

Jennings Community Learning Center
Global Experiences to Change Lives

Annual Report

2006-2007

**Produced by Designs for Learning &
Jennings Community Learning Center
(formerly Jennings Experiential High School)
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School Essentials

Jennings Community Learning Center Minnesota Independent School District #4031, has completed now years as an independent charter school, and is pleased to present this annual report. At JCLC we strongly believe learning should take place within real-world, meaningful contexts, for students learn best through experience. This is accomplished at JCLC by providing students with rich project-based environments that allow them to explore their community first-hand; through extensive field learning experiences, community service projects, and investigation of real-world problems. Learning is exciting and critical to all students' lives and at JCLC we are committed to helping young people rediscover their innate passion for learning.

The school's educational program has gone through a number of major changes since the school's inception in the fall of 1998. Originally conceived as a school that would focus on technology and entrepreneurship, the school evolved during its first few years toward an emphasis on experiential and project-based learning, with an increasing emphasis on "field experiences," trips students would take, nationally and inter-nationally. The school name was changed from "Minnesota Technology High School" to "Jennings Experiential High School" in 2002, to reflect the importance to the school of experiential learning, as well as acknowledging the importance of Wayne Jennings' vision for education to the school. In June 2007 the name was changed again, to Jennings Community Learning Center, to re-affirm the school's commitment to the Community Learning Centers model. The Community Learning Centers (CLC) model was created in the early 1990s by a team of Minnesota educators led by Dr. Jennings, in response to the New American Schools organization's call for innovative educational models. The CLC model calls for individualized instruction in a real-world setting, to keep students engaged and excited about learning.

During 2005-06 the JCLC program was organized almost entirely around field experiences. A smaller student body (just 30-40 students) spent the entire year in preparing for trips and traveling, with destinations including northern Minnesota, Costa Rica, and Ghana, West Africa.

In the spring of 2006, school co-founders Jeff Holte and Ellie Elmquist announced that they would be leaving the school at the end of the year; the Board sought a new director and Bill Zimniewicz was hired at the end of the school year. With the leadership transition, the school shifted away from the exclusive emphasis on field experiences, while retaining its emphasis on project-based learning. These changes are described in more detail below, in both the Program Successes and Program Challenges sections.

There was significant turnover in students during the 2006-07 school year with challenges relating to the program, staffing and facility which are described in the Program Challenges section. However, the size of the school grew from 2005-06 to 2006-07, from 30-40 students to 60-70.

The body of this report follows the Commissioner's Required Data Elements for Charter School Annual Reports:

- 1. School mission statement**
- 2. Sponsor Information**
- 3. Governance**
- 4. Teaching staff information**
- 5. Program successes and best practices**

6. Program challenges
7. Accountability data from reporting school year
8. Other school accountability measures
9. All academic goals for the upcoming year and what state or nationally norm-referenced tests will be used for measurement
10. Other student/school goals for the upcoming school year
11. Please include a copy of the state report card for your school
12. School admissions policies / procedures, and corresponding application and enrollment forms.

1. School Mission Statement

The Jennings Community Learning Center mission statement is: *To provide excellent, travel based learning experiences for Minnesota high school students, including those who might not otherwise have the chance, due to limited access to opportunity and/or economic factors. Through powerful real-world activities, students will enhance their knowledge base; increase academic success; gain understanding of global issues through cultural immersion; and strengthen personal confidence and interpersonal skills.*

While the official mission statement was not changed, the mission of the school in practice changed somewhat during 2006-07, moving away from the complete focus on travel-based learning experiences. These changes are described below in the Program Successes and Program Challenges sections.

2. Sponsor Information

Jennings Community Learning Center's sponsor is Pillsbury United Communities. 2006-07 was the third year of our three-year contract with PUC. The contract was renewed in the spring of 2007 for another three-year term. Sponsor contacts are Chanda Smith (email smithc@puc-mn.org; 612-302-3421) and Antonio Cardona (email cardonaa@puc-mn.org; 612 302-3419).

3. Governance

As of spring, 2007 there were five Board members:

- Wayne Jennings - Board Chair (JCLC Staff Member)
- Bill Zimmewicz - Vice Chair (JCLC Director)
- Stephen Rosenmeier - Secretary / Treasurer (JCLC teacher)
- Caroline Otis (JCLC teacher)
- Marveleen Atlas (Parent)

Jennings, Zimmewicz and Rosenmeier were elected in the fall of 2006, to two-year terms. Atlas was appointed to serve out two-year terms to end in the fall of 2007, when the previous Parent member left the Board.

