

SUBJECT

Another Choice Virtual School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

I. C. § 33-5209

BACKGROUND

Another Choice Virtual School (ACVS) is a virtual public charter school approved by the Public Charter School Commission (PCSC) and located in Nampa. ACVS serves students throughout Idaho Education District 3 (Treasure Valley), with a particular focus on meeting special education needs. The school recently completed its second year of operations.

DISCUSSION

ACVS will provide an update on the status of the school. Meeting materials were submitted after the deadline and have therefore been excluded from these materials. PCSC staff makes the following observations:

1. Enrollment
 - ACVS enrolled 308 students in 2011-12, an increase of 141 students over the previous year. The school plans to propose a future charter amendment lifting the class caps in order to allow them to continue to increase enrollment numbers.
 - 35% of the student population is classified as special education, indicating that the school is succeeding in reaching its target market.
2. Academics
 - ACVS did not make AYP in spring 2012 school year. The school is now in School Improvement Year 1.
 - 2011 ISAT results indicate ACVS students performed below state levels in all grades and subject levels for which data is available. Longitudinal comparisons are not available as the school has just finished its second year of operation, and spring 2012 ISAT results are not yet published.
 - Interventions such as one-on-one and small group tutoring, as well as reading interventions for grades 7-12, have been implemented.
3. Measureable Student Education Standards (MSES)
 - No MSES report was provided.
4. Facility
 - The school has outgrown its current location and is planning to move to a new facility in the fall. They are currently in negotiations, but no final facility decision has been made as the school is still seeking a new facility that will accommodate all needs. It is possible that ACVS will continue use of its current facility, as well as a second facility, next year.

July 24, 2012

- The budget has been adjusted to allow for additional facility expenses. The facility allotment has been increased from \$31,500 to \$125,000.

5. Finances

- Budget projections indicate the school ended the year with an operating income of about \$61,000. According to the school's FY11 audit, last year's total governmental fund balance was \$199,000. This amount was not included in the most recent budget submission as last year's carryover. The year-end reserve amount including the carryover is approximately \$260,000.
- Upcoming year budget projections anticipate operating income of about \$34,000 with a reserve of approximately \$294,000, including the FY12 carryover amount shown above.

6. Stakeholder Satisfaction

- No stakeholder satisfaction report was provided.

7. Charter Violation

- According to the charter, ACVS will utilize Ron Clark's "Essential 55" and Great Expectations. The school reports they are not using these resources.

IMPACT

Pursuant to I.C. § 33-5209(2), if the PCSC "has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect:...(a) Committed a material violation of any condition, standard or procedure set forth in the approved charter...(e) Failed to submit required reports to the authorized chartering entity governing the charter..."

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC direct staff to issue to Another Choice Virtual School a notice of defect on the following grounds:

1. Committed a material violation of any condition, standard or procedure set forth in the approved charter specifically with regard to utilizing Ron Clark's "Essential 55" and Great Expectations.
2. Failure to submit required reports to the authorizing chartering entity, specifically, the goals attainment report and stakeholder satisfaction results.

COMMISSION ACTION

A motion to direct PCSC staff to issue to Another Choice Virtual School a notice of defect on the following grounds:

July 24, 2012

1. Material violation of a condition, standard, or procedure set forth in the approved charter, specifically with regard to utilizing Ron Clark's "Essential 55" and Great Expectations.
2. Failure to submit required reports to the authorizing chartering entity, specifically, the goals attainment report and stakeholder satisfaction results.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

July 24, 2012

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Another Choice Virtual School Site Visit Report

April 10, 2012

Interview with Board Members:

No board members were present.

Interview with Administrator:

ACVS currently has two administrators; one is full time and the other works part time. They see the mission of the school as educating all kids, meeting individual needs, and preparing students for what comes next in life. They feel the school is meeting the mission.

Administration expresses having a good relationship with the board and sees the board as being supportive. Four of the five board members are described as being very involved. The other is involved but seems to be more focused on the parental aspect of the school. Board members have strong backgrounds in education and business. The administrators see the board taking a team approach to governing the school. They want to be informed and involved. Questions are asked and administration feels they are held accountable by the board. Additionally, the board has established several committees and members serve on these committees. Administrators feel the board understands their role and functions within that role.

Although ACVS is an online school, students may attend physically at the computer lab. The school will be in need of another computer lab next year, as the lab is used by most students and the current facility cannot accommodate this need. The building committee is exploring other facility options. Current considerations include staying in the current facility one more year (one year is left on the lease), along with using an additional facility. The school may also move to a different facility. ACVS will be receiving new technology equipment from IEN in August. Therefore, facility decisions will be made prior to this time.

Duties are divided among the two administrators, who see the workload becoming easier each year. However, as the school grows, new challenges emerge. The workload is made more manageable due to satisfaction in the work being done and continuity in the staff, as there has been no attrition. The administration feels they are very effective due to the fact that they are "in the trenches" along with everyone else. There is good rapport between administration and the staff and all opinions are valued. Administration takes a proactive approach that values organization and quality.

ISAT achievement comparisons indicate that ACVS students are performing below state levels. This is likely due to the school servicing a high needs student population, with 26% of students classified as Hispanic (many are ELL) and 34% as Special Education. A large number of alternative students also

enroll in the school. As a proactive measure, ACVS has started using the WISE tool even though they are not currently required to do so. They have identified holes in the curriculum and are using Title I funds to provide interventions including one on one and small group tutoring sessions as well as math and reading interventions in grades 7-12.

Academic strengths of the school include individual learning paths that allow instruction to match student needs. A large spectrum of courses is offered, and curriculum specialists ensure alignment to state standards. Many opportunities for social interactions among students are provided by the school. All teachers are required to offer a club. Overnight trips, lock-ins, dances, and other activities are also offered. The staff is another strength of ACVS. All teachers have bought into the mission and vision of the school.

Areas the school is working to improve include offering more courses (especially electives), replicating programs/clubs in a virtual setting, and finding a bigger facility.

Planned curriculum changes involve adding new courses such as health occupations and computer/tech courses. The school would also like to offer vocational technical certificates. A senior project course will be offered next year. It will be designed to allow students coming in as freshmen to complete a portion each year; those coming in as juniors and seniors will be able to complete it in within a year. The research based project will provide a career path, citizenship path, or societal improvement path that students can select according to individual interests.

School officials have begun work on common core state standards. SDE recommended materials have been ordered and the purchased curriculum is aligned. Staff training is taking place to ensure understanding of the alignment and how to implement the standards.

Data regarding all pieces of the program is collected. Analysis has been somewhat difficult since the school is only in its second year of operation. Longitudinal comparisons are not yet possible. A strong RTI process has been implemented. Progress monitoring is completed three times each year in reading and math. This data will be used to show growth of students and drive decision making. Next year a behavioral component will be added to the RTI model and the focus will be on making data more accessible and better utilizing it.

Parent and community involvement is described as good but is an area the school continues to work on. They feel they need to become more strategic with implementing involvement plans. Parent meetings focusing on specific topics are offered one time per month. About five to seven families typically attend. The school is considering setting these up virtually as well. Parent teacher conferences are held three times a year. Current efforts have revolved around putting involvement pieces in place. Next year efforts will be made to increase participation.

Marketing plans have been scaled back somewhat due to the absence of grant funds. However, commercials are used and the school would like to incorporate video ads. Word of mouth seems to be the best marketing tool. ACVS has established good relationships with many surrounding school districts who advertise for them by referring students to the school.

The administrators view the Students Come First legislation as a move in the right direction. Some components such as the online course requirements will be easy to implement. The professional development and bank of lesson plans related to the one-to-one mobile computing devices will be helpful. Also, state provision of the devices may help ACVS' budget as they currently supply all families with computers. Fractional ADA is also viewed as helpful to online schools in their efforts to provide dual enrollment opportunities for students. A concern with the legislation is that the quality that virtual programs can provide is not necessarily being realized.

ACVS plans to revise the mission and vision statements in their charter. They would also like to remove wording related to enrollment caps and complete general charter language clean-up. They view the PCSC as being supportive and communicating well with schools.

Interview with Business Manager:

The business manager has been clerk of the board for Idaho Arts Charter School for the past 7 years. Through this experience, she has gained accounting knowledge related to school finance. She works one quarter time at ACVS. She, like the administration, feels the proposed budget is followed very well. A very conservative approach to finances is taken.

A \$77,000 adjustment to entitlement is being made by the SDE because of an ISEE reporting error last year. Once the corrections are made, this amount should be included in ACVS' entitlement amount. Medicaid reimbursement is projected to be \$150,000. The business manager believes this is an accurate figure as it is in line with expenses and revenue that has been received to this point. The current year budget shows an operating income of \$151,845. It is reported that this figure is accurate. Last year's carryover of about \$167,000 was not included in the current budget projections. This amount, along with the anticipated current year carryover, should result in a year end fund balance of approximately \$300,000.

The upcoming year budget sheet is incomplete due to an oversight. The school will complete and submit it as part of their annual review in a few months. Suggestions given by the business manager include having a separate balance sheet, aligning to IFARMS reports, and providing more "other" lines.

