

## Indiana Charter School Demographics for 2006-2007

Report 2007-2 May 2007







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OFFICE OF CHARTER SCHOOL RESEARCH
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## **Executive Summary Indiana Charter School Demographics for 2006-2007**

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The Office of Charter School Research (OCSR), located in Teachers College at Ball State University, was created to study the effectiveness of Indiana's charter schools. In particular, the OCSR focuses on the academic performance of pupils attending these schools. This report (2007-2) highlights the demographic makeup of students enrolled in Indiana's 37 charter schools for both the 2005-06 and 2006-07 school years.

- Most of the 37 Indiana charter schools have high minority enrollment and high enrollment from students living in poverty, as defined by students qualifying for free or reduced lunch status.
- The percentage of minority student enrollment in Indiana's charter schools continues to exceed the average for all Indiana schools.
- Over the past year, there was an increase in the percentage of students identified with disabilities in both the charter schools authorized by Ball State University—from 11.0% in 2005-06 to 12.2% in 2006-07—and those authorized by the Indianapolis Mayor's Office—from 9.5% in 2005-06 to 10.8% in 2006-07.
- Thirty-four of the total number (37) of Indiana Charter Schools have joined the Virtual Special Education Cooperative (VSEC). The remaining three schools receive special education services through a neighboring school corporation. The VSEC administers federal funds for students with disabilities and provides support, training, and intervention strategies through consultation and direct services.
- Learning disabilities and communication disorders, respectively, are the most common types of disabilities among the students attending Indiana's Charter Schools.

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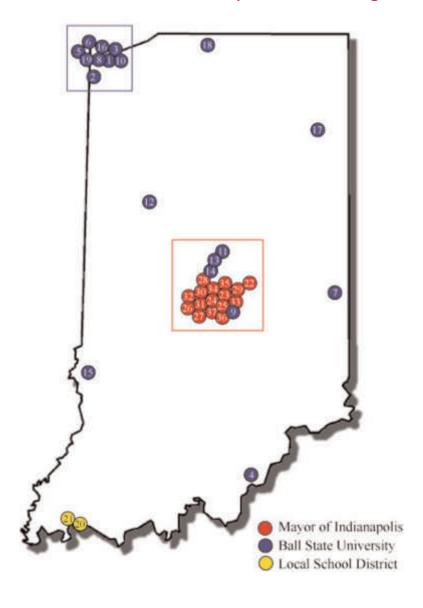
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Indiana, the 20th state to enact legislation providing for the existence of public charter schools, has seen considerable growth since it joined the charter school movement in 2002. In the 2006-07 school year, now in it's fifth year of having charter schools, Indiana boasts 37 operating public charter schools (see Figure 1). Sixteen schools are sponsored by the Mayor of Indianapolis, nineteen through Ball State University, and two through local school districts, with a total enrollment of 9,028 students statewide. As the number of charter schools increases, so does public interest in both the methods and the makeup of these schools. It is up to charter school stakeholders, then, to communicate effectively the ways in which charter schools seek to provide quality, innovative education to increase student achievement. This report addresses the question of current charter school demographics.

