

INDIANA CHARTER SCHOOLS



ANNUAL REPORT 2003-2004

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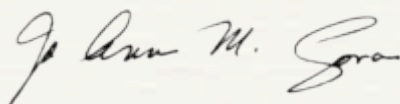
MESSAGE FROM THE PRESIDENT

As president of Ball State University, I am pleased to present this Annual Report of Indiana's Charter Schools. Ball State University is proud to serve as an authorizer of charter schools in Indiana and to provide research that examines charter school performance.

This report communicates the early development of those charter schools authorized by Ball State and by other authorizers including the Mayor of Indianapolis and a few school boards. These data serve as an extension of our role as authorizer to include research on school performance. Accountability is crucial for measuring the impact that charter school innovation has on student progress. The long-term future of the charter school initiative in Indiana depends on systematic, credible research and evaluation that Ball State is able to provide.

We expect that Indiana's charter schools will continue to grow and provide exciting, unique learning opportunities for children and youth across the state. Accompanying this growth, important developments will occur in research, accountability, special education, curriculum development, professional development, and teacher preparation that will help inform and shape educational policy and practice in positive ways for all P-12 Indiana schools. Ball State is poised to be a leader in these innovations of education.

- President Jo Ann M. Gora



President Jo Ann M. Gora
Ball State University

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ABOUT THIS REPORT

The Indiana Charter Schools 2003-04 report contains many highlights of student success, educational partnership, and important initiatives that enhance charter school effectiveness. In the 2003-04 school year, the Indiana charter school movement saw tremendous growth. With legislation permitting charter schools a mere four years old, the Indiana Charter Schools number 17 strong.

In this, the first Indiana Charter Schools report containing growth data for charters throughout the state, the message is a positive one: students are succeeding in charter schools. Among its roster of schools, one Indiana charter received Four Star recognition from the Indiana Department of Education. With minority enrollment at more than 70 percent in Indiana charters, minority students are making significant gains in reading and language, particularly in the elementary grades. Charter schools are providing the alternative to public education that can increase student learning among children who had, in many cases, found only limited success.

As the research arm of the Indiana Charter Schools, the Office of Charter School Research (OCSR), housed at Ball State University, is charged with the monumental task of gathering and analyzing achievement data for all enrolled students. Indiana is unique among other states with charter schools in that assessment is uniform and statewide. Charter schools throughout Indiana voluntarily participate in administration of the Measures of Academic Progress (MAP) of the Northwest Evaluation Association (NWEA) at least two times each year. Growth data for each participating school is detailed in this report.

In addition to assessment, the OCSR is positioned to provide training and resources to promote use of assessment data to target instruction. Test results are readily

available, allowing teachers to keep abreast of student progress and set measurable achievement goals. This report gives an introduction to many of the key programs offered by the OCSR.

Meeting the needs of those students designated as exceptional learners is a matter of great discussion in the education community. To address the needs in Indiana Charter Schools, the Virtual Special Education Cooperative was formed.

In Spring 2004, both the Office of the Mayor of Indianapolis and the Ball State Office of Charter Schools surveyed parents, staff, and stakeholders in their authorized charters on overall experience with the charter school. The results were overwhelmingly positive, with parent satisfaction and overall evaluation of school features receiving high marks.

The Indiana Charter Schools 2003-04 Report provides evidence that charter schools are a necessary part of the campaign to raise student achievement and promote innovation in education. As the number of charter schools grows and enrollment continues to approach record numbers, the data will tell the most important story: school choice equals student success.



INDIANA CHARTER SCHOOLS

CHARTER SCHOOL LAW

The first charter school law was enacted by Minnesota in 1991. Since then nearly 40 states have passed charter school legislation. In 2001 Indiana became the 37th state to do so. The Indiana Code (IC 20-5.5-2) specifies the purpose of charter schools. Charter schools are to provide innovative and autonomous programs that (1) serve the different learning styles and needs of public school students; (2) offer public school students appropriate and innovative choices; (3) afford varied opportunities for professional educators; (4) allow public schools freedom and flexibility in exchange for exceptional levels of accountability; and (5) provide parents, students, community members, and local entities with an expanded opportunity for involvement in the public school system.

According to the Center for Educational Reform (CER), the Indiana charter school law is ranked 6th strongest of the nation's 40 charter laws (receiving the CER's grade of "A"). What the CER finds attractive about the Indiana law is that it allows for multiple authorizers; it allows alternative routes ("transition to teaching") for professional certification; and it provides charter schools significant fiscal and legal autonomy. The Indiana law also meets four recommendations of the American Federation of Teachers (2002), which insists that charter schools (1) be held to high academic standards; (2) require students to sit for the state-mandated test as required of other public school students; (3) hire only certified teachers; and (4) publish annual reports to the public as is required of other public schools.

Indiana's charter school law allows for multiple authorizers, including (1) institutions of higher education; (2) the Mayor of Indianapolis (for charters located within Marion County); and (3) local school corporations. In addition, the state charter school law provides for the conversion of an existing public school to a charter school if at least 67 percent of the teachers and 51 percent of the parents approve of the conversion.

CHARTER SCHOOL ACCOUNTABILITY

Accountability is a key part of the charter school movement, as it ensures that the spirit and integrity of the charter school law is being preserved by Indiana charters. The charter school movement is the centerpiece of contemporary efforts to reform public education, but without some level of accountability it would be impossible to demonstrate its success. A charter school is held more accountable in the sense that the authorization to operate, that is its charter, can be revoked by its authorizing agency if the school does not meet prerequisite standards of excellence or otherwise live up to its charter obligations. In an effort to help charters avoid many of the pitfalls that could derail school success, the Mayor of Indianapolis and the Ball State University Office of Charter Schools have developed comprehensive frameworks for accountability.



Mayor of Indianapolis Accountability Standards

The Mayor of Indianapolis committed to chartering only those schools that would provide the highest quality education to the children of Indianapolis. The Mayor's Office has designed and implemented a comprehensive system for gathering detailed information about the schools the Mayor sponsors, obtaining expert analyses of schools' performance, and making the results fully available to the public. With significant funding from the Annie E. Casey Foundation, the Mayor's Office has been able to enlist leading accountability and charter school experts from Indianapolis and around the country to help design its approach to charter school accountability. In 2003-04, the Mayor's Office engaged in a range of activities to gather the information needed to analyze school performance.¹ These activities included:

Multiple carefully planned visits to each school:

Pre-opening visits: Guided by a detailed checklist, the Mayor's staff visited each school prior to its opening in the fall. These visits ensured that all Mayor-sponsored charter schools were prepared to open in full compliance with health, safety, and other vital requirements.

Two expert team visits: In December and May, three-member teams led by Dr. Ruth Green of the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis visited each school for one full day. Using a thorough protocol, the team observed classrooms, interviewed dozens of people, and provided detailed reports on each school's progress.

Governance visits: The Mayor's charter schools staff conducted additional visits in the spring to examine schools' business and financial operations.

Independent, confidential surveys of parents and staff. The Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis administered parent and teacher surveys in the spring of 2003. Every professional staff member in the three schools and many parents responded to these anonymous surveys, in which they were asked to rate their satisfaction with the schools.

Expert analysis of test score data. The Mayor's Office required each school to administer a rigorous, nationally recognized, and norm-referenced standardized test to its students in both the fall and the spring. Experts in test score analysis from New American Schools independently examined how well students progressed in reading, language, and mathematics between the fall and the spring.

Outside review of each school's finances. The Mayor's Office contracted with an outside accounting firm, H.J. Umbaugh & Associates, to produce an analysis of each school's finances. The accounting firm also visited each charter school to study its accounting processes and cash management policies.

Special education review. At the request of the Mayor's Office, in January 2003 the Division of Exceptional Learners at the Indiana Department of Education conducted an on-site review of the special education services provided by the Indianapolis charter schools. As a result of the visits, several areas were identified for attention. The schools and the Mayor's Office worked with the division to address these issues. In March 2003, the division visited the schools again and found, according to Associate

¹ Source: "2004 Accountability Report on Mayor-Sponsored Charter Schools." September 2004. Office of the Mayor of Indianapolis. Full report available at www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/home.htm

Superintendent Robert Marra, that “the schools made solid progress in addressing the areas needing improvement.”²

In addition to on-site observation and periodical review, the Mayor’s Office has developed resource documents to aid charter schools in complying with their charter expectations:

- Charter School Accountability Handbook
- Charter School Performance Framework
- The “Charter” – Charter School Agreement
- Pre-Opening Visit Checklist
- Expert Site Visit Review Process and Protocol
- Survey of Mayor-Sponsored Charter School Parents
- Survey of Mayor-Sponsored Charter School Staffs
- Charter School Governance and Compliance Handbook

These documents are available online at www.indygov.org/eGov/Mayor/Education/Charter/home.htm.³

Ball State University Accountability Framework

Focused on outcomes and successes, rather than inputs, Ball State’s Accountability Framework has been developed with the belief that the accountability process should be strategic and beneficial to schools as they strive for continuous improvement. Therefore, over the life of the charter contract, accountability reviews are structured to help a school improve where improvements are needed and highlight successes that can be expanded and replicated.

Academic achievement, environment, organizational management, and financial stability are all measured as a part of the rigorous accountability program to which Ball State charter schools adhere.

Annual reviews of each school are conducted using a variety of tools: site visits, classroom observations, evaluation of standardized tests, and analysis of school-specific success measures. Ball State, as a part of these evaluations, asks four evaluative questions which look at specific issues for analysis. Those questions are:

1. Has the school set the stage for academic success?
2. Is the school organizationally sound?
3. Is the school financially viable?
4. How is the school performing against success measures, including AYP as defined by No Child Left Behind, Public Law 221 provisions as defined by Indiana Department of Education, and goals in each school-developed accountability plan?

Accountability Plans. Although much of this Accountability Framework is centered on the state’s charter school law and state and federal accountability standards, the most important aspect is the accountability plan developed by each school. These aggressive plans, finalized during the first semester of the second year in operation, are evaluated annually. These accountability plans build on goals contained in a school’s original proposal and should be part of a school’s larger strategic plan.

^{2,3}Source: “2004 Accountability Report on Mayor-Sponsored Charter Schools.” September 2004. Office of the Mayor of Indianapolis. Full report available at www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/home.htm

Accountability goals, developed in the areas of academics, student-focused non-academics, and organizational management, are tools for a school to tell its story as it relates to its specific mission, vision, curriculum, and student population.

Measurable goals articulate how each school defines success over the life of the charter contract because each charter school has a very specific mission, curriculum, and student population. These accountability plans are published on the Ball State Office of Charter Schools Web site — www.bsu.edu/teachers/charter — and updates will be published in future accountability reports.

Key Accountability Review Tools. Ball State University's charter school accountability program begins well before a school opens its doors and continues systematically through renewal decisions at the end of a contract.

Outcomes are always viewed as more important than inputs, evaluations always center on the four key questions, and continuous improvement is the ultimate goal. Strengths are highlighted for all to see, and recommendations for improvement are reviewed and discussed with the intention of those changes being implemented to improve the school.

Like the schools we have authorized, Ball State's accountability process grows and evolves each year. In 2003–2004, Ball State's Office of Charter Schools evaluated schools in several ways. With schools in their second and first years, and schools preparing to start, our review process demonstrated flexibility based on status.

Pre-Opening Checklist and Visits. University officials begin working with a school immediately upon approval of the proposal to clearly define expectations and help identify resources for success. The pre-operational checklist reviews key preparation issues and milestones in the areas of finance, facilities, enrollment, curriculum, staff development, and communication. This document is reviewed with each Organizer immediately after the President accepts a proposal and is re-visited on a regular basis in the months leading up to the first day of school.

Academic Walkthroughs. Two teams of education experts, consisting of Dr. Oren Skinner, Mrs. Jane Martin, Mrs. Carleen Rose, and Dr. Marilynn Quick, conducted classroom observations at the nine Ball State University charter schools in April 2004. Each walkthrough had a specific structure.¹ Team members collected data on student engagement (time on task) and curriculum focus. In addition, team members observed the instructional methods. For example, classroom organization and management, questioning strategies, and teacher-student interactions were noted.

After each classroom had been observed at least twice, data were processed. Global school patterns were compared to Indiana standards, the standards of "best practices," and to the unique goals set forth in the school's charter.²

A debriefing to share highlights of the classroom observations took place at the end of the visit. Strengths that had been observed by all team members were shared and a reflective question was asked. The purpose of the reflective question was to guide future planning of the school as they engage in continuous school improvement.

¹ Academic Walkthrough structure was adapted from Carolyn Downey and Larry Frase's model, Curriculum Management Services, Inc. ² Best practices (as defined by Zemelman, S., Daniels, H., and Hyde, A. 1998. Best Practice: New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann) are "current, national consensus recommendations about 'best educational practice' in each of the traditional school curriculum areas: reading, writing, mathematics, science, and social studies."

A summary of each academic walkthrough is presented in the full Ball State Accountability Report. Detailed information about the academic walkthroughs and full school reports can be found online at www.bsu.edu/teachers/charter/.

Constituent Surveys. Ball State teamed with the Kensington Group to develop a survey of charter school constituents, including parents, teachers, board members, and administrators. The survey was designed to create an understanding of the factors that drive a successful charter school and determine how each constituent group feels its school is performing in the areas most critical to a school's success.

Administered in the spring of 2004, nearly 100 percent of teachers, board members, and administration participated in this survey, as did many parents. Due to the small size of several schools and limited success with parental response, results of this survey are presented for the collective Ball State charter school community.

School-specific results will be published in future reports.

Board Self-Assessment. All charter schools are small, but growing, not-for-profit businesses. The ability and expertise of each school's board is critical to the long-term success of the organization. In order to assess how each board is currently performing, Ball State's Office of Charter Schools asked all members of each board to complete a Board Self-Assessment.³ Almost 100 percent participation was achieved.

Where areas of critical need were identified, on-going conversations are held with the board and administration to understand the depth of issues and strategies for improvement. Ball State's Office of Charter Schools will focus on these critical areas

over the next year and will encourage each school to address areas of concern in strategic planning, as a part of accountability plans, and in other continuous improvement activities.

Ball State considers an average rating of four or above to indicate strong board performance, between three and four to be areas for improvement, and below three to be areas needing critical focus.

Financial Reviews. Ball State University's Vice President for Business Affairs and his staff conduct a detailed review of each charter school's budget performance, financial status, and future projections. Comments are shared with schools and an historical database is under development to track performance and trends. For this report, results of a school's State Board of Accounts Audit are summarized in the Ball State Charter Schools Accountability Report, if one has been conducted in the last year.

Analysis of Test Score Data. All charter schools sponsored by Ball State administer the same rigorous, nationally recognized, norm-referenced standardized test in the fall and spring. This test, the Northwest Evaluation Association's Measures of Academic Progress (MAP), was also administered in the spring of 2003 by the six schools currently in their second year of operation. Ball State University's Office of Charter School Research analyzed test score data of each school independently as well as the collective progress made by the Ball State charter school community.

³ Board Self-Assessment tool was adopted from Girls, Inc., www.girlsinc.org

CHARTER SCHOOLS OPERATING 2003-04

In the Fall of 2003, Indiana's charter school network included seventeen operating schools, sixteen of which are included in this research report. Nine of these schools were in operation in the inaugural year of charter school authorization, under the supervision of the Mayor of Indianapolis and Ball State University.

The following charters schools were operating in 2003-04:

Sponsored by the Mayor of Indianapolis

- 21st Century Charter School (Indianapolis)
- Andrew J. Brown Academy (Indianapolis)
- Christel House Academy (Indianapolis)
- Flanner House Elementary School (Indianapolis)
- Flanner House Higher Learning Center (Indianapolis)

Sponsored by Ball State University

- Campagna Academy Charter School (Schererville)
- Charter School of the Dunes (Gary)
- Community Montessori, Inc. (Floyds Knobs)
- Irvington Community School (Indianapolis)
- New Community School (West Lafayette)
- Thea Bowman Leadership Academy (Gary)
- Timothy L. Johnson Academy (Fort Wayne)
- Urban Brightest Academy (Fort Wayne)
- Veritas Academy (South Bend)

In addition, two conversion schools were in their second year of operation in 2003-04:

- Signature School (Evansville)
- Options Charter School (Carmel)

CHARTER SCHOOLS OPENING IN 2004-05

In Fall 2004 five schools in Marion County, granted charters by the Mayor of Indianapolis, opened their doors:

- Southeast Neighborhood School of Excellence (SENSE)
- KIPP Indianapolis College Preparatory
- Charles A. Tindley Accelerated School
- Indianapolis Metropolitan Career Academy #1
- Indianapolis Metropolitan Career Academy #2

Ball State University authorized charters for two new schools to open in 2004-05:

- Rural Community Academy (Graysville)
- Joshua Academy, authorized by the Evansville-Vandeburgh School Corporation (Evansville)

CHARTER SCHOOLS OPENING IN 2005-06

The 2005-06 school year promises to yield an impressive class of new charter schools.

From the Mayor of Indianapolis, there will be three new charters:

- 21st Century Charter School at Fountain Square
- Indianapolis Lighthouse Charter School
- Decatur Discovery Academy

Ball State University has approved charters for four new schools:

- Lighthouse Academy , Gary
- 21st Century Charter School at Gary
- East Chicago Urban Enterprise Academy
- Galileo Charter School (Richmond)



KEY INITIATIVES 2004-05

VIRTUAL SPECIAL EDUCATION COOPERATIVE

As part of the Indiana charter schools initiative, Ball State University has instituted the Virtual Special Education Cooperative (VSEC). This unique partnership pools resources of Ball State University Teachers College and special education service professionals throughout Indiana to better serve those students in Indiana charters with particular needs.

The VSEC is committed to providing support services to all students and teachers and to providing each student with disabilities a free and appropriate public education in the least restrictive environment. It is believed that these services can most effectively be provided through a school-based model, which focuses on the use of building-level resources, with supplemental resources available through the VSEC. Such an approach places as much responsibility and accountability with school personnel as possible.

Through innovative use of technology, the VSEC allows schools to communicate and share special education strategies in an open forum. During the 2003-04 school year, Indiana charter schools participating in the VSEC installed T-1 lines and received video conferencing equipment through federal funds. This new equipment will strengthen delivery of special education training, increase opportunities for professional development, and link interested parties in case conferences.

It is expected that this unique special education model will provide the following advantages:

- Foster feelings of responsibility for meeting the needs of each student among school personnel.
- Encourage principals, teachers, and other school personnel not only to identify

children who may have physical, intellectual, or behavioral problems but to seek alternative strategies for meeting the educational needs of such students.

- Encourage the trial of general education alternatives within the school before an evaluation is requested.
- Develop a collaborative spirit among school personnel in seeking solutions for students who are encountering difficulties.
- Ensure that school personnel will receive information needed to be well informed about students with exceptionalities, special education programs, related services, district policies, and procedures and other educational alternatives.
- Foster parent participation in planning the student's program.

For more information about the VSEC, please contact Jeanie Griggs at jsgriggs@bsu.edu.

PROFESSIONAL DEVELOPMENT

In an effort to strengthen the ability of the charter school professionals to provide quality educational alternatives to students, Indiana charter schools can participate in a variety of professional development opportunities. The Office of Charter School Research (OCSR) at Ball State University sponsors trainings in the areas of setting achievement goals, raising student achievement, using data to improve instruction, and assessing non-achievement variables. In partnership with the Northwest Evaluation Association (NWEA) the OCSR offered "Stepping Stones to Using Data" in the 2003-04 school year. In this one-day seminar, teachers and school leaders received a comprehensive introduction to the tests offered by NWEA, guides to test administration, and resources to apply test results in the classroom and throughout the school curriculum.

As the charter school initiative continues to expand and the number of charter school professionals in Indiana increases, the OCSR will continue to expand its training and development offerings.

In 2004-05, school leaders and teachers will be invited to attend two additional trainings sponsored by NWEA: "Stepping Stones to Using Data" and "Climbing the Data Ladder." These workshops will provide a review for participants from the previous year and an introduction of new strategies for using data in the classroom for those who will attend for the first time. In addition, the Office of Charter Schools at Ball State University will offer a full day of training entitled "Setting Accountability Goals," which will aid schools in identifying measurable goals in student growth and achievement, enrollment, financial objectives, organizational growth, and staff retention.

Beginning with the 2005-06 school year, the OCSR will partner with Ball State's Office of Charter Schools to launch a training track for charter school leaders in order to strengthen leadership and management abilities and to increase the likelihood of school success. For teaching professionals, the OCSR will offer a two-day Charter School Teachers Institute, with speakers on a variety of topics that concern today's teachers, as well as subject matter specific to the experience within a charter school.

The OCSR will welcome participation from a diverse group of presenters and participants. The VSEC, with the purchase of video conferencing equipment for all member charters, has provided a medium for greater participation in trainings.

OFFICE OF CHARTER SCHOOL RESEARCH

Ball State University established the Office of Charter School Research (OCSR) in 2002 in order to advance the university's research mission with respect to its role as an authorizer of charter schools. In collaboration with charter school stakeholders and with researchers across the state, the office publishes annual reports of student achievement in Indiana charter schools and occasional reports of research topics of interest, including both achievement and non-achievement variables.

The charter school movement in Indiana has provided an unparalleled opportunity to study charter school effectiveness and to gather evidence on critical educational policy questions. With this in mind, the OCSR has adopted a research design that will allow charter schools to be evaluated using a uniform assessment of student achievement. OCSR staff and contributing faculty are committed to the collection of data that, when applied to classroom instruction, will significantly influence student achievement.

The OCSR is also a resource for training and development for the Indiana charter schools. Current offerings include seminars that enhance educational professionals' knowledge of assessment strategies, guides to setting individual goals for student growth and achievement, as well as consultation on developing instruments to assess non-achievement variables.

For more information on the OCSR, contact Mary Baker, Assistant Director, at mebaker@bsu.edu. A link to the Office of Charter School Research is available at www.bsu.edu/teachers/ocsr/.



IMPLEMENTING THE RESEARCH DESIGN

With the Indiana charter school movement being in the early stages of growth, the opportunities to develop strategies for longitudinal research are endless. It was crucial, then, that any measure selected for systematic assessment meet several requirements. First, the test should be aligned with Indiana standards. Second, the test should have a known and predictive relationship with the state-mandated test. Third, test data should be useful both for purposes of accountability and for instructional planning. Fourth, the test data should be available for instructional purposes in a timely way. Fifth, the test data should permit comparisons not only to national norms, but to local Indiana norms as well, in order to gauge more precisely how charter school students are faring relative to Hoosier school children in general. The Northwest Evaluation Association (NWEA) offered a test that satisfied these important criteria.

NORTHWEST EVALUATION ASSOCIATION (NWEA)

The Northwest Evaluation Association (NWEA), a non-profit organization, has partnered with school corporations and educational agencies across the nation to provide comprehensive assessment since 1977. Over 2 million students in the United States participate in NWEA assessments each year, providing an ample body of reference data for achievement norms. With a variety of support services, resource materials, and in-depth trainings, NWEA is a leader in longitudinal research for student achievement and growth and school improvement.

