REPLICATION APPLICATION

Indiana Math and Science Academy West

Location: 4575 W. 38th Street

Indianapolis, IN 46254

Submitted to the City of Indianapolis

Office of the Mayor

September 20,2013

Letter of Intent to Apply for a Charter

Dear Mayor Ballard,

The undersigned individual/organization is considering submitting an application to establish a charter school in Indianapolis. We wish to participate in all forums and receive all information provided to potential applicants by the Mayor's Office.

Legal name of organization applying for the charter: Indiana Math and Science Academy-Indianapolis INC

Name of proposed school: Indiana Math and Science Academy West

Applicant's authorized representative: John Aytekin

Full mailing address (include city, state, zip code): 4575 W. 38th Street, Indianapolis IN 46254

Daytime telephone number: 317-259-7300

E-mail address: aytekin@conceptschools.org

Location of school: 4575 W. 38th Street, Indianapolis IN 46254

School district of location: Indianapolis Public School District

Anticipated opening date: Existing

Proposed Grade Levels & Total Student Enrollment

	School Year	Grade Levels	Maximum Student Enrollment
First Year	2014-2015	K-12	600
Second Year	2015-2016	K-12	600
Third Year	2016-2017	K-12	600
Fourth Year	2017-2018	K-12	600
Fifth Year	2019-2020	K-12	600
Sixth Year	2020-2021	K-12	600
Seventh Year	2021-2022	K-12	600
Maximum	2021-2022	K-12	600

Is school single-gender or co-educational? Co-educational

If single-gender, please indicate who will be served by school:
Indicate "Girls" or "Boys"

Target student population: At- risk youth
For example, at-risk youth.

Brief description of kind of school to be chartered: IMSA West is a college preparatory school with STEM focus serving students in grades K-12. For example, it may be an Arts, Math, or Science-focused school or use a particular school design.

Brief explanation of mission of proposed charter school. In one or two sentences, provide a clear statement that defines the purposes and nature of your school: The mission of the Indiana Math and Science Academy West is to prepare its students for college by creating an effective learning environment of higher standards and expectations with a rigorous college preparatory curriculum that focuses on science, technology, engineering, and mathematics For more information, see "Mission" section of the Full Application Guidelines.

Are you planning to work with a management organization? Yes
Indicate "Yes" or "No"

If so, please indicate name of management organization: Concept Schools

Do you have a new design idea or an existing idea? Existing Design Applicant
Indicate "New design applicant" or "Existing design applicant"

Signature of Applicant's Authorized Representative

9/19/2013

Signature Date

Appendix 2: Application Forms and Templates

Charter Applicant Information Sheet

This sheet must be attached to the Prospectus and Full Application, and follow the cover page. Please type the information requested.

Name of Proposed Charter School: Indiana Math and Science Academy, Indianapolis INC

Proposed School Address (if known): 4575 W. 38th Street, Indianapolis IN 46254

School District in which Proposed School would be located: Indianapolis Public Schools

Legal Name of Group Applying for the Charter:

Applicant's Designated Representative: G. John Aytekin
Address: 7435 N. Keystone Ave.
City: Indianapolis
State: IN
Zip code: 46240
Daytime telephone: 317 259-7300
E-mail address: aytekin@conceptschools.org

The proposed school will open in the fall of school year: 2014-2015 School Year

Proposed Grade Levels & Total Student Enrollment

	School Year	Grade Levels	Maximum Student Enrollment
First Year	2014-2015	K-12	600
Second Year	2015-2016	K-12	600
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Fourth Year	2017-2018	K-12	600
Fifth Year	2019-2020	K-12	600
Sixth Year	2020-2021	K-12	600
Seventh Year	2021-2022	K-12	600
Maximum	2021-2022	K-12	600

Is this a single-gender or co-educational school? Co-educational

If single-gender, please indicate who will be served by school:
Indicate "Girls" or "Boys"

Are you planning to work with a management organization? Yes
Indicate "Yes" or "No"

If so, please indicate the name of management organization: Concept Schools

Have you submitted this application to other authorizer(s)? No
Indicate "Yes" or "No"

If so, please list the authorizer(s) and the date(s) of submission:
Do you plan to submit this application to another authorizer before the Mayor's Office makes a final determination on your application? No
Indicate "Yes" or "No"

If so, please indicate the name of the authorizer:

Have you submitted any other applications to a authorizer in the previous five (5) years? No
Indicate "Yes" or "No"

If so, please indicate the name of *the authorizer, the date, and the name of the school* on the application.

Assurances Form

This form must be signed by a duly authorized representative of the applicant and submitted with the Full Application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for IMSA West to be located at 4575 W. 38th Street, Indianapolis IN 46254 is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

6A 1. Will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office. IC 20-20-8-3 and relevant sections of IC 20-24

6A 2. Will participate in the Indiana State Teachers' Retirement Fund in accordance with IC 21-6.1 and the Public Employees Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor's Office.

6A 3. Will at all times maintain all necessary and appropriate insurance coverage

6A 4. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

6A 5. Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.

6A 6. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.

6A 7. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school including Indiana Charter Schools Law as described in all relevant sections of IC 20-24

6A 8. Will ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.

6A 9. Will understand that the Office of Education Innovation (OEI) may revoke the charter if OEI deems that the recipient is not fulfilling the academic, fiscal, and/or governance responsibilities outlined in the charter.

Authorized Representative's Signature

9/19/2013

Date

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ESP Questionnaire

Section 1

Core Question 1: Is the educational Program a success?

Walk through the doors of any successful charter school and you feel a palpable sense of something unique and strong. Students' faces of all nationalities, race, economic backgrounds, and scholastic levels exude unspoken confidence. Hallways buzz with excitement, and the moment you are introduced to students and faculty, it becomes clear that this is a school that breeds transformational change in our students' lives. It has a culture built on a common set of values, student, teacher, and parent accountability, and high expectations for all resulting in high levels of student achievement. Administrators, teachers and guardians expect the most from their students and students hold the same raised expectations for their teachers. There is a sense of teamwork involving everyone from parents, administrators, businesses, and bus drivers because everyone is working toward a single goal. Teachers have a thirst for teaching and students develop a thirst for learning. Uncertain futures now brim with unlimited opportunity. Students sparkle when talking about their school, their success, and their future.

That is exactly what anyone would witness when visiting Indiana Math and Science Academy West, a nascent charter school in Indianapolis. IMSA West is managed by a high-performing, not-for-profit charter management organization, Concept Schools (Concept). Authorized by Ball State University, Indiana Math and Science Academy-West (IMSA-West) was opened in 2007 with 200 middle school students. IMSA-West is now at full capacity, K-12, serving 600 students with more than 189 on its waiting list.

Indiana Math and Science Academy-North (IMSA-North) was authorized by the Mayor of Indianapolis and opened in 2010. IMSA-North currently serves 600 students in Kindergarten through tenth grade. Both schools have earned a reputation of being effective learning environments in such a short time through their standardized test score, attendance rates, parent and student satisfaction, and student and teacher retention rates. Both schools received overall grades of B in the 2012 Indianapolis State A-F Accountability report card.

