



Office of Charter Schools

Discovery Charter School

2014-2015 CHARTER RENEWAL APPLICATION

September 29, 2014

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RENEWAL NARRATIVE

I. Executive Summary

A. Enrollment and Demographic Overview (most current data highlighted in green)

2014-15 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	511	
# of Students on Waiting List	104	
Gender		
# Male	263	51.5
# Female	248	48.5
Ethnicity/Race		
# White	407	79.64
# Black	31	6.06
# Hispanic	37	7.24
# Asian	24	4.69
# Native American	1	0.19
# Other	11	2.18
Special Populations		
# Students with IEPs	59	11.5
# English Language Learners	23	4.5
# Homeless Students	0	0
# Eligible for Free and Reduced Lunch	123	24

Yearly ADM Counts

	2010-11	2011-12	2012-13	2013-14	2014-15
Total Student Enrollment	309	371	455	493	511

Enrollment By Grade Level

	Year 1	Year 2	Year 3	Year 4	Year 5
Grade	2010-11	2011-12	2012-13	2013-14	2014-15
K	40	40	67	66	66
1	57	60	65	67	69
2	44	57	64	74	75
3	48	47	53	75	78
4	48	50	53	54	75
5	48	51	55	51	51
6	24	47	53	52	48
7		19	29	28	30
8			16	26	19
All Grades	309	371	455	493	511

SPECIAL EDUCATION STUDENT POPULATION BY CATEGORY

	Year 1		Year 2		Year 3		Year 4	
	2010-2011		2011-2012		2012-2013		2013-2014	
	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	2	.64	4	1.0	4	.87	3	.60
Blind or Low Vision								
Cognitive Disability			3	.80	2	.43	2	.40
Deaf or Hard of Hearing					0	.21	0	.20
Deaf-Blind								
Development Delay (early childhood)								
Emotional Disability	1	.32			2	.43	3	.60
Language or Speech Impairment	11	3.5	24	6.4	28	6.1	18	3.6
Multiple Disabilities								
Orthopedic Impairment					1	.21	1	.20
Specific Learning Disability	11	3.5	11	2.9	15	3.7	14	2.8
Traumatic Brain Injury								
Other Health Impairment	3	.97	5	1.3	9	1.9	7	1.4

ELL STUDENT POPULATION CHART

Year 1		Year 2		Year 3		Year 4		Year 5	
2010-11		2011-12		2012-13		2013-14		2014-15	
#	%	#	%	#	%	#	%	#	%
1	.32	9	2.42	22	4.61	22	4.46	23	4.5

HOMELESS STUDENT POPULATION									
Year 1		Year 2		Year 3		Year 4		Year 5	
2010-11		2011-12		2012-13		2013-14		2014-15	
#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	0	0	0	0

HIGH-ABILITY STUDENTS									
Year 1		Year 2		Year 3		Year 4		Year 5	
2010-11		2011-12		2012-13		2013-14		2014-15	
#	%	#	%	#	%	#	%	#	%
0	0	41	11.05	63	13.84	64	12.98	65	12.7

B. Academic Performance Overview

Discovery Charter School's Academic Performance

	AY P	PL 221	A- F	Data Results Under Interventio n /Assessmen t Policy (2009)	Data Results Under Interventio n /Assessmen t Policy (2012)	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passin g Math	ISTEP % Passin g ELA	ISTEP % Passin g Math & ELA
SY 2010-11	Yes	n/a	B	Meets requirements	Meets Standards	53.2%	58.2%	73%	90.3%	87.7%	83.1%
SY 2011-12	n/a	n/a	A	Not applicable due to IDOE policy change	Meets Standards	64.2%	62.8%	69.3%	96.0%	93.5%	90.5%
SY 2012-13	n/a	n/a	A	n/a		61.8%	59.5%	68.6%	92.0%	95.0%	90.3%
SY 2013-14	n/a	n/a	A	n/a		69.1%	71.3%	78.1%	91.8%	92.5%	88.0%

Discovery Charter School IREAD3 Results

Year	Number of Students	% Passing	State Average
2011 – 2012	43	95.6%	85.7%
2012 – 2013	51	98.1%	91.4%
2013 - 2014	70	98.6%	90.8%

C. Written Overview

Discovery’s mission is to foster in its students the passion and curiosity necessary for lifelong learning, to have its students develop the ability to think critically, communicate effectively and excel academically, and to have its students become stewards of their environment and community through an integrated, place-based curriculum. The desire to create a new school with this mission grew out of the founders’ belief that elementary school should be a nurturing, inspiring place for young minds to grow - a place that captivates the innate curiosity of children and utilizes this to develop strong, creative learners.

