Office of Charter Schools
Accountability Report 2008-2009
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Ball State University practices equal opportunity in education and employment and is strongly and actively committed to diversity within its community.
Nationally, charter schools continue to grow at a rapid pace. More than 4,600 charter schools are in operation, serving more than 1.4 million students in 40 states and the District of Columbia. These numbers reflect an increase in student population of 11 percent and an increase in the number of schools of eight percent over the preceding year.

Ball State University serves as the largest authorizer of public charter schools in Indiana, with twenty-nine schools throughout the state serving more than 10,000 students in 2008-2009. Thirty-two schools will be operating in 2009-2010, with an estimated additional 1,000 students enrolled.

Since the passage of the Indiana charter law in 2001, Ball State has been committed to ongoing growth and development of charter schools and has developed rigorous standards to ensure that the schools authorized are held accountable for providing a high-quality educational experience for students served. During the past year, much attention has been placed on the creation of a School Assessment and Intervention Policy, which includes measures and criteria for making decisions about the continuing progress of our charter schools – from corrective action plans to closure.

Emphasis on improving student achievement is central to the Office of Charter Schools (OCS) mission. In 2008-2009, 36.4 percent of the charter schools sponsored by Ball State met the federal No Child Left Behind Act standard of Adequate Yearly Progress (AYP). This level is lower than a year ago but may be explained by the increase in the state’s threshold for “passing” scores. The pass rate in English/language arts increased from 65.7 percent to 72.6 percent in 2008-2009 and in math the pass rate increased from 64.3 percent to 71.5 percent. Progress on the ISTEP+ and achievement growth data obtained from the required Northwest Evaluation Association for all schools is carefully assessed annually as an important indicator of quality.

Increasing the percentage of Ball State-sponsored charters that meet AYP is a commitment stated in Education Redefined: Strategic Plan 2007-2012. Ball State’s objective is to be the authorizer with the highest percentage of schools meeting AYP by the 2012-2013 school year. To this end, additional mechanisms and strategies for assisting and supporting its charters to aggressively improve student academic performance are being implemented.

As parents and communities continue to call for high-quality educational options, Ball State remains committed to meeting their needs, as do the many dedicated charter school administrators, teachers, staff and volunteers who serve on school boards, assist in the classrooms, and otherwise advance these schools on behalf of their students.

Sincerely,

John E. Jacobson
Dean, Teachers College
Contents

Overview
What are Charter Schools?
Ball State University Sponsored Charter Schools
Role of Ball State University as a Charter Authorizer
Role of the Office of Charter Schools
Goals for the University Charter School Program
Purpose of the Accountability Report

General Information
Adequate Yearly Progress (AYP)
Public Law 221 - Indiana’s State Accountability Law (PL 221)
Northwest Evaluation Association (NWEA)

Comprehensive Review of BSU Charter Schools
NORTHERN REGION
Aspire Charter Schools
Campagna Academy Charter School
Charter School of the Dunes
East Chicago Lighthouse Charter School
East Chicago Urban Enterprise Academy
Gary Lighthouse Charter School
KIPP LEAD College Preparatory School
Renaissance Academy
Thea Bowman Leadership Academy
Veritas Academy
West Gary Lighthouse Charter School
21st Century Charter School at Gary

CENTRAL REGION
Anderson Preparatory Academy
Dr. Robert H. Faulkner Academy
Galileo Charter School
Geist Montessori Academy
Hoosier Academy-Indianapolis
Hoosier Academy-Muncie
Imagine Indiana Life Science Academy East
Imagine MASTer Academy
Imagine Schools on Broadway
Indiana Math and Science Academy
Irvington Community School
New Community School
Options Charter School - Carmel
Options Charter School - Noblesville
Timothy L. Johnson Academy

SOUTHERN REGION
Community Montessori
Rural Community Academy

Appendices
Appendix A: Comparison of BSU Sponsored Charter Schools
Appendix B: Constituent Survey

The Ball State University Office of Charter Schools is pleased to provide this Accountability Report along with additional information regarding data summarized in this report online: www.bsu.edu/teachers/charter
What are Charter Schools?

Charter schools are independent public schools that are open to all students and are state funded. Students do not pay tuition to attend these schools, which are designed and operated by educators, parents, and community leaders. In Indiana, charter schools may be authorized by a limited number of entities, such as the executive of a consolidated city or a state university offering four-year degrees. Currently, Ball State is the only public university in Indiana to serve as a sponsor of charter schools. Through these schools, Ball State University contributes to the variety of choices in education available to Indiana students. Each school chartered by the university is expected to strive for academic excellence and have a well-defined mission that is tailored to its community’s needs.

Like all public schools, charter schools are held to high academic standards, require participation in state testing programs, hire certified teachers, and publish annual reports to the public. The curriculum often includes new and innovative approaches for teaching and can be tailored to the specific needs of students.

Charter schools are allowed considerable autonomy through the Indiana charter law. In exchange for that autonomy, each school is held to a high level of accountability.

Ball State University-Sponsored Charter Schools

During the 2008-2009 academic year, there were 29 operating charter schools throughout Indiana sponsored by Ball State University. Of those 29 schools, seven opened in fall 2008. As of the publication of this report, there are wait lists containing the names of more than 2,100 students for the 2009-2010 school year.

In summer 2009, one Ball State-sponsored charter school in Indianapolis chose to leave university sponsorship and become a charter school sponsored by the Indianapolis Mayor’s Office. Location in the Indianapolis area and the fact that no fees are assessed of Mayor’s Office schools were cited as factors in this decision.

Figure 1 on page five shows the geographic distribution of all of the schools sponsored by Ball State.

Role of Ball State University as a Charter Authorizer

Ball State is a leader in the development and promotion of educational innovations and best practices for public schools in Indiana. Serving as Indiana’s only postsecondary institution authorizing public charter schools is one way the university demonstrates its commitment to redefining education and building better communities.

As a public charter school authorizer, Ball State does not manage the schools it sponsors. Its primary mission is to:

1. Evaluate applications for charters and determine which groups are to be awarded charter contracts.
2. Set high expectations for each charter school it sponsors.
3. Provide oversight to each charter school it sponsors to ensure it is meeting the terms of its charter applicable laws.
4. Intervene when sponsored schools do not meet the terms of their charter contracts or applicable laws.
5. Evaluate the performance of the charter schools it sponsors to determine whether to renew the contract for each school.

During 2008-2009, six renewal decisions were made. Each school participated in a rigorous renewal application process detailing the school’s success in meeting the terms of the charter and in achieving academic success. Two schools received three-year renewal contracts, one school received a four-year renewal contract, and three schools received five-year renewal contracts.

The university reserves the right to rescind a charter if a school fails to meet performance standards. Ball State is committed to improving the quality and success of charter schools through high standards and clear accountability. That is the primary role of Ball State, and this annual review of performances provides much of the information needed to demonstrate the progress of the university in meeting that commitment.
NORTHERN REGION
Aspire Charter Academy
Campagna Academy Charter School
Charter School of the Dunes
East Chicago Lighthouse Charter School
East Chicago Urban Enterprise Academy
Gary Lighthouse Charter Schools
KIPP LEAD College Preparatory Academy
Renaissance Academy
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Irvington Community School
New Community School
Options Charter School - Carmel
Options Charter School - Noblesville
Timothy L. Johnson Academy

SOUTHERN REGION
Community Montessori
Rural Community Academy
Role of the Office of Charter Schools

Ball State University has established an Office of Charter Schools (OCS) to serve as the primary source of contact with each group seeking a charter and each operating charter school. The office serves as the administrator of the university’s charter program, making recommendations to the president on such major decisions as the granting of charters, significant actions related to the performance of schools, and renewal decisions.

During its initial four years, OCS was established and staffed to develop an accountability process. As a result of this early work, the university began a major restructuring of its charter authorizing practices in the summer of 2006 with new leadership in OCS.

Key elements of the restructuring include:

- Significantly increasing the capacity of OCS staff to meet the responsibilities of the office.
- Redesigning the accountability framework to gain a more complete understanding of each school’s success.
- More clearly defining expectations for successful charter schools.
- Implementing more rigorous requirements for charter proposals.
- Altering the compliance monitoring process.
- Shortening the length of new charter contracts from seven years to five years.
- Implementing a rigorous review process for charter renewal decisions.
- Establishing an advisory group comprised of representative charter school leaders who meet with OCS staff throughout the school year.

Ball State is investing significant resources into this restructuring process. Since summer 2006, the university has added these new full-time positions to OCS to increase the capacity of the office to fulfill its mission:

- Finance Coordinator
- School Accountability Coordinator
- Additional Field Representative

With the Virtual Special Education Co-op (VSEC) no longer in operation, the university has expanded its oversight responsibility to include the area of special education. To determine the needs of Ball State-sponsored schools, a special education monitoring trip was conducted in early spring 2009. A representative sample of schools was selected for a visit by a team of OCS staff and an external special education consultant. As a result of this trip, another full-time staff position, a special education coordinator, has been added to OCS.

The university also contracts with a data processing service provider, Corporate Computer, which provides a computer-based system for the collection and storage of compliance documents. This aids OCS in monitoring the compliance of each school with the terms of its charter and applicable laws.

Ball State provides support to the schools it sponsors. For example, a partnership between the Office of Charter Schools and the university’s Building Better Communities Fellows Program offers consultation on facilities planning. A number of schools have taken advantage of the service. In June, 2009 a workshop on legal issues was offered to leaders of Ball State-sponsored schools. Beginning in 2009-2010, the university is offering an optional off-year audit to sponsored schools. Also, beginning in 2009-2010, fees for participation in the NWEA assessment are being waived for Ball State-sponsored schools. Opportunities for other partnerships and/or resources are always being investigated.

Ball State provides a well-defined platform upon which the schools sponsored by the university will be successful. It is the expectation that the performance of the schools Ball State sponsors will meet or exceed platform guidelines in a number of areas, including financial management and student achievement.

Goals for the University Charter School Program

Ball State is strengthening its capacity to ensure that the charter schools it sponsors are meeting or moving toward high levels of performance within a reasonable amount of time. The charters of schools that are unable to meet expectations established by Ball State may be rescinded after the schools are given a reasonable opportunity to make changes in their administrative and educational operations. This approach to charter authorizing is consistent with the basic premise for establishing public charter schools. The basic premise states that, while charter schools enjoy more autonomy within their organizations, increased accountability is expected from each charter school by its authorizer.

As the university holds charter schools accountable for performance, it also holds itself accountable in its role as an authorizer. Since 2001 when Ball State began authorizing charter schools, the following significant interventions have been taken toward sponsored charter schools that were not meeting the terms of their charters: In 2003-2004, the charter of one school that was in operation was revoked. In 2007, the grade configuration
for one school in operation was reduced from K-8 to K-5. Its charter was extended for two years rather than renewed due to serious concerns about academic performance. In 2007, another school’s charter was extended, rather than renewed, due to significant financial concerns. During the summer of 2008, the sponsorship of one school was withdrawn prior to opening.

In its effort to set aggressive expectations for its charter school program, Ball State has established a goal that, by 2012-2013, the university will be the sponsor of the highest percentage of charter schools that meet the federal No Child Left Behind Act’s requirement of Adequate Yearly Progress (AYP) of the major charter sponsors in the state of Indiana. With the continuing focus on restructuring in process, this objective is clearly attainable.

In 2008-2009, the Indiana Department of Education raised the “cut” for AYP determination. The “passing rate” for English/language arts AYP determination increased from 65.7 percent in 2007-2008 to 72.6 percent in 2008-2009. The “passing rate” for math AYP determination increased from 64.3 percent in 2007-2008 to 71.5 percent in 2008-2009. This increase in passing rate resulted in a number of schools throughout the state that had been making AYP in previous years to not make AYP in 2008-2009. The percentage of public schools statewide making AYP fell from 54 percent in 2007 to 50 percent in 2008. Eight of the 22 charter schools (36.4 percent) sponsored by Ball State made AYP in 2008.

Indiana Public Law 221(PL 221) annually rates schools based on ISTEP performance and improvement. This state accountability system is designed to demonstrate improvement on each school’s overall percent passing ISTEP. Ball State-sponsored schools are showing consistent improvement. Seventy-seven percent of the 22 schools received a category placement of “Academic Progress” or better under this system, which meets the goal established on Ball State’s annual accountability plan. A review of the calculated improvement on ISTEP reveals that 86 percent of Ball State-sponsored schools had positive improvement rates in 2008.

It is the goal of the university to significantly improve the percentage of sponsored schools making AYP, significantly exceeding the statewide average of all charter schools by 2012-2013. The attainment of this goal by 2012-2013 is a primary reason for restructuring the authorizing practices of the Office of Charter Schools.

One major change in the university’s policies for charter schools is the implementation in February 2009 of the Policy for School Assessment and Intervention. This policy identifies specific measures in the areas of academic achievement, finance, and compliance and sends a clear message to all Ball State-sponsored charter schools that AYP performance is a critical determining factor in whether a charter is extended, renewed, or revoked. Schools that do not attain specific levels of performance in those areas will be placed on corrective action, probationary status, or recommended for revocation of their charters. As a result of the implementation of this policy, one school was placed on Probationary Status due to not meeting AYP expectations, and one school is on Probationary Status due to financial concerns. In the area of academic achievement, the attainment of AYP is a primary requirement. With the adoption of this new policy, it is expected that a higher percentage of Ball State-sponsored charter schools will attain AYP in future years.

**Purpose of the Annual Accountability Report**

Each year, the Ball State University Office of Charter Schools (OCS) publishes an accountability report indicating the performance of its sponsored charter schools. This is the sixth annual accountability report.

The purpose of this report is to provide a snapshot of the performance of each charter school sponsored by Ball State that was open during 2008-2009, as well as a general summary of the success of the Ball State charter program. The accountability report provides information about each school’s educational philosophy and approach; demographics of the school’s student population; 2008-2009 student achievement data in the form of ISTEP+ and the Northwest Evaluation Association (NWEA) Measure of Academic Progress results; and the results of the constituent survey, which is administered annually to parents of enrolled students, school staff, and board members.

**Individual school responses.** As with last year’s report, OCS requested that each school provide background information about its mission and the unique characteristics of the students it serves, along with comments on its performance, the challenges it faced, and the strategies the school is using to increase student achievement. OCS recognizes that each school is a work in progress. This accountability report provides an opportunity for each school to tell its story of successes and challenges and the efforts it is making to aid the students who have enrolled. The overall success of
the charter schools program is based primarily on the success of each charter school, and the university expects each school to pursue strategies that increase the probability of both student and school success.

**Limitations.** This report is of the performance of each school for the academic year 2008-2009 only. A history of the performance of each school is not addressed within the report. Another limitation in the ability of this report to fully depict school performance is in the reporting of data from the state assessment program, the ISTEP+. The Indiana Department of Education reports test results only at the school level by grade. Because individual student performance has not been made available to OCS, the office is presently unable to track individual student progress. Anecdotal reports indicate that many students are making gains in performance on the ISTEP+ over time. Without individual student performance on the ISTEP+, specific gains of those individual students from year to year cannot be tracked. There are discussions at the federal level of revising the No Child Left Behind Act to permit states to base the AYP reporting process on individual student improvement models rather than reporting overall school-level passing rates. Focusing on school passing rates does not allow reporting to take into account the movement of individual students into and out of schools. Such movement is significant for some of the Ball State-sponsored schools, thereby masking performance gains of students who remain at a school for a number of years. For accuracy, the performance of a school should be based on the impact of its educational program on the same students over a reasonable period of time.

The NWEA Measures of Academic Progress has been used not only as an accountability tool, but also as a means for identifying individual students’ areas of needed improvement. The percentages of students achieving their NWEA target growth rate are included here to provide another indicator of student performance, but this should not be considered a complete evaluation of the school’s success in achieving growth among students.

In 2008-2009, schools conducted a constituent survey online or in paper form (see Appendix B). This report, which is highlighted in each school profile of the accountability report, focuses on the areas of parent satisfaction and the academic program.

**Adequate Yearly Progress (AYP)**

The federal No Child Left Behind Act requires schools to show annual improvements in academic achievement and attendance. Schools receiving Title I funds, those with high percentages of low-income students, face federally imposed consequences if they are not able to show the requisite improvements on the state’s assessment.

The Indiana Department of Education (IDOE) has determined AYP for all public schools, including charter schools. There are two methods through which the IDOE determines AYP designations for each school. The first method is based upon the overall percentage of students passing the English and mathematics portions of ISTEP+, participation rates, elementary and middle school attendance rates, and high school graduation rates. Any student subgroup of at least 30 students within the population, including race/ethnicity, free/reduced price lunch eligibility, limited English proficiency and special education, must also meet the performance, participation, and attendance or graduation targets in this first method of meeting AYP. Beginning 2005-2006, an Indiana school could meet AYP if at least 65.7 percent of each of the school’s eligible student subgroups passed the language arts portion of the test and if at least 64.3 percent passed the mathematics portion of the test. The percentages increased for 2008-2009 to 72.6 percent passing English/language arts and 71.5 percent passing math.

The required passing rates used in the first method of determining AYP may be unrealistic for schools serving high numbers of low-achieving students. In these schools, students may be making progress but still not approaching the required passing rates. For these schools, a “Safe Harbor” was created. Using a second method of determining AYP, schools that do not meet the target percent for passing the state’s assessment (ISTEP+) will be considered to have achieved the progress necessary if they meet attendance rate targets and reduce the number of students not meeting performance targets by 10 percent over the previous year.

Adequate Yearly Progress does not account for the migration of students moving in and out of individual student cohorts, which is typical in charter schools. It also provides a limited view of high schools as accountability decisions are based upon only one year of growth and are highly dependent upon the starting points of the school’s students. Nonetheless, especially for elementary and middle schools, AYP does begin to put some focus on improvement measures. It also helps draw attention to the performance of individual subgroups at those schools, rather than grade- or school-wide averages. Appendix A summarizes the AYP results for Ball State’s charter schools.
Public Law 221 – Indiana’s State Accountability Law (PL 221)

Beginning with the 2005-2006 school year, the Indiana Department of Education (IDOE) began publishing the results of a new state accountability system. Under the new law, schools must show progress on ISTEP+ passing rates for each “non-mobile” student cohort, those students who attended the school for at least 70 percent of the year (or 126 school days) and who have an ISTEP+ score from the previous school year. Performance under this new accountability system is judged by improvement, as the passing rates must improve for the same set of students as they progress from one grade level to another. Although PL 221 designation applies to both Title I and non-Title I schools, the consequences that follow a lack of improvement do not apply to charter schools. PL 221 is useful for demonstrating an improvement or lack of improvement among the students in the Ball State University-sponsored charter schools.

As illustrated in Table 1, schools are placed in performance categories based on both their current passing rates and the improvement made by their non-mobile cohort of students. For example, a school with 63 percent of its students passing would be labeled as “Exemplary Progress” if the current pass rate represents an improvement of four percentage points or more when averaged over three years, but would be labeled as only “Academic Watch” if the current pass rate represents improvement of less than two percentage points. No school can be placed higher than “Academic Progress” if it does not also meet AYP under federal accountability expectations. In addition to the report within each school summary, Appendix A indicates the category placements for each Ball State sponsored charter schools that opened prior to 2007-2008.

<table>
<thead>
<tr>
<th>Current Passing Rate on ISTEP+</th>
<th>Passing Rate Improvement Average Over Three Years</th>
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<tr>
<td>&gt; or = 90% Exemplary School</td>
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<th>Academic Progress (Priority)</th>
<th>Academic Watch (High Priority)</th>
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Northwest Evaluation Association (NWEA)

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

In keeping with the NWEA mission to help all students learn, the organization uses assessment data to provide instructional tools for educators. Test results are made available for immediate use, with detailed reports and interpretation of student performance. Each Ball State sponsored charter school has administered the Measure of Academic Progress (MAP) standardized test in the fall and the spring. Growth rates are determined by the change in scores from fall to spring. Target growth rates are individualized, based upon the average for comparison students in the norm group who received a similar score. The target rate for one student may not be the same as the target rate for another. The percentage of students meeting their target growth rate for each school includes only those students present for both the fall and spring testing. This is the second year in which NWEA assessments are part of the requirement for accountability reporting. This data provides another snapshot of student performance that is focused specifically on student growth. In addition to a report within each school summary, Appendix A contains a report of all schools’ NWEA performance.
Ball State-sponsored charter schools serve a wide variety of populations across the state of Indiana. Some of these schools serve students demographically similar to those in their communities and others serve students who differ from those in the local schools. In considering the performance of a school, the demographics of the students it serves must be taken into account.

Many of the Ball State-sponsored charter schools reported herein were authorized prior to the major restructuring of the Office of Charter Schools that began in the summer of 2006 and, therefore, were not required to meet the rigorous expectations that are part of the current chartering process. Each school is working toward meeting the high expectations set by the Office of Charter Schools for improvement and compliance with their individual charters. The Ball State-sponsored charter schools share a common goal of providing an effective educational environment for their students. As the schools work toward achieving that goal, the Ball State Office of Charter Schools fully expects that it will, likewise, achieve its goal of being the sponsor of the highest percentage of charter schools meeting AYP in the state of Indiana by 2012-2013.

**NORTHERN REGION**
- Aspire Charter Academy
- Campagna Academy Charter School
- Charter School of the Dunes
- East Chicago Lighthouse Charter School
- East Chicago Urban Enterprise Academy
- Gary Lighthouse Charter School
- KIPP LEAD College Preparatory School
- Renaissance Academy
- Thea Bowman Leadership Academy
- Veritas Academy
- West Gary Lighthouse Charter School
- 21st Century Charter School at Gary

**SOUTHERN REGION**
- Community Montessori
- Rural Community Academy

**CENTRAL REGION**
- Anderson Preparatory Academy
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21st Century Charter School at Gary
The mission of Aspire Charter Academy is to offer high quality education that emphasizes core academic knowledge and foundational character values. Parents, students, and staff work together to create a safe and caring environment where quality scholarship, punctuality, and good citizenship are developed; and to encourage in our students the desire and capacity to be life-long learners.

Mission

Aspire Academy is proud to offer a first-rate curriculum to provide students with a thorough understanding and mastery of the core subjects of language arts, science, math, and social studies. Recognizing the critical role proper curriculum plays in achieving academic excellence, the curriculum is constantly evaluated and improved by a dedicated curriculum team. All Aspire Academy teachers receive extensive training on how best to deliver the curriculum through the use of proven teaching methods. Teachers new to Aspire Academy attend New Teacher Orientation, in addition to several professional development opportunities throughout the year. Teachers may also elect to participate in NHA University to advance professionally and earn graduate-level college credits. These measures ultimately serve to improve students’ academic performance, which is the top priority.

Educational Program
At Aspire Charter Academy, 97.8% of the student population is black, 1.5% is white, and .7% is Hispanic. Additionally, 88.9% of the student population qualifies for free/reduced lunch.

ISTEP+ was administered in the fall shortly after the school opened its doors. The results provide baseline data and do not reflect the success of the school. Performance on the first assessment was well below the performance of Gary Community Schools and the state of Indiana. English/language arts scores are higher than math across all grade levels. Fall to spring growth measured by the percent of students meeting growth targets on NWEA was very strong with all subject areas at 63% or better.

Parents (n=219), staff (n=42), and board members (n=4) responded to the survey. Eighty-five percent of the parents, 73% of the staff, and 100% of the board rated the overall quality of education as excellent/very good. When asked to compare Aspire Charter Academy’s overall educational quality to that of other schools, 93% of parents, 82% of staff, and 100% of the board rated it as much better/somewhat better than that of its counterparts. When asked how likely they were to recommend, continue, or increase support to their school, from 88-95% of staff, 100% of the board and from 89-92% percent of parents were likely to do so.

Financially, the school met Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its first year in a financially acceptable position. Revenues equaled expenses. The school has no debt as the governing board has a full-service turn-key contract with their Educational Management Organization.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.
To improve student ISTEP+ performance, Aspire Charter Academy has taken the following steps:

- Established a culture of open communication and positive interaction.
- Created a safe and orderly environment.
- Used a schoolwide Moral Focus program.
- Measured success by weekly one-on-one meetings and monthly staff needs assessments.
- Utilized frequent formative adjusting and affirming feedback through weekly observations and coaching.

NWEA data were used to improve student achievement in the following ways:

- Met the needs of individual students by designing specific individual intervention plans based on RIT score goals and other assessment data.
- Used NWEA test data to help students meet their target goals by spring 2009.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Aspire Academy has taken the following actions:

- Used the research-based practices centered around the Effective School Correlates and common curricular tools.
- Implemented targeted professional development, walk-throughs, and monitoring.

To improve the perceptions of the school in response to the results of the constituent survey, Aspire Academy has taken the following actions:

- Conducted frequent parent needs/attitude assessments.
- Used frequent formative adjusting and affirming feedback in order to improve our professional practice. Weekly observations and coaching was used. Success was measured by surveys and student achievement data.
Student Demographics

**Figure X-1: Race/Ethnicity Percentages**

![Race/Ethnicity Percentages](chart)

**Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch**

![Percentages of Students Qualifying for Free & Reduced Lunch](chart)

**Figure X-3: Percentages of Students in Special Education**

<table>
<thead>
<tr>
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<th>Aspire Charter Academy</th>
<th>Gary Community Schools</th>
<th>State of Indiana</th>
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<tbody>
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<td>Aspire Charter Academy</td>
<td>8.0%</td>
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<td>Gary Community Schools</td>
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<td>State of Indiana</td>
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# Program Statistics

## Table Y-1: Attendance Rates

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<tr>
<th>Academic Year</th>
<th>Aspire Academy</th>
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<th>Indiana</th>
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<td>2008-09</td>
<td>94.1%</td>
<td>96.1%</td>
<td>96.1%</td>
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</table>

Data Source: Indiana Department of Education

## Table Y-2: Percentages Passing ISTEP+

<table>
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<td>73%</td>
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<td>74%</td>
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<td>63%</td>
<td>77%</td>
<td>32%</td>
<td>53%</td>
<td>67%</td>
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</tr>
</tbody>
</table>

Data Source: NWEA

## Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>329</td>
<td>67.8%</td>
<td>210</td>
</tr>
<tr>
<td>341</td>
<td>71.8%</td>
<td></td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

- Board (n = 4): 100%
- Parent (n = 219): 85%
- Staff (n = 42): 73%

Figure Z-2: How would you compare the overall quality of education to that of other schools?

- Board (n = 4): 100%
- Parent (n = 219): 93%
- Staff (n = 42): 82%

Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

- Board (n = 4): 100% Recommend, 100% Continue, 100% Increase Support
- Parent (n = 219): 92% Recommend, 91% Continue, 89% Increase Support
- Staff (n = 42): 95% Recommend, 89% Continue, 88% Increase Support
Campagna Academy Charter School serves youth at risk of not completing their high school education. It is an identified Alternative Education school in Schererville, Indiana providing partial-day, full-day, and evening educational programs serving grades nine through twelve. Many students attending CACS experience poor performance or attendance in traditional high schools and choose to attend Campagna Academy for a more structured educational environment and smaller classes.

Mission

Campagna Academy Charter School offers instruction in Core 40 curriculum classes and elective courses taught by qualified, Indiana state-licensed teachers. Advanced and remedial programs are available through computer-assisted instruction and independent study. Graduation requirements include an independent project and either school involvement or community service.

Educational Program

7403 Cline Avenue
Schererville, IN 46375
(219) 322-8614

www.campagnaacademy.org

Grades Served: 9-12
2008-2009 Enrollment: 147
2007-2008 Enrollment: 105
2006-2007 Enrollment: 132
2005-2006 Enrollment: 130
2004-2005 Enrollment: 70
2003-2004 Enrollment: 44
2002-2003 Enrollment: 13
Enrollment at capacity: 150

Year Opened: 2002-2003
Final Year in Current Contract: 2011-2012
Demographic Summary

Many students at CACS attend the school in response to adjudication: Expulsion or suspension; difficulty with drug or alcohol dependence; pregnancy or care for dependent children; or little hope of graduation are some of the issues faced by CACS students. The school’s population is fluid, with students moving in and out of the school as situations change. The statistics reported for CACS below should be considered in a different light from those reported for a school with a traditional student body.

