


jennings experiential
high school 

Annual Report 2003-2004

**Produced by Designs for Learning &
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I. School Essentials

Jennings Experiential High School, Minnesota Independent School District #4031, has completed six years as an independent charter school, and is pleased to present this sixth-year annual report. At JEHS we strongly believe learning should take place within real-world, meaningful contexts, for students learn best through experience. This is accomplished at JEHS by providing students with rich project-based environments that allow them to explore their community first-hand; through extensive field trips, community service projects, investigation of real-world problems, and the design and creation of products. Learning is exciting and critical to all students' lives and at JEHS we are committed to helping young people rediscover their innate passion for learning. Our mission statement provides that *we are a small charter high school where community, technology and entrepreneurship come together to encourage and enhance learning.*

JEHS is committed to incorporating technology into all aspects of our curriculum for it is a powerful learning tool for all students. By teaching youth to use a variety of technologies, and encouraging the learning of entrepreneurial skills, we seek to prepare all our students for success – as entrepreneurs, as employees, as students in post-secondary institutions, and as citizens. Community and entrepreneurship provide contexts for students to learn about themselves and the world as they explore group and individual learning projects. JEHS features:

Community

- Community projects including the construction of a computer lab in Ghana, West Africa
- Excursions within the Twin Cities, Minnesota, the United States, and Africa.

Technology

- Use of cutting-edge technology in all learning areas including video editing, graphics, animation, Microsoft Office, digital music keyboarding, etc.
- Certifications available in CISCO and A+

Entrepreneurship

- Concentration in entrepreneurship and business management through focused curriculum and knowledgeable staff
- Opportunities for students to create, own and operate their own small business

The 2003-04 school year ran July 1, 2003 through June 10, 2004. Students were in school four days per week (see the 2003-04 school calendar, in the Appendices), attending classes from 8 am to 4 pm, Monday through Thursday. The JEHS calendar uses a “hex” system of six-week terms throughout the year. The hexes are divided by two weeks, giving staff time to rest and to plan for the next term.

Student enrollment in 2003-04 was stable with approximately 92 students enrolled consistently throughout the year. We had minimal turnover in instructional staff, and staff continued to develop project-based learning and to build strategies for guiding student-directed learning experiences.

The Transformational Action Committee continued to meet during the year, and articulated Transformational goals for 2004-05, which remained consistent with those outlined for the 2003-04 school year.

The body of this report consists of four sections:

- *Accountability Data*, where we report on the year's academic and nonacademic goals and results
- *Descriptive Data*, which provides more statistics on several important aspects of the JEHS program
- *Program Successes and Challenges* provides narrative description of several important aspects of the program
- *Compliance Reporting*, which addresses other required annual report components

II. Accountability Data: School Goals and Results

IIA. Academic Goals and Results

After reviewing the 2002-2003 academic goals and results, JEHS staff decided to maintain Reading and Math as goal areas for the coming year. We generated goal statements and identified a number of indicators to measure achievement of the goal in these areas. Reading and Math are essential core curriculum areas, and are areas in which many JEHS students are behind. We identified three measures for the Reading goal, and four for the Math goal.

In this section we look first at the Reading goal and results from 2003-2004, then at the Math goal and results. Next, we note the academic goals which have been identified for the 2004-2005 school year, and summarize strategies which are in place to help students improve in these academic goal areas.

JEHS Reading Goal and Results

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 JEHS students at least keep up with the norming group based a comparison of Spring 2004 test data with previous scores.
- The proportion of JEHS students who pass the Reading BST will match or exceed the passing percentages of St. Paul Schools 9th – 12th grade students tested at ALC.
- JEHS Grade 10 MCA Reading test results will match or exceed St. Paul Schools' results at ALC.

To assess whether or not student’s reading skills improved, we look first at MAP scores for 9th through 12th grade, followed by MCA scores for 10th graders and finally at BST scores for grades 9 through 12.

MAP Reading Results

Desired performance indicator: on average JEHS students at least keep up with the norming group based a comparison of Spring 2003 to Spring 2004 test data.

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.

Results for all students tested in Spring 2003 and again in Spring 2004 are reported below, followed by an analysis of growth for those who took the test both times. The RIT scale is the scoring scale employed by NWEA to score these tests. The RIT scale is normed for grades 2 through 10. For grades 9 and 10, the equivalent percentile rank score is also noted for comparison.

JEHS MAP Reading Results, 2003-2004

Grade	# tested	Avg RIT score	Ave %ile rank
9 – Spring 2003	6	219	31%
10 – Spring 2003	12	218	29%
11 – Spring 2003	8	229	56%
12 – Spring 2003	15	218	29%
9– Spring 2004	4	222	38%
10-Spring 2004	17	224	43%
11-Spring 2004	11	220	33%
12-Spring 2004	16	221	36%

JEHS MAP Language Usage Results, 2003-2004

Grade	# tested	Avg RIT score	Ave %ile rank
9 – Spring 2003	6	218	31%
10-Spring 2003	13	215	25%
11-Spring 2003	7	221	39%
12-Spring 2003	14	211	16%
9-Spring 2004	3	212	18%
10-Spring 2004	17	215	25%
11-Spring 2004	11	219	33%
12-Spring 2004	15	216	27%

Due to low numbers of students tested, we are unable to determine whether JEHS attained the performance target – i.e., students keeping up with the norming group based on comparison of spring 2004 performance with previous results – because of the low numbers of students tested. In Reading, of the 48 students who took the test in spring 2004, only 15 had comparison data (from spring or fall 2003 testings). In Language Usage, of the 46 students who took the test in spring 2004, only nine had comparison data.

