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A LETTER FROM PRESIDENT BLAINE A. BROWNELL

BALL STATE University has been careful to authorize public charter schools that demonstrate an innovative approach to education and embrace the concepts of greater autonomy and increased accountability.

After all, charter schools are intended to provide parents and children an alternative to traditional public schools, and they are, by design, free from many of the regulatory barriers faced by traditional schools. In exchange for this increased freedom, charter schools are held accountable for results, and accountability measures are incorporated into each charter school’s contract with Ball State.

The following report shows the baseline achievement data that will form the foundation for our accountability program and outlines recommendations for improvements specific to each school. Future reports will compare academic growth trends to the baseline data and show how schools have addressed the recommendations for improvement.

In addition to acting as an accountability tool, this report provides a resource for parents of school-aged children and others interested in understanding more about the charter schools in their community.

Ball State University takes its role as a charter authorizer seriously. By enacting strict reporting standards, the university is ensuring the schools in its public charter schools network are held accountable for providing a high-quality educational experience for the children they serve.

Sincerely,

Blaine A. Brownell
President
Ball State as a Charter School Authorizer

Legislation

Passed by the Indiana General Assembly in 2001, legislation enables Indiana’s five major public universities, the Mayor of Indianapolis, and all public school boards to authorize charter schools. Ball State, Indiana’s first and largest public teachers college, is uniquely positioned among universities to be a charter school authorizer.

Eleven charter schools completed their first year of existence in Indiana during the late spring of 2003. Six of those schools were authorized by Ball State University. Irvington Community School in Indianapolis, New Community School in Lafayette, Campagna Academy in Shererville, Veritas Academy in South Bend, Timothy L. Johnson Academy in Ft. Wayne, and Community Montessori in Floyds Knobs are the first six operating charters authorized by the Ball State University Office of Charter Schools.

Charter Schools are public schools that operate independently of traditional school districts. Free of many regulatory burdens, charter schools are held accountable for meeting aggressive academic and non-academic goals.
Ball State has instituted a rigorous accountability process that will enable the university to evaluate each school’s academic strength, organizational viability, and financial health on a regular basis.

During the first semester of their second year all schools will re-examine the goals for which they expect to be held accountable at the end of their contract. These goals will be organized in three areas: academic, student-focused non-academic, and operational.

Each school’s charter contract is for five years and is evaluated annually. Ball State, at the end of a school’s fourth year, will conduct an in-depth evaluation and determine if its academic, organizational, and financial success make it a candidate for renewal.

This Report’s Role in Accountability

The following pages provide information on the six schools beginning their second year of existence in the fall of 2003. Here you will learn about each school’s educational philosophy and approach, find valuable demographic and other student enrollment information, view baseline student achievement data in the form of ISTEP* and North West Education Association (NWEA) Measure of Academic Progress, and be able to read a summary of Ball State’s year-one performance evaluation.

This information serves as the baseline for measuring each school’s success over the next three years. Future reports will show academic growth in all areas. In addition, future reports will measure progress each school makes on the accountability goals they have set in their contract.
Ball State’s Accountability Process

Ball State has developed a rigorous process for evaluating the performance of each charter school authorized by the university. This comprehensive, four-year process, focuses on academic success, operational strength, and customer satisfaction. To view the process in detail, visit www.bsu.edu/teachers/charters. During this first year for charter schools, the university’s accountability process included the following:

**Start-up Review** – In order to ensure all schools are prepared to successfully begin their first year in operation, the Ball State team meets with each leadership team in the early summer. With the assistance of a detailed check list, Ball State reviews each school’s start-up plans to ensure full compliance with regulatory issues and to assess organizational and process issues.

**Self-study** – In the spring of 2003 each school completed a self-study, which included their personal assessment of the following:

A. Progress toward meeting academic and non-academic goals in the charter contract
B. Organizational strength
C. Financial stability
D. First year challenges and how they were addressed
E. Priorities for year two

**Site Team Visits** – Three person teams visited each school in the spring of 2003 for the purpose of reviewing each charter school’s climate and culture, organizational viability, and financial stability. Site team reports, which are summarized on the following pages, were completed with detailed assessment of each school’s conditions for success, operations and access, and organizational viability. Each school was provided with this information as well as comments on strengths, challenges, opportunities, and recommendations for improvement.
Special Education Audits – Under Ball State’s leadership all charter schools in Indiana have formed a Virtual Special Education Co-Op. Director of the Co-Op, Dr. Gerry Wagner, assessed each school’s special education services, made recommendations for improvement, and provided technical assistance in addressing any deficiencies.

