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Ball State University Office of Charter Schools recognizes the following individuals for their assistance in the preparation of this report.

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Ashley R. Miller

Ball State University practices equal opportunity in education and employment and is strongly and actively committed to diversity within its community.
Nationally, public charter schools continue to grow at a rapid pace. For the 2013 school year, 5,618 charter schools are in operation, serving more than two million students in 41 states and the District of Columbia. These numbers reflect an increase in student population of 13 percent and an increase in the number of schools of seven percent over the preceding year. The number of students in public charter schools is now almost four percent of all students enrolled in public schools across the nation. There are now 25 school corporations in the nation with 20 percent or more of the public school population enrolled in charter schools. Gary Community School Corporation and Indianapolis Public Schools are ranked in the top 10 school corporations serving the highest percentage of charter school students. Though reports vary, there are approximately 1,000,000 students currently on waiting lists nationally.

Ball State University (BSU) serves as the largest authorizer of public charter schools in Indiana, with 35 schools throughout the state serving more than 14,500 students during 2010-2011. For 2011-2012, the number increased to 38 schools, operating with an estimated additional 4,000 students enrolled, and for the 2012-2013 school year Ball State authorized 41 schools serving 22,947 children.

Since the passage of the Indiana charter law in 2001, BSU has been committed to ongoing growth and development of high-quality charter schools and has established rigorous standards to ensure that the schools authorized are held accountable in providing excellent educational experiences for students they serve.

Ball State University's Office of Charter Schools is working to become a model for how an authorizer can drastically improve its policies and practices-- and consequently the strength of the schools in its portfolio. As the largest authorizer in Indiana for over a decade, Ball State is working with the National Association of Charter School Authorizers (NACSA) to improve its practices across the board.

Emphasis on improving student achievement is central to the Office of Charter Schools’ (OCS) mission. Monitoring of student progress in Ball State-authorized charter schools is conducted on an annual basis. Using Indiana’s new growth model data for 2011-2012 94 percent of BSU-authorized schools show typical or high growth in English/language arts and 75 percent show typical or high growth in math. Progress on the ISTEP+ and achievement growth data obtained from the required Northwest Evaluation Association (NWEA) for all schools is carefully assessed annually and serves as an important indicator of quality.

Increasing the percentage of Ball State-authorized charters that meet performance standards is a commitment stated in BSU’s Education Redefined: Strategic Plan 2012-2017. To this end, additional mechanisms and strategies for assisting and supporting its charters to aggressively improve student academic performance are being considered and implemented.

As parents and communities continue to call for high-quality educational options, Ball State University 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 public schools on behalf of their students.

Sincerely,

John E. Jacobson, Ed.D. Dean, Teachers College
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
PURPOSE OF THE ACCOUNTABILITY REPORT
of BSU Charter Schools

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

The purpose of this report is to provide a snapshot of the performance of each charter school authorized by Ball State that was open during 2011-2012, 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; 2011-2012 student achievement data in the form of ISTEP+ and the Northwest Evaluation Association (NWEA) Measure of Academic Progress results.

The Office of Charter Schools 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.

This report is of the performance of each school for the academic year 2011-2012 and goes back five years in operation, where applicable. School performance data is obtained from the state assessment program, and the ISTEP+ assessment. 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 for the ISTEP+ assessment. Without individual student performance on the ISTEP+, specific gains of those individual students from year-to-year cannot be tracked.

Using Indiana’s new growth model data does provide some insight into the progress of students within BSU-authorized charter schools. Growth model data for Spring 2012 reports 94 percent of BSU-authorized schools showing typical or high growth in English/language arts and 75 percent showing typical or high growth in math. Focusing on school passing rates alone does not allow reporting to take into account such factors as the movement of individual students into and out of schools. Such movement is significant for some of the Ball State-authorized 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.
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. Ball State, along with other higher education institutions in Indiana, serves as an authorizer of charter schools.

Through these schools, Ball State University contributes to the variety of choices in education available to Indiana students. Each school authorized 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 educational program often includes new and innovative approaches to instruction that 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.

