EVALUATION OF THE

Indiana 21st Century Community Learning Centers Initiative

COHORTS FOUR & FIVE – FINAL REPORT

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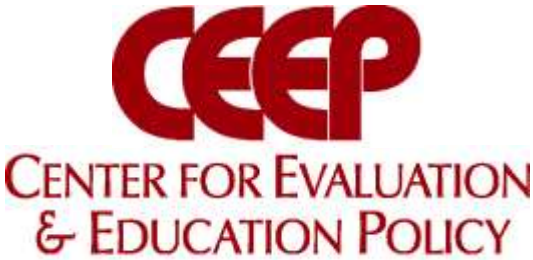

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Table of Contents

Executive Summary 3

Introduction 10

Statewide Aggregate Data 12

Process Data: Student Attendance 12

Process Data: Student Attendee Demographics 16

Outcome Data: Student Behavior 20

Outcome Data: Student Grades 23

Outcome Data: Spring 2012 ISTEP+ Results 32

Aggregate High School Data 42

Appendix A: Cohort Four Program-Level Attendance Data 62

Appendix B: Cohort Five Program-Level Attendance Data 65

Appendix C: Cohort Four Program-Level Demographics Data 70

Appendix D: Cohort Five Program-Level Demographics Data 76

Appendix E: Cohort Four Program-Level Student Behavior Data 86

Appendix F: Cohort Five Program-Level Student Behavior Data 88

Cohort Four Program-Level Spring 2011 ISTEP+ Data 90

Appendix H: Cohort Five Program-Level Spring 2011 ISTEP+ Data 93

Appendix I: Site-Level Summary of Cohort Four Elementary/Middle School STPM Reports 96

Appendix J: Site-Level Summary of Cohort Five Elementary/Middle School STPM Reports 101

Appendix K: Site-Level Summary of Cohort Four High School STPM Reports 109

Appendix L: Site-Level Summary of Cohort Five High School STPM Reports 111

Executive Summary

The present summary provides an overview of the process and outcome data maintained by Cohort Four and Cohort Five programs during the 2011-2012 school year. *Process* data demonstrate the extent to which Cohort Four and Cohort Five programs served their intended populations. *Outcome* data demonstrate the extent to which programs reported positive academic and behavioral changes of students who attended the program regularly.

Cohorts Four and Five Process Data

Student Attendance. During the 2011-2012 school year, a total of 17,289 students from Cohorts Four and Five attended 21st CCLC programs for a minimum of 30 days. This number represents a 7% increase from the number of students who regularly attended the program during the previous school year, and it exceeds the 16,219 students proposed to be served across all Cohort Four and Cohort Five programs. Fifty-nine percent of Cohort Four programs met or exceeded their proposed service numbers for the 2011-2012 school year and 61% of Cohort Five programs met their service targets.

Of all students who attended the program during the 2011-2012 school year, 62% attended at least 30 days, including 37% who attended more than 60 days. The percent of regular attendees served is almost identical in the 2008-2009, 2009-2010, and 2010-2011 school years and the percent of program participants who attended the program more than 60 days also remained stable at 37% in 2011-2012. Analyses show that the majority of students served on a regular basis were in first through fifth grade, with the most frequent attendees (those served 60 or more days) coming from grades two, three, and four. Across all Cohorts Four and Five programs, relatively few middle and high school students were served 30 or more days, and still fewer were served 60 or more days. These trends have been relatively stable over the previous three years.

Participant Eligibility for Free and Reduced Lunch. Seventy-five percent of Cohort Four and Cohort Five regular program participants were eligible for free and reduced lunch in 2011-2012. Student eligibility rates for individual programs ranged from 34% to 100%. In some cases, eligibility rates of regular program attendees exceeded comparable district rates, suggesting these programs are successfully targeting those students most in need for programming.

Participant Eligibility for Special Education Services. Twelve percent of Cohort Four and Cohort Five regular program participants were eligible for special education services in 2011-2012. Student eligibility rates for individual Cohort Four and Cohort Five programs ranged from 0% to 38%. In some cases, eligibility rates of regular program attendees exceeded comparable district rates, suggesting these programs are successfully targeting those students most in need for programming.

Participant Limited English Proficiency Status. Nine percent of Cohort Four and Cohort Five regular program participants were identified as having Limited English Proficiency (LEP) in 2011-2012. Student eligibility rates for individual programs ranged from 0% to 54%. In some cases, eligibility rates of regular program attendees exceeded comparable district rates, suggesting these programs are successfully targeting those students most in need for programming.

Cohorts Four and Five Outcome Data

Students' Classroom Behavior/Performance. Among the various areas of classroom behavior/performance measured by the Teacher Survey, the area of greatest improvement was *academic performance*. Teachers reported that 77% of students who needed to improve made improvements over the course of the school year. The area of least improvement was *volunteering*. Forty-three percent of students needing improvement were rated as improved by their teachers.

Grade Changes for All Regular Program Participants. Results from the 2011-2012 school year show that 12% of students earned the highest grade possible during both the fall and spring grading periods, and another 34% increased their grade between the fall and spring grading periods in reading. Therefore, 46% of students in 2011-2012 earned the highest grade possible or increased their grade. However, 35% decreased their grade during the 2011-2012 school year, compared to 26%, 28%, 28%, and 29% during the 2007-2008, 2008-2009, 2009-2010, and 2010-2011 school years, respectively. Similar trends were observed for mathematics grades.

Grade Changes for All Regular Program Participants: B or Better. Because the 21st CCLC program often targets those students who are struggling in math and/or reading, additional analyses were conducted to assess the extent to which students reached an average level of performance (e.g., earned a "B" or better in the spring grading period). When students did not earn a "B", information

regarding whether students increased, decreased, or did not change their grade from the fall to spring was also provided. Results show that 52% of students earned a "B" or better during the spring grading period, and another 24% increased their grade between the fall and spring grading periods. Therefore, 76% of students in 2011-2012 earned a "B" or better or increased their English/Language Arts grade. Similar trends were observed for mathematics grades.

Grade Changes for Academically Struggling Program Participants. Additional analyses examined grade changes of only those students who earned a fall grade of "C" or below in either math or reading (or both). These students are referred to as "struggling" as their initial fall grades suggest that improvement is warranted. Analyses revealed that 51% of struggling students who regularly attended Cohorts Four and Five programs increased their reading grade during the 2011-2012 school year. However, 24% of struggling students did not change their reading grade during the year, and an additional 26% of struggling participants who regularly attended the program, actually decreased their reading grade during the year. These figures were very similar to those observed during the 2010-2011 school year. Similar trends were observed for mathematics grades.

Spring ISTEP+ Pass-Rates. An additional indicator of academic need is the inability to meet grade-specific standards assessed through Indiana's standardized assessment, ISTEP+. Among students attending Cohorts Four and Five programs regularly, at least two-thirds of all participants passed either the math or reading portions of ISTEP+ in the Spring of 2012 and 59% of regularly participating students passed both the math and reading portions of the test. Students who attended the program regularly for four consecutive years passed the ISTEP more often than students who attended the program just one, two, or three years. In fact, 77% of students who attended the program for four years passed the math portion of the ISTEP in spring 2012, and 75% passed the reading portion. Sixty-six percent of students who have regularly attended the program for four consecutive years passed both portions of the ISTEP in 2012.

Math and Reading STPM Results. At the conclusion of the 2011-2012 school year, Short Term Performance Measure (STPM) results were submitted by Indiana 21st CCLC programs. Elementary/middle school programs were required to report on progress made toward their math, reading, and attendance measures. Math results were submitted by 72 Cohort Four elementary/middle program sites/feeder schools and 122 Cohort Five elementary/middle program sites/feeder schools , while reading results were submitted by 74 Cohort Four program sites/feeder

schools and 124 elementary/middle program sites/feeder schools. Program sites that were unable to submit completed STPM reports were often impeded by the unavailability of data through district databases or the fact that planned assessments were not ultimately administered in the schools. STPM targets were achieved for 60% of the math and 68% of the reading measures for Cohort Four programs and 65% of the math and 62% of the reading measures for Cohort Five programs during the 2011-2012 school year. These figures represent an increase from the 2010-2011 school year, when 54% of the math STPM targets and 43% of the reading STPM targets for Cohort Four and 56% of the math STPM targets and 57% of the reading STPM targets for Cohort Five were achieved. However, it should also be noted that programs were given the opportunity to revise their targets for the 2011-2012 school year, using data from the previous year. As a result, programs were able to choose targets that were more appropriate and attainable. Therefore, these data do not necessarily suggest that programs were more successful in promoting academic growth in 2011-2012 compared to 2010-2011.

Across all Cohort Four programs, 57% of sites reported increased levels of achievement on math STPMs from 2010-2011 to 2011-2012. Growth was slightly greater in reading, as 62% of sites reported increased levels of performance on relevant STPMs. Across all Cohort Five programs, 43% of sites reported increased levels of achievement on math STPMs from 2010-2011 to 2011-2012. Growth was slightly greater in reading, as 57% of sites reported increased levels of performance on relevant STPMs These percentages only include those program sites that did not change the assessment method being used in their STPMs between the two years. Because the level of improvement between the two years varied a great deal, Figures 22 and 23 illustrate the proportion of program sites that reported various levels of increased achievement in math and reading STPMs. The figure delineates the proportion of sites that reported raised achievement levels by 1-5%, 6-10%, 11-15%, and more than 15%. As shown in these figures, of those program sites that reported increased levels of math and reading performance among regular participants, the majority of the increases were 15% or less. However, roughly one-third of the increases observed for reading and math were greater than 15%. Although these aggregate data illustrate some encouraging trends, a more accurate picture of the programs that are driving these patterns can be found by assessing year-to-year progress for performance measures for individual programs.

High School Process Data

Student Attendance. During the 2011-2012 school year, a total of 5,579 high school students attended Cohorts Four and Five 21st CCLC programs and a total of 2,056 high school students attended for a minimum of 30 days. This number exceeds the 1,936 students proposed to be served at Cohorts Four and Five High School sites. Of the 23 programs that served High School students in Cohorts Four and Five, eleven met or exceeded their proposed service numbers for the 2011-2012 school year.

Of all students who attended the program, 37% attended at least 30 days, including 13% who attended 60 days or more during the school year, a threshold that has been found to be more predictive of academic improvement resulting from attending high-quality after school programs. Analyses show that the majority of students served at the high school level did not attend 21st CCLC programming regularly (30 or more days). Of those students who did attend regularly, there were higher proportions of regular attendees among students in the eleventh and twelfth grades.

Participant Eligibility for Free and Reduced Lunch. Sixty-four percent of Cohorts Four and Five regular high school program participants were eligible for free and reduced lunch in 2011-2012. Student eligibility rates ranged from 34% to 93%. In some cases, eligibility rates of regular program attendees exceeded comparable district rates, suggesting these programs are successfully targeting those students most in need for programming.

Participant Eligibility for Special Education Services. Eighteen percent of Cohorts Four and Five regular high school program participants were eligible for special education services in 2011-2012. Student eligibility rates for individual Cohort Four programs ranged from 0% to 41%. In some cases, eligibility rates of regular program attendees exceeded comparable district rates, suggesting these programs are successfully targeting those students most in need for programming.

Participant Limited English Proficiency Status. Four percent of Cohorts Four and Five regular high school program participants were identified as having Limited English Proficiency (LEP) in 2011-2012. Student eligibility rates for individual Cohort Four programs ranged from 0% to 44%. In some cases, eligibility rates of regular program attendees exceeded comparable district rates, suggesting these programs are successfully targeting those students most in need for programming.

High School Outcome Data

Students' Classroom Behavior/Performance. Among the various areas of classroom behavior/performance measured by the Teacher Survey, the area of greatest improvement was *academic performance* and *Completing Homework* for high school students. Teachers reported that 57% of students who needed to improve made improvements over the course of the school year. The area of least improvement was *volunteering*. Thirty-seven percent of students needing improvement were rated as improved by their teachers.

Grade Changes for All Regular Program Participants. Results from the 2011-2012 school year show that 6% of high school students earned the highest grade possible in reading during both the fall and spring grading periods, and another 36% increased their grade between the fall and spring grading periods. Therefore, 42% of high school students in 2011-2012 earned the highest grade possible or increased their grade in reading. For mathematics grades, 6% of regularly attending high school participants received the highest grade possible in both semesters, and an additional 34% increased their grades from fall to spring. Therefore, 40% of high school students either earned the highest grade possible or increased their math grade from the fall to the spring. Additionally, 37% of students in reading and 38% of students in mathematics decreased their grade during the 2011-2012 school year.

Grade Changes for All Regular Program Participants: B or Better. Results show that 37% of high school students earned a "B" or better in English/Language Arts during the spring grading period and another 29% increased their grade between the fall and spring grading periods. Therefore, 66% of high school students in 2011-2012 earned a "B" or better or increased their grade. Similar results were observed for mathematics grades. Additionally, results show that 33% of high school students earned a "B" or better in mathematics during the spring grading period and another 29% increased their grade between the fall and spring grading periods.

Grade Changes for Academically Struggling Program Participants. Analyses revealed that 47% percent of struggling high school students who regularly attended the program increased their reading grade during the 2011-2012 school year. However, 24% of struggling students did not change their reading grade during the year, and an additional 28% of struggling participants who attended regularly decreased their reading grade during the year. Results were slightly worse for mathematics; only 46% of regularly attending high school students increased their mathematics grades, while 30% decreased their grades.

High School STPM Results. At the conclusion of the 2011-2012 school year, Short Term Performance Measure (STPM) results for progress were submitted by 26 high school program sites/feeder schools, while readiness results were submitted by 20 high school program sites/feeder schools. Additionally, 25 high school program sites/feeder schools submitted graduation results. Sites/feeder schools that were unable to submit completed STPM reports were often impeded by data not being available through district databases or assessments that were not administered in the schools.

Progress Toward STPM Targets: STPM targets were achieved for 93% of the Progress measures and 75% of the Graduation measures for Cohort Four high school program sites/feeder schools and 63% of the Progress measures and 66% of the Graduation measures for Cohort Five high school program sites/feeder schools during the 2011-2012 school year. Only 13% of the targets were achieved for Cohort Five's Readiness measures. However, it should be noted that not all high school sites opted to include Readiness measures (no Cohort Four sites chose to include Readiness measures). It should be noted that there was an increase in the percentage of Cohort 4 high school sites meeting their progress STPM targets and graduation targets during the 2011-2012 school year. (Programs were given the opportunity to revise their targets for the 2011-2012 school year, using data from the previous year. As a result, programs were able to choose targets that were more appropriate and attainable. Therefore, these data do not necessarily suggest that programs were more successful in promoting academic growth in 2011-2012 compared to 2010-2011.)

Year-to-Year Growth in STPM Results: Eighty-six percent of Cohort Four high school programs reported increased levels of achievement on progress STPM targets and 38% for graduation STPM targets when the 2011-2012 results were compared to the 2010-2011. Forty-six percent of Cohort Five programs reported increased levels of achievement for progress STPMs, 56% of programs reported growth in readiness targets and 48% in graduation STPM targets.

Introduction

The 21st Century Community Learning Centers (CCLC) program originally began as part of Congress' reauthorization of the Elementary and Secondary Education Act of 1994, to provide grants to schools to expand education services beyond the regular school hours. Since that time, the 21st CCLC program has grown substantially, with a 2010 appropriation of $1.16 billion, serving over 10,000 centers nationwide. The No Child Left Behind Act of 2001 (NCLB) amended the Elementary and Secondary Education Act (ESEA) and reauthorized the 21st CCLC program under Title IV Part B. Although the basic philosophy of the program remained the same, the reauthorization resulted in some significant changes in the 21st CCLC program. These changes included providing a stronger academic focus and expanding eligibility to community-based organizations. In addition, the NCLB reauthorized administration of the 21st CCLC program. Whereas the U.S. Department of Education previously made competitive awards directly to local education agencies, the reauthorization made funds flow to States based on their share of Title I, Part A funds, with the State Educational Agency (SEA) responsible for management and administration of the program.

In 2009, the Indiana Department of Education (IDOE) selected 22 programs (with 79 sites) for four and a half years of funding through a competitive application process. This was the fourth round of grants provided by IDOE under the reauthorized administration of the 21st CCLC program. As such, the programs receiving funding in 2009 became known as "Cohort Four." Then in 2010, IDOE selected 52 programs (with 149 sites) for four years through a competitive application process. This was the fifth round of grants provided by IDOE under the reauthorized administration of the 21st CCLC program. As such, the programs receiving funding in 2010 became known as "Cohort Five." IDOE contracted with the Center for Evaluation and Education Policy (CEEP) at Indiana University to conduct a comprehensive evaluation to fulfill federal requirements and to provide useful data on the implementation and outcomes of the Cohort Four and Cohort Five programs.

The present report summarizes data collected by Cohort Four program staff during the 2009-2010, 2010-2011, and 2011-2012 school years. In addition, the report summarizes data collected by Cohort Five staff during the 2010-2011and 2011-2012 school years. These data were entered into EZ Reports for each 21st CCLC program site throughout the term and downloaded by CEEP in September 2012. Additional data were provided through the submission of *Short Term Performance*

Measure (STPM) Reports completed by each program director in July, 2012. These reports provided information on the extent to which each program site made progress toward the performance measures proposed in their application.

Two types of data are summarized in the present report: *process* and *outcome* data. *Process* data assess the extent to which Cohorts Four and Five programs served their intended populations. This includes the number of students who attended Indiana programs (regularly and frequently), and demographics of student attendees (e.g., grade level, eligibility for free or reduced lunch, special education services, and/or Limited English Proficiency status). *Outcome* data assess the extent to which programs reported positive academic and behavioral changes in students who attended the program regularly. Data analyzed include progress toward site-level performance measures for the 2011-2012 school year, behavioral outcomes collected through teacher surveys, and student grades.

Statewide Aggregate Data

Process Data: Student Attendance

Three-Year Attendance Trends: During the 2011-2012 school year, 28,072 students attended Indiana 21st CCLC program sites at least one day. This represents a 7.9% increase from the 2010-2011 school year, during which program sites served 25,848 students. Of all students who attended the program during the 2010-2011 school year, 62% attended at least 30 days, including 37% who attended more than 60 days (see Figure 1). Although the number of students served has increased each year, the proportion of regular attendees remained the same as in the 2009-2010 and 2010-2011 school years and decreased somewhat from the 2008-2009 (66%) school year. However, the percentage of students attending 60 or days has remained stable over the past two years.

Figure 1. Percent of Students who Attended Indiana 21st CCLC Programs

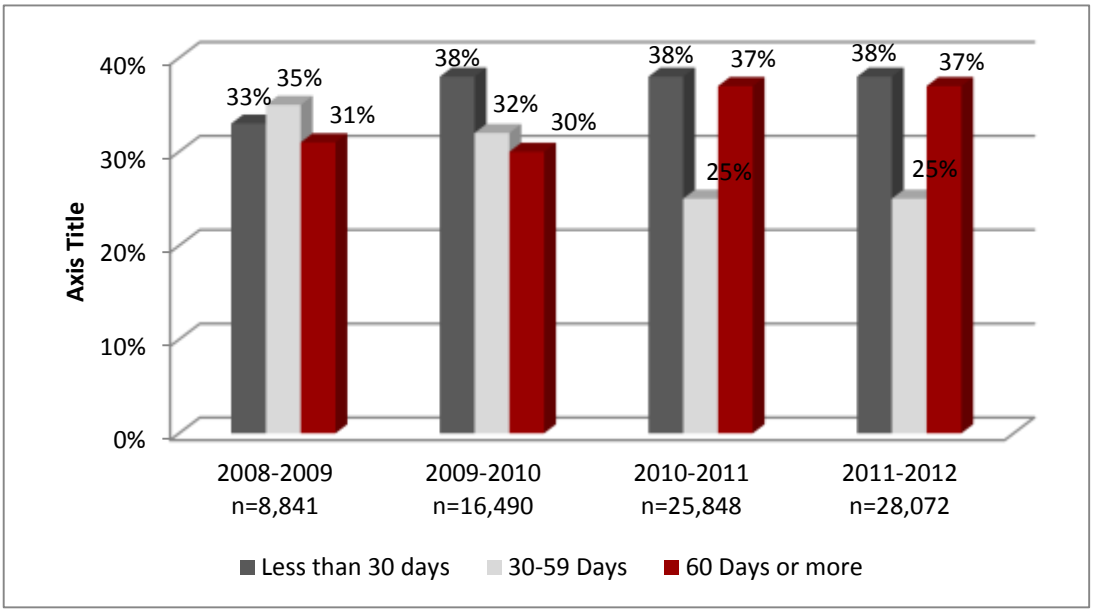


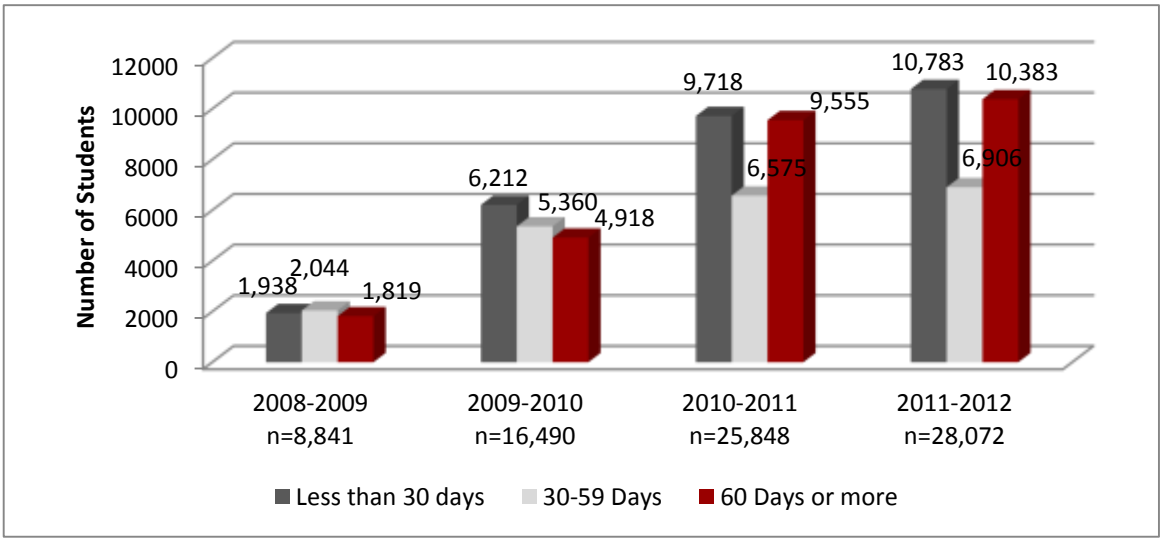
Table 1 on the following page provides the number of students in each cohort who attended Indiana 21st CCLC programs during the 2011-2012 school year. As shown, 10,397 students attended Cohort Four programs, while 17,675 students attended Cohort Five programs during the year.

Table 1. Number of Students Who Attended Indiana 21st CCLC Programs by Cohort During the 2010-2011 School Year

Attendance Frequency	Aggregate (Both Cohorts)	Cohort Four	Cohort Five
Less than 30 Days	10,783	4,329	6,454
30-59 Days	6,906	2,229	4,677
60 Days or More	10,383	3,839	6,544
TOTAL	**28,072**	**10,397**	**17,675**

Figure 2 provides a cross-year comparison of the number of students who attended the 21st CCLC program during the 2008-2009, 2009-2010, 2010-2011, and 2011-2012 school years. The vast increase in students served from previous years compared to 2010-2011 and 2011-2012 is apparent. This is due to the considerable increase in programs funded in Cohort Five.

Figure 2. Number of Students who Attended Indiana 21st CCLC Programs



*2007-2008 data were excluded from the figure due to the unavailability of Cohort 2 data

Table 2 provides the percentage of students in each cohort who attended Indiana 21st CCLC programs less than 30 days, 30 – 59 days, and more than 60 days during the 2011-2012 school year. Cohort Five secured 5% more regularly attending students than Cohort Four in 2011-2012.

Table 2. Percent of Students Who Attended Indiana 21st CCLC Programs by Cohort During the 2010-2011 School Year

Attendance Frequency	Aggregate (Both Cohorts)	Cohort Four	Cohort Five
Less than 30 Days	38%	42%	37%
30-59 Days	25%	21%	26%
More than 60 Days	37%	37%	37%

Appendix A and Appendix B contain program-level data that displays the proportion of students who attended each Cohorts Four and Five program 30-59 days or 60 or more days. A number of Cohort Four and Cohort Five programs had rates of regular attendance that were considerably higher than the 21st CCLC state average of 62%. However, because some programs dropped students from EZ Reports who attended the program less than 30 days, attendance rates presented in this section may not accurately reflect attendance patterns during the 2011-2012 school year. Because research indicates that students who attend after school programs for a minimum of 60 days per school year benefit academically more than those who attend fewer days, it is particularly important to assess the extent to which Indiana programs are serving students at this level of frequency. In 2011-2012, 10 Cohort Four programs and 20 Cohort Five programs served at least 50% of total attendees for 60 days or more during the 2011-2012 school year.

Actual Attendance versus Projected Attendance: During the 2011-2012 school year, a total of 17,289 students attended Cohorts Four and Five 21st CCLC programs for a minimum of 30 days (see Table 3). This number exceeded the target of the 16,219 students proposed to be served on a regular basis across all Cohorts Four and Five programs by 7%. Although some programs may have included in their original proposed service numbers students who might attend their summer program, summer attendance figures are not included in the table displayed below. Additionally, program-level data regarding projected attendance can be found for Cohorts Four and Five in Appendix A and Appendix B, respectively.

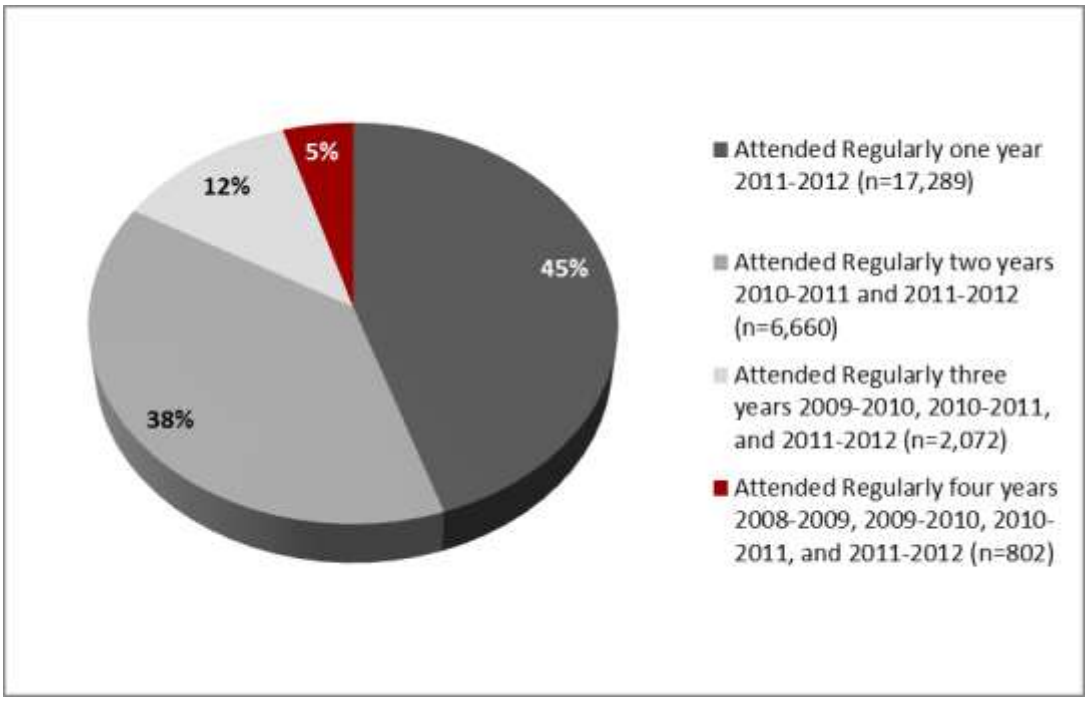
Fifty-nine percent of Cohort Four programs met or exceeded their proposed service numbers for the 2011-2012 school year and 61% of Cohort Five programs met or exceeded their targeted number.

Table 3. Projected Versus Actual Aggregate Program Attendance (2011-2012 School Year)

	Projected # Regular Attendees	Actual # of Students Served 30+ days	% of Projected Regular Attendees Served
Cohort Four	5,919	6,068	101%
Cohort Five	10,300	11,221	108%
Aggregate (Cohort Four & Five)	**16,219**	**17,289**	**107%**

Multiple-Year Program Attendance: Because research suggests that students who participate in after school programs regularly for a minimum of two years show greater academic gains than students who participate sporadically, this area is especially important to consider. Figure 3 displays the multiple-year program attendance patterns for regular attendees. As shown, multiple-year attendance data indicate that 6,660 students who attended the program regularly during the 2010-2011 school year (38%) also attended the program regularly during the 2009-2010 school year and 2,072 (12%) students attended regularly during the 2009-2010, 2010-2011, and 2011-2012 school year. When considering all four years of program operation under Cohort Four, 802 (5%) students attended the program regularly during the 2008-2009, 2009-2010, 2010-2011, 2011-2012 school years.

Figure 3. Multiple Year Program Attendance for Regular Attendees



Process Data: Student Attendee Demographics

Gender, Race, and Ethnicity: Table 4 displays the characteristics for participants of 21st CCLC programming for all participants, regular participants in Cohorts Four and Five, as well as regular participants in each cohort. In 2011-2012, roughly half of participants were male and half were female. The majority of students served were white (58% for all and regular participants) with Black or African Americans showing as the next highest represented group. Further, 15% of all students were classified as Hispanic/Latino(a)., with a proportionally higher representation among regular participants, particularly in Cohort Five.

