

SUBJECT

Idaho Virtual Academy Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5215

IDAPA 08.02.04.302

BACKGROUND

Idaho Virtual Academy (IDVA) is a virtual public charter school authorized by the Public Charter School Commission (PCSC). IDVA began operations in fall 2004 and serves approximately 2,800 students in grades K-12. In September 2010, the PCSC approved IDVA to operate a pilot alternative school program.

DISCUSSION

IDVA will provide an annual update on the status of the school. PCSC staff has visited the school and reviewed the materials provided, and makes the following observations:

1. Enrollment
 - IDVA's enrollment remains strong with over 2,800 students attending the school. Student attrition is high at about 27%.
2. Academics
 - IDVA reports meeting AYP in spring 2011. The school remains in school improvement status year 3, as they must meet AYP for two consecutive years in order to move out of school improvement. Preliminary reports for 2011-2012 indicate the school may not meet AYP.
 - Indexed score reports reveal IDVA students are scoring above state targets in all subject areas. However, non-indexed results show that the school is performing below average statewide performance.
 - Four-year comparison results reveal slightly improved trends in scores.
3. Measurable Student Educational Standards (MSES)
 - IDVA reports meeting the MSES in its charter. However, many of the standards are difficult to measure and are not time specific, leaving them open to subjective judgment. The board reports that strategic planning in the upcoming year will address this issue.
4. Hybrid Program
 - The pilot alternative school program was suspended last December due to inadequate enrollment. Economic viability of the program depended on 150 students being enrolled, and only 32 students were participating. Additionally, a few staff members left the program.

5. Finances

- Due to the school's contract with K12, current and upcoming year budget scenarios continue to show no carryover or deficit.
- IDVA's FY11 financial audit indicates that 68% of the school's budget or \$8,888,170 was paid to K12. This includes a 15% service fee for administration and a 7% service fee for technical services. The fees are based on a percentage of the school's total revenue.
- Since the school is protected against incurring a deficit, board members indicate they are comfortable with the school having no unrestricted assets.

6. Stakeholder Satisfaction

- Survey results reveal overall stakeholder satisfaction with the school and its programs. However, 20% of respondents reported the level, material, and pace of their Gem/Ascent/ERI Tutoring class as being too easy; almost 12% reported that middle school teachers do not give feedback in a timely manner; and 10% reported the introduction to online learning is not effective.

7. Charter Violation

- According to the charter, at least every two weeks teachers will have conferences (by phone or email) with students and/or parents to review progress and set goals. The school reports conferences are usually held on a monthly basis rather than every two weeks.

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...

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC direct staff to issue to Idaho Virtual Academy a notice of defect on the grounds that IDVA has committed a material violation of any condition, standard or procedure set forth in the approved charter, specifically with regard to frequency of teacher contact with families.

COMMISSION ACTION

A motion to direct PCSC staff to issue to Idaho Virtual Academy a notice of defect on the following grounds: Material violation of a condition, standard, or procedure set forth in the approved charter, specifically with regard to frequency of teacher contact with families.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Virtual Academy Site Visit Report

March 6, 2012

Interview with Board Members:

Two board members participated in the interview. They indicated that the board is currently conducting a thorough review of the mission statement. It is considered to be a valid statement, but they feel it is time to reexamine the mission of the school as it has been in effect since the school opened ten years ago. The board feels that they have learned a lot and want to use this knowledge to revise the mission so it better solidifies where the school is going and what they want to accomplish.

Board members seem to have a fair understanding of their role and continue to examine it in terms of the future of the school. They feel their job is made easier by a very professional, efficient, and effective administrative team. The relationship between the board and administration is described as being open and honest. Mechanisms are being put in place as proactive measures for planning for administrative changes that may occur in the future. The board is very concerned that they remain more than a “rubber stamp” board and that they fulfill their duties. They feel they function well and have worked hard to implement recommendations given in programmatic audits. As expressed by the board members, they now work smarter and have progressed in the understanding of their role.

Annual administrator evaluations are done. Evaluations are more thorough this year as a result of the head of school and administrative team evaluations being in written form for the first time. The board is also providing evaluation feedback through conferencing with the head of school.

When planning to replace board members, current directors try to be proactive by always watching for specific skill sets. They are patient and wait to replace outgoing members until the right person is found. The board feels that they have adequate training but it is always a work in progress. Much of the training and learning takes place on the job as there is a huge learning curve. Regular trainings are held and are based mostly on materials from the ISBA.

The board is comfortable with the fiscal stability of the school. They approve the budget and try to be proactive in making necessary adjustments to it. Communication with the business manager is effective. Board members feel informed regarding both the short and long term financial situation of the school. They feel sound financial decisions are made. The school has a service agreement with K12. The contract provides for a discount given by K12 to IDVA, if needed, to prevent the school from ever incurring a deficit. The board feels that, as a result of the agreement, both parties have a responsibility to honor the arrangement. Thus, the board must remain frugal and respectful of the company by not taking advantage of the discount. They feel that in order to maintain a high level of service for their students, the relationship between K12 and IDVA must remain professional and forthright.

IDVA has four permanent facilities locate in Boise, Coeur d’Alene, Idaho Falls, and Arco. They also lease facilities in Twin Falls, Blackfoot, Pocatello, Moscow, and Lewiston as needed. Lease amounts are

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included in the school budgets. The facility arrangements have worked well, though there are some logistical issues at times associated with accommodating all parties for some events. A Community Day program for elementary students has been very successful in Coeur d'Alene and the school is looking to expand this program to the Boise area.

Strengths of the board include passion for the success of the school, common goals, being open minded, willing to listen, innovative, flexible, and open to change. The board feels they could improve their communication with teachers, parents and students. They are working to be more approachable. Up to this point, board meetings have been held via conference calls. However, the board has begun to hold meetings using Illuminate, with which parents and students are familiar. They hope this will invite more family participation in board meetings.

Parent and community involvement is considered by the board to be strong. It is felt that the school has become a face in the community for school choice and that as a result people better understand the virtual concept. School events are well attended.

IDVA has a school growth coordinator that is an employee of K12. Marketing strategies include online marketing, event advertising, Parent Booster Group participation, and radio and newspaper ads. Board members feel that face to face advertising is the most effective. A marketing plan is developed each year with K12 to determine which strategies are effective and which are not.

The board feels that the effects of recent legislation are not being fully felt yet as implementation is still in progress. The school has taken an active role in working with the SDE to determine how to best facilitate implementation of the legislation. IDVA's pay for performance plan is in the final stages of development. It will be in place by the 2012-2013 school year. Technology money is being used to upgrade K-8 technology, as well as to fund innovative teacher grants and professional development. IDVA applied for the first round of the one to one initiative disbursement.

Interview with Administrator:

The administrator feels that IDVA has fulfilled its mission. Like the board, she sees the need for revision of the mission statement as the school does much more than what is described in the current mission statement. Her relationship with the board is good. Effective communication takes place and all parties are comfortable calling on and responding to one another.

As reported by the administrator, the board understands and fulfills their role. She has observed that more in-depth questioning is taking place which shows they better understand their role and the issues. The administrative workload is heavy but commensurate with that of other superintendents and what was expected when she took the job.

IDVA has outgrown the facility in Coeur d'Alene. Board members are in the process of exploring facility options in that area. Other facilities used by the school appear adequate in meeting the needs of the students.

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The administrator feels that IDVA's administrative team is highly effective. The team consists of the Head of School, Elementary Principal, High School Principal, Director of Academics, Business Manager, Human Resource Manager, and Technology Manager. The management team are K12 employees while all teachers and support staff are IDVA employees.

Academic strengths of the school include a data driven responsive system that identifies individual strengths and weaknesses, robust Tier II program, strong RTI process, curriculum alignment, PLCs in place, and a strong professional development program. Areas for improvement are common core state standards alignment and implementation, year two school improvement, and increasing student engagement.

IDVA gathers data from a variety of sources. K12 provides scantron testing that is used in the fall for grades 3-10. Other data includes IRI, math probes, Study Island probes, pass rates, teacher response rates, active engagement time in courses, number of lessons complete, and scores on lessons. This data is examined and used to inform instruction. The administrator expresses the biggest challenge as being able to pull the right data and use it to inform instruction and increase student achievement.

The administrator views parent and community involvement as being strong in relation to individual students and events. She would like to see more families become involved, better participation in board meetings, and better participation in responding to surveys. The board and administration are looking at ways to target those families who are less involved.

Annual teacher evaluations are complete, all teachers with the exception of one long term substitute, are properly certified and highly qualified, a middle level credit system is in place, and all special education procedures and services are in compliance. A process for developing a formal strategic plan is being explored. The plan involves starting with revising the mission and vision statements and moving into a three year strategic plan. This will be the focus on the next school year. The goal is to have it complete by July 2013.

Interview with Business Manager:

The business manager feels he has adequate training. He has an MBA, accounting degree, and has worked in finance for 30 years. He feels his experience working with federal finances is a good fit for his current position. The workload is manageable and varies throughout the year.

IDVA is adjusting their model for determining ADA from seat time to a mastery model. The proposed budget appears to be very different from the projected budget. The business manager explains that this is due to the discount agreement between IDVA and K12. The agreement says that K12 will give IDVA a credit invoice to cover any deficit amounts. Therefore, the business manager pays expenses on an ongoing basis throughout the year as long as money is available. Once the funds are no longer available, he stops paying expenses and records them as accounts payable. At year end, K12 issues a credit invoice for this amount to the school. Therefore, the budget has a zero balance from year to year and shows that expenses match revenue. As such, the school has no unrestricted assets.

In taking a conservative approach to finances, the school cut an administrative position this year. Teacher salary expenses are based on enrollment projections. Some teachers are under contract and others are considered to be transitional. Transitional teachers are employed as enrollment dictates. Thus, the budget reflects fluctuations in salary expenses according to enrollment numbers.

K12 expenses and overall revenue have a direct relationship. As overall revenue decreases so do the K12-related expenses. Some of these expenses are management services, textbooks, school supplies, transportation, and computer services.

The FY11 fiscal audit reflects that IDVA pays a 15% service fee to K12 for administrative services and a 7% service fee for technical services. 68% of IDVA's total expenditures in FY11 were paid to K12 for curriculum, administration, educational materials, computers, and technical services. In FY11, this amounted to \$8,888,170.

Program Strengths:

- Board and administration have a good working relationship
- Committed board and administrative team
- Made AYP
- MSES met
- No possibility of incurring a financial deficit
- Data driven
- Strong RTI focus
- Efforts from board to be more approachable
- Implementing ways to better engage students
- Implementing ways to increase parent and community involvement – using Illuminate to broadcast board meetings
- Curriculum alignment
- J term projects

Program Concerns:

- ISAT scores below average state performance in all grades and subject areas
- MSES could be more specific, measurable, and time specific
- The school has no unrestricted assets
- Is the agreement with K12 in the best interest of the school?

Possible charter violations include:

- At least every two weeks teachers have conferences (by phone or email) with students and/or parents to review progress and set goals. – School reports this is usually on a monthly basis rather than every two weeks.

Possible Amendments:

- Violation as noted above
- Mission statement
- MSES – see concern above

Recommendations:

- Propose possible charter amendments as soon as possible
- Find ways to improve student achievement so performance is above state levels
- Amend MSES so they are specific, measurable, time specific, and reflective of the mission
- Continue to align and implement common core standards
- Continue to increase parent/community involvement
- Continue to find ways to increase student engagement

Materials requested:

- None

Additional Questions and Answers:

Please explain a few of the targeted interventions you used to help meet AYP last year.

IDVA follows the RTI process to identify students in need of academic intervention. Students in grades 3-10 take benchmark assessments in the Fall. This information, in conjunction with State test data, performance in general education curriculum, and teacher and parent input is what we use in our identification process. Identified students are provided with supplemental instruction in the area(s) of need. Each IDVA teacher provides targeted instruction in a specific area. In addition to their regular classroom duties, each teacher is an intervention specialist in one of the following areas: Early Literacy, grade level Math, grade level Language, grade level Reading omit currently we use Mark12 for older students struggling with reading. Our teachers develop intervention lessons based on the Idaho State Standards. Students meet with teachers in small groups live via web classroom (Elluminate) 1-3 times per week and receive interactive instruction. The Idaho Charter School Network auditors spent time observing some of these classes during our audit last year. We received commendations from them in regards to what they observed.

“Highly engaged teachers observed on Elluminate using multiple strategies.”

“Students feel very connected with their teachers.”

“Even young students were impressively adept at the Elluminate tools and teachers used them effectively.”

(ICSN commendations from IDVA's 2010/11 Programmatic Audit)

Intervention classes are held for ten weeks in the fall semester and eight weeks in the spring semester. Each eight week class begins with a pre-test. Students take a progress

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monitor assessment in week 3, a midsession assessment in week 4, another progress monitor assessment in week 6 and a post test at the conclusion of the 8 week session. Instruction for the entire class and for individual students is guided by these assessments. Assessments are given through Study Island, and students work additionally in their Study Island accounts to earn blue ribbons as part of the intervention program.

Planned improvements for targeted interventions for the 2012-13 school year are to add Common Core standards, add a parent/student newsletter to help parents understand the necessity and value of ensuring their student(s) attend intervention classes and to administer Math, Reading and Language benchmark assessments to 3-10 graders three times per year. This improvement adds a school-wide benchmark assessment in December.

At the Aug. PCSC meeting where you gave your annual update, meeting minutes indicate you gave a positive update on the hybrid program. What happened between Aug and Dec to warrant shutting down the program?

There were 3 significant factors that occurred between August and December that resulted in our decision to end the Hybrid pilot early. At the end of last school year, there were 75 students enrolled in the hybrid program. At the beginning of this school year, we had 35 students enrolled. By December 1, that number dropped to 32. To make the hybrid program economically viable, we need to have 150 students enrolled. We believe that the declining enrollment is related to the fact that we are a fully online school, and the students we attract choose that option. We also believe that there are several online schools whose mission it is to serve at-risk and underserved populations. Those schools include iSucceed Virtual High School, Richard McKenna Virtual High School and Another Choice. Also, most districts in the Treasure Valley operate brick and mortar alternative schools. Secondly, one of our hybrid teachers requested to be released from her contract on December 1 and that request was granted by our board. Lastly, we had one of our (virtual) high school math teachers leave at semester to accept a full time teaching job at the College of Western Idaho. We transferred our 2nd hybrid teacher (HQT Math) to the virtual high school to replace the math teacher who was leaving. It seemed prudent to disband the hybrid program rather than limp through the 2nd semester. We partnered with iSVHS to facilitate transfers of hybrid students who wanted blended opportunities through the iSVHS Learning Center. 17 students elected to transfer to iSVHS at the semester which began on January 23. 13 hybrid students elected to stay with IDVA and transfer to our fully virtual high school; 2 students transferred to brick and mortar alternative schools operated by their neighborhood school districts.

Although IDVA made AYP, it appears that the school's performance is below that of average state levels. Please provide your perspective. What steps are being taken to improve student performance so IDVA students will begin to perform at or above state performance levels?

Many students who enroll at IDVA come to our school at-risk for testing Proficient on the ISAT and tested below or barely proficient at the former schools. Parents of this group of students often site that their reason for enrolling their student in IDVA is to help get the student "caught up", and then to re-enroll them in the local school. Our longitudinal data shows that the longer students stay with

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IDVA, the better they perform on measures of academic performance, including the ISAT. Additionally, aggregate data indicates that IDVA students continue to improve their performance on the ISAT. We are looking forward to the full implementation of the statewide longitudinal data system (ISEE), which we believe will help us identify new students more quickly so we can begin intensive interventions sooner. We have also included additional questions in our start-up surveys and conferences to help us identify these students more quickly. For part 2 of your question, see the response to question 1.

It appears that many of your measurable student education standards are difficult to measure and are not time specific. Your materials explained how you are meeting these standards very well but the wording of the standards seems to leave much to individual interpretation. Has there been any discussion regarding revision of the standards so they are more measurable and time specific?

Yes, we have discussed this and agree that the goals of our charter need to be more specific and measureable. Along with our Vision and Mission statements, our charter goals have not be updated since IDVA opened in 2002. During your site visit, the Board members reported that we will begin a more formal strategic planning process this summer and continuing into the 2012-2013 school year. We will begin that process in July, and updated Vision, Mission and Goal statements will come out of that process. We intend to be deliberate in our strategic planning and we will take the time needed so that the outcomes can guide our school over the next 3 to 5 years. We will follow the established process for amending our charter once proposals for amendments are approved by the Board.

The financial audit indicated that 68% of your budget or \$8,888,170 was paid to K12 in FY11. Also that there is a 15% service fee paid to K12 for administration and a 7% service fee for technical services. Is this correct? What is the percent for the service fees based on (15% of what and 7% of what)?

The 15% and 7% fees are included in the \$8,888,170. These fees are a percentage of total revenue.

The audit also indicated that the school has \$0 in unrestricted assets. Are all parties (board, administration, business manager) comfortable with this?

Yes. The Board has a contract with K12 that protects the school against having a deficit.

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CHARTER SCHOOL DASHBOARD

Date: 6/25/2012

School Name: Idaho Virtual Academy

School Address: 1965 S Eagle Rd, Ste 190, Meridian, ID 83640

School Phone: 208-322-3559

Current School Year: 2011/12

School Mission: The Idaho Virtual Academy will strive for student mastery of a rigorous, research-based curriculum delivered on- and off-line that puts public school accountability, teacher competence, and parent/adult involvement at the center of student learning.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
David Malnes	Chairman	Parent of 3 IDVA graduates / church ministry	malnes6@usfamily.net	208-855-2307
Kerry Heninger	Member	Parent of IDVA students / pas President of SW PTAB	Heninger_5@msn.com	208-327-3539
Don Lynn	Member	Parent of 2 ODVA students / insurance agent	Don.M.Lynn.i0yr@Statefarm.com	208-818-2525
Monica Robinson-Eckert	Member	J.D., University of Idaho; Assistant Lecturer, Idaho State University, School of Arts and Sciences.	robinmon@isu.edu	208-233-9024
Nathan Vore	Member	Parent of IDVA students / Finance	rnvore@q.com	208-790-1100

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	170	173	NA	197	188
1	184	604		162	580
2	190	604		230	580
3	233	604		203	580
4	203	725		231	660

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5	261	725		228	660
6	271	725		252	660
7	276	1334		303	1133
8	310	1334		327	1133
9	284	1334		266	1133
10	214	1334		198	1133
11	141	1334		144	1133
12	141	1334		79	1133
TOTAL	2878	2836		2820	1133

Student Attrition Rate: 27.1%

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

If yes, briefly describe planned enrollment changes, including numbers and grades affected:

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	106/3.68%	24/0.83%	2681/93.15%	23/0.80%	38/1.32%	0/0%	1827/63.48%	280/9.73%
Previous	68/2.41%	15/0.53%	2358/90%	21/0.74%	29/1.03%	0/0%	1719/60.96%	272/9.65%

FACULTY AND STAFF

Administrator Name(s): Desi Laughlin, Head of School; Tara Ball, Special Education Mgr; Allen Wenger, Business Mgr; Chase Trapp, Technology Mgr; Kelly Edginton, Director of Academic Services; Heidi Curtis, High School Principal; Kari Granier, K8 Principal; Mike Groshong, Human Resources Mgr; Andrea Hampton, Office Manager

Administrator's Hire Date: Laughlin, Spring 2004; Ball, Fall 2002; Wenger, June 2007; Edginton, Aug 2002; Trapp, May 2003; Curtis, Aug 2003; Granier, Aug 2007; Groshong, Jul 2002; Hampton, Oct 2008

Administrator Email(s): dlaughlin@k12.com; awenger@k12.com; kedginton@k12.com; ctrapp@k12.com; hcurtis@k12.com; kgranier@k12.com; mgroshong@k12.com; ahampton@idahova.org

Current Classified Staff (# FTE): 11

Classified Attrition Rate: 9.2%

Current Faculty (# FTE): 57.5

Faculty Attrition Rate: 9.2%

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? Yes

If no, please specify indicator and status:

If no, please describe plan for addressing need:

Was your school selected to participate in NAEP this year? No

REPORTING

Date of last programmatic operations audit? May 16-17, 2012

Date submitted to authorizer? pending submission

Who performed your most recent programmatic audit? Idaho Charter School Network

Date of most recent fiscal audit? Oct 24, 2011

Date submitted to authorizer? one week after the audit

July 24, 2012

COMMENTS

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

We implemented Professional Learning Communities (PLCs) as a major part of professional development this year. We followed the guidelines set out in our School Improvement Plan in the WISE Tool. Teacher feedback on our PLCs has been highly positive. Teachers are using data more than ever to drive instruction. They are learning and growing together.

