

SUBJECT

Idaho Connects Online (formerly Kaplan Academy of Idaho) Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5206(7)

IDAPA 08.02.04.301.01

BACKGROUND

Idaho Connects Online (ICON) is a virtual public charter school authorized by the Public Charter School Commission (PCSC). Headquartered in Boise and serving students statewide, ICON is now in its third year of operations. In 2011, the school changed curriculum providers. ICON now utilizes Odysseyware as a curriculum and technology provider.

DISCUSSION

ICON will provide a general update on the status of the school. PCSC staff has reviewed the materials submitted by ICON and makes the following observations:

1. ICON's student enrollment is currently 153. This is a decrease of approximately 44 students since last year. The school plans to increase enrollment to 200 for the upcoming school year. However, student attrition has not improved, with 45 students leaving the school this year.
2. ICON met most of the measurable student educational standards (MSES) in the charter. Three of the twelve standards will not apply until the school has been in operation for three or more years. MSES 7 requires the school to meet AYP within three years. AYP was met for year one and not met in year two. Year three results are not yet finalized.

The school is in alert status. ISAT results indicate that math and reading proficiency were not reached. In reading, 81.4% of students scored proficient as compared to the 85.6% goal. In math, 67.1% of students scored proficient compared to the 83% goal. Further comparisons indicate school performance is below that of the state across all grades and subject areas.

3. ICON has continued to provide timely, monthly financial reports in accordance with PCSC direction. Current budget projections anticipate a year-end operating income of \$999 and reserves totaling \$239,744. The upcoming year budget anticipates an operating income of \$84,000 and reserves of \$324,000.
4. According to survey results, overall stakeholder satisfaction is fairly high. A few negative comments were made regarding response time and the student management system.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC release ICON from the required submission of monthly budget updates, as the threat of excessive expenditures tied to the previous curriculum provider has passed.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

CHARTER SCHOOL DASHBOARD

Date: May 2, 2012

School Name: ICON Idaho Connects Online School 469

School Address: 12639 W. Explorer Drive Suite 185 Boise, Idaho 83713

School Phone: 208-287-3668

Current School Year: 2011-2012

School Mission: The mission of ICON is to provide middle and high school students with a personalized education alternative that integrates one-to-one support, a robust curriculum, flexible instruction, and innovative technology in an Idaho Public Charter School.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
David High	President/2008/five year term/presides over the Board and all committees	Legal, experience with non-profits	dhigh2@mindspring.com	208-336-2647
Brent Olmstead	Trustee/2008/five year term/member of the Board Training Committee/member of the Finance Committee	Lobbyist, Legislative experience	brent@mpidaho.com	208-378-4637
Lance Fenton	Trustee/2008/five year term/member of the Principal/Teacher Evaluation Committee/member of the Finance Committee	Financial	lfenton@CooperNorman.com	208-336-0800
Jeni Parker	Trustee/2010/five year term/member of the Principal/Teacher Evaluation Committee/member of the Board Training Committee	Parent, Virtual Education Experience	jeni6292001@yahoo.com	208-704-4729

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
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K	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA
6	6	state calculations have not yet been released	NA it is important to note that this year we admitted students all through the year for schooling	6	13.00 ADA for Elementary
7	9	state calculations have not yet been released	NA it is important to note that this year we admitted students all through the year for schooling	23	282.00 ADA for Secondary
8	20	state calculations have not yet been released	NA it is important to note that this year we admitted students all through the year for schooling	28	282.00 ADA for Secondary
9	38	state calculations have not yet been released	NA it is important to note that this year we admitted students all through the year for schooling	48	282.00 ADA for Secondary
10	29	state calculations have not yet been released	NA it is important to note that this year we admitted students all through the year for schooling	48	282.00 ADA for Secondary
11	35	state calculations have not yet been released	NA it is important to note that this year we admitted students all through the year for schooling	29	282.00 ADA for Secondary
12	18	state calculations have not yet been released	NA it is important to note that this year we admitted students all through the year for schooling	15	282.00 ADA for Secondary
TOTAL	153	state calculations have not yet been released	NA it is important to note that this year we admitted students all through the year for	197	295.00 Total ADA

			schooling. We currently are accepting applications for the Fall of 2012 and have 10 new students in the enrollment process. At the time of this submission, ICON has not yet begun to collect the intentions of currently enrolled students for next year.		
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Student Attrition Rate: As we began our first year of operation without Kaplan Virtual Education and the Kaplan name, we kept 77% of our student population.

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? The school is planning to increase enrollment for the upcoming school year.

If yes, briefly describe planned enrollment changes, including numbers and grades affected: It is our goal to increase our student population to a total of 200 students enrolled in grades 6-12.

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	3/2	0/0	146/95	2/1	2/1	0/0	76/50	14/
Previous	12/6	0	174/88	3/1	8/4	0	84/43	13/7

FACULTY AND STAFF

Administrator Name(s): Vickie McCullough

Administrator's Hire Date: July 1st, 2009

Administrator Email(s): vickie.mccullough@iconschool.org

Current Classified Staff (# FTE): 1.50 (Administrative Assistant and Technology Director) This is a .50 FTE increase from our staffing last year.

Classified Attrition Rate: 0%

Current Faculty (# FTE): 9.00 (includes Administrator, Special Ed Director, School Coach, and teaching staff) This is a 2.5 FTE increase from our staffing last year.

Faculty Attrition Rate: 0%

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? No. We did make AYP for Year 1.

If no, please specify indicator and status: We are on alert. We missed the targets in the following areas:

All Students: Reading Proficiency

White: Math Proficiency

White: Reading Proficiency

If no, please describe plan for addressing need: ICON/IVEP took these steps in addressing the need:

1. We changed curriculum providers that allowed us to engage in speciality designed instruction.

2. We hired additional staff in the areas of Reading, and Special Education.
3. We participated in the Response to Intervention Training with the SDE.

Was your school selected to participate in NAEP this year? No we were not selected.

REPORTING

Date of last programmatic operations audit? October 18/19, 2011

Date submitted to authorizer? 12/02/2011

Who performed your most recent programmatic audit? The Idaho Charter School Network completed our last programmatic audit.

Date of most recent fiscal audit? 11/10/2011

Date submitted to authorizer? 11/10/2011

COMMENTS

Please describe any significant changes experienced by your school in the past year:

ICON/IVEP has gone through tremendous change over the past school year. As you are aware, Idaho Virtual Education Partners chose to end the relationship with Kaplan Virtual Education at the end of the last school year. The process began with much conversation, reflection, and data gathering in order to ensure that this was the right move for the school. While we certainly had the privilege of having a charter and school with a strong mission and vision in place through our time with Kaplan, the change was monumental in terms of the day to day application of a working school. The school had to examine everything from charter and name changes to staffing models, new curriculum and platforms, and the responsibility for marketing, enrollment and registration. While this may be our third year of operation, we view ourselves as a new school due to the significant changes that have occurred. It was and continues to be challenging, frightening, and exciting with each new step that we take.

Please describe the greatest successes experienced by your school in the past year:

ICON/IVEP is very proud of the enrollment and registration process within the school. Each family, whether current or new, were assigned a local Idaho representative that followed them all the way through the registration process. It was very important to us that each student had time to share their educational thoughts and needs and had one person that they could contact if they had questions or concerns. After receiving all of the paperwork and necessary information from students, ICON was able to enroll students into their courses and give them access within 24 hours. The was and still continues to be a less than 24 hour turn-around time for course access and course changes for students. Local service and control has ensured a much smoother process for our ICON students.

ICON/IVEP is very pleased with our new curriculum that allows for course customization by the teachers to ensure that students are getting the instruction that they need; rather than what is packaged in the online school course. Teachers have the ability to view student performance and modify and adapt the coursework to best fit their needs. In addition, teachers have the ability to make mini-courses or lessons to give additional practice or concept extension to students. This is valuable when working with the special education student.

Most recently, ICON/IVEP has developed a partnership with the state hospital serving at-risk youth and is meeting their educational needs in the facility setting. We are also then welcoming those students into ICON as they transition from the hospital back into their community.

Please describe any challenges you anticipate during the upcoming year:

It is imperative that ICON/IVEP began to place structure around what occurs within our school. This structure will support the areas of strength that already exists within our school and give substance to those areas that are weak. As many small charter schools, ICON/IVEP struggles with limited resource and funds to support our school program. ICON/IVEP needs to use this next year to mine and use the talents of our staff and define teacher leadership roles that will further support our school community. ICON/IVEP continues to seek out training and best practice as it relates to serving alternative, at-risk students in a virtual setting.

Please add any additional information of which you would like to make your authorizer aware :

REQUIRED ATTACHMENTS

- ☒ Most recent ISAT and IRI results (as applicable)
- ☐ Chart comparing ISAT and IRI scores over the past four years of operation (as applicable)
- ☒ Goals attainment report comparing the measurable student educational standards in your charter to actual results.
- ☒ Written response to recommendations from most recent programmatic operations audit.
- ☒ Most recent parent/stakeholder satisfaction survey results
- ☒ Budget actuals for most recent month-end
- ☒ Budget estimates for remainder of current year, and fiscal outlook for next year
- ☒ Exit interview data for most recent school year

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Results](#)

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[Reading/Math Proficiency Chart](#)

2010/2011 Adequate Yearly Progress Report					
KAPLAN ACADEMY OF IDAHO (1221)					
Was AYP Met?	School Improvement Status		Reading Goal	Math Goal	3rd Indicator Goal
No	Alert		Alert	Alert	Met AYP
Targets Missed:					
All Students: Reading Proficiency					
White: Math Proficiency					
White: Reading Proficiency					
	ISAT Reading		ISAT Math		3rd Indicator
Grades: 6, 7, 8, 10	% Tested	% Proficient	% Tested	% Proficient	Language Usage
	Goal: 95.0%	Goal: 85.6%	Goal: 95.0%	Goal: 83.0%	Goal: 75.1%
All Students	<u>95.6%</u>	<u>81.4%</u>	<u>95.7%</u>	<u>67.1%</u>	<u>69.2%</u>
African American	~	~	~	~	
Asian	~	~	~	~	
American Indian	~	~	~	~	
Hispanic	~	~	~	~	
Native Hawaiian/Pacific Islander	~	~	~	~	
White	<u>95.3%</u>	<u>80.4%</u>	<u>95.3%</u>	<u>65.4%</u>	
Limited English Proficiency	~	~	~	~	
Economically Disadvantaged	~	~	~	~	
Students with Disabilities	~	~	~	~	
~ For reporting purposes (participation), Idaho does not report student data for less than 10 students. For accountability purposes (proficiency), Idaho does not report student data for less than 34 students.					

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**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)
NCLB STATE REPORT OF DISTRICT SCORES AND DEMOGRAPHICS
SPRING 2011**

GRADE 6

DISTRICT: **KAPLAN ACADEMY OF IDAHO DISTRICT 469**

PAGE: 1

Proficiency Level Ranges				Reading						Mathematics						Language Usage					
A = Advanced, P = Proficient, B = Basic, BB = Below Basic				Average Scale Score	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Average Scale Score	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Average Scale Score	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
	Reading	Mathematics	Language Usage																		
A	>222	>230	>226																		
P	208-222	218-230	214-226																		
B	201-207	209-217	206-213																		
BB	<201	<209	<206																		
All Students				*	6	*	*	*	*	*	6	*	*	*	*	*	6	*	*	*	*
Male				*	2	*	*	*	*	*	2	*	*	*	*	*	2	*	*	*	*
Female				*	4	*	*	*	*	*	4	*	*	*	*	*	4	*	*	*	*
American Indian / Alaskan Native				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Asian				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Black / African American				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Native Hawaiian / Other Pacific Islander				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
White				*	6	*	*	*	*	*	6	*	*	*	*	*	6	*	*	*	*
Hispanic or Latino Ethnicity				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Two or More Races				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Economically Disadvantaged				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
LEP				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Migrant				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Special Education				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Title I A				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*

IDSSS1

* Less than or equal to 9 tested students

469 05/23/2011



**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)
NCLB STATE REPORT OF DISTRICT SCORES AND DEMOGRAPHICS
SPRING 2011**

GRADE 7

DISTRICT: **KAPLAN ACADEMY OF IDAHO DISTRICT 469**PAGE: **1**

Proficiency Level Ranges				Reading						Mathematics						Language Usage					
A = Advanced, P = Proficient, B = Basic, BB = Below Basic				Average Scale Score	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Average Scale Score	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Average Scale Score	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
	Reading	Mathematics	Language Usage																		
A	>226	>236	>231																		
P	212-226	223-236	218-231																		
B	204-211	215-222	209-217																		
BB	<204	<215	<209																		
All Students				220	22	22.7	9.1	36.4	31.8	224	22	27.3	22.7	36.4	13.6	220	23	26.1	17.4	39.1	17.4
Male				220	11	36.4	9.1	18.2	36.4	223	11	36.4	18.2	27.3	18.2	216	11	36.4	18.2	36.4	9.1
Female				221	11	9.1	9.1	54.5	27.3	225	11	18.2	27.3	45.5	9.1	223	12	16.7	16.7	41.7	25.0
American Indian / Alaskan Native				*	1	*	*	*	*	*	1	*	*	*	*	*	1	*	*	*	*
Asian				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Black / African American				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Native Hawaiian / Other Pacific Islander				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
White				220	20	25.0	10.0	35.0	30.0	223	20	30.0	25.0	30.0	15.0	220	21	28.6	19.0	33.3	19.0
Hispanic or Latino Ethnicity				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Two or More Races				*	1	*	*	*	*	*	1	*	*	*	*	*	1	*	*	*	*
Economically Disadvantaged				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
LEP				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Migrant				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Special Education				*	2	*	*	*	*	*	2	*	*	*	*	*	2	*	*	*	*
Title I A				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*

IDSSS1

* Less than or equal to 9 tested students

469 05/23/2011



**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)
NCLB STATE REPORT OF DISTRICT SCORES AND DEMOGRAPHICS
SPRING 2011**

GRADE 7

DISTRICT: **KAPLAN ACADEMY OF IDAHO DISTRICT 469**

PAGE: 1

Proficiency Level Ranges		Science					
A = Advanced, P = Proficient, B = Basic, BB = Below Basic		Average Scale Score	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
	Science						
A	>218						
P	213-218						
B	206-212						
BB	<206						
All Students		210	22	36.4	27.3	4.5	31.8
Male		212	11	36.4	18.2	9.1	36.4
Female		207	11	36.4	36.4	0	27.3
American Indian / Alaskan Native		*	1	*	*	*	*
Asian		*	0	*	*	*	*
Black / African American		*	0	*	*	*	*
Native Hawaiian / Other Pacific Islander		*	0	*	*	*	*
White		209	20	40.0	30.0	0	30.0
Hispanic or Latino Ethnicity		*	0	*	*	*	*
Two or More Races		*	1	*	*	*	*
Economically Disadvantaged		*	0	*	*	*	*
LEP		*	0	*	*	*	*
Migrant		*	0	*	*	*	*
Special Education		*	2	*	*	*	*
Title I A		*	0	*	*	*	*



**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)
NCLB STATE REPORT OF DISTRICT SCORES AND DEMOGRAPHICS
SPRING 2011**

GRADE 8

DISTRICT: **KAPLAN ACADEMY OF IDAHO DISTRICT 469**

PAGE: 1

Proficiency Level Ranges				Reading						Mathematics						Language Usage					
A = Advanced, P = Proficient, B = Basic, BB = Below Basic				Average Scale Score	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Average Scale Score	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Average Scale Score	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
Reading	Mathematics	Language Usage																			
A	>228	>242	>235																		
P	214-228	229-242	221-235																		
B	207-213	220-228	213-220																		
BB	<207	<220	<213																		
All Students				226	21	4.8	23.8	28.6	42.9	231	22	13.6	36.4	36.4	13.6	226	21	14.3	23.8	47.6	14.3
Male				224	10	0	40.0	30.0	30.0	231	11	18.2	36.4	36.4	9.1	221	10	30.0	30.0	30.0	10.0
Female				229	11	9.1	9.1	27.3	54.5	232	11	9.1	36.4	36.4	18.2	231	11	0	18.2	63.6	18.2
American Indian / Alaskan Native				*	2	*	*	*	*	*	2	*	*	*	*	*	2	*	*	*	*
Asian				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Black / African American				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Native Hawaiian / Other Pacific Islander				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
White				226	18	5.6	22.2	33.3	38.9	231	19	15.8	36.8	31.6	15.8	226	18	16.7	22.2	44.4	16.7
Hispanic or Latino Ethnicity				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Two or More Races				*	1	*	*	*	*	*	1	*	*	*	*	*	1	*	*	*	*
Economically Disadvantaged				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
LEP				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Migrant				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Special Education				*	1	*	*	*	*	*	1	*	*	*	*	*	1	*	*	*	*
Title I A				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*

IDSSS1

* Less than or equal to 9 tested students

469 05/23/2011



IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)
NCLB STATE REPORT OF DISTRICT SCORES AND DEMOGRAPHICS
SPRING 2011