During the 2004-05 school year, only those JEHS students who have not yet taken the MAP will do so in the fall of 2004, while all students at JEHS will take the MAP in the spring 2005.

Basic Skills Test results

Desired performance indicator: proportion of JEHS 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 table below summarizes results of the Basic Standards Tests in Reading from the past four years (see Appendix #3 for a summary of results on all three BST's). Percent of JEHS students who passed is compared with the percentage for 9th-12th grade students tested in the St. Paul Public Schools.

JEHS results, State of Minnesota Basic Skills Test in Reading				
Year	# of JEHS students tested	% passing – JEHS	% passing – SPPS ALC's	% passing – SPPS students, gr 9-12
2001	18	39% (7 of 18)	-	28%
2002	23	39% (9 of 23)	-	31%
2003 ¹	21	62% (13 of 21)	-	37%
2004	11	45% (5 of 11)	21% (66 of 311) ²	32%

Review of JEHS reading BST results shows that the school continued to meet its desired performance indicator during 2003-04, though we were disappointed to see the proportion of students passing the test decline compared to the previous year. JEHS serves many students who are very low-level readers. In order to ensure students are making progress in reading, and to improve their performance on the BST, JEHS is instituting bi-monthly progress reports generated by students' advisors. These reports will identify reading areas that inhibited students from passing the BST on their previous attempt. Those areas will then be targeted in students' work with JEHS' paraprofessionals and tutors in order to facilitate progress next year.

¹ The figure for 2003 includes the July 2003 Reading BST in which five JEHS students took test, and one passed.

² 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).

Minnesota Comprehensive Assessments – Reading

Desired performance indicator: MCA Reading test results will match or exceed St. Paul Schools' results at ALC's.

MCA scores are translated by the state's scoring service into five levels:

- Students at Level 1 have “gaps in the knowledge and skills necessary for satisfactory work in the state's content standards.” These students are typically below grade-level expectations and should be provided supplementary instruction to help them meet state content standards.
- Students at Level 2 “have partial knowledge and some of the skills necessary for achieving satisfactory work in the state's content standards.” These students are typically at, or slightly below, grade level and may benefit from supplementary instruction.
- Students at Level 3 are “working successfully on grade-level material and are on track to achieve satisfactory work in the state's content standards.”
- Students at Level 4 or 5 are exceeding expectations for their grade level.

We compare JEHS MCA results from February 2004 with the St. Paul Public Schools overall in addition to the Alternative Learning Centers at which a large enough number of students tested for the results to be publicly reported (i.e. at least 10 students). The JEHS Transformational Action Committee felt ALC's were a better comparison group than the district overall, as their demographics tend to more closely match that of JEHS. In April 2004, eighteen JEHS 10th graders took the Reading test.

MCA Reading test results: 10th grade, 2004					
School/system	Percent of students scoring at level:				
	Level 1	Level 2	Level 3	Level 4	Level 5
JEHS	11%	28%	50%	11%	0
SPPS	15%	30%	32%	17%	5%
SPPS ALC's ³	49%	21%	16%	10.5%	3.5%

These results show that JEHS met its desired performance indicator; JEHS results easily surpass St. Paul Schools ALC's results. JEHS performance on this measure is only slightly behind that of St. Paul Schools' 10th graders overall.

JEHS Math Goal and Results

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

Indicators:

- Students' math skills will improve as demonstrated on NWEA's Measures of Academic Progress, where, on average JEHS students will at least keep up with the norming group based on a comparison of Spring 2004 data with previous scores.

³ This figure includes scores from the following ALC schools as provided on the Minnesota Department of Education website: Creative and LEAP (other ALC's in St. Paul had insufficient numbers of students tested for their scores to be reported publicly).

- The proportion of JEHS students who pass the Math BST will match or exceed the passing percentages of St. Paul Schools 9th – 12th grade students tested at ALC.
- JEHS Grade 11 MCA Math test results will match or exceed St. Paul Schools’ results at ALC.
- Students will earn 2 math credits during the 2003-04 school year, or 1 credit per semester.

To assess whether or not students’ math skills improved, we look first at NALT scores for 9th through 12th grade, followed by MCA scores for 11th graders and BST scores for grades 9 through 12, and finally an analysis of the number of math credits earned by JEHS students.

MAP Math Results

Desired performance indicator: on average JEHS students will at least keep up with the norming group based on a comparison of Spring 2004 data with previous scores.

MAP math results for all students tested in Spring 2003 and again in Spring 2004 are reported. The RIT scale is the scoring scale employed by NWEA to score these tests. The RIT scale is normed for grades 2 through 10. For grades 9 and 10, the equivalent percentile rank score is also noted for comparison.