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

The PLC groups are definitely at the top of our success list for our school this year. Teachers want to continue and dive deeper into PLCs going forward.

Please describe any challenges you anticipate during the upcoming year:

In our efforts to increase student achievement, we will be implementing a more structured assessment schedule for our 3rd-10th graders. This will require changes to our Academic Intervention program.

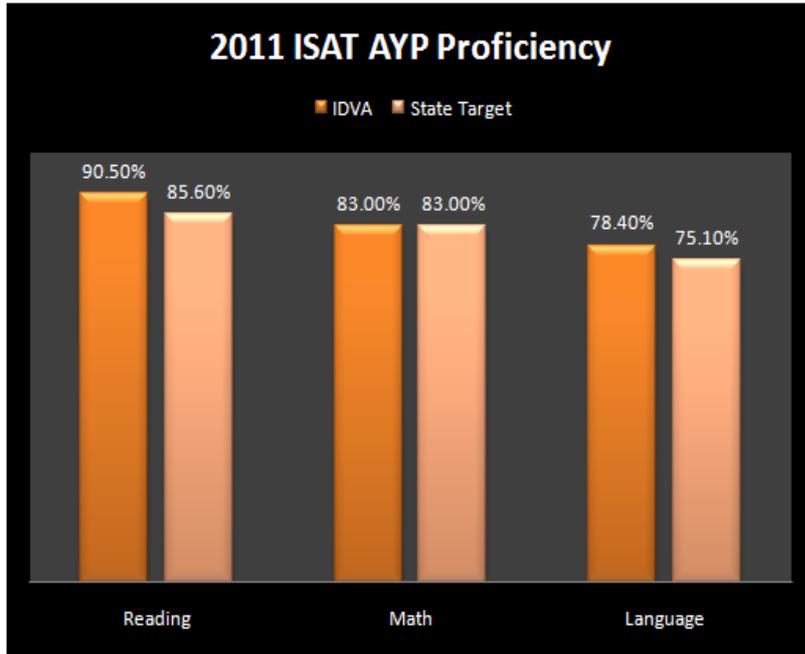
Please add any additional information of which you would like to make your authorizer aware :

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

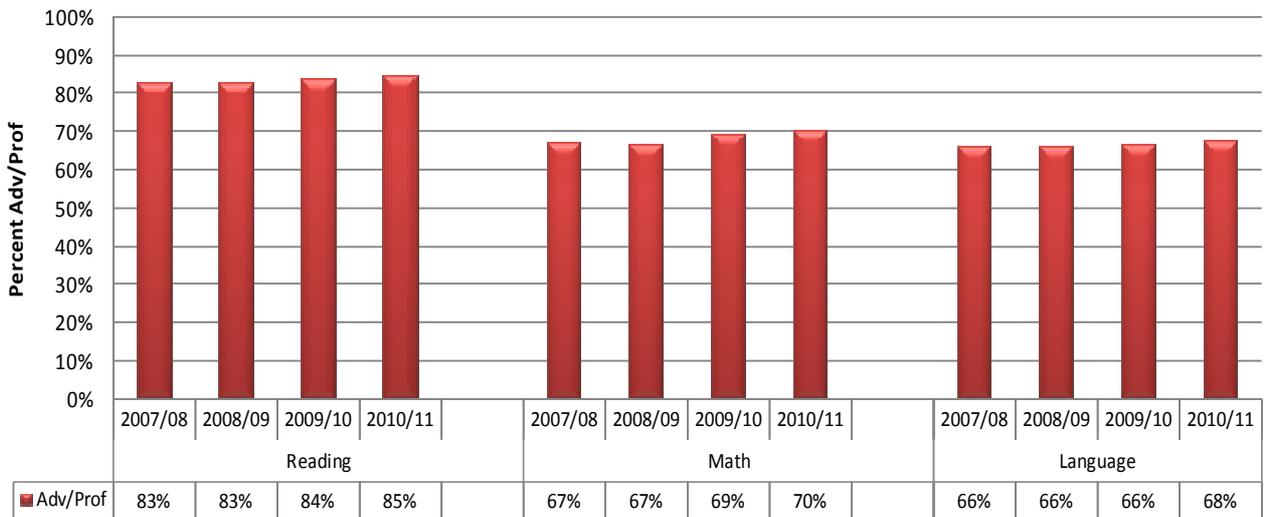
Idaho Virtual Academy State Test results, Four Year Comparisons, Goals Attainment Report (most recent State Report Card), Written Programmatic Audit Responses, Stakeholder survey results, and Exit Interview data

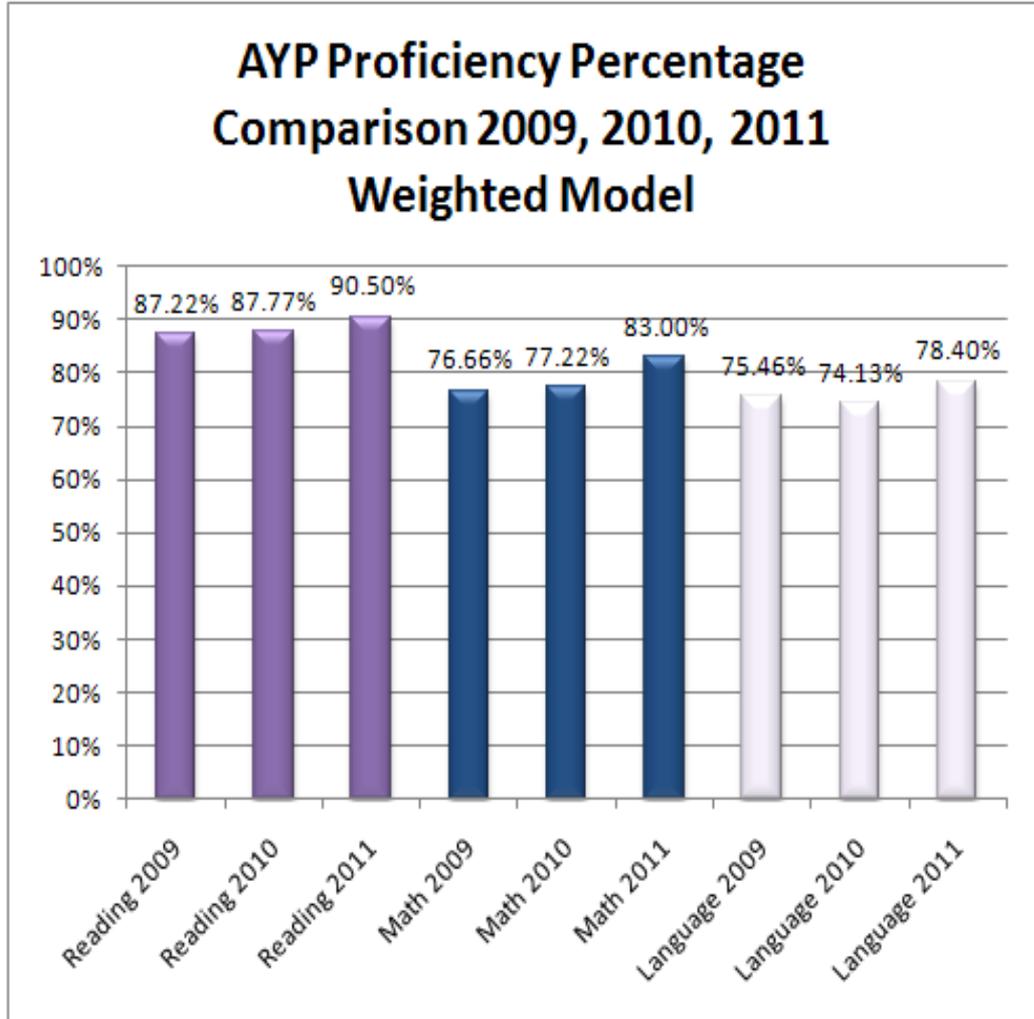
ISAT 2011



ISAT 4 year comparison - Percent Advanced/Proficient

(all students tested)





Idaho Reading Indicator (spring results not yet available)

Proficiency Level	2011/12 Idaho Reading Indicator							
	Kindergarten		1 st Grade		2 nd Grade		3 rd Grade	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Benchmark (3)	75		75.14		61.76		65.82	
Strategic (2)	20.27		12.99		15.88		19.39	
Intensive (1)	4.73		11.86		22.35		14.8	

IRI Proficiency Percentages 4 year Comparison 2008/09 through 2011/12

	Fall				Spring			
	2008	2009	2010	2011	2009	2010	2011	2012
Kindergarten	69.47%	69.68%	72.38%	75%	70.14%	76.35%	71.33%	
1st Grade	80.81%	71.12%	69.33%	75.14%	56.74%	54.29%	62.39%	
2nd Grade	57.80%	52.60%	56.84%	61.76%	67.41%	64.03%	58.75%	
3rd Grade	67.35%	62.79%	67.55%	65.82%	72.22%	71.81%	72.34%	

GOALS ATTAINMENT REPORT

Our State Report Card for 2010/11. We met AYP.

2010/2011 Adequate Yearly Progress Report					
IDAHO VIRTUAL ACADEMY (0869) - IDAHO VIRTUAL ACADEMY #452					
Was AYP Met?	School Improvement Status	Reading Goal	Math Goal	3rd Indicator Goal	
Yes	School Improvement Year 3 *	School Improvement Year 3 *	School Improvement Year 3 *	Met AYP	
Targets Missed:					
	ISAT Reading		ISAT Math		3rd Indicator
Grades: 3, 4, 5, 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	98.3%	90.7%	98.6%	83%	78.4%
African American	100%	~	100%	~	
Asian	~	~	~	~	
American Indian	100%	~	100%	~	
Hispanic	100%	~	100%	~	
Native Hawaiian/Pacific Islander	~	~	~	~	
White	98.2%	90.8%	98.5%	83.5%	
Limited English Proficiency	~	~	~	~	
Economically Disadvantaged	97.5%	87.5%	97.8%	78.9%	
Students with Disabilities	98.9%	60.2%	98.9%	47.4%	
~ 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.					

IDVA Charter Goals Attainment Report (MSES)

February 28, 2012

Academic Goals:

1. Students will demonstrate mastery of a curriculum that meets the Idaho Achievement Standards and Idaho Graduation Requirements.

K12 provides the curriculum for IDVA. The K12 curriculum is research based and is comprehensive, with over 21,000 online lessons and 120+ courses for grades K-12. IDVA's Idaho certified teachers have worked closely with K12 to continuously ensure that our curriculum is aligned with Idaho Standards and meets Idaho's graduation requirements.

IDVA participated in a 2 year Instructional Review Process (2009, 2010), where administrators from across the state enrolled in the SDE's Principal Academy of Leadership II project, observed our middle school classes to evaluate the effectiveness of our teaching. One area that was evaluated was the degree to which lessons were aligned to state standards. The review found that IDVA teachers do align the lessons they deliver to Idaho standards to a high degree. In 83.33% of IDVA classes the objective of the lesson was stated, aligned to state standards, and clear to students, as compared with 59.76% of all participating schools. The observers also found that in 91.67% of observed lessons, the teacher facilitated a standards based lesson as compared to 76.87% of participating schools.

IDVA teachers submit lesson plans to their assigned administrator. One component of the lesson plan is to state the objective to which the lesson is aligned. IDVA administrators conduct regular observations using a rubric based upon the Charlotte Danielson model. One area that is assessed during observations is the degree to which the lesson is aligned to state standards.

2. Students will demonstrate their mastery through a variety of measures including participation in the state testing program, curriculum based assessments, and conferences with their teachers.

IDVA students participate in all Idaho statewide testing programs including the Idaho Reading Indicator (IRI); ISAT (grades 3-8, 9 and 10); and starting this April 2012, the SAT (11th grade). IDVA made AYP in 2011.

Additionally, IDVA students participate in school wide testing in the areas of Reading and Math using the Scantron Performance Series tests. Those assessments are delivered both Fall and Spring.

Students who are identified as in need of intervention through the use of statewide tests, school wide tests, parent and teacher referral are placed into our Tier 2 Intervention program. Students in our Tier 2 Intervention program complete weekly assessments aligned to Idaho grade level standards in the areas of Reading, Math and Language Usage.

The K12 curriculum contains ample curriculum based measures that measure student learning. Quizzes are short, frequent and computer scored. Unit Tests are longer assessments and have elements that are computer scored and teacher graded. The K-8 curriculum is mastery based and set at 80% proficiency.

IDVA students are also required to submit selected assignments to their teachers which are compiled and form portfolio assessments.

Teachers conference with parents on regular schedules and more frequently upon parent requests.

High school teachers maintain daily office hours to facilitate parent and student contact with teachers.

High School Final Exams and End of Course Assessments are prepared by their Idaho Certified teachers and proctored in a face to face setting using criteria established for standardized testing environments.

Teachers at every grade level are expanding their use of authentic learning through project based activities to assist in developing higher level thinking and to assist in assessing student learning.

Report Cards and Progress Reports are sent home at the end of each semester.

3. Students will demonstrate strong proficiency in language arts.

On the 2011 ISAT, IDVA students met AYP targets of proficiency and out-performed the state target in both Reading (IDVA; 90.50% State: 85.60%) and Language Usage (IDVA 78.40% State: 75.10%). IDVA students continue to show growth on Language Arts as measured by the ISAT in both Reading and Language Usage (see required attachments).

IDVA students in grades K-3 also meet or exceed state targets in Reading as measured by the IRI and continue to show growth year over year (see required attachments).

Students who are identified for intervention are placed into our Tier 2 program. Depending upon grade level, interventions may include direct instruction on grade level ELA standards, supplementary practice using Study Island, and/or placement in the Mark 12 Reading intervention program.

4. Students will demonstrate strong proficiency in mathematics.

On the 2011 ISAT, IDVA students met AYP proficiency and met the state target in math (83%). 4 year comparisons of IDVA student performance in Math (ISAT) indicate that students continue to show growth (see required attachments).

Over 90% of IDVA teachers have completed the Mathematical Thinking for Instruction course. Prior to the state requiring this course for Idaho teachers, IDVA worked with Dr. Jonathon Brendafur to bring this instruction to IDVA. Dr. Brendafur provided in depth Professional Development for IDVA teachers in the Fall of 2007 and then continued to provide monthly PD through our Mathematician in Residence initiative.

Students who are identified for intervention are placed into our Tier 2 program. Students are provided with direct instruction on grade level Math standards, and supplementary practice using Study Island and/or Apangea. Many IDVA students also participate in K12's National Math Lab, which provides direct instruction in skill areas defined by the National Council of Teachers of Mathematics 4 times per week. Instruction is provided by HQT math teachers.

5. Students will develop a strong foundation of knowledge, facts, and skills in History, Geography, Civics, Science, Art, Music, Economics, and other disciplines.

While these curriculum areas are not measured by statewide testing (nor is testing required by NCLB) other than science, IDVA provides in depth instruction in all of the curricular areas.

History , Geography, Economics and Civics: The Kindergarten history program takes students on a world tour of the 7 continents and provides an overview of American History through biographies of famous Americans. The History program in grades 1-4 tells the story of civilization from the Stone Age to the Space Age. 4th grade students also study Idaho History. Older students explore these themes in greater depth: 5th and 6th grade focuses on American History, 7th and 8th grades focus on World History and Geography. High school students follow a progression of World History, World Cultures and Geography, U.S. History, U.S. Governments and U.S. and Global Economics. High School students may also take electives in social sciences including, Anthropology, Psychology, Macro economics and Service Learning. They may also take elective courses in Business, Marketing, and Finance.

Science: IDVA offers science at every grade level focused on the systematic study of scientific terms and concepts and inquiry using the scientific methodology, utilizing both hands on and virtual experiments. Instruction begins in Kindergarten and extends through 5th grade. In 6th grade, IDVA students focus on Earth

Science; Life Science is presented in 7th grade; and Physical Science is presented in 8th grade. High School students have a broad range of core and advanced science classes to choose from including Earth Science, Biology, Chemistry and Physics. High school students may also choose science electives including Environmental Science and Oceanography.

Art and Music: Instruction in Art and Music is included in grades K-8. Art lessons follow the timeline introduced in the History lessons and introduce students to great works of art from different cultures and eras. Students explore painting, sculpture and architecture. Students are introduced to the elements of art and engage in creative activities including painting, drawing, and molding with clay. Music teaches basic music concepts and appreciation. Students are trained to use their ears, voices and bodies in the fundamental building blocks of music. High school students are required to earn 4 elective credits in the Humanities to graduate according to Idaho code. Art and Music courses, along with other electives meet this requirement.

Other Disciplines: Beginning in grade 3, IDVA students may choose to take World Language courses. K12's World Language courses are designed specifically for children and combine a variety of games, simple narratives, and regular speaking and writing activities. IDVA students have access to Spanish, French, Latin, and Mandarin Chinese. At the high school level, IDVA students may enroll in Spanish, taught by an Idaho certified teacher. IDVA plans to expand our World Language offerings to French and Chinese in 2012-2013.

High school students may also choose from a variety of computer science and technical electives including: Computer Literacy (1 credit required for graduation), Digital Photography and Graphics, Web Design, Game Design, Flash Animation, and Computer Aided Design (CAD).

High School students have access to a wide variety of Concurrent Credit or Dual Enrollment courses through cooperation with statewide colleges and universities including College of Southern Idaho, Northwest Nazarene University, North Idaho College, Idaho State University, Brigham Young University, Boise State, University of Idaho and College of Western Idaho. IDVA also offers several Advanced Placement (AP) courses for students looking for advanced educational opportunities. IDVA expands advanced opportunities each year and will continue to do so in 2012-2013.

IDVA works cooperatively with other public schools across the state and students have the opportunity to dual enroll with IDVA and their local schools. IDLA courses are also available to IDVA students.

6. Students will develop critical reasoning and higher order-order thinking skills.

The Center for Applied Special Technology (CAST), found that technology can enable the development of critical thinking skills when students use technology presentation and communication tools to research, publish, present and share results of their learning. IDVA teachers continue to expand their employment of project based experiences to help students learn and develop higher order thinking skills. IDVA teachers have participated in university led professional development activities utilizing Marzano's *Instruction That Works*. IDVA teachers are expected to include project based learning opportunities in their courses which provide students the opportunity to demonstrate and share learning.

IDVA has begun to look to the SAMR model, developed by Dr. Ruben R. Puentedura, an expert on e-learning and online course design, to guide our virtual instruction and use of educational technologies. SAMR stands for Substitution, Augmentation, Modification and Redesign. What Dr. Puentedura discovered is that student learning and their ability to develop higher level thinking skills greatly increase when teachers employ strategies that move beyond the Substitution level and are most increased when teachers use technologies and employ methodologies at the Redefinition level.

IDVA participated in a 2 year Instructional Review Process where independent observers, administrators from across the state enrolled in the SDE's Principal Academy of Leadership II project, observed and rated the quality of our middle school classes on a standardized rubric. Among the practices the observers looked for and rated was the use of high quality questioning which is correlated to the development of critical thinking and higher order thinking skills in students. The observers found that IDVA teachers were effective in using questioning of ALL students and employed that strategy to a higher than average degree in their instruction.

All middle school students are required to complete a project as part of meeting Middle School Minimum Standards. Middle school students will participate in statewide Academic Fairs in March where students will present their projects to peers, staff, parents and other members of the community.

In January, almost 900 high school students participated in a 3 week J-Term requiring them to select an independent project from 4 strands: Career and College Readiness; Community Service; Academic or Personal Growth or Credit Recovery. Students were required to get prior approval for their project from their home room teachers; conduct research, take action, write a paper and make a presentation using advanced web tools to their peers. Projects were evaluated by a panel of judges using established rubrics. Over 905 of the high school students received passing grades on their projects and earned 1 elective credit. Almost 800 students in grades K-8 participated in J-Term, supplementing their regular school day through participation in teacher led activities aligned to the curriculum designed to help students develop critical reasoning and higher order thinking skills.