Campagna Academy Charter School’s ethnicity according to Indiana Department of Education date for the 2008-2009 school is as follows: 61.9% black; 17.7% white; 13.6% Hispanic; 6.1% multi-racial; and .7% Asian. Socio-economic (free/reduced lunch) status is as follows: 56.5% free; 33.3% paid; and 10.2% reduced. CACS’ special education percentage is 20.1%.

Academic Progress

Campagna has only one grade level that takes ISTEP+. CACS grade 10 students perform lower than the combined results for all Gary Community Schools and the state average. When comparing Campagna students to grade 10 students in Gary high schools, they perform similarly in language arts. Math is an area that needs much improvement. Students whose growth rates could be measured for NWEA, performed very well in language and math with reading being lower. Improvement in overall student achievement is a challenge for this alternative high school.

Constituent Survey

Parents (n=70), staff (n=25), and the school board (n=12) responded to the survey. Seventy-four percent of parents, 58% of staff, and 67% of the board rated the overall quality of education as excellent/very good. When asked to compare Campagna Academy Charter School’s overall educational quality to that of other schools, 78% of parents, 75% of the board, 71% of the staff rated it as much better/somewhat better than that of its counterparts. When asked how likely they were to recommend, continue, or increase support to their school, from 83-100% of the board, 81-85% of parents, and from 79-83% of the staff were likely to do so.

Financial Review

Financially, the school exceeded Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its seventh year in a financially healthy position. Revenue exceeded expenses, resulting in a positive net income position. Expenses appeared to be appropriate. The school completed the year with a positive cash balance and a solid balance sheet. Campagna is likely to maintain strong finances in the future. Independent auditors completed an audit for the years ending December 31, 2007 and December 31, 2008. The audit identified seven minor issues related to the school. All issues identified have been addressed and corrected by Campagna Academy.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Campagna Academy maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, CACS has taken the following steps:
- Presented the Indiana Standards in English 9, Algebra 1, and Biology 1 over three trimesters, instead of two.
- Identified areas of concern and brainstormed possible strategies for intervention.

NWEA data were used to improve student achievement in the following ways:
- Dedicated one staff member to analyzing NWEA information and reports and sharing data with the entire staff.
- Reviewed NWEA results to identify problem areas in student performance and/or curricula.
- Scheduled the special education teacher to provide small-group instruction.

To address deficiencies that might affect AYP status for the 2009-2010 school year, CACS has taken the following actions:
- Worked with the Lake County Court system to suspend hearings during ISTEP+.
- Tested GQE retest students in small-group settings in private classrooms.
- Offered breakfast, snacks, and beverages to students on ISTEP+ test days.
- Provided transportation during ISTEP+ to all students who needed it.
- Called parents about attendance, non-participation in class, and other academic issues.
- Developed a curriculum based on the Indiana Academic Standards.
- Emphasized the importance of doing well on ISTEP+, NWEA, and TABE.

To improve the perceptions of the school in response to the results of the constituent survey, CACS has taken the following actions:
- Strengthened the curriculum, changed faculty and administration.
- Contacted parents through parent/teacher conferences, letters home, and frequent phone calls.
- Added another computer lab of 20 computers.
- Involved the staff and students in more decisions concerning the school and the students.
- Worked with the School Council.
- Met with local referral agencies explaining school services in greater detail.
- Made education, not behavior problems, the focal point.
- Held students accountable for poor behavior.
- Offered more fun activities for students.
- Started a Student Council and a club for girls.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

- Native American: State of Indiana = 12.2%, Gary Community Schools = 75.1%, Campagna Academy = 61.9%
- Black: State of Indiana = 2.4%, Gary Community Schools = 1.2%, Campagna Academy = 1.5%
- Asian: State of Indiana = 4.1%, Gary Community Schools = 0.1%, Campagna Academy = 0.7%
- Hispanic: State of Indiana = 12.2%, Gary Community Schools = 1.2%, Campagna Academy = 6.8%
- White: State of Indiana = 97.1%, Gary Community Schools = 98.8%, Campagna Academy = 93.2%
- Multi-Racial: State of Indiana = 0%, Gary Community Schools = 0.1%, Campagna Academy = 0.8%

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

- Paid: State of Indiana = 58.2%, Gary Community Schools = 33.2%, Campagna Academy = 33.3%
- Reduced: State of Indiana = 8.6%, Gary Community Schools = 2.4%, Campagna Academy = 10.2%
- Free: State of Indiana = 20.1%, Gary Community Schools = 67.7%, Campagna Academy = 56.5%

Figure X-3: Percentages of Students in Special Education

- Campagna Academy = 20.1%
- Gary Community Schools = 16.8%
- State of Indiana = 17.8%
## Program Statistics

**Table Y-1: Attendance Rates**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Campagna Academy Charter School</th>
<th>Gary Community Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>93.2%</td>
<td>96.1%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

**Table Y-2: Percentages Passing ISTEP+**

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>ENGLISH/LA</th>
<th>MATH</th>
<th>BOTH ENGLISH &amp; MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Campagna Academy</td>
<td>Gary</td>
<td>Indiana</td>
</tr>
<tr>
<td>10</td>
<td>43</td>
<td>28%</td>
<td>31%</td>
<td>68%</td>
</tr>
</tbody>
</table>

**Table Y-3: PL 221**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Campagna Academy Charter School</th>
<th>Gary Community Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACADEMIC PROBATION**

- **Performance:** 17.6%
- **Improvement:** -0.9%

**Table Y-4: Adequate Yearly Progress**

<table>
<thead>
<tr>
<th>PERFORMANCE</th>
<th>PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Math</td>
</tr>
<tr>
<td>Math</td>
<td>English</td>
</tr>
</tbody>
</table>

- **Overall Determination:** No
- **Graduation:** Yes

- **Performance:**
  - English: No
  - Math: No
- **Participation:**
  - English: Too few students
  - Math: Too few students

Data Source: Indiana Department of Education

**Table Y-5: NWEA Percent Meeting Target Growth Rate**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>57</td>
<td>36.8%</td>
<td>8</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

- Board (n = 12): 67%
- Parent (n = 70): 74%
- Staff (n = 25): 58%

Figure Z-2: How would you compare the overall quality of education to that of other schools?

- Board (n = 12): 75%
- Parent (n = 70): 78%
- Staff (n = 25): 71%

Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

- Board (n = 12): Recommend 83%, Continue 81%, Increase Support 79%
- Parent (n = 70): Recommend 85%, Continue 84%, Increase Support 81%
- Staff (n = 25): Recommend 83%, Continue 80%, Increase Support 79%
Mission
The school’s mission is to inspire success through an innovative curriculum, while cultivating environmental stewardship, family and community involvement, and high standards for student achievement.

Educational Program
Charter School of the Dunes students participate in a well-rounded education nurturing an appreciation for art, history, humanity, and knowledge while striving to achieve personal and academic excellence. Many opportunities are extended to students beyond the basic classroom curriculum. Charter School of the Dunes offers Environmental Science, humanities, and physical education classes, along with academic acceleration blocks for every student in kindergarten through eighth grade. Students have the opportunity to participate in Spell Bowl, Math Bowl, Environmental Club, Inventors Fair, 21st Century Scholars, National Junior Honor Society, Drug Abuse and Resistance Education (DARE), basketball, volleyball, and cross country programs.
Demographic Summary

Charter School of the Dunes is a schoolwide Title I school, serving students from kindergarten through eighth grade in the Gary, Indiana area. Approximately 92.1% of the school population at Charter School of the Dunes is black, 3.6% is white, 3% is multi-racial, and .9% is Hispanic. Of the 329 students, 76% receive free or reduced cost lunches. Eligible students receive additional services through Special Education and Title I programming.

Academic Progress

The percentage of students passing ISTEP+ varies across grades and content areas at Charter School of the Dunes, with particular problems in grade three and seven where only 27% and 25% passed both math and English/language arts. The highest and most consistent percentages are found at the fourth-grade level. Charter School of the Dunes did meet AYP for the first time. Strong improvement in percent passing ISTEP+ earned a PL 221 rating of Academic progress. Of students who took NWEA, 36-46% met growth targets in all areas.

Constituent Survey

Parents (n=93), staff (n=38) and the school board (n=4) responded to the survey. Seventy-nine percent of the staff, 66% of the parents, and 75% of the school board rated the overall quality of education at the school as excellent/very good. When asked to compare Charter School of the Dunes’ overall educational quality to that of other schools, 100% of the board, 77% of the parents, and 61% of the staff rated the school as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support to the school, 100% of the school board, from 73-77% of parents, and from 87-97% of the staff were likely to do so.

Financial Review

Financially, the school approached Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its sixth year in a financially healthy position. The school’s expenses exceeded revenues for the year. The school has a positive equity position with a strong balance sheet. Expenses appeared to be appropriate. The school completed the year with a positive cash balance. Charter School of the Dunes is likely to maintain strong finances in the future. The State Board of Accounts auditors completed the required audit for the two years ending June 30, 2008. Although no material weaknesses were identified, a special audit was performed due to the lack of cash handling management processes that were identified in the previous two State Board of Accounts audits that were not corrected by the school.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of obligations were made within 30 days.

Charter School of the Dunes maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, Charter School of the Dunes has taken the following steps:

- Analyzed data to determine weaknesses in curriculum and instructional programming.
- Reviewed student benchmarks to make instructional adjustments to drive instruction.
- Hired two instructional coaches to improve the quality of instruction and implementation of best practices.
- Began aligning all curricula to Indiana State Standards using curriculum mapping software.
- Scheduled 13 professional development days to assist teachers in training for curriculum alignment, writing across the curriculum, and classroom instruction and management.
- Monitored progress of all students quarterly using multiple performance assessments.

NWEA data were used to improve student achievement in the following ways:

- Determined student academic gains.
- Utilized NWEA data to predict ISTEP+ success.
- Identified students for after-school tutoring programs.
- Used NWEA norms to set goals with students.
- Initiated a school-wide incentive encouraging appropriate grade level gains.
- Incorporated the Descartes framework to enhance small group instruction.
- Incorporated data walls to track the success of students and highlight growth gains.
- Placed students in acceleration groups to enhance ELA and math learning.

To address deficiencies that may positively impact AYP status for 2009-2010, Charter School of the Dunes has taken the following action:

- Adopted a strict attendance policy.
- Focused on a standards-driven assessment.
- Implemented a writing program that includes daily dedicated time devoted to teaching the writing process.
- Utilized Acuity diagnostic software to drive instruction and increase student achievement.
- Purchased Study Island software to support student mastery of grade-level standards.
- Coordinated with Supplemental Educational Services to provide tutoring.

To improve the perceptions of their school in response to the results of the constituent survey, Charter School of the Dunes has taken the following actions:

- Hired a marketing director and local publicity agent.
- Conducted parent celebrations to showcase student performance.
- Sent home grade-level newsletters.
- Presented a “Black History Month” program which coincided with a Black Inventors Fair.
- Conducted Title I math nights encouraging parent interaction with students.
- Participated in multiple community events.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>State of Indiana</th>
<th>Gary Community Schools</th>
<th>Charter School of the Dunes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>0%</td>
<td>12.2%</td>
<td>0%</td>
</tr>
<tr>
<td>Black</td>
<td>12.2%</td>
<td>6.8%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>75.1%</td>
<td>11.3%</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4.1%</td>
<td>2.2%</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>97.1%</td>
<td>92.1%</td>
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</tr>
<tr>
<td>Multi-Racial</td>
<td>0%</td>
<td>3.6%</td>
<td>3.6%</td>
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</table>

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

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<thead>
<tr>
<th>Status</th>
<th>State of Indiana</th>
<th>Gary Community Schools</th>
<th>Charter School of the Dunes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid</td>
<td>58.2%</td>
<td>29.9%</td>
<td>24.0%</td>
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<tr>
<td>Reduced</td>
<td>33.2%</td>
<td>2.4%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Free</td>
<td>7.6%</td>
<td>67.7%</td>
<td>71.1%</td>
</tr>
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</table>

Figure X-3: Percentages of Students in Special Education

<table>
<thead>
<tr>
<th>School Type</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Charter School of the Dunes</td>
<td>9.5%</td>
</tr>
<tr>
<td>Gary Community Schools</td>
<td>16.8%</td>
</tr>
<tr>
<td>State of Indiana</td>
<td>17.8%</td>
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</tbody>
</table>
Program Statistics

Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Charter School of the Dunes</th>
<th>Gary Community Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>100%</td>
<td>96.1%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>CS of the Dunes</th>
<th>Gary</th>
<th>Indiana</th>
<th>CS of the Dunes</th>
<th>Gary</th>
<th>Indiana</th>
<th>CS of the Dunes</th>
<th>Gary</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>45</td>
<td>42%</td>
<td>69%</td>
<td>75%</td>
<td>40%</td>
<td>66%</td>
<td>70%</td>
<td>27%</td>
<td>57%</td>
<td>62%</td>
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<td>4</td>
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<td>76%</td>
<td>58%</td>
<td>73%</td>
<td>76%</td>
<td>60%</td>
<td>73%</td>
<td>67%</td>
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<td>67%</td>
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<td>72%</td>
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<td>67%</td>
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<td>7</td>
<td>24</td>
<td>42%</td>
<td>38%</td>
<td>69%</td>
<td>29%</td>
<td>50%</td>
<td>81%</td>
<td>25%</td>
<td>31%</td>
<td>66%</td>
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<tr>
<td>8</td>
<td>31</td>
<td>55%</td>
<td>39%</td>
<td>68%</td>
<td>77%</td>
<td>36%</td>
<td>75%</td>
<td>55%</td>
<td>28%</td>
<td>62%</td>
</tr>
</tbody>
</table>

Table Y-3: PL 221

ACADEMIC PROGRESS

Performance: 55.3%  Improvement: 16.1%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES

ATTENDANCE: YES

PERFORMANCE

<table>
<thead>
<tr>
<th>All Students</th>
<th>English</th>
<th>Math</th>
<th>Black</th>
<th>English</th>
<th>Math</th>
<th>Free/Reduced Lunch</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

PARTICIPATION

<table>
<thead>
<tr>
<th>All Students</th>
<th>English</th>
<th>Math</th>
<th>Black</th>
<th>English</th>
<th>Math</th>
<th>Free/Reduced Lunch</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Met Target Growth Rate</td>
<td>% Met Target Growth Rate</td>
<td>% Met Target Growth Rate</td>
</tr>
<tr>
<td>40.3%</td>
<td>36.8%</td>
<td>46.6%</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

- **Board (n = 4)**: 75%
- **Parent (n = 93)**: 66%
- **Staff (n = 38)**: 79%

![Bar chart showing the overall quality of education rated by different groups: Staff (n = 38), Parent (n = 93), Board (n = 4).](chart)

- **Excellent / Very Good**

Figure Z-2: How would you compare the overall quality of education to that of other schools?

- **Board (n = 4)**: 100%
- **Parent (n = 93)**: 77%
- **Staff (n = 38)**: 61%

![Bar chart showing the comparison of overall quality of education to other schools rated by different groups: Staff (n = 38), Parent (n = 93), Board (n = 4).](chart)

- **Much Better / Somewhat Better**

Figure Z-3: How likely are you to... Recommend the school/Continue at the school/Increase support to your school?

- **Board (n = 4)**: 100%
- **Parent (n = 93)**: 77%
- **Staff (n = 38)**: 87%

![Bar chart showing the likelihood of recommending continuation and increasing support rated by different groups: Staff (n = 38), Parent (n = 93), Board (n = 4).](chart)

- **Increase Support**
- **Continue**
- **Recommend**
EAST CHICAGO LIGHTHOUSE
CHARTER SCHOOL of BSU Charter Schools

“Preparing students for college with a rigorous arts-infused program.”

Mission
To prepare students for college through a rigorous arts-infused program.

Educational Program
East Chicago Lighthouse Charter School uses standards-based instruction and assessment to ensure that students achieve mastery of state standards. Teachers implement research-based methods and curriculum. The school has partnerships with community arts organizations to infuse the arts into lessons and offers courses taught by visiting artists. ECLCS focuses on collaborating with parents and offering various opportunities for parental involvement, including family nights and parent workshops. The core values are: 1) High expectations equal results; 2) Nothing less than excellent; 3) Today is the day we make it happen, and 4) Work Hard. Get Smart. Graduate from College.
Demographic Summary
East Chicago Lighthouse Charter School serves a diverse population of students in the Northwest Indiana area. Eighty-three percent of students live in East Chicago, 11% in Gary, and 6% in Hammond. The ECLCS student population is 55% black, 40% Hispanic, and 5% white or multi-racial. Eighty-nine percent of students qualify for free or reduced lunch, 7.9% of students receive special education services, and 23% of students qualify for English as a Second Language services.

Academic Progress
There was improvement in the percent passing ISTEP+ during the school’s third year of operation. Fifth- and sixth-grade performance is stronger in math, where student achievement is approaching that of the School City of East Chicago. There is still a wide gap between the students at East Chicago Lighthouse and the average across the state of Indiana. Although the school did not meet AYP during 2008, the rate of improvement for PL 221 status is 10.6%. That earned East Chicago Lighthouse a category placement of Academic Progress. Students also performed well against NWEA growth targets, with 59% or more meeting targets in all areas. Math performance showed the most growth.

Constituent Survey
Parents (n=95), staff (n=18), and the school board (n=4) responded to the survey. Seventy-eight percent of the staff, 87% of the parents, and 100% of the board rated the overall quality of education at the school as excellent/very good. When asked to compare East Chicago Lighthouse Charter School’s overall educational quality to that of other schools, 89% of the staff, 92% of the parents, and 100% of the school board rated the school as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support to the school, from 72-80% of the staff, from 90-92% of the parents, and 100% of the school board were likely to do so.

Financial Review
Financially, the school exceeded Ball State University Office of Charter School’s expectations in the area of Financial Viability Results. It completed its third year in a financially acceptable position. Their revenues exceeded expenses, resulting in a positive net income. Expenses appeared to be appropriate. The school completed the year with a positive cash balance. It is anticipated the school will maintain strong finances in the future. Independent auditors completed an audit for the year ending June 30, 2008. The audit identified no issues.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of obligations were made within 30 days.

East Chicago Lighthouse maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, East Chicago Lighthouse Charter School has taken the following steps:

- Analyzed extended response scores.
- Determined standards not mastered by conducting error analysis.
- Examined subgroup scores to determine trends in achievement.
- Conducted a gap analysis to compare reading and math curriculum scope and sequence with state standards.
- Created an assessment and instructional plan to address the gaps.
- Created a school improvement plan, culture of achievement plan, and yearlong professional development plan focused on reading comprehension, math problem solving, and writing skills.

NWEA data were used to improve student achievement in the following ways:

- Grouped students for targeted intervention services and small-group instruction.
- Created sections of accelerated math.
- Increased the reading informational text strategies taught.
- Purchased leveled library for guided reading groups based on RIT scores.
- Created monthly plans to re-teach skills not mastered at mid-year.

To address deficiencies that might affect AYP status for 2009-2010, East Chicago Lighthouse Charter School has taken the following actions:

- Wrote a clear and strict attendance policy with accurate reporting and action after every absence.
- Focused on standards-driven instruction with monthly indicator assessments that included tracking of student scores, aligning instruction with state standards, and reteaching indicators.
- Trained teachers on math problem-solving strategies.
- Incorporated practice, discussion, and journaling three times a week.
- Taught writing skills daily.
- Assessed student writing three times a year using the ISTEP rubric.

To improve the perceptions of the school in response to the results of the constituent survey, East Chicago Lighthouse Charter School has taken the following actions:

- Offered parent workshops based on feedback from survey.
- Communicated student progress with parents frequently and clearly.
- Invested in school repairs and building improvements.
- Tracked number of surveys returned and offered an incentive to increase return percentage.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

- State of Indiana: 12.3%, 6.3%, 4.1%, 0%, 2%, 1%, 3%, 3%, 3%, 7.2%
- School City of East Chicago: 17.8%, 18.1%, 7.9%
- East Chicago Lighthouse Charter School: 58.2%, 29.9%, 48%

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

- State of Indiana: Paid 58.2%, Reduced 8.6%, Free 33.2%
- Gary Community Schools: Paid 29.9%, Reduced 2.4%, Free 75.1%
- East Chicago Lighthouse Charter School: Paid 67.7%, Reduced 7.2%, Free 87%

Figure X-3: Percentages of Students in Special Education

- East Chicago Lighthouse Charter School: 7.9%
- School City of East Chicago: 18.1%
- State of Indiana: 17.8%
Program Statistics

Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>East Chicago Lighthouse Charter School</th>
<th>School City of East Chicago</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>96.2%</td>
<td>94.9%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>East Chicago Lighthouse</th>
<th>City</th>
<th>Indiana</th>
<th>East Chicago Lighthouse</th>
<th>City</th>
<th>Indiana</th>
<th>East Chicago Lighthouse</th>
<th>City</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>51</td>
<td>45%</td>
<td>65%</td>
<td>75%</td>
<td>31%</td>
<td>56%</td>
<td>70%</td>
<td>29%</td>
<td>47%</td>
<td>62%</td>
</tr>
<tr>
<td>4</td>
<td>51</td>
<td>37%</td>
<td>62%</td>
<td>73%</td>
<td>49%</td>
<td>64%</td>
<td>73%</td>
<td>33%</td>
<td>52%</td>
<td>65%</td>
</tr>
<tr>
<td>5</td>
<td>27</td>
<td>44%</td>
<td>69%</td>
<td>74%</td>
<td>63%</td>
<td>63%</td>
<td>77%</td>
<td>37%</td>
<td>53%</td>
<td>67%</td>
</tr>
<tr>
<td>6</td>
<td>26</td>
<td>27%</td>
<td>58%</td>
<td>72%</td>
<td>58%</td>
<td>62%</td>
<td>79%</td>
<td>23%</td>
<td>48%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Table Y-3: PL 221

ACADEMIC PROGRESS

Performance: 42.5%  Improvement: 10.6%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO

<table>
<thead>
<tr>
<th>PERFORMANCE</th>
<th>ATTENDANCE: NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Math</td>
</tr>
<tr>
<td>All Students</td>
<td>No</td>
</tr>
<tr>
<td>Black</td>
<td>No</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced</td>
<td>No</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>263</td>
<td>65%</td>
<td>181</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

- Board (n = 4): 100%
- Parent (n = 95): 87%
- Staff (n = 18): 78%

Figure Z-2: How would you compare the overall quality of education to that of other schools?

- Board (n = 4): 100%
- Parent (n = 95): 92%
- Staff (n = 18): 89%

Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

- Board (n = 4): 100%
- Parent (n = 95): 91% Recommend, 92% Continue, 100% Increase Support
- Staff (n = 18): 77% Recommend, 80% Continue, 72% Increase Support
Mission

East Chicago Urban Enterprise Academy is committed to empowering students, parents, and the community in a unified effort to accomplish educational excellence. Individualized learning and character education creates well-prepared, active citizens. ECUEA embraces diversity in a safe environment that is conducive to learning. Students achieve maximum success.

Educational Program

East Chicago Urban Enterprise Academy utilizes Core Knowledge, Open Court Reading, Saxon Math, and McDougall Little Middle school curriculum. The same curriculum is utilized by American Quality Schools, and has proven successful with primarily at-risk, Hispanic, and African-American students the school serves. SRA’s Direct Instruction will be used with the students who are significantly below grade level. The program is designed for students who have not learned in other programs. Character education is an additional portion of the curriculum. The Academy recognizes that ethical and moral development of students is a critical and essential part of each child’s education. Character Education will not be taught as a separate class in the early grades, but will permeate the classrooms and affect the entire school culture.
Demographic Summary

East Chicago Urban Enterprise Academy (ECUEA) serves a primarily minority population in grades K-8 in the East Chicago area. ECUEA is 58.9% black, 33.8% Hispanic, and 6.8% multi-racial. Similar percentages of students of both ECUEA (86.9%) and the School City of East Chicago (89%) received free and reduced cost lunches, substantially higher than the state average.

Academic Progress

ECUEA’s ISTEP+ percent passing rate is similar to or exceeds that of other schools in the area. Math performance exceeds the neighboring district at all grades. For the first time ECUEA did not meet all of its performance categories, resulting in not making AYP. However, the school continues to have strong performance and shows improvement, resulting in a category placement of Exemplary Progress for PL 221. The percent of students meeting NWEA growth targets was lowest in the area of reading. This is consistent with the school not meeting the performance requirements in English/language arts for AYP.

Constituent Survey

Parents (n=158) and staff (n=16) responded to the survey. Ninety-seven percent of parents and 82% of the staff rated the overall quality of education as excellent/very good. When asked to compare East Chicago Urban Enterprise Academy’s overall quality of education to that of other schools, 95% of parents, 94% of the staff rated the school as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support to the school, from 96-99% of parents and 84-97% of staff were likely to do so.

Financial Review

Financially, the school exceeded Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its fourth year in a financially healthy position. On a cash basis, revenue exceeded expenses. Due to depreciation expenses and increased liabilities, the school recorded a net loss for the year. Expenses appeared to be appropriate. The school completed the year with a positive cash balance and a solid balance sheet. East Chicago Urban Enterprise Academy is likely to maintain strong finances in the future. A State Board of Accounts audit was completed for the two years ending June 30, 2008. The audit identified several minor issues that were immediately addressed by the school.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

East Chicago Urban Enterprise Academy maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, East Chicago Urban Enterprise Academy has taken the following steps:
• Realigned Core Knowledge Curriculum and Indiana Standards for every grade level.
• Employed ongoing small-group instruction.
• Continued Scholastic Reader Program for grades K-8.
• Required all students to have writing portfolios.
• Analyzed schoolwide writing initiative quarterly.
• Conducted annual Science Fair.
• Increased the number of Foss Science Kits for teachers to improve science instruction.

To address deficiencies that might affect AYP status for 2009-2010, East Chicago Urban Enterprise Academy has taken the following actions:
• Reconfigured reading and math groups based on NWEA RIT bands.
• Created writing plans to address the deficit in English/language arts.
• Developed strategic plans to address individual student deficiencies in Math and English/language arts.

