IDAHO CHARTER SCHOOLS

Program Evaluation Report
Year Three

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Executive Summary

The State of Idaho has had charter schools in operation for four years. A total of 11 charter schools have opened since fall 1998; one was closed last year and two opened this year, resulting in 10 in operation. Most of the schools are located in the more populated areas of the state. The total number of students now served by charter schools is 1,476 statewide.

This is the third annual report in a five-year comprehensive evaluation of the Idaho Charter School Program. It examines the charter schools on several quality and viability indicators. The information is based on self-reported data from the schools, district and state data, site visits, and surveys of key stakeholders. Data are reported as general and individual charter school characteristics, survey generalizations, and site visit reports.

The primary findings of this study are that:

- Idaho charter schools are improving student learning. Most charter students are meeting [or exceeding] measurable student standards as evidenced by their IRI, ITBS, DWA, and DMA scores.
- Idaho charter schools continue to make progress on their respective missions and goals. Eighty-six percent of staff and 90 percent of parents believe that their respective schools were either meeting or exceeding their missions. Some schools have modified their goals to increase measurability and accountability and to align them with state standards. While some schools have done well in measuring accomplishments, several still do not provide adequate evidence to support reported levels of accomplishment.
- Charter schools are using a variety of programs or approaches, including thematic instruction, character instruction, foreign language at all grades, portfolio assessment, and expeditionary learning.
- Charter schools are attracting high-quality teaching staff. Eighty-nine percent have at least six years of teaching experience (the average level of experience is eight years), 34 percent have advanced graduate degrees, and seven schools have at least one teacher with a special education endorsement.
- In 85 percent of comparisons, charter schools had student demographics that reflected those of their respective districts.

- Unique aspects of the charter schools include their grade level configurations, growth/expansion patterns, high levels of parent involvement, relatively small size, and alternatives to traditional school hours and yearly calendars.
- Most charter schools are offering student services either on site and/or by contracting with their districts. Services include counseling, special education, after-school programs, and hot lunch.
- Challenges facing Idaho charter schools include transportation and facilities issues.
- Leadership continues to be a key factor in the success of the charter schools. Schools without strong leadership often struggle with school mission, implementation and continuity of appropriate curriculum, staff development, and/or parent and staff satisfaction.
- Charter enrollment has increased 38 percent since last year. Charter schools are bringing students into the public system from home schooling and private schools, and the number of students on waiting lists now exceeds total charter enrollment by 38 percent.

- Public educational choices are still severely limited for Idaho's students as a whole. The 10 operational charters in Idaho account for only four-tenths of 1 percent of the total number of charter schools operating nationally.

Key recommendations include:

- All charter schools should provide clear evidence of their accomplishments, which will result in a more accurate evaluation of Idaho charter schools.
- Increase access to charter schools. Encourage marketing strategies that address diverse groups of students before a lottery is held, since it is difficult to increase diversity once waiting lists have been established. Provide transportation dollars to first-year charter schools since they do not have a previous year's average daily attendance (ADA) figure by which to claim funds.
- Increase the number of charter schools. Encourage rural schools going through consolidation to consider "going charter" in order to keep their educational communities intact. It may become necessary to allow for alternative chartering options, given the slow rate of growth of charter schools in Idaho.
- Increase awareness that charter schools are *public* schools. Much of the general public is still unclear about what charter schools are (or can be), and many tend to think of them only as alternatives to "public school" or as "alternative schools" for at-risk students.
- Encourage the evaluation process. Parent survey return rates are still low despite adjustments to the administration schedule and a few schools did not report data in several key profile areas, making it impossible to report comprehensively about the charter school program.

Introduction

This document is an evaluation report of the Idaho charter schools program conducted by the Northwest Regional Educational Laboratory (NWREL), under contract with the Idaho Department of Education. It is the third report in a five-year study of the program; the final report will be completed in 2004. This report contains comprehensive school profiles, case studies of the newest schools (site visit reports of all other schools are included in previous years' reports), and surveys administered to teachers, students, and parents of each charter school. The report also compares data among schools, discusses technical assistance needs, and makes some conclusions and recommendations for future policy.

Charter Schools in Idaho

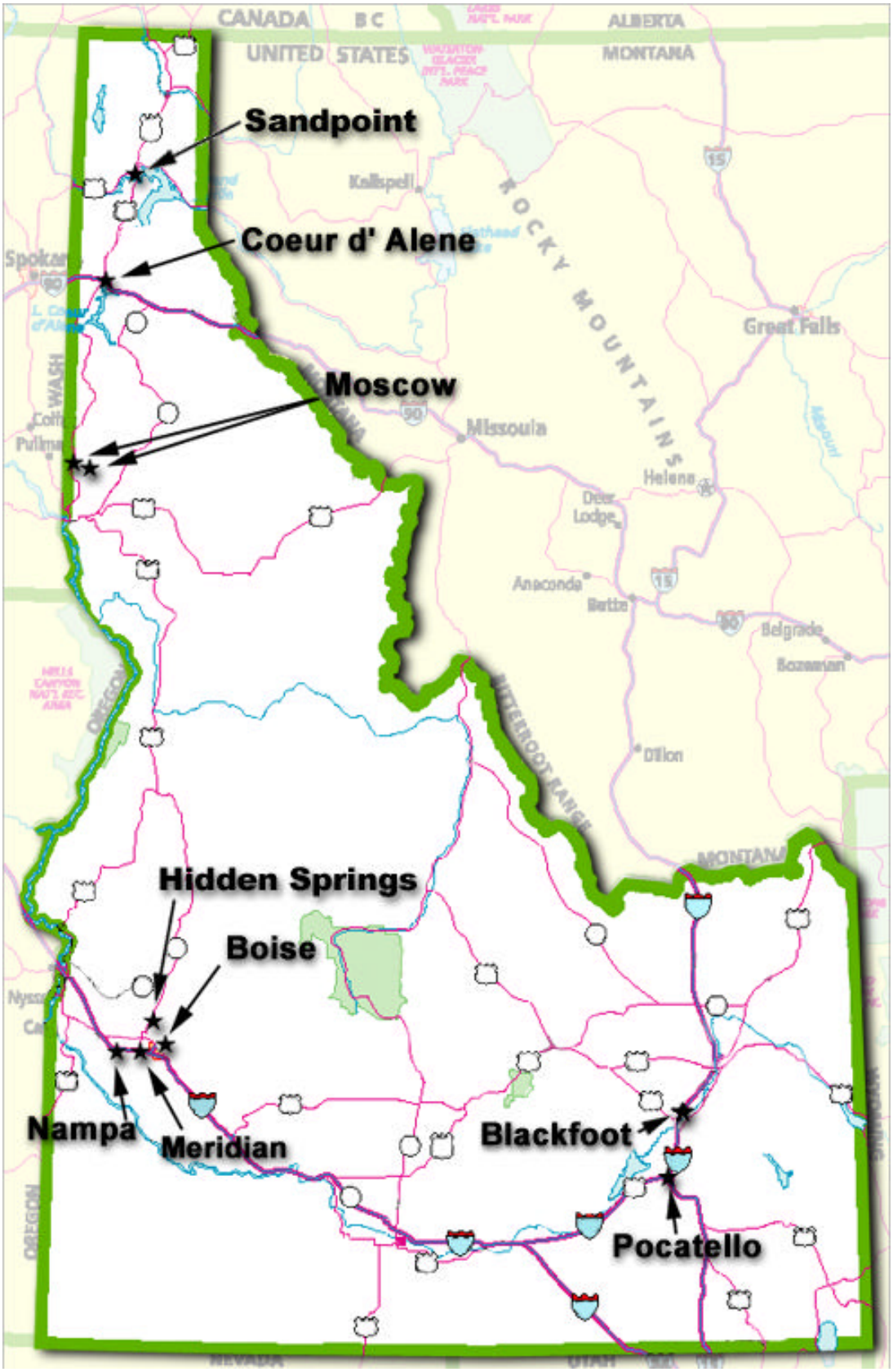
Idaho is the 31st state in the country to pass a charter school law, which it did in 1998. This evaluation report includes the 10 currently operating charter schools. Two of the 10 schools in this study were in their first year of operation at the time of this report. Most of the schools are very close to large population centers (see Figure 1).

Idaho's 10 charter schools are currently serving 1,476 students, an increase of 38 percent since last year. Nationally, there are approximately 2,400 charter schools in operation; these schools serve approximately 576,000 students.

The schools included in the evaluation (and their locations) are:

1. Anser Charter School (Boise)
2. Blackfoot Community Charter School (Blackfoot)
3. Coeur d'Alene Charter Academy (Coeur d'Alene)
4. Hidden Springs Charter Schools (Hidden Springs/Boise)
5. Meridian Charter School (Meridian)
6. Moscow Charter School (Moscow)
7. Nampa Charter School (Nampa)
8. Pocatello Community Charter School (Pocatello)
9. Renaissance Charter School (Moscow)
10. Sandpoint Charter School (Sandpoint)

Figure 1. Location of Charter Schools Within Idaho



The Evaluation Model

Guiding Questions and Philosophy of the Evaluation

With 10 charter schools in operation, the U.S. Department of Education Charter School Grant continues to have an impact in Idaho. Charter schools in Idaho offer unique learning opportunities and expanded educational choices to nearly 1,500 students. They also offer opportunities for educators to play new roles and test new forms of school governance. The ultimate success of charter schools in Idaho is, and will be, reflected in their ability to make progress toward the educational mission and goals by which they have agreed to be held accountable, as well as their impact on public education reform. Evaluation is a critical step in the successful demonstration of the accountability and impact of charter schools in Idaho.

NWREL used three questions[1] to guide the collection, analysis, and reporting of data for this evaluation:

1. Did the charter schools accomplish what they proposed, based on their mission and goals?

2. Did their students meet the achievement levels proposed in their charter school applications?

3. What makes charter schools in Idaho unique?

This evaluation is guided by the notion that program evaluation is a process done *with* rather than *to* the stakeholders of a charter school. A successful evaluation must meet the needs of the various stakeholders of each charter school, as well as those of the Idaho Department of Education. For this reason, administrators, teachers, parents, and students from each school have been included in the evaluation process, and the staff of the Idaho Department of Education were, and will continue to be, involved in reviewing draft documents throughout its course.

Data Collection Methods

The evaluation process includes three principal data sources: individual school profiles, surveys, and site visits. In Year One of this study, profiles were created for each of the original eight charter schools based on a review of existing data (charter applications, grant applications, annual reports) and input from schools. During Years Two and Three, each school was asked to update—or in the case of the newest schools, complete—its profile. The completed school profiles can be found in the School Profile section (see Appendix A). The instructions that were sent with the profiles are included there as well.

Second, evaluation instruments were designed to complement the existing data. Three separate surveys were developed to address the evaluation questions, one for each group of major stakeholders: parents, students (fourth-graders or above), and staff (teachers, administrators, and any other staff coming into frequent contact with students).

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[1] These questions came from the Massachusetts and Colorado State Charter School Program Evaluation Reports.

All three surveys assessed satisfaction with the school and reasons for either attending, having child(ren) attend, or working at the school. All three surveys also listed a variety of statements about the schools with which respondents rated their level of agreement. The parent and teacher/administrator surveys measured the perceived success of the schools in addressing their mission and goals and the teacher/administrator survey assessed technical assistance needs. The surveys have remained very consistent from year to year, with only minor modifications made to address issues that surface over the course of the project. Copies of the surveys can be found in Appendices B through D. The mission and performance goals for each school were included with the surveys so that respondents could address questions relating to their school's mission and performance goals.

Parent surveys were sent to each school for distribution along with instructions and self-addressed stamped envelopes so that they could be returned confidentially. Student and staff surveys were posted on the Internet; passwords were required for entry to the surveys. Students and staff in all schools took surveys online this year. A 100 percent participation rate was requested from all three groups. Return rates and responses are discussed beginning on Page 20.

Site visits were conducted at Sandpoint and Hidden Springs Charter Schools. The other eight schools had been visited in the last two years. The visits are included to add depth to the picture of the charter schools in Idaho, and to provide a better understanding of the process occurring at the school, the attainment of proposed goals, and positive outcomes as well as specific challenges experienced by the school. The site visits reflected each school's unique school environment. This year, Sandpoint and Hidden Springs Charter Schools were sent a site visit schedule request so that arrangements could be made for the evaluators to meet with key individuals, conduct small focus groups (with teachers, parents, and students), and observe classrooms.

Characteristics of Idaho Charter Schools

Overview

The individual school profiles include data separated into five categories: General Descriptions of the school and its students, Educational Program and Assessment, Performance Goals, Governance, and Financial Data and Other Outcomes. General characteristics of the schools, based on the profile data, are summarized below. Data for each school can be found in Appendix A. Most of the schools provided complete and updated profiles; a few left some key items blank. First-year profiles were used as baseline data for this and subsequent years of the evaluation project. Unfortunately, it is difficult to compare Idaho charters to charters on a national level because of lack of current national data[2].

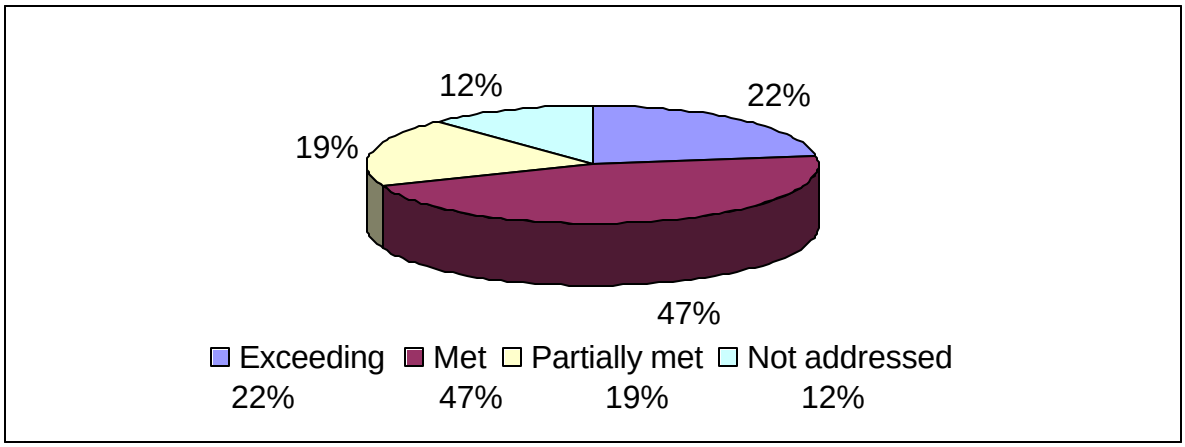
Adherence to Mission and Performance Goals

The number of goals of the charter schools has changed since last year. The range is now from two to nine (down from 17), with an average of six per school. A few of the schools reduced the number of their goals to better reflect their modified focus. Goals continue to be primarily student-centered and relate to student achievement, personal development, attendance/retention, and student/teacher ratio. Of the nine schools addressing their respective levels of accomplishment, each are either meeting or exceeding most (69 percent) of their goals. Of the 58 goals that were established by the 10 schools, 22 percent were reported as having been exceeded, 47 percent were met, 19 percent were partially met, and 12 percent were not addressed[3] (see Figure 2). Most schools linked their evidence of accomplishment to hard data. However, a few of the schools reported success without rigorous evidence or based success on evidence that was not clearly tied to a particular goal. Often these schools reported successful outcomes in students' learning, the evidence for which was solely based on curriculum or programs offered. See individual school profiles (Appendix A) for examples.

Figure 2. Levels of Accomplishment on Goals as Reported by All Charter Schools

[2] U.S. Department of Education, Office of Educational Research and Improvement's *The State of Charter Schools: National Study of Charter Schools* was released annually from 1997 to 2000.

[3] "Did Not Address" category included situations in which data were not yet compiled, the long-range goal conditions did not yet apply (e.g., no high school graduates because there is no 12th grade yet), or the data were collected as baseline rather than performance data.


12%
22%
19%
47%
Exceeding
Met
Partially met
Not addressed
22%
47%
19%
12%

School Size, Enrollment and Admissions

Charter schools are serving between 45 and 295 students per site, and have a median size of 148. Five of the schools have at least 100 students. The total number enrolled in charter statewide is 1,476, up 38 percent from last year. Five schools reported attendance rates; the average for these was 96 percent. The number of students leaving mid-year ranged from 0 to 22 percent of enrollment, and reasons for leaving included lack of satisfaction with the program and moving out of the area. The total number of students on waiting lists is larger than the total number of students enrolled in charters statewide (2,042 waiting compared to 1,476 enrolled). Two of the schools have waiting lists around 300 percent of enrollment. The average waiting list of schools is 204 students. All schools have open enrollment, though they have most likely placed limits on the number of students they can accept because of space constraints. Table 1 shows the enrollment-related figures for each school.

Table 1. Enrollment, Students Leaving Mid-year, and Number of Students on Waiting Lists

School	Enrollment	Students Leaving (Percentage of Enrollment)	Waiting List (Percentage of Enrollment)
Anser	136	5 (4%)	400 (294%)
Blackfoot	63	14 (22%)	42 (67%)
Coeur d'Alene	231	47 (20%)	80 (35%)
Lost Rivers	202	9 (4%)	250 (124%)
Meridian	171	14 (8%)	29 (50%)
Moscow	90	6 (7%)	5 (6%)
Nampa	295	16 (5%)	950 (322%)
Pocatello	160	18 (11%)	235 (147%)
Renaissance	83	0 (0%)	22 (27%)
Sandpoint	45	3 (7%)	8 (18%)
Total	**1,476**	**132 (9%)**	**2,042 (138%)**

Two schools had students that were dually enrolled with the local district or local colleges. Both of these schools had high school–aged students. One school had two students enrolled in college and two in district academic programs. The second school had 46 percent of its students enrolled in college academic programs and 3 percent of its students enrolled in district extracurricular programs.

Facilities

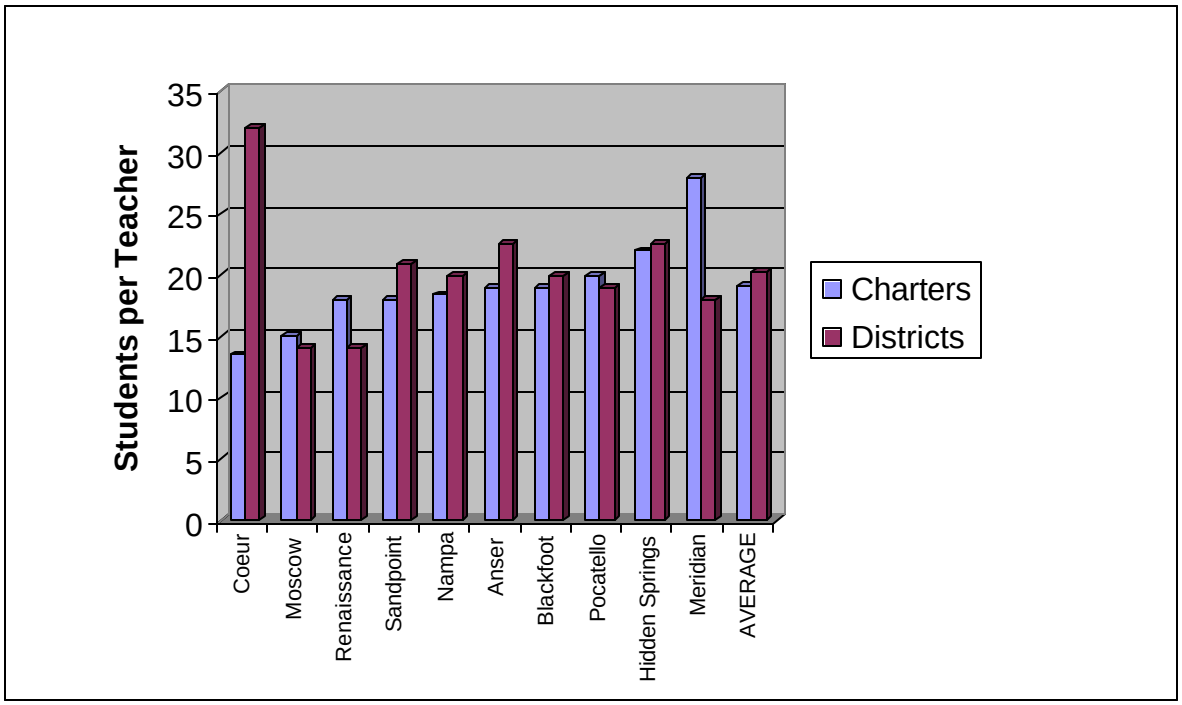
Building types included new buildings, former district buildings, modulars, and leased business space. Four of the 10 schools stated that they are now in permanent facilities (last year, three stated that their facilities were permanent). The square footage of the facilities ranged from 1,042 to 23,000. The average square footage for all facilities was 10,324, of permanent facilities was 13,136, and of temporary facilities was 11,482. On average, the square footage per student was 83; the national average[4] is 103 square feet per student.

[4] *Facilities Financing Survey*, Charter Friends National Network, 2001.

Student-to-Teacher and Student-to-Adult Ratios

The average student-to-teacher ratio is 19-to-1 (up from last year's 16-to-1 ratio). Individual school averages ranged from 13.5-to-1 to 28-to-1. Figure 3 shows a comparison of charter versus district ratios (for similar grade levels, where available). Seven of the charters had lower student-to-teacher ratios than their districts. The district average is slightly higher than 20-to-1.

Figure 3. Student-to-Teacher Ratios at Charter Schools and Their Districts



Eight of the charters included student-to-adult ratios, since they often have parents assisting in the classroom. Student-to-adult ratios averaged 9-to-1, which allows for about twice as many adults per student as the student-to-teacher ratio.

Grade Level/Student Organization

Table 2 shows the breakdown of the number of schools serving various grades level combinations. The schools serve slightly more elementary than secondary grades. Six of the schools plan to expand the number of grades they serve next year.

Table 2. Number of Schools Serving Various Grade Level Combinations

Grades served	Elementary (K–5 or K–6)	Elem./ Middle (K–7/8)	Middle (7)	Middle/ High (7–12)	High (9–12)	All (K–10/12)
Number of schools	3	2	1	1	1	2

Student Characteristics

Table 3 shows the student demographic data for the charter schools and their respective districts. Student characteristics of charters have remained relatively stable over time (for more discussion of a possible cause, please read section on Page 41). In 85 percent of comparisons between the two, charter schools had no more than 10 percent[5] fewer students with a given characteristic. However, a few schools had a greater number of students than their respective districts with regard to free and reduced-price lunch, special education, and Title I. All but three schools had within 10 percent of the district's percentages of minority students. (It must be noted here that Idaho's minority populations, particularly those of African Americans, Asians, and Native Americans are generally low in number.) Three charters had a much lower percentage of free/reduced-price lunch students (down from five last year). One of the schools had a much lower percentage of special needs students (with monitored Individualized Education Plans or IEPs) than their districts (up one from last year). No schools had limited English proficient (LEP) students; district averages ranged from 0 to 17 percent LEP.

[5] A difference less than or equal to 10 percent is the nationally accepted threshold for charter schools to be aligned with district percentages of minority students and students with special needs designations. Because the number of students in a charter school is often only a small fraction of the total within its district, it is inappropriate to attempt statistical analysis to compare the two populations.

Table 3. Student Characteristics by Charter Schools and Their Districts

	Ethnic/Racial Composition							Free/ Reduced-Price Lunch &	Special Edu. %	LEP %	Title I %
	White %	Black %	Hispanic %	Asian %	Native American %	Multi-Racial /Other &	Total Minority &				
Anser Charter	97	0	1	2	0	0	3	9	17	0	0
Hidden Springs Charter	90	1	2	1	0	7	11	0	6	2	NA
Boise Indep. District	90	2	5	3	<1	NA	10	32	17	5	19
Blackfoot Charter	83	0	0	3	1	13	17	73	32	0	18
Blackfoot District	72	<1	15	11	1	NA	28	5	1	2	1
Coeur d'Alene	99	0	0	0	0	1	1	NA	1	NA	NA
Coeur d'Alene District	95	1	3	1	1	NA	6	38	10	<1	38
Meridian Charter	89	1	2	1	0	11	15	7	7	1	0
Meridian Joint District*	48	<1	2	1	<1	NA	4	2	11	2	NA
Moscow Charter	95	0	2	2	0	1	5	30	7	NA	6
Renaissance Charter	93	5	2	0	0	0	7	35	5	0	4
Moscow District*	93	1	2	3	1	NA	7	20	11	1	NA
Nampa Charter	91	0	5	2	2	0	9	38	5	NA	NA
Nampa School District*	73	1	25	1	<1	NA	27	44	12	17	NA
Pocatello Charter	92	0	6	3	0	0	9	35	17	0	NA
Pocatello District	87	1	6	2	5	NA	14	38	14	3	NA
Sandpoint Charter	100	0	0	0	0	0	0	4	11	0	0
Pend Oreille School Dis.*	96	0	1	1	2	NA	4	54	11	2	NA

SOURCE: Charter schools reported on their students' demographic information. District data were received from the district offices and school district profiles posted online at http://www.sde.state.id.us/Finance/profiles99-00/default.htm#Region%206%20(19%20Districts); data from the 2000–2001 school year is noted with an asterisk. Percentages may not add to 100 percent because of rounding errors. NA = not available.

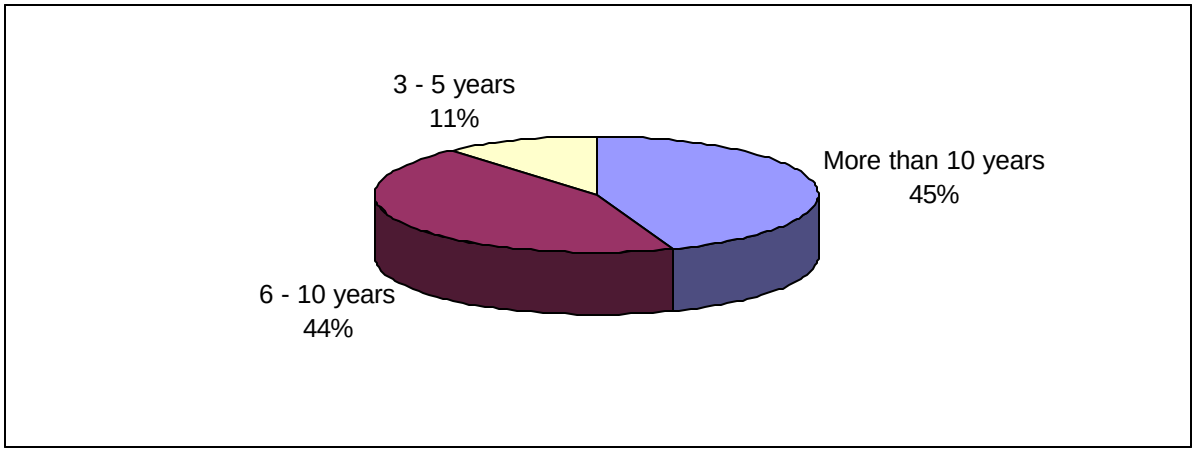
Teacher Characteristics

The schools employ a total of 97 teachers, 69 of whom are full-time and 28 part-time. *Years of experience in schools* ranged from three to 12 years, with an average of nine years experience. Eleven percent of the schools reported their average teaching experience between three and five years; 44 percent reported it between six and 10 years; and 45 percent reported more than 10 years of average teaching experience (see Figure 4 for illustration.)

Level of education: Schools employed 27 staff members who held master's degrees and six staff members who held a doctorate (nine schools reporting). A total of 11 staff members were reported as holding special education endorsements, nine were teaching in areas outside their endorsement, and 12 were noncertified and giving instruction (under the supervision of certified staff).

This year, 12 teachers (11 percent of the total number) have left their positions from eight different schools, reasons for which included maternity leave/medical, working in education elsewhere, salary, dissatisfaction with grade assignment, leave of absence, and to pursue other interests.

Figure 4. Years of Experience in Schools



School Calendars

Schools varied in the number of days of operation from a low of 177 to a high of 250; the average was 199 days. On average, students were in school for 172 days, with teachers contracted for an average 188 days.

Educational Programs

Table 4 shows the educational programs used by each school and the total percentage of schools using each program. More than half of the schools are using the following programs or approaches:

- Character Instruction (80%)
- Thematic/Interdisciplinary (80%)

- Hands-On (70%)
- Project-Based (70%)
- Foreign Languages at All Grades (60%)

Eight schools are using thematic/interdisciplinary teaching this year, compared to five schools last year; and four have extended year/day programs, compared to one last year.

As stated previously (Year One and Year Two Reports), most of these programs are not unique in and of themselves. What is unique is that each school practices, or at least aims to practice, schoolwide application of its particular programs.

Table 4. Educational Programs Used

	Total % Using	Anser	Black-foot	Coeur d'Alene	Hidden Springs	Meridian	Moscow	Nampa	Pocatello	Renaissance	Sand-point
Character Instruction	80%		X		X	X	X	X	X	X	X
Thematic/Interdisciplinary	80%	X	X			X	X	X	X	X	X
Hands-On	70%		X		X	X		X	X	X	X
Project Based	70%	X	X			X		X	X	X	X
Foreign Languages at All Grades	60%			X	X	X	X	X		X	
Individualized Education Plans	50%		X			X			X	X	X
Multiage/Grade	50%	X	X				X		X	X	
Multiple Intelligences	50%						X	X	X	X	X
Block Scheduling	40%	X				X		X			X
Extended Year/Day	40%	X	X	X							X
Service Learning	40%	X						X	X	X	
Technology as Major Focus	40%					X	X	X		X	
Expeditionary Learning Outward Bound	30%	X							X	X	
Year-Round	10%							X			
E.D. Hirsch's Core Knowledge	10%							X			

Performance Assessments

Table 5 shows the performance assessments used by each school. Some of the norm- and criterion-referenced tests are required of particular grade levels (see Appendix E for specific state requirements). General results from required tests are described in further detail below. Data from each school are shown at the end of their respective profiles.

Other forms of assessment are not required, but are used frequently by the charter schools. These other forms of assessment that are being used include individualized education plans, portfolios, and school-developed assessments. Schools using IEPs as performance assessments also use them for educational programming.

Direct Writing/Math Assessment

Six schools reported Direct Writing/Math Assessment results. Of the six, two schools reported school year 2000–2001 data, and six reported school year 2001–2002 data (see Table 6). Compared to the state in the 2000–2001 school year, the average assessment scores of students in the charter schools was higher than the average of students in the state in all grades and subjects except fourth-grade writing. Since state averages are not yet available for the 2001–2002 school year, comparisons cannot be made. However, eighth-grade students in writing and math, and fourth-grade students in writing performed better on the assessments than in the previous year. Compared to the state averages from last year, this year's charter school students performed better in all grades and subjects, except fourth-graders in math and 11th-graders in writing.

Idaho Reading Indicator (IRI)

IRI data from the winter of 2002 were obtained from the state's Web site (http://www.sde.state.id.us/IRI/iristats/IRIAnalysis.asp) and analyzed for all schools with K–3 enrollments in the state (see Table 7). On average, the charter schools had higher percentages of students who were at grade level than the state average. Conversely, charter schools had fewer students who were near or below grade level than the state (with the exception of second-graders, who had 1 percent more students below grade level than the state).

Iowa Test of Basic Skills (ITBS)

Six schools reported ITBS scores for their students. Four of the schools reported the national percentile ranks for each grade (one school only reported the data disaggregated by sex). With a few exceptions, charter school students generally performed above national averages on this norm-referenced standardized test. School-specific information can be found at the end of the school profiles in Appendix A.

Table 5. Performance Assessments Used

	Total % Using	Anser	Blackfoot	Coeur d'Alene	Hidden Springs	Meridian	Moscow	Nampa	Pocatello	Renaissance	Sandpoint
CRITERION-REFERENCED TESTS and NORM-REFERENCED TESTS											
Direct Writing Assessment*	90%	x	x	x	x	x	x	x	x	x	
Direct Mathematics Assessment*	80%	x	x	x	x		x	x	x	x	
Iowa Test of Basic Skills*	80%	x	x		x		x	x	x	x	x
Idaho Reading Indicator*	70%	x	x		x		x	x	x	x	
NWEA Levels Tests (MAPS)	50%		x			x		x		x	x
Test of Achievement and Proficiency*	40%			x		x		x		x	
ACT/COMPASS/PLAN	30%			x		x		x			
PSAT	30%			x		x		x			
SAT	30%			x		x		x			
District/School Criterion Ref'd	20%		x					x			
NAEP	10%	x									
PERFORMANCE ASSESSMENTS											
Individualized Education Plans	60%		x			x		x	x	x	x
Portfolios	60%	x	x			x		x	x	x	
School-Developed Assessments	60%	x			x	x	x	x	x		
TerraNova Performance Assessments	10%			x							
STAR and Accelerated Reading/Math	0%										

Woodcock Johnson	0%										

**Currently required by the state for various grade levels. See Appendix E for testing requirements by grade level.*

Table 6. Direct Writing/Math Assessment Scores

School Year	Assessment and Grade	*State*	*CS Average*	ANSER	Blackfoot	Coeur	Hidden	Meridian	Moscow	Nampa	Pocatello	Renaissance
2000-2001	DMA 8	*2.5*	*3.2*							3.2		
	DMA 4	*3.1*	*3.4*		2.6					4.1		
	DWA 11	*3.3*	--									
	DWA 8	*2.9*	*3.0*							3.0		
	DWA 4	*2.8*	*2.6*		1.9					3.2		
2001-2002	DMA 8		*3.3*							3.1		3.4
	DMA 4		*2.8*	2.3	1.7		3.6		2.8	3.9		2.3
	DWA 11		*2.5*									2.5
	DWA 8		*3.1*							3.4		2.8
	DWA 4		*3.4*	3.8	2.9		4.2		2.8	4.1		2.6

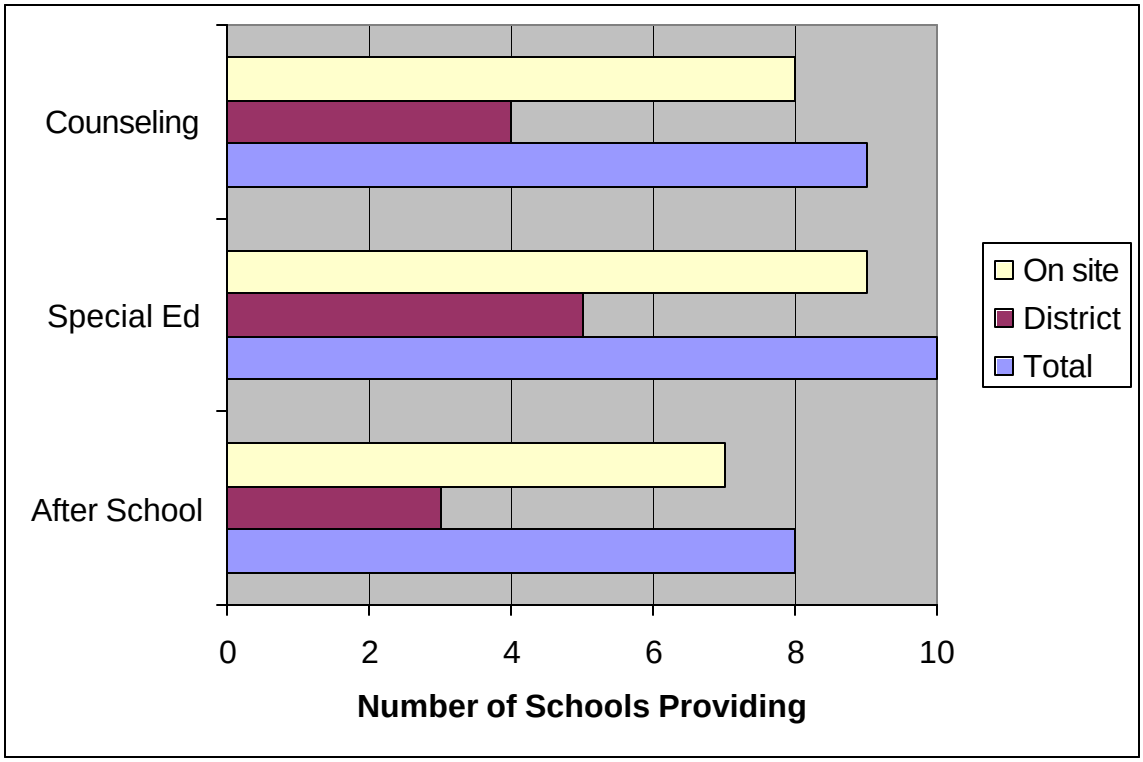
Table 7. Idaho Reading Indicator (IRI) Scores

	Kindergarten			1st			2nd			3rd		
	At	Near	Below	At	Near	Below	At	Near	Below	At	Near	Below
Anser	65%	35%	0%	74%	21%	5%	65%	18%	18%	78%	0%	22%
Blackfoot	89%	11%	0%	69%	31%	0%	15%	46%	38%	18%	18%	64%
Hidden Springs	100%	0%	0%	76%	24%	0%	76%	16%	8%	72%	24%	4%
Moscow	75%	12%	12%	89%	0%	11%	85%	10%	5%	100%	0%	0%
Nampa	76%	16%	8%	93%	7%	0%	93%	7%	0%	89%	7%	4%
Pocatello	65%	20%	15%	55%	30%	15%	70%	15%	15%	65%	25%	10%
Renaissance	69%	8%	23%	100 %	0%	0%	67%	0%	33%	75%	0%	25%
CS Average	*77%*	*15%*	*8%*	*79%*	*16%*	*4%*	*67%*	*16%*	*17%*	*71%*	*11%*	*18%*
State	*49%*	*31%*	*20%*	*73%*	*22%*	*5%*	*59%*	*24%*	*16%*	*58%*	*19%*	*23%*

Student Support Services

The types of services that are available to students included counseling, special education, and after-school programs. Most schools were able to provide these services on site, while others accessed them through the district. Figure 5 shows the number of schools with a particular service available on site and through the district, as well as the total number of schools with the service available. (Note that some schools can provide services both on site and through the district.) All the schools provide special education services to their students, primarily on site. Ninety percent provide counseling, again mostly on site. After-school programs are accessible to students at eight of the charters, either on site or through the district (or both). No other types of services were mentioned.

