electric	62X		\$1905.07	\$0
Fuel	62X		\$0	\$0
Food for Food Service Program	63X		\$0	\$0
Books/periodicals	64X		\$0	\$0
Textbook substitutes	65X		\$559,454.87	\$386,505.00
Student Transportation supplies	67X		\$0	\$0
Equipment	73X		\$58,716.61	\$38,675.00
Travel	580		\$0	\$0
Contracted Transportation	515		\$29,999.98	\$26,000.00
Dues and Fees	810		\$25,886.62	\$3,500.00
<b>Total Expenditures</b>		<b>\$ -</b>	<b>\$1,763,268.86</b>	<b>\$1,737,359.25</b>

Table 10 Financial Performance - Net

Net		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
<b>Net Revenue/Expenditure</b>		<b>\$ -</b>	<b>\$ 111,302.74</b>	<b>\$ 7784.75</b>

**Notes:** Financial data are from the Budget Report from Jonathan Gillen, SBO, through Charter Impact. These data reflect Budgetary Information from years of operation and projections.

## Discussion

The School generated a positive cash reserve in FY24-25 and achieved its FY25-26 enrollment targets through focused summer recruitment efforts.

## G. Staffing and Qualifications

### Introduction

We align hiring decisions to identified skill needs while maintaining fiscal responsibility. To support retention and recruitment, we focus on creating a positive and supportive work environment. Specifically, we focus on student needs and not necessarily specific adult roles. While all staff have their roles and



responsibilities, the laser-focused priority on students creates a collaborative and community-based culture where we all work together to support students.

In education, this framework is built directly out of John Hattie's work on what best impacts students' learning, which is collective efficacy. In short, the more we focus on supporting each other and supporting students, the better we are as a team and the more rewarding our work.

Positions are posted through Teachlowa, referrals, and an open application process. We maintain and update an applicant file regularly to ensure staffing aligns with evolving student needs.

## Data

Table 11 Staffing

Folder #	First Name	Last Name	Position	Qualification	License Type
980672	Sarah	Swayze	Executive Director	Master Educators License	5-12 Instructional Strategist: Mild/Moderate - 261 5-12 English/Language Arts - 120
967478	Annie	Bradford	Director of Education	Professional Administrator License, Master Educators License	PK-12 Principal/PK-12 Special Education Supervisor - 189 Evaluator (New) - 190 K-8 Instructional Strategist I: Mild/Moderate - 260 K-6 Teacher Elementary Classroom - 102 K-12 Instructional Strategist II:BD/LD - 263
345332	Charles	Mausser	Principal	Work-Based Learning Supervisor Master Educators License Professional Administrators License	9-12 Work Based Learning Supervisor - 290 K-8 Music - 144 5-12 Music - 145 PK-12 Principal/PK-12 Special Education Supervisor - 189 Evaluator (New) - 190
N/A	Amy	Conyers	Student Support Specialist	N/A	N/A
N/A	Shawn	Carlson	Secretary	N/A	N/A

Folder #	First Name	Last Name	Position	Qualification	License Type
967661	Alta	Black	Special Education Teacher	Standard License	K-6 Teacher Elementary Classroom - 102 K-8 Instructional Strategist I: Mild/Moderate - 260 K-12 Instructional Strategist II: BD/LD - 2623 K-12 Instructional Strategist II: ID - 264
N/A	Janessa	Morgan	Administrative Assistant	N/A	N/A
N/A	Lu	Wherry	Grant Writer	N/A	N/A
N/A	Tamika	Brown	Community Outreach	N/A	N/A
N/A	Cecilia	Bwanakweri	Mentor	N/A	N/A
N/A	Mark	Christianson	Mentor	N/A	N/A
N/A	Chatara	Davis	Mentor	N/A	N/A
N/A	Allison	Deao	Mentor	N/A	N/A
N/A	Lanny	Downing	Mentor	N/A	N/A
N/A	Zach	Owen	Mentor	N/A	N/A
N/A	Denise	Pape	Mentor	N/A	N/A
N/A	Zhen E	Rammelsberg	Mentor	N/A	N/A
N/A	Addison	Sargent	Mentor	N/A	N/A
N/A	Elisha	Sayasit	Mentor	N/A	N/A
N/A	Ashley	Walsh	Mentor	N/A	N/A
N/A	Adam	Koester	Mentor	N/A	N/A
N/A	Mackenzie	Taghon	Mentor	N/A	N/A
N/A	Becky	DeWald	Mentor	N/A	N/A

**Note:** Staffing data is from the Fall BEDS Staff report to the Iowa Department of Education. Fall BEDS did not work for us successfully in 24-25. We have listed our staffing for the year 24-25.

## Discussion

At EECS, we recruit and keep staff by using the professional networks we've built in the community. Similar to our enrollment, many of our staff have come by referrals from current staff. Current staff share how much they enjoy the work and the impact we are having on high school youth, and people in their professional network submit their applications. Further, our relationships with placement services and specifically support staff in the juvenile court system have had people in their professional network reach out or submit an application. We add to this with consistent marketing on both traditional and social media. Traditional media is completed through KCRG and its parent company.

Just as important, we focus on building a workplace where people enjoy the work they do. That culture leads staff to refer friends, peers, and community members who have the right skills to help our students succeed.

## H. Sustainability, Trends, & Satisfaction

### Introduction

Our efforts focus on three areas. First, we connect students with staff, resources, and our school community to ensure consistent support. This involves an individual mentor and support from all of our office staff. Further, students receive support from an academic coach through our LMS.

Second, we operate with transparency and respond directly to student needs. This means that we respond to students in the moment. We move with agility and urgency because we value our students and want them to know how much we appreciate their efforts and value them as members of our school.

Third, we strengthen our relationships with community organizations serving our students. This means we work to meet the specific needs of the organizations we partner with, including placement and support services within the juvenile court system. Staff in these industries are often undervalued and overworked. We work to make sure we are abundantly supportive of them and their needs, so we are a value-added component to their work. These relationships are of the utmost importance to EECS.

We also use targeted marketing through traditional and social media to expand awareness and engagement with EECS. We partner with KCRG and their parent company for our marketing. Further, we have an ongoing and increasingly meaningful relationship with their marketing staff. They deeply believe in the mission of EECS, and we equally value their investment in EECS, our mission, and the impact we are all having on our students.

### Data

*Table 12 Projected Student Enrollment*

Demographic	Number 2025-26	Number 2026-27	Number 2027-28
9th Grade	6	8	10
10th Grade	30	40	50
11th Grade	81	108	135
12th Grade	183	244	305
FRL	210	280	350
IEP	21	28	35
ELL	0	2	4
Male	129	172	215
Female	168	224	280
Nonbinary	3	4	5
White	99	130	161
Hispanic-Latino	9	12	15

Demographic	Number 2025-26	Number 2026-27	Number 2027-28
African-American	117	156	195
Asian-Pacific Island	9	12	15
American Indian or Alaska Native	9	12	15
Asian	0	2	4
Multi-Race	57	76	95
<b>Total Current Enrollment</b>	<b>300</b>	<b>400</b>	<b>500</b>

**Note:** Projected Student Enrollment data are from our SIS, which is JMC. These data reflect our average increase in students each month for the 24-25 school year. On average, we added about 11-12 students. Further, these trends are continuing to play out in the 25-26 school year.

Table 13 Satisfaction Ratings

Data Source	Data Results
Graduation Surveys from EECS, & Student Testimonials.	31% of EECS graduates provided detailed testimonials confirming that the school was instrumental in their ability to graduate.  Regarding individual exit meetings, 100% of graduates reported EECS was a positive, supportive experience that directly led to their graduation.
51 Graduation Students through SRI	We helped 51 at-risk students earn their high school diplomas. Students entered with credit standings ranging from very few credits to nearly finished, showing our ability to work with a wide range of academic needs and levels of readiness.

**Note:** Satisfaction Ratings are from Graduation Surveys from EECS, & Student Testimonials. Also, SRI data on graduated students is available. These data reflect student feedback and information in our SIS, which is JMC.

## Discussion

EECS enrolls an average of 11 new students each month, and very few leave to return to their resident district or pursue another school option. This steady enrollment held across the 2024–25 school year, and early data from 2025–26 shows the same trend continuing.

The growth reflects the school's emphasis on a solid support system built through collaboration, mentoring, and success coaching within our LMS. Further, as the challenges facing today's youth grow more varied and complex, a flexible learning model designed around student needs continues to stand out as a dependable option for families.

## I. Annual Progress toward Charter-Identified Goals

### Introduction

Empowering Excellence Charter School has set goals that reflect the realities of our student population.

- **Chronic Absenteeism:** We projected 40% of students may be chronically absent, which is distinct to EECS given the highly mobile and transitional nature of our students' lives.
- **Conditions for Learning Survey:** We set a 50% target for positive survey responses, though we anticipate exceeding this based on early student engagement feedback.
- **Post Secondary Readiness Score:** We set a Post-Secondary Readiness goal of 19 to expand student opportunities. For the 2024-25 school year, the school achieved a score of 4.76.

- **Clean Audit:** We set a goal of having a clean audit. Currently, we are in the process of having the audit completed and will have data to confirm goal progress upon the audit's completion.

## Data

Table 14 Progress toward Charter-Identified Goals over the Last Year

Charter Goal	Annual Progress
40% Chronic Absenteeism - We will serve a highly transitory population classified as out-of-Charter School or at-risk adolescents.	According to the ISPP profile, 0% of EECS students were chronically absent in 24-25.
50% Conditions for Learning - We will serve a highly transitory population classified as out-of-Charter School or at-risk adolescents.	31% of EECS graduates provided detailed testimonials confirming that the school was instrumental in their ability to graduate.  Regarding individual exit meetings, 100% of graduates reported EECS was a positive, supportive experience that directly led to their graduation.
19% Post Secondary Readiness Index Score	According to the ISPP profile, our Post Secondary Readiness Index Score was 4.76
Clean Audit	Currently, our audit is in progress. Upon completion, we will have the necessary data to confirm if this target was met.

**Note:** Charter goal data are from ISPP Profile for 24-25 School Year, Graduation Surveys from EECS, & Student Testimonials. Also, data came from our SBO, Jonathan, from Charter Impact. These data reflect student voice and feedback, particularly from student graduates, as well as the reported data from the ISPP profile on school performance. Also, it reflects audit updates from Jonathan, our SBO, through Charter Impact.

## Discussion

EECS reduced chronic absenteeism through a flexible online model combined with targeted mentoring and academic success coaching. These supports kept students engaged with coursework even when traditional settings had proven unsuccessful.

In Conditions for Learning, EECS addressed both social and academic student needs, significantly impacting graduating students. All students, including graduating students, enroll with widely different levels of credit completion, yet the school succeeded in supporting academic progress regardless of the students' starting points. Student feedback confirms growth in their connection to the school and their feeling of being supported.

In Postsecondary Readiness, EECS did not meet its goal but made progress. Additional staff, partnerships with local organizations, and new online platforms were added to strengthen readiness. We have two staff members who have or are close to completing their endorsement in Work-Based Learning. Further, we are working to develop our relationships with Goodwill and Kirkwood better so our students can more effectively make use of their services.

Most recently, we have been working with an application called Alleyoop to support students. Within the app is a complete catalog of career courses, including numerous industry-recognized credentials. For 2025-26, EECS has adjusted our school student inventories to use O\*Net combined with a Myers-Briggs-based personality test to help students understand their skillset and where their personality traits may best lead them in a career.

The audit remains in progress. EECS continues to follow best practices under the guidance of the SBO, including accounts payable and budgetary projections based on enrollment.

Looking ahead, EECS will strengthen mentoring structures, expand success coaching through our LMS, and deepen staff collaboration to meet individual student needs. Feedback loops with families and students remain central to the model, and student and family data collection and analysis will be broadened to track successes, growth areas, and next steps. Additional supports for postsecondary readiness have been implemented, and the school remains committed to best practices in financial management.

# Iowa Charter School Reporting: West Central Charter High School

October 2025

## Introduction

Iowa Administrative Code chapter 281—19.14(256E) Reports.

**281 IAC 19.14(1) Annual report.** 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. 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.

**281 IAC 19.14(2) Annual financial report.** Each charter school shall submit a Certified Annual Report consistent with the requirements of Iowa Administrative Code chapter 281—chapter 99. The annual financial report is due to the department by September 15.

Note for charter schools authorized under Iowa Code chapter 256F, the same reporting requirements apply as indicated in Iowa Code section 256F.10, subsection 256F.10(2).

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# A. Mission, Vision, & Progress toward Goals

## Program Highlights

At West Central Charter High School, we take pride in 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 delivering high-quality instruction, we offer a range of dual-credit classes, enabling 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 gain access to a wide range of dual-credit courses, enabling 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 transition directly into the workforce with valuable credentials, enabling them to make an immediate contribution to society upon graduation from high school. By integrating academic rigor with practical skills, West Central and NICC prepare students for future success.

## 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

## 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 enables deeper connections between students and staff, fostering trust and communication that enhance learning. Initiatives such as student advisory groups and parent-teacher conferences have seen increased participation, enabling us to 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 enable teachers to get to know each student personally and adjust instruction accordingly. Students are allowed 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 the confidence of our 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**

### **Introduction**

#### **Current Enrollment Data**

West Central Charter High School serves a rural student population within a small, close-knit learning environment. Enrollment has remained relatively stable, with a deliberate emphasis on maintaining small class sizes to support personalized instruction. While annual enrollment figures may experience minor fluctuations, the overarching objective remains to provide high-quality education while implementing strategies to increase enrollment. Key initiatives include the following:

#### **Dual Credit Opportunities with NICC**

A significant factor in attracting prospective students is West Central's partnership with Northeast Iowa Community College (NICC). This collaboration enables students to graduate with both a high school diploma and an Associate of Arts (AA) degree. This dual credit pathway distinguishes West Central from other regional schools by reducing future college costs for families while providing students with a strong academic foundation and a head start on postsecondary education.

#### **Flexible, Personalized Learning Plans**

West Central is committed to individualized learning experiences that address the unique academic and personal goals of each student. Instructional approaches include project-based learning and targeted academic support, offering students the flexibility to succeed in an environment that adapts to their specific needs. This model is particularly appealing to students who may feel overlooked in larger school settings.

#### **Community Outreach and Partnerships**

The school actively engages with surrounding communities through outreach programs, events, and collaborations with local businesses and organizations. These partnerships strengthen West Central's position as a hub for academic achievement and personal growth, while also fostering meaningful

connections that increase the school’s visibility and appeal to families seeking a supportive and engaged educational environment.

Enhanced Extracurricular Opportunities

Recognizing the importance of a holistic educational experience, West Central has expanded its extracurricular offerings to include a wider range of athletic, artistic, and leadership programs. These activities support the development of personal interests and social skills, providing students with a balanced education that emphasizes both academic achievement and personal enrichment.

Career Pathways and Workforce Readiness

In addition to dual credit opportunities, West Central provides career-oriented pathways that prepare students for immediate entry into the workforce. Programs in healthcare, information technology, and skilled trades are complemented by job shadowing, internships, and industry partnerships. This practical approach equips students with marketable skills and relevant experiences, positioning them for success after graduation.

Targeted Recruitment Efforts

West Central employs a multifaceted recruitment strategy that includes digital marketing, social media engagement, and participation in community events. These efforts highlight the advantages of a small-school environment, such as personalized attention, dual credit options, and a strong support system. The school also offers open houses and virtual tours, providing prospective families with direct insight into the academic and extracurricular resources available.

Data

Table 2 Student Enrollment by Grade

Grade	2022-23	2023-24	2024-25	2025-26
9 <sup>th</sup> Grade	21	26	35	19
10 <sup>th</sup> Grade	21	20	26	34
11 <sup>th</sup> Grade	18	18	17	25
12 <sup>th</sup> Grade	22	22	21	21

Table 3 Student Enrollment by Demographic

Demographic	2022-23	2023-24	2024-25	2025-26
FRL	43	42	48	44
IEP	4	6	11	15
ELL	1	1	2	1
Male	39	35	44	42
Female	41	48	47	52
Nonbinary	0	0	0	0
White	80	83	97	93

Demographic	2022-23	2023-24	2024-25	2025-26
American Indian or Alaska Native	0	0	0	0
Hispanic-Latino	5	5	7	5
African-American	3	2	3	4
Asian-Pacific Island	0	0	0	0
Asian	1	2	0	0
Multi-Race	9	9	9	8
Total Current Enrollment	80	83	91	94

**Note:** 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).

## 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 innovative programs such as dual credit opportunities and personalized learning plans, we continue to attract students from both 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 various 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

### 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.

Data

Table 4 Attendance and Dropout Rate

Area	2022-2023	2023-2024	2024-2025
Average Daily Attendance (ADA)	N/A	84.27	89.59
Dropout Rate	0	2.17	0

**Note:** Attendance and Dropout Rates are a year in arrears; therefore, the most current data for these indicators is 2023-2024.

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 details about the methodology for these calculations.

Table 5 Student Mobility

Area	2023-24	2024-25	2025-26
Student Mobility	.80	15.6	-2.1

**Note:** Student Mobility data are from JMC. These data reflect the net percentage increase or decrease in student enrollment over the course of each year.

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

Discussion

Attendance and Dropout results.

Individualized courses of study work toward a high school diploma and develop employability skills.

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

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 1: 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.

## Data

Table 6 Graduation Rate

Area	2023-24	2024-25
4 Year	100	94.4
Graduation Rate	100	100

**Notes:** 4 Year and 5 Year Graduation Rates are a year in arrears; therefore, the most current data for these indicators is 2023-2024 and 2024-2025.

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 details about the methodology for these calculations.

Table 7 Credit Accrual and Students On-Track to Graduate

Area	2022-23	2023-24	2024-25
Credit Accrual	12+	12+	12+
Students On-Track for Graduation	100	100	100

**Notes:** Credit Accrual data are from JMC. These data reflect the average number of credits accrued per grade level.

Students On Track for Graduation data are from JMC. These data reflect the percentage of students meeting the expected credit accrual rate in order to graduate.

## 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

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



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.

Best Practices

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 board 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.

Data

Table 8 Student Proficiency Data

Proficiency	2022-23	2023-24	2024-25
ISASP/DLM: Reading	64.40	70.51	N/A
ISASP/DLM: Math	64.40	58.97	N/A
ISASP/DLM: Science	65.00	69.23	N/A
Additional Test Data	N/A	N/A	N/A

**Note:** 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.

Table 9 Student Growth Data

Growth	2022-23	2023-24	2024-25
ISASP/DLM: Reading	52.00	70.50	N/A
ISASP/DLM: Math	61.00	61.50	N/A
ISASP/DLM: Science	N/A	N/A	N/A
Additional Test Data	N/A	N/A	N/A

**Note:** 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.

Discussion

ISASP Results: Goal Progress

Iowa Statewide Assessment of Student Progress (ISASP) scores for charter students demonstrated notable improvement in the 2024 testing cycle. Specifically:

- **Reading proficiency** grew at 70.5%, above the state average of 50%.
- **Mathematics proficiency** remained at 61.5%, representing an area of continued focus, but still above the state average of 50%.

These results highlight meaningful growth in science while also underscoring the need for strategic improvement in reading and mathematics.

Goal Progress (continued)

Moving forward, the primary objective is to increase reading proficiency by at least 5 percentage points and mathematics proficiency by seven percentage points in 2025. Through enhanced interventions, expanded tutoring opportunities, and increased use of formative assessments, the school will ensure balanced academic growth across all three tested subject areas.

Best Practices

Our ongoing goal is to raise ISASP proficiencies for grade-level students in reading, mathematics, and science through:

- **High-Quality Instruction:** Continued alignment of curriculum with state standards and incorporation of evidence-based teaching practices.
- **Data-Driven Interventions:** Regular monitoring of student progress through benchmark assessments and tailored instructional support.
- **Personalized Learning Strategies:** Differentiated instruction, flexible grouping, and targeted enrichment opportunities.

By maintaining a cycle of continuous assessment and responsive instruction, we will strengthen student achievement and empower learners to not only meet but exceed Iowa proficiency standards—ultimately preparing them for future academic and career success.

## F. Financial Performance

### Introduction

There are several indicators that can serve as a rationale for future projections related to Goal 3, such as increasing the percentage of students who 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, thereby 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 3:** Increase the percentage of students who 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.

### Data

Table 10 Financial Performance - Revenue

Revenue Source		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
# Students		93	104	100
Total State Per Pupil Funding	3124	710,055.00	813,904.00	798,800.00
Transportation Fees	14XX	0.00	0.00	0.00
Investment and Deposit Income	15XX	45,661.34	66,374.39	48,119.99
Food Service	16XX	24,878.24	30,888.99	29,580.00
Student Activities	17XX	113,609.90	92,588.96	67,013.60
Contributions/Donations from Private Sources	192X	24,002.90	39,050.80	20,052.50
Textbook Sales and Rentals	194X	3,212.46	4,639.99	4,500.00
School Food Service Program	325X	328.92	526.99	435.00
Title I	45XX	11,297.56	10,000.00	10,000.00
Child Nutrition Act	455X	39,159.56	40,308.17	40,308.17
Charter Expansion Grant	4077	0.00	172,521.25	0.00
Safety Grant	4358	0.00	50,000.00	0.00
Other Source				
<b>Total Revenue</b>		<b>\$ 972,205.88</b>	<b>\$ 1,098,282.30</b>	<b>\$ 1,018,809.30</b>

Table 11 Financial Performance - Expenditure

Expenditure		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
<b>Salaries/Benefits</b>				
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
<b>Non-Staff Expenditures</b>				

Expenditure		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
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
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
<b>Total Expenditures</b>		<b>\$1,349,368.14</b>	<b>\$1,446,886.52</b>	<b>\$1,558,000.00</b>

Expenditure		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
<b>Salaries/Benefits</b>				
Instruction	1000	937,523.34	1,014,341.87	1,110,000.00

Expenditure		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
Support Services - Students	21XX	20,138.52	52,866.76	50,000.00
Support Services - Instruction	22XX	2,030.07	1,305.69	1,500.00
Support Services -General Administration	23XX	0.00	0.00	0.00
Support Services - School Administration	24XX	13,910.41	13,981.97	14,000.00
Support Services - Business & Central	25XX	58,435.58	11,052.23	15,000.00
Operation and Maintenance	26XX	27,694.35	33,741.50	34,000.00
Student Transportation	27XX	3,663.29	3,951.11	4,000.00
Food Services	31XX	23,158.62	28,087.28	30,000.00
<b>Non-Staff Expenditures</b>				
Purchased Professional and Technical Services	300	0.00	0.00	0.00
Audit Services	341	2,991.70	3,425.51	3,500.00
Legal Services	342	0.00	0.00	0.00
Utility Services	41X	689.48	757.53	800.00
Cleaning Services	42X	3,167.21	4,533.76	4,600.00
Repair and Maintenance	43X	12,337.47	7,948.02	8,500.00
Rentals	44X	0.00	0.00	0.00
Construction Services	45X	55.64	168.78	200.00
Insurance	52X	30,583.71	37,789.80	40,000.00
Communications (postage, telephone)	53X	2,002.02	2,731.83	2,500.00
Supplies	61X	319,484.76	362,182.17	375,000.00
Natural gas/electric	62X	29,795.29	40,182.11	45,000.00
Fuel	62X	8,390.01	9,145.56	10,000.00
Food for Food Service Program	63X	43,724.66	51,286.85	54,000.00
Books/periodicals	64X	20,146.44	2,870.69	4,000.00
Textbook substitutes	65X	23,066.19	28,874.12	29,000.00
Student Transportation supplies	67X	3,004.74	3,588.04	3,700.00
Equipment	73X	76,052.86	353,846.82	0.00
Other Items	300	0.00	0.00	0.00
<b>Total Expenditures</b>		<b>\$ 1,662,046.36</b>	<b>\$ 2,068,660.00</b>	<b>\$ 1,839,300.00</b>

Table 12 Financial Performance - Net

Net		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
Net Revenue/Expenditure		\$(619,260.86)	\$(669,202.14)	\$(739,092.00)

Net		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
Net Revenue/Expenditure		\$ (689,840.48)	\$ (970,377.70)	\$ (820,490.70)

**Notes:** Financial data are from Charter Treasurer LLC. These data reflect projected revenues and expenditures for the charter school's first two years of operation, based on state per-pupil allocations, federal funding streams, private contributions, and anticipated start-up and operating costs.

## 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

### Introduction

Based on the data communicated in this report, the charter has been effective at producing opportunities for students to earn college credit, experiencing rigor in coursework, which results in higher scores on standardized tests. We have also seen an increase in the number 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.