Program Strengths:

- Individualized program
- Servicing high needs populations
- Conservative approach to finances
- Differentiated instruction
- Social interaction opportunities
- RTI model and progress monitoring
- Proactive approach

Program Concerns:

- ISAT scores below average state performance in all subject areas and grade levels
- Facility – more space is needed
- Parent participation appears low

Possible charter violations include:

- ACVS will utilize Ron Clark's "Essential 55"
- ACVS will utilize Great Expectations

Possible Amendments:

- Mission and vision statements
- Removing cap requirements
- Above violations
- General language clean-up

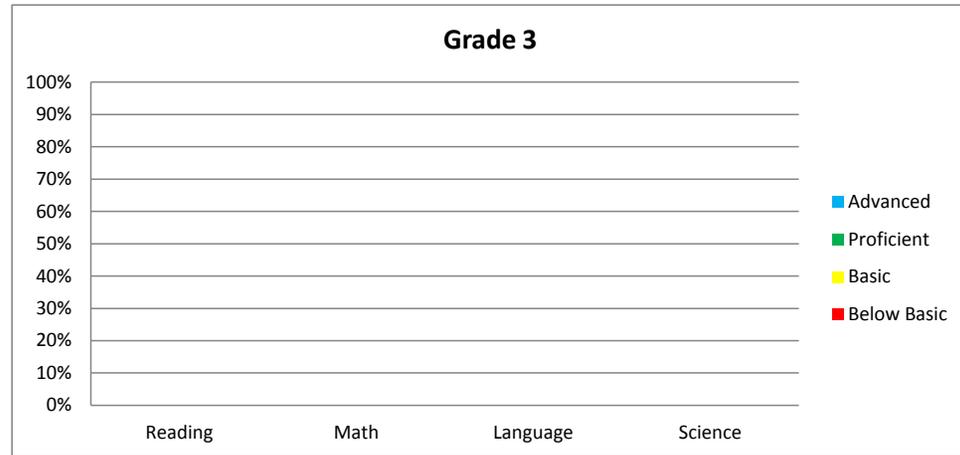
Recommendations:

- Propose possible charter amendments as soon as possible
- Continue to find ways to improve student achievement
- Finalize facility option as soon as possible
- Continue marketing efforts to increase enrollment
- Increase parent/community involvement
- Continue to gather data and use it to drive decision making
- Ensure that the quality of your program stays intact while the school grows

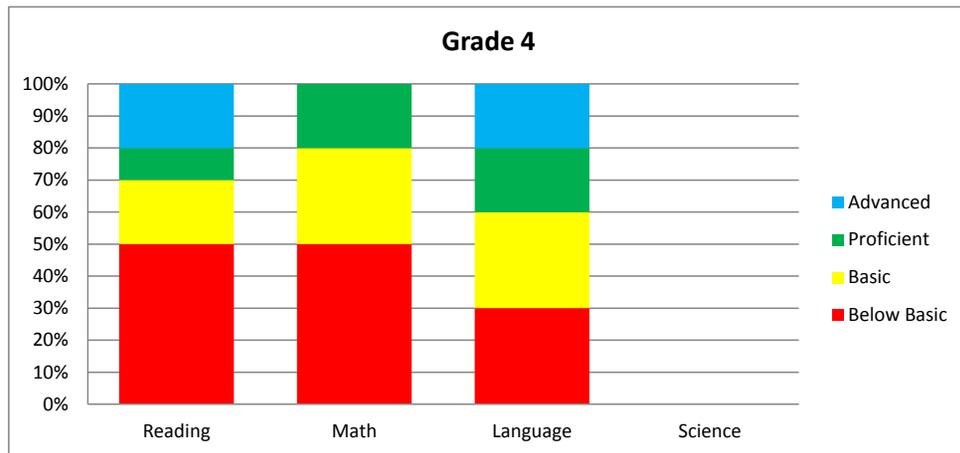
Materials requested:

- Updated charter once amendments are approved
- Upcoming year budget as part of annual review

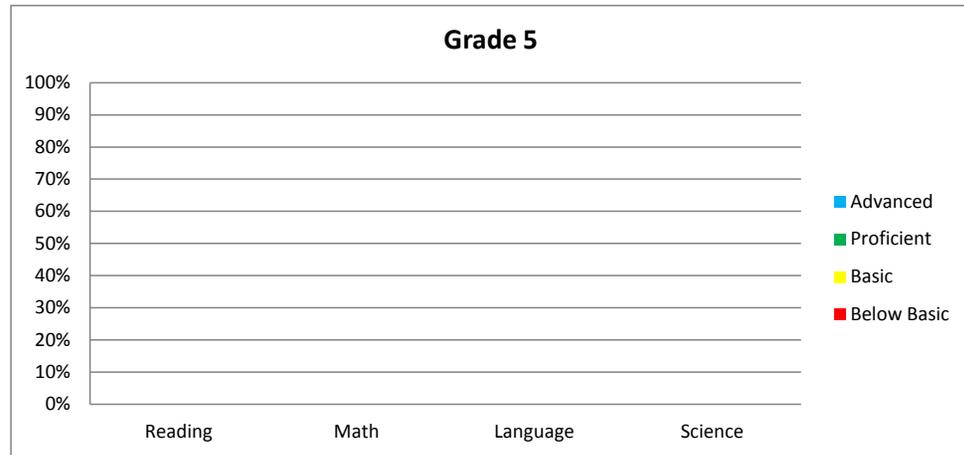
Grade 3	Reading	Math	Language	Science
Below Basic	*	*	*	
Basic	*	*	*	
Proficient	*	*	*	
Advanced	*	*	*	



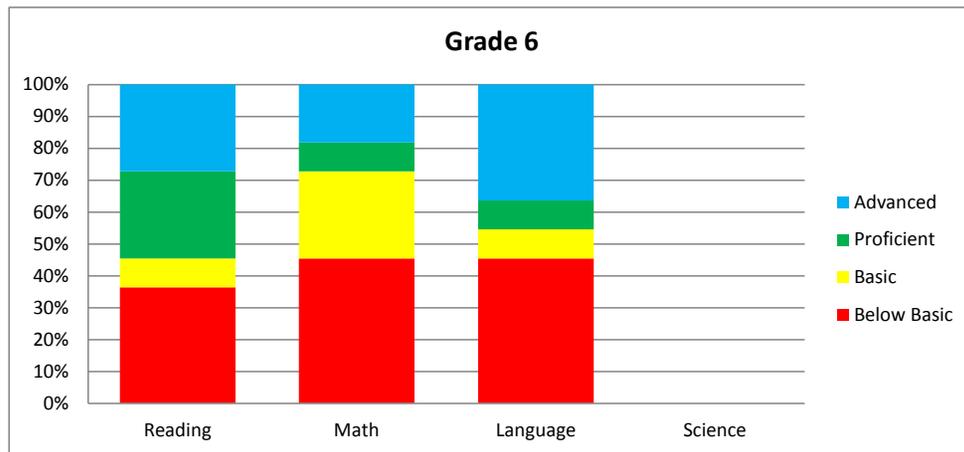
Grade 4	Reading	Math	Language	Science
Below Basic	50	50	30	
Basic	20	30	30	
Proficient	10	20	20	
Advanced	20	0	20	



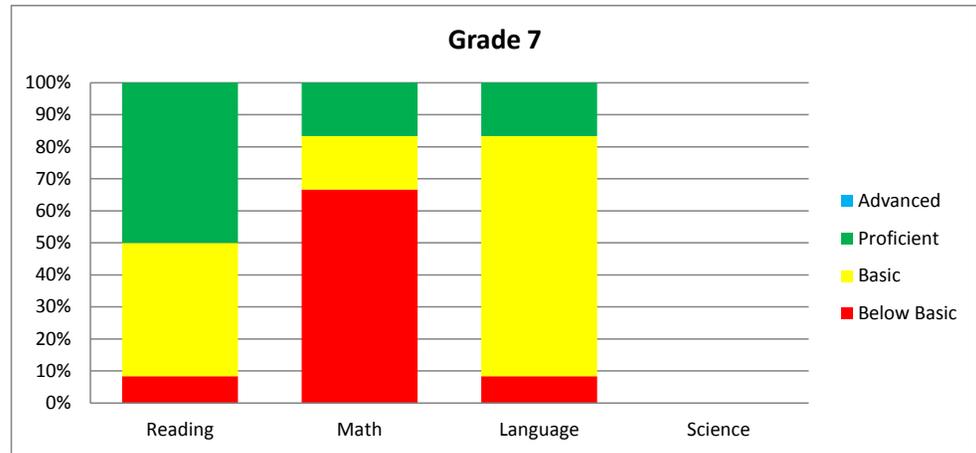
Grade 5	Reading	Math	Language	Science
Below Basic	*	*	*	#N/A
Basic	*	*	*	#N/A
Proficient	*	*	*	#N/A
Advanced	*	*	*	#N/A