7. Students will prepare for a rigorous post-secondary education.

IDVA has taken advantage of new opportunities passed by the legislature to allow middle school students to take high school courses. In the current school year, most of our 8th grade students are enrolled in Algebra 1 and Literacy and Composition I. These are high school level courses, aligned to high school standards, taught by high school teachers using our high school platform and materials. While we have always encouraged advanced students to enroll in high school courses, this is the first year that we encouraged all 8th grade students to do so. IDVA lowered class sizes and hand selected teachers for this initiative to ensure that our middle school students had the support needed to be successful. Data from first semester indicates that our 8th grade students had a higher pass rate in these high school courses than our 9th grade students. We hypothesize that these students will transition into high school more easily and will be better prepared to succeed in high school, whether they choose to stay with IDVA or enroll in another high school. Additionally, this puts our students on a path to enroll in advanced opportunities during the junior and senior years of high school. We also believe that our IDVA students will perform better on the 10th grade ISAT and the SAT taken in the junior year as a result of being exposed to and mastering more advanced math and ELA content. We will continue to collect and analyze data to confirm our hypothesis.

IDVA has expanded and continues to expand our offerings of Advanced Placement (AP), Dual Enrollment and Concurrent Credit Courses. In 2011-2012, IDVA offered 8 concurrent credit courses in advanced math, science, English, and history. IDVA also offered 3 AP courses including AP Calculus, AP Language and Composition and AP U.S. History. IDVA will expand those offerings for the 2012-2013 school year.

In addition, many of IDVA's elective course offerings are academic or technical in nature, designed to better prepare our students to meet their post-secondary goals.

IDVA's Board of Directors has determined to conduct surveys of our graduates to help measure how well IDVA is preparing our students for rigorous post-secondary education. We now have 3 graduating classes to survey. IDVA will use this data in evaluating our program and to assist us in developing our next strategic plan.

8. Students will acquire skills in both art and music as part of their aesthetic development.

Instruction in Art and Music is included in grades K-8. Art lessons follow the timeline introduced in the History lessons and introduce students to great works of art from different cultures and eras. Students explore painting, sculpture and architecture. Students are introduced to the elements of art and engage in creative activities including painting, drawing, and molding with clay. Music teaches basic music concepts and appreciation. Students are trained to use their ears, voices and bodies in the fundamental building blocks of music. High school students are required to earn 4 elective credits in the Humanities to graduate according to Idaho code. Art and Music courses, along with other electives meet this requirement.

IDVA students participate in the local and national art contests. This year, 3 IDVA students were winners in the annual holiday card contest sponsored by the State Department of Education. Hundreds of IDVA students participate in the K12 sponsored Art Contest.

IDVA encourages students to showcase their talents in art and music through project based learning and through presentation at IDVA events, including graduation. Each graduation ceremony highlights IDVA students and includes performances by students in music, art and dance.

In Eastern Idaho, the parent Booster Club has instituted a Ballroom Dance program. 28 students participate in the program. On February 27th IDVA ballroom dancers participated in a competition at BYU in Rexburg. 8 IDVA dancers placed in the competition. The IDVA Ballroom Dance Team has been invited to perform at several East Idaho events.

Non-Academic Goals:

1. Through the curriculum and educational program:

- **Students will be responsible for the improvement of their school and local community.**
- **Students will develop important personal traits such as honesty, courage, loyalty, personal responsibility, perseverance, respect for others, and diligence.**
- **Students will develop effective work habits and skills that will prepare them for the demands of school, society, business, government and civic affairs.**
- **Students will rise to meet high expectations of behavior and performance.**

IDVA students are encouraged to be active participants in their communities. Many IDVA students take the opportunities that our flexible schedule affords them to volunteer in their communities. Many IDVA students participate in local clubs and activities which have a focus on community services such as the Boy Scouts, Girl Scouts and church sponsored youth group. IDVA does not currently measure the level of participation in these activities.

The Student Ambassador program welcomes new students to IDVA; mentors struggling students; published a student newsletter; sponsors dances; hold virtual assemblies and hosts "Teen Hot Spots" around the state for 8th grade and high school students.

During J-Term, 50 IDVA high school students chose Community Service Projects ranging from volunteering at a local pre-school program for children with Hearing Impairments, local food banks, animal shelters and hospitals. One student accompanied a group who helped build a school in Central America. Several students completed projects to benefit charities including one student who sewed

pillow cases for children hospitalized with cancer and another who knitted caps for premature babies. Many students reported that they will continue their community service beyond J-Term.

- **Students will learn habits of healthy living.**

These are goals that are central to our philosophy at IDVA. However, these goals are not easily measured by hard data.

In the Fall 2011, IDVA high school teachers participated in a strategic planning workshop where they developed “Core Values” that help shape and define our school. These core values encompass these charter goals and teachers help facilitate the development of core values in our students through their lessons and interactions with students.

The K12 curriculum takes a thematic approach and incorporates Big Ideas into all subjects and levels of curricula. Students are introduced to famous and every day people who have influenced history, literature, science and math. These individuals embody the character traits IDVA aims to develop in our students. Through the curriculum, students are provided examples and are inspired to develop those character traits our school embraces.

2. Students will be expected to complete a senior project approved by the designated school administrator.

All IDVA seniors completed their senior projects in 2012 during J-Term. For SY 12/13 and beyond all seniors will take a Senior Project course.

3. School Clubs and Organizations will be encouraged to participate in a community service project.

Our high school sponsors a Student Ambassador program. Student Ambassadors apply to the program and students are selected based upon their success at IDVA and their ability and willingness to support and mentor their peers. Student Ambassadors also organize and host community service projects under the supervision of their advisors. IDVA students have participated in food drives, community projects such as raking leaves for seniors and cleaning up the Boise River. Ambassadors also volunteer time at school events such as the K-8 Academic Fairs and Middle School Project Days. Ambassadors are called upon to represent IDVA students at community events, committees, and information sessions delivered to audiences such as prospective students and families, policy makers and community services groups.

Many of our K-8 Teachers organize and host community services projects. The largest of these is “Operation Lemonade”. IDVA students join with virtual academy students across the country on weekend a year and set up lemonade stands to raise money for Alex’s Lemonade Stand Foundation. The foundation raises money for pediatric cancer and was founded by a young girl named Alex Scott who lost her battle with cancer in 2004.

IDAHO VIRTUAL ACADEMY

2009 - 2010

NCLB

+ = met goal x = missed goal ~ = not shown due to insufficient sample size

	Total Group	American Indian/Alaskan Native	Asian	Black/African American	Native Hawaiian/Other Pacific Islander	White	Hispanic or Latino Ethnicity	Economically Disadvantaged	Students with Disabilities	Limited English Proficiency
Reading	% Tested	+	+	+	+	~	+	+	+	~
	% Prof/Adv	+	~	~	~	~	+	~	+	x
Math	% Tested	+	+	+	+	~	+	+	+	~
	% Prof/Adv	+	~	~	~	~	+	~	x	x
Language	% Tested	+	+	+	+	~	+	+	+	~
	% Prof/Adv	+	~	~	~	~	+	~	x	x

School Improvement Status: School Improvement Year 3

Please note that changes in the 2009-10 Proficiency targets are due to the new Indexing model of calculation that includes Basic scores as 50% proficient. Previously, Basic scores were counted as 0% proficient. Any comparison of Proficiency data across years should bear this in mind.

	District 2008-2009		District 2009-2010		State 2009-2010	
	% Tested	% Prof/Adv	% Tested	% Prof/Adv	% Tested	% Prof/Adv
Target	95.0	78.0	95.0	85.6	95.0	85.6
All Students	99.2	87.2	99.1	88.4	99.5	92.1
American Indian/Alaskan Native	100.0	~	100.0	~	100.0	82.4
Asian	~	~	100.0	~	100.0	92.5
Black/African American	~	~	94.1	~	94.1	82.2
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	91.8
White	99.2	87.5	99.2	88.4	99.2	93.8
Hispanic or Latino Ethnicity	100.0	77.5	97.5	~	97.5	84.7

July 24, 2012

Reading	District 2008-2009		District 2009-2010		State 2009-2010	
	% Tested	% Prof/Adv	% Tested	% Prof/Adv	% Tested	% Prof/Adv
Target	95.0	78.0	95.0	85.6	95.0	85.6
Economically Disadvantaged	99.3	84.5	99.2	85.6	99.2	88.2
Students with Disabilities	98.8	58.4	100.0	52.7	100.0	63.7
Limited English Proficiency	~	~	~	~	~	69.2
Math	District 2008-2009		District 2009-2010		State 2009-2010	
	% Tested	% Prof/Adv	% Tested	% Prof/Adv	% Tested	% Prof/Adv
Target	95.0	70.0	95.0	83.0	95.0	83.0
All Students	99.1	76.9	99.3	80.2	99.5	88.2
American Indian/Alaskan Native	100.0	~	100.0	~	100.0	73.6
Asian	~	~	100.0	~	100.0	91.7
Black/African American	~	~	100.0	~	100.0	74.2
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	87.7
White	99.2	77.4	99.4	80.4	99.4	90.2
Hispanic or Latino Ethnicity	97.9	64.1	97.5	~	97.5	79.5
Economically Disadvantaged	99.2	71.9	99.1	75.7	99.1	83.2
Students with Disabilities	97.5	37.7	99.4	35.9	99.4	56.6
Limited English Proficiency	~	~	~	~	~	65.3
Language	District 2008-2009		District 2009-2010		State 2009-2010	
	% Tested	% Prof/Adv	% Tested	% Prof/Adv	% Tested	% Prof/Adv
Target	95.0	78.0	95.0	75.1	95.0	75.1
All Students	99.1	75.6	99.1	75.1	99.5	84.2
American Indian/Alaskan Native	100.0	~	100.0	~	100.0	68.6
Asian	~	~	100.0	~	100.0	87.5
Black/African American	~	~	94.1	~	94.1	71.5
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	85.2
White	99.2	76.6	99.1	75.4	99.1	86.7
Hispanic or Latino Ethnicity	97.9	66.7	100.0	~	100.0	72.5
Economically Disadvantaged	99.2	70.7	98.8	69.9	98.8	77.5
Students with Disabilities	96.9	43.6	99.4	31.6	99.4	49.6
Limited English Proficiency	~	~	~	~	~	52.8

NCLB Status

*** AYP status may change based on ISAT-Alt results.**

IDAHO VIRTUAL ACADEMY Show / Hide Schools	2009-2010 AYP Result		School Improvement Status
	Did Not Meet Goal	Did Not Meet Goal	School Improvement Year 3
IDAHO VIRTUAL ACADEMY	Did Not Meet Goal	Did Not Meet Goal	School Improvement Year 3

Assessment

Grade 3

Reading	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	46.08	31.86	10.29	11.76	98.55	49.07	33.80	7.87	9.26	99.08
American Indian/Alaskan Native	66.67	33.33	0	0	100.00	0	0	100.00	0	100.00
Asian	0	100.00	0	0	100.00	0	100.00	0	0	100.00
Black/African American	0	100.00	0	0	100.00	~	~	~	~	~
Native Hawaiian/Other Pacific Islander	0	50.00	0	50.00	100.00	~	~	~	~	~
White	50.92	29.45	8.59	11.04	98.79	49.76	33.33	7.73	9.18	99.04
Hispanic or Latino Ethnicity	33.33	16.67	33.33	16.67	100.00	25.00	50.00	0	25.00	100.00
Economically Disadvantaged	32.74	38.05	14.16	15.04	99.12	44.03	38.06	8.21	9.70	98.53
Non Economically Disadvantaged	62.64	24.18	5.49	7.69	97.85	57.32	26.83	7.32	8.54	100.00
Students with Disabilities	16.00	20.00	16.00	48.00	100.00	11.76	29.41	17.65	41.18	100.00
Students without Disabilities	50.28	33.52	9.50	6.70	98.35	52.26	34.17	7.04	6.53	99.00
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	46.08	31.86	10.29	11.76	98.55	49.07	33.80	7.87	9.26	99.08
Migrant	~	~	~	~	~	~	~	~	~	~
Male	44.90	30.61	10.20	14.29	98.00	43.69	34.95	9.71	11.65	100.00
Female	47.17	33.02	10.38	9.43	99.07	53.98	32.74	6.19	7.08	98.26
Non Tested 1st Year LEP Students	0									

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	45.63	28.16	16.50	9.71	99.52	50.23	29.30	12.56	7.91	98.62
American Indian/Alaskan Native	33.33	33.33	33.33	0	100.00	0	0	100.00	0	100.00
Asian	0	50.00	50.00	0	100.00	100.00	0	0	0	100.00
Black/African American	0	100.00	0	0	100.00	~	~	~	~	~
Native Hawaiian/Other Pacific Islander	0	0	0	100.00	100.00	~	~	~	~	~
White	50.30	26.06	15.15	8.48	100.00	51.46	28.64	11.65	8.25	98.56
Hispanic or Latino Ethnicity	16.67	50.00	33.33	0	100.00	0	50.00	50.00	0	100.00
Economically Disadvantaged	36.84	29.82	19.30	14.04	100.00	48.87	26.32	15.04	9.77	97.79

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Non Economically Disadvantaged	56.52	26.09	13.04	4.35	98.92	52.44	34.15	8.54	4.88	100.00
Students with Disabilities	12.00	12.00	28.00	48.00	100.00	12.50	6.25	31.25	50.00	94.12
Students without Disabilities	50.28	30.39	14.92	4.42	99.45	53.27	31.16	11.06	4.52	99.00
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	45.63	28.16	16.50	9.71	99.52	50.23	29.30	12.56	7.91	98.62
Migrant	~	~	~	~	~	~	~	~	~	~
Male	45.45	24.24	18.18	12.12	99.00	50.00	25.49	16.67	7.84	99.03
Female	45.79	31.78	14.95	7.48	100.00	50.44	32.74	8.85	7.96	98.26
Non Tested 1st Year LEP Students	0									

Language	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	28.92	30.39	19.12	21.57	98.55	30.70	29.77	17.21	22.33	98.62
American Indian/Alaskan Native	0	33.33	66.67	0	100.00	0	0	0	100.00	100.00
Asian	0	0	50.00	50.00	100.00	100.00	0	0	0	100.00
Black/African American	0	50.00	0	50.00	100.00	~	~	~	~	~
Native Hawaiian/Other Pacific Islander	0	0	0	100.00	100.00	~	~	~	~	~
White	32.12	30.91	16.97	20.00	100.00	31.07	30.10	16.99	21.84	98.56
Hispanic or Latino Ethnicity	0	40.00	60.00	0	83.33	0	25.00	25.00	50.00	100.00
Economically Disadvantaged	19.64	32.14	20.54	27.68	98.25	30.08	25.56	20.30	24.06	97.79
Non Economically Disadvantaged	40.22	28.26	17.39	14.13	98.92	31.71	36.59	12.20	19.51	100.00
Students with Disabilities	8.00	20.00	24.00	48.00	100.00	0	12.50	12.50	75.00	94.12
Students without Disabilities	31.84	31.84	18.44	17.88	98.35	33.17	31.16	17.59	18.09	99.00
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	28.92	30.39	19.12	21.57	98.55	30.70	29.77	17.21	22.33	98.62
Migrant	~	~	~	~	~	~	~	~	~	~
Male	25.51	30.61	19.39	24.49	98.00	23.53	32.35	16.67	27.45	99.03
Female	32.08	30.19	18.87	18.87	99.07	37.17	27.43	17.70	17.70	98.26
Non Tested 1st Year LEP Students	0									

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	~	~	~	~	~	~	~	~	~	~
American Indian/Alaskan Native	~	~	~	~	~	~	~	~	~	~
Asian	~	~	~	~	~	~	~	~	~	~
Black/African American	~	~	~	~	~	~	~	~	~	~
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	~	~	~	~	~
White	~	~	~	~	~	~	~	~	~	~
Hispanic or Latino Ethnicity	~	~	~	~	~	~	~	~	~	~
Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
Non Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
Students with Disabilities	~	~	~	~	~	~	~	~	~	~
Students without Disabilities	~	~	~	~	~	~	~	~	~	~
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Migrant	~	~	~	~	~	~	~	~	~	~
Male	~	~	~	~	~	~	~	~	~	~
Female	~	~	~	~	~	~	~	~	~	~
Non Tested 1st Year LEP Students	0									

Grade 4

Reading	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	33.80	43.52	10.19	12.50	99.54	47.17	33.96	8.96	9.91	98.15
American Indian/Alaskan Native	~	~	~	~	~	0	100.00	0	0	100.00
Asian	33.33	33.33	0	33.33	100.00	33.33	33.33	33.33	0	100.00
Black/African American	~	~	~	~	~	0	100.00	0	0	100.00
Native Hawaiian/Other Pacific Islander	0	0	100.00	0	100.00	50.00	50.00	0	0	100.00
White	36.26	43.96	7.14	12.64	99.45	49.48	32.47	7.22	10.82	97.98
Hispanic or Latino Ethnicity	12.50	50.00	12.50	25.00	100.00	14.29	28.57	57.14	0	100.00
Economically Disadvantaged	28.46	43.08	13.85	14.62	99.24	35.20	40.80	12.00	12.00	98.43

Reading	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Non Economically Disadvantaged	41.86	44.19	4.65	9.30	100.00	64.37	24.14	4.60	6.90	97.75
Students with Disabilities	11.54	23.08	19.23	46.15	96.30	18.18	22.73	13.64	45.45	100.00
Students without Disabilities	36.84	46.32	8.95	7.89	100.00	50.53	35.26	8.42	5.79	97.94
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	33.80	43.52	10.19	12.50	99.54	47.17	33.96	8.96	9.91	98.15
Migrant	~	~	~	~	~	~	~	~	~	~
Male	31.78	44.86	7.48	15.89	99.07	48.18	35.45	6.36	10.00	97.35
Female	35.78	42.20	12.84	9.17	100.00	46.08	32.35	11.76	9.80	99.03
Non Tested 1st Year LEP Students	0									

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	28.84	42.33	14.42	14.42	99.08	34.42	43.72	13.02	8.84	99.54
American Indian/Alaskan Native	~	~	~	~	~	0	100.00	0	0	100.00
Asian	33.33	33.33	33.33	0	100.00	33.33	33.33	33.33	0	100.00
Black/African American	~	~	~	~	~	33.33	66.67	0	0	100.00
Native Hawaiian/Other Pacific Islander	0	0	0	100.00	100.00	0	50.00	0	50.00	100.00
White	30.77	41.76	15.38	12.09	99.45	36.04	42.64	13.20	8.12	99.49
Hispanic or Latino Ethnicity	28.57	28.57	14.29	28.57	87.50	0	57.14	14.29	28.57	100.00
Economically Disadvantaged	24.03	41.86	14.73	19.38	98.47	26.19	42.86	18.25	12.70	99.21
Non Economically Disadvantaged	36.05	43.02	13.95	6.98	100.00	46.07	44.94	5.62	3.37	100.00
Students with Disabilities	11.54	26.92	19.23	42.31	96.30	13.64	18.18	31.82	36.36	100.00
Students without Disabilities	31.22	44.44	13.76	10.58	99.47	36.79	46.63	10.88	5.70	99.48
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	28.84	42.33	14.42	14.42	99.08	34.42	43.72	13.02	8.84	99.54
Migrant	~	~	~	~	~	~	~	~	~	~
Male	28.04	42.06	14.02	15.89	99.07	36.61	45.54	9.82	8.04	99.12
Female	29.63	42.59	14.81	12.96	99.08	32.04	41.75	16.50	9.71	100.00
Non Tested 1st Year LEP Students	0									

Language	2008-2009					2009-2010				
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July 24, 2012

	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	41.20	30.09	10.65	18.06	99.54	46.73	28.04	10.28	14.95	99.07
American Indian/Alaskan Native	~	~	~	~	~	0	100.00	0	0	100.00
Asian	33.33	33.33	33.33	0	100.00	66.67	0	0	33.33	100.00
Black/African American	~	~	~	~	~	0	33.33	33.33	33.33	100.00
Native Hawaiian/Other Pacific Islander	0	0	0	100.00	100.00	50.00	0	50.00	0	100.00
White	44.51	29.67	10.44	15.38	99.45	48.47	27.55	10.20	13.78	98.99
Hispanic or Latino Ethnicity	12.50	37.50	12.50	37.50	100.00	14.29	42.86	0	42.86	100.00
Economically Disadvantaged	33.08	32.31	12.31	22.31	99.24	35.20	31.20	13.60	20.00	98.43
Non Economically Disadvantaged	53.49	26.74	8.14	11.63	100.00	62.92	23.60	5.62	7.87	100.00
Students with Disabilities	15.38	19.23	26.92	38.46	96.30	13.64	13.64	18.18	54.55	100.00
Students without Disabilities	44.74	31.58	8.42	15.26	100.00	50.52	29.69	9.38	10.42	98.97
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	41.20	30.09	10.65	18.06	99.54	46.73	28.04	10.28	14.95	99.07
Migrant	~	~	~	~	~	~	~	~	~	~
Male	37.38	32.71	10.28	19.63	99.07	45.05	34.23	6.31	14.41	98.23
Female	44.95	27.52	11.01	16.51	100.00	48.54	21.36	14.56	15.53	100.00
Non Tested 1st Year LEP Students	0									