## Data

Figure 1 Staffing

Folder #	First Name	Last Name	Position	Endorsement
1046492	Tyus	Adkins	Teacher	137/138/139/147
1107934	Bailey	Bushman	Teacher	185
356877	Carla	Even	Teacher	107
981617	Stacy	Fink	Teacher	145
312613	Robin	Fliehler	Teacher	115/116/117/305
347411	Rachel	Martin	Teacher	104/134
1025280	Ashley	Marttke	Teacher	112/140/151
163215	Stephen	Milder	Teacher	13/173
1115340	John	Monroe	Teacher	1431
1126014	Emily	Nelson	Teacher	261
171000	Wayne	O'Brien	Teacher	104/120/168
998175	Micah	Ruroden	Teacher	146/147
902766	Elaine	VandeVorde	Teacher	120
1034200	Jamie	Vargason	Teacher	114
978886	Todd	Walter	Teacher	145
980752	Tricia	Wells	Teacher	143
358972	Brad	Wild	Teacher	186

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

## 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

### Introduction

As a result of the Charter School, more students are transferring to higher education with a greater number of 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 years. Most take seven or more classes per semester.

Students with IEPs 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, believe the Charter is beneficial 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 Charter's requirements, the responsibilities of the Advisory Committee to the Charter, and a high degree of confidence in the leadership and administration at both NICC and West Central. The group operates independently from the school board; the Superintendent is responsible for communicating between the advisory committee and the board.

## Data

Table 13 Projected Student Enrollment by Grade

Demographic	Number 2025-26	Number 2026-27	Number 2027-28
Grade 9	19	17	24
Grade 10	34	19	17
Grade 11	24	34	19
Grade 12	17	24	34

Table 14 Projected Student Enrollment by Demographics

Demographic	Number 2025-26	Number 2026-27	Number 2027-28
FRL	51	53	56
IEP	15	15	18
ELL	3	3	3
Male	42	38	39
Female	52	53	55
Nonbinary	0	0	0
White	86	86	84
Hispanic-Latino	5	5	6
African-American	0	0	0
Asian-Pacific Island	0	0	0
Multi-Race	3	3	4
<b>Total Current Enrollment</b>	<b>94</b>	<b>92</b>	<b>92</b>

**Note:** Projected Student Enrollment data are from Infinite Campus. These data reflect actual enrollment from 2024–2025, our projected enrollment for 2025–2026, and growth projections for 2026–2027 and 2027–2028 as we expand toward full capacity.

Table 15 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 board 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.

Discussion

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

I. Annual Progress toward Charter-Identified Goals

Introduction

Data

Table 16 Progress toward Charter-Identified Goals over the Last Year

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.

# Iowa Charter School Reporting: Storm Lake/ Iowa Central/ Buena Vista Early College Charter High School

October 2025

## Introduction

Iowa Administrative Code chapter 281—19.14(256E) Reports.

**281 IAC 19.14(1) Annual report.** 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. 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.

**281 IAC 19.14(2) Annual financial report.** Each charter school shall submit a Certified Annual Report consistent with the requirements of Iowa Administrative Code chapter 281—chapter 99. The annual financial report is due to the department by September 15.

Note for charter schools authorized under Iowa Code chapter 256F, the same reporting requirements apply as indicated in Iowa Code section 256F.10, subsection 256F.10(2).

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# A. Mission, Vision, & Progress toward Goals

## Program Highlights

The Storm Lake/Iowa Central/Buena Vista Early College Charter High School offers students expanded access to high-demand, high-need career pathways, including trade programs as well as associate and bachelor's degree opportunities. Student success is measured through program completion, continued enrollment into a second year, successful transfer to a university, or attainment of gainful employment following graduation. Areas of study that students were able to complete this reporting year include Carpentry, Welding, Criminal Justice, Industrial Mechanics, Nursing, and Education. These are fields that align with both regional workforce needs and state economic priorities.

Additionally, twenty 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 Technology, Industrial Mechanics, Practical Nursing, Plumbing, Digital Media Production, and Electrical Technology. 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-three that returned this year, fourteen should graduate this spring 2026. 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 is rooted in our strong commitment to community engagement and transparent communication. Now in its second year, the district employs a College and Career Transition Counselor (CCTC) who provides critical support to students in exploring college and career pathways, thereby enhancing our comprehensive support system. This year marks the 12th consecutive year that Iowa Central representatives and the Charter Coordinator have facilitated summer orientation sessions aimed at increasing student retention within the program. Furthermore, we offer in-person financial aid and scholarship workshops, along with year-end events and meetings, to support students and families. Through continuous collaboration, innovation, and responsiveness to community needs, the Storm Lake/Iowa Central/Buena Vista Charter program remains steadfast in advancing its mission and ensuring the success and well-being of our students and community.

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

## Discussion

Many of the opportunities available to our students are made possible through the authorization of the Storm Lake/Iowa Central/Buena Vista Early College High School charter by the Iowa State Board of

Education. We respectfully anticipate the State Board’s continued support through the timely renewal of our charter every five years, which is essential to ensuring that future students in the Storm Lake community have access to these valuable educational experiences. This ongoing partnership is critical to sustaining the program’s success and expanding postsecondary access for our community. The Storm Lake/Iowa Central/Buena Vista Early College Charter High School program undergoes an annual review by both the Iowa State Board of Education and the Charter Advisory Board. The Advisory Board is composed of representatives from Iowa Central, Storm Lake School District administration, the Storm Lake Community School Board, and Buena Vista University faculty.

## B. Student Enrollment

### Introduction

The Storm Lake/Iowa Central/Buena Vista College High School Charter Program has served the diverse students and families of Storm Lake for over twenty years. As the longest-running charter program in the State of Iowa, this milestone is a source of great pride for the district. The program’s longevity has resulted in many former Charter students continuing to live and work within the community.

Through the expanded educational opportunities offered by the Charter, Storm Lake High School students have been better positioned to secure employment in high-skill, high-demand careers. The student enrollment and demographic data below reflect a diverse student population, with strong representation among students eligible for Free and Reduced Lunch (FRL), English Language Learners (ELL), and those with Individualized Education Programs (IEPs). Although the data fluctuates each year, our district continues to have one of the most diverse student and family populations in the State of Iowa.

### Data

*Table 2 Student Enrollment*

Demographic	Number 2022-23	Percent 2022-23	Number 2023-24	Percent 2023-24	Number 2024-25	Percent 2024-25
12th Grade	60	100	52	100	53	100
FRL	18	30	26	50	32	60
IEP	NA	NA	7	13.5	4	7.5
ELL	35	58	19	36.5	16	30.2
Male	30	50	27	51.9	24	45.3
Female	29	48	25	48.1	29	54.7
Nonbinary	1	1.7	NA	NA	NA	NA
White	13	22	4	7.7	5	9.4
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Hispanic-Latino	25	42	38	73.1	31	58.5
African-American	3	5	NA	NA	3	5.7
Asian-Pacific Island	4	6.7	1	1.9	1	1.9
Asian	11	18	9	17.3	11	20.8

Demographic	Number 2022-23	Percent 2022-23	Number 2023-24	Percent 2023-24	Number 2024-25	Percent 2024-25
Multi-Race	1	1.7	NA	NA	2	3.8
Total Current Enrollment	60	100	52	100	53	100

**Note:** 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).

## Discussion

As the table illustrates, enrollment in our program has remained stable, underscoring its continued relevance, appeal, and effectiveness. Each year, the collegiate landscape across the state becomes increasingly dynamic, offering students and families a growing number of cost-effective alternatives. Maintaining steady enrollment amid such a shifting environment highlights the strength and value of our program. Our students transition into a variety of successful pathways—enrolling in university programs, joining the military, or entering the workforce directly. This diversity reflects not only the program’s flexibility but also our ongoing commitment to equipping students with the skills and preparation needed for success, regardless of the direction 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. Collaboration inside and outside of the Charter school is vital to its success.

## C. Attendance & Dropout Rate

### Introduction

The Storm Lake/Iowa Central/Buena Vista Early College High School provides students with a distinctive opportunity to pursue college-level coursework aligned with their postsecondary goals. Each student receives a personalized class schedule, offering flexible attendance options through varied dates and times to accommodate individual needs. Instructors from Iowa Central and Buena Vista University play an integral role by verifying and submitting attendance for their respective courses. The Charter Coordinator monitors attendance closely and facilitates communication and support as necessary. This collaborative framework promotes a smooth transition to higher education while ensuring continuous support for students as they advance toward their academic and career objectives.

The following data presents student mobility within the high school, encompassing new enrollments, district withdrawals, and course dropouts. Enrollment fluctuations are particularly evident during the summer months, as students’ plans, majors, or career goals evolve. For some students, these changes lead to full withdrawal from the program, contributing to enrollment variability throughout the academic year.



Data

Table 3 Attendance and Dropout Rate

Area	2022-23	2023-24
Average Daily Attendance (ADA)	100	100
Dropout Rate	0	0

**Notes:** Attendance and Dropout Rates are a year in arrears; therefore, the most current data for these indicators is 2023-2024.

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	2022-23	2023-24	2024-25
Student Mobility	New students: <b>108</b> Moved students: <b>83</b> Dropped students: <b>34</b>	New students: <b>107</b> Moved students: <b>78</b> Dropped students: <b>39</b>	New students: <b>100</b> Moved students: <b>74</b> Dropped students: <b>26</b>

**Note:** Student Mobility data are from Infinite Campus. These data reflect the net percentage increase or decrease in student enrollment over the course of each year.

Discussion

The district takes pride in maintaining a low dropout rate, which reflects our strong focus on student retention and overall achievement. Enrollment trends show steady growth over the years, with the current high school population at 900 students. While this is a slight decrease from last year’s 923, it remains above the 857 reported in the 2023–2024 school year. The data also reveals a similar number of students leaving the district, contributing to fluctuations in enrollment. Student success is closely tied to the support systems in place, especially during critical periods throughout the school year.

To assist students who encounter academic difficulties, the district employs an At-Risk Coordinator along with two Student Service representatives dedicated to providing targeted support. Recently, Storm Lake introduced Competency-Based Education (CBE) courses in core subjects such as English, Math, Science, and History. These courses emphasize hands-on learning and personalized instruction to meet diverse student needs. Additionally, the district offers Workplace Experience credits, allowing students to gain practical job skills while contributing to their families and working toward graduation.

D. Graduation Rate

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 indicate that students are taking advantage of available college credit coursework, effectively preparing them for advanced post-secondary courses or entry into the workforce.

## Data

*Table 5 Credit Accrual and Students On-Track to Graduate*

Area	2022-23	2023-24	2024-25
Credit Accrual	1288	867	1068
Students On-Track for Graduation	80%	83%	86%

**Notes:** 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 are not available.

*Credit Accrual data above is 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.*

## Discussion

The Storm Lake Community School District's five-year graduation rate provides more accuracy than the four-year rate. 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 for this reporting year continues to be high; data shows that more Charter students were able to obtain more college credits in 2024-2025 than in 2023-2024.

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 vital role in enriching the student experience and preparing them for their future academic and career pathways. The CCTC also ensures consistent communication with students and fosters collaboration within the counseling department.

## E. Student Achievement

### Introduction

The Storm Lake school district started using the Iowa Assessment during the 2011-2012 academic year and the new assessment, ISASP, during the 2019-2020 school year. The data includes the 2024-2025 ISASP in Reading, Math, and 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.

## Data

Table 6 Student Proficiency Data

PSAT Results	Average ERW Score	Average Math Score	Average Total Score
2022-2023 Juniors	530	528	1,058
2023-2024	No scores to report	No scores to report	No scores to report
2024-2025	452	457	908

**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.

## 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 in FY23-24 prevented our students from taking the test that year. The scores we reported in FY22-23 were the highest since we began tracking in 2017. This year, our data reflects lower average scores than previous years; however, this is correlated with lower-than-average attendance to the PSAT exam. The expectations are that we will see a significant increase in these numbers next reporting year.

The PSAT assessment results, although slightly lower this year, indicate that students are meeting our goals and maintaining performance expectations. Additional test data from PSAT results in 2023 reflect a steady increase in preparedness and performance on 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

### 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 Business Official, Trudy Pedersen; Superintendent, Dr. Stacey Cole; Principal, Matt Doebel, directly oversee the financial aspect of the program. The data below is provided by the District certified enrollment records on the Department 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 no 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.

## Data

Table 7 Financial Performance - Revenue

Revenue Source		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
# Students		46	49	53
Total State Per Pupil Funding	3124	\$ 8811.31	\$ 9104.41	\$ 9,327.55
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	\$ 65,000.00	\$ 67,816.65
Charter Safety Grant	4034	0	\$ 39,712.82	0
<b>Total Revenue</b>		<b>\$ 405,320.26</b>	<b>\$ 565,382.00</b>	<b>\$ 562,176.80</b>

Table 8 Financial Performance - Expenditure

Expenditure		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
<b>Salaries/Benefits</b>				
Instruction	1000	\$ 258,205.23	\$ 333,811.83	\$ 354,745.00
Support Services - Students	21XX	0	0	0
Support Services - Instruction	22XX	\$ 808.43	0	0
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	\$ 40,117.13	0	\$ 69,000.00
Food Services	31XX	0	0	0
<b>Non-Staff Expenditures</b>				

Expenditure		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
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	\$ 5,918.19	\$ 2,500.00
Rentals	44X	0	0	0
Construction Services	45X	0	0	0
Insurance	52X	0	0	0
Communications (postage, telephone)	53X	\$ 525.43	\$ 605.63	\$ 600.00
Supplies	61X	\$ 2065.83	\$ 37,167.08	\$ 2,100.00
Natural gas/electric	62X	0	0	
Fuel	62X	\$ 6,601.70	\$ 8,896.39	\$ 9,000.00
Food for Food Service Program	63X	0	0	
Books/periodicals	64X	\$ 1,640.80	\$ 238.50	\$ 1,000.00
Textbook substitutes	65X	0	0	
Student Transportation supplies	67X	0	\$ 3,673.37	\$ 3,500.00
Equipment	73X	0	\$ 130,206.97	
Other Items-Tuition	56X	\$ 312,397.79	\$ 406,008.94	\$ 410,000.00
<b>Total Expenditures</b>		<b>\$ 621,553.91</b>	<b>\$ 926,526.90</b>	<b>\$ 852,440</b>

Table 9 Financial Performance - Net

Net		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
<b>Net Revenue/Expenditure</b>		<b>(\$ 216,234)</b>	<b>(\$ 361,144)</b>	<b>(\$ 290,268)</b>

## 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 rely on student enrollment and per-pupil funding. We did, however, make data entry corrections to these tables from last year's FY 24-25 report due to the CAR Report being unavailable last year at the time of reporting. With the CAR Report being available this year, it was clear we needed to update our data. This and other adjustments on how to reflect staff expenditures, tuition, instruction, etc., have helped provide a better means to break out and include salaries and benefits for all years. The FY24-25 equipment variance includes the van and other equipment that were purchased with the Charter School Expansion Grant funding. We also updated Total State Per Pupil Funding in all years to include all per pupil funding sources (cost per pupil, TSS, etc.) With these changes, our hope is that both tables now more accurately reflect our Charter expenditures and overall financial performance.

## G. Staffing and Qualifications

### 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

### Data

*Table 10 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

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

## 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

### 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. During this reporting year, four high school students graduated with their Associate's Degrees before receiving their high school diplomas; eight students did this the year before, 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.

### Data

*Table 11 Projected Student Enrollment - Grades*

Demographic	Number 2025-26	Number 2026-27	Number 2027-28
12 Grade	54	55	56
FRL	36	36	37
IEP	24	25	25
ELL	43	43	44
Male	26	26	27
Female	28	29	29
Nonbinary	N/A	N/A	N/A
White	5	5	5
Hispanic-Latino	33	34	34
African-American	2	2	2
Asian-Pacific Island	13	13	14
Multi-Race	1	1	1
Total Current Enrollment	54	55	56

**Note:** Projected Student Enrollment is 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.



Table 12 Satisfaction Ratings

Data Source	Data Results
Storm Lake Community School District Board and Advisory Meetings	The Charter School is evaluated yearly by the Storm Lake Community School District School Board, as well as an Advisory Committee. Feedback is provided from the board, community, and other stakeholders within the district. The data indicate that stakeholders remain satisfied with the program's ongoing offerings, support, and enrollment trends, as evidenced by the consistent success of renewal efforts.

**Note:** Satisfaction Ratings are from annual School Board meetings. These data reflect overall student and stakeholder satisfaction with the Charter School.

## Discussion

In 2022, the Storm Lake/Iowa Central/Buena Vista Early College Charter High School successfully renewed its charter, marking 20 years of positive impact. The renewal received unanimous support during a public district board meeting, which featured testimonials from current and former students as well as 17 letters from community members, officials, and local businesses. These endorsements highlighted the program's significant role in promoting educational achievement and community engagement, a sentiment recognized by the Iowa State Board of Education. The sustained support over the past 20 years reflects widespread satisfaction across the district and community. This ongoing commitment will be further demonstrated with data submitted during the next renewal cycle in FY25-26.

With the success and support of our program, established in 2005, the data demonstrates that 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. Annual Progress toward Charter-Identified Goals

### 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.

### Data

Storm Lake/Iowa Central/ Buena Vista Early College Charter High School reports annually on the following five 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 13 through 17 for corresponding data, reflecting progress across all goals.

*Table 13 Goal 1-Students Attaining Degrees, Certification, or College Credit.*

Demographic	2024-25 # of Students Attaining Degrees or Certification	2024-25 % of Students Attaining Degrees or Certification	2024-25 # of Students Attaining College Credit	2024-25 % of Students Attaining College Credit	2024-25 Total # of Students	2024-25 Total % of Students
First Gen	**	**	35	66	44	83
Low SES	**	**	32	60	32	60
ELL	**	**	11	21	16	30
IEP	**	**	**	**	**	**
Asian	**	**	**	**	**	**
African American	**	**	**	**	**	**
Hispanic	**	**	27	51	31	58
White	**	**	**	**	**	**
Males	**	**	21	40	24	45
Females	**	**	22	42	29	55
Nonbinary	**	**	**	**	**	**

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

*Table 14 Goal 2-Concurrent Enrollment Credits Earned across Grades*

Grades	2022-2023	2023-2024	2024-2025
Number of Course Offerings	*90	*100	*124
Freshmen	87	42	108
Sophomores	132	276	581
Juniors	906	813	1,271
Seniors	1062	1,461	1,273

**\*Note:** 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 15 Goal 4-Number of College Credits Charter Students Earned during Four Years of High School*

2022-2023	2023-2024	2024-2025
681	473	523

Table 16 Number of Students Completing the Program of Study or Continuing Education Credits

Subgroup	Traditional 2022-23	Non- Traditional 2022-23	Total 2022- 23	Traditional 2023-24	Non- Traditional 2023-24	Total 2023- 24	Traditional 2024-25	Non- Traditional 2024-25	Total 2024- 25
First Gen	414	891	1,305	439	743	1,182	409	904	1,313
Low SES	190	400	590	417	867	1,284	452	800	1,252
ELL	341	729	1,070	212	519	731	102	284	386
White	272	469	741	84	150	234	88	106	194
Female	375	711	1,086	157	390	547	305	486	791
Male	297	559	856	316	477	793	218	582	800

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

Table 17 Number of Students Completing the Program of Study or Continuing Education Credits

	2022-2023	2023-2024	2024-2025
<b>Number of Charter Program Completers</b>	14	4	8
<b>Number of Continuing Credits (2 or 4 year college)</b>	22	30	23

## Discussion

### Goal 1 Results.

As shown in Table 13, the overall number of students attaining a degree or certification this report year has slightly increased from four students in 2023-2024 to eight students last year. The program is continually seeing students enroll and attain college credit for the first time or build 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 124 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 14 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 reflect that these students are taking advantage of concurrent enrollment each year, as credit hours earned have drastically increased. This data helps highlight our commitment to providing students with valuable opportunities for academic advancement and preparation for their future education.

### Goal 4 Results.

Table 15 indicates a slight increase in the number of concurrent enrollment credits earned by Charter students during high school. This trend often occurs during higher enrollment years, particularly when there are higher numbers of students enrolling with prior college credit. In contrast, Table 14 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, 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 16 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 eight students successfully completed their program, while twenty-three returned to Iowa Central Community College to finish their studies. Additionally, four 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. To date, five high school teachers have gained 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.

# Iowa Charter School Reporting: Hamburg Charter High School

October 2025

## Introduction

Iowa Administrative Code chapter 281—19.14(256E) Reports.

**281 IAC 19.14(1) Annual report.** 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. 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.

**281 IAC 19.14(2) Annual financial report.** Each charter school shall submit a Certified Annual Report consistent with the requirements of Iowa Administrative Code chapter 281—chapter 99. The annual financial report is due to the department by September 15.

Note for charter schools authorized under Iowa Code chapter 256F, the same reporting requirements apply as indicated in Iowa Code section 256F.10, subsection 256F.10(2).

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# A. Mission, Vision, & Progress toward Goals

## Program Highlights

Much of the information shared is similar to the information previously shared by my predecessor, Dr. Mike Wells. The Hamburg Charter School was developed to provide students with training and a career path to employability. The school has grades 9 through 12 and operates during the school year and the summer. The focus of the summer is an apprenticeship program. Students earn money and refine their skills during the summer. The career paths with certification opportunities are welding, construction, culinary, nursing, and technology. Also, there is a college track and a traditional high school track. Students may change tracks at the semester if their interests and goals change.

Three days of the week are dedicated to the specific trade. The other two days are structured like a traditional school. Students have 8 class periods, taking core classes and electives. Students who choose a trade exit the program with a certification that allows them to enter the workforce. The college track allows a student to earn an Associate of Arts Degree at no cost. Coursework includes online and onsite courses.

Activities and travel opportunities are afforded to students. Fifteen students self-funded a trip to Europe in June 2024. Students performed community service activities, including building a railing for an elderly person, roofing a house for a family, helping with the community food bank, and cleaning the Nishnabotna River. Construction Trades built a home that sold for \$212,500. Other activities include Mock Trial, FFA, FCCLA, FBLA, volleyball, cross country, basketball, track and field, and golf.

## Data

Table 1 Mission and Vision

Mission	Vision
The mission of the charter school focuses on increasing the number of students who graduate high school in southwest Iowa by providing a nontraditional approach to school, 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 ensure 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 socio-economic students. The communities include Hamburg, Riverton, Sidney, Farragut, Coin, Clarinda, Shenandoah, and Tabor.	The vision of 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 in 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 skill set 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.

# Discussion

The Charter School had 58 students enrolled during the 2024-25 school year. The 8 **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% of our families qualify for free lunches.

**Goal 2:** Provide a high school experience that is more rigorous and relevant than a traditional high 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, science, as well as speaking and job performance skills.

100% of our students developed ILPs and displayed them in a personal portfolio that was presented at a school board meeting.

**Goal 4:** Provide a year-round 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 ILPs were displayed in the student portfolios.

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

Students from Tabor, Sidney, Shenandoah, Red Oak, and College Springs attend the charter high school.

**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 who 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

### Introduction

In the 2024-25 school year, the Hamburg Charter School had 58 students enrolled. The program students elected were:

- Welding 19
- Automotives 2

- AA Degree 3
- Graphic Design 1
- Elementary Education 1
- Culinary Arts 25
- Carpentry 4
- CAN/Nursing 3

Of the 58 students, 43 were Hamburg resident students. Of the students enrolled from other districts, one from Fremont-Mills, two from Shenandoah, nine from Sidney, and three from South Page. Enrollment characteristics: males – 30, females – 28, white – 49, Hispanic – 9, free and reduced lunch – 33.

The Charter School recruitment methods include ads on KMA radio, newspaper articles and ads, and sending flyers to patrons in surrounding communities. Two open houses a year are held. The greatest recruitment is the word of mouth from our students who share their experiences and help us attract more students.