GRADE 10

DISTRICT: **KAPLAN ACADEMY OF IDAHO DISTRICT 469**

PAGE: 1

Proficiency Level Ranges				Reading						Mathematics						Language Usage					
A = Advanced, P = Proficient, B = Basic, BB = Below Basic				Average Scale Score	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Average Scale Score	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Average Scale Score	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
	Reading	Mathematics	Language Usage																		
A	>234	>250	>241																		
P	220-234	238-250	226-241																		
B	211-219	230-237	218-225																		
BB	<211	<230	<218																		
All Students				227	35	11.4	17.1	37.1	34.3	238	35	34.3	8.6	45.7	11.4	227	35	20.0	22.9	45.7	11.4
Male				228	13	7.7	15.4	30.8	46.2	242	13	30.8	7.7	46.2	15.4	228	13	23.1	23.1	38.5	15.4
Female				227	22	13.6	18.2	40.9	27.3	236	22	36.4	9.1	45.5	9.1	226	22	18.2	22.7	50.0	9.1
American Indian / Alaskan Native				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Asian				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Black / African American				*	1	*	*	*	*	*	1	*	*	*	*	*	1	*	*	*	*
Native Hawaiian / Other Pacific Islander				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
White				227	34	11.8	17.6	38.2	32.4	238	34	35.3	8.8	44.1	11.8	227	34	20.6	23.5	44.1	11.8
Hispanic or Latino Ethnicity				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Two or More Races				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Economically Disadvantaged				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
LEP				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Migrant				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*
Special Education				*	3	*	*	*	*	*	3	*	*	*	*	*	3	*	*	*	*
Title I A				*	0	*	*	*	*	*	0	*	*	*	*	*	0	*	*	*	*

IDSS1

* Less than or equal to 9 tested students

469 05/23/2011



**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)
NCLB STATE REPORT OF DISTRICT SCORES AND DEMOGRAPHICS
SPRING 2011**

GRADE 10

DISTRICT: **KAPLAN ACADEMY OF IDAHO DISTRICT 469**

PAGE: 1

Proficiency Level Ranges		Science					
A = Advanced, P = Proficient, B = Basic, BB = Below Basic		Average Scale Score	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
	Science						
A	>229						
P	219-229						
B	213-218						
BB	<213						
All Students		217	34	47.1	5.9	35.3	11.8
Male		221	12	41.7	8.3	16.7	33.3
Female		215	22	50.0	4.5	45.5	0
American Indian / Alaskan Native		*	0	*	*	*	*
Asian		*	0	*	*	*	*
Black / African American		*	1	*	*	*	*
Native Hawaiian / Other Pacific Islander		*	0	*	*	*	*
White		217	33	48.5	6.1	33.3	12.1
Hispanic or Latino Ethnicity		*	0	*	*	*	*
Two or More Races		*	0	*	*	*	*
Economically Disadvantaged		*	0	*	*	*	*
LEP		*	0	*	*	*	*
Migrant		*	0	*	*	*	*
Special Education		*	3	*	*	*	*
Title I A		*	0	*	*	*	*

IDSS2

469 05/23/2011

IDAHO CONNECTS ONLINE SCHOOL GOALS ATTAINMENT REPORT

STUDENT GOAL	MEASURABLE OUTCOME	ASSESSMENT TOOL	BASELINE DATA	RESULTS
Students will meet or exceed Idaho performance standards	Average English Language Arts and Math scores on the Idaho Standards Achievement Test will be equal or higher to the state average within three years	Annual ISAT scores in grades 3-8, 10	Published Idaho state average scores for the English and math subtests	ICON met AYP for the first school year. ICON is on ALERT status for the second year. ICON students missed the AYP targets in the following areas: All students: Reading Proficiency. White: Math Proficiency. White: Reading Proficiency. At the time of submission, ICON is currently involved in the testing window of the ISAT for Year 3 and no average data is yet available.
Students will demonstrate improved content area knowledge and mastery	75% of students will improve their ISAT scores after three years of enrollment in ICON.	Students' previous ISAT scores and results from the Scantron Performance Series assessment	Year 1 student test scores	Growth data for year 3 has not yet been determined. At the time of submission we are currently in the year 3 testing window. ICON will need to amend their charter to change to the Odysseyware Skills Diagnostics in place of Scantron.
Students will feel that they are an integral and contributing part of the ICON community	Students will demonstrate their satisfaction with the ICON learning experience by re-enrolling for subsequent years – target re-enrollment rate is 66% after two years.	Year over year student reenrollment and retention rates combined with qualitative survey results	Year 1 retention data and survey results	77% of our students from Year 2 chose to come back to us for our year as ICON. This is an increase from the 54% that chose to come back from Year 1 to Year 2.
Parents and guardians will be satisfied with their student's learning experience at ICON	85% of parents will respond that they are Satisfied or Very Satisfied on an annual parent survey	Parent survey	Year 1 data	At the time of submission the annual survey for this current school year has not yet been completed. Initial survey data gathered from the beginning of the year shows that 84.4% are satisfied and informed about what is going on within the school, 81.3% are satisfied with the level of support from the central office, and 84.4% are satisfied with the level of teacher support within the school.
Students will have increased learning options and	Year over year, an increasing percentage of students will enroll in	Course enrollment data	Year 1 data	ICON enrolled 4 students in AP courses in the 2011-2012 school

opportunities	honors, AP, or career elective courses			year. ICON has offered AP and honors courses, but have not had the student need to fill the courses. ICON will be expanding their career elective courses for the upcoming school year due to student need.
Students will successfully graduate from ICON with a defined post-secondary goal	ICON average graduation rates will equal or exceed the state average within three years and students will take steps toward postsecondary plans	Graduation rates and senior student survey	Published Idaho graduation average	ICON average graduation rates met the state average for the second year. We do not yet have graduation rates for the end of our third year. We did have three students eligible for graduation in December of 2011 and they all were successful in their goal.

MEASURABLE SCHOOL STANDARDS:

SCHOOL GOAL	MEASURABLE OUTCOME	ASSESSMENT TOOL	BASELINE DATE	RESULTS
Students in all subgroups will demonstrate proficiency and improvement over prior years' performance	ICON will make Adequate Yearly Progress as defined by Idaho state requirements and No Child Left Behind	ISAT scores, subgroup performance, graduation rates	Year 1 data	ICON met AYP for the first school year. ICON is on ALERT status for the second year. ICON students missed the AYP targets in the following areas: All students: Reading Proficiency. White: Math Proficiency. White: Reading Proficiency. At the time of submission, ICON is currently involved in the testing window of the ISAT for Year 3.

Students will demonstrate strong critical thinking and communication skills	ICON seniors will complete a required, independent project and 75% will score a 4 or 5 across all categories on the scoring rubric	Senior project rubric	Year 1 data	The average score for the Sr. Project was 85%.
ICON will support students and intervene appropriately to ensure courses are successfully completed	The average semester course completion rate will be at least 80% after two years	Course completion rates as tracked in the Learning Management System	Year 1 data	For the Fall 2011 semester ICON had a course completion rate of 83%. This is an increase from the 75.9% from Spring 2010.
ICON faculty and staff will ensure that students are engaged in and satisfied with their learning experience	The average student retention rate will be between 75% and 85% within two years	Retention rates as tracked in the Student Management System	Year 1 data	ICON experienced a 77% retention rate as we headed into the 2011-2012 school year. This is an increase from the 54% that chose to come back from Year 1 to Year 2. At time of submission, we do not yet know the number of students with intentions for returning for the next fall semester.
Teachers will report satisfaction with their ICON experience	An increasing percentage of teachers will return to their positions each year (and report that they are Satisfied or Highly Satisfied with their roles) until the full-time teacher retention rate becomes stable at 70% or better	Teacher survey results and retention rates	Prior year data (beginning in year 2)	ICON did not garner enough support from the Teacher Survey to garner any satisfaction data. However, all teachers from the first and second year returned for the third year.
ICON will provide a high quality learning experience that meets accreditation standards	ICON will pursue regional accreditation in Year 1	Accreditation reports	N/A	Provisional accreditation was sought and granted in Year 1 and in Year 2.

ICON Response to Programmatic Audit Findings

Governance: The Charter School will fulfill all governance and administrative obligations as provided in state & federal law and in the school's charters.

Governance and sustainability of the school would be greatly improved by having the board conduct self-evaluations, create a process for new board member orientation and ongoing training. *ICON will be working with the Idaho State School Board Association for assistance and support in Board Governance, Succession, Training, and Evaluation.*

Training for board members is more important now that you are cutting back to fewer meetings. *ICON will be working with the Idaho State School Board Association for assistance and support in Board Governance, Succession, Training, and Evaluation. We do have a Board Committee dedicated to Board Training, Governance, Succession, Training and Evaluation. The Board has adopted Job Descriptions for Board Roles.*

Just beginning to develop a board manual. Consider ICSN template and continue to develop this tool for the board.

ICON has begun to investigate the ICSN template, as well as working with the Idaho School Board Association in the area of policy. The Board has also given the approval to hire an independent contractor to work with the Head of School (Principal) to write policy as needed and necessary. The policy and procedures in place for the first two years of school are being evaluated and changed to match ICON.

Principal should be evaluated annually. Review time off so that she doesn't burn out.

The Board has adopted a Head of School (Principal) Evaluation tool and has been engaged in continuous evaluation with her. The Board has a committee dedicated to Principal and Teacher Evaluation. ICON recognizes the need for a strong operational system of policy and procedure so that the structure and backbone of the organization are not person-dependent.

There are additional opportunities for the board and leadership to be data informed. We suggest that you review your data collection tools and identify additional data sources to provide a more comprehensive view of progress and satisfaction.

ICON agrees and will be looking at a formal board agenda at each meeting that captures a key piece of data to inform and drive decision making. Data tools will be identified using SDE recommendations, ISBA recommendations, and Board recommendations. Head of School (Principal) has received initial training on SchoolNet and will continue with trainings in May.

Review employee files and organize in locked, fire-proof cabinet. We understand that there are some transitions yet to be completed from the former provider relationship.

ICON has received all outstanding documents from the transition and has stored the documents in a locked, fire-proof cabinet.

It is imperative that the board review adopt and/or create a comprehensive policy manual to mitigate risk to the schools and inform all personnel and students.

ICON has begun to investigate the ICSN template, as well as working with the Idaho School Board Association in the area of policy. The Board has also given the approval to hire an independent contractor to work with the Head of School (Principal) to write policy as needed and necessary. The policy and procedures in place for the first two years of school are being evaluated and changed to match ICON.

Succession planning for the board level is important as well as recruiting plan.

ICON will be working with the Idaho State School Board Association for assistance and support in Board Governance, Succession, Training, and Evaluation. We do have a Board Committee dedicated to Board Training, Governance, Succession, Training and Evaluation. The Board has adopted Job Descriptions for Board Roles.

Set a policy for chain of command so that in the event of principal illness or absence the staff knows who is in charge.

ICON recognizes the need for a strong operational system of policy and procedure so that the structure and backbone of the organization are not person-dependent and that there is clear directions as to where to go and when for the school community. This will be a part of the policy manual currently being developed in the school. ICON also recognizes the talent that is housed within the school staff. Moving forward with the upcoming school year, teacher leadership roles will become more clearly defined so that there are several avenues of support and expertise for the school community to access.

All fiscal procedures should be clearly stated in policy especially since business mgr is off-site. The board must be sure there is sufficient segregation of duties.

ICON has begun to investigate the ICSN template, as well as working with the Idaho School Board Association in the area of policy. The Board has also given the approval to hire an independent contractor to work with the Head of School (Principal) to write policy as needed and necessary. The policy and procedures in place for the first two years of school are being evaluated and changed to match ICON. During the last fiscal audit, a segregation of duties and an appropriate level of checks and balances were found present within the organization.

Academic Program: The charter school will demonstrate a successful academic program

As you consider expanding to a more blended model or use of on-site labs keep in mind the many needs of students that will become more apparent. Safety of the building and other requirements.

ICON agrees and will ensure that safety of the school community is kept at the forefront as virtual and face to face models blend together. ICON has complied with IDAPA 08.03.01.301. ICON submitted this in accordance with the code to the Commission on February 17th, 2012.

Insure that you have the data that you need to evidence the goals stated in your charter. Coming up on the 3 yr enrollment point attached to several goals.

ICON continues to keep the goals as outlined in the charter at the forefront of decision making and monitoring. ICON will continue to use these goals as topics of discussion at the weekly staff meetings and bi-monthly board meetings.

Continue to implement regular surveys for satisfaction and to gain insights on how the school is meeting the expectations of students and parents. (Might want to look at Center for Educational Excellence survey services)

ICON agrees with this recommendation and will work to encourage the school community to participate in the surveys when they are presented. Ideas for implementation could include placing them in the courses directly for student ease and participation, allowing for multiple ways to access the survey, personalizing the survey, stressing the importance of feedback, and researching the Center for Educational Excellence to ensure that surveys are written to gather the data needed.

As Idaho implements the common core, continue discussions with Odyssey-ware about how they will meet the need to align to the common core.

The common core alignments can be found at <http://www.odysseyware.com/statestandards/>. From this location you can look at the alignments by state as well.

Sped file review was very positive. Continue to monitor the effectiveness of the program for special education students and how they can best be supported.

ICON continues to work closely with the SDE as it relates to Special Education. ICON developed a Response to Intervention Team this year and took the first initial training. ICON will have a RTI plan in place for the upcoming school year. The Director of Special Education is a key leader on this team.

As you continue to build the professional learning community there is great opportunity for teachers to learn from each other and to disseminate their best practices to the wider charter and education community.

ICON also recognizes the talent that is housed within the school staff. Moving forward with the upcoming school year, teacher leadership roles will become more clearly defined so that there are several avenues of support and expertise for the school community to access. As part of our Professional Development Plan next year, ICON staff will be given opportunities to engage in local education opportunities. This will allow staff to learn and build relationships with their colleagues in other schools, and then allow them to come back and share their new knowledge with the rest of the staff. ICON also recognizes this as a need not only for the teacher staff, but for the leadership and classified staff as well.

Stakeholder Support: The charter school will show and plan for strong stakeholder support, involvement and satisfaction

Increase opportunities for shared leadership and decision making by gathering input from staff.

ICON staff participates in weekly faculty meetings, monthly professional development training and required face to face time with staff at the Boise location. This does allow for opportunities for discussion and interaction in an otherwise virtual setting. For those staff that work in a part-time capacity and are not able to attend those sessions, they are

recorded for their viewing at a later time. Moving into next year, staff will have a discussion board where they can interact about topics in a secure environment rather than having to manage email trails. We are also currently examining how best to work with the varying schedules of our staff to accommodate a shared meeting time for all staff to come together. With proper planning and expectations set at the beginning of the year, this can be accomplished. ICON also recognizes the talent that is housed within the school staff. Moving forward with the upcoming school year, teacher leadership roles will become more clearly defined so that there are several avenues of support and expertise for the school community to access. These new leadership roles within the staff will ensure that teachers areas of passion and expertise are recognized and utilized within the school community.

Annual surveys for all stakeholder feedback that provide the scope and scale of data will be critical to formative and summative evaluation.

ICON has also implemented a Suggestion Box on the school website that allows the school community to share input in an anonymous manner. The Head of School (Principal) then takes this information and disseminates through a weekly newsletter so that the school community knows that we are listening and acting when appropriate to do so. It is our belief that increased participation will come through increased relationship building with our school population. ICON will work to encourage the school community to participate in the surveys when they are presented. Ideas for implementation could include placing them in the courses directly for student ease and participation, allowing for multiple ways to access the survey, personalizing the survey, stressing the importance of feedback, and researching the Center for Educational Excellence to ensure that surveys are written to gather the data needed.

Consider ways to increase participation in focus groups. Difficult to generalize stakeholder satisfaction from a small focus group.

This has and continues to be a struggle for our alternative population. During this past school year we did form a Student Advisory Committee that has planned and prepared local school outings and are in the process of planning an End of the Year Picnic in all of the major regions. ICON has also implemented a Suggestion Box on the school website that allows the school community to share input in an anonymous manner. The Head of School (Principal) then takes this information and disseminates through a weekly newsletter so that the school community knows that we are listening and acting when appropriate to do so. It is our belief that increased participation will come through increased relationship building with our school population.

Continue to support opportunities that build the professional learning community. Teachers seem eager to learn from one another.

ICON staff participates in weekly faculty meetings, monthly professional development training and required face to face time with staff at the Boise location. This does allow for opportunities for discussion and interaction in an otherwise virtual setting. For those staff that work in a part-time capacity and are not able to attend those sessions, they are recorded for their viewing at a later time. Moving into next year, staff will have a discussion board where they can interact about topics in a secure environment rather than having to manage email trails. We are also currently examining how best to work with the varying schedules of our staff to accommodate a shared meeting time for all staff to come together. With proper planning and expectations set at the beginning of the year, this can be accomplished. ICON also recognizes the talent that is housed within the school staff. Moving forward with the upcoming school year, teacher leadership roles will become more clearly defined so that there are several avenues of support and expertise for the school community to access

Continuous Improvement: The charter school will plan for short and long term continuous improvement.

Continue opportunities for reflection and feedback from teachers and students.

ICON agrees and will continue to support reflection and feedback from the school community. This will be accomplished through the surveys, suggestion box, weekly meeting, teacher leadership roles, staff discussion board, student advisory, and monthly professional development.

Engage in open evaluation processes at all levels – board and leadership.

ICON will continue to work with the SDE and policy recommendations as to how best to engage in the open evaluation process. ICON supports and believes in communication (both listening and speaking) as a strong tool to build a school community.

Provide continuous oversight and evaluation of off-site services (Sped Director and Business Mgr) to insure that the principal has the support she needs and the board has all the information they need for decision making.

ICON has begun to investigate the ICSN template, as well as working with the Idaho School Board Association in the area of policy which will include oversight and evaluation. The Board has also given the approval to hire an independent contractor to work with the Head of School (Principal) to write policy as needed and necessary. The policy and procedures in place for the first two years of school are being evaluated and changed to match ICON.