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	~	~	~	~	~	~	~	~	~	~
American Indian/Alaskan Native	~	~	~	~	~	~	~	~	~	~
Asian	~	~	~	~	~	~	~	~	~	~
Black/African American	~	~	~	~	~	~	~	~	~	~
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	~	~	~	~	~
White	~	~	~	~	~	~	~	~	~	~
Hispanic or Latino Ethnicity	~	~	~	~	~	~	~	~	~	~
Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
Non Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
Students with Disabilities	~	~	~	~	~	~	~	~	~	~
Students without Disabilities	~	~	~	~	~	~	~	~	~	~

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Migrant	~	~	~	~	~	~	~	~	~	~
Male	~	~	~	~	~	~	~	~	~	~
Female	~	~	~	~	~	~	~	~	~	~
Non Tested 1st Year LEP Students	0									

Grade 5

Reading	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	42.86	38.92	7.88	10.34	99.51	47.62	34.20	6.93	11.26	98.30
American Indian/Alaskan Native	100.00	0	0	0	100.00	~	~	~	~	~
Asian	100.00	0	0	0	100.00	50.00	25.00	0	25.00	100.00
Black/African American	0	100.00	0	0	100.00	50.00	0	50.00	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	~	~	~	~	~
White	40.70	40.12	8.72	10.47	99.42	47.27	34.55	6.82	11.36	98.65
Hispanic or Latino Ethnicity	20.00	40.00	0	40.00	100.00	75.00	25.00	0	0	80.00
Economically Disadvantaged	35.00	44.17	9.17	11.67	99.17	37.23	37.96	8.76	16.06	97.86
Non Economically Disadvantaged	54.22	31.33	6.02	8.43	100.00	62.77	28.72	4.26	4.26	98.95
Students with Disabilities	13.64	50.00	4.55	31.82	100.00	0	25.00	16.67	58.33	100.00
Students without Disabilities	46.41	37.57	8.29	7.73	99.45	53.14	35.27	5.80	5.80	98.10
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	42.86	38.92	7.88	10.34	99.51	47.62	34.20	6.93	11.26	98.30
Migrant	~	~	~	~	~	~	~	~	~	~
Male	40.87	38.26	9.57	11.30	100.00	45.76	31.36	6.78	16.10	97.52
Female	45.45	39.77	5.68	9.09	98.88	49.56	37.17	7.08	6.19	99.12
Non Tested 1st Year LEP Students	0									
Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	20.20	37.93	22.17	19.70	99.51	25.11	42.42	20.78	11.69	98.30
American Indian/Alaskan Native	0	100.00	0	0	100.00	~	~	~	~	~
Asian	100.00	0	0	0	100.00	50.00	25.00	0	25.00	100.00
Black/African American	0	0	100.00	0	100.00	50.00	0	50.00	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	~	~	~	~	~
White	20.35	35.47	22.09	22.09	99.42	25.00	43.18	20.00	11.82	98.65
Hispanic or Latino Ethnicity	0	40.00	20.00	40.00	100.00	0	50.00	50.00	0	80.00
Economically Disadvantaged	14.17	38.33	22.50	25.00	99.17	16.06	41.61	27.01	15.33	97.86
Non Economically Disadvantaged	28.92	37.35	21.69	12.05	100.00	38.30	43.62	11.70	6.38	98.95
Students with Disabilities	0	13.64	22.73	63.64	100.00	0	8.33	37.50	54.17	100.00
Students without Disabilities	22.65	40.88	22.10	14.36	99.45	28.02	46.38	18.84	6.76	98.10
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	20.20	37.93	22.17	19.70	99.51	25.11	42.42	20.78	11.69	98.30
Migrant	~	~	~	~	~	~	~	~	~	~
Male	21.74	35.65	20.00	22.61	100.00	33.05	33.05	18.64	15.25	97.52
Female	18.18	40.91	25.00	15.91	98.88	16.81	52.21	23.01	7.96	99.12
Non Tested 1st Year LEP Students	0									

Language	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	31.53	34.98	17.73	15.76	99.51	31.17	35.50	14.29	19.05	98.30
American Indian/Alaskan Native	0	0	100.00	0	100.00	~	~	~	~	~
Asian	100.00	0	0	0	100.00	25.00	50.00	25.00	0	100.00
Black/African American	0	0	100.00	0	100.00	50.00	50.00	0	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	~	~	~	~	~
White	30.81	34.88	17.44	16.86	99.42	31.96	34.25	14.16	19.63	98.21
Hispanic or Latino Ethnicity	0	60.00	20.00	20.00	100.00	0	80.00	0	20.00	100.00
Economically Disadvantaged	25.00	35.83	19.17	20.00	99.17	21.32	35.29	17.65	25.74	97.14
Non Economically Disadvantaged	40.96	33.73	15.66	9.64	100.00	45.26	35.79	9.47	9.47	100.00
Students with Disabilities	9.09	13.64	22.73	54.55	100.00	0	8.33	33.33	58.33	100.00

Language	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Students without Disabilities	34.25	37.57	17.13	11.05	99.45	34.78	38.65	12.08	14.49	98.10
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	31.53	34.98	17.73	15.76	99.51	31.17	35.50	14.29	19.05	98.30
Migrant	~	~	~	~	~	~	~	~	~	~
Male	29.57	33.04	17.39	20.00	100.00	29.91	31.62	13.68	24.79	96.69
Female	34.09	37.50	18.18	10.23	98.88	32.46	39.47	14.91	13.16	100.00
Non Tested 1st Year LEP Students	0									

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	26.37	31.34	30.35	11.94	98.53	25.64	33.76	23.93	16.67	98.32
American Indian/Alaskan Native	0	0	100.00	0	100.00	~	~	~	~	~
Asian	100.00	0	0	0	100.00	75.00	0	0	25.00	100.00
Black/African American	0	0	0	100.00	100.00	50.00	50.00	0	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	~	~	~	~	~
White	25.88	31.76	31.18	11.18	98.27	25.11	34.53	23.32	17.04	98.67
Hispanic or Latino Ethnicity	0	40.00	40.00	20.00	100.00	0	25.00	75.00	0	80.00
Economically Disadvantaged	23.53	31.09	30.25	15.13	98.35	17.99	35.25	25.90	20.86	97.89
Non Economically Disadvantaged	30.49	31.71	30.49	7.32	98.80	36.84	31.58	21.05	10.53	98.96
Students with Disabilities	4.55	13.64	45.45	36.36	100.00	0	12.50	37.50	50.00	96.00
Students without Disabilities	29.05	33.52	28.49	8.94	98.35	28.57	36.19	22.38	12.86	98.59
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	26.37	31.34	30.35	11.94	98.53	25.64	33.76	23.93	16.67	98.32
Migrant	~	~	~	~	~	~	~	~	~	~
Male	28.32	30.09	26.55	15.04	98.26	29.41	29.41	21.01	20.17	98.35
Female	23.86	32.95	35.23	7.95	98.88	21.74	38.26	26.96	13.04	98.29
Non Tested 1st Year LEP Students	0									

Grade 6

Reading	2008-2009	2009-2010
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July 24, 2012

	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	35.62	45.06	8.58	10.73	99.57	51.52	33.33	6.93	8.23	99.57
American Indian/Alaskan Native	~	~	~	~	~	0	0	0	100.00	100.00
Asian	~	~	~	~	~	100.00	0	0	0	100.00
Black/African American	0	100.00	0	0	100.00	0	100.00	0	0	100.00
Native Hawaiian/Other Pacific Islander	0	100.00	0	0	100.00	~	~	~	~	~
White	37.82	43.52	9.33	9.33	99.48	53.39	32.58	6.79	7.24	99.55
Hispanic or Latino Ethnicity	12.50	37.50	12.50	37.50	100.00	0	60.00	20.00	20.00	100.00
Economically Disadvantaged	29.46	48.84	7.75	13.95	100.00	48.44	34.38	8.59	8.59	100.00
Non Economically Disadvantaged	43.27	40.38	9.62	6.73	99.05	55.34	32.04	4.85	7.77	99.04
Students with Disabilities	7.41	33.33	22.22	37.04	100.00	22.73	27.27	9.09	40.91	100.00
Students without Disabilities	39.32	46.60	6.80	7.28	99.52	54.55	33.97	6.70	4.78	99.52
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	35.62	45.06	8.58	10.73	99.57	51.52	33.33	6.93	8.23	99.57
Migrant	~	~	~	~	~	~	~	~	~	~
Male	37.72	39.47	11.40	11.40	99.13	47.15	34.96	7.32	10.57	99.19
Female	33.61	50.42	5.88	10.08	100.00	56.48	31.48	6.48	5.56	100.00
Non Tested 1st Year LEP Students	0									

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	27.47	36.91	22.32	13.30	99.57	37.93	33.62	18.53	9.91	100.00
American Indian/Alaskan Native	~	~	~	~	~	0	0	50.00	50.00	100.00
Asian	~	~	~	~	~	100.00	0	0	0	100.00
Black/African American	0	0	100.00	0	100.00	0	50.00	50.00	0	100.00
Native Hawaiian/Other Pacific Islander	0	100.00	0	0	100.00	~	~	~	~	~
White	28.50	37.82	21.76	11.92	99.48	39.19	33.78	18.02	9.01	100.00
Hispanic or Latino Ethnicity	12.50	12.50	37.50	37.50	100.00	0	40.00	20.00	40.00	100.00
Economically Disadvantaged	18.60	40.31	25.58	15.50	100.00	34.38	35.94	17.19	12.50	100.00
Non Economically Disadvantaged	38.46	32.69	18.27	10.58	99.05	42.31	30.77	20.19	6.73	100.00
Students with Disabilities	7.69	7.69	26.92	57.69	96.30	4.55	22.73	31.82	40.91	100.00

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Students without Disabilities	29.95	40.58	21.74	7.73	100.00	41.43	34.76	17.14	6.67	100.00
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	27.47	36.91	22.32	13.30	99.57	37.93	33.62	18.53	9.91	100.00
Migrant	~	~	~	~	~	~	~	~	~	~
Male	29.82	39.47	16.67	14.04	99.13	34.68	31.45	20.97	12.90	100.00
Female	25.21	34.45	27.73	12.61	100.00	41.67	36.11	15.74	6.48	100.00
Non Tested 1st Year LEP Students	0									

Language	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	25.22	36.09	23.04	15.65	98.29	36.96	35.65	11.74	15.65	99.14
American Indian/Alaskan Native	~	~	~	~	~	0	0	0	100.00	100.00
Asian	~	~	~	~	~	0	100.00	0	0	100.00
Black/African American	100.00	0	0	0	100.00	0	50.00	50.00	0	100.00
Native Hawaiian/Other Pacific Islander	0	0	100.00	0	100.00	~	~	~	~	~
White	25.26	36.84	22.63	15.26	97.94	38.64	35.00	11.36	15.00	99.10
Hispanic or Latino Ethnicity	12.50	25.00	25.00	37.50	100.00	0	60.00	20.00	20.00	100.00
Economically Disadvantaged	16.28	38.76	22.48	22.48	100.00	29.92	38.58	15.75	15.75	99.22
Non Economically Disadvantaged	36.63	32.67	23.76	6.93	96.19	45.63	32.04	6.80	15.53	99.04
Students with Disabilities	4.00	16.00	40.00	40.00	92.59	4.55	27.27	18.18	50.00	100.00
Students without Disabilities	27.80	38.54	20.98	12.68	99.03	40.38	36.54	11.06	12.02	99.05
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	25.22	36.09	23.04	15.65	98.29	36.96	35.65	11.74	15.65	99.14
Migrant	~	~	~	~	~	~	~	~	~	~
Male	21.43	33.93	29.46	15.18	97.39	28.46	37.40	11.38	22.76	99.19
Female	28.81	38.14	16.95	16.10	99.16	46.73	33.64	12.15	7.48	99.07
Non Tested 1st Year LEP Students	0									

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	~	~	~	~	~	~	~	~	~	~
American Indian/Alaskan Native	~	~	~	~	~	~	~	~	~	~
Asian	~	~	~	~	~	~	~	~	~	~
Black/African American	~	~	~	~	~	~	~	~	~	~
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	~	~	~	~	~
White	~	~	~	~	~	~	~	~	~	~
Hispanic or Latino Ethnicity	~	~	~	~	~	~	~	~	~	~
Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
Non Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
Students with Disabilities	~	~	~	~	~	~	~	~	~	~
Students without Disabilities	~	~	~	~	~	~	~	~	~	~
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Migrant	~	~	~	~	~	~	~	~	~	~
Male	~	~	~	~	~	~	~	~	~	~
Female	~	~	~	~	~	~	~	~	~	~
Non Tested 1st Year LEP Students	0									

Grade 7

Reading	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	42.08	38.33	9.17	10.42	99.17	49.33	37.00	9.33	4.33	99.67
American Indian/Alaskan Native	20.00	60.00	20.00	0	100.00	0	75.00	25.00	0	100.00
Asian	100.00	0	0	0	100.00	~	~	~	~	~
Black/African American	~	~	~	~	~	33.33	33.33	0	33.33	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	0	0	0	100.00	100.00
White	43.22	36.18	9.05	11.56	99.50	50.88	36.75	8.48	3.89	99.65
Hispanic or Latino Ethnicity	28.57	71.43	0	0	100.00	33.33	33.33	33.33	0	100.00
Economically Disadvantaged	33.33	43.26	9.93	13.48	99.30	37.80	43.90	11.59	6.71	100.00

Reading	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Non Economically Disadvantaged	54.55	31.31	8.08	6.06	99.00	63.24	28.68	6.62	1.47	99.27
Students with Disabilities	10.53	52.63	0	36.84	100.00	7.14	39.29	28.57	25.00	100.00
Students without Disabilities	44.80	37.10	9.95	8.14	99.10	53.68	36.76	7.35	2.21	99.63
Limited English Proficiency	100.00	0	0	0	100.00	~	~	~	~	~
Non Limited English Proficiency	42.08	38.33	9.17	10.42	99.17	49.33	37.00	9.33	4.33	99.67
Migrant	~	~	~	~	~	~	~	~	~	~
Male	39.84	35.77	9.76	14.63	99.19	41.22	37.84	14.19	6.76	100.00
Female	44.44	41.03	8.55	5.98	99.15	57.24	36.18	4.61	1.97	99.35
Non Tested 1st Year LEP Students	0									
Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	24.37	38.24	22.27	15.13	98.35	28.09	39.13	18.73	14.05	99.34
American Indian/Alaskan Native	20.00	60.00	20.00	0	100.00	0	25.00	0	75.00	100.00
Asian	100.00	0	0	0	100.00	~	~	~	~	~
Black/African American	~	~	~	~	~	0	66.67	33.33	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	0	100.00	0	0	100.00
White	21.83	40.10	21.83	16.24	98.50	29.43	37.94	19.15	13.48	99.30
Hispanic or Latino Ethnicity	28.57	42.86	14.29	14.29	100.00	16.67	50.00	16.67	16.67	100.00
Economically Disadvantaged	17.86	35.71	30.00	16.43	98.59	19.63	41.72	20.86	17.79	99.39
Non Economically Disadvantaged	33.67	41.84	11.22	13.27	98.00	38.24	36.03	16.18	9.56	99.27
Students with Disabilities	0	33.33	16.67	50.00	94.74	3.57	7.14	39.29	50.00	100.00
Students without Disabilities	26.36	38.64	22.73	12.27	98.65	30.63	42.44	16.61	10.33	99.27
Limited English Proficiency	0	100.00	0	0	100.00	~	~	~	~	~
Non Limited English Proficiency	24.37	38.24	22.27	15.13	98.35	28.09	39.13	18.73	14.05	99.34
Migrant	~	~	~	~	~	~	~	~	~	~
Male	26.02	36.59	21.95	15.45	99.19	28.38	39.19	18.24	14.19	100.00
Female	22.61	40.00	22.61	14.78	97.46	27.81	39.07	19.21	13.91	98.69
Non Tested 1st Year LEP Students	0									

Language	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	16.67	42.50	26.25	14.58	99.17	16.33	50.00	19.67	14.00	99.67
American Indian/Alaskan Native	0	40.00	40.00	20.00	100.00	0	50.00	0	50.00	100.00
Asian	0	100.00	0	0	100.00	~	~	~	~	~
Black/African American	~	~	~	~	~	0	66.67	0	33.33	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	0	0	0	100.00	100.00
White	17.59	42.21	25.63	14.57	99.50	16.61	50.53	20.14	12.72	99.65
Hispanic or Latino Ethnicity	14.29	42.86	28.57	14.29	100.00	16.67	33.33	33.33	16.67	100.00
Economically Disadvantaged	9.22	43.26	33.33	14.18	99.30	10.98	49.39	21.95	17.68	100.00
Non Economically Disadvantaged	27.27	41.41	16.16	15.15	99.00	22.79	50.74	16.91	9.56	99.27
Students with Disabilities	5.26	15.79	36.84	42.11	100.00	0	10.71	35.71	53.57	100.00
Students without Disabilities	17.65	44.80	25.34	12.22	99.10	18.01	54.04	18.01	9.93	99.63
Limited English Proficiency	0	100.00	0	0	100.00	~	~	~	~	~
Non Limited English Proficiency	16.67	42.50	26.25	14.58	99.17	16.33	50.00	19.67	14.00	99.67
Migrant	~	~	~	~	~	~	~	~	~	~
Male	13.82	39.84	24.39	21.95	99.19	14.19	43.24	22.97	19.59	100.00
Female	19.66	45.30	28.21	6.84	99.15	18.42	56.58	16.45	8.55	99.35
Non Tested 1st Year LEP Students	0									

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	22.18	19.67	26.78	31.38	98.76	33.44	17.39	22.07	27.09	99.01
American Indian/Alaskan Native	20.00	0	40.00	40.00	100.00	0	0	50.00	50.00	100.00
Asian	0	100.00	0	0	100.00	~	~	~	~	~
Black/African American	~	~	~	~	~	0	33.33	33.33	33.33	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	0	0	0	100.00	100.00
White	23.23	19.19	26.77	30.81	99.00	34.75	17.73	21.63	25.89	98.95
Hispanic or Latino Ethnicity	0	42.86	0	57.14	100.00	16.67	16.67	16.67	50.00	100.00
Economically Disadvantaged	15.60	18.44	26.95	39.01	99.30	25.31	16.67	21.60	36.42	98.78
Non Economically Disadvantaged	31.63	21.43	26.53	20.41	98.00	43.07	18.25	22.63	16.06	99.28

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Students with Disabilities	5.26	10.53	31.58	52.63	100.00	0	7.41	25.93	66.67	96.43
Students without Disabilities	23.64	20.45	26.36	29.55	98.65	36.76	18.38	21.69	23.16	99.27
Limited English Proficiency	0	0	100.00	0	100.00	~	~	~	~	~
Non Limited English Proficiency	22.18	19.67	26.78	31.38	98.76	33.44	17.39	22.07	27.09	99.01
Migrant	~	~	~	~	~	~	~	~	~	~
Male	23.58	20.33	24.39	31.71	99.19	33.33	14.97	22.45	29.25	98.66
Female	20.69	18.97	29.31	31.03	98.31	33.55	19.74	21.71	25.00	99.35
Non Tested 1st Year LEP Students	0									

Grade 8

Reading	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	48.65	42.23	6.42	2.70	99.66	50.17	34.02	11.68	4.12	98.64
American Indian/Alaskan Native	20.00	60.00	20.00	0	100.00	50.00	50.00	0	0	100.00
Asian	~	~	~	~	~	50.00	0	0	50.00	100.00
Black/African American	75.00	25.00	0	0	100.00	25.00	75.00	0	0	80.00
Native Hawaiian/Other Pacific Islander	100.00	0	0	0	100.00	~	~	~	~	~
White	50.61	41.70	5.26	2.43	99.60	51.12	33.21	11.57	4.10	98.89
Hispanic or Latino Ethnicity	22.22	44.44	22.22	11.11	100.00	42.86	28.57	28.57	0	100.00
Economically Disadvantaged	39.26	50.92	7.36	2.45	99.39	45.00	37.78	12.22	5.00	98.90
Non Economically Disadvantaged	60.15	31.58	5.26	3.01	100.00	58.56	27.93	10.81	2.70	98.23
Students with Disabilities	28.00	36.00	12.00	24.00	96.15	6.90	48.28	27.59	17.24	100.00
Students without Disabilities	50.55	42.80	5.90	0.74	100.00	54.96	32.44	9.92	2.67	98.50
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	48.65	42.23	6.42	2.70	99.66	50.17	34.02	11.68	4.12	98.64
Migrant	~	~	~	~	~	~	~	~	~	~
Male	44.97	43.62	7.38	4.03	99.33	45.63	34.38	13.75	6.25	98.77
Female	52.38	40.82	5.44	1.36	100.00	55.73	33.59	9.16	1.53	98.50
Non Tested 1st Year LEP Students	0									