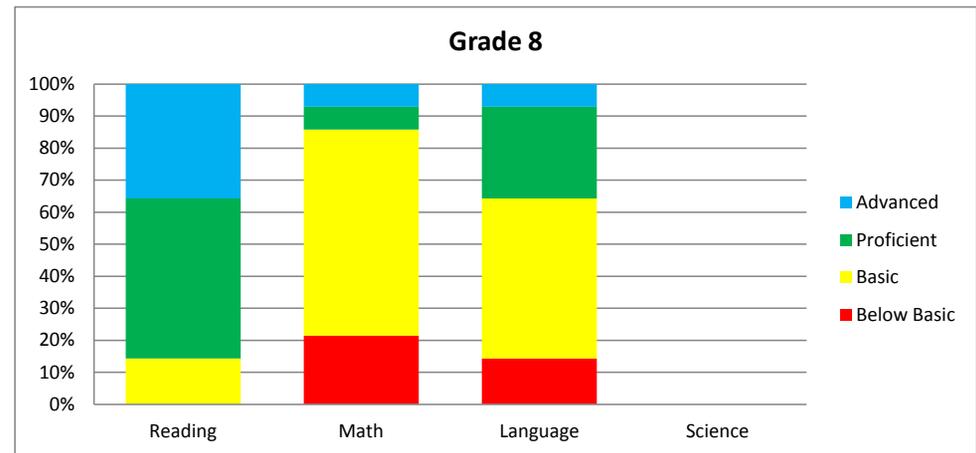
Grade 6	Reading	Math	Language	Science
Below Basic	36.4	45.5	45.5	
Basic	9.1	27.3	9.1	
Proficient	27.3	9.1	9.1	
Advanced	27.3	18.2	36.4	



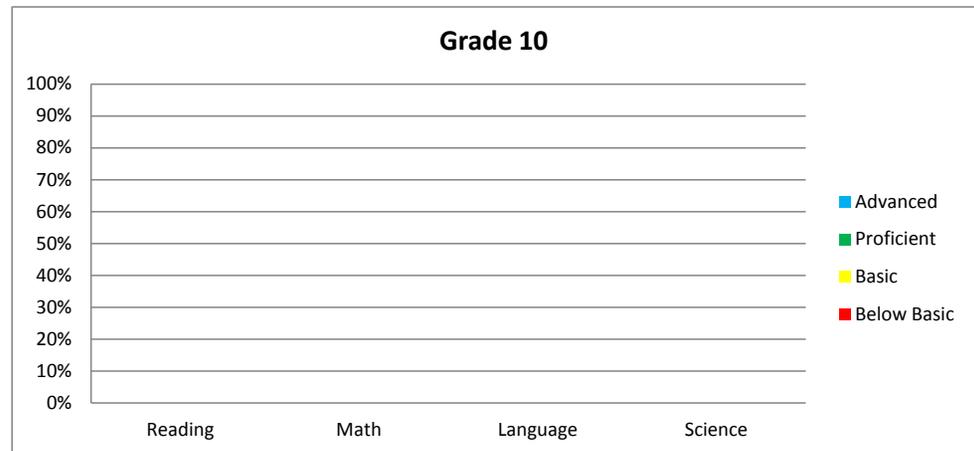
Grade 7	Reading	Math	Language	Science
Below Basic	8.3	66.7	8.3	#N/A
Basic	41.7	16.7	75	#N/A
Proficient	50	16.7	16.7	#N/A
Advanced	0	0	0	#N/A



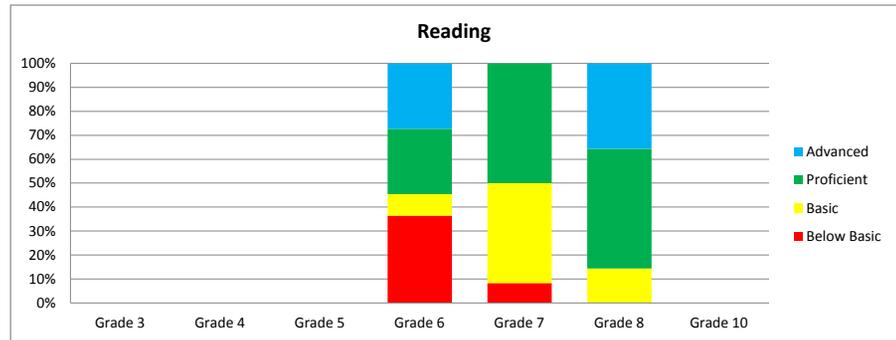
Grade 8	Reading	Math	Language	Science
Below Basic	0	21.4	14.3	
Basic	14.3	64.3	50	
Proficient	50	7.1	28.6	
Advanced	35.7	7.1	7.1	



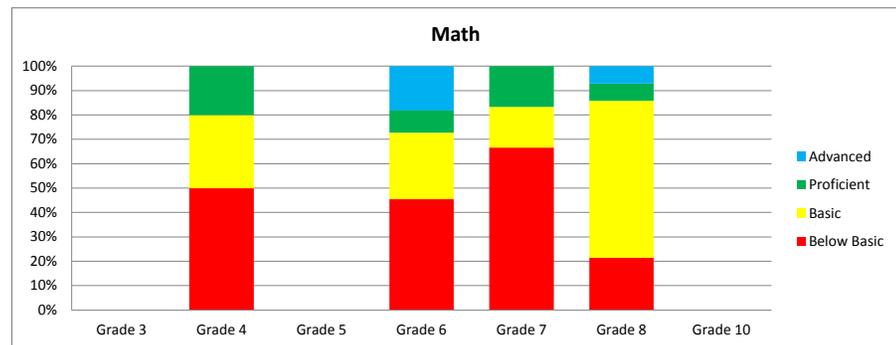
Grade 10	Reading	Math	Language	Science
Below Basic	*	*	*	#N/A
Basic	*	*	*	#N/A
Proficient	*	*	*	#N/A
Advanced	*	*	*	#N/A



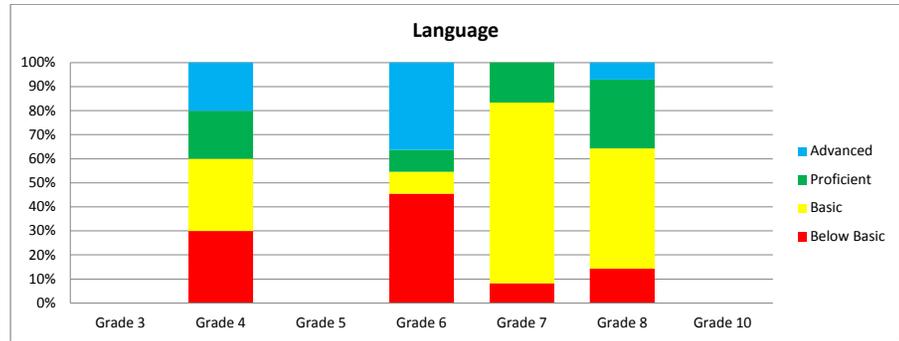
Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	*	36.4	8.3	0	*
Basic	#N/A	#N/A	*	9.1	41.7	14.3	*
Proficient	#N/A	#N/A	*	27.3	50	50	*
Advanced	#N/A	#N/A	*	27.3	0	35.7	*



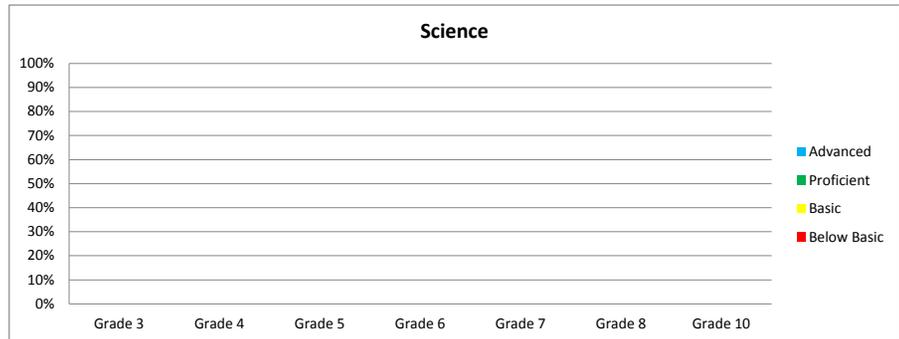
Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	*	50 *		45.5	66.7	21.4	*
Basic	*	30 *		27.3	16.7	64.3	*
Proficient	*	20 *		9.1	16.7	7.1	*
Advanced	*	0 *		18.2	0	7.1	*



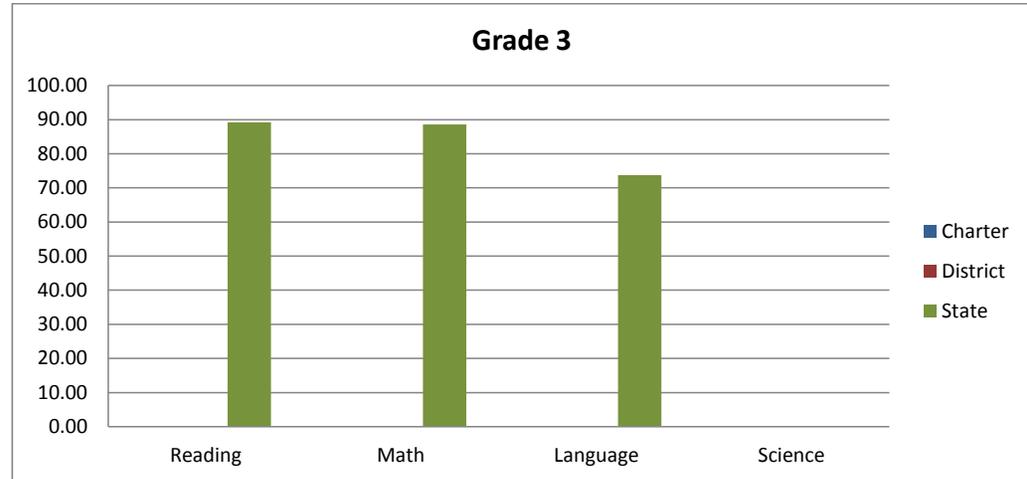
Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	*	30 *		45.5	8.3	14.3	*
Basic	*	30 *		9.1	75	50	*
Proficient	*	20 *		9.1	16.7	28.6	*
Advanced	*	20 *		36.4	0	7.1	*