Discovery Charter School opened its doors in August, 2010 with 309 students. Since that time, the hands-on, place-based approach of Discovery’s curriculum has been well received, as proven by its current enrollment of 511 students. The children do much of their daily learning outdoors, fostering their connection to and stewardship of the natural world. Discovery promotes learning as an integrated, interdisciplinary process rather than as a series of isolated subjects. The school’s hands-on approach and emphasis on outdoor education provides children with the opportunity to learn through active engagement. Discovery’s students will acquire the needed tools of inquiry and expression, critical thinking and effective communication, so that each may construct a personally meaningful understanding of the world and become an imaginative, independent thinker.

To further the environmental aspects of its vision and mission, Discovery adheres to its own culture of care policy, which emphasizes the importance of the school’s care of the environment and a healthy mind and body connection. Discovery also recognizes sustainability as a guiding principle, and continually develops and integrates sustainability practices in all aspects of the school. The school teaches its students to be mindful, noticing small positive changes they can make daily to their environments. Students compost lunch scraps, bring reusable water bottles, strive for waste-free lunches, and use classroom party totes that include reusable dinnerware. The school, aware of the fact that proper nutrition and activity is essential to their students’ minds, bodies and spirits, has implemented a healthful snack guideline for parents to use for daily classroom snacks as well as classroom parties and celebrations. Students are encouraged daily to think about the impact of their actions on the world around them.

In addition to its culture of care and sustainability policies, the school has also worked with local organizations to educate the community and its own student population about being environmentally responsible. Discovery has worked on an Eco-School initiative through the National Wildlife Federation, and has provided a framework to help its educators integrate sustainability principles throughout the school and its curriculum. Discovery received a Bronze Eco-School award for its efforts in this endeavor. Discovery Charter School has also partnered with the Shirley Heinze Land Trust to provide a stewardship program called Mighty Acorns for

our 4th – 6th grade students. The school has also worked in conjunction with the Izaak Walton League of America to host an Eco-Night to showcase local environmental organizations.

The school has further strengthened its educational program by offering a high ability program in Math and English/Language Arts for those students who show an exceptional affinity for either or both of these subjects. The school has also successfully implemented cluster grouping, which has further served the different learning styles and needs of its students. These programs, in addition to the stellar staff and administration, have given Discovery much academic success, as proven by Discovery's four-star rating and "A" grade that was given by the Indiana Department of Education for the past three years. Discovery was recently recognized as the top-performing charter school in the state of Indiana, and hopes to maintain this level of success for many years to come.

The Discovery School Board of Directors, comprised of school parents and non-parent community members, is active in its leadership and has been an integral part of the school's vision and success. The Board strives to maintain a high level of accountability. To this end, the Board has acquired two financial advisors as board members, and has worked hard to form a development committee. This committee has reached out to local community organizations to educate the community about charter schools in general, and to promote further awareness about Discovery and the benefit that such a school can bring to the local area. The development committee's goal is to foster long-term relationships with local organizations and businesses and to hopefully create partnerships that will benefit the school academically and financially. Currently the committee is working on its corporate appeal policy and developing marketing materials.

The Discovery School Board and administration have always encouraged parent involvement, and recognize that the school would not be as successful as it is today without the efforts of the many parent volunteers that have worked tirelessly to establish and maintain Discovery's exceptional academic environment. These volunteer efforts have been coordinated through Discovery's Parent Advisory Council (PAC) and Volunteer Coordinator. During the 2013-14 school year alone, Discovery logged over 20,000 volunteer hours. The President of PAC, whose purpose is to lead PAC in its daily missions, is also a member of the Discovery School Board. Having the PAC president on the School Board keeps the School Board informed of the efforts of PAC as well as provides parent representation to the School Board. This unique organizational structure has allowed Discovery to maintain a fun and creative learning environment, distinct from the traditional school setting of other local schools.