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	25.08	36.95	27.12	10.85	99.33	18.49	41.78	26.71	13.01	98.98
American Indian/Alaskan Native	20.00	20.00	20.00	40.00	100.00	16.67	66.67	16.67	0	100.00
Asian	~	~	~	~	~	0	50.00	0	50.00	100.00
Black/African American	50.00	0	50.00	0	100.00	0	20.00	40.00	40.00	100.00
Native Hawaiian/Other Pacific Islander	0	100.00	0	0	100.00	~	~	~	~	~
White	26.02	36.99	28.05	8.94	99.19	19.40	41.42	26.12	13.06	98.89
Hispanic or Latino Ethnicity	11.11	33.33	33.33	22.22	100.00	14.29	57.14	28.57	0	100.00
Economically Disadvantaged	17.18	33.13	35.58	14.11	99.39	15.64	40.22	29.61	14.53	98.35
Non Economically Disadvantaged	34.85	41.67	16.67	6.82	99.25	23.01	44.25	22.12	10.62	100.00
Students with Disabilities	24.00	12.00	28.00	36.00	96.15	0	17.24	41.38	41.38	100.00
Students without Disabilities	25.19	39.26	27.04	8.52	99.63	20.53	44.49	25.10	9.89	98.87
Limited English Proficiency	~	~	~	~	~	0	0	0	100.00	100.00
Non Limited English Proficiency	25.08	36.95	27.12	10.85	99.33	18.49	41.78	26.71	13.01	98.98
Migrant	~	~	~	~	~	~	~	~	~	~
Male	29.05	33.78	25.68	11.49	98.67	20.00	38.13	28.75	13.13	98.77
Female	21.09	40.14	28.57	10.20	100.00	16.67	46.21	24.24	12.88	99.25
Non Tested 1st Year LEP Students	0									

Language	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	16.61	48.14	22.03	13.22	99.33	11.64	45.89	23.29	19.18	98.98
American Indian/Alaskan Native	20.00	20.00	20.00	40.00	100.00	0	66.67	16.67	16.67	100.00
Asian	~	~	~	~	~	0	50.00	0	50.00	100.00
Black/African American	50.00	25.00	25.00	0	100.00	0	50.00	50.00	0	80.00
Native Hawaiian/Other Pacific Islander	0	100.00	0	0	100.00	~	~	~	~	~
White	16.67	50.41	21.14	11.79	99.19	12.64	45.35	23.05	18.96	99.26
Hispanic or Latino Ethnicity	0	44.44	44.44	11.11	100.00	0	42.86	42.86	14.29	100.00
Economically Disadvantaged	12.35	44.44	26.54	16.67	98.78	10.00	41.67	25.00	23.33	98.90
Non Economically Disadvantaged	21.80	52.63	16.54	9.02	100.00	14.29	52.68	20.54	12.50	99.12
Students with Disabilities	12.50	16.67	29.17	41.67	92.31	0	10.34	41.38	48.28	100.00

Language	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Students without Disabilities	16.97	50.92	21.40	10.70	100.00	12.93	49.81	21.29	15.97	98.87
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	16.61	48.14	22.03	13.22	99.33	11.64	45.89	23.29	19.18	98.98
Migrant	~	~	~	~	~	~	~	~	~	~
Male	10.81	44.59	25.68	18.92	98.67	9.94	38.51	26.09	25.47	99.38
Female	22.45	51.70	18.37	7.48	100.00	13.74	54.96	19.85	11.45	98.50
Non Tested 1st Year LEP Students	0									

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	~	~	~	~	~	~	~	~	~	~
American Indian/Alaskan Native	~	~	~	~	~	~	~	~	~	~
Asian	~	~	~	~	~	~	~	~	~	~
Black/African American	~	~	~	~	~	~	~	~	~	~
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	~	~	~	~	~
White	~	~	~	~	~	~	~	~	~	~
Hispanic or Latino Ethnicity	~	~	~	~	~	~	~	~	~	~
Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
Non Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
Students with Disabilities	~	~	~	~	~	~	~	~	~	~
Students without Disabilities	~	~	~	~	~	~	~	~	~	~
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Migrant	~	~	~	~	~	~	~	~	~	~
Male	~	~	~	~	~	~	~	~	~	~
Female	~	~	~	~	~	~	~	~	~	~
Non Tested 1st Year LEP Students	0									

Grade 10

Reading	2008-2009	2009-2010
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July 24, 2012

	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	44.14	43.24	8.11	4.50	97.37	42.00	44.00	10.00	4.00	99.34
American Indian/Alaskan Native	0	100.00	0	0	100.00	50.00	0	50.00	0	100.00
Asian	50.00	0	50.00	0	100.00	~	~	~	~	~
Black/African American	0	0	0	100.00	100.00	100.00	0	0	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	100.00	0	0	0	100.00
White	45.05	42.86	7.69	4.40	96.81	40.58	44.93	10.14	4.35	99.28
Hispanic or Latino Ethnicity	25.00	75.00	0	0	100.00	33.33	66.67	0	0	100.00
Economically Disadvantaged	31.48	50.00	11.11	7.41	98.18	34.52	46.43	15.48	3.57	98.82
Non Economically Disadvantaged	56.14	36.84	5.26	1.75	96.61	51.52	40.91	3.03	4.55	100.00
Students with Disabilities	14.29	50.00	21.43	14.29	100.00	6.25	25.00	37.50	31.25	100.00
Students without Disabilities	48.45	42.27	6.19	3.09	97.00	46.27	46.27	6.72	0.75	99.26
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	44.14	43.24	8.11	4.50	97.37	42.00	44.00	10.00	4.00	99.34
Migrant	~	~	~	~	~	~	~	~	~	~
Male	37.50	44.64	10.71	7.14	94.92	30.56	50.00	13.89	5.56	100.00
Female	50.91	41.82	5.45	1.82	100.00	52.56	38.46	6.41	2.56	98.73
Non Tested 1st Year LEP Students	0									

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	29.46	39.29	14.29	16.96	98.25	21.19	41.72	22.52	14.57	100.00
American Indian/Alaskan Native	0	0	0	100.00	100.00	0	50.00	0	50.00	100.00
Asian	50.00	0	0	50.00	100.00	~	~	~	~	~
Black/African American	0	0	0	100.00	100.00	50.00	0	50.00	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	0	0	100.00	0	100.00
White	31.52	41.30	14.13	13.04	97.87	22.30	42.45	20.14	15.11	100.00
Hispanic or Latino Ethnicity	0	50.00	25.00	25.00	100.00	0	33.33	66.67	0	100.00
Economically Disadvantaged	22.22	40.74	12.96	24.07	98.18	18.82	38.82	25.88	16.47	100.00
Non Economically Disadvantaged	36.21	37.93	15.52	10.34	98.31	24.24	45.45	18.18	12.12	100.00
Students with Disabilities	7.14	14.29	7.14	71.43	100.00	0	12.50	12.50	75.00	100.00

July 24, 2012

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Students without Disabilities	32.65	42.86	15.31	9.18	98.00	23.70	45.19	23.70	7.41	100.00
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	29.46	39.29	14.29	16.96	98.25	21.19	41.72	22.52	14.57	100.00
Migrant	~	~	~	~	~	~	~	~	~	~
Male	26.32	40.35	7.02	26.32	96.61	20.83	40.28	22.22	16.67	100.00
Female	32.73	38.18	21.82	7.27	100.00	21.52	43.04	22.78	12.66	100.00
Non Tested 1st Year LEP Students	0									

Language	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	18.58	61.06	12.39	7.96	99.12	14.09	56.38	17.45	12.08	98.68
American Indian/Alaskan Native	0	0	0	100.00	100.00	0	50.00	0	50.00	100.00
Asian	50.00	50.00	0	0	100.00	~	~	~	~	~
Black/African American	0	0	0	100.00	100.00	0	100.00	0	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	0	100.00	0	0	100.00
White	17.20	64.52	11.83	6.45	98.94	15.33	54.74	18.25	11.68	98.56
Hispanic or Latino Ethnicity	25.00	25.00	50.00	0	100.00	0	66.67	16.67	16.67	100.00
Economically Disadvantaged	14.55	63.64	10.91	10.91	100.00	12.05	53.01	19.28	15.66	97.65
Non Economically Disadvantaged	22.41	58.62	13.79	5.17	98.31	16.67	60.61	15.15	7.58	100.00
Students with Disabilities	7.14	28.57	35.71	28.57	100.00	6.25	6.25	31.25	56.25	100.00
Students without Disabilities	20.20	65.66	9.09	5.05	99.00	15.04	62.41	15.79	6.77	98.52
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	18.58	61.06	12.39	7.96	99.12	14.09	56.38	17.45	12.08	98.68
Migrant	~	~	~	~	~	~	~	~	~	~
Male	12.07	62.07	13.79	12.07	98.31	8.33	50.00	23.61	18.06	100.00
Female	25.45	60.00	10.91	3.64	100.00	19.48	62.34	11.69	6.49	97.47
Non Tested 1st Year LEP Students	0									

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	31.25	47.32	13.39	8.04	97.39	22.15	45.64	10.74	21.48	98.68

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
American Indian/Alaskan Native	0	0	100.00	0	100.00	0	50.00	0	50.00	100.00
Asian	50.00	0	50.00	0	100.00	~	~	~	~	~
Black/African American	0	0	0	100.00	100.00	0	50.00	50.00	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	0	100.00	0	0	100.00
White	31.18	49.46	13.98	5.38	97.89	24.09	43.07	10.95	21.90	98.56
Hispanic or Latino Ethnicity	25.00	50.00	0	25.00	100.00	0	83.33	0	16.67	100.00
Economically Disadvantaged	25.93	46.30	14.81	12.96	98.18	15.66	40.96	14.46	28.92	97.65
Non Economically Disadvantaged	36.21	48.28	12.07	3.45	96.67	30.30	51.52	6.06	12.12	100.00
Students with Disabilities	14.29	35.71	28.57	21.43	100.00	6.25	12.50	6.25	75.00	100.00
Students without Disabilities	33.67	48.98	11.22	6.12	97.03	24.06	49.62	11.28	15.04	98.52
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	31.25	47.32	13.39	8.04	97.39	22.15	45.64	10.74	21.48	98.68
Migrant	~	~	~	~	~	~	~	~	~	~
Male	32.76	46.55	12.07	8.62	96.67	18.06	45.83	9.72	26.39	100.00
Female	29.63	48.15	14.81	7.41	98.18	25.97	45.45	11.69	16.88	97.47
Non Tested 1st Year LEP Students	0									

Teacher Quality

Data is current as of 2008-2009

Professional Qualifications of Public Elementary and Secondary School Teachers

BA degree	BA +12 credits	BA +24 credits	MA degree	MA +12 credits	MA +24 credits	PhD degree or MA + 36 credits	Total
9.50	16.00	11.35	8.50	8.00	5.00	2.67	61.02

Public Elementary and Secondary School Teachers With Emergency/Provisional Certification

0.00%

Core Academic Subject Elementary and Secondary School Classes not taught by Highly Qualified Teachers

In High Poverty Schools	In Low Poverty Schools	Total
0.00%	0.00%	5.83%

Graduation

No data available

* = *not shown due to insufficient sample size*

Idaho Charter School Network (ISCN) Programmatic Audit 2011 Recommendations and Written Response

Governance

Commendations

- Board works well together have clear understanding of their roles.
- The board is clear about the mission and committed to the success of students.
- Board has a process in place to review new policies.
- Supportive and effective working relationship between the board and K12, Inc.
- Positive financial audit and regular review by the board.
- Strong administrative team and infrastructure for operations.
- Utilize legal consultation as needed.
- Process for making budget adjustments last year was open to all stakeholders. Efficiencies were identified in travel and other operations.
- Outstanding document prep for visit.

Recommendations and Written Responses

- Annual board self evaluation and reflection is highly recommended.
 - Please see the Board of Directors Self-Assessment form that the IDVA Directors will use, as applicable, for their annual self-assessment. This will take place at the Annual Meeting of the Directors in July of each year. The Self-Assessment form follows the last written response on this document.
- Process for new board member orientation and training and the development of a board handbook recommended.
 - A Chairman's manual was developed and given to the Chairman in the spring of this year. At the Annual meeting, the first part of the meeting will be entirely devoted to Board training by the Board Counsel. This will be an annual practice.
- Encourage the board to continue to evaluate the financial sustainability of the school without significant deficit credit from K12. Also, an evaluation of the relationship with clear indicators would be recommended.
 - There has always been a continuous evaluative procedure by the Directors regarding this matter. The Board attempts to write its budget to maintain the financial sustainability of the school by lowering its deficit credit to its curriculum provider, K12, Inc. The Board maintains a separate and independent relationship with K12 and thus far the relationship is working to the educational benefit of Idaho's students.

Academic Program

Commendations

- Hybrid program meeting the needs of some of the most challenged students.
- OLS Platform supports student organization and participation.
- Collaborative relationships between parents, teachers and students.
- Data indicates students are making progress.
- Students indicate they are making significant progress in writing.
- Highly engaged teachers observed on Elluminate using multiple strategies.
- Students feel very connected with their teachers.
- Danielson framework is deployed for teacher evaluation aligned to school model.
- Even young students were impressively adept at the Elluminate tools and teachers used them effectively.

Recommendations and Written Responses

- Continue to explore the need of the hybrid students; they are spending the whole days, may have array of unmet needs.
 - We are revising the Alternative School (Treasure Valley Hybrid Program, TVHP) schedule in order to offer more direct instruction and academic intervention to our students. We will provide more support to 8th and 9th graders, as well, in line with our focus on 8th/9th Academy.
- Hybrid program as outlined in brochure is still developing but students are very positive about learning lab atmosphere. Identify indicators for meeting outcomes and track closely.
 - See written response above.
- Continue implementing the high school professional development plan.
 - Our high school professional development program will mirror our school improvement plan in many ways. Professional learning communities built on student needs will meet multiple times each month to study data and use that data to affect student outcomes. As a high school staff we are working on making learning in the virtual setting meaningful. There are so many places out there in the electronic media where kids can find answers to multiple choice unit exams. We have to provide them other alternatives to show what they know and new ways to make the learning relevant. We will work to develop project based assessments for some of our units within our courses. This is something new for us this year, but as a school who uses technology as its curriculum delivery platform, we should be able to give kids the freedom to creatively show their knowledge.
- Explore use of webcams for increased feedback on student understanding and engagement.
 - The Special Education department has implemented the use of webcams while providing direct, synchronous specially designed instruction to students. The webcams have been used both by the teacher only and by the teacher/student synchronously. We have found this to be an effective tool to increase student engagement, especially at the younger student age, and for the student with a higher level of support need. We will continue to implement and increase the use of the webcams.

Stakeholder Support, Involvement, and Satisfaction

Commendations

- Generally high positive parent satisfaction surveys.
- Parent engagement is high among parents who participated in focus group; opportunities for parent coops and booster club to engage families.
- Parents make up most of the board and are key decision makers.
- Hybrid students very pleased with the opportunity for support and positive environment.

Recommendations and Written Responses

- Consider ways to increase return rate on surveys and focus groups. Difficult to generalize stakeholder satisfaction.
 - In accordance with this recommendation and the new State legislation requiring that parent input be included in teacher evaluations, we plan on conducting parent surveys before the end of first semester.
- Review the process of enrollment so that parents are satisfied throughout that process.

- We have added a local high school Placement Coordinator to our staff. Our PC has been trained by our Enrollment Manager (Director of Academic Services) and High School Counselors and works closely with the High School Principal and Enrollment Manager. She lives in Idaho and understands the needs of our students and families.
- High school students indicate that they would like more opportunities for connecting.
 - The HS principal is going to tour the state this fall having class meetings. At those meetings, she is going to form regional committees utilizing the student ambassadors as leaders to develop relationships and activities across the state. Also, this year, we have a grant from the Albertson's foundation to have a state wide college tour for some of our Juniors and Seniors. This tour will also foster some relationships in regions and across the state, plus connect kids to Idaho colleges and universities.
- Parents unclear about what services were available at the central offices.
 - We have included a Central Office page with our IDVA Annual Report document. We will send this information to families as the school year begins and can send individual specific pages, such as our Central Office page, to people, as well.
- Continue annual surveys for stakeholder feedback and consider exploring some issues more deeply. Might consider utilizing outside resource to get a different perspective on stakeholder surveys. Explore additional ways to increase return rate of survey.
 - See written response to first bullet. K12 has, traditionally, surveyed parents and high school students and will continue to do so at year end. We will develop local surveys for the parent input portion of teacher evaluations and conduct those surveys before the end of 1st semester.
- Consider surveying high school students and compare with parents of high school students.
 - K12 conducted a high school student end of year survey this year. We have not yet received results but will compare those with the parent survey results. K12 has conducted high school student surveys some years in the past, as well, but not every year.

Continuous Improvement

Commendations

- Gathering a good deal of survey data from all stakeholders and evidence that this guides improvement efforts.
- Very responsive to expressed needs.
- Creative teachers and leaders who are quick to innovate.

Recommendations and Written Responses

- Continue opportunities for reflection and feedback as well as data informed decision making.
 - We will continue with these opportunities. Data drives our program and will continue to do so.
- Engage in evaluation at all levels – board, director and teachers.
 - Regarding the board - See written response to bullet one in Governance section. Administrators are evaluated on a yearly basis and will continue to participate in this process. Teachers are evaluated based on our State approved Danielson evaluation rubric which will be updated to include the requirements under the new State legislation.
- Continue to survey parents and students. Consider ways to increase participation.
 - See written responses to first and last recommendations in Stakeholders section.

BOARD OF TRUSTEES SELF-ASSESSMENT

THE BOARD MEMBER TEAM	Very Good	Satisfactory	Needs to Improve
1. Keeps the education and welfare of students as their primary concern.			
2. Is open and honest with each other, as well as administrators and is able to maintain an attitude of mutual trust and respect.			
3. Works to preserve the confidentiality of items discussed in executive session.			
4. Represents the interests of the entire district rather than a special interest group(s).			
5. Understands the need for compromise and is willing to support the majority decision.			
6. Encourages each other to work together as a team.			
7. Realizes that independent decisions or commitments on the board's behalf are improper.			
8. During meetings is polite, listens carefully and is respectful of each other, as well as school personnel.			
9. Comes to meetings prepared to focus on discussion issues and keeps comments relevant and brief.			
10. Does not use the office of Trustee for personal profit and/or advancement of patronage.			
11. Is concerned about achieving results rather than giving a good appearance.			
BOARD/SUPERINTENDENT RELATIONS	Very Good	Satisfactory	Needs to Improve
1. The board and superintendent work together in a spirit of mutual trust and respect.			
The board:			
A. Understands the distinction between the board's role and the function of the administration.			
B. Avoids interference with the superintendent's duties.			
C. Solicits input from the superintendent in the development of board policies.			
D. Gives direction to the superintendent rather than through individual staff members.			
2. The board and superintendent develop, in cooperation, long-and short-term goals, and a once or twice yearly process for evaluating the superintendent's progress and performance.			

3. A spirit of open discussion prevails so that board members do not feel alienated and are able to address potentially destructive issues.			
4. The board plans regular opportunities for open communication between the board and the superintendent.			
BOARD/STAFF RELATIONS	Very Good	Satisfactory	Needs to Improve
1. Appropriate personnel policies in the area of employment evaluation are reviewed and adopted by the board.			
2. The board encourages and offers opportunities for professional growth for all employees.			
3. Suggestions from staff for improvement of the school system are welcome.			
4. Staff accomplishments are recognized by the board.			
5. An appropriate study of staff attitudes are conducted on a regular basis.			
6. Board members avoid making excessive personal requests from staff.			
7. The board provides a safe and productive working environment.			
BOARD/COMMUNITY RELATIONS	Very Good	Satisfactory	Needs to Improve
1. The Board:			
A. Keeps the public informed through regular newsletters, reports, and contact with the media.			
B. Is aware of community attitudes and of special interest groups.			
C. Seeks community input prior to establishing district goals and objectives.			
D. Holds public hearings on important issues before taking final action.			
E. Encourages public attendance/input at board meetings and at school functions.			
F. Cooperates with parent or citizen groups.			
G. Allows adequate time for public participation at board meetings, but prevents a single individual or group from dominating discussion.			
H. Channels public complaints/concerns about the school district to the appropriate member of the staff.			
BOARD MEMBER ORIENTATION AND CONTINUING DEVELOPMENT	Very Good	Satisfactory	Needs to Improve
1. The district has a planned program to orient newly-elected board members:			
A. The nature of their duties and responsibilities.			