Focus on the goals of your revised charter and insure that you are keeping those targets in mind and have data to support your progress.

ICON continues to keep the goals as outlined in the charter at the forefront of decision making and monitoring. ICON will continue to use these goals as topics of discussion at the weekly staff meetings and bi-monthly board meetings.

The sustainability of the school will be enhanced by stronger board performance, succession planning and regular evaluation.

ICON will be working with the Idaho State School Board Association for assistance and support in Board Governance, Succession, Training, and Evaluation.

In the next programmatic audit the school needs to have a significant sample of students and parents to assess stakeholder satisfaction. Also, a larger team conducting self-assessment will make the audit a more valuable process.

ICON agrees with this recommendation and will work to encourage the school community to participate in the surveys when they are presented. Ideas for implementation could include placing them in the courses directly for student ease and participation, allowing for multiple ways to access the survey, personalizing the survey, stressing the importance of feedback, and researching the Center for Educational Excellence to ensure that surveys are written to gather the data needed.

ICON/IVEP GENERAL EXIT DATA FOR WITHDRAWING STUDENTS

Since ICON began schooling students on August 29th, 2011 we have lost approximately 45 students. We do know that:

3 of those students graduated in December, 2011

19 of those students moved to a traditional local school.

1 of those students moved out of state

2 left to pursue a GED

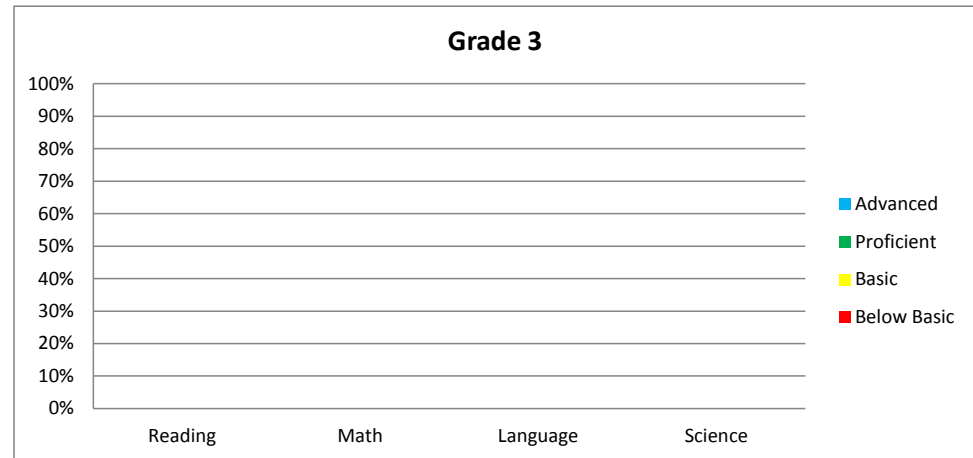
3 are currently incarcerated

3 are currently taking a semester off to raise babies

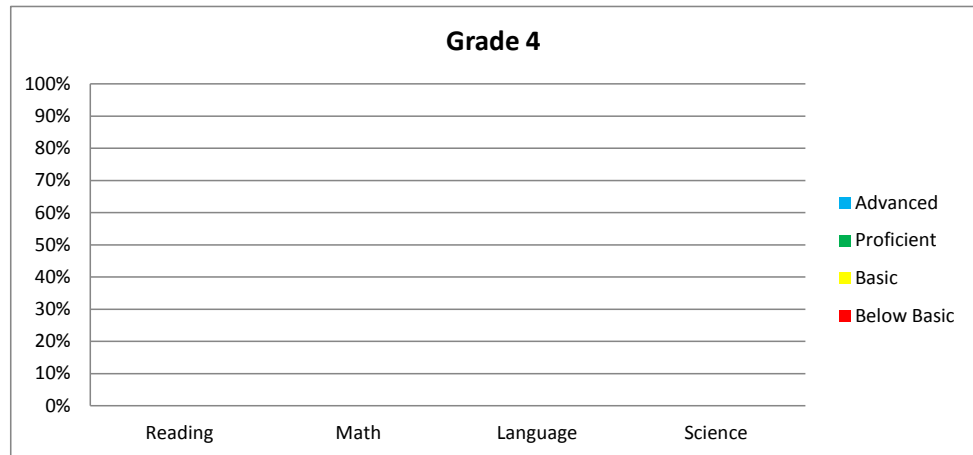
14 have not provided any data to us for the reason that they left

May 31, 2012

Grade 3	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	
Basic	#N/A	#N/A	#N/A	
Proficient	#N/A	#N/A	#N/A	
Advanced	#N/A	#N/A	#N/A	

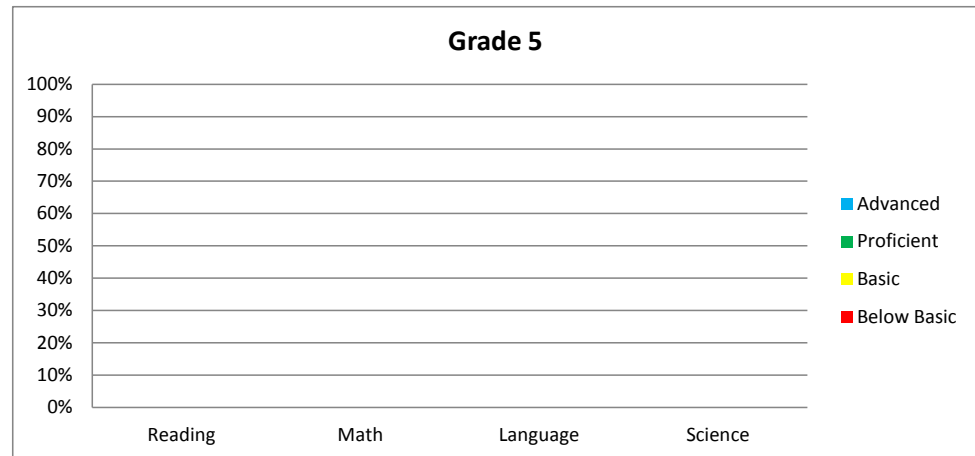


Grade 4	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	
Basic	#N/A	#N/A	#N/A	
Proficient	#N/A	#N/A	#N/A	
Advanced	#N/A	#N/A	#N/A	

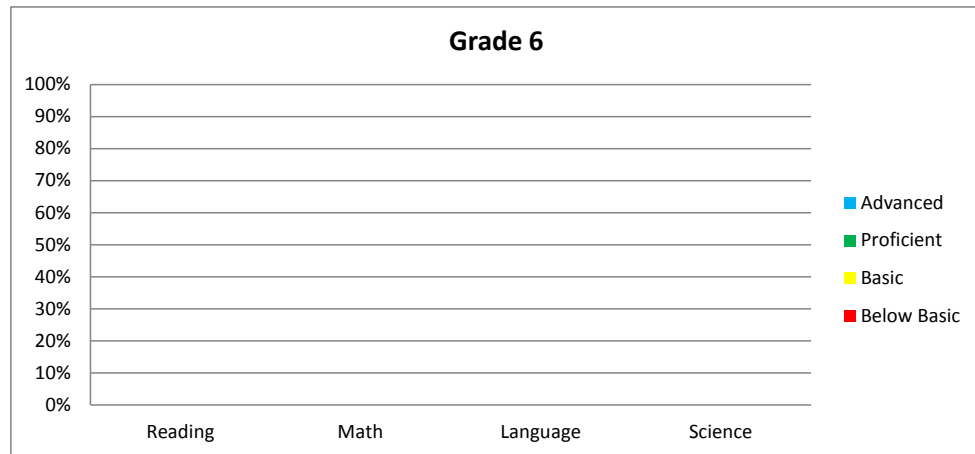


May 31, 2012

Grade 5	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A

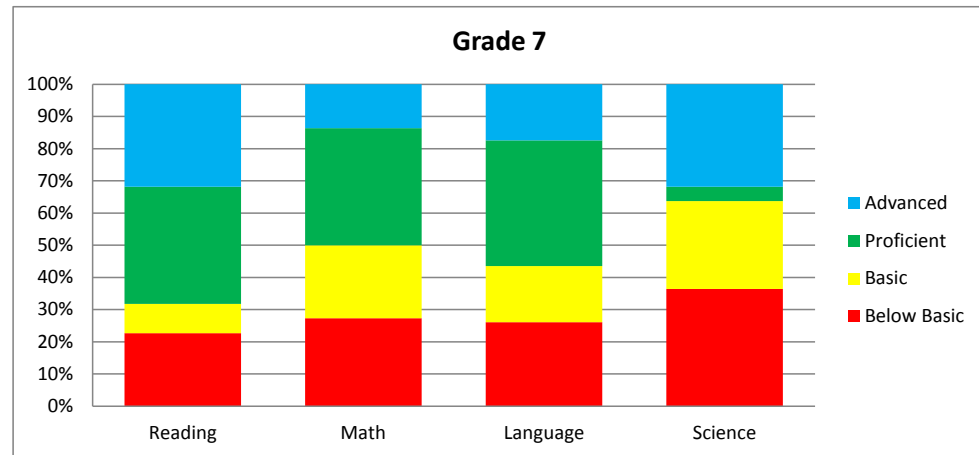


Grade 6	Reading	Math	Language	Science
Below Basic	*	*	*	
Basic	*	*	*	
Proficient	*	*	*	
Advanced	*	*	*	

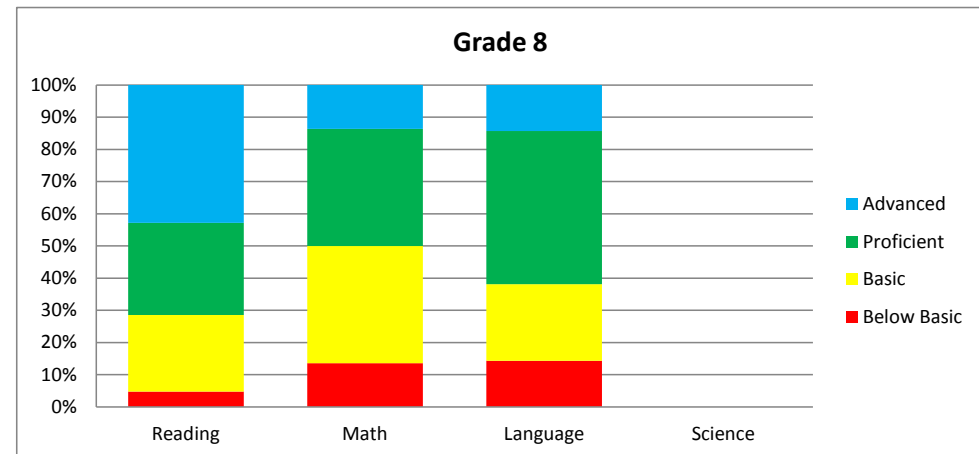


May 31, 2012

Grade 7	Reading	Math	Language	Science
Below Basic	22.7	27.3	26.1	36.4
Basic	9.1	22.7	17.4	27.3
Proficient	36.4	36.4	39.1	4.5
Advanced	31.8	13.6	17.4	31.8

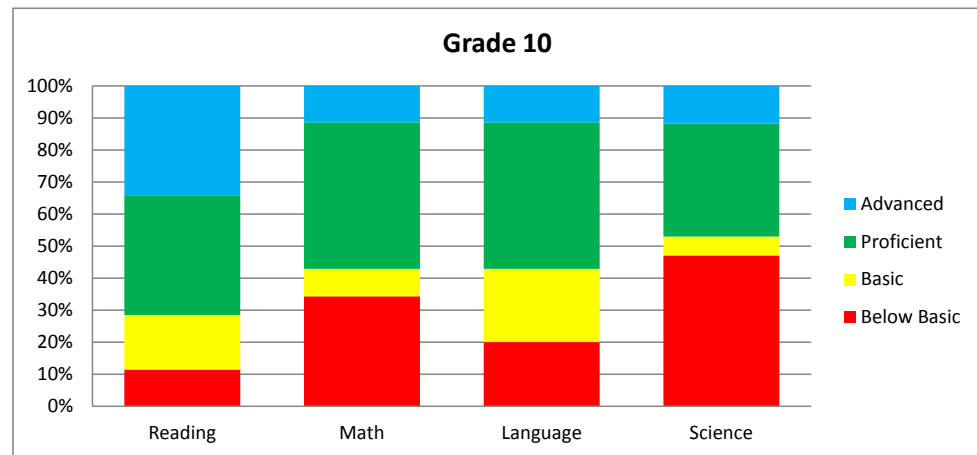


Grade 8	Reading	Math	Language	Science
Below Basic	4.8	13.6	14.3	
Basic	23.8	36.4	23.8	
Proficient	28.6	36.4	47.6	
Advanced	42.9	13.6	14.3	



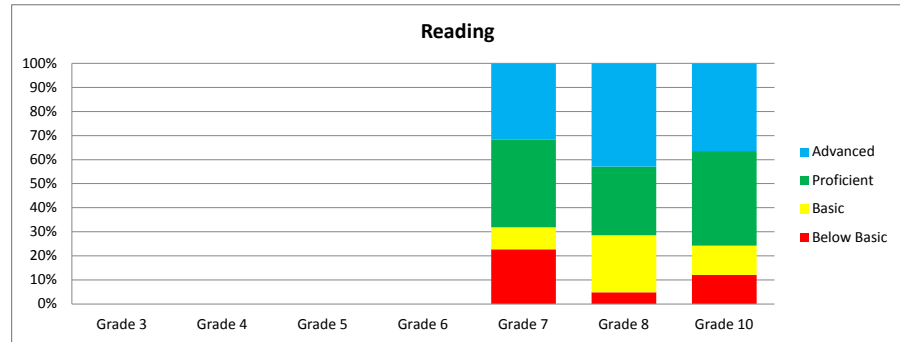
May 31, 2012

Grade 10	Reading	Math	Language	Science
Below Basic	11.4	34.3	20	47.1
Basic	17.1	8.6	22.9	5.9
Proficient	37.1	45.7	45.7	35.3
Advanced	34.3	11.4	11.4	11.8

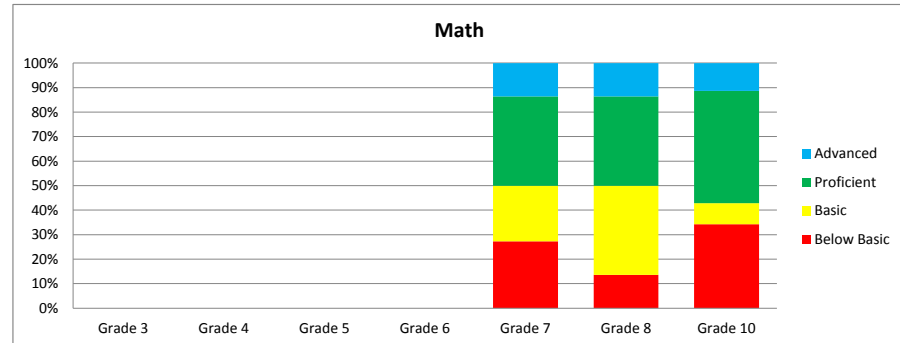


May 31, 2012

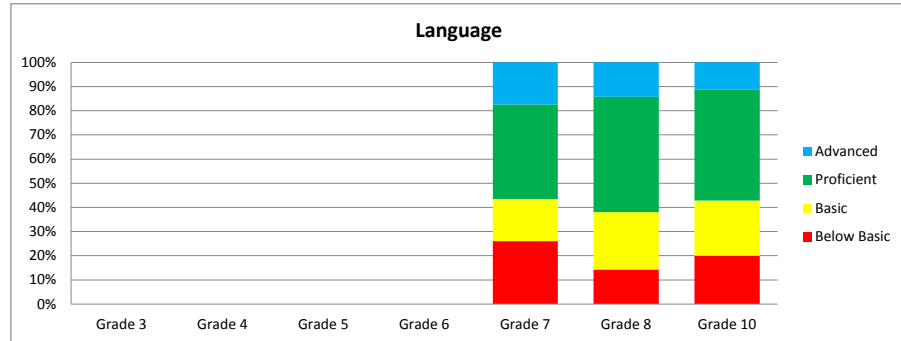
Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	*	22.7	4.8	11.4
Basic	#N/A	#N/A	#N/A	*	9.1	23.8	11.4
Proficient	#N/A	#N/A	#N/A	*	36.4	28.6	37.1
Advanced	#N/A	#N/A	#N/A	*	31.8	42.9	34.3



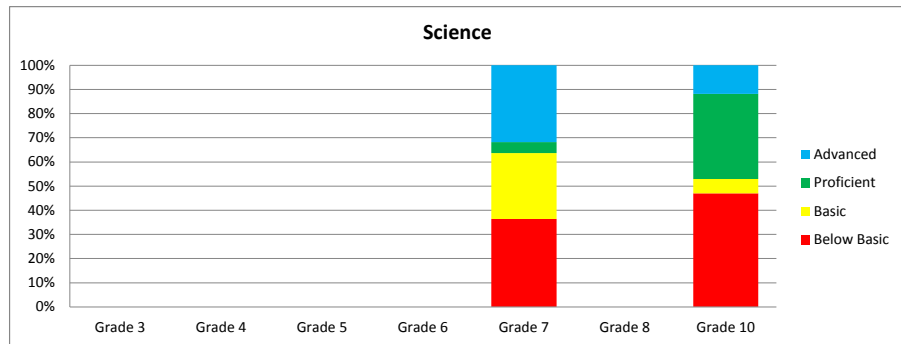
Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	*	27.3	13.6	34.3
Basic	#N/A	#N/A	#N/A	*	22.7	36.4	8.6
Proficient	#N/A	#N/A	#N/A	*	36.4	36.4	45.7
Advanced	#N/A	#N/A	#N/A	*	13.6	13.6	11.4