Enrollment History of Ball State University Authorized Charter Schools (2012)
### 2011-2012 Student Enrollment of BSU Charter Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Enrollment</th>
<th>% of Student Enroll Retention</th>
<th># of Out-of-School Suspensions</th>
<th># of In-School Suspensions</th>
<th>% of Students Expelled</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century School at Gary</td>
<td>399</td>
<td>1%</td>
<td>124</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Anderson Preparatory Academy</td>
<td>870</td>
<td>2.87%</td>
<td>238</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Aspire Charter Academy</td>
<td>667</td>
<td>1.95%</td>
<td>221</td>
<td>61</td>
<td>1</td>
</tr>
<tr>
<td>Bloomington Project School</td>
<td>272</td>
<td>0.37%</td>
<td>11</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Charter School of the Dunes</td>
<td>378</td>
<td>4.76%</td>
<td>126</td>
<td>76</td>
<td>–</td>
</tr>
<tr>
<td>Community Montessori</td>
<td>509</td>
<td>0.79%</td>
<td>26</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Discovery Charter School</td>
<td>371</td>
<td>1.89%</td>
<td>7</td>
<td>2</td>
<td>–</td>
</tr>
<tr>
<td>Dr. Robert H. Faulkner Academy</td>
<td>186</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>East Chicago Lighthouse Charter School</td>
<td>511</td>
<td>–</td>
<td>17</td>
<td>164</td>
<td>–</td>
</tr>
<tr>
<td>East Chicago Urban Enterprise Academy</td>
<td>437</td>
<td>0.69%</td>
<td>69</td>
<td>96</td>
<td>–</td>
</tr>
<tr>
<td>Fall Creek Academy</td>
<td>364</td>
<td>1.37%</td>
<td>142</td>
<td>–</td>
<td>4</td>
</tr>
<tr>
<td>Fountain Square Academy</td>
<td>266</td>
<td>4.14%</td>
<td>44</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Gary Lighthouse Charter School</td>
<td>643</td>
<td>2.95%</td>
<td>156</td>
<td>516</td>
<td>6</td>
</tr>
<tr>
<td>Geist Montessori Academy</td>
<td>255</td>
<td>1.96%</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Hammond Academy for Science and Technology</td>
<td>398</td>
<td>0.25%</td>
<td>39</td>
<td>20</td>
<td>–</td>
</tr>
<tr>
<td>Hoosier Academy - Indianapolis</td>
<td>366</td>
<td>0%</td>
<td>5</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Hoosier Academy - Muncie</td>
<td>96</td>
<td>1.04%</td>
<td>1</td>
<td>4</td>
<td>–</td>
</tr>
<tr>
<td>Hoosier Academy - Indianapolis (Virtual)</td>
<td>1853</td>
<td>1.35%</td>
<td>1</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Imagine IN Life Sciences - Indianapolis East</td>
<td>747</td>
<td>3.35%</td>
<td>214</td>
<td>219</td>
<td>12</td>
</tr>
<tr>
<td>Imagine IN Life Sciences - Indianapolis West</td>
<td>609</td>
<td>1.64%</td>
<td>162</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Imagine MASTer Academy</td>
<td>758</td>
<td>0.53%</td>
<td>117</td>
<td>–</td>
<td>11</td>
</tr>
<tr>
<td>Imagine School on Broadway</td>
<td>443</td>
<td>0.68%</td>
<td>80</td>
<td>–</td>
<td>2</td>
</tr>
<tr>
<td>Indiana Connections Academy (virtual school)</td>
<td>1675</td>
<td>10.99%</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Indiana Math and Science Academy</td>
<td>557</td>
<td>3.41%</td>
<td>89</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>International School of Columbus</td>
<td>86</td>
<td>1.16%</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Kenneth A Christmon STEMM Leadership Academy</td>
<td>229</td>
<td>1.31%</td>
<td>6</td>
<td>33</td>
<td>–</td>
</tr>
<tr>
<td>Lead College Preparatory Academy</td>
<td>374</td>
<td>1.60%</td>
<td>152</td>
<td>–</td>
<td>1</td>
</tr>
<tr>
<td>New Community School</td>
<td>240</td>
<td>2.50%</td>
<td>20</td>
<td>10</td>
<td>–</td>
</tr>
<tr>
<td>Options - Carmel</td>
<td>158</td>
<td>16.46%</td>
<td>24</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Options - Noblesville</td>
<td>150</td>
<td>25.33%</td>
<td>48</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Renaissance Academy</td>
<td>175</td>
<td>1.14%</td>
<td>7</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Rock Creek Community Academy</td>
<td>422</td>
<td>1.66%</td>
<td>11</td>
<td>14</td>
<td>–</td>
</tr>
<tr>
<td>Rural Community Academy</td>
<td>136</td>
<td>5.88%</td>
<td>5</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>South Bend Career Academy</td>
<td>151</td>
<td>7.28%</td>
<td>47</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>Thea Bowman Leadership Academy</td>
<td>1500</td>
<td>1.27%</td>
<td>285</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Timothy L. Johnson Academy</td>
<td>305</td>
<td>3.93%</td>
<td>16</td>
<td>7</td>
<td>–</td>
</tr>
<tr>
<td>Veritas Academy</td>
<td>98</td>
<td>0%</td>
<td>16</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>West Gary Lighthouse Charter School</td>
<td>588</td>
<td>2.38%</td>
<td>256</td>
<td>54</td>
<td>12</td>
</tr>
<tr>
<td>Xavier School of Excellence</td>
<td>368</td>
<td>2.17%</td>
<td>56</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>
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 Ball State University demonstrates its commitment to redefining education and building better communities. The chart below demonstrates the diversity found in BSU charter schools as compared to traditional public schools in the state of Indiana.