In keeping with the NWEA mission to help all students learn, the organization uses assessment data to provide instructional tools for educators. Test results are made available for immediate use with detailed reports and interpretation of student performance. Trainings offered around the country provide school leaders and their staff with practical, effective ways to apply the data in the school and classroom. In addition to educational resources, NWEA actively participates in advocating for

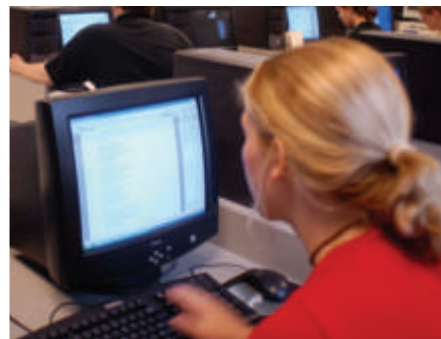
educational policy reform in Washington, D.C. With a solid reputation for providing competent research in the area of student achievement, NWEA representatives can drive discussion toward some of the most challenging issues facing educators today.

MAP TEST OF STUDENT ACHIEVEMENT

A thorough review of assessment options and available research on tests of student achievement led to the adoption of the Measures of Academic Progress (MAP) published by the Northwest Evaluation Association (NWEA). MAP is a computer-adapted assessment that includes tests of reading, language arts, and mathematics. For purposes of pricing, and given the large disparity in school enrollments among the various charter schools, NWEA agreed to treat the Indiana charter schools as a single school corporation with a single MAP coordinator. Collectively, the charter schools are licensed by NWEA as the Charter School Association of Indiana and form one of nearly 155 school corporations across Indiana that have adopted MAP as an off-year assessment.

MAP is a computerized “student-adapted” assessment in mathematics, reading, or language, developed using Item-Response Theory. In a student adapted test each student takes a unique test that is dynamically developed for the student as the test is being administered. In essence, the difficulty of the test is adjusted to the student’s performance in order to identify the student’s instructional level. As the student answers correctly, the questions become more difficult. If the student answers incorrectly, the questions become easier. Each student receives a personalized test every time he or she is tested.

MAP generates a “Rasch Unit score,” or RIT score, to describe achievement and growth, where scores range from about 150 (second and third grade) to 300 (end of high school). It is an equal interval score so scores can be added to calculate classroom or school averages. Upon completion of a test the child’s score appears immediately



on the screen. Teachers can access class-level reports 24 hours after the data have been uploaded to NWEA. The advantage of MAP is that student results are known immediately (in contrast to months of waiting time to receive student results from other standardized assessments). The RIT score shows the student's instructional level in a subject area. MAP is unique in that it can be taken up to four times a year in order to monitor student growth. The MAP system keeps track of the student's test history, and reports depict student growth over time.

Each MAP test draws from extensive NWEA test banks (over 15,000 items) that have been developed by trained teachers to cover a wide range of achievement goals in each subject. These items have also been field tested and calibrated for difficulty. NWEA's extensive test bank includes items aligned with Indiana proficiencies.

One way to examine alignment is to look at empirical relationships between NWEA assessments and Indiana's state-mandated test. A recent study (Cronin, 2003) compared RIT scores and ISTEP+ test information of more than 24,000 students enrolled in third-, sixth-, and eighth-grades from 19 Indiana school corporations. Students sat for both assessments in the fall of 2002. The results showed that ISTEP+ and RIT scores were correlated in the range of .72 to .88, depending on grade and subject (with scores of sixth- and eighth-graders generally higher than for third-graders). In addition, ISTEP+ cut scores can be predicted with 81 percent to 87 percent accuracy when both tests are administered in the same testing season. This study also includes helpful tables that allow one to align RIT scores with performance levels on ISTEP+.

RIT scores are tied directly to the standards. Because RIT scores are anchored to standards, it is possible to track student progress accurately from year to year. Hence, RIT scores are a stable direct indicator of student performance, and, therefore, can be interpreted as norm-referenced scores (with an appropriate reference group) and as standards-referenced scores (with appropriate external standards).

NWEA has recently published the "RIT Scale Norms for Indiana" (similar norms are also available based on a national reference sample). It includes fall and spring test data of more than 100,000 Indiana students from 89 school corporations. Moreover, in addition to grade level indices of central tendency for each test (reading, language arts, mathematics), it also reports observed growth means (fall-to-spring, fall-to-fall, and spring-to-spring) in each goal area. These data provide potential benchmarks to gauge continuous improvement from year to year. For example, a charter school might be said to meet minimum standards of accountability if average improvement of student RIT scores is comparable to the average growth norms of Indiana school children.

With the wealth of resources offered by NWEA, the high correlation between MAP and ISTEP+, and the availability of standards-based and norm-referenced scores, the Office of Charter School Research is armed with the most appropriate method of assessing students in charter schools. This method yields research that is both longitudinal and inclusive of all participating Indiana charter schools. This research design is unique within the charter school movement and is likely to be replicated by other states with emerging or existing charter school networks. The prospect of being able to evaluate student achievement in charter schools on an on-going basis, throughout the state of Indiana, is cause for celebration. Without this valuable research, it would be difficult to tell the charter school story.

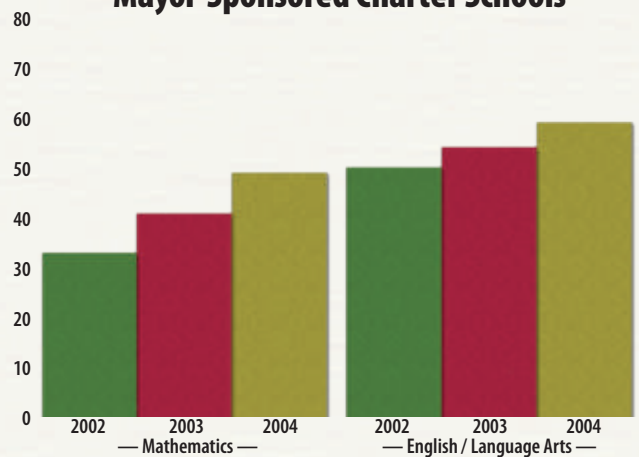


HIGHLIGHTING STUDENT ACHIEVEMENT

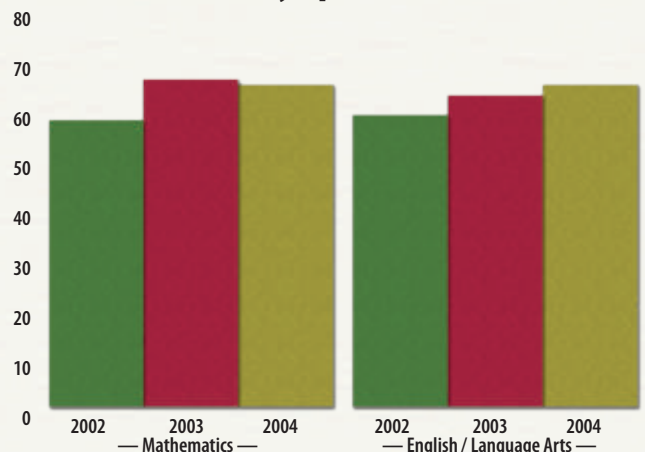
ISTEP+ RESULTS FOR INDIANA CHARTER SCHOOLS

Charter school students sit for the ISTEP+ assessment like their counterparts in other public schools. The pass rate of third-grade pupils in the Mayor-sponsored charter schools has shown a steady increase over the past three years, from 34 to 50 percent in mathematics from 2002 to 2004; and from 51 to 60 percent in English/language arts. Third-grade pass rates are below the average pass rates for third-graders in Indianapolis Public Schools, although the differences have narrowed since 2002, particularly in English/language arts. The pass rates of third-graders in Ball State-chartered schools have not yet risen above 50 percent over the past three years. When compared against the statewide average, where about 75 percent of third-graders pass mathematics and English/language arts, it is clear that these schools are confronted with a significant academic challenge.

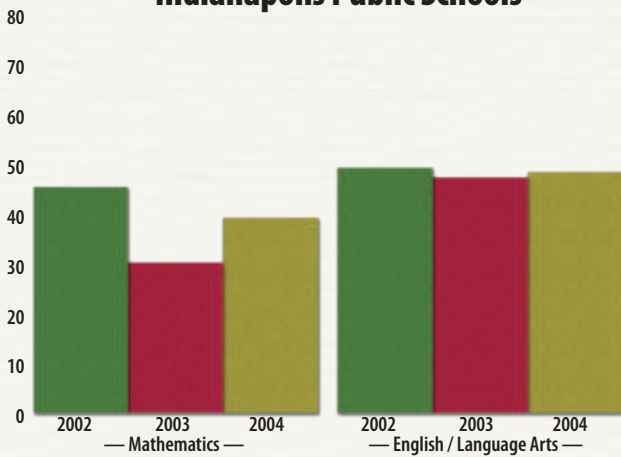
Mayor-Sponsored Charter Schools



Ball State University-Sponsored Charter Schools



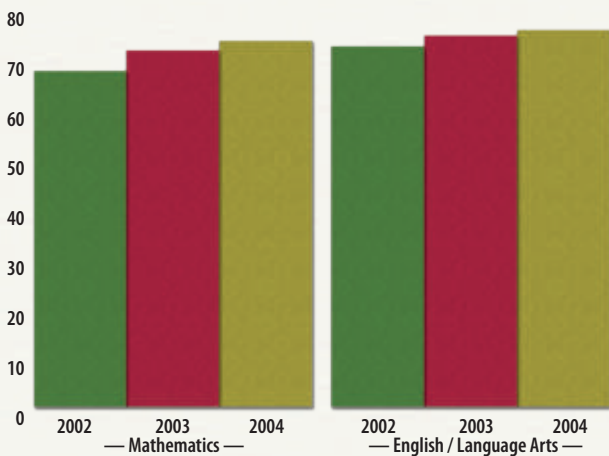
Indianapolis Public Schools



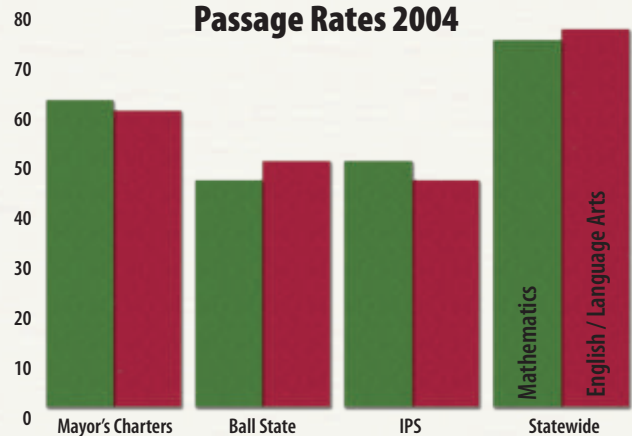
At sixth-grade the pass rate in the Mayor’s charter schools for both mathematics and English/language arts exceeds the pass rate of sixth-graders in the Indianapolis Public Schools. The difference is particularly evident in mathematics. Sixth-graders in the Ball State charters are comparable to IPS sixth-graders, but well below the statewide average pass rate.

The present data show that while charter schools have made progress in pass rates, they continue to face a challenge in raising the achievement of all children. In large part, this fact is attributable to the academic deficiencies students had when they enrolled in the charter schools.

Statewide



6th Grade Charter School ISTEP+ Passage Rates 2004



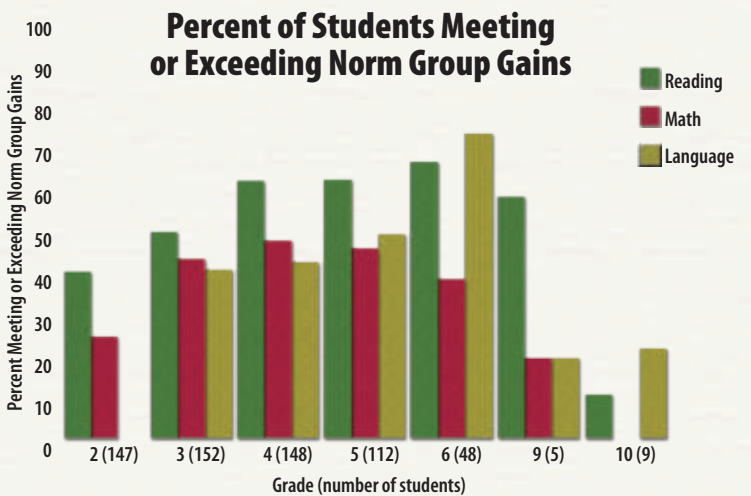
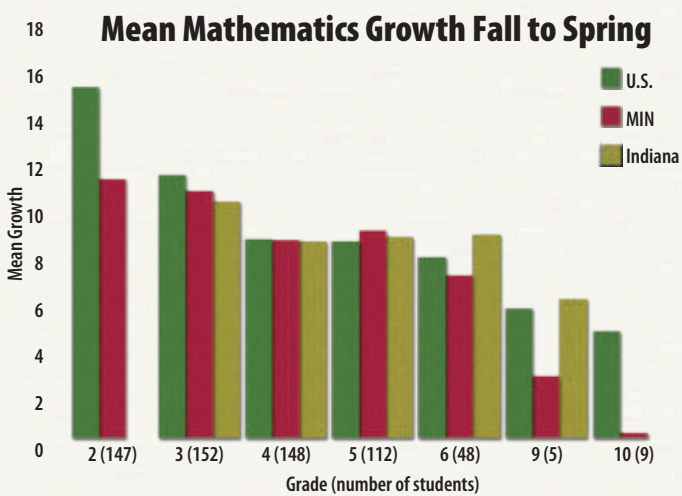
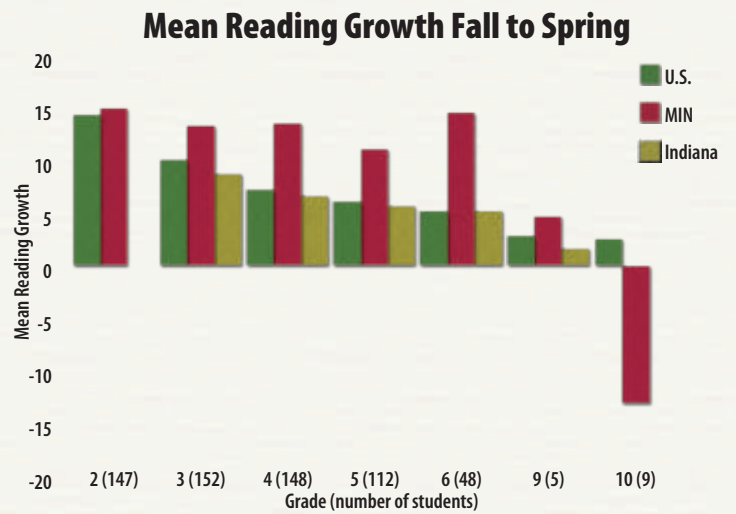
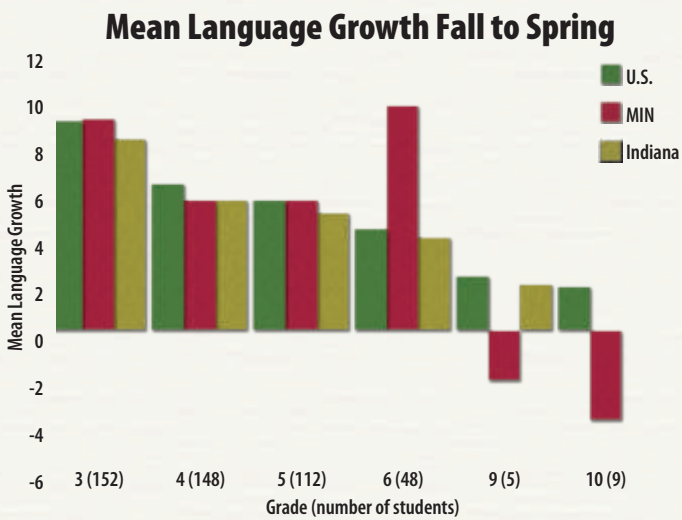
STUDENT GROWTH IN MINORITY CHARTER SCHOOL STUDENTS VERSUS INDIANA AND NATIONAL NORMS

The charts on the right illustrate growth in achievement during the 2003-2004 academic year by minority students in Indiana charter schools, compared against national and state NWEA norms for reading, language, and mathematics. More than 70 percent of children in the Indiana charters are minorities. Hence, it is a matter of interest whether these pupils are keeping pace with peers in the national norming sample and with other Hoosier school children who sit for the NWEA assessment.

In mathematics, minority students in Indiana charter schools made gains comparable to those observed in the national and state norming samples at Grades 3, 4, 5, and 6. Minority achievement in mathematics lags behind the norming samples in Grades 9 and 10, although the sample sizes in these grades are quite small. Second-grade growth in mathematics achievement is about 4 RIT points behind the national norm.

Growth in reading and language achievement is particularly encouraging. Achievement growth in reading, for example, exceeds both national and Indiana norms at all grades in the charter elementary schools. Similarly, with respect to language achievement minority students in the Indiana charters kept pace with the norming samples at Grades 3, 4, and 5, and far exceeded the norms at Grade 6. Clearly minority students are demonstrating impressive gains in fundamental academic skills.

It would appear then that minority students in the Indiana charter schools are closing the achievement gap with their non-minority peers on the MAP test. This attests to the ability of Indiana charter schools to meet the needs of minority students and promote achievement and growth.



STUDENT GROWTH IN FREE/REDUCED LUNCH CHARTER SCHOOL STUDENTS VS. INDIANA & NATIONAL NORMS

The charts on the right illustrate growth in achievement during the 2003–04 school year among students who receive free or reduced lunch, compared against national and state NWEA norms for reading, language, and mathematics. Free or reduced lunch status is often used as a poverty indicator. Insofar as student achievement is known to vary by socioeconomic status it is of interest to know whether economically disadvantaged children show growth in learning across Indiana charter schools.

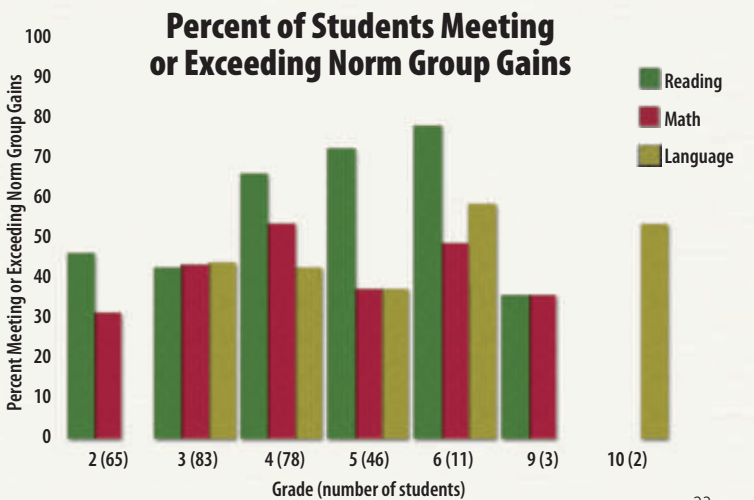
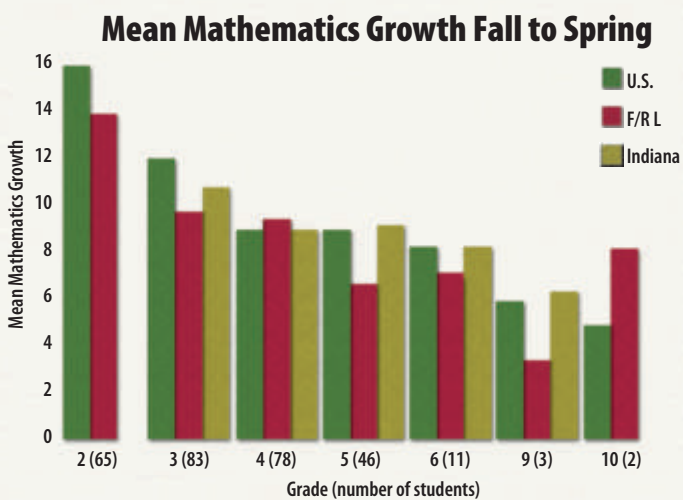
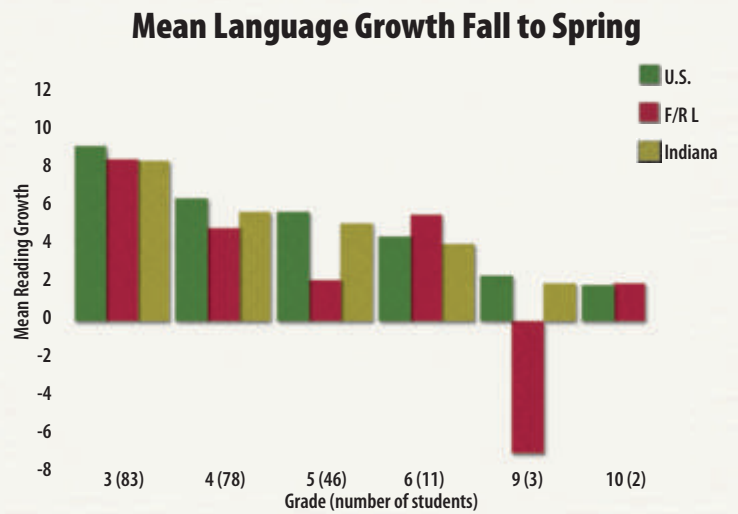
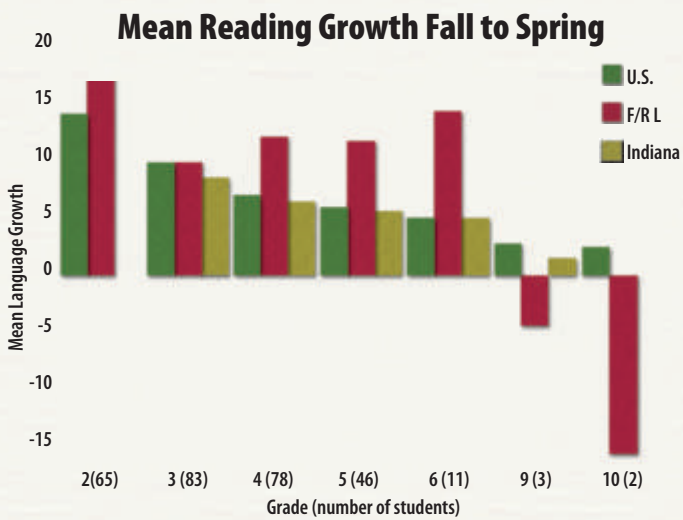
With respect to reading, it is encouraging to note that free/reduced lunch eligible students in every elementary grade either matched or exceeded growth in achievement compared to norming samples. Note that the sample size at Grades 9 and 10 are too small to permit meaningful comparisons.

In mathematics, free/reduced lunch eligible students in Grades 2, 3 and 4 reported growth in achievement comparable to Indiana and national norms. Only at Grades 5 and 6 did growth of free/reduced lunch students fall behind the norming samples.

In language arts, students managed to keep pace or exceed the achievement growth of peers in the norming samples at Grades 2 and 6, although achievement gains at Grades 4 and 5 lagged behind their peers in the norming samples.

In sum, across all elementary grades, nearly 40 to 70 percent of free/reduced lunch eligible students met or exceeded gains observed in the national and Indiana norm groups for reading, and nearly 30 to 50 percent met or exceeded their peers in language and mathematics.

This is clear evidence, then, that economically disadvantaged children are demonstrating notable gains in learning in Indiana charter schools.



INDIVIDUAL SCHOOL REPORTS

There is variability across charter schools in the educational program that is offered. These curricular approaches are outlined in the charters of individual schools. Consequently, because curricular strategies vary across schools, it is important to examine achievement and growth at the individual school level in order to determine the impact of those educational strategies on student learning outcomes. Performance data from administration of the MAP test to Indiana's charter school students in the fall and spring provides a reliable measure of individual growth.

