

Office of Charter Schools

Accountability
Report
2009-2010





BALL STATE UNIVERSITY®

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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.

BSU Office of Charter Schools

Accountability Report 2009-10

Letter from the Dean

Nationally, public charter schools continue to grow at a rapid pace. Currently 4,936 charter schools are in operation, serving more than 1.6 million students in 40 states and the District of Columbia. These numbers reflect an increase in student population of fourteen percent and an increase in the number of schools of six percent over the preceding year. The number of students in public charter schools is now 3.4% of all students enrolled in public schools across the nation. There are 420,000 students on waiting lists nationally.

Ball State University (BSU) serves as the largest authorizer of public charter schools in Indiana, with thirty-two schools throughout the state serving more than 11,000 students in 2009-2010. For 2010-2011, the number increased to thirty-five schools operating with an estimated additional 1,000 students enrolled.

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 it serves. A School Assessment and Intervention Policy is now in place that contains measures and criteria for making decisions about the continuing progress of its charter schools – including corrective action plans to closure procedures.

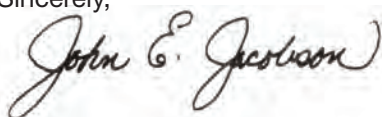
Emphasis on improving student achievement is central to the Office of Charter Schools (OCS) mission. During the 2009-2010 school year, OCS staff worked collaboratively with its charter schools to draft a plan focused on ensuring that all third-graders are reading on or above grade level by the end of third grade. This plan aligns with Indiana's Plan to Ensure Student Literacy by the End of 3rd Grade and emphasizes quality reading instruction, effective early literacy strategies, and appropriate interventions for students and families.

Monitoring of student progress in Ball State-sponsored charter schools is conducted on an annual basis. Using Indiana's new growth model data, seventy-nine percent of BSU-sponsored schools show typical or high growth in English/language arts and sixty-three 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. Examining fall to spring growth during 2009-2010, seventy-five percent of schools met or exceeded the growth expectation in language, fifty-three percent met or exceeded in math, and sixty-three percent met or exceeded in reading.

Increasing the percentage of Ball State-sponsored charters that meet AYP is a commitment stated in BSU's Education Redefined: Strategic Plan 2007-2012. 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 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



BSU Office of Charter Schools

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- Xavier School of Excellence

CENTRAL REGION

- Anderson Preparatory Academy
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- Galileo Charter School
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- Hoosier Academy-Indianapolis
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- Imagine Indiana Life Science Academy East
- Imagine Indiana Life Science Academy West
- Imagine MASTER Academy
- Imagine Schools on Broadway
- Indiana Math and Science Academy
- New Community School
- Options Charter School – Carmel
- Options Charter School – Noblesville
- Timothy L. Johnson Academy

SOUTHERN REGION

- Bloomington Project School
- Community Montessori
- International School of Columbus
- Rural Community Academy



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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

Appendices

- Appendix A: Constituent Survey

OVERVIEW *of* BSU Charter Schools

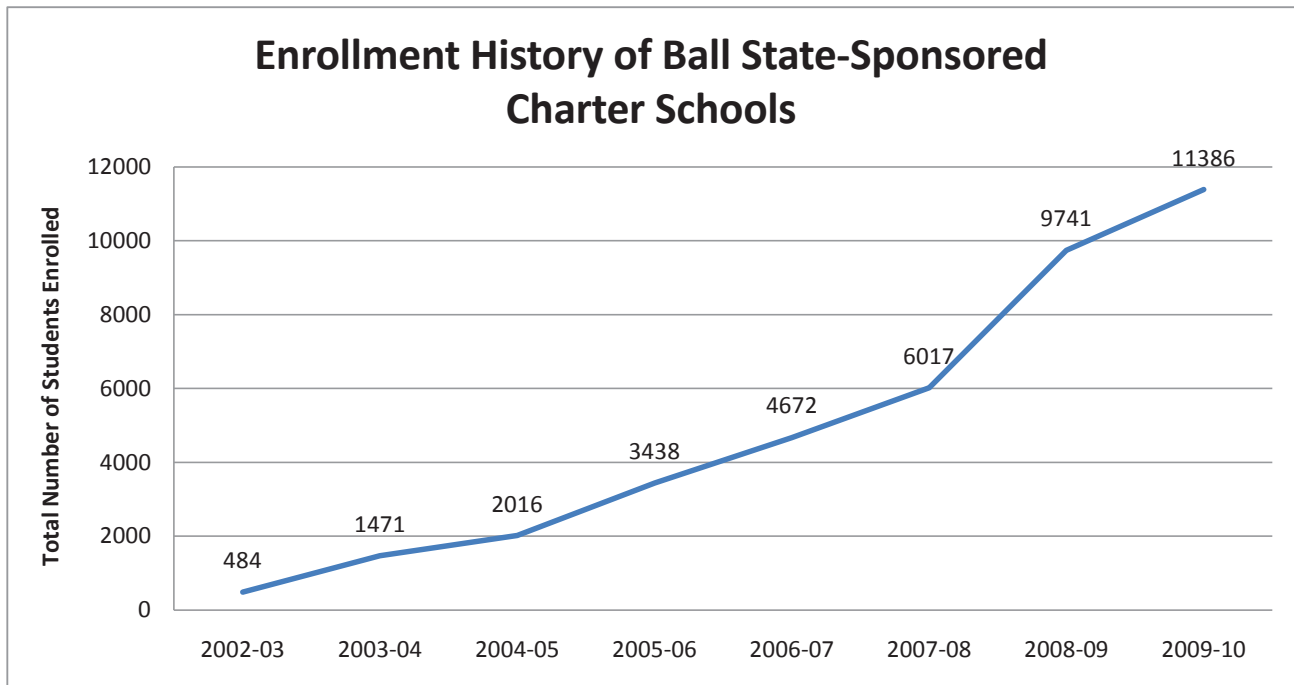
What are Charter Schools?

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 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.

Ball State University-Sponsored Charter Schools



During the 2009-2010 academic year, there were 32 operating charter schools throughout Indiana sponsored by Ball State University. Of those 32 schools, four opened in fall 2009. As of the publication of this report, there are wait- lists containing the names of more than

2,100 students for the 2010-2011 school year.

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

NORTHERN REGION

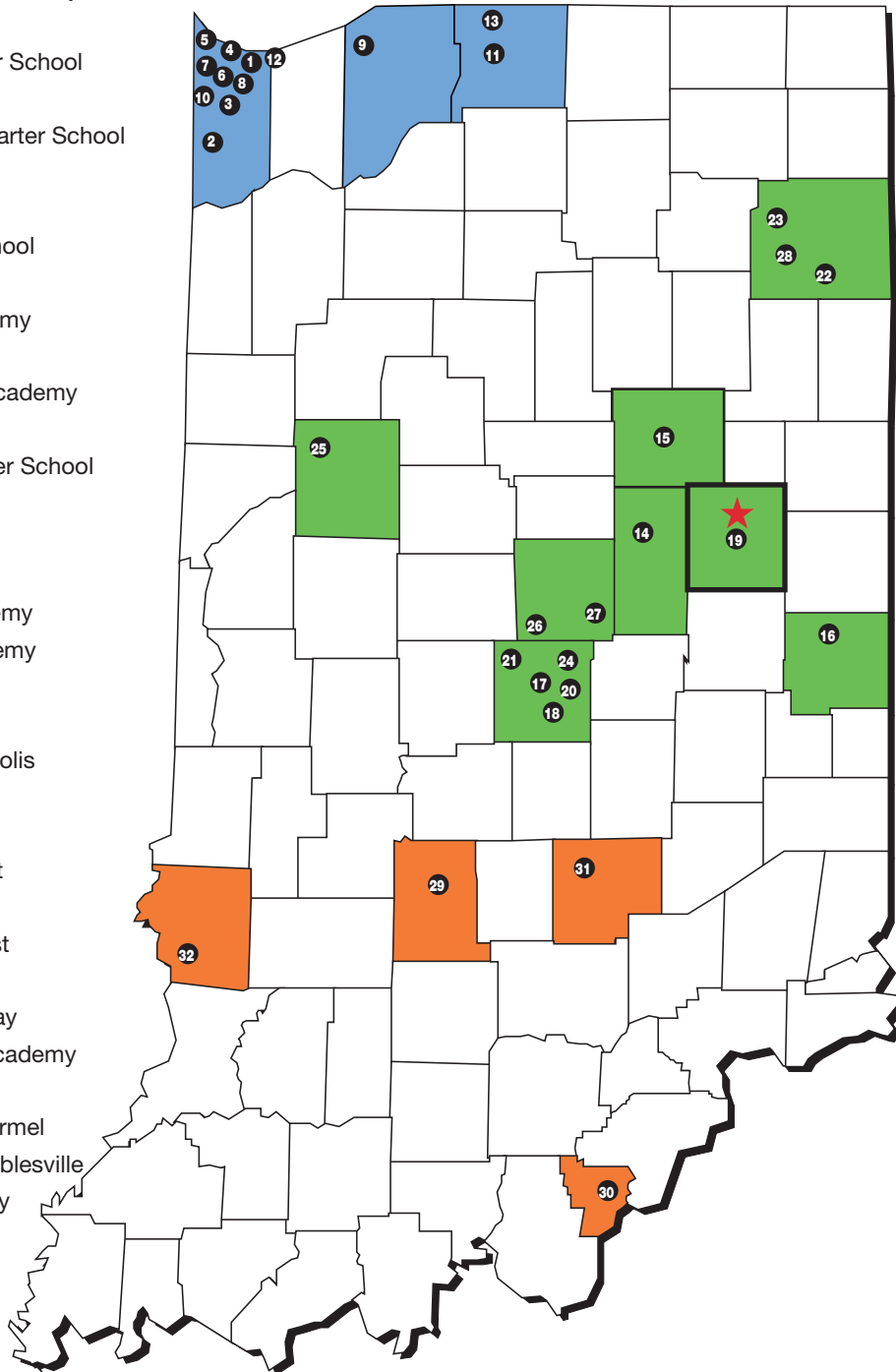
1. 21st Century Charter School at Gary
2. Aspire Charter Academy
3. Campagna Academy Charter School
4. Charter School of the Dunes
5. East Chicago Lighthouse Charter School
6. East Chicago
Urban Enterprise Academy
7. Gary Lighthouse Charter School
8. KIPP Lead
College Preparatory Academy
9. Renaissance Academy
10. Thea Bowman Leadership Academy
11. Veritas Academy
12. West Gary Lighthouse Charter School
13. Xavier School of Excellence

CENTRAL REGION

14. Anderson Preparatory Academy
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16. Galileo Charter School
17. Geist Montessori Academy
18. Hoosier Academy – Indianapolis
19. Hoosier Academy – Muncie
20. Imagine Indiana
Life Science Academy East
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Life Science Academy West
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24. Indiana Math and Science Academy
25. New Community School
26. Options Charter School – Carmel
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28. Timothy L. Johnson Academy

SOUTHERN REGION

29. Bloomington Project School
30. Community Montessori
31. International School of Columbus
32. Rural Community Academy



★ Ball State University

OVERVIEW of BSU Charter Schools

2009-2010 Student Enrollment Data

School Name	Enrollment	% of Student Enrollment Retention (Spring 2009-Fall 2009)	Number of Students Expelled	Number of Out-of-School Suspensions	Number of In-School Suspensions
21st Century Charter School of Gary	360	92	0	109	0
Anderson Preparatory Academy	316	82	10	182	19
Aspire Charter Academy	494	97	0	435	19
Bloomington Project School	199	<i>First Year</i>	0	22	0
Campagna Academy	127	36	0	150	0
Charter School of the Dunes	342	96	0	103	107
International School of Columbus	87	<i>First Year</i>	4	19	6
Community Montessori	472	85	0	24	3
East Chicago Lighthouse Charter School	356	84	0	163	31
East Chicago Urban Enterprise Academy	432	91	0	121	55
Dr. Robert Faulkner Academy	191	92	0	6	0
Galileo Charter School	254	85	0	8	0
Gary Lighthouse Charter School	648	85	0	104	0
Geist Montessori Academy	127	50	0	4	0
Hoosier Academy – Indianapolis	425	60	0	3	0
Hoosier Academy – Muncie	115	65	0	6	0
Imagine Schools on Broadway	455	55	1	201	0
Imagine Indiana Life Science Academy East	692	85	1	282	0
Imagine Indiana Life Science Academy West	358	<i>First Year</i>	1	131	40
Imagine MASTER Academy	766	80	1	112	0
Indiana Math and Science Academy	483	64	1	50	0
KIPP Lead	310	78	0	53	0
New Community School	173	99	0	8	11
Options Charter School – Carmel	131	86	2	29	3
Options Charter School – Noblesville	136	88	2	21	7
Renaissance Academy Charter School	150	91	0	7	1
Rural Community Academy	133	76	0	5	0
Thea Bowman Leadership Academy	1450	91	2	300	9
Timothy L. Johnson Academy	232	80	0	18	8
Veritas Academy	165	85	0	14	10
West Gary Lighthouse Charter School	549	83	0	0	0
Xavier School of Excellence	258	<i>First Year</i>	0	95	0

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. 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

2009-2010	Traditional Public		BSU Sponsored Charter Schools		
Enrollment	1,047,890		11,561 1%		
Ethnicity	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Range</i>
White	777,155	74.2	3043	26.3	0.2-98.5
Black	128,336	12.2	6692	57.9	0.0-98.5
Hispanic	76,426	7.3	917	7.9	0.0-54.5
Multiracial	46,554	4.4	644	5.6	0.0-24
Asian	15,516	1.6	66	0.6	0.0-15
American Indian	2,903	0.3	24	0.2	0.0-1.7
Lunch					
Free	383,777	36.6	6729	58.2	2.4-92.7
Reduced	90,730	8.7	1053	9.1	0.0-17.3
Paid	573,383	54.7	3989	34.5	34-97.6
Special Education	157,387	15	1210	10.5	4.9-35.9
English Language Learner	49,073	4.7	367	3.2	0.0-26.7

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.
3. Intervene when sponsored schools do not meet the terms of their charter contracts or applicable laws.
4. Evaluate the performance of the charter schools it sponsors to determine whether to renew the contract for each school.

During 2009-2010, one renewal decision was made. The school participated in a rigorous renewal application process detailing the success in meeting the terms of the charter and in achieving academic success. A renewal for five years was extended to the school at the completion of the process.

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.

OVERVIEW *of* BSU Charter Schools

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.

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

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
Special Education Coordinator

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. Beginning in 2009-2010, the university offered an optional off-year audit to sponsored schools. Also, beginning in 2009-2010, fees for participation in the NWEA assessment were 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.

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. Another school's charter was surrendered during 2009-2010 due to the inability to locate an appropriate facility in a timely manner. During the summer of 2009, one charter school changed educational management organizations. This action resulted in the school's charter being extended one year to allow for adjustments due to new management.

There was no AYP determination in 2009 due to the change in Indiana from a fall assessment to a spring assessment

process. The spring 2009 ISTEP+ results were used to establish baseline data for the 2010 determination. A goal has been set to increase the percentage of Ball State-sponsored charters that meet AYP. Strategies for assisting and supporting its charters to aggressively improve student academic performance are being implemented. One such strategy is a plan focused on ensuring that all third-graders in Ball State sponsored charter schools are reading on or above grade level by the end of third grade.

A School Assessment and Intervention Policy is now in place that contains measures and criteria for making decisions about the continuing progress of Ball State-sponsored charter schools – including corrective action plans to closure procedures. 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 an important 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 this policy, one school was placed on Probationary Status due to not meeting AYP expectations, one school was placed on Probationary Status due to financial concerns, and another school was placed on Probationary Status due to compliance concerns in the area of governance.

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. Twenty-two of thirty-two schools (69 percent) received a category placement of "Academic Progress" or better under this system. A review of the calculated improvement on ISTEP reveals that 74 percent of Ball State-sponsored schools had positive improvement rates in 2010.

2009-2010 Financial Viability

Schools' financial viability is evaluated using five components:

- 1) Most recent State Board of Accounts (SBOA) financial audit
- 2) Most recent independent audit/agreed upon procedures review
- 3) Balanced budget
- 4) Adequate projection of revenues and expenses
- 5) Positive cash balance after subtracting short-term liabilities

A rating for financial viability is done annually on the accountability plan.

The following ratings are used:

- Exceeding** – satisfactory performance in all areas
- Meeting** – significant concerns in no more than one area
- Approaching** – significant concerns in no more than two areas
- Not Meeting** – significant concerns in more than two areas.

21st Century Charter School of Gary	Exceeding
Anderson Preparatory Academy	Exceeding
Aspire Charter Academy	Exceeding
Campagna Academy	Approaching
Charter School of the Dunes	Meeting
Community Montessori	Exceeding
East Chicago Lighthouse Charter School	Meeting
East Chicago Urban Enterprise Academy	Meeting
Dr. Robert Faulkner Academy	Exceeding
Galileo Charter School	Exceeding
Gary Lighthouse Charter School	Meeting
Geist Montessori Academy	Not Meeting
Hoosier Academy – Indianapolis	Meeting
Hoosier Academy – Muncie	Meeting

Imagine Schools on Broadway	Meeting
Imagine Indiana Life Science Academy East	Meeting
Imagine MASTer Academy	Exceeding
Indiana Math and Science Academy	Exceeding
KIPP Lead	Meeting
New Community School	Exceeding
Options Charter School – Carmel	Exceeding
Options Charter School – Noblesville	Exceeding
Renaissance Academy Charter School	Exceeding
Rural Community Academy	Exceeding
Thea Bowman Leadership Academy	Exceeding
Timothy L. Johnson Academy	Exceeding
Veritas Academy	Exceeding
West Gary Lighthouse Charter School	Meeting

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 seventh 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 2009-2010, 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; 2009-2010 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. 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 2009-2010 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. Using Indiana's new growth model data does provide some insight into the progress of students within BSU-sponsored charter schools. Growth model data for Spring 2010 reports seventy-nine percent of BSU-sponsored schools showing typical or high growth in English/language arts and sixty-three 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-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 2009-2010, schools conducted a constituent survey online or in paper form (see Appendix A). This report, which is highlighted in each school profile of the accountability report, focuses on the areas of parent satisfaction and the academic program. This summary table shows the overall results for Ball State-sponsored charter schools.

2009-2010 Constituent Survey Results

School Name	Overall Quality of Education Rated Very Good or Excellent	Overall Quality of Education Rated Good, Very Good, or Excellent	Parents would recommend the school to friends and colleagues
21 st Century Charter School of Gary	81%	95.1%	88%
Anderson Preparatory Academy	94%	98.8%	93%
Aspire Charter Academy	85%	97.6%	87%
Bloomington Project School	86%	97.2%	93%
Campagna Academy	51%	92.3%	56%
Charter School of the Dunes	78%	97.0%	81%
International School of Columbus	80%	95.0%	85%
Community Montessori	82%	98.1%	91%
East Chicago Lighthouse Charter School	82%	99.4%	88%
East Chicago Urban Enterprise Academy	93%	99.6%	96%
Dr. Robert Faulkner Academy	58%	90.0%	68%
Galileo Charter School	83%	98.5%	89%
Gary Lighthouse Charter School	83%	97.6%	86%
Geist Montessori Academy	81%	94.4%	68%
Hoosier Academy - Indianapolis	90%	98.5%	93%
Hoosier Academy - Muncie	78%	100%	86%
Imagine Schools on Broadway	73%	97.0%	84%
Imagine Indiana Life Science Academy East	74%	93.7%	78%
Imagine Indiana Life Science Academy West	72%	86.9%	76%
Imagine MASTer Academy	84%	98.8%	90%
Indiana Math and Science Academy	93%	95.6%	93%
KIPP Lead	79%	95.1%	82%
New Community School	79%	98.8%	85%
Options Charter School - Carmel	74%	95.4%	83%
Options Charter School - Noblesville	71%	98.3%	88%
Renaissance Academy Charter School	96%	100%	97%
Rural Community Academy	78%	98.0%	85%
Thea Bowman Leadership Academy	81%	95.9%	85%
Timothy L. Johnson Academy	71%	98.6%	82%
Veritas Academy	65%	88.2%	71%
West Gary Lighthouse Charter School	89%	99.3%	91%
Xavier School of Excellence	65%	92.3%	77%

GENERAL INFORMATION *for* BSU Charter Schools

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act requires schools to show annual improvements in academic achievement and attendance. Schools that receive 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 in 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 the 2008-2009 academic year 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 ten 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. 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.

2010 AYP Determinations

School	AYP	Categories Met	English Perf.	Math Perf.	English Part.	Math Part.	Other Indicator
21 st Century Charter School of Gary	Yes	13/13	3/3	3/3	3/3	3/3	1/1
Anderson Preparatory Academy	No	16/21	4/5	2/5	5/5	5/5	0/1
Aspire Charter Academy	No	9/13	0/3	2/3	3/3	3/3	1/1
Bloomington Project School	No	11/13	3/3	2/3	3/3	3/3	0/1
Campagna Academy	No	0/3	0/1	0/1	Too few students	Too few students	0/1
Charter School of the Dunes	No	11/13	3/3	1/3	3/3	3/3	1/1
International School of Columbus	Yes	9/9	2/2	2/2	2/2	2/2	1/1
Community Montessori	No	12/17	3/4	0/4	4/4	4/4	1/1
East Chicago Lighthouse Charter School	No	20/21	4/5	5/5	5/5	5/5	1/1
East Chicago Urban Enterprise Academy	No	16/17	4/4	4/4	4/4	4/4	0/1
Dr. Robert Faulkner Academy	Yes	13/13	3/3	3/3	3/3	3/3	1/1
Galileo Charter School	Yes	17/17	4/4	4/4	4/4	4/4	1/1
Gary Lighthouse Charter School	Yes	13/13	3/3	3/3	3/3	3/3	1/1
Geist Montessori Academy	Yes	9/9	2/2	2/2	2/2	2/2	1/1
Hoosier Academy - Indianapolis	No	11/13	3/3	3/3	2/3	2/3	1/1
Hoosier Academy - Muncie	Yes	9/9	2/2	2/2	2/2	2/2	1/1
Imagine Schools on Broadway	No	11/17	1/4	1/4	4/4	4/4	1/1
Imagine Indiana Life Science Academy East	No	6/13	0/3	0/3	3/3	3/3	0/1
Imagine Indiana Life Science Academy West	No	6/13	0/3	0/3	3/3	3/3	0/1
Imagine MASTer Academy	No	19/27	2/7	6/7	4/6	6/6	1/1
Indiana Math and Science Academy	Yes	24/24	6/6	7/7	5/5	5/5	1/1
KIPP Lead	No	6/13	0/3	0/3	3/3	3/3	0/1
New Community School	No	7/9	2/2	1/2	2/2	2/2	0/1
Options Charter School - Carmel	No	0/3	0/1	0/1	Too few students	Too few students	0/1
Options Charter School - Noblesville	No	1/3	0/1	0/1	Too few students	Too few students	1/1
Renaissance Academy Charter School	Yes	9/9	2/2	2/2	2/2	2/2	1/1
Rural Community Academy	Yes	13/13	3/3	3/3	3/3	3/3	1/1
Thea Bowman Leadership Academy	No	13/17	3/4	1/4	4/4	4/4	1/1
Timothy L. Johnson Academy	Yes	13/13	3/3	3/3	3/3	3/3	1/1
Veritas Academy	No	9/13	1/3	1/3	3/3	3/3	1/1
West Gary Lighthouse Charter School	No	16/17	4/4	3/4	4/4	4/4	1/1
Xavier School of Excellence	No	13/15	2/4	4/4	3/3	3/3	1/1

GENERAL INFORMATION *for* BSU 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.

Table 1 – Public Law 221 Performance Categories

Passing Rate on ISTEP+	Improvement (Average Passing Percentage Improvement Over 3 Years)				
	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch (Priority)	Academic Probation (High Priority)
≥ 90%	Exemplary School				
≥ 80%	≥ 1%	> 1%			
≥ 70%	≥ 3%	≥ 2%	≥ 1%	< 1%	
≥ 60%	≥ 4%	≥ 3%	≥ 2%	< 2%	
≥ 50%	≥ 5%	≥ 4%	≥ 3%	< 3%	< 0%
≥ 40%	≥ 6%	≥ 5%	≥ 4%	≥ 1%	< 1%
<40%		≥ 6%	≥ 5%	≥ 3%	< 3%

Source: Recreated from Indiana Department of Education

2010 P.L. 221 Results

School	Category	Performance Pass %	Improvement
21st Century Charter School of Gary	Exemplary Progress	72.4	29.1
Anderson Preparatory Academy	Commendable Progress	67.8	3.4
Aspire Charter Academy	Academic Probation	42.8	1.9
Bloomington Project School	Academic Probation	66.4	-8.8
Campagna Academy	Academic Progress	27.3	N/A
Charter School of the Dunes	Academic Progress	53.4	7.0
International School of Columbus	Exemplary Progress	86.6	2.1
Community Montessori	Academic Probation	56.9	-2.8
East Chicago Lighthouse Charter School	Academic Progress	62.5	9.3
East Chicago Urban Enterprise Academy	Academic Progress	74.3	1.7

School	Category	Performance Pass %	Improvement
Dr. Robert Faulkner Academy	Exemplary Progress	66.7	13.3
Galileo Charter School	Exemplary Progress	65.2	17.0
Gary Lighthouse Charter School	Academic Progress	62.6	8.9
Geist Montessori Academy	Exemplary Progress	83.3	6.7
Hoosier Academy – Indianapolis	Academic Progress	78.8	1.3
Hoosier Academy – Muncie	Academic Probation	59.7	-9.9
Imagine Schools on Broadway	Academic Probation	42.6	-5.0
Imagine Indiana Life Science Academy East	Academic Probation	34.7	-4.6
Imagine Indiana Life Science Academy West	Academic Probation	44.8	-13.2
Imagine MASTER Academy	Academic Watch	63.7	0.4
Indiana Math and Science Academy	Exemplary Progress	70.5	8.6
KIPP Lead	Academic Progress	47.2	5.4
New Community School	Commendable Progress	66.1	3.3
Options Charter School – Carmel	Academic Probation	53.7	-4.1
Options Charter School – Noblesville	Academic Probation	33.3	-12.5
Renaissance Academy Charter School	Exemplary Progress	79.7	5.3
Rural Community Academy	Exemplary Progress	65.3	8.9
Thea Bowman Leadership Academy	Exemplary Progress	67.3	12.6
Timothy L. Johnson Academy	Commendable Progress	48.0	19.0
Veritas Academy	Academic Progress	54.0	9.4
West Gary Lighthouse Charter School	Academic Progress	57.2	9.0
Xavier School of Excellence	Exemplary Progress	59.9	7.9

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.

GENERAL INFORMATION *for* BSU Charter Schools

Fall 2009 to Spring 2010 NWEA Growth

Ball State's Office of Charter Schools sets an expectation for NWEA fall to spring growth based on 2008 national norms. Growth in the 40th to 60th percent range meets normal expectations.

KEY: Below normal expected growth Met normal expected growth Exceeded normal expected growth

School	Percent of students meeting reading growth target	Percent of students meeting language arts growth target	Percent of students meeting math growth target
21st Century Charter School of Gary	56.4	54.9	66.9
Anderson Preparatory Academy	52.6	52.8	48.5
Aspire Charter Academy	64.4	61.9	71.1
Bloomington Project School	37.4	38.9	30.0
Campagna Academy	23.8	42.1	16.0
Charter School of the Dunes	36.0	44.4	44.5
International School of Columbus	56.1	45.3	40.0
Community Montessori	47.6	47.4	34.7
East Chicago Lighthouse Charter School	64.4	51.5	68.2
East Chicago Urban Enterprise Academy	48.7	52.4	57.6
Dr. Robert Faulkner Academy	53.8	62.7	66.0
Galileo Charter School	67.6	72.9	68.5
Gary Lighthouse Charter School	59.5	55.2	60.8
Geist Montessori Academy	40.3	50.8	37.1
Hoosier Academy – Indianapolis	51.3	41.0	47.0
Hoosier Academy – Muncie	33.3	22.7	32.5
Imagine Schools on Broadway	52.5	58.3	65.4
Imagine Indiana Life Science Academy East	55.6	52.0	53.9
Imagine Indiana Life Science Academy West	44.2	38.6	43.7
Imagine MASTER Academy	66.4	61.0	70.4
Indiana Math and Science Academy	64.2	63.9	77.1
KIPP Lead	47.6	39.9	43.1
New Community School	75.3	65.4	48.1
Options Charter School – Carmel	58.8	56.5	55.6
Options Charter School – Noblesville	52.8	No scores available	49.2
Renaissance Academy Charter School	47.0	52.0	52.0
Rural Community Academy	58.8	56.3	67.0
Thea Bowman Leadership Academy	48.9	54.9	43.7
Timothy L. Johnson Academy	54.9	59.2	48.8
Veritas Academy	71.8	62.0	69.8
West Gary Lighthouse Charter School	60.2	51.7	67.0
Xavier School of Excellence	55.3	61.1	64.9

Comprehensive Review of Ball State University Charter Schools

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.

2009-2010 Demographics

School	Percent of Students Identified as Ethnic Minority	Percent of Students Receiving Free Lunch	Percent of Students Receiving Reduced Lunch	Percent of Students Identified for Special Education Services
State of Indiana	25	35	8	14
21st Century Charter School of Gary	99	84	5	8
Anderson Preparatory Academy	42	45	15	20
Aspire Charter Academy	98	79	11	7
Bloomington Project School	27	38	5	17
Campagna Academy	84	65	9	19
Charter School of the Dunes	97	72	4	10
International School of Columbus	13	10	5	8
Community Montessori	11	12	13	16
East Chicago Lighthouse Charter School	97	88	6	6
East Chicago Urban Enterprise Academy	99	72	7	5
Dr. Robert Faulkner Academy	63	42	17	9
Galileo Charter School	62	85	7	15
Gary Lighthouse Charter School	99	79	9	6
Geist Montessori Academy	24	2	0	9
Hoosier Academy – Indianapolis	29	10	5	15
Hoosier Academy – Muncie	13	35	8	14
Imagine Schools on Broadway	73	78	9	9
Imagine Indiana Life Science Academy East	97	79	7	7
Imagine Indiana Life Science Academy West	92	45	6	8
Imagine MASTer Academy	38	57	14	10
Indiana Math and Science Academy	84	61	13	10
KIPP Lead	99	75	10	9
New Community School	28	23	14	22
Options Charter School – Carmel	14	23	7	36
Options Charter School – Noblesville	9	28	9	26
Renaissance Academy Charter School	26	10	1	11
Rural Community Academy	2	43	9	26
Thea Bowman Leadership Academy	100	51	7	6
Timothy L. Johnson Academy	98	93	4	18
Veritas Academy	56	54	10	16
West Gary Lighthouse Charter School	99	82	9	10
Xavier School of Excellence	70	63	15	12

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

21st Century Charter School of Gary

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

Xavier School of Excellence



21st CENTURY CHARTER SCHOOL OF GARY *of* BSU Charter Schools

“GEO 21st Century Model”

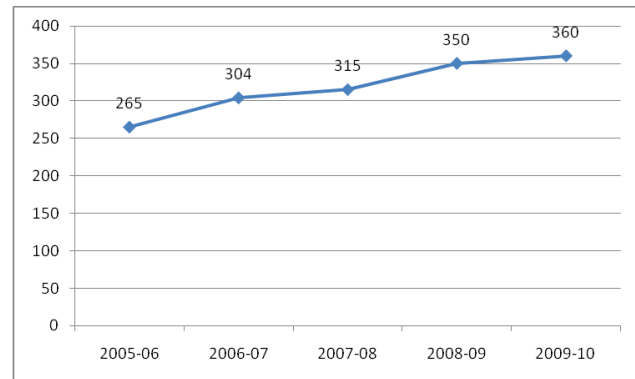


556 Washington Street
 Gary, IN 46402
 (219) 886-9339

www.geoacademies.org

Grades ServedK-12

Enrollment History



Year Opened: 2005-2006

Final Year in Current Contract: 2011-2012

Mission

To provide a rigorous education that will prepare students for college and push them to their maximum intellectual potential.

Educational Program

The emphasis of the educational program at 21st Century Charter School at Gary grows from the belief that all students are college-bound. From elementary through high school, the educational program rigorously prepares students using data-driven, standards-based instruction. The school’s Middle College Program for high school students serves an increasing number of students enrolled in college courses for dual credit.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Use various forms of data to inform standards-based instruction on an ongoing basis.

GOAL 2: Identify students in need of academic remediation or extension.

GOAL 3: Improve school-wide reading instruction.

GOAL 4: Expand the use of technology throughout the school.

GOAL 5: Increase family involvement.

What are the implementation steps for achieving these goals?

Analyze the results of six-week standards-based assessments to track students' mastery and modify instruction.

Group students for thirty minutes of intervention daily using Acuity or Dibels scores.

Use NWEA data to inform classroom instruction based on the DesCartes continuum.

Expand the Middle College Program, enrolling more students in college courses to earn dual credits toward a college degree.

Identify students who did not pass ISTEP+ and provide additional Title I services, after-school tutoring, or Saturday School.

Mandate summer school for all students who failed one or both parts of ISTEP+ or did not receive credits for high school courses.

Participate in onsite professional development focusing on supporting struggling readers and teaching reading in the content areas.

Refine implementation of the Accelerated Reader program.

Provide students with free books three times a year through the Reading Is Fundamental (RIF) grant.

Begin using StrataLogica online maps and globes.

Increase the use of Discovery Education online streaming and science resources.

Incorporate technologies such as GPS and GIS, AirSlate projectors, Elmo document cameras, microscopes, laptop computers, and a televised broadcast system.

Conduct mandatory parent meetings to convey important information on policies and procedures before the start of the school year.

Require parents to visit teachers for parent-teacher conferences every quarter.

Participate in onsite professional development focusing on student-led conferences.

Implement student-led conferences every quarter.

Host monthly family nights and the third-annual Youth Summit.



Demographic Summary

In 2009-2010, 21st Century Charter School at Gary, in its fifth year of operation, serves 360 students and graduated its second senior class. The student population is ninety-five percent black, three percent Hispanic, one percent white, and one percent multiracial. Eighty-nine percent of students receive free/reduced cost lunches, and about seven percent of students receive special education services.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

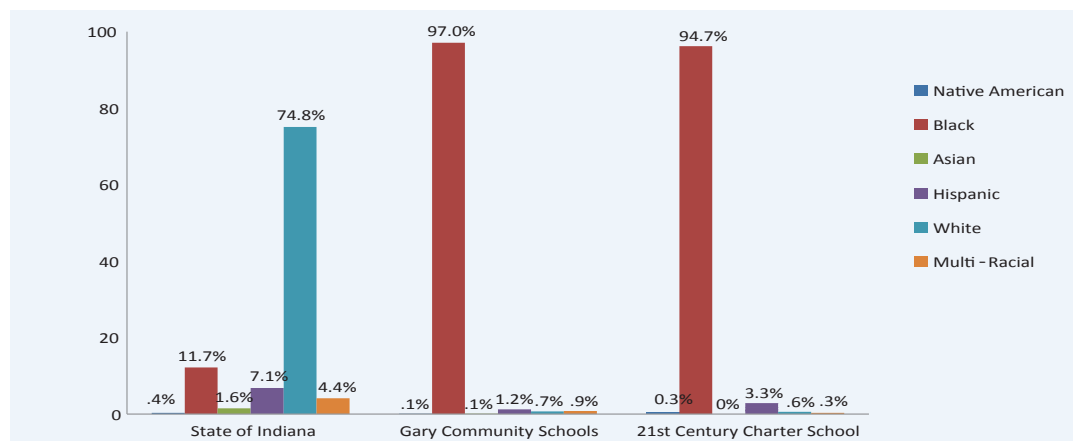


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

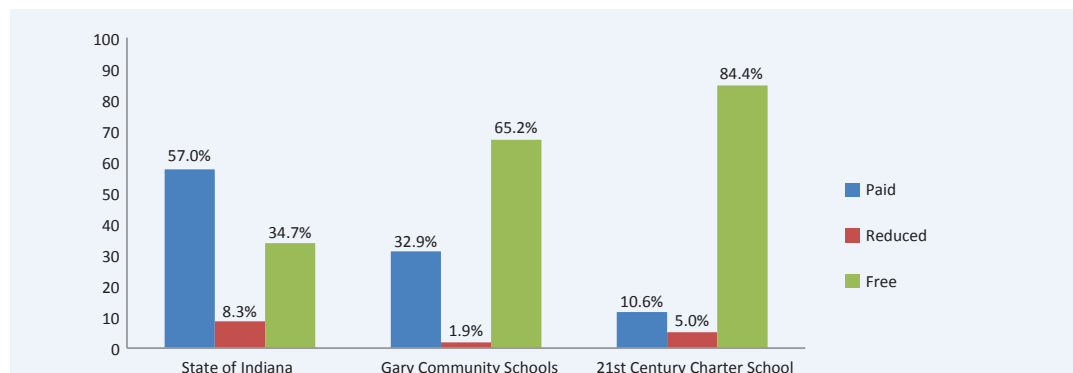
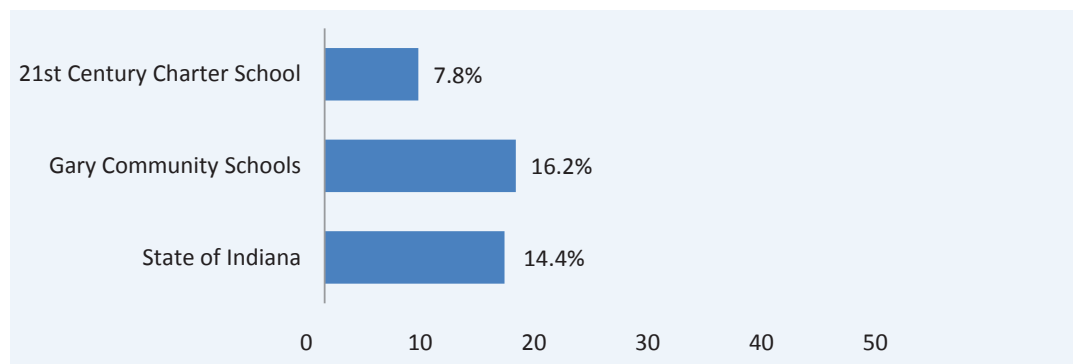


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	21st Century Charter School of Gary	Gary Community Schools	Indiana
2009-10	95.16%	96.7%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		21st Century of Gary	Gary	Indiana	21st Century of Gary	Gary	Indiana	21st Century of Gary	Gary	Indiana
3	27	52%	70%	80%	70%	64%	77%	44%	58%	71%
4	25	72%	64%	78%	92%	57%	76%	68%	50%	69%
5	22	68%	52%	72%	82%	65%	81%	68%	47%	68%
6	22	68%	61%	74%	86%	62%	78%	68%	49%	67%
7	31	81%	36%	73%	81%	32%	74%	71%	23%	65%
8	30	60%	37%	71%	87%	31%	74%	60%	24%	64%

Table Y-2A: Percentages Passing Core 40 End of Course Assessments

Academic Year	Course Title	Percent Passing	Indiana
2009-10	English 10	56%	63%
2009-10	Algebra I	53%	61%

Data Source: Indiana Department of Education

Table Y-2B: Four-Year Cohort Graduation Rate

Graduation Rate	Core 40 Diploma	General Diploma	Academic Honors Diploma
76.5%	92.3%	0	7.7%

Data Source: Indiana Department of Education

Table Y-3: **PL 221**

EXEMPLARY PROGRESS	
Performance: 72.4%	Improvement: 29.1%

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

OVERALL DETERMINATION: YES			ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
Black	Yes	Yes	Yes	Yes
Free/Reduced Lunch	Yes	Yes	Yes	Yes

Data Source: Indiana Department of Education

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

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
282	56%	206	55%	299	67%

Data Source: NWEA

Constituent Surveys

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

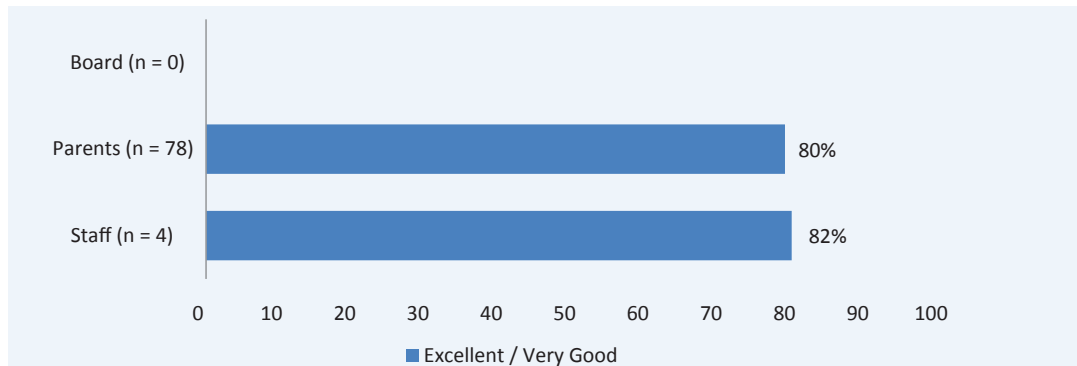


Figure Z-2: How would you compare the overall quality of education to that of other schools?

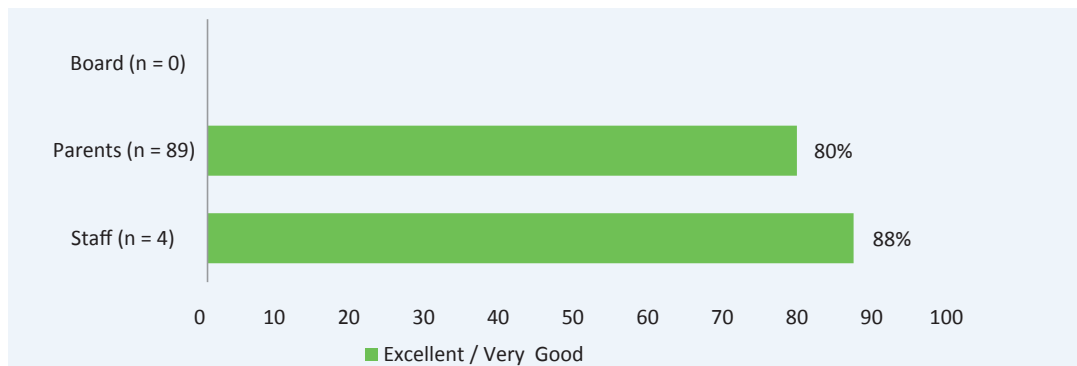


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?







ASPIRE CHARTER ACADEMY *of* BSU Charter Schools

“Challenging Each Child to Achieve”

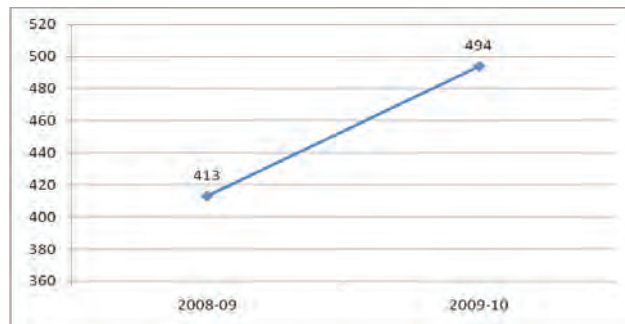


4900 W. 15th Avenue
Gary, IN 46406
(219) 944-7400

www.aspire.heritageacademies.org

Grades ServedK-6

Enrollment History



Year Opened: 2008-2009

Final Year in Current Contract: 2012-2013

Mission

The mission of Aspire Charter Academy is to offer a high quality education that emphasizes the learning of 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 students the desire and capacity to be life-long learners.

Educational Program

A quality K-8 education sets the critical foundation for a student’s success in high school, college and beyond. Aspire Academy is proud to offer a first-rate curriculum providing students with a thorough understanding and mastery of the core subjects of reading, language arts, 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 in classrooms through the use of proven teaching methods. Before joining Aspire Academy, all teachers attend a New Teacher Orientation, receiving intensive instruction from an experienced team of education experts, mentor teachers, and teacher trainers. 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 our students’ academic performance, the top priority at Aspire Academy.



School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Establish a culture of open communication and positive interactions using procedures designed to create a safe and orderly environment.

GOAL 2: Design specific individual intervention plans based on RIT score goals and other assessment data.

GOAL 3: Use the research-based practices centered around the Effective School Correlates and common curricular tools to improve instructional practice.

GOAL 4: Use frequent formative adjusting and affirming feedback to improve professional practice.

What are the implementation steps for achieving these goals?

Implement a school-wide moral focus program.

Measure success by weekly one-on-one meetings, monthly staff needs assessments, and frequent parent needs/attitude assessments.

Utilize specific individual intervention plans to help students meet NWEA target goals by spring 2010.

Provide targeted professional development, walk-throughs, and monitoring.

Measure progress by staff surveys.

Conduct weekly observations and coaching.

Measure success by surveys and student achievement data.