## School Type Comparisons

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Traditional Public Schools</th>
<th>BSU Authorized Charter Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,041,602</td>
<td>18,610</td>
</tr>
</tbody>
</table>

### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>127,095</td>
<td>12.2</td>
<td>8,328</td>
<td>44.7</td>
<td>0.0-99%</td>
</tr>
<tr>
<td>White</td>
<td>753,575</td>
<td>72.3</td>
<td>7,434</td>
<td>39.9</td>
<td>0.0-97%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>95,157</td>
<td>9.1</td>
<td>1,760</td>
<td>9.4</td>
<td>0.0-63%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>44,497</td>
<td>4.3</td>
<td>961</td>
<td>5.2</td>
<td>0.0-22%</td>
</tr>
<tr>
<td>Asian</td>
<td>17,845</td>
<td>1.7</td>
<td>112</td>
<td>.6</td>
<td>0.0-7%</td>
</tr>
<tr>
<td>American Indian</td>
<td>2,887</td>
<td>.3</td>
<td>35</td>
<td>.2</td>
<td>0.0-2%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Island</td>
<td>546</td>
<td>.1</td>
<td>5</td>
<td>.00</td>
<td>0.0-0.27%</td>
</tr>
</tbody>
</table>

### Lunch (Free/Reduced/Paid)

<table>
<thead>
<tr>
<th>Lunch (Free/Reduced/Paid)</th>
<th>Traditional Public Schools</th>
<th>BSU Authorized Charter Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free</td>
<td>416,579</td>
<td>10,335</td>
</tr>
<tr>
<td>Reduced</td>
<td>85,189</td>
<td>1,423</td>
</tr>
<tr>
<td>Paid</td>
<td>539,834</td>
<td>6,852</td>
</tr>
</tbody>
</table>

| Special Education          | 152,038                    | 2,217                         |
| English Language Learner   | 50,991                      | 717                            |

Accountability Report 2011-2012
The Indiana Department of Education (IDOE) made the decision in early 2011 to change Indiana’s school accountability framework because state education leaders and policymakers deemed it incomprehensible to parents, administrators, and the community at large. In February 2012, the State Board of Education gave final approval of the new methodology for determining school and corporation category designations (A-F) grades based on student performance.