Every individual on the Board of Directors of the this school witnessed such effective learning environments firsthand and saw what a life changing experience Indiana Math and Science Academies provide to so many children and families. We have seen what an invaluable asset a high-performing school can be for its community. That is what motivated us to propose the replication of the IMSA/Concept model one more time in Indianapolis in order to reach out to more students and families, to make greater differences in our community. As a result of such a motivation, IMSA South was opened this year serving over 220 students in grades K-7. IMSA North and IMSA South are both authorized by the Mayor's Office. In order to streamline the school operations, we chose to apply to the Mayor's Office for authorization for our IMSA West location.

The proposed charter school, Indiana Math and Science Academy West (IMSA-West) it provides students with an innovative world-class education, rich in science, technology, engineering and math (STEM) focused on preparing students to become bold inquirers, problem solvers and ethical leaders, and skill-ready for post-secondary education. IMSA-West is located in the City of Indianapolis and serves underprivileged urban children who, as a result of low expectations, are functioning below aptitude.

IMSA-West is modeled on the school design developed by Concept. Concept established its first school in Ohio in 1999, and has since expanded to 30 charter schools spread across Ohio, Indiana, Illinois,

Michigan, Missouri and Wisconsin. In such a short time, Concept has earned a reputation for establishing effective learning environments; a reputation substantiated in standardized test scores, graduation and college acceptance rates, attendance and retention rates, and parent/student satisfaction.

Although the grade span may vary from school to school, Concept-managed schools serve students from Kindergarten to 12th grade. Out of 10,400 students that Concept managed schools serve, 82% are minority, and 85% come from economically disadvantaged families. Due to their non-selective nature, Concept-managed schools serve students with diverse academic backgrounds, too. Within the Concept network, 8% of the students have special education services and 5% are English language learners.

Based on its strategic business plan, Concept is able to open three to four schools a year in the Midwest. Upon strategic discussions with Concept we hope that at least five more Concept managed schools could be opened in the state of Indiana within the next five years whether with the same board members or other community leaders who are committed to improving the high quality, free, public educational options for the children in Indiana. The achievement level of the current Concept-managed schools speaks to the effectiveness of the Concept design.

- Horizon Science Academy Columbus High School was recently awarded the prestigious 2012 Blue Ribbon Award by the U.S. Department of Education. Horizon Columbus High Schools is the second Blue Ribbon recipient school within the Concept network and it is the only charter school in Ohio to receive it in 2012.
- Horizon Science Academy Cleveland High School, managed by Concept since 1999, was awarded the prestigious Blue Ribbon award by the U.S. Department of Education in 2009. The school was recognized for its success in closing the achievement gap.
- The same school has also made the list of “Best High Schools in America,” created by the U.S. News & World Report twice, in 2008 and 2010.
- Horizon Science Academy Cleveland High School received the “Distinguished Title I School” by The National Association of State Title I Directors in 2009.
- Noble Academy Cleveland was the only charter school in Ohio, out of 350, to be rated “Excellent With Distinction” by the Ohio Department of Education in 2010.
- Three of the Horizon Science Academies Three of the Horizon Science Academies made the annual “Schools of Promise” list released by the Ohio Department of Education thus far. These were: HSA Cleveland High HSA Columbus High HSA Toledo High
- Chicago Math and Science Academy, managed by Concept Schools since 2004, was the highest performing, non-selective public school in the city of Chicago based on their PSAE scores in 2008.
- 4 of the Concept-managed high schools in Ohio were rated “Excellent” by the Ohio Department of Education in 2012. Only 15% of the 350 charter schools in Ohio received the “Excellent” rating.
- Both IMSA-West and IMSA-North have been rated “Exemplary” based on their student growth by the Indiana Department of Education in 2011. Both IMSA-West and North received B based on Indiana’s A-F grading system in 2012.
- HSA Cleveland Middle School was featured in a report, “Needles in a Haystack,” by the Thomas Fordham Institute in 2010. The report identified eight outlier schools that “showed significant achievement for disadvantaged youngsters from depressed inner-city communities.”

- The first charter school student to compete at the INTEL International Science Fair was an HSA Cleveland High School student.
- In 2012, Gateway Science Academy became the highest performing charter schools in St. Louis in its second year of operation based on math proficiency in the state standardized test.
- Michigan Math and Science Academy was the highest performing school in its region by getting an "A" on its annual report card by the Michigan Department of Education in 2011.
- HSA Denison Middle School robotics team won the Champion's Award at Hathaway Brown Regional Robotics Competition in Cleveland in 2011. The Champion's Award covers the best robot design and programming, performance, project, core values, and professionalism.
- In 2008, Horizon Science Academy Cleveland High School student Edward Capps won the gold medal in the International Environmental Project Olympiad in Azerbaijan.

The table below shows the Annual Yearly Progress (AYP) data of the Concept managed schools:

		Year Est.	Grades Served	2012 AYP
	School	Est.		2012
1	Chicago Math and Science Academy	2005	6-12	Not Met
2	Quest Charter Academy	2010	5-9	Not Met
3	Indiana Math and Science Academy-North	2010	K-9	Met
4	Indiana Math and Science Academy-West	2007	K-12	Not Met
5	Michigan Math and Science Academy	2009	K-11	Met
6	Gateway Science Academy of St. Louis	2010	K-9	Exempt
7	HSA – Cincinnati	2005	K-12	Not met
8	HSA - Cleveland Elementary School	2008	K-5	Not met
9	HSA - Cleveland Middle School	2005	6-8	Met
10	HSA – Cleveland High School	1999	9-12	Met
11	HSA – Columbus Elementary School	2008	K-5	Met
12	HSA – Columbus Middle School	2007	6-8	Met
13	HSA – Columbus High School	1999	9-12	Met
14	HSA – Dayton Elementary School	2005	K-4	Not met
15	HSA – Dayton High School	2009	5-12	Not met
16	HSA - Dayton Downtown	2010	K-8	Met
17	HSA – Denison Elementary School	2008	K-5	Met
18	HSA – Denison K-8 School	2005	K-8	Met
19	HSA – Springfield	2005	K-8	Met
20	HSA – Toledo	2004	K-12	Met
21	HSA – Toledo Downtown	2010	K-8	Met
22	HSA – Youngstown	2010	K-8	Met
23	HSA – Lorain	2009	K-8	Met
24	Noble Academy Cleveland	2006	K-8	Met
25	Noble Academy Columbus	2006	K-8	Met
26	Milwaukee Math and Science Academy	2011	PK-6	N/A
27	Indiana Math and Science Academy South	2013	K-7	N/A
28	Gateway Science Academy – South	2013	K-5	N/A

29	Horizon Science Academy – Belmont	2013	K-5	N/A
30	Horizon Science Academy – McKinley Park	2013	K-7	N/A

Only 6 of the 30 Concept managed schools have graduating classes. Rest of the schools has lower grades only or they are not at their full capacity yet. Below are the graduation and college acceptance rates of the 6 schools:

#	School	2012 Graduation Rate %	2012 College Acceptance Rate %
1	Chicago Math and Science Academy	92	90
2	Horizon Science Academy Toledo	91	98
3	Horizon Science Academy Cleveland	100	100
4	Horizon Science Academy Columbus	96	91
5	Horizon Science Academy Dayton	88	100
6	Horizon Science Academy Cincinnati	86	100

Core Question 2: Is the organization effective and well run?