JEHS – MAP Math Results, 2003-2004

Grade	# tested	Avg RIT score	Ave %ile rank
9-Spring 2003	6	222	15%
10-Spring 2003	16	225	8%
11 – Spring 2003	11	232	13%
12 – Spring 2003	18	229	10%
9-Spring 2004	4	229	22%
10-Spring 2004	17	227	9%
11-Spring 2004	11	230	11%
12-Spring 2004	18	232	13%

As with the Reading MAP results, we are unable to determine whether JEHS attained the performance target – i.e., students keeping up with the norming group based on comparison of spring 2004 performance with previous results – because of the low numbers of students tested. In Math, of the 50 students who took the test in spring 2004, only 11 had comparison data (from spring or fall 2003 testings).

During the 2004-05 school year, only those JEHS students who have not yet taken the MAP will do so in the fall of 2004, while all students at JEHS will take the MAP in the spring 2005.

Basic Skills Test results

Desired performance indicator: proportion of JEHS students who pass the Math BST will match or exceed the passing percentages of St. Paul Schools 9th – 12th grade students tested at ALC.

The table below summarizes results of the Basic Standards Tests in Mathematics from the past four years. Percent of JEHS students who passed is compared with the percentage for 9th-12th grade students tested in the St. Paul Public Schools.

Year	# of JEHS students tested	% passing – JEHS	% passing – SPPS ALCs	% passing – SPPS students, gr 9-12
2001	23	17% (4/23)	*	26%
2002	38	23% (9 of 38)	*	21%
2003 ⁴	37	32% (12 of 37)	*	27%
2004	25	40% (10 of 25)	17% (64 of 387) ⁵	19%

Review of JEHS math BST results shows that the school continued to meet its desired performance indicator during 2003-04, and in fact improved slightly compared to the previous year. Of course, we are not satisfied with a 40% passing rate! In order to improve students’ performance on the BST, JEHS is instituting bi-monthly progress reports generated by students’ advisors that identify particular areas in math that inhibited students from passing the BST. Those areas will then be targeted in students’ work with JEHS’ paraprofessionals and tutors in order to facilitate progress next year.

Minnesota Comprehensive Assessments – Math

Desired performance indicator: Grade 11 MCA Math test results will match or exceed St. Paul Schools’ results at ALC.

We compare JEHS MCA results from February 2004 with the St. Paul Public Schools overall in addition to the Alternative Learning Centers at which a large enough number of students tested for the results to be publicly reported (i.e. at least 10 students). The JEHS Transformational Action Committee felt ALC’s were a better comparison group than the district overall, as their demographics tend to more closely match that of JEHS. In April 2004 fifteen (15) JEHS 11th graders took the Reading test.

MCA Math test results: 11th grade, 2004					
School/system	Percent of students scoring at level:				
	Level I	Level IIA	Level IIB	Level III	Level IV
JEHS	20%	40%	27%	13%	0
SPPS	11%	38%	35%	12%	4%
SPPS – ALCs ⁶	34%	52%	11%	3%	0

⁴ 2003 results include eleven JEHS students who took the Math BST in July 2003; five passed.

⁵ 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.

As with the Reading MCA's, these results show that JEHS met its desired performance indicator; JEHS results easily surpass St. Paul Schools ALC's results. JEHS performance on this measure is only slightly behind that of St. Paul Schools' 11th graders overall.

Curriculum Based Measure - Math Credits Completed

Desired performance indicator: Students will earn 2 math credits during the 2003-04 school year, or 1 credit per semester.

High school students must earn at least six (6) credits in math in order to graduate from High School in the state of Minnesota. As such, JEHS expects students to earn two math credits a school year towards this requirement. In order to assess our students' progress in math, we have analyzed information regarding the number of students enrolled in math at each grade level and the percentage of those students earning the expected number of math credits this past year.

Grade Level	Students Enrolled in Math	% of those earning 2 credits
9 th Grade	13	15%
10 th Grade	20	5%
11 th Grade	24	21%
12 th Grade	35	0

As is evidenced by the chart above, students at JEHS are not fulfilling their math credit goal. We are aware of this and have identified this as a performance indicator on the math goal for the 2004-05 school year.

Strategies to Improve in the Academic Goal Areas

In order to improve in the academic goals areas, JEHS will implement the following strategies in the 2004-05 school year:

First, a Special Education Paraprofessional and a Tutor will join JEHS staff in 2004-05. These staff members will focus on assisting students with Math and Reading. They will work primarily with students who have not passed the state mandated BST to identify those areas of the test that they struggled with and then target those areas in their instruction.

In addition, a new math teacher has also joined the JEHS staff. This person's primary focus will be on implementing and administering JEHS' new math curriculum (Boxer Math). Through this process, this teacher will identify students' strengths and weaknesses in detail, resulting in specific instructional plans that better meet the academic needs of our students.

Finally, JEHS will dedicate itself to providing students and parents with frequent feedback on student progress. In order to do so, we will implement bi-monthly progress reports which outline a student's improvement in each subject as well as identify those

⁶ This figure includes information from the following ALC schools as provided on the Minnesota Department of Education website: Unidale, Community High School, Creative and LEAP.

areas a student may be struggling with and in which they require additional assistance. These reports will be reviewed by teachers/advisors with students every two weeks, as well as with parents as deemed necessary by JEHS staff. By implementing a more formal and frequent review system, faculty and staff are better able to track student's progress and more efficiently identify and offer assistance to students struggling with particular subjects.