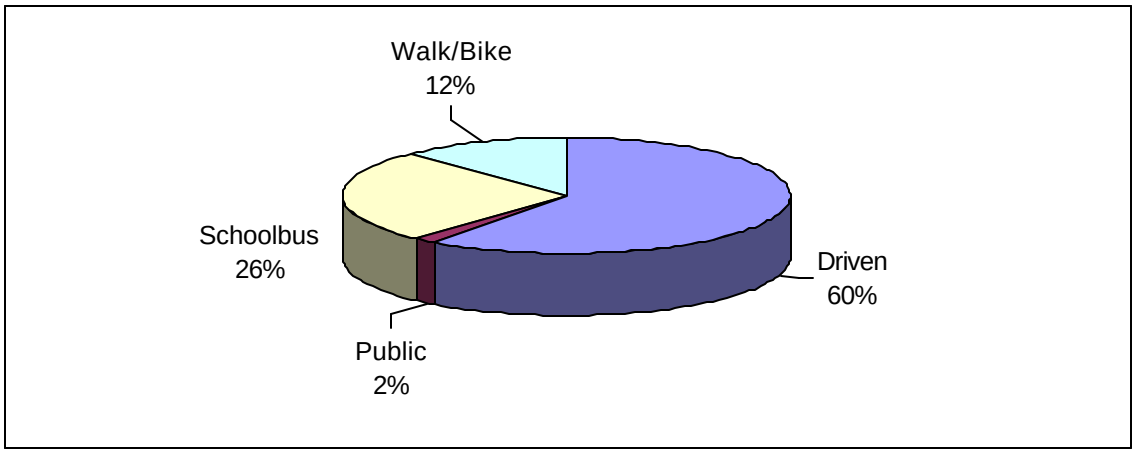
Figure 5. Available Student Services



Transportation

More than half (60 percent) of the students at the charter schools are driven or drive to school. One-quarter (26 percent) of students take a school bus, presumably one that is on a district route; the average daily ridership of chartering districts is 40 percent (1999–2000 data are the most recent available). Seven of the 10 schools have access to a school bus. Fourteen percent of the students walk or bike, and the remaining 2 percent take public transportation. Figure 6 illustrates this breakdown.

Figure 6. Methods of Transportation to and From Schools



Lunch Programs

Nine of the 10 schools provide hot lunch to students. On average, the schools that provide hot lunch do so four times a week; five schools provide lunch five days a week, one does so four times a week, one does so twice a week, and one does so once a week. Four of the charter schools participate in the Child Nutrition Program and five schools qualify to provide students free/reduced-price lunch.

Governance

The schools had varied administrative structures with most employing more than one administrator, and sometimes with one administrator having multiple roles. On average, schools reported having two administrative positions, with the most frequent roles of principal and executive director/director (4 schools each). Other roles included administrator, director of special education, and director of curriculum/instruction (2 schools each), director of operations, dean, academic dean, dean of students, and business manager (1 school each).

School board membership ranges from four to eight individuals. Two schools have boards composed primarily of community members. However, parents were the most prevalent type of member for all other schools, followed by community members and then staff. No students were reported as board members. Committees, in addition to board subcommittees, included (number in parentheses designates the number of schools with the committee):

- Academic Excellence
- Admissions
- Advisory
- Budget/Finance (4)
- Building (2)
- Curriculum
- Executive Committee
- Facilities (2)
- Family Advisory/Council (5)
- Fundraising (3)
- Grounds/Maintenance (2)
- Library
- Nominating
- Oversight
- Personnel/Human Resources (2)
- Scholarship
- School Design/Improvement
- Student Council
- Technology

Parent Involvement and Business Partnerships

All schools reported parent involvement, most of which takes place in the classroom or in the school. Other ways that parents are involved included taking work home, community representation, fundraising, committee participation, and facilities improvement. Of the schools that reported involvement as a percentage, an average of about 70 percent of parents were involved; of the schools that reported involvement as a number, an average of 33 parents were involved. While Idaho law does not allow charter schools to mandate parent involvement, they seem to be successful in encouraging parent involvement.

Three schools reported having partnerships with local businesses. The number of these partnerships ranged from three to 43.

Operating Budgets and Funding

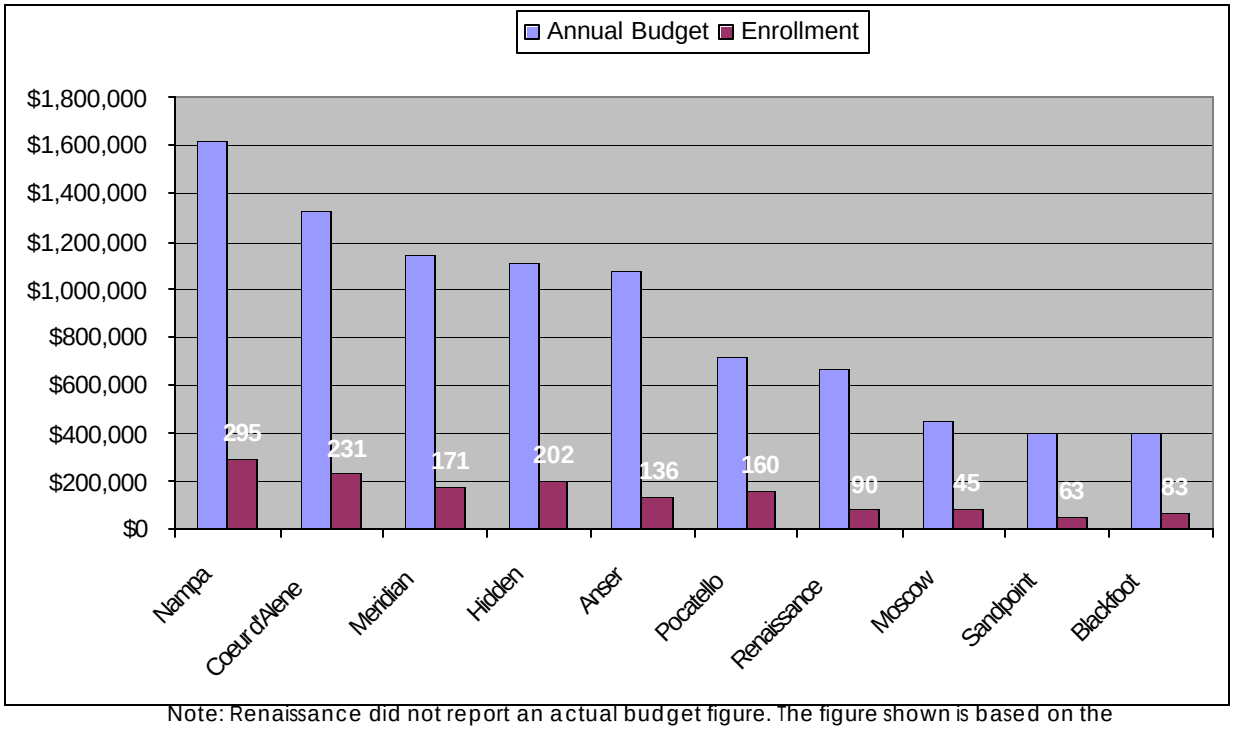
Schools' annual operating budgets ranged from $398,455 to $1,624,144, with five having budgets of more than $1,000,000. Figure 7 shows the annual operating budget for each school, along with enrollment figures (in white). Actual budget figures for each school can be found in the individual school profiles. Cost per student ranged from $4,350 to $8,978 annually, with two-thirds of the schools spending at least $5,000 (see Figure 8). Seven of the charter schools spend less than their respective districts, some significantly less. The average cost per student for charter schools is $6,491, which is 8 percent less than the average cost of $7,174 for chartering districts.

Budgets are primarily composed of state/district funding, 70 percent on average. Other types of funding included local grants (which accounted for the majority of additional funding received by schools), donations, professional technical and tax revenues (only one school reported receiving this). See Figure 9 for a breakdown of funding received by schools. On average, schools received $6,161,490 in state/district funds; $35,625 in state/district enhancement funding; $3,000 in local tax revenue funding; $2, 062,866 in grant funding; $113,761from donations; and $288,850 in other funding.

Seven of the schools reported that they have identified students for additional federal funding (e.g., Title I). However, only one school stated that it is receiving all of the funding or services to which it is entitled. Only two schools participate in discussions with their districts regarding how the additional federal dollars will be spent.

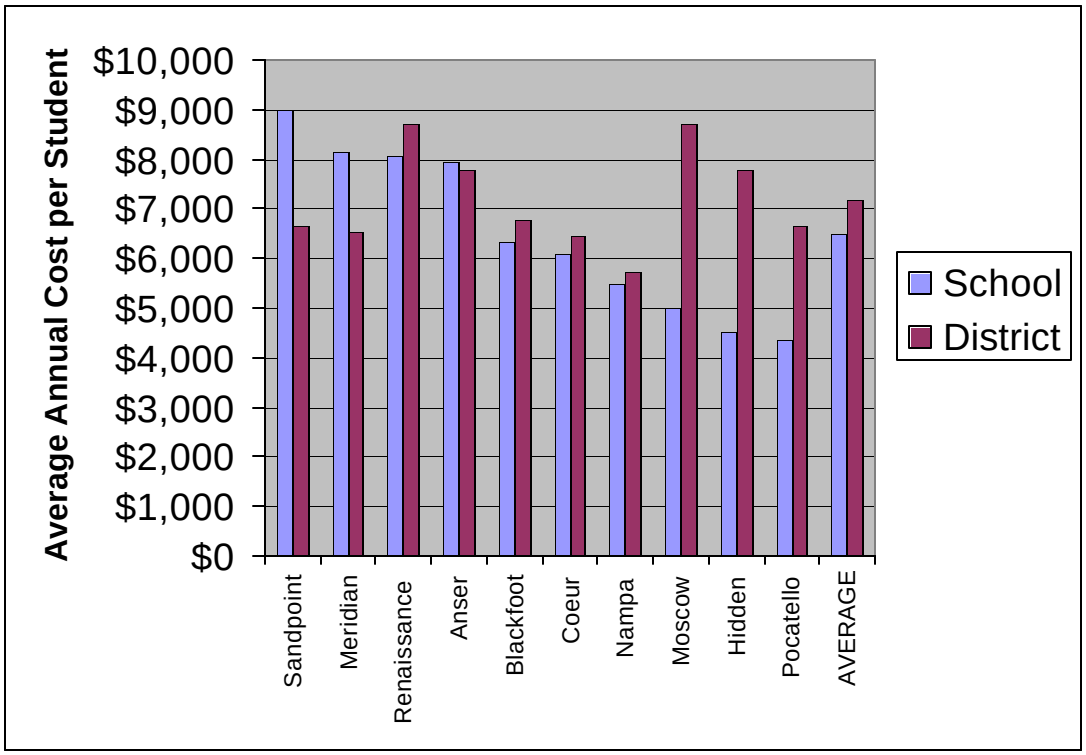
Four of the schools reported debt. Debt ranged from $70,623 to $1,150,000 and averaged $390,156 per school.

Figure 7. Annual Operating Budgets and Enrollment



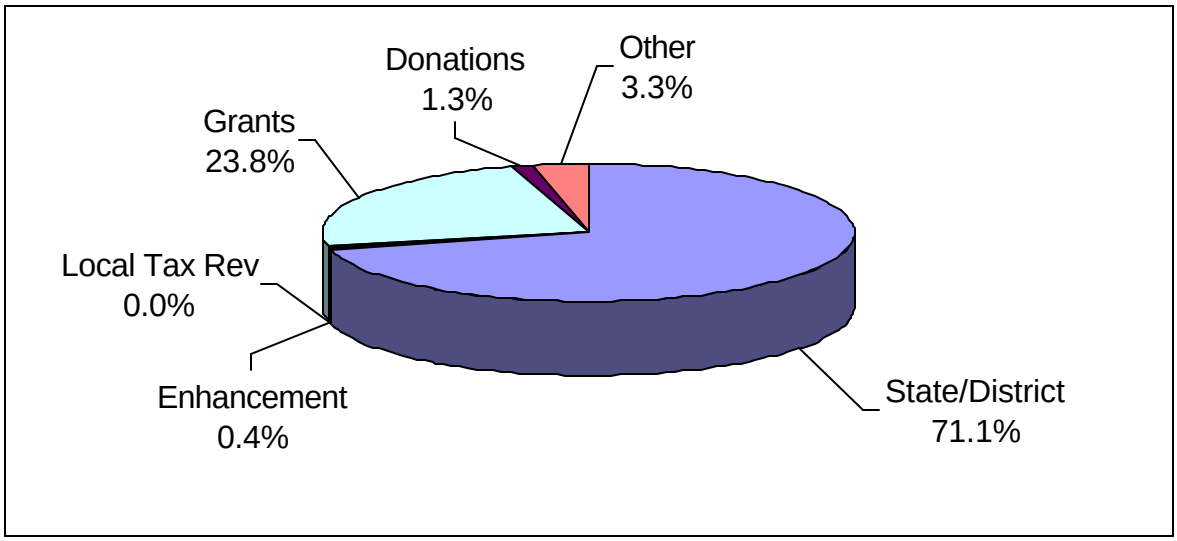
Note: Renaissance did not report an actual budget figure. The figure shown is based on the

Figure 8. Average Annual Cost per Student



Note: All data is based on total funds for the 2001-2002 school year for charter schools; and from the 2000-2001 fiscal year from districts (as shown on district profiles posted online at http://www.sde.state.id.us/Finance/profiles99-00/default.htm#Region%206%20(19%20Districts).

Figure 9. Sources of Funding Received by Schools



Stakeholder Survey Generalizations

Three different surveys were administered to charter school stakeholders: parents, students, and staff[6]. Table 6 gives the numbers of surveys returned for each group in each school as well as the enrollment for each school.

The researchers requested that schools administer the surveys to all staff and all students in the fourth grade or above (these were done online), and that those surveys were to be completed by May 1. Parent surveys were to be returned in the mail by April 19. Those not received by May 2 are not included in the results. See individual school profiles for total enrollment and staff numbers, the Data Collection section for methodology, and Appendices B through D for the actual survey instruments.

Table 6. Number of Surveys Returned

School	Number of surveys returned (% of enrollment)			Enrollment
	Parents	Students*	Staff	
Anser	68 (50%)	63	3	136
Blackfoot	22 (35%)	14	5	63
Coeur d'Alene	81 (35%)	231	14	231
Hidden Springs	64 (32%)	80	9	202
Meridian	99 (58%)	140	9	171
Moscow	26 (29%)	24	9	90
Nampa	67 (23%)	191	8	295
Pocatello	57 (36%)	56	10	160
Renaissance	34 (41%)	47	7	83
Sandpoint	32 (71%)	42	1	45
Total	**550** (37%)	**891**	**75**	**1,476**

*Note: Student return rates are often lower than total enrollment since only students who are in fourth grade and above were to complete them.

In general, survey responses have been stable during the three years of this evaluation; major differences are noted.

Staff Survey

A total of 75 staff members responded to the survey. Staff is defined as teachers, administrators, instructors, or other paid employees who have frequent direct contact with students. (In Year One of this study, only teachers and administrators were surveyed.) Sixty-three percent of respondents were teachers, up slightly from last year (56 percent). Founders or original staff members comprised 44 percent of respondents, down slightly from last year (54 percent).

The majority of teachers (85 percent) hold bachelor's degrees. Almost two-thirds (62 percent) of the respondents were certified teachers and 6 percent were certified administrators. A small percentage of teachers (11 percent) are teaching in areas outside their endorsements. The areas in which they are teaching outside their endorsement are kindergarten, math, Senior Careers, and Spanish.

[6] Some of the information presented here may differ slightly from that found in the profiles since those data are dynamic and tend to change slightly throughout the reporting period. Also, percentages may not add to 100 because of rounding error, blank responses, or multiple responses.

Teachers, on average, have eight years of teaching experience. Almost one-fifth of the teachers (19 percent) have previous experience teaching in private/parochial schools (an average of five years experience); the majority of teachers (84 percent) have previous experience teaching in charter schools (an average of two years experience); slightly more than half (51 percent) have previous experience teaching in traditional public schools (an average of eight years of experience); and 17 percent indicated they have previous experience teaching in other settings.

The top five *reasons for working at the charter school* were:

- Educational program (80 percent rated this as a very important reason)
- High emphasis on academics (76 percent)
- Safety/climate at school (67 percent)
- Interested in being involved in an educational reform effort and opportunity to work with like-minded educators (63 percent)

The top five reasons for working at the charter school were the same as last year, although their order was slightly different this year.

Other motivating reasons for working at the charter school fell into roughly four categories: the structure/curriculum/philosophy of the school; flexible/friendly work environment; leadership; and personal benefit. The following represent some comments that fall into these categories.

- "Authentic assessment practices"
- "Emphasis on students' technical skills and work-based learning experiences"
- "I was a founding member and felt consistency in programs was one major key to provide an excellent education to students. I also felt there was a better way to involve parents in the life of the school. I have found that if you are open to parent's interests, they will come whether they work full time, hold down several jobs, etc. I have found that most all parents want a voice in their child's education. Our school provides this and it has been such a positive experience for all; most importantly, it benefits the students."
- "The other major element is to be part of a K–12 environment that is in one school. I personally believe this is a missing continent in the sea of public education that if ever discovered would do more to humanize education than any other single action."
- "Thematic instruction"
- "Good hours and friendly environment"
- "Professional and caring staff, school schedule"
- "I respected the person who was instrumental in starting the school and was eager to work in his company."
- "Leadership of administrator was the prime factor in my decision!"
- "Strong vision and design principles"
- "I wanted my children to be able to attend [this charter school]."
- "Lack of opportunities for Art Teachers in the elementary grades in the Public Schools in the state of Idaho."

Difficulty in finding other positions was rated as "not important" by the majority (70 percent) of respondents. This mirrors responses from previous years' surveys.

When asked whether the school met their initial expectation, 90 percent stated that it had done so (up from 75 percent last year). Comments that were expressed included serving special education students and the student population in general:

- "It started as an academic school and continues to be, but I see some possible landslides ahead of us. Special Education has been a real issue with this school, in that we will educate anyone who wants to be educated but they have to meet us half way. It is hard to educate the parents and help them realize that this school simply is not for everyone. I think a lot of times, parents put their children here simply because of the safe environment, when really there are other schools that might be better for them academically."
- "We are currently running about 20 percent special needs students. Even at this, our test scores continue to rise. Our integrated, critical thinking curriculum allows children to score well on our state tests without teaching 'to the test.' Because we have the autonomy to hire our own staff, this also has an effect on student learning. It is wonderful to see staff, parents and students interviewing perspective teachers and again, having a voice in making sure our vision is carried through."
- "This is very hard work. I would not recommend that anyone with commitments at home (i.e. a family, children) work in a charter school. The chance of teacher burnout seems high. The state seems to be setting us up for failure by not having districts be in charge of funding special education programs for charter school children. We have many high-needs children who have difficulty receiving the appropriate services here because of a lack of funding."
- "A lot of kids are enrolled that would not be offered enrollment at a private school because of lacking skills. We cannot turn them away because we are a public school, so I am expected to expect performance at a level for which many are unprepared. That doesn't work well."
- "[The school] has not met my expectations, as it does not allow our students to develop socially as well. There are also no other emphases on anything other than academics, [though] sports [and] physical education…are very important aspects of a student's life."

When asked about their *level of satisfaction* on a variety of aspects of the school, staff were very positive, with more than 75 percent reporting they were "satisfied" or "very satisfied" with all but one of the aspects/features of the school. The top six items were:

- School mission (97 percent stated they were either satisfied or very satisfied)
- Overall school climate/environment (94 percent)
- Students' academic performance (93 percent)
- Student motivation (90 percent)
- Teacher collegiality (90 percent)
- Professional development opportunities(90 percent)

These responses are very similar to previous years' data. However, staff were more satisfied with student academic performance and motivation this year than in previous years. In addition, teacher collegiality continues to increase, likely because teachers are working together toward achieving the mission of their school.

The most negative satisfaction levels were related to school building/facilities (36 percent were either "dissatisfied" or "very dissatisfied" with this aspect of their schools). Other top areas of dissatisfaction included availability of computers and other technology (25 percent) and administrative leadership of school (24 percent), the latter being a growing concern.

When asked about the process by which they were evaluated, teachers described formal/informal administrator/peer observations, rubrics, conferences, self-evaluation, and student evaluation/surveys.

Opportunities for staff development included training or activities in the following areas:

- Advanced Placement training
- University coursework
- Concept-based training
- District inservice training sessions
- Conferences
- Gifted and Talented workshop
- New teacher training
- Peer networking, observations, and collaboration
- Portfolio/rubric assessment development workshops
- Instruction on use of a particular curriculum or resource
- Special education workshops
- State and national standards and benchmarks workshops
- Subject area workshops, seminars, and conferences
- Technology/computer classes

Staff members, again, were more positive this year than last, with *90 percent* of staff agreeing or strongly agreeing with the following statements about their schools:

About the students and the school

- There is good communication between the school and parents/guardians. (A total of 99 percent either agreed or strongly agreed)
- Students feel safe at this school. (97 percent)
- I think this school has a bright future. (96 percent)
- It is important for our school to be held accountable to its performance goals. (96 percent)
- The quality of instruction is high. (96 percent)
- The school has high standards and expectations for students. (94 percent)
- This school is meeting students' needs that could not be addressed at other local schools. (93 percent)
- I am satisfied with the educational program. (93 percent)
- This school reflects a community atmosphere. (93 percent)
- Staff reflects upon and evaluates the success of the school's educational program on a regular basis. (90 percent)

About parents

- Parents can influence instructional and school activities. (91 percent)

Teachers/administrators about themselves

- Teachers and school leadership are accountable for student achievement and performance. (97 percent)
- There is commitment to the mission of the school. (96 percent)
- Teachers are challenged to be effective. (94 percent)
- Teachers are autonomous and creative in their classes. (94 percent)
- Teachers are able to influence the direction of the school. (90 percent)

Like last year, the majority of staff *disagreed* or *strongly disagreed* on several negatively worded statements:

- Class sizes are too large to meet the needs of individual students. (96 percent disagreed or strongly disagreed.)
- Lack of student discipline hinders my ability to teach and the opportunity for other students to learn. (88 percent)
- Teachers are disenchanted with what can be accomplished at this school. (86 percent)
- Teachers are insecure about their futures at the school. (85 percent)

Again, agreement was roughly split on the issue of whether support services were available to students and whether the schools had sufficient financial resources.

Two other areas that the survey addressed are special needs students and meeting of school missions:

- Seventy-nine percent believe that their schools are serving students with special needs
- Eighty-six percent thought that their respective schools were meeting or exceeding their stated missions; more than one-quarter of those thought the schools were exceeding them. Compared to last year, more staff think their schools are meeting than exceeding their stated missions this year.

The following are the greatest strengths and weaknesses of the schools as perceived by the staffs. The most frequently mentioned strengths and weaknesses are starred:

.

Strengths	*Weaknesses*
= Teacher/staff commitment	= Facility permanence/space
= Instructional program	= Board/administration problems
= School community/culture	= Funding
▪ School/class size	▪ Technology/supplies
▪ Teachers/staff flexibility	▪ Education/enrichment program
▪ Students	▪ Respect/understanding of charter school movement
▪ Leadership	▪ Student population
▪ Accountability/expectations	▪ Time to develop/implement comprehensive education program
▪ Parents	▪ Discipline
▪ Technology	
▪ Academic progress	

General comments about the schools included:

- "We need more info on Special Education issues so our administration is not afraid to act."
- "The degree of accountability combined with the meager funding makes it extremely difficult to continue in the charter school business."
- "This is the best place to grow as an educator and a person. I truly feel like I am making a difference."
- "If you can find a more positive staff with better teamwork than ours, let me know. I have a bet with some teacher friends that I would like to win (I'm betting that there isn't)!"
- "I really enjoy working at [this school]. The hands-on, individual importance and opportunities given to the students should be afforded to all children."
- "We have wonderful parents, kids, and staff."
- "I recognize that there is a lot of work to do to build a school from the ground up. The joy is that the people at this school without exception share the same vision and work as a 'crew' to accomplish that goal."

Student Surveys

A total of 891 students completed surveys this year, compared to 600 students last year (an overall increase when the increase in enrollment is considered). Just over one-third of the students (35 percent) were enrolled in grades 4, 5, or 6; 28 percent were enrolled in grades 7 or

8; and 33 percent were enrolled in high school (grades 9–12). Forty percent of the students were new to the charter school this year, 20 percent attended the charter school the previous year, and 40 percent of the students were enrolled in the charter school for their third year.

Table 7 shows the types of schools in which students were previously enrolled.

Table 7. Types of Previous Enrollment

Type of school in which previously enrolled	Percentage of respondents
Conventional public school	76 %
Private/parochial school	17 %
Home school	14 %
Other	2 %
Alternative public school	1 %
Another charter school	1 %
Did not attend school	1 %

Seventy-six percent of students reported that they had *previously attended* conventional public schools; 17 percent reported that they were previously enrolled in private/parochial schools; and 14 percent reported being previously home schooled (down from 29 percent last year). These reported figures are down significantly from last year; this may be because many students are in their third year of being enrolled in a charter and may not be considering their previous experience when answering this particular question.

The most important *reasons for enrolling* in the charter school were because parents thought it would be the best school for their child (69 percent) and parents thought that the teachers are better at this school than at other schools in the area (68 percent). Other key reasons for enrollment were that the school had interesting things to do, and the school is a comfortable place.

When asked to list other reasons for choosing the school, students cited the following:

- "I chose this school for a different scene. Big, crowded public schools aren't very cool. I like how this school has higher standards and expects more out of their students."
- "At other schools I got teased but here I don't."
- "To try to get a better education, without all the other distractions that a [conventional] public school can cause. Also to graduate earlier. I chose [the charter school] so I could also expand my learning in the areas I liked more."
- "The setting as a whole is perfect. Both students and teachers are tight and everybody knows each other. This school also has a strong sense of unity."
- "My parents just wanted to try something new and see what kind of an academic effect it had on me."
- "Because I was home-schooled, and my mom needed to go to work, so she wanted me to have a good education."
- "We thought it was a good school since I was having trouble at my other school, but it wasn't quite as good as we thought. It was small and I was kind of nervous to go to the junior high because it is such big school."

The majority of students (77 percent) reported they were performing above average (good or excellent) in school this year; 17 percent reported they were performing at an average level; and

7 percent felt they were performing below average (not so well or very badly). Of students who were attending the charter school for their first year, the majority (68 percent) reported they were more interested in their schoolwork than at their last school; 23 percent felt the same amount of interest toward schoolwork; and 9 percent reported being less interested.

Students were asked to rate statements about their schools. The top six statements with which at least 90 percent of students agreed or strongly agreed, are (in order of agreement):

- There are rules in the school we must follow. (97 percent)
- My teacher is available to talk to me or help me when I need it. (94 percent)
- Teachers and administrators know me by my name. (94 percent)
- I feel safe at this school. (93 percent)
- The school is doing a good job preparing me for the future. (93 percent)
- The school building is clean and well taken care of. (92 percent)
- I think that I am learning more here than I would at a different school. (91 percent)
- Teachers seem happy at our school. (91 percent)
- There are different types of students at this school. (90 percent)

These responses are similar to last year's, except students also agreed that they are learning more, that their teachers seem happy, and that their schools are diverse.

Special needs: Like last year, 64 percent of students believe that their school helps all students learn, including those with special physical or learning needs. Twenty-seven percent said they did not know, while 4 percent of the students said that their school did not help all students learn.

The following comments regard what the students' perceive as the greatest strengths and weaknesses of the schools:

Strengths

- Small size
- Students are learning more here than anywhere else
- Family atmosphere
- Teachers respect students [and vice versa]
- Great teachers
- Challenging

Weaknesses

- Small size
- Not enough classes to choose from
- No gym and/or athletic program
- Not have enough money to purchase many things that we need for classes
- Uniforms
- Teachers tend to assign large amounts of work and hold much higher expectations than at other local schools

Parent Surveys

A total of 550 parents completed surveys this year, a proportional increase when the increase in student enrollment is considered. The majority (69 percent) reported having one child enrolled in the charter school; one-quarter had two children enrolled. The *distance that families lived from the charter schools* ranged from less than one mile to 95 miles, with the average distance being six miles. Almost one-third of the students (29 percent) traveled two miles or less to the school. Twenty-six percent live seven miles or more from the school. These trends were similar to last year.

Parents rated the following as the top *reasons why they sent their children to the charter school*. At least three-fourths of parents rated these as "very important":

- Good teachers and high quality instruction (93 percent)
- Educational program (90 percent)
- Unique opportunities for my child at the charter school (87 percent)
- I prefer the emphasis and educational philosophy of this school (84 percent)
- I prefer the instruction at this school (compared to other schools) (82 percent)
- School safety/climate (82 percent)
- Academic reputation (high standards) of this school (81 percent)

An open-ended question solicited other reasons for selecting that school. The most frequently mentioned reasons are starred:

- = Educational program
- = Staff/leadership
- = Individualized instruction
- = School/class size/ratios
- = Public school reputation/experience
- = School environment/culture/structure
- = Uniforms
- Discipline
- Parental and community involvement
- School philosophy/mission
- Recommended to parent
- Child's prior academic performance
- Lack of other options in area
- Respect for self/others stressed
- Safety

Like last year, almost all parents (97 percent) stated that they were familiar with their *school's mission*. After reading a copy of the mission statement (which was attached to the each school's survey), a total of 90 percent of parents believed that the school was *meeting or exceeding its mission*; more than one-third of those thought the school was exceeding it.

Ninety-five percent of parents stated their experience at the charter school had *met expectations*. The comments of those who believed expectations were being met were generally positive. Some comments follow below.

- "But we still have a long way to go which is normal as we are still a founding school."
- "Good communication."
- "It exceeds my expectations on personal and academic growth."
- "They go out of their way to help children succeed."
- "Our student continues to strive and excel and we attribute it to the staff to a large degree."
- "The benefits far outweigh any negatives."
- "The school is consistently striving to improve and grow."
- "My child would not have made it in [a conventional junior high school]."
- "We have had a very 'smooth' seventh-grade year – how many parents can say that?"
- "This is what public schools should be."
- "We like it very much. There ought to be more charter schools. It would help all children to meet in a smaller environment."
- "Excellent program, should be expanded perhaps. Idaho's children deserve this type of education."

Those who felt the charter school had *not met* their initial expectations commented as follows:

- "With multiage class idea, I expect more on ability to meet student academic needs. For example, if student has high math/reading abilities, help students learn to potential."
- "There is a lack of correlation between 'philosophy' and instruction."
- "I had hoped it would be different from [conventional] public schools as far as student interaction."
- "Would like to see physical education program and music."

In rating *satisfaction*, at least 90 percent of parents were either satisfied or very satisfied with the following aspects of the schools:

- Class sizes (98 percent)
- Teachers and other school staff (98 percent)
- Educational program (97 percent)
- Overall school climate/environment (97 percent)
- Potential for parent involvement (97 percent)

- Progress toward meeting school's mission (97 percent)
- Standards and expectations (97 percent)
- School stability (95 percent)
- Their child's academic achievements (95 percent)
- Administrative leadership (93 percent)
- Availability of computers and other technology (90 percent)

The three top areas with which parents were dissatisfied or very dissatisfied were extracurricular activities (27 percent), physical facilities (26 percent), and school resources (13 percent).

Parents were asked to rate their agreement with several statements about their charter schools. The majority of parents agreed or strongly agreed that:

- The quality of instruction is high. (97 percent)
- My child is motivated to learn. (96 percent)
- The school is supporting innovative practice. (96 percent)
- The school is meeting my child's needs. (94 percent)
- Teachers and school leadership are accountable for student achievement and performance. (93 percent)
- There is good communication between the school and my household. (93 percent)
- My child receives sufficient individual attention. (92 percent)
- Parents have the ability to influence the direction of the school. (89 percent)

When asked whether support services (e.g., counseling, health care, etc.) were available for their children, slightly fewer than three-quarters (73 percent) agreed or strongly agreed that there were such services at their child(ren)'s school.

When asked about whether they thought the school was meeting the needs of their *special needs students*, only 24 percent said "yes." Four percent of parents said they did not know, and 65 percent said that the question "does not apply." Despite these responses, only 3 percent of parents believed that their own child(ren)'s special needs were not being addressed.

Parents reported a variety of *types of involvement* with their schools. Their contributions are shown in Table 8. Most involvement took the form of classroom volunteering. On average, parents volunteered in their child's charter school for 10 hours a month. Nearly one-quarter (23 percent) of parents did not do any type of volunteering.

Table 8. Types of Parent Involvement

Percentage of Parents	Type of Involvement
53 percent	Volunteer in classroom
19 percent	Other
16 percent	School committee member
7 percent	Planning/founder
4 percent	Board member

"Other" involvement included:

- Attend meetings/activities
- Club founder
- Community outreach/relations
- Field trips
- Fundraising
- Help with special projects/activities
- Hiring committee
- Playground
- Teacher/staff/substitute
- Work with kids at home

* When asked about their school's greatest perceived strength, the parents overwhelmingly answered the educational program and dedicated, caring, committed teachers and staff. Other areas that parents were satisfied with were (the most frequently mentioned reasons are starred):
  Educational program/expectations
* Teachers/staff
* Size
* Individualized instruction/attention
* School community/culture/structure
* Commitment to students
- Parental and community involvement
- Communication
- Leadership
- Mission/philosophy/values
- Technology
- Discipline
- Safety
- Teacher/student student/student interaction
- Flexibility

These areas of satisfaction are very similar to reasons that parents chose the schools in the first place, thus supporting parent's agreement that the schools met their initial expectations.

The following comments refer to the perceived strengths of the schools:

- "With job shadowing, professional speakers, internships, college credits, and national certification opportunities, these students are truly being prepared to succeed."
- "[My daughter] has some special needs and they are being addressed because the teachers care about their students' growth and their school's reputation."
- "The expectation of achievement is the primary strength along with an insistence upon appropriate behavior from students."
- "Strong leadership; small size, creates family atmosphere and early identification and intervention of problems: academic and behavioral. Almost no children 'fall through the cracks.'"
- "Teachers who care and go the extra mile. Administrators who go beyond the expected norm. Parents who are actively involved in their children's education."
- "The cooperation and team attitude the teachers have with each other. They set goals and achieve them (rubrics) and are all working hard to have their students meet Idaho standards."
- "Small classroom size; positive school climate, creating enthusiastic, engaged learners; utmost respect and appreciation of the uniqueness and individuality of each student; adaptive, creative, multi-age classrooms easily allows students to work at a challenging level for them, above or below their grade level without stigmatism.
- "The school's greatest strength is the foundation on which it resides, the desire of its instructional staff to immerse themselves in and implement [the educational program], the quality of leadership provided by the school's director, and the involvement of parents."
- "My child feels safe to express her feelings, thoughts, and beliefs. She says, 'We are like a family.'"

Other areas that parents felt were weak were (the most frequently mentioned reasons are starred):

- = Lack of programs
- = Facilities
- = Funding/sustainability
- Problems with school district/board
- Inconsistent policy implementation
- Transportation
- Grade levels represented in charter school
- Transition to [conventional] public school
- Lack of respect for charter school

Parents felt overwhelmingly that the greatest weakness in the charter school was the lack of programs their children had access to (physical education, art, music, sports, languages, electives, etc.). In second place was facilities, followed by funding issues/uncertainty.

The following are additional selected quotes. Overall, these comments were extremely positive; however, they do reflect the variety of the schools.

- "This school has been a great problem solver for our family. Having had issues with the [conventional] public school with our older child, we did not want to send the younger one [there]. I hope they will add upper grade levels to the charter school."
- "Even with the lack of music and art-based instruction on a formal basis during school time, these areas can be fulfilled in our community in (generally low-cost) other venues, such as churches, community education programs, and private offerings."
- Once we get the support from the school board we'll be fine. The school board is still very critical of the school and we feel it."
- "I am personally thrilled with how my son has blossomed this year in seventh grade. I don't feel that he would have had the one-on-one and acceptance of his individuality at a larger middle school. I was afraid that he would 'fall through the cracks' at the middle school, but this has not been the case here. He actually likes to come to school, has fun and friends and is progressing greatly academically and with pride in it! He has been able to explore his passions through specific activities and classes and has a higher self-esteem than ever. My stepson on the other hand went to the middle school this year and is on our waiting list per his own choice, because of kids being mean and bullying him at middle school. My stepson is doing well academically at middle school but the atmosphere is not as friendly and accepting of who he is as an individual."
- "My son has a learning disability. He entered the [charter school] reading on a grade level 1-2. He is now, after only 7 months, reading a solid 4. We are so happy and proud of the efforts of the charter school."
- "The basic core educational subjects are not being taught in class nor are they being incorporated in the class expeditions at a level that is useful in life experiences. The students would not be able to return to public or private school and be able to perform at grade level. Very little is expected from the children. The overall feeling at the school is very negative and I feel the children sense it. Much improvement has been done in the overall cleanliness of the common area, however, many of the classrooms are total chaos."
- "This school is still very new, but I have had my children there from the beginning. I have seen lots of changes for good. I expect to keep seeing improvements each year."
- "I wish more children had the opportunity to learn in this environment. Our son went from being a struggling student to a student who strives to excel. He is succeeding and he loves learning – what more could a parent ask for."
- "Very, very happy – seeing the kind of educational opportunity that kids deserve."
- "Wouldn't charter schools be better served by reporting to a state entity that is better suited to support them?"

Technical Assistance Needs

During their participation in the surveys, staff members were asked to check any areas of technical assistance that are needed at the schools. Table 9 shows the percentage of respondents' expressed needs. Compared to last year, staff members are less concerned about receiving technical assistance of any kind, with less than half of the respondents indicating they need assistance in any area. The most pressing area to teachers this year is improving facilities (43 percent), followed by school finance/budgeting (19 percent), and alignment of curriculum with state standards (12 percent).

Table 9. Areas of Expressed Need

Expressed Need	Percentage Citing
Improving facilities	43
School finance/budgeting	19
Governance and leadership	13
Community relations	12
Alignment of curriculum with state standards	12
Personnel issues	10
Program evaluation	5
Charter renewal	5
Regulatory issues	1
Accreditation	1

Other areas of expressed need included special education laws and services, counseling, technology, and salaries.

Site Visits

In March 2002, the author visited Sandpoint Charter School and Hidden Springs Charter School. The following are summaries of the observations and focus group discussions conducted during a one-day period per school. They include stories of the school as told by staff, students, parents, and board members to the author.

While the schools differ in their educational approach and their governance structures, they have in common that parents wanted something different from what is being offered in the conventional public system.

