

BRIGHT IDEAS CHARTER SCHOOL

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**COMPREHENSIVE SCHOOLWIDE PROGRAM
2007-08 CAMPUS/DISTRICT IMPROVEMENT PLAN &
2007 ANNUAL REPORT**

Mission Statement: To prepare students for high achievement in college and successful competition in the 21st century global society.

Committee Members: Lynda Plummer, Principal, Kim Jones, Instructional Leader, Rachelle Stebbins, Vice Principal, UHS, Jamie Newberry, David Bicsak, Special Ed Teacher, and Teachers: Ellen Kehs, Nicole Demeter, Jamie Newberry, Exie Nicholas, Tim Farnsworth, Karen Newman, Theresa Reimund, Robin Hibbard, Harold Horry,.

Board Approval Date: 3-14-08

**QUALITATIVE ANALYSIS
2006-2007**

Stanford gain	Reading: 1.5 grade levels Math: 1.7 grade levels Overall: 1.3 grade levels
Grants received	Title grants Accelerated Reading IDEA grants REAP grant Private donations of material and equipment
Extra-curricular	Suzuki violin: all grade levels
Parent contact	Parent/teacher conferences on demand TeacherEase website hosts teacher email, parent access to child's grades Teleparent to notify parents of problems, remind of upcoming tests and events Life Books Parent/teacher folder planners 1 st -7 th

**STUDENT DATA ANALYSIS
2006-07**

ENROLLMENT

Grade levels	K-12
Enrollment	173
ADA	159
% Re-enrolled	72

ETHNICITY

% Am Indian	1.2
% Pacific Islander	0.6
% Afr/American	9.2
%Hispanic	10.4
%White	78.6
Total Minority	21.4

%ELIGIBLE FREE/REDUCED LUNCH 41

% AT-RISK 33.5

ATTENDANCE

Rate of Attendance	93.2
Rate of Attendance 2005-06	92.8

DROPOUTS

Completion/Student Status (Grade 9-12)	
Dropped Out (4 yr)	1
Annual Dropout Rate	20%

MISCELLANEOUS DATA

# TAKS Exempted	0
# TAKS not tested	0
# Retained	20
% Senior Class graduated	100
% Recommended, Distinguished Diplomas	100
# Graduates	6
# Graduates attending college before graduation	5
# Diplomas awarded	6
Range of College Hrs @ Graduation	10-49
Average College Hours	22

VIOLENCE REPORT 2006-07

Violent and criminal incidents have not occurred on Bright Ideas' campus. There were no incidents in the school year 2006-07.

As per the exclusion to admission policy in our charter, students who have a documented history of criminal offense, juvenile adjudication, or discipline problems under TEC, Chapter 37, Subchapter A, may not be enrolled in Bright Ideas Charter School.

Upon enrollment, parents and their children sign pledges that state, in short, that they will not engage in any violent behavior. A simple fight results in suspension and possible expulsion. The parents give written permission for their children to be searched if suspected of being in possession of illegal substances, including drugs, cigarettes, lighters, and weapons. If found to be in possession of these items, or if found to be involved in illegal activity, the student will be expelled and excluded permanently from enrollment. Threat to person or property will result in immediate expulsion.

TEN COMPONENTS OF THE SCHOOLWIDE PROGRAM

1. Needs Assessment

Bright Ideas received an Acceptable Rating. Below is a comparison chart showing the TAKS scores for 2005 through 2007, and each is compared to the state's passing average. The Net Gain is shown for 2006 and 2007.

	State	BICS	State	BICS	State	BICS	05-06	06-07
	2005 TAKS	2005 TAKS	2006 TAKS	2006 TAKS	2007 TAKS	2007 TAKS		
Reading	83	88	87	83	89	90	-5	+3
Math	72	68	75	58	77	64	-10	+6
Writing	90	83	91	96	92	74	+13	-22
Science	66	45	70	77	71	73	+36	-4
S. Studies	88	>99	87	81	89	85	-18	+4
All tests	62	54	67	54	70	56	0	+2

On the School Report Card, Bright Ideas received two Gold Performance Acknowledgements in the following areas. These awards are listed below as well as the criteria for receiving these awards:

1. Recommended High School Program: 80% or more are enrolled in Recommended or Distinguished Diploma program (3rd year in a row). 99% of our students are in this Diploma program, which is an advanced diploma, requiring at least two years of the same language, three years of Math, and four years of Social Studies.
2. Commended on Social Studies: 25% or more of the students taking the TAKS achieved Commended Performance (3rd year in a row) 36% of our students achieved Commended on their Social Studies TAKS test.