Demographic Summary

At Aspire Charter Academy, ninety-eight percent of the student population is black. One percent of the population is white and one percent is Hispanic. Additionally, three-fourths of the student population qualifies for free/reduced cost lunches.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

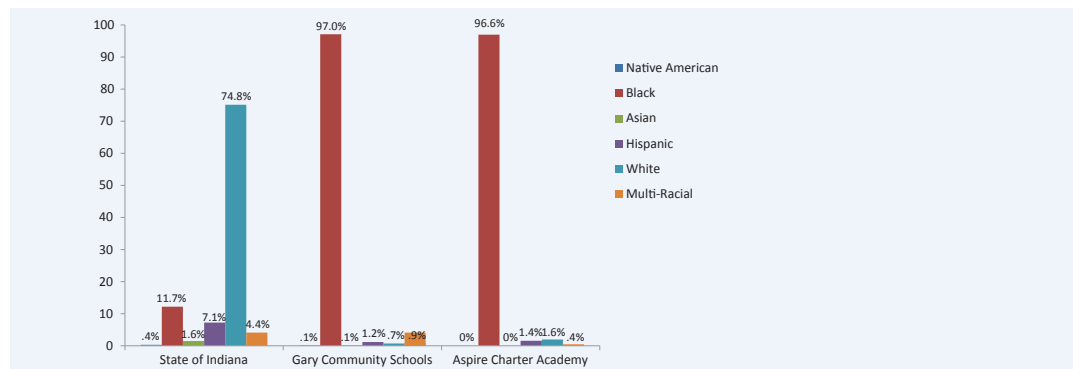


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

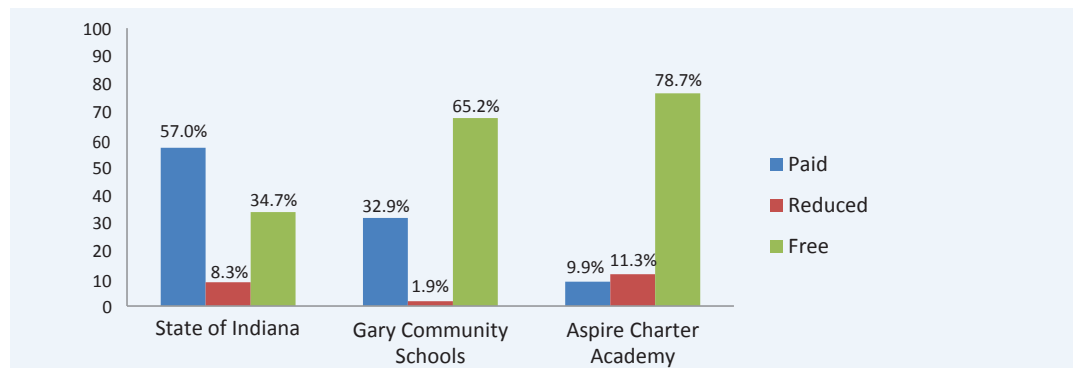
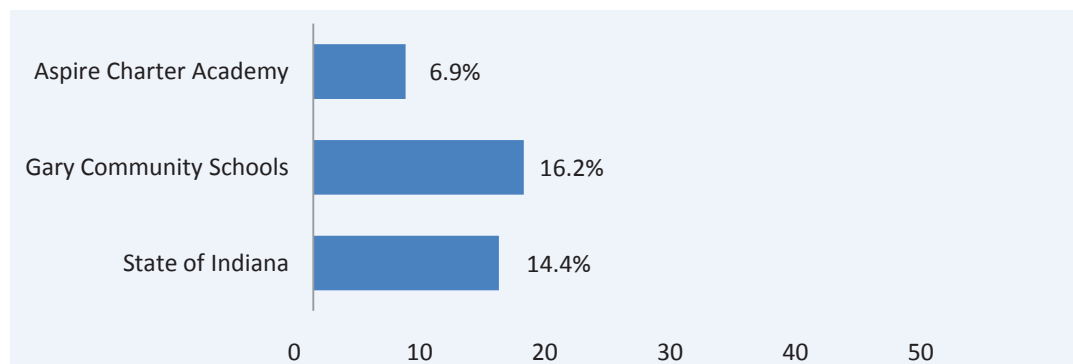


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Aspire Academy	Gary Community Schools	Indiana
2009-10	94.67%	96.7%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Aspire Charter	Gary	Indiana	Aspire Charter	Gary	Indiana	Aspire Charter	Gary	Indiana
3	74	48%	70%	80%	32%	64%	77%	27%	58%	71%
4	75	46%	64%	78%	27%	57%	76%	18%	50%	69%
5	47	38%	52%	72%	47%	65%	81%	34%	47%	68%
6	50	46%	61%	74%	60%	62%	78%	42%	49%	67%

Table Y-3: PL 221

ACADEMIC PROBATION	
Performance: 42.8%	Improvement: 1.9%

Table Y-4: Adequate Yearly Progress

	OVERALL DETERMINATION: NO		ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	No	Yes	Yes	Yes
Black	No	Yes	Yes	Yes
Free/Reduced Lunch	No	No	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
453	64%	307	62%	456	71%

Data Source: NWEA



Constituent Surveys

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

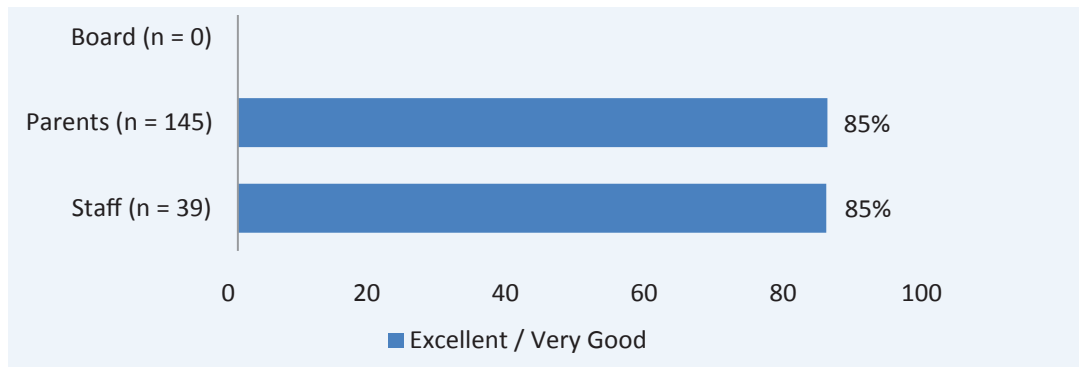


Figure Z-2: **How would you compare the overall quality of education to that of other schools?**

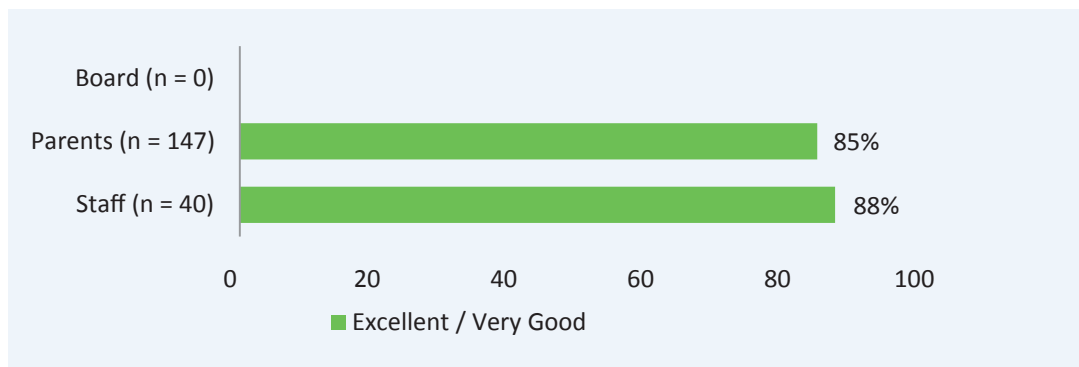
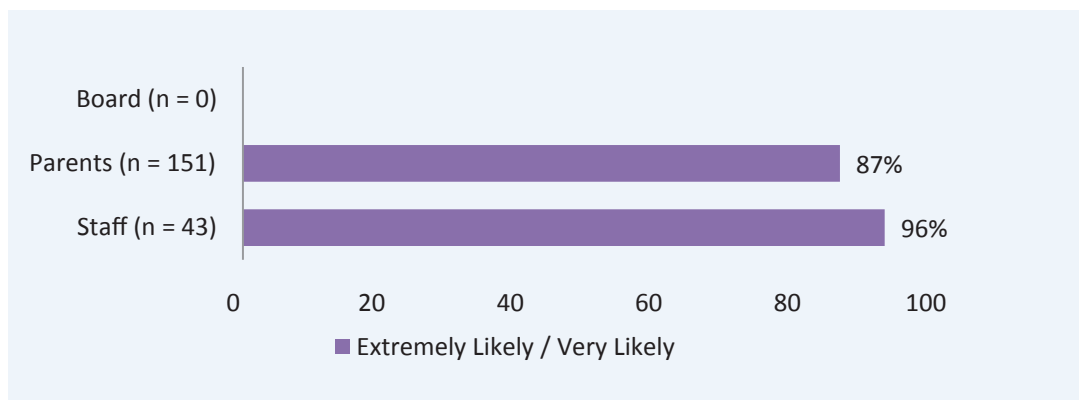


Figure Z-3: **How likely are you to...Recommend the school/Continue at the school/Increase support to your school?**







CAMPAGNA ACADEMY CHARTER SCHOOL *of* BSU Charter Schools

“Restoring Hope and Building Dreams”

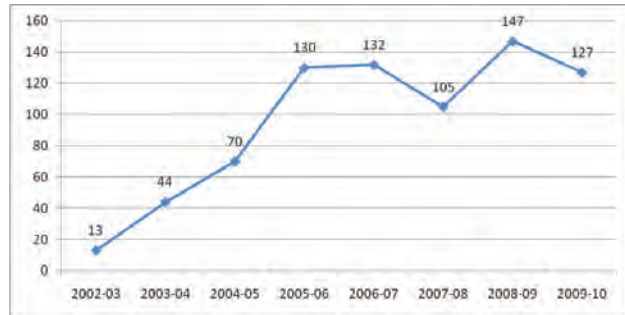


7403 Cline Avenue
Schererville, IN 46375
(219) 322-8614

www.campagnaacademy.org

Grades Served9-12

Enrollment History



Year Opened: 2002-2003

Final Year in Current Contract: 2011-2012

Mission

Campagna Academy Charter School (CACS) offers opportunities for students who have not been successful in their previous educational endeavors.

Educational Program

CACS provides intensive educational and credit recovery opportunities for students. The individualized approach, limited teacher-student ratio, and faculty and staff committed to the mission, place Campagna as a valued option for families and students who struggle with traditional approaches to education. Parental involvement, academic opportunities, and building pathways to college and vocational schools are ways the school communicates attainable life goals to students.

School Improvement

What school improvement goals have been identified for the upcoming school year?

- GOAL 1: Increase overall attendance rate to 96 percent.
- GOAL 2: Decrease Out of School Suspension Rate by 20 percent.
- GOAL 3: Increase number of students passing the biology End of Course Assessments to 50 percent.
- GOAL 4: Increase number of students passing the algebra End of Course Assessments to 50 percent.
- GOAL 5: Increase number of students passing the English End of Course Assessments to 50 percent.
- GOAL 6: Increase graduation eligibility to fifteen students through credit recovery.

What are the implementation steps for achieving these goals?

- Monitor attendance weekly.
- Engage parents with the attendance goal.
- Provide incentives and awards for attendance.
- Provide counseling for strongest offenders.
- Establish an in-school suspension program.
- Communicate to parents and students the detrimental effects of out-of-school suspension.
- Track discipline records weekly.
- Provide tutoring to students within ten points of passing End of Course assessments.
- Provide Title 1 services to students twenty points or more from passing End of Course assessments.
- Provide all students multiple opportunities to take pre-ECA practice tests.
- Offer two credit recovery courses each semester.
- Provide access to Plato.
- Provide extensive counseling to students who need credit recovery.
- Engage parents in the process of educating their child about credit recovery.



Demographic Summary

The student population for the 2009-2010 academic year includes students from two residential programs, an alternative day treatment program and the local community, totaling 127 students. Nineteen percent of the student population has an identified learning exceptionality (IEP). The student population is diverse: sixty-seven percent black, seventeen percent white, ten percent Hispanic and six percent multiracial. Seventy-four percent of students receive free/reduced cost lunches.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

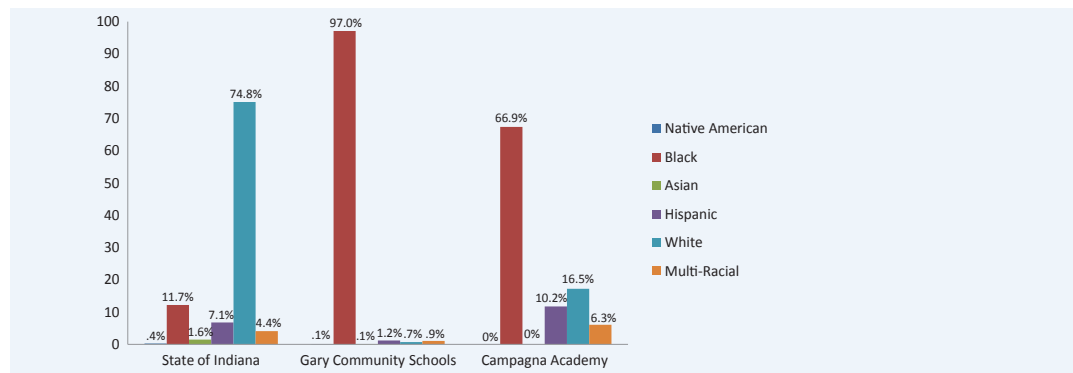


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

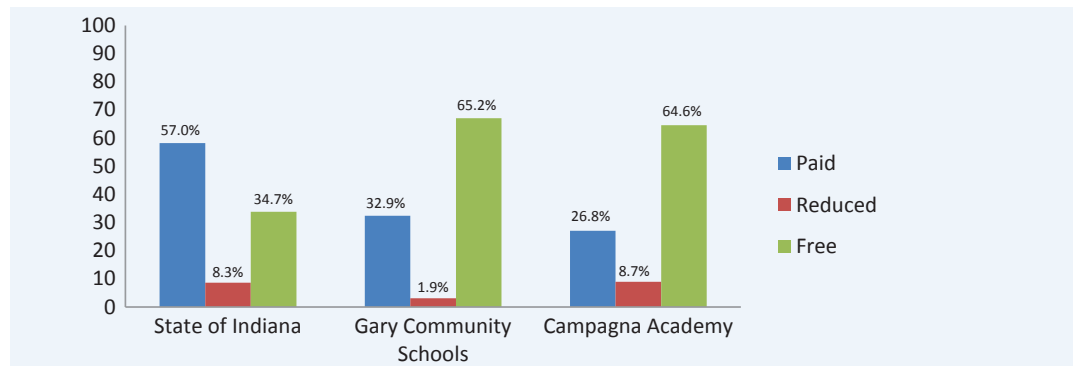
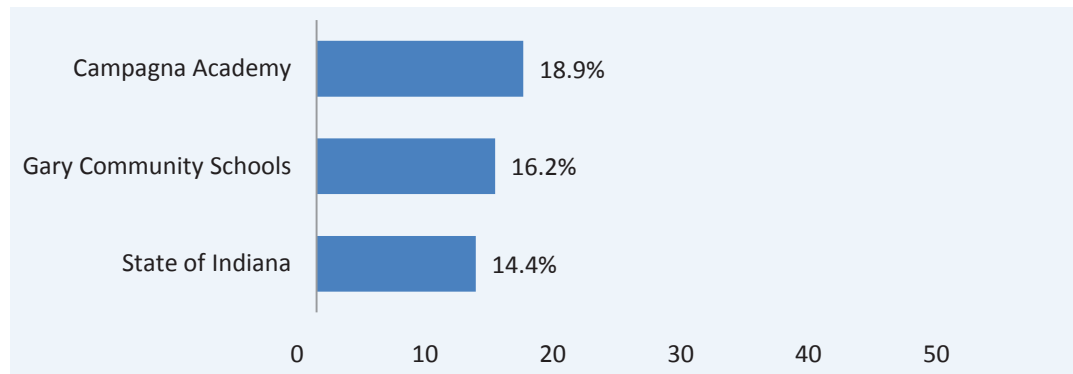


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: **Attendance Rates**

Academic Year	Campagna Academy Charter School	Gary Community Schools	Indiana
2009-10	86.88%	96.7%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2A: **Percentages Passing Core 40 End of Course Assessments**

Academic Year	Course Title	Percent Passing	Indiana
2009-10	English 10	14.29%	63%
2009-10	Algebra I	15.79%	61%

Data Source: Indiana Department of Education

Table Y-2B: **Four-Year Cohort Graduation Rate**

Graduation Rate	Core 40 Diploma	General Diploma	Academic Honors Diploma
16.7%	0	100%	0

Data Source: Indiana Department of Education

Table Y-3: **PL 221**

ACADEMIC PROGRESS	
Performance: 27.3%	Improvement: Insufficient data

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

OVERALL DETERMINATION: NO		GRADUATION: NO		
PERFORMANCE		PARTICIPATION		
	English	Math	English	Math
All Students	No	No	Too few students	Too few students

Data Source: Indiana Department of Education

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

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
21	24%	19	42%	25	16%

Data Source: NWEA



Constituent Surveys

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

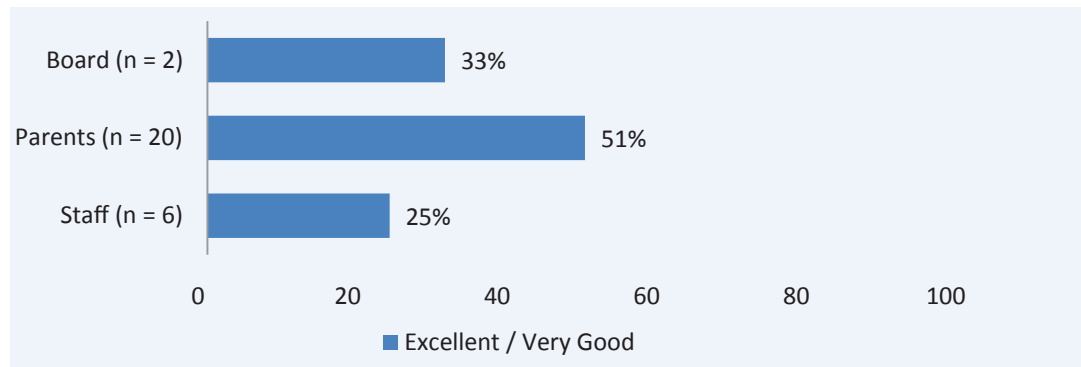


Figure Z-2: **How would you compare the overall quality of education to that of other schools?**

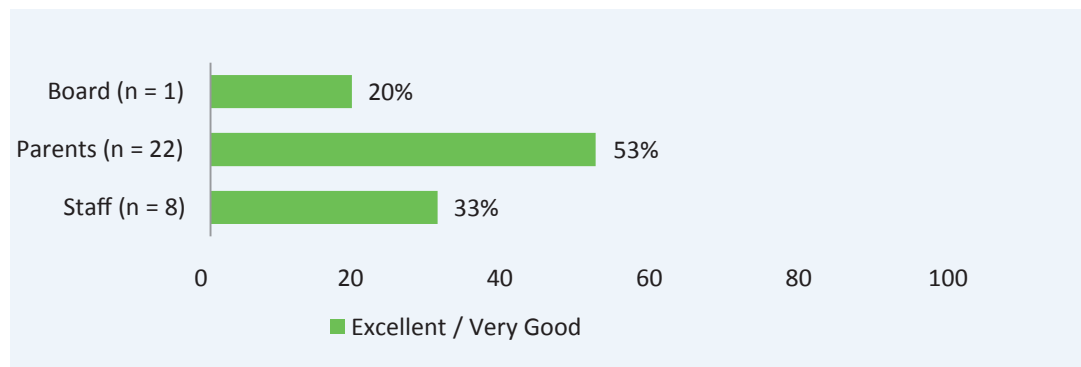
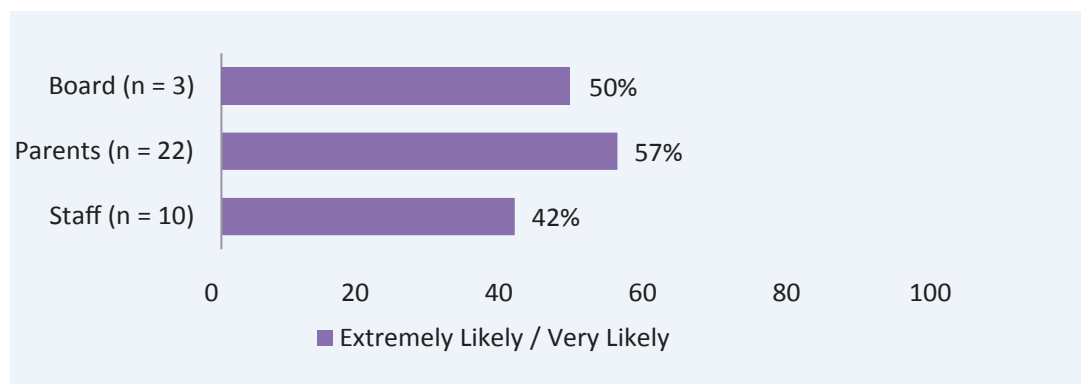


Figure Z-3: **How likely are you to...Recommend the school/Continue at the school/Increase support to your school?**







CHARTER SCHOOL OF THE DUNES

of BSU Charter Schools

“A Tuition FREE Public School”

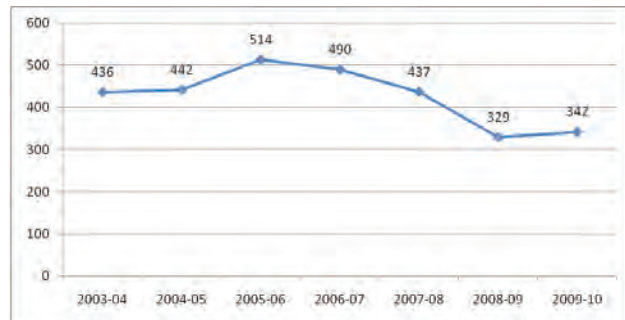


860 N. Lake Street
 Gary, IN 46403
 (219) 939-9690

www.csotd.org

Grades ServedK-8

Enrollment History



Year Opened: 2002-2003

Final Year in Current Contract: 2011-2012

Mission

The school’s mission is to inspire success through an innovative curriculum, while cultivating environmental stewardship and setting high standards for student achievement through family and community involvement.

Educational Program

Charter School of the Dunes’ students strive to achieve personal and academic excellence while participating in a well-rounded educational program nurturing an appreciation for the environment, humanity, and knowledge. Charter School of the Dunes offers environmental science, character education, 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, Academic Olympics, Environmental Club, Science Fair, 21st Century Scholars, National Junior Honor Society, Drug Abuse and Resistance Education (DARE), cheerleading, basketball, volleyball, track, and cross country programs.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Raise student achievement in ELA and Mathematics to 100 percent passing ISTEP.

GOAL 2: Increase parental involvement.

What are the implementation steps for achieving these goals?

Use NWEA/DIBELS data to set individual goals for students.

Increase number of teacher assistants per grade level.

Incorporate data wall to track success of students and highlight growth gains.

Focus on standards-driven assessment.

Coordinate with Supplemental Educational Services to provide tutoring to low-achieving students.

Provide summer school.

Be actively involved with Parent Advisory Committee (PAC).

Send home regular newsletters to inform parents of activities.

Create more parent academic nights (i.e. math night, reading night).



Demographic Summary

Charter School of the Dunes is a school-wide Title I school serving students from kindergarten through eighth grade in the Gary, Indiana area. Approximately ninety-three percent of the school population at Charter School of the Dunes is black, three percent is designated as white, and four percent is multiracial. Of the 342 students, ninety percent receive free/reduced cost lunches. Eligible students will receive additional services through special education (nine percent of student population) and Title I programming.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

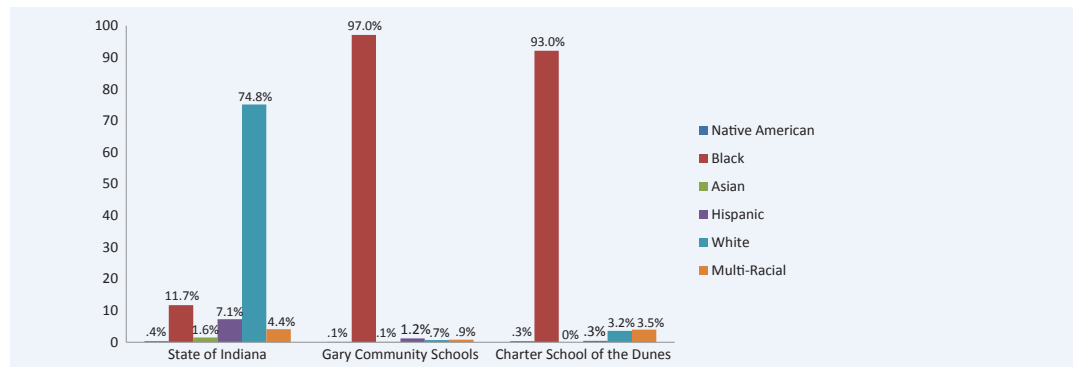


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

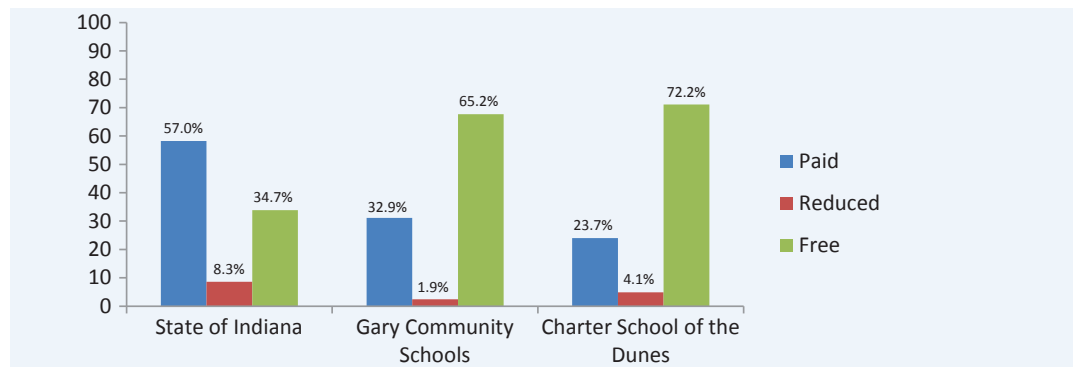
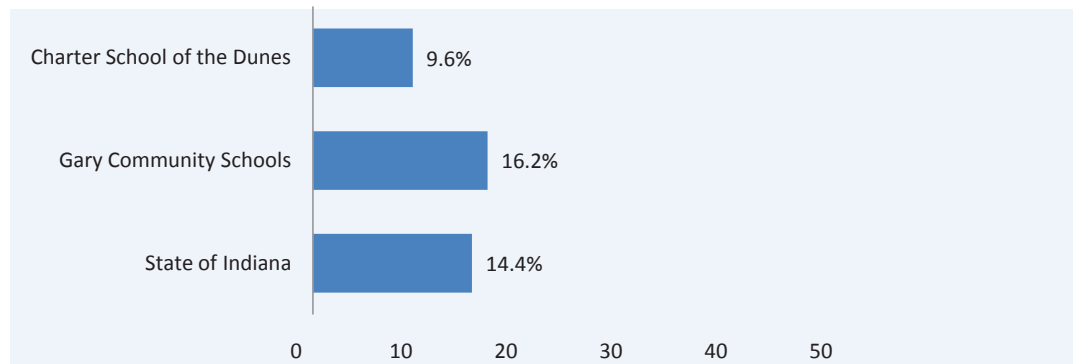


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Charter School of the Dunes	Gary Community Schools	Indiana
2009-10	93.49%	96.7%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		CS of the Dunes	Gary	Indiana	CS of the Dunes	Gary	Indiana	CS of the Dunes	Gary	Indiana
3	41	63%	70%	80%	46%	64%	77%	41%	58%	71%
4	37	43%	64%	78%	46%	57%	76%	32%	50%	69%
5	34	50%	52%	72%	62%	65%	81%	44%	47%	68%
6	41	41%	61%	74%	58%	62%	78%	29%	49%	67%
7	25	56%	36%	73%	36%	32%	74%	28%	23%	65%
8	23	65%	37%	71%	39%	31%	74%	26%	24%	64%

Table Y-3: PL 221

ACADEMIC PROGRESS	
Performance: 53.4%	Improvement: 7%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO			ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	No	Yes	Yes
Black	Yes	No	Yes	Yes
Free/Reduced Lunch	Yes	Yes	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
214	36%	216	44%	218	44%

Data Source: NWEA



Constituent Surveys

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

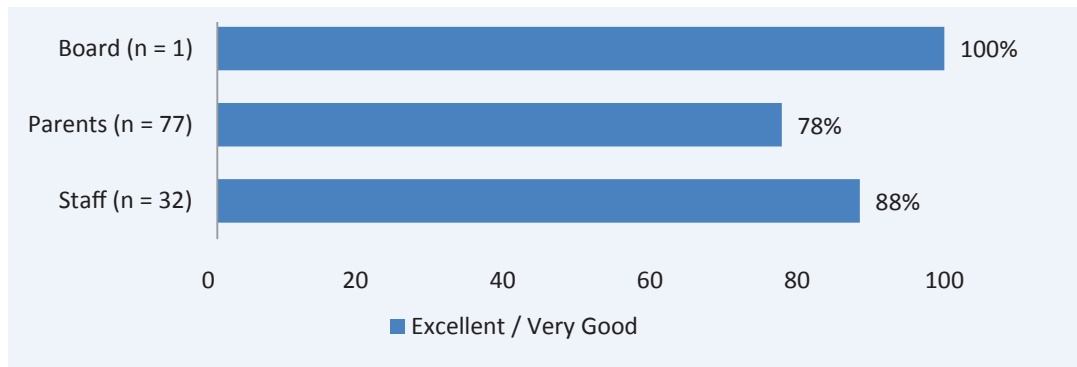
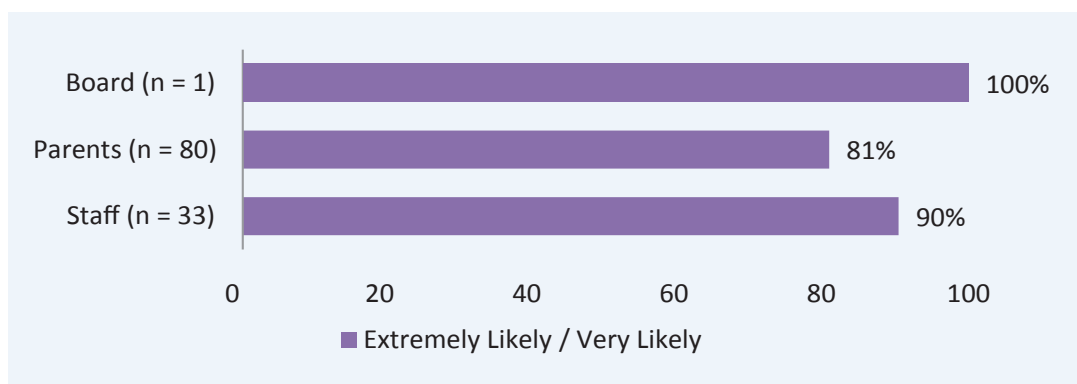


Figure Z-2: **How would you compare the overall quality of education to that of other schools?**



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







EAST CHICAGO LIGHTHOUSE CHARTER SCHOOL *of* BSU Charter Schools

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

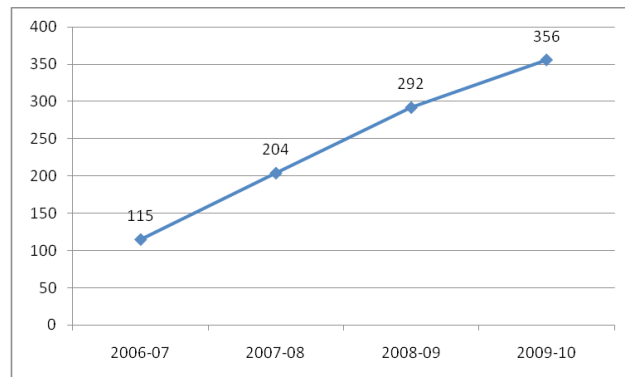


3916 Pulaski
East Chicago, IN 46312
(219) 378-7450

www.lighthouse-academies.org

Grades ServedK-7

Enrollment History



Year Opened: 2006-2007

Final Year in Current Contract: 2012-2013

Mission

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

Educational Program

ECLCS uses standards-based instruction and assessment to ensure students achieve mastery of state standards. Teachers implement research-based methods and curricula. The school works in partnership with community arts organizations to infuse the arts into lessons and offers courses taught by visiting artists. Life at ECLCS is based upon four core values: 1) High expectations equal results, 2) Nothing less than excellent, 3) Today is the day we make it happen, 4) Work Hard. Get Smart. Graduate from College.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Improve student achievement on ISTEP with a focus on Reading.

GOAL 2: Establish more consistent and rigorous instruction across all classrooms.

GOAL 3: Encourage scholars to assume responsibility and actively engage in learning.

GOAL 4: Improve critical thinking skills.

What are the implementation steps for achieving these goals?

School leadership will focus professional development on effective strategies for teaching literacy.

Staff will establish “non-negotiables” of exemplary instruction. School leadership will ensure teachers use these practices consistently.

Staff will design rubrics across content areas and grade levels to clarify expectations for student work.

School leadership will encourage inquiry-based, project-based learning experiences.



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, eleven percent in Gary, and six percent in Hammond. The ECLCS student population is forty percent black, fifty-four percent Hispanic, and five percent white or multiracial. Ninety-three percent of students qualify for free/reduced cost lunches. Six percent of students receive special education services and thirty-nine percent of students qualify for English as a Second Language services.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

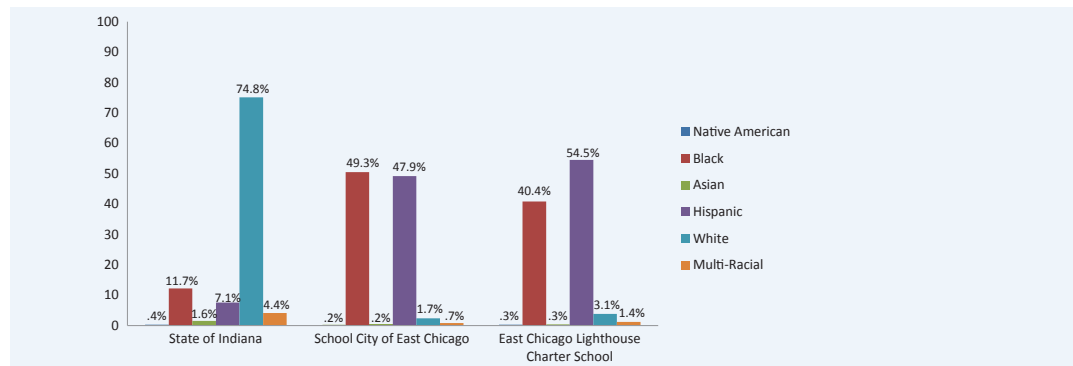


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

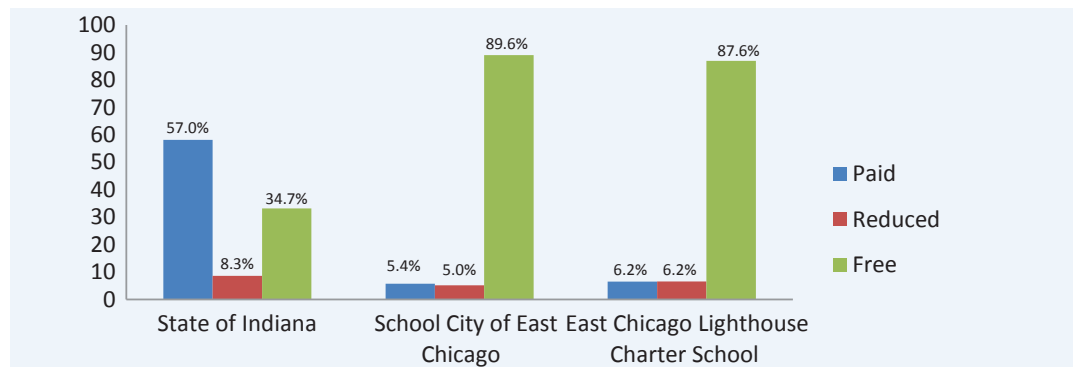
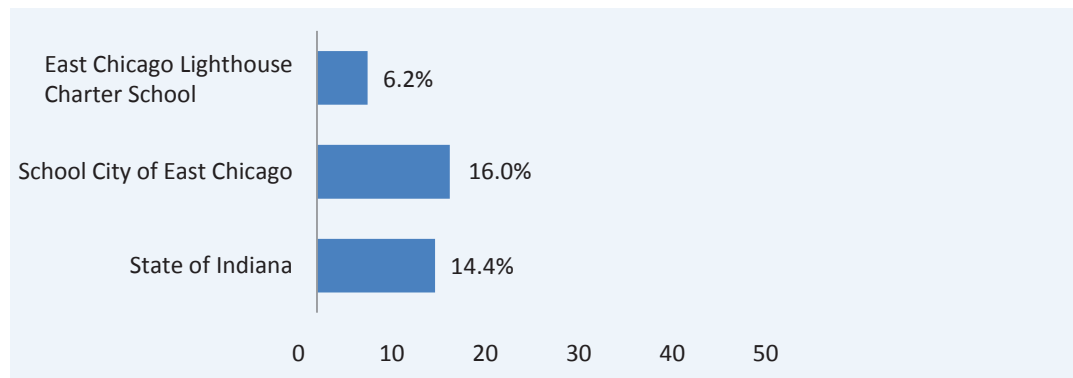


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: **Attendance Rates**

Academic Year	East Chicago Lighthouse Charter School	School City of East Chicago	Indiana
2009-10	96.16%	93.7%	96.3% (Preliminary)

Data Source: Indiana Department of Education

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

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		East Chicago Lighthouse	City	Indiana	East Chicago Lighthouse	City	Indiana	East Chicago Lighthouse	City	Indiana
3	46	59%	70%	80%	59%	57%	77%	43%	52%	71%
4	50	54%	70%	78%	70%	59%	76%	48%	52%	69%
5	49	49%	47%	72%	77%	43%	81%	49%	33%	68%
6	28	53%	55%	74%	78%	54%	78%	50%	42%	67%
7	27	48%	55%	73%	81%	37%	74%	44%	30%	65%

Table Y-3: **PL 221**

ACADEMIC PROGRESS	
Performance: 62.5%	Improvement: 9.3%

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

OVERALL DETERMINATION: NO			ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
Black	No	Yes	Yes	Yes
Hispanic	Yes	Yes	Yes	Yes
Free/Reduced Lunch	Yes	Yes	Yes	Yes
LEP	Yes	Yes	Yes	Yes

Data Source: Indiana Department of Education

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

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
315	64%	231	51.5%	315	68%

Data Source: NWEA



Constituent Surveys

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

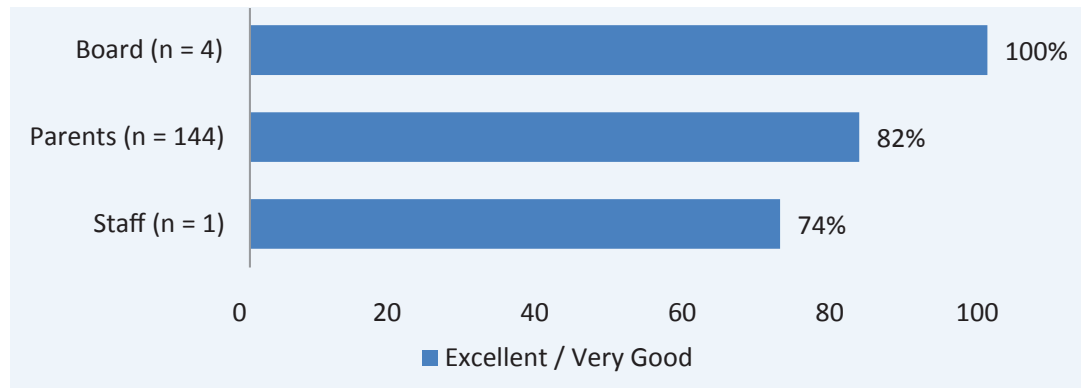


Figure Z-2: How would you compare the overall quality of education to that of other schools?

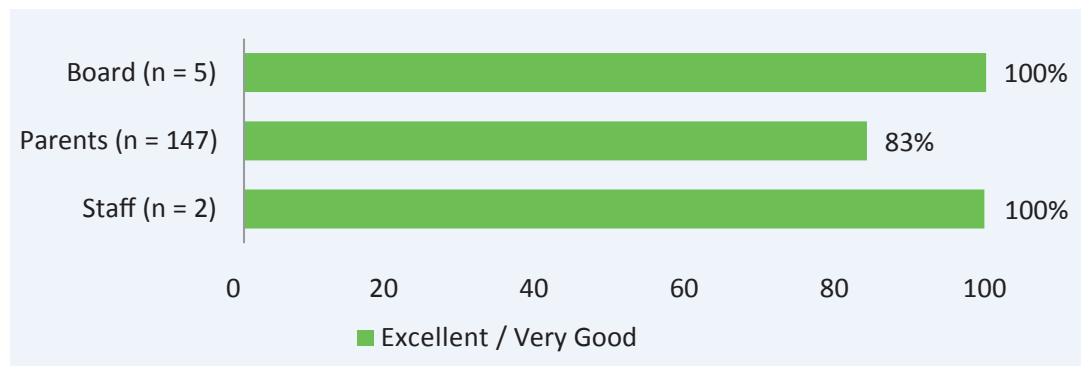
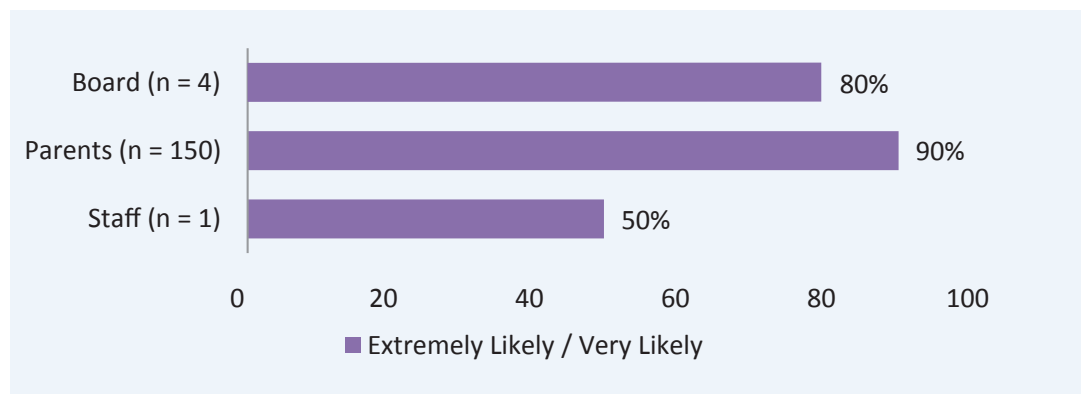


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?







EAST CHICAGO URBAN ENTERPRISE ACADEMY *of* BSU Charter Schools

“A Different Kind of Public School”

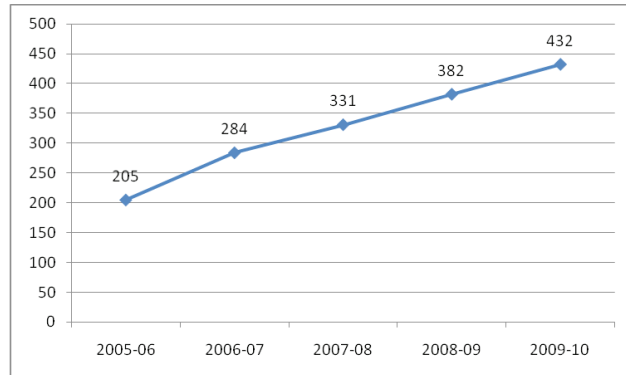


1402 E. Chicago Avenue
 East Chicago, IN 46312
 (219) 392-3650

www.ecueacademy.org

Grades ServedK-8

Enrollment History



Year Opened: 2005-2006

Final Year in Current Contract: 2012-2013

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 from beginning to end.

Educational Program

East Chicago Urban Enterprise Academy utilizes Core Knowledge, Open Court Reading, Saxon math, and McDougall Littell Middle School Curriculum. 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.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Increase focus on English Language Arts specifically writing.

GOAL 2: Continue differentiated instruction throughout all subjects.

GOAL 3: Analyze data from NWEA subgroup information to drive all instruction, including differentiated groups.

GOAL 4: Implement the school improvement plan created last year.

GOAL 5: Target students ranking in the bottom thirty-five percent on NWEA and who do not pass ISTEP+ in spring 2010.

GOAL 6: Increase performance on ISTEP+ in spring 2011 and NWEA growth targets.

What are the implementation steps for achieving these goals?

Participate in the school improvement process with the Indiana Student Achievement Institute.

Utilize the guided reading leveled library for D.I. groups.

Create writing portfolios for all students to be assessed quarterly by teachers.

Ensure that all English/language arts instructors are trained to implement 6 Traits+ program.

Create action plans for classrooms targeting areas of deficits as well as individual action plans for students ranking in the bottom thirty-five percent and below.



Demographic Summary

East Chicago Urban Enterprise Academy (ECUEA) serves a primarily minority population in grades K-8 in the East Chicago area. ECUEA has fifty-seven percent black, thirty-six percent Hispanic, and seven percent multiracial. Seventy nine percent of ECUEA students receive free/reduced cost lunches.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

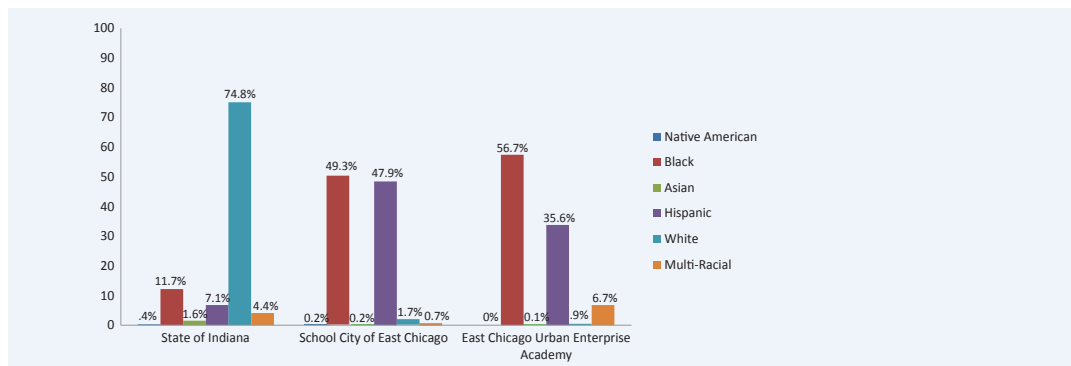


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

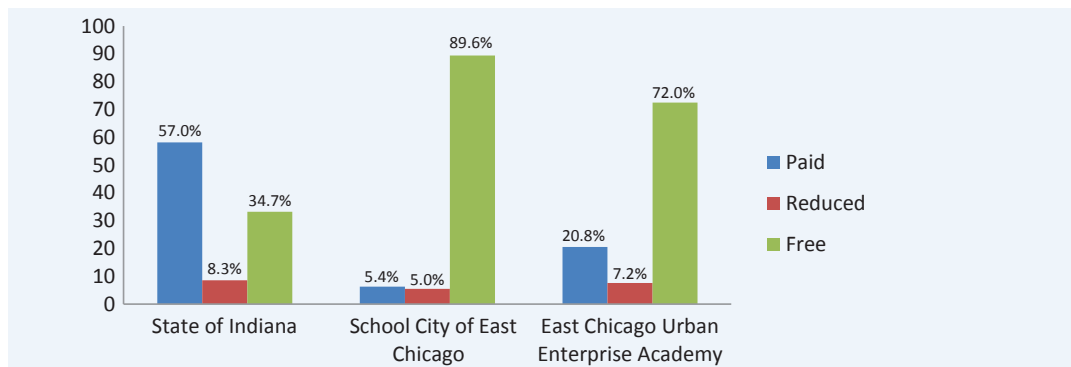
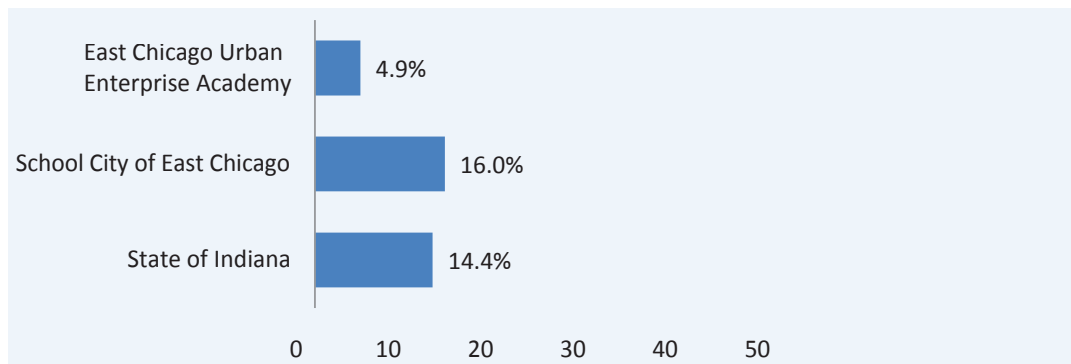


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	East Chicago Urban Enterprise Academy	School City of East Chicago	Indiana
2009-10	94.13%	93.7%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		East Chicago Urban Enter.	E. Chi	Indiana	East Chicago Urban Enter.	E. Chi	Indiana	East Chicago Urban Enter.	E. Chi	Indiana
3	52	88%	70%	80%	90%	57%	77%	83%	52%	71%
4	52	79%	70%	78%	60%	59%	76%	50%	52%	69%
5	48	71%	47%	72%	87%	43%	81%	69%	33%	68%
6	49	83%	55%	74%	82%	54%	78%	75%	42%	67%
7	37	59%	55%	73%	57%	37%	74%	40%	30%	65%
8	38	63%	49%	71%	50%	44%	74%	45%	36%	64%

Table Y-3: PL 221

ACADEMIC PROGRESS	
Performance: 74.3%	Improvement: 1.7%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO			ATTENDANCE: NO	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
Black	Yes	Yes	Yes	Yes
Hispanic	Yes	Yes	Yes	Yes
Free/Reduced Lunch	Yes	Yes	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
320	49%	313	52%	321	58%

Data Source: NWEA



Constituent Surveys

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

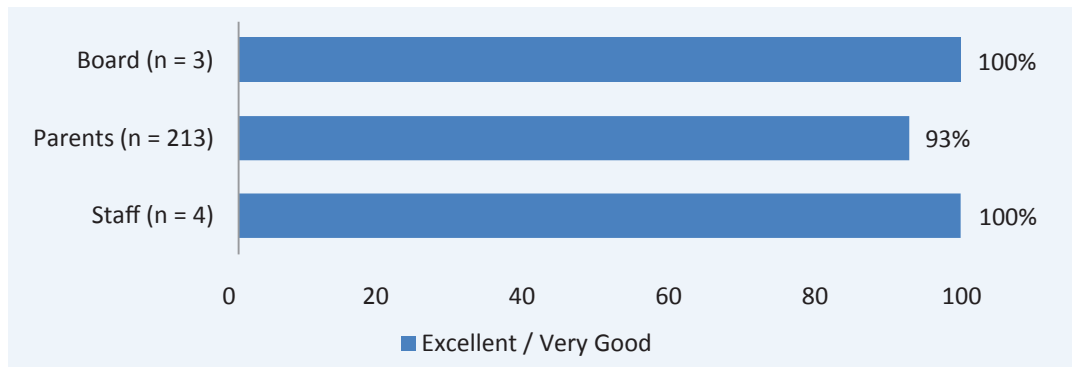
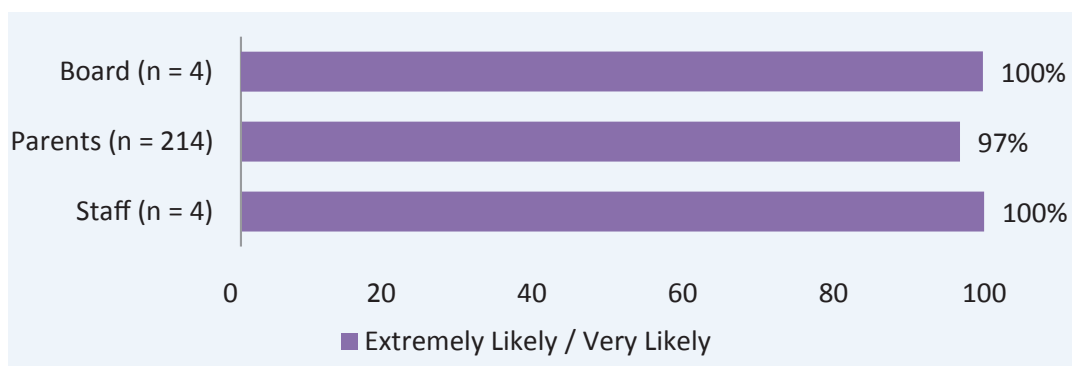


Figure Z-2: How would you compare the overall quality of education to that of other schools?



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







GARY LIGHTHOUSE CHARTER SCHOOLS *of* BSU Charter Schools

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



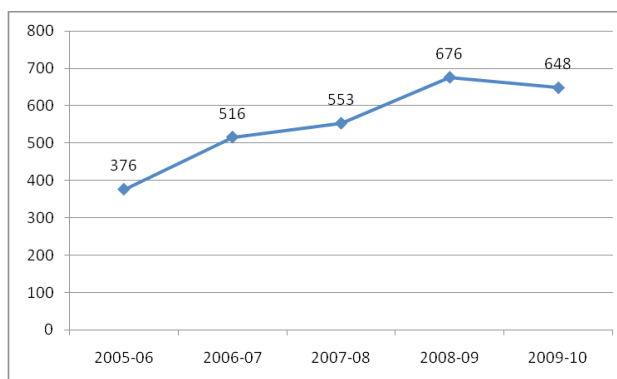
Gary Lower Academy
Grades: K - 7
1775 W. 41st Avenue
Gary, IN 46408
(219) 880-1762

Gary Upper Academy
Grades: 8 - 9
3201 Pierce Street
Gary, IN 46408
(219) 884-2407

www.lighthouse-academies.org

Grades ServedK-9

Enrollment History



Year Opened: 2005-2006

Final Year in Current Contract: 2011-2012

Mission

The mission of Gary Lighthouse Charter School is to prepare students for college through a rigorous arts-infused program.