Table 4. Gender, Race, and Ethnicity Overview

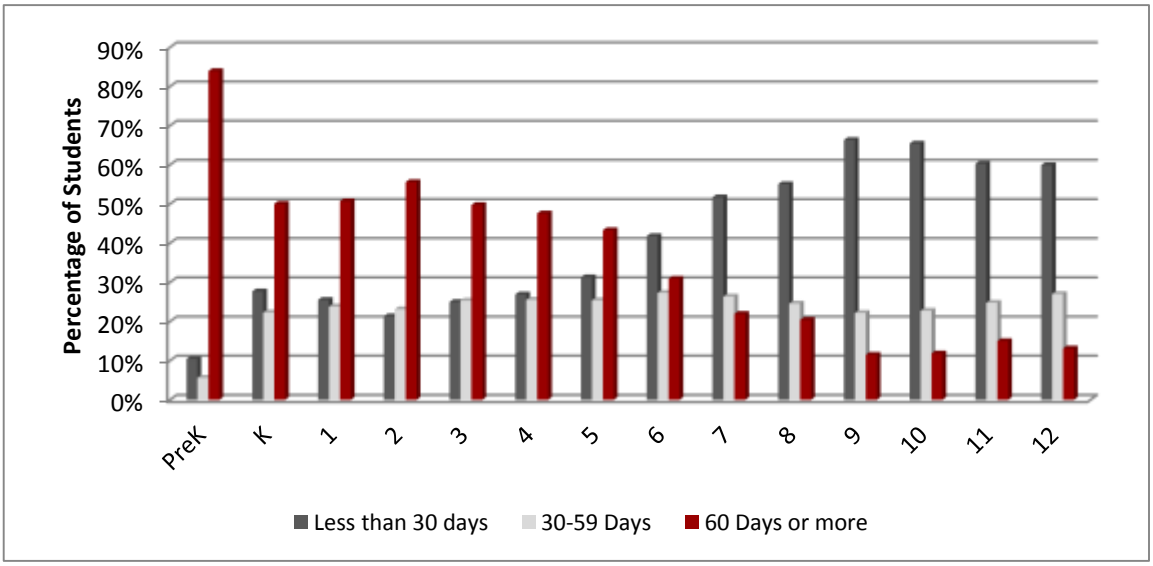
Demographics	Aggregate (All Students)	Aggregate (RAPs)	Cohort Four (RAPs)	Cohort Five (RAPs)
Gender				
Female	50%	50%	51%	49%
Male	50%	50%	49%	51%
Race				
American Indian or Native Alaskan	<1%	<1%	<1%	<1%
Asian	1%	1%	<1%	1%
Black or African American	26%	25%	27%	24%
Multi-Racial	5%	6%	7%	5%
Native Hawaiian or Pacific Islander	<1%	<1%	<1%	<1%
Some Other Race*	10%	11%	11%	12%
White	58%	58%	56%	58%
Ethnicity				
Hispanic/Latina(o)	15%			

*Some other race defined in EZ Reports as a person of multiracial, mixed, interracial or a Hispanic/Latino group (for example, Mexican, Puerto Rican, or Cuban)

Student Grade Level. Figure 4 shows the proportion of students in each grade served 1 to 29 days, 30 to 59 days, and 60 or more days by Cohorts Four and Five programs during the 2011-2012 school year. The majority of students were in Pre-K through fifth grade. However, the most frequent attendees (those served 60 or more days) were in grades two, three, and four. Across all Cohorts Four and Five programs, middle and high school programs struggled with retaining

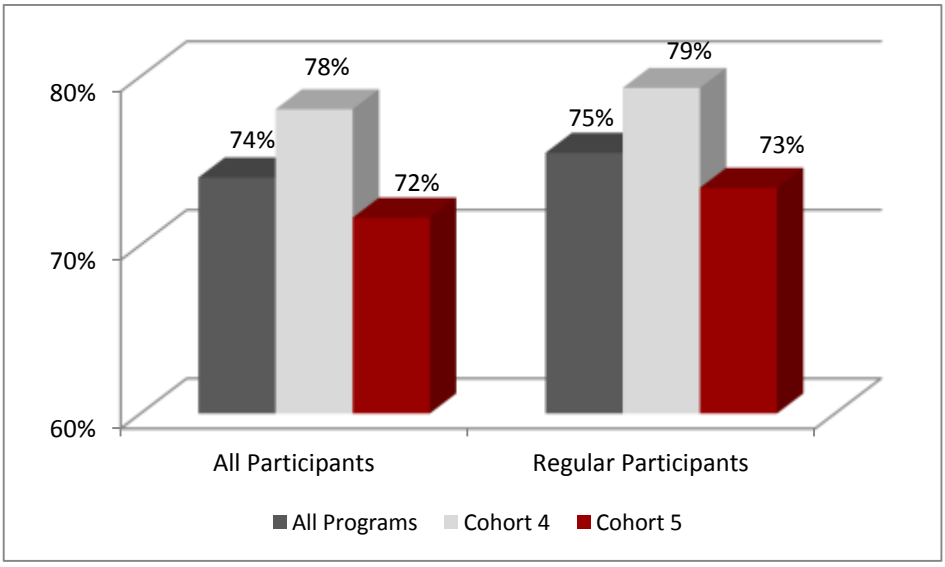
students on a more regular or frequent basis. The proportion of students in each grade served 1 to 29 days, 30-69 days, and 60 or more days for each cohort can be found in the appendices of the report (see Figure 33 in Appendix C for Cohort Four percentages and Figure 34 in Appendix D for Cohort Five percentages).

Figure 4. Proportion of Students who Attended Indiana 21st CCLC Programs in Each Grade Level



Eligibility for Free or Reduced Lunch. One of the central aims of the 21st CCLC program is to serve students with financial need. As a means to this end, IDOE requires that, in order to qualify for 21st CCLC funding, schools must have at least 40% of students who are eligible for free and reduced lunch or identified as "In Need of Improvement" under Title I. As such, it is important to assess the proportion of students in funded schools who attend these programs and who are also eligible for free and reduced lunch. In 2011-2012, 74% of all participants were eligible for free or reduced lunch and 75% of all regularly attending participants were eligible for free or reduced lunch (see Figure 5). Compared to Cohort Five programs, a slightly higher percentage of all attendees and regular attendees in Cohort Four programs qualified for free/reduced lunch.

Figure 5: Percent of Participants Qualifying for Free/Reduced Lunch During 2011-2012

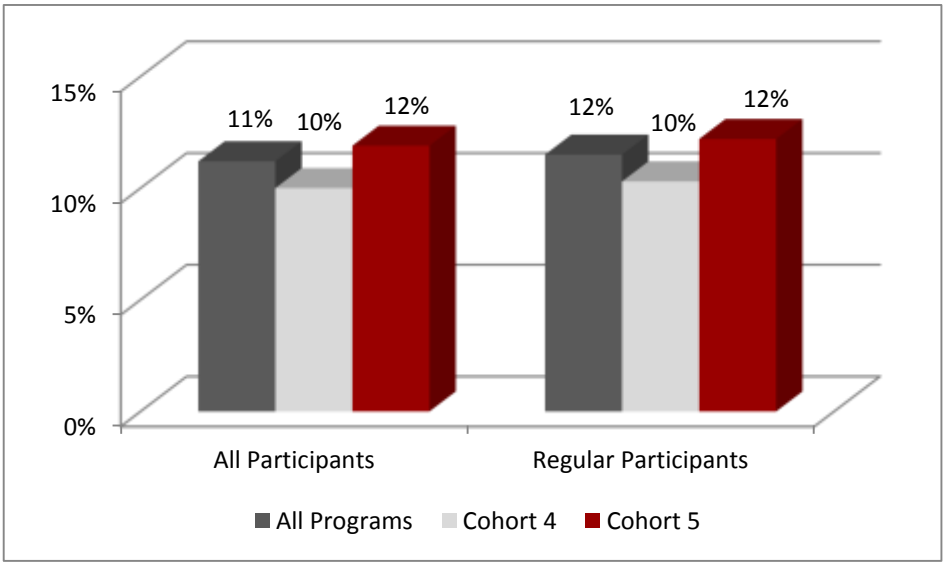


Regular student eligibility rates for individual Cohorts Four and Five programs ranged from 27% to 100%. In some cases, eligibility rates of regular program attendees exceeded comparable district rates, suggesting the program is successfully targeting those students most in need. Free/reduced lunch eligibility percentages for each program can be found in the appendices of the report (see Table 25 of Appendix C for Cohort Four percentages and Table 29 of Appendix D for Cohort Five percentages). Programs shaded in yellow served a higher percentage of regular attendees eligible for free/reduced lunch compared to district rates.

Eligibility for Special Education Services. IDOE currently tracks the percentage of regular 21st CCLC program participants who are also eligible for special education services by data maintained in EZ Reports. Figure 6 presents the percent of all program attendees, as well as all regular attendees who were eligible for special education services. As shown, Cohorts Four and Five programs served similar percentages of special education students. Specifically, 10% all Cohort Four and 12% Cohort Five students were eligible for receiving special education services. In addition, 12% of Cohort Four and 12% of Cohort Five regularly attending students were eligible for receiving special education services in 2011-2012.

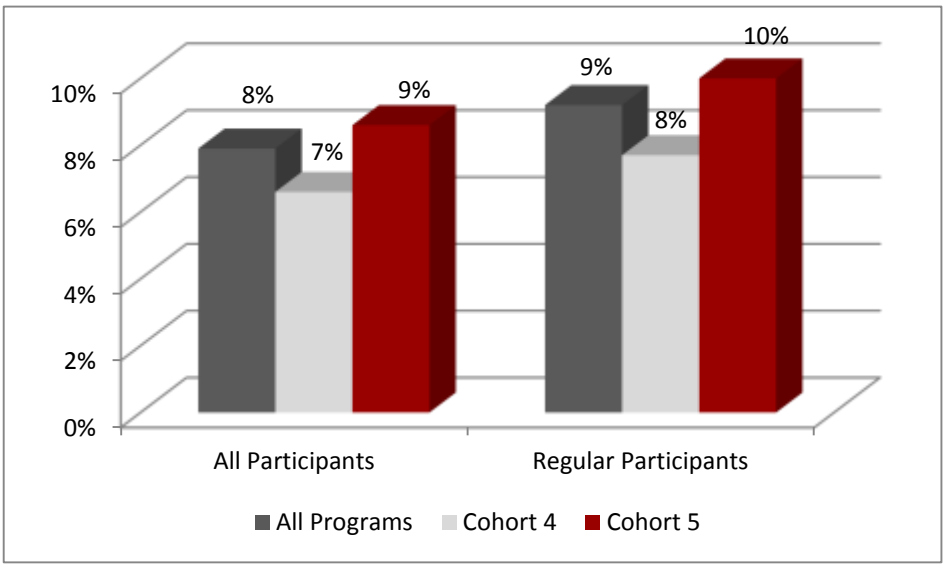
Special education rates for each program can be found in the appendices of the report (see Table 26 of Appendix C for Cohort Four program percentages and Table 30 of Appendix D for Cohort Five program percentages).

Figure 6. Percent of Participants Eligible for Special Education Services During 2011-2012



Limited English Proficiency Status. IDOE currently tracks the percentage of regular 21st CCLC program participants who are identified as having Limited English Proficiency (LEP) by data maintained in EZ Reports. Figure 7 displays the percent of all program attendees and regular attendees who were eligible for LEP services. Eight percent of all 21st CCLC program participants and nine percent of regularly attending participants were classified as having LEP status in 2011-2012. Compared to Cohort Four programs, Cohort Five programs served a slightly higher percentage of students who were eligible for LEP services during the 2011-2012 school year.

Figure 7. Percent of Participants Eligible for LEP Services During 2011-2012



Eligibility rates for LEP services for each program can also be found in the appendices of the report (see Table 27 of Appendix C for Cohort Four program percentages and Table 31 of Appendix D for Cohort Five program percentages). In some cases, eligibility rates of regular program attendees exceeded comparable district rates, suggesting the program is successfully targeting those students most in need.

Outcome Data: Student Behavior

The US Department of Education requires that all 21st CCLC programs administer a standardized survey to a teacher of each student who attends the program regularly. In Indiana, Teacher Surveys were returned for 13,173 of the 17,289 students who attended Cohorts Four and Five programs for at least 30 days during the 2011-2012 school year. The total number of surveys collected represents 76% of all students who attended programs regularly during the 2011-2012 school year.

Table 5 displays the percent of teachers who reported student improvement, decline, no change, or no improvement needed for each of the 10 behaviors included on the Teacher Survey. It should be noted that direct comparisons of improvement rates for each behavior are somewhat problematic without first considering the proportion of students who teachers rated as *"no change needed."* For example, teachers reported that nearly 58% of regular participants had adequate levels of attending class regularly and therefore did not need to improve. In this case, there are fewer students who needed to improve this behavior. Results presented later in this chapter will exclude students who did not need to improve, thereby allowing direct comparison of rates of improvement between behaviors. Teacher survey results for Cohorts Four and Five can be found in the appendices of the report (see Table 33 of Appendix E for Cohort Four results and Table 34 of Appendix F for Cohort Five results).

Table 5. Percent of Teachers Reporting Student Improvement, Decline, No Change, or No Change Needed Among All Programs

Behavior	No Improvement Needed	Student Improved	No Change	Student Declined
Turning in homework on time	37%	41%	15%	7%
Completing homework assignments to your satisfaction	31%	47%	15%	7%
Participating in class	32%	44%	21%	3%

Behavior	No Improvement Needed	Student Improved	No Change	Student Declined
Volunteering (for extra credit or more responsibilities)	35%	28%	35%	2%
Attending class regularly	58%	19%	20%	4%
Being attentive in class	31%	40%	22%	8%
Behaving well in class	40%	32%	19%	9%
Academic performance	23%	53%	16%	7%
Coming to school motivated to learn	40%	32%	19%	9%
Getting along well with other students	45%	30%	19%	6%

Figure 8 displays the percent of students who teachers reported a need to improve each listed behavior. As can be seen in the figure, improvements were needed for a majority of students in most of the behaviors. Specifically, *academic performance* was the most common behavior teachers reported students needing to improve, followed by *being attentive in class and completing homework to the teachers' satisfaction*

Figure 8. Percent of Students in All Programs Who Teachers Reported Needing to Improve in Each Behavior

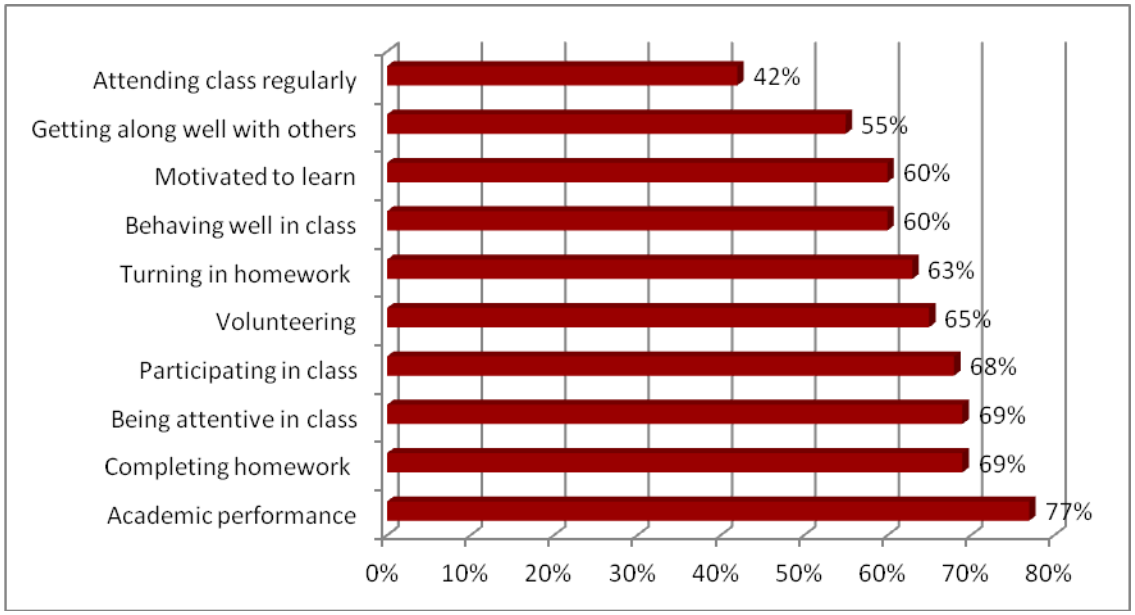


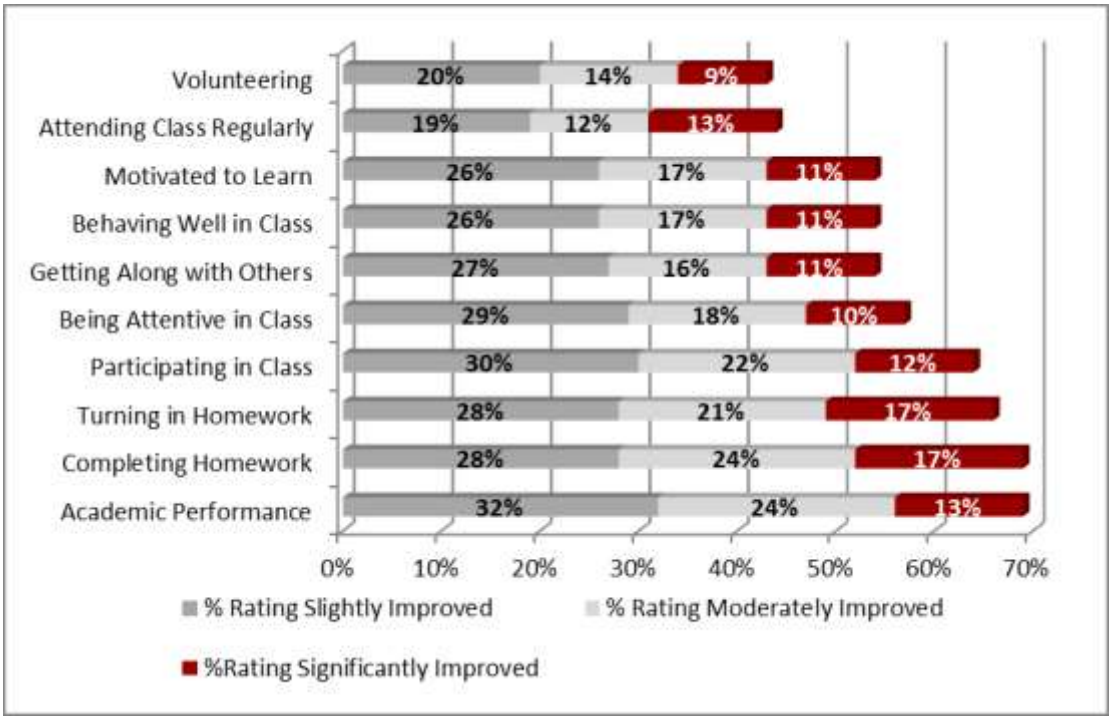
Table 6 displays the percent of regularly attending students in all programs and in each cohort who teachers reported a need to improve in each behavior. Students who attended Cohorts Four and Five programs and who teachers reported needing to improve in each behavior, improved similarly as shown below.

Table 6. Percent of Students in Each Cohort Who Teachers Reported Needing to Improve in each Behavior

Behavior	All Programs (Cohort Four & Five)	Cohort Four	Cohort Five
Attending class regularly	42%	45%	41%
Getting along well with other students	55%	58%	54%
Coming to school motivated to learn	60%	62%	60%
Behaving well in class	60%	62%	60%
Turning in homework on time	63%	66%	62%
Volunteering	65%	67%	64%
Participating in class	68%	69%	68%
Being attentive in class	69%	69%	69%
Completing homework	69%	70%	68%
Academic performance	77%	76%	77%

Figure 9 displays the results *for those students who teachers reported a need to improve each listed behavior*. The areas of greatest improvement were *academic performance* and *completing homework,* in which teachers reported that 69% of students who needed to improve had made improvements over the course of the school year in these areas. The area of least improvement was *volunteering* in which just 43% of students needing improvement were rated as having improved by their teachers. Teacher surveys results for each cohort can be found in the appendices of the report (see Figure 35 of Appendix E for Cohort Four results and Figure 36 of Appendix F for Cohort Five results).

Figure 9. Proportion of Regular Participants in All Programs who Improved Various Behaviors Rated by Teachers



Outcome Data: Student Grades

Student grades were entered in EZ Reports by staff members of each Cohorts Four and Five program. The following results include the grades of those students who attended the program at least 30 days during the 2011-2012 school year. Comparisons between *Fall Final* and *Spring Final* grades were calculated for those programs with data in these fields in EZ Reports. Grade changes of at least one half grade (e.g., from a "B-"to a "B") are considered "increases" or "decreases" (depending upon the direction of the change). The following results include the reading grades and math grades of 75% of all regular participants of 21st CCLC programs. More specifically, grade data were available for 75% of Cohort Four regular participants and 76% of Cohort Five regular participants.

Grade Changes for All Regular Program Participants: Highest Grade Possible (HGP)

Figure 10 displays the reading grade status of regular attendees in 2007-2008, 2008-2009, 2009-2010, 2010-2011 and 2011-2012. Results from the 2011-2012 school year show that 12% of students earned the highest grade possible during both the fall and spring grading periods, and another 34% increased their grade between the fall and spring grading periods in reading. Therefore, 46% of students in 2011-2012 earned the highest grade possible or increased their grade. However, 35%

decreased their grade during the 2011-2012 school year, compared to 26% in 2007-2008, 28% in 2008-2009, 28% in 2009-2010, and 29% in 2010-2011.

Figure 10. Reading Achievement for All Regular Participants During 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012

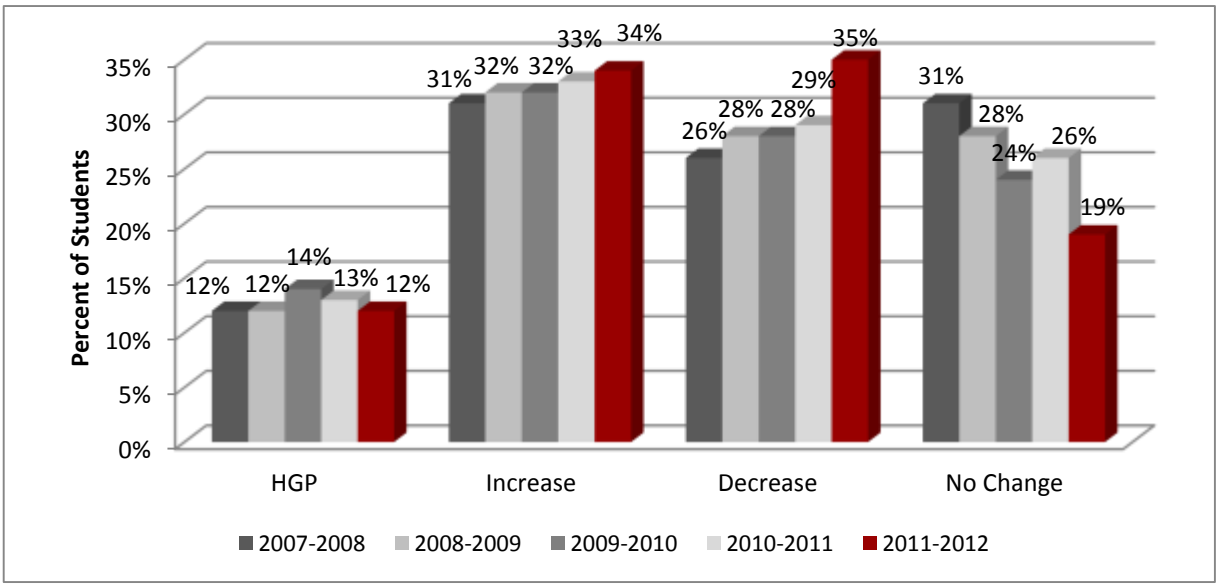
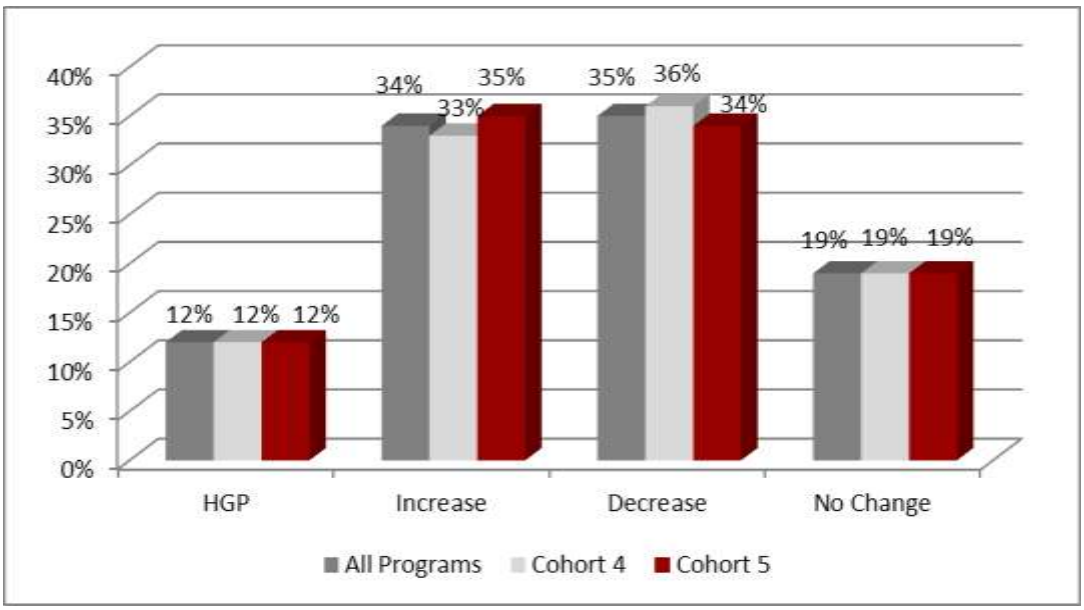


Figure 11 provides cohort-specific data in relation to reading achievement for regular participants during the 2011-2012 school year in comparison to data from all programs. In general, students in Cohorts Four and Five programs performed similarly in reading during the year. However, a slightly higher percentage of students attending Cohort Five programs demonstrated an increase in their reading grade from the fall to the spring, compared to students in Cohort Four programs.

Figure 11. Reading Achievement for Regular Participants in Each Cohort During 2011-2012



Similar trends were observed for mathematics grades. In fact, 12% of students earned the highest grade possible during both the fall and spring grading periods, and another 31% increased their grade between the fall and spring grading periods. Therefore, 43% of students in 2010-2011 earned the highest grade possible or increased their grade. Compared to 2009-2010, a larger percentage of students decreased their grade from the fall to the spring. There was also a corresponding decrease in the percentage of students not changing their grade between fall and spring grading periods.

Figure 12. Math Achievement for All Regular Participants in 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012

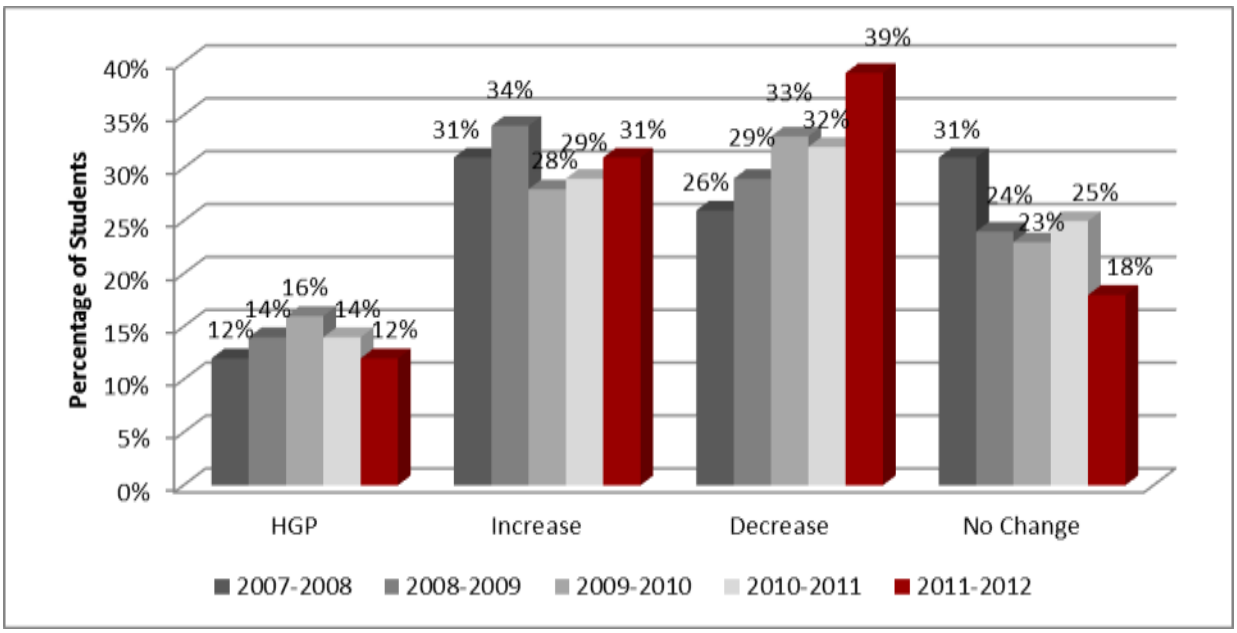
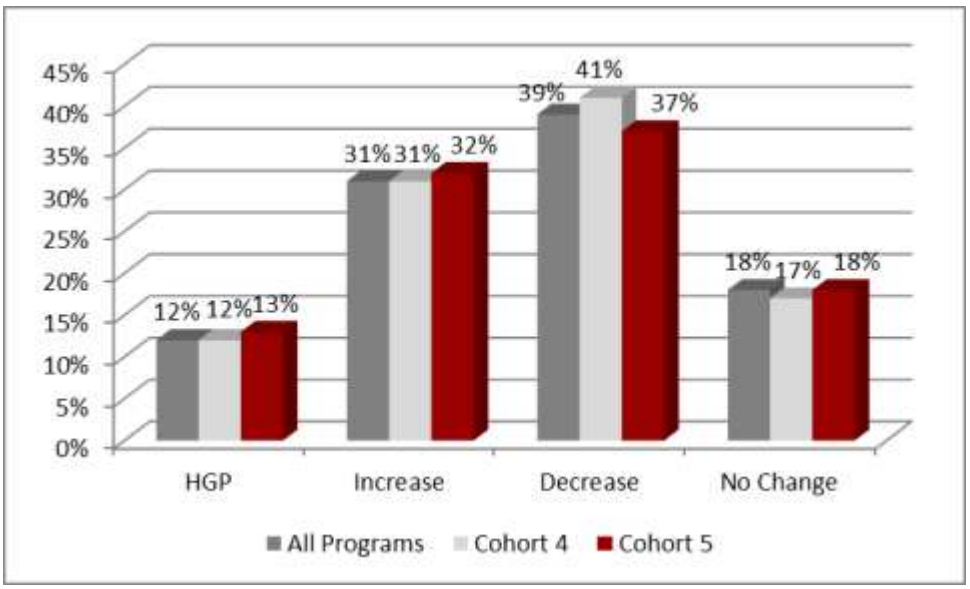


Figure 13 provides cohort specific data in relation to math achievement for regular participants during the 2011-2012 school year in comparison to data from all programs. In general, students in Cohorts Four and Five programs performed similarly in math during the year. However, a higher percentage of students attending Cohort Four programs decreased their math grade from the fall to the spring, compared to students in Cohort Five programs. Furthermore, compared to Cohort Five program attendees, a smaller percentage of Cohort Four program participants did not change their grade over the course of the year.