All schools have been reminded of procedures with respect to eligibility criteria and the referral process as well as requirements for individual education program completion as outlined in state and federal special education regulations.

Baseline Achievement Data Collection – Members of Indiana’s charter school community feel strongly about assessing academic growth in each charter school. With a goal of gathering student achievement data that is both useful to Ball State’s accountability process and helpful to schools in assessing student performance, Ball State spearheaded administration of the NWEA Measures of Academic Progress (MAP) for all students in Grades 2–12. All of Indiana’s charter schools participated in this testing program during the spring of 2003. In the future, all schools will utilize the test in both the fall and spring.

Data collected in the spring of 2003 will be considered baseline data. From this, the Ball State Office of Charter School Research will report growth data for individual students in all schools.

Accountability Planning – Each charter school authorized by Ball State University creates, during the proposal process, a series of academic and non-academic goals. These goals, incorporated into each school’s charter contract, are the primary focus of the university’s accountability measurements. For this reason, each school is asked to review these goals during their second calendar year of existence to verify their relevance. Schools are asked to identify year four measures and benchmarks for years three and two. This accountability planning will be completed by each school in January of 2004.
Purpose

The Campagna Academy Charter School is designed to serve youth at-risk of not completing their high school education. This puts them at-risk of not securing employment and being able to lead life as participating and contributing members of our society. There are various subpopulations that fall into this overall category, including expelled and suspended youth, drug and alcohol dependent youth, teen mothers who are responsible for their child/children or who are pregnant, and youth who have fallen so far behind academically that they see no hope. The purpose of the school is to provide an opportunity for each student to earn high school credits and fulfill the requirements for graduation. This will be done through an educational environment supplemented with support services.

Educational Program

Campagna Academy will offer instruction of Core Forty Curriculum classes taught by qualified, Indiana state-licensed teachers. The curriculum design is intended to satisfy state standards. Students will also be offered the opportunity to take elective courses to broaden their knowledge base. Art, home economics, photography, and Spanish are among the subjects that have been previously offered. Students will also earn credits for life skills, vocational training, and work-study programs, as they are available on individual student’s schedules. Advanced and remedial programs will be available using PLATO computer software to facilitate learning.
**ACADEMIC BASELINE DATA**

**ISTEP+ Results**

Seven Campagna students took the Graduation Qualifying Exam retest in the fall of 2002 and seven in the spring of 2003.

Of those students who took the retest in the fall, one successfully completed both the Math and Language Arts sections and has graduated from Campagna, one left the school, and five took a portion of the test again in the spring.

Of the five who re-tested in the spring, one graduated from Campagna with a waiver, one left without graduating, and three are still enrolled at the academy.

**NWEA Results**

Due to its small enrollment, Campagna Academy did not participate in the initial NWEA Testing. Campagna, with increased enrollment for the 2003 – 2004 school year, will participate in NWEA in future years.

---

**First-year Evaluation Summary**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Campagna possesses a clear and focused mission.</td>
<td>• To ensure future success, especially if the organization is interested in growing, the school should consider developing and executing a plan to hire teaching staff licensed in Core 40 areas.</td>
</tr>
<tr>
<td>• Academic and non-academic goals are measurable and support the organization’s mission.</td>
<td>• When revisiting academic goals during year two, staff and board should consider methods of better defining improvement.</td>
</tr>
<tr>
<td>• End-of-year evaluation of goals includes corrective action planned by the organization.</td>
<td>• Campagna must revise its admissions policy and application.</td>
</tr>
<tr>
<td>• Curriculum, though not exemplar, is sound and appears appropriate.</td>
<td>• A defined enrollment period must be clearly stated.</td>
</tr>
<tr>
<td>• In a climate of financial uncertainty Campagna Academy Charter School has been able to maintain services as envisioned in its Charter Proposal.</td>
<td></td>
</tr>
<tr>
<td>• The school was fully subscribed for the 2002 – 2003 school year and ended the year with a waiting list of 27 students.</td>
<td></td>
</tr>
<tr>
<td>• Campagna Academy Charter School’s advisory board appears to be engaged and active in the success of the school. Organizationally, the school is strong, benefitting from its relationship with its parent organization.</td>
<td></td>
</tr>
</tbody>
</table>
Community Montessori, Inc.
851 Highlander Point Drive
Floyds Knobs, IN 47119

