



2024-25 Annual Report

Mission & Overview

Wasatch Charter School is a K-8 tuition-free charter school in the Salt Lake Valley guided by the principles of public Waldorf education that provides a comprehensive education program integrating academics, arts, movement, nature, and social responsibility into everyday learning. Through a culture of holistic learning and dedication to the optimal development of each individual child, WCS nurtures intellectual, social and emotional, and physical capacities through an artistic, hands-on, interdisciplinary approach to core academic subjects which enables each student to blossom into an imaginative, engaged, competent, life-long learner. Our students, teachers, faculty, and families emerge as confident, creative, strong critical thinkers and environmental stewards, empowered to act positively in their own lives and communities.

OVERVIEW

The 2024–25 school year marked a meaningful moment of continuity and renewal at Wasatch Waldorf Charter School. I stepped into the role of Executive Director during a thoughtful mid-year transition alongside Emily Merchant, whose steady leadership and deep devotion to this school shaped its first decade from founding through stable operations. I am grateful for the care, collaboration, and institutional wisdom she offered throughout this process, and for the strong foundation she leaves behind.

This year invited us to live more fully into our mission: to provide a tuition-free public Waldorf education that honors the whole child, while cultivating imagination, responsibility, and a real human connection to the world. Across classrooms, playgrounds, and community gatherings, our students continued to learn through movement, art, nature, and rigorous academics, supported by teachers and staff committed to their intellectual, social-emotional, and physical development.

Building on the collaborative leadership model strengthened in recent years, faculty, administration, and the Pedagogical Administrative Council continued to share responsibility for the life of the school. This approach not only elevated teacher leadership and professional growth, but also honed our understanding of where clarity, structure, and sustainable systems are essential for a maturing organization. The work of this year balanced honoring Waldorf pedagogy with strengthening the operational backbone required of a thriving public charter school.

Throughout the year, we saw evidence of growth on many levels: deepening teacher training and mentorship, continued student engagement through assemblies, buddy classes, and student leadership opportunities, and an enduring commitment to cultivating a healthy,

connected school culture. Our community—students, families, faculty, and staff—met change with resilience, openness, and a shared sense of purpose.

As we look ahead and through the current school year, Wasatch Waldorf Charter School remains a place where children are known, creativity is valued, and learning is alive. It is an honor to serve this community and to help steward the next chapter of a school that continues to grow thoughtfully, courageously, and in service of its students and the wider community.

Heather Campbell
Executive Director

2024-25 Key Accomplishments

- ★ Transitioned to a new Executive Director.
- ★ Continued development of teacher leadership.
- ★ Greater on-site mentoring for teachers.
- ★ Demonstrated “Commendable” Growth on the State Performance metrics, with a “High” growth for Science.
- ★ Meets Expectations for Academics and Finances through the State Charter Board oversight Charter School Accountability Framework (CSAF) (Operations has not been scored as February 2026)
- ★ Provided quality training to teachers, including ongoing and additional summer offerings and curative training.
- ★ Continued growth of innovative “Special Classes” in special education, our “Lotus” and “Redwood” classes with unique movement-based approach to working with students.
- ★ Exceptionally high student and staff retention.
- ★ Fundraising engagement and revenue is steady.

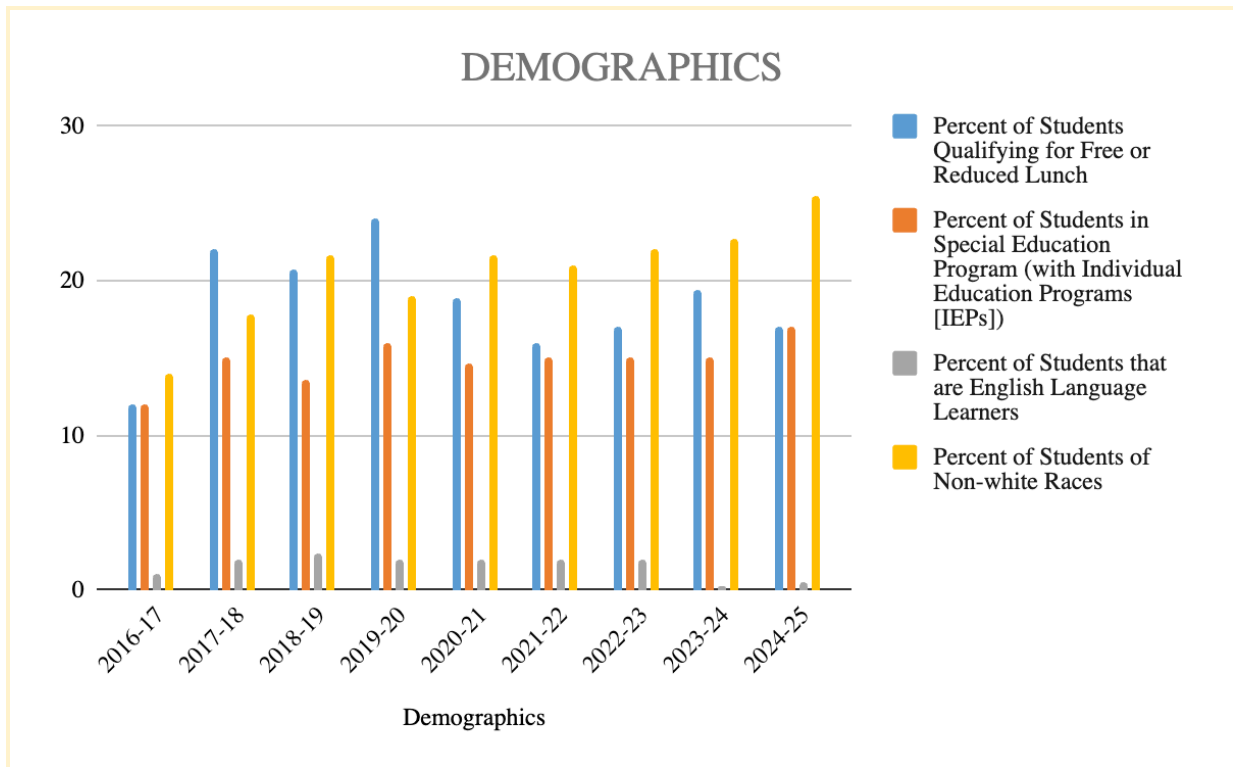
- ★ Governing Board leadership and processes were strengthened.

- ★ Increased development of restorative practices in relation to discipline with an increase of in-school suspensions for behavior that violated the school's Code of Conduct.

Our Community

Demographics

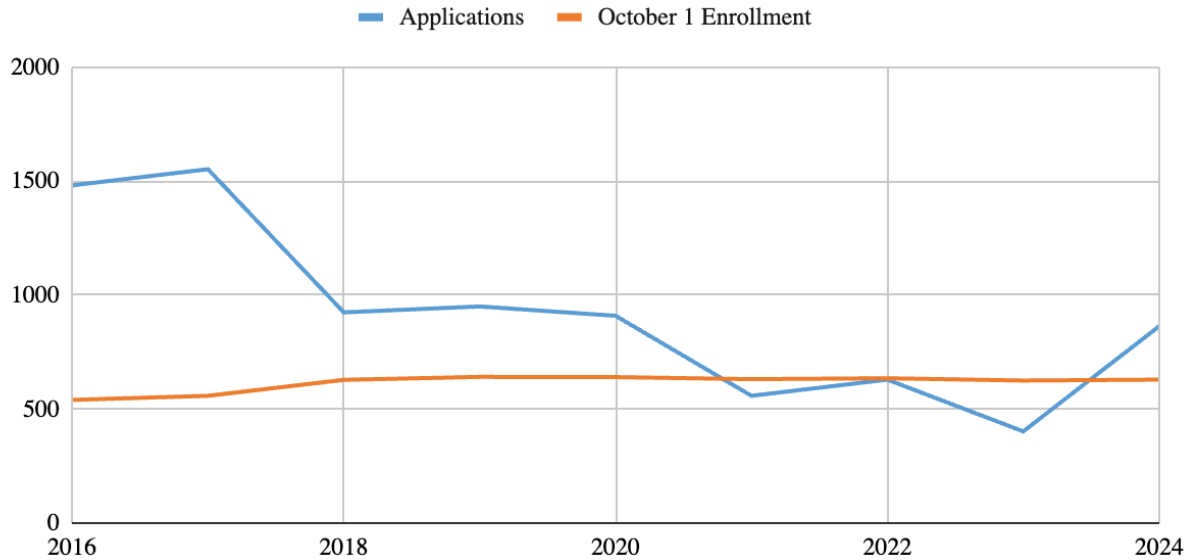
In our ninth year, all demographic measures remained relatively close to the previous years, as demonstrated below. There is a steady increase in the enrollment of students of non-white races. The data on economic disadvantage continues to track lower in the post-Covid years than prior for most schools throughout Utah, which may continue to be an under-representation as we work to get students re-enrolled in the program after several years of federally-supported free lunches.



Enrollment

WCS maintained consistent interest in enrollment, although total applications were lower than in previous years. Enrollment was lower than in the previous year due to a smaller eighth grade class.

