



Office of Charter Schools

Rural Community Academy

"A Public School Where Every Child Soars"



2nd graders learning science and math with apples



Community Volunteers taking pride in school grounds



6th graders reading with Kindergartners

2015-16 CHARTER RENEWAL APPLICATION

October 1, 2015

**We did then what we knew to do,
but now that we know better, we do better.**

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RENEWAL NARRATIVE

I. Enrollment and Demographic Overview

A. Provide the enrollment and demographic information for the current school year.

2015-16 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	153	
# of Students on Waiting List	0	
Gender		
# Male	84	54.9
# Female	69	45.0
Ethnicity/Race		
# White	141	92.0
# Black	0	0
# Hispanic	4	.03
# Asian	0	0
# Native American	1	.006
# Other	6	.04
Special Populations		
# Students with IEPs	58	38.0
# English Language Learners	1	.006
# Homeless Students	0	0
# Eligible for Free and Reduced Lunch	97	63.0

B. Provide enrollment information for length of charter contract (ADM count).

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Total Student Enrollment	91	99	123	124	148	133	137	136	135	140	151	153

C. Provide the student attendance information for the length of the charter contract.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Grade	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
All Grades	94.6	94.7	94.5	94.8	94.5	97.3	95.1	95.4	95.3	96.7	96.2

- D. Provide the number and percentage of students eligible for special education by eligibility category for the length of the charter contract based on the previous December 1 count.**

SPECIAL EDUCATION STUDENT POPULATION BY CATEGORY																						
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10		Year 11	
	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder					3		2		3		5		5		6	15%	6	15%	5	11%	6	10%
Blind of Low Vision																						
Cognitive Disability					1		1		2		2		1		2	50%	4	100%	3	7%	2	11%
Deaf of Hard of Hearing																						
Other Health Impairment					3		3		6		1		4									
Development Delay (early childhood)																						
Emotional Disability					2		2		2		2		2		5	13%	4	100%	5	11%	5	8%
Language or Speech Impairment					11		11		7		10		11		9	22%	6	15%	4	9%	9	14%
Multiple Disabilities																						
Orthopedic Impairment							1								5	12%	3	7%	7	15%	11	17%
Specific Learning Disability					16		9		15		12		15		13	33%	18	44%	21	47%	30	47%
TOTALS	17		17		36		29		35		32		38		40		41		45		63	

NOTE: 17 TO 63 = 370% INCREASE

This shows positive word-of-mouth for our job with Special Ed

- E. Provide the number and percentage of ELL students for length of charter contract.**

ELL STUDENT POPULATION CHART																							
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10		Year 11		Year 12	
2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
0		0		0		0		0		0		0		0		0		1		1		1	

- F. Provide the number and percentage of homeless students for length of charter contract.**

HOMELESS STUDENT POPULATION CHART																					
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10		Year 11	
2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
														0		0		0		0	

- G. Provide the number and percentage of High Ability students for length of charter contract.**

HIGH ABILITY STUDENTS																					
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10		Year 11	
2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
														0		0		0		0	

II. Executive Summary

Description of the School A K-8 school, we are not a geographical mecca as we border Illinois on the west and lie between Terre Haute and Vincennes. The north and south corridors on State Road 63 are townships that are even smaller than ours – 344 households. Our township is 64% farmland. The county seat is 10 miles away and that is a substantial distance to bring a child, go home, pick up a child, and return home. Our current enrollment is 153 students. The majority of our students come from Southwest School Corporation (1,820 students) and some from Northeast School Corporation (927 students). Transportation became increasingly important, and it is going very well with strategic pick up points for pockets of population. We have a new competitor in Sullivan County in Dugger Union, a new charter school. With a county of less than 20,000 populace, each little hamlet has a rich history and can support its own school. Many rural schools have died over the years with consolidation for the sake of a taxpayer dollar and those towers of educational strength and fierce sports competition have ceased to exist except in a county who normally would not have even one charter, let alone two. We predict that before it is over that the two traditional school corporations will merge, leaving two charters and one traditional corporation.



Currently students are at 63% free and reduced, and we have 39.2% of students who are special education. We have had some pretty bright kids but on the whole, they are average. Some have behavior issues but we are consistent in our discipline and offer incentives for good behavior, working with parents to develop strategies for home and school.

Staff includes not only 9 K-8 classroom teachers but 2 special education teachers and 1 Title teacher. We have 2 part-time teachers encompassing physical education and music. Each classroom has an aide to meet the needs of the students, with 5 of the 9 classrooms requiring full-time aides for special education students. We have 2 administrators (Chief Operations Officer and Chief Academics Officer) and 1 office manager. Since we have transportation, we have 4 part-time bus drivers. We have 1 part-time custodian and 1 1/2 food services personnel. We have a part-time librarian and a part-time technology director who also serve as aides. Three successful strategies in keeping staff satisfied include (1) there is only one class of employee, (2) management style shares decision making, and (3) staff are represented by elected staff representatives for periodic discussion of any concerns. Our administrators have been effectively doing their jobs for 10 years. There is little turmoil amongst the staff. There are biweekly staff meetings to improve communication so there are no problems.

Our Board is comprised of five elected positions that represent the interests of the community, the parents, and the students. These positions are elected at the corporation's General Membership Meeting in the spring and each serves a three-year term and most stay for two terms. One Board member was an original founding member, a teacher in a traditional school corporation, and has remained on the Board since its inception. Other members represent those who have an interest in the school and whose attendance is exemplary.

The school is primarily comprised of students whose parents believe in choice. We are not drawing from the small rural community where the school is located but rather we are drawing more and more special education as parents hear praises regarding how students are treated and how parents have input. We have come to accept the fact that we are providing an education that is different from what we originally expected as students from this small school used to be the valedictorians at high school graduation. We started with 91 students and now have 153 out of a possible 180 occupancy, the highest enrollment yet. Demographics are changing as we are getting more boys with 55% and we have 92% White students with some Native American and a few mixed races. The special education population and the free and reduced population are steadily increasing. The community alumni are aging and dying off which will reduce the support we see from when the Big Bang happened and the school district closed the school.

Challenges include a growing special education population and free and reduced population. Transportation continues to encumber enrollment as the competition offers home pick up. The location is the biggest problem for enrollment and yet that is why we have the school – that pride of heritage.

School's Purpose

The purpose of Rural Community Academy is to provide students with a top-quality educational program using a place-based curriculum. With careful attention to the social dynamics and cultural values of the rural setting, the Rural Community Academy seeks to instill students with self-confidence, practical skills, pride of place, and excellent academic abilities through differentiated instruction, strong parental support, and continuous interaction with the local community.

The mission was revised last renewal to emphasize more realistically what we feel the school represents. *“Rural Community Academy staff will give the students the opportunity to reach his or her greatest potential personally and academically with small class sizes in a rural setting with active parental involvement, supported with the people, places and things of the community, incorporating partnerships and a focus on giving back to their community.”*

The vision was to become a model for other rural charter schools and we have met that challenge by being contacted and networking with any organizer that wants a rural charter. In fact, rural charters are utilizing our model today. We have also been recognized nationally as an example of a successful rural charter school.