To improve the perceptions of the school in response to the results of the constituent survey, East Chicago Urban Enterprise Academy has taken the following actions:
• Ensured that the school pledge and school mission were learned, understood, and recited regularly.
• Placed the mission statement on all outgoing communication to parents.
• Continued Parent Perfect Ten and Parents In Action programs to promote parent involvement throughout the year.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

Figure X-3: Percentages of Students in Special Education
# Program Statistics

## Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>East Chicago Urban Enterprise Academy</th>
<th>School City of East Chicago</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-08</td>
<td>95.3%</td>
<td>94.9%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

## Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>East Chicago Urban Enter.</th>
<th>E. Chi</th>
<th>Indiana</th>
<th>East Chicago Urban Enter.</th>
<th>E. Chi</th>
<th>Indiana</th>
<th>East Chicago Urban Enter.</th>
<th>E. Chi</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>49</td>
<td>76%</td>
<td>65%</td>
<td>75%</td>
<td>84%</td>
<td>56%</td>
<td>70%</td>
<td>73%</td>
<td>47%</td>
<td>62%</td>
</tr>
<tr>
<td>4</td>
<td>49</td>
<td>55%</td>
<td>62%</td>
<td>73%</td>
<td>76%</td>
<td>64%</td>
<td>73%</td>
<td>53%</td>
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<tr>
<td>5</td>
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<td>69%</td>
<td>74%</td>
<td>73%</td>
<td>63%</td>
<td>77%</td>
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<td>67%</td>
</tr>
<tr>
<td>6</td>
<td>44</td>
<td>48%</td>
<td>58%</td>
<td>72%</td>
<td>77%</td>
<td>62%</td>
<td>79%</td>
<td>45%</td>
<td>48%</td>
<td>67%</td>
</tr>
<tr>
<td>7</td>
<td>43</td>
<td>44%</td>
<td>51%</td>
<td>69%</td>
<td>60%</td>
<td>60%</td>
<td>81%</td>
<td>39%</td>
<td>44%</td>
<td>66%</td>
</tr>
</tbody>
</table>

ENGLISH/LA MATH BOTH ENGLISH & MATH

EXEMPLARY Performance: 67.3% Improvement: 4.9%

## Table Y-3: PL 221

<table>
<thead>
<tr>
<th>ENGLISH/LA</th>
<th>MATH</th>
<th>BOTH ENGLISH &amp; MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Black</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Table Y-4: Adequate Yearly Progress

<table>
<thead>
<tr>
<th>OVERALL DETERMINATION: NO</th>
<th>PERFORMANCE</th>
<th>PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>Math</td>
</tr>
<tr>
<td>All Students</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Black</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

## Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>READING</th>
<th>LANGUAGE ARTS</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>216</td>
<td>40.3%</td>
<td>209</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

<table>
<thead>
<tr>
<th>Group</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>97%</td>
</tr>
<tr>
<td>Staff</td>
<td>82%</td>
</tr>
</tbody>
</table>

Figure Z-2: How would you compare the overall quality of education to that of other schools?

<table>
<thead>
<tr>
<th>Group</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>95%</td>
</tr>
<tr>
<td>Staff</td>
<td>94%</td>
</tr>
</tbody>
</table>

Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

<table>
<thead>
<tr>
<th>Group</th>
<th>Increase Support</th>
<th>Continue</th>
<th>Recommend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>99%</td>
<td>99%</td>
<td>96%</td>
</tr>
<tr>
<td>Staff</td>
<td>91%</td>
<td>97%</td>
<td>84%</td>
</tr>
</tbody>
</table>
Mission
To prepare students for college through a rigorous arts-infused program.

Educational Program
Gary Lighthouse uses the following core programs to support Indiana Academic Standards: Open Court, Saxon, FOSS, and Core Knowledge. These programs have been aligned to the state standards. The curriculum is presented and explored through an arts-infused approach.
During the 2008-2009 school year, Gary Lighthouse Charter School served 675 students in grades K-8. In 2009-2010, the first class will enroll in the College Preparatory Academy. Located in Calumet Township, the school serves many families living in the Gary, Merrillville, and Portage. Ninety-eight-and-a-half percent of the students are black and 82.6% qualify for free/reduced lunch. In addition, approximately 7.1% of students participate in special education services.

ISTEP+ percent passing rates at Gary Lighthouse are lower than those in the Gary Community Schools in most subtests and most grades. The highest percent passing is found in the eighth-grade math performance. Students are also below the state average in all cases. Because of this performance, AYP was not met. Gary Lighthouse did, however, achieve a 6.8% improvement in overall percent passing, which earned a category placement of Academic Progress. The percent of students meeting NWEA growth targets was very strong, with the highest percentage in math.

Demographic Summary
Parents (n=143) and staff (n=16) responded to the survey. Fifty-four percent of the parents rated the overall quality of education at the school as excellent/very good with 75% of the staff rating it as good. When asked to compare Gary Lighthouse Charter School’s overall education to that of other schools, 48% of parents rated the school as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support to the schools from 31-66% of parents were likely to do so, with 50% of the staff likely to increase support only.

Academic Progress
ISTEP+ percent passing rates at Gary Lighthouse are lower than those in the Gary Community Schools in most subtests and most grades. The highest percent passing is found in the eighth-grade math performance. Students are also below the state average in all cases. Because of this performance, AYP was not met. Gary Lighthouse did, however, achieve a 6.8% improvement in overall percent passing, which earned a category placement of Academic Progress. The percent of students meeting NWEA growth targets was very strong, with the highest percentage in math.

Constituent Survey
Parents (n=143) and staff (n=16) responded to the survey. Fifty-four percent of the parents rated the overall quality of education at the school as excellent/very good with 75% of the staff rating it as good. When asked to compare Gary Lighthouse Charter School’s overall education to that of other schools, 48% of parents rated the school as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support to the schools from 31-66% of parents were likely to do so, with 50% of the staff likely to increase support only.

Financial Review
Financially, the school exceeded Ball State University Office of Charter School’s expectations in the area of Financial Viability Results. It completed its fourth year in a financially healthy position. Revenue exceeded expenses. Expenses appeared to be appropriate. The school completed the year with a positive cash balance and a solid balance sheet. Gary Lighthouse Charter School is likely to maintain strong finances in the future. A State Board of Accounts audit was rescheduled to next year by the State Board of Accounts. The previous audit identified no issues.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Gary Lighthouse Charter School maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, Gary Lighthouse Charter School has taken the following steps:
- Aligned the curriculum to state standards.
- Developed state-aligned writing rubrics and process curriculum.
- Utilized multi-layer questioning strategies.
- Analyzed Acuity data/resources.
- Implemented Three Tier RTI model.

NWEA data were used to improve student achievement in the following ways:
- Analyzed student individual growth.
- Identified content focus areas.

To address deficiencies that might affect AYP status for 2009-2010, Gary Lighthouse Charter School has taken the following actions:
- Adhered to its attendance policy.
- Analyzed standards-based weekly benchmark assessments.
- Implemented weekly writing prompts.
- Participated in development of a school improvement plan with the assistance of B&D consulting.

To improve the perceptions of their school in response to the results of the constituent survey, Gary Lighthouse Charter School has taken the following actions:
- Developed monthly educational family nights.
- Disseminated grade-level standards.
- Continued Access to the parent coordinator and school leaders.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

- Native American
- Black
- Asian
- Hispanic
- White
- Multi-Racial

<table>
<thead>
<tr>
<th></th>
<th>State of Indiana</th>
<th>Gary Community Schools</th>
<th>Gary Lighthouse Charter School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>12.2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Black</td>
<td>5.5%</td>
<td>4.1%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7.6%</td>
<td>1.2%</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>98.5%</td>
<td>97.1%</td>
<td>98.5%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

- Paid
- Reduced
- Free

<table>
<thead>
<tr>
<th></th>
<th>State of Indiana</th>
<th>Gary Community Schools</th>
<th>Gary Lighthouse Charter School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid</td>
<td>58.2%</td>
<td>33.2%</td>
<td>67.7%</td>
</tr>
<tr>
<td>Reduced</td>
<td>8.6%</td>
<td>2.4%</td>
<td>17.5%</td>
</tr>
<tr>
<td>Free</td>
<td>29.2%</td>
<td>70.2%</td>
<td>15.8%</td>
</tr>
</tbody>
</table>

Figure X-3: Percentages of Students in Special Education

<table>
<thead>
<tr>
<th></th>
<th>Gary Lighthouse Charter School</th>
<th>Gary Community Schools</th>
<th>State of Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>7.1%</td>
<td>16.8%</td>
<td>17.8%</td>
</tr>
</tbody>
</table>
# Program Statistics

## Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Gary Lighthouse Charter School</th>
<th>Gary Community Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>96.6%</td>
<td>96.1%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

## Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>ENGLISH/LA</th>
<th>MATH</th>
<th>BOTH ENGLISH &amp; MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Gary Lighthouse</td>
<td>Gary</td>
<td>Indiana</td>
</tr>
<tr>
<td>3</td>
<td>101</td>
<td>56%</td>
<td>69%</td>
<td>75%</td>
</tr>
<tr>
<td>4</td>
<td>101</td>
<td>42%</td>
<td>58%</td>
<td>73%</td>
</tr>
<tr>
<td>5</td>
<td>51</td>
<td>31%</td>
<td>63%</td>
<td>74%</td>
</tr>
<tr>
<td>6</td>
<td>72</td>
<td>43%</td>
<td>57%</td>
<td>72%</td>
</tr>
<tr>
<td>7</td>
<td>49</td>
<td>31%</td>
<td>38%</td>
<td>69%</td>
</tr>
<tr>
<td>8</td>
<td>54</td>
<td>37%</td>
<td>39%</td>
<td>68%</td>
</tr>
</tbody>
</table>

## Table Y-3: PL 221

**ACADEMIC PROGRESS**

Performance: 49%  
Improvement: 6.8%

## Table Y-4: Adequate Yearly Progress

**OVERALL DETERMINATION: NO**  
**ATTENDANCE: YES**

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
<th></th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

## Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>Reading</th>
<th># of Students Taking Subtest</th>
<th>% Met Target Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>554</td>
<td>60.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Arts</th>
<th># of Students Taking Subtest</th>
<th>% Met Target Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>394</td>
<td>55.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th># of Students Taking Subtest</th>
<th>% Met Target Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>550</td>
<td>70.9%</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

<table>
<thead>
<tr>
<th></th>
<th>Excellent / Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board (n = 0)</td>
<td>0%</td>
</tr>
<tr>
<td>Parent (n = 143)</td>
<td>54%</td>
</tr>
<tr>
<td>Staff (n = 16)</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure Z-2: How would you compare the overall quality of education to that of other schools?

<table>
<thead>
<tr>
<th></th>
<th>Much Better / Somewhat Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board (n = 0)</td>
<td>0%</td>
</tr>
<tr>
<td>Parent (n = 143)</td>
<td>48%</td>
</tr>
<tr>
<td>Staff (n = 16)</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

- **Recommend**
  - Board (n = 0): 0%
  - Parent (n = 143): 44%
  - Staff (n = 16): 0%

- **Continue**
  - Board (n = 0): 0%
  - Parent (n = 143): 31%
  - Staff (n = 16): 0%

- **Increase Support**
  - Board (n = 0): 0%
  - Parent (n = 143): 66%
  - Staff (n = 16): 50%
“A life is not important except in the impact it has on other lives.”

-Jackie Robinson
“There are no shortcuts.”

KIPP LEAD College Prep Charter School’s mission is to empower students with the character, knowledge, and leadership skills necessary to graduate from college and help change the world.

Mission

KIPP LEAD College Prep Charter School’s mission is to empower students with the character, knowledge, and leadership skills necessary to graduate from college and help change the world.

Educational Program

KIPP LEAD is part of the Knowledge is Power Program (KIPP)’s national network of 82 schools which prepares students in underserved communities for success in college and in life. KIPP LEAD offers students a rigorous college preparatory academic experience balanced with extracurricular activities and a consistent focus on the school values of leadership, empathy, achievement, and determination. Students attend school approximately 60% more than counterparts in traditional public schools. The goal for every student, regardless of demographics, is to become prepared to attend college.
Demographic Summary

Ninety-nine percent of students are black and 1% are Hispanic. Of the school population, 75.1% qualifies for free lunch and 8.6% qualify for reduced-price lunch. Seven percent of students are special education students.

Academic Progress

Seventh graders at KIPP LEAD Preparatory Academy had the highest scores on ISTEP+. They outperformed students in Gary Community Schools although not reaching the state average. This may be a result of having three years experience in KIPP LEAD while other grades have not spent as much time in this learning environment. The highest percent passing was for seventh-grade math. While not meeting AYP overall, KIPP LEAD received a category placement of Exemplary Progress due to an 8.6% improvement on ISTEP+. Of the students completing the NWEA MAP assessment both fall and spring, performance varied across content areas. Math is the area with the lowest percentage with reading at 35% meeting growth targets and 43.4% meeting targets in language arts.

Constituent Survey

Parents (n=65), staff (n=12), and school board members (n=7) responded to the survey. Eighty-six percent of parents, 83% of the staff, and 100% of the school board rated the overall quality of education at the school as excellent/very good. When asked to compare KIPP Lead College Preparatory Academy’s overall quality of education to that of other schools 94% of parents, 86% of the board, and 100% of the staff rated the school as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support to the school, from 84-91% of the parents, 83-91% of the staff, and from 80-100% of the board were likely to do so.

Financial Review

Financially, the school exceeded Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed the year in a financially acceptable position for a school in its third year. Per the plan, school expenses exceeded revenues. Expenses appeared to be appropriate. The school completed the year with a positive cash balance. It is anticipated the school will maintain strong finances in the future. Independent auditors completed an audit for the year ending June 30, 2008. The audit identified no issues. The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of obligations were made within 30 days.

Kipp Lead Preparatory School maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement
To improve student ISTEP+ performance, KIPP LEAD has taken the following steps:
• Participated in the IDOE Acuity Assessment System which predicted student ISTEP+ performance to guide instruction
• Created a writing position for 6th grade to provide more literacy support and to increase ISTEP+ English/language arts performance.

NWEA data were used to improve student achievement in the following ways:
• Used NWEA data to drive instruction and create targeted instructional groups.

To improve the perceptions of the school in response to the results of the constituent survey, KIPP LEAD has taken the following actions:
• Held four parent meetings informing and involving parents in schoolwide issues.
• Created a parent volunteer system for schoolwide/gradewide events.
• Hosted three Career Days and a monthly Leadership Speaker Series where community members, including board members and parents, were invited to share with students the path to leadership.

To address deficiencies that might affect AYP status for 2009-2010, KIPP LEAD College Preparatory Academy has taken the following actions:
• Participated in the IDOE Acuity Assessment System which predicted student ISTEP+ performance to guide instruction.
• Created a writing position for 6th grade to provide more literacy support and to increase ISTEP+ English/language arts performance.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

Figure X-3: Percentages of Students in Special Education
### Program Statistics

**Table Y-1: Attendance Rates**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Kipp Lead College Preparatory Academy</th>
<th>Gary Community Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>95.3%</td>
<td>96.1%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

**Table Y-2: Percentages Passing ISTEP+**

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>ENGLISH/LA</th>
<th>Math</th>
<th>BOTH ENGLISH &amp; MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Kipp Lead</td>
<td>Gary</td>
<td>Indiana</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>72</td>
<td>39%</td>
<td>63%</td>
<td>74%</td>
</tr>
<tr>
<td>6</td>
<td>68</td>
<td>46%</td>
<td>57%</td>
<td>37%</td>
</tr>
<tr>
<td>7</td>
<td>71</td>
<td>55%</td>
<td>38%</td>
<td>69%</td>
</tr>
</tbody>
</table>

**Table Y-3: PL 221**

**EXEMPLARY**

- **Performance:** 54.5%
- **Improvement:** 8.6%

**Table Y-4: Adequate Yearly Progress**

<table>
<thead>
<tr>
<th></th>
<th>OVERALL DETERMINATION: NO</th>
<th>PERFORMANCE</th>
<th>ATTENDANCE: YES</th>
<th>PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>Math</td>
<td>English</td>
<td>Math</td>
</tr>
<tr>
<td>All Students</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Black</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

**Table Y-5: NWEA Percent Meeting Target Growth Rate**

<table>
<thead>
<tr>
<th></th>
<th>READING</th>
<th>LANGUAGE ARTS</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
</tr>
<tr>
<td>177</td>
<td>35%</td>
<td>173</td>
<td>43.4%</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

- Board (n = 7): 100%
- Parent (n = 65): 86%
- Staff (n = 12): 83%

Figure Z-2: How would you compare the overall quality of education to that of other schools?

- Board (n = 7): 86%
- Parent (n = 65): 94%
- Staff (n = 12): 100%

Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

- Board (n = 7)
  - Recommend: 100%
  - Continue: 83%
  - Increase Support: 80%
- Parent (n = 65)
  - Recommend: 91%
  - Continue: 91%
  - Increase Support: 84%
- Staff (n = 12)
  - Recommend: 91%
  - Continue: 91%
  - Increase Support: 83%
Mission
The mission of Renaissance Academy Charter School is to help every child enrolled reach the maximum potential with confidence and joy. The small school provides a supportive community atmosphere with a rigorous academic program based in the Montessori philosophy.

Educational Program
Renaissance Academy Charter School incorporates hands-on, abstract, traditional, and cutting-edge techniques to help each child master the curriculum and prepare for the next step in life. Renaissance Academy Charter School offers families of the area a school with an academically focused Montessori philosophy of education. Students are exposed to a variety of enrichment classes and extracurricular experiences.
Demographic Summary

The unique location of Renaissance Academy Charter School in LaPorte, but geographically within the Michigan City Area Schools district, impacts the school’s demographics. Renaissance Academy Charter School student population is 75.2% white, a percentage higher than the Michigan City Area Schools district (53.8%) and lower than the nearby LaPorte School Corporation (84%). Few of Renaissance Academy Charter School students (24%) are eligible for free or reduced cost lunches, as compared to LaPorte (39%) and Michigan City (66.2%). The school has a similar percentage of students in need of special education services (6.3%) compared to LaPorte, but lower than Michigan City (22.4%) and the state average (17.8%).

Academic Progress

Grades 3, 4, 5, and 7 had a large enough group to obtain a percentage result on ISTEP+. Of those, grade 4 had the lowest scores in all three areas. However all students in these grades met or exceed the state average. Renaissance Academy made AYP and earned a PL 221 category placement of Exemplary Progress with 9.5% improvement. More than one-half of the students completing the NWEA MAP assessment in fall and spring met the growth targets. A slightly higher percentage was obtained in reading and language arts than in math.

Constituent Survey

Parents (n=91), staff (n=11), and school board members (n=6) responded to the survey. Ninety-three percent of parents and 100% of the staff and board rated the overall quality of education at the school as excellent/very good. When asked to compare Renaissance Academy to other schools, 98% of parents and 100% of staff and board members rated the overall educational quality as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, and increase support for the school, from 88-92% of the parents, from 91-100% of the staff, and 83-100% of the board were likely to do so.

Financial Review

Financially, the school exceeded Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its second year in a financially acceptable position. Revenues exceeded expenses, resulting in a positive net income. Expenses appeared to be appropriate. The school completed the year with a positive cash balance and a strong balance sheet. A scheduled State Board of Accounts audit was rescheduled to next year by the State Board of Accounts.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Renaissance maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, Renaissance Academy has taken the following steps:
• Continued a solid educational program.
• Closely examined student progress and made adjustments as needed.
• Increased professional development of faculty.

NWEA data were used to improve student achievement in the following way:
• Used data available to improve each individual child’s learning progress.

To address deficiencies that might affect AYP status for 2009-2010, Renaissance Academy has taken the following actions:
• Provided individualized curricular adjustments and small-group or one-on-one teaching as needed.

To improve the perceptions of the school in response to the results of the constituent survey, Renaissance Academy has taken the following actions:
• Remodeled and added classroom space to improve facilities.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

![Race/Ethnicity Percentages Chart]

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

![Percentages of Students Qualifying for Lunch Chart]

Figure X-3: Percentages of Students in Special Education

![Percentages of Students in Special Education Chart]
# Program Statistics

## Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Renaissance Academy</th>
<th>Michigan Area City Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>96.8%</td>
<td>95.5%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

## Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>Renaissance Academy</th>
<th>MAC</th>
<th>Indiana</th>
<th>Renaissance Academy</th>
<th>MAC</th>
<th>Indiana</th>
<th>Renaissance Academy</th>
<th>MAC</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ENGLISH/LA</td>
<td>MATH</td>
<td>BOTH ENGLISH &amp; MATH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>17</td>
<td>82%</td>
<td>58%</td>
<td>75%</td>
<td>71%</td>
<td>59%</td>
<td>70%</td>
<td>65%</td>
<td>46.3%</td>
<td>62%</td>
</tr>
<tr>
<td>4</td>
<td>17</td>
<td>59%</td>
<td>60%</td>
<td>73%</td>
<td>59%</td>
<td>61%</td>
<td>73%</td>
<td>35%</td>
<td>51.3%</td>
<td>65%</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
<td>73%</td>
<td>66%</td>
<td>74%</td>
<td>82%</td>
<td>70%</td>
<td>77%</td>
<td>73%</td>
<td>57.3%</td>
<td>67%</td>
</tr>
<tr>
<td>6</td>
<td>***</td>
<td>***</td>
<td>55%</td>
<td>72%</td>
<td>***</td>
<td>52%</td>
<td>79%</td>
<td>***</td>
<td>39.6%</td>
<td>67%</td>
</tr>
<tr>
<td>7</td>
<td>13</td>
<td>92%</td>
<td>59%</td>
<td>69%</td>
<td>85%</td>
<td>76%</td>
<td>81%</td>
<td>85%</td>
<td>56.6%</td>
<td>66%</td>
</tr>
<tr>
<td>8</td>
<td>***</td>
<td>***</td>
<td>56%</td>
<td>68%</td>
<td>***</td>
<td>65%</td>
<td>75%</td>
<td>***</td>
<td>49.3%</td>
<td>62%</td>
</tr>
</tbody>
</table>

***Percentages are not calculated for grades in which less than 10 students were tested.

## Table Y-3: PL 221

<table>
<thead>
<tr>
<th>Performance</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>73.1%</td>
<td>9.5%</td>
</tr>
</tbody>
</table>

## Table Y-4: Adequate Yearly Progress

<table>
<thead>
<tr>
<th>PERFORMANCE</th>
<th>ATTENDANCE</th>
<th>PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Math</td>
<td>English</td>
</tr>
<tr>
<td>All Students</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>White</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

## Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>READING</th>
<th>LANGUAGE ARTS</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>66</td>
<td>68.2%</td>
<td>79</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

- **Board (n = 6)**: 100%
- **Parent (n = 91)**: 93%
- **Staff (n = 11)**: 100%

Figure Z-2: How would you compare the overall quality of education to that of other schools?

- **Board (n = 6)**: 100%
- **Parent (n = 91)**: 98%
- **Staff (n = 11)**: 100%

Figure Z-3: How likely are you to...

- **Board (n = 6)**:
  - Increase Support: 83%
  - Continue: 100%
  - Recommend: 100%

- **Parent (n = 91)**:
  - Increase Support: 89%
  - Continue: 92%
  - Recommend: 88%

- **Staff (n = 11)**:
  - Increase Support: 91%
  - Continue: 100%
  - Recommend: 91%
THEA BOWMAN
LEADERSHIP ACADEMY of BSU Charter Schools

“One who learns, leads.”

Mission
The mission of Thea Bowman Leadership Academy is to create a college preparatory program for urban students that combines academic achievement with leadership skills and opportunities.

Educational Program
American Quality Schools, the Education Management Company for Thea Bowman, selected the Core Knowledge Curriculum as the instructional foundation based on Indiana Standards for grades K-8. The high school utilizes the Core 40 state curriculum. Students also study character education, service learning, multicultural appreciation, civic, entrepreneurial, and professional leadership.
Thea Bowman Leadership Academy serves a nearly all-black student population that is similar demographically and economically to the average schools in the Gary area with higher percentages of minority and economically disadvantaged students than the statewide average. Thea Bowman has a lower percentage of students in need of special education services than the local community or the state as a whole.

ISTEP+ performance at Thea Bowman Leadership Academy is the same or higher than the average of Gary Community Schools in most cases. Adequate Yearly Progress (AYP) was met and overall improvement of 6.8% was sufficient to earn an Exemplary Progress PL 221 status. Of students completing NWEA MAP assessment in fall and spring, about 41% met growth targets in reading and language arts. Only 39.2% met the target growth rate in math.

Demographic Summary

Parents (n=371), staff (n=48), and school board members (n=6) responded to the survey. Eighty-two percent of parents, 85% of the staff, and 50% of the board rated the overall quality of education as excellent/very good. When asked to compare Thea Bowman Leadership Academy to other schools, 92% of parents, and 100% of the board and staff rated the overall educational quality as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, and increase support for the school, from 90-93% of parents, 92% of staff, and 100% of the board were likely to do so.

Academic Progress

Constituent Survey

Financial Review

Financially, the school exceeded Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its sixth year in a financially healthy position. On a cash basis, revenues exceeded expenses. Expenses appeared to be appropriate. The school completed a major construction project that allowed it to double its enrollment. The school completed the year with a positive cash balance, a solid balance sheet, and positive net equity. Thea Bowman is likely to maintain strong finances in the future. A State Board of Accounts audit was completed for the two years ending June 30, 2008. The audit identified no significant issues, and the minor issues that were identified were addressed by the school immediately.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Thea Bowman maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, Thea Bowman Leadership Academy has taken the following steps:

- Enforced and monitored the number of books being read for the required reading program.
- Continued small-group classroom instruction with highly qualified instructional assistants in language arts and math.
- Aligned curriculum to state standards.
- Offered professional development for continued improvement.

NWEA data were used to improve student achievement in the following ways:

- Aligned curriculum using DesCartes continuum of learning.
- Focused professional development on intervention strategies.
- Revised quarterly classroom/student assessments.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Thea Bowman Leadership Academy has taken the following actions:

- Targeted struggling students for extra support.
- Enforced and monitored the school attendance policy.

To improve the perceptions of their school in response to the results of the constituent survey, Thea Bowman Leadership Academy has taken the following actions:

- Supported an active parent/teacher/community organization.
- Hosted Family Fun Nights.
- Conducted a Writers’ Fair.
- Established a schoolwide science fair.
- Presented Family/Community Book Fair Night.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

![Graph showing race/ethnicity percentages for State of Indiana, Gary Community Schools, and Thea Bowman Leadership Academy.]

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

![Graph showing percentages of students qualifying for free and reduced lunch for State of Indiana, Gary Community Schools, and Thea Bowman Leadership Academy.]

Figure X-3: Percentages of Students in Special Education

![Graph showing percentages of students in special education for Thea Bowman Leadership Academy, Gary Community Schools, and State of Indiana.]

