Iowa State Board of Education

Executive Summary

November 18, 2026

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 4 Division of PK-12 Learning Tom Bredfield, Education Program Consultant Bureau of School Improvement
Attachment(s):	Two
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.

Legislative Report

Iowa Charter Schools

December 1, 2026

IOWA | Department of Education



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

State Board of Education

John Robbins, Iowa Falls
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Jeremy Lindquist, Runnells
Michael A. McGrory, Ottumwa
Mary Meisterling, Cedar Rapids
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Beth Townsend, Director, Iowa Workforce Development
Cecelia Harris, Student Member, Spirit Lake

Administration

McKenzie Snow, Director and Executive Officer
of the State Board of Education
Tina Wahlert, Chief of Staff and Deputy Director

Division of PK-12 Learning

Barbara Ohlund, Executive Officer

Bureau of School Improvement

Joanne Tubbs, Bureau Chief
Megan Carter, Administrative Consultant
Tom Bredfield, Consultant
Stacie Stokes, Consultant

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Contents

Legislative Report....1
2026 Iowa Charter Schools Legislative Report....4
I. Introduction....4
A. Charters Authorized under 256E and 256F....4
B. Report Organization....7
II. Charter School Highlights....8
Table 2. Charter School Highlights....9
III. Charter School Summary....10
A. Mission, Vision, Goals and Progress....11
B. Enrollment and Demographics....21
C. Attendance, Graduation and Dropout....25
D. Student Achievement....26
E. Number and Qualifications of Teachers and Administrators....27
F. Financial Sustainability....29
G. Sustainability and Stakeholder Satisfaction Ratings....32
H. Findings of Noncompliance across Charters....36
I. Charter School Recommendations....36
IV. Appendices....37
Appendix A: Iowa Charter School Report Guide....38
Appendix B: Iowa Charter School Reports....39

2026 Iowa Charter Schools Legislative Report

I. Introduction

Pursuant to Iowa Code sections 256E.12 and 256F.10, the State Board of Education (State Board)

shall prepare and provide a comprehensive report with findings and recommendations to the general assembly by Dec. 1. Iowa Code chapters 256E[1] 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 rule 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 (Chapter 256F only).

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

Seventeen (17) charter schools are currently authorized to operate in Iowa under Iowa Code chapters 256E and 256F. Out of these 17 charters, ***13 are operational*** in the 2026-27 school year. Of the 13 in operation, ***10 are reporting*** charter schools, as they were in operation throughout the 2025-26 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 2026-27.

[1] 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	Administrator	Grades	Focus	Type	Open	Renew
Choice Charter School	607 Center Street Union, IA 50258	Dr. Cynthia Knight	7-12	Virtual; Working students	Founding Group	2022-23	2026-27
Empowering Excellence Charter School	1918 St. Andrews Ct NE Cedar Rapids, IA 52402	Charles Mauser	9-12	Career Readiness targeted to at-risk youth	Founding Group	2024-25	2028-29
Great Oaks High School and Career Center Charter School – Des Moines	100 East Euclid Ave. Des Moines, IA 50313	TJ Jumper	9-12	Career Readiness targeted to at-risk youth	Founding Group	2024-25	2028-29
Hamburg Charter High School	309 S Street Hamburg, IA 51640	Alec Hendrickson	7-12	Career Readiness	School Board	2022-23	2026-27
Horizon Science Academy Davenport	2626 Boies Ave. Davenport, IA 52802	Angelica Brothers (Interim)	K-10	STEM	Founding Group	2025-26	2029-30
Horizon Science Academy Des Moines	4801 Franklin Ave., Des Moines, IA 50310	Laura Cannon	K-7	STEM	Founding Group	2023-24	2027-28
OEN-Cedar Rapids Prep	4515 N. River Blvd. Cedar Rapids, IA 52411	Lauren Amicone	6-8	Work-Based Learning	Founding Group	2025-26	2028-29
OEN-Des Moines Prep	95 E. 5th Street Des Moines, IA 50309	Matt Lakis	8-9	Work-Based Learning	Founding Group	2025-26	2028-29
Storm Lake/Iowa Central/Buena Vista Charter School (256F)	419 Lake Ave. Storm Lake, IA 50588	Matt Doebel	9-12	Career Readiness	School Board	2005-06	2025-26
West Central Charter High School (256F)	305 Pember St. Maynard, IA 50662	Matthew Molumby	9-12	Career Readiness	School Board	2005-06	2026-27

School	Address	Administrator	Grades	Focus	Type	Open	Renew
Future Frontiers	401 E. High Street Fredericksburg, IA 50630	Ryan Cunningham	9-12	Career Readiness	School Board	2026-27	2030-31
Great Oaks High School and Career Center-Davenport	3562 North Brady St., Davenport, IA 52806	Tammy Fritz-Conrad	9-12	Career Readiness targeted to at-risk youth	Founding Group	2026-27	2029-30
Red Barn School House	1120 Old Lincoln Hwy, Crescent, IA 51526	Amber Dembowski	K-5	Nature-Based Learning	Founding Group	2026-27	2029-30
Distinctive Innovation Academy	TBD Des Moines	TBD	K-8	Rigorous academics, whole child development, personalized, student-centered learning	Founding Group	2027-28	2029-30
Great Oaks High School and Career Center- South Des Moines	TBD South Des Moines	TBD	9-12	Career Readiness targeted to at-risk youth	Founding Group	2027-28	2029-30
Horizon Science Academy Cedar Rapids	TBD Cedar Rapids	Angelica Brothers	K-5	STEM	Founding Group	2027-28	2030-31
STEM Innovation High School	TBD Council Bluffs	TBD	9-12	STEM	School Board	2027-28	2030-31

Note: (256F) = The charter school was authorized prior to 2021, under Iowa Code chapter 256F.