IIB. Non-academic Goals and Results

For 2003-004, JEHS staff and leadership retained the non-academic goals identified last year. These goals provided that:

- Each student is becoming a productive worker
- Each student is becoming a responsible citizen
- Each student is becoming a healthy individual
- Overall JEHS attendance rate will increase sufficiently during 2003-2004 to meet the state's AYP goal

Results on the 2003-2004 Transformational Goals

In 2003-2004 JEHS added a third goal of Creative and Healthy Individual to its current Transformational Goals of Productive Worker and Responsible Citizen. The Transformational Outcomes and Level of Experience rating sheet, as developed by JEHS Staff and the Transformational Action Committee, defines a Productive Worker, Responsible Citizen and Creative and Healthy Individual and is used to review each student's performance with regard to each transformational outcome.

At JEHS, a Productive Worker is defined as someone who:

- Works well independently
- Works well in a team
- Handles assignments and meeting commitments
- Solves problems creatively
- Deals with reality
- Organizes resources to get a job done
- Manages time
- Reacts to change
- Strives to improve
- Uses technology
- Makes ethical decisions

At JEHS, a Responsible Citizen is defined as someone who:

- Understands the local community
- Understands the global community
- Participates in community activities
- Helps others in the community
- Opens to new and different ideas
- Understands the needs of others
- Demonstrates appropriate behavior in school and in public
- Appreciates, invites and includes others

At JEHS, A Creative and Healthy Individual is defined as someone who:

- Innovates and creates new approaches to problems
- Uses free time appropriately and creatively
- Originates actions and tasks reasonable risks
- Uses arts for appreciation, communication and learning
- Lives a physically and mentally healthy lifestyle.

The four core teaching staff reviewed each student as a group three times during the year, and came to consensus on a rating for each student in the two goal areas. The ratings were on a five-point scale, with one meaning “not so good,” three meaning “fair,” and five meaning “doing great.”

During the JEHS staff’s review, they identified three areas of strength (from the qualities of productive workers, responsible citizens, and creative and healthy individual as noted above), and two areas to work on for each student. During parent-student-advisor conferences, each student’s advisor reviewed the rating sheets with the student and his/her parents. We have found this to be a powerful experience, useful for reflection and goal-setting. When the rating system is explained to parents, they understand the importance of the qualities that make a person a productive worker and a responsible citizen. Staff also found the review process a powerful way to gain a more in-depth understanding of their students’ strengths and needs.

The results of this review revealed that most JEHS students are not doing as well as we would like in terms of the transformational outcomes, though we are pleased to note that average ratings improved from the beginning to the end of the 2003-04 school year. The chart below summarizes results for fall (actually July 2003) and spring (June 2004) ratings. There were 39 students who were rated in both fall and spring.

JEHS Student Ratings on Transformational Outcomes, 2003-2004 – All students

Ratings	Outcome: Productive Worker		Outcome: Responsible Citizen		Outcome: Healthy Individual	
	Number of Students		Number of Students		Number of Students	
	July 2003	June 2004	July 2003	June 2004	July 2003	June 2004
1 (Not so good)	34	1	20	4	15	3
2	24	16	24	7	23	7
3 (Fair)	13	15	24	17	31	18
4	7	6	13	11	10	10
5 (Doing great)	7	3	4	2	6	3
Average rating:	2.16	2.85	2.49	3.00	2.64	3.07

Transformational Outcomes Student Progress, July 2003 to June 2004 – Students with both July and June ratings

	Outcome: Productive Worker		Outcome: Responsible Citizen		Outcome: Healthy Individual	
Ratings	Number of Students		Number of Students		Number of Students	
	July 2003	June 2004	July 2003	June 2004	July 2003	June 2004
1 (Not so good)	11	1	5	4	2	3
2	14	15	10	6	12	6
3 (Fair)	9	14	15	16	16	17
4	4	6	7	11	5	10
5 (Doing great)	1	3	2	2	4	3
Average rating:	2.23	2.87	2.77	3.03	2.92	3.10

JEHS and “Adequate Yearly Progress”

Under Minnesota’s interpretation of federal No Child Left Behind requirements, school districts, including charter schools, are required to perform to specific standards in four areas:

- Proficiency, in Reading and Mathematics – as measured by student scores on the MCA’s
- Participation – 95% of students enrolled as of test day must take the tests
- Attendance – 90% attendance is expected; a school with a lower attendance rate can make Adequate Yearly Progress in this area if the rate increases from the previous to the current year⁷
- Graduation – 80% of seniors are expected to graduate by year’s end

JEHS was identified during 2002-03 as not achieving Adequate Yearly Progress, in one area, attendance rate. JEHS staff and leadership are concerned about the attendance rates, and have strategies in place to improve in this area in 2005. The attendance rate improved from 2002-03 to 2003-04, from 69.9% to 75.6%, in spite of the bus drivers’ strike during the winter which negatively impacted attendance for several weeks. However, AYP measures on attendance (and graduation rate) lag a year – schools’ AYP status reported in the summer of 2004 compares attendance from 2001-02 to 2002-03. Therefore, JEHS remains on the AYP “list” (first year) in this area, though not in any of the other three.