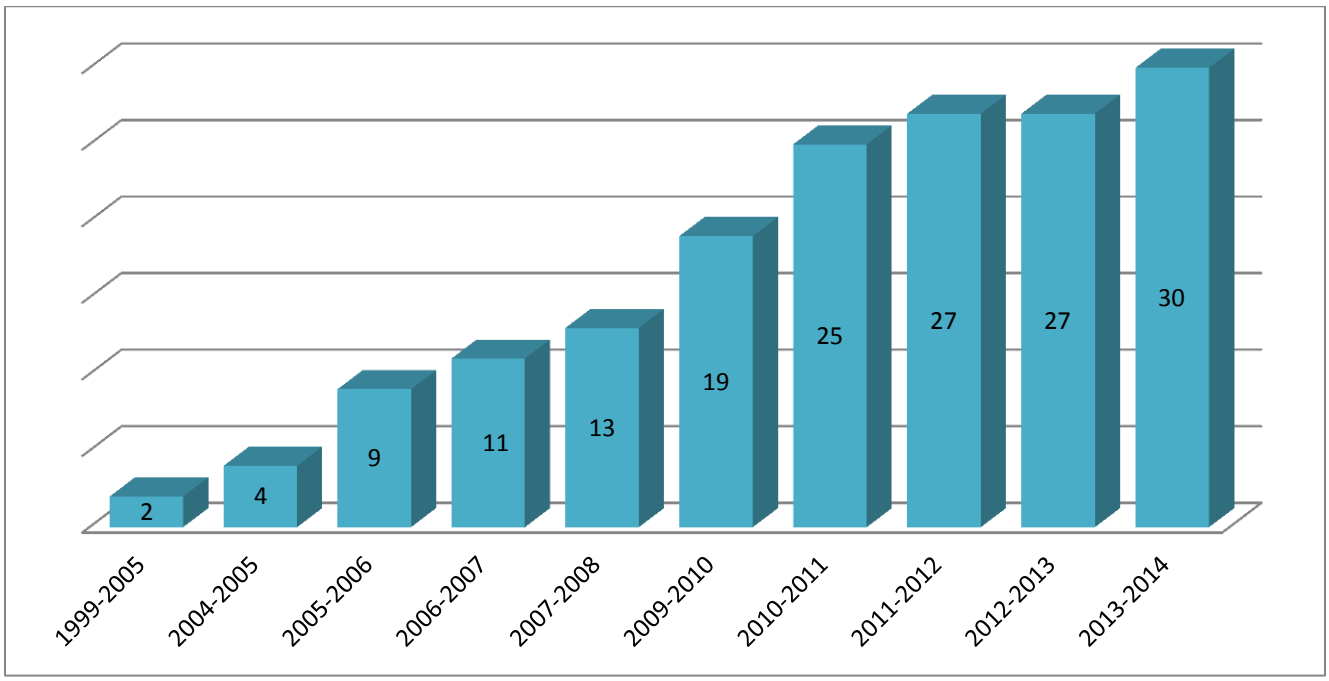
A. Capacity to Replicate

Concept did not open any new school in 2012. Currently, Concept opened four schools for 2013-2014. They are IMSA-South in Indianapolis, Gateway Science Academy-South in St. Louis, and two Horizon Science Academies in the city of Chicago. Gateway Science Academy South is the second school that Concept manages in St. Louis. Gateway Science Academy South is approved by Lindenwood University and is opened with 350 students in grades K-5 in August 2013. The schools in Chicago are approved by the State of Illinois Charter School Board and began operation in August 2013.

Concept has the capacity to grow as the school start-up process is constantly refined and streamlined. The rigorous operation of starting a school is one in which Concept brings both experience and success, having opened 30 schools in 14 years. Each school start-up is more successful than last, as effective strategies are implemented and concerns are addressed in a pro-active fashion. What makes the replication of the Concept-managed schools successful are including but not limited to:

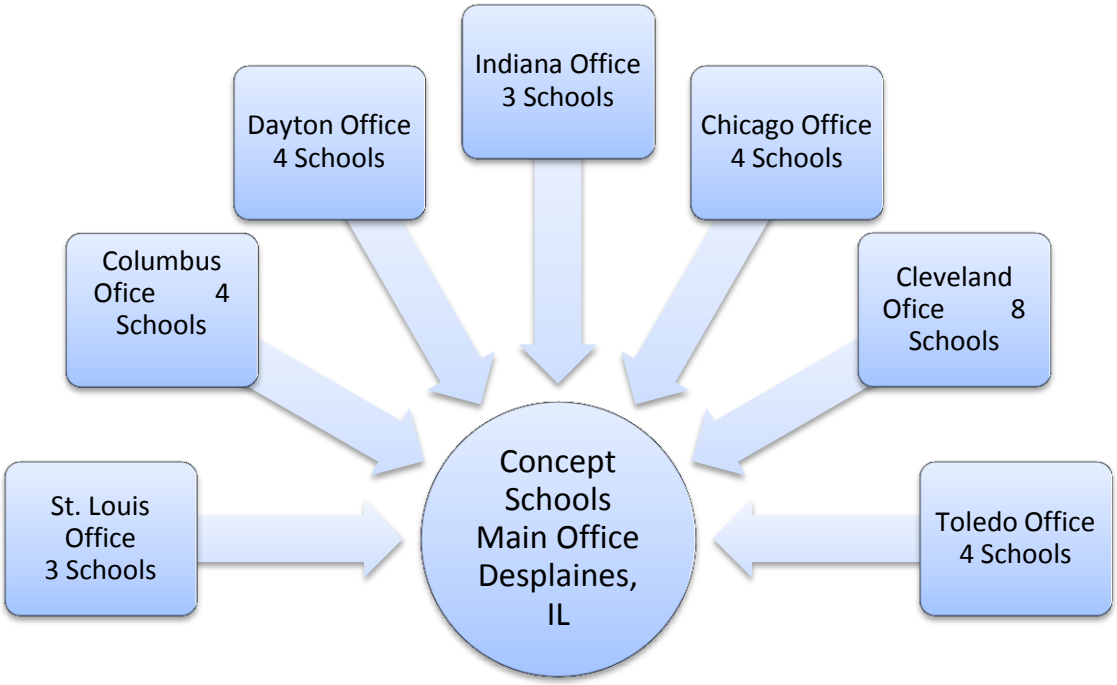
- Streamlined start-up process by Concept
- School leader coming from within the Concept network through a leadership development program
- Concept's involvement and commitment in building the school from very early on
- Facility services provided by New Plan Learning, another non-profit whose mission is to provide facility services to Concept managed schools
- Reputation and success records of the current Concept managed schools
- Financial support that Concept is ready and willing to provide to the schools during start-up
- Concept's 14 years of experience in starting schools, hence being realistic about challenges
- School leader being on board at least 5 months prior to school opening as a start-up coordinator
- Comprehensive marketing and outreach strategy developed by Concept Schools
- Set of policies that are being readily implemented by other Concept managed school being available to the new schools
- Concept's support in grant writing and financial planning
- Strong local Boards of Directors that consist of individuals with different backgrounds and expertise