Figure 13. Math Achievement for Regular Participants in Each Cohort During 2011-2012



Grade Changes for All Regular Program Participants: B or Better

Because 21st CCLC programs often target those students who are struggling in math and/or reading, additional analyses were conducted to assess the extent to which students reached an average level of performance (e.g., earned a "B" or better in the spring grading period). When students did not earn a "B", information regarding whether students increased, decreased, or did not change their grade from the fall to spring are also provided.

Figure 14 presents reading grades reported for regular participants during the 2011-2012 school year. Results show that 52% of students earned a "B" or better during the spring grading period, and another 12% increased their grade between the fall and spring grading periods. Therefore, 64% of students in 2011-2012 earned a "B" or better or increased their grade.

Figure 14. Reading Achievement for All Regular Participants in 2011-2012

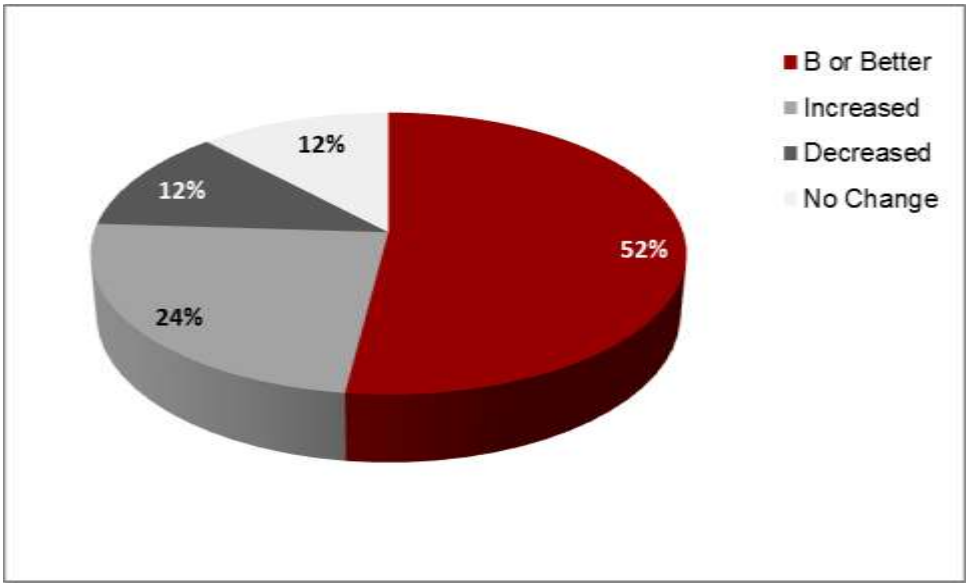


Table 7 shows reading achievement for regular participants in each cohort during the 2011-2012 school year, compared to regular participants in all programs. As shown, 50% of students in Cohort Four programs earned a "B" or better in the spring and another 25% increased their grade between the fall and spring grading periods. Similarly, 52% of students in Cohort Five programs earned a "B" or better in the spring and another 24% increased their grade between fall and spring grading periods. Therefore, 75% of students in Cohort Four programs and 76% of students in Cohort Five programs earned a 'B' or better or increased their grade during 2011-2012.

Table 7. Reading Achievement for Regular Participants in Each Cohort in 2011-2012 Compared to Participants in All Programs

Reading Achievement Status	All Programs (Cohort Four & Five)	Cohort Four	Cohort Five
Earned a "B" or better	52%	50%	52%
Increased	24%	25%	24%
Decreased	12%	13%	12%
No Change	12%	12%	12%

Figure 15 presents mathematics grades reported for regular participants during the 2011-2012 school year. Results show that 51% of students earned a "B" or better during the spring grading period, and another 23% increased their grade between the fall and spring grading periods. Therefore, 74% of students in 2011-2012 earned a 'B' or better or increased their grade.

Figure 15. Mathematics Achievement for All Regular Participants in 2011-2012

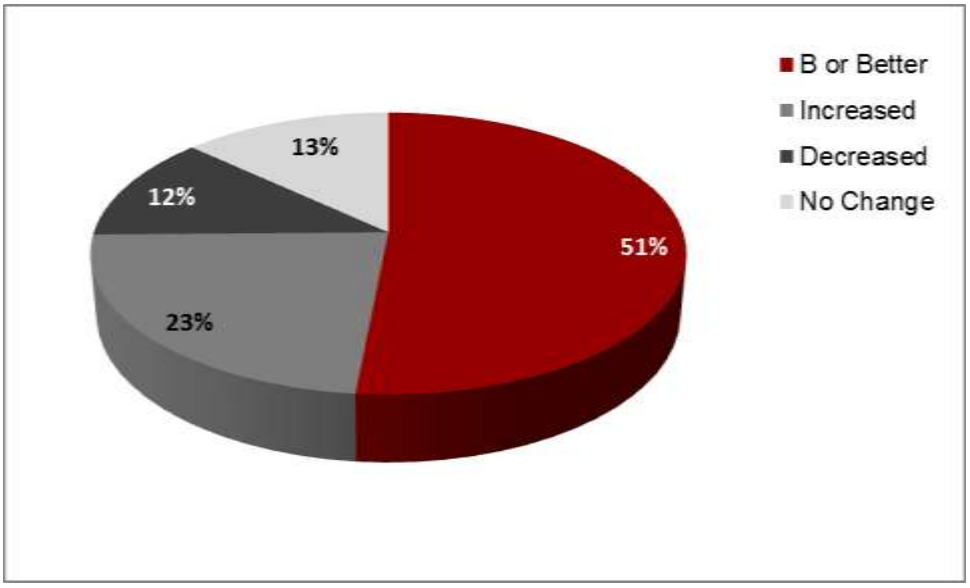


Table 8 shows math achievement for regular participants in each cohort during the 2010-2011 school year, compared to regular participants in all programs. As shown, 49% of students in Cohort Four programs earned a "B" or better in the spring and another 24% increased their grade between the fall and spring grading periods. Similarly, 53% of students in Cohort Five programs earned a "B" or better in the spring and another 22% increase their grade between fall and spring grading periods. Therefore, 73% of students in Cohort Four programs and 75% of students in Cohort Five programs earned a 'B' or better or increased their grade during 2011-2012. These statistics are very similar to the aggregate results for all programs.

Table 8. Math Achievement for Regular Participants in Each Cohort in 2011-2012 Compared to Participants in All Programs

Math Achievement Status	All Programs (Cohort Four & Five)	Cohort Four	Cohort Five
Earned a "B" or better	51%	49%	53%
Increased	23%	24%	22%
Decreased	12%	12%	12%
No Change	13%	12%	13%

Grade Changes for Academically Struggling Program Participants

Because a central focus of 21st CCLC programs is to help struggling students improve (even if they are not able to reach average levels of performance), a final set of analyses examined grade changes of only those students who earned a Fall grades of "C" or below in either math or reading. These students are referred to as "struggling," as their initial fall grades suggest that improvement is warranted. As shown in Figure 16 below, 51% of struggling students who regularly attended the program increased their reading grade during the 2011-2012 school year. However, slightly more than a quarter of struggling students (24%) did not change their reading grade during the year, and an additional 26% of struggling participants who attended the program regularly decreased their reading grade during the year. Overall, these figures are very similar to those observed during the 2009-2010, 2008-2009 school year, and the 2007-2008 school year. However, compared to data from previous years, a higher percentage of struggling students decreased their grade in 2011-2012 and a smaller percentage did not change their grade.

Figure 16. Reading Achievement for Struggling Students in 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012

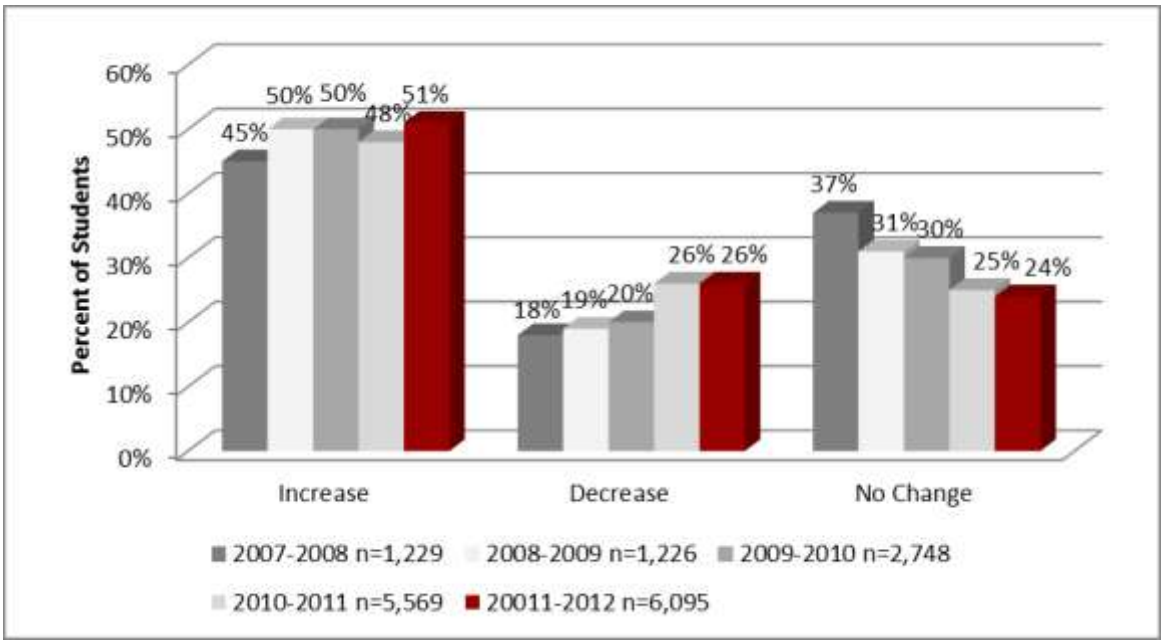


Table 9 displays the percentage of struggling students in each cohort who regularly attended the program and who increased their reading grade during the 2011-2012 school year, in comparison to data for all programs. As shown in the table on the next page, 51% of struggling students in Cohort Four programs and 50% of struggling students in Cohort Five programs who regularly attended the

program increased their reading grade. However, 23% of struggling students in Cohort Four programs and 24% in Cohort Five programs did not change their reading grade during the year, and an additional 26% of struggling participants in Cohort Four programs and 25% in Cohort Five programs who attended regularly decreased their reading grade during the year.

Table 9. Reading Achievement for Struggling Students in Each Cohort in 2011-2012 Compared to All Programs

Reading Achievement Status	All Programs (Cohort Four & Five)	Cohort Four	Cohort Five
Increase	51%	51%	50%
Decrease	26%	26%	25%
No Change	24%	23%	24%

Similar results were observed for math grades (see Figure 17). However, cross-year trends show that more students in 2011-2012 decreased their math grade than in the 2007-2008, 2008-2009, 2009-2010, and 2010-2011 school years. Specifically, in 2011-2012 28% of all students who struggled at the beginning of the year decreased their grade by the spring. In addition, a smaller percentage of those who attended the program regularly during 2011-2012 did not change their math grade over the course of the year, when compared to data from previous years.

Figure 17. Math Achievement for Struggling Students in 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012

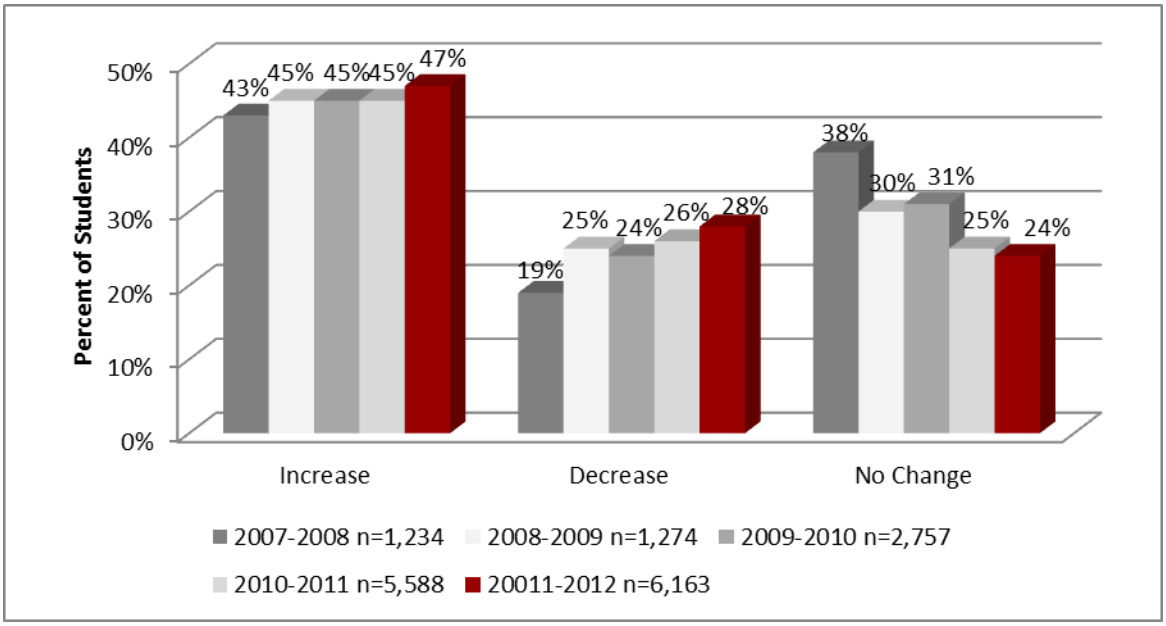


Table 10 displays the percentage of struggling students in each cohort who regularly attended the program and who increased their math grade during the 2011-2012 school year, in comparison to data for all programs. As shown in the table below, 47% of struggling students in Cohort Four and Cohort Five programs who regularly attended the program increased their math grade. However, 23% in Cohort Four programs and 25% in Cohort Five programs did not change their math grade during the year, and an additional 28% of struggling participants in Cohort Four and Cohort Five programs who attended regularly decreased their math grade during the year.

Table 10. Math Achievement for Struggling Students in Each Cohort in 2011-2012 Compared to All Programs

Math Achievement Status	All Programs (Cohort Four & Five)	Cohort Four	Cohort Five
Increase	47%	47%	47%
Decrease	28%	28%	28%
No Change	24%	23%	25%

Outcome Data: Spring 2012 ISTEP+ Results

Spring 2012 ISTEP scores were entered into EZ Reports by program staff. Figure 18 shows that, among all students attending Cohorts Four and Five programs regularly, at least two-thirds passed either the math or reading portion of the ISTEP in Spring 2012 and 59% passed both the math and reading portions of the ISTEP in 2012. In general, the proportion of students who passed the reading section of the ISTEP compared to the math portion of the ISTEP was very similar for many grade levels. In fact, more than two-thirds of attendees in third, fourth, and sixth grades passed the reading section of the ISTEP. Fifth grade regular attendees were much more likely to pass the math section of the ISTEP compared to the reading section. Seventy-seven percent of fifth grade regular attendees passed the math portion of the ISTEP while only 63% of regular attendees in this grade passed the reading portion of the test.

Figure 18. Proportion of Regular Participants in All Programs who Passed the Math and Reading Portions of ISTEP in Spring 2012

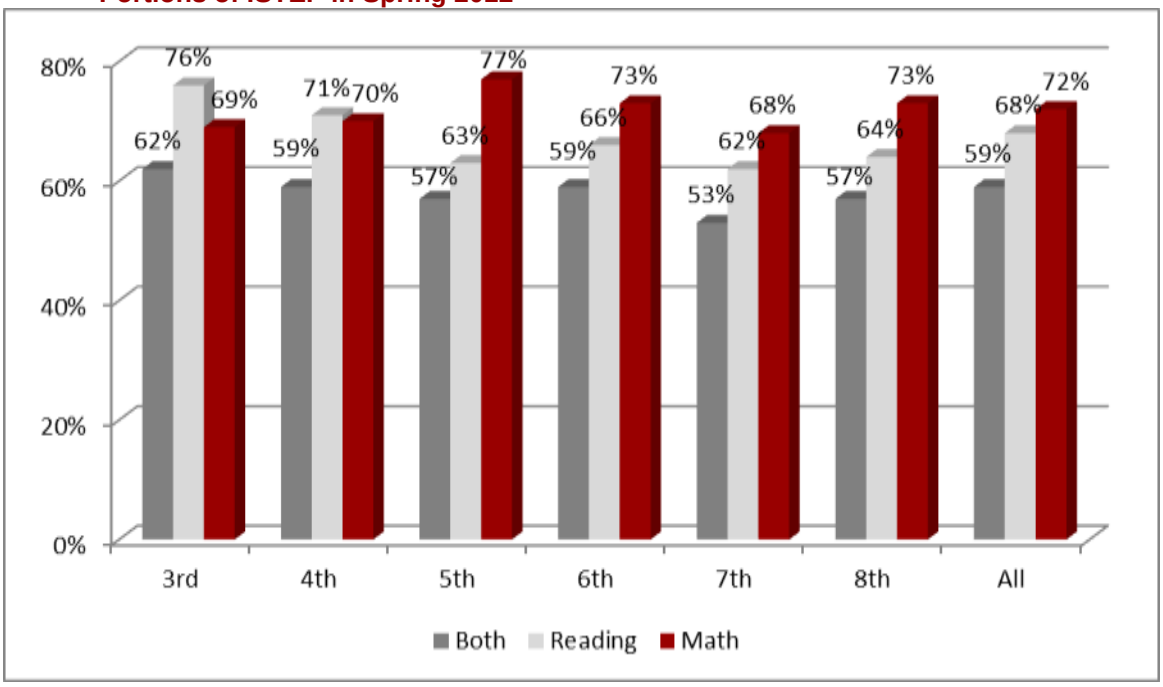


Table 11 displays the proportion of regular participants in each cohort who passed the math and reading portions of the ISTEP in the spring of 2012. As shown, regular attendees in Cohort Four and Five programs passed the ISTEP reading sections at similar rates. Cohort Four program regular attendees passed the ISTEP math section at slightly lower rates compared to Cohort Five program regular attendees in all grades except third. Cohort Four regular attendees were slightly less likely to pass the ISTEP math section than Cohort Five regular attendees. The performance of Cohort Five seventh grade participants far exceeded that of the Cohort Four seventh grade students on the math subsections of the test. This finding is replicated (although to a lesser extent) in grades fifth, sixth, and eighth.

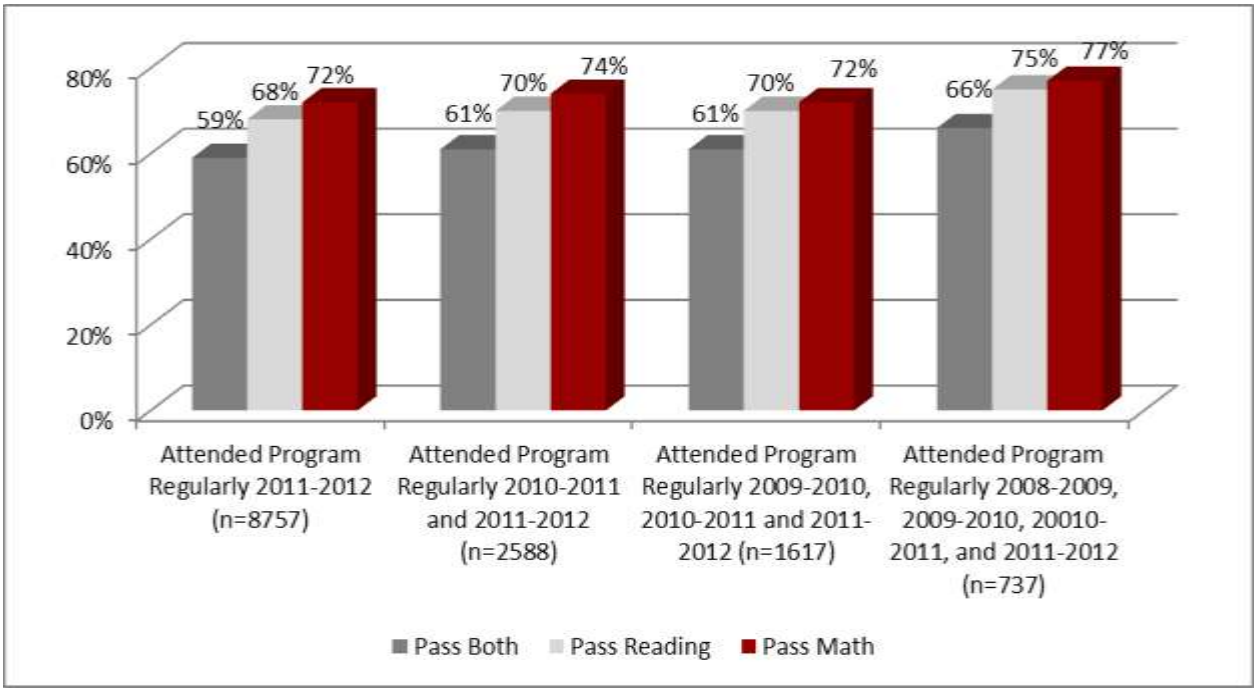
Table 11. Proportion of Regular Participants in Each Cohort who passed the Math and Reading Portions of ISTEP in Spring 2012

Grade Level(s)	All Programs (Cohort Four & Five)		Cohort Four			Cohort Five		
	Reading	Math	Both	Reading	Math	Both	Reading	Math
All Grades	68%	72%	59%	68%	70%	58%	68%	72%
Third	76%	69%	63%	75%	77%	61%	76%	69%
Fourth	71%	70%	57%	72%	71%	60%	71%	72%

Fifth	63%	77%	60%	62%	64%	56%	63%	76%
Sixth	66%	73%	59%	67%	66%	59%	66%	74%
Seventh	62%	68%	49%	64%	58%	54%	62%	71%
Eighth	64%	73%	62%	62%	69%	55%	64%	73%

Figure 19 shows the percentage of participants who passed the spring 2011 reading and math portions of the ISTEP and who attended the program regularly during the 2010-2011 school, as well as the percent of students who passed the ISTEP and attended the program regularly for two, three, and four years. As can be seen in the figure, students who attended the program regularly four consecutive years passed the ISTEP more often than students who attended the program just one, two, or three years. In fact, 77% of students who attended the program for four years passed the math portion of the ISTEP in spring 2011, and 75% passed the reading portion.

Figure 19. Proportion of Regular Participants Who Attended 1 Year, 2 Years, 3 and 4 Years of Programming and Who Passed the ISTEP in Spring 2012



The percent of regular attendees in Cohort Four programs who passed the reading, math, and both subsections of the ISTEP in 2009, 2010, and 2011 can be found in the appendices of the report (see Table 35 in Appendix G). In general, most programs demonstrated that at least 50% of regular participants passed the math or reading sections of the ISTEP. Programs highlighted in yellow are

those that had at least 75% of students passing the reading and math sections of the ISTEP in 2011 and 2010.

The percent of students in each Cohort Five program that passed the reading and math portions of the ISTEP during the 2011-2012 school year can be found in the appendices of the report (see Table 36 in Appendix H). As shown in the table, most programs demonstrated that at least 50% of regular participants passed the math or reading sections of the ISTEP.

Outcome Data: Short-Term Performance Measures

At the conclusion of the 2011-2012 school year, Short Term Performance Measure (STPM) results were submitted by Indiana 21st CCLC programs. Elementary/middle school programs were required to report on progress made toward their math, reading, attendance, and student behavior measures (if they opted to include behavior measures). Due to the differences between elementary/middle and high school programs, high schools were asked to report on measures related to progress, readiness, and graduation. As a result, STPM results for high school programs will be discussed in a separate chapter of the report.

Math results were submitted by 72 Cohort Four elementary/middle program sites/feeder schools, while reading results were submitted by 74 Cohort Four program sites/feeder schools. In addition, attendance data were submitted for 71 Cohort Four program sites/feeder schools. Finally, student behavior data were submitted by 17 out of the 30 program sites/feeder schools that opted to include student behavior measures. Program sites that were unable to submit completed STPM reports were often impeded by the unavailability of data through district databases or the fact that planned assessments were not ultimately administered in the schools. Table 12 displays the Cohort Four program sites that did not report data on progress toward their 2011-2012 STPMs.

Table 12. Cohort Four Program Sites Unable to Report Progress Towards 2011-2012 STPMs

	Math STPM Progress	Reading STPM Progress	Attendance STPM Progress	Student Behavior STPM Progress
Bartholomew Consolidated School Corp				
Lincoln Signature Academy	X	X		X

	Math STPM Progress	Reading STPM Progress	Attendance STPM Progress	Student Behavior STPM Progress
Indianapolis Parks and Recreation				
Charity Dye Elementary				X
Christian Park Elementary				X
Daniel Webster Public Academy				X
James Garfield Elementary				X
James Russell Lowell Elementary				X
Joyce Kilmer Elementary	X	X		X
Wendell Phillips Elementary				X
William Penn Elementary	X	X		X
MSD of Washington Township				
Northview Middle School	X			
Westlane Middle School	X			
Monroe County Community School Corporation				
Arlington Elementary			X	
Fairview Elementary			X	
Grandview Elementary			X	X
Highland Park Elementary			X	
Summit Elementary			X	
Arlington Elementary			X	
The John H. Boner Community Center				
Brookside Elementary				X
Thomas Gregg Elementary				X
Washington Irving Elementary				X

At the conclusion of the 2011-2012 school year, Short Term Performance Measure (STPM) results for math were submitted by 122 Cohort Five elementary/middle program sites/feeder schools while reading results were submitted by 124 Cohort Five program sites/feeder schools. In addition, STPM results for attendance were submitted by 129 Cohort Five program sites/feeder schools. Finally, STPM results for student behavior were submitted by 58 Cohort Five elementary/middle school sites out of the 58 sites that opted to include student behavior measures. Similar to Cohort Four program sites, Cohort Five program sites that were unable to submit completed STPM reports were often impeded by the unavailability of data through district databases or the fact that planned

assessments were not ultimately administered in the schools. Table 13 displays the Cohort Five program sites that did not report data on progress towards their 2011-2012 STPMs.