In 2006, the school had five Gold Awards. The percentage of the students' Commended scores needed for the school to receive the awards rose for 2007 by 20% for the Recommended or Distinguished diploma and 5% for the Commended awards.

Science TAKS scores are a problem across the state, as you can see by the comparatively low state score. Although our Science scores went down 4 points, they are still slightly higher than the state. Writing and Science are always dependent upon the lower number of students who take the test, so it's relatively easy for a few students to swing the passing rate widely either way. Writing and Science are tested in only three grades, so the group is very small, 30 students in all. Our goal is a Recognized rating, which in 2006 was 70%. However, for 2008, the passage rate has been raised to 75%. Math is our biggest problem,

followed by Science. The 8th graders were tested in Science for the first time, so their scores were not counted in the school's Accountability Rating. If they had been, our passage rate would have fallen to 64% in Science. One interesting note is that the 5th grade Science TAKS test is the only one that requires a score of 75 to pass. All other tests require only a 70 or even below. The Accountability Rating is based on the passage rate of each student group of 30 or larger, not the entire school's passage rate. The following student groups need special attention. For the Acceptable Rating, all groups must have a passage rate of 50% in Math. The individual group passage rates in Math are:

Females	51%.
African-Americans	63%
Whites	60%
Economically Disadvantaged	58%

For Science, the Acceptable Rating requires a passage rate of 45%. The score for passing the Science TAKS varies widely, from 47% in 11th grade to 75% in the 5th grade. The passing score for the 5th grade Science TAKS is the highest among all subject tests and levels. The group passage rates **excluding** the 8th grade are:

Females	57%.
Whites	68%
Economically Disadvantaged	73%

The group passage rates **including** the 8th grade, as they will be in 2008 are:

Females	48%.
African-Americans	* (less than 5 students)
Whites	63%
Hispanics	71%
Economically Disadvantaged	50%

For the school to reach our goal of Recognized rating, all these groups must have 75% passage rates. To keep the Acceptable rating, none of these groups must fall below:

Reading/ELA	70%
Writing	65%
Social Studies	65%
Math	50%
Science	45%

The reason the Hispanic and African-American groups have not so far affected our rating is that these groups have less than 30 students. The groups that will affect the rating are Females and Economically Disadvantaged. 41% of our students are economically disadvantaged. Only the Hispanic group is at the 75%

level or higher needed for a Recognized rating. We have much work to do to reach our goal.

Adequate Yearly Progress

AYP are fairly new federal standards that are required to be met for the school to continue receiving federal funds such as the Title funds. Students must be performing at or above this standard to be at the Met Standard level. Calculations to find the percent of students who meet the Standard are different than calculations to find the percent of students who pass TAKS. For AYP, grades 3-8 and 10, and SDAA are used. For the percent passing TAKS, grades 3-10 and EXIT are used. The chart below shows the Met Standard and Bright Ideas' scores. The Met Standard was increased this year. Reading went from 53% to 60%. Math increased from 42% to 50%. Graduation and attendance did not change.

	Met Standard	Bright Ideas 2006	Bright Ideas 2007
Reading/Lang Arts	60%	81%	88%
Math	50%	54%	59%
Graduation Rate	70%	50% (2005)	80%(2006)
Attendance	90%	92.8% (2005)	93.2 (2006)

Grade level gains

New students are tested on the Stanford when they come into the school. Then in May, all students are tested. These tests are used to provide another way to measure achievement besides the TAKS test. Students who come into our school below grade level may fail the TAKS, but their improvement due to Bright Ideas programs will be shown on the Stanford test. Students are supposed to make at least 1.0 grade level gain for each year in school. 55 students took the Reading tests in May or September, 2006, and May, 2007. 61 students took the Math tests in May or September, 2006, and May, 2007. 51 students completed both the Reading and Math tests. When Language Arts was combined with Reading and Math, students made a gain of 1.3 grade level. The Battery Total is being pulled down by the Language Arts scores, which we will start comparing beginning with the 2007 scores. In Reading and Math, we had outstanding gains of 1.5 grade levels in Reading and 1.7 grade levels in Math in one year. The school has not had such good gains since 2001. There was an excellent percentage of improvement in Grade Level Gain, which is shown below.

