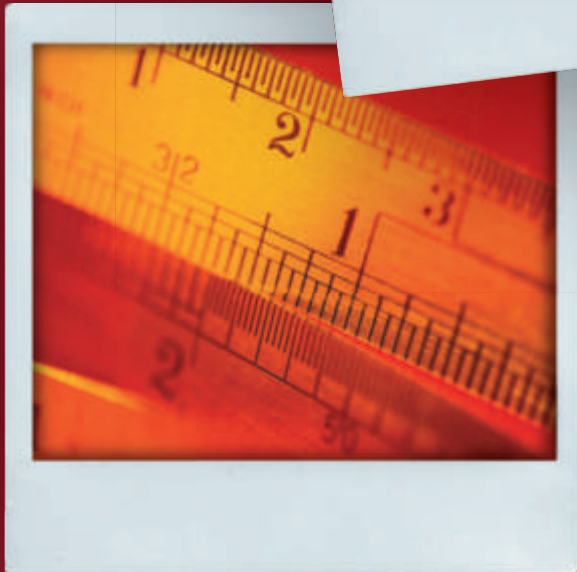




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Indiana Charter Schools  
Annual Report 2004-05



# Contents

5	Message from the President
6	Acknowledgments
7	About the Office of Charter School Research
8	Indiana Charter Schools Charter Approval and Accountability Charter Schools Operating 2004-05 Charter Schools Opened 2005-06 Charter Schools Opening 2006-07
12	Key Initiatives 2004-05 NWEA Training
14	The Indiana Research Design Longitudinal Charter School Research Northwest Evaluation Association (NWEA) and the MAP Test American Institutes for Research (AIR) Looking Ahead
17	Highlighting Student Achievement No Child Left Behind and AYP in Charter Schools ISTEP Growth in Charter Schools NWEA Growth in Charter Schools
25	Individual School Reports
70	Conclusion



Message from the  
**President**

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

Helping to promote educational opportunities that lead to the academic success of all children is a high priority at Ball State. These shared feelings among committed educators, legislators, and community stakeholders are what started the charter school movement in Indiana. Ours is a movement that is fueled by innovative ideas and a firm belief in the need for choice so that each child might reach his or her potential. One size does not fit all. So charter schools offer children and parents viable alternatives.

I believe that Indiana's charter schools will continue to grow and provide exciting, unique learning opportunities for children and youth across the state. However, the desire to serve more students from all backgrounds must be balanced with an assurance that new schools provide a high-quality education, resulting in greater achievement for students. As charter schools grow, the standards are going to get tougher. Developments 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 must occur. Ball State is poised to be a leader in these innovations of education.

I think all of us see the opportunities before us, and we have a responsibility to pursue them, to be creative, to challenge the norm, and to push for changes that will result in better schools, higher-achieving students, and, ultimately, a more prosperous Indiana.





# Acknowledgments

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# About the 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. Since its inception, the OCSR has expanded its scope to play a key role in tracking student achievement in all Indiana charter schools. The OCSR collaborates with charter school stakeholders and researchers across the state to publish 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 larger audience of OCSR reports includes legislators and members of the education community interested in the success of charter schools.

The OCSR has implemented a research design that will serve as a model for other states interested in gathering longitudinal data on their charter schools. It serves as a resource to Indiana charter schools in collecting and analyzing student achievement data and, moreover, facilitates the practical application of data as an instructional tool and measure of school effectiveness.

In addition to results of the state mandated ISTEP+, all schools utilize the Measures of Academic Progress (MAP) test of the Northwest Evaluation Association (NWEA) to monitor student progress. MAP is administered a minimum of two times each year in the fall and spring, and charts individual

student growth in reading, mathematics, and language arts. The OCSR provides support—including technical assistance, access to technology, and training for administrators and staff—for MAP administration to all Indiana charter schools.

In 2004-05, the OCSR facilitated the administration of the NWEA MAP test to more than 4,000 students, which has yielded valuable growth data on charter school students. The data gathered from the NWEA MAP test are measured against Indiana and national growth norms and presented here in the Indiana Charter Schools Annual Report. The report includes data from 22 operating Indiana charter schools. In addition, the OCSR presents growth data from ISTEP+ scores for charter school students in elementary and middle school who have taken the test for two consecutive years.

In fall 2004, the OCSR published its second annual report of student achievement in the Indiana charter schools in the 2003-04 academic year. The report included NWEA growth and ISTEP+ achievement results for 16 of the 17 operating charters in the state. During the 2004-05 school year, the OCSR published a study of fall 2004 MAP achievement among charter school students in new charters versus veteran charter schools. For these and other publications of the Office of Charter School Research, visit the OCSR web site at [www.bsu.edu/teachers/ocsr](http://www.bsu.edu/teachers/ocsr).

# Indiana Charter Schools

The Center for Educational Reform ranks the Indiana charter school law sixth strongest of the nation's 40 charter laws (receiving the CER's grade of "A"). The Indiana Code (IC 20-5.5-2) specifies the purpose of charter schools. The code states that 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.

The strength of the Indiana charter legislation is in the balance between accountability and autonomy. The Indiana law 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, though it does allow alternative routes to certification (transition to teaching); and (4) publish annual reports to the public as is required of other public schools.

To further strengthen the charter school movement in Indiana, stakeholders look to The Indiana Charter School Advocacy for assistance. The Charter School Association of Indiana, the Office of the Mayor of Indianapolis, and the Ball State Office of Charter Schools take an active role in advocating for legislation that will provide continued fiscal and governmental support for charter schools. In the 2005 legislative session, charter school supporters' efforts were rewarded when Senate Enrolled Act 598, written by Senator Teresa Lubbers, a longtime supporter of charter schools, was passed into law. SEA 598, codified at IC 20-1, 20-5.5, 20-10.1 and 21-3, achieves the following:

1. Requires the Indiana Department of Education to publish in its school performance reports, in addition to ISTEP+ scores, any nationally recognized comprehensive assessment program data submitted by a school corporation, including a charter school.
2. Increases the time period for charter school applications to be reviewed by sponsors from 60 to 75 days.
3. Permits charter schools to deliver educational services electronically, through the internet or other online arrangements.
4. Requires the Indiana Department of Education to obtain federal funding for charter schools whenever available.
5. Provides that a charter school may use a private auditor and prepare financial reports in addition to audits and financial reports required by the State Board of Accounts.
6. Provides that the law governing grants to alternative school programs is likewise applicable to charter schools.
7. Allows the common school fund interest balance to be used for charter school facility financing.

In addition to the passage of this legislation, the session ended without legislation placing new limitations on growth or per pupil funding. In fact, with the passage of SEA 598, charter schools will have increased access to funding through alternative program monies and Department of Education allocations.

As the number of charter schools in Indiana continues to grow, their strength in the legislature will also increase. It will be important to advocate for legislation that addresses the unique needs of charter schools.

## Charter School Approval and Accountability

Indiana charter school law allows for authorization through multiple channels, ensuring future growth of the movement. Currently, charter schools can be authorized by (1) state educational institutions that offer a four-year baccalaureate degree; (2) the mayor

<sup>1</sup> To view Senate Bill #598 in its entirety, visit: <http://www.in.gov/legislative/bills/2005/PDF/SE/SE0598.1.pdf>

of Indianapolis (for charters located within Marion County only); 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. The comprehensive plans for the approval of charter school proposals and the extensive system of accountability for both Ball State University Office of Charter Schools and the Office of the Mayor of Indianapolis are key to the success of charter schools.

### ***Ball State University Charter Proposal Review Process***

In 2004, in order to engage in a more thorough review process, the Office of Charter Schools transitioned from a single, static timeline for reviewing charter proposals to a process that includes up to three proposal review cycles during a single calendar year.

The process works in three steps:

1. Statements of intent will be accepted at any time during the calendar year. A small review team will require a maximum of 60 days to review statements of intent, with informal interviews and information sessions playing a key role. Statements of intent must be submitted 60 days prior to the beginning of a review cycle in order to be considered for that review cycle. However, meeting the 60-day time frame does not guarantee consideration during the next review cycle.
2. Based on the statement of intent's quality, the Charter Schools Office invites organizing groups to submit their proposal during one of the defined cycles. Significant consideration will be given to the strength of the organizing team, demonstrated success in building community support, replication of successful models, well-defined curriculum, clearly articulated goals, facility availability, and budget strength.
3. Organizing teams will be notified within 45 days of the proposal cycle in which they will be invited to submit. At that time, the organization will provide a detailed outline of the educational program they intend to provide.<sup>2</sup>

### ***Office of the Mayor of Indianapolis Charter Proposal Review Process***

For organizations seeking a charter through the Office of the Mayor of Indianapolis, the process is equally as thorough. A letter of intent may be submitted at any time during the year, beginning the process, and continuing through seven steps:

1. A letter of intent must be submitted to the Office of the Mayor of Indianapolis. The mayor's office, in consultation with the applicant, will establish the timeline for subsequent submissions.
2. A prospectus must be submitted to the mayor's office. The prospectus will describe the basic elements of the applicant's plan for establishing a charter school. It will be reviewed and evaluated by the mayor's staff against the criteria outlined in the application packet. Additional reviews, such as professional consultant evaluations, interviews, and due diligence on programs the applicant proposes to use, also may be conducted. If the prospectus is based on an existing design, the mayor's office will review the effectiveness of currently operating schools, as well as make a determination whether the applicant has sufficient resources to replicate the design.
3. Selected applicants are invited to submit full applications. The mayor's office will present its findings about the applicants to the Indianapolis Charter Schools Board. Based on these findings, the board may invite any applicant to submit a full application.
4. Feedback meetings are held with applicants. These consist of informal discussion between the mayor's office and applicants about aspects of the charter school plans. At this time applicants receive valuable feedback prior to developing the full application.
5. Full application must be submitted to the mayor's office.
6. Preview of applications is conducted. The Indianapolis Charter Schools director and mayor's office staff will perform preliminary screening of the applications to ensure that they are in compliance with Indiana state law and contain the required information for consideration.

<sup>2</sup> <http://www.bsu.edu/teachers/charter>

7. Review by the initial review team is conducted under the direction of the Indianapolis Charter Schools director.

A full description of this process is available in the Charter School Application Packet at [www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/application.htm](http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/application.htm).

### ***Ball State University Charter School Accountability***

Charter schools are self-governing public schools. Accepting the autonomy of self-governance in exchange for increased accountability, charter schools and their sponsors, Ball State University in this case, hold themselves to the highest of standards.

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.

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 to be the best. 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.

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 a 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.

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. Each charter school has a

specific mission, curriculum, and student population.

Each school's charter contract is reviewed annually. Ball State, during the final year of the contract, will conduct an in-depth evaluation and determine whether a school's academic, organizational, and financial status make it a candidate for renewal. Annual reviews of each school are conducted using a variety of tools: site visits, classroom observations, evaluation of standardized tests, school responses to site visits, and analysis of school-specific success measures.

Ball State, as a part of these evaluations, asks the following four evaluative questions that look at specific issues for analysis.

1. Is the educational program a success?
2. Is the school organizationally sound?
3. Is the school financially viable?
4. Is the school providing conditions for academic success?

Each year, the Ball State University Office of Charter Schools publishes an accountability report for all charter schools authorized by the university. This report includes test scores, results of constituent surveys, progress toward goals, and results of the academic walkthrough as well as other accountability data gathered throughout the course of the year.<sup>3</sup>

### ***Mayor of Indianapolis Charter School Accountability***

Indiana law requires each charter school to be reviewed at least once every five years. The Office of the Mayor of Indianapolis is developing a more comprehensive charter school accountability system. The basic outline of the system is as follows. In the first 12 to 18 months of a school's charter, each charter school establishes its goals in an accountability plan. Once approved by the Indianapolis Charter Schools director, the accountability plan becomes an amendment to the school's charter and part of the legally binding contract. Each school must submit fiscal audits as well as quarterly financial reports. In addition, the mayor's office will coordinate site visits to each school and will enlist an independent third party to administer annual surveys of charter school staff and parents. Charters are granted for a term of seven years. Schools granted a charter by the mayor will be subject to the following review process. In the fall of year one, an external review team will visit each new

<sup>3</sup> The Ball State University accountability process is available in its entirety at: <http://www.bsu.edu/teachers/charter>

school to determine whether the school is implementing the necessary systems to perform successfully. An external review team will again visit each school the following spring to evaluate the school's implementation of its systems and provide feedback. An external review team may visit schools in the spring of year two to assess progress and provide feedback.

A self-evaluation by each school must be submitted at the end of year three of the charter term. Once the self-evaluation has been reviewed by the Indianapolis Charter Schools Board and the mayor's office and the school is found to have met a minimum standard, the Charter Schools Director will appoint an independent evaluation team to conduct a more extended assessment and site visit of the school in year four to assess the school's self-evaluation and provide additional information. Following the self-evaluation process and multiday site visit, the mayor's office will publish a status report of the school's performance.

In year six, each school must submit a renewal petition that makes the argument for why the school should maintain its charter. The mayor's office and the Indianapolis Charter Schools Board will consider this renewal petition in conjunction with the self-evaluation, the site visit reports, other government reports, academic testing performance, and financial audits to make a decision about whether to recommend that a school maintain its charter beyond year seven.<sup>4</sup>

#### **Charter Schools Operating 2004-05**

In the fall of 2004, Indiana's charter school network included 22 operating schools. Nine of these schools were in operation in the inaugural year of charter authorization, 2002, under the supervision of Ball State University and the Mayor of Indianapolis. Seven new schools opened their doors for the first time in 2004.

The following charter schools were operating in 2004-05: 21st Century Charter School (Indianapolis), Andrew J. Brown Academy (Indianapolis), Christel House Academy (Indianapolis), Flanner House Elementary School (Indianapolis), and Flanner House Higher Learning Center (Indianapolis), all authorized by the Office of the Mayor of Indianapolis. Also in operation were Campagna Academy Charter School (Scherverville), Charter School of the Dunes (Gary), Community Montessori, Inc. (Floyds Knobs), Irvington

Community School (Indianapolis), New Community School (West Lafayette), Options Charter School (Carmel), Timothy L. Johnson Academy (Fort Wayne), Thea Bowman Leadership Academy (Gary), and Veritas Academy (South Bend), which were authorized by Ball State University.

In addition, two schools authorized by the Evansville-Vanderburgh School Corporation, Signature School and Joshua Academy, were in operation during 2004-05.

New schools that opened in 2004-05 were: Rural Community Academy (Graysville), Joshua Academy (Evansville), and five schools located in Indianapolis, including the Southeast Neighborhood School of Excellence (SENSE), KIPP, Charles A. Tindley Accelerated School, Indianapolis College Preparatory and two Indianapolis Metropolitan Career Academy schools.

#### **Charter Schools Opened in 2005-06**

In fall 2005 three schools, all located in Marion County, granted a charter by the Mayor of Indianapolis opened their doors: 21st Century Charter School at Fountain Square, Decatur Discovery Academy, and Indianapolis Lighthouse Charter School.

Ball State University authorized charters for four schools that opened in 2005-06, including 21st Century Charter School at Gary, East Chicago Urban Enterprise Academy, West Gary Lighthouse Charter School, and Galileo Charter School (Richmond).

#### **Charter Schools Opening in 2006-07**

The 2006-07 school year promises to yield a large class of new charter schools. From the Office of the Mayor of Indianapolis, there will be five new charter schools: a second Indianapolis Lighthouse Charter School, the Mozel Sanders Academy, Herron High School, Recovery High School at Fairbanks, and the Challenge Foundation Academy. Ball State University will have four new charter schools: East Chicago Lighthouse Charter School, West Gary Lighthouse Charter School, Options Charter School of Noblesville, and KIPP LEAD College Preparatory Charter School (Gary).

<sup>4</sup> <http://www.indygov/eGov/Mayor/Education/Charter/faq.htm>

# Key Initiatives 2004-05

## NWEA Training

During the 2004-05 school year, more than 4,000 Indiana charter school students sat for the Measures of Academic Progress (MAP) test of the Northwest Evaluation Association (NWEA). The data are key parts of the longitudinal research design, but, more importantly, they are an important instructional tool. Helping teachers and administrators understand data is an important step toward implementing data-driven instruction in Indiana's charters. Because the MAP test is very sensitive to instruction, teachers can modify and enhance their classroom strategies to directly impact student growth. For teachers to maximize the usefulness of their students' test results, NWEA provides several training models<sup>5</sup>:

### ***NWEA Knowledge Academy—Step 1***

This series of online courses is designed to support schools and school corporations in developing capacity for on-going training and staff development. These short, self-paced trainings serve as a complement to more in-depth on-site trainings. This initial release of online classes provides key foundational information about NWEA assessments and the use of data. These classes include:

- MAP Basics
- What Every Teacher Needs to Know About MAP
- Reports Basics for the Teacher
- Getting the Most from the Class Report

Future development of courses will include diverse topics that will be appropriate for many of the different roles within a school.

### ***Stepping Stones to Using Data—Step 2***

This training is designed to help teachers and building administrators understand and interpret assessment report data for the purpose of improving student learning. Understanding test data is essential for schools to be able to gauge the effectiveness

of programs. With this understanding, educators can make better, informed decisions related to school and classroom improvement programs. Schools are encouraged to have as many teachers as possible attend this training. If the majority of teachers cannot attend, it is recommended that the school select a team of lead teachers to attend the training with the expectation that they will be responsible for disseminating the information to their colleagues.

Participants learn and are prepared to be able to teach others how to:

- Determine flexible groupings for instruction
- Use data to guide instruction
- Use Lexile reading scores
- Better utilize DesCartes: A Continuum of Learning<sup>6</sup>

### ***Climbing the Data Ladder – Step 3***

Climbing the Data Ladder is primarily designed for classroom teachers. After developing skills in understanding and interpreting their data in the Stepping Stones to Using Data workshop, teachers are often challenged by how to best apply data directly to improve classroom instructional practices. This training introduces teachers to:

- Methods of differentiation
- Evaluating growth patterns
- Setting goals with students, parents, and teachers
- Using state standards and DesCartes in lesson planning
- Creating instructional ladders
- Using the Lexile Framework
- Applying best practices research

NWEA training sessions are one way that the OCSR can support charter school efforts. To better serve the training needs of charters around the state, these NWEA trainings are available upon request, on-site, and via polycom regionally two times each year.

<sup>5</sup> Read detailed descriptions of NWEA training models at <http://www.nwea.org/training/>

<sup>6</sup> The DesCartes continuum of learning orders specific reading, language usage, mathematics, and science skills and concepts by achievement level. For reading, language usage, and mathematics, the skills and concepts align to the goal structures and content of Indiana state standards. For science, the skills and concepts align to national standards for the two domains of science: concepts and processes and general science. For easy reference, the skills and concepts are grouped along the continuum according to the NWEA measurement scale.



In addition, the Office of Charter School Research has two staff members who can provide an abbreviated version of the Stepping Stones training. The OCSR presented NWEA trainings at 12 Indiana charter schools in 2004-05. In spring 2005, the Charter School Association of Indiana held a Stepping Stones training, attended by representatives from 18 Indiana charters. In fall 2005, in partnership with the Charter School Association, the OCSR hosted a three-day training opportunity, which included the Stepping Stones to Using Data and the Climbing the Data Ladder models.

To learn more about NWEA training or to request a training for your school, contact Connie Clary at [cjclary@bsu.edu](mailto:cjclary@bsu.edu).



# The Indiana Research Design

## Longitudinal Charter School Research

What distinguishes Indiana among other states with an active charter school movement is a commitment to monitoring student progress through systematic assessment, both for accountability and continuous improvement. The systematic assessment strategy for the charter schools in Indiana focuses on individual growth, as well as overall performance.

The challenge in conducting longitudinal research among charter schools is determining an appropriate method. Like other public schools, charters administer a variety of standardized tests, in addition to the state mandated ISTEP+. While these tests provide a snapshot of student ability, certain other criteria were determined necessary for any comprehensive approach to charter school research.

1. the test should be aligned with Indiana standards.
2. the test should have a known and predictive relationship with the state-mandated test.
3. test data should be useful both for purposes of accountability and for instructional planning.
4. the test data should be available for instructional purposes in a timely way.
5. 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.
6. the testing regime must be cost effective.

With all of these considerations, one test emerged as sufficient to meet Indiana's unique research needs: the Measures of Academic Progress (MAP) test of the Northwest Evaluation Association (NWEA).

## Northwest Evaluation Association (NWEA) and the MAP Test

### *Northwest Evaluation Association (NWEA)*

The Northwest Evaluation Association, a nonprofit organization, has partnered with school corporations and educational agencies across the nation to provide comprehensive assessment since 1977. More than 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*

The 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. The first-year license agreement was contracted with the Charter School Association of Indiana, with funding generously provided by Project E. The Charter School Association is one of nearly 155 school corporations across Indiana that has adopted MAP as a supplementary 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. The program instantly analyzes the student’s response to each test item and determines the appropriate difficulty level to present during the remainder of the test. It also remembers which items a student has seen in previous sessions and doesn’t display them again.

In essence, the difficulty of the test is adjusted to the student’s performance. 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. In addition, a test is not timed and can be administered in about an hour. Typically students sit for the MAP over the course of three days, with one test administered each day.

### **American Institutes for Research (AIR)**

For the 2004-05 Indiana Charter Schools Annual Report, the Office of Charter School Research partnered with another organization with a reputation for educational research. The American Institutes for Research (AIR) is one of the largest behavioral and

social science research organizations in the world. AIR seeks to use the best science available to bring the most effective ideas and approaches to enhancing everyday life.

Founded in 1946 as a nonprofit organization, AIR is a carefully designed institution whose work spans a wide range of substantive areas: education, student assessment, international education, individual and organizational performance, health research and communication, human development, usability design and testing, employment equity, and statistical and research methods. The intellectual diversity of the AIR research team enables the organization to bring together experts in many fields, including education, psychology, sociology, economics, psychometrics, statistics, public health, usability engineering, software design, graphics and video communications—all in the search for innovative answers to any challenge.

Its work is conducted within a culture and philosophy of strict independence, objectivity, and nonpartisanship, as it tackles society’s most important issues. Since its inception, AIR has completed more than 4,000 projects involving collecting and analyzing data; developing effective programs based on that research; and providing technical assistance and direct consulting to clients so they can improve on their own, becoming empowered by new knowledge.

AIR staff members help to address many of the nation’s most pressing school reform and improvement issues through research, evaluation, and technical assistance. These projects support the effective implementation and study the positive impact of federal, state, and local school reform programs, policies, and initiatives.



AIR is a national leader in identifying and evaluating education environments and systems both locally and nationally. The organization helps policy makers and practitioners determine which policies and practices are most effective in their schools and communities. This includes compiling quantitative data from different sources to create indicators that can describe and measure various aspects of education systems including key outcomes such as student achievement.

AIR applies rigorous standards to the review and synthesis of research to determine what approaches to education are based on high-quality evidence.

Through the What Works Clearinghouse and other ongoing projects it is developing the standards and practices needed to assess the quality of evidence in research studies in order to identify the most effective approaches to providing education.