Grades Served: K – 4
2002 – 2003 Beginning Enrollment: 75
   3% Minority
   11% Free and Reduced Lunch
2003 – 2004 Enrollment: 120
Student Retention Rate: 97%
Teacher Retention Rate: 100%
Student Attendance Rate: 96%
Students in Special Education: 4

Purpose
The purpose of Community Montessori is to provide another educational choice for the community in a positive, child-centered atmosphere that encourages the development of lifelong learning. The school philosophy is based on the beliefs of Maria Montessori, Constructivism, and Schemata Development. The school uses these beliefs to create an environment where learning happens naturally based on the learning styles of the individual child. By the use of many tools, including technology and mastery, the child will be nurtured through the eight constructs: social, emotional, physical, moral, intellectual, aesthetics, creative, and school success. This encompasses the total education of the whole child.

Educational Program
Montessori is a comprehensive educational approach, from birth to adulthood, based on the observation of children’s needs in a variety of cultures around the world. The Montessori environment contains specially designed manipulative materials for development that invite children to engage in learning activities of their own individual choice. Under guidance, children in a Montessori classroom learn by making discoveries with the materials and cultivating concentration, motivation, self-discipline, and a love of learning. In the Montessori classroom, learning materials are arranged invitingly on attainable, open shelves. Children may choose materials they need to practice and may work for an extended period of time.
## Academic Baseline Data

### ISTEP+ Results

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Passing Math</th>
<th>% Passing Language Arts</th>
<th>% Passing Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>82%</td>
<td>82%</td>
<td>81.8%</td>
</tr>
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</table>

### NWEA Results

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math</th>
<th>Reading</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td>183.4 Average</td>
<td>184.3 Average</td>
<td>189.2 Average</td>
</tr>
<tr>
<td>3rd</td>
<td>201.5 Average</td>
<td>202.6 Average</td>
<td>204.6 Average</td>
</tr>
<tr>
<td>4th</td>
<td>203.7 Average</td>
<td>201 Average</td>
<td>205 Average</td>
</tr>
</tbody>
</table>

## First-year Evaluation Summary

### Strengths
- A high quality curriculum, professionally delivered, is possibly Community Montessori’s greatest strength.
- Community Montessori has developed a very positive culture. Staff members are proud to be a part of the organization, the facility is inviting, communication with parents appears to be open and occurs often.
- Community Montessori has an accounting system in place, and it appears to be financially viable.

### Recommendations
- Community Montessori may wish to consider slightly enlarging the board. In addition, steps should be taken to ensure board members understand the unique educational practices of a Montessori school.
- Mission and goals should be re-addressed to ensure they define the school’s educational philosophy and represent the measures by which the school should be judged.
- While the school has a clear discipline policy, it should work to develop formal ways of documenting informal conferences regarding student behavior.
- Community Montessori’s minority population is not reflective of the community. Recognizing there are many factors that have led to this disparity, Ball State suggests a plan specifically geared toward increasing minority enrollment.
**Purpose**

The purpose of the Irvington Community School is to educate children in Kindergarten through Grade 12 by providing a proven academic curriculum paired with an arts and music component, all within a safe environment that emphasizes achievement and character. The school hopes to become an excellent K-12 school that will also serve as a resource center for the Irvington area, bringing together diverse community groups and strengthening the Irvington community.

**Educational Program**

The Irvington Community School (ICS) will be built upon the premise that a well-conceived Internet-based educational program can help boost student achievement, serve the unique needs of students and families, and offer a new model for effective public education in the 21st century. The educational program is designed to provide a comprehensive mastery-based curriculum with high student expectations. The school features extensive use of technology, a comprehensive instructional support system, guidance from caring and dedicated teachers, and a strong commitment from parents and other caring adults.

ICS utilizes K12, an innovative new curriculum delivery system that began operation in 2001. To date, K12 has worked with home school advocates and virtual charter schools. The Irvington Community School will be K12’s pilot bricks-and-mortar charter school in the United States.
### ACADEMIC BASELINE DATA

#### ISTEP+ Results

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Passing Math</th>
<th>% Passing Language Arts</th>
<th>% Passing Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>39%</td>
<td>60%</td>
<td>47.5%</td>
</tr>
</tbody>
</table>

#### NWEA Results

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math</th>
<th>Reading</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average Score</td>
<td>Comparative to Spring Average</td>
<td>National Percentile Norms</td>
</tr>
<tr>
<td>2nd</td>
<td>184.8 Average</td>
<td>182.6 Average</td>
<td>188.6 Average</td>
</tr>
<tr>
<td>3rd</td>
<td>211.5 Average</td>
<td>204.7 Average</td>
<td>210.1 Average</td>
</tr>
<tr>
<td>4th</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5th</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### First-year Evaluation Summary