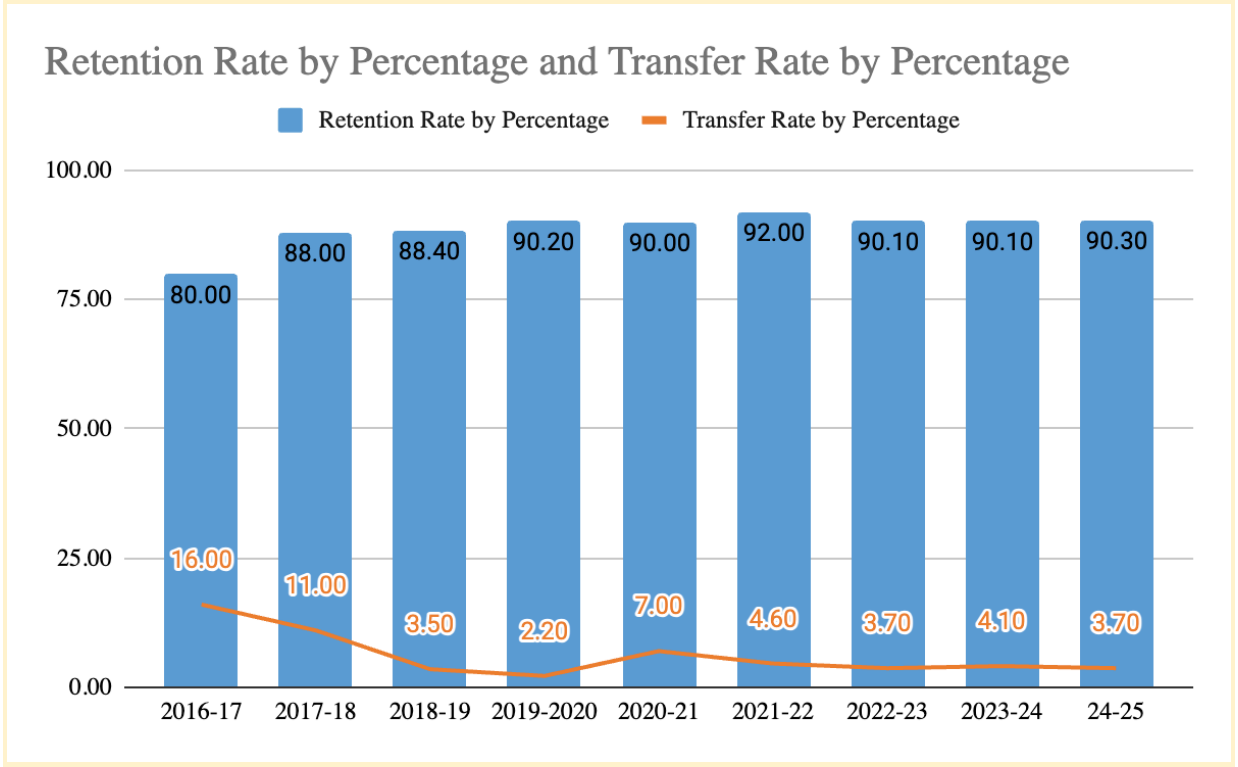
Applications and October 1 Enrollment



Applications & Enrollment

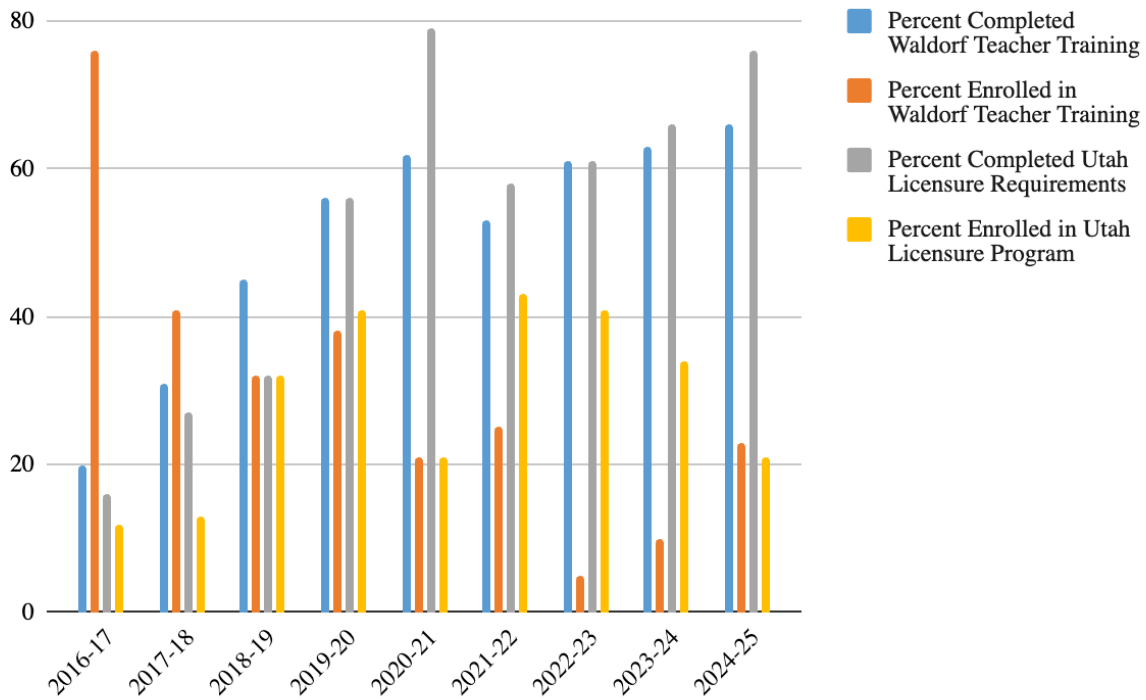
Retention

WCS maintained a solid population from year to year 100.5% (2025) enrollment trend (the SCSB goal is 95%). Our student retention was 90.3%, slightly higher than the preceding year, meaning that 90.3% of students returned from the 2023-24 school year. The within year transfer rate (the number of students who withdraw *during* the school year) was slightly lower than the previous year at 3.7%, over 4.1% in 2023-24. On all measures, WCS outperformed the State average for all charter schools and the State's target goals of 80% retention and less than 15% transfer rate.



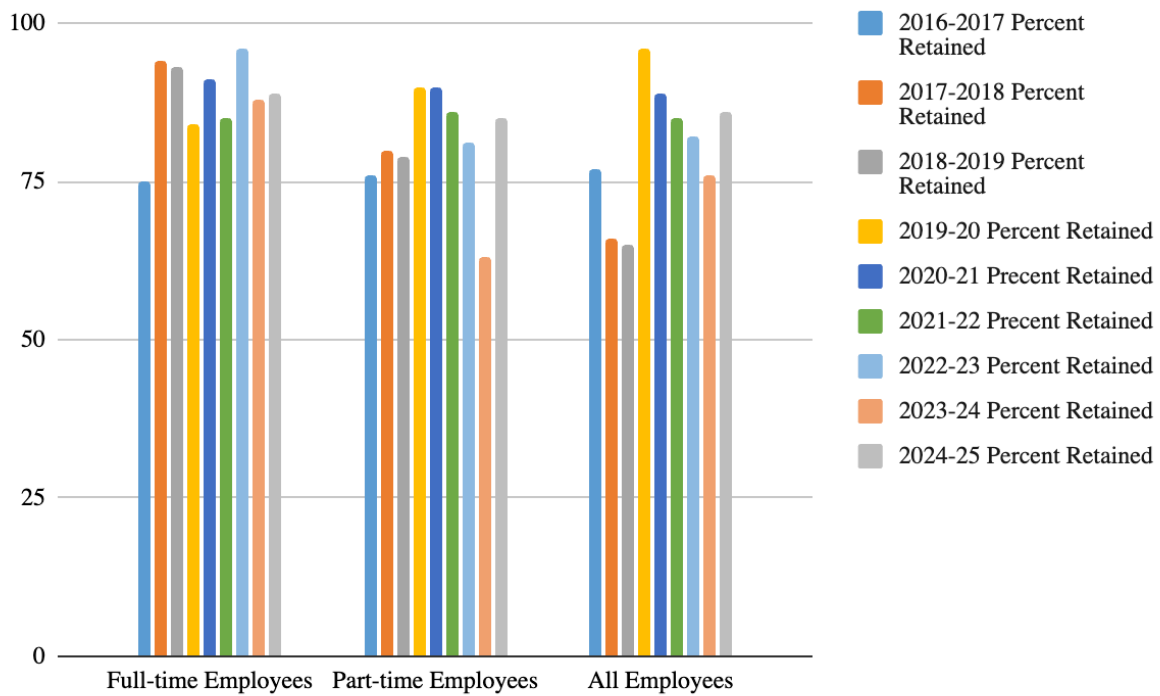
Employee Qualifications & Training

Additional teachers completed Waldorf training in the summer, and many teachers began or continued training programs as well. A significant increase occurred in the number of teachers with Utah teaching licenses, as well as those involved in a licensure training program. Overall, a far greater number of teachers have been with the school for multiple years and have completed State licensure and Waldorf training.



Employee Retention

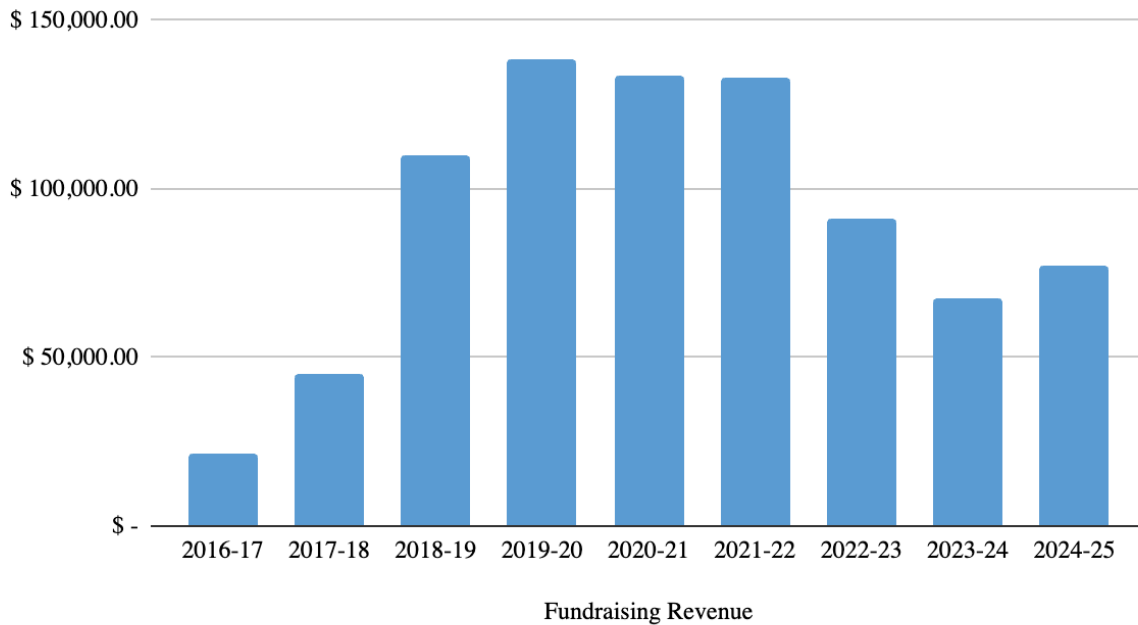
WCS had strong employee and teacher retention again. According to the Utah State Board of Education data, our full-time licensed teacher retention rate is measured by determining how many licensed teachers have been at the school for three or more years which shows as 50% retention. This is only a reflection of teachers who are fully licensed and does not account for our teachers who are in licensure programs. We can see a more accurate retention rate if we look at all of our employees. However, our own data may have variations over time that are not accurately reflecting our numbers. In part, our own record discrepancies may be influenced by two factors: First, better records of part-time employees, including custodial and kitchen staff that have been under-represented in previous year’s accounting for part-time staff. Secondly, a higher total number of employees. 2024-25 recorded 154 employees (excluding Foundation employees and substitutes) at the beginning of the year; in contrast, in 2019-2020 (the year with highest retention) there were only 90 employees recorded.



Fundraising

WCS continued to have significant community investment in our programs and mission, with revenue from various fundraising activities holding steady, even during the pandemic. Our total funds raised was \$77,516.

Fundraising Revenue



Family & Community Engagement

Community engagement was an area of focus in the 2024-25 school year with increased involvement. The Family Council helped to recruit and maintain very engaged Parent Coordinators to work with each class. They also tracked over 240 individual volunteers who contributed to the school during the year.

WCS conducts a survey of parents and students (school climate survey) every year to gather additional information regarding the composition and well-being of our community. These surveys, which used to be on an every other year rhythm, were conducted in the Spring and Fall of 2025 and we plan to conduct them annually.

Parent or Guardian Climate Survey - Spring 2025

Top 3 Strength Areas

1. Strong relationships between adults and students
2. High levels of trust and respect across the school community
3. Consistent communication and collaboration among staff

Top 3 Growth Areas

1. More consistent family engagement and communication
2. Greater clarity and alignment around expectations

- 3. Continued focus on equity and inclusive practices

Key Elements

These aspects of our original charter application and agreement with the State Charter School Board have been deemed to be central to fully implementing our mission and vision of a fully realized Waldorf school within the context of the Utah Charter School system. Annually, we review progress to help re-center and prevent mission creep.

Maintain a large enough student population to offer all programmatic elements listed in the approved application.

Meets: Enrollment has remained steady, with consistent interest allowing WCS to continue to grow and develop all program elements intended. Wasatch enrolled 627 students as of the October 1 student count with slight attrition, similar to previous years, throughout the school year.

The lower full time enrollment has been expected for a few years as 3 classes graduated and were replaced by classes that were smaller and kindergarten classes are smaller. This was a conscious period of letting enrollment decrease a bit to support the goal of lower class sizes. In the coming years, if the school continues to enroll 3 classes per grade, then the trajectory will shift and overall enrollment will increase.

Be based on a developmental approach to curriculum which uses Waldorf methods and partners with public or private Waldorf associations.

Meets: Teachers and administration are utilizing developmental approach to curriculum, Waldorf methods and working with a variety of trainers and mentors to deepen faculty knowledge and work. WCS is officially a full member of the Alliance for Public Waldorf Education and also attends events and trainings associated with the Association for Waldorf Schools of North America (AWSNA).

Teachers actively participate in a Waldorf teacher training within 2 years of employment and complete training within the expected timeframe for the selected program.

Meets: As noted above, 66% of full-time faculty have completed Waldorf training and another 23% were actively enrolled during the 2024-25 school year. Some of those not yet participating were new to the school (less than 2 years) or in a role without a clear training

path. By summer 2025, all class teachers had finished or commenced Waldorf teachers training except for a few brand new teachers and an Associate Teacher, along with a majority of full-time specialty teachers.

Integrate the Utah Core Standards into the existing Waldorf curriculum to seamlessly teach competencies and material.