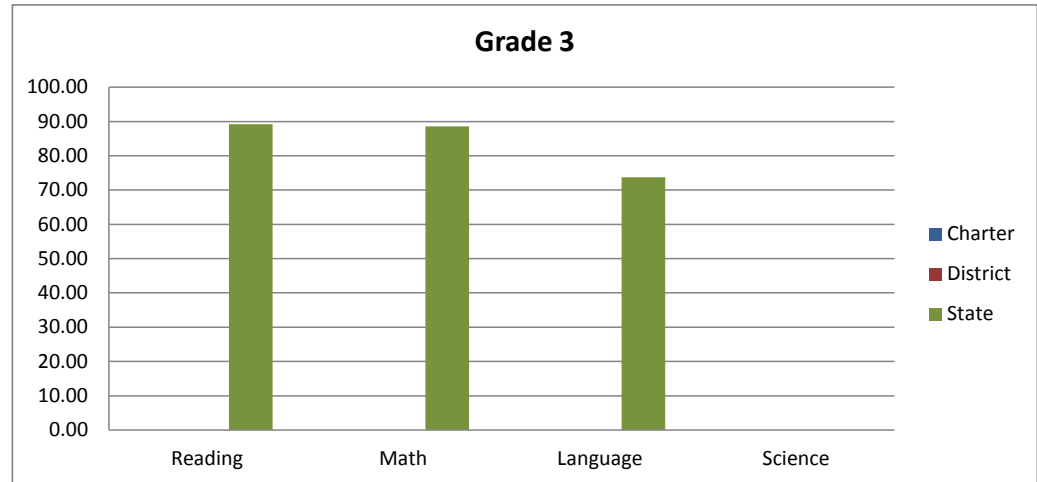
Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	*	26.1	14.3	20
Basic	#N/A	#N/A	#N/A	*	17.4	23.8	22.9
Proficient	#N/A	#N/A	#N/A	*	39.1	47.6	45.7
Advanced	#N/A	#N/A	#N/A	*	17.4	14.3	11.4



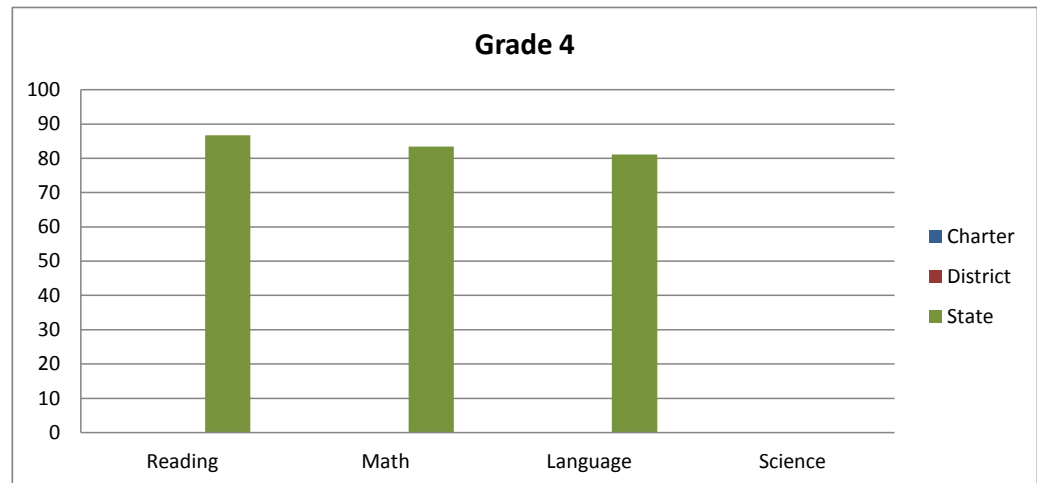
Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			#N/A		36.4		47.1
Basic			#N/A		27.3		5.9
Proficient			#N/A		4.5		35.3
Advanced			#N/A		31.8		11.8



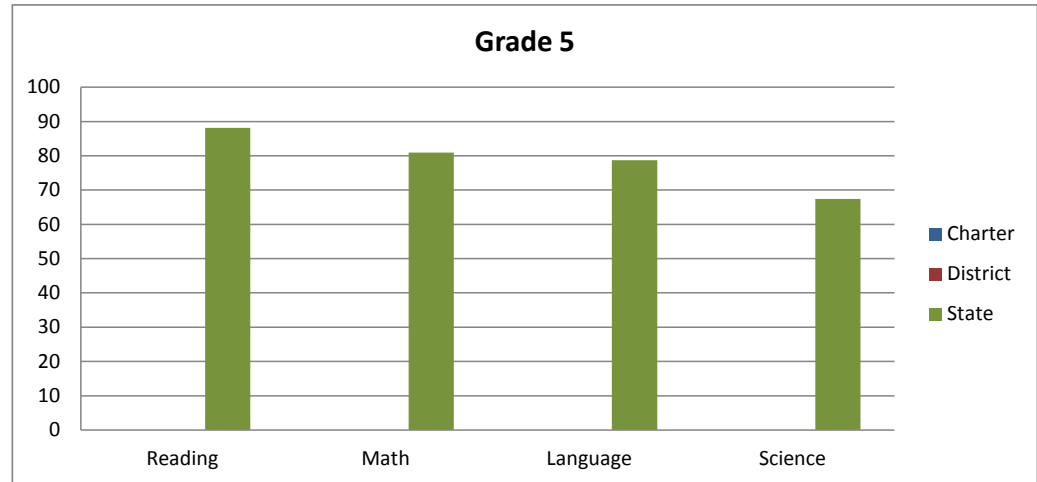
Grade 3	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	
District	#N/A	#N/A	#N/A	
State	89.2	88.6	73.7	



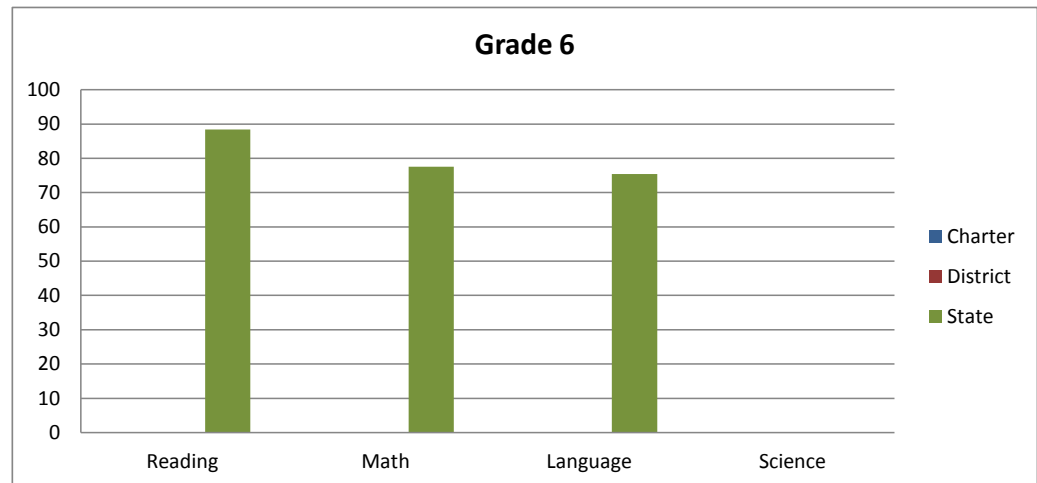
Grade 4	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	
District	#N/A	#N/A	#N/A	
State	86.7	83.4	81.1	



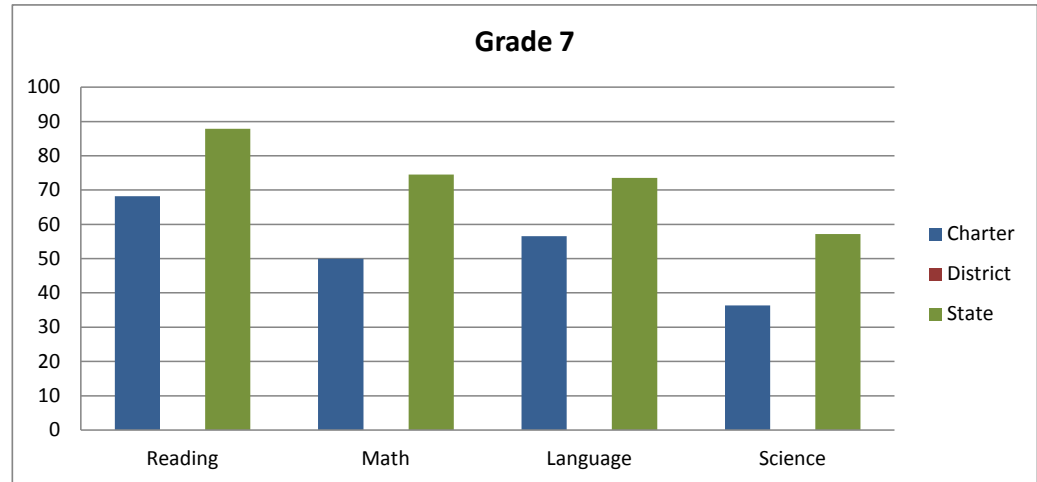
Grade 5	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	#N/A
District	#N/A	#N/A	#N/A	#N/A
State	88.1	80.9	78.7	67.4



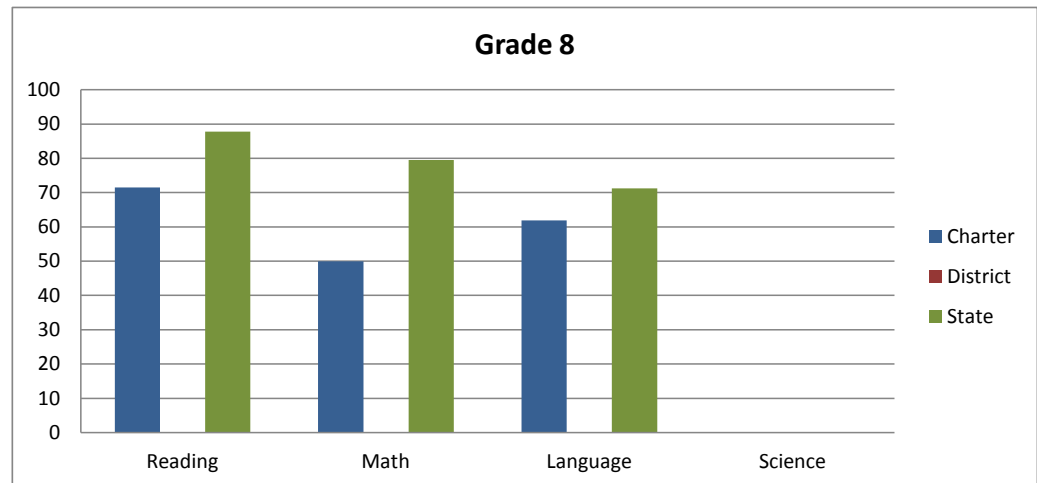
Grade 6	Reading	Math	Language	Science
Charter	0	0	0	
District	#N/A	#N/A	#N/A	
State	88.4	77.5	75.4	



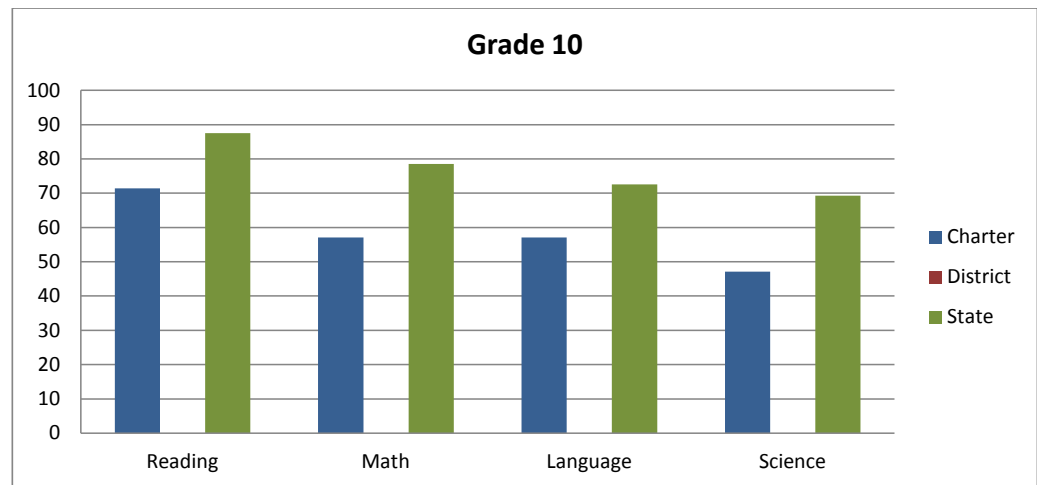
Grade 7	Reading	Math	Language	Science
Charter	68.2	50	56.5	36.3
District	#N/A	#N/A	#N/A	#N/A
State	87.85	74.5	73.5	57.2



Grade 8	Reading	Math	Language	Science
Charter	71.5	50	61.9	
District	#N/A	#N/A	#N/A	
State	87.75	79.5	71.2	

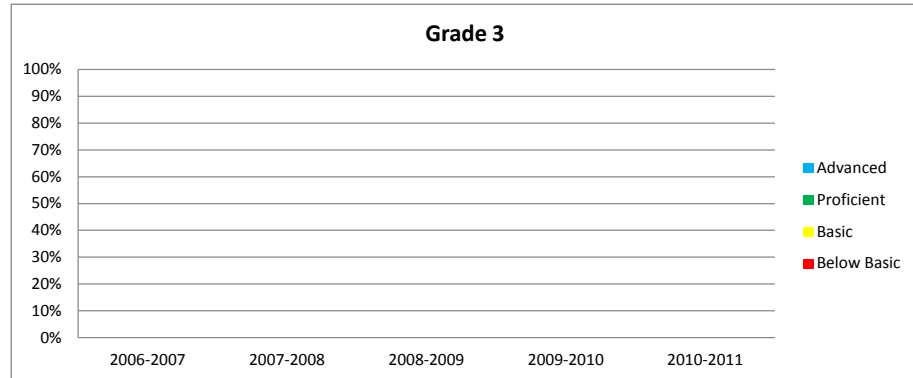


Grade 10	Reading	Math	Language	Science
Charter	71.4	57.1	57.1	47.1
District	#N/A	#N/A	#N/A	#N/A
State	87.55	78.5	72.6	69.3

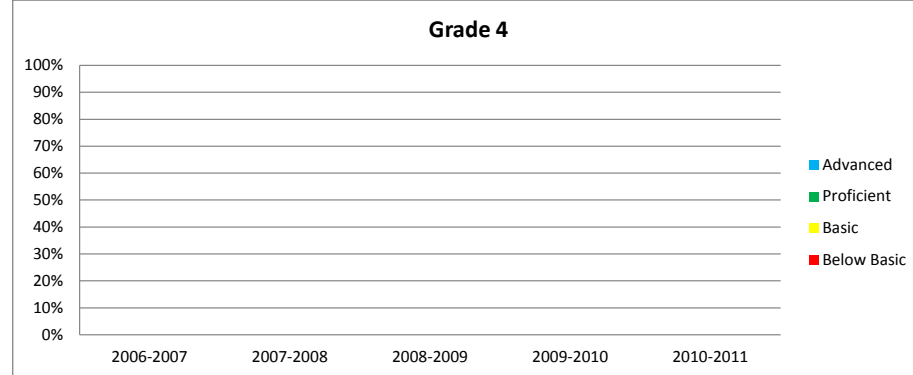


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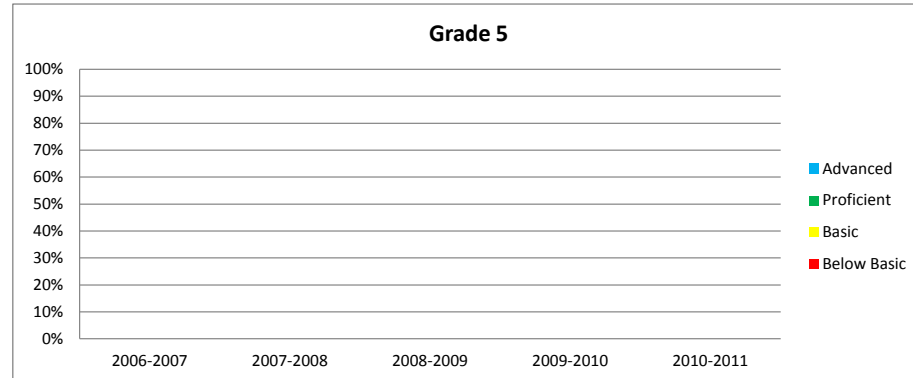
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