It is this commitment to supporting meaningful research related to improving education that has made AIR an important partner in the charter school movement.<sup>7</sup>

## Looking Ahead

In spring 2003 the Office of Charter School Research established a baseline of charter school achievement data by administering the MAP test to students in grades 2 through 12. In subsequent years the MAP test has been administered a minimum of two times each year in Indiana charters. For the first time, in 2004, real data about the long-term effects of being enrolled in a charter school was available. A preliminary study of student performance among charter school students showed that students in the established schools are closing the achievement gap with their peers, while students in newer charters still have significant ground to make up.

The possibilities for longitudinal research on Indiana charter schools are endless. Further study of trends emerging from charter data is warranted. As the number of charter schools increases each year, the efforts of the research initiative will expand to examine nonachievement variables as well, including study of the charter school climate and successful instructional strategies. The uniqueness of the Indiana approach to comprehensive research and the interest of stakeholders and critics in the findings will certainly bring national attention to the Indiana research design.



<sup>7</sup> <http://www.air.org/>

# Highlighting Student Achievement

## No Child Left Behind and AYP in Charter Schools

With the passage of the No Child Left Behind Act (NCLB) of 2001, schools and corporations were held to a new set of standards for driving student success in achievement. Beginning in the 2002-03 school year, educational agencies were required to show annual improvements in the academic achievement of the overall student population and of identified groups within the general population. These categories include economic background, race and ethnicity, limited English proficiency, and special education. Under NCLB, schools must make Adequate Yearly Progress (AYP) toward achieving proficiency in English/language arts and mathematics by 2014.<sup>8</sup>

AYP designations for Indiana schools and school corporations are determined by student achievement and participation rates on the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) in English/language arts and mathematics; student attendance rates for elementary and middle schools; and school graduation rates for high schools.<sup>9</sup>

For schools to make AYP they must (1) meet all performance, participation, and attendance/graduation targets for all groups of students (with 30 or more students) or (2) reduce the number of students not meeting performance targets by 10 percent (Safe Harbor Provision<sup>10</sup>) and meet attendance/graduation rate targets.

<sup>8</sup> AYP Fact Sheet I is available at <http://ideanet.doe.state.in.us/ayp/welcome.html>

<sup>9</sup> AYP Fact Sheet I is available at <http://ideanet.doe.state.in.us/ayp/welcome.html>

<sup>10</sup> Under NCLB, schools that make improvement in performance from one year to the next make Safe Harbor. In order for schools/corporations to make Safe Harbor in performance measures, they must decrease their failure rates by 10 percent from one year to the next. In order to make Safe Harbor in attendance or graduation rates, they must make improvement from one year to the next. <http://www.doe.state.in.us/reed/newsr/2004/04-April/ayp.html>

A school will not make AYP if it does not meet one or more of the student performance targets, or Safe Harbor, or fails to meet 95 percent participation and attendance/graduation rates for any student group with 40 or more students.

Nine Indiana charter schools made AYP in 2004-05: Andrew J. Brown Academy, New Community School, Irvington Community School, Community Montessori, Veritas Academy, 21st Century Charter School, Christel House Academy, Flanner House Elementary School, and Signature Charter School.

Since evaluation under AYP guidelines requires at least two years of consecutive student achievement data for ISTEP+, the seven new Indiana charters were not subject to AYP in 2004.

To access reports of other schools and school corporations meeting AYP, visit [www.doe.state.in.us/ayp](http://www.doe.state.in.us/ayp).



### ISTEP Growth in Charter Schools

In previous reports of charter school ISTEP+ performance evidence has clearly indicated the significant challenges facing charter schools in raising achievement. While charter schools have shown

progress in pass rates from 2002 to 2004, as the charts below indicate, a closer examination of ISTEP+ is warranted.

Pass rates highlighted in purple and crimson indicate percentages for groups partly comprised of students who have participated in ISTEP in a charter school for more than one year.

STUDENTS IN 2ND & 3RD YEAR MAYOR-SPONSORED CHARTER SCHOOLS PASSING ISTEP+												
	English			Math			Both (English & Math)			Science		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 3	49%	51%	62%	33%	35%	55%	26%	30%	45%			
Grade 4			52%			52%			41%			
Grade 5			57%			60%			53%		24%	37%
Grade 6	50%	52%	59%	22%	33%	61%	22%	29%	47%			
Grade 7			61%			57%			43%			
Grade 8			58%			67%			50%			
Grade 9												
Grade 10		11%	4%		3%	2%		2%	1%			

Pass rates highlighted in purple and crimson indicate percentages for groups partly comprised of students who have participated in ISTEP in a charter school for more than one year.

STUDENTS IN 2ND & 3RD YEAR BALL STATE-SPONSORED CHARTER SCHOOLS PASSING ISTEP+												
	English			Math			Both (English & Math)			Science		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 3	49%	47%	49%	45%	30%	40%	38%	26%	33%			
Grade 4			45%			44%			35%			
Grade 5			52%			38%			33%			39%
Grade 6		45%	49%		40%	43%		31%	37%			
Grade 7			47%			46%			33%			
Grade 8												
Grade 9			32%			42%			32%			
Grade 10		22%	44%		22%	27%		9%	24%			

With NCLB and state reporting of ISTEP+ focused heavily on pass rates in English/language arts and mathematics, the notion of individual growth and progress toward proficiency is all but lost.

In keeping with its mission to chart student achievement and growth in Indiana’s charter schools, the Office of Charter School Research analyzed ISTEP+ scores for nearly 200 students who took the test in 2003 and 2004. The focus of this analysis was on students who were in Grade 3 in 2003 and were enrolled in Grade 4 in 2004. All Indiana charters operating since the 2003-04 school year were invited to participate. Scores were received from Andrew J. Brown Academy, Christel House Academy, Charter School of the Dunes, Irvington Community School, New Community School, Thea Bowman Leadership Academy, and Veritas Academy. Table 1 depicts average scores for each third grade group for 2003 and 2004, English and math.

There was a marked increase in scores for both English and mathematics. The most significant increase was in mathematics scores from 2003 to 2004: 29 percent of students earned a passing score on the exam initially, while 49 percent of those same students earned a passing score the following year. Another interesting aspect of the ISTEP+ data for

the charter school students is the progress students made that is not reflected in increased pass rates for the school. Equally important is student progress toward passing, though this is not recognized by AYP as a mark of school effectiveness.

In this instance, the evidence of individual student progress toward proficiency is found when comparing the actual score received by each student relative to the cut scores for the grade and subject area. In this way, we can learn whether students made progress toward achieving a passing score, though they may not have yet met the standard. This investigation involves taking each student’s ISTEP scores from 2003 and 2004 and subtracting the appropriate cut score for the grade in question. For example, students taking the English exam in third grade must achieve a score of 404 in order to be classified as passing the test. Thus, this cut score is subtracted from each student’s actual score in order to determine how far below or above the standard they are. The same procedure is used with the fourth grade exam, where the cut score for English is 429. The cut scores for math are 393 (third grade) and 415 (fourth grade). The mean English and math scores by year appear in Table 2.

Table 1: Mean scores on ISTEP English and Math exams by school: Grades 3 (2003) and 4 (2004)

School	English		Math	
	2003	2004	2003	2004
Andrew J. Brown Academy	393.98	430.46	357.88	410.73
Christel House Academy	427.39	447.26	379.97	428.44
Charter School of the Dunes	393.43	420.60	352.36	397.39
Irvington Community School	429.08	474.46	413.31	435.54
New Community School	444.00	467.50	357.91	431.00
Thea Bowman Leadership Academy	390.57	418.95	347.91	390.12
Veritas Academy	416.73	448.46	386.75	434.17

Table 2: Mean and standard deviation for 3rd (2003) and 4th (2004) grade ISTEP scores

	English 2003	English 2004	Math 2003	Math 2004
Mean	403.05	433.63	364.09	409.99
Standard Deviation	61.21	60.65	56.82	61.62



## 2005 Student Achievement Results

### Analysis of Reading, Math, and Language Scores on the NWEA Test

#### How do Charter Schools Compare to other Schools?

These tables present the Spring 2005 average scaled score for each grade level in all schools.

Average Math Scaled Scores			
Grade	All Schools	State	National
2	184.9	*	194
3	196	203.5	199.8
4	203.8	210.9	208.1
5	212.1	219.2	216.6
6	218.4	226.5	221.6
7	221.7	230.5	227.3
8	224.7	237.6	233.7
9	232.5	242.2	239.6
10	225.5	*	241.5
11	232	*	*
12	233.3	*	*

Average Reading Scaled Scores			
Grade	All Schools	State	National
2	180.4	*	193
3	191.5	200.8	198
4	198.9	206.8	204.6
5	206	213	211
6	210.9	218.4	215.3
7	211.9	220.6	219.1
8	214.6	225.6	223.1
9	223.3	227.3	225.1
10	216.7	*	223.8
11	219.8	*	*
12	218.1	*	*

Average Language Scaled Scores			
Grade	All Schools	State	National
2	184.8	*	*
3	196.4	203.9	199.4
4	204.7	209.2	206.1
5	208.6	214.9	211.9
6	213.6	219.4	215.6
7	217.3	220.9	219
8	219.8	225.2	221.9
9	223.6	226.4	223.6
10	218	*	223.1
11	218.1	*	*
12	216.6	*	*

The results of these analyses suggest several conclusions regarding the performance of these charter school students on the ISTEP in 2003 and 2004. First of all, there is clearly a significant improvement in performance from 2003 to 2004, particularly on the math test. Both the passing rate and the mean difference between individual scores and the cut point demonstrated great improvement over this time. With respect to the English exam, performance did not improve as markedly as with math; however, the mean score on the exam did increase relative to the cut value from 2003 to 2004.

A second finding to note is that performance on the English exam was generally better than that for math. This outcome was particularly evident in the higher rate of students passing the English exam versus those passing math in both years. This fact may be part of the reason that the improvement in the mean difference of scores versus the cut value was much greater for math than English, as noted above.

Finally, the patterns described above appear to hold for all of the schools in the sample. All schools saw increases in mean scores from 2003 to 2004 on both exams and, more importantly, the mean difference of scores versus the cut value.

As Indiana charter schools continue to expand their enrollment to include more grade levels, the number of students included, as well as grade levels studied, will be greatly increased. In the interest of understanding the true impact of the charter school environment, it is as important to consider individual student growth on the ISTEP+. There is always the hope that this growth model will gain acceptance among educational leaders in the state.

### NWEA Growth in Charter Schools

In 2004-05, more than 4000 charter school students sat for the Measures of Academic Progress (MAP) test of the Northwest Evaluation Association (NWEA). The Office of Charter School Research, in partnership with the American Institutes for Research (AIR) analyzed the performance data to track growth of those students from fall 2004 to spring 2005. At left is a chart depicting the latest MAP performance across charter schools (spring 2005), compared with other students in Indiana and the U.S.



While it is still apparent that students in charter schools are behind their peers in the state and the nation, it is only by a small amount, which is consistent with charter school performance on the state mandated test ISTEP+. Similarly, the best measure of student progress with regard to charter schools is an examination of individual student growth. As with the ISTEP+ scores in the previous section of this report, AIR analyzed student growth against that of students in the state and the nation, which is shown in the chart at right.

There is evidence of individual student growth among charter school students, but there is still the question of progress by charter school students from year to year. To determine the extent of student progress from 2003-04 to 2004-05, AIR compared average student growth for both years. Included in the analysis were only those schools that were operating in both school years. Across all of the veteran charter schools (those operating in the 2003-04 school year), the percent of students whose gain from fall to spring matched that of the national norming group fell for reading during the 2004-05 school year across all grade levels. On the other hand, the percent of examinees meeting the norm group mean gain for language was slightly higher across grade levels, while for math this percent did not change dramatically. It is important to keep in mind that the number of students included in the 2004-05 analyses is much greater than for the previous year, meaning that estimates for the latter year are much more stable. As part of the ongoing longitudinal research on charter school achievement, the OCSR will observe trends in students' ability to meet typical growth measures.

On page 23 are charts comparing the percent of charter school students meeting typical growth targets for students who sat for the MAP test in 2003-04 vs. 2004-05 school years.

### Are Students Achieving Growth?

The following tables present the average growth rate for students for each grade and for each subject area tested.

Average Math Growth Rate			
Grade	All Schools	State	National
2	11.1	*	16
3	8.9	10.6	11.8
4	7.2	8.8	8.9
5	9.2	9	8.8
6	6.4	9.1	8.1
7	4.6	7.3	6.9
8	3.5	7	7.1
9	2.6	6.2	5.8
10	2.1	*	4.8
11	3	*	*
12	7	*	*

Average Reading Growth Rate			
Grade	All Schools	State	National
2	11.7	*	15
3	7.6	9	10.4
4	6	6.8	7.4
5	8	5.9	6.3
6	5.2	5.3	5.3
7	1.6	4.1	4.3
8	1.7	4.1	4.2
9	3.4	1.6	2.9
10	14.2	*	2.6
11	6.2	*	*
12	8.6	*	*

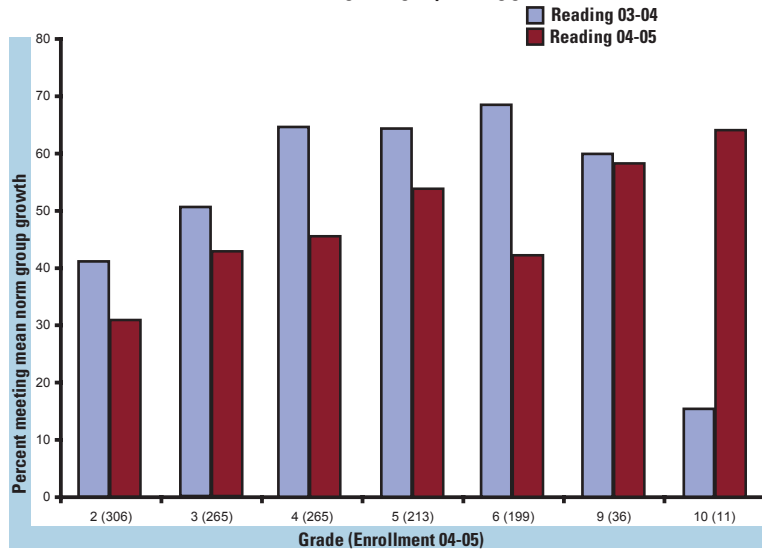
Average Language Growth Rate			
Grade	All Schools	State	National
2	12.1	*	*
3	8.5	8.5	9.3
4	9	5.8	6.5
5	8.8	5.2	5.8
6	5	4.1	4.5
7	4.1	3	3.6
8	4	3.2	3.5
9	2.7	2	2.4
10	7	*	1.9
11	-0.1	*	*
12	5.3	*	*

Prepared by the American Institutes for Research

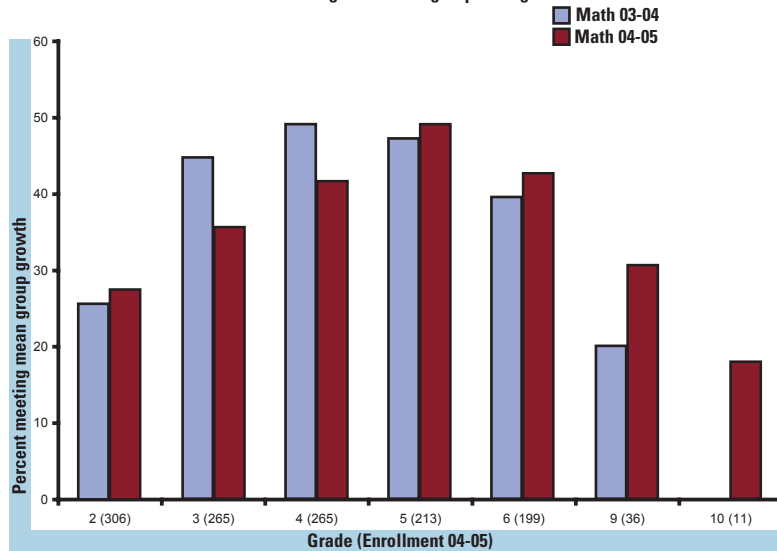
\* Norms not available for this grade level.



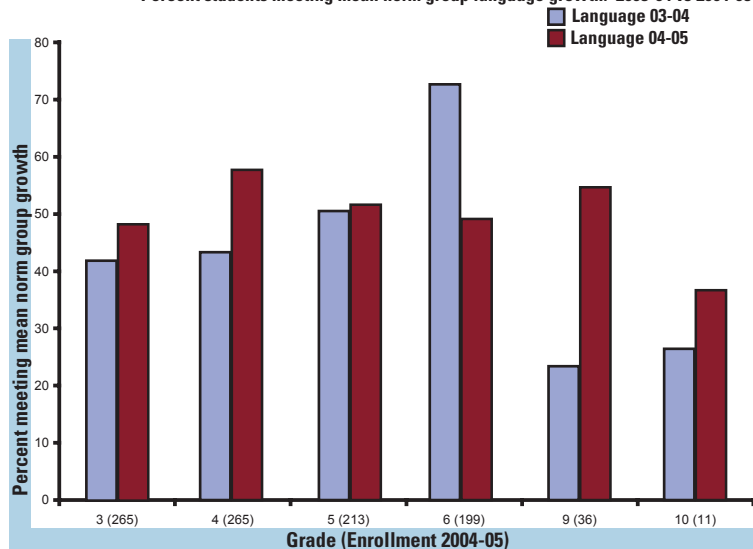
Percent students meeting norm group reading growth: 2003-04 vs 2004-05



Percent students meeting mean norm group math growth: 2003-04 vs 2004-05



Percent students meeting mean norm group language growth: 2003-04 vs 2004-05



In terms of the school-level performance, there was a great deal of variation in terms of comparative performance in growth from one year to the next. Specifically, several schools had a smaller percent of students meeting norm group mean gains across all subject areas and all grades in 2004-05 versus 2003-04, including Thea Bowman, Timothy L. Johnson (except for 6th grade language performance), Flanner House Elementary, Veritas, and Community Montessori. On the other hand, both Andrew J. Brown and Charter School of the Dunes had a higher percent of students meeting the norm group mean gains in the last year.

A number of schools had uneven relative performance from one year to the next. This means that in some grades they had a higher percent of students meeting the norm group mean growth in 2004-05 than in 2003-04, and in other grades they had lower growth in the latter year. For example, 21st Century Charter School had higher math, reading, and language percentages meeting the norm mean gain in 3rd and 4th grades for all subject areas and lower such percentages in 5th and 6th grades. New Community School had a very similar pattern to 21st Century Charter School, with higher percentages of students meeting norm group mean gains in 3rd, 4th (except for language) and 5th grades and lower percent ages in 6th grade. Irvington had a higher percent meeting norm group gains in 4th, 5th, and 6th grades (except for 6th grade math) and lower percents in 2004-05 for 2nd and 3rd grades. Christel House had very similar relative performance in grades 4, 5, and 6 in the two years, but lower 2004-05 percent ages meeting norm group mean gains in 2nd and 3rd grade for all three subject areas. Finally, Flanner House Higher Learning Center simply had too small a sample to make reasonable comparisons between performance in the 2003-04 and 2004-05 school years.





# Individual School Reports

Indiana charter schools represent a variety of educational philosophies and innovative educational programs. Each of these ideas is integrated into curricula that is embraced by charter school staff committed to improving student achievement. Because curricular strategies vary across schools, it is important to examine achievement and growth at the individual school level; moreover, it is essential to examine individual student growth.

In previous sections of this report, academic growth for charter school students was presented in an aggregate form. In order to more closely examine the impact of the charter school environment on student growth and, more specifically, the impact of the charter school culture unique to each school, a profile of gathered information taken from Indiana Department of Education databases available at <http://mustang.doe.state.in.us/SAS/sas1.cfm> of each charter operating in 2004-05 is presented here. The ethnicity figures have been rounded to the nearest whole percentage; totals may not equal 100%. Included are data, based on the administration of the MAP Test of NWEA in charter schools, that will answer the following questions:

1. How does achievement in this school compare to other schools in the nation?
2. What percent of students in this school are making typical growth?
3. Are students in this school making better than average growth when compared to other Indiana students?

# Campagna Academy

Campagna Academy had its beginning when Father Michael Campagna, a Catholic priest in the Gary Diocese with a parish in East Chicago, Indiana, conceived the idea of a home for children in need. He wrote in his book *A Little Love*, "The main objective of the program should be to remove emotionally disturbed children from an unhealthy environment and transplant them into the kind of home they should have had in the first place."

After three long years of internal debates and fearful anxieties, Campagna Academy opened in July 1947 as a home for disadvantaged boys.

Father Campagna pledged himself, and the school, to the task of caring for children who are:

- at risk of failing in society
- at risk of rejection and abandonment by their own families and society
- at risk of missing the opportunity for educational and vocational success
- at risk of dying at an early age from abuse, neglect and violence

Today, Campagna Academy's doors are still open, and the school continues to help disadvantaged youth fulfill their potential.

The multidisciplinary staff at Campagna Academy believes that change happens gradually, on a day-to-day basis in an environment characterized by respect, structure, consistency, security and great expectations. Building on the strengths of a child and family enhances self-esteem while encouraging positive growth and change; therefore, the academy forms a partnership with the child's family to promote healthy family function. Campagna Academy believes in providing an array of services in order to meet individual needs and provides continuity as the child's needs change. The school also offers a program for families going through divorce and a counseling center to provide families with a broad range of services.

In 2004-05, students at Campagna Academy did not participate in NWEA testing, but sat for the Test of Adult Basic Education (TABE). TABE performance is reported in terms of grade equivalency (GE). The results of the following TABE administration for 2004-05 are depicted in the following charts, including mean GE for spring 2005 and mean GE growth from fall to spring. It is important to remember that GE scores reflect the average performance of individuals at a particular grade level taking this test. It does not mean that the examinees should be in the grade reflected by the GE score.