# Program Statistics

## Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Thea Bowman Leadership Academy</th>
<th>Gary Community Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>96.6%</td>
<td>96.1%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

## Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>Thea Bowman</th>
<th>Gary</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>97</td>
<td>66%</td>
<td>69%</td>
<td>75%</td>
</tr>
<tr>
<td>4</td>
<td>105</td>
<td>54%</td>
<td>58%</td>
<td>73%</td>
</tr>
<tr>
<td>5</td>
<td>102</td>
<td>70%</td>
<td>63%</td>
<td>74%</td>
</tr>
<tr>
<td>6</td>
<td>100</td>
<td>56%</td>
<td>57%</td>
<td>72%</td>
</tr>
<tr>
<td>7</td>
<td>129</td>
<td>58%</td>
<td>38%</td>
<td>69%</td>
</tr>
<tr>
<td>8</td>
<td>130</td>
<td>55%</td>
<td>39%</td>
<td>68%</td>
</tr>
</tbody>
</table>

### ENGLISH/LA

- **EXEMPLARY Performance:** 73.9%
- **Improvement:** 6.8%

### MATH

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>Thea Bowman</th>
<th>Gary</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>97</td>
<td>66%</td>
<td>66%</td>
<td>70%</td>
</tr>
<tr>
<td>4</td>
<td>105</td>
<td>64%</td>
<td>60%</td>
<td>73%</td>
</tr>
<tr>
<td>5</td>
<td>102</td>
<td>70%</td>
<td>63%</td>
<td>77%</td>
</tr>
<tr>
<td>6</td>
<td>100</td>
<td>65%</td>
<td>66%</td>
<td>79%</td>
</tr>
<tr>
<td>7</td>
<td>129</td>
<td>69%</td>
<td>50%</td>
<td>81%</td>
</tr>
<tr>
<td>8</td>
<td>130</td>
<td>53%</td>
<td>36%</td>
<td>75%</td>
</tr>
</tbody>
</table>

### BOTH ENGLISH & MATH

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>Thea Bowman</th>
<th>Gary</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>97</td>
<td>57%</td>
<td>57%</td>
<td>62%</td>
</tr>
<tr>
<td>4</td>
<td>105</td>
<td>49%</td>
<td>48%</td>
<td>65%</td>
</tr>
<tr>
<td>5</td>
<td>102</td>
<td>62%</td>
<td>53%</td>
<td>67%</td>
</tr>
<tr>
<td>6</td>
<td>100</td>
<td>53%</td>
<td>49%</td>
<td>67%</td>
</tr>
<tr>
<td>7</td>
<td>129</td>
<td>52%</td>
<td>31%</td>
<td>66%</td>
</tr>
<tr>
<td>8</td>
<td>130</td>
<td>43%</td>
<td>28%</td>
<td>62%</td>
</tr>
</tbody>
</table>

## Table Y-3: PL 221

**EXEMPLARY**

- **Performance:** 73.9%
- **Improvement:** 6.8%

## Table Y-4: Annual Yearly Progress

**OVERALL DETERMINATION:** YES

**ATTENDANCE:** YES

### PERFORMANCE

<table>
<thead>
<tr>
<th>Group</th>
<th>English</th>
<th>Math</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Black</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Special Ed</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### PARTICIPATION

<table>
<thead>
<tr>
<th>Group</th>
<th>English</th>
<th>Math</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Black</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Special Ed</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

## Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>725</td>
<td>41.2%</td>
<td>925</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

**Figure Z-1:** How would you rate the overall quality of education?

<table>
<thead>
<tr>
<th>Group</th>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board (n = 6)</td>
<td>Excellent / Very Good</td>
<td>50%</td>
</tr>
<tr>
<td>Parent (n = 371)</td>
<td>Excellent / Very Good</td>
<td>82%</td>
</tr>
<tr>
<td>Staff (n = 48)</td>
<td>Excellent / Very Good</td>
<td>85%</td>
</tr>
</tbody>
</table>

**Figure Z-2:** How would you compare the overall quality of education to that of other schools?

<table>
<thead>
<tr>
<th>Group</th>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board (n = 6)</td>
<td>Much Better / Somewhat Better</td>
<td>100%</td>
</tr>
<tr>
<td>Parent (n = 371)</td>
<td>Much Better / Somewhat Better</td>
<td>92%</td>
</tr>
<tr>
<td>Staff (n = 48)</td>
<td>Much Better / Somewhat Better</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Figure Z-3:** How likely are you to...

- Recommend the school
- Continue at the school
- Increase support to your school

<table>
<thead>
<tr>
<th>Group</th>
<th>Recommend</th>
<th>Continue</th>
<th>Increase Support</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board (n = 6)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Parent (n = 371)</td>
<td>93%</td>
<td>90%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Staff (n = 48)</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td></td>
</tr>
</tbody>
</table>
**Mission**

The mission of Veritas Academy is to provide students with a strong academic curriculum and cultural opportunities that foster academic success and good citizenship. This mission is achieved through a rigorous curriculum, small class sizes, second-language instruction, creativity in the arts, community and parent interaction, and character development. Veritas Academy will empower students with a strong sense of self-worth creating responsible, productive citizens and lifelong learners.

**Educational Program**

The educational program at Veritas depends on innovative instructional methods. Differentiated instruction at all levels is central to the Veritas educational program. Experiential education and the use of different instructional tools accommodate a wide variety of learning styles. Creative planning and choice of appropriate curriculum facilitates the integration of curriculum across grade levels and across disciplines. Assessments are a key part of instruction at Veritas. NWEA assessments are given three times during every academic year, allowing students and teachers to see where progress has been made and to identify areas that need to be strengthened. Positive discipline and parent involvement are also key components in the academic success of Veritas students.
Demographic Summary

Veritas Academy is enriched by a diverse student population. The ethnic, special needs, and socio-economic population of Veritas Academy is: 45.1% white, 31.5% black, 8.6% Hispanic, and 14.8% multi-racial. Percentage of students at Veritas Academy qualifying for free and reduced lunch is 59.9%. The percentage of students enrolled in special education is 16.4%.

Academic Progress

ISTEP+ performance of the students at Veritas Academy varies at different grade levels with the highest scores in English/language arts at grade 5 and the highest math scores at grade 6. Students in grade 5 outperformed students of the neighboring school district. Veritas

Academy did not meet AYP last year. A status of Academic progress was earned based on improvement (6.6%) in overall percent passing. More than one-half of the students who completed the NWEA MAP assessment in fall and spring met the growth targets in all areas.

Constituent Survey

Parents (n=15), staff (n=12), and school board members (n=3) responded to the survey. Ninety-three percent of parents, 92% of staff, and 100% of the board rated the overall quality of education as excellent/very good. When asked to compare Veritas Academy to other schools, 100% of the board and parents, and 92% of the staff rated the overall educational quality of the school as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support to the school, from 73-82% of the staff and 100% of the board and parents were likely to do so.

Financial Review

Financially, the school met Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. During the 2005-2008 school years, Veritas experienced a shortage of cash and the accounts payables exceeded 60 days. This was corrected by January 2008. The school completed its seventh year in a financially healthy position. The school had a positive net income for the year. Expenses appeared to be appropriate. The school completed the year with a positive cash balance and a positive equity position. Independent auditors completed an audit for the year ending June 30, 2008. The audit identified that nothing was capitalized prior to 2007. Correct capitalization has been booked since that time.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of obligations were made within 30 days.

Veritas Academy maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, Veritas Academy has taken the following steps:

- Planned to implement schoolwide Title I program.
- Implemented writing across the curriculum with 6+1 writing strategies.
- Designed a summer school program that incorporated incentives and an interactive curriculum.
- Taught test-taking skills.
- Increased Title I services.
- Improved the retention rate of students and teachers to provide optimum conditions for high performance.

NWEA data were used to improve student achievement in the following ways:

- Measured growth three times a year.
- Analyzed the overall RIT score to determine the instructional level of each student and identify specific skill gaps.
- Created individualized lessons based on NWEA data.
- Fostered differentiated instruction in each classroom.
- Grouped students by skill levels.
- Created growth goals for students and teachers based on NWEA scores.
- Used NWEA scores to determine students selected for Title I services.
- Identified curriculum gaps.
- Studied correlation between NWEA and ISTEP to improve student performance on ISTEP exams.

To address deficiencies that might affect AYP status for 2009-2010, Veritas Academy has taken the following actions:

- Began the first year of school improvement.
- Scheduled professional development in differentiating instruction and strengthening language arts curriculum.
- Provided free tutoring in math and language arts for qualified students.
- Hired additional staff for Title I and special education departments.
- Created master schedule that provides team planning time for teachers to increase collaboration.
- Participated in schoolwide training to become a “No Excuses University”.
- Tightened the attendance policy.
- Participated in the Elementary School Truancy Prevention Program offered through the CASIE Center, a local child-advocacy program.
- Developed personnel policies and teacher support systems designed to retain an excellent teaching staff.
- Fostered involvement of families to both retain students and strengthen student performance.

To improve the perceptions of the school in response to the results of the constituent survey, Veritas Academy has taken the following actions:

- Continued a Family Cooperative Program that invites families into the school in informal and formal settings.
- Integrated the survey process into the everyday life of the school.
- Invited families to express their concerns and interests to the board and staff.
- Informed the wider community about Veritas through publicity efforts.
- Created extracurricular programs that involved students and families in community building activities.

VERITAS ACADEMY of BSU Charter Schools
Student Demographics

Figure X-1: Race/Ethnicity Percentages

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

Figure X-3: Percentages of Students in Special Education
Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Veritas Academy</th>
<th>South Bend Community Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>96.2%</td>
<td>95.1%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>Veritas Academy</th>
<th>South Bend</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>27</td>
<td>63% 61% 75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>38% 60% 73%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>18</td>
<td>78% 56% 74%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>17</td>
<td>47% 58% 72%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>18</td>
<td>50% 55% 69%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>18</td>
<td>56% 50% 68%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table Y-3: PL 221

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Black</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>White</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Table Y-4: Annual Yearly Progress

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Black</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>White</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>107</td>
<td>107</td>
<td>107</td>
</tr>
<tr>
<td>% Met Target Growth Rate</td>
<td>53.3%</td>
<td>53.3%</td>
<td>52.3%</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

- **Board** (n = 3) - 100%
- **Parent** (n = 15) - 93%
- **Staff** (n = 12) - 92%

Figure Z-2: How would you compare the overall quality of education to that of other schools?

- **Board** (n = 3) - 100%
- **Parent** (n = 15) - 100%
- **Staff** (n = 12) - 92%

Figure Z-3: How likely are you to...

- **Recommend the school**
- **Continue at the school**
- **Increase support to your school**

- **Board** (n = 3)
  - Recommend: 100%
  - Continue: 100%
  - Increase Support: 100%
- **Parent** (n = 15)
  - Recommend: 100%
  - Continue: 100%
  - Increase Support: 100%
- **Staff** (n = 12)
  - Recommend: 82%
  - Continue: 73%
  - Increase Support: 82%
Mission
The mission of West Gary Lighthouse Charter School is to prepare students for college through a rigorous arts-infused curriculum.

Educational Program
West Gary Lighthouse Charter School uses a number of curricular programs, aligned with Indiana Academic Standards and delivered at an accelerated pace, to increase levels of student achievement and prepare students for college. The arts are both delivered as its own subject and infused into the instruction of core programs to engage students and to develop many interests and talents. WGLCS scholars develop social emotional skills and academic skills through the use of Responsive Classroom and Developmental Designs for Middle School. Scholars leave each school year better prepared for the next grade and on the college preparatory track.

725 Clark Road
Gary, IN 46408
(219) 977-9583
www.lighthouse-academies.org

Grades Served . . . . . . . . . . . . . . . . . . . . . . . .K-7
2008-2009 Enrollment . . . . . . . . . . . . . . . . . .504
2007-2008 Enrollment . . . . . . . . . . . . . . . . . .420
2006-2007 Enrollment . . . . . . . . . . . . . . . . . .340
Enrollment at capacity . . . . . . . . . . . . . . . . . .440

Year Opened: 2006-2007
Final Year in Current Contract: 2012-2013
West Gary Lighthouse Charter School is a public school managed by Lighthouse Academies and authorized by Ball State University. The school services students in all geographical areas of Gary, Indiana and the surrounding communities. The school’s population is made up of the following specific demographics: 96.8% black, 2.2% Hispanic. The percentage of students qualifying for free/reduced lunch is 87.3%. The percentage of students enrolled in special education is 8.6%.

Academic Progress
ISTEP+ test results for West Gary Lighthouse students are in most cases significantly lower than the results for Gary Community Schools and the state average. Seventh-graders earned the highest percent passing English/language arts and math. The school did not meet AYP and earned a PL 221 status of Academic Watch with 4.7% improvement in ISTEP+ scores. Performance of students who met the NWEA growth targets was very strong. The highest percentage (76.1%) was in math and the lowest percentage (65.9%) was in language arts.

Constituent Survey
Parents (n=134), staff (n=6), and school board members (n=2) responded to the survey. Seventy-one percent of the parents, and 100% of both the staff and the board rated the overall quality of education as good/very good. When asked to compare West Gary Lighthouse Charter School to other schools, 100% of the board, and 83% of the staff and parents rated the overall educational quality as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support of the school, from 50-100% of the board, from 79-88% of the parents, and 100% of the staff were likely to do so.

Financial Review
Financially, the school exceeded Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed the year in a financially acceptable position for a school in its third year. On a cash basis, revenues exceeded expenses. Expenses appeared to be appropriate. The school completed the year with a positive cash balance. It is anticipated the school will maintain strong finances in the future. Independent auditors completed an audit for the year ending June 30, 2008. The audit identified no issues. The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

West Gary Lighthouse maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, West Gary Lighthouse Academy has taken the following steps:

- Increased access to appropriate leveled text for all students.
- Used technology to increase reading fluency and comprehension.
- Supported and remediated struggling readers.
- Increased teacher and parent capacity to teach reading comprehension/vocabulary strategies.
- Assessed and tracked student progress in writing.
- Designed and delivered a writing program that incorporates Open Court Reading, 6+1 Traits, and the ISTEP criteria through a Writer’s Workshop model.
- Ensured that students were writing frequently and for multiple purposes.
- Increased capacity of teachers to effectively teach problem-solving strategies.
- Accelerated pace of math curriculum to ensure student access to high-level material.
- Trained teachers to effectively differentiate math instruction.
- Involved parents in the process of learning math.

NWEA data were used to improve student achievement in the following ways:

- Used the math NWEA as a predictor to help shape the intervention program for students.
- Incorporated NWEA measures as part of teacher evaluations, measures of school effectiveness, student motivation, and parent communication.

To address deficiencies that might affect AYP status for the 2009-2010 school year, West Gary Lighthouse Academy has taken the following actions:

- Aligned programs to state standards through curriculum mapping.
- Accelerated math curriculum to increase students’ access to higher level material.
- Conducted a book study of Classroom Instruction that Works by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock with all instructional staff.
- Supplemented English/language arts instruction with Lucy Calkins Writing Workshop in the lower grades.
- Continued to focus on developing writing curriculum to increase students’ ability to perform on any short-answer or extended response parts of ISTEP+.

To improve the perceptions of their school in response to the results of the constituent survey, West Gary Lighthouse Academy has taken the following actions:

- Refined the in-house and external communication system.
- Focused on developing a safe and orderly environment, and communicated to parents the changes that have resulted.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

Figure X-3: Percentages of Students in Special Education
Program Statistics

Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>West Gary Lighthouse Charter School</th>
<th>Gary Community Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>95%</td>
<td>96.1%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>ENGLISH/LA</th>
<th>MATH</th>
<th>BOTH ENGLISH &amp; MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>West Gary Lighthouse</td>
<td>Gary</td>
<td>Indiana</td>
</tr>
<tr>
<td>3</td>
<td>78</td>
<td>32%</td>
<td>69%</td>
<td>75%</td>
</tr>
<tr>
<td>4</td>
<td>81</td>
<td>33%</td>
<td>58%</td>
<td>73%</td>
</tr>
<tr>
<td>5</td>
<td>54</td>
<td>30%</td>
<td>63%</td>
<td>74%</td>
</tr>
<tr>
<td>6</td>
<td>52</td>
<td>35%</td>
<td>57%</td>
<td>72%</td>
</tr>
<tr>
<td>7</td>
<td>48</td>
<td>40%</td>
<td>38%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Data Source: NWEA

Table Y-3: PL 221

ACADEMIC WATCH

Performance: 37.7%  Improvement: 4.7%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO  ATTENDANCE: NO

PERFORMANCE

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Black</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th></th>
<th>READING</th>
<th>LANGUAGE ARTS</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
</tr>
<tr>
<td>257</td>
<td>70.4%</td>
<td>249</td>
<td>65.9%</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

**Figure Z-1:** How would you rate the overall quality of education?

- Board (n = 2): 100%
- Parent (n = 134): 71%
- Staff (n = 6): 100%

**Figure Z-2:** How would you compare the overall quality of education to that of other schools?

- Board (n = 2): 100%
- Parent (n = 134): 83%
- Staff (n = 6): 83%

**Figure Z-3:** How likely are you to...
- Recommend the school
- Continue at the school
- Increase support to your school?

- Board (n = 2): 100%
- Parent (n = 134): 88%
- Staff (n = 6): 100%

Legend:
- Green: Increase Support
- Red: Continue
- Blue: Recommend
each as perpendicular, parallel, or
Mission
To provide all learners with access to a rigorous education in order to support the students to meet the maximum intellectual potential.

Educational Program
The school’s educational program emphasis grows from the belief that all students are college-bound. 21st Century Charter School at Gary strengthened the Middle College Program for high school students by increasing the number of eligible students who are enrolled in Ivy Tech college courses for dual credit. The educational program, from elementary through high school, adequately prepares students using research-based strategies in all content areas that are designed to reach low socio-economic populations.
Demographic Summary
The school’s demographic population is comprised of 8.9% special education. Of the student population 75% are eligible for free/reduced lunch. Ninety-eight percent of the school population is black, 1.1% Hispanic, and .6% is white.

Academic Progress
In 2008-2009, 21st Century at Gary improved ISTEP+ performance in most grades. Eighth-grade scores were among the best, surpassing Gary Community Schools in all three areas. AYP was met and with an overall improvement in ISTEP+ scores of 14.4%, the school earned Academic Progress status for PL 221. Of the students completing the NWEA MAP assessment in the fall and spring, more than half are meeting the target growth rates, with 68.6% meeting the math target, 60.7% meeting the reading target, and 59.9% meeting the language arts target.

Constituent Survey
Parents (n=84) and staff (n=24) responded to the survey. Sixty-nine percent of parents, and 54% of staff rated the overall quality of education as excellent/very good. Eighty-two percent of parents and 65% of staff rated the school as much better/somewhat better when it came to comparing the overall quality of education to that of other schools. When asked how likely they were to recommend, continue, or increase support to the school, from 82-86% of the parents and from 64-70% of the staff would be likely to do so.

Financial Review
Financially, the school exceeded Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its fourth year in a financially healthy position. Revenues exceeded expenses, resulting in a strengthened balance sheet. Expenses appeared to be appropriate. The school completed the year with an adequate positive cash balance. It is anticipated the school will maintain strong finances in the future. The State Board of Accounts completed the required audit for the two years ending June 30, 2008. Ten minor items were identified and addressed by the school. No major deficiencies were noted in the audit.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of obligations were made within 30 days.

21st Century Charter School at Gary maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, 21st Century Charter School of Gary has taken the following steps:
- Increased Title I services to lower level performers.
- Provided additional teacher instruction for struggling learners on specific skills.
- Mandated summer school for all students who failed one or both parts of ISTEP+.

NWEA data were used to improve student achievement in the following ways:
- Grouped students according to RIT scores within the classroom.
- Scaffolded instruction based on RIT scores and the use of the DesCartes Continuum.
- Engaged students to reflect on personal strengths and weaknesses for individual learning goals.

To address deficiencies that might affect AYP status for the 2009-2010 school year, 21st Century Charter School of Gary has taken the following actions:
- Provided low-performing students with additional Title I services in both math and language arts.
- Mandated summer school for all students who failed one or both parts of ISTEP+.
- Conducted home visits for students with excessive absences.

To improve the perceptions of their school in response to the results of the constituent survey, 21st Century Charter School of Gary has taken the following actions:
- Hosted additional Parent Nights during the school year.
- Revitalized the PTA.
- Revised the school discipline policy.
- Purchased textbooks in all subject areas to enhance our student learning.
- Retained the current administrative staff.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

![Race/Ethnicity Percentages graph]

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

![Percentages of Students Qualifying for Free & Reduced Lunch graph]

Figure X-3: Percentages of Students in Special Education

![Percentages of Students in Special Education graph]
Program Statistics

Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>21st Century Charter School of Gary</th>
<th>Gary Community Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>96.3%</td>
<td>96.1%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>21st Century of Gary</th>
<th>Gary</th>
<th>Indiana</th>
<th>21st Century of Gary</th>
<th>Gary</th>
<th>Indiana</th>
<th>21st Century of Gary</th>
<th>Gary</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>38</td>
<td>42%</td>
<td>69%</td>
<td>75%</td>
<td>45%</td>
<td>66%</td>
<td>70%</td>
<td>26%</td>
<td>57%</td>
<td>62%</td>
</tr>
<tr>
<td>4</td>
<td>24</td>
<td>63%</td>
<td>58%</td>
<td>73%</td>
<td>54%</td>
<td>60%</td>
<td>73%</td>
<td>46%</td>
<td>48%</td>
<td>65%</td>
</tr>
<tr>
<td>5</td>
<td>27</td>
<td>48%</td>
<td>63%</td>
<td>74%</td>
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<td>63%</td>
<td>77%</td>
<td>33%</td>
<td>53%</td>
<td>67%</td>
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<tr>
<td>6</td>
<td>23</td>
<td>39%</td>
<td>57%</td>
<td>72%</td>
<td>30%</td>
<td>66%</td>
<td>79%</td>
<td>17%</td>
<td>49%</td>
<td>67%</td>
</tr>
<tr>
<td>7</td>
<td>32</td>
<td>44%</td>
<td>38%</td>
<td>69%</td>
<td>53%</td>
<td>50%</td>
<td>81%</td>
<td>25%</td>
<td>3%</td>
<td>66%</td>
</tr>
<tr>
<td>8</td>
<td>24</td>
<td>58%</td>
<td>39%</td>
<td>68%</td>
<td>63%</td>
<td>36%</td>
<td>75%</td>
<td>50%</td>
<td>28%</td>
<td>62%</td>
</tr>
<tr>
<td>9</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>10</td>
<td>28</td>
<td>32%</td>
<td>31%</td>
<td>68%</td>
<td>29%</td>
<td>24%</td>
<td>65%</td>
<td>18%</td>
<td>18%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Table Y-3: PL 221

ACADEMIC PROGRESS

Performance: 45.1%  Improvement: 14.4%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES

PERFORMANCE

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Black</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

PARTICIPATION

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Black</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>239</td>
<td>60.7%</td>
<td>172</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

**Figure Z-1:** How would you rate the overall quality of education?

<table>
<thead>
<tr>
<th></th>
<th>Staff (n = 24)</th>
<th>Parent (n = 84)</th>
<th>Board (n = 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent/Very Good</td>
<td>54%</td>
<td>69%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Figure Z-2:** How would you compare the overall quality of education to that of other schools?

<table>
<thead>
<tr>
<th></th>
<th>Staff (n = 24)</th>
<th>Parent (n = 84)</th>
<th>Board (n = 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much Better/Somewhat Better</td>
<td>65%</td>
<td>82%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Figure Z-3:** How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

<table>
<thead>
<tr>
<th></th>
<th>Staff (n = 24)</th>
<th>Parent (n = 84)</th>
<th>Board (n = 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Support</td>
<td>64%</td>
<td>70%</td>
<td>0%</td>
</tr>
<tr>
<td>Continue</td>
<td>0% 0% 0%</td>
<td>86% 86%</td>
<td>82%</td>
</tr>
<tr>
<td>Recommend</td>
<td>0%</td>
<td>70%</td>
<td>0%</td>
</tr>
</tbody>
</table>
CENTRAL REGION

Anderson Preparatory Academy
Dr. Robert H. Faulkner Academy
Galileo Charter School
Geist Montessori Academy
Hoosier Academy-Indianapolis
Hoosier Academy-Muncie
Imagine Indiana Life Science Academy East
Imagine MASTer Academy
Imagine Schools on Broadway
Indiana Math and Science Academy
Irvington Community School
New Community School
Options Charter School - Carmel
Options Charter School - Noblesville
Timothy L. Johnson Academy
Mission
Anderson Preparatory Academy will provide a safe, structured, and disciplined environment where, through education and training, young men and women will be empowered to be successful leaders academically and socially in a globally competitive world of the Twenty First Century.

Educational Program
Anderson Preparatory Academy’s educational program is a rigorous college preparatory academic core that incorporates Indiana’s Academic Standards. APA utilizes the United States Civil Air Patrol cadet program as its leadership training vehicle, and Indiana’s Core 40+ standards as standards for graduation and a high school diploma.

3205 W. 25th St.
Anderson, IN 46011
765-649-8472

www.goapa.org

Grades Served . . . . . . . . . . . . . . . . . . . . . . . . . . . K-8
2008-2009 Enrollment . . . . . . . . . . . . . . . . . . . . . . . . . 240
Enrollment at Capacity . . . . . . . . . . . . . . . . . . . . . . . . . 240
Year Opened: 2008-2009
Final Year in Current Contract: 2011-2012
Demographic Summary

Anderson Preparatory Academy’s demographics reflect greater diversity than the local school system. A total of 58.7% of cadets qualify for either free or reduced lunch. Minority cadets comprise approximately 42% of the population. A breakdown of the statistics shows 57.4% white students, 32.8% black, 2.1% Hispanic, with 7.6% other ethnicities including Asian, Pacific Islander, and multi-racial. The special education count includes 34 cadets, which accounts for 14% of the enrollment.

Academic Progress

Anderson Preparatory Academy opened the doors in the fall of 2008 and shortly thereafter administered ISTEP+ to enrolled students. Baseline data for APA was similar to performance data for Anderson Community Schools. Sixth-grade students outperformed the neighboring school district in all areas. More than one-half of the students completing the NWEA MAP assessment in the fall and spring met their growth targets, with 52.7% meeting the reading target, 62.9% meeting the language arts target, and 55% meeting the math target.

Constituent Survey

Parents (n=50), staff (n=22), and the board (n=6) responded to the survey. Eighty-six percent of parents, 91% of staff, and 100% of the board rated the school’s overall quality of education as excellent/very good. When asked to compare Anderson Preparatory Academy’s overall educational quality to that of other schools, 96% of the staff, 98% of the parents and 100% of the board rated it as much better/somewhat better than that of its counterparts. When asked how likely they were to recommend, continue, or increase support to their school, from 83-94% of the board, from 91-100% of the parents, and 92-100% of the staff were likely to do so.

Financial Review

Financially the school met Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its first year in a financially acceptable position. The school’s expenses were less than budgeted, and revenues were below budgeted levels. Expenses appeared to be appropriate. The school completed the year with a positive cash balance. The school is expected to grow enrollment, which will help to strengthen its balance sheet.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.
School Improvement

To improve student ISTEP+ performance, Anderson Preparatory Academy has taken the following steps:

- Utilized a quality standards-based software package to assess and prescribe activities specific to Indiana standards performance indicators.
- Funded an after school program through Title I.
- Conducted a summer Title I program.
- Targeted standards instruction with content specialists during study halls.

NWEA data were used to improve student achievement in the following ways:

- Analyzed grade equivalencies for AYP groups.
- Trained parents and students in NWEA self-analysis tools.
- Targeted instruction based on results.
- Ranked Title I students.
- Established special education IEPs and goals.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Anderson Preparatory Academy has taken the following actions:

- Selected "Power Standards" to focus instruction.
- Analyzed reading instruction.
- Emphasized comprehension and reading skills.

To improve the perceptions of the school in response to the results of the constituent survey, Anderson Preparatory Academy has taken the following actions:

- Shared real-time news and academic assignments with families via a school blog.
- Issued bi-weekly newsletters in print and on the school website.
- Established online progress system for cadets and families.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

Figure X-3: Percentages of Students in Special Education
### Program Statistics

#### Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Anderson Preparatory</th>
<th>Anderson Community Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>95.1%</td>
<td>94.5%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

#### Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>Prep</th>
<th>A.C.S</th>
<th>Indiana</th>
<th>Prep</th>
<th>A.C.S</th>
<th>Indiana</th>
<th>Prep</th>
<th>A.C.S</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>80</td>
<td>60%</td>
<td>58%</td>
<td>72%</td>
<td>71%</td>
<td>68%</td>
<td>79%</td>
<td>54%</td>
<td>53%</td>
<td>67%</td>
</tr>
<tr>
<td>7</td>
<td>77</td>
<td>53%</td>
<td>59%</td>
<td>69%</td>
<td>73%</td>
<td>69%</td>
<td>81%</td>
<td>52%</td>
<td>53%</td>
<td>66%</td>
</tr>
<tr>
<td>8</td>
<td>77</td>
<td>51%</td>
<td>54%</td>
<td>68%</td>
<td>58%</td>
<td>62%</td>
<td>75%</td>
<td>44%</td>
<td>48%</td>
<td>62%</td>
</tr>
</tbody>
</table>

Data Source: NWEA

### Table Y-3: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
</tr>
<tr>
<td>182</td>
<td>52.7%</td>
<td>175</td>
<td>62.9%</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

![Bar chart showing the percentage of respondents rating the overall quality of education.](image)

- Board (n = 6): 100%
- Parent (n = 50): 86%
- Staff (n = 22): 91%

How likely are you to:

- Recommend the school: 96%
- Continue at the school: 98%
- Increase support to your school: 100%

Figure Z-2: How would you compare the overall quality of education to that of other schools?