B. The nature of the duties and responsibilities of administrative personnel.			
C. The difference in responsibilities between the board and the administration.			
D. The educational relationship between the school district and the state: i.e. finances, transportation, etc.			
E. The roll of the teachers' union.			
F. The use of Parliamentary Procedure.			
2. The board keeps informed through:			
A. Professional publications and educational periodicals.			
B. Use of pertinent data, research and consulting services.			
C. Training opportunities such as conferences and workshops relevant to board responsibilities.			
D. Listening to educators, students, parents and community.			
PLANNING	Very Good	Satisfactory	Needs to Improve
1. Demographic information is current and provided to the board.			
2. The board:			
A. Establishes its own goals and objectives through a yearly review and evaluation process.			
B. Provides for a continuous process of strategic planning which focuses on student achievement and citizenship.			
C. Develops long- and short-term goals and objectives for the school district jointly with the superintendent and administrative team.			
D. Requires the superintendent to discuss progress on goals and objectives at designated intervals during the year.			
POLICY	Very Good	Satisfactory	Needs to Improve
1. The board:			
A. Maintains well-defined policies consistent with strategic goals of the district.			
B. Periodically reviews and updates policies according to an existing plan or system.			
C. Involves administrators, teachers, staff, students, parents and community members in the development or review of policy.			
D. Ensures that policies are current with mandates by governmental agencies and courts.			
E. Makes policy manuals available for district employees, students and the public.			

BUDGET/FINANCE	Very Good	Satisfactory	Needs to Improve
1. The annual budget:			
A. Reflects the strategic plan and supports the district's goals and objective for student achievement and citizenship.			
B. Demonstrates the results of an evaluation of existing programs.			
C. Considers both short and long range funding sources and expenditures.			
2. The board encourages input from staff, parents, students and community members throughout the budgeting process.			
3. Quarterly reports, depicting the district's financial status, including bills paid and other expenditures are presented in written form, clearly and concisely.			
4. Financial reports present clear and understandable data to the public.			
INSTRUCTIONAL PROGRAM	Very Good	Satisfactory	Needs to Improve
1. The board formulates educational goals based on the needs and values of the community.			
2. The board provides a quality educational program imposing high individual academic standards for each student.			
3. The board provides alternative instructional programs for the non-traditional student.			
4. The board provides appropriate courses-information for post high school careers/education.			
5. The board understands and follows the basic instructional program mandated by the legislature and the State Board of Education.			
6. The board reaches decisions affecting school programs on the basis of study of all available data and the superintendent's recommendations.			
7. Programs are evaluated on a timely basis and reported to the board.			
8. Student academic performance in the district, state and nation is presented regularly to the board.			
9. The board recognizes student accomplishments.			
10. The board promotes a positive, consistent approach to student discipline.			

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2010/11 Stakeholder Surveys

Teacher End of Year Needs Assessment (June 2011)

1. I am a(n) _____ teacher.

	answered question	skipped question		Response Count
	Elementary	Middle School	High School	
General Education	41.0% (16)	33.3% (13)	25.6% (10)	39
Special Education	27.3% (3)	27.3% (3)	45.5% (5)	11

2. We covered many topics during Professional Development meetings this year. Some of our PD meetings were all staff, face to face. Some were regional and/or departmental face to face. Others were via Elluminate or phone conference. Thinking of all of your PD experiences this year, please comment on which topics, if any, were helpful or not helpful to you in our school goal of increasing student achievement and why they were or weren't helpful.

answered question	skipped question	Response Count
39	8	39

3. Under SB 1108 – Labor & Entitlements: At least 50% of teacher and administrator evaluations based on growth in student achievement. What do you think is a fair growth measure to use for this? Select one or more.

answered question	skipped question	Response Percent	Response Count
40	7		

Scantron Performance Series Fall to Spring growth	35.0%	14
Spring to Spring ISAT growth	57.5%	23
Pre to Post Test growth of your Tier 2 Intervention students	45.0%	18
Pass rate growth for all of your students(High School)	20.0%	8
Pass rate growth for specific	10.0%	4

3. Under SB 1108 – Labor & Entitlements: At least 50% of teacher and administrator evaluations based on growth in student achievement. What do you think is a fair growth measure to use for this? Select one or more.

classes (High School)		
Percent of students meeting Middle School Minimum Standards (year to year)	27.5%	11
	Other (please specify)	15

4. Under SB 1110 – Pay for Performance: Bonuses to certificated employees for student growth and achievement. What do you think is a fair growth measure to use for this?

answered question	40
skipped question	7
	ResponsePercent ResponseCount

Scantron Performance Series Fall to Spring growth	32.5%	13
Spring to Spring ISAT growth	52.5%	21
Pre to Post Test growth of your Tier 2 Intervention students	47.5%	19
Pass rate growth for all of your students(High School)	22.5%	9
Pass rate growth for specific classes (High School)	7.5%	3
Percent of students meeting Middle School Minimum Standards (year to year)	30.0%	12

3. Under SB 1108 – Labor & Entitlements: At least 50% of teacher and administrator evaluations based on growth in student achievement. What do you think is a fair growth measure to use for this? Select one or more.

Other (please specify) 17

5. We also discussed our School Improvement Plan during the State Tour. Considering this plan and your experience with IDVA, what kinds of Professional Development do you think would be beneficial for our school as a whole?

answered question 43
skipped question 4

	Response Percent	Response Count
Data analysis	25.6%	11
Common Core Standards	72.1%	31
Relationship building	37.2%	16
Illuminate instruction methods	53.5%	23

Other (please specify) 8

6. What was the best thing about your 2010/11 school year with IDVA?

answered question 40
skipped question 7

Response
Count

40

7. What was the most difficult thing about your 2010/11 school year with IDVA?

answered question 39
skipped question 8

Response
Count

39

8. If you could change one thing about your job, what would it be?

answered question 38
skipped question 9

Response
Count

38

9. If you have other feedback, please, comment here.

answered question 16
skipped question 31

Response
Count

16

K-5 Parent / Learning Coach Survey 2010-2011

1. My homeroom teacher is:

answered question

119

skipped question

8

Please choose from the drop down menu

De	Jo	Pa	A	Sa	Jen	An	Kri	Jen	Ru	Bra	Heat	Ki	Ke	Marga	e	We	Kell	Karli	Mel	Erin	Resp
an	ige	my	ra	nife	ne	sta	nie	th	ndi	her	mb	lly	ret	An	ndy	ie	Tho	anie	Edw	onse	
Bai	S	Br	Kl	r	Far	Big	Gib	Le	May	McK	Nel	us	myhor	S	Stoo	Stro	mpso	Vau	gha	ards	Cou
llie	th	n	e	ris	rell	w	son	ib	nard	enna	son	h	n	mi	dley	ozas	n	gha	n	nt	
My	12.	7.6	3.4	5.0	2.5	6.7	6.7	12.	5.0	0.0	4.2%	4.2	3.4	1.7	9.2%	0.0	5.0				
home	2.5	7.6	3.4	5.0	2.5	6.7	6.7	12.	5.0	0.0	4.2%	4.2	3.4	1.7	9.2%	0.0	5.0				
room	6%	7.6	3.4	5.0	2.5	6.7	6.7	12.	5.0	0.0	4.2%	4.2	3.4	1.7	9.2%	0.0	5.0				
teach	(3)	(15)	(9)	(4)	(6)	(3)	(8)	(8)	(6)	(0)	(5)	(5)	(4)	(2)	(11)	(0)	(6)				
er:																				119	

2. This is our family's ____ year at IDVA.

answered question

126

skipped question

1

Res Res

1. My homeroom teacher is:

	Percent	Count
1st	40.5%	51
2nd	21.4%	27
3rd	12.7%	16
4th	8.7%	11
5th	4.8%	6
6th	4.8%	6
7th	7.1%	9

3. Overall, I am _____ with my IDVA teacher.

	answered question	skipped question	Response Percent	Response Count
Highly Satisfied			74.6%	94
Satisfied			18.3%	23
Neutral			5.6%	7
Dissatisfied			1.6%	2
Highly Dissatisfied			0.0%	0

4. My teacher is usually available when I need him/her.

	answered question	skipped question	Response Percent	Response Count
Yes			98.4%	123
No			1.6%	2

5. My teacher has worked to develop a good relationship with me.

	answered question	skipped question	Response Percent	Response Count
Yes			98.4%	123
No			2.4%	3

6. My teacher has worked to develop a good relationship with my child(ren).

	answered question	skipped question	Response Percent	Response Count
Yes			98.4%	123
No			2.4%	3

7. Typically, my teacher responds within _____ to my phone calls or emails sent during regular business hours. (Choose the one that is most true.)

	answered question	125	
	skipped question	2	
		Response	Response
		Percent	Count
< 2 hours		35.2%	44
2-4 hours		32.8%	41
4-6 hours		12.8%	16
6-8 hours		2.4%	3
24 hours more than 24 hours		13.6%	17
		5.6%	7

8. My teacher provides accurate answers to my specific questions.

	answered question	125	
	skipped question	2	
		Response	Response
		Percent	Count
Yes		98.4%	123
No		2.4%	3

9. My teacher keeps me apprised of my student's(s') academic progress (ie: communicates with me about OLS progress, State Test scores, Scantron scores, work samples, etc.)

	answered question	125	
	skipped question	2	
		Response	Response
		Percent	Count
Yes		94.4%	118
No		5.6%	7

10. The feedback my teacher gives on work samples is given in a timely manner.

	answered question	126	
	skipped question	1	
		Response	Response
		Percent	Count
Yes		77.8%	98
No		3.2%	4
We have not submitted work samples yet.		19.0%	24

11. My teachers works with me an offers additional academic support and/or opportunities for my student based on test scores, interaction with my child, and input from me?

	answered question	124
	skipped question	3

11. My teachers works with me an offers additional academic support and/or opportunities for my student based on test scores, interaction with my child, and input from me?

	Response Percent	Response Count
Yes	91.1%	113
No	8.9%	11

12. My teacher exhibits a wide range of knowledge about the curriculum.
answered question 124
skipped question 3

	Response Percent	Response Count
Yes	96.0%	119
No	5.6%	7

13. My teacher exhibits a wide range of knowledge about teaching.
answered question 123
skipped question 4

	Response Percent	Response Count
Yes	98.4%	121
No	2.4%	3

14. My teacher considers any academic, social or developmental issues my child(ren) may have when discussing progress with me.
answered question 122
skipped question 5

	Response Percent	Response Count
Yes	97.5%	119
No	3.3%	4

15. My teacher keeps me informed through weekly newsletters and other forms of communication.
answered question 125
skipped question 2

	Response Percent	Response Count
Yes	98.4%	123
No	1.6%	2

16. My teacher helps me prioritize when I am feeling overwhelmed.
answered question 126
skipped question 1

	Response Percent	Response Count
Yes	61.1%	77
No	2.4%	3
NA	39.7%	50

17. My teacher processes changes in placement and promotions in a timely manner and communicates with me about these changes.
answered question 126
skipped question 1

	Response Percent	Response Count
Yes	74.6%	94
No	4.0%	5
NA	21.4%	27

18. Tell us a little bit about conferences with your teacher.

answered question 126
skipped question 1

My teacher's primary method for conferencing with us is via

phone	Elluminate	phone and Elluminate	face to face	Response Count
Conferences: 23.2% (29)	13.6% (17)	54.4% (68)	8.8% (11)	125

These conferences scheduled

more than once a month	less than once a month	Upon Request	Standard conference times: 3 times per year	Response Count
Conferences: 11.4% (14)	8.1% (10)	19.5% (24)	61.0% (75)	123

What do your teacher and student talk about and/or do during conferences? What do your teacher and you talk about and/or do during conferences? Are conferences productive and helpful to you as a parent/Learning Coach? Any other feedback about conferences?

19. Any additional comments or feedback about your teacher?

answered question 58
skipped question 69

Response Count

58

20. Do you have a student who participated in the Gem Ascent/Tier 2/ERI Tutoring Program this year?

answered question 126
skipped question 1

	Response Percent	Response Count
Yes	18.3%	23
No	81.7%	103

21. My Gem Ascent/Tier 2 Teacher is/was:

answered question 20
skipped question 107

Please choose from the drop down menu

	Joa Baillie	Paig Barber	Jennifer Dorris	Carrie Freeman	Jennie Gibson	Samie Hartney	Ruth Leib	Heather McKenna	Kimberly Nelson	Kelly Roush	Margaret Skimmhorn	Dee Ann Smith	Wendy Stoodley	Kellie Stroozas	Response Count
My Gem Ascent/Tier 2 Teacher is/was:	15.0% (3)	5.0% (1)	25.0% (5)	0.0% (0)	10.0% (2)	0.0% (0)	0.0% (0)	5.0% (1)	0.0% (0)	5.0% (1)	10.0% (2)	5.0% (1)	5.0% (1)	15.0% (3)	20

22. Overall we are _____ with the Gem Ascent/Tier 2 Tutoring Program.

answered question 20
skipped question 107

Response Count

21. My Gem Ascent/Tier 2 Teacher is/was:

	Percent	Count
Highly Satisfied	80.0%	16
Satisfied	10.0%	2
Neutral	5.0%	1
Dissatisfied	5.0%	1
Highly Dissatisfied	0.0%	0

23. The level, material, and pace of the class were:
answered question
skipped question

	Response Percent	Response Count
Just Right	90.0%	18
Too Hard	0.0%	0
Too Easy	10.0%	2

24. My student enjoyed attending classes.
answered question
skipped question

	Response Percent	Response Count
Strongly agree	57.1%	12
Agree	33.3%	7
Neutral	4.8%	1
Disagree	4.8%	1
Strongly disagree	0.0%	0

25. By participating in this class my student will be more successful in their daily work and state testing.
answered question
skipped question

	Response Percent	Response Count
Strongly agree	40.0%	8
Agree	55.0%	11
Neutral	0.0%	0
Disagree	5.0%	1
Strongly Disagree	0.0%	0

26. The number of Gem Ascent classes per week contributed to my student's increase in learning.
answered question
skipped question

	Response Percent	Response Count
answered question		19
skipped question		108

25. By participating in this class my student will be more successful in their daily work and state testing.

	Percent	Count
Disagree - need more classes per week	0.0%	0
Disagree - need fewer classes per week	5.3%	1
Agree - the number of classes per week is good	94.7%	18

27. Do you have any additional feedback about your Gem Ascent/Tier 2 teacher or the tutoring program as a whole?

answered question	12	
skipped question	115	
		Response Count
	12	

28. Did you work with more than one Gem Ascent/Tier 2 Teacher this year?

answered question	22	
skipped question	105	
		Response Percent
Yes	27.3%	6
No	72.7%	16

29. My Gem Ascent/Tier 2 Teacher is/was:

answered question	5
skipped question	122

Please choose from the drop down menu

	Joa n Baill ie	Paig e Barb er	Jenni fer Dorri s	Carrie Freem an	Jenni Gibs on	Samie Hartn ey	Rut Lei b	Heathe McKe nna	Kimber Nelso n	Kelly Rou sh	Margaret Skimmyh orn	Dee Ann Smi th	Wendy Stoodl ey	Kellie Stroo zas	Respo nse Count
My Gem Ascent/Tier 2 Teacher is/was:	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	40.0% (2)	0.0% (0)	0.0% (0)	20.0% (1)	40.0% (2)	0.0% (0)	5	

30. Overall we are _____ with the Gem Ascent/Tier 2 Tutoring Program.

29. My Gem Ascent/Tier 2 Teacher is/was:
 answered question
 skipped question

Highly Satisfied
 Satisfied
 Neutral
 Dissatisfied
 Highly Dissatisfied

answered question	skipped question
5	122
Response Percent	Response Count
60.0%	3
40.0%	2
0.0%	0
0.0%	0
0.0%	0

31. The level, material, and pace of the class were:
 answered question
 skipped question

Just Right
 Too Hard
 Too Easy

answered question	skipped question
5	122
Response Percent	Response Count
80.0%	4
0.0%	0
20.0%	1

32. My student enjoyed attending classes.
 answered question
 skipped question

Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree

answered question	skipped question
5	122
Response Percent	Response Count
40.0%	2
60.0%	3
0.0%	0
0.0%	0
0.0%	0

33. My student learned new skills in this class.
 answered question
 skipped question

Strongly agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

answered question	skipped question
5	122
Response Percent	Response Count
40.0%	2
60.0%	3
0.0%	0
0.0%	0
0.0%	0

34. The number of Gem Ascent classes per week contributed to my student's increase in learning.

answered question
skipped question

5

122

Response
Percent Response
 Count

Disagree
- need
more
classes
per
week

0.0% 0

Disagree
- need
fewer
classes
per
week

0.0% 0

Agree -
the
number
of
classes
per
week is
good

100.0% 5

35. Do you have any additional feedback about your Gem Ascent/Tier 2 teacher or the tutoring program as a whole?

answered question
skipped question

2

125

Response
Count

2

36. If you would like an IDVA Administrator to contact you directly please list your name, email, phone number, and a short summary of your concerns below, and someone will contact you as soon as possible.

answered question
skipped question

6

121

Response
Count

6

Middle School Parent Survey 2010-2011

1. My student enrolled
answered question
skipped question

72
0
ResponseResponse
Percent Count

Less than
one school
year.
Mid-Year
Enrollment
season

69.4% 50

30.6% 22

2. My student's Homeroom teacher is _____.
answered question
skipped question

72
0
ResponseResponse
Percent Count

Shar
Wikoff
Amber
Hatrock
Carrie
Stuart
Melanie
Vaughn
Lisa Frost
Darcy
Williams
Andrea
Wells
Jennifer
Zollinger
Becky

12.5% 9

5.6% 4

9.7% 7

5.6% 4

1.4% 1

1.4% 1

4.2% 3

9.7% 7

5.6% 4

1. My student enrolled

Mitchell		
Carrie		
Chizum	11.1%	8
Casey		
Byington	4.2%	3
Mary		
Ramsey	15.3%	11
Esther		
Scott	6.9%	5
Jenny		
Whelan	4.2%	3
Susan		
Welker	2.8%	2

3. My child's homeroom teacher is usually available when I need him/her.

answered question	72
skipped question	0
Response	Response
Percent	Count

Strongly agree	61.1%	44
Agree	38.9%	28
Disagree	0.0%	0
Strongly Disagree	0.0%	0

4. When I email my homeroom teacher, I usually get a response within _____ hours (holidays and weekends exempted).

answered question	71
skipped question	1
Response	Response
Percent	Count

2-4	45.1%	32
4-6	32.4%	23
6-8	5.6%	4
8-12	11.3%	8
over 24 hours	5.6%	4

5. My homeroom teacher worked to make a positive relationship with my student and me.

answered question	72
skipped question	0
Response	Response
Percent	Count

Strongly agree	56.9%	41
Agree	37.5%	27
Disagree	4.2%	3
Strongly Disagree	1.4%	1

6. Overall, I am _____ with my IDVA homeroom teacher.

answered question	72
skipped question	0
Response	Response

5. My homeroom teacher worked to make a positive relationship with my student and me.

	Percent	Count
highly satisfied	59.7%	43
satisfied	34.7%	25
neutral	4.2%	3
dissatisfied	1.4%	1
highly dissatisfied	0.0%	0

7. If I had some advice for this teacher, it would be

answered question	25
skipped question	47
Response Count	25

8. If I had a compliment for this teacher, it would be

answered question	39
skipped question	33
Response Count	39

9. My student's math teacher is _____.

	answered question	skipped question	Response Percent	Response Count
Carrie Chizum	69	3	20.3%	14
Mary Ramsey			21.7%	15
Carrie Stuart			18.8%	13
Shar Wikoff			20.3%	14
Esther Scott			11.6%	8
My Special Education Teacher			2.9%	2
Dual Enrolled for Math, no IDVA teacher			1.4%	1
VHS Teacher			2.9%	2

