



INDIANA COMMISSION *for*
HIGHER EDUCATION

Evaluating the Effectiveness of the Academic Program at the Indiana Academy for Science, Mathematics, and Humanities in Muncie:

A Report in Response to House Enrolled Act 1001-2017

November 1, 2017

Table of Contents

Executive Summary	4
Commission’s Charge	4
Administrative Structure	4
Academic Affairs	4
Student Affairs	4
Outreach Programs	5
Key Takeaways for Policy and Research:	5
Recommendations	5
Legislative Establishment and Statutory Charge	6
Administrative Structure	7
Admission to Burriss	7
Admission to the Academy	8
School Sizes	9
Academy Administration and Staff	9
University Schools Advisory Committees	9
Academic Affairs	10
Academic Offerings	10
Faculty	13
Academic Program Sharing between Burriss & the Academy	13
Student Affairs	13
Residential Experience	14
Nonresidential Early College Program	14
International Student Program	15
Student Services	15
Extracurricular Activities and Athletics	16
Outreach Programs	17
Indiana Academy Online	17
AP Summer Institute	18
Educational Costs	18
Finances	19
State Appropriations	19
Academy’s Financial Statement	20

Outside Grants	21
Alumni	22
Policy & Research Data	22
Demographics & Pre-College Academic Success	23
College Going	28
College Readiness & Performance.....	31
Conclusion and Recommendations	33
APPENDIX A: Academy Organizational Chart*	34
APPENDIX B: Academy Graduation Requirments	35
APPENDIX C: Academy Faculty Listing*	37
APPENDIX D: Indiana Academy Online Students by County*	38
APPENDIX E: AP Summer Institute Indiana Attendees by County*	39
APPENDIX F: 2017-18 Residential and NECP Fee Structures	40
APPENDIX G: History of State Appropriations to the Academy*	42
APPENDIX H: Academy’s Financial Statement (2011-12 through 2015-16)*	43
APPENDIX I: Academy Grants and Associated Funding*	44
Academy Grants.....	44
Ball State University Center for Gifted Development and Talented Studies Grants	47
Electronic Field Trip Initiative Grants.....	49
APPENDIX J: Map of Academy Alumni by County*	51
APPENDIX K: Colleges Attended by Academy Alumni, 1992 to 2016	52
APPENDIX L: AP Five-Year School Score Summary (2017)*	62

Executive Summary

The Indiana Academy for Science, Mathematics, and Humanities was established by the Indiana General Assembly in 1988 to:

1. Operate as a residential public high school for Indiana's high-ability students; and
2. Conduct an outreach program for public school educators to improve education for high-ability students

Commission's Charge

The Indiana Commission for Higher Education was charged by the General Assembly in 2017 to "study the effectiveness of the academic program at the Indiana Academy for Science, Mathematics, and Humanities in Muncie" and report its findings back to the Legislative Council and the Governor by November 1, 2017¹. The Commission's approach to this charge was to conduct site visits with Academy staff, students and Ball State University officials. The Commission also analyzed the Academy's College Readiness Report data in comparison to peer Indiana high schools to study its outcomes.

Administrative Structure

Located on the campus of Ball State University, both the Academy and Burriss share classroom space within the Burriss Laboratory School building. Burriss is the state's only laboratory school operated by a public university and serves over 640 students from kindergarten to 12th grade from the local community. The Academy serves roughly 330 juniors and seniors from across the state. Both schools are overseen by the Ball State University Superintendent of University Schools and the Dean of Ball State University Teachers College.

Academic Affairs

The Academy provides students with a "true college preparatory" experience and a personalized schedule for each student. Thirteen AP courses (primarily in science and mathematics) and 27 dual credit courses through Ball State are available to Academy students. The Academy also puts an emphasis on the "Humanities" portion of their name requiring students to complete six to eight Academy credits in World Languages, depending on whether the student chooses to study one or two different languages.

All Academy faculty are experts in their chosen fields, holding at least a Master's degree with 18 hours of graduate course work in their discipline. Nine hold doctoral degrees and all 32 faculty members meet the Higher Learning Commission's (the regional college accreditor designated by the federal government for Indiana and 18 other states) policy change for teaching dual credit coursework.

Student Affairs

The majority of Academy students who attend the high school participate in the residential program and live in Wagoner Residence Hall on Ball State's campus, adjacent to Burriss where their classes are held. The Academy operates the Nonresidential Early College Program allowing 25 students to live at home and commute to school using their own transportation. In Fall 2015, the Academy began a small international student program to add another layer of diversity to the Academy community and help offset residential costs for Indiana students. Academy students have access to an in-house Nursing Office, College and Career Counseling Center, and Mental Health Services. Similar to a traditional high school, the Academy offers a variety of extracurricular activities and high school athletics.

¹ HEA 1001-2017

Outreach Programs

The Academy operates two key outreach programs to fulfill the second charge of its mission:

1. Indiana Academy Online offers seven advanced mathematics courses to students online.
2. Through the AP Summer Institute since 2008, the Academy has provided over 1,500 Indiana teachers with 30 hours of training and support needed for teaching AP courses.

Key Takeaways for Policy and Research²:

- **Students graduating from the Academy are in high academic standing.**
 - o In recent years, all Academy graduates have graduated with an Academic Honors Diploma, and the overwhelming majority of students have scored into the highest scoring ranges on college entrance exams.
 - o Academy graduates are significantly more likely to earn pre-college credit, and they tend to earn larger volumes of credit prior to high school graduation.
- **College going rates for Academy graduates are well above the state average and are among the highest of their peers.**
 - o 94% of Academy graduates enroll in college within one year of high school graduation and 74% of graduates enroll in an Indiana college.
 - o Academy graduates enrolling in Indiana public colleges were over twice as likely to directly enroll into STEM fields compared to students statewide.
- **The overwhelming majority of Academy graduates are college ready, and graduates are performing well above state averages in terms of college success and completion.**
 - o **College Ready:**
Of Academy graduates enrolling in Indiana public colleges...
 - 100% of IN public college enrollees were identified as not needing remediation (82% statewide average)
 - 73% of IN public college enrollees met all three early college success benchmarks (43% statewide average)
 - o **College Success and Completion:**
Of Academy graduates enrolling in Indiana public colleges...
 - 92% persist to their sophomore year (75% state average)
 - 52% complete a degree on-time (25% statewide)
 - 75% complete a college degree within six years (50% statewide)

Recommendations

The Indiana Commission for Higher Education recommends that the Academy fully track all alumni in order to answer these three questions:

1. Where do they live?
2. Where do they work and in what type of jobs?
3. What are they earning?

As this information becomes available through the work of the Indiana Management and Performance Hub, the Commission is committed to working with the Academy to assist in answering these key questions to show the value of the Academy and its mission.

² With the exception of early college success benchmarks, persistence, and completion statistics, data above refer to high school cohorts 2013 through 2015. Early college success benchmark and persistence data refer to high school cohorts 2012 through 2014. Completion statistics include data for students graduating in 2013 through 2016. The early college success benchmark includes the following indicators: no remediation, completing all coursework attempted, and persisting to sophomore year.

Legislative Establishment and Statutory Charge

The Academy was established in 1988 by the Indiana General Assembly. The impetus of the idea was championed by then Speaker of the House J. Roberts Dailey of Muncie and Ball State University's President John E. Worthen, Associate Vice President for Government Relations Robert T. (Tad) Perry, Vice President for Business Affairs Thomas J. Kinghorn, and Teachers College Dean Theodore J. Kowalski³. Prior to the Academy's creation, visits were made to the North Carolina School of Science & Mathematics in Durham, NC and Illinois Mathematics & Science Academy in Aurora, IL. Established in 1978⁴ and 1985⁵ by their respective state legislatures, both public residential high schools served as models for the structure of the Academy.

Codified in Indiana Law under Title 20. Education, Article 24.5 University Administered Schools, Ball State University is granted the authority to administer the Academy as a laboratory school⁶. Indiana Law grants the board of trustees at Indiana University, Purdue University, Indiana State University and Ball State University, "as the board of trustees finds a need exists, establish... laboratory schools for: (1) developing, testing, and evaluating new methods of instruction and materials; (2) comparing new methods with conventional methods in use; and (3) training teachers in new methods of instruction and materials, as is found acceptable⁷." Instruction in laboratory schools may be provided for preschool students, kindergarten students, special education students, and all or part of the twelve (12) common school grades⁸.

The Academy is charged to "operate: (1) a public, residential school for high school students in Indiana; and (2) a program for public school educators⁹." State law requires that "a student who applies for admission to the academy must: (1) be eligible to attend a public school in Indiana; (2) demonstrate exceptional intellectual ability; and (3) demonstrate a commitment to scholarship¹⁰." The Academy is required to admit students "without regard to sex, race, religion, creed, national origin, or household income¹¹." Finally, state law establishes that the Academy "shall: (1) establish an advisory committee that represents the education and business communities in Indiana; (2) determine the standards for admissions and the curricula and courses of study to be offered; (3) develop curriculum material for distribution and use throughout the public school system; (4) develop programs to encourage interaction with public school educators; (5) make curriculum material available to students in public schools throughout Indiana by the use of telecommunications technology; and (6) establish cooperative arrangements with private and public entities in order to effectively operate the academy¹²."

³ Dr. Roy Weaver, Interim Dean, Teachers College, Ball State University

⁴ <https://www.ncssm.edu/about/impact/our-history>

⁵ <https://www.imsa.edu/discover/legislative/government-relations>

⁶ IC 20-24.5-3-3

⁷ IC 20-24.5-2-4

⁸ IC 20-24.5-2-8

⁹ IC 20-24.5-3-4

¹⁰ IC 20-24.5-3-5(a)

¹¹ IC 20-24.5-3-5(b)

¹² IC 20-24.5-3-6

Administrative Structure

Founded in 1918 as Indiana State Normal School Eastern Division to meet Indiana's need for more and better teachers¹³, Ball State University has a history steeped in education. In 1929, Burriss Laboratory School was established on campus as a part of Ball State University's Teachers College and the Muncie Schools. Burriss became a separate school district in 1974, separating from Muncie Schools and including the entire State of Indiana as its enrollment district¹⁴. When the Academy was created in 1988, Ball State created the University Schools that included both Burriss and the Academy. In 2004, Burriss and the Academy became separate school corporations¹⁵. Both are overseen by the Superintendent of University Schools, who reports to the Dean of Teachers College. While Burriss is a state accredited school, the Academy since its creation has been designated a "freeway school." The freeway school designation allows the Academy to elect to suspend state statutes and rules concerning curriculum and instructional time, curricular materials, graduation requirements and the performance based accreditation system through a contract with Indiana State Board of Education¹⁶.

Both schools are physically located within the Burriss Laboratory School building located at 2201 W. University Avenue on the Ball State campus. "The fact that one does not know they are separate entities is a good thing, in that it shows a level of important, positive collaboration between the two schools," remarked Dr. Roy Weaver, Interim Dean of Ball State University Teachers College. The building is original to the Ball State campus. It last underwent an \$11.7 million renovation in 1993 after the addition of the Academy. The renovation not only improved the appearance of the inside of the building but also upgraded the facilities to include four computer labs, a distance learning studio and well equipped science laboratories¹⁷.

Admission to Burriss

The admission requirements to attend both schools is uniquely different. Burriss' "admissions procedures are intended to create a diverse student population in response to its role in teacher preparation in the state of Indiana¹⁸." Since Burriss identifies as a family school, siblings of current students receive admissions preference when there are grade level openings. In cases where there are more Burriss family sibling students than available spots, a lottery is held for those spots.

Once sibling registration is complete, Burriss utilizes a lottery system for applications from families with no current Burriss children. The lottery fills any existing openings in full-day kindergarten and grades 1-11 not filled by siblings and/or provides a waiting list to fill openings that might occur after the lottery. Applicants' names are drawn randomly from a pool and publicly announced at a lottery drawing. Attendance by the applicant families at the lottery drawings is not required. Parents/guardians are required to provide a birth certificate for kindergarten entrance, while a birth certificate and an official transcript from the previously-attended school to verify grade placement is required for entrance into grades 1-11¹⁹. All grades must complete a registration form when an offer of admission is made. Parents must also give consent for their student's participation in teacher education and research activities, since up to 350 pre-service teachers (Ball State undergraduate and doctoral students) work with Burriss

¹³ <http://cms.bsu.edu/about/historyandmission>

¹⁴ <http://cms.bsu.edu/web/burriss/about>

¹⁵ Ibid

¹⁶ IC 20-26-15-5

¹⁷ <http://cms.bsu.edu/web/burriss/about>

¹⁸ <http://cms.bsu.edu/web/burriss/admissions>

¹⁹ Ibid

students²⁰. Superintendent of University Schools Dr. Julie Price noted that while doctoral students work with Academy faculty on research, no undergraduate students work with Academy students as pre-service teachers.

Burriss also offers a limited number of openings for students with high ability. This action is in keeping with Ball State's long-term commitment to serve students with high ability and to facilitate research on the education of high ability students²¹.

There is no Burriss admissions committee. The Burriss main office accepts sibling registrations and applications for inclusion in the lottery. The principal (or designee) conducts the lottery and administers the registration process, including offering admission to students from the waiting list. While children of Burriss teachers receive admission preference, Ball State University faculty at-large do not receive admission preference to Burriss.

Admission to the Academy

The Academy, by contrast, has an Office of Admissions. Admission to the Academy is "selective and based upon previous academic records, teacher recommendations, student short-answer essays, and a standardized test taken during the sophomore year (PSAT or SAT)²²." The Office of Admissions utilizes a rolling admission process (first-come, first-serve) until the class of approximately 170 residential and 25 non-residential students is full.

Indiana residents who are eligible to attend public high school may apply for admission to the Academy. Qualified students are admitted as long as there is space available in the class. Students are encouraged to start and complete their applications early in their sophomore year when available class space is most likely²³. The priority deadline for Fall 2018 applications is February 1, 2018 and the final application deadline is May 15, 2018²⁴. Once space in the class is filled, qualified students are admitted to a waiting list. Waiting list students are invited to attend Summer Orientation. The waiting list is kept active until the end of the first full week of school in August. Students have the potential to be called up from the waiting list as space in the class becomes available²⁵. Admission offers and enrollment are contingent upon completing the sophomore year in accordance with Academy standards.

Students must submit the following documents for admission:

- an application form;
- essays;
- a parent letter;
- academic transcripts;
- three recommendations from teachers or people who know the applicant's scholarly work, leadership skills, and/or character;
- the School Official Form;
- samples of written/graded work from the areas of science, mathematics, and humanities (preferred, but not required);
- as well as either SAT or PSAT scores sent directly to the Academy.

²⁰ Dr. Julie Price, Superintendent of University Schools, Ball State University

²¹ <http://cms.bsu.edu/web/burriss/admissions>

²² <https://academy.bsu.edu/admissions/apply/>

²³ <https://academy.bsu.edu/admissions/apply/application-instructions/>

²⁴ Ibid

²⁵ Ibid

All students must submit a SAT or PSAT score and the minimum total SAT or PSAT score required for admission is 1000. Students are able to take each test more than once²⁶.

The Academy does not discriminate on the basis of race, religion, color, sex (except where sex is a bona fide qualification), household income, sexual orientation, gender identity/gender expression, national origin, or ancestry. The purpose for gathering the information contained in this application is to enable the Admissions File Review Team of the Academy to base admission decision on information relevant to the curriculum and residential life programs, to ascertain the effectiveness of recruitment efforts in reaching all segments of the population, and to ensure that proper facilities are available to serve all students²⁷.

School Sizes

During the 2016-17 academic year, there were 644 students attending Burriss Laboratory School from kindergarten to 12th grade²⁸. Enrollment by grade ranged from 43 students to 60 students, averaging 50 students per grade. According to Price, class sizes range from 22-25 in elementary school grades. Burriss intentionally grows cohort sizes in 6th, 7th and 8th grade to 60 per class²⁹. In addition to the Burriss students, the Academy had 330 students enrolled in the 2016-17 academic year³⁰. 173 juniors and 156 seniors were enrolled. In total, 974 students utilized the Burriss building in 2016-17. As Price noted, “Space is tight but it’s a double-edged sword.”

Academy Administration and Staff

The Academy is overseen by the Executive Director. The Director of Academic Affairs, Director of Residential and Student Affairs, Senior Associate Director of External Affairs, Associate Director of Admission and Enrollment Management, Associate Director of International Programs and Counseling, and Assistant Director of Mental Health and Support Services all directly report to the Executive Director. The remaining 16 professional staff report to the the Director of Academic Affairs, Director of Residential and Student Affairs, Senior Associate Director of External Affairs, and Associate Director of Admission and Enrollment Management. An organizational chart can be found in Appendix A.

University Schools Advisory Committees

Per Indiana Code³¹, the Academy has an Advisory Committee that “that represents the education and business communities in Indiana.” The Academy Advisory Committee is made up of five outside members, one parent representative, one alumnus, one gifted education specialist, the Dean of Ball State University Teachers College, the Ball State University Superintendent of University Schools, and the Executive Director of the Academy. While not required by law, the Burriss Laboratory School also has an Advisory Committee made up of one teacher, one parent representative, the Elementary Education Department Chair of Ball State University Teachers College, a community leader strong on public education, a representative for secondary education, the Dean of Ball State University Teachers College, the Ball State University Superintendent of University Schools, and the Principal of Burriss Laboratory School. Burriss also has a Parent Teacher Organization (PTO) to support its students³². While the Academy does not have a PTO, it does have the Indiana Academy Parent Organization (IAPO). IAPO is

²⁶ <https://academy.bsu.edu/admissions/apply/application-instructions/>

²⁷ Ibid

²⁸ <https://compass.doe.in.gov/dashboard/enrollment.aspx?type=school&id=1441>

²⁹ Dr. Julie Price, Superintendent of University Schools, Ball State University

³⁰ <https://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=1443>

³¹ IC 20-24.5-3-6

³² Dr. Julie Price, Superintendent of University Schools, Ball State University

very active at the Academy, from conducting fundraising and selling Academy logo wear to sponsoring after-prom and providing supplies to students in need³³.

Academic Affairs

The Academy's curriculum utilizes a collegiate-level liberal arts framework. "Traditional liberal arts and sciences are emphasized in required course work, and individual inquiry and discovery are stressed through elective studies, independent study, and research and practical experience. The resulting harmony of rigor, challenge, and inspiration in the study of our scientific and cultural heritage, combined with the freedom to explore new horizons of knowledge, produces an intellectual environment in which Academy students learn to think creatively, communicate clearly, and act responsibly in an increasingly complex global society³⁴." Lectures and discussions in both advanced level Academy courses and university level courses are combined with seminars, colloquia, independent study and research, and apprenticeships with researchers and practitioners in various professions.

As found in Appendix B, Academy students must complete 26.5 Academy credits to graduate. While attending, Academy students must complete four credits in science, four credits in math, four credits in English, four credits in social science, one credit in research, one credit in colloquium, and one credit in May Term (19 credits total). Six or eight Academy credits in foreign language are required depending on if a student decides to take one or two languages or enters the Academy with a high-level of proficiency. Students may take 0.5 credits of computing at the Academy or test out. Required credits in fine arts, health, and physical education can be obtained from the student's home high school or while at the Academy. The Academy also has additional graduation requirements that students must complete 50 hours of community service, 30 hours of Academy service, and 30 hours of wellness³⁵. The Academy is making some changes to the graduation requirements starting with the Class of 2020 in order to allow students more flexibility with the variety of electives offered³⁶.

Seven years ago (2010), the Academy became 100 percent one-student-to-one-device (1:1)³⁷. Beginning in academic year 2017-18, students were given the option to bring their own laptop or rent one from the Academy.

Academic Offerings

Advanced Placement

The Advanced Placement (AP) program created by the College Board offers college-level curricula and examinations to high school students. United States colleges and universities may grant placement and course credit to students who obtain high scores on the AP examinations³⁸. The Academy currently offers all available AP Science and AP Math courses (Biology, Chemistry, Calculus AB, Calculus BC, Computer Science A1 & 2, Environmental Science, Physics I, Physics C, Statistics) along with English Language and Composition & Spanish³⁹. The Academy was also one of the first pilots in Indiana to offer an AP Capstone course (the subject was in "Biotechnology")⁴⁰.