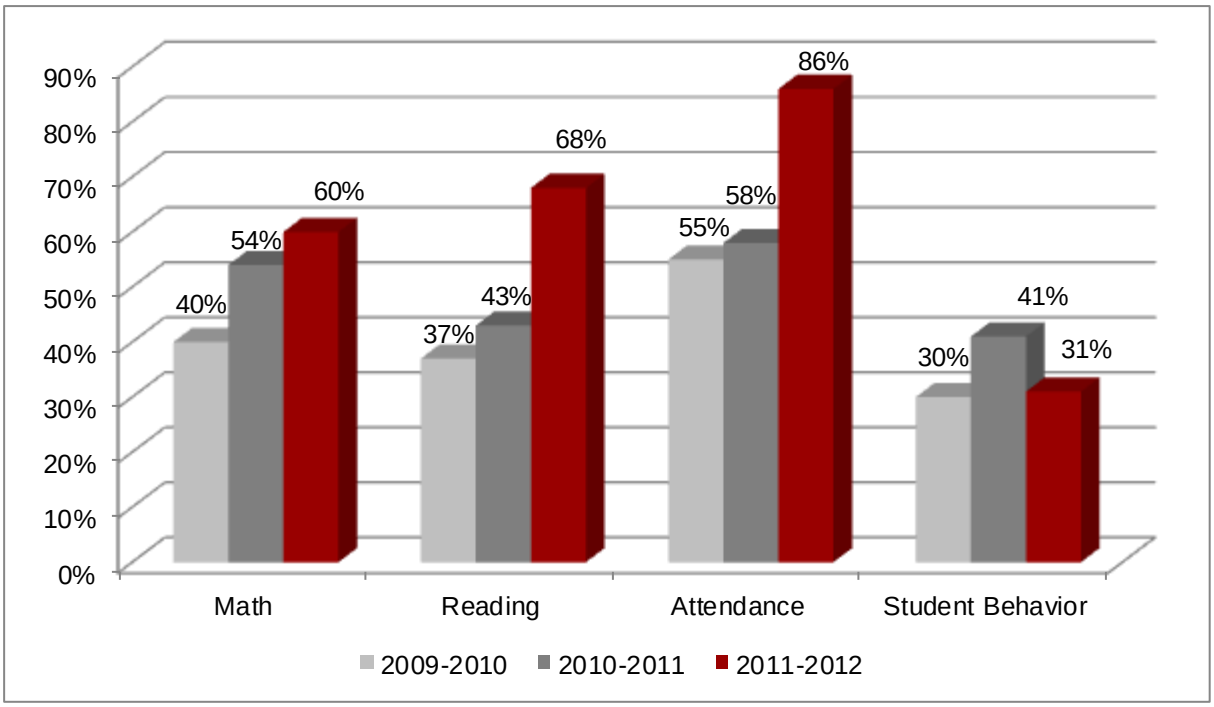
Table 13. Cohort Five Program Sites Unable to Report Progress Towards 2011-2012 STPMs

	Math STPM Progress	Reading STPM Progress	Attendance STPM Progress	Student Behavior STPM Progress
A Better Way Services, Inc.				
Wilson Middle School		X		
Bartholomew Consolidated School Corp				
Central Middle School	X			
Northside Middle School	X			
Boys and Girls Club of Indianapolis				
Liberty Park Elementary	X			
GEO Foundation				
Fall Creek Academy	X	X		
Fountain Square Academy	X	X		
MSD of Washington Township				
Eastwood Middle School	X			
National Council on Educating Black Children				
Belzer Middle School	X	X	X	
Brook Park Elementary	X	X	X	
Crestview Elementary	X	X	X	
Fall Creek Valley Middle School	X	X	X	
Sunnyside Elementary	X	X	X	
Winding Ridge Elementary	X	X	X	
New Albany Floyd County Schools				
S. Ellen Jones Elementary		X		
The John H. Boner Community Center				
H.L. Harshman Middle School	X	X		

Progress Toward STPM Targets: As shown in Figure 20, STPM targets proposed by Cohort Four program sites were achieved for 60% of the math measures, 68% of the reading measures, 86% of the attendance measures, and 31% of the student behavior measures during the 2011-2012 school year. These figures represent an increase from the 2009-2010 school year, when 40% of the

math STPM targets, 37% of the reading STPM targets, 55% of the attendance STPM targets, and 30% of the behavior STPM targets were achieved. However, it should be noted that programs were given the opportunity to revise their targets for the 2011-2012 school year, using data from the previous year. As a result, programs were able to choose targets that were more appropriate and attainable. Therefore, these data do not necessarily suggest that programs were more successful in promoting academic growth in 2011-2012 compared to 2010-2011.

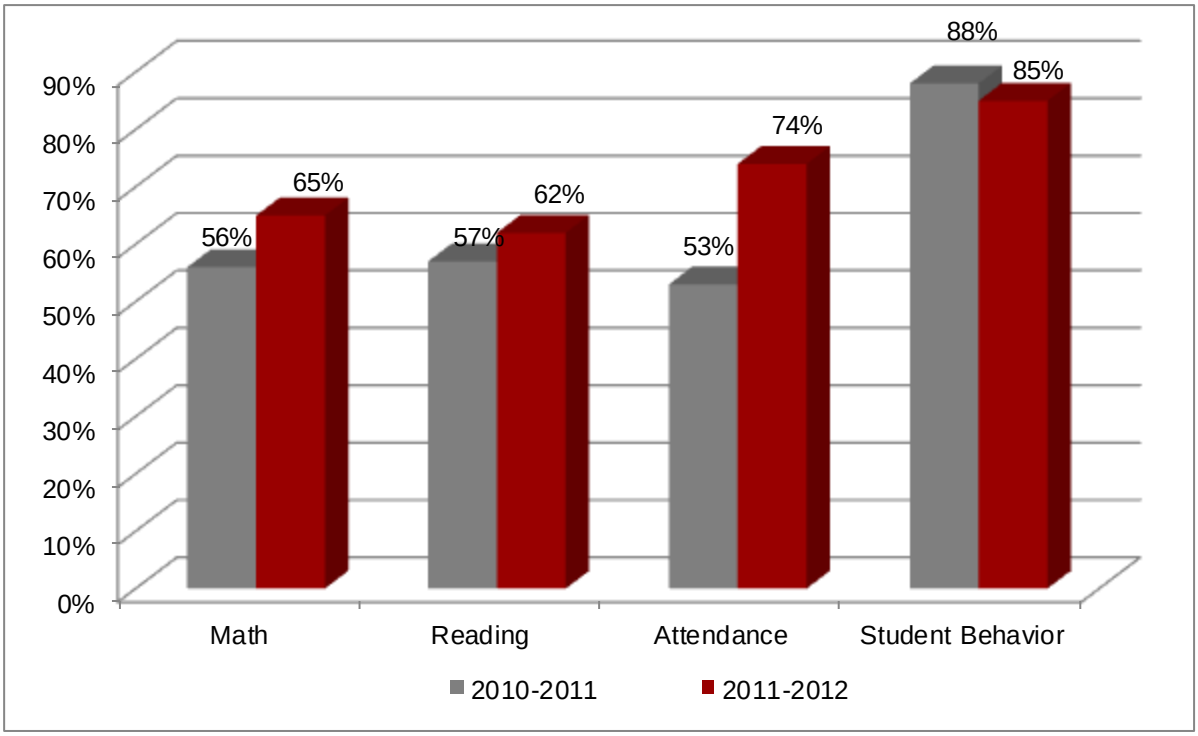
Figure 20. Percent of Cohort Four Math and Reading STPMs Targets Achieved for the 2009-2010, 2010-2011, and 2011-2012 School Years



As shown in Figure 21, STPM targets proposed by Cohort Five program sites were achieved for 65% of the math measures, 62% of the reading measures, 74% of the attendance measures, and 85% of the student behavior measures during the 2011-2012 school year. The math, reading, and attendance figures represent an increase from the 2010-2011 school year, when 56% of the math STPM targets, 57% of the reading STPM targets, and 53% of the attendance measures were achieved. However, the percent of student behavior STPM targets achieved represent a slight decrease from the 2010-2011 school year when 88% of the behavior targets were achieved. Similar to the Cohort 4 programs, it should be noted that Cohort 5 programs were given the opportunity to revise their targets for the 2011-2012 school year, using data from the previous year. As a result, programs were able to choose targets that were more appropriate and attainable. Therefore, these

data do not necessarily suggest that programs were more successful in promoting academic growth in 2011-2012 compared to 2010-2011.

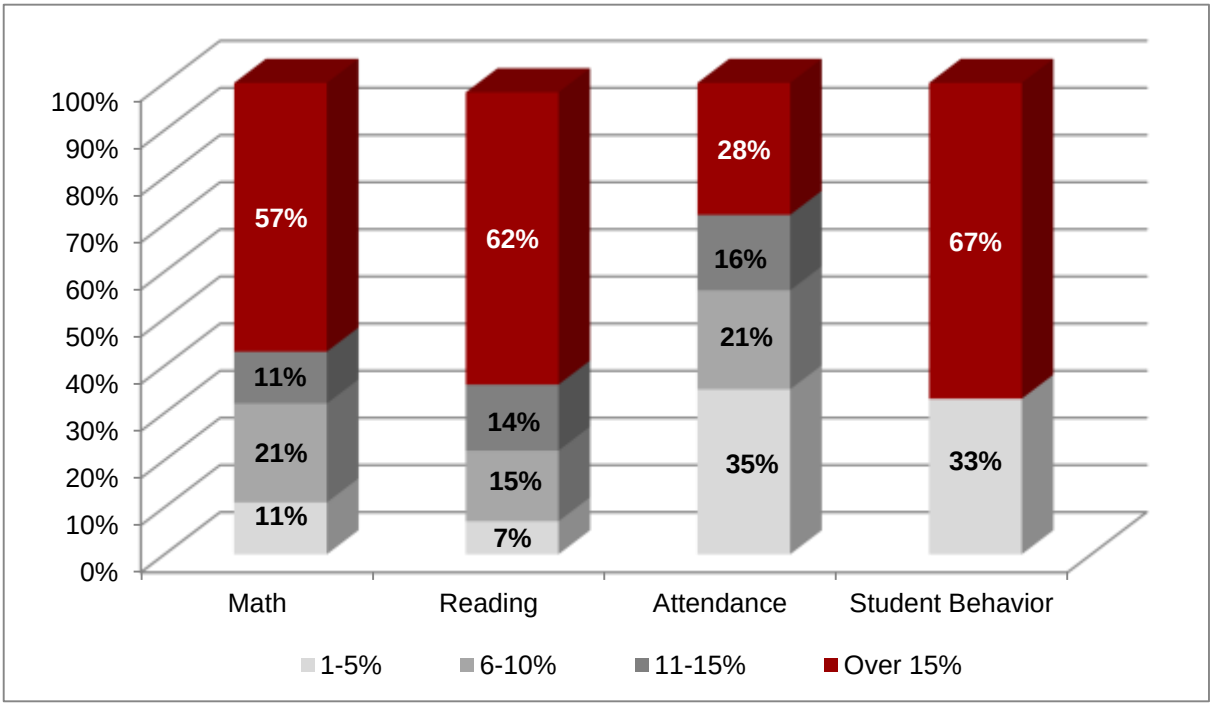
Figure 21. Percent of Cohort Five Math and Reading STPMs Targets Achieved for the 2010-2011 and 2011-2012 School Year



Year-to-Year Growth in STPM Results: Across all Cohort Four programs, 52% of sites reported increased levels of achievement on math STPMs from 2009-2010 through 2011-2012. Growth was greater in reading, as 62% of sites reported increased levels of performance on relevant STPMs. Meanwhile, 56% of sites reported increased levels of performance on school-day attendance measures. Finally, of those sites that opted to include student behavior measures, 40% of sites reported increased levels of performance from the 2009-2010 through the 2011-2012 school years. These percentages only include those program sites that did not change the assessment method being used in their STPMs between the 2009-2010 and 2011-2012 school years. Because the level of improvement between the three years varied a great deal, Figure 22 illustrates the proportion of program sites that reported various levels of increased achievement in math, reading, attendance, and student behavior STPMs. The figure delineates the proportion of sites that reported raised achievement levels by 1-5%, 6-10%, 11-15%, and more than 15%. As shown in the figure, of those program sites that reported increased levels of math, reading, and student behavior performance

among regular participants, the majority of the increases were greater than 15%. Meanwhile, more than half of the increases observed in relation to school day attendance were 10% or less. Although these aggregate data illustrate some encouraging trends, a more accurate picture of the programs that are driving these patterns can be found by assessing year-to-year progress for performance measures for individual programs. Supplemental charts will be presented to IDOE specifically for this purpose.

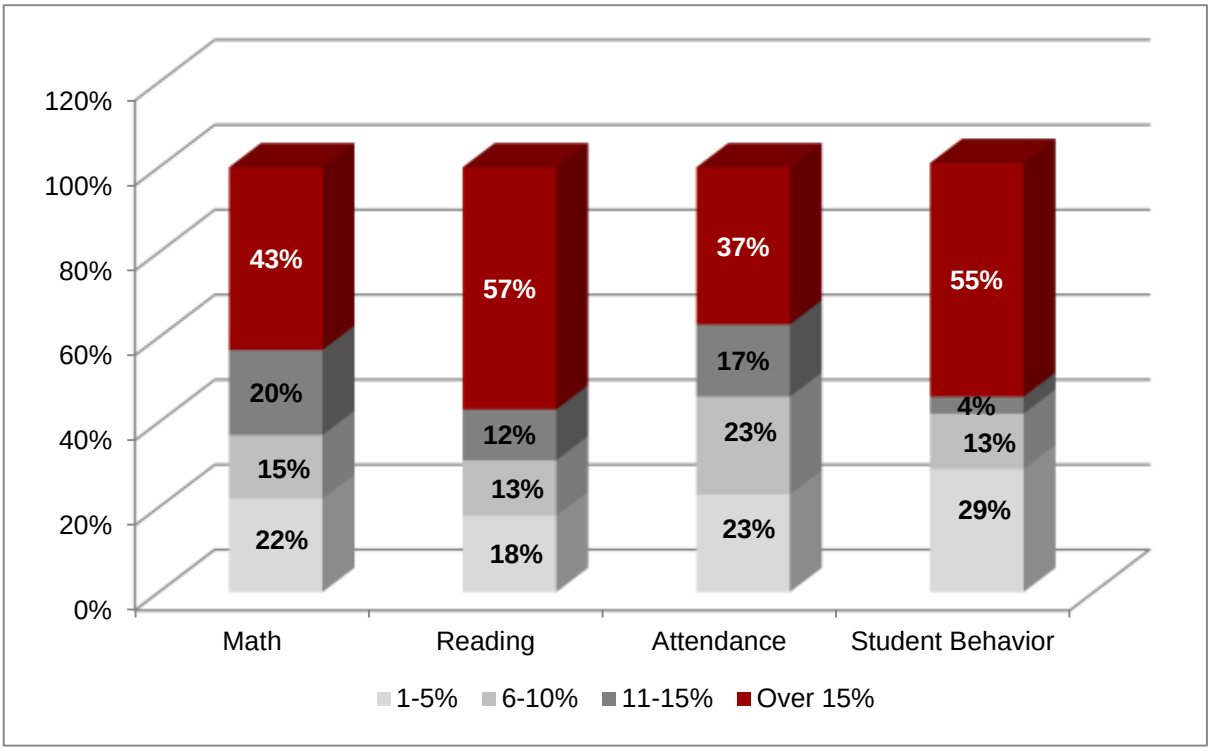
Figure 22. Proportion of Cohort Four Program Sites Reporting Various Levels of Increased STPM Progress Between the 2009-2010 and 2011-2012 School Years



Across all Cohort Five programs, 56% of sites reported increased levels of achievement on math STPMs from 2010-2011 to 2011-2012. Growth was greater in reading, as 61% of sites reported increased levels of performance on relevant STPMs. Meanwhile, 53% of sites reported increased levels of performance on school-day attendance measures. Finally, of those sites that opted to include student behavior measures, 45% of sites reported increased levels of performance from the 2010-2011 to the 2011-2012 school year. These percentages only include those program sites that did not change the assessment method being used in their STPMs between the 2010-2011 and the 2011-2012 school year. Because the level of improvement between the three years varied a great deal, Figure 22 illustrates the proportion of program sites that reported various levels of increased achievement in math, reading, attendance, and student behavior STPMs. The figure delineates the proportion of sites that reported raised achievement levels by 1-5%, 6-10%, 11-15%, and more than

15%. As shown in the figure, of those program sites that reported increased levels of math and school day attendance performance among regular participants, the majority of the increases were 15% or less. However, the majority of the increases observed for reading and student behavior were greater than 15%. Although these aggregate data illustrate some encouraging trends, a more accurate picture of the programs that are driving these patterns can be found by assessing year-to-year progress for performance measures for individual programs. Supplemental charts will be presented to IDOE specifically for this purpose.

Figure 23. Proportion of Cohort Five Program Sites Reporting Various Levels of Increased STPM Progress Between the 2010-2011 and 2011-2012 School Years



In addition to the program-level charts described above related to year-to-year STPM progress for Cohort Four and Cohort Five programs, tables included in Appendix I and Appendix J display the number of STPMs proposed and achieved by each program site in Cohorts Four and Five, respectively. The table also shows the number of students for whom data were available for each of the measures assessed. In general, small sample sizes were not an issue for the majority of program sites. However, there are a few program sites for which results should be interpreted with caution, as the determination of STPM achievement was based on data for fewer than 10 students. Although the information in these tables is summarized for IDOE's review, CEEP recommends against

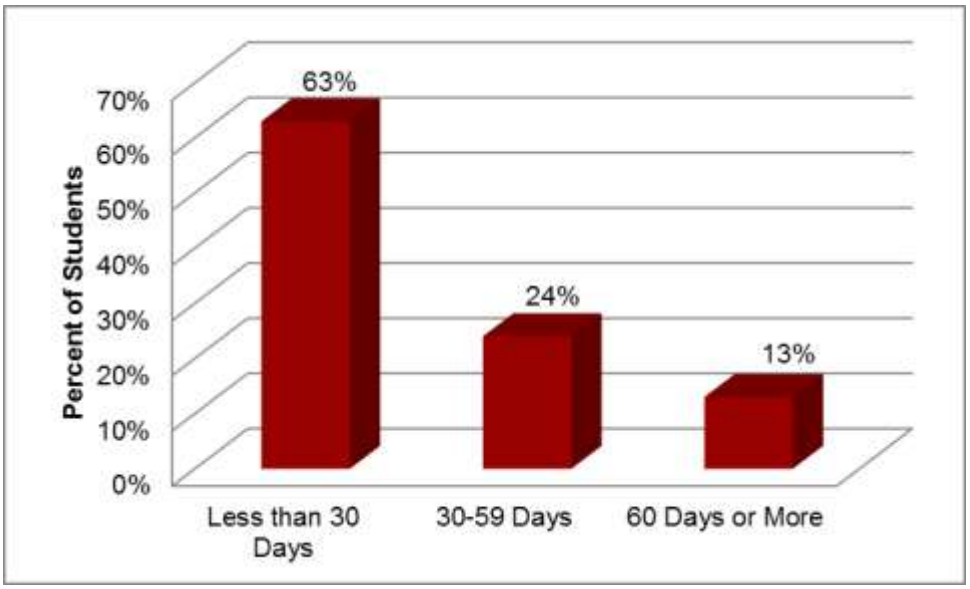
directly comparing the number/proportion of STPMs achieved between programs/sites. In particular, programs were given the opportunity to set performance measure targets as they saw fit, with some program directors setting more ambitious targets than others. More appropriate comparisons can be made by examining the amount of growth reported by program sites in year-to-year performance.

Aggregate High School Data

Process Data: Student Attendance

During the 2011-2012 school year, 5,579 high school students attended Indiana 21st CCLC sites at least one day. Of all students who attended the program, 37% attended at least 30 days, including 13% who attended more than 60 days. Figure 24 displays the percent of students who attended the program less than 30 days, between 30-59 days, and more than 60 days during the 2011-2012 school year.

Figure 204. Percent of Students who Attended Indiana 21st CCLC High School Programs During the 2011-2012 School Year



Frequency of Attendance: Table 14 displays the proportion of students who attended 21st CCLC high school programming 30-59 days or 60 or more days. As shown in the table, five high school programs had rates of regular attendance (30 or more days) that were higher than the 21st CCLC state average of 62%, while most programs had lower attendance rates. For example, Ivy Tech

Community College had the highest rate of regular attendance among all programs, with 98% of program participants attending at least 30 days. On the other end of the spectrum, the lowest rate of regular attendance was observed for Beech Grove City Schools (0%). Because research indicates that students who attend after school programs for a minimum of 60 days per school year benefit academically more than those who attend fewer days, it is particularly important to assess the extent to which Indiana programs are serving students this frequently. Ivy Tech Community College had the highest percentage (46%) of frequent attendees, with Scott County School District 1 (44%) and GEO Foundation (36%) following.

Table 134. Number of High School Students Attending Indiana 21st CCLC Programs (2011-2012 School Year)

Cohort(s)	Program	Total # of High School (HS) Attendees	# of HS Students Served 30 59 Days	% of HS Students Served 30 59 Days	# of HS Students Served 60+	% of HS Students Served 60+ Days
5	Beech Grove City Schools	32	N/A*	N/A*	N/A*	N/A*
5	Christel House Academy	42	4	10%	4	10%
5	Cloverdale Community School Corp	804	350	44%	236	29%
4	Communities in Schools of East Chicago	309	40	13%	18	6%
5	Communities in Schools of Frankfort	67	18	27%	9	13%
5	Crawford County Community School Corp	254	29	11%	10	4%
5	Elkhart Community School Corp	168	69	41%	10	6%
5	Evansville-Vanderburgh School	55	16	29%	9	16%
5	GEO Foundation	107	33	31%	39	36%
4	Goodwill Industries of Central Indiana	393	88	22%	79	20%
5	Ivy Tech Community College	91	47	52%	42	46%
5	Lake Ridge Community Schools	359	59	16%	21	6%
5	LEAP of Noble County, Inc.	54	20	37%	18	33%
4	MSD of Pike Township	872	54	6%	7	1%
4	MSD of Washington Township	263	72	27%	19	7%
4	Michigan City Area Schools	229	56	24%	46	20%
5	North Adams Community Schools	313	20	6%	7	2%
5	Salem Community Schools	192	27	14%	2	1%
5	Scott County School District 1	64	24	38%	28	44%
5	South Bend Community School Corp	469	169	36%	67	14%
5	South Harrison Community School Corp	121	21	17%	3	2%

Cohort(s)	Program	Total # of High School (HS) Attendees	# of HS Students Served 30 59 Days	% of HS Students Served 30 59 Days	# of HS Students Served 60+	% of HS Students Served 60+ Days
5	The John H. Boner Community Center	288	122	42%	23	8%
5	The Starke County Youth Club, Inc.	43	6	14%	15	35%
	Aggregate	**5,579**	**1,344**	**24%**	**712**	**13%**

*No students attended 30 or more days in the Beech Grove City Schools program.

Actual Attendance versus Projected Attendance: During the 2011-2012 school year, a total of 2,056 students attended Cohort Four and Cohort Five 21st CCLC high school programs for a minimum of 30 days. This number exceeds the 1,936 students proposed to be served across all Cohort Four and Cohort Five high school programs. Of the 22 high school programs, eleven met or exceeded their proposed service numbers for the 2011-2012 school year and two additional programs came within 10% of meeting their targeted number. Table 15 displays the number of students each program proposed to serve during the 2011-2012 program year and the actual number served. Rows shaded in yellow indicate those programs that met or exceeded their targeted attendance numbers during 2011-2012.

Table 145. Projected Versus Actual Program Attendance (2011-2012 School Year)

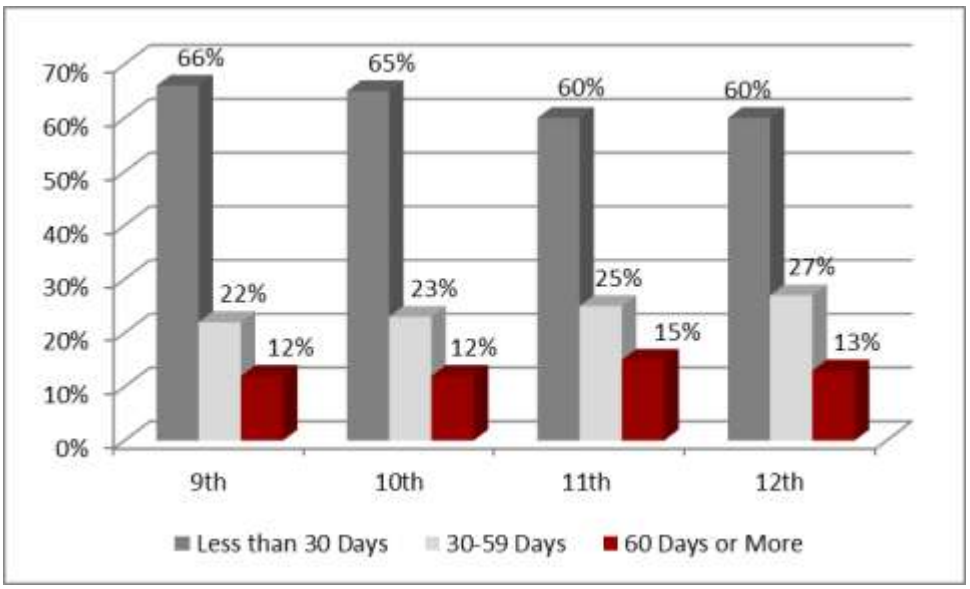
Cohort(s)	Program	Projected # of HS Students Served 30+ Days	Actual # of HS Students Served 30+ Days	% of Projected Students Served
5	Beech Grove City Schools	30	0	0%
5	Christel House Academy	0	8	800%
4 & 5	Cloverdale Community School Corp	425	586	138%
4	Communities in Schools of East Chicago	60	58	97%
5	Communities in Schools of Frankfort	30	27	90%
5	Crawford County Community School Corp	55	39	71%
5	Elkhart Community School Corp	50	79	158%
5	Evansville-Vanderburgh School	105	25	23%
5	Ivy Tech Community College	102	89	87%
5	GEO Foundation	200	72	36%
4	Goodwill Industries of Central Indiana	60	167	278%
5	Lake Ridge Community Schools	74	80	108%
5	LEAP of Noble County, Inc.	65	38	58%

Cohort(s)	Program	Projected # of HS Students Served 30+ Days	Actual # of HS Students Served 30+ Days	% of Projected Students Served
4	MSD of Pike Township	60	61	102%
4	MSD of Washington Township	110	91	82%
4	Michigan City Area Schools	60	102	170%
5	North Adams Community Schools	20	27	135%
5	Salem High School	20	29	145%
5	Scott County School District 1	24	52	217%
5	South Bend Community School Corp	150	236	157%
5	South Harrison Community School Corp	110	24	22%
5	The John H. Boner Community Center	76	145	190%
5	The Starke County Youth Club, Inc.	50	21	42%
	Aggregate	**1,936**	**2,056**	**106%**

Process Data: Student Attendee Demographics

Student Grade Level. Figure 25 displays the proportion of students in each grade that attended high school programming during the 2011-2012 school year 1 to 29 days, 30 to 59 days, and 60 or more days. Among high school students, the majority of students in each grade (9th -12th) did not attend regularly (30 or more days). Of those high school students who did attend 21st CCLC programming regularly, there were higher proportions of regular attendance for 11th and 12th graders, than 9th and 10th graders.

Figure 25. Proportion of Students who Attended Indiana 21st CCLC High School Programs in Each Grade Level



Eligibility for Free and Reduced Lunch. As shown in Table 16, 1,324 (64%) of all Cohort Four and Cohort Five regular high school participants were eligible for free and reduced lunch in 2011-2012. Regularly attending student eligibility rates for Cohort Four and Cohort Five high school programs ranged from 34% to 95%. High school-wide free/reduced lunch eligibility rates were obtained from IDOE for comparison. In some cases, eligibility rates of regular program attendees exceeded comparable high school rates, suggesting the program is successfully targeting those students most in need of academic assistance. Those programs shaded in yellow served a higher percentage of regular attendees eligible for free/reduced lunch compared to the high school(s) rates represented in each program.

Table 16. Eligibility for Free/Reduced Lunch among High School Programs

Cohort(s)	Program	% of All Attendees Eligible for Free/Reduced Lunch	% of Regular Attendees Eligible for Free/Reduced Lunch	% of 21st CCLC High Schools by Program Eligible for Free/Reduced (2011 2012)
5	Beech Grove City Schools	64%	N/A*	48%
4 & 5	Cloverdale Community School Corp	34%	34%	47%
4	Communities in Schools of East Chicago	84%	81%	87%
5	Communities in Schools of Frankfort	51%	59%	60%
5	Crawford County Community School Corp	53%	62%	57%
5	Elkhart Community School Corp	62%	67%	58%

Cohort(s)	Program	% of All Attendees Eligible for Free/Reduced Lunch	% of Regular Attendees Eligible for Free/Reduced Lunch	% of 21st CCLC High Schools by Program Eligible for Free/Reduced (2011 2012)
5	Evansville-Vanderburgh School	91%	92%	70%
5	Ivy Tech Community College	91%	92%	82%
5	GEO Foundation	76%	75%	84%
4	Goodwill Industries of Central Indiana	93%	89%	85%
5	Lake Ridge Community Schools	81%	78%	82%
5	LEAP of Noble County, Inc.	65%	61%	60%
4	MSD of Pike Township	60%	67%	56%
4	MSD of Washington Township	50%	53%	45%
4	Michigan City Area Schools	87%	88%	60%
5	North Adams Community Schools	35%	41%	34%
5	Salem High School	44%	48%	48%
5	Scott County School District 1	70%	71%	62%
5	South Bend Community School Corp	76%	79%	64%
5	South Harrison Community School Corp	46%	38%	39%
5	The John H. Boner Community Center	93%	95%	81%
5	The Starke County Youth Club, Inc.	44%	57%	58%
	Aggregate	**64%**	**64%**	**--**

*No students attended 30 or more days in the Beech Grove City Schools program.

Eligibility for Special Education Services. IDOE currently tracks the percentage of regular 21st CCLC program participants who are also eligible for special education services by data maintained in EZ Reports. Table 17 presents the percent of all high school program attendees, as well as regular attendees, at each program who were eligible for special education services. Comparable special education eligibility rates at the high school level available for the 2011-2012 school year were obtained from IDOE. This rate provides a comparable snapshot of the population served by the high schools in each 21st CCLC program. In several cases, eligibility rates of regular program attendees exceeded comparable high school rates, suggesting the program is successfully targeting those students most in need. Those programs shaded in yellow served a higher percentage of regular attendees eligible for special education services compared to the high school(s) rates represented in each program.