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. **Appendices** include reporting requirements provided by the Department to Iowa charter schools and linked reports submitted by each operational charter school with available 2025-26 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 Charter School – Des Moines	GO
Hamburg Charter High School	HC
Horizon Science Academy – Davenport	HSA
Horizon Science Academy – Des Moines	HSD
OEN – Cedar Rapids Prep	CRP
OEN – Des Moines Prep	DMP
Storm Lake/Iowa Central/Buena Vista	SL
West Central Charter High School	WC

II. Charter School Highlights

Charter schools in Iowa have continued to grow and progress each school year. From fiscal year (FY) 2023 to FY26, ***charter school enrollment increased significantly by 520%***, rising from 257 to 1,594 students. Though charter school enrollment represents only 0.3% of the state K-12 student enrollment total, the expansions represent ongoing interest, demand and support for charter schools as an educational option for families.

For the 2026-27 school year, three more charter schools opened and began to serve students. With four additional schools expected to open in FY28, charter schools have become educational choices for communities in western, central and eastern parts of Iowa.

Charter schools have also achieved numerous annual goals identified by building leadership. Ranging from providing additional extracurricular opportunities to students and supporting credit recovery to providing work-based learning and industry-recognized credentialing, all reporting charter schools saw the achievement of one or more of their targeted school goals.

These efforts are led by qualified administrative and teaching professionals. Of the total staff included in the annual reports, the number of fully certified and initial staff increased to 76% from 66% and 24% from 20%, respectively. Only 4% hold a conditional license, and 6% are licensed under another qualifying category. All charter school administrators hold appropriate licensure, allowing for continued leadership, management and improvement efforts across the charter sector.

Individual charter achievements are highlighted in the table below, with additional details available in Appendix B, where all individual charter reports are linked.

Table 2. Charter School Highlights

Charter School	Highlights
Choice Charter School	• Student enrollment is projected to increase over the next two years, reaching over 400 students. • The school reported a 9% student chronic absenteeism rate.
Empowering Excellence Charter School	• A recent report showed that 98% of surveyed graduates indicated positive feedback on the school's programming. • The school reported a 99% Average Daily Attendance rate.
Great Oaks High School and Career Center – Des Moines	• Students earned 104 credentials and certifications over the past school year. • Eighty-one students graduated, increasing from 11 students in the inaugural school year.
Hamburg Charter High School	• Student enrollment has continued to increase yearly. • The school's four-year graduation rate is within one percent of the state average, while the five-year graduation rate of 93.8% exceeds the state percentage.
Horizon Science Academy – Davenport	• The school completed its goal of offering multiple extracurricular programs to its student population. • Horizon Science Academy – Davenport plans to expand the grade levels served to K-9 in the upcoming years.
Horizon Science Academy – Des Moines	• Four students competed in a national STEM event. • Over the next two years, the grades served are projected to expand to grade 7 and a total student enrollment of over 400 students.
OEN – Cedar Rapids Prep	• Cedar Rapids Prep serves a diverse student population, including higher percentages than the state averages in certain student demographics. • Enrollment is projected to increase to 790 students with grades served spanning grades 5-11.
OEN – Des Moines Prep	• Des Moines Prep serves a higher percentage of multiple racial demographics than state averages. • Enrollment is projected to increase to 650 students with grades served spanning grades 6-12.
Storm Lake/Iowa Central/Buena Vista	• Students enrolled in 129 courses, and there was an increase in the total number of students earning a degree. • There continues to be an increase in first-generation and English learner (EL) student enrollment in the charter school.
West Central Charter High School	• West Central High School's four- and five-year graduation rates exceed the state average. • The school reported a 0% dropout rate for grades 9-12.

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** provide an overview of projected enrollment for 2027-29 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. Tables 3a-j reflect each school's mission, vision, goals and related progress as submitted by the charter schools. All charter schools are actively implementing their established missions and visions, as well as actions to achieve their outlined goals. Outlined charter school goals encompass various areas, including increasing access to extracurricular opportunities, progress toward graduation, decreasing rates of chronic absenteeism and improving college and career readiness.

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.	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:
	• Integrating learning strengths, student choice, interests, and needs to create personalized learning.
	• Recognizing the value of each student and the unique circumstances brought to the learning environment.
	• Creating a cross-curricular curriculum.
	• Focusing on competency, project-based education.
		Goal 1: CCS will provide an opportunity for students who have dropped out or are at risk of dropping out of high school.
		• **Annual Progress:** *300 students in the program in the first year. This goal was met.*
		Goal 2: CCS will honor the career dreams of the students it serves by creating individual learning pathways.
		• **Annual Progress**: *16 career clusters combined to create eight bigger subgroups. This goal was met.*
		Goal 3: CCS will provide students support as they use their creativity, critical thinking, collaboration, communication and problem-solving skills to become productive members of society and the workforce.
		• **Annual Progress**: *Opportunities were provided for postsecondary training, education, certifications, apprenticeships and jobs determined by student choice and skill set. This goal was met.*
		Goal 4: Less than 1% of students are chronically absent.
		• **Annual Progress:** *9% chronic absenteeism.*
		Goal 5: Conditions for Learning data.
		• **Annual Progress:** *This goal was met from the first annual report.*
		Goal 6: Enrollment attrition and mobility of less than 1%.
		• **Annual Progress**: *This goal was not met.*
		Goal 7: Postsecondary readiness for students in grades 9-12.
		• **Annual Progress:** *20% on the postsecondary readiness index score.*
		Goal 8: Financial performance and sustainability.
		• **Annual Progress:** *$681,512.01 in retained earnings for the FY 2025-26*
		Goal 9: Governing board performance and stewardship, including compliance with all applicable laws, regulations and terms of the charter contract.
		• **Annual Progress**: *No CASA compliance issues.*
		Goal 10: Student Academic Proficiency.
		• **Annual Progress:**
		  ○ *English Language Arts: 58% overall and 80% 7th grade.*
		  ○ *Mathematics: 43% overall and 90% 7th grade.*
		Goal 11: Student Academic Growth.
		• **Annual Progress:** *Because of the individual nature of our students, we had many who scored developing to college-ready on the Accuplacer.*