10. The teacher gives feedback on assignments in a timely manner.

answered question	68
skipped question	4
Response Percent	Response Count

9. My student's math teacher is _____.

Strongly agree	47.1%	32
Agree	50.0%	34
Disagree	0.0%	0
Strongly Disagree	2.9%	2

11. My teacher exhibits a wide range of knowledge about the curriculum that he/she is teaching.

answered question **68**
skipped question **4**

	Response Percent	Response Count
Strongly agree	60.3%	41
Agree	38.2%	26
Disagree	1.5%	1
Strongly Disagree	0.0%	0

12. My teacher has worked to develop a good relationship with my student.

answered question **67**
skipped question **5**

	Response Percent	Response Count
Strongly agree	49.3%	33
Agree	43.3%	29
Disagree	6.0%	4
Strongly Disagree	1.5%	1

13. My teacher is usually available when I need him/her.

answered question **67**
skipped question **5**

	Response Percent	Response Count
Strongly agree	47.8%	32
Agree	47.8%	32
Disagree	3.0%	2
Strongly Disagree	1.5%	1

14. My teacher was engaging during class and encouraged student participation.

answered question **68**
skipped question **4**

	Response Percent	Response Count
Strongly agree	66.2%	45
Agree	30.9%	21
Disagree	1.5%	1
Strongly Disagree	1.5%	1

15. My teacher worked to create a safe and enjoyable online teaching environment for learning.

15. My teacher worked to create a safe and enjoyable online teaching environment for learning.

answered question 68
skipped question 4

Strongly agree
Agree
Disagree
Strongly Disagree

	Response Percent	Response Count
Strongly agree	57.4%	39
Agree	41.2%	28
Disagree	1.5%	1
Strongly Disagree	0.0%	0

16. If I had a compliment for this teacher, it would be _____.

answered question 36
skipped question 36

Response Count

36

17. If I had some advice for this teacher, it would be _____.

answered question 23
skipped question 49

Response Count

23

18. Overall, I am _____ with my student's math teacher.

answered question 68
skipped question 4

highly satisfied
satisfied
neutral
dissatisfied
highly dissatisfied

	Response Percent	Response Count
highly satisfied	61.8%	42
satisfied	30.9%	21
neutral	5.9%	4
dissatisfied	1.5%	1
highly dissatisfied	0.0%	0

19. My child's language usage teacher is _____.

answered question 68
skipped question 4

Amber
Hatrock
Jennifer
Zollinger
Andrea
Wells
Darcy
Williams
Lisa Frost

	Response Percent	Response Count
Amber	19.1%	13
Hatrock	13.2%	9
Jennifer	16.2%	11
Zollinger	1.5%	1
Andrea	10.3%	7
Wells		
Darcy		
Williams		
Lisa Frost		

19. My child's language usage teacher is _____.

Jenny Whelan	22.1%	15
Susan Welker	16.2%	11
Melanie Vaughan	1.5%	1
My Special Education teacher	0.0%	0
None-I'm dual enrolled VHS Teacher	0.0%	0

20. My teacher gives feedback on assignments in a timely manner.

	answered question	68
	skipped question	4
	Response Percent	Response Count
Strongly agree	51.5%	35
Agree	36.8%	25
Disagree	8.8%	6
Strongly Disagree	2.9%	2

21. My teacher exhibits a wide range of knowledge about the curriculum he/she is teaching.

	answered question	67
	skipped question	5
	Response Percent	Response Count
Strongly agree	53.7%	36
Agree	46.3%	31
Disagree	0.0%	0
Strongly Disagree	0.0%	0

22. My teacher has worked to develop a good relationship with my student.

	answered question	68
	skipped question	4
	Response Percent	Response Count
Strongly agree	60.3%	41
Agree	30.9%	21
Disagree	7.4%	5
Strongly Disagree	1.5%	1

23. My teacher is usually available when I need him/her.

	answered question	67
	skipped question	5

23. My teacher is usually available when I need him/her.

	Response Percent	Response Count
Strongly agree	44.8%	30
Agree	49.3%	33
Disagree	4.5%	3
Strongly Disagree	1.5%	1

24. My teacher was engaging during class, and encouraged student participation.

answered question **66**
skipped question **6**

	Response Percent	Response Count
Strongly agree	66.7%	44
Agree	28.8%	19
Disagree	4.5%	3
Strongly Disagree	0.0%	0

25. My teacher worked to create a safe and enjoyable online teaching environment for learning.

answered question **67**
skipped question **5**

	Response Percent	Response Count
Strongly agree	62.7%	42
Agree	32.8%	22
Disagree	4.5%	3
Strongly Disagree	0.0%	0

26. If I had a compliment for this teacher, it would be _____.

answered question **36**
skipped question **36**

Response
Count

36

27. If I had some advice for this teacher, it would be _____.

answered question **26**
skipped question **46**

Response
Count

26

28. Overall, I am _____ with my student's language usage teacher.

answered question **67**
skipped question **5**

	Response Percent	Response Count
highly	61.2%	41

27. If I had some advice for this teacher, it would be _____.

satisfied	23.9%	16
satisfied	10.4%	7
neutral	4.5%	3
dissatisfied	0.0%	0
highly dissatisfied		

29. My student attends class _____.

answered question	67
skipped question	5
Response Percent	Response Count

multiple times per week	83.6%	56
about once a week	10.4%	7
every once in awhile	3.0%	2
never	0.0%	0
never---my child has an honor card	3.0%	2
never---my child is Dual Enrolled for live class courses.	0.0%	0
never---my child has courses not offered for live class.	0.0%	0

30. Rate the effectiveness of the following initiatives taken this year in IDVA middle school:

	answered question					68
	skipped question					4
	Highly Effective	Effective	Neutral	Not effective at all	No opinion/No experience with this	Response Count
Intro to Online Learnings Course and Sessions	22.4% (15)	41.8% (28)	19.4% (13)	10.4% (7)	6.0% (4)	67
Elluminate Classes	44.1% (30)	44.1% (30)	8.8% (6)	1.5% (1)	1.5% (1)	68
Monthly assignments on Study Island	30.9% (21)	47.1% (32)	11.8% (8)	8.8% (6)	1.5% (1)	68
Accessability to recorded sessions	48.5% (33)	45.6% (31)	4.4% (3)	0.0% (0)	1.5% (1)	68
Assemblies/Special Events	13.2% (9)	30.9% (21)	33.8% (23)	4.4% (3)	17.6% (12)	68
ISAT Preparation Sessions	40.3% (27)	41.8% (28)	11.9% (8)	4.5% (3)	1.5% (1)	67
Communication--weekly newsletters	38.2% (26)	52.9% (36)	8.8% (6)	0.0% (0)	0.0% (0)	68
Communication--Kmail	45.6% (31)	38.2% (26)	11.8% (8)	4.4% (3)	0.0% (0)	68
8th grade transition to High School	14.9% (10)	16.4% (11)	11.9% (8)	0.0% (0)	56.7% (38)	67

29. My student attends class _____.

Test Scheduling	45.5% (30)	48.5% (32)	3.0% (2)	0.0% (0)	3.0% (2)	66
Student Led Conferences	16.9% (11)	15.4% (10)	20.0% (13)	3.1% (2)	44.6% (29)	65
Clubs	7.6% (5)	19.7% (13)	13.6% (9)	0.0% (0)	59.1% (39)	66
Outings	17.9% (12)	25.4% (17)	28.4% (19)	3.0% (2)	25.4% (17)	67

31. Overall, my student enjoys attending classes.

answered question **68**
skipped question **4**

	Response Percent	Response Count
Yes	88.2%	60
No	10.3%	7
No experience with this/no opinion	1.5%	1

32. The classes have increased my student's confidence with and understanding of difficult curriculum.

answered question **67**
skipped question **5**

	Response Percent	Response Count
Strongly agree	32.8%	22
Agree	59.7%	40
Disagree	4.5%	3
Strongly Disagree	3.0%	2

33. The length of assignments is appropriate for a middle school student.

answered question **68**
skipped question **4**

	Response Percent	Response Count
Strongly agree	33.8%	23
Agree	52.9%	36
Disagree	10.3%	7
Strongly Disagree	2.9%	2

34. Both my student and I appreciate the feedback given by the teachers on monthly assignments.

answered question **67**
skipped question **5**

	Response Percent	Response Count
Strongly agree	41.8%	28
Agree	52.2%	35
Disagree	6.0%	4
Strongly disagree	0.0%	0

35. My child benefits from having another adult to be accountable to.

35. My child benefits from having another adult to be accountable to.

answered question 66
skipped question 6

Strongly Agree
Agree
Disagree
Strongly Disagree

Response
Percent Response
Count

57.6% 38
34.8% 23
6.1% 4
1.5% 1

36. Overall, I am _____ with my experience this year at IDVA middle school.

answered question 68
skipped question 4

highly satisfied
satisfied
neutral
unsatisfied
highly unsatisfied

Response
Percent Response
Count

57.4% 39
35.3% 24
2.9% 2
4.4% 3
0.0% 0

37. Please feel free to use this space to give us feedback about anything that you feel we have left out of this survey.

answered question 25
skipped question 47

Response
Count

25

38. If you would like to be contacted by IDVA K-8 principal, Kari Granier(kgranier@k12.com), please put your name and phone number in the text box.

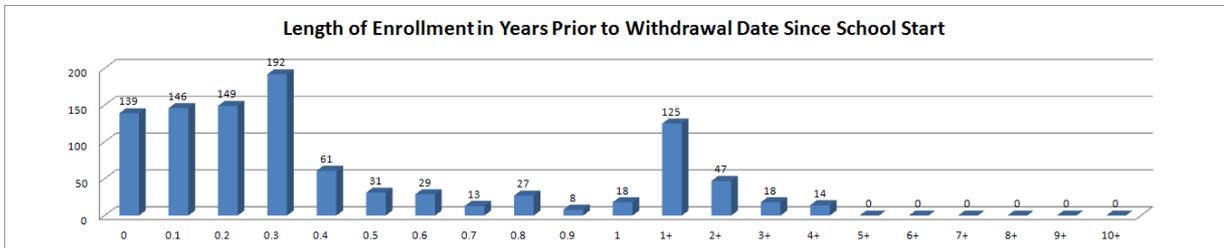
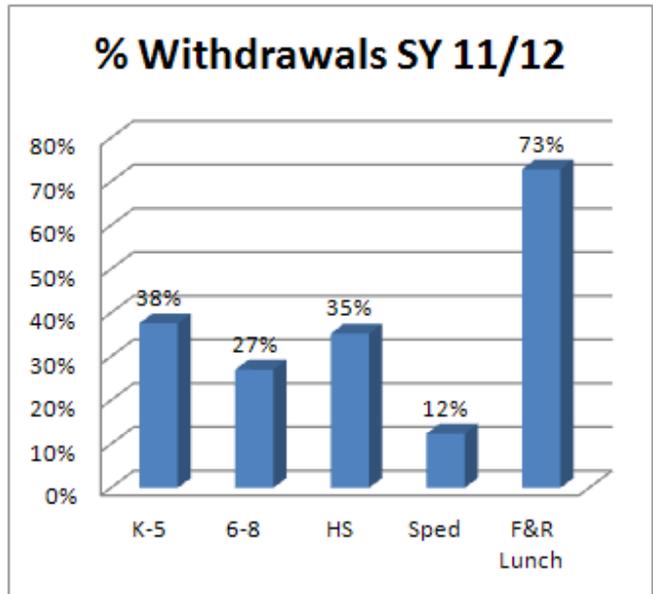
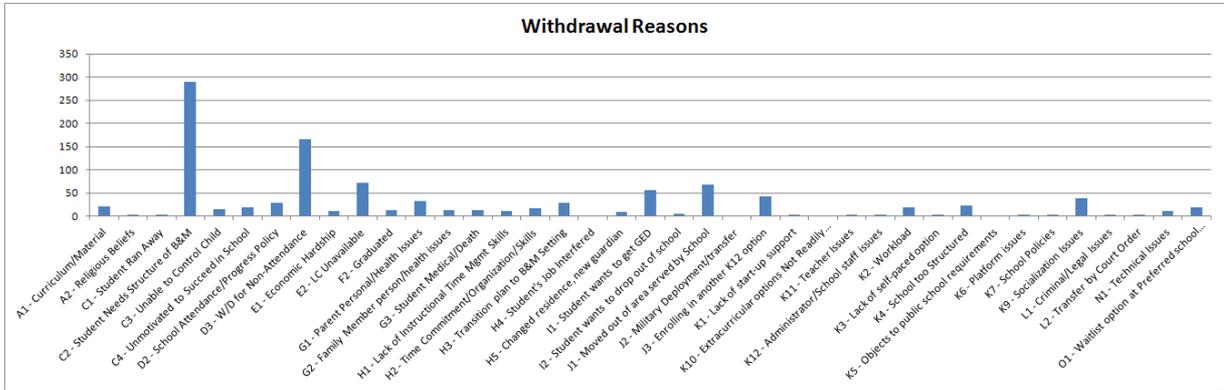
answered question 6
skipped question 66

Response
Count

6

(NOTE: Open ended responses were collected and are available upon request, as well. Please email Kelly Edginton at kedginton@k12.com or call 208-407-8534 if you would like to view those responses.)

Exit Interview Data for SY 2011/12



ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes
REVENUE					
Salary Apportionment	\$7,374,378.00	\$6,199,484.00	\$6,860,160.00	84.07%	
Benefit Apportionment	\$433,574.00	\$506,123.00	\$506,123.00	116.73%	
Entitlement	\$3,006,703.00	\$2,576,577.00	\$2,806,518.00	85.69%	Include note detailing enrollment on which proposed budget is based, as well as actual enrollment
State Transportation	\$1,437,705.00	\$893,602.00	\$998,299.00	62.15%	
Lottery				#DIV/0!	
Other State Funds (Specify)		\$104,196.00	\$104,196.00	#DIV/0!	technology, reading initiative, remediation
Special Ed - Regular	\$450,000.00	\$384,210.00	\$450,000.00	85.38%	
Special Ed - ARRA				#DIV/0!	
Title I	\$575,000.00	\$572,539.00	\$640,000.00	99.57%	
Federal Title I Funds : ARRA				#DIV/0!	
Medicaid Reimbursement				#DIV/0!	
Title IIA	\$100,000.00	\$83,478.00	\$85,000.00	83.48%	
Local Revenue (Specify)				#DIV/0!	
Federal Startup Grant				#DIV/0!	
Other Grants (Specify)				#DIV/0!	
Fundraising				#DIV/0!	
Interest Earned	\$11,000.00	\$3,379.00	\$5,000.00	30.72%	
Other (Specify)	\$400,000.00	\$261,387.00	\$280,000.00	65.35%	Ed Jobs Funds
Other (Specify)				#DIV/0!	
TOTAL REVENUE	\$13,788,360.00	\$11,584,975.00	\$12,735,296.00	84.02%	
EXPENDITURES					
100 Salaries					
Teachers	\$2,682,373.00	\$2,452,347.00	\$2,675,000.00	91.42%	
Special Education	\$328,244.00	\$258,528.00	\$328,244.00	78.76%	
Instructional Aides				#DIV/0!	
Classified/Office	\$60,000.00	\$46,541.00	\$52,000.00	77.57%	
Administration	\$250,000.00	\$226,353.00	\$250,000.00	90.54%	
Maintenance				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Total Salaries	\$3,320,617.00	\$2,983,769.00	\$3,305,244.00	89.86%	
200 Employee Benefits					
PERSI/FICA/Benefits	\$842,578.00	\$749,934.00	\$820,000.00	89.00%	
Other (Specify)				#DIV/0!	
Total Benefits	\$842,578.00	\$749,934.00	\$820,000.00	89.00%	
300 Purchased Services					
Management Services	\$1,069,604.00	\$1,787,756.00	\$1,000,000.00	167.14%	
Staff Dev/Title IIA	\$82,000.00	\$83,478.00	\$85,000.00	101.80%	
Legal Pub/Advertising	\$15,000.00	\$18,934.00	\$20,000.00	126.23%	
Legal Services	\$20,000.00	\$49,893.00	\$55,000.00	249.47%	
Special Education	\$20,000.00	\$23,079.00	\$25,000.00	115.40%	
Liability & Property Ins	\$45,000.00	\$40,734.00	\$45,000.00	90.52%	
Substitute Teachers	\$0.00	\$0.00	\$0.00	#DIV/0!	
Board Expenses	\$5,000.00	\$3,983.00	\$4,500.00	79.66%	
Computer Services	\$972,815.00	\$834,286.00	\$900,000.00	85.76%	
Transportation	\$1,151,767.00	\$1,251,024.00	\$1,300,000.00	108.62%	Includes computer and ISP costs for students
Travel	\$40,000.00	\$46,501.00	\$48,000.00	116.25%	
Other (Specify)	\$114,000.00	\$76,564.00	\$90,000.00	67.16%	Tutors
Other (Specify)				#DIV/0!	
Total Services	\$3,535,186.00	\$4,216,232.00	\$3,572,500.00	119.26%	
Facilities					
Building Lease	\$181,200.00	\$182,677.00	\$200,000.00	27.53%	
Land Lease				#DIV/0!	
Modular Lease				#DIV/0!	
Utilities, Phones, Lndscp	\$55,000.00	\$49,942.00	\$55,000.00	0.00%	

July 24, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

Site Preparation				#DIV/0!
Other (Specify)				#DIV/0!
Other (Specify)				#DIV/0!
Total Facilities	\$236,200.00	\$232,619.00	\$255,000.00	98.48%
400 Supplies and Maintenance				
Textbooks	\$3,481,095.00	\$4,655,886.00	\$2,900,000.00	133.75%
School Supplies	\$2,372,684.00	\$3,552,127.00	\$1,882,552.00	149.71%
Power School				#DIV/0!
Custodial Supplies				#DIV/0!
Other (Specify)				#DIV/0!
Other (Specify)				#DIV/0!
Total Supplies	\$5,853,779.00	\$8,208,013.00	\$4,782,552.00	140.22%
500 Capital Objects				
Furniture				#DIV/0!
Technical AV Equipment				#DIV/0!
Other (Specify)				#DIV/0!
Other (Specify)				#DIV/0!
Other (Specify)				#DIV/0!
Other (Specify)				#DIV/0!
Total Capital Objects	\$0.00	\$0.00	\$0.00	#DIV/0!
Debt Service				
Specify				#DIV/0!
Specify				#DIV/0!
Specify				#DIV/0!
Total Debt Service	\$0.00	\$0.00	\$0.00	#DIV/0!
Grant Purchases				
Specify				#DIV/0!
Total Grant Purchases	\$0.00	\$0.00	\$0.00	#DIV/0!
Reserve Fund				#DIV/0!
Building Fund				#DIV/0!
Total Expenses	\$13,788,360.00	\$16,390,567.00	\$12,735,296.00	118.87%
Carryover from Previous FY	\$0.00	\$0.00	\$0.00	#DIV/0!
Reserve/(Deficit)	\$0.00	(\$4,805,592.00)	\$0.00	#DIV/0!