Stanford	Reading	Math	Battery Total
2006	1.1	1.0	1.1
2007	1.5	1.7	1.3
%Gain	36%	70%	18%

Student population

The TAKS chart shows why Bright Ideas still has much work to do to achieve our goal of Recognized rating. Yet, the Stanford test chart shows that the school's

programs are very successful. The major challenge continues to be the academic grade levels of the students entering the school. Students come into our school at widely varying grade levels. Students don't enroll at Bright Ideas unless their school is not serving their needs, so students are usually behind or above grade level. At the beginning of the school year 2006-07, our population included 42% who are below grade level, 47% above grade level, and 78% economically disadvantaged. The percentage economically disadvantaged at the end of 2006-2007 was 71%. The at-risk of failing population in 2007 was 58%, compared to 77% in 2006. The minority population was 22% in 2007 and 27% in 2006. Significantly, by the end of the school year 2006-07, the students' achievement showed great gains, going from 42% below grade level to only 25%. We experienced very little change in the actual makeup of population, except for the reduction in at-risk, yet we achieved great grade level gains in Reading and Math. This achievement is very significant, especially given the high number of economically disadvantaged and at-risk population. This high number is considered by all in the field of education to be a factor that always affects achievement. The fact that this population's grade levels in Reading rose 36% and Math rose 70% is highly significant.

Bright Ideas' charter has requirements built into it that can hinder its reaching the next Accountability Ratings, Recognized and Exemplary. Bright Ideas' mission is to teach students at their level of challenge. Students that test above grade level are encouraged to accelerate to the next grade. These students may not test as well on the TAKS and Stanford as they would have if they stayed in grade levels that were too easy for them. Students who test below grade level are given tutoring. Both the students who accelerate and the students who test below grade level have a negative effect on the TAKS scores. TAKS scores are based on students passing tests that are on grade level. Now that most of the students are on grade level, these scores should rise in 2008.

Additionally, when special education students are enrolled in Bright Ideas, they often find they are not eligible for special education. Other school districts put students in special education for the most flimsy of reasons, such as asthma or ADD. The hidden reason is often because the students have repeatedly failed the TAKS test. Special education students take a different test, the SDAA, that administrators could choose a lower grade level test than the student's actual grade level. However, the federal government has put a stop to this practice by requiring that these students be tested on their grade level. When special education students are enrolled at Bright Ideas, we examine the records and determine how the student will be served at our school. Frequently, these students do not qualify and must be enrolled as regular education students. These students have missed a great deal of their education by being in special education, and most likely will not pass the TAKS at first. This negatively affects our Accountability Rating. However, the focus of Bright Ideas is to teach students at their level of challenge, regardless of the effect on our Rating.

Comprehensive Analysis Process: There are several very interesting points in analyzing the Stanford testing. In May, 2007, 25% tested below grade level. In May 2006, 47% tested below grade level. Math and Reading show gains on the TAKS , 6 points and 3 points, respectively. The big news, though, was in the 1.5 grade level gains in Reading and 1.7 in Math. This is a notable achievement.

Bright Ideas students have to pass their courses and the TAKS in order to pass to the next grade. All work or tests that have been failed are allowed to be made up by redoing the work during summer school. Summer school was successful in helping most students pass. In 2006, according the state AEIS report, 20/138 in K-8 did not pass to the next grade. In 2007, according to our records, 30 students were assigned to summer school. 11 chose not to attend, and therefore failed. Of the 19 remaining, only 2 still failed after summer school. The state AEIS report shows that 20/135 in K-8 did not pass.

In 2006, Science TAKS passing scores rose 36%, so that only the Math scores kept the school from reading Recognized levels. For 2007, because the rates required for reaching the Recognized Rating rose 5 percentage points to 75%, Science, Math, and Writing (by one point) were subjects below 75%.