Students in grades 5-8 are placed where they are ready to learn in English/LA/Math. Intermediate grades are placed in groups with those needing extra help to read in the same class. Textbooks are Indiana specific as much as possible and have different learning levels. These fundamental beliefs are held by the founding board and have been re-affirmed to be true:

- The values and characteristics of the smaller, close-knit rural community provide unique resources for nurturing children in their growth and education through a place-based curriculum where academics are supplemented with people, places and things in the local community.
- In a rural setting, members of the community function as an extension of any educational institution, providing support and encouragement for students and staff.
- Educational success occurs when parents, teachers, and community challenge students to reach beyond their natural abilities or assumed potential to their very best.
- Parental involvement is essential to the success of any educational endeavor.
- Children more readily achieve educational success when placed in a caring environment where personal interaction with education is maximized.
- All students should receive respect, encouragement, and a desire to grow and learn throughout their lives.
- An individualized curriculum afford each student his or her best opportunity for maximizing educational success.
- Service to one's community is essential to a well-rounded education.
- Training and appreciation in music and the arts are necessary components of a well-rounded education.
- Persons elected to manage a school should wisely invest financial, parental, and community resources to provide students with an education that is balanced, complete, and of high quality.

Specific strategies currently used to meet these beliefs include:

- We limit our class size to 20 students in each of our K-8 single classes.
- We request families to donate 20 hours per academic year and log that activity but we also log all hours for those who are not parents or staff members and expect to accumulate a minimum of 500 hours from the community.
- We supplement curriculum with farmers, professionals, parents and community members knowledgeable about a certain topic related to the standards, with local places relevant to academic standards, and with local things relevant to academic

standards. We measure our success by logging people, places, and things tied to instructional minutes and record those minutes to assure we are meeting the mission.

- We set a standard of a minimum of 15 or more partnerships with organizations per year.
- We target a minimum of 4 specific projects, programs, or events (educational, service, or performance-oriented) events and activities involving students to support and give back to our local community.

Our school was founded because our four-star school was closed to consolidate with a failing school. The community formed a non-profit organization and obtained the school building to lease back to the school. The community wants a school where our rural life is preserved. The parents want a good education for their child, which means that each child can be the best they can be. The staff cares; they want to do the best job for each child. The boards of both the community non-profit and the school want to achieve the missions each organization has set forth. The board and all committees are comprised of two community members, two parents, and someone who represents the interests of the children to support the interests of the stakeholders.

Our school is “back to the basics” as far as teaching kids not only the academic standards as required but giving them a reason to learn what we feel they need to learn. When you combine people, places and things as well as partnerships and giving back to the community, can you achieve a rural setting where others care about their community and their neighbors and take pride in their rural heritage. We were about to lose all of that and watch our rural area deteriorate if we allowed the closure of our rural school.

Our local schools are good schools and have become better with the increased competition. But when decision makers don’t listen, different opinions form and action takes place. We are good for our county as we are good for kids. Rural schools do not want to lose their identity. There is a place for rural schools and, on the whole, we believe that the smaller the better for elementary and junior high school students.

There are no changes to the educational program other than the implementation of new technology to bring us into the 21st Learning Century. We have had numerous fundraisers to earn those pieces of hardware and commit to obtaining professional development to utilize them to the best of our abilities.

Our days are long and extend beyond the normal academic day so we are requesting that we be allowed to move from 185 educational days to 180 days. Since we do not have a high school, we have families affected by the calendars of other school corporations and we have a higher absenteeism rate because families will not send the younger students when the high school students are out of school.

Achievements and Notable Improvements

We strive to meet the marketing challenge of providing local, state and national recognition for our school as well as creating activities for kids and recognition of staff. We have made some pretty good jaunts in many areas including:

- Being chosen by the National Alliance for Public Charter Schools as an example of a successful rural charter school (see www.rcsi.k12.in.us/StoryofRuralCharters) has given us reason to believe we are meeting our vision as stated of being a model for others
- Establishment of a Junior National Beta Club and actually attending the state and national conventions with two of our students running for national office
- Establishment of the first National Archery in the Schools Program in Sullivan County with great success and eligibility to enter two state tournaments
- Nomination of our school leader as a Woman of Influence by the Wabash Valley United Way
- Nomination of several of our teachers for the Golden Apple Award, conducted by a Wabash Valley television station
- Participation of 50% of our 7th and 8th graders in a non-profit group mentoring project for Sullivan County students
- Expanding music to include Ensemble, and we have started a band of 3rd and 4th graders with a sizeable donation for music instruments; music is continuing to expand as we have software to enable 7th and 8th graders to write and record their own music
- We have successfully transitioned from brown bags to hospital food to a successful national school lunch and breakfast program
- We participate and do fundraising for Brown Baggers who supplies 37 of our free students who are food insecure with food over the weekends and holidays

We have prided ourselves in being professional and working with the competitive school corporations. This year we have succeeded in having Southwest School Corporation give us permission to access their fiber optic cable which will be received via an antenna at their high school to a 150 foot tower located at RCA.

We also realize that some parents are going from school to school to school when they get mad or when their child wants to attend another school. In our county there are a lot of options for parents and students. We do know that our special education base is at our school because parents see the difference.

We still look for opportunities for a high school and will await Dugger's success as we can see the advantages of more programs and services in a larger setting for high school students.

Areas for Improvement

Testing is always a challenge as our special education population increases. Concerns over a 50% pass rate lend itself to numerous challenges when the testing pool is so small and each child is worth as much as 7 times as much as compared to a 1070 students in K-8 at Sullivan. We will continue to pursue testing accommodations to assure each child has a chance for success as we

cannot increase a child's IQ for the 45% of special needs students out of the total number of tested students for ISTEP.

Upper Grade Academic Performance

Once the data had been reviewed of our academic performance, it has indicated a weakness in the upper grades in all academic areas. This is not a surprise for administration or staff at RCA. The special education population has grown 370% since Rural Community Academy opened its doors 12 years ago. RCA works hard to do what is best for the child and the community has taken notice of that fact. Parents want to enroll their children at RCA because they know we will do our very best to meet the needs of all the children regardless of what the needs are. Rural Community has implemented many new ideas to help with the special education needs. First, we realized that one special education teacher cannot help meet the needs of all the students. Therefore, in 2014, we hired a second special education teacher. The two work very well together. They have split the case load, yet they both are very aware of the needs of all the students currently on either of their case loads. Also, administration is involved in the needs of the teachers, aides and students. For the present school year, we have started a resource room and hired enough aides so that every class room has an aide to assist with the students' needs. The students receive more assistance on a regular basis this year. Also, they have staff members who are getting to know them really well and know their weaknesses and strengths and are able to support the students in a very positive way.