Figure 1

Map of Indiana Featuring Charter Schools



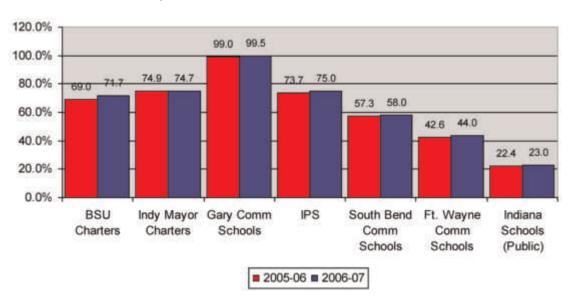
- 1. 21st Century Charter School (Gary)
- 2. Campagna Academy (Schererville)
- 3. Charter School of the Dunes (Gary)
- 4. Community Montessori (New Albany)
- 5. East Chicago Lighthouse Charter School (East Chicago)
- 6. East Chicago Urban Enterprise Academy (East Chicago)
- 7. Galileo Charter School (Richmond)
- 8. Gary Lighthouse Charter School (Gary)
- 9. Irvington Community School (Indianapolis)
- 10. KIPP LEAD College Preparatory Charter School (Gary)
- 11. Montessori Academy at Geist (McCordsville)
- 12. New Community School (Lafayette)
- 13. Options Charter School (Noblesville)
- 14. Options Charter School (Carmel)
- 15. Rural Community Academy (Graysville)
- 16. Thea Bowman Leadership Academy (Gary)
- 17. Timothy L. Johnson Academy (Fort Wayne)
- 18. Veritas Academy (South Bend)
- 19. West Gary Lighthouse Charter School (Gary)
- 20. Joshua Academy (Evansville)
- 21. Signature School (Evansville)
- 22. Lawrence Early College High School (Indianapolis)
- 23. 21st Century School Fall Creek (Indianapolis)
- 24. 21st Century School Fountain Square (Indianapolis)
- 25. Andrew J. Brown Academy (Indianapolis)
- 26. The Challenge Foundation Academy (Indianapolis)
- 27. Charles A. Tindley Accelerated School (Indianapolis)
- 28. Christel House Academy (Indianapolis)
- 29. Decatur Discovery Academy (Indianapolis)
- 30. Flanner House Elementary School (Indianapolis)
- 31. Herron High School (Indianapolis)
- 32. Hope Academy (Indianapolis)
- 33. Indianapolis Lighthouse Charter School (Indianapolis)
- 34. Indianapolis Metropolitan Career Academy 1 (Indianapolis)
- 35. Indianapolis Metropolitan Career Academy 2 (Indianapolis)
- 36. KIPP Indianapolis College Preparatory (Indianapolis)
- 37. Southeast Neighborhood School of Excellence (Indianapolis)

"A charter school is a public school that is nonsectarian and nonreligious and operates under a charter. Under Indiana Code, charter schools are established to serve the different learning styles and needs of public school students, to offer public school students appropriate and innovative choices, to afford varied opportunities for professional educators, to allow freedom and flexibility in exchange for exceptional levels of accountability, and to provide parents, students, community members, and local entities with an expanded opportunity for involvement in the public school system."

Data presented here show that most of the 37 charter schools have high minority enrollment and high enrollment from students living in poverty, as defined by free or reduced lunch status. Charter school enrollment continues to represent academic, socio-economic, and ethnic diversity, as is evidenced by the figures that follow.

In Figures 2 and 3, minority and free or reduced lunch enrollment for the charter schools in both 2005-06 and 2006-07 is depicted. These statistics are a strong indication that the critics have underestimated the appeal of charter school choice for a diverse group of families.

Figure 2
Percent Minority Enrollment in Indiana Schools for Selected School Years<sup>2</sup>

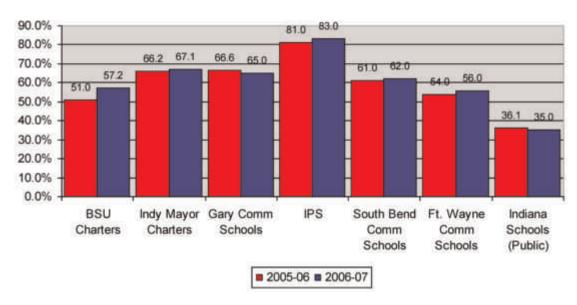


Office of Charter School Research

<sup>&</sup>lt;sup>1</sup>Source: Indiana Department of Education Web site at http://doe.state.in.us/charterschools/faq.html#1. Retrieved January 26, 2007.

<sup>&</sup>lt;sup>2</sup>Source: Indiana Department of Education Web site for K–12 school data at http://doe.state.in.us/htmls/education.html. Retrieved March 1, 2007.