HIDDEN SPRINGS CHARTER SCHOOL

Hidden Spring Charter School (HSCS) is located in Hidden Springs, a new and growing community in the foothills about a half-hour outside downtown Boise. The school offers an alternative to other conventional public schools for students in grades K through 7 in surrounding districts. About one-fourth of the school's 202 students come from the community of Hidden Springs; others are driven by their parents, often in carpools, in one-way commutes ranging from 20 to 45 minutes. Approximately 48 percent of students come from the charter-sponsoring Boise School District (SD); 44 percent come from the Meridian SD, and the remainder are from Nampa SD and others.

The school is housed in three modest modular buildings, the largest of which contains the main classrooms for all eight grades. A second smaller building houses the office, the science room, and a second set of restrooms. A third building contains the music room and computer lab, which contains enough computers for a class to have one per student. Currently, there is no additional space for a cafeteria (students eat with teachers in their classrooms) or for events.

HSCS is modeled after the Nampa Charter School[7]. It differs slightly from Nampa in that it focuses more on integration of subject areas and each classroom consists of a single grade level. HSCS students engage in a variety of activities, working in groups, with partners, or individually. Activities are highly structured and boundaries made very clear for students, but they still allow for multiple modalities of learning (e.g., making manipulative tools available for developing kinesthetic intelligence). In an effort to address individual learning needs, students are given homework appropriate for their ability levels; thus, two students from the same class may receive different assignments. The school's curriculum base consists of Shurley grammar, Spalding reading/writing, and Saxon math, all of which have an emphasis on basic skills as the basis for higher order thinking and learning. Science classes are conducted in a separate "lab" classroom so that students can safely do experiments. Students also experience conversational Spanish and a parent-run arts program that is integrated into the curriculum. Community service is a part of learning for sixth- and seventh-graders and has included food and clothing drives.

Creative scheduling and staffing allow teachers to have several preparation periods during the week. For example, the second-grade class is shared between two teachers, one of whom teaches computers in the afternoon. The kindergarten is on a half-day morning schedule; during the afternoon the kindergarten teacher works with all other grade levels in the science classroom. In addition, students are in class more hours than they would be at the district's conventional public schools.

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[7] See *Idaho Charter School Program Evaluation Year One Report* for Nampa's site visit report.

One of the greatest strengths of the school is the collaboration among teachers. In working together, they ensure continuity for students as they pass from one grade to the next. All teachers emphasize skill building and maintenance in a similar manner, and they use the same curriculum. There is also a strong emphasis on accountability: teachers administer quarterly Direct Writing and Mathematics Assessments, and compare outcomes with both charter goals and state standards.

Climate is a priority at HSCS. What is very noticeable to a visitor is that the school is quiet and peaceful. HSCS takes student discipline very seriously, from behavior in lines to how students treat each other. Teachers actively work on how students treat each other, spending time discussing scenarios. The school plans to formalize and expand its character education program next year. Both staff and students note that the small size of the school prevents anonymity, which in turn supports positive interactions among students as well as between them and their teachers.

Teachers are very positive about their experience at HSCS. They enjoy working with parents and stated that they had 100 percent involvement in parent-teacher conferences. Most knew the principal from prior district schools and jumped at the chance to work with him at the charter school. All were very clear from the start about the vision of the school, and all shared that vision. Teachers say there is very strong leadership from both the principal and the board, without which the school would not be what it is. The principal visits teachers' classrooms daily and gives feedback that helps them adhere to the curriculum and, ultimately, the charter. The principal is also able to pay teachers more than they would receive had they stayed in their former conventional public schools. This helps offset the long commutes made by most teachers; the average commute is about 30 to 40 minutes each way.

Students are generally enthusiastic about the school, particularly the safe and comfortable climate. Many upper-grade students admitted that they originally balked at the idea of coming to the charter school. Now, they appreciate the climate in which it's OK to be a learner, an experience that many of their peers at conventional middle schools are not having because of extreme social pressures. HSCS students are not allowed to have boyfriends/girlfriends or loiter in the bathrooms to gossip; they feel that these rules allow them to focus more on their learning. According to students, the one serious drawback is that they are only able to participate in sports if they leave school early, which they are unwilling to do since they would miss part of their classes.

Parents are very involved in the school. A group of parents wrote the original charter, and many continue to be involved in the school on a regular basis. Involvement ranges from doing tasks at home to doing interventions with small groups in the classroom. When asked during a focus group about what it took to be successful at HSCS, parents stated that any child could be successful but that having involved parents helps a great deal. Parents appreciate that students are held accountable for their academic performance and that expectations are high, but also that students are held accountable for their social actions. They also felt that the teachers and principal were very approachable and mentioned that there was a feeling of shared responsibility between the school and parents for students' success. Several of the parents in the focus group had high needs students; they stated that their children were doing much better since coming to the school, even though there were no special pull-out programs as in conventional public schools. These parents noted an increase in self-esteem and excitement about school in their children since they began attending HSCS.

Parents from the Boise district are aware of the other charter school, Anser[8]. However, because of long waiting lists at Anser, interviewed parents elected to place their children at HCSC (and drive longer distances) instead of waiting for an opening at Anser. Significant program differences between

[8] See *Idaho Charter School Program Evaluation Year One Report* for Anser's site visit report.

Anser and HSCS did not seem to have much of an impact on the decision; rather, parents wanted something different from what is being offered in the conventional system.

HSCS now has its own significant waiting list after its first year of operation, and it plans to expand next year. The charter is written to support a class size limit of 25 students. The result is that there is not enough room to accommodate both siblings of current charter students and those children new to the community. This may be alleviated somewhat with the addition of more classes. Expansion plans include adding an eighth grade as well as a second kindergarten. The school has tentative plans to add a second first grade in two years, and continue with the growth pattern until there are two classrooms at each grade level. A related issue is the school's racial diversity, which the principal of the school admits is not what he'd like it to be. However, because Idaho charter law requires that enrollment be based on waiting lists, students must be admitted first and foremost on the basis of their position on the list regardless of the resulting lack of diversity.

The charter school's relationship with the Boise SD improved greatly with addition of a new superintendent who supports charters. Also supportive is the district's area director, who sits on the charter school board. Perceptions that the school "creams" the best students from the non-charter schools appear to be unfounded. Both parents and teachers unequivocally state that (non-severe) special needs students are getting what they need at the school. The school has a special education teacher on staff, and IEP and ESL students receive extra help. Speech students are able to go to a district school (parents must transport them) for assistance.

What has been necessary, at least this year, is parent involvement to the extent that parents are able to arrange transportation for their children. This is not unusual for charters; because of funding formulas based on previous years' attendance, new charters don't get adequate money to cover transportation their first year of operation. The school is hoping to arrange transportation through the district next year.

SANDPOINT CHARTER SCHOOL

Sandpoint Charter School (SCS) is located in Sandpoint, a community with a population of 6,800 people located approximately 60 miles south of the U.S.-Canadian border. The school serves 45 seventh-grade students; it plans to expand to include an eighth grade next year and a ninth grade the following year. SCS is housed in one wing of an old municipal building, which was fixed up by students and parents before school began last year. Walls are covered with creative student work from a variety of projects. The facility has enough space for the three main classrooms, a computer room, library, small breakout rooms for students to obtain individualized help, lunch/multi-purpose room, an office, and a small break room for staff. The school hopes to expand into the other unoccupied wing of the building next year, though with the addition of a ninth grade in two years the space will become too small and other options will need to be considered.

There are three teachers, which allows for very small class sizes (15 per class). Each teacher focuses on one of the main subject areas: language arts, math, and science. Math is divided into three levels (by class), and students can move between levels as needed. Social studies is split among the three teachers and is sometimes team taught so that teachers can have prep periods. Health is taught to students as a whole group (all 45 students) in the multi-purpose room. Students also have the opportunity to participate in band; the instructor is a retired public school teacher who enjoys working with the small group at the charter school. Weather permitting, physical education class is held at a nearby park. Next year, the school plans to have a regular program at a nearby gym. The school is located across the street from the conventional public middle school; this allows students to participate in team sports and choir.

Scheduling at SCS is unique. On Mondays through Thursdays, the day is structured so that there is a focus on core academic skills (math, science, and language arts) in the morning and an opportunity for content (social studies, art, technology, and band) in the afternoon. Fridays are reserved for "strand curriculum," which can include experiential activities: students engage in independent study, service activities, or field trips that enrich particular areas of study.

Another unique feature of the school day is what is known as Advocacy. This activity is designed to allow students to discuss problems and issues in their class at the beginning and end of the day. It underscores the school's emphasis on positive relationships: students learn to communicate openly and honestly with each other, in appropriate ways. All students participate and listen to each other. Mediated by both students and their teacher, the discussions range from being about something serious like an altercation between students to something lighthearted like discussing one's favorite animal.

Students appreciate the emphasis on positive social relationships at SCS. They like the small school size and that they don't have to worry about cliques, as they would if they attended the conventional public middle school. As far as what it takes to be successful, students stated that they are responsible for setting up their own work calendars with due dates and that they must keep up with their work. Students must wear uniforms (khaki pants and a polo shirt), which they believe prevents peer pressure to dress in certain ways though they admit they tire of the uniform style.

Because of the small number of students generating average daily attendance (ADA) money, the school is unable to afford a full-time administrator or a certified special education teacher. One of the greatest challenges facing the school is its administrative structure. The current administrator is only employed one-quarter time (0.25 FTE); he is primarily available to assist with the relationship with the district, which in turn allows for procurement of district resources. While there is a full-time director of operations who manages the day-to-day reality of running the school, the lack of a full-

time principal has had an impact on instructional leadership. SCS' board has been very involved in trying to create a differentiated curriculum, though this has been difficult without a leader. Teachers have had to create most of what they are doing from scratch and there is a severe shortage of resource materials (e.g., textbooks, trade books, reference materials, etc.). Lack of a special education teacher has created challenges for existing teachers. Parents who were unhappy with the district's special education services in the past now have high expectations for the charter school in that area, and these expectations cannot always be met.

Regardless of these difficulties, the teachers are enthusiastic about teaching at the charter school. They came to teach at SCS because the philosophy presented by the charter—emphasis on positive climate, multiple intelligences, expeditionary learning—was aligned with their own. They favor an integrated, interdisciplinary approach tailored around state standards. They believe that it isn't enough for students to learn facts; rather, they should learn how to find information and then synthesize it. Teachers also find that parents are very supportive of what they are trying to accomplish, an experience they did not have in conventional public schools.

Preoperational planning for SCS began in 1998 when the Idaho charter law was passed. However, because of original perceptions that excessive money would be siphoned away from the district, the founders held off until the district board was more receptive to the charter idea. SCS' relationship with its sponsoring district has improved since the charter was initially proposed. The district has been very helpful with transportation, including for students who live out of town (though students must leave school early in order to catch their bus). The district and SCS also have cooperative agreements for charter students to participate in the extracurricular activities.

Founders of the school were interested in creating an emotionally safe climate. They were and remain concerned with the psychological aspects of adolescence and felt that this age group needs hands-on learning opportunities and caring interaction with adults and peers. When asked what it took to be a successful student, founders/board members stated that students must be willing to work cooperatively with others (as work is frequently done in groups) and that they must work harder since they are held accountable for their own level of capability.

The small size of the charter school is generally what attracted parents. When asked about what type of students does well at SCS, parents said that they school was well suited for kids who were "different." Parents stated that the charter school had a positive climate that could not be found at the conventional middle school, which they said was rife with negative peer pressure, lack of respect, and use of foul language. Also, many of the students were previously home schooled and/or come from very rural areas (about 60 percent come from unincorporated areas); the charter school offers a more nurturing environment than the large middle school into which many smaller schools feed. Several parents admitted not being sure about the type of program that was to be offered (they did not know what to expect from an experiential program); the fact that the charter was a smaller alternative to the conventional public middle school became the deciding factor. Most parents stated that they were very happy with the program and their children's progress, though a few parents of high needs students were concerned about exceptionally high expectations for students' responsibility for their own learning.

The school was initially publicized through word of mouth. Perhaps because of this, SCS is sometimes viewed as “creaming” the best students. However, the board believes that there is a good balance of high achievers and special needs students. When asked about outside perceptions about the charter school, parents and students alike stated that there are a variety of misconceptions about it. Some outsiders think the school is private; others believe it is an alternative education program for “problem” students. SCS plans to begin publicizing more heavily to reach out to all types of families.

Conclusions and Recommendations

The three guiding questions of this study as well as the charter school law itself will be used to focus on the progress of Idaho Charter Schools. Conclusions and recommendations are based on data from this year's study as well as those from Years One and Two.

1. ***Did the charter schools accomplish what they proposed, based on their mission and goals?***
2. ***Did their students meet the achievement levels proposed in their charter school applications?***

Eighty-six percent of staff and 90 percent of parents believe that their respective schools were either meeting or exceeding their missions. Because each charter school is effectively based on a particular mission, this belief is critical to maintaining a solid foundation for its existence.

According to standardized test data, charter schools are addressing the first intent of the Idaho charter school law, which is "*improving student learning*." Most charter students are "*meeting [or exceeding] measurable student … standards*" (the sixth intent of the law) as evidenced by their IRI, ITBS, DWA, and DMA scores. Charter schools are using a variety of other assessments, including portfolio assessments that allow one to view a student's work samples, and thereby their progress, over time. Because of the individualized nature of portfolio assessment, it is difficult to generalize those outcomes. See the section on performance assessments (Pages 13 through 15) and individual school profiles (Appendix A) for more detailed information.

Charter schools are reporting progress on their goals. The goals are primarily student-centered, though there are others that address staff development, attendance/retention, and student/teacher ratio. All schools reported either meeting or exceeded some of their goals. Some schools have modified their goals to increase measurability and accountability and to align them with existing state standards.

Most schools described their evidence of accomplishment using hard data that were directly linked to the desired outcome. However, a few of the schools reported success based on evidence that was not clearly tied to a particular goal. For example, a school might give evidence of student learning merely by virtue of the fact that a particular curriculum is in place; in this case, a program cannot be the outcome, and the evidence is insufficient. Without rigorous and sufficient evidence provided by each school, it is difficult to accurately assess the overall accomplishments of Idaho charter schools with regard to their goals. See the section on adherence to mission and performance goals (Page 5) and individual school profiles (Appendix A) for more information.

3. ***What makes charter schools in Idaho unique?***

The third intent of the Idaho charter law is that the schools will "*include the use of different and innovative teaching methods*." Schools are using a variety of programs or approaches, including thematic instruction, character education, foreign language at all grades, and expeditionary learning (see Page 12 for a matrix of offerings). As stated in previous reports, the programs themselves may or may not be unique (some are pre-packaged curricula); however, the programs are adopted schoolwide and they fit in with the philosophy and mission of the school.

The fourth intent of the Idaho charter law is to "*create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*" Ninety percent of teachers reported that their respective schools met their initial expectations. Teachers are attracted to the charter schools by particular educational programs or philosophies, and so their

commitment levels to their schools tend to be very high. Staff reported many opportunities for professional development, including workshops, classes, conferences, time for collaboration with other staff members, and district inservice training sessions. Ninety percent of teachers reported being satisfied or very satisfied with the collegiality of schools, and this certainly assists in increasing consistency of methods across classrooms within a particular school.

Charter schools are attracting high-quality teaching staff. Eighty-nine percent have at least six years of teaching experience (the average level of experience is eight years), 34 percent have advanced graduate degrees, and seven schools have at least one teacher with a special education endorsement.

To *"provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system"* is the fifth intent of the Idaho charter law. As previously discussed, charter schools offer students a variety of programs that address the issue of expanded choice in educational opportunities. Ninety-five percent of parents stated that the school had met their initial expectations. At least 90 percent of parents surveyed agreed or strongly agreed that the quality of instruction was high at their school, that their children are motivated to learn, and the school was supporting innovative practice. More than three-quarters (77 percent) of parents surveyed stated that they were involved with the school in some way, a figure that speaks highly of parental commitment to the schools.

Charter enrollment has increased 38 percent since last year. Still, charter schools tend to be smaller than their conventional public counterparts (a factor that was very attractive to parents when deciding where to enroll their children). Seven of the 10 charters had lower student-to-teacher ratios than their respective districts, and seven had lower cost-per-pupil expenditures. Relatively small size and lower teacher-to-student ratios have been a unique factor of the charter schools. Middle school students, in particular, enjoy the smaller learning communities that charter schools tend to offer; small size allows them to concentrate on learning and minimizes social pressures. However, small size affects possibilities of extracurricular programs, since funding is primarily a function of attendance/enrollment.

Grade level configurations are also unique in the charter schools (see Table 2 on Page 7). Four of the charter schools have taken a "slow growth" approach to their enrollment by starting with a few grade levels and adding one grade level per year of operation. For example, Meridian Charter High School started as a ninth- and 10th-grade school its first year, and has been adding a grade level each year of its operation. This allows the school to establish its culture slowly and carefully. Charter schools are also slowly exercising their ability to diverge from their districts' calendars by going to a longer school year, going year-round, and adjusting their vacation schedules to better meet the needs of their communities.

Charter schools are also bringing more students (32 percent) into the public system. According to students, 17 percent went to a private school and 14 percent were home schooled prior to enrolling in the charter school.

The extent to which charter school practices are being transferred to their conventional public counterparts is not known. The chartering districts were interviewed in last year's study, and none had made modifications to their course offerings based on what the charter schools were doing. However, two changed their marketing plans as a result of having a charter school in their districts. Further investigation of impact will occur in Year Five of this study.

Additional conclusions

Leadership: Not surprisingly, leadership continues to be a key factor in the success of the charter schools. Strong leadership supports the school mission, ensures implementation and continuity of appropriate curriculum, supports staff development, and generally increases parent and staff satisfaction with the school. Leadership is taking several forms in the charter schools, with several schools having more than one administrator. Schools without strong leadership often struggle with one or more of these areas.

Student services: Most charter schools are beginning to offer student services either on site and/or by contracting with their districts. Services include counseling, special education, after-school programs, and hot lunch (see Pages 16 and 17 for more information).

Demographics: In 85 percent of comparisons, charter schools had demographics that reflected those of their respective districts (see Pages 8 and 9). However, one of the more negative outcomes of the waiting lists is that they do not allow a school to increase its racial, ethnic, special education, or socioeconomic diversity once that list is established. This outcome is being experienced by several of the charter schools. After the original enrollment lottery (used to determine the number of students allowed to enroll in a school if demand exceeds the available slots), the remaining students are placed on a waiting list. Charter schools often gain their initial lottery participants (i.e., potential enrollees) through a word-of-mouth system primarily consisting of parents who are actively involved in their students' education. Thus, children of parents who are less involved are not generally part of the original lottery nor are they subsequently placed at the top of the waiting list. If charter schools are to be more diverse, active recruitment of a wide variety of students should begin prior to announcing a lottery.

Transportation: Another challenge to "increase[ing] learning opportunities for all students" is the lack of transportation for all charter students. Only 26 percent of charter students ride a bus to and from school, compared with a 40 percent average ridership in chartering districts. Students whose parents are unable to drive them are thus at a disadvantage when attending a charter school. Charter schools in their first year are greatly hampered in their ability to provide transportation because they do not have a previous year's average daily attendance (ADA) figure by which to claim funds.

School choice: Public educational choices are still severely limited for Idaho's students as a whole. This is hindering the second intent of the charter law, which is to *"increase learning opportunities for all students."* The 10 operational charters in Idaho account for only four-tenths of 1 percent of the total number of charter schools operating nationally. Also, the choice of a charter school tends to be available only in more populated areas of the state. Smaller communities have shied away from charters because of the potential negative impact on their school systems, though rural schools undergoing consolidation with larger districts could retain their independence by converting to charter status. The slow growth in the number of charter schools in Idaho is not keeping pace with the high demand for educational options. Charter school waiting lists speak to the demand. The number of students on waiting lists now exceeds total charter enrollment by 38 percent. Unlike conventional public schools, the charters may designate a maximum number of students that they accept each year. Often this is necessary because of facility limitations. Facilities issues have been slow to resolve themselves because of funding constraints. Four of the 10 schools now have permanent facilities. However, as schools expand their enrollment, they must also expand their physical space (in most cases). Average square footage per student continues to be about 20 percent less than the national average.

Limited choice also results in parents enrolling their child(ren) in a charter school only because it is something different than the conventional public school in their district. During focus groups, many parents admitted that their choice had little to do with a charter school's particular focus. In fact, a charter school's educational approach may not be well suited for every child (e.g., some children do better with a more open environment, while other thrive in highly structured settings).

Recommendations

Increase rigor and sufficiency in measuring accomplishments. All charter schools should provide clear evidence of their accomplishments, which will result in a more accurate evaluation of Idaho charter schools. While some schools have done well in this area and a few schools have reworked their goals and measurements of them, several still rely on measures that are not directly linked to goals. Without improvements in these areas, it is difficult to conclude whether charter schools in general have accomplished what they proposed and if their students meet the achievement levels proposed in their charter school applications.

Increase access to charter schools. Because charter schools are public schools, they must be equally accessible to all students in a chartering district. Improvements can be made in transportation provisions for schools in their first year of operation, and in marketing strategies that address diverse groups of students prior to the lottery.

Increase the number of charter schools. Charter school start-ups in Idaho still only have the option of chartering through their local districts. Since the intent of the law is to provide expanded choices to parents and students, it may become necessary to allow for alternative chartering options, given the slow rate of growth of charter schools in Idaho. Another way to increase the number of schools and thereby provide choice to more students and their parents is by encouraging schools going through consolidation to consider "going charter" in order to keep their educational communities intact.

Increase public awareness of charter schools. Two issues have unfolded with regard to public awareness. One is public awareness that charter schools are public schools. Many parents and teachers alike describe their charters as alternative to "the public schools," implying that charters are not public in the same way as conventional public schools, if at all. The other issue is general awareness of opportunities provided by charters. Much of the general public is still unclear about what charter schools are (or can be), and many tend to think of them only as "alternative schools" for at-risk students.

Encourage the evaluation process. Because this study is only as complete as the available data allow, it is essential that the charter schools participate as fully as possible. A few schools did not report data in several key profile areas, making it impossible to report comprehensively about the charter school program. Another area that is critical is parent surveys. Despite the fact that timing had been adjusted this year to allow schools to administer surveys on their own schedules in order to meet other (internal) evaluation requirements and to discourage duplication of effort, return rates of parent surveys remained static this year. As stated last year, schools may or may not be communicating the importance of utilizing that opportunity for parents to have a voice in what happens with charter schools. The more stakeholder surveys that are received, the better the quality of the data, thus the better the understanding of satisfaction and concern.

APPENDIX A:

INDIVIDUAL SCHOOL PROFILES

ANSER CHARTER SCHOOL

ANSER CHARTER SCHOOL

Sponsoring District: Independent School District of Boise City

LOCATION: Boise	OPENING DATE: September 4, 1999
GRADE LEVELS & STUDENT ORGANIZATION (Including students per grade): K- 17; 1st-2nd-18 each; 3rd-4th-20 each; 5th-6th-22 each	STUDENT/FTE TEACHER RATIO: 19.42 STUDENT/ADULT RATIO: 9.4

ADMISSIONS POLICY:
First come/First served. Use of a lottery for new Kindergarteners each year and waiting list for openings in other grade levels.

FACILITY:
(describe)
Former athletic club, now a children's gymnastics center. Seven handball courts have been remodeled into classroom settings of 800 square feet each. Students have access to a swimming pool and gymnastics equipment for PE classes.

☐ Permanent ☒ Temporary Sq. Ft: 7200

STUDENT PROFILE*:	**Asian/PacIs: 2%**	**Free/Reduced Lunch Eligibility: 9%**
(Should add to 100%)	Black: 0%	Special Needs: 17%
	Hispanic: 1%	**LEP: 0%**
	Native Am: 0%	**Title I: 0%**
	White: 97%	**Children of Organizers: 1%**
	Multiracial: 0%	
	Males: 50%	**Females: 49.9%**

**If there are major differences between your school and the district, please explain:*

MISSION:
To educate the whole child in a collaborative learning environment where individuals are inspired to be self-motivated and to feel a sense of connection and responsibility to the world. This school is committed to fostering learning that imagines a better world and works toward realizing it; promoting within each child autonomy, creativity and the ability to collaborate; embracing the diversity that surrounds us; growth through discovery, reflection and balance; and the use of developmentally appropriate practices and real-world experiences to educate.

ANSER will serve as a leadership catalyst and ambassador for educational improvement and teacher development that recognizes, supports and advances effective educational practices.

CALENDAR:
Starting Date: Sept 4
Number of days in operation: 221
Number of hours of instruction: K- 460; 1st-6th- 904
Number of days for students: 162
Number of contract days for teachers: 189
Vacations: Christmas; Spring Break; Thanksgiving;

Holidays: MLK,Jr.; Labor Day; Memorial Day; President's Day

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Block Scheduling	☒	Multiage/Grade	☒
Character Instruction	☐	Multiple Intelligences	☐
E.D. Hirsch's Core Knowledge	☐	Service Learning	☒
Extended /Day	☒	Technology As Major Focus	☐
Foreign Language At All Grades	☐	Thematic/Interdisciplinary	☒
Hands-On	☐	Year-Round	☐
Individual Education Plans		Project Based	☒
Exped. Learning Outward Bound	☒		☐

Characteristics, courses (including college prep), and/or instructional strategies that are unique to the program:

School Design: Expeditionary Learning Outward Bound

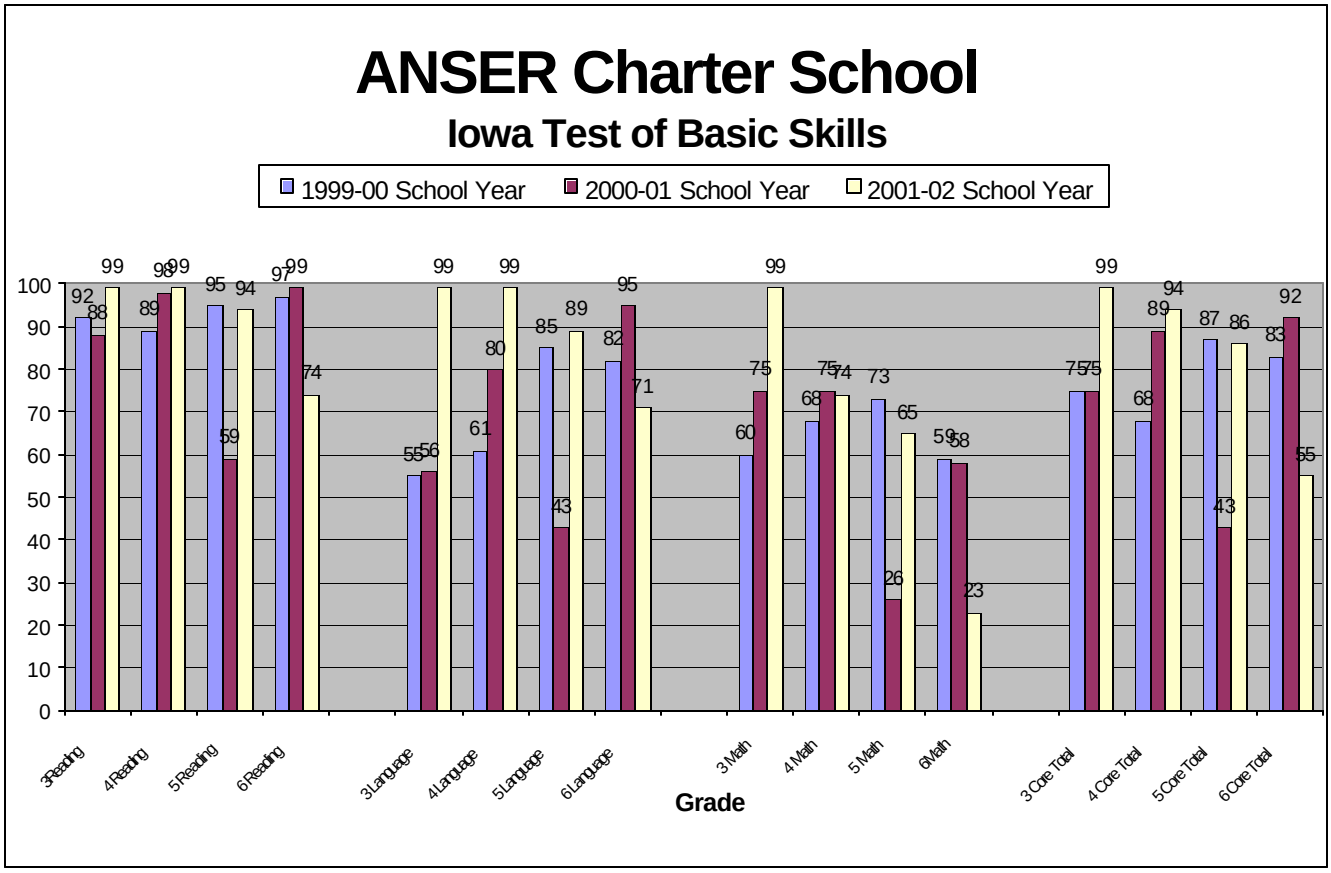
Community Based Curriculum- one afternoon each week students participate in activities based on the ten design principles of Expeditionary Learning Outward Bound. These activities take place throughout the community: Animal Shelters, Veterans' Homes, Theatres, Discovery Center, etc.

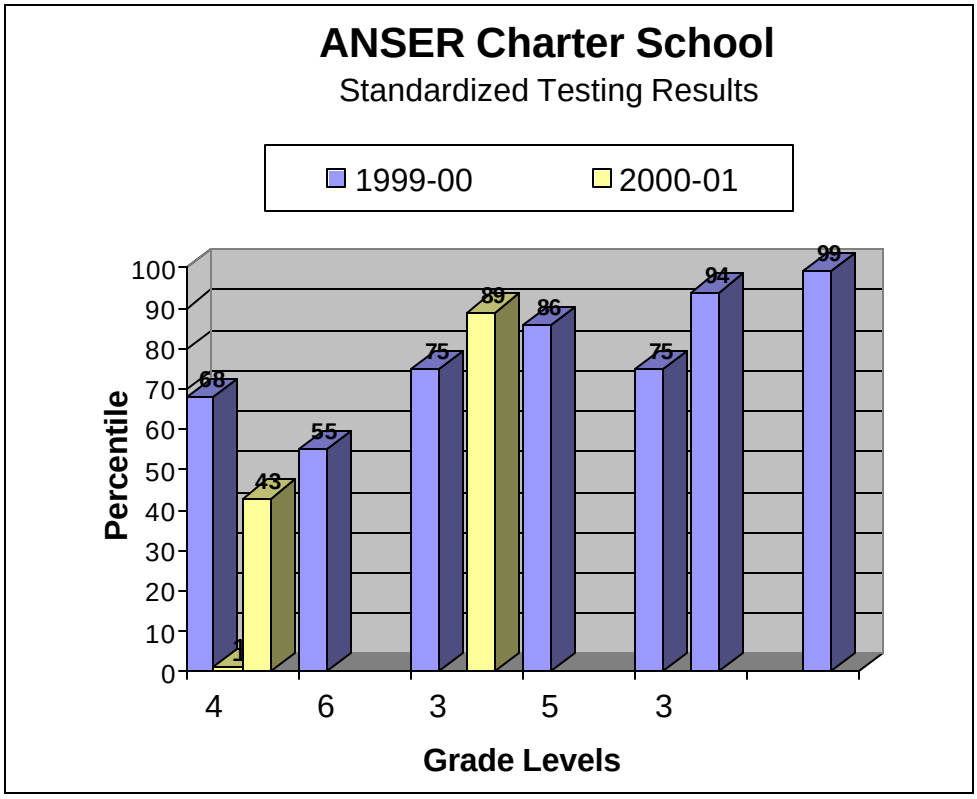
Sixth Grade Year of Service-all sixth graders participate in a year-long service project they design and implement.

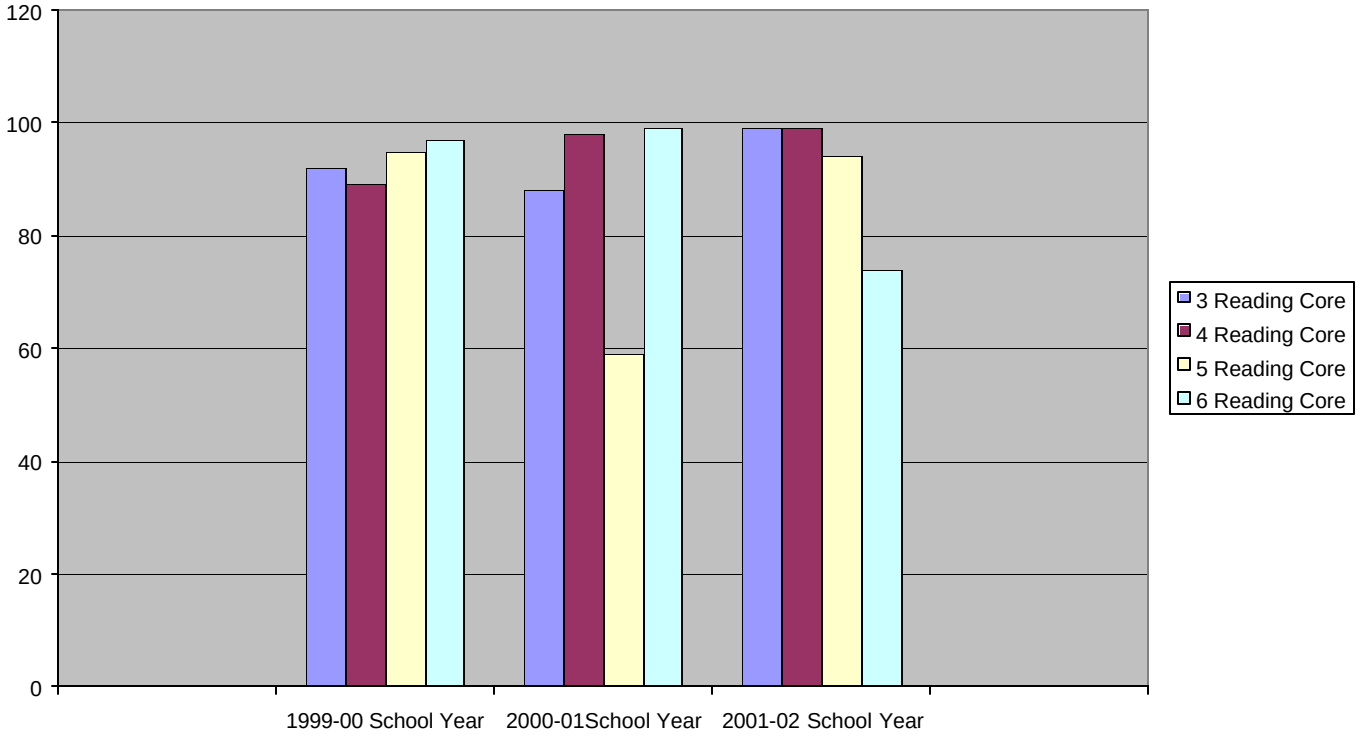
Check all assessments that your school uses to gauge student performance.			☒
Idaho Reading Indicator	☒	ACT	☐
Direct Writing Assessment	☒	SAT	☐
Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
Iowa Test of Basic Skills	☒	(ACT) PLAN	☐
Test of Achievement and Proficiency	☐	PSAT	☐
Nat'l Assessment of Education Progress	☒	Portfolios	☒
NWEA Levels Test (MAPS)	☐	Individual Education/Learning Plans	☐
Other Norm Referenced Standardized Assessments: (*name*)	☐	District/School Criterion Referenced Tests	☐
		School Developed Assessments	☒

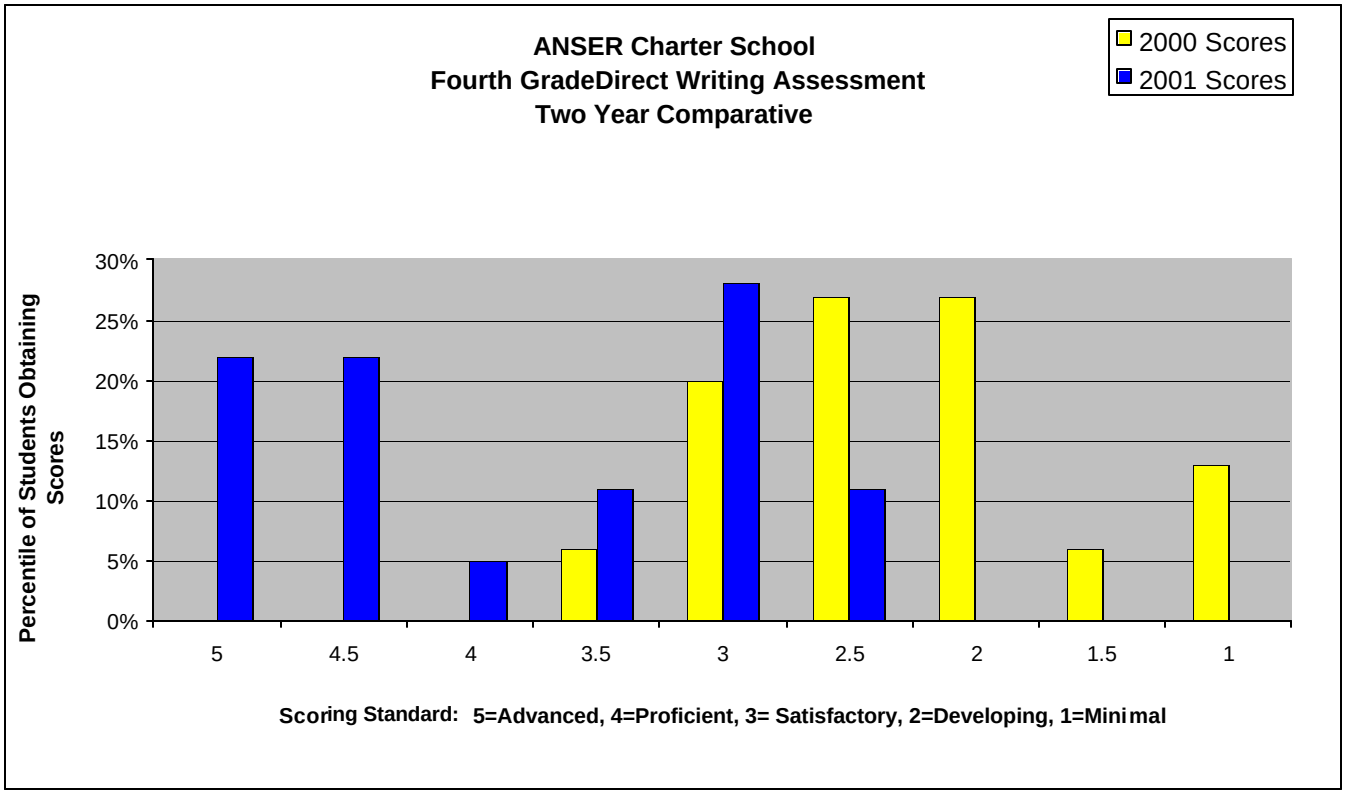
Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: **Data is reviewed by the School Design/Improvement committee and academic goals are set based on the data.**

