



Calumet College of St. Joseph

ANNUAL PERFORMANCE REPORT
under IC § 20-24-9-2

2013 – 2014

CALUMET COLLEGE OF ST JOSEPH
WHITING, INDIANA

Authorizers

For

CHARTER SCHOOL OF THE DUNES
GARY, INDIANA

PART I: **STANDARDIZED TESTING RESULTS**

2013 – 2014 ISTEP+ RESULTS

The ISTEP+ measures student achievement in grades 3 – 8 in the areas of English/Language Arts (ELA), math, science, and social studies. For the purposes of this report data was collected in the subject areas of ELA and math. The scores below indicate that the results are below 80% in all grades levels in both ELA and math.

2013 – 2014 ISTEP+ MATH

GRADES	OVERALL PERCENTAGES OF PASS RATE
3	60%
4	57%
5	65%
6	56%
7	44%
8	31%
TOTAL	53%

2013 – 2014 ISTEP+ ENGLISH/LANGUAGE ARTS

GRADES	OVERALL PERCENTAGES OF PASS RATE
3	71%
4	65%
5	53%
6	41%
7	42%
8	40%
TOTAL	53%

2013 – 2014 IREAD RESULTS

The purpose of the *Indiana Reading Evaluation And Determination (IREAD-3)* assessment is to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, *IREAD-3* is a summative assessment which requires the evaluation of reading skills for students who are in grade three to ensure that all students can read proficiently before moving on to grade four. The scores below indicate that the results are below 80% pass rate.

TOTAL 3RD GRADERS PASSED	Percentage Passed	TOTAL 3RD GRADERS DID NOT PASS	Percentage DNP
30	58%	21	41%
N=51			

2013 – 2014 NWEA RESULTS

The purposes of the NWEA tests are important to teachers because they keep track of progress and growth in basic skills. They let teachers know where a student's strengths are and if help is needed in any specific areas. Teachers use this information to help them guide instruction in the classroom. The data indicate that six classes of students score at or above the norm grade level in Math with above 30% and the Reading data indicate that 11 classes of students are at or above the norm grade level with above 30 percent.

GRADES	Total Students with Valid Growth Test Scores MATH	At or Above Norm Grade Level Mean in MATH	%	Total Students with Valid Growth Test Scores READING	At or Above Norm Grade Level Mean in READING	%
2	20	6	3%	20	6	3%
2	21	4	19%	21	9	43%
3	24	6	25%	25	9	36%
3	25	9	36%	25	13	52%
4	24	9	38%	24	11	46%
4	24	*		24	*	
5	18	6	33%	18	8	44%
5	17	8	47%	17	10	59%
ELA61	22	5	23%	22	7	32%
ELA 62	18	2	11%	18	4	22%
ELA 71	25	6	24%	25	9	36%
ELA 72	19	3	16%	20	2	1%
ELA 81	19	1	5%	19	6	32%
ELA 82	22	0	9%	22	4	18%
Math Lab 1	18	2	11%	18	4	22%
Math Lab 9	22	1	4%	22	2	9%
Math 61	25	2	8%	25	2	8%
Math 62	15	5	33%	15	9	6%
Math 71	22	8	36%	23	9	39%
Math 72	22	1	4%	22	2	9%
Math 81	22	1	4%	22	8	36%
Math 82	19	0	0%	19	2	11%

*This data is not available for reporting.

2013 – 2014 ECA RESULTS

The purposes of the End of Course Assessments (ECAs) are criterion-referenced assessments developed specifically for students completing their instruction in Algebra I, Biology I, or English 10. **The bottom 25% Algebra I ECA Analysis Breakdown:** The juniors were the only students who were tested thus far in the 2013-2014 academic school year. Students who are listed below are students who were enrolled in our school last year and did or did not pass the Early Winter ECA; however, their data signifies the instructional strategies incorporated in the math department have contributed to their growth.

We had juniors who are new transfers to our school who did not pass the Early Winter Algebra ECA. So we compared their previous testing years to their current scores from our school.