³³ Dr. Vickie Barton, Executive Director, Indiana Academy

³⁴ <https://academy.bsu.edu/about/the-academy-mission/>

³⁵ Dr. Jeffrey Smith, Director of Academic Affairs, Indiana Academy

³⁶ Ibid

³⁷ Dr. Vickie Barton, Executive Director, Indiana Academy

³⁸ <https://apstudent.collegeboard.org/exploreap/the-rewards>

³⁹ <https://academy.bsu.edu/wp-content/uploads/Course-Catalog-2017-2018.pdf>

⁴⁰ Dr. Jeffrey Smith, Director of Academic Affairs, Indiana Academy

Dual Credit

Dual credit courses at the Academy are courses taught by Academy faculty which have been recognized as equivalent to a Ball State course. Students who enroll for dual credit may request a transcript from Ball State which can be transferred to any college or university that accepts Ball State credits. Students are responsible for the special dual credit tuition fee. All courses found in the state core transfer library are \$25 per college credit hour and the remaining courses are \$250 per course (students who are on free and reduced lunch have the tuition fee waived)⁴¹. For the 2017-18 academic year, the Academy was offering 27 (non-AP) dual credit courses⁴².

Directed Study

The Academy also offers its students the chance to complete a “Directed Study.” Through a Directed Study, students connect with instructors who have expertise in an area of interest for the study which cannot be acquired through the Academy curriculum⁴³. Students interested in pursuing a Directed Study, must first contact the particular instructor with whom they wish to study to determine if the instructor is willing (the instructors are uncompensated for these additional assignments⁴⁴). If the instructor agrees to the Directed Study, then the instructor and the student must complete a Directed Study Proposal for approval. Students wishing to enroll in a Directed Study must be at least second semester juniors.

May Term

The Academy’s May Term is a unique two-week program which occurs at the conclusion of the spring semester (the last two weeks of May before Memorial Day)⁴⁵. It provides students with opportunities to take one in-depth course, to travel, or to participate in an apprenticeship experience. Students must successfully earn two credits in May Term (one each year) as part of the Academy’s graduation requirements. The courses change each year and are offered by Faculty, Student Life Counselors, or other individuals. Each are a dedicated event with over 20 different options from which to select⁴⁶.

Several study abroad opportunities are usually available. Students pay a deposit to confirm their participation and pay all expenses for the trip⁴⁷. Short-term trips use travel as part of a May Term course rather than being the main focus of the course. All trips are conditional on having adequate student enrollment and final approval from the May Term Committee⁴⁸.

Internships

The internship program allows students to explore a career interest by working with a professional for a short period of time⁴⁹. The emphasis is on a work experience that enables students to learn about a potential career choice. Students may schedule four or eight hours per week in the internship program. The Academy continues to grow the local internship program in Muncie, however travel is an issue since students aren’t allowed to have cars while attending the Academy⁵⁰.

⁴¹ <https://academy.bsu.edu/academics/dual-credit/>

⁴² <https://academy.bsu.edu/wp-content/uploads/Course-Catalog-2017-2018.pdf>

⁴³ Ibid

⁴⁴ Dr. Jeffrey Smith, Director of Academic Affairs, Indiana Academy

⁴⁵ <https://academy.bsu.edu/academics/may-term/>

⁴⁶ Dr. Jeffrey Smith, Director of Academic Affairs, Indiana Academy

⁴⁷ Ibid

⁴⁸ <https://academy.bsu.edu/academics/may-term/>

⁴⁹ <https://academy.bsu.edu/wp-content/uploads/Course-Catalog-2017-2018.pdf>

⁵⁰ Dr. Jeffrey Smith, Director of Academic Affairs, Indiana Academy

Internships completed during May Term or over the summer range from experiences at NASA to internships abroad to local options in hometowns across Indiana. The Eli Lilly Chemistry Lab offers four or five Academy students an exclusive internship during the summer (no other high school is given this opportunity)⁵¹.

Community Service

Each student graduating from the Indiana Academy completes a minimum of 50 hours of community service. Service can be conducted in the student's home community or in Muncie. The majority of Academy students work in their home communities. The estimated number of hours achieved by each graduating class is over 7,000 hours each year⁵².

There are many examples of community service Academy students conduct⁵³:

- Students and adults from the Academy have spent a day the last two years volunteering at the Dairy Bar at the Indiana State Fair in Indianapolis.
- Volunteers from the Academy have participated in the United Way Day of Action the last three years. Over 50 individuals have participated each year, making the Academy the largest group of volunteers from a single organization.
- Academy students serve as weekly reading tutors for third graders at a local Muncie elementary school as a part of a community-wide United Way project to have all third graders reading at grade level. Test data suggests that the elementary students gain a minimum of a year increase in reading level through this program.
- Academy students serve as volunteers for Burris Elementary and Middle School Tutoring Tables.
- Academy students have volunteered for the White River cleanup.
- Members of the Academy community (faculty, staff, students, and parents) have organized and contributed to many different assistance programs such as donating winter coats, supplies for hurricane relief efforts, canned food drives for local food banks, etc.

During the Academy's May Term, one class of students frequently partners with Habitat for Humanity, Second Harvest Food Bank, A Better Way, or other service agencies in Delaware County. The students and teachers contribute an estimated 750 hours of service over the two weeks of May Term⁵⁴.

A specific example of the impact a May Term class can have on the community is a project which recreated an Egyptian tomb with the support of a Ball Brothers Foundation (BBF) Bell Grant⁵⁵. Academy students created over 30 4'x6' colored wall panels, a full sized sarcophagus, a war chariot and other tomb artifacts. The students also designed and made period costumes and wrote a script to explain the tomb, Egyptian beliefs and burial rites. The tomb recreation was set up in the Academy House basement and the students led tours for numerous schools groups from Burris and other community groups. Years later, with the support of another BBF Bell Grant, the Academy relocated the Egyptian tomb to an exhibit at the Muncie Children's Museum. A new group of Academy students adapted the script and led student groups through tours of the exhibit. Today, an estimated 1,000 students attend the exhibit at the museum annually⁵⁶.

⁵¹ Dr. Jeffrey Smith, Director of Academic Affairs, Indiana Academy

⁵² Ibid

⁵³ Ibid

⁵⁴ Ibid

⁵⁵ Ibid

⁵⁶ Ibid

Faculty

The Academy currently employs 32 faculty members on staff. Twenty-three hold a Master's degree and nine hold a doctoral degree in their discipline. The average years of service for all faculty is 14 years, while the longest-serving faculty member has been employed by Ball State since Fall 1987⁵⁷. Over one-third of the current faculty (11 in total) have taught at the Academy for 20 years or more (this year is its 27th year with students). All 32 faculty meet the Higher Learning Commission's (the regional college accreditor designated by the federal government for Indiana and 18 other states) policy change requiring all educators who teach dual credit courses to have master's degrees and at least 18 credit hours in the subject areas they teach⁵⁸.

All Academy employees are hired through Ball State's Human Resources and all positions are listed on the Ball State website. Faculty salaries have hurt some recruits, however, most faculty continue to be retained because of the students and academic program at the Academy⁵⁹. Ball State also provides fringe benefits to all Academy employees.

Academic Program Sharing between Burriss & the Academy

Enrollment into Burriss classes is subject to space availability for Academy students. Burriss courses meet five days a week and can conflict with other Academy choices. Burriss courses are also subject to additional course fees. Courses taken to fulfill graduation requirements are covered by the Academy while fees for courses taken for student interest are the responsibility of the student and their family⁶⁰. Burriss offers 11 courses in fine arts, journalism, and music for Academy students to enroll⁶¹. If an Academy student needs to take Geometry, they usually can take it at Burriss⁶². Subsequently, Burriss students occasionally will take classes in the various world languages that the Academy offers. If a class is made up of more than 40 percent of either Academy or Burriss students, the school with more students in the class will compensate the teacher⁶³.

Student Affairs

The Academy is a unique high school experience for junior and senior students. The Academy and Ball State staff continually referenced it as a "safe space" for the highly-gifted and talented students who attend. As Executive Director Dr. Vickie Barton stated, it is place where students realize "I can be who I really am." Academy students no longer have to disguise themselves at home or in their home school systems to fit in⁶⁴. The Academy does not use class rank, so students are there competing only against themselves.

During the Commission's two site visits, three major themes emerged on why high school students choose the Academy to complete their final two years of high school: the Academy faculty; the experience the students receive from living and attending a residential-high school; and the academic opportunities provided to students via dual credit. In reference to the faculty, the Academy provides students with a "true college preparatory" experience and a personalized experience for each student.

⁵⁷ Appendix C

⁵⁸ http://www.in.gov/che/files/161220_PressRelease_HLCdualcreditExtension.pdf

⁵⁹ Dr. Jeffrey Smith, Director of Academic Affairs, Indiana Academy

⁶⁰ <https://academy.bsu.edu/catalog/catalog-14/>

⁶¹ <https://academy.bsu.edu/wp-content/uploads/Course-Catalog-2017-2018.pdf>

⁶² Dr. Jeffrey Smith, Director of Academic Affairs, Indiana Academy

⁶³ Dr. Julie Price, Superintendent of University Schools, Ball State University

⁶⁴ Dr. Jeffrey Smith, Director of Academic Affairs, Indiana Academy

The Academy is a magnet for those from rural schools where there are not enough qualified teachers to teach higher level/specialized courses or not enough students to offer these courses due to financial resources⁶⁵. With regard to the residential experience, it is attractive to students and families from urban schools. For under-represented minorities, the demographics of the student body is diverse. The Academy fosters an environment that strengthens its students' acceptance of others. In addition, the Academy's commitment to the safety and security of its students is paramount⁶⁶. On the topic of academic opportunities, one of the strongest assets of the Academy is being located on a college campus. Academy students have dual credit opportunities and access far beyond the average Indiana K-12 setting⁶⁷.

Residential Experience

Residential students live at the Academy during the school year and reside in Wagoner Hall, a residence hall exclusively for the Academy's junior and senior students, adjacent to the Burriss Laboratory School building where the Academy's classrooms are housed⁶⁸. Similar to students who live in a college residence hall, Academy students can request to room with another Academy student of the same gender or fill out a roommate questionnaire for Academy staff to pair roommates. Academy students are allowed to arrange and decorate their residence hall room to suit their personality and needs⁶⁹. Students can opt to stay in residence on weekends or go home. The Academy is fully staffed on all academic year weekends, except for holidays and extended weekends when students must go home. Since students cannot have cars on campus, families must pick-up their student or make carpool arrangements for holidays and extended breaks⁷⁰.

Similar to college students who have a Resident Assistant, Academy students living in Wagoner Hall have a Student Life Counselor (SLC). When the Academy began, there were 18 SLCs. Today, there are 14 SLCs on staff; all are paid full-time positions⁷¹. SLC's are assigned a specific number of residential students and serve as their residential students' point of contact for Academy parents. Most SLC's are 22-26 years old of age. Ball State posts the positions on their website when hiring SLC's. The Academy recruits Academy alumni, those with previous residence life experience and those studying higher education student affairs at the university⁷². Residential students have to abide by a student curfew and a bed check by their assigned SLC every night. The curfew changes each semester of the Academy students' attendance. When residential students arrives in the first semester of their junior year, the curfew is 9 p.m. each night. The curfew gradually gets later by 30 minutes each semester so that by second semester of their senior year, it is 10:30 p.m. for residential students⁷³.

Nonresidential Early College Program

Each year, the Academy admits approximately 25 nonresidential students to attend as part of the Nonresidential Early College Program (NECP). NECP students live at home and commute daily to the Academy using their own transportation. Commuting distance is left to the discretion of the student's family. NECP students have lockers located in Wagoner Hall and are able to study, work on projects, or

⁶⁵ Dr. Roy Weaver, Interim Dean, Teachers College, Ball State University

⁶⁶ Ibid

⁶⁷ Ibid

⁶⁸ <https://academy.bsu.edu/admissions/residential/>

⁶⁹ Ibid

⁷⁰ <https://academy.bsu.edu/admissions/residential/>

⁷¹ Dr. Vickie Barton, Executive Director, Indiana Academy

⁷² Joe Turner, Director of Residential and Student Affairs, Indiana Academy

⁷³ Ibid

talk and hang-out with classmates in the lounges and study areas during the school day, evenings, and weekends⁷⁴. The NECP student (and/or their family) are responsible for making parking and meal plan arrangements. Students who park on the Ball State campus must pay to use the parking facilities. Students have access to the meal plans offered through Ball State to Academy students. If they choose not to be on a meal plan, they have the option to go home for lunch, bring their lunch, pay to eat at the dining hall, or make another arrangement⁷⁵.

Each incoming class enrolled in the NECP are placed, upon enrollment, into a cohort group upon enrollment led by a member of the Academy faculty/staff. This arrangement facilitates and encourage cohesiveness among the members of the cohort group and within the Academy community. The cohort group meets once a week with their leader unless there is a scheduled convocation⁷⁶.

International Student Program

The Academy began an small international student program in Fall 2015⁷⁷. International students live with an American host family during their junior year and in Wagoner Hall their senior year⁷⁸. As juniors, international students are in the United States on a J1 Visa and owe the Academy \$1,510, plus optional fees, to attend. While living with the host family, international students are responsible for expenses related to school, extracurricular activities, clothing, healthcare, etc. The host family agrees to provide a supportive environment that includes a room, meals, and transportation to and from school⁷⁹. The international student lives with the host family throughout the academic year (August-May). If the host family has children, the international student may share a bedroom⁸⁰. During their senior year, the international students are on an F1 Visa and pay \$25,500, plus optional fees, to attend. Senior year is significantly more expensive since the international students are living in Wagoner Hall with the other Academy students.

The inaugural class of seven juniors attended during the 2015-16 academic year (one withdrew early). Five returned for their senior year during the 2016-17 academic year and a class of five new junior students began attending the Academy⁸¹. The students were connected with the Academy using Foreign Links Around the Globe (FLAG), an industry leader in international student exchange programs since 1989⁸². FLAG assists international students with applying for admission and navigating immigration & visa issues. In addition, students must meet admission standards set through FLAG⁸³.

Student Services

The Academy employs two full-time registered nurses (RN) in the Nurse's Office located in Wagoner Hall. The Nurse's Office encompasses the healthcare needs of all Academy students (illness/injury/medication/etc.)⁸⁴. The Ball State University Health Center is an urgent-care, walk-in clinic

⁷⁴ <https://academy.bsu.edu/necp/>

⁷⁵ <https://academy.bsu.edu/necp/costs/>

⁷⁶ <https://academy.bsu.edu/necp/academic-support/>

⁷⁷ Dr. Vickie Barton, Executive Director, Indiana Academy

⁷⁸ <https://academy.bsu.edu/international/>

⁷⁹ <https://academy.bsu.edu/international/hosts/>

⁸⁰ Ibid

⁸¹ Julie Tuttle Davis, Senior Associate Director of External Affairs, Indiana Academy

⁸² <https://www.flag-intl.org/programs.html>

⁸³ <https://academy.bsu.edu/international/>

⁸⁴ <https://academy.bsu.edu/student-life/health-services/>

on campus that the Academy utilizes when students are ill and/or injured, and require evaluation by a medical professional. All office visits to the Health Center are free of charge to Academy students⁸⁵.

In order to help students thrive, the Academy provides a variety of programs and services that promote wellness and help to prevent emotional and mental distress⁸⁶. Mental Health Services are available in-house and through agencies in the community on a one-time or continuing basis. Counseling services are provided primarily by the Assistant Director of Mental Health and Support Services, as well as through the Assistant Director of Academic Guidance, the Director of Residential and Student Affairs, Associate Director of Residential and Student Affairs, and the SLCs⁸⁷.

Academy students, parents and college admission professionals have access to the College and Career Counseling Center in order to make the college search process smoother⁸⁸. Staffed by the Associate Director of College Counseling and Alumni Affairs and the College Counseling Center Coordinator, the Center is dedicated to helping students to discover “good matches” between their skills and interests and post-secondary institutions. The Center provides parents with the necessary information regarding college planning and the financial aid process, and assists both students and parents in using proper methods of communication and follow-through with college admissions professionals⁸⁹.

Extracurricular Activities and Athletics

Student activities available at a traditional Indiana high school are also available at the Academy. Clubs vary from year to year based on student interest. All clubs are student-organized, and students must have a professional staff/faculty member to sponsor and help form their club. The Academy averages approximately 30-60 different clubs per year⁹⁰. The clubs range from a variety of special interest groups like the Environmental Club, Business Professionals of America and Future Healthcare Professionals to more traditional high school organizations like Student Parliament. The Academy has variety of bands (some jointly with Burris students), including jazz and orchestra. Cultural and recreational opportunities abound on the Ball State campus and are woven into the daily and weekend activities of the Academy community⁹¹.

Students looking to participate in athletics also have opportunities while attending the Academy. The Academy students play on Burris teams with Burris’ high school-aged students. Administratively, the Academy pays an equal portion to Burris for each Academy student’s participation⁹². Indiana High School Athletic Association interscholastic athletics include: boys and girls cross country, boys and girls soccer, boys tennis and girls volleyball in the fall; boys and girls basketball, boys and girls swimming and diving and girls cheerleading during the winter; and boys and girls track, boys baseball, boys golf and girls tennis in the spring⁹³. Academy students also have the opportunity to participate in intramural athletics. Intramural activities change each year but may include the following: ultimate Frisbee, indoor soccer, sand volleyball, swimming, volleyball, basketball, yoga, tennis, ping-pong, softball, bowling and

⁸⁵ <https://academy.bsu.edu/student-life/health-services/>

⁸⁶ <https://academy.bsu.edu/student-life/mental-health-services/>

⁸⁷ Ibid

⁸⁸ <https://academy.bsu.edu/counseling/>

⁸⁹ Ibid

⁹⁰ <https://academy.bsu.edu/student-life/extracurricular/>

⁹¹ Dr. Vickie Barton, Executive Director, Indiana Academy

⁹² Dr. Julie Price, Superintendent of University Schools, Ball State University

⁹³ <https://academy.bsu.edu/student-life/athletics/>

Frisbee golf⁹⁴. For those not wanting to play competitively, Academy students have an open gym recreation time with various activities twice a week.

Outreach Programs

As discussed in the beginning of the report, the Academy's second core statutory charge is to operate a "a program for public school educators⁹⁵." In addition, state statute charges the Academy "shall...(3) develop curriculum material for distribution and use throughout the public school system; (4) develop programs to encourage interaction with public school educators; (5) make curriculum material available to students in public schools throughout Indiana by the use of telecommunications technology...⁹⁶" These tasks are accomplished by the Academy's Office of Outreach Programs.

Historically, the Academy's outreach programs have been focused on Indiana's gifted/talented programs. The Academy in the past operated gifted/talented summer programs for middle and high school-aged students during the summer⁹⁷. The Academy continues to offer a Saturday enrichment program for students in grades 3-6. For the last two years, the Academy has cut back on the number of local schools where it had been offering the program and has only offered the program at Madison Grant schools⁹⁸. The Madison Grant United School Corporation has used their high-ability grant money to pay for the Academy's programming. The Academy also offers a limited number of enrichment programs free of charge each semester in Muncie for middle school students hosted at the Academy in partnership with the Academy's Office of Admissions⁹⁹.

Today, the Academy offers two key outreach programs with statewide impact: Indiana Academy Online and the AP Summer Institute.

Indiana Academy Online

The Academy has provided online educational options for students since 1990, serving Indiana students as well as those nationwide and around the globe needing advanced courses¹⁰⁰. From 2006 to 2017, 1,976 Indiana students from 57 of Indiana's 92 counties have enrolled in courses offered through Indiana Academy Online¹⁰¹. The Academy currently offers AP Calculus AB, AP Calculus BC, AP Physics I, Differential Equations, Linear Algebra, Multivariable Calculus, and AP Statistics through the program¹⁰². The courses can be accessed over the Internet at any time of the day through the Academy's streaming video archive. Schools can easily receive streaming video with a T1 or faster internet connection and students can also view courses at home through a cable modem or DSL connection. Every video of every course is available at any time. The websites with archived broadcasts, syllabi, curriculum information, homework, and assignments are available 24 hours a day, seven days a week¹⁰³. A site coordinator at the student's high school is needed to communicate grade assignments, and proctor exams and quizzes to the Academy. The coordinator does not have to be a person with knowledge in the content area. The student must purchase textbooks separately. Indiana Academy Online classes are \$500 per student if they are signed up by the priority registration deadline, \$550 per student by the regular deadline, and

⁹⁴ <https://academy.bsu.edu/student-life/extracurricular/>

⁹⁵ IC 20-24.5.5-3-4

⁹⁶ IC 20-24.5.5-3-6

⁹⁷ Julie Tuttle Davis, Senior Associate Director of External Affairs, Indiana Academy

⁹⁸ Ibid

⁹⁹ Ibid

¹⁰⁰ <https://academy.bsu.edu/online/>

¹⁰¹ Appendix D

¹⁰² <https://academy.bsu.edu/online/courses/>

¹⁰³ <https://academy.bsu.edu/online/>

\$600 per student by the extended deadline¹⁰⁴. All payments must be received in full in order at the Academy to be granted access to the courses. Several of the courses are also available for dual credit through Ball State for \$350 per student; that amount is paid directly to Ball State¹⁰⁵.