The new metrics will be used to assign category designations (letter grades) starting with the 2011-2012 academic year. The new A-F labels improve transparency by allowing parents and community members to better recognize how well Indiana schools are performing and leading students to achieve positive academic outcomes.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century School at Gary</td>
<td>C</td>
<td>A</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>Anderson Preparatory Academy</td>
<td>D</td>
<td>D</td>
<td>B</td>
<td>N/A</td>
</tr>
<tr>
<td>Aspire Charter Academy</td>
<td>C</td>
<td>C</td>
<td>F</td>
<td>N/A</td>
</tr>
<tr>
<td>Bloomington Project School</td>
<td>C</td>
<td>C</td>
<td>F</td>
<td>N/A</td>
</tr>
<tr>
<td>Charter School of the Dunes</td>
<td>F</td>
<td>D</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>Community Montessori</td>
<td>D</td>
<td>C</td>
<td>F</td>
<td>N/A</td>
</tr>
<tr>
<td>Discovery Charter School</td>
<td>A</td>
<td>B</td>
<td>–</td>
<td>N/A</td>
</tr>
<tr>
<td>Dr. Robert H. Faulkner Academy</td>
<td>C</td>
<td>A</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>East Chicago Lighthouse Charter School</td>
<td>D</td>
<td>C</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>East Chicago Urban Enterprise Academy</td>
<td>D</td>
<td>F</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>Fall Creek Academy</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>Fountain Square Academy</td>
<td>D</td>
<td>C</td>
<td>D</td>
<td>N/A</td>
</tr>
<tr>
<td>Gary Lighthouse Charter School</td>
<td>F</td>
<td>F</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>Geist Montessori Academy</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hammond Academy for Science and Technology</td>
<td>F</td>
<td>D</td>
<td>–</td>
<td>N/A</td>
</tr>
<tr>
<td>Hoosier Academy - Indianapolis</td>
<td>B</td>
<td>D</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>Hoosier Academy - Muncie</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>N/A</td>
</tr>
<tr>
<td>Hoosier Academy - Virtual</td>
<td>F</td>
<td>F</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>Imagine Indiana Life Sciences - Indianapolis East</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>N/A</td>
</tr>
<tr>
<td>Imagine Indiana Life Sciences - Indianapolis West</td>
<td>C</td>
<td>D</td>
<td>F</td>
<td>N/A</td>
</tr>
<tr>
<td>Imagine MASTer Academy</td>
<td>F</td>
<td>C</td>
<td>D</td>
<td>N/A</td>
</tr>
<tr>
<td>Imagine School on Broadway</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>N/A</td>
</tr>
<tr>
<td>Indiana Connections Academy (virtual school)</td>
<td>D</td>
<td>B</td>
<td>–</td>
<td>N/A</td>
</tr>
<tr>
<td>Indiana Math and Science Academy</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>International School of Columbus</td>
<td>B</td>
<td>–</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>Kenneth A Christmon STEMM School</td>
<td>F</td>
<td>A</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>Lead College Preparatory Academy</td>
<td>F</td>
<td>D</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>New Community School</td>
<td>F</td>
<td>C</td>
<td>B</td>
<td>N/A</td>
</tr>
<tr>
<td>Options - Carmel</td>
<td>F</td>
<td>C</td>
<td>F</td>
<td>N/A</td>
</tr>
<tr>
<td>Options - Noblesville</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>N/A</td>
</tr>
<tr>
<td>Renaissance Academy</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>Rock Creek Community Academy</td>
<td>C</td>
<td>D</td>
<td>–</td>
<td>N/A</td>
</tr>
<tr>
<td>Rural Community Academy</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>South Bend Career Academy</td>
<td>F</td>
<td>–</td>
<td>–</td>
<td>N/A</td>
</tr>
<tr>
<td>Thea Bowman Leadership Academy</td>
<td>C</td>
<td>C</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>Timothy L. Johnson Academy</td>
<td>D</td>
<td>B</td>
<td>B</td>
<td>N/A</td>
</tr>
<tr>
<td>Veritas Academy</td>
<td>A</td>
<td>C</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>West Gary Lighthouse Charter School</td>
<td>F</td>
<td>D</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>Xavier School of Excellence</td>
<td>C</td>
<td>C</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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-authorized 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 normal 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 fourth 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.
<table>
<thead>
<tr>
<th>School Name</th>
<th>% of students meeting math growth target</th>
<th>% of students meeting lang arts growth target</th>
<th>% of students meeting reading growth target</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century School at Gary</td>
<td>54.8%</td>
<td>50.5%</td>
<td>49.3%</td>
</tr>
<tr>
<td>Anderson Preparatory Academy</td>
<td>47.4%</td>
<td>52.7%</td>
<td>44.6%</td>
</tr>
<tr>
<td>Aspire Charter Academy</td>
<td>64.6%</td>
<td>62.1%</td>
<td>59.2%</td>
</tr>
<tr>
<td>Bloomington Project School</td>
<td>51.3%</td>
<td>49.5%</td>
<td>44.3%</td>
</tr>
<tr>
<td>Charter School of the Dunes</td>
<td>57%</td>
<td>56.7%</td>
<td>47.8%</td>
</tr>
<tr>
<td>Community Montessori</td>
<td>44.8%</td>
<td>49.9%</td>
<td>52.4%</td>
</tr>
<tr>
<td>Discovery Charter School</td>
<td>69.3%</td>
<td>62.8%</td>
<td>64.2%</td>
</tr>
<tr>
<td>Dr. Robert H. Faulkner Academy</td>
<td>51.4%</td>
<td>51.6%</td>
<td>49%</td>
</tr>
<tr>
<td>East Chicago Lighthouse Charter School</td>
<td>55.9%</td>
<td>53.9%</td>
<td>47.5%</td>
</tr>
<tr>
<td>East Chicago Urban Enterprise Academy</td>
<td>54.8%</td>
<td>53.2%</td>
<td>49.3%</td>
</tr>
<tr>
<td>Fall Creek Academy</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Fountain Square Academy</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Gary Lighthouse Charter School</td>
<td>56.6%</td>
<td>51.8%</td>
<td>56.8%</td>
</tr>
<tr>
<td>Geist Montessori Academy</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Hammond Academy for Science and Technology</td>
<td>46.2%</td>
<td>34.7%</td>
<td>38.4%</td>
</tr>
<tr>
<td>Hoosier Academy - Indianapolis</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Hoosier Academy - Muncie</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Hoosier Academy - Indianapolis (Virtual)</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Imagine IN Life Sciences - Indianapolis East</td>
<td>64.9%</td>
<td>48%</td>
<td>48.3%</td>
</tr>
<tr>
<td>Imagine IN Life Sciences - Indianapolis West</td>
<td>54.8%</td>
<td>52%</td>
<td>45.9%</td>
</tr>
<tr>
<td>Imagine MASTer Academy</td>
<td>50.8%</td>
<td>57.8%</td>
<td>49.1%</td>
</tr>
<tr>
<td>Imagine School on Broadway</td>
<td>42.9%</td>