Strategies to Improve in the Non-Academic Goal Areas

JEHS staff will continue to rate students in each of the three Transformational Goal areas, Productive Worker, Responsible Citizen, and Healthy Individual. Reports of student ratings in the Transformational Goal areas are available for staff to refer to at any parent meeting, or at an IEP meeting or disciplinary meeting.

⁷ High Schools within traditional school districts are not bound by the attendance requirement – this requirement applies to elementary schools, middle schools, and districts. However, charter high schools, because they like all charter schools in Minnesota are considered Local Education Agencies, ARE bound by the AYP attendance requirement.

Productive Worker – staff will continue to focus on providing better feedback to students on this goal. Teachers aim to provide written feedback to every student at least once per semester. This expectation applies to advisors as well as any staff person who works with a given student in any specific area. The advisor-advisee system is key to the feedback loop, with daily advisor meetings including small-group discussion of progress on transformational goals.

Responsible Citizen – staff seek to provide students with written feedback in this area as is done for the Productive Worker goal. There are also formalized community service expectations for all JEHS students. In the past, students worked on a number of community service projects including a prairie restoration project and park upkeep for Ramsey County parks. During the 2003-04 school year, students were each expected to participate in a minimum of 60 hours of service activities. For 2004-05, we will seek to get more student ownership of these projects. Our ultimate goal in this area is for JEHS students to identify real community needs, then initiate, design and execute their community service projects on their own, in response to the needs they identify.

Healthy Individual – JEHS provides a physical activity at least once a week. There are a variety of group and individual activities from which students can choose, but all are expected to participate in some sort of activity at least once weekly. We are also providing workshops and seminars on healthy habits and the benefits of a healthy lifestyle.

Attendance – JEHS continues to employ a number of strategies to increase attendance. Advisors call parents and send notes home when students are absent. At conferences, we emphasize to parents and students the importance of regular attendance for success in school. Truant students are reported to their home county's Truancy Intervention Program. We also give out awards for students who have the best attendance (including being on time) for the week. In addition to these strategies, the advisors' reports to students each quarter will include attendance.

IIC. Academic and Non-Academic Goals & Measures for 2004-2005

2004-05 Academic Goals

During August, 2004, JEHS core academic staff met to review last year's goals and performance indicators, and to set goals for the coming year. The Reading and Math goals were retained as were the indicators. The 04-05 academic goals and measures are 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 JEHS students at least keep up with the norming group based a spring to spring comparison.
- The proportion of JEHS students who pass the Reading BST will match or exceed the passing percentages of St. Paul Schools 9th – 12th grade students tested at ALC.
- JEHS Grade 10 MCA Reading test results will match or exceed St. Paul Schools' results at ALC.

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 JEHS students at least keep up with the norming group as evidenced by a spring to spring comparison.
- The proportion of JEHS students who pass the Math BST will match or exceed the passing percentages of St. Paul Schools 9th – 12th grade students tested at ALC.
- JEHS Grade 11 MCA Math test results will match or exceed St. Paul Schools’ results at ALC.
- Credits earned: students who are taking math will earn one credit per year as required of high school students in Minnesota.

2004 -05 Non-Academic: Transformational Goals

JEHS staff and leadership retained the non-academic goals identified last year. These goals provided that:

- Each student is becoming a productive worker
- Each student is becoming a responsible citizen
- Each student is becoming a healthy individual
- JEHS attendance rate will continue to increase during 2004-05

III. Descriptive Data

Student Background and Demographics

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

	2001-2002	2002-2003	2003-2004
Total enrollment, fall	96	107	121 ⁸
Gender			
Male	66%	66%	60%
Female	34%	34%	40%
Ethnicity			
African-American	21%	23%	26%
Caucasian	65%	52%	50%
Asian	6%	11%	8%
Native American	3%	4%	11%
Hispanic	5%	9%	6%
Eligible for free or reduced lunch	43%	49%	46% ⁹
Receiving special education services	20%	23%	12%

Demographic makeup of the JEHS student population has remained relatively stable in terms of ethnicity over the past three years, with Caucasian students the largest group and African-

⁸ There were 121 students enrolled at the beginning of October, but we let this number decline as the year progressed, to bring the school closer to its desired enrollment of about 90 students.

⁹ 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.

Americans a significant minority. The Proportion of students eligible for free or reduced-price school meals has remained stable in the 40-50% range.

The proportion of special education students dropped slightly since last year at 12% and is the same as St. Paul Schools. JEHS has never had a significant population of LEP students. Gender balance was fairly even in the past, but tilted more toward male students the past two years.

Geographic distribution of students (by school district of residence): Data was gathered, as of summer 2004, on the 137 students who were enrolled for any part of the 2003-04 school year. Review of students' district of residence showed that a large majority come from St. Paul. Specifically, of the 137 students enrolled during 2003-04, 119, or 87% were from St. Paul. This proportion is down from 93% in 2002-2003. Of the remaining 18 students, 7 were from Minneapolis, 1 from Robinsdale, 2 from Bloomington, 2 from North St. Paul, 4 from Roseville and 2 from South Washington County.