AP Summer Institute

Every summer since 1991, the Academy has brought together hundreds of teachers and instructors from within the state, across the country, and around the world to Ball State for AP Summer Institute (APSI). These intensive four-day professional development workshops are subject-specific and provide educators 30 contact hours of support, training, and strategies needed for teaching AP courses¹⁰⁶. The Academy's workshops are endorsed by the College Board and facilitated by consultants approved by College Board to share their expertise and best practices. In 2017, the Academy offered APSI workshops for the following AP courses: AP Calculus AB, AP English Literature + Composition, AP Environmental Science, AP European History, AP Physics I, AP U.S. Government and Politics, AP Biology, AP Chemistry, AP English Language + Composition, AP Psychology, AP Spanish Language and Culture, AP Statistics, AP Studio Art, AP U.S. History and AP World History¹⁰⁷.

Until 2005, many of the workshops were free to qualified Indiana teachers, and the Academy would host nearly 400 teachers each summer. Since then, the average number has dropped to around 200 each summer¹⁰⁸. Despite the cost, the Academy hosted 1,507 Indiana teachers from 89 of Indiana's 92 counties from 2008 to 2017. Out-of-state teachers have always paid a fee to attend the workshops¹⁰⁹. For the 2017 APSI, the Academy had an early-bird registration rate of \$700 and a regular registration fee of \$775. If enrolling in the science and art workshops, teachers also had a \$25 supply fee¹¹⁰. The registration fee included all workshop materials, parking, as well as Monday breakfast, four lunches (Monday-Thursday) and snacks Monday-Wednesday in the afternoons. For an additional \$250, teachers were able to stay in a single-accomodation room in a Ball State residence hall Sunday-Wednesday night. The Academy also provides teachers with a certificate indicating thirty contact hours of professional development that can be submitted to the state for professional growth points needed for licensure¹¹¹.

Educational Costs

Like a traditional public high school, education at the Academy is provided tuition-free by the State of Indiana through the state educational formula. The state educational formula includes tuition support, honors grant, special education grant and complexity funding that is calculated using the Academy's average daily membership (ADM) in the fall (spring ADM going forward is only being used by the state for informational purposes)¹¹². International students are not counted in ADM and therefore do not result in the Academy receiving additional state funds¹¹³.

When the Academy began, every student's room and board was covered. Beginning in fall 2006, families began to help support the costs of room and board for their students staying in Wagoner Hall. Families

¹⁰⁴ <https://academy.bsu.edu/online/fees/>

¹⁰⁵ Ibid

¹⁰⁶ <https://academy.bsu.edu/summer/>

¹⁰⁷ Ibid

¹⁰⁸ Appendix E

¹⁰⁹ Julie Tuttle Davis, Senior Associate Director of External Affairs, Indiana Academy

¹¹⁰ <https://academy.bsu.edu/summer/attending-apsi/>

¹¹¹ Ibid

¹¹² http://www.doe.in.gov/sites/default/files/news/sy2017-2018-membership-count-dates.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

¹¹³ Scott Stachler, Assistant Director of University Budgets, Ball State University

of residential students pay a room and board fee of \$3,520 per year (including a \$100 enrollment deposit to reserve the student’s place) and a textbook and supplies fee of \$260 per year¹¹⁴. Residential students are furnished three meals a day, seven days a week. Half of the yearly fees are due each semester; families are able to be on a payment plan. Financial assistance is available for those who qualify. Qualification guidelines parallel the guidelines for the Federal Free and Reduced Lunch Program. As referenced in Appendix F, those that qualify for Reduced Lunch follow the fee guidelines for Minimum Financial Based and those that qualify for Free Lunch follow the fee guidelines for Maximum Financial Based¹¹⁵. Families apply for financial assistance following Summer Orientation.

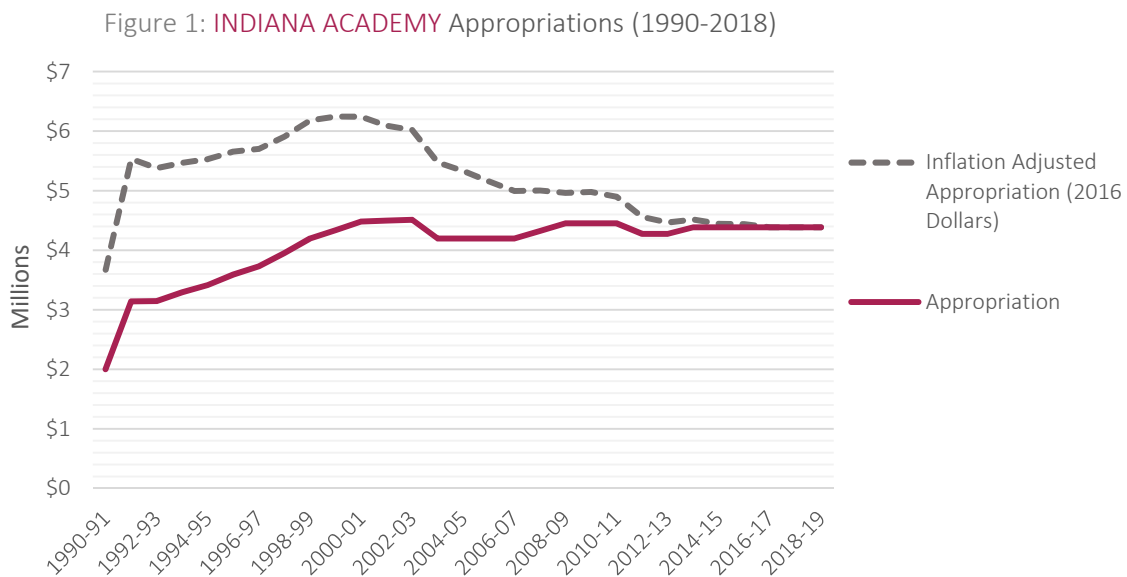
Families of non-residential students pay \$200 per year (including a \$100 enrollment fee to reserve the student’s place) and a textbook and supply fee of \$260 per year¹¹⁶. Residential and non-residential students may rent a wireless laptop computer to use, while enrolled at the Academy, if they do not already have one. Other expenses that may be incurred by both residential and non-residential families are for transportation, personal items, and the selection of options such as the yearbook, rental of a graphing calculator, and dual credit classes¹¹⁷.

Finances

The Academy uses Ball State’s accounting system and cycle. Ball State transfers the Academy’s finances into a typical K-12 accounting system and cycle for reporting required by the Indiana Department of Education¹¹⁸.

State Appropriations

The State of Indiana has provided Ball State with a line item appropriation to operate the Academy since it first opened its doors in 1990. The line item goes directly into the operating expenses of the Academy to support the two core statutory missions of the school: its residential program and outreach programs



¹¹⁴ <https://academy.bsu.edu/admissions/apply/>

¹¹⁵ <https://academy.bsu.edu/admissions/apply/>

¹¹⁶ Ibid

¹¹⁷ Appendix G

¹¹⁸ Scott Stachler, Assistant Director of University Budgets, Ball State University

to improve gifted/talented student services¹¹⁹. As shown in Appendix G, the \$2 million appropriation in 1990-91 covered the initial junior class. The following year in 1991-92, the appropriation jumped to \$3 million to cover the new junior class and returning senior class. By the 1998-99 academic year, the appropriation surpassed the \$4 million mark and hit its high point in the 2001-02 academic year at \$4,496,358 prior to the recession in 2002-03 in which the Governor's revised budget plan reduced the allocation by seven percent¹²⁰. As shown in Figure 1, the total appropriation each fiscal year has remained relatively unchanged since that timeframe. Appendix G and Figure 1 also show the appropriation history in comparison to the appropriation adjusted to inflation using 2016 dollars. Increases in the biennial appropriation for the Academy have not kept pace with inflation. While the Academy's appropriation increased by about four percent over the past 15 years, the inflation-adjusted 'value' of those dollars declined by 20 percent.

Ball State University for the last two bienniums has asked for an increase to the Academy's line item to account for inflation. Going into the most recent budget session, Academy's state appropriation was \$4,384,956 for fiscal year 2017. Ball State University's request to the Indiana Commission for Higher Education for the Academy's line item was \$4,495,000 in fiscal year 2018 (2.5% increase compared to fiscal year 2017) and \$4,607,000 in fiscal year 2019 (3.5% increase compared to fiscal year 2017)¹²¹. The Commission's recommendations included the increase in fiscal year 2018 (\$4,495,000) but a slightly lower amount in fiscal year 2019 (\$4,538,429). In the Governor's recommended budget, the Academy's line item remained flat in both fiscal years 2018 & 2019 at \$4,384,956¹²². The House of Representative's passed version of the budget included the Commission's recommendations for the Academy's line item amounts¹²³. However, the budget bill the Senate passed mirrored the Governor's flat recommendation for the Academy¹²⁴. The final budget as passed out of conference committee and signed by the Governor left the line item flat for the Academy at \$4,384,956 in both fiscal years 2018 & 2019¹²⁵.

During the site visit with Ball State, the Commission asked the BSU Finance Office what would happen if line item for the Academy was eliminated. Scott Stachler, Assistant Director of University Budgets, said eliminating the line item would "compromise the statutory mission of the Academy." The Academy would be forced to fully pass its residential and operational costs entirely onto its students. If the Academy did not operate as a residential high school allowing students to attend from across the state, it would cut into the local Delaware County student population.

Academy's Financial Statement

The financial statement for the Academy for the 2011-12 through the 2015-16 academic year is located in Appendix H. Historically, the Academy ran on a deficit and Ball State funded the deficit. During the 2008-09 Recession, Ball State University President Jo Ann Gora required the Academy to "live within its state line item and ADM funding¹²⁶." During the last five years reflected on the financial sheet, Ball State has worked with the Academy to operate with income rather than a deficit.

¹¹⁹ Scott Stachler, Assistant Director of University Budgets, Ball State University

¹²⁰ Appendix G

¹²¹ http://www.in.gov/che/files/BudgetRunReport_ICHE201719Budget_20170428.xlsx

¹²² http://www.in.gov/che/files/BudgetRunReport_Governor201719Budget_20170509.xlsx

¹²³ http://www.in.gov/che/files/BudgetRunReport_House201719Budget_20170428.xlsx

¹²⁴ http://www.in.gov/che/files/BudgetRunReport_Senate201719Budget_20170427.xlsx

¹²⁵ HEA 1001-2017

¹²⁶ Scott Stachler, Assistant Director of University Budgets, Ball State University

For the 2015-16 academic year, the state appropriation (63 percent) and the state education funding formula (26 percent) made up a majority of the revenue for the Academy (89 percent)¹²⁷. The Room and Board Support Fee is the amount of money collected from families to support their residential students staying in Wagoner Hall (fees referenced in Appendix F) and make up another 11 percent of the revenue. The amount collected in Room and Board Support has risen over \$250,000 since 2011-12 (an almost 49 percentage point change). While Free and Reduced Lunch Students attend the Academy at a reduced cost, federal regulations prohibit the Academy for being reimbursed for free/reduced meals, so the Academy shoulders the cost. The remaining one percent of revenue is made up of Ball State University Foundation Support, which is direct funding from Academy-controlled and Teachers College-controlled funds, along with other income brought in by grants¹²⁸.

When looking at the expenditures for the 2015-16 academic year, salaries and wages (45 percent) and employee benefits (19 percent) make up the majority of the Academy's expenses (63 percent)¹²⁹. The 2017-18 academic year was the first time in three years that the Academy staff received raises. According to Stachler, the Academy faculty could go anywhere they like and teach. However, the Academy faculty stay because they are passionate about the Academy and its mission. The next largest expense is room and board at 36 percent for the Academy. Supplies and expenses, and travel, make up the remaining one percent of expenditures. Net Transfers on the financial sheet are the dual credit fees the Academy pays Ball State, which is why it appears as a negative¹³⁰.

Ball State does not charge the Academy for its use of classrooms, utilities or building maintenance. Ball State also covers the Academy's retirement benefits, which currently sit at \$92,000¹³¹. The university, as referenced several times earlier in the report, gives Academy students and staff large access to the Ball State campus. Academy students can access the campus recreation facilities, mental health services and health center free of charge.

Outside Grants

The Academy faculty and staff work to secure outside grant funding to support & improve the academic program, in addition to funding research. During the Commission's site visit, the Academy highlighted three grants they had most recently received (a complete list of the Academy's outside grant funding is located in Appendix I). The Academy received \$13,752 from the Indiana Department of Homeland Security to install a new Residence Hall Card Swipe System in Wagoner Hall, \$27,723 from the Indiana Department of Education from the State's High Ability Grant Program for 2016-17 and \$30,000 from the Lilly Endowment, Inc. from the endowment's Comprehensive Counseling Initiative Planning Grant¹³². In total, the Academy has received \$7,402,753 in grant funding throughout its 27 year history, averaging \$274,176 a year.

The presence of the Academy has allowed for Ball State University Teachers College to obtain grant funding to support other efforts to study gifted and talented education and Ball State's electronic field trip initiative¹³³. The Center for Gifted Studies and Talent Development was founded in 1994 to meet "the needs of gifted and talented students, their teachers, their schools and administrators, their

¹²⁷ Appendix H

¹²⁸ Scott Stachler, Assistant Director of University Budgets, Ball State University

¹²⁹ Appendix H

¹³⁰ Ibid

¹³¹ Ibid

¹³² Appendix I

¹³³ Dr. Roy Weaver, Interim Dean, Teachers College, Ball State University

parents, and their larger communities through enrichment programming, professional development, parent seminars, and research activities designed to improve educational programs and create a better understanding of the needs of gifted and talented individuals¹³⁴.” The Center has obtained \$5,494,436 to support its research¹³⁵. Additionally, Ball State University Teachers College was able to secure \$4,113,255 for the development of the electronic field trip initiative¹³⁶.

Alumni

The Academy has 3,216 alumni who make up the graduating classes from 1992 to 2017. In Appendix J, a map of the home counties of the Academy’s alumni from 1992 to 2017 shows Academy alumni have represented high schools from 91 of Indiana’s 92 counties. The map displays the true statewide reach this school has had since its inception 27 years ago. The only county without an Academy alumnus is Spencer County¹³⁷.

The classes of 1992 to 2016 have attended 361 different colleges and universities¹³⁸, representing 16 Indiana public colleges and 23 Indiana private colleges (a full list of colleges attended by alumni is located in Appendix K). The success of the Academy’s graduates in post-secondary education will be addressed in the next section of this report.

In an era of social media, the Office of Admissions, Office of Outreach Programs and the Executive Director of the Academy all operate Facebook pages or groups for Academy alumni to stay connected to the high school¹³⁹. The Academy recently hosted the alumni of its first class, the Class of 1992, back to Muncie to celebrate their 25-year class reunion. The Academy solicited the Class of 1992 and other alumni for the renovation of a classroom into an interactive learning space¹⁴⁰ and for new science equipment. The Academy was successful in raising all the funds needed for these improvements¹⁴¹. Ball State University Foundation sends out a fundraising letter to all Academy alumni each November to raise money specifically for the high school. When soliciting funds, the Academy is prohibited from contacting potential donors in which Ball State already has existing relationships, so they must work directly with the Ball State University Foundation on all fundraising efforts¹⁴².

Policy & Research Data

The Indiana Commission for Higher Education produces College Readiness Reports annually to help local schools and communities understand how high school graduates are performing in college while informing policies that increase college readiness and success. The Commission compiled college readiness metrics for the Academy and peer Indiana high schools to support the evaluation process. For the purpose of this report, the Academy selected five peer Indiana high schools based on similar characteristics of the school in relation to the Academy, or close partnerships with the Academy:

¹³⁴ <http://cms.bsu.edu/academics/centersandinstitutes/giftedstudies>

¹³⁵ Appendix I

¹³⁶ Ibid

¹³⁷ Appendix J

¹³⁸ <https://academy.bsu.edu/alumni/colleges/>

¹³⁹ Dr. Vickie Barton, Executive Director, Indiana Academy

¹⁴⁰ <http://cms.bsu.edu/about/administrativeoffices/educationalexcellence/services/learningspacesinitiative>

¹⁴¹ Dr. Vickie Barton, Executive Director, Indiana Academy

¹⁴² Ibid

- Signature School (Evansville)
 - Both Signature School and the Academy have student bodies with high levels of AP exam participation. Signature School's curriculum is nearly entirely AP-based while the Academy's is only partially AP-based.
- Kokomo High School (Kokomo)
 - Kokomo High School has an international program similar to the Academy.
- Madison Consolidated High School (Madison)
 - Madison Consolidated High School works closely with the Academy, and the Academy has acted as a distance learning provider for portions of their courses in the past.
- Homestead Senior High School (Fort Wayne)
 - Similar to the Academy's presence in the Muncie area, Homestead Senior High School is one of the most well-known schools in the Fort Wayne area.
- Jefferson High School (Lafayette)
 - Jefferson High School has a strong relationship with Purdue University which is similar to the Academy's relationship with Ball State.

In addition to the peer school comparisons, the Commission compared the data for the Academy to the statewide average.

The following data sources were utilized as a part of the analysis: Indiana Department of Education (IDOE), Indiana Commission for Higher Education (CHE), Independent Colleges of Indiana (ICI), and National Student Clearinghouse (NSC).

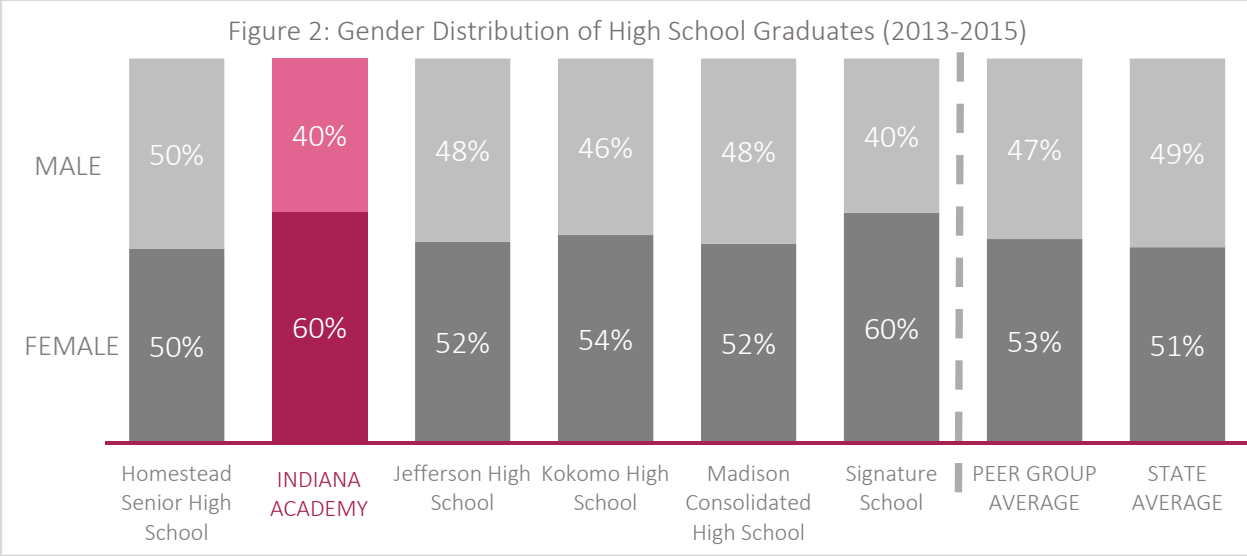
Data definitions for CHE College Readiness reports can be found here:

<http://www.in.gov/che/files/2015%20CHE%20College%20Readiness%20Data%20Notes.pdf>.