In previous sections of this report, growth in academic achievement was presented in an aggregate form. In order to get a more precise picture of how the educational philosophy has contributed to student growth, a profile of each Indiana charter operating in 2003-04 is presented here. Included are the following data:

- Mean growth from Fall 2003 to Spring 2004 for mathematics, language arts, and reading for each school, compared with the U.S. and Indiana norms.
- Percent of students whose RIT score gains met or exceeded those in similar RIT range by grade level.
- Mean mathematics, language arts, and reading scores for Fall 2003 or Spring 2004 (where fall to spring growth data were not available).

Recognizing that a lack of education puts students at risk of not securing employment and not leading life as participating and contributing members of our society, Campagna Academy seeks to provide an opportunity for each student to earn high school credits and fulfill the requirements for graduation.

CAMPAGNA ACADEMY CHARTER SCHOOL

Campagna Academy Charter School is an educational environment supplemented with support services. This northeastern Indiana charter located in Schererville serves youth who are at risk of not completing their high school education. Campagna Academy seeks to provide an opportunity for students to earn high school credits and fulfill the requirements for graduation. It serves various categories of at-risk youth, including expelled and suspended youth, drug and alcohol dependent youth, teen mothers who are responsible for their child/children or who are pregnant, and youth who have fallen so far behind academically that they see no hope. Campagna aims to restore that hope.

Campagna Academy teaches the Core 40 Curriculum, which is taught by qualified, Indiana state-licensed teachers. Elective courses are offered to students to expand their knowledge base. Advanced and remedial programs are available through computer-assisted instruction and independent study programs.

From Fall 2003 to Spring 2004 students at Campagna Academy achieved some growth in each subject area. In considering the charts at right, it is worth noting that the number of students who participated in the testing, from only Grades 9 and 10, totaled nine students. Campagna students in Grade 9 outpaced other students in the norm group for the nation and Indiana in reading and managed to meet norm growth in language. They fell just short of the norm group in mathematics. Students in Grade 10 lost considerable ground compared to students in the norm groups in both reading and language, but performed at the same level in mathematics as those students in the nation and Indiana.

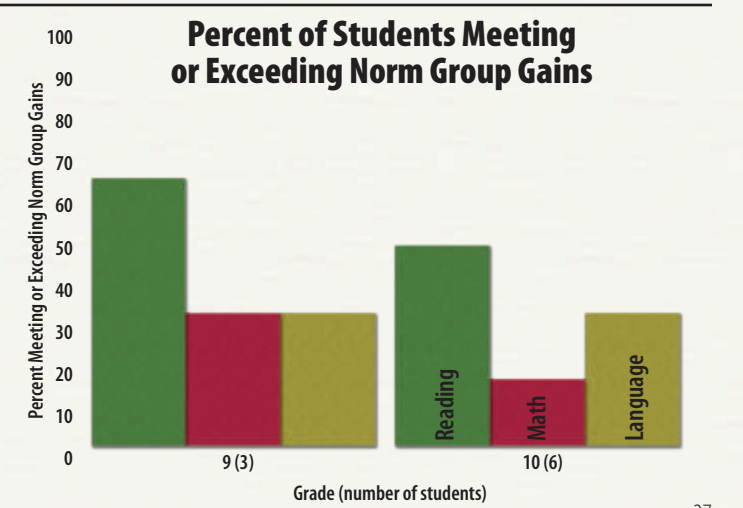
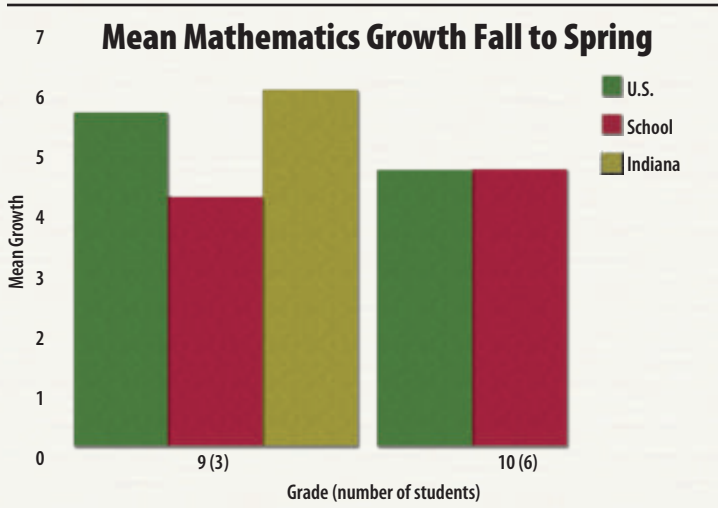
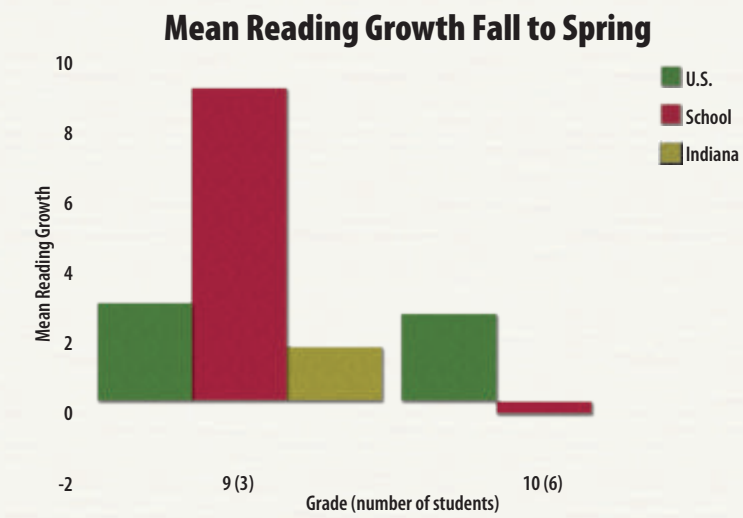
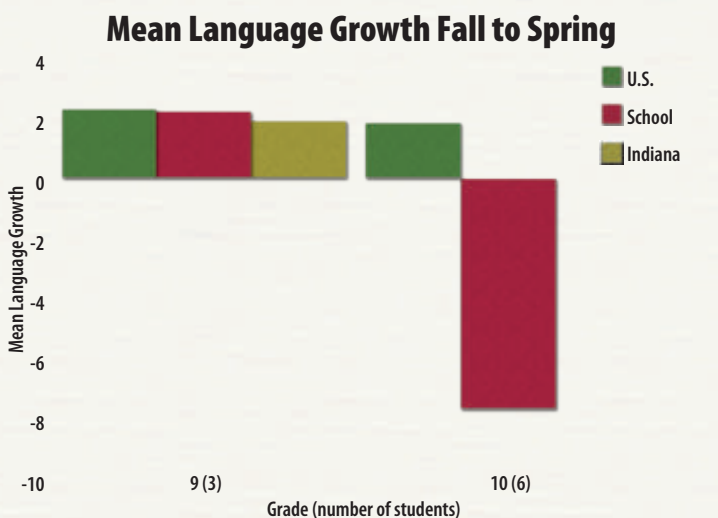
Hence, half of all the students who tested did meet expected growth based on the performance of the norm group in the subject of reading, though only a third of them achieved similar growth in the other two test subjects. Growth and achievement at any level is to be commended, particularly among students who are also contending with difficult life circumstances.

Campagna Academy Charter School Profile

7403 Cline Avenue Schererville, IN 46375-2645 (219) 322-8614 phone (219) 322-8614 fax	Number of Teachers (FTEs): • 2002-03: 1.5 • 2003-04: 4	Students per Teacher: • 2002-03: 8.7 • 2003-04: 11	% Free/Reduced Lunch: • 2002-03: 100% • 2003-04: 100%	Average % Passing ISTEP+: • 2002-03: 18.8% • 2003-04: 21.7%
Grade Span: 09-12 Status: Charter, Accredited Open Date: 05/20/2002 Facilities: Lease/Rent Schedule: Block 4 2002-03 Enrollment: 13 2003-04 Enrollment: 44	Average Teacher Experience: • 2002-03: 4 years • 2003-04: 3.5 years	Student Ethnicity: • White: 6 (13.5%) • Black: 32 (73%) • Hispanic: 6 (13.5%)	Attendance Rate: • 2002-03: 23.9% • 2003-04: 84.7%	% Special Education: • 2002-03: 13% • 2003-04: 11%

Three charts below depict average mean growth in language, reading, and mathematics for Campagna Academy Charter School students on the MAP test from Fall 2003 to Spring 2004 in these respective subjects. Campagna mean growth is compared with growth of similar students at each grade level using national and Indiana norms.

The fourth chart illustrates percentage of Campagna students at each grade level whose growth from Fall 2003 to Spring 2004 met or exceeded gains observed among similar students in the national norming group.



The Charter School of the Dunes adheres to rigorous standards of academic achievement with the expectation that students will become lifelong learners. The school encourages development of solid character, citizenship, and environmental stewardship.

CHARTER SCHOOL OF THE DUNES

Charter School of the Dunes (CSD) is designed to inspire student success through an innovative curriculum and creative teaching. The school adheres to rigorous standards of academic achievement with the expectation that students will become lifelong learners. The school encourages development of solid character, citizenship, and environmental stewardship. CSD embraces diversity in its students, adapts to special needs, and expects students to take responsibility for their education with the strong support systems of family, school, and community.

Charter School of the Dunes emphasizes the core skills of mathematics and language arts, reasoning and research, the interdisciplinary Paragon Curriculum, integrated with technology, and intensive teacher training to deliver a quality and well-rounded education.

Many factors could have contributed to the MAP test performance at CDS. Administrative and personnel changes, experienced by many charters in the first year, created difficulty in effectively implementing the proposed curriculum. As the school year ended, though, many of those issues had been addressed, which will likely impact next year's results.

From the charts on the next page, it is evident that students at CSD underperformed at most every grade level, in all three subjects, when compared with the norm groups for both the U.S. and Indiana. Performance in Grade 5 reading, where students exceeded both norm groups, is a testament to an emphasis on the reading curriculum at this age group and is an early indication of what subsequent years may yield.

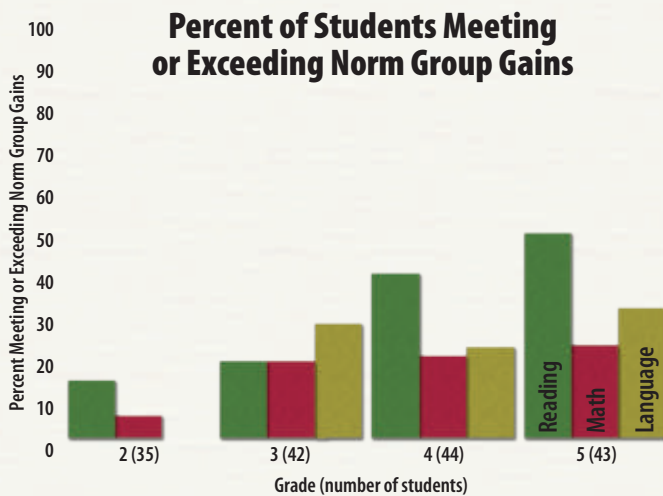
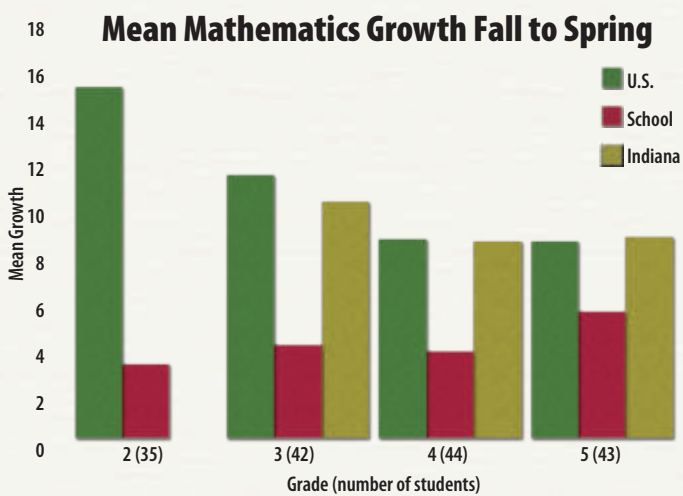
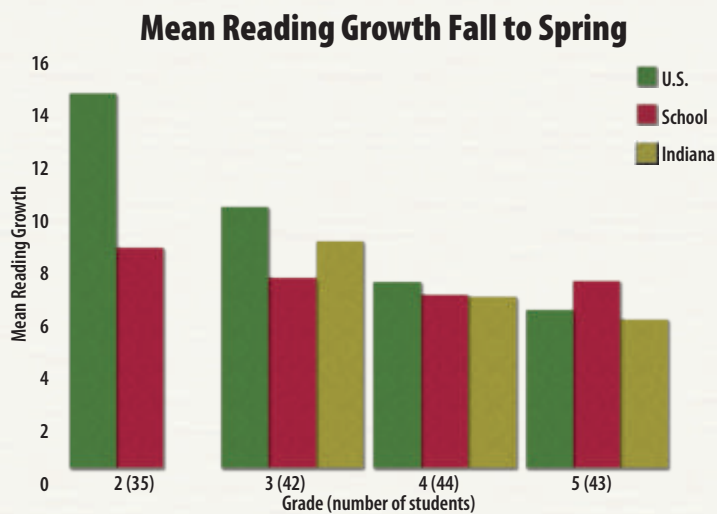
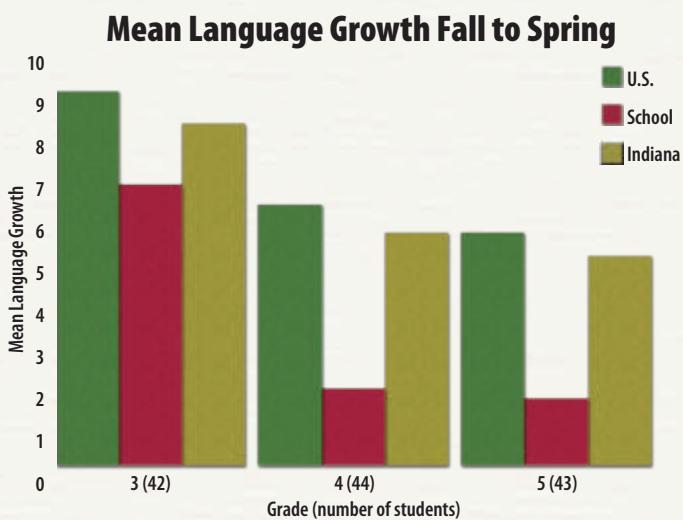
Charter School of the Dunes Profile

860 North Lake Street Gary, IN 46403 (219) 939-9690 phone (219) 939-9690 fax	Number of Teachers (FTEs): • 2003-04: 22	Students per Teacher: • 2003-04: 19.8	% Free/Reduced Lunch: • 2003-04: 48%	Average % Passing ISTEP+: • 2003-04: 31.1%
Grade Span: KG-06 Status: Charter, Accredited Open Date: 07/31/2003 Facilities: Lease/Rent Schedule: Traditional 2003-04 Enrollment: 436	Average Teacher Experience: • 2003-04: 3.4 years	Student Ethnicity: • White: 9 (2%) • Black: 410 (94%) • Hispanic: 6 (1%) • Multi: 11 (3%)	Attendance Rate: • 2003-04: 94.9%	% Special Education: • 2003-04: 4%

Three charts below depict average mean growth in language, reading, and mathematics for Charter School of the Dunes students on the MAP test from Fall 2003 to Spring 2004 in these respective subjects. Charter School of the Dunes mean growth is compared with growth of similar students at each grade level using national and Indiana norms.

Note: Indiana norms are not available for MAP growth at Grade 2.

The fourth chart illustrates percentage of Charter School of the Dunes students at each grade level whose growth from Fall 2003 to Spring 2004 met or exceeded gains observed among similar students in the national norming group.





Community Montessori creates an environment where learning happens naturally with an emphasis on learning strengths, developmentally appropriate activities, and individual interests.

COMMUNITY MONTESSORI

Community Montessori provides another quality educational choice for its community and encourages the development of lifelong learning. The school mission is based on the beliefs and theories of Maria Montessori, Constructivism, and Schemata Development. The school uses these beliefs to create an environment where learning happens naturally with an emphasis on learning strengths, developmentally appropriate activities, and individual interests. By the use of many tools, including technology, authentic assessment, and educational manipulatives, each learner is nurtured through Eight Constructs: social, emotional, physical, moral, intellectual, aesthetics, creative, and "school success." This encompasses the total education of the whole learner.

Montessori is a comprehensive educational approach with a focus of knowing each individual learner and partnering in his/her continued growth in connecting

knowledge for lifelong learning. Under guidance, children in Community Montessori classrooms learn by making discoveries with the classroom materials and cultivating concentration, motivation, self-discipline, and a love of learning.

Students at Community Montessori showed marked growth at every grade level, in all three subject areas, in the 2003-04 administration of the MAP test. Only students in Grade 5 in mathematics fell just short of the Indiana and U.S. norms.

Certainly this strong performance is evidence of a well-implemented curriculum that encourages student achievement and growth in reading and language abilities. Small classroom sizes and a learning philosophy that is embraced by the entire school may also play important roles in boosting student performance.

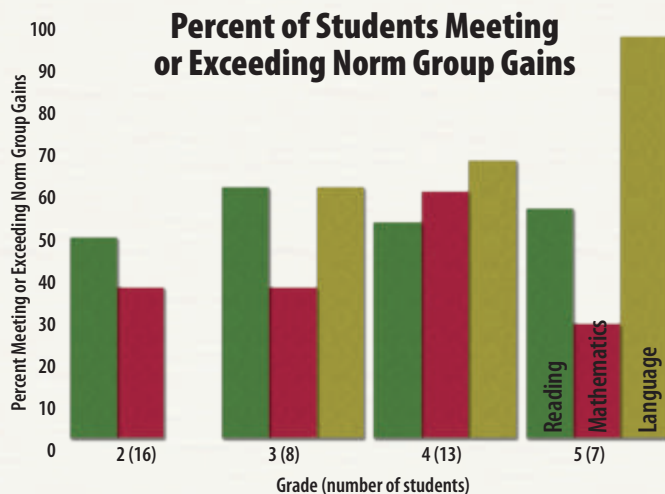
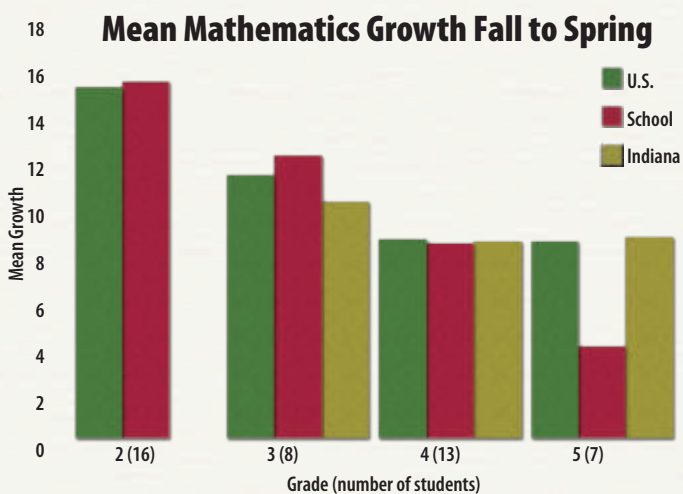
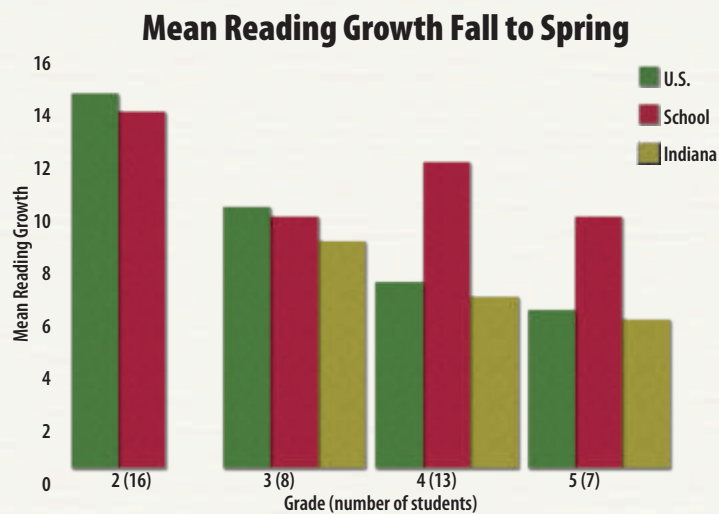
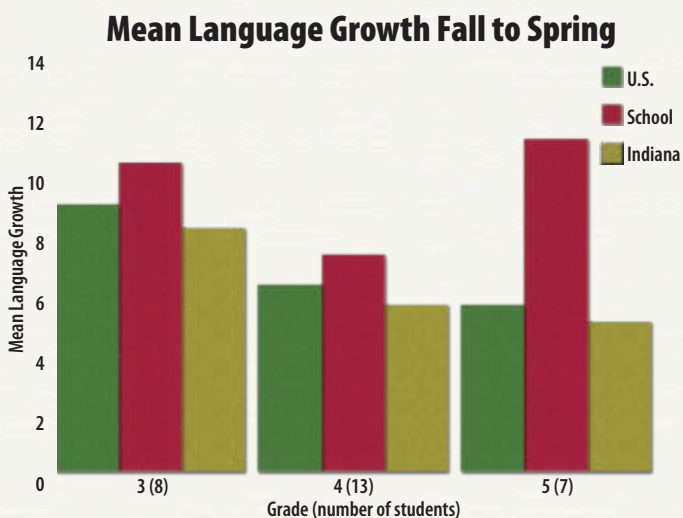
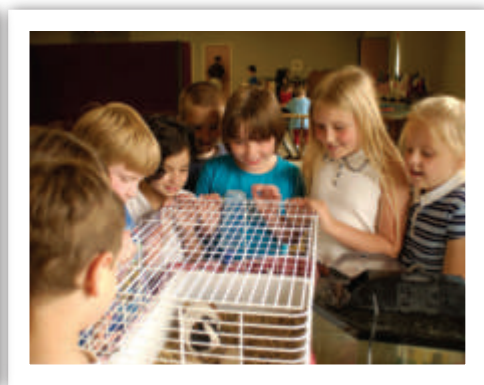
Community Montessori Profile

851 Highlander Point Drive Floyd Knobs, IN 47119 (812) 923-2000 phone (812) 923-2000 fax	Number of Teachers (FTEs): • 2002-03: 5 • 2003-04: 8	Students per Teacher: • 2002-03: 15 • 2003-04: 15.5	% Free/Reduced Lunch: • 2002-03: 11% • 2003-04: 16%	Average % Passing ISTEP+: • 2002-03: 81.8% • 2003-04: 68.2%
Grade Span: PK-06 Status: Charter, Accredited Open Date: 05/20/2002 Facilities: Lease/Rent Schedule: Traditional 2002-03 Enrollment: 75 2003-04 Enrollment: 124	Average Teacher Experience: • 2002-03: 2 years • 2003-04: 2 years	Student Ethnicity: • White: 118 (94%) • Black: 1 (1%) • Hispanic: 2 (2%) • Asian: 2 (2%) • Multi: 1 (1%)	Attendance Rate: • 2002-03: 96.3% • 2003-04: 95.1%	% Special Education: • 2002-03: 5% • 2003-04: 27%

Three charts below depict average mean growth in language, reading, and mathematics for Community Montessori students on the MAP test from Fall 2003 to Spring 2004 in these respective subjects. Community Montessori mean growth is compared with growth of similar students at each grade level using national and Indiana norms.