Figure 3
Percent Free and Reduced Lunch Enrollment in Indiana Schools for Selected School Years<sup>3</sup>



Minority enrollment in large urban school districts far exceeds that of Indiana public schools taken collectively. In charter schools, too, which are largely concentrated in the urban cities of Gary and Indianapolis, the percent minority enrollment continues to exceed Indiana schools. The charter schools show similar minority enrollment as IPS, but remain behind that of Gary Community Schools.

With respect to students who qualify for free or reduced lunch, the percentage in charter schools is comparable to that of other large districts in Indiana, with the exception of Gary Community Schools. The increase in percentage of free and reduced lunch students from 2005-06 to 2006-07 for both the Indianapolis Mayor's Office and Ball State University schools indicates that charters continue to present an educational alternative for economically disadvantaged students.

Charter schools can employ innovative strategies to impact student achievement, offering parents and students educational opportunities that may boost performance. The charter schools, however, face a tremendous challenge, given that the majority of students entering the school are behind their peers in other public schools academically. This is evidenced by ISTEP+ pass rates in Ball State and Indianapolis Mayor-sponsored charter schools that have been in operation for more than one year. Pass rates for other urban school corporations in Indiana, as well as ISTEP+ information for the state as a whole, are included for comparison.

Figures 4 through 10 show ISTEP+ pass rates for Grades 3 through 10 across 4 years. These results indicate patterns of performance, with progress in the proficiency of cohorts of students (highlighted here in corresponding colors).

Minority enrollment
in large urban
school districts far
exceeds that of
Indiana public
schools taken
collectively.

<sup>3</sup>lbid.

Figure 4
ISTEP+ Pass Rates in 2nd, 3rd, 4th, and 5th Year
Ball State-Sponsored Charter Schools<sup>4</sup>

		Eng	lish			Mi	wth		9	Both (Eng	jish & Ma	th)	Science				
Grade	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006	
3rd	55%	4796	61%	51%	45%	38%	52%	42%	37%	31%	44%	34%					
4th		4496	56%	51%		43%	58%	45%	- 1	3.496	48%	36%					
5th		5196	56%	55%		36%	51%	47%		3196	40%	41.96	53%	34%	42%	39%	
6th	44%	4796	66%	53%	48%	43%	68%	60%	43%	35%	57%	47%					
7th		4796	54%	50%		4696	59%	53%		33%	43%	43%			2496	28%	
8th			55%	46%			43%	40%			36%	3496					
9th			1 496	46%			1196	35%			396	29%					
10th	22%	4796	28%	28%	22%	30%	18%	1196	9%	28%	1396	996					

Figure 5
ISTEP+ Pass Rates in 2nd, 3rd, 4th, and 5th Year Indianapolis Mayor-Sponsored Charter Schools<sup>5</sup>

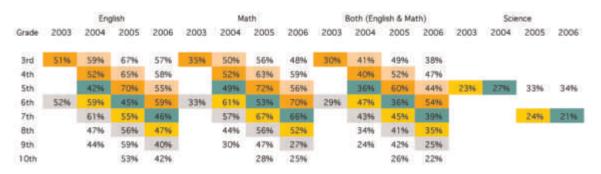
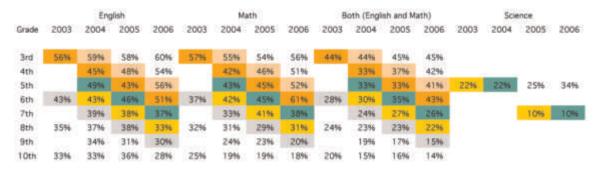


Figure 6
ISTEP+ Pass Rates in Gary Community Schools<sup>6</sup>



<sup>&</sup>lt;sup>4</sup>Source: Indiana Department of Education ISTEP+ Results media reports for 2003, 2004, 2005, and 2006, retrieved from http://doe.state.in.us/istep/welcome.html on January 26, 2007. <sup>5</sup>lbid.