Educational Program

Gary Lighthouse Charter School believes the academic and social curricula are equally important and that the arts are a means to leverage student achievement. A college focus permeates the school culture. Responsive Classroom, Developmental Designs for Middle School, and an advisory model to develop character are components of the educational program. Rooting itself in Indiana standards, GLCS also uses high-quality research-based curricular programs, including Open Court Reading, Saxon Math, FOSS, Pearson Core Knowledge, as well as varied instructional frameworks such as Understanding by Design and readers/writers’ workshop to teach core content areas. Lighthouse Academies supports the work of its schools by providing professional development for teachers and leaders along with school-site visits for feedback and oversight.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Increase the rigor of the standards-based instruction and assessment.

GOAL 2: Improve the quality of work expected from students.

GOAL 3: Increase the frequency of progress monitoring around data-driven instruction.

What are the implementation steps for achieving these goals?

Center professional development around curriculum mapping and vertical planning.

Analyze the ACT and college readiness standards to guide instruction and assessment.

Develop consistent study skills to be taught across grade levels.

Use a standard writing rubric consistently across the content areas.

Implement Acuity and interim assessments along with in-depth analysis four-to-six times a year.



Demographic Summary

Gary Lighthouse Charter School serves a student population of 648 students that is ninety-nine percent black, with eighty-eight percent of students qualifying for free/reduced cost lunches.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

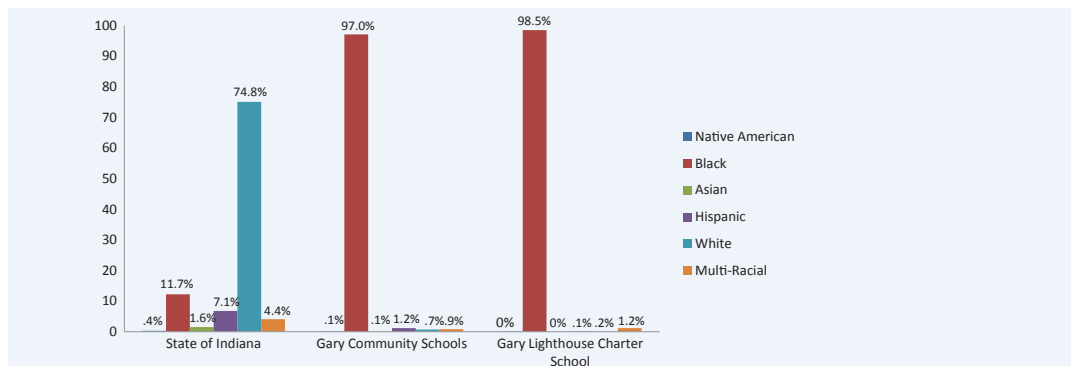


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

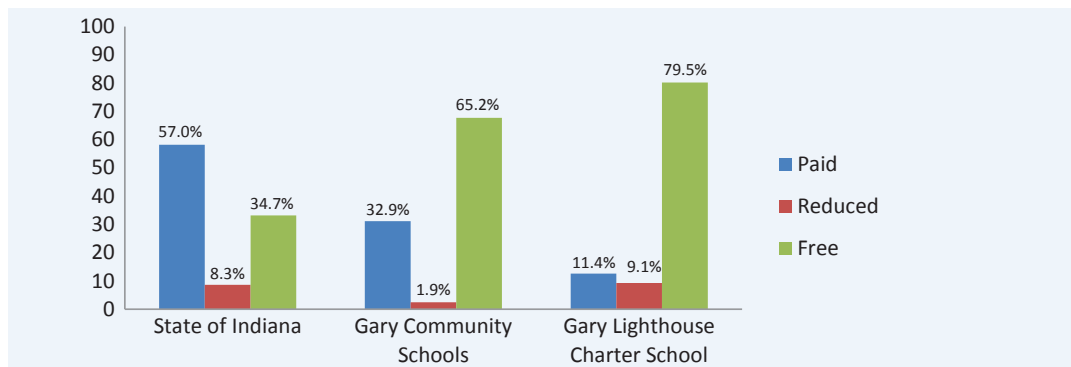
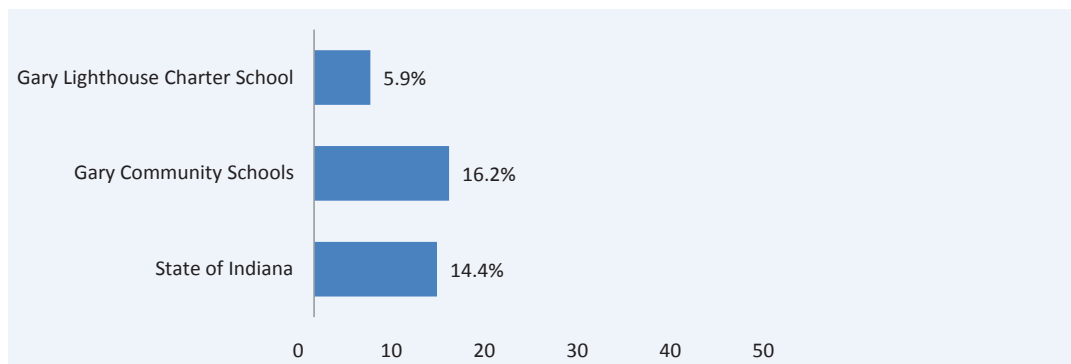


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Gary Lighthouse Charter School	Gary Community Schools	Indiana
2009-10	95.55%	96.7%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Gary Lighthouse	Gary	Indiana	Gary Lighthouse	Gary	Indiana	Gary Lighthouse	Gary	Indiana
3	68	79%	70%	80%	75%	64%	77%	70%	58%	71%
4	74	72%	64%	78%	70%	57%	76%	58%	50%	69%
5	74	46%	52%	72%	70%	65%	81%	39%	47%	68%
6	45	60%	61%	74%	82%	62%	78%	58%	49%	67%
7	67	40%	36%	73%	67%	32%	74%	34%	23%	65%
8	52	36%	37%	71%	44%	31%	74%	29%	24%	64%

Table Y-2A: Percentages Passing Core 40 End of Course Assessments

Academic Year	Course Title	Percent Passing	Indiana
2009-10	Algebra I	15.49%	61%

Data Source: Indiana Department of Education

Table Y-3: PL 221

ACADEMIC PROGRESS	
Performance: 62.6%	Improvement: 8.9%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES		ATTENDANCE: YES		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
Black	Yes	Yes	Yes	Yes
Free/Reduced Lunch	Yes	Yes	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
543	60%	433	55%	541	61%

Data Source: NWEA



Constituent Surveys

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

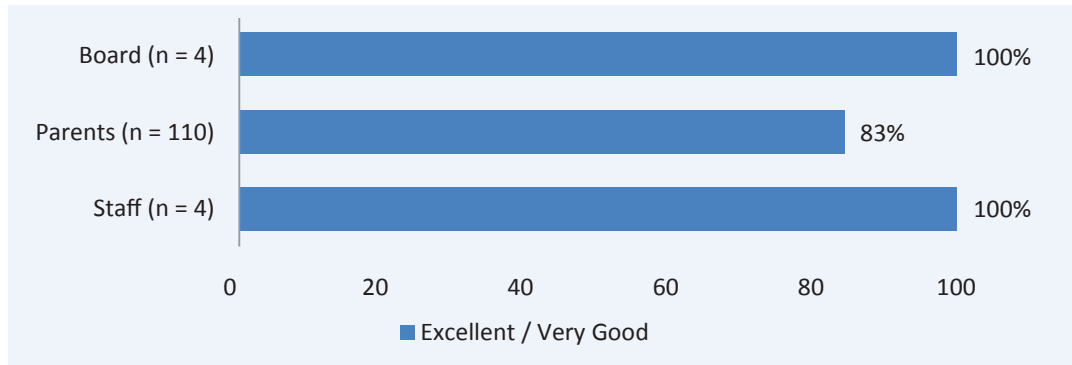


Figure Z-2: **How would you compare the overall quality of education to that of other schools?**

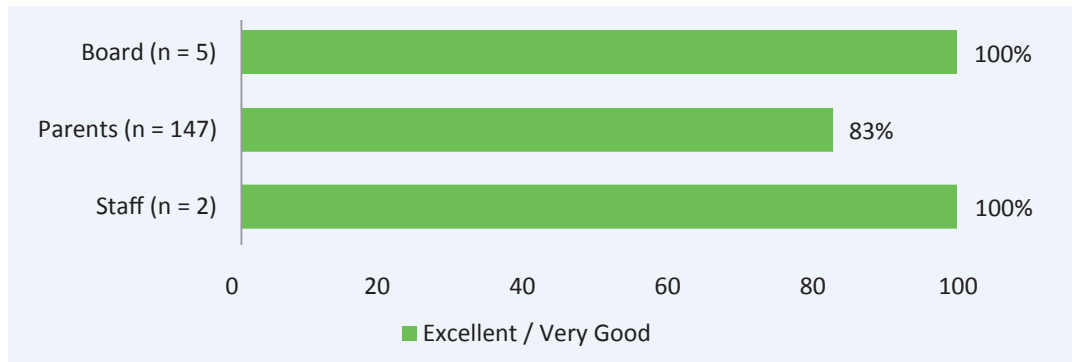
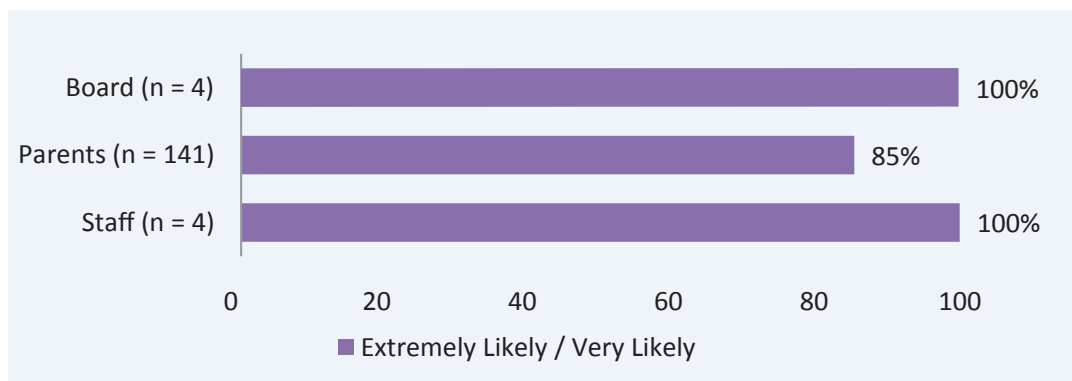


Figure Z-3: **How likely are you to...Recommend the school/Continue at the school/Increase support to your school?**







KIPP LEAD COLLEGE PREPARATORY ACADEMY *of* BSU Charter Schools

“There are no shortcuts.”

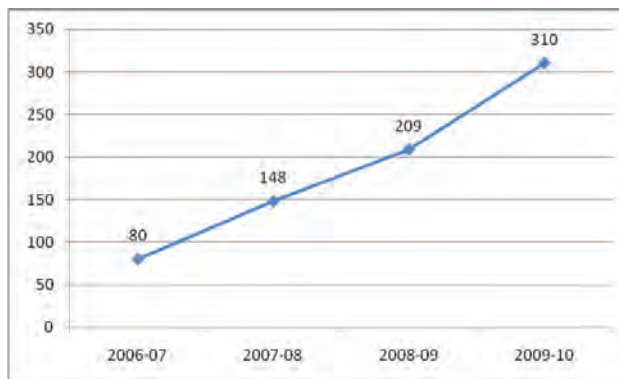


6060 Miller Street
 Gary, IN 46403
 (219) 979-9236

www.kipplead.org
www.kipp.org

Grades Served 5-8

Enrollment History



Year Opened: 2006-2007
 Final Year in Current Contract: 2012-2013

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). The national network consists of ninety-nine schools which prepare 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 sixty percent more than their counterparts in traditional public schools. The goal for every student, regardless of demographics, is college.



School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Achieve exceptional student growth and performance for all students through a focus on literacy and targeted interventions.

GOAL 2: Prepare students for success through active engagement of families and community.

What are the implementation steps for achieving these goals?

Target daily reading interventions for all students.

Participate in the IDOE Acuity Assessment System to guide instruction.

Administer the NWEA three times to drive instruction and create targeted instructional groups.

Host Career Days and monthly Leadership Speaker Series where community members, including board members and parents, are invited to share with students the path to leadership.

Demographic Summary

Ninety-seven percent of students are black, two percent identify as multiracial and one percent is Latino. Seventy-five percent qualify for free lunch and ten percent qualify for reduced-price lunch. About six percent of students are special education students.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

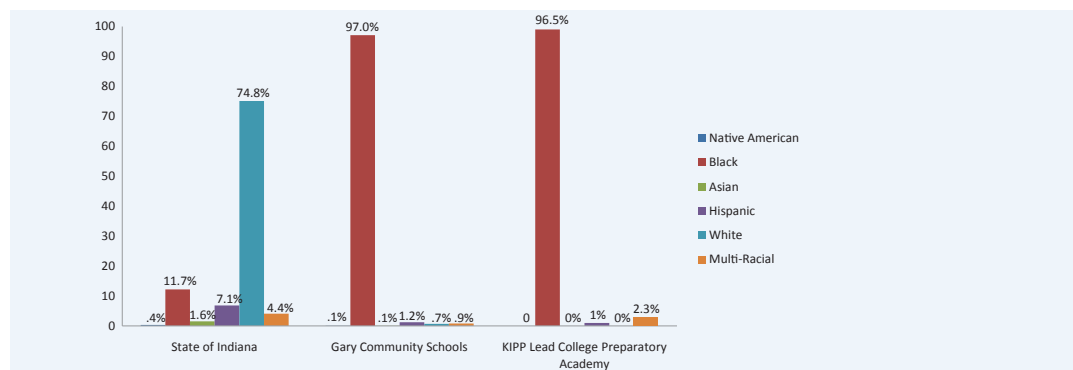


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

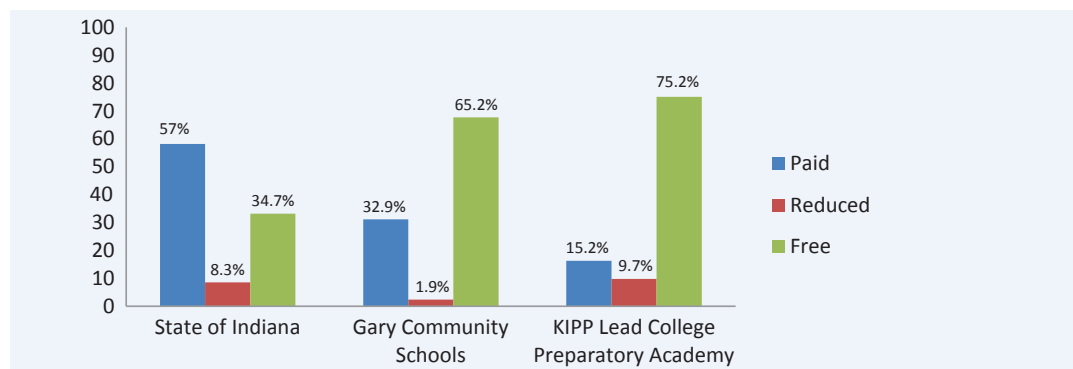
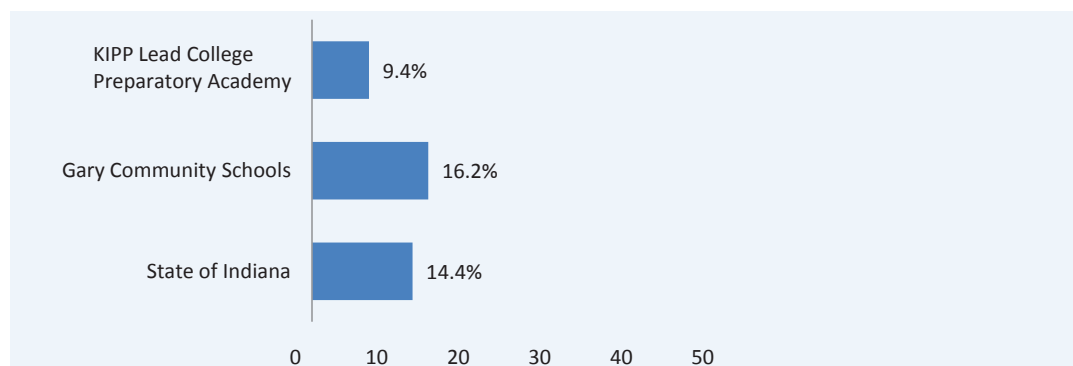


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Kipp Lead College Preparatory Academy	Gary Community Schools	Indiana
2009-10	93.49%	96.7%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Kipp Lead	Gary	Indiana	Kipp Lead	Gary	Indiana	Kipp Lead	Gary	Indiana
5	77	44%	52%	72%	62%	65%	81%	39%	47%	68%
6	65	40%	61%	74%	23%	62%	78%	12%	49%	67%
7	83	48%	36%	73%	53%	32%	74%	40%	23%	65%
8	76	35%	37%	71%	55%	31%	74%	31%	24%	64%

Table Y-3: PL 221

ACADEMIC PROGRESS	
Performance: 47.2%	Improvement: 5.4%

Table Y-4: Adequate Yearly Progress

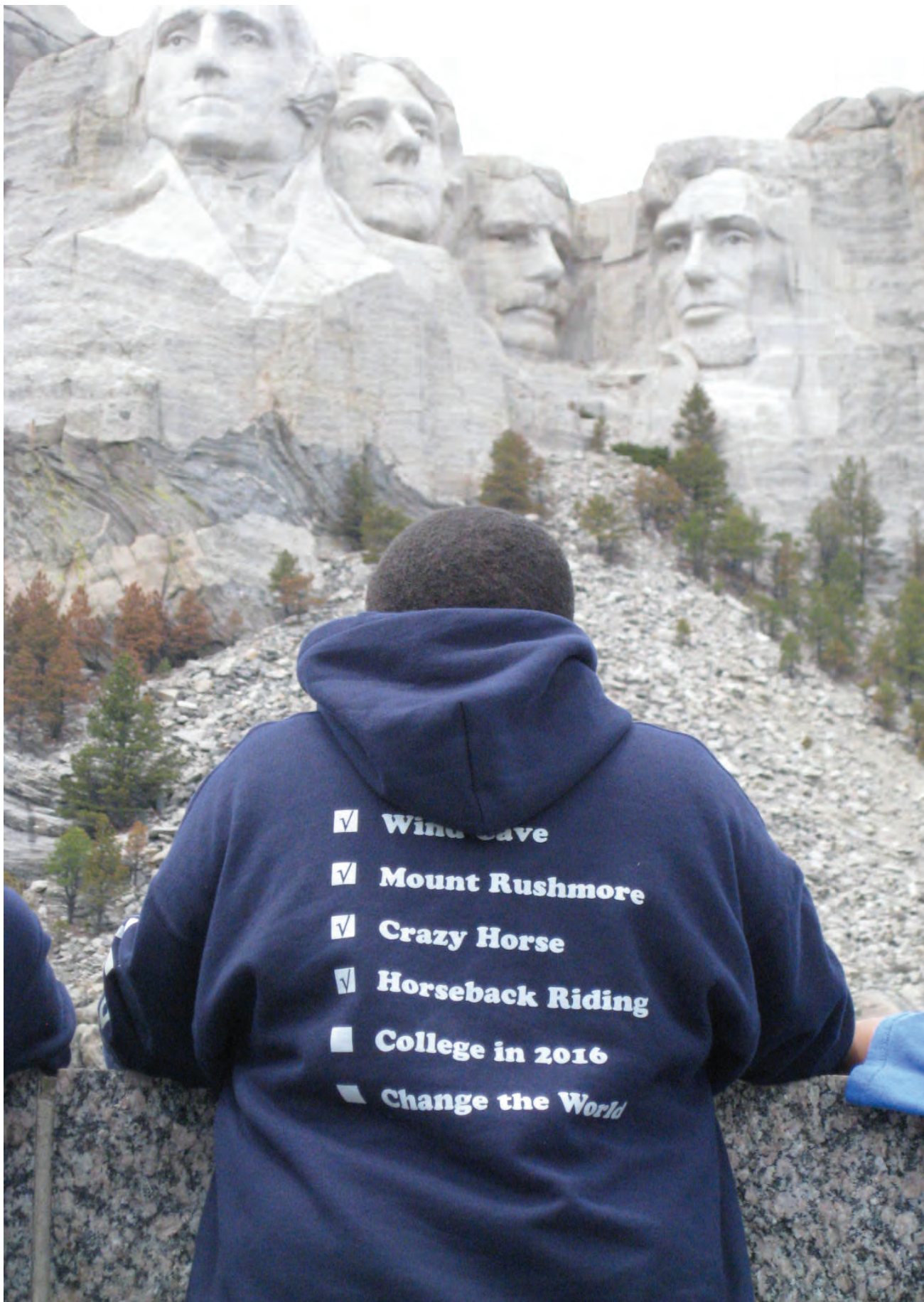
OVERALL DETERMINATION: NO		ATTENDANCE: NO		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	No	No	Yes	Yes
Black	No	No	Yes	Yes
Free/Reduced Lunch	No	No	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
250	48%	253	40%	241	43%

Data Source: NWEA



Constituent Surveys

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

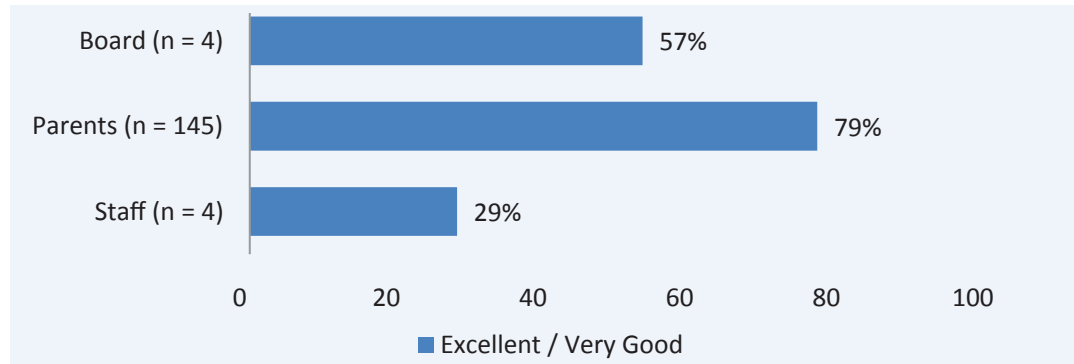


Figure Z-2: How would you compare the overall quality of education to that of other schools?

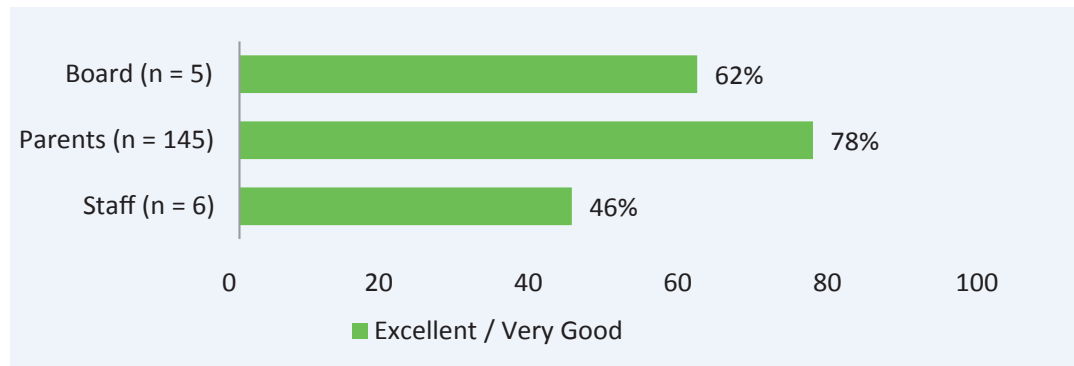
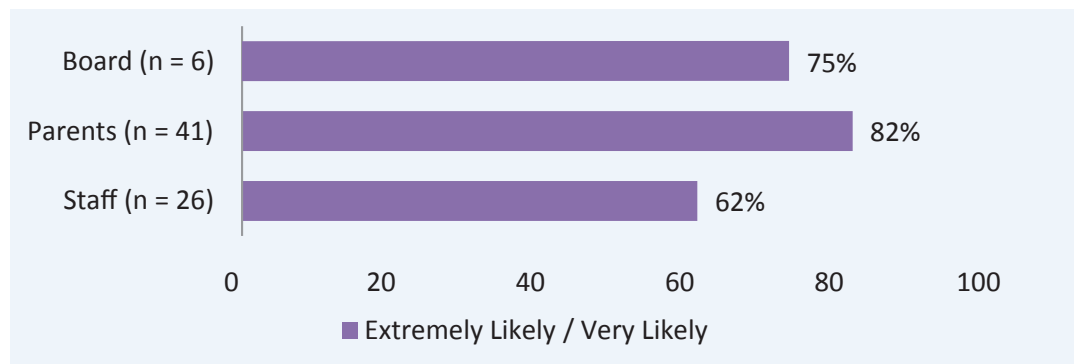


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?







RENAISSANCE ACADEMY *of* BSU Charter Schools

“Belong - Believe - Achieve”

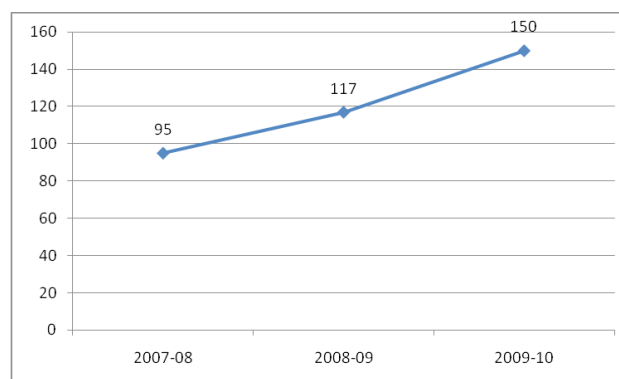


4093 West U.S. 20
LaPorte, IN 46350
(219) 878-8711

www.rschool.net

Grades ServedK-8

Enrollment History



Year Opened: 2007-2008

Final Year in Current Contract: 2011-2012

Mission

The mission of Renaissance Academy Charter School is to help every child reach his or her greatest potential with confidence and joy. Kindergarten to eighth-grade students realize this mission in a small school that provides a supportive community atmosphere. A rigorous academic program, based in the Montessori philosophy of education, supports student exposure to a variety of enrichment classes and extracurricular experiences.

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.



School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Surpass state passing ISTEP averages in all grades.

GOAL 2: Improve facility and grounds to meet the needs of an expanding student population.

What are the implementation steps for achieving these goals?

Continue individualized curricular adjustments and small-group or one-on-one teaching as needed.

Train teachers to use all data available to improve each child's learning progress.

Remodel and add classroom space to improve facilities.

Improve outdoor education and recreation areas.

Demographic Summary

The unique location of Renaissance Academy Charter School in LaPorte, but geographically within the Michigan City Area Schools district, curiously impacts demographics. Seventy-five percent of Renaissance Academy Charter School students are white, a percentage higher than the Michigan City Area Schools district (fifty-three percent) and lower than the nearby LaPorte School Corporation (eighty-three percent). Few of Renaissance Academy Charter School students (eleven percent) are eligible for free/reduced cost lunches as compared to LaPorte (forty-six percent) and Michigan City (sixty-three percent). Ten percent of students are in need of special education services.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

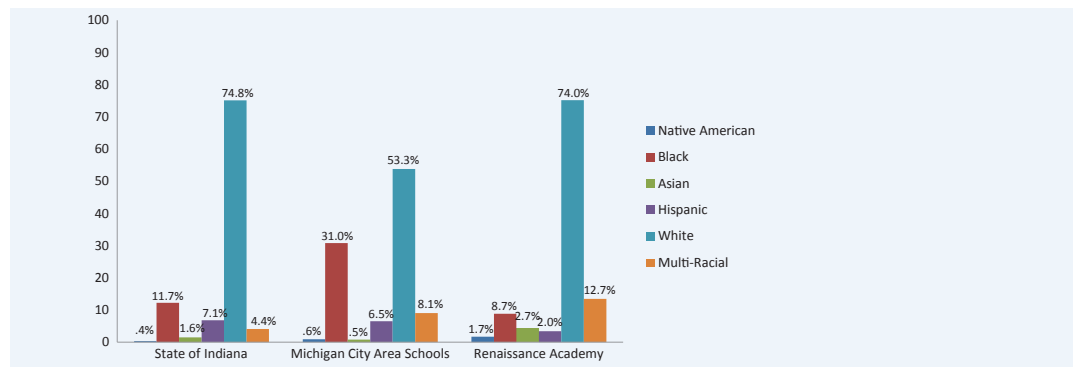


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

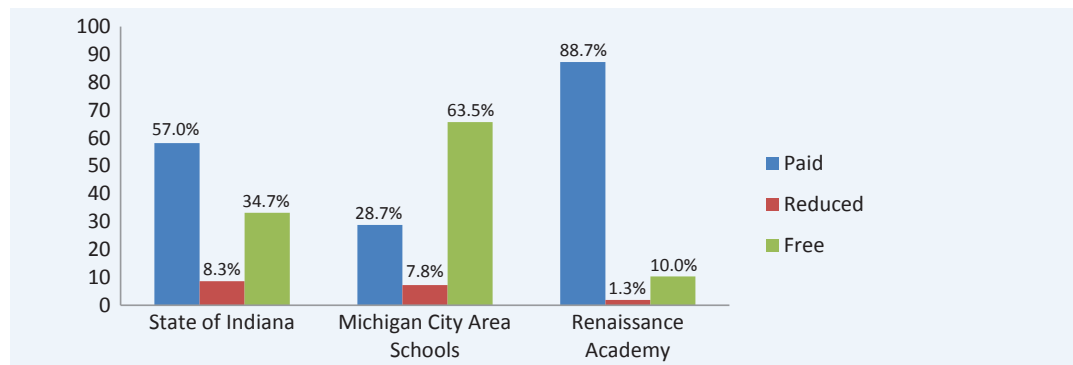
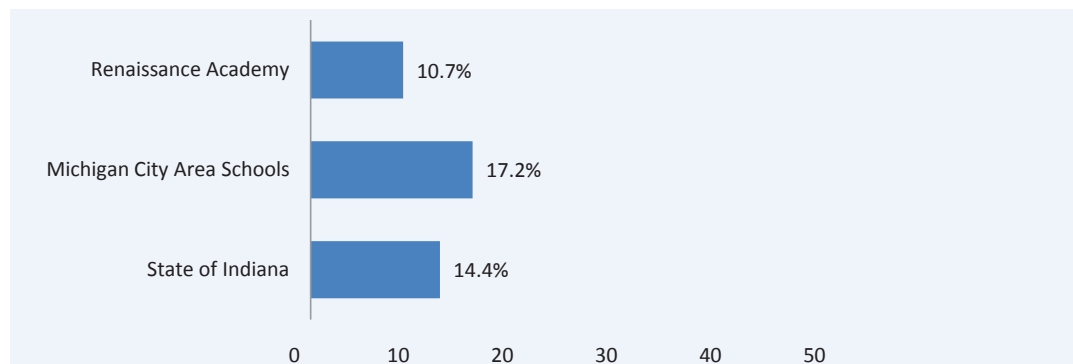


Figure X-3: Percentages of Students in Special Education





Constituent Surveys

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

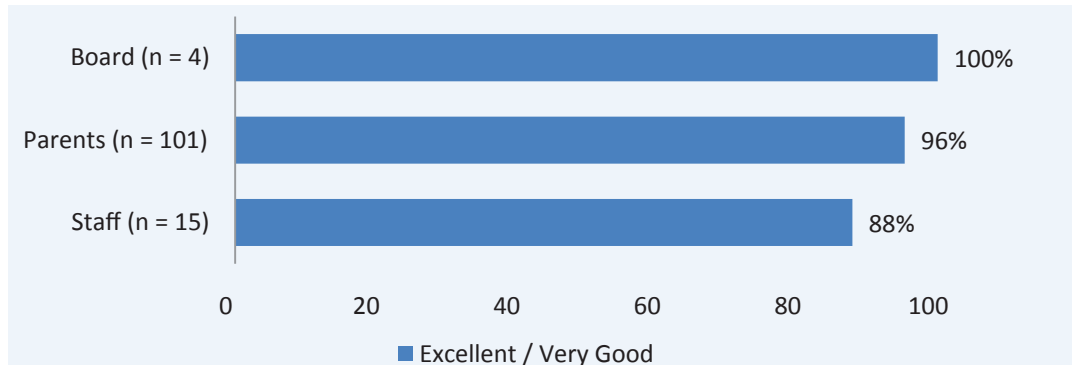


Figure Z-2: How would you compare the overall quality of education to that of other schools?

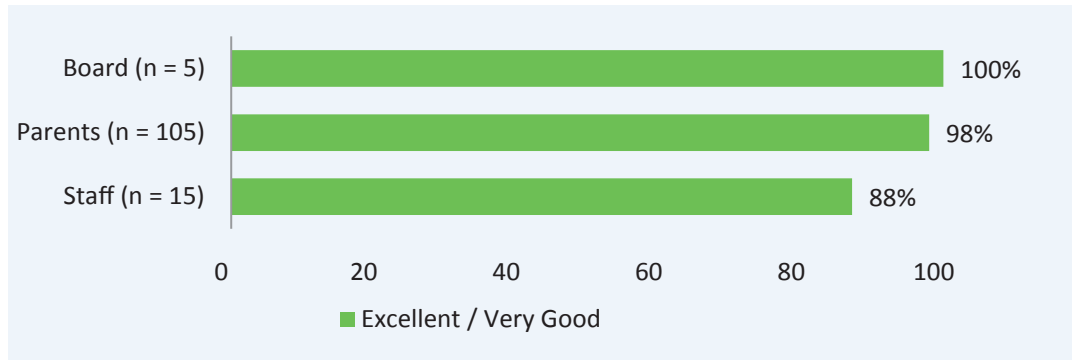
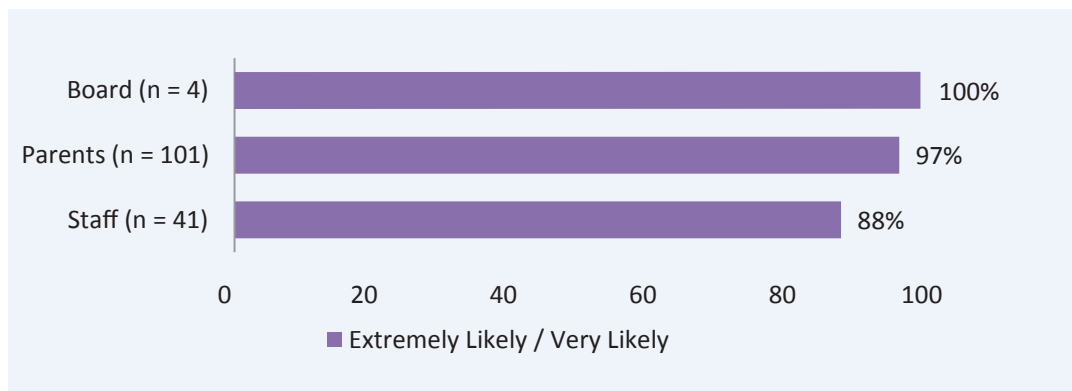


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?







THEA BOWMAN LEADERSHIP ACADEMY *of* BSU Charter Schools

“One who learns, leads.”

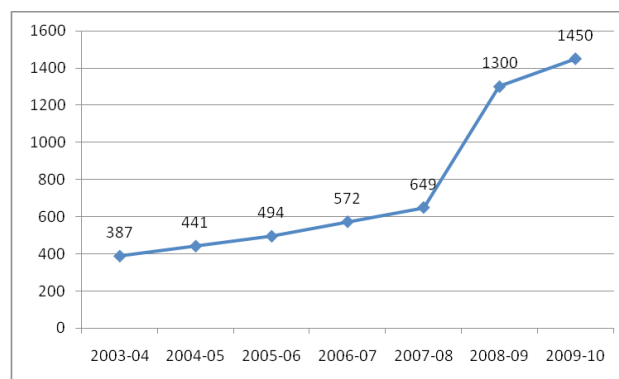


975 W. 6th Avenue
Gary, IN 46402
(219) 883-4826

www.theabowmanleadershipacademy.org

Grades ServedK-12

Enrollment History



Year Opened: 2003-2004

Final Year in Current Contract: 2009-2010

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.



School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Improve student ISTEP+ and ECA performance in English/Language arts, and math.

GOAL 2: Increase parental involvement.

GOAL 3: Encourage a more rigorous curriculum.

What are the implementation steps for achieving these goals?

Implement Study Island, a web-based skills practice program for grades 2-10.

Continue required reading program for grades 3-12.

Continue small group classroom instruction.

Offer professional development for continued improvement.

Support parent/teacher/community organization.

Host family nights focusing on reading, math, and writing.

Establish a parent resource center.

Establish online parent resources.

Increase student participation in AP, dual credit, and honors courses.

Demographic Summary

Thea Bowman is a K-12 school with a 2009-2010 enrollment of 1450. 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.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

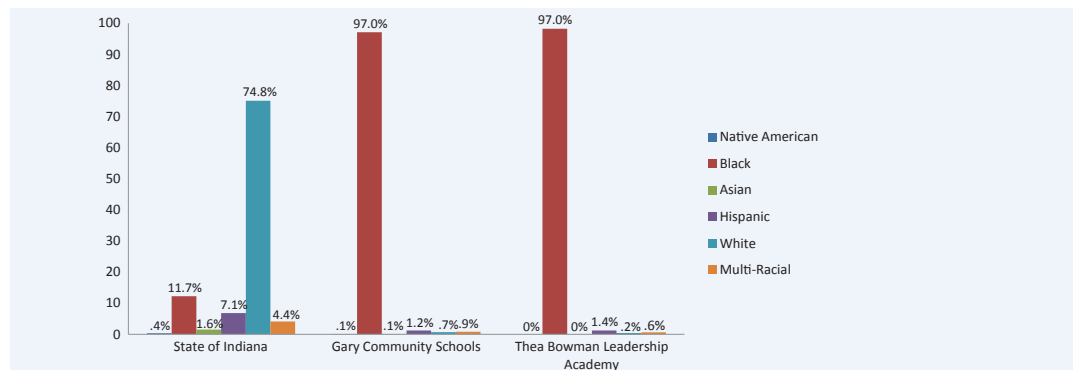


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

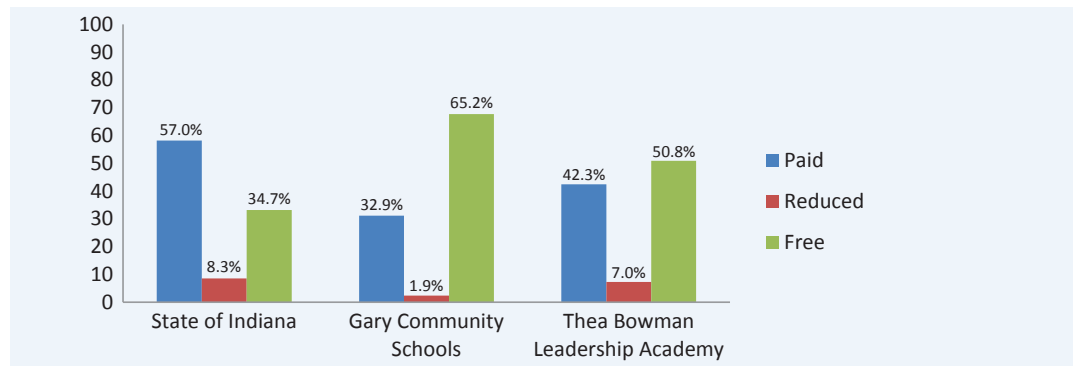
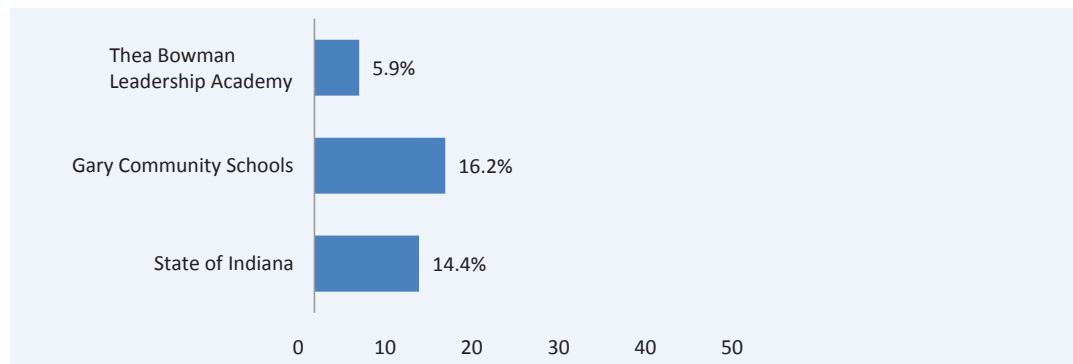


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Thea Bowman Leadership Academy	Gary Community Schools	Indiana
2009-10	97.28%	96.7%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Thea Bowman	Gary	Indiana	Thea Bowman	Gary	Indiana	Thea Bowman	Gary	Indiana
3	100	73%	70%	80%	76%	64%	77%	63%	58%	71%
4	102	70%	64%	78%	68%	57%	76%	57%	50%	69%
5	95	68%	52%	72%	70%	65%	81%	59%	47%	68%
6	103	70%	61%	74%	73%	62%	78%	63%	49%	67%
7	122	86%	36%	73%	78%	32%	74%	75%	23%	65%
8	124	78%	37%	71%	71%	31%	74%	69%	24%	64%

Table Y-2A: Percentages Passing Core 40 End of Course Assessments

Academic Year	Course Title	Percent Passing	Indiana
2009-10	English 10	38.02%	63%
2009-10	Algebra I	19.74%	61%

Data Source: Indiana Department of Education

Table Y-2B: Four-Year Cohort Graduation Rate

Graduation Rate	Core 40 Diploma	General Diploma	Academic Honors Diploma
84.9%	75.2%	0	24.8%

Data Source: Indiana Department of Education

Table Y-3: **PL 221**

EXEMPLARY	
Performance: 67.3%	Improvement: 12.6%

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

OVERALL DETERMINATION: NO		ATTENDANCE: YES	
PERFORMANCE		PARTICIPATION	
	English	Math	
	English	Math	
All Students	Yes	No	Yes
Black	Yes	No	Yes
Free/Reduced Lunch	Yes	No	Yes
Special Ed	No	Yes	Yes

Data Source: Indiana Department of Education

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

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
853	49%	809	55%	631	44%

Data Source: NWEA

Constituent Surveys

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

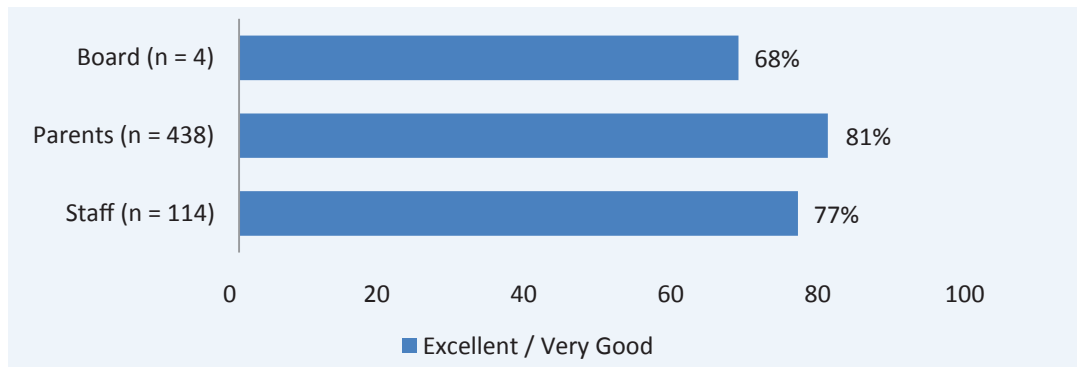


Figure Z-2: How would you compare the overall quality of education to that of other schools?

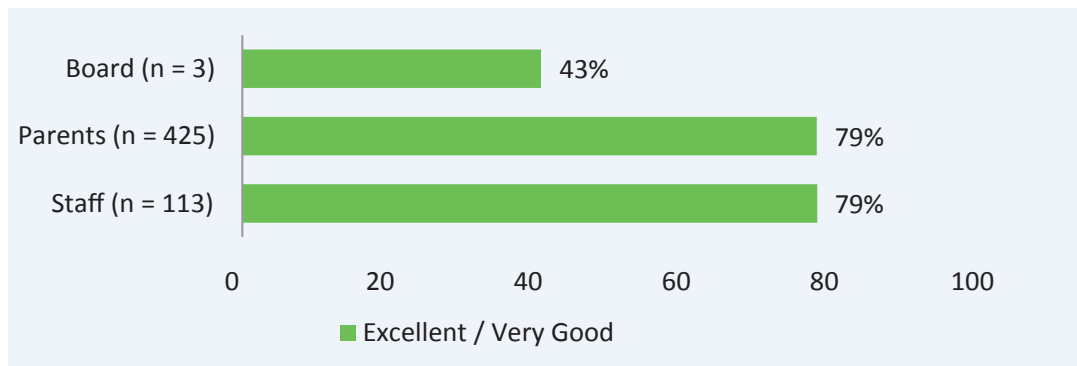
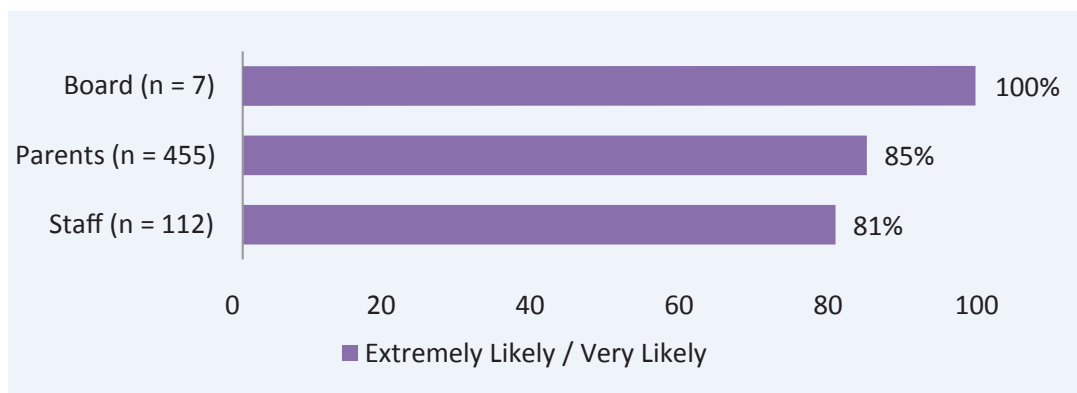


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?







VERITAS ACADEMY *of* BSU Charter Schools

“A Classical Education for Today’s Child”

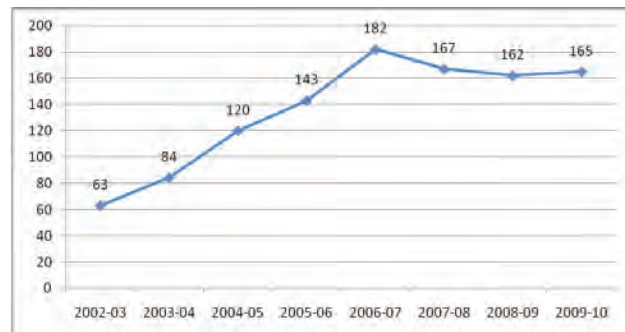


530 East Ireland Road
South Bend, IN 46617
(574) 287-3220

www.veritasacademy.us

Grades ServedK-8

Enrollment History



Year Opened: 2002-2003

Final Year in Current Contract: 2012-2013

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.

Educational Program

The educational program at Veritas Academy allows students ownership of education and co-authorship of individual education growth plans. Experiential education and innovative instructional methods are tools used to accommodate a wide variety of learning styles. Varied assessments are the driving force for differentiated instruction, which is central to the educational program at Veritas.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Improve the passing rate of minority students receiving free and reduced cost lunches.

GOAL 2: Revamp discipline policy.

GOAL 3: Improve classroom management strategies.

GOAL 4: Develop family educational and participation programs.

GOAL 5: Build school pride.

What are the implementation steps for achieving these goals?

Apply for and receive school-wide Title I status.

Develop a progressive discipline plan and social skills education.

Implement a Behavior/Academic Three Tiered RTI plan.

Partner with community organizations to provide families with literacy skills, parenting skills, and curriculum education.

Gear supplemental curriculum/instruction toward building vocabulary skills.

Initiate language arts curriculum mapping.

Develop a mentoring program for identified students.

Focus professional development for teachers on literacy.

Develop and implement a high-ability program.

Integrate technology into every classroom.

Analyze and adjust school improvement plan to meet Veritas' needs.

Implement a school-wide writing program.

Continue differentiated instruction.



Demographic Summary

Veritas Academy is located in the Northern Indiana region and serves a diverse student population that mirrors the community. The demographic makeup consists of forty-four percent white, twenty-six percent black, fifteen percent multiracial, thirteen percent Hispanic, and one percent Asian. The percentage of students qualifying for free/reduced cost lunches is sixty-four percent of the population, the percentage of students in special education is seventeen percent.