Students New to the School

It is always a goal of Rural Community Academy to improve student retention over the next five years. However, we will continue to have a percentage of students new to our school each year and data analysis shows that those students frequently have deficits in academic performance. Again, RCA has a significant increase in the special education population. In order to retain the students, RCA will continue to improve the use of our school-wide assessment (Aims Web). We use the data to help target the needs of the students and achieve the gaps quickly to help the students achieve grade level academics. We will also use the data from NWEA, teacher observation and ISTEP+ to place students in classes to bridge the educational gaps and plan lessons to meet the needs of all the students within the classroom.

Technology Integration

The last two years, RCA has worked to raise funds to move one-on-one with our 6th-8th graders. RCA realizes that computer and technology skills are vital to a student's education. Also, it is important for the students to be competent for ISTEP+ testing. The first step was supplying iPads for the teachers. All the teachers for every grade received an iPad and the ability to use it with their projectors for lessons in the classroom. Then we worked to supply iPads for the students enrolled in 6th-8th grade. The students have the ability to use them for all their classes at RCA. However, the students cannot take them home. The goals for RCA include incorporating iPads in the 5th grade. Then hopefully, we will be able to incorporate one-on-one in every grade as the years progress. This is a great learning tool to use with the students because it is engaging and the students understand how important technology is to their lives at school and when they are out of school. RCA still needs to provide more professional development for the staff and students. In 5th-8th grade we are introducing a class for the students to become efficient in their computer skills. The students will be learning basic word programs, typing skills, and using email accounts. This is to prepare students for the future.

Curriculum Mapping and Development

Curriculum Mapping and Development are of utmost importance in the planning and teaching process. Every year RCA staff is reviewing the curriculum and preparing based on the needs of the students. The current data shows the need for overall improvement rather than focusing on one academic area. Therefore, staff attention will be directed to analysis and improvement of the curriculum as a whole and making sure that all standards are addressed completely and at the most appropriate grade level. Plus, meet the needs of the high special education population. NWEA, Aims Web and ISTEP+ results will be used to identify consistent skill gaps that need to be addressed in curriculum. The curriculum will continue to be refined in focus and increase in rigor. The enrichment classes for 5th-8th grade and the Title I services for K-4th grade curriculum is based on the needs the students show on the results of the assessments. Aims Web assessments are very short assessments and the students are monitored at least three times a year. If the student is showing a lot of needs, then the student could be progress monitored every two weeks.

Assessment

Rural Community Academy believes all you can ask the students is to do their best on assessments. We think that students learn traditionally with paper and pencil assignments as well as hands-on activities. RCA understands that students need consistency and routine with assessments to familiarize them with the style of testing. We believe it is vital to expose students to assessment settings to help with the pressure students feel regarding standardize testing. In our work toward improving standardized test performance, it will be imperative to help teachers connect the alternative assessments they routinely use in the classroom to student performance on NWEA and ISTEP+. Teachers will be guided by the evidence gathered from many sources to identify areas for growth in their students and then target instruction and additional alternative assessments to measure progress in these areas. We have implemented enrichment class for 5th-8th graders, called “Camp” for 3rd and 4th graders and Title services for K-4th. These classes work on standards that will be on state assessments. The students learn testing skills, review skills, and study skills. These are educational settings in a fun, hands-on way for the students. The students are placed in groups based on NWEA, ISTEP+ and Aims Web results. We work to help students achieve gaps and in return they succeed on the state assessments.

Professional Development and Teacher Feedback

Rural Community Academy has consistently provided funding for all staff to choose areas in which they would like to improve in. In the future, administration will continue to make suggestions to staff regarding professional development to meets individual teacher and school-wide needs. As stated before, RCA needs to provide and encourage staff to have more professional development in the area of technology. Furthermore, because of the high percentage of special education population, professional development in the areas such of behavior interventions, co-teaching, autism, ODD differentiated learning are necessary for all staff.

Maintaining areas of strength (Teacher Retention)

Rural Community Academy has shown strong retention rates of talented teachers over time. When teachers leave RCA it is typically due to failure to meet growth plans rather than leaving for a different local teaching position. The administration team has been working together for over eight years. Furthermore, several of our staff members have been with RCA for several years. The staff “gets a voice”. The staff has representatives who meet with administration at

least once a year to discuss concerns or suggestions. This helps reduce any issues and builds the team at RCA.

III. Self-Assessment

The following self-assessments will be completed in AdvancEd Assist.

- a. Purpose and Direction
- b. Governance and Leadership
- c. Teaching and Assessing for Learning
- d. Resources and Support System
- e. Using Results for Continuous Improvement

IV. Academic Performance Overview

	PL 221/A-F	AYP	Data Results Under Intervention /Assessment Policy	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 2004-05	Watch	Passed		42.6%	48.4%	31.1%	62.50%	60.71%	52.18%
SY 2005-06	Probation	Passed		45.8%	39.4%	35.2%	70.43%	54.80%	54.80%
SY 2006-07	Probation	Passed		64.7%	60.0%	44.9%	52.08%	50.00%	41.46%
SY 2007-08	Exemplary	Passed		51.4%	45.9%	54.7%	56.32%	72.15%	54.66%
SY 2008-09	n/a	n/a		33.3%	36.8%	25.4%	56.00%	61.00%	47.00%
SY 2009-10	Exemplary (A)			53.9%	59.8%	71.0%	63.95%	65.12%	58.14%
SY 2010-11	A		Meets standards; Does not meet standards	53.5%	67.8%	61.4%	61.54%	74.03%	58.44%
SY 2011-12	B		N/A IDOE; Does not meet standards	47.3%	51.6%	64.5%	69.41%	74.12%	62.35%
SY 2012-13	A			66.3%	71.6%	74.5%	80.50%	85.20%	76.70%
SY 2013-14	B			57.9%	59.3%	75.9%	83.50%	83.50%	74.10%
SY 2014-15									

Accountability Framework: School-specific Goals

As described in the Introduction of the Charter Template, according to Indiana law, a charter school is established 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) provide 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.

We believe we should show the difference between our charter and our traditional public school system. In our transparency of accountability to show that we are true to our purpose, mission and vision, we show stats that support the school-specific goals regarding making us different from other traditional public schools:

Measurement	Exceeding	Meeting
Place-based activities will be incorporated into and supplement the curriculum	16-20% or more of Instructional Time is place-based	11-15% of Instructional Time is place-based
Organizations, agencies, or businesses will partner in the mission of RCA	There are 15 or more partners	There are between 10 to 14 partners
Community projects, programs, or events (educational, service, or performance-oriented) will be included in the mission	There are 5 or more community events	There are 4 community events
Community volunteers who are not parents of students or employees will donate hours to the school, excluding attendance of school events open to the public	There are 500 or more volunteer hours from the community	There are between 400 and 499 community volunteer hours

We believe the school's mission and educational program are well understood and supported by the local community but we constantly educate new parents as well as students as to the difference between our school and others.