<td>36.6%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Indiana Connections Academy (virtual school)</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Indiana Math and Science Academy</td>
<td>58.6%</td>
<td>57.1%</td>
<td>45.4%</td>
</tr>
<tr>
<td>International School of Columbus</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Kenneth A Christmon STEM/Leadership Academy</td>
<td>42.6%</td>
<td>49.2%</td>
<td>37.8%</td>
</tr>
<tr>
<td>Lead College Preparatory Academy</td>
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<td>44.7%</td>
</tr>
<tr>
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<td>40.5%</td>
<td>47.7%</td>
<td>40.7%</td>
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<tr>
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<td>80%</td>
<td>28.6%</td>
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</tr>
<tr>
<td>Options - Noblesville</td>
<td>37.9%</td>
<td>55.2%</td>
<td>63.3%</td>
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<tr>
<td>Renaissance Academy</td>
<td>62.8%</td>
<td>61.2%</td>
<td>46.3%</td>
</tr>
<tr>
<td>Rock Creek Community Academy</td>
<td>59.5%</td>
<td>55.4%</td>
<td>51.9%</td>
</tr>
<tr>
<td>Rural Community Academy</td>
<td>63%</td>
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<td>50.9%</td>
</tr>
<tr>
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<td>41.8%</td>
</tr>
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<td>67.5%</td>
</tr>
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</tr>
<tr>
<td>West Gary Lighthouse Charter School</td>
<td>54.1%</td>
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<td>51.7%</td>
</tr>
<tr>
<td>Xavier School of Excellence</td>
<td>63.6%</td>
<td>65.6%</td>
<td>58.1%</td>
</tr>
</tbody>
</table>
2011-2012 DEMOGRAPHICS
Comprehensive Review of BSU Charter Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>% of Students Identified as Ethnic Minority</th>
<th>% of Students Receiving Free Lunch</th>
<th>% of Students Receiving Reduced Lunch</th>
<th>% of Students Identified for Special Ed Svc</th>
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<tbody>
<tr>
<td>21st Century School at Gary</td>
<td>99%</td>
<td>84%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
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<td>43%</td>
<td>42%</td>
<td>16%</td>
<td>17%</td>
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<tr>
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<td>82%</td>
<td>8%</td>
<td>9%</td>
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<td>25%</td>
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<tr>
<td>Charter School of the Dunes</td>
<td>97%</td>
<td>62%</td>
<td>3%</td>
<td>13%</td>
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<tr>
<td>Community Montessori</td>
<td>12%</td>
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<td>19%</td>
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<tr>
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<td>10%</td>
<td>18%</td>
<td>5%</td>
<td>12%</td>
</tr>
<tr>
<td>Dr. Robert H. Faulkner Academy</td>
<td>55%</td>
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<td>7%</td>
<td>13%</td>
</tr>
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<td>97%</td>
<td>83%</td>
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<td>76%</td>
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<td>6%</td>
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<tr>
<td>Fall Creek Academy</td>
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<tr>
<td>Fountain Square Academy</td>
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<td>5%</td>
<td>20%</td>
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<td>4%</td>
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<td>4%</td>
<td>14%</td>
</tr>
<tr>
<td>Hammond Academy for Science and Technology</td>
<td>72%</td>
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<td>0%</td>
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<tr>
<td>Hoosier Academy - Indianapolis</td>
<td>24%</td>
<td>8%</td>
<td>8%</td>
<td>17%</td>
</tr>
<tr>
<td>Hoosier Academy - Muncie</td>
<td>22%</td>
<td>49%</td>
<td>7%</td>
<td>31%</td>
</tr>
<tr>
<td>Hoosier Academy - Indianapolis (Virtual)</td>
<td>18%</td>
<td>21%</td>
<td>4%</td>
<td>14%</td>
</tr>
<tr>
<td>Imagine IN Life Sciences - Indianapolis East</td>
<td>99%</td>
<td>90%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>Imagine IN Life Sciences - Indianapolis West</td>
<td>95%</td>
<td>85%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>Imagine MASTer Academy</td>
<td>44%</td>
<td>70%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Imagine School on Broadway</td>
<td>69%</td>
<td>86%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Indiana Connections Academy (virtual school)</td>
<td>18%</td>
<td>37%</td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>Indiana Math and Science Academy</td>
<td>90%</td>
<td>92%</td>
<td>2%</td>
<td>8%</td>
</tr>
<tr>
<td>International School of Columbus</td>
<td>24%</td>
<td>23%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Kenneth A Christmon STEMM Leadership Academy</td>
<td>66%</td>
<td>88%</td>
<td>4%</td>
<td>14%</td>
</tr>
<tr>
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<td>61%</td>
<td>4%</td>
<td>13%</td>
</tr>
<tr>
<td>New Community School</td>
<td>26%</td>
<td>40%</td>
<td>10%</td>
<td>25%</td>
</tr>
<tr>
<td>Options - Carmel</td>
<td>22%</td>
<td>37%</td>
<td>4%</td>
<td>30%</td>
</tr>
<tr>
<td>Options - Noblesville</td>
<td>13%</td>
<td>35%</td>
<td>5%</td>
<td>35%</td>
</tr>
<tr>
<td>Renaissance Academy</td>
<td>30%</td>
<td>15%</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>Rock Creek Community Academy</td>
<td>17%</td>
<td>12%</td>
<td>3%</td>
<td>16%</td>
</tr>
<tr>
<td>Rural Community Academy</td>
<td>3%</td>
<td>49%</td>
<td>13%</td>
<td>29%</td>
</tr>
<tr>
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<td>56%</td>
<td>60%</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
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<td>99%</td>
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<td>5%</td>
<td>6%</td>
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<tr>
<td>Timothy L. Johnson Academy</td>
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<td>94%</td>
<td>4%</td>
<td>15%</td>
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<tr>
<td>Veritas Academy</td>
<td>65%</td>
<td>53%</td>
<td>14%</td>
<td>13%</td>
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<tr>
<td>West Gary Lighthouse Charter School</td>
<td>100%</td>
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<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>Xavier School of Excellence</td>
<td>74%</td>
<td>80%</td>
<td>8%</td>
<td>14%</td>
</tr>
</tbody>
</table>