Bright Ideas' strategies of offering high quality research-based programs, tutoring, and summer school proved to increase the number of grade levels gained on the Stanford tests. However, the number of students failing to pass to the next grade level is not decreasing, largely because parents choose not to send their children to summer school.

Continuous Improvement Plan

The Texas Education Agency's Division of Program Monitoring and Interventions required that the school correct its noncompliance regarding the percentage of high quality professional development. The school had to have 90% of its teachers participate in high quality professional development. This goal was met.

2. Schoolwide Reform strategies

To improve the TAKS scores, in particular the Math and Science passing rates, and Stanford gains, these steps will be taken. All academic programs are research-based.

- The second attendance track will be continued. Students enrolling on September 24 or later must attend school through July 3. Most students who enroll after September 24 are doing so because they have academic needs. Requiring them to go to summer school allows us to address those academic needs they had before the start of the new school year.
- Mandatory tutoring will be continued for students whose previous report card or progress report indicates failure, for those who've failed the TAKS Benchmark test given each month, for those who failed the Texas Primary

Reading Inventory, and for those who are behind in their work. Tutoring Prescriptions are used to track students into tutoring based on the above and are released at the next grading period when they pass the indicators on the Prescriptions.

- The TAKS Benchmark testing program will be continued. The teachers divide the TEKS for the subjects they teach into seven portions. The students are required to pass the first seventh of the TEKS at end of the first month, which is Benchmark 1, and the first and second seventh of the TEKS at the end of the second month, which is Benchmark 2, etc. The school uses Study Island and Study TAKS to make tests for the Benchmark tests. The students then take the Study Island tests on the computer. If a student makes below a 70 on the Benchmark test, Study Island selectively gives students problems to work on in the students' areas of need, and gives the students immediate feedback. This program will result in the students being ready for the TAKS test April 1, allowing time during the rest of April for further study before the TAKS test.
- The lab-based science program is being continued using the greenhouse lab. This has proven to improve the students' motivation to do not only science, but also improves their math, reading, and writing skills because of the increased research needed for the problem-based learning required for the Integrated AquaVegeculture System housed in the greenhouse. Two middle or high school students are hired to work with the Science teacher in the greenhouse. To apply for the jobs, the students have to write a paper detailing their desire to learn more about horticulture. Two new high school courses, Aqua-Culture and Hydroponics, use the greenhouse.
- Hands-on Science curriculum is being used for grades 1-8 to improve Science learning.
- Use of Bright Ideas' own interdisciplinary project-based curriculum, Connections Between Cultures® is being continued. The CBC curriculum addresses 80% of the English Language Arts TEKS, and is used in addition to grade level state-adopted English Language Arts texts.
- A new method of curriculum design called Understanding by Design has been instituted to help students and teachers focus on the essentials of higher level thinking and production. Teachers are receiving professional development to deepen their own learning of the method. UbD is being integrated into the CBC curriculum to deepen learning and raise skill levels. This year, instead of students' presenting their projects every two weeks, they presented every three weeks. The teachers need more time to work UbD into CBC, and the hope is that the projects will be of higher quality and more meaningful.
- Flexible pacing in continuous progress classrooms is being continued, allowing students to accelerate through grade levels, or allowing students increased time in a grade level, as needed by the individual.
- As required by our charter, students are not allowed to progress to the next grade unless the grade's subjects are passed and the TAKS is

- passed. Students are allowed to take a Credit by Exam when subjects are failed, and are allowed to retest on the TAKS until it is passed. Students are not allowed to graduate until the Exit TAKS, required by the state, and the Accuplacer, the college entrance test required by our charter, are passed, as well as sufficient credits are accrued.
- Students are allowed to accelerate to a higher grade in a subject whenever needed through the use of Credit by Exams and curriculum-based tests.
 - Reading Plus, a reading remediation program on the school's computer network is being continued. The more hours students use it, the more their reading scores improve.
 - To tackle our continuing problem with low math TAKS scores, Everyday Math, a manipulative-based program, was added to grades K-6 as a supplemental curriculum in 2004. It was successful in improving the elementary student's math scores. It will be continued.
 - The school is instituting Ron Clark's methods to improve achievement in the elementary.
 - Classroom WalkThrough is a method of teacher supervision used to discern the reasons for low achievement. The Principal and Instructional Leader will be visiting the classrooms frequently to gather data and then make recommendations. The goals are to improve student engagement and to make sure the curriculum is on grade level and at the correct pace so that students learn more and are ready for the TAKS tests.
 - EPGY (Education Program for Gifted Youth) is a computer-based math tutoring program designed by Stanford University originally to provide gifted students with a way to accelerate through grade levels. The school did a trial for two months in May and June. EPGY has shown to raise grade levels in average students by as much as 2.5 grade levels in two months. We did purchase the program to use it K-8th grade in 2007-08.