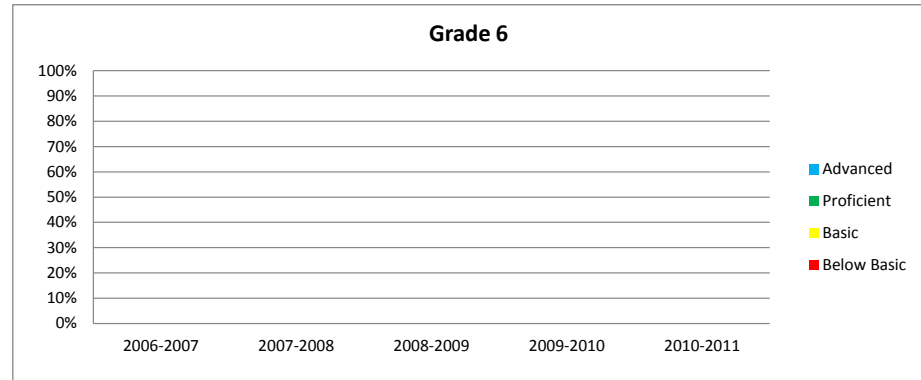


Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

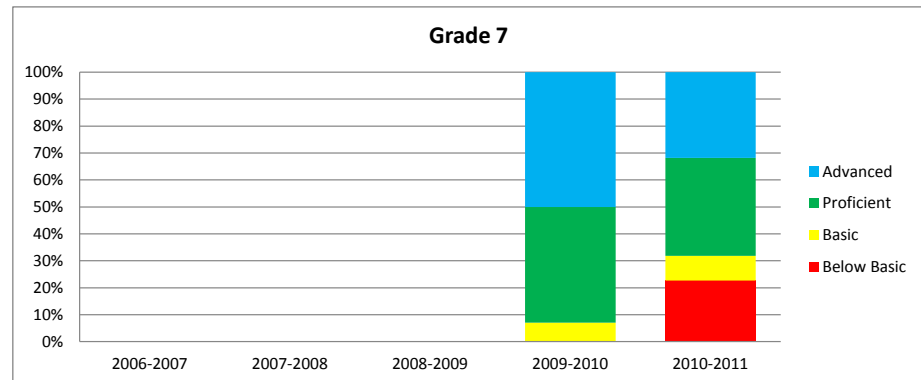


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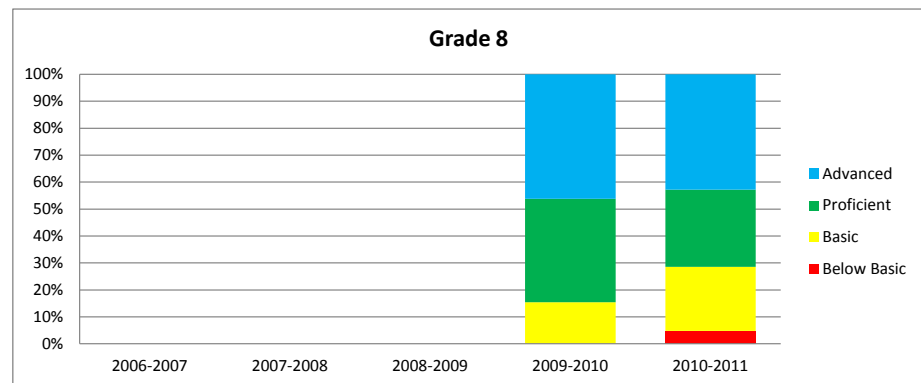
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	*	*
Basic	#N/A	#N/A	#N/A	*	*
Proficient	#N/A	#N/A	#N/A	*	*
Advanced	#N/A	#N/A	#N/A	*	*



Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	0	22.7
Basic	#N/A	#N/A	#N/A	7.1	9.1
Proficient	#N/A	#N/A	#N/A	42.9	36.4
Advanced	#N/A	#N/A	#N/A	50	31.8

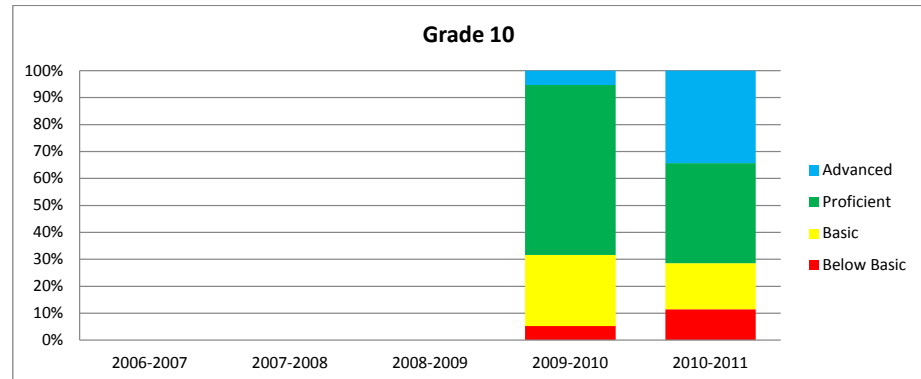


Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	0	4.8
Basic	#N/A	#N/A	#N/A	15.4	23.8
Proficient	#N/A	#N/A	#N/A	38.5	28.6
Advanced	#N/A	#N/A	#N/A	46.2	42.9



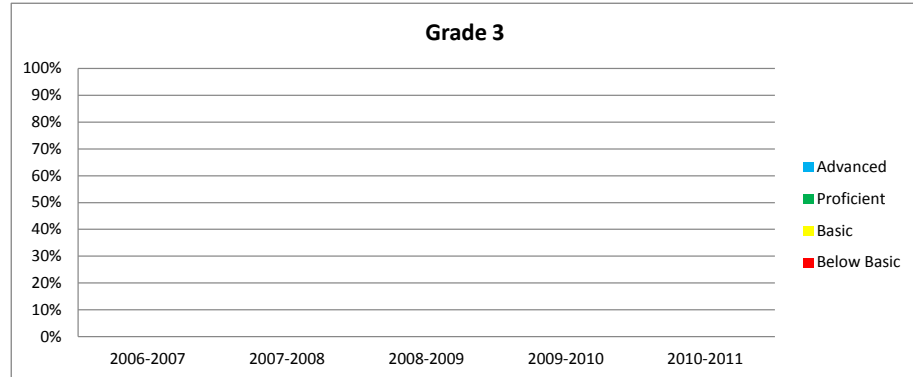
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Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		5.3	11.4
Basic	#N/A	#N/A		26.3	17.1
Proficient	#N/A	#N/A		63.2	37.1
Advanced	#N/A	#N/A		5.3	34.3

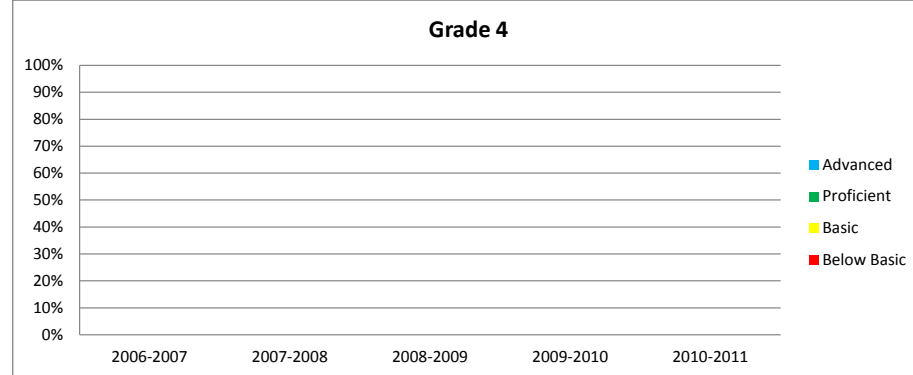


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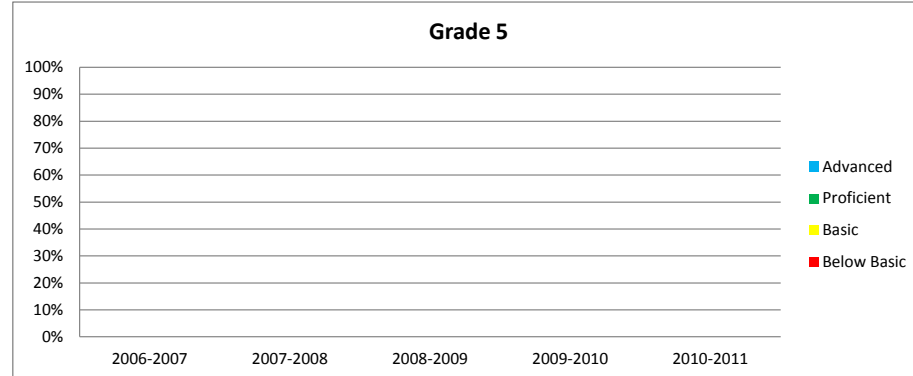
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

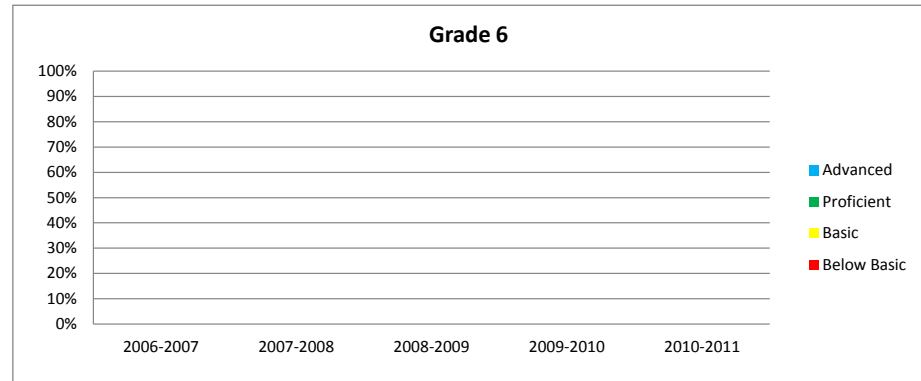


Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

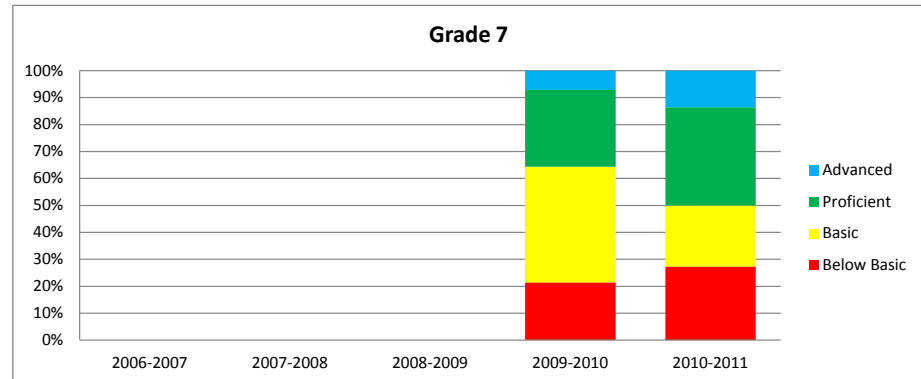


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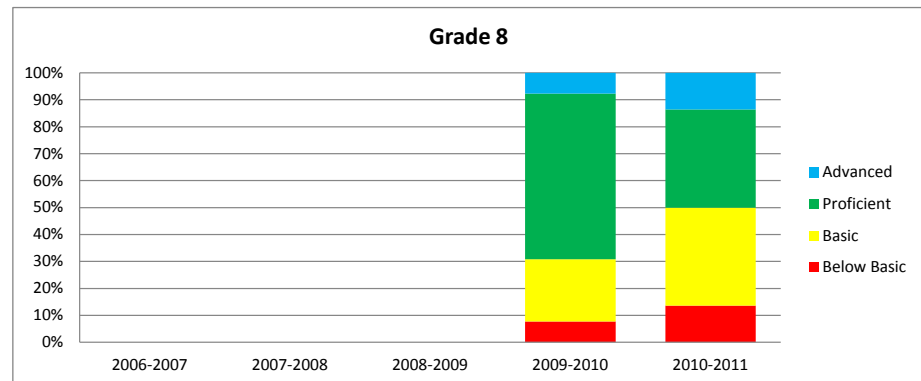
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	*	*
Basic	#N/A	#N/A	#N/A	*	*
Proficient	#N/A	#N/A	#N/A	*	*
Advanced	#N/A	#N/A	#N/A	*	*



Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	21.4	27.3
Basic	#N/A	#N/A	#N/A	42.9	22.7
Proficient	#N/A	#N/A	#N/A	28.6	36.4
Advanced	#N/A	#N/A	#N/A	7.1	13.6

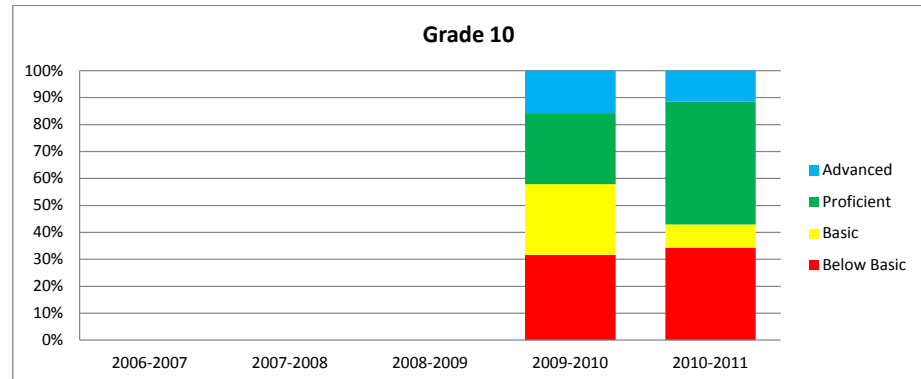


Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	7.7	13.6
Basic	#N/A	#N/A	#N/A	23.1	36.4
Proficient	#N/A	#N/A	#N/A	61.5	36.4
Advanced	#N/A	#N/A	#N/A	7.7	13.6



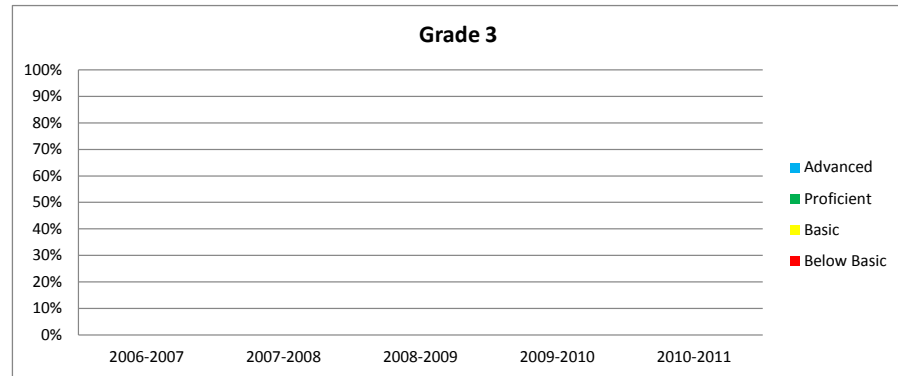
May 31, 2012

Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			31.6	34.3
Basic	#N/A			26.3	8.6
Proficient	#N/A			26.3	45.7
Advanced	#N/A			15.8	11.4

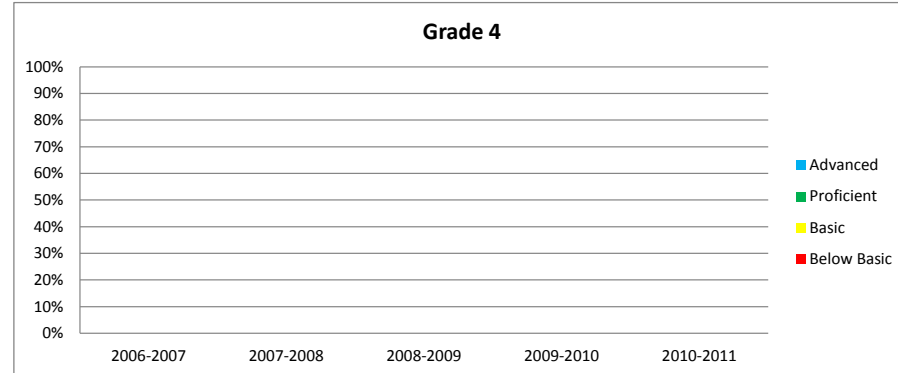


May 31, 2012

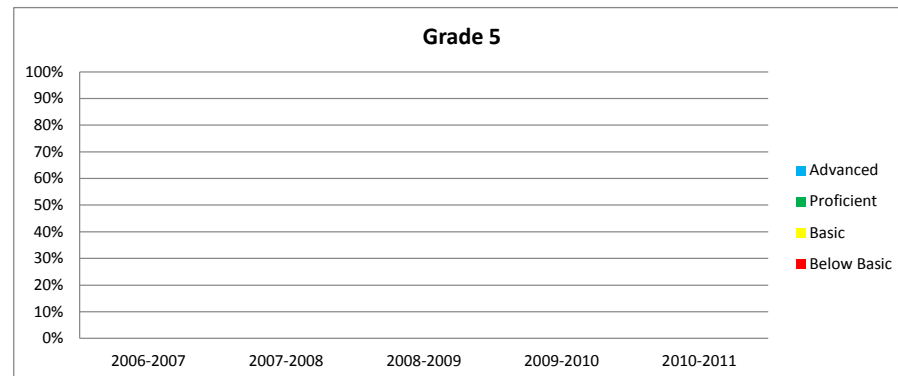
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