Note: Indiana norms are not available for MAP growth at Grade 2.

The fourth chart illustrates percentage of Community Montessori students at each grade level whose growth from Fall 2003 to Spring 2004 met or exceeded gains observed among similar students in the national norming group.





Irvington Community School is built on the premise that a well-conceived Internet-based educational program can help boost student achievement, serve the unique needs of students and families, and offer a new model for effective public education in the 21st century.

IRVINGTON COMMUNITY SCHOOL

Irvington Community School (ICS) strives to educate children by providing a proven academic curriculum paired with an arts and music component within a safe environment. ICS emphasizes achievement and strong character education for its students. The school plans to grow to become an excellent K-12 school that will also serve as a resource center for the Irvington area. ICS works to bring together diverse community groups to strengthen the Irvington community.

Irvington Community School is built upon the premise that a well-conceived Internet-based educational program can help boost student achievement, serve the unique needs of students and families, and offer a new model for effective public education in the 21st century. The educational program is designed to provide a comprehensive master-based curriculum with high student expectations.

Fall 2003-04 growth observed in second- and third-grade students at ICS outpaced students in the U.S. and Indiana norm groups in reading, language arts, and mathematics. Students in Grade 5 also exceeded the gains of the norm groups.

Student growth for Grades 4, 5, and 6 in reading and language, as indicated in the following charts, did not match the growth of the national and state comparison groups. In subsequent years, as the Internet-based curriculum is further implemented, student growth is expected to increase.

Irvington Community School Profile

973 North Shadeland Ave, #187
 Indianapolis, IN 46219-4809
 (317) 357-5359 phone
 (317) 357-5359 fax

Grade Span: KG-07
Status: Charter, Accredited
Open Date: 05/20/2002
Facilities: Lease/Rent
Schedule: Traditional
2002-03 Enrollment: 118
2003-04 Enrollment: 129

Number of Teachers (FTEs):
 • 2002-03: 7.4
 • 2003-04: 7

Average Teacher Experience:
 • 2002-03: 3.5 years
 • 2003-04: 5 years

Students per Teacher:
 • 2002-03: 15.9
 • 2003-04: 18.4

Student Ethnicity:
 • White: 106 (82%)
 • Black: 16 (12%)
 • Hispanic: 2 (2%)
 • Asian: 1 (less than 1%)
 • Multi: 4 (3%)

% Free/Reduced Lunch:
 • 2002-03: 21%
 • 2003-04: 16%

Attendance Rate:
 • 2002-03: 94.6%
 • 2003-04: 94.5%

Average % Passing ISTEP+:
 • 2002-03: 47.5%
 • 2003-04: 68.6%

% Special Education:
 • 2002-03: 12%
 • 2003-04: 6%

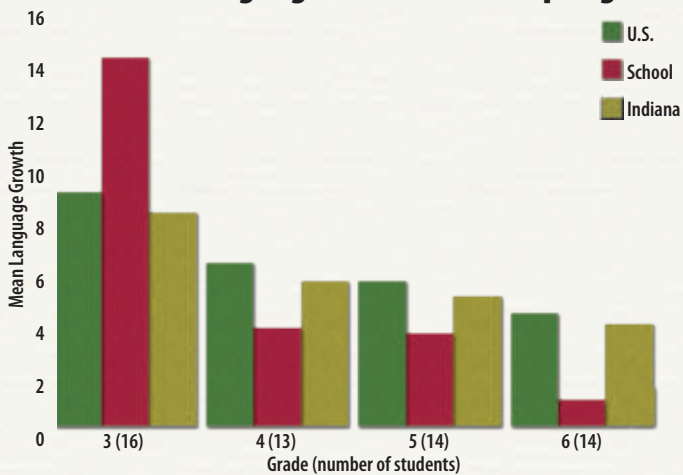
Three charts below depict average mean growth in language, reading, and mathematics for Irvington Community School students on the MAP test from Fall 2003 to Spring 2004 in these respective subjects. Irvington Community School mean growth is compared with growth of similar students at each grade level using national and Indiana norms.

Note: Indiana norms are not available for MAP growth at Grade 2.

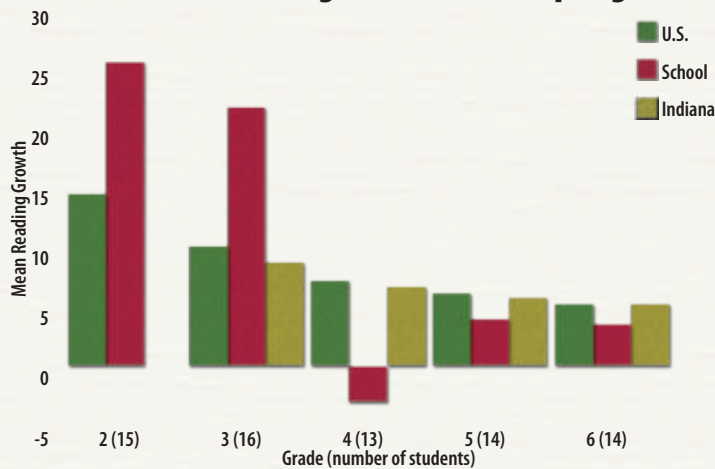
The fourth chart illustrates percentage of Irvington Community School students at each grade level whose growth from Fall 2003 to Spring 2004 met or exceeded gains observed among similar students in the national norming group.



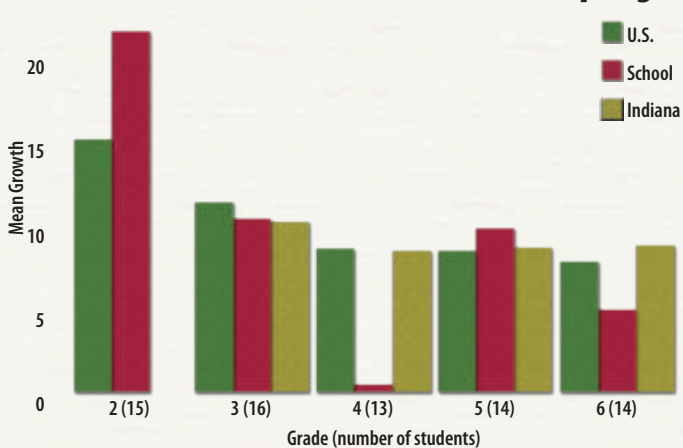
Mean Language Growth Fall to Spring



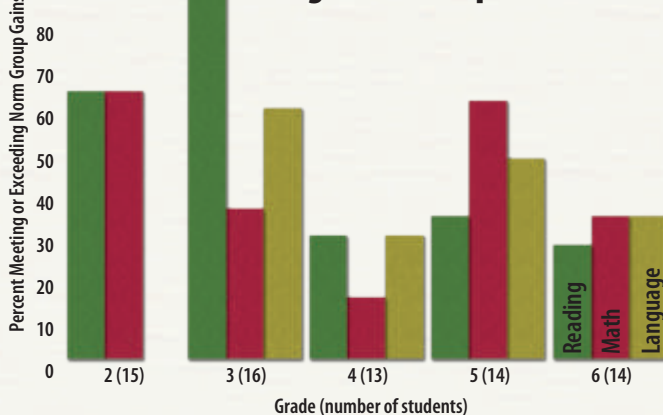
Mean Reading Growth Fall to Spring



Mean Mathematics Growth Fall to Spring



Percent of Students Meeting or Exceeding Norm Group Gains





New Community School is a democratic environment in which real and worthwhile choices are available for children within the context of respect, safety, and self-discipline.

NEW COMMUNITY SCHOOL

New Community School (NCS) provides a progressive educational alternative for families in the Lafayette–West Lafayette community. NCS’s mission is to promote the individual child’s emotional, social, and academic growth through creative and exploratory learning experiences. Parents, students, teachers, and administrators actively share responsibility for the well being of the school and the growth of confident, creative, and capable students. NCS offers small classes led by highly educated, inspired, and caring teachers as well as a strong sense of community within classes and throughout the school. NCS is a democratic environment in which real and worthwhile choices are available for children within the context of respect, safety, and self-discipline.

New Community places an emphasis on integrated learning in order to build on the natural curiosity of children (teaching reading, writing, mathematics, and social skills through all content areas such as science, literature, art, and social studies). There is also an emphasis on problem formation, critical thinking, and problem solving in order

to foster independence of thought. The teaching is flexible and responsive to each child’s strengths, needs, and style of learning. The school offers opportunities for many levels of parent involvement that range from teaching classes to determining school policies.

Eighteen NCS students participated in MAP testing in both fall and spring of the 2003–04 school year. Of those, over half consistently met or exceeded growth observed in the U.S. and Indiana norm groups. Only students in Grade 5 were shown to have underperformed when compared with similar students in the norm groups in all three subject areas.

While emphasis is placed on many facets of learning and intelligence in the New Community philosophy, language arts does appear to be an area of relative strength in instruction and application. Half of the students in the school exceeded expected growth in this area.

New Community School Profile

620 Cumberland Avenue West Lafayette, IN 47906 (765) 464-8999 phone (765) 464-8999 fax	Number of Teachers (FTEs): • 2002-03: 5 • 2003-04: 5.4	Students per Teacher: • 2002-03: 7.6 • 2003-04: 8.5	% Free/Reduced Lunch: • 2002-03: 20% • 2003-04: 20%	Average % Passing ISTEP+: • 2002-03: 70% • 2003-04: 55.6%
Grade Span: KG-06 Status: Charter, Accredited Open Date: 05/20/2002 Facilities: Lease/Rent Schedule: Traditional 2002-03 Enrollment: 38 2003-04 Enrollment: 46	Average Teacher Experience: • 2002-03: 5.4 years • 2003-04: 6.5 years	Student Ethnicity: • White: 38 (83%) • Hispanic: 1 (2%) • Asian: 3 (6.5%) • Native American: 1 (2%) • Multi: 3 (6.5%)	Attendance Rate: • 2002-03: 92.1% • 2003-04: 94.4%	% Special Education: • 2002-03: 0% • 2003-04: 13%

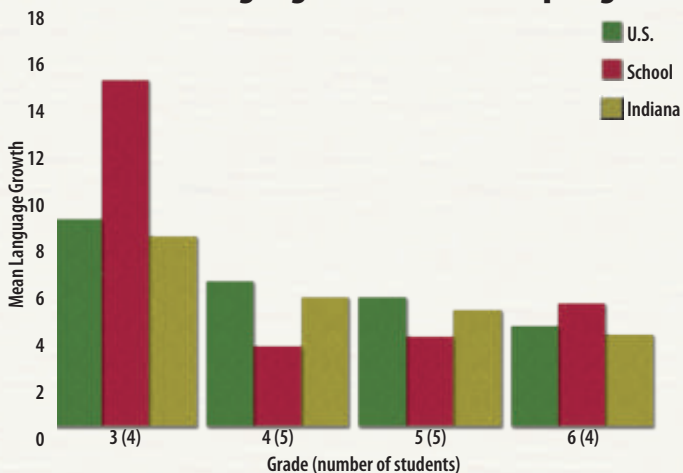
Three charts below depict average mean growth in language, reading, and mathematics for New Community School students on the MAP test from Fall 2003 to Spring 2004 in these respective subjects. New Community School mean growth is compared with growth of similar students at each grade level using national and Indiana norms.

Note: Indiana norms are not available for MAP growth at Grade 2.

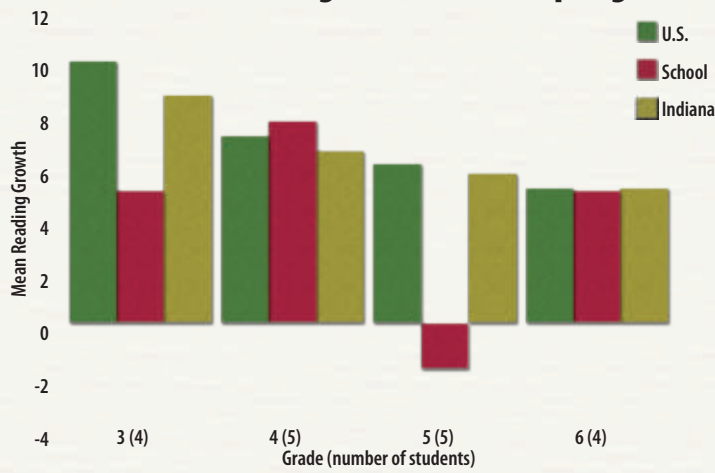
The fourth chart illustrates percentage of New Community School students at each grade level whose growth from Fall 2003 to Spring 2004 met or exceeded gains observed among similar students in the national norming group.



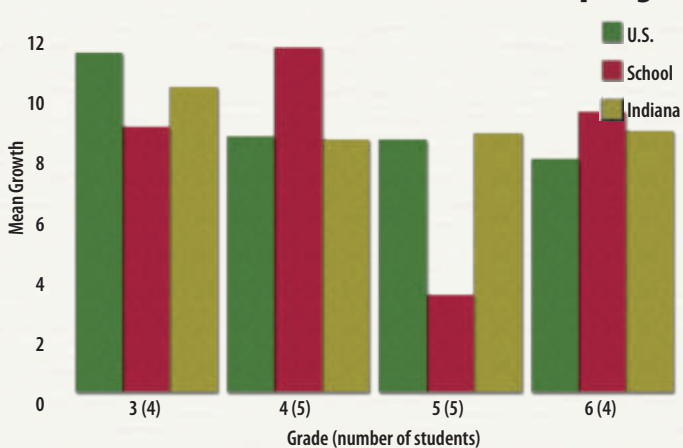
Mean Language Growth Fall to Spring



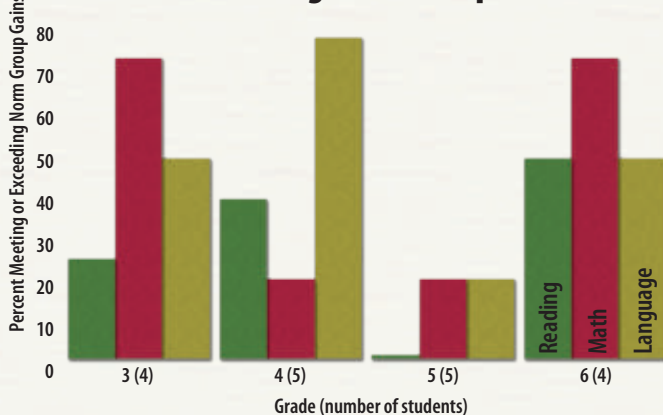
Mean Reading Growth Fall to Spring



Mean Mathematics Growth Fall to Spring



Percent of Students Meeting or Exceeding Norm Group Gains





Thea Bowman's mission is to create a school that is a pre-high school college prep program that combines academic achievement with leadership skills and opportunities.

THEA BOWMAN LEADERSHIP ACADEMY

Thea Bowman Leadership Academy provides Gary parents and children a high quality academic option within the public schools. The school is based on a rigorous curriculum that will allow children to succeed in high school and beyond. Thea Bowman's mission is to create a school that is a pre-high school college prep program that combines academic achievement with leadership skills and opportunities.

Thea Bowman utilizes Core Knowledge as the instructional foundation based on the Indiana standards. SRA's Open Court reading is used to teach reading and writing simultaneously and Saxon Math is the core mathematics curriculum. Students are also taught character education, multicultural information and appreciation, civic leadership, economic justice through business and entrepreneurial leadership, and professional leadership.

MAP results among students at Thea Bowman in 2003-04 indicate tremendous growth. Students in Grades 3, 4, and 5 outperformed the norm group for both Indiana and the U.S. in mathematics, language arts, and reading. In both reading and language all students participating in the test during the fall and spring far exceeded the growth in the norm group.

The school environment created at Thea Bowman has certainly fostered student learning with a solid and effectively implemented curriculum in reading. Emphasis on conduct and character are also key aspects of student development. Of particular note is that Thea Bowman has the highest minority enrollment among Indiana's charters, but has managed to be among the top schools in terms of student growth on the NWEA tests for Indiana Charter Schools.

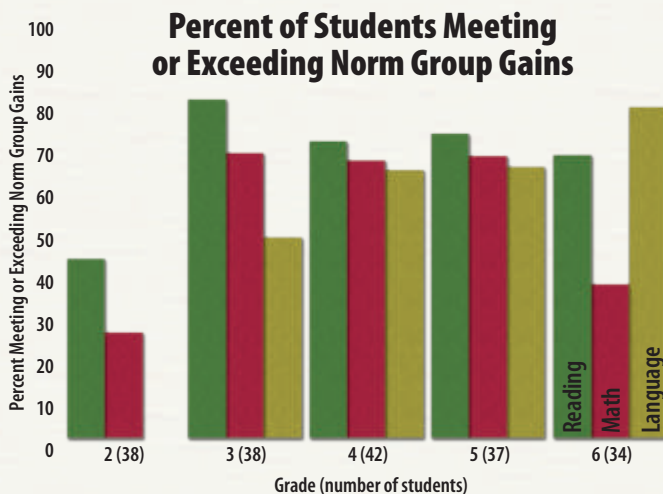
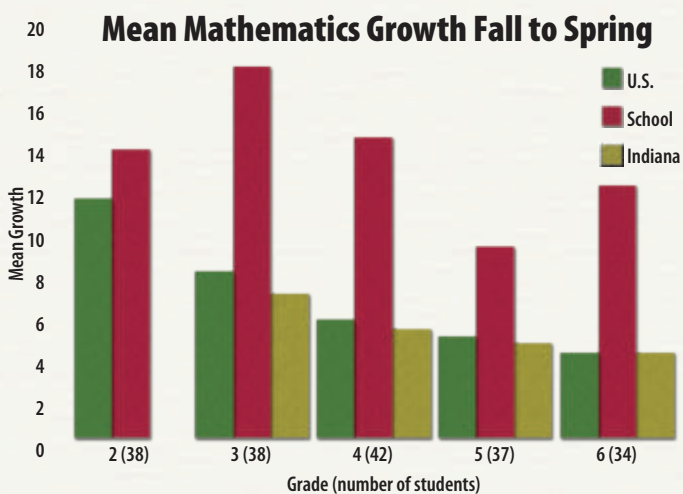
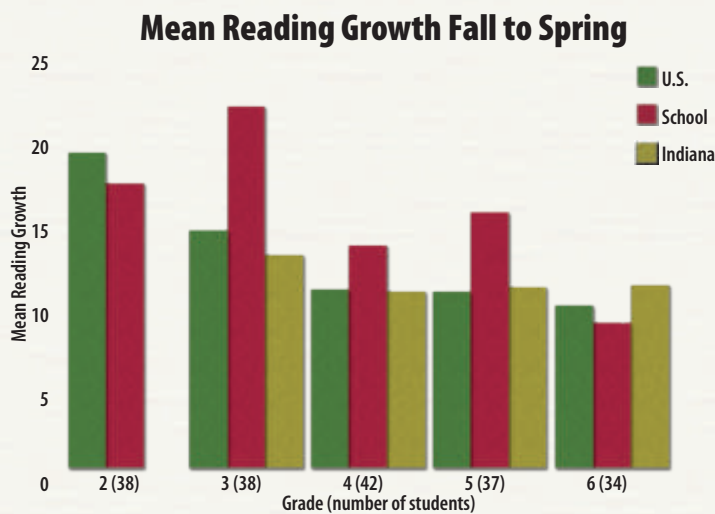
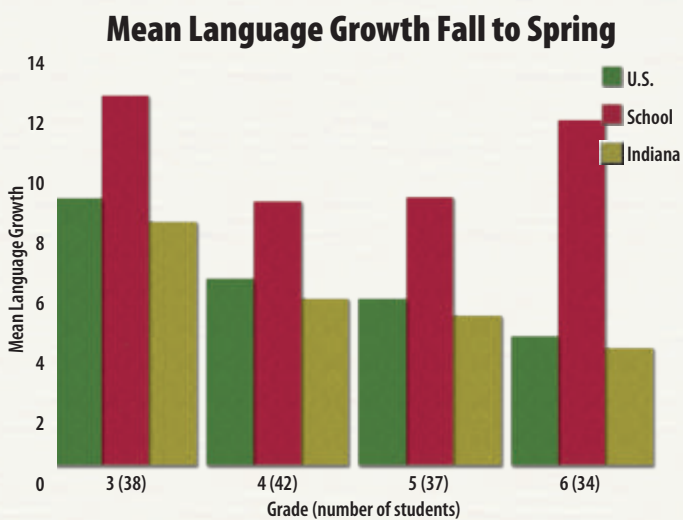
Thea Bowman Leadership Academy Profile

975 West Sixth Avenue Gary, IN 46402 (219) 883-4826 phone	Number of Teachers (FTEs): • 2003-04: 17	Students per Teacher: • 2003-04: 22.8	% Free/Reduced Lunch: • 2003-04: 58% Free Lunch	Average % Passing ISTEP+: • 2003-04: 37.5%
Grade Span: KG-07	Average Teacher Experience: • 2003-04: 7.5 years	Student Ethnicity: • White: 1 (less than 1%) • Black: 371 (96%) • Hispanic: 5 (1%) • Multi: 10 (3%)	Attendance Rate: • 2002-03: Not Available • 2003-04: 97%	% Special Education: • 2003-04: 3%
Status: Charter, Accredited				
Open Date: 08/24/2003				
Facilities: Lease/Rent				
Schedule: Traditional				
2003-04 Enrollment: 387				

Three charts below depict average mean growth in language, reading, and mathematics for Thea Bowman Leadership Academy students on the MAP test from Fall 2003 to Spring 2004 in these respective subjects. Thea Bowman Leadership Academy mean growth is compared with growth of similar students at each grade level using national and Indiana norms.

Note: Indiana norms are not available for MAP growth at Grade 2.

The fourth chart illustrates percentage of Thea Bowman Leadership Academy students at each grade level whose growth from Fall 2003 to Spring 2004 met or exceeded gains observed among similar students in the national norming group.





Timothy L. Johnson Academy groups students into mixed-age classrooms by ability levels, which helps students retain a sense of age and grade identity while profiting from instruction that focuses on their academic needs.

TIMOTHY L. JOHNSON ACADEMY

Timothy L. Johnson Academy was established to serve students who are at risk due to economic, educational, or social disadvantage. The academy provides a choice in the array of public education alternatives available to parents and children to better suit their individual needs. The academy provides a safe, secure, and welcoming environment that provides teachers with expertise in specific subject areas dedicated to helping students master the core curriculum. The program provides students with experience-based, hands-on curriculum, an all-day kindergarten, and a focus on the fine and performing arts.

The academy's curriculum is designed to encourage teachers to work in subject areas in which they are particularly well qualified. Teachers work collaboratively to design and map a sequence of instruction that correlates the content of the four core subject areas throughout the school year. The educational program emphasizes the performing arts as a way of addressing the needs of the whole child. Music, art, and drama are provided as a part of the regular curriculum.

In 2003-04 students at the academy far outperformed students in national and state norming samples in reading at all grade levels. In mathematics, Grades 2 and 3 performed on a level similar to students in the norm groups, while students in the upper grades fell short of the expected growth. In language arts, students at each grade level lagged behind students in the Indiana and national comparison groups.

While students did not lose ground in either mathematics or language arts and did achieve some growth, it does not compare to what was achieved in reading. Timothy L. Johnson Academy appears to have implemented a strong reading curriculum and effective methods for teaching basic skills to have produced such outstanding results.