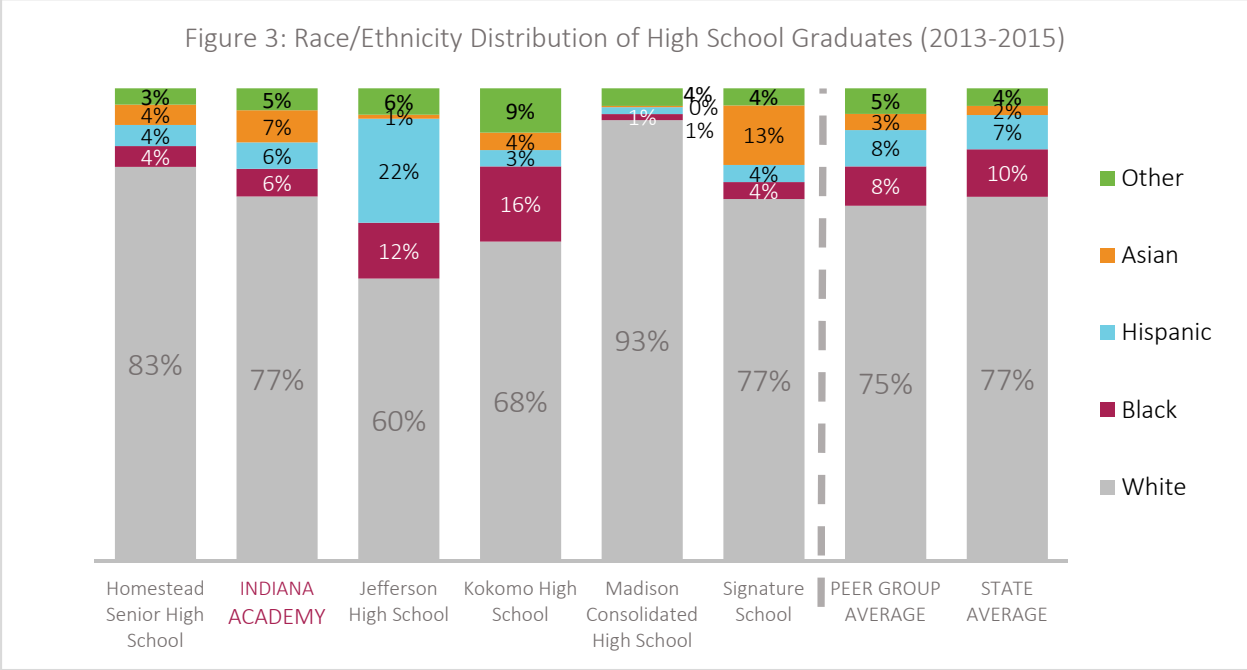
Demographics & Pre-College Academic Success

Demographics

Academy graduates were more likely to be female compared to graduates at the selected peer high schools and Indiana graduates statewide. Roughly 60% of Academy graduates between 2013 and 2015 were female compared to 51% of graduates statewide and 53% of graduates from the selected peer high schools. Signature School had a similar higher share of female graduates over the three year time period at 60%. See Figure 2.

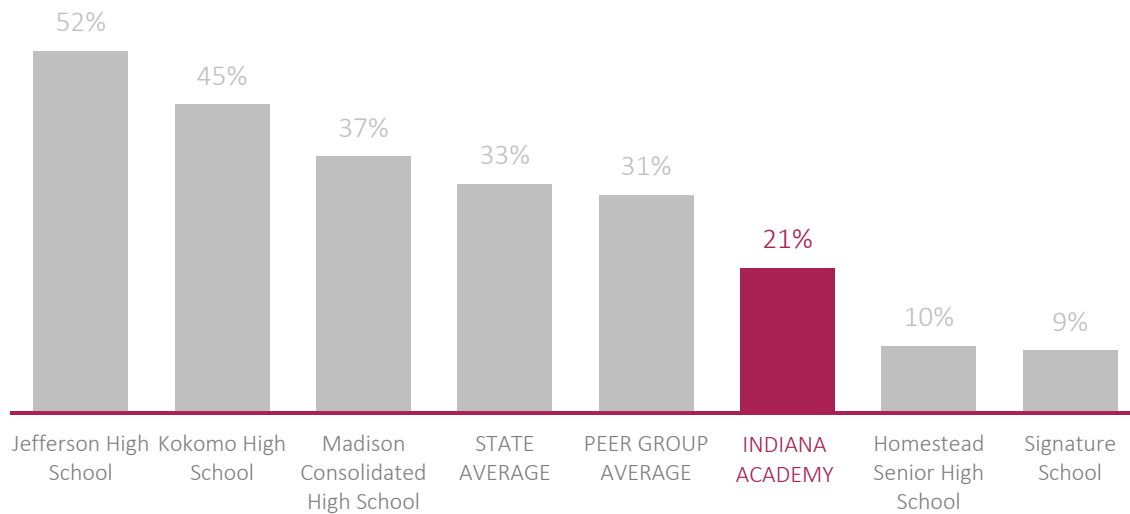


Graduates of the Academy mirrored the race/ethnicity profile of students statewide regarding the percentage of non-White students (23%), and Academy graduates were more diverse than two other high schools in the peer list in terms of the percentage of non-White students (Homestead and Madison). Among non-White student populations, Academy graduates were more likely to be Asian than students statewide but less likely than graduates of Signature School. See Figure 3.



Graduates of the Academy were less likely to qualify for free and reduced lunch compared to students statewide; 21% of 2013-2015 Academy graduates qualified for free and reduced lunch compared to one third of students statewide. However, the Academy’s graduating class is represented by a larger share of low-income students compared to Homestead Senior High School and Signature School (10% for Homestead and 9% for Signature compared to 21% for the Academy). See Figure 4.

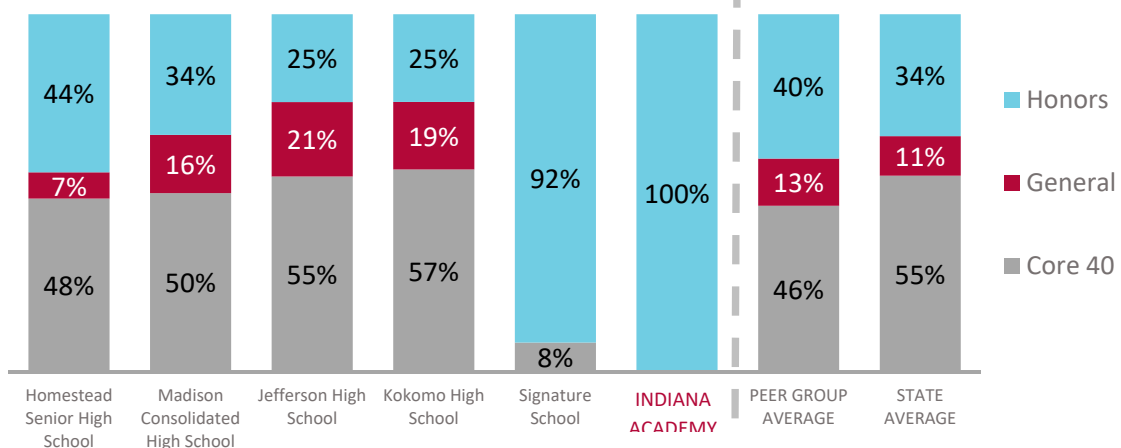
Figure 4: % Participating in the Free or Reduced Lunch Program (2013-2015)



Pre-College Academic Success

Students graduating from the Academy are in high academic standing. From 2013-2015, all Academy graduates graduated with an Honors diploma, and the overwhelming majority of students scored in the highest scoring ranges on the SAT and ACT college entrance exams. Over 60% (62%) of Academy test takers scored in the highest range of 1200 or higher. Similarly, the Academy performed well on the ACT standardized exam with 75% of test takers receiving scores of 26 or above. See Figures 5-7. It is important to note that SAT or PSAT scores are required for admission to the Academy which may partially explain the higher test scores. However, data for the most recent two cohorts for Academy graduates show that, on average, graduates scored between 3 to 15 points higher on their outgoing SAT scores compared to their incoming SAT scores.¹⁴³

Figure 5: Diploma Type Distribution of High School Graduates (2013-2015)



¹⁴³ Supplemental data provided by the Indiana Academy for 2016 and 2017 cohorts.

Figure 6: SAT Score Distribution of High School Graduates (2013-2015)

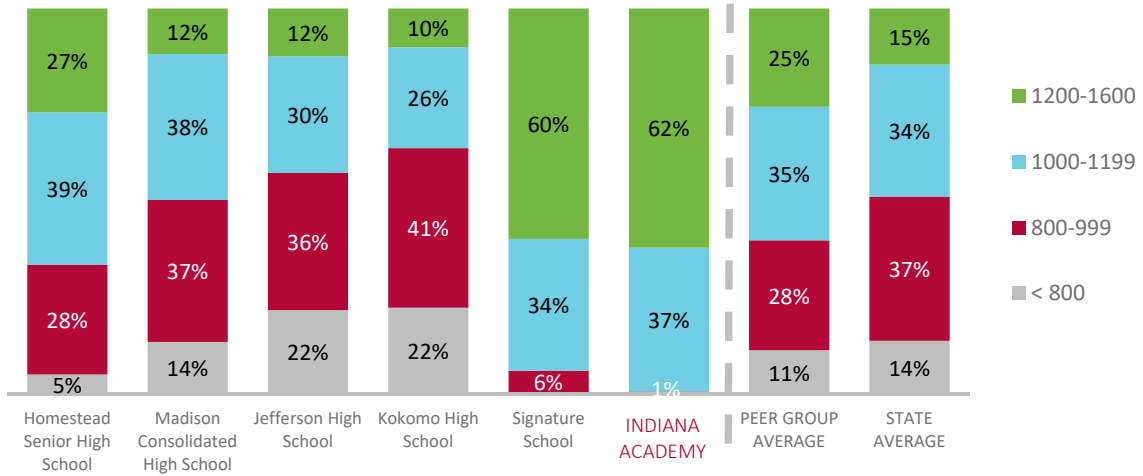
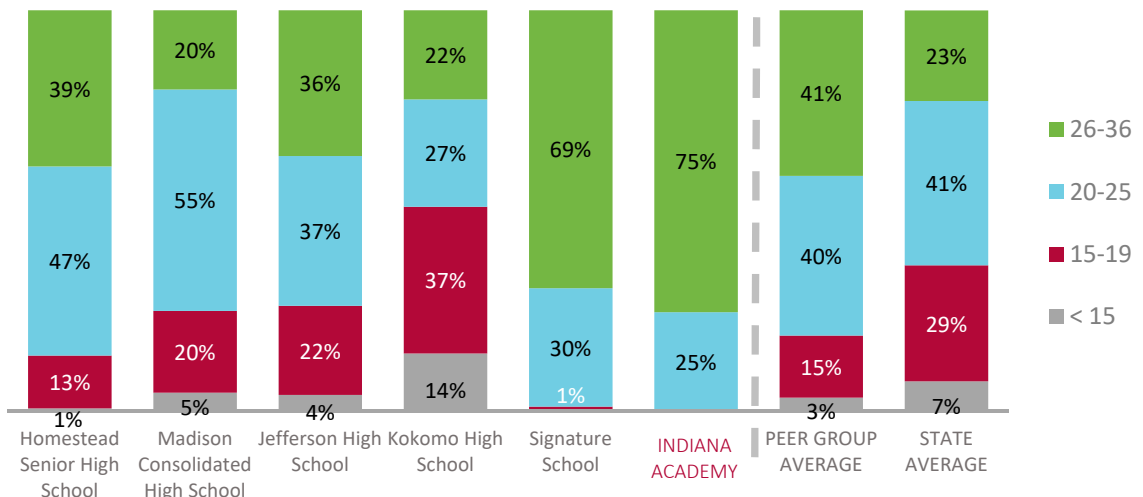


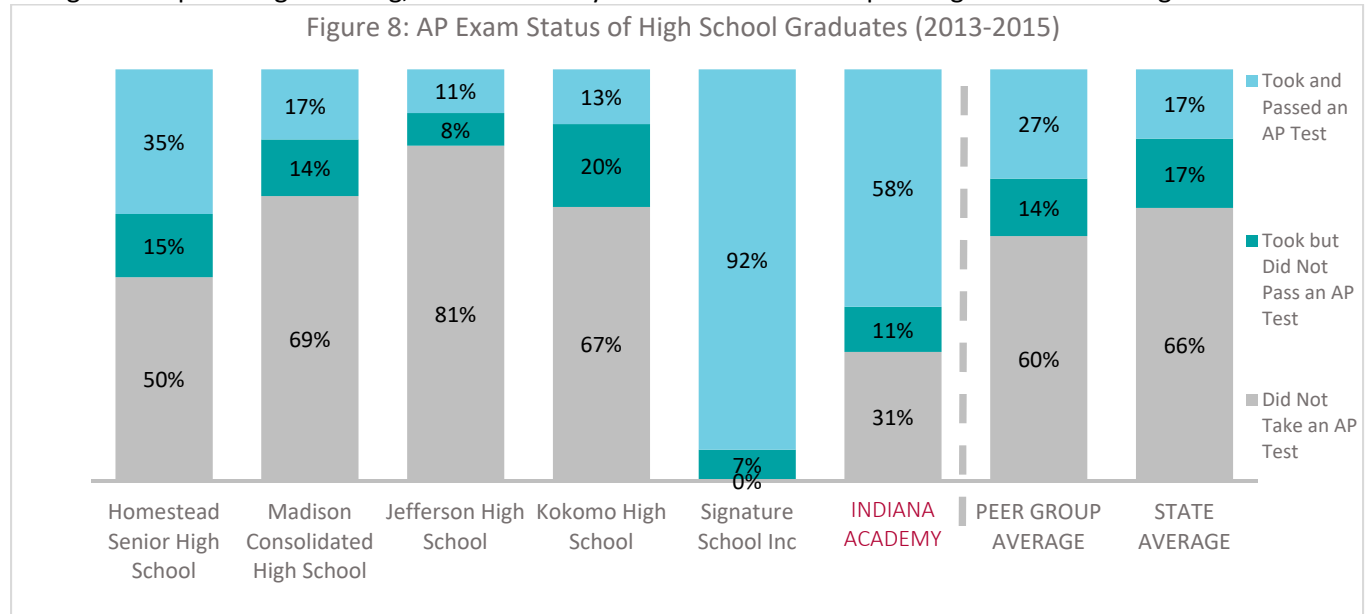
Figure 7: ACT Score Distribution of High School Graduates (2013-2014)



Academy graduates are also significantly more likely to earn pre-college credit, either through passing Advanced Placement exams (earning a score of 3 or higher) or earning dual credit at Indiana public colleges. Over two-thirds (69%) of Academy graduates between 2013 and 2015 took at least one AP exam with over half (58%) passing at least one AP exam. See Figure 8. When examining the success rates of AP test takers specifically, Academy graduates also perform significantly well. According to data published by the College Board, AP exam passage rates for the Academy are not only much higher than the state and national averages¹⁴⁴, but the number of exams taken by students has been growing over the last five years. See Appendix L.

¹⁴⁴ In 2017, 83% of Indiana Academy students who sat for an AP exam passed an AP exam (received a score of 3 or higher) compared to 53% of Indiana test takers and 60% of test takers nationally. *AP Five-Year School Score Summary (2017)*. See Appendix L.

Academy graduates also had high participation rates in dual credit with 90% of graduates between 2013 and 2015. See Figure 9. With the exception of Signature School having all of their graduates taking an Advanced Placement exam between 2013 through 2015, Academy graduates had the highest participation rates for AP and dual credit individually compared to the other selected peer high schools. When factoring in both AP and dual credit together in terms of “pre-college” credit, the Academy by far had the largest percentage of students passing at least one AP exam and earning dual credit prior to graduating high school at 50%. In addition, 98% of the Academy graduates earned some sort of pre-college credit prior to graduating, the most of any of the other selected peer high schools. See Figure 11.



Not only are Academy graduates more likely to have earned pre-college credit, they tend to earn larger volumes of credit prior to high school graduation. For example, 2013-2015 Academy graduates who earned dual credit earned an average of 24 credit hours before high school graduation compared to 10 to 11 credit hours for students statewide or students at the selected peer high schools. Additionally, just over three out of four Academy graduates between 2013 and 2015 were estimated to have earned at least one semester of dual credit (15+ credits) and nearly one-third were estimated to have earned more than two semesters of dual credit (30+ credits). See Figures 9 and 10.

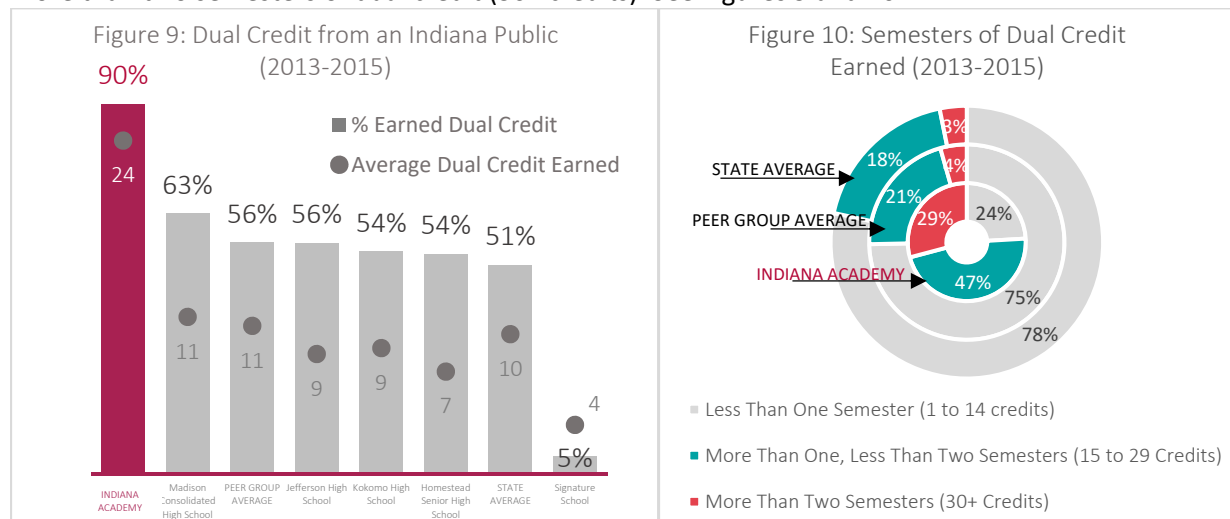
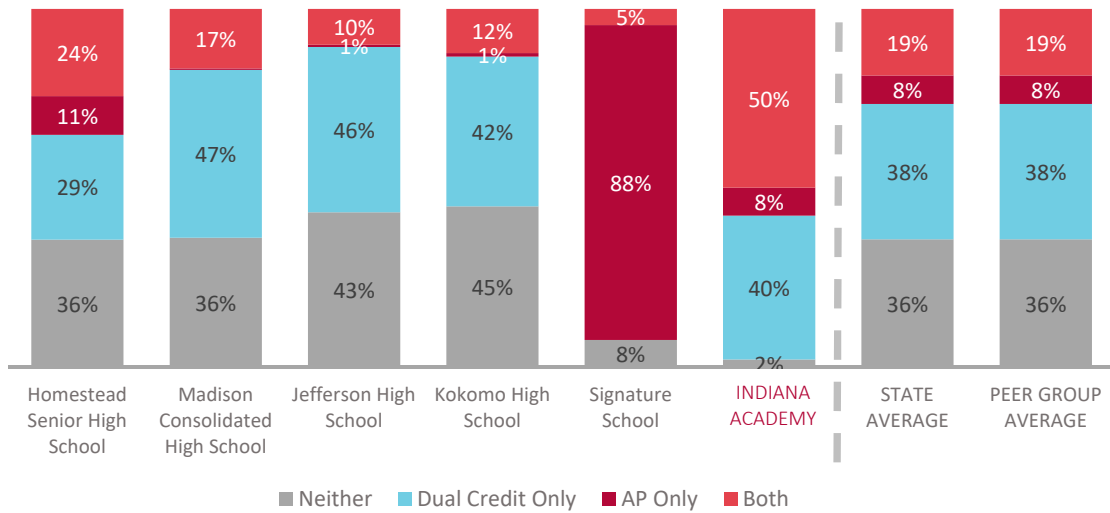
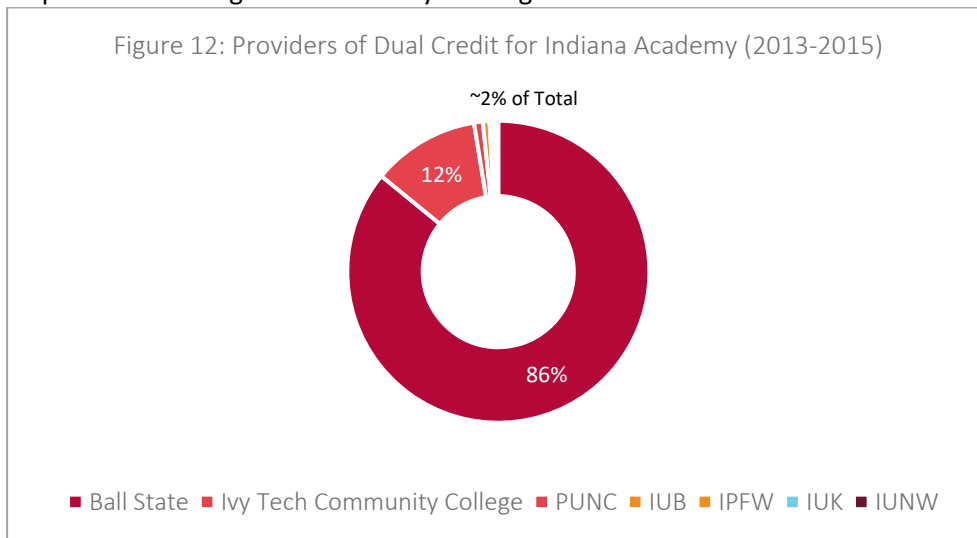


Figure 11: Pre-College Credit Status of High School Graduates by Category (2013-2015)



The partnership between Ball State and the Academy is reflected in the dual credit provider numbers for Academy graduates. Among the 90% of Academy graduates who earned dual credit between 2013 and 2015, 86% of them earned their credit through Ball State. The remaining 14% may speak to local dual credit earned prior to enrolling in the Academy. See Figure 12.