Student Demographics

Figure X-1 Race/Ethnicity Percentages

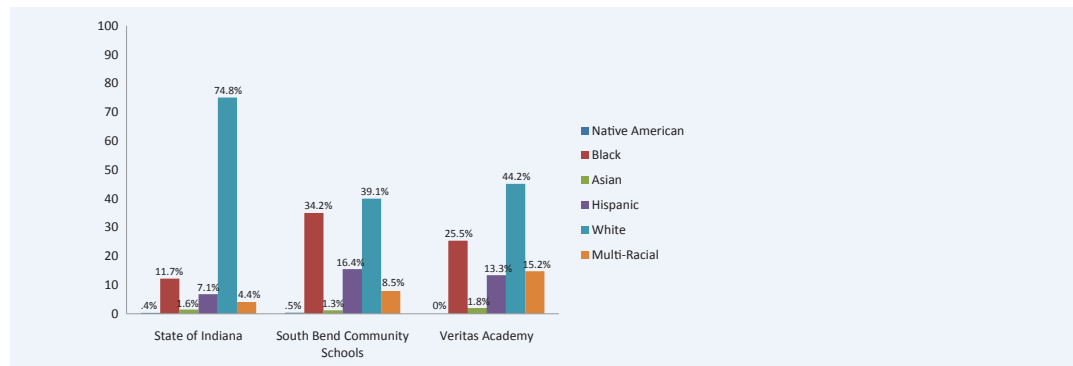


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

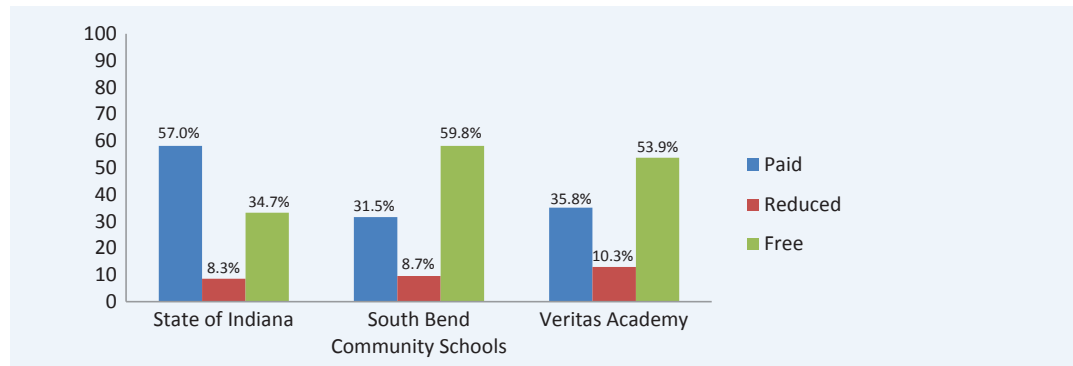
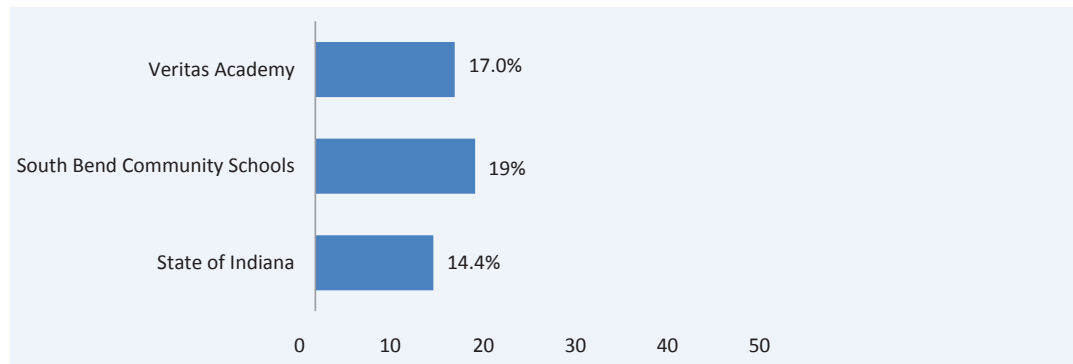


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: **Attendance Rates**

Academic Year	Veritas Academy	South Bend Community Schools	Indiana
2009-10	95.52%	95.04%	96.3% (Preliminary)

Data Source: Indiana Department of Education

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

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Veritas Academy	South Bend	Indiana	Veritas Academy	South Bend	Indiana	Veritas Academy	South Bend	Indiana
3	18	22%	66%	80%	33%	63%	77%	17%	55%	71%
4	27	59%	65%	78%	48%	58%	76%	37%	51%	69%
5	18	61%	51%	72%	67%	57%	81%	50%	43%	68%
6	18	89%	59%	74%	78%	62%	78%	72%	49%	67%
7	17	41%	61%	73%	41%	60%	74%	29%	51%	65%
8	18	44%	55%	71%	39%	58%	74%	28%	46%	64%

Table Y-3: **PL 221**

ACADEMIC PROGRESS	
Performance: 54%	Improvement: 9.4%

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

OVERALL DETERMINATION: NO		ATTENDANCE: YES		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	No	No	Yes	Yes
White	Yes	Yes	Yes	Yes
Free/Reduced	No	No	Yes	Yes

Data Source: Indiana Department of Education

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

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
149	72%	100	62%	149	70%

Data Source: NWEA



Constituent Surveys

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

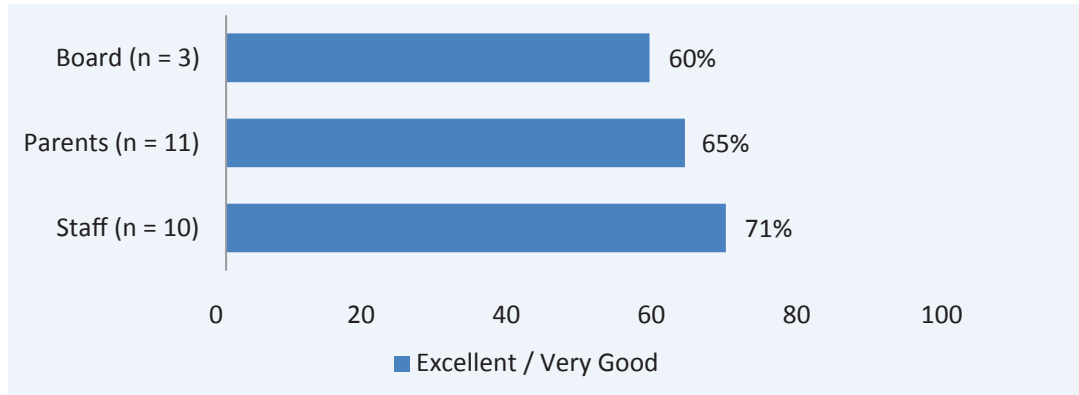


Figure Z-2: **How would you compare the overall quality of education to that of other schools?**

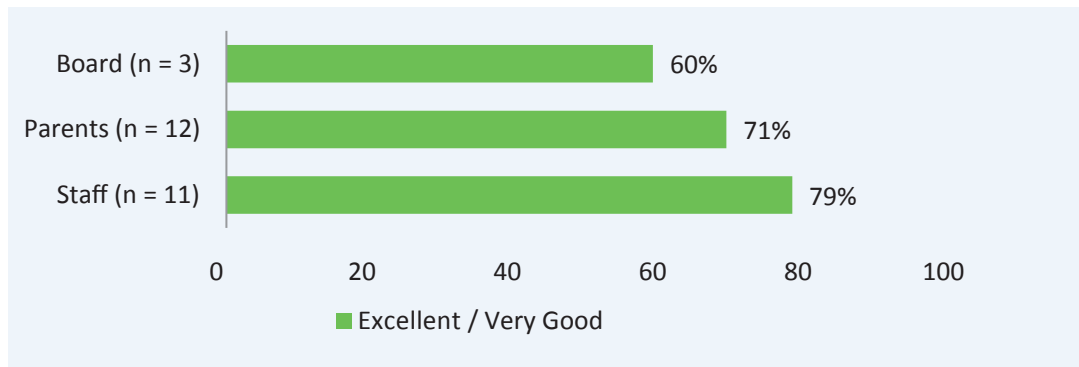
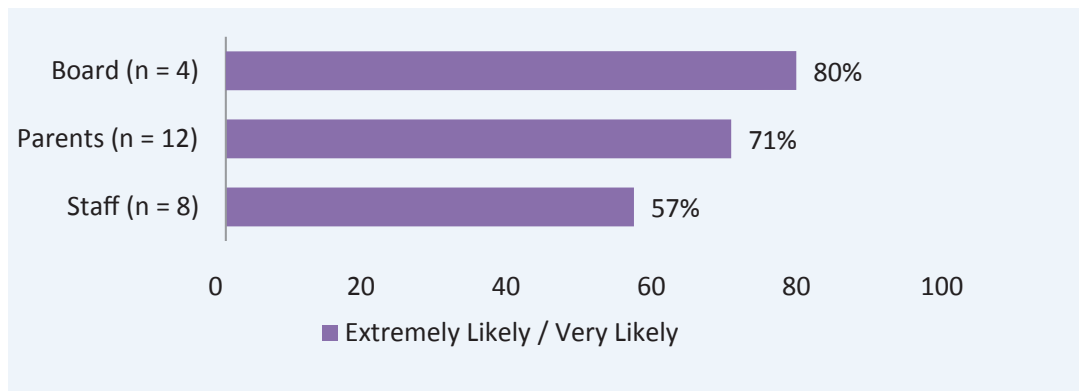


Figure Z-3: **How likely are you to...Recommend the school/Continue at the school/Increase support to your school?**







WEST GARY LIGHTHOUSE CHARTER SCHOOL *of* BSU Charter Schools

“We prepare students for college through a rigorous arts-infused program.”

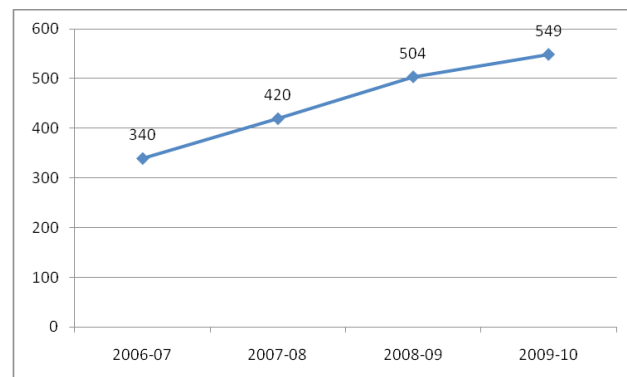


725 Clark Road
Gary, IN 46406
(219) 977-9583

www.lighthouse-academies.org

Grades ServedK-8

Enrollment History



Year Opened: 2006-2007

Final Year in Current Contract: 2012-2013

Mission

West Gary Lighthouse Charter School’s mission is to prepare students for college through a rigorous arts-infused program.

Educational Program

The instructional methods of WGLCS teachers are varied to ensure that the needs of all students are met through arts infusion, Responsive Classroom and Developmental Designs for Middle School principles, and data-driven differentiated instruction. The school model is based on the five ideas that together form the Lighthouse Cycle of Success:

- Arts engage students
- Engagement leads to higher levels of achievement
- Achievement increases expectations; higher expectations, in turn, further engage everyone
- Engaged students benefit from extra time in school
- Visionary leadership makes these pieces fit together

Additionally, the curriculum consists of Saxon Math, Open Court Reading, Pearson Social Studies, and a combination of FOSS and Prentice Hall Science.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Make Adequate Yearly Progress (AYP) in both reading and math.

GOAL 2: Receive a score of three or better (on a one to four scale) on the Lighthouse Academies' student satisfaction survey for the arts infusion and student engagement sections.

GOAL 3: Attain at least one year of student growth on NWEA.

GOAL 4: Achieve an eighty-percent Algebra ECA pass rate for ninth-grade students.

GOAL 5: Achieve a ninety-five percent attendance rate every day.

GOAL 6: Reduce the number of suspensions and referrals by 50 percent.

What are the implementation steps for achieving these goals?

Target twenty days of professional development around writing, comprehension, and fluency.

Institute common planning for weekly assessments.

Use data to immediately adjust instruction.

Provide incentive awards for students.

Reinforce and adhere to Responsive Classroom and Developmental Designs for Middle School programs.



Demographic Summary

West Gary Lighthouse Charter School serves a student population of 549 students. Of the 549 students, ninety-five percent are black, almost three percent are Hispanic, one percent are white, and one-half percent are multiracial. Eighty-two percent of students receive free lunch and about nine percent of students receive reduced lunch. Approximately ten percent of the students qualify for special education services.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

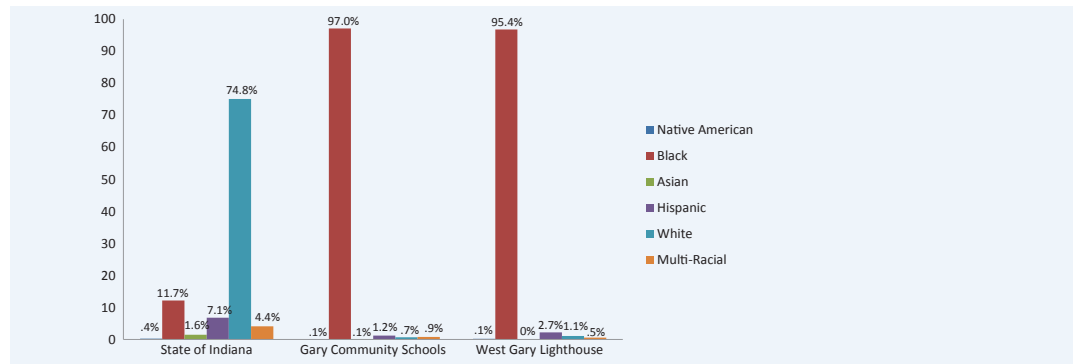


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

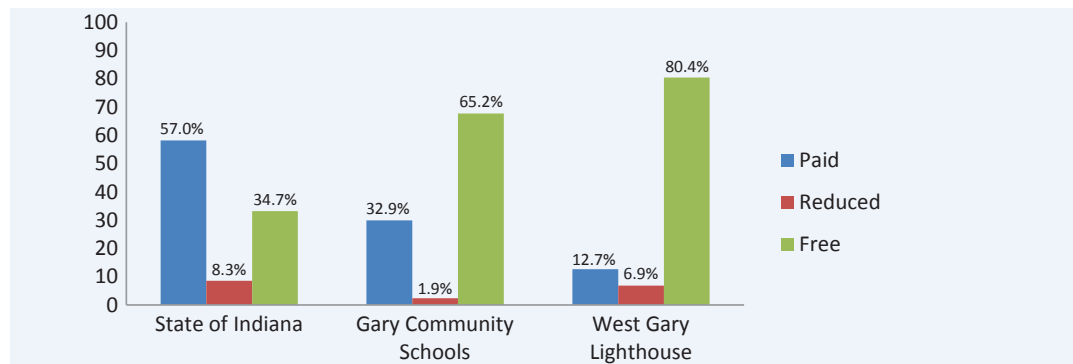
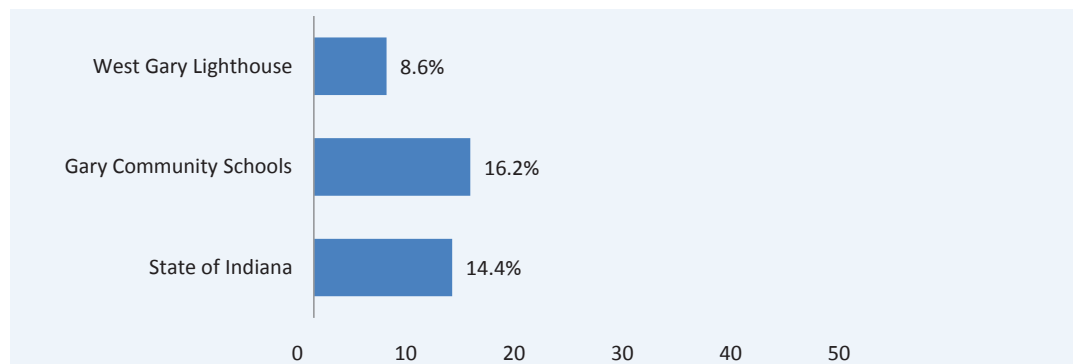


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	West Gary Lighthouse Charter School	Gary Community Schools	Indiana
2009-10	95.03%	96.7%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		West Gary Lighthouse	Gary	Indiana	West Gary Lighthouse	Gary	Indiana	West Gary Lighthouse	Gary	Indiana
3	75	59%	70%	80%	55%	64%	77%	52%	58%	71%
4	75	69%	64%	78%	77%	57%	76%	63%	50%	69%
5	63	43%	52%	72%	55%	65%	81%	33%	47%	68%
6	46	39%	61%	74%	69%	62%	78%	33%	49%	67%
7	52	46%	36%	73%	42%	32%	74%	31%	23%	65%
8	45	47%	37%	71%	60%	31%	74%	42%	24%	64%

Table Y-2A: Percentages Passing Core 40 End of Course Assessments

Academic Year	Course Title	Percent Passing	Indiana
2009-10	Algebra I	52.63%	61%

Data Source: Indiana Department of Education

Table Y-3: PL 221

ACADEMIC PROGRESS	
Performance: 57.2%	Improvement: 9%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO		ATTENDANCE: YES		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
Black	Yes	Yes	Yes	Yes
Free/Reduced Lunch	Yes	Yes	Yes	Yes
Special Education	Yes	No	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
493	60%	398	52%	495	67%

Data Source: NWEA



Constituent Surveys

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

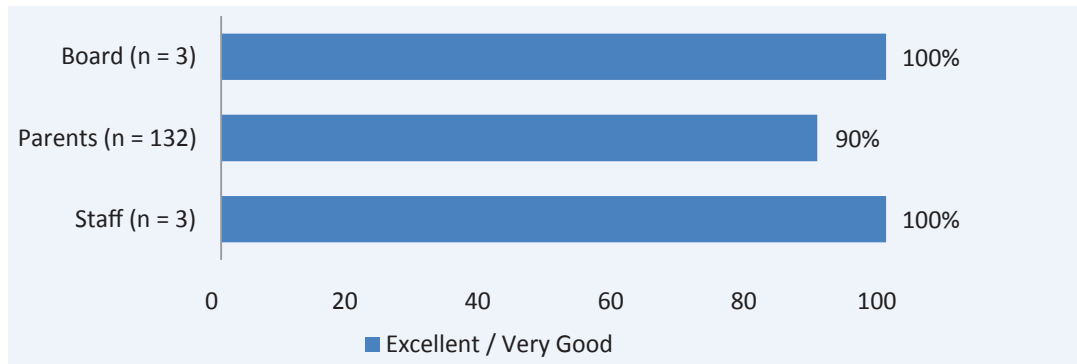


Figure Z-2: How would you compare the overall quality of education to that of other schools?

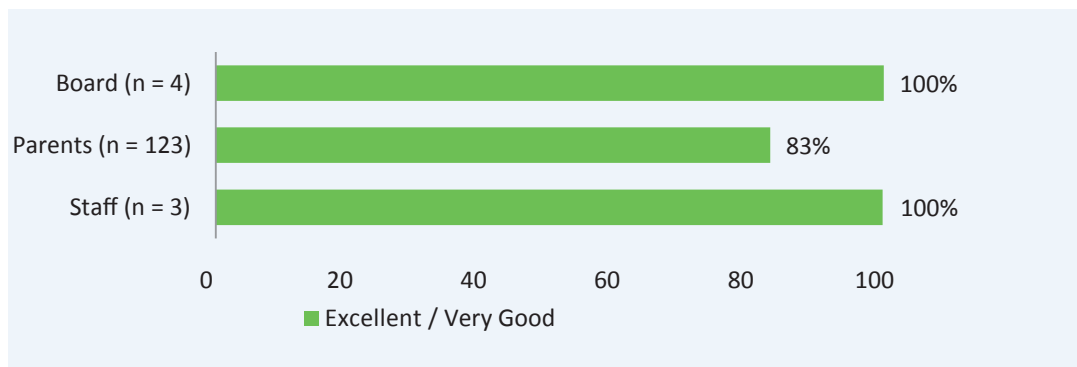
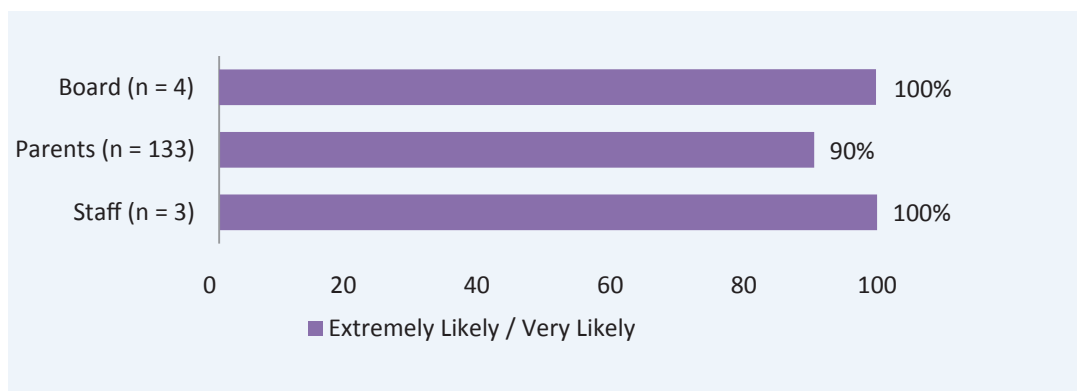


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?







XAVIER SCHOOL OF EXCELLENCE *of* BSU Charter Schools

“Excellence is our Destiny.”

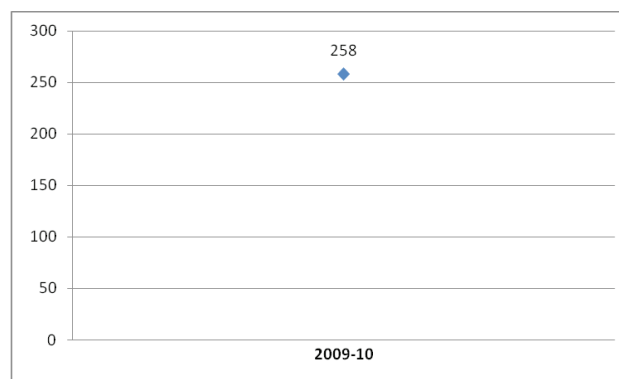


3423 S. Michigan Street
 South Bend, IN 46614
 (219) 977-9583

www.xavierschool.org

Grades ServedK-6

Enrollment History



Year Opened: 2009-2010

Final Year in Current Contract: 2013-2014

Mission

The mission of Xavier School of Excellence is to provide students with a strong academic curriculum and broad cultural experiences in a supportive, innovative and challenging environment that fosters academic success, good citizenship and creates life-long learners.

Educational Program

Xavier School of Excellence connects the Indiana Academic Standards and the following curricula: Core Knowledge, SRA’s Imagine It, and Saxon Math to ensure that the academic needs of all students are met. These programs have proven results working with students from all different backgrounds as well as ability levels. Xavier believes that creating an environment focusing on strong moral character is a pivotal component for every student. Character education is incorporated every day through Positive Behavior Interventions and Supports as well as Character Counts.

Xavier School of Excellence

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Increase reading comprehension skills of all students.

GOAL 2: Increase math computation skills of all students.

GOAL 3: Increase students' writing application skills.

What are the implementation steps for achieving these goals?

Institute small-group guided reading opportunities.

Incorporate reading in all academic as well as non-academic situations.

Conduct weekly progress monitoring.

Practice math facts regularly.

Provide a variety of writing opportunities and genres.

Create opportunities for students to write across all curricula.



Demographic Summary

Xavier School of Excellence serves a diverse population of students in the South Bend area. Xavier's population is forty-nine percent black, thirty percent white, thirteen percent multiracial, seven percent Hispanic and one percent Native American. In addition, seventy-eight percent of our students qualify for free/reduced cost lunches.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

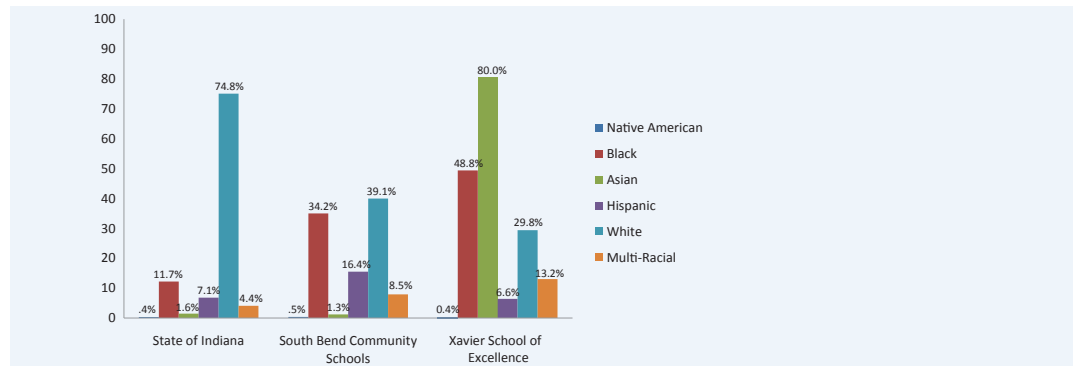


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

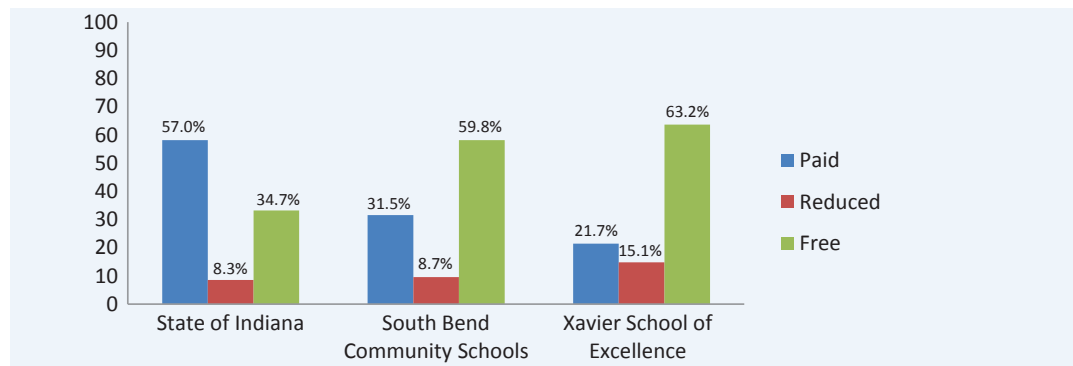
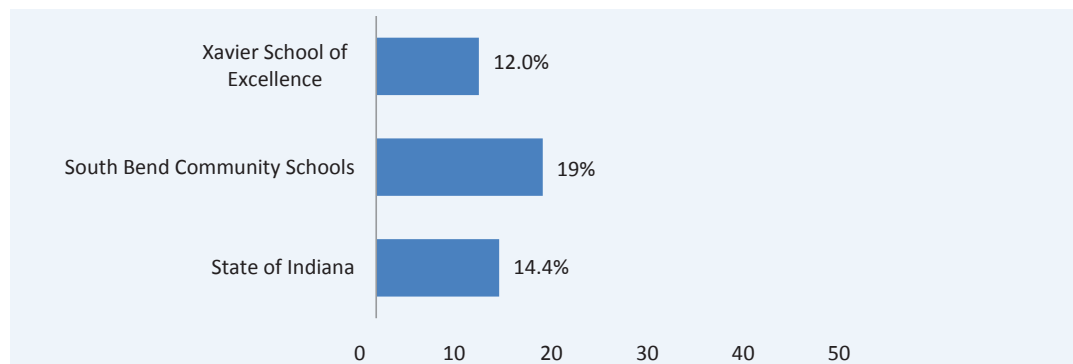


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Xavier School of Excellence	South Bend Community Schools	Indiana
2009-10	95.1%	95.04%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Xavier School of Excellence	South Bend	Indiana	Xavier School of Excellence	South Bend	Indiana	Xavier School of Excellence	South Bend	Indiana
3	42	57%	66%	80%	57%	63%	77%	50%	55%	71%
4	41	61%	65%	78%	66%	58%	76%	56%	51%	69%
5	32	41%	51%	72%	53%	57%	81%	37%	43%	68%

Table Y-3: PL 221

EXEMPLARY	
Performance: 59.9%	Improvement: 7.9%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO		ATTENDANCE: YES			
	PERFORMANCE		PARTICIPATION		
	English	Math	English	Math	
All Students	No	Yes	Yes	Yes	
Black	Yes	Yes	Yes	Yes	
White	Yes	Yes	Too few students	Too few students	
Free/Reduced Lunch	No	Yes	Yes	Yes	

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
94	55%	90	61%	94	65%

Data Source: NWEA



Constituent Surveys

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

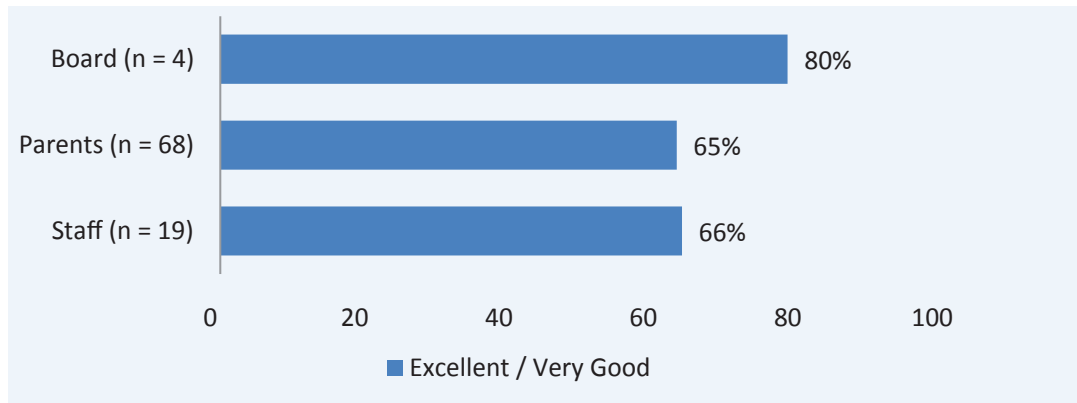


Figure Z-2: How would you compare the overall quality of education to that of other schools?

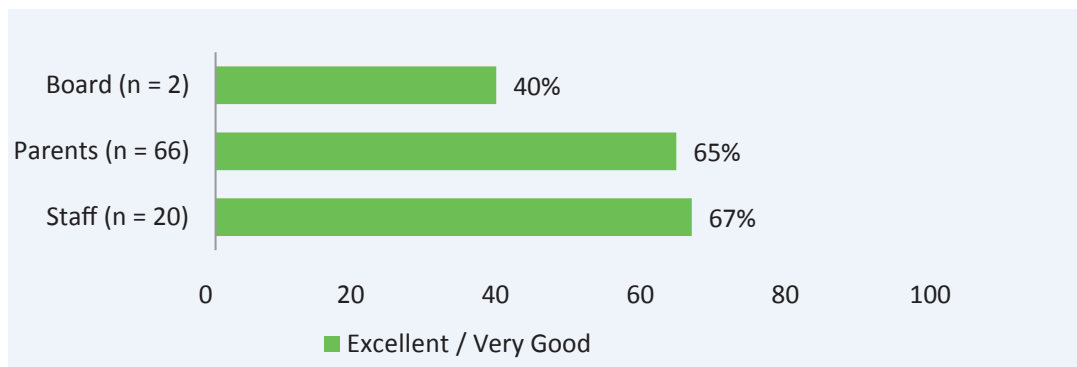
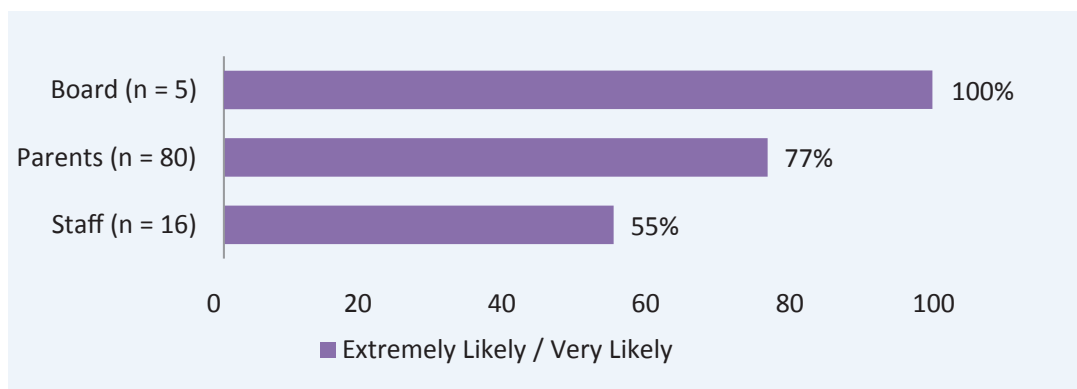


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?





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 Indiana Life Science Academy West

Imagine MASTer Academy

Imagine Schools on Broadway

Indiana Math and Science Academy Indianapolis

New Community School

Options Charter School – Carmel

Options Charter School – Noblesville

Timothy L. Johnson Academy



ANDERSON PREPARATORY ACADEMY of BSU Charter Schools

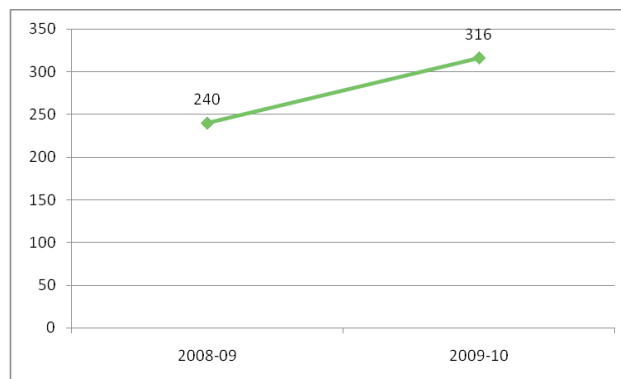


3205 W. 25th Street
Anderson, IN 46011
(765) 649-8472

www.goapa.org

Grades ServedK-9

Enrollment History



Year Opened: 2008-2009

Final Year in Current Contract: 2011-2012

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. Anderson Preparatory Academy believes that education can provide the foundation and training necessary to turn today's youth into tomorrow's leaders.

Educational Program

Anderson Preparatory Academy's high school is the only school in the state that requires all students to participate in Air Force JROTC. The educational program is a rigorous college preparatory academic core that utilizes Indiana's Academic Standards. Anderson Preparatory Academy has integrated the United States Civil Air Patrol cadet program as its leadership training vehicle for grades six through eight. Indiana's Core 40 standards serve as a starting point for high school graduation requirements. To graduate from APA, a student must exceed the Core 40 requirements and acquire forty-seven credit hours.



School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: APA cadets in grades six through nine will increase reading scores on the NWEA test from fall to spring in 2010-2011, matching or exceeding the chronological time in school.

GOAL 2: The percentage of cadets in grades six through eight meeting normal gains in reading on the NWEA test will meet Ball State University target of “meets expectations” by exceeding fifty percent.

GOAL 3: The percentage of cadets in grade nine meeting normal gains in reading on the NWEA test will meet Ball State University target of “meets expectations” by exceeding forty-five percent.

GOAL 4: Due to increased reading ability and efficiency, the ISTEP+ percentage of cadets passing math and language arts will increase ten percent yearly from the baseline established in the fall of 2009.

What are the implementation steps for achieving these goals?

Every classroom will have access to a wealth of reference information and over 300,000 digital books using Kindle electronic readers and the Internet.

Every course will implement written skills assessment and teach oral communication skills using the Anderson Preparatory Senior Portfolio language usage proficiencies as a guide. All cadets will have access to netbook computers with MS Office.

Cadets will be encouraged to take Advanced Placement Courses online beginning at tenth grade using local university access.

Every course will implement reading comprehension skills instruction with the ReadAbout program and Scholastic Reading Inventory. Ongoing progress in skills including decoding, fluency, oral presentations, and comprehension will be measured.

Demographic Summary

Anderson Preparatory Academy's demographics reflect greater diversity than the local school system. A total of sixty percent of cadets qualified for free/reduced cost lunches. Minority cadets comprise approximately forty-two percent of the population. A breakdown of the statistics shows fifty-eight percent white students, thirty-one percent black, four percent Hispanic, with seven percent other ethnicities including Asian, Pacific Islander, and multiracial. The special education count includes fifty-nine cadets which account for about eighteen percent of enrollment.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

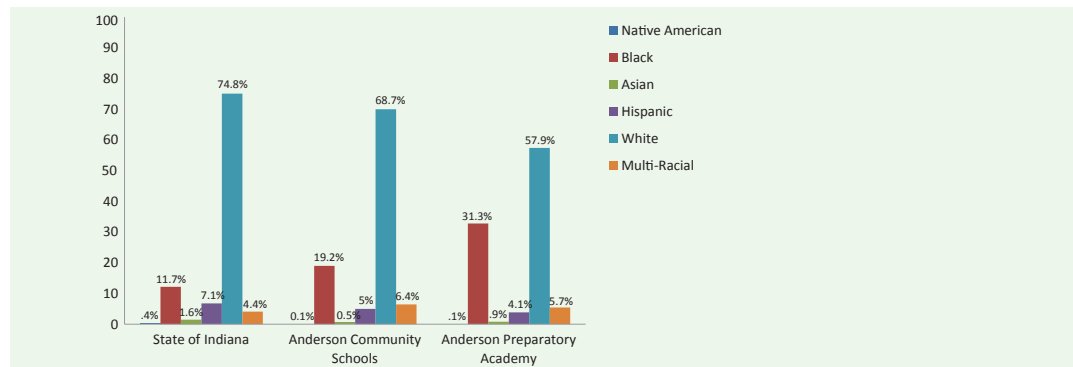


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

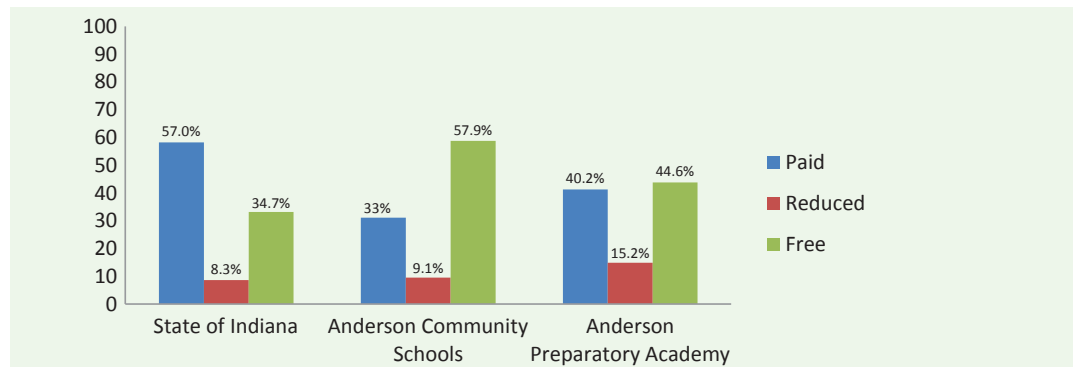
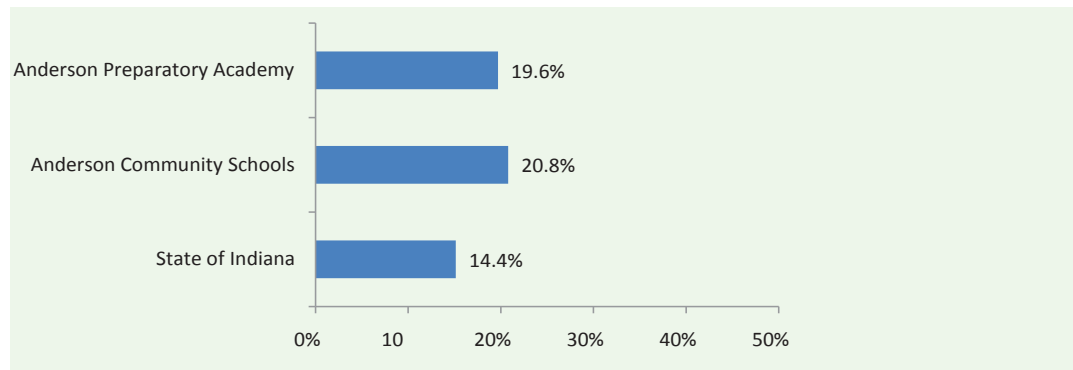


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Anderson Preparatory	Anderson Community Schools	Indiana
2009-10	93.82%	90.8%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Prep	A.C.S	Indiana	Prep	A.C.S	Indiana	Prep	A.C.S	Indiana
6	74	70%	56%	74%	67%	62%	78%	57%	46%	67%
7	73	73%	56%	73%	57%	58%	74%	52%	46%	65%
8	67	66%	56%	71%	63%	55%	74%	52%	46%	64%

Table Y-2A: Percentages Passing Core 40 End of Course Assessments

Academic Year	Course Title	Percent Passing	Indiana
2009-10	Algebra I	17.57%	61%

Data Source: Indiana Department of Education

Table Y-3: PL 221

COMMENDABLE	
Performance: 67.8%	Improvement: 3.4%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO		ATTENDANCE: NO		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
Black	Yes	No	Yes	Yes
White	Yes	Yes	Yes	Yes
Free/Reduced	Yes	No	Yes	Yes
Special Education	No	No	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
266	52.6%	265	52.8%	266	48.5%

Data Source: NWEA



Constituent Surveys

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

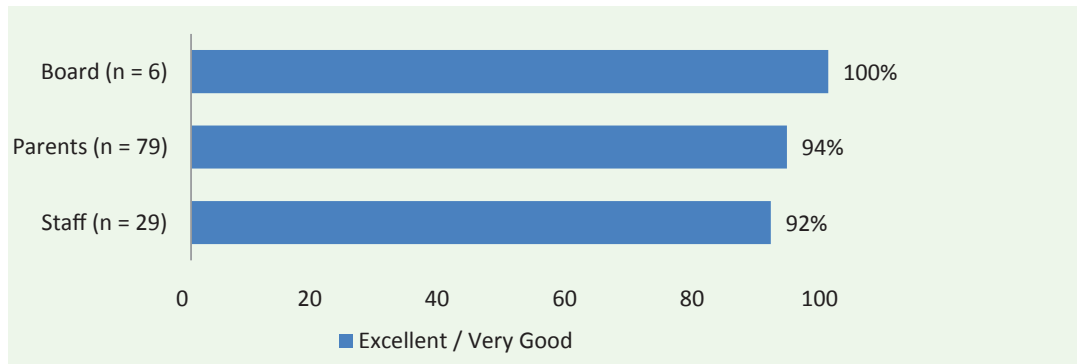


Figure Z-2: How would you compare the overall quality of education to that of other schools?

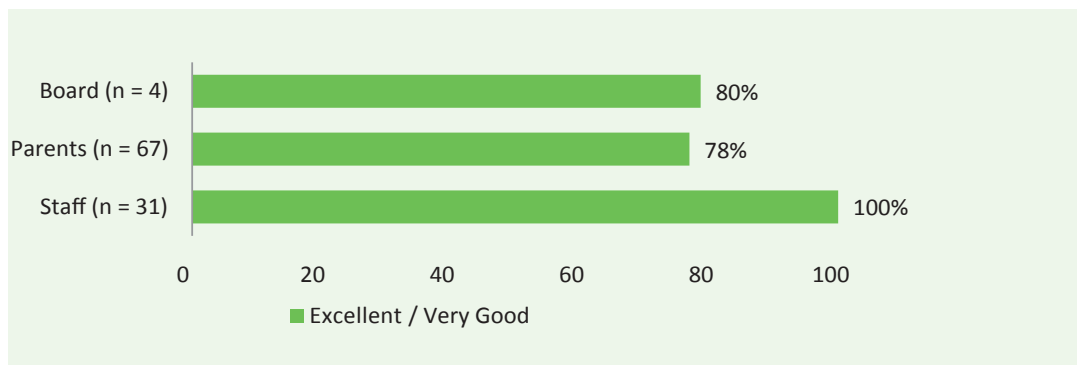
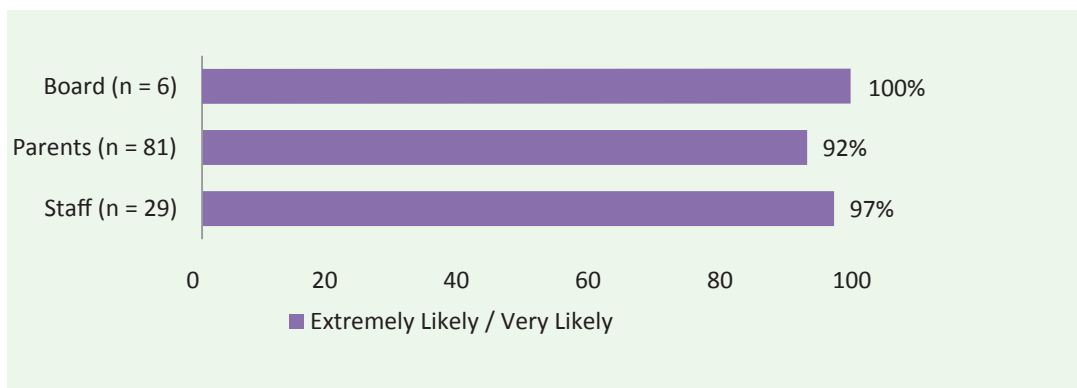


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?





FAULKNER ACADEMY

A FEUERSTEIN WAY OF THINKING

A PLACE TO...

THINK | TAKE RISKS | INVENT | EXPLORE | LEARN



DR. ROBERT H. FAULKNER ACADEMY *of* BSU Charter Schools

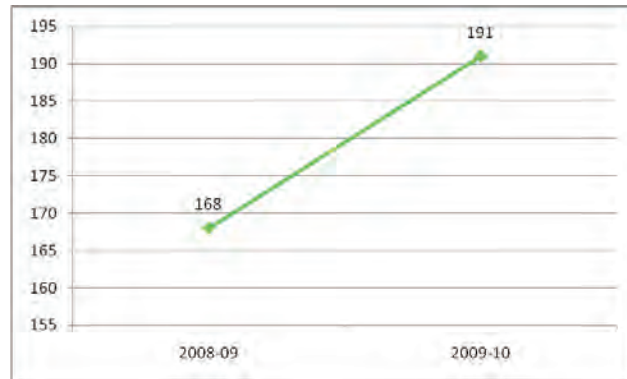


1111 W. 2nd Street
Marion, IN 46952
(765) 662-9910

www.faulkneracademy.org

Grades ServedK-6

Enrollment History



Year Opened: 2008-2009

Final Year in Current Contract: 2012-2013

Mission

The Dr. Robert H. Faulkner Academy is a “thoughtful” school, that provides a safe and nurturing environment, where K-6 students learn strategies and gain knowledge to enhance their ability to think critically and analytically.

Educational Program

The core of Dr. Robert H. Faulkner curriculum consists of Balanced Literacy, Cognition and Core Knowledge. Balanced Literacy and Core Knowledge enrich the instructional timeline so that the curriculum is more meaningful, relevant, and rigorous. Cognition mediated throughout the curriculum reinforces thinking skills that enable the learner to acquire orderly thinking and see relationships. The FIE Intervention Program, designed to enhance cognitive functions necessary for academic learning and achievement, corrects deficiencies in fundamental thinking skills, diagnoses and helps students learn how to learn.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Use Success Trackers by Pearson Publishing to disaggregate data to target instruction for all students.

GOAL 2: Conduct summer staff training in FIE (Cognition) and Balanced Literacy.

GOAL 3: Focus on following the charter contract.

What are the implementation steps for achieving these goals?

Target struggling students for extra support.

Place top priority on understanding and discussing the charter contract in its entirety.

Guide teachers to provide high-quality teaching every day.

Increase student thinking by use of FIE instruments daily.