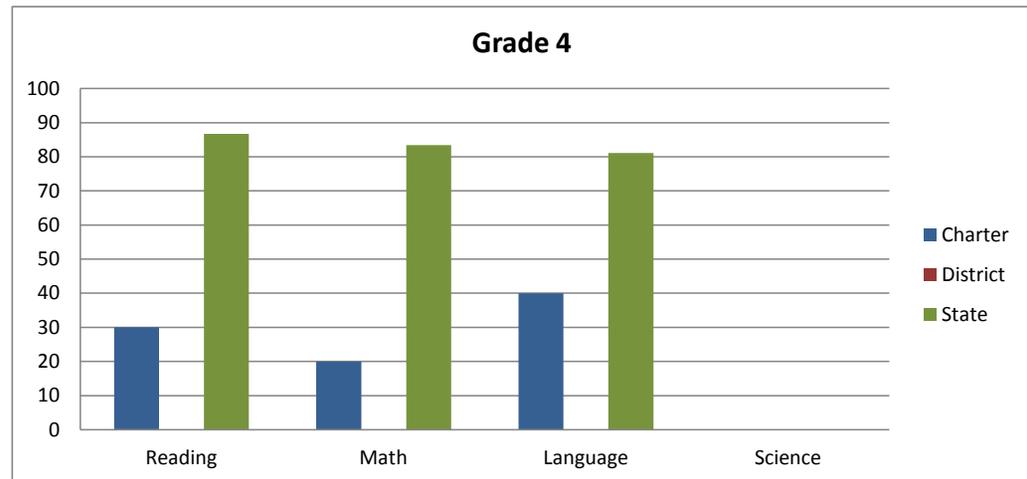
Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			#N/A		#N/A		#N/A
Basic			#N/A		#N/A		#N/A
Proficient			#N/A		#N/A		#N/A
Advanced			#N/A		#N/A		#N/A



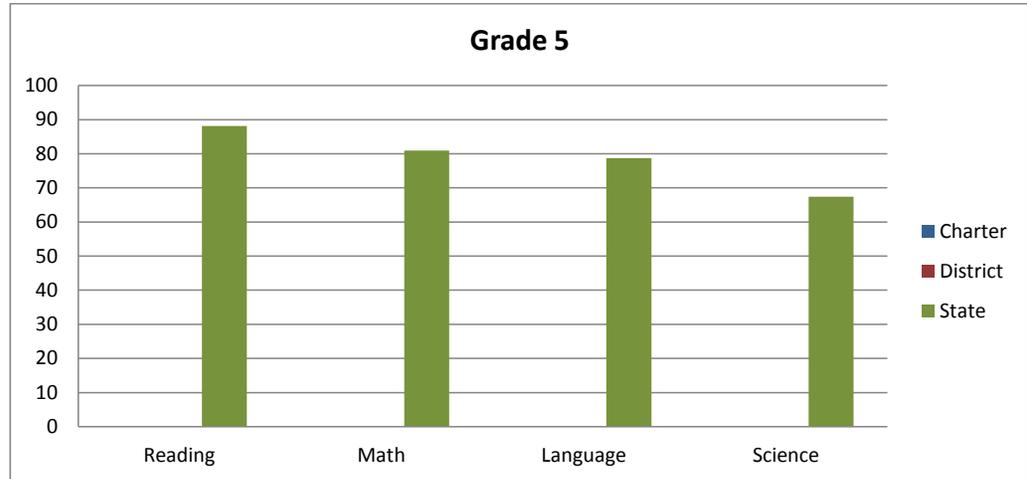
Grade 3	Reading	Math	Language	Science
Charter	0	0	0	
District	#N/A	#N/A	#N/A	
State	89.2	88.6	73.7	



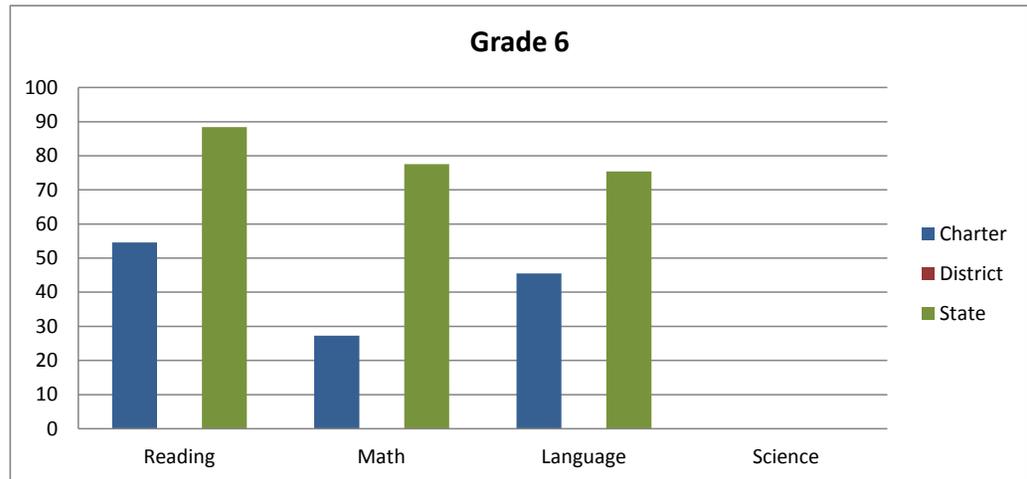
Grade 4	Reading	Math	Language	Science
Charter	30	20	40	
District	#N/A	#N/A	#N/A	
State	86.7	83.4	81.1	



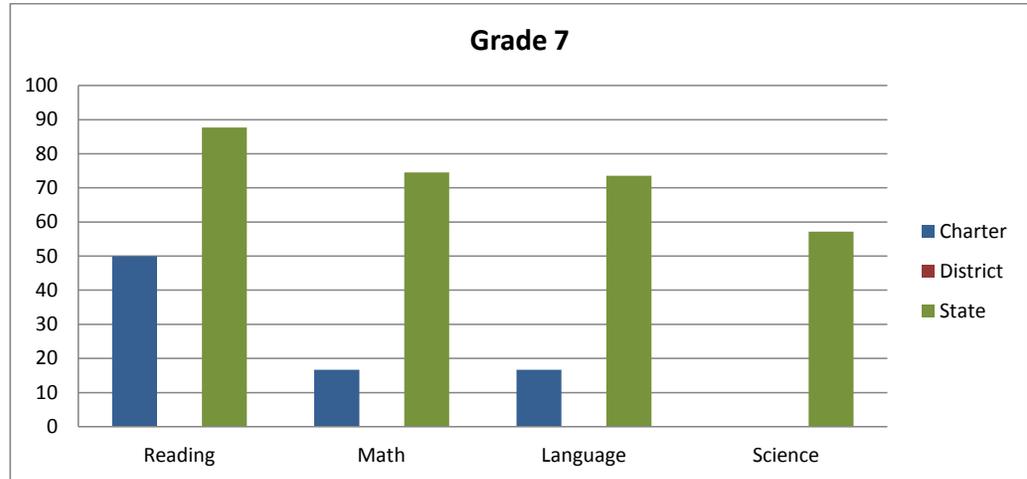
Grade 5	Reading	Math	Language	Science
Charter	0	0	0	#N/A
District	#N/A	#N/A	#N/A	#N/A
State	88.1	80.9	78.7	67.4



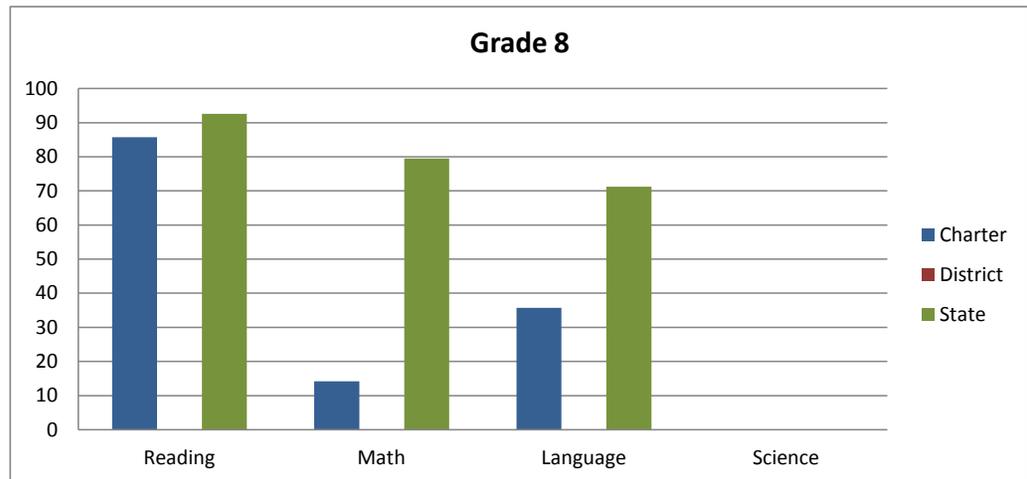
Grade 6	Reading	Math	Language	Science
Charter	54.6	27.3	45.5	
District	#N/A	#N/A	#N/A	
State	88.4	77.5	75.4	