#### Strengths

- Academic goals exist and most are measurable.
- K12 is a sound curriculum and its Web-based delivery appears to capture the interest of students. In order to be truly innovative, the smart board and other technology could likely be put to better use.
- Irvington’s physical education program had clear goals, objectives, and methods for measurement. This can be a model program.
- Irvington has developed a very positive culture. Staff members are proud to be a part of the organization, the facility is inviting, communication with parents appears to be open and occurs often.
- Irvington Community has an accounting system in place, and it appears to be financially viable.

#### Recommendations

- ICS should work toward a more standard process for teacher evaluation, offering specific observation and feedback for improvement of instruction.
- Roles and responsibilities of the lead teacher should be updated and clarified.
- Mission and goals should be reviewed and refined to ensure they define the school’s educational philosophy.
- Understanding that Irvington Community’s leadership team is in the early stages of evaluating its facilities needs, the review team strongly recommends continuing with a methodical planning process that will allow it to settle on long-term space that will assist in achieving the school’s mission and educational vision.
- Exploding use of innovative smart board technology would be beneficial as a classroom tool.
NEW COMMUNITY SCHOOL
620 Cumberland Avenue
West Lafayette, IN 47906

PURPOSE
The New Community School provides a progressive educational alternative for students in the greater Lafayette area, including strong art and music programs. Students achieve academic excellence by partnering with teachers to meet educational goals. Teachers adapt their curricula to meet the individual learning styles of each student. Students actively participate in educational goal setting and assessment, and they learn citizenship through classroom and community outreach activities.

EDUCATIONAL PROGRAM
The curriculum at the New Community School (NCS) is based on the Indiana Standards and the additional standards adopted by the NCS. The curriculum emphasizes the following areas: language arts, math, science (including critical thinking and technology), social studies (including culture and community involvement), physical development, foreign languages, the arts (including arts and crafts, music, and drama), and emotional and social development. The curriculum for each classroom centers on themes, preferably generated by the students, parents, and teachers. Classrooms will be characterized by multi-age groupings. There will be a wide range of developmental levels and abilities within each classroom.

GRADES SERVED: K – 7
2002 – 2003 BEGINNING ENROLLMENT: 58

- 18% Minority
- 20% Free and Reduced Lunch

2003 – 2004 ENROLLMENT: 47

STUDENT RETENTION RATE: 76%
TEACHER RETENTION RATE: 86%
STUDENT ATTENDANCE RATE: 92.21%
STUDENTS IN SPECIAL EDUCATION: None Identified
**ACADEMIC BASELINE DATA**

**ISTEP+ Results**

Three New Community Academy third graders and two sixth graders took the ISTEP in the Fall of 2002.

Of the third graders tested, one student did not take any portion of the test due to illness, one only took the English/LA section and one student completed the exam. The student who completed the exam passed both the Math and English/LA portions. The student who took only the English/LA portion of the exam passed that portion.

Of the sixth graders who took the exam, both students achieved a score of 'Pass' on the English/LA portion and a score of 'Pass+' on the Mathematics portion.

**NWEA Results**

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>Reading</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average Score</td>
<td>Comparative to Spring Average</td>
<td>National Percentile Norms</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>184.5 Average</td>
<td>186.5 Average</td>
<td>185 Average</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>202.5 Average</td>
<td>192 Average</td>
<td>203 Average</td>
</tr>
<tr>
<td>4th Grade</td>
<td>201.7 Low</td>
<td>191.6 Low</td>
<td>200.8 Average</td>
</tr>
<tr>
<td>5th Grade</td>
<td>208.5 Low</td>
<td>201.5 Low</td>
<td>204 Low</td>
</tr>
</tbody>
</table>

**First-year Evaluation Summary**

**Strengths**

- New Community has developed a positive student and parent-focused culture.
- Measurable academic goals have been developed, or are in development, and the school is working to identify measures.
- New Community has recently rewritten its mission to make it more communicable and measurable.
- Academic goals are measurable.
- Integration of subject materials across subject matter is impressive.
- Curriculum for Spanish and Japanese is impressive.
- Budgets are well-maintained and regularly reviewed. Costs have been kept low.
- New Community plans to have a professionally qualified staff and orient the new faculty to the school’s vision.
- New Community understands and addresses the non-academic needs of most students, with multiple measures utilized to document goals and growth.