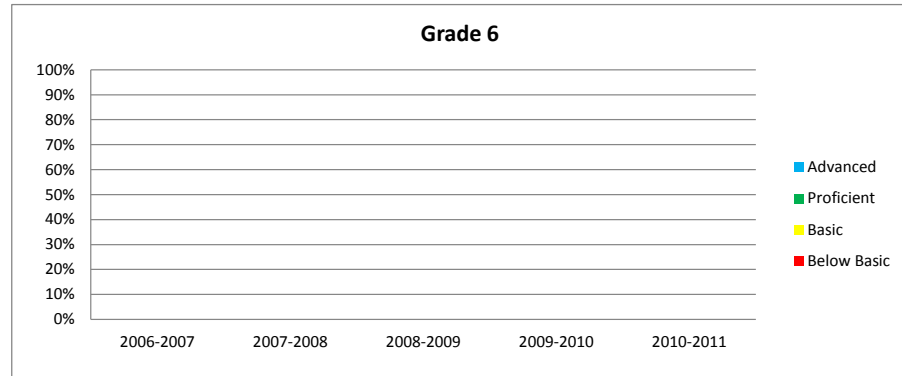
Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



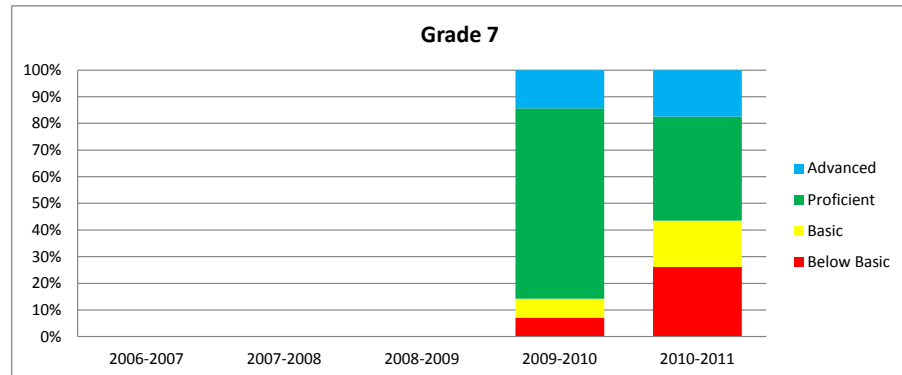
Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



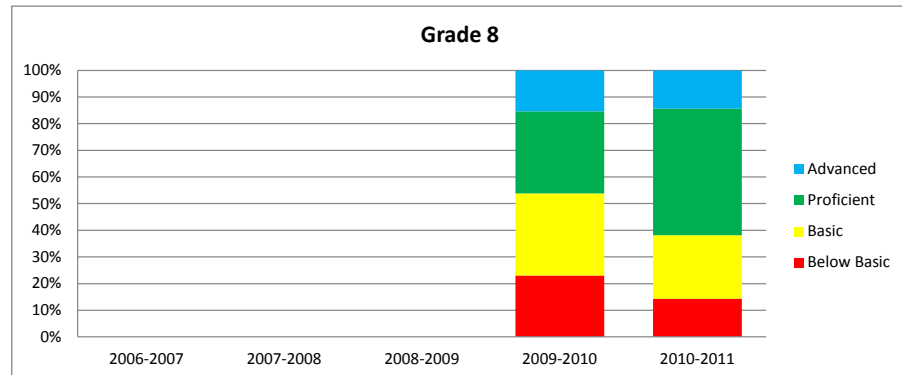
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	*	*
Basic	#N/A	#N/A	#N/A	*	*
Proficient	#N/A	#N/A	#N/A	*	*
Advanced	#N/A	#N/A	#N/A	*	*



Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	7.1	26.1
Basic	#N/A	#N/A	#N/A	7.1	17.4
Proficient	#N/A	#N/A	#N/A	71.4	39.1
Advanced	#N/A	#N/A	#N/A	14.3	17.4

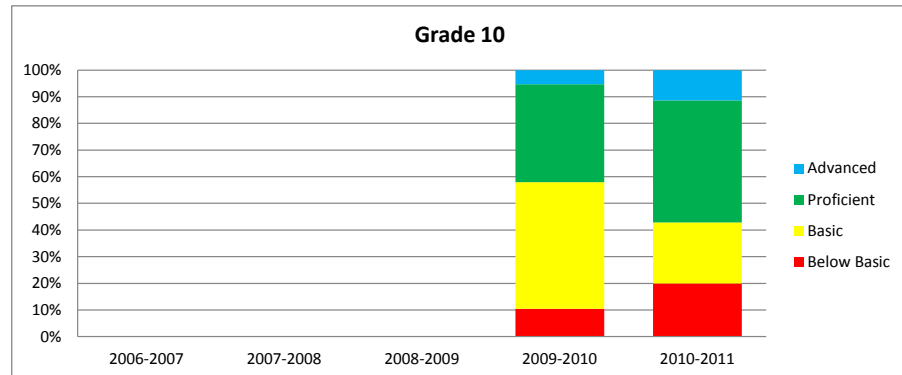


Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	23.1	14.3
Basic	#N/A	#N/A	#N/A	30.8	23.8
Proficient	#N/A	#N/A	#N/A	30.8	47.6
Advanced	#N/A	#N/A	#N/A	15.4	14.3



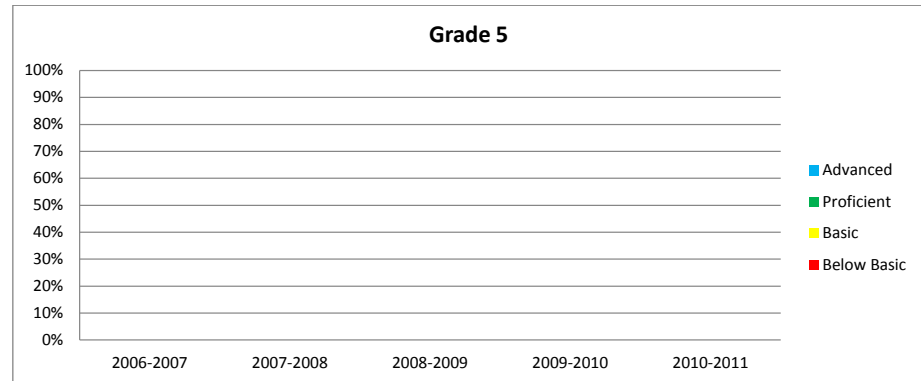
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Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			10.5	20
Basic	#N/A			47.4	22.9
Proficient	#N/A			36.8	45.7
Advanced	#N/A			5.3	11.4

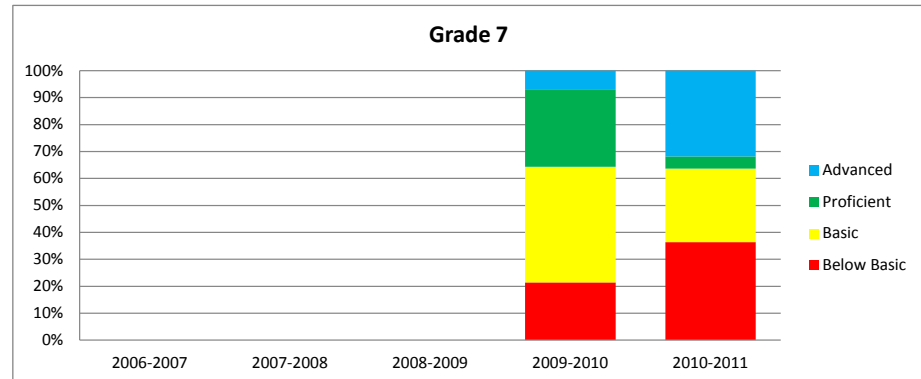


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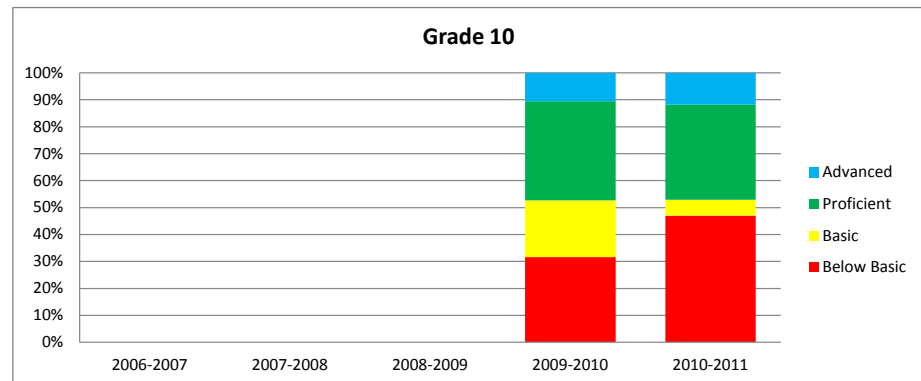
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	21.4	36.4
Basic	#N/A	#N/A	#N/A	42.9	27.3
Proficient	#N/A	#N/A	#N/A	28.6	4.5
Advanced	#N/A	#N/A	#N/A	7.1	31.8

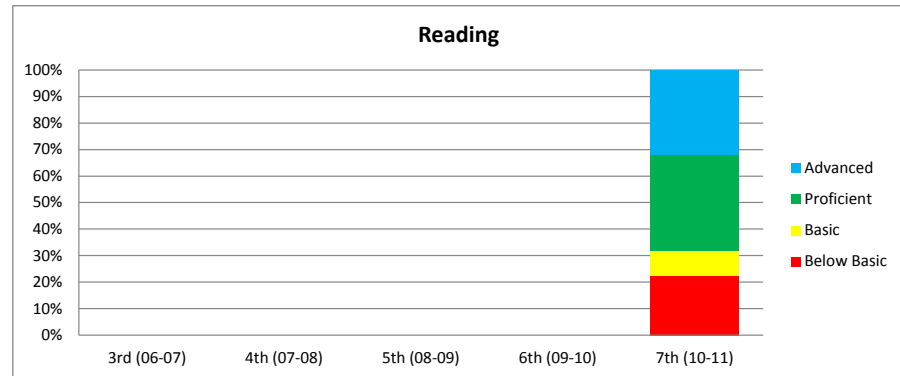


Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		31.6	47.1
Basic	#N/A	#N/A		21.1	5.9
Proficient	#N/A	#N/A		36.8	35.3
Advanced	#N/A	#N/A		10.5	11.8

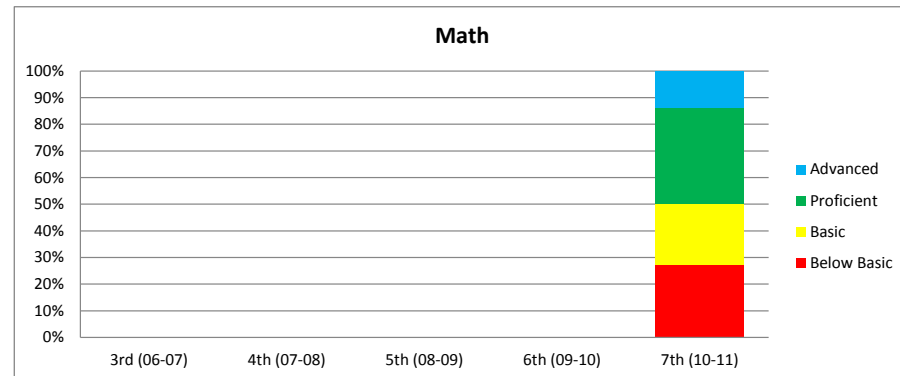


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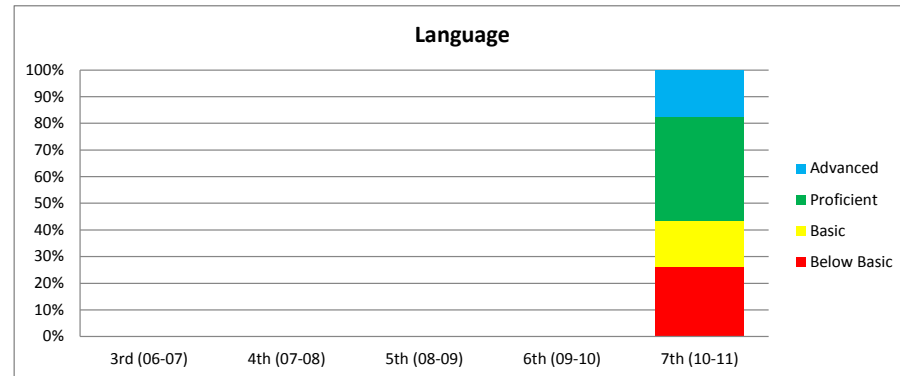
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	*	22.7
Basic	#N/A	#N/A	#N/A	*	9.1
Proficient	#N/A	#N/A	#N/A	*	36.4
Advanced	#N/A	#N/A	#N/A	*	31.8



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	*	27.3
Basic	#N/A	#N/A	#N/A	*	22.7
Proficient	#N/A	#N/A	#N/A	*	36.4
Advanced	#N/A	#N/A	#N/A	*	13.6

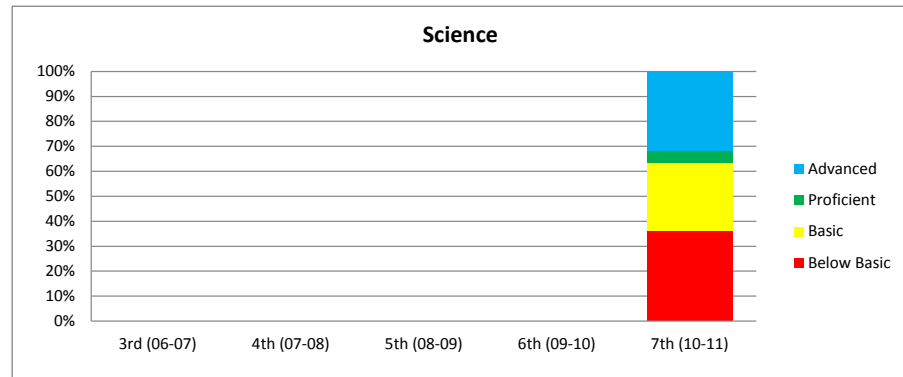


Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	*	26.1
Basic	#N/A	#N/A	#N/A	*	17.4
Proficient	#N/A	#N/A	#N/A	*	39.1
Advanced	#N/A	#N/A	#N/A	*	17.4



May 31, 2012

Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	36.4
Basic	#N/A	#N/A	#N/A	#N/A	27.3
Proficient	#N/A	#N/A	#N/A	#N/A	4.5
Advanced	#N/A	#N/A	#N/A	#N/A	31.8



Kaplan Academy of Idaho Charter School-469-03/31/12	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes - Staff questions in Black italics, School notes in black, and school responses to questions in red.
REVENUE					
Salary Apportionment	\$685,370.00	\$467,973.00	\$492,849.43	68.28%	
Benefit Apportionment	\$83,830.00	\$57,241.00	\$82,637.63	68.28%	
Entitlement	\$286,540.00	\$195,651.00	\$244,061.59	68.28%	February foundations program calculations indicate this amount is \$198,222. Why is the projected amount different than this? February foundation program calculations were based on 11 weeks of reporting in which ICON showed an ADA of 121.63. ADA for this first reporting period was low due to a couple of factors: 1) lack of 10-11 student recruitment campaign for 11-12 (based on nonperformance by previously-contracted Kaplan), and 2) cohort scheduling in which half of the students start two weeks before the second half (which is included in the 1st reporting period, but will drop off in the best-28 weeks calculation). As verifiable in ISEE, through the 7th reporting period (27 weeks completed), ICON (excluding the first two weeks discussed above) has a best 25-week ADA of 137.36, which will yield a support unit calculation of 11.5, a full 1.4 more support units than calculated through the 1st reporting period (\$27,476.40 in more foundation funding). Further based on active recruitment, student retention, and increased student-teacher connectivity, ICON is still increasing student enrollment and ADA beyond the ISEE 7th reporting period and believes the final best-28 weeks calculation will yield a support unit calculation of approximately 12.4 to 12.5, thus the increased projection is included here.
State Transportation				#DIV/0!	
Lottery				#DIV/0!	
Other State Funds (Specify)		\$4,451.00	\$26,036.00	#DIV/0!	State ISAT Remediation/10-11 PY Adjustment
Special Ed - Regular	\$34,439.00	\$155.00	\$34,136.00	0.45%	IDEA Part B
Special Ed - ARRA				#DIV/0!	
Title I				#DIV/0!	
Federal Title I Funds : ARRA				#DIV/0!	
Medicaid Reimbursement				#DIV/0!	
Title IIA				#DIV/0!	
Local Revenue (Specify)				#DIV/0!	
Federal Startup Grant				#DIV/0!	
Other Grants (Specify)				#DIV/0!	
Fundraising	\$100,000.00	\$100,000.00	\$100,000.00	100.00%	Private Fundraising
Interest Earned	\$685.00	\$1,074.39	\$1,200.00	156.85%	
Other (Specify)	\$5,600.00	\$3,892.00	\$5,600.00	69.50%	State Technology
Other (Specify)	\$0.00	\$116,207.00	\$116,693.00	#DIV/0!	Student laptop repair fees (student-caused) + Kaplan settlement savings (from accrual made in prior year).
TOTAL REVENUE	\$1,196,464.00	\$946,644.39	\$1,103,213.65	79.12%	
EXPENDITURES					
100 Salaries					
Teachers	\$332,588.00	\$204,553.96	\$279,653.00	61.50%	Why is this amount about \$50,000 less than what was proposed? Please see "Substitute Teachers" and "Special Education" below. Difference mainly due to actual expense allocation to these categories based on events that came to pass in 2011-12. (e.g., one new hire teacher placed on contract as substitute until provisional credential cleared by state of Idaho, 0.75 FTE of teacher dedicated to special education workload based on need instead of budgeted course workload).
Special Education	\$47,250.00	\$63,197.36	\$84,789.00	133.75%	Why is this amount about \$37,000 more than what was proposed? Workload allocation changed from budgeted expectations. Due to additional needs in special education 0.75 FTE of a budgeted standard teacher position (who has special education credentials) was used to fulfill additional special education workload. Actual expenses represent 1.75 FTEs while budget was for 1.00 FTEs.
Instructional Aides				#DIV/0!	
Classified/Office	\$43,938.00	\$32,777.63	\$41,938.00	74.60%	
Administration	\$83,460.00	\$65,592.31	\$88,343.00	78.59%	
Maintenance				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Total Salaries	\$507,236.00	\$366,121.26	\$494,723.00	72.18%	
200 Employee Benefits					
PERSI/FICA/Benefits	\$169,906.00	\$126,163.16	\$169,906.00	74.25%	
Other (Specify)	\$2,790.00	\$2,608.00	\$2,790.00	93.48%	Workers Compensation
Total Benefits	\$172,696.00	\$128,771.16	\$172,696.00	74.57%	
300 Purchased Services					
Management Services				#DIV/0!	
Staff Dev/Title IIA	\$5,000.00	\$36.58	\$5,000.00	0.73%	
Legal Pub/Advertising	\$36,500.00	\$30,657.00	\$32,000.00	83.99%	What is included in this amount? Recruiting and advertising efforts needed to establish new school name (post Kaplan) and increase enrollment after Kaplan nonperformance or 10-11 recruiting and advertising for upcoming 11-12 school year.
Legal Services	\$17,834.00	\$2,724.00	\$2,834.00	15.27%	Why is this amount about \$15,000 less than what was proposed? Legal fees required for termination of Kaplan arrangement less than anticipated.
Special Education	\$890.00	\$1,200.00	\$1,200.00	#DIV/0!	
Liability & Property Ins	\$6,172.00	\$4,593.37	\$6,172.00	74.42%	
Substitute Teachers		\$15,103.25	\$15,103.25	#DIV/0!	Why were no substitute expenses in the proposed budget? Why are they so much? Based on ICON's model the need for substitute teachers is extremely rare, therefore a budgeted allocation is not provided. Actual 11-12 expenses all related to a new hire whose provisional credential processing time extended into the school year. Based on this ICON contracted, and paid, as a substitute (with a credentialed mentor teacher supervising) for the first 3+ months of the school year. Provisional credentials were granted retroactively at which time teacher hired under contract and expenses "moved" to "Teachers" line item.