Table 157. Special Education Rates among High School Programs

Cohort(s)	Program	% of All Attendees Eligible for Special Education Services	% of Regular Attendees Eligible for Special Education Services	% of High School students by program Eligible for Special Education Services (2011 2012)
5	Beech Grove City Schools	0%	N/A	9%
5	Cloverdale Community School Corp	15%	16%	21%
4	Communities in Schools of East Chicago	1%	2%	16%
5	Communities in Schools of Frankfort	30%	41%	14%
5	Crawford County Community School Corp	10%	13%	13%
5	Elkhart Community School Corp	18%	18%	17%
5	Evansville-Vanderburgh School	20%	20%	39%
5	Ivy Tech Community College	10%	10%	20%
5	GEO Foundation	18%	19%	20%
4	Goodwill Industries of Central Indiana	5%	7%	25%
5	Lake Ridge Community Schools	3%	3%	18%
5	LEAP of Noble County, Inc.	15%	13%	9%
4	MSD of Pike Township	12%	20%	14%
4	MSD of Washington Township	15%	22%	11%
4	Michigan City Area Schools	19%	25%	18%
5	North Adams Community Schools	11%	19%	12%
5	Salem High School	8%	3%	14%
5	Scott County School District 1	23%	19%	16%
5	South Bend Community School Corp	12%	14%	18%
5	South Harrison Community School Corp	17%	25%	13%
5	The John H. Boner Community Center	8%	9%	17%
5	The Starke County Youth Club, Inc.	19%	29%	11%
	Aggregate	**12%**	**18%**	**--**

* No students attended 30 or more days in the Beech Grove City Schools program.

Limited English Proficiency Status. IDOE currently tracks the percentage of regular 21st CCLC program participants who are identified as having Limited English Proficiency (LEP) by data maintained in EZ Reports. Table 18 presents the percent of all high school program attendees, as well as regular attendees, at each program who were eligible for LEP services. High school-wide LEP eligibility rates were obtained from IDOE for comparison. In many cases, eligibility rates of

regular attendees exceeded comparable high school(s) rates represented in each program, suggesting the program is successfully targeting those students most in need. Those programs shaded in yellow served a higher percentage of regular attendees eligible for LEP services compared to high school rates.

Table 168. LEP Rates of Regular Attendees among High School Programs

Cohort(s)	Program	LEP Rates of All Attendees	LEP Rates of Regular Attendees	LEP Rates for 21st CCLC High Schools by Program (2009 2010)
5	Beech Grove City Schools	0%	N/A	1%
4 & 5	Cloverdale Community School Corp	<1%	<1%	0%
4	Communities in Schools of East Chicago	1%	2%	8%
5	Communities in Schools of Frankfort	34%	44%	15%
5	Crawford County Community School Corp	0%	0%	0%
5	Elkhart Community School Corp	9%	5%	11%
5	Evansville-Vanderburgh School	2%	0%	0%
5	Ivy Tech Community College	1%	1%	15%
5	GEO Foundation	2%	1%	2%
4	Goodwill Industries of Central Indiana	1%	0%	1%
5	Lake Ridge Community Schools	5%	8%	3%
5	LEAP of Noble County, Inc.	28%	29%	25%
4	MSD of Pike Township	8%	18%	7%
4	MSD of Washington Township	13%	21%	7%
4	Michigan City Area Schools	9%	11%	1%
5	North Adams Community Schools	1%	0%	1%
5	Salem High School	1%	0%	1%
5	Scott County School District 1	0%	0%	0%
5	South Bend Community School Corp	2%	1%	4%
5	South Harrison Community School Corp	2%	0%	0%
5	The John H. Boner Community Center	1%	9%	7%
5	The Starke County Youth Club, Inc.	0%	0%	1%
5	**Aggregate**	4%	4%	--

* No students attended 30 or more days in the Beech Grove City Schools program.

Outcome Data: Student Behavior

The US Department of Education requires that all 21st CCLC programs administer a standardized survey to a teacher of each student who attends the program regularly. In Indiana, Teacher Surveys were returned for 1,745 of the 2,056 students who attended Cohort Four and Cohort Five high

school programs for at least 30 days during the 2011-2012 school year. This represents a 85% response rate.

Table 19 displays the percent of teachers who reported students improved, declined, did not change, or did not need to change each of the 10 behaviors included on the Teacher Survey. As noted in the statewide aggregate chapter, direct comparisons of improvement rates presented in the table below for each behavior are somewhat problematic without first considering the proportion of students who teachers rated as *"no change needed."* For example, teachers reported that nearly 47% of regular participants had adequate levels of attending class regularly and therefore did not need to improve. In this case, there are fewer students who needed to improve this behavior. Results presented later in this chapter will exclude students who did not need to improve, thereby allowing direct comparison of rates of improvement between behaviors.

Table 179. Percent of Teachers Reporting Behavioral Improvements among High School Students

Behavior	No Change Needed	Student Improved	No Change	Student Declined
Turning in homework on time	31%	37%	19%	12%
Completing homework assignments to your satisfaction	31%	39%	20%	11%
Participating in class	33%	35%	25%	8%
Volunteering (for extra credit or more responsibilities)	36%	23%	36%	5%
Attending class regularly	47%	22%	20%	11%
Being attentive in class	34%	32%	22%	11%
Behaving well in class	45%	25%	22%	9%
Academic performance	27%	42%	15%	12%
Coming to school motivated to learn	45%	25%	22%	9%
Getting along well with other students	52%	21%	23%	4%

*Percentages may be 1% over/under 100% due to rounding.

Figure 26 displays the percent of students who teachers reported needed to improve each listed behavior. As shown in the figure, improvements were needed for a majority of students in most of the behaviors. Specifically, *academic performance* was the most common behavior teachers reported students needing to improve, followed by completing homework and turning in homework.

Figure 216. Percent of High School Students' Teachers Reported Needing to Improve in each Behavior in 2011-2012

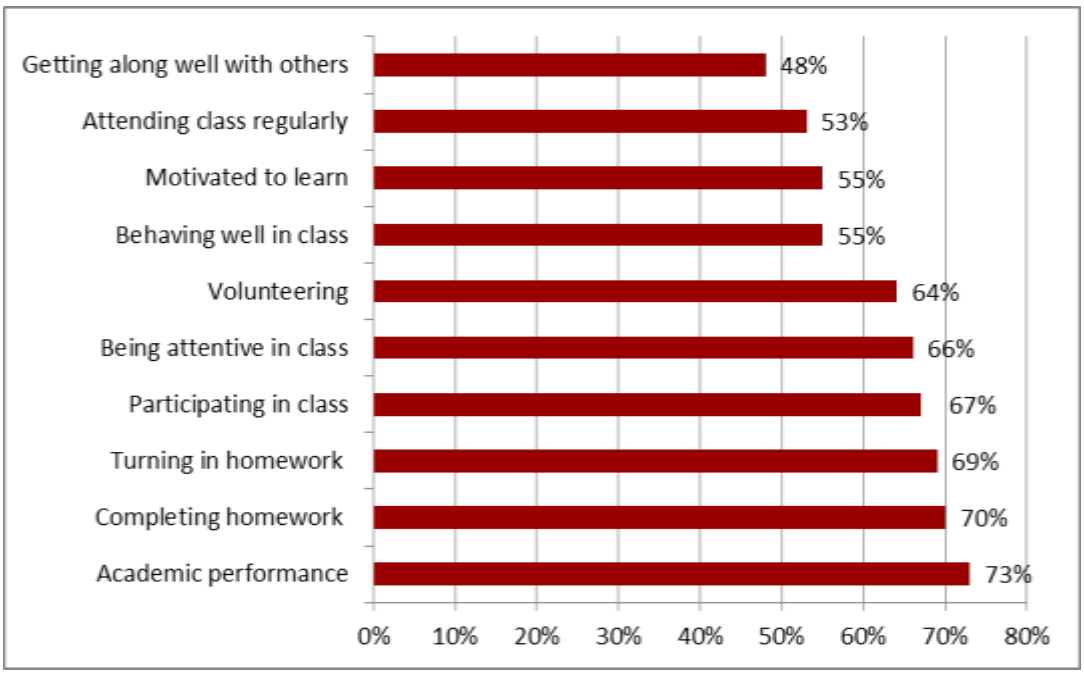
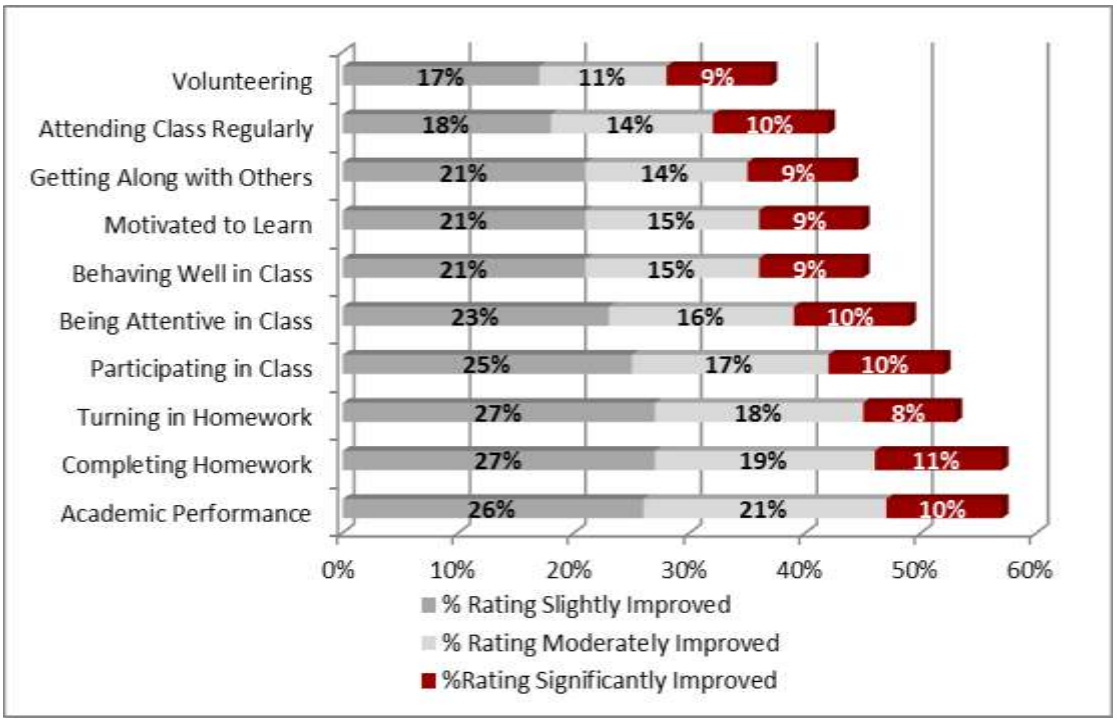


Figure 27 displays the results *for those students who teachers reported a need to improve each listed behavior*. The area of greatest improvement was *completing homework* and *academic performance,* in which teachers reported that 57% of students who needed to improve had made improvements over the course of the school year in these areas. The area of least improvement was *volunteering,* in which just 37% of students needing improvement were rated as having improved by their teachers.

Figure 27. Proportion of Regular High School Participants who Improved Various Behaviors Rated by Teachers in 2011-2012



Outcome Data: Student Grades

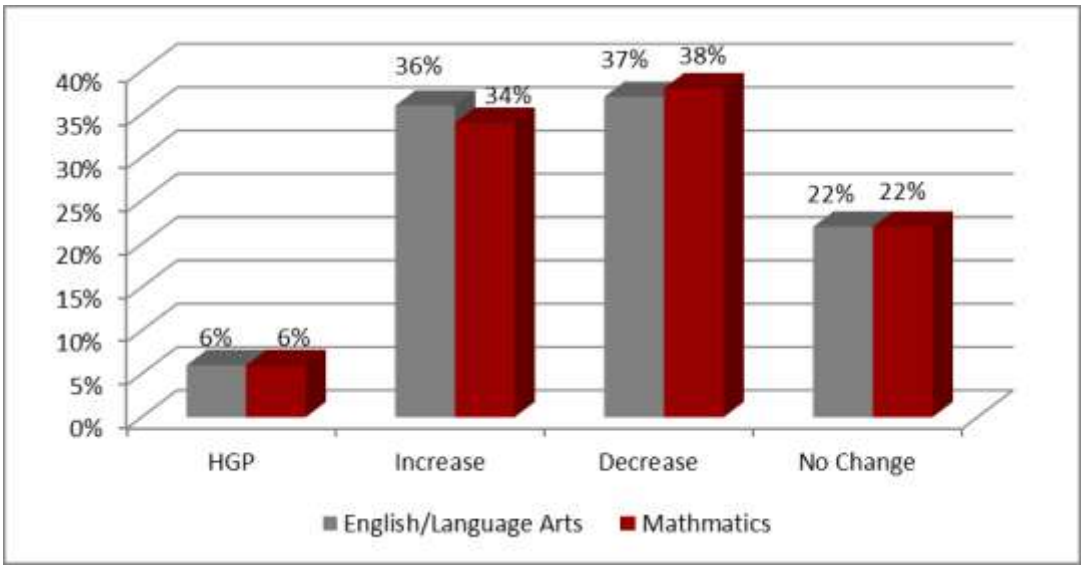
Student grades were entered in EZ Reports by staff members of each Cohort Four and Cohort Five high school program. The following results include the grades of those students who attended the program at least 30 days during the 2011-2012 school year. Comparisons between *Fall Final* and *Spring Final* grades were calculated for those programs with data entered in these fields in EZ Reports. Grade changes of at least one half grade (e.g., from a "B-"to a "B") are considered "increases" or "decreases" (depending upon the direction of the change). The following results include the reading grades for 77% of regular participants and math grades for 69% of regular participants of Cohort Four and Cohort Five high school programs.

Grade Changes for All Regular High School Program Participants

Figure 28 displays the grade status of regular attendees in both reading and mathematics. Results from the 2011-2012 school year show that 6% of high school students earned the highest grade possible in English/language arts during both the fall and spring grading periods, and another 36% increased their grade between the fall and spring grading periods in reading. Therefore, 42% of students in 2011-2012 earned the highest grade possible or increased their grade in English/language

arts. For math grades, 6% of regularly attending participants received the highest grade possible in both semesters, and an additional 34% increased their grades from fall to spring. Therefore, 40% of students in 2011-2012 earned the highest grade possible or increased their grade in math. However, it is important to note that 37% of students decreased their English/language arts grade and 38% of students decrease their math grade during the 2011-2012 school year. Thus, a great percentage of students decreased their math or reading grade compared to the percentage of those who increased their grade or earned the highest grade possible during the year.

Figure 228. Reading and Mathematics Achievement for All Regular High School Participants in 2011-2012



Because 21st CCLC programs often target those students who are struggling in math and/or reading, additional analyses were conducted to assess the extent to which students reached an average level of performance (e.g., earned a 'B' or better in the spring grading period). When students did not earn a 'B', information regarding whether students increased, decreased, or did not change their grade from the fall to spring are also provided.

Figure 29 presents English/Language Arts grades for regular participants during the 2011-2012 school year. Results show that 37% of high school students earned a "B" or better during the spring grading period and another 29% increased their grade between the fall and spring grading periods. Therefore, 66% of high school students in 2010-2011 earned a 'B' or better or increased their grade.

Figure 29. English/Language Achievement for All Regular High School Participants in 2011-2012

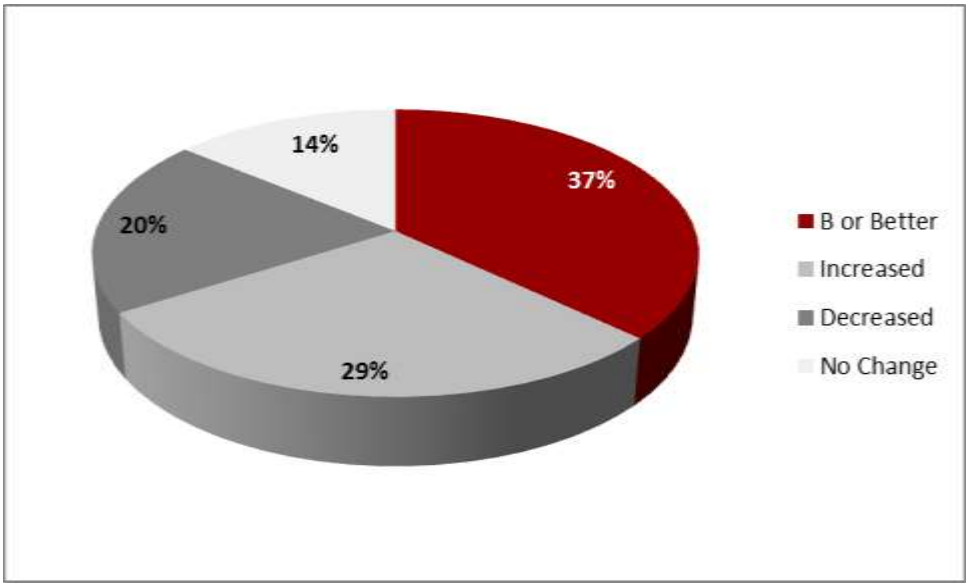
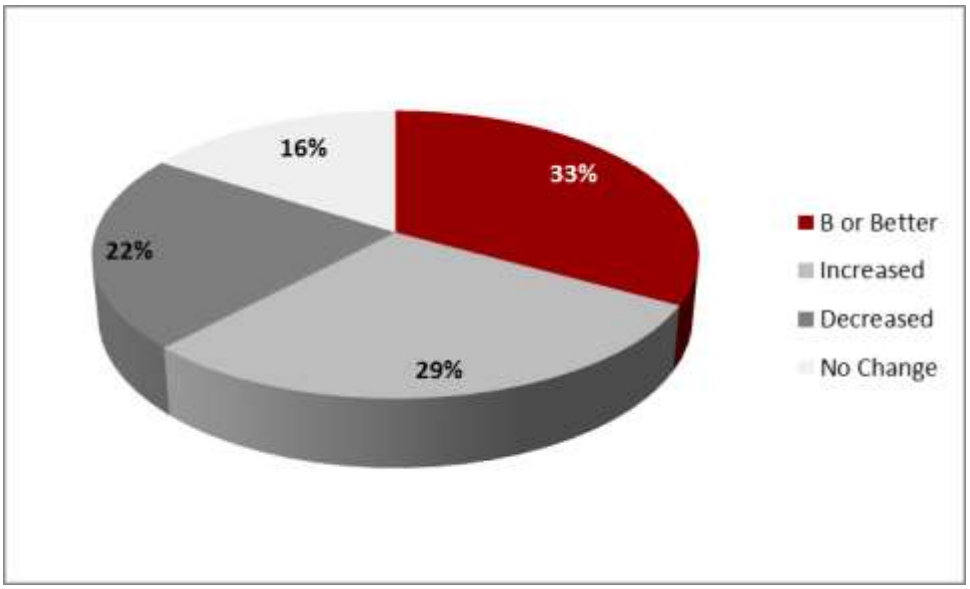


Figure 30 presents mathematics grades reported for regular participants during the 2011-2012 school year. Results show that 33% of students earned a "B" or better during the spring grading period, and another 29% increased their grade between the fall and spring grading periods. Therefore, 62% of students in 2010-2011 earned a 'B' or better or increased their math grade.

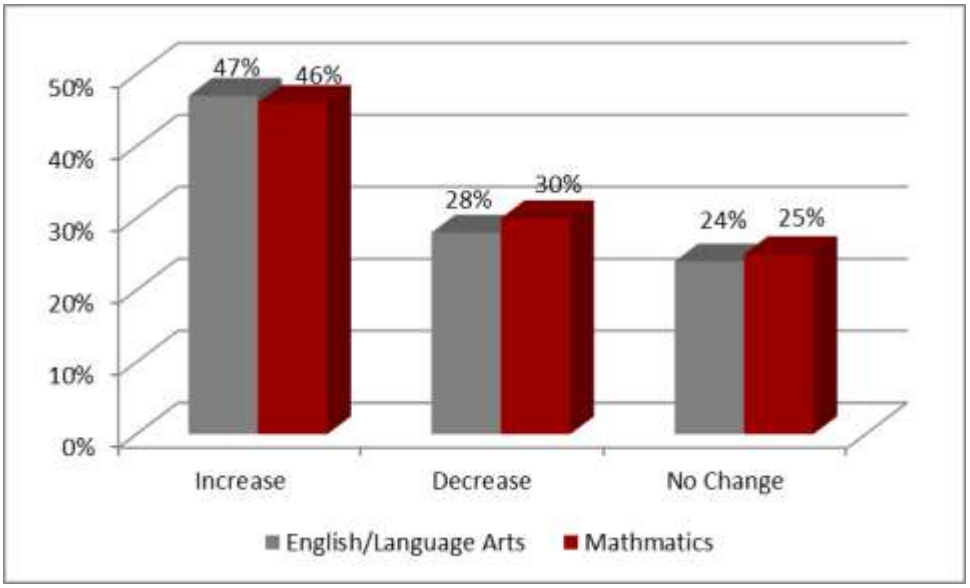
Figure 30. Mathematics Achievement for All Regular High School Participants in 2011-2012



Grade Changes for Academically Struggling Program Participants

A final set of analyses examined grade changes of only those students who earned a fall grade of "C" or below in either math or English/language arts. These students are referred to as "struggling", as their initial fall grades suggest that improvement is warranted. As shown in Figure 31 below, 47% percent of struggling high school students who regularly attended the program increased their English/language arts grade during the 2011-2012 school year. However, nearly one quarter of struggling students (24%) did not change their English/language arts grade during the year, and an additional 28% of struggling participants who attended regularly decreased their English/language arts grade during the year. Results were slightly worse for mathematics; 46% increased their mathematics grades, while 30% decreased their grades.

Figure 31. Reading and Mathematics Achievement for Struggling High School, Students in 2011-2012



Aggregate High School STPM Data

Outcome Data: Short-Term Performance Measures

During the fall of 2010, CEEP and IDOE introduced a new performance measurement framework for high school programs in order to better assess the extent to which these programs may be helping students to succeed in high school and beyond. In particular, this framework allows sites to select standardized measures from a variety of options and then customize those measures to best represent the goals/objectives of the particular program. There are three measurement categories for Indiana's high school 21st CCLC programs. Progress measures, Readiness measures, and Graduation measures. Due to the diversity in programming offered throughout the state, programs are required to select, customize, and report data on Progress and Graduation measures, although Readiness

Measures are optional. Progress measures are meant to measure the extent to which students demonstrate sufficient progress during each year of the project by measuring all credits earned or credits earned in various subjects. Graduation measures are meant to measure whether students are graduating and when in addition to the types of diplomas they are earning. Finally, Readiness measures help programs determine the degree to which students are prepared for post-secondary options. For example, programs can opt to write measures that address student performance on the SAT, ACT, advanced placement exams, and/or the WorkKeys assessment (for those students pursuing a technical track).

At the conclusion of the 2011-2012 school year, Short Term Performance Measure (STPM) results for progress and graduation were submitted by all of the six Cohort 4 high school program sites/feeder schools. None of the Cohort 4 high school program sites/feeder schools opted to include readiness measures. As a result, no data were submitted in relation to readiness. Meanwhile, progress results were submitted by all 22 Cohort 5 high school program sites/feeder schools. However, results for readiness measures were submitted for 20 Cohort 5 high school program sites/feeder schools, while graduation results were submitted for 19 of the sites/feeder schools. Cohort Five high school program sites that were unable to submit completed STPM reports were often impeded by the unavailability of data through district databases or the fact that planned assessments were not ultimately administered in the schools. Table 20 displays the Cohort Five high school program sites that did not report data on progress towards their 2011-2012 STPMs.

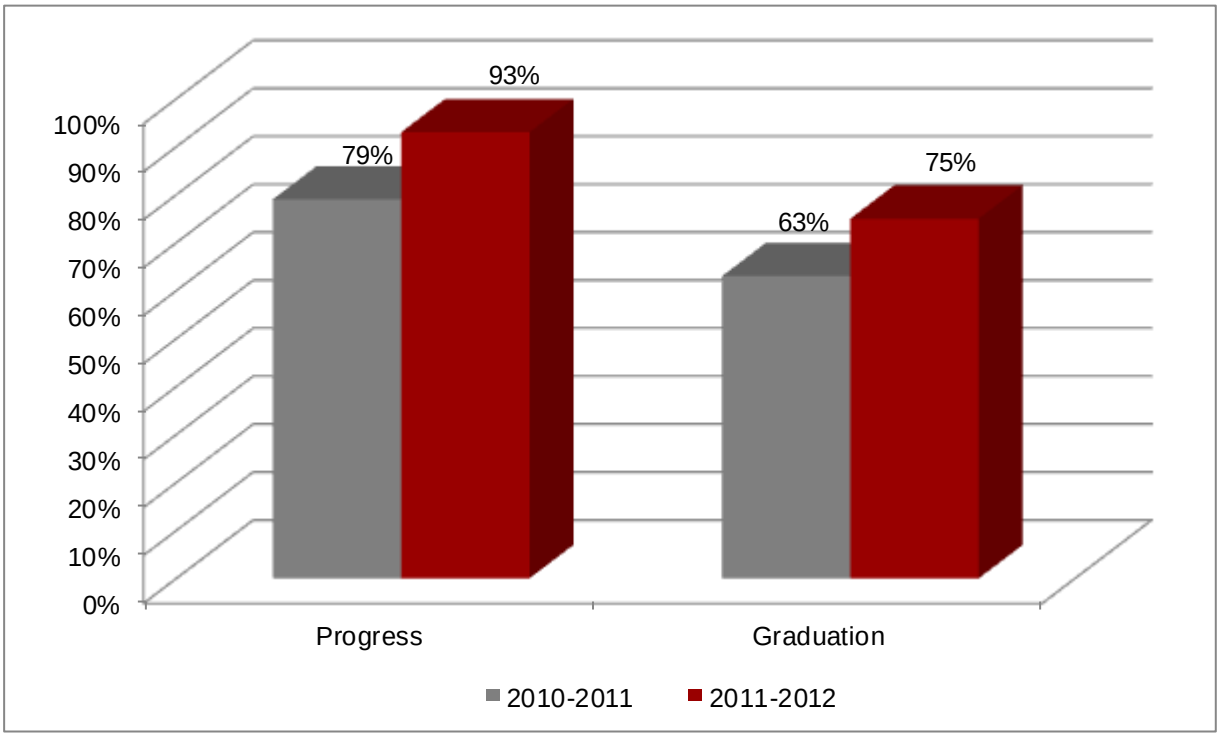
Table 20. Cohort Five High School Program Sites Unable to Report Progress Towards 2011-2012 STPMs

	Progress STPM	Readiness STPM	Graduation STPM
Elkhart Community School Corporation			
Elkhart Central High School		X	
GEO Foundation			
GEO Foundation High School			X
Salem Community Schools			
Salem High School		X	
North Adams Community Schools			
Bellmont High School/ ACCES Alt. High School			X
The John H. Boner Community Center			

	Progress STPM	Readiness STPM	Graduation STPM
Arsenal Tech High School			X

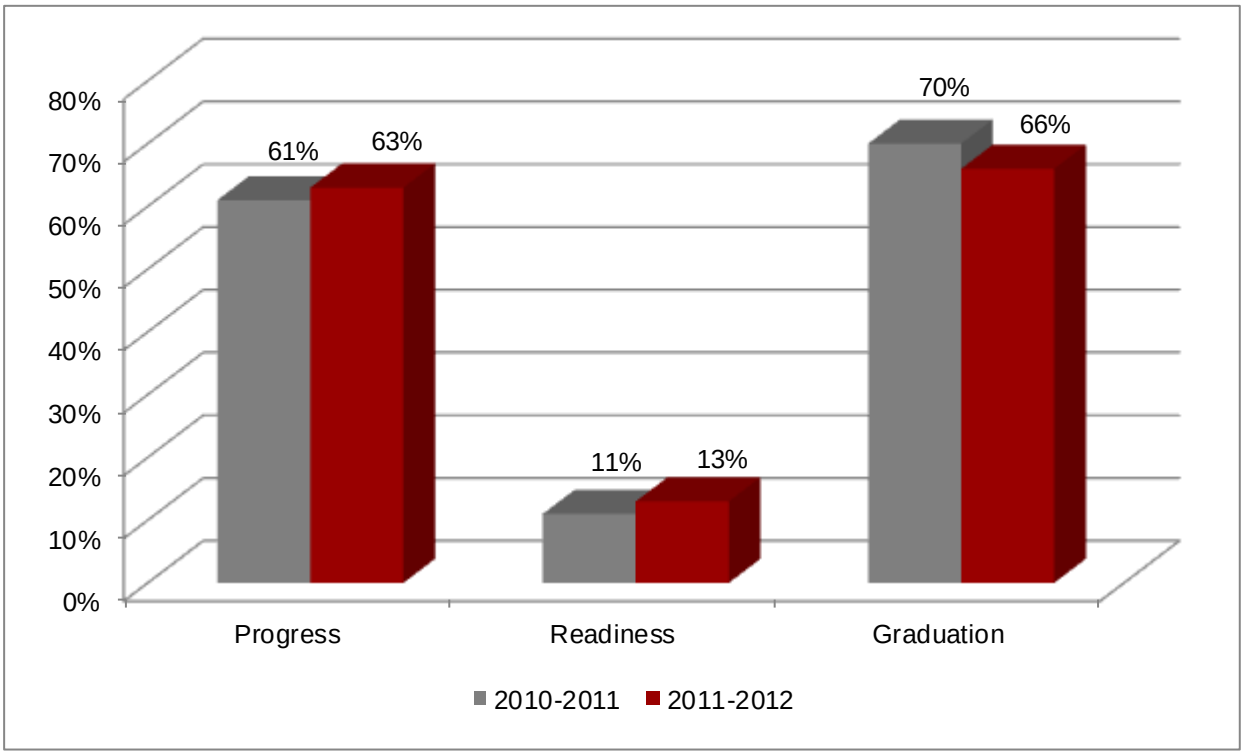
Progress Towards STPM Targets: As shown in Figure 32, STPM targets proposed by Cohort 4 high school programs were achieved for 93% of the progress measures and 75% of the Graduation measures during the 2011-2012 school year. It should be noted none of the Cohort 4 high school sites opted to include Readiness measures. These figures represent an increase from the 2010-2011 school year, when 79% of the progress STPM targets and 63% of the graduation targets were achieved. However, programs were given the opportunity to revise their targets for the 2011-2012 school year, using data from the previous year. As a result, programs were able to choose targets that were more appropriate and attainable. Therefore, these data do not necessarily suggest that programs were more successful in promoting academic growth in 2011-2012 compared to 2010-2011.

