INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL

2009-2010 Performance Analysis

Core Question 1: Is the educational program a success?

1.1. Is the school making adequate yearly academic progress (AYP), as measured by the Indiana Department of Education's system of accountability?	
STANDARD	**School has met AYP across all student subgroups for the last two years.**

2009-10 Performance: **Approaching Standard**

Indianapolis Lighthouse Charter School (ILCS) achieved Adequate Yearly Progress (AYP) toward statewide academic goals set by the Indiana Department of Education (IDOE) in 2009-10. The IDOE determined that ILCS made AYP for the 2009-10 school year in 21 of the 21 subgroups for which it was evaluated. The chart below details the school's 2009-10 performance in each subgroup.

Student Group	English	Mathematics	Participation English	Participation Math	Attendance
Overall	Y	Y	Y	Y	Y
Black	Y	Y	Y	Y	
White	Y	Y	Y	Y	
Free/Reduced Lunch	Y	Y	Y	Y	
Special Education	Y	Y	Y	Y	

Attendance rate determination is made only for "All students," not for subgroups.

While the school did achieve AYP for the 2009-10 school year, it did not do so for the 2008-09 school year. In order to meet the Mayor's Office standard for this indicator, a school must have made AYP in all subgroups for two consecutive years. Thus, the school is approaching the Mayor's Office standard for this indicator, based on their performance.

1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	
STANDARD	**Value-added analysis indicates that more than 75%-89% of tested students made sufficient gains.**

2009-10 Performance: **Approaching Standard**

In 2009-10, Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2009-10 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

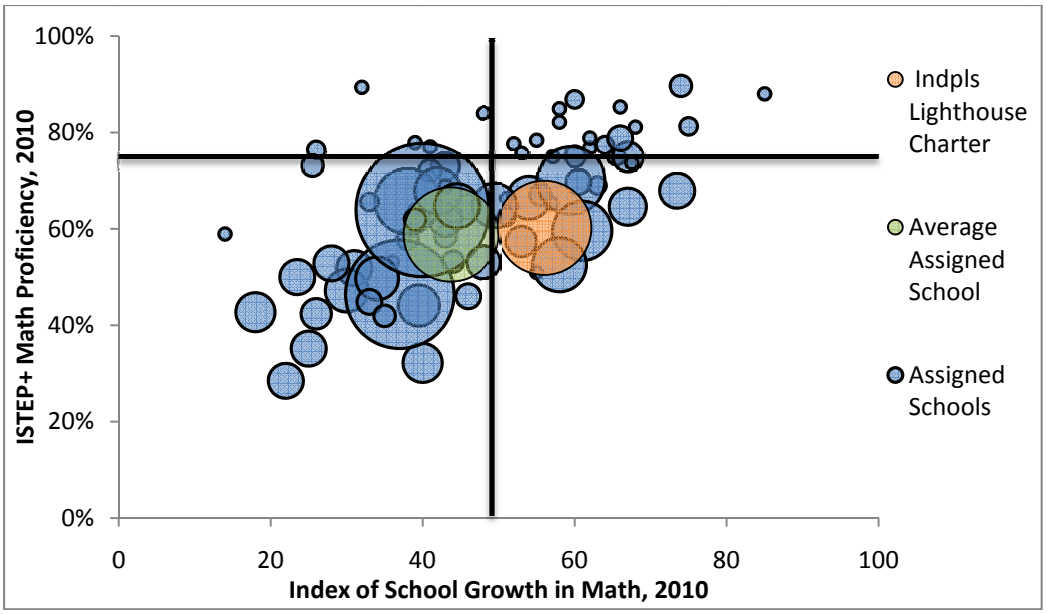
NWEA determined the target amount of growth each student needed to achieve between fall 2009 and spring 2010 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA calculated the percentage of ILCS students who made sufficient gains in each subject and grade, and determined that 61% of students made sufficient gains. The chart below details percentage of students at each grade level that made sufficient gains in each subject.

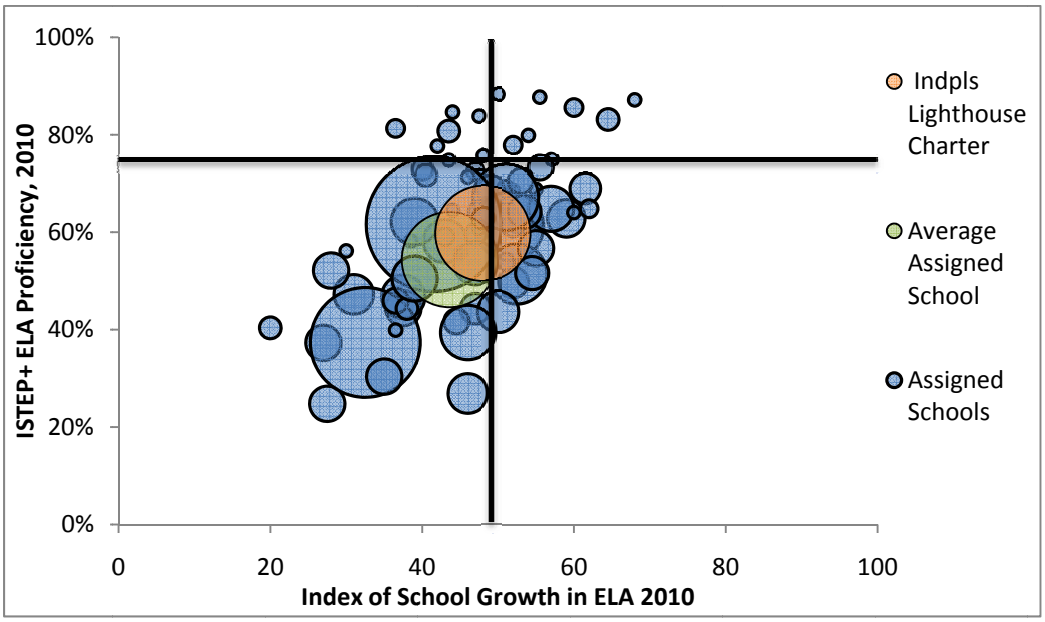
Grade Level	LANGUAGE	MATH	READING	TOTAL
2	49%	56%	65%	57%
3	54%	58%	65%	59%
4	63%	71%	63%	66%
5	74%	62%	70%	69%
6	41%	30%	55%	42%
7	57%	71%	57%	62%
8	57%	61%	72%	63%
SCHOOLWIDE TOTALS	**58%**	**58%**	**65%**	**61%**

1.3. Is the school outperforming schools that the students would have been assigned to attend?	
STANDARD	**School's overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend.**

2009-10 Performance: **Meets Standard**

The Mayor's Office compared the performance of ILCS to that of Marion County public schools students would have been assigned to attend, based on their place of residence. The overall proficiency and growth of students at ILCS was greater than or generally as good as that of their peers in both English/Language Arts (ELA) and Mathematics. Therefore, in 2009-10, the school's performance met the standard for this indicator.





How to read these figures: *Blue bubbles represent the traditional public school that students would have been assigned to attend if they did not attend ILCS. The size of each blue bubble is proportional to the number of ILCS students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents 50th growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed, better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools. The orange bubble represents the performance of ILCS students.*

1.4. Is the school meeting its school-specific educational goals?	
STANDARD	**School has clearly met its school-specific educational goal.**

Not applicable. The school did not have school-specific educational goals to be evaluated in 2009-10.