July 24, 2012

ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed Budget	Notes
REVENUE		
Local Revenue	\$15,000.00	
State Revenue		
Entitlement	\$2,750,000.00	
Wages		
Administration		
Teachers	\$7,250,000.00	
Classified		
Medicaid		
Benefit	\$500,000.00	
Transportation	\$1,000,000.00	
Federal Revenue		
Title I	\$600,000.00	
Special Ed	\$500,000.00	
Title II	\$100,000.00	
Startup Grant		
Other Sources (Specify)		
Other Sources (Specify)		
Other Sources (Specify)		
Total Revenue before holdback	\$12,715,000.00	
PROPOSED HOLDBACK		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.
Teacher Salaries		
Classified Salaries		
Admin Salaries		
Benefits		
Entitlement		
Transportation		
Total Holdback	\$0.00	
Total Revenue after holdback	\$12,715,000.00	
EXPENDITURES		
100 Salaries		
Teachers	\$2,800,000.00	
Admin	\$250,000.00	
Classified	\$50,000.00	
Special education	\$350,000.00	
Other (Specify)		
Other (Specify)		
Total Salaries	\$3,450,000.00	
200 Benefits		
Benefit Dollars		
PERSI/Payroll taxes	\$875,000.00	
Other (Specify)		
Total Benefits	\$875,000.00	
300 Purchased Services		
Transportation	\$180,000.00	
Special Education	\$250,000.00	
Proctor costs	\$15,000.00	
Legal	\$25,000.00	
Insurance	\$45,000.00	
Copier Lease	\$10,000.00	
Printer Lease	\$10,000.00	
Facility Lease	\$190,000.00	
Utilities	\$210,000.00	
Professional Development	\$50,000.00	
Technology	\$1,000,000.00	
Management Services	\$3,235,500.00	

July 24, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Legal Publications/Advertising	\$40,000.00		
Substitute Teachers			
Board Expenses	\$5,000.00		
Other (Specify)	\$25,000.00	Tuition assistance	
Other (Specify)			
Total Purchased Services	\$5,290,500.00		
Supplies & Materials			
Teacher/Classroom	\$70,000.00		
Office	\$17,500.00		
Janitorial	\$12,000.00		
Textbooks	\$3,000,000.00		
Other (Specify)			
Other (Specify)			
Total Supplies & Materials	\$3,099,500.00		
Grant Expenditures			
Specify			
Specify			
Specify			
Total Grant Expenditures	\$0.00		
Capital Outlay			
Total Capital Outlay	\$0.00		
Debt Retirement			
Total Debt Retirement	\$0.00		
Insurance & Judgements			
Total Insurance & Judgements	\$0.00		
Transfers			
Total Transfers	\$0.00		
Contingency Reserve	\$0.00		
Building Fund	\$0.00		
Total Expenditures	\$12,715,000.00		
Carryover from Previous FY	\$0.00	Reflects projected reserve/(deficit) from "current year" worksheet	
Reserve/(Deficit)	\$0.00		

July 24, 2012

Idaho Virtual Academy
June 19, 2012 Board Meeting
General Fund YTD Financial Report

The Financial Reports for May 2012 are presented for board approval.
The cash flow forecast is good at this time

Allen L Wenger, K12 Inc. Business Manager for Idaho Virtual Academy.

July 24, 2012

Fund 100-12

Idaho Virtual Academy

Budget Report

For Period Ending May 31, 2012

		Annual Budget	Current Activity	YTD Activity	Variance	% YTD
Revenues						
100-415100-000-12	Interest Earned	\$11,000.00	\$57.10	\$3,378.54	\$7,621.46	30.71%
100-424000-000-12	Gifted & Talented	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100-431100-000-12	State Support	\$12,372,360.00	\$891,496.00	\$10,356,296.00	\$2,016,064.00	83.71%
100-431115-000-12	IRI Testing	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100-443000-000-12	Teacher Supplies / Remediation / Text Books	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100-445900-000-12	Ed Jobs	\$400,000.00	\$24,022.20	\$261,387.24	\$138,612.76	65.35%
100-499000-000-12	Misc. Income - Prior Year	\$0.00	(\$78,389.13)	(\$78,389.13)	\$78,389.13	0.00%
100-419900-000-12	Miscellaneous Income	\$0.00	(\$9,201.28)	\$2,075.39	(\$2,075.39)	0.00%
	Total Revenues	\$12,783,360.00	\$827,984.89	\$10,544,748.04	\$2,238,611.96	82.49%
Expenses						
100-512100-105-12	Elementary Certified Salaries	\$699,253.00	\$58,837.70	\$529,206.76	(\$170,046.24)	75.68%
100-512100-107-12	Middle School Certified Salaries	\$349,724.00	\$28,167.13	\$301,485.85	(\$48,238.15)	86.21%
100-512100-260-12	Elementary Certified Salaries - <u>Ed Jobs</u>	\$200,000.00	\$0.00	\$113,941.57	(\$86,058.43)	56.97%
100-512210-120-12	Elementary Benefits	\$171,758.00	\$6,485.76	\$86,898.84	(\$84,859.16)	50.59%
100-512210-127-12	Middle School Benefits	\$105,660.00	\$6,923.23	\$47,710.24	(\$57,949.76)	45.15%
100-512312-130-12	Remediation	\$0.00	\$0.00	\$30,628.00	\$30,628.00	0.00%
100-512350-135-12	Telephone	\$40,248.00	\$3,585.10	\$32,538.88	(\$7,709.12)	80.85%
100-512355-180-12	Elementary Teacher Internet Service Provider	\$26,138.00	\$2,151.10	\$23,339.07	(\$2,798.93)	89.29%
100-512356-250-12	Elementary ISP students - Reimburseable Transportation	\$150,000.00	\$14,525.00	\$147,775.00	(\$2,225.00)	98.52%
100-512380-130-12	Mileage for Face-to-Face Student Contact - Reim Transport	\$0.00	\$0.00	\$0.00	\$0.00	0.00%

July 24, 2012

Fund 100-12

100-512381-130-12	Elementary Teacher Development Travel	\$0.00	\$33.00	\$580.12	\$580.12	0.00%
100-512391-210-12	Elementary Student K12 OLS Fees	\$2,941,891.00	\$235,723.50	\$2,894,706.49	(\$47,184.51)	98.40%
100-512391-211-12	K12 Supplies & Materials for Students - Credits	(\$2,474,318.00)	\$0.00	\$0.00	\$2,474,318.00	0.00%
100-512392-142-12	Elementary Teacher K12 OLS Fees	\$160,235.00	\$0.00	\$111,945.00	(\$48,290.00)	69.86%
100-512400-218-12	K12 Supplies & Materials for Students	\$2,372,684.00	\$80,210.50	\$2,041,746.50	(\$330,937.50)	86.05%
100-512410-155-12	Elementary Teacher Office Supplies	\$3,000.00	\$314.78	\$7,391.83	\$4,391.83	246.39%
100-512410-157-12	Middle School Teacher Office Supplies	\$2,000.00	\$74.00	\$498.52	(\$1,501.48)	24.93%
100-515100-105-12	Secondary Certified Salaries	\$491,000.00	\$33,071.22	\$463,427.33	(\$27,572.67)	94.38%
100-515100-260-12	Secondary Certified Salaries - <u>Ed Jobs</u>	\$100,000.00	\$24,022.20	\$98,474.05	(\$1,525.95)	98.47%
100-515210-120-12	Secondary Teacher Benefits	\$205,600.00	\$14,502.21	\$216,930.65	\$11,330.65	105.51%
100-515350-135-12	Secondary Telephone	\$20,000.00	\$1,829.43	\$16,419.59	(\$3,580.41)	82.10%
100-515355-180-12	ISP for Secondary Teachers	\$15,000.00	\$1,354.94	\$11,833.77	(\$3,166.23)	78.89%
100-515356-250-12	ISP for Secondary Students - Reimbursable Transportation	\$30,000.00	\$0.00	\$18,000.00	(\$12,000.00)	60.00%
100-515380-130-12	Mileage for face-to-face visits - Reimbursable Transport	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100-515381-400-12	Other Travel for Secondary Teachers	\$0.00	\$176.50	\$320.00	\$320.00	0.00%
100-515391-210-12	Secondary Student K12 OLS Fees	\$1,000,000.00	\$170,123.50	\$1,587,775.50	\$587,775.50	158.78%
100-515392-142-12	Secondary Teacher K12 OLS Fees	\$50,000.00	\$0.00	\$61,460.00	\$11,460.00	122.92%
100-515400-218-12	Supplies & Materials Secondary Students	\$500,000.00	\$117.50	\$770,678.50	\$270,678.50	154.14%
100-515401-140-12	Remediation	\$0.00	\$0.00	\$2,348.00	\$2,348.00	0.00%
100-515410-155-12	Secondary Teacher Office Supplies	\$5,028.00	\$287.98	\$3,027.48	(\$2,000.52)	60.21%
100-517100-105-12	Alternate Program Certified Salaries	\$109,000.00	\$0.00	\$40,021.20	(\$68,978.80)	36.72%
100-517100-260-12	Alternate Program Certified Salaries - <u>Ed Jobs</u>	\$15,000.00	\$0.00	\$6,393.92	(\$8,606.08)	42.63%
100-517210-120-12	Alternate Program Teacher Benefits	\$33,000.00	\$0.00	\$21,277.09	(\$11,722.91)	64.48%
100-517000-805-12	Alternate Program Rent	\$69,000.00	\$9,208.50	\$83,230.50	\$14,230.50	120.62%
100-517381-250-12	Bus Passes	\$0.00	\$0.00	\$100.00	\$100.00	0.00%
100-517410-885-12	Alternate Program Building Maintenance	\$20,000.00	\$645.90	\$16,644.09	(\$3,355.91)	83.22%
100-517400-218-12	Supplies & Materials Alternate Program	\$25,000.00	\$0.00	\$786.66	(\$24,213.34)	3.15%
100-521100-105-12	Exceptional Child Salaries	\$244,000.00	\$11,161.67	\$148,687.26	(\$95,312.74)	60.94%
100-521100-260-12	Exceptional Child Salaries - <u>Ed Jobs</u>	\$75,000.00	\$0.00	\$39,368.75	(\$35,631.25)	52.49%
100-521210-120-12	Exceptional Child Benefits	\$84,200.00	\$3,973.30	\$47,412.59	(\$36,787.41)	56.31%
100-521310-521-12	Therapy Services	\$194,641.00	\$72,494.29	\$517,056.65	\$322,415.65	265.65%
100-521350-135-12	Spec Ed Teacher Telephone	\$9,000.00	\$39.76	\$899.32	(\$8,100.68)	9.99%
100-521355-180-12	Special Education Teacher ISP	\$17,000.00	\$0.00	\$873.31	(\$16,126.69)	5.14%
100-521380-130-12	Mileage Face-To-Face Visits - Reimbursable Transportation	\$0.00	\$270.95	\$2,916.47	\$2,916.47	0.00%
100-521381-130-12	Special Ed Travel	\$0.00	\$0.00	\$284.20	\$284.20	0.00%
100-521401-135-12	Purchased Services	\$0.00	\$0.00	\$5,824.64	\$5,824.64	0.00%
100-521401-140-12	Spec Ed Teacher Supplies	\$10,000.00	\$0.00	\$1,172.43	(\$8,827.57)	11.72%
100-521681-315-12	Exceptional Child Transportation	\$23,398.00	\$1,169.97	\$5,804.74	(\$17,593.26)	24.81%

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Fund 100-12

100-524300-155-12	GT Purchase Services	\$2,949.00	\$0.00	\$0.00	(\$2,949.00)	0.00%
100-532381-130-12	Student Activities	\$50,000.00	\$294.20	\$35,168.59	(\$14,831.41)	70.34%
100-611100-400-12	Attendance, Guidance, & Health Salaries	\$60,000.00	\$6,333.34	\$43,331.74	(\$16,668.26)	72.22%
100-611100-260-12	Attendance, Guidance, & Health Salaries - <u>Ed Jobs</u>	\$10,000.00	\$0.00	\$3,208.95	(\$6,791.05)	32.09%
100-611210-400-12	Benefits	\$25,000.00	\$2,289.53	\$18,752.13	(\$6,247.87)	75.01%
100-611350-135-12	Counselor Telephone	\$5,000.00	\$452.13	\$4,424.93	(\$575.07)	88.50%
100-611355-180-12	Counselor ISP	\$4,000.00	\$299.95	\$2,999.50	(\$1,000.50)	74.99%
100-611381-130-12	Counselor Travel	\$0.00	\$0.00	\$63.75	\$63.75	0.00%
100-611410-155-12	Counselor Supplies	\$0.00	\$0.00	\$142.67	\$142.67	0.00%
100-621321-805-12	Testing Lab Rental	\$10,000.00	\$5,616.78	\$13,468.78	\$3,468.78	134.69%
100-621350-170-12	Testing shipping	\$4,742.00	\$2,514.99	\$5,982.66	\$1,240.66	126.16%
100-631381-630-12	Board Travel	\$4,000.00	\$0.00	\$3,557.59	(\$442.41)	88.94%
100-631390-630-12	Board Dues & Fees	\$1,000.00	\$0.00	\$425.00	(\$575.00)	42.50%
100-632115-665-12	Non-Certified Salaries	\$256,000.00	\$19,696.59	\$226,353.59	(\$29,646.41)	88.42%
100-632210-670-12	Classified Benefits	\$20,000.00	\$1,309.12	\$12,810.47	(\$7,189.53)	64.05%
100-632310-615-12	Attorney Fees	\$20,000.00	\$9,190.50	\$49,892.75	\$29,892.75	249.46%
100-632350-640-12	District Administration Telephone	\$10,000.00	\$617.41	\$3,617.57	(\$6,382.43)	36.18%
100-632384-635-12	District Administration Travel	\$25,000.00	\$575.95	\$15,933.75	(\$9,066.25)	63.74%
100-632390-605-12	District Administration Fees	\$2,084,604.00	\$143,822.70	\$1,787,756.49	(\$296,847.51)	85.76%
100-632410-850-12	District Adm Supplies	\$5,000.00	\$468.24	\$1,920.50	(\$3,079.50)	38.41%
100-641100-400-12	9th Grade School Adm Salaries Instructional Coordinator	\$0.00	\$3,454.90	\$9,519.60	\$9,519.60	0.00%
100-641200-400-12	School Adm Benefits	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100-641350-640-12	School Adm Telephone	\$5,000.00	\$632.98	\$6,194.89	\$1,194.89	123.90%
100-641355-640-12	School Adm ISP	\$5,000.00	\$419.93	\$4,199.30	(\$800.70)	83.99%
100-641384-400-12	School Adm Travel	\$10,000.00	\$2,899.60	\$12,187.49	\$2,187.49	121.87%
100-641410-850-12	School Adm Supplies	\$4,000.00	\$0.00	\$203.24	(\$3,796.76)	5.08%
100-651310-625-12	Professional Services	\$10,000.00	\$0.00	\$9,540.00	(\$460.00)	95.40%
100-651323-830-12	Business Operations Equipment Lease	\$30,000.00	\$329.78	\$14,734.27	(\$15,265.73)	49.11%
100-651350-828-12	Business Operations Telephone	\$14,000.00	\$316.61	\$4,846.56	(\$9,153.44)	34.62%
100-651355-826-12	Business Operations ISP	\$2,000.00	\$119.98	\$1,199.80	(\$800.20)	59.99%
100-651381-635-12	Business Operations Travel	\$5,000.00	\$953.50	\$11,780.91	\$6,780.91	235.62%
100-651390-850-12	Business Operations Dues & Fees	\$15,000.00	\$1,398.04	\$138,934.06	\$123,934.06	926.23%
100-651410-850-12	Business Operations Supplies	\$30,000.00	\$2,420.48	\$22,768.38	(\$7,231.62)	75.89%
100-651490-850-12	Business Operations Postage	\$13,343.00	\$1,602.74	\$9,751.88	(\$3,591.12)	73.09%
100-651700-860-12	Business Operations Liability Insurance	\$45,000.00	\$3,703.08	\$40,733.88	(\$4,266.12)	90.52%
100-656350-705-12	Adm Technology Service Program	\$972,815.00	\$67,117.26	\$834,286.38	(\$138,528.62)	85.76%
100-656384-705-12	Travel Technology Program	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100-664410-885-12	Building Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	0.00%

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Fund 100-12

100-681350-230-12	Student Leased Computers	\$931,767.00	\$62,260.92	\$1,151,024.09	\$219,257.09	123.53%
	Total Expenses	\$12,783,360.00	\$1,122,591.85	\$15,061,557.50	\$2,278,197.50	117.82%
	NET SURPLUS/(DEFICIT)	\$0.00	(\$294,606.96)	(\$4,516,809.46)	\$4,516,809.46	0.00%

July 24, 2012

Fund 245-12

Idaho Virtual Academy

Budget Report

For Period Ending May 31, 2012

		<u>Annual Budget</u>	<u>Current Activity</u>	<u>YTD Activity</u>	<u>Variance</u>	<u>% YTD</u>
Revenues						
245-431900-000-12	State Support Technology	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
	Total Revenues	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Expenses						
245-623500-230-12	Equipment	\$70,000.00	\$25,882.32	\$155,946.98	\$85,946.98	222.78%
	Total Expenses	\$70,000.00	\$25,882.32	\$155,946.98	\$85,946.98	222.78%
	NET SURPLUS/(DEFICIT)	(\$70,000.00)	(\$25,882.32)	(\$155,946.98)	\$85,946.98	0.00%

Idaho Virtual Academy

Budget Report

For Period Ending May 31, 2012

		Annual Budget	Current Activity	YTD Activity	Variance	% YTD
Revenues						
251-445100-000-12	Federal Funds Title I Receipts	\$575,000.00	\$71,226.55	\$572,538.72	\$2,461.28	99.57%
	Total Revenues	\$575,000.00	\$71,226.55	\$572,538.72	\$2,461.28	99.57%
Expenses						
251-512100-105-12	Elementary Certified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
251-512110-105-12	Title I Schoolwide Salaries	\$308,396.00	\$41,323.16	\$350,820.80	\$42,424.80	113.76%
251-512000-120-12	Benefits	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
251-512220-120-12	Title I Schoolwide Benefits	\$95,604.00	\$14,049.87	\$119,279.06	\$23,675.06	124.76%
251-512300-251-12	Title I Supplies & Services	\$0.00	\$0.00	\$5,955.88	\$5,955.88	0.00%
251-512381-130-12	Title I Teacher Development Travel	\$57,000.00	\$2,227.31	\$19,918.84	(\$37,081.16)	34.95%
251-512401-135-12	Title I Purchased Services	\$114,000.00	\$13,626.21	\$76,564.14	(\$37,435.86)	67.16%
	Total Expenses	\$575,000.00	\$71,226.55	\$572,538.72	(\$2,461.28)	99.57%
	NET SURPLUS/(DEFICIT)	\$0.00	\$0.00	\$0.00	(\$0.00)	0.00%

Idaho Virtual Academy

Budget Report

For Period Ending May 31, 2012

		Annual Budget	Current Activity	YTD Activity	Variance	% YTD
Revenues						
257-445200-000-12	Title VI-B Revenue	\$450,000.00	\$58,427.56	\$384,209.95	\$65,790.05	85.38%
	Total Revenues	\$450,000.00	\$58,427.56	\$384,209.95	\$65,790.05	85.38%
Expenses						
257-521100-105-12	Exceptional Child Salaries	\$328,244.00	\$43,162.93	\$258,527.52	(\$69,716.48)	78.76%
257-521210-105-12	Exceptional Child Benefits	\$101,756.00	\$13,159.99	\$102,603.70	\$847.70	100.83%
257-521401-135-12	Purchased Services	\$20,000.00	\$2,104.64	\$23,078.73	\$3,078.73	115.39%
	Total Expenses	\$450,000.00	\$58,427.56	\$384,209.95	(\$65,790.05)	85.38%
NET SURPLUS/(DEFICIT)		\$0.00	\$0.00	\$0.00	\$0.00	0.00%

July 24, 2012

Fund 271-12

**Idaho Virtual Academy
Budget Report
For Period Ending May 31, 2012**

		<u>Annual Budget</u>	<u>Current Activity</u>	<u>YTD Activity</u>	<u>Variance</u>	<u>% YTD</u>
Revenues						
271-445100-000-12	Federal Funds Title Receipts	\$100,000.00	\$1,179.00	\$83,478.00	\$16,522.00	83.48%
	Total Revenues	\$100,000.00	\$1,179.00	\$83,478.00	\$16,522.00	83.48%
Expenses						
271-612390-260-12	Tuition Reimbursements	\$25,000.00	\$1,179.00	\$6,478.00	(\$18,522.00)	25.91%
271-621100-260-12	Title Salaries	\$75,000.00	\$0.00	\$77,000.00	\$2,000.00	102.67%
	Total Expenses	\$100,000.00	\$1,179.00	\$83,478.00	(\$16,522.00)	83.48%
	NET SURPLUS/(DEFICIT)	\$0.00	\$0.00	\$0.00	\$0.00	0.00%

July 24, 2012

Fund 425-12

Idaho Virtual Academy

Budget Report

For Period Ending May 31, 2012

		Annual Budget	Current Activity	YTD Activity	Variance	% YTD
Revenues						
425-431900-000-12	Other State Support	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
	Total Revenues	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Expenses						
425-592000-805-12	Rent	\$112,200.00	\$9,483.50	\$99,446.87	(\$12,753.13)	88.63%
425-664410-885-12	Building Maintenance	\$35,000.00	\$3,092.29	\$33,297.76	(\$1,702.24)	95.14%
	Total Expenses	\$147,200.00	\$12,575.79	\$132,744.63	(\$14,455.37)	90.18%
	NET SURPLUS/(DEFICIT)	(\$147,200.00)	(\$12,575.79)	(\$132,744.63)	(\$14,455.37)	0.00%