Student Participation

To analyze levels of student participation, we looked at four related factors:

- Number of graduates
- Attendance data
- Student mobility (within a school year)
- Student retention (from one year to the next)

Graduates. There were 19 graduates in the spring/summer of 2004, similar to last year's figure.

Attendance. From July 1, 2003 through June 10, 2004, JEHS was in session a total of 142 days. These are longer than typical days, so the requirement for hours of instruction is met easily. Attendance is taken daily and tracked with the JMC software product, to be reviewed with student and parent(s) at conferences. Percent-of-attendance overall was 75.3%, which was a significant increase over last year's overall average attendance rate of 69.9%.

To further analyze attendance rates at JEHS during 2003-04, we looked at attendance data for different sections of the year. Specifically, we compared attendance rates during hexes one and two (fall 2003), hexes three and four (winter 2003-2004), and hexes five and six (spring 2004). The results are summarized below:

Hexes 1-2 (7/1/03 – 10/16/03):	Average percent-of-attendance = 85.4%
Hexes 3-4 (11/4/03 – 2/12/04):	“ = 71.1%
Hexes 5-6 (2/23/04 – 6/10/04) :	“ = 71.3%

JEHS recognizes the need to improve attendance rates, to promote student success as well as to ensure the school does not remain identified for Adequate Yearly Progress in this area. Strategies we are pursuing to encourage higher attendance are described above, at the bottom of section IIB of this report. Improving attendance has been identified as a non-academic goal for 2004-05, so this will continue to be a major focus for school improvement efforts.

Mobility. To assess the level of student mobility during the year, we compared the list of students enrolled on the first day after Labor Day, 2003 (September 2, 2003) with those enrolled on the last day of the year (June 10, 2004). On September 2, 2003, there were 109 students enrolled; on the last day of the school year there were 84 students enrolled. Of the 109 students enrolled on

September 2, 2003, 19 graduated, 67 remained enrolled to the last day of school, and 41 left the school. Thus, the mobility rate *out* of JEHS during the year was 41 of 109, or 38%. Another way to look at mobility during 2003-04 is to note that, of the 87 students enrolled at the end of the school year, 19, or 22% had come to JEHS sometime *after* the beginning of the fall term.

Retention. To analyze student retention from the 2003-2004 school year to the next year, we compared the list of students enrolled the last day of the 2003-2004 school year (June 9, 2004) with those who re-enrolled by the beginning of the 2004-2005 school year. We found that of students who remained enrolled to the end of the 2003-04 school year, and did not graduate, 50 were enrolled in JEHS again, as of October 1, 2004.

JEHS will continue to monitor the retention rate. Our efforts in this area focus on clearly explaining the program to students before they enroll. We now have a learning contract which students sign in advance, which identifies learning expectations and includes the requirement to go on field trips away from the school during the course of a school year. Once students are enrolled, the strategy to enhance retention and reduce mobility focuses on knowing each individual student, and keeping them engaged by having a personal learning plan that is truly relevant to the individual's interests and needs. Accurate reporting of academic achievement, and frequent feedback to students, makes their participation in the program meaningful and keeps them engaged.

IV. Program Successes and Challenges

Here are brief summaries of some of the program successes or best practices which were in place at JEHS during 2003-04, followed by a discussion of some of the program problems or challenges we faced.

Best practices

- Experiential learning was a major area staff worked on in 03-04, throughout the curriculum. Two examples were the Supermileage Car Competition (JEHS students participated for the fifth time, sending two teams with two cars); and the Minnesota Solar Boat Regatta in which the JEHS boat won the state championship in the school division. Students were involved in many projects in the community. For example, students worked at Goodwill; students helped local seniors learn to use the Internet and to create websites; students volunteered for a local human services program which delivered food to the elderly; and carried out park clean-up projects. In addition, students developed and produced various cable television shows at the St. Paul Neighborhood Network. Some of the programs they worked on included: a documentary on the 2003 bus strike, a movie, a variety show on which students did music and movie reviews, and a mock-trial.
- Field experiences, involving trips to areas distant from JEHS's St. Paul headquarters, were more a focus than ever during 2003-04. We believe a tremendous amount of learning and personal growth takes place during a short period of time when students are well prepared and trips are well planned. In order to provide background and set a context for activities during the trip, students carry out projects related to various aspects of the places they will visit. Examples of this preparation follow: Prior to our Appalachian Mountains/Washington, DC trip, students researched states to be visited, studied aspects of the federal government and World War II history (our group was there during the dedication of the World War II

monument on the D.C. Capitol Mall), and interviewed various people with relevant life experiences. Prior to our trip to Ghana, West Africa in the fall, all students learned about the politics, culture, geography, history, etc. of West Africa, and met with Ghanaian immigrants who live in the Twin Cities. In addition, students worked on the technology we transported to our partner school in Ghana. Major field experiences during 2003-04 also included trips to: Wolf Ridge Environmental Center, Southern Minnesota/ Eastern Wisconsin, and Whitewater State Park.

To support experiential learning and field experiences, JEHS purchased a new bus during the year, to make it easier to transport students to learning sites remote from the school.