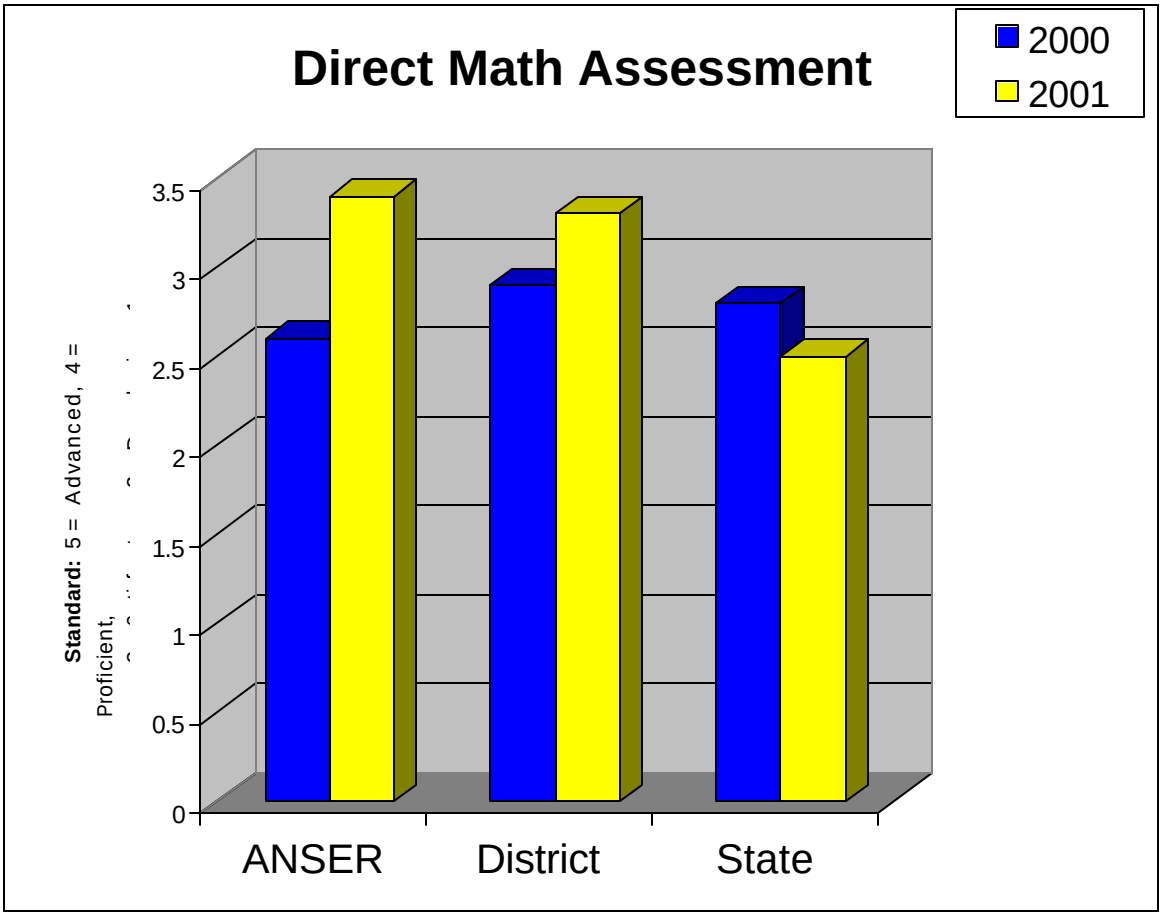
STUDENT ACHIEVEMENT DATA

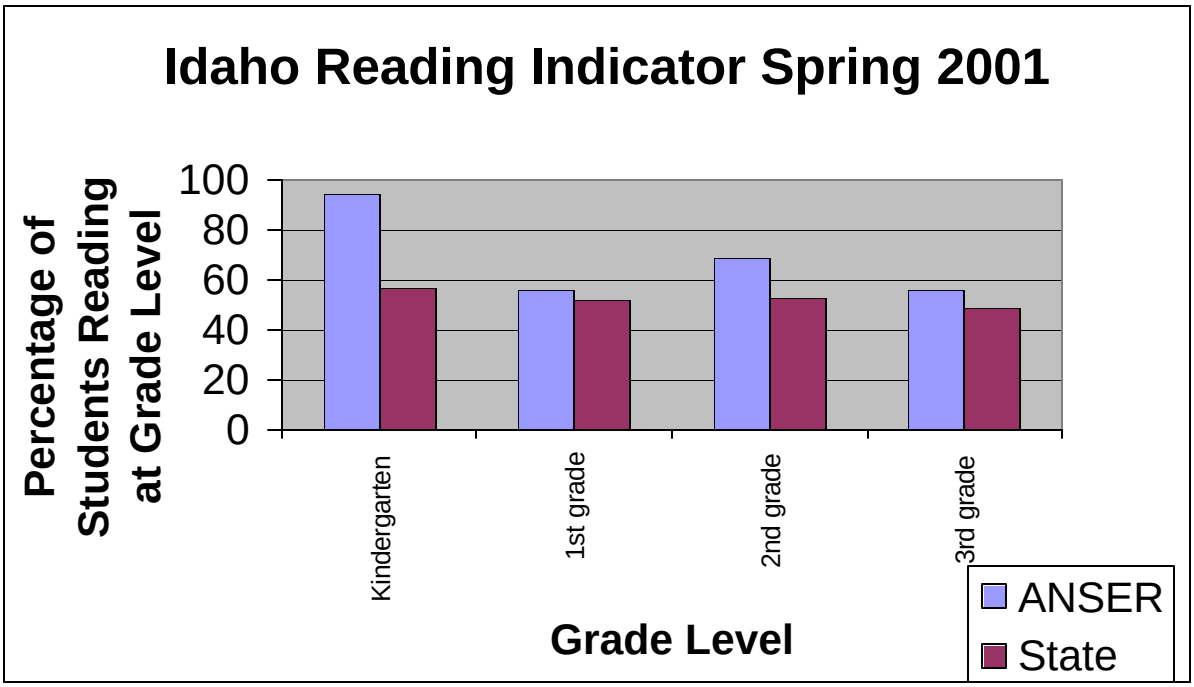



ANSER Charter School
Standardized Testing Results
1999-00
2000-01
Percentile
100
90
80
70
60
50
40
30
20
10
0
68
43
55
75
89
86
75
94
99
4
6
3
5
3
Grade Levels


120
100
80
60
40
20
0
1999-00 School Year
2000-01School Year
2001-02 School Year
3 Reading Core
4 Reading Core
5 Reading Core
6 Reading Core


ANSER Charter School
Fourth GradeDirect Writing Assessment
Two Year Comparative
2000 Scores
2001 Scores
Percentile of Students Obtaining Scores
30%
25%
20%
15%
10%
5%
0%
5
4.5
4
3.5
3
2.5
2
1.5
1
Scoring Standard: 5=Advanced, 4=Proficient, 3= Satisfactory, 2=Developing, 1=Minimal


Direct Math Assessment
2000
2001
Standard: 5 = Advanced, 4 = Proficient,
3.5
3
2.5
2
1.5
1
0.5
0
ANSER
District
State


Idaho Reading Indicator Spring 2001
Percentage of Students Reading at Grade Level
100
80
60
40
20
0
Kindergarten
1st grade
2nd grade
3rd grade
Grade Level
ANSER
State

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Evidence
♦ Performance at or above the district level of proficiency on Idaho Direct Writing/Math.	**Exceeded** **Met** Partially Met Did Not Address	Test scores
♦ ITBS scores will be at or above the district average in all subject areas schoolwide.	Exceeded **Met** **Partially Met** Did Not Address	Test scores

GOVERNANCE							
		Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	Highlight One: E=Elected A=Appointed			
	School Board	*No information given*					▪ Number of board members that are current business partners of school personnel: none ▪ Number of board members related to school personnel: one ▪ Frequency with which the board convenes: monthly ▪ General meeting times: 6:30 PM ▪ Describe how meetings are posted to the public: Posted on main door, announcements to parents in newsletters
		Title	Length of time in current position	Also teaches in classroom			*Other Notes Related to Administration*
	Administration	Executive Director	3 years	No			
		Instructional Guide	2 years	Yes			
		Name	# P	# S	# ST	# CM	*Other Notes Related to Committees*
	Committees	School Design/Improvement Budget/Finance Family Council Personnel Fundraising Nominating	8 1 9 2 4 2	3 2 1 3 2 1	0 0 0 0 0 0	2 2 0 1 1 0	Strategic Planning and goal setting focus.

FINANCIAL	2000-2001	2001-2002
Estimated Cost Per Student	$7,167	$7,953
Operating Budget	$802,650	$1,081,000
Sources Of Funding	Check all that apply: ☒ State/District Enhancement: ☐ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☐ Other ☐ Local Tax Revenues $ ☒ Grants $164,000 ☒ Donations $30,000 ☐ Other $ Additional Federal Funding: ♦ Students identified ☒ Yes ☐ No ♦ If yes, receiving all funding or services as qualified: ☒ Yes ☐ No ☐ Don't Know Do you participate in district discussion on how to spend federal dollars? ☐ Yes ☒ No	Check all that apply: ☒ State/ $654,761 Enhancement $:20,348 ☒ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☒ Other ☐ Local Tax Revenues $ ☒ Grants $229,000 ☒ Donations $46,000 ☐ Other $ Additional Federal Funding: ♦ Students Identified ☒ Yes ☐ No ♦ If yes, receiving all funding or services as qualified: ☒ Yes ☐ No ☐ Don't Know Do you participate in district discussion on how to spend federal dollars? ☒ Yes ☐ No
Debt	$275,000 As Of 4 /30 /01	$ 240,000 As Of 4/30/01
OTHER	**2000-2001**	**2001-2002**
Student Attendance Rate	97% as of 12/21/01	96%
Student Discipline	# suspensions to date: 2% of students: # expulsions to date: 0% of students: #of referrals to date: % of students:	# suspensions to date: 1% of students: # expulsions to date: 0% of students: #of referrals to date: 5% of students:
Student Enrollment	Total: 112 Waiting List: 250+	Total: 136 Waiting List: 400
Number Of Students Leaving Mid-Year	Reasons For Leaving: #Dropped out 1 #Transferred 0	Reasons For Leaving: *#Dropped out: 0* *#Transferred: 5*

OTHER *cont*.	**2000-2001**	**2001-2002**
Staff Development Opportunities	Expeditionary Learning Outward Bound -site seminars, national conferences, etc.	Expeditionary Learning Outward Bound – site seminars, national conferences, etc.
Teacher Qualifications	# FT:5 # PT: 4 # Special Ed Endorsements: 1 #Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 15 Years # with MA Degree: 5 #Teaching in Areas Outside Endorsements: 0	# FT: 6 # PT: 3 # Special Ed Endorsements: 1 #Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 12 Years # with MA Degree: 5 #with Ph.D or Ed.D Degree:1 #Teaching in Areas Outside Endorsements: 0
Number of Departing Staff	#: 1	#: 1 Reasons For Leaving: Childbirth/Parenting

OTHER *cont.*	2000-2001	2001-2002
Parent Involvement	Hours/month: 500 estimate Types of Involvement: Ongoing committees, boards, classroom, enrichment Estimated number of parents participating: 50%	Types Of Involvement: ☒ in classroom ☒ in school ☒ take work home ☒ other Estimated number of parents Participating: 50
Business Partnerships (and/or Community Involvement)		
Transportation	Drive/Are driven in private cars: 25% Public transportation: 3% School bus/District transport: 25% Walk/Bike: 47% Other: %	Drive/Are driven in private cars: 25% Public transportation: 3% School bus/District transport: 25% Walk/Bike: 47% Other: %
Lunch Services	Hot lunch provided for students: ☐ Yes ☒ No	Lunch provided for students: ☒ Yes ☐ No # times per week: ___ Participate in Child Nutrition Program: ☐ Yes ☒ No Offer free/reduced lunch ☐ Yes ☒ No
Other Student Services	Counseling ☒ On Site ☐ Through district Special Education ☒ On Site ☒ Through district After School Programs ☐ On Site ☒ Through district	Counseling ☒ On Site ☒ Through district Special Education ☒ On Site ☒ Through district After School Programs ☐ On Site ☐ Through district Other ☐ On Site ☐ Through district

BLACKFOOT COMMUNITY CHARTER SCHOOL

BLACKFOOT COMMUNITY CHARTER SCHOOL

Blackfoot School District #55

LOCATION: Blackfoot, Idaho	OPENING DATE: September, 2000
GRADE LEVELS & STUDENT ORGANIZATION (including students per grade): K: 9; 1st: 16; 2nd: 13; 3rd: 12; 4th: 8; 5th: 5 Total: 63 Students are grouped into 3 classroom units with balanced K-5th grade grouping. Students are also grouped by need for direct instruction when needed.	STUDENT/FTE TEACHER RATIO: 19/1 **STUDENT/ADULT RATIO: 5/1** ADMISSION POLICY: Lottery

FACILITY:
The facility was a church and has been converted to educational use. The facility meets our needs well. We are in the second year of a five-year lease to own agreement.
☒ Permanent ☐ Temporary Square Feet: 12,500

STUDENT PROFILE:* Asian/PacIs: 3%	Free/Reduced Lunch Eligibility: 73%
(SHOULD ADD TO 100%) Black: 0%	Special Needs: 32%
Hispanic: 0%	LEP: 0%
Native Am: 1%	Title I: 18%
White: 83%	Children of School Organizers: 0%
Other/Declined: 13%	
Multiracial: 100%	
Males: 57%	Females: 43%

**If there are major differences between your school and the district, please explain:*

MISSION: The missions of Blackfoot Charter Community Learning Center is to provide students ages five though eleven a student-centered environment designed to improve the way information is perceived and processed. We enhance learning skills and academic building blocks that foster high achievement in academic and behavioral standards, which encourages self-motivation and lifelong learning.

CALENDAR:
Starting Date: Aug 129, 2001
Number of days in operation: 177
Number of hours of instruction: 965
Number of days for students: 177
Number of contract days for teachers: 190
Vacations: 11 days
Holidays: 12 days

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Block Scheduling	☐	Multiage/Grade	☒
Character Instruction	☒	Multiple Intelligences	☐
E.D. Hirsch's Core Knowledge	☐	Service Learning	☐
Extended Year/Day	☒	Technology As Major Focus	☐
Foreign Language At All Grades	☐	Thematic/Interdisciplinary	☒
Hands-On	☒	Year-Round	☐
Individual Education Plans	☒	Project Based	☒
Exped. Learning Outward Bound	☐		☐

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:
Intercept Program: Physio-Neurological therapy to enable students to overcome learning difficulties.

Check all assessments that your school uses to gauge student performance.			☒
Idaho Reading Indicator	☒	ACT	☐
Direct Writing Assessment	☒	SAT	☐
Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
Iowa Test of Basic Skills	☒	(ACT) PLAN	☐
Test of Achievement and Proficiency	☐	PSAT	☐
Nat'l Assessment of Education Progress	☐	Portfolios	☒
NWEA Levels Tests (MAPS)	☒	Individual Education/Learning Plans	☒
Other Norm Referenced Standardized Assessments: (*name)*	☐	District/School Criterion Referenced Tests	☒
		School Developed Assessments	☐

Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: **All testing results are analyzed by the staff and instructional changes are made accordingly.**

Award/Honors offered to students:
Awards are given each month to students who exemplify the "Cheetah Values." Other awards are given throughout the year to students who show improvement in any area of the school program.

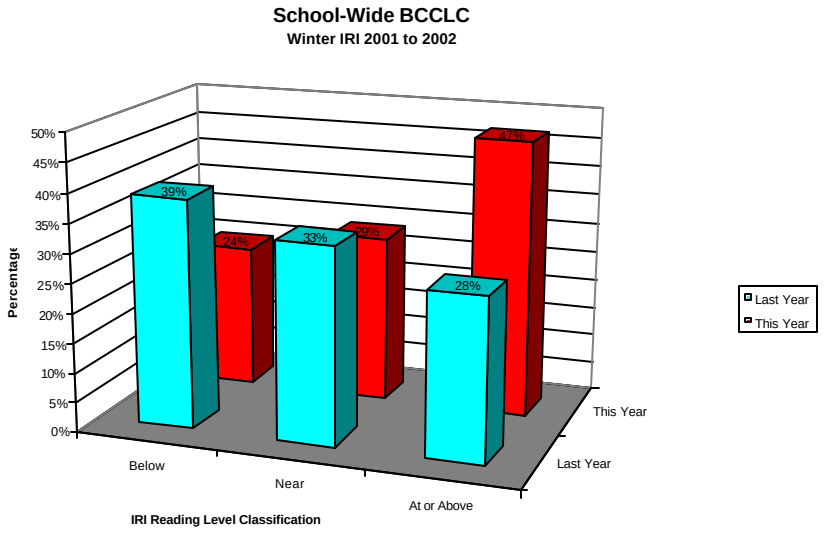
STUDENT ACHIEVEMENT DATA

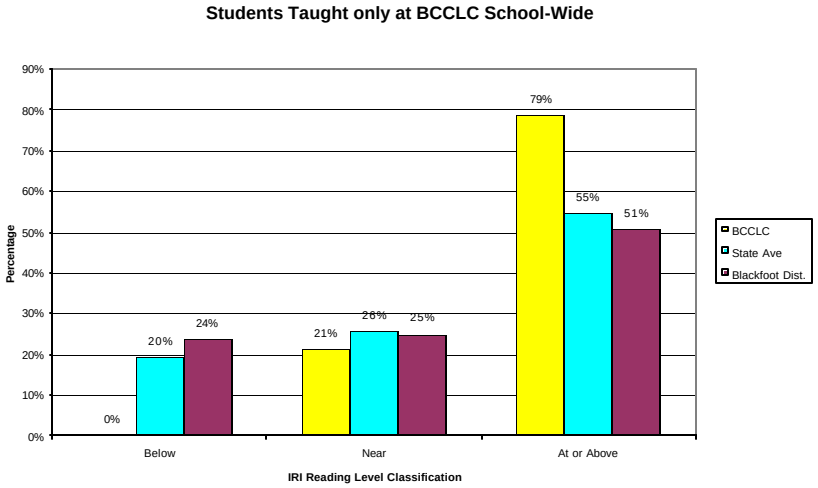
4th Grade Writing/Math Assessment

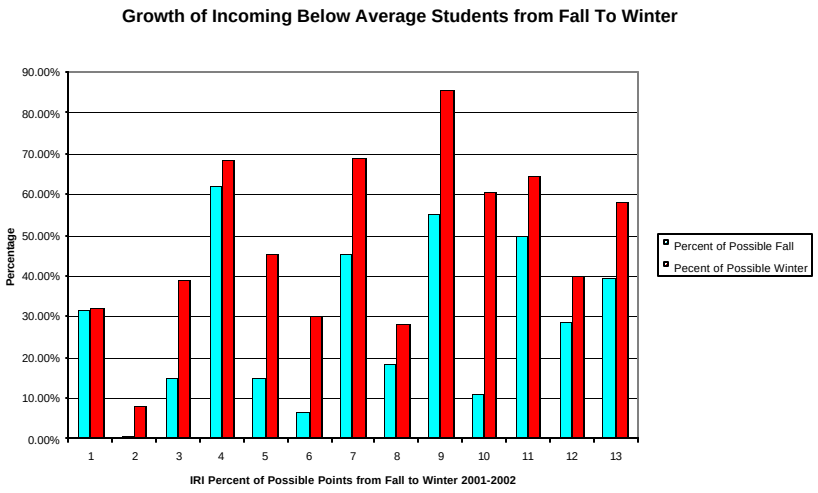
Year	Math	Writing
2000/2001	2.6	1.9
2001/2002	1.7	2.9

IRI

Year - Test	K	1	2	3	All
2000/2001 – Fall	2.25	2	1.5	2.25	2.09
2000/2001 - Winter	1.86	1.82	1.75	2.33	1.86
2000/2001 - Spring	2.75	1.77	1.64	1.83	1.95
2001/2002 – Fall	2.56	2.62	1.5	1.38	2.08
2001/2002 – Winter	2.89	2.69	1.77	1.55	2.22







ITBS

Year	Reading	Language	Math	
2000/2001 3rd Grade	62	30	63	PR of Avg SS Nat'l School Norms
2000/2001 4th Grade	58	12	19	PR of Avg SS Nat'l School Norms
2000/2001 5th Grade	17	16	28	PR of Avg SS Nat'l School Norms
2001/2002 3rd Grade	14	11	32	PR of Avg SS Nat'l School Norms
2001/2002 4th Grade	52	19	25	PR of Avg SS Nat'l School Norms
2001/2002 5th Grade	69	21	57	PR of Avg SS Nat'l School Norms

Woodcock Johnson, First Year Data

Year - Test	Reading	Math
2000/2001 – Fall K	K	K
2000/2001 – Fall 1st	.84	1.26
2000/2001 – Fall 2nd	1.95	1.88
2000/2001 – Fall 3rd	6	3.03
2000/2001 – Fall 4th	5.6	4.41
2000/2001 – Fall 5th	4.7	4.74

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Evidence
♦ Maintain a positive, safe teaching climate with emphasis on high expectations of behavior and performance.	Exceeded **Met** Partially Met Did Not Address	Parent Survey
♦ Start a character education program where the basic values and manners are taught through the curriculum.	Exceeded **Met** Partially Met Did Not Address	Morning Meeting
♦ Provide staff development opportunities that will facilitate professional growth and increased student achievement.	Exceeded **Met** Partially Met Did Not Address	Professional Development Record and Test Data
♦ Expand the use of technology into the curriculum that enables students and teachers to learn how to use and integrate the latest technology into every aspect of learning and teaching.	Exceeded **Met** Partially Met Did Not Address	Curriculum and Daily Schedule
♦ Make effective communication skills a top priority of the Learning Center.	Exceeded **Met** Needs Improvement Did Not Address	Curriculum and Daily Schedule
♦ Align with the federal goal that every child reads independently by the end of the third grade.	Exceeded **Met** Partially Met Did Not Address	Curriculum and Daily Schedule
♦ Prepare students for academic success in their quest to master basic skills to become lifelong learners, which will help them become responsible and productive citizens.	Exceeded **Met** Partially Met Did Not Address	Curriculum and Daily Schedule
♦ Increase student learning success as a means to reduce the prison population.	Exceeded **Met** Partially Met Did Not Address	Parent Survey shows that student learning success has been increased.

♦ General work habits and skills must be learned while in school.	Exceeded **Met** Partially Met Did Not Address	Curriculum an daily Schedule

GOVERNANCE

	P=Parent S=Staff ST=Student CM=Community Member				Length of time in current position	E=Elected A=Appointed		
Governing Board of the Charter School	**P**	S	ST	CM	2yrs	**E**	A	▪ Number of board members that are current business partners of school personnel: 0 ▪ Number of board members related to school personnel: 0 ▪ Frequency with which the board convenes: monthly, more if needed ▪ General meeting times: 2nd Wednesday at 7:00 p.m. ▪ Describe how meetings are posted to the public: Annual schedule and monthly agendas are posted in at least three public areas and
	P	S	ST	**CM**	2yrs	**E**	A	
	P	S	ST	CM	2yrs	**E**	A	
	P	S	ST	**CM**	1yr	**E**	A	
	P	**S**	ST	CM	1yr	**E**	A	

	Title	Length of time in current position	Also teaches in classroom		*Other Notes Related to Administration*
Administration	Director	2yrs	Y	**N**	
			Y	N	

	Name	# P	# S	# ST	# CM	*Other Notes Related to Committees*
Committees	Executive Committee	5	3	0	0	
	Student Council	0	0	4	0	

FINANCIAL	2000-2001	2001-2002
Estimated Cost Per Student	$5,586.49	$6,325
Operating Budget	$385,467.78	$398,455
Sources Of Funding	Check all that apply: ☒ State/District, $250,124.46 Enhancement $: ☐ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☐ Other ☐ Local Tax Revenues $_____ ☒ Grants $135,343.32 ☐ Donations $ ☐ Other $ Additional Federal Funding: ♦ Students Identified ☒ Yes ☐ No ♦ If yes, receiving all funding or services as qualified: ☐ Yes ☒ No ☐ Don't Know ♦ Describe how funding is utilized: Intercept Program for students ages 7 through 10. Other programs such as: Specialized phonics instruction, mathematics tutoring, and physio-neuro activities not included in the Intercept Program used for students ages 5-6/others Do you participate in district discussion on how to spend federal dollars? ☐ Yes ☒ No	Check all that apply: ☒ State/District, $256,816 Enhancement $: $4,500 ☒ Technology ☒ Reading ☐ Gifted/Talented ☐ LEP ☒ Other ☐ Local Tax Revenues $_____ ☒ Grants $137,139 ☐ Donations $_____ ☐ Other $_____ Additional Federal Funding: ♦ Students Identified ☒ Yes ☐ No ♦ If yes, receiving all funding or services as qualified: ☒ Yes ☐ No ☐ Don't Know ♦ Describe how funding is utilized: Intercept Program for students ages 7 through 10. Other programs such as: Specialized phonics instruction, mathematics tutoring, and physio-neuro activities not included in the Intercept Program used for students ages 5-6/others Do you participate in district discussion on how to spend federal dollars? ☐ Yes ☒ No We would be welcome to participate in district planning if we asked to.
Debt	$ 0 As Of 5/1/01	$ 0 As Of 4/26/02
OTHER	**2000-2001**	**2001-2002**
Student Attendance Rate		
Student Discipline	# suspensions to date: not kept % of students: not kept # expulsions to date: None % of students: 0 # of referrals to date: 5 % of students: 7.2%	# suspensions to date: not kept % of students: not kept # expulsions to date: None % of students: 0 # of referrals to date: None % of students: 0
Student Enrollment	Total: 55 Waiting List: 9	Total: 63 Waiting List: 42

Number Of Students Leaving Mid-Year	Reasons For Leaving: 14 Transferred Student wanted to go back to other school Moved Home School	Reasons For Leaving: 6 went back to home school, 5 returned to their home district schools, 2 moved to new foster families, and 1 moved out of state. #Dropped Out: 0 #Transferred: 14
OTHER *cont.*	**2000-2001**	**2001-2002**
Staff Development Opportunities		Colloquia, Seminars, and Workshops.
Teacher Qualifications	# FT: 3 # PT: 1 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 1.5 Years # with MA Degree: 0 #Teaching In Areas Outside Endorsements: 0	# FT: 3 #PT: 1 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 3.25 Years # with MA Degree: 0 #with Ph.D or Ed.D Degree: 0 #Teaching in Areas Outside Endorsements: 0
Number of Departing Staff	#: 2 Reasons For Leaving: First: Disagreements with Board of Directors. Second: She left with her husband.	#: 1 Reasons For Leaving: Had a child and decided to stay home.
Parent Involvement	Hours/month: 123 Types Of Involvement: 72 hours in classroom. 52 hours in committee work. Estimated number of parents participating: 9 doing the most, all parents are involved to some	Types of Involvement: ☒ in classroom ☒ in school ☒ take work home ☒ other Estimated number of parents participating: 15 continually, all parents to some extent.

	extent.	
Business Partnerships (and/or Community Involvement)		None

OTHER *cont.*	2000-2001	2001-2002
Transportation	Drive/Are driven in private cars: 21.8% Public transportation: 0% School bus/District transport: 60% Walk/Bike: 18.2% Other: 0%	Drive/Are driven in private cars: 38% Public transportation: 0% School bus/District transport: 49% Walk/Bike: 13% Other: 0%
Lunch Services	Hot lunch provided for students ☒ Yes ☐ No # times per week: 5	Lunch provided for students ☒ Yes ☐ No # times per week: 5 Participate in Child Nutrition Program ☒ Yes ☐ No Offer free/reduced lunch ☒ Yes ☐ No
Other Student Services	Counseling ☒ On site ☒ Through district Special Education ☒ On site ☒ Through district	Counseling ☒ On site ☒ Through district Special Education ☒ On site ☒ Through district After School Programs ☒ On site ☐ Through district Other ☐ On site ☐ Through district

COEUR d’ALENE CHARTER ACADEMY

COEUR d'ALENE CHARTER ACADEMY

Sponsoring District: Coeur d'Alene School District 271

LOCATION: **711 W. Kathleen Ave., Coeur d'Alene, ID**	OPENING DATE: September 1, 1999
GRADE LEVELS & STUDENT ORGANIZATION (including students per grade): Grades 7-12, with the addition of 6th grade for 2002-2003 school year. Students per grade are as follows: 7th-53, 8th-54, 9th-50, 10th-43, 11th-20, 12th-11	STUDENT/FTE TEACHER RATIO: 13.5 : 1

ADMISSIONS POLICY:
Siblings of students already accepted or attending the Academy will be accommodated. If more students apply than there are openings available, one or more lotteries will be conducted. Preference is given to students who reside in School District 271, followed by those who reside in Kootenai County, and then beyond. Only those students who have already been admitted to the Charter Academy and their siblings are excluded from the lottery. All students whose applications were filed by a particular application deadline will be separated by grade and entered into a lottery. A drawing of names by grade will be held until all spaces are filled. The names of students not admitted will be placed on a waiting list in order of the lottery. New openings are filled from the list through a point in September for the upcoming academic year. The number of openings per class is decided by the principal and board of directors based on school configuration needs.

FACILITY: (describe)
Owned permanent main building space and three temporary modulars (6 rooms). All handicap accessible. The facility meets basic needs (16 classrooms). A master plan for an additional 25,000 sf is in progress.

[X] Permanent [ ] Temporary Total Square Feet: Approx. 23,000 sf

STUDENT PROFILE*: (SHOULD ADD TO 100%)	Asian/PacIs: % Black: % Hispanic: % Native Am: % White: 99% Multiracial: 1% Males: 40%	Free/Reduced Lunch Eligibility: % Special Needs: 1% LEP: % Title I: % Children of School Organizers: 1% Females: 60%

**If there are major differences between your school and the district, please explain:*

MISSION:
The Coeur d'Alene Charter Academy is dedicated to providing a rigorous, content-rich, college preparatory education for any students who are willing to accept the challenge.

CALENDAR:
Starting Date: 8/22/01
Number of days in operation: 250
Number of hours of instruction: 1006.5
Number of days for students: 175
Number of contract days for teachers: 185
Vacations: Winter Break (Christmas), Spring Break, Summer
Holidays: 10 days- Labor, Veterans', Thanksgiving, Martin Luther King, Presidents', Memorial, 4th of July.

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Block Scheduling	☐	Multiage/Grade	☐
Character Instruction	☐	Multiple Intelligences	☐
E. D. Hirsch's Core Knowledge	☐	Service Learning	☐
Extended Year/Day	☒	Technology As Major Focus	☐
Foreign Language At All Grades	☒	Thematic/Interdisciplinary	☐
Hands-On	☐	Year-Round	☐
Individual Education Plans	☐	Project Based	☐
Exped. Learning Outward Bound	☐		☐

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program: **we require 4 years of English and Social Studies; 3 years of Math and Science; 2 years of a Foreign Language including Latin; and 1year of Fine Arts. As a college prep school, we offer very few frills so most students fill their elective credits with more of the traditional "core coursework."**

Check all assessments that your school uses to gauge student performance.			☒
Idaho Reading Indicator	☐	ACT	☒
Direct Writing Assessment	☒	SAT	☒
Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
Iowa Test of Basic Skills	☐	(ACT) PLAN	☐
Test of Achievement and Proficiency	☒	PSAT	☒
Nat'l Assessment of Education Progress	☐	Portfolios	☐
NWEA Levels Tests (MAPS)	☐	Individual Education/Learning Plans	☐
Other Norm Referenced Standardized Assessments: *(name)*	☐	District/School Criterion Referenced Tests	☐
		Terra Nova Performance Assessments	☒

Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc.: **We primarily use the Terra Nova assessments to identify significant skill deficiencies. These assessments are much better tools for identification and correction of deficiencies on an individual basis. Due to our size, we are better equipped to address the individual student and their needs. The Terra Nova test provides us the opportunity to follow each student's skills over the course of their education at the Academy.**

Award/Honors offered to students: **National Honor Society, Honor Roll, Character Awards.**

STUDENT ACHIEVEMENT DATA

We did not do the ITBS this year and do not have results for the other assessments as of this date. However, we do have a summary of the Terra Nova Performance Assessment (following pages). This is our primary assessment tool. We feel that this is a very useful tool for our institution.

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Evidence
♦ To refine our student's academic skills including reading, writing, speaking and thinking and to advance their knowledge of the major disciplines of language arts, mathematics, science and history.	**Exceeded** **Met** Partially Met Did Not Address	We added 12th grade classes including Economics/CIDI (Contemporary International and Domestic Issues) & Physics, (2) 11th grade A/P classes- English and Amer. Hist., Latin II & III, Honors Ancient History, Bio-technology, Computer Science, Advanced Forensics, 7th grade French, French and Spanish III. Our Forensics program finished 3rd at the State Speech competition, 1st at the District 1 competition, and took the Sweepstakes trophy at two Debate tournaments this year. Individual honors are too numerous to document.
♦ To teach the traditions and values of past and present civilizations.	**Exceeded** **Met** Partially Met Did Not Address	We require Latin and Civics in 8th grade; Expanded our Foreign Language Dept. (see above); and we teach world history over two years- Ancient History 9th and European History 10th.

♦ To instill an appreciation of the fine arts of music, art and drama.	**Exceeded** **Met** Partially Met Did Not Address	Our Art, Choir, and Band programs were expanded to include Advanced levels. The Choir program received 34 ensemble and solo Superior ratings at festivals. Both combined choirs (Jr. High/High school) received superior ratings at the District Festival and 6 students received All-State honors.

GOVERNANCE

	P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	E=Elected A=Appointed	
School Board	**P** S ST CM	3yrs	E **A**	▪ Number of board members that are current business partners of school personnel: 0 ▪ Number of board members related to school personnel: 0 ▪ Frequency with which the board convenes: once per month ▪ General meeting times: 7-9pm 3rd Wednesday of month ▪ Describe how meetings are posted to the public: Notice in the local newspaper, at the local school district office and at two other public bulletin boards.
	P S ST CM	2yrs	E **A**	
	P S ST CM	2yrs	E **A**	
	P S ST CM	2yrs	E **A**	
	P S ST **CM**	3yrs	E **A**	
	P S ST **CM**	3yrs	E **A**	
	P S ST **CM**	3yrs	E **A**	
	P S ST **CM**	3yrs	E **A**	

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	Principal	2 years	**Y** N	Also serves as guidance counselor; teaching career/ed class
Administration	Academic Dean	3 years	**Y** N	Curriculum and Staff oversight; teaches 4 English classes
Administration	**Dean of Students**	2 years	**Y** N	Student discipline, parent communication, public relations, teaches 4 science classes

	Name	P	S	ST	CM	*Other Notes Related to Committees*
Committees	Finance and Planning	2	2	0	2	Financial and Long-Range planning
	Fundraising	1	2	0	1	Oversees fundraising efforts
	Scholarship	2	1	0	0	Financial guidance for college-bound students
	Academic Excellence	4	2	0	2	Helps guide mission of school

FINANCIAL	2000-2001	2001-2002
Estimated Cost Per Student	$5900	$6100
Operating Budget	$1,265,828	$1,322,687
Sources Of Funding	Check all that apply: ☒ State/District Enhancement ☐ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☐ Other ☒ Local Tax Revenues $_11,700 ☐ Grants $_____ ☒ Donations $__8,300 ☐ Other_____ $_____ Additional Federal Funding: ♦ Students identified ☐ Yes ☒ No Do you participate in district discussion on how to spend federal dollars? ☐ Yes ☒ No	Check all that apply: ☒ State/District Enhancement ☒ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☐ Other ☐ Local Tax Revenues $_____ ☒ Grants $ 300,000 ☒ Donations $ 30,000 ☐ Other_____ $_____ Additional Federal Funding: ♦ Students identified ☐ Yes ☒ No If yes, receiving all funding or services as qualified: ☐ Yes ☐ No ☐ Don't Know Describe how funding is utilized: N/A Do you participate in district discussion on how to spend federal dollars? ☐ Yes ☒ No
Debt	***N/A***	***$1,150,000 As Of 04/30/02***
OTHER	**2000-2001**	**2001-2002**
Student Attendance Rate	Estimate daily: 95%	95%
Student Discipline	# suspensions to date: 11 (as of 4/16/01) % of students: 5% # expulsions to date: 0 (as of 4/16/01) % of students N/A # of referrals to date: 86 (as of 4/11/01) % of students 21%	# suspensions to date: 46 % of students: # expulsions to date: 2 % of students: 1% # of referrals to date: 120 % of students: % is not a valid measure due to repeat offenders
Student Enrollment	Total: 208 (as of 4/16/01) Waiting List: N/A	Total: 231 (as of 4/16/02) Waiting List: 80 (Next year's enrollment of 308 has already been filled. 80 represents students waiting over and above the 308 number)
Number of Students Leaving Mid-Year	#: 32 to date (as of 4/20/01) Reasons for Leaving: # Dropped out: 1 #Transferred: 29 #Unknown: 2	47 through 4/16/02 Reasons for Leaving: # Dropped out: 3 #Transferred: 44

	OTHER *cont.*	2000-2001	2001-2002
High School Only	Graduation Rate		***100%***
	Dual Enrollment	***Academic*** 1% In College	***Academic*** %/# In College/2 %/# In District /2 Extracurricular %/# In College/0 %# In District unknown
	Program Participation	% taking college entrance exams: 42% of 11th graders took SAT in 2000-2001 to date	%/# in AP courses: First year-two courses 17 enrolled %/# taking college entrance exams: 3% %/# in professional/technical education courses: 1 dual enrolled.
Staff Development Opportunities		Summer training institutes for teachers, A/P and critical thinking workshops, and participation in state and national conferences.	Summer training institutes for teachers, A/P and critical thinking workshops, and state/national conferences.
Teacher Qualifications		# FT: 13 # PT: 2 # Special Ed Endorsements: 0 # Non-Certified Giving Instruction: 1 Avg. Teaching Experience: 8 Years # with MA Degree: 4 # Teaching In Areas Outside Endorsements: 2	# FT: 17 # PT: 2 # Special Ed Endorsements: 0 # Non-Certified Giving Instruction: 2 Avg. Teaching Experience: 8 Years # with MA Degree: 6 #with Ph.D or Ed.D Degree: 2 # Teaching In Areas Outside Endorsements: 3
Number of Departing Staff		#: 0	#: 0 Reasons For Leaving:

OTHER *cont.*	**2000-2001**	**2001-2002**
Parent Involvement	Hours/month: Two plus hours per mo. Types Of Involvement: Parent Volunteer Organization (PVO); two parents provide tutoring; six parents on staff appreciation committee Estimated number of parents participating: Approx. 10 participate in PVO	Types Of Involvement: ☒ in classroom ☒ in school ☒ take work home ☒ other Estimated number of parents Participating: Approx. 25 parents
Transportation	Drive/Are driven in private cars: 98% Public transportation: 2% School bus/District transport:___% Walk/Bike:___% Other:___%	Drive/Are driven in private cars: 90% Public transportation: 10% Schoolbus/District transport:___% Walk/Bike:___% Other:___%
Lunch Services	Hot lunch provided for students ☒ Yes ☐ No # times per week: 2	Lunch provided for students ☒ Yes ☐ No # times per week: 2 Participate in Child Nutrition Program ☐Yes ☒ No Offer free/reduced lunch ☐Yes ☒ No
Other Student Services	Counseling ☒ On site ☐ Through district Special Education ☐ On site ☒ Through district After School Programs ☒ On site ☐ Through district	Counseling ☒On site ☐Through district Special Education ☐ On site ☒Through district After School Programs ☒ On site ☐Through district Other ☐ On site ☐Through district

HIDDEN SPRINGS CHARTER SCHOOL

Hidden Springs Charter School
Sponsoring District
Boise School District #01

LOCATION: Hidden Springs, Idaho	OPENING DATE: August 15, 2001
GRADE LEVELS & STUDENT ORGANIZATION (including students per grade): We serve grades K-7 with 25 students per classroom. We are planning to expand to grade 8 in 2002-03 and grade 9 in 2003-04. We are also expanding to two classrooms in grades K, 1 and 2 during next year, the 2002-03 school year.	STUDENT/FTE TEACHER RATIO: 22.22 to 1 STUDENT/ADULT RATIO: 13.79 to 1

ADMISSIONS POLICY: We started with an open enrollment period; preference was given to attendance area residents, then siblings, then Boise School District, then outside Boise School District. A lottery was held if there were more students than 25 signed up for a grade level. Once a class was filled, open slots were awarded according to the preference criteria mentioned above according to date of application, excluding founders since their kids were already enrolled.