**Recommendations**

- The review team recommends development of a 3- to 5-year plan, incorporating enrollment growth and the potential of moving to a new facility.
- New Community recently utilized a consultant for board and staff training. Once the new staff leadership is in place, a second round with this consultant would likely be in order.
- A well-articulated policy regarding long absences for students with unusual travel schedules should be developed.
PURPOSE
The Timothy L. Johnson Academy (TLJ) is established to serve students who are at-risk, whether because of economic, educational, or social disadvantage. TLJ provides a choice in the array of public education alternatives available to parents and children to better suit their individual needs. TLJ is structured to provide a safe, secure, and welcoming environment that provides teachers with expertise in specific subject areas dedicated to helping students master the core curriculum. The program provides students with experiential learning, hands-on activities, an all-day kindergarten, a focus on the fine and performing arts, and high levels of accountability and parent involvement.

EDUCATIONAL PROGRAM
TLJ’s curriculum has been designed to encourage teachers to work in those subject areas in which they are particularly well-qualified. Teachers work collaboratively to design and map a sequence of instruction that correlates the content of the four core subject areas throughout the school year. The educational program emphasizes the performing arts as a way of addressing the needs of the whole child. Music, art, and drama are provided as a part of the regular curriculum. Students are grouped in mixed-age classrooms to make allowances for different ability levels. Students move between classrooms to receive instruction for the various subjects. By mixing the grades at the Academy, students are able to retain a sense of grade/age-identity while benefiting from instruction geared toward their deficiencies.
# Academic Baseline Data

## ISTEP+ Results

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Passing Math</th>
<th>% Passing Language Arts</th>
<th>% Passing Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>14%</td>
<td>10%</td>
<td>11.9%</td>
</tr>
</tbody>
</table>

## NWEA Results

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math Average Score</th>
<th>Comparative to Spring Average</th>
<th>National Percentile Norm</th>
<th>Reading Average Score</th>
<th>Comparative to Spring Average</th>
<th>National Percentile Norm</th>
<th>Language Arts Average Score</th>
<th>Comparative to Spring Average</th>
<th>National Percentile Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Grade</td>
<td>182.2</td>
<td>Low</td>
<td></td>
<td>176.3</td>
<td>Low</td>
<td></td>
<td>185.6</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>3rd Grade</td>
<td>187.1</td>
<td>Low</td>
<td></td>
<td>184.3</td>
<td>Low</td>
<td></td>
<td>184.3</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>4th Grade</td>
<td>195.8</td>
<td>Low</td>
<td></td>
<td>185.7</td>
<td>Low</td>
<td></td>
<td>196.4</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>5th Grade</td>
<td>196.6</td>
<td>Low</td>
<td></td>
<td>179.0</td>
<td>Low</td>
<td></td>
<td>198.3</td>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>

# First-Year Evaluation Summary

## Strengths

- Parent support of the school is strong. Attendance at school activities is good, and parents are committed to helping the school be successful. The parent volunteer program provides extra help for the school.
- The Board of Directors is drawn from the leadership of the community and is committed to making the school a success. Attendance at board meetings is good.
- The school leadership is committed to improving student learning.
- The school is meeting its financial obligations and appears to be operating in a fiscally responsible manner.
- The student retention rate appears good.
- The facility creates a safe and secure environment for children.

## Recommendations

- The mission of the school should be understood by all who work for the school.
- There is a lack of curricular emphasis on science and social studies.
- The student attendance rates must be addressed so that they meet commonly accepted standards.
- The school needs to take steps to improve staff morale.
- School leadership must be stabilized.
- Efforts to reduce staff turnover, including an improved hiring process, should be implemented.
- Academic and non-academic goals should be revised so they directly relate to the school's mission statement.
**Veritas Academy**
814 East LaSalle Avenue
South Bend, IN 46617

**Grades Served:** K – 6

**2002 – 2003 Beginning Enrollment:** 64

- 45% Minority
- 57% Free and Reduced Lunch

**2003 – 2004 Enrollment:** 87

- **Student Retention Rate:** 83%
- **Teacher Retention Rate:** 89%
- **Student Attendance Rate:** 93%
- **Students in Special Education:** None Identified