Demographic Summary

Like the local Marion School district, the Dr. R.H. Faulkner Academy serves a diverse population with thirty-seven percent white, fifty-two percent black, three percent Hispanic, one percent Asian, one percent Native American, and seven percent multiracial students. Forty-two percent of students qualify for free lunch and seventeen percent qualify for reduced lunch. Thirteen percent of students receive special education services.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

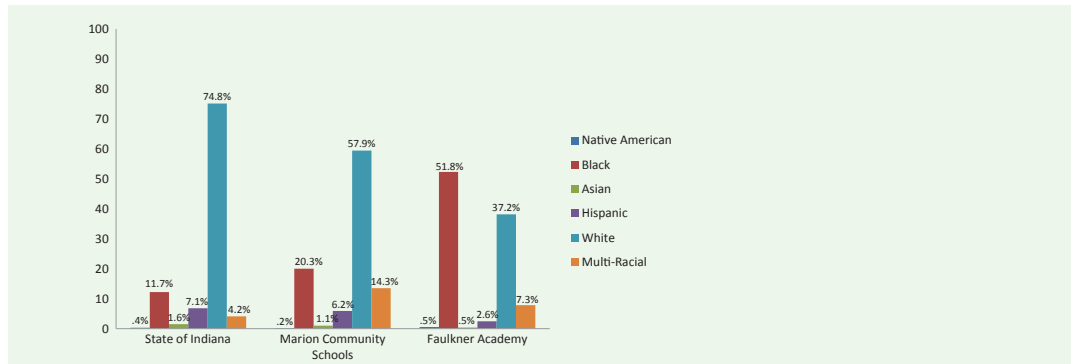


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

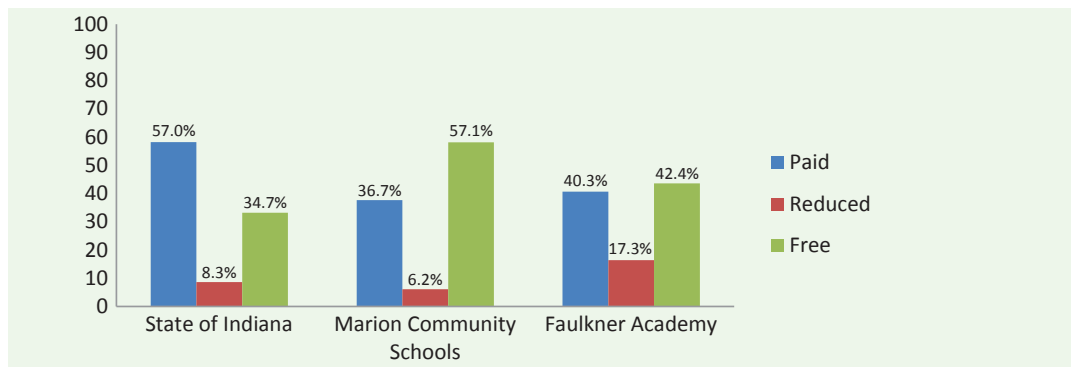
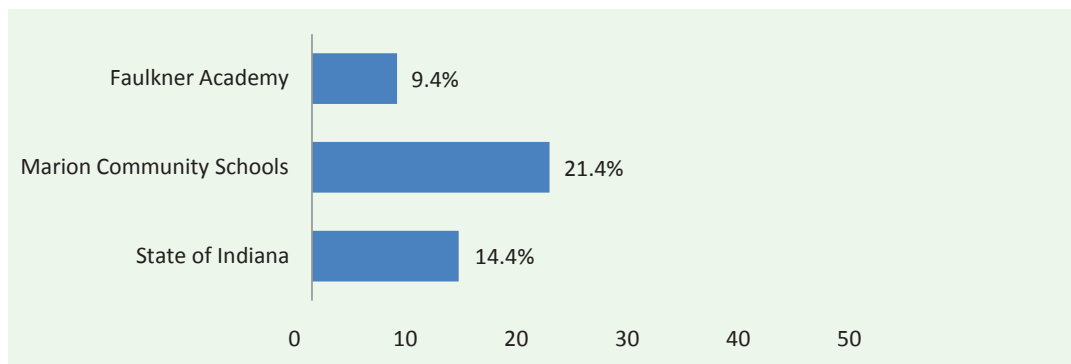


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Dr. R.H.F Academy	Marion Community Schools	Indiana
2009-10	95.03%	93.7%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		R.H.F	M.C.S.	Indiana	R.H.F	M.C.S.	Indiana	R.H.F	M.C.S.	Indiana
3	20	65%	66%	80%	65%	64%	77%	60%	58%	71%
4	20	55%	64%	78%	50%	56%	76%	45%	50%	69%
5	20	50%	61%	72%	65%	72%	81%	50%	58%	68%
6	<10	***	65%	74%	***	67%	78%	***	55%	67%

*** No score was reported due to less than ten students being tested at the specified grade level.

Table Y-3: PL 221

EXEMPLARY	
Performance: 66.7%	Improvement: 13.3%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES		ATTENDANCE: YES		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
Black	Yes	No	Yes	Yes
Free/Reduced	Yes	Yes	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
104	54%	67	63%	103	66%

Data Source: NWEA



Constituent Surveys

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

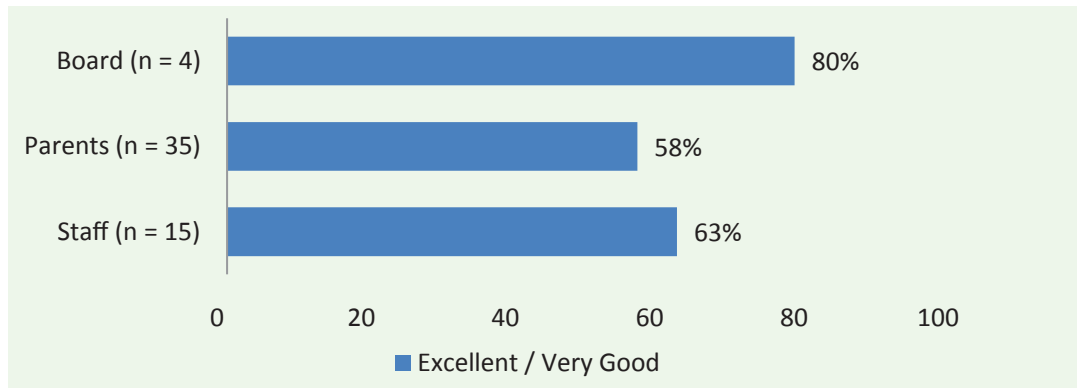


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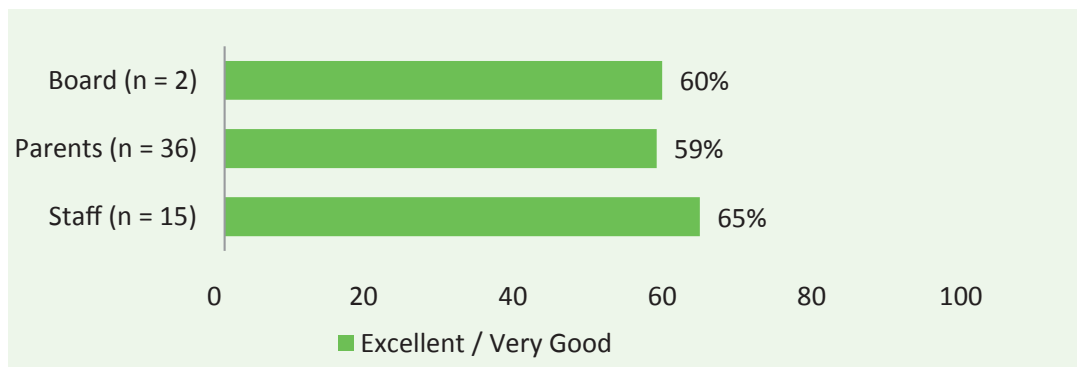
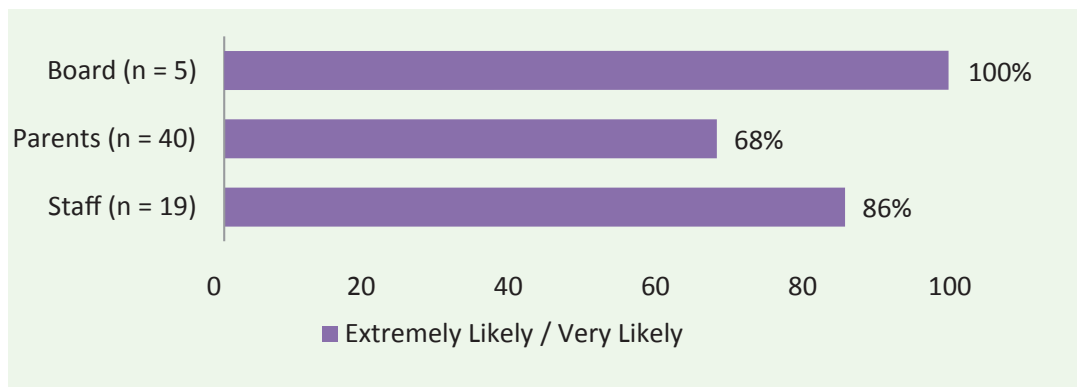


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?





GALILEO CHARTER SCHOOL *of* BSU Charter Schools

“For these are all our children and we will either benefit them or pay the consequences for whom they become.” – James Baldwin

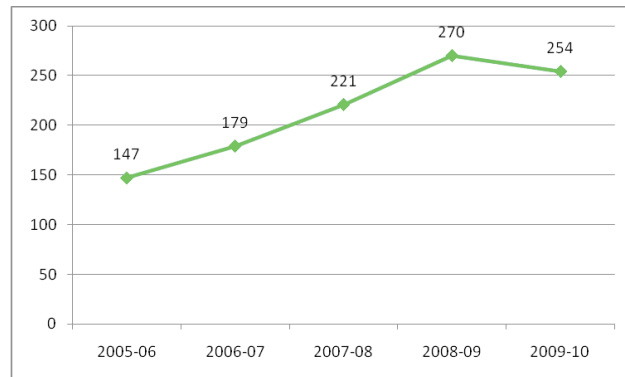


855 N. 12th Street
Richmond, IN 47374
(765) 983-3709

www.galileocharterschool.org

Grades ServedK-6

Enrollment History



Year Opened: 2005-2006

Final Year in Current Contract: 2011-2012

Educational Program

Galileo Charter School uses a scientifically based research-validated curriculum. Literacy will be emphasized and supported 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.

Mission

Using the cornerstones of literacy, character development, and self-esteem, the Galileo Charter School will educate children in a community of mutual respect, inspiring a life-long love of learning and developing contributing members of our global community.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Increase clarity and deliberateness of home-school communication with an emphasis on effectively communicating with Latino families.

GOAL 2: Work to identify facility needs based on growth and program needs.

GOAL 3: Use federal stimulus funding to identify, develop, and retain “highly qualified” instructional and non-instructional personnel.

GOAL 4: Develop a comprehensive professional development program that will incorporate innovative programs for professional learning directly tied to student learning outcomes.

GOAL 5: Develop public information programs that actively build cooperative relationships among surrounding schools, parents, community organizations, and the City of Richmond.

GOAL 6: Increase the hours of community volunteers not affiliated with Galileo Charter School.

GOAL 7: Incorporate college readiness themes into each classroom.

GOAL 8: Implement resources to consistently and effectively use data to drive instruction in the classroom.

GOAL 9: Use student test scores to evaluate teachers.

GOAL 10: Reduce the percentage of students sent to the office for “repeated violations” by twenty percent.

What are the implementation steps for achieving these goals?

Incorporate Northwest Evaluation Association (NWEA) DesCartes to differentiate instruction based on students’ needs and instructional levels.

Base professional development opportunities on student needs and align those to student achievement.

Create individual data binders to establish student goals.

Develop programs and tools to assist the school with connecting with families.



Demographic Summary

Galileo Charter School's total population in 2009-2010 is 254. Of the 254 students, thirty percent are black, nine percent are Hispanic, twenty-four percent are multiracial, and thirty-seven percent are white. Eighty-five percent of students receive free meals, seven percent receive lunches at a reduced cost, and fifteen percent of students at Galileo Charter School fit the criteria to be included in the special education population.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

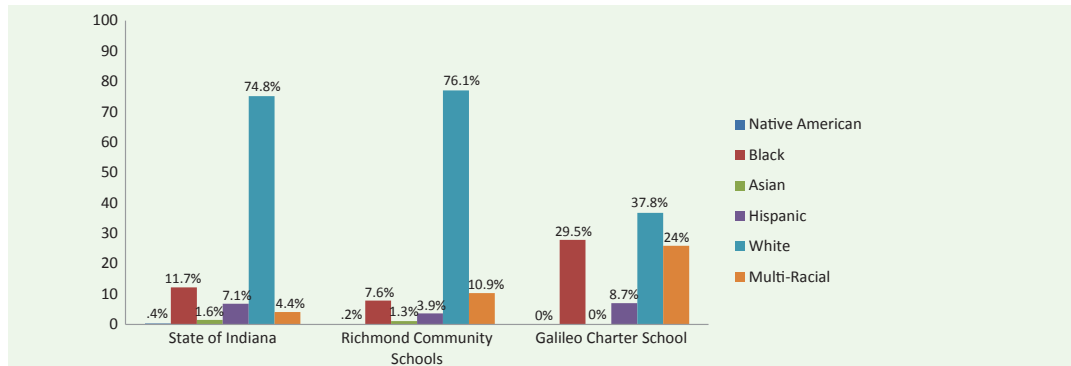


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

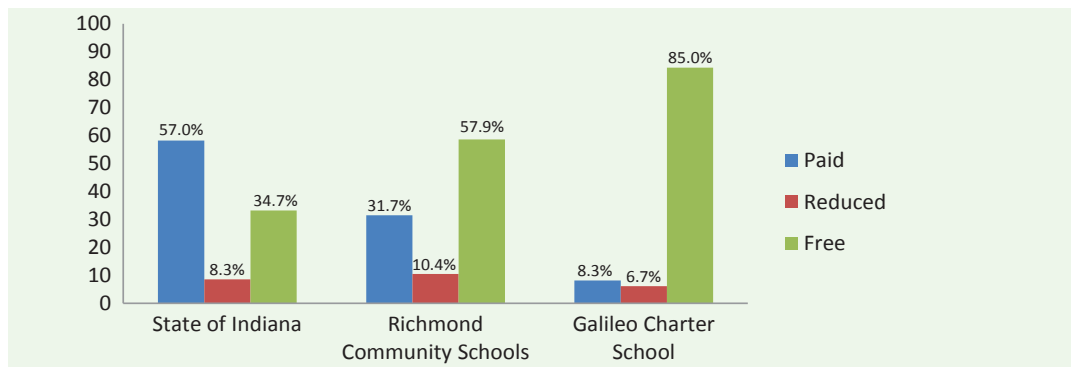
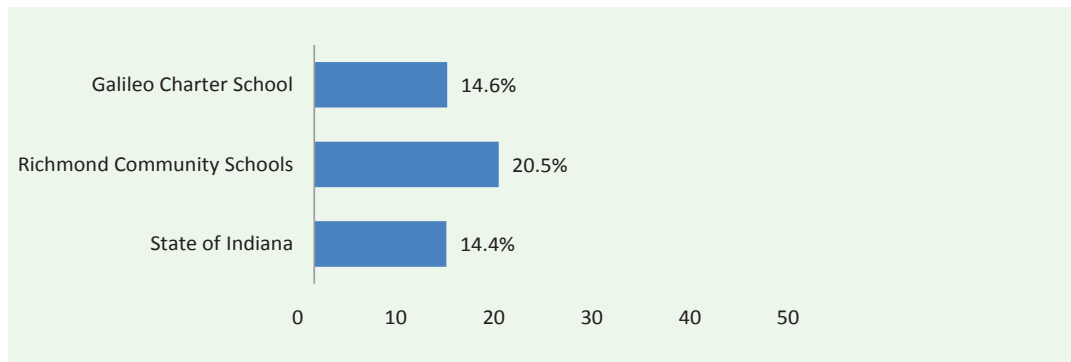


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Galileo Charter School	Richmond Community Schools	Indiana
2009-10	95.37%	95.22%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Galileo	R.C.S.	Indiana	Galileo	R.C.S.	Indiana	Galileo	R.C.S.	Indiana
3	36	69%	69%	80%	64%	63%	77%	55%	55%	71%
4	32	69%	65%	78%	37%	62%	76%	34%	53%	69%
5	30	57%	63%	72%	50%	74%	81%	43%	58%	68%
6	29	83%	67%	74%	90%	76%	78%	83%	61%	67%

Table Y-3: PL 221

EXEMPLARY
Performance: 65.2%
Improvement: 17%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES		ATTENDANCE: YES		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
Black	Yes	Yes	Yes	Yes
White	Yes	Yes	Yes	Yes
Free/Reduced	Yes	Yes	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
213	68%	118	73%	213	69%

Data Source: NWEA



Constituent Surveys

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

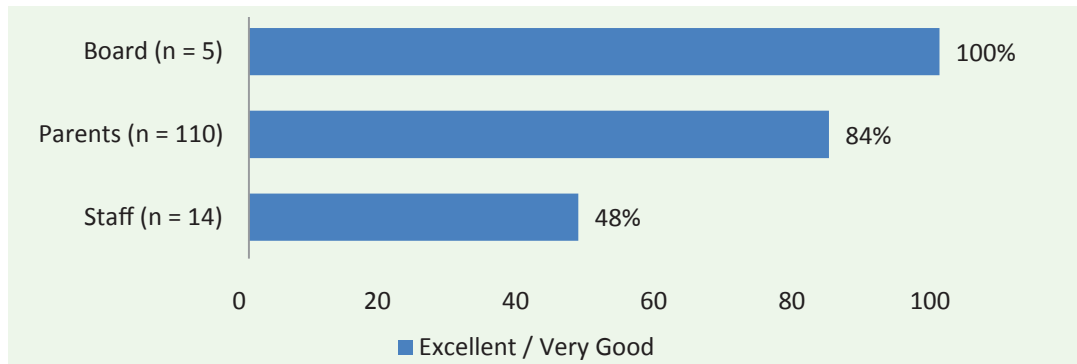


Figure Z-2: How would you compare the overall quality of education to that of other schools?

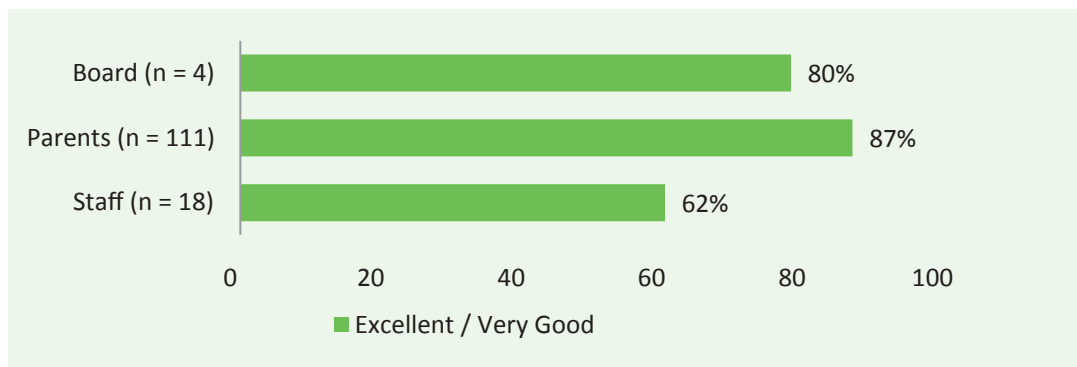
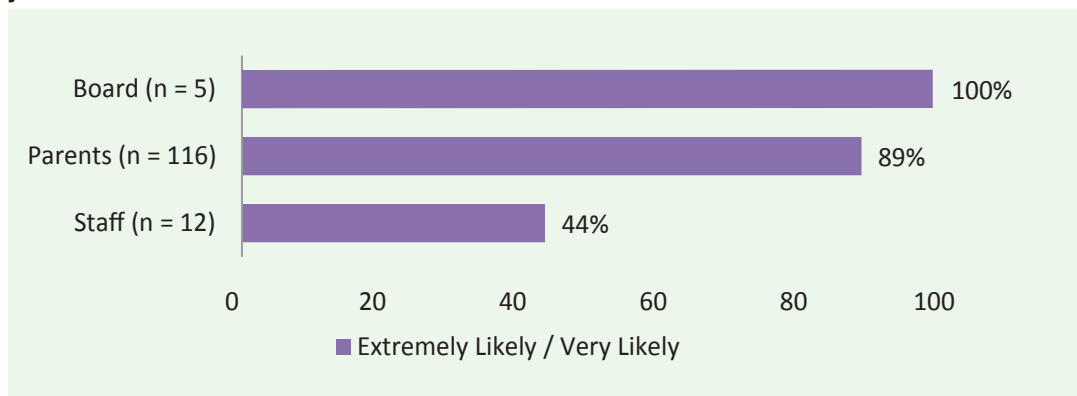


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?







GEIST MONTESSORI ACADEMY *of* BSU Charter Schools

“Education From Within”

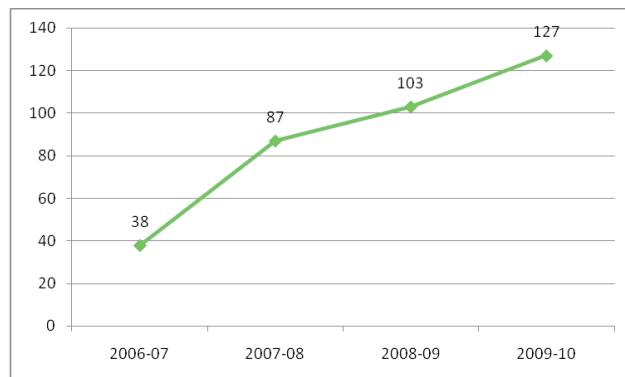


13942 E. 96th Street
McCordsville, IN 46055
(317) 335-1158

www.gmaacademy.org

Grades ServedK-8

Enrollment History



Year Opened: 2006-2007

Final Year in Current Contract: 2012-2013

Mission

To provide an academically and culturally rich educational environment that allows children to acquire knowledge in a noncompetitive, individualized manner.

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 learning, while the curriculum promotes academic success, social awareness and self-awareness, respect for others and the environment, problem-solving skills, and independent thinking. Academics integrate with character building and community awareness.



School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Train with certified Montessori trainers.

GOAL 2: Meet the needs of all students.

GOAL 3: Create consistency among classroom instruction.

What are the implementation steps for achieving these goals?

Teachers attend summer training with certified Montessori trainers.

RTI procedures will be modified and implemented.

Grade-level collaboration time will be increased.

Demographic Summary

Geist Montessori Academy serves a student population that is seventy-six percent white, a similar demographic to that of the neighboring school district. Only two percent of the students qualify for free/reduced cost lunches. The percent of students in special education is eight percent, less than the surrounding area.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

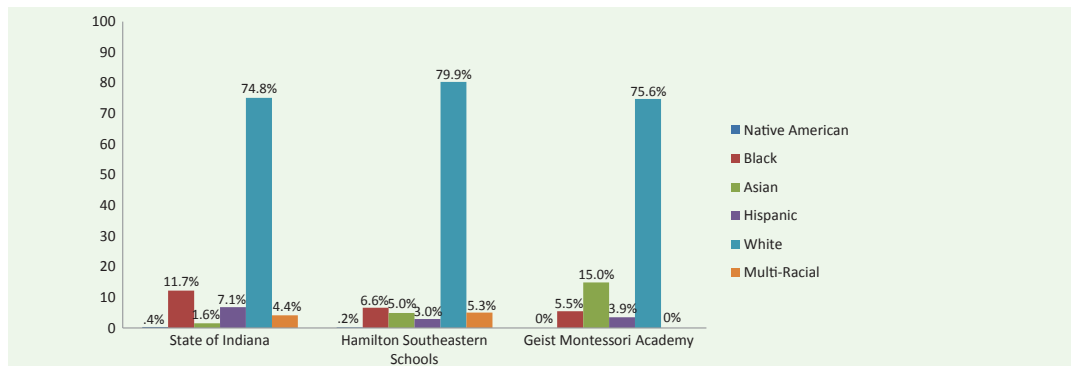


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

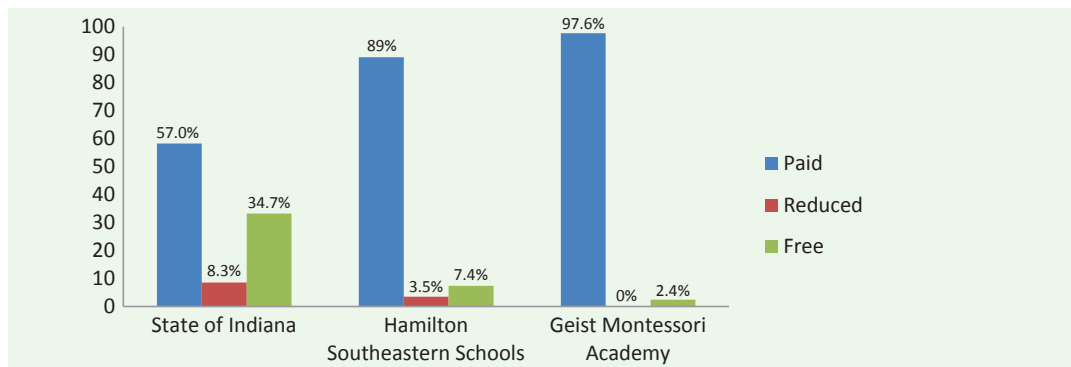
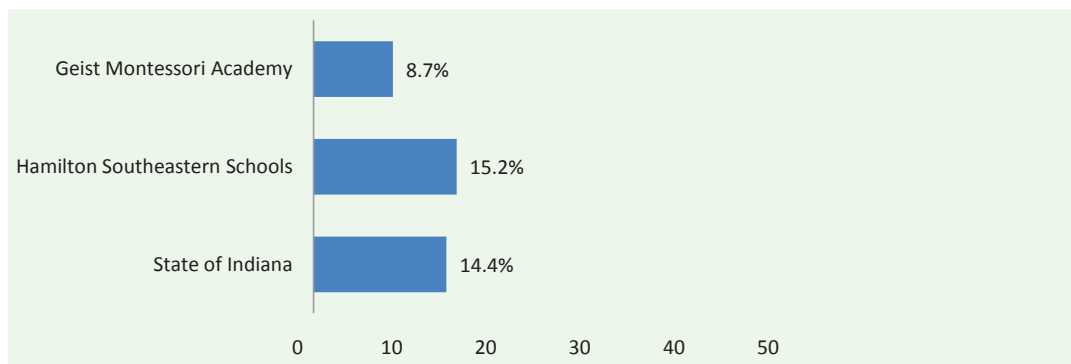


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Geist Montessori	Hamilton - Southeastern Schools	Indiana
2009-10	99.9%	96.68%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Geist Montessori	H.S.	Indiana	Geist Montessori	H.S.	Indiana	Geist Montessori	H.S.	Indiana
3	24	87%	92%	80%	83%	90%	77%	79%	87%	71%
4	18	83%	92%	78%	61%	89%	76%	61%	86%	69%
5	11	54%	85%	72%	54%	91%	81%	54%	83%	68%
6	16	87%	89%	74%	75%	91%	78%	75%	86%	67%
7	<10	***	91%	73%	***	93%	74%	***	89%	65%
8	<10	***	92%	71%	***	96%	74%	***	90%	64%

*** No score was reported due to less than ten students being tested at the specified grade level.

Data Source: Indiana Department of Education

Table Y-3: PL 221

EXEMPLARY	
Performance: 83.3%	Improvement: 6.7%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES		ATTENDANCE: YES		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
White	Yes	Yes	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
62	40%	61	51%	62	37%

Data Source: NWEA



Constituent Surveys

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

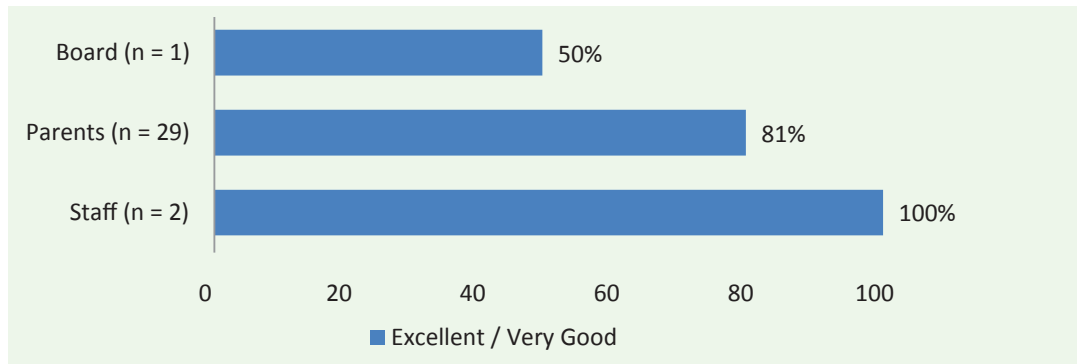


Figure Z-2: How would you compare the overall quality of education to that of other schools?

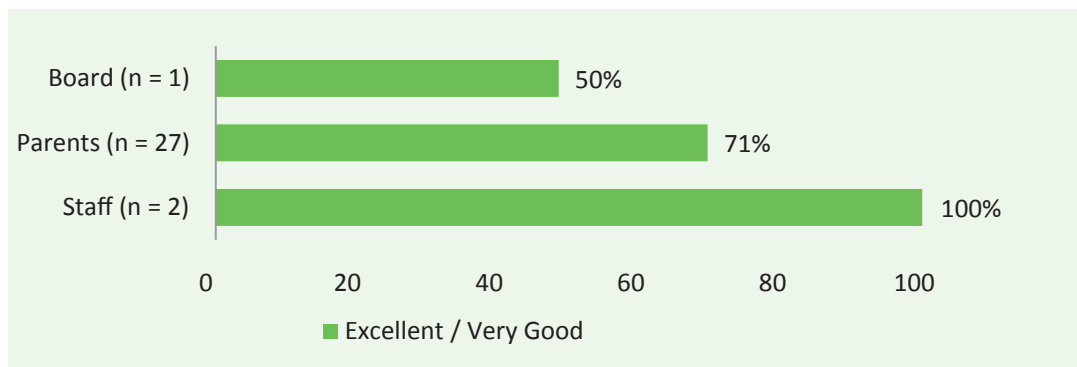
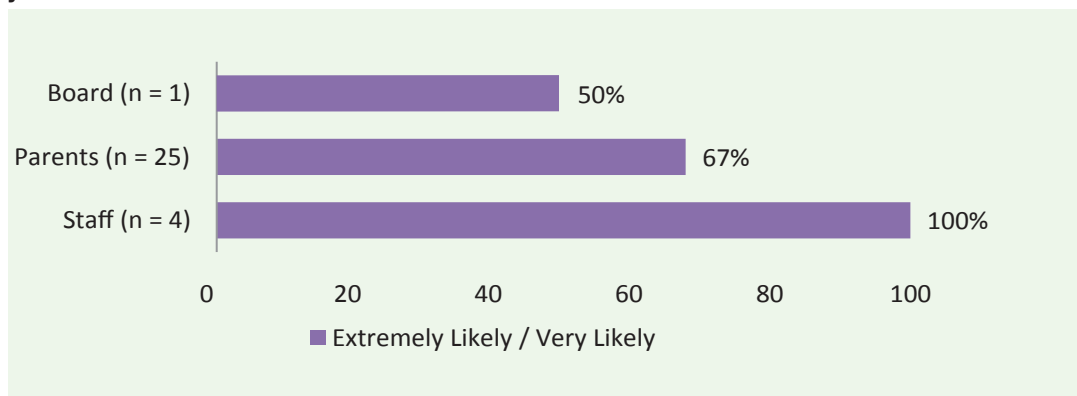


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?







HOOSIER ACADEMY INDIANAPOLIS *of* BSU Charter Schools

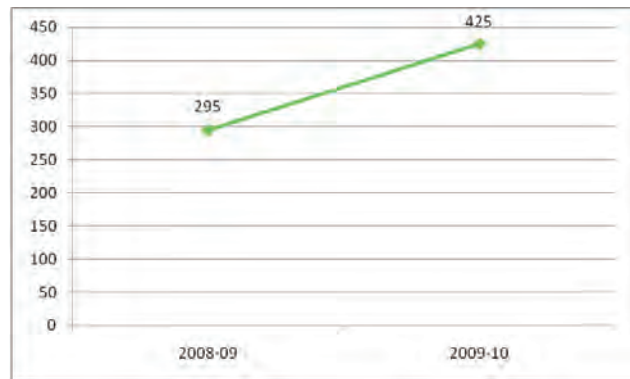


5640 Caito Dr.
Indianapolis, IN 46226
(317) 547-1400

www.k12.com/ha/

Grades ServedK-9

Enrollment History



Year Opened: 2008-2009

Final Year in Current Contract: 2012-2013

Mission

Hoosier Academy – Indianapolis is a high-performance charter school that combines traditional learning with technology to connect students, parents, and teachers in a 21st century learning community focused on results.

Educational Program

The Hoosier Academies’ team of hard-working, highly qualified staff, in partnership with parents, strives for student mastery of a rigorous, research-based K12 curriculum aligned to Indiana academic standards. Delivered on- and off-line, in both 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.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Eighty-nine and a half percent of students in grades 3-10 will be proficient in English/language arts as measured by NWEA and Scantron Performance Series.

GOAL 2: Eighty-five percent of students in grades K-2 will be considered low-risk in reading as measured by DIBELS.

GOAL 3: Eighty-three percent of students in grades 2-10 will be proficient in mathematics as measured by NWEA and Scantron Performance Series.

GOAL 4: Eighty percent of students in grades 9-12 required to sit for the Algebra 1 ECA will receive a score of passing or higher.

GOAL 5: Eighty percent of students in grades 9-12 required to sit for the English 10 ECA will receive a score of passing or higher.

What are the implementation steps for achieving these goals?

Provide differentiated instruction daily in phonics, phonemic awareness, fluency, vocabulary, comprehension, composition, algebra, number sense, computation, measurement, geometry, and problem solving.

Center professional development on Marzano's Vocabulary Project and Classroom Instruction that Works, composition rubric development and work samples review, and Carol Ann Tomlinson's The Differentiated Classroom.

Review and analyze data regularly from the following sources: NWEA, DIBELS, Study Island, Scantron Achievement and Performance Series, Learning Walks, OLS/LMS progress tools, student work samples, and the K12 reports server.

Analyze high school data from the following sources: NWEA, Learning Management Systems (LMS) progress tools, Math and English Labs, student work samples, and assessment data results from unit exams.

Facilitate monthly parent workshops to assist parents in determining academic gaps, and ways to challenge and prepare students for the next levels.

Provide training to parents on best practices, tools and strategies that can be implemented at home.

Increase parental involvement within the school.



Demographic Summary

Hoosier Academy Indianapolis has a diverse population of students with nearly two percent Asian, one-half percent Pacific Islander, about fourteen percent black, six percent Hispanic, less than one-half percent multiracial, sixty-five percent white, and four percent declining to state. Four percent of students receive reduced lunch, with eight percent receiving free lunch.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

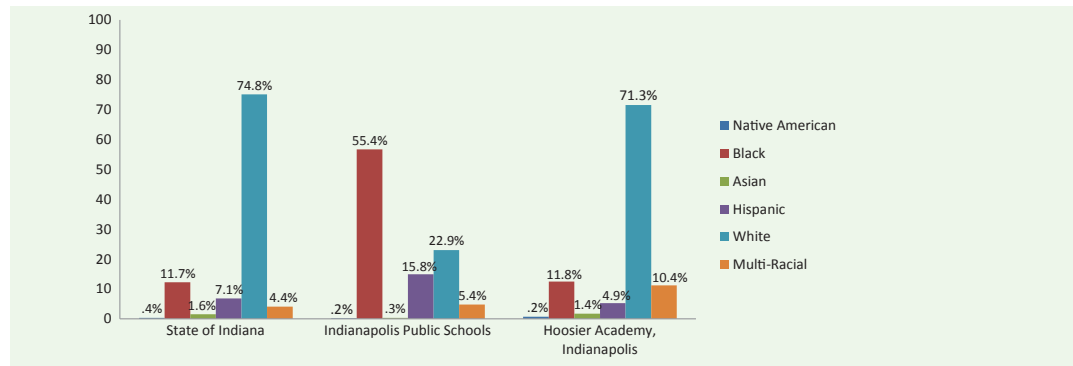


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

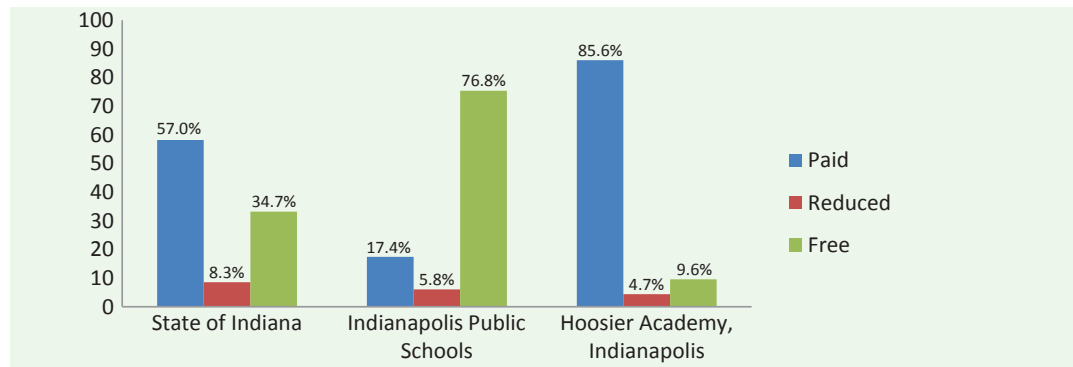
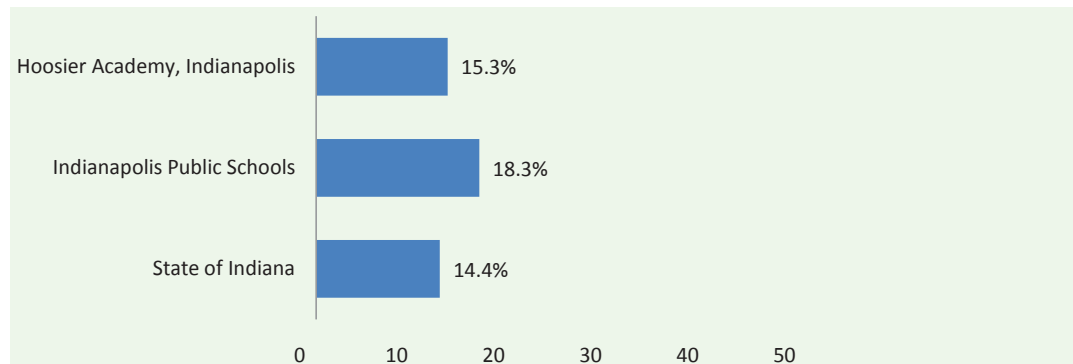


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Hoosier Academy Indianapolis	Indianapolis Public Schools	Indiana
2009-10	96.13%	94.56%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Hoosier Academy	IPS	Indiana	Hoosier Academy	IPS	Indiana	Hoosier Academy	IPS	Indiana
3	32	84%	63%	80%	90%	57%	77%	81%	49%	71%
4	38	81%	59%	78%	71%	57%	76%	71%	45%	69%
5	38	63%	52%	72%	66%	66%	81%	60%	46%	68%
6	46	85%	53%	74%	80%	66%	78%	78%	47%	67%
7	49	65%	47%	73%	63%	50%	74%	53%	36%	65%
8	46	61%	41%	71%	52%	46%	74%	52%	32%	64%

Table Y-2A: Percentages Passing Core 40 End of Course Assessments

Academic Year	Course Title	Percent Passing	Indiana
2009-10	English 10	81.48%	63%
2009-10	Algebra I	46.67%	61%

Data Source: Indiana Department of Education

Table Y-3: PL 221

ACADEMIC PROGRESS	
Performance: 78.8%	Improvement: 1.3%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO		ATTENDANCE: YES		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
White	Yes	Yes	Yes	Yes
Special Education	Yes	Yes	No	No

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
238	51%	212	41%	217	47%

Data Source: NWEA



Constituent Surveys

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

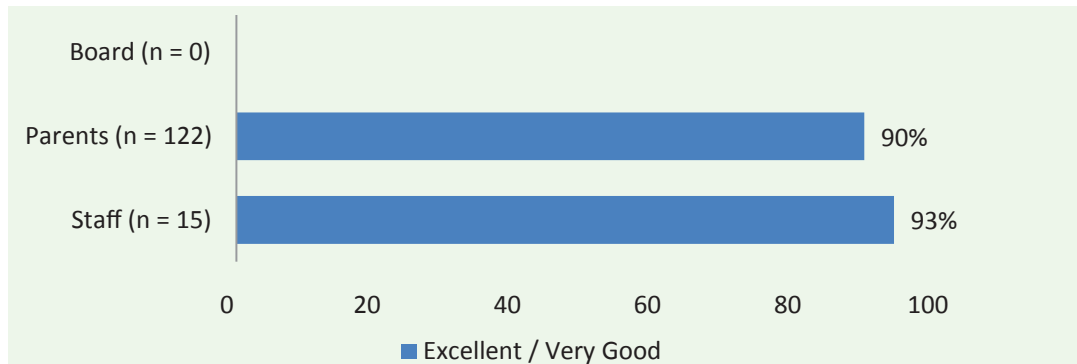
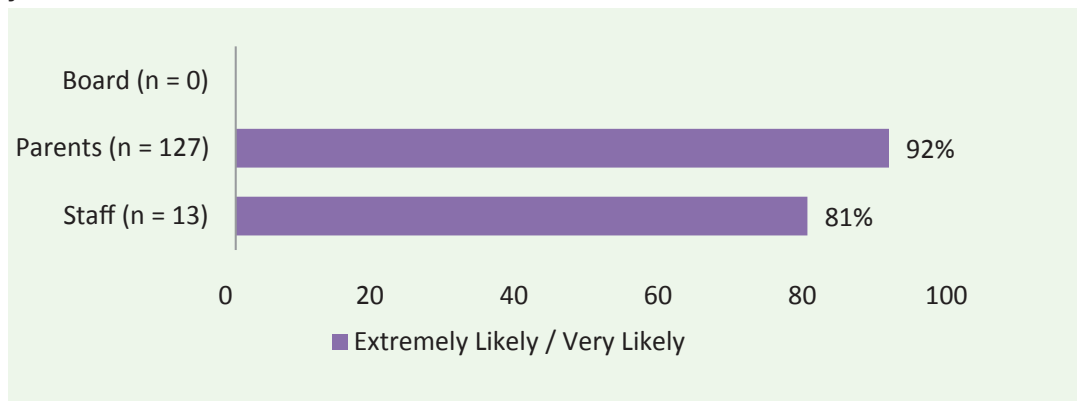


Figure Z-2: How would you compare the overall quality of education to that of other schools?



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







HOOSIER ACADEMY MUNCIE *of* BSU Charter Schools

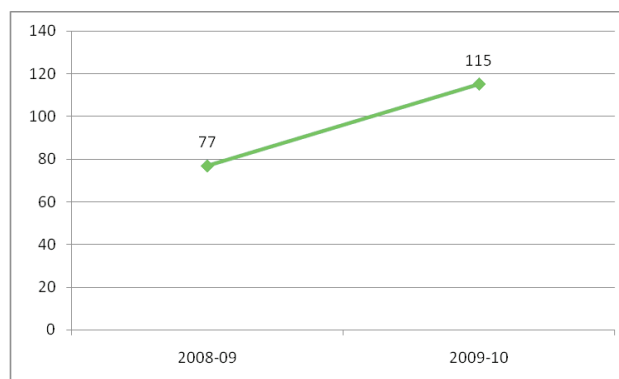


2801 E. 16th Street
Muncie, IN 47302
(765) 288-9633

www.k12.com/ha/

Grades ServedK-8

Enrollment History



Year Opened: 2008-2009

Final Year in Current Contract: 2012-2013

Mission

Hoosier Academy – Muncie is a high-performance charter school that combines traditional learning with technology via the online K-12 curriculum to connect students, parents, and teachers in a 21st century learning community focused on results.

Educational Program

Instruction delivered on-and off-line, both in a traditional school setting and remotely, this unique blended school program puts public school accountability, teacher competence, and parent/adult involvement at the center of student learning. The curriculum, created by a team of experts at K-12, uses tried-and-true educational approaches for instruction. Lessons come to life with a rich mixture of on-and off-line teaching tools, including interactive animations, award-winning printed books with beautiful illustrations, original videos, and materials for hands-on experiments. Lessons are followed by assessments so that teachers and learning coaches can be sure that each student has mastered a particular area before progressing to the next learning goal.



School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Increase student and teacher retention to eighty percent.

GOAL 2: Increase the number of parent volunteers, parents attending events, and learning coaches participating in professional development/learning coach meetings by twenty percent.

GOAL 3: Achieve a return rate of sixty percent on the constituent survey.

GOAL 4: Eighty percent or more of the constituents returning surveys will rate Hoosier Academy Muncie as good or excellent.

What are the implementation steps for achieving these goals?

Require learning coach attendance at orientation and OLS training.

Provide increased communication about student progress and achievement.

Provide additional opportunities that meet the individual learning needs of students.

Poll parents/learning coaches to determine professional development needs.

Enlist the skills of the community coordinator to create opportunities for families to come together, build a parent booster club, and plan and execute extracurricular activities.

Open the Hoosier Academy – Muncie building five days a week to allow families to share teaching responsibilities, support and encourage each other, and receive additional training as appropriate.

Greet all parents at drop-off.

Greet all students at the classroom door.

Create a culture of respect.

Teach, practice and reinforce school procedures.

Improve teacher/staff follow-up with families.

Demographic Summary

Hoosier Academy – Muncie has a diverse population of students with almost two percent American Indiana/ Alaska native, about eleven percent black, almost two percent Hispanic, seventy-five percent white, and about two percent declining to state. Eight percent of students receive reduced-cost lunch, with twenty-four percent receiving free lunch.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

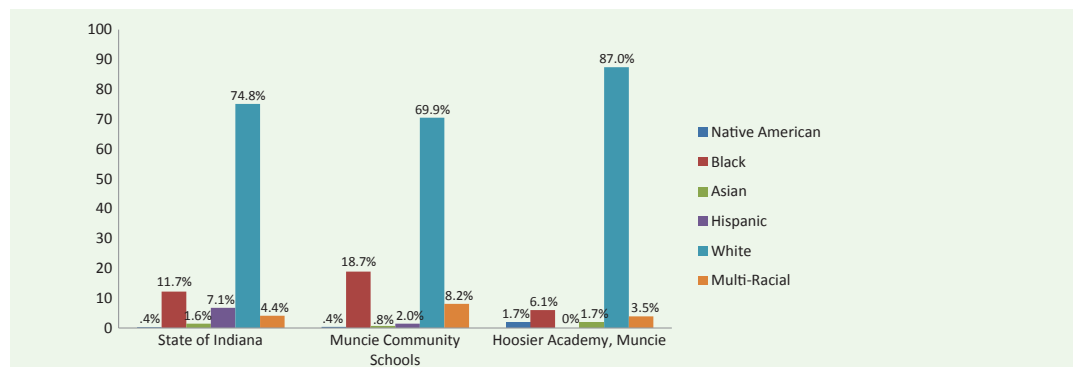


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

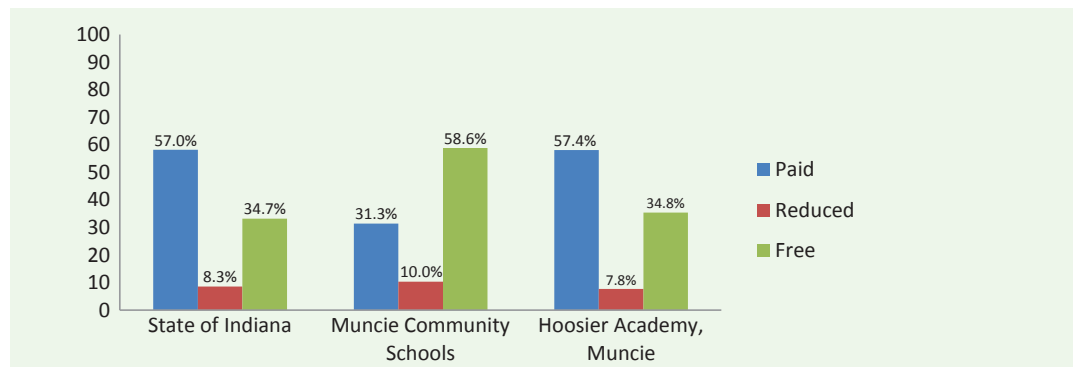
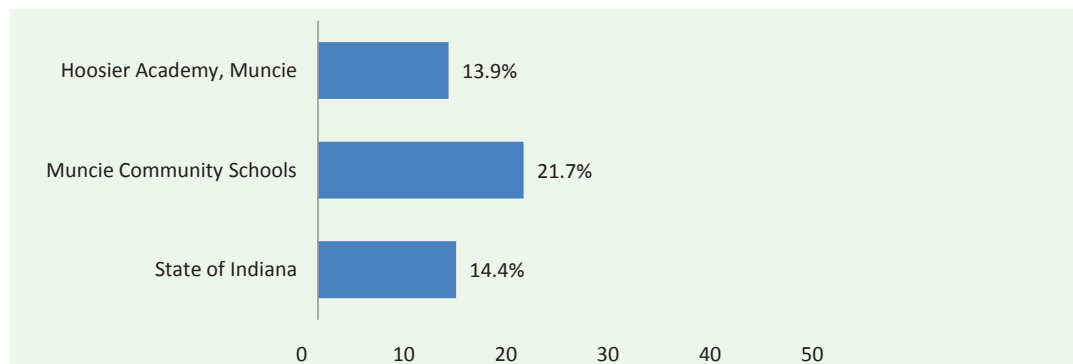


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Hoosier Academy Muncie	Muncie Community Schools	Indiana
2009-10	96.5%	95.16%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Hoosier Academy	MCS	Indiana	Hoosier Academy	MCS	Indiana	Hoosier Academy	MCS	Indiana
3	16	69%	75%	80%	56%	69%	77%	56%	63%	71%
4	<10	***	62%	78%	***	60%	76%	***	51%	69%
5	13	61%	62%	72%	61%	71%	81%	54%	56%	68%
6	14	71%	63%	74%	64%	64%	78%	57%	53%	67%
7	13	69%	54%	73%	54%	56%	74%	46%	45%	65%
8	14	50%	53%	71%	43%	50%	74%	43%	41%	64%

*** No score was reported due to less than 10 students being tested at the specified grade level.

Table Y-3: PL 221

ACADEMIC PROBATION	
Performance: 59.7%	Improvement: -9.9%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES		ATTENDANCE: YES		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
White	Yes	Yes	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
63	33%	66	23%	77	33%

Data Source: NWEA



Constituent Surveys

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

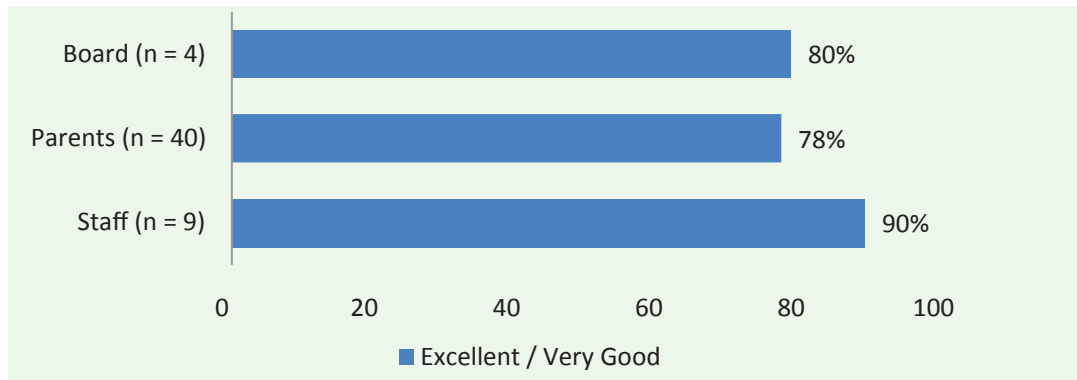


Figure Z-2: How would you compare the overall quality of education to that of other schools?