**Read more about Campagna at [www.campagnaacademy.org](http://www.campagnaacademy.org)**

### Campagna Academy Charter School Profile

7403 Cline Avenue  
Schererville, IN 46375-2645  
(219) 322-8614 phone  
(219) 322-8436 fax

**Grade Span:** 09-12

**Status:** Charter, Accredited

**Open Date:** 05/20/2005

**Facilities:** Lease/Rent

**Schedule:** Block 4

**2003-04 Enrollment:** 44

**2004-05 Enrollment:** 70

**Number of Teachers (FTEs):**

- 2003-04: 4
- 2004-05: 5

**Average Teacher Experience:**

- 2003-04: 3.5 years

**Students per Teacher:**

- 2003-04: 11
- 2004-05: 6.4

**Student Ethnicity:**

- White: 14%
- Black: 74%
- Hispanic: 10%
- Multi: 1%

**% Free/Reduced Lunch:**

- 2003-04: 100%
- 2004-05: 52%

**Attendance Rate:**

- 2003-04: 84.7%
- 2004-05: 89.4%

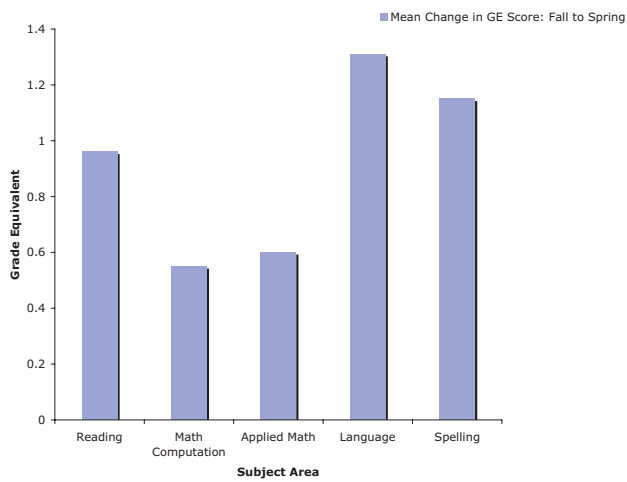
**Average % Passing ISTEP+:**

- 2003-04: 21.7%
- 2004-05: 17.85%

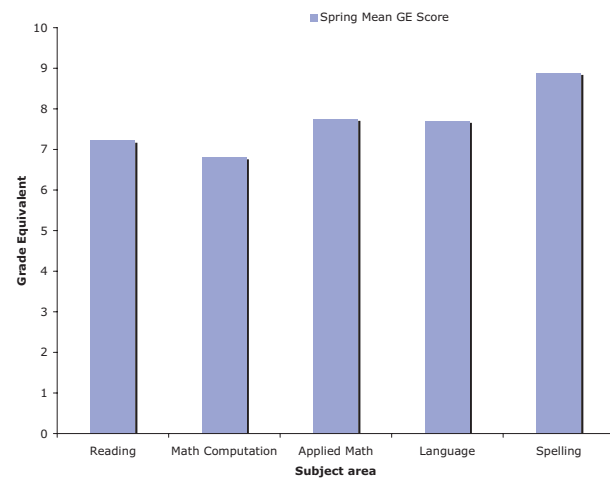
**% Special Education:**

- 2003-04: 10.6%
- 2004-05: 9.3%

Mean Change in Grade Equivalent Score: Campagna Fall, 2004 to Spring, 2005



Mean Grade Equivalent Scores: Campagna, Spring 2005



# Charter School of the Dunes

The Charter School of the Dunes (CSOD) is a public school available as an educational option for all children in the city of Gary and surrounding communities. Through its partnership with Mosaica Education and the authorizer, Ball State University, CSOD has developed an outstanding, high-performance educational choice for the students and families of the community. CSOD's mission is to embrace a diverse student body and inspire success through an innovative curriculum, while cultivating environmental stewardship, by holding students, family, school, and community accountable.

CSOD is guided by the following core principles:

- All children have the right to an education; any infringement on that right will not be tolerated.
- A safe and nurturing environment is essential to student achievement.
- Children should be inspired to achieve their best as individuals and be recognized as unique learners.
- An understanding of and exposure to ethnic and cultural diversity should be an intrinsic element of learning and is vital to humankind.
- Setting rigorous standards of academic achievement while nurturing an appreciation for art, history, humanity, and knowledge will lead students to be profound contributors to society.
- Children must be taught their inherent and necessary responsibility to coexist with the environment and encouraged to permeate humanity with this knowledge.
- Education is powerful when students, families, school, and the community are involved and held accountable; a reciprocal relationship will result in a lasting global impact.
- Our children will develop a life long enthusiasm for learning that will arise through daily exposure to content rich materials, programs of enrichment, and research-based teaching methods that engage children at all levels.
- Our students will rise to the challenges of academic excellence and through the spirit of cooperation fostered in our daily environment will know true self-esteem and build exemplary character with the leadership of our faculty, administrators, and staff.
- We believe our teachers are the roots from which all learning grows and as such they should be the recipients of unlimited support and professional development because their growth is fundamental to the continuous process of improvement required to be a thriving educational institution.

**Read more about CSOD at [www.csotd.org](http://www.csotd.org)**

### Charter School of the Dunes Profile

860 North Lake Street  
Gary, IN 46403  
(219) 939-9690 phone  
(219) 939-9031 fax

**Grade Span:** KG-07

**Status:** Charter, Accredited

**Open Date:** 07/31/2003

**Facilities:** Lease/Rent

**Schedule:** Traditional

**2003-04 Enrollment:** 436

**2004-05 Enrollment:** 442

**Number of Teachers (FTEs):**

- 2003-04: 22
- 2004-05: 25

**Average Teacher**

**Experience:**

- 2003-04: 3.4 years
- 2004-05: 5.6 years

**Students per Teacher:**

- 2003-04: 19.8
- 2004-05: 17.7

**Student Ethnicity:**

- White: 2%
- Black: 97%

**% Free/Reduced Lunch:**

- 2003-04: 48%
- 2004-05: n/a

**Attendance Rate:**

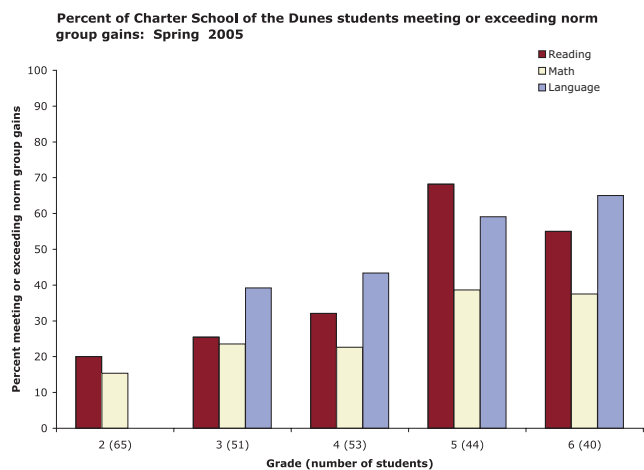
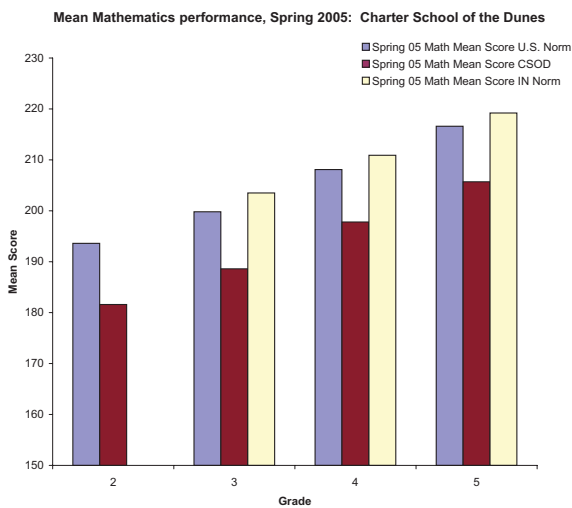
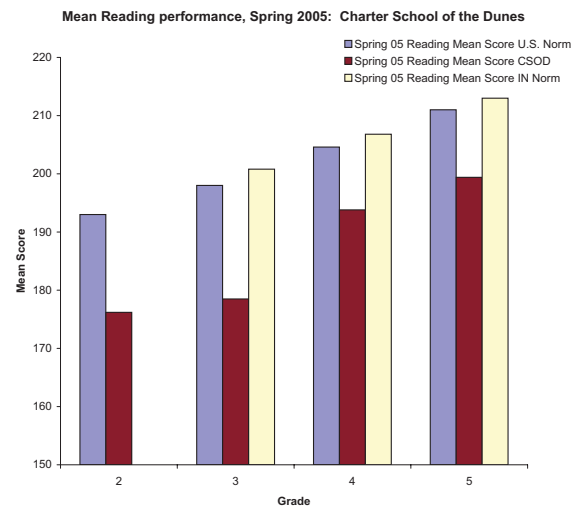
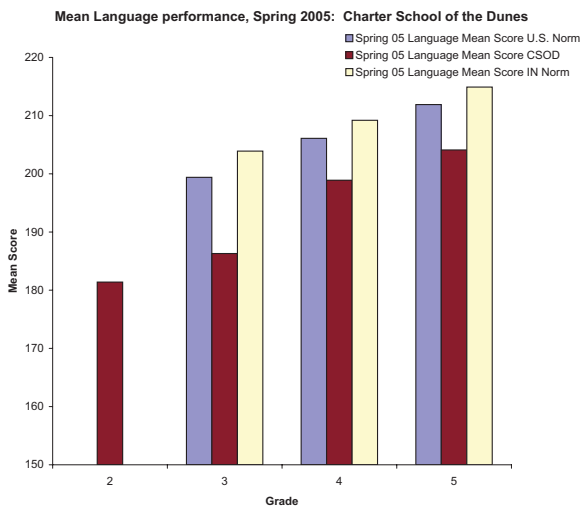
- 2003-04: 94.9%
- 2004-05: 92.4%

**Average % Passing ISTEP+:**

- 2003-04: 31.1%
- 2004-05: 28.1%

**% Special Education:**

- 2003-04: 4.4%
- 2004-05: 8%



# Community Montessori

The Community Montessori philosophy is built on a foundation of total respect of the whole child. The belief that learning happens as a collaborative effort between children and caring adults with purpose, through discovery and dialogue, fuels the school's mission.

Community Montessori gives children an environment that respects all people and ideas, as well as giving families a vehicle to learn cooperatively, have fun, and promote peace with their children. As a school family Community Montessori continues to expand minds and use this knowledge to make an impact on the community.

The most important aspect of the school is its total respect for the learner. Children are not "talked down" to or manipulated to obtain results. The staff utilize keen observation and listening skills to guide and support the child's progression in all areas (socially, emotionally, morally, academically, etc.). All members of the Community Montessori family are teachers and learners who collaborate and construct knowledge together.

The learning environment provided at Community Montessori differs from traditional education. The school allows student learning to occur naturally through movement, ongoing dialogue, and a focus on process. This unique learning environment is supported

by parent/teacher/student dialogue to further understand the student's individual strengths and interests. Community Montessori's learning beliefs are based on eight constructs: social, emotional, physical, moral, intellectual, aesthetics, creative, and school success. These eight constructs are the basis of educating the whole child and go far beyond rote academic learning. The academic curriculum is based on the Montessori program scope and sequence and Indiana state standards.

Community Montessori believes the connection with families is of the utmost importance because a parent is the first and most important teacher of any child. Open dialogue is crucial to the success of every learner. This partnership is encouraged through monthly parent involvement partnership workshops, consistent communication, and four parent partner conferences scheduled throughout the year to communicate growth and goals at home and school.

### Community Montessori School Profile

851 Highlander Point Drive  
Floyd Knobs, IN 47119  
(812) 923-2000 phone  
(812) 923-5896 fax

**Grade Span:** PK-07

**Status:** Charter, Accredited

**Open Date:** 08/2002

**Facilities:** Lease/Rent

**Schedule:** Traditional

**2003-04 Enrollment:** 124

**2004-05 Enrollment:** 166

**Number of Teachers (FTEs):**

- 2003-04: 8
- 2004-05: 9

**Average Teacher**

**Experience:**

- 2003-04: 2 years
- 2004-05: 1.5 years

**Students per Teacher:**

- 2003-04: 15.5
- 2004-05: 19.1

**Student Ethnicity:**

- White: 93%
- Black: 1%
- Hispanic: 1%
- Asian: 1%
- Multi: 4%
- Native Americans: 1%

**% Free/Reduced Lunch:**

- 2003-04: 6%

**Attendance Rate:**

- 2003-04: 95.1%
- 2004-05: 95.6%

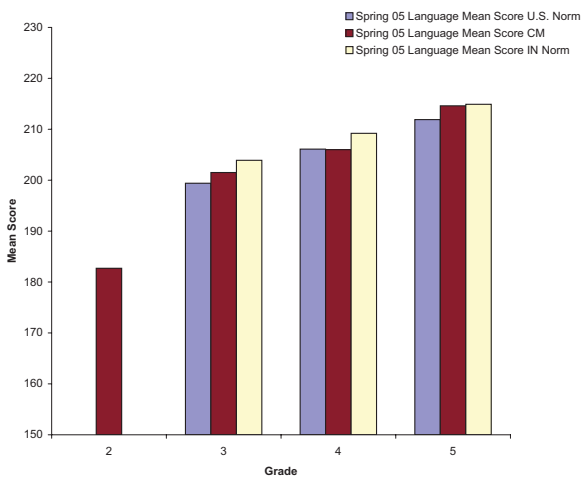
**Average % Passing ISTEP+:**

- 2003-04: 68.2%
- 2004-05: 72%

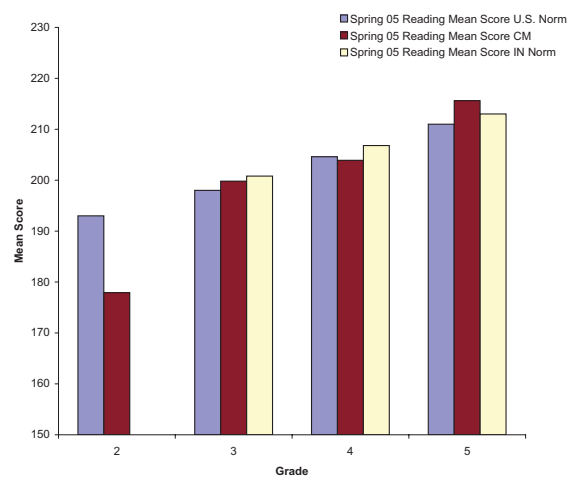
**% Special Education:**

- 2003-04: 23%
- 2004-05: 21.9%

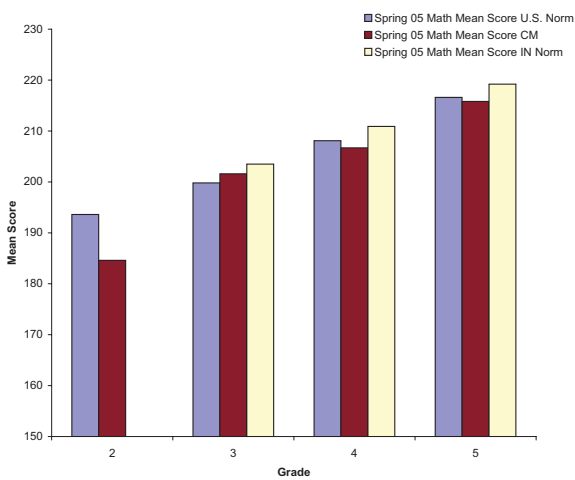
Mean Language performance, Spring 2005: Community Montessori



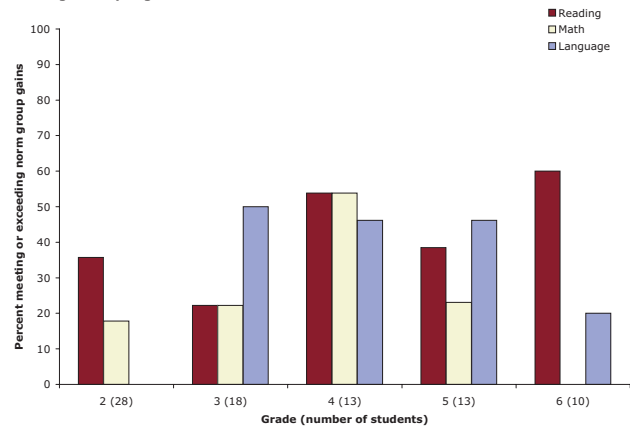
Mean Reading performance, Spring 2005: Community Montessori



Mean Mathematics performance, Spring 2005: Community Montessori



Percent of Community Montessori students meeting or exceeding norm group gains: Spring 2005



# Irvington Community School

Students of the Irvington Community School master a challenging curriculum, acquire cultural capital through an appreciation of the arts, strive to be physically fit, learn a world language, and develop a strong ethical compass. The school rigorously measures academic achievement and partners with area organizations to prepare future community leaders for successful and responsible lives.

Irvington Community School is one of the first truly year-round schools in Indiana, offering a 200-day academic schedule for students, along with an expanded daily schedule. It is and will remain a small elementary school of no more than about 400 students, which greatly increases Irvington's ability to implement programs.

It has a solid, research-based curriculum that is delivered innovatively over the Internet, becoming the national pilot charter school for K-12 curriculum programming.

The school has a strong and community-oriented board and a parental advisory board that help operate the school according to the school's mission and vision.

### Irvington Community School Profile

6705 East Julian Avenue  
Indianapolis, IN 46219-4809  
(317) 357-5359 phone  
(317) 357-9752 fax

**Grade Span:** KG-08

**Status:** Charter, Accredited

**Open Date:** 05/20/2002

**Facilities:** Lease/Rent

**Schedule:** Year Round Classes

**2003-04 Enrollment:** 129

**2004-05 Enrollment:** 219

**Number of Teachers (FTEs):**

- 2003-04: 7
- 2004-05: 12

**Average Teacher**

**Experience:**

- 2003-04: 5 years
- 2004-05: 7.3 years

**Students per Teacher:**

- 2003-04: 18.4
- 2004-05: 18.25

**Student Ethnicity:**

- White: 82%
- Black: 11%
- Hispanic: 3%
- Multi: 3%

**% Free/Reduced Lunch:**

- 2003-04: 16%
- 2004-05: 32%

**Attendance Rate:**

- 2003-04: 94.5%
- 2004-05: 95.4%

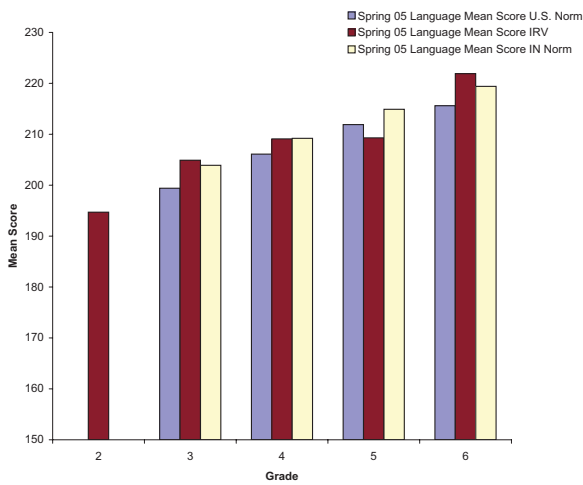
**Average % Passing ISTEP+:**

- 2003-04: 68.6%
- 2004-05: 67.7%

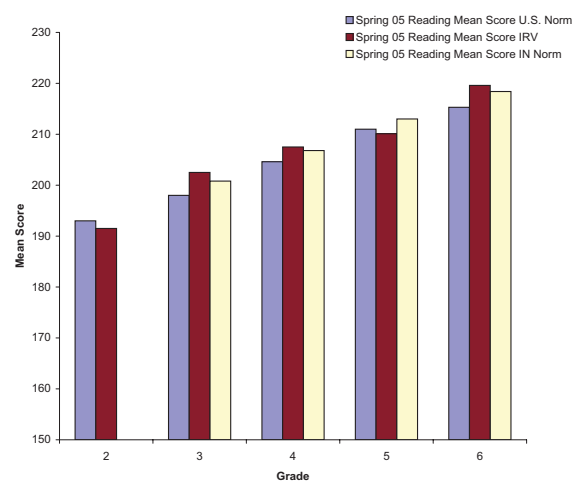
**% Special Education:**

- 2003-04: 6.6%
- 2004-05: 11%

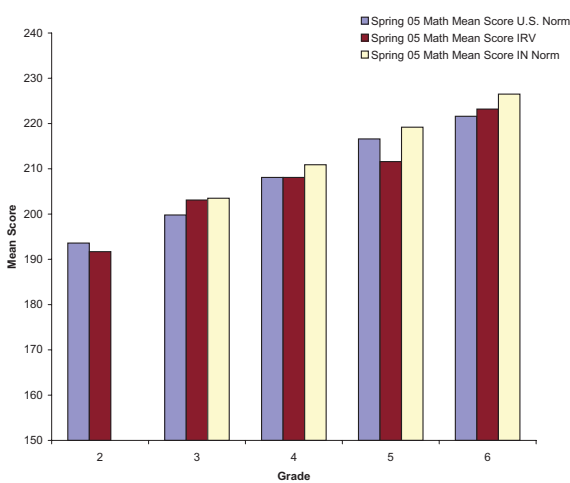
Mean Language performance, Spring 2005: Irvington



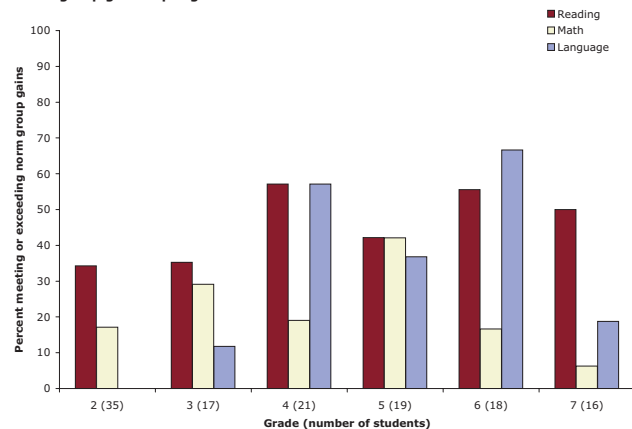
Mean Reading performance, Spring 2005: Irvington



Mean Mathematics performance, Spring 2005: Irvington



Percent of Irvington Community School students meeting or exceeding norm group gains: Spring 2005



# New Community School

A child's academic success depends on fostering personal, social, and intellectual development. New Community School (NCS) achieves this by creating a child-centered curriculum that inspires children and their families to acquire and develop skills needed for a lifetime of learning. As a parent-directed school, NCS is committed to promoting mutual respect, nonviolence and social consciousness, as well as reinforcing the inter-relationship between school and home life.

Founded in 1993, NCS provides children with a humanistic approach to learning, celebrating the whole child, nourishing his or her potential to live a productive, creative life in a multicultural, multilingual world. Learning takes place in a loving community in which individual differences are respected and addressed, while cooperation, personal and group responsibility and self-statement are all encouraged. The self-esteem of each child flourishes in an atmosphere of personal respect and sexual, social, and racial equality. A sense of social, environmental, and peace consciousness is developed and enhanced.

The name of the school reflects its conviction that NCS is not so much an institution as a community—one that adapts and grows as its membership evolves. NCS has a strong commitment to creating an environment in which social justice, gender and racial equality, cultural diversity, and ecological awareness can flourish.

NCS prepares students to meet challenges and empowers them to reach life long goals by featuring:

- the progressive school model as developed by John Dewey
- small mixed-aged classrooms
- character development
- strong basic content
- learning projects based on a child's interests
- arts and foreign language
- a safe caring environment
- conflict resolution skills

NCS provides a progressive educational alternative, including strong art and music programs for students in the greater Lafayette area. The curriculum integrates reading, writing, mathematics, and science skills into thematic units. The units often use the arts and the environment to provide an integrating context for learning.