- Physical fitness was one of our non-academic goals for the year. All students worked on a PE credit for the year, and the school organized activities in this area every week. There was a physical-activity oriented project almost every week of the year, often related to field studies – e.g. hiking in local parks to prepare for the Appalachian Trail trip. Sports activities included broomball in the winter, as well as swimming and basketball. To facilitate these activities, JEHS established a relationship with the local YMCA. Through this relationship, we have a revolving membership that provides up to 10 students, at a time, open access to all the facilities at the YMCA, including basketball and racquetball courts, the pool and cardiovascular and weightlifting equipment.

Challenges

- Attendance remains a significant challenge at JEHS. We have tried to build in incentives, such as attendance awards, given out at the end of each quarter, and this helped. The MTC bus drivers' strike greatly impacted attendance at JEHS for most JEHS students travel to school on MTC buses. JEHS collaborated with a neighboring charter high school, the High School for Recording Arts, to hire two striking bus drivers to drive buses for the two schools during the strike. Also, two of our teachers got licensed to drive school buses.

Since its inception JEHS has operated year-round; however attendance has consistently been lower during the summer than the rest of the year. Partially as a result of persistent low attendance during the summer session, we decided to end summer programming for 2004-05. The 2003-04 school year ended June 10, and will resume in late August, 2004 (see attached school calendars for the two school years).

- The JEHS student body includes many youth with criminal records, such as theft and assaults. Our behavior/disciplinary policies have been refined over the years and now work well, but some students remain challenging to take on trips. We make a major effort to help students develop their ability to interact with others in a positive way, so that we can take them into the community and on longer trips. All students want go along on the trips, and when they find that behavior issues can prevent them from doing so this motivates them to change their behavior.
- Drug use has been an issue at JEHS. However, this issue was largely solved through the drug dog program. Through this program, a drug dog visited the school before every trip and randomly twice a month throughout the year. This is a joint effort between JEHS and Skills for Tomorrow, a nearby charter high school.
- Finally, we note the JEHS facility remains a challenge for our program. We are located on the third floor of a brick building in St. Paul's Midway neighborhood; there is a charter

elementary school on the first floor and another high school on the second floor. While the central location is good, the facility is not ideal for supporting the hands-on, experiential elements of the program. A significantly smaller facility, with workshops for student projects and a bus garage/loading dock space to prepare for trips would be ideal. However, the facility lease has forced us to remain somewhat larger than ideal. During 2003-04, we attempted to sublease part of the JEHS space, but were not successful. At this point (early fall, 2004) we plan to stay in the building through the 2004-05 school year, and seek other options for 2005-06 (the lease expires June 30, 2005).

V. Compliance reporting

Staff licensure

During 2003-2004, the main MTHS instructional staff included:

- Michael Fischer, History Teacher (file folder #399084)
- Ellie Elmquist, Writing & Reading (file folder #999103)
- Henry Reedy, Tutor & Substitute (file folder #371467), Termed 2/16/2004
- Dan Paulson, Special Education (file folder #199690), Termed 6/18/2004
- Joshua Larson, English Teacher (file folder #410931), Hired 1/23/2004
- Jeff Holte, Director (file folder #255305)

These staff were supported by:

- Carol Blum, Nurse (file folder #370754)

Governance

An eight-member governing board was elected to the Board in January, 2004. Board configuration is five teachers, one parent, one student, and one community member. Jeff Holte and Wayne Jennings are serving a one-year term; the student member is always a one-year term; and the other members are serving two-year terms.

During 2003-2004, the JEHS board was:

- Jeff Holte (Chair), teacher member
- Dan Paulson (Treasurer), teacher member
- Mike Fischer, teacher member
- Josh Larson, teacher member
- Wayne Jennings, (Vice Chair), Superintendent (teacher member)
- Mitchell McDonald, community member
- Krystal Mattison, student member
- Jill Haugen, parent member

Financial information

Here is a statement of income and expense for JEHS for 2003-2004. The audit for the 2003-2004 school year has not been completed; these figures represent our best projection, as of early October, 2004, of how the year will conclude. This shows a net loss for the year of \$106,095 (though the projected ending balance is still positive due to revenues carried over from the previous year). However, there are four or five students from the school year who are not accounted for in the below projection, but should be once the school completes a final MARSS data upload which will happen shortly. Adding these students should improve the numbers considerably.

Jennings Experiential High School June 2004 YTD Financials (Unaudited)

111.28 P.U
85.59 Adm

100%

June YTD

Ordinary Income/Expense

Income

005-000-040 Field Trip	12,520
005-000-092 Interest Earnings	275
005-000-093 Rent	2,758
005-000-099 Misc Revenue	15,763
005-000-211 General Ed Aid	632,026
005-000-348 Chart Sch Lease @ \$1440 per pupil unit	170,930
005-000-400 Title I, II, IID VI	23,102