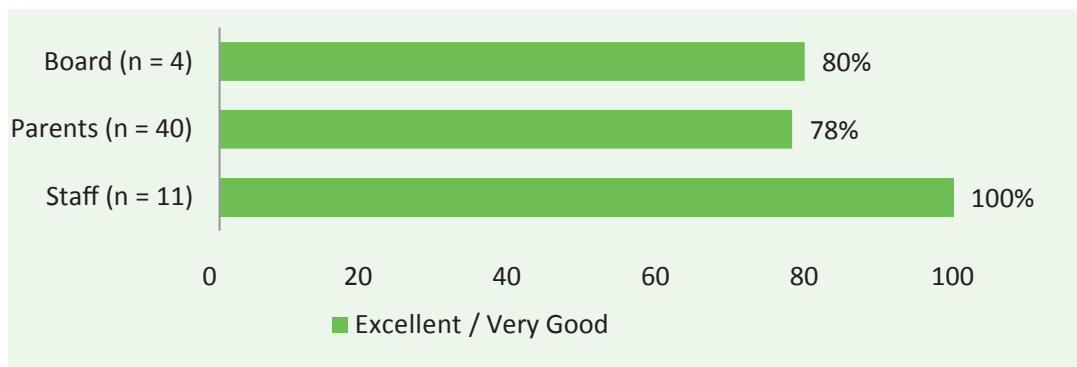
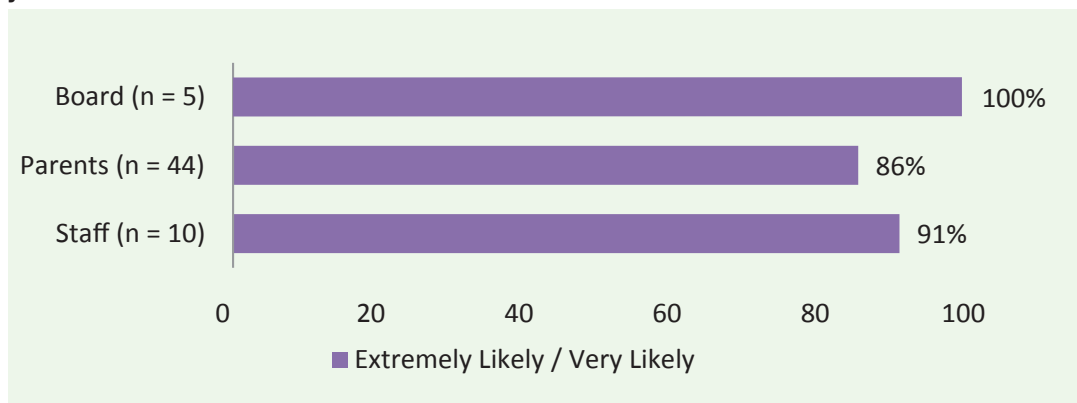


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?







IMAGINE INDIANA LIFE SCIENCE ACADEMY EAST *of* BSU Charter Schools

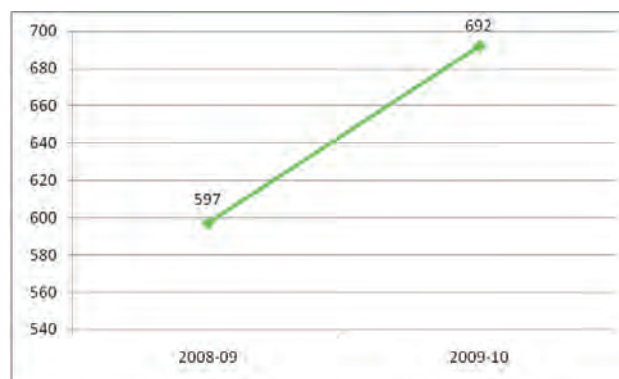


4352 N. Mitthoffer Road
Indianapolis, IN 46235
(317) 890-9100

www.imagineschoolsilsae.com

Grades ServedK-6

Enrollment History



Year Opened: 2008-2009

Final Year in Current Contract: 2012-2013

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.

Demographic Summary

Imagine East serves a diverse population of students consisting of eighty-four percent black, nine percent Latino, three percent white, and nine percent special education. Ninety-one percent of students qualify for free/reduced cost lunch status establishing a Schoolwide Title 1 school.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

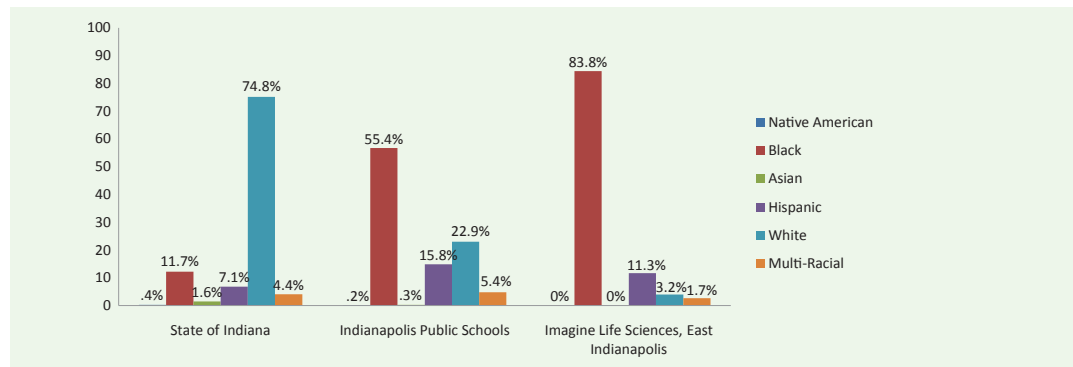


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

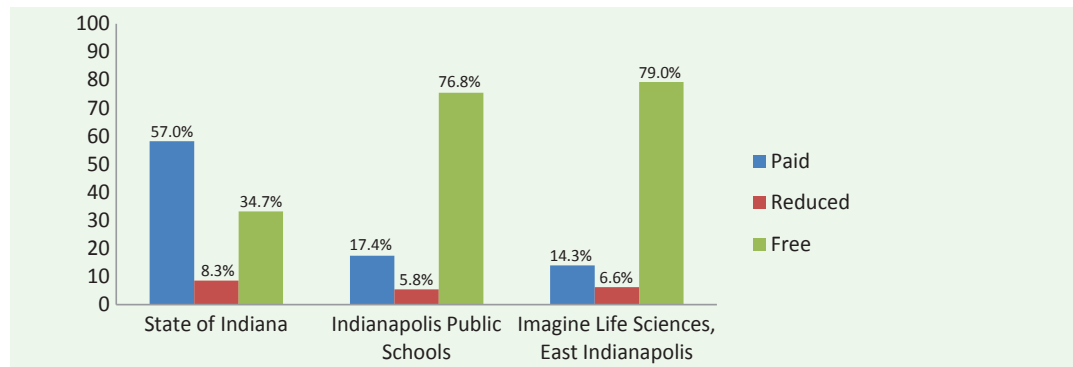
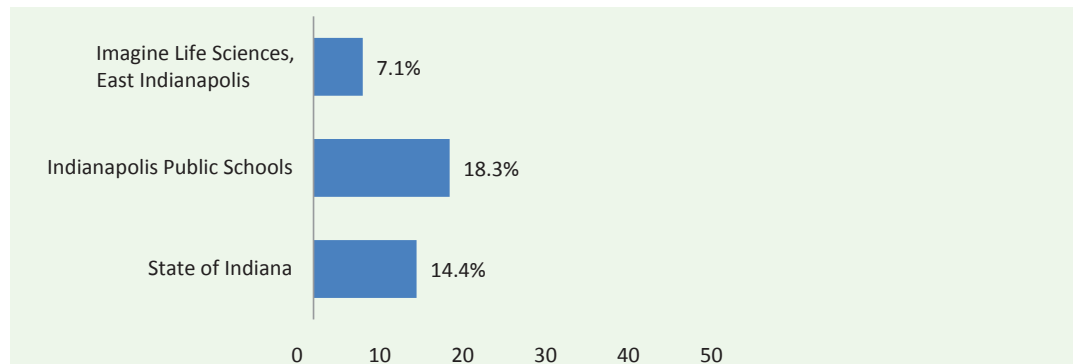


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Life Science Academy East	Indianapolis Public Schools	Indiana
2009-10	91.29%	94.56%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Life Science East	IPS	Indiana	Life Science East	IPS	Indiana	Life Science East	IPS	Indiana
3	96	35%	63%	80%	27%	57%	77%	24%	49%	71%
4	63	44%	59%	78%	27%	57%	76%	22%	45%	69%
5	68	37%	52%	72%	40%	66%	81%	23%	46%	68%
6	55	31%	53%	74%	25%	67%	78%	14%	47%	67%

Table Y-3: PL 221

ACADEMIC PROBATION	
Performance: 34.7%	Improvement: -4.6%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO		ATTENDANCE: NO		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	No	No	Yes	Yes
Black	No	No	Yes	Yes
Free/Reduced	No	No	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
329	56%	325	52%	323	54%

Data Source: NWEA



Volcanoes!!

Why do volcanoes erupt?
When rock in the Earth becomes hot enough it melts.

Where do people find most volcanoes?
Volcanoes tend to be located along unstable areas of the Earth's crust - on midocean ridges and in rift valleys where crustal plates are moving apart.

How BIG are Volcanic Eruptions?
Every year about 60 volcanoes erupt but most of the activity is pretty weak. Scientists use an eruption magnitude scale called the Volcanic Explosivity Index (VEI).

Why do volcanoes grow?
Volcanoes grow because of repeated eruptions. There are three main kinds of volcanoes based on the type of materials they erupt.

Facts

- 1) Ice + snow - the part of the Earth's system called the cryosphere can melt during a volcanic eruption.
- 2) The Earth's biosphere - the realm of living things - is affected by volcanic eruptions.
- 3) Climate is affected by volcanic eruptions.

Did You Know?
That the last volcanic eruption was for hundreds of years (like Mt. St. Helens) volcanoes may be very active. They can cause...

Constituent Surveys

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

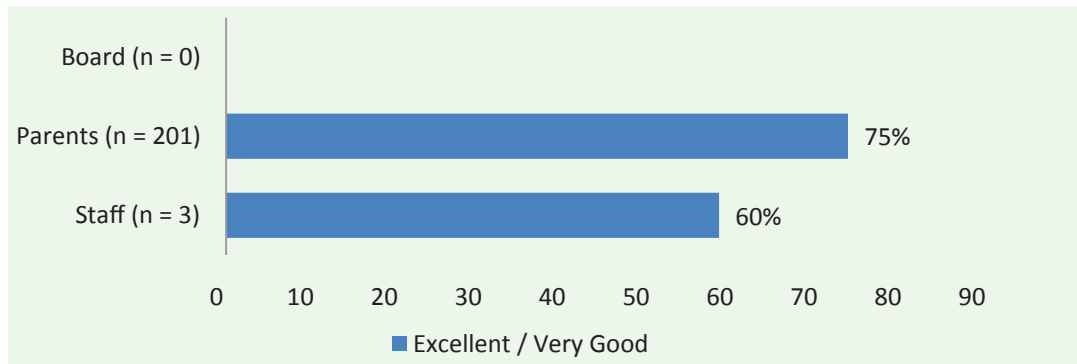


Figure Z-2: How would you compare the overall quality of education to that of other schools?

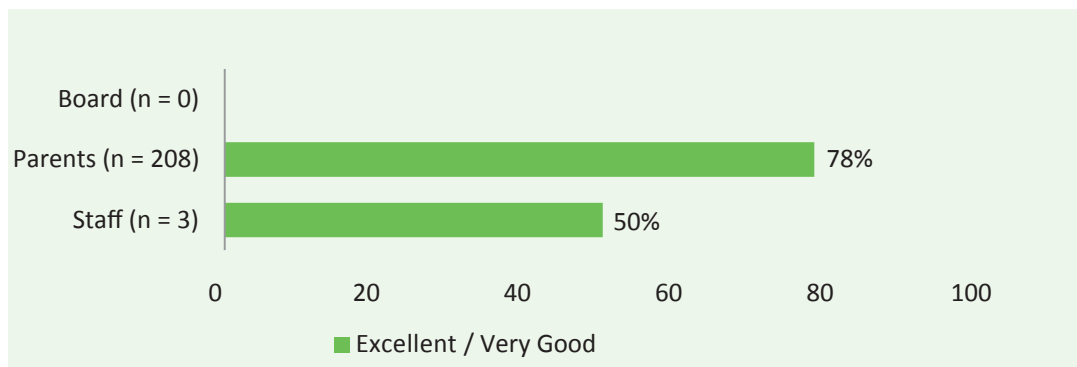
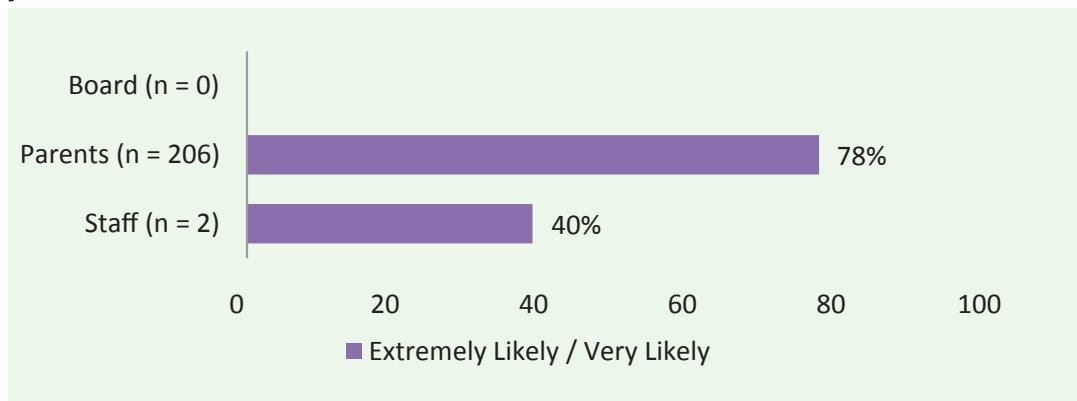


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?







IMAGINE INDIANA LIFE SCIENCE ACADEMY WEST *of* BSU Charter Schools

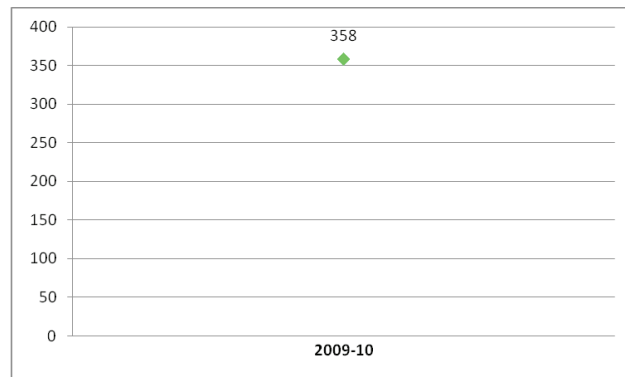


4950 W. 34th Street
Indianapolis, IN 46224
(317) 297-9100

www.imagineschoolsilsaw.com

Grades ServedK-6

Enrollment History



Year Opened: 2009-2010

Final Year in Current Contract: 2013-2014

Mission

Preparing students for lifetime achievement and the global future by creating an innovative and academically excellent school.

Educational Program

The Academy features a comprehensive instructional program designed to meet and exceed the expectations of the Indiana Academic Standards and the No Child Left Behind Act requirements (NCLB). Imagine ILSA West holds itself accountable by utilizing the Northwest Evaluation Association's Measures of Academic Progress MAP. Schools of choice, such as Imagine ILSA West, offer parents viable alternatives from which to select a school to suit student needs.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Identify writing, writing process, and reading comprehension as areas of curricular focus.

GOAL 2: Target underperforming students utilizing data (standardized, classroom assessments, curriculum discussion, etc.) to establish learning trends.

GOAL 3: Develop professional collaboration for teachers to incorporate different instructional strategies enhancing student learning and performance.

What are the implementation steps for achieving these goals?

Track individual and class growth using NWEA, ISTEP+, and SAT 10 scores.

Analyze test scores during professional development and discussion.

Develop curriculum committees (focusing on our core curriculum) to align school curriculum through curriculum mapping.

Map the school curriculum.



Demographic Summary

Imagine ILSA West serves primarily a black population representing seventy-seven percent of the student body followed by eleven percent Hispanic, nine percent white, and three multiracial. The free/reduced cost lunch percentage is fifty-one percent. Eight percent of the students are enrolled in special education.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

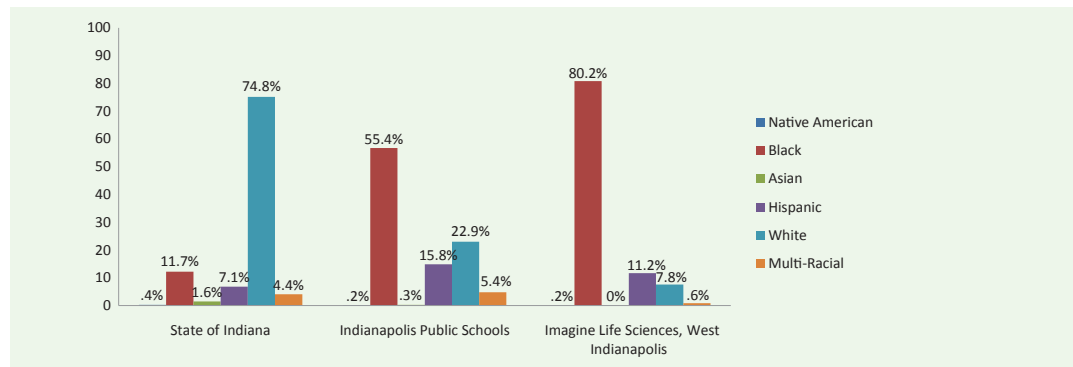


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

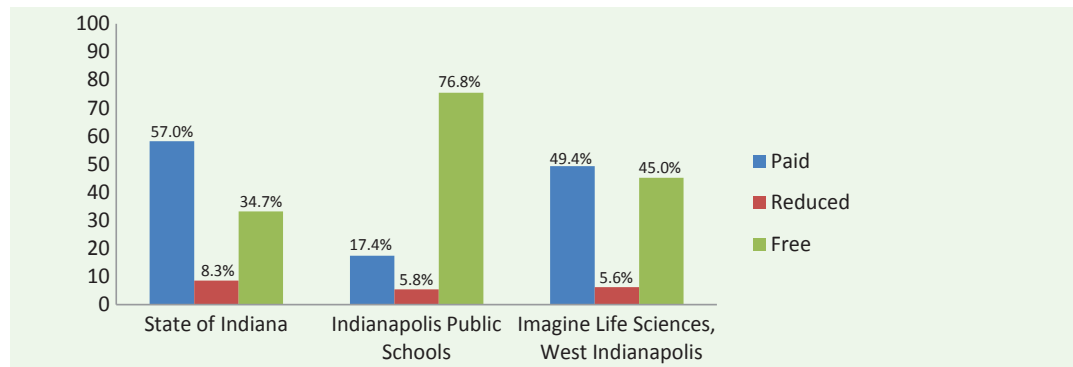
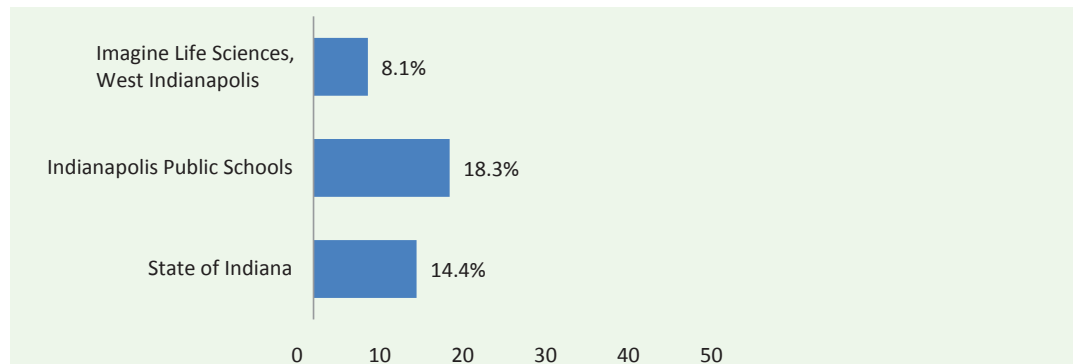


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Life Science Academy West	Indianapolis Public Schools	Indiana
2009-10	94.68%	94.56%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Life Science West	IPS	Indiana	Life Science West	IPS	Indiana	Life Science West	IPS	Indiana
3	46	39%	63%	80%	24%	57%	77%	24%	49%	71%
4	41	51%	59%	78%	27%	57%	76%	24%	45%	69%
5	47	57%	52%	72%	59%	66%	81%	51%	46%	68%
6	23	48%	53%	74%	39%	67%	78%	39%	47%	67%

Table Y-3: PL 221

ACADEMIC PROBATION	
Performance: 44.8%	Improvement: -13.2%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO		ATTENDANCE: NO		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	No	No	Yes	Yes
Black	No	No	Yes	Yes
Free/Reduced	No	No	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
240	44%	184	39%	240	44%

Data Source: NWEA



Constituent Surveys

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

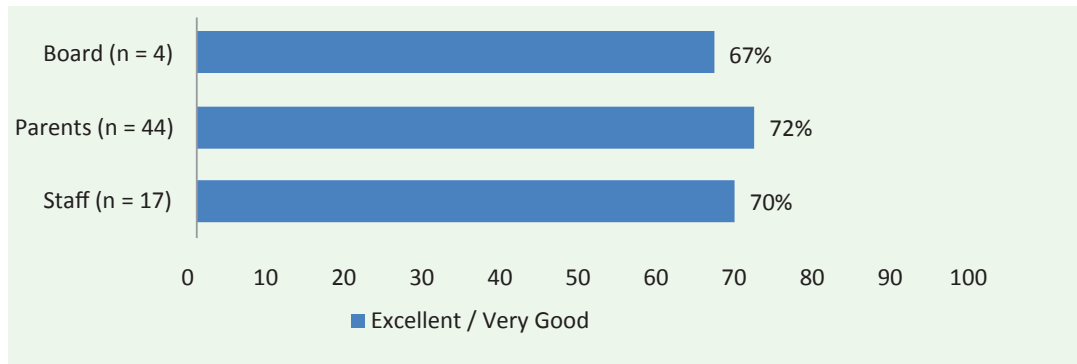
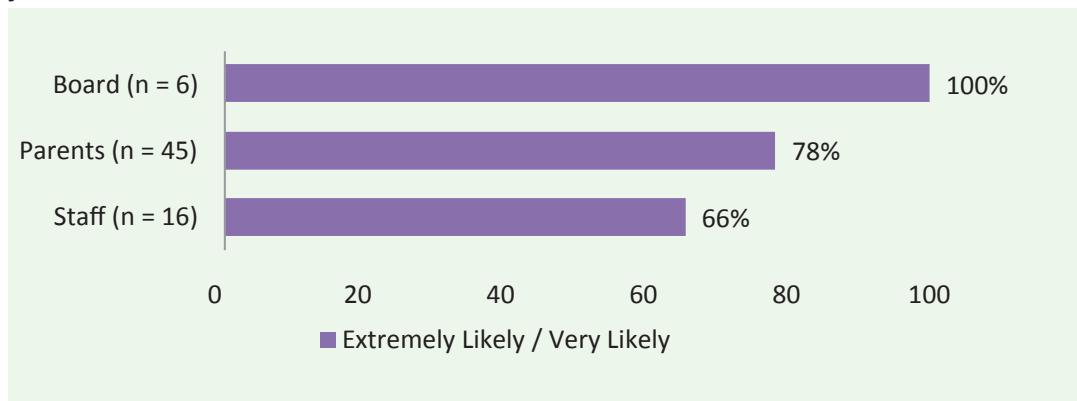


Figure Z-2: How would you compare the overall quality of education to that of other schools?



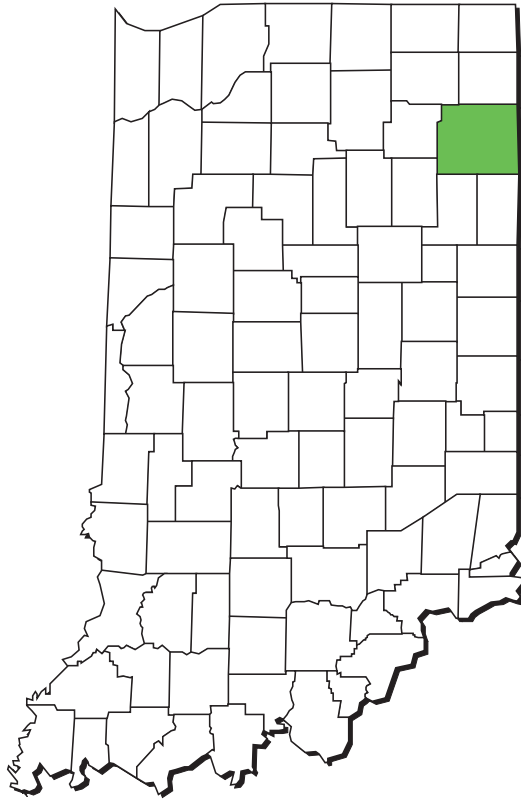
Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?







IMAGINE MASTER ACADEMY *of* BSU Charter Schools

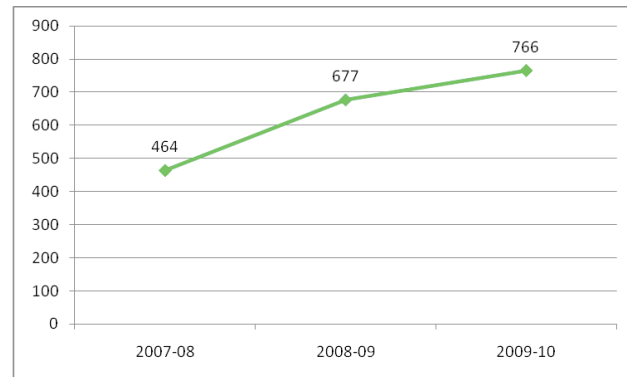


2000 North Wells Street
 Fort Wayne, IN 46808
 (260) 420-8395

www.imaginemasteracademy.com

Grades ServedK-8

Enrollment History



Year Opened: 2007-2008

Final Year in Current Contract: 2011-2012

Mission

Preparing students for lifetime achievement and the global future by creating an innovative and academically excellent school.

Educational Program

Imagine MASTer Academy is designed to teach children by assessing current proficiency levels and providing an engaging and differentiated curriculum. All curricula, lesson plans, textbooks, and assessments are aligned with Indiana Academic Standards. Imagine incorporates flexibility and willingness to use various scientifically research-based curricula to meet the individual needs of the community.

Imagine MASTer Academy

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Ninety percent of internal survey respondents report satisfaction with the school.

GOAL 2: Eighty-five percent of students meet growth targets.

GOAL 3: Achieve a rate of forty percent fewer student discipline referrals.

GOAL 4: Build better communication between the school and parents.

What are the implementation steps for achieving these goals?

Create academic support in the middle school.

Implement power-hour remediation/enrichment for K-5.

Utilize Compass Learning for grades K-8.

Instill in the students the school's Character Education philosophy.



Demographic Summary

The school's demographics for the 2009-2010 school year were: sixty-two percent white, thirteen percent black, fourteen percent Hispanic, ten percent multiracial, one-half percent American Indian, and one-half percent Asian or Pacific Islander. Seventy-one percent of Imagine MASTer's students receive free/reduced cost lunches. Approximately ten percent of students are in special education.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

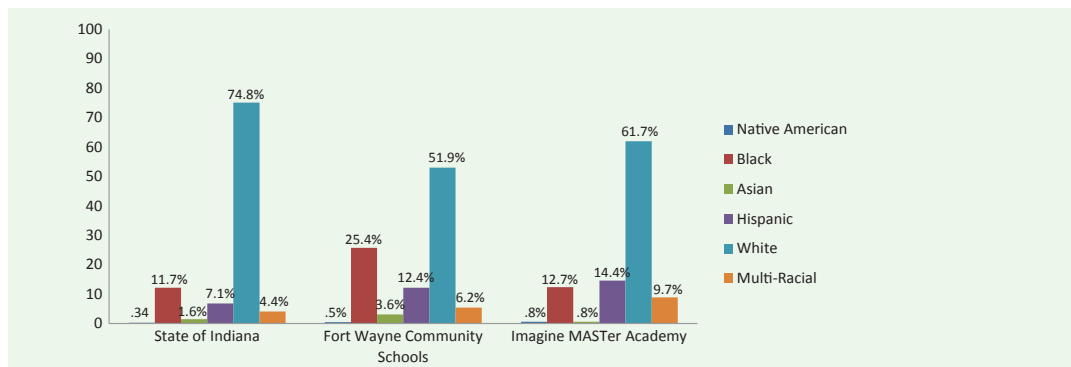


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

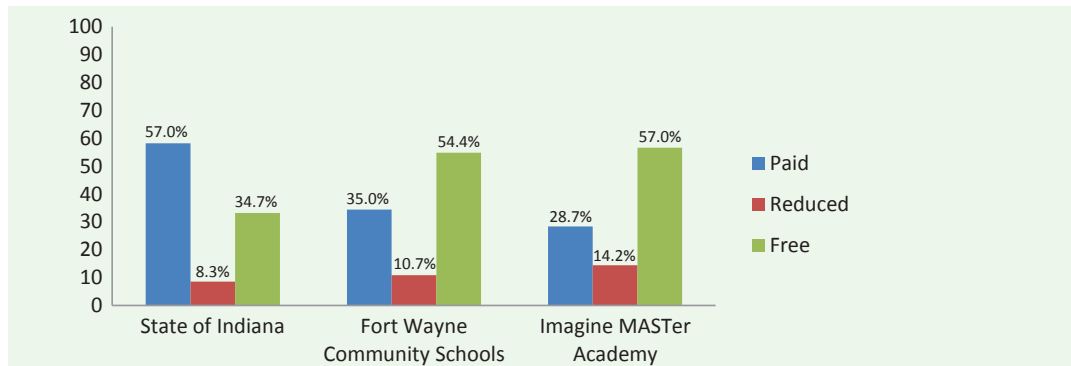
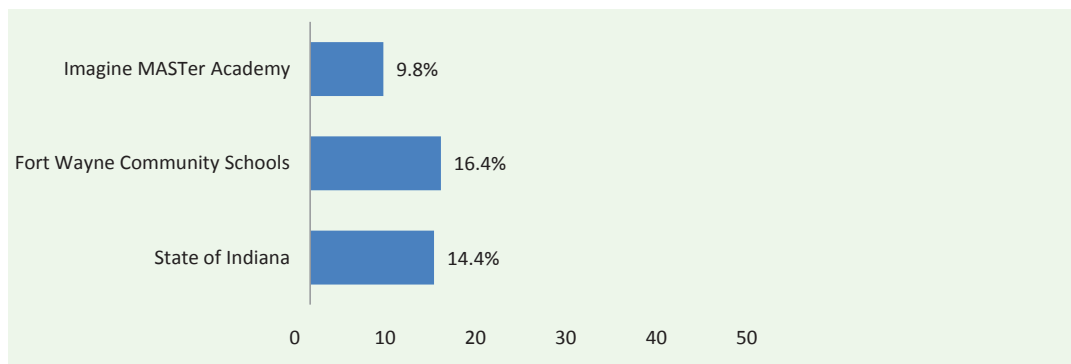


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Imagine MASTer Academy	Ft. Wayne Community Schools	Indiana
2009-10	95.1%	95.45%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Imagine MASTer	Ft.	Indiana	Imagine MASTer	Ft.	Indiana	Imagine MASTer	Ft.	Indiana
3	95	65%	74%	80%	69%	67%	77%	58%	62%	71%
4	70	57%	70%	78%	70%	66%	76%	54%	59%	69%
5	73	60%	67%	72%	68%	75%	81%	55%	61%	68%
6	89	46%	63%	74%	50%	67%	78%	36%	55%	67%
7	56	66%	60%	73%	77%	62%	74%	62%	51%	65%
8	49	55%	58%	71%	63%	64%	74%	43%	52%	64%

Table Y-3: PL 221

ACADEMIC WATCH	
Performance: 63.7%	Improvement: .4%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO		ATTENDANCE: YES		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	No	Yes	Yes	Yes
Black	No	Yes	No	Yes
Hispanic	No	Yes	Yes	Yes
White	No	Yes	Yes	Yes
Free/Reduced	Yes	Yes	Yes	Yes
LEP	Yes	Yes	Too few students	Too few students
Special Education	No	No	No	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
631	66%	518	61%	635	70%

Data Source: NWEA



Constituent Surveys

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

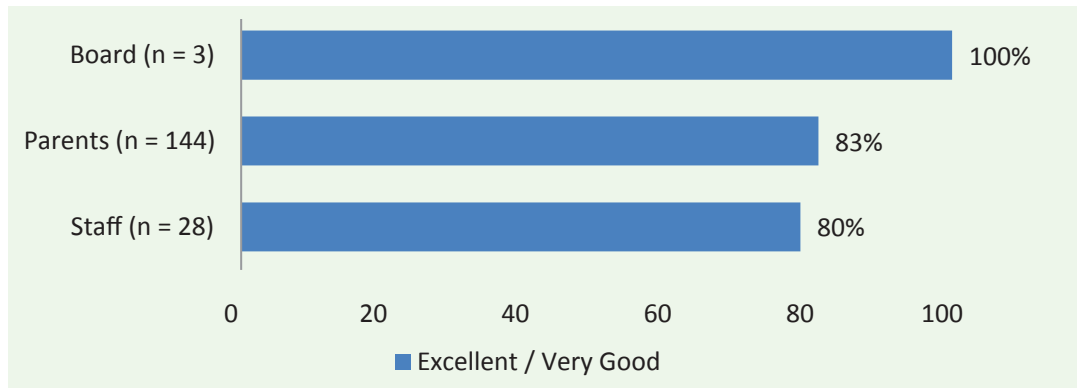


Figure Z-2: How would you compare the overall quality of education to that of other schools?

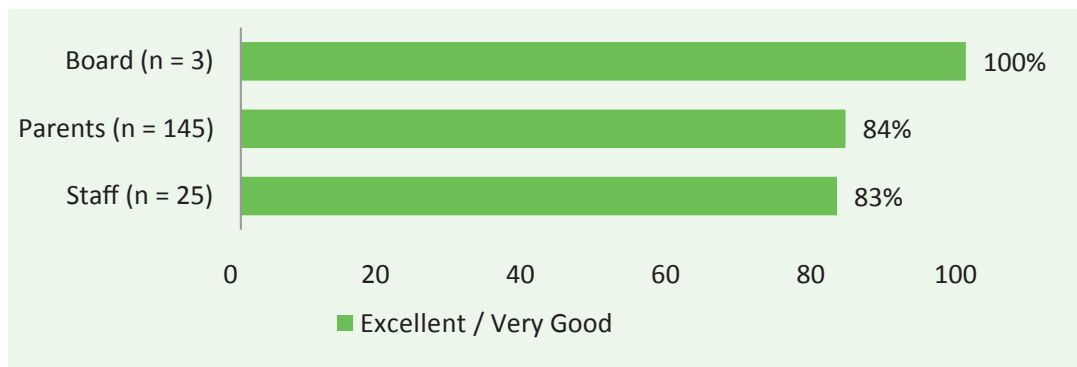
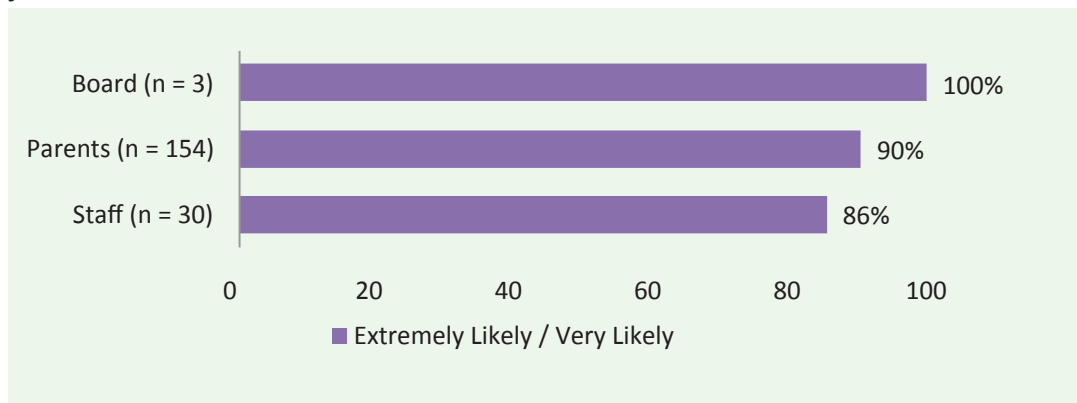


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?







IMAGINE SCHOOLS ON BROADWAY *of* BSU Charter Schools

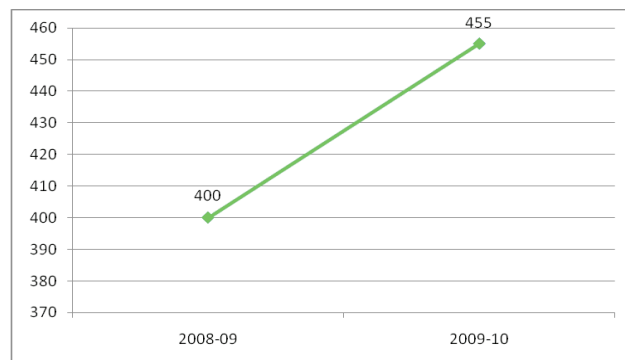


2330 Broadway Street
Fort Wayne, IN 46807
(260) 458-8395

www.imagineschoolsonbroadway.com

Grades ServedK-5

Enrollment History



Year Opened: 2008-2009

Final Year in Current Contract: 2012-2013

Mission

Imagine Schools on Broadway will educate the whole child with a laser-like focus on academics and character.

Educational Program

The focus of the educational program is on reading, writing, arithmetic and positive character development.



School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Eighty percent of students will meet or exceed NWEA learning targets in reading, math, and language arts.

What are the implementation steps for achieving these goals?

Add computer lab for increased time on Compass Learning program.

Offer remediation during summer for targeted students.

Redesign the schedule to allow more time in reading and math.

Analyze NWEA winter data to determine academic weaknesses for each grade level.

Align reading and math curriculum with NWEA deficiencies.

Improve parent communication through the school newsletter, teacher blogs, and use of NWEA reports to parents.

Encourage parental involvement through many school activities and community events.

Align the curriculum with the Indiana Reading Framework.

Utilize Opportunity School reading consultants to improve reading strategies.

Offer remediation and enrichment after school.

Provide continuous and classroom embedded professional development.

Demographic Summary

Imagine Schools on Broadway had 406 students enrolled for the 2009-2010 school year. The ethnic breakdown was as follows: thirty-seven percent black, twenty-four percent white, seventeen Hispanic, and nineteen multiracial. Ninety-two percent of students receive free/reduced cost lunches and ten percent receive special education services.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

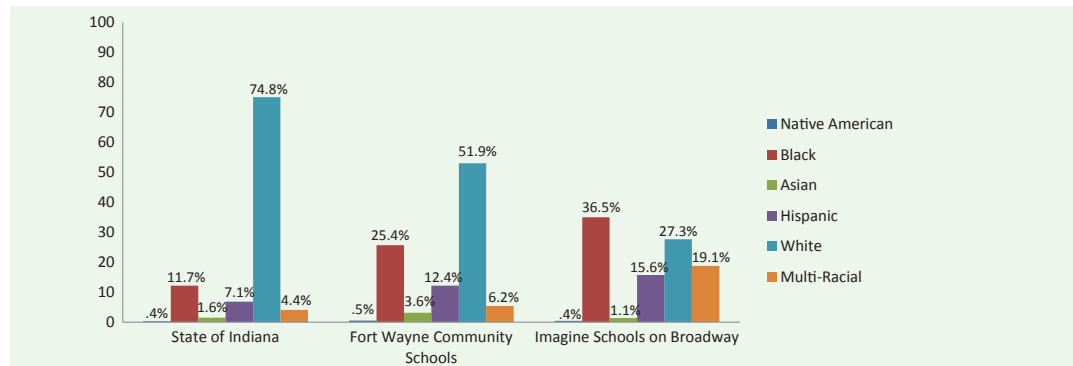


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

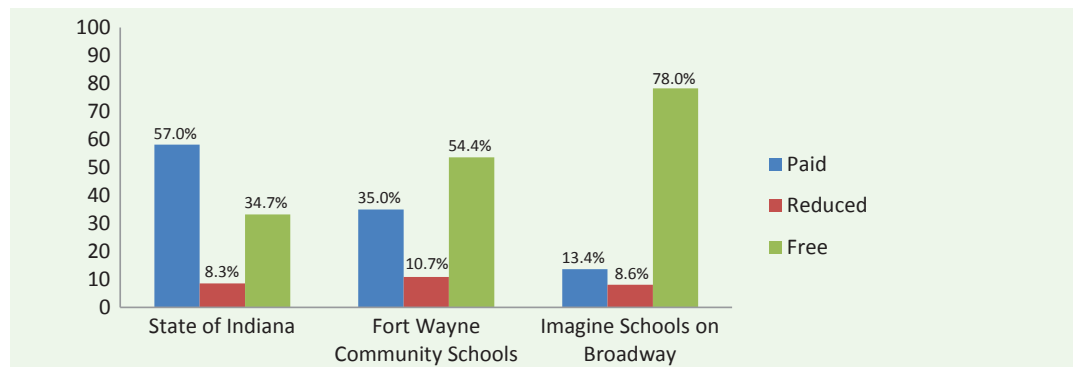
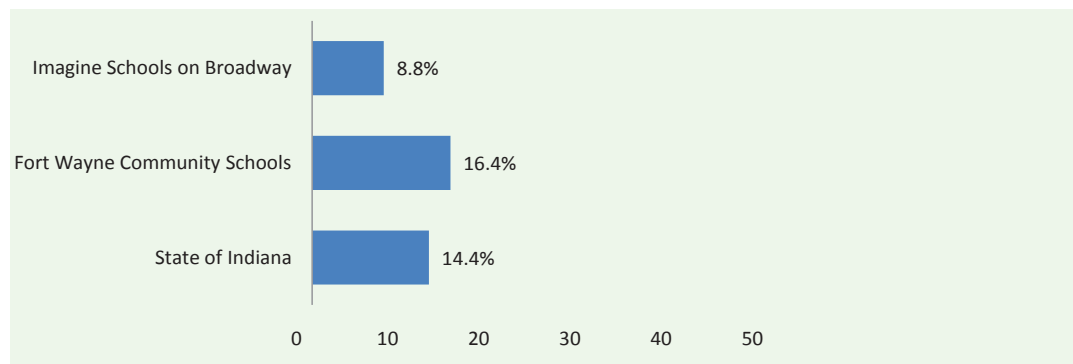


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Imagine at Broadway	Ft. Wayne Community Schools	Indiana
2009-10	94.68%	95.45%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Imagine Broadway	Ft.	Indiana	Imagine Broadway	Ft.	Indiana	Imagine Broadway	Ft.	Indiana
3	62	42%	74%	80%	35%	67%	77%	27%	62%	71%
4	62	47%	70%	78%	34%	66%	76%	31%	59%	69%
5	37	35%	67%	72%	49%	75%	81%	30%	61%	68%

Table Y-3: PL 221

ACADEMIC PROBATION	
Performance: 42.6%	Improvement: -5%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO		ATTENDANCE: YES			
	PERFORMANCE			PARTICIPATION	
	English	Math	English	Math	
All Students	No	No	Yes	Yes	
Black	No	No	Yes	Yes	
White	Yes	Yes	Yes	Yes	
Free/Reduced	No	No	Yes	Yes	

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
299	53%	204	58%	298	65%

Data Source: NWEA



Constituent Surveys

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

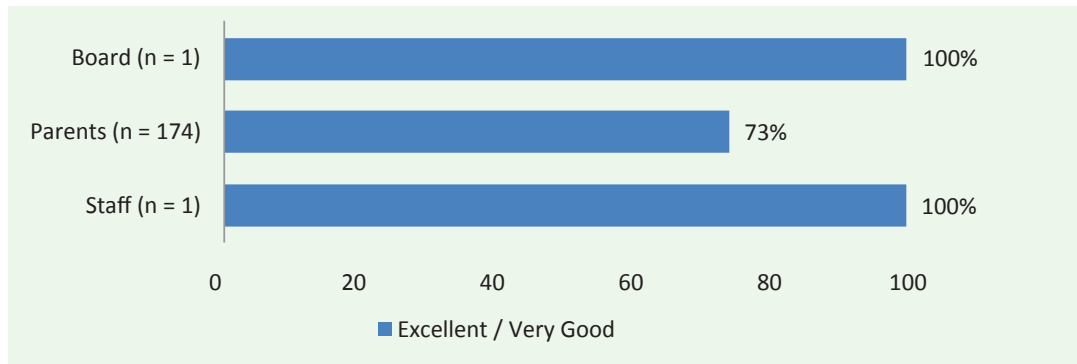


Figure Z-2: How would you compare the overall quality of education to that of other schools?

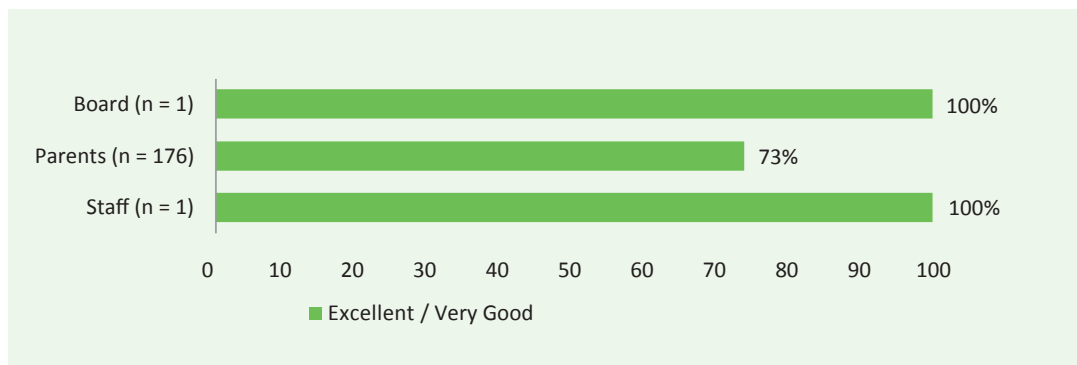
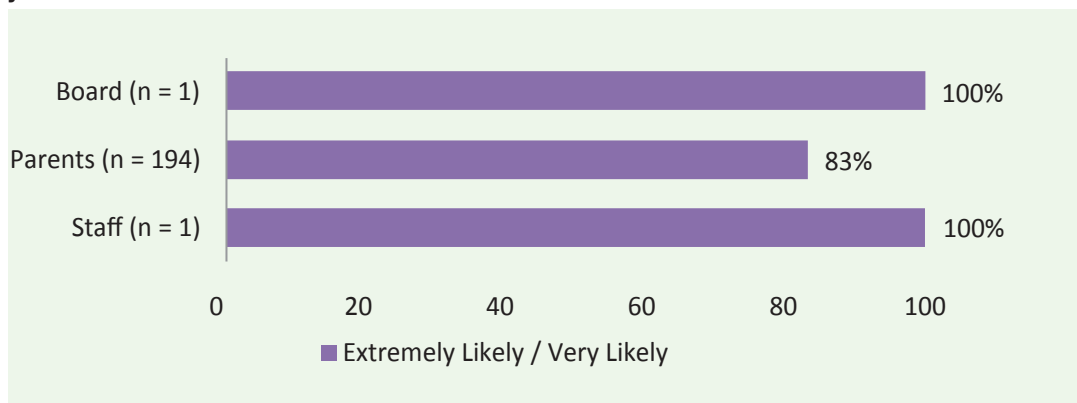


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?







INDIANA MATH AND SCIENCE ACADEMY INDIANAPOLIS of BSU Charter Schools

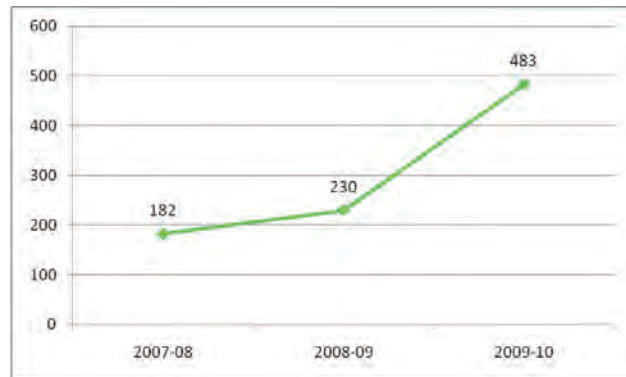


4575 W. 38th Street
 Indianapolis, IN 46254
 (317) 298-0025

www.imsaindy.org

Grades ServedK-10

Enrollment History



Year Opened: 2007-2008

Final Year in Current Contract: 2013-2014

Mission

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

Educational Program

The Indiana Math and Science Academy delivers a first-class college preparatory education to inner-city students. The school incorporates an integrated curriculum organized around global themes to ensure that each student will acquire and apply core concepts and principles from math, science, technology, social studies, language arts, communication, and creative arts. Each student will gain an understanding of his/her individual learning style and intelligence, and will develop strategies to adapt to different situations / tasks.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Make Adequate Yearly Progress (AYP).

GOAL 2: Increase ISTEP+ and ECA scores in English / Language Arts.

GOAL 3: Increase ISTEP+ scores in Mathematics.

GOAL 4: Increase ISTEP+ scores in Algebra I.

What are the implementation steps for achieving these goals?

Identify at-risk students via interim assessments.

Offer extended instruction in English/language arts and mathematics.

Offer extra reading classes at elementary and primary levels.

Hire more Title I teachers.

Offer Saturday and summer school sessions.

Implement pull-out and remediation programs.