The attractiveness of place-based learning combined with its academic success and innovative learning environment has made Discovery a very desirable school within Northwest Indiana. To accommodate its increasing student population and meet current student demands, Discovery recently acquired an additional five acres of land adjacent to the existing school campus. The School Board is currently investigating various financing opportunities which would allow for a cafeteria expansion and increased classroom space. Currently, there is one local bank interested in the loan package and is working to recruit additional lenders. These capital improvements will allow the school to maintain its exceptional standards and continue to offer its students a unique learning experience.

II. Looking Back: The Record and Analysis of Performance

A. Academic Performance

In four short years, Discovery has established itself as one of the highest performing charter schools, not just in the Northwest Indiana Region, but also the state.

For the Spring 2014 ISTEP+ tests, Discovery Charter School had the highest percentage of students passing both Math and ELA of all 53 charter schools in the state. For Spring 2013, Discovery Charter School was 2nd in the state of all charter schools for the percentage of students passing both Math and ELA (the only school ahead of us has since closed due to testing integrity concerns). See table below.

Indiana Charter Schools ISTEP+ Performance

School	Charter Sponsor	% Passing Math & ELA 2014	% Passing Math & ELA 2013
Discovery Charter School	Ball State University	88.00%	90.30%
Tindley Collegiate Academy	Indianapolis Mayor	84.80%	NA
The Bloomington Project School	Ball State University	84.80%	81.30%
Renaissance Academy Charter Schl	Ball State University	84.20%	85.40%
Paramount School of Excellence	Indianapolis Mayor	78.90%	55.90%
Dr Robert H Faulkner Academy	Ball State University	78.50%	78.40%
Tindley Preparatory Academy	Indianapolis Mayor	75.60%	79.10%
Rural Community Academy	Ball State University	74.10%	76.70%

Discovery is located within the Duneland School Corporation and has regularly outperformed many of the local public schools in regards to the state's ISTEP+ tests. Discovery Charter School ranks 3rd of the 9 neighborhood schools for ELA pass percentage and for Math pass percentage. Looking at the percent of students passing both Math and ELA, Discovery Charter School is 2nd among the 9 neighborhood schools.

Discovery Charter School ISTEP+ Comparison to Neighborhood Schools (Duneland School Corporation)					
School Name	ELA Pass Number	ELA Pass Percentage	Math Pass Number	Math Pass Percentage	Pass Both Math and ELA Percentage
Jackson Elementary School	124	98.40%	120	95.20%	95.20%
Discovery Charter School	255	92.40%	254	92.00%	88.00%
Liberty Elementary School	190	90.50%	189	90.00%	86.20%
Bailly Elementary School	169	93.40%	163	88.60%	85.60%
Liberty Intermediate School	312	87.40%	337	94.40%	84.30%
Brummitt Elementary School	117	90.00%	111	85.40%	81.50%
Newton Yost Elementary School	143	84.60%	150	87.70%	80.50%
Chesterton Middle School	827	84.00%	873	88.20%	80.10%
Westchester Intermediate School	408	81.40%	460	91.80%	79.00%

In addition to the above accolades, Discovery Charter School has been given the accountability grades of B, A, A, A respectively by the Indiana Department of Education. In each of the years Discovery has earned the grade of an A, the total points awarded were actually higher than 4.0, which is the highest score recognized.

Discovery Charter School A-F Accountability Report Card
2012, 2013 and 2014 Grade Comparison

Year	Number of Students Tested	English/Language Arts Points	Math Points	Overall Grade
2012	206	5	5	A
2013	245	5	4	A
2014	280	4	5	A

Discovery Charter School A-F Accountability Report Card
2012, 2013 and 2014 English Language Arts Comparison

Year	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
2012 (Grade Points)	93.7% (4.00)	46.2% (1.0)	32.70%	37.60%	n/a	100%
2013 (Grade Points)	95.1% (4.00)	28.30%	42.7% (1.0)	26.00%	100%	100%
Change	1.40%	-17.90%	10.00%	-11.60%	no change	no change
2014 (Grade Points)	92.5% (4.0)	34.60%	30.60%	36.70%	100%	100%
Change	-2.60%	6.30%	-12.10%	+10.70%	no change	no change