The aforementioned growth of Concept managed schools in 2013 is also in line with Concept Schools' strategic plan, which was developed through a process by Concept Schools Board of Directors and administrative team. Please refer to the attached **ESP Questionnaire**, which includes Concept Schools Strategic Business Plan for more information about Concept and its 5-year strategic business plan. Concept was able to even provide financial support in terms of short-term loans to the start-up schools in the amount exceeding 400 K in 2011 and 2012. Concept Schools is fully capable of handling such expansion operationally and financially. Below is a chart that shows growth of the Concept Schools for the last ten years:



Concept has around 50 full-time employees in various departments who provide services to the Concept managed schools. Concept's main office is located in Des Plaines, IL. However, Concept strategically builds clusters of schools around large urban areas to provide the right level of impact on the community and to enable Concept to regionalize its support more effectively. Concept currently operates five major clusters of schools: North Ohio, South Ohio, Toledo-Michigan, Peoria-St. Louis, and Chicago region.

Each cluster of 3-8 schools enables Concept to establish a regional office that provides leadership coaching, academic, and operational support to the managed schools. In each region there is a superintendent who is supported by a regional treasurer, regional instructional coordinators, and finance staff. Since we have three schools in Indiana beginning 2013-2014 school year, there is a regional office in Indianapolis, too. Below is the diagram that shows the clusters and regional offices of Concept schools in 2013-2014:



Concept managed schools have had no termination or non-renewal in its 14 years of history. Concept managed schools had no performance deficiencies or compliance violations that led to formal authorizer interventions either. Concept had no termination or non-renewal of its management contract with any school board within its 14 years of history.

In most organizations with such size, managing so many staff members, students, and parents, there anticipated to be disagreements, disputes, and err. Such incidents are handled properly and swiftly. Although Concept managed schools have dealt with legal disputes and complaints in the past, most of them were employee or vendor related. Only two of the issues, which were resolved successfully in favor of the schools, were related to special needs. Please refer to the attached **ESP Questionnaire** for the litigation history of Concept managed school for further details.

B. Need

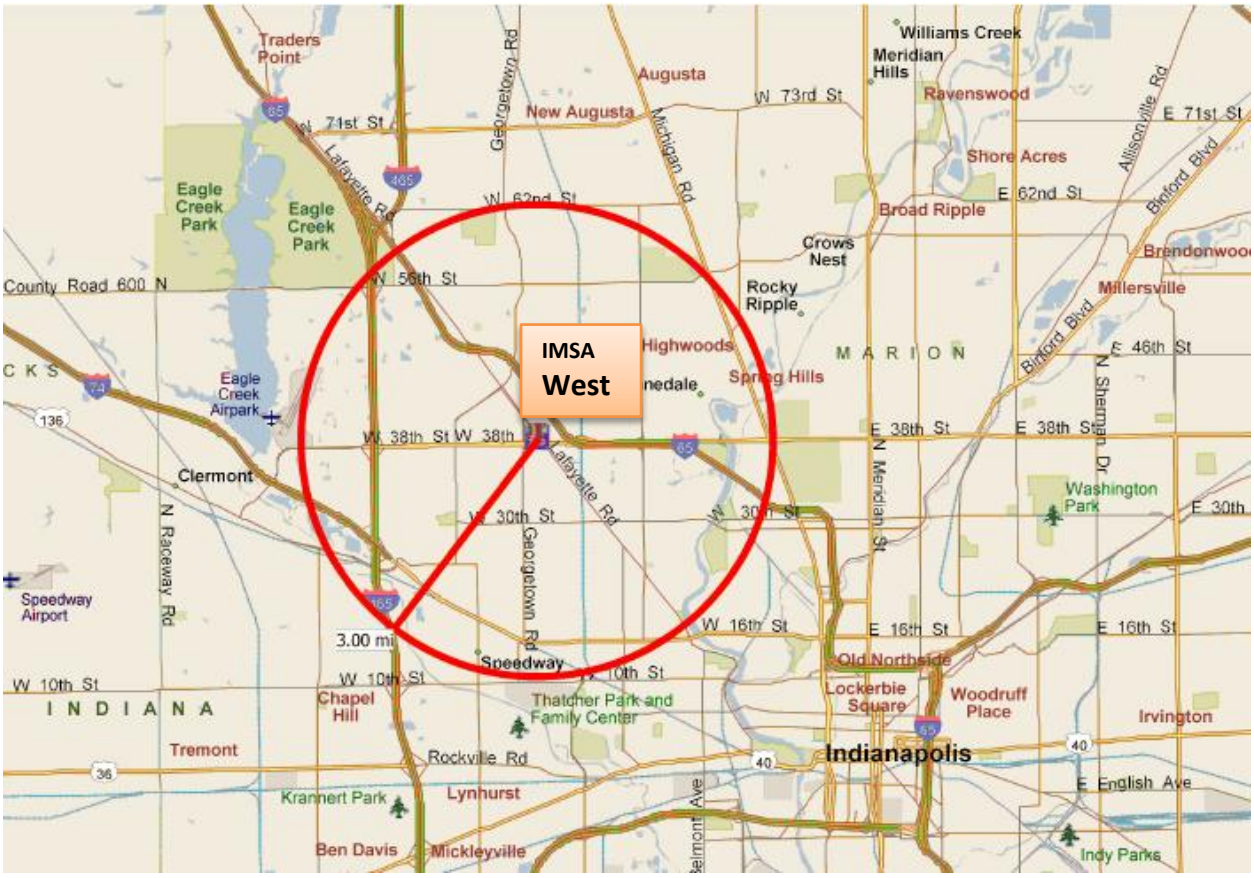
IMSA-West is located at 4575 W. 38th Street (former Toys R Us building). IMSA-West has been working with New Plan Learning, a not-for-profit facility service provider that provides facility services to Concept-managed schools to help IMSA West purchase the facility. It is a 41,633 square feet facility with a gymnasium and 160+ parking spaces with about 11 acres of land. The building is in a good condition, which was renovated to accommodate IMSA West in 2007. Due to enrollment demand, we have completed phase II in summer 2009. New Plan Learning is in the process of purchasing the facility by working with IFF and or local banks. IFF is a Chicago-based not-for-profit lender and real estate consultant dedicated to strengthening nonprofits and the communities they serve. IFF helps nonprofits finance, plan, and build facilities that are critical to their mission and success. IFF has been a long partner and supporter of Concept-managed schools in Illinois, Missouri, Wisconsin, and Indiana. Our plan is that the New Plan Learning will help IMSA West purchase the facility.

Within the 3-mile radius of 4575 W. 38th Street there are a total of 25 schools of which data was available. The remainder of the schools did not have data available or were too small to be addressed.