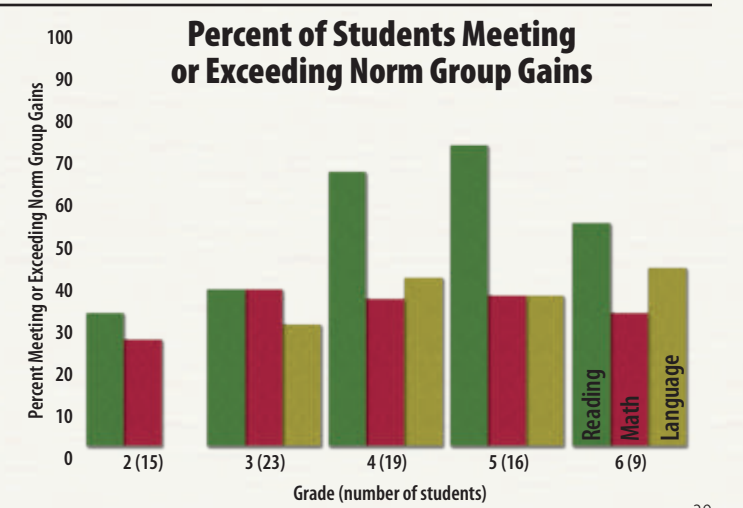
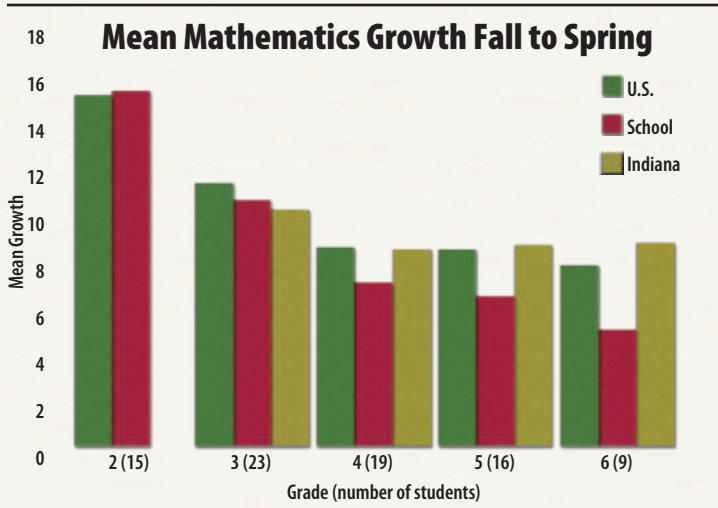
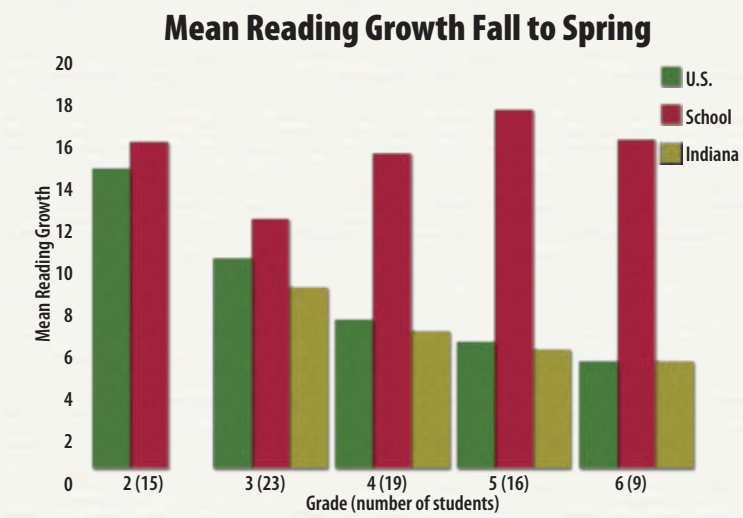
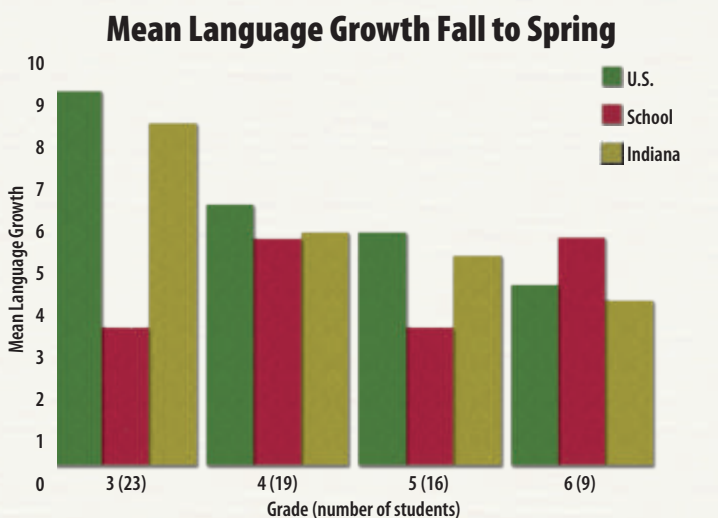
Timothy L. Johnson Academy Profile

7908 South Anthony Boulevard Fort Wayne, IN 46816 (260) 441-8727 phone	Number of Teachers (FTEs): • 2002-03: 8 • 2003-04: 10	Students per Teacher: • 2002-03: 21.8 • 2003-04: 21.8	% Free/Reduced Lunch: • 2002-03: 70% • 2003-04: 81%	Average % Passing ISTEP+: • 2002-03: 11.9% • 2003-04: 31.9%
Grade Span: KG-07	Status: Charter, Accredited	Average Teacher Experience: • 2002-03: 8.6 years • 2003-04: 2.1 years	Student Ethnicity: • White: 9 (4%) • Black: 208 (95%) • Hispanic: 1 (less than 1%)	Attendance Rate: • 2002-03: 94.2% • 2003-04: 94.4%
Open Date: 05/20/2002	Facilities: Lease/Rent	Schedule: Traditional	2002-03 Enrollment: 174	2003-04 Enrollment: 218
			% Special Education: • 2002-03: 5% • 2003-04: 14%	

Three charts below depict average mean growth in language, reading, and mathematics for TLJ students on the MAP test from Fall 2003 to Spring 2004 in these respective subjects. TLJ mean growth is compared with growth of similar students at each grade level using national and Indiana norms.

Note: Indiana norms are not available for MAP growth at Grade 2.

The fourth chart illustrates percentage of TLJ students at each grade level whose growth from Fall 2003 to Spring 2004 met or exceeded gains observed among similar students in the national norming group.



Urban Brightest Academy hoped to provide students with the educational tools, books, and equipment that are necessary to learn at an accelerated pace.

URBAN BRIGHTEST ACADEMY

Urban Brightest Community Academy began with the intent to recommit to the highest standards of education rather than settle for minimum basic skills. The school's mission to instill core values of honesty, respect, tolerance, fairness, self-discipline, integrity, citizenship, and responsibility served as a foundation on which Urban Brightest Community Academy educational practices would be built. Urban Brightest was to provide their predominantly minority student population with an opportunity to succeed in a multicultural/diverse world. They hoped to provide students with the educational tools, books, and equipment necessary to learn at an accelerated pace. At the end of its initial year, Urban Brightest fell far short of these goals, and its charter was revoked.

Urban Brightest Community Academy's curriculum was designed to focus on mathematics, science, and computer technology to give students a strong base for further educational achievement. Its core reading curriculum, *Success for All*, a research-based program developed at Johns Hopkins University, was not successfully implemented. The mathematics curriculum included Everyday Math.

The 2003-04 MAP test results for Urban Brightest indicate how failure to implement solid instructional and curriculum strategies can stall student growth and achievement. No growth was observed among students in Grade 4 in any subject area. The most notable growth observed at Urban Brightest was in language for Grade 3, where students did outperform the norm groups for Indiana and the U.S.

Urban Brightest Academy Profile

2320 Broadway Street

Fort Wayne, IN 46807

(260) 744-1900 phone

(260) 744-1901 fax

Grade Span: KG-05

Status: Charter Revoked, 7/04

Open Date: 08/15/2003

Schedule: Traditional

2002-03 Enrollment: N/A

2003-04 Enrollment: 93

Number of Teachers (FTEs):

• 2003-04: 5

Average Teacher

Experience:

• 2003-04: 3.2

Students per Teacher:

• 2003-04: 13.6

Student Ethnicity:

• Black: 93 (100%)

% Free/Reduced Lunch:

• 2003-04: 55%

Attendance Rate:

• 2003-04: Not Available

Average % Passing ISTEP+::

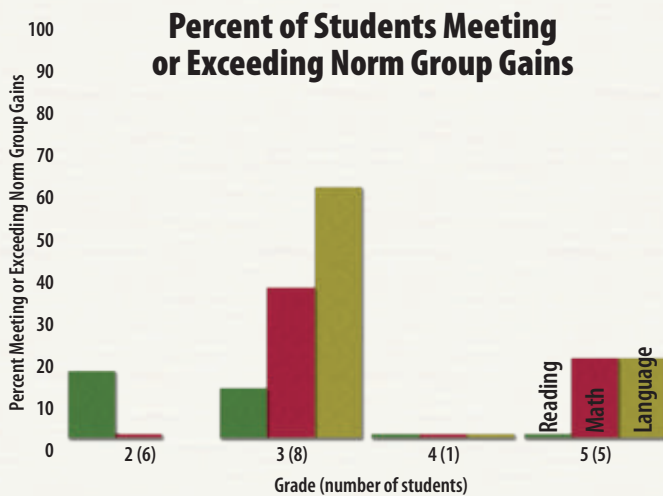
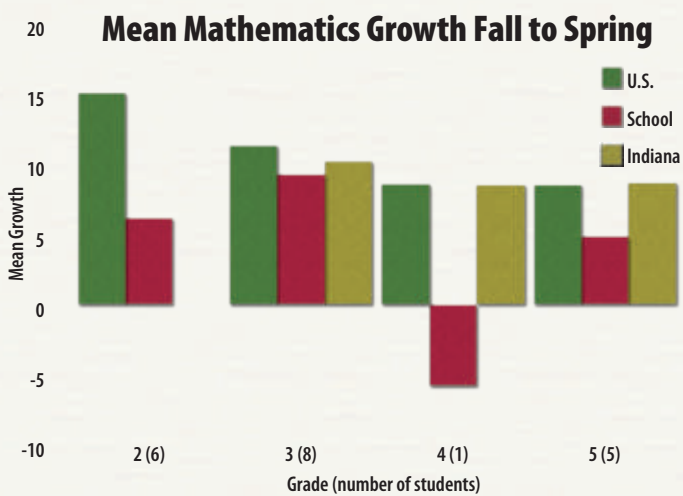
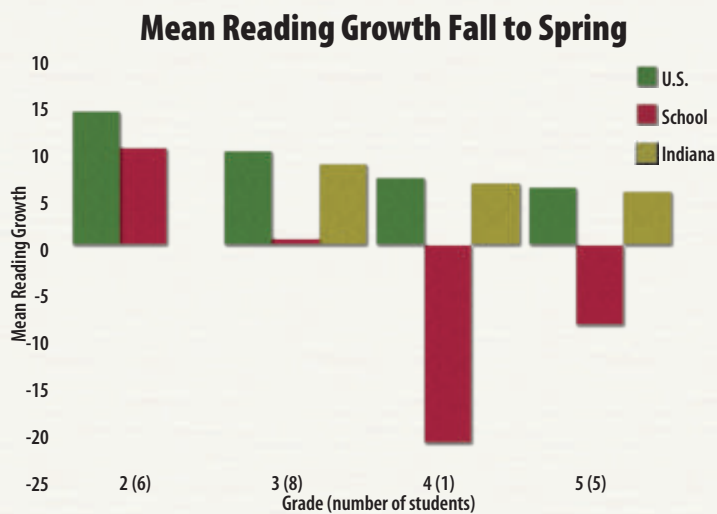
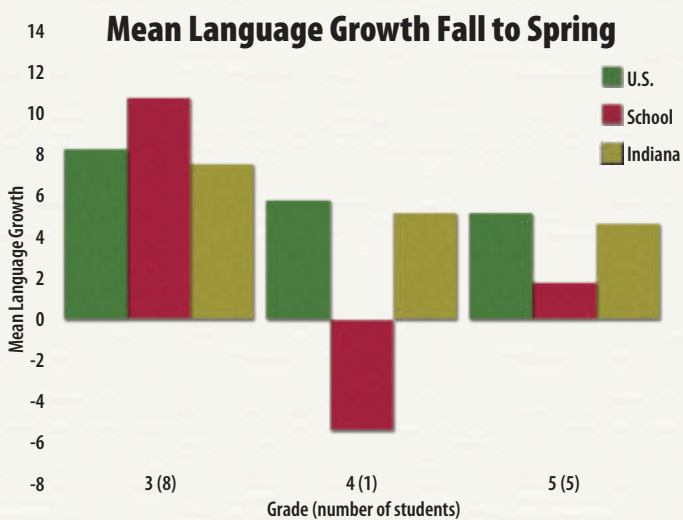
• 2003-04: 16%

% Special Education:

• 2003-04: Not Available

Three charts below depict average mean growth in language, reading, and mathematics for Urban Brightest Academy students on the MAP test from Fall 2003 to Spring 2004 in these respective subjects. Urban Brightest Academy mean growth is compared with growth of similar students at each grade level using national and Indiana norms. Note: Indiana norms are not available for MAP growth at Grade 2.

The fourth chart illustrates percentage of Urban Brightest Academy students at each grade level whose growth from Fall 2003 to Spring 2004 met or exceeded gains observed among similar students in the national norming group.





Veritas Academy provides a learning environment designed to develop each child's search for knowledge, to encourage each child's curiosity about the world around us, and to foster each child's creativity.

VERITAS ACADEMY

Veritas Academy teaches children to think clearly, speak eloquently, write persuasively, and calculate accurately. The curriculum offers a traditional, well-balanced core of subjects that are challenging and effective. In addition, a character development focus is integrated throughout the instructional program to help students develop into caring, responsible citizens. Veritas Academy provides a learning environment designed to develop each child's search for knowledge, to encourage each child's curiosity about the world around us, and to foster each child's creativity. A central focus of the Academy is the creation of an inclusive community where students, parents, staff, and the community are partners in the educational process and achievement of all children.

The educational curriculum of Veritas Academy closely follows the Hirsch Core Knowledge® Sequence developed by E.D. Hirsch, a national leader in educational reform. It involves teaching core knowledge (content) in highly specified yearly

sequences so that children have a coherent, cumulative, solid foundation of knowledge and competencies. The basic premise of Core Knowledge is that children expand their learning by building upon what they already know.

For Indiana Charter Schools participating in MAP testing in 2003-04, Veritas Academy demonstrated the top percentage of students meeting or exceeding gains observed in the national norm group. Students at all grade levels achieved growth in mathematics, language arts, and reading above that of the norm group for the U.S. and Indiana, with the exception of language for Grade 5 where students met but did not exceed the norm.

The data indicates a strong emphasis in mathematics at all grade levels in the school. Reading curriculum, as well, has been effective in promoting student growth during the course of the year.

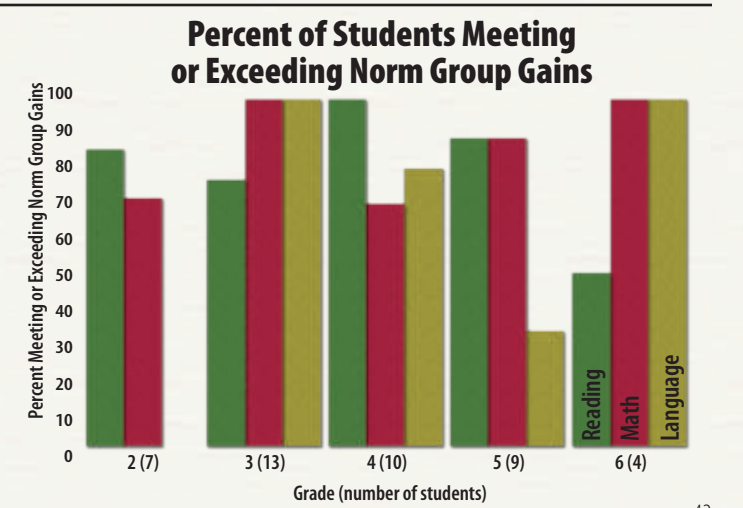
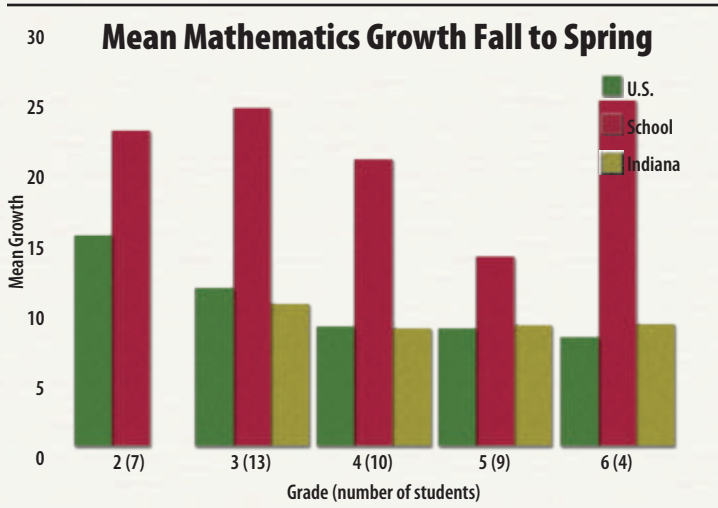
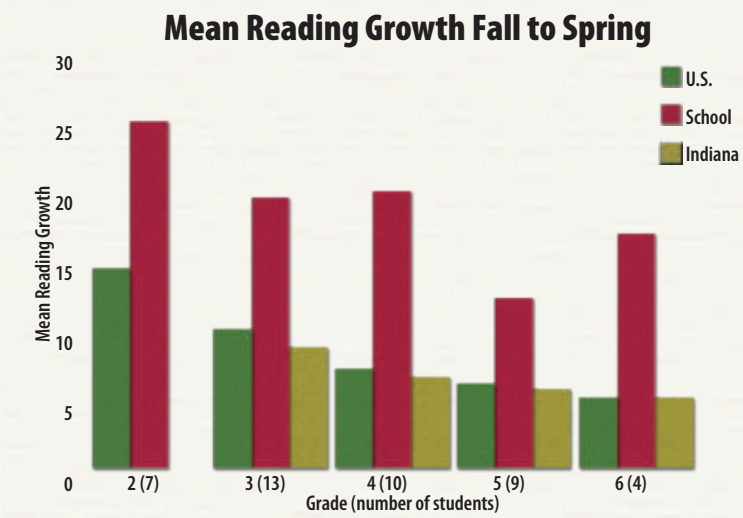
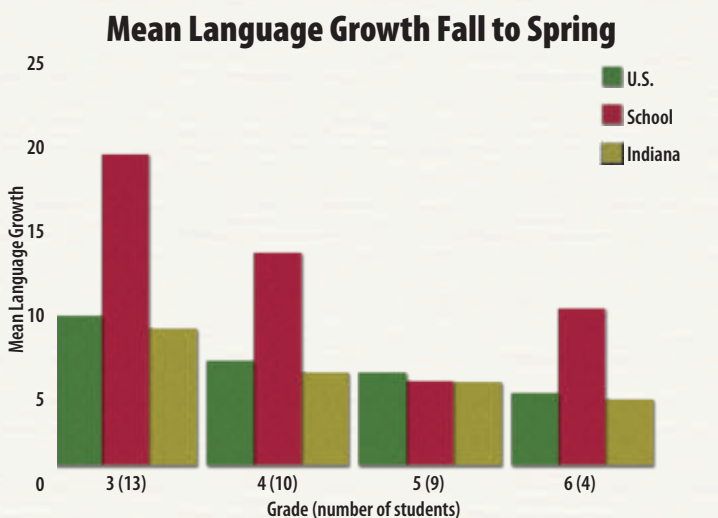
Veritas Academy Profile

814 East LaSalle Avenue South Bend, IN 46617 (574) 287-3230 phone	Number of Teachers (FTEs): • 2002-03: 7.2 • 2003-04: 9.4	Students per Teacher: • 2002-03: 8.8 • 2003-04: 8.9	% Free/Reduced Lunch: • 2002-03: 57% • 2003-04: 44%	Average % Passing ISTEP+: • 2002-03: 62.5% • 2003-04: 41.7%
Grade Span: KG-06 Status: Charter, Accredited Open Date: 05/20/2002 Facilities: Own Schedule: Traditional 2002-03 Enrollment: 63 2003-04 Enrollment: 84	Average Teacher Experience: • 2002-03: 3.2 years • 2003-04: 2 years	Student Ethnicity: • White: 51 (61%) • Black: 20 (23%) • Hispanic: 1 (1%) • Native American: 1 (1%) • Multi: 11 (13%)	Attendance Rate: • 2002-03: 94.9% • 2003-04: 96.6%	% Special Education: • 2002-03: 5% • 2003-04: 18%

Three charts below depict average mean growth in language, reading, and mathematics for Veritas Academy students on the MAP test from Fall 2003 to Spring 2004 in these respective subjects. Veritas Academy mean growth is compared with growth of similar students at each grade level using national and Indiana norms.

Note: Indiana norms are not available for MAP growth at Grade 2.

The fourth chart illustrates percentage of Veritas Academy students at each grade level whose growth from Fall 2003 to Spring 2004 met or exceeded gains observed among similar students in the national norming group.





Patterned after the one-room schoolhouse, 21st Century Charter School brings together cross-age instructional opportunities with information technology. Computers are available for each pupil in order to facilitate learning.

21ST CENTURY CHARTER SCHOOL

Patterned after the one-room schoolhouse, 21st Century Charter School (21st Century) brings together cross-age instructional opportunities with information technology. A computer is made available to each pupil in order to facilitate learning (rather than to learn how to use technology for its own sake). Teachers are considered facilitators and guides who model commitment to lifelong learning through 21st century technology. The school has a strong sense of educational "efficacy" in the sense that it makes "no excuses" for its student population. All students are considered gifted. It asserts that "No grade level or age roadblocks will exist."

21st Century uses the A+ Learning System (ALS) to provide students with individualized computer-based instruction. The school's entire K-12 curriculum is on the computer to allow students to move through subject matter at any grade level throughout the school year. Students are promoted only after they have achieved mastery in the subject matter. Progress on report cards, then, is represented as a percentage of completed skills for each grade level in a subject area.

21st Century also offers a variety of clubs that meet during the school day. With the unique needs of working parents in mind, the school also offers a "before-school" and "after-school" program that features recreational activities and homework assistance.