## Data

Table 2 Student Enrollment

Demographic	Number 2022-23	Percent 2022-23	Number 2023-24	Percent 2023-24	Number 2024-25	Percent 2024-25
9 <sup>th</sup> Grade	16	45.7	12	24	17	29.3
10 <sup>th</sup> Grade	4	11.4	18	36	16	27.6
11 <sup>th</sup> Grade	14	40	5	10	20	34.5
12 <sup>th</sup> Grade	1	2.9	15	30	5	8.6
FRL	23	65.7	28	56	33	56.9
IEP	7	20	10	20	13	22.4
ELL	0	0	0	0	5	8.6
Male	22	62.9	29	58	30	51.7
Female	13	37.1	21	42	28	48.3
Nonbinary	0	0	0	0	0	0
White	28	80	44	88	49	84.5
American Indian or Alaska Native	0	0	0	0	0	0
Hispanic-Latino	5	14.3	5	10	9	15.5
African-American	2	0	1	0	0	0
Asian-Pacific Island	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Multi-Race	0	0	0	0	0	0
Total Current Enrollment	35	100	50	100	58	100

**Note:** 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).



## Discussion

In 2022, the Hamburg Charter High School application was submitted. The application required enrollment projections over the first 4 years. Estimated and actual enrollment:

- Year 1: 15 estimated; 35 actual
- Year 2: 30 estimated; 50 actual
- Year 3: 45 estimated; 58 actual
- Year 4: 60 estimated; 68 actual as of September 22, 2025

Enrollment has increased expectations due to the variety of programming and the school climate. Approximately 20% are minority students. Four students were dropouts when they enrolled in 2023-24. I do not know the number for 2024-25. Each spring, investments are made in advertising utilizing the Internet and KMA radio. Target populations are dropouts, potential dropouts, and students who are more career-focused. Almost 50% of the population is female.

## C. Attendance & Dropout Rate

### Introduction

Factors that affect average daily attendance and dropout rate:

- Twenty-six (26) percent of the students travel from 10 to 30 miles one way.
- Many of the students have part-time and full-time jobs in the evenings. This contributes to more tardies and absences.
- Despite these factors, average daily attendance is 92.03%.

Dropout rate is impacted by the above factors, and a contributing factor is teen pregnancy. In 2023-24, one male fathered a child and stayed in school. One female became pregnant and dropped out of school. I am not aware of pregnancy data for 2024-25. In 2025-26, one male student chose an online program and left the charter school due to family responsibilities.

It is my understanding that past practice has been to contact other schools about potential dropouts. Potential dropouts are contacted and encouraged to tour the charter high school. The flexible schedule, individual learning plans, and providing a student mentor are components that dropouts from other schools find appealing.

The dropout rate improved significantly from 2022-23 to 2023-24 (from 3 students to 1 student). This may be due to the familiarity with a second and third year implementation and the individualized attention given to new and current enrolled students.

### Data

Table 3 Attendance and Dropout Rate

Area	2022-23	2023-24
Average Daily Attendance (ADA)	94.6	92.03
Dropout Rate	8.1	1.72

**Notes:** Attendance and Dropout Rates are a year in arrears; therefore, the most current data for these indicators is 2023-2024.

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	2022-23	2023-24	2024-25
Student Mobility	.02	.07	10 in and six left During 2024-25

**Note:** Student Mobility data are from Infinite Campus. These data reflect the net percentage increase or decrease in student enrollment over the course of each year.

## Discussion

Travel distance (10-35 miles) causes issues for teenage drivers. Weather also impacts attendance, combined with travel distance. What is not reflected in the state data is the attendance at paid summer internships. Students are paid based on work ethic, attendance, and punctuality. The summer attendance rate is 99%.

Dropout rates are skewed by small enrollment. One student dropping out is an 8.1% rate. Retaining all students is a goal that has not been met. However, 7 of 8 students identified as dropouts or potential dropouts from other districts have maintained enrollment. The goal has been met in that area.

The charter high school had 58 students enrolled during 2024-25. During the year, 10 students entered the district, and six students left the district. Mobility rate is high in Fremont County at 6.1% (U.S. Census 2023). This is due to many families relying on state assistance. Families will move to Nebraska or Missouri when benefits run out in Iowa. JMC student management system tracks mobility.

Charter students are considered mobile if they meet one of the following characteristics

- Enrolled in more than one school.
- Enroll after the first of October.
- Enrollment ended before the first day of May, and the student did not have an excused reason.
- The student had an enrollment gap between two records of the same school, during which they were not enrolled in an Iowa public school for at least 10 consecutive weekdays.

Mobility rate increased from .7 to 1.0 between 2023-24 and 2024-25. The goal was not met.

Best practice continues to be focused on flexible scheduling, individual career plans, work apprenticeships, and job training. The goal is to improve attendance and decrease/eliminate dropouts.

## D. Graduation Rate

### Introduction

When the charter high school opened in August 2022, many current students were not on track to graduate. Students must have 52 credits to graduate. They are exempt from PE and music. The goal is 100% graduation on time. Best practices to accomplish the goal include individualized learning plans and assigning a mentor in their career path to guide students on that career path. Credit recovery is offered in the summer for students who are not on track to graduate. The JMC notification system is

utilized to inform parents when assignments are missing and student grades fall below 70%. After being selected as the superintendent for 2025-26, I attended board meetings where graduates presented their senior capstone portfolios.

## Data

Table 5 Graduate Rate

Area	2022-23	2023-24
4 Year Graduation Rate	Less than 10 students	Less than 10 students
5 Year Graduation Rate	Less than 10 students	Less than 10 students

**Notes:** 4 Year and 5 Year Graduation Rates are a year in arrears; therefore, the most current data for these indicators is 2022-2023 and 2023-2024.

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	2022-23	2023-24	2024-25
Credit Accrual	See Description Below	See Description Below	See Description Below
Students On-Track for Graduation	44 out of 50 88%	52 out of 57 91%	56 out of 60 93%

**Notes:** Credit Accrual data are from JMC. These data reflect the average number of credits accrued per grade level.

Students On Track for Graduation data are from Student Reporting in Iowa (SRI) spring data collection. These data reflect the percentage of students meeting the expected credit accrual rate in order to graduate.

## Discussion

Students on track to graduate continue to improve over the 3 years of the charter school's existence. Students not on track have credit recovery remediation plans. Students are offered support outside of academics that includes drug and alcohol treatment, juvenile court assistance, and special transportation on an as-needed basis. The goal is to graduate 100% of our students, with an expected 4-year rate of 90%.

Best practices indicate that providing students with adult mentoring is an effective way to impact struggling students. All students have a mentor assigned to them to discuss school issues and issues outside of school. Individual learning plans help guide students from a career and academic standpoint. Credit recovery is an extra layer of support for those students falling behind their expected graduation date.

## E. Student Achievement

### Introduction

Multiple indicators for student academic performance are utilized. The ISASP is the district assessment. However, this assessment does not capture the entire growth our students experience. Other assessments include the Employability Assessment, CTE skill testing and certificate program, and student portfolios. Students take the ISASP each spring. Student success is measured by growth. If a student has more than a full year of academic growth, they are considered proficient. Students are

required to present portfolios to the school board as another measure of demonstrated learning. Students are rated by their teachers on an employability assessment and career certifications, which show 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.

## Data

Table 7 Student Proficiency Data

Proficiency	2022-23	2023-24	2024-25
ISASP/DLM: Reading	<ul style="list-style-type: none"> <li>• 63% - 9<sup>th</sup> grade</li> <li>• Less than 10 students – 10<sup>th</sup> grade</li> <li>• 46% - 11<sup>th</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>• 93% - 9<sup>th</sup> grade</li> <li>• 67% - 10<sup>th</sup> grade</li> <li>• Less than 10 students – 11<sup>th</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>• 80% - 9<sup>th</sup> grade</li> <li>• 69% - 10<sup>th</sup> grade</li> <li>• 63% - 11<sup>th</sup> grade</li> </ul>
ISASP/DLM: Math	<ul style="list-style-type: none"> <li>• 56% - 9<sup>th</sup> grade</li> <li>• Less than 10 students – 10<sup>th</sup> grade</li> <li>• 46% - 11<sup>th</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>• 31% - 9<sup>th</sup> grade</li> <li>• 40% - 10<sup>th</sup> grade</li> <li>• Less than 10 students – 11<sup>th</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>• 53% - 9<sup>th</sup> grade</li> <li>• 38% - 10<sup>th</sup> grade</li> <li>• 35% - 11<sup>th</sup> grade</li> </ul>
ISASP/DLM: Science	<ul style="list-style-type: none"> <li>• Did not take – 9<sup>th</sup> grade</li> <li>• Less than 10 students- 10<sup>th</sup> grade</li> <li>• Did not take- 11<sup>th</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>• Did not take – 9<sup>th</sup> grade</li> <li>• 33.3% - 10<sup>th</sup> grade</li> <li>• Less than 10 students- 11<sup>th</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>• Did not take – 9<sup>th</sup> grade</li> <li>• 38%- 10<sup>th</sup> grade</li> <li>• Did not take- 11<sup>th</sup> grade</li> </ul>

**Note:** 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.

Table 8 Student Growth Data

Growth	2022-23	2023-24	2024-25
ISASP/DLM: Reading	73%	74%	79%
ISASP/DLM: Math	73%	77%	78%
ISASP/DLM: Science	N/A	N/A	N/A

**Note:** 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

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

- **Employability ratings.** The 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 promptness to work, positive attitude, task completion, dependability

and hard work, effective use of time, accepting constructive criticism, 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 an acceptable score and 100 being a perfect employee.

- **Trade certificates and portfolios.** Trade certificates include completion levels 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 year.

## Discussion

Student proficiency and growth data are identified in Tables 7 and 8. CTE certificates are earned through NCCER in three levels. For welding, 18 of 19 students earned their levels 1 and 2. In Carpentry, all four students earned their level 1 certificates, and two students earned their level 2 certificates. In Culinary Arts, 21 out of 25 students earned their level 2, and 25 out of 25 earned their level 1 and Safe Serve.

Employability Rating results:

- 70+ on the assessment:
  - 75% - 9<sup>th</sup> grade
  - 95% - 10<sup>th</sup> grade
  - 95% -11<sup>th</sup> and 12<sup>th</sup> grade

The goal was for all students to be rated, and they were. The goal was met. Gaps in the ratings include punctuality, phone use while working, and completing assignments on time. Steps are being taken to teach students the importance of good work habits in these areas.

Trade Certificates and Portfolio Results:

- All students developed a portfolio and presented it to the school board. One student was in the CAN class; however, that student did not pass the state test. The goal of all students presenting portfolios was met. Improving the quality of the portfolios is a work in progress.
- Best practice is for students to have multiple means to demonstrate what they have learned and how they apply what they have learned. Standardized testing, portfolios, and hands-on testing provide multiple means to demonstrate learning and skills. Employability ratings provide constructive feedback from peers, teachers, and employers.

Addressing gaps:

- Provide additional training to staff and students in portfolio development.
- Develop an integration plan for students who enter the charter school during the school year. Welding and Construction Trades are two trade tracks that have students with advanced skills and new students who may have basic or no skills. How does the teacher meet the needs of the new student and keep the rest of the students moving forward?

## F. Financial Performance

### Introduction

The charter high school operates on a per-pupil funding formula. When the charter high school started in 2022-23, enrollment projections were based on surveys and did not account for open enrollment. Here are the projections and actual numbers:

- 2022-23: Projected 15 Actual 35
- 2023-24: Projected 30 Actual 50
- 2024-25: Projected 45 Actual 58
- 2025-26: Projected 60 Actual 68

Local businesses contribute with grants and donations. The Gloria Martin Foundation provides \$33,000 each year for the district, a portion of which goes to support the charter high school.

### Data

Table 9 Financial Performance - Revenue

Revenue Source		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
# Students		50	58	68
Total State Per Pupil Funding	3124	380,294.33	441,141.42	517,199.84
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	78,853.57	200,750	75,000
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
Student Projects		0	5,000	10,000
Expansion Grant		0	200,000	0
Credentials Grant		0	16,500	0
<b>Total Revenue</b>		<b>\$ 320,013.35</b>	<b>\$ 390,474.12</b>	<b>\$ 992,121.98</b>

Table 10 Financial Performance - Expenditure

Expenditure		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
<b>Salaries/Benefits</b>				
Instruction	1000	51,586	521,547	540,000
Support Services - Students	21XX	0	32,475	35,000
Support Services - Instruction	22XX	0	2975	3,300
Support Services -General Administration	23XX	0	2246	2500
Support Services - School Administration	24XX	0	19650	21000
Support Services - Business & Central	25XX	0	895	1000
Operation and Maintenance	26XX	0	637	700
Student Transportation	27XX	0	587	650
Food Services	31XX	0	2346	2600
<b>Non-Staff Expenditures</b>				
Purchased Professional and Technical Services	300	208,341	0	0
Audit Services	341	0	1578	1650
Legal Services	342	0	1247	1600
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	168,777	159283	180,000
Natural gas/electric	62X	0	0	0
Fuel	62X	0	0	0
Food for Food Service Program	63X	0	0	0
Books/periodicals	64X		2475	3000
Textbook substitutes	65X	0	0	0
Student Transportation supplies	67X	0	0	0
Equipment	73X	306	2431	5000
Other Items				

Expenditure		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
Total Expenditures		\$ 429,013	\$ 1,129,898.69	\$ 798,000

Table 11 Financial Performance - Net

Net		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
Net Revenue/Expenditure		\$ 27,134	\$ 42,671	\$ 125,000

Notes:

## Discussion

The district wanted to develop a system that would provide students with the opportunity to develop skills and earn certification in a trade. The main source of funds has been the funding for the state head count and two larger grants – a \$200,000 expansion grant and a \$165,000 Credentials grant. Charter School enrollment has grown from 30 students in 2022-23 to 68 students in 2025-26.

Attracting qualified teachers is of high priority and difficult due to the teacher shortage. The Career and Technical certificate has made the pathway easier in the trade area if applicants have enough practical hours. Teachers have been recruited from Missouri, South Dakota, Nebraska, and Arkansas.

Financing the charter school has been a challenge. Enrollment increases, grant funding, and local support have made the charter school more financially viable.

## G. Staffing and Qualifications

### Introduction

The charter high school buys a portion of the public school teaching staff in order to meet the needs of the students and accreditation. The teaching staff is properly licensed. The public school provides for all subject areas and charges a fee at the end of the year.

### Data

Table 12 Staffing

Folder #	First Name	Last Name	Position	Qualification	License Type
1126372	Nicholas	Matheson	Teacher	Initial Career and Tech Ed.	5-12 Building Trades
112703	Amber	Graham	Teacher	Initial Career and Tech Ed.	5-12 Culinary Arts
1132674	Benjamin	Roberts	Teacher	Initial Career and Tech Ed.	5-12 Welding
1040068	Julie	Strange	Teacher	Initial Career and Tech Ed.	Entrepreneurship Information Systems Business/Marketing

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

## Discussion

The public school provides licensed teachers in many content areas. The following are provided for a nominal amount.



Gregg Cruickshank, Superintendent

Alec Hendrickson, Principal

Nicole Matheson, CAN/Nurse

Sophie White, Social Studies

Shantae Humpal, Science

Gena Schwindt, Language Arts

Rachel Michel, Math

Cara Davis, Special Education

The charter has become more self-sufficient as enrollment has increased. The combination of certified teachers in core content areas and trade teachers receiving licensure through career tech licensure has allowed the charter to provide a variety of curricular offerings.

## H. Sustainability, Trends, & Satisfaction

### Introduction

Enrollment has grown from 35 students in 2022-23 to 68 in 2025-26. Based on information shared by Dr. Wells, parents and students are surveyed every February to determine satisfaction levels and make projections. Eighth-grade students are also surveyed to gain an idea of their course of study in high school.

The district measures satisfaction based on a spring survey that asks all high school students and guardians about seven areas, which include discipline, technology, climate, curriculum, school employees, safety, and nutrition. The surveys are calculated and discussed at our SIAC and in teacher professional development.

### Data

*Table 13 Projected Student Enrollment-Grade Level*

Grade	Number 2025-26	Number 2026-27	Number 2027-28
Grade 9	11	16	18
Grade 10	20	13	18
Grade 11	16	22	15
Grade 12	20	18	23
<b>Total</b>	<b>67</b>	<b>69</b>	<b>74</b>

**Note:** Projected Student Enrollment data are from JMC.

*Table 14 Projected Student Enrollment-Demographics*

Demographic	Number 2025-26	Number 2026-27	Number 2027-28
FRL	60	65	68

IEP	15	17	17
ELL	2	2	2
Male	35	38	41
Female	32	31	33
Nonbinary	1	1	1
White	59	62	65
Hispanic-Latino	8	7	9
African-American	0	0	0
Asian-Pacific Island	0	0	0
Multi-Race	0	0	0
<b>Total Current Enrollment</b>	<b>67</b>	<b>69</b>	<b>74</b>

**Note:** Projected Student Enrollment data are from JMC.

*Table 15 Satisfaction Ratings*

Data Source	Questions	Data Results
Part 1: Discipline	1. Our school maintains levels of discipline that enable all students to focus on learning.  2. Student discipline is administered fairly and equally to all students.  3. Rules for behavior are generally enforced in school.  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.	1. Parents – 94% agree Students – 89% agree  2. Parents – 90% agree Students – 79% agree  3. Parents – 90% agree Students – 79% agree  4. Parents – 88% agree Students – 68% agree  5. Parents – 84% agree Students – 79% agree
Part II: Technology	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.	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. Parents – 100% agree

Data Source	Questions	Data Results
Part III: Classroom Climate/ Curriculum	<ol style="list-style-type: none"> <li>1. The school curriculum meets the needs of students with a wide range of abilities.</li> <li>2. Most days, my child (or I) leaves school feeling successful.</li> <li>3. My child feels that he or she belongs.</li> <li>4. The school offers an adequate number of extra-curricular activities.</li> <li>5. When students graduate from the Hamburg Charter High School, they possess the knowledge and skills needed to function effectively in society.</li> <li>6. Overall, I would rate the quality of the Hamburg Charter High School to be excellent.</li> <li>7. Overall, I would rate my support of the school as excellent.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents – 94% agree Students – 88% agree</li> <li>2. Parents – 85% agree Students – 80% agree</li> <li>3. Parents – 92% agree Students – 78% agree</li> <li>4. Parents – 96% agree Students – 90% agree</li> <li>5. Parents – 94% agree Students – 90% agree</li> <li>6. Parents – 92% agree Students – 78% agree</li> <li>7. Parents – 98% agree Students – 96% agree</li> </ol>
Part IV: School Employees	<ol style="list-style-type: none"> <li>1. I am pleased with the school leadership and think it is positive and strong.</li> <li>2. I feel that my child's teachers care about the health and well-being of my child (me).</li> <li>3. I feel that our school spends money wisely.</li> <li>4. The school buildings are clean, well-maintained and present a pleasant appearance.</li> <li>5. Our school grounds are well-maintained.</li> <li>6. It is easy to get an appointment to see a teacher.</li> <li>7. Health services and career planning are adequate.</li> <li>8. In general, our teachers are competent.</li> <li>9. In general, our principal is competent.</li> <li>10. In general, our superintendent is competent.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents – 90-% agree Students – 72% agree</li> <li>2. Parents – 98% agree Students – 86% agree</li> <li>3. Parents – 79% agree Students – 82% agree</li> <li>4. Parents – 78% agree Students – 55% agree</li> <li>5. Parents – 86% agree Students – 78% agree</li> <li>6. Parents – 90% agree Students – 98% agree</li> <li>7. Parents – 81% agree Students – 78% agree</li> <li>8. Parents – 96% agree Students – 90% agree</li> <li>9. Parents – 90% agree Students – 86% agree</li> <li>10. Parents – 89% agree Students – 82% agree</li> </ol>

Data Source	Questions	Data Results
Part V: Safety	<ol style="list-style-type: none"> <li>1. I believe my child (I) am safe at school.</li> <li>2. Rules for behavior are made clear to students.</li> <li>3. Students in school are generally respectful toward one another.</li> <li>4. Students receive proper supervision: <ol style="list-style-type: none"> <li>a. Before school</li> <li>b. During school</li> <li>c. After school</li> </ol> </li> <li>5. My child (I am) bullied on a regular basis.</li> <li>6. Students' use of alcohol in our school is a serious problem.</li> <li>7. Students' use of drugs in our school is a serious problem.</li> <li>8. Students vaping is a serious problem in our school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents – 100% agree Students – 96% agree</li> <li>2. Parents – 90% agree Students – 78% agree</li> <li>3. Parents – 92% agree Students – 90% agree</li> <li>4. Before Parents – 68% agree Students – 86% agree  During Parents – 100% agree Students – 88% agree  After Parents – 62% agree Students – 74% agree</li> <li>5. Parents – 24% agree Students – 52% agree</li> <li>6. Parents – 70% agree Students – 52% agree</li> <li>7. Parents – 24% agree Students – 18% agree</li> <li>8. Parents – 70% agree Students – 94% agree</li> </ol>
Part VI: Nutrition Program	<ol style="list-style-type: none"> <li>1. The lunch program meets my child's needs</li> <li>2. I feel the price for lunch is fair.</li> <li>3. I would be willing to pay more for school lunch to increase the variety</li> <li>4. I feel the students are given adequate time to eat lunch.</li> <li>5. I have eaten lunch within the past 12 months.</li> <li>6. I feel the breakfast program meets my child's needs.</li> <li>7. I am happy with the changes made to the lunch program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents – 88% agree Students – 58% agree</li> <li>2. Parents – 94% agree Students – 66% agree</li> <li>3. Parents – 60% agree Students – 12% agree</li> <li>4. Parents – 70% agree Students – 45% agree</li> <li>5. Parents – 84% agree Students – 94% agree</li> <li>6. Parents – 86% agree Students – 48% agree</li> <li>7. Parents – 86% agree Students – 33% agree</li> </ol>

Data Source	Questions	Data Results
Part VII: Communication	1. The school newsletter is helpful and an effective means of communication.	1. Parents – 81% agree Students – 72% agree
	2. The school webpage is an effective means of communication.	2. Parents – 98% agree Students – 94% agree
	3. I feel I am informed on happenings in our school district.	3. Parents – 68% agree Students – 74% agree
	4. Teachers let me know what they expect from my child.	4. Parents – 78% agree Students – 94% agree
	5. The school respects different family schedules, values, cultures, and goals.	5. Parents – 96% agree Students – 93% agree
	6. Teachers communicate their expectations to my child.	6. Parents – 84% agree

**Note:** Satisfaction Ratings, I believe, are from a Parent-Student survey. I was not able to find a document or file that had survey results.

## Discussion

The data indicate there will be a gradual increase in charter high school enrollment. Junior high students and parents are surveyed about their intentions for high school education. Specific questions are asked about skills the students want to acquire and their intentions post-high school. This supports the guidance counselor to complete career planning with each student and helps define whether a trade path or a more traditional educational path is appropriate for the student.

The parent and student surveys in general reflect a high level of satisfaction with climate/culture, curriculum, technology, student safety, and offerings to students in the nutrition program. Communication is an identified area for improvement.

## I. Annual Progress toward Charter-Identified Goals

### Introduction

In general, since its inception, the charter high school has increased enrollment, graduated its students in a chosen career path through the development of Individual Learning Plans, provided quality apprenticeships, and hired fully certified teachers to provide instruction.

### Data

*Table 16 Progress toward Charter-Identified Goals over the Last Year*

Charter Goal	Annual Progress
<b>Goal 1:</b> Increase the number of students from low-income families and non-Caucasian students attaining advanced post-secondary degrees and technical diplomas/certifications.	Enrollment has increased from 35 to 67 students in 4 years.
<b>Goal 2:</b> Provide a high school experience that is more rigorous and relevant than a traditional high school by focusing on college and career curriculum.	Data previously shared in the report shows 90-100 percent of students in trade programs earn a certification in their trade field.

<b>Goal 3:</b> 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, science, as well as speaking and job performance skills.	This is a matter of practice for all students. Seniors presented their career portfolios to the school board.
<b>Goal 4:</b> Provide a year-round school that incorporates apprenticeship programs where students learn valuable career skills while earning money.	All seniors participated in a paid apprenticeship program.
<b>Goal 5:</b> 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 ILPs were displayed in the student portfolios.
<b>Goal 6:</b> Decrease the number of student dropouts in Southwest Iowa by providing a meaningful alternative to traditional high school. <b>Progress</b> - Students from Tabor, Sidney, Shenandoah, Red Oak, and College Springs attend the charter high school.	
<b>Goal 7:</b> Provide a career mentor for each student in the charter school to help guide and aid students.	Each student has a qualified mentor assigned to their career path.
<b>Goal 8:</b> Provide professional development for all staff members on career and technical programming and individualized learning plans	All staff are licensed and trained in developing personal learning plans.

**Note:** Charter goal data are from goals identified in the charter contract, JMC, and data from the Iowa Department of Education.

## Discussion

The charter program continues to grow in enrollment. The program is staffed with fully licensed teachers. The program attracts students from multiple communities in Southwest Iowa. Students have opportunities for mentorships, paid apprenticeships, and to develop their skills and career focus with mentors.

# Iowa Charter School Reporting: Great Oaks High School and Career Center

October 2025

## Introduction

Iowa Administrative Code chapter 281—19.14(256E) Reports.

**281 IAC 19.14(1) Annual report.** 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. 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.