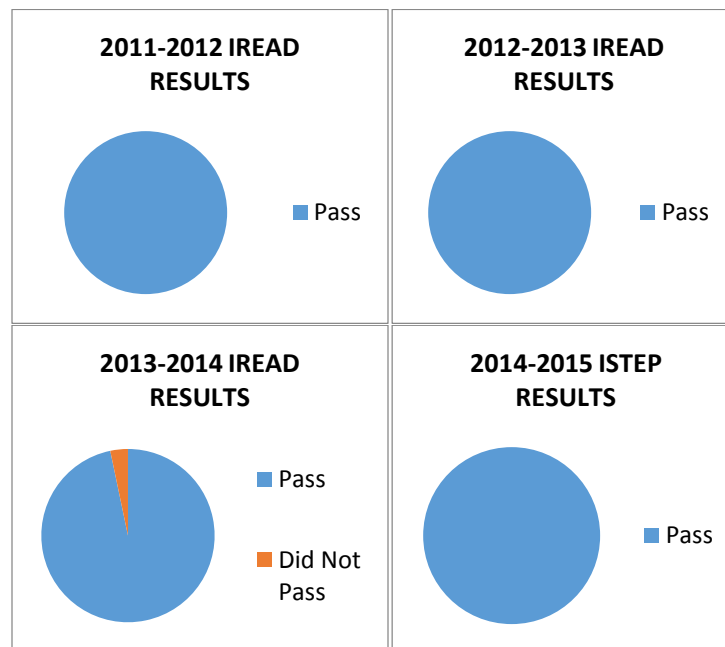
Measurement	Average Results
Place-based activities are incorporated into and supplement the curriculum	20% place based
Organizations, agencies, or businesses partner in the mission of RCA	34 partners
Community projects, programs, or events (educational, service, or performance-oriented) are included in the mission	6 events
Community volunteers who are not parents of students or employees donate hours to the school, excluding attendance of school events open to the public	1114 hours

Assessments

Assessments are age appropriate and include Aims Web, ISTEP, NWEA, and Star Early Literacy (K-2). The school is committed to assessment of all students to determine the success of our curriculum and the education our students receive. The Aims Web assessment tool has three tiers. The students will be assessed a minimum of three times a year and, depending on the results, the students will be placed in a tier. The higher the tier, the more intense intervention the student will receive, up to and including assessments every three weeks. Students who fall in the second or third tier will have more assessments; however, they are short assessments. Students will be pulled from their classrooms to do these assessments with consideration given to the time away from the classroom that does not interfere with core curricular areas. The Aims Web assessment program, along with other assessments, including staff input, can determine if a child is at educational risk and the response to intervention is a tool to determine what the school is going to do about it.

IREAD

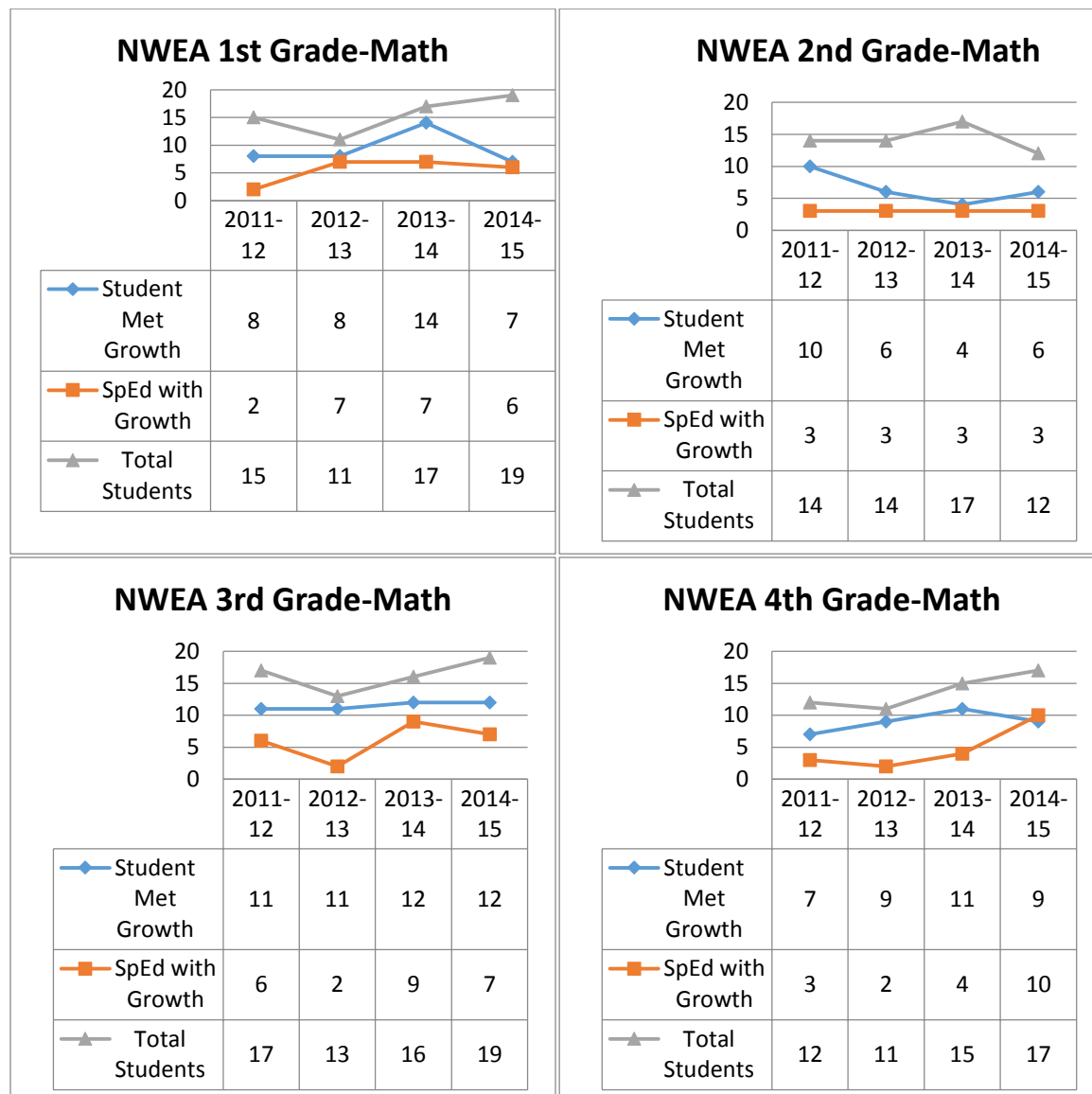
Rural Community Academy has had great success with the state of Indiana's IREAD test. In the four years the test has been administered all the students have passed the test with the exception of one student. The one student, who did not pass, did meet the no clause exception and was promoted to the fourth grade. The staff and students work very hard to meet this standard. The Kindergarten through second grade staff has a great deal of emphasis on phonics and reading skills to build the students' knowledge. The special education and Title I staff assist students as well to boost the students. We begin the third grade school year preparing the students for the assessment. All this key components work well together to provide a positive outcome for the students.