Discovery Charter School A-F Accountability Report Card
2012, 2013 and 2014 Mathematics Comparison

Year	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
2012 (Grade Points)	95.1% (4.0)	37.50%	51.4% (1.0)	24.80%	n/a	100%
2013 (Grade Points)	91.4% (4.00)	28.90%	37.40%	27.80%	100%	100%
Change	-3.70%	-8.60%	-14%	3.00%	no change	no change
2014 (Grade Points)	91.8% (4.0)	41.20%	47.9% (1.0)	23.9.7%	100%	100%
Change	0.40%	12.30%	10.50%	-3.90%	no change	no change

Discovery, has noticed the following subgroup weaknesses based on the 2014 Indiana Department of Education ISTEP+ Growth Data.

- The Median Growth of all students in the area of English Language Arts was 48.0. (2.1a).
- Special education subgroup had a low median growth percent in the area of Mathematics (43.3) and English Language Arts (35.5).
- General Education subgroup had a Median Growth Percent in English Language Arts of 49.0.
- Prior Year Top 75% subgroup had a low Median Growth Percent in the area of English/Language Arts at 46.5.
- Prior Year Bottom 25% had a Pass Percent of 68.0% in Math and 68.0% in English Language Arts.

While the above subgroup areas have been identified as weaknesses, there are still strengths in those subgroups. For example:

- The pass percent of all students in English Language Arts was 92.4%.
- Students with disabilities had a pass percent of 64.7% for math and 79.6% for English Language Arts.
- The General Education subgroup had a pass percent of 95.5% in English Language Arts.
- The Prior Year Top 75% subgroup had a pass percent of 99.3%.
- The Prior Year Bottom 25% had a Median Growth Percent of 53.0 in Math and 51.0 in English Language Arts.
- While all Discovery students may have only been at 48.0 Median Growth on English Language Arts ISTEP+, there was significant growth on the NWEA MAP tests. 69.1% of students met their Spring Growth Targets in Language and 71.3% of students met their Spring Growth Targets in Reading.

(See attachment 1 for a full breakdown of Discovery 2014 ISTEP+ Achievement & Growth)

Discovery Charter School has identified the follow strengths:

- General Ed subgroup had a Median Growth Percent of 62.5 in Math and a Pass Percent of 95.9%.
- Prior Year Top 75% subgroup had a Median Growth Percent of 62.0 and a Pass Percent of 99.3%..
- Non English Language Learner subgroup had a Median Growth Percent of 61.5 in Math with a Pass Percent of 92.3%.
- Paid Lunch subgroup had a Median Growth Percent of 61.5 in Math with a Pass Percent of 93.8%.
- Free/Reduced Lunch subgroup had a Median Growth Percent of 60.0 in Math.
- Free/Reduced Lunch subgroup had a Median Growth Percent of 54.0 in English/Language Arts.

(See attachment 1 for a full breakdown of Discovery 2014 ISTEP+ Achievement & Growth)

Discovery has identified the following factors that have contributed to our subgroup weaknesses:

- RTI scheduling: Due to limited support staff students were often times missing class time to get additional tier 2 and tier 3 support.
- RTI Support Staff: A deficit in instructional support due to budgetary constraints since the 2011 – 2012 school year has resulted in an inability to provide service to all students that may benefit from the additional support.
- Students with disabilities and other challenges struggle to perform at grade level due to their gaps related to their specific disability and require different and additional support.
- As a school, we are still working on improving differentiation to meet the needs of all learners.

B. Financial Performance

Discovery Charter School is currently meeting financial reporting and compliance requirements and complying with all applicable laws, rules, regulations and provisions of the charter agreement relating to financial reporting requirements including complete and on time submission of financial statements, budgets, reforecasts, and all other reporting requirements.

Discovery Charter School is following generally accepted accounting principles. The School has always received an Unqualified Opinion from its External Auditors, and such audited statements have been devoid of any going concern disclosures. Also, the audits have been devoid of significant findings and conditions, material weaknesses or significant internal control weaknesses.

(see attachment 4 for Financial Performance Framework and related documents)

C. Organizational Performance

Currently the Discovery Charter School board is working to consolidate previously approved policies into a comprehensive Board Policy Manual. Additional policies will be approved by the school board to be added to the manual. Outside of the Board Policy Manual, no other findings were made.