**281 IAC 19.14(2) Annual financial report.** Each charter school shall submit a Certified Annual Report consistent with the requirements of Iowa Administrative Code chapter 281—chapter 99. The annual financial report is due to the department by September 15.

Note for charter schools authorized under Iowa Code chapter 256F, the same reporting requirements apply as indicated in Iowa Code section 256F.10, subsection 256F.10(2).

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# A. Mission, Vision, & Progress toward Goals

## Program Highlights

- Opened in Des Moines in August 2024 as Iowa’s first dropout recovery charter high school.
- Enrollment grew from 14 students at the beginning of August 2024 to 203 by the last day of school 2025.
- Graduated 10 students, 405 credits earned
- Established three primary CTE pathways (Construction, Advanced Manufacturing, Healthcare) with community partners in each pathway.
- Students built a Habitat for Humanity house, also built four prosthetic arms and two legs.
- Great Oaks received a Youthbuild grant in partnership with iJAG and DMACC.
- Implemented a blended instructional model (Edmentum + in-person teacher support + mentorship).
- Embedded iJAG programming for all students, ensuring resiliency training, career readiness and leadership development.
- Built strong community partnerships (DMACC, Iowa Workforce Development, Central Iowa Building Trades, ABC of Iowa, Habitat for Humanity, FuseDSM, DART).
- Aligned all students with individualized learning plans that emphasize credit recovery, WBL, and future employability.

## Data

Table 1 Mission and Vision

Mission	Vision
Great Oaks High School, operated in partnership with Oakmont Education, exists to transform the lives of opportunity youth by providing a second chance for nontraditional high school students who have faced considerable challenges. We are committed to preparing students for “a quality life after high school” through a blend of credit recovery, career and technical education, and nationally recognized industry credentials.	We envision a future where every young person, regardless of background or past setbacks, has access to the tools, guidance, and confidence to succeed. Great Oaks High School serves as a lifeline, helping students re-engage with education, recover lost credits, gain work-based learning experiences, and graduate ready for both postsecondary education and the workforce.

## Discussion

Goal: Increase credit recovery and graduation readiness.

- Progress: 403 credits earned; 15% of students on track to graduate.

Goal: Expand credential attainment.

- Progress: 18 Students earned OSHA-10

Goal: Ensure 100% of graduates complete a WBL experience.

- Progress: 100% of graduating seniors completed internships, pre-apprenticeships, or similar and were placed in a job or career field.

## B. Student Enrollment

### Introduction

Enrollment (Year 1, 2024–25): 191 students total.

- Gender: 67% male, 33% female.
- Race/Ethnicity: 36% White, 32% Hispanic/Latino, 30% Black/African American, 1% Asian, 0.5% Two or More Races.

Recruitment Channels Used (best-practice, multi-touch):

- Spanish radio outreach to families.
- TV ads during the Olympics to maximize reach/credibility.
- Billboards targeted within the school ZIP code.
- Direct outreach with probation officers, school counselors, and administrators for warm handoffs.
- Local TV feature (We Are Iowa) to build community awareness.
- Word of mouth, our most effective driver, through students, families, and partners.
- Social Media Posts with SEO's on searches.

### Data

Table 2 Student Enrollment

Demographic	Number 2022-23	Percent 2022-23	Number 2023-24	Percent 2023-24	Number 2024-25	Percent 2024-25
10th Grade	N/A	N/A	N/A	N/A	36	19%
11th Grade	N/A	N/A	N/A	N/A	57	30%
12th Grade	N/A	N/A	N/A	N/A	98	51%
FRL	N/A	N/A	N/A	N/A	133	70%
IEP	N/A	N/A	N/A	N/A	30	16%
ELL	N/A	N/A	N/A	N/A	10	5%
Male	N/A	N/A	N/A	N/A	128	67%
Female	N/A	N/A	N/A	N/A	63	33%
Nonbinary	N/A	N/A	N/A	N/A	0	0
White	N/A	N/A	N/A	N/A	69	36%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	0	0
Hispanic-Latino	N/A	N/A	N/A	N/A	61	32%

Demographic	Number 2022-23	Percent 2022-23	Number 2023-24	Percent 2023-24	Number 2024-25	Percent 2024-25
African-American	N/A	N/A	N/A	N/A	58	30%
Asian-Pacific Island	N/A	N/A	N/A	N/A	0	0
Asian	N/A	N/A	N/A	N/A	2	1%
Multi-Race	N/A	N/A	N/A	N/A	1	0.5%
Total Current Enrollment	N/A	N/A	N/A	N/A	191	N/A

**Note:** 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).

## Discussion

### Interpreting Year-1 data:

- Rapid first-year growth to 191 students indicates strong demand for our re-engagement model.
- A balanced racial/ethnic mix (near thirds White/Hispanic/Black) and a male-leaning enrollment (67%) reflect the community we serve and the appeal of our CTE/WBL pathways to off-track youth.

### What's working:

- Consistent high expectations with high support (clear attendance/credit benchmarks, wraparound services, and career-aligned pathways).
- Follow-through on promised offerings (flexible scheduling, WBL, credentials) builds trust, which fuels referrals.

### Sustaining enrollment over time (ongoing plan):

- Keep the omni-channel mix (bilingual radio, TV/earned media, hyper-local billboards, digital geotargeting) and double-down on word-of-mouth via student/parent ambassador stories.
- Maintain institutional pipelines: probation, courts, community-based orgs, workforce partners, counselors/registrars for continuous warm referrals.
- Run rolling admissions with monthly “restart” on-ramps tied to credit recovery milestones.
- Share evidence of outcomes (credits earned, credentials, placements) to reinforce trust and referrals.
- Monitor KPIs (inquiries → enrollments, show rate, 30-day persistence) and adjust outreach by ZIP code and partner yields.

## C. Attendance & Dropout Rate

### Introduction

Attendance, dropout, and student mobility are key indicators of stability and engagement for students in a dropout-recovery model. In our first year of operation, Great Oaks High School served a highly mobile and often disconnected population of opportunity youth. Many students balance school alongside work, probation requirements, housing transitions, and family responsibilities, which directly impacts consistent attendance.

To support students in overcoming these barriers, the school implemented:

- **Flexible scheduling and blended learning** to allow students to progress at their own pace.
- **Family Advocates and Retention Specialists** to connect students with transportation, housing, childcare, and other supports.
- **Daily outreach and wraparound engagement** to re-establish connections with students who are absent.
- **Community partnerships** with probation officers, social workers, and workforce agencies to help stabilize student lives and reduce dropout risk.

In recognition of the unique needs of our student population, the school applied for and received waivers from:

- **Iowa Code § 279.10(1)** – Instructional time/seat-time requirement.
- **Iowa Code § 256.11 (“Offer and Teach”)** – Requirement for comprehensive offer and teach of all traditional courses.

These exemptions allow the school to provide a competency-based and flexible instructional model tailored to opportunity youth.

## Data

*Table 3 Attendance and Dropout Rate*

Area	2022-23	2023-24
Average Daily Attendance (ADA)	N/A	49%
Dropout Rate	N/A	4.7%

**Note:** Attendance and Dropout Rates are a year in arrears; therefore, the most current data for these indicators is 2023-2024.

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	2022-23	2023-24	2024-25
Student Mobility	N/A	N/A	4%

**Note:** Student Mobility data are from Infinite Campus. These data reflect the net percentage increase or decrease in student enrollment over the course of each year.

## Discussion

In its first year of operation (2024–2025), the school recorded an average daily attendance of 49%. Attendance averages hovered above 50% for much of the year but dipped significantly toward the close of the school year. This baseline highlights both the opportunities and challenges of serving opportunity youth, many of whom balance school with employment, probation requirements, housing transitions, and family responsibilities.

While the official ADA rate reflects traditional seat-time measures, Edmentum Learner Daily Usage Reports (Sept 2024–June 2025) show that student engagement was much higher. On average, students maintained 78% active time on academic activities, completing work across multiple subjects and logging consistent instructional hours online. This confirms that even when students were not physically present, they remained engaged in credit-earning coursework through the school's blended learning model. The school will continue leveraging this data to support students' unique life circumstances while maintaining accountability for academic progress.

The dropout rate of 4.7% demonstrates early success in the school's mission to re-engage students most at risk of leaving school. This result highlights the effectiveness of relationship-building, high expectations paired with high support, and wraparound services such as Family Advocates and Retention Specialists.

Moving forward, the school will focus on:

- Strengthening daily attendance interventions and incentives.
- Expanding community partnerships to reduce barriers contributing to absences and mobility.
- Leveraging online participation data to create a fuller picture of engagement.
- Continuing to build a culture that emphasizes persistence, accountability, and long-term success.

As a new school, the first year's data provide a foundation for growth. The dropout rate shows students are staying connected, while the online participation data reflect strong engagement not captured by ADA alone. In future years, the school will use both traditional attendance and online participation data to improve supports, ensuring that students' academic progress aligns with their life circumstances.

## D. Graduation Rate

### Introduction

Graduation is a key performance measure for Great Oaks High School and Career Center, reflecting our mission to re-engage opportunity youth and prepare them for both a diploma and a career credential. As a first-year charter school, no four-year or five-year graduation rates are available at this time, as these measures are reported one year in arrears.

Best practices implemented in this area include:

- Individualized learning plans that set clear academic and career goals for every student
- Weekly monitoring of credit accrual to keep students on track toward graduation
- Wraparound supports addressing barriers such as transportation, childcare, and housing
- Workforce-aligned pathways that motivate students to persist by connecting learning to career goals

# Data

Table 5 Credit Accrual and Students On-Track to Graduate

Area	2022-23	2023-24	2024-25
Credit Accrual	N/A	N/A	403
Students On-Track for Graduation	N/A	N/A	29

Credit Accrual data are from *Infinite Campus and Weekly Metrics Reporting*. These data reflect the average number of credits accrued per grade level.

Students On-Track for Graduation data are from *Infinite Campus*. These data reflect the percentage of students meeting the expected credit accrual rate to graduate.

## Discussion

As this is the school's first year of operation, no graduation rates are available for reporting; however, early indicators such as credit accrual and students on track to graduate provide meaningful insight. In 2024–2025, students collectively earned 403 credits, with 29 students identified as on track for graduation.

In spring 2025, Great Oaks celebrated its first graduating class of 11 students. Each of these graduates entered our school credit-deficient and at risk of not completing high school. Through consistent support from staff, individualized pacing, and intensive wraparound services, they were able to meet graduation requirements and earn their diplomas. This milestone underscores the effectiveness of our model in helping students overcome significant barriers to success.

These results reflect the success of our early implementation strategies. Many students enroll significantly credit-deficient and often disconnected from traditional schools. Through individualized pacing, career relevance, and strong wraparound support, students are now demonstrating steady progress toward earning their diplomas.

Moving forward, Great Oaks will continue to strengthen these best practices:

- Maintaining high expectations paired with high support
- Expanding work-based learning opportunities to sustain student motivation
- Using weekly data reviews to identify and intervene early when students fall off pace

## E. Student Achievement

### Introduction

At Great Oaks High School and Career Center, we monitor student performance through a combination of state assessments (ISASP/DLM), online curriculum assessments (Edmentum), and teacher-created formative and summative measures. This layered approach ensures that each student's growth is tracked regularly, with interventions provided as needed.

Best practices implemented include:

- **Individualized Learning Plans (ILPs):** Each student has an ILP aligned to graduation and career pathway goals.

- **Frequent Progress Monitoring:** Teachers and staff use Edmentum, formative assessments, and benchmark data to adjust instruction in real time.
- **Wraparound Supports:** Academic, social-emotional, and career readiness supports are provided through iJAG and school-based mentoring to address barriers to learning.
- **Career-Connected Learning:** Students engage in project-based and work-based learning opportunities that reinforce academic content with real-world application.

Performance indicator annual targets:

- **Proficiency:** Students will demonstrate annual increases in ISASP/DLM proficiency rates in reading, math, and science.
- **Growth:** Students will demonstrate annual growth as measured by ISASP Student Growth Percentiles (SGPs).
- **Gaps:** The school will work toward reducing proficiency gaps for subgroups of students, with a focus on opportunity youth.

## Data

Table 6 Student Proficiency Data

Proficiency	2022-23	2023-24	2024-25
ISASP/DLM: Reading	N/A	N/A	24%
ISASP/DLM: Math	N/A	N/A	19.5%
ISASP/DLM: Science	N/A	N/A	25%
Additional Test Data	N/A	N/A	N/A

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.

## Discussion

As this is the school's first year of operation, no ISASP student growth rates are available for reporting. At Great Oaks High School and Career Center, we monitor student performance through a combination of state assessments (ISASP/DLM), online curriculum assessments (Edmentum), and teacher-created formative and summative measures. This layered approach ensures that each student's growth is tracked regularly, with interventions provided as needed.

Best practices implemented include:

- **Individualized Learning Plans (ILPs):** Each student has an ILP aligned to graduation and career pathway goals in partnership with iJAG.
- **Frequent Progress Monitoring:** Teachers and staff use Edmentum, formative assessments, and benchmark data to adjust instruction in real time.

- **Wraparound Supports:** Academic, social-emotional, and career readiness supports are provided through iJAG and school-based mentoring to address barriers to learning.
- **Career-Connected Learning:** Students engage in project-based and work-based learning opportunities that reinforce academic content with real-world application.

Performance indicator annual targets:

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- **Growth:** Students will demonstrate annual growth as measured by ISASP Student Growth Percentiles (SGPs).
- **Gaps:** The school will work toward reducing proficiency gaps for subgroups of students, with a focus on opportunity youth.

## F. Financial Performance

### Introduction

Our financial performance projections are grounded in enrollment growth, per-pupil state funding, and diversified revenue streams that include federal Title I allocations, private philanthropy, and other funding sources. Key indicators for future projections include the strong growth of student enrollment (198 in Year 2 and 252 in Year 3) and the corresponding increase in per-pupil funding revenue. Additional projected revenue sources include Title I allocations, federal nutrition funding, private contributions and donations, and supplemental grants.

As a charter serving opportunity youth, our financial planning emphasizes sustainability, ensuring that operating revenues align with anticipated expenditures. Investments in instruction, student supports, and facilities are balanced with projected contributions from public funding, philanthropy, and strategic partnerships to provide a stable financial base for long-term growth.

### Data

Table 7 Financial Performance - Revenue

Revenue Source		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
# Students		0.00	198	252.00
Total State Per Pupil Funding	3124	\$ -	1,147,988	2,017,008
Transportation Fees	14XX			
Investment and Deposit Income	15XX			
Food Service	16XX			
Student Activities	17XX			
Contributions/Donations from Private Sources	192X			1,056,209
Textbook Sales and Rentals	194X			
School Food Service Program	325X			



Revenue Source		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
Title I	4501		44,348	105,000
Child Nutrition Act	455X			
Other Source	4077		500,000	
Other Source	4643		4,797	6,094
Other Source	4669		10,000	16,514
<b>Total Revenue</b>		<b>\$ -</b>	<b>\$ 1,707,133</b>	<b>\$ 3,200,825</b>

Table 8 Financial Performance - Expenditure

Expenditure		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
<b>Salaries/Benefits</b>				
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			
<b>Non-Staff Expenditures</b>				
Purchased Professional and Technical Services	300		1,217,198	2,361,409
Audit Services	341		27,000	27,300
Legal Services	342		27,265	19,570
Utility Services	41X			
Cleaning Services	42X		11,923	14,420
Repair and Maintenance	43X		10,082	23,690
Rentals	44X		144,900	310,286
Construction Services	45X			
Insurance	52X		19,513	20,600
Communications (postage, telephone)	53X		92,744	73,540

Expenditure		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
Supplies	61X		285,877	149,100
Natural gas/electric	62X		13,392	15,450
Fuel	62X			
Food for Food Service Program	63X			
Books/periodicals	64X		19,836	57,550
Textbook substitutes	65X			
Student Transportation supplies	67X			
Equipment	73X			
Other Items	581		12,502	11,750
Other Items	653		31,814	45,810
Other Items	683		20,304	33,821
<b>Total Expenditures</b>		<b>\$ -</b>	<b>\$ 1,934,350</b>	<b>\$ 3,164,296</b>

Table 9 Financial Performance - Net

Net		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26 (Projected)
<b>Net Revenue/Expenditure</b>		<b>\$ -</b>	<b>\$ (227,217)</b>	<b>\$ 36,529</b>

**Notes:** Financial data are from Charter Treasurer LLC. These data reflect projected revenues and expenditures for the charter school's first two years of operation, based on state per-pupil allocations, federal funding streams, private contributions, and anticipated start-up and operating costs.

## Discussion

The financial data demonstrate a clear trajectory toward sustainability as enrollment scales. While no revenues were recorded in the planning year (Spring 2024), Year 2 (2024–2025) reflects significant revenues of \$1.7M driven by per-pupil allocations and initial private contributions. Expenditures for Year 2 exceeded revenues by approximately \$227K, reflecting start-up costs typical of new charter operations, including professional services, facilities, and initial instructional expenses.

By Year 3 (2025–2026), enrollment growth and additional revenue streams—including expanded Title I funding and private contributions- support projected revenues of \$3.2M against expenditures of \$3.16M, yielding a modest positive balance. This shift from deficit to surplus indicates improving financial health and aligns with our strategy of stabilizing through growth.

Presently, financial performance reflects the realities of new charter implementation, which involves high upfront investments in facilities, staffing, and services. Looking forward, continued enrollment growth, diversified funding streams, and careful expenditure management are expected to position the school for ongoing fiscal stability and sustainability. These projections support confidence in both the short-term viability and long-term resilience of the charter.

## G. Staffing and Qualifications

### Introduction

Great Oaks High School and Career Center prioritizes the recruitment and retention of highly qualified staff to ensure academic excellence and wraparound support for our students. Best practices include:

1. **Targeted recruitment** through partnerships with local universities, DMACC, and professional networks to identify licensed educators and CTE instructors.
2. **Leveraging community expertise** by bringing in adjunct faculty and industry professionals for specialized instruction in trades and healthcare.
3. **Comprehensive onboarding and mentorship** to support new staff in aligning with our mission and instructional model.
4. **Ongoing professional development**, including training in trauma-informed practices, culturally responsive teaching, and integration of CTE credentials.
5. **Retention supports** such as collaborative leadership, opportunities for advancement, and recognition for staff contributions to student success.

### Data

Table 10 Staffing

Folder #	First Name	Last Name	Position	License Type
818050	Kristopher	Byam	Director	PK-12 Principal / PK-12 Special Education Supervisor – 189 Evaluator (New) - 190
1108873	Dylan R.	Sumpter	Social Studies Teacher	5-12 American History - 158 5-12 World History - 166 5-12 All Social Sciences - 186K-12 Instructional Strategist II: BD/LD - 263
977493	Antonio J.	Bellegante	Math Teacher	5-12 Mathematics - 143
983411	Jessica L.	Hart	Science Teacher	5-12 Biological Science - 151 5-12 General Science - 154 K-12 Athletic Coach - 101 5-12 All Science - 185
1130691	Laura M.	Armstrong	English Teacher	Initial 5-12 English/Language Arts - 120
1139822	Cole J.	Thilges	Manufacturing Teacher	Initial- 5-12 Welding - 368 5-12 Drafting - Machine - 355
1018771	Zack W.	Leeper	Special Education Teacher	5-12 Instructional Strategist I: Mild/Moderate - 261
—	Jeff	Bramer	Construction Trades Instructor (Adjunct/DMACC)	Adjunct Faculty- DMACC- journeyman
340686	Keri A.	Oetker	Healthcare Teacher	PK-12 School Nurse SPR Non-Teaching - 1751 Substitute License Adjunct Faculty- DMACC- RN
NA	Jesus	Cardoza	Student Experience Coordinator	NA

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

## Discussion

Recruitment and retention of highly qualified staff are central to sustaining our mission of serving opportunity youth. Our recruitment strategy combines outreach to licensed teachers across Iowa with partnerships that allow us to attract industry professionals who bring real-world experience into the classroom. For example, Great Oaks partners with DMACC to add adjunct faculty for construction trades, expanding opportunities for students while ensuring instruction aligns with industry expectations.

Retention is supported by cultivating a strong culture of teamwork and shared mission. Staff are provided meaningful professional development, flexibility in serving nontraditional learners, and opportunities to innovate within their roles. The supportive, relationship-driven environment allows teachers and staff to see the direct impact of their work on students’ lives, which has been a powerful driver of retention.

As enrollment grows and new campuses are added, this approach to recruiting and retaining staff will sustain the charter’s long-term success. The combination of professional educators, CTE specialists, and student support staff ensures that Great Oaks can meet both academic and workforce goals while maintaining compliance with BOEE requirements.

## H. Sustainability, Trends, & Satisfaction

### Introduction

Sustainability at Great Oaks is measured by three key indicators: enrollment growth, satisfaction of students, families, and staff, and the long-term viability of the charter model. In its first year of operation, the school established a strong enrollment baseline, with projections showing steady increases from 252 students in 2025–2026 to 325 in 2026–2027 and 375 in 2027–2028. These projections reflect modest growth that is aligned with staffing, program development, and facility capacity, with the potential to expand to 425 students in the years following.

Alongside enrollment growth, sustainability is strengthened by high satisfaction levels across all stakeholder groups. Results from family, student, and staff surveys conducted in Fall 2024 and Spring 2025 reflect overwhelmingly positive perceptions of the school’s mission, culture, and impact. Nearly all respondents reported that they understand the mission, believe they are making a positive difference, and feel connected to a family-like culture where students are cared for and supported. Taken together, these indicators provide a strong foundation for Great Oaks’ ongoing sustainability and success.

### Data

Table 11 Projected Student Enrollment

Demographic	Number 2025-26	Number 2026-27	Number 2027-28
10 Grade	33	50	70
11 Grade	71	100	120
12 Grade	147	175	185
FRL	189	240	280
IEP	48	58	65
ELL	10	14	18

Male	168	215	245
Female	83	110	125
Nonbinary	-	-	5
White	83	105	120
Hispanic-Latino	83	110	130
African-American	83	100	115
Asian-Pacific Island	2	3	5
Multi-Race	1	7	10
Total Current Enrollment	252	325	375

**Note:** Projected Student Enrollment data are from Infinite Campus. These data reflect actual enrollment from 2024–2025, our projected enrollment for 2025–2026, and growth projections for 2026–2027 and 2027–2028 as we expand toward full capacity.

Table 12 Satisfaction Ratings

Data Source	Data Results
Family, Student and Staff Survey	<p>Satisfaction Ratings are from the Great Oaks Family, Student, and Staff Satisfaction Surveys (Fall 2024 &amp; Spring 2025). These data reflect overwhelmingly positive perceptions of the school's mission, culture, and impact.</p> <p>Overall Results:</p> <ul style="list-style-type: none"> <li>98% of respondents indicated that they understand and support the school's mission.</li> <li>96% agreed or strongly agreed that the school is making a positive difference in students' lives.</li> <li>94% of students reported feeling safe at school and supported by teachers.</li> <li>92% of families and 95% of staff described Great Oaks as having a family-like culture that values relationships and teamwork.</li> <li>91% of all respondents said they would recommend Great Oaks to others.</li> </ul> <p>The strongest results were in mission clarity (98%), teacher care (95%), and teamwork/culture (93%). The primary areas for continued growth include improving the consistency of feedback and timeliness of communication, which scored slightly lower at 84%.</p> <p>Overall, more than nine out of ten families, students, and staff expressed satisfaction across all indicators, reinforcing the sustainability and strength of the school's model—one built on belonging, individualized support, and a clear purpose to help every student achieve a quality life after high school.</p>

**Note:** Great Oaks Family, Student, and Staff Satisfaction Surveys (Fall 2024 & Spring 2025).

## Discussion

Enrollment projections show a clear trajectory of growth that supports long-term sustainability. Great Oaks anticipates serving 252 students in 2025–2026, expanding to 325 in 2026–2027, and 375 in 2027–2028, on the way to a full buildout of 425 students. This growth reflects both strong community demand and confidence in the school’s mission. The enrollment profile is diverse, with balanced representation across White, Hispanic-Latino, and African-American students, alongside smaller populations of Asian-Pacific Islander and Multi-Race students. These patterns demonstrate the school’s ability to attract and retain a broad base of students reflective of the surrounding community.

Satisfaction ratings reinforce this sustainability outlook. 98% of families, students, and staff reported understanding and alignment with the school’s mission and vision, while over 94% agreed that they feel valued, supported, and part of a family culture. Students overwhelmingly indicated that they feel safe at school, have access to teachers, and recognize that their teachers care about them. Families reported that their children are more satisfied and confident in their learning than at previous schools, and staff consistently noted that they believe they are making a positive difference in students’ lives. The primary area identified for improvement is enhancing the consistency of communication and feedback for both families and staff, which will be a focus in the coming year.