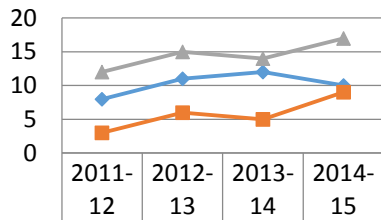
NWEA

NWEA is administered to the students two times a year—once in the fall and once in the spring. The purpose of the assessment is to show the students’ growth. RCA staff always asks the students to do their best on the assessment with incentives for trying their best. For the most part, the students do put effort into the assessment. Every year RCA student population has grown, especially the Special Education population. The results of the NWEA test reflect students not meeting the projected growth in certain areas, but growth was achieved by all the students.

These NWEA graphs show the correlation between the high number of special education students in each grade, the number of students who met growth, and the total number of students taking the assessment. The special education students do show growth on the NWEA, however, the majority of the time it is not the targeted growth.

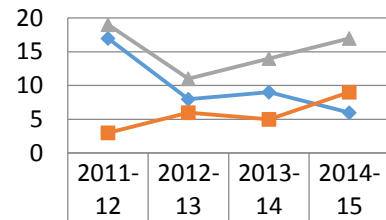


NWEA 5th Grade-Math



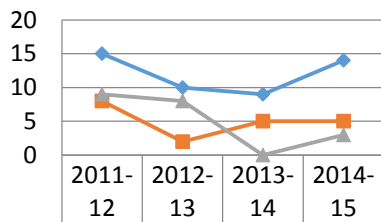
Student Met Growth	8	11	12	10
SpEd with Growth	3	6	5	9
Total Students	12	15	14	17

NWEA 6th Grade-Math



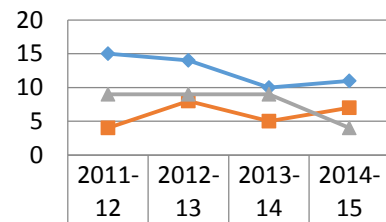
Student Met Growth	17	8	9	6
SpEd with Growth	3	6	5	9
total students	19	11	14	17

NWEA 7th Grade-Math



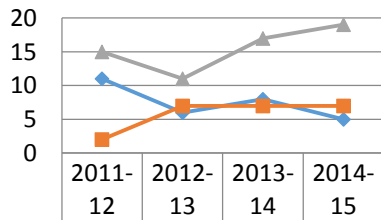
Student Met Growth	15	10	9	14
SpEd with Growth	8	2	5	5
Total Students	9	8	0	3

NWEA 8th Grade-Math



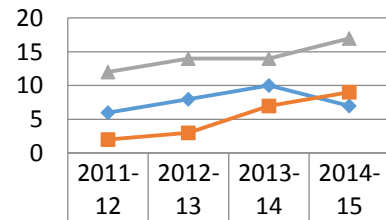
Student Met Growth	15	14	10	11
SpEd with Growth	4	8	5	7
Total Students	9	9	9	4

NWEA 1st Grade-Reading



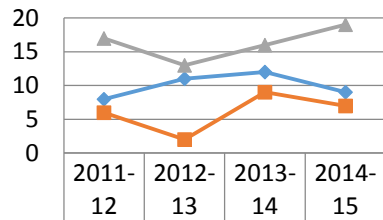
Student Met Growth	11	6	8	5
SpEd with Growth	2	7	7	7
Total Students	15	11	17	19

NWEA 2nd Grade-Reading



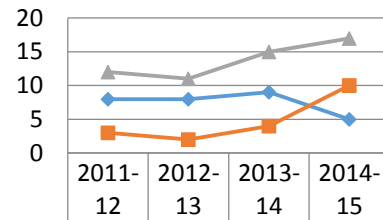
Student Met Growth	6	8	10	7
SpEd with Growth	2	3	7	9
Total Students	12	14	14	17

NWEA 3rd Grade-Reading



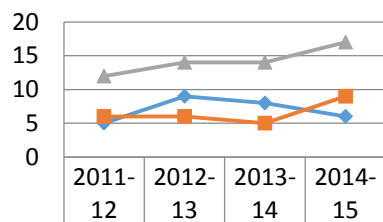
Student Met Growth	8	11	12	9
SpEd with Growth	6	2	9	7
Total Students	17	13	16	19

NWEA 4th Grade-Reading



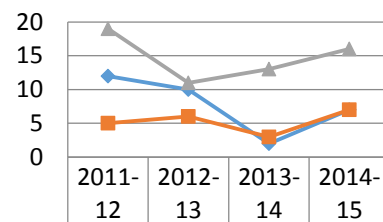
Student Met Growth	8	8	9	5
SpEd with Growth	3	2	4	10
Total Students	12	11	15	17

NWEA 5th Grade-Reading



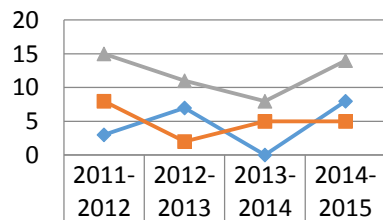
Student Met Growth	5	9	8	6
SpEd with Growth	6	6	5	9
Total Students	12	14	14	17

NWEA 6th Grade-Reading



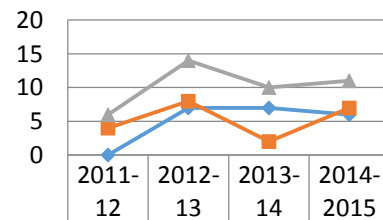
Student Met Growth	12	10	2	7
SpEd with Growth	5	6	3	7
Total Students	19	11	13	16

NWEA 7th Grade-Reading



Student Met Growth	3	7	0	8
SpEd with Growth	8	2	5	5
Total Students	15	11	8	14

NWEA 8th Grade-Reading

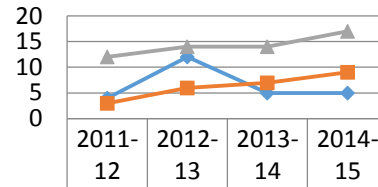


Student Met Growth	0	7	7	6
SpEd with Growth	4	8	2	7
Total Students	6	14	10	11

NWEA 1st-Language Arts

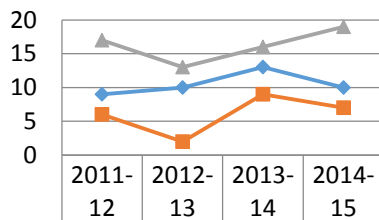
N/A

NWEA 2nd-Language Arts



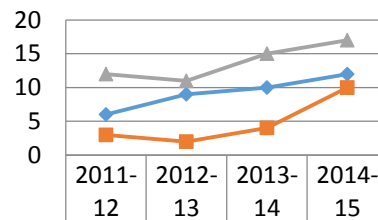
Student Met Growth	4	12	5	5
Special Ed with Growth	3	6	7	9
Total Students	12	14	14	17

NWEA 3rd-Language Arts



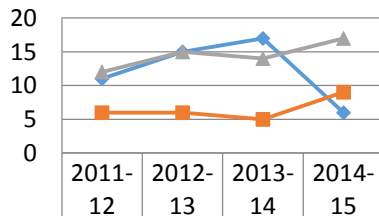
Student Met Growth	9	10	13	10
SpEd with Growth	6	2	9	7
Total Students	17	13	16	19