**Read more about New Community at <http://ncs.lafayette.in.us>**

### New Community School Profile

620 Cumberland Avenue  
West Lafayette, IN 47906  
(765) 464-8999 phone  
(765) 464-1999 fax

**Grade Span:** KG-06

**Status:** Charter, Accredited

**Open Date:** 05/20/2002

**Facilities:** Lease/Rent

**Schedule:** Traditional

**2003-04 Enrollment:** 46

**2004-05 Enrollment:** 60

**Number of Teachers (FTEs):**

- 2003-04: 5.4
- 2004-05: 5.3

**Average Teacher**

**Experience:**

- 2003-04: 6.5 years
- 2004-05: 5.3 years

**Students per Teacher:**

- 2003-04: 8.5
- 2004-05: 12

**Student Ethnicity:**

- White: 95%
- Native American: 2%
- Multi: 3%

**% Free/Reduced Lunch:**

- 2003-04: 20%
- 2004-05: 37%

**Attendance Rate:**

- 2003-04: 94.4%
- 2004-05: 94.2%

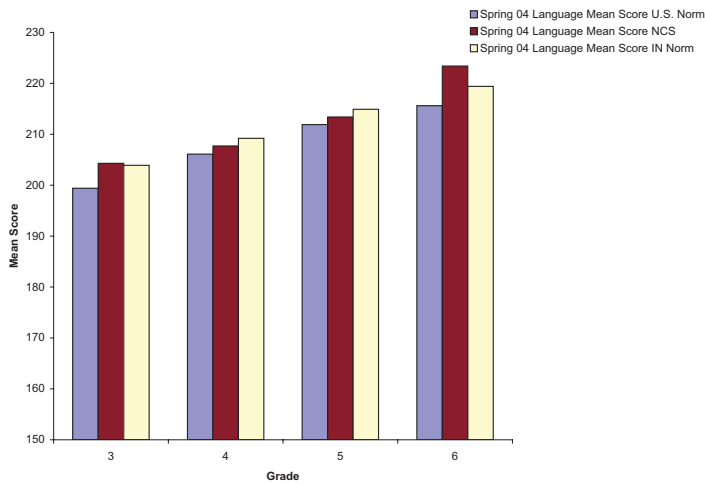
**Average % Passing ISTEP+:**

- 2003-04: 55.6%
- 2004-05: 85%

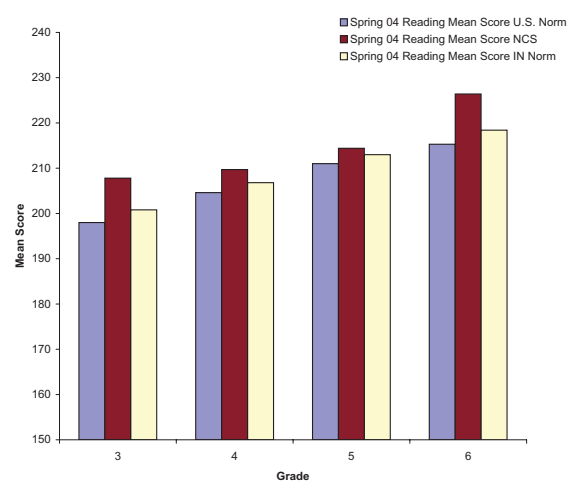
**% Special Education:**

- 2003-04: 14%
- 2004-05: 18.5%

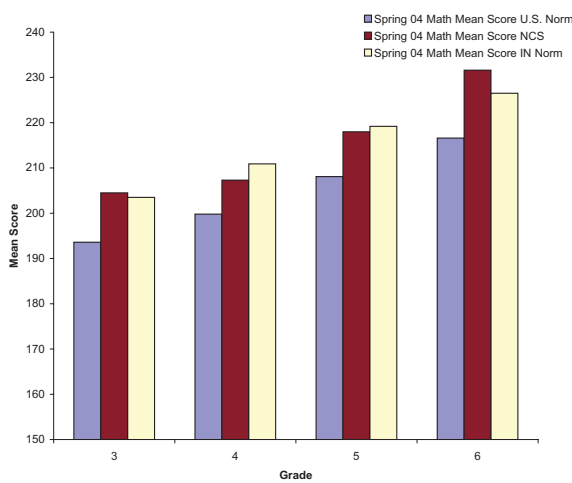
Mean Language performance, Spring 2005: New Community School



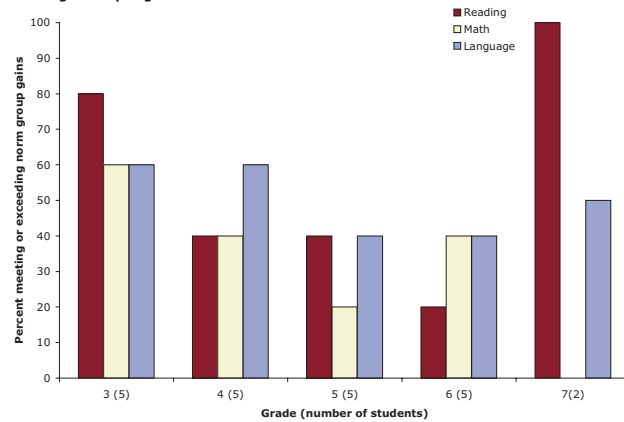
Mean Reading performance, Spring 2005: New Community School



Mean Mathematics performance, Spring 2005: New Community School



Percent of New Community School students meeting or exceeding norm group gains: Spring 2005



# Options Charter School

The Options Charter School provides a caring community to those students who seek an alternative to the traditional high school program. The school's focus is on the educational success and health and wellness of each student. Options' mission is to develop responsible individuals who are skilled problem solvers and caring, productive citizens.

Opening in the fall of 2002, Options Charter School in Carmel serves students who have underperformed in the more traditional school setting. With an enrollment of 130, the school features small class sizes, mastery learning, learning expeditions, computer-based credit recovery programs, service learning, and internships. The curriculum is highlighted by the Senior Institute program which includes an intensive, semester-long service learning project guided by a panel of community volunteers.

In its three complete years of operation, Options has awarded 77 diplomas. Of the students who completed all graduation requirements, 98.7 percent passed the ISTEP (GQE) prior to graduation. Of these graduates more than 50 percent enrolled in and attended post-secondary education programs.

### Options Charter School Profile

530 West Carmel Drive  
Carmel, IN 46032  
(317) 815-2098 phone  
(317) 846-3806 fax

**Grade Span:** 09-12

**Status:** Charter, Accredited

**Open Date:** 05/20/2002

**Facilities:** Lease/Rent

**Schedule:** Modified Block

**2003-04 Enrollment:** 104

**2004-05 Enrollment:** 130

**Number of Teachers (FTEs):**

- 2003-04: 6
- 2004-05: 7

**Average Teacher**

**Experience:**

- 2003-04: 10.3 years
- 2004-05: 10.6 years

**Students per Teacher:**

- 2003-04: 17.3
- 2004-05: 18.6

**Student Ethnicity:**

- White: 92%
- Black: 3%
- Hispanic: 2%
- Multi: 3%

**% Free/Reduced Lunch:**

- 2003-04: 0%
- 2004-05: 0%

**Attendance Rate:**

- 2003-04: 93.4%
- 2004-05: 92.5%

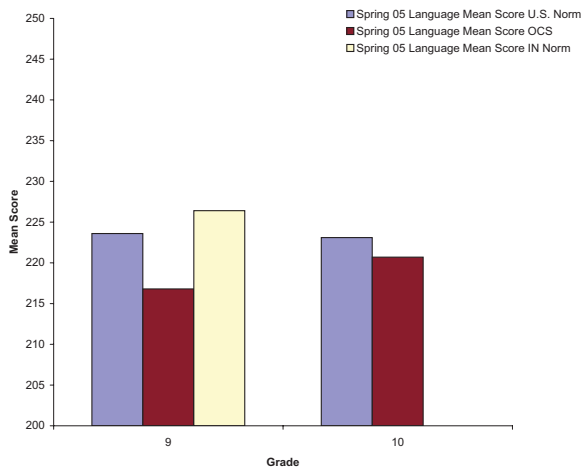
**Average % Passing ISTEP+:**

- 2003-04: 55%
- 2004-05: 50%

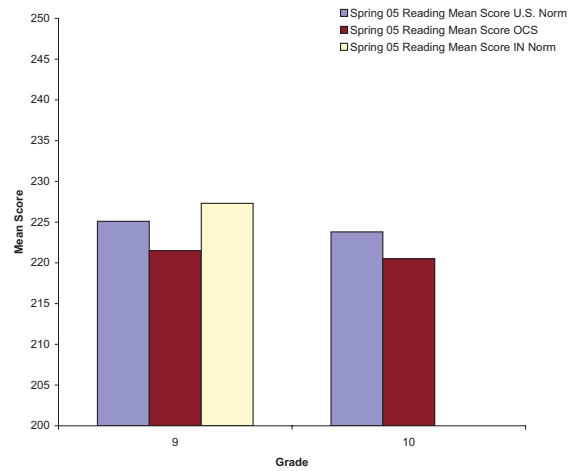
**% Special Education:**

- 2003-04: 33.3%
- 2004-05: 30.8%

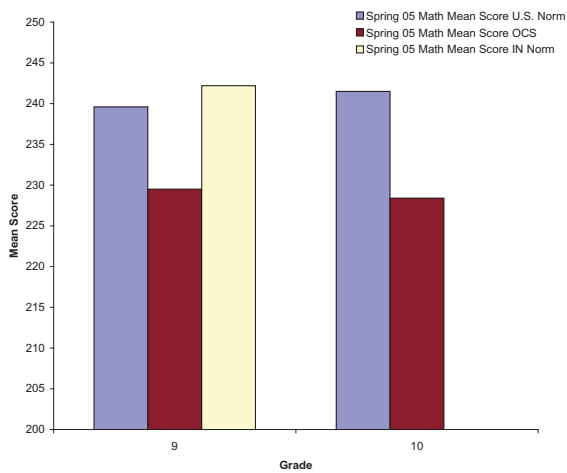
Mean Language performance, Spring 2005: Options Charter School



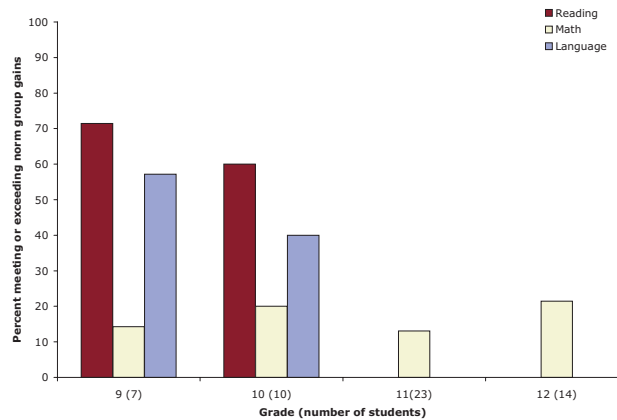
Mean Reading performance, Spring 2005: Options Charter School



Mean Mathematic performance, Spring 2005: Options Charter School



Percent of Options Charter School students meeting or exceeding norm group gains: Spring 2005



# Rural Community Academy

Rural Community Academy (RCA) began its first year of operation in fall 2004. RCA is located in a rural farming community and has great support from the residents of the area. Even businesses and individuals from 30 miles away have given donations to help the school.

With classes to accommodate students in grades K-6, the school has a fundamental approach to education. RCA supports a place-based curriculum that teaches the Indiana Standards in the four basic areas of math, language arts, social studies, and science. In addition to the full-day kindergarten, the school is expanding to provide additional opportunities for students. In fall 2005, RCA began offering Spanish, organized community volunteers to provide music instruction, and added a 7th grade.

As part of the place-based learning local community members help to recreate ecosystems near the RCA campus for students to study. One local farmer wanted to donate a water ecosystem to the school. He found individuals and businesses willing to donate to the cause, and RCA now has a beautiful water feature at the school. Classes have used this water feature for writing assignments, science studies, and technology projects.

Another exercise involves giving 6th graders the opportunity to come back to the RCA grounds for an evening of camping out under the stars. To facilitate learning the students conduct studies, view presentations, and observe stars, moons, and planets through a telescope. All activities have been attached to Indiana Science standards.

In an effort to make the school have the feel of an old-time one room schoolhouse, the fifth, sixth, and seventh grade students pair up with kindergarten, first, and second grade students to create "Reading Buddies."

The older students choose books to read to the younger students and the younger students select books to read to the upper-grade students. Students work together for half an hour once or twice a week and take turns reading to one another. As an added benefit to the reading practice, students have become more appreciative and considerate of others.

### Rural Community Academy School Profile

P. O. Box 85  
Graysville, IN 47852  
(812) 382-4500 phone  
(812) 382-4055 fax

**Grade Span:** KG-07  
**Status:** Charter, Accredited  
**Open Date:** 08/17/2004  
**Facilities:** Lease/Rent  
**Schedule:** Traditional  
**2003-04 Enrollment:** n/a  
**2004-05 Enrollment:** 91

**Number of Teachers (FTEs):**  
• 2003-04: n/a  
• 2004-05: 8

**Average Teacher Experience:**  
• 2003-04: n/a  
• 2004-05: 6.1

**Students per Teacher:**  
• 2003-04: n/a  
• 2004-05: 11.4

**Student Ethnicity:**  
• White: 98%  
• Hispanic: 2%

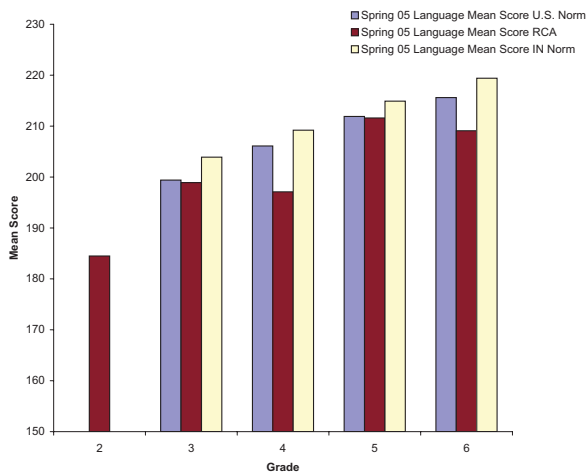
**% Free/Reduced Lunch:**  
• 2003-04: n/a  
• 2004-05: 0

**Attendance Rate:**  
• 2003-04: n/a  
• 2004-05: 94.6%

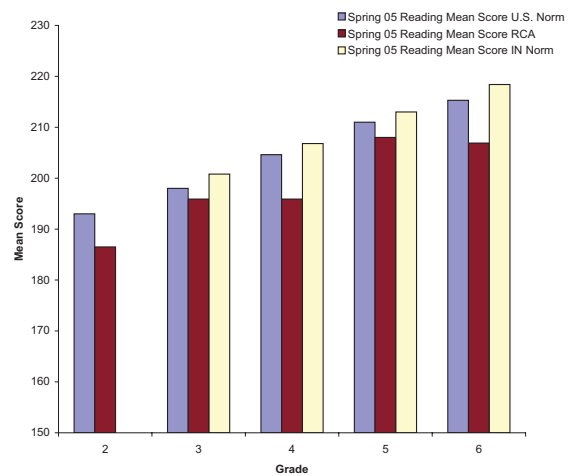
**Average % Passing ISTEP+:**  
• 2003-04: n/a  
• 2004-05: 58.2%

**% Special Education:**  
• 2003-04: n/a  
• 2004-05: 24.9%

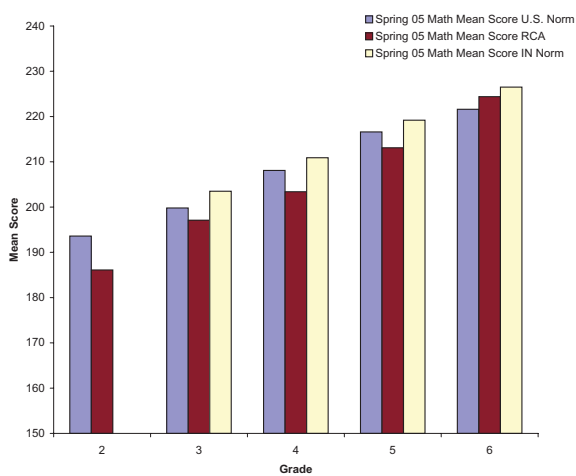
Mean Language performance, Spring 2005: Rural Community Academy



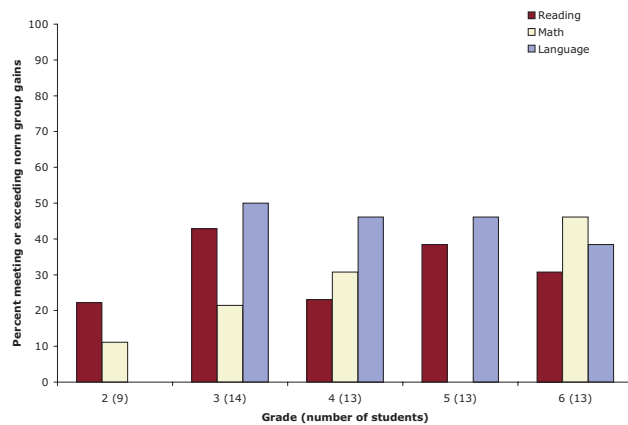
Mean Reading performance, Spring 2005: Rural Community Academy



Mean Mathematics performance, Spring 2005: Rural Community Academy



Percent of Rural Community Academy students meeting or exceeding norm group gains: Spring 2005



# Thea Bowman Leadership Academy

Thea Bowman Leadership Academy has been providing quality education near downtown Gary since 2003. The success of the school is due to a strong belief statement and educational goals that are embraced by staff, students, and parents alike.

Thea Bowman Leadership Academy Charter School, through its commitment to the highest educational, ethical, and management standards, has become a model in Indiana for high performance urban schools that prepare all students for academic success and leadership roles in their community.

The emphasis of Thea Bowman Leadership Academy is academic excellence. The basic curriculum is the Core Knowledge Sequence which outlines specific themes to be taught simultaneously across all the disciplines to provide a solid, coherent foundation for learning. The “Core Knowledge Sequence,” which is used in more than 600 schools throughout the United States, allows teachers to go beyond the Indiana Standards for even higher levels of achievement. The instructional method utilizes the Paidei school principles which include student-centered classrooms, self-governing students poised for lifelong learning, and technology integrated into each content area.

Manipulatives are emphasized as well as Socratic seminars and nurturing in the fine arts, music, and physical education. Like the different sweets in a candy store, due to its smaller size, a charter school can shape the curriculum to the exact needs of its student body. The organizers of the Thea Bowman Academy believe that educated citizens emerge as the true leaders of a community. Consequently, throughout the curriculum and daily activities of the school, the concept of leadership will be central to student learning and action. Since another basic belief is that the true leader is one who serves his fellow man, civic and family leadership will be emphasized in the early grades and an introduction to business, professional and entrepreneurial leadership in the upper grades.

The school has a college preparatory curriculum, which is both rigorous and exciting. Emphasis is placed on active student participatory learning through a variety of innovative teaching strategies.

### Thea Bowman Leadership Academy School Profile

975 West Sixth Avenue  
Gary, IN 46402  
(219) 883-4826 phone  
(219) 883-1331 fax

**Grade Span:** KG-08

**Status:** Charter, Accredited

**Open Date:** 08/24/2003

**Facilities:** Lease/Rent

**Schedule:** Traditional

**2003-04 Enrollment:** 387

**2004-05 Enrollment:** 441

**Number of Teachers (FTEs):**

- 2003-04: 17
- 2004-05: 20

**Average Teacher**

**Experience:**

- 2003-04: 7.5 years
- 2004-05: 6.3 years

**Students per Teacher:**

- 2003-04: 22.8
- 2004-05: 22.1

**Student Ethnicity:**

- Black: 98%
- Hispanic: 2%

**% Free/Reduced Lunch:**

- 2003-04: 58%
- 2004-05: 56%

**Attendance Rate:**

- 2003-04: 97%
- 2004-05: 95.7%

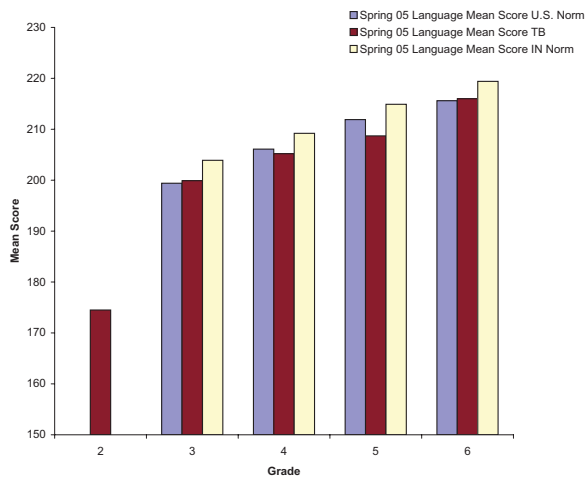
**Average % Passing ISTEP+:**

- 2003-04: 37.5%
- 2004-05: 45.7%

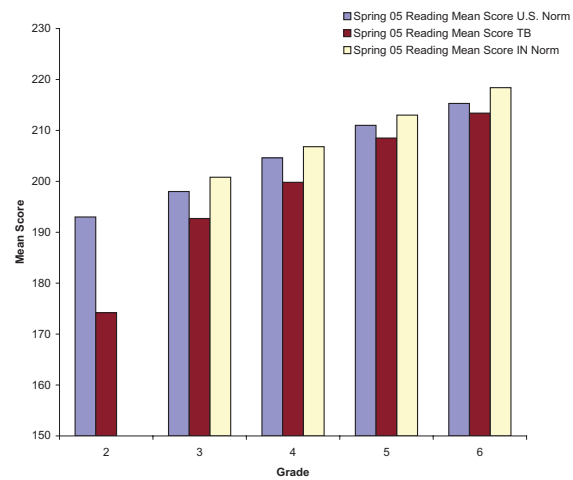
**% Special Education:**

- 2003-04: 3.1%
- 2004-05: 5.3%

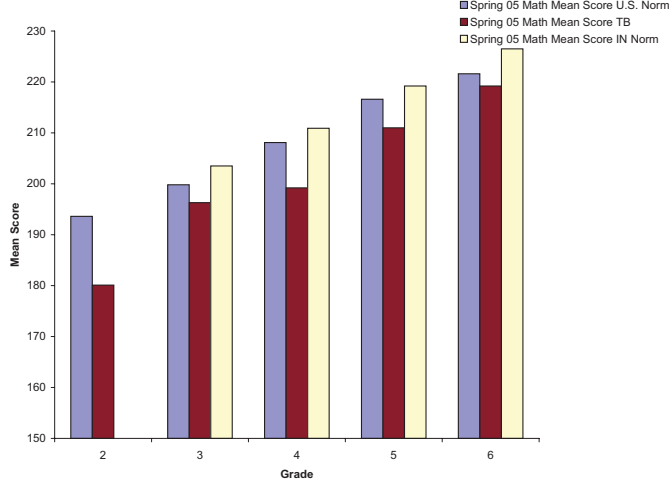
Mean Language performance, Spring 2005: Thea Bowman



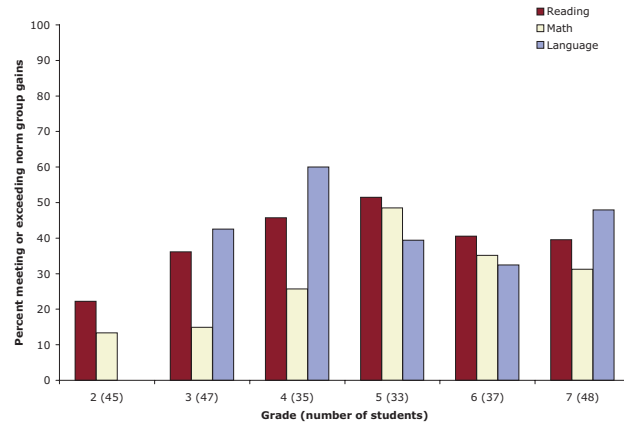
Mean Reading performance, Spring 2005: Thea Bowman



Mean Mathematics performance, Spring 2005: Thea Bowman



Percent of Thea Bowman students meeting or exceeding norm group gains: Spring 2005



# Timothy L. Johnson Academy

Timothy L. Johnson Academy is a family-oriented learning environment that embraces high expectations for student success. It opened in 2002 with grades K-6 and is now serving more than 200 students in grades K-8 on two campuses in Fort Wayne.