Figure 12: Providers of Dual Credit for Indiana Academy (2013-2015)



College Going

College going rates for Academy graduates are above the state average and are among the highest in the comparison group. Between 2013 and 2015, 94% of Academy graduates enrolled in college within one year of graduation, falling just behind Signature School at 95%. See Figure 13.

Figure 13: % Enrolling in Any College
(2013-2015 High School Graduates)

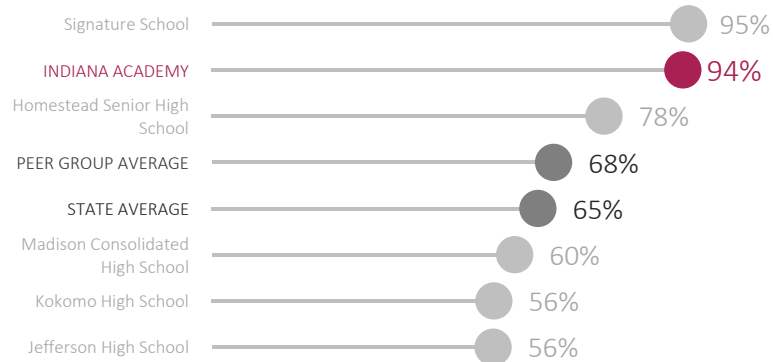


Figure 14 displays the college going distribution by sector for graduates enrolling in college within one year of high school graduation. Data indicate that 63% of college-going Academy graduates enrolled in Indiana public colleges, 15% enrolled in Indiana private, non-profit colleges, and 21% enrolled in out-of-state institutions. While out-of-state colleges do make up a larger proportion of college choices for Academy postsecondary enrollees compared to students statewide, it is important to note that the Academy's very high college going rate translates to a larger in-state postsecondary enrollment impact from the perspective of the high school population. For example, 74% of Academy high school graduates directly enrolled into Indiana higher education institutions within one year of high school graduation compared to only 56% of students statewide. See Figure 15.

Figure 14: College Enrollment Shares (of High School Students Enrolling in College) by Sector (2013-2015)

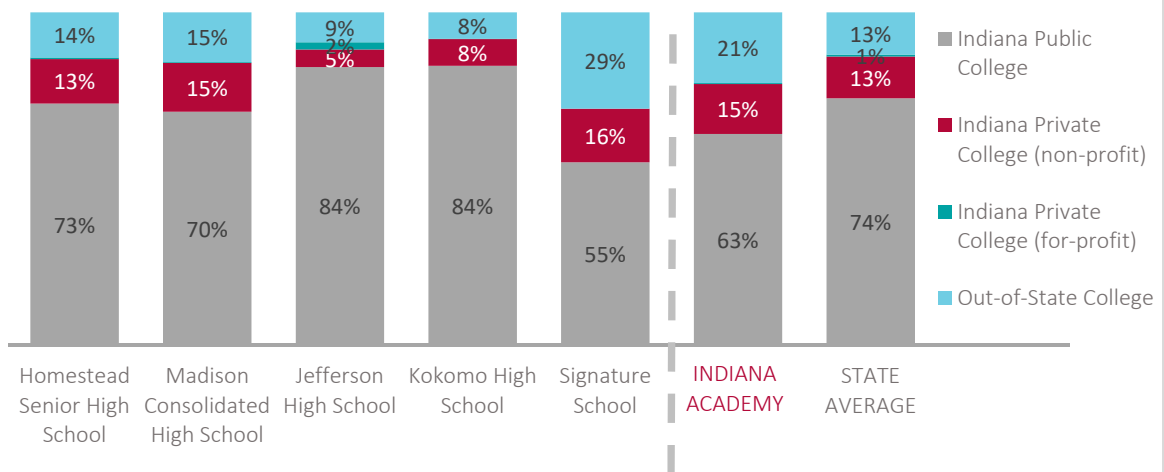
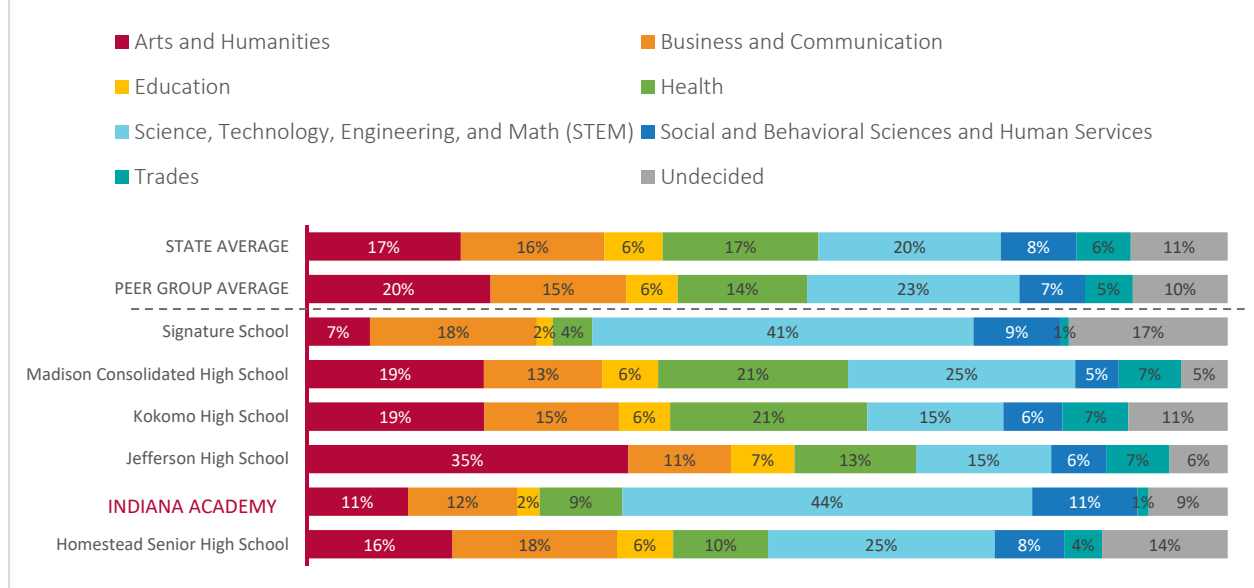


Figure 15: Percentage of High School Graduates Enrolling in an Indiana College Within 1 Year of Graduation (2013-15)



The top destinations among 2013-2015 Academy graduates enrolling in Indiana public colleges were Indiana University-Bloomington (39%), Purdue University-West Lafayette (29%), Ball State University (16%), and IUPUI (12%). Academy graduates were over twice as likely to enroll directly into STEM and 1.4 times as likely to enroll directly into Social Science programs compared to students statewide. Signature School also had a large percentage of their graduates pursuing a STEM degree after high school graduation. Compared to Academy graduates, Signature School graduates were more likely to pursue a business degree or enter college undecided on their major. See Figure 16.

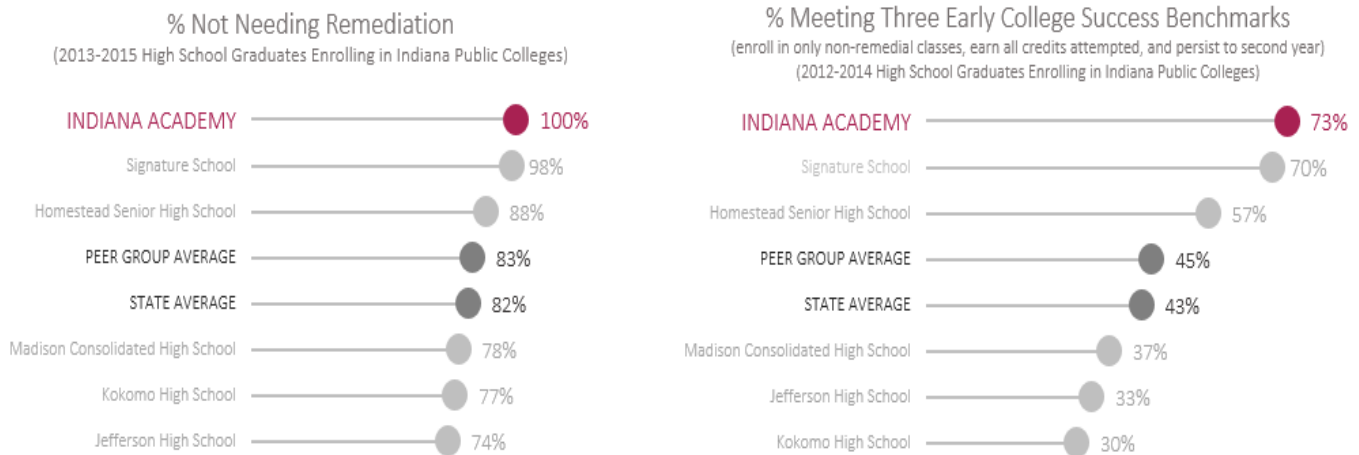
Figure 16: Area of Study of High School Graduates Entering an Indiana Public College (2013-2015 Graduates)



College Readiness & Performance

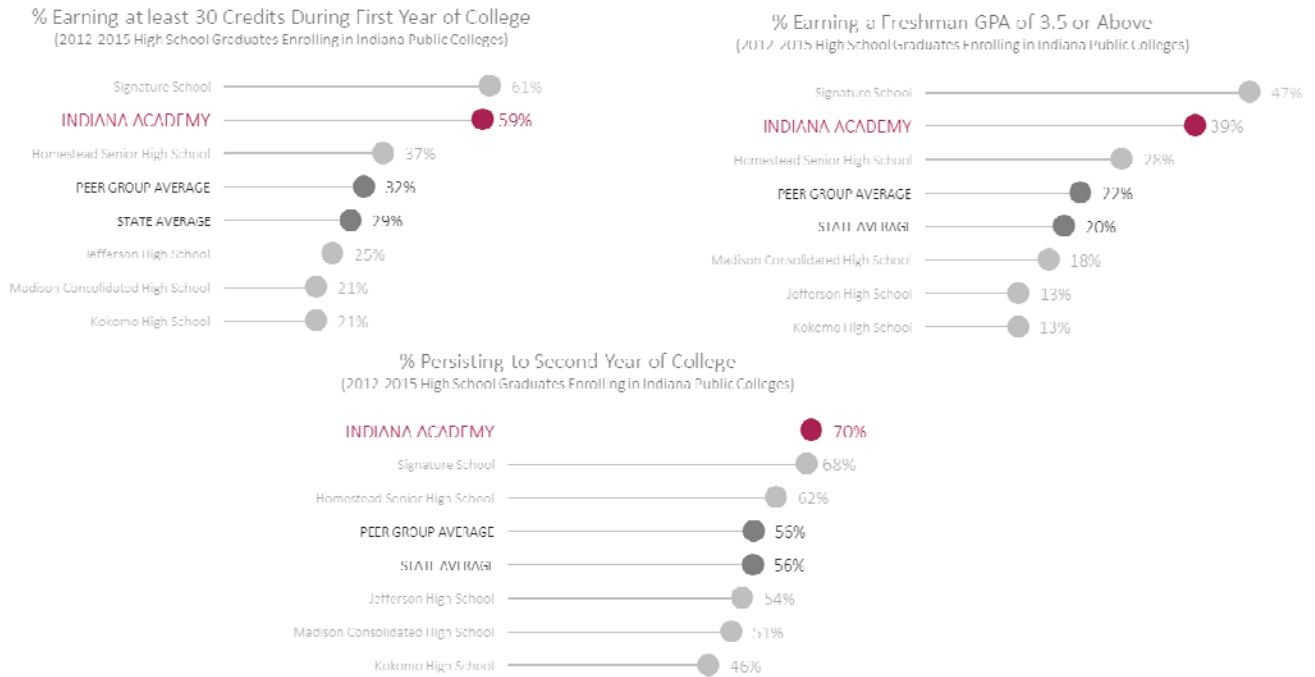
The graduates of the Academy perform well above average on college readiness metrics. From 2013 to 2015, no Academy graduates were identified as needing remediation, and when looking at college readiness from a more holistic view through the composite early college benchmark between 2012 to 2014, 73% of Academy graduates were listed as hitting the composite benchmark compared to 43% of students statewide. The composite early college benchmark is comprised of the following indicators: no remediation, completing all coursework attempted, and persisting to sophomore year. See Figure 17.

Figure 17: College Readiness Metrics



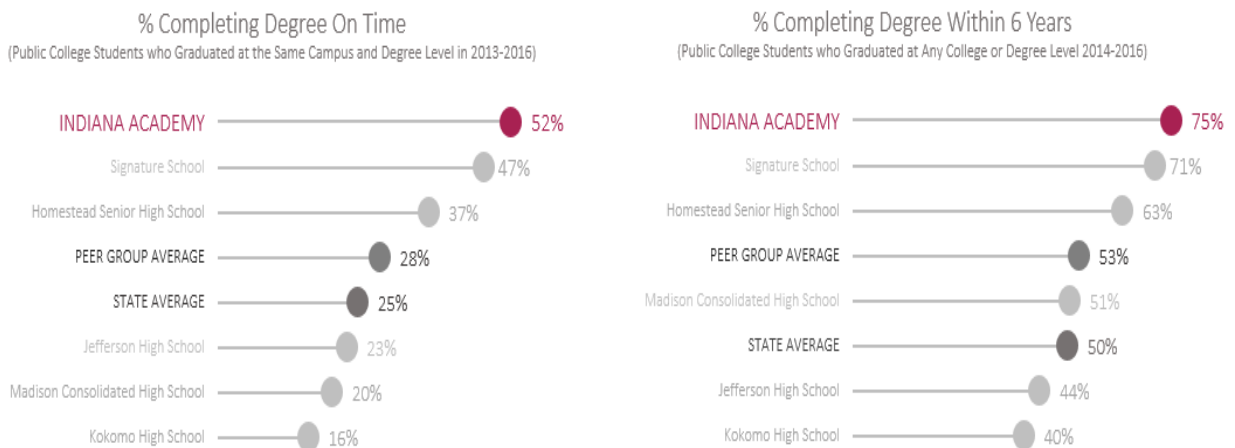
Additionally, the Academy graduates typically perform very well in their first two years on campus as measured through first-year grade-point average, first-year credit completion, and second-year persistence metrics. Just over 60% of Academy graduates from 2013 and 2015 who enrolled in an Indiana public college earned at least 30 credits in their first year and 42% of Academy graduates earned a first-year grade-point average of 3.5 or higher. Finally, approximately 92% of Academy graduates persisted to their sophomore year. The Academy tended to outperform the selected peer schools in this analysis with the exception of Signature School for first-year credit completion and first-year grade-point average. See Figure 18.

Figure 18: College Performance



Examining college completion from the perspective of high school graduates at the Academy also shows positive outcomes. Over 50% of Academy graduates completed a degree on time compared to 25% at the state-level. In addition, 75% of Academy students graduated within six years compared to 50% of students statewide. See Figure 19.

Figure 19: College Completion



Conclusion and Recommendations

On all measures the Commission utilized, the academic program at the Academy is effective when compared to peer Indiana high schools and the statewide average:

1. Students graduating from the Academy are in high academic standing.
2. College going rates for Academy graduates are well above the state average and are among the highest of their peers.
3. The overwhelming majority of Academy graduates are college ready, and graduates are performing well above state averages in terms of college success and completion.

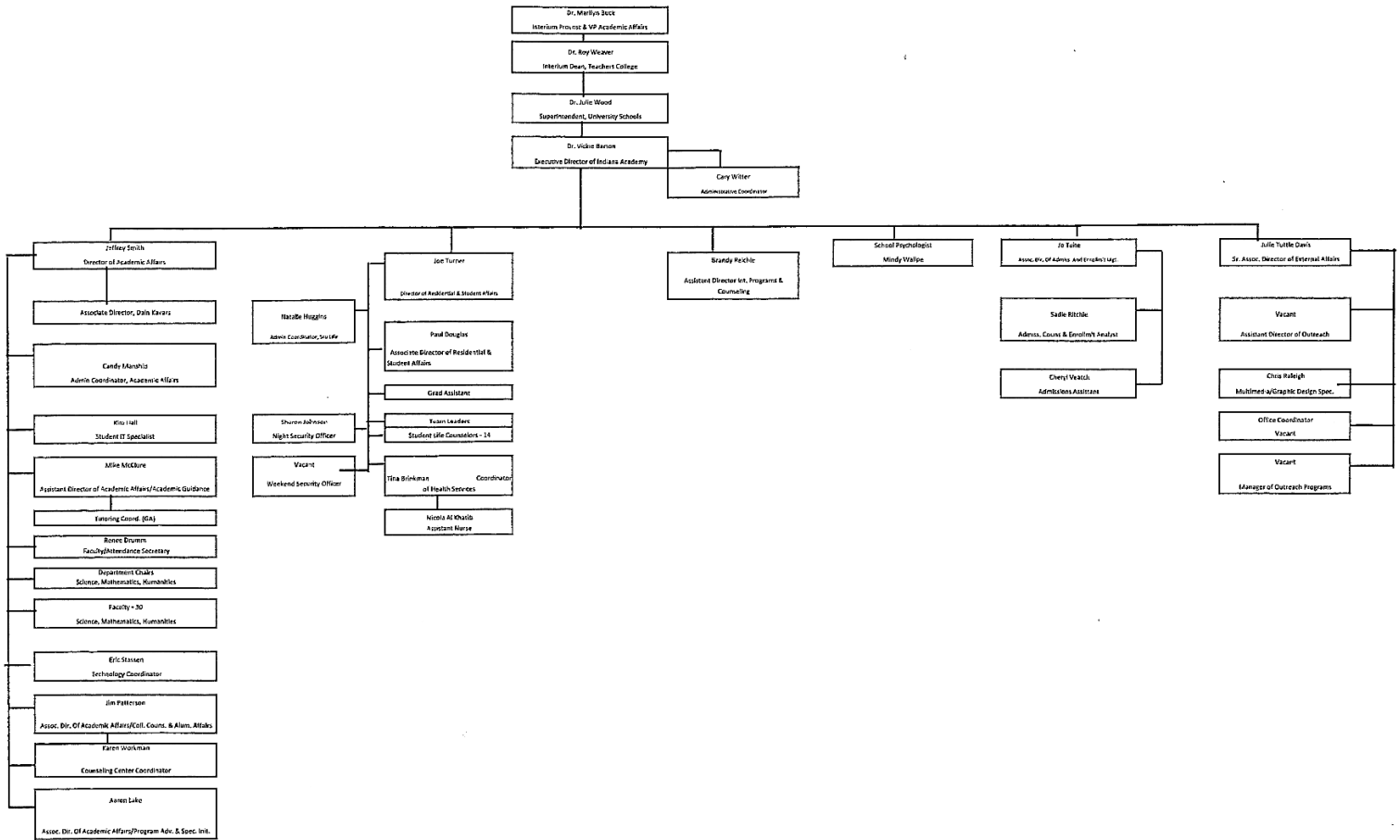
The Academy is charged by statute to operate a public residential high school for high-ability students and conduct outreach programs for the benefit of the state. It has an obligation to show its return on investment and the linkage of its academic mission to building a stronger state economy. During this study, it became clear that the Academy and Ball State need to build the school's capacity to track the longitudinal outcomes of all Academy alumni.

The Indiana Commission for Higher Education recommends that the Academy fully track all alumni in order to answer these three questions:

1. Where do they live?
2. Where do they work and in what type of jobs?
3. What are they earning?

As this information becomes available through the work of the Indiana Management and Performance Hub, the Commission is committed to working with the Academy to assist in answering these key questions to show the value of the Academy and its mission.