Four different public school districts are represented within the 3-mile radius where IMSA-West is located. Private and charter schools are scattered throughout the area. The Table below is a summary of the data from each district, as well as private and charter school data:

School	Enrollment	2011-2012 Combined	2011-2012 ELA	2011-2012 Math	Grade	AYP
Arthur C Newby Elementary School 2	171	87.50%	92.70%	91.80%	A	Y
Carl G Fisher Elementary School 1	181	85.70%	94.50%	91.30%	A	Y
Carl Wilde School 79	725	68.60%	76.90%	77.30%	A	Y
Clarenece Farrington School 61	536	41.30%	53.40%	57.10%	F	N
Cold Spring School	253	63.10%	70.90%	78.20%	C	N
Deer Run Elementary School	727	64.00%	72.90%	77.30%	C	N
Eagle Creek Elementary School	528	75.10%	85.30%	82.00%	A	Y
Ernie Pyle School 90	360	76.70%	81.80%	89.40%	A	Y
Frank Wheeler Elementary School 4	336	82.40%	83.70%	91.80%	A	Y
Gambold Preparatory Magnet High School	9	No other information is available; Only have 9th grade enrolled				
Guion Creek Elementary School	734	75.20%	84.20%	83.00%	B	N
Guion Creek Middle School	894	48.60%	58.00%	64.10%	F	N
IMSA West	541	62.30%	74.90%	75.30%	B	N
James A Allison Elementary School 3	280	78.70%	83.70%	83.20%	A	Y
Jonathan Jennings School 109	288	54.90%	69.30%	67.10%	C	Y
Lew Wallace School 107	310	48.40%	61.10%	60.00%	C	N
Meredith Nicholson School 96	521	62.10%	68.90%	76.90%	A	N
North Wayne Elementary School	840	49.30%	64.90%	58.40%	F	N
Northwest Community High School	1191	na	na	na	F	N
Northwest Community Jr. High School	641	18.80%	25.80%	35.10%	F	N
Snacks Crossing Elementary School	555	65.90%	70.20%	81.80%	C	Y
Speedway Junior High School	234	80.10%	82.40%	92.60%	A	Y
Speedway Senior High School	489	na	na	na	A	Y
Imagine Indiana Live Sciences Academy West	616	35.70%	47.30%	52.10%	C	N
Padua Academy	186	70.70%	85.30%	76.00%	A	N

The average free and reduced lunch percentage in the IPS schools on the table is around 85%. The average IPS school size is 600. 158,364 people live within the 46254, 46222, 46224, 46228, 46208, and 46202 zip codes. 60% have less than a $40,000 annual household income. Most of the students who attend school in this community are coming from economically disadvantaged families. Racial demographics, however, are more diverse than academic achievement of the schools in this area. 44% of the population is White, 43% is African American, and 12% is Hispanic/Latino. Below is a map that shows where the IMSA-West's location is located:



Several of the 49 schools have a college preparatory focus. However, none of them have a specific focus on science, technology, engineering, and math (STEM). Therefore, we believe that the science, technology, engineering, and math (STEM) focus within a rigorous college preparatory curriculum make IMSA-West appealing to students in all three districts, as well as in private schools.

In addition to the study that we conducted to show the need for a college prep charter school focusing on science, technology, engineering, and math (STEM) in our target community. Since the inception of IMSA West, we have received great support and feedback from community members and our parents, which enabled us to expand and open more schools. This is a great testament to IMSA West's success story.

Moreover, the continuity that IMSA-West offers is attractive to many parents. Students can stay within the same campus from Kindergarten through high school. Such continuum also allows parents to place multiple children on the same campus with consistent high expectations and standards. We believe that IMSA- West Indianapolis has been a viable public school choice for the families in our targeted area since 2007.

C. Governance and Management

Our founding group and governing board have an impressive track record indicative of their collective ability to start, grow, and manage high-performing schools. Our team has a wealth of experience spanning education, government, business (front and back-office knowledge and skills), and community development. We have the ability to create a dynamic community school that builds on strong public-private partnerships.

IMSA-West's governing board consists of seven individuals with diverse background and experience. The founding group also includes individuals from Concept who have unique experience in starting charter schools and implementing the Concept design. Independent education consultant, Jeanette Moody, who was a founding board member of IMSA-West and North, worked on the development of the proposal, too.

The successful design of IMSA-West resulted in establishment of great educational options as IMSA North and IMSA South. IMSA-West, IMSA North and IMSA South are three existing, successful charter schools, located in Indianapolis. Managed by Concept, together they serve over 1,400 students. As their biographies indicate below, most of the board members have been involved in charter schools at various capacities. Aside from the experience, knowledge, and capability of the board of directors, Concept's 14 year long experience in managing high-quality charter schools, and their particular experience in Indiana, ensures confidence about the success of IMSA-West.

Please find information regarding our founding group, which includes the Board of Directors below. Their full resumes are available in **Attachment 2 Resumes and Bios of the Founding Group**.

Name	**Title/Department**	**Organization**	**Involvement in IMSA-West**
Kent Millard	St. Lukes UMC	Retired Senior Pastor	Board President
Bilal Eksili	Holy Dove Foundation	Executive Director	Member
Nancy Spohn	Spohn Associates	Co-Owner/President	Member
Murat Dundar	IUPUI	Assistant Professor	Treasurer
Brenda Shaheed	Martin University	Vice President of Student Affairs Counseling	Member
Rob French	First Construction Consulting, INC	President	Board Member
Bulent Guler	Indiana University	Assistant Professor	Board Member
John Aytekin	IMSA Indiana	Superintendent	Founding Group Member

As the Board members' biographies and resumes suggest, our Board possess the experience, knowledge, and skills necessary for the successful opening and operation of high-quality charter schools.

Our design team, advisory board, and governing board have an impressive track record indicative of their collective ability to start, grow, and manage a high performing school. Our team has a wealth of experience spanning education, government, business (front and back-office knowledge and skills), and community development. IMSA-West has a Board of Directors, consisting of seven individuals with diverse background and experiences.

The Board President of IMSA-West, Dr. Kent Millard, is the Retired Senior Pastor of St. Luke's United Methodist Church, which is a 6,200-member congregation that serves the community in which IMSA is located. Many community members, elected officials, families, and individuals the community attend St.

Luke. Kent Millard is a well-known and highly revered individual not only in the particular community in which IMSA is located but also in the larger Indianapolis community. Dr. Millard has been involved in charter movement in Indianapolis and he is the current board president of IMSA North and IMSA West. He has been a founding board member and board president of IMSA West since 2006.

Other board members such as Brenda Shaheed, Dr. Bulent Guler, Nancy Spohn, Dr. Murat Dundar, and Rob French are well known individuals in the education community in Indianapolis. They are scientists and engineers working for prestigious universities and businesses in Indiana. They understand the role of K-12 education in preparing college and career ready students. Therefore, they deeply care about creation of IMSA-West to prepare Hoosiers for the 21st century.

Another board member, Bilal Eksili, is known for their effective and productive efforts in bringing people and communities together around common values in Indianapolis. Bilal Eksili works with many churches and organizations with similar missions and represents the interfaith and intercultural side of the community in which IMSA-West is located.

We, the Board of Directors of IMSA-West, are deeply committed to education, school choice, and creating unprecedented opportunities for underprivileged youth. What brought us together is the opportunity to replicate a proven successful school design one more time in Indianapolis. We are even more excited about our partnership with Concept because Concept brings an immense amount of experience, resources, and knowledge into this noble endeavor.