Board Expenses				#DIV/0!	
Computer Services				#DIV/0!	
Transportation				#DIV/0!	
Travel	\$30,000.00	\$17,605.13	\$22,500.00	58.68%	What is this amount specifically for? Why is it so much? It seems like a lot for travel expenses. ICON serves students across the entire state of Idaho. Although a virtual school ICON is dedicated to maintaining a level of teacher/student interaction that reminds the students and families that there is an actual person that cares about their education and well-being. This involves student home visits, coordinated student events (bowling), and test preparation and proctoring visits. Further, more recruitment travel was needed in the first year of post-Kaplan operations due to Kaplan's nonperformance as stated above. All this, over the entire state of Idaho, leads to an increased travel budget related to flights, mileage reimbursement, and overnight accommodations.
Other (Specify)	\$42,000.00	\$32,793.62	\$42,000.00	78.08%	
Other (Specify)				#DIV/0!	Business services/bookkeeping/payroll/bank fees/dues/audit/IT services/Travel services
Total Services	\$137,506.00	\$104,402.95	\$126,809.25	75.93%	
Facilities				#DIV/0!	
Building Lease	\$38,259.00	\$28,593.00	\$38,259.00	7.12%	
Land Lease				#DIV/0!	
Modular Lease				#DIV/0!	
Utilities, Phones, Lndscp	\$12,840.00	\$24,370.56	\$28,479.50	117.63%	Includes internet/connectivity costs and building maintenance costs
Site Preparation				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Total Facilities	\$51,099.00	\$52,963.56	\$66,738.50	103.65%	
400 Supplies and Maintenance					
Textbooks		\$121.66	\$250.00	#DIV/0!	
School Supplies	\$10,000.00	\$13,002.95	\$13,500.00	130.03%	
Power School	\$13,038.00	\$2,250.00	\$4,538.00	17.26%	General Educational Software Why is this about \$9000 less than the proposed amount? Upgrade of SIS system was planned for 11-12, however based on the more pressing needs of student recruitment and retention, and evolving of the new post-Kaplan curriculum and student/teacher interaction the project was postponed to 12-13. Costs for maintenance and support of existing system only.
Custodial Supplies				#DIV/0!	
Other (Specify)	\$140,571.00	\$105,928.55	\$140,571.00	75.36%	Curriculum services
Other (Specify)	\$0.00	\$717.00	\$1,500.00	#DIV/0!	Professional Education Services
Total Supplies	\$163,609.00	\$122,020.16	\$160,359.00	74.58%	
500 Capital Objects					
Furniture				#DIV/0!	
Technical AV Equipment				#DIV/0!	
Other (Specify)	\$80,104.00	\$59,881.14	\$80,104.00	74.75%	Depreciation
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Total Capital Objects	\$80,104.00	\$59,881.14	\$80,104.00	74.75%	
Debt Service					
Specify		\$784.72	\$784.72	#DIV/0!	Interest
Specify				#DIV/0!	
Specify				#DIV/0!	
Total Debt Service	\$0.00	\$784.72	\$784.72	#DIV/0!	
Grant Purchases					
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Total Grant Purchases	\$0.00	\$0.00	\$0.00	#DIV/0!	
Reserve Fund				#DIV/0!	
Building Fund				#DIV/0!	
Total Expenses	\$1,112,250.00	\$834,944.95	\$1,102,214.47	75.07%	
Carryover from Previous FY	\$238,745.00	\$238,745.00	\$238,745.00	100.00%	
Reserve/(Deficit)	\$322,959.00	\$350,444.44	\$239,744.18	108.51%	
					Does the school have a credit agreement of some sort with the curriculum provider to protect against deficit? If so, what are the details?

					With such a small reserve, it appears that the school could easily end the year in deficit? What plans are in place to deal with such a scenario and ensure the school is financially stable? Worksheet was not carrying prior-year carryover to current year ending totals, please see new projected cumulative reserve of \$239,744.18. Also please note that the \$80,104 of Depreciation expense is a noncash expense and therefore not an actual deduction to the cash reserves of the school (already expensed per governmental statements within the prior year \$238,745 carryover). The amount is presented here based on the schools internal NFP GAAP accounting methods (so that current year statements will match ICON's internal monthly Board-approved statements). Therefore per Governmental accounting (what will be presented in ICON year-end audit and SDE submission) the cumulative reserve is projected to be \$319,848.18. ICON understands that is lower than originally projected, however it is still positive, and based on the enrollment issue ICON had to overcome due to the nonperformance of recruiting and student retention by Kaplan during the latter half of 2010-11 and the summer of 2011, ICON believes the model to be stable and self-sustaining.	

May 31, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Kaplan Academy of Idaho Charter School-469-03/31/12	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE				
Local Revenue			\$0.00	reflects projected from "current FY"
State Revenue				
Entitlement	\$286,540.00	175 ADA is this an accurate amount considering it is an increase in enrollment over the current year of 153? What if enrollment that will achieve this ADA is not reached? ICON has, and continues to show enrollment gains throughout the year. Based on the student retention ICON has and a full summer of more efficient and directed recruiting, ICON is confident the 175 ADA goal can be reached. If it is not, curriculum costs will decrease as less virtual licenses are needed, as will travel costs and non-certified personnel costs.	\$286,539.49	reflects State actual from "current FY"
Wages				
Administration	\$55,313.00			
Teachers	\$529,470.00			
Classified	\$100,587.00			reflects all salaries compared to State actual
Medicaid			\$685,369.25	from "current FY"
Benefit	\$83,830.00		\$0.00	reflects projected from "current FY"
Transportation			#DIV/0!	reflects State actual from "current FY"
Federal Revenue			#DIV/0!	
Title I			#DIV/0!	reflects State actual from "current FY"
Special Ed	\$34,439.00	IDEA Part B	#DIV/0!	reflects State actual from "current FY"
Title II			#DIV/0!	reflects State actual from "current FY"
Startup Grant			(\$1.53)	reflects State actual from "current FY"
Other Sources (Specify)	\$5,600.00	State Technology		
Other Sources (Specify)	\$100,000.00	Private Fundraising is it realistic to count on this amount of fundraising? Your budget should not be dependent on fundraising. Offset included for planning purpose for "Depreciation" expense below (non-cash). Final budgeted fundraising to be expected in the \$15,000-\$25,000 range. Final budget positive reserve will not be solely from budgeted fundraising.		
Other Sources (Specify)	\$685.00	Interest revenue (cash in bank)		
Total Revenue before holdback	\$1,196,464.00		#DIV/0!	
PROPOSED HOLDBACK				
Teacher Salaries				
Classified Salaries				
Admin Salaries				
Benefits				
Entitlement				
Transportation				
Total Holdback	\$0.00		\$0.00	there were no holdbacks last year
Total Revenue after holdback	\$1,196,464.00		\$1,196,463.19	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	\$332,588.00		170,911.00	reflects projected from "current FY"
Admin	\$83,460.00		8,710.00	reflects projected from "current FY"
Classified	\$43,938.00		39,738.00	reflects projected from "current FY"
Special education	\$47,250.00	Current year projections are almost \$85,000. Why is this a realistic amount? Again, allocation of salaries based on need. Currently the 0.75 FTE allocated from "Teachers" to "Special Education" for 11-12 remains in "Teachers" for this version of the 12-13 projections. Allocation could change before final 12-13 budget approved, in total salaries budget amounts have shown ample.		
Other (Specify)				
Other (Specify)				
Total Salaries	\$507,236.00		219,359.00	
200 Benefits				
Benefit Dollars				
PERSI/Payroll taxes	\$169,906.00			
Other (Specify)	\$2,790.00	Workers Compensation		
Total Benefits	\$172,696.00		\$71,468.00	reflects projected from "current FY"
300 Purchased Services				
Transportation			\$0.00	reflects projected from "current FY"
Special Education			\$0.00	reflects projected from "current FY"
Proctor costs				
Legal	\$17,834.00	Why is this amount so much? Current year projections are only about \$2800. ICON is planning on entering into some service contracts with other Idaho agencies for the education of the school-age population. Legal costs related to the negotiations of these contracts estimated on the high end fo the spectrum (based on hourly rate and potential of extended negotiations).	\$17,834.00	reflects projected from "current FY"

May 31, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Insurance	\$6,172.00		\$6,172.00	reflects projected from "current FY"
Copier Lease			\$0.00	
Printer Lease			\$0.00	
Facility Lease	\$38,259.00		\$38,259.00	reflects projected from "current FY"
Utilities	\$12,840.00	Includes internet/connectivity costs Current year projections are \$28,000. Why would this amount be so much less than the current year? Provider/agreement alternatives are under examination for reduction of overall costs in 12-13. Line item amount set currently as "incentive" to reach cost reduction goal (ample year-end reserves if increase needed).	\$2,385.00	reflects projected from "current FY"
Professional Development	\$5,000.00		\$5,000.00	reflects projected from "current FY"
Technology	\$13,038.00		\$13,038.00	reflects projected from "current FY"
Management Services			(\$353,964.00)	reflects projected from "current FY"
Legal Publications/Advertising	\$36,500.00	Includes new marketing campaign	\$29,300.00	reflects projected from "current FY"
Substitute Teachers			\$0.00	reflects projected from "current FY"
Board Expenses			\$0.00	reflects projected from "current FY"
Other (Specify)	\$42,000.00	Business services/bookkeeping/payroll		
Other (Specify)				
Total Purchased Services	\$171,643.00		(\$241,976.00)	
Supplies & Materials				
Teacher/Classroom	\$7,750.00		\$367.00	reflects projected from "current FY"
Office	\$2,250.00		\$2,250.00	Not in 2010 budget.
Janitorial			(\$1,350.00)	reflects projected from "current FY"
Textbooks			\$0.00	reflects projected from "current FY"
Other (Specify)	\$140,571.00	Curriculum services		
Other (Specify)	\$30,000.00	Travel Why is such a large amount needed for travel? ICON serves students across the entire state of Idaho. Although a virtual school ICON is dedicated to maintaining a level of teacher/student interaction that reminds the students and families that there is an actual person that cares about their education and well-being. This involves student home visits, coordinated student events (bowling), and test preparation and proctoring visits. All this, over the entire state of Idaho, leads to an increased travel budget related to flights, mileage reimbursement, and overnight accommodations.		
Total Supplies & Materials	\$180,571.00		\$1,267.00	
Grant Expenditures				
Specify				
Specify				
Specify				
Total Grant Expenditures	\$0.00			
Capital Outlay			\$0.00	
Total Capital Outlay	\$80,104.00	What is included in this amount? Non cash not-for-profit depreciation expense (included to match ICON's internal board-approved financial statements).	\$0.00	
Debt Retirement			\$0.00	
Total Debt Retirement	\$0.00		\$0.00	
Insurance & Judgements			\$0.00	
Total Insurance & Judgements	\$0.00		\$0.00	
Transfers			\$0.00	
Total Transfers	\$0.00		\$0.00	
Contingency Reserve Building Fund				
Total Expenditures	\$1,112,250.00		\$50,118.00	
Carryover from Previous FY	\$239,744.18	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	\$323,958.18	Will this entire amount be held in a reserve account that is accessible? Yes in demand-deposit bank account.		

vmccullough Sign Out Help

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Response Summary

Total Started Survey: 32
Total Completed Survey: 32 (100%)

PAGE: 1

1. Please choose your enrollment status below.

Create Chart

Download

	Response Percent	Response Count
1. Newly enrolled student this year	28.1%	9
2. Continuing student	71.9%	23
	answered question	32
	skipped question	0

2. In terms of the overall school, I feel that..

Create Chart

Download

	Response Percent	Response Count
1. I am kept well informed of what is occurring with the school.	84.4%	27
2. I am kept somewhat informed of what is occurring with the school.	18.8%	6
3. I am not kept informed of what is occurring with the school.	3.1%	1
	answered question	32
	skipped question	0

3. In terms of contacting the general office staff (including the secretary, technical support, registrar, and principal)

Create Chart

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	Response Percent	Response Count
1. I have been able to contact the general office staff and have had my questions answered.	81.3%	26
2. I have been somewhat able to contact the general office staff and have had my questions answered.	9.4%	3
3. I have not been able to contact the general office staff and have my questions answered.	0.0%	0
4. I have not needed to contact the general office staff.	12.5%	4
	answered question	32
	skipped question	0

http://www.surveymonkey.com/MySurvey_Responses.aspx?sm=49ON0bZvAoGSxHFqF... 4/28/2012

4. Please use the box below for any additional comments you would like to share about general office contact.

Download

	Response Count
Show Responses	10
answered question	10
skipped question	22

5. In terms of contacting my teachers

Create Chart

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	Response Percent	Response Count
1. I have been successful in reaching my teachers.	75.0%	24
2. I have been somewhat successful in reaching my teachers.	18.8%	6
3. I have not been successful in reaching my teachers.	3.1%	1
4. I have not needed to contact my teachers.	3.1%	1
answered question		32
skipped question		0

6. I find it easy to find when my teacher is available to help me and how to contact them.

Create Chart

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	Response Percent	Response Count
1. True	84.4%	27
2. False	15.6%	5
answered question		32
skipped question		0

7. I have used the following methods to communicate with my teachers.

Create Chart

Download

	Response Percent	Response Count
1. telephone	65.6%	21
2. email	71.9%	23
3. instant message	50.0%	16
4. messaging system in Odysseyware	59.4%	19
5. joining a live session with my teacher	68.8%	22
6. I have not used any of the above ways to work with my teacher.	6.3%	2
answered question		32
skipped question		0

http://www.surveymonkey.com/MySurvey_Responses.aspx?sm=49ON0bZvAoGSxHFqF... 4/28/2012

8. In terms of live sessions where I am joining with my teacher..

Create Chart

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	Response Percent	Response Count
1. I find them very helpful.	71.9%	23
2. I find them somewhat helpful.	15.6%	5
3. I do not find them helpful.	0.0%	0
4. I have never participated in a live session.	15.6%	5
	answered question	32
	skipped question	0

9. In terms of recorded sessions..

Create Chart

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	Response Percent	Response Count
1. I have found them to be successful.	71.9%	23
2. I have found them to be somewhat successful.	9.4%	3
3. I have found them to not be successful.	3.1%	1
4. I have never listened to a recorded sessions.	15.6%	5
	answered question	32
	skipped question	0

10. Please use the box below to share any additional comments about teacher contact below.

Download

	Response Count
Show Responses	15
answered question	15
skipped question	17

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My daughter has had some issue with one teacher and IM-ing but conflict resolved!

9/23/2011 9:58 AM [View Responses](#)

My comment is not so much on teacher contact but on getting assignments graded in a timely manner. I am a parent and it seems like it takes a long time to get papers graded therefore holding up student progress.

9/19/2011 9:27 PM [View Responses](#)

I have no further comments

9/19/2011 4:28 PM [View Responses](#)

very impressed! so far so good!

9/19/2011 3:42 PM [View Responses](#)

I find the new system harder to follow my daughters progress than with the old system.

9/19/2011 3:21 PM [View Responses](#)

I never have to listen to the recordings because I go to all the classes.

9/19/2011 2:08 PM [View Responses](#)

I Don't know how to get in contact with all my teachers.

9/19/2011 11:39 AM [View Responses](#)

I am a parent so the answers to questions 6-9 are not accurate.