APPENDIX A: Academy Organizational Chart*



*Provided June 29, 2017

APPENDIX B: Academy Graduation Requirements¹⁴⁵

Graduating Classes of 2017 and 2018 (26.5 Academy Credits)	
<p>High School Substitutions</p> <p>Courses that are not taught at the Indiana Academy which would have traditionally been taken by students as 9th or 10th graders may be taken during summer school or through other arrangements. These classes include but are not limited to: PE, Health, Fine Arts, Geometry, Algebra II, and World Civilization/World History. Approval for these substitutions should be arranged with the Academy Guidance Office.</p>	
Science:	<p>6 Credits Required</p> <ul style="list-style-type: none"> • 2 credits in each 2-semester sequence of General Biology, General Chemistry, and General Physics, or equivalent college preparatory courses as determined by the Science Division Chair. • 4 credits in Laboratory Sciences must be from the Academy
Math:	<p>8 Credits Required</p> <ul style="list-style-type: none"> • 4 credits must be from the Academy
English:	<p>8 Credits Required</p> <ul style="list-style-type: none"> • 4 credits must be from the Academy <ul style="list-style-type: none"> ○ 1 credit in American Literature (Fall Semester of Junior Year) ○ 1 credit in World Literature (Spring Semester of Junior Year) ○ 2 elective credits from the Academy
Social Science:	<p>6 Credits Required</p> <ul style="list-style-type: none"> • 4 credits must be from the Academy <ul style="list-style-type: none"> ○ Must have 3 credits in History (Foundations of the American Experience, American History 1, and American History 2). ○ 1 elective credit from the Academy
Foreign Language:	<p>6 or 8 Credits Required</p> <ul style="list-style-type: none"> • If taking 1 language, a student must successfully complete 6 credits, including the Academy 302 course, in that language. Students entering the Academy with 3 years of a language may meet this requirement by demonstrating third-year proficiency on a national test. • If taking 2 languages, a student must earn a total of 8 credits with 4 credits in each language. For languages taken at the Academy to meet this requirement, the credits must include the successful completion of the Academy 202 course.
Fine Arts:	<p>2 Credits Required</p> <ul style="list-style-type: none"> • Can be obtained from home high school or Academy
Health:	<p>1 Credit Required</p>

¹⁴⁵ The full course catalog can be found at: <https://academy.bsu.edu/wp-content/uploads/Course-Catalog-2017-2018.pdf>

Graduating Classes of 2017 and 2018 (26.5 Academy Credits)

	<ul style="list-style-type: none"> • Can be obtained from home high school or Academy (BSU course)
Physical Education:	2 Credits Required <ul style="list-style-type: none"> • Can be obtained from home high school or Academy (BSU course)
Computing:	.5 Credit Required <ul style="list-style-type: none"> • Must take CMP03301 at the Academy or test out
Research:	1 Credit Required <ul style="list-style-type: none"> • Must be obtained while attending the Academy
Colloquium:	1 Credit Required <ul style="list-style-type: none"> • .5 credit Junior year • .5 credit Senior year • Must be obtained while attending the Academy
May Term:	1 Credit Required <ul style="list-style-type: none"> • .5 credit Junior year • .5 credit Senior year • Must be obtained while attending the Academy

Minimum Credits a student must carry per semester is 5.5.

Additional Requirements for the Academic Honors Diploma

Earn a grade of a “C” or better in courses that will count toward the diploma.

Complete one of the following:

- Earn 4 credits in 2 or more AP courses and take corresponding AP exams.
- Earn a composite score of 1250 or higher on the SAT with a minimum score of 560 on the math and a 590 on the evidence-based reading and writing section.
- Earn an ACT composite score of 26 or higher and complete writing section.
- Earn 6 verifiable transcribed college credits in dual credit courses.
- Earn a combination of 2 credits of AP courses and corresponding AP exams **AND** 3 verifiable transcribed college credits through dual credit courses.

APPENDIX C: Academy Faculty Listing*

Last Name	First Name	Adjusted Service Date	Years of Service	Highest Degree Earned
Ney	Christine	8/31/1987	29.57	M.A.
Stuart	Kenneth	8/13/1990	26.62	M.A.
Pentecost	Gislind	8/21/1990	26.60	Ph.D.
Foltz	Kimberly	8/12/1991	25.63	M.A.
Rajca	John	8/12/1991	25.63	M.A.
Fakhruddin	Hasan	8/12/1991	25.63	M.S.
Zhang	Mindy	10/14/1991	25.45	Ph.D.
Mayfield	Michael	8/16/1993	23.61	M.S.
Shobe	Franklin	8/14/1995	21.62	Ph.D.
Grady	Jon	8/12/1996	20.62	M.S.
Cunningham	Susie	9/3/1996	20.56	M.B.A.
Willis	Richard	8/9/1999	17.63	M.S.
Schuh	Stephen	8/7/2000	16.64	M.S.
Smith	Margaret	10/9/2001	15.47	Ph.D.
Arnold	Thomas	8/5/2004	12.64	Ph.D.
Nagelkirk	Stephanie	8/4/2005	11.65	M.Ed.
Marsh	John	8/3/2006	10.65	M.A.
Sayers	Jeffrey	8/3/2006	10.65	M.A.
Kellogg	Cheryl	8/3/2006	10.65	M.A.
Myers	Mark	8/3/2006	10.65	Ph.D.
Kavars	Dain	8/3/2006	10.65	Ph.D.
Haynes	David	12/1/2006	10.32	M.A.
Kallmeyer	Diane	12/8/2006	10.30	Ph.D.
Wright	Megan	8/1/2011	5.66	M.A.
Reid	Christopher	8/1/2011	5.66	M.A.
Rogers	Heather	8/1/2011	5.66	M.A.
Ruark	Joshua	8/6/2012	4.64	M.S.
McSparrin	Leslie	8/6/2012	4.64	M.S.
Smith	Robert	8/4/2014	2.65	M.A. T&L
Chi	Clara	8/3/2015	1.65	M.Ed.
Robinson	Jennifer	8/3/2015	1.65	M.Ed.
Scott	Sean	8/3/2015	1.65	Ph.D.

*Provided June 29, 2017

APPENDIX F: 2017-18 Residential and NECP Fee Structures¹⁴⁶



2017-18 Residential Fee Structure

2017-18 Academic Year	Basic Waiver	Additional Minimum Waiver*	Additional Maximum Waiver*
Room & Board Includes \$100 Deposit Due Junior Year upon Enrollment	\$8600	\$8600	\$8600
Scholarships	\$5080	\$6350	\$7112
Academy Textbooks/Supplies/ Technology Fee	\$260	\$105	\$105
Total Yearly Fee (Billed ½ of Total Per Semester)	\$3780 (\$1890 per Semester)	\$2355 (\$1177.50 per Semester)	\$1593 (\$796.50 per Semester)

Optional Fees

Optional Fees	Cost
Laptop Rental	\$50 per semester with a one-time \$200 refundable deposit
Yearbook	\$25 digital
Graphing Calculator Rental	\$20 per semester
Dual Credit (Earn High School and College Credit)	\$25 - \$250 (Price varies by class and is per course)
Application Fee to BSU to take Dual Credit	\$50 (Paid once to be eligible for Dual Credit)
Audit a BSU Class for High School Credit	\$55 (per course)**
BSU Class for Full College Credit	\$1,112.00 - \$1,496.00 per class**

*Based on financial need and requires proof of income

**Subject to change

Description of Fees

- Enrollment Deposit
 - \$100 non-refundable enrollment deposit due upon admission to the Indiana Academy
 - **The enrollment deposit will be applied toward the first semester Room & Board**
- Textbook, Supplies, and Technology Fee
 - \$155 textbook fee, \$55 technology fee, and \$50 supply fee - totaling \$260 per year/\$130 per semester
 - Students that qualify for fee waivers receive text books at no charge
- Room & Board – Includes a Dining Plan – 3 meals per day - Breakfast, lunch and dinner provided daily
- Financial Assistance
 - All admitted students qualify for the \$5080 Basic Waiver Scholarship
 - For those families who do not qualify for the fee waivers, or need additional assistance, limited funds are available. An application for financial assistance must be completed and submitted along with supporting documentation.
- Optional Fees
 - Students can rent a laptop during the school year provided by the Indiana Academy.

¹⁴⁶ <https://academy.bsu.edu/wp-content/uploads/Financial-Aid-Fee-Structure-2017-18.pdf>



Nonresident Early College Program (NECP)

Breakdown of Fees^{*}

2017-18 Academic Year

Fall 2017 (S1)

1. Enrollment Fee = \$100.00 (Non-refundable deposit due upon enrollment)
 2. Textbook Rental S2 = \$90.00
 3. Supply Fee S1 = \$25.00
 4. Technology Fee S1 = \$27.50
- Subtotal for fall = \$242.50

Spring 2018 (S2)

5. Textbook Rental S2 = \$90.00
 6. Supply Fee S2 = \$25.00
 7. Technology Fee S2 = \$27.50
- Total for spring = \$142.50

Optional Fees

1. Computer Rental = \$50.00 per semester with a one-time \$200 refundable deposit
2. Calculator Rental = \$40.00 per year
3. Digital Yearbook Fee = \$25.00

Bills will come directly from Ball State University and be mailed to the home address. (This can include library fees, health center fees, and tuition fees from any Ball State classes taken while attending the Academy.)

*All fees are subject to change

APPENDIX G: History of State Appropriations to the Academy*

Year	Appropriation	% Change from P/Y	Inflation Adjusted Appropriation (2016 Dollars)	% Change from P/Y	
1990-91	\$2,000,000		\$3,672,640		
1991-92	\$3,139,572	56.98%	\$5,532,447	50.64%	
1992-93	\$3,145,722	0.20%	\$5,381,292	-2.73%	
1993-94	\$3,293,339	4.69%	\$5,470,065	1.65%	
1994-95	\$3,414,639	3.68%	\$5,529,941	1.09%	
1995-96	\$3,592,688	5.21%	\$5,657,941	2.31%	
1996-97	\$3,728,785	3.79%	\$5,703,853	0.81%	
1997-98	\$3,952,111	5.99%	\$5,909,871	3.61%	
1998-99	\$4,197,119	6.20%	\$6,179,987	4.57%	
1999-00	\$4,336,055	3.31%	\$6,246,600	1.08%	
2000-01	\$4,480,058	3.32%	\$6,244,165	-0.04%	
2001-02	\$4,496,358	0.36%	\$6,093,492	-2.41%	
2002-03	\$4,512,209	0.35%	\$6,019,798	-1.21%	+
2003-04	\$4,196,355	-7.00%	\$5,473,666	-9.07%	
2004-05	\$4,196,355	0.00%	\$5,331,681	-2.59%	
2005-06	\$4,196,355	0.00%	\$5,156,961	-3.28%	
2006-07	\$4,196,355	0.00%	\$4,995,806	-3.12%	
2007-08	\$4,322,246	3.00%	\$5,004,193	0.17%	
2008-09	\$4,451,913	3.00%	\$4,962,728	-0.83%	
2009-10	\$4,451,913	0.00%	\$4,980,448	0.36%	
2010-11	\$4,451,913	0.00%	\$4,900,073	-1.61%	
2011-12	\$4,273,836	-4.00%	\$4,560,128	-6.94%	
2012-13	\$4,273,836	0.00%	\$4,467,671	-2.03%	
2013-14	\$4,384,956	2.60%	\$4,517,658	1.12%	++
2014-15	\$4,384,956	0.00%	\$4,445,543	-1.60%	
2015-16	\$4,384,956	0.00%	\$4,440,273	-0.12%	
2016-17	\$4,384,956	0.00%	\$4,384,956	-1.25%	
2017-18	\$4,384,956	0.00%	\$4,384,956	N/A	
2018-19	\$4,384,956	0.00%	\$4,384,956	N/A	

+ Original appropriation, Governor's revised budget plan reduced the allocation by 7% to \$4,196,354.

++ Appropriation reduced by 2% to \$4,297,257 by Governor's mid-year budget reduction.

*Provided July 17, 2017

APPENDIX H: Academy's Financial Statement (2011-12 through 2015-16)*

	2011-12	2012-13	2013-14	2014-15	2015-16
Revenue					
State Appropriations	4,273,836	4,273,836	4,297,257	4,384,956	4,384,956
State Education Funding Formula					
Tuition Support	1,647,978	1,650,991	1,484,477	1,463,377	1,552,188
Honors Grant	114,861	113,400	135,000	137,000	140,600
Special Education Grant	15,014	15,634	13,413	11,681	27,900
Restoration Grant	32,442	-	-	-	-
Complexity	-	-	145,778	144,483	93,550
Room and Board Support Fee	514,826	516,307	565,452	660,082	765,405
BSU Foundation Support	29,213	3,418	1,265	1,992	15,769
Other Income	46,938	56,397	58,546	5,759	26,619
Total Revenue	6,675,109	6,629,983	6,701,188	6,809,330	7,006,986
Expenditures					
Salaries & Wages	2,938,188	3,074,193	3,088,517	3,113,049	3,008,618
Employee Benefits	1,054,359	1,139,750	1,181,571	1,261,047	1,267,533
Supplies & Expenses	242,506	228,816	211,557	219,029	139,662
Room & Board	2,417,488	2,450,106	2,596,840	2,508,296	2,460,634
Travel	16,043	18,642	18,307	20,322	26,984
Net Transfers	(69,606)	(179,143)	(326,322)	(288,450)	(146,625)
Total Expenditures	6,598,978	6,732,364	6,770,469	6,833,293	6,756,805
Income / (Deficit)	76,130	(102,380)	(69,281)	(23,963)	250,181

September ADM	303	304	307	309	315
February ADM			295	295	310

State Tuition Support/ADM	\$5,439	\$5,431	\$4,932	\$4,846	\$4,967
State Education Funding Formula/ADM	\$5,975	\$5,855	\$5,909	\$5,816	\$5,806
State Appropriations/ADM	\$14,105	\$14,059	\$14,277	\$14,520	\$14,032

* Provided June 29, 2017

APPENDIX I: Academy Grants and Associated Funding*

Academy Grants

Prop #	PI	Dept.	Title	Sponsor	Sponsor Type	Notice	Start	End	Award
16-0015	Smith, Jeffrey	Indiana Academy	Indiana Academy Residence Hall Card Swipe System	Indiana Department of Homeland Security	State (IN)	7/20/2016	7/1/2016	6/30/2017	\$ 13,752
17-0350	Smith, Jeffrey	Indiana Academy	State High Ability Grant Program 2016-2017	Indiana Department of Education	State (IN)	11/16/2016	7/1/2016	6/30/2017	\$ 27,723
17-0388	Smith, Jeffrey	Indiana Academy	Indiana Academy 2017 IDOE Title IIA	Indiana Department of Education	State (IN)	1/10/2017	12/21/2016	9/30/2017	\$ 4,650
17-0421	Smith, Jeffrey	Indiana Academy	Indiana Academy Comprehensive Counseling Initiative Planning Grant	Lilly Endowment, Inc.	Industry	1/22/2017	2/1/2017	12/31/2017	\$ 30,000
222-16	Smith, Jeffrey	Indiana Academy	State High Ability Grant Program 2015-2016	Indiana Department of Education	State	7/1/2015	6/30/2016	5/10/2016	\$ 27,587
801-16	Smith, Jeffrey	Indiana Academy	Indiana Academy Residence Hall Card Swipe System	Indiana Department of Homeland Security	State	7/1/2016	6/30/2017		
349-16	Smith, Jeffrey	Indiana Academy	Emergency Radio Communications	Indiana Department of Homeland Security	State	7/1/2015	12/31/2016	4/30/2016	\$ 10,000
165-16	Smith, Jeffrey	Indiana Academy	Title IIA FY 2015	Indiana Department of Education	Federal	7/1/2015	9/30/2017	12/21/2015	\$ 5,360
187-15	Smith, Jeffrey	Indiana Academy	Title II-A Grant	Indiana Department of Education	Federal	7/1/2014	9/30/2016	10/8/2015	\$ 4,579
D285-16	Wright, Megan	Indiana Academy	Exploring New Possibilities	Target Foundation	Foundation	5/1/2016	5/31/2016	1/27/2016	\$ 960
2015-2016	Smith, Jeffrey	Indiana Academy	FY15 High Ability Grant	Indiana Department of Education	State (IN)				\$ 27,173
114-14	Williams, David	Indiana Academy	FY 2013 Improving Teacher Quality	Indiana Department of Education	Federal	6/19/2014			\$ 4,307
167-13	Williams, David	Indiana Academy	Improving Educator Effectiveness	Indiana Department of Education	Federal	10/7/2013			\$ 5,924
379-14	Williams, David	Indiana Academy	2013-14 High Ability Grant	Indiana Department of Education	State	2/12/2014			\$ 26,958
002-03A	Cross, Tracy *	Indiana Academy	Project Aspire: Creating Opportunities for Rural, Low-Income Students	Indiana Department of Education	State	12/2/2003	10/1/2003	9/30/2004	\$ 275,040
002-03B	Cross, Tracy *	Indiana Academy	Project Aspire: Creating Opportunities for Rural, Low-Income Students	Indiana Department of Education	Federal	11/16/2004	10/1/2004	9/30/2005	\$ 283,715
315-05	Cross, Tracy *	Indiana Academy	State Gifted/Talented Grant Program	Indiana Department of Education	State	4/25/2005	7/1/2004	6/30/2005	\$ 10,563
212-01	Cross, Tracy *	Indiana Academy	Improving Student Higher Level Thinking Skills, Writing, and Research through "Best Practices" Enhanced with Technology	Indiana Department of Education	State	6/11/2001	5/14/2001	9/30/2002	\$ 299,610
170-99A	Kornmann, Mark	Indiana Academy	Virtual Informal Education Web (VIEW) Project	Schenactady City School District	Non-Profit	11/22/2000	4/1/2000	3/31/2001	\$ 107,000
273-03	Williams, David	Indiana Academy	Bridging the American Experiment	U.S. Department of Education	Federal	10/29/2003	10/1/2003	9/30/2006	\$ 686,871
311-02A	Williams, David	Indiana Academy	Project Aspire: Creating Opportunities for Rural, Low-Income Students	U.S. Department of Education	Federal	11/20/2003	10/1/2003	9/30/2004	\$ 257,778
311-02B	Williams, David	Indiana Academy	Project Aspire: Creating Opportunities for Rural, Low-Income Students	U.S. Department of Education	Federal	2/7/2005	10/1/2002	9/30/2005	\$ 257,778
294-05	Williams, David	Indiana Academy	ESEA Title V Application	Indiana Department of Education	Federal	4/19/2005	7/1/2004	9/30/2006	\$ 1,144
218-06	Williams, David	Indiana Academy	Building a Nation	U.S. Department of Education	Federal	6/29/2006	7/1/2006	6/30/2009	\$ 830,925
350-06	Williams, David	Indiana Academy	Title II, Improving Teacher Quality State Grants	Indiana Department of Education	Federal	5/25/2006	7/1/2005	9/30/2007	\$ 8,542
351-06	Williams, David	Indiana Academy	State Gifted/Talented Grant Program 2005-2006	Indiana Department of Education	State	5/24/2006	7/1/2005	6/30/2006	\$ 10,563
397-06	Williams, David	Indiana Academy	Project Zhongwen	U.S. Department of Education	Federal	7/5/2007	7/1/2006	6/30/2009	\$ 122,535
124-02	Williams, David	Indiana Academy	2001-02 Indiana NEXT Leadership Training	Indiana Department of Education	State	11/28/2001	10/1/2001	6/30/2002	\$ 1,500
243-07	Williams, David	Indiana Academy	State Gifted/Talented Grant Program 2006-07	Indiana Department of Education	State	3/2/2007	7/1/2006	6/30/2007	\$ 10,563