The intent of the Board is to have seven members: four licensed staff, one parent, one community representative, and one student. The student and community representative positions were vacant during the 2006-07 school year, though the latter was filled in July 2007.

At its August 2007 meeting the JCLC Board approved election procedures and a timeline for fall 2007 elections, which will return the Board to the intended membership of seven, including four licensed staff positions, one community member, one parent member, and one student member who will be elected by the student body.

4. Teaching Staff Information

JCLC licensed teaching staff during 2006-07 were:

- Michelle Kelly, special education teacher (file folder # 432445)
- Don Link, vocational education and internship coordination (file folder #184726)
- Caroline Otis, teacher, general academic subjects (file folder # 429530)
- Stephen Rosenmeier, teacher, general academic subjects and special education (file folder # 373236)
- Bill Zimmewicz, school director (file folder # 296323)

Caroline Otis chose to change programs after the 2006-07 school year, and Michelle Kelly's contract was not renewed. The other staff returned for the 2007-08 school year, and were joined by three new teachers.

5. Program Successes and Best Practices

The 2006-07 school year proved to be a challenging year for students and staff. Although there were many barriers that will be discussed in item #6, Jennings Community Learning Center—officially and legally certified as *Jennings Experiential High School*—for the 2006-07 school year, the school's program can claim many successes. For this report, an outlined list of projects are described that have all produced positive results for most Jennings students involved.

- East and Canada trips: Two groups of approximately 25 students for each Autumn trip, One group left St. Paul, traveled by school bus east through Canada and ended their journey in Boston where they spent two days exploring the historic city. On the way, they visited Sault Ste. Marie, Ontario; Toronto; Ottawa; and Quebec City. They camp and stayed at hostels and YMCA's. The students also enjoyed a cruise on Lake Ontario. They performed service learning projects in Sault Ste. Marie, Ontario and in Boston. From Boston, this group students flew back to the Twin Cities.

The second group of student travelers flew into Boston and then took the bus traveling west through northern New England, New Brunswick, the provinces of Quebec and Ontario. They stopped in Quebec City, Ottawa, and instead of Toronto, they visited Montreal. On the Atlantic Coast, students caught and ate seafood. They visited historic sites in Montreal and Quebec City.

- Louisiana trip: In late April, 2007, about one dozen students, two staff and two parents traveled to southern Louisiana where they worked with local Katrina victims repairing

farms and a public park. The students did get a chance to visit New Orleans' French Quarter as well as Little Rock Central High School in Arkansas. They also toured the site where Dr. Martin Luther King was killed in Memphis.

- Eco Education Project at Hamline Park in St. Paul: In mid May Jennings students worked with the Hamline Park community to hold a fund raising activity on a beautiful Saturday afternoon. The fund raiser was part of an “Eco-Education” project that would help make needed improvements for children and families who use Hamline Park. Jennings students and staff cooked hot dogs and hamburgers and sold other refreshments. There were children's and teen games and music for all to enjoy. Over nine hundred dollars were raised for the park.
- Although the school was going through a transition period—moving from what would be described as a travel school to a more comprehensive learning program—they did hold one presentation night May. There, about ten students were able to share with other students, parents, and visitors their learning projects. Among these were a project on the Holocaust and a very elaborate family genealogy project. The student who did the genealogy project graduated but agreed to help teach a seminar for Jennings students during the 2007-08 school year.
- At the beginning of the school year, there was certain tension between the previous year Jennings students, who had traveled together to Ghana and Costa Rico and had held a unique bond with one another; and, the new 2006-07 students who had limited traveling experience. By the end of the school year, this division was all but gone. All Jennings students formed new friendships. The graduation ceremony was held on May 17, 2007 at Macalester College.
- The three year contract between Jennings Experiential High School and its sponsor, Pillsbury United Communities (PUC), was to due for review—the contract end date was set for June 30, 2007. If the sponsor chose to not renew before the June 30, 2007 deadline, the school would close. There was evidence and testimony that the sponsor was apprehensive in re-signing Jennings to another contract. Fortunately, PUC support and confidence was restored and Jennings and PUC signed another three year contract beginning July 1, 2007.