3. Staff

All teachers have at least a bachelor's degree. Most have master's degrees and many have teacher certifications. Experienced teachers are paid to mentor new teachers as long as needed. Combined, the school's 16 teachers have 229 years of experience.

4. Professional development

Teachers participate in training required by Bright Ideas and by the state. Administrators participate in state and national conferences aimed at charter schools. In 2007-08, the Principal will participate in leadership training by the Dana Institute, an intensive, four times/year for two years, training with a cohort of other leaders. All the leaders involved in the training are trying to find ways to improve their schools. The Principal's goal is to find ways to improve leadership and to target professional development toward raising Math and Science TAKS scores. The Instructional Leader will attend two trainings, one to improve discipline with the Ron Clark Method, and the other to align our

curriculums more closely to the TEKS and improve student engagement. The TEKS are the concepts and skills that the TAKS tests assess. K-3rd grade teachers receive state level training called Reading Academies. This training enables the teachers to institute reading tutoring at the first sign of need. High quality training is provided to the teachers throughout the year, based on needs identified by the administrators and identified through a survey by the teachers themselves. Summer inservices include gifted education training and training in the curriculum design method, Understanding by Design. Teachers are able to attend any inservices they desire, or are required by the administrator, from Region 9 ESC.

5. Strategies for attracting highly qualified teachers:

Retention and Recruitment Plan: Bonuses for TAKS scores and higher pay for experienced teachers including retired teachers are ways we attract teachers. Also, retired teachers are attracted by the fact that our company does not pay into TRS.

6. Parental involvement

Parents are invited to attend School-Wide Culture Fair presentations that are held every three weeks. Workshops will be held in the fall for parents to instruct them in the high quality learning strategies underlying the curriculums we use. Surveys are conducted at the end of the year to identify improvements that need to be made. ImaginationIs.com is a website where courses for students, as well as teachers, are maintained. Students can access papers and take tests. Teachers use it as another way to keep students and parents informed, besides TeacherEase and Teleparent. Also see #8 for more parental involvement strategies.

7. Preschool transition

Bright Ideas Preprimary class is a combination preschool and kindergarten class. It is very easy and natural for preschoolers to transition into kindergarten level work. This continuous progress classroom structure allows preschoolers to begin kindergarten level work whenever they are ready. The continuous progress structure in all classrooms allowed one four-year-old to begin 1st grade this year.

8. Effective, timely assistance

Students receive progress reports approximately every four weeks, with mid nine-weeks progress report and nine-week report cards. The progress reports identify subjects with which students are having difficulty. Teachers are trained in putting their lessons on a website, www.TeacherEase.com, so that students and their parents can access, on a daily basis if desired, the daily work and grades.

Mandatory tutoring has been instituted for students whose previous report card or progress report indicates failure, for those who've failed the TAKS Benchmark

test given each month, for those who failed the Texas Primary Reading Inventory, and for those who are behind in their work. Tutoring Prescriptions are used to track students into tutoring based on the above and are released at the next grading period if passing, or when they pass the indicators on the Tutoring Prescriptions. The teachers maintain daily contact with the after school tutors, making sure that the work done in tutoring closely aligns with the daily classwork.

The parents have daily access to their child's grades via the TeacherEase website, so that they can check to see what work still needs to be finished and how their child is doing in between progress reports. We also use Teleparent to notify parents of daily problems, upcoming exams, or anything else a phone call would be helpful.