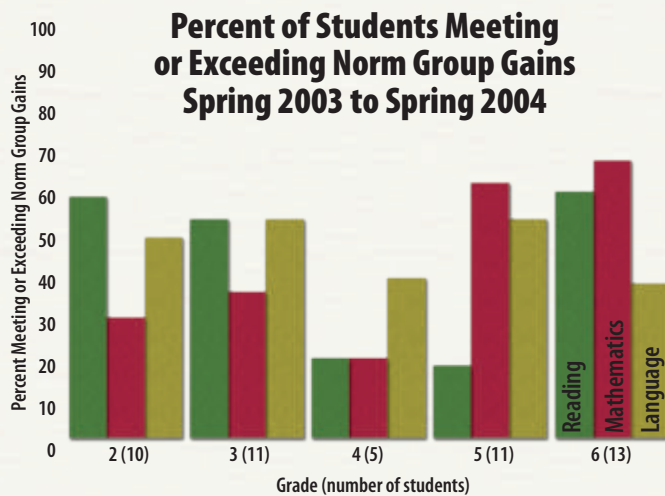
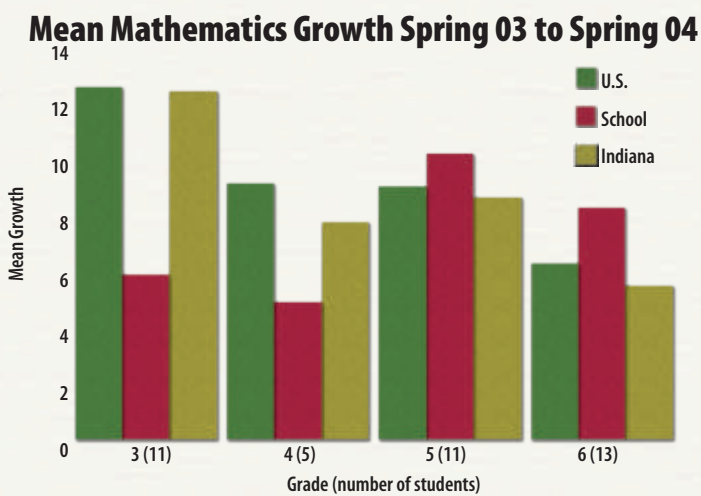
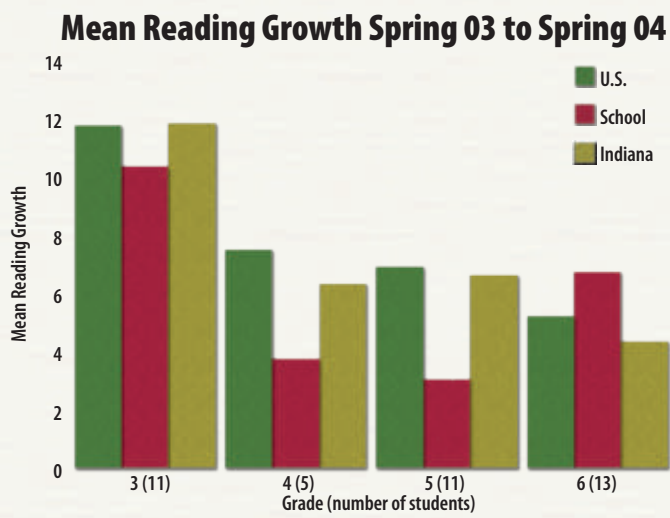
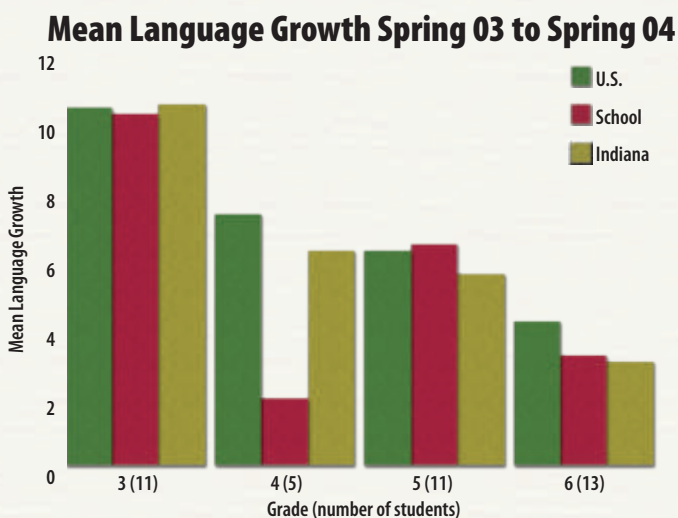
21st Century was unable to obtain MAP test data for Fall 2003, but student performance for Spring 2004 is depicted in the charts on the next page for mathematics, language arts, and reading.

21st Century students met or exceeded national and state norms in reading at Grade 2 and Grade 4, and in language arts at Grade 4. At all other grades, MAP performance was just below that of the norm groups. It is important to note that a well-developed, computer-based curriculum has contributed to impressive performance by 21st Century students on other assessments. Since students will participate in NWEA testing in 2004-05, growth data will be available for subsequent reports.

21st Century Charter School Profile

302 South Meridian St, Suite 201 Indianapolis, IN 46225 (317) 524-3750 phone (317) 524-3773 fax	Number of Teachers (FTEs): • 2002-03: 5.8 • 2003-04: 4	Students per Teacher: • 2002-03: 20.2 • 2003-04: 39.5	% Free/Reduced Lunch: • 2002-03: 40% • 2003-04: 46%	Average % Passing ISTEP+: • 2002-03: 41.2% • 2003-04: 39.0%
Grade Span: KG-07 Status: Charter, Accredited Open Date: 08/29/2002 Facilities: Lease/Rent Schedule: Year Round Classes 2002-03 Enrollment: 117 2003-04 Enrollment: 158	Average Teacher Experience: • 2002-03: 14.9 years • 2003-04: 11 years	Student Ethnicity: • White: 35 (22%) • Black: 105 (66%) • Hispanic: 5 (3%) • Asian: 1 (less than 1%) • Multi: 12 (8%)	Attendance Rate: • 2002-03: 96.5% • 2003-04: 96.1%	% Special Education: • 2002-03: 12.2% • 2003-04: 16.3%

Three charts below depict average mean growth in language, reading, and mathematics for 21st Century Charter School students on the MAP test from Spring 2003 to Spring 2004 in these respective subjects. 21st Century Charter School mean performance is compared with growth of similar students at each grade level using national and Indiana norms.





Parent participation and feedback along with proven teaching methods create a unified and respectful learning environment at Andrew J. Brown Academy.

ANDREW J. BROWN ACADEMY

Andrew J. Brown Academy (AJB) encourages high academic achievement, sound moral values, and responsible citizenship. Parent participation and feedback along with proven teaching methods create a unified and respectful learning environment. As a part of the family of National Heritage Academies (NHA) charters, AJB has access to proven strategies in raising student achievement.

The educational curriculum is based on the Hirsch Core Knowledge® Sequence developed by national education reform leader E.D. Hirsch. National Heritage Academies has adopted this educational model, which takes a building blocks approach designed to encourage steady academic progress as children build knowledge and skills from one year to the next.

The language arts curriculum is based on the *Open Court Program*, a comprehensive phonics-based approach addressing all aspects of English and reading. Comprehension and fluency are emphasized, both taught and evaluated at every grade level.

The AJB mathematics curriculum uses the Saxon Math program, which is based on the philosophy that students learn best through repetition over an extended period of time. Topics are introduced in increments, permitting the assimilation of one facet of a concept before the next facet is introduced. Both facets are then practiced together until another is introduced. Topics are never dropped, but are increased in complexity and practiced every day. Finally, students are shown how to apply what they have learned to new situations.

In its inaugural year of operation, 2003-04, AJB students demonstrated impressive growth in all subject areas of the MAP test. With the exception of Grade 5 language growth, AJB performance met or exceeded that of the norm group for Indiana and the U.S. Of particular merit is performance across grade levels in reading, which far exceeded mean growth in the norm group. The majority of third- and fourth-graders met or exceeded national norm group gains in all three subjects.

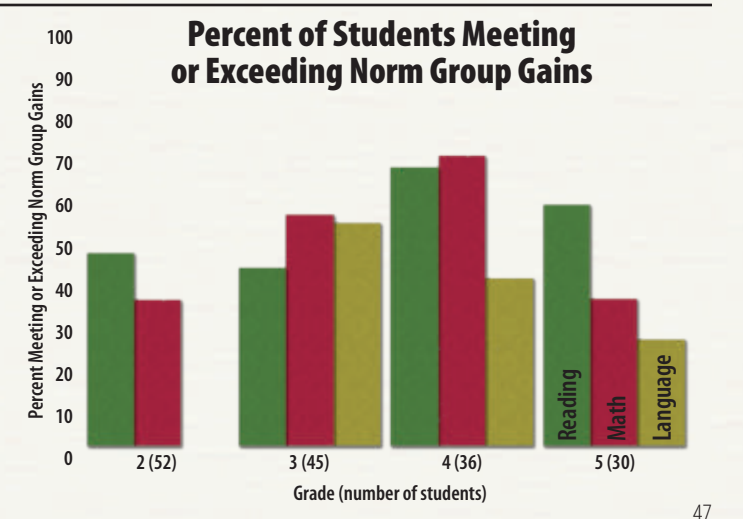
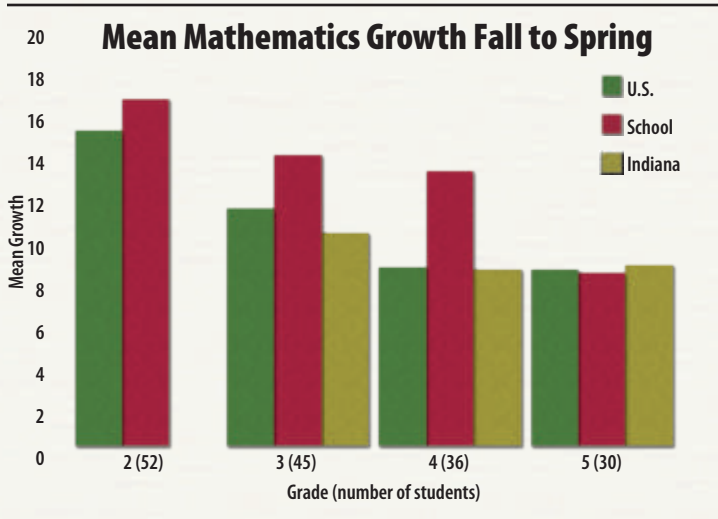
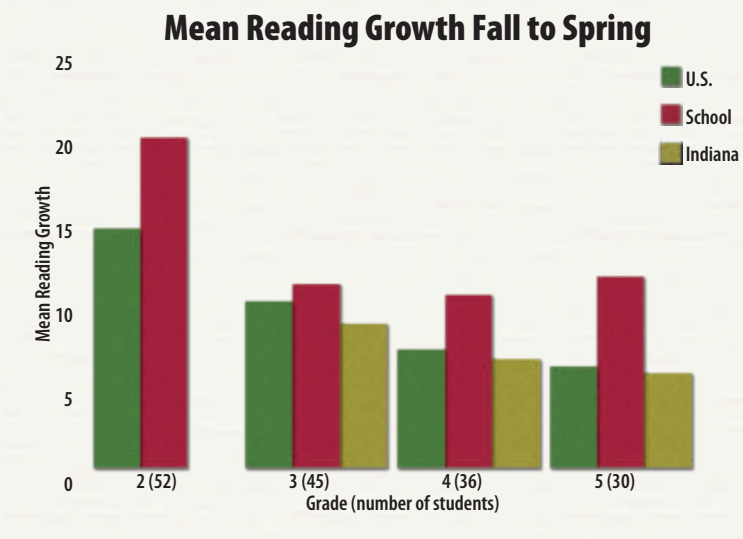
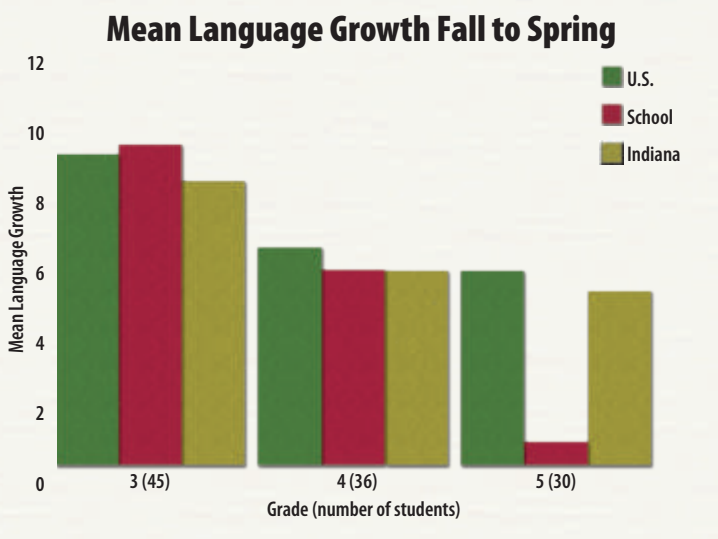
Andrew J. Brown Academy Profile

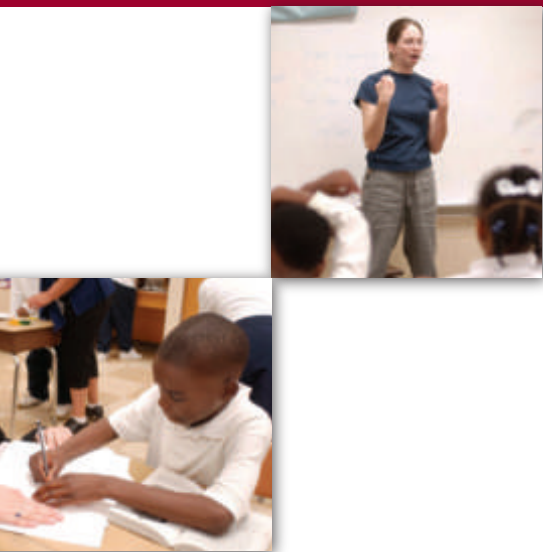
3600 North German Church Rd. Indianapolis, IN 46235 (317) 891-0730 phone (317) 891-0908 fax	Number of Teachers (FTEs): • 2003-04: 17	Students per Teacher: • 2003-04: 22.9	% Free/Reduced Lunch: • 2003-04: 55%	Average % Passing ISTEP+: • 2003-04: 33.9%
Grade Span: KG-05 Status: Charter, Accredited Open Date: 08/28/2003 Facilities: Lease/Rent Schedule: Traditional 2003-04 Enrollment: 389	Average Teacher Experience: • 2003-04: 3.6 years	Student Ethnicity: • White: 64 (16%) • Black: 317 (81%) • Hispanic: 7 (2%) • Native American: 1 (less than 1%)	Attendance Rate: • 2003-04: 95.8%	% Special Education: • 2003-04: 5.5%

Three charts below depict average mean growth in language, reading, and mathematics for Andrew J. Brown Academy students on the MAP test from Fall 2003 to Spring 2004 in these respective subjects. Andrew J. Brown Academy mean growth is compared with growth of similar students at each grade level using national and Indiana norms.

Note: Indiana norms are not available for MAP growth at Grade 2.

The fourth chart illustrates percentage of Andrew J. Brown Academy students at each grade level whose growth from Fall 2003 to Spring 2004 met or exceeded gains observed among similar students in the national norming group.





Christel House Academy provides a public school option for the several thousand students currently enrolled in private or home schools, helping to bring back many of these families to public education.

CHRISTEL HOUSE ACADEMY

Christel House Academy (CHA) addresses the need in Indianapolis for a “rigorous, high quality, college-preparatory charter” whose aim is to outperform the Indianapolis Public Schools (IPS) on key indicators of educational excellence, such as ISTEP+ pass rates and graduation and college attendance rates. The mission of CHA is to provide “outstanding education to an underserved, inner-city population.” It seeks to provide the academic skills necessary for higher education; to encourage civic, ethical, and moral values; and to prepare students for becoming self-sufficient, productive members of society through an emphasis on volunteerism. It aims to equip students for lifelong learning. CHA also provides a public school option for the several thousand students currently enrolled in private or home schools, “bringing many of these families back to public education.”

CHA uses Plato Learning, a comprehensive Web-based educational program in reading and mathematics. Incorporated within Plato are instructional strategies and unit assessments to ensure students receive intensive remediation in areas of weakness. Plato is aligned with Indiana Standards and helps teachers to develop integrated lessons and

individualized student lesson plans. A primary characteristic of the CHA educational program is continuous assessment, using Plato’s computerized assessments, to identify gaps in student learning. CHA also runs a three-week long, full-day summer school program for remediation and acceleration that is open to all students who wish to participate.

With its high minority enrollment and urban locale, CHA’s MAP performance results are particularly noteworthy. Students showed remarkable growth at every grade level in all three subject areas. In mathematics, language arts, and reading mean growth for CHA students was significantly higher than that of students in the norm group for Indiana and the U.S. Over half of the students at CHA met or exceeded their expected growth, as compared with students in the national norm group. Such impressive results can be attributed to continuous assessment of student learning and instructional effectiveness, as well as school-wide use of instructional tools. CHA maintains a disciplined, but supportive, academic environment that is obviously conducive to student growth.

Christel House Academy Profile

2717 South East Street Indianapolis, IN 46225 (317) 783-4690 phone (317) 783-4693 fax	Number of Teachers (FTEs): • 2002-03: 14 • 2003-04: 15	Students per Teacher: • 2002-03: 16.4 • 2003-04: 18.2	% Free/Reduced Lunch: • 2002-03: 61% • 2003-04: 60%	Average % Passing ISTEP+: • 2002-03: 28.4% • 2003-04: 45.4%
Grade Span: KG-05 Status: Charter, Accredited Open Date: 09/3/2002 Facilities: Lease/Rent Schedule: Traditional 2002-03 Enrollment: 230 2003-04 Enrollment: 273	Average Teacher Experience: • 2002-03: 2.9 years • 2003-04: 9.9 years	Student Ethnicity: • White: 97 (36%) • Black: 118 (43%) • Hispanic: 27 (10%) • Native American: 3 (1%) • Multi: 28 (10%)	Attendance Rate: • 2002-03: 92.5% • 2003-04: 94.7%	% Special Education: • 2002-03: 6.1% • 2003-04: 12.9%

Note: School information obtained from the official web site of the Indiana Department of Education at www.doe.state.in.us as of December 1, 2003. Information was not available at the time of publication where indicated.

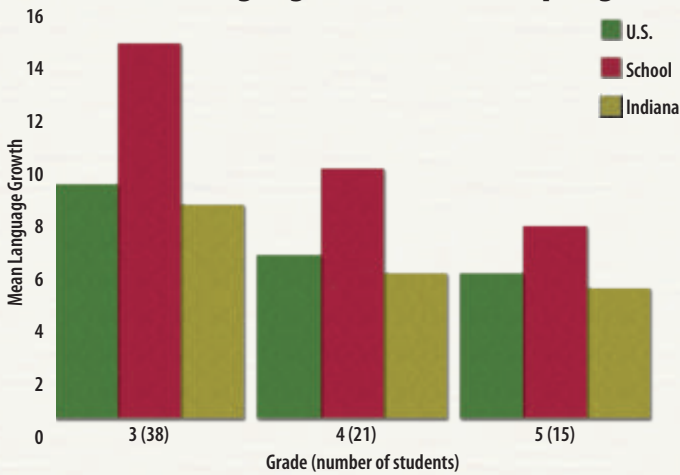
Three charts below depict average mean growth in language, reading, and mathematics for Christel House Academy students on the MAP test from Fall 2003 to Spring 2004 in these respective subjects. Christel House Academy mean growth is compared with growth of similar students at each grade level using national and Indiana norms.

Note: Indiana norms are not available for MAP growth at Grade 2.

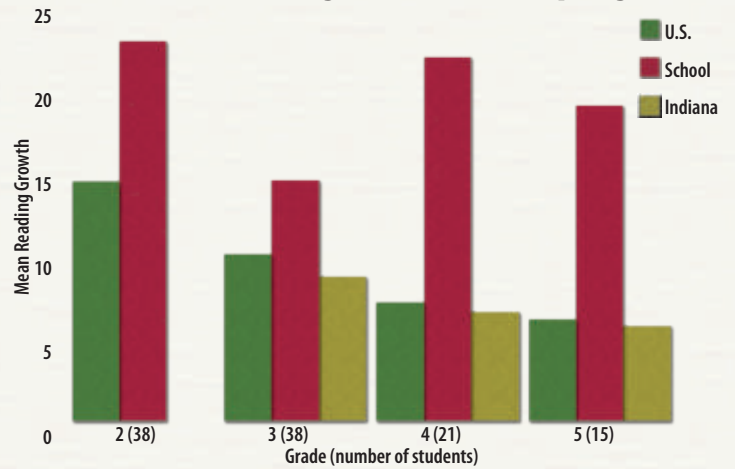
The fourth chart illustrates percentage of Christel House Academy students at each grade level whose growth from Fall 2003 to Spring 2004 met or exceeded gains observed among similar students in the national norming group.



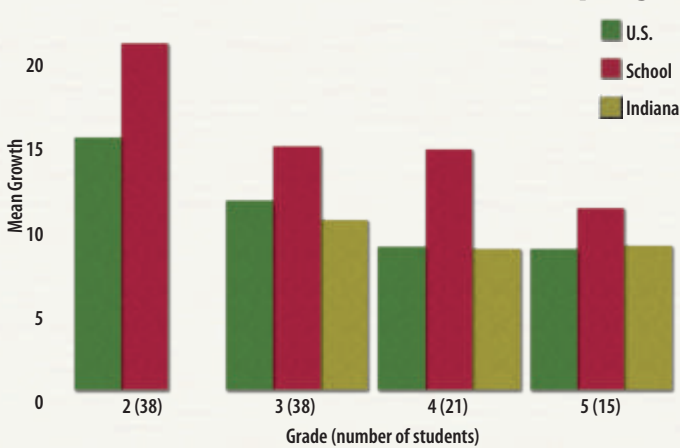
Mean Language Growth Fall to Spring



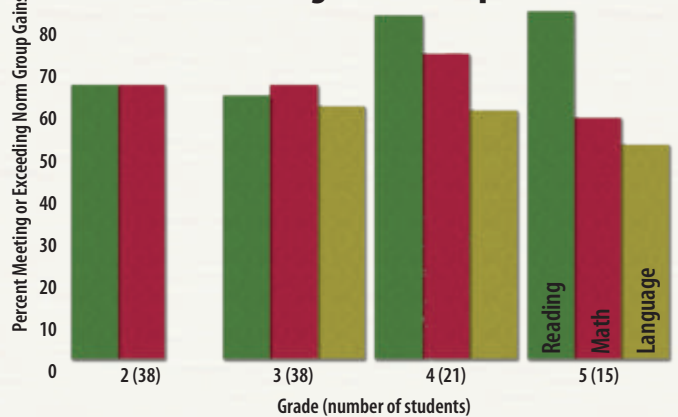
Mean Reading Growth Fall to Spring



Mean Mathematics Growth Fall to Spring



Percent of Students Meeting or Exceeding Norm Group Gains





Flanner House Elementary School adopts a holistic approach to education. It aims to educate the student, but also to strengthen the partnerships with families and the community by providing a variety of educational and non-educational services that traditional public education networks do not have the capacity to offer.

FLANNER HOUSE ELEMENTARY SCHOOL

Flanner House Elementary School (FHES) is an excellent collaboration of two related community institutions: Flanner House and Flanner House Academy. Operating in one of the poorest areas of Indianapolis (Wadkins Park, Near Northwest), Flanner House was determined to expand the enrollment in its academy, particularly to include students whose families could not otherwise afford private tuition. Hence, Flanner House sought a public school charter from the Mayor of Indianapolis, and the academy became FHES.

FHES draws from the model provided by Flanner House agency of reaching out to the community for the benefit of the students and families within it by providing family services on site and mandating parental involvement.

FHES has adopted the research-based Open Court reading program for English/language arts and the Everyday mathematics program, developed by the University

of Chicago, as its curriculum. Project-based learning is a central component in the school's educational program. Students in all grades are required to complete four projects each school year that involve research and oral and visual presentations. FHES offers before and after-school programs that involve tutoring, homework help, and a "Drop Everything and Read" program, as well as structured recreational activities, including sports and group games.