2012-2013 Spring Algebra I Graduation Examination

First time testers	Mean Student Score	%Passing
School Summary Number Tested=19	544	42%

Retesters	Mean Student Score	%Passing
School Summary Number Tested=12	446	0%

2012-2013 Summer Algebra I Graduation Examination

First time testers	Mean Student Score	%Passing
School Summary Number Tested=4	572	75%

2013-2014 Early Winter Algebra I Graduation

First time testers	Mean Student Score	%Passing
School Summary Number Tested=1	672	100%

Retesters	Mean Student Score	%Passing
School Summary Number Tested=14	512	14%

PART II: **SCHOOL GROWTH AND IMPROVEMENT DATA**

<p>2 Low Growth High Achievement (students who already score high and maintain growth)</p>	<p>1 Higher Growth Higher Achievement (students who already score high and continue to grow)</p>
<p>3 Lower Growth Lower Achievement (students who score low and make low growth)</p> <p>2009: Math and English/Language Arts 2010: Math and English/Language Arts 2011: Math and English/Language Arts 2012: Math 2013: Language Arts</p>	<p>4 Higher Growth Lower Achievement (students who score low but make high growth)</p> <p>2012: Language Arts 2013: Mathematics</p>

Preliminary information from 2014 would put the CSD in Q3 and Q4

Growth Model Process **6 Year Process**

Year	Process	Activity
1 2011/12	D/F FOCUS SCHOOL	State assigned monitor will visit the school 1 time per year. Visit include observations, meeting with administration and final review on a scale of 1-4
2 2012/13	D/F PRIORITY SCHOOL	State assigned monitor will visit the school 2 times per year. Visit include observations, meeting with administration and final review on a scale of 1-4
3 2013/14	D/F PRIORITY SCHOOL	State assigned monitor will visit the school 2 times per year. Visit include observations, meeting with administration and final review on a scale of 1-4 Note: Monitoring Report submitted yesterday with a score of 2 by state monitor Daniel Brundidge
4 2014/15	F SCHOOL QUALITY REVIEW	State assigned Quality Review Team (3-4 people) will visit multiple times per year. Visits are more comprehensive and more frequent
5	F STATE BOARD TRANSFORMATION MODEL	3 Options: 1. 50% teacher replacement 2. New Administration 3. Reorganize

6	F STATE TAKE OVER	Charter School – School Closure Public School – State Takeover i.e. Gary Roosevelt
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**PART III:
ATTENDANCE RATES**

Charter School of the Dunes attendance percentage rate is over 90%.

School Charter School of Dunes	School Days	Enrollment Days	Absents	% Present
High School	183	21,398	1,882	91.02
Middle School	183	24,428	1,217	95.02
Elementary	183	40,993	2,931	94.25

**PART IV:
GRADUATION RATE**

There is no graduation rate to report for this school for 2013-2014.

**PART V:
STUDENT ENROLLMENT DATA**

(A) Number of Student Enrolled:

School opened on August 2014 with an enrollment of 553. At the end of the first semester enrollment was reported at 520. At the end of the school year enrollment was 517 students including elementary, middle and high school with a difference of 36 students.

Terms	Elementary	Middle School	High School	Total
Beginning of Year	281	143	129	553
End of First Semester	278	127	115	520
End of School Year	277	129	111	517

(B) Suspensions/Expulsions:

The suspensions/expulsions data report serves as a reference to determine the amount of suspensions/expulsions occurred during this school year. It also compares the male and female suspensions. All of the suspensions are out-of-school suspensions. The highest reported actions for suspensions are insubordination and physical altercation and the highest reported locations are classrooms and hallways. The highest number of suspensions occurred in 4th grade, followed by 3rd and 5th and then 7th, 9th and 11th.

	Elementary	Middle School	High School
SUSPENSIONS	34	12	20
EXPULSIONS	0	1	
GENDER			
<i>Males</i>	18	4	12
<i>Females</i>	16	8	8