Total Income

857,373

Expense

01-000-100-200's General Ed Personnel Costs	341,103
01-000-305 Accounting/Legal	9,649
01-000-305 DL Consulting Fees	76,215
01-000-305 Marketing/Recruiting	1,107
01-000-305 Consulting Fees	4,451
01-000-320-Communications	11,771
01-000-329 Postage & Parcel	1,600
01-000-329 Utilities	46,504
01-000-340 Ins P & C	11,715
01-000-350 Repairs/Maint Contracts (includes bus repair)	13,504
01-000-360 Transportation - MTC	41,181
01-000-366 Travel, Conv & Conf	4,240
01-000-370 Lease Expense	219,823
01-000-370 Other Lease Expense	6,516
01-000-394 Field Trips, @ \$225 per student	46,200
01-000-401 Non-Inst Supplies - \$75	45,306
01-000-430 Inst Supplies - \$75	8,638
01-000-440 Fuel	5,138
01-000-460 Text/Workbooks	146
01-000-461 Standardized Tests	305
01-000-530 Other Equipment	4,063

**Jennings Experiential High School
June 2004 YTD Financials (Unaudited)**

01-000-548 Pupil Transportation (purchase of school bus)	5,325
01-000-555 Technology Equip	11,588
01-000-730 Principal Payments	13,786
01-000-740 Interest on Loan and Line of Credit	5,737
01-000-820 Dues & Memberships	6,060
01-000-899 Miscellaneous	315
Total Expense	941,986
Net Ordinary Income	(84,613)
 STATE SPECIAL ED PROGRAM	
005-000-021 Rev-Mn Districts	11,544
005-000-360 Special Education	57,085
Total Income	68,629
01-000-100-200's Special Ed Salaries/Benefits	83,984
01-000-360 Disabled Student Transportation	-
01-000-393 Special Ed Contracted Services	8,968
01-000-430 Special Ed Instructional Supplies	-
Total Expense	92,952
Net Ordinary Income for STATE SPECIAL ED PROGRAM	(24,323)
 FEDERAL SPECIAL ED PROGRAM	
005-770-419-400 Federal Flow Through Funds	7,896
Total Income	7,896
01-000-366 Conferences/Staff Development	5,000
01-000-305 Special Ed Contracted Services	28
01-000-401 Non-Ins Sp Ed	-
Total Expense	5,056
Net Ordinary Income for FEDERAL SPECIAL ED PROGRAM	2,840
 Total Revenues all Programs	 933,898
Total Expenditures all Programs	1,039,994
Total Net Income/Loss all Programs	(106,095)
Beginning Projected Fund Balance 7-1-03	117,677
Projected Ending Fund Balance 6-30-04	11,582

Here is the projected 2004-05 budget which the JEHS board approved in July. JEHS leadership is working closely with our contracted business manager to identify cost reductions which can be made in order to reduce the projected deficit. It is also worth noting that the current enrollment as of mid-October is 84. A balanced budget will be submitted to the JEHS board at their next meeting, in November.

JEHS Projected Budget for 2004-05

	80 Budget
<hr/>	
Ordinary Income/Expense	
Income	
005-000-040 Field Trip, \$100 per student	6,000
005-000-099 Misc Revenue	500
005-000-211 General Ed Aid	630,532
005-000-348 Chart Sch Lease Aid, \$1440 per WADM	161,381
005-000-400 Title I, II, IID V	
Total Income	798,413
<hr/>	
Expense	
01-000-100-200's General Ed Personnel Costs	387,120
01-000-305 Accounting/Legal	12,000
01-000-305 DL Consulting Fees	69,300
01-000-305 Marketing/Recruiting	5,000
01-000-305 Consulting Fees	10,000
01-000-320-Communications	8,000
01-000-329 Postage & Parcel	2,000
01-000-329 Utilities	30,000
01-000-340 Ins P & C	12,500
01-000-350 Repairs/Maint Contracts	5,500
01-000-360 Transportation - MTC	30,000
01-000-366 Travel, Conv & Conf	5,000
01-000-370 Lease Expense	214,512
01-000-370 Other Lease Expense/Copier	5,000
01-000-394 Field Trips, @ \$1,000 per student	80,000
01-000-401 Non-Inst Supplies - \$75	6,000
01-000-430 Inst Supplies - \$75	6,000
01-000-440 Fuel	2,500
01-000-460 Text/Workbooks	2,500
01-000-461 Standardized Tests	1,500
01-000-530 Other Equipment	5,000
01-000-555 Technology Equip	5,000
01-000-730 Principal Payments	13,888
01-000-740 Interest on Loan and Line of Credit	6,329
01-000-820 Dues & Memberships	5,500
01-000-899 Miscellaneous	1,000
Total Expense	931,150
Net Ordinary Income	(132,737)

JEHS Projected Budget for 2004-05

STATE SPECIAL ED PROGRAM

005-000-021 Rev-Mn Districts	9,315
005-000-360 Special Education	55,000
Total Income	<hr/> 64,315
01-000-100-200's Special Ed Salaries/Benefits	95,265
01-000-360 Disabled Student Transportation	3,000
01-000-393 Special Ed Contracted Services	4,000
01-000-430 Special Ed Instructional Supplies	750
Total Expense	<hr/> 103,015
Net Ordinary Income for STATE SPECIAL ED PROGRAM	<hr/> (38,700) <hr/>

VI. Appendices

JEHS Calendar for 2003-2004

JEHS Calendar for 2004-2005

Transformational Outcomes and Level of Experience form