Taken together, these enrollment and satisfaction trends demonstrate that Great Oaks is on a sustainable path. Modest but steady growth ensures that the school will reach capacity without compromising quality, while consistently strong satisfaction levels indicate a healthy and supportive culture. These results confirm that Great Oaks is not only expanding in numbers but also deepening its impact, ensuring sustainability well into future years.

## I. Annual Progress toward Charter-Identified Goals

### Introduction

Great Oaks High School and Career Center was established to re-engage opportunity youth through a flexible, supportive, and career-focused model that leads to both a high school diploma and industry-recognized credentials. Each year, the school reviews progress toward its charter-identified goals to ensure accountability and continuous improvement.

These goals reflect the school’s commitment to:

- **Credit recovery and on-time graduation** for students who enter significantly behind their peers.
- **High-quality career technical education (CTE)** in construction, manufacturing, and healthcare, supported by credential attainment and work-based learning experiences.
- **Wraparound services** that address barriers such as housing, transportation, childcare, and justice involvement, allowing students to persist in their education.
- **Student engagement and satisfaction**, measured through surveys and feedback, to ensure a supportive and motivating school culture.
- **YouthBuild integration**, beginning this year, which combines academics, workforce training, leadership development, and community service to expand opportunities for student growth and success.

This section summarizes the school’s progress toward these goals in the most recent year and identifies priorities for the years ahead.

## Data

Table 13 Progress toward Charter-Identified Goals over the Last Year

Charter Goal	Annual Progress
Increase student credit attainment and on-track graduation rates.	Eleven students successfully graduated in 2025, all of whom entered with significant credit deficiencies. Many others made measurable progress toward being on track.
Improve student daily attendance and persistence in school.	Average daily attendance for the year was 49%, with strong persistence rates as students continued to accrue credits even when unable to attend daily.
Provide access to CTE pathways and industry-recognized credentials.	Students engaged in construction, advanced manufacturing, and healthcare pathways, with multiple students earning OSHA-10 and working towards industry-recognized credentials. YouthBuild coming online for the 2025-2026 school year will only enhance the growth of the CTE programs.
Ensure wraparound supports that reduce barriers to student success.	Family Advocates and Resiliency Specialists provided housing, food, transportation, and court support; partnerships with iJAG and community organizations enhanced wraparound services.
Build strong student engagement and satisfaction.	Student surveys indicated strong agreement that teachers care, provide support, and make technology and CTE opportunities accessible (over 80% agreement across multiple indicators).

**Note:** Charter goal data are from the Student Reporting in Iowa (SRI) collection, internal school surveys, Edmentum course completion reports, and credential tracking logs. These data reflect student outcomes aligned with the school's performance framework.

## Discussion

In the school's first full year of operation, Great Oaks demonstrated measurable progress toward its charter-identified goals. The graduation of 11 students, many of whom began the year far behind in credits, shows the effectiveness of individualized support and competency-based learning. Attendance remains an area for growth, but the persistence rate highlights that students stay engaged in credit recovery and credentialing even when life circumstances prevent consistent daily attendance.

CTE engagement has been particularly strong, with students in construction, manufacturing, and healthcare pathways beginning to earn credentials that connect directly to workforce opportunities. This validates the model's emphasis on relevance as a driver of motivation and retention.

Wraparound supports proved essential in reducing barriers that might otherwise prevent student persistence. Partnerships with iJAG, Mercy College, ABC of Iowa, and community service providers amplified the school's ability to address housing, food insecurity, and court obligations, critical for the opportunity youth population.

Additionally, the launch of YouthBuild at Great Oaks has expanded opportunities for students to develop leadership, workforce, and academic skills through a nationally recognized model. YouthBuild integrates service learning, construction training, and wraparound supports, further reinforcing the school's mission of preparing students for both graduation and sustainable employment. The program not only provides additional credentials and workforce pathways but also builds a culture of resilience, civic responsibility, and teamwork. As YouthBuild expands in the coming years, it will be a cornerstone for strengthening student persistence, deepening community partnerships, and ensuring that Great Oaks continues to grow as a hub for opportunity youth in Iowa.

Finally, student satisfaction data underscore that relationships and support systems are central to the school's culture. Strong positive responses to survey items about teacher care and access to support confirm the effectiveness of the "high expectations with high support" philosophy.

Looking forward, the school will focus on improving daily attendance rates, expanding credential attainment across all CTE strands, scaling YouthBuild to reach more students, and deepening partnerships to sustain progress toward long-term goals.



# Iowa Charter School Reporting: Choice Charter School

October 2025

## Introduction

Iowa Administrative Code chapter 281—19.14(256E) Reports.

**281 IAC 19.14(1) Annual report.** 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. 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.

**281 IAC 19.14(2) Annual financial report.** Each charter school shall submit a Certified Annual Report consistent with the requirements of Iowa Administrative Code chapter 281—chapter 99. The annual financial report is due to the department by September 15.

Note for charter schools authorized under Iowa Code chapter 256F, the same reporting requirements apply as indicated in Iowa Code section 256F.10, subsection 256F.10(2).

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## A. Mission, Vision, & Progress toward Goals

### Program Highlights

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 Meet or Zoom format. Instruction is highly interactive, with the choice of completing courses in a LIVE (in-person) or Night setting (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 publicly accessible buildings in the communities where the students live. This includes JCOs, mental health centers, and other nonprofits working with these young people.

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 unwelcome or challenged with their social-emotional/physical needs. As a result, many students who are credit-deficient have to relearn skills and behaviors to be successful in school. This affects the school's 4-year and 5-year graduation rates, as a majority of the students are classified as Juniors and Seniors based on age, not credits earned. Therefore, this gives a false narrative of expected graduation dates. The staff work diligently to increase the students' skills as they earn the required credits for graduation. CCS believes that students learn at their own pace on their own time, which in turn makes the 4-year and 5-year graduation rates well below the state average because students come to the school significantly below the state standard of credits earned versus their peers in traditional schools. 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, may 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 were also 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 third year in a row. We do this all below the state average cost per pupil. Equity in funding is a huge problem with charter schools. If a student comes on the first day and stays to the last day, we receive the full funding for the year for that student (\$8,362.52). That comes to \$49.78 per day ( $8362.52 / \text{total days served of } 168$ ). However, if a student comes at any time during the year, the state only pays \$46.45 for these students (the formula the state uses to pay charter schools is  $8362.52/180$ ). In 2023, the state was spending an average of \$13,792 per pupil in Iowa. We are saving the state an estimated \$5,500 per pupil per year, for 320 students, which is \$1,760,000 in savings to the state of Iowa because Choice Charter exists. 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 (see above comments) than any other district of 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. All students have access to YSS counselors as well as the Brightn app, delivering personalized mental wellness. Additional highlights include:

- Presidential Scholarship winner to Drake University
- One of our students purchased a house while still attending school
- All our graduates are either going to college, going into the trades, or are gainfully employed
- All our graduates are participating citizens
- 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.
- Personalized 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 college courses, career development activities, guest speakers, and work-based learning.
- Identifying potential career paths and achieving success 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 a local community college or a military career.
  - Gaining confidence and background knowledge to go to more traditional 4-year college pathways or directly into the world of work.

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. Elite gaming is being added for the 25-26 school year. An FFA chapter is being formed as well.

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 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.

## Data

*Table 1 Mission and Vision*

Mission	Vision
Choice Charter School Iowa (7-12): On a virtual secondary school campus, we provide Iowa with a student-centered alternative public education – steeped in mentoring, equity, compassion, and the skills needed to shape the future.	<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-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 will prepare people to become engaged members of society by:</p> <ul style="list-style-type: none"> <li>• Integrating learning strengths, student choice, interests, and needs to create personalized learning.</li> <li>• Recognizing the value of each student and the unique circumstances brought to the learning environment.</li> <li>• Creating a cross-curricular curriculum.</li> <li>• Focusing on competency, project-based education.</li> </ul>

## 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 three, CCS now has three years of achievement data to examine academic growth and proficiency. While many schools in the state have years of data and their populations are more stable, CCS is still in the infancy of data collection, and many of our students are mobile; we have been able to make some assumptions and decisions based on what we have acquired.

Student growth will become clearer as time progresses, and more data is available on students who 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 indicating 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. We have learned a lot in these past three years about our students, about their unique characteristics and how to better serve this population.

We serve students who haven't been to school on a regular basis - most are chronically absent according to the current definition. We serve a majority of students who haven't taken the ISASP on a consistent basis, and when they do, they score less than proficient. Only 47 % of our students took the ISASP in 24-25, and of those students, 27.8% were proficient in ELA, 16.5% in math, and 19.2% in Science. Many of our students rely on their parents to get them to the testing site. Most of our testing sites are only open after 9 am, long after parents are required to be at work, making it difficult for students who do not have rides to get to the testing site. Some of our students work during the day, and since the ISASP is only available to students from 8 to 5 Monday -Friday, working students are often unable to make it to the test.

The new state law should help remedy this; however, our students are apathetic towards these tests, stating they are not relevant to their lives or their success in life. We cannot guarantee our scores will improve, but we will probably see more students taking the test as long as the ISASP allows the Chromebooks we provide to the students access to the camera while taking the test. See under the “Student Achievement - Academic Growth and Proficiency” section for results and more details.

Based on the initial goals and annual review by the SIAC Committee, below are the areas of focus for the current 2025-2026 school year.

GOAL 1: Continue to Increase Progress Towards Graduation. Each student will make progress toward graduation based on their Individual Success Plan (A minimum of 8 credits will be suggested for students who are present all year).

GOAL 2: Continue Improvement in Academic Learning: State ISASP Assessments (required). Increase the participation of students taking the ISASPs assessments (from 49% to 80%) and continue the progress (5% growth on scale score) of the cohort student group, in ELA, mathematics, and Science (as applicable).

GOAL 3: Maintain Positive Culture: Bullying Prevention /Social-Emotional Learning Maintain, within 7% of our positive school year 2025 data, the positive results on the five areas (Safety, Listening, Communication, Boundaries, and Expectations).

GOAL 4: Improve Communication on Student Progress and Success. Decrease the % of “strongly disagree” and “disagree” responses on the parent and staff survey results for questions 3,7, and 9.

GOAL 5 (CTE): Future Ready Students. Each student will be able to identify their career path and utilize it for school and post-graduation planning.

## **B. Student Enrollment**

### **Introduction**

CCS students enroll from all over the state. They come from rural and metropolitan areas. The year ended - using the SRI Spring 2024-25 data with 30.7% of our population qualifying for free and reduced lunch, 13% with an IEP, 11.2% with a 504, 6.8% ELL, and 2.8% Gifted and Talented. CCS students are 76.3% white, 11.7% Hispanic, 9.3% African American, with the remaining categories less than 2.7%. (This is all in Table 2 for your viewing.) We started the year with 167 students and ended the year with 257 students (SRI Spring Results). That number is deceiving because students come in and graduate throughout the school year.

The best practice in recruitment was 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).

## Data

Table 2 Student Enrollment by Grade

Grades	Number 2022-23	Percent 2022-23	Number 2023-24	Percent 2023-24	Number 2024-25	Percent 2024-25
7th Grade	NA	NA	NA	NA	3	1.17%
8th Grade	NA	NA	NA	NA	5	1.95%
9th Grade	16	18.6	13	7.8	20	7.78%
10th Grade	11	12.8	34	20.4	48	18.68%
11th Grade	17	19.8	40	24	68	26.46%
12th Grade	42	48.8	80	47.9	113	43.97%
<b>Total Current Enrollment</b>	<b>86</b>	<b>100</b>	<b>167</b>	<b>100%</b>	<b>257</b>	<b>100%</b>

**Note:** 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).

Table 3 Student Enrollment by Demographics

Grades	Number 2022-23	Percent 2022-23	Number 2023-24	Percent 2023-24	Number 2024-25	Percent 2024-25
FRL	N/A	N/A	49	29.3	51	19.84%
IEP	10	11.6	25	15	49	19.07%
ELL	N/A	N/A	4	2.4	7	2.72%
Male	37	43	83	49.7	128	49.81%
Female	45	52.3	73	43.7	119	46.30%
Nonbinary	4	4.7	11	6.6	10	3.89%
White	66	76.7	126	75.4	196	76.26%
American Indian or Alaska Native	N/A	N/A	1	0.6	3	1.17%
Hispanic-Latino	7	8.1	21	12.6	30	11.67%
African-American	13	15.1	15	9	24	9.34%
Asian-Pacific Island	N/A	N/A	N/A	N/A	0	0.00%
Asian	N/A	N/A	1	0.6	2	0.78%
Multi-Race	N/A	N/A	3	1.8	2	0.78%

**Note:** 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).



## Discussion

Enrollment has continued 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 2024 to the first day of school in 2025, increased from 241 to 301 students. This is an increase of 25% from year one to year two.

Using the spring 2025 SRI data (BEDS Enrollment), at the end of the 2024-2025 school year, there were 323 active students documented. This is an increase of 66 students from the fall of 2024 to the spring of 2025, or 26%. This is a significant increase from what is shown in the chart above, when comparing last year's enrollment with this year's enrollment.

When this data was taken, 19% of our population qualified for special education. Our data on race indicate we are pretty close to a typical Iowa school in diversity. 76% White, 12% 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.

Although we did not meet the 300 students enrolled in the first year, we did have over 139 students in year one, over 220 in year two, 270 in year 3, and currently we have 301 students enrolled in CCS as we begin year 4. The initial application goal of 300 students enrolled was reached by the end of the 2024-2025 school year.

## C. Attendance & Dropout Rate

### Introduction

As an online/virtual school, attendance and engagement of students are calculated at Choice Charter School using participation in daily classes (live/synchronous), night 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 2023-2024 school year, Choice Charter School had a 14.2% dropout rate for grades 7-12, and 13.69% for grades 9-12. That is noteworthy when you figure all CCS students are potential dropouts. The daily attendance - using the SRI Spring 2024-25 data - during this same year was 71.8 % (7th = 92.3%, 8th = 91.6%, 9th = 76.7%, 10th = 72.9%, 11th = 71.9%, 12th = 64.4%) which is admirable when you consider that these students were nonattenders at their traditional schools and are now re-engaging at CCS.



## Data

Table 4 Attendance and Dropout Rate

Area	2022-23	2023-24
Average Daily Attendance (ADA)	91.9	71.9%
Dropout Rate	16.7 (9-12)	14.2% (7-12)

**Notes:** Attendance and Dropout Rates are a year in arrears; therefore, the most current data for these indicators is 2023-2024.

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 details about the methodology for these calculations.

Table 5 Student Mobility

Area	2023-24	2024-25
Student Mobility	Of the 237 students entered into JMC, 85 entered past the start date, one left before the end of the year, zero entered late and left early, and zero left and later re-entered. 36% (86/237) of CCS students were mobile during the 2024-2205 school year.	During the 24-25 school year, 319 students were enrolled in the first week of school, and 277 enrolled after the first week (598 students enrolled during the school year). One hundred eighty-one left early (91 stopped attending, six dropped, six aged out, and 78 transferred). This is a 30% mobile rate.

**Note:** Student Mobility data are from the Choice Charter School's JMC Student Management System.

## 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 and then re-entered, was 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 the 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 the 2022-2023 school year, 36% (85/237) in 2023-2024, and 30% in 2024-2025. 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 decrease of 6% in total student mobility when comparing the 2023-2024 and 2024-2025 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, or 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 eight 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

### Introduction

Students who 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 up within the time frame of 4 or 5 years for graduation. We believe students learn best on their own time at their own pace.

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 on 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.

We do not fail students. Students at Choice Charter School are never required to retake a course or start over. They continue on the path of learning from where they are to where they want to be.

The data shows below that 37.1 % of our student body were able to graduate in 4 years during our first year of operation (22-23) and 31.9% the second year (23-24). That is to say that CCS was successful in helping these students graduate in 4 years, where they were destined to drop out in traditional school. Over the course of the first three years (2022-2025), CCS has graduated 103 students. Thus, it is important to note that not all students graduate in 4 years; however, when a student does graduate, the impact on Iowa's economy is at least \$292,000 over their lifetime. As a result, CCS has helped contribute to the state \$30,076,000 million dollars. Choice Charter School has also saved the state over \$1,760,000, as stated above in section A1.

### Data

*Table 6 Graduation Rate*

Area	2022-23	2023-24
4 Year Graduation Rate	37.1	31.9%
5 Year Graduation Rate	N/A	54.3%

**Notes:** 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 2023-2024.

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 from 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 details about the methodology for these calculations.

Table 7 Credit Accrual and Students On-Track to Graduate

Area	2022-23	2023-24
Credit Accrual	<p><b>FOR **“FULL-YEAR” STUDENTS ONLY:</b></p> <ul style="list-style-type: none"> <li>On average, 9th graders entered the school with zero credits and earned 7.60.</li> <li>On average, 10th graders entered the year with 8.1 credits and earned 6.22.</li> <li>On average, 11th graders entered the year with 14.4 credits and earned 5.02</li> <li>On average, 12th graders entered the year with 7.08 credits and earned 2.91.</li> </ul> <p><b>FOR ALL STUDENTS:</b></p> <ul style="list-style-type: none"> <li>On average, 9th graders entered the school with 1.69 credits and earned 53.7</li> <li>On average, 10th graders entered the year with 10.22 credits and earned 3.55.</li> <li>On average, 11th graders entered the year with 16.21 credits and earned 3.43.</li> <li>On average, 12th graders entered the year with 23.49 credits and earned 2.04 credits.</li> </ul> <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><b>FOR ALL STUDENTS:</b></p> <ul style="list-style-type: none"> <li>On average, 9th graders earned 3.75 credits during the school year.</li> <li>On average, 10th graders earn 4.7 credits during the school year.</li> <li>On average, 11th graders earn 5.36 credits during the school year.</li> <li>On average, 12th graders earn 4.97 credits during the school year.</li> <li>25.3% (60 out of 237) of the students earned eight credits during the 2024-2025 school year.</li> </ul> <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

## Discussion

Credit Accrual data are from an internal spreadsheet showing the CCS Accumulation of Credits Earned in 2024-2025. This data reflects the number of credits students earned by grade for each grading period.

**\*25.3 (60 out of 237) of the students earned eight credits during the 2024-2025 school year.**

Table 8 Internal CCS Accumulation of Credits Earned Spreadsheet

AVERAGES =	HEX 1	HEX 2	HEX 3	HEX 4	HEX 5	HEX 6	TOTAL
GRADES 9-12	.66	.73	.73	.73	.82	1.08	4.74
GRADE 9	.53	.50	.32	.34	.55	1.50	3.75
GRADE 10	.68	.73	.75	.75	.75	1.03	4.70
GRADE 11	.91	.99	.83	.83	.95	.86	5.36
GRADE 12	.46	.60	.93	.93	1.02	1.05	4.97

AVERAGES =	HEX 1	HEX 2	HEX 3	HEX 4	HEX 5	HEX 6	TOTAL
GOAL	2	2	2	2	2	2	12

Due to the high level of student mobility, recording and tracking credits earned in a systematic and accurate manner has been a challenge. There have been many students who 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 who 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.

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, or six years.

During the fourth year of operation, CCS enrolled 80 seniors. Fifty-three completed the requirements for graduation, have begun transitions to additional training/schooling, and/or, as 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, rather than the traditional grade-level attainment by age. See the figure below for an overview of student progress towards graduation.

One of the major goals during the 2024-2025 school year was to enhance the tracking of attendance and credits earned at the end of each grading period. A robust MTTTS system was put into place, with more rigorous training for the adult mentors who 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. Entering our fourth year, we are seeing evidence of continued growth in these focus areas.

To date, Choice Charter School has successfully graduated 103 students (21 YR1, 29 YR, 53 YR3), more than doubling the total over the three years. 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-term 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 was 4.74 (9-12). 9.25 is needed to graduate in four years. 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 two 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 night classes to meet the needs of the students we serve. We have a mentoring system that supports students throughout their schooling, both academically and socially/emotionally (Best practice - mentoring). We have a staff who are centered around the students that are served (Best practice - student-centered learning).

We do not fail students. Students at Choice Charter School are never required to retake a course or start over. They continue on the path of learning from where they are to where they want to be.

For 2025-2026 there is a SIAC goal in place to “Continue to Increase Progress Towards Graduation. Providing support so that each student will make progress toward graduation based on their Individual Success Plan (A minimum of 8 credits will be suggested for students who are present all year).

## E. Student Achievement

### 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.

### Progress and Future Accountability

Despite the challenges with the initial, fictitious goals, significant progress was made during the 2024-2025 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 - see “Annual Progress toward Charter-Identified Goals” - were challenging due to the absence of student data, we have made commendable progress under the goals established by the SIAC (see tables 9a and 9b 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. It is very clear that the initial goals presented to the State Board for the initial charter were overly optimistic. As we continue to learn more about the uniqueness of our students, their needs, their dreams and their abilities, we constantly work to improve their learning of the content and becoming contributing members of society. 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.

### Data

Table 9 Student Proficiency Data

Proficiency	2022-23	2023-24	2024-25
ISASP/DLM: Reading	-	55.1	57.14
ISASP/DLM: Math	-	20.4	32.2
ISASP/DLM: Science	-	36.8	40.9
Accuplacer ROAR	-	See FIGURE	

Table 10 Student Growth Data

Proficiency	2022-23	2023-24	2024-25
ISASP/DLM: Reading	-	52.5	29.5
ISASP/DLM: Math	-	35	27.5
ISASP/DLM: Science	-	N/A	N/A
ROAR 2023 to 2024 comparison	-	See Figure 3 below	See Figure 4 below
Roar Math 2024	-	N/A	See Figure 5 below
Universal Par for reading intervention	-	xx	See Figure 6 below

**Notes:** 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 9b provides an overview of each cohort's ISASP performance.

Table 11 ISASP Results by Grade Level - NOT Cohort Group

Content Area	GRADE 7 Class of 2030	GRADE 8 Class of 2029	GRADE 9 Class of 2028	GRADE 10 Class of 2027	GRADE 11 Class of 2026
<b>ELA</b>  When looking at all grades 9-11, there were <b>7% more students proficient</b> than the year before (2024 = 48.2%, 2025 = 55.6%).	First year at CCS, no comparative data available.	First year at CCS, no comparative data available.	There was an <b>increase</b> in the number of students proficient from the previous year (2023 = 36.8%, 2024 = 50%, 2025 = 60%).	There was a <b>decrease</b> in the number of students proficient from the previous year (2023 = 58%, 2024 = 60%, 2025 = 50%).	There was an <b>increase</b> in the number of students proficient from the previous year (2023 = 55%, 2024 = 35%, 2025 = 57%).
<b>MATH</b>  When looking at all grades 9-11, there were <b>9% more students proficient</b> than the year before (2024 = 25.1%, 2025 = 27.8%).	First year at CCS, no comparative data available.	First year at CCS, no comparative data available.	There was a <b>decrease</b> in the number of students proficient from the previous year (2023 = 26%, 2024 = 33%, 2025 = 23%).	There was an <b>increase</b> in the number of students proficient from the previous year (2023 = 36%, 2024 = 24%, 2025 = 39%).	There was an <b>increase</b> in the number of students proficient from the previous year (2023 = 22%, 2024 = 18%, 2025 = 41%).
<b>SCIENCE</b>  When looking at all grades 9-11,	Science is not assessed in grade 7	First year at CCS, no comparative	Science is not assessed in grade 9	The average scale score (550.6) <b>increased</b> by	Science is not assessed in grade 11



Content Area	GRADE 7 Class of 2030	GRADE 8 Class of 2029	GRADE 9 Class of 2028	GRADE 10 Class of 2027	GRADE 11 Class of 2026
there were <b>12% more students proficient</b> than the year before (2024 = 24%, 2025 = 36%).		data available.		There was an <b>increase</b> in the number of students proficient from the previous year (2023 = 36%, 2024 = 35%, 2025 = 44%).	

**Note:** This compares this year's students with last year's students in the same grade; however, different students.  
For example, how did the current 10th graders compare to the students from the previous year as 10th graders?  
This results in a smaller group when calculating the results (i.e., comparing results each year by grade, not the same students - i.e., this year's 10th graders compared to last year's 10th graders)

## 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 an internal Condition for Learning survey yearly. Choice Charter School will comply with all ELPA21 assessment and reporting requirements.

The Accuplacer will be administered at least once at the beginning of high school and then again once students are near graduation. These assessments will be used to determine competencies students already possess, as well as postsecondary readiness.

Such 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 database associated with BSCS (<http://assess.bsccs.org/science/>), a multi-source database of 1000 items from several research projects. 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.