Meets: Guides for teachers, professional development and alignment documents are all developed or in process to support the seamless integration of standards into the Waldorf curriculum. This is a matter of on-going effort and development, as it relies, in part, on teacher experience and competencies. Courses and training for teachers exists and is provided annually in mathematics, science and language arts.

Integrates arts and hands-on activities into curriculum to promote human development and brain development, including all five of the key methods through which children build neural connections: music, art, handwork, movement, and forming personal connections to adults.

Meets: Arts, hands-on activities, music, movement, handwork, and connection continue to thrive in WCS. These elements are clearly demonstrable in classroom observations. Professional development and collaboration is being facilitated to continue to support teachers in growing their own expertise in these areas.

Offers specialty classes taught outside Main Lessons and practice periods that further integrate and reinforce curriculum content and holistic development.

Meets: Specialty classes have been able to build on curriculum in all areas. Class teachers and specialty teachers continue to collaborate more and more each year.

Use a holistic approach of formative assessment.

Meets: WCS provides narrative-based reports for parents on student progress and uses portfolio reviews to highlight student growth and learning in grades 6-8. The math and literacy teams are working on forming school-wide formative assessments that fit with the Waldorf pedagogy and student surveys are being conducted annually to monitor student well-being.

Teachers loop with students, staying with same group of students for multiple grades, when possible from grades 1 – 8.

Meets: Many teachers have been able to loop with their classes, although individual needs and circumstances and changes in staffing often create exceptions and always will.

Includes a Family Council that meets regularly, typically monthly during the school year, to coordinate efforts to involve families, build school culture, participate in committees, and provide advice to governing board regarding family and student needs.

Meets: Family Council leadership has been strong. Regular meetings are held, the Chair collaborates with the Joint Committee and school administration, and Parent Coordinators offer real support to teachers and the community.

Has a garden and farming program which partners with local farms and gardens, outdoor education programs, and local natural resource organizations to provide educational experiences to students, including instruction in gardening and cooking.

Meets: WCS leases 11 acres of county farm land near the school. Additional gardening and farming opportunities have emerged through this collaboration, including a CSA. Work continues towards including items from the garden in the school lunch program. Gardening classes have included more cooking and stewardship for the school grounds.

Students receive regular foreign language instruction.

Spanish classes have expanded to include all classes, although more work will come in future years to work on refining the schedule and approach. It is the commencement of working to rebuild a stronger foreign language program.

Students receive consistent musical instruction through their class activities and specialty classes (in grades 4 – 8).

Meets: Lower grades 1-5 have music classes based on the Orff music exploration pedagogy. Students from grades 6-8 have choir, guitar or strings and/or orchestra twice a week. Singing and recorder playing in Main Lessons is typical. Work is being commenced to strengthen the music program and make it more accessible to all students by employing more Orff pedagogy. This will unfold in the coming years and grow into a stronger, more consistent, music program for all classes.

Incorporates movement into Main Lesson activities and into the school day through games and eurythmy classes.

Meets: Movement is alive and well in WCS and is a part of the beginning of all classes Main Lessons. Classes from 1st-8th grades have Games class and Eurythmy weekly. All teachers are receiving more training on bringing movement into their classrooms, particularly therapeutic movement throughout the day.

Incorporates sustainable living practices, environmental stewardship, and experiential learning through outdoor experiences and sustainable practices.

Meets: Many outdoor experiences occurred, including nature walks, hikes, time outdoors, gardening and camping trips. Continued work occurred on gardening program, recycling and composting program, and farming, as well as supporting teachers in developing an understanding of how to teach outdoors.

Uses a community-wide approach to discipline, including offering training to teachers, parents, and community members on the “3 streams” (or an equivalent) approach to working with students on discipline, social inclusion, and RTI processes

Meets: The 3 Streams program is robust and includes an effective referral process for promptly addressing student needs and teacher and parent concerns. The RTI process is formalized with referral forms and format for Support Circle meetings with parents, 6 week follow-ups and SPED referral process. Progress monitoring is formalized and supported by the Assessment Coordinator.

Parents and families are involved in a community of learning, including regular festivals, classes, and activities that connect to the purposes and mission of WWCS.

Meets: A Parent Education program has continued in the 2024-25 school year to help provide more consistent experiences for all parents at the school to learn about the curriculum and child development. Many activities are occurring regularly, such as parenting classes, Family Council Meetings, Back to School Night, Panel Discussion & Class Parent Nights.

Charter Agreement Performance Measures

As noted, charter performance measures were identified and reviewed annually in each of the first seven years of the school’s operations. They were also reviewed with the State Charter School Board (SCSB) during our 5 Year Comprehensive review in 2021-22. Given the lack of annual assessment data from numerous years due to the Covid-19 pandemic, evidence was not clear on the trajectory towards meeting these goals. In consultation with SCSB, it was determined that the charter-specific goals set prior to the school’s opening were not the best reflection of the school’s priorities and duplicative of other state and local goals. Beginning in the 2023-24 school year, these performance measures are no longer part of the charter agreement, and thus, they are not tracked here. Information on these goals from past years can be obtained in previous years’ annual reports.

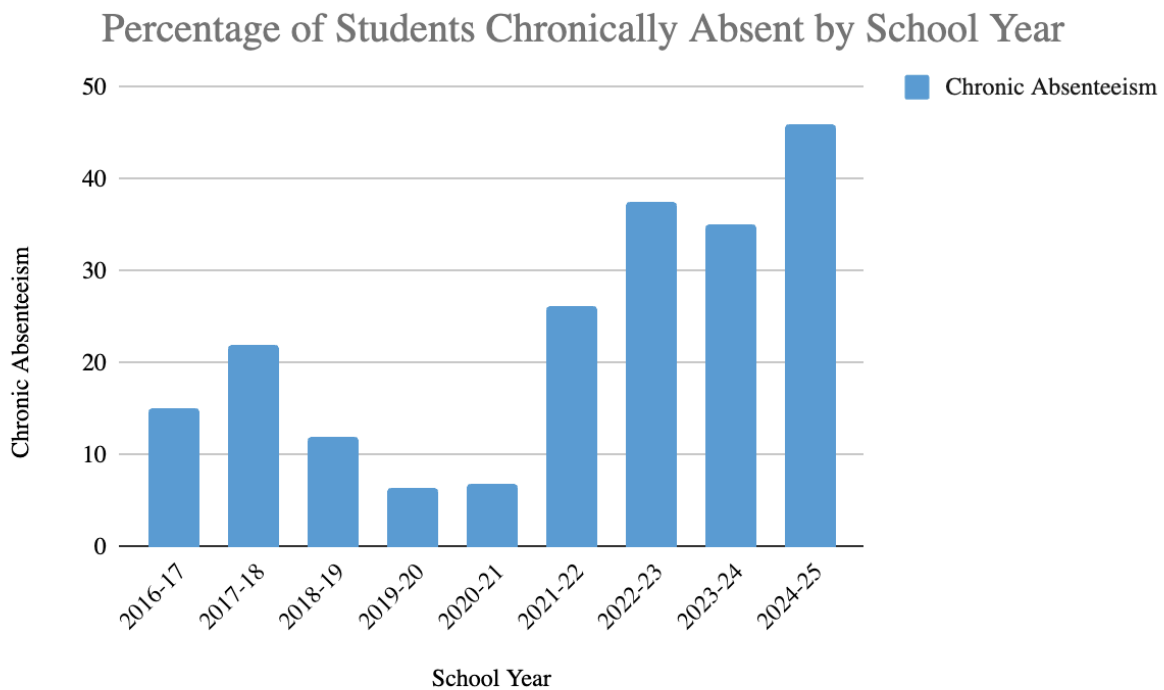
Attendance

One of the past charter performance measures was regular attendance. In a similar trend to other schools in Utah (23% chronic absenteeism state-wide in 2024-25), and throughout the country, a lack of regular attendance is a significant concern from the 2024-25 school year in

which 46% of our students were chronically absent. An increase of 11% from 2023-24. Below is a chart showing the percentage of students who missed 10% or more of the school year (18+ days).

Interestingly, some of the years are very hard to interpret (the lowest years were years where we offered online school, so we did not really track attendance as much). In 2021-22, we tracked attendance again and while we still had many Covid-related absences, we did not offer online school in these circumstances. However, absenteeism is worse since the pandemic ceased and trending in a negative direction.

This trend may correlate with assessments which went up in the pandemic years with fewer “absences.” More analysis would need to occur to determine if there is any related causality, but it is interesting to note. Perhaps just more sense of maintaining continuity in learning when out is part of the difference. In subsequent years, assessment scores have decreased as the rate of absence has significantly increased. While the threshold to be included in this data as “chronically absent” is missing 10% of the school year, it is also notable that many more students are missing far more than 10% of the days.



Student Achievement Scores

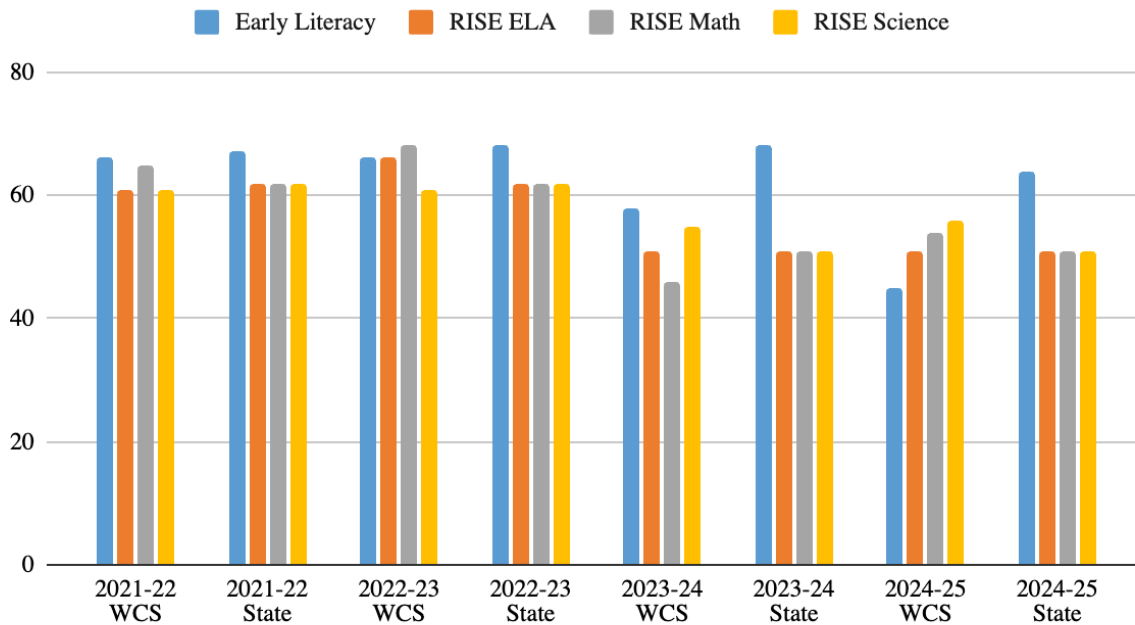
Growth

Overall, students were assessed using three tools: Acadience (a state-required indicator of early reading and math used in grades 1-3 and administered three times a year), NWEA (a benchmark assessment used internally for students to track progress in ELA and Math administered 3 times a year), and RISE (a state-required summative assessment used in grades 3-8 and administered only at the end of the year).

At WCS, we focus on **student growth** over time, recognizing that all students learn and progress at their own, individual paces. Consequently, we find the most critical piece of state data to be our growth percentiles, or the number of students who increased their level of proficiency from one year to the next. In this measurement, the State's School Report Card scored WCS as "Average" for Math and ELA and "High" for Science receiving a "Commendable" recognition from USBE in the 2024-25 school year. Notably, there was a 5.2% increase in growth by the 25% lowest scoring students from the previous year and their growth of 70% is 10% higher than all students at 60%

This shows WCS growth compared to the State's growth for the past four years for which data is available on these four measures. Interestingly, from 2023-24 WCS's and the State's growth rates fell for all of RISE. Absenteeism may be one possible explanation for this variation both at WCS and statewide. Early Literacy is an area where the school will most likely always show lower scores as we do not expect grade level performance by the majority of students until third grade. Even with lower rates of growth in the past couple of years, this year, WCS over all grades showed more growth in Math, and Science than the state in RISE testing.