III. Looking Forward: Plans for the Next Charter Term

A. Academic Data and Educational Strategies

In order to improve upon the school's identified academic weaknesses Discovery Charter School will do the following:

- Cluster Grouping: Beginning in the 2013-2014 school year, Discovery Charter School implemented the cluster grouping model for grades 1 – 3. Cluster grouping reduces the range of learners in each classroom, making it more feasible for teachers to differentiate (see attachment 2 for cluster group data).
- Scheduling: The schedule has been modified in order to accommodate the different areas of support (SPED, RtI, and High Ability) thus reducing the amount of content time lost due to pull out for support services.
- RtI Identification Process: A formalized process has been developed in order to identify students requiring more intense interventions beyond the general education classroom. A team has been developed, Student Success Team (SST), which will gather input from a variety of staff members to make academic decisions and goals for students. A progress monitoring program has been purchased in order to provide common assessments for our RtI support staff (see attachment 3 for RTI process and documents).

Discovery Charter School is currently meeting all standards set forth in the Academic Framework, with the exception of 2.1a (are students making expected growth based on the school's median student growth percentile (SGP) in math and ELA) in the area of English Language Arts. We will use the above mentioned steps to maintain and continue to grow.

Discovery Charter School will know if the improvement efforts are working based on the following criteria:

- Short term:
 - Progress monitoring will occur using common assessments during the RtI process using OnTrac software.
 - NWEA data will be collected three times a year in order to monitor student growth.
 - ISTEP+ will be used to determine student proficiency and student growth each year.
- Long term:
 - ISTEP+ will be used to track student proficiency and growth over multiple academic years.

Students' NWEA data will be monitored on a year-to-year basis to determine the effectiveness of cluster grouping. Students' reading levels will be identified through the use of the Fountas and Pinnell Benchmark Reading Assessments.

B. Educational Plans

Vision

Discovery Charter School does not plan to make any changes to the school's mission as it currently exists in the original charter. The school will continue to improve its current academic achievements while continuing to strengthen the place-based component of the school's mission. The challenges and risks will continue to be ensuring that the school maintains the quality of its staff, facilities, instructional program, and the welcoming climate and culture despite financial limitations. The school will always strive to remain entrepreneurial and continue to challenge the status quo.

Educational Plan Modifications

Discovery Charter School has switched from mClass as a means of assessing K-1 students to using the NWEA Primary MAP. Outside of this change the school does not foresee any other substantial modifications to the educational program.

Academic Goals

Discovery Charter School has the following academic goals for the upcoming charter term:

1. The Median Growth of all students will increase from 48.0 to above 50 (2.1a).
Challenges: High student to staff ratio, financial limitations
Accomplish: Continued implementation of cluster grouping which will expand a grade level each year, aligning curriculum maps with new state standards and teacher instruction
2. The Prior Year Bottom 25% Percent Passing ISTEP+ in English Language Arts will increase 1-3% each school year.
Challenges: High student to staff ratio, financial limitations.
Accomplish: Established RTI identification process to maximize support and meet students' needs.
3. The "Overall Group with Low Growth" in ELA (based on ISTEP + data) will improve by 1-3% each school year.
Challenges: High student to staff ratio, financial limitations.
Accomplish: Continued implementation of cluster grouping which will expand a grade level each year, aligning curriculum maps with new state standards and teacher instruction
4. The "Overall Group with Low Growth" in Math (based on ISTEP + data) will improve by 1-3% each school year.
Challenges: High student to staff ratio, financial limitations

Accomplish: Continued implementation of cluster grouping which will expand a grade level each year, aligning curriculum maps with new state standards and teacher instruction

C. Financial Plans

(See attachment 4 for the 2-year projection)

D. Organizational Plans

Governance and Management

The Discovery Charter School Board of Directors does not plan to make any amendments to the by-laws. The board hopes to add one additional member who will have experience with place-based and/or environmental education. If the person is not previously familiar, it is the hope that this board member will be willing to go through training in the area of place-based and/or environmental education.

Transportation

Currently, there are no plans to offer transportation.