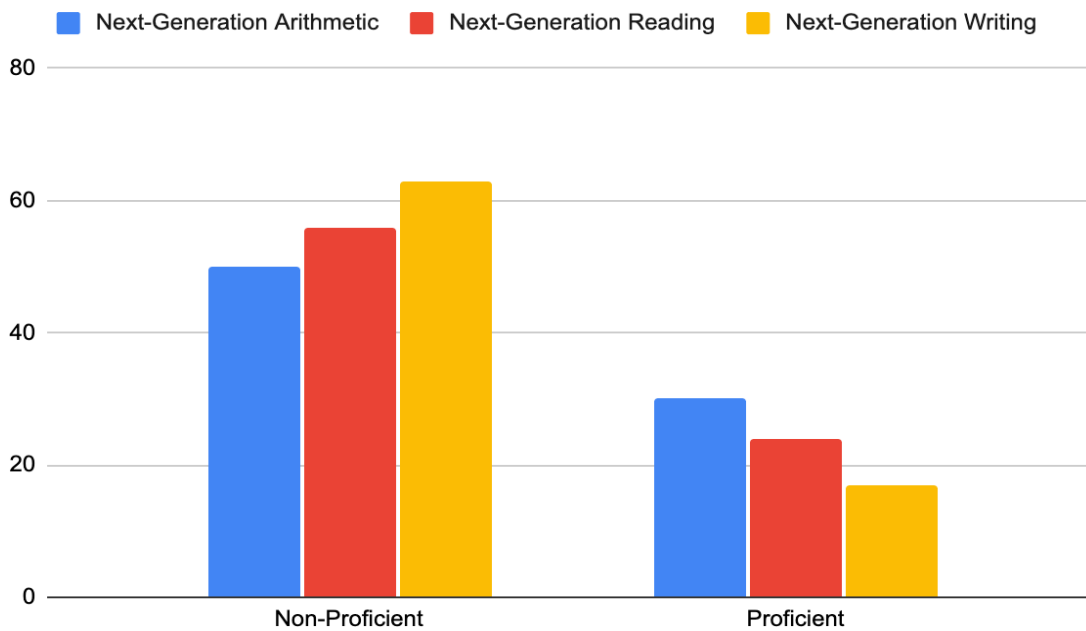


Figure 1 Accuplacer Assessment 2023-24: Next-Gen Arithmetic, Reading, and Writing. (n= 61)

## Accuplacer Next-Generation 2024

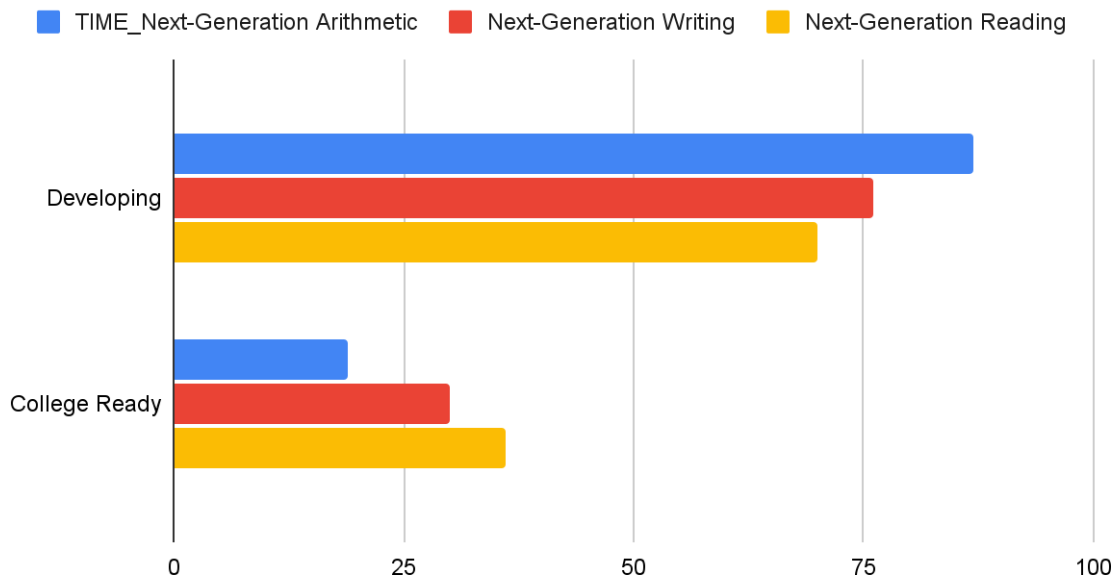


Figure 2 Accuplacer Assessment Results: Next-Gen Arithmetic, Reading, and Writing. (n=78)

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 250 or above in reading and writing, and 260 or above in math, indicate a student is likely to progress in college and/or career-related content. These are the recommendations of DMACC and other community colleges.

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 2025-2026 school year, we are using a combination of ClassGaga (an AI tutor and concept practice tool), Freckle Renaissance and the Stanford ROAR test for mathematical reasoning data.

Stanford ROAR

Stanford ROAR is a national assessment. 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
- Student scores indicate possible support needs for students in using words and structuring sentences
- Student word usage raw scores above 550 indicate a student is progressing well in this skill
- Student sentence structure raw scores above 100 indicate a student is progressing well in this skill.

Table 12 Fall 2023 ROAR Assessment

Fall 2023	Roar-Word	Roar-Sentence
Needs Extra Support	7	8
Developing Skill	13	24
Advanced Skill	40	27

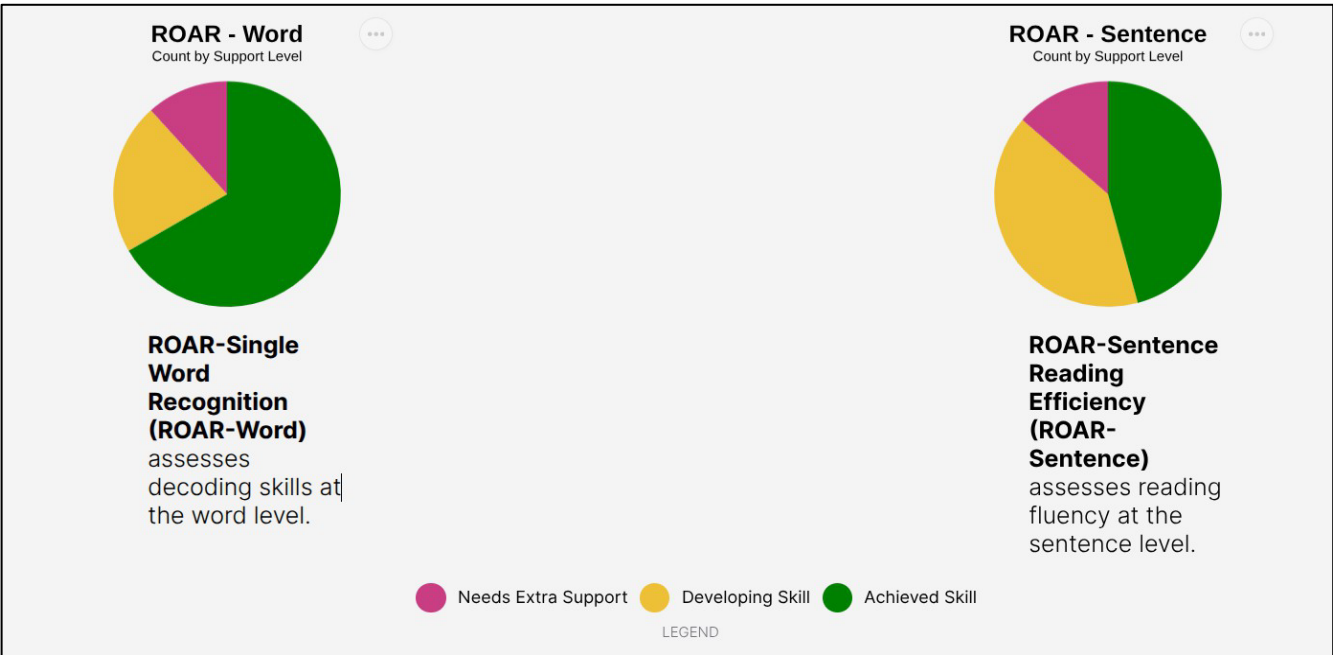


Figure 3 ROAR Assessment Results for 2023-24

## ROAR Spring 2025 check

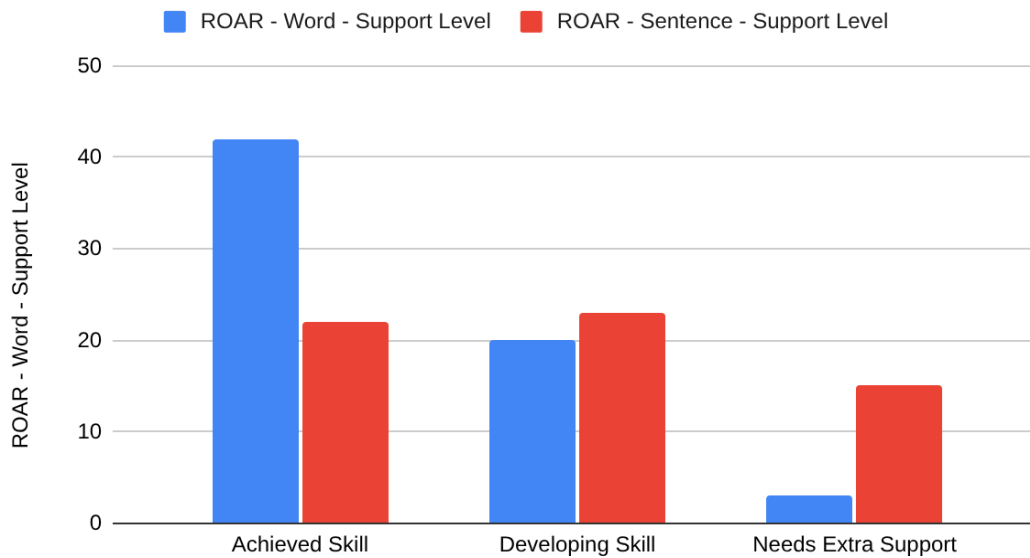


Figure 4 Assessment Results: Roar-Word & ROAR- Sentence Support Level Count Spring 2025

## Percentage Math Facts vs. Calculation Frequency Spring 2024

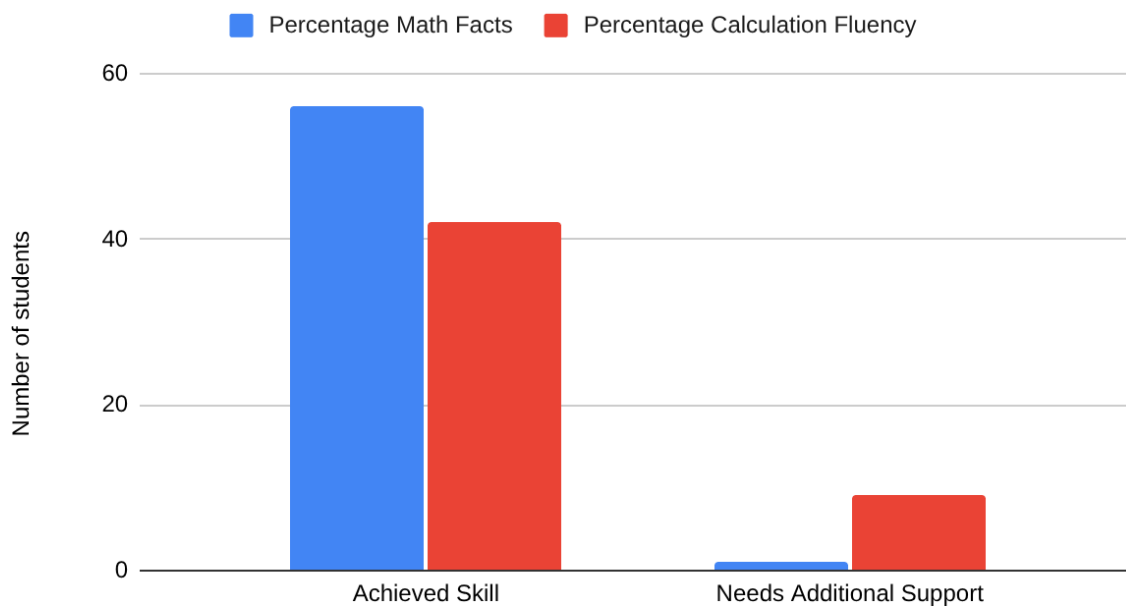


Figure 5 ROAR Math Facts and Math Computation

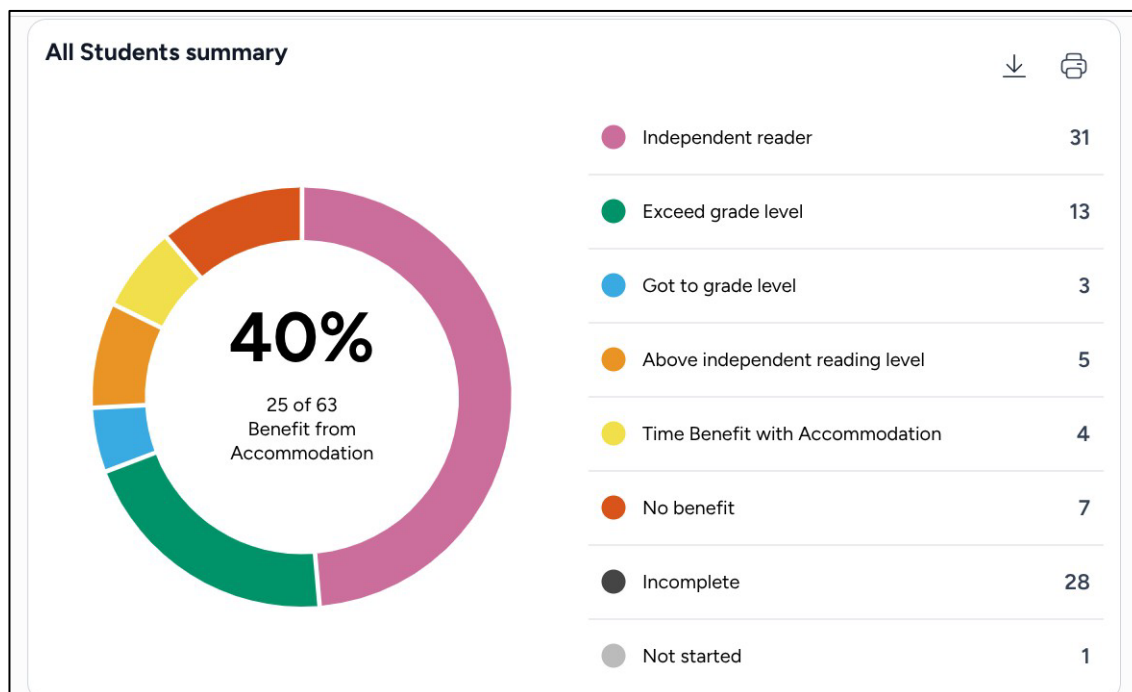


Figure 6 Upur Screening for online intervention and accommodation.

## 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:

1. At the time of signing the contract, no students had been enrolled, and therefore, no data was available to establish realistic performance goals.
2. There was no historical or current data to make an informed estimation of what the goals should be for the student population we serve.
3. 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

For 2025-2026, there is a SIAC goal in place to “Continue Improvement in Academic Learning: State ISASP Assessments (required). Increasing the participation of students taking the ISASPs assessments (from 49% to 80%) and continuing the progress (5% growth on scale score) of the cohort student group, in ELA, mathematics, and Science (as applicable).

## Accuplacer Results

The data indicate that at the beginning of the year, around 50% of the students (N=106) 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 five 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 in Reading. A small group has skills that are below a third-grade level. We will be implementing reading skills courses for these students in 25-26.

We partnered with Stanford University in administering the Rapid Online Assessment of Reading pilot program. Spring 2025 is the first reliable Mathematics practice data we have, with students who are below 70% in scoring needing the most attention.

We also used Upar, a universal screener provided by the state, to help look for additional ways to check for needed accommodations (Figure 6).

## Best Practices

For 2024-2026, SIAC goal #2 is in place to continue improvement in academic learning and participation in the State ISASP assessment. We believe this will be helped by the transition to online testing availability. The target is to continue the progress (5% growth) of cohort students improving scale scores in ELA, mathematics, and Science (as applicable) by four or more students, grades 9 to 10, and 10 to 11. Action steps/best practices being put into place include:

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

## F. Financial Performance

### Introduction

During the 24-25 school year, Choice Charter School began with 257 students, graduating 53 seniors, and ending enrollment of 312 students (SRI Spring Results).

The daily rate of funding from the State was \$47.42 (based on the state student aid and days of enrollment). The amount of revenue (Daily State Aid, Special Education Reimbursements, etc.) for the 24-25 school year was \$2,578,487.

## Data

Table 13 Financial Performance - Revenue

Revenue Source		Year 1 2022-23	Year 2 2023-24	Year 1 2024-25	Year 4 2025-26 (Projected)
# Students		139	229	227	320
Total State Per Pupil Funding	3124	811,692	1,471,099	2,373,245	2,731,280
Transportation Fees	14XX	0	0	0	0
Investment/Deposit Income	15XX	0	156	216	150
Food Service	16XX	0	0	0	0
Student Activities	17XX	0	0	0	0
Contributions/Donations from Private Sources	192X	0	57	0	0
Textbook Sales and Rentals	194X	0	0	0	0
School Food Service Program	325X	0	0	0	0
Title I	45XX	0	53,418	37,062	34,163
Title II	46XX	0	4,614	3,962	6,645
Title IV	46XX	0	13,200	14,770	12,030
Child Nutrition Act	455X	0	0	0	0
Special Ed Tuition Level 1	13XX	78,649	203,511	317,981	308,497
Special Ed Tuition Level 2	13XX	46,427	79,317	87,805	114,585
Special Ed Tuition Level 3	13XX	3,865	97	30,614	17,628
IDEA ESSER Funds	4043	1,000,000	0	0	0
UI Scanlan Grant	2250		45,000	0	0
Stronger Connections Grant	4668		37,816	0	0
Agriculture Program Grant				3,000	0
Charter School Expansion Grant				200,000	0
Comp Insurance Loss				1,162	
Perkins Title II				2,000	0
<b>Total Revenue</b>		<b>1,940,633</b>	<b>1,908,285</b>	<b>3,071,817</b>	<b>3,224,978</b>

Table 14 Financial Performance - Expenditure

Expenditure		Year 1 2022-23	Year 2 2023-24	Year 1 2024-25	Year 4 2025-26 (Projected)
Salaries/Benefits					
Instruction	1000	0	0	1,829,713	1,959,019
Support Services - Students	21XX	0	0	120,388	154,822
Support Services - Instruction	22XX	0	0	140,489	158,802
Support Services - General Administration	23XX	0	0	199,584	162,591
Support Services - School Administration	24XX	0	0	79,214	161,881
Support Services - Business & Central	25XX	0	0	57,975	57,712
Operation and Maintenance	26XX	0	0	0	0
Student Transportation	27XX	0	0	0	0
Food Services	31XX	0	0	0	0
Non-Staff Expenditures					
Purchased Professional and Technical Services	300	1,369,818	1,966,667	255,757	535,276
Audit Services	341	0	22,750	23,900	23,900
Legal Services	342	16,935	9,570	17,505	1,000
Utility Services	41X	0	0	0	0
Cleaning Services	42X	0	0	0	0
Repair and Maintenance	43X	0	0	0	0
Rentals	44X	0	0	0	0
Construction Services	45X	0	0	0	0
Insurance	52X	6406	14,644	18,047	15800
Communications (postage, telephone)	53X	4807	7,676	22,557	10,190
Supplies	61X	71,946	122,240	12,674	13,013
Natural Gas/electric	62X	0	0	0	0
Fuel	62X	0	0	0	0
Food for Food Service Program	63X	0	0	0	0
Books/periodicals	65X64X	0	0	0	0
Textbook substitutes	67X65X	0	0	0	0
Student Transportation Supplies	73X67X	0	0	0	0
Equipment	73X	0	86,414	0	0
Total Expenditures		\$1,469,912	\$2,143,547	\$2,854,217	\$3,254,006

Table 15 Financial Performance - Net

Net		Year 1 2022-23	Year 2 2023-24	Year 1 2024-25	Year 4 2025-26 (Projected )
Net Revenue/Expenditure		\$470,721	(\$235,262)	\$217,600	(\$29,028)

**Notes:** This data reflects actual revenues and costs for FY 22-23, 23-24 and 24-25 and projected revenues and costs for FY 25-26.

## Discussion

When planning for the 25-26 school year, Choice Charter School is beginning with a student enrollment of 301. The approved budget for the same year is based on 320 students.

Using the 22-23, 23-24, and 24-25 enrollment trends (see “sustainability data”), there is a strong likelihood that the growth at Choice Charter School will continue.

For the 25-26 school year, the daily rate of funding from the State will be \$47.42 (based on the state student aid and days of enrollment). Based on 320 students enrolling in the school, the amount of revenue (Daily State Aid and Special Education Reimbursements) projected for the 25-26 school year is \$3,236,261. Any enrollment greater than 320 students will result in greater revenue and an increased remaining balance at the end of the school year. Currently, there is a \$300,00 budget reserve, with \$250,000 being invested in a local bank. With the current staffing in place, the capacity of CCS is 450-500 students.

Equity in funding is a huge problem with charter schools. If a student comes on the first day and stays to the last day, we receive the full funding for the year for that student (\$8362.52). That comes to \$49.78 per day (\$8,362.52 / total days served of 168). However, if a student comes at any time during the year, the state only pays \$46.45 for these students (the formula the state uses to pay charter schools is \$8,362.52/180). In 2023, the state was spending an average of \$13,792 per pupil in Iowa. We are saving the state an estimated \$5,500 per pupil per year. For 320 students, however, 600 came through our school last year, so the savings are more than this, that is \$1,760,000 in savings to the state of Iowa because Choice Charter exists.

