


jennings experiential
high school 

Annual Report 2004-2005

**Produced by Designs for Learning &
Jennings Experiential High School
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I. School Essentials

Jennings Experiential High School, Minnesota Independent School District #4031, has completed seven years as an independent charter school, and is pleased to present this seventh-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, and investigation of real-world problems.. 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.

The 2004-05 school year ran August 23, 2004 through June14, 2005. Students were in school four days per week (see the 2004- 05 school calendar, in the Appendices), attending classes from 8 am to 4 pm, Monday through Thursday. The JEHS calendar uses a quarter system with new themes each quarter.

Student enrollment in 2004-05 stable with approximately 80 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 2005-06, which remained consistent with those outlined for the 2004-05 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 2003-2004 academic goals and results, JEHS staff decided to retain 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 2004-2005, then at the Math goal and results. Next, we note the academic goals which have been identified for the 2005-2006 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 2005 test data with Spring 2004 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 improvement in students' reading skills, 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 2004 to Spring 2005 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 2004 and again in Spring 2005 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, 2004-2005

Grade	# tested	Avg RIT score	Ave %ile rank
9 – Spring 2004	4	222	38%
10 – Spring 2004	17	223	42%
11 – Spring 2004	11	221	37%
12 – Spring 2004	16	221	37%
9– Spring 2005	7	207	13%
10-Spring 2005	10	210	17%
11-Spring 2005	8	211	18%
12-Spring 2005	10	225	47%

In Reading, of the 35 students who took the test in spring 2005, only 13 had comparison data (from spring or fall 2004 testing). The average score of these students decreased from an average RIT score of 226 in 2004 to 216 in 2005. [should have some comment re why decrease happened, or why this isn't a good measure]

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. 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	JEHS – % passing	% passing – SPPS ALC's	% passing – SPPS students, gr 9-12
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%
2005	10	60% (6 of 10)	37% (81 of 218)	50%

JEHS students clearly have out performed St. Paul in the area of reading in the BST. Preparation of our students seems to be working. We would like to improve this for next year.

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.

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).

- 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 April 2005 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 2005, 18 JEHS 10th graders took the Reading test. The average reading score for a student from JEHS was 1471. The average score from the St. Paul School District was 1453. It seems that in the area of Reading our students are progressing reasonably in comparison to the St. Paul District. When percentage is broken down by levels JEHS students appear to have strength in the middle. JEHS students do not tend to score on the high end. Perhaps enrichment or higher end reading offerings should be considered.

MCA Reading test results: 10th grade, 2005

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	35%	17%	25%	18%	9%

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 2005 data with Spring 2004 scores.
- 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 2004-05 school year, or 1 credit per semester.

To assess improvement in students’ math skills, we look first at MAP 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.

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).

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 2005 data with Spring 2004 scores.

MAP math results for all students tested in Spring 2004 and again in Spring 2005 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, 2004-2005

Grade	# tested	Avg RIT score	Avg %ile rank
9-Spring 2004	4	232	27%
10-Spring 2004	17	227	9%
11 – Spring 2004	11	230	11%
12 – Spring 2004	18	234	14%
9-Spring 2005	5	213	8%
10-Spring 2005	6	220	6%
11-Spring 2005	8	209	2%
12-Spring 2005	8	227	9%

In Math, of the 27 students who took the test in spring 2005, only 13 had comparison data (from spring or fall 2004 testing). The average score of these students decreased from an average RIT score of 232 in 2004 to 219 in 2005. The staff is analyzing why there is a decrease in score.

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
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%
2005	22	23% (5 of 22)	19% (53 of 281)	26%

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.

JEHS students seem to be comparing favorably with St. Paul ALC students in Math. We have not kept up with the percent of students passing compared to the St. Paul School District as a whole. A more extensive preparation will occur to improve scores for 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 April 2005 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 2005 15 JEHS 11th graders took the Reading test. The average reading score for a student from JEHS was 1390. The average score from the St. Paul School District was 1449. It seems that in the area of Math our students are not progressing as well as we would like in comparison to the whole St. Paul District. When comparing the scores with the St. Paul ALC’s JEHS students compare favorably when percentage is broken down by levels.

MCA Math test results: 11th grade, 2005					
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%	5%
SPPS – ALCs ⁶	35%	39%	11%	3.5%	0

Curriculum Based Measure - Math Credits Completed

Desired performance indicator: Students will earn 2 math credits during the 2004-05 school year, or 1 credit per semester.