Demographic Summary

The Indiana Math and Science Academy has 483 students of which sixty-five percent are black, sixteen percent are white, twelve percent are Hispanic, and seven percent are multiracial. Seventy four percent of students qualify for free/reduced cost lunches and ten percent of the students receive special education services.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

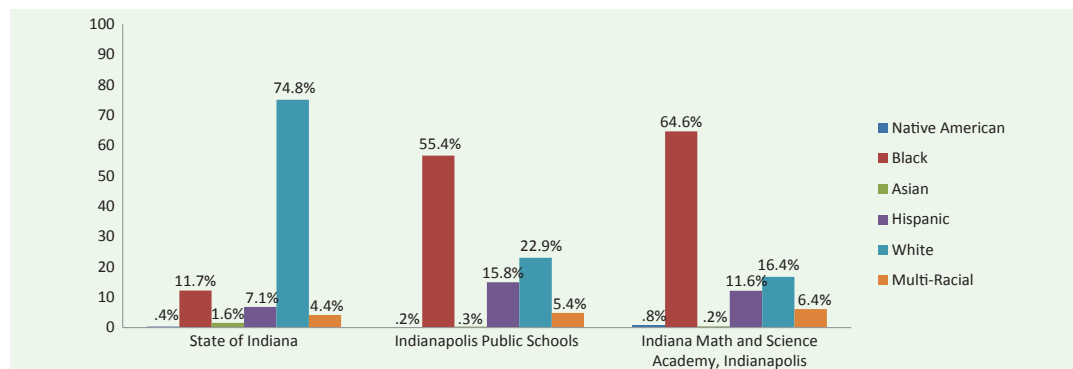


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

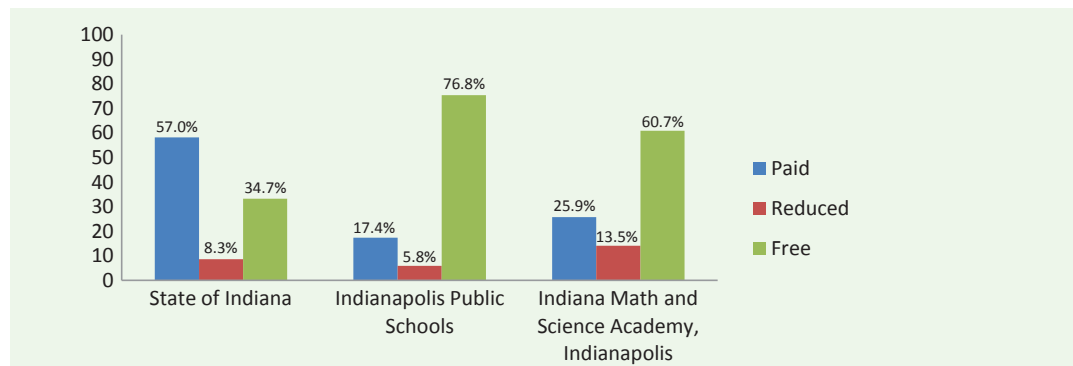
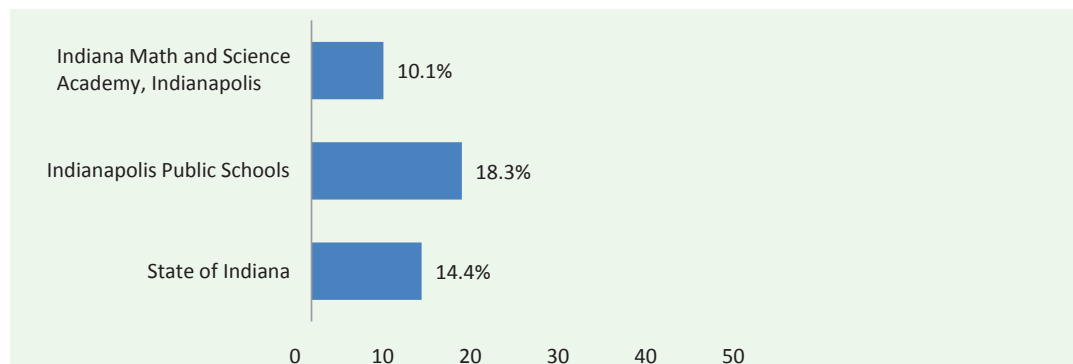


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Indiana Math and Science Academy	Indianapolis Public Schools	Indiana
2009-10	96.66%	94.56%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Math and Science	IPS	Indiana	Math and Science	IPS	Indiana	Math and Science	IPS	Indiana
3	26	73%	63%	80%	61%	57%	77%	54%	49%	71%
4	39	82%	59%	78%	72%	57%	76%	67%	45%	69%
5	19	58%	52%	72%	63%	66%	81%	37%	46%	68%
6	37	73%	53%	74%	92%	66%	78%	67%	47%	67%
7	62	68%	47%	73%	61%	50%	74%	48%	36%	65%
8	60	63%	41%	71%	73%	46%	74%	57%	32%	64%

Table Y-2A: Percentages Passing Core 40 End of Course Assessments

Academic Year	Course Title	Percent Passing	Indiana
2009-10	English 10	79%	63%
2009-10	Algebra I	49%	61%

Data Source: Indiana Department of Education

Table Y-3: PL 221

EXEMPLARY	
Performance: 70.5%	Improvement: 8.6%

INDIANA MATH AND SCIENCE ACADEMY *of* BSU Charter Schools

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES			ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
Black	Yes	Yes	Yes	Yes
Hispanic	Yes	Yes	Yes	Yes
White	Yes	Yes	Yes	Yes
Free/Reduced	Yes	Yes	Yes	Yes
LEP	Yes	Yes	Yes	Yes
Special Education	Yes	Yes	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
293	64%	302	64%	297	77%

Data Source: NWEA



Constituent Surveys

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

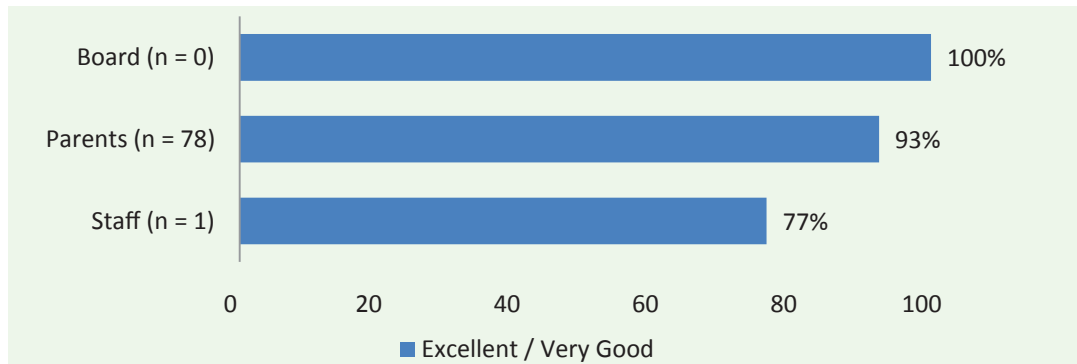


Figure Z-2: How would you compare the overall quality of education to that of other schools?

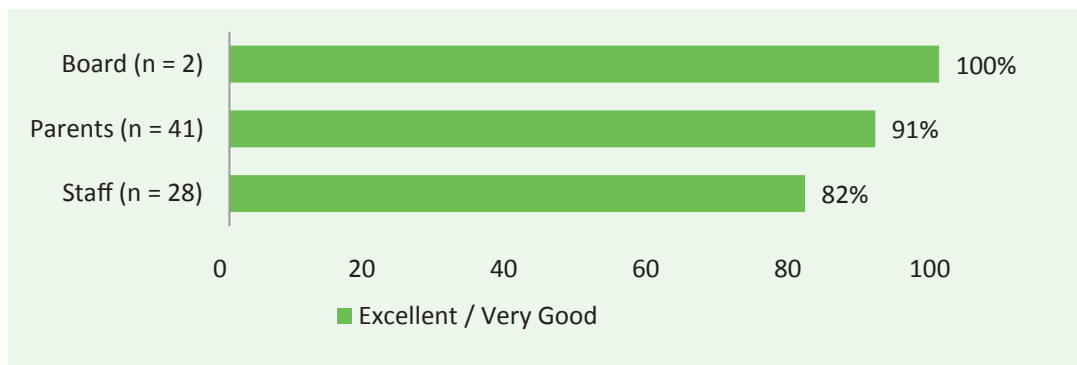
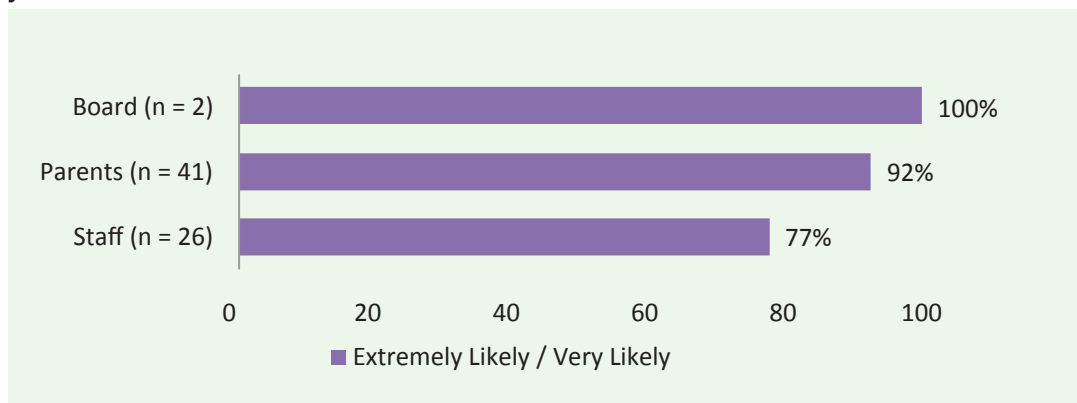


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?







NEW COMMUNITY SCHOOL *of* BSU Charter Schools

“Nurturing Confident, Creative, and Capable Students”

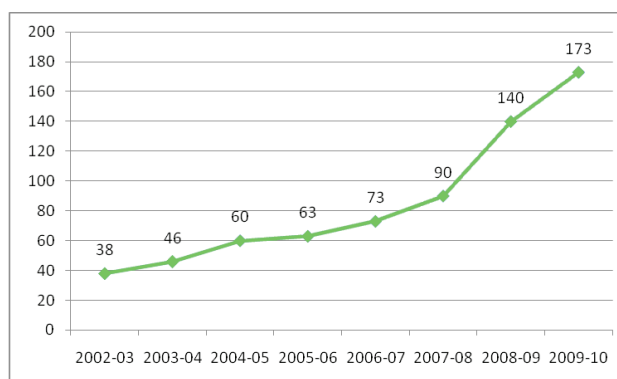


710 North Street
West Lafayette, IN 47901
(765) 420-9617

www.ncs.k12.in.us

Grades ServedK-8

Enrollment History



Year Opened: 2002-2003

Final Year in Current Contract: 2013-2014

Mission

To build a community of learners, students, parents and staff, engaged in a lifelong journey of thoughtful discovery through academics, fine arts, motion, social interactions and creative pursuits.

Educational Program

New Community School's program embodies the principles of progressive education, where language, literacy, mathematical and scientific understandings are the basic tools for learning, thinking and becoming an astute citizen. The fluid use of expressive mediums, supported through the arts and movement, enhance the personal, emotional, and social growth of students, sometimes seen as outside the traditional academic school curriculum.



School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Achieve forty-five percent or better growth in NWEA Language Arts Scores for students in grades 3-8.

GOAL 2: Achieve eighty percent or greater mastery in grades K-2 of reading skills in four common areas of reading as indicated on the IRDA.

GOAL 3: Achieve eighty percent or greater mastery of subject specific standards in all grades.

GOAL 4: Attain 3,000 or more parent volunteer hours.

GOAL 5: Provide ongoing professional development.

What are the implementation steps for achieving these goals?

Schedule NWEA to avoid test fatigue.

Work through DesCartes during staff meetings to assure individualization of instruction and inclusion of appropriate terminology.

Provide small classes and involvement of speech and language personnel to enhance acquisition of skills.

Provide small classes and uninterrupted schedules for regular and thorough delivery of content.

Reinforce importance of all subject areas throughout curriculum.

Increase opportunities for parental feedback about school needs and progress toward their commitment to volunteer.

Increase parental recognition for volunteering.

Schedule training in responsive classroom, Article 7, technology integration, problem-based learning, Handle with Care, and gifted education.

Demographic Summary

New Community School serves students from a six-county area which includes both urban and rural residents. The population is indicated as follows: sixteen percent multiracial, one percent Asian, three percent Hispanic, four percent black, seventy-six percent white. Twenty-three percent of students receive free lunches and fourteen percent receive reduced cost lunches. Thirty percent of students receive special education services.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

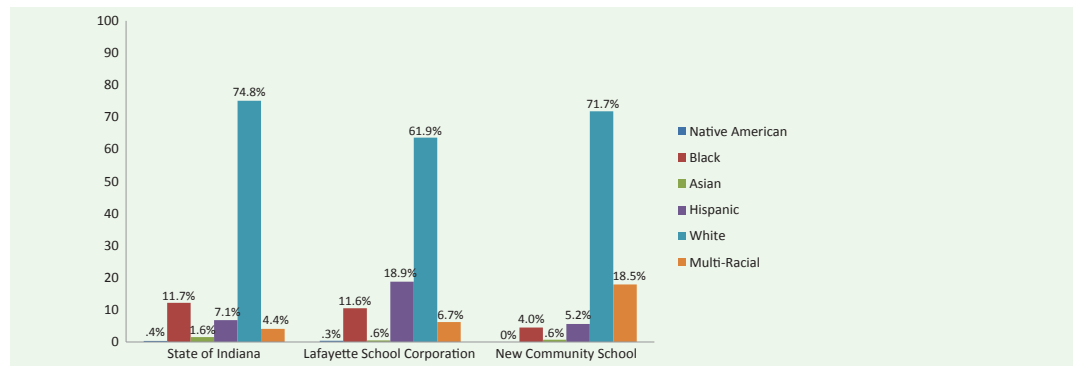


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

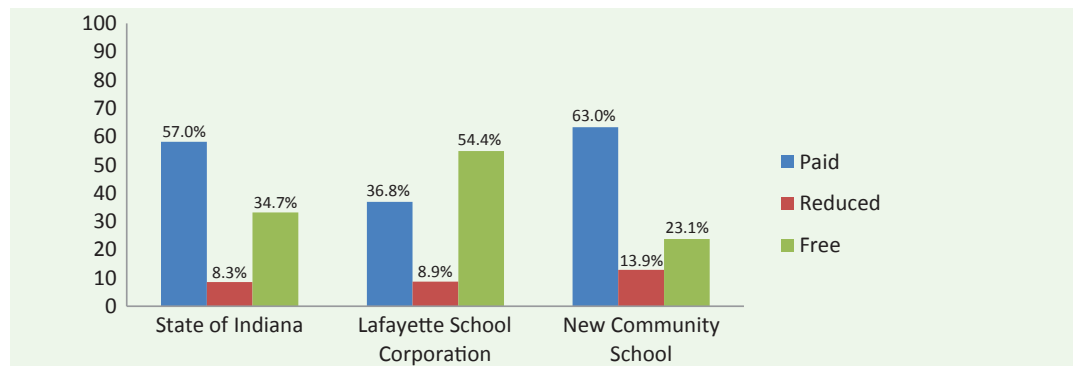
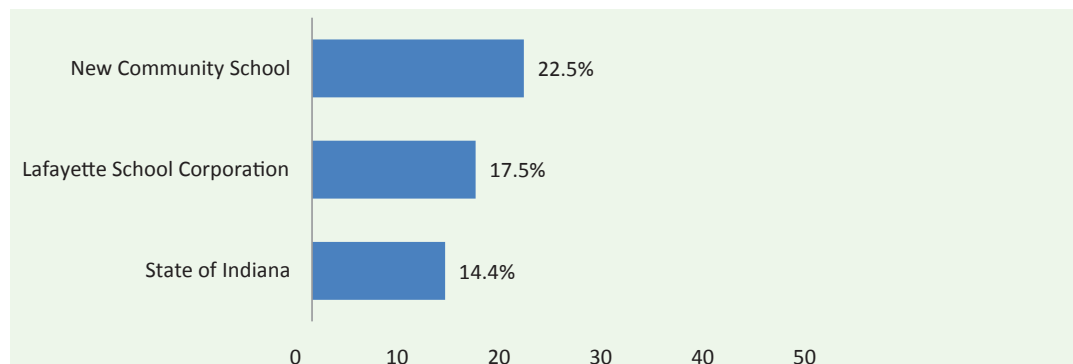


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	New Community School	Lafayette School Corporation	Indiana
2009-10	93.49%	95.4%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		New Community	Laf. Corp.	Indiana	New Community	Laf. Corp.	Indiana	New Community	Laf. Corp.	Indiana
3	19	79%	71%	80%	79%	72%	77%	74%	63%	71%
4	19	68%	72%	78%	42%	71%	76%	42%	61%	69%
5	14	64%	67%	72%	50%	75%	81%	50%	60%	68%
6	11	91%	58%	74%	54%	64%	78%	54%	50%	67%
7	13	46%	61%	73%	61%	70%	74%	38%	55%	65%
8	<10	***	60%	71%	***	67	74%	***	53%	64%

***No score was reported due to less than ten students being tested at the specified grade level.

Table Y-3: PL 221

COMMENDABLE
Performance: 66.1%
Improvement: 3.3%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO	ATTENDANCE: NO			
PERFORMANCE		PARTICIPATION		
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
White	Yes	No	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
81	75%	81	65%	81	48%

Data Source: NWEA



Constituent Surveys

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

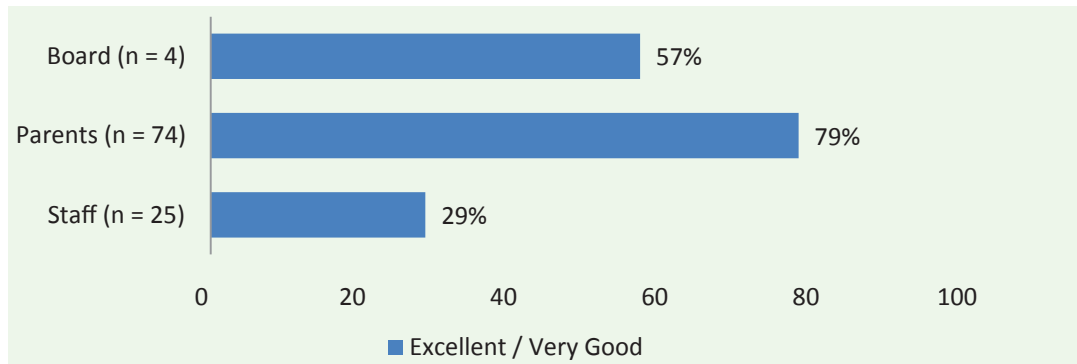
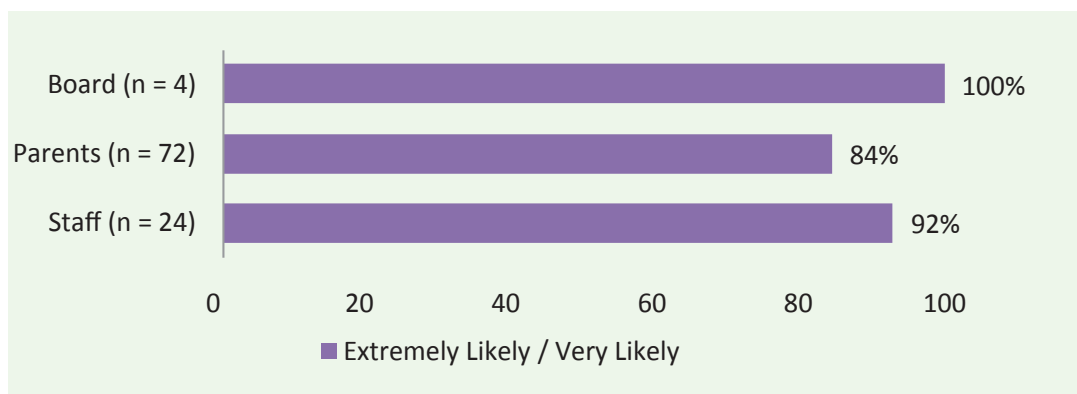


Figure Z-2: How would you compare the overall quality of education to that of other schools?



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







OPTIONS CHARTER SCHOOL – CARMEL *of* BSU Charter Schools

“Belong - Believe - Achieve”

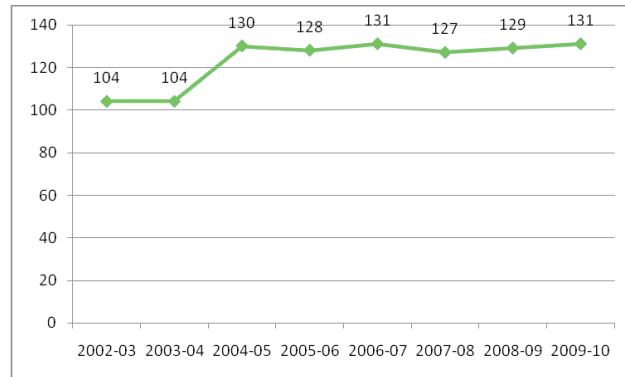


530 W. Carmel Drive
Carmel, IN 46032
(317) 815-2098

www.optionsined.org

Grades Served9-12

Enrollment History



Year Opened: 2002-2003*

Final Year in Current Contract: 2010-2011

* Options Charter School was authorized by the Carmel-Clay School District during the 02-03 and 03-04 school years.

Mission

The Options Charter School – Carmel provides a caring community to those students seeking an alternative to the traditional high school program. Utilizing a variety of innovative approaches, the school focuses on the educational success, health and wellness of each student to develop responsible individuals who are skilled problem-solvers and caring, productive citizens.

Educational Program

The purpose of Options Charter School – Carmel is accomplished through an educational program that meets the Indiana Academic Standards for a Core 40 diploma. Teachers in this small learning environment are able to focus on the students’ learning styles, talents, developmental levels, and emotional needs. It is a place where those 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. A tuition-free dual credit partnership with Ivy Tech State College is available for students who desire an early start to a college program.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Enhance and expand project-based learning.

GOAL 2: Add curricular offerings including foreign language and a dual credit program.

What are the implementation steps for achieving these goals?

Implement strategies developed during professional development activities conducted during the summer of 2010.

Expand the teacher contract to include eight non-instructional days for professional development and interdisciplinary team planning for PBL.

Add a Spanish teacher to the staff.

Provide dual enrollment courses to seniors.



Demographic Summary

Options Charter School – Carmel reflects the ethnic demographics of its local community, if not the statewide averages. The percentage of students in need of economic assistance is higher than the local average at around twenty percent. The school differs significantly from the other area public schools in the percentage of students receiving special education services. At thirty-seven percent, Options – Carmel has more than double the percentage of these students found in the Carmel-Clay schools or in the statewide average.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

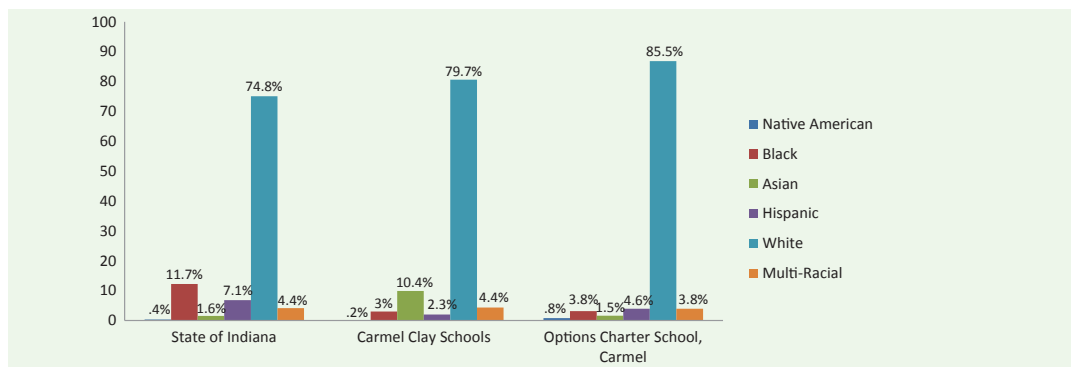


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

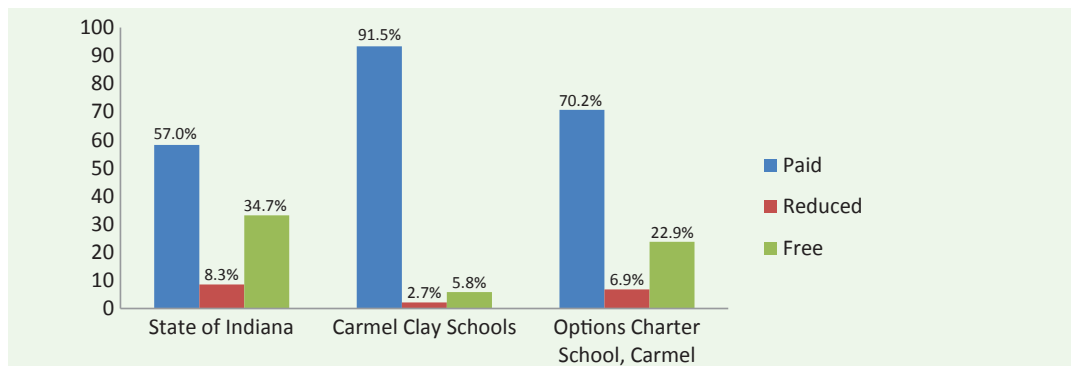
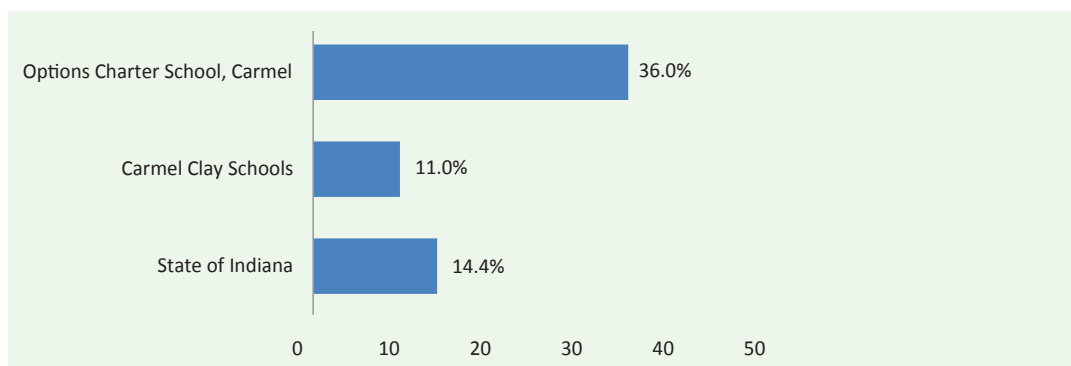


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: **Attendance Rates**

Academic Year	Options Charter School – Carmel	Carmel - Clay Schools	Indiana
2009-10	94.74%	96.92%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2A: **Percentages Passing Core 40 End of Course Assessments**

Academic Year	Course Title	Percent Passing	Indiana
2009-10	English 10	41.67%	63%
2009-10	Algebra I	44.44%	61%

Data Source: Indiana Department of Education

Table Y-2B: **Four-Year Cohort Graduation Rate**

Graduation Rate	Core 40 Diploma	General Diploma	Academic Honors Diploma
38.7%	66.7%	33.3%	0

Data Source: Indiana Department of Education

Table Y-3: **PL 221**

ACADEMIC PROBATION	
Performance: 53.7%	Improvement: -4.1%

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

OVERALL DETERMINATION: NO		ATTENDANCE: NO			
		PERFORMANCE		PARTICIPATION	
	English	Math	English	Math	
All Students	No	No	Too few students	Too few students	

Data Source: Indiana Department of Education

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

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
17	59%	23	57%	18	56%

Data Source: NWEA



Constituent Surveys

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

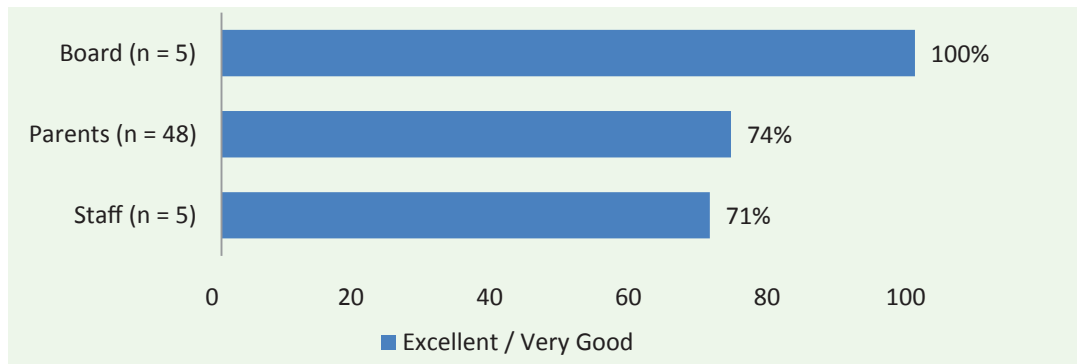
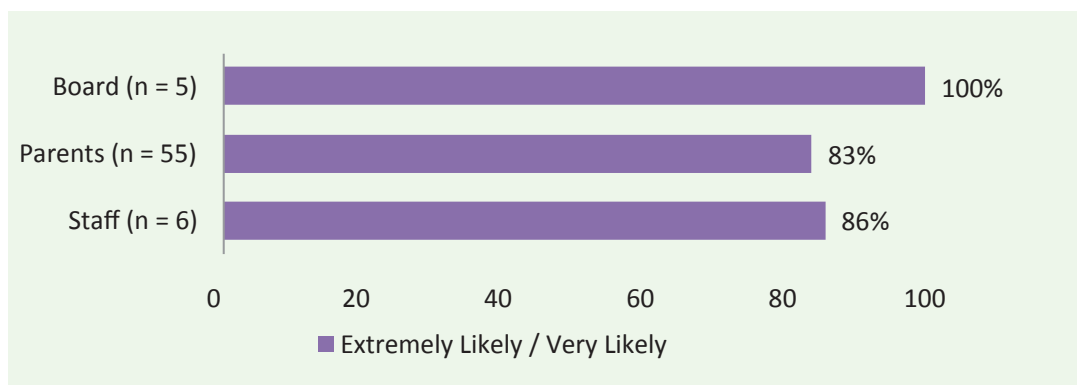


Figure Z-2: How would you compare the overall quality of education to that of other schools?



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







OPTIONS CHARTER SCHOOL – NOBLESVILLE of BSU Charter Schools

“Belong - Believe - Achieve”

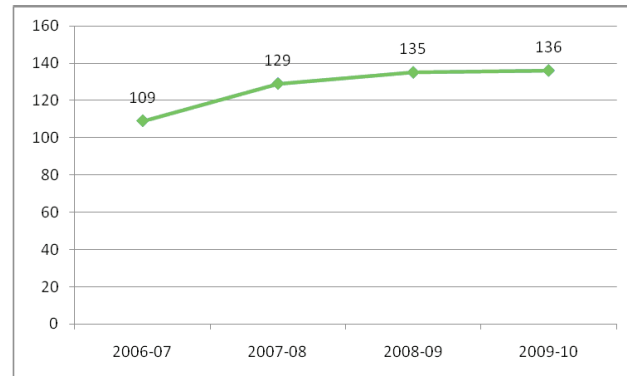


9945 Cumberland Pointe Boulevard
Noblesville, IN 46060
(317) 773-8659

www.optionsined.org

Grades Served9-12

Enrollment History



Year Opened: 2006-2007

Final Year in Current Contract: 2012-2013

Mission

The Options Charter School – Noblesville provides a caring community to those students seeking an alternative to the traditional high school program. Utilizing a variety of innovative approaches, the school focuses on the educational success, health and wellness of each student to develop responsible individuals who are skilled problem-solvers and caring, productive citizens.

Educational Program

The purpose of Options Charter School – Noblesville is accomplished through an educational program that meets the Indiana Academic Standards for a Core 40 diploma. Teachers in this small learning environment are able to focus on the students’ learning styles, talents, developmental levels, and emotional needs. It is a place where those 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. A tuition-free dual credit partnership with Ivy Tech State College is available for students who desire an early start to the college program.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Enhance and expand project-based learning.

GOAL 2: Add curricular offerings including foreign language and a dual credit program.

What are the implementation steps for achieving these goals?

Implement strategies developed during professional development activities and year one of the Children Youth and Families At-Risk (CYFAR) program.

Expand the teacher contract to include eight non-instructional days for professional development and interdisciplinary team planning for PBL.

Add a Spanish teacher to the staff.

Provide dual enrollment courses to seniors.



Demographic Summary

Options Charter School – Noblesville reflects the ethnic demographics of its local community, if not the statewide averages. The percentage of students in need of economic assistance is higher than the local average at around thirty percent. The school differs significantly from the other area public schools in the percentage of students receiving special education services. At thirty-five percent, Options – Noblesville has double the percentage of these students found in Noblesville schools or in the statewide average.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

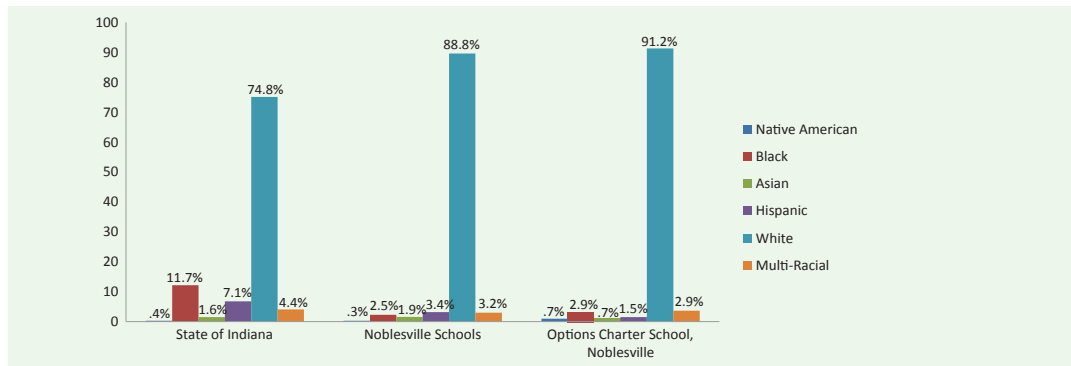


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

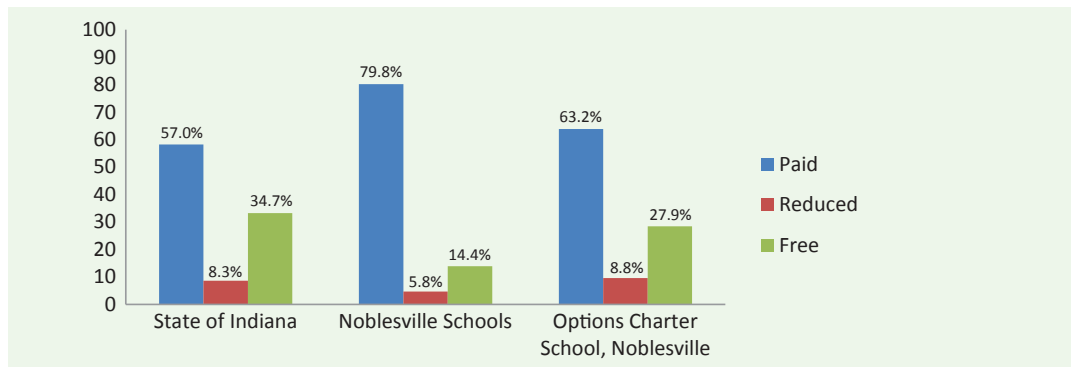
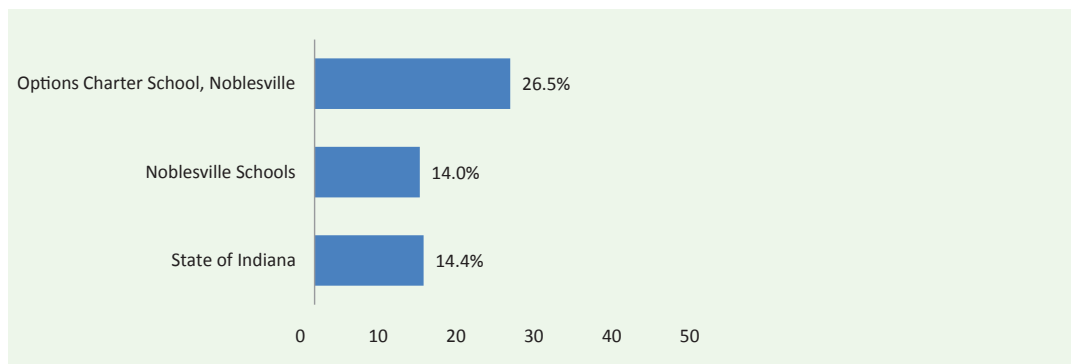


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: **Attendance Rates**

Academic Year	Options Charter School - Noblesville	Noblesville Schools	Indiana
2009-10	95.13%	96.03%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2A: **Percentages Passing Core 40 End of Course Assessments**

Academic Year	Course Title	Percent Passing	Indiana
2009-10	English 10	35%	63%

Data Source: Indiana Department of Education

Table Y-2B: **Four-Year Cohort Graduation Rate**

Graduation Rate	Core 40 Diploma	General Diploma	Academic Honors Diploma
46.2%	26.7%	73.3%	0

Data Source: Indiana Department of Education

Table Y-3: **PL 221**

ACADEMIC PROBATION	
Performance: 33.3%	Improvement: -12.5%

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

OVERALL DETERMINATION: NO		ATTENDANCE: YES		
PERFORMANCE		PARTICIPATION		
	English	Math	English	Math
All Students	No	No	Too few students	Too few students

Data Source: Indiana Department of Education

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

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
70	53%	N/A	N/A	69	49%

Data Source: NWEA



Constituent Surveys

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

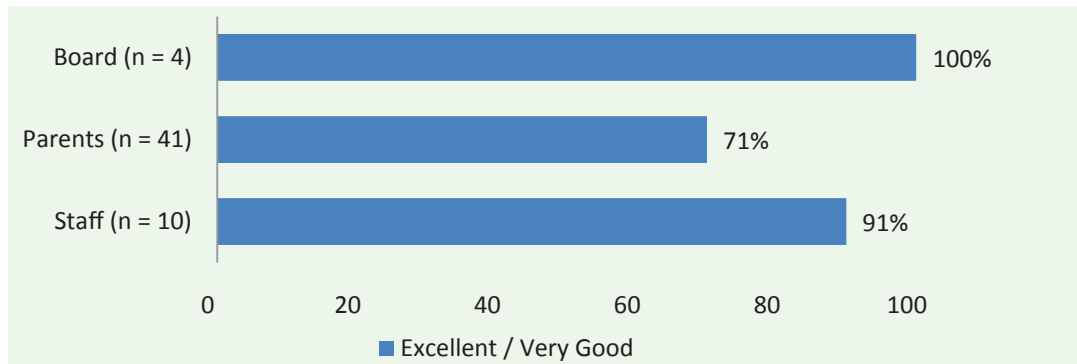
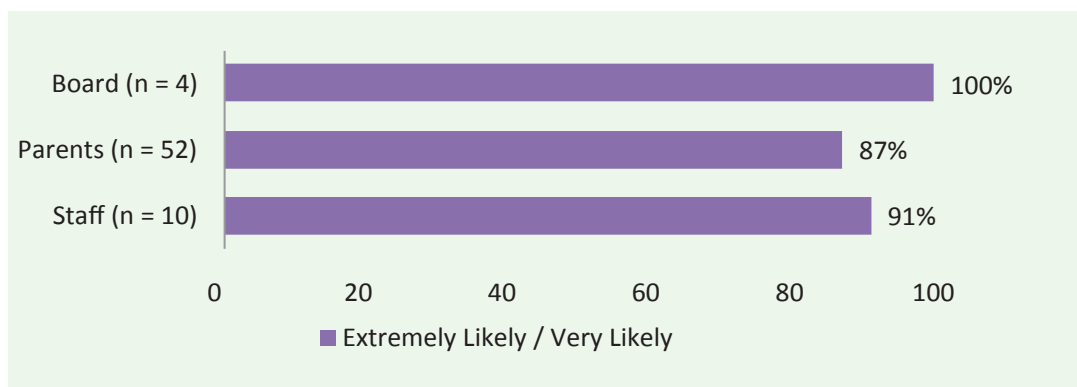


Figure Z-2: How would you compare the overall quality of education to that of other schools?



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







TIMOTHY L. JOHNSON ACADEMY *of* BSU Charter Schools

“A Different Kind of Public School”

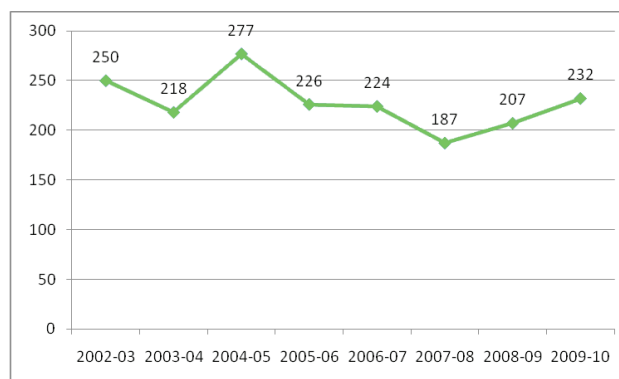


7908 S. Anthony Boulevard
Fort Wayne, IN 46816
(260) 441-8727

www.johnsonacademy.com

Grades ServedK-6

Enrollment History



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, parents, and the community within the educational system to provide an environment where learning and the arts are the centerpieces of the students’ lives.

Educational Program

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.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Fifty-five percent of all students pass the math portion of ISTEP+.

GOAL 2: Performance target for P.L. 221 Category Placement is fifty-five percent.

GOAL 3: Fifty-five percent of free and reduced cost lunch students pass the math portion of ISTEP+.

GOAL 4: Sixty percent of students in grades 1-5 meet or exceed the NWEA reading goal from fall to spring.

GOAL 5: Fifty-five percent of students in grades K-3 reach benchmark level on DIBELS testing.

What are the implementation steps for achieving these goals?

Set goals at the beginning of the year based on a timeline to implement best practice literacy components.

Use Indiana Academic Standards as the curriculum within the formats of Readers' and Writers' workshops.

Observe teachers using a checklist to identify components of the literacy practices that are in use.

Provide training through C.L.A.S.S. at the beginning of the year as well as throughout the school year.

Support the implementation of the 6+1 Trait Writing program throughout the school year.

Incorporate the 6+1 Trait Writing strategies into daily writing block.

Evaluate quarterly writing assignments with students using the writing rubric.

Document student work using writing portfolios.

Evaluate student progress toward goals regularly.

Offer enrichment programs before and after school.

Offer intensive small-group work to students identified by teacher recommendation.

Offer two professional development days with a C.L.A.S.S. certified trainer

Focus on the literacy portion of C.L.A.S.S. training this year.

Demonstrate C.L.A.S.S. literacy ideas and strategies used in classrooms.

Provide a checklist of strategies to use throughout the school year.

Provide a summer school program for students entering kindergarten.

Give student assessment results at each of the three parent/teacher conferences.

Continue with staff clusters from the previous year to discuss, share ideas, reflect, and coach.

Assign new staff members to a cluster and give continual support of daily activities and school operations.

Create personal professional development goals in collaboration with the cluster leader and curriculum coach.

Use professional development goals to create and develop individual skills for improving staff morale and productivity.

Provide focused math enrichment to students in grades three to five.

Host a quarterly math standards workshop for third-through fifth-grade parents.

Invite parents to be a "Math Student for a Day" during math class.

Make rotating weekly teachers available for homework help.

Offer weekly homework help with a teacher; parents and students will attend together.

Train parents and students on RiverDeep.

Allow students to take computers home on a rotating basis.

Demographic Summary

Timothy L. Johnson Academy serves a student population that is ninety-one percent black, five percent multiracial, two percent Hispanic, two percent white; ninety-seven percent free/reduced cost lunches; eighteen percent students with special needs.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

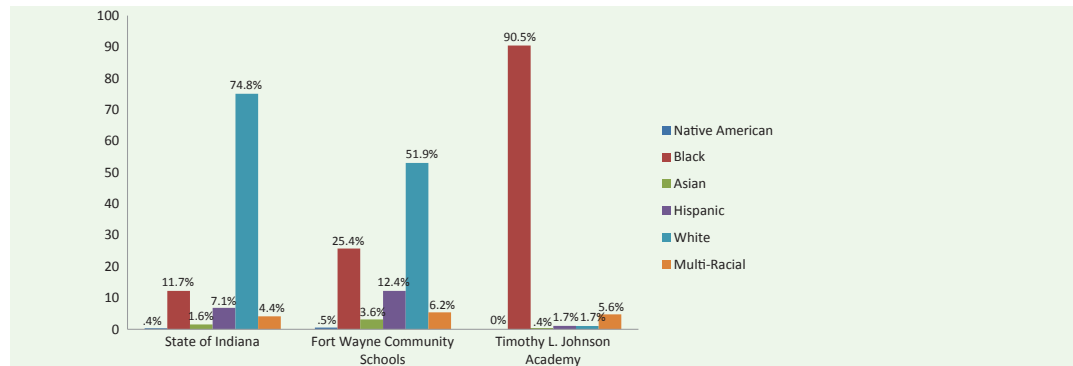


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

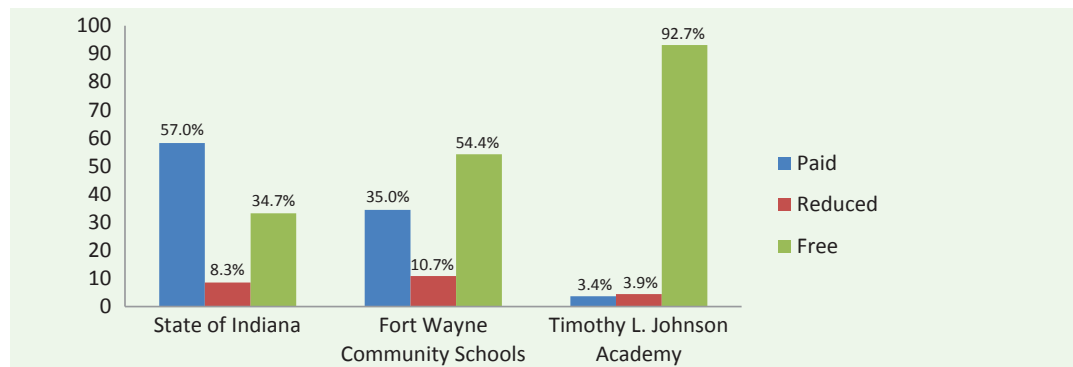
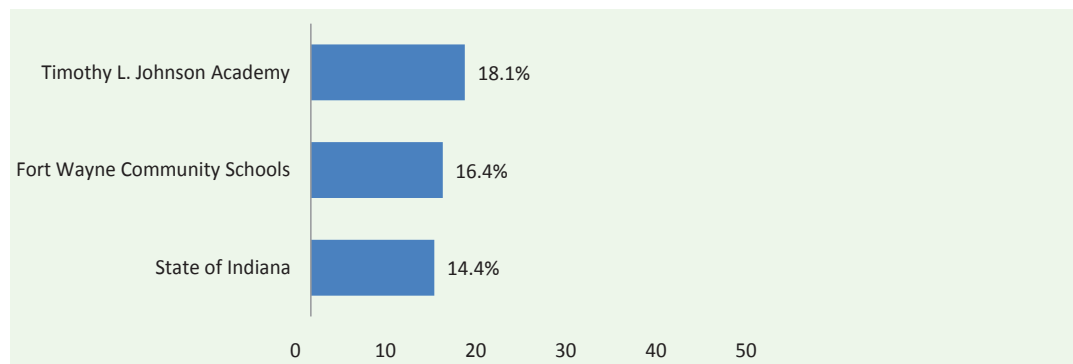


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Timothy L. Johnson Academy	Ft. Wayne Community Schools	Indiana
2009-10	96.85%	95.45%	96.3% (Preliminary)

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Timothy L. Johnson	F.W.	Indiana	Timothy L. Johnson	F.W.	Indiana	Timothy L. Johnson	F.W.	Indiana
3	40	40%	74%	80%	40%	67%	77%	35%	62%	71%
4	28	61%	70%	78%	46%	66%	76%	36%	59%	69%
5	17	41%	67%	72%	59%	75%	81%	35%	61%	68%
6	13	61%	63%	74%	54%	67%	78%	54%	55%	67%

Table Y-3: PL 221

COMMENDABLE PROGRESS	
Performance: 48%	Improvement: 19%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES		ATTENDANCE: YES		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
Black	Yes	Yes	Yes	Yes
Free/Reduced Lunch	Yes	Yes	Yes	Yes

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
82	55%	81	59%	84	49%



Constituent Surveys

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



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

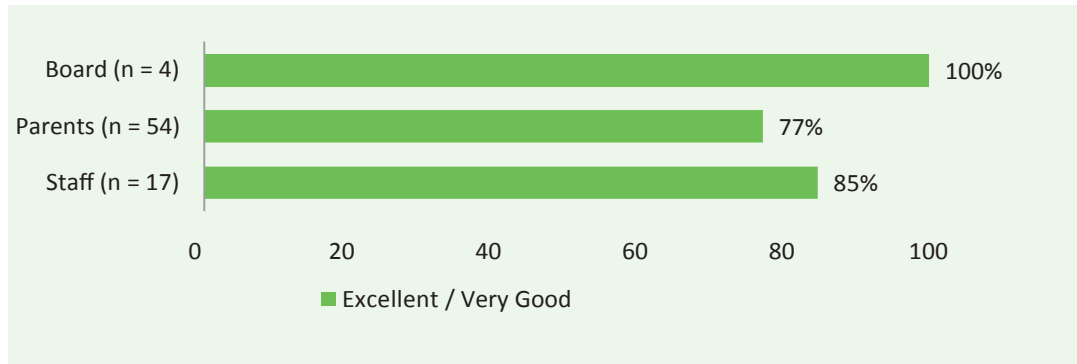
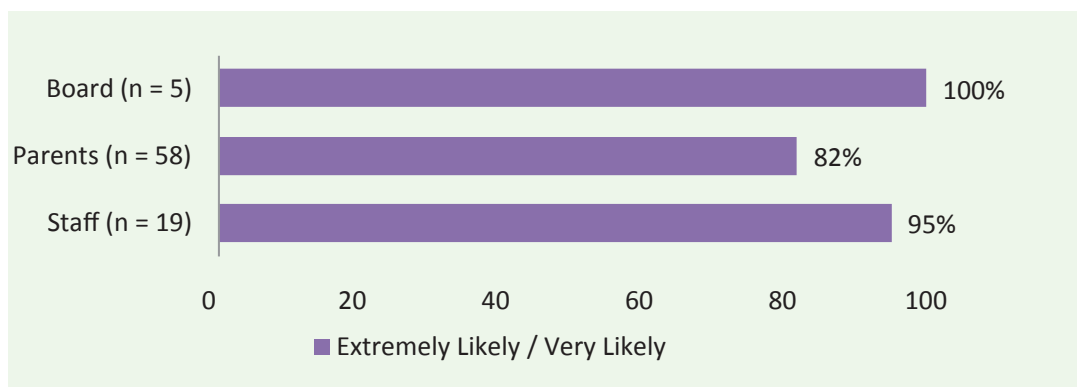


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?