NWEA 4th-Language Arts



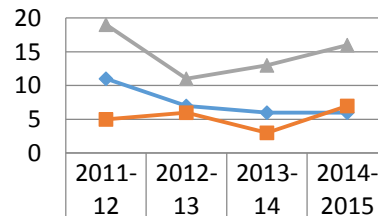
Student Met Growth	6	9	10	12
SpEd with Growth	3	2	4	10
Total Students	12	11	15	17

NWEA 5th-Language Arts

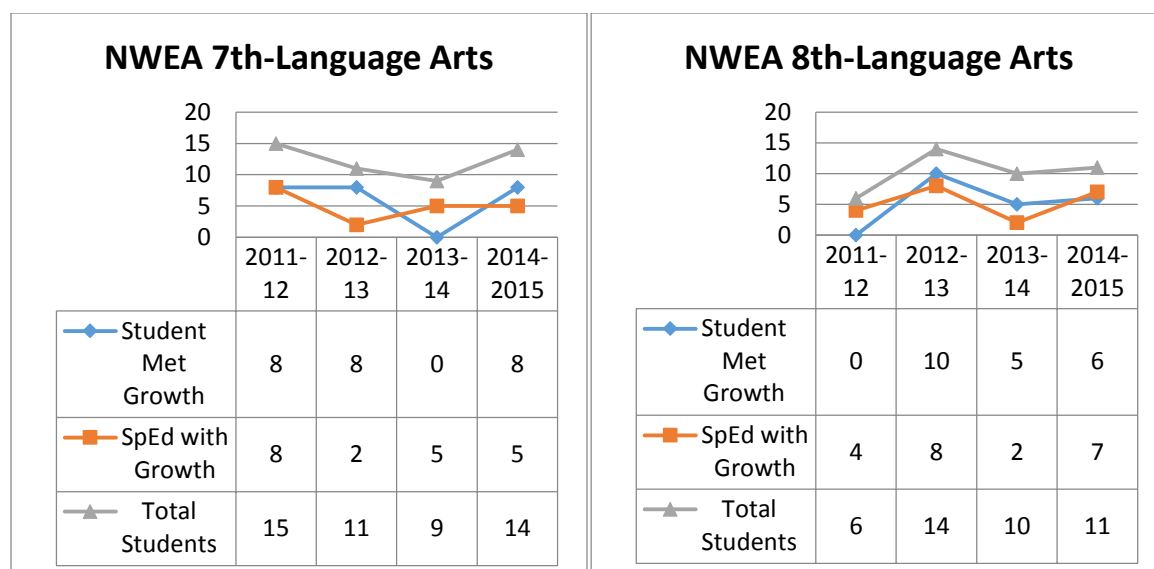


Student Met Growth	11	15	17	6
SpEd with Growth	6	6	5	9
Total Students	12	15	14	17

NWEA 6th-Language Arts



Student Met Growth	11	7	6	6
SpEd with Growth	5	6	3	7
Total Students	19	11	13	16



ISTEP

The staff does an excellent job working with students with needs and helping them to make gains on their goals. Rural Community Academy's special education population continues to increase every year because of that reason. Some parents and students look at RCA because of our reputation of working with special needs children. The special education subgroup plays a major role in the outcomes and results of assessments such as ISTEP. The results in the areas that RCA needs improvement or falls below the standards are directly impacted by the special education enrollment.

Percentage of Special Education who took the ISTEP+

	2011-2012	2012-2013	2013-2014
3 rd grade	23.5%	23.5%	50%
4 th grade	25%	15.4%	25%
5 th grade	38%	28%	33%
6 th grade	6%	31%	21%
7 th grade	44%	8%	50%
8 th grade	44%	62%	11%

Are students making expected growth based on the median student growth percentile ELA and Math? (Grades 4-8 only)

ELA: Met Standard Every Year

Math: Met Standards Year 1, 2 and 3

Year 4 and 5 Does Not Meet Standards

	Year 1	Year 2	Year 3	Year 4	Year 5
ELA	52	50	61.5	46	41
Math	60	60.5	51.5	62	50

Are the lowest-performing students in the school making expected growth based on the median student growth percentile of the lowest quartile of students in ELA and Math? (Grades 4-8 only)

ELA: Met Standards Year 1 and
Exceeded Standards Year 4
Math: Needs Improvement Year 1, 4, 5

	Year 1	Year 2	Year 3	Year 4	Year 5
ELA	60			71	65
Math	49.5			46	48

Is the school's top performing 75% makes expected annual growth in ELA as measured by Indiana's Growth Model and reported through Student Growth Percentiles?

ELA: Met Standards Year 1, 2, 3, and 4
Need Improvement Year 5

	Year 1	Year 2	Year 3	Year 4	Year 5
ELA	60.5	60.5	51.5	61	46.5

Are students in grades 3-8 achieving proficiency on state assessments in ELA and Math?

ELA: Year 1 Falls Below Standard
Year 2 and 3 Needs Improvement
Year 4 and 5 Meets Standard
Math: Year 1 and 2 Falls Below Standard
Year 3 Needs Improvement
Year 4 and 5 Meet Standard

	Year 1	Year 2	Year 3	Year 4	Year 5
ELA	65.9	74	74.1	85.2	83.5
Math	64.7	61.5	70.6	80.5	83.5

Is the school achieving educational equity in regards to student proficiency on ISTEP

ELA and Math? Applies only to schools with 60% or more of all students passing.

ELA: Year 1, 2, and 3 Falls Below Standard

Year 4 Exceeds Standard

Year 5 Needs Improvement

Math: Year 1, 2, 3, and 5 Falls Below Standard

Year 4 Needs Improvement

	Year 1	Year 2	Year 3	Year 4	Year 5
ELA	18.9	21.9	23.5	4.9	14.7
Math	21	31.7	34.3	12	20

Are Special Education students in grades 3-8 achieving proficiency on state assessments in ELA and Math?

ELA: Year 1, 2, 3, 4 Falls Below Standard

Year 5 Needs Improvement

Math: Year 1, 2, 3, 4 Falls Below Standard

Year 5 Needs Improvement

	Year 1	Year 2	Year 3	Year 4	Year 5
ELA	25.9	56	36	59.1	75
Math	33.3	13.6	26	52.2	75

V. Stakeholder Assessment

By virtue of the fact that we allow stakeholders to elect school board members, we feel confident in the input we receive. In addition, we do assess the community on each trip we make into the people, places and things of our curriculum that allows us to obtain feedback in the form of an anonymous survey instrument. In addition, parents are sent surveys which assess every instructional staff member (teachers and aides) and how they perceive their performance. Those same parents also have the opportunity to rate the administrative staff and the school as a whole. Feedback is opened by the Board of Directors and compiled for discussion during evaluations. Students are also given the opportunity to determine how well they feel staff has done in helping them. Students are given an evaluation tool each year with older students providing their own feedback and younger students' feedback being recorded by an outside adult. Compilation is reflected for discussion on staff evaluations.