Parent-teacher conferences are held at the end of each grading period, and whenever requested. These conferences are held to determine what needs to be done by the school, parent, and/or student, or outside source to improve the students' performance.

9. Teachers are part of the decision

Teachers are consulted in the choice of assessments, if any instruments other than the assessments described in the State Plan are added. Teachers are involved in deciding on changes in curriculum and textbooks.

10. Use of resources under Title and other Federal funds to achieve Schoolwide Program components

Title funds is used to fund the greenhouse lab that houses the Integrated Aqua-Vegeticulture System, in which integrated lab-based science learning occurs. The funds are used to purchase supplementary learning materials for science, math, language arts, and the Suzuki violin program. Title 1A, REAP, Compensatory Education, and the Accelerated Reading/Accelerated Math grant supplements instructional payroll and funds the extensive after-school tutoring. Title IIA is used for professional development and for teacher hiring and retention incentives to increase the numbers of highly qualified teachers. Title IID is used for technology supplies. We also participate in REAP, so REAP funds supplement the Title programs. All Title funds can also be REAPed, which means that these funds can be used in the same manner as Title 1A funds.

Programs included

Programs that are included in our Plan are Connections Between Cultures®, a history-based, project-oriented interdisciplinary curriculum, Integrated Aqua-Vegeticulture System integrated science, lab-based projects, Understanding by Design, Suzuki violin, EPGY, the Ron Clark method, and Everyday Math.

Report results to parents

Students receive progress reports approximately every four weeks, with mid nine-weeks progress report and nine-week report cards. They identify subjects

with which students are having difficulty. Parents are also able to access their child's grades via the Internet on TeacherEase. Parents receive copies of the Prescription Tutoring Forms, when their children are tracked into tutoring, so that they are apprised of how their children's needs are addressed.

GOALS FOR 2007-08

Three goals are important to the school's competition with the other area schools. These are reaching the next two Accountability Ratings: Recognized and then Exemplary, and surpassing the state's passing rates. To do these, scores must be raised by the following percentage points.

	Recognized: 75%	Exemplary: 90%	Surpass State
Reading	Goal met	Goal met	Goal met
Math	11 pts	26 pts	13 pts
Writing	1 pts	17 pts	18 pts
Science	2 pts	17 pts	Goal met
Social Studies	Goal met	4 pts	5 pts

We need to achieve full enrollment of 400 students at some point. For 2008, an achievable goal is full enrollment of the main campus plus one classroom at the University High School is 190, which was met at the beginning of the year. Advertising is focusing on the new Judo and Dance programs that the students will take instead of regular PE. We continue to advertise the University High School so that the public looks to the entire school program as preparation for attending University High School.

Facility Improvement

The final goal is to find funds for a multi-purpose center, to house the cafeteria, group gatherings, and PE on rainy days.

Evaluation Measures

The students are assessed with formative TAKS benchmark tests approximately every four weeks, and then tracked into mandatory tutoring until they pass the tests. Summative assessments are the TAKS tests and the Stanford tests. The Stanford is given to new students in September as a formative pre-test, and then again in May along with the rest of the 3rd-12th grade students as a summative test. The teachers will participate in choosing new tests for summative assessments to give the K-2. Currently, the only test used for them is the TPRI.

Resources

Finances continue to be a problem, because all state and federal money is tied to the number of students enrolled. While the school had 193 students enrolled in

August, we currently have 150 students. Students enroll for many reasons, yet leave for one. The program does not fit their needs. Now another reason out of parents' control has added another reason: gas prices. The rise in gas prices has hit the school hard. Many of our low income students have been forced to go back to their home district so they can ride the bus.

Most all other charter schools rely on donations from individuals, corporations, and groups. Bright Ideas has no such "angels". However, the Ramseys have allowed the school to pay rent when it can, so they are considered angels to everyone at Bright Ideas. This year, no rent has been paid to date. The school has changed insurance companies, which saves the school \$40,000. A teacher was let go, and the classes combined. Teachers were lost for Violin and Dance, and new ones have not been rehired. The school needs help finding "angels" who can help support the school until enrollment can be increased.

McGaha and Huey Elementary schools are closing this year, and its students sent to the new schools that WFISD is building. However, the schools are not going to be ready to open on time in the fall. We are advertising repeatedly with mailouts to these students' homes.