For the 2003-04 school year, students in Grade 4 made noteworthy gains in mathematics and reading. In language students in Grades 3 and 4 fell short of Indiana and U.S. norms, while students in Grade 3 were closer to achieving the expected growth.

It is of great importance that over half of the students at FHES did experience growth that approximated that of the national norm group. In addition, one quarter of the students tested achieved some growth in all three subject areas.

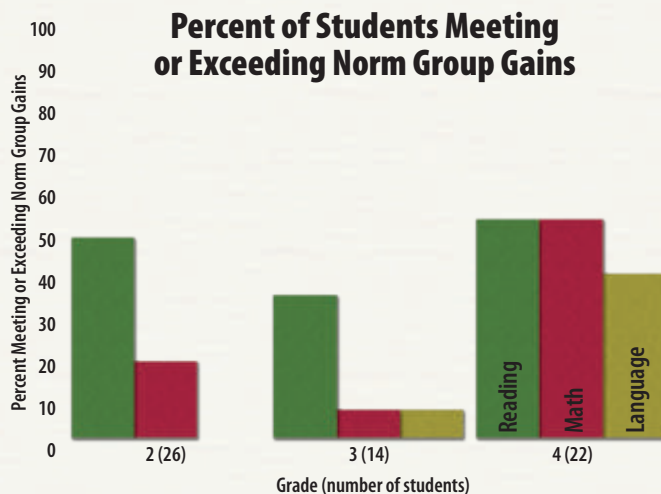
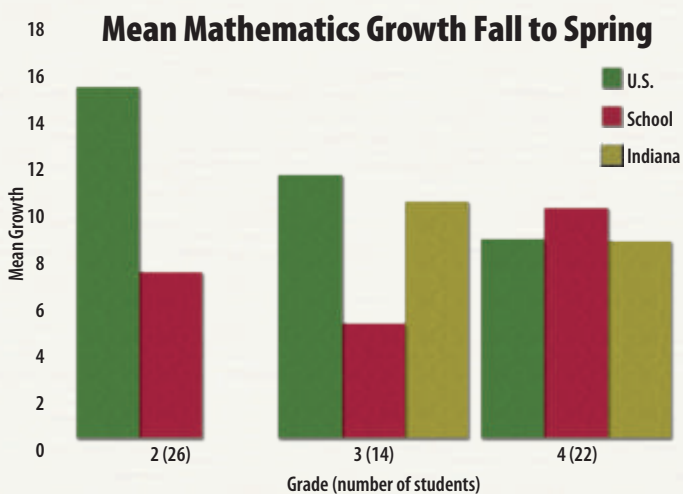
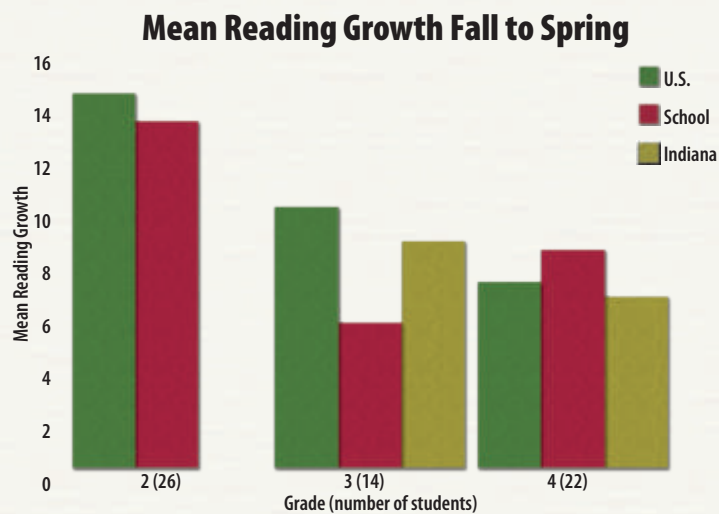
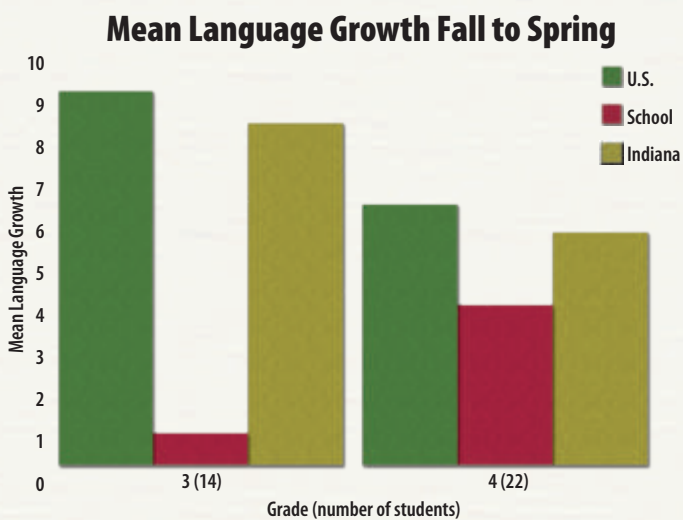
Flanner House Elementary School Profile

2424 Dr. Martin Luther King Jr. Indianapolis, IN 46208 (317) 925-4231 phone (317) 923-9632 fax	Number of Teachers (FTEs): • 2002-03: 4 • 2003-04: 6	Students per Teacher: • 2002-03: 33 • 2003-04: 27.5	% Free/Reduced Lunch: • 2002-03: 81% • 2003-04: 77%	Average % Passing ISTEP+: • 2002-03: 66.7% • 2003-04: 61.4%
Grade Span: KG-05 Status: Charter, Accredited Open Date: 09/03/2002 Facilities: Lease/Rent Schedule: Traditional	Average Teacher Experience: • 2002-03: 14.3 years • 2003-04: 7.2 years	Student Ethnicity: • White: 1 (less than 1%) • Black: 162 (98%) • Multi: 2 (1%)	Attendance Rate: • 2002-03: 96.3% • 2003-04: 97.2%	% Special Education: • 2002-03: 1.6% • 2003-04: 5.8%
2002-03 Enrollment: 132				
2003-04 Enrollment: 165				

Three charts below depict average mean growth in language, reading, and mathematics for Flanner House Elementary School students on the MAP test from Fall 2003 to Spring 2004 in these respective subjects. Flanner House Elementary School mean growth is compared with growth of similar students at each grade level using national and Indiana norms.

Note: Indiana norms are not available for MAP growth at Grade 2.

The fourth chart illustrates percentage of Flanner House Elementary School students at each grade level whose growth from Fall 2003 to Spring 2004 met or exceeded gains observed among similar students in the national norming group.



The students' interaction with technology at Flanner House Higher Learning Center not only allows them to earn credits toward a diploma, but also provides valuable training for today's changing workplace. In addition to computer-based instruction, the school provides teacher-directed projects to enhance and reinforce what students are learning through their computerized coursework as well as seminars on life skills.

FLANNER HOUSE HIGHER LEARNING CENTER

Flanner House Higher Learning Center (FHHLC) is a solid partnership between Flanner House, a long-standing social service agency, and the surrounding community in providing quality education to students in all grades. FHHLC targets students in grades 9–12 who are at high risk for dropping out before maximizing their learning potential.

The school uses the A+ learning software to deliver instruction. This is a self-paced learning system that provides carefully constructed and ordered lesson content. The software provides assessment of students' ability levels and assigns lessons accordingly. The software frequently assesses the students before, during, and after the lessons to ensure mastery. The school offers unique flexible scheduling to create an educational environment that builds confidence and helps the frustrated learner to embrace change. The school is open from 8 am to 8 pm Monday through Thursday and 8 am to 5 pm Friday to accommodate students who have other responsibilities, such as work or children. Students are scheduled for computer time in 3-hour blocks for increased flexibility, but most students attend the school for 6 consecutive hours from either 8 am to 2 pm or 2 pm to 8 pm.

By partnering with USA Funds, FHHLC extends the educational opportunities for youth beyond a high school diploma to provide a real chance at attending college. FHHLC is also positioned to bring students who have already dropped out back into the educational system, ensuring a better future for them and their families.

MAP test results for FHHLC in 2003–04 must be considered in the context of the limited amount of data and the unique student population that participated in testing. Student access to the computer-based curriculum competes with schedules that include work, parenthood, and community obligations. Therefore, many of the students were unable to fully participate in testing for all subjects. While students in Grade 9 did achieve some growth in mathematics, it did not meet the level of growth in the U.S. or Indiana norm groups. At all other grade levels, students' performance reflected a loss of ground compared with the norm group.

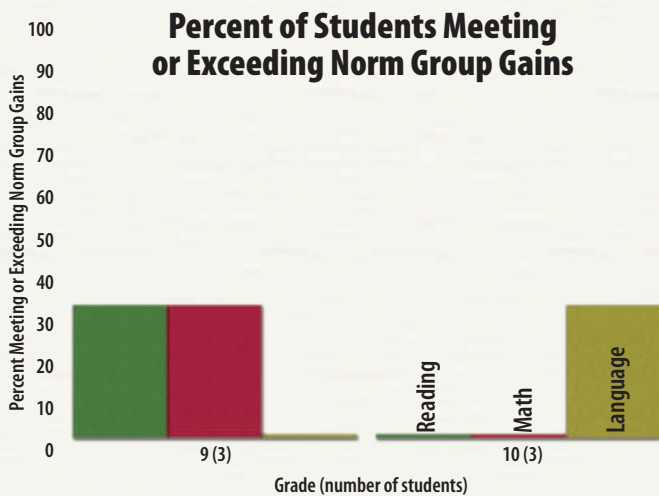
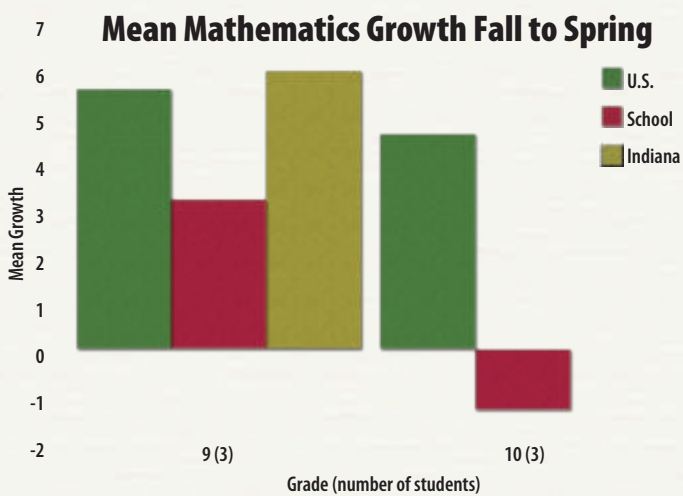
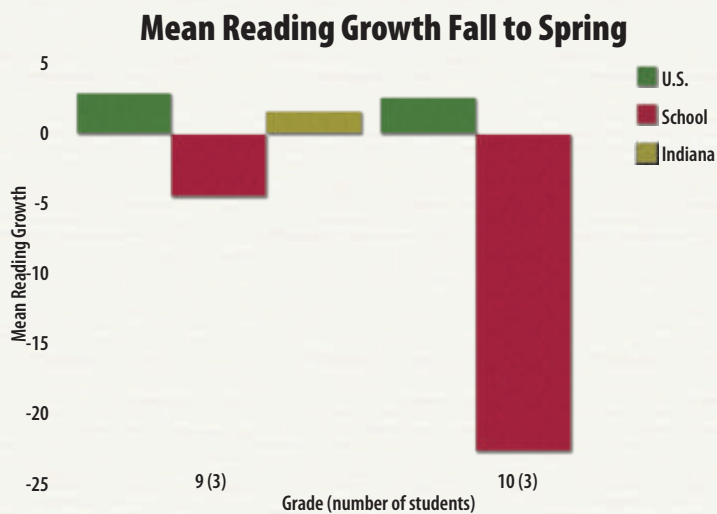
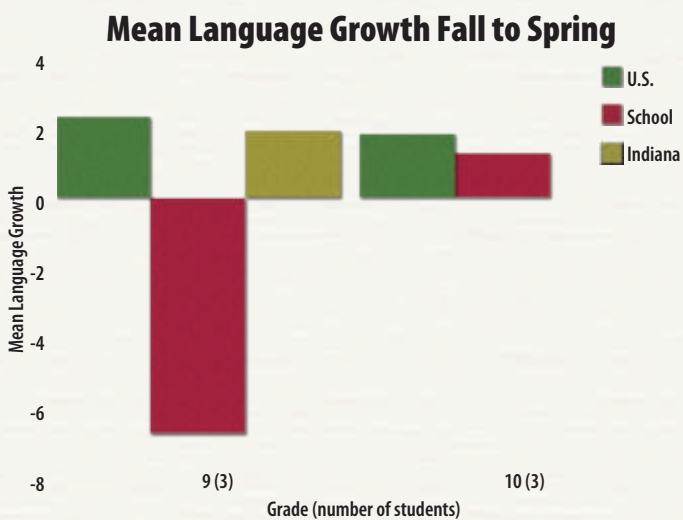
Flanner House Higher Learning Center Profile

2424 Dr. Martin Luther King Jr. St. Indianapolis, IN 46208 (317) 925-4231 phone (317) 923-9632 fax Grade Span: 09-12 Status: Charter, Accredited Open Date: 08/25/2003 Facilities: Lease/Rent Schedule: Traditional 2003-04 Enrollment: 114	Number of Teachers (FTEs): • 2003-04: Not Available Average Teacher Experience: • 2003-04: Not Available	Students per Teacher: • 2003-04: Not Available Student Ethnicity: • White: 13 (11%) • Black: 101 (89%)	% Free/Reduced Lunch: • 2003-04: 98% Attendance Rate: • 2003-04: 58.3%	Average % Passing ISTEP+: • 2003-04: 7% % Special Education: • 2003-04: 4.8%
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Note: School information obtained from the official web site of the Indiana Department of Education at www.doe.state.in.us as of December 1, 2003. Information was not available at the time of publication where indicated.

Three charts below depict average mean growth in language, reading, and mathematics for Flanner House Higher Learning Center students on the MAP test from Fall 2003 to Spring 2004 in these respective subjects. Flanner House Higher Learning Center mean growth is compared with growth of similar students at each grade level using national and Indiana norms.

The fourth chart illustrates percentage of Flanner House Higher Learning Center students at each grade level whose growth from Fall 2003 to Spring 2004 met or exceeded gains observed among similar students in the national norming group.



At Options Charter School students are instrumental in designing and implementing the strategies that drive their own learning. They are exposed to laboratory assignments, experiential and project-based learning, technology portfolios, and practical demonstrations.

OPTIONS CHARTER SCHOOL

Options Charter School has a unique story in the brief history of the Indiana charter school movement. Organized by Central Indiana Options in Education, Inc., its initial charter was sponsored by Carmel Clay Schools when the school converted from a traditional public school to a charter school. Most recently, Options became a Ball State University charter school, with authorization commencing in the 2004-05 school year.

Options serves as an alternative education program to students in grades 9–12 from nearly ten surrounding school corporations. According to its mission statement, Options Charter School “will provide a caring community to those students who are seeking an alternative to a traditional high school program. The school’s focus will be on educational success and health and wellness of each student. The goal will be to develop responsible individuals who are skilled problem solvers and caring, productive citizens.”

The educational program has three core components: (1) Students are expected to further their understanding of the Search Institute’s “developmental assets”; (2) students are expected to demonstrate core academic proficiencies; (3) students are expected to extend their knowledge and skills beyond the classroom. The coursework adheres to state academic standards, although teaching and assessment is non-traditional. Students are instrumental in designing and implementing the strategies that drive their own learning. They are exposed to laboratory assignments, experiential and project-based learning, technology portfolios, and practical demonstrations.

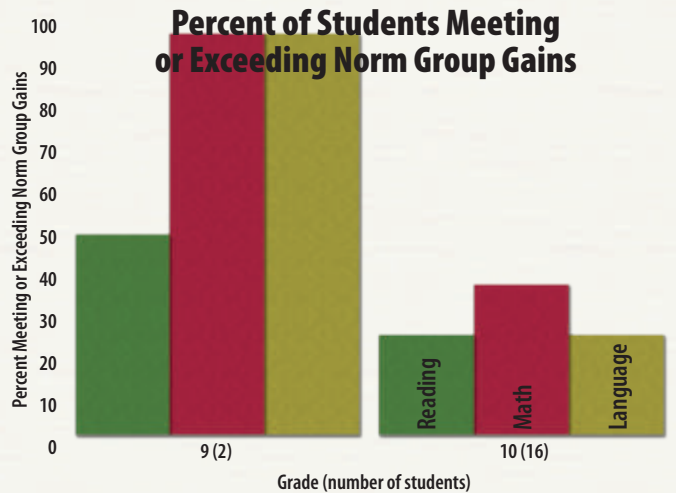
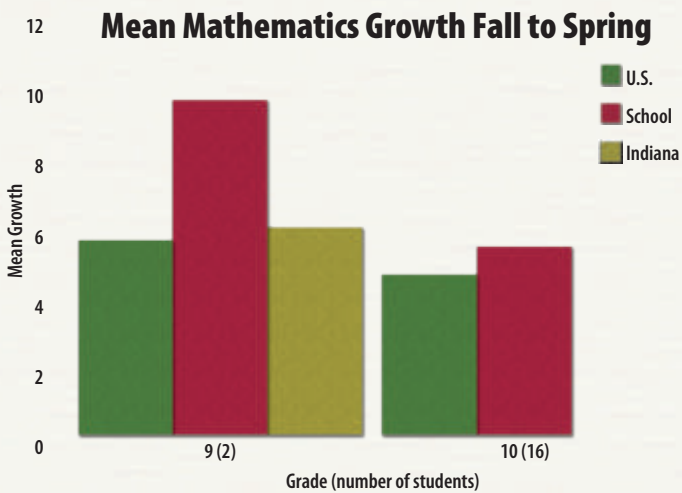
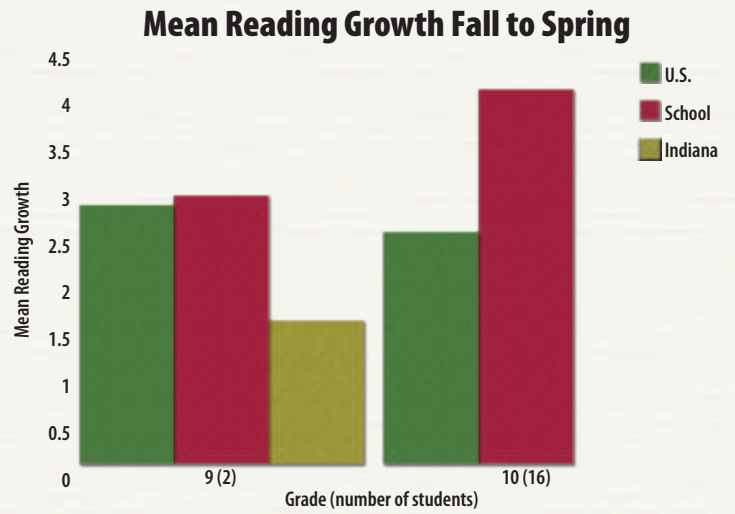
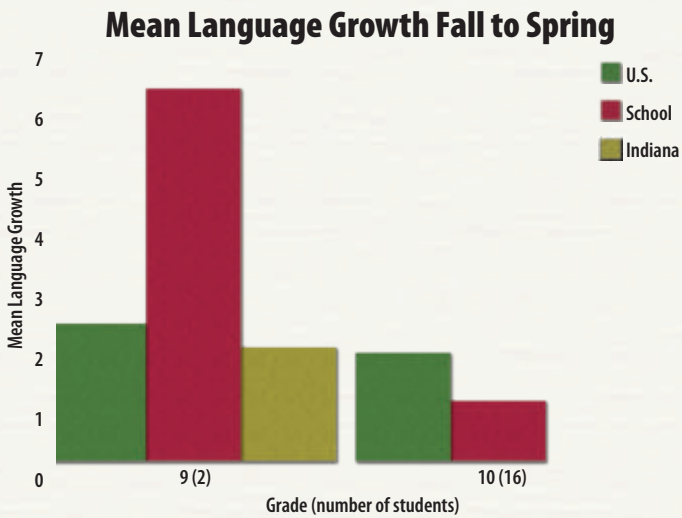
For 2003-04 MAP achievement and growth, when compared with U.S. norms, met or exceeded the mean in all three subject areas. Since there are no Indiana norms yet available for Grade 10, only students in Grade 9 could be measured against that peer group. In all three subject areas, ninth-grade students far exceeded similar students in Indiana.

Options Charter School Profile

340 Ridgepoint Drive Carmel, IN 46032 (317) 815-2098 phone (317) 815-2098 fax	Number of Teachers (FTEs): • 2002-03: 6 • 2003-04: 6	Students per Teacher: • 2002-03: 17.3 • 2003-04: 17.3	% Free/Reduced Lunch: • 2002-03: 0% • 2003-04: 0%	Average % Passing ISTEP+: • 2002-03: 42.3% • 2003-04: 55%
Grade Span: 09-12 Status: Charter, Accredited Open Date: 05/20/2002 Facilities: Lease/Rent Schedule: Traditional 2002-03 Enrollment: 104 2003-04 Enrollment: 104	Average Teacher Experience: • 2002-03: 8.5 years • 2003-04: 10.3 years	Student Ethnicity: • White: 98 (94%) • Black: 4 (4%) • Multi: 2 (2%)	Attendance Rate: • 2002-03: 93.2% • 2003-04: 93.4%	% Special Education: • 2002-03: Not Available • 2003-04: 24%

Three charts below depict average mean growth in language, reading, and mathematics for Options Charter School students on the MAP test from Fall 2003 to Spring 2004 in these respective subjects. Options Charter School mean growth is compared with growth of similar students at each grade level using national and Indiana norms.

The fourth chart illustrates percentage of Options Charter School students at each grade level whose growth from Fall 2003 to Spring 2004 met or exceeded gains observed among similar students in the national norming group.





The Signature School originated as a shared time, half-day magnet school offering specialty classes to self-directed high school juniors and seniors that were unavailable in students' home schools.

SIGNATURE SCHOOL

The Signature School is the high school component of the Signature Learning Center in Evansville. It is sponsored by the Evansville-Vanderburgh School Corporation and is the first conversion high school in Indiana.

This year, Signature was among 147 Indiana schools designated as Four Star Schools. The Indiana Department of Education presents the Four Star Schools Award to schools meeting all accreditation requirements and performing in the top 25 percent of all Indiana schools in the areas of attendance rate, ISTEP+ proficiency scores, and the percentage of students meeting state academic standards on ISTEP+ in both English/language arts and mathematics.

Signature originated as a shared time, half-day magnet school offering specialty classes to self-directed high school juniors and seniors that were unavailable in students' home schools. The passage of Indiana's charter school law facilitated the transition to full-time status. The school features four separate programs designed for high achieving, self-motivated learners. These programs include fine and performing

arts, liberal arts, science-mathematics, and health careers. All four programs have an international focus. All four programs emphasize rigorous standards and integrated technologies. Students learn accountability by assuming an active role in their education. They learn responsibility through community service.

Signature performance on the MAP test in Fall 2003 showed outstanding results when compared to national and Indiana norms. In mathematics, reading, and language arts, students in both participating grades performed well above the mean performance in the norm groups. Since Signature students did not participate in the Spring 2004 round of testing, no growth data is available for MAP performance. However, Signature students demonstrated growth in performance results for other assessments.