Figure 32. Percent of Progress, Readiness, and Graduation Targets Achieved by Cohort Four High School Sites/Feeder Schools for the 2010-2011 and the 2011-2012 School Year



As shown in Figure 33, STPM targets proposed by Cohort 5 high school programs were achieved for 63% of the progress measures, 13% of the readiness measures, and 66% of the graduation measures during the 2011-2012 school year. It should be noted that only some of the high school sites opted to include readiness measures (only 41% of high school sites). These progress and readiness figures represent an increase from the 2010-2011 school year, when 61% of the progress STPM targets and 11% of the readiness targets were achieved. However, the percentage of graduation targets achieved represents a decrease from the 2010-2011 school year when 70% of the graduation targets were achieved. It should be noted that programs were given the opportunity to revise their targets for the 2011-2012 school year, using data from the previous year. As a result, programs were able to choose targets that were more appropriate and attainable. Therefore, these data do not necessarily suggest that programs were more or less successful in promoting academic growth in 2011-2012 compared to 2010-2011.

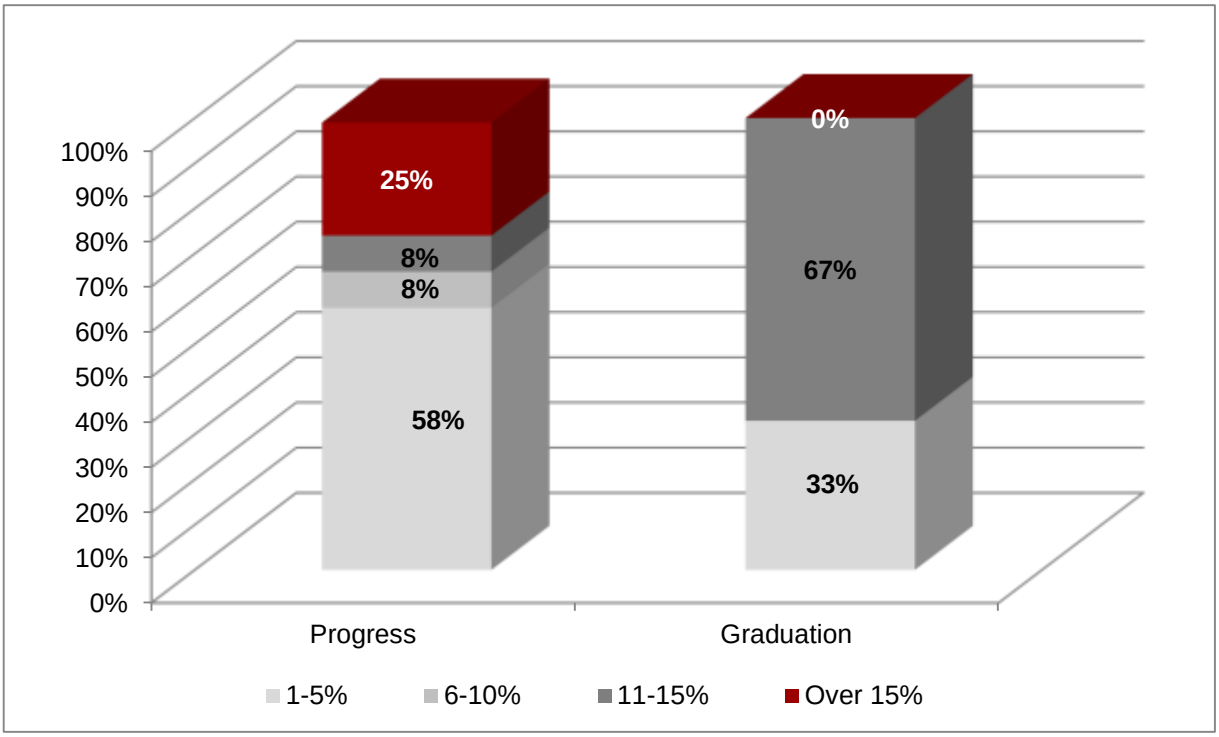
Figure 33. Percent of Progress, Readiness, and Graduation Targets Achieved by Cohort Five High School Sites/Feeder Schools for the 2010-2011 and 2011-2012 School Years



Year-to-Year Growth in STPM Results: Across all Cohort Four high school programs, 86% of sites reported increased levels of achievement on progress STPMs from the 2010-2011 to 2011-2012 school year. Growth was less for graduation, as only 38% of sites reported increased levels of

performance on relevant STPMs. These percentages only include those program sites that did not change the assessment method being used in their STPMs between 2010-2011 and 2011-2012. Because the level of improvement between the three years varied a great deal, Figure 34 illustrates the proportion of program sites that reported various levels of increased achievement on progress and graduation STPMs. The figure delineates the proportion of sites that reported raised achievement levels by 1-5%, 6-10%, 11-15%, and more than 15%. As shown in the figure, of those program sites that reported increased levels of progress and graduation among regular participants, the majority of the increases for progress measures and all of the increases for graduation measures were less than 15%. Although these aggregate data illustrate some encouraging trends, a more accurate picture of the programs that are driving these patterns can be found by assessing year-to-year progress for performance measures for individual programs. Supplemental charts will be presented to IDOE specifically for this purpose.

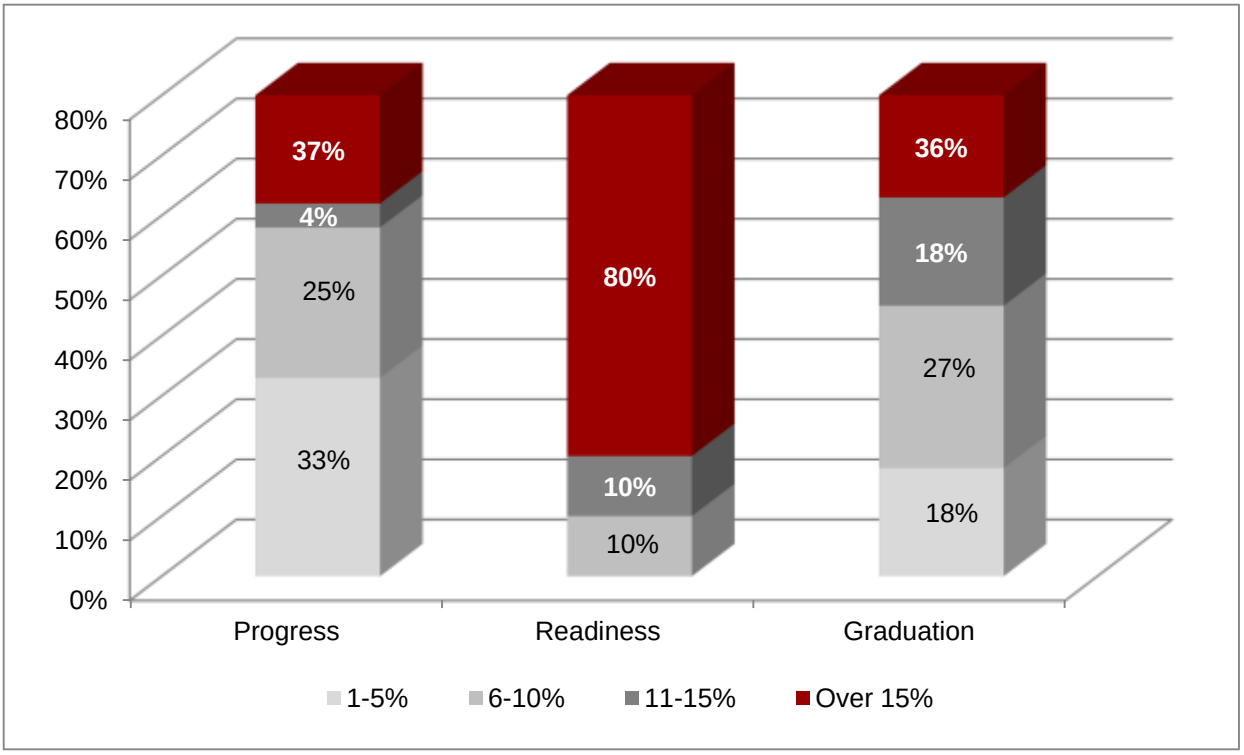
Figure 34. Proportion of Cohort Four High School Program Sites Reporting Various Levels of Increased STPM Progress Between the 2010-2011 and 2011-2012 School Years



Across all Cohort Five high school programs, 46% of sites reported increased levels of achievement on progress STPMs from 2010-2011to 2011-2012. Growth was greater for readiness and graduation as 56% and 48% of sites, respectively, reporting increased levels of performance on relevant STPMs.

These percentages only include those program sites that did not change the assessment method being used in their STPMs between 2010-2011 and 2011-2012. Because the level of improvement between the three years varied a great deal, Figure 35 illustrates the proportion of program sites that reported various levels of increased achievement on progress, readiness, and graduation STPMs. The figure delineates the proportion of sites that reported raised achievement levels by 1-5%, 6-10%, 11-15%, and more than 15%. As shown in the figure, of those program sites that reported increased levels of progress, readiness, and graduation among regular participants, the majority of the increases for readiness measures greater than 15%. However, the majority of increases reported for progress and graduation measures were 15% or less. It should be noted though that over one-third of the increases reported by sites for progress and graduation measures were greater than 15%. Although these aggregate data illustrate some encouraging trends, a more accurate picture of the programs that are driving these patterns can be found by assessing year-to-year progress for performance measures for individual programs. Supplemental charts will be presented to IDOE specifically for this purpose.

Figure 35. Proportion of Cohort Five High School Program Sites Reporting Various Levels of Increased STPM Progress Between the 2010-2011 and 2011-2012 School Years



Finally, in addition to the program-level charts described above related to high school STPM progress in 2011-2012, tables included in Appendix K and Appendix L display the number of STPMs proposed and achieved by each high school program site in Cohorts Four and Five, respectively. The table also shows the number of students for whom data were available for each of the measures assessed. In general, small sample sizes were not an issue for the majority of program sites. However, there are a few program sites for which results should be interpreted with caution, as the determination of STPM achievement was based on data for fewer than 10 students. Although the information in these tables is summarized for IDOE's review, CEEP recommends against directly comparing the number/proportion of STPMs achieved between programs/sites. In particular, programs were given the opportunity to set performance measure targets as they saw fit, with some program directors setting more ambitious targets than others. More appropriate comparisons can be made by examining the amount of growth reported by program sites in year-to-year performance.

Appendix A: Cohort Four Program-Level Attendance Data

Table 21. Number of Students Attending Cohort Four Indiana 21st CCLC Programs (2011-2012 School Year)

Program	Total # of Attendees	# of Students Served 30 59 Days	% of Students Served 30 59 Days	# of Students Served 60+	% of Students Served 60+ Days
Bartholomew Consolidated School Corp.	719	186	26%	431	60%
Boys and Girls Club of Northwest Indiana	525	119	23%	147	28%
Boys and Girls Clubs of St. Joseph County	145	6	4%	131	90%
Boys and Girls Clubs of Wayne County	921	143	16%	431	48%
Cloverdale Community School Corp.	530	232	44%	116	22%
Communities in Schools of East Chicago	361	53	15%	25	7%
Crawford County Community School Corp.	570	132	23%	212	37%
Evansville-Vanderburgh School Corp.	1531	453	30%	520	34%
Family & Children First	89	16	18%	54	61%
Goodwill Industries of Central Indiana	623	144	23%	134	22%
Hoosier Uplands	293	45	15%	219	75%
Indy Parks and Rec	517	63	12%	310	60%
LaPorte Community School Corporation	91	13	14%	67	74%
Monroe Co. Community School Corp.	368	42	11%	157	43%
MSD of Pike Township	1014	103	10%	69	7%
MSD of Washington Township	593	147	25%	78	13%
Michigan City Area Schools	392	97	25%	118	30%
Muncie Public Library	35	9	26%	24	69%
Scott County School District 2	127	34	27%	50	39%
Starke County Youth Club, Inc.	315	65	21%	199	63%
Steuben County Literacy Coalition	336	64	19%	186	55%
The John H. Boner Community Center	302	63	21%	161	53%
Aggregate	**10397**	**2229**	**21%**	**3839**	**37%**

*Rows shaded in yellow indicate programs that served at least 50% of total attendees on 60 days or more during the 2011-2012 school year.

Table 22. Projected Versus Actual Cohort Four Program Attendance (2011-2012 School Year)

Program	Projected # of Regular Attendees	Actual # of Regular Attendees	% of Projected Regular Attendees Served
Bartholomew Consolidated School Corp.	542	617	114%
Boys and Girls Club of Northwest Indiana	290	266	92%
Boys and Girls Clubs of St. Joseph County	160	137	86%
Boys and Girls Clubs of Wayne County	515	574	111%
Cloverdale Community School Corp.	300	348	116%
Communities in Schools of East Chicago	180	78	43%
Crawford County Community School Corp.	400	344	86%
Evansville-Vanderburgh School Corp.	802	973	121%
Family & Children First	75	70	93%
Goodwill Industries of Central Indiana	90	278	309%
Hoosier Uplands	240	264	110%
Indy Parks and Rec	350	373	107%
LaPorte Community School Corporation	75	80	107%
Monroe Co. Community School Corp.	420	199	47%
MSD of Pike Township	200	172	106%
MSD of Washington Township	240	225	86%
Michigan City Area Schools	205	215	105%
Muncie Public Library	40	33	83%
Scott County School District 2	80	84	105%
Starke County Youth Club, Inc.	215	264	123%
Steuben County Literacy Coalition	280	250	89%
The John H. Boner Community Center	220	224	102%
Aggregate	**5,919**	**6,068**	**103%**

*Rows shaded in yellow indicate those programs that met or exceeded their targeted attendance numbers during 2011-2012.

Appendix B: Cohort Five Program-Level Attendance Data

Table 23. Number of Students Attending Cohort Five Indiana 21st CCLC Programs (2011-2012 School Year)

Program	Total # of Attendees	# of Students Served 30 59 Days	% of Students Served 30 59 Days	# of Students Served 60+	% of Students Served 60+ Days
A Better Way Services, Inc.	336	119	35%	184	55%
Archdiocese of Indianapolis	755	108	14%	444	59%
AYS, Inc.	143	14	10%	122	85%
Ball State University	95	16	17%	57	60%
Bartholomew Consolidated School Corporation	221	53	24%	89	40%
Beech Grove City Schools	152	29	19%	71	47%
Blue River Services, Inc.	148	18	12%	105	71%
Boys & Girls Club of Huntington	312	61	20%	110	35%
Boys & Girls Club of Indianapolis	374	50	13%	266	71%
Boys & Girls Club of St. Joseph County	499	43	9%	395	79%
Christel House Academy	426	96	23%	114	27%
Cloverdale Community School Corporation	804	350	44%	236	29%
Communities in Schools of Clark County	214	71	33%	97	45%
Communities in Schools of East Chicago	199	81	41%	9	5%
Community Schools of Frankfort	364	233	64%	15	4%
Crawford County Community School Corp.	422	49	12%	17	4%
Crawfordsville Community Schools	778	229	29%	203	26%
East Allen Family Resource Center, Inc.	86	12	14%	59	69%
Elkhart Community School Corporation	613	209	34%	91	15%
Evansville-Vanderburgh Schools	1216	393	32%	226	19%
Franklin Community School Corporation	297	184	62%	113	38%
GEO Foundation	361	88	24%	147	41%
Hoosier Uplands	214	54	25%	152	71%
Indiana Alliance of Boys & Girls Clubs	114	20	18%	75	66%
Ivy Tech Community College	91	47	52%	42	46%
Lafayette School Corporation	134	16	12%	112	84%
Lake Ridge Schools	359	59	16%	21	6%
LEAP of Noble County	380	80	21%	207	54%
Martin Education Village (Martin University)	209	144	69%	6	3%
Mary Rigg Neighborhood Center	516	97	19%	46	9%
Michigan City Area Schools	581	135	23%	335	58%

Program	Total # of Attendees	# of Students Served 30 59 Days	% of Students Served 30 59 Days	# of Students Served 60+	% of Students Served 60+ Days
MSD of Mount Vernon	113	46	41%	30	27%
MSD of Pike Township	256	50	20%	198	77%
MSD of Washington Township	610	131	21%	397	65%
National Council on Educating Black Children	291	60	21%	135	46%
New Albany-Floyd County Schools	293	155	53%	89	30%
North Adams Community Schools	843	174	21%	250	30%
Perry Central Community School Corp.	218	35	16%	57	26%
Salem Community Schools	832	112	13%	194	23%
Scott County School District 1	204	67	33%	111	54%
South Bend Community School Corp.	469	169	36%	67	14%
South Harrison Community School Corp	365	89	24%	148	41%
Southwest Dubois Co. School Corp.	210	36	17%	128	61%
Steuben County Literacy Coalition	232	66	28%	80	34%
Switzerland County YMCA	119	17	14%	11	9%
The John H. Boner Community Center	386	156	40%	28	7%
The Link (Whitewater College Programs, Inc.)	131	25	19%	93	71%
The Starke County Youth Club, Inc.	72	15	21%	21	29%
Vigo County School Corporation	208	32	15%	98	47%
Warrick County School Corporation	116	15	13%	90	78%
YMCA of DeKalb County, Inc.	264	69	26%	153	58%
Aggregate	**17675**	**4677**	**26%**	**6544**	**37%**

*Rows shaded in yellow indicate programs that served at least 50% of total attendees on 60 days or more during the 2011-2012 school year.

Table 24. Projected Versus Actual Cohort Five Program Attendance (2011-2012 School Year)

Program	Projected # of Regular Attendees	Actual # of Regular Attendees Served	% of Projected Regular Attendees Served
A Better Way Services, Inc.	300	303	101%
Archdiocese of Indianapolis	393	552	140%
AYS, Inc.	80	136	170%
Ball State University	90	73	81%
Bartholomew Consolidated School Corporation	150	142	95%
Beech Grove City Schools	90	100	111%
Blue River Services, Inc.	100	123	123%
Boys & Girls Club of Huntington	130	171	132%
Boys & Girls Club of Indianapolis	275	316	115%
Boys & Girls Club of St. Joseph County	330	438	133%
Christel House Academy	215	210	98%
Cloverdale Community School Corporation	305	586	192%
Communities in Schools of Clark County	160	168	105%
Communities in Schools of East Chicago	150	90	60%
Community Schools of Frankfort	250	248	99%
Crawford County Community School Corp.	50	66	132%
Crawfordsville Community Schools	300	432	144%
East Allen Family Resource Center, Inc.	150	71	47%
Elkhart Community School Corporation	205	300	146%
Evansville-Vanderburgh Schools	535	619	116%
Franklin Community School Corporation	150	297	198%
GEO Foundation	300	235	78%
Hoosier Uplands	200	206	103%
Indiana Alliance of Boys & Girls Clubs	75	95	126%
Ivy Tech Community College	101	89	88%
Lafayette School Corporation	75	128	171%
Lake Ridge Schools	90	80	89%
LEAP of Noble County	255	287	113%
Martin Education Village (Martin University)	150	150	100%
Mary Rigg Neighborhood Center	110	143	130%
Michigan City Area Schools	675	470	70%
MSD of Mount Vernon	75	76	101%
MSD of Pike Township	255	248	97%
MSD of Washington Township	640	528	83%
National Council on Educating Black Children	330	195	59%

Program	Projected # of Regular Attendees	Actual # of Regular Attendees Served	% of Projected Regular Attendees Served
New Albany-Floyd County Schools	252	244	97%
North Adams Community Schools	310	424	137%
Perry Central Community School Corp.	42	92	219%
Salem Community Schools	130	306	235%
Scott County School District 1	154	178	116%
South Bend Community School Corp.	150	236	157%
South Harrison Community School Corp	306	237	77%
Southwest Dubois Co. School Corp.	150	164	109%
Steuben County Literacy Coalition	175	146	83%
Switzerland County YMCA	52	28	54%
The John H. Boner Community Center	150	184	123%
The Link (Whitewater College Programs, Inc.)	80	118	148%
The Starke County Youth Club, Inc.	50	36	72%
Vigo County School Corporation	210	130	62%
Warrick County School Corporation	100	105	105%
YMCA of DeKalb County, Inc.	250	222	89%
Aggregate	**10,300**	**11,221**	**109%**

*Rows shaded in yellow indicate those programs that met or exceeded their targeted attendance numbers during 2011-2012.

Appendix C: Cohort Four Program-Level Demographics Data

Figure 236. Proportion of Cohort Four Students who Attended Indiana 21st CCLC Programs in Each Grade Level

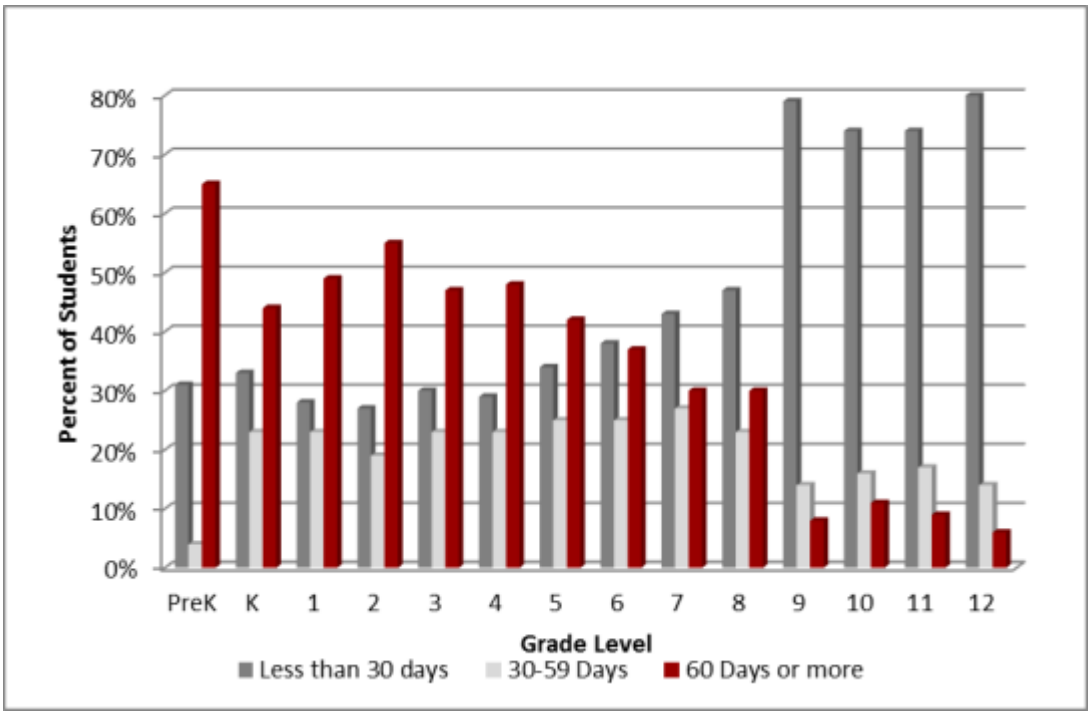


Table 185. Eligibility for Free/Reduced Lunch Among Cohort Four Programs

Program	% of Free/Reduced Lunch Eligibility for All Attendees	% of Free/Reduced Lunch Eligibility for Regular Attendees	Comparable School/District Rate (2011 2012)*
Bartholomew Consolidated School Corp.	80%	81%	42%
Boys and Girls Club of Northwest Indiana	99%	99%	80% (5 - GCSC), 91% (1 - 21CCSG)
Boys and Girls Clubs of St. Joseph County	100%	100%	70%
Boys and Girls Clubs of Wayne County	80%	82%	70% (11 - RCS), 92% (1 - GCS)
Cloverdale Community School Corp.	61%	62%	55%
Communities in Schools of East Chicago	84%	82%	92%
Crawford County Community School Corp.	63%	61%	62%
Evansville-Vanderburgh School Corp.	88%	89%	57%
Family & Children First	65%	61%	44%
Goodwill Industries of Central Indiana	95%	94%	85% (1 - IMHS), 82% (1 - IPS),
Hoosier Uplands	54%	53%	54% (2 - SVCSC) 47% (1 - OCS)

Program	% of Free/Reduced Lunch Eligibility for All Attendees	% of Free/Reduced Lunch Eligibility for Regular Attendees	Comparable School/District Rate (2011 2012)*
Indy Parks and Rec	99%	99%	82%
LaPorte Community School Corporation	79%	79%	50%
Monroe Co. Community School Corp.	52%	58%	38%
MSD of Pike Township	60%	62%	62%
MSD of Washington Township	69%	68%	55%
Michigan City Area Schools	83%	82%	72%
Muncie Public Library	97%	97%	74%
Scott County School District 2	67%	68%	53%
Starke County Youth Club, Inc.	50%	52%	64% (1 - KCSC), 55% (1 - ODSC), 51% (1 - NJPSC) **
Steuben County Literacy Coalition	86%	85%	49% (6 - MSDSC), 39% (2 - PHCSC), 48% (2 - FCS), 39% (1 - HCS)
The John H. Boner Community Center	100%	100%	82%
Aggregate	**78%**	**79%**	**--**

*District rates obtained from IDOE. Numbers in parentheses indicates the number of sites per school districts that correspond to the Free/Reduced lunch percentage. To see the school district(s) served by each program, see Table 28.
** Lutheran schools not reported for Free-Reduced Lunch

(Programs shaded in yellow served a higher percentage of regular attendees eligible for free/reduced lunch compared to district rates)

Table 26. Special Education Rates Among Cohort Four Programs

	% of Special Education Eligibility for All Attendees	% of Special Education Eligibility for Regular Attendees	Comparable School/District Rate 2010 2011*
Bartholomew Consolidated School Corp.	12%	12%	12%
Boys and Girls Club of Northwest Indiana	1%	1%	17% (5 - GCSC), 7% (1 – 21CCSG)
Boys and Girls Clubs of St. Joseph County	1%	2%	20%
Boys and Girls Clubs of Wayne County	8%	9%	19%
Cloverdale Community School Corp.	12%	11%	20%
Communities in Schools of East Chicago	1%	1%	16%
Crawford County Community School Corp.	10%	10%	15%
Evansville-Vanderburgh School Corp.	12%	10%	17%
Family & Children First	20%	21%	17%

	% of Special Education Eligibility for All Attendees	% of Special Education Eligibility for Regular Attendees	Comparable School/District Rate 2010 2011*
Goodwill Industries of Central Indiana	4%	5%	25% (1 - IMHS), 19% (1 - IPS)
Hoosier Uplands	12%	12%	18% (2 - SVCSC), 17% (1 - OCS)
Indy Parks and Rec	3%	4%	19%
LaPorte Community School Corporation	13%	14%	13%
Monroe Co. Community School Corp.	7%	9%	15%
MSD of Pike Township	12%	19%	13%
MSD of Washington Township	15%	20%	14%
Michigan City Area Schools	18%	19%	16%
Muncie Public Library	3%	3%	21%
Scott County School District 2	42%	45%	17%
Starke County Youth Club, Inc.	10%	11%	13% (1 - NJPSC), 11% (1 - KCSC), 11% (1 - ODSC),
Steuben County Literacy Coalition	12%	10%	15% (6 - MSDSC), 14% (2 - FCS), 15% (2 - PHCSC), 13% (1 - HCS)
The John H. Boner Community Center	8%	7%	19%
Aggregate	10%	12%	--

*District rates obtained from IDOE. Numbers in parentheses indicates the number of sites per school districts that correspond to the Special Education Eligibility percentage. To see the school district(s) served by each program, see Table 28.

(Programs shaded in yellow served a higher percentage of regular attendees eligible for special education services compared to district rates)

Table 197. LEP Rates of Regular Attendees Among Cohort Four Programs

	LEP Rates of All Attendees	LEP Rates of Regular Attendees	Comparable School/District Rate 2010 2011*
Bartholomew Consolidated School Corp.	20%	21%	8%
Boys and Girls Club of Northwest Indiana	0%	0%	<1% (5 - GCSC), 0% (1 – 21CCSG)
Boys and Girls Clubs of St. Joseph County	49%	49%	12%
Boys and Girls Clubs of Wayne County	2%	2%	3%
Cloverdale Community School Corp.	1%	0%	<1%
Communities in Schools of East Chicago	1%	1%	14%
Crawford County Community School Corp.	2%	2%	0%

	LEP Rates of All Attendees	LEP Rates of Regular Attendees	Comparable School/District Rate 2010 2011*
Evansville-Vanderburgh School Corp.	3%	2%	2%
Family & Children First	1%	1%	2%
Goodwill Industries of Central Indiana	1%	0%	13% (1 - IPS), 1% (1 -IMHS)
Hoosier Uplands	1%	2%	1% (2 - SVCSC), 0% (1 - OCS)
Indy Parks and Rec	18%	22%	13%
LaPorte Community School Corporation	17%	18%	5%
Monroe Co. Community School Corp.	1%	1%	3%
MSD of Pike Township	9%	12%	17%
MSD of Washington Township	19%	25%	14%
Michigan City Area Schools	6%	6%	2%
Muncie Public Library	0%	0%	1%
Scott County School District 2	0%	0%	1%
Starke County Youth Club, Inc.	<1%	0%	2%% (1 - KCSC), 1% (1 - ODSC) 1% (1 - NJPSC),
Steuben County Literacy Coalition	12%	14%	4% (6 - MSDSC), 2% (2 - PHCSC), <1% (2 - FCS), 0% (1 - HCS)
The John H. Boner Community Center	6%	0%	13%
Aggregate	7%	7%	--

*District rates obtained from IDOE. Numbers in parentheses indicates the number of sites per school districts that correspond to the LEP Rates percentage. To see the school district(s) served by each program, see Table 28.