FACILITY:
(describe) 3 separate mobile units; one with 8 classrooms, 2 bathrooms, and 3 storage areas. One has 2 classrooms and the third has one classroom, 2 bathrooms, and the office area.

☐ Permanent ☒ Temporary Square Feet: approximately 11,000

STUDENT PROFILE*: (SHOULD ADD TO 100%)

Asian/PacIs: .5%
Black: .5%
Hispanic: 2%
Native Am: 0%
White: 89.9%
Multiracial: 7.1%
Males: 53.54%

Free/reduced lunch eligibility: not known
Special needs: 6.01%
LEP: 1.51%
Title I: not established
Children of school organizers: 6.51%
Females: 46.46%

**If there are major differences between your school and the district, please explain:* Our school's make up was established by open sign up and lottery. Our makeup is the result of that open sign up period and the lottery process. This administrator believes that if the legislature truly wants charters to mirror their district, transportation to charters must be provided and paid for by the state upon the initial opening of each charter school.

MISSION: ***Hidden Springs Charter School's mission is to develop students who are competent, confident, productive, and responsible young adults with the academic achievements, skills, and attitudes necessary to succeed in high school, and to be offered a post-secondary education and satisfying employment. The school seeks to develop an educated citizenry for the 21st century through a dynamic and interactive academic program where pacing is driven by student capabilities, not textbooks. Students will be well grounded in the basics of reading, writing, math, science, and social studies, and will develop the habits of lifelong learning, curiosity, clear oral and written communication, creative thinking, effective use of technology as a tool, adaptability to new situations and new information, and problem-solving skills. They will develop personal habits and attitudes that lead to accepting responsibility for personal decisions and actions; academic honesty and the ability to face challenges with courage and integrity; a healthy lifestyle; empathy and courtesy for others; respect for differences among people and cultures; self-confidence and willingness to risk setbacks in order to learn; and the ability to work cooperatively with others.***
CALENDAR: Starting Date: 8-15-01 Number of days in operation: 185 Number of hours of instruction: 1050 Number of days for students: 175 Number of contract days for teachers: 185 Vacations: 1 week at Thanksgiving, 3 weeks at Xmas/New Year, and 2 weeks Spring break Holidays: Labor Day, Thanksgiving, Xmas, New Year, Civil Rights Day, Presidents Day, Memorial Day

EDUCATIONAL PROGRAM				
	Check all characteristics that can be used to describe your school's program.			☒
	Block Scheduling	☐	Multiage/Grade	☐
	Character Instruction	☒	Multiple Intelligences	☐
	E.D. Hirsch's Core Knowledge	☐	Service Learning	☐
	Extended Year/Day	☐	Technology As Major Focus	☐
	Foreign Language At All Grades	☒	Thematic/Interdisciplinary	☐
	Hands-On	☒	Year-Round	☐
	Individual Education Plans	☐	Project Based	☐
	Exped. Learning Outward Bound	☐	Modified Year Round	☒
	Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program: Harbor School Method			
	Check all assessments that your school used this year to measure student performance.			☒
	Idaho Reading Indicator	☒	ACT	☐
	Direct Writing Assessment	☒	SAT	☐
	Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
	Iowa Test of Basic Skills	☒	(ACT) PLAN	☐
	Test of Achievement and Proficiency	☐	PSAT	☐
	Nat'l Assessment of Education Progress	☐	Portfolios	☐
	NWEA Levels Tests (MAPS)	☐	Individual Education/Learning Plans	☐
	Other Norm Referenced Standardized Assessments : *(name)*	☐	District/School Criterion Referenced Tests	☐
			School Developed Assessments	☒
	Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: **The results of our ITBS are distributed to each teacher. Individual pupil results are studies by teachers. Specific lessons are designed for whole group instruction in weak areas. Individuals are also targeted in areas which they are weak in if they are part of the grades level's state standards.**			
	Award/Honors offered to students: **Hall of Fame; Citizen of the Month**			

STUDENT ACHIEVEMENT DATA

Direct Writing Assessment average: 4.2
Direct Math Assessment average: 3.6

100% of 4th graders passed the DWA; 88% of 4th graders passed the DMA

Additional results begin on the next page.

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Evidence
♦ Write at grade level by grade 4.	Exceeded Met **Partially Met** Did Not Address	92% met
♦ Read at grade level by grade 3.	Exceeded Met **Partially Met** Did Not Address	75% of our students were at grade level by the winter IRI.
♦ Compute math at grade level by grade 4.	Exceeded Met **Partially Met** Did Not Address	92% met
♦ Meet state standards	Exceeded Met Partially Met **Did Not Address**	State tests are not developed yet.
♦ Iowa Test of Basic Skills	**Exceeded** Met Needs Improvement Did Not Address	Our core and composite totals were in the top quartile in the nation.
♦ Direct Writing Assessment	Exceeded Met Partially Met Did Not Address	No results from state yet.
♦ Direct Math Assessment	Exceeded Met Partially Met Did Not Address	No results from state yet.

♦ Idaho Reading Indicator	Exceeded Met **Partially Met** Did Not Address	Kinder: 100%; 1st: 76% 2nd: 76% 3rd: 75% by December of 2001

.

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	Highlight One: E=Elected A=Appointed	
Governing Board of the Charter School	P	1 year	A	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Frequency with which the board convenes: monthly ❖ General meeting times: 7:15 p.m. ❖ Describe how meetings are posted to the public: posted in three places (school, Mercantile, Post Office in Hidden Springs)
	CM	1 year	A	
	CM	1 year	A	
	CM	1 year	A	
	CM	1 year	A	

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration				Substitutes if a teacher is ill.
	Administrator	12 months	N	

	Name	# P	# S	# ST	# CM	*Other Notes Related to Committees*
Committees	Fund raising	4	0	0	2	
	Facility	0	0	0	1	
	Grounds/Maintenance	0	0	0	1	
	Parent Group	lots	1	0	0	

FINANCIAL	2001-2002
Estimated Cost Per Student	$ 4500
Operating Budget	$ 1,109,098
Sources Of Funding	Check all that apply: ☒ State/District, $834,897 Enhancement $: ☐ Technology ☒ Reading ☐ Gifted/Talented ☐ LEP ☐ Other ☐ Local Tax Revenues $_____ ☒ Grants $235,000 ☒ Donations $25,000 ☐ Other _____ $_____ Additional Federal Funding: ♦ Students Identified ☐ Yes ☒ No ♦ If yes, receiving all funding or services as qualified: ☐ Yes ☐ No ☐ Don't Know ♦ Describe how funding is utilized: Do you participate in district discussion on how to spend federal dollars? ☐ Yes ☒ No
Debt	$ As Of / /
OTHER	**2001-2002**
Student Attendance Rate	96.79%
Student Discipline	# suspensions to date: 0 % of students: # expulsions to date: 0 % of students: # of referrals to date: 0 % of students:
Student Enrollment	Total: 202 Waiting List: 250
Number Of Students Leaving Mid-Year	Reasons For Leaving: # Dropped out: 0 # Transferred: 9

OTHER *cont.*	2001-2002
Staff Development Opportunities	Spaulding 3 credit class State Standards 2 credit class
Teacher Qualifications	# FT: 10 # PT: 1 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: 1 Avg. Teaching Experience: 9.2 Years # with MA Degree: 3 # with Ph.D. or Ed.D Degree: 0 # Teaching In Areas Outside Endorsements: 0
Number of Departing Staff	#: 1 Reasons For Leaving: Teaching in China next year.

OTHER *cont*.	**2001-2002**
Parent Involvement	Types Of Involvement: ☒ in classroom ☒ in school ☒ take work home ☒ other: committees Estimated number of parents participating: 50
Business Partnerships (and/or Community Involvement)	
Transportation	Drive/Are driven in private cars: 80% Public transportation: 0% Schoolbus/District transport: 0% Walk/Bike: 20% Other:___%
Lunch Services	Lunch provided for students ☒ Yes ☐ No # times per week: 1 Participate in Child Nutrition Program ☐ Yes ☒ No Offer free/reduced lunch ☐ Yes ☒ No
Other Student Services	Counseling ☐ On site ☒ Through district Special Education ☒ On site ☒ Through district After School Programs ☒ On site ☒ Through district Other ☐ On site ☐ Through district

MERIDIAN CHARTER HIGH SCHOOL

MERIDIAN CHARTER HIGH SCHOOL
Sponsoring District: Meridian School District

LOCATION: Meridian, Idaho	OPENING DATE: August, 1999
GRADE LEVELS& STUDENT ORGANIZATION Grades 9: 50 students Grade 10: 49 students Grade 11: 44 students Grade 12: 28 students Student Organizations: Skills VICA USA, Student Government, Key Club, Sports Club, Yearbook	STUDENT/FTE TEACHER RATIO: 1 to 28 STUDENT/ADULT RATIO:1 to 8.5

ADMISSIONS POLICY: A lottery is held each year for the incoming freshmen class. Priority is given to Meridian School District students and to siblings of Meridian Charter High School students. We accept 50 students in each grade level. This year we will graduate our first senior class. When we have vacancies, they will be filled by lottery from the remaining pool of applicants.

FACILITY: (describe) Meridian Charter High School building is a 16,000 square foot building, built by the District in 2000, consisting of 10 classrooms, a multi-purpose room for lunch or PE, 4 offices, 3 workrooms, a conference room and restrooms. Four of the classrooms are computer labs. This summer we will add two additional permanent classrooms.

☒ Permanent ☐ Temporary Square Feet:16,000 sq ft.

STUDENT PROFILE:* (SHOULD ADD TO 100%)

Asian/PacIs:	1.2%	Free/reduced lunch eligibility:	7%
Black:	.5%	Special needs:	7%
Hispanic:	1.7%	LEP:	.5%
Native Am:	0%	Title I:	0%
White:	89%	Children of school organizers:	0%
Multiracial:	11%		

Males: 77.1% Females: 22.9%

**If there are major differences between your school and the district, please explain:*
The major difference between our school and the District is the high number of boys that are enrolled. This number is reflected by the number of male applicants compared to the number of female applicants.

MISSION:
The Meridian Charter High School employs the best practices and innovations of today and tomorrow to provide a quality educational experience for every student. We envision the lifelong application of learning, coupled with intelligent risk taking, to encourage participation as a productive member of this learning community and global society.

CALENDAR:
Starting Date: August 15, 2001
Number of days in operation: 177
Number of days of instruction: 167 days
Number of days for students: 167
Vacations & holidays: 24 Total hours of instruction: 994.6

Educational Program

Check all characteristics that can be used to describe your school's program.			☒
Block Scheduling	☒	Multiage/Grade	☐
Character Instruction	☒	Multiple Intelligences	☐
E.D. Hirsch's Core Knowledge	☐	Service Learning	☐
Extended Year/Day	☐	Technology As Major Focus	☒
Foreign Language At All Grades	☒	Thematic/Interdisciplinary	☒
Hands-On	☒	Year-Round	☐
Individual Education Plans	☒	Project Based	☒
Exped. Learning Outward Bound	☐	Concept Based	☒

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:

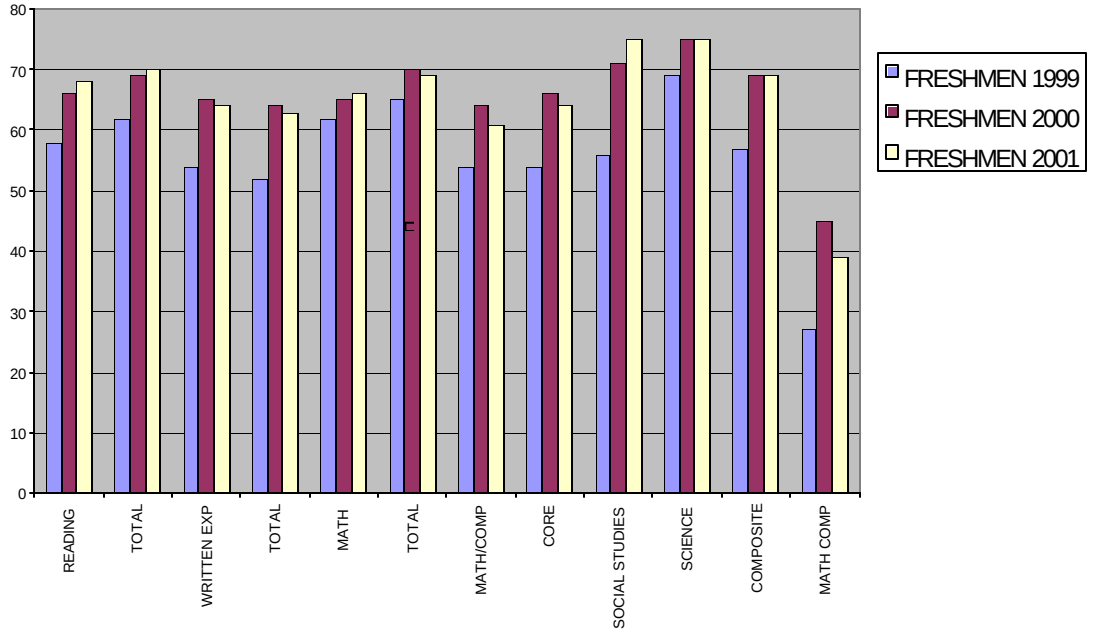
Our grading scale is 92%-100%=A, 83%-91%=B, 74%-82%=C, below 74%=no credit. Freshmen and sophomore classes have integrated block classes for history and science classes. Additionally classes are concept based. Concepts change each nine weeks. Students may elect to take any class as an honor's class. Students may also work ahead at their own speed. Several of our upper division classes are articulated with Boise State University. In networking class, students may earn up to 12 college credits during their junior and senior years, programming- 3 credits, and electronics- 9 credits. Our junior English class in technical writing is an articulated class and students can earn 3 credits. Additional credits can be earned through high test scores on the COMPASS test delivered by BSU to our students. Networking students prepare for their A+ Certification in the junior year and MCSE tests during their senior year. All freshmen students work on the MOUS certification in their technology classes.

Check all assessments that your school uses to gauge student performance.			☒
Idaho Reading Indicator	☐	ACT	☒
Direct Writing Assessment	☒	SAT	☒
Direct Mathematics Assessment	☐	(ACT) COMPASS	☒
Iowa Test of Basic Skills	☐	(ACT) PLAN	☒
Test of Achievement and Proficiency	☒	PSAT	☒
Nat'l Assessment of Education Progress	☐	Portfolios	☒
NWEA Levels Tests (MAPS)	☒	Individual Education/Learning Plans	☒
Other Norm Referenced Standardized Assessments: Competency tests	☒	District/School Criterion Referenced Tests	☐
		School Developed Assessments	☒

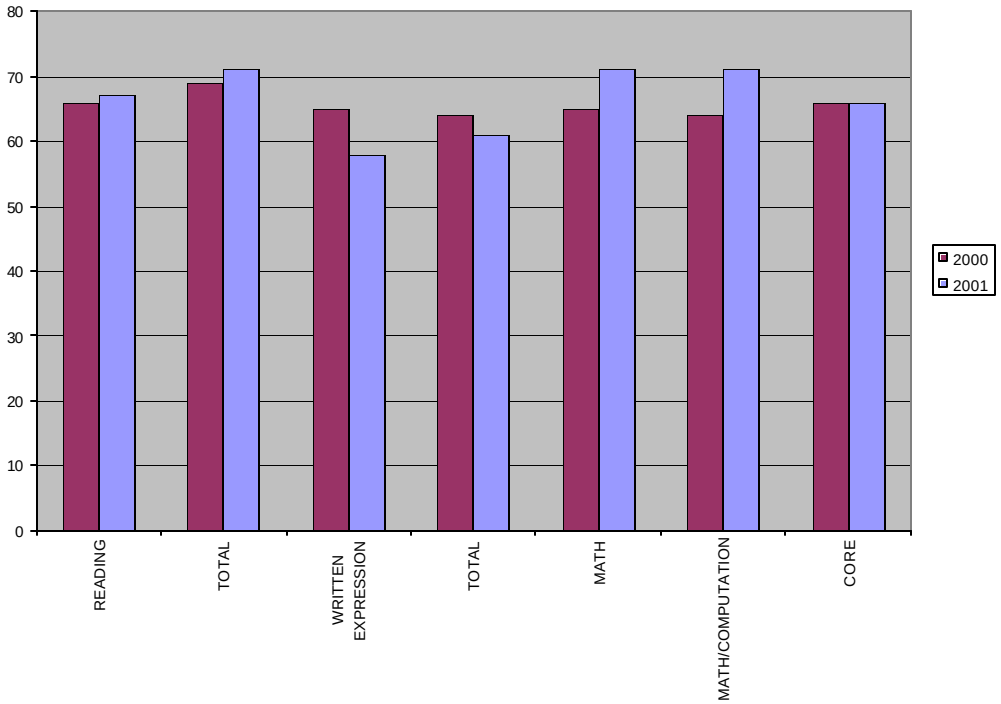
Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: **Teachers carefully monitor the test scores to see how changes affect student performance. Due to the results of this year's junior reading test scores, changes have been made in the curriculum.**

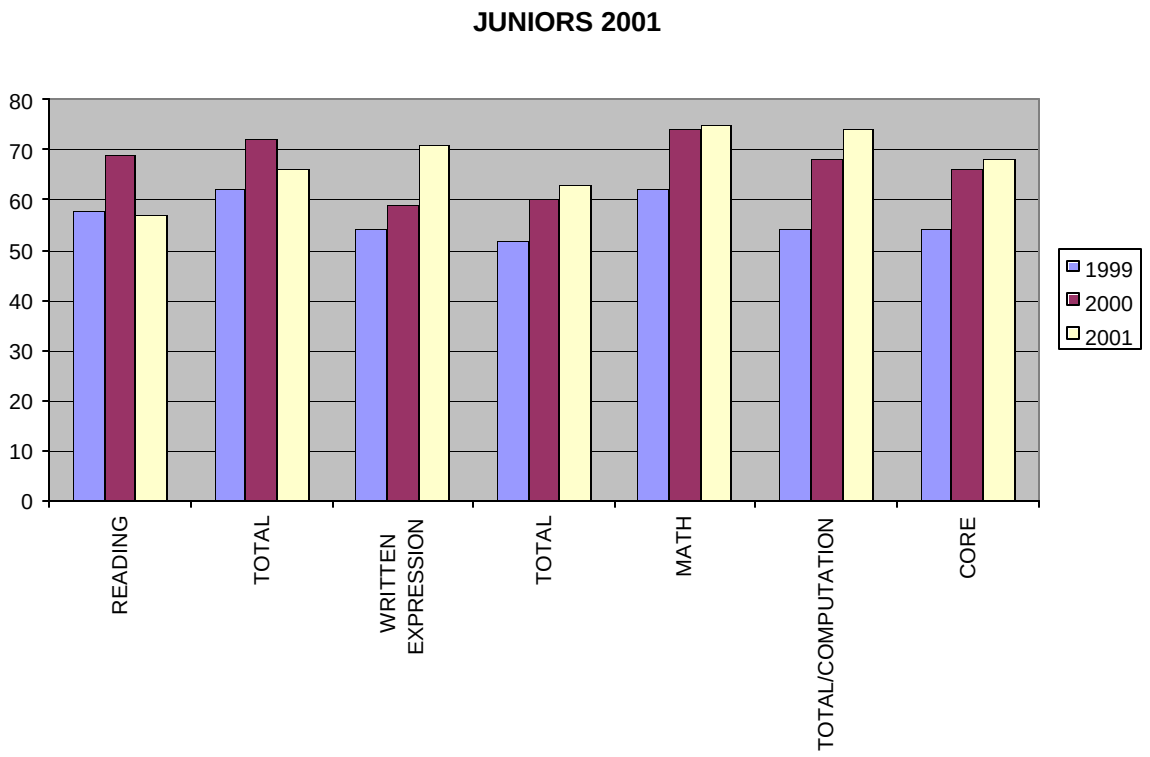
Award/Honors offered to students**: Honors assemblies are held at the end of each semester. Honor Roll awards are given to students with a 3.0-3.5 GPA. Counselor's Honor Roll awards are given to students with a 3.5-3.75GPA and Principal's Honor Roll award to students with a 3.75-4.0 GPA. Students with a 3.5+ will earn a "letter" at our school. Awards are also given to students with perfect attendance and straight A's. National Honor Society students are chosen as those who meet five national criteria. Additional awards are given at graduation to Valedictorian and Salutatorian and various scholarships.**

STUDENT ACHIEVEMENT DATA



SOPHOMORES 2001




JUNIORS 2001
80
70
60
50
40
30
20
10
0
READING
TOTAL
WRITTEN EXPRESSION
TOTAL
MATH
TOTAL/COMPUTATION
CORE
1999
2000
2001

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Evidence
♦ To meet the state educational thoroughness standards.	**Exceeded** Met Partially Met **Did Not Address**	All students are tested individually on the standard through competency tests. Student will also take MAP tests starting in May 2002.
♦ To reduce the student dropout rate, increase the graduation rate and increase the number of college completers.		This will be our first year to graduate seniors. We have had no dropouts.
♦ To increase the degree of satisfaction among employers about the work quality of graduates.		Seniors are serving a 280- hour internship with businesses in their career pathway. Business satisfaction surveys are given to each employee and internship grades are based on their level of satisfaction.
♦ To increase scores on standard tests, such as ITBS, SAT, ACT, etc.	Exceeded Met Partially Met Did Not Address	Our junior students scored higher on their core TAP test than other high schools in our District. Only District juniors are tested on TAP tests, so that is the only comparison we can make.
♦ To increase the level and amount of parent involvement.	**Exceeded** **Met** Needs Improvement Did Not Address	Parents serve on many committees such as the PTO, the School Improvement Committee, the Graduation Committee, and on the Oversite Committee and chaperone all school events

GOVERNANCE		P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	E=Elected A=Appointed	
	School Board	P S ST **CM**	3 years	**E** A	▪ Number of board members that are current business partners of school personnel: 0 ▪ Number of board members related to school personnel: 0 ▪ Frequency with which the board convenes: the third Monday of each month ▪ General meeting times: 4:30 p.m. ▪ Describe how meetings are posted to the public: The
		P S ST **CM**	3 years	**E** A	
		P S ST **CM**	3 years	**E** A	
		P S ST **CM**	3 years	**E** A	
		P S ST **CM**	2 year	**E** A	
		P S ST **CM**	1 year	**E** A	

		Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
	Administration	Principal	3 years	Y **N**	

		Name	# P	# S	# ST	# CM	*Other Notes Related to Committees*
	Committees	Oversite Committee	6	3	6		

FINANCIAL	2000-2001	2001-2002
Estimated Cost Per Student	$8009	$8137
Operating Budget	$860,465	$1,143,865
Sources Of Funding	Check all that apply: ☒ State/District, $860,465 Enhancement $: ☐ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☐ Other ☐ Local Tax Revenues $0 ☒ Grants $217,169 ☒ Donations $_____ ☒ Other Professional Technical $67,680 Do you participate in district discussion on how to spend federal dollars? ☒ Yes ☐ No	Check all that apply: ☒ State/District, $1,143,865 Enhancement $: ☐ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☐ Other ☐ Local Tax Revenues $0_____ ☒ Grants $245,500 ☒ Donations $1500 ☒ OtherProfessional Technology $99,237 Additional Federal Funding:0 ▪ Students Identified ☐ Yes ☐ No ▪ If yes, receiving all funding or services as qualified: ☐ Yes ☐ No ☐ Don't Know ▪ Describe how funding is utilized: Do you participate in district discussion on how to spend federal dollars? ☒ Yes ☐ No
Debt	$ 0 as of 5 / 1 /01	
OTHER	2000-2001	2001-2002
Student Attendance Rate		
Student Discipline	# suspensions to date: 0 % of students: 0 # expulsions to date: 0 % of students: 0 # of referrals to date: 22 % of students: 15	# suspensions to date:0 % of students:0 # expulsions to date:0 % of students:0 # of referrals to date:24 % of students:7%
Student Enrollment	Total: 143 Waiting List: 60	Total:171 Waiting List:50
Number Of Students Leaving Mid-Year	Reasons For Leaving: # Dropped out: 0 # Transferred: 15	13 left 0 dropped out Reasons For Leaving: moved, failing, health issues # Dropped out:0 # Transferred:14

OTHER *cont*.		2000-2001	2001-2002
High School Only	Graduation Rate	**Not yet available**	Not yet available
	Dual Enrollment	78% of junior class enrolled in college courses	**Academic** %/# In College 46%___/___ %/# In District ___/___ Extracurricular %/# In College___/___ %/# In District 2.9%___/___
	Program Participation	100% taking college entrance exams: 100% in professional/technical education courses	%/# in AP courses: 100%/# taking college entrance exams: 100% in professional/technical education courses:
Staff Development Opportunities		Scholarship money for outside training provided: i.e. A+ Certification, I net Certification, IPSY training in curriculum writing All District training provided to all our teachers Train the trainer and teaching with technology classes provided through the Albertson's Tech Lab in our building	Scholarship money for outside training provided: i.e. A+ Certification, I net Certification, IPSY training in curriculum writing All District training provided to all our teachers Training in Idaho Standards, implementation, FISH training, NWEA training in MAP testing
Teacher Qualifications		# FT: 9 # PT: 1 # Special Ed Endorsements: 1 +.5 special ed. aides provided by the District # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 10.4 Years # with MA Degree: 3 # Teaching In Areas Outside Endorsements: 0 (except fitness, 2)	# FT12: # PT:3 # Special Ed Endorsements:2+.5 special ed. aides provided by the District # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 10.35 Years # with MA Degree: 5 # with Ph.D or Ed.D Degree: 1 # Teaching In Areas Outside Endorsements: 0
Number of Departing Staff		#: 0 Reasons For Leaving:	#: 1 Reasons For Leaving: leave of absence, having a baby

OTHER *cont*.	**2000-2001**	**2001-2002**
Parent Involvement	Hours/month: 15-20 hours per month Types of Involvement: chaperones, office help, fund raising Estimated number of parents participating: 25-30	Types of Involvement: ☐ in classroom ☐ in school ☐ take work home ☒ other Estimated number of parents participating:25-30
Business Partnership (and/or Community Involvement)	255: Total Hours/Year 180: Classroom Hours/Year Business Partnerships: 15-20	Seniors serve 280 hours of internships with businesses through out the Boise area. Juniors have at least two hours of job shadowing. 5980 hours yearly Business Partnerships - 43
Transportation	Drive/Are driven in private cars: 70% Public transportation: 0 % School bus/District transport:30% Walk/Bike: 0% Other: 0 %	Drive/Are driven in private cars: 70% Public transportation: % School bus/District transport: 29% Walk/Bike: 1% Other: %
Lunch Services	Hot lunch provided for students ☒ Yes ☐ No # times per week: 5	Lunch provided for students ☒ Yes ☐ No times per week: 5 Participate in Child Nutrition Program ☒ Yes (through District) ☐ No Offer free/reduced lunch ☒ Yes ☐ No
Other Student Services	Counseling ☒ On site ☐ Through district Special Education ☒ On site ☒ Through district After School Programs ☒ On site ☒ Through district	Counseling ☒ On site ☐ Through district Special Education ☒ On site ☐ Through district After School Programs ☒ On site ☒ Through district Other ☐ On-site ☐ Through district

MOSCOW CHARTER SCHOOL

MOSCOW CHARTER SCHOOL

Sponsoring District: Moscow School District

LOCATION: Moscow	OPENING DATE: August 15, 1998
GRADE LEVELS & STUDENT ORGANIZATION: K-6th Multi-grade K, 1st, 2nd/3rd, 3rd/4th, 4th/5th 5th/6th Multi-age (based on grade assignments); Skill level	STUDENT/FTE TEACHER RATIO: 15 to 1 STUDENT/ADULT RATIO: 7.6/1
ADMISSIONS POLICY: Open admission. Lottery system is used for enrollment when more students apply for admission than we have slots available.	
FACILITY: (describe) Paradise Hills Church basement is a temporary facility for Moscow Charter School. It is handicapped accessible. Meets all fire and safety codes. The facility is too small for MCS growing enrollment. A new 6,500 sq. ft classroom facility and a 2,000 sq. ft. multi-purpose room are under construction on a 1.5-acre site owned by Moscow Charter School. The new facility is single story, meets all state and local building codes, wired for technologies, handicap accessible, adequate parking, playground, and grounds for environmental education projects. Construction to be completed by August 1, 2002. ☐ Permanent ☒ Temporary Square Feet: 3,600 sq ft/ Church New Facility 8,500 sq. ft.	
STUDENT PROFILE*: (SHOULD ADD TO 100%) Asian/PacIs: 2 % Black: % Hispanic: 2 % Native Am: % White: 95 % Multiracial: 1 % Males: % 57 Females: 43 % Free/reduced lunch eligibility: 30 % Special needs: 7 % LEP: % Title I: 6 % Children of school organizers: 6 % **If there are major differences between your school and the district, please explain:* *The calendar is the same with the exception of ½ hr. more instruction for kindergarten students*	
MISSION: To provide a positive and secure academic and physical learning environment for each child. Each child will be instilled with a lifetime love of learning and the ability to learn how to learn. Each child will be assisted in developing a strong sense of self worth and respect for others and the world around them. Finally, each child will be encouraged to recognize his or her own ability to contribute something unique to our society.	
CALENDAR: Starting Date: 8/27/01 Number of days in operation: 210 Number of hours of instruction: Kindergarten 2.75 hrs daily; Grades 1-3 6.25 hrs. daily; Grades 4-6 6.5 hrs. daily Number of days for students: 166 Number of contract days for teachers: 190 Vacations: 15 Holidays: 4	

	Check all characteristics that can be used to describe your school's program.			☒
	Block Scheduling	☐	Multiage/Grade	☒
	Character Instruction	☒	Multiple Intelligences	☒
	E.D. Hirsch's Core Knowledge	☐	Service Learning	☐
	Extended Year/Day	☐	Technology As Major Focus	☒
	Foreign Language At All Grades	☒	Thematic/Interdisciplinary	☒
	Hands-On	☐	Year-Round	☐
	Individual Education Plans	☐	Project Based	☐
	Exped. Learning Outward Bound	☐	Arts as a Major Focus	☒

	Thematic Unit – A year long theme on Ancient Greek civilization was introduced to students through six weeks of professional story telling upon which students created original works that became the backbone of the end-of-year theatre production featuring original music and script. The theme was integrated into music, visual arts, and theater classes, as well as, integrated into classroom instruction and character education. A studio quality video (for parents only), CD of music, and script will be available of the production. Arts – Specialists and professional artists in visual, and performing arts (music, dance and theater) provide in-depth art education experiences that are foundation of the year-long thematic units. The arts curriculum provides students with opportunities to develop social, emotional, intellectual and motor skills through stimulation provided by well-rounded, hands-on, minds-on program. Character Education – School assemblies were introduced which included character education topics, such as respect, responsibility, kindness, caring for others, cooperation, resolution of conflicts and appreciation of differences. Manner of the week was introduced often using topics from the Greek theme. In addition, students were awarded for "good character" and "random acts of kindness." Student council was formed with students participating in grades 1-6. The purpose of student council is to create a caring community of learners at Moscow Charter School. Technology – Technology is integrated into the mathematics curriculum in Grade 3-6. Starting at kindergarten level, teachers integrate computer-based instruction into the core curriculum. All third grade students have access to a computer throughout the academic day. Students are taught to use a variety of computer software, programming languages and robotics to encourage problem-solving and creativity as they complete their academic tasks. All 3rd-6th grade students prepare multimedia presentations as part of their portfolio. Students may utilize authoring software to develop their own lessons and coursework. Environmental Education – Moscow Charter School is partnering with PCEI (Palouse Clearwater Environmental Institute) to provide a hands-on environmental education experience that includes a week study at McCall, ID, planting and maintaining trees and shrubs at the current and the new school sites, field trips to Phillips Farm, exposure to visiting experts, and direct classroom instruction on current environmental issues. Spanish – All students K-6 receive Spanish instruction at least weekly. In addition, to acquiring the Spanish language, students learn about the culture, customs, geography, political and social aspects of Latin American countries. Student to Teacher Ratios – Class sizes are limited to 15 students to enhance opportunities for students to receive individualized instruction. Teachers have the ability to adjust or pace instruction to meet students' needs. The classrooms are nurturing, promising intellectual development in a safe, caring and positive environment. MCS believes in flexible multi-age groupings within each classroom with opportunities for advancement to the next grade whenever students are socially, academically and physically ready. Students may attend classes above or below their immediate grade, based upon their skill levels.

Check all assessments that your school used this year to measure student performance.			☒
Idaho Reading Indicator	☒	ACT	☐
Direct Writing Assessment	☒	SAT	☐
Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
Iowa Test of Basic Skills	☒	(ACT) PLAN	☐
Test of Achievement and Proficiency	☐	PSAT	☐
Nat'l Assessment of Education Progress	☐	Portfolios	☐
NWEA Levels Tests (MAPS)	☐	Individual Education/Learning Plans	☐
Other Norm Referenced Standardized Assessments : *(name)*	☐	District/School Criterion Referenced Tests	☐
		School Developed Assessments	☒

Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: **The standardized tests are reviewed to make generalized decisions about curriculum and instruction. However, standardized tests do not test the full scope of Moscow Charter School's mission or curriculum. Less than 50 % of students tested began their school experience with Moscow Charter School. The test results are testing the success or failure of their previous school experiences. Further, the sample size makes the scores meaningless when one or two students do especially poor or especially well on a subtest or test. Finally, many students are tested out of their expected age/grade level since students are advanced according to skill level, not age level.**

For those students who have attended Moscow Charter School throughout the entire academic year students are given pre- and post- academic year tests. These tests assess basic skills in reading, mathematics and writing. Each student has a skills-based portfolio, as well as, a sample of work portfolio.

Award/Honors offered to students:
2 winners - Pleiades Poetry Contest

STUDENT ACHIEVEMENT DATA

Iowa Tests of Basic Skills
Test Date: 10/01
Reported in Grade Equivalency of Average Student Scores

		Reading			Language					Mathematics					
Grade	No.	Vocab	Compre-hension	Total Reading	Spell-ing	Capital-ization	Punc-tuation	Usage	Total	Concepts	Problem Solving	Tottal	CORE TOTAL	Social Studies	Science
3	15	4.2	4.0	4.1	3.6	2.8	3.4	4.3	3.5	4.0	4.8	4.2	4.2	4.0	4.3
4	10		4.2	4.4				4.8	4.1		5.0	4.3	4.4		
5	9	5.3	4.4	4.9	4.8	4.4	3.9	5.1	4.5	5.3	5.7	5.1	4.8	4.5	4.5
6	12		8.7	8.2				8.7	6.7		7.7	6.4	7.0		

Reported in Grade Equivalency of Average Student Scores

		Source of Info.				
Grade	No.	Maps & Diagrams	Ref. Mat'ls	Total	Composite	Math Computations
3	15	3.7	3.8	3.7	4.1	3.7
4	Not	Reported				
5	9	4.9	4.9	4.8	4.5	4.5
6	Not	Reported				

Reported in NCE Average of Student Scores

		Reading			Language					Mathematics					
Grade	No.	Vocab	Compre-hension	Total Reading	Spell-ing	Capital-ization	Punc-tuation	Usage	Total	Concepts	Problem Solving	Tottal	CORE TOTAL	Social Studies	Science
3	15	68.1	59.2	63.9	60.2	44.1	52.7	62.9	56.8	66.7	71.4	70.8	66.9	63.6	64.9
4	10		48.0	51.8				55.3	48.7		59.0	52.9	51.8		
5	9	51.9	42.3	46.6	43.9	41.9	37.1	48.6	42.0	51.5	54.6	49.1	45.0	42.0	41.9
6	12	67.1	67.6					62.8	52.8		59.9	52.1	57.6		

Reported in NCE Average of Student Scores

		Source of Info.				
Grade	No.	Maps & Diagrams	Ref. Mat'ls	Total	Composite	Math Computations
3	15	57.1	60.6	60.1	68.2	64.4
4	Not	Reported				
5	9	46.3	44.8	45.4	43.4	42.5
6	Not	Reported				

Winter 2002 Idaho Reading Proficiency Levels
ALL STUDENTS IN ENROLLED

Kindergarten

Score	3	2	1	Total Tested
Number of Students	12 M=9 F=3	2 M=0 F=2	2 M=2 F=0 Includes 2 Title	**16**

First Grade

Score	3	2	1	Total Tested
Number of Students	8 M=4 F=4	0	1 M=1 F=0 Includes 1- SPED	**9**

Second Grade

Score	3	2	1	Total Tested
Number of Students	17 M=11 F=6 Includes 1 –Title I 1- SPED	2 M=0 F=2 Includes 1- Title I	1 M=1 F=0 Includes 1- SPED	**20**

Third Grade

Score	3	2	1	Total Tested
Number of Students	15 M=9 F=6	0	0	**15**

Spring IRI test results are not completed at the time of this report. The eight (8) students who scored a 1 or a 2 on the Winter IRI will be tested and reported.