![Bar chart showing the percentage of respondents comparing the overall quality of education.](image)

- Board (n = 6): 100%
- Parent (n = 50): 98%
- Staff (n = 22): 96%

How likely are you to:

- Recommend the school: 91%
- Continue at the school: 86%
- Increase support to your school: 100%

Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

![Bar chart showing the percentage of respondents indicating their likelihood to recommend, continue, or increase support.](image)

- Board (n = 6): Recommend 94%, Continue 91%, Increase 83%
- Parent (n = 50): Recommend 100%, Continue 94%, Increase 91%
- Staff (n = 22): Recommend 100%, Continue 92%, Increase 96%
Mission

The Dr. Robert H. Faulkner Academy offers a distinctive choice in education, where students learn strategies and gain knowledge to enhance the ability to think critically and analytically in preparation for the 21st Century. The academy provides an environment where every student’s ability to be analytical is nurtured.

Educational Program

The core of Dr. Robert H. Faulkner’s curriculum consists of balanced literacy, cognition and Core Knowledge. These three components provide a solid, coherent foundation for learning while allowing flexibility to meet both Indiana State Standards and the Core Knowledge sequence. A balanced literacy curriculum provides instruction and support in multiple approaches and environments—within the community, at home, in the library, and in a structured classroom setting. Through instruction in cognition, students are able to communicate ideas in clear and understandable language. When breakdowns in mental processing are identified, Feuerstein Instrumental Enrichment (FIE) helps in processing the information differently and more effectively. Through the integrated content of the Core Knowledge curriculum, students gain confidence and exposure to a broad knowledge base that decreases the achievement gap.
Demographic Summary

The Dr. R.H. Faulkner Academy population is just as diverse as the local Marion school district. Only 33.9% of Faulkner students receive free/reduced lunch compared to Marion Community school’s 62.4%. There are fewer students at Faulkner in need of special education services than either the local schools or the statewide average. Of the student population, 45.2% are black, 42.3% are white, and 9.5% are multi-racial.

Academic Progress

ISTEP+ was administered in the fall shortly after the school opened its doors. The results provided baseline data and show that incoming fifth-graders outperformed fifth-graders of the neighboring school district. Fall-to-spring growth measured by percent of students meeting growth targets on NWEA did not meet expectations. Nineteen percent of students met the reading target, 29.8% met language arts, and 17.9% met the math target.

Constituent Survey

Parents (n=66), staff (n=18), and board members (n=2) responded to the survey. Ninety-one percent of the parents, and 100% of the staff and board rated the overall quality of education as excellent/very good. When asked to compare Faulkner Academy’s overall education to that of other schools, 94% of parents, 89% of staff, and 100% of the board rated the school as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support to the school, from 96-99% of the parents, from 83-94% of the staff, and 100% of the board were likely to do so.

Financial Review

Financially the school met Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its first year in a financially acceptable position. Revenue was less than budgeted and expenses equaled the budget. Expenses appeared to be appropriate. The school completed the year with a strong cash position. The school has limited enrollment and will need to continue to manage its fiscal resources well to remain solvent.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.
School Improvement

To improve student ISTEP+ performance, Dr. R L Faulkner Academy has taken the following steps:

- Identified strengths and deficiencies in each class using data sheets.
- Aligned curriculum to state standards.
- Dedicated time to the literacy block.
- Worked with students at their instructional level.
- Offered professional development for continued improvement.
- Improved student learning through the Arts Academy.
- Provided inclusion for those students with an IEP.
- Utilized a comprehensive balanced literacy program based on the Indiana State Standards.
- Introduced FIE intervention (Cognition) schoolwide.
- Focused on following the proposal.
- Conducted summer staff training in FIE (Cognition) and balanced literacy.

NWEA data were used to improve student achievement in the following ways:

- Focused professional development on intervention strategies.
- Developed/revised data graphs to chart student improvement.
- Aligned curriculum using Scott Foresman’s continuum.
- Acquired new components of the pre-existing curriculum.
- Analyzed individual and group tests to tailor instruction.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Faulkner Academy has taken the following actions:

- Targeted struggling students for extra support.
- Enforced and monitored the school attendance policy.
- Assigned a school social worker to support and monitor student progress.
- Provided a mentor to work with new teachers.
- Hired instructional assistants to assist with Title 1 and students with IEPs.
- Assessed students weekly using Reading Street.
- Introduced FIE instruments daily to increase student thinking.

To improve the perceptions of the school in response to the results of the constituent survey, The Dr. RH Faulkner Academy has taken the following actions:

- Supported an active parent/teacher/community organization.
- Hosted Arts Academy nights.
- Conducted Saturday School.
- Hosted parent counseling sessions with the social worker.
- Provided positive comments to students and parents.
- Honored students: Honor Roll, citizenship, and attendance.
- Raised money for playground equipment.
- Purchased a mobile, wireless computer lab.
- Implemented newsletters and after-school and summer discovery programs.
- Developed student after-school clubs: chess, literature circles, math, speech, and cheerleading.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

- Native American: 12.3% State of Indiana, 7.1% Marion Community Schools, 6.3% Faulkner Academy
- Asian: 1.0% State of Indiana, 0.1% Marion Community Schools, 0.2% Faulkner Academy
- Hispanic: 1.9% State of Indiana, 1.1% Marion Community Schools, 1.0% Faulkner Academy
- White: 50.8% State of Indiana, 45.2% Marion Community Schools, 39.5% Faulkner Academy
- Multi-Racial: 1.2% State of Indiana, 1.0% Marion Community Schools, 0.8% Faulkner Academy

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

- State of Indiana: Paid 58.2%, Reduced 37.7%, Free 4.1%
- Marion Community Schools: Paid 56.3%, Reduced 6.1%, Free 8.3%
- Faulkner Academy: Paid 66.1%, Reduced 8.3%, Free 25.6%

Figure X-3: Percentages of Students in Special Education

- Faulkner Academy: 5.2%
- Marion Community Schools: 21.4%
- State of Indiana: 17.8%
## Program Statistics

Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Dr. R.H.F Academy</th>
<th>Marion Community Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>95.8%</td>
<td>94%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># of Students Taking Subtest</th>
<th>R.H.F</th>
<th>M.C.S.</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>21</td>
<td>76%</td>
<td>72%</td>
<td>75%</td>
</tr>
<tr>
<td>4</td>
<td>19</td>
<td>53%</td>
<td>65%</td>
<td>73%</td>
</tr>
<tr>
<td>5</td>
<td>21</td>
<td>81%</td>
<td>66%</td>
<td>74%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th># of Students Taking Subtest</th>
<th>R.H.F</th>
<th>M.C.S.</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>21</td>
<td>52%</td>
<td>67%</td>
<td>70%</td>
</tr>
<tr>
<td>4</td>
<td>19</td>
<td>58%</td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td>5</td>
<td>21</td>
<td>76%</td>
<td>72%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-3: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>58</td>
<td>19%</td>
<td>57</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

- Board (n = 2): 100%
- Parent (n = 66): 91%
- Staff (n = 18): 100%

Figure Z-2: How would you compare the overall quality of education to that of other schools?

- Board (n = 2): 100%
- Parent (n = 66): 94%
- Staff (n = 18): 89%

Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

- Board (n = 2):
  - Recommend: 100%
  - Continue: 100%
  - Increase Support: 100%

- Parent (n = 66):
  - Recommend: 99%
  - Continue: 99%
  - Increase Support: 96%

- Staff (n = 18):
  - Recommend: 94%
  - Continue: 88%
  - Increase Support: 83%
“For these are all our children and we will either benefit them or pay the consequences for whom they become.” - James Baldwin

Mission
Using the cornerstones of literacy, character development, and self-esteem, the Galileo Charter School educates children in a community of mutual respect, inspires a lifelong love of learning and develops contributing members of the global community.

Educational Program
Galileo Charter School uses a scientifically based research-validated curriculum which emphasizes literacy through early identification, prevention, and intervention strategies. Galileo Charter School uses Open Court Reading for language arts and reading instruction. SRA Real Math is the base curriculum utilized for math instruction. Character education and self-esteem curriculum is also utilized daily throughout the school.

Through character development, practical changes in students’ lives will be stressed. By utilizing the Heartwood Ethics curriculum to focus on the seven attributes of courage, loyalty, justice, respect, hope, honesty, and love, Galileo Charter School staff will encourage students to become individuals who hold strong values and demonstrate those values through ethical behavior. As with the self-esteem cornerstone, development of ethical behavior will not follow a predetermined developmental course directly correlated to grade level, but will be qualitatively and quantitatively evaluated on the basis of growth in each of the seven attributes of ethical behavior.
Galileo Charter School serves a diverse population of students and families. The student population is 36.7% white, 27.8% black, 25.9% multi-racial, and 7% Hispanic. Of the student population, 85.5% are eligible for the free and reduced lunch program. The percentage of students receiving special education services is 17.2%.

Academic Progress
ISTEP+ percentage passing scores were below that of the neighboring school and the state of Indiana. The lowest percent passing math was at the fourth-grade level (35%), and the lowest percent passing English/language arts was at the fifth-grade level (28%). Galileo students’ 7.4% improvement earned an Exemplary Progress category placement, although the requirements for AYP were not met in 2008. More than half of Galileo students met the growth target on NWEA MAP in all subtests.

Constituent Survey
Parents (n=143), staff (n=33), and school board members (n=6) responded to the survey. Eighty-four percent of parents and staff, and 100% of the board rated the overall quality of education as excellent/very good. When asked to compare Galileo Charter School’s overall education to that of other schools, 89% of parents, 90% of staff, and 100% of the board rated the school as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support to the school, from 86-87% of parents, from 84-90% of staff, and 100% of the board were likely to do so.

Financial Review
Financially, the school exceeded Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its fourth year in a financially acceptable position. Revenues exceeded expenses. Expenses appeared to be appropriate. The school completed the year with a positive cash balance. Its balance sheet and debt levels are acceptable for a school completing its fourth year. It is anticipated that the school will maintain strong finances in the future. Independent auditors completed an audit for the year ending June 30, 2008. The audit identified no issues.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of obligations were made within 30 days.

Galileo Charter School maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, Galileo Charter School has taken the following steps:

- Implemented a five-week summer Jumpstart program for students who did not pass ISTEP+.
- Provided targeted assistance to students who tested 50-200 points below the passing score.
- Designed flexible ability grouping to differentiate instruction.
- Used objective measurements to group all students (DIBELS, ISTEP+, Open Court Reading, etc.).
- Extended instruction time in key academic areas (math, reading, language arts, etc.) to ensure quality instruction within smaller group settings.
- Focused on literacy and math in after-school tutoring programs.
- Redesigned student test centers to improve student test phobia and anxiety.
- Increased the number of college work study/Bonner Scholars/volunteers to assist in the classrooms.
- Conducted summer staff training that addressed curriculum, differentiation of instruction, modalities of learning, brain-based learning, special education, and multicultural training.
- Provided assistance to parents expressing a desire to be involved in partnering to improve the scores.
- Analyzed specific components of the assessment and made each student's deficiency a priority in individual learning plans.
- Focused on certain aspects of curriculum (i.e., grammar, story problems, etc.)
- Hired additional instructional assistants to prepare students.
- Provided snacks for students during testing.

NWEA data were used to improve student achievement in the following ways:

- Developed Individual Learning Plans for all students.
- Assisted students in developing academic goals.
- Conducted weekly classroom assessments in Open Court Reading.
- Acquired components of pre-existing curriculum (Open Court Reading "Imagine It", SRA Math "Real Math").
- Assessed weekly with DIBELS.
- Developed curriculum continually.
- Provided professional development for faculty in the areas showing student deficiencies.
- Analyzed individual and group tests to tailor instruction.
- Set student benchmark goals and measured progress from fall to winter, then winter to spring.
- Increased math resources and assessments.
- Discussed scores with students and parents to assist students in establishing individual goals.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Galileo Charter School has taken the following actions:

- Dedicated more teacher-directed instruction on the core curriculum subjects.
- Redesigned the daily schedule and increased the allotted time for mathematics.
- Hired additional staff to assist students in need of additional help.
- Implemented a structured, targeted system of tracking attendance and reporting excessive absenteeism to appropriate authorities.
- Created partnerships with parents to ensure students are at school.
- Hired two instructional assistants to assist with Title 1 students.
- Increased special education performance/participation.
- Developed curriculum committees (literacy, math and discipline) to align school curriculum to the Indiana Academic Standards.

To improve the perceptions of their school in response to the results of the constituent survey, Galileo Charter School has taken the following actions:

- Developed more school community activities.
- Instituted a new communication process to parents.
- Required staff/teachers to send a predetermined amount of positive communication to families each week.
- Conducted more parent-teacher meetings.
- Tracked all communication to parents/guardians.
- Sponsored literacy activities (book fairs, Book It, classroom reading programs, and literacy nights) to foster a sense of importance among families.
- Hired a community outreach coordinator to connect students' homes to school.
- Publicized schoolwide programs and events to the Richmond/Wayne County community.
- Developed a mentor program to assist students.
- Added a third school bus.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

Figure X-3: Percentages of Students in Special Education
### Program Statistics

#### Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Galileo Charter School</th>
<th>Richmond Community Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>95.3%</td>
<td>95.4%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

#### Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>ENGLISH/LA</th>
<th>MATH</th>
<th>BOTH ENGLISH &amp; MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Galileo</td>
<td>R.C.S</td>
<td>Indiana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30.4%</td>
<td>55%</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55%</td>
<td>70%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70%</td>
<td>75%</td>
<td>65%</td>
</tr>
<tr>
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<td></td>
<td>80%</td>
<td>85%</td>
<td>75%</td>
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<td>85%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>95%</td>
</tr>
</tbody>
</table>

**Data Source:** Indiana Department of Education

#### Table Y-3: PL 221

<table>
<thead>
<tr>
<th>EXEMPLARY</th>
<th>Performance:</th>
<th>Improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44.1%</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

#### Table Y-4: Adequate Yearly Progress

<table>
<thead>
<tr>
<th>OVERALL DETERMINATION: NO</th>
<th>PERFORMANCE</th>
<th>ATTENDANCE: YES</th>
<th>PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>Math</td>
<td>English</td>
</tr>
<tr>
<td>All Students</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Black</td>
<td>No</td>
<td>No</td>
<td>Too few students</td>
</tr>
<tr>
<td>White</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Special Education</td>
<td>No</td>
<td>No</td>
<td>Too few students</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

#### Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>READING</th>
<th>LANGUAGE ARTS</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>106</td>
<td>53.8%</td>
<td>111</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

![Bar chart showing the percentage of respondents rating the overall quality of education as excellent or very good.]

- Board (n = 6): 100%
- Parent (n = 143): 84%
- Staff (n = 33): 84%

Figure Z-2: How would you compare the overall quality of education to that of other schools?

![Bar chart showing the percentage of respondents rating the overall quality of education as much better or somewhat better.]

- Board (n = 6): 100%
- Parent (n = 143): 89%
- Staff (n = 33): 90%

Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

![Bar chart showing the likelihood of recommending the school, continuing at the school, and increasing support for the school.]

- Board (n = 6):
  - Recommend: 100%
  - Continue: 100%
  - Increase Support: 86%

- Parent (n = 143):
  - Recommend: 87%
  - Continue: 87%
  - Increase Support: 84%

- Staff (n = 33):
  - Recommend: 90%
  - Continue: 88%
  - Increase Support: 84%
Geist Montessori Academy utilizes the Montessori educational philosophy to provide an environment rich in academic and cultural learning opportunities. Academics integrate with character building and community awareness to form a whole-child curriculum that prepares students for life.

Mission

Educational Program

The Academy’s educational program is based on the Montessori philosophy and methodology. This method identifies and utilizes individual strengths and interests to assist in learning, while the curriculum promotes academic success, social and self-awareness, respect for others and the environment, problem-solving skills, and independent thinking.
Academic Progress
Geist Montessori had excellent ISTEP+ results in 2008, with all grade levels exceeding the state average. The school met AYP in 2008 and, with a 7.5% improvement in ISTEP+ results, earned an Exemplary Progress category placement for PL 221 status. A higher percentage of students met the growth target in reading (56.8%) and math (54.5%) than in language arts (34.3%).

Constituent Survey
Parents (n=37), staff (n=9), and school board members (n=3) responded to the survey. Seventy-three percent of parents, 67% of staff, and 100% of the board rated the overall quality of education as excellent/very good. When asked to compare Geist Montessori Academy’s overall quality of education to that of other schools, 91% of parents, 89% of the staff, and 100% of the board rated the school as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support for the school, from 91-100% of parents, 67-100% of staff, and 74-100% of the board were likely to do so.

Financial Review
Financially, the school approached Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its third year in a financially precarious position. Expenses appeared to be excessive. The school completed the year with a negative cash balance. Due to the questionable use of a federal grant and a large negative equity position, the school was placed on probationary status by Ball State University. State Board of Account auditors completed a review during the year and confirmed that the school’s finances are not being properly managed. The school did not meet Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of obligations exceeded 90 days at times.

Geist Montessori Academy maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, Geist Montessori Academy has taken the following steps:

- Added below-level, above-level, and ESL supplemental materials to the language curriculum.
- Hired an RTI coordinator.

NWEA data were used to improve student achievement in the following ways:

- Attended NWEA data workshops.
- Utilized NWEA student goals function to assist in remediation for ISTEP+.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Geist Montessori Academy has taken the following actions:

- Monitored attendance closely.

To improve the perceptions of their school in response to the results of the constituent survey, Geist Montessori Academy has taken the following actions:

- Instituted discussion groups focused on Montessori literature.
- Implemented an “Eyes on Bullying” program.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

- Native American
- Black
- Asian
- Hispanic
- White
- Multi-Racial

<table>
<thead>
<tr>
<th>State</th>
<th>Native American</th>
<th>Black</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
<th>Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana State</td>
<td>3.5%</td>
<td>5.0%</td>
<td>4.1%</td>
<td>3.5%</td>
<td>6.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Hamilton Southeastern Schools</td>
<td>3.2%</td>
<td>7.5%</td>
<td>6.0%</td>
<td>9.0%</td>
<td>5.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Geist Montessori Academy</td>
<td>3.3%</td>
<td>6.9%</td>
<td>9.9%</td>
<td>9.0%</td>
<td>6.9%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

- Paid
- Reduced
- Free

<table>
<thead>
<tr>
<th>State</th>
<th>Paid</th>
<th>Reduced</th>
<th>Free</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana State</td>
<td>58.2%</td>
<td>8.6%</td>
<td>33.2%</td>
</tr>
<tr>
<td>Hamilton Southeastern Schools</td>
<td>89.0%</td>
<td>3.5%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Geist Montessori Academy</td>
<td>95.1%</td>
<td>0.0%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

Figure X-3: Percentages of Students in Special Education

<table>
<thead>
<tr>
<th>School</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geist Montessori Academy</td>
<td>10.7%</td>
</tr>
<tr>
<td>Hamilton Southeastern Schools</td>
<td>15.2%</td>
</tr>
<tr>
<td>State of Indiana</td>
<td>17.8%</td>
</tr>
</tbody>
</table>
GEIST MONTESSORI ACADEMY of BSU Charter Schools

Program Statistics

Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Community Montessori</th>
<th>Hamilton - Southeastern Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>99.5%</td>
<td>97.1%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>English/LA</th>
<th>Math</th>
<th>BOTH ENGLISH &amp; MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Geist Montessori</td>
<td>H.S.</td>
<td>Indiana</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
<td>88%</td>
<td>91%</td>
<td>75%</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>77%</td>
<td>91%</td>
<td>73%</td>
</tr>
<tr>
<td>5</td>
<td>14</td>
<td>79%</td>
<td>91%</td>
<td>74%</td>
</tr>
<tr>
<td>6</td>
<td>13</td>
<td>85%</td>
<td>91%</td>
<td>72%</td>
</tr>
</tbody>
</table>

Data Source: NWEA

Table Y-3: PL 221

<table>
<thead>
<tr>
<th>Performance: 86.3%</th>
<th>Improvement: 7.5%</th>
</tr>
</thead>
</table>

Table Y-4: Adequate Yearly Progress

<table>
<thead>
<tr>
<th>OVERALL DETERMINATION: YES</th>
<th>ATTENDANCE: YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Math</td>
</tr>
<tr>
<td>All Students</td>
<td>Yes</td>
</tr>
<tr>
<td>White</td>
<td>Yes</td>
</tr>
</tbody>
</table>

| PARTICIPATION             |                  |
| English                   | Math             |
| All Students              | Yes              | Yes              |
| White                     | Yes              | Yes              |

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>READING</th>
<th>LANGUAGE ARTS</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>37</td>
<td>56.8%</td>
<td>35</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

<table>
<thead>
<tr>
<th></th>
<th>Excellent / Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board</td>
<td>100%</td>
</tr>
<tr>
<td>Parent</td>
<td>73%</td>
</tr>
<tr>
<td>Staff</td>
<td>67%</td>
</tr>
</tbody>
</table>

Figure Z-2: How would you compare the overall quality of education to that of other schools?

<table>
<thead>
<tr>
<th></th>
<th>Much Better / Somewhat Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board</td>
<td>100%</td>
</tr>
<tr>
<td>Parent</td>
<td>91%</td>
</tr>
<tr>
<td>Staff</td>
<td>89%</td>
</tr>
</tbody>
</table>

Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

<table>
<thead>
<tr>
<th></th>
<th>Increase</th>
<th>Continue</th>
<th>Recommend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board</td>
<td>74%</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>Parent</td>
<td>91%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Staff</td>
<td>73%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
HOOSIER ACADEMY
INDIANAPOLIS of BSU Charter Schools

Mission
To create a high-performance charter school that combines traditional learning with technology to connect students, parents, and teachers in a 21st century learning community.

Educational Program
The Hoosier Academy team, in partnership with parents, strives for student mastery of a rigorous, research-based K12 curriculum aligned to Indiana academic standards. Delivered online and offline, in traditional school settings and remotely, this unique blended school program puts public school accountability, teacher competence, and parent/adult involvement at the center of student learning.

5640 Caito Dr.
Indianapolis, IN 46226
317-547-1400

www.k12.com/ha/generalinfo@hoosieracademy.org

Grades Served: K-8
2008-2009 Enrollment: 295
Enrollment at capacity: 475

Year Opened: 2008-2009
Final Year in Current Contract: 2012-2013
Academic Progress
Hoosier Academy-Indianapolis opened in the fall of 2008 and administered ISTEP+ soon after. Results of the fall assessment provided baseline data for the school. Performance varied across grade levels. NWEA MAP assessments were administered in the fall and spring to measure student growth. Fifty percent of students met the reading target, 35.5% met the math target, and data on the language arts target was not available.

Constituent Survey
Parents (n=64) and staff (n=1) completed the survey. Eighty-nine percent of the parents, and 100% of the staff rated the overall quality of education as excellent/very good. When asked to compare Hoosier Academy-Indianapolis’ overall quality of education to that of other schools, 92% of parents, and 100% of staff rated the school as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support for the school, from 83-84% of parents, and 100% of staff were likely to do so.

Financial Review
Financially, the school met Ball State University Office of Charter Schools’ expectations in the area of Financial Viability. It completed its first year in a financially acceptable position. Revenues were less than budgeted and expenses equaled budget. Expenses appeared to be appropriate. The school completed the year with a strong cash position. The school’s negative equity was greater than its long-term debt, which must be addressed next year. The school’s enrollment will significantly increase next year. The increase in enrollment will help stabilize finances in 2010-2011.

The school met Ball State University Office of Charter Schools’ expectation in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.
School Improvement

To improve student ISTEP+ performance, Hoosier Academy-Indianapolis has taken the following steps:
- Provided differentiated English/language arts instruction daily.
- Grouped students for one-on-one or small-group instruction.

NWEA data were used to improve student achievement in the following ways:
- Provided one-on-one or small-group instruction.
- Encouraged learning coach training applicable to each student.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Hoosier Academy-Indianapolis has taken the following actions:
- Hoosier Academy-Indianapolis does not currently have AYP status.

To improve the perceptions of the school in response to the results of the constituent survey, Hoosier Academy-Indianapolis has taken the following actions:
- Communicated early and often with families about the survey.
- Offered incentives to grade levels that behave in a positive manner.
- Engaged the support of K12 Educator Group teachers to work with students during off-site days.
- Changed schedule to incorporate enrichment and intervention flexible groups following direct instruction in language arts and math.
- Created a compilation of community resources for health and related services, available virtually, as well as in the facility.
- Offered professional development to all parents on topics that pertain to teaching and learning.
- Communicated weekly to learning coaches of students who do not meet the weekly adequate progress markers.
Student Demographics

**Figure X-1:** Race/Ethnicity Percentages

- **State of Indiana:**
  - Native American: 12.2%
  - Black: 6.8%
  - Asian: 4.1%
  - Hispanic: 3.2%
  - White: 33.2%
  - Multi-Racial: 8.5%

- **Indianapolis Public Schools:**
  - Native American: 56.7%
  - Black: 14.9%
  - Asian: 23%
  - Hispanic: 9.8%
  - White: 75.4%
  - Multi-Racial: 76.3%

- **Hoosier Academy, Indianapolis:**
  - Native American: 17.8%
  - Black: 19.1%
  - Asian: 11.3%
  - Hispanic: 4.8%
  - White: 75.1%
  - Multi-Racial: 8.5%

**Figure X-2:** Percentages of Students Qualifying for Free & Reduced Lunch

- **State of Indiana:**
  - Paid: 58.2%
  - Reduced: 17.4%
  - Free: 81.7%

- **Indianapolis Public Schools:**
  - Paid: 33.2%
  - Reduced: 17.4%
  - Free: 75.4%

- **Hoosier Academy, Indianapolis:**
  - Paid: 11.3%
  - Reduced: 19.1%
  - Free: 81.7%

**Figure X-3:** Percentages of Students in Special Education

- **Hoosier Academy, Indianapolis:** 11.3%
- **Indianapolis Public Schools:** 19.1%
- **State of Indiana:** 17.8%
Program Statistics

Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Hoosier Academy Indianapolis</th>
<th>Indianapolis Public Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>95.9%</td>
<td>95.7%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>Hoosier Academy</th>
<th>IPS</th>
<th>Indiana</th>
<th>Hoosier Academy</th>
<th>IPS</th>
<th>Indiana</th>
<th>Hoosier Academy</th>
<th>IPS</th>
<th>Indiana</th>
<th>Hoosier Academy</th>
<th>IPS</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>21</td>
<td>57%</td>
<td>62%</td>
<td>75%</td>
<td>43%</td>
<td>57%</td>
<td>70%</td>
<td>33%</td>
<td>46%</td>
<td>62%</td>
<td>62%</td>
<td>35.5%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>26</td>
<td>58%</td>
<td>60%</td>
<td>73%</td>
<td>50%</td>
<td>66%</td>
<td>73%</td>
<td>46%</td>
<td>51%</td>
<td>65%</td>
<td>62%</td>
<td>35.5%</td>
<td></td>
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<td>60%</td>
<td>74%</td>
<td>76%</td>
<td>65%</td>
<td>77%</td>
<td>72%</td>
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<td>35.5%</td>
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<td>72%</td>
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<td>79%</td>
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<td>67%</td>
<td>35.5%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>29</td>
<td>79%</td>
<td>44%</td>
<td>69%</td>
<td>66%</td>
<td>66%</td>
<td>81%</td>
<td>66%</td>
<td>40%</td>
<td>66%</td>
<td>66%</td>
<td>35.5%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>34</td>
<td>53%</td>
<td>44%</td>
<td>68%</td>
<td>56%</td>
<td>50%</td>
<td>75%</td>
<td>35%</td>
<td>36%</td>
<td>62%</td>
<td>62%</td>
<td>35.5%</td>
<td></td>
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<tr>
<td>9</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>19</td>
<td>74%</td>
<td>36%</td>
<td>68%</td>
<td>37%</td>
<td>26%</td>
<td>65%</td>
<td>37%</td>
<td>21%</td>
<td>58%</td>
<td>58%</td>
<td>35.5%</td>
<td></td>
</tr>
</tbody>
</table>

Data Source: NWEA

Table Y-3: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>62</td>
<td>50%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

- **Board (n = 0)**: 0%
- **Parent (n = 64)**: 89%
- **Staff (n = 1)**: 100%

![Bar chart showing ratings of overall quality of education](chart1)

Figure Z-2: How would you compare the overall quality of education to that of other schools?