* The figures above have been rounded to the nearest percentage point.
Imagine IN Life Sciences East
of BSU Charter Schools

Imagine IN Life Sciences East

ADDRESS
4352 N. Mitthoeffer Road
Indianapolis, IN 46235

TELEPHONE
(317) 890-9100

WEBSITE
www.imagineschoolsilsae.com

Grades Served: K–8
Year Opened: 2008–2009
Final Year in Contract: 2012–2013
Total Enrollment: 747
School Leader: Brian Dinkins
Board Chair: Theresa Wright

MISSION
Preparing students for lifetime achievement and the global future by creating an 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. Reading is an area of academic concentration.
Imagine IN Life Sciences East (2012)

<table>
<thead>
<tr>
<th>Location</th>
<th>Indianapolis, IN</th>
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</thead>
<tbody>
<tr>
<td>Grades Served</td>
<td>K–8</td>
</tr>
<tr>
<td>Ethnic Diversity</td>
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<tr>
<td>American Indian</td>
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<tr>
<td>Black</td>
<td>596</td>
</tr>
<tr>
<td>Hispanic</td>
<td>112</td>
</tr>
<tr>
<td>Multiracial</td>
<td>27</td>
</tr>
<tr>
<td>White</td>
<td>11</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>747</td>
</tr>
</tbody>
</table>

School-Level Demographic Explanation

The data presented in the report illustrates school-level demographic data. In particular, demographic factors including special education status, free/reduced lunch status (meal plan), ethnicity, limited English proficiency, and gender distribution are presented for comparison. In addition, we have summarized the level of daily reported attendance and overall enrollment history. Lastly, we summarized graduation rate, dropout rate, percent of students take the SAT, average SAT Math, average SAT Verbal, percent of students completing the Academic Honor's Program, percent of students completing the Core 40, and average teacher salary. The data was extracted from the Indiana Department of Education school corporation database.
Meal Plan Status

Comparative Data

Meal Plan (2012)

- 89.96% Free
- 5.62% Reduced
- 4.42% Paid
Special Education Students (2009–2012)

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>6.9%</td>
</tr>
<tr>
<td>2010</td>
<td>7.1%</td>
</tr>
<tr>
<td>2011</td>
<td>7.7%</td>
</tr>
<tr>
<td>2012</td>
<td>8.17%</td>
</tr>
</tbody>
</table>
Ethnic Diversity (2012)

- Black: 79.8%
- Hispanic: 14.99%
- American Indian: 3.60%
- White: 1.47%
- Multiracial: 0.10%

Imagine IN Life Sciences East

ETHNIC DIVERSITY

Accountability Report 2011-2012
LIMITED ENGLISH POPULATION
Imagine IN Life Sciences East

Limited English Students (2009–2012)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1.2%</td>
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<tr>
<td>2010</td>
<td>8.7%</td>
</tr>
<tr>
<td>2011</td>
<td>11%</td>
</tr>
<tr>
<td>2012</td>
<td>11.8%</td>
</tr>
</tbody>
</table>
Gender Diversity (2012)

- Male: 52.07%
- Female: 47.93%
ATTENDANCE & ENROLLMENT
Imagine IN Life Sciences East

School Attendance (2009–2012)

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>95.15%</td>
</tr>
<tr>
<td>2010</td>
<td>91.29%</td>
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<tr>
<td>2011</td>
<td>91.8%</td>
</tr>
<tr>
<td>2012</td>
<td>93.77%</td>
</tr>
</tbody>
</table>

Enrollment History (2009–2012)

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
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</thead>
<tbody>
<tr>
<td>2009</td>
<td>597</td>
</tr>
<tr>
<td>2010</td>
<td>692</td>
</tr>
<tr>
<td>2011</td>
<td>816</td>
</tr>
<tr>
<td>2012</td>
<td>747</td>
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</tbody>
</table>
### Average Teacher Salary (2009–2012)

<table>
<thead>
<tr>
<th>Year</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>$36,676</td>
</tr>
<tr>
<td>2010</td>
<td>$33,637</td>
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<tr>
<td>2011</td>
<td>$33,756</td>
</tr>
<tr>
<td>2012</td>
<td>$38,217</td>
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</table>
ACHIEVEMENT RESULTS
Imagine IN Life Sciences East

To document achievement trends at the school, we have collected school-level ISTEP+ performance data. ISTEP+ data currently available provide two different methods for analysis. First, we provide data from the school outlining both overall school performance based on both passing percentage (for each assessment area) and median growth percentile. The median growth percentile score is an assessment that documents the average growth percentile for students, as compared to the growth rates for other children who performed at the same level in the prior year. In this way, we have an indicator for the Spring 2012 data identifying the rate of growth for the charter school students relative to a predictable rate of improvement. Data are summarized in this section in two ways. First, the overall school performance data are provided in the following table for a school representation. Next, a series of charts generated by the Indiana Department of Education for the charter school are provided illustrating the “growth by performance” quadrants, first for the school at large, then for categories of grade level and ethnicity. The charts are restricted by design to remove any group of students that has fewer than 10 members, so certain charts have limited data.