Prop #	PI	Dept.	Title	Sponsor	Sponsor Type	Notice	Start	End	Award
393-07	Williams, David	Indiana Academy	Title II, Part A - Improving Teacher Quality	Indiana Department of Education	Federal	7/3/2007	7/1/2006	9/30/2008	\$ 8,600
207-08	Williams, David	Indiana Academy	State High Ability Grant Program 2007-2008	Indiana Department of Education	State	2/8/2008	7/1/2007	6/30/2008	\$ 26,307
289-08	Williams, David	Indiana Academy	The EPICS Program at the Indiana Academy for Science, Mathematics, and Humanities	Purdue University	Federal	12/2/2008	1/1/2008	9/30/2009	\$ 40,000
336-08	Williams, David	Indiana Academy	Professional Development for Indiana Academy of Science	Indiana Department of Education	Federal	7/15/2008	7/1/2007	6/30/2009	\$ 5,014
341-08	Williams, David	Indiana Academy	Title II, Part A, Improving Teacher Quality	Indiana Department of Education	Federal	10/2/2008	7/1/2007	9/30/2009	\$ 9,217
397-06A	Williams, David	Indiana Academy	Project Zhongwen	U.S. Department of Education	Federal	6/3/2008	5/15/2008	5/14/2009	\$ 126,046
354-09	Williams, David	Indiana Academy	2008-2009 Professional Development Program	Indiana Department of Education	State	3/18/2009	7/1/2008	6/30/2010	\$ 3,000
548-09	Williams, David	Indiana Academy	Title II, Part A, Improving Teacher Quality	Indiana Department of Education	Federal	6/8/2009	7/1/2008	9/30/2010	\$ 9,945
585-09	Williams, David	Indiana Academy	High Ability Education 2008-09 Grant	Indiana Department of Education	State	6/30/2009	7/1/2008	6/30/2009	\$ 26,307
354-09A	Williams, David	Indiana Academy	2008-09 Professional Development Program	Indiana Department of Education	State	6/12/2009	7/1/2008	6/30/2009	\$ 1,911
397-06B	Williams, David	Indiana Academy	Project Zhongwen	U.S. Department of Education	Federal	6/24/2009	5/15/2009	5/16/2010	\$ 129,699
123-10	Williams, David	Indiana Academy	Title II, Part A: Improving Teacher Quality Elementary and Secondary Education Act	Indiana Department of Education	Federal	12/14/2009	7/1/2009	9/30/2011	\$ 3,736
124-10	Williams, David	Indiana Academy	The EPICS Program at the Indiana Academy for Science, Mathematics, and Humanities	Purdue University	Federal	11/23/2009	10/1/2020	8/31/2010	\$ 10,000
155-10	Williams, David	Indiana Academy	Indiana Academy High Ability 2009-10	Indiana Department of Education	State	1/15/2010	7/1/2009	6/30/2010	\$ 26,224
231-10	Williams, David	Indiana Academy	2009-2010 Professional Development Grant	Indiana Department of Education	State	11/16/2009	7/1/2009	6/30/2010	\$ 1,250
321-10	Williams, David	Indiana Academy	FIRST Robotics Grant	Indiana Department of Workforce Development	Federal	1/13/2010	1/1/2010	5/28/2010	\$ 4,000
481-10	Williams, David	Indiana Academy	The Foundation of America	U.S. Department of Education	Federal	8/31/2010	9/1/2010	8/31/2013	\$ 999,990
D858-10	Williams, David	Indiana Academy	Sponsored Program Support (FY10)	Ball State University Foundation	Foundation	6/30/2010	7/1/2009	6/30/2010	\$ 9,207
146-11	Williams, David	Indiana Academy	2010-11 High Ability Grant	Indiana Department of Education	State	2/10/2011	7/1/2010	6/30/2011	\$ 25,830
254-11	Williams, David	Indiana Academy	Improving Teacher Quality Elementary and Secondary Education Act	Indiana Department of Education	Federal	2/25/2011	7/1/2010	9/30/2012	\$ 3,737
603-11	Williams, David	Indiana Academy	Educational Jobs Fund	Indiana Department of Education	Federal	3/18/2011	8/10/2010	9/30/2012	\$ 60,239
259-12	Williams, David	Indiana Academy	2011-12 High Ability Grant	Indiana Department of Education	State	4/30/2012	7/1/2011	6/30/2012	\$ 25,047
374-12	Williams, David	Indiana Academy	Improving Teacher Quality and Effectiveness	Indiana Department of Education	Federal	10/21/2012	7/1/2011	9/30/2013	\$ 5,591
213-13	Williams, David	Indiana Academy	2012-13 High Ability Grant	Indiana Department of Education	State	4/10/2013	7/1/2012	6/30/2013	\$ 27,457
603-11B	Williams, David	Indiana Academy	Educational Jobs Fund	Indiana Department of Education	Federal	10/22/2012	11/1/2010	9/30/2012	\$ 1,248
603-11A	Williams, David	Indiana Academy	Educational Jobs Fund	Indiana Department of Education	Federal	10/22/2012	11/1/2010	9/30/2012	\$ 890
095-02	Zhang, Min	Indiana Academy	Chinese Initiative Projects in Indiana	Indiana Department of Education	State	3/15/2002	1/1/2001	12/31/2001	\$ 57,169
084-01	Zhang, Min	Indiana Academy	Learning Mandarin Chinese in Indiana	Indiana Department of Education	State	3/7/2001	1/1/2001	6/30/2001	\$ 40,000
111-06	Zhang, Min.	Indiana Academy	2006 ICLASS Summer Study Abroad Program	Freeman Foundation	Foundation	2/10/2006	1/31/2006	12/31/2006	\$ 31,350
002-03	Cross, Tracy Williams, David	Indiana Academy	Project Aspire: Creating Opportunities for Rural, Low-Income Students	Indiana Department of Edu.					\$ 297,631
164-03	Cross, Tracy	Indiana Academy	Nurturing the Social and Emotional Development of Gifted Studies	Supporting the Emotional Needs of the Gifted (SENG)					\$ 5,000
311-02	Williams, David Cross, Tracy	Indiana Academy	Project Aspire: Creating Opportunities for Rural, Low-Income Students	U.S. Depart. Of Edu.					\$ 257,778

Prop #	PI	Dept	Title	Sponsor	Sponsor Type	Notice	Start	End	Award
124-02	Williams, David	Indiana Academy	2001-02 Indiana NEXT Leadership Training	Indiana Department of Education					\$ 1,500
095-02	Zhang, Min	Indiana Academy	Chinese Initiative Projects in Indiana	Indiana Department of Education					\$ 57,169
2000-01	Cross, Tracy Williams, David	Indiana Academy	Improving Student Higher Level Thinking Skills, Writing, and Research through "Best Practices" Enhanced with Technology	Indiana Department of Education					\$ 299,610
2000-01	Kornmann, Mark	Indiana Academy	Virtual Informal Education Web (VIEW)	Schenactady City School District					\$107,000
2000-01	Zhang, Min	Indiana Academy	Learning Mandarin Chinese in Indiana	Indiana Department of Education					\$ 40,000
1999-00	Zhang, Min	Indiana Academy	Learning Mandarin Chinese in Indiana	Indiana Department of Education					\$ 48,340
1998-99	Cross, Tracy Gridley, Betty Adams, Cheryll	Indiana Academy	A Partnership to Meet the Academic, Social and Emotional Needs of Gifted Students	Indiana Department of Education					\$ 49,526
1998-99	Goldfeld, Michael	Indiana Academy	Synthesis and Reactions of Potassium Ferrate (VI) and Other Ferrates (VI)	California Institute of Technology, Jet Propulsion Laboratory					\$ 2,425
1998-99	Zhang, Min	Indiana Academy	Learning Mandarin Chinese in Indiana	Indiana Department of Education					\$ 46,943
1998-99	Zhang, Min	Indiana Academy	Learning Mandarin Chinese in Indiana	Indiana Department of Education					\$ 16,000
1997-98	Cross, Tracy	Indiana Academy	Development of a Bibliography for the National Archives of Gifted Materials	Indiana Department of Education					\$ 2,500
1997-98	Cross, Tracy Gridley, Betty	Indiana Academy	A Partnership to Meet the Academic, Social and Emotional Needs of Gifted Students	Indiana Department of Education					\$ 50,000
1997-98	Kornmann, Mark Szakaly, Christi	Indiana Academy	Project Athena: Year 2	Corporation of Educational Communications					\$ 71,800
1997-98	Kornmann, Mark	Indiana Academy	Project Athena: Year 3	Corporation of Educational Communications					\$ 66,700
1997-98	Kornmann, Mark	Indiana Academy	Vision Athena Staff Development	Corporation of Educational Communications					\$ 44,049
1997-98	Smith, Jeffrey	Indiana Academy	A Proposal to Preserve a Unique Collection of African Violet (Saintpaulia) Species	Indiana Academy of Science					\$ 465
1997-98	Szakaly, Christi	Indiana Academy	Indiana Steps Ahead: The Child Care Collection IV	Indiana Family and Social Services Administration					\$ 91,182
1997-98	Zhang, Min	Indiana Academy	Learning Mandarin Chinese in Indiana- Year 3	Indiana Department of Education					\$ 259,222
140-97	Cross, Tracy	Indiana Academy	Development of a Bibliography for the National Archives of Gifted Materials	Indiana Department of Education					\$ 5,000
x082-97	Zhang, Min	Indiana Academy	Chinese and Japanese Initiative Projects	Indiana Department of Education					\$ 54,570
092-97	Zhang, Min	Indiana Academy	Learning Mandarin Chinese in Indiana- Year 2	Indiana Department of Education					\$ 212,627
D004-96	Haynes, Jane	Indiana Academy	"My Heart Soars O'er Tracts of Sea": Women's voices from Whaling Vessels	Lilly Endowment, Inc.					\$ 4,500
D005-96	Haynes, Jane	Indiana Academy	Women's Voices from Whaling Vessels	Council for Basic Education					\$ 3,200
296-95	Kornmann, Mark Meredith, Christi	Indiana Academy	Within Your Reach: Athena Project	Corporation for Educational Communications					\$ 78,200
112-96	Meredith, Christi	Indiana Academy	Indiana Steps Ahead V	Indiana Family and Social Services Administration					\$ 71,748
113-96	Meredith, Christi	Indiana Academy	First Steps I	Indiana Family and Social Services Administration					\$ 12,700
206-95A	Meredith, Christi	Indiana Academy	Steps Ahead: Year 4	Indiana Family and Social Services Administration					\$ 12,700

Prop #	PI	Dept.	Title	Sponsor	Sponsor Type	Notice	Start	End	Award
092-96	Zhang, Min	Indiana Academy	Learning Mandarin Chinese in Indiana	Indiana Department of Education					\$ 111,905
D008-95	Kornmann, Mark	Indiana Academy	A teacher Workshop in Internationalizing the Secondary Curriculum Using Japan as the Model	Northeast Asia Council					\$ 2,500
157-95	Meredith, Chirsti	Indiana Academy	A Girl and Her Leader Dog	Ball State University Foundation					\$ 1,590
X216-95	Munk, Jerry (S)	Indiana Academy	American Heart Association T.A. Kelckner Science Award	American Heart Association					\$ 150
X214-93	Michael, Alexis	Indiana Academy	The Development of a Csi (TL) Detector Array for the Analysis of Nuclear Fusion Reactions	Indiana Academy of Science					\$ 280
120-93	Kornmann, Mark	Indiana Academy	1992-93 G/T Education Public Relations	PSI Energy and IDOE Gifted/Talented Education Unit					\$ 1,000
176-92	Borders, Philip Myers, Mark	Indiana Academy	School Incentive Awards Program	Indiana Department of Education					\$ 3,879
261-92	Wile, Jay	Indiana Academy	Superdeformation Studies in Heavy-Ion-Induced Fusion Reactions	National Science Foundation					\$ 23,537
128-91	Wile, Jay	Indiana Academy	Superdeformation Studies in Heavy-Ion-Induced Fusion Reactions	National Science Foundation					\$ 22,716
Subtotal:									\$ 7,402,753

Ball State University Center for Gifted Development and Talented Studies Grants

Prop #	PI	Dept.	Project Title	Sponsor	Sponsor Type	Notice	Start	End	Award
224-16	Hamstra, Miki	Center for Gifted Development & Talent Studies	State High Ability Grant Program 2015-2016	Indiana Department of Education	State	5/10/2016	7/1/2015	6/30/2016	\$ 28,329
A449-16	Hamstra, Miki	Center for Gifted Development & Talent Studies	In-House High Ability Specialist and Coach Contract	Hasten Hebrew Academy of Indianapolis	Non-Profit	3/30/2016	12/19/2015	2/26/2016	\$ 2,311
A004-16	Hamstra, Miki	Center for Gifted Development & Talent Studies	High Ability Consultant and Instructional Coach	Eastern Greene Schools	State	8/28/2015	8/1/2015	9/15/2015	\$ 2,325
A313-16	Hamstra, Miki	Center for Gifted Development & Talent Studies	High Ability Consultant and Instructional Coach	St. Simon the Apostle School	Non-Profit	12/21/2015	11/1/2015	4/30/2016	\$ 884
A193-16	Hamstra, Miki	Center for Gifted Development & Talent Studies	High Ability Consultant and Instructional Coach	The Orchard School	Non-Profit	2/9/2016	9/15/2015	10/15/2015	\$ 320
2014-2015	Hamstra, Miki	Center for Gifted Development & Talent Studies	Partial Tuition Reimbursement Program for High Ability Licensure: 2015-2016	Indiana Department of Education	State				\$ 64,386
2014-2015	Hamstra, Miki	Center for Gifted Development & Talent Studies	FY15 High Ability Grant	Indiana Department of Education	State				\$ 27,660
2014-2015	Hamstra, Miki	Center for Gifted Development & Talent Studies	In-House High Ability Specialist and Coach Contract	Hasten Hebrew Academy of Indianapolis	Non-Profit				\$ 16,166
2014-2015	Hamstra, Miki	Center for Gifted Development & Talent Studies	In-House High Ability Specialist and Coach Contract	Hasten Hebrew Academy of Indianapolis	Non-Profit				\$ 16,125
2014-2015	Hamstra, Miki	Center for Gifted Development & Talent Studies	In-House High Ability Specialist and Coach Contract	Hasten Hebrew Academy of Indianapolis	Non-Profit				\$ 14,664
2014-2015	Hamstra, Miki	Center for Gifted Development & Talent Studies	Teacher Professional Development: Differentiating for High Ability Students	Randolph Central School Corporation	Non-Profit				\$ 4,272
2014-2015	Hamstra, Miki	Center for Gifted Development & Talent Studies	High Ability Consultant and Instructional Coach	School City of Whiting	Non-Profit				\$ 2,640
2014-2015	Hamstra, Miki	Center for Gifted Development & Talent Studies	High Ability Consultant and Instructional Coach	Clinton Central School Corporation	Non-Profit				\$ 2,129
2014-2015	Hamstra, Miki	Center for Gifted Development & Talent Studies	High Ability Consultant and Instructional Coach	Eminence Community Schools	Non-Profit				\$ 1,668

Prop #	PI	Dept.	Title	Sponsor	Sponsor Type	Notice	Start	End	Award
2014-2015	Hamstra, Miki	Center for Gifted Development & Talent Studies	Parent Education: Support Group for Parents of High Ability Students	West Noble School Corporation	Non-Profit				\$ 1,302
193-14	Hamstra, Miki	Center for Gifted Development & Talent Studies	Lego League After-School Enrichment Robotics Club	Community Foundation of Muncie and Delaware Co., Inc., The	Foundation	12/17/2013			\$ 450
300-14	Hamstra, Miki	Center for Gifted Development & Talent Studies	2013-14 High Ability Grant	Indiana Department of Education	State	3/10/2014			\$ 27,229
654-14	Hamstra, Miki	Center for Gifted Development & Talent Studies	Teacher Professional Development: Differentiating for High Ability Students	Randolph Central School Corporation	State	5/17/2014			\$ 1,000
254-03	Adams, Cheryll	Center for Gifted Development & Talent Studies	Shared Information Services	Indiana Department of Education	State	8/13/2003	7/1/2003	6/30/2004	\$ 125,000
274-04	Adams, Cheryll	Center for Gifted Development & Talent Studies	2004-2005 IDE Shared Information Services	Indiana Department of Education	State	6/10/2004	7/1/2004	6/30/2005	\$ 88,000
055-05	Adams, Cheryll	Center for Gifted Development & Talent Studies	Project GIFT (Getting Instruction to Foster Talent)	Discovery Group	Foundation	2/15/2005	2/10/2005	3/31/2006	\$ 24,920
384-05	Adams, Cheryll	Center for Gifted Development & Talent Studies	Shared Information Services	Indiana Department of Education	State	6/30/2005	7/1/2005	6/30/2006	\$ 88,900
298-02A	Adams, Cheryll	Center for Gifted Development & Talent Studies	Project CLUE: Clustering Learners Unlocks Equity	U.S. Department of Education	Federal	6/9/2005	10/1/2004	9/30/2005	\$ 425,018
298-02B	Adams, Cheryll	Center for Gifted Development & Talent Studies	Project CLUE: Clustering Learners Unlocks Equity	U.S. Department of Education	Federal	10/5/2005	10/1/2005	9/30/2006	\$ 392,624
393-06	Adams, Cheryll	Center for Gifted Development & Talent Studies	Shared Information Services	Indiana Department of Education	State	6/29/2006	7/1/2006	6/30/2007	\$ 94,458
258-01	Adams, Cheryll	Center for Gifted Development & Talent Studies	Gifted/Talented Award for Shared Information Services	Indiana Department of Education	State	7/11/2001	7/1/2001	6/30/2002	\$ 120,000
290-02	Adams, Cheryll	Center for Gifted Development & Talent Studies	Shared Information Services	Indiana Department of Education	State	6/18/2002	7/1/2002	6/30/2003	\$ 85,000
202-00A	Adams, Cheryll	Center for Gifted Development & Talent Studies	Gifted/Talented Award for Shared Information Services	Indiana Department of Education	State	2/20/2001	7/1/2000	6/30/2001	\$ 12,000
298-02C	Adams, Cheryll	Center for Gifted Development & Talent Studies	Project CLUE: Clustering Learners Unlocks Equity	U.S. Department of Education	Federal	10/19/2006	10/1/2006	9/30/2007	\$ 398,526
403-07	Adams, Cheryll	Center for Gifted Development & Talent Studies	Shared Information Services	Indiana Department of Education	State	7/18/2007	7/1/2007	6/30/2008	\$ 133,588
359-08	Adams, Cheryll	Center for Gifted Development & Talent Studies	Indiana Department of Education High Ability Learners Office	Indiana Department of Education	State	6/18/2008	7/1/2008	6/30/2009	\$ 70,637
361-08	Adams, Cheryll	Center for Gifted Development & Talent Studies	Project CLUE - Plus	U.S. Department of Education	Federal	9/30/2008	10/1/2008	9/30/2009	\$ 405,241
361-08A	Adams, Cheryll	Center for Gifted Development & Talent Studies	Project CLUE-Plus	U.S. Department of Education	Federal	11/11/2009	10/1/2009	9/30/2010	\$ 429,200
070-11	Adams, Cheryll	Center for Gifted Development & Talent Studies	Partial Tuition Reimbursement Program for High Ability Licensure: 2010-2011	Indiana Department of Education	State	12/1/2010	10/15/2010	11/15/2011	\$ 80,000
070-11A	Adams, Cheryll	Center for Gifted Development & Talent Studies	Partial Tuition Reimbursement Program for High Ability Licensure 2010-2011	Indiana Department of Education	State	6/22/2011	10/15/2010	2/29/2012	\$ 8,000
070-11B	Adams, Cheryll	Center for Gifted Development & Talent Studies	Partial Tuition Reimbursement Program for High Ability Licensure: 2010-2011	Indiana Department of Education	State	3/6/2012	10/15/2010	2/28/2013	\$ 30,000
070-11C	Speirs Neumeister, Kristie	Center for Gifted Development & Talent Studies	Partial Tuition Reimbursement Program for High Ability Licensure: 2012-13	Indiana Department of Education	State	4/6/2013	7/1/2010	6/30/2014	\$ 30,000
361-08B	Adams, Cheryll	Center for Gifted Development & Talent Studies	Project CLUE-Plus	U.S. Department of Education	Federal	9/17/2010	10/1/2010	9/30/2011	\$ 415,073

Prop #	PI	Dept.	Title	Sponsor	Sponsor Type	Notice	Start	End	Award
025-03	Adams, Cheryll	Center for Gifted Development & Talent Studies	Defining Giftedness	Indiana Department of Education	State				\$ 4,500
298-02	Adams, Cheryll	Center for Gifted Development & Talent Studies	Project CLUE: Clustering Learners Unlocks Equity	U.S. Department of Education	Federal				\$ 749,360
290-02	Adams, Cheryll	Center for Gifted Development & Talent Studies	Shared Information Services	Indiana Department of Education	State				\$ 85,000
258-01	Adams, Cheryll	Center for Gifted Development & Talent Studies	Gifted/Talented Award for Shared Information Services	Indiana Department of Education	State				\$ 120,000
2000-01	Adams, Cheryll	Center for Gifted Development & Talent Studies	Gifted/Talented Award for Shared Information Services	Indiana Department of Education	State				\$ 12,000
1999-00	Adams, Cheryll	Center for Gifted Development & Talent Studies	Gifted/Talented Award for Shared Information Services	Indiana Department of Education	State				\$ 120,000
1999-00	Adams, Cheryll	Center for Gifted Development & Talent Studies	PROJECT GATE: Opening the Door for All	Indiana Department of Education	Federal				\$ 203,769
1999-00	Adams, Cheryll	Center for Gifted Development & Talent Studies	Shared Information Services at BSU	Indiana Department of Education	State				\$ 100,000
1998-99	Adams, Cheryll	Center for Gifted Development & Talent Studies	PROJECT GATE: Opening the Door for All	Indiana Department of Education	Federal				\$ 203,025
1998-99	Adams, Cheryll	Center for Gifted Development & Talent Studies	PROJECT GATE: Opening the Door for All	Indiana Department of Education	Federal				\$ 202,317
1997-98	Adams, Cheryll	Center for Gifted Development & Talent Studies	Psychological, Social and Emotional Development of Academically Gifted Adolescents in a Residential Setting	American Psychological Foundation	Non-Profit				\$ 24,420
Subtotal:									\$ 5,494,436

