Executive Summary

ARTEC Regional Professional Technical Charter School

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.
Description of the School

Describe the school’s size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

ARTEC Regional Professional Technical Charter School (RPTCS) is a regional professional-technical charter school serving nine high schools in eight school districts in rural southern Idaho. Those eight districts include Buhl, Cassia County, Dietrich, Gooding, Jerome, Kimberly, Minidoka County, and Twin Falls. Geographically, it covers about 9000 square miles and the community population ranges in size from 334 to over 40,000. With the addition of the Auto Body program at Dietrich and another Health Professions program at the Cassia Regional Technical Center, there are now 20 high-end professional technical programs in these schools which include Auto Body, Automated Manufacturing, Automobile Technology, Cabinetmaking, Diesel Mechanics, Electronics, Finance Academy, Health Professions, Information Technology, and Residential Construction. The 408 students are enrolled one-half day in the charter school and one-half day in their home high schools. They can earn a diploma from their home high school and/or the charter school. Students come from a Caucasian, Hispanic, Asian, Pacific Islander, and/or African-American background. This year there are 32% of the students who come from other ethnic backgrounds besides Caucasian, a figure which has been fairly consistent during the past six year. There are 65% of the students who are male and 35% who are female - a figure which has been consistent since 2010. The teaching staff is composed of 15 male teachers and eight female. All of the staff have business and/or industry experience as well as meeting certification requirements of the Division of Professional-Technical Education. The one administrative position is shared by two part-time retired administrators - one male and one female. In addition, each of the nine high schools has a site administrator who is responsible for the day-to-day operations of the programs. (There are seven male site administrators and two female.) The unique challenges facing the charter school include distances between schools, inability to have staff meetings more than once or twice a year, gathering of attendance information, and sharing of information. Its strengths lie in the quality of students who graduate - ready to go to work in their technical field, take additional training in post-secondary, and/or attend a four-year academic college. Because of their concentration in a technical field, they are more focused than most students are when they graduate.
School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Vision: ARTEC Regional Professional Technical Charter School (RPTCS) students will complete their high school education with: - Strong self-esteem and high personal expectation through a mastery of skills -- linguistic, mathematical, scientific, technical, artistic, physical and social, - Tolerance, honesty, integrity, good judgment and respect for others, and - An appreciation of the work ethic and the free enterprise system. ARTEC RPTCS will help students build a foundation of post-secondary credit and/or industry certifications that will motivate them to complete a post-secondary program leading to a successful and responsible life style and employment. The Mission: ARTEC Charter School is committed to providing high-end professional-technical programs to high school students in the Magic and Wood River Valleys that enables them to succeed in their chosen professional-technical career. The Beliefs: - Successful education requires the collective efforts of students, parents, staff, and community. - Quality education includes excellence in teaching and exposure to technology, essential curricular materials, and a variety of learning experiences and positive life choices. - High expectations foster high achievement. - Diversity strengthens and enriches the climate and culture of our school. - A learning environment must be established that values each individual and promotes self-worth. - Everyone has the right to expect and the obligation to give respect. The school embodies its Mission, Vision, and Beliefs by requiring the programs to meet high-end professional-technical standards which include industry certifications available for students to earn, a curriculum including an introductory course as well as advanced options over two-three years, integrated projects developed by teams of academic and technical teachers at curriculum integration workshops each year, dual credit or technical credit offered, inclusion of a variety of industry-based equipment and/or technological devices for student use, job shadowing and/or internships, a soft-skills certificate to be earned, and a strong student program relevant organization. Staff and Board of Directors did a thorough examination of the Vision, Beliefs, Mission, and Goals during the past year and made changes so that they more closely reflect the charter school today.
Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

During the 2015-2016 school year, several programs received state and national recognition.

Hunter Fife, a junior in the Minico High School Diesel Technology program, won the gold medal at the state SkillsUSA competition and participated at the national contest.

Sixteen Finance Academy students placed first in thirteen events in the BPA regional competition and another 13 placed second or third in six events with more than 20 qualifying at the state competition to compete at nationals. Twelve of those students placed in the top ten in eight events at the national BPA competition and were on the stage for awards. Kayla Wadsen placed third in Database Applications/MOS Access. Instructor Lorraine Rapp was recognized for her years of service to BPA and her students when she was awarded the Korky Williams Legacy Award as Advisor of the Year at the state contest in March and instructor Carrie Ploss was chosen to be on the Technical Skill Assessment Development Team by Career and Technical Education.

Twin Falls IT instructor, Jason Torgrimson, took 12 students to the SAINTCON CTF (Hacker Games) in Ogden in October. This is Utah's Premiere Security Conference of cybersecurity for businesses and governmental agencies. There, five students presented "NeverLAN CTF...Teaching the Younger General "to Hack". Read about their presentation at arteccharterschool.com/.../NEVERLAN-CTF-Twin-Falls-IT1.docx.

Twelve students in the Canyon Ridge HOSA chapter qualified at state to attend the national competition. One of those students, Kelly Feng, won gold at state and national by completing 294.8 hours of community service in one year and another student placed in Reflections.

In addition, over 50 students earned nationally recognized industry certifications in such diverse areas as EMT Basic, CNA, WISE Financial Literacy, WOW 3 School (Programming), ASE, and MTA Software Fundamentals and Networking.

Lastly, the charter school was awarded its five year accreditation when the External Review Team visited in November.
Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The ARTEC RPTCS is the out-growth of a coalition of area businesses, school districts, and the College of Southern Idaho which began in 1997 looking for ways to share high-end technical programs across the region as well as provide a stable funding source beyond these expensive programs. The movement was funded by a generous 4.8 million grant from the Albertson Foundation between 1999 and 2004. The Coalition, in searching for a permanent stable funding source for these programs, became a charter school in 2006. The Board of Directors is composed of four persons from business, four from education, two from the College of Southern Idaho, and one at-large member. This mix of people encourages the school to remain focused on its original mission of providing high-end technical training for high school students which can lead them to living more constructive lives in the future.