Imagine IN Life Sciences East (Spring, 2012)

<table>
<thead>
<tr>
<th>ISTEP+</th>
<th>Students Tested</th>
<th>Overall Passing %</th>
<th>Median Growth</th>
<th>Category or Quadrant (Growth/Achievement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>351</td>
<td>44.7</td>
<td>52</td>
<td>Higher Growth, Lower Achievement</td>
</tr>
<tr>
<td>English</td>
<td>350</td>
<td>42.9</td>
<td>55</td>
<td>Higher Growth, Lower Achievement</td>
</tr>
</tbody>
</table>
Indiana’s Growth Model has set a national standard for measuring the academic progress students make during a school year. This gives parents new levels of information on the academic achievement of their students. By measuring improvement as well as proficiency, the model ensures there is a constant focus on driving results for all students. The Indiana’s Growth Model measures a student’s academic growth in relationship to students with similar academic histories -- as well as the student’s progress toward proficiency standards. The ISTEP+ scores are used in a new way to provide a deeper and more user-friendly look at student achievement. (Source: IDOE)

Math (Spring 2012)

Math
Students Enrolled: 747
Students Tested: 351
Pass Percent: 44.7%
Median Growth Percent: 52%
**English Language Arts**

Students Enrolled: 747  
Students Tested: 350  
Pass Percent: 42.9%  
Median Growth Percent: 55%

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**ISTEP+ GROWTH MODEL**

Imagine IN Life Sciences East

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**English (Spring 2012)**
INDIANA’S GROWTH MODEL (ISTEP+)
Imagine IN Life Sciences East

Math Achievement & Growth by Grade Level (Spring 2012)

Percent At/Above Proficient

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Median Student Growth Percentile

Lower Growth
Higher Achievement
Higher Growth
Higher Achievement
Lower Growth
Lower Achievement
Lower Growth
Lower Achievement
Higher Growth
Higher Achievement

3rd Grade
Students Tested: 101
Pass Percent: 31.7%
Median Growth Percent: 0%

4th Grade
Students Tested: 69
Pass Percent: 56.5%
Median Growth Percent: 52%

5th Grade
Students Tested: 67
Pass Percent: 56.7%
Median Growth Percent: 66%

6th Grade
Students Tested: 41
Pass Percent: 51.2%
Median Growth Percent: 49.5%

7th Grade
Students Tested: 41
Pass Percent: 43.9%
Median Growth Percent: 46%

8th Grade
Students Tested: 32
Pass Percent: 28.1%
Median Growth Percent: 48%
INDIANA’S GROWTH MODEL (ISTEP+)
Imagine IN Life Sciences East

ELA Achievement & Growth by Grade Level (Spring 2012)

Median Student Growth Percentile

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students Tested</th>
<th>Pass Percent</th>
<th>Median Growth Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>97</td>
<td>41.2%</td>
<td>0%</td>
</tr>
<tr>
<td>4th</td>
<td>69</td>
<td>59.4%</td>
<td>56%</td>
</tr>
<tr>
<td>5th</td>
<td>67</td>
<td>46.3%</td>
<td>64%</td>
</tr>
<tr>
<td>6th</td>
<td>43</td>
<td>41.9%</td>
<td>41%</td>
</tr>
<tr>
<td>7th</td>
<td>42</td>
<td>33.3%</td>
<td>41%</td>
</tr>
<tr>
<td>8th</td>
<td>32</td>
<td>18.8%</td>
<td>44%</td>
</tr>
</tbody>
</table>
### Math Achievement & Growth by Ethnicity (Spring 2012)

#### Black
- Students Tested: 298
- Pass Percent: 43.3%
- Median Growth Percent: 52%

#### Hispanic
- Students Tested: 42
- Pass Percent: 50%
- Median Growth Percent: 61%

* Due to Federal Privacy Laws, student performance data may not be displayed for any group of fewer than 10 students.
INDIANA’S GROWTH MODEL (ISTEP+)
Imagine IN Life Sciences East

ELA Achievement & Growth by Ethnicity (Spring 2012)

- **Black**
  - Students Tested: 297
  - Pass Percent: 42.8%
  - Median Growth Percent: 56%

- **Hispanic**
  - Students Tested: 42
  - Pass Percent: 38.1%
  - Median Growth Percent: 45%

* Due to Federal Privacy Laws, student performance data may not be displayed for any group of fewer than 10 students.
Grade Level Performance Trends

The next set of data presented are the ISTEP+ summary charts for available data from Spring 2009 through Spring 2012. The goal for these charts is to identify grade-level proficiency by tracking percentage of students passing the criterion established by the state for Math, English/Language Arts, and the percentage of students reaching this passing criterion for both math and language arts.