(Programs shaded in yellow served a higher percentage of regular attendees eligible for LEP services compared to district rates.)

Table 20. School Districts Served by Each Cohort Four Program

Program	School Districts (2010 2011)
Bartholomew Consolidated School Corp.	Bartholomew Consolidated School Corp.
Boys and Girls Club of Northwest Indiana	Gary Community School Corp. (5 - GCSC), 21st Century Charter School of Gary (1 – 21CCSG)
Boys and Girls Clubs of St. Joseph County	South Bend Community School Corp.
Boys and Girls Clubs of Wayne County	Richmond Community Schools
Cloverdale Community School Corp.	Cloverdale Community Schools
Communities in Schools of East Chicago	School City of East Chicago

Program	School Districts (2010 2011)
Crawford County Community School Corp.	Crawford Co Com School Corp
Evansville-Vanderburgh School Corp.	Evansville Vanderburgh School Corp
Family & Children First	New Albany-Floyd Co Con School
Goodwill Industries of Central Indiana	IPS (1 - IPS), Indianapolis Metropolitan High School (1 -IMHS)
Hoosier Uplands	Springs Valley Com School Corp (2 - SVCSC), Orleans Community Schools (1 - OCS)
Indy Parks and Rec	IPS
LaPorte Community School Corporation	LaPorte Community School Corp.
Monroe Co. Community School Corp.	Monroe County Com School Corp.
MSD of Pike Township	MSD Pike Township
MSD of Washington Township	MSD Washington Township
Michigan City Area Schools	Michigan City Area Schools
Muncie Public Library	Muncie Community Schools
Scott County School District 2	Scott County School District 2
Starke County Youth Club, Inc.	Knox Community School Corp (1 - KCSC), North Judson-San Pierre School Corp (1 - NJPSC), Oregon-Davis School Corp (1 - ODSC)
Steuben County Literacy Coalition	MSD Steuben County (6 - MSDSC), Fremont Community Schools (2 - FCS), Prairie Heights Com School Corp (2 - PHCSC), Hamilton Community school (1 - HCS)
The John H. Boner Community Center	IPS

*Number in parentheses indicate the number of program sites within a particular school district

Appendix D: Cohort Five Program-Level Demographics Data

Figure 247. Proportion of Cohort Five Students who Attended Indiana 21st CCLC Programs in Each Grade Level

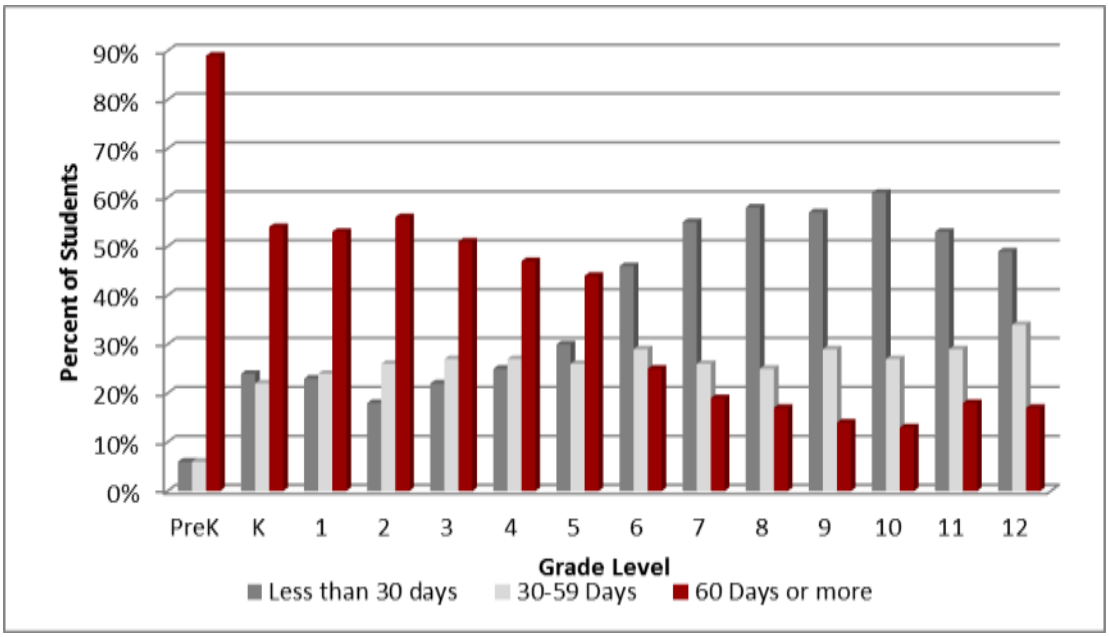


Table 29. Eligibility for Free/Reduced Lunch Among Cohort Five Programs

Program	% of Free/Reduced Lunch Eligibility for All Attendees	% of Free/Reduced Lunch Eligibility for Regular Attendees	Comparable School/District Rate (2011 2012)*
A Better Way Services, Inc.	92%	92%	74%
Archdiocese of Indianapolis	94%	93%	82% (1-AA), 97% (1-PA), *(4-OCE)
AYS, Inc.	65%	65%	60%
Ball State University	93%	95%	74%
Bartholomew Consolidated School Corporation	68%	68%	42%
Beech Grove City Schools	78%	81%	64%
Blue River Services, Inc.	60%	57%	45%
Boys & Girls Club of Huntington	62%	62%	44%
Boys & Girls Club of Indianapolis	84%	82%	82% (2-IPS), 67% (1-MSDWT)
Boys & Girls Club of St. Joseph County	82%	82%	63% (2-SCM), 70% (1-SBCS)
Christel House Academy	83%	83%	92%

Program	% of Free/Reduced Lunch Eligibility for All Attendees	% of Free/Reduced Lunch Eligibility for Regular Attendees	Comparable School/District Rate (2011 2012)*
Cloverdale Community School Corporation	34%	34%	55% (1-CCS), 53% (2-ClayCS) 38%, (1-ECSC), 46%(1-GCSC), 50%(1-SOCS), 43%(1-SPCS)
Communities in Schools of Clark County	71%	70%	57% (9 –GCCS), 66% (2 –CCSC)
Communities in Schools of East Chicago	73%	77%	92%
Community Schools of Frankfort	86%	92%	70%
Crawford County Community School Corp.	54%	58%	62%
Crawfordsville Community Schools	59%	60%	60%
East Allen Family Resource Center, Inc.	61%	59%	47%
Elkhart Community School Corporation	78%	83%	69%
Evansville-Vanderburgh Schools	96%	97%	57%
Franklin Community School Corporation	37%	37%	42%
GEO Foundation	81%	83%	84% (1-FCA), 90% (1-FSA)
Hoosier Uplands	54%	53%	49% (2-MCS), 51% (1-WWSC)
Indiana Alliance of Boys & Girls Clubs	58%	58%	48%
Ivy Tech Community College	91%	92%	82%
Lafayette School Corporation	77%	77%	67%
Lake Ridge Schools	81%	78%	86%
LEAP of Noble County	72%	69%	68%
Martin Education Village (Martin University)	100%	100%	82%
Mary Rigg Neighborhood Center	58%	61%	60%
Michigan City Area Schools	79%	79%	72%
MSD of Mount Vernon	66%	58%	35%
MSD of Pike Township	86%	86%	62%
MSD of Washington Township	86%	86%	55%
National Council on Educating Black Children	87%	87%	55%
New Albany-Floyd County Schools	92%	91%	44%
North Adams Community Schools	55%	67%	47%
Perry Central Community School Corp.	37%	35%	36%
Salem Community Schools	53%	58%	53%
Scott County School District 1	79%	81%	71%
South Bend Community School Corp.	76%	79%	70%
South Harrison Community School Corp	54%	57%	44%

Program	% of Free/Reduced Lunch Eligibility for All Attendees	% of Free/Reduced Lunch Eligibility for Regular Attendees	Comparable School/District Rate (2011 2012)*
Southwest Dubois Co. School Corp.	56%	62%	44%
Steuben County Literacy Coalition	78%	73%	49%(1-MSDSC), 48% (1-FCS), 39% (2-PHCSC)
Switzerland County YMCA	40%	36%	52%
The John H. Boner Community Center	95%	96%	82%
The Link (Whitewater College Programs, Inc.)	76%	75%	64%
The Starke County Youth Club, Inc.	51%	56%	55%
Vigo County School Corporation	51%	46%	54%
Warrick County School Corporation	53%	53%	30%
YMCA of DeKalb County, Inc.	64%	62%	39%
Aggregate	72%	73%	

*District rates obtained from IDOE. Numbers in parentheses indicates the number of sites per school districts that correspond to the Free/Reduced lunch percentage. To see the school district(s) served by each program, see Table 32.

(Programs shaded in yellow served a higher percentage of regular attendees eligible for free/reduced lunch compared to district rates.)

* Office of Catholic Education not available

Table 30. Special Education Rates among Cohort Five Programs

Program	% of Special Education Eligibility for All Attendees	% of Special Education Eligibility for Regular Attendees	Comparable School/District Rate (2011 2012)*
A Better Way Services, Inc.	9%	8%	21%
Archdiocese of Indianapolis	2%	2%	*(4-OCE), 10%(1-AA), 5%(1-PA)
AYS, Inc.	6%	6%	12%
Ball State University	0%	0%	21%
Bartholomew Consolidated School Corporation	11%	13%	12%
Beech Grove City Schools	28%	34%	16%
Blue River Services, Inc.	26%	25%	18%
Boys & Girls Club of Huntington	5%	5%	13%

Program	% of Special Education Eligibility for All Attendees	% of Special Education Eligibility for Regular Attendees	Comparable School/District Rate (2011 2012)*
Boys & Girls Club of Indianapolis	6%	7%	19% (2-IPS), 16%(1-MSDWT)
Boys & Girls Club of St. Joseph County	8%	8%	16%(2-SCM), 20%(1-SBCS)
Christel House Academy	1%	1%	13%
Cloverdale Community School Corporation	15%	16%	20%(1-CCS), 20% (2-ClayCS), 18%(1-ECSC),17% (1-GCSC), 21%(1-SOCS), 17%(1-SPCS)
Communities in Schools of Clark County	13%	13%	16%(9-GCCS), 18%(2-CCSC)
Communities in Schools of East Chicago	1%	0%	16%
Community Schools of Frankfort	14%	14%	15%
Crawford County Community School Corp.	10%	12%	15%
Crawfordsville Community Schools	10%	8%	17%
East Allen Family Resource Center, Inc.	26%	24%	10%
Elkhart Community School Corporation	15%	17%	15%
Evansville-Vanderburgh Schools	16%	15%	17%
Franklin Community School Corporation	14%	14%	14%
GEO Foundation	18%	21%	15%(1-FCA), 20%(1-FSA)
Hoosier Uplands	12%	11%	19% (2-MCS), 19%(1-WWSC)
Indiana Alliance of Boys & Girls Clubs	22%	21%	18%
Ivy Tech Community College	10%	10%	19%
Lafayette School Corporation	2%	1%	17%
Lake Ridge Schools	3%	3%	15%
LEAP of Noble County	11%	11%	10%
Martin Education Village (Martin University)	0%	0%	19%
Mary Rigg Neighborhood Center	11%	10%	12%
Michigan City Area Schools	6%	6%	16%
MSD of Mount Vernon	21%	18%	23%
MSD of Pike Township	13%	13%	13%
MSD of Washington Township	13%	14%	14%
National Council on Educating Black Children	11%	8%	12%
New Albany-Floyd County Schools	25%	22%	17%
North Adams Community Schools	17%	22%	13%

Program	% of Special Education Eligibility for All Attendees	% of Special Education Eligibility for Regular Attendees	Comparable School/District Rate (2011 2012)*
Perry Central Community School Corp.	4%	2%	13%
Salem Community Schools	18%	22%	21%
Scott County School District 1	19%	16%	19%
South Bend Community School Corp.	12%	14%	20%
South Harrison Community School Corp	18%	19%	15%
Southwest Dubois Co. School Corp.	5%	5%	14%
Steuben County Literacy Coalition	16%	21%	15%(1-MSDSC), 14% (1-FCS), 15% (2-PHCSC)
Switzerland County YMCA	7%	4%	18%
The John H. Boner Community Center	6%	7%	19%
The Link (Whitewater College Programs, Inc.)	10%	10%	15%
The Starke County Youth Club, Inc.	17%	25%	11%
Vigo County School Corporation	14%	12%	22%
Warrick County School Corporation	38%	38%	20%
YMCA of DeKalb County, Inc.	8%	9%	12%
Aggregate	12%	12%	--

*District rates obtained from IDOE. Numbers in parentheses indicates the number of sites per school districts that correspond to the Special Education Eligibility percentage. To see the school district(s) served by each program, see Table 32.

(Programs shaded in yellow served a higher percentage of regular attendees eligible for special education services compared to district rates.)
* Office of Catholic Education not available

Table 211. LEP Rates of Regular Attendees Among Cohort Five programs.

Program	% LEP Rates for All Attendees	% LEP for Regular Attendees	Comparable School/District Rate (2009 2010)
A Better Way Services, Inc.	<1%	0%	1%
Archdiocese of Indianapolis	23%	16%	0% (4-OCE), 1%(1-AA),74%(1-PA)
AYS, Inc.	7%	7%	4%
Ball State University	0%	0%	1%
Bartholomew Consolidated School Corporation	10%	9%	8%
Beech Grove City Schools	3%	4%	2%

Program	% LEP Rates for All Attendees	% LEP for Regular Attendees	Comparable School/District Rate (2009 2010)
Blue River Services, Inc.	0%	0%	0%
Boys & Girls Club of Huntington	1%	2%	0%
Boys & Girls Club of Indianapolis	3%	3%	13% (2-IPS), 6% (1-MSDWT)
Boys & Girls Club of St. Joseph County	10%	12%	1% (2-SCM), 12%(1-SBCS)
Christel House Academy	7%	7%	20%
Cloverdale Community School Corporation	<1%	<1%	<1%(1-CCS), <1% (2-ClayCS), 0%(1-ECSC),1% (1-GCSC), <1%(1-SOCS), <1%(1-SPCS)
Communities in Schools of Clark County	8%	7%	5%(9-GCCS), 3%(2-CCSC)
Communities in Schools of East Chicago	0%	0%	14%
Community Schools of Frankfort	54%	61%	28%
Crawford County Community School Corp.	0%	0%	0%
Crawfordsville Community Schools	6%	9%	8%
East Allen Family Resource Center, Inc.	4%	4%	9%
Elkhart Community School Corporation	29%	34%	18%
Evansville-Vanderburgh Schools	3%	4%	2%
Franklin Community School Corporation	3%	3%	2%
GEO Foundation	1%	1%	0%(1-FCA), 2%(1-FSA)
Hoosier Uplands	0%	0%	<1% (2-MCS),0%(WWSC)
Indiana Alliance of Boys & Girls Clubs	0%	0%	<1%
Ivy Tech Community College	1%	0%	13%
Lafayette School Corporation	15%	16%	13%
Lake Ridge Schools	5%	8%	4%
LEAP of Noble County	43%	43%	31%
Martin Education Village (Martin University)	0%	0%	13%
Mary Rigg Neighborhood Center	5%	5%	4%
Michigan City Area Schools	1%	<1%	2%
MSD of Mount Vernon	1%	1%	1%
MSD of Pike Township	41%	42%	17%
MSD of Washington Township	42%	45%	14%
National Council on Educating Black Children	13%	11%	11%
New Albany-Floyd County Schools	0%	0%	2%
North Adams Community Schools	1%	2%	2%

Program	% LEP Rates for All Attendees	% LEP for Regular Attendees	Comparable School/District Rate (2009 2010)
Perry Central Community School Corp.	0%	0%	<1%
Salem Community Schools	<1%	<1%	<1%
Scott County School District 1	0%	0%	<1%
South Bend Community School Corp.	2%	1%	12%
South Harrison Community School Corp	4%	5%	1%
Southwest Dubois Co. School Corp.	16%	13%	10%
Steuben County Literacy Coalition	2%	1%	4%(1-MSDSC), <1% (1-FCS), 2% (2-PHCSC)
Switzerland County YMCA	3%	11%	<1%
The John H. Boner Community Center	1%	0%	13%
The Link (Whitewater College Programs, Inc.)	2%	2%	<1%
The Starke County Youth Club, Inc.	0%	0%	1%
Vigo County School Corporation	1%	1%	1%
Warrick County School Corporation	2%	2%	1%
YMCA of DeKalb County, Inc.	1%	1%	1%
Aggregate	8%	10%	--

*District rates obtained from IDOE. Numbers in parentheses indicates the number of sites per school districts that correspond to the LEP Rates percentage. To see the school district(s) served by each program, see Table 32.

(Programs shaded in yellow served a higher percentage of regular attendees eligible for LEP services compared to district rates.)

Table 222. School Districts Served By Each Cohort Five Program

Program	School Districts (2010 2011)
A Better Way Services, Inc.	Muncie Community Schools
Archdiocese of Indianapolis	Office of Catholic Education (4 - OCE), Andrew Academy (1- AA), Padua Academy (1 - PA)
AYS, Inc.	M S D Decatur Township
Ball State University	Muncie Community Schools
Bartholomew Consolidated School Corporation	Bartholomew Consolidated School Corp
Beech Grove City Schools	Beech Grove City Schools
Blue River Services, Inc.	North Harrison Com School Corp
Boys & Girls Club of Huntington	Huntington Co Com School Corp

Program	School Districts (2010 2011)
Boys & Girls Club of Indianapolis	IPS (2 – IPS), MSD Warren Township (1 – MSDWT)
Boys & Girls Club of St. Joseph County	School City of Mishawaka (2 – SCM), South Bend Community School Corp (1 – SBCS)
Christel House Academy	Christel House Academy
Cloverdale Community School Corporation	Cloverdale Community Schools (1-CCS), Clay Community Schools (2-ClayCS), Eminence Community School Corps (1-ECSC), Greencastle Community School Corp (1-GCSC), Spencer-Owen Community Schools (1-SOCS), South Putnam Community Schools (1-SPCS)
Communities in Schools of Clark County	Greater Clark County Schools (9 –GCCS), Clarksville Com School Corp (2 –CCSC)
Communities in Schools of East Chicago	School City of East Chicago
Community Schools of Frankfort	Community Schools of Frankfort
Crawford County Community School Corp.	Crawford County Community School Corp.
Crawfordsville Community Schools	Crawfordsville Community Schools
East Allen Family Resource Center, Inc.	East Allen County Schools
Elkhart Community School Corporation	Elkhart Community School Corporation
Evansville-Vanderburgh Schools	Evansville-Vanderburgh Schools
Franklin Community School Corporation	Franklin Community School Corporation
GEO Foundation	Fall Creek Academy (1-FCA), Fountain Square Academy (1-FSA)
Hoosier Uplands	Mitchell Community Schools (2-MCS), West Washington School Corp (1-WWSC)
Indiana Alliance of Boys & Girls Clubs	North Lawrence Community Schools
Ivy Tech Community College	IPS
Lafayette School Corporation	Lafayette School Corporation
Lake Ridge Schools	Lake Ridge Schools
LEAP of Noble County	West Noble School Corp
Martin Education Village (Martin University)	IPS
Mary Rigg Neighborhood Center	MSD Decatur Township
Michigan City Area Schools	Michigan City Area Schools
MSD of Mount Vernon	MSD of Mount Vernon
MSD of Pike Township	MSD of Pike Township
MSD of Washington Township	MSD of Washington Township

Program	School Districts (2010 2011)
National Council on Educating Black Children	MSD of Lawrence Township
New Albany-Floyd County Schools	New Albany-Floyd County Schools
North Adams Community Schools	North Adams Community Schools
Perry Central Community School Corp.	Perry Central Community School Corp.
Salem Community Schools	Salem Community Schools
Scott County School District 1	Scott County School District 1
South Bend Community School Corp.	South Bend Community School Corp.
South Harrison Community School Corp	South Harrison Community School Corp
Southwest Dubois Co. School Corp.	Southwest Dubois Co. School Corp.
Steuben County Literacy Coalition	MSD Steuben County (MSDSC-1), Fremont Community Schools (FCS-1), Prairie Heights Community School Corp (PHCSC-2)
Switzerland County YMCA	Switzerland County School Corp
The John H. Boner Community Center	IPS
The Link (Whitewater College Programs, Inc.)	Fayette County School Corp
The Starke County Youth Club, Inc.	Oregon-Davis School Corp
Vigo County School Corporation	Vigo County School Corporation
Warrick County School Corporation	Warrick County School Corporation
YMCA of DeKalb County, Inc.	DeKalb Co Central United School District

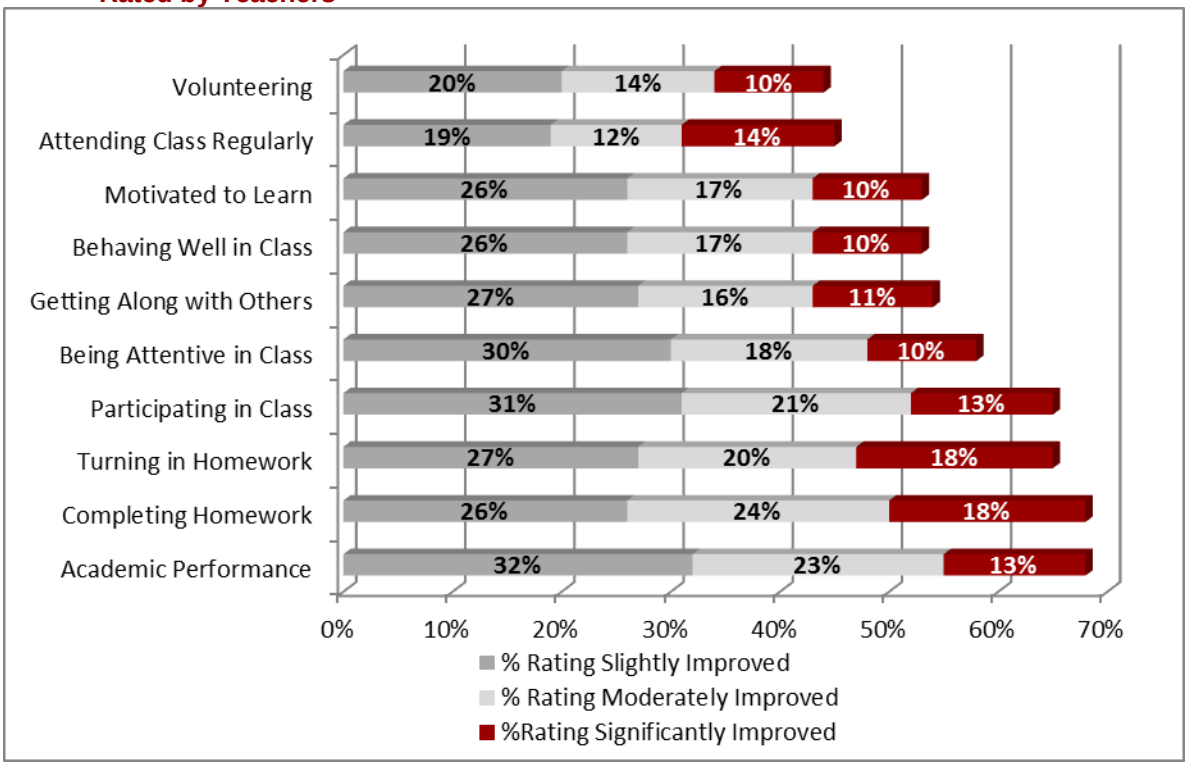
*Number in parentheses indicate the number of program sites within a particular school district

Appendix E: Cohort Four Program-Level Student Behavior Data

Table 233. Percent of Teachers Reporting Student Improvement, Decline, No Change, or No Change Needed Among Cohort Four Programs

Behavior	No Change Needed	Student Improved	No Change in Student	Student Declined
Turning in homework on time	35%	43%	15%	7%
Completing homework assignments to your satisfaction	30%	48%	16%	7%
Participating in class	32%	44%	20%	4%
Volunteering (for extra credit or more responsibilities)	33%	29%	35%	2%
Attending class regularly	55%	20%	21%	4%
Being attentive in class	31%	40%	21%	8%
Behaving well in class	38%	33%	19%	9%
Academic performance	24%	51%	17%	8%
Coming to school motivated to learn	38%	33%	19%	9%
Getting along well with other students	43%	32%	20%	6%

Figure 258. Proportion of Regular Participants in Cohort Four who Improved Various Behaviors Rated by Teachers

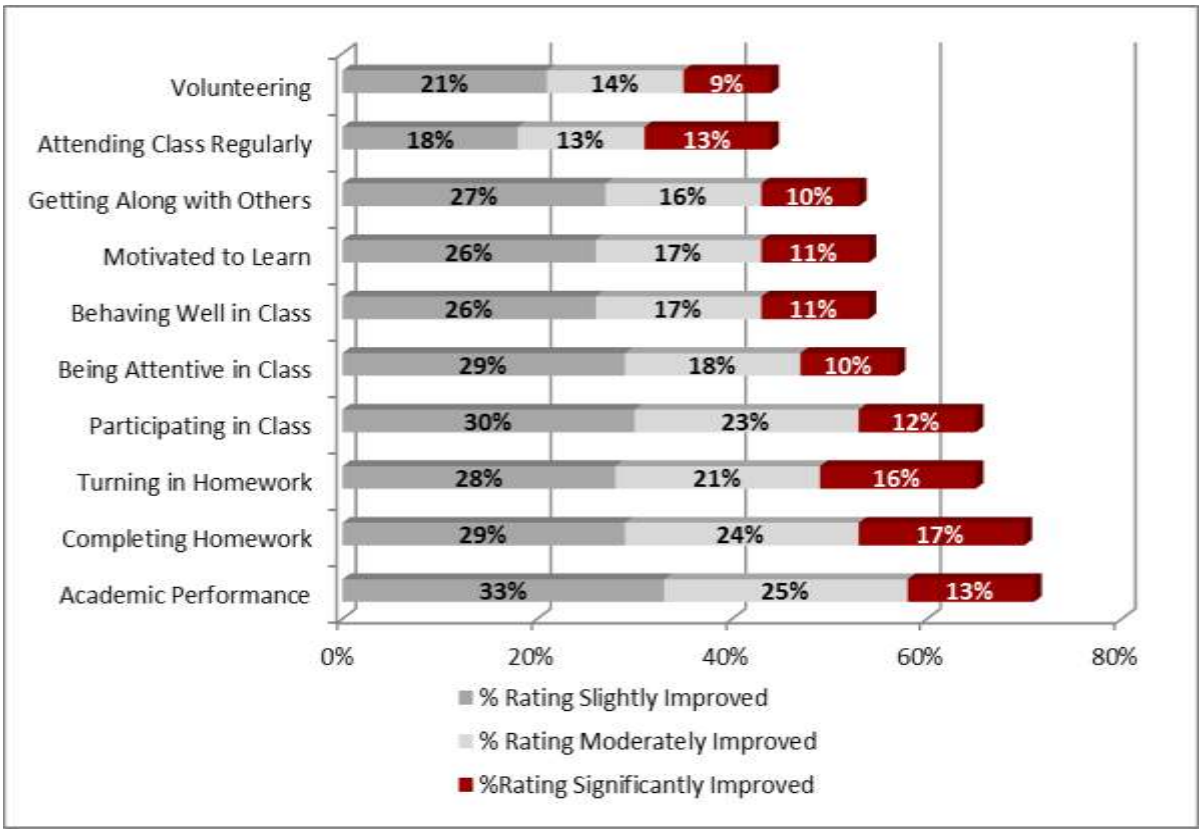


Appendix F: Cohort Five Program-Level Student Behavior Data

Table 24. Percent of Teachers Reporting Student Improvement, Decline, No Change, or No Change Needed Among Cohort Five Programs

Behavior	No Change Needed	Student Improved	No Change in Student	Student Declined
Turning in homework on time	38%	40%	15%	7%
Completing homework assignments to your satisfaction	32%	47%	15%	6%
Participating in class	32%	44%	21%	3%
Volunteering (for extra credit or more responsibilities)	36%	28%	34%	2%
Attending class regularly	59%	18%	19%	4%
Being attentive in class	31%	39%	22%	10%
Behaving well in class	41%	32%	19%	9%
Academic performance	23%	54%	16%	7%
Coming to school motivated to learn	41%	32%	19%	9%
Getting along well with other students	46%	29%	19%	6%

Figure 39. Proportion of Regular Participants in Cohort Five who Improved Various Behaviors Rated by Teachers



Cohort Four Program-Level Spring 2011 ISTEP+ Data

Table 35. Percent of Regular Attendees in Cohort Four Programs who Passed the English/Language Arts and Math ISTEP+ in 2009-2010, 2010-2011, and 2011-2012

	Both Subtests			English/Language Arts			Mathematics		
	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012
Bartholomew Consolidated School Corp.	44%	42%	56%	60%	55%	67%	53%	56%	64%
Boys and Girls Club of Northwest Indiana	22%	60%	57%	44%	70%	70%	56%	80%	64%
Boys and Girls Clubs of St. Joseph County	38%	66%	46%	50%	72%	54%	46%	74%	67%
Boys and Girls Clubs of Wayne County	56%	No data	70%	67%	No data	78%	69%	No data	77%
Cloverdale Community School Corp.	45%	49%	71%	61%	68%	79%	59%	59%	79%
Communities in Schools of East Chicago	75%	No data	33%	75%	No data	67%	88%	No data	33%
Crawford Co Community School Corp.	80%	77%	81%	84%	84%	86%	89%	91%	89%
Evansville-Vanderburgh School Corp.	50%	No data	52%	59%	No data	61%	57%	No data	62%
Family & Children First	54%	73%	70%	69%	82%	71%	62%	73%	92%
Goodwill Industries of Central Indiana	50%	No data	No data	67%	No data	No data	50%	No data	No data
Hoosier Uplands	78%	No data	78%	83%	No data	87%	87%	No data	86%
Indy Parks and Rec	47%	No data	53%	55%	No data	63%	58%	No data	67%
LaPorte Community School Corporation	86%	85%	67%	93%	88%	72%	93%	92%	86%
Monroe Co. Comm School Corp.	52%	No data	64%	56%	No data	78%	64%	No data	71%
MSD of Pike Township	No data	No data	47%	No data	No data	50%	No data	No data	64%
MSD of Washington Township	64%	64%	51%	73%	73%	55%	77%	73%	69%
Michigan City Area Schools	56%	No data	42%	63%	No data	49%	78%	No data	58%
Muncie Public Library	No data	20%	13%	No data	80%	50%	No data	20%	25%
Scott County School District 2	48%	No data	48%	70%	No data	62%	52%	No data	62%
Starke County Youth Club, Inc.	82%	No data	73%	85%	No data	77%	90%	No data	84%

	Both Subtests			English/Language Arts			Mathematics		
	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012
The John H. Boner Community Center	50%	No data	43%	50%	No data	58%	67%	No data	60%
Aggregate	55%	56%	61%	65%	67%	70%	66%	68%	71%

Programs highlighted in yellow are those that had at least 75% of students passing the reading and math sections of the ISTEP in 2011.