VI. Organizational Performance

1. **CSAPPHIRE submissions** are current; it is our intent to continue to provide data as required.
2. **No organizational findings.**
3. **Governance and Management.** Before the next charter renewal, our school leader/chief operations officer/treasurer/director of transportation/community liaison will be retiring. We need to start transitioning before that time, looking for the right person to perform the varied tasks. Our chief academics officer can handle everything except the treasurer's position and being the community face of RCA. Talks have already begun with a local accounting firm to help handle the accounting functions from cash to accrual. It is her intent to volunteer on the Board of Directors, if elected.
4. **Transportation.** Our transportation plan has been in effect for years and is successful. Each year we look at our geographic pockets to determine if it makes sense to reduce or expand our transportation routes to Sullivan, Carlisle, Merom, and Shelburn. Our bus drivers meet all applicable laws and we have policies in place for testing of drivers and compliance of students and parents. We pass transportation audits by the Indiana State Motor Carrier Enforcement each and every year. We take the word volunteer very seriously and no one – including staff – gets compensation for volunteering. We also will be consistent in our methodology of which gets transportation and who does not; therefore, all extra-curricular events are volunteers and do not receive transportation.
5. **Facility.** The community owns the school building and leases to the school. Having a building within our community is part of its rich local history and the reason why the school exists. Although there may be nice buildings, ours is in excellent shape and will continue to house our school as long as it continues to pass inspections and is deemed safe.
6. **Educational Service Providers.** We did not contract with an education service provider and do not intend to do so in the future.

VII. Financial Performance

1. With no debt or liabilities other than current receivable and payables with the accrual financial statements, we are in a good financial position and are looking forward to continued growth.
2. Our audits have been very clean without significant findings – 2013-14 submitted to CSAPPHIRE along with 2014-15 compiled by our CPA firm but not yet audited.

2-year Financial Projections. Specific documents reviewed during the renewal process will include:

1. Current Board approved budget with minutes – submitted to CSAPPHIRE.
2. Prior year's Board approved budget with minutes – submitted to CSAPPHIRE.
3. Current facility/school lease term and conditions – submitted to CSAPPHIRE.

4. Applicable insurance policies and their renewal – submitted to CSAPPHIRE.
5. Current Accrual-Based Audits – 2013-14 submitted to CSAPPHIRE. 2014-15 audit with Fitzgerald is not complete but we have had input from our CPA firm for the numbers that are provided.
6. Enrollment Plan – 90% of the budget is impacted by the ADM of the school. The other 10% is impacted by donations and fixed incomes from special education, for example, that are based upon your special education enrollment from your first charter year. Enrollment drives the entire educational financial system.

		2015-16 School Year		2016-17 School Year	2017-18 School Year
	Age Range	No. Pupils	No. Classes	No. Pupils	No. Pupils
K-full time	20 max	19	1	20	20
1	20 max	20	1	20	20
2	20 max	20	1	20	20
3	20 max	18	1	19	20
4	20 max	19	1	19	20
5	20 max	17	1	15	15
6	20 max	13	1	15	15
7	20 max	14	1	14	15
8	20 max	13	1	14	15
Totals	180 max	153	9	156	160

We utilize radio (student announcements), television (15 second spots), print (with real pictures of students/staff), yard signs, flyers, direct mail and direct mail inserts to market the school. In addition, we have a good relationship with the newspaper and do biweekly press releases for things happening in the school that exemplify place-based curriculum.

Two Year Projections attached separately and uploaded with this application. View tabs for financial information.

FINANCIAL PERFORMANCE FRAMEWORK BALL STATE UNIVERSITY			
			Meets
			Does Not Meet
			Falls Far Below
			2014-15
1. NEAR TERM INDICATORS			
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	7:1
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	7:1
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses- Depreciation Expenses)/365)	89
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	103%
1.e.	Default		No Debt
2. SUSTAINABILITY INDICATORS			
2.a.	Total Margin	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	2.0%
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	No Debt
2.c.	Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)- (Year 1 Total Cash)	140,138.49
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense) / (Annual Principal, Interest, and Lease Payments)	No Debt

Data Points	
Year	2014-15
Current Assets	403,193
Current Liabilities	57,611
Cash	390,294
Unrestricted Cash	390,294
Total Expenses	1,280,802
Depreciation Expenses	39,662
Enrollment Projection	147
Actual Enrollment	151
Default	No Debt
Net Income	79,563
Total Revenue	1,360,365
Aggregated Total Margin	No Debt
Total 3 Year Net Income	3,782,995
Total 3 Year Revenues	3,725,823
Total Liabilities	57,610
Total Assets	576,874
Year 1 Total Cash	250,156
Year 2 Total Cash	259,256
Year 3 Total Cash	389,069
Depreciation	435,886
Interest	0
Interest Expense	0
Annual Principal, Interest, and Lease Payments	12,000

TWO YEAR PROJECTED BUDGET

Rural Community Academy	Projected 07/01/15- 06/30/16 150 ADM	Projected 07/01/16- 06/30/17 155 ADM
REVENUE		
0100 1920 Gifts/Donations	35,000	10,000
0100 3111 Basic Grant	1,104,850	1,141,678
0100 3199 Remediation	675	650
0100.1999 Other Rcpts Local	0	0
Refunds/Overpayments	0	0
Other Income	300	275
Total 0100	1,140,825	1,152,603
0100.3117 Safety Grant	0	0
01-00.3293 Performance Awards	4,000	4,000
0100.5173 Charter Grant	75,000	77,500
0800 1612 Lunch Milk	90,000	90,000
0900 1942 Textbook Rentals	3,000	3,000
0900 3910 Textbook Reimb	7,500	7,500
3720.3217 School Technology	4,400	4,400
4100 4514 Title I	35,618	30,000
5200 4223 Special Education	33,430	33,000
6840 4990 Title II Teacher Quality	12,548	6,800
6860 4900 REAP	14,000	13,500
Total Income	1,420,321	1,422,303
EXPENSE		
11100.110 Instr Cert	432,659	452,432
11100.120 Instr Non Cert	143,328	115,872
11100.130 Inst Subs	12,000	12,000
12610.110 SpEd Teacher	65,000	65,000
21220.110 School Counselor	14,600	18,000
24100.120 Admin Non Cert	101,017	91,085
11100.211/24100 .211 SS Non-Cert	20,727	21,500
11100.212 SS Cert	38,071	40,000
11100.214 PERF	19,456	27,713
11100.216 TRF	33,974	36,220
11100.220 Group Ins	84,000	110,000
11100.225 WC Insurance	6,000	8,000
11100.230 State Unemploy	4,389	4,900
Total Wages	975,221	1,002,722
11100.611 Instr Supplies	7,800	7,956
11100.630 Instr TxBks/WkBks	12,892	13,150
11100.650 Instr Periodicals	1,214	1,238
11100.741 Instr Hdw/Perifials (server/lpads)	37,140	37,883
11100.747 Instr Content SftwFee	10,320	10,526
11100.875 Instr Awards	500	510
11910.313 SpEd Psych	14,000	14,280
16200.312 Instr Remed Proo	1,500	1,530