Early Literacy, RISE ELA, RISE Math and RISE Science Growth



READING LOWER GRADES

Overall, reading scores for students in grades 1-3 have increased over the course of the years that the school has been operating, with the 2024-25 school year dipping some. As we expect within our Waldorf model, these numbers look lower because our first graders have a different if slower start to reading which is heavy on comprehension and writing versus the explicit phonemic segmentation required on the Kinder and First grade tests. However, we expect to see significant growth over time and have typically increased third grade proficiency to exceed that of the State overall.

Below is a summary of state and local literacy goals for the 2024-25 school year. It is helpful to note that for a given grade of students in our relatively small school, a 2% variation in numbers represents ONE STUDENT when looking at a grade as a whole, and even fewer students when looking at a subset.

State Goal

70% of students in 3rd grade make Acadience Reading Pathways of Progress (composite score of 410)

Result: Not met

61% of 3rd graders made their pathways of progress and 62% were considered proficient. In the past the state had a lower goal of at least 60%. About 40% of our students also reached the recently increased goal of a 410 composite score, which is in the blue or above benchmark. The previous year only 14% of our students in 3rd grade reached that target.

Local Goals

By EOY 2025, Wasatch Waldorf Charter will increase percentage of 1st graders reading at/above benchmark in nonsense word fluency by 7% BOY to EOY.

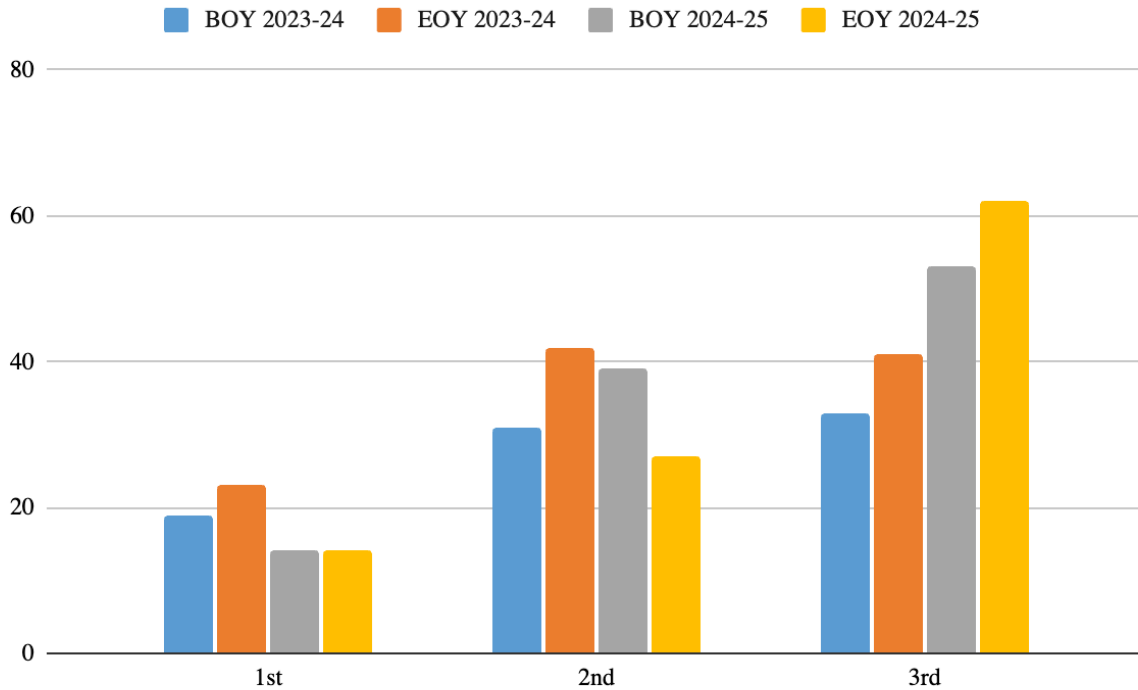
Result: Not met. 19% started at/above in Nonsense Word Fluency, and 12% were at/above on their EOY benchmark.

Acadience Reading Percent Proficient by Grade

	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
1st	39	11	14	28	18	21	23	14
2nd	50	32	29	53	54	27	42	27
3rd	63	59	65	61	76	78	41	62

Acadience Reading Percent Proficiency Growth over 2023-24 and

2024-25



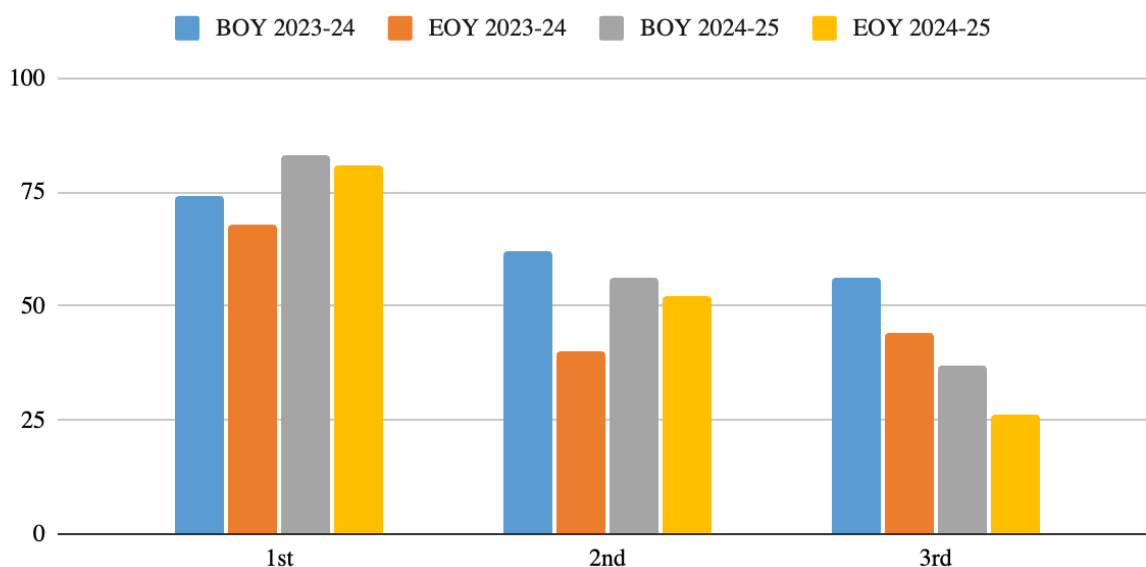
Acadience Reading Percent Proficiency Growth over Time

	BOY 2021-22	EOY 2021-22	BOY 2022-23	EOY 2022-23	BOY 2023-24	EOY 2023-24
1st	7	27	12	18	19	23
2nd	29	31	42	54	31	42
3rd	33	34	67	76	33	41

The preceding charts do not demonstrate another key metric, the reduction of students who were “well-below” benchmark over the course of the year. There was substantial progress within this dimension in 2023-24, as demonstrated below.

Acadience Reading Percent Well-below Proficiency over 2023-24

BOY 2023-24, EOY 2023-24, BOY 2024-25 and EOY 2024-25



ACADIENCE Percent "well below" by GRADE 2023-24 and 2024-25

Acadience Reading - Percent Well-Below Proficiency: Change by Grade 2023-24 and 2024-25

	BOY 2023-24	EOY 2023-24	BOY 2024-25	EOY 2024-25
1st	74	68	83	81
2nd	62	40	56	52
3rd	56	44	37	26

It is meaningful to look at the scores of a cohort, since this is comparing the same group of students over-time. Below is an analysis of student proficiency over the years by cohort, which is the best method for comparing growth as it looks at where the specific group of students began and where they ended over the three years from Grade 1 to Grade 3. Third grade scores are bolded. Note, there is no data for 2020 due to the lack of testing during the first pandemic year.

ACCADIENCE READING PROFICIENCY by COHORT								
	2017	2018	2019	2021	2022	2023	2024	2025
1st-3rd	39	32	65					
2nd-3rd	50	59						
1st-2nd		11	29					
1st / 3rd			14	60.7				
2nd-3rd				53	76			
1st-3rd				28	54	78		
1st-3rd					18	27	41	
1st-3rd						21	42	62
1st-2nd							23	27
1st								14

MATH LOWER GRADES

Overall, math for the lower grades is still emerging in the realm of state assessments. Part of this is due to the nature of the assessment. (The math assessment does not have an option to read aloud to students, so students who struggle in reading cannot do well on the mathematics exam, even though they may if it were administered differently.) In addition, we have put tremendous focus on improving literacy instruction and training teachers.

That focus is now moving to mathematics in the lower grades, and it is expected that there will be demonstrable increases as a result although we have not seen an increase in state funding or oversight directed toward math yet. In addition, it is important to note that in comparing BOY to EOY, the test is not the same. Reduced levels of proficiency do not reflect student loss of learning, rather not sufficient levels for progress as determined by the given assessment. In order to help better track student’s math proficiency internally, in the 2024-25 school year, the school is also administering the practice Acadience math assessments, read aloud without time limits. This adjusts two aspects of the standardized assessment that are not pedagogically connected to mathematics ability nor understanding, but may substantially affect student scores. This additional data will help to inform instructional practices and give a more robust view of actual mathematics learning.

Overall, 28% first through third graders were At or Above Benchmark on the Acadience Mathematics assessment, a 9% increase from 2023-24.

ACADIENCE MATH GROWTH by GRADE							
BOY 2021-22	EOY 2021-22	BOY 2022-23	EOY 2022-23	BOY 2023-24	EOY 2023-24	BOY 2024-25	EOY 2024-25
19	10	26	18	24	32	27	29
33	30	18	12	25	17	28	22
44	45	40	39	20	14	38	35

State Goal

The State Growth Goal requires 60% of first through third grade students to make typical, above typical, or well above typical growth from beginning of year to the end of year as measured by Pathways of Progress on the Acadience Mathematics assessment. 28% of our first through third graders met this metric, a significant increase from the previous year’s 19%.

Local Goals

By EOY 2025, Wasatch Waldorf Charter will maintain the number of students at/above benchmark in computation in 2nd grade BOY to EOY.

Result: Not met. 2nd grade students started in September 2024 with 49% of students at or above benchmark, and as the benchmark rose, we did not keep up with it and only 21% of students were at or above in computation at EOY benchmark timing.

- However, students are accurate just not fast enough - after the testing was completed the tests were reviewed for number of correct answers and that was much higher than the rates for computation calculated together with speed.

ACCADIENCE MATH PROFICIENCY by COHORT						
	2021-22	2022-23	2023-24	2024-25		
3rd	45					
2nd-3rd	30	39				
1st-3rd	10	12	14			
1st-3rd		18	17	35		
1st-2nd			32	33		
1st				29		

UPPER GRADES 4TH-8TH

In the upper grades, increased proficiency in English Language Arts (ELA) and Mathematics from the beginning to the end of the school year varied by grade but we look to the 7th and 8th grades to determine if we are seeing expected results for a Public Waldorf School.

In 2024-25 we saw a 1% increase in our math RISE scores over all grades 3-8 from the prior year. The school has increased support for interventions in classrooms and scheduled classes strategically to ensure students take math classes at optimal times and do not miss excessive academic classes due to athletics schedules. In addition, we employ a full time Math Coordinator/Coach who provides ongoing professional development through faculty meetings, small group and 1:1 teacher coaching sessions. The school also employs several part time math interventionists who provide interventions in classrooms during the math practice periods to students who are testing below benchmark.