Mission	Vision	Goals/Progress
		○ *The 2026 State testing data unavailable at time of reporting.** **Goal 12:** Achievement Gaps in Student Academic Proficiency • **Annual Progress:** *See Appendix B of Annual Report. Because of the individual nature of our students, we had many who scored from developing to college-ready on the Accuplacer.* ○ *The 2026 State testing data unavailable at time of reporting.**

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

Mission	Vision	Goals/Progress
At Empowering Excellence Charter School (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.	**Goal 1**: 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. • **Annual Progress:** *17% of EECS students were chronically absent in 2025-26.* **Goal 2**: 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. • **Annual Progress:** *98% of graduate survey responses offered clear feedback that EECS worked well for them. Recurring themes included being able to learn at their own pace and having someone to turn to for help.* **Goal 3**: Achieve a Postsecondary Readiness score of 19% or higher according to the Iowa School Performance Profile. • **Annual Progress:** *State data was not available at the time of reporting.* **Goal 4:** Achieve a clean audit. • **Annual Progress:** *The 2024-25 audit identified a need for stronger year-end financial reviews and oversight on debit/credit card spending. EECS will use its Corrective Action Plan to strengthen purchase documentation and approvals, and policies for reporting suspected misconduct.*

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

Mission	Vision	Goals/Progress
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.	**Goal 1**: Re-engage opportunity youth and provide a pathway to high school graduation. • **Annual Progress:** *Great Oaks continued to expand access for opportunity youth through its ongoing-enrollment and re-engagement model. Enrollment increased from 268 students on October 1, 2025, to 285 students by June 2026. Students completed 1,736 Edmentum courses during 2025-26 compared with 403 in 2024-25, and 81 students graduated in 2026 compared with 11 students in the inaugural graduating class in 2025.* **Goal 2**: Provide career and technical education and opportunities to earn industry-recognized credentials. • **Annual Progress:** *Great Oaks continued CTE programming in Construction, Advanced Manufacturing and Healthcare. During 2025-26, students earned 104 certifications and credentials: 32 CPR, 10 BLS, 24 OSHA-10, 17 NCCER Core, 5 MSSC Safety, 5 MSSC Maintenance, 7 Phlebotomy and 4 Patient Care Technician.* **Goal 3**: Connect students to work-based learning and real-world workforce experiences. • **Annual Progress**: *Great Oaks continued developing employer, community and postsecondary partnerships to connect students with career exploration, work-based learning, occupational training and employment opportunities. YouthBuild expanded this work by providing eligible students with additional occupational training, credential attainment, career preparation and connections to employment and postsecondary education.* **Goal 4:** Provide individualized academic and student supports to address barriers experienced by opportunity youth. • **Annual Progress**: *Great Oaks continued its flexible, blended instructional model and individualized student supports. During 2025-26, the school also completed a CLSD planning year to strengthen literacy acquisition, language development, screening, intervention and MTSS. Partnerships including iJAG and community organizations provided additional career, workforce, and wraparound supports.*

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

Mission	Vision	Goals/Progress
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 completion of high school. Students who choose to be in the charter school will have an opportunity to earn a career and technical certification/diploma and/or an associate degree while in high school. All charter high school students will be required to choose a career path which can be changed upon approval. The purpose is to assure all students who graduate from the charter school have the skill set to enter the workforce upon graduation or continue their educational journey through college. The targeted students include all students in Southwest Iowa with a special focus on minority and low social-economic students. The communities include Hamburg, Riverton, Sidney, Farragut, Coin, Clarinda, Shenandoah and Tabor.	The vision of the Hamburg Charter School is to be a state leader in education by setting a high standard of educational quality and opportunity for high school students. We will accomplish this by teaching the importance of honesty, integrity, self-discipline and work ethic. We will accomplish this by providing a well-rounded educational experience that will provide students with the opportunity to explore careers and gain "real world" skills. Students will have a mixed model of traditional classroom experiences with an apprenticeship program. These experiences will help students develop a strong work ethic which is lacking in many employees in today's work environment. The school will honor diverse cultures and faiths and involve employers, educators, family and community into the educational process. Our vision is that every student attending the Hamburg Charter High School will earn a certificate, diploma or degree while in high school and will have the skillset to enter the workforce and earn a good living or further their education in a postsecondary school. The decisions on which path a student takes will be supported by the school, community and family.	**Goal 1**: Increase students enrolled in the program. • **Annual Progress:** *Enrollment has increased steadily over the last four years and has met expectations.* **Goal 2**: Provide a more rigorous learning experience than a traditional school by additionally focusing on career and college curriculum. • **Annual Progress:** *Data previously shared in the report shows 90-100 percent of students in trade programs earn a certification or industry-recognized credential in their trade field.* **Goal 3**: Students have an Individualized Learning Plan that directs their career path. • **Annual Progress:** *This is a matter of practice for all students. Seniors presented their career portfolios to the school board.* **Goal 4:** Provide year-round opportunities for apprenticeship programs that enhance skills and provide income opportunities. • **Annual Progress:** *All seniors had the opportunity to participate in a paid apprenticeship program.* **Goal 5:** Provide opportunities for a trade career path to students throughout Southwest Iowa. • **Annual Progress:** *Students are enrolled from Hamburg, Tabor, Sidney, Shenandoah, Red Oak and College Springs.* **Goal 6:** Provide career mentors. • **Annual Progress:** *Each student has a qualified mentor assigned in their career path.* **Goal 7:** Hire fully licensed career teaching staff and provide relevant professional growth opportunities. • **Annual Progress:** *All staff are licensed and trained in developing personal learning plans.*