<sup>&</sup>lt;sup>6</sup>lbid.

Figure 7 ISTEP+ Pass Rates in Indianapolis Public Schools<sup>7</sup>

English						Math				oth (Engl	sh and M	ath)	Science				
Grade	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006	
3rd	62%	54%	65%	61%	65%	64%	65%	62%	52%	52%	53%	49%					
4th		58%	59%	60%		62%	54%	6196		4996	50%	49%					
Sth		5796	62%	56%		57%	67%	59%		4496	5396	45%	32%	36%	40%	36%	
6th	43%	45%	48%	57%	4496	49%	59%	70%	31%	34%	4196	51%		12			
7th		39%	44%	4296		4196	50%	53%		28%	34%	34%			1896	20%	
8th	37%	40%	4496	36%	36%	38%	42%	38%	26%	28%	32%	27%					
9th		35%	36%	36%		33%	33%	3196		23%	23%	23%					
10th	38%	38%	36%	32%	34%	30%	27%	26%	26%	24%	21%	19%					

Figure 8 ISTEP+ Pass Rates in South Bend Community School Corporation<sup>8</sup>

		Eng	lish			Ma	eth		В	oth (Engl	ish and M	ath)	Science				
Grade	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006	
3rd	52%	63%	63%	64%	52%	56%	57%	59%	39%	47%	50%	50%					
4th		55%	59%	67%		56%	61%	62%		45%	4996	55%					
5th		56%	5496	59%		57%	58%	59%		45%	4496	48%	4196	40%	38%	39%	
6th	53%	55%	55%	58%	60%	63%	66%	65%	46%	48%	50%	52%					
7th		55%	50%	55%		6196	63%	66%		4796	46%	49%			30%	329£	
Bth	48%	53%	5296	52%	54%	56%	55%	56%	42%	45%	4496	4496					
9th		5196	51%	52%		53%	56%	5296		4296	44%	4296					
10th	50%	5496	50%	50%	46%	49%	47%	50%	39%	4296	38%	42%					

Figure 9 ISTEP+ Pass Rates in Fort Wayne Community Schools<sup>9</sup>

		Eng	lish			Mi	wth		В	oth (Engl	sh and M	ath)	Science				
Grade	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006	
3rd	69%	66%	66%	66%	76%	72%	71%	69%	63%	59%	59%	58%					
4th		66%	63%	66%		7196	70%	70%		59%	58%	59%					
5th		6496	65%	64%		69%	7196	7196		56%	58%	59%	54%	54%	55%	53%	
6th	59%	60%	59%	59%	67%	70%	72%	72%	54%	54%	55%	55%					
7th		59%	57%	57%		6796	70%	7296		5496	52%	53%			40%	4196	
Bth	54%	58%	58%	56%	65%	66%	63%	60%	49%	52%	5196	48%					
9th		58%	58%	57%		61%	64%	6196		50%	5196	49%					
10th	58%	5796	56%	57%	57%	56%	5196	54%	48%	48%	45%	46%					

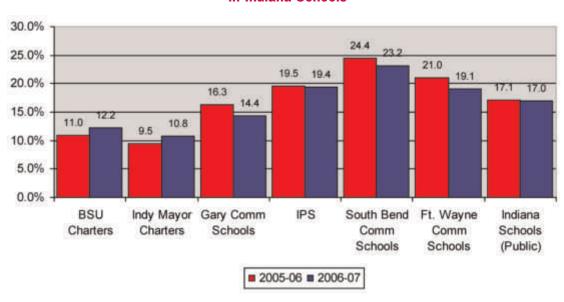
Figure 10 ISTEP+ Pass Rates in Indiana Public Schools<sup>10</sup>