6. Program Challenges

2006-07 was a very challenging year for students and staff. By early October the director and other staff members had concluded that 2006-07 would be a transition year, and most of their school improvement efforts would target the 2007-08 school year.

- Change in mission: Before the 2005-06 school year, the director and staff had decided to change the school's mission to that of a program that would take students on extreme travel opportunities. To do this, they would have to decrease the size of the enrollment to thirty, so they could take everyone to Ghana, Africa and Costa Rica. The staff was downsized as well to two full time teachers/co-directors, one half time special education teacher and a full time educational assistant. This plan could realistically only be done once—no school can survive with only thirty students. During the school year, the co-

directors announced that they were leaving the school and the country, taking teaching positions in the nation of Qatar in the Middle East.

The staff and board decided in the spring of 2006 that if the school was to remain open for the 2006-07 school and beyond, they could not replicate the extreme travel experiences having only thirty students. Enrollment had to increase, and in order to attract more students, the school leaders decided to offer an internship program.

- **Building space:** The building itself was a major problem. The previous director and staff had moved the school in the summer of 2005 to 1919 University Avenue in St. Paul, a relatively large building with at least one dozen other tenants. They had downsized their enrollment intentionally to thirty students so they could take all the students to Africa and Central America each for five weeks. Their space at 1919 University was just over 3100 square feet. While this may have been adequate for thirty students, spending little time there, when the school tried to increase enrollment to ninety students for the 2006-07 year, the space was too crowded. The school had leased additional space in a lower level of the building, but this too, was challenging. Trying to manage student learning on two floors was not a viable plan to facilitate student learning.

In January of 2007 the director and board decided to pursue space that would accommodate a comprehensive student-centered school program. This new program would be designed from *the community learning center* model authored by Dr. Wayne Jennings, who the school is named after.

They did find space for the 2007-08 and subsequent school years.

- There were also personnel issues that were challenging: One three-year employee left the program before the school year began. Later, in the fall, a decision was made to lay off one teacher due to lower enrollment numbers. (The lower-than-expected enrollment numbers were directly related to the issues with the building noted above.) There was turnover in the administrative assistant position as well. Finally, the special education teacher had injured her collar bone and needed surgery. She was out for much of the year due to recovery and therapy. This turnover in staffing created challenges to the operation of the school during the year.
- There were also financial/budgetary issues that needed to be addressed. As stated above, the previous school year planned for a reduced number of students for their overseas trips and mission change. When a school reduces its enrollment, compensatory funding for the next fiscal year decreases as well. The school responded to the class flow challenges by reducing staff (as stated above) and securing a short-term loan from the Non-Profit Assistant Fund to get through the lean months. The loan was paid by January, 2007.
- **Curriculum and instruction challenges:** The new director tried to establish a project-based learning instructional program to complement the travel program, but there weren't enough student computers for this to be accomplished as well, though many students did do projects. They also taught classes and they were successful.
- **School calendar:** The staff at Jennings, all who were all new, inherited a four-day-a-week, eight-and-a-quarter-hour day that they felt compelled to continue. Fridays were not student contact days. Staff members worked Fridays anyway—they had unfinished

business to attend. The long eight-plus-hour school days proved to be exhausting. The staff had little time to meet. Their staff meetings took place at 7:00 am. For the 2007-08 school year the staff returned to a five day week.

7. Accountability Data from Reporting School Year

The 2006-07 Student goals and measures were as follows:

Reading goal: All students will improve reading skills across the curriculum.

Indicators:

- Student skills in reading improve as demonstrated on the Northwest Education Association's Measures of Academic Progress: on average JCLC students at least keep up with the norming group based a year to year comparison.
- The proportion of JCLC students who pass the Reading BST will match or exceed the passing percentages of St. Paul Schools 10th – 12th grade students tested at ALC's.
- JCLC Grade 10 MCA Reading test results will match or exceed St. Paul Schools' results at ALC's.

Math goal: All students will improve mathematics skills across the curriculum.

Indicators:

- Student skills in math improve as demonstrated on NWEA's Measures of Academic Progress: on average JCLC students at least keep up with the norming group as evidenced by a year to year comparison.
- The proportion of JCLC students who pass the Math BST will match or exceed the passing percentages of St. Paul Schools 10th – 12th grade students tested at ALC's.
- JCLC Grade 11 MCA Math test results will match or exceed St. Paul Schools' results at ALC's.
- Credits earned: students who are taking math will earn one credit per year as required of high school students in Minnesota.