High school students must earn at least six 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 students earning 2 credits
9 th Grade	10	1
10 th Grade	22	4
11 th Grade	22	6
12 th Grade	25	10

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.

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 2005-06 school year:

- Downsized school will better able to individualize student work in that staff will have more one on one time with students.
- Students should see more relevance to the academic goals as they will be directly tied to field experiences.
- Smaller school size should allow for more frequent student evaluation, parent communication, etc., generally allowing staff to hold students more accountable for academic work.
- Focus on increasing attention to math by combining online math program, in-class teaching of math, and incorporating math better into field experiences.

IIB. Non-academic Goals and Results

For 2004-05, 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 2004-05 to meet the state's AYP goal

Results on the 2004-2005 Transformational Goals

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 twice times during the year, and came to consensus on a rating for each student in the three 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 chart below summarizes results for winter (January 2005) and spring (June 2005) ratings.

JEHS Student Ratings on Transformational Outcomes, 2004-2005 – All students

	Outcome: Productive Worker		Outcome: Responsible Citizen		Outcome: Healthy Individual	
Ratings	Number of Students		Number of Students		Number of Students	
	Jan 2005	June 2005	Jan 2005	June 2005	Jan 2005	June 2005
1 (Not so good)	4	3	5	4	8	5
2	13	8	11	11	8	7
3 (Fair)	12	14	16	9	13	14
4	14	19	14	23	19	22
5 (Doing great)	7	6	4	3	2	2
Average rating	3.14	3.34	3.02	3.2	2.98	3.12

The results for the Transformational Outcomes show a significant increase during the school year. The Productive Worker scores show a 6% increase. The Responsible Citizen scores show a 6% increase The Healthy Individual scores show a 5% increase. This is a very positive result for staff, students, and parents.

Transformational Outcomes Student Progress, Comparing 2003-2004 to 2004-2005

	Outcome: Productive Worker		Outcome: Responsible Citizen		Outcome: Healthy Individual	
	2003-2004	2004-2005	2003-2004	2004-2005	2003-2004	2004-2005
Average rating (whole year average)	2.25	3.24	2.9	3.11	3.01	3.05

An increase was achieved in all Transformational areas from the 2003-2004 school year to this year. The Productive Worker scores show a 31% increase. The Responsible Citizen scores show a 6.8% increase, The Healthy Individual scores show a 1.4% increase from year to year. We feel this improvement is a result of changes in the program that have addressed these issues.

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. This year JEHS was not on any list for AYP as the attendance for the year improved to 85.6%, an increase from the previous year.

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 or disciplinary meeting.

Productive Worker – The school will work to provide opportunities for student to increase their productivity scores by taking students on field trips where they will work hard on academic and service projects. Student expectations to complete a high level of academic work, on time and including homework should help to raise productivity scores.

Responsible Citizen – Students will have raised student expectations in the area of being responsible citizens by providing extensive overseas learning experiences. These experiences will provide them opportunities to learn, firsthand, how much of the world lives. Also, extensive

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.

services opportunities overseas should enhance the responsible citizen score as they will contribute to the improvement of others in the community.

Healthy Individual – Extensive trips to the developing world, where students are working on community development projects, extensive walking and hiking while researching rain forests and small villages should significantly increase healthy individual scores.

Attendance – Increasing student attendance continues to be a priority for JEHS. For then next school year attendance expectations will be significantly increased. Students will be expected to attend school over 95% of the time.

IIC. Student and School Goals & Measures for 2005-2006

The 05-06 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 year to year 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 year to year 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 2005-06

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.

	2002-2003	2003-2004	2004-2005
Total enrollment, fall	107	121 ⁸	84
Gender			
Male	66%	60%	60%
Female	34%	40%	40%
Ethnicity			
African-American	23%	26%	15%
Caucasian	52%	50%	55%
Asian	11%	8%	5%
Native American	4%	11%	14%
Hispanic	9%	6%	11%
Eligible for free or reduced lunch	49%	46% ⁹	42%
Receiving special education services	23%	12%	29%

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-Americans a significant minority. The Proportion of students eligible for free or reduced-price school meals has remained stable in the 41% 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 2005, on the 116 students who were enrolled for any part of the 2004-05 school year. Review of students' district of residence showed that a large majority come from St. Paul. Specifically, of the 116 students enrolled during 2004-05, 96, or 83% were from St. Paul. Of the remaining 20 students, 7 were from Minneapolis, 2 from Bloomington, 4 from Roseville and 1 from South Washington County, 1 from Columbia Heights, 2 from Osseo, 2 from Maplewood, 1 from Moundsview. Overall, a wider distribution of students than last year.