		Eng	lish			Ma	eth		1	Both (Eng	iish & Ma	th)	Science				
Grade	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006	
3rd	74%	75%	75%	74%	7196	73%	73%	72%	63%	65%	65%	64%					
4th		7396	73%	75%		73%	75%	75%		64%	66%	66%					
5th		72%	73%	75%		72%	76%	76%		63%	66%	67%	61%	62%	64%	66%	
6th	69%	70%	7196	71%	72%	75%	78%	80%	62%	63%	66%	67%					
7th		68%	68%	68%		73%	76%	7796		61%	63%	63%			52%	54%	
8th	65%	6796	68%	67%	7196	7196	72%	7196	58%	6196	6196	60%					
9th		6796	67%	67%		68%	70%	6796		59%	60%	58%					
10th	69%	68%	68%	66%	67%	64%	64%	65%	60%	57%	57%	57%					

<sup>&</sup>lt;sup>7</sup>lbid. <sup>8</sup>lbid. <sup>9</sup>lbid. <sup>10</sup>lbid.

Public charter schools, like traditional public schools, must be equipped to serve the needs of all students. This includes not only minority students and those from low-income families, but, also, those students with disabilities, who require special services. For many of the charter schools operating in 2005-06, the number of students with disabilities increased in 2006-07. Figure 11 depicts the percentage of students receiving special education services in Indiana schools for both 2005-06 and 2006-07. Of all the school districts shown, only the Ball State-sponsored charter schools and the Indianapolis Mayor-sponsored charter schools, taken collectively, had an increase in the overall percent of students with disabilities enrolled. In Ball State charter schools the increase was from 11.0% in 2005-06 to 12.2% in 2006-07; for Indianapolis Mayor's Office charters the increase was from 9.5% special education enrollment in 2005-06 to 10.8% in 2006-07.

Figure 11
Percent Special Education Enrollment for Select School Years in Indiana Schools<sup>11</sup>



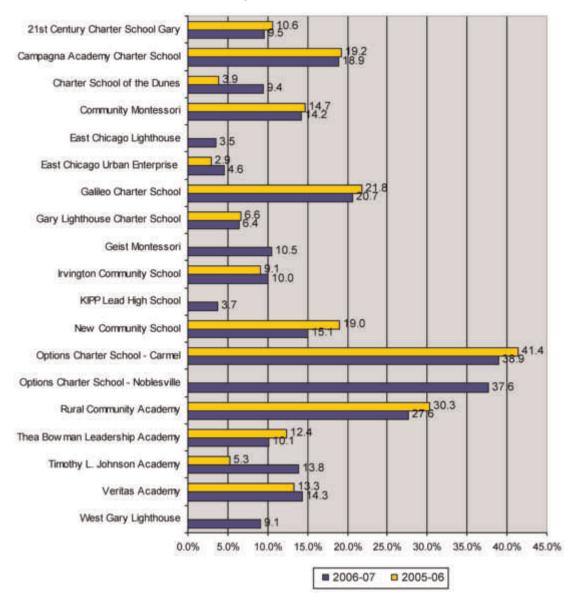
Charter schools have responsibility for addressing the needs of students with disabilities as specified in individual student education plans (IEPs). Most of Indiana's charter schools have joined the Virtual Special Education Cooperative (VSEC), which maintains accountability for mandates under federal special education law and state regulations for its member schools. In addition, the VSEC administers federal funds for students with disabilities and provides support, training, and intervention strategies through consultation and direct services. Although the VSEC uses virtual communication methods to bridge the statewide geographic distribution of the VSEC member schools, the VSEC staff members are visible in their work in the schools with students and staff members.

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<sup>&</sup>lt;sup>11</sup>Source: Indiana Department of Education Division of Exceptional Learners, Incidence Rates for December 1, 2006 (Certified March 2007).

Figures 12 through 14 show special education enrollment in each individual charter school for the 2005-06 and 2006-07 school years. All schools shown are current members of the VSEC except Decatur Discovery Academy, Hope Academy, and Lawrence Early College High School, who receive services through a neighboring school district. For those schools that opened for the first time in fall 2006, only 2006-07 special education data is available.