Johnson Academy's program provides students with personalized and hands-on instruction with an emphasis on performing arts. Music, art, and drama are provided as part of the regular curriculum as a way to address the needs and talents of the whole child. All-day kindergarten, a dress code, yellow-bus transportation, and before- and after-school programs also are featured.

Students are diverse, with 91 percent African-American and 84 percent receiving free/reduced lunch. The academy is managed by the Leona Group and led by a board of directors that is visionary and committed to student achievement.

Teachers and staff work collaboratively to ensure student success by designing a sequence of instruction that correlates the content of the four core subject areas throughout the school year. A curriculum coach and grade-level teacher team work with the school leader to ensure the curriculum is in alignment with state standards and that pacing guides and assessments are created and used appropriately. Parent involvement is strong, with overall satisfaction at 96 percent. The academy continues to enhance and build its programs, offering a quality educational experience that meets the needs of each child.

### Timothy L. Johnson Academy School Profile

7908 South Anthony Boulevard  
Fort Wayne, IN 46816  
(260) 441-8727 phone  
(260) 441-9357 fax

**Grade Span:** KG-08

**Status:** Charter, Accredited

**Open Date:** 05/20/2002

**Facilities:** Lease/Rent

**Schedule:** Traditional

**2003-04 Enrollment:** 218

**2004-05 Enrollment:** 277

**Number of Teachers (FTEs):**

- 2003-04: 10
- 2004-05: 8

**Average Teacher**

**Experience:**

- 2003-04: 2.1 years
- 2004-05: 2.3 years

**Students per Teacher:**

- 2003-04: 21.8
- 2004-05: 34.6

**Student Ethnicity:**

- White: 6%
- Black: 91%
- Multi: 1%

**% Free/Reduced Lunch:**

- 2003-04: 81%
- 2004-05: 84%

**Attendance Rate:**

- 2003-04: 94.4%
- 2004-05: 94.6%

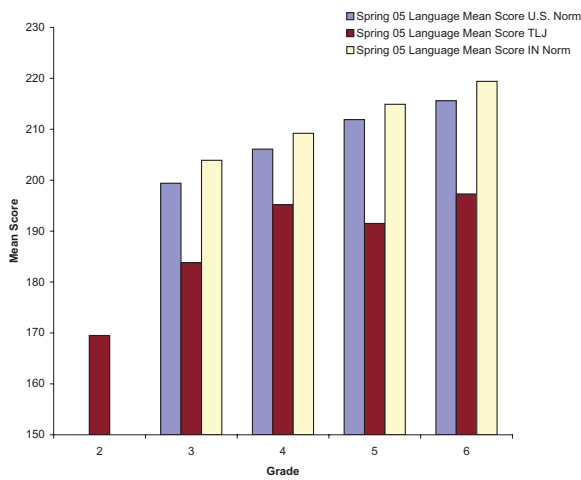
**Average % Passing ISTEP+:**

- 2003-04: 31.9%
- 2004-05: 21.75%

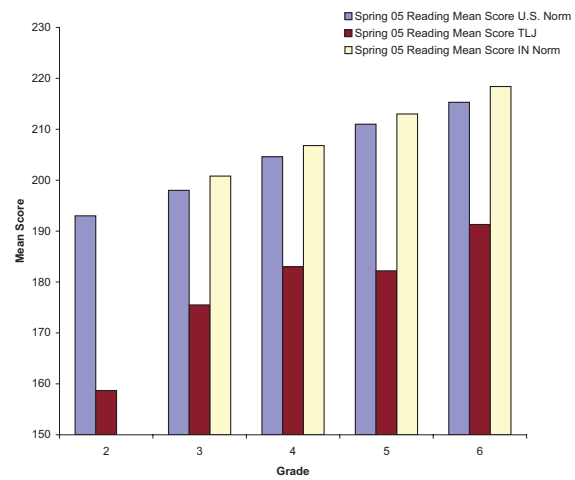
**% Special Education:**

- 2003-04: 15.5%
- 2004-05: 18.3%

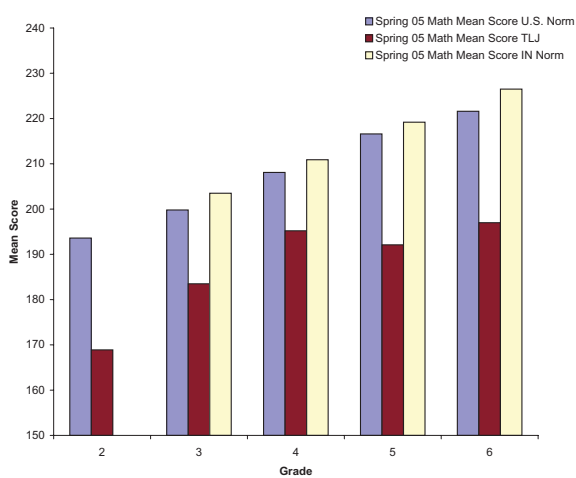
Mean Language performance, Spring 2005: Timothy L. Johnson



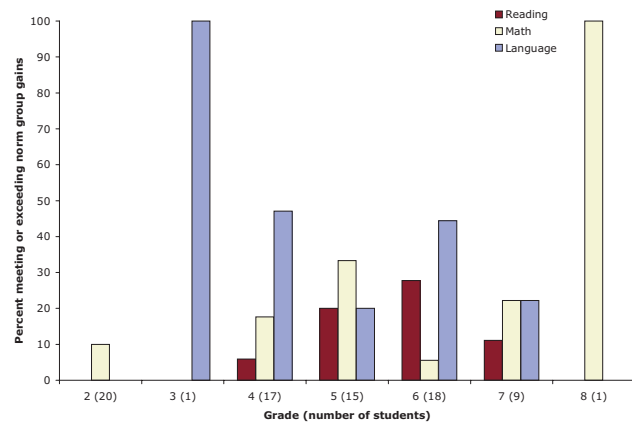
Mean Reading performance, Spring 2005: Timothy L. Johnson



Mean Mathematics performance, Spring 2005: Timothy L. Johnson



Percent of Timothy L. Johnson Academy students meeting or exceeding norm group gains: Spring 2005



# Veritas Academy

Veritas Academy is an Indiana charter school dedicated to providing quality elementary education. Veritas Academy's educational mission is to teach children to think clearly, speak eloquently, write persuasively, and calculate accurately. The curriculum at Veritas Academy offers a traditional, well-balanced core of subjects that are challenging and effective. Veritas supports and encourages family participation in the educational process as well. The Veritas curriculum recognizes the unique gifts of each child and helps each child excel.

At Veritas Academy, the belief that each child is a unique and extraordinary individual is shared by all the staff. They are sensitive to each child's social, emotional, intellectual, and physical needs. The programs are designed to develop in each of the students a sense of independence and responsibility. Veritas strives to strengthen each student's own cultural identity, while instilling a respect for others.

Veritas promotes not just learning but also the love of learning. While Veritas Academy upholds the highest academic standards, it also finds it essential to educate the whole child. Therefore, Veritas also emphasizes character formation, which is integrated throughout the instructional program, to help the students develop into caring, responsible citizens.

### Veritas Academy School Profile

814 East LaSalle Avenue  
South Bend, IN 46617  
(574) 287-3230 phone  
(574) 287-2643 fax

**Grade Span:** KG-08

**Status:** Charter, Accredited

**Open Date:** 05/20/2002

**Facilities:** Own

**Schedule:** Traditional

**2003-04 Enrollment:** 84

**2004-05 Enrollment:** 120

**Number of Teachers (FTEs):**

- 2003-04: 9.4
- 2004-05: 12

**Average Teacher**

**Experience:**

- 2003-04: 2 years
- 2004-05: 3.3 years

**Students per Teacher:**

- 2003-04: 8.9
- 2004-05: 10

**Student Ethnicity:**

- White: 62%
- Black: 18%
- Hispanic: 8%
- Asian: 2%
- Native American: 1%
- Multi: 10%

**% Free/Reduced Lunch:**

- 2003-04: 44%
- 2004-05: 38%

**Attendance Rate:**

- 2003-04: 96.6%
- 2004-05: 96.2%

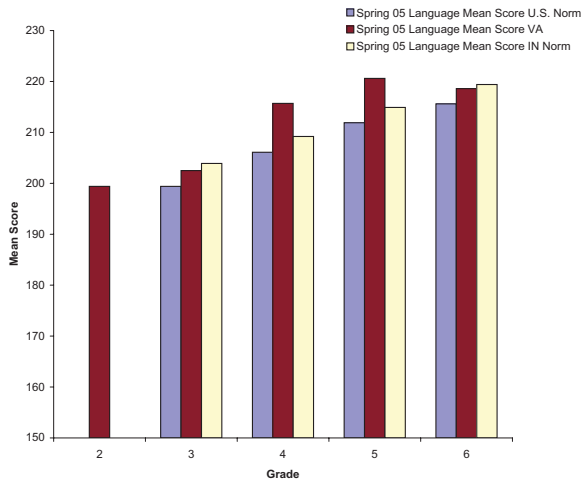
**Average % Passing ISTEP+:**

- 2003-04: 41.7%
- 2004-05: 66.35%

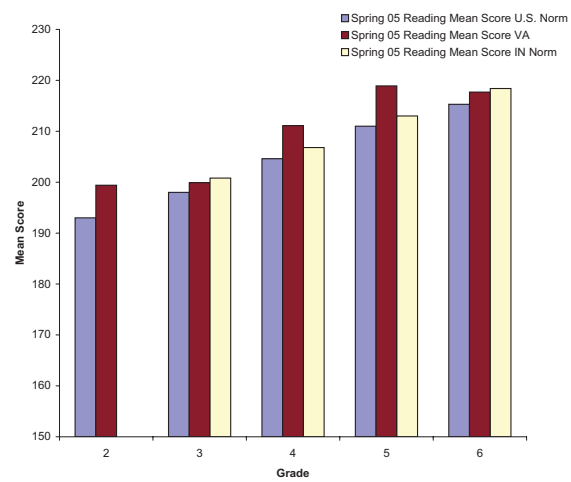
**% Special Education:**

- 2003-04: 18.7%
- 2004-05: 23%

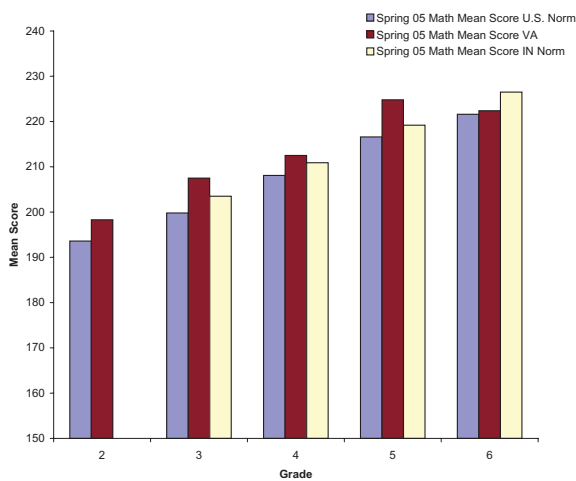
Mean Language performance, Spring 2004: Veritas Academy



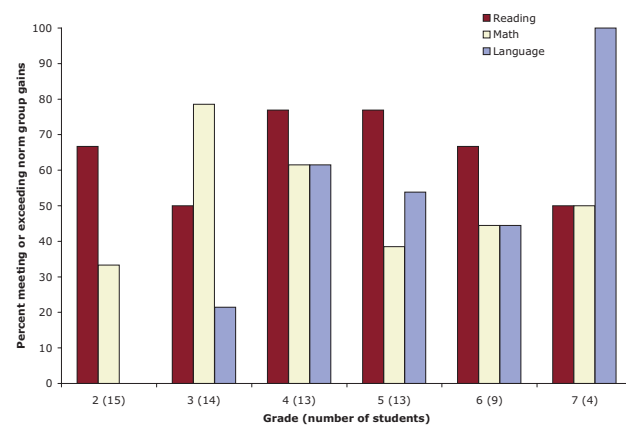
Mean Reading performance, Spring 2004: Veritas Academy



Mean Mathematics performance, Spring 2004: Veritas Academy



Percent of Veritas Academy students meeting or exceeding norm group gains: Spring 2005



# 21st Century Charter School

## at Fall Creek

Children are growing up in a society that is changing every day. They live in a computerized world. To succeed, they need good basic skills—reading, writing, and math—but they also need an ability to use the ever-changing technology to become lifelong learners. The new 21st Century Charter School is preparing students to meet these challenges.

The 21st Century Charter School will make no excuses for its student population and will dedicate itself to ensure that all students show growth in character, academics, life skills, the arts, and wellness using teaching skills tailored to meet the needs of each student.

The educational philosophy of the 21st Century Charter School is to teach according to the needs of the individual while maintaining a commitment to standards achievement. Using technology as a management and delivery tool, as well as off-computer activities emphasizing hands-on learning, students will proceed through the standards instruction guaranteeing an ordered scope and sequence. All students will be given a variety of quality continuous assessments to make sure that skills are mastered. The school will use the Indiana standards as the basis for instruction. Instruction through portfolio assessment and technology will be individualized for each student. The A+ Anywhere Learning System computer-based curriculum, which is aligned with all objectives and goals based on the

Indiana and national standards, will be used as the organization of the curriculum. The curriculum will be woven through the following seven components of instruction:

1. core values and character education; parents assist to develop plan
2. Indiana standards
3. standards basic skills instruction—sequential and measured
4. project-based learning aligned with student interests and standards—mentoring and community outsourcing opportunities
5. Spanish language instruction starting with kindergarten
6. fine arts
7. physical wellness and conditioning

21st Century Charter School students have begun to accept the challenge to progress at a strong pace through the official A+ curriculum on the computer. Students are promoted to the next grade level only when they achieve 80 percent mastery on an assessment test over materials for the entire grade.

As part of the process to be promoted, a student is interviewed by the parent and the principal gives authorization after meeting with the student to check mastery.

**Read more about 21st Century Charter at [www.21charter.org/union/index.htm](http://www.21charter.org/union/index.htm)**

### 21st Century Charter School Profile

2540 N. Capital Ave. Suite 100  
Indianapolis, IN 46208  
(317) 524-3750 phone  
(317) 524-3773 fax

**Grade Span:** KG-10  
**Status:** Charter, Accredited  
**Open Date:** 05/20/2002  
**Schedule:** Year Round Classes  
**2003-04 Enrollment:** 158  
**2004-05 Enrollment:** 187

**Number of Teachers (FTEs):**  
• 2003-04: 7  
• 2004-05: 8

**Average Teacher Experience:**  
• 2003-04: 11 years  
• 2004-05: 9.5 years

**Students per Teacher:**  
• 2003-04: 23  
• 2004-05: 23

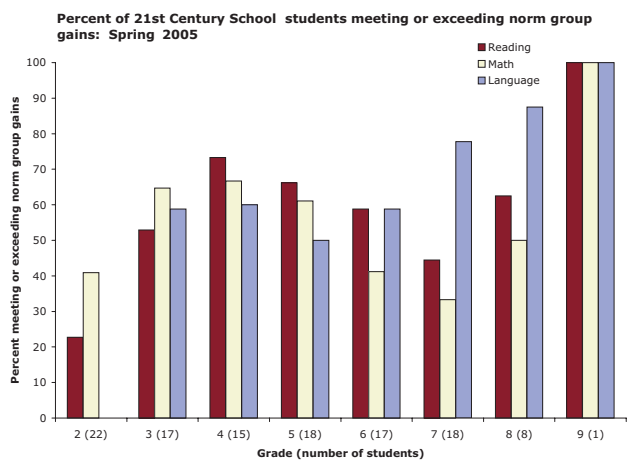
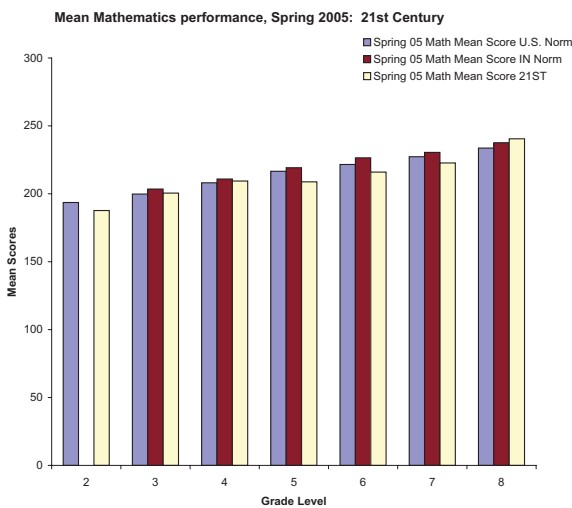
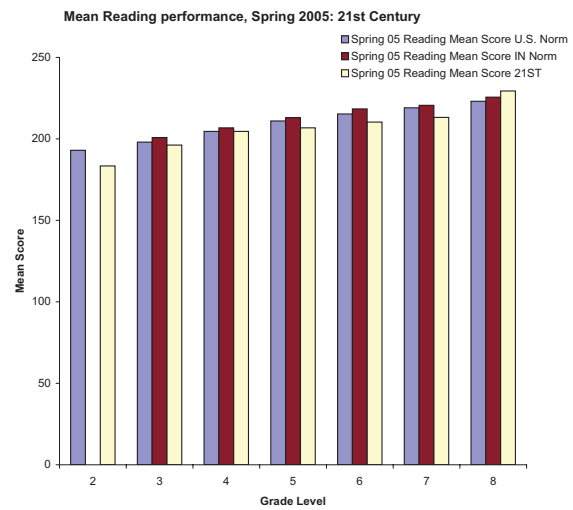
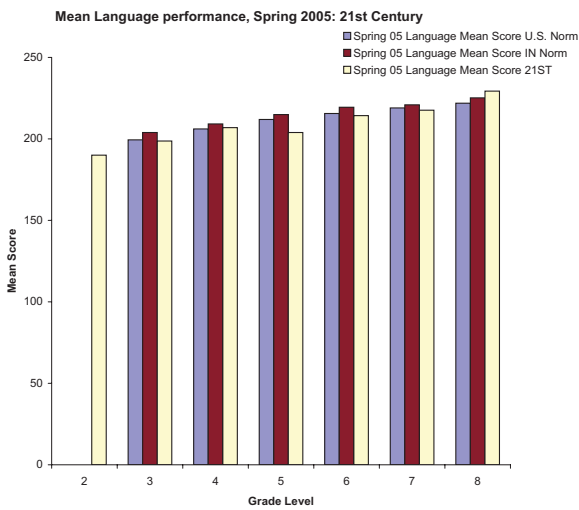
**Student Ethnicity:**  
• White: 18%  
• Black: 68%  
• Hispanic: 4%  
• Multi: 10%

**% Free/Reduced Lunch:**  
• 2003-04: 46.2%  
• 2004-05: 55.6%

**Attendance Rate:**  
• 2003-04: 95.9%  
• 2004-05: 96.3%

**Average % Passing ISTEP+:**  
• 2003-04: 39.0%  
• 2004-05: 51.6%

**% Special Education:**  
• 2003-04: 17.1%  
• 2004-05: 15.5%



# Andrew J. Brown Academy

The Andrew J. Brown (AJB) Academy's mission is to provide students with a challenging academic program. AJB develops students' abilities to master fundamental academic skills and ultimately increase academic achievement while also instilling a sense of family, community, and leadership.

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 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. In addition, NHA is constantly developing proprietary curriculum to supplement the Hirsch Core Knowledge® Sequence and reinforce the ideas and concepts children are learning.

The language arts curriculum is based on the Open Court Program, a comprehensive phonics-based approach addressing all aspects of English and reading.

It reflects the consensus of literary experts and practitioners on the essentials for reading success. Comprehension and fluency are emphasized, with both being 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. The introduction of incremental topics is combined with continuous review so that all previously learned material is utilized and retained. 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.

### Andrew J. Brown Academy School Profile

3600 North German Church Rd.  
Indianapolis, IN 46235  
(317) 891-0730 phone  
(317) 891-0908 fax

**Grade Span:** KG-07

**Status:** Charter, Accredited

**Open Date:** 08/28/2003

**Facilities:** Lease/Rent

**Schedule:** Traditional

**2003-04 Enrollment:** 389

**2004-05 Enrollment:** 490

**Number of Teachers (FTEs):**

- 2003-04: 17
- 2004-05: 20

**Average Teacher**

**Experience:**

- 2003-04: 3.6 years
- 2004-05: 4.2 years

**Students per Teacher:**

- 2003-04: 22.9
- 2004-05: 24.5

**Student Ethnicity:**

- White: 10%
- Black: 84%
- Hispanic: 3%
- Multi: 2%

**% Free/Reduced Lunch:**

- 2003-04: 55%
- 2004-05: 44%

**Attendance Rate:**

- 2003-04: 95.8%
- 2004-05: 95.4%

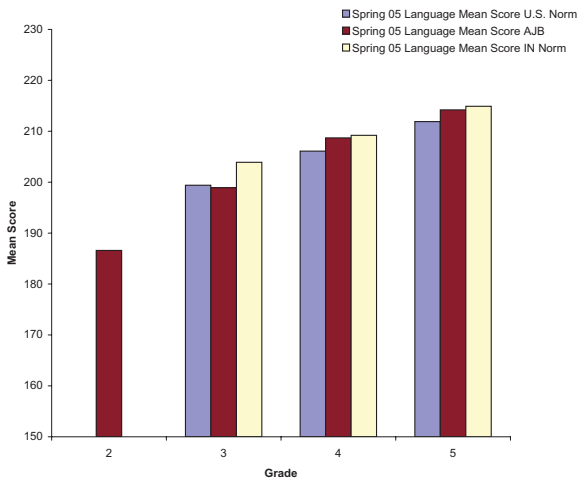
**Average % Passing ISTEP+:**

- 2003-04: 33.9%
- 2004-05: 51%

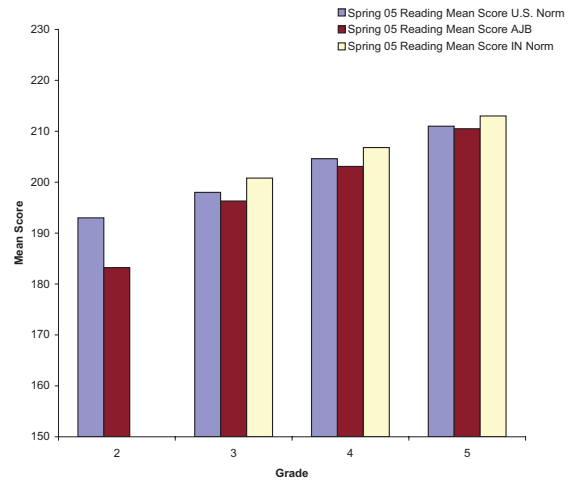
**% Special Education:**

- 2003-04: 5.5%
- 2004-05: 8.1%

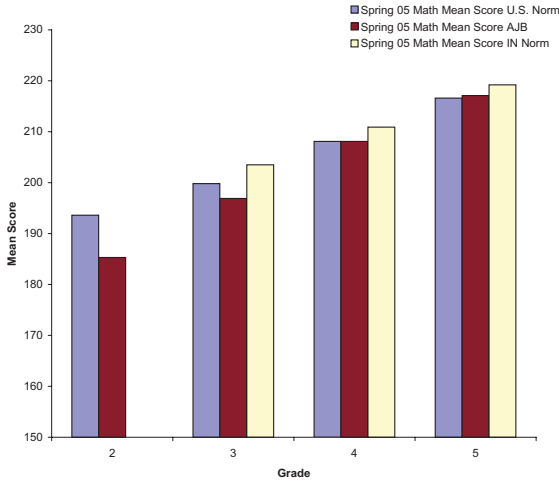
Mean Language performance, Spring 2005: Andrew J. Brown



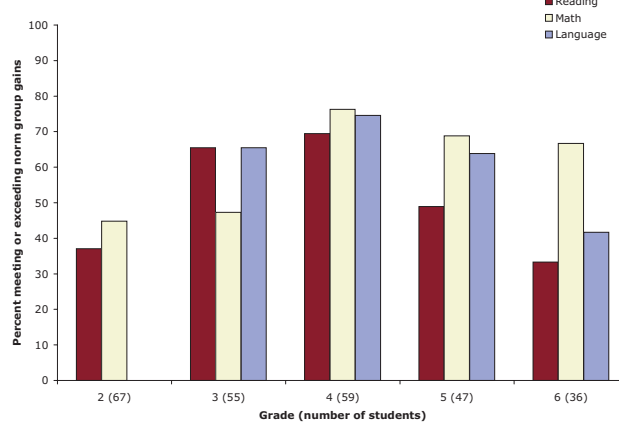
Mean Reading performance, Spring 2005: Andrew J. Brown



Mean Mathematic performance, Spring 2005: Andrew J. Brown



Percent of Andrew J. Brown students meeting or exceeding norm group gains: Spring 2005



# Charles A. Tindley Accelerated School

The Charles A. Tindley Accelerated School is a public charter school. It is the first accelerated school in the state of Indiana. The school is designed to offer powerful learning opportunities and an innovative classroom structure to keep students interested, engaged, and enrolled in school. The Tindley School offers a rigorous, college preparatory program that seeks to challenge each of one of its students to pursue education beyond high school. It is a nearly college program that will allow Tindley students to attempt college courses while still enrolled in high school.