Table 3e. Horizon Science Academy – Davenport Mission, Vision and Goals/Progress

Mission	Vision	Goals/Progress
Horizon Science Academy (HSA) provides a high-quality education focused on academic achievement, STEM learning, character development and preparing students for future success.	Horizon Science Academy strives to develop curious learners, responsible citizens and confident leaders who positively impact their communities and the world around them.	**Goal 1**: Provide extracurricular activities. • **Annual Progress:** *HSA hosted music concerts, STEM Day and Winter Showcase, and four students competed in the national STEMCON event hosted by Concept Schools. Students were in a Codethon Club.*

Table 3f. Horizon Science Academy – Des Moines Mission, Vision and Goals/Progress

Mission	Vision	Goals/Progress
Horizon Science Academy provides a high-quality education focused on academic achievement, STEM learning, character development and preparing students for future success.	Horizon Science Academy strives to develop curious learners, responsible citizens and confident leaders who positively impact their communities and the world around them.	**Goal 1**: Increase parent engagement. • **Annual Progress:** *PTO was created with positions including: President, Vice President, Treasurer and Secretary.* **Goal 2**: Provide extracurricular activities. • **Annual Progress:** *HSA hosted music concerts, STEM Day and Winter Showcase, and four students competed in the national STEMCON event hosted by Concept Schools. Students were in a Codethon Club.*

Table 3g. OEN – Cedar Rapids Prep Mission, Vision and Goals/Progress

Mission	Vision	Goals/Progress
The mission of the Cedar Rapids Prep is to empower students to invest, own and drive their learning by prioritizing active learning and engagement.	The vision of Cedar Rapids Prep is: To create a model for education that ensures all students graduate prepared to lead ambitious and purpose driven lives.	**Goal 1**: 90%+ of seniors receive at least two postsecondary opportunities to choose from. • **Annual Progress:** *The school has a grade phasing plan and does not currently serve this grade level.* **Goal 2**: The school will achieve a categorical rating of 'Acceptable' or higher and 'No Support Required' in the annual release of the Iowa School Performance Profile. • **Annual Progress:** *State data was not available at the time of reporting.**

Table 3h. OEN – Des Moines Prep Mission, Vision and Goals/Progress

Mission	Vision	Goals/Progress
The mission of Des Moines Prep is to create an environment of excellence and joy where students develop the skills and values necessary to lead with ambition and purpose.	The vision of Des Moines Prep is: Fostering the next generation of visionary leaders who are best prepared to solve tomorrow's challenges with integrity, empathy and ambition.	**Goal 1**: 90%+ of seniors receive at least two postsecondary opportunities to choose from. • **Annual Progress:** *The school has a grade phasing plan and does not currently serve this grade level.* **Goal 2**: The school will achieve a categorical rating of 'Acceptable' or higher and 'No Support Required' in the annual release of the Iowa School Performance Profile. • **Annual Progress:** *State data was not available at the time of reporting.**

Table 3i. Storm Lake/Iowa Central/Buena Vista College High School Mission, Vision and Goals/Progress

Mission	Vision	Goals/Progress
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 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.	**Goal 1**: Increase the number of first-generation, low socio-economic status, English learners and non-Caucasian students attaining advanced postsecondary degrees/certificates or college credits. • **Annual Progress**: *The overall number of students attaining a degree or certification this report year has slightly increased from FY 2024-25. The charter program continues to see increased enrollment among first-generation and English learner (EL) students. The decrease in students identified as economically disadvantaged (SES) is believed to be related to changes in Free and Reduced-Price Lunch eligibility guidelines and the new application process. Despite this change, students continue to enroll in the program and earn college credit for the first time or build upon credits earned during high school. Many students use these credits as a pathway to transfer to a four-year university or pursue an additional associate degree.* **Goal 2**: Provide a more rigorous/relevant/college prep curriculum. • **Annual Progress**: *This year, students enrolled in approximately 129 concurrent enrollment courses, including Postsecondary Enrollment Options (PSEO), Early Bird and Distance Learning (online) courses.* **Goal 3**: Raise student scores on the Iowa Test of Educational Development and Iowa Assessment scores in reading, mathematics and science. • **Annual Progress:** *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. This year, our data reflects higher average PSAT scores than in previous years, correlating with increased student participation in the PSAT. A key goal from last*

Mission	Vision	Goals/Progress
		year was to achieve a significant increase in scores compared to the previous reporting year, and the current data reflects progress toward that goal. **Goal 4:** Increase the number of dual-credit/concurrent enrollment credits earned. • **Annual Progress:** *There was 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*. **Goal 5**: All students will have individual learning plans. • **Annual Progress:** *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 various resources and opportunities available on campus.*