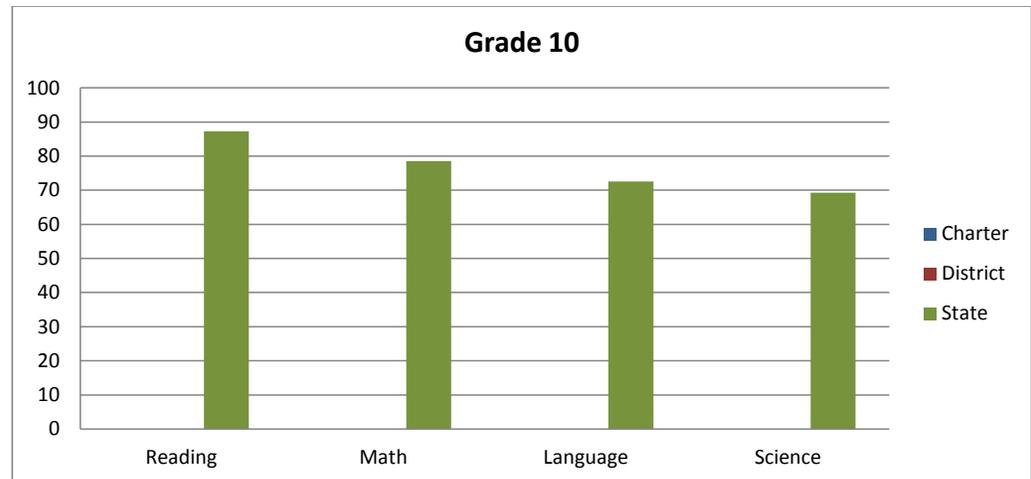
Grade 7	Reading	Math	Language	Science
Charter	50	16.7	16.7	#N/A
District	#N/A	#N/A	#N/A	#N/A
State	87.7	74.5	73.5	57.2



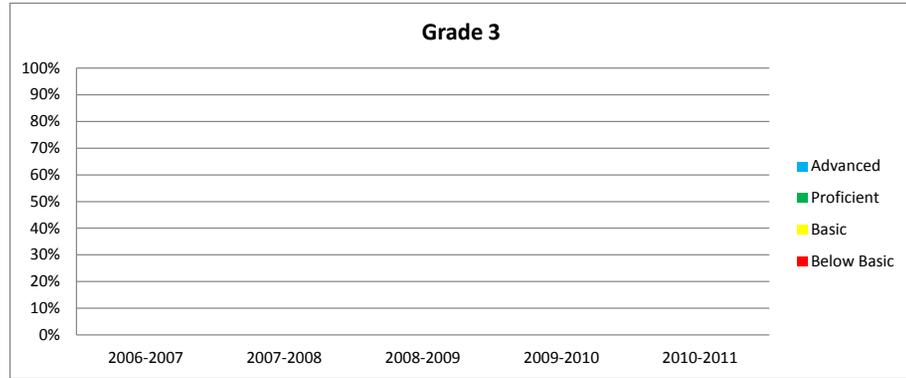
Grade 8	Reading	Math	Language	Science
Charter	85.7	14.2	35.7	
District	#N/A	#N/A	#N/A	
State	92.6	79.5	71.2	



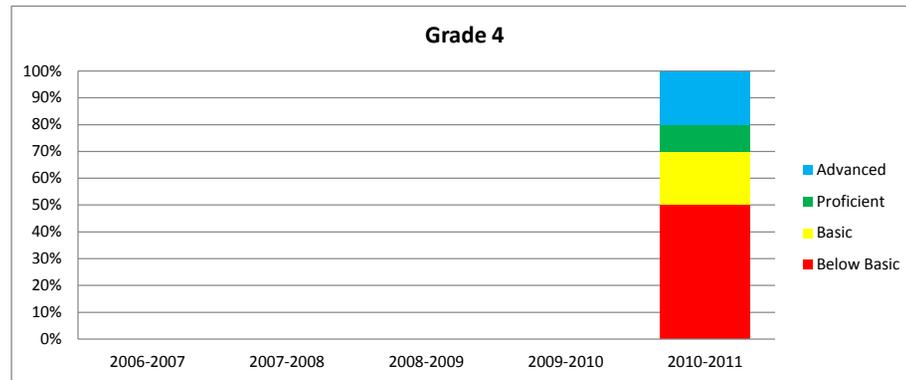
Grade 10	Reading	Math	Language	Science
Charter	0	0	0	#N/A
District	#N/A	#N/A	#N/A	#N/A
State	87.2	78.5	72.6	69.3



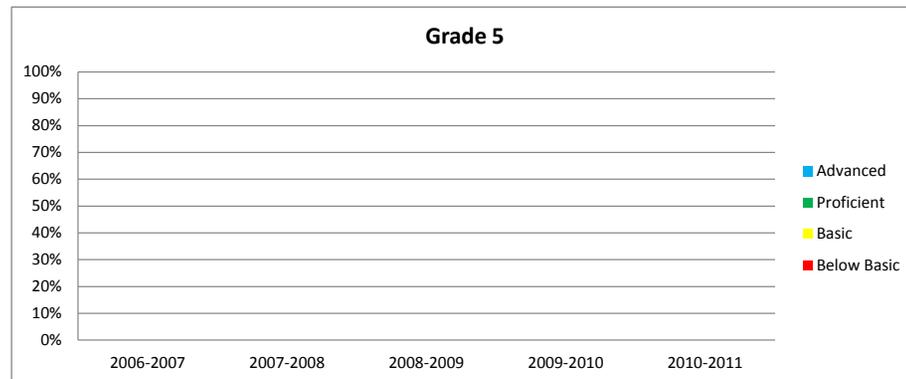
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



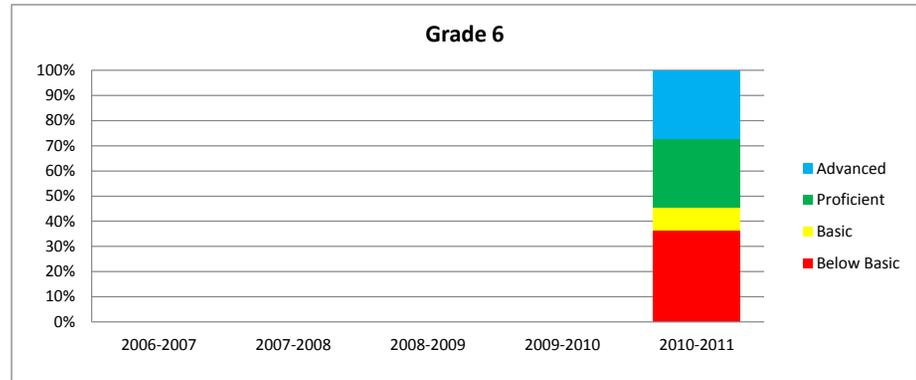
Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	50
Basic	#N/A	#N/A	#N/A	#N/A	20
Proficient	#N/A	#N/A	#N/A	#N/A	10
Advanced	#N/A	#N/A	#N/A	#N/A	20



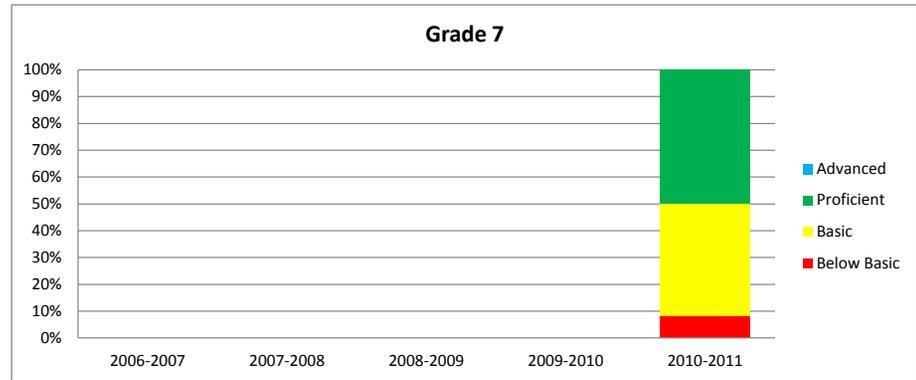
Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



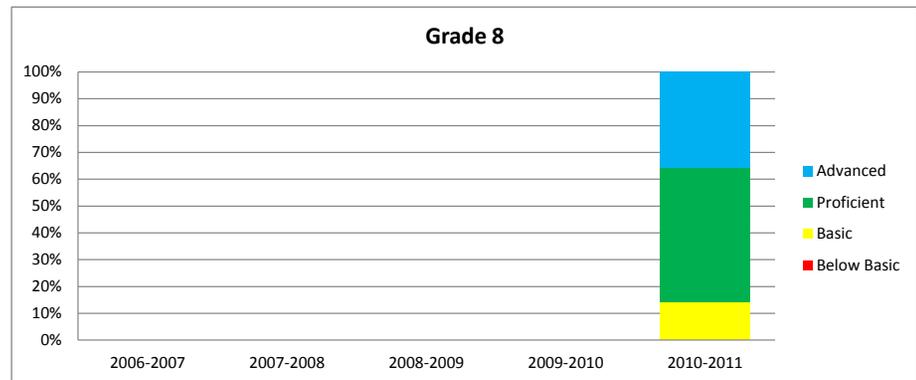
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	36.4
Basic	#N/A	#N/A	#N/A	#N/A	9.1
Proficient	#N/A	#N/A	#N/A	#N/A	27.3
Advanced	#N/A	#N/A	#N/A	#N/A	27.3