The Board Members of IMSA-West have approached many organization and businesses and received verbal support once the school is approved. These organizations range from the Eli Lily Foundation to Indiana University, Ivy Tech College and private businesses. Now that we have developed the proposal for IMSA-West, we will reconnect with such organizations and receive formal commitments and support letters, which we plan to present to the Indiana Charter School Board during the applicant capacity interview.

The school leader is perhaps the most critical and influential factor in the overall success of the school. The principal is responsible for establishing the culture of the school and modeling the values that guide behaviors on a day-to-day basis. The principal also is responsible for articulating the vision and keeping everyone focused on implementing the actions necessary to accomplish the vision. As part of the Concept design, the Superintendent is the employee of Concept. When starting a new school, Concept reviews principals who have demonstrated success in their role as principals, in addition to looking at strengths and qualities that complement the community of the new school and students being served. Concept then recommends two or three candidates to the local school board. The local school board then reviews and approves Concept's recommendation for principal and holds that individual, along with Concept, responsible for the leadership and operational management of the school. The principal will operate as the educational leader and chief educational officer of the school while implementing policies set by the IMSA-West Board of Directors. The principal assumes administrative responsibility for the planning, operations, supervision and evaluation of the educational programs, services, facilities, and the annual evaluations of the school staff.

Concept has a leadership development program, cultivating individuals within the organization that demonstrate the ability to become school leaders. This is a comprehensive program for about 25 selected individuals who have demonstrated leadership skills, currently serve in a position with some administrative responsibilities, and commit to participate five weekends during the year and two weeks during the summer for an intensive program. Most participants are either enrolled in or have completed

a graduate program. Through this sequential professional development program, mentoring and internship opportunities, Concept is able to produce highly qualified leaders who have been immersed in the Concept model and are prepared to become highly successful principals.

The following qualities will be taken into consideration by Concept when presenting principal candidates to the Board of Directors of IMSA-West:

- A successful track record in the Concept Schools' network
- Successful teaching experience in urban environments
- Successful administrative experience in urban environments
- Charter school start-up experience
- Experience in elementary education
- Advanced degrees
- Strong community relations
- Positive rapport with student, teachers, and parents
- Strong feedback by applicable charter school authorizers and officials

IMSA-West is incorporated in the State of Indiana as a not-for-profit organization. The legal name of IMSA-West is *Indiana Math and Science Academy West Indianapolis Charter School, Inc.* **Attachment 3: IMSA-West Article of Incorporation and By-laws** provides corporate documents.

The Board of Directors is the governing board of the non-profit Indiana Math and Science Academy West Indianapolis Charter School, Inc. and will hold and be responsible for the charter. We will sign a management agreement with Concept, which will manage the school on our behalf. The Board of Directors will consist of a diverse group of five to nine local community leaders with a variety of backgrounds and experiences, with the responsibility of providing oversight and accountability in the management of the school.

The board will protect the public interest and uphold the public trust by applying the highest standards of service in governing the school according to its bylaws, the charter contract, and relevant state and federal statutes. It is the duty of the board of directors to:

- **Provide general oversight** – Overall responsibility for management of IMSA-West to include approval of all staff hired

- **Oversee finances** – Establish fiscal policy and boundaries, approve the budget, exercise financial controls, and review and approve major expenditures. The board will exercise their fiduciary responsibility to ensure that there are adequate resources for IMSA-West

- **Promote IMSA-West's mission** – Advocate for IMSA-West by promoting its mission and goals not only within the school environment but also within the larger community

- **Identify and supervise the principal** – Identify and supervise the IMSA-West principal mutually with Concept to provide vision and leadership to the school

- **Establish IMSA-West policies** – Develop and approve all IMSA-West policies and monitor implementation of the same. The board also will engage in long-range strategic planning

- **Assesses the performance of the school** – Use internal and external accountability tools to assess performance goals of school

- **Develop and approve the IMSA-West strategic plan**

- **Develop community partnerships**- As appropriate, board members will respond to opportunities to make personal and organizational resources and talents available for the benefit of the school

- **Engage and evaluate the Charter Management Organization (CMO)** - The Board of Directors of IMSA-West already has a relationship with Concept. High performance and success of Concept-managed schools has led the Board to apply for the proposed charter school. However, the board understands that it is our responsibilities to either find another CMO or a school leader to realize our vision for the school if Concept underperforms.

In order to successfully undertake all these responsibilities, the Board will organize, manage, and assess itself in an efficient, business-like manner. The IMSA-West Board has been meeting on a monthly basis and will continue to do so during start-up period. As the Board by-laws indicated, IMSA-West Board of Directors will meet between six and ten times a year.

The IMSA-West will form an Advisory Board. The Advisory Board will be a diverse group of volunteers that offer advice and counsel to the IMSA-West Board of Directors on various aspects of school development and implementation and recommend resources to support the mission of the school. Advisory Board members must believe in the school's mission and stay apprised of its progress in achieving its goals. They will not make policy decisions, as that right is reserved for the board of directors. It is anticipated that representatives from organizations with partnerships may serve on this group, along with other community leaders, parents, and interested citizens.

The board has established the following committees, which will schedule meeting times and report directly to the full board.

- **Executive Committee-**The executive committee consists of three directors. The executive committee, to the extent provided in board resolutions and consistent with applicable law, has and exercises all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee is subject to the authority and supervision of the Board of Directors.
- **Finance/Audit Committee**– Meet regularly to review financial reports, annual budget, monthly bank statements, and prepare reports to the board. This committee will conduct an internal audit at least once a year, reviewing the school's compliance with laws, regulations, and policies set forth by federal and state government and also internal board policies. The committee will evaluate the school's performance against the financial goals set by the board. The internal audit also will serve as a preparation for the annual audit by an independent audit firm. The committee will communicate its findings to Concept per the management agreement.
- **Community Partnerships Committee**– Community involvement and partnerships play a significant role in the success of the school, not only by providing in-kind services but also by providing opportunities for students such as internships, job shadowing, service learning/community service, just to name a few. Board and committee members will be asked to leverage their contacts to access resources that exist throughout the Indianapolis community. As we accelerate our

community outreach upon the approval of the charter we will include community leaders in this committee.

IMSA-West has been officially incorporated and has developed by-laws that serve as the legally binding framework for the school's governance and decision-making processes. The bylaws will help prevent or resolve conflicts and disagreements and protect the board and the school from potential problems by clearly outlining rules and procedures, rights and powers. A copy of the By-laws may be found in **Appendix 3: IMSA-West Articles of Incorporation and By-laws.** IMSA-West Board has already developed a Code of Ethics and Conflict of Interest policy that is available upon request. The Board will be responsible for following the Indiana Open Door Law. Board meetings will be open to the public. Agendas will be posted in advance of meetings on the website and within the school. The community is welcome to comment during the public comment session, available at every meeting.