Table 3j. 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	**Goal 1**: Graduation and Student Success • **Annual Progress**: *West Central Charter High School achieved a 100% graduation rate, demonstrating continued success in supporting students toward high school completion. This outcome supports the charter's goal of preparing students for successful transitions into postsecondary education, vocational training or employment. The school will maintain individualized academic planning, flexible scheduling and regular monitoring of student progress to sustain this performance.* **Goal 2**: Academic Achievement • **Annual Progress**: *The school reported increased proficiency in reading, mathematics, and science among 11th-grade students on the Iowa Assessments. These results indicate progress toward improving student achievement and preparing students for postsecondary coursework. To maintain this progress, the school will continue reviewing assessment data, identifying individual student needs and implementing targeted instructional support. Specific proficiency percentages and year-to-year changes should be included as they become available to quantify the magnitude of improvement.* **Goal 3**: Postsecondary and Career Readiness • **Annual Progress**: *The charter continued to provide opportunities for students to earn college credits while completing high school coursework and to develop vocational skills aligned with their future goals. Students from low socioeconomic backgrounds and students with IEPs achieved college-credit outcomes comparable to their peers, indicating that these opportunities are accessible across student groups. The school will continue to strengthen partnerships with postsecondary institutions and provide flexible pathways for students pursuing academic and vocational goals.* **Goal 4**: Equity and Student Support • **Annual Progress**: *Of the 86 students served, approximately 49 students (57%) came from low socioeconomic backgrounds, and approximately 8 students (9%) received special education services through an IEP. These figures demonstrate the importance of maintaining individualized supports and equitable access to academic and postsecondary opportunities. The school will continue monitoring graduation, assessment and college-credit outcomes across student groups to identify achievement gaps and determine whether additional interventions or resources are needed.* **Goal 5**: Stakeholder Engagement and Program Effectiveness • **Annual Progress**: *The charter continues to receive support from its Advisory Board, district administration, staff, students and community members. Stakeholder feedback has identified academic rigor, flexible scheduling and increased college participation as key strengths of the program. Regular program evaluation and collaboration will remain important practices for monitoring progress toward charter goals and identifying opportunities for improvement.*

Asterisk*=Information provided by the Department

B. Enrollment and Demographics

Demographic data for the charter schools are provided in Tables 4a-b and 5a-b below. 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 in multiple demographic categories, as shown in Tables 5a and 5b. Eight of the 10 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. Three of 10 charter schools have a higher percentage of students eligible for free or reduced-price lunch (FRL), with rates ranging from 22.3% to 55.3%. Compared to the state average of 14%, four of the 10 schools report higher percentages of students with individualized education programs (IEPs).

Table 4a. Enrollment Data Grades K-5: 2025-26

Demographics	HSD	HSA	State
Grade K	50	14	34,748
Grade 1	41	8	32,734
Grade 2	44	13	33,708
Grade 3	42	8	34,636
Grade 4	22	5	35,782
Grade 5	15	9	35,721
Total Enrollment	214	57	207,329

Note: Charter school data is from the 2025 Fall Basic Educational Data Survey (BEDS) submission. This data reflects students actively enrolled on the Oct. 1 count date with a BEDS entry code (students served): 1, 2, 3, 4, 5, 10, 11, 15, 19 and 60, except when Service/Facility Type is 8 (Border Agreements). State data are from: Iowa Department of Education, Bureau of Performance and Analytics, Address File and the SRI Fall Merged 2025 file.

Table 4b. Enrollment Data Grades 6-12: 2025-26

Demographics	CC	EE	GO	HC	HSA	CRP	DMP	SL	WC	State
Grade 6					13	95				36,098
Grade 7	4					69				36,082
Grade 8	20					84	41			35,878
Grade 9	17	*5*	0	11			62		19	37,178
Grade 10	56	19	39	20					34	38,053
Grade 11	69	52	79	14					24	37,958
Grade 12	115	125	148	20				53	16	39,359
Total Enrollment	281	201	266	65	13 (70 K-6)	248	103	53	93	260,606

Note: Charter school data is from the 2025 Fall BEDS submission. This data reflects students actively enrolled on the Oct. 1 count date with a BEDS entry code (students served): 1, 2, 3, 4, 5, 10, 11, 15, 19 and 60, except when Service/Facility Type is 8 (Border Agreements). State data are from: Iowa Department of Education, Bureau of Performance and Analytics, Address File and the SRI Fall Merged 2025 file.

Table 5a. Demographic Data: 2025-26

Demographics	CC Number	CC Percent	EE Number	EE Percent	GO Number	GO Percent	HC Number	HC Percent	State Percent
FRL	130	**46.2%**	45	22.3%	***	***	36	**55.3%**	42.2%
IEP	48	**17%**	16	7.9%	39	**14.6%**	13	**20%**	14%
EL	12	4.3%	***	***	***	***	***	***	8%
Male	132	46.9%	88	43.7%	164	**61.6%**	38	**58.4%**	51.4%
Female	149	**53%**	113	**56.2%**	102	38.3%	27	41.5%	48.6%
White	202	**71.8%**	67	33.3%	93	34.9%	52	**80%**	69.8%
American Indian or Alaska Native	***	***	***	***	***	***	***	***	0.3%
Hispanic-Latino	56	19.9%	13	6.4%	79	**29.6%**	13	**20%**	13.8%
African-American	15	5.3%	78	**38.8%**	84	**31.5%**	***	***	7.6%
Native Hawaiian-Pacific Island	***	***	***	***	***	***	***	***	0.8%
Asian	***	***	***	***	***	***	***	***	2.5%
Multi-Race	***	***	34	**16.9%**	***	***	***	***	5.3%