Electronic Field Trip Initiative Grants

Prop #	PI	Dept.	Project Title	Sponsor	Sponsor Type	Notice	Start	End	Award
D243-03	Kornmann, Mark	Dean's Office	The EBBETS Field Trip Series: Electronically Bringing Baseball Education to Students	National Baseball Hall of Fame and Museum	Non-Profit	6/29/2004	6/30/2004	10/3/2003	\$ 50,000
162-04	Kornmann, Mark	Dean's Office	Electronic Field Trip Series	Best Buy Children's Foundation	Foundation	4/21/2004	7/31/2005	3/1/2004	\$ 968,000
306-05	Kornmann, Mark	Dean's Office	E3 Electronic Field Trips 2005-2006	Best Buy Children's Foundation	Foundation	6/10/2005	6/30/2006	2/18/2005	\$ 750,000
178-06	Kornmann, Mark	Dean's Office	2006-07 Electronic Field Trip Series	Best Buy Children's Foundation	Foundation	3/10/2006	4/30/2007	5/1/2006	\$ 350,000
170-99B	Kornmann, Mark	Dean's Office	Virtual Informal Education Web (VIEW) Project	Schenactady City School District	Local	7/25/2001	3/31/2002	4/1/2001	\$ 77,000
170-99C	Kornmann, Mark	Dean's Office	Virtual Informal Education Web (VIEW) Project	Schenactady City School District	Local	4/28/2002	3/31/2003	4/1/2002	\$ 66,000
051-07	Kornmann, Mark	Dean's Office	Smithsonian Institution Contract: Listening to Our Ancestors EFT	National Museum of the American Indian	Federal	9/25/2006	5/7/2007	9/15/2006	\$ 60,000
052-07	Kornmann, Mark	Dean's Office	Desert Diamonds Behind Barbed Wire EFT	National Baseball Hall of Fame and Museum	Federal	11/10/2006	6/30/2007	5/1/2006	\$ 50,000
188-07	Kornmann, Mark	Dean's Office	Electronic Field Trip 2007-08 Series	Best Buy Children's Foundation	Foundation	1/19/2007	3/13/2008	12/14/2006	\$ 500,000
097-08	Mohl, Jeffrey	Dean's Office	Electronic Field Trip 2008-09 Series: Legacy of the Buffalo Soldiers	U.S. Department of the Interior	Federal	1/25/2008	9/30/2009	9/20/2007	\$ 50,000
137-08	Mohl, Jeffrey	Dean's Office	Little Rock Electronic Field Trip	National Park Foundation	Foundation	12/20/2007	11/26/2008	11/27/2007	\$ 25,000
404-07	Mullen, Laurie	Dean's Office	The Electronic Author Visit	Simon & Schuster	Business	1/28/2008	6/30/2010	1/8/2008	\$ 22,000
157-08	Mullen, Laurie	Dean's Office	Electronic Author Visits	The Booksource, Inc.	Business	2/12/2008	12/31/2008	1/1/2008	\$ 50,000
034-09	Weaver, Roy	Dean's Office	Baseball's Greatest Hits	National Baseball Hall of Fame and Museum	Non-Profit	10/8/2008	4/30/2009	5/1/2008	\$ 100,000

Prop #	PI	Dept.	Title	Sponsor	Sponsor Type	Notice	Start	End	Award
275-09	Weaver, Roy	Dean's Office	Electronic Field Trip: Legacy of the Buffalo Soldiers	National Park Foundation	Foundation	12/22/2008	12/31/2009	1/1/2009	\$ 50,000
221-02	Kornmann, Mark	Dean's Office	Electronic Teaching Consortium	U.S. Depart. Of Edu.					\$ 600,000
170-99B	Kornmann, Mark	Dean's Office	Virtual Informal Education Web (VIEW) Project	Schenactady City School District					\$ 77,000
170-99C	Kornmann, Mark	Dean's Office	Virtual Informal Education Web (VIEW) Project	Schenactady City School District					\$ 66,000
095-89	Weaver, Roy Kolloff, Margaret	Dean's Office	Celebrating Community: The 1989 Indiana Governor's Scholars Academy	Indiana Department of Education					\$ 202,255
Subtotal:									\$ 4,113,255

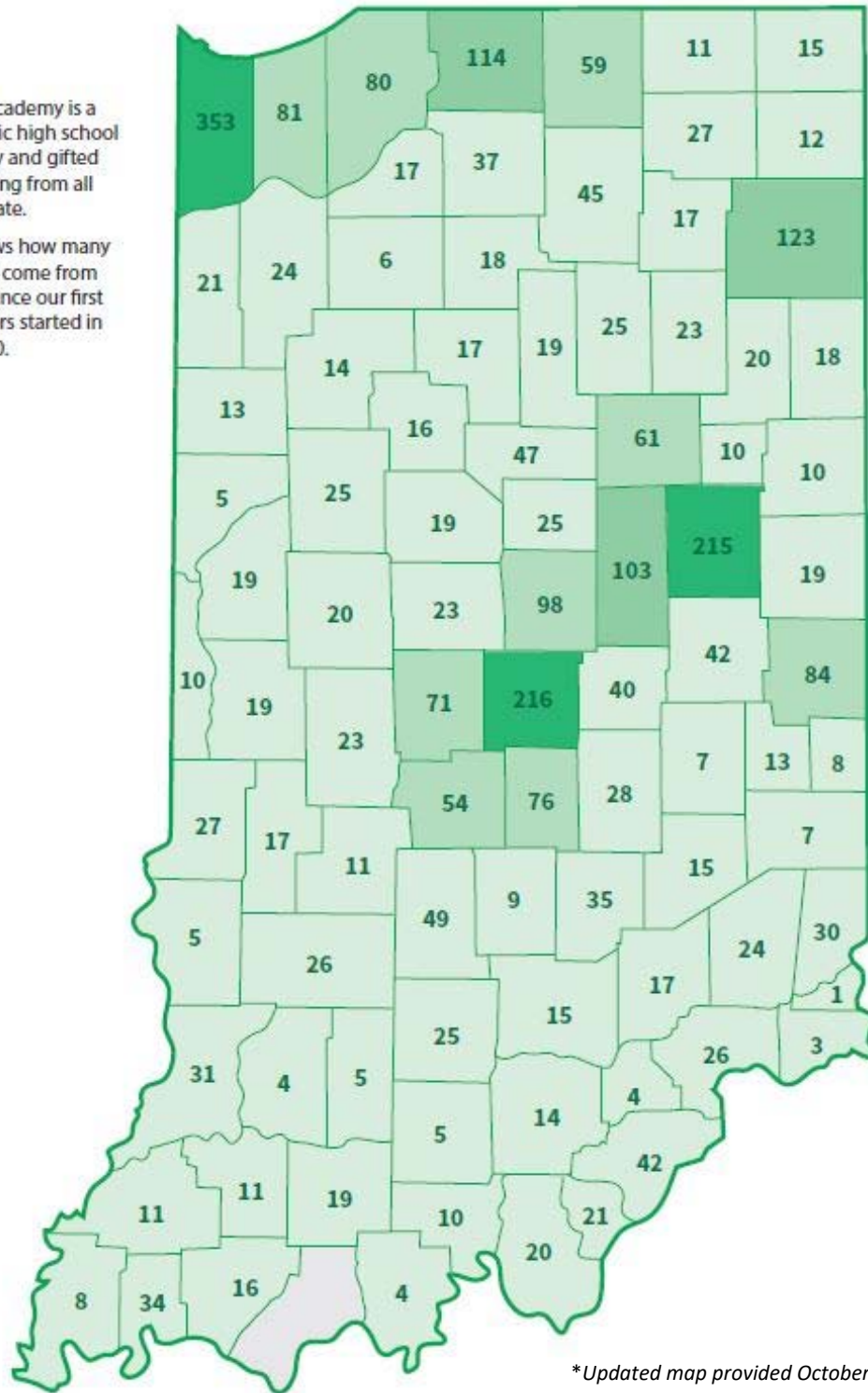
**Provided August 23, 2017*

APPENDIX J: Map of Academy Alumni by County*



The Indiana Academy is a two-year public high school for high-ability and gifted students coming from all parts of the state.

This map shows how many students have come from each county since our first group of juniors started in the fall of 1990.



*Updated map provided October 31, 2017

APPENDIX K: Colleges Attended by Academy Alumni, 1992 to 2016¹⁴⁷

Indiana Public & Private Colleges & Universities	# of Alumni
Indiana University Bloomington	686
Purdue University West Lafayette	488
Ball State University	241
Indiana University-Purdue University Indianapolis	95
Butler University	70
Rose-Hulman Institute of Technology	66
Earlham College	54
DePauw University	41
Wabash College	40
University of Evansville	26
University of Notre Dame	23
Indiana State University	20
Manchester University	18
Hanover College	16
University of Southern Indiana	15
University of Indianapolis	14
Indiana University-Purdue University Fort Wayne	12
Trine University	12
Saint Mary's College (IN)	11
Franklin College	9
Anderson University	7
University of Saint Francis	5
Indiana University South Bend	4
Indiana Wesleyan University	4
Valparaiso University	4
Indiana University Northwest	3
Purdue University Northwest (Westville Campus)	3
Vincennes University	3
Goshen College	2
Ivy Tech Community College	2
Bethel College	1
Grace College	1
Holy Cross College	1
Huntington University	1
Indiana University Kokomo	1
Indiana University Southeast	1
Marian University	1

¹⁴⁷ <https://academy.bsu.edu/alumni/colleges/>

Indiana Public & Private Colleges & Universities	# of Alumni
Oakland City University	1
Purdue University Northwest (Hammond Campus)	1
<i>Total Attending Indiana Colleges</i>	2003

Out-of-State Public & Private Colleges & Universities	# of Alumni
University of Chicago	38
Northwestern University	33
Harding University	30
Washington University in St. Louis	26
Cornell University	23
Vanderbilt University	21
Case Western Reserve University	20
Illinois Institute of Technology	19
Smith College	19
Loyola University at Chicago	16
University of Michigan	15
Massachusetts Institute of Technology	14
Carnegie Mellon University	13
New York University	13
Tulane University	13
University of Cincinnati	13
Howard University	12
Stanford University	12
Xavier University	12
Eckerd College	11
University of Louisville	11
University of Rochester	11
Wesleyan College	11
Boston University	10
George Washington University	10
Brown University	9
Emory University	9
New College of Florida	9
Taylor University	9
American University	8
Caltech	8
Columbia University	8
Michigan State University	8
University of Pennsylvania	8
University of Southern California	8

Out-of-State Public & Private Colleges & Universities	# of Alumni
Amherst College	7
Brigham Young University	7
Denison University	7
DePaul University	7
Miami University	7
Rochester Institute of Technology	7
University of Wisconsin	7
Bellarmino University	6
Bradley University	6
Duke University	6
Grinnell College	6
Hope College	6
Kalamazoo College	6
Kenyon college	6
Kettering University	6
Mount Holyoke College	6
Ohio State University	6
Olivet Nazarene University	6
Spelman College	6
United States Military Academy	6
University of Alabama	6
Yale University	6
Carthage College	5
Hampshire College	5
Lake Forest College	5
Oberlin College	5
St. Xavier University	5
University of Illinois at Urbana-Champaign	5
University of Missouri	5
University of North Carolina	5
University of North Texas	5
Wittenberg University	5
Carleton College	4
Columbia College	4
Dartmouth College	4
Harvey Mudd College	4
Macalester College	4
North Central College	4
Reed College	4
Rensselaer Polytechnic Institute	4

Out-of-State Public & Private Colleges & Universities	# of Alumni
Rice University	4
University of California	4
University of Colorado at Boulder	4
University of Pittsburgh	4
University of Tennessee	4
Vassar College	4
Academy of Art University	3
American University of Paris	3
Bard College	3
Baylor University	3
Beloit College	3
Bowdoin College	3
Brandeis University	3
Brescia University	3
Bryan Mawr College	3
Centre College	3
Colorado College	3
DigiPen Institute of Technology	3
Fisk University	3
Florida Institute of Technology	3
Florida State University	3
Harvard University	3
Johnson & Wales University	3
Lawrence University	3
Middlebury College	3
Ohio Wesleyan University	3
Saint Louis University	3
Savannah College of Art and Design	3
Southern Illinois University	3
St. Louis College of Pharmacy	3
State University of New York at Buffalo	3
Swarthmore College	3
Syracuse University	3
Tufts University	3
University of Arizona	3
University of California, Berkeley	3
University of Oklahoma	3
Wheaton College	3
Abilene Christian University	2
Agnes Scott College	2

Out-of-State Public & Private Colleges & Universities	# of Alumni
Allegheny College	2
Alma College	2
Arcadia University	2
Boise State University	2
Calvin College	2
College of Wooster	2
Colorado School of Mines	2
Colorado State University	2
Concordia University	2
Davidson College	2
Drexel University	2
Full Sail University	2
Georgetown University	2
Georgia Medical Institute	2
Grand Valley State University	2
Guilford College	2
Haverford College	2
Herron School of Art	2
John Hopkins University	2
Kent State University	2
Knox College	2
Lycoming College	2
McGill University	2
Morehead State University	2
Oxford College	2
Princeton University	2
Rhodes College	2
Roosevelt University, Chicago	2
St. John's College	2
St. Olaf College	2
Stetson University	2
Texas A&M University	2
The Art Institute of Chicago	2
United States Merchant Marine Academy	2
University of Akron	2
University of Central Florida	2
University of Charleston	2
University of Dayton	2
University of Findlay	2
University of Florida	2

Out-of-State Public & Private Colleges & Universities	# of Alumni
University of Kentucky	2
University of Miami	2
University of Minnesota	2
University of New Mexico	2
University of Northern Colorado	2
University of South Florida	2
University of Tampa	2
University of Toledo	2
University of Virginia	2
Adelphi University	1
American Academy of Dramatic Arts	1
American University, School of International Service	1
Army National Guard	1
Asbury College	1
Auburn University	1
Babson College	1
Baldwin Wallace University	1
Barnard College	1
Benedictine University	1
Bluffton University	1
Bob Jones University	1
Bowling Green State University	1
Bucknell University	1
Cabrillo College	1
Cal Poly San Luis Obispo	1
California College of Arts & Crafts	1
California University of Pennsylvania	1
Canisius College	1
Capital University	1
Catholic University of America	1
Cedarville University	1
Charleston Southern University	1
Chatham College	1
Claflin University	1
Clarkson University	1
Clemson University	1
College of the Atlantic	1
College of William and Mary	1
Columbia School of Art and Design	1
Columbus College of Art and Design	1

Out-of-State Public & Private Colleges & Universities	# of Alumni
Cooper Union	1
Cornell College	1
Deep Springs College	1
Defiance College	1
East Tennessee State University	1
Eastern Kentucky University	1
Embry Riddle Aeronautical University FL	1
Emerson College	1
Eugene-Lang School for Social Research	1
Florida Atlantic University	1
Florida Gulf Coast University	1
Florida Southern College	1
Fordham University	1
Franciscan University of Steubenville	1
Freed-Hardeman University	1
Furman University	1
Georgia Institute of Technology	1
GMI Engineering and Management Institute	1
Grove City College	1
Hamilton College	1
Hampton University	1
Hartwick College	1
Hillsdale College	1
Hollins University	1
Horst Education Center	1
Illinois College	1
Illinois Wesleyan	1
Iona College	1
Iowa State University	1
Judson University	1
Kansas State University	1
Katolieke Universiteit Leuven	1
Lehigh University	1
Loras College	1
Louisiana State University	1
Loyola University at New Orleans	1
Lynchburg College	1
Marquette University	1
Massey University – New Zealand	1
Mercy in Action College of Midwifery	1

Out-of-State Public & Private Colleges & Universities	# of Alumni
Mercyhurst University	1
Michigan Institute of Technology	1
Milligan College	1
Millikin University	1
Mills College	1
Moody Bible Institute	1
Nazareth College	1
New Mexico State University	1
New Mexico Tech	1
Niagara University	1
North Carolina School of Arts	1
North Carolina State University	1
Northland College	1
Norwich University	1
Occidental College	1
Ohio University	1
Oklahoma University	1
Oregon State University	1
Pennsylvania State University	1
Philadelphia University	1
Pitzer College	1
Pomona College	1
Queens University of Belfast	1
Roger Williams University-Bristol, RI	1
Rollins College	1
Saint Lawrence University	1
San Diego City College	1
San Jose State University	1
School of Oriental and African Studies	1
School of the Art Institute of Chicago	1
Seton Hall University	1
Shimer College	1
Simon Fraser University, Canada	1
Skidmore College	1
Slippery Rock University	1
Southernland Bible Institute	1
St. John's University	1
St. Joseph's College	1
St. Louis University	1
St. Mary's College (MD)	1

Out-of-State Public & Private Colleges & Universities	# of Alumni
State University of New York at Purchase	1
Stevens Institute of Technology	1
Temple University	1
The Arts Institutes International Minnesota	1
The Chef's Academy	1
The Evergreen State College	1
The Illinois Institute of Art	1
The University of the South	1
Thomas Aquinas College	1
Tisch School of the Arts	1
Trinity University	1
Truman State University	1
United States Air Force Academy	1
University of Colorado in Colorado Springs	1
University of Arkansas	1
University of California in Los Angeles (UCLA)	1
University of California in San Diego	1
University of California, Cruz	1
University of Georgia	1
University of Hawaii	1
University of Houston	1
University of Maryland	1
University of Massachusetts – Amherst	1
University of Portland	1
University of Puget Sound	1
University of San Francisco	1
University of South Carolina	1
University of Southern Mississippi	1
University of St. Andrews – Scotland	1
University of Texas in Dallas	1
University of Vermont	1
University of Washington	1
University of Wyoming	1
Villanova University	1
Virginia Commonwealth University	1
Wake Forest University	1
Waseda University	1
Washington & Lee University	1
Western Kentucky University	1
Western Michigan University	1

Out-of-State Public & Private Colleges & Universities	# of Alumni
Widener University	1
Williams College	1
Wilmington College	1
Worcester Polytechnic Institute	1
Wright State University	1
Xavier University of Louisiana	1
York University, Canada	1
<i>Total Attending Out-of-State Colleges</i>	1111

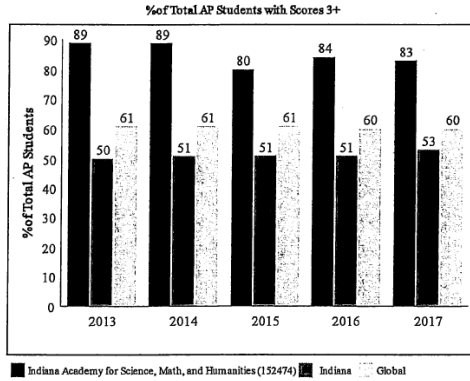
<i># of Alumni Undecided upon high school graduation</i>	103
---	------------

APPENDIX L: AP Five-Year School Score Summary (2017)*

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

Data Updated Jul 13, 2017, Report Run Jul 14, 2017

Indiana Academy for Science, Math, and Humanities (152474)



	2013	2014	2015	2016	2017
Indiana Academy for Science, Math, and Humanities (152474)					
Total AP Students	99	131	149	164	159
Number of Exams	173	225	232	298	303
AP Students with Scores 3+	88	116	119	137	132
% of Total AP Students with Scores 3+	88.9	88.5	79.9	83.5	83.0
Indiana					
Total AP Students	42,354	44,491	46,625	48,962	50,187
Number of Exams	68,030	73,202	77,516	82,404	84,526
AP Students with Scores 3+	20,977	22,716	23,964	24,960	26,539
% of Total AP Students with Scores 3+	49.5	51.1	51.4	51.0	52.9
Global					
Total AP Students	2,225,625	2,352,026	2,497,164	2,625,319	2,743,879
Number of Exams	3,955,410	4,199,454	4,516,044	4,741,566	4,964,729
AP Students with Scores 3+	1,354,800	1,442,136	1,515,264	1,583,115	1,653,910
% of Total AP Students with Scores 3+	60.9	61.3	60.7	60.3	60.3

*Success on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as the AP Cohort Data Report, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.



© 2017 The College Board. College Board, AP, Advanced Placement, Advanced Placement Program, and the acorn logo are registered trademarks of the College Board.

*Provided July 17, 2017