IMSA-West Board of Directors will also comply with Indiana's Access to Public Records Act by adhering to the following:

- Understanding the definition of "public record" by the law
- IMSA-West requires individuals to submit a request in writing
- IMSA-West makes reasonable efforts to provide a copy of electronic data to a person
- Electronic emails are maintained in accordance with IMSA-West's records retention schedule that is developed in compliance with the law.
- Responding to requests made in person or via telephone in 24 hours of receipt
- Responding to mailed, faxed, or e-mailed requests within seven days
- Responding to written request in writing
- Stating reasons for denial with citation to authority, if the access is denied
- Producing records in a reasonable time

The principal will handle all public record requests. Concept uses a dashboard for monthly board meetings that includes the public record requests and how they were handled. This will ensure that IMSA-West Board is abreast of all the public record requests. Such dashboard can be found in **Appendix 4: Concept Schools' Dashboard for Board Meetings.**

As the monthly meetings of the IMSA-West are open to public, parents may bring complaints to the Board at any time. The Board will first ensure that the school administration is notified of the issue and given ample time to address it. If that is not the case, depending upon the urgency of the issue the compliant will be directed to the principal. If the school administration is not able to address the issue in a given time, the IMSA-West Board will notify Concept superintendent to resolve the issue. Our goal is to create and effective learning environment where school staff works with parents and students to address their issues or seek resources that can help resolve it. IMSA-West Board always reserves the right to address the complaints if Concept is not able to resolve it in a timely manner.

IMSA-West has a web site. IMSA-West's web site will have the Board policies including the grievance process. The web site will have the Board members' names and contact information giving parents direct access to the Board of Directors. Annual Reports, audit reports, charter proposal, 990 forms, student and personnel handbooks, articles of incorporation and by-laws, board and school policies, board minutes will be made available to parents free of charge upon a written request to the principal. The school will keep all of the aforementioned documents in a folder labeled "Public Folder" and keep in the main office accessible to staff, parents, and public.

IMSA-West implements the proven, successful Concept design; therefore, we have a contractual relationship with Concept. The management agreement that is to be signed between IMSA-West and Concept may be found in the attached **ESP Questionnaire**. This agreement is an annual agreement that the IMSA-West Board has the ability to terminate or not renew if there is a breach or lack of performance. The management agreement clearly outlines the responsibilities of Concept, term, scope of services, performance evaluation measures, financial control and oversight, and conditions for renewal and termination, propriety issues and more. For more information about Concept please refer to the attached **ESP Questionnaire.** The questionnaire includes performance data, financial data, leadership, services, and more information about Concept Schools.

Concept provides comprehensive management services, in which they are accountable to the IMSA-West Board for all aspects of the school including but not limited to financial management, curriculum and school design, student achievement, assessment, student information system, marketing, evaluations, policies, compliance, and professional development. Concept attends the monthly board meetings and reports to the school boards. Concept has a proven track record of managing and operating successful charter schools. Their dedicated staff brings collective ability, determined focus, and an action mentality to create an excellent school. They also possess the skills to sustain IMSA-West's success into the future. The Concept staff has more than a half-century of combined experience in education and administration. Concept has the means, judgment, and integrity to manage IMSA-West with high expectations, fiscal responsibility, and innovation.

Concept charges a management fee in exchange to the services that accountability that they provide. The management fee is 10% of the per capita tuition annually and does not apply to categorical funding, fundraising, and other additional revenue that the school receives. The management fee includes the salaries of the Superintendent. The board of Directors of IMSA-West will hold the Concept Schools accountable for the performance of Concept. This practice keeps everyone accountable to each other and fosters high performance. Please refer to Concept Schools Strategic Business Plan in the attached **ESP Questionnaire** for more information about Concept including the overview of the organization, leadership team, current geographic footprint, and services provided in details. To the best of our knowledge, the IMSA-West Board of Directors does not have any existing or potential conflicts of interest with Concept or any affiliated business entities.

Concept's management style is a comprehensive one rather than service based. Therefore, the management fee is a flat fee rather than itemized fee per services. On behalf of the IMSA-West Board, Concept undertakes all the responsibility and accountability for management. Concept will report to the IMSA-West Board on a monthly basis about academics, discipline, financials, compliance, human resources, and services provided within each month. IMSA-West Board of Directors will monitor the academics and operational performance of the school based on a rubric that Concept is already using in other Concept-managed schools. The rubric will include all the items that we will be accountable to our authorizer, Indianapolis Mayor's Office. The rubrics will include the following categories:

- Mission/Vision
- Level of Instructional Strategies Implementation
- Academic Support-RtI, remediation, and acceleration
- Assessment of learning
- Parental Involvement
- Technology integration
- Co-curricular activities
- School culture
- Social/emotional support services
- Professional development program
- Employee evaluations
- Financial management

Below is how one of the aforementioned categories, Parental Involvement, is monitored and evaluated:

Component	Not in Place	Developing	Emerging	Proficient
Parental Involvement Policy				***x***
Home Visits				***x***
Parent/Family Education Programs				***x***
Website Providing Communication to parents				***x***
Honor Roll Parent Dinner				***x***
Parent Area in the Building			***x***	
Parent-Teacher Conferences				***x***
PTO				***x***

The IMSA-West Board will evaluate the school at the end of each year. Any academic and operational aspect that is rated as "emerging" will require Concept to develop and present a plan to the Board.

Based on Concept's management structure, the school principal and business manager are on Concept's payroll. However, they will be as equally accountable to the IMSA-West Board of Directors as to Concept. Although the principal is an employee of Concept, IMSA-West Board of Directors will evaluate the principal annually and report it to Concept Schools. The Board will use the framework that Concept has developed for principal evaluation. The principal evaluation is result oriented and data-driven. Fidelity to the Concept design and its implementation at the school are important in such evaluation. Feedback from the school community about the leadership that the principal provides is also taken into consideration in principal evaluation. IMSA-West Board will use the same framework that Concept currently uses to evaluate their principals in the 30 schools. This framework includes the following:

- People skills
- Technical skill
- Academic skill
- Work ethics skill
- Outreach and Public Relations
- Compliance