The Tindley School propels all of its students through honors-level, college-preparatory courses. All courses on the Tindley Course Sequence are drawn from the state of Indiana's approved course list for Core 40 and Academic Honors. The Tindley School joins a unique cadre of secondary schools across the country that seeks to immerse students in college courses prior to their graduation from high school. As an early college high school, the Tindley School will enable its students to complete one to two years of college at no tuition cost.

With an average class size of 20 students, the Tindley School seeks to personalize the educational experience for its students. With no more than 80 students at a grade level, Tindley students have an opportunity to form rich and lasting relationships with the members of their graduating class. Tindley Students commit to longer class periods, a longer school day, and a longer school year. When students do struggle academically, Tindley staff members are prepared to support them through after school and weekend tutoring sessions.

### Charles A. Tindley Accelerated School Profile

3960 Meadows Drive  
Indianapolis, IN 46205  
(317) 574-1745 phone  
(317) 574-4415 fax

**Grade Span:** 07-12

**Status:** Charter, Accredited

**Open Date:** 08/24/2004

**Facilities:** Owns

**Schedule:** Traditional

**2003-04 Enrollment:** n/a

**2004-05 Enrollment:** 138

**Number of Teachers (FTEs):**

- 2003-04: n/a
- 2004-05: 11

**Average Teacher**

**Experience:**

- 2004-05: 4.5 years

**Students per Teacher:**

- 2003-04: n/a
- 2004-05: 12.5

**Student Ethnicity:**

- Black: 99%
- Multi: 1%

**% Free/Reduced Lunch:**

- 2003-04: n/a
- 2004-05: n/a

**Attendance Rate:**

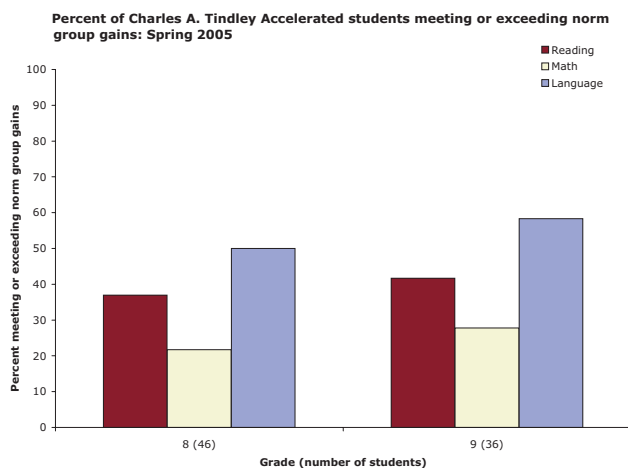
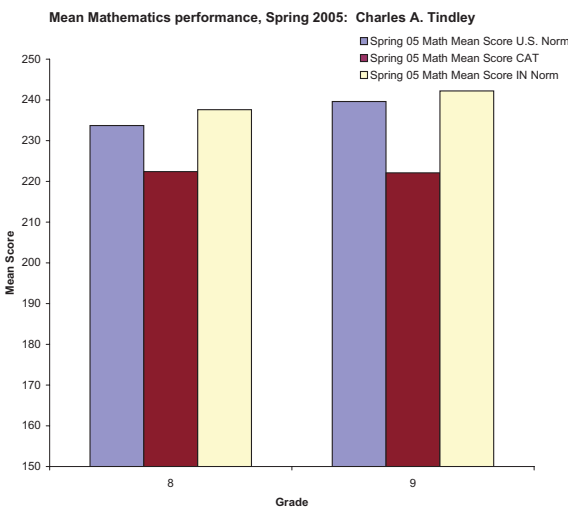
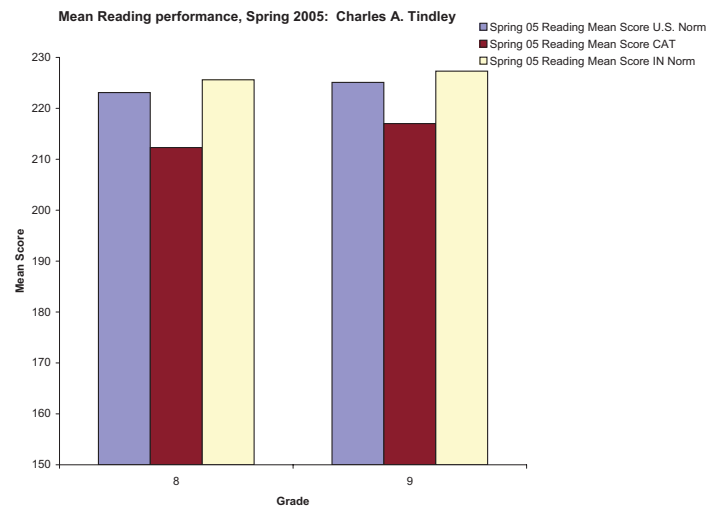
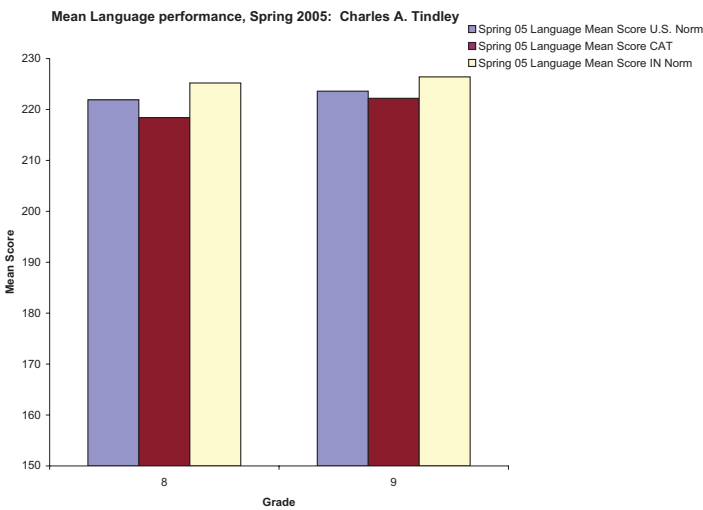
- 2003-04: n/a
- 2004-05: 97.1%

**Average % Passing ISTEP+:**

- 2003-04: n/a
- 2004-05: 41.9%

**% Special Education:**

- 2003-04: n/a
- 2004-05: n/a



# Christel House Academy

Christel House Academy received a charter from the Office of the Mayor of Indianapolis in 2002, the only mayor in the United States who has been granted chartering authority. The academy focuses on the mastery of core subjects, good citizenship, and character formation.

Christel House Academy believes that every child can learn. The school is focused on this belief and ensuring success for each child. Through back-to-basics curriculum, which focuses on the foundation of reading and math as the core to successful student learning, teachers use direct and differentiated instructional methods as key components to meeting school goals.

Christel House Academy emphasizes:

- evaluation of incoming students to determine pre-existing learning gaps
- continual monitoring of existing students to identify new learning gaps
- immediate, intensive attention to fill any gaps that do exist
- a detailed and comprehensive curriculum ensuring instructors teach essential skills and knowledge required for grade level advancement and academic success

- intensive concentration on mathematics, English and a world language
- teaching methods to engage all students in active learning
- structured peer tutoring
- a student organization that creates positive attitudes and behaviors and encourages leadership and mentoring by older students
- a safe, disciplined and positive environment that encourages learning and responsible behavior
- core expectations instill and model respect, responsibility, independence, and integrity
- focus on philanthropy and service learning

In addition to academic rigor, Christel House Academy focuses on character development by stressing four core values: respect, responsibility, independence, and integrity. These core values must be accepted and modeled by all staff, students, and parents. As part of the Christel House Academy family, staff, students, and parents sign a contract pledging to accept and promote these core values in their daily lives.

**Read more about Christel House Academy at [www.christelhouse.org/academy](http://www.christelhouse.org/academy)**

### Christel House Academy School Profile

2717 South East Street  
Indianapolis, IN 46225  
(317) 783-4690 phone  
(317) 783-4693 fax

**Grade Span:** KG-07  
**Status:** Charter, Accredited  
**Open Date:** 09/3/2002  
**Facilities:** Lease/Rent  
**Schedule:** Traditional  
**2003-04 Enrollment:** 273  
**2004-05 Enrollment:** 340

**Number of Teachers (FTEs):**  
• 2003-04: 15  
• 2004-05: 17

**Average Teacher Experience:**  
• 2003-04: 9.9 years  
• 2004-05: 7.7 years

**Students per Teacher:**  
• 2003-04: 18.2  
• 2004-05: 20.0

**Student Ethnicity:**  
• White: 44%  
• Black: 33%  
• Hispanic: 15%  
• Multi: 9%

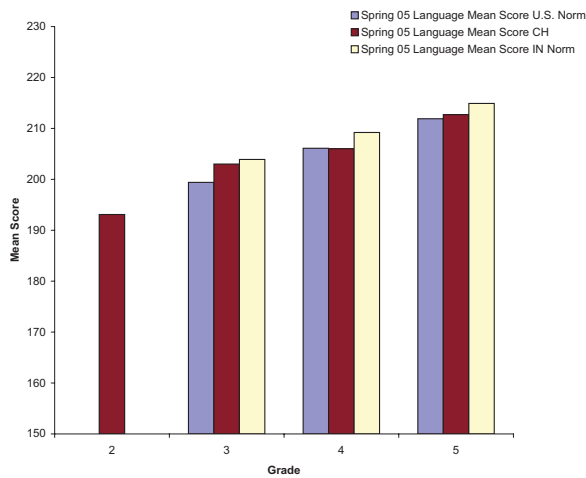
**% Free/Reduced Lunch:**  
• 2003-04: 60%  
• 2004-05: 51%

**Attendance Rate:**  
• 2003-04: 94.7%  
• 2004-05: 93.4%

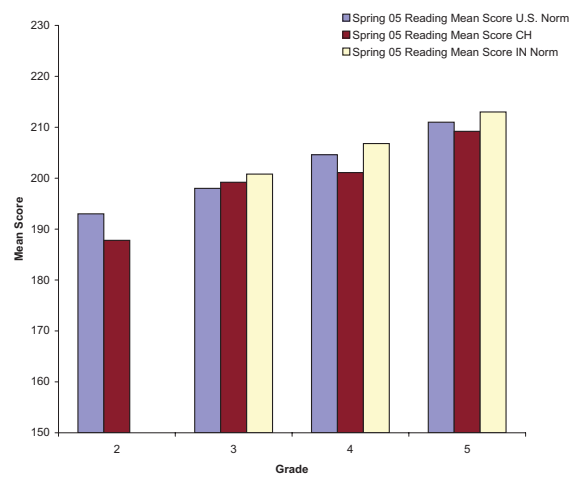
**Average % Passing ISTEP+:**  
• 2003-04: 45.4%  
• 2004-05: 58.4%

**% Special Education:**  
• 2003-04: 12.9%  
• 2004-05: 15.1%

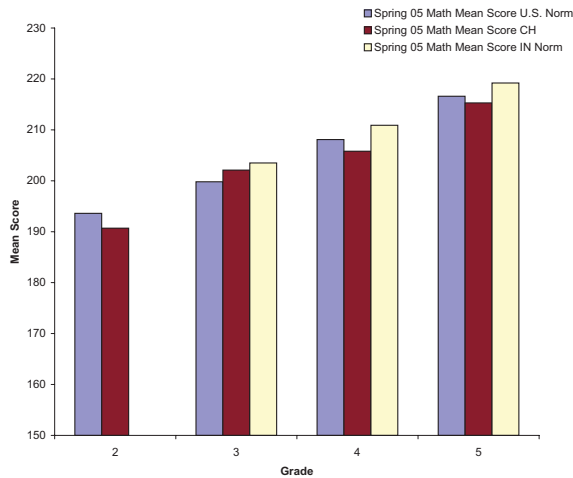
Mean Language performance, Spring 2005: Christel House



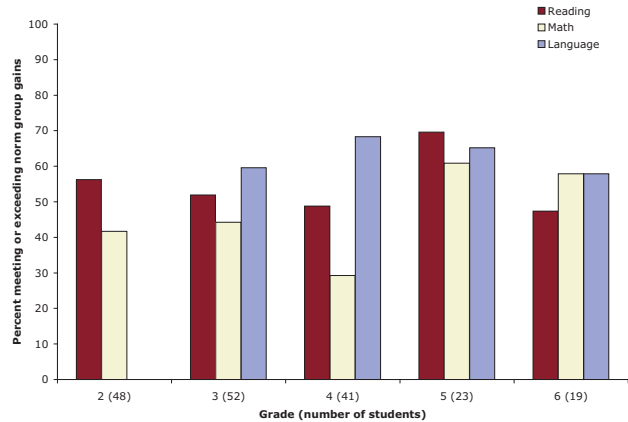
Mean Reading performance, Spring 2005: Christel House



Mean Mathematics performance, Spring 2005: Christel House



Percent of Christel House students meeting or exceeding norm group gains: Spring 2005



# Flanner House Elementary School

Flanner House Elementary School's mission is to develop the highest potential of its students through educating the whole person. The school bases its educational approach on the beliefs that every child can learn and that children acquire genuine self-esteem through academic accomplishment. Flanner House Elementary offers small classes, dedicated teachers, and individualized attention for each student.

Flanner House Elementary School has high academic and behavior expectations of its students so the staff fosters an atmosphere that encourages academic achievement and recognizes the importance of hard work and personal responsibility. To avoid the distraction of clothing choices and discussions and to maintain discipline, students are required to wear a school uniform. Children are not seen fighting, name calling, or crying. Students are taught to respect their peers, their parents, their teachers, and themselves. Because the students know what is expected of them, they are free to learn.

Parents play a key role in educating their children through their participation and their support. Parents sign a covenant agreeing to work collaboratively with school personnel on the success of their child's education. Parents are also expected to volunteer 20 hours per semester; some do even more.

As part of the curriculum, students in kindergarten through seventh grade are required to complete four research projects per year. Each student selects a topic to teach to the class. This project increases the student's ability to do the research as well as enhances his skills in public speaking. Students receive points for each of five criteria, which include:

1. visit the library to find books and information on the chosen subject
2. prepare a colorful poster or other visual aid to help teach the subject to peers
3. create an outline to use for the presentation and have a written report
4. become the teacher/presenter for a 15-minute presentation
5. dress appropriately as a presenter

A summary/evaluation by each student is also required to express their feelings on the experience.

### Flanner House Elementary School Profile

2424 Dr. Martin Luther King Jr.  
Indianapolis, IN 46208  
(317) 925-4231 phone  
(317) 923-9632 fax

**Grade Span:** KG-07

**Status:** Charter, Accredited

**Open Date:** 05/20/2002

**Facilities:** Lease/Rent

**Schedule:** Traditional

**2003-04 Enrollment:** 165

**2004-05 Enrollment:** 202

**Number of Teachers (FTEs):**

- 2003-04: 6
- 2004-05: 11

**Average Teacher**

**Experience:**

- 2003-04: 7.2 years
- 2004-05: 6.3 years

**Students per Teacher:**

- 2003-04: 27.5
- 2004-05: 18.4

**Student Ethnicity:**

- White: 9%
- Black: 90%
- Multi: 1%

**% Free/Reduced Lunch:**

- 2003-04: 77%
- 2004-05: 73%

**Attendance Rate:**

- 2003-04: 97.2%
- 2004-05: 97.2%

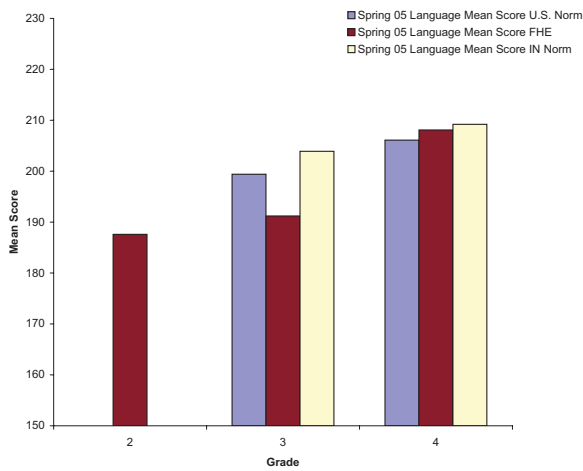
**Average % Passing ISTEP+:**

- 2003-04: 61.4%
- 2004-05: 73.65%

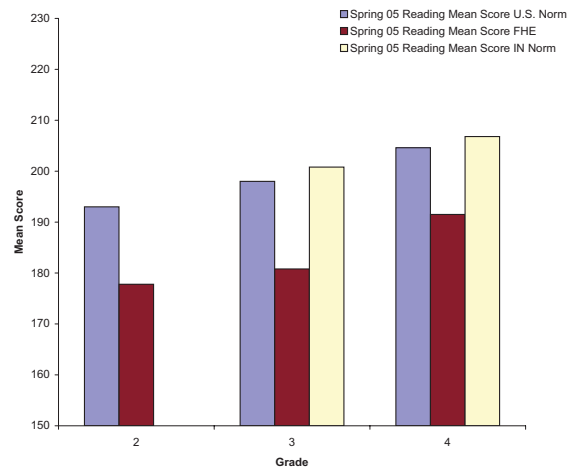
**% Special Education:**

- 2003-04: 5.8%
- 2004-05: 5%

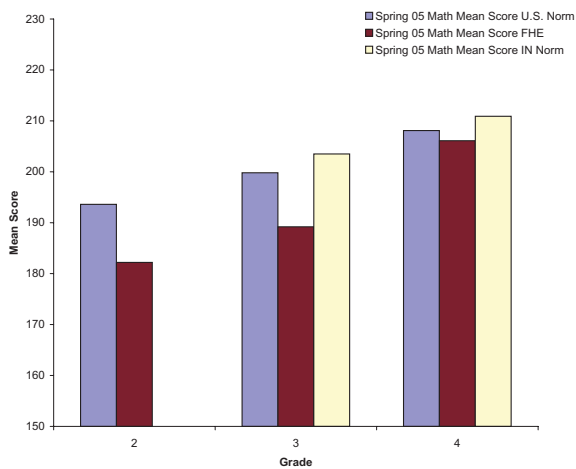
Mean Language performance, Spring 2005: Flanner House Elementary



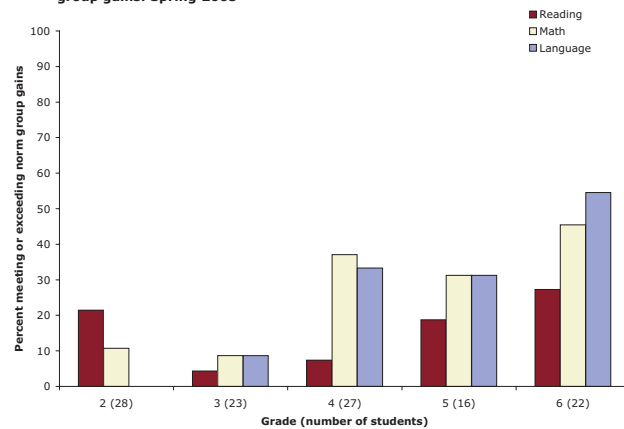
Mean Reading performance, Spring 2005: Flanner House Elementary



Mean Mathematics performance, Spring 2005: Flanner House Elementary



Percent of Flanner House Elementary students meeting or exceeding norm group gains: Spring 2005



# Flanner House Higher Learning Center

In June 2005, the second graduation ceremony in the nation for students who attended a mayor-authorized charter school, Flanner House Higher Learning Center (FHHLC), was held at the Madame C.J. Walker Theater Center. Ten students graduated this year.

FHHLC is a neighborhood-based charter school that opened in late August 2003 on the campus of Flanner House of Indianapolis. FHHLC is a year-round school. Currently enrollment stands at near 130, with plans to add more students in the coming months.

FHHLC serves ninth through twelfth graders, although grades levels are determined based on age level rather than on credits completed. Other special features of the school include two shifts per day, 8 a.m. to 2 p.m. and 2 p.m. to 8 p.m. Monday through Thursday and 8 a.m. to noon on Fridays. Students range in age from 16-40 and come to the school with a variety of challenging needs. The school supports students' efforts with a full-time counselor, a part-time social worker, and teaching staff with special educational experience. The Flanner House Multi-service Center is also on campus to lend assistance if needed. Bus tickets for transportation are available. Child care is available to students who are parents and have preschoolers 3 to 5 years of age.

The school's curriculum is in compliance with, meets, and in some cases, exceeds Indiana standards. Students are assessed to identify any voids or gaps in learning.

