

CCSJ Charter

AUTHORITY LLC

2400 New York Avenue
Whiting, Indiana 46394

(219) 473-7770

ccsj.edu



CCSJ Charter Authority, LLC

Annual Charter School Report

2024-2025

CCSJ Charter

AUTHORITY LLC

2400 New York Avenue
Whiting, Indiana 46394

(219) 473-7770

ccsj.edu



Schools Authorized:

Hammond Academy of Science and Technology; Hammond, IN
Thea Bowman Leadership Academy; Gary, IN

CCSJ Charter Authority, LLC Board Members:

Dr. Ginger Rodriguez
Shana Levinson
Ellery Hunter

CCSJ Charter Authority, LLC uses an accountability framework to evaluate each school in the domains of academic success, organizational compliance and viability, and financial health and sustainability. The accountability framework was designed in accordance with National Association of Charter School Authorizers (NACSA) principles and standards. CCSJ Charter Authority, LLC is a current member of the National Association of Charter School Authorizers (NACSA).



Hammond Academy of Science and Technology

Authorized July 1, 2023 – June 30, 2028

Superintendent: Dr. Deborah Snedden

	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026	Year 4 2026-2027	Year 5 2027-2028
Academic Success	3.0	2.7			
Organizational Compliance and Viability	2.9	2.9			
Financial Sustainability	3.0	2.9			
	3.0 Meets Standard	2.8 Approaching Standard			



Statewide Assessment

2025 ILEARN Results

SUBJECT	TOTAL PASSING ILEARN	PERCENT	TOTAL NOT PASSING ILEARN	PERCENT
MATH	62	22.00%	220	78.00%
ELA	104	36.90%	178	63.10%

Student Growth and Improvement Data

2024-2025 NWEA Results

GRADE	MATH EXPECTED GROWTH	ACTUAL COHORT GROWTH	DIFFERENCE	READING EXPECTED GROWTH	ACTUAL COHORT GROWTH	DIFFERENCE
6	8.13	9.86	1.73	5.19	3.86	-1.33
7	6.52	9.71	3.19	4.16	5.04	0.88
8	5.38	10.81	5.43	3.65	5.73	2.08
9	3.6	6.04	2.44	2.51	4.76	2.25
10	3.35	5.62	2.27	2.04	3.33	1.29
11	2.52	1.47	-1.05	1.18	1.81	0.63



Student Enrollment Data

STUDENT ENROLLMENT DATA	2024/2025
ENROLLMENT BEGINNING OF YEAR	574
ENROLLMENT END OF YEAR	564
ATTENDANCE RATE (OVERALL)	93.4%
TOTAL NUMBER OF SUSPENSIONS	84
TOTAL NUMBER OF EXPULSIONS	3
TRUANCY RATE (10+)	1.19%
POSSESSIONS OF ALCOHOL OR WEAPON	0
NUMBER OF BULLYING INCIDENTS	0
GRADUATES	GENERAL: 0 ACADEMIC HONORS: 3 CORE 40: 42 TECHNICAL HONORS: 13 AH & TH: 7

Educational Program Design

Hammond Academy of Science and Technology (HAST) serves students in grades 6–12 through a standards-based, collaborative curriculum model rooted in the belief that all students can learn and should be equipped for college and career readiness. The program emphasizes continuous renewal to meet evolving student needs and societal demands, guided by a philosophy of excellence and equity.

The design centers on Professional Learning Communities (PLCs) and the Understanding by Design (UbD) framework, ensuring curriculum is developed collaboratively by teacher teams with a focus on big ideas, essential skills, and transfer of learning. Curriculum alignment with state standards is validated through rigorous processes that integrate balanced assessment systems such as formative, benchmark, and summative into instructional planning.

Roles are clearly defined: administrators provide vision, resources, and professional development; teachers deliver curriculum using effective strategies and data-driven decisions; students actively engage in learning and assessment; and parents partner in supporting academic and life skills development.

Monitoring and accountability are integral. Curriculum implementation is tracked to ensure coherence across grade levels, with emphasis on mutual accomplishment—teachers influence curriculum while maintaining classroom autonomy. Continuous improvement is embedded through data analysis, collaborative planning, and professional development aligned to school goals.



The curriculum review cycle spans five phases:

1. Development – Research best practices, unpack standards, and create curriculum maps.
2. Consensus Building – Identify essential questions, refine skills, and pilot resources.
3. Implementation – Deploy revised maps, align instruction and assessments, and provide targeted PD.
4. Revision – Analyze student data, share best practices, and adjust curriculum.
5. Monitoring – Evaluate effectiveness through assessments, surveys, and post-secondary outcomes.

This structured approach ensures rigor, relevance, and responsiveness, preparing students not only for academic success but for lifelong learning and real-world application.

School Goals

- Equip all students with essential employability skills that will facilitate seamless transitions into their chosen post-graduation pathways, including enlistment, employability in various industries, or enrollment into college.
- By 2025-2026, 35% or more of HAST students will meet their individual math growth target on ILEARN.
- By 2025-2026, 40% or more of HAST students will meet their individual ELA proficiency on ILEARN.
- By the end of 2025-2026, the percentage of students with a 10% or greater absentee rate will decrease to 25% or less.
- Facilitate clear, strategic, proactive communication between all members of the HAST community, including school leaders, staff, students, and families.
- Develop a system to address ongoing and deferred maintenance needs.