In this section we look first at the Reading goal and results from 2006-2007, then at the Math goal and results.

On the Reading goal, the first measure was progress on NWEA's Measures of Academic Progress (MAP) test. The desired performance indicator was: *on average JCLC students at least keep up with the norming group based a year to year comparison.*

The Northwest Evaluation Association's Measures of Academic Progress (MAP) provides a series of computer-adaptive tests that measure students' general knowledge in reading, language usage, and mathematics. In a computerized adaptive test, the difficulty of the test is continually adjusted to the student's performance, meaning the difficulty of each question is based on how well the student has answered the questions up to that point. Unlike other norm-referenced tests, this allows every student to work with material at their actual level of ability. For Minnesota, NWEA provides MAP tests that are aligned with the state academic standards.

JCLC students took the MAP tests twice during the 2006-07 school year; first during October-November, 2006, and again in May. Results of the two testings were as summarized in the following table:

JCLC MAP Test Scores, 2006-07 – All Students Tested – by Grade				
Grade	# of Students Tested, Fall	Median RIT Score (corresponding %ile rank)¹	# of Students Tested, Spring	Median RIT Score (corresponding %ile rank)
9 th – Reading	3	220 (42%)	7	201 (7%)
10 th – Reading	7	222 (37%)	4	203 (8%)
11 th – Reading ²	12	214 (19%)	7	208 (11%)
12 th – Reading	21	204 (8%)	12	216 (21%)

Most students' scores were relatively low. JCLC accepts the challenge to raise test scores as one indication of student learning, and expects to see better results next year. There were a total of 16 students who took the Reading MAP in both fall and spring. Of these, six had scores that improved from fall to spring. Five students, or 31%, improved their scores sufficiently to keep up with the mean fall-to-spring Achievement Growth based on NWEA's national norming group³. Typically one-half of the students tested make the average amount of fall-to-spring growth or more.

Testing was challenging with the small number of computers (four) that were available for this purpose. Lower numbers of students testing in the spring may be due to testing-fatigue, with the MAP test in early May following the January/February BST's, the MCA's in April for grades 10 and 11 students, and the BST re-tests also in April for seniors who had yet to pass the BST. Some students refused to test.

On the Reading goal, the second measure of progress was based on JCLC students' performance on the BST. The desired performance indicator was: *The proportion of JCLC students who pass the Reading BST will match or exceed the passing percentages of St. Paul Schools 9th – 12th grade students tested at ALC.* The following table summarizes JCLC's results on the BST, over the past four years.

¹ NWEA does not norm their tests above grade 10. For purposes of grades 11-12 in this table, 10th grade norms are used, e.g. a 10th grader scoring 214 on the Reading MAP in the Fall term would be at the 19th percentile.

³As NWEA tests are only normed through grade 10, expected fall-to-spring growth for students in grades 11-12 is not defined. For purposes of this report, we use grade 10 growth expectations as the standard for students in grades 11-12. Five of the six students whose MAP Reading scores improved from fall-spring were in grades 11-12.

Year	# of JCLC students tested	JCLC – % passing	% passing – SPPS ALC’s	% passing – SPPS students, gr 9-12
2004	11	45% (5 of 11)	21% (66 of 311) ⁴	32%
2005	10	60% (6 of 10)	37% (81 of 218)	50%
2006	5	40% (2 of 5)	No data available	
2007	5	60% (3 of 5)	No data available	

Percent passing at St. Paul ALC’s for the past two years is blank as this information is not available (BST scores are no longer reported publicly; JCLC’s evaluator requested this information of SPPS assessment personnel but the response was that this information is no longer tracked). It is also worth noting that the number of students tested is quite small – only five students took the test, each of the past two years – so no conclusions should be drawn from these results.

The third measure on the Reading goal was based on JCLC students’ performance on the Minnesota Comprehensive Assessments (desired performance indicator: *JCLC Grade 10 MCA Reading test results will match or exceed St. Paul Schools’ results at ALC’s*).

Six 10th graders at JCLC took the MCA in Reading in the spring of 2006 (four of the six were enrolled October 1). Of these students, all six placed in Level 1 (Does Not Meet the Standards) based on the state’s scoring system for these tests.

There were too few students tested in St. Paul Schools’ ALC’s to permit the comparison with the district’s performance on this measure. Except for the ALC International Academy/LEAP (the student population of which is quite dissimilar from JCLC’s), the St. Paul ALC’s did not have enough students taking the Reading MCA-II for results to be publicly reported.