Figure 12
Percent Special Education Enrollment:
Ball State-Sponsored Charter Schools<sup>12</sup>



<sup>&</sup>lt;sup>12</sup>lbid.

Figure 13
Percent Special Education Enrollment: Indianapolis Mayor-Sponsored Charter Schools<sup>13</sup>

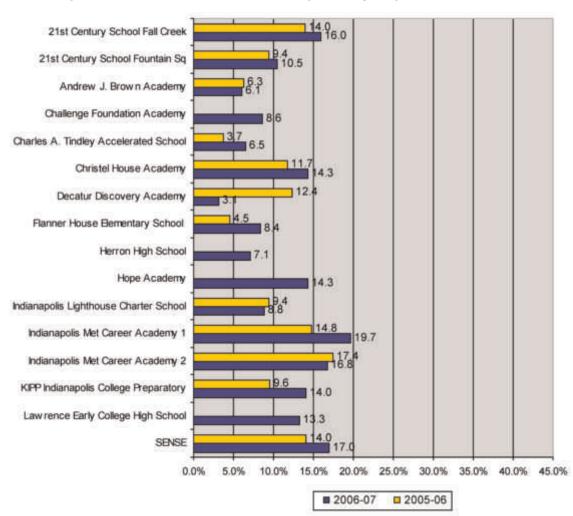
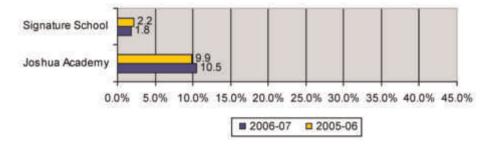


Figure 14
Percent Special Education Enrollment: Local District-Sponsored Charter Schools<sup>14</sup>



<sup>&</sup>lt;sup>13</sup>lbid.

<sup>&</sup>lt;sup>14</sup>lbid.

Figure 15 depicts the special education count by specific disability for all Indiana charter schools.

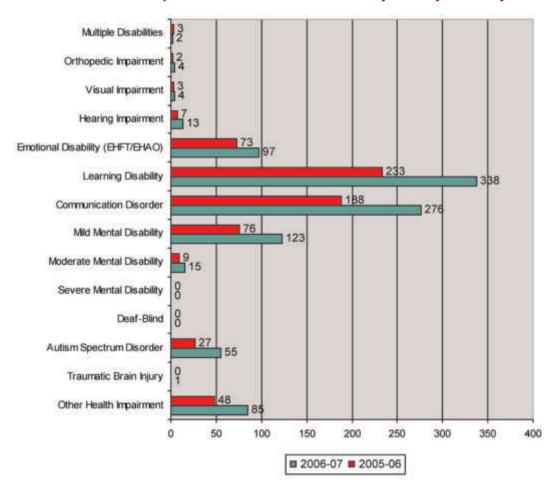


Figure 15
Charter School Special Education Student Count by Primary Disability<sup>15</sup>

Indiana charter school demographics for the past two years represent an increase in the number of minority students, students who receive free or reduced lunch, and students with disabilities.

Most students who are eligible for special education services in Indiana charter schools are identified as having learning disabilities or communication disorders. It is imperative that these students have access to appropriate instruction and specialized supports that facilitate their educational progress in the least restrictive environment. Membership in the VSEC ensures that charter schools will have access to a full range of administrative, instructional, and therapeutic support services in their efforts to improve the educational outcomes for all students with special needs.

Indiana charter school demographics for the past two years represent an increase in the number of minority students, students who receive free or reduced lunch, and students with disabilities. Charter schools will continue to address their unique educational needs to increase student achievement among those who are at an educational disadvantage because of social, physical, or economic factors. Because there has been a steady increase in total charter enrollment over the five years that charter schools have been in existence in the state, there are even more students who have a stake in the success of these nontraditional public schools. With that in mind, the Office of Charter School Research will continue to monitor the trends in charter school enrollment, as well as the impact of charter school strategies on student achievement.

<sup>&</sup>lt;sup>15</sup>lbid.



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