Facility

Discovery Charter School obtained the building located at 800 Canonie Drive in Porter through the cooperation of Charter School Development Corporation (CSDC). When originally purchased, the main part of the building was used for the school while two other sections were occupied by and leased to outside tenants. A modular classroom was also placed on site that is used for music/band classes. At the end of the first year one of the tenants vacated, which allowed for the build-out of four additional classrooms and additional bathrooms. At the end of year two, the remaining tenant vacated the facility, allowing the addition of four more classrooms, additional bathrooms and an administrative office. At the end of year four, five additional acres of property adjacent to the school was purchased and an additional two-classroom modular was placed.

The Board of Directors is currently working to obtain financing, which will allow for the purchase of the building outright from CSDC. It is the hope that funds for additional facility improvements will be included in this financing. The short-term goal of the Board of Directors is to expand the cafeteria and add four additional classrooms. This improvement will allow for the ultimate enrollment goals and will also enable removal of the two-classroom modular.

The long-term campus goals include the addition of a gymnasium, sports' fields, and a driveway that will serve as an additional egress. This needed access will alleviate drop-off and pick-up congestion.

Educational Service Providers

Discovery Charter School contracted with an educational service provider during the original term of the charter and intends to continue to contract with the same education service provider for the current school year. The new contract with the ESP is not finalized. The new contract will be for one year, will have reduced services and reduced fees. The ultimate goal is to self-manage for the 2016/2017 school year. The additional year will ensure a successful transition. Discovery will be hiring a business manager to handle many of the ESP duties. Benefit plans are currently being investigated. Accounting services and tech services will be contracted.

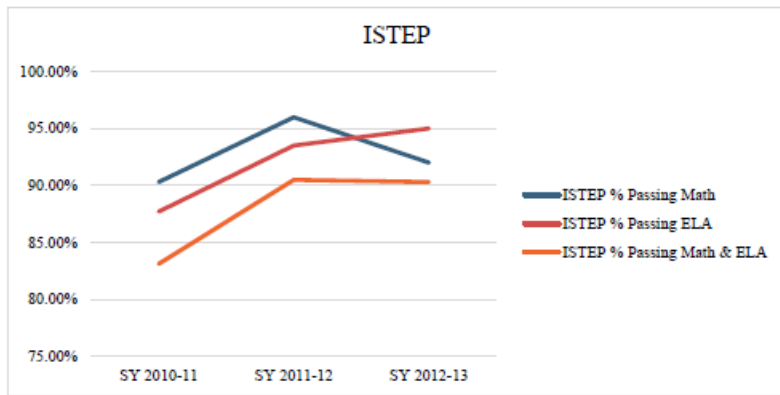
School Data Summary Document

Discovery Charter School
Porter, IN
In Operation since 2010 (4 Years)
EMO: American Quality Schools
Grade Range: K-8

	2010-11	2011-12	2012-13	2013-14
Total Student Enrollment	309	371	455	493

2013-14 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	493	
# of Students on Waiting List		
Gender		
# Male		
# Female		
Ethnicity/Race		
# White	385	78.1
# Black	22	4.5
# Hispanic	44	8.9
# Asian	23	4.7
# Native American	1	0.2
# Other	18	3.7
Special Populations		
# Students with IEPs	35	7.1
# English Language Learners	10	2.0
# Homeless Students		
# Eligible for Free and Reduced Lunch	117	23.7

	AYP	PL 221	A-F	Data Results Under Intervention /Assessment Policy (2009)	Data Results Under Intervention /Assessment Policy (2012)	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2010-11	Yes	n/a	B	Meets requirements	Meets Standards	53.2%	58.2%	73%	90.3%	87.7%	83.1%
SY 2011-12	n/a	n/a	A	<i>Not applicable due to IDOE policy change</i>	Meets Standards	64.2%	62.8%	69.3%	96.0%	93.5%	90.5%
SY 2012-13	n/a	n/a	A	n/a		61.8%	59.5%	68.6%	92.0%	95.0%	90.3%



Math Growth:

2011: High growth, high achievement

2012: High growth, high achievement

2013: High growth, high achievement

Year	# Tested	Pass %	Median Growth %
Spring 2011	154	90.3	53.0
Spring 2012	200	96.0	66.0
Spring 2013	237	92.0	55.0