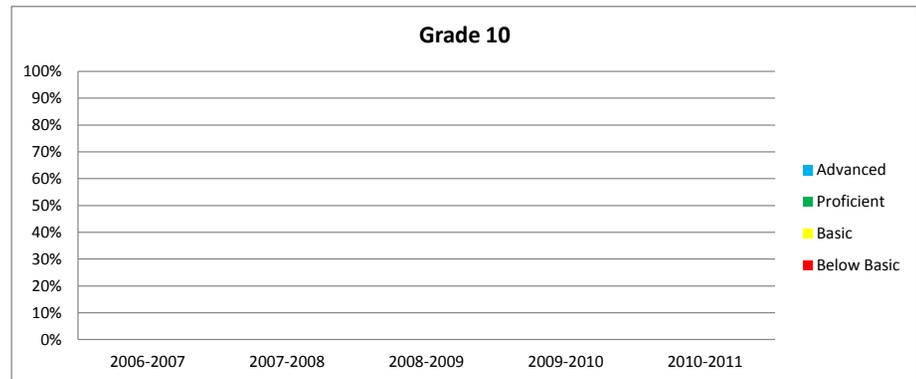
Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	8.3
Basic	#N/A	#N/A	#N/A	#N/A	41.7
Proficient	#N/A	#N/A	#N/A	#N/A	50
Advanced	#N/A	#N/A	#N/A	#N/A	0



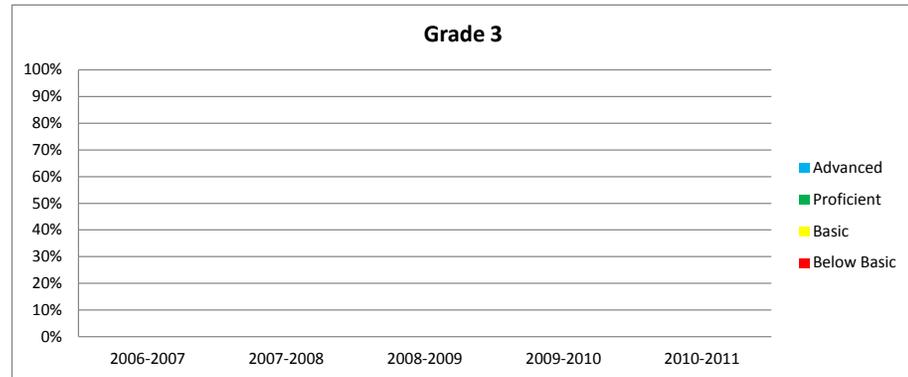
Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	0
Basic	#N/A	#N/A	#N/A	#N/A	14.3
Proficient	#N/A	#N/A	#N/A	#N/A	50
Advanced	#N/A	#N/A	#N/A	#N/A	35.7



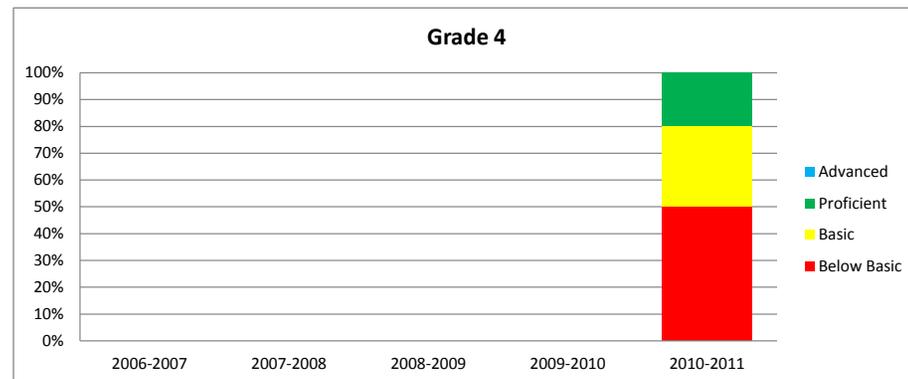
Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	*
Basic	#N/A	#N/A		#N/A	*
Proficient	#N/A	#N/A		#N/A	*
Advanced	#N/A	#N/A		#N/A	*



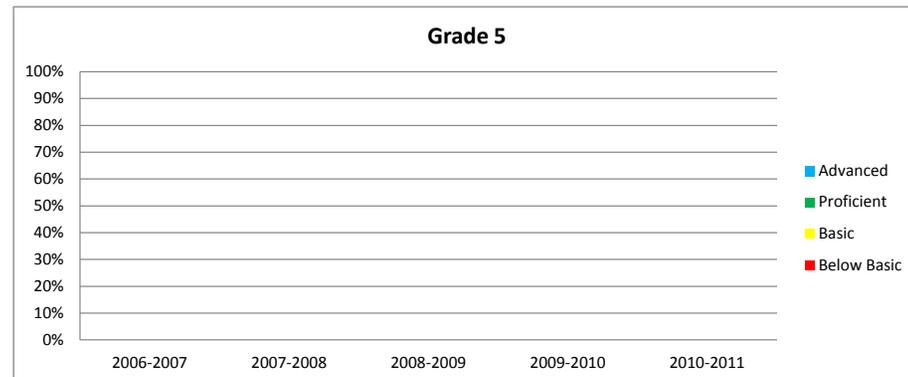
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



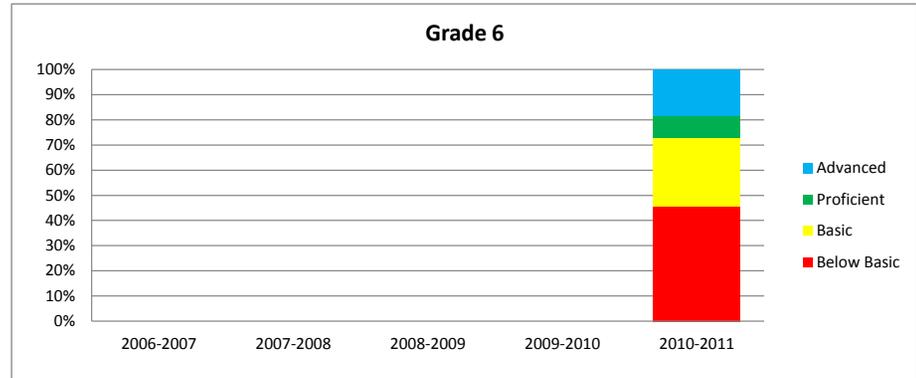
Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	50
Basic	#N/A	#N/A	#N/A	#N/A	30
Proficient	#N/A	#N/A	#N/A	#N/A	20
Advanced	#N/A	#N/A	#N/A	#N/A	0



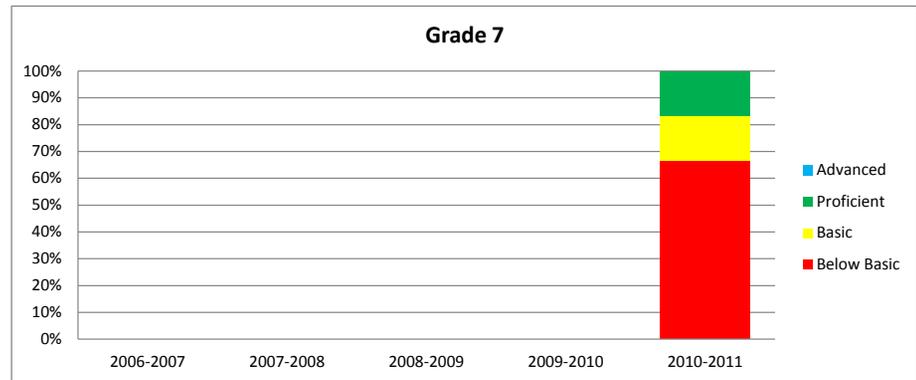
Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



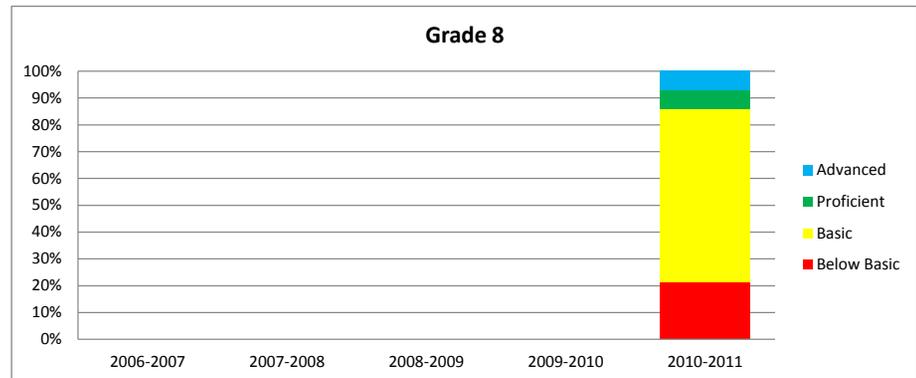
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	45.5
Basic	#N/A	#N/A	#N/A	#N/A	27.3
Proficient	#N/A	#N/A	#N/A	#N/A	9.1
Advanced	#N/A	#N/A	#N/A	#N/A	18.2



