

CCSJ Charter

AUTHORITY LLC

2400 New York Avenue
Whiting, Indiana 46394

(219) 473-7770

ccsj.edu



CCSJ Charter Authority, LLC

Annual Charter School Report

2023-2024

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Schools Authorized:

Hammond Academy of Science and Technology; Hammond, IN

CCSJ Charter Authority, LLC Board Members:

Dr. Ginger Rodriguez
Dr. Amy McCormack
Shana Levinson

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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				
Organizational Compliance and Viability	2.9				
Financial Sustainability	3.0				
	3.0 Meets Standard				

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Statewide Assessment

2024 ILEARN Results

SUBJECT	TOTAL PASSING ILEARN	PERCENTAGE	TOTAL NOT PASSING ILEARN	PERCENTAGE
MATH	47	17.9	215	82.1
ELA	87	33.3	174	66.7

Student Growth and Improvement Data

2023-2024 NWEA Results

GRADE	MATH EXPECTED GROWTH	ACTUAL COHORT GROWTH	DIFFERENCE	READING EXPECTED GROWTH	ACTUAL COHORT GROWTH	DIFFERENCE
6	8.13	13.8	5.67	5.19	5.52	0.33
7	6.52	7.62	1.1	4.16	2.61	-1.55
8	5.38	16.83	11.45	3.65	8.29	4.64
9	3.6	6.6	3.0	2.51	3.23	0.72
10	3.35	4.73	1.38	2.04	4.69	2.65
11	2.52	4.72	2.2	1.18	1.46	0.28

Student Enrollment Data

STUDENT ENROLLMENT DATA	2023/2024
ENROLLMENT BEGINNING OF YEAR	550
ENROLLMENT END OF YEAR	548
ATTENDANCE RATE (OVERALL)	94.7%
TOTAL NUMBER OF SUSPENSIONS	68 (45 M/S; 23 H/S)
TOTAL NUMBER OF EXPULSIONS	1
TRUANCY RATE (10+)	3.6%
POSSESSIONS OF ALCOHOL OR WEAPON	0
NUMBER OF BULLYING INCIDENTS	3 (verified) (2 H/S; 1 M/S)
GRADUATES	GENERAL: 0 ACADEMIC HONORS: 3 CORE 40: 42 TECHNICAL HONORS: 14 AH & TH: 7



Educational Program Design

The educational program at HAST is designed to foster a dynamic and technology-rich environment that equips students with essential STEM skills for the future. HAST was a recipient of the STEM Integration Grant from the Indiana Department of Education. Additionally, through a digital learning grant, HAST was able to re-evaluate their use of Google products, specifically, Google Classroom, to optimize their learning management system and better support student learning.

The STEM Integration Grant supports “STEM Forward”, HAST’s targeted professional development initiative that guides teachers in integrating STEM into the curriculum. HAST is providing sustainable, high-quality professional development aligned with the 2023 Integrated STEM Standards. Their aim is to create learning environments that nurture critical thinking and problem-solving skills, increase student access to advanced STEM resources, and engage students through hands-on inquiry-based learning experiences. Technology, including refined use of digital tools and resources, play a central role in making these objectives possible, empowering both teachers and students to leverage technology for deeper, more interactive learning.

All staff members are responsible for ensuring that all students learn the district’s curriculum and demonstrate achievement at high levels. All roles are clearly outlined and defined in the Curriculum Handbook.

Monitoring the curriculum includes determining to what extent the approved curriculum has been implemented. This process ensures that students learn skills and gain knowledge in a coherent progression. The curriculum is carefully sequenced, articulated and designed to include monitoring for vertical alignment. Monitoring also ensures fidelity of implementation and consistency.

The stages of curriculum development include: Research of best practice and goals, curriculum mapping, completing resource relation rubrics, and grade level scope and sequencing, professional development plans, common assessments, and assessment audits, classroom walkthrough data, and curriculum review surveys and board presentations.

Validating alignment and planning for continuous improvements includes:

- Curriculum is aligned with content and assessment standards.
- Curriculum is designed with clarity about desired learning and based on evidence of real learning for understanding and transfer.
- Curriculum is rigorous, balanced, and aligned with a sharp focus on learning priorities: big ideas, core tasks of transfer.
- Classroom assessments are central to the curriculum design.
- Data is used to improve teaching and learning.
- District policies and resources support the implementation of standards.
- Teacher teams work collaboratively to write curriculum in an Understanding by Design (UbD) format with goals to ensure understanding and transfer of knowledge and skills for each content area.
- Determination of what students should know and be able to do as a result of their education is a collective decision.

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- Curriculum helps teachers, students, and parents clarify specific knowledge, skills, and understanding that students are able to transfer as a result of schooling.
- Curriculum is results-oriented and enables all parties to focus on essential and significant learning, understanding and transfer.
- Curriculum process identifies common evaluative criteria and assessments that enable individual teachers, teaching teams, and the school to monitor student achievement at the classroom level.
- Curriculum and assessment development supports the HAST continuous school improvement process.
- HAST curriculum renewal process, professional development plans, and continuous school improvement processes are intertwined and intentionally designed to promote continuity.

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.

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Applications/Renewals/Revocations

- New Applications for 2023-2024: None
- New Applications for 2024-2025: Thea Bowman Leadership Academy; Approved
- Renewals: None
- Non-renewals: None
- Revocations for 2023-2024: None
- Applied to (and accepted/approved by) new authorizer during 2023-2024: Charter School of the Dunes

Administrative Fees

CCSJ Charter Authority, LLC collected \$211,097 in administrative fees during the 2023-2024 academic year. Those fees were spent on:

- Salaries and benefits;
- National Association of Charter School Authorizers (NACSA) 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.