Appendix H: Cohort Five Program-Level Spring 2011 ISTEP+ Data

Table 256. Percent of Regular Attendees in Cohort Five Programs who Passed the English/Language Arts and Mathematics ISTEP+ in 2011-2012

Program	Both Subsections	English/Language Arts	Mathematics
A Better Way Services, Inc.	53%	62%	69%
Archdiocese of Indianapolis	59%	74%	70%
AYS, Inc.	72%	77%	82%
Ball State University	0%	25%	25%
Bartholomew Consolidated School Corporation	50%	69%	64%
Beech Grove City Schools	41%	56%	66%
Blue River Services, Inc.	79%	88%	85%
Boys & Girls Club of Huntington County	75%	84%	83%
Boys & Girls Club of Indianapolis	55%	66%	68%
Boys & Girls Club of St. Joseph County	67%	72%	79%
Christel House Academy	77%	85%	87%
Communities in Schools of Clark County	49%	64%	62%
Communities in Schools of East Chicago	50%	64%	67%
Community Schools of Frankfort	28%	39%	49%
Crawford County Community School Corp.	56%	56%	92%
Crawfordsville Community Schools	72%	78%	83%
East Allen Family Resource Center, Inc.	69%	77%	80%
Elkhart Community School Corporation	62%	65%	79%
Evansville-Vanderburgh School Corporation	39%	59%	47%
Franklin Community School Corporation	81%	84%	89%
GEO Foundation	37%	54%	56%
Hoosier Uplands Economic Development	75%	82%	82%
Indiana Alliance of Boys & Girls Clubs	68%	74%	84%
Lafayette School Corporation	97%	97%	100%
LEAP of Noble County	68%	71%	82%
Martin Education Village	53%	64%	66%
Mary Rigg Neighborhood Center	54%	63%	72%
Michigan City Area Schools	68%	81%	74%
MSD of Mount Vernon	64%	80%	78%
MSD of Pike Township	37%	59%	54%
MSD of Washington Township	41%	49%	67%
National Council on Educating Black Children	38%	56%	46%
New Albany-Floyd County Schools	70%	77%	80%
North Adams Community Schools	54%	64%	69%
Perry Central Community School Corporation	77%	83%	84%
Salem Community Schools	56%	61%	78%
Scott County School District 1	49%	59%	75%

South Harrison Community School Corporation	68%	75%	80%
Southwest Dubois Co. School Corp.	75%	78%	86%
Steuben County Literacy Coalition	52%	54%	75%
Switzerland County YMCA	64%	72%	81%
The John H. Boner Community Center	47%	61%	71%
The Link (Whitewater College Programs, Inc.)	76%	86%	83%
Vigo County School Corporation	88%	92%	92%
Warrick County School Corporation	70%	73%	85%
YMCA of DeKalb County, Inc.	58%	75%	69%
Aggregate	58%	68%	72%

Programs highlighted in yellow are those that had at least 75% of students passing the reading and math sections of the ISTEP in 2011.

Appendix I: Site-Level Summary of Cohort Four Elementary/Middle School STPM Reports

Table 267. Cohort Four Elementary/Middle Site-Level Short Term Performance Measure Results

Cohort Four	Mathematics Performance Measures		Reading Performance Measures		Attendance Performance Measures		Student Behavior Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
Bartholomew Consolidated School Corporation								
Clifty Creek Elementary	2/2	66, 61	2/2	107,65	0/1	114	1/1	114
Fodrea Elementary	1/2	56,28	2/2	79,56	0/1	81	0/1	81
Lincoln Elementary	N/A	0,0	N/A	0,0	0/1	63	N/A	0
Mt. Healthy Elementary	1/2	57,27	2/2	71,54	0/1	75	0/1	75
Schmitt Elementary	1/2	51,38	2/2	51,71	0/1	74	1/1	48
Smith Elementary	1/2	40,29	1/2	58,41	0/1	62	1/1	58
Taylorsville Elementary	0/2	35,18	2/2	36,35	0/1	67	0/1	67
Boys and Girls Clubs of Northwest Indiana								
Glen Park Academy	1/2	42,0	1/2	40,0	0/1	86	N/A	N/A
John Will Anderson Club	1/2	38,0	1/2	37,0	0/1	29	N/A	N/A
Boys and Girls Clubs of St. Joseph County								
Harrison Primary Ctr	1/1	120	0/1	103	1/1	131	1/1	139
Boys and Girls Clubs of Wayne County								
Central Unit	3/4	20,10,22,1	1/4	21,10,22,1	2/4	33,13,46,, 2	N/A	N/A
Richard E. Jeffers Unit	6/10	23,24,41,6 0,8,39,9, 11,2,24	7/9	23,23, 40,60,9,11 ,2,24,8,39	5/10	37,43,62, 108,15,53, 28,6,44,15	N/A	N/A
Cloverdale Community School Corporation								
Cloverdale Elementary	2/2	133,134	1/2	133,134	0/1	151	N/A	N/A
Cloverdale Middle	1/2	68,111,10 8	1/3	108,111,6 7	0/1	192	N/A	N/A
Communities in Schools of East Chicago								
Block Jr. High	1/1	8	1/1	20	1/1	18	N/A	N/A
Crawford County Community School Corporation								
English Elementary	2/2	43,34	2/2	34,42	1/1	79	N/A	N/A
Leavenworth Elementary	2/2	39,27	2/2	27,40	1/1	71	N/A	N/A
Marengo Elementary	1/2	37,45	2/2	45,37	1/1	88	N/A	N/A
Milltown Elementary	2/2	32,25	2/2	25,32	1/1	58	N/A	N/A
Patoka Elementary	2/2	33,15	2/2	15,33	1/1	48	N/A	N/A

Cohort Four	Mathematics Performance Measures		Reading Performance Measures		Attendance Performance Measures		Student Behavior Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
Evansville Vanderburgh School Corporation								
Caze Elementary	2/2	87,47	1/2	45,92	1/1	143	N/A	N/A
Delaware Elementary	1/2	78,37	1/2	32,79	1/1	118	N/A	N/A
Dexter Elementary	0/2	111,69	1/2	65,111	1/1	184	N/A	N/A
Evans Middle	1/2	147,108	0/2	102,146	1/1	259	N/A	N/A
Fairlawn Elementary	2/2	60,53	0/2	52,55	1/1	114	N/A	N/A
McGary Middle	1/1	147	1/1	148	1/1	151	N/A	N/A
Family and Children First								
Hazelwood Middle	1/1	67	1/1	67	1/1	67	1/1	70
Hoosier Uplands Economic Development								
Orleans Elementary	1/1	99	1/1	99	1/1	100	N/A	N/A
Springs Valley Elementary	1/1	100	1/1	100	1/1	99	N/A	N/A
Springs Valley Jr. High	0/1	58	1/1	58	1/1	64	N/A	N/A
Indy Parks and Recreation								
Christian Park Elementary	1/1	16	2/2	24,16	1/1	45	N/A	0
Daniel Webster Elementary	1/1	23	2/2	9,23	1/1	33	N/A	0
James Garfield Elementary	1/1	29	2/2	14,29	1/1	44	N/A	0
James Russell Lowell	1/1	36	2/2	11,36	1/1	47	N/A	0
Joyce Kilmer Elementary	N/A	0	1/2	17,0	1/1	48	N/A	0
Wendell Phillips Elementary	1/1	42	2/2	15,40	N/A	0	N/A	0
William Penn Elementary	1/1	20	2/2	16,19	1/1	35	N/A	0
LaPorte Community School Corporation								
Handley Elementary	0/1	38	0/1	39	0/1	80	1/1	80
Michigan City Area Schools								
HOPE Program	1/2	11,15	1/2	15,12	1/1	52	0/1	52

Cohort Four	Mathematics Performance Measures		Reading Performance Measures		Attendance Performance Measures		Student Behavior Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
Joy Elementary/Barker Woods	2/2	5,2	2/2	5,2	0/1	8	N/A	N/A
Marsh Elementary	1/2	22,31	2/2	31,21	1/1	53	1/1	53
Monroe County Community Schools								
Arlington Heights Elementary	0/1	8	0/1	8	N/A	0	0/1	15
Fairview Elementary	0/1	53	0/1	53	N/A	0	0/1	55
Grandview Elementary	0/1	14	1/1	13	N/A	0	N/A	N/A
Highland Park Elementary	0/1	10	0/1	10	N/A	0	0/1	19
Summit Elementary	0/1	1	0/1	1	N/A	0	1/1	32
Templeton Elementary	0/1	9	0/1	9	N/A	0	0/1	36
MSD of Pike Township								
Deer Run Elementary	0/1	31	0/1	31	0/1	31	N/A	N/A
Guion Creek Middle	1/1	36	0/1	36	0/1	37	N/A	N/A
Lincoln Middle	1/1	41	0/1	40	0/1	43	N/A	N/A
MSD of Washington Township								
Northview Middle	N/A	0	0/1	64	1/1	68	N/A	N/A
Westlane Middle	N/A	0	1/1	68	1/1	68	N/A	N/A
Muncie Public Library								
Maring-Hunt Library	0/1	9	1/1	9	0/1	31	N/A	N/A
Scott Co. School District 2								
Scottsburg Middle School	0/1	80	0/1	83	1/1	84	N/A	N/A
Steuben County Literacy Coalition								
Carlin Park Elementary	1/2	13,26	1/2	26,17	0/1	45	N/A	N/A
Fremont Elementary	0/2	21,23	2/2	21,23	0/1	48	N/A	N/A
Hamilton Community Elementary	2/2	48,24	1/2	48,24	0/1	50	N/A	N/A
Hendry Park Elementary	1/2	24,24	1/2	24,23	0/1	53	N/A	N/A
Prairie Heights Elementary	2/2	22,23	2/2	22,23	1/1	45	N/A	N/A
The John H. Boner Community Center								

Cohort Four	Mathematics Performance Measures		Reading Performance Measures		Attendance Performance Measures		Student Behavior Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
Brookside Elementary	1/2	31,32	1/2	32,32	0/1	66	N/A	0
Thomas Gregg Elementary	1/2	29,22	1/2	22,29	1/1	53	N/A	0
Washington Irving Elementary	1/2	30,34	0/2	41,31	0/1	73	N/A	0
The Starke County Youth Club								
Knox Community Elementary	2/2	61,58	2/2	62,58	1/1	125	N/A	N/A
North Judson-San Pierre Elementary	2/2	26,22	2/2	22,26	1/1	45	N/A	N/A
Oregon-Davis Elementary	2/2	26,27	1/2	27,26	1/1	58	N/A	N/A

Appendix J: Site-Level Summary of Cohort Five Elementary/Middle School STPM Reports

Table 38. Cohort Five Elementary/Middle Site-Level Short Term Performance Measure Results

Cohort Five	Mathematics Performance Measures		Reading Performance Measures		Attendance Performance Measures		Student Behavior Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
A Better Way, Muncie								
Grissom	1/1/	34	2/2	34,33	1/1	38	0/1	31
Longfellow	1/1/	43	2/2	43,27	1/1	68	1/1	27
Northside	1/1/	35	2/2	31,21	1/1	37	1/1	25
Sutton	1/1	40	2/2	41,44	0/1	47	1/1	37
Wilson	0/1	34	1/2	0,19	1/1	36	0/1	25
Archdiocese of Indianapolis								
Central Catholic	0/1	64	0/1	64	1/1	87	N/A	N/A
Holy Angels	0/1	45	0/1	44	1/1	70	N/A	N/A
Holy Cross	1/1/	86	0/1	85	1/1	109	N/A	N/A
Padua Academy	1/1	35	0/1	36	1/1	66	N/A	N/A
Saint Philip Neri	1/1	53	1/1	54	1/1	105	N/A	N/A
St. Andrew & St. Rita Academy	0/1	85	0/1	85	1/1	115	N/A	N/A
AYS, Inc.								
The Blue and Gold Academy	1/2	54,48	2/2	54,48	0/2	71,63	N/A	N/A
Ball State University								
Huffer Memorial Children's Center	1/1	62	1/1	64	1/1	62	N/A	N/A
Bartholomew Consolidated School Corporation								
Central Middle School	N/A	0	0/1	30	0/1	30	0/1	30
Northside Middle School	N/A	0	0/1	23	0/1	35	1/1	35
W.D. Richards Elementary	1/2	30,27	1/2	30,41	0/1	47	0/1	47
Beech Grove City Schools								
Beech Grove Middle School	0/1	11	1/1	12	0/1	12	1/1	12
Central Elementary	1/1	26	1/1	27	0/1	28	1/1	28
Hornet Park Elementary	1/1	20	1/1	19	0/1	20	1/1	20
South Grove Intermediate	0/1	45	0/1	46	0/1	49	0/1	49

Blue River Services, Inc.								
Morgan Elementary	1/1	41	1/1	48	1/1	55	N/A	N/A
North Harrison Elementary	0/1	26	0/1	56	1/1	66	N/A	N/A
Boys and Girls Clubs of Huntington County								
Boys & Girls Club of Huntington	1/1	105	0/1	105	1/1	105	1/1	17
Salamonie Elementary/ Middle	1/1	41	1/1	41	1/1	44	1/1	15
Boys and Girls Clubs of Indianapolis								
Francis Scott Key	1/2	43,66	1/2	42,65	1/1	113	0/1	113
George Buck	1/2	18,54	2/2	20,54	1/1	76	1/1	72
Liberty Park	1/2	0,18	1/2	55,38	0/1	111	1/1	92
Boys and Girls Clubs of St. Joseph County								
Battell	1/1	105	0/1	106	0/1	132	1/1	138
LaSalle	1/1	99	1/1	100	1/1	126	1/1	153
Wilson	1/1	127	0/1	127	0/1	129	1/1	159
Christel House Academy								
Christel House Academy	2/2	89,110	1/2	89,110	1/1	209	N/A	N/A
Communities in Schools of Clark County								
Bridgepoint Elementary	1/1	9	1/1	25	0/1	9	1/1	9
Clarksville Elementary	1/1	25	1/1	12	0/1	25	1/1	25
Jonathan Jennings Elementary	1/1	12	1/1	13	0/1	12	1/1	12
Maple Elementary	1/1	13	1/1	17	1/1	12	1/1	13
Northaven Elementary	1/1	17	1/1	19	1/1	17	1/1	17
Parkwood Elementary	1/1	19	1/1	31	1/1	19	1/1	19
Riverside Elementary	1/1	31	1/1	20	0/1	31	1/1	31
Spring Hill Elementary	1/1	20	1/1	22	1/1	20	1/1	20
W.E. Wilson Elementary	1/1	22	1/1	25	1/1	20	1/1	22
Communities in Schools of East Chicago								
Abraham Lincoln Elementary	2/2	34,34	1/2	34,35	0/1	40	1/1	26
Benjamin Franklin Academy	1/2	10,10	0/2	10,10	1/1	23	1/1	22
Carrie Gosch Elementary	1/2	26,29	1/2	26,26	1/1	26	1/1	26
Community Schools of Frankfort								
Blue Ridge Primary	1/1	38	1/1	41	1/1	43	N/A	N/A
Frankfort	1/1	25	0/1	25	0/1	25	1/1	25

Middle School								
Green Meadows Intermed.	0/1	54	0/2	54,53	0/1	55	N/A	N/A
Suncrest Elementary	0/1	87	0/2	76,98	1/1	98	N/A	N/A
Crawford County Community School Corporation								
Crawford County Junior High	1/1	26	1/1	26	0/1	27	N/A	N/A
Crawfordsville Community Schools								
Laura Hose Elementary	2/2	21,49	3/3	21,21,49	1/1	70	1/1	70
Meredith Nicholson Elementary	2/2	23,56	2/3	53,56,24	1/1	84	1/1	84
Mollie B. Hoover Elementary	1/1	163	2/2	163,163	0/1	163	1/1	163
Tuttle Middle School	1/1	73	1/1	104	0/1	107	1/1	107
East Allen Family Resource Center, Inc.								
Meadowbrook Elementary	1/1	39	1/1	71	1/1	71	N/A	N/A
Elkhart Community Schools								
Monger Elementary	2/2	48,103	2/2	48,104	1/1	154	1/1	154
Pierre Moran Middle School	0/1	57	1/1	56	1/1	65	0/1	65
Evansville Vanderburgh School Corp.								
Cedar Hall Community School	2/2	38,66	2/2	39,66	1/1	109	N/A	N/A
Glenwood Community School	1/3	45,55,51	2/3	46,56,49	1/2	112,54	N/A	N/A
Lincoln Elementary/ Middle	1/2	51,80	1/2	50,80	1/1	132	N/A	N/A
Lodge Elementary/ Middle	1/2	50,113	1/2	51,113	0/1	178	N/A	N/A
The Academy	0/1	4	0/1	4	1/1	8	N/A	N/A
Franklin Community School Corporation								
Franklin Community Middle	1/1	194	1/1	194	0/1	194	1/1	194
GEO Foundation								
Fall Creek Academy	N/A	0,0	1/2	0,47	0/1	150	N/A	N/A
Fountain Square Academy	N/A	0,0	N/A	0,0	0/1	85	N/A	N/A
Hoosier Uplands Economic Development Corp.								
Burris Elementary	1/1	55	1/1	55	1/1	56	N/A	N/A

Hatfield Elementary	1/1	54	1/1	55	1/1	56	N/A	N/A
West Washington Elementary	1/1	93	1/1	93	1/1	94	N/A	N/A
Indiana Alliance of Boys & Girls Clubs								
Thornton Memorial Boys Club	1/1	52	1/2	37,52	1/1	96	N/A	N/A
Lafayette School Corp.								
Murdock Elementary	2/2	76,34	1/2	78,34	1/1	128	N/A	N/A
Leap of Noble County, Inc.								
West Noble Elementary	2/2	64,66	2/2	64,64	1/1	132	N/A	N/A
West Noble Middle	1/1	78	1/1	77	1/1	78	N/A	N/A
Martin Education Village								
Arlington Woods Elementary	1/2	20,32	2/2	18,32	1/1	56	N/A	N/A
Louis B. Russell Elementary	1/2	11,23	2/2	11,23	1/1	37	N/A	N/A
The Indianapolis Project School	0/1	20	0/1	17	0/1	32	N/A	N/A
Mary Rigg Neighborhood Ctr								
Decatur Middle School	1/1	141	1/1	141	1/1	140	N/A	N/A
Michigan City Area Schools								
Edgewood Elementary	1/2	34,34	1/2	36,34	1/1	71	1/1	71
Joy Elementary	1/2	41,26	2/2	41,26	1/1	67	1/1	67
Knapp Elementary	2/2	41,43	2/2	41,43	1/1	86	1/1	86
Lake Hills Elementary	1/2	26,24	2/2	26,24	1/1	50	1/1	50
Niemann Elementary	0/2	24,29	1/2	23,29	1/1	55	1/1	55
Pine Elementary	0/2	30,29	1/2	30,29	1/1	65	1/1	65
Springfield Elementary	2/2	21,16	2/2	21,16	1/1	39	1/1	39
MSD of Mt. Vernon								
West Elementary	0/1	74	0/1	74	0/1	74	1/1	74
MSD of Pike Township								
College Park Elementary	1/1	58	1/1	57	1/1	66	N/A	N/A
Deer Run Elementary	0/1	86	0/1	87	1/1	94	N/A	N/A
Eastbrook Elementary	0/1	86	1/1	86	0/1	88	N/A	N/A
MSD of Washington Township								
Allisonville Elementary	1/1	74	0/1	29	0/1	81	N/A	N/A
Crooked	1/1	57	0/1	43	0/1	60	N/A	N/A

Creek Elementary								
Eastwood Middle School	N/A	0	1/1	30	0/1	32	N/A	N/A
Fox Hill Elementary	0/1	46	0/1	47	0/1	58	N/A	N/A
Greenbriar Elementary	1/1	46	0/1	37	0/1	55	N/A	N/A
John Strange Elementary	1/1	56	0/1	43	0/1	59	N/A	N/A
Nora Elementary	1/1	90	0/1	89	0/1	97	N/A	N/A
Spring Mill Elementary	1/1	82	0/1	67	0/1	86	N/A	N/A
National Council on Educating Black Children								
Belzer Middle School	N/A	0	N/A	0	N/A	0	N/A	N/A
Brook Park Elementary	N/A	0	N/A	0	N/A	0	N/A	N/A
Crestview Elementary	N/A	0	N/A	0	N/A	0	N/A	N/A
Fall Creek Valley Middle School	N/A	0	N/A	0	N/A	0	N/A	N/A
Sunnyside Elementary	N/A	0	N/A	0	N/A	0	N/A	N/A
Winding Ridge Elementary	N/A	0	N/A	0	N/A	0	N/A	N/A
New Albany Consolidated School Corp.								
Fairmont Elementary	1/2	37,78	0/3	37,39,76	0/1	83	N/A	N/A
Green Valley Elementary	0/2	39,79	1/3	44,36,63	0/1	87	N/A	N/A
S. Ellen Jones Elementary	0/2	33,70	2/3	53,14,0	0/1	77	N/A	N/A
North Adams Community Schools								
Bellmont Middle School	0/1	98	0/1	99	1/1	101	N/A	N/A
Northwest Elementary	1/2	50,86	0/2	86,50	1/1	142	N/A	N/A
Southeast Elementary	0/1	72	0/1	70	1/1	75	N/A	N/A
Perry Central Community School Corp.								
Perry Central Elementary	2/2	34,57	1/2	34,57	1/1	92	1/1	92
Salem Community Schools								
Brady Shrum Elementary	2/2	91,84	2/2	93,84	1/1	101	1/1	179
Salem Middle School	1/1	93	1/1	94	1/1	142	1/1	94
Scott County School District 1								

Austin Community Learning Ctr	3/4	10,15,47, 36	4/4	10,18,48, 37	0/2	58,24	N/A	N/A
South Harrison Community School Corp.								
Corydon Elementary	1/2	40,44	0/2	40,44	0/1	87	N/A	N/A
New Middletown Elementary	1/2	17,25	2/2	16,25	0/1	45	N/A	N/A
South Central Elementary	1/2	22,29	2/2	22.29	0/1	51	N/A	N/A
Southwest Dubois Co. School								
Huntingburg Elementary	1/3	29,73,54	2/3	29,64,54	0/1	164	N/A	N/A
Steuben Co. Literacy Coalition								
Angola Middle School	1/1	34	0/1	37	0/1	40	1/1	40
Fremont Middle School	1/1	78	0/1	78	0/1	80	1/1	80
Prairie Heights Middle School	0/1	24	0/1	24	1/1	26	1/1	26
Switzerland County YMCA								
Switzerland County Middle	1/1	8	0/1	8	0/1	28	N/A	N/A
The John H. Boner Community Center								
H.L. Harshman Middle	N/A	0	N/A	0	1/1	38	N/A	N/A
The Link (Whitewater College Programs, Inc.)								
Grandview Elementary	1/2	28,30	1/2	30,26	1/1	58	1/1	58
Maplewood Elementary	2/2	26,29	2/2	29,26	0/1	58	1/1	58
Vigo Co. School Corp.								
Adelaide DeVaney Elementary	2/2	22,15	2/2	22,15	1/1	37	N/A	N/A
Blanche E. Fuqua Elementary	1/2	3,8	1/2	3,8	1/1	11	N/A	N/A
Farrington Grove Elementary	2/2	9,1	2/2	9,1	0/1	10	N/A	N/A
Ouabache Elementary	2/2	15,7	2/2	15,7	1/1	22	N/A	N/A
Sugar Grove Elementary	1/2	18,11	1/2	18,11	1/1	29	N/A	N/A
Terre Town Elementary	2/2	7,10	1/2	7,10	1/1	17	N/A	N/A
Warrick Co. School Corp.								
Chandler Elementary	1/1	50	0/1	50	1/1	50	N/A	N/A
Tennyson Elementary	1/1	24	0/1	24	1/1	27	N/A	N/A

YMCA of Dekalb County, Inc.								
Country Meadow Elementary	1/1	44	1/1	44	1/1	42	N/A	N/A
James R. Watson Elementary	1/1	48	1/1	48	1/1	45	N/A	N/A
McKenney-Harrison Elementary	1/1	88	1/1	88	1/1	102	N/A	N/A
Waterloo Elementary	1/1	36	1/1	36	0/1	36	N/A	N/A

Appendix K: Site-Level Summary of Cohort Four High School STPM Reports

Table 279. Cohort Four High School Site-Level Short Term Performance Measure Results

Cohort Four	Progress Performance Measures		Readiness (Optional) Performance Measures		Graduation Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
Communities in Schools of East Chicago						
East Chicago Central High/Westside Freshman Center	2/2	38,43	N/A	N/A	2/2	12,12
Goodwill Industries of Central Indiana						
George Washington Community	3/3	84,84,84	N/A	N/A	1/1	15
Indianapolis Metropolitan High	3/3	71,71,71	N/A	N/A	1/1	16
Michigan City Area Schools						
Michigan City High	1/2	56,96	N/A	N/A	0/1	15
MSD of Pike Township						
Pike High/Freshman Center	2/2	60,61	N/A	N/A	1/2	3,3
MSD of Washington Township						
North Central High	2/2	88,87	N/A	N/A	1/1	14

Appendix L: Site-Level Summary of Cohort Five High School STPM Reports

Table 28 Cohort Five High School Site-Level Short Term Performance Measure Results

Cohort Five	Progress Performance Measures		Readiness (Optional) Performance Measures		Graduation Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
Beech Grove City Schools						
Beech Grove City High*	N/A	0,0	N/A	N/A	N/A	0,0
Cloverdale Community School Corp.						
Cloverdale High	2/3	49,104,109	1/2	57,14	0/1	127
Eastern Greene High	0/3	20,51,57	1/2	24,2	0/1	52
Monrovia High	0/3	20,27,20	1/2	6,0	0/1	16
Rockville High	1/3	42,49,61	1/2	39,0	0/1	71
Community Schools of Frankfort						
Frankfort High	3/3	27,27,27	N/A	N/A	1/1	3
Crawford County Community School Corp.						
Crawford County Senior High	3/3	39,37,39	N/A	N/A	1/1	14
Elkhart Community School Corp.						
Elkhart Central High	2/2	79,79	N/A	0	1/1	5
Evansville Vanderburgh School Corp.						
The Academy for Innovative Studies	2/2	22,22	N/A	N/A	1/2	2,1
GEO Foundation						
GEO Foundation High School	0/2	72,72	N/A	N/A	N/A	0
Ivy Tech Community College						
Emmerich Manual High School	2/2	62,62	0/3	62,62,62	1/2	14,14
Northwest High	2/2	27,27	0/3	27,27,27	1/2	12,12
Lake Ridge Schools						
Calumet High	1/2	75,75	0/1	11	2/2	12,12
LEAP of Noble County, Inc.						
West Noble High	2/2	38,38	N/A	N/A	1/1	10
North Adams Community Schools						
Bellmont High School/ACCES Alt. High	1/2	30,28	N/A	N/A	1/1	9
Salem Community Schools						
Salem High	2/2	22,29	N/A	0	1/1	4
Scott County School District 1						
Austin Community Learning Center	3/3	52,47,47	N/A	N/A	1/1	9
South Bend Community School Corp.						
Riley High	3/3	120,120,117	N/A	N/A	2/2	3,8
Washington High	3/3	214,214,106	N/A	N/A	2/2	3,8
South Harrison Community School Corp.						
Harrison Co. Lifelong Learning Center	0/3	16,9,5	N/A	N/A	1/1	7

Cohort Five	Progress Performance Measures		Readiness (Optional) Performance Measures		Graduation Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
The Starke County Youth Club, Inc.						
Oregon Davis Jr./Sr. High	3/3	19,19,19	N/A	N/A	1/1	4
The John H. Boner Community Center						
Arsenal Technical High	2/2	133,135	N/A	N/A	1/1	21

*No regular attendees during the 2011-2012 school year