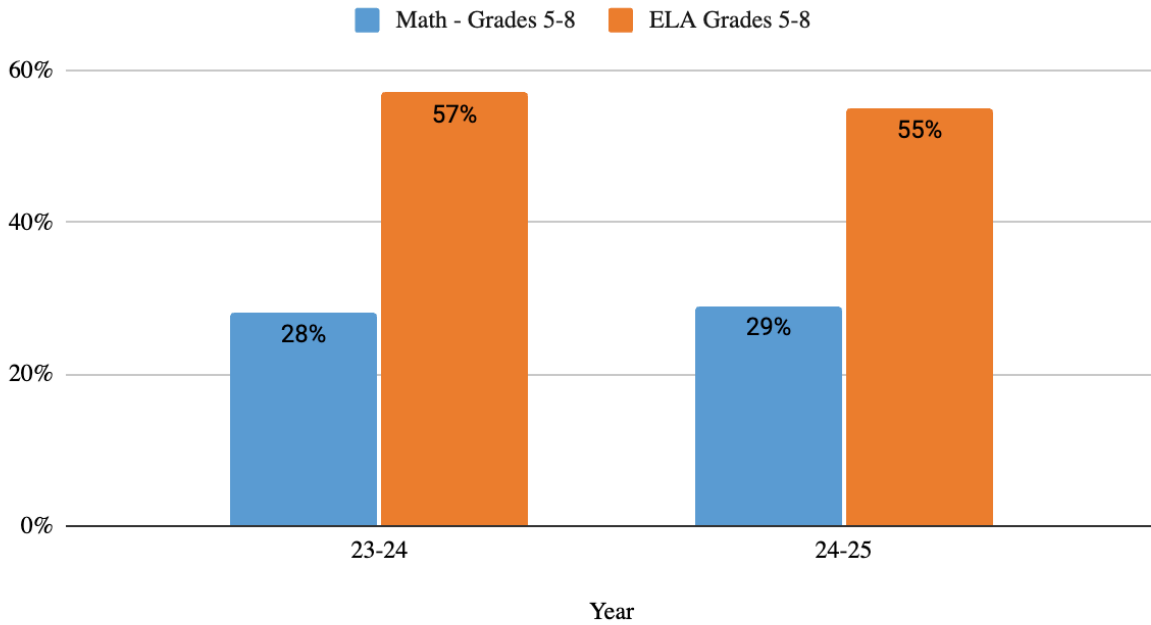
Our RISE ELA scores dropped .5% from 23-24 to 24-25. Regardless of this drop, the school continues to see growth in its LEA based assessments, NWEA MAPS, which it administers 3 times a year. As a Public Waldorf School we expect to see the most growth and proficiency in our 8th grade students due to the slightly differing path the curriculum takes to achieve mastery of the Common Core and Utah State Standards. We can see we are making progress within grade level cohorts throughout the school years. Our overall scores are also affected by significantly reduced numbers of students taking assessments during Covid affected years and 24-25's Grade 4 which was deeply impacted by Covid in their kindergarten and 1st grade years.

Some grades showed increases in mathematics (note a statistically significant and achievable increase in proficiency is typically supposed to be 2-3%), while others dipped. In these grades, with fewer students per grade in 6-8th grades, it is helpful to note that one individual student represents 1.6%, so a change of 2-4% represents 1-2 students.

A 2015 Study conducted by Stanford ([Growing a Waldorf-inspired approach in a public school district](#)) demonstrated that public Waldorf school students test at higher than average

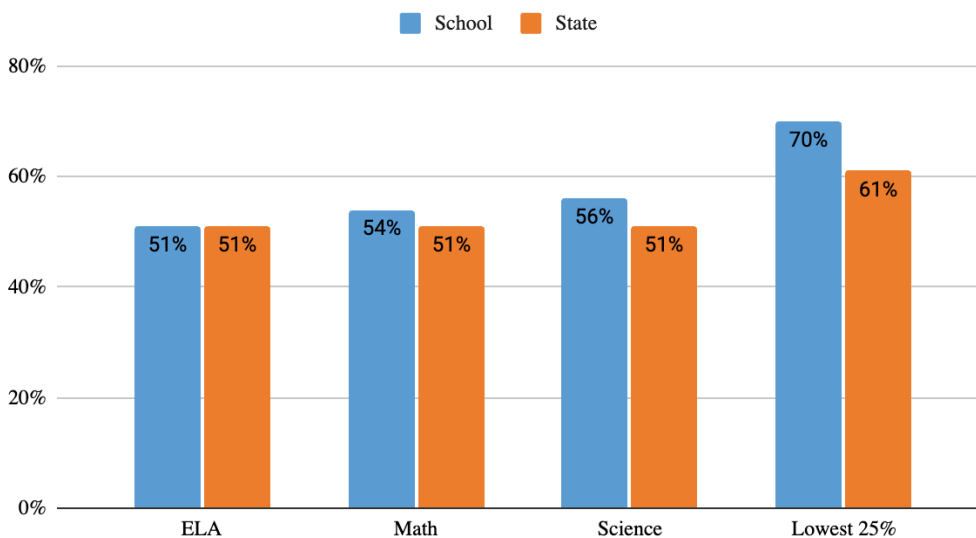
proficiencies on standardized tests in the 8th grade.

NWEA MAPS Proficiency in ELA and Math - Grades 5-8



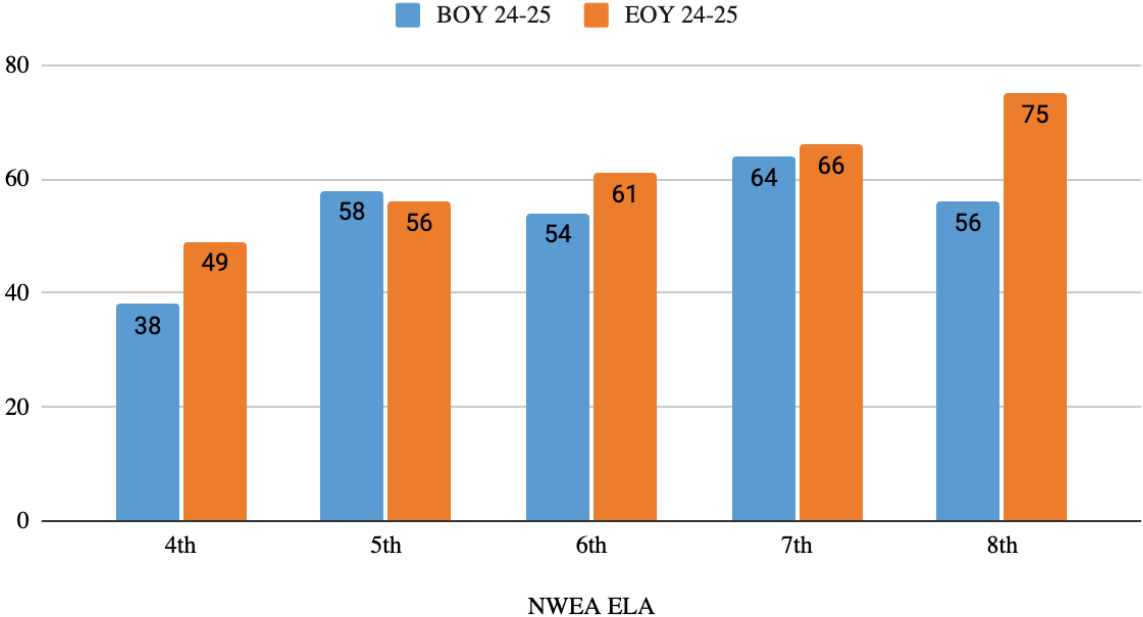
Because the school teaches the Waldorf curriculum it does not expect these standardized assessments to truly reflect the instructional outcomes in the school. An important measure to watch in these assessments is the level of growth that occurs for each student and grade over time rather than exactly where they fall in proficiency on these tests. This measure below shows the amount of improvement, or growth, students have made in each subject, illustrating the extent to which student learning is improving.

2024-25 School's RISE Student Growth compared to State



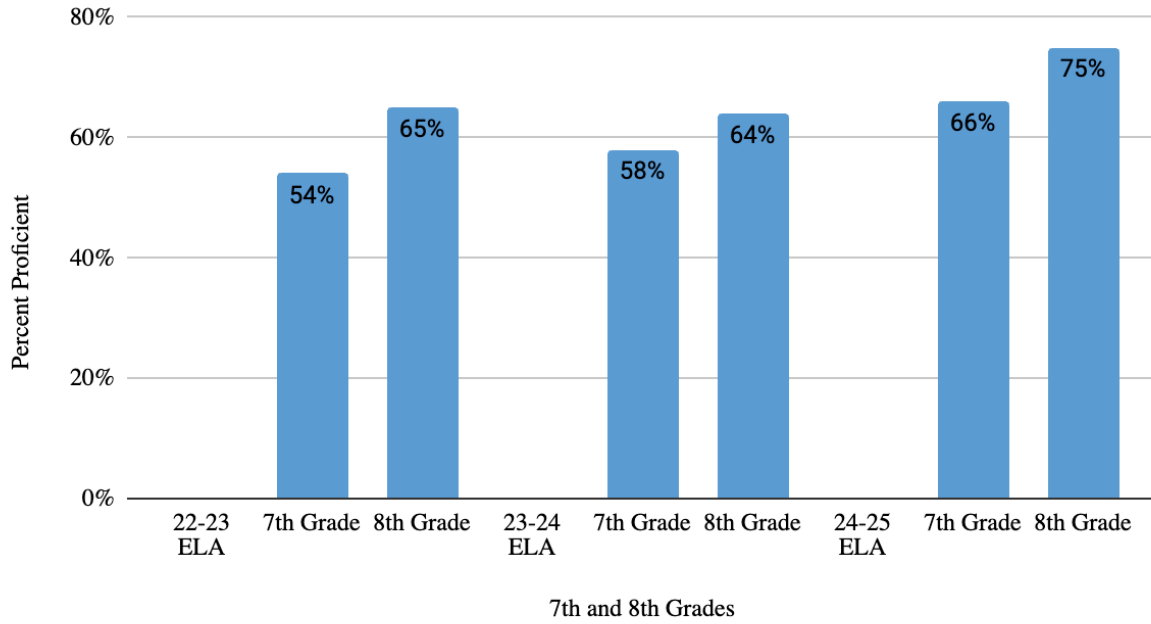
NWEA English Language Arts

NWEA ELA Proficiency BOY 24-25 and EOY 24-25



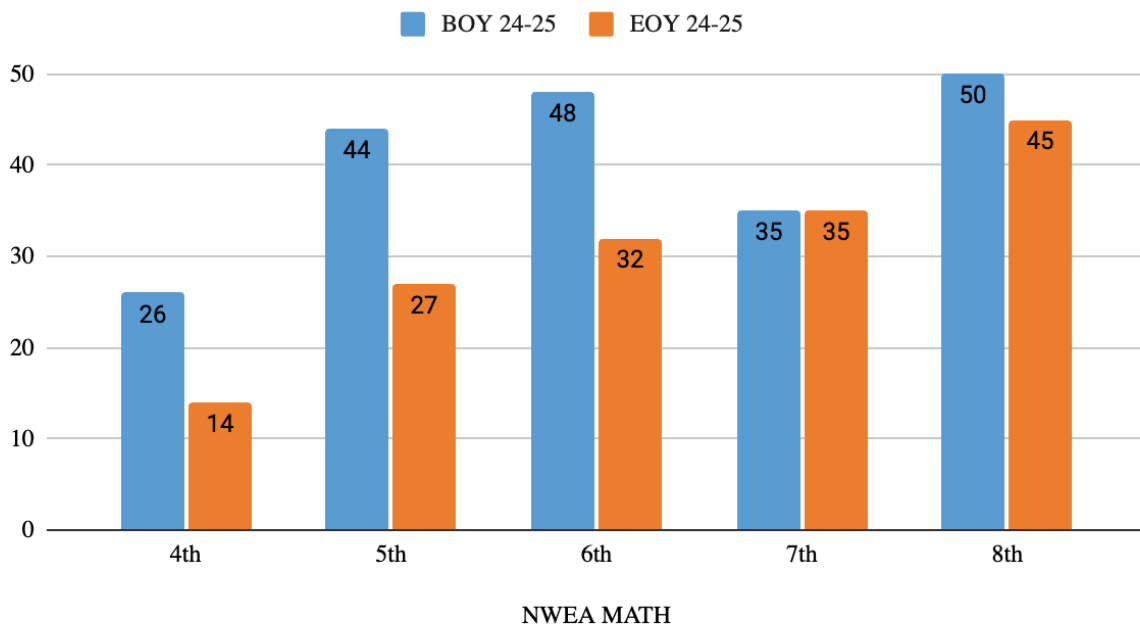
In both NWEA MAPS and RISE ELA the school shows an upward trend especially in the seventh and eighth grades. In particular in NWEA these grades score 60-70th percentiles in nationally normed rankings. Because the seventh and eighth graders have consistently taken the NWEA MAPS over the past three years we can watch to ensure that trend continues, a trend that is on par with the Stanford Study mentioned above.