Table 5b. Demographics: 2025-26

Demographics	HSD Number	HSD Percent	HSA Number	HSA Percent	CRP Number	CRP Percent	DMP Number	DMP Percent	SL Number	SL Percent	WC Number	WC Percent	State Percent
FRL	82	38.3%	***	***	98	39.5%	***	***	29	**54.7%**	39	*41.9%*	42.2%
IEP	***	***	***	***	34	*13.7%*	12	11.6%	***	***	15	**16.1%**	14%
EL	***	***	***	***	***	***	***	***	22	**41%**	***	***	8%
Male	116	**54.2%**	35	*50%*	123	49.5%	44	42.7%	19	35.8%	42	45.1%	51.4%
Female	98	45.7%	35	**50%**	125	**50.4%**	59	**57.2%**	34	**64.1%**	51	**54.8%**	48.6%
White	75	35%	27	38.5%	160	64.5%	36	34.9%	***	***	85	**91.3%**	69.8%
American Indian or Alaska Native	***	***	***	***	***	***	***	***	***	***	***	***	0.3%
Hispanic-Latino	28	*13%*	13	**18.5%**	19	7.6%	28	**27.1%**	36	**67.9%**	***	***	13.8%
African-American	74	**34.5%**	20	**28.5%**	51	**20.5%**	19	**18.4%**	***	***	***	***	7.6%
Native Hawaiian-Pacific Island	***	***	***	***	***	***	***	***	***	***	***	***	0.8%
Asian	***	***	***	***	***	***	***	***	***	***	***	***	2.5%
Multi-Race	37	**17.2%**	10	**14.2%**	***	***	16	**15.5%**	***	***	***	***	5.3%

Note: Charter school data is from the 2025 Fall BEDS submission. These data reflect students actively enrolled on the Oct. 1 count date with a BEDS entry code (students served): 1, 2, 3, 4, 5, 10, 11, 15, 19 and 60 except when Service/Facility Type is 8 (Border Agreements). State data are from the Iowa Department of Education, Bureau of Performance and Analytics, Address File and the SRI Fall Merged 2025 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.

*** = Student count below 10; data not reportable

C. Attendance, Graduation and Dropout

Attendance, graduation and dropout data for the charter schools are presented in Table 6 below, with each metric represented as a percentage. Of the seven schools with reportable data sets, five schools were below the state average while two were above, including Storm Lake/Iowa Central/Buena Vista Charter School, which achieved 100% average daily attendance.

West Central Charter High School recorded a four-year graduation rate of 95.2%, 6.4 percentage points higher than the state average of 88.8%. The remaining schools with reportable graduation data had graduation rates lower than 40%. The five-year graduation rate data indicates that West Central Charter High School again performed above the state average, reporting a 100% graduation rate. Hamburg Charter High School also performed above the state average by 3.8 percentage points.

Regarding dropout rates, West Central Charter High School reported a 0% dropout rate for grades 7-12, the only school performing better than the state average of 1.6%. Hamburg Charter High School and Storm Lake/Iowa Central/Buena Vista Charter School both reported rates within five percentage points of the state average, while the remainder reported rates of 19 percentage points or higher than the state average.

Table 6. Attendance, Graduation and Dropout: 2024-25

Area	CC	EE	GO	HC	HSD	HSA	CRP	DMP	SL	WC	State (K-12)
Attendance (ADA)	71.7%	**99.9%**	62.9%	*92%*	*92.3%*	N/A	N/A	N/A	**100%**	*93.2%*	93.9%
4-Year Graduation Rate	38.3%	30%	11.3%	***	N/A	N/A	N/A	N/A	N/A	**95.2%**	88.8%
5-Year Graduation Rate	40.4%	N/A	N/A	**93.8%**	N/A	N/A	N/A	N/A	N/A	**100%**	90.6%
Dropout	34.7%	21.4%	33.3%	3.95%	N/A	N/A	N/A	N/A	**5%**	**0%**	1.6%

***Note*:** School data are from required charter reports in Appendix B; state data reflect statewide statistics for attendance, graduation and dropout rates (grades 7-12). **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 2024-25. Note: Both Horizon Science Academy locations, Storm Lake, Cedar Rapids Prep and Des Moines Prep do not serve grades 9-12. Therefore, graduation data is not applicable or available for these schools. There were three schools not in operation during the 2024-25 school year; as a result, attendance data is unavailable.

*** = Student count under 10; data not reportable.

D. Student Achievement

In the spring of the 2025-26 school year, Iowa administered a new state summative assessment. This assessment aligns to the rigorous Iowa Academic Standards in English language arts (ELA) and mathematics adopted by the State Board in 2024. Following the administration of the new assessment, the Department began development of new descriptors for each performance level that were aligned to the newly adopted standards. The development process involves multiple rounds of stakeholder feedback and final approval from the State Board. As a result, student achievement data for the 2025-26 ISASP assessment was not available statewide at the time of reporting.

In the review of 2024-25 student achievement data, it was noted that student proficiency in charter schools was generally below the state average in both ELA and mathematics, with a few exceptions across grade levels and schools. Other noteworthy data from that reporting year included the following:

- In grades 3-4, 41.9% of charter school students were proficient in ELA, compared to the state average of 71.6%.
- In grades 3-4 mathematics, performance was slightly higher at a proficiency rate of 67.7%, yet it was still below the state average of 69.1%.
- In grades 9-11 ELA, charter schools overall had a proficiency rate ranging from 32.93% to 72.3%, compared to the state average of 71.6%.
- In grades 9-11 mathematics, proficiency rates ranged from 12.2% to 58.4%, compared to the state's 69.1% average.

E. Number and Qualifications of Teachers and Administrators

The number and qualifications of teachers and administrators submitted by the 10 charter schools within the annual reports are presented in Tables 11a and 11b. All charter schools report employing staff who meet qualification criteria, including those with full, conditional, initial or other recognized licensure (e.g., substitute authorization). For additional details on teacher and administrator degrees, see Appendix B.