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 18 graduates in the spring/summer of 2005, This is similar to 19 students graduating last year.

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.

Attendance. From August 23, 2004 through June 14, 2005, JEHS was in session a total of 141 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 85.6%. which was a significant increase over last year's attendance rate of 75.3%.

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.

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 7, 2004) with those enrolled on the last day of the year (June 14, 2005). On September 7, 2004, there were 75 students enrolled; on the last day of the school year there were 88 students enrolled. Of the 75 students enrolled on September 7, 2004, 18 graduated, 33 remained enrolled to the last day of school, and 22 left the school. Thus, the mobility rate *out* of JEHS during the year was 22 of 75, or 29%. Another way to look at mobility during 2004-05 is to note that, of the 88 students enrolled at the end of the school year, 46, or 52% had come to JEHS sometime *after* the beginning of the fall term.

Retention. Student retention statistics for this year are not as significant to report this year as they have been in the past or will be in the future because JEHS is purposely down sizing the student enrollment this year to accommodate travel experiences for all students. Next year we will pay close attention to retention to see how the newer downsized model works out.

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 2004-05, followed by a discussion of some of the program problems or challenges we faced.

Successes

Continued and expanded long trips and improved day to day experiential learning, spending at least one-third of the school days on the road. The field work or student travel element of the JEHS program has become increasingly important over the past three years, as the school has sought ways to engage its student population, which is largely made up of students who have not been successful in traditional schools. Program staff observed that a tremendous amount of learning can take place during a short period of time if the learner is entirely engaged in what they are doing. The rationale for the extended trips is the potential for young people to have life-changing experiences through travel to unfamiliar locations, where they interact with and learn from the local people. "Academic" learning is facilitated in the field work program as students study history, geography, culture, environment, etc. of the travel destinations, in advance and on-site. However, learning on non-academic dimensions - e.g. teamwork, problem-solving, time management, ability to react to change, understanding of others, demonstrating appropriate behavior in public - is at least as important as strictly academic learning, in the thinking of JEHS leadership.

All students do independent studies; staff builds small classes around projects, e.g. interviewing or giving presentations, to make sure students get the skills needed. There is a pre-trip, in which staff scouts out the territory and make connections. Also, students prepare for travel by taking shorter field trips, and also hiking, in cases where the trip will involve this. The longer trips during 2004-05 were to the following destinations:

- Toronto, Canada – students studied native cultures in the northeastern U.S. and Canada, geography and culture of Canada with a focus on the Toronto area. A cultural exchange took place between JEHS students and Toronto charter school students.
- New York City- graduating seniors traveled to New York City and visited museums and other significant places. Students camped in New Jersey.
- Ghana, West Africa- students traveled to Ghana to continue the 5 year computer project in the town of Mampong. Students visited many cultural and historical places including a village completely built upon stilts.
- Wyoming- students studied the geology and history of the U.S. West. Student conducted projects on all aspects of Western culture and history including geology of Yellowstone, etc.
- South Dakota- students learned about the Black Hills, Badlands, ranching, etc.
- Florida- students learned about the Florida Everglades, animal ecology, native history, etc.
- Arkansas- Students visited historical, cultural sites of Arkansas and geology and geography of the region
- Wolf Ridge (Ely, MN)- Students had courses in a wide variety ecology of Minnesota courses during our 3 day trip.

In addition to the extended trips, staff put into practice the idea of experiential learning in the community, including daily visits to local sites such as the Lowertown artists' collaborative, the Loft Literary Center, and Shriners' Hospital for grounds clean-up.

The year was organized into four themes from which student projects were developed and trips organized. Information regarding each of the four themes and student trips associated with each quarter are detailed below.

Quarter One, The West of the U.S.: Focused around trips to the Western US (Wyoming, South Dakota); each student did a research project, then completed the research on the trip. Examples were a study of the history of Deadwood, S.D., geysers, etc.

Quarter Two, Service to the Community: Students identified an issue of interest in the local community, and worked on it. Examples included e.g. working with ESL students at Hayden Heights Elementary, work in Pillsbury United Communities' preschool programs, service project at a homeless shelter, and working with students at New Voyage Academy Elementary School.