NWEA ELA Percent Proficient - 7th and 8th Grades 23-25

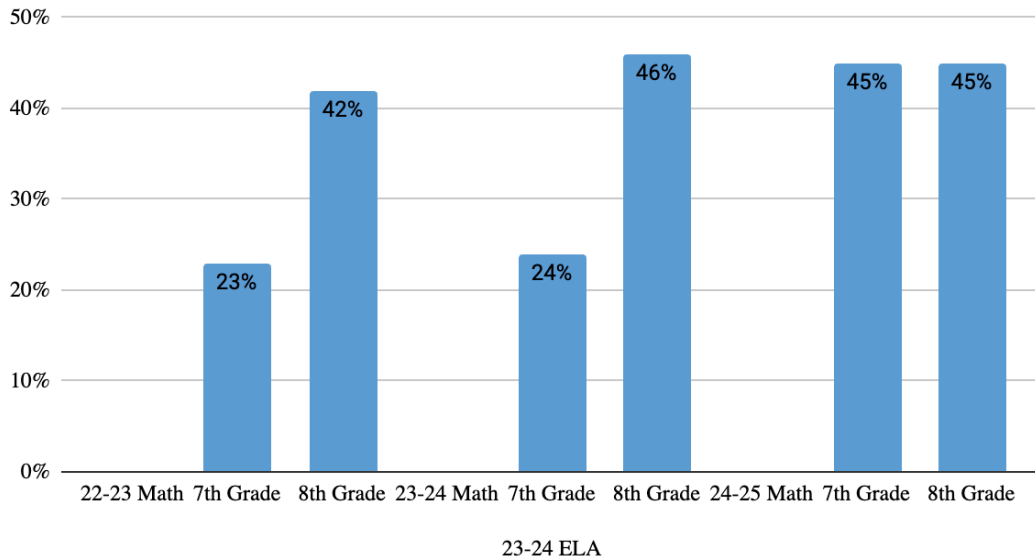


NWEA Mathematics

NWEA Math Proficiency BOY to EOY 2024-25



NWEA Math Percent Proficient - 7th and 8th Grades 23-25



RISE

One noticeable trend the school needs to watch, is that RISE ELA scores for all grades 3-8 have decreased by 3.5% since 2022-23 and .5% from last year. When looking at longitudinal data it may be a temporary decrease in progress due to a number of variables including covid and extensive chronic absenteeism. Fortunately, when looking at the seventh and eighth grades one can see that the school is trending with the expected higher and increasing proficiency levels year to year. Math scores are slowly increasing but remain well below the state average.

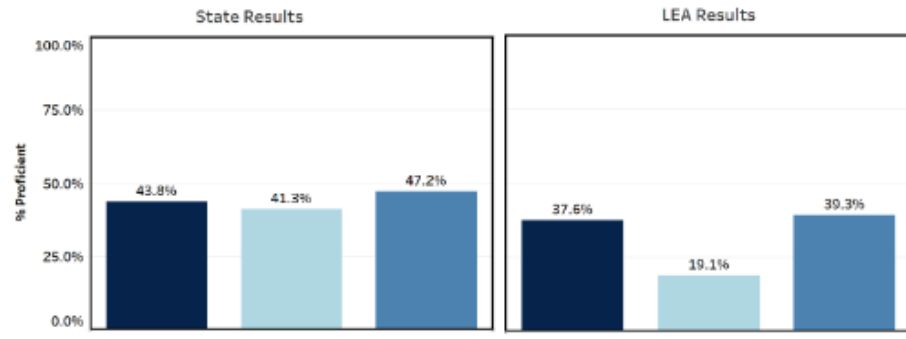
Student Proficiency Results

More Info: ?

School Year 2024-2025	Test Type All	Grade Level All	Test Name All
Show LEA Show LEA	LEA Name Wasatch Waldorf Charter School	Show School Hide School	

Language Arts	Mathematics	Science
37.6%	19.1%	39.3%

2024-2025 % Students Proficient on RISE, UA Plus, & DLM Tests



Student Proficiency Results by Demographic Group
Wasatch Waldorf Charter School - Wasatch Waldorf Charter School

	Language Arts	Mathematics	Science
All Students	37.6%	19.1%	39.3%
African American	< 20%	< 20%	< 20%
American Indian	30-39%	< 20%	30-39%
Asian	30-39%	20-29%	20-29%
Hispanic	38.3%	10.9%	36.6%
Multiple Races	50-59%	20-29%	40-49%
White	37.1%	20.4%	40.1%
Female	39.1%	13.5%	30.1%
Male	36.1%	25.1%	48.1%
Economically Disadvantaged	38.5%	10.8%	29.1%
Limited English Proficiency			< 20%
Students with Disabilities	18.7%	5.3%	16.9%
Mobile	20-29%	< 20%	20-29%

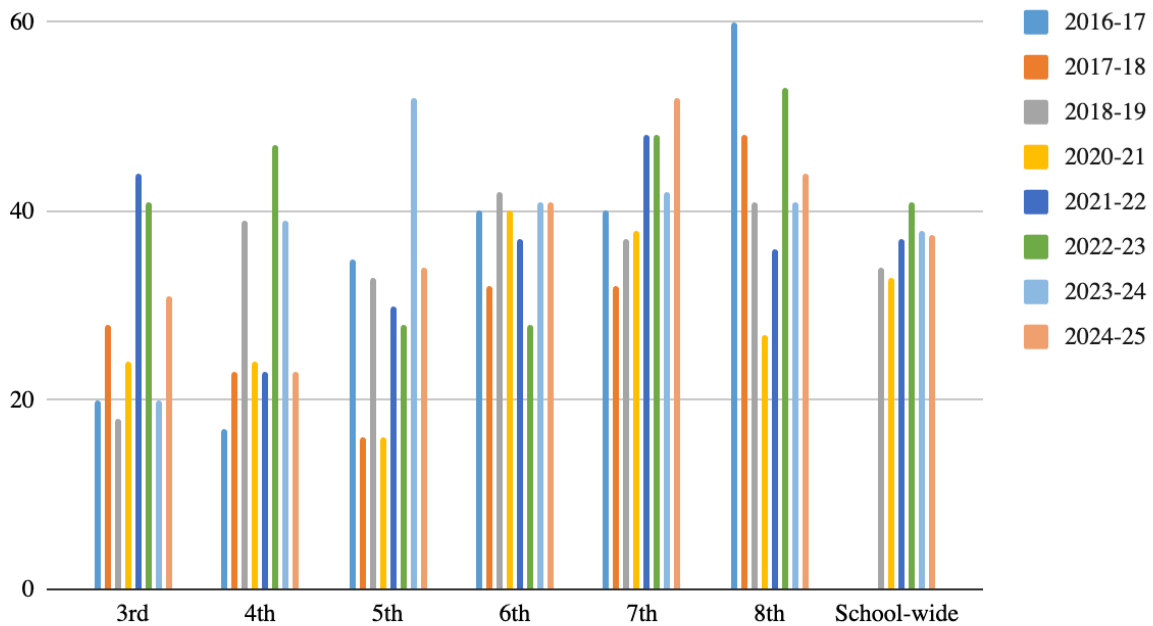
In order to contextualize the data, it is also helpful to look at the progress of cohorts of students over time on RISE. It is also important to note that we are missing the 2020 data, as assessments were not administered and that the 2021 data was less complete due to lower participation of online students and a year of very disrupted learning.

RISE English Language Arts

Detailed information on the State's required ELA assessments for Grades 3-8 is below. This information provides a number of comparisons all based on the percentage of students proficient at the end of the school year, as this test is only administered once annually. The most meaningful analysis is the cohort based analysis which shows significant increases for nearly all classes over time from year to year, and definitely from the lower to the upper grades. As you can see below the 7th and 8th grades last year performed higher than the

state average in ELA and all grades show an upward trend indicating longitudinal progress over time.

ELA RISE by Grade

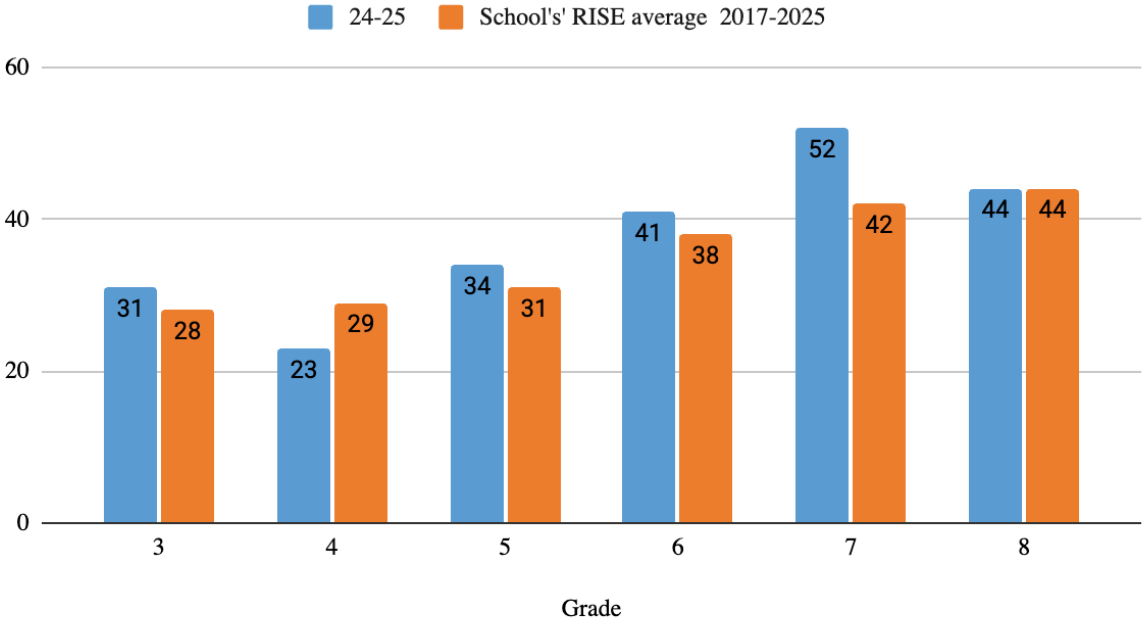


SAGE / RISE ELA by GRADE									New Grading
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
3rd	20	28	18	N/A	24	44	41	20	31
4th	17	23	39	N/A	24	23	47	39	23
5th	35	16	33	N/A	16	30	28	52	34
6th	40	32	42	N/A	40	37	28	41	41
7th	40	32	37	N/A	38	48	48	42	52
8th	60	48	41	N/A	27	36	53	41	44
All			34	N/A	33	37	41	38	37.5

SAGE / RISE ELA by COHORT								
	2017	2018	2019	2021	2022	2023	2024	2025
								33

PK-3rd							20	22	
PK-4th						41	39	39	
K-5th				44	47	52	42		
1st-6th				24	23	28	41	50	State Avg. 42%
2nd-7th				24	30	28	42	43	State Avg. 42%
1st-8th			18	16	37	48	41		
2nd-8th		28	39	40	48	53			
3rd-8th	20	23	33	38	36				
4th-8th	17	16	42	27					
5th-7th	35	32	37						
6th-8th	40	27	41						
7th-8th	40	48							