Table 11a. Number and Qualifications of Teachers

School	Full	Conditional	Initial	Other[1]	Total Qualified Teachers
Choice Charter School	20	0	5	1	26
Empowering Excellence Charter School	1	0	0	0	1
Great Oaks High School and Career Center – Des Moines	4	0	3	2	9
Hamburg Charter High School	3	0	4	3	10
Horizon Science Academy – Davenport	7	3	7	1	18
Horizon Science Academy – Des Moines	9	0	9	0	18
OEN – Cedar Rapids Prep	11	1	2	0	14
OEN – Des Moines Prep	8	2	0	3	13
Storm Lake/Iowa Central/Buena Vista Early College High School	1	0	0	0	1
West Central Charter High School	16	0	0	0	16
TOTAL	**80**	**6**	**30**	**8**	**124**

Table 11b. Number and Qualifications of Administrators

School	Full	Initial	Other[2]	Total Qualified Administrators
Choice Charter School	3	0	0	3
Empowering Excellence Charter School	2	0	1	3
Great Oaks High School and Career Center – Des Moines	1	1	1	3
Hamburg Charter High School	1	0	0	1
Horizon Science Academy – Davenport	1	0	0	1
Horizon Science Academy – Des Moines	2	0	3	5
OEN – Cedar Rapids Prep	1	0	3	4
OEN – Des Moines Prep	1	0	3	4
Storm Lake/Iowa Central/Buena Vista Early College High School	0	0	1	1
West Central Charter High School	2	0	0	2
TOTAL	14	1	12	27

[1] 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.

[2] 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.

F. Financial Sustainability

Total revenue, expenditures and carryover amounts for the prior, current and projected fiscal years are provided in Tables 12a-d. 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 (ex: Iowa Charter School Program Grant), fundraising and deepening community engagement.

Per the submitted charter school budgets, six of the 10 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 FY26.

Importantly, there are several schools showing deficits who receive continuous financial support by means of their school district or a charter management organization (CMO). West Central Charter High School, Storm Lake/Iowa Central/Buena Vista Early College High School and Hamburg 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.

Great Oaks High School and Career Center is supported via Oakmont Education, while Horizon Science Academy is supported by Concepts schools. Both Cedar Rapids Prep and Des Moines Prep are supported by the Opportunity Education Network. These CMOs provide direct financial support to the charters they establish. Therefore, these reported deficits do not equate to financial instability in the same way it would for independently operated charter schools authorized under Iowa Code chapter 256E.

Table 12a. Charter School Finance Table

Metric	CC 2024-25	CC 2025-26	CC 2026-27	EE 2024-25	EE 2025-26	EE 2026-27	GO 2024-25	GO 2025-26	GO 2026-27
# Students	227	320	300	120	201	210	198	301	310
Revenue	$3,071,817	$3,299,420.82	$3,268,729.87	$1,875,571.70	$2,213,734.97	$2,405,512.11	$1,781,277.11	$3,030,906.87	$3,689,201
Expenditures	$2,864,217	$3,366,003.46	$3,206,889.55	$1,751,841.88	$2,294,164.94	$2,170,408.15	$2,052,847.54	$3,251,406.05	$3,835,892
Carryover	$207,600	**($66,582.64)**	$61,840.31	$122,729.82	**($80,426.97)**	$235,103.96	**($271,570.43)**	**($220,499.18)**	**($146,691)**

Table 12b. Charter School Finance Table

Metric	HC 2024-25	HC 2025-26	HC 2026-27	HSD 2024-25	HSD 2025-26	HSD 2026-27	HSA 2024-25	HSA 2025-26	HSA 2026-27
# Students	58	65	60	153	203	260	N/A	60	110
Revenue	$807,120.39	$891,425.75	$878,372	$2,344,665.44	$3,218,458.06	$4,867.551	N/A	$1,388,335.72	$1,989,012
Expenditures	$944,897.10	$826,945.18	$600,000	$3,012,700	$4,475,434.8	$5,454,099	N/A	$2,596,475.01	$2,541,987
Carryover	**($137,776.71)**	$64,480.57	$244,880	**($668,034)**	**($1,256,976.7)**	**($586,548)**	N/A	**($1,208,139.29)**	**($552,975)**

Table 12c. Charter School Finance Table

Metric	CRP 2024-25	CRP 2025-26	CRP 2026-27	DMP 2024-25	DMP 2025-26	DMP 2026-27
# Students	N/A	248	340	N/A	103	240
Revenue	N/A	$61,569,607	$4,366,988	N/A	$40,720,167	$3,064,972
Expenditures	N/A	$9,444,102	$5,659,360	N/A	$5,538,810	$4,465,661
Carryover	N/A	$52,125,505	**($1,292,372)**	N/A	$35,181,357	**($1,400,689)**

Table 12d. Charter School Finance Table

Metric	SL 2024-25	SL 2025-26	SL 2026-27	WC 2024-25	WC 2025-26	WC 2026-27
# Students	49	54	55	104	100	94
Revenue	$550,828.91	$571,504.35	$523,170.45	$1,320,803.54	$1,139,270.36	$984,472
Expenditures	$926,526.87	$438,909.89	$508,423.24	$2,068,660	$1,971,906.24	$2,031,430
Carryover	**($375,697.96)**	$132,594.46	$14,747.21	**($747,856.46)**	**($832,635.88)**	**($1,046,958)**

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

G. Sustainability and Stakeholder Satisfaction Ratings

Projected enrollment data for the 10 charter schools are shown in Tables 13a-b and 14a-b. Nine schools anticipate maintaining or increasing enrollment over the next two years, with growth ranging from three students to over 200 additional students. Increases to student enrollment and grade levels served can be attributed to the positive feedback and support the charter schools have received from their communities.