Quarter Three, How Things Work: Focused on the physical infrastructure of our society, e.g. water treatment, waste disposal, and construction of buildings.

Quarter Four, Careers: Each week there was a focus on a different category of careers, which students investigated in person, e.g. during the week focusing on legal careers, students traveled to the Ramsey County courthouse and met judges. The following is the schedule of career topics for fourth quarter.

April 25-28 Trades

May 2-5	Arts/Humanities
May 9-12	Health services
May 16-19	Human services: teaching, law enforcement, social services, etc
May 23-26	Entrepreneurs
May 30-June 2	Agriculture/Natural Resources
June 6-9	Business/Engineering/Technology

Finally, staff noted that the special education program worked better than ever during 2004-05. The experiential nature of learning provided an atmosphere that enhanced the nature of learning as outlined in the student IEPs. Transition goals, an important aspect of high school IEPs, were well served with the trips, community exposure to people, and community service opportunities.

Challenges

Attendance continued to be a challenge with JEHS's student population. Many students come to our school with a history of poor attendance at multiple schools. One way we addressed this was by calling students who are not present by 10:00 am (the school day starts at 8:00). Another strategy by which we seek to address this is through having experiential activities where students are off-site. They have to show up at the beginning, on time, in order to participate. An example is the Supermileage Car Competition, which teams from JEHS have participated in for a number of years – this is entirely done at a site remote from the school. Also, students are motivated by their interest in the longer trips, which cannot be made up later.

Taking students into the community presents challenges, with the student population served by JEHS. However, staff persists in taking all students along, and enforcing rules to ensure the safety of students and those they interact with. In fact, learning to interact with and get along with people from different backgrounds is a goal of the experiential-learning aspect of the program. The longer trips also include team-building activities require learning to work well with others, e.g. when camping the group has to share the work in order to get the necessary tasks done

A challenge for staff has been setting up the community-based learning experiences; this requires much extra work. Staff succeeded during 2004-05 in putting together more community-based events than ever in the past. Almost every afternoon there were off-site activities, undertaken by the whole school or by multiple small groups.

V. Compliance reporting

Staff licensure

During 2004-2005, the main JEHS instructional staff included:

- Michael Fischer, History Teacher (file folder #399084)

- Jon Blasig, Math Tutor
- Ellie Elmquist, Writing & Reading (file folder #999103)
- Joshua Larson, Special Education Teacher (file folder #410931)
- Jeff Holte, Director (file folder #255305)

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 2004-2005, the JEHS board was:

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

Financial information

Here is a statement of income and expense for JEHS for 2004-2005.

Jul '04 - Jun
05

Ordinary Income/Expense**Income**

005-000-000-096 Gifts & Bequest	20,000.00
005-000-000-040 Fieldtrip-Ghana	15,000.00
005-000-000-021 Spec Ed Billing	58,000.00
005-000-000-099 Misc Revenue	500.00
005-000-000-211 General Ed Aid	557,819.00
005-000-348-300 Lease Aid	144,144.00
005-000-000-360 Special Ed	37,000.00
005-000-499 Fed Aids	
005-770-419-400 Fed Flow Thru	10,000.00
005-000-499 Fed Aids - Other	<u>5,000.00</u>
Total 005-000-499 Fed Aids	<u>15,000.00</u>

Total Income 847,463.00

Gross Profit 847,463.00

Expense

01-000-110 Lead Teacher	
005-050-110 Lead Teacher	<u>68,000.00</u>
Total 01-000-110 Lead Teacher	68,000.00

01-000-140 Licensed Teacher	
010-211-000-140 Lic Teacher	<u>72,000.00</u>
Total 01-000-140 Licensed Teacher	72,000.00

01-000-141 Non-Licensed Class	
010-211-000-141 EE Non Lic Clas	<u>43,500.00</u>
Total 01-000-141 Non-Licensed Class	43,500.00

01-000-170 Non-Inst Support	
005-050-000-170 Admin	<u>12,500.00</u>
Total 01-000-170 Non-Inst Support	12,500.00

01-000-210 Fica/Medicare	
005-050-000-210 Admin	6,158.00
010-211-000-210 Secondary	8,836.00
010-407-740-210 SLD Special Ed	4,055.00
010-420-740-210 Gen Spec Ed	<u>2,410.00</u>
Total 01-000-210 Fica/Medicare	21,459.00