- **Board (n = 0)**: 0%
- **Parent (n = 64)**: 92%
- **Staff (n = 1)**: 100%

![Bar chart showing comparisons to other schools](chart2)

Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

- **Board (n = 0)**: 0%
- **Parent (n = 64)**: Recommend 100%, Continue 84%, Increase Support 84%
- **Staff (n = 1)**: Recommend 100%, Continue 100%, Increase Support 100%

![Bar chart showing likelihood of actions](chart3)
Mission
To create a high-performance charter school that combines traditional learning with technology to connect students, parents, and teachers in a 21st century learning community.

Educational Program
The Hoosier Academy team, in partnership with parents, strives for student mastery of a rigorous, research-based K12 curriculum aligned to Indiana academic standards. Delivered online and offline, in traditional school settings and remotely, this unique blended school program puts public school accountability, teacher competence, and parent/adult involvement at the center of student learning.
Demographic Summary
Hoosier Academy-Muncie’s students come from various counties throughout the state of Indiana with 59% of the population living in Delaware County. The student population is approximately 97.4% white, 1.3% black, and 1.3% multi-racial. Of the student population, 28.6% of students are eligible for free lunch, while approximately 5.2% are eligible for reduced lunch. There were 11.3% of the students receiving special education services in the 2008-2009 school year.

Academic Progress
Hoosier Academy-Muncie opened in the fall of 2008 and administered ISTEP+ soon after. Results of the fall assessment provided baseline data for the school. Grades four and six were not large enough groups to generate results. Although most grade levels performed lower than the students in the neighboring school district and the state, grade eight students surpassed both Muncie Community Schools and the state average in all areas. NWEA MAP assessments were administered in the fall and spring to measure student growth. About 19% met the reading target, 33.3% met the language arts target, and 39.2% met the math target.

Constituent Survey
Parents (n=27) and school board members (n=1) responded to the survey. Ninety-six percent of parents and 100% of the board rated the overall quality of education at the school as excellent/very good. When asked to compare the overall quality of education at Hoosier Academy-Muncie to other schools, 96% of parents and 100% of the board rated the school as much better/somewhat better than that of its counterparts. When asked how likely they were to recommend, continue or increase support for the school, from 92-96% percent of parents, and 100% of the board were likely to do so.

Financial Review
Financially, the school met Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its first year in a financially acceptable position. Revenue was less than budgeted and expenses were less than budgeted. Expenses appeared to be appropriate. The school completed the year with a positive cash balance. The school’s negative equity was greater than its long-term debt, which must be addressed next year. The school has limited enrollment and will need to closely monitor its cash flow due to limited resources. The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.
School Improvement

To improve student ISTEP+ performance, Hoosier Academy-Muncie has taken the following steps:
- Provided differentiated English/language arts instruction daily.
- Grouped students for one-on-one or small group instruction.

NWEA data were used to improve student achievement in the following ways:
- Provided one-on-one or small group instruction.
- Encouraged learning coach training applicable to each student.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Hoosier Academy-Muncie has taken the following actions:
- Hoosier Academy-Muncie does not currently have AYP status.

To improve the perceptions of the school in response to the results of the constituent survey, Hoosier Academy-Muncie has taken the following actions:
- Communicated early and often with families about the survey.
- Offered incentives to families who completed a survey.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

Figure X-3: Percentages of Students in Special Education
## Program Statistics

### Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Hoosier Academy Indianapolis</th>
<th>Indianapolis Public Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>93.9%</td>
<td>95.5%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

### Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>Hoosier Academy</th>
<th>Indianapolis</th>
<th>Hoosier Academy</th>
<th>Indianapolis</th>
<th>Hoosier Academy</th>
<th>Indianapolis</th>
<th>Hoosier Academy</th>
<th>Indianapolis</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>12</td>
<td>42%</td>
<td>47%</td>
<td>62%</td>
<td>60%</td>
<td>47%</td>
<td>63%</td>
<td>60%</td>
<td>66%</td>
</tr>
<tr>
<td>4</td>
<td>***</td>
<td>***</td>
<td>54%</td>
<td>65%</td>
<td>***</td>
<td>63%</td>
<td>73%</td>
<td>***</td>
<td>54%</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>60%</td>
<td>54%</td>
<td>67%</td>
<td>40%</td>
<td>64%</td>
<td>77%</td>
<td>40%</td>
<td>54%</td>
</tr>
<tr>
<td>6</td>
<td>***</td>
<td>***</td>
<td>51%</td>
<td>67%</td>
<td>***</td>
<td>66%</td>
<td>79%</td>
<td>***</td>
<td>54%</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
<td>50%</td>
<td>48%</td>
<td>66%</td>
<td>57%</td>
<td>62%</td>
<td>81%</td>
<td>43%</td>
<td>48%</td>
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<td>8</td>
<td>10</td>
<td>80%</td>
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<td>90%</td>
<td>63%</td>
<td>75%</td>
<td>70%</td>
<td>51%</td>
</tr>
</tbody>
</table>

*** Percentage are not calculated for grades in which less than 10 students were tested.

### Table Y-3: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>48</td>
<td>18.8%</td>
<td>45</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

- Board (n = 1) - 100%
- Parent (n = 27) - 96%
- Staff (n = 0) - 0%

How likely are you to...

- Recommend the school
- Continue at the school
- Increase support to your school

Figure Z-2: How would you compare the overall quality of education to that of other schools?

- Board (n = 1) - 100%
- Parent (n = 27) - 96%
- Staff (n = 0) - 0%

Figure Z-3: How likely are you to...

- Recommend the school
- Continue at the school
- Increase support to your school

- Board (n = 1)
- Parent (n = 27)
- Staff (n = 0)
Imagine Indiana Life Science Academy East

Mission
Preparing students for a lifetime of achievement and the global future by creating a safe, innovative, and academically excellent school.

Educational Program
Imagine Indiana Life Science Academy East offers challenging curricula richly infused with life sciences, math, and technology, and is designed to engage all in the learning process.

4352 N. Mitthoffer
Indianapolis, IN 46235
317-890-9100

www.imagineschoolsilsae.com

Grades Served: K-6
2008-2009 Enrollment: 597
Enrollment at capacity: 1175

Year Opened: 2008-2009
Final Year in Current Contract: 2012-2013
Imagine ILSAE is in an urban area with 81.8% of students on free or reduced lunch status. There are 620 students: 84.4% is black, 8.7% Hispanic, and 2.8% white. Students participating in the special education program represent 7.8% of the student population.

ISTEP+ results for Imagine East were lower than the neighboring school district and the state average. Third-grade scores were the lowest. It should be noted that the results are not an accurate reflection of the school, as ISTEP+ was administered in September, shortly after the school opened. Because this was the school’s first year of operation, there was no AYP determination for 2008 or category placement. Of the students at Imagine Indiana Life Sciences East taking NWEA MAP both fall and spring, 40.8% of students met individual reading growth targets, 43.7% met individual language arts targets, and 59.6% met individual math targets.

Parents (n=204), staff (n=6), and board (n=6) responded to the survey. Seventy-seven percent of parents, 80% of the board, and 50% of the staff rated the overall quality of education as excellent/very good. When asked to compare Imagine Indiana Life Sciences East’s overall quality of education to that of other schools, 50% of the staff, 78% of parents, and 100% of the board rated the school as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support for the school, from 76-82% of parents, from 33-67% of the staff, and from 83-100% of the board were likely to do so.

Financially, the school met Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its first year in a financially acceptable position. Revenue and expenses were greater than budgeted. Expenses appeared to be appropriate. The school completed the year with a strong cash position. With the planned increase in enrollment the school is expected to have a strong balance sheet in two years.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.
School Improvement

To improve student ISTEP+ performance, Imagine Indiana Life Science Academy East has taken the following steps:
- Focused on reading, writing, and math with the Title I after-school tutoring program.
- Identified targeted students in the bottom percentile and worked in small groups on specific skills.
- Hired four Title I teachers for small-group pull out.
- Bought test preparation materials to use during and after school.
- Hired a writing and math coach.
- Implemented seven weeks of summer school.
- Identified highly effective teachers to assist peers.
- Developed additional training and professional development for teachers.

NWEA data is used to improve student achievement in the following ways:
- Used NWEA data to help drive instruction.
- Centered professional development around specified areas of need.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Imagine Indiana Life Science Academy East has taken the following actions:
- Teachers received staff development on Professional Learning Communities, Direct Instruction, and comprehension strategies.
- Grouped for math and reading.
- Analyzed attendance and its effect on achievement.

To improve the perceptions of the school in response to the results of the constituent survey, Imagine Indiana Life Science Academy East has taken the following actions:
- Implemented an “Open Door” policy.
- Sent monthly newsletters to keep parents informed.
- Implemented quarterly parent/teacher conferences.
- Increased the number of family nights.
- Addressed concerns about communication among the staff members.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

- Native American: 58.2% (State of Indiana), 33.2% (Indianapolis Public Schools), 18.3% (Imagine Life Sciences, East Indianapolis)
- Black: 17.4% (State of Indiana), 7.3% (Indianapolis Public Schools), 3.9% (Imagine Life Sciences, East Indianapolis)
- Asian: 8.6% (State of Indiana), 10.6% (Indianapolis Public Schools), 4.3% (Imagine Life Sciences, East Indianapolis)
- Hispanic: 12.2% (State of Indiana), 7.3% (Indianapolis Public Schools), 7.8% (Imagine Life Sciences, East Indianapolis)
- White: 56.7% (State of Indiana), 75.4% (Indianapolis Public Schools), 84.4% (Imagine Life Sciences, East Indianapolis)
- Multi-Racial: 0% (State of Indiana), 0% (Indianapolis Public Schools), 0% (Imagine Life Sciences, East Indianapolis)

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

- Paid: 0% (State of Indiana), 3% (Indianapolis Public Schools), 4% (Imagine Life Sciences, East Indianapolis)
- Reduced: 10% (State of Indiana), 2.8% (Indianapolis Public Schools), 3.9% (Imagine Life Sciences, East Indianapolis)
- Free: 84% (State of Indiana), 75% (Indianapolis Public Schools), 71% (Imagine Life Sciences, East Indianapolis)

Figure X-3: Percentages of Students in Special Education

- Imagine Life Sciences, East Indianapolis: 7.8%
- Indianapolis Public Schools: 19.1%
- State of Indiana: 17.8%
# Program Statistics

## Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Life Science Academy</th>
<th>Indianapolis Public Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>95.2%</td>
<td>95.7%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

## Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>ENGLISH/LA</th>
<th>MATH</th>
<th>BOTH ENGLISH &amp; MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Life Science</td>
<td>IPS</td>
<td>Indiana</td>
</tr>
<tr>
<td>3</td>
<td>77</td>
<td>16%</td>
<td>62%</td>
<td>75%</td>
</tr>
<tr>
<td>4</td>
<td>75</td>
<td>47%</td>
<td>60%</td>
<td>73%</td>
</tr>
<tr>
<td>5</td>
<td>79</td>
<td>32%</td>
<td>60%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Data Source: NWEA

## Table Y-3: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th># of Students Taking Subtest</th>
<th>READING</th>
<th>LANGUAGE ARTS</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Met Target Growth Rate</td>
<td>% Met Target Growth Rate</td>
<td>% Met Target Growth Rate</td>
</tr>
<tr>
<td>142</td>
<td>40.8%</td>
<td>206</td>
<td>43.7%</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

<table>
<thead>
<tr>
<th></th>
<th>Board (n = 6)</th>
<th>Parent (n = 204)</th>
<th>Staff (n = 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent / Very Good</td>
<td>80%</td>
<td>77%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Figure Z-2: How would you compare the overall quality of education to that of other schools?

<table>
<thead>
<tr>
<th></th>
<th>Board (n = 6)</th>
<th>Parent (n = 204)</th>
<th>Staff (n = 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much Better / Somewhat Better</td>
<td>100%</td>
<td>78%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

<table>
<thead>
<tr>
<th></th>
<th>Board (n = 6)</th>
<th>Parent (n = 204)</th>
<th>Staff (n = 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Support</td>
<td>80%</td>
<td>83%</td>
<td>67%</td>
</tr>
<tr>
<td>Continue</td>
<td>82%</td>
<td>78%</td>
<td>76%</td>
</tr>
<tr>
<td>Recommend</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Imagine Master Academy offers challenging curricula designed to engage everyone in learning. Imagine Master Academy will work with parents and the community to offer opportunities to educate students for success in the global community.

Mission

Educational Program

Imagine curriculum and assessments are aligned with, and meet or exceed, Indiana Academic Standards. Lessons are developed through the use of the Understanding by Design model, planning methods that ensure mastery by first establishing outcomes desired.

Imagine curriculum and assessments are aligned with, and meet or exceed, Indiana Academic Standards. Lessons are developed through the use of the Understanding by Design model, planning methods that ensure mastery by first establishing outcomes desired.
Demographic Summary

Imagine Master Academy’s student population is 64.7% white, 12.4% Hispanic, 12.4% black, and 10.5% other. Nearly 60% of the students receive free and reduced lunch, similar to Ft. Wayne Community schools, but higher than the state average. The percent of students receiving special education services (8.1%) is lower than area schools and the state average.

Academic Progress

ISTEP+ results for Imagine MASTer Academy were better for the content area subtests than for the percent passing both tests. In English/language arts, scores were similar to the results of students in Ft. Wayne Community Schools and were slightly lower than the state average. In math, most scores of Imagine MASTer’s students were lower than both the Ft. Wayne schools and the state average. The school did not make AYP determination for 2008 and earned a category placement of Academic Watch based on 1.7% improvement on ISTEP+ performance. Of students at Imagine MASTer Academy taking NWEA MAP both fall and spring, 42.7% met individual reading growth targets, 42.3% met individual language arts targets, and 47.8% met individual math targets.

Constituent Survey

Parents (n=277), staff (n=27), and board (n=3) responded to the survey. Eighty percent of the parents, 52% of staff, and 100% of the board rated the overall quality of the school as excellent/very good. When asked to compare Imagine Master Academy’s overall quality of education to that of other schools, 84% of parents, 87% of staff, and 100% of the board rated the school as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support to the school, from 78-87% of parents, from 81-91% of staff, and 100% of the board were likely to do so.

Financial Review

Financially, the school exceeded Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its second year in a financially acceptable position. The school’s expenses exceeded budgeted expenses and revenues were greater than budgeted revenues. Expenses appeared to be appropriate. The school completed the year with a positive cash balance. The school will need to monitor expense levels compared to revenue in the next school year. A scheduled State Board of Accounts audit was rescheduled to next year by the State Board of Accounts.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Imagine MASTer Academy maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, Imagine MASTer Academy has taken the following steps:

• Analyzed student reports, proficiency rosters, and grouping reports to determine student strengths and weaknesses.
• Identified writing, writing process, and reading comprehension as areas of curricular focus.
• Moved a lead teacher to writing coach to help implement and monitor the writing program.
• Added additional reading lessons to the reading program to strengthen student comprehension.
• Developed lessons and inter-disciplinary projects aligned with Indiana State standards.
• Provided a four-week summer school program targeting Title I students.

NWEA data is used to improve student achievement in the following ways:

• Used the data to analyze where weak areas existed in the curriculum.
• Moved the analysis of the data from administration to teachers to help differentiate instruction within classrooms.
• Purchased Compass Learning, an NWEA support program to help students in weak areas.
• Implemented Compass Learning to ensure that all students work on weak areas to help increase NWEA scores.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Imagine MASTer Academy has taken the following actions:

• Analyzed AYP information to identify areas of weakness which include writing and writing process.
• Identified free and reduced lunch male students as the lowest performing subgroup.
• Moved a lead teacher to writing coach to help implement and monitor the writing program.

To improve the perceptions of their school in response to the results of the constituent survey, Imagine MASTer Academy has taken the following actions:

• Focused the Parent Action Committee to help benefit student learning.
• Created better parent communication through Parent Connect on the student database.
• Increased parent understanding through reading and discussion of the school mission and values.
• Developed academic support programs to help all struggling learners.
• Enabled consistent availability of the administrative staff to parents and students.
• Integrated curricular disciplines.
• Moved students based on individual assessment files.
• Assessed individual student progress regularly, to remain current.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

Figure X-3: Percentages of Students in Special Education
Program Statistics

Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Imagine MASTeR Academy</th>
<th>Ft. Wayne Community Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>94.6%</td>
<td>95.5%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>ENGLISH/LA</th>
<th>MATH</th>
<th>BOTH ENGLISH &amp; MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Imagine MASTeR</td>
<td>Ft. Indiana</td>
<td>Imagine MASTeR</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
<td>60%</td>
<td>63%</td>
<td>75%</td>
</tr>
<tr>
<td>4</td>
<td>74</td>
<td>61%</td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td>5</td>
<td>75</td>
<td>60%</td>
<td>67%</td>
<td>74%</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
<td>54%</td>
<td>59%</td>
<td>72%</td>
</tr>
<tr>
<td>7</td>
<td>62</td>
<td>71%</td>
<td>59%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Data Source: NWEA

Table Y-3: PL 221

ACADEMIC WATCH

Performance: 64.1%  Improvement: 1.7%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO  ATTENDANCE: YES

PERFORMANCE

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>White</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>377</td>
<td>42.7%</td>
<td>381</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board (n = 3)</td>
<td>100%</td>
</tr>
<tr>
<td>Parent (n = 277)</td>
<td>80%</td>
</tr>
<tr>
<td>Staff (n = 27)</td>
<td>52%</td>
</tr>
</tbody>
</table>

Figure Z-2: How would you compare the overall quality of education to that of other schools?

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board (n = 3)</td>
<td>100%</td>
</tr>
<tr>
<td>Parent (n = 277)</td>
<td>84%</td>
</tr>
<tr>
<td>Staff (n = 27)</td>
<td>87%</td>
</tr>
</tbody>
</table>

Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

<table>
<thead>
<tr>
<th>Group</th>
<th>Increase Support</th>
<th>Continue</th>
<th>Recommend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board (n = 3)</td>
<td>78%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Parent (n = 277)</td>
<td>80%</td>
<td>87%</td>
<td>91%</td>
</tr>
<tr>
<td>Staff (n = 27)</td>
<td>81%</td>
<td>88%</td>
<td>91%</td>
</tr>
</tbody>
</table>
Imagine Schools on Broadway is preparing students for a lifetime of achievement in the global future by creating an innovative and academically excellent school.

**Mission**

Imagine Schools on Broadway is preparing students for a lifetime of achievement in the global future by creating an innovative and academically excellent school.

**Educational Program**

The focus of the educational program is on reading, writing, arithmetic, and positive character development.
Demographic Summary
The ethnic breakdown is as follows: 35% black, 32.8% white, 16.5% multi-racial, and 14% Hispanic. The free/reduced lunch percentage was 66.5% and the special education population was 9.1%.

Academic Progress
ISTEP+ results for Imagine Broadway were lower than the neighboring school district and the state average. ISTEP+ was administered in September shortly after the school opened and does not accurately reflect the success of the school. Because this was the school’s first year of operation, there was no AYP determination for 2008 or category placement. Of the students at Imagine Broadway taking NWEA MAP both fall and spring, 42.3% met growth targets in reading, 36% met growth targets in language arts, and 45.5% met growth targets in math.

Constituent Survey
Parents (n=217) and staff (n=32) responded to the survey. Seventy-seven percent of parents and 80% of the staff rated the overall quality of education at the school as excellent/very good. When asked to compare the overall quality of education to that of other schools, 80% of parents and 82% of staff rated the school as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support for the school, from 80-81% of parents, and from 88-97% percent of staff were likely to do so.

Financial Review
Financially, the school met Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its first year in a financially acceptable position. Revenues were less than budgeted and expenses were equal to the budget. Expenses appeared to be appropriate. The school completed the year with a strong cash position. With the planned increase in enrollment, the school is expected to have a strong balance sheet in two years.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.
School Improvement

To improve student ISTEP+ performance, Imagine Schools on Broadway has taken the following steps:
- Added a computer program, Learning through Sports, to improve reading, math, and character development.
- Offered remediation summer school to targeted students.

NWEA data is used to improve student achievement in the following ways:
- Presented NWEA data to teacher task force for recommendations.
- Aligned reading and math curriculum with NWEA deficiencies.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Imagine Schools on Broadway has taken the following action:
- Redesigned the schedule to allow more time in reading and math

To improve the perceptions of their school in response to the results of the constituent survey, Imagine Schools on Broadway has taken the following actions:
- Improved parent communication through a school newsletter and teacher blogs
- Promoted school activities through several community events
Student Demographics

Figure X-1: Race/Ethnicity Percentages

<table>
<thead>
<tr>
<th>State of Indiana</th>
<th>Fort Wayne Community Schools</th>
<th>Imagine Schools on Broadway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>Native American</td>
<td>Native American</td>
</tr>
<tr>
<td>Black</td>
<td>Black</td>
<td>Black</td>
</tr>
<tr>
<td>Asian</td>
<td>Asian</td>
<td>Asian</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Hispanic</td>
<td>Hispanic</td>
</tr>
<tr>
<td>White</td>
<td>White</td>
<td>White</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>Multi-Racial</td>
<td>Multi-Racial</td>
</tr>
</tbody>
</table>

- 32.2% Native American
- 12.2% Black
- 6.8% Asian
- 4.3% Hispanic
- 9% White
- 3.1% Multi-Racial

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

<table>
<thead>
<tr>
<th>State of Indiana</th>
<th>Fort Wayne Community Schools</th>
<th>Imagine Schools on Broadway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid</td>
<td>Paid</td>
<td>Paid</td>
</tr>
<tr>
<td>Reduced</td>
<td>Reduced</td>
<td>Reduced</td>
</tr>
<tr>
<td>Free</td>
<td>Free</td>
<td>Free</td>
</tr>
</tbody>
</table>

- 58.2% Paid
- 33.2% Reduced
- 61.5% Free

Figure X-3: Percentages of Students in Special Education

| Imagine Schools on Broadway | 9.1%
| Fort Wayne Community Schools | 21.4%
| State of Indiana             | 17.8%
## Program Statistics

### Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Imagine at Broadway</th>
<th>Ft. Wayne Community Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>93.8%</td>
<td>95.5%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

### Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>Imagine Broadway</th>
<th>Ft. Wayne Community Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>67</td>
<td>36%</td>
<td>63%</td>
<td>75%</td>
</tr>
<tr>
<td>4</td>
<td>57</td>
<td>42%</td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td>5</td>
<td>34</td>
<td>26%</td>
<td>67%</td>
<td>74%</td>
</tr>
</tbody>
</table>

### Table Y-3: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th># of Students Taking Subtest</th>
<th>% Met Target Growth Rate</th>
<th># of Students Taking Subtest</th>
<th>% Met Target Growth Rate</th>
<th># of Students Taking Subtest</th>
<th>% Met Target Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>111</td>
<td>42.3%</td>
<td>111</td>
<td>36%</td>
<td>110</td>
<td>45.5%</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

- Parent (n = 217): 77%
- Staff (n = 32): 80%

Figure Z-2: How would you compare the overall quality of education to that of other schools?

- Parent (n = 217): 80%
- Staff (n = 32): 82%

Figure Z-3: How likely are you to...
- Recommend the school: 88%
- Continue at the school: 94%
- Increase support to your school: 97%

Mission
The mission of the Indiana Math and Science Academy (IMSA) is to provide an environment of learning for educationally under-resourced students. IMSA provides a rigorous college preparatory program focusing on science, mathematics, and technology, in an atmosphere that provides students, parents, and teachers opportunities for continuous growth.

Educational Program
The Indiana Math and Science Academy focuses on delivering a first-class, college preparatory education to middle and high school students in inner cities. In a learning environment of small class sizes, individualized learning, and multiple instructional strategies, IMSA brings together best practices in math and science education, preparing students for college, careers, and citizenship. A mentorship program further supports students and allows strong relationships to develop. Parents and teachers are expected to participate in helping students learn through science fair projects, Olympiad competitions, national trips, overseas summer programs, Saturday SAT and ACT educational camps, and other school-related activities.

4575 W. 38th Street
Indianapolis, IN 46206
(317) 289-0025

Grades Served . . . . . . . . . . . . . . . . . . . . . . . .6-9
2008-2009 Enrollment . . . . . . . . . . . . . . . . . .230
2007-2008 Enrollment . . . . . . . . . . . . . . . . . .182
Enrollment at capacity . . . . . . . . . . . . . . . . . .225

Year Opened: 2007-2008
Final Year in Current Contract: 2013-2014
Demographic Summary
Indiana Math and Science Academy has a student population that is 70.4% black, 16.1% white, 8.3% Hispanic, and 4.8% multi-racial. This year, 77% of the students qualified for free and reduced lunch. The percentage of students receiving special education services is 11.5%, which is lower than both the neighboring school system and the state average.

Academic Progress
ISTEP+ results for students at Indiana Math and Science Academy were higher than that of students at IPS in English/language arts and math. Eighth-grade students represented the lowest performing grade level, with only 35% passing both tests. Indiana Math and Science Academy did not meet AYP in 2008, although the school earned a category placement for PL 221 of Exemplary Progress, due to a 10% improvement on ISTEP+. Of students taking NWEA MAP assessment both fall and spring, 38.3% met the individual growth target in reading, 59.1% met the growth target in language arts, and 52.4% met the growth target in math.

Constituent Survey
Parents (n=25), staff (n=11), and board (n=2) responded to the survey. Eighty percent of parents and 100% of staff and the school board rated the overall quality of the school as excellent/very good. When asked to compare Indiana Math and Science Academy’s overall quality of education to that of other schools, 91% of parents and staff, and 100% of the board rated the school as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support to the school, from 84-96% of parents, and 100% of the board and staff were likely to do so.

Financial Review
Financially, the school exceeded Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its second year in a financially acceptable position. Expenses equaled budget, however, revenues were less than budgeted revenues. Expenses appeared to be appropriate. The school completed the year with a small positive cash balance. The school will need to monitor cash levels due to the large increase in the number of students served next year. A scheduled State Board of Accounts audit was rescheduled to next year by the State Board of Accounts.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Indiana Math and Science Academy - Indianapolis maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, Indiana Math and Science Academy has taken the following steps:

- Identified at-risk students who will benefit from supplementary help.
- Conducted data analysis sessions.
- Redesigned instruction to help each student master content standards.
- Offered extended instruction in math and English classes to close the achievement gap and help students excel.
- Implemented online test preparation.
- Administered interim assessments prepared by Concept Schools.
- Conducted Classroom/Student Assessment Revisions.
- Implemented pull-out programs to tutor students.
- Placed students in after-school tutoring and Saturday school remediation classes in core subjects.
- Offered three weeks of remedial summer school.

NWEA data were used to improve student achievement in the following ways:

- Focused professional development to the areas of most need.
- Tracked growth of each student to address specific needs.
- Conducted goal setting meetings with students and parents.
- Created dynamic tutoring lists.
- Placed students in after-school tutoring classes in core subjects.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Indiana Math and Science Academy has taken the following actions:

- Targeted at-risk students for extra support via Saturday school, after school, and pull-out tutoring programs.
- Conducted ISTEP + family picnic in order to raise awareness about the test.