TWO YEAR PROJECTED BUDGET

21420 .313 SpEd PT	1,650	1,683
21520.313 SpEd SH	9,500	9,690
21620 .313 SpEd OT	6,500	6,630
22130.312 Prof Dev Curr/Instr	8,000	8,160
22220.611 Library	800	816
22360.319 Technology Support	10,000	10,200
23150.318 Legal	574	585
23160.540 PR AdvertisinQ	450	459
23160.614 PR Food & Supplies	300	306
23190.319 BSU	22,352	22,799
24100.319 Admin Oth Prof & Tech, Legal	574	585
24100.440 Admin Rentals	11,858	12,095
24100.520 Admin Ins Contents/Liab	16,000	16,320
24100.525 Admin Bond Premiums	1,076	1,098
24100.531 Admin Telephone	2,797	2,853
24100.532 Admin Postage/Printing	1,337	1,364
24100.540 Admin Advertising	3,800	3,876
24100.580 Admin Travel	800	816
24100 .611 Admin Supplies	9,000	9,180
24100.614 Admin Fqod	750	765
24100.735 Admin Equip	1,000	1,020
24100.810 Admin Dues & Fees	1,700	1,734
24100.875 Admin Awards	600	612
25150.319 Payroll Services	4,680	4,774
25160.319 Fin Acct Tax/Prof	750	765
Refunds	0	0
25195.871 Bank SC	150	153
26200.430 Maint Property	40,938	41,757
26200.611 Maint Supplies	6,927	7,066
26200.623 Maint Fuel Oil	10,000	10,200
27900.510 Transp Other	2,580	2,632
27900.612 Transp Tires/Repairs	10,000	10,200
27900.631 Transp Gasoline	12,000	12,240
27400 .731 Purchase School Bus	0	0
31400.611 Food Supplies & Eqmpt	2,897	2,955
31400.614 Food Purchases	70,650	72,063
Other Expense	0	0
Total Expense	1,333,577	1,368,245
Net Income	86,744	54,058
Beginning Cash Balance	369,526	456,270
Cash Flow	456,270	510,328

TWO YEAR PROJECTED BUDGET

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TWO YEAR PROJECTED BUDGET

21420 .313 SpEd PT	1,650	1,683
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22360.319 Technology Support	10,000	10,200
23150.318 Legal	574	585
23160.540 PR AdvertisinQ	450	459
23160.614 PR Food & Supplies	300	306
23190.319 BSU	22,352	22,799
24100.319 Admin Oth Prof & Tech, Legal	574	585
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24100.525 Admin Bond Premiums	1,076	1,098
24100.531 Admin Telephone	2,797	2,853
24100.532 Admin Postage/Printing	1,337	1,364
24100.540 Admin Advertising	3,800	3,876
24100.580 Admin Travel	800	816
24100 .611 Admin Supplies	9,000	9,180
24100.614 Admin Fqod	750	765
24100.735 Admin Equip	1,000	1,020
24100.810 Admin Dues & Fees	1,700	1,734
24100.875 Admin Awards	600	612
25150.319 Payroll Services	4,680	4,774
25160.319 Fin Acct Tax/Prof	750	765
Refunds	0	0
25195.871 Bank SC	150	153
26200.430 Maint Property	40,938	41,757
26200.611 Maint Supplies	6,927	7,066
26200.623 Maint Fuel Oil	10,000	10,200
27900.510 Transp Other	2,580	2,632
27900.612 Transp Tires/Repairs	10,000	10,200
27900.631 Transp Gasoline	12,000	12,240
27400 .731 Purchase School Bus	0	0
31400.611 Food Supplies & Eqmpt	2,897	2,955
31400.614 Food Purchases	70,650	72,063
Other Expense	0	0
Total Expense	1,333,577	1,368,245
Net Income	86,744	54,058
Beginning Cash Balance	369,526	456,270
Cash Flow	456,270	510,328

Rural Community Academy

	<u>June 30 2016</u>	<u>June 30 2017</u>
ASSETS		
Current Assets		
Total Checking/Savings	456,770	505,328
Grants Receivable	6,000	6,000
Total Current Assets	<u>462,770</u>	<u>511,328</u>
Fixed Assets		
Accumulated Depreciation	-470,500	-500,000
Building & Leasehold Improvement	105,000	105,000
Equipment & Furniture	465,500	485,500
Textbooks & Library Books	120,000	120,000
Total Fixed Assets	<u>220,000</u>	<u>210,500</u>
TOTAL ASSETS	<u>682,770</u>	<u>721,828</u>

Balance Sheet

	<u>June 30 2016</u>	<u>June 30 2017</u>
LIABILITIES & EQUITY		
Liabilities		
Accounts Payable	61,500	63,000
Total Current Liabilities	<u>61,500</u>	<u>63,000</u>
Total Liabilities	61,500	63,000
Equity		
3900 - Retained Earnings	534,526	604,770
Net Income	86,744	54,058
Total Equity	<u>621,270</u>	<u>658,828</u>
TOTAL LIABILITIES & EQUITY	<u>682,770</u>	<u>721,828</u>

TOTAL ASSETS

Rural Community Academy

Accounts Receivable

6/30/2015

CFDA Number	Award #	Grant Type	Fund Name	Receipts	Disbursements	Balance	
84.027A	14214-	Reim	1300 Spec Ed	10,362.15		0.00	Part B,
84.027A	14215-511-PN01	Reim	5200 Spec Ed	31,619.00	31,619.00	0.00	Part B, Section 611 for Special Education
84.010A	14-9465	Reim	4100 Title I	10,662.35		0.00	NCLB, Title I
84.010A	15-9465	Reim	4100 Title I	29,768.12	29,768.12	0.00	NCLB, Title I
84.367A	13-9465	Reim	6840 Title IIA		5,936.00	5,936.00	NCLB, Title II, Part A
84.367A	14-9465	Reim	6840 Title IIA		962.81	962.81	NCLB, Title II, Part A
84.358A	S358A13 6830	Reim	6860 REAP	14,533.00	14,533.00	0.00	Title VI, Part B Rural Education Achievement Program
84.358A	S358A13 6830	Reim	6860 REAP	15,487.00	15,487.00	0.00	Title VI, Part B Rural Education Achievement Program

6,898.81
6,000.00
 12898.81

Accounts
 Receivable
 (Grants)

Rural Community Academy

Accounts Payable

6/30/2015

	7/3/2015	7/17/2015	7/31/2015	Totals
Gross Wages	16,715.06	16,748.87	16,715.06	50,178.99
ER Tax Liability	1,275.66	1,252.18	1,270.73	3,798.57
PERF	94.57	90.46	94.57	279.60
TRF	1,122.96	1,107.52	1,122.96	3,353.44
Totals	19,208.25	19,199.03	19,203.32	57,610.60

No Debt