9/19/2011 11:08 AM [View Responses](#)

These teachers are awesome! They do their jobs well and answer questions readily.

9/19/2011 10:04 AM [View Responses](#)

the live sessions are so important to me and without them i dont learn or do good on tests.

9/19/2011 9:47 AM [View Responses](#)

It takes a couple days for my teachers to reply to me sometimes and I can't move on in the lessons without their help.

9/19/2011 9:36 AM [View Responses](#)

I don't always know when teachers have live sessions and everything else because the whole website thing is annoying and gets confusing. I like the old way when they sent out an email to our email not the school messaging system and told us when their live sessions were that way.

9/19/2011 9:27 AM [View Responses](#)

Thanks for putting up with my MANY questions--you are great teachers!

9/19/2011 9:13 AM [View Responses](#)

great

9/19/2011 8:40 AM [View Responses](#)

This new ICON system is so much better then last years Kaplan, the lay out is very easy to use. I really like the progress chart, and the overdue chart as well. Over all it's a great new layout, not to mention the teachers are still doing great jobs, and are very helpful.

9/19/2011 8:06 AM [View Responses](#)

kaidprincipal@aol.com

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Default Report

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Response Summary

Total Started Survey: 9

Total Completed Survey: 9 (100%)

PAGE: 1

1. Please let us know if you are a student or a parent.

[Create Chart](#)[Download](#)

	Response Percent	Response Count
a. student	55.6%	5
b. parent	44.4%	4
answered question		9
skipped question		0

2. Please share one strength that you find in ICON. In other words, what are we doing that you think we should continue to do to support you!

[Download](#)

	Response Count
Show Responses	9
answered question	9
skipped question	0

3. What is one thing that you would share as a challenge in our school? In other words, what is one thing that you think we should reexamine, change or eliminate within our school?

[Download](#)

	Response Count
Show Responses	9
answered question	9
skipped question	0

4. Is there anything else that you would like to share with ICON?

[Download](#)

	Response Count
Show Responses	6
answered question	6
skipped question	3

http://www.surveymonkey.com/MySurvey_Responses.aspx?sm=lzDY9L0406S8sCNTdX... 4/28/2012

Keep parents posted on there e-mails so they are aware of the homework thats needs to be done. For that student.

3/23/2012 4:58 PM [View Responses](#)

It is easy to work ahead and to get caught up.

3/22/2012 1:43 PM [View Responses](#)

I like the fact that if I need help I have multiple different options.

3/20/2012 10:41 PM [View Responses](#)

flexibility

3/20/2012 11:17 AM [View Responses](#)

Continue to have class lives!!!

3/20/2012 10:17 AM [View Responses](#)

Giving us access to see our grandson's work is great.

3/19/2012 6:49 PM [View Responses](#)

I like being able to set up our own time for ISAT's. I like being able to track my student's progress. Love that the kids can get credit for music and PE they do outside of school.

3/19/2012 6:32 PM [View Responses](#)

Having a schedule with work that we have to do each day instead of not knowing what work to do. Having classlives also to help on our subjects.

3/19/2012 2:55 PM [View Responses](#)

my strength in ICONe is english.

3/19/2012 1:15 PM [View Responses](#)

Keeping positive with the students always helps. Naming 3 positives though out the week on themselves, subjects. and 3 negatives on subjects that they didn't understand so they are getting the help they require. so they can get the help that is needed.

3/23/2012 4:58 PM [View Responses](#)

The fact that you get logged out every half an hour and if you press "Keep Learning" to stay in your courses, it logs you out anyway.

3/22/2012 1:43 PM [View Responses](#)

The most challenging thing for me at Icon is that every week you have a certain amount to have done. I understand the due date of course but I think that is all there should be.

3/20/2012 10:41 PM [View Responses](#)

I have yet to see a negative

3/20/2012 11:17 AM [View Responses](#)

I think it is fine as it is. Maybe eliminate some of the school work :D.

3/20/2012 10:17 AM [View Responses](#)

Make sure those that want to can show a picture of themselves--we might be old, but maybe some kids don't know how to do it.

3/19/2012 6:49 PM [View Responses](#)

I would to see the expected progress on the calender when I log in. I see her progress but have to go else where to wee if she is on track.

3/19/2012 6:32 PM [View Responses](#)

Well with some students they don't always have the time to stay on the computer and do their work, either because they have responsibilities outside of school or they have to share the computer with their family for their school or work online. I have to share the laptop with everyone, and I print my work for that day but I would like to print it out for more than just 1 day. And I find that reading on paper helps me concentrate better, its not always the faster way but at least I'm learning.

3/19/2012 2:55 PM [View Responses](#)

I don't have any.

3/19/2012 1:15 PM [View Responses](#)

You are an awesome schoool!

3/22/2012 1:43 PM [View Responses](#)

I appreciate everything you guys do to help kids get an education.

3/20/2012 10:41 PM [View Responses](#)

Love the personal interest Vicki and Shirley take in the students. It is appreciated.

3/20/2012 11:17 AM [View Responses](#)

n/a

3/20/2012 10:17 AM [View Responses](#)

Good Job!

3/19/2012 6:32 PM [View Responses](#)

I love choir and it is a good class to have

3/19/2012 1:15 PM [View Responses](#)

From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: kaidprincipal@aol.com
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:28 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Friday, April 27, 2012 2:04 PM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Friday, April 27, 2012 - 14:04 Submitted by user:
Submitted IP Address: 99.196.229.225
Submitted values are:

Subject: School in General

Message: I think the material studied in the courses, though it is usually pretty straightforward and not difficult to understand, is given in too much volume. I think there might be too much. Granted, I have other things going on and cannot work straight from 9-4 for 5 days of the week, but I did so last year and I had the same problems I'm having now. I've always been a good student, but my grades are failing. Some of the problem might lie with me, but I think there's just too much schoolwork for me to handle. I'm thinking about cutting out one course next year and seeing how that goes. Right now, whenever I'm home I seem to be on the computer with schoolwork. The point of online school was to be able to have a flexible schedule; as long as you do your hours of schoolwork every day, you can still have some leisure time like you did in public school, right? I haven't had any real leisure time (other than on Sundays, I don't do schoolwork on those days) in a long time. I'm always working, whether at my job or on school. I seem to have no free time.

Whenever my friends ask me what I'm doing on Saturday, I answer, "School." I don't think school should be like that. I think we should learn and have enough material to keep us busy, but not so much that we're slaves to it. I'd like to be able to have a life outside of school too. You know what I mean?

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/40>

May 31, 2012

FW: Suggestion Box

Page 1 of 1

From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: [kaidprincipal](mailto:kaidprincipal@aol.com) <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:28 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Thursday, April 19, 2012 1:00 PM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Thursday, April 19, 2012 - 13:00 Submitted by user:
Submitted IP Address: 99.196.229.225
Submitted values are:

Subject: Extra Credit Points?

Message: As I have been going through my lessons, I have noticed a lot of typos and grammatical errors. I think that there should be some feature in the lessons where, if we find some sort of error like that, we should be able to fix it, and, if we do it correctly, get extra credit points for it. :)

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/36>

<http://mail.aol.com/36029-112/aol-6/en-us/mail/PrintMessage.aspx>

4/28/2012

May 31, 2012

FW: Suggestion Box

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From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: [kaidprincipal](mailto:kaidprincipal@aol.com) <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:28 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Sunday, April 15, 2012 3:51 PM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Sunday, April 15, 2012 - 15:51 Submitted by user:
Submitted IP Address: 75.244.101.244
Submitted values are:

Subject: Progress calender

Message: Would you please add the expected progress to the calender on the page that we see when we go to look at our student's work. The no schools days are there but progress would be very helpful for a quick look at how the student is doing. Thanks, Lena [REDACTED]

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/35>

<http://mail.aol.com/36029-112/aol-6/en-us/mail/PrintMessage.aspx>

4/28/2012

From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: [kaidprincipal](mailto:kaidprincipal@aol.com) <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:28 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Friday, April 06, 2012 11:21 AM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Friday, April 6, 2012 - 11:20 Submitted by user:
Submitted IP Address: 99.196.229.225
Submitted values are:

Subject: final and lessons

Message: Have questions on the final that cover information that was actually taught in the lessons!! (Earth and Space Science)

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/34>

From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: [kaidprincipal](mailto:kaidprincipal@aol.com) <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:28 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Thursday, April 05, 2012 5:26 PM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Thursday, April 5, 2012 - 17:26 Submitted by user:
Submitted IP Address: 70.36.76.13
Submitted values are:

Subject: blocks

Message:

i don't think teachers should be able to block stuff because its like they are saying "you have to pass this class or get held back but i'm not going to give you this assignment so you can pass "

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/33>

May 31, 2012

FW: Suggestion Box

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From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: kaidprincipal@aol.com
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:28 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Thursday, March 15, 2012 4:52 PM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Thursday, March 15, 2012 - 16:52 Submitted by user:
Submitted IP Address: 99.196.229.225
Submitted values are:

Subject: "My Preferences"

Message: Is there any way that there could be any more choices on the "My Preferences" option? The ones already there are great, but I would kind of like a change of pace. :)

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/30>

<http://mail.aol.com/36029-112/aol-6/en-us/mail/PrintMessage.aspx>

4/28/2012

May 31, 2012

FW: Suggestion Box

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From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:28 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Thursday, March 15, 2012 4:52 PM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Thursday, March 15, 2012 - 16:52 Submitted by user:
Submitted IP Address: 99.196.229.225
Submitted values are:

Subject: "My Preferences"

Message: Is there any way that there could be any more choices on the "My Preferences" option? The ones already there are great, but I would kind of like a change of pace. :)

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/30>

<http://mail.aol.com/36029-112/aol-6/en-us/mail/PrintMessage.aspx>

4/28/2012

From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: [kaidprincipal](mailto:kaidprincipal@aol.com) <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:28 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Wednesday, March 14, 2012 10:05 AM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Wednesday, March 14, 2012 - 09:04 Submitted by user:
Submitted IP Address: 99.196.229.225
Submitted values are:

Subject: Time Out
Message:
Hi,

Thank you guys for giving us students a warning when we're about to be logged out! It really helps! But, the problem is, when we press "ok" so that we can stay logged in, it doesn't work and we get logged out anyway! :(What I've had to do is, when I see the little notice, I press "ok" and then press the "stop loading this page" button in the address bar and I stay logged in. But that is kind of a nuisance... Is there any way that we can fix that?

Thank you for your hard work in making this school so amazing!

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/28>

May 31, 2012

FW: Suggestion Box

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From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: [kaidprincipal](mailto:kaidprincipal@aol.com) <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:29 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Tuesday, March 13, 2012 4:18 PM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Tuesday, March 13, 2012 - 15:18 Submitted by user:
Submitted IP Address: 98.145.75.39
Submitted values are:

Subject: The Hunger Games

Message: Next time we have to choose a book to read, maybe one of the book choices could be The Hunger Games?

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/26>

<http://mail.aol.com/36029-112/aol-6/en-us/mail/PrintMessage.aspx>

4/28/2012

From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: [kaidprincipal](mailto:kaidprincipal@aol.com) <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:29 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Wednesday, February 22, 2012 8:15 PM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Wednesday, February 22, 2012 - 20:15 Submitted by user:
Submitted IP Address: 71.221.133.19
Submitted values are:

Subject: Tests

Message: I really think vocab should be available for tests. It would really help out a lot of people.

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/19>

May 31, 2012

FW: Suggestion Box

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From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: [kaidprincipal](mailto:kaidprincipal@aol.com) <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:29 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Wednesday, February 22, 2012 2:28 PM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Wednesday, February 22, 2012 - 14:27 Submitted by user:
Submitted IP Address: 204.9.111.246
Submitted values are:

Subject: Parent Portal

Message: I really like the parent portal. It is so helpful to be able to see so quickly my students assignments, grades, and progress. I wish there was a link to each of my students' teachers' email in there so I could easily send my questions while I have the information in front of me. It would be a valuable timesaving tool for me.

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/18>

<http://mail.aol.com/36029-112/aol-6/en-us/mail/PrintMessage.aspx>

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FW: Suggestion Box

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From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: [kaidprincipal](mailto:kaidprincipal@aol.com) <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:29 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Friday, February 10, 2012 7:04 PM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Friday, February 10, 2012 - 19:04 Submitted by user:
Submitted IP Address: 50.37.114.182
Submitted values are:

Subject: When your doing work

Message: When your doing school work and or a lesson ... or anything...I don't think that it should turn off ... when your doing your work.. Like that 30 seconds till you log off thing... I think it should be removed ..(: Hope that made sense :P

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/15>

<http://mail.aol.com/36029-112/aol-6/en-us/mail/PrintMessage.aspx>

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FW: Suggestion Box

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From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: kaidprincipal <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:29 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Monday, February 06, 2012 3:05 PM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Monday, February 6, 2012 - 15:05 Submitted by user:
Submitted IP Address: 50.52.10.126
Submitted values are:

Subject: Communication Essentials

Message: Many examples given in this class to illustrate concepts are all for the marketing/business world, especially in subjects like introductions. Examples of this nature are hard for me to relate to, and therefore kind of hard to understand.

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/11>

<http://mail.aol.com/36029-112/aol-6/en-us/mail/PrintMessage.aspx>

4/28/2012

From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: [kaidprincipal](mailto:kaidprincipal@aol.com) <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:30 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Friday, February 03, 2012 1:40 PM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Friday, February 3, 2012 - 13:39 Submitted by user:
Submitted IP Address: 24.117.97.52
Submitted values are:

Subject: Clubs...

Message:

I think that this school should have clubs.
Clubs like pen pals Music Drama etc.

Thanks,
Sedona

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/10>

From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: [kaidprincipal](mailto:kaidprincipal@aol.com) <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:30 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Friday, February 03, 2012 2:59 AM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Friday, February 3, 2012 - 02:58 Submitted by user:
Submitted IP Address: 70.58.58.248
Submitted values are:

Subject: yes?

Message:

we should be able to keep the computers if we get high grade point
average!?:
C O N S I D E R

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/9>

May 31, 2012

FW: Suggestion Box

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From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: [kaidprincipal](mailto:kaidprincipal@aol.com) <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:30 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Thursday, February 02, 2012 10:50 PM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Thursday, February 2, 2012 - 22:49 Submitted by user:
Submitted IP Address: 24.117.97.52
Submitted values are:

Subject: Announcements

Message:

It would be a really big thing to put the weekly announcements on our planner page. Please can you do this?

Thanks,

Sedona [REDACTED]

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/8>

<http://mail.aol.com/36029-112/aol-6/en-us/mail/PrintMessage.aspx>

4/28/2012

FW: Suggestion Box

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From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: [kaidprincipal](mailto:kaidprincipal@aol.com) <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:30 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Wednesday, February 01, 2012 11:15 PM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Wednesday, February 1, 2012 - 23:14 Submitted by user:
Submitted IP Address: 74.36.1.161
Submitted values are:

Subject: Prom

Message: I think that for prom we should have it themed as fairytales. Prom is thought of is that night every year were your the princess so lets that come true.

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/7>

FW: Suggestion Box

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From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: [kaidprincipal](mailto:kaidprincipal@aol.com) <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:30 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Wednesday, February 01, 2012 3:25 PM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Wednesday, February 1, 2012 - 15:25 Submitted by user:
Submitted IP Address: 76.178.182.144
Submitted values are:

Subject: my opinion

Message: I think that you should be able to work on assignments while you still have like one or two overdue projects, but thats my opinion

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/6>

<http://mail.aol.com/36029-112/aol-6/en-us/mail/PrintMessage.aspx>

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May 31, 2012

FW: Suggestion Box

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From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: kaidprincipal <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:30 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Wednesday, February 01, 2012 12:54 PM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Wednesday, February 1, 2012 - 12:54 Submitted by user:
Submitted IP Address: 98.145.94.180
Submitted values are:

Subject: Suggestions: YearBooks!

Message: I thought it would be a really fun idea if we had Yearbooks! I think that's the only thing I miss about public high school. Maybe everyone could send a picture of their selves and you could send a copy or something?
Idk..just a fun idea :)

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/5>

<http://mail.aol.com/36029-112/aol-6/en-us/mail/PrintMessage.aspx>

4/28/2012

From: Vickie McCullough <vickie.mccullough@iconschool.org>
To: [kaidprincipal](mailto:kaidprincipal@aol.com) <kaidprincipal@aol.com>
Subject: FW: Suggestion Box
Date: Sat, Apr 28, 2012 8:34 am

-----Original Message-----

From: sysadmin@iconschool.org [<mailto:sysadmin@iconschool.org>]
Sent: Wednesday, March 14, 2012 12:02 AM
To: vickie.mccullough@iconschool.org
Subject: Suggestion Box

Submitted on Tuesday, March 13, 2012 - 23:02 Submitted by user:
Submitted IP Address: 70.36.75.189
Submitted values are:

Subject: lessons

Message: i think you should get more then 3 tries in the lessons

The results of this submission may be viewed at:
<http://www.iconschool.org/node/216/submission/27>

To: kaidprincipal <kaidprincipal@aol.com>

Date: Sat, Apr 28, 2012 8:35 am

Subject: Suggestion Box

Submitted values are:

Message: recently a loading sign has come up in the middle of the OdysseyWare page. It comes up every time you submit an answer it comes up and stays up for, at maximum, 5 minutes. It makes me take MUCH longer on my lessons and I find it very annoying. :(Is there any way to fix this????!?!??!

<http://www.iconschool.org/node/216/submission/32>

4/28/2012