01-000-214 PERA	
005-050-000-214 Admin	691.00
010-211-000-214 General	2,406.00
010-407-740-214 SLD Spec Ed	<u>1,742.00</u>
Total 01-000-214 PERA	4,839.00

01-000-218 TRA	
005-050-000-218 Admin	3,400.00
010-211-000-218 General	3,600.00
010-407-740-218 SLD Special Ed	<u>2,650.00</u>

Total 01-000-218 TRA	9,650.00
01-000-220 Employee Insurance	
005-050-000-220 Admin	3,400.00
010-211-000-220 General	<u>10,281.00</u>
Total 01-000-220 Employee Insurance	13,681.00
01-000-270 Workers Compensation	610.00
01-000-280 Reemployment Insuran	
005-050-000-280 Admin	72.00
010-211-000-280 General	132.00
010-407-740-280 SLD Special Ed	<u>58.00</u>
Total 01-000-280 Reemployment Insuran	262.00
01-000-305 Accounting/Legal	
005-110-000-305 Accting Fees	2,000.00
005-110-000-305 Audit	<u>10,000.00</u>
Total 01-000-305 Accounting/Legal	12,000.00
01-000-305 Consulting Fees	
005-110-000-305 DL-Mgmt/Bus	<u>55,900.00</u>
Total 01-000-305 Consulting Fees	55,900.00
01-000-305 Field Trips	
010-211-000-305 Field Trips	<u>38,500.00</u>
Total 01-000-305 Field Trips	38,500.00
01-000-305 Marketing/Recruiting	
005-110-000-305 Recruiting	<u>3,000.00</u>
Total 01-000-305 Marketing/Recruiting	3,000.00
01-000-305 Other Fees for Svcs	
005-110-000-305 Cont-Business	3,000.00
010-211-000-305 Cont-Student Re	<u>7,000.00</u>
Total 01-000-305 Other Fees for Svcs	10,000.00
01-000-320-Telephone	
005-810-000-320 Comm Svcs	2,000.00
005-810-311-320 Telecom Access	<u>6,000.00</u>
Total 01-000-320-Telephone	8,000.00
01-000-329 Postage & Parcel	
005-810-000-329 Postage	<u>2,000.00</u>
Total 01-000-329 Postage & Parcel	2,000.00
01-000-330 Utilities	
005-810-000-330 Utilities	<u>47,408.00</u>
Total 01-000-330 Utilities	47,408.00
01-000-340 Ins P & C	
005-940-000-340 Ins. P & C	<u>12,500.00</u>
Total 01-000-340 Ins P & C	12,500.00

01-000-350 Repairs/Maint Cont	
005-760-733-350 Transp Repairs	5,500.00
Total 01-000-350 Repairs/Maint Cont	<u>5,500.00</u>
01-000-360 Transportation	
005-760-720-360 Student Trans	30,000.00
Total 01-000-360 Transportation	<u>30,000.00</u>
01-000-366 Travel, Conv & Conf	
010-640-306-366 Staff Developme	5,000.00
Total 01-000-366 Travel, Conv & Conf	<u>5,000.00</u>
01-000-370 Oper Leases & Rental	
005-110-000-370 Truck/Copier	5,000.00
005-850-348-370 Rent	214,512.00
Total 01-000-370 Oper Leases & Rental	<u>219,512.00</u>
01-000-401 Non-Inst Supplies	
005-110-000-401 Non-Ins Gen	3,000.00
010-211-000-401 Non-Ins Student	2,775.00
Total 01-000-401 Non-Inst Supplies	<u>5,775.00</u>
01-000-430 Inst Supplies	
010-211-000-430 Inst Supplies	5,775.00
Total 01-000-430 Inst Supplies	<u>5,775.00</u>
01-000-440 Fuel	
01-005-760-733-440 Fuel fld-Tri	1,000.00
005-760-733-440 Fuels	1,500.00
Total 01-000-440 Fuel	<u>2,500.00</u>
01-000-460 Text/Workbooks	
010-211-000-460 Text/ Workbooks	2,500.00
Total 01-000-460 Text/Workbooks	<u>2,500.00</u>
01-000-461 Standardized Tests	
010-211-000-461 Standard Tests	2,500.00
Total 01-000-461 Standardized Tests	<u>2,500.00</u>
01-000-530 Other Equipment	5,000.00
01-000-555 Technology Equip	
010-211-000-555 Technology Eq	8,000.00
Total 01-000-555 Technology Equip	<u>8,000.00</u>
01-000-730 Principal Payments	
005-920-000-730 Principal Pymnt	13,888.00
Total 01-000-730 Principal Payments	<u>13,888.00</u>
01-000-740 Loans, Interest	
005-920-000-740 Loans, Interest	6,329.00
Total 01-000-740 Loans, Interest	<u>6,329.00</u>