As a Four Star high school with a rigorous, college-preparatory curriculum, these results are not surprising. Of interest in future reports will be Signature's ability to maintain the current performance standards as indicated by growth data.

Signature School Profile

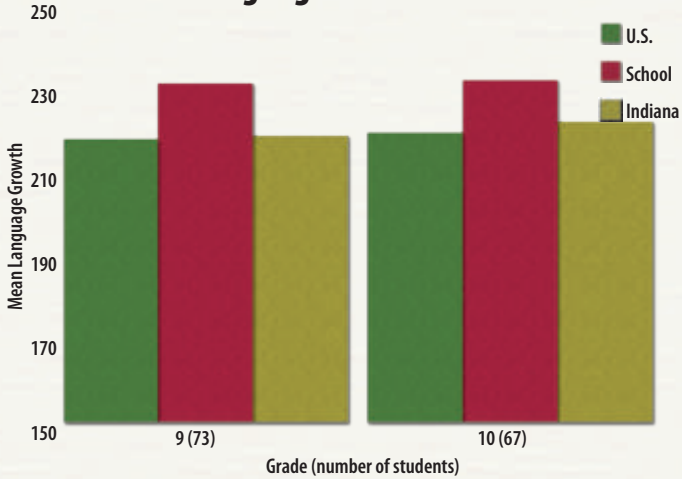
610 Main Street Evansville, IN 47708-1417 (812) 421-1820 phone	Number of Teachers (FTEs): • 2002-03: 21 • 2003-04: 19	Students per Teacher: • 2002-03: 9.9 • 2003-04: 12.5	% Free/Reduced Lunch: • 2002-03: 0% • 2003-04: 0%	Average % Passing ISTEP+: • 2002-03: 100% • 2003-04: 92.8%
Grade Span: 09-12 Status: Charter, Accredited Open Date: 05/20/2002 Facilities: Lease/Rent Schedule: Modified Block 2002-03 Enrollment: 207 2003-04 Enrollment: 237	Average Teacher Experience: • 2002-03: 14 years • 2003-04: 13.1 years	Student Ethnicity: • White: 213 (90%) • Black: 8 (3%) • Hispanic: 2 (less than 1%) • Asian: 13 (5) • Multi: 5 (less than 1%)	Attendance Rate: • 2002-03: 97.5% • 2003-04: 95%	% Special Education: • 2002-03: 2% • 2003-04: 1.3%

Note: School information obtained from the official web site of the Indiana Department of Education at www.doe.state.in.us as of December 1, 2003. Information was not available at the time of publication where indicated.

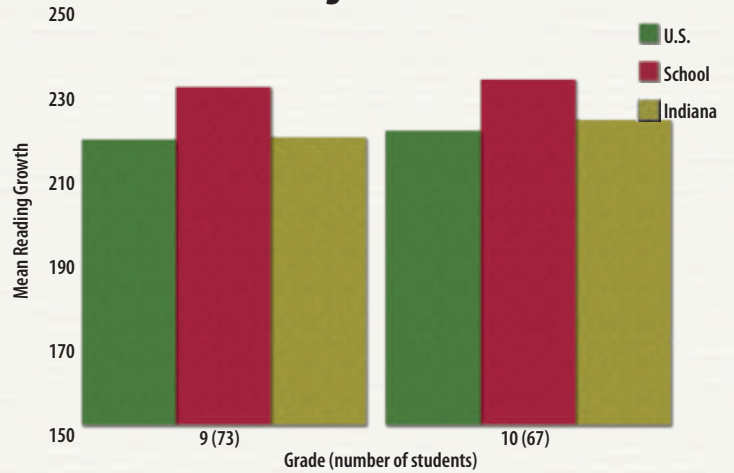
Three charts below depict average mean performance in language, reading, and mathematics for Signature School students on the MAP test for Fall 2003 in these respective subjects. Signature School mean performance is compared with that of similar students at each grade level using national and Indiana norms.



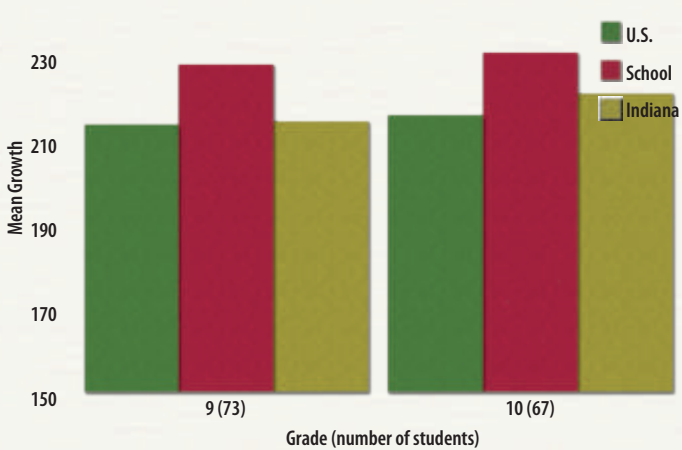
Mean Language Performance for Fall



Mean Reading Performance for Fall



Mean Mathematics Performance for Fall

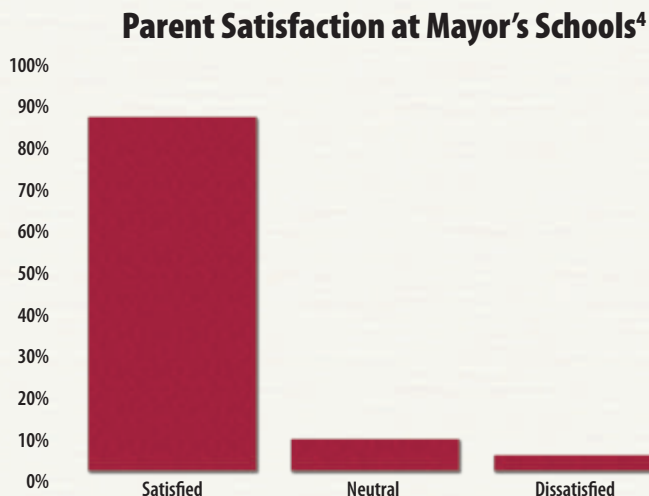


CHARTER SCHOOL STAKEHOLDER SURVEYS

MAYOR OF INDIANAPOLIS CHARTER SCHOOLS

In confidential surveys administered in 2004 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, the schools' parents and staff indicated their level of satisfaction with their charter schools. Detailed survey results are reported in the 2004 Accountability Report on Mayor-Sponsored Charter Schools (August 2004), available on the Web at www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/home.htm.

The chart below shows how parents responded to a question about their overall satisfaction.



The table on the next page depicts the average rate of parent satisfaction. On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.28. Staff members on average rated their likelihood of recommending the school as a good place to attend at 3.93. Staff members on average rated their likelihood of recommending their charter school as a good place to work at 3.86.

To see how satisfied parents and staff were with a variety of school features at each individual charter school, visit www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/home.htm.

Charts showing overall parental satisfaction at the individual schools begin on page 60.

⁴**Source:** All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. **Note:** For detailed notes on survey protocol and analysis see Supplemental Report 8 at www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/home.htm. **Note:** Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "satisfied" responses. "Dissatisfied" includes "very dissatisfied" and "dissatisfied" responses.

AVERAGE RATE OF PARENT SATISFACTION

	Parents				Staff			
	Avg rate of satisfaction	Satisfied	Neutral	Dissatisfied	Avg rate of satisfaction	Satisfied	Neutral	Dissatisfied
School Size	4.42	91%	7%	2%	4.25	82%	13%	4%
Class size	4.19	82%	9%	9%	3.64	62%	16%	21%
Length of school day	4.21	83%	9%	8%	3.1	40%	18%	41%
Length of school year	4.24	84%	10%	6%	3.35	48%	29%	23%
Ability of school to fulfill mission	4.2	80%	11%	6%	3.83	63%	30%	6%
Individualized attention	4.23	81%	9%	8%	4.05	77%	16%	6%
Academic standards/expectations	4.37	88%	8%	4%	4.35	86%	11%	1%
Curriculum	4.35	88%	7%	4%	4.16	77%	14%	6%
Teaching quality	4.38	87%	9%	4%	4.31	85%	10%	2%
Instructional quality, language arts	4.32	86%	8%	5%	4.25	78%	13%	5%
Instructional quality, mathematics	4.3	86%	7%	6%	3.8	65%	13%	17%
Materials to support curriculum	4.13	79%	14%	6%	3.29	46%	25%	28%
Innovation in teaching practices	4.18	79%	14%	6%	4.03	74%	18%	5%
Computers and other technology	3.95	68%	15%	12%	3.46	54%	27%	18%
Classroom management	3.97	72%	16%	12%	3.51	55%	23%	21%
Communication from the school	4.19	81%	11%	7%	3.86	67%	20%	10%
Parent information about students	4.27	85%	10%	6%	3.9	69%	23%	4%
Accessibility/openness to parents	4.42	88%	9%	3%	4.01	77%	14%	5%
Parent participation opportunities	4.48	90%	7%	2%	3.95	71%	19%	7%
Parent involvement	4.28	83%	12%	4%	3.21	40%	28%	30%
Teacher/student school pride	4.33	84%	11%	3%	3.73	65%	20%	12%
Relationship with local community	4.22	71%	16%	2%	3.61	49%	39%	8%
Extracurricular activities	3.63	55%	23%	17%	2.84	23%	40%	35%
Services for special needs students	4.08	73%	18%	11%	3.46	50%	30%	20%
School leadership	4.24	81%	11%	7%	3.91	72%	20%	9%
School finances	4.16	61%	13%	5%	3.6	49%	28%	11%
Safety	4.44	90%	6%	2%	4.28	84%	14%	1%
School facilities	4.35	86%	9%	4%	3.9	66%	22%	12%
Enrollment process	4.23	82%	14%	3%	3.92	60%	25%	4%
Transportation	4.16	79%	12%	9%	3.89	62%	23%	6%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not total 100% due to rounding and "don't know" responses.

Note: Satisfaction rated on a scale of 1-5: 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include don't know responses.

Note: Results for "Satisfied" include "very satisfied" and "satisfied" responses.

Note: Results for "Dissatisfied" include "very dissatisfied" and "dissatisfied" responses.

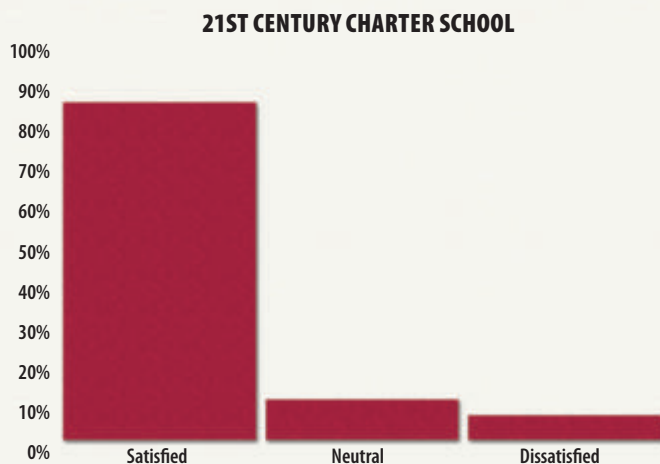
Note: For "Services for special needs students" special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc. Only parents of children with special needs in the charter school responded to this question.

Note: Responses for "Transportation" ratings include only parents whose children used the school's transportation services in the 2003-04 school year.

21st Century Charter School

21st Century Charter School parents and staff were surveyed as to their level of satisfaction with the charter school. The following chart shows how parents responded to a question about their overall satisfaction. As compared to the 2003 survey results, the percentage of students who reported overall satisfaction held steady at 84 percent.

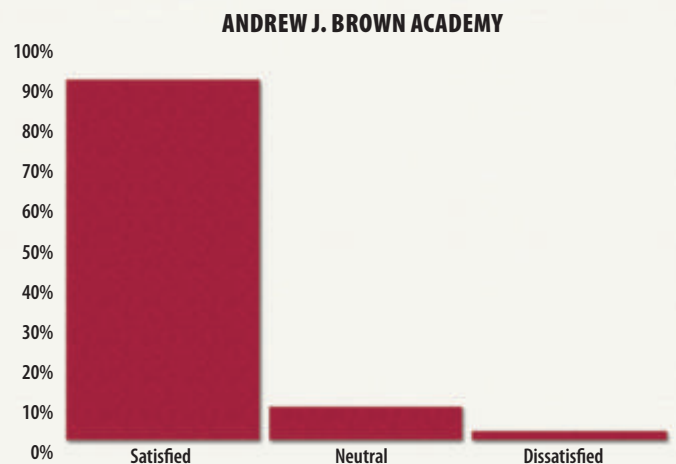
On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.10. Staff members on average rated their likelihood of recommending the school as a good place to attend at 4.15. Staff members on average rated their likelihood of recommending their charter school as a good place to work at 4.15.



Andrew J. Brown Academy

Parents and staff at Andrew J. Brown Academy were surveyed as to their level of satisfaction with the charter school. The following chart shows how parents responded to a question about their overall satisfaction. Ninety percent of Andrew J. Brown Academy parents reported they were satisfied overall with their charter school.

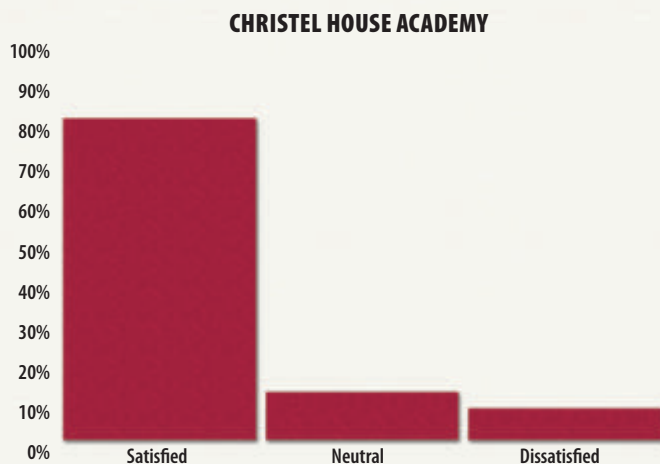
On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.34. Staff members on average rated their likelihood of recommending the school as a good place to attend at 3.67. Staff members on average rated their likelihood of recommending their charter school as a good place to work at 3.67.



Christel House Academy

Christel House Academy parents and staff were surveyed as to their level of satisfaction with the charter school. The following chart depicting this year's results shows significant improvement in overall parent satisfaction. Four out of five parents at Christel House Academy reported they were satisfied overall with their charter school, whereas in the 2003 survey just 65 percent of parents reported their overall satisfaction. The percentage of parents who reported they were dissatisfied with the school decreased from 22 percent in 2003 to 8 percent in 2004.

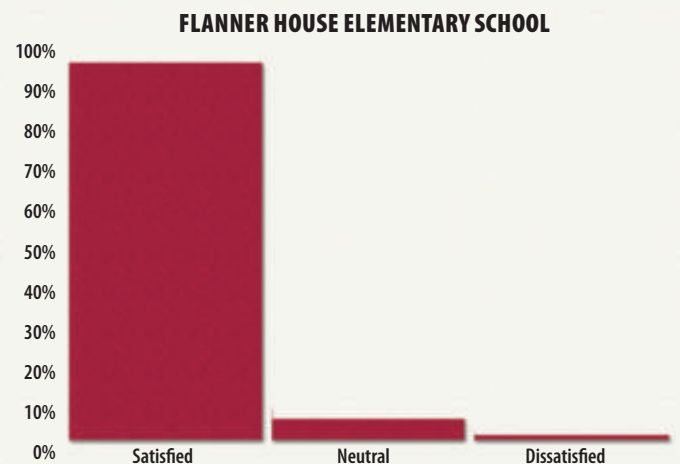
On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.07. Staff members on average rated their likelihood of recommending the school as a good place to attend at 3.83. Staff members on average rated their likelihood of recommending their charter school as a good place to work at 3.87.



Flanner House Elementary School

At Flanner House Elementary School parents and staff surveyed indicated their level of satisfaction with the charter school. The following chart shows how parents responded to a question about their overall satisfaction. Ninety-four percent of parents reported overall satisfaction with the school in the parent survey, down slightly from 97 percent in 2003.

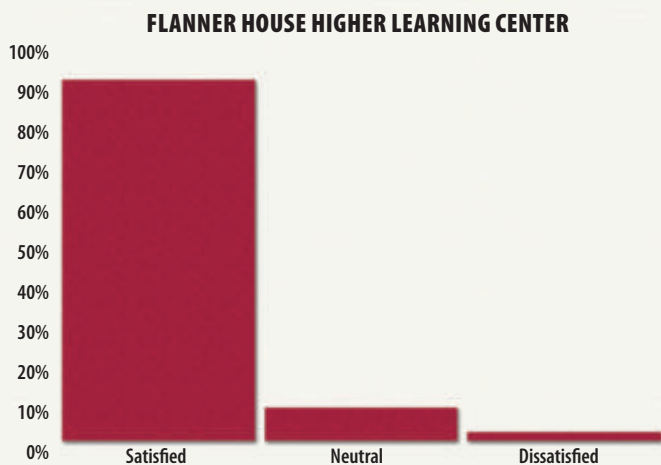
On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.45. Staff members on average rated their likelihood of recommending the school as a good place to attend at 4.39. Staff members on average rated their likelihood of recommending their charter school as a good place to work at 4.08.



Flanner House Higher Learning Center

Flanner House Higher Learning Center parents and staff indicated their level of satisfaction with the charter school in surveys administered in 2004. Results indicating parents responses to a question about their overall satisfaction are shown below. Ninety percent of Flanner House Higher Learning Center parents reported they were satisfied overall with their charter school.

On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.50. Staff members on average rated their likelihood of recommending the school as a good place to attend at 4.00. Staff members on average rated their likelihood of recommending their charter school as a good place to work at 3.50.



The Center for Excellence in Leadership of Learning also obtained statistics as to the reasons parents made the decision to enroll their children in a Mayor's charter school. The results are depicted in the table below.

REASONS PARENTS CHOSE TO ENROLL THEIR CHILDREN IN A MAYOR'S CHARTER SCHOOL	
	Average importance of each reason to parents on a 1 to 5 scale (5 = "Very Powerful", 1 = "Not Powerful")
High quality of academic program	4.79
High standards for achievement	4.78
Safe environment	4.7
Clear goals for each student	4.6
Clear value system	4.57
Special academic focus / program	4.57
Nurturing environment	4.52
Small classes	4.44
Clear dress / behavior code	4.44
Central parent role	4.42
Extensive use of technology	4.34
Strong focus on cultural / ethnic needs	4.18
Small school size	4.1
High quality services for special needs student	3.68

BALL STATE UNIVERSITY CHARTER SCHOOLS

In the spring of 2004, Ball State University surveyed parents and staff of their sponsored charters on various aspects of the school. Surveys were available to be filled out on the Web, and, for those without computer access, in paper form. The Indianapolis-based Kensington Group developed the surveys in partnership with SCS Consulting, also of Indianapolis. The results are reported below.

Charter School Parents and Teachers Quality of Education Total - Positive

The following chart shows the percentage of parents and faculty in Ball State sponsored charter schools who rate the quality of education offered in Ball State sponsored charter schools as excellent or very good.

QUALITY OF EDUCATION		
	Parents	Faculty
Overall Quality	77%	63%

Charter Schools Overall Loyalty Total - Positive

The following chart shows the percentage of parents and faculty in Ball State sponsored charter schools who are very likely or likely to recommend the school, return the following year, and increase their support for the school.

OVERALL LOYALTY		
	Parents	Faculty
Likelihood to recommend to parents/guardians	82%	64%
Likelihood to recommend to other teachers/educators	81%	59%
Likelihood to return next year	85%	64%
Likelihood to increase support	84%	68%

Charter Schools Parents and Faculty Image/Attitude

The questions in this chart were asked to measure parents' and teachers' image and attitude as related to the charter school with which they are affiliated. This chart shows the percentage of parents and teachers that strongly agree or agree with the statements.

CHARTER SCHOOLS PARENTS AND FACULTY - IMAGE/ATTITUDE*		
	% who agree or strongly agree	
	Parents	Faculty
This school places a high value learning.	93%	93%
This school offers a unique educational setting.	93%	90%
Teachers are committed.	91%	94%
This school respects students.	91%	90%
This school expects improvement.	90%	90%
This school is focused on academic achievement.	90%	87%
This school is accessible to parents.	88%	89%
This school has proud students.	89%	73%
This school offers an innovative education.	88%	76%
This school support students.	87%	90%
This school has the ability to achieve mission.	87%	77%
This school has proud teachers.	87%	68%
This school provides a nurturing environment.	86%	85%
This school has high expectations.	86%	83%
This school is safe for students.	86%	77%
This school has high student standards.	86%	75%
This school has proud parents.	86%	64%
This school has teachers who understand mission.	85%	86%
This school challenges students.	85%	83%
This school is constantly improving.	85%	83%
This school has appropriate class size.	85%	74%
This school is focused on accountability.	85%	74%
This school has a high-quality academic program.	84%	73%
This school has proud leadership.	84%	72%
This school has committed leadership.	83%	73%
This school has a strong mission.	83%	57%
This school meets individual needs.	82%	74%
This school has a strong curriculum.	81%	57%
This school has a good community relationship.	79%	70%
This school has students that reflect its mission.	78%	64%
This school has high teacher moral.	78%	64%
This school has parents committed to mission.	78%	63%
This school has effective leadership.	78%	57%
This school empowers teachers.	75%	65%
This school has parents who understand mission.	75%	57%
This school has high parent involvement.	73%	45%
This school holds constituents accountable.	72%	55%
This school has resources to achieve its mission.	70%	63%
This school holds teachers accountable.	67%	83%
This school provides appropriate special education services.	61%	60%
This school is financially sound.	57%	48%
This school rewards teachers.	53%	35%

* Results are for Ball State University schools only.

CONCLUSION

This report illustrates two important trends. First, children are learning in Indiana's charter schools. Although many students enroll in charter schools already behind in reading, language, and mathematics, what is impressive about the NWEA achievement data reported here is that many charter school students not only demonstrate growth in achievement, but at a pace that far exceeds expected growth according to state and national norms. Of particular note is the growth observed among minority and free/reduced lunch students.

Second, parents who send their children to charter schools report overwhelming satisfaction with their child's school and with the charter option. Indeed, charter schools are an attractive alternative for parents who have fewer choices for the education of their children.

Of course, impressive gains in individual student achievement, while common, were not uniform across all of the charter schools. This was particularly the case in new charter schools that commenced operations for the first time in 2003-2004. It is now clear that the transition stress associated with the first year of operation can pose an important challenge to operators and educators. It is equally clear that these challenges can be surmounted with stable leadership, the commitment of authorizers, the availability of professional development for teachers, and an intensive and systematic data collection regime that guides teachers in their instructional decisions.

Charter schools are certainly not "creaming off" the best students from other public schools. Data indicate that just the opposite is true. Consequently, they face the challenge of bringing many of their pupils, many of whom have a longer way to go by the time they enroll in a charter school, up to academic standards. It is encouraging, then, to see such impressive growth in learning in so many students in the charters.

Solid gains have been made, then, in the second year of charter school operations. Students are learning, parents are satisfied, challenges are being addressed. In the years to come Indiana's charter schools will continue to provide a wide range of educational options and parental choice. It is our belief that the "Hoosier advantage" with respect to successful charter schools will be the statewide commitment of operators, authorizers, and school leaders to longitudinal assessment of both achievement and non-achievement outcomes for the dual purpose of accountability and continuous improvement.