24-25 and ELA RISE average 2017-2024

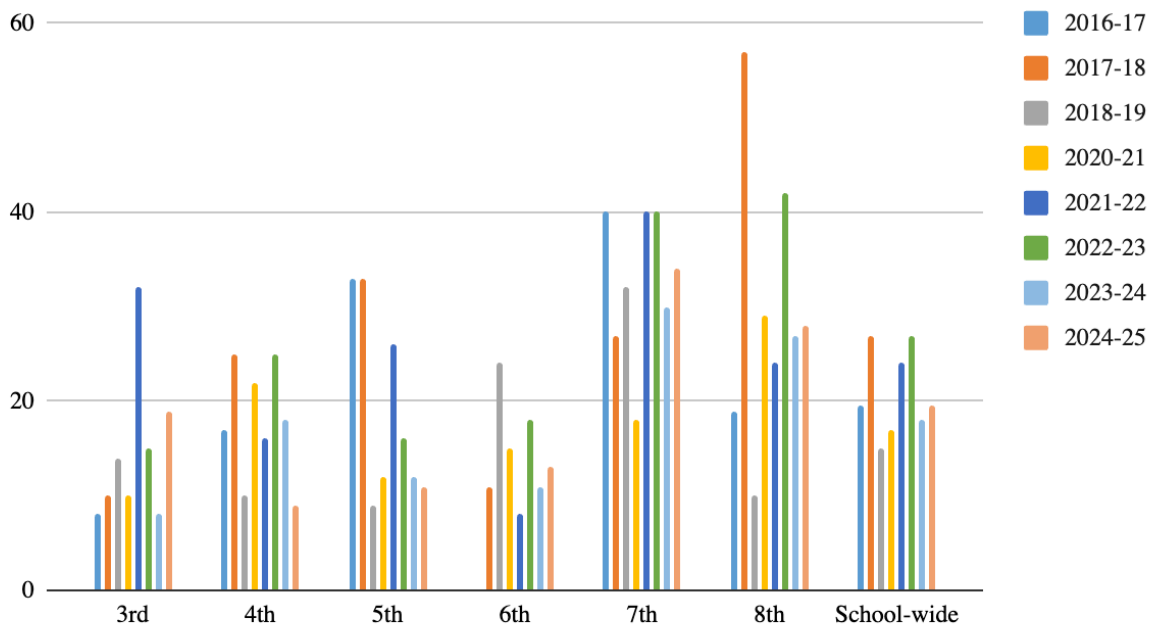


All grades but fourth either matched or outperformed the school's 8 year average in RISE ELA scores.

RISE Mathematics

Math scores show a need to continue to strengthen instructional practices or identify some improved strategies. Third, sixth, seventh and eighth grades demonstrated increases over last year, but fourth and fifth grades did not. However, in looking at year-to-year data, it can be noticed that the 6th grade assessment is typically a dip in our overall numbers that should improve in future years. This seems to be a function of the assessment, and less about instruction as it holds steady year over year with a dip and then increase.

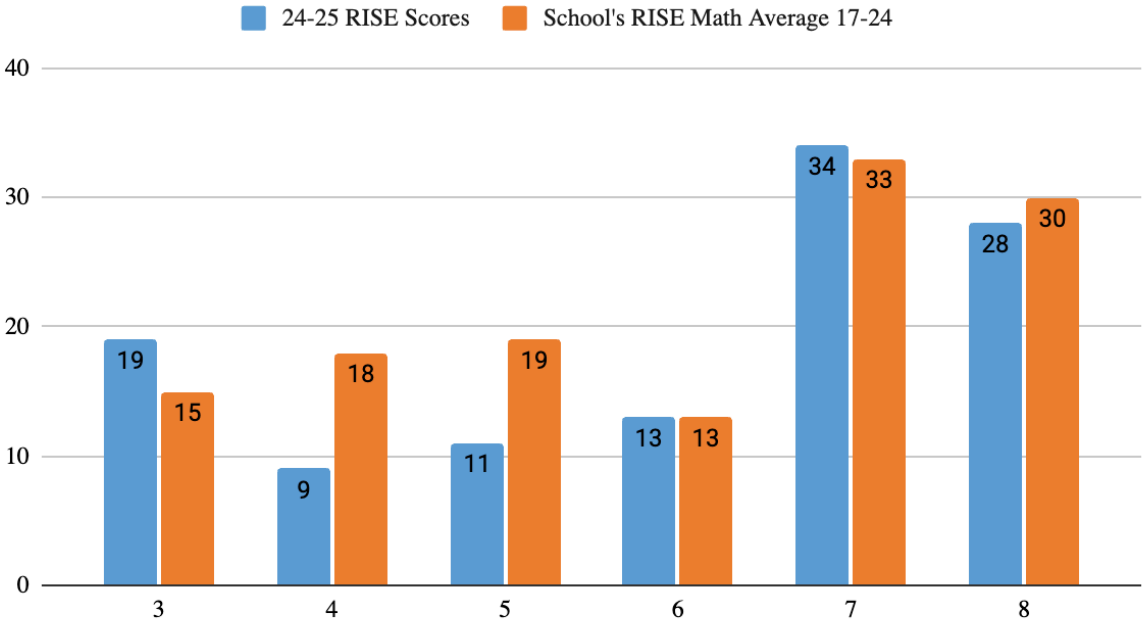
RISE Math 3-8th Grades Proficiency by Year



SAGE / RISE MATH by GRADE									
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
3rd	8	10	14	N/A	10	32	15	8	19
4th	17	25	10	N/A	22	16	25	18	9
5th	33	33	9	N/A	12	26	16	12	11
6th	0	11	24	N/A	15	8	18	11	13
7th	40	27	32	N/A	18	40	40	30	34
8th	19	57	10	N/A	29	24	42	27	28
All	19.5	27	15	N/A	17	24	27	18	19.5

SAGE / RISE MATH by COHORT								
	2017	2018	2019	2021	2022	2023	2024	2025
								18
PK-3rd							8	11
PK-4th						15	18	14
K-5th					32	25	12	14
1st-6th				11	16	16	11	33
2nd-7th				22	26	18	30	27
1st-8th			14	12	8	40	27	
2nd-8th		10	10	15	40	42		
3rd-8th	8	25	9	18	24			
4th-8th	17	33	24	29				
5th-7th	33	11	32					
6th-8th	0	27	10					
7th-8th	40	57						

Grade, 24-25 RISE Scores and School's RISE Math Average 17-24



The third, sixth, and seventh grades either matched or outperformed the school average over 8 years of RISE testing.

RISE Science

Science is an area where we continue to see marked improvements in proficiency and out-performed the State in growth and received a “high” growth recognition on the school report card. Science is administered in Grades 4-8. By cohort, every grade level made significant improvement over the years. Science is an area in which newer State assessments gauge scientific thinking rather than just factual knowledge, which aligns increasingly well with Waldorf methods.

SAGE / RISE SCIENCE by GRADE									
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
4th	N/A	6	6	N/A	N/A	26	39	34	26
5th	14	22	10	N/A	N/A	19	26	49	37
6th	39	32	27	N/A	32	38	32	41	48
7th	15	18	23	N/A	18	41	29	38	46
8th	15	60	23	N/A	14	37	55	42	46
All			16	N/A	36	33	38	41	39.4

SAGE SCIENCE by COHORT								
	2017	2018	2019	2021	2022	2023	2024	2025
PK-4th								24
PK-5th							34	39
PK-6th						39	49	48
PK-7th					26	26	41	45
K-8th					19	32	38	44
1st-8th					38	29	42	
2nd- 8th			6	32	41	55		
3rd-8th		6	10	18	37			
4th-8th	14	22	27	14				
5th-7th	39	32	23					
6th-8th	15	18	23					
7th-8th	15	60						




Student Well-Being

FALL 2025 CLIMATE SURVEY




Overall students report positive experiences at school, however a majority of students in all grades state that they have witnessed or experienced bullying. The school’s Three Streams Student Support Team works to address these issues together with Class Teachers through developmentally appropriate methods including restorative practices.

6-8th graders report:

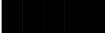

All students feel welcome at our school.

- Strongly Agree: 10 (8%) 
- Agree: 83 (72%) 
- Disagree: 20 (17%) 
- Strongly Disagree: 2 (1%)


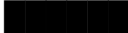

Adults at my school care about me.

- Strongly Agree: 29 (25%) 
- Agree: 76 (65%) 
- Disagree: 8 (6%) 
- Strongly Disagree: 3 (2%)

Do the following types of problems occur often at this school? - Bullying

- No: 63 (53%) 
- Yes: 51 (43%) 
- Skip: 3 (2%)

I feel like I belong at this school.

- Strongly Agree: 29 (24%) 
- Agree: 68 (58%) 
- Disagree: 15 (12%) 
- Strongly Disagree: 5 (4%)

3rd-5th graders report:

All students are welcome at my school.

- Strongly agree: 84 (51%) ██████████
- Agree: 70 (42%) ██████████
- Disagree: 6 (3%) █
- Strongly disagree: 3 (1%) █

Adults at my school care about me.

- Strongly agree: 63 (38%) ██████████
- Agree: 86 (53%) ██████████
- Disagree: 9 (5%) █
- Strongly disagree: 4 (2%) █

Most of the time I feel happy at school.

- Strongly agree: 29 (17%) █
- Agree: 109 (67%) ██████████
- Disagree: 20 (12%) █
- Strongly disagree: 4 (2%) █

I have heard students at my school use hurtful language that makes me feel uncomfortable.

- Strongly agree: 53 (32%) ██████████
- Agree: 64 (39%) ██████████
- Disagree: 30 (18%) ██████
- Strongly disagree: 16 (9%) █

1st -2nd graders report:

Do you like to come to school?

- Yes: 91 (88%) ██████████
- No: 12 (11%) █

Are people at school happy to see you?

- Yes: 98 (95%) ██████████
- No: 5 (4%) █

Do you have friends at school?



- Yes: 100 (97%) ██████████
- No: 3 (2%) █

Are adults at this school helpful?

- Yes: 98 (97%) ██████████

- No: 3 (2%)

Have you been bullied at this school?

- Yes: 68 (65%) 
- No: 36 (34%) 

Our Operations

Governance

Governance of the school is overseen by a 5-11 member Board of Directors and their appointee, the Executive Director. Over the course of the 2024-25 school year, the Board of Directors took on the monumental task of creating a successful process for recruiting and hiring a new Executive Director for the first time since the school opened. The Board has increased in professionalism, received helpful training, and reviewed policies, as well as maintaining ongoing responsibilities for oversight of budgets, operations, and fundraising. The Board continued to refine a formal Executive Director Hiring Process, Evaluation and Board Self-Evaluation process as well as improving Board handbooks, agreements, and on-boarding processes.