ISTEP+ Percent Passing 3rd Grade ELA

[Graph showing the percentage of students passing the ISTEP+ criterion for 3rd Grade English/Language Arts (ELA) from 2009 to 2012, with data points for Imagine IN Life Sciences East and Indiana State Average.]
ISTEP+ PERCENT PASS BY GRADE LEVEL

Imagine IN Life Sciences East

ISTEP+ Percent Passing 3rd Grade Math

<table>
<thead>
<tr>
<th>Year</th>
<th>Imagine IN Life Sciences East</th>
<th>Indiana State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>22.7%</td>
<td>20.0%</td>
</tr>
<tr>
<td>2010</td>
<td>27.7%</td>
<td>24.7%</td>
</tr>
<tr>
<td>2011</td>
<td>31.5%</td>
<td>30.3%</td>
</tr>
<tr>
<td>2012</td>
<td>32.0%</td>
<td>25.8%</td>
</tr>
</tbody>
</table>

ISTEP+ Percent Passing 3rd Grade ELA and Math

<table>
<thead>
<tr>
<th>Year</th>
<th>Imagine IN Life Sciences East</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>72%</td>
</tr>
<tr>
<td>2010</td>
<td>77%</td>
</tr>
<tr>
<td>2011</td>
<td>78%</td>
</tr>
<tr>
<td>2012</td>
<td>79%</td>
</tr>
</tbody>
</table>
ISTEP+ PERCENT PASS BY GRADE LEVEL
Imagine IN Life Sciences East

ISTEP+ Percent Passing 4th Grade ELA

ISTEP+ Percent Passing 4th Grade Math

Accountability Report 2011-2012
ISTEP+ PERCENT PASS BY GRADE LEVEL
Imagine IN Life Sciences East

ISTEP+ Percent Passing 4th Grade ELA and Math

ISTEP+ Percent Passing 5th Grade ELA

Accountability Report 2011-2012
ISTEP+ Percent Passing 5th Grade Math

Imagine IN Life Sciences East

ISTEP+ Percent Passing 5th Grade ELA and Math

Imagine IN Life Sciences East
ISTEP+ PERCENT PASS BY GRADE LEVEL
Imagine IN Life Sciences East

ISTEP+ Percent Passing 6th Grade ELA

ISTEP+ Percent Passing 6th Grade Math

Accountability Report 2011-2012
ISTEP+ PERCENT PASS BY GRADE LEVEL

Imagine IN Life Sciences East

ISTEP+ Percent Passing 6th Grade ELA and Math

<table>
<thead>
<tr>
<th>Year</th>
<th>Imagine IN Life Sciences East</th>
<th>Indiana State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>15.4%</td>
<td>15.4%</td>
</tr>
<tr>
<td>2011</td>
<td>31.8%</td>
<td>77%</td>
</tr>
<tr>
<td>2012</td>
<td>36.6%</td>
<td>75%</td>
</tr>
</tbody>
</table>

ISTEP+ Percent Passing 7th Grade ELA

<table>
<thead>
<tr>
<th>Year</th>
<th>Imagine IN Life Sciences East</th>
<th>Indiana State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>16.7%</td>
<td>77%</td>
</tr>
<tr>
<td>2012</td>
<td>33.3%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Accountability Report 2011-2012
ISTEP+ PERCENT PASS BY GRADE LEVEL
Imagine IN Life Sciences East

ISTEP+ Percent Passing 7th Grade Math

<table>
<thead>
<tr>
<th>Year</th>
<th>Imagine IN Life Sciences East</th>
<th>Indiana State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>19.4%</td>
<td>43.9%</td>
</tr>
<tr>
<td>2012</td>
<td>75%</td>
<td>78%</td>
</tr>
</tbody>
</table>

ISTEP+ Percent Passing 7th Grade ELA and Math

<table>
<thead>
<tr>
<th>Year</th>
<th>Imagine IN Life Sciences East</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>8.3%</td>
</tr>
<tr>
<td>2012</td>
<td>24.4%</td>
</tr>
</tbody>
</table>
ISTEP+ PERCENT PASS BY GRADE LEVEL
Imagine IN Life Sciences East

**ISTEP+ Percent Passing 8th Grade ELA**

<table>
<thead>
<tr>
<th></th>
<th>Imagine IN Life Sciences East</th>
<th>Indiana State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td>18.8%</td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2012

**ISTEP+ Percent Passing 8th Grade Math**

<table>
<thead>
<tr>
<th></th>
<th>Imagine IN Life Sciences East</th>
<th>Indiana State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td>28.1%</td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2012
### ISTEP+ PERCENT PASS BY GRADE LEVEL

**Imagine IN Life Sciences East**

#### ISTEP+ Percent Passing 8th Grade ELA and Math

<table>
<thead>
<tr>
<th>%</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

- 12.5% for 2012

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*Accountability Report 2011-2012*
The charter schools also collect data using the NWEA assessments as part of their standard protocol. NWEA assessment data reported to date are at the school level.

% of Students Exceeding Growth Expectations (Fall–Spring)

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>43.5%</td>
<td>48.3%</td>
</tr>
<tr>
<td>Language Usage</td>
<td>45.8%</td>
<td>48%</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>64.9%</td>
</tr>
</tbody>
</table>
ACADEMIES

Ball State University Office of Charter Schools acknowledges the following organizations for their contribution in improving authorizing practices at the Office of Charter Schools.

National Association of Charter School Authorizers (NACSA)
Public Impact
Indiana Public Charter Schools Association (IPCSA)
Indiana Department of Education (IDOE)
Indiana Charter School Board
Indianapolis Mayors Office