01-000-820 Dues & Memberships	
005-110-000-820 Dues & Member	<u>5,500.00</u>
Total 01-000-820 Dues & Memberships	5,500.00
01-000-899 Miscellaneous	
010-203-000-899 Ghana	<u>1,000.00</u>
Total 01-000-899 Miscellaneous	1,000.00
Federal Special Ed	
010-420-419-430 Fed SE Ins Sup	<u>750.00</u>
Total Federal Special Ed	750.00
State Special Ed	
005-760-723-360 SpEd Trans	3,000.00
01-000-140 Lic SPED Teacher	
010-420-740-140 JL Spec Ed	<u>53,000.00</u>
Total 01-000-140 Lic SPED Teacher	53,000.00
01-000-141 NL Spec Ed	
010-407-740-141 EE sped	<u>31,500.00</u>
Total 01-000-141 NL Spec Ed	31,500.00
01-000-393 State Cont Spec Ed	
010-420-740-393 State Cont Spec	<u>4,000.00</u>
Total 01-000-393 State Cont Spec Ed	<u>4,000.00</u>
Total State Special Ed	<u>91,500.00</u>
Total Expense	<u>846,838.00</u>
Net Ordinary Income	<u>625.00</u>
Net Income	<u><u>625.00</u></u>

Here is the projected 2005-06 budget which the JEHS board approved.

Jennings Experiential High School Budget For Fiscal Year 2005-2006

adm
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Ordinary Income/Expense

Income

005-000-040 Field Trip, \$100 per student	-
005-000-050 Fees fr Patron	
005-000-093 Rent	
005-000-096 Fundraising	-
005-000-099 Misc Revenue	500
005-000-211 General Ed Aid	309,019
005-000-348 Chart Sch Lease Aid, \$1440 per WADM	41,400
005-000-400 Title I, II, IID VI	25,120

Total Income

376,039

Expense

01-000-100-200's General Ed Personnel Costs	120,000
01-000-305 Accounting/Legal	5,000
01-000-305 DL Consulting Fees	24,000
01-000-305 Marketing/Recruiting	5,000
01-000-305 Consulting Fees/teaching	5,000
01-000-320-Communications	2,000
01-000-329 Postage & Parcel	1,000
01-000-329 Utilities	6,000
01-000-340 Ins P & C	6,000
01-000-350 Repairs/Maint Contracts	2,000
01-000-360 Transportation - MTC and Bus	2,000
01-000-366 Travel, Conv & Conf	5,000
01-000-370 Lease Expense	46,000
01-000-370 Other Lease Expense/Copier	2,000
01-000-394 Field Trips, @ 3000 per student	75,000
01-000-401 Non-Inst Supplies - \$75	1,875
01-000-430 Inst Supplies - \$75	1,875
01-000-440 Fuel	-
01-000-460 Text/Workbooks	1,000
01-000-461 Standardized Tests	500

01-000-530 Other Equipment	2,000
01-000-555 Technology Equip	3,000
01-000-730 Principal Payments	13,000
01-000-740 Interest on Loan and Line of Credit	6,000
01-000-820 Dues & Memberships	1,000
01-000-899 Miscellaneous	1,000

Total Expense	<u>337,250</u>
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Net Ordinary Income	<u><u>38,789</u></u>
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SPECIAL ED PROGRAM

005-000-021 Rev-Mn Districts	16,000
005-419-400 Federal	20,000
005-000-360 Special Education	60,000

Total Income	<u>96,000</u>
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01-000-100-200's Special Ed Salaries/Benefits	70,000
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	<u>77,750</u>
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Net Ordinary Income for STATE SPECIAL ED PROGRAM	<u><u>18,250</u></u>
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Total Net Income/Loss all Programs	<u><u>57,039</u></u>
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Prior Year Fund Balance	<u>68,306</u>
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Current Year Fund Balance	<u><u>125,345</u></u>
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Budget Assumptions:

1 General Ed Payroll includes 1 Director/teachers, 1 Para
 Special Ed Payroll includes 1 teacher

VI. Appendices

JEHS Calendar for 2004-2005

JEHS Calendar for 2005-2006