Progress made toward goals outlined in the charter

Bright Ideas' mission is to prepare students for high achievement in college and successful competition in the 21st century global society. For students who strive toward those same goals, Bright Ideas is a safe haven where they can learn to think and produce at very high levels. Students who attend school only to serve time until they can take the GED are not happy campers at Bright Ideas. Our academic and discipline standards are very high. Students who enroll must decide whether they want to work hard enough to prepare themselves for college. Some decide they really don't want to work that hard and go back to the school from which they came. Bright Ideas is giving students a chance to change their lives, to be more than they ever dreamed possible.

An example of success in our mission is the growth of the University High School campus. This campus graduated 6 students in 2007, and will have 6-8 in 2008. The class is nearly full now, with 20 students, and three more in the process of application for immediate enrollment. The campus has students as young as in the 9th grade. One amazing 17 year old in current school year, 2007-08, has had a baby, is working, going to Vernon, and UHS. The range of college hours for graduates of 2007 is 10-49.

Not only is UHS successful in integrating student into college life, it is a magnet for the students on the main campus. The main campus students work harder, and are clear about their goals to attend UHS as soon as possible.

Quality of academic life

In 2007, 100% of Bright Ideas' graduates earned a Recommended or Distinguished Diploma. This outstanding percentage contrasts with the 44% of WFISD graduates, and 24% statewide, that chose the Minimum Diploma. This high percentage exists in WFISD despite the state's requirement that students be automatically placed in the higher diploma programs, and must get both their parents' and their counselor's approval to drop down to the Minimum program. WFISD loses many of its students from the higher diploma programs when they begin to struggle in their second year of foreign language or Algebra 2. The Recommended or Distinguished Diploma requires students to have two or three languages, three Sciences, plus 2.5-3.5 other academic electives. The Minimum diploma requires no foreign languages, only 2 Sciences, less rigorous math courses, and 5.5 electives of any kind, including such nonacademic electives as PE, Band, Family Development, and Personal Finance. The Minimum diploma does not prepare students for college.

The state has changed the requirements of the two upper programs to now require one more year of math and another year of science, beginning with this year's freshmen. It's called 4 X 4, four years each of English, Math, Science, and Social Studies. Students now have to take Algebra 1, Algebra 2, Geometry, and PreCalculus. An example of the Science credits would be Biology, Chemistry, Physics, and Environmental Science, or other year of the major sciences.

The vast majority of Bright Ideas' graduates go to college before they graduate. Since the concurrent program began in 1992, only one student has chosen not to take concurrent classes. In 2007, another senior was unsuccessful in her college class. This proves that our school is very successful in preparing students for college. In the last 9 years, 8 years have had a zero dropout rate. We had one dropout last year. The re-enrollment rate for Fall 2007 was 72%.

Discipline continues to be very good. Classes are quiet and orderly. Students are friendly and respectful, and even hold the doors open for each other and visitors. The Ron Clark method of teaching students the rules of polite society has drastically reduced tension in the school.

Parents feel welcome and needed in the school. We have regular volunteers who help in the classroom, with copying, on fieldtrips, and arranging fundraisers. We have a website for parents to see their child's lessons and students' grades are updated weekly. Parents can email the teachers from the website. If families don't have a computer at home, they are welcome to use the ones at school. Teleparent sends phone calls to those who don't have computers or just when they need to be informed of something. Parents are encouraged to come in and visit with the teacher and keep abreast of their child's progress. Upon enrollment, parents and students sign accountability contracts, pledging that parents and students will live up to their responsibility for good behavior, hard

work, and a home environment conducive to good study habits. Parents learn that we are serious about maintaining contact with them.

The school is getting a very good reputation. Students who were accelerated while at Bright Ideas and then transfer to other elementary schools are usually kept at the new grade level. Elementary schools are not required to honor grade placement of previous schools, while Secondary schools are. Some counselors at other schools tell their students they're "not smart enough" to go to Bright Ideas. Then there are other schools who "suggest" transferring to Bright Ideas to those students who are likely to fail the TAKS test. We get referrals from all kinds of people, including pediatricians, counselors, Rose Street Clinic, which has a WFISD school for its patients.