Thea Bowman Leadership Academy currently has a three-year (3) charter contract with CCSJ Charter Authority, LLC.

Authorized July 1, 2024 – June 30, 2027

Superintendent: Dr. Marlin Mitchell

	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027
Academic Success	2.10		
Organizational Compliance and Viability	1.24		
Financial Sustainability	2.9		
	2.00 Approaching Standard		



Statewide Assessment

2025 ILEARN Results

SUBJECT	TOTAL PASSING ILEARN	PERCENT	TOTAL NOT PASSING ILEARN	PERCENT
MATH	36	11%	309	89%
ELA	60	18%	278	82%

Student Growth and Improvement Data

2024-2025 NWEA Results

GRADE	MATH EXPECTED GROWTH	ACTUAL COHORT GROWTH	DIFFERENCE	READING EXPECTED GROWTH	ACTUAL COHORT GROWTH	DIFFERENCE
K	17.8	21	3.2	16.6	20	3.4
1	16.4	16	-0.4	15.2	15	-0.2
2	14.3	18	3.7	13	16	3
3	12.3	10	-2.3	11	10	-1
4	10.6	6	-4.6	8.6	7	-1.6
5	8.6	10	1.4	6.6	3	-3.6
6	7.4	12	4.6	5.5	3	-2.5
7	6.1	11	4.9	4.3	3	-1.3
8	5.2	4	-1.2	3.9	5	1.1



Student Enrollment Data

STUDENT ENROLLMENT DATA	2024/2025
ENROLLMENT BEGINNING OF YEAR	760
ENROLLMENT END OF YEAR	716
ATTENDANCE RATE (OVERALL)	ELEM 89.91%
	MS 88.87%
	HS 85.52%
TOTAL NUMBER OF SUSPENSIONS	332
TOTAL NUMBER OF EXPULSIONS	10
TRUANCY RATE (10+)	47.6%
POSSESSIONS OF ALCOHOL OR WEAPON	1
NUMBER OF BULLYING INCIDENTS	17
GRADUATES	GENERAL: 0 ACADEMIC HONORS: 1 CORE 40: 46 TECHNICAL HONORS: 0 AH & TH: 0

Educational Program Design

The educational program at Thea Bowman Leadership Academy (TBLA) is designed to provide a robust, quality curriculum across all grade levels (Elementary, Middle, and High School). The curriculum is developed to meet Indiana’s Academic Standards and prepare students for academic success and personal growth. With a strong emphasis on project-based and experiential learning, TBLA aim’s to engage students through a variety of instructional strategies, including the integration of technology to enhance the learning process.

Elementary Division (K-5): The elementary curriculum focuses on foundational skills in literacy and mathematics while integrating science and social studies through thematic units. Social-emotional learning and critical thinking skills are woven throughout the curriculum.

Middle School Division (6-8): The middle school curriculum emphasizes the transition to more analytical and independent learning. Students will explore more complex subjects while continuing to develop their social and emotional skills.



High School Division (9-12): The high school curriculum aims to prepare students for post-secondary education and careers by focusing on critical thinking, problem-solving, and real-world applications of knowledge.

Thea Bowman Leadership Academy's educational program is aligned with Indiana's Academic Standards to ensure compliance and promote student achievement across all grade levels. Faculty regularly monitor course outcomes and student performance, adjusting as needed to maintain rigor and relevance. The program is designed to foster critical thinking, collaboration, and real-world application through project-based learning and social-emotional development. Technology integration plays a key role, with interactive platforms, digital resources, and skill-building in areas such as coding, data analysis, and online research, equipping students with the tools necessary to thrive in a digital and interconnected world.

School Goals

- Attendance Rate: Increase overall attendance rate from 88% to 95% by the end of the three-year period.
- ILEARN Proficiency Rates: Improve ILEARN proficiency rates from 17.6% to 30% in English Language Arts and 11.1% to 25% in Math by the end of the three-year period.
- IREAD Proficiency Rates: Improve IREAD proficiency rates from 75% to 95% by the end of the three-year period.
- NWEA Proficiency Rates: Improve NWEA proficiency rates from 46.9% to 60% in English Language Arts and 34.4% to 50% in Math by the end of the three-year period.
- Graduation Pathway Completion Rates (TBLA High School): Increase graduation rates from 97.9% to 100% by 2028.

CCSJ Charter

AUTHORITY LLC

2400 New York Avenue
Whiting, Indiana 46394

(219) 473-7770

ccsj.edu



Applications/Renewals/Revocations

- New Applications for 2024-2025: Thea Bowman Leadership Academy; Approved
- Renewals: None
- Non-renewals: None
- Revocations for 2024-2025: None

Administrative Fees

CCSJ Charter Authority, LLC collected \$324,675 in administrative fees during the 2024-2025 academic year. Those fees were spent on:

- Salaries and benefits;
- National Association of Charter School Authorizers (NACSA) membership dues;
- Indiana Charter Innovation Center membership dues;
- Directors and officers insurance;
- Travel expenses for charter school work;
- Legal fees;
- School site visits;
- Conference attendance;
- Professional fees;
- Calumet College of St. Joseph direct and indirect expenses.