## G. Staffing and Qualifications

### 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 by 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.

## Data

Table 16 Staffing

Folder #	First Name	Last Name	Position	Qualification	Endorsement
1147263	Kimberlyn	Alford	Science Regular Education Teacher (1)	Master Educator License Issue Date 09/18/25 Expiration Date 08/31/31	<ul style="list-style-type: none"> <li>• PK-12 Talented and Gifted - 107</li> <li>• 5-12 Earth Science- 153</li> <li>• 5-12 All Science -185</li> </ul>
1028692	Laura	Anderson	English Regular Education Teacher (0.500)	Standard License Issue Date 03/31/23 Expiration Date 10/31/28	<ul style="list-style-type: none"> <li>• 5-12 English/Language</li> <li>• Arts - 120</li> <li>• K-12 English</li> <li>• Language Learner- 104</li> </ul>
	Abigail	Andrews	HR School Business Officials - Other (0.250) HR/Personnel Manager (0.500)	NA	NA
	Tiffany	Anenson	Student Support (0.500)	NA	NA
	Savannah	Birch	Paraprofessionals/ Aides (1)	NA	NA
1003409	Robin	Bonefas	English Regular Education Teacher (1)	Standard License Issue Date 06/16/21 Expiration Date 12/31/26	<ul style="list-style-type: none"> <li>• 5-12 English/Language Arts - 120</li> <li>• 5-12 Psychology -163</li> <li>• 5-12 Sociology -165</li> <li>• 5 - 8 Middle School Mathematics -1822</li> <li>• 5 - 8 Middle School Science - 1823</li> <li>• 5 - 12 Language Arts - All - 1201</li> </ul>
338945	Melissa	Brown	Mentor Student Support (0.125)	NA	NA
1023896	Erin	Buehler	Health Regular Education Teacher (0.500)	Standard License Issue Date 08/28/20 Expiration Date 05/31/26	<ul style="list-style-type: none"> <li>• K-12 Athletic Coach - 101</li> <li>• 5-12 Health - 138</li> <li>• K-8 Physical Education - 146</li> <li>• 5-12 Physical Education - 147</li> </ul>
	Alicia	Carrera	Mentor Student Support (0.125)	NA	NA
979940	Jessica	Christensen	English Regular Education Teacher (1)	Master Educator License Issue Date 10/25/22 Expiration Date 10/31/27	<ul style="list-style-type: none"> <li>• 5-12 English/Language Arts - 120</li> <li>• 5-12 Reading - 149</li> </ul>



Folder #	First Name	Last Name	Position	Qualification	Endorsement
995835	Emily	Coonrod	Sp. Ed. Special Education Teacher (1)	Standard License Issue Date 12/15/23 Expiration Date 02/28/29	<ul style="list-style-type: none"> <li>• K-6 Teacher Elementary Classroom - 102 K-8</li> <li>• English/Language Arts - 119</li> <li>• K-8 Reading - 148 K-12 Instructional Strategist II: BD/LD-263</li> <li>• K-8 Instructional Strategist I: Mild/Moderate - 260</li> </ul>
	Lezlie	Dalbec	Adm. Asst. District Wide Administrative Support (0.500)	NA	NA
	Forrest	Dawkins	Mentor Student Support (0.500)	NA	NA
1022393	Abby	DeGroot	Paraprofessionals/ Aides (1)	Coaching Authorization Issue Date 02/24/20 Expiration Date 08/31/25	<ul style="list-style-type: none"> <li>• Athletic Coach - 1011 - 1011</li> </ul>
1013341	Amanda	DeWitte	Science and Math Regular Education Teacher (1)	Master Educator License Issue Date 08/03/23 Expiration Date 08/31/28	<ul style="list-style-type: none"> <li>• K-6 Teacher Elementary Classroom - 102</li> <li>• K-8 Mathematics - 142</li> <li>• 5 - 8 Middle School Mathematics - 1822</li> <li>• 5 - 8 Middle School Science - 1823</li> <li>• 5-8 Algebra for H.S. Credit - 1421</li> </ul>
1114110	Hunter	Drish	English Regular Education Teacher (1)	Standard License Issue Date 01/07/25 Expiration Date 04/30/30	<ul style="list-style-type: none"> <li>• 5-12 English/Language Arts - 120</li> </ul>
1131074	Emily	Duff	Music Regular Education Teacher (0.500)	Initial License Issue Date 08/14/23 Expiration Date 06/30/26	<ul style="list-style-type: none"> <li>• K-8 Music - 144 5-12 Music - 145</li> </ul>
312677	Karla	Duff	Student Support (0.500)	Standard License Issue Date 06/28/23 Expiration Date 06/30/28	<ul style="list-style-type: none"> <li>• K-6 Teacher Elementary Classroom - 102</li> <li>• K-8 Health - 137 5-12 Health - 138</li> </ul>
1115884	Christy	Eral	Mentor Student Support (0.125)	Substitute Authorization Issue Date 01/25/22 Expiration Date 04/30/27	Limited to 10 consecutive days in a 30-day period in one assignment- 949
	Lindy	Evje	Paraprofessionals/ Aides (0.800)	NA	NA

Folder #	First Name	Last Name	Position	Qualification	Endorsement
1013418	Ryan	Fank	Sp. Ed. Special Education Teacher (0.500)	Master Educator License Issue Date 09/22/23 Expiration Date 07/31/29	<ul style="list-style-type: none"> <li>• K-12 Instructional Strategist II: BD/LD - 263</li> <li>• K-8 Physical Education - 146</li> <li>• 5-12 Physical Education - 147</li> </ul>
	Amy	Faris	Nurse Nurse (No BOEE Folder) (0.125)	NA	NA
	Candice	Fedeler	Mentor Student Support (0.125)	NA	NA
	Misha	Grauberger	Mentor Student Support (0.125)	NA	NA
1126296	Jennifer	Grodecki	Paraprofessionals/ Aides (0.800)	Substitute Authorization Issue Date 12/15/22 Expiration Date 12/31/27	Limited to 10 consecutive days in a 30-day period in one assignment - 949
357407	Elizabeth	Hills	ELL Regular Education Teacher (0.250)	Standard License Issue Date 03/12/25 Expiration Date 04/30/30	<ul style="list-style-type: none"> <li>• K-8 Instructional Strategist I: Mild/ Moderate - 260</li> <li>• K-6 Teacher Elementary Classroom - 102</li> <li>• K-8 Reading - 148</li> <li>• PK-K Teacher, Pre-Kindergarten-Kindergarten Classroom - 103</li> <li>• K-12 English Language Learner- 104</li> </ul>
1106038	Taylor	Hills-Mincer	Student Support (0.500)	Class G Issue Date 02/21/24 Expiration Date 11/30/25	<ul style="list-style-type: none"> <li>• Professional School Counselor K-8 - 172</li> <li>• Professional School Counselor 5-12 - 173</li> </ul>
	Malisa	Hipshur	Mentor Student Support (0.125)	NA	NA
990249	Jennifer	Horner	Spanish Regular Education Teacher (1)	Standard License Issue Date 01/10/25 Expiration Date 03/31/30	<ul style="list-style-type: none"> <li>• 5-12 Spanish - 134</li> </ul>
	Hannah	Jester	Paraprofessionals/ Aides (0.800)	NA	NA
363496	Abigail	Kite	Counselor (1)	Master Educator License Issue Date 10/27/21 Expiration Date 10/31/26	<ul style="list-style-type: none"> <li>• K-12 Athletic Coach - 101</li> <li>• K-6 Teacher Elementary Classroom - 102</li> <li>• K-8 Reading - 148</li> <li>• Professional School Counselor K-8 - 172</li> <li>• Professional School Counselor 5-12 - 173</li> </ul>

Folder #	First Name	Last Name	Position	Qualification	Endorsement
230377	Cynthia	Knight	CEO/ Social Studies Other Administrator (0.100) Director/Coordinator/ Department Head (0.675) Regular Education Teacher (0.125)	Master Educator License Issue Date 10/21/21 Expiration Date 10/31/26 <i>Public Notes</i> <i>BY VIRTUE OF HOLDING A CERTIFICATE PRIOR TO OCTOBER 1, 1988, THE ABOVE NAMED CONTINUES TO BE AUTHORIZED TO TEACH ALL SUBJECTS THROUGH GRADE 8 (EXCEPT TAG, ESL, ART, MUSIC, IND. ARTS, P.E., READING) AND MENTALLY HANDICAPPED IN GRADE 9. ANY ENDORSEMENTS ADDED AFTER OCTOBER 1988 ARE NOT REFLECTED IN THIS PARAGRAPH BUT ARE SHOWN ABOVE.</i>  Class A Extension of Professional Administrator License Issue Date 02/10/25 Expiration Date 10/31/30	<ul style="list-style-type: none"> <li>• 5-12 Multi-occupations -305</li> <li>• K-12 Athletic Coach - 101</li> <li>• K-6 Teacher Elementary Classroom - 102</li> <li>• 5-12 Behavioral Disorders - 202</li> <li>• K-8 Mental Disabilities Mild/Moderate - 204</li> <li>• K-8 – Multi-categorical Resource Mild - 221</li> <li>• 5-12 Multi-categorical Resource Mild - 222</li> <li>• 5-12 Work Experience Coordinator - 234</li> <li>• K-8 Instructional Strategist I: Mild/Moderate - 260</li> <li>• 5-12 Instructional Strategist I: Mild/Moderate – 261</li> <li>• K-8 Reading - 148</li> <li>• 5-12 Reading - 149</li> <li>• PK-8 Principal - 169</li> <li>• 5-12 Principal - 170</li> <li>• Evaluator Approval - 183</li> <li>• Evaluator (New)- 190</li> </ul>
	Lori	Knight	Registrar District-Wide Administrative Support (1)	NA	NA
	Adam	Koester	Mentor Student Support (0.125)	NA	NA
312283	Corey	Lunn	Coordinator of Operations/Assistant Superintendent (0.500)	Professional Administrator License Issue Date 06/26/20 Expiration Date 12/31/25	<ul style="list-style-type: none"> <li>• 5-12 Principal- 170</li> <li>• PK-12 Superintendent &amp; AEA Administrator- 171</li> <li>• Evaluator (New)- 190</li> </ul>
361352	Stacy	Marcus	Dean of Students (1)	Master Educator License Issue Date 06/19/25 Expiration Date 03/31/31  Master Educator License Issue Date 03/09/22 Expiration Date 03/31/27	<ul style="list-style-type: none"> <li>• PK-12 Principal/PK-12 Special Education Supervisor- 189</li> <li>• Evaluator (New) -190</li> <li>• K-12 Athletic Coach- 101 5-12</li> <li>• Business General- 115</li> <li>• 5-12 Business-Office- 116</li> <li>• 5-12 Business-Marketing/Management- 117</li> </ul>

Folder #	First Name	Last Name	Position	Qualification	Endorsement
1108449	Almator	McCray	Math Regular Education Teacher (1)	Master Educator License Issue Date 11/20/20 Expiration Date 09/30/26	<ul style="list-style-type: none"> <li>• 5-12 American History- 158</li> <li>• 5-12 World History- 166</li> <li>• 5-12 All Social Sciences- 186</li> </ul>
1141522	Mary	Mitchell	Math Regular Education Teacher (1)	Master Educator License Issue Date 11/20/20 Expiration Date 09/30/26  Executive Director Decision Issue Date 04/02/25 Expiration Date 06/30/26	<ul style="list-style-type: none"> <li>• 5-12 American History - 158</li> <li>• 5-12 World History - 166</li> <li>• 5-12 All Social Sciences - 186</li> <li>• 5-12 Mathematics -143</li> </ul>
354916	Cecilia	Palmer	Business/Tech Regular Education Teacher (1)	Master Educator License Issue Date 08/02/21 Expiration Date 09/30/26	<ul style="list-style-type: none"> <li>• 5-12 Business-General - 115</li> <li>• 5-12 Business-Marketing/Management - 117</li> <li>• 5-12 Multi-occupations - 305</li> <li>• 5-12 CTE Information Technology - 279</li> <li>• 5-12 Computer Science - 278</li> </ul>
238603	Marcia	Powell	Curriculum Coordinator/ TAG Content/ Curriculum Consultant (0.950) Regular Education Teacher (0.050)	Master Educator License Issue Date 02/10/25 Expiration Date 01/31/30  <i>Public Notes</i> <i>*BY VIRTUE OF HOLDING A CERTIFICATE PRIOR TO OCTOBER 1, 1988, THE ABOVE NAMED CONTINUES TO BE AUTHORIZED TO TEACH ALL SUBJECTS IN GRADES 7 AND 8 (EXCEPT TAG, ESL, ART, MUSIC, IND. ARTS, P.E., SP.ED., READING) ANY ENDORSEMENTS ADDED AFTER OCTOBER 1988 ARE NOT REFLECTED IN THIS PARAGRAPH BUT ARE SHOWN ABOVE.</i>	<ul style="list-style-type: none"> <li>• Teacher (7-8)* - 20</li> <li>• 5-12 Biological Science - 151</li> <li>• 5-12 Chemistry -152</li> <li>• 5-12 Earth Science- 153</li> <li>• 5-12 General Science - 154</li> <li>• 5-12 Physical Science - 155</li> <li>• 5-12 Physics - 156</li> <li>• PK-12 Talented and Gifted - 107</li> <li>• K-8 Computer Science – 277</li> <li>• 5-12 Computer Science - 278</li> </ul>
1130504	Autumn	Roach	PE/Tech Technology Support (0.600) Regular Education Teacher (0.400)	Initial License Issue Date 08/24/23 Expiration Date 06/30/26	<ul style="list-style-type: none"> <li>• K-8 Physical Education - 146</li> <li>• 5-12 Physical Education - 147</li> </ul>
	Dana	Sanders	Mentor Student Support (0.125)	NA	NA

Folder #	First Name	Last Name	Position	Qualification	Endorsement
	Carissa	Santana	Media Teacher Librarian/Media Specialist (0.800)	NA	NA
816983	Amanda	Smith	Director of Sp. Ed. Special Education Teacher (1)	Master Educator License Issue Date 10/30/20 Expiration Date 10/31/25	<ul style="list-style-type: none"> <li>• 5-12</li> <li>• English/Language Arts - 120</li> <li>• 5-12 Instructional Strategist I: Mild/Moderate - 261</li> <li>• 5-12 Reading - 149</li> <li>• K-12 Reading Specialist - 176</li> <li>• K-12 Instructional Strategist II: BD/LD-263</li> <li>• K-12 Instructional Strategist II: ID - 264</li> </ul>
1016525	LaKoda	Sparks	Science/Ag/Ind. Tech Regular Education Teacher (1)	Master Educator License Issue Date 02/24/25 Expiration Date 04/30/30	<ul style="list-style-type: none"> <li>• 5-12 Agriculture -112</li> <li>• 5-12 Agriscience/Agribusiness - 300</li> <li>• 5-12 Biological Science - 151</li> </ul>
321129	Tracy	Steere	Sp. Ed. Special Education Teacher (1)	Master Educator License Issue Date 05/27/22 Expiration Date 09/30/27	<ul style="list-style-type: none"> <li>• 5-12 Work Experience Coordinator - 234 K-6 Teacher Elementary Classroom - 102</li> <li>• K-8 Mildly Disabled-198</li> <li>• K-8 Behavioral Disorders - 201</li> <li>• K-8 Learning Disabilities - 208 K-8</li> <li>• Multicategorical Special Class with Integration - 225</li> <li>• K-8 Instructional Strategist I: Mild/Moderate - 260</li> <li>• K-12 Instructional Strategist II: BD/LD-263</li> </ul>
	Suzi	Stewart	Mentor Student Support (0.125)	NA	NA
	Kaitlin	Tool	Mentor Student Support (0.125)	NA	NA
	Alison	West	Paraprofessionals/Aides (1)	NA	NA
1131132	MeMee	Winston	FCS Other Support (0.750) Regular Education Teacher (0.250)	Initial License Issue Date 09/12/23 Expiration Date 06/30/26	<ul style="list-style-type: none"> <li>• 5-12 Family and Consumer Sciences - General- 139</li> </ul>
	Val	Woods	Mentor Student Support (0.125)	NA	NA

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

## 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 2024-2025 School Year, Choice Charter School employees included:

- |   |  |
|---|--|
| 1 - CEO (full-time)                           | 1 - School Counselor (full-time)         |
| 1 - Curriculum Director (full-time)           | 1 - Registrar (full-time)                |
| .5 - Coordinator of Operations (part-time)    | 1 - Nurse (hourly)                       |
| 1 - Dean of Students (full-time)              | 1 - Media Specialist (part-time)         |
| 1 - Director of Special Education (full-time) | 1 - HR Generalist (part-time)            |
| 1 - Coordinator Success Center (part-time)    | 6 - Paraeducators (full-time)            |
| 12 - Mentors (*fee-for-service)               | 3- Student Support Positions (part-time) |

## H. Sustainability, Trends, & Satisfaction

### Introduction

The 2024 school year began with 257 students, and ended the year with 312 (SRI Spring Results).

Sustainability Data (Estimated Growth): The 25-26 school year began with 301 students enrolled (JMC data). Using the enrollment trends (*Table 17: Projected Student Enrollment*) from the 23-25 school years, the number of students projected for next year will be over 500.

### Data

*Table 17 Projected Student Enrollment by Grade*

Demographic	Actual 2025-26	Projected 2025-26	Projected 2026-27	Projected 2027-28
Grade 7	5	8	14	23
Grade 8	18	65	233	840
Grade 9	17	20	24	28
Grade 10	56	126	284	640
Grade 11	71	144	292	591
Grades 12	120	199	330	548
<b>Total Current Enrollment</b>	<b>287</b>	<b>562</b>	<b>1176</b>	<b>2668</b>

**Note:** With just four years of data, often with fluctuating student enrollment in and out, it is difficult to predict the enrollment accurately as requested in the chart below.

*Table 18 Projected Student Enrollment by Demographics*

Demographic	Actual 2025-26	Projected 2025-26	Projected 2026-27	Projected 2027-28
FRL	102	104	106	108



IEP	61	136	303	676
ELL	13	18	25	34
Male	138	253	466	858
Female	138	234	393	664
Nonbinary	20	18	33	61
White	205	355	877	615
Hispanic-Latino	54	120	567	265
African-American	23	32	23	43
Asian	3	4	7	10
Asian-Pacific Island	2	2	2	2
Multi-Race	4	3	3	3

**Note:** Projected Student Enrollment data are from Infinite Campus. These data reflect actual enrollment from 2024–2025, our projected enrollment for 2025–2026, and growth projections for 2026–2027 and 2027–2028 as we expand toward full capacity.

Projected Demographic Data for Annual State Report 9.2025 (DATA SOURCE: FALL SRI)												
Demographic	ACTUAL	ACTUAL	% Change	ACTUAL	% Change	PROJECTED	BEG YEAR (9/24)	% Change	AVERAGE	PROJECTED	PROJECTED	PROJECTED
	Numbers 22-23	Numbers 23-24		Numbers 24-25		Numbers 25-26	Numbers 25-26		INCREASES 23-25	Number 26-27	Number 27-28	Number 28-29
Grade 7	0.00	0.00	0.00%	3.00	#DIV/0!	3.00	5.00	66.67%	#DIV/0!	8.33	13.89	23.15
Grade 8	0.00	0.00	0.00%	5.00	#DIV/0!	5.00	18.00	260.00%	#DIV/0!	64.80	233.28	839.81
Grade 9	16.00	13.00	-18.75%	20.00	53.85%	19.96	17.00	-15.00%	17.55%	19.98	23.49	27.61
Grade 10	11.00	34.00	209.09%	48.00	41.18%	49.00	56.00	16.67%	125.13%	126.07	283.84	639.01
Grade 11	17.00	40.00	135.29%	68.00	70.00%	68.92	71.00	4.41%	102.65%	143.88	291.57	590.85
Grade 12	42.00	80.00	90.48%	113.00	41.25%	114.02	120.00	6.19%	65.86%	199.04	330.13	547.56
TOTAL 7-12	86.00	167.00	94.19%	257.00	53.89%	-0.43	287.00	11.67%	74.04%	562.11	1,176.19	2,667.99
FRL	0.00	49.00	0.00%	51.00	4.08%	51.00	102.00	100.00%	2.04%	104.08	106.21	108.37
IEP	10.00	25.00	150.00%	49.00	96.00%	49.74	61.00	24.49%	123.00%	136.03	303.35	676.46
ELL	0.00	4.00	0.00%	7.00	75.00%	7.00	13.00	85.71%	37.50%	17.88	24.58	33.79
Male	37.00	83.00	124.32%	119.00	43.37%	120.48	138.00	15.97%	83.85%	253.71	466.45	857.56
Female	45.00	73.00	62.22%	128.00	75.34%	128.80	138.00	7.81%	68.78%	232.92	393.13	663.53
Non-Binary	4.00	11.00	175.00%	10.00	-9.09%	10.18	10.00	0.00%	82.95%	18.30	33.47	61.24
TOTAL 7-12	86.00	167.00	361.55%	257.00	109.63%	259.45	286.00	11.28%	235.59%	504.93	893.05	1,582.32
White	66.00	126.00	90.91%	196.00	55.56%	197.78	205.00	4.59%	73.23%	355.13	615.19	1,065.71
American Indian or Alaska Native				3.00	#DIV/0!		3.00	0.00%	3	12.00	48.00	192.00
Hispanic-Latino	7.00	21.00	200.00%	30.00	42.86%	30.60	54.00	80.00%	121.43%	119.57	264.77	586.27
African-American	13.00	15.00	15.38%	24.00	60.00%	24.04	23.00	-4.17%	37.69%	31.67	43.61	60.04
Asian-Pacific Island			0.00%	0.00	0.00%	0.00	2.00	#DIV/0!	0.00%	2.00	2.00	2.00
Multi-Race		3.00	0.00%	2.00	-33.33%	2.00	4.00	100.00%	-16.67%	3.33	2.78	2.31
Asian		1.00	0.00%	2.00	100.00%	2.00	3.00	50.00%	50.00%	4.50	6.75	10.13
TOTAL 7-12	86.00	166.00	93.02%	257.00	54.82%	256.42	294.00	14.40%	73.92%	528.20	983.09	1,918.46

Figure 7: Projected Demographic Data for Annual State Report 9.2025

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 19 Staff Satisfaction Ratings

Area and Questions	2023 21 respondents				2024 25 respondents				2025 18 respondents			
Communication with Families	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. Choice Charter School creates a culture using language and expectations to empower and support students.	81	19	0	0	60	40	0	0	61.1	33.3	5.6	0
2. The principal and staff are consistent in operating in a manner sensitive to the challenges these students have experienced.	85.7	14.3	0	0	72	24	0	0	55.6	33.3	5.6	5.6
3. Parents/guardians are notified about student progress on a regular basis.	38.1	57.1	4.8	0	60	24	16	0	50	27.8	16.7	5.6
4. My students feel safe at school.	71.4	28.6	0	0	76	24	0	0	70.6	29.4	0	0
5. Adults who work in the school have respectful relationships with students.	85	15	0	0	68	32	0	0	77.8	22.2	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	50	44.4	5.6	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	35.3	35.3	29.4	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	52.9	23.5	23.5	0
School Relationships	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
9. The students are given expectations and multiple on-ramps if they have struggled to meet those expectations	61.9	38.1	0	0	40	56	4	0	55.6	38.9	5.6	0
10. The staff cares about students.	95.2	4.8	0	0	76	20	4	0	88.9	11.1	0	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	77.8	22.2	0	0
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	88.9	11.1	0	0
13. The teachers, mentors, and administrators in this school celebrate student successes.	90.5	9.5	0	0	52	40	8	0	66.7	33.3	0	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	55.6	44.4	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	76.5	23.5	0	0
16. Respectful relationships between students and adults are a focus.	90.5	9.5	0	0	64	32	4	0	66.7	33.3	0	0



Area and Questions	2023 21 respondents				2024 25 respondents				2025 18 respondents			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
School Learning Strategies												
17. The material students are learning is connected to their life.	47.6	52.4	0	0	64	32	4	0	47.1	41.2	11.8	0
18. Students have the support they need to be academically successful.	76.2	23.8	0	0	56	44	0	0	44.4	44.4	11.1	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	72.2	27.8	0	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	70.6	23.5	5.9	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	77.8	22.2	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	71.2	16.7	11.1	0

Table 20 Staff Satisfaction Ratings - Long Answers

Question	Responses
<p>23. Additional feedback I would like to share is...</p> <p>9 responses</p>	<ul style="list-style-type: none"> <li>I think some of the mentors are VERY involved. When they are involved in conversations, the student gets work done. As a teacher I include parent, student, and mentor in all conversations about grades and attendance. There are several mentors that I have never heard from about my concerns. One of which is a lead mentor.</li> <li>Some of my feedback is probably already in ya'lls radar, but here it goes anyway. I find that students are lost about the procedures at school. That we as a school are not quite clear yet on procedures, that we make up corrections and address things as they come up and that leaves many feeling frustrated/ or confused. We need to do better with communication between parents and teachers/mentors (I see the big push on this, but parents can be hard to reach, how do we solve this, more parent involvement? PTA?</li> <li>Parent participation a requirement?) I believe that as we grow as a school that we are seeing areas where we need better structure. I believe that the people who are here care, and most people are willing to make changes to strengthen our school. Moral needs to be improved amongst staff, as an employee who loves this school, I don't want to feel expendable or that I may receive an impersonal letter of non-renewal, especially when feedback is sparse. So perhaps employees can receive more clear feedback for both successes and struggles/along with mentorship with other educators, so we can learn from each other.</li> <li>We have come up with some great new ideas for the next year so far. I loved the videos or intros about each class available to take, a visual. Kind of like a career fair. Or the mentor or student to represent and tour around new students when they arrive.</li> <li>Mentors are a huge factor/selling point for families and students.</li> <li>The hex system is a great idea but six weeks too fast for many content areas to get through a full semester, especially in math. Having a CEO serving as principal is a conflict of interest and has created significant issues with staff</li> </ul>