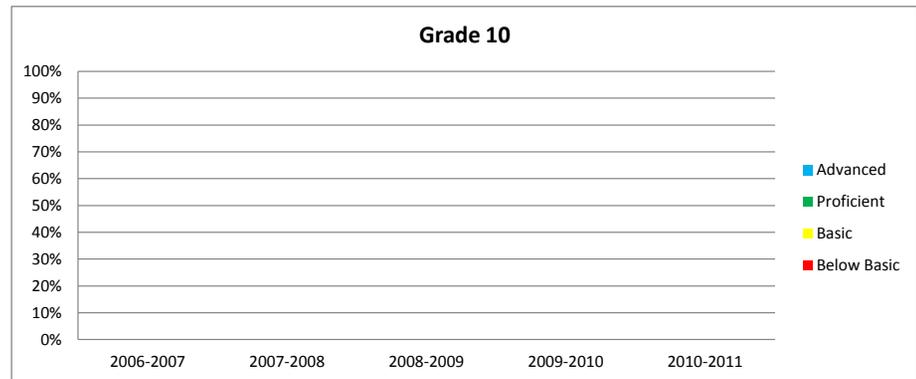
Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	66.7
Basic	#N/A	#N/A	#N/A	#N/A	16.7
Proficient	#N/A	#N/A	#N/A	#N/A	16.7
Advanced	#N/A	#N/A	#N/A	#N/A	0



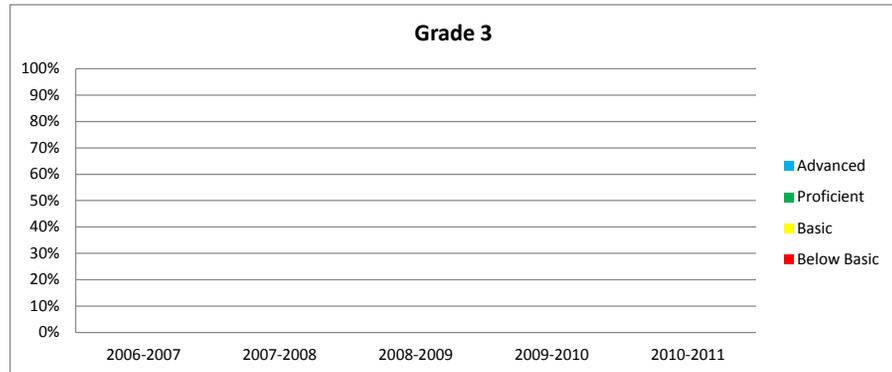
Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	21.4
Basic	#N/A	#N/A	#N/A	#N/A	64.3
Proficient	#N/A	#N/A	#N/A	#N/A	7.1
Advanced	#N/A	#N/A	#N/A	#N/A	7.1



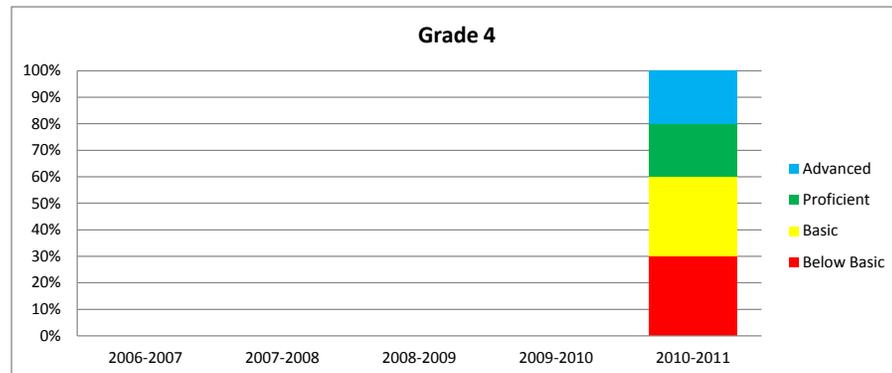
Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	*
Basic	#N/A			#N/A	*
Proficient	#N/A			#N/A	*
Advanced	#N/A			#N/A	*



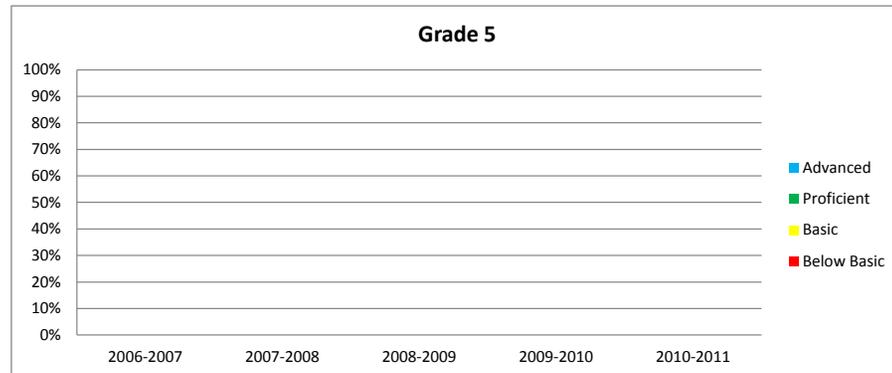
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



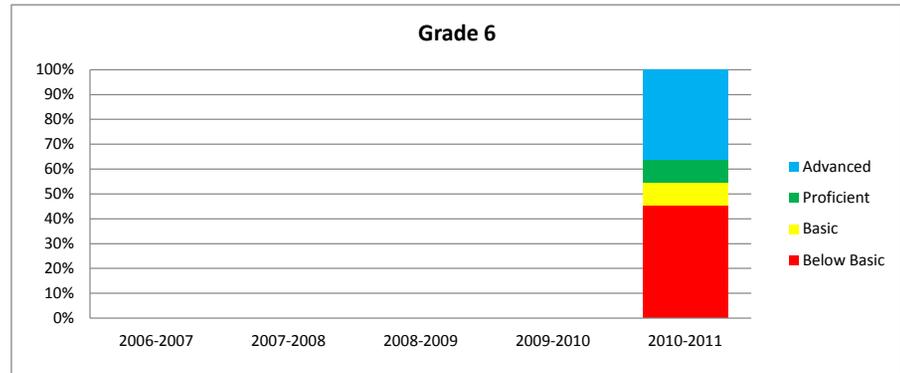
Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	30
Basic	#N/A	#N/A	#N/A	#N/A	30
Proficient	#N/A	#N/A	#N/A	#N/A	20
Advanced	#N/A	#N/A	#N/A	#N/A	20



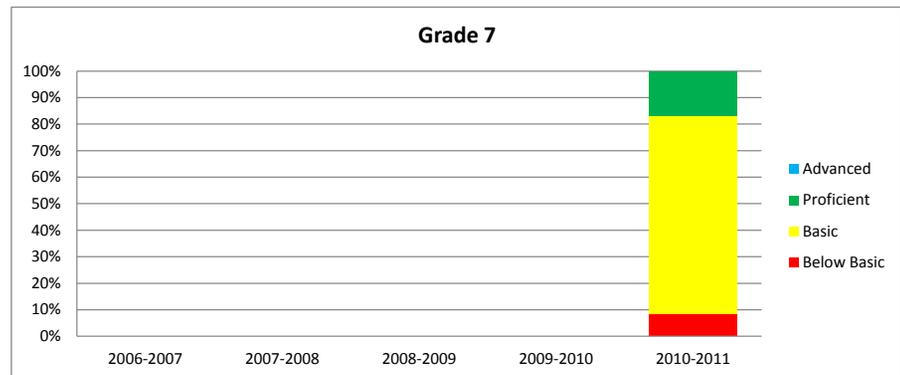
Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



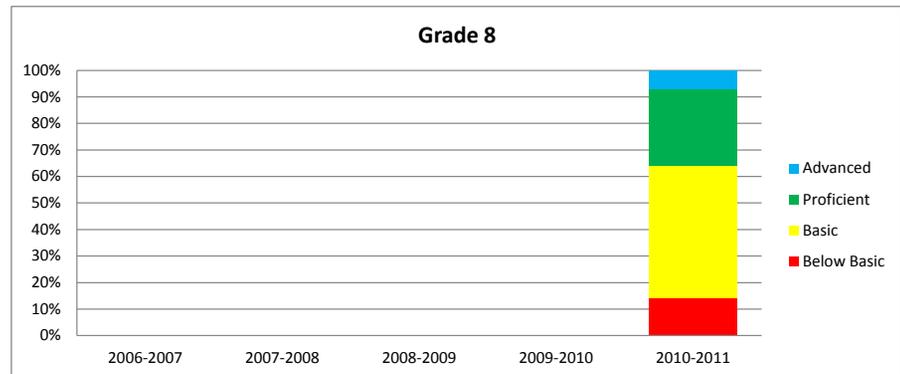
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	45.5
Basic	#N/A	#N/A	#N/A	#N/A	9.1
Proficient	#N/A	#N/A	#N/A	#N/A	9.1
Advanced	#N/A	#N/A	#N/A	#N/A	36.4