On the Mathematics goal as with the Reading goal, the first measure was progress on NWEA’s Measures of Academic Progress (MAP) test. The desired performance indicator was: *on average JCLC students at least keep up with the norming group based a year to year comparison*.

JCLC students took the MAP tests twice during the 2006-07 school year; first during October-November, 2006, and again in May. Results of the two testings were as summarized in the following table:

⁴ This figure includes scores from the following ALC schools, as provided on the Minnesota Department of Education website: Community, Hubbs, Evening High School, LEAP and Unidale (other ALC’s had insufficient numbers of students for their MCA data to be reported publicly).

JCLC MAP Test Scores, 2006-07 – All Students Tested – by Grade				
Grade	# of Students Tested, Fall	Median RIT Score (corresponding %ile rank)⁵	# of Students Tested, Spring	Median RIT Score (corresponding %ile rank)
9 th – Math	5	214 (15%)	6	213 (11%)
10 th – Math	10	222 (19%)	6	200 (3%)
11 th – Math	11	219 (15%)	9	203 (4%)
12 th – Math	22	218 (14%)	11	215 (10%)

Most students' scores were relatively low. JCLC accepts the challenge to raise test scores as one indication of student learning, and expects to see better results next year. There were a total of 17 students who took the Mathematics MAP in both fall and spring. Of these, seven had scores that improved from fall to spring. Five students, or 29%, improved their scores sufficiently to keep up with the mean fall-to-spring Achievement Growth based on NWEA's national norming group⁶. Typically one-half of the students tested make the average amount of fall-to-spring growth or more.

Also on the Mathematics goal, the second measure of progress was based on JCLC students' performance on the BST. The desired performance indicator was: *The proportion of JCLC students who pass the Mathematics BST will match or exceed the passing percentages of St. Paul Schools 9th – 12th grade students tested at ALC.* The following table summarizes JCLC's results on the BST, over the past four years.

Year	# of JCLC students tested	% passing – JCLC	% passing – SPPS ALC's	% passing – SPPS students, gr 9-12
2004	25	40% (10 of 25)	17% (64 of 387) ⁷	19%
2005	22	23% (5 of 22)	19% (53 of 281)	26%
2006	12	58% (7 of 12)		
2007	12	33% (4 of 12)		

As with Reading BST's, percent passing data for St. Paul ALC's for 2006 was unavailable. The number of students taking this test remains small, so results are not necessarily representative of the JCLC student population.

⁵ NWEA does not norm their tests above grade 10. For purposes of grades 11-12 in this table, 10th grade norms are used, e.g. a 10th grader scoring 209 on the Reading MAP in the Fall term would be at the 12th percentile.

⁶As NWEA tests are only normed through grade 10, expected fall-to-spring growth for students in grades 11-12 is not defined. For purposes of this report, we use grade 10 growth expectations as the standard for students in grades 11-12. Five of the seven students whose MAP Mathematics scores improved from fall-spring were in grades 11-12.

⁷ This figure includes information from the following ALC schools as provided on the Minnesota Department of Education website: Unidale, Community High School, Hubbs, Evening High School and LEAP.

The third measure on the Mathematics goal was based on JCLC students' performance on the Minnesota Comprehensive Assessments (desired performance indicator: *JCLC Grade 11 MCA Mathematics test results will match or exceed St. Paul Schools' results at ALC*).

Seven juniors at JCLC took the MCA in Mathematics in the spring of 2006 (all of the seven were enrolled October 1). Of these students, all six placed in Level 1 (Does Not Meet the Standards) based on the state's scoring system for these tests.

There were too few students tested in St. Paul Schools' ALC's to permit the comparison with the district's performance on this measure. None of the St. Paul ALC's had enough students taking the Mathematics MCA-II for results to be publicly reported.

The fourth measure on the Mathematics goal was based on credits earned by JCLC students. The desired performance indicator was: *students who are taking math will earn one credit per year as required of high school students in Minnesota*.

Data was not available, in the fall of 2007, to document the proportion of students earning credits in math as envisioned in this measure. For the 2007-08 school year, other measures were identified, to gauge the effectiveness of the school's math program.