Direct Math Assessments for Grade 4* Jan.10, 2002

5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0	# of Students	Avg Score
0	0	0	1	6	1	1	1	0	0	0	10	2.8

Direct Writing Assessments for Grade 4* Jan 29, 2002

5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0	# of Students	Avg Score
0	0	1	1	1	1	1	1	0	0	0	6	2.8

***Fourth Grade has:** **one (1) Title I student**
three (3) 2001-2002 transfer students
three (3) students out of age level

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Evidence
♦ To provide a child-centered environment that will instill in each student a goal for lifetime learning and a strong sense of self-worth.	**Met**	*Curriculum / class placement allows flexibility in placement *Individual portfolios.
♦ To provide a well-rounded curriculum that will allow each student to recognize his or her talents and ability to contribute something unique.	**Met**	*List of special classes provided. *Variety of curricular offerings allows us to identify & honor individual strengths.
♦ To design lessons that include multiple modalities that will allow each student to recognize and utilize his or her own individual learning strategies	**Met**	*Variety of specialist / integrated instructor through school wide theme based instruction.
♦ To provide each student with a sense of control and mastery over technology as it relates to the learning process as well as solving real life problems in a global community.	**Met**	*Enhanced technology curriculum. *Wiring new building for all available technologies, video, computer, audio, television, etc. *Student generated projects and multi-media presentations *Robotics
♦ To create a foundation for learning upon which students can build and maintain successful careers in professions of their own choosing.	**Met**	*ITBS achievement *Individualized portfolios *Skills based pre and post testing
♦ To encourage a sense of personal balance by creating an appreciation of the arts and an understanding of the role fitness and good health play in a positive lifestyle.	**Exceeded**	*Curriculum offerings demonstrate a wide range of courses in the arts. *Annual theater production (students participate in all phases of the production).
♦ To provide each student with a sense of community through frequent contact with the local culture in the form of guest speakers and field trips.	**Exceeded**	*Field Trip lists *Lists of specialized instructors *Guest speaker list

♦ To create programs where respect for others and the environment is a priority.	**Exceeded**	<u>*Environmental Education</u> *Partnership with PCEI (Palouse-Clearwater Environmental Institute) provides direct instruction, field trips, on-site studies, guest lecturers for students K-6 *Arbor Day celebration – guest speaker *Planning and planting trees at new school site <u>*Character Education</u> *Implementation of character education program for grades K-6. School-wide meetings, student council, character awards <u>*Year-long theme production</u>, *Odessey of Orphus*, is developed around the concept of hope (became a focal point after Sept. 11 terrorist attack)

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	Highlight One: E=Elected A=Appointed	
Governing Board of the Charter School	**P** S ST CM	5	E **A**	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Frequency with which the board convenes: monthly ❖ General meeting times: 3rd Thurs of each month-7:00 P.M. ❖ Describe how meetings are posted to the public: Posted on school doors & hallways; e-mail to interested persons as requested
	P S ST CM	5	E **A**	
	P S ST CM	1	E **A**	
	P S ST CM	6 mo	E **A**	
	P S ST CM	2	E **A**	
	P S ST **CM**	6 mo	E **A**	
	P S ST CM	6 mo	E **A**	

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	Principal/Special Education Director	1	**Y** N	Principal teaches in 2nd grade classroom Executive Director teaches technology in Grades 3-6
	Executive Director	5	**Y** N	

	Name	# P	# S	# ST	# CM	*Other Notes Related to Committees*
Committees	Building Committee	1	2		3	Planning and Construction of New Facilities
	Advisory Committee	2	1			Personnel Issues, Complaints
	Budget	1	2		1	Planning School Finance/Operating Budget

FINANCIAL	2000-2001	2001-2002
Estimated Cost Per Student	$4,200	$ 5,000
Operating Budget	$434,000	$ 450,000** depends on final payment made by State
Sources Of Funding	Check all that apply: ☒ State/District, $319,000 Enhancement $: ☐ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☐ Other ☐ Local Tax Revenues ☒ Grants $115,000 ☐ Donations $_____ ☐ Other _____ $_____ Additional Federal Funding: ♦ Students Identified ☒ Yes ☐ No ♦ If yes, receiving all funding or services as qualified: ☐ Yes ☒ No ☐ Don't Know ♦ Describe how funding is utilized: Special education Do you participate in district discussion on how to spend federal dollars? ☒ Yes ☐ No *Communication is still limited in this area.*	Check all that apply: ☒ State/District, $ 408,000 Enhancement $: ☒ Technology Reading ☐ Gifted/Talented ☐ LEP ☒ Other ☒ Local Tax Revenues (Lottery) $ 3,000 ☒ Grants $225,000 + $2,500 ☒ Donations $ 700 ☒ Other –Fund Raising/Book Fair $2,000 Additional Federal Funding: ♦ Students Identified ☒ Yes ☐ No ♦ If yes, receiving all funding or services as qualified: ☐ Yes ☒ No ☐ Don't Know ♦ Describe how funding is utilized: Title I monies do not flow directly to the Charter School. The district's Title I teacher is placed high on the salary schedule; therefore, we get 40 minutes of daily Title I services for our $10,000. MCS has employed a reading specialist (0.5) from general operating budget to meet the needs of students. All other Federal dollars are spent on : 1) inservice training, 2) classroom materials and resources or 3) salaries/contracts for service providers. Do you participate in district discussion on how to spend federal dollars? ☐ Yes ☒ No
Debt	**None**	$ 100,000 5/01/02

		up to $750,00 upon assumption of private loan for new building & grounds (8/1/02)

OTHER	2000-2001	2001-2002
Student Attendance Rate		
Student Discipline	# suspensions to date: % of students: 0 # expulsions to date: % of students: 0 # of referrals to date: 0 % of students:	# suspensions to date: 5/1/02 % of students: 0 # expulsions to date: 5//02 % of students: 0 # of referrals to date: 5/1/02 2 % of students:
Student Enrollment	Total: 71 Waiting List: 5	Total: 90 Waiting List: 5
Number Of Students Leaving Mid-Year	Reasons For Leaving: # Dropped out: 0 # Transferred: 9 # Transferred In: 9 3 Families moved to another area 6 were dissatisfied with the curriculum	Reasons For Leaving: # Dropped out: 0 # Transferred In: 7 #Transferred Out: 6 1 Family moved to another area 5 were dissatisfied with the curriculum or staff
Staff Development Opportunities	Reading Workshop Accelerated Math Training Portfolio Dev. Training	Teacher/Admin. Participation: **Jr. Great Books** Shurley Grammar Method Everyday Math Big Chalk-use of technologies in lesson planning Teacher Effectiveness All Staff Participation: First Aid & CPR
Teacher Qualifications	# FT: 5 # PT: 1 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 3 Yrs # with MA Degree: 0 # Teaching In Areas Outside Endorsements: 0	# FT: 6 # PT: 1 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: #PT: 7 Specialists: Art, Music, Martial Arts, Theater, Spanish, Technology, Environmental Ed. Avg. Teaching Experience: 6 Years

		# with MA Degree: 1 # Teaching In Areas Outside Endorsements: 1

OTHER *cont.*	**2000-2001**	**2001-2002**
Number of Departing Staff	#: 1 Reasons For Leaving: Did not agree with school philosophy	#: 3 Reasons For Leaving: 1 Medical 2 Better salary offer with district
Parent Involvement	Hours/month: 80 Types of Involvement: Library, fundraising Estimated number of parents participating: 10	Types Of Involvement: ☒ in classroom ☒ in school ☒ take work home ☒ other: fund raising for library books, & new school equipment Estimated number of parents participating: 35

Business Partnerships (e.g., Community Involvement)	600 Total Hours/Year 50 Classroom Hours/Year Business Partnerships: None	600 Total hours/Year 60 Classroom Hours/Year Business Partnerships: None
Transportation	Drive/Are driven in private cars: 86% Public transportation: 2% School bus/District transport: 10% Walk/Bike: 2% Other: 0%	Drive/Are driven in private cars: 85% Public transportation: 3% Schoolbus/District transport: 10% Walk/Bike:2%
Lunch Services	Hot lunch provided for students ☒ Yes ☐ No # times per week: 5	Lunch provided for students ☒ Yes ☐ No # times per week: 5 Participate in Child Nutrition Program ☒ Yes ☐ No Offer free/reduced lunch ☒ Yes ☐ No
Other Student Services	Counseling ☒ On site ☒ Through district Special Education ☒ On site ☐ Through district After School Programs ☒ On site ☐ Through district	Counseling ☒ On site ☐ Through district Special Education ☒ On site ☐ Through district After School Programs ☒ On site ☐ Through district Other ☐ On site ☐ Through district

NAMPA CHARTER SCHOOL

NAMPA CHARTER SCHOOL

Sponsoring District: Nampa School District

LOCATION: Nampa	OPENING DATE: July 1, 1999
GRADE LEVELS & STUDENT ORGANIZATION: K- Grade 10 (Will add Grade 11 the fall of 2002 and Grade 12 the fall of 2003) Single Track Schedule	STUDENT/FTE TEACHER RATIO: 18.4 - 1 STUDENT/ADULT RATIO: 9.8 - 1

ADMISSIONS POLICY: Lottery. Preference given to students residing within Nampa School District. Parental/Guardian involvement/support required as stipulated in the charter contract.

FACILITY: We will move into a new building, December 2002. The building has a total of 37,000 sq. ft. 19.35 acres were purchased in July 2001. We will be closing on a 2.5 million dollar loan from Wells Fargo April, 2002.

☐ Permanent ☒ Temporary Total square feet: 13,800 + 2,000 for temporary high school space. **TOTAL SQUARE FOOTAGE: 15,800 Sq. Ft.**

STUDENT PROFILE*: (SHOULD ADD TO 100%)

Asian/PacIs:	2%	Free/reduced lunch eligibility:	38%
Black:	0%	Special needs:	5%
Hispanic:	5%	LEP:	NA%
Native Am:	2%	Title I:	NA%
White:	91%	Children of school organizers:	13.5%
Multiracial:	0%		
Males:	53%	Females:	47%

**If there are major differences between your school and the district, please explain:*

With the addition of the high school our Hispanic percentage is increasing. Lack of busing dollars and ability to participate in reduced/free lunch impacted our student profile for the initial lottery. In the past three years the minority number on the waiting list has doubled. Special Needs – Although 5% is less than the NSD #131 Special Needs students, our extended special education # is 100% higher than the Nampa School District. The 5% is misleading.

MISSION:

The Nampa Charter School mission is to develop students who are competent, confident, productive and responsible young adults who posses the habits, skills and attitudes to succeed in high school and be offered the invitation of a post-secondary education and satisfying employment.

The philosophy of the Nampa Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.

CALENDAR:

Starting Date: August 13, 2001
Number of days in operation: 185
Number of hours of instruction: 1014 hours
Number of days for students: 172
Number of contract days for teachers: 185
Vacations: Modified "A" Track – (8 week summer vacation, 12 days in October, 12 days end of March/beginning April, and 3 weeks at Christmas.

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Block Scheduling	☒	Multiage/Grade	☐
Character Instruction	☒	Multiple Intelligences	☒
E.D. Hirsch's Core Knowledge	☒	Service Learning	☒
Extended Year/Day	☐	Technology As Major Focus	☒
Foreign Language At All Grades	☒	Thematic/Interdisciplinary (high school)	☒
Hands-On	☒	Year-Round	☒
Individual Education Plans	☐	Project Based (high school	☒
Exped. Learning Outward Bound	☐		☐

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:

Gifted and Talented Enrichment: Accomplished through, but not limited to, clustering, competitions, consultations, curriculum clustering, independent study, interest-based workshops during intercessions, and pullout classes.

Community Service: Designed to instill a sense of individual, social and civic responsibility. We are expanding this area with a part time position, Community Service Director.

Family Service: High School students receive 1 credit for 100 hours per year of family service. The student needs to identify the need, and then initiate the service without being directed by a parent.

Music Training: Kindergarten through 8th grade students are instructed on the piano.

Character Training Program: "Expectation training" through memorization and dramatization of classical poetry and historical passages, as well as staff who model essential traits of good character. Components include, but not limited to, a strong emphasis on kindness, the "golden rule", and a reward system which honors students who are hard working, responsible, honest, respectful, etc. - all traits which will make them valuable as employers and employees in the work force.

Check all assessments that your school used this year to measure student performance.			☒
Idaho Reading Indicator	☒	ACT	☒
Direct Writing Assessment	☒	SAT	☒
Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
Iowa Test of Basic Skills	☒	(ACT) PLAN	☐
Test of Achievement and Proficiency	☒	PSAT	☒
Nat'l Assessment of Education Progress	☐	Portfolios	☒
NWEA Levels Tests (MAPS)	☒	Individual Education/Learning Plans	☒
Other Norm Referenced Standardized Assessments : Metropolitan –Grades 1&2	☐	District/School Criterion Referenced Tests	☒
		School Developed Assessments	☒

Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc**: Certificated staff utilizes the data received to identify strengths/weaknesses of each student, to identify weaknesses in instruction, and to plan for those weaknesses. The staff uses all the data to align concepts between grade levels. The test data is also used to conference with parents.**

Award/Honors offered to students: **Our "Citizen of the Week" and "Citizen of the Month" are honors given to our students in the area of citizenship. We compare this award to 'real life'.. .those employees who get the promotions and raises in the work force. Nampa Charter School also has a Hall of Fame program for those students who excel academically. Hall of Fame and Citizen of the Week are handled every Friday by the administrator, who goes into each class to test the students.**

STUDENT ACHIEVEMENT DATA

SPECIAL NOTE: Our charter contract states that the Nampa Charter students will perform in the top quartile nationally. When our charter was approved in 1999, school norms were used for comparisons. Below the school norms are identified in bold, and the student norms in parenthesis.

IOWA TEST OF BASIC SKILLS

VALUE ADDED-FALL to FALL

	99/3	00/4	01/5	02/6	03/7
Comp.	**91** (77)	**97** (80)	**85** (69)		
TR	**92** (75)	**99** (83)	**87** (72)		
Usage	**87** (75)	**99** (84)	**91** (75)		
TL	**77** (69)	**97** (81)	**84** (68)		
Prob.	**90** (78)	**99** (84)	**96** (78)		
TM	**95** (85)	**99** (86)	**99** (85)		
CORE	**91** (77)	**98** (83)	**92** (75)		

	99/4	00/5	01/6	02/7	03/8
Comp.	**97** (80)	**89** (71)	**94** (77)		
TR	**98** (82)	**91** (75)	**88** (72)		
Usage	**95** (77)	**95** (79**)**	**93** (76)		
TL	**92** (71)	**89** (71)	**94** (73)		
Prob.	**99** (86)	**99** (81)	**89** (72)		
TM	**99** (88)	**99** (88)	**99** (85)		
CORE	**97** (81)	**96** (79)	**95** (79)		

	99/5	00/6	01/7	02/8	03/9
Comp.	**77** (65)	**87** (70)	**86** (71)		
TR	**79** (68)	**84** (70)	**80** (68)		
Usage	**88** (72)	**89** (73)	**92** (75)		
TL	**77** (64)	**91** (72)	**93** (74)		

Prob.	**90** (73)	**94** (75)	**85** (67)		
TM	**96** (81)	**99** (88)	**92** (76)		
CORE	**86** (71)	**95** (79)	**90** (74)		
	99/6	**00/7**	**01/8**	**02/9**	**03/10**
Comp.	**82** (67)	**94** (78)	**99** (88)		
TR	**80** (67)	**93** (77)	**99** (88)		
Usage	**67** (60)	**95** (78)	**99** (82)		
TL	**77** (64)	**97** (77)	**97** (79)		
Prob.	**93** (74)	**97** (78)	**96** (76)		
TM	**99** (85)	**99** (86)	**99** (89)		
CORE	**90** (74)	**97** (82)	**99** (86)		
	99/7	**00/8**	**01/9**	**02/10**	**03/11**
Comp.	**91** (74)	**87** (72)	**72** (64)		
TR	**87** (72)	**85** (71)	**71** (63)		
Usage	**93** (76)	**91** (73)	**74** (63)		
TL	**93** (74)	**80** (66)	**69** (61)		
Prob.	**92** (72)	**94** (73)	**84** (66)		
TM	**99** (84)	**99** (86)	**91** (76)		
CORE	**95** (79)	**92** (76)	**80** (69)		

ITBS GRADE TO GRADE

3RD GRADE	**99**	**00**	**01**	**02**	**03**
Comp.	**91** (77)	**97** (83)	**98** (84)		
TR	**92** (75)	**98** (82)	**96** (80)		
Usage	**87** (75)	**98** (86)	**90** (76)		
TL	**77** (69)	**99** (89)	**95** (81)		
Prob.	**90** (78)	**99** (88)	**99** (86)		
TM	**95** (85)	**99** (94)	**99** (90)		

CORE	**91** (77)	**99** (90)	**98** (85)		

4TH GRADE	**99**	**00**	**01**	**02**	**03**
Comp.	**97** (80)	**97** (80)	**98** (82)		
TR	**98** (82)	**99** (83)	**99** (85)		
Usage	**93** (77)	**99** (84)	**98** (85)		
TL	**85** (71)	**97** (81)	**99** (81)		
Prob.	**99** (86)	**99** (84)	**99** (91)		
TM	**99** (88)	**99** (86)	**99** (93)		
CORE	**97** (81)	**98** (83)	**99** (88)		

5TH GRADE	**99**	**00**	**01**	**02**	**03**
Comp.	**77** (65)	**89** (71)	**85** (69)		
TR	**79** (68)	**91** (75)	**87** (72)		
Usage	**88** (72)	**95** (79)	**91** (75)		
TL	**77** (64)	**89** (71)	**84** (68)		
Prob.	**90** (73)	**99** (81)	**96** (78)		
TM	**96** (81)	**99** (88)	**99** (85)		
CORE	**86** (71)	**96** (79)	**92** (75)		

6TH GRADE	**99**	**00**	**01**	**02**	**03**
Comp.	**82** (67)	**87** (70)	**94** (77)		
TR	**80** (67)	**84** (70)	**88** (72)		
Usage	**67** (60)	**89** (73)	**93** (76)		
TL	**77** (64)	**91** (72)	**94** (73)		
Prob.	**93** (74)	**94** (75)	**89** (72)		
TM	**99** (85)	**99** (88)	**99** (85)		
CORE	**90** (74)	**95** (79)	**95** (79)		

7TH GRADE	**99**	**00**	**01**	**02**	**03**

Comp.	**91** (74)	**94** (78)	**86** (71)
TR	**87** (72)	**93** (77)	**80** (68)
Usage	**93** (76)	**95** (78)	**92** (75)
TL	**93** (74)	**97** (77)	**93** (74)
Prob.	**92** (72)	**97** (78)	**85** (67)
TM	**99** (84)	**99** (86)	**92** (76)
CORE	**95** (79)	**97** (82)	**90** (74)

8TH GRADE	**99**	**00**	**01**	**02**	**03**
Comp.	**-**	**87** (72)	**99** (88)		
TR		**85** (71)	**99** (88)		
Usage	**-**	**91** (73)	**99** (82)		
TL		**80** (66)	**97** (79)		
Prob.	**-**	**94** (73)	**96** (76)		
TM		**99** (86)	**99** (89)		
CORE	**-**	**92** (76)	**99** (86)		

Direct Math Assessment (DMA)

	2000	**2001**	**2002**
Grade 4	**3.8**	**4.1**	**3.9**
Grade 8	**NA**	**3.2**	**3.1**

Direct Writing Assessment (DWA)

	2000	**2001**	**2002**
Grade 4	**3.4**	**3.2**	**4.1**
Grade 8	**NA**	**3.0**	**3.4**

Idaho Reading Indicator (IRI)

SPECIAL NOTE: PERCENTAGES GIVEN FOR GRADE LEVEL (3), NEAR GRADE LEVEL (2) AND BELOW GRADE LEVEL (1)

	1999/2000			2000/2001			2001/2002		
	F	**W**	**S**	**F**	**W**	**S**	**F**	**W**	**S**
K									
1	9	8	17	8	8	0	8	8	NA
2	52	67	58	42	54	29	54	16	NA
3	**39**	**25**	**25**	**50**	**38**	**71**	**38**	**76**	**NA**
Grade 1									
1	30	0	4	12	4	0	0	0	NA
2	22	20	8	23	19	12	11	7	NA
3	**52**	**80**	**88**	**65**	**77**	**88**	**89**	**93**	**NA**

	1999/2000			2000/2001			2001/2002		
	F	**W**	**S**	**F**	**W**	**S**	**F**	**W**	**S**

Grade 2

1	7	4	0	0	4	7	0	0	NA
2	22	18	4	27	18	11	11	7	NA
3	**70**	**79**	**96**	**73**	**79**	**82**	**89**	**93**	**NA**

Grade 3

1	4	0	0	0	4	4	0	4	NA
2	22	20	25	21	11	14	25	7	NA
3	**74**	**80**	**75**	**79**	**86**	**82**	**75**	**89**	**NA**

MAP Testing

BASE – RIT Median for Grades 5,7,&9 Fall testing – Reading & Math

A	**Above Range**
W	**Within Range**
B	**Below Range**
CA	**Class Average**

Grade	**Math**			**Reading**		
5	**A**	**86%**		**A**	**65%**	
	W	**10%**		**W**	**13%**	
	B	**4%**		**B**	**22%**	
	CA	**229**	**(8th Fall)**	**CA**	**213**	**(6th Fall)**
7	**A**	**77%**		**A**	**50%**	
	W	**3%**		**W**	**13%**	
	B	**20%**		**B**	**37%**	
	CA	**241**	**(9th Spring)**	**CA**	**221**	**(7th Spring)**
9	**A**	**79%**		**A**	**56%**	
	W	**5%**		**W**	**17%**	
	B	**16%**		**B**	**28%**	
	CA	**248**	**(11th +)**	**CA**	**225**	**(9th Spring)**

STUDENT AND SCHOOL PERFORMANCE GOALS	Level of Accomplishment	Evidence
♦ Score in the top quartile on standardized tests on the national, state, and district levels after a period of two consecutive academic years at the charter school	**Exceeded** Met Partially Met Did Not Address	Iowa Tests of Basic Skills
♦ Reading at grade level by 3rd grade	**Exceeded** Met Partially Met Did Not Address	Idaho Reading Indicator ITBS – Reading Metropolitan - Reading
♦ Computing math at grade level by 3rd grade	**Exceeded** Met Partially Met Did Not Address	ITBS – Math Direct Math Assessment Metropolitan - Math
♦ Student absenteeism is less than 4%	**Exceeded** Met Partially Met Did Not Address	Attendance Records
♦ Student tardies are less than 2%	**Exceeded** Met Needs Improvement Did Not Address	Attendance Records
♦ 80% of the student body accomplishes the Personalized Learning Goals to be determined by classroom teacher and parent communication and observations.	Exceeded **Met** Partially Met Did Not Address	Teacher Observation
♦ Students reflect positive growth on parent surveys done yearly on the child's attitudes and habits toward, but not limited work, ethic, honesty, taking responsibility, self confidence etc.	Exceeded Met Partially Met **Did Not Address** *2nd survey not sent out. Parents decided too many surveys with the NWRL surveys added.	Parents surveyed on other areas including Board Elections.
♦ Samples of student work depicting, integrated, extended, refined and meaningful utilization of knowledge.	Exceeded **Met** Partially Met Did Not Address	Technology & Classroom Portfolios

GOVERNANCE

	P=Parent S=Staff ST=Student CM=Community Member				Length of time in current position	E=Elected A=Appointed	
Governing Board of the Charter School	**P**	S	ST	CM	1 yr	E	**A**
	P	S	ST	CM	18 mo	E	**A**
	P	S	ST	CM	3 yr	E	**A**
	P	S	ST	CM	3 yr	E	**A**
	P	S	ST	CM	3 yr	E	**A**

- Number of board members that are current business partners of school personnel: 0
- Number of board members related to school personnel: 0
- Frequency with which the board convenes: Monthly
- General meeting times: 2nd Tuesday – 6:00 pm
- Describe how meetings are posted to the public: Posted

	Title	Length of time in current position	Also teaches in classroom		*Other Notes Related to Administration*
Administration	Superintendent/Principal	3 years	Y	**N**	Operate school on day –to-day basis, Secured 2.5 Million Dollar Loan to build a new school from Wells Fargo, Business Manager, Director of Special Education - FTE .1 /Director of Curriculum/Instruction FTE .3
	Mike & Sally Anderson	1 year	**Y**	N	

	Name	# P	# S	# ST	# CM	*Other Notes Related to Committees*
Committees	Building Committee PTO	1 20			2	Worked with administrator locating land, with architects and Wells Fargo Bank.

FINANCIAL	2000-2001	2001-2002
Estimated Cost Per Student	$ 5,564	$ 5,495
Operating Budget	$1,480,149	$ 1,621,144
Sources Of Funding	Check all that apply: ☒ State/District, $1,217,486.60 Enhancement $: ☐ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☐ Other ☐ Local Tax Revenues $ ☒ Grants $262,663.36 ☐ Donations $ ☐ Other $ Additional Federal Funding: ♦ Students Identified ☒ **Yes** ☐ No ♦ If yes, receiving all funding or services as qualified: ☐ Yes ☐ No ☒ Don't Know ♦ Describe how funding is utilized: Speech/Language & Psych. Do you participate in district discussion on how to spend federal dollars? ☐ Yes ☒ No	Check all that apply: ☒ State/District, $1,621,144.07 Enhancement $: ☐ Technology ☐ Reading ☒ Gifted/Talented ☐ LEP ☐ Other ☐ Local Tax Revenues $ 0 ☒ Grants $ 298,115.00 ☐ Donations $_____ ☐ Other _____ $_____ Additional Federal Funding: ♦ Students Identified ☒ Yes ☐ No ♦ If yes, receiving all funding or services as qualified: ☐ Yes ☐ No ☒ Don't Know ♦ Describe how funding is utilized: *Title VI B money was used for an educational assistant for the 5 extended special ed. students.* *Grant $'s have been used for one time purchases. Ie. busing, kitchen equipment, materials, teaching supplies, computers. To date the grant money has not been used for salaries/benefits.* Do you participate in district discussion on how to spend federal dollars? ☐ Yes ☒ No
Debt	$ 0 as of 4/15/01	$ 0 As Of 4 / 8 / 02

OTHER	2000-2001	2001-2002
Student Attendance Rate	96%	96.64%
Student Discipline	# suspensions to date: % of students: 0 # expulsions to date: % of students: 0 # of referrals to date: % of students: 0	# suspensions to date: 0 % of students: 0 # expulsions to date: 0 % of students: 0 # of referrals to date: 0 % of students: 0
Student Enrollment	Total: 266 Waiting List: 520	Total: 295 Waiting List: 950 +
Number Of Students Leaving Mid-Year	Reasons For Leaving: # Dropped out: 0 # Transferred: 1	Reasons For Leaving: # Dropped out: 0 # Transferred: 16 6 moved out of district, and 2 moved back to the NSD without giving a reason. (8 were part of the revolving door at the new high school - first year growing pains as high school program is modified.) Dual Enrollment: 13% Program Participation: NA
Staff Development Opportunities	Literacy Class 100% Metacognitive/Cognitive Techniques-Classroom 100% Art Workshop 88% Conversational Spanish 100%	Special Education Class 90%
Teacher Qualifications	# FT: 9 # PT: 5 # Special Ed Endorsements: 3 # Non-Certified Giving Instruction: 1—P.E. Avg. Teaching Experience: 10 Years # with MA Degree: 2 # Teaching In Areas Outside Endorsements: 0	# FT: 9 # PT: 8 # Special Ed Endorsements: 3 # Non-Certified Giving Instruction: 1 – P.E. Avg. Teaching Experience: 12 Years # with MA Degree: 3 # with Ph.D. or Ed.D Degree: 0 # Teaching In Areas Outside Endorsements: 1 (High School Teacher teaching English/Social Studies. 4 credits short in Social Studies)
Number of Departing Staff	#: 0	#: 2

		Reasons For Leaving: 4th Grade Teacher left to go into the ministry as the Education Director for a local church. 8th Grade teacher left because of grade level. This teacher had taught only 6th grade and felt that 8th grade would be a doable challenge. She did not find this grade level doable and wanted a 6th grade position again.

OTHER *cont.*	**2000-2001**	**2001-2002**
Parent Involvement	Hours/month: Over 6,000 hrs. Types Of Involvement: Manages all aspects of the lunch program; collecting orders, money, delivery, etc. Classroom volunteers, participating in PTO and committees Estimated number of parents participating: 35-40%	Types Of Involvement: 4,000 + hrs. ☒ in classroom ☒ in school ☒ take work home ☐ other: Estimated number of parents participating: 20% Our parent volunteer numbers have dropped because our school has a local restaurant managing all aspects of the lunch program: collection orders, money, delivery, etc.

Business Partnerships (e.g., Community Involvement)	1500 Total Hours/Year 1500 Classroom Hours/Year Business Partnerships: 3	**Hogi Yogi** – Manages the entire lunch program for our school. 500 hours **Home Federal,** – Works with the high school students/job shadowing
Transportation	Drive/Are driven in private cars: 10% Public transportation: 0% School bus/District transport: 85% Walk/Bike: 5% Other: %	Drive/Are driven in private cars: 13% Public transportation: 0% Schoolbus/District transport: 85% Walk/Bike: 2% Other:___%
Lunch Services	Hot lunch provided for students ☒ Yes ☐ No # times per week: 5	Lunch provided for students ☒ Yes ☐ No # times per week: 5 Participate in Child Nutrition Program ☐ Yes ☒ No Offer free/reduced lunch ☐ Yes ☒ No
Other Student Services	Special Education	Counseling ☐ On site ☐ Through district Special Education ☒ On site ☐ Through district After School Programs ☐ On site ☐ Through district Other ☐ On site ☐ Through district

POCATELLO COMMUNITY CHARTER SCHOOL

POCATELLO COMMUNITY CHARTER SCHOOL
Sponsoring District: Pocatello School District

LOCATION: Pocatello	OPENING DATE: September 9, 1999
GRADE LEVELS & STUDENT ORGANIZATION: K-8 Multi-age with the exception of kindergarten	STUDENT/FTE TEACHER RATIO: 20/1 STUDENT/ADULT RATIO: 20/2

ADMISSIONS POLICY: We have a lottery drawing each quarter and new applicants are put on the waiting list in the order they were drawn. Siblings of children already enrolled in the school are given preference.

FACILITY: We rent a space in the Westwood Mall. PCCS has renovated the space to meet our needs. The facility meets ADA requirements. Our plans are to stay in this space for at least a couple more years with the hope of eventually moving to a larger facility with more natural light, room for expansion, and a gym.
☒ Permanent ☐ Temporary Square Feet: 1042

STUDENT PROFILE*:
(SHOULD ADD TO 100%)

Asian/PacIs:	3%	Free/reduced lunch eligibility:	35%
Black:	0%	Special needs:	17%
Hispanic:	6%	LEP:	0%
Native Am:	0%	Title I:	%N/A
White:	92%	Children of school organizers:	3%
Multiracial:	0%	(if you mean founders)	
Males:	**49%**	**Females:**	**51%**

No major differences between your school and the district, were noted

MISSION:
To create a partnership of parents and teachers, dedicated to *academically challenging each student*, emphasizing innovation and flexibility.

CALENDAR:
Starting Date: August 27, 2002
Number of days in operation: 180
Number of hours of instruction: Kindergarten – 459.02, 1st/2nd – 887.62, 3rd-8th – 920.12
Number of days for students: 180
Number of contract days for teachers: 190
Vacations: Winter vacation – Dec. 24-Jan. 1, Spring Break – April 8-12
Holidays: Labor Day, Thanksgiving (2 days), Martin Luther King's B-Day, President's Day, Memorial Day

EDUCATIONAL PROGRAM				
	Check all characteristics that can be used to describe your school's program.			☒
	Block Scheduling	☐	Multiage/Grade	☒
	Character Instruction	☒	Multiple Intelligences	☒
	E.D. Hirsch's Core Knowledge	☐	Service Learning	☒
	Extended Year/Day	☐	Technology As Major Focus	☐
	Foreign Language At All Grades	☐	Thematic/Interdisciplinary	☒
	Hands-On	☒	Year-Round	☐
	Individual Education Plans	☒	Project Based	☒
	Exped. Learning Outward Bound	☒		☐
	Check all assessments that your school used this year to measure student performance.			☒
	Idaho Reading Indicator	☒	ACT	☐
	Direct Writing Assessment	☒	SAT	☐
	Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
	Iowa Test of Basic Skills	☒	(ACT) PLAN	☐
	Test of Achievement and Proficiency	☐	PSAT	☐
	Nat'l Assessment of Education Progress	☐	Portfolios	☒
	NWEA Levels Tests (MAPS)	☐	Individual Education/Learning Plans	☒
	Other Norm Referenced Standardized Assessments : *(name)*	☐	District/School Criterion Referenced Tests	☐
			School Developed Assessments	☒
	Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: **We look at areas of strength and weakness as a school and across grade levels and we adjust instruction accordingly. Standardized tests do not guide our curriculum but the results help us strengthen some areas.**			

STUDENT ACHIEVEMENT DATA

IRI Proficiency Levels Fall 2001

	K	%	GL3	%	GL2	%	GL1	1st	%	GL3	%	GL2	%	GL1	2nd	%	GL3	%	GL2	%	GL1	3rd	%	GL3	%	GL2	%	GL1
Total Students	20	70	14	25	5	5	1	20	85	17	10	2	5	1	20	60	12	20	4	20	4	21	67	14	33	7	0	0
Male	10	70	7	30	3	0	0	12	75	9	17	2	8	1	9	67	6	11	1	22	2	12	50	6	50	6	0	0
Female	10	70	7	20	2	10	1	8	100	8	0	0	0	0	11	55	6	27	3	18	2	9	89	8	11	1	0	0
White	19	68	13	26	5	5	1	19	84	16	11	2	5	1	20	60	12	20	4	20	4	0	0	0	0	0	0	0
Black/ Hispanic/ Native American/ Asian**	1	100	1	0	0	0	0	1	100	1	0	0	0	0	0	0	0	0	0	0	0	21	67	14	33	7	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Ed	2	0	0	50	1	50	1	3	67	2	0	0	33	1	1	0	0	0	0	100	1	1	0	0	100	1	0	0
Title 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

IRI Proficiency Levels Winter 2002

	K	%	GL3	%	GL2	%	GL1	1st	%	GL3	%	GL2	%	GL1	2nd	%	GL 3	%	GL 2	%	GL1	3rd	%	GL3	%	GL2	%	GL1
Total Students	20	65	13	20	4	15	3	20	55	11	30	6	15	3	20	70	14	15	3	15	3	20	65	13	25	5	10	2
Male	10	60	6	20	2	20	2	12	42	5	42	5	17	2	10	70	7	10	1	20	2	10	50	5	30	3	20	2
Female	10	70	7	20	2	10	1	8	75	6	13	1	13	1	10	70	7	20	2	10	1	10	80	8	20	2	0	0
White	18	67	12	17	3	17	3	19	58	11	26	5	16	3	19	68	13	16	3	16	3	19	68	13	21	4	11	2
Black/ Hispanic/ Native American/ Asian**	2	50	1	50	1	0	0	1	0	0	100	1	0	0	1	100	1	0	0	0	0	1	0	0	100	1	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Ed	4	25	1	25	1	50	2	3	0	0	67	2	33	1	2	0	0	0	0	100	2	0	0	0	0	0	0	0
Title 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Fewer than 5 students were tested per grade in some of the other Ethnicity. Hence the results are combined for all other Ethnicity categories and reported as "Black/ Hispanic/ Native American/ Asian" to maintain student confidentiality under FERPA.

Note : GL3 - At Grade Level; GL2 - Near Grade Level; GL1 - Below Grade Level

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Evidence
♦ To give students experience and encouragement in independent, creative, and critical thinking	*Please see comments on following page.*	
♦ To give students the experience and skills to adapt to, learn from, and initiate change		
♦ To build confident, motivated, disciplined, successful learners who will continue learning all their lives		
♦ To challenge each student and provide the hands-on, real world experiences necessary for mastery of academic disciplines and democracy skills		

The Intermountain Center for Educational Effectiveness conducted our programmatic audit. The audit report states that the goals listed above "are (almost by definition) large, general goal statements that defy specific assessment or measurement attempts. More specifically, the PCCS charter goes on to state that these goals are to be achieved through the use of specific program components." Those program components are:

- *Integrated curriculum*
- *Child-centered curriculum*
- *Experiential learning*
- *Cooperative learning*
- *Multiple intelligences*
- *Portfolio assessment*
- *Team teaching*
- *Personal education plans*
- *Learning community*

Dr. Jack Coffland, acting on behalf of the Intermountain Center for Educational Effectives reported, "It should be stated that PCCS is doing the vast majority of the practices and activities outlined in the original charter. All of the information is submitted to show that PCCS is a working, viable organization. It is fully staffed; it meets its enrollment cap and has a student waiting list. It has a nice compliment of parent volunteers, both for standing committees and for special projects and/or classroom activities. To conclude in one phrase, for the year being evaluated, PCCS is truly a viable organization."

In addition, as we reported last year, PCCS has adopted the Idaho State Achievement Standards as the measurable education goals for our school. We have worked all year to develop a portfolio assessment system that remains true to the model of Expeditionary Learning Outward Bound (ELOB), is aligned with the state achievement standards, and yields quantifiable data. The assessment system was completed in March of this year. We presented our work at the ELOB National Conference and an article on our assessment system was published in the national ELOB Fieldwork newsletter and can be found on the ELOB website. The system includes portfolio requirements for each multi-age level, a series of assessment rubrics, which are based on the state standards for each core area, and a portfolio summary that serves as a "report card." The portfolio summary will allow us to collect and report quantifiable data on the extent to which our students have met or exceeded the standards. Since the system was just put into place and we cannot retroactively assess students' portfolio work with the current rubrics, we do not yet have data to report. We look forward to providing this type of information in next year's NWREL report.