The HUDDLE learning model used by the school is designed to undo the digital divide by creating a success-oriented educational environment that builds self-esteem and develops an attitude of embracing change and responsible risk-taking. The school's coursework has been enhanced and reinforced by the development of innovative assessments and project-based and experiential learning activities with the help of a grant from the Bill and Melissa Gates Foundation.

Individualized needs are addressed by teaching that is adapted to each student's individualized learning style and skill level.

The Flanner House Higher Learning Center also has a strong partnership with USA Funds, an Indianapolis based nonprofit that supports educational access. In addition to providing an initial start-up grant of \$239,082, USA Funds has established a \$350,000 scholarship fund available to qualifying FHHLC graduates who are going on to higher education.

*The charter for the Flanner House Higher Learning Center has been revoked because of problems identified by the Office of the Mayor of Indianapolis, which are outlined in the 2004 Accountability Report on Mayor-Sponsored Charter Schools. For more information visit <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/home.htm>*

**Read more about FHHLC at [www.indygov.org/eGov/Mayor/Education/Charter/Parents/Schools/](http://www.indygov.org/eGov/Mayor/Education/Charter/Parents/Schools/)**

### Flanner House Higher Learning Center School Profile

2424 Dr. Martin Luther King Jr.  
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

**2004-05 Enrollment:** 126

**Number of Teachers (FTEs):**

- 2003-04: n/a
- 2004-05: 1

**Average Teacher**

**Experience:**

- 2003-04: n/a

**Students per Teacher:**

- 2003-04: n/a
- 2004-05: 126

**Student Ethnicity:**

- White: 9%
- Black: 90%
- Multi: 1%

**% Free/Reduced Lunch:**

- 2003-04: 98%
- 2004-05: n/a

**Attendance Rate:**

- 2003-04: 58.3%
- 2004-05: 55.9%

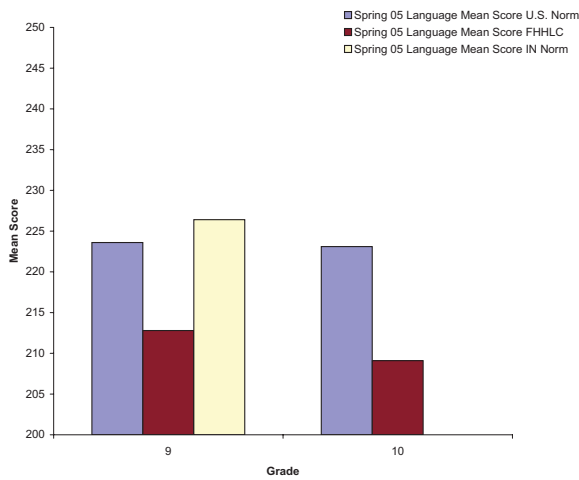
**Average % Passing ISTEP+:**

- 2003-04: 7%
- 2004-05: 3.2%

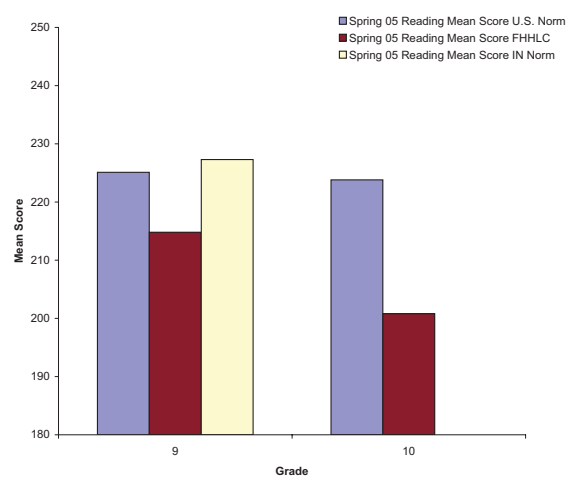
**% Special Education:**

- 2003-04: 4.8%
- 2004-05: 7.7%

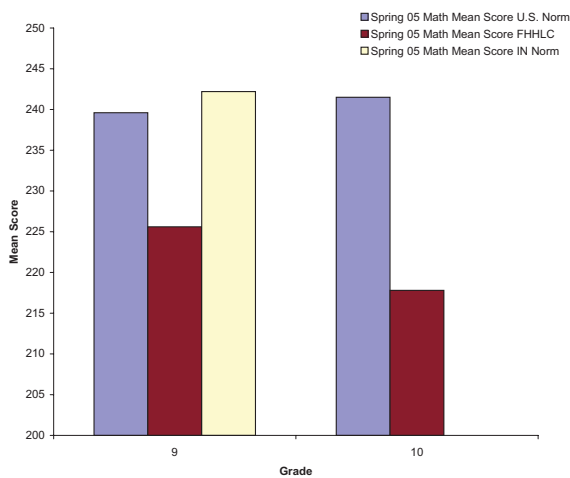
Mean Language performance, Spring 2005: Flanner House Higher



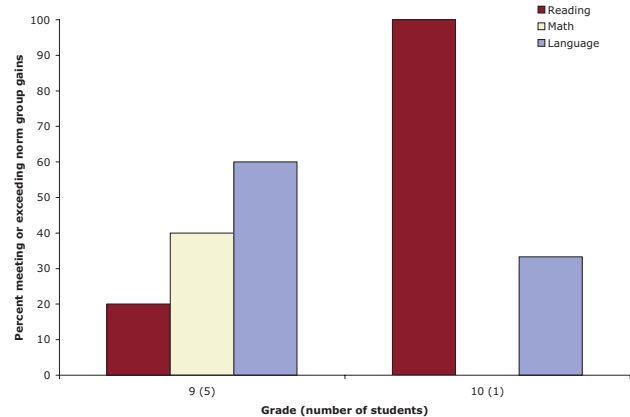
Mean Reading performance, Spring 2005: Flanner House Higher



Mean Mathematic performance, Spring 2005: Flanner House Higher



Percent of Flanner House Higher students meeting or exceeding norm group gains: Spring 2005



# Indianapolis Metropolitan Career Academy #1

Goodwill Education Initiatives, Inc., a division of Goodwill Industries, opened two new public charter high schools in the fall of August 2004. The schools, named Indianapolis Metropolitan Career Academy (IMCA) #1 and #2, are college preparatory institutions that emphasize the following:

- Individualized learning plans
- Focus on real-world learning, with two days a week in an internship with community professionals
- Small school setting with only 120 students in the school
- 15 students to every teacher
- College level courses and college preparation as part of the curriculum
- Family involvement throughout the student's education

IMCA #1 and #2 are unlike any schools in the city. The goal of the IMCA schools is to prepare students for college through individualized instruction. The school model is based on one developed by the Big Picture Company of Providence, Rhode Island, which has documented 86 percent college enrollment level by its students.

IMCA schools are dedicated to ensuring that all students graduate from high school and enroll in a college degree program or other opportunity for higher learning. Students and staff have found that young people who excel at IMCA have the following attributes:

- A desire to explore their interests
- A desire to attend college or continue learning after high school
- A willingness to take risks
- An ability to learn on their own and with others
- A recognition that they need to act and dress differently, depending on the situation
- A sense of responsibility for their actions, their learning, and their lives
- A flexible attitude and ability to adapt to different situations, including changes in schedules and modified routines

### Indianapolis Metropolitan Career Academy #1 School Profile

1635 West Michigan St.  
Indianapolis, IN 46222  
(317) 524-4000 phone  
(317) 524-4001 fax

**Grade Span:** 09-12

**Status:** Charter, Accredited

**Open Date:** 05/20/2004

**Facilities:** Lease/Rent

**Schedule:** Traditional

**2003-04 Enrollment:** n/a

**2004-05 Enrollment:** 49

**Number of Teachers (FTEs):**

- 2003-04: n/a
- 2004-05: 2

**Average Teacher**

**Experience:**

- 2004-05: 5 years

**Students per Teacher:**

- 2003-04: n/a
- 2004-05: 24.5

**Student Ethnicity:**

- White: 34%
- Black: 55%
- Hispanic: 5%
- Native American: 2%
- Multi: 5%

**% Free/Reduced Lunch:**

- 2003-04: n/a
- 2004-05: 79%

**Attendance Rate:**

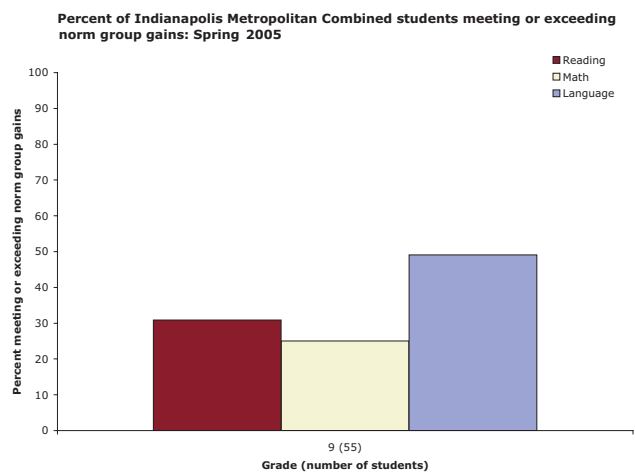
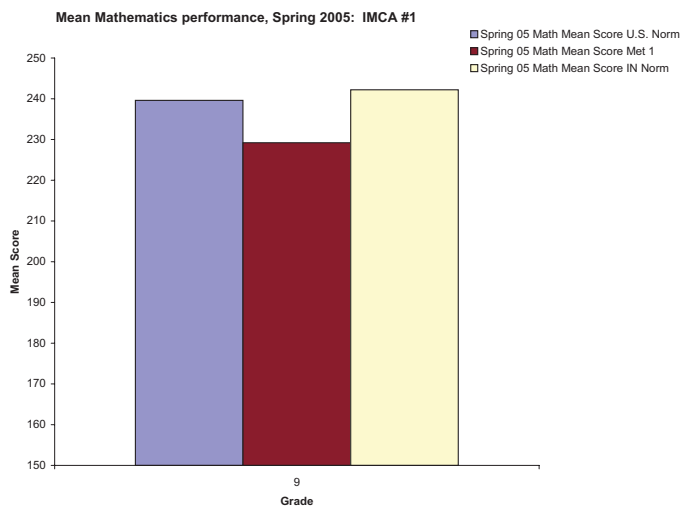
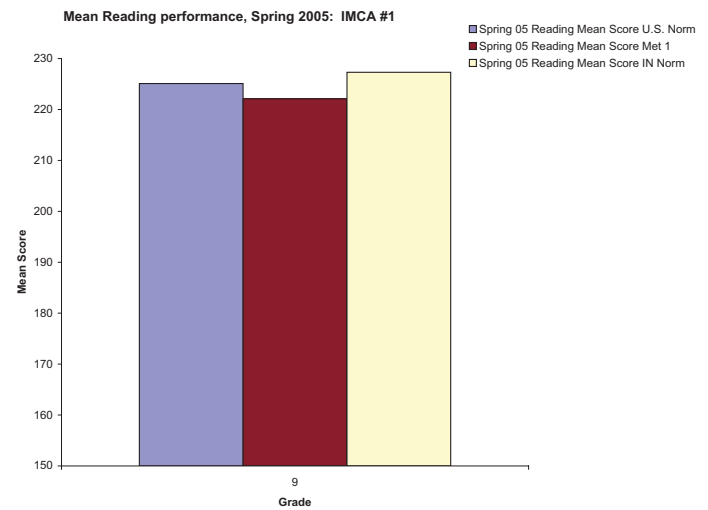
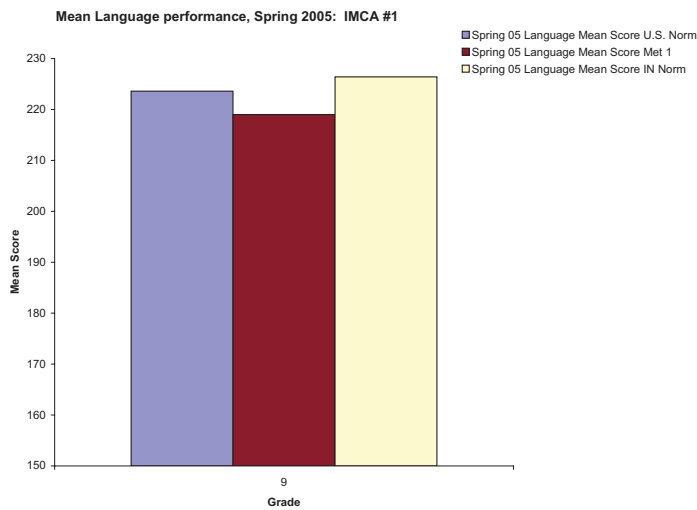
- 2003-04: n/a
- 2004-05: 91.7%

**Average % Passing ISTEP+:**

- 2003-04: n/a
- 2004-05: 38%

**% Special Education:**

- 2003-04: n/a
- 2004-05: 0%



# Indianapolis Metropolitan Career Academy #2

Goodwill Education Initiatives, Inc., a division of Goodwill Industries, opened two new public charter high schools in the fall of August 2004. The schools, named Indianapolis Metropolitan Career Academy (IMCA) #1 and #2, are college preparatory institutions that emphasize the following:

- Individualized learning plans
- Focus on real-world learning, with two days a week in an internship with community professionals
- Small school setting with only 120 students in the school
- 15 students to every teacher
- College level courses and college preparation as part of the curriculum
- Family involvement throughout the student's education

IMCA #1 and #2 are unlike any schools in the city. The goal of the IMCA schools is to prepare students for college through individualized instruction. The school model is based on one developed by the Big Picture Company of Providence, Rhode Island, which has documented 86 percent college enrollment level by its students.

IMCA schools are dedicated to ensuring that all students graduate from high school and enroll in a college degree program or other opportunity for higher learning. Students and staff have found that young people who excel at IMCA have the following attributes:

- A desire to explore their interests
- A desire to attend college or continue learning after high school
- A willingness to take risks
- An ability to learn on their own and with others
- A recognition that they need to act and dress differently, depending on the situation
- A sense of responsibility for their actions, their learning, and their lives
- A flexible attitude and ability to adapt to different situations, including changes in schedules and modified routines

### Indianapolis Metropolitan Career Academy #2 School Profile

1635 West Michigan St.  
Indianapolis, IN 46222  
(317) 524-4020 phone  
(317) 524-4021 fax

**Grade Span:** 09-12  
**Status:** Charter, Accredited  
**Open Date:** 08/23/2004  
**Facilities:** Lease/Rent  
**Schedule:** Traditional  
**2003-04 Enrollment:** n/a  
**2004-05 Enrollment:** 51

**Number of Teachers (FTEs):**  
• 2003-04: n/a  
• 2004-05: 3

**Average Teacher Experience:**  
• 2004-05: 5.3 years

**Students per Teacher:**  
• 2003-04: n/a  
• 2004-05: 17.0

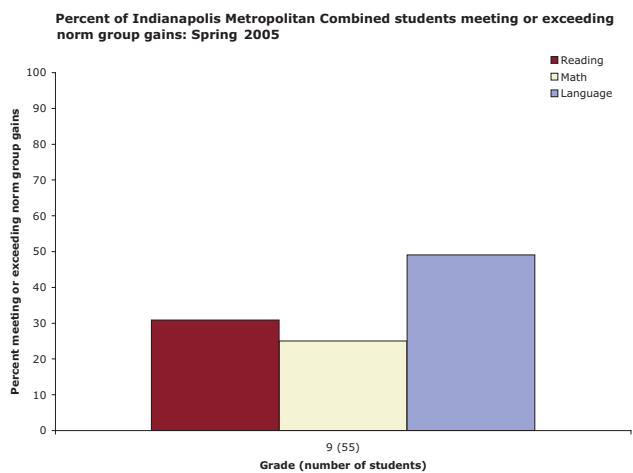
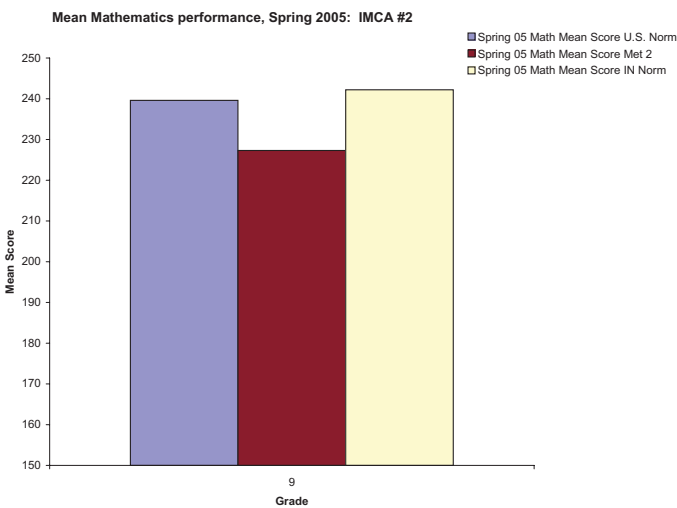
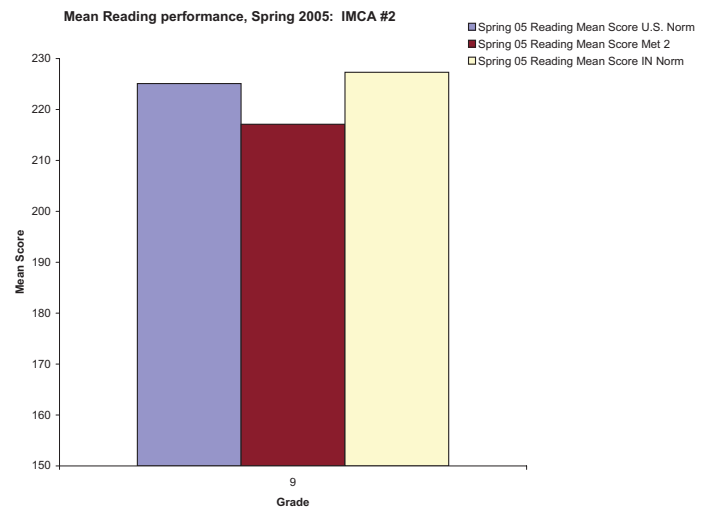
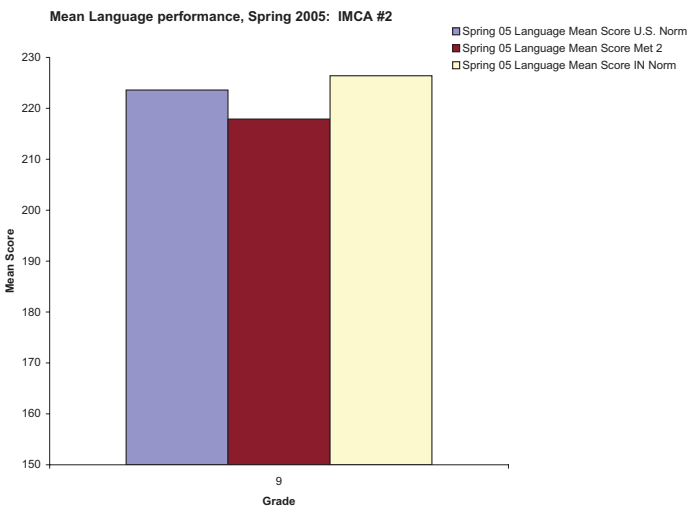
**Student Ethnicity:**  
• White: 28%  
• Black: 64%  
• Hispanic: 5%  
• Asian: 2%  
• Multi: 1%

**% Free/Reduced Lunch:**  
• 2003-04: n/a  
• 2004-05: 67%

**Attendance Rate:**  
• 2003-04: n/a  
• 2004-05: 91.3%

**Average % Passing ISTEP+:**  
• 2003-04: n/a  
• 2004-05: 31.1%

**% Special Education:**  
• 2003-04: n/a  
• 2004-05: 0%



# KIPP Indianapolis College Preparatory

KIPP Indianapolis College Preparatory exists with a mission to strengthen the character, knowledge, and academic skills of its students, empowering them to make the decisions that ensure success in college resulting in the ability to positively impact the world. This mission will not be easily accomplished and will require a commitment to the school's core values: perseverance, respect, courage, excellence, dignity, and the teamwork of all stakeholders. It is the goal of KIPP to provide the best educational experience for its students.

In order to achieve its mission, KIPP Indianapolis provides students with an environment that will maximize both their academic and their character development. Students are provided with a highly structured learning environment to ensure learning is never compromised. The school's ultimate goal is to make college a reality for all of the students. KIPP Indianapolis offers a rigorous college preparatory curriculum. Students are held to the highest expectations and are expected to master algebra and analyze and discuss high-school level literature regardless of previous academic history.

It is our goal to provide the best educational experience for our students, which is fostered in an environment of empowerment. Our students possess a sense of pride and ownership over their goals through their academic success and the motivation, inspiration, and encouragement that will be ignited in them at KIPP Indianapolis.

KIPP Indianapolis focuses on academic results. However, it is understood that academics alone will not

ensure success in post-secondary education. Students must also develop the character skills that allow them to interact with all types of people, give them the determination to overcome struggle, and give them the desire to succeed within themselves.

Everyday life at KIPP Indianapolis revolves around the following six core values that permeate through the entire school:

- dignity—a proper sense of the importance and value of personal character, life, efforts, background, and achievements
- respect—a feeling or attitude of admiration and deference toward somebody or something
- excellence—the quality or state of performing in an outstanding or superior manner
- teamwork—cooperative effort by the members of a group or team to achieve a common goal
- perseverance—steady and continued action or belief, usually over a long period and especially despite difficulties or setbacks
- courage—the ability to face difficulty or uncertainty without being overcome by fear or being deflected from a chosen course of action.

Through daily routines and activities, students will personify these core values as tools to place them on a never-ending path to success. These values will be instilled and valued by students and staff alike. Students will have a clear understanding of what each value means and looks like at KIPP Indianapolis. All staff and students will be expected to live virtuously according to the school's values.