The 2006-07 School Goals (Transformational Goals) were as follows:

- Each student is becoming a productive worker
- Each student is becoming a responsible citizen
- Each student is becoming a healthy individual
- JCLC attendance rate will exceed 70% during 2006-07⁸

JCLC had a Transformational Outcomes and Level of Experience rating sheet, developed by school leadership over the past several years, which defines a Productive Worker, Responsible Citizen and Creative and Healthy Individual in considerable detail. This was to be used by core teaching staff to review each student's performance with regard to each transformational outcome. This was done midway through the 2006-07 school year, and again at the end of the year, but was not done consistently with all students. Therefore, the data that is available on this measure is not sufficient to justify inclusion in this report. For next year, the Transformational Goals ratings are being included on the revised student transcripts, updated by advisors twice during the year. This goal remains central to the program and will be measured consistently next year.

Finally, the fourth School Goal called for overall percent-of-attendance at JCLC of at least 70% for the year. While this is lower than in 2005-06, when the figure was 96% (student body was very small and activities centered around field experiences students either went on or left the school), given changes in the program and student population served, JCLC leadership believed this would be a good result. End-of-year attendance data show that JCLC easily achieved this goal, with overall percent-of-attendance for the year at 78.2%.

⁸ Amended per 1/9/07 School Improvement Committee meeting – due to the school's unique circumstances, attendance rate during 2005-06 was 96%. MNIC population this year is different, and SIC believes 70% would be a good result.

8. Other School Accountability Measures

Jennings Community Learning Center students did take the Hope survey, administered by the University of Minnesota in partnership with EdVisions Co-op. The Hope survey assesses “the ABC’s of student motivation” – autonomy, belongingness, and competence⁹. However, results are not reported as the group of students tested in the fall was small and not necessarily representative of the entire school population; and there was no overlap between the fall and spring groups, so no chance to gauge any change in levels of autonomy, belongingness and competence from fall to spring. The survey is being administered again in 2007-08, however, and results should be available to report next year.

As the program has evolved, JCLC has succeeded in continuing to serve a highly diverse student population, in terms of demographics and in terms of geographic distribution.

Demographic data. The following table summarizes several characteristics of the JCLC student body over the past four years. Figures here are based on enrollment data as of October of each year.

JCLC Student Population, 2002-06				
	2003-2004	2004-2005	2005-2006	2006-07
Total enrollment, fall	121	84	36	67
Gender				
Male	60%	60%	61%	48%
Female	40%	40%	39%	52%
Ethnicity				
African-American	26%	15%	20%	22%
Caucasian	50%	55%	69%	57%
Asian	8%	5%	0%	1%
Native American	11%	14%	9%	10%
Hispanic	6%	11%	2%	9%
Eligible for free or reduced lunch	46% ¹⁰	42%	56%	46%
Receiving special education services	12%	29%	24%	27%

Demographic makeup of the JCLC student population has remained relatively stable in terms of ethnicity over the past three years, with Caucasian students the largest group and African-Americans a significant minority. There has been a significant increase in the proportion of students eligible for free or reduced-price school meals, and our special education student population has remained significantly higher than the resident district’s.

⁹ Survey researcher Mark Van Ryzin explains, “In the school context, autonomy means the ability of students to exercise some control over the process of learning and to make choices according to their own interests and values. Belongingness refers to the feeling of being supported and valued by the teachers and other students. The need for competence is expressed as a need to succeed in relevant ways, on one’s own terms, and to be recognized. According to motivational theory, school environments that meet these needs will inspire high levels of motivation and engagement in students; those that do not will depress student motivation” (*Minnesota Journal*, May 2007).

¹⁰ This data was not accurately reported to MDE in the fall. Corrected information has been sent to the state; however the figures have not been changed in MDE school reporting at this point.

Geographic distribution of students (by school district of residence): Data was gathered on the 120 students who were enrolled for any part of the 2006-07 school year. Review of students' district of residence showed that a majority of the students come from St. Paul. Specifically, 69 of the 120 students or 58% were from St. Paul. The remaining 51 students came from 15 other Metro-area districts:

- Minneapolis – 8
- South St. Paul – 9
- Columbia Heights – 2
- Farmington – 1
- Rosemount-Apple Valley – 1
- West St. Paul-Mendota – 3
- Inver Grove Heights – 2
- Hastings – 2
- Hopkins – 1
- Eden Prairie – 1
- North St. Paul – 6
- Roseville – 9
- White Bear Lake – 1
- South Washington County – 3
- Stillwater – 2

The geographic distribution of students who attend Jennings Community Learning Centers is one of the most unique features of our school. This mix of urban and suburban youth in a public school is rare.