The portfolio requirements include the following components of our program:

- *Personal statement*
- *Character letters*
- *Expedition log*
- *Service log*
- *Assessment rubrics*
    - Language Arts
    - Viewing
    - Math Investigation
    - Science Investigation
    - Social Studies Investigation
    - Health/PE
- *Math proficiency*
- *Artistic appreciation*
- *Artistic creation*
- *Reflects on ELOB Design Principles*

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member				Length of time in current position	Highlight One: E=Elected A=Appointed	
Governing Board of the Charter School	P	S	ST	CM	2 yrs.	**E**	A
	P	S	ST	CM	1 yr.	**E**	A
	P	S	ST	CM	6 mos.	E	**A**
	P	S	ST	CM	2 mos.	E	**A**
	P	S	ST	CM	2 yrs.	**E**	A
	P	**S**	ST	CM	1 yr.	E	**A**
	P	**S**	ST	CM	1 mo.	E	**A**

- Number of board members that are current business partners of school personnel: 0
- Number of board members related to school personnel: 0
- Frequency with which the board convenes: twice monthly
- General meeting times: 1st and 3rd Thursdays, 6:30-10:00 p.m.
- Describe how meetings are posted to the public: posted in school lobby 48 hours in advance

	Title	Length of time in current position	Also teaches in classroom		*Other Notes Related to Administration*
Administration	Dean	1 year, 9 mos.	Y	**N**	Love the job. Get to work with fabulous teachers, kids, and families.

	Name	# P	# S	# ST	# CM	*Other Notes Related to Committees*
Committees	Library	3	1			
	Technology	3				
	Playground	3				
	Family Advisory Council	12	1			

FINANCIAL	2000-2001	2001-2002
Estimated Cost Per Student		$4350
Operating Budget		$721,786
Sources Of Funding		Check all that apply: ☒ State/District, $561,394 Enhancement $:450 ☐ Technology ☒ Reading ☐ Gifted/Talented ☐ LEP ☐ Other ☐ Local Tax Revenues ☒ Grants/including federal start up funds $176,214 ☒ Donations/fundraising $6016 Additional Federal Funding: $12,000 ♦ Students Identified ☒ Yes ☐ No ♦ If yes, receiving all funding or services as qualified: ☒ Yes ☐ No ☐ Don't Know ♦ Describe how funding is utilized: special education teacher salary Do you participate in district discussion on how to spend federal dollars? ☐ Yes ☒ No
Debt		$70,623 As Of 5 / 1 /02
OTHER	**2000-2001**	**2001-2002**
Student Attendance Rate	93%	94.5%
Student Discipline	# suspensions to date: 0 *% of students:* # expulsions to date: 0 % of students: # of referrals to date: 0 % of students:	# suspensions to date: 2 % of students: 1% # expulsions to date: 0 % of students: # of referrals to date: 0 % of students:
Student Enrollment	Total: 140 Waiting List: 125	Total: 160 Waiting List: 235
Number Of Students Leaving Mid-Year		Reasons For Leaving: # Transferred: 18

OTHER *cont*.	**2000-2001**	**2001-2002**
Staff Development Opportunities	Expeditionary Learning Outward Bound: summer institute, training days in school year, national conference, leadership conference, site visits, Outward Bound professional development courses and summits Guided Reading training Mathlands training Health and Welfare Child Protection Services workshop Three technology training days	Expeditionary Learning Outward Bound: summer institute, training days in school year, national conference, leadership conference, site visits; Outward Bound professional development courses, summits, and institutes Physical and occupational therapy Technology training Early Childhood Conference Reading readiness Gifted and Talented Special Education National Board assessment training (we have one board certified teacher on the faculty)
Teacher Qualifications	Idaho state certification	# FT: _____ # PT: _____ # Special Ed Endorsements: ___ # Non-Certified Giving Instruction: _____ Avg. Teaching Experience: _____ Years # with MA Degree: _____ # with Ph.D. or Ed.D. Degree: _____ # Teaching in Areas Outside Endorsements: _____ *(No Information Given for Above)* Idaho state certification
Number of Departing Staff	2 Reasons For Leaving:	1 Reasons For Leaving:

OTHER *cont.*	2000-2001	2001-2002
Parent Involvement		Types Of Involvement: ☒ in classroom ☒ in school ☒ take work home ☒ other: community representation Estimated number of parents participating: 75%
Business Partnerships (e.g. Community Involvement)		
Transportation		Drive/Are driven in privatecars:97% Walk/Bike: 3%
Lunch Services		Lunch provided for students ☒ Yes ☐ No # times per week: 4 Participate in Child Nutrition Program ☐ Yes ☒ No Offer free/reduced lunch ☒ Yes ☐ No
Other Student Services		Counseling ☒ On site ☐ Through district Special Education ☒ On site ☐ Through district After School Programs ☒ On site ☐ Through district

RENAISSANCE CHARTER SCHOOL

RENAISSANCE PUBLIC CHARTER SCHOOL

Sponsoring District: Moscow Public School District

LOCATION: Moscow	OPENING DATE: September 1, 1999
GRADE LEVELS & STUDENT ORGANIZATION: K-12 Multi age, multi grade crews (active learners) Three grade spans at this time	STUDENT/FT TEACHER RATIO: 18:1 in multi age/multi grade crews STUDENT/ADULT RATIO: Americorps Members, counselor interns, special education and Results-Based Model, University of Idaho students, strings specialist, and parent volunteers decrease the ratio.

ADMISSIONS POLICY:
Open enrollment on a space available basis to residents of the Moscow School District and beyond, as space permits.
Lottery to determine enrollment if applications exceed spaces.

FACILITY:
(describe)

☐ Permanent ☒ Temporary (modular classrooms) Square Feet: 6096

STUDENT PROFILE*: (SHOULD ADD TO 100%)		
	Asian/PacIs: 0%	Free/reduced lunch eligibility: 35%
	Black: 5%	Special needs: 5%
	Hispanic: 2%	LEP: 0%
	Native Am: 0%	Title I: 4%
	White: 93%	Children of school organizers: 10%
	Multiracial: 0%	
	Males: 55%	Females: 45%

No major differences between the school and the district were noted

MISSION:
Through community-wide collaboration, Renaissance Public Charter School is an innovative, research-based model charter school for the state of Idaho, complementing and enhancing the educational programs of the Moscow Public School District, developing students' multiple frames of knowledge through integrated, experiential learning opportunities, providing a technology-rich environment, and empowering students to become life-long learners and leaders in the 21st century.

CALENDAR:
Starting Date: August 29
Number of days in operation: 190
Number of hours of instruction: Beyond state minimum at all grade levels
Number of days for students: 170
Number of contract days for teachers: 190
Vacations: 15
Holidays: 5

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Block Scheduling	☐	Multiage/Grade	☒
Character Instruction	☒	Multiple Intelligences	☒
E.D. Hirsch's Core Knowledge	☐	Service Learning	☒
Extended Year/Day	☐	Technology As A Major Focus	☒
Foreign Language At All Grades	☒	Thematic/Interdisciplinary	☒
Hands-On	☒	Year-Round	☐
Individual Education Plans	☒	Project Based	☒
Expeditionary Learning/Outward Bound	☒		☐

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program: We use the Idaho Achievement Standards and students meet the Idaho Graduation Standards course requirements.

Students, parents, and teachers set academic and social goals first semester.
Students conduct student-led conferences third quarter.
Progress reports are sent home mid quarter.
Report cards are sent home second and third quarter.

High school students participate in off-site work experience.

Check all assessments that your school used this year to measure student performance.			☒
Idaho Reading Indicator	☒	ACT	☐
Direct Writing Assessment	☒	SAT	☐
Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
Iowa Test of Basic Skills	☒	(ACT) PLAN	☐
Test of Achievement and Proficiency	☒	PSAT	☐
Nat'l Assessment of Education Progress	☐	Portfolios	☒
NWEA Levels Tests (MAPS)	☒	Individual Education/Learning Plans	☒
Other Norm Referenced Standardized Assessments : *(name)*	☐	District/School Criterion Referenced Tests	☐
		School Developed Assessments	☐

Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc:
Data reviewed by group and individual. Data is used to determine individual rate of academic growth. Data can be used for specific academic planning purposes.

Award/Honors offered to students:
Students are acknowledged by the school, teachers, and parents for their accomplishments.

STUDENT ACHIEVEMENT DATA

Teachers conducted a parent meeting to share performance expectations before the school year began.

Reporting document, goal setting document, and portfolio expectations were refined for use this year.

Student-led conference structure was refined, and student conducted conferences. 90% of parents attended the conferences. All kindergarten through twelfth grade students completed work link to achievement standards based criteria specified for their portfolios.

"Community Understandings" are crafted and in the process of being implemented.

MAP data collected three times this year for third through eleventh grade students in the areas of reading, language, and mathematics.

IRI-Spring 2002 Results

Kindergarten-4 females; Scores of 3
9 males; 6X Score of 3 and 3X score of 1
(1 new student)

First-2 females; Scores of 3
5 males; Scores of 3

Second-1 female; Score of 3
1 male; Absent

Third-4 females; Scores of 3, 2, 1, 1 (second 1 is new student)
1 male; Score of 3

DMA, Grade 4- 5 students, Average score = 2.3
DMA, Grade 4- 1 Female, Average score = 2.50
DMA, Grade 4- 4 Males, Average score = 2.25

DWA, Grade 4- 5 students, Average score = 2.6
DWA, Grade 4- 1 Female, Average score = 3.0
DWA, Grade 4- 4 Males, Average score = 2.50

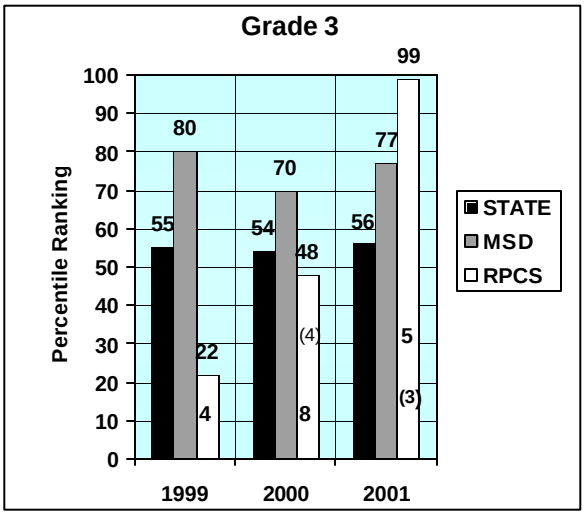
DMA, Grade 8- 11 students, Average score = 3.4
DMA, Grade 8- 5 Females, Average score = 3.0
DMA, Grade 8- 6 Males, Average score = 2.5

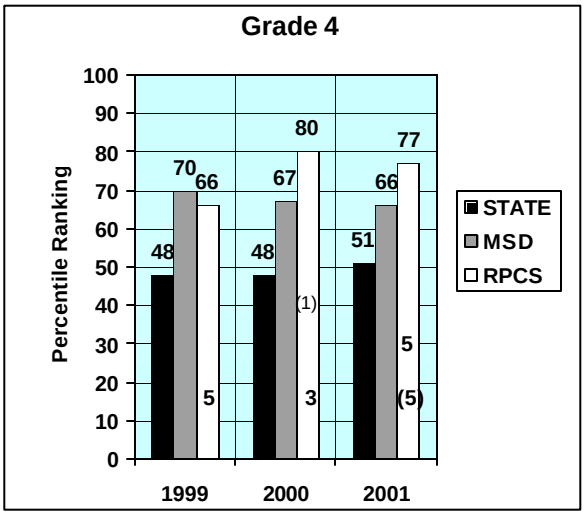
DWA, Grade 8- 11 students, Average score = 2.8
DWA, Grade 8- 5 Females, Average score = 3.3
DWA, Grade 8- 6 Males, Average score = 2.3

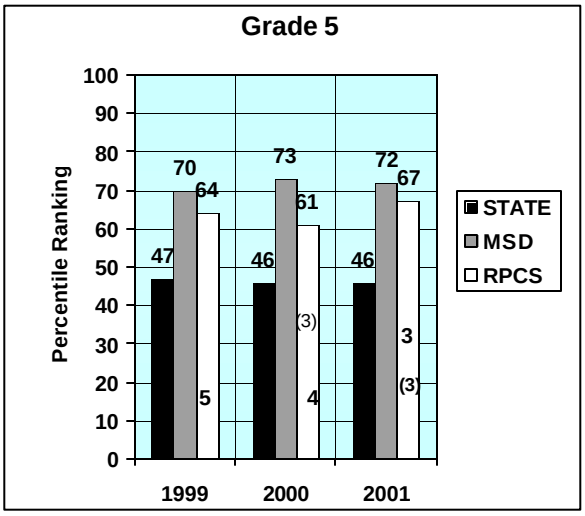
DWA, Grade 11- 4 students, Average score = 2.5
DWA, Grade 11- 1 Female, Average score = 3.0
DWA, Grade 11- 3 Males, Average score = 2.3

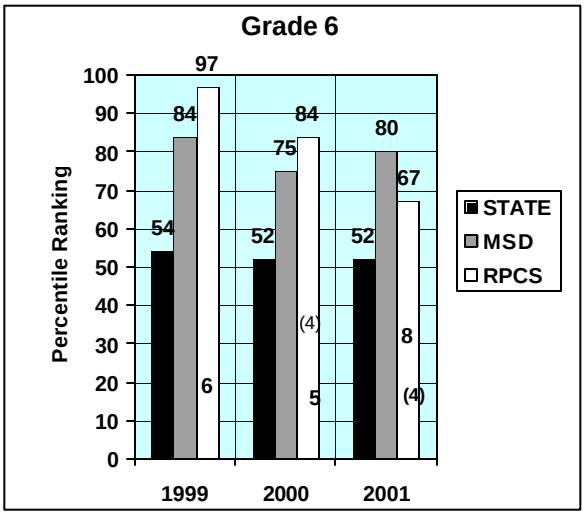
Longitudinal Data by Grade – Renaissance Public Charter School, Moscow School District & State of Idaho National School Norms Percentile Rankings 1999/2000 comparison with 2000/2001 and 2001/2002

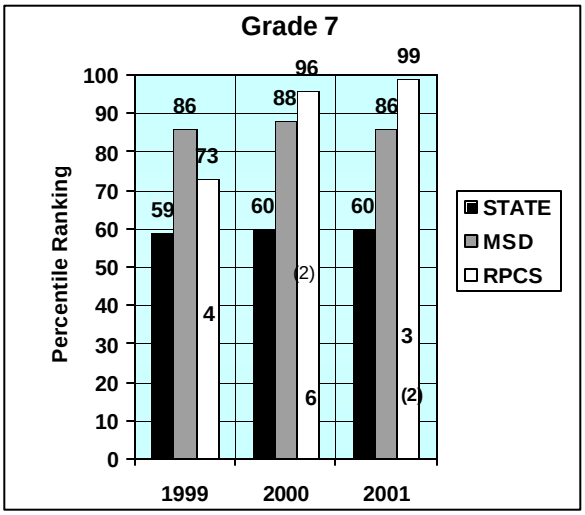
( ) = Returning student(s)

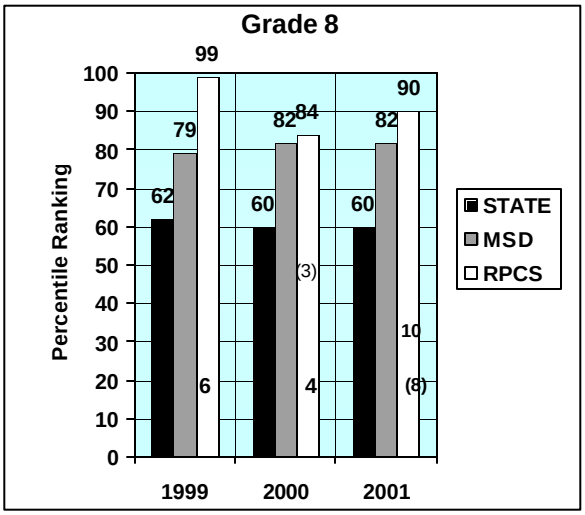


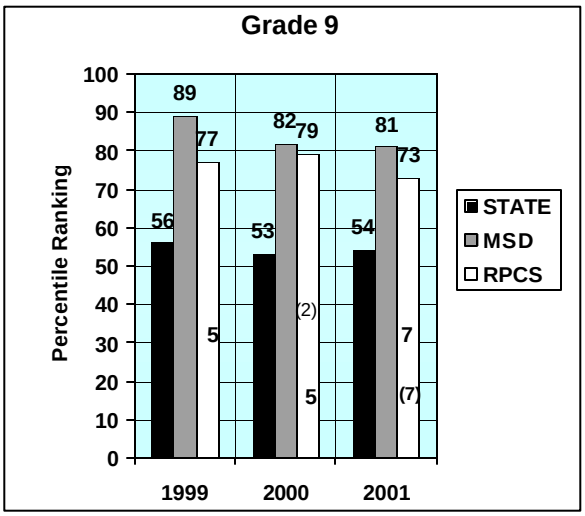


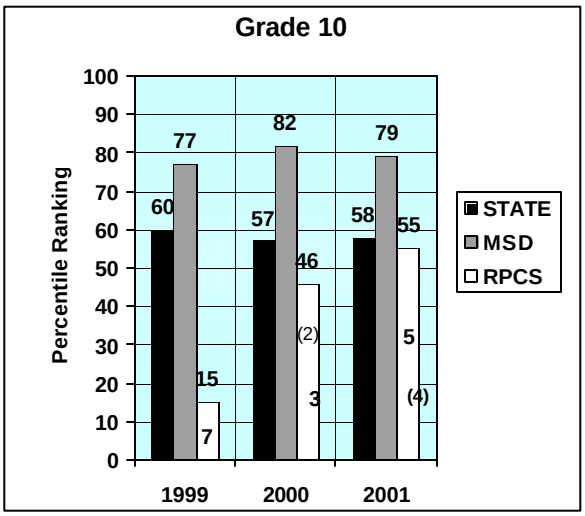


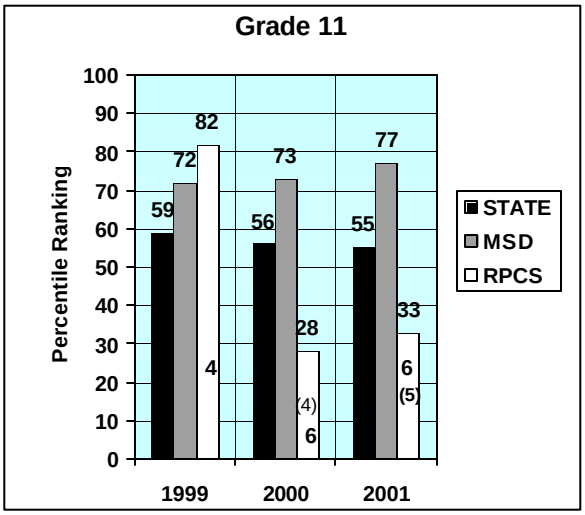



Grade 7
Percentile Ranking
100
90
80
70
60
50
40
30
20
10
0
59
86
73
4
60
88
96
(2)
6
60
86
99
3
(2)
1999
2000
2001
STATE
MSD
RPCS


Grade 8
Percentile Ranking
100
90
80
70
60
50
40
30
20
10
0
62
79
99
6
60
82
84
(3)
4
60
82
90
10
(8)
1999
2000
2001
STATE
MSD
RPCS

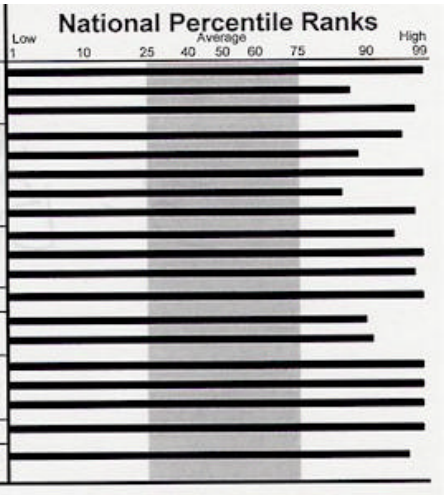

Grade 9
Percentile Ranking
100
90
80
70
60
50
40
30
20
10
0
56
89
77
5
53
82
79
(2)
5
54
81
73
7
(7)
1999
2000
2001
STATE
MSD
RPCS


Grade 10
Percentile Ranking
100
90
80
70
60
50
40
30
20
10
0
60
77
15
7
57
82
46
(2)
3
58
79
55
5
(4)
1999
2000
2001
STATE
MSD
RPCS


Grade 11
Percentile Ranking
100
90
80
70
60
50
40
30
20
10
0
59
72
82
4
56
73
28
(4)
6
55
77
33
6
(5)
1999
2000
2001
STATE
MSD
RPCS

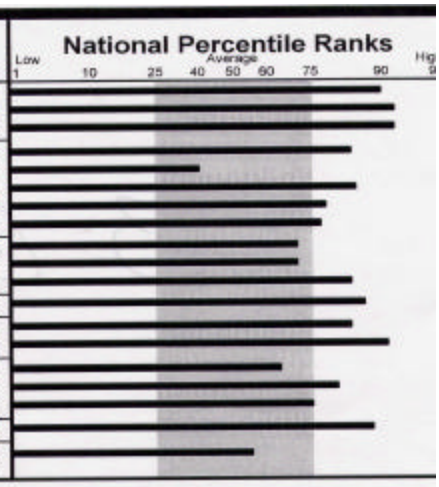
ITBS, Grade 3- 1 Boy

Tests (N Tested = 1)	N	SS	GE	NCE	NPR
Vocabulary	1	238.0	7.7	99.0	99
Reading Comprehension	1	205.0	5.1	75.0	88
Reading Total	1	222.0	6.4	95.0	98
Spelling	1	211.0	5.6	88.0	96
Capitalization	1	206.0	5.2	77.0	90
Punctuation	1	254.0	9.2	99.0	99
Usage & Expression	1	204.0	5.0	73.0	86
Language Total	1	219.0	6.2	92.0	98
Math Concepts & Estimation	1	202.0	5.0	85.0	95
Math Probs & Data Interp.	1	227.0	6.8	99.0	99
Math Total *	1	210.0	5.5	93.0	98
Core Total *	1	217.0	5.9	99.0	99
Social Studies	1	204.0	5.1	78.0	91
Science	1	211.0	5.5	79.0	92
Maps & Diagrams	1	238.0	7.7	99.0	99
Reference Materials	1	218.0	6.1	98.0	99
Sources of Info. Total	1	228.0	6.8	99.0	99
Composite *	1	216.0	5.8	99.0	99
Math Computation	1	201.0	4.9	90.0	97



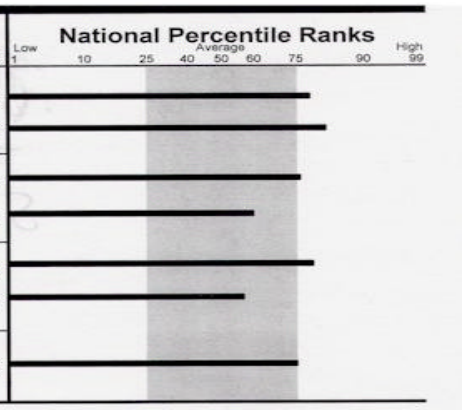
ITBS, Grade 3 – 4 Girls

Tests (N Tested = 4)	N	SS	GE	NCE	NPR
Vocabulary	4	204.0	5.0	78.3	91
Reading Comprehension	4	214.5	5.9	81.8	93
Reading Total	4	209.5	5.5	81.8	93
Spelling	2	191.5	4.2	65.0	85
Capitalization	2	168.0	2.8	45.0	41
Punctuation	2	201.0	4.8	65.5	86
Usage & Expression	2	195.5	4.5	67.5	79
Language Total	2	189.0	4.1	64.0	78
Math Concepts & Estimation	4	181.5	3.6	60.3	71
Math Probs & Data Interp.	4	186.0	3.9	60.3	71
Math Total *	2	189.0	4.0	69.0	85
Core Total *	2	195.5	4.5	74.0	88
Social Studies	2	198.0	4.6	75.0	85
Science	2	212.0	5.6	72.5	92
Maps & Diagrams	2	183.0	3.6	55.0	65
Reference Materials	2	192.5	4.2	69.0	82
Sources of Info. Total	2	187.5	3.9	61.5	76
Composite *	2	197.5	4.5	73.5	90
Math Computation	2	172.0	3.2	53.0	56



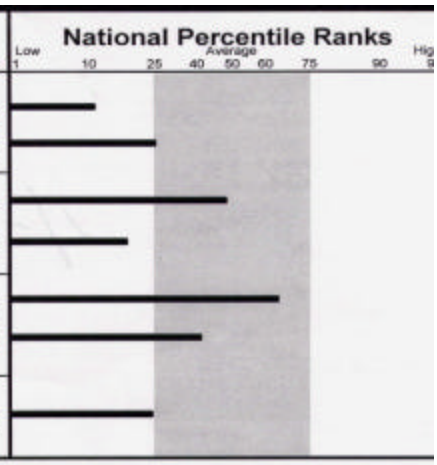
ITBS, Grade 4 –4 Boys

Tests (N Tested= 4)	N	SS	GE	NCE	NPR
Reading Advanced Skills	4	216.3	6.0	64.0	79
Reading Total	4	214.5	5.8	70.0	83
Language Advanced Skills	4	215.5	5.9	63.0	77
Language Total	4	197.5	4.6	55.3	60
Math Advanced Skills	3	214.3	5.8	67.7	80
Math Total *	3	193.0	4.3	53.0	57
Survey Battery Total *	3	207.0	5.2	64.7	76



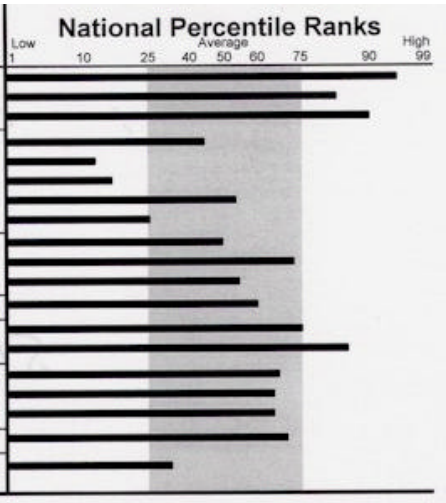
ITBS, Grade 4 – 1 Girl

Tests (N Tested= 1)	N	SS	GE	NCE	NPR
Reading Advanced Skills	1	162.0	2.4	25.0	12
Reading Total	1	175.0	3.2	36.0	26
Language Advanced Skills	1	189.0	4.0	49.0	49
Language Total	1	169.0	2.8	32.0	19
Math Advanced Skills	1	200.0	4.8	58.0	65
Math Total *	1	186.0	3.9	46.0	42
Survey Battery Total *	1	177.0	3.3	36.0	25



ITBS, Grade 5 – 3 Boys

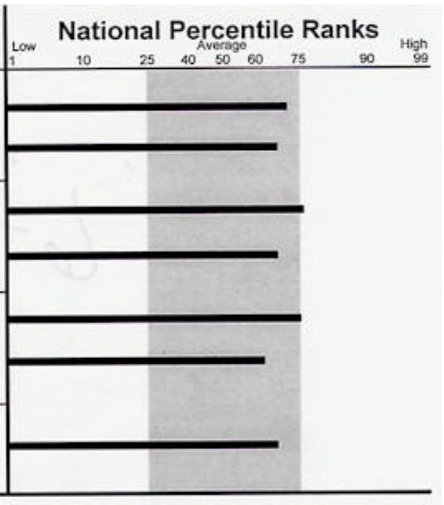
Tests (N Tested = 3)	N	SS	GE	NCE	NPR
Vocabulary	3	245.0	8.3	82.0	95
Reading Comprehension	3	241.0	8.1	72.0	84
Reading Total	3	243.3	8.2	80.7	91
Spelling	3	200.0	4.8	46.7	45
Capitalization	3	165.0	2.6	26.7	13
Punctuation	3	174.0	3.1	30.3	17
Usage & Expression	3	209.0	5.4	51.0	54
Language Total	3	187.0	3.9	37.0	26
Math Concepts & Estimation	3	202.3	5.0	49.7	50
Math Probs & Data Interp.	3	225.0	6.6	62.7	74
Math Total *	3	206.7	5.3	52.0	55
Core Total *	3	212.3	5.6	55.0	60
Social Studies	3	229.0	7.0	64.3	76
Science	3	248.7	8.7	75.0	87
Maps & Diagrams	3	223.0	6.5	58.0	68
Reference Materials	3	218.0	6.1	57.7	66
Sources of Info. Total	3	220.3	6.2	58.7	66
Composite *	3	222.3	6.2	61.7	71
Math Computation	3	192.7	4.5	40.7	34



ITBS, Grade 5 – 0 Girls

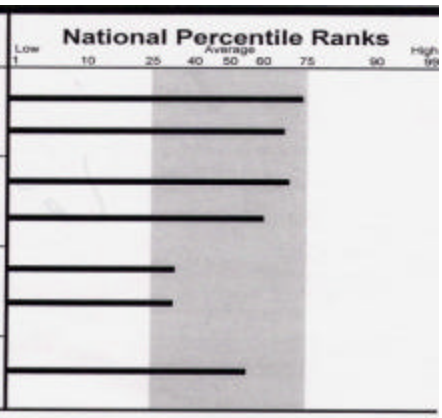
ITBS, Grade 6 – 3 Boys

Tests (N Tested= 3)	N	SS	GE	NCE	NPR
Reading Advanced Skills	3	242.0	8.2	63.3	72
Reading Total	3	234.3	7.4	60.3	68
Language Advanced Skills	3	256.7	9.5	66.3	77
Language Total	3	240.3	7.9	59.3	68
Math Advanced Skills	3	247.7	8.6	65.7	76
Math Total *	3	228.3	7.0	56.0	63
Survey Battery Total *	3	234.3	7.4	59.3	68



ITBS, Grade 6 –5 Girls

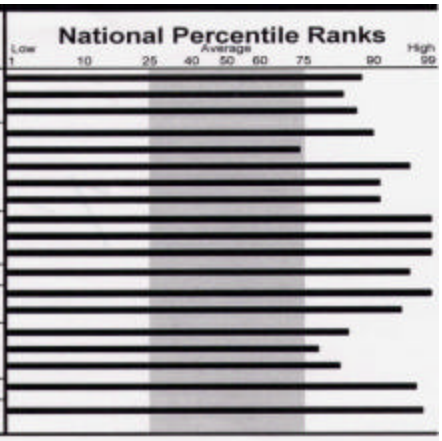
Tests (N Tested= 5)	N	SS	GE	NCE	NPR
Reading					
Advanced Skills	5	245.2	8.4	65.2	75
Reading Total	5	233.8	7.4	60.4	68
Language					
Advanced Skills	5	244.2	8.3	60.0	70
Language Total	5	231.4	7.2	56.2	61
Math Advanced Skills	5	203.8	5.1	39.0	34
Math Total *	5	205.0	5.2	38.2	33
Survey Battery Total *	5	223.4	6.4	52.8	56



* Includes Mathematics Computation

ITBS, Grade 7 –1 Boy

Tests (N Tested = 1)	N	SS	GE	NCE	NPR
Vocabulary	1	266.0	10.6	76.0	89
Reading Comprehension	1	271.0	11.2	72.0	85
Reading Total	1	268.0	10.8	75.0	88
Spelling	1	279.0	12.2	78.0	91
Capitalization	1	270.0	11.1	64.0	75
Punctuation	1	320.0	14.6	87.0	96
Usage & Expression	1	307.0	13.9	80.0	92
Language Total	1	294.0	13.2	79.0	92
Math Concepts & Estimation	1	308.0	14.1	99.0	99
Math Probs & Data Interp.	1	318.0	14.6	99.0	99
Math Total *	1	306.0	14.0	99.0	99
Core Total *	1	289.0	13.0	88.0	96
Social Studies	1	309.0	14.2	98.0	99
Science	1	300.0	13.5	84.0	95
Maps & Diagrams	1	287.0	12.8	73.0	86
Reference Materials	1	266.0	10.5	67.0	79
Sources of Info. Total	1	276.0	11.9	71.0	84
Composite *	1	292.0	13.2	89.0	97
Math Computation	1	292.0	13.1	95.0	98



* Includes Mathematics Computation

ITBS, Grade 7 – 1 Girl

Tests (N Tested = 1)	N	SS	GE	NCE	NPR
Vocabulary	1	244.0	8.2	58.0	65
Reading Comprehension	1	268.0	10.8	70.0	83
Reading Total	1	256.0	9.4	66.0	78
Spelling	1	272.0	11.4	74.0	87
Capitalization	1	213.0	5.7	43.0	37
Punctuation	1	259.0	9.7	60.0	69
Usage & Expression	1	256.0	9.4	60.0	69
Language Total	1	250.0	8.7	58.0	66
Math Concepts & Estimation	1	231.0	7.2	51.0	52
Math Probs & Data Interp.	1	248.0	8.6	58.0	65
Math Total *	1	225.0	6.7	47.0	45
Core Total *	1	244.0	8.3	58.0	64
Social Studies	1	248.0	8.6	58.0	65
Science	1	256.0	9.4	62.0	72
Maps & Diagrams	1	239.0	7.8	54.0	57
Reference Materials	1	255.0	9.3	62.0	71
Sources of Info. Total	1	247.0	8.6	57.0	64
Composite *	1	247.0	8.5	58.0	65
Math Computation	1	196.0	4.6	27.0	13

* Includes Mathematics Computation

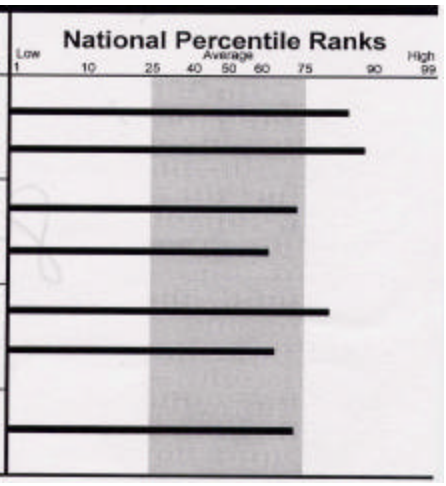
ITBS, Grade 8 –5 Boys

Tests (N Tested= 5)	N	SS	GE	NCE	NPR
Reading Advanced Skills	5	281.2	12.3	71.0	82
Reading Total	5	281.0	12.4	74.4	87
Language Advanced Skills	5	280.4	12.3	64.0	74
Language Total	5	266.8	10.6	60.6	69
Math Advanced Skills	5	280.8	12.4	70.8	77
Math Total *	5	264.0	10.4	62.8	73
Survey Battery Total *	5	270.8	11.1	66.6	76

* Includes Mathematics Computation

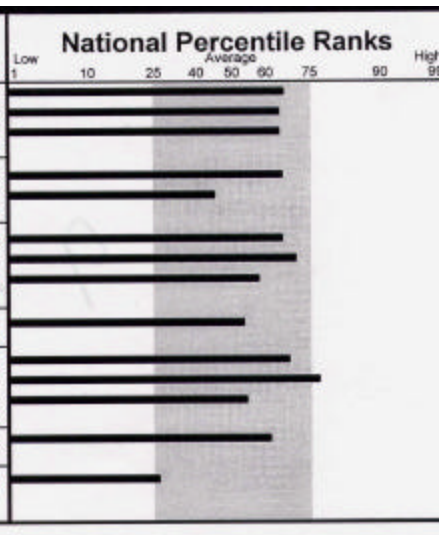
ITBS, Grade 8 –6 Girls

Tests (N Tested= 6)	N	SS	GE	NCE	NPR
Reading Advanced Skills	6	288.5	12.8	75.2	86
Reading Total	6	286.0	12.7	77.7	90
Language Advanced Skills	6	279.8	12.3	63.0	74
Language Total	6	259.7	9.8	57.3	63
Math Advanced Skills	6	287.5	12.9	72.5	82
Math Total *	6	255.8	9.4	58.2	65
Survey Battery Total *	6	267.3	10.6	63.8	73



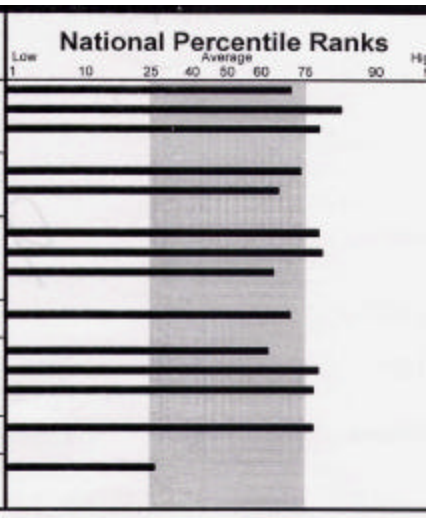
ITBS, Grade 9 – 3 Boys

Tests (N Tested = 3)	N	SS	GE	NCE	NPR
Vocabulary	3	266.7	10.7	60.3	67
Reading (Adv Skills)	3	269.0	10.9	57.7	65
Reading Total	3	267.3	10.7	58.0	65
Written Expression Adv Skills	3	281.0	12.4	59.0	66
Written Expression Total	3	249.0	8.7	48.0	46
Math ConceptsProbs Adv Skills	3	276.0	11.9	58.3	66
Math Problems/Probs Total	3	278.0	12.1	61.7	71
Math Total with Computation	3	261.0	10.1	54.0	58
Core Total *	3	259.0	9.7	52.3	54
Social Studies	3	279.7	12.3	61.0	69
Science	3	292.0	13.1	66.7	78
Information Processing	3	260.7	9.9	52.7	55
Composite *	3	268.3	11.1	56.3	62
Math Computation	3	227.7	7.0	36.0	27