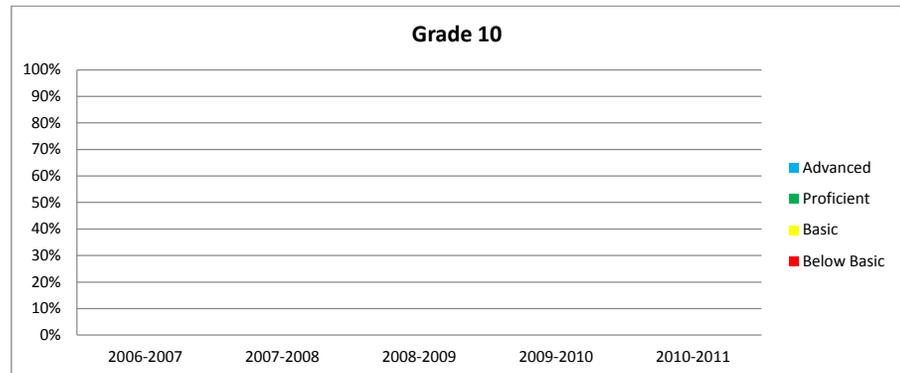
Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	8.3
Basic	#N/A	#N/A	#N/A	#N/A	75
Proficient	#N/A	#N/A	#N/A	#N/A	16.7
Advanced	#N/A	#N/A	#N/A	#N/A	0



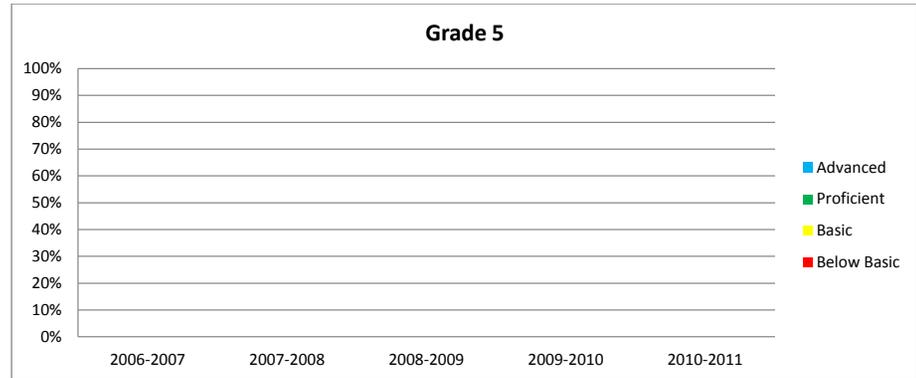
Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	14.3
Basic	#N/A	#N/A	#N/A	#N/A	50
Proficient	#N/A	#N/A	#N/A	#N/A	28.6
Advanced	#N/A	#N/A	#N/A	#N/A	7.1



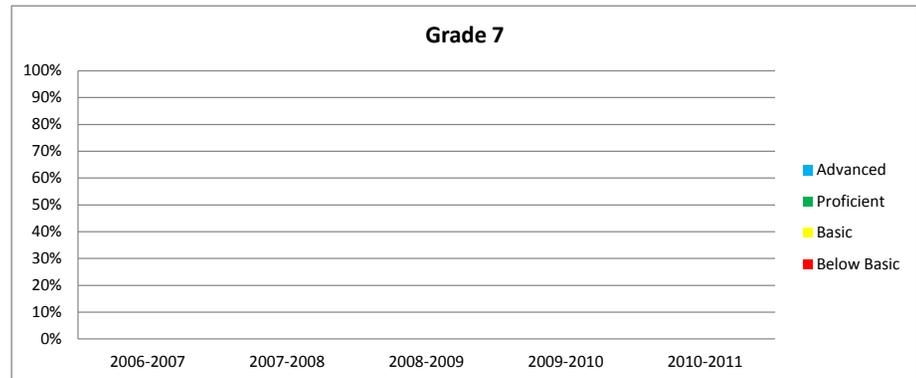
Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	*
Basic	#N/A			#N/A	*
Proficient	#N/A			#N/A	*
Advanced	#N/A			#N/A	*



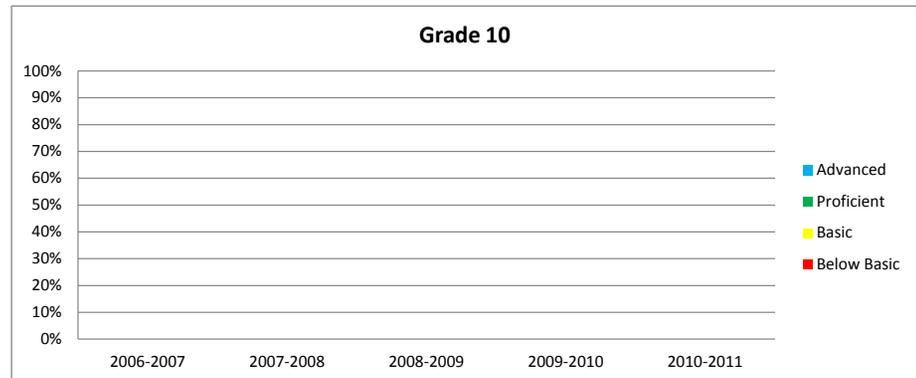
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



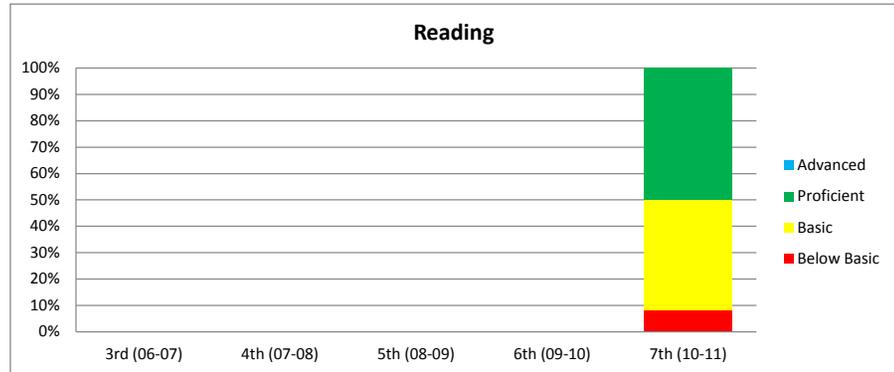
Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



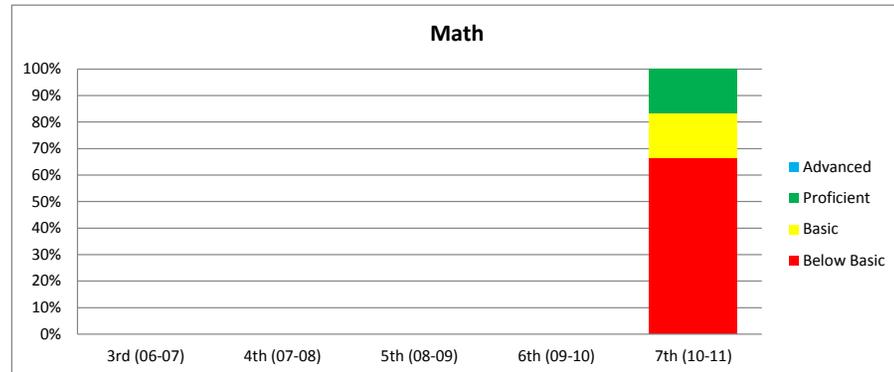
Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



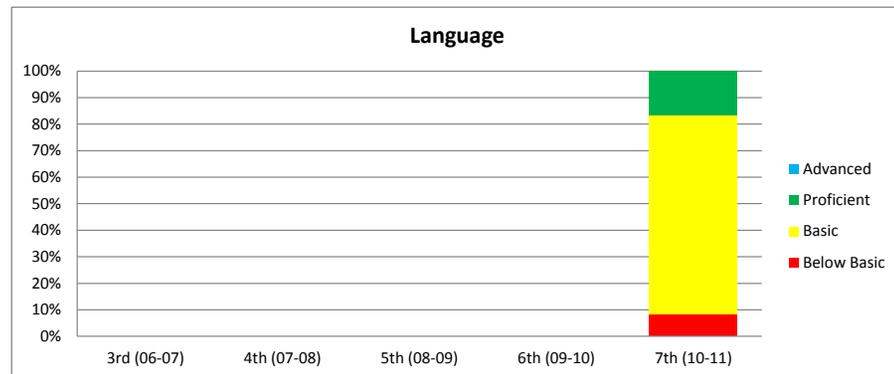
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	8.3
Basic	#N/A	#N/A	#N/A	#N/A	41.7
Proficient	#N/A	#N/A	#N/A	#N/A	50
Advanced	#N/A	#N/A	#N/A	#N/A	0



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	66.7
Basic	#N/A	#N/A	#N/A	#N/A	16.7
Proficient	#N/A	#N/A	#N/A	#N/A	16.7
Advanced	#N/A	#N/A	#N/A	#N/A	0



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	8.3
Basic	#N/A	#N/A	#N/A	#N/A	75
Proficient	#N/A	#N/A	#N/A	#N/A	16.7
Advanced	#N/A	#N/A	#N/A	#N/A	0



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	#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