Multiple charter schools are also planning to expand the grades served in their buildings. By the 2028-29 school year, the following schools are planning these grade expansions:

- Hamburg Charter High School will expand from grades 9-12 to grades 7-12.
- Horizon Science Academy – Des Moines will expand from grades K-5 to grades K-7.
- Horizon Science Academy – Davenport will expand from grades K-6 to grades K-9.
- Cedar Rapids Prep will expand from grades 6-8 to grades 5-11.
- Des Moines Prep will expand from grades 8-9 to grades 6-12.

All charter schools project continued service to demographically diverse student populations. In particular, Iowa charter schools are expected to maintain high levels of diversity across race/ethnicity, free/reduced lunch eligibility, special education and English learner status.

Table 13a. Projected Enrollment Data 2027-28 and 2028-29: Grades

Demographics	CC 2027-28	CC 2028-29	EE 2027-28	EE 2028-29	GO 2027-28	GO 2028-29	HC 2027-28	HC 2028-29	HSD 2027-28	HSD 2028-29
Grade K									55	60
Grade 1									62	72
Grade 2									50	72
Grade 3									45	50
Grade 4									50	50
Grade 5									20	50
Grade 6									25	25
Grade 7	7	9						15		25
Grade 8	30	35					22	15		
Grade 9	21	24	10	10			16	22		
Grade 10	79	95	50	50	33	36	10	16		
Grade 11	105	131	135	135	117	126	13	12		
Grade 12	150	171	305	305	175	188	23	15		
Total Enrollment	392	465	500	500	325	350	84	95	307	404

Table 13b. Projected Enrollment Data 2027-28 and 2028-29: Grades

Demographics	HSA 2027-28	HSA 2028-29	CRP 2027-28	CRP 2028-29	DMP 2027-28	DMP 2028-29	SL 2027-28	SL 2028-29	WC 2027-28	WC 2028-29
Grade K										
Grade 1										
Grade 2										
Grade 3										
Grade 4										
Grade 5			75	75						
Grade 6			125	125		50				
Grade 7			125	125		0				
Grade 8	190		120	125	30	30				
Grade 9		215	125	135	175	180			24	21
Grade 10			100	115	140	165			17	24
Grade 11				90	105	130			19	17
Grade 12						100	66	69	34	19
Total Enrollment	190	215	670	790	450	655	66	69	94	81

Table 14a. Projected Enrollment Data 2027-28 and 2028-29: Demographics, Race/Ethnicity

Demographics	CC 2027-28	CC 2028-29	EE 2027-28	EE 2028-29	GO 2027-28	GO 2028-29	HC 2027-28	HC 2028-29	HSD 2027-28	HSD 2028-29
FRL	304	465	350	350	250	269	**	**	77	75
IEP	82	108	35	35	67	72	**	**	10	12
EL	84	166	4	4	27	29	**	**	9	11
Male	184	217	215	215	201	216	**	**	53	52
Female	254	331	285	285	124	134	**	**	47	47
White	288	500	161	161	116	125	**	**	35	32
Hispanic-Latino	114	254	15	15	99	107	**	**	15	20
African-American	17	23	195	195	100	108	**	**	44	36
Asian	2	2	4	4	2	3	**	**	2	5
Native Hawaiian-Pacific Island	*	*	15	15	1	1	**	**	*	*
Multi-Race	3	3	95	95	5	5	**	**	4	7
American Indian	*	*	15	15	1	1	**	**	*	*

Table 14b. Projected Enrollment Data 2027-28 and 2028-29: Demographics, Race/Ethnicity

Demographics	HSA 2027-28	HSA 2028-29	CRP 2027-28	CRP 2028-29	DMP 2027-28	DMP 2028-29	SL 2027-28	SL 2028-29	WC 2027-28	WC 2028-29
FRL	114	140	270	318	257	374	26	27	56	34
IEP	30	35	100	118	44	64	16	16	18	17
EL	10	15	5	6	13	20	36	37	3	3
Male	114	129	328	387	192	280	31	32	39	40
Female	76	95	342	403	257	373	35	37	55	56
White	90	129	432	510	157	229	8	9	84	71
Hispanic-Latino	12	15	51	61	122	178	*	*	6	4
African-American	66	33	138	162	83	121	39	41	0	0
Asian	*	*	22	36	4	6	3	3	0	0
Native Hawaiian-Pacific Island	*	*	*	*	*	*	*	*	*	*
Multi-Race	22	38	24	29	70	102	4	4	4	6
American Indian	*	*	*	*	*	*	*	*	*	*

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

*Double Asterisk*** = Charter school has insufficient data to calculate a projection.

H. Findings of Noncompliance across Charters

The following were findings of noncompliance across the schools in operation during the most recent reporting year:

- Horizon Science Academy - Davenport
  - **Citation:** The charter school did not submit the required annual report by the Oct. 1 deadline.
- Horizon Science Academy - Des Moines
  - **Citation:** The charter school did not submit the required annual report by the Oct. 1 deadline.

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 and Findings and Recommendations.
   - Appendices containing all required data submissions as outlined in Appendix A.
   - 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 CMOs (founding group model) or local school districts (school board model).

IV. Appendices

The following are included in the appendices:

- **Appendix A** is the reporting template guide, which includes the requirements provided by the Department to Iowa charter schools authorized under Iowa Code chapter 256E.
- **Appendix B** is the collection of links to the full annual reports of each charter school.

Appendix A: Iowa Charter School Report Guide

- Iowa Charter School Report Guide

Appendix B: Iowa Charter School Reports

- 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 and Renewal Application
- Horizon Science Academy Davenport Annual Report
- Horizon Science Academy Des Moines Annual Report
- OEN – Cedar Rapids Prep Annual Report
- OEN – Des Moines Prep Annual Report
- Storm Lake/Iowa Central/Buena Vista Charter School Annual Report and Renewal Application
- West Central Charter High School Annual Report