### KIPP Indianapolis College Preparatory School Profile

3125 Concord Ct.  
Indianapolis, IN 46222  
(317) 637-9780 phone  
(317) 637-9784 fax

**Grade Span:** 05-08

**Status:** Charter, Accredited

**Open Date:** 07/2004

**Facilities:** Lease/Rent

**Schedule:** Traditional

**2003-04 Enrollment:** n/a

**2004-05 Enrollment:** 83

**Number of Teachers (FTEs):**

- 2003-04: n/a
- 2004-05: 5

**Average Teacher**

**Experience:**

- 2004-05: 5 years

**Students per Teacher:**

- 2003-04: n/a
- 2004-05: 16.6

**Student Ethnicity:**

- White: 2%
- Black: 94%
- Multi: 4%

**% Free/Reduced Lunch:**

- 2003-04: n/a
- 2004-05: 83%

**Attendance Rate:**

- 2003-04: n/a
- 2004-05: 96.4%

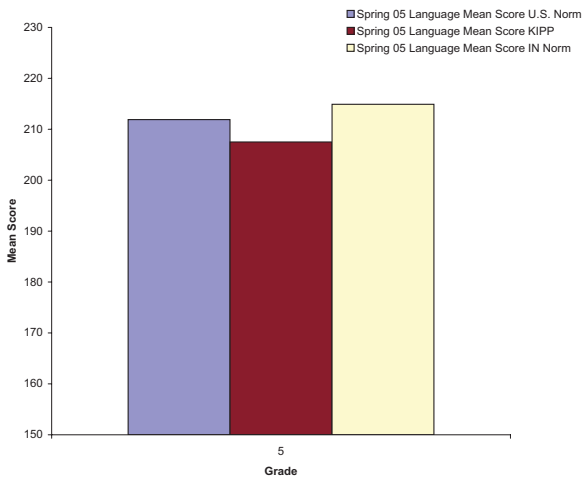
**Average % Passing ISTEP+:**

- 2003-04: n/a
- 2004-05: 26.8%

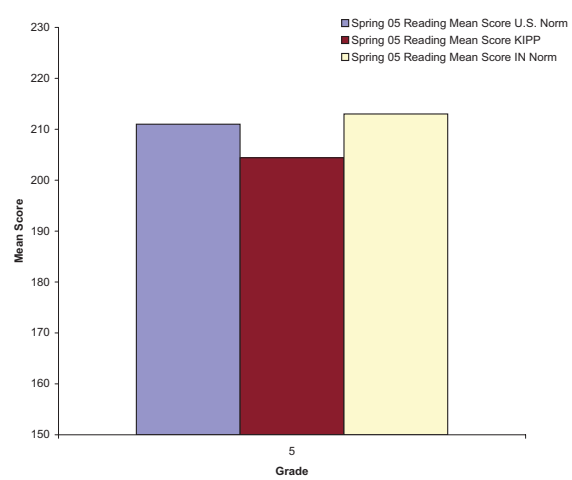
**% Special Education:**

- 2003-04: n/a
- 2004-05: 9.3%

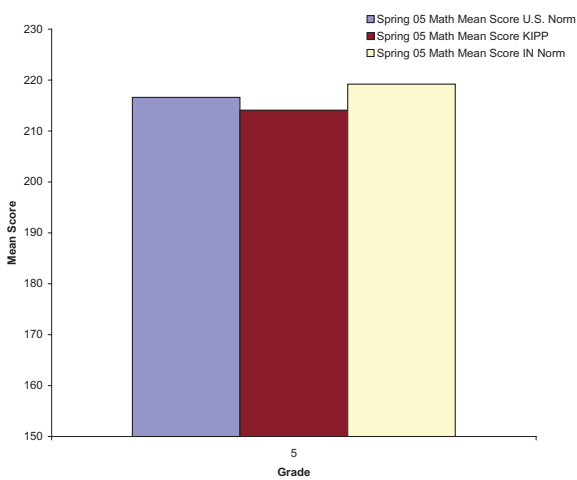
Mean Language performance, Spring 2005: KIPP



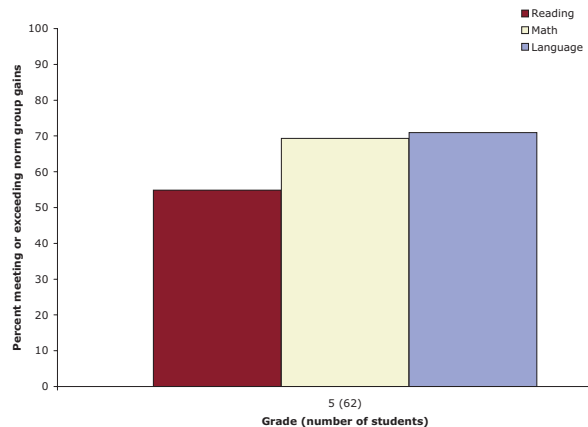
Mean Reading performance, Spring 2005: KIPP



Mean Mathematics performance, Spring 2005: KIPP



Percent of Kipp Indianapolis College students meeting or exceeding norm group gains: Spring 2005



# Southeast Neighborhood School of Excellence

The Southeast Neighborhood School of Excellence (SENSE) is a community-based elementary charter school that opened on the southeast side of Indianapolis. SENSE offers a high-quality educational option designed specifically to meet the needs of the diverse community in which it is located.

SENSE curriculum is a back-to-basics approach with key emphasis on strong reading, writing, math, and science skills. SENSE has adopted a proven educational program called Core Knowledge that helps children establish solid foundations of the essential information, grade by grade, without overlap or replication.

SENSE also supplements its core curriculum with innovative instructional strategies that allow teachers to address specific interests, abilities, and learning characteristics of each student. In addition to gaining sound content knowledge, SENSE students are given opportunities to develop important life and social skills, setting the stage for bright and promising futures.

SENSE employs only the most qualified, experienced, and Indiana state-licensed teachers who are also committed to being a part of a community. As such, they believe in partnering with parents and families to help every student succeed.

Being a neighborhood school is what makes SENSE stand out from all other public school options. SENSE

was created by residents and leaders of this community to contribute to strong families and neighborhood pride.

SENSE places high priority on infusing the southeast context into all activities of the school. This includes supplemental instruction materials and special projects that engage students and families in their neighborhood. Spanish language instruction will be taught at all grade levels.

SENSE offers parents an enthusiastic staff and small classroom settings that allow for more individualized attention. SENSE provides an extended day, extended year format with opportunities for before and after school care, specifically to meet the needs of area residents. Kindergarten is all-day.

Class sizes will be no larger than 20 students. SENSE will add a grade each year, until it reaches full capacity in 2006 with 240 students grades K-5.

**Read more about SENSE at [www.senseindy.org](http://www.senseindy.org)**

### Southeast Neighborhood School of Excellence School Profile

1601 South Barth Avenue  
Indianapolis, IN 46203  
(317) 423-0204 phone  
(317) 631-4401 fax

**Grade Span:** KG-04  
**Status:** Charter, Accredited  
**Open Date:** 05/20/2004  
**Facilities:** Lease/Rent  
**Schedule:** Traditional  
**2003-04 Enrollment:** n/a  
**2004-05 Enrollment:** 115

**Number of Teachers (FTEs):**  
• 2003-04: n/a  
• 2004-05: 11

**Average Teacher Experience:**  
• 2004-05: 7.2 years

**Students per Teacher:**  
• 2003-04: n/a  
• 2004-05: 10.5

**Student Ethnicity:**  
• White: 72%  
• Black: 11%  
• Hispanic: 3%  
• Multi: 13%

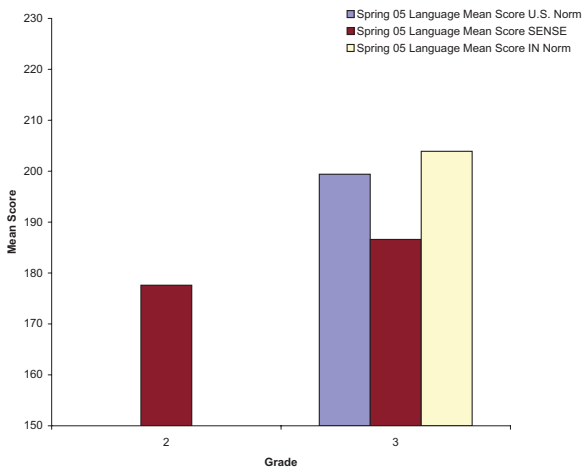
**% Free/Reduced Lunch:**  
• 2003-04: n/a  
• 2004-05: 100%

**Attendance Rate:**  
• 2003-04: n/a  
• 2004-05: 91.1%

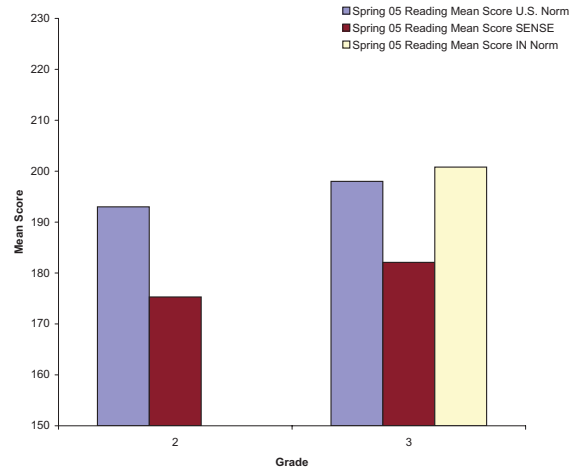
**Average % Passing ISTEP+:**  
• 2003-04: n/a  
• 2004-05: 29.2%

**% Special Education:**  
• 2003-04: n/a  
• 2004-05: 3%

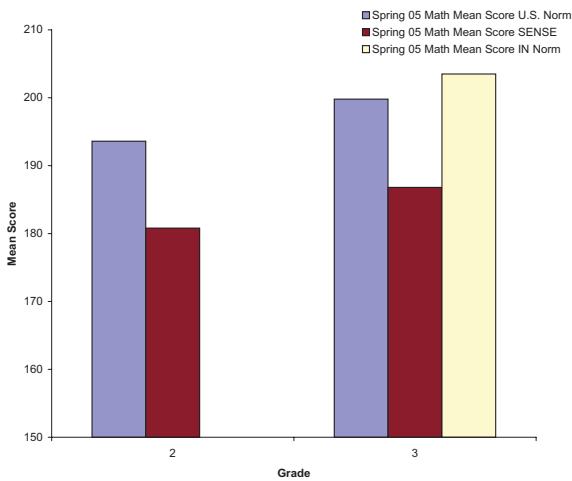
Mean Language performance, Spring 2005: SENSE



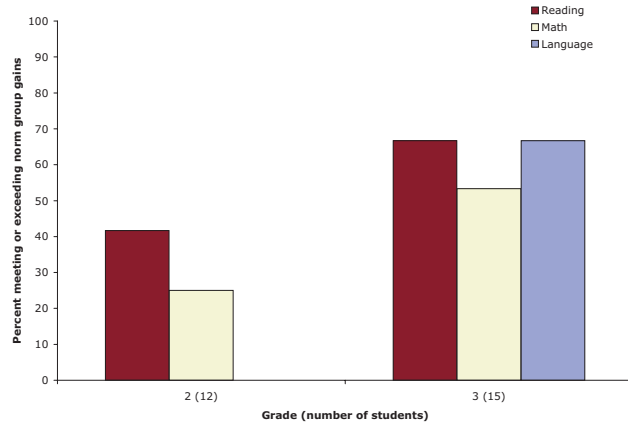
Mean Reading performance, Spring 2005: SENSE



Mean Mathematics performance, Spring 2005: SENSE



Percent of SENSE students meeting or exceeding norm group gains: Spring 2005



# Joshua Academy

Joshua Academy's mission is to provide a nurturing learning environment that allows children to uniquely develop into well-rounded individuals who can reach their fullest potential. Joshua Academy serves children through a curriculum that is conducive to all learning styles. Joshua Academy strives to provide a high-quality educational experience that is similar to that of other private schools, to children who would otherwise not be able to afford such an experience.

Joshua Academy's vision is to be a holistic, morals-based educational program, preparing students to become responsible, caring, and self-sufficient members of their community.

Joshua Academy is guided by the core values of:

- dedication—affirming the hope and joy within our education mission
- innovation—courageous creativity
- integrity—inspiring trust through personal leadership
- respect—reverence and compassion for the dignity and diversity of each person

Children are growing up in a society that is changing every day. To succeed, they need good basic skills, reading, writing, and math. They also need to develop good character, be responsible, and think analytically. Joshua Academy Charter School prepares students to meet these challenges.

### Joshua Academy School Profile

867 Walnut St.  
Evansville, IN 47713  
(812) 401-6300 phone  
(812) 401-6307 fax

**Grade Span:** KG-05

**Status:** Charter, Accredited

**Open Date:** 05/20/2005

**Facilities:** Lease/Rent

**Schedule:** Traditional

**2003-04 Enrollment:** n/a

**2004-05 Enrollment:** 191

**Number of Teachers (FTEs):**

- 2003-04: n/a
- 2004-05: 9

**Average Teacher Experience:**

- 2004-05: 2.1 years

**Students per Teacher:**

- 2003-04: n/a
- 2004-05: 20.5

**Student Ethnicity:**

- White: 5%
- Black: 82%
- Hispanic: 1%
- Multi: 13%

**% Free/Reduced Lunch:**

- 2003-04: n/a
- 2004-05: 85%

**Attendance Rate:**

- 2003-04: n/a
- 2004-05: 96%

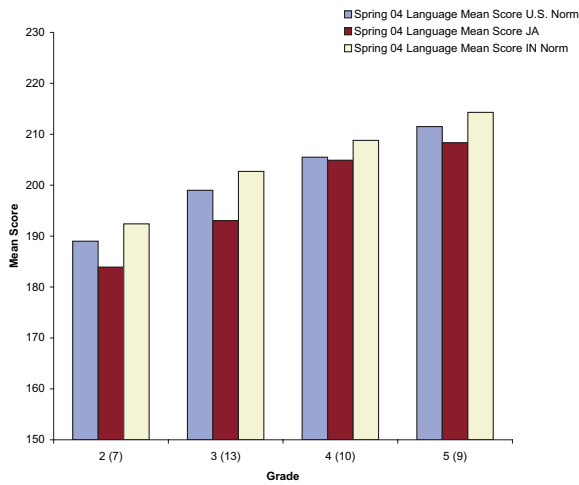
**Average % Passing ISTEP+:**

- 2003-04: n/a
- 2004-05: 56.4%

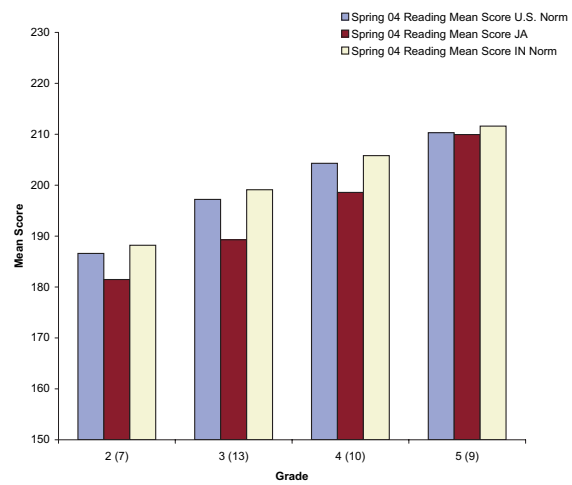
**% Special Education:**

- 2003-04: n/a
- 2004-05: 9.4%

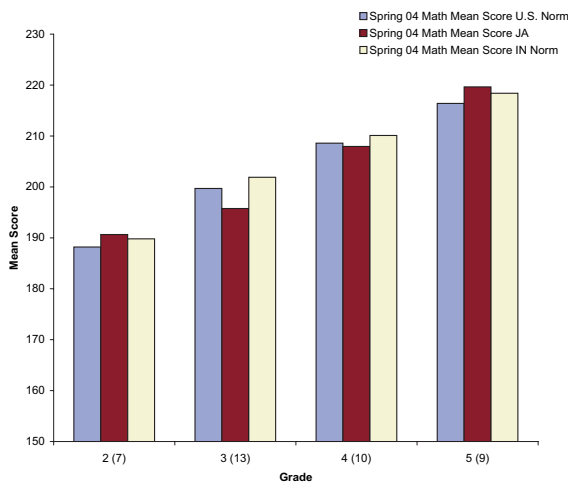
Mean Language performance, Spring 2004: Joshua Academy



Mean Reading performance, Spring 2004: Joshua Academy



Mean Mathematics performance, Spring 2004: Joshua Academy



Students at Joshua Academy first participated in NWEA testing in the spring 2005. The above charts reflect mean performance in each subject area by grade for spring 2005. Growth data is not available.

# Signature School

The mission of the Signature School is to meet the needs of self-motivated learners in a progressive environment driven by global concerns. We emphasize rigor and excellence in academics, the arts, and integrated technologies. Personal integrity, honesty and honor are emphasized.

From 1992 until 2002, Signature operated as a half-day program, offering courses in morning and afternoon sessions. The ACE program was developed for motivated students who wanted challenging courses.

By 2001 the enrollment had grown to 278 part-time students. With the passage of Indiana's charter law, opportunity arose for Signature to become a full-day program, independent of many of the constraints of current public school programs. The school was responsible for: gaining sponsorships from a public school system or university; following state educational mandates; fulfilling its charter, which was written for motivated students by the Signature faculty; and reporting to the Signature Learning Center Board. On February 25, 2002, the EVSC approved Signature's charter.

Signature is Indiana's first Four Star charter high school. Global education at Signature embraces analytically, creatively, and enthusiastically diverse world views. The school strives to include issues relevant to the larger world and connect them to the local arena. Signature

also challenges students and teachers to identify pluralistic perspectives, to demand deeper analysis, to research reputable sources, and to question any results deemed final.

Members of the Signature School community aim to achieve knowledge of themselves through empathy for and awareness of others. Inclusion, scrupulous assessment, acceptance, and tolerance are the instruments they employ in the pursuit of learning.

**Read more about Signature School at [www.signature.edu](http://www.signature.edu)**

### Signature School Profile

610 Main Street  
Evansville, IN 47708  
(812) 421-1820 phone  
(812) 421-9189 fax

**Grade Span:** 09-12

**Status:** Charter, Accredited

**Open Date:** 05/20/2002

**Facilities:** Lease/Rent

**Schedule:** Modified Block

**2003-04 Enrollment:** 237

**2004-05 Enrollment:** 278

**Number of Teachers (FTEs):**

- 2003-04: 19
- 2004-05: 21

**Average Teacher**

**Experience:**

- 2003-04: 13.1 years
- 2004-05: 12.3 years

**Students per Teacher:**

- 2003-04: 12.5
- 2004-05: 13.2

**Student Ethnicity:**

- White: 95%
- Black: 4%
- Hispanic: 1%
- Asian: 5%
- Multi: 1%

**% Free/Reduced Lunch:**

- 2003-04: 0%
- 2004-05: 10%

**Attendance Rate:**

- 2003-04: 95%
- 2004-05: 95.7%

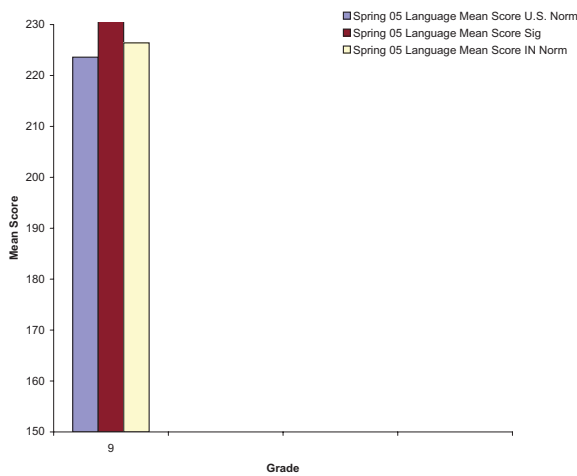
**Average % Passing ISTEP+:**

- 2003-04: 92.8%
- 2004-05: 96.35%

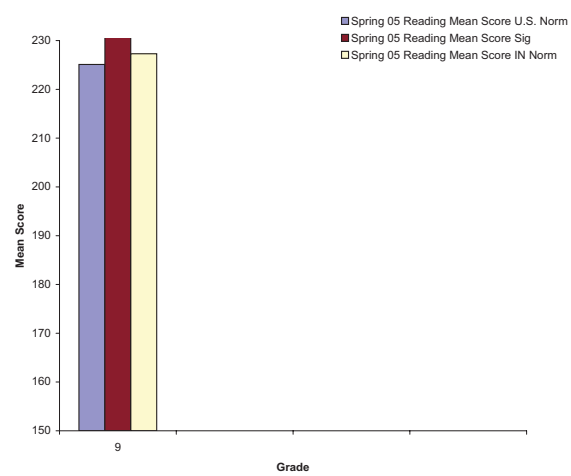
**% Special Education:**

- 2003-04: 1.3%
- 2004-05: 1.1%

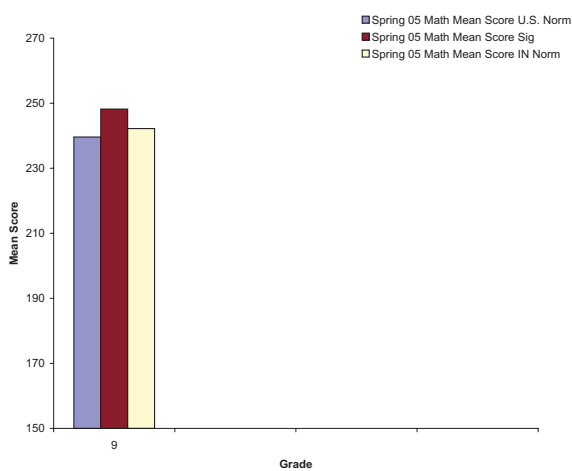
Mean Language performance, Spring 2005: Signature School



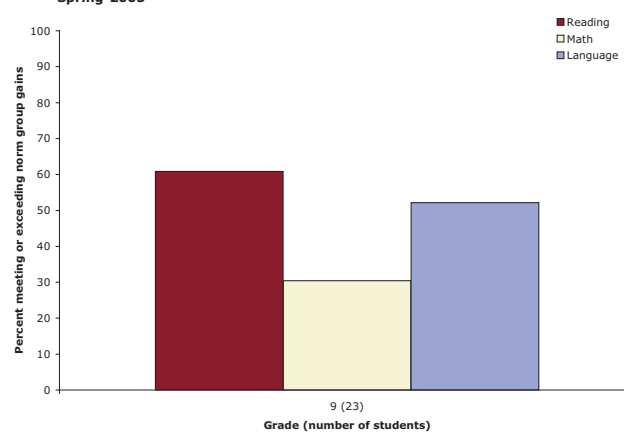
Mean Reading performance, Spring 2005: Signature School



Mean Mathematics performance, Spring 2005: Signature School



Percent of Signature School students meeting or exceeding norm group gains: Spring 2005



# Conclusion

The charter school movement in Indiana continues to grow at an impressive pace. Along with tremendous growth, Indiana charter school authorizers have implemented a rigorous and comprehensive process, as well as strategic support and training, to ensure the success of each new school. The result of this statewide emphasis on accountability is solid evidence of student learning. Moreover, there is compelling evidence of student growth across grade levels and schools.

First, in a comparison of average ISTEP scores for 2003-04 and 2004-05, research indicates that charter school students have made additional progress toward proficiency measured against state standards. This is particularly demonstrated in the dramatic increase in math scores from year to year. Overall, charter school students have had lower pass rates, but they are closing the distance from their peers in traditional public schools as a result of the charter school experience.

Second, though the number of students enrolled in charter schools has nearly doubled from the previous year, charters are meeting the growing challenges of an increasing population. Despite the fact that many charter schools are populated with students who

have not had success in traditional public schools, there has been significant growth in performance on the MAP test of NWEA. This is particularly true of overall scores in language arts.

While growth was not consistent across all of the 22 schools operating in 2004-05, with new schools demonstrating less growth than veteran schools, this too is evidence of a positive trend in charter school achievement. Among veteran schools, performance was more in line with typical national growth than among those schools in their first year of operation. Often the difficulties faced by schools during the initial year presents challenges, but these are generally overcome in subsequent years.

The success of charter schools is encouraging to stakeholders in the movement, as well as parents who seek educational options in meeting the needs of their children. The Indiana advantage is a statewide, comprehensive, research-based system of authorizing and chartering successful schools. This commitment to improving student learning through educational innovation and longitudinal research will serve as a national example of the potential to improve education through charter schools.