9. All Academic Goals for the Upcoming Year and What State or Nationally Norm-Referenced Tests Will be Used for Measurement

10. Other Student/school Goals for the Upcoming School Year

The JCLC Board approved the following goals for the 2007-08 school year at its September 12, 2007 meeting:

Reading goal: All students will improve reading skills across the curriculum.

Indicators:

- Scores on transcripts improve from fall to spring – shown by advisors' ratings of students in four areas:
 - Locates, understands, and interprets written information from sources
 - Understands an author's main point, bias and credibility
 - Understands various literary devices
 - Uses a variety of reading strategies to obtain information
- Teacher observation and judgment of students while reading.
- Reviews of student reading logs – will demonstrate quantity of reading increases from fall to spring as determined through content analysis comparison of 15 randomly selected student reading logs from fall and spring.
- Average score for all students of 2.5 or better in reading on the student transcript.

- Review of quality of projects as determined by average rubric score or 2.5 or better on Project Rating Scale of 15 randomly selected students in spring.
- JCLC Grade 10 MCA-II Reading test results will improve sufficiently from 2006 for the school to make AYP via Safe Harbor (proportion of *non-proficient* students declines from 100% at least to 90%).

Math goal: All students will improve mathematics skills across the curriculum.

Indicators:

- Scores on transcripts improve from fall to spring – shown by advisors’ ratings of students in four areas:
 - Performs computations and practical problems by choosing from a variety of mathematical techniques
 - Communicates and interprets mathematical languages
 - Uses various forms of measurements
 - Collects and analyzes forms of data and interprets and presents results through graphs, charts, statistics, etc.
- Students attempt a higher level of mathematics, as shown by a comparison of fall and spring transcripts. The four levels are Algebra I, Geometry, Algebra II, and Analysis; expectation is that at least 80% of students will attempt the next level higher than they were at, at the beginning of the year.
- Student skills in math improve as demonstrated on NWEA’s Measures of Academic Progress: on average JCLC students at least keep up with the norming group as evidenced by a fall to spring comparison.
- JCLC Grade 11 MCA-II Math test results will improve sufficiently from 2006 for the school to make AYP via Safe Harbor (proportion of *non-proficient* students declines from 92% at least to 82%).

Writing goal: All students will improve their writing skills.

Indicators:

- Scores on transcripts improve from fall to spring – shown by advisors’ ratings of students in three areas:
 - Communicates thoughts, ideas, information in writing
 - Creates documents, reports, graphs and other media
 - Uses a variety of writing devices and strategies
- Review of quality of projects as determined by average rubric score or 2.5 or better on Project Rating Scale of 15 randomly selected students in spring.
- Pre-post analysis of student writing samples using a rubric to be identified or created – staff look at a sample of each student’s writing from fall and spring, with the expectation that students on average will improve significantly.
- Average score for all students of 2.5 or better in writing on the student transcript.

Project Learning goal: Quality of students’ projects improves from fall to spring.

Indicator: Three students will be randomly selected from each advisory, and their first and last projects of the year compared, in terms of ratings on the JCLC Project Learning Scale.

Transformational Goals:

- Each student is becoming a Responsible Citizen
- Each student is becoming a Productive Worker

- Each student is becoming a Self-Directed Lifelong Learner
- Each student is becoming a Creative, Healthy Individual

The measures for the four Transformational Goals will be advisor ratings in these respective areas on the JCLC transcripts from fall to spring; the expectation is that students on average will improve by .5 on 4 point scale from fall to spring.

11. Please Include a Copy of the State Report Card for Your School

The Jennings Community Learning Center's 2006 School Report Card is available online, at <http://education.state.mn.us/ReportCard/2006/RCF2512.pdf>. The 2007 report card is not available as of August, 2007. A hard copy of last year's report will be attached to the printed version of this report.

12. School Admissions Policies/procedures, and Corresponding Application and Enrollment Forms

The policy of Jennings Community Learning Center is to accept all students who request enrollment, as long as they are Minnesota residents and in grades 9-12. The Board has placed a cap on overall enrollment at 92. This has not yet been reached, but if it is reached students to be admitted will be selected by lottery, with the exception of sibling preference. Application/enrollment forms are available at the school or online at www.jenningsclc.org.