ITBS, Grade 9 –4 Girls

Tests (N Tested = 4)	N	SS	GE	NCE	NPR
Vocabulary	4	270.3	11.1	61.8	71
Reading (Adv Skills)	4	295.8	13.3	70.5	84
Reading Total	4	283.0	12.5	68.8	79
Written Expression Adv Skills	4	296.5	13.3	67.3	75
Written Expression Total	4	275.5	11.9	60.5	67
Math ConceptsProbs Adv Skills	4	295.3	13.3	69.0	79
Math Problems/Probs Total	4	289.5	13.1	70.5	80
Math Total with Computation	4	268.8	11.0	58.5	65
Core Total *	4	275.8	11.9	63.0	71
Social Studies	4	271.0	11.2	59.5	63
Science	3	294.0	13.2	69.3	79
Information Processing	3	291.7	13.0	68.3	78
Composite *	3	287.3	12.8	68.7	78
Math Computation	4	228.3	7.1	34.5	27



ITBS, Grade 10 – 5 Boys

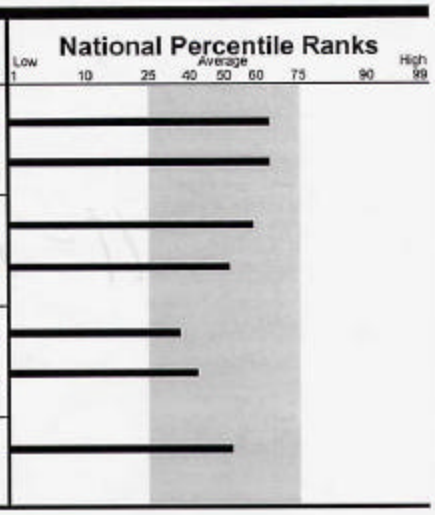
Tests (N Tested = 5)	N	SS	GE	NCE	NPR
Reading Advanced Skills	5	278.8	12.2	57.6	64
Reading Total	5	276.2	11.9	58.6	65
Written Expression Advanced Skills	5	264.6	10.4	50.0	51
Written Expression Total	5	265.6	10.5	50.4	52
Math Concepts & Probs Solving Advanced Skills	5	272.2	11.3	54.0	56
Math Concepts & Probs Total	5	260.8	10.1	48.4	48
Survey Battery Total *	5	267.4	10.6	51.8	54

* Includes Mathematics Computation

ITBS, Grade 10 – 0 Girls

ITBS, Grade 11 –3 Boys

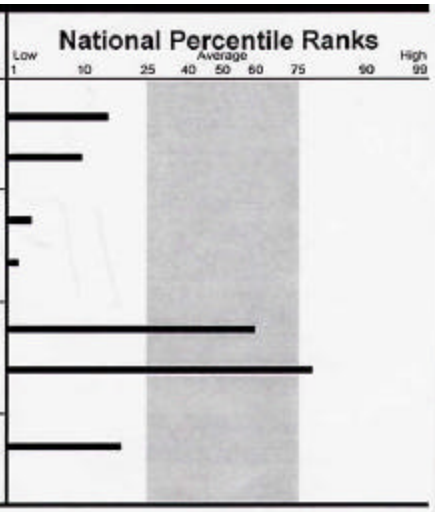
Tests (N Tested = 3)	N	SS	GE	NCE	NPR
Reading Advanced Skills	3	288.7	12.8	58.0	65
Reading Total	3	284.7	12.7	58.7	65
Written Expression Advanced Skills	3	289.7	13.0	55.7	59
Written Expression Total	3	274.3	11.7	51.3	52
Math Concepts & Probs Solving Advanced Skills	3	250.0	8.8	39.7	37
Math Concepts & Probs Total	3	263.0	10.3	46.0	43
Survey Battery Total *	3	274.0	11.6	52.0	53



* Includes Mathematics Computation

ITBS, Grade 11 – 1 Girl

Tests (N Tested = 1)	N	SS	GE	NCE	NPR
Reading Advanced Skills	1	218.0	6.1	29.0	16
Reading Total	1	217.0	6.0	23.0	10
Written Expression Advanced Skills	1	167.0	2.7	9.0	3
Written Expression Total	1	183.0	3.6	1.0	1
Math Concepts & Probs Solving Advanced Skills	1	287.0	12.8	55.0	60
Math Concepts & Probs Total	1	303.0	13.8	67.0	79
Survey Battery Total *	1	234.0	7.4	32.0	19



* Includes Mathematics Computation

PERFORMANCE GOALS:	Level of Accomplishment	Evidence
♦ Provision of a safe environment	Exceeded **Met** Partially Met Did Not Address	***Discipline data, based on incident records***
♦ Charter school will empower educators at the school to maintain classroom discipline	Exceeded **Met** Partially Met Did Not Address	***Discipline data, based on incident reports***
♦ Improved student communication	Exceeded **Met** Partially Met Did Not Address	***Student goals, information sent home, student-led conferences***
♦ Preparation of students for post secondary educational programs and work force.	Exceeded **Met** Partially Met Did Not Address	*Continuation of work experience class offered for all high school students.* *Detailed work-based packet developed.*
♦ Training of students in current educational technology.	Exceeded **Met** Needs Improvement Did Not Address	*Students have opportunity for technology learning in grades 1 through 12 in crew and in tech class.* *Students learning and demonstrating typing, word processing, presentation skills.*
♦ Development of student character traits.	Exceeded **Met** Partially Met **Did Not Address**	*Decrease in rate of inappropriate behavior incidents.* *Individual behavior goals set.* *Development of RPCS Personal and Social Responsibility Standards, discussed with students and parents.* *Development of Community Understandings.*
♦ Stable charter school enrollment.	**Exceeded** Met Partially Met Did Not Address	*School population continues to increase.*
♦ Documented community satisfaction with the charter school	Exceeded **Met** Partially Met Did Not Address	*Data being collected by school and NWREL.* *Low incident of concerns expressed by parents.* *Students reported general satisfaction prior to Board-Staff Retreat.*

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	Highlight One: E=Elected A=Appointed	
Governing Board of the Charter School	**P** S ST CM	2	E **A**	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Frequency with which the board convenes: At least monthly ❖ General meeting times: 5:45 p.m. first Thursday of the month ❖ Describe how meetings are posted to the public: Families are apprised of meeting schedule. Meeting agendas are posted as per Idaho Code
	P S ST CM	3	E **A**	
	P S ST CM	1	E **A**	
	P S ST CM	1	E **A**	
	P S ST CM	2	E **A**	
	P S ST CM	3	E **A**	
	P S ST **CM**	3	E **A**	

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	Director		Y **N**	Director fulfills typical district and school level administrative duties. Business Manager manages financial matters.
	Business Manager		Y **N**	

	Name	# P	# S	# ST	# CM	*Other Notes Related to Committees*
Committees						At this time, committees are ad hoc.

FINANCIAL	2000-2001	2001-2002
Estimated Cost Per Student	$ 8,520 (average-55 students)	*no information provided*
Operating Budget	$ 468,605	*no information provided*
Sources Of Funding	Check all that apply: ☒ State/District, $340,000 base support Enhancement $: ☐ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☒ Other-Special Education-Receive VIB. Do not receiv e Special Education professional development. Receive some information about training. ☐ Local Tax Revenues $ 0 ☒ Grants $126,105 ☒ Donations $300 Additional Federal Funding: ♦ Students Identified ☒ Yes ☐ No ♦ If yes, receiving all funding or services as qualified: ☐ Yes ☒ No ☐ Don't Know Receiving partial services for Tit le I ♦ Describe how funding is utilized: Title II, IV, VI fpr professional development. Do you participate in district discussion on how to spend federal dollars? ☐ Yes ☒ No, district decides how funds/services will be shared.	Check all that apply: ☒ State/District, $451,658 Enhancement $10,328 ☒ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☒ Other ☐ Local Tax Revenues $0 ☒ Grants $207, 065 ☒ Donations $721 ☐ Other _____ $_____ Additional Federal Funding: ♦ Students Identified ☒ Yes ☐ No ♦ If yes, receiving all funding or services as qualified: ☒ Yes ☐ No ☐ Don't Know ♦ Describe how funding is utilized: Funding is used as specified, usually to support student learning or for professional development. Do you participate in district discussion on how to spend federal dollars? ☐ Yes ☒ No We share our ideas, but the district decides.
Debt	**None as of 5 /01/01**	$ 0 As Of 5/01/02
OTHER	**2000-2001**	**2001-2002**
Student Attendance Rate	90%	
Student Discipline	# suspensions to date: 33.5 21% of students: 2 students accounted for half of the suspensions. 2 other students with multiple suspensions dropped out. Frequency of office referrals has dramatically declined since October. # expulsions to date: 0 % of students: All students work with Director and appropriate staff to improve their behavior choices. # of referrals to date: 2 4 % of students: Positive Behavior Supports Program	# suspensions to date: 8 % of students: 6 1 student accounted for half of the suspensions. He has been evaluated and a behavior plan is in process. # expulsions to date: 0 % of students: # of referrals to date: % of students: 134 We use the Positive Behavior Supports and Results Based Model. We also developed a rubric of personal/social skills and "Community Understandings".
Student Enrollment	Total: 55 Waiting List: 20 and growing	Total: 83 Waiting List: 22

OTHER *continued*		2000-2001	2001-2002
High School Only	Graduation Rate	*No graduates. The two seniors planned before the year started to shift to the high school second semester to graduate with high school peers.*	One student scheduled to be our FIRST graduate! We have a gala ceremony planned.
	Dual Enrollment	Academic 1 student from last year obtained a GED and is attending college in Moscow. **Extracurricular** % In District .06 (chorus and band)	Academic % / # In College NA % / # In District NA **Extracurricular** % / # In College NA % / # In District NA
	Program Participation		% / # in AP courses: 0 % / # taking college entrance exams: 0, but a few planning to take them. % / # in professional/technical education courses Work experience offered on and off campus.
Staff Development Opportunities		Multiple Intelligences ELOB Discipline Standards/Assessments	Multiple Intelligences ELOB Discipline Standards/Assessments Results-Based Model Character/Resiliency
Teacher Qualifications		# FT: 5 # PT: 5 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: Approved waivers through state 3 Avg. Teaching Experience: 7 Years # with MA Degree: 6 # Teaching In Areas Outside Endorsements: 0	# FT: 3 # PT: 9 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: Avg. Teaching Experience: 12 Years # with MA Degree:4 # with Ph.D. or Ed.D Degree:2 # Teaching In Areas Outside Endorsements: 3 Consultant Specialists
Number of Departing Staff		#: 1 Reasons For Leaving: Resigned, needed back surgery.	#:0 Reasons For Leaving:

OTHER *continued*	2000-2001	2001-2002
Parent Involvement	Hours/month: average of 254 Types Of Involvement: Develop activity field, campus plantings, field trips, classroom volunteers, maintenance/repair, moving furniture, recycling, recess duty, office help, errands, custodial work, construction, carpentry, fundraising. Estimated number of parents participating: 30	Types Of Involvement: ☒ in classroom ☒ in school ☒ take work home ☒ other: Estimated number of parents participating: 30 parents…1150 hours Types of Involvement: lawn mowing, develop activity field, campus plantings, weeding, field trips, fieldwork, classroom volunteers, maintenance/repair, moving furniture, recycling, custodial work, carpentry, fundraising
Business Partnerships (e.g. Community Involvement)	2,290 Total Hours/Year 1,900 Classroom Hours/Year Business Partnerships: Moscow Chamber of Commerce Palouse Local Partnership STW University of Idaho Palouse-Clearwater Environmental Institute Moscow Job Service Latah Community Volunteer Center	Business Partnerships: Moscow Chamber of Commerce Palouse Local Partnership STW University of Idaho Palouse-Clearwater Environmental Institute Moscow Job Service Latah Community Volunteer Center Residential Care Facilities
Transportation	Drive/Are driven in private cars: 60% Public transportation: 0% School bus/District transport: 10% Walk/Bike: 30% Other: 0%	Drive/Are driven in private cars:_65__% Public transportation:___% Schoolbus/District transport:_22__% Walk/Bike:_13__% Other:___%
Lunch	Hot lunch provided for students ☒ Yes ☐ No # times per week: 5 (free/reduced lunch will be offered next year)	Lunch provided for students ☒ Yes ☐ No # times per week: 5 Participate in Child Nutrition Program ☒ Yes ☐ No Offer free/reduced lunch ☒ Yes ☐ No

Other Services	Counseling Resources sought for individual needs through the University of ID Special Education ☒ On site ☐ Through district Work through the Center on Disabilities and Human Develop. Received a Results-Based grant for inclusion program for the 2001-2004 school years through the Idaho SDE.	Counseling ☒ On site ☐ Through district Supervised Interns Special Education ☒ On site ☐ Through district Consultant and part-time certified special education teacher and Results-Based Model Teacher for on-site support. After School Programs ☒ On site ☐ Through district After school care for fee available for elementary After school Homework Club available for free, facilitated by AmeriCorps Members.

SANDPOINT CHARTER SCHOOL

Sandpoint Charter School

Lake Pend Orielle School District #84

LOCATION: Sandpoint, ID	OPENING DATE: 8/29/02
GRADE LEVELS & STUDENT ORGANIZATION (including students per grade): 45 – 7th plans to expand: 45- 8th in 2002-2003 45 – 9th in 2003-2004 total enrollment plan apx. 135 for 2003-04	STUDENT/FTE TEACHER RATIO: 1:15 **STUDENT/ADULT RATIO: 1:9**

ADMISSIONS POLICY: *Enrollment:* The Sandpoint Charter School will be open to all children, on a space available basis. The school will not discriminate based on race, creed, color, gender, national origin or ancestry. Students will not be denied enrollment due to a parent, guardian or sponsor declining involvement in the charter school. Special needs will not be a factor in admission decisions. The attendance area shall comprise Lake Pend Oreille District #84, then Bonner County and finally the State of Idaho. If there are more eligible applicants than space available, preference will be given to those students who reside within the LPOSD#84. The second preference will be determined by establishing grade level numbers to create instructional balance. The third preference will fall to those applicants outside the authorizing district. In subsequent years, enrollment preference will be given to returning students and to siblings of already-enrolled students. *Over Enrollment:* Two lottery pools and two waiting lists will be established to handle overflow. The primary pool will be those students residing within the authorized district. The secondary pool will be those students residing outside the district. The lottery will be open to all, will not rely on computers, and will be easily understood and followed by all observers. All students whose applications were filed by the application deadline will be separated by grade and entered into the lottery. A drawing of names by grade will be held until all spaces are filled. Once all spaces are filled the drawing will continue to establish a waiting list. Students will be placed on the waiting list in the order their names are drawn. Students whose applications are received after the deadline will be placed on the list in the order their applications were received.

FACILITY: SCS is currently renting a former business space. It has 1 ADA bathroom with access to all areas. We are leasing the front 2/3 of the building, and will lease the remaining 1/3 next year. The current building is perfectly designed for 45 students. Next year with 90 students space will be tight but workable. Lunches will have to be in split shifts. This building will not be adequate if we look to add 9th grade. We are actively looking for a building that would house 7th – 9th grades; we are even open to a building that would be large enough for adding more grades if the board chose to move in that direction. If no building can be found, our current location will continue and we will only have 7th and 8th grades.

☐ Permanent ☒ Temporary Square Feet: apx. 7,000 ft.

STUDENT PROFILE*: % (SHOULD ADD TO 100%)	Asian/PacIs: **0%**	Free/reduced lunch eligibility: 4%
	Black: 0 %	Special needs: 11%
	Hispanic: 0%	LEP: 0%
	Native Am: 0 %	Title I: 0 %
	White: 2%	Children of school organizers: 6%
	Multiracial: 0 %	
	Males: 51%	Females: 49%

**No major differences between the school and the district were noted*

MISSION: The mission of the Sandpoint Charter School is to create a community of learners ages 12+ equipped with the two kinds of literacy necessary in the 21st century – ability to read, write, speak and calculate with clarity and precision and the ability to participate passionately and responsibly in the life o the community. The Sandpoint Charter School will enable students to become literate, self-motivated, lifelong learners by providing a student-centered environment in which all students will be held to high academic and behavior standards, will work in collaborative relationships within and outside the school, and perform service to the greater community.

CALENDAR:
Starting Date: 8/29/01
Number of days in operation: 210
Number of hours of instruction: 1125 apx.
Number of days for students: 180
Number of contract days for teachers: 190
Vacations: 12
Holidays: 9

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Block Scheduling	☒	Multiage/Grade	☐
Character Instruction	☒	Multiple Intelligences	☒
E.D. Hirsch's Core Knowledge	☐	Service Learning	☐
Extended Day	☒	Technology As Major Focus	☐
Foreign Language At All Grades	☐	Thematic/Interdisciplinary	☒
Hands-On	☒	Year-Round	☐
Individual Education Plans	☒	Project Based	☒
Exped. Learning Outward Bound	☐		☐

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:

SCS uses community service programs as well as outdoor activities (i.e., snow skiing, hiking) as a means to provide lessons within content areas. We also utilize Fridays as an opportunity for programs and activities to occur in what we call STRAND curriculum. This is curriculum designed to provide large chunks of time for students to work on integrated curriculum hands on projects. STRAND is also the time in which members of our community can come and present information, lessons, activities and the like.

Check all assessments that your school used this year to measure student performance.			☒
Idaho Reading Indicator	☐	ACT	☐
Direct Writing Assessment	☐	SAT	☐
Direct Mathematics Assessment	☐	(ACT) COMPASS	☐
Iowa Test of Basic Skills	☒	(ACT) PLAN	☐
Test of Achievement and Proficiency	☐	PSAT	☐
Nat'l Assessment of Education Progress	☐	Portfolios	☐
NWEA Levels Tests (MAPS)	☒	Individual Education/Learning Plans	☒
Other Norm Referenced Standardized Assessments : *(name)*	☐	District/School Criterion Referenced Tests	☐
		School Developed Assessments	☐

Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc:

MAP scores aid teachers in guiding the Individual Learning Plans and individual class work.

STUDENT ACHIEVEMENT DATA

SCS uses the ITBS and MAP level tests. Both tests were taken approximately 6 weeks into the start of SCS's 1st year. Students came from a variety of backgrounds (public school, private school, homeschooled) and fresh from summer vacation. Scores should not reflect work of SCS but the general knowledge base of students.

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Evidence
♦ Experiential methodologies will be employed in all school classes.	Exceeded Met **Partially Met** Did Not Address	As a first year school, we have been focused on basic operations and creating a safe environment. We
♦ Students will be able to define a problem, research solutions, and articulate a response.	Exceeded Met **Partially Met** Did Not Address	worked as a team to implement the goals to the best of our abilities. Lacking a full time
♦ Students will have the opportunity to pursue their passion and develop skills to support their goals.	Exceeded Met **Partially Met** Did Not Address	administrator and curriculum leader, we focused on the goals as we understood them
♦ Students will be able to make flexible connections among various disciplines and thoughts.	Exceeded Met **Partially Met** Did Not Address	garnering fuller understanding as the year progressed. As a school, we have continually noted
♦ Students will show annual progress reflective of age or grade mastery in the following content areas: History, Mathematics, Language Arts, Science, Technology, Study Skills/Habits, Physical Fitness & Health, Arts	Exceeded Met **Needs Improvement** Did Not Address	what needs to be revamped for the coming school year. One major item will be concrete forms of evidence we can rely upon to help our
♦ Every student will sign a contract agreeing to perform community service both on and off campus.	Exceeded Met Partially Met **Did Not Address**	improvement. The next will be curriculum development to better meet the charter.
♦ Each year, every student will complete community service both on and off campus.	Exceeded Met **Partially Met** Did Not Address	The only evidence we were able to use were observation and faculty discussion.

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	Highlight One: E=Elected A=Appointed	
Governing Board of the Charter School	**P** S ST CM		E **A**	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Frequency with which the board convenes: monthly ❖ General meeting times: 7 pm ❖ Describe how meetings are posted to the public: They are posted to our families within our parent letter.
	P S ST CM		E **A**	
	P S ST CM		E **A**	
	P S ST **CM**		E **A**	
	P S ST **CM**		E **A**	
	P S ST **CM**		E **A**	

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	Administrator	1 schl yr	Y N	Administrator is a .23 FTE position. Director of Operations is a certified teacher and often substitutes, acts as counselor, or teachers classes.
	Director of Operations	1 schl yr	Y N	

	Name	# P	# S	# ST	# CM	*Other Notes Related to Committees*
Committees	Human Resources	3	1			Board members play a role within each committee.
	Curriculum	2	5			
	Parent Relations	1	2			
	Facilities	2				
	Budget		2		3	
	Admissions					

FINANCIAL	2001-2002
Estimated Cost Per Student	$8,978
Operating Budget	$404,000
Sources Of Funding	Check all that apply: ☒ State $228,955 Enhancement $: ☐ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☐ Other ☐ Local Tax Revenues $_____ ☒ Grants $7,333 ☒ Donations $3,824 ☒ Other Federal Funds $175,613 Additional Federal Funding: ♦ Students Identified ☒ Yes ☐ No ♦ If yes, receiving all funding or services as qualified: ☒ Yes ☐ No ☐ Don't Know ♦ Describe how funding is utilized: ***Independent contractors: i.e., counselors, testing, occupational therapist, tutoring, etc.*** Do you participate in district discussion on how to spend federal dollars? ☐ Yes ☒ No
Debt	**None noted**
OTHER	2001-2002
Student Attendance Rate	N*ot* noted
Student Discipline	# suspensions to date: 0 % of students: # expulsions to date: 0 % of students: # of referrals to date: 0 % of students:
Student Enrollment	Total: 45

	Waiting List: 8
Number Of Students Leaving Mid-Year	Reasons For Leaving: # Dropped out:____ # Transferred: 3

OTHER *cont.*	2001-2002
Staff Development Opportunities	None noted
Teacher Qualifications	# FT: 3 # PT:_____ # Special Ed Endorsements: 0 # Non-Certified Giving Instruction: 1 Avg. Teaching Experience: 8 Years # with MA Degree: 0 # with Ph.D. or Ed.D Degree: 0 # Teaching In Areas Outside Endorsements: 1
Number of Departing Staff	#: 2 Reasons For Leaving: To pursue own/personal interests. Idaho State's low pay scale.

OTHER *cont*.	2001-2002
Parent Involvement	Types Of Involvement: ☐ in classroom ☒ in school ☒ take work home ☒ other: Estimated number of parents participating: 80%
Business Partnerships (and/or Community Involvement)	
Transportation	Drive/Are driven in private cars: 38% Public transportation: 0% Schoolbus/District transport: 40% Walk/Bike: 22% Other:___%
Lunch Services	Lunch provided for students ☐ Yes ☒ No # times per week:_____ Participate in Child Nutrition Program ☐ Yes ☒ No Offer free/reduced lunch ☐ Yes ☒ No
Other Student Services	Counseling ☒ On site ☒ Through district ☒ On site ☒ Through district After School Programs i.e. sports ☐ On site ☒ Through district Other ☐ On site ☐ Through district

APPENDIX B:

PARENT SURVEY

Idaho Charter School Parent Survey

1. How many children do you have currently enrolled in this charter school? _____
   How long have you had a child enrolled in this school?
   - ❑ Less than 1 year
   - ❑ 1 – 2 years
   - ❑ More than 2 years

2. Approximately how many miles do you live from this charter school? _____

3. Do you know the school's mission?
   - ❑ No
   - ❑ Yes

4. What kind of schools did your child previously attend before this charter school?
   - ❑ Public school (conventional)
   - ❑ Another charter school
   - ❑ Alternative public school
   - ❑ Private/parochial school
   - ❑ Home schooled
   - ❑ Did not attend school
   - ❑ Other (specify_____)

5. Rate the importance of the following factors in your decision to enroll your child in this school. Mark only one number for each item (1=Not Important, 2 = Somewhat Important, and 3 = Very important). Leave blank if the question does not apply.

Reasons for sending my child to «SCHOOL»:	**Not Important**	**Somewhat Important**	**Very Important**
a. Convenient location	1	2	3
b. My interest in being involved in an educational reform effort	1	2	3
c. Unique opportunities for my child at the charter school	1	2	3
d. Academic reputation (high standards) of this school	1	2	3
e. School safety/climate	1	2	3
f. I prefer the emphasis and educational philosophy of this school	1	2	3
g. My child has special needs that are not met at other schools	1	2	3
h. Good teachers and high quality instruction	1	2	3
i. I prefer a private school but could not afford it	1	2	3
j. My child wanted to attend this school	1	2	3

Reasons for sending my child to «SCHOOL»:	Not Important	Somewhat Important	Very Important
k. I prefer the curriculum at this school (compared with other schools)	1	2	3
l. I was prefer the instruction at this school (compared with other schools)	1	2	3
m. This school has good physical facilities	1	2	3
n. Small class sizes	1	2	3
o. Educational program	1	2	3

List some other factors that motivated you to enroll your child in this school.
_____
_____

6. Overall, does your experience at «SCHOOL» meet your expectations?
   - ❑ Yes
   - ❑ No

Comments: _____

7. To what extent are you satisfied with the following aspects of «SCHOOL»? Mark the most appropriate response for each item (1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Satisfied, and 4 = Very Satisfied).

Satisfaction	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Class sizes	1	2	3	4
b. Teachers and other school staff	1	2	3	4
c. School resources	1	2	3	4
d. Availability of computers and other technology	1	2	3	4
e. Educational program	1	2	3	4
f. School stability	1	2	3	4
g. Overall school climate/environment	1	2	3	4
h. Extracurricular activities	1	2	3	4
i. Standards and expectations	1	2	3	4
j. Physical facilities	1	2	3	4
k. Administrative leadership	1	2	3	4
l. Potential for parental involvement	1	2	3	4
m. Progress toward meeting school's mission	1	2	3	4
n. My child's academic achievements	1	2	3	4

8. Does this school meet the needs of your special needs student?
   - ❑ Yes
   - ❑ No
   - ❑ Do not know
   - ❑ Does not apply

9. Mark the extent to which you agree or disagree with the following statements about «SCHOOL», where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

Statements about «SCHOOL»	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
a. My child is motivated to learn	1	2	3	4
b. The quality of instruction is high	1	2	3	4
c. My child receives sufficient individual attention	1	2	3	4
d. The school is meeting my child's needs	1	2	3	4
e. There is good communication between the school and my household	1	2	3	4
g. Support services (i.e. counseling, health care, etc.) are available to my child.	1	2	3	4
h. The school is supporting innovative practice	1	2	3	4
i. Parents have the ability to influence the direction of the school	1	2	3	4
j. Teachers and school leadership are accountable for student achievement and performance.	1	2	3	4

10. What do you think about«SCHOOL»'s effort to fulfill its mission statement (see Appendix 1) and its accomplishments with its performance goals (see Appendix 2)? Use 1 = Has Not Been Addressed; 2 = Partially Meeting; 3 = Meeting; 4 = Exceeding; and 5 = Don't Know.

School's ability to fulfill the following:	**Not Addressed**	**Partially Meeting**	**Meeting**	**Exceeding**	**Don't Know**
Mission	1	2	3	4	5
Performance Goal #1	1	2	3	4	5
Performance Goal #2	1	2	3	4	5
Performance Goal #3	1	2	3	4	5
Performance Goal #4	1	2	3	4	5
Performance Goal #5	1	2	3	4	5
Performance Goal #6	1	2	3	4	5
Performance Goal #7	1	2	3	4	5
Performance Goal #8	1	2	3	4	5
Performance Goal #9	1	2	3	4	5
Performance Goal #10	1	2	3	4	5

11. What has been your involvement with this school?
    - ❑ Planning/founder
    - ❑ School committee member
    - ❑ Board member
    - ❑ Volunteer hours #___/month
    - ❑ Other_____
    - ❑ None

12. What is the greatest strength of this school?

_____
_____
_____
_____
_____
_____

13. What is the greatest weakness of this school?

_____
_____
_____
_____
_____
_____

14. Other comments (attach additional sheets as necessary):

_____
_____
_____
_____
_____

APPENDIX C:

STAFF SURVEY

Staff Survey for «SCHOOL»

1. What is/are your role(s) at this school?
   - ❑ Teacher
   - ❑ Instructor (under supervision of certified staff)
   - ❑ Teaching assistant
   - ❑ Specialist (specify type:_____)
   - ❑ Student teacher
   - ❑ Principal/administrator
   - ❑ Other (please specify_____)

2. Mark the one statement that best corresponds to your current teaching certification status.
   - ❑ I am currently certified to teach in this state.
   - ❑ I am currently certified to teach in another state but not this one.
   - ❑ I am working to obtain teaching certification.
   - ❑ I am currently certified as an administrator.
   - ❑ I am not certified and am not currently working to obtain certification.

3. Are you teaching in any areas outside of your endorsements?
   - ❑ Yes; Subjects:_____
   - ❑ No
   - ❑ Not applicable

4. How many years (including this year) of experience have you had in each of these types of schools and in total?

Private/Parochial	_____
Charter	_____
Traditional public	_____
Other	_____
Total	

How many years have you been teaching or been an administrator at «School»?_____

5. Please list all degrees held and major course of study for each.
   - ❑ Bachelors in _____
   - ❑ Masters in _____
   - ❑ Doctorate in _____
   - ❑ Other _____

6. Rate the importance of the following factors in your decision to seek employment at «School» by marking what you believe is the most appropriate answer. Mark only one response for each item, where 1= Not Important, 2 = Somewhat Important and 3 = Very Important.

Reasons for working at «School»:	**Not Important**	**Somewhat Important**	**Very Important**
a. Convenient location	1	2	3
b. High emphasis on academics	1	2	3
c. Interested in being involved in an education reform effort	1	2	3
d. Opportunities presented by school leaders	1	2	3
e. Size of school	1	2	3
f. Parents are committed	1	2	3
g. Safety/climate at school	1	2	3
h. Difficult to find other positions	1	2	3
i. Opportunity to work with like minded educators	1	2	3
j. Class sizes	1	2	3
k. Educational program	1	2	3
l. Salary	1	2	3

List any other factors that motivated you to seek or retain employment at «School»:
_____
_____
_____

7. Does the school serve students with special needs well?
   - ❑ Yes
   - ❑ No
   - ❑ Do not know
   - ❑ Does not apply

8. Overall, has your experience at «School» met your initial expectation?
   - ❑ Yes
   - ❑ No

   Comments:_____

9. Are you a founder or original staff member of the school?
   - ❑ Yes
   - ❑ No

10. Rate your level of satisfaction with the following aspects or features of «School». Mark the most appropriate response for each item, where 1= Very Dissatisfied, 2 = Dissatisfied, 3 = Satisfied, and 4 = Very Satisfied.

Satisfaction	**Very Dissatisfied**	**Dissatisfied**	**Satisfied**	**Very Satisfied**
a. Salary level	1	2	3	4
b. Fringe benefits	1	2	3	4
c. Relations with the community at large	1	2	3	4
d. Evaluation or assessment of your performance	1	2	3	4
e. Resources available for instruction	1	2	3	4
f. School building and facilities	1	2	3	4
g. Availability of computers and other technology	1	2	3	4
h. School governance	1	2	3	4
i. Administrative leadership of school	1	2	3	4
j. School's mission	1	2	3	4
k. Overall school climate/environment	1	2	3	4
l. Students' academic performance	1	2	3	4
m. Student motivation	1	2	3	4
n. Teacher collegiality	1	2	3	4
o. Professional development opportunities	1	2	3	4

11. Mark the extent to which you agree or disagree with the following statements about «School», where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

Statements about «School»	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
a. This school is meeting student needs that could not be addressed at other local schools.	1	2	3	4
b. Students feel safe at this school.	1	2	3	4
c. Class sizes are too large to meet the individual students needs.	1	2	3	4
d. Teachers are disenchanted with what can be accomplished at this school.	1	2	3	4
e. The students are diverse.	1	2	3	4
f. Teachers are involved in decision making.	1	2	3	4
g. The school has sufficient financial resources.	1	2	3	4
h. I am satisfied with the educational program.	1	2	3	4
i. Teachers are challenged to be effective.	1	2	3	4
j. This school has been well received by the community.	1	2	3	4
k. I think this school has a bright future.	1	2	3	4
l. This school reflects a community atmosphere.	1	2	3	4
Statements about «School»	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
m. The school has high standards and expectations for students.	1	2	3	4
n. Parents are involved in instructional and school activities.	1	2	3	4
o. Parents can influence instructional and school activities.	1	2	3	4
p. Teachers and school leadership are accountable for student achievement and performance.	1	2	3	4

q. Teachers and the Board work collaboratively to meet the school's performance goals.	1	2	3	4
r. It is important for our school to be held accountable to its performance goals.	1	2	3	4
s. Lack of student discipline hinders my ability to teach and the opportunity for other students to learn.	1	2	3	4
t. Teachers are insecure about their future at the school.	1	2	3	4
u. Teachers have many non-instructional duties.	1	2	3	4
v. Staff reflect upon and evaluate the success of the school's educational program on a regular basis (e.g., annually).	1	2	3	4
w. The quality of instruction is high.	1	2	3	4
x. There is good communication between the school and parents/guardians.	1	2	3	4
y. Support services (counseling, health care, etc) are available to students.	1	2	3	4
z. Teachers are able to influence the direction of the school.	1	2	3	4
aa. There is commitment to the mission of the school.	1	2	3	4
bb. Teachers are autonomous and creative in their classes.	1	2	3	4

12. Please rate how well you think the «School»'s is fulfilling its mission statement (see Appendix 1) and performance goals (see Appendix 2)? Use 1 = Not Addressed; 2 = Partially Meeting; 3 = Meeting; 4 = Exceeding; 5 = Don't Know.

School's ability to fulfill the following:	**Not Addressed**	**Partially Meeting**	**Meeting**	**Exceeding**	**Don't Know**
Mission	1	2	3	4	5
Performance Goal #1	1	2	3	4	5
Performance Goal #2	1	2	3	4	5
School's ability to fulfill the following:	**Not Addressed**	**Partially Meeting**	**Meeting**	**Exceeding**	**Exceeding**
Performance Goal #3	1	2	3	4	5
Performance Goal #4	1	2	3	4	5
Performance Goal #5	1	2	3	4	5
Performance Goal #6	1	2	3	4	5
Performance Goal #7	1	2	3	4	5
Performance Goal #8	1	2	3	4	5
Performance Goal #9	1	2	3	4	5
Performance Goal #10	1	2	3	4	5

13. Please check any areas of technical assistance that are needed at your school.

- ❑ Regulatory issues
- ❑ Charter renewal
- ❑ Accreditation
- ❑ Improving facilities
- ❑ School finance/budgeting
- ❑ Program evaluation
- ❑ Governance & leadership
- ❑ Personnel issues
- ❑ Community relations
- ❑ Alignment of curriculum with state standards
- ❑ Other:_____

14. What is the greatest strength of this school?

_____
_____
_____
_____

15. What is the greatest weakness of this school?

_____
_____
_____

16. What opportunities have you had for professional development in the last year?

_____
_____
_____

17. Briefly describe the process by which you are evaluated as a teacher or administrator.

_____
_____
_____

18. Other comments (attach additional sheets as necessary)

_____
_____
_____

APPENDIX D:

STUDENT SURVEY

Student Evaluations for «SCHOOL»

1. What grade/class are you in? _____

2. A. How long have you been enrolled at this school?
   - ❑ Just this year
   - ❑ Two years
   - ❑ Three years

   B. What kind of school(s) did you attend before enrolling in this school?
   - ❑ Regular public school
   - ❑ Another charter school
   - ❑ Alternative public school
   - ❑ Private/parochial school
   - ❑ Home schooled
   - ❑ Did not attend school
   - ❑ Other (specify _____)

3. Why did you and your family choose this school? Rate the importance of each of the following reasons by marking one response for each item, where 1= Not Important, 2 = Somewhat Important and 3 = Very Important.

Reasons for coming to «SCHOOL» :	**Not Important**	**Somewhat Important**	**Very Important**
a. This school has a good location.	1	2	3
b. My parents thought this is the best school for me.	1	2	3
c. This school has interesting things to do.	1	2	3
d. This school is small, has small class sizes.	1	2	3
e. This school has computers and other equipment.	1	2	3
f. This school is a comfortable place.	1	2	3
g. Teachers are better at this school than at other schools in the area	1	2	3
h. My friends attend this school.	1	2	3

List some other reasons that you and your family chose this school.

_____

_____

_____

4. How are you doing in school?
   - ❑ Excellent
   - ❑ Good
   - ❑ Average
   - ❑ Not so well
   - ❑ Very badly

5. **Answer this question only if this is your first year at this school: ** How interested are you in your schoolwork compared to your last school?

   - ❑ More interested than at my last school
   - ❑ About the same as at my last school
   - ❑ Less interested than at my last school

6. Does your school help all students learn, including those with special physical or learning needs?

- ❑ Yes
- ❑ No
- ❑ Do not know
- ❑ Does not apply

7. Rate how much you agree or disagree with the following statements: {1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.}

Statements about «SCHOOL»	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
a. I think that I am learning more here than I would at a different school.	1	2	3	4
b. I wish there were more classes I could choose from.	1	2	3	4
c. I have a computer available at school when I need one.	1	2	3	4
d. I know the mission of my school.	1	2	3	4
e. There are different types of students at this school.	1	2	3	4
f. Students respect one another and each other's property.	1	2	3	4
g. The school building is clean and well taken care of.	1	2	3	4
h. There are rules in the school we must follow.	1	2	3	4
i. If the teacher left the class most students would continue to work on their assignments.	1	2	3	4
j. I get feedback on most or all of the assignments that I turn in.	1	2	3	4
k. Students take responsibility for their own learning in this school.	1	2	3	4
l. Teachers and administrators know me by my name.	1	2	3	4
m. My teacher is available to talk to me or help me when I need it.	1	2	3	4
n. Students have some power in this school.	1	2	3	4
o. Students feel important at our school.	1	2	3	4
p. I feel as though my ideas are listened to.	1	2	3	4
q. Teachers seem happy at our school.	1	2	3	4

r. This school is doing a good job preparing me for the future.	1	2	3	4
s. The students at this school come from diverse backgrounds.	1	2	3	4
t. I feel safe at this school.	1	2	3	4

8. What is the thing that you like most about this school?

_____
_____
_____
_____
_____
_____

9. What is the biggest problem or thing that you dislike most about this school?

_____
_____
_____
_____
_____
_____

10. Other comments (attach additional sheets of paper if you wish)

_____
_____
_____
_____
_____
_____

APPENDIX E:

IDAHO TESTING REQUIREMENTS

Idaho Testing Requirements

The standardized achievement test data is required of all Idaho public schools, including public charter schools.

Required Achievement Test	Grade Levels
Iowa Test of Basic Skills (ITBS)	3rd through 8th
Test of Achievement and Proficiency	9th, 10th and 11th
Direct Writing Assessment (DWA)	4th, 8th and 11th
Direct Mathematics Assessment (DMA)	4th and 8th
Idaho Reading Indicator (IRI)	K through 3rd