To improve the perceptions of the school in response to the results of the constituent survey, Indiana Math and Science Academy has taken the following actions:

- Instituted Saturday parent orientations.
- Organized parent/teacher breakfasts.
- Hosted family fun nights.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

Figure X-3: Percentages of Students in Special Education
# Program Statistics

## Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Indiana Math and Science Academy</th>
<th>Indianapolis Public Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>96%</td>
<td>95.7%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

## Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>Math and Science</th>
<th>IPS Indiana</th>
<th>Math and Science</th>
<th>IPS Indiana</th>
<th>Math and Science</th>
<th>IPS Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>39</td>
<td>67%</td>
<td>56%</td>
<td>72%</td>
<td>71%</td>
<td>56%</td>
<td>51%</td>
</tr>
<tr>
<td>7</td>
<td>78</td>
<td>58%</td>
<td>44%</td>
<td>69%</td>
<td>66%</td>
<td>46%</td>
<td>40%</td>
</tr>
<tr>
<td>8</td>
<td>72</td>
<td>50%</td>
<td>44%</td>
<td>68%</td>
<td>50%</td>
<td>35%</td>
<td>36%</td>
</tr>
</tbody>
</table>

## Table Y-3: PL 221

**EXEMPLARY**

- **Performance:** 66.7%
- **Improvement:** 10%

## Table Y-4: Adequate Yearly Progress

**OVERALL DETERMINATION: NO**

**ATTENDANCE: YES**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>All Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Black</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

## Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>154</td>
<td>38.3%</td>
<td>159</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

![Bar chart showing the overall quality of education rated by different groups with percentages: Board (100%), Parent (80%), Staff (100%).]

Figure Z-2: How would you compare the overall quality of education to that of other schools?

![Bar chart showing the comparison of overall quality to other schools rated by different groups with percentages: Board (100%), Parent (91%), Staff (91%).]

Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

![Bar chart showing the likelihood of recommending the school, continuing, and increasing support with percentages: Board (100%), Parent (91%), Staff (84%).]
Students of the Irvington Community School will master a challenging curriculum, acquire “cultural capital” through an appreciation of the arts, be physically fit, learn a world language, and develop a strong ethical compass. The school will rigorously measure academic achievement and will partner with area organizations to prepare future community leaders for successful and responsible lives.

6705 East Julian Avenue
Indianapolis, IN 46219
(317) 357-5359

www.ics-charter.org

Grades Served . . . . . . . . . . . . . . . . . . . . . . . .K-12
2008-2009 Enrollment . . . . . . . . . . . . . . . . . . .619
2007-2008 Enrollment . . . . . . . . . . . . . . . . . . .527
2006-2007 Enrollment . . . . . . . . . . . . . . . . . . .460
2005-2006 Enrollment . . . . . . . . . . . . . . . . . . .362
2004-2005 Enrollment . . . . . . . . . . . . . . . . . . .219
2003-2004 Enrollment . . . . . . . . . . . . . . . . . . .129
2002-2003 Enrollment . . . . . . . . . . . . . . . . . . .118
Enrollment at Capacity . . . . . . . . . . . . . . . . . . . .534

Year Opened: 2002-2003
Final Year in Current Contract: 2008-2009

The Irvington Community School is built upon the premise that a well-conceived, liberal arts educational program with technologically delivered assessments can help boost student achievement, serve the unique needs of students and families, and offer a new model for effective education in the 21st century. The educational program is designed to provide a comprehensive curriculum with high student expectations, and includes an emphasis on character. Students are prepared for college through a rigorous standards-based curriculum, utilizing Advanced Placement and dual-credit courses.
Demographic Summary
Irvington Community School’s population reflects the neighborhood it serves on the east side of Indianapolis. Irvington’s percentage of students on the federal lunch program has grown to 46%, with 18.3% of its students being drawn from minority populations. The school also serves 11.3% of its students who are in need of special education accommodations.

Academic Progress
In 2008-2009 Irvington Community School did not meet AYP for the first time. Students in grades three-seven outperformed students in IPS schools and the state on ISTEP+. The percent of passing falls a bit at the upper grades. A .7% improvement in ISTEP+ results overall resulted in a category placement of Academic Watch for PL. 221. Of the students who completed NWEA MAP assessments in the fall and spring, 54.5% met individual growth targets in reading, 60.9% met growth targets in language arts, and 60.1% met growth targets in math.

Constituent Survey
Parents (182), staff (62), and board (3) responded to the survey. Eighty-seven percent of parents, 74% of staff, and 100% of the board rated the overall quality of education at the school as excellent/very good. When comparing the education at Irvington Community School to that of other schools, 91% of parents, 80% of staff, and 100% of the board responded that the quality was much better/somewhat better. When asked how likely they were to recommend, continue, or increase support to the school, 87-96% of parents, 76-92% of staff, and 100% of the board were likely to do so.

Financial Review
Financially, the school, which was in its seventh year, approached Ball State University Office of Charter School’s expectations in the area of Financial Viability Results for the second consecutive year. It had problems that resulted in a cash flow shortage for a second year. Expenses exceeded revenues, although the original budget indicated the school would have a significant net income at the end of the year. Irvington Community School researched a number of alternative financing options during the past two years, and completed the year with a positive cash balance. Independent auditors completed an audit for the year ending June 30, 2008. The audit had not been received as of October 1, 2009.

Due to cash flow issues, the school approached Ball State University Office of Charter School’s expectations in the area of financial obligations to Ball State University. Payment of obligations exceeded 30 days at times.

Irvington Community School maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
Student Improvement

To improve student ISTEP+ performance, Irvington Community School has taken the following steps:
- Targeted underperforming students with small-group work, remediation classes, extra tutoring, and homework help.
- Trained teachers to read and use test data, and to incorporate differentiated instruction strategies into classrooms.
- Provided literacy and math coaches to help teachers with classroom strategies, develop small groups for targeted support, and identify students who need individual help.
- Identified at-risk students for supplementary help from Title I funded staff.

NWEA data were used to improve student achievement in the following ways:
- Tracked individual and class growth, to organize individual and small-group work.
- Trained teachers to use NWEA data and DesCartes.
- Provided academic coaches to target individual students for assistance in reading and mathematics.
- Focused professional development using NWEA results.
- Shared NWEA results with parents.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Irvington Community School has taken the following action:
- Invested in special education staffing.

To improve the perceptions of their school in response to the results of the constituent survey, Irvington Community School has taken the following actions:
- Improved communications.
- Expanded information on the web site.
- Strengthened the use of behavior referral boards.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>State of Indiana</th>
<th>Indianapolis Public Schools</th>
<th>Irvington Community School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>12.2%</td>
<td>6.8%</td>
<td>81.7%</td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
<td>2%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.4%</td>
<td>4.1%</td>
<td>5.5%</td>
</tr>
<tr>
<td>White</td>
<td>75.1%</td>
<td>56.7%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>0%</td>
<td>23%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

<table>
<thead>
<tr>
<th>Lunch Status</th>
<th>State of Indiana</th>
<th>Indianapolis Public Schools</th>
<th>Irvington Community School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid</td>
<td>58.2%</td>
<td>33.2%</td>
<td>54%</td>
</tr>
<tr>
<td>Reduced</td>
<td>8.6%</td>
<td>17.4%</td>
<td>12.1%</td>
</tr>
<tr>
<td>Free</td>
<td>33.2%</td>
<td>7.3%</td>
<td>33.9%</td>
</tr>
</tbody>
</table>

Figure X-3: Percentages of Students in Special Education

<table>
<thead>
<tr>
<th>Special Education</th>
<th>Irvington Community School</th>
<th>Indianapolis Public Schools</th>
<th>State of Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>11.3%</td>
<td>19.1%</td>
<td>17.8%</td>
</tr>
</tbody>
</table>
# Program Statistics

## Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Irvington Community School</th>
<th>Indianapolis Public Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>98.1%</td>
<td>95.7%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

## Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>Irvington Community</th>
<th>IPS</th>
<th>Indiana</th>
<th>Irvington Community</th>
<th>IPS</th>
<th>Indiana</th>
<th>Irvington Community</th>
<th>IPS</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>47</td>
<td>83%</td>
<td>62%</td>
<td>75%</td>
<td>74%</td>
<td>57%</td>
<td>70%</td>
<td>66%</td>
<td>46%</td>
<td>62%</td>
</tr>
<tr>
<td>4</td>
<td>47</td>
<td>77%</td>
<td>60%</td>
<td>73%</td>
<td>79%</td>
<td>66%</td>
<td>73%</td>
<td>66%</td>
<td>51%</td>
<td>65%</td>
</tr>
<tr>
<td>5</td>
<td>46</td>
<td>78%</td>
<td>60%</td>
<td>74%</td>
<td>76%</td>
<td>65%</td>
<td>77%</td>
<td>70%</td>
<td>50%</td>
<td>67%</td>
</tr>
<tr>
<td>6</td>
<td>47</td>
<td>81%</td>
<td>56%</td>
<td>72%</td>
<td>89%</td>
<td>71%</td>
<td>79%</td>
<td>75%</td>
<td>51%</td>
<td>67%</td>
</tr>
<tr>
<td>7</td>
<td>48</td>
<td>77%</td>
<td>44%</td>
<td>69%</td>
<td>85%</td>
<td>66%</td>
<td>81%</td>
<td>71%</td>
<td>40%</td>
<td>66%</td>
</tr>
<tr>
<td>8</td>
<td>48</td>
<td>65%</td>
<td>44%</td>
<td>68%</td>
<td>60%</td>
<td>50%</td>
<td>75%</td>
<td>58%</td>
<td>36%</td>
<td>62%</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>83</td>
<td>49%</td>
<td>36%</td>
<td>68%</td>
<td>43%</td>
<td>26%</td>
<td>65%</td>
<td>34%</td>
<td>21%</td>
<td>58%</td>
</tr>
</tbody>
</table>

## Table Y-3: PL 221

### ACADEMIC WATCH

- **Performance:** 72.8%
- **Improvement:** .7%

## Table Y-4: Adequate Yearly Progress

### OVERALL DETERMINATION: NO

### PERFORMANCE

<table>
<thead>
<tr>
<th>Group</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>White</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Special Ed</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### PARTICIPATION

<table>
<thead>
<tr>
<th>Group</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Ed</td>
<td>Too few students</td>
<td>Too few students</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

## Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>Subject</th>
<th># of Students Taking Subtest</th>
<th>% Met Target Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>352</td>
<td>54.5%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>353</td>
<td>60.9%</td>
</tr>
<tr>
<td>Math</td>
<td>351</td>
<td>60.1%</td>
</tr>
</tbody>
</table>

Data Source: NWEA
**Constituent Surveys**

**Figure Z-1:** How would you rate the overall quality of education?

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff (n = 62)</td>
<td>74%</td>
</tr>
<tr>
<td>Parent (n = 182)</td>
<td>87%</td>
</tr>
<tr>
<td>Board (n = 3)</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Figure Z-2:** How would you compare the overall quality of education to that of other schools?

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff (n = 62)</td>
<td>80%</td>
</tr>
<tr>
<td>Parent (n = 182)</td>
<td>91%</td>
</tr>
<tr>
<td>Board (n = 3)</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Figure Z-3:** How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

<table>
<thead>
<tr>
<th>Group</th>
<th>Increase Support</th>
<th>Continue</th>
<th>Recommend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff (n = 62)</td>
<td>76%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>Parent (n = 182)</td>
<td>82%</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>Board (n = 3)</td>
<td>87%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
NEW COMMUNITY SCHOOL of BSU Charter Schools

“Nurturing Confident, Creative, and Capable Students”

Mission
To build a community of learners engaged in a lifelong journey of thoughtful discovery.

Educational Program
Curriculum at the New Community School is based on the Indiana Standards and includes additional standards adopted by the school, which center on themes most often generated by the students and teachers in the classroom. The aim is to provide each student with the skills and practice to be a thoughtful contributor to the community.

710 North Street
West Lafayette, IN 47901
(765) 420-9617

www.ncs.lafayette.in.us

Grades Served . . . . . . . . . . . . . . . . . . . . . . .K-8
2008-2009 Enrollment . . . . . . . . . . . . . . . .140
2007-2008 Enrollment . . . . . . . . . . . . . . . .90
2006-2007 Enrollment . . . . . . . . . . . . . . . .73
2005-2006 Enrollment . . . . . . . . . . . . . . . .63
2004-2005 Enrollment . . . . . . . . . . . . . . . .60
2003-2004 Enrollment . . . . . . . . . . . . . . . .46
2002-2003 Enrollment . . . . . . . . . . . . . . . .38
Enrollment at Capacity . . . . . . . . . . . . . . . .90

Year Opened: 2002-2003
Final Year in Current Contract: 2013-2014
Demographic Summary

During the 2008-2009 school year New Community School’s students represented the following ethnic demographic groups: 75% white, 17.9% multi-racial, 3.6% black, 2.9% Hispanic, and .7% Asian. Although no school lunch program was offered, students fell into the following categories: 20.7% eligible for free lunch, 12.9% eligible for reduced lunch, 66.4% paid-lunch status. Special education services were provided to 34 students, or 20.8% of the student body.

Academic Progress

New Community School met the requirements for AYP in 2008 and also earned an Exemplary Progress PL 221 category placement as a result of 9% improvement in overall ISTEP+ results. Because New Community School is a small school, there were two grade levels with groups fewer than 10, a number too low for meaningful percentages to be calculated. At grades four, five, and six, students scored higher than students in the Lafayette School Corporation in all areas with the exception of grade five math. Of particular note is that 92% of fourth graders passed English/language arts. Of students tested in both fall and spring on NWEA MAP assessment, 66.7% met individual growth targets in reading and 38.1% met individual growth targets in language arts. About 66.7% of students met the growth target in math.

Constituent Survey

Parents (n=73), staff (n=20), and school board members (n=6) responded to the survey. Eighty-nine percent of parents, 83% of the board, and 85% of staff rated the overall quality of education at the school as excellent/very good. When asked to compare New Community School to other schools, 83% of the board, 93% of parents, and 90% of the staff rated the overall quality of education as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support to the school, from 83-100% of the board, from 75-89% of the parents, and 95% of the staff were likely to do so.

Financial Review

Financially, the school exceeded Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its seventh year in a financially healthy position. Due to increased enrollment, expenses exceeded revenues. Expenses appeared to be appropriate. The school completed the year with a small positive cash balance. As enrollment continues to grow, it is anticipated the school will maintain strong finances in the future. Independent auditors completed an audit for the year ending June 30, 2008. The audit identified no significant issues.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of obligations were made within 30 days.

New Community School maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
To improve student ISTEP+ performance, New Community Charter School has taken the following steps:

- Reinforced automatic recall of basic math facts.
- Utilized readers'/writers' workshop to hone literary comprehension and composition skills.

NWEA data were used to improve student achievement in the following ways:

- Compared progress from fall to spring to identify areas of improvement and additional focus.
- Identified language arts as an area of focus.

To address deficiencies that might affect AYP status for the 2009-2010 school year, New Community has taken the following actions:

- Implemented readers'/writers' workshop.
- Emphasized memorization of basic facts in all operations.

To improve the perceptions of their school in response to the results of the constituent survey, New Community School has taken the following actions:

- Changed job descriptions and responsibilities to increase frequency and reliability of communication.
- Honed handbook to alleviate concerns with behavior and discipline.
Student Demographics

**Figure X-1:** Race/Ethnicity Percentages

**Figure X-2:** Percentages of Students Qualifying for Free & Reduced Lunch

**Figure X-3:** Percentages of Students in Special Education
NEW COMMUNITY SCHOOL of BSU Charter Schools

Program Statistics

Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>New Community School</th>
<th>Lafayette School Corporation</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>96%</td>
<td>95.5%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>New Community</th>
<th>Lafayette Corp.</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>16</td>
<td>56</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>92</td>
<td>64</td>
<td>73</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>85</td>
<td>62</td>
<td>74</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>73</td>
<td>59</td>
<td>72</td>
</tr>
<tr>
<td>7</td>
<td>***</td>
<td>***</td>
<td>62</td>
<td>69</td>
</tr>
<tr>
<td>8</td>
<td>***</td>
<td>***</td>
<td>62</td>
<td>68</td>
</tr>
</tbody>
</table>

***Percentages are not calculated for grades in which less than 10 students were tested.

Table Y-3: PL 221

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>New Community</th>
<th>Lafayette Corp.</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>16</td>
<td>56</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>92</td>
<td>64</td>
<td>73</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>85</td>
<td>62</td>
<td>74</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>73</td>
<td>59</td>
<td>72</td>
</tr>
<tr>
<td>7</td>
<td>***</td>
<td>***</td>
<td>62</td>
<td>69</td>
</tr>
<tr>
<td>8</td>
<td>***</td>
<td>***</td>
<td>62</td>
<td>68</td>
</tr>
</tbody>
</table>

Table Y-4: Adequate Yearly Progress

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>New Community</th>
<th>Lafayette Corp.</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>16</td>
<td>56</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>92</td>
<td>64</td>
<td>73</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>85</td>
<td>62</td>
<td>74</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>73</td>
<td>59</td>
<td>72</td>
</tr>
<tr>
<td>7</td>
<td>***</td>
<td>***</td>
<td>62</td>
<td>69</td>
</tr>
<tr>
<td>8</td>
<td>***</td>
<td>***</td>
<td>62</td>
<td>68</td>
</tr>
</tbody>
</table>

Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th># of Students Taking Subtest</th>
<th>% Met Target Growth Rate</th>
<th># of Students Taking Subtest</th>
<th>% Met Target Growth Rate</th>
<th># of Students Taking Subtest</th>
<th>% Met Target Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td>66.7%</td>
<td>63</td>
<td>38.1%</td>
<td>63</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

- **Board (n = 6)**: 83%
- **Parent (n = 73)**: 89%
- **Staff (n = 20)**: 85%

Figure Z-2: How would you compare the overall quality of education to that of other schools?

- **Board (n = 6)**: 83%
- **Parent (n = 73)**: 93%
- **Staff (n = 20)**: 90%

Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

- **Board (n = 6)**: 100%
- **Parent (n = 73)**: 89%
- **Staff (n = 20)**: 95%
OPTIONS CHARTER SCHOOL - CARMEL

“Belong - Believe - Achieve”

530 West Carmel Drive
Carmel, IN 46032
(317) 815-2098

www.optionsined.org

Mission

Recognized as an alternative school by the Indiana Department of Education, the Options Charter Schools provide a caring community to those students seeking an alternative to the traditional high school program. A variety of innovative approaches focus on the educational success, health, and wellness of each student. The purpose is to develop responsible individuals who are skilled problem solvers and caring, productive citizens.

Educational Program

The educational program meets the Indiana Academic Standards and requirements for a Core 40 diploma. Teachers in this small learning environment focus on the students’ learning styles, talents, developmental levels, and emotional needs. It is a place where students who have disengaged from the learning process can re-engage, and those students who need a non-traditional approach to learning can flourish. The program progresses from the classroom to the community as students complete internships and service learning projects with the help of the staff and volunteer mentors from the business sector.
Recognized as an alternative school by the Indiana Department of Education, nearly all of the enrolled students have experienced academic failure or performance well below expectations in previous academic settings. There is less diversity than the average of schools statewide. The student population served by Options Charter School—Carmel, is 86.8% white. Only 16.3% of the population reported qualification for free or reduced lunches, compared to that of the local public school corporation (6.8%). Options Charter School—Carmel serves a high percentage of students in need of special education services, double that of the statewide average and more than double the average in the nearby Carmel Clay Schools.

Options Charter School-Carmel did not meet AYP in 2008, although the category placement was Academic Progress due to an improvement rate of 9.2%. ISTEP+ scores for students passing both tests were low, with performance on the English/language arts subtest better, at 59% passing. Tenth-grade students at Options-Carmel continue to struggle in math. The difference in performance between Options-Carmel and the neighboring Carmel Clay Schools is significant. The NWEA MAP assessment was administered both fall and spring and shows evidence of growth in students at Options-Carmel. Eighty percent of students met individual growth targets in reading, 75.5% in language arts, and 66.7% in math.

Parents (n=57), staff (n=14), and school board members (n=5) responded to the survey. Eighty-five percent of parents, 71% of staff, and 100% of the board rated the overall quality of education at the school as excellent/very good. When asked to compare Options-Carmel to other schools, 87% of parents, 80% of the board, and 36% of the staff rated the overall quality of education as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support to the school, from 86-93% of the staff, from 77-96% of parents, and 100% of the board were likely to do so.

The school met Ball State University Office of Charter Schools’ expectation in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Options-Carmel maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, Options Charter School - Carmel has taken the following steps:
- Established individualized goals for students in ISP’s (Individualized Service Plans).
- Required a 75% mastery level to receive credit for a class.
- Provided extended time and support to reach mastery and recover credits.
- Addressed concerns over ISTEP testing to minimize test anxiety and improve participation.
- Used daily advisory period to improve skills.
- Offered Algebra 1 every day to a targeted group of students.

NWEA data were used to improve student achievement in the following ways:
- Incorporated mastery of the writing standards into content area curriculum.
- Created ISP’s (Individual Service Plan) outlining specific academic goals.
- Shared ISP’s with parents twice yearly.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Options Charter School - Carmel has taken the following actions:
- Implemented an attendance policy that has stricter consequences for non-compliance.
- Honored students weekly based upon three criteria: perfect attendance, currently passing all classes, and no discipline referrals.

To improve the perceptions of their school in response to the results of the constituent survey, Options Charter School - Carmel has taken the following actions:
- Spoke to groups like the Rotary Club and the Kiwanis Club about Options Charter Schools.
- Included parents and students on both standing and temporary committees, and in the interview process for new hires.
- Publicized school wide projects and events to present a positive image.
- Added a mentorship program to increase exposure to the community and its resources.
- Focused the administrative staff and board of directors on the school’s mission and strategic planning.
OPTIONS CHARTER SCHOOL - CARMEL of BSU Charter Schools

Student Demographics

Figure X-1: Race/Ethnicity Percentages

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

Figure X-3: Percentages of Students in Special Education
# Program Statistics

Table Y-1: **Attendance Rates**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Options Charter School - Carmel</th>
<th>Carmel - Clay Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>95%</td>
<td>97.2%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-2: **Percentages Passing ISTEP+**

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>Options CS - Carmel</th>
<th>C. Clay</th>
<th>Indiana</th>
<th>Options CS - Carmel</th>
<th>C. Clay</th>
<th>Indiana</th>
<th>Options CS - Carmel</th>
<th>C. Clay</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>22</td>
<td>59%</td>
<td>92%</td>
<td>68%</td>
<td>27%</td>
<td>95%</td>
<td>67%</td>
<td>18%</td>
<td>90%</td>
<td>59%</td>
</tr>
</tbody>
</table>

Table Y-3: **PL 221**

**ACADEMIC PROGRESS**

<table>
<thead>
<tr>
<th>Performance:</th>
<th>Improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>9.2%</td>
</tr>
</tbody>
</table>

Table Y-4: **Adequate Yearly Progress**

<table>
<thead>
<tr>
<th>OVERALL DETERMINATION: NO</th>
<th>ATTENDANCE: YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE</td>
<td>PARTICIPATION</td>
</tr>
<tr>
<td>English</td>
<td>Math</td>
</tr>
<tr>
<td>All Students</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-5: **NWEA Percent Meeting Target Growth Rate**

<table>
<thead>
<tr>
<th>READING</th>
<th>LANGUAGE ARTS</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>5</td>
<td>80%</td>
<td>53</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

**Figure Z-1:** How would you rate the overall quality of education?

- **Board (n = 5)**: 100% Excellent / Very Good
- **Parent (n = 57)**: 85% Excellent / Very Good
- **Staff (n = 14)**: 71% Excellent / Very Good

**Figure Z-2:** How would you compare the overall quality of education to that of other schools?

- **Board (n = 5)**: 80% Much Better / Somewhat Better
- **Parent (n = 57)**: 87% Much Better / Somewhat Better
- **Staff (n = 14)**: 36% Much Better / Somewhat Better

**Figure Z-3:** How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

- **Board (n = 5)**: 100% Recommend, 100% Continue, 100% Increase Support
- **Parent (n = 57)**: 77% Recommend, 89% Continue, 93% Increase Support
- **Staff (n = 14)**: 86% Recommend, 92% Continue, 93% Increase Support
“Belong - Believe - Achieve”

9945 Cumberland Pointe Road
Noblesville, IN  46060
(317) 815-2098
www.optionsined.org

Grades Served . . . . . . . . . . . . . . . . . . . . . . . .9-12
2008-2009 Enrollment . . . . . . . . . . . . . . . . . .135
2007-2008 Enrollment . . . . . . . . . . . . . . . . . .129
2006-2007 Enrollment . . . . . . . . . . . . . . . . . .109
Enrollment at capacity . . . . . . . . . . . . . . . . . .130

Year Opened:  2006-2007
Final Year in Current Contract:  2012-2013

Mission
Recognized as an alternative school by the Indiana Department of Education, the Options Charter Schools provide a caring community to those students seeking an alternative to the traditional high school program. A variety of innovative approaches, focus on the educational success, health, and wellness of each student. The purpose is to develop responsible individuals who are skilled problem solvers and caring, productive citizens.

Educational Program
The educational program meets the Indiana Academic Standards and requirements for a Core 40 diploma. Teachers in this small learning environment focus on the students’ learning styles, talents, developmental levels, and emotional needs. It is a place where students who have disengaged from the learning process can re-engage, and those students who need a non-traditional approach to learning can flourish. The program progresses from the classroom to the community as students complete internships and service learning projects with the help of the staff and volunteer mentors from the business sector.
Demographic Summary

This nearly all-white high school (95.6%) reflects the ethnic demographics of its local community, if not the state-wide averages. The percentage of students in need of economic assistance is higher than the local average, at about 20%. The school differs significantly from the other area public schools in the percentage of students receiving special education services. Options Charter School-Noblesville serves a 25.9% special education population, as compared to a state average of 17.8% special education population.

Academic Progress

Options Charter School-Noblesville did not meet AYP in 2008, although the school did earn an Academic Progress category placement for PL 221. Tenth-grade students had better results in English/language arts (43%) than in math (24%). ISTEP+ scores were lower than those of the neighboring Noblesville Schools or the state average. Evidence of growth was found in the results of NWEA MAP administered both fall and spring. Seventy-one percent of students met individual growth targets in language arts, 70.8% in reading, and 60.3% in math.

Constituent Survey

Parents (n=42), staff (n=10), and school board members (n=3) responded to the survey. Fifty-three percent of parents, 40% of staff, and 100% of the board rated the overall quality of education as excellent/very good. When asked to compare Options Noblesville to other schools, 65% of parents, 50% of staff, and 100% of the board rated the overall quality of education as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support to the school, from 65-79% of parents, and 100% of board and staff were likely to do so.

Financial Review

Financially, the school exceeded Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its third year in a financially healthy position. Revenue exceeded expenses, resulting in positive net income. Expenses appeared to be appropriate. The school completed the year with a positive cash balance. It is anticipated the school will maintain strong finances in the future. Independent auditors completed an audit for the year ending June 30, 2008. The audit identified no issues.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Options-Noblesville maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, Options Charter School - Noblesville has taken the following steps:
- Established individualized goals for students in their ISP’s (Individualized Service Plans).
- Required a 75% mastery level to receive credit for a class.
- Provided extended time and support to reach mastery and recover credits.
- Addressed concerns over ISTEP testing to minimize test anxiety and improve participation.
- Offered remediation programs during and after school hours.

NWEA data were used to improve student achievement in the following ways:
- Incorporated mastery of the writing standards into content area curriculum.
- Created ISPs (Individual Service Plan) outlining specific academic goals.
- Shared student ISPs with parents twice yearly.
- Instituted incentive-based testing to better ensure positive NWEA test outcomes.
- Used NWEA results as one benchmark to determine use of credit recovery as an option for credit attainment.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Options Charter School - Noblesville has taken the following actions:
- Initiated a student preparatory and remediation program.
- Implemented an attendance policy that has stricter consequences for non-compliance.
- Honored students weekly based upon three criteria: perfect attendance, currently passing all classes, and no discipline referrals.