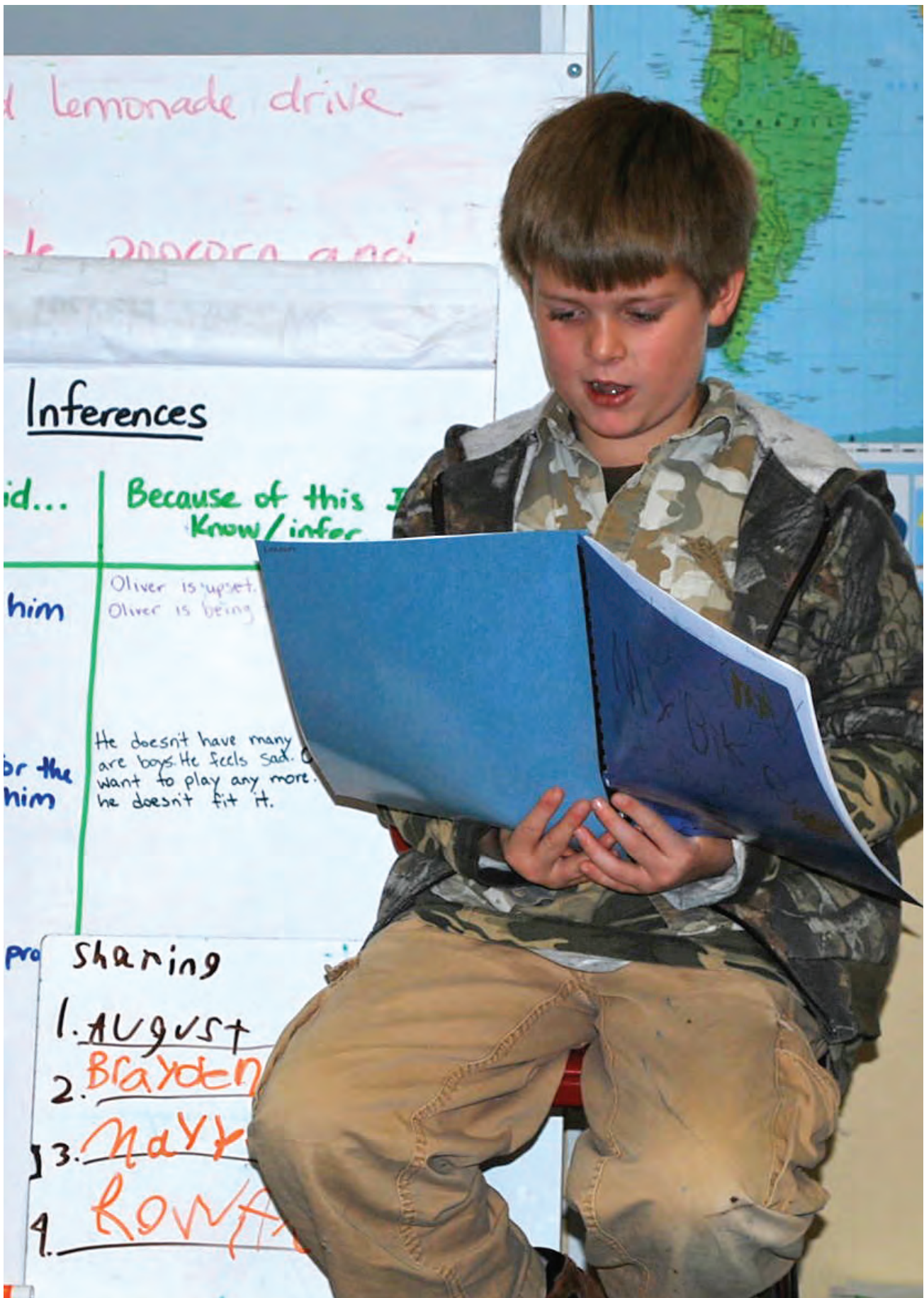
SOUTHERN REGION

Bloomington Project School

Community Montessori

International School of Columbus

Rural Community Academy



BLOOMINGTON PROJECT SCHOOL *of* BSU Charter Schools

“Heart/Mind/Voice”



349 South Walnut Street
 Bloomington, IN 47401
 (812) 558-0041

www.theprojectschool.org

Grades ServedK-7

Enrollment History



Year Opened: 2009-2010

Final Year in Current Contract: 2013-2014

Mission

The mission of The Bloomington Project School is to uncover, recover, and discover the unique gifts and talents that each child brings to school every day. The school works collaboratively with families, community members, and social service agencies to solve real problems. Students graduate from The Project School as stewards of the environment with the will, skill, capacity, and knowledge to contribute to the greater good.

Educational Program

The educational program at Bloomington Project School (BPS) focuses on eliminating the predictive value of race, class, gender, and special abilities on student success in school and in the community by working together with families and communities to ensure each child’s success. The school’s place-based, problem-based, and project-based curriculum provides and enriches a highly differentiated program for each student the school serves. The assets-based, multi-age, culturally relevant, arts-infused, and technologically rich culture ensures every student’s engagement throughout the school day. Passions classes are personalized to respond to student interests so that each child learns to build on individual strengths and interests.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Improve student performance by at least one year's growth as determined by ISTEP+ data.

GOAL 2: Improve student performance by at least one year's growth as determined by NWEA data.

GOAL 3: Provide more opportunities for student service learning projects.

GOAL 4: Increase family participation in our Parent and Child Time Together (PACT) program by twenty percent.

GOAL 5: Increase attendance at family events by ten percent.

What are the implementation steps for achieving these goals?

Provide a week-long retreat for faculty members focusing on curriculum and instruction.

Host a Curriculum Summit with teachers, parents and community members.

Provide week-long professional development for teachers in either The Responsive Classroom Approach, Developmental Designs, Reader's Workshop, Writer's Workshop (at Teacher's College, Columbia University), or Project Zero (at Harvard University).

Provide more communication and education to families about the school's educational program through literacy nights, math nights, student-led conferences, and open houses.

Host book clubs for families utilizing texts that support the educational program of the school.

Host voluntary weekly meetings with families to discuss educational issues and school improvement.

Visit families at home to educate them on home literacy strategies and to encourage participation in the PACT program.



Demographic Summary

Bloomington Project School has a student population that is seventy-three percent white, twenty-five percent of color and two percent Asian. Forty-three percent of students receive free/reduced cost lunches. The special education population is twenty percent of the student body.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

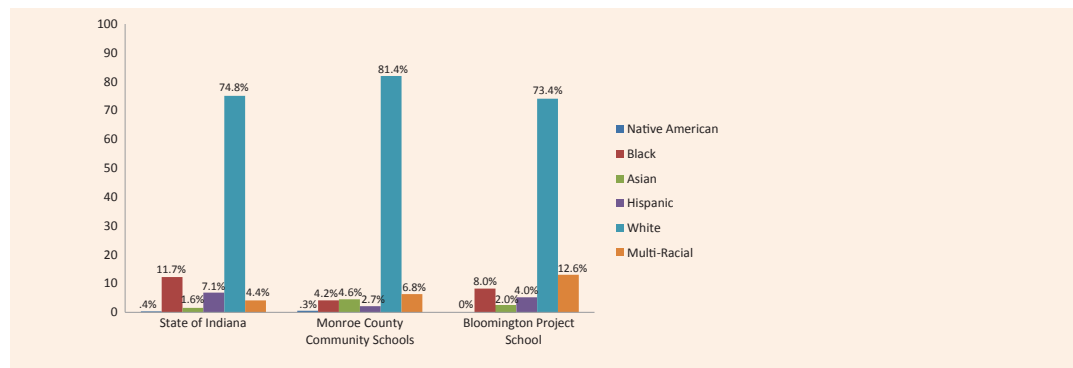


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

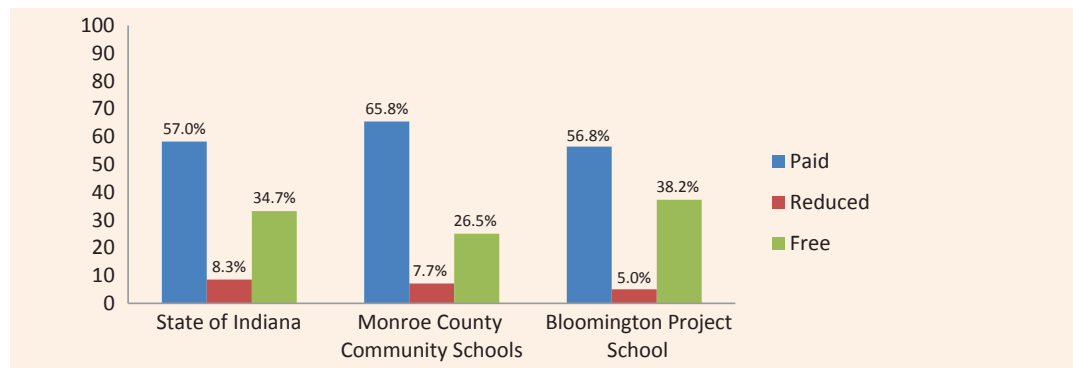
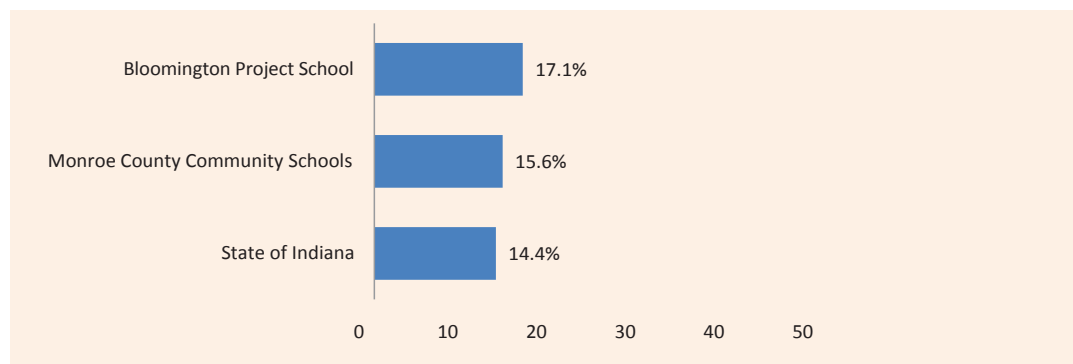


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Bloomington Project School	Monroe County Community Schools	Indiana
2009-10	94.18%	95.61%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Bloomington Project School	Mon Cty	Indiana	Bloomington Project School	Mon Cty	Indiana	Bloomington Project School	Mon Cty	Indiana
3	24	79%	77%	80%	71%	79%	77%	71%	71%	71%
4	27	67%	81%	78%	44%	81%	76%	44%	74%	69%
5	24	79%	74%	72%	79%	84%	81%	71%	71%	68%
6	28	64%	78%	74%	71%	84%	78%	64%	74%	67%
7	21	52%	78%	73%	43%	79%	74%	33%	72%	65%

Table Y-3: PL 221

ACADEMIC PROBATION	
Performance: 66.4%	Improvement: -8.8%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO		ATTENDANCE: NO		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
White	Yes	Yes	Yes	Yes
Free/Reduced Lunch	Yes	No	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
90	37.4%	90	38.9%	90	30%

Data Source: NWEA



Constituent Surveys

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



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

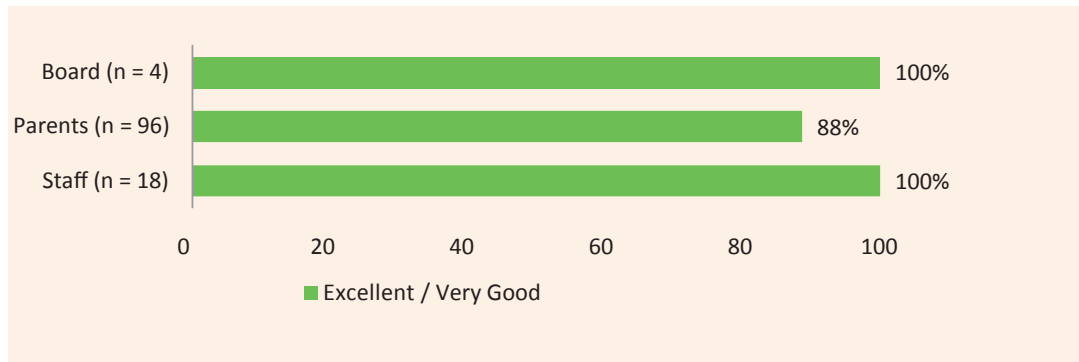
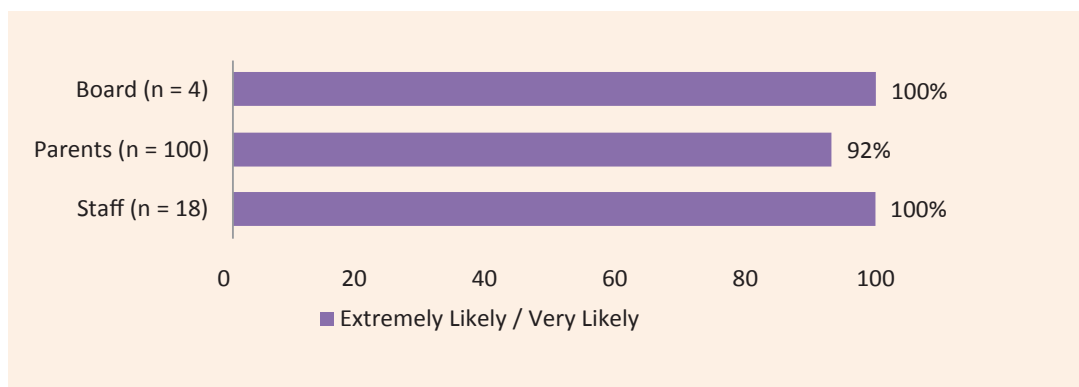


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?







COMMUNITY MONTESSORI *of* BSU Charter Schools

“Education From Within”

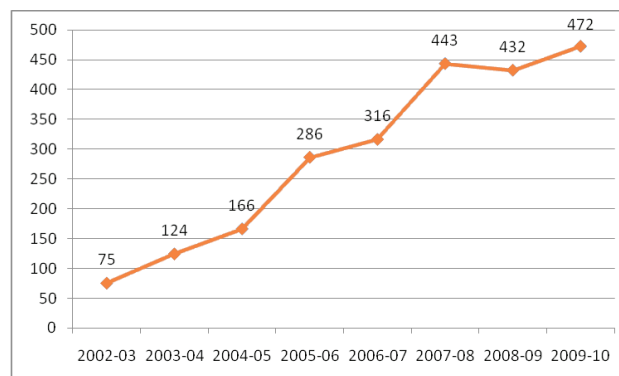


4102 St. Joseph Road
New Albany, IN 47150
(812) 948-1000

www.shiningminds.com

Grades ServedK-12

Enrollment History



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 children, the school continues to expand minds and make an impact on the 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.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Improve learner ISTEP+/ECA performance.

GOAL 2: Improve the transition for teens first graduating class to support college and/or career goals.

GOAL 3: Improve teaching consistency throughout school (3-18-year-olds) in the Montessori philosophy.

What are the implementation steps for achieving these goals?

Create individual learning plans for students who did not pass the ISTEP+/ECA test.

Create additional “practice” times to support learners test-taking skills in a school that does not use textbooks, grades, or weekly tests.

Implement additional staff professional development to support effective math instruction.

Bridge abstract test-taking skills with concrete materials in the Montessori program.

Utilize the differentiated salary structure to reinforce the importance of staff members setting and evaluating individual goals.

Further incorporate the software program to track learned and planned state standards.

Increase the level of ownership and rigor for learner-led projects.

Implement the Teen Transition Coordinator position.

Increase dual credit options by adding additional college courses taught on campus.

Support rigorous portfolio projects by creating implementation goals and timelines.

Incorporate dynamic internship experiences to support strengths and interests of teens.

Increase participation in college entrance tests, applications, and scholarships.

Create formal intercession seminars to support collaboration on career and college goals.

Continue ongoing individual teacher development in philosophy through personal goal-setting.

Increase formal Montessori training through residential and distance Montessori teacher education programs.

Increase “grace and courtesy” expectations for all learners by increasing teacher consistency at each level.

Increase planning/tracking of Montessori “Key” lessons to support acquisition of grade-level state standards.

Increase PIP (Parent Involvement Partnership) workshops to be created and taught by teachers at each level.



Demographic Summary

Community Montessori's population is eighty-nine percent white with eleven percent racial diversity. Of the student population, twenty-five percent of students are eligible for free/reduced cost lunches, and fourteen percent are identified for special education.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

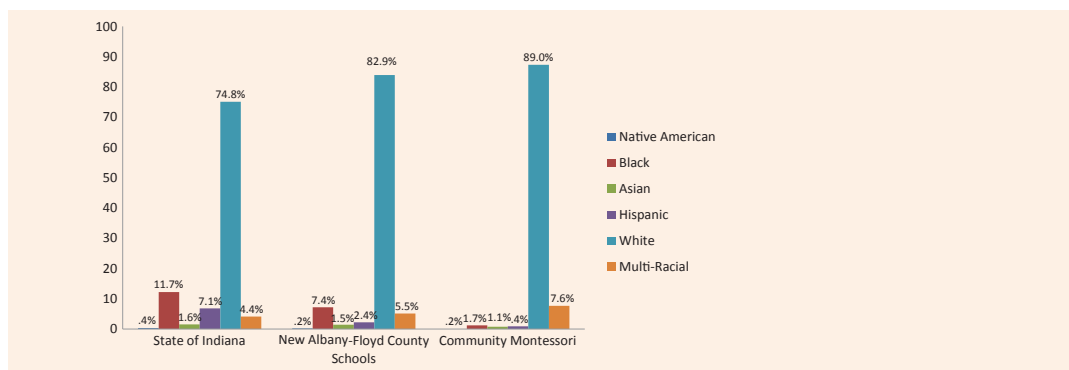


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

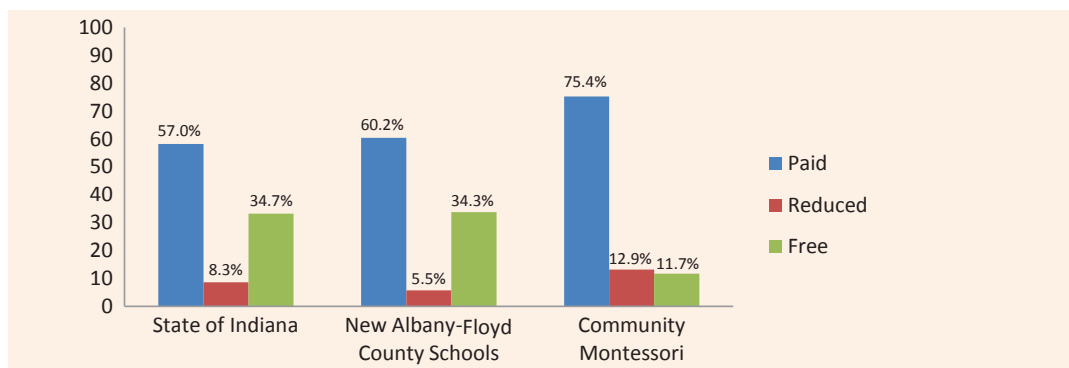
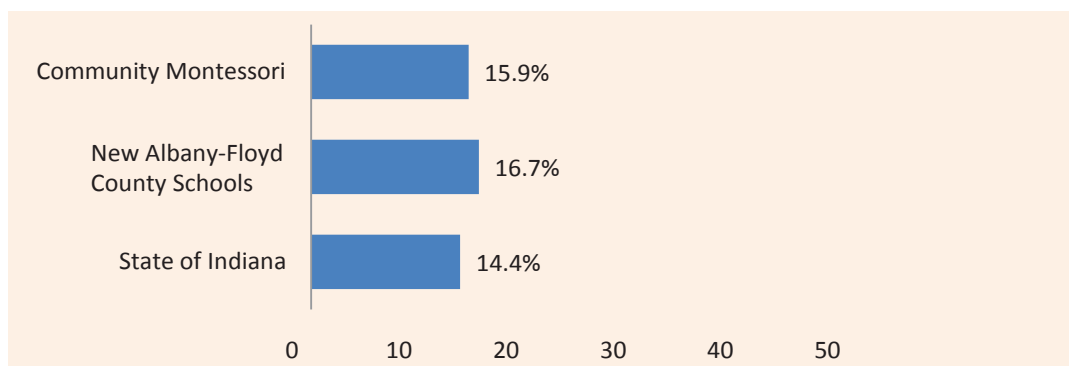


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Community Montessori	New Albany-Floyd County Schools	Indiana
2009-10	95.25%	95.85%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Community Montessori	New Albany	Indiana	Community Montessori	New Albany	Indiana	Community Montessori	New Albany	Indiana
3	41	63%	79%	80%	54%	78%	77%	51%	70%	71%
4	40	82%	78%	78%	35%	71%	76%	30%	65%	69%
5	38	63%	70%	72%	50%	82%	81%	45%	67%	68%
6	30	67%	69%	74%	43%	71%	78%	43%	62%	67%
7	47	72%	75%	73%	51%	78%	74%	51%	67%	65%
8	30	53%	74%	71%	53%	81%	74%	43%	70%	64%

Table Y-2A: Percentages Passing Core 40 End of Course Assessments

Academic Year	Course Title	Percent Passing	Indiana
2009-10	English 10	65.3%	63%
2009-10	Algebra I	23.91%	61%

Data Source: Indiana Department of Education

Table Y-3: PL 221

ACADEMIC PROBATION	
Performance: 56.9%	Improvement: -2.8%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO		ATTENDANCE: YES		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	No	Yes	Yes
White	Yes	No	Yes	Yes
Free/Reduced Lunch	Yes	No	Yes	Yes
Special Ed	No	No	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
313	48%	314	47%	328	35%

Data Source: NWEA



Constituent Surveys

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

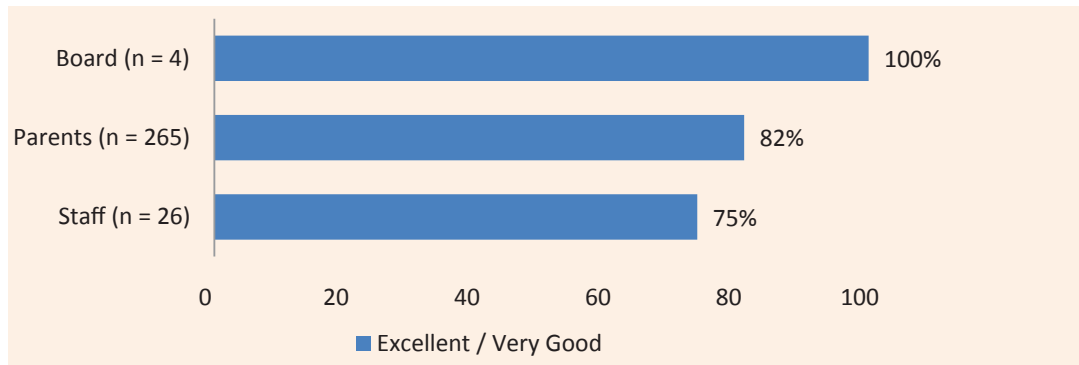
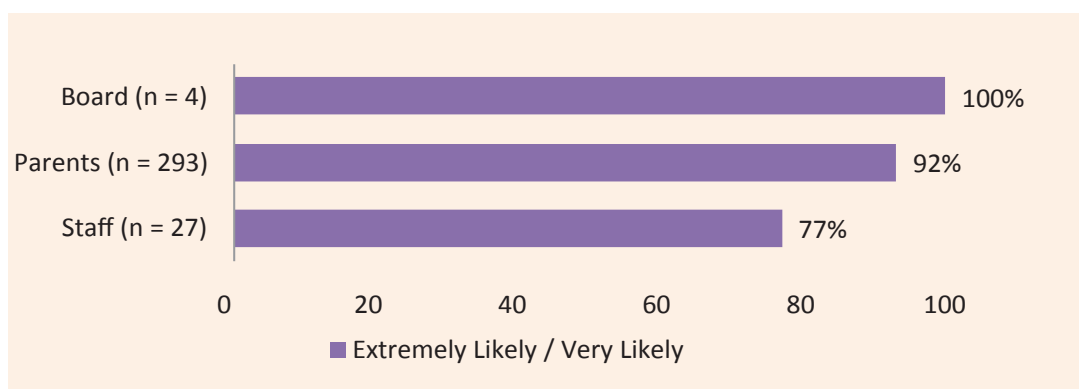


Figure Z-2: How would you compare the overall quality of education to that over other schools?



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







INTERNATIONAL SCHOOL OF COLUMBUS of BSU Charter Schools

“Explore your world. Expand your mind.”

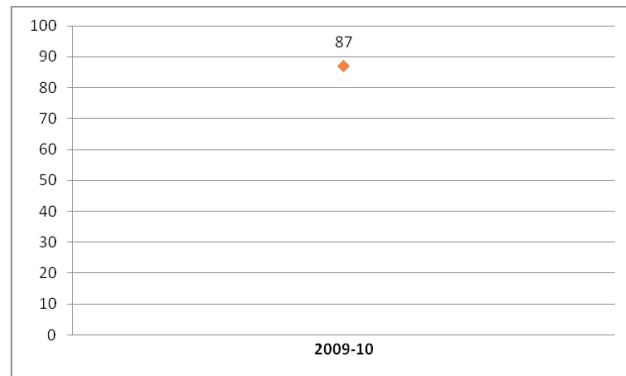


3136 North National Road Suite E
Columbus, IN 47201
(812) 314-4887

www.internationalschoolofcolumbus.com

Grades Served7-9

Enrollment History



Year Opened: 2009-2010
Final Year in Current Contract: 2013-2014

Mission

The mission of the International School of Columbus is to provide a collaborative learning environment that inspires and challenges students to achieve full potential, creating graduates who can contribute and compete globally.

Educational Program

The International School of Columbus is pursuing accreditation as an International Baccalaureate (IB) Diploma school offering “IB for All” as a globally-focused, college-prep, middle-high school. The IB Diploma is offered in 139 countries, exceeds all Indiana requirements and is aligned by the International School to achieve the Indiana Core 40 with Academic Honors Diploma requirements.

International School of Columbus

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Develop six-year course/career plans that encourage a rigorous curriculum and provide guidance for college application and career development.

GOAL 2: Encourage rigorous curriculum/IB Diploma curriculum mapping for grades 11-12

GOAL 3: Become a top-100 public high school as measured by the Challenge Index used by Newsweek/Washington Post.

What are the implementation steps for achieving these goals?

Identify specific opportunities to introduce career-related assignments/activities into core classes.

Meet with each student by second semester of the seventh-grade year to complete a graduation planning document based on currently available curriculum.

Design a standard curriculum for career education program.

Investigate and identify appropriate career/college planning tools to be incorporated into classes/curriculum.

Schedule consultation with the IB consultant.

Select courses for IB Diploma for grades 11 and 12.

Obtain IB Application B sections.

Map IB Diploma curriculum for grades 11 and 12.

Send English and history/humanities teachers for IB Diploma professional development.

Distribute IB Application B sections to teachers.

Ensure alignment with Indiana Core 40 With Academic Honors Diploma requirements.

Fund-raise for any remaining IB requirements.

Respond to all suggested corrections from IB Americas.

Schedule site visit by IB evaluators.

Respond to all "matters to be addressed" after the site visit.



Demographic Summary

The International School of Columbus has slightly higher percentages of multiethnic and black students as compared to nearby high schools and middle schools, and the same total diversity numbers as local public schools, which are fifteen percent minority. The International School is eighty-six percent white; eight percent multiracial, five percent black and one percent Asian. Eight percent of the International School students are special education students, and fifteen percent of students qualify for free/reduced cost lunches.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

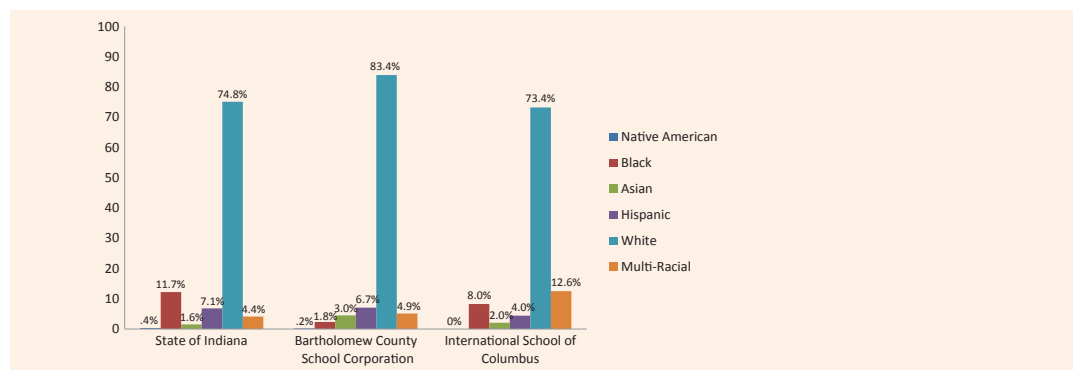


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

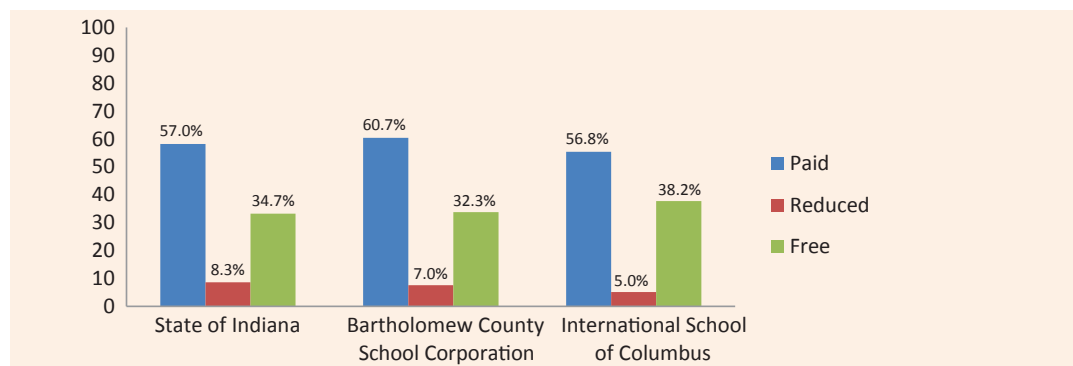
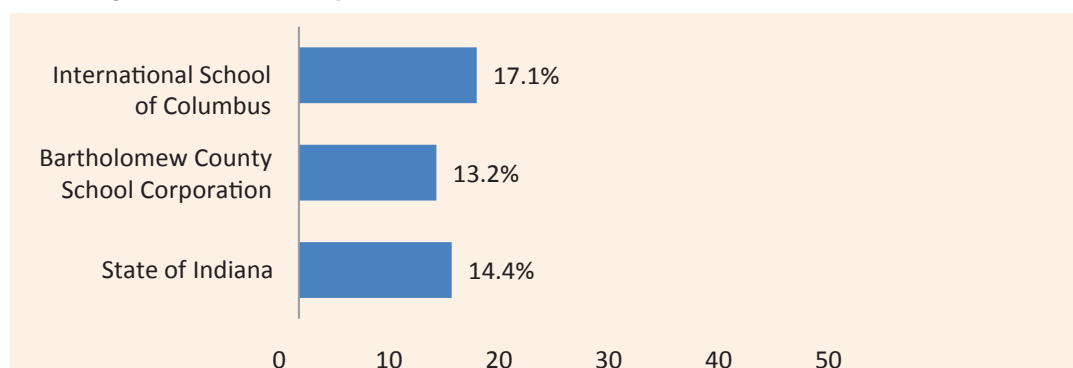


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	International School of Columbus	Bartholomew Consolidated School Corporation	Indiana
2009-10	95.13%	96.06%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Intl School of Columbus	BCSC	Indiana	Intl School of Columbus	BCSC	Indiana	Intl School of Columbus	BCSC	Indiana
7	43	86%	70%	73%	88%	70%	74%	86%	61%	65%
8	24	79%	69%	71%	67%	67%	74%	67%	59%	64%

Table Y-2A: Percentages Passing Core 40 End of Course Assessments

Academic Year	Course Title	Percent Passing	Indiana
2009-10	Algebra I	72.22%	61%

Data Source: Indiana Department of Education

Table Y-3: PL 221

EXEMPLARY	
Performance: 88%	Improvement: 3.8%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES		ATTENDANCE: YES		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
White	Yes	Yes	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
66	56%	64	45%	65	40%

Data Source: NWEA



Constituent Surveys

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

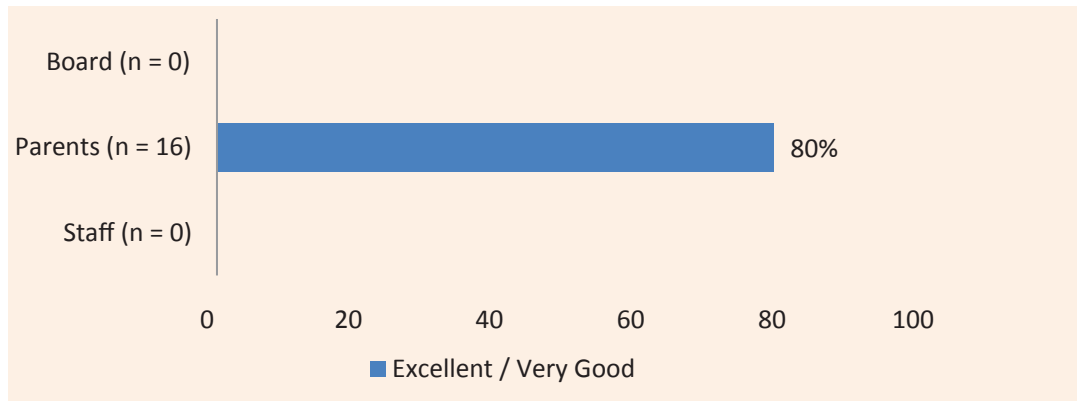


Figure Z-2: How would you compare the overall quality of education to that over other schools?

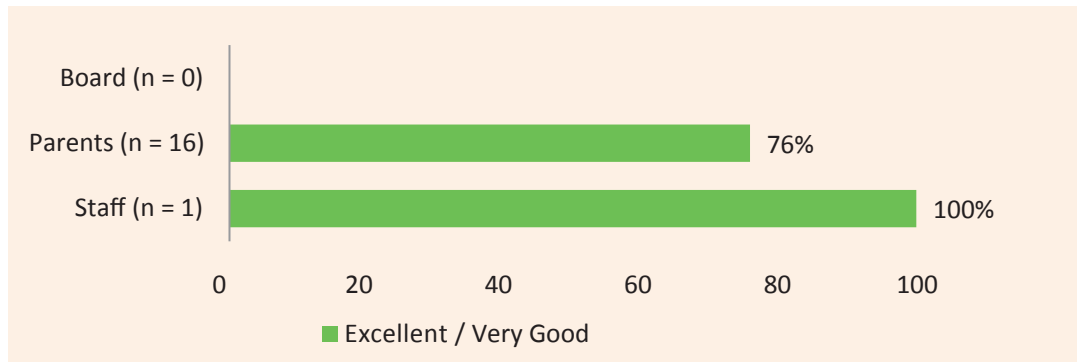
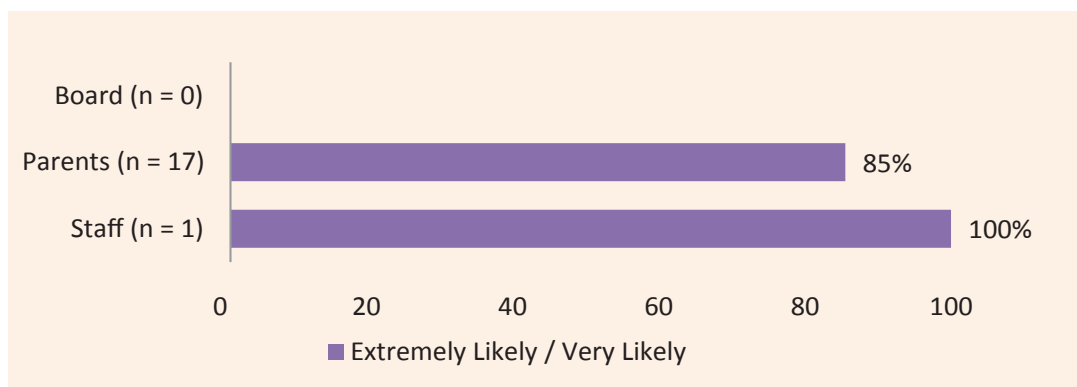


Figure Z-3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?







RURAL COMMUNITY ACADEMY of BSU Charter Schools

“A Public School Where Every Child Soars”

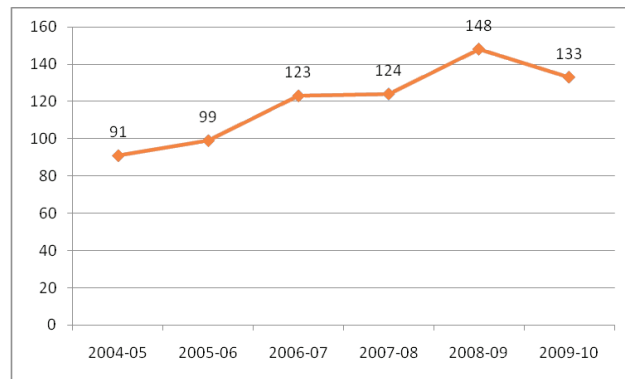


P. O. Box 85
 Graysville, IN 47852
 (812) 382-4500

www.rcsi.k12.in.us

Grades ServedK-8

Enrollment History



Year Opened: 2004-2005

Final Year in Current Contract: 2010-2011

Mission

Rural Community Academy provides 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 instills 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 uses local community resources and partnerships including people, places and things to supplement textbooks and computer-aided learning tools to meet state standards. All students have the advantage of small class sizes, individualized lessons, and differentiated instruction to succeed and contribute to the community.

School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Target efforts to help grades K-4 in reading.

GOAL 2: Add uniform assessment tools for all grades in reading and language arts.

GOAL 3: Partner a Title I teacher, special education teacher, and general education teacher to create common goals for students.

GOAL 4: Encourage general education teachers to meet the needs of students within the general education classroom.

GOAL 5: Examine primary and intermediate schedules.

GOAL 6: Select a new language arts program in K-2.

GOAL 7: Identify lower performing students in ISTEP math.

GOAL 8: Provide students with more computer face time.

What are the implementation steps for achieving these goals?

Identify students in grades K-4 for Title I services.

Assess all students and identify interventions using RTI.

Physically move Title I assistance closer to students.

Require teachers to use the core standards and resources provided by the DOE.

Change schedule to accommodate for students with Title I needs.

Implement at least ninety minutes of reading daily for primary grades.

Change primary to intermediate Saxon Math in grades 3 and 4.

Add mobile computer lab, doubling the amount of time students have access to technology.



Demographic Summary

Rural Community Academy serves a nearly all-white student population that is similar to other schools in the area. Fifty-one percent of the students qualify for free/reduced cost lunches and textbooks. The school serves a special education population that is higher than local averages and nearly twice the state averages at nearly twenty-five percent.

Student Demographics

Figure X-1: Race/Ethnicity Percentages

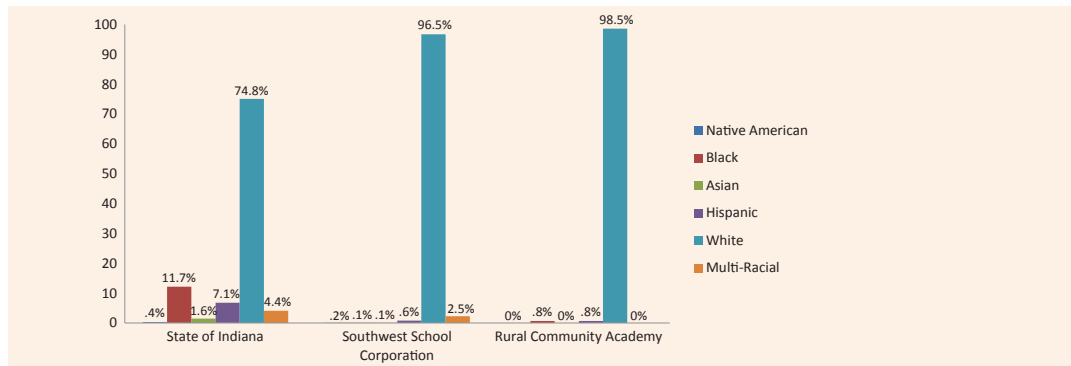


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch

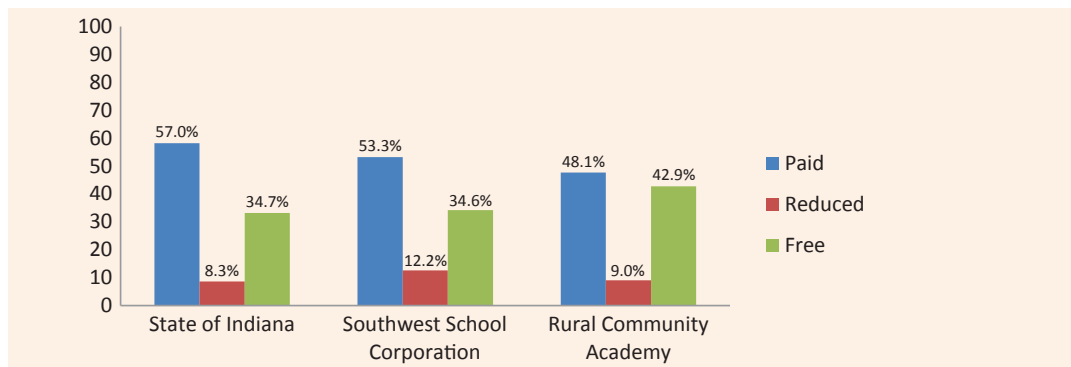
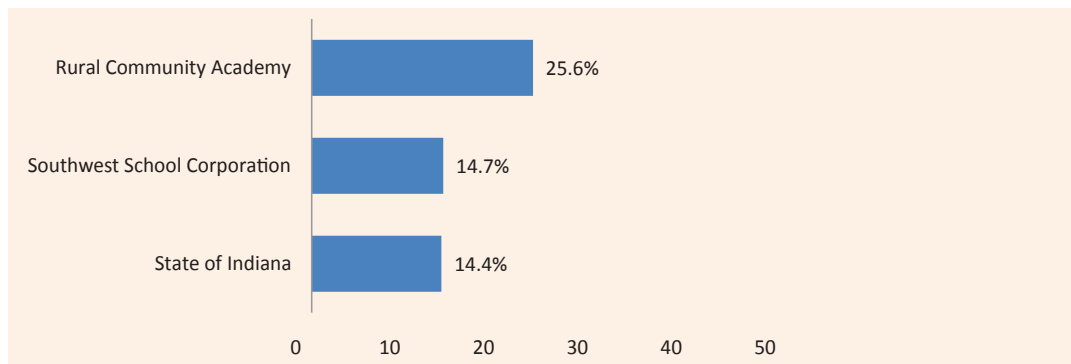


Figure X-3: Percentages of Students in Special Education



Program Statistics

Table Y-1: Attendance Rates

Academic Year	Rural Community Academy	Southwest School Corporation	Indiana
2009-10	97.39%	94.76%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Rural Community	South-west	Indiana	Rural Community	South-west	Indiana	Rural Community	South-west	Indiana
3	17	65%	78%	80%	70%	65%	77%	59%	58%	71%
4	16	94%	70%	78%	94%	65%	76%	94%	59%	69%
5	19	58%	75%	72%	58%	79%	81%	53%	69%	68%
6	<10	***	79%	74%	***	80%	78%	***	72%	67%
7	12	58%	83%	73%	50%	83%	74%	42%	77%	65%
8	12	42%	79%	71%	42%	80%	74%	42%	72%	64%

***No score was reported due to less than ten students being tested at the specified grade level.

Table Y-3: PL 221

EXEMPLARY	
Performance: 65.3%	Improvement: 8.9%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES		ATTENDANCE: YES		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
White	Yes	Yes	Yes	Yes
Free/Reduced Lunch	Yes	Yes	Yes	Yes

Data Source: Indiana Department of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
102	59%	87	56%	100	67%

Data Source: NWEA



Constituent Surveys

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

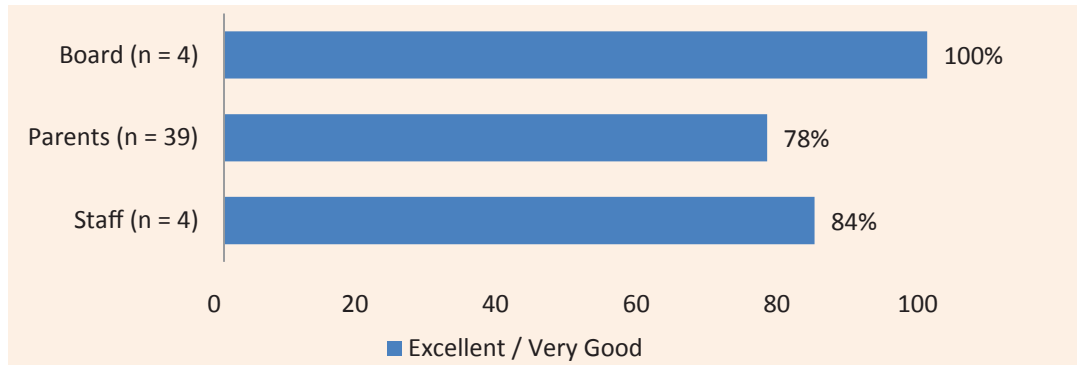
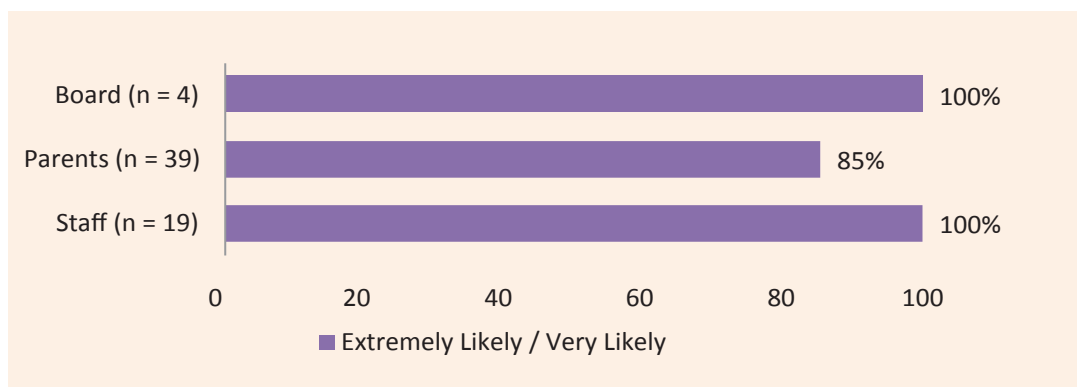


Figure Z-2: How would you compare the overall quality of education to that of other schools?



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





APPENDIX A

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 <input type="radio"/>	Board member <input type="radio"/>	Administrator <input type="radio"/>	Staff <input type="radio"/>									
2a. How would you rate the overall quality of education?							Excellent <input type="radio"/>	Very Good <input type="radio"/>	Good <input type="radio"/>	Fair <input type="radio"/>	Poor <input type="radio"/>	Don't know <input type="radio"/>							
2b. How would you compare the overall quality of education to that of other schools?							Much Better <input type="radio"/>	Somewhat Better <input type="radio"/>	About the same <input type="radio"/>	Somewhat Worse <input type="radio"/>	Much Worse <input type="radio"/>	Don't know <input type="radio"/>							
Please read each of the following statements and indicate how much you agree or disagree with each statement as it relates to your school.							Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Opinion							
3a. All members of the school community understand the mission of the school							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
3b. Our school has a caring environment							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
3c. Our school makes a comprehensive assessment of student achievement							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
3d. Our school has a positive school spirit/climate							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
3e. Our school uses sound, rigorous educational practices							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
3f. Our school has the appropriate level of discipline							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
3g. Our school continuously improves							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
3h. Our school uses innovative educational practices							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
Please indicate your overall evaluation of each of the following aspects of your school.							Excellent	Very Good	Good	Fair	Poor	Don't Know							
4a. Quality of teaching/instruction							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4b. School administration							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4c. School facilities							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4d. Individualized student attention							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4e. Access to/use of computers and other technologies							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4f. Parents							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4g. Support services (e.g. counseling, healthcare, etc.)							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4h. Faculty/teachers							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4i. Services provided to special needs students (e.g. English as a second language, disabilities, academically challenged, etc.)							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4j. School safety							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4k. Communication about student learning/achievement							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4l. Student development							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4m. Curriculum/academic program							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4n. Students							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4o. Student-teacher ratio/class size							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4p. School material and supplies							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4q. Classroom management (e.g. student behavior, discipline, etc.)							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
How likely are you to . . .							Extremely Likely	Very Likely	Somewhat Likely	Not Very Likely	Not at all Likely	Don't Know							
5a. Recommend the school to friends and colleagues							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
5b. Return to the school next year							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
5c. Increase your support of the school							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
6. Please indicate the gender(s) of your student(s) in the school							Male <input type="radio"/>	Female <input type="radio"/>	7. Your gender				Male <input type="radio"/>	Female <input type="radio"/>					
8. Please indicate the grade level(s) of your student(s).							Kindergarten <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
9. What is your child(ren)'s race/ethnicity? Please indicate all that apply.							American Indian or Alaskan Native <input type="radio"/>	Black or African American <input type="radio"/>	Hispanic or Latino <input type="radio"/>	Asian <input type="radio"/>	White <input type="radio"/>	Native Hawaiian or Pacific Islander <input type="radio"/>	Multiethnic <input type="radio"/>	Other <input type="radio"/>					



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