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

**Educational Program**
The educational curriculum of Veritas Academy closely follows the Core Knowledge Sequence developed by E.D. Hirsch, a national leader in educational reform. It involves teaching core knowledge (content) in highly-specified yearly sequences so that children have a coherent, cumulative, solid foundation of knowledge and competencies. The basic premise of Core Knowledge is that children expand their learning by building upon what they already know. The Core Knowledge Sequence consists of seven core subjects: language arts, American and world history, geography, math, science, and visual arts. Veritas Academy will supplement these areas with instruction in music, character education, foreign language, physical education, and technology.
### Academic Baseline Data

#### ISTEP+ Results

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math Passing %</th>
<th>Language Arts Passing %</th>
<th>Both Passing %</th>
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</thead>
<tbody>
<tr>
<td>3rd</td>
<td>67%</td>
<td>58%</td>
<td>62.5%</td>
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#### NWEA Results

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math Average Score</th>
<th>Math Comparative to National Norms</th>
<th>Language Arts Average Score</th>
<th>Language Arts Comparative to National Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Grade</td>
<td>189.5 Average</td>
<td>191.3 Average</td>
<td>194.3 Average</td>
<td>205 Average</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>205.3 Average</td>
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<td>205 Average</td>
<td>205 Average</td>
</tr>
<tr>
<td>4th Grade</td>
<td>211.7 Average</td>
<td>211.5 Average</td>
<td>215.2 Average</td>
<td>High</td>
</tr>
<tr>
<td>5th Grade</td>
<td>209.8 Low</td>
<td>191.5 Low</td>
<td>212.5 Average</td>
<td>Average</td>
</tr>
</tbody>
</table>

### First-year Evaluation Summary

#### Strengths
- Students appear highly motivated and are performing well on standardized tests.
- Parent support of the school is strong.
- The board is active and willing to assume their responsibility to make policy for the school.
- The school leader is dedicated to providing an outstanding educational program for students enrolled in the school.
- Teachers are generally well prepared, relate well to students, and prepare academically appropriate lessons.
- The school appears to be on a sound financial footing, and projected surpluses in the next few years give indication that programs will be adequately funded.
- The facility provides a safe and secure environment.
- Plans are being made to move the program to a more appropriate physical setting.
- Student and faculty retention rates are good.

#### Recommendations
- The staff must take steps to know and understand the school’s mission and how it relates to educational programs and must commit along with all other shareholders, to a common vision for the school.
- In-service training for staff and parent meetings to share this vision are needed.
- The place of science and social studies in the curriculum needs to be strengthened.
- A long-term facilities plan must be developed and implemented as soon as possible.
- Job descriptions should identify the specific roles and responsibilities of all personnel, including the board members.
- The board policy manual needs to be reviewed and revised to eliminate ambiguity and conflicts of interest.
- A plan must be developed and implemented for meeting special education requirements.
INFORMATION on the following pages provides a graphic depiction of how each charter school performs on a number of success indicators, including 3rd grade ISTEP+ scores, NWEA Measurement of Academic Progress, student attendance, student retention, and teacher retention.

In addition, we have included demographic information including minority population and percentage of students qualifying for free and reduced lunch. In future reports, students with disabilities and students with limited English proficiency will be included as well.

The purpose of these graphs is to provide a graphic snapshot of each school. In future reports, success indicators will be shown in a manner demonstrating each school’s ability to show true academic growth among its students.

ACADEMIC MEASURES (ISTEP AND NWEA MEASURE OF ACADEMIC PROGRESS)
ACADEMIC MEASURES

NWEA: Second Grade Results

Math  | Reading  | Language Arts
Community Montessori | Irvington | New Community | Timothy L. Johnson | Veritas Academy | Indiana Norms | National Norms
--- | --- | ---
180  | 185  | 190

NWEA: Third Grade Results

Math  | Reading  | Language Arts
Community Montessori | Irvington | New Community | Timothy L. Johnson | Veritas Academy | Indiana Norms | National Norms
--- | --- | ---
190  | 195  | 200

ACADEMIC MEASURES

NWEA: Fourth Grade Results

NWEA: Fifth Grade Results
**ACADEMIC MEASURES**

**Minority and Free/Reduced Lunch Rates**

<table>
<thead>
<tr>
<th>School</th>
<th>% Minority</th>
<th>% Free/Reduced Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campagna Academy</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Community Montessori</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Irvington</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>New Community</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Timothy L. Johnson</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Veritas Academy</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

**Student Attendance Rates**

- Campagna Academy: 90%
- Community Montessori: 90%
- Irvington: 90%
- New Community: 90%
- Timothy L. Johnson: 90%
- Veritas Academy: 90%