To improve the perceptions of their school in response to the results of the constituent survey, Options Charter School - Noblesville has taken the following actions:
- Constructed a comprehensive communication plan to ensure accurate and timely communication to all constituents.
- Invited key stakeholders to participate in various school activities and assist in school functions.
- Added a mentorship program to increase exposure to the community and its resources.
- Focused the administrative staff and board of directors on the school’s mission and strategic planning.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

- State of Indiana: 3% Native American, 12.2% Black, 6.8% Asian, 4.1% Hispanic, 95.6% White, 1.1% Multi-Racial
- Noblesville Schools: 3% Native American, 2.3% Black, 6.2% Asian, 1% Hispanic, 89.6% White, 1.5% Multi-Racial
- Options Charter School, Noblesville: 1.5% Native American, 0% Black, 1.6% Asian, 0% Hispanic, 95.6% White, 1.5% Multi-Racial

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

- State of Indiana: 58.2% Paid, 10.8% Reduced, 33.2% Free
- Noblesville Schools: 81% Paid, 14% Reduced, 5% Free
- Options Charter School, Noblesville: 72% Paid, 19% Reduced, 10% Free

Figure X-3: Percentages of Students in Special Education

- Options Charter School, Noblesville: 25.9%
- Noblesville Schools: 17.5%
- State of Indiana: 17.8%
Program Statistics

Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Options Charter School - Noblesville</th>
<th>Noblesville Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>93.7%</td>
<td>96.3%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>Options CS - Noblesville</th>
<th>Nbls.</th>
<th>Indiana</th>
<th>Options CS - Noblesville</th>
<th>Nbls.</th>
<th>Indiana</th>
<th>Options CS - Noblesville</th>
<th>Nbls.</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>21</td>
<td>43%</td>
<td>84%</td>
<td>68%</td>
<td>24%</td>
<td>87%</td>
<td>65%</td>
<td>19%</td>
<td>80%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-3: PL 221

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>Options CS - Noblesville</th>
<th>Nbls.</th>
<th>Indiana</th>
<th>Options CS - Noblesville</th>
<th>Nbls.</th>
<th>Indiana</th>
<th>Options CS - Noblesville</th>
<th>Nbls.</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>21</td>
<td>43%</td>
<td>84%</td>
<td>68%</td>
<td>24%</td>
<td>87%</td>
<td>65%</td>
<td>19%</td>
<td>80%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-4: Adequate Yearly Progress

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>Options CS - Noblesville</th>
<th>Nbls.</th>
<th>Indiana</th>
<th>Options CS - Noblesville</th>
<th>Nbls.</th>
<th>Indiana</th>
<th>Options CS - Noblesville</th>
<th>Nbls.</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>21</td>
<td>43%</td>
<td>84%</td>
<td>68%</td>
<td>24%</td>
<td>87%</td>
<td>65%</td>
<td>19%</td>
<td>80%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>65</td>
<td>70.8%</td>
<td>69</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

- Board (n = 3): 100%
- Parent (n = 42): 53%
- Staff (n = 10): 40%

Figure Z-2: How would you compare the overall quality of education to that of other schools?

- Board (n = 3): 100%
- Parent (n = 42): 65%
- Staff (n = 10): 50%

Figure Z-3: How likely are you to...

- Recommend the school: 100% (Staff, Parent, Board)
- Continue at the school: 100% (Staff, Parent, Board)
- Increase support to your school: 100% (Staff, Parent, Board)

[Bar charts showing responses for each group]
“A Different Kind of Public School”

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Fort Wayne, IN 46816
(260) 441-8727

www.greatschools.net

Grades Served ................. K-6
2008-2009 Enrollment ........... 207
2007-2008 Enrollment ........... 187
2006-2007 Enrollment ........... 224
2005-2006 Enrollment ........... 226
2004-2005 Enrollment ........... 277
2003-2004 Enrollment ........... 218
2002-2003 Enrollment ........... 250
Enrollment at Capacity ........... 227

Year Opened: 2002-2003
Final Year in Current Contract: 2011-2012

Mission
The mission of the Timothy L. Johnson Academy is to provide opportunities for basic educational equity for students in the Fort Wayne community. The academy will offer interaction between students, their parents, and the community within the education system to provide an environment where learning and the arts are the centerpieces of the students’ lives.

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

Timothy L. Johnson Academy serves a student population that is 94.6% black, 2.9% multi-racial, and 1.5% Hispanic; 95.1% free/reduced lunch; 14.6% students with special needs.

Academic Progress

ISTEP+ scores at TLJ fall below that of the neighboring Ft. Wayne Community Schools and the state average. The highest percent passing is found at 56% for third-grade English/language arts and fifth-grade math. The school met AYP in 2008 and earned an Academic Progress category placement for PL 221 with 17.9% improvement. NWEA was administered in both fall and spring with 60-66.7% of students meeting individual growth targets in all three content areas.

Constituent Survey

Parents (n=66) and staff (n=13) responded to the survey. Eighty-two percent of parents and 69% of the staff rated the overall quality of education at the school as excellent/very good. When asked to compare Timothy L. Johnson Academy to other schools, 85% of parents, and 69% of staff rated the overall educational quality as much better/somewhat better that its counterparts. When asked how likely they were to recommend, continue, or increase support to the school, from 96-97% of parents and from 91-100% of the staff were likely to do so.

Financial Review

Financial Viability Results. It completed its seventh year in a financially healthy position. Expenses exceeded revenues. Expenses appeared to be appropriate. The school completed the year with a small positive cash balance. Due to planned increase in the number of students to be served next year, the balance sheet is expected to improve during the next three years. The school has positive equity. Independent auditors completed an audit for the year ending June 30, 2008. The audit identified no issues.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Timothy L. Johnson Leadership Academy maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, Timothy L. Johnson Academy has taken the following steps:

- Completed an ISTEP+ worksheet to identify strengths and weaknesses of individual classes.
- Developed strategies to improve class, grade, and school areas of weakness.
- Created test preparation for grades K-2.
- Disaggregated ISTEP+ data based on Indiana Educational Standard deficiencies.
- Trained teachers on 6+1 Trait Writing.
- Devoted time daily to instruction of problem-solving techniques and answering constructed response questions.

NWEA data were used to improve student achievement in the following ways:

- Completed an NWEA worksheet after each test administration, identifying strengths and weaknesses as well as the areas of highest growth.
- Used the NWEA RIT scores to flexibly group students in math and reading.
- Discussed scores with students to create individual goals.
- Employed strategies to increase NWEA scores.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Timothy L. Johnson Academy has taken the following actions:

- Developed a Personalized Education Plan for all students grades K-5.
- Used PEP to group students with similar needs.
- Rewarded good attendance on a quarterly basis.
- Trained teachers in the C.L.A.S.S. (Connected Learning Assures Student Success) methodology.

To improve the perceptions of their school in response to the results of the constituent survey, Timothy L. Johnson Academy has taken the following actions:

- Added a second bus, a new playground, and a mobile, wireless computer lab.
- Instituted Honor Roll and Highest Honor at the quarterly achievement awards.
- Implemented several after-school activities.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

- Figure X-1 shows the race/ethnicity percentages for the State of Indiana, Fort Wayne Community Schools, and Timothy L. Johnson Academy.

- The graph compares Native American, Black, Asian, Hispanic, White, and Multi-Racial percentages for different regions.

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

- Figure X-2 illustrates the percentages of students qualifying for free and reduced lunch in the State of Indiana, Fort Wayne Community Schools, and Timothy L. Johnson Academy.

- The graph includes Paid, Reduced, and Free lunch categories for each region.

Figure X-3: Percentages of Students in Special Education

- Figure X-3 presents the percentages of students in special education for Timothy L. Johnson Academy, Fort Wayne Community Schools, and the State of Indiana.

- The graph displays the percentage of students in special education for each region.
# Program Statistics

## Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Timothy L. Johnson Academy</th>
<th>Ft. Wayne Community Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>97.2%</td>
<td>95.5%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

## Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>ENGLISH/LA</th>
<th>MATH</th>
<th>BOTH ENGLISH &amp; MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Timothy L. Johnson</td>
<td>F.W.</td>
<td>Indiana</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>56%</td>
<td>63%</td>
<td>75%</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
<td>52%</td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>52%</td>
<td>67%</td>
<td>74%</td>
</tr>
</tbody>
</table>

## Table Y-3: PL 221

### Academic Progress

Performance: 46.5%  
Improvement: 17.9%

## Table Y-4: Adequate Yearly Progress

### Overall Determination: YES  
### Attendance: YES

<table>
<thead>
<tr>
<th>Performance</th>
<th>Attendance</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Math</td>
<td>English</td>
</tr>
<tr>
<td>All Students</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Black</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>80</td>
<td>60%</td>
<td>75</td>
</tr>
</tbody>
</table>
Constituent Surveys

**Figure Z-1:** How would you rate the overall quality of education?

- **Parent (n = 66):** Excellent / Very Good - 82%
- **Staff (n = 13):** Excellent / Very Good - 69%

**Figure Z-2:** How would you compare the overall quality of education to that of other schools?

- **Parent (n = 66):** Much Better / Somewhat Better - 85%
- **Staff (n = 13):** Much Better / Somewhat Better - 69%

**Figure Z-3:** How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

- **Parent (n = 66):**
  - Recommend - 97%
  - Continue - 97%
  - Increase Support - 96%
- **Staff (n = 13):**
  - Recommend - 100%
  - Continue - 91%
  - Increase Support - 91%
SOUTHERN REGION

Community Montessori
Rural Community Academy
COMMUNITY MONTESSORI of BSU Charter Schools

“Education From Within”

4102 St. Joseph Road
New Albany, IN  47150
(812) 948-1000

www.shiningminds.com

Grades Served . . . . . . . . . . . . . . . . . . . . . . . .K-12
2008-2009 Enrollment . . . . . . . . . . . . . . . . .442
2007-2008 Enrollment . . . . . . . . . . . . . . . . .443
2006-2007 Enrollment . . . . . . . . . . . . . . . . .316
2005-2006 Enrollment . . . . . . . . . . . . . . . . .286
2004-2005 Enrollment . . . . . . . . . . . . . . . . .166
2003-2004 Enrollment . . . . . . . . . . . . . . . . .124
2002-2003 Enrollment . . . . . . . . . . . . . . . . .75
Enrollment at Capacity . . . . . . . . . . . . . . . . .387

Year Opened:  2002-2003
Final Year in Current Contract:  2013-2014

Mission
Respecting children - Engaging families - Encouraging thoughts - Embracing the community.
Community Montessori gives children an environment that respects all people and ideas. Giving families a vehicle to learn cooperatively, have fun, and promote peace with their children, the school continues to expand minds and make an impact on our community.

Educational Program
Community Montessori provides a comprehensive educational approach focused on knowing each individual learner and partnering to support continued growth by connecting knowledge for life-long learning. Under guidance, children and teens learn by making discoveries and asking questions, while cultivating concentration, motivation, self-discipline, and a love of learning.
Demographic Summary

Community Montessori’s population is 87.3% white with 12.7% racial diversity. Of the student population, 19.2% of students are eligible for free or reduced lunches, and 14.7% are identified for special education.

Academic Progress

The percentage of students passing ISTEP+ English/language arts and math is 50% or better in all grades with the exception of fourth-grade and fifth-grade math. Tenth-grade students demonstrated the highest scores in English/language arts with the percent passing at 86% and third-grade students demonstrated the highest scores in math, with 76% passing. These scores surpass both the New Albany-Floyd County results and the results across the state in these two areas. Community Montessori did not meet the requirements for AYP and because of a -.2% improvement in ISTEP+ scores, a category placement of Academic Watch was earned. NWEA MAP assessments administered to students in the fall and spring show that less than half of the students met the growth targets in reading and language arts. Only 28.6% met the growth targets in math.

Constituent Survey

Parents (n=248), staff (n=4), and school board members (n=1) responded to the survey. One hundred percent of the school board and the staff rated the overall quality of education at the school as excellent/very good, while 78% of parents gave the same rating. When asked to compare Community Montessori’s overall educational quality to that of other schools, 100% of the board and the staff rated the school as much better somewhat better as that of other schools, while the parents’ comparison as much better/somewhat better was 86%. When asked how likely they were to recommend, continue, or increase support to the school, from 80-96% of the parents and 100% of the staff and school board were likely to do so.

Financial Review

Financially, the school exceeded Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its seventh year in a financially healthy position. Expenditures exceeded revenues due to capital expansion. Expenses appeared to be appropriate. The school completed the year with a positive cash balance, a solid balance sheet and positive net equity. The school is likely to maintain strong finances in the future. Independent auditors completed a required audit for the year ending June 30, 2008. The audit identified no issues.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of obligations were made within 30 days.

Community Montessori maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, Community Montessori has taken the following steps:

- Set goals using ISTEP data to support the individual learner.
- Created individual learning plans for students who did not pass the ISTEP+ test.
- Reviewed overall data to determine areas of concern.
- Implemented additional staff training to support overall math scores.
- Worked on blending the concrete materials to bridge abstract test-taking skills.
- Utilized the differentiated salary structure to reinforce the importance of staff members setting and evaluating individual goals.

NWEA data were used to improve student achievement in the following ways:

- Shared individual progress reports with parents throughout the year.
- Worked collaboratively on understanding different NWEA reports and extracted individual/class strengths and goals.
- Utilized the differentiated salary structure to reinforce the importance of staff members setting and evaluating individual goals.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Community Montessori has taken the following actions:

- Identified the areas of need in formal documentation if a student did not pass a portion of the ISTEP+ testing.
- Hired substitutes to free staff to support individual goal areas.
- Identified and developed strategies for students that passed the ISTEP+ the year before but did not pass a portion this year.
- Conducted seminars to support strategies for blending the Montessori materials to state standards assessments.
- Discovered a need to conduct more formal tracking of goal areas.

To improve perceptions of the school in response to the results of the constituent survey, Community Montessori has taken the following actions:

- Communicated discipline procedures to families.
- Invited families to observe and assist in classrooms.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

Figure X-3: Percentages of Students in Special Education
### Program Statistics

#### Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Community Montessori</th>
<th>New Albany-Floyd County Schools</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>95.6%</td>
<td>95.8%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

#### Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>ENGLISH/LA</th>
<th>Math</th>
<th>BOTH ENGLISH &amp; MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Community Montessori</td>
<td>New Albany</td>
<td>Indiana</td>
</tr>
<tr>
<td>3</td>
<td>42</td>
<td>67%</td>
<td>76%</td>
<td>75%</td>
</tr>
<tr>
<td>4</td>
<td>36</td>
<td>50%</td>
<td>79%</td>
<td>73%</td>
</tr>
<tr>
<td>5</td>
<td>38</td>
<td>66%</td>
<td>75%</td>
<td>74%</td>
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<tr>
<td>6</td>
<td>46</td>
<td>71%</td>
<td>74%</td>
<td>72%</td>
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<tr>
<td>7</td>
<td>23</td>
<td>52%</td>
<td>72%</td>
<td>69%</td>
</tr>
<tr>
<td>8</td>
<td>40</td>
<td>75%</td>
<td>71%</td>
<td>68%</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>22</td>
<td>86%</td>
<td>69%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Data Source: NWEA

#### Table Y-3: PL 221

**ACADEMIC WATCH**

<table>
<thead>
<tr>
<th>Performance: 63.9%</th>
<th>Improvement: -.2%</th>
</tr>
</thead>
</table>

#### Table Y-4: Adequate Yearly Progress

**OVERALL DETERMINATION: NO**

**PERFORMANCE**

<table>
<thead>
<tr>
<th>All Students</th>
<th>English</th>
<th>Math</th>
<th>White</th>
<th>English</th>
<th>Math</th>
<th>Free/Reduced Lunch</th>
<th>English</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td>Yes</td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

#### Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>READING</th>
<th>LANGUAGE ARTS</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>228</td>
<td>41.2%</td>
<td>230</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

- **Board (n = 1)**: 100%
- **Parent (n = 248)**: 78%
- **Staff (n = 4)**: 100%

Figure Z-2: How would you compare the overall quality of education to that over other schools?

- **Board (n = 1)**: 100%
- **Parent (n = 248)**: 86%
- **Staff (n = 4)**: 100%

Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?

- **Board (n = 1)**: 100%
- **Parent (n = 248)**: 85% (Increase Support), 96% (Continue), 100% (Recommend)
- **Staff (n = 4)**: 100% (Increase Support), 100% (Continue), 100% (Recommend)
The mission of the Rural Community Academy is to provide rural students with a quality educational program using a place-based approach. 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.

Educational Program

The educational program of Rural Community Academy will use local community resources and partnerships to supplement textbooks and computer-aided learning tools to meet state standards. All students will have the advantage of small class sizes, individualized lessons, and differentiated instruction in order to succeed and contribute to the community.
Demographic Summary

Rural Community Academy, is serving a nearly all-white (98.6%) student population that is similar to other schools in the area. Forty-eight percent of the students qualify for free and reduced lunch and textbooks. The school is serving a special education population that is higher than local averages and the state average, at 26%.

Academic Progress

ISTEP+ passing rates vary across grade levels. Third-grade scores exceed the percent passing in the Southwest School Corporation in all areas. Seventh-grade scores are the weakest, but 50% of students passed math. Rural Community Academy did meet AYP requirements in 2008 and, with 5.4% improvement, earned an Exemplary Progress category placement for PL 221 status. Of students tested on NWEA in both fall and spring, 46.3% met individual growth targets in reading, 49.4% in language arts, and 25.9% in math.

Constituent Survey

Parents (n=51), staff (n=20), and school board members (n=3) responded to the survey. Ninety-four percent of parents, 84% of staff, and 100% of board members rated the overall quality of education as excellent/very good. When asked to compare Rural Community Academy to other schools, 94% of parents, 80% of staff, and 100% of the board rated the overall educational quality as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, and increase support for the school, from 85-95% of the staff, from 84-90% of the parents, and 100% of the board were likely to do so.

Financial Review

Financially, the school exceeded Ball State University Office of Charter Schools’ expectations in the area of Financial Viability Results. It completed its fifth year in a financially healthy position. Their revenues exceeded expenses, resulting in a positive net income. Expenses appeared to be appropriate. The school completed the year with a positive cash balance. It is anticipated the school will maintain strong finances in the future. Independent auditors completed an audit for the year ending June 30, 2008. The audit identified no issues.

The school met Ball State University Office of Charter Schools’ expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Rural Community maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.
School Improvement

To improve student ISTEP+ performance, Rural Community Academy has taken the following steps:

- Targeted student populations who had failed in the past.
- Added a part-time teacher to Title I to focus on math and language arts skills.
- Utilized a computer-based program to improve test scores.
- Used sample testing for grades that were using the computerized testing.
- Created questions of the day in ISTEP format using current standards.
- Developed incentives for students doing their best during testing.
- Provided breakfast during test days.
- Hired a part-time school counselor to teach students study skills and test taking.
- Prepared breakfast prior to testing.
- Reduced homework and tests during ISTEP testing.
- Added additional incentives for those who read beyond their targeted Accelerated Reading.

NWEA data were used to improve student achievement in the following ways:

- Trained teachers to use Des Cartes and link data to academic standards.
- Produced Des Cartes reports on each student and analyzed with teacher and chief academic officer.
- Placed students in classes by ability level in reading, language arts, and math.
- Expanded differentiated learning levels in math to grades 2-4.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Rural Community Academy has taken the following actions:

- Developed an incentive program to eliminate tardy students.
- Rewarded students who continuously do their homework.
- Added homework planners with consequences when not complete.
- Added a full-time special education teacher to work with at-risk students.
- Presented academic achievement at the annual meeting.

To improve the perceptions of their school in response to the results of the constituent survey, Rural Community Academy has taken the following actions:

- Held a public meeting to discuss survey results and present SOAR data.
- Presented survey ads to the local media.
- Utilized a parent and community committee to provide suggestions for improvements.
- Used academic achievement as a marketing tool with media ads.
Student Demographics

Figure X-1: Race/Ethnicity Percentages

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

Figure X-3: Percentages of Students in Special Education
# Program Statistics

## Table Y-1: Attendance Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Rural Community Academy</th>
<th>Southwest School Corporation</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>94.6%</td>
<td>95.2%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

## Table Y-2: Percentages Passing ISTEP+

<table>
<thead>
<tr>
<th>Grade</th>
<th># Tested</th>
<th>Rural Community</th>
<th>Southwest</th>
<th>Indiana</th>
<th>Math</th>
<th>Rural Community</th>
<th>Southwest</th>
<th>Indiana</th>
<th>BOTH ENGLISH &amp; MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>18</td>
<td>94%</td>
<td>67%</td>
<td>75%</td>
<td>56%</td>
<td>55%</td>
<td>70%</td>
<td>56%</td>
<td>46% 62%</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>63%</td>
<td>76%</td>
<td>73%</td>
<td>56%</td>
<td>70%</td>
<td>73%</td>
<td>50%</td>
<td>65% 65%</td>
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<td>60% 67%</td>
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<td>50%</td>
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<td>72%</td>
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<td>79%</td>
<td>50%</td>
<td>74% 67%</td>
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<td>39%</td>
<td>72%</td>
<td>69%</td>
<td>50%</td>
<td>83%</td>
<td>81%</td>
<td>39%</td>
<td>70% 66%</td>
</tr>
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<td>***</td>
<td>67%</td>
<td>68%</td>
<td>***</td>
<td>73%</td>
<td>75%</td>
<td>***</td>
<td>64% 62%</td>
</tr>
</tbody>
</table>

***Percentages are not calculated for grades in which less than 10 students were tested.

## Table Y-3: PL 221

**EXEMPLARY**

Performance: 65.6%  Improvement: 5.4%

## Table Y-4: Adequate Yearly Progress

**OVERALL DETERMINATION: YES**

<table>
<thead>
<tr>
<th>PERFORMANCE</th>
<th>ATTENDANCE: YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Math</td>
</tr>
<tr>
<td>All Students</td>
<td>Yes</td>
</tr>
<tr>
<td>White</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Source: Indiana Department of Education

## Table Y-5: NWEA Percent Meeting Target Growth Rate

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Taking Subtest</td>
<td>% Met Target Growth Rate</td>
<td># of Students Taking Subtest</td>
</tr>
<tr>
<td>82</td>
<td>46.3%</td>
<td>81</td>
</tr>
</tbody>
</table>

Data Source: NWEA
Constituent Surveys

**Figure Z-1:** How would you rate the overall quality of education?

- **Board (n = 3):** 100%
- **Parent (n = 51):** 94%
- **Staff (n = 20):** 84%

**Figure Z-2:** How would you compare the overall quality of education to that of other schools?

- **Board (n = 3):** 100%
- **Parent (n = 51):** 94%
- **Staff (n = 20):** 80%

**Figure Z-3:** How likely are you to...

- **Recommend the school:** 100%
- **Continue at the school:** 95%
- **Increase support to your school:** 90%

- **Board (n = 3):**
  - Recommend: 100%
  - Continue: 100%

- **Parent (n = 51):**
  - Recommend: 88%
  - Continue: 90%

- **Staff (n = 20):**
  - Recommend: 85%
  - Continue: 95%
### APPENDIX A  
**COMPARISON of BSU Sponsored Charter Schools**

<table>
<thead>
<tr>
<th>Year Opened</th>
<th>Ethnic Minority</th>
<th>Free Lunch</th>
<th>Reduced Lunch</th>
<th>Passing ISTEP Math</th>
<th>Passing ISTEP ELA</th>
<th>Students Special ED</th>
<th>Attendance</th>
<th>Stability Teachers</th>
<th>Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Average</td>
<td>n/a</td>
<td>25%</td>
<td>33.2%</td>
<td>8.6%</td>
<td>75%</td>
<td>72.1%</td>
<td>17.5%</td>
<td>96.1%</td>
<td>91%</td>
</tr>
<tr>
<td>21st Century</td>
<td>2002-03</td>
<td>100%</td>
<td>70%</td>
<td>6%</td>
<td>48%</td>
<td>45.9%</td>
<td>8.9%</td>
<td>96.3%</td>
<td>70.6%</td>
</tr>
<tr>
<td>Campagna</td>
<td>2002-03</td>
<td>83%</td>
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<td>10%</td>
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PL 221 Designations: Exem=Exemplary Progress; Comm=Commendable Progress; Prog=Academic Progress; Watch=Academic Watch; Prob=Academic Probation

CSoD=Charter School of the Dunes; ECLCS=East Chicago Lighthouse Charter School; ECUEA=East Chicago Urban Enterprise Academy; TLJ=Timothy L. Johnson Academy; WGLCS=West Gary Lighthouse Charter School
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*Too few students to count

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### APPENDIX B

**CONSTITUENT SURVEY** of BSU Sponsored Charter Schools

---

#### Office of Charter Schools Constituent Survey

1. Please indicate your role with the school? (Indicate all that apply)
   - Parent/Guardian
   - Board member
   - Administrator
   - Staff

2a. How would you rate the overall quality of education?  
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Don't know

2b. How would you compare the overall quality of education to that of other schools?  
   - Much Better
   - Somewhat Better
   - About the same
   - Somewhat Worse
   - Much Worse
   - Don't know

---

Please read each of the following statements and indicate how much you agree or disagree with each statement as it relates to your school.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Opinion</th>
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<td>Our school has a caring environment</td>
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<td>Our school makes a comprehensive assessment of student achievement</td>
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<tr>
<td>Our school has a positive school spirit/climate</td>
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<tr>
<td>Our school uses sound, rigorous educational practices</td>
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<tr>
<td>Our school has the appropriate level of discipline</td>
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<tr>
<td>Our school continuously improves</td>
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<tr>
<td>Our school uses innovative educational practices</td>
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</tbody>
</table>

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Please indicate your overall evaluation of each of the following aspects of your school.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of teaching/instruction</td>
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<tr>
<td>School administration</td>
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<td>School facilities</td>
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<td>Individualized student attention</td>
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<tr>
<td>Access fucus of computers and other technologies</td>
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<tr>
<td>Parents</td>
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<tr>
<td>Support services (e.g. counseling, healthcare, etc.)</td>
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<tr>
<td>Faculty/teachers</td>
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<tr>
<td>Services provided to special needs students (e.g. English as a second language, disabilities, academically challenged, etc.)</td>
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<tr>
<td>School safety</td>
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<tr>
<td>Communication about student learning/achievement</td>
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<tr>
<td>Student development</td>
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<td>Curriculum/academic program</td>
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<td>Students</td>
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<tr>
<td>Student-teacher ratio/class size</td>
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<td>School material and supplies</td>
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<tr>
<td>Classroom management (e.g. student behavior, discipline, etc.)</td>
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</table>

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How likely are you to . . .

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Extremely Likely</th>
<th>Very Likely</th>
<th>Somewhat Likely</th>
<th>Not Very Likely</th>
<th>Not at all Likely</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommend the school to friends and colleagues</td>
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<tr>
<td>Return to the school next year</td>
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<tr>
<td>Increase your support of the school</td>
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</tbody>
</table>

6. Please indicate the gender(s) of your student(s) in the school
   - Male
   - Female

7. Your gender
   - Male
   - Female

8. Please indicate the grade level(s) of your student(s).
   - Kindergarten
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7
   - 8
   - 9
   - 10
   - 11
   - 12

9. What is your child(ren)'s race/ethnicity? Please indicate all that apply.
   - American Indian or Alaskan Native
   - Black or African American
   - Hispanic or Latino
   - Asian
   - White
   - Native Hawaiian or Pacific Islander
   - Multiethnic
   - Other

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