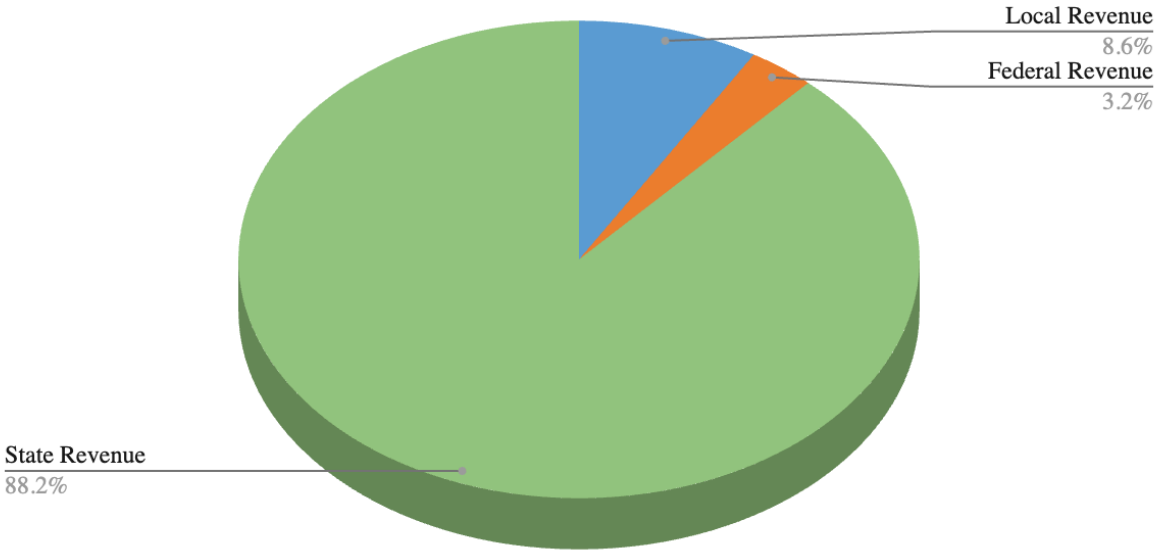
Key required functions that have been complied with include:

- ❖ The Governing Board has instituted policies and programs to ensure compliance with the terms and conditions of the Charter Agreement as well as compliance with all governing laws, regulations, and rules.
- ❖ The Governing Board has a website with the content requirements found in R277-482, Utah Administrative Code, posted at least 180 days prior to the opening day of school. In addition, the SCSB requires the website contain links to school data and accountability reports maintained on other websites (e.g., student assessment, audited financial statement, etc.); links to Governing Board meeting dates, agendas and minutes; and reports created by the Governing Board to provide evidence of how the Charter School performed compared to the assurances and school accountability measures in this Charter Agreement.
- ❖ The Charter School's Governing Board has submitted such reports as required by state and federal law, this Charter Agreement, and as may be requested by the SCSB.
- ❖ WCS protects the rights of students with disabilities.
- ❖ WCS has all full-time class teachers with a current license or temporary authorization to provide that they are State Qualified. Details on qualifications are above.
- ❖ WCS complies with Governance Requirements and the developing Governing Board policies, including those related to oversight of an Education Service Provider, if applicable and governing board by-laws, Utah Open & Public Meetings Act, Governing Board code of ethics, Governing board conflicts of interest, and Governing Board composition and/or membership rules (e.g.,

requisite number of qualified teachers, restriction on employees or contractors serving on the board, etc.).

Finances

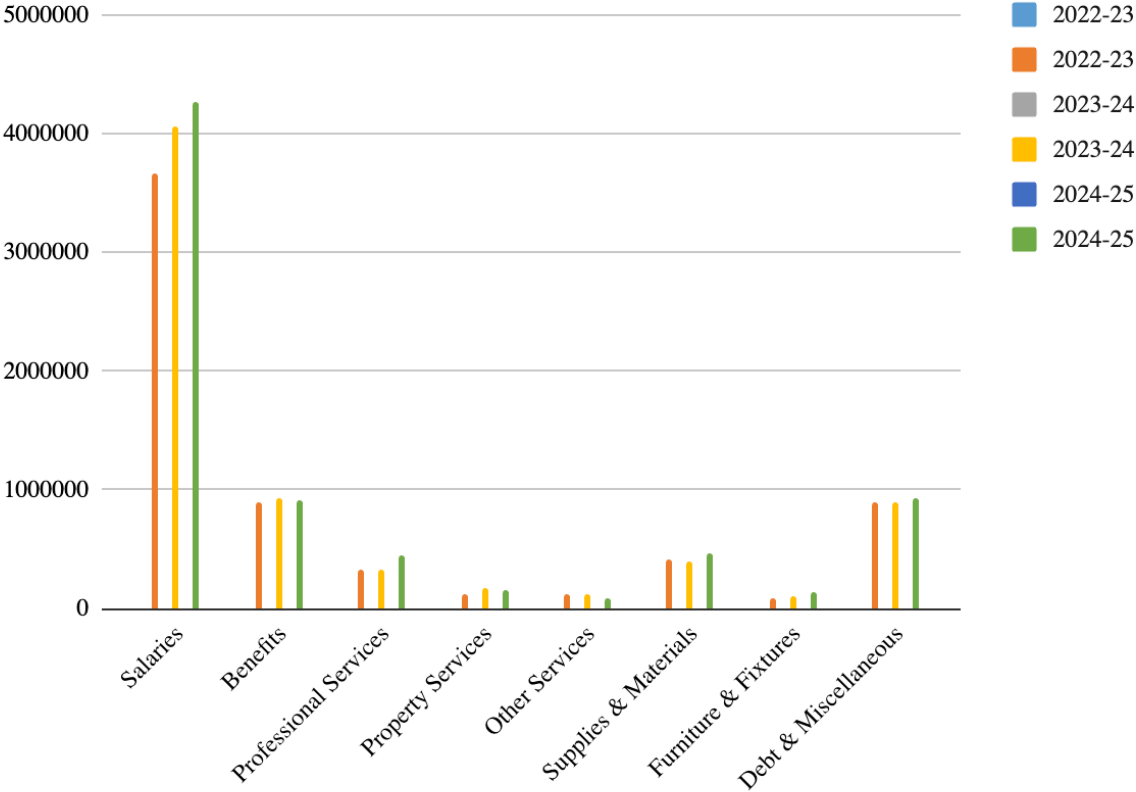
The overall spending profile shifted slightly to reflect a loss in local funds, shrinking this portion of revenue from 13% to 8.6%. Total State revenue and Federal revenue increased offsetting the loss of Local revenue.



WCS is carefully managing state, federal, and local funds to meet all priorities and needs. State funding comprises 88% of all revenue to the school, with Federal funds providing 3.2%, an increase from last year and local revenue and fundraising making up about 8.6%, a decrease from the previous year. The vast majority of funding is used to pay salaries and benefits, comprising an increased percentage of all funds: 70% just under the previous year's 71% of all costs. Building expenses (including maintenance, grounds care, and other costs) comprised 16% of expenses.

Expenses	2022-23	2022-23	2023-24	2023-24	2024-25	2024-25
Salaries	54%	\$3,657,000	58%	\$4,059,589	58%	\$4,263,353
Benefits	14%	\$900,211	13%	\$936,762	12%	\$912,011
Professional Services	5%	\$328,000	5%	\$335,372	6%	\$451,267
Property Services	2%	\$129,000	3%	\$181,578	2%	\$153,316
Other Services	2%	\$114,000	2%	\$117,672	1%	\$94,713

Supplies & Materials	7%	\$420,558	6%	\$404,968	6%	\$463,853
Furniture & Fixtures	2%	\$88,000	2%	\$112,257	2%	\$137,360
Debt & Miscellaneous	14%	\$892,000	13%	\$895,554	13%	\$930,368
		\$6,528,769		\$7,043,752		\$7,406,241



Pursuant to U.C.A. § 63G-7-604(4) and Rule 37-4, U.A.C, the WCS obtained and maintains insurance through the Utah State Division of Risk Management or other suitable insurance carrier (with a general policy holder rating of not less than A and a financial rating of AAA as rated in the most current available “Best Guide” Insurance Report) coverage to insure against all claims up to and including the limitation of judgements established by statute and rule. Such coverage shall include but not be limited to:

- 1) General liability;
- 2) Employee dishonesty bond;
- 3) Workers’ compensation, as specified by federal law;
- 4) Comprehensive/collision consistent with cash values of vehicles if applicable;
- 5) Liability insurance specific to the School’s Governing Board’s financial officer or treasurer or business administrator consistent with coverage designated in USBE rule.

SCSB is named as an additional insured under any and all general liability insurance policies required by this section.

In terms of State Financial Metrics, the following information provides details by metric.

Number of Material of Significant Audit Findings, Current Year
2016-17: No findings on enrollment audit. Two findings on financial audit which have been addressed and formal response is being sent to USBE by May 30. 1. Need to increase coverage on Treasurer’s Bond 2. Need to formally appoint Records Officer (Ms. Merchant and Ms. Salisbury had been identified and attended training, but training was in December 2015 and there had not been a formal Board vote. That has been remedied for the coming year.)
2017-18: No material findings.
2018-19: One finding related to additional spending from a project fund part of bond that was not listed in the original budget as “revenue.”
2019-20: No material findings.
2020-21: No material findings.
2021-22: No material findings.
2022-23: No material findings.
2023-24: No material findings.
2024-25: No material findings.

Number of Unresolved Audit Findings from Prior Year
2016-17: N/A
2017-18: See Above. All findings have been addressed.
2018-19: N/A
2019-20: N/A
2020-21: N/A

2021-22: N/A
2022-23: N/A
2023-24: N/A
2024-25: N/A

Maintain bond covenants
2016-17: N/A - School does not have a bond.
2017-18: Covenants were maintained for the months in which they existed.
2018-19: Covenants were maintained.
2019-20: Covenants were maintained.
2020-21: Covenants were maintained.
2021-22: Covenants were maintained.
2022-23: Covenants were maintained.
2023-24: Covenants were maintained.
2024-25: Covenants were maintained.

Adherence to Operational Budget: Within 5%
2016-17: Current projections are for less than 1% deviation from budget projections. Final budget will be accurate.
2017-18: Yes.
2018-19: No.
2019-20: Yes.
2020-21: Yes.
2021-22: Yes.
2022-23: Yes.

2023-24: Yes.
2024-25: Yes.

Occupancy Costs: 28% or less
2016-17: 17.5%
2017-18: 17.5%
2018-19: 19%
2019-20: 19%
2020-21: 19%
2021-22: 17%
2022-23: 16%
2023-24: 17%
2024-25: 15%

Debt service coverage ratio: 1.1
2016-17: 1.39
2017-18: 1.31
2018-19: 1.24
2019-20: 1.32
2020-21: 1.25
2021-22: 1.5
2022-23: 1.1
2023-24: 1.2
2024-25: 1.44

Cashflow: Positive
2016-17: Meets. Cash flow has remained positive all year.
2017-18: Meets.
2018-19: Meets.
2019-20: Meets.
2020-21: Meets.
2021-22: Meets.
2022-23: Meets.
2023-24: Meets.
2024-25: Meets.

Total Margin of Net Income to Revenue (for 3 years aggregated): Positive
2016-17: 5.3%
2017-18: 4.2%
2018-19: 3.8%
2019-20: 4.7%
2020-21: 3.58%
2021-22: 6.9%
2022-23: Positive
2023-24: Positive
2024-25: Positive

Enrollment Variance (October 1 count compared to projections): 95%
2016-17: 100%. October 1 enrollment was 540 (as verified on audit). Projections for 2016-17 were 540.

2017-18: October 1 count was 558. Budget was 540.
2018-19: October 1 count was 628. Budget was 634.
2019-20: October 1 count was 640. Budget was 640.
2020-21: October 1 count was 641. Budget was 640.
2021-22: October 1 count was 631. Budget was 640.
2022-23: October 1 count was 635. Budget was 640.
2023-24: October 1 count was 625. Budget was 635.
2024-25: October 1 count was 643. Budget was 627.

Unrestricted Cash on Hand: 30 days with a positive trend.
2016-17: 48 days cash on hand.
2017-18: 44 days cash on hand.
2018-19: 61 days cash on hand.
2019-20: 42 days cash on hand.
2020-21: 67 days cash on hand.
2021-22: 73 days cash on hand.
2022-23: 175 days cash on hand.
2023-24: 171 days cash on hand.
2024-25: 210 days cash on hand.

Ratio of Assets to Liabilities: 1.0 with positive trend
2016-17: 2
2017-18: 1.0
2018-19: 1.01
2019-20: 1.04

2020-21: 1.02
2021-22: 1.05
2022-23: 1.08
2023-24: 1.11
2024-25: 1.12

Debt to asset ratio: less than or equal to .9
2016-17: Meets -- more assets (cash and property) than debt
2017-18: Meets
2018-19: Meets
2019-20: Meets
2020-21: Meets
2021-22: Meets
2022-23: Meets
2023-24: Meets
2024-25: Meets

Our Plans for Success

Framework for Success

Based on State requirements and school-level leadership, WCS has developed a comprehensive “Framework for Success.” This document represents analysis of the root causes of challenges, areas of strength and opportunities for growth. This document synthesizes many elements with a desire to weave together State mandates and required goals with the mission, vision and culture of WCS as a Waldorf School.

This document includes:

- An Overview of the Paradigm and Definition of “Success” at WCS
- Strategic Priorities for the 2025-26 School Year
- A Long-term Vision / Strategic Plan
- Required State & Federal Plans

This document is available on the school's website at: [Framework for Success SY 25](#)