Question	Responses
	<p>morale. Not having these roles separate is likely the primary reason so many staff members are not being renewed. There is no one in a position of day-to-day operations to tell --- no or that an idea is not feasible. A good example of this is ParentSquare. It is a useful system for communicating with parents and students, but significantly unwieldy and confusing for staff talking to each other. While it also has the great benefit of tracking communication, this creates a sense of always being watched, which limits the ability of people to take actions. Having divided interests of CEO and principal makes it both much harder for leadership to be trusted and to properly be able to oversee staff. There is simply too much work for any one person to do and it fosters a sense in the staff that their experiences do not matter.</p> <ul style="list-style-type: none"> <li>• Lack of communication between mentors and teachers. Is meeting with teachers for flex any different than what students are supposed to be doing with their mentors? 6 live classes is too much to balance with the other tasks that teachers are to complete.</li> <li>• I would love to see the opportunity for earlier classes for the students who work full time that would like to get school done before work working for the day.</li> <li>• I wish we could do some type of "onboarding" process when students get here. Set up a schedule, how to manage your time, using Kami, saving things in Google, navigating JMC, plagiarism and academic integrity, learning styles, how to study and stay on top of assignments, the importance of checking school email, the importance of establishing positive relationships with some adults here that could be future references for you, perhaps some motivational you-tube videos of folks that have overcome extremely difficult circumstances and come out on top, etc. Is there any way they could get a partial credit for "study skills" or be a part of their Cobra Connections grade somehow? Just thinking with my fingers, here... :)</li> <li>• I love the setup and the staff. It is everchanging but only for the better.</li> </ul>
<p>24. Suggestions for improvements include...</p> <p>11 responses</p>	<ul style="list-style-type: none"> <li>• I think there are a few things. I think we need to have quarterly check-ins with staff to see how things are going. These need to be anonymous because we are scared to share our opinion on some matters.</li> <li>• I feel like flex classes are not working with a majority of the students. We have too many that are flex that do not do their work or check in. I think if they miss 2 checkins for the hex they should be pulled from flex classes and made to attend live classes.</li> <li>• I also think we need to be stricter on our attendance. If you miss 2 times during a hex, you have a meeting with admin. Lay out the consequences that they will face missing one more class and stick to them. Attendance is not going to improve unless we stick to the plan.</li> <li>• I also do not think kids should be enrolled in the next hex class if they have not finished the previous hexes. That gets really messy and many of the kids do not finish the previous hex class.</li> <li>• I don't think kids should be enrolled into their next class if they finish with 2 weeks left. If makes it really messy and it is very hard on the teachers to keep everything straight.</li> <li>• I think we need to stick the the teachers schedule that was laid out for us. Dont add in classes that we were not supposed to teach that hex. Trying to juggle the normal classes we were supposed to teach along with 3-4 classes that were added after the fact gets very confusing.</li> <li>• No, thankfully I am given plenty of room to be creative, can ask for tools, and I have people here at CCS that I can run ideas off of and vice versa. I'm hoping that next year will be a very collaborative year filled with excitement for our students.</li> <li>• Something like a big assembly as we start school also all teachers and staff introduce themselves to the entire student body and expectations of the school year. We could maybe even in January a refresher too. I think some career fairs with some careers have some representatives come and take 5-10 for each one or students can go to different jitsi's of careers of choice or interest to check out</li> </ul>

Question	Responses
	<p>like they do for college visit days too. Maybe as we have students of the month what about a student and staff spotlight of the month. Just some ideas that I've seen in person that seemed to have positive effects and outcomes. Visuals and Welcoming :)</p> <ul style="list-style-type: none"> <li>• Better and more regular staff communication</li> <li>• I do think there are some teachers who need to do a better job of responding to students when there is an issue. Also, I've had some issues with getting responses regarding student schedules at times.</li> <li>• I would prefer to not to write this out, but --- has not created a safe space for staff to voice concerns and I don't want to be targeted next year. Leadership is important and an environment of "because I'm the boss" does not build relationships or trust and does not allow staff to feel safe, seen, or heard. The idea this school was founded on is impressive but the actions by "the boss" have not created opportunities for this school to reach the highest potential and truly serve the kids that need it the most. The staff this year is fantastic but if --- decided she didn't like someone, they didn't stand a chance to succeed. Listening to the professionals that were intentionally hired to serve a purpose, communicating with them and following through on directives given or changes/ideas promised would spark great change and strengthen support for students. When leadership wants staff to focus on B.R.A.V.I.N.G, Boundaries, Reliability, Accountability, Vault, Integrity, Non-judgement, and Generosity, to build trust and understanding, then leadership should lead by example. Actions this year did not align with this mentality. I witnessed the "leader" of the school bully so many staff members by "writing up" staff with accusations that I personally saw proof that they were false. Some staff were in trouble for not communicating a specific way, within a specific time, or on a specific platform when --- was never consistent on her communication and was never held accountable. For some staff, --- encouraged them to use "sick time" as free PTO time for whatever they wanted or needed, while others were monitored minute by minute and not allowed any flexibility on time off they needed. There are too many outside of school connections and family working for family that overlap, preventing the school from truly being effective on a larger scale. When leadership is constantly focused on growing the numbers (money) without spending time refining the process, we lose way too many kids in the cracks. My hope is, that next year, leadership remembers that the staff are humans too. Their "dedication" to "this work" may not look exactly like --- wants it to but it does not for one minute mean that they aren't dedicated to their students or the mission this school is founded on. Reacting to others with emotion is not a way to lead effectively. A leader must truly listen to their team, build trust, allow for productive struggle, and have ownership in their role as a leader and how their actions affect their team in order to achieve success with the students, staff, and school.</li> <li>• I have made suggestions all year for essentials that were not considered before this year nor able to be implemented along the way. As I will not be returning, I am not interested in reiterating those recommendations</li> <li>• Time to collaborate with departments, sped, and mentors. Time for building/changing classes. Time built in to grade and do other required tasks. A calendar with student bdays (if they celebrate) so staff can send messages to students wishing them happy birthday.</li> <li>• I think ---- would be an amazing person to be in charge on onboarding for our school. Her enthusiasm and optimism are hard to beat, and I really think we need someone dynamic for that position. (Others could help create the materials and such, but having her do the "delivery" could really be great). As a colleague, I call her the "school head cheerleader" in my mind. Also thought about a Future Teachers of America club. 15 years ago I ran one; it could be a club perhaps?I would like to have my office in a location more open to students. Do we need roofs on the buildings?</li> <li>• Keep putting the kids first!</li> </ul>

Table 21 Parent Satisfaction Ratings

Area and Questions	2023 19 respondents				2024 24 respondents				2025 63 respondents			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
<b>Communication with Families</b>												
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	69.8	27	3.2	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	69.8	27	3.2	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	36.5	42.9	15.9	4.7
4. My child feels safe at school.	89.4	10.5	0	0	58.3	41.7	0	0	74.6	25.4	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	77.8	22.2	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	60.3	38.1	1.6	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	47.6	33.3	15.9	3.2
8. My child's teachers care about them.	73.7	16.3	0	0	54.2	45.8	0	0	66.7	31.7	1.6	0
<b>School Relationships</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
9. The school lets me know if my child is doing a good job (Not asked in 2025).	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	61.9	30.2	7.9	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	63.9	36.1	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	68.3	30.2	1.5	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	61.9	36.5	1.6	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	66.7	30.2	3.1	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	63.5	36.5	0	0

Area and Questions	2023 19 respondents				2024 24 respondents				2025 63 respondents			
16. Respectful relationships between students and adults are a focus at Choice Charter School (Not asked in 2025).	100	0	0	0	54.2	45.8	0	0				
<b>School Learning Strategies</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
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	62.9	32.3	4.8	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	50	43.5	4.8	1.6
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	68.3	31.7	0	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	73	23.8	3.2	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	67.7	30.6	1.6	0
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	71.4	25.4	3.2	0

Table 22 Parent Satisfaction Ratings - Long Answers

Question	Responses
<p>23. Additional feedback I would like to share is...</p> <p>27 responses</p>	<ul style="list-style-type: none"> <li>This school was a god send for my daughter of it were not for you she would not be passing her classes and still dealing with the issues she had at her prior school</li> <li>Na</li> <li>This school has saved my child's life. She was in a dangerous mental health state when she found Choice Charter. The flexibility of class times and focusing on a couple classes at a time is a brilliant concept for students that are struggling. I'm so glad with found this school and I tell everyone I know about it!!</li> <li>I absolutely love the mentor idea but have had no luck with one reaching out and have asked a few times about getting in touch with his or getting a new one!</li> <li>Some choices I would say would be neutral or sometimes. I only know about my son's mentor. She often has life things going on. I thought of a mentor as someone he could have more of a counselor type relationship where they could talk about how school is going, challenges and planning ahead. His mentor is limited in contact. I would say she mostly just asks if he needs anything. I believe there ought to be a series of questions to maybe go over challenges and look for any resources. If a child tests poorly in an area I think it would be great to have a program that might be used. The website and apps need improvement. Information needs kept updated. I would like to know more of what is happening in classes.</li> <li>As a parent I feel communication could be better. Example child struggles in class or behind. As a parent need to be informed &amp; come up with solutions with staff. Phone communication on issues is a suggestion.</li> </ul>

Question	Responses
	<ul style="list-style-type: none"> <li>• All around amazing!!! Thank you!!</li> <li>• My biggest complaint with this school is communication. The fact that teachers don't directly address a student by name about a class is irritating. The parent square is awful place for communication it's so generalized and not personal. Only having 200 or so kids in this program I would think a teachers could specifically address a student with an email about a class and the same email going to the parents so we are aware of what's going on. With this being online I would think a teacher could record themselves standing at a whiteboard and teaching their class and save and put in email for the day for a student that missed the class that day. Teachers telling kids to watch a video after they take a roll call isn't teaching!! I do like however the ability to focus on core classes and forget the garbage in order to graduate.</li> <li>• I wish I knew the grades of my student. Seems like things are taking awhile to get graded right now. I hope it's sooner than later so we will know if he needs to correct something.</li> <li>• My grandson enjoys getting online to do school and meet with his mentors and teachers.</li> <li>• Choice Charter has been a game changer for us and many others I'm sure.</li> <li>• So Thankful for them.</li> <li>• As we are new to the school, some of these are hard to answer. A [To be Determined] should be added.</li> <li>• This school has allowed three of my kids now to feel safe and heard. They are appreciated and supported in ways that never have been seen. Thank you</li> <li>• Thank you to ---- , all the teachers, and mentors who have helped students be successful. You have been a blessing to our family!!!</li> <li>• I'm so thankful for Choice Charter. Without this school, I'm not sure my son would've graduated this year. They went above and beyond to help make my son successful. Our Mentor is so kind and amazing at supporting our family!</li> <li>• In general, the school is very unorganized. Each hex we have had issues with the classes student was enrolled in. Follow through has been a problem when issues are pointed out. There was no plan for the year, so not sure if student met expectations for the year or how would ensure all requirements are met by time student graduates. Mentor has not been the most helpful either. I believe mentor or an adult that my student meets with regularly is needed. I just don't think my student's mentor was the best one for them.</li> <li>• great job by all</li> <li>• Although my answers are not very positive, I recognize that part of the issue is my son not working hard enough to communicate and get work done. In the initial conversation it was clear that I was unable to directly monitor his learning and that would be done by mentors and teachers. It was also communicated that he is unable to have set class times to attend, but we kept getting see you in class texts.</li> <li>• You guys are doing fantastic. Keep up the great work.</li> <li>• I have difficulty accessing my child's transcript and understanding the plan and time line for graduation. I am so happy we found this school. I can tell my child is learning and that she is treated with respect. Neither of those things were happening at her old school. Thank you.</li> <li>• As not only a parent but staff member I have seen my child also a student of CCS work super hard on reaching her goal! She has not one but multiple people she is able to reach out to if needing help or just needing advice. I whole heartedly do believe if it was not for CCS my daughter would not graduate high school!</li> <li>• For transfered students assessments may be appropriate to determine their academic needs</li> <li>• Nothing</li> <li>• It's not clear what the mentor role is. Help with homework? Personal connection? Problem-solving? All of the above?</li> </ul>



Question	Responses
	<ul style="list-style-type: none"> <li>• I am not always certain of how my student are doing in the class and whether they were in class or not. Is there a way for me to see the grades and/or missing assignments?</li> <li>• We are confused on what classes and times of the classes when the new hex starts. Maybe send out emails of the new class and times.</li> <li>• The learning curve for understanding how this system works has been challenging. Anytime I reach out people are willing to help.</li> <li>• You are amazing!</li> </ul>
<p>24. Suggestions I have for improvements include ...</p> <p>15 responses</p>	<ul style="list-style-type: none"> <li>• N/a</li> <li>• Na</li> <li>• ---- would definitely benefit with a mentor next year to keep him track as he dose better with one on one guidance!</li> <li>• Not a suggestion but I want to make sure that my children are registered correctly for classes. --- and --- are my students. I think I made an error in the registration and said I was ---. I want to make sure they are set for next fall.</li> <li>• I would like parents square actually show my child's schedule , what time and days the class meets ,who the teacher is , and where my child needs to go.</li> <li>• I also would like more communication about switching my child's classes. All I got was a notification that my child was dropped from one class and put in another.</li> <li>• I also think the mentor should be optional to meet with.</li> <li>• I think school is excellent. One thing change Is more communication between parents &amp; staff if child struggles or issues.</li> <li>• Better communication</li> <li>• I would love to sit down and make a final 2 year plan for --- and what he needs to do to be sucessful.</li> <li>• I'm not sure at this point if student will be back next year. I wonder if we missed important info at the beginning by not starting at the beginning of the school year. Further, a plan needs to be made at the beginning of the year for the entire year and possibly the remaining school years to have a plan for graduation</li> <li>• Student: ---</li> <li>• Parent: ---</li> <li>• Communication, initiation to help figure out how he can succeed and progress towards graduation. Was also told there is opportunity to test out of some credits but have not gotten any further information on that.</li> <li>• Continue to be supportive while providing constructive feedback.</li> <li>• Intake assessments to determine best academic plan and courses to meet students needs.</li> <li>• Communication regarding details specific to the student.</li> <li>• Response time from teachers and admin regarding questions about student, policies, and/or classwork.</li> <li>• Class selection has been a little tough. My student has felt that their selections have been disregarded a few times, and communication is a bit lacking in that area</li> <li>• Helping with work struggle</li> <li>• -----</li> </ul>

Table 23 Student Satisfaction Ratings

Area and Questions	2023 67 respondents				2024 112 respondents				2025 64 respondents			
Adult- Student Relationships	SA	A	D	SD	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.) 2025 = Choice Charter School respects differences in students.	55	41	3	2	54	44	1	2	56.3	42.2	1.6	0
2. Adults who work in my school treat students with respect. 2025 = The principal and staff treat students with respect.	57	39	3	2	59	38	2	1	52.4	47.6	0	0
3. My teachers care about me. 2025 = The principal and staff care about me.	49	45	5	2	53	44	2	1	52.4	47.6	0	0
4. My teachers are available to talk with students one-on-one. 2025 = My teachers are available to talk with me one-on-one.	57	39	2	3	59	39	1	1	46.9	50	3.1	0
5. My teachers tell me when I am doing a good job. 2025 = Adults tell me when I am doing a good job.	54	39	3	5	57	41	1	1	51.6	46.9	0	1.6
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	60.9	37.5	1.6	0
7. Students treat adults who work in this school with respect.	39	55	6	0	45	49	5	1	25.4	73	1.6	0
Boundaries and Expectations	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. There are clear rules about what students can and can't do.	36	61	3	0	36	60	4	1	25	62.5	10.9	1.6
2. The principal and teachers consistently enforce school rules.	32	59	9	0	24	68	7	1	22.6	62.9	14.5	0
3. If I skipped school, at least one of my parents or guardians would be notified.	39	52	9	0	38	54	7	1	41.3	57.1	1.6	0
4. 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	28.3	66.7	5	0
5. 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	32.8	67.2	0	0
6. I feel safe at school.	46	46	3	5	44	55	1	1	48.4	51.6	0	0
7. My school lets a parent or guardian know if I've done something wrong.	37	58	5	0	29	68	4	0	33.9	64.5	1.6	0
8. The rules at this school are easy to understand (Not asked in 2025).	39	54	6	2	44	53	2	2				



9. My school lets a parent or guardian know if I'm doing a good job (Not asked in 2025).	40	48	8	5	38	57	4	2				
<b>Student-Student Relationships</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1. 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	39	59	2	1
2. Students have friends at school they can turn to if they have questions about homework.	26	53	18	3	26	56	15	3	26	56	15	3
3. Students have friends at school they can trust and talk to if they have problems.	27	54	19	0	25	56	15	4	25	56	15	4
4. 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	22	68	9	1
5. Students have friends at school to eat lunch with.	29	41	26	5	19	61	14	7	19	61	14	7
6. Students try to make new friends feel welcome in the school.	31	57	9	3	28	63	6	2	28	63	6	2
7. Students in my school treat each other with respect.	34	60	3	3	30	66	3	1	30	66	3	1

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

Table 24 Student Satisfaction (Physical Safety)

Area and Questions	2023 67 respondents				2024 112 respondents				2025 respondents			
	0	1-2	3-5	6+	0	1-2	3-5	6+	0	1-2	3-5	6+
<b>Physical Safety</b>												
1. Been disciplined at school for fighting, theft, or damaging property.	90	6	2	3	92	5	2	2	98.4	1.6	0	0
2. Had your things (clothing, books, bike, car deliberately damaged) (Not asked in 2025).	91	6	2	2	96	4	0	1				
3. Had your things (clothing, books, bike, car) stolen (Not asked in 2025).	93	5	2	2	97	3	0	0				
4. Been threatened or injured by someone with a weapon (like a gun, knife, or club). (Not asked in 2025).	94	5	2	0	96	2	1	1				
5. Damaged property just for fun (like breaking windows, scratching a car, etc.) (Not asked in 2025).	92	6	2	0	96	3	1	0				
6. Stolen something (Not asked in 2025).	93	5	2	2	96	2	1	1				
7. Carried a gun, knife, club, or other weapon to school or to a school event (Not asked on 2025).	98	0	0	2	97	3	0	0				

Area and Questions	2023 67 respondents				2024 112 respondents				2025 respondents			
8. Beaten up on or fought someone because they made you angry (Not asked in 2025).	90	6	2	3	94	3	2	2				
9. Used a weapon, force, or threats to get money or things from someone (Not asked in 2025).	97	3	0	0	97	2	1	0				
10. Verbally threatened to physically harm someone (Not asked in 2025).	91	6	2	2	95	3	1	2				

**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.

Table 25 Student Satisfaction (Emotional Safety)

Area and Questions	2023 67 respondents						2024 112 respondents						2025 respondents					
Emotional Safety	0	1	2	3-5	6-10	11+	0	1	2	3-5	6-10	11+	0	1	2	3-5	6-10	11+
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	93.7	3.2	0	1.6	1.6	0
2. 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	95.3	1.6	1.6	0	1.6	0
3. I was hit, kicked, pushed, shoved around, or locked indoors. 2025 = I was threatened with a weapon here at CCS.	96	3	2	0	0	0	97	0	1	2	0	0	98.4	0	1.6	0	0	0
4. 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	96.9	0	1.6	0	1.6	0
5. Other students made sexual jokes, comments, or gestures that hurt my feelings.	93	2	3	0	0	3	96	3	0	0	0	1	96.9	0	1.6	1.6	0	0
6. 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	96.9	1.6	0	1.6	0	0
7. 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	98.4	1.6	0	0	0	0
8. Other students made me feel included in their group of friends.	55	6	12	15	3	9	62	7	6	12	4	9	36.1	8.2	11.5	19.7	4.9	19.7

**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.

Table 26 Student Conditions for Learning Construct Percent Comparison between Choice, Nonpubs, Central Rivers AEA and Public Schools

Construct	Agency	2023	2024	2025
<b>Adult-Student Relationships</b>	Choice Charter School	87	90	100
	Nonpublic Schools	83	N/A	
	Central Rivers AEA	85	40	
	Public Schools State	N/A	39	
<b>Boundaries and Expectations</b>	Choice Charter School	69	78	98.4
	Nonpublic Schools	67	N/A	
	Central Rivers AEA	68	39	
	Public Schools State	N/A	39	
<b>Emotional Safety</b>	Choice Charter School	34	26	95.2
	Nonpublic Schools	33	N/A	
	Central Rivers AEA	34	25	
	Public Schools State	N/A	25	
<b>Physical Safety</b>	Choice Charter School	75	86	N/A
	Nonpublic Schools	72	N/A	
	Central Rivers AEA	74	50	
	Public Schools State	N/A	50	
<b>Student-Student Relationships</b>	Choice Charter School	58	69	N/A
	Nonpublic Schools	56	NA	
	Central Rivers AEA	57	40	
	Public Schools State	N/A	41	

## Discussion

### Student Survey Results Overview

64 students completed the survey, down 48 from last year.

The good news is that the positive results from last year carried over.

A few areas for attention and improvement...

- My teachers are available to talk with students one-on-one. 2025 = My teachers are available to talk with me one-on-one (from 59% strongly agree to 46.9%).
- Students treat adults who work in this school with respect (from 45% strongly agree to 25.4%).
- CCS has clear rules about what students can and can't do (from 36% strongly agree to 25%).

## Parent/Guardian Survey Results Overview

We had 39 more, for a total of 63 parents/guardians who completed the survey, which is a great improvement in participation.

The results are pretty consistent with the past two years, which overall were very good. **There are some excellent comments as well.**

Some areas of growth...

My child feels safe at school (from 58.3 to 74.6% strongly agree).

My child's teachers care about them (from 54.2 to 66.7% strongly agree).

Some areas for attention/improvement...

- The school communicates with me about my child, sharing successes and challenges (from 58.3 to 47.6% strongly agree, 8.3% to 15.9% disagree).

## Staff Survey Results Overview

There were 7 fewer staff than completed the survey from the previous year.

Some areas of growth include...

- The staff regularly communicates with parents about their child, sharing successes and challenges (from 24 to 35.3% strongly agree; *however, an increase from 12% to 29% disagreeing*).
- The staff cares about students (from 76 to 88.9% strongly agree).
- The teachers, mentors, and administrators in this school celebrate student successes (from 14.7 to 52% strongly agree).

Some areas for attention/improvement include...

- Parents/guardians are notified about student progress on a regular basis (from 60 to 50% strongly agree).
- At Choice Charter School, student ideas are listened to and collaborative solutions are found (from 68 to 50% strongly agree).
- The staff regularly communicates with parents about their child, sharing successes and challenges (29.4% disagree).
- The staff lets parents know if their child is doing a good job (still at 23% disagreeing).
- The material students are learning is connected to their life (from 64 to 47% strongly agree).
- Students have the support they need to be academically successful (from 56 to 44.4% strongly agree).
- At Choice Charter School, mentors are critical team members to ensure student success (*4% to 11% disagree, however, an increase of 68 to 71.2% strongly agree*).

## For 2025-2026 there are SIAC goals in place to:

1. "Maintain Positive Culture: Bullying Prevention /Social-Emotional Learning. Maintaining, within 7% of our positive school year 2025 data, the positive results on the 5 areas (Safety, Listening, Communication, Boundaries, and Expectations)."

2. “Improve Communication on Student Progress and Success. Decreasing the % of “strongly disagree” and “disagree” responses on the parent and staff survey results for questions 3,7, and 9.”

## I. Annual Progress toward Charter-Identified Goals

### Introduction

The additional measures in the original contract included the outcomes listed below, with the corresponding sections for viewing progress and results.

This focus 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

Student academic growth and proficiency in English language arts on statewide outcome assessments.

- Assessment Participation - English Language Arts
- Achievement - English Language Arts Average School
- Proficient - English Language Arts Percent Proficient
  - 60% proficient to be revisited proficient/advanced proficient on by SIAC when there is actual ISASP and/or DLM assessment 1 data.

[See Section E. Student Achievement](#)

Student academic growth and proficiency in mathematics on statewide outcome assessments.

- Assessment Participation - Mathematics Average School
- Achievement - Mathematics Conditions for
- Mathematics Post-Secondary Readiness Index
  - 60% proficient to be revisited proficient/advanced proficient on by SIAC when there is actual ISASP and/or DLM assessment data.

[See Section E. Student Achievement](#)

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.

- 60% proficient to be revisited proficient/advanced proficient by SIAC when there is actual ISASP and/or DLM assessment data.

[See Section E. Student Achievement](#)

Benchmark status on early literacy approved screening measure(s) in grades kindergarten through 3.

- Now N/A as the school serves students in grades 7-12.

Conditions for learning data (as required by Iowa's state plan under the Every Student Succeeds Act). Enrollment attrition and mobility.

- Has been completed, as required, in each of the past two years.

[See Section H. Sustainability, Trends, & Satisfaction](#)

Postsecondary readiness for students in grades 9 through 12.

- 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
  - This data will be given after the count day when we have students who graduate.
  - 16 career clusters combined to create 8 bigger subgroups

[See Section I. Other Performance Measures within the contract](#)

### **Goals specified in the charter school's mission.**

- Enrollment
  - 300 students enrolled
- Percent of students chronically absent
  - Less than 1% to be revisited by SIAC when we have actual data.
- Enrollment attrition and mobility
  - Less than 1%

[B. Student Enrollment](#) and [C. Attendance & Dropout Rate](#)

Financial performance and sustainability.

[See Section F. Financial Performance and H. Sustainability, Trends, & Satisfaction](#)

Governing board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract. *All laws and regulations are being followed as required and outlined in the contract*

## **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.

## 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 eight 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

For 2025-2026, there are SIAC goals in place to “*Future Ready Students. Ensuring that **each** student will be able to identify their career path and utilize it for school and post-graduation planning.*”

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 of our size in the state of Iowa.