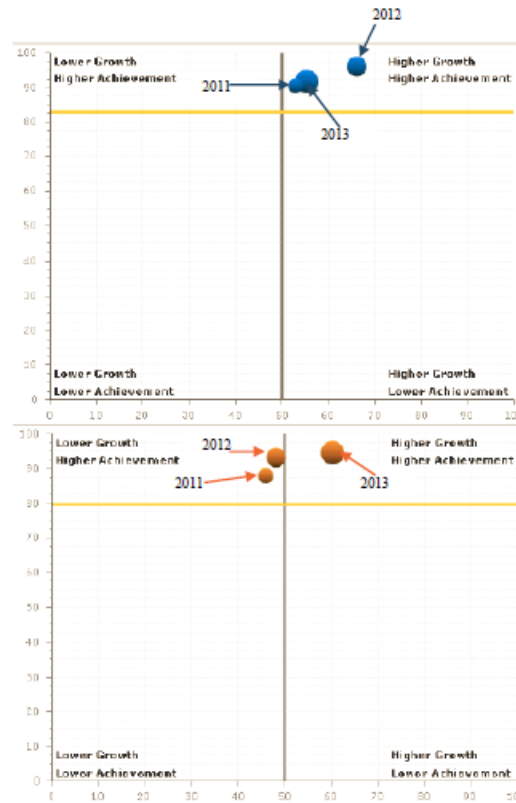
ELA Growth:

2011: High growth, low achievement

2012: High growth, low achievement

2013: High growth, high achievement

Year	# Tested	Pass %	Median Growth %
Spring 2011	154	87.7	46.0
Spring 2012	200	93.5	48.0
Spring 2013	239	95.0	60.0



School Year	Total Students	# Pass IREAD	% Pass IREAD	% ELL	% F/R Lunch	# in Remediation	# Re-tested	# Pass Retest
2011-12	46	43	93.5	0.0	8.7			
2012-13	52	50	96.2	2.0	20.7			
2013-14	71	66	92.95	-	F-86.66%R-100%			

Academic Performance Framework Data Run - Overview of Measures K-8		2.1.a. Growth-ELA		2.1.a. Growth-Math		2.1.b. Growth-Lowest performing -ELA		2.1.b. Growth-Lowest performing -Math		2.1.c. Probit-LA			2.1.c. -Probit-Math		2.1.c. -Probit-Reading			2.2.a. Proficiency-ELA		2.2.a. Proficiency-Math		2.2.b. District Comparison-ELA		2.2.b. District Comparison-Math		2.2.c. Similar Schools Comparison-ELA		2.2.c. Similar Schools Comparison-Math		2.2.d. Subgroup Proficiency-ELA		2.2.d. Subgroup Proficiency-Math		2.3.a. PL221		OVERALL RATING
2010-2011 (Rating)		D	M	F	D	M	E	M	M	E	M	M	D	M	M	M	M	M	M	M	M	M	D	M	M	M	M	M	M	M	M	M	M	M		
2010-2011 (Score)		46	53	32	38	.01	.15	.01	88%	90%	0	2	-1.3	.4	8	3	B	-																		

Academic Performance Framework Data Run - Overview of Measures K-8	2.1.a. Growth		2.1.b. Growth Lowest 25%		2.1.c. Probit Model			2.2.a. Proficiency		2.2.b. District Comparison		2.2.c. Similar Schools		2.2.d. Subgroup Prof		2.3.a. PL221	OVERALL RATING
	ELA	Math	ELA	Math	LA	Math	Read	ELA	Math	ELA	Math	ELA	Math	ELA	Math		
2011-2012 (Rating)	D	E	M	M	F	F	F	E	E	E	E	E	M	E	E	E	M
2011-2012 (Score)	48.0	66.0	64.0	56.0	.38	.36	.45	93%	96%	7	9	6	12	-	-	A	-

Column	2.1.a & 2.1.b	2.1.c	2.2.a	2.2.b & 2.2.c	2.2.d & 2.2.e	2.3.a
# Representation	Median Student Growth Percentile	Growth	ISTEP % Pass	Difference in Percentage Points	Un-weighted Average of Difference Across Subgroups	A-F Grade

E	Exceeds Standards	M	Meets Standards	D	Does Not Meet Standard	F	Falls Far Below Standard
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