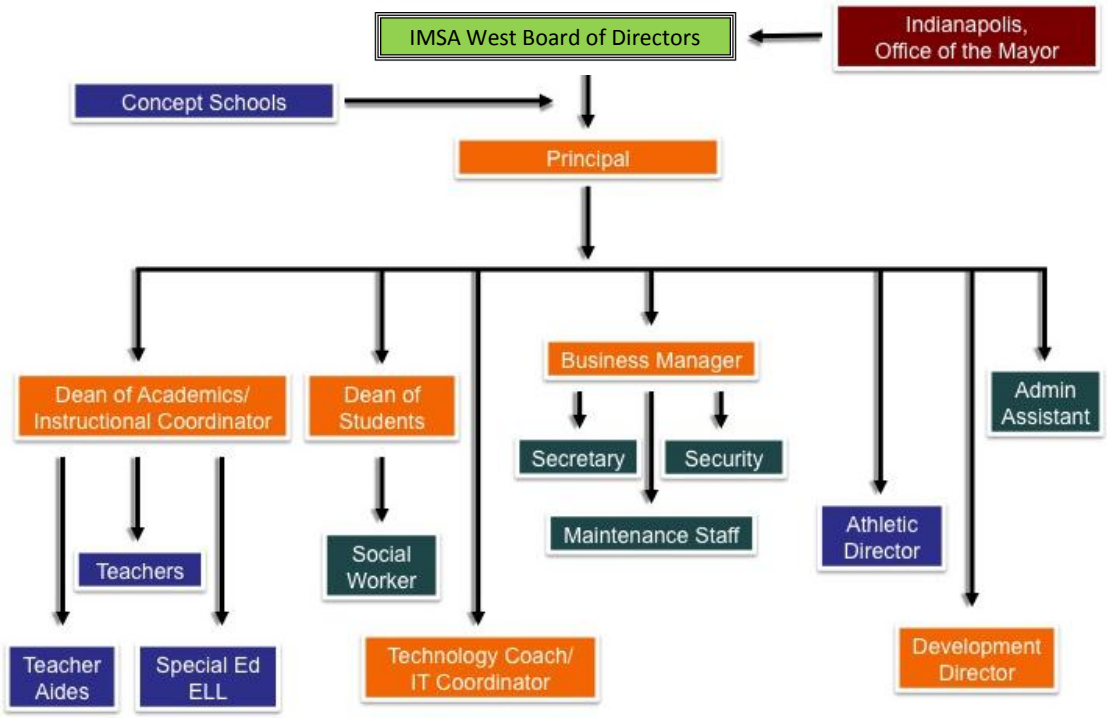
IMSA-West's Board is conscientious of its ultimate responsibility and accountability to the state of Indiana and the public. Therefore, we will make sure that it is the Board that makes ultimate decisions

regarding IMSA-West. For instance, already managing 30 successful schools across the Midwest, Concept has all the personnel and other policies to manage the school. However, Concept will not and cannot implement any policy without the approval of the IMSA-West Board. The table below defines school and organizational level decision making authority as it relates to key functions, including curriculum, culture, staffing, etc.

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals	Chief Academic Officer, Regional Superintendent, and Principal	The Board approves them
Curriculum	Chief Academic Officer	The Board approves it
Professional Development	Chief Academic Officer and Regional Superintendent	Principal develops school specific PD plans
Data Management and Interim Student Assessment	Concept Student Information System and Concept Interim Assessments	The Board agrees on this as part of the Concept design
Grade Level Promotion Criteria	Chief Academic Officer	The Board approves it as part of the student handbook
Culture	Concept has a protocol for culture	Principal with the administrative team through fidelity to the Concept design
Budgeting, Finance, Accounting	Concept regional office, Chief Financial Officer, and Regional Superintendent	IMSA-West Board approves and oversees it
Student recruitment	Concept	IMSA-West Board oversees it
School staff recruitment and hiring	Principal and Regional Superintendent	The Board approves all the hiring decisions. No staff is officially hired until the board approval
HR services	Concept regional office, Chief Financial Officer, and Regional Superintendent	The Board approves and oversees it
Development	Vice President and Regional Superintendent	The Board
Community relations	Regional Superintendent and principal	The Board
Information technology	IT Director and principal	The Board
Facilities management	Regional Superintendent and principal, and business manager	The Board approves and oversees it
Vendor management/procurement	Concept regional office, Regional Superintendent, and business manager	Business manager
Auditing	-	The Board selects and independent auditor

Below is the organizational chart of IMSA-West at full capacity:

IMSA WEST ORGANIZATIONAL CHART



D. Financial Management

Please refer to **Attachment 1: Financial Projections and First Year Cash Flow Analysis** for details about the IMSA-West financials. A budget narrative is included in the next section.

Financial Management - Concept will be responsible and accountable for all financial, accounting, and bookkeeping functions, including the payment of all invoices, reconciling bank statements, debit and credit entries, procurement, and purchasing. The school will use QuickBooks. All practices and procedures will be in alignment with the Generally Accepted Accounting Principles. Concept and the IMSA-West will develop the annual budget and present it to the IMSA-West Board of Directors. There will also be a budget revision session in October of each year.

Audit-The IMSA-West Board of Directors will oversee the selection of an independent auditor and the completion of an annual. The Finance and Audit Committee will review any audit exceptions or deficiencies and report recommendations to the IMSA-West Board and the Concept regarding how they have been, or will be, resolved.

The financial, educational and other records pertaining to the charter school, whether or not generated by IMSA-West, are the property of the school. All such records shall be subject to inspection and copying under the provisions of Indiana's Access to Public Records Act. Concept will create a policy handbook for IMSA-West and present all policies to the IMSA-West Board for review and approval prior to implementation. Specific financial controls that IMSA-West will have in place are summarized as follows:

- The IMSA-West principal must approve all requisitions.
- No purchase may be made without a purchase order approved by the principal and Concept.

- Purchase orders are not issued unless there are sufficient unencumbered funds for payment.
- All payments for goods and services must be made from invoices that have been reconciled to purchase orders and approved by the business manager, the principal and Concept.
- No payments are made unless there are sufficient funds available.
- IMSA-West follows Generally Accepted Accounting Procedures

The business manager and Concept will monitor the school's cash balances on a weekly basis, insuring that unneeded funds are maintained in the highest interest bearing account available. The monthly financial reports will be submitted to the IMSA-West Finance and Audit Committee and on to the full Board. This report will include:

- Actual to budget revenues and expenses for the month and YTD.
- Anticipated cash needs for the next three months.
- Cash flow forecast for the same period.
- Plan to address any cash flow issues.

Fundraising - IMSA-West will employ a Development Director in year two to develop relationships with organizations engaged in funding charter schools or inner-city education. Additionally, he/she will work with local foundations, businesses and organizations. IMSA-West will seek funding from these sources as the school continues to develop and succeed. The development director will be responsible for organizing community events such as IMSA-West Showcase and IMSA-West Community Breakfast to help build partnerships locally. The development director will also organize annual fundraising activities such as an annual golf outing, raffles, and book fairs.

Cash Flow - The business manager keeps track of the cash flow with a computerized accounting program such as Quick Books, which provides detailed financial. These documents are reviewed at monthly board meetings. The business manager tracks the cash flow carefully and report to the principal regularly.

Purchasing – There is a purchasing protocol developed by Concept and approved by the IMSA-West Board. Orders are completed via the school's purchase order form and will be submitted to the business manager for the principal's approval. Because of being part of the network of Concept-managed schools, IMSA-West benefits from joint purchasing opportunities that will help control costs.

Payroll – Payroll is done by Concept centrally and direct deposit is offered to IMSA-West staff. IMSA-West uses an electronic system maintains staff attendance records. The business manager verifies the hours worked, confirm them with staff, and send it to Concept to process the payroll.

Risk Management - IMSA-West maintains insurance policies with an independent insurance broker licensed in the State of Indiana providing at least the limits and coverage provisions as identified by the Charter School Board. The school will address risk management in many aspects of its operations: ensuring the safety and security of the physical environment, screening of all teachers and staff, training of all staff in emergency procedures and student management, maintaining adequate insurance policies, implementing written procedures to ensure all monies and expenses are properly accounted for, following established procedures at all school events and by all groups associated with the school, and administering employee benefits correctly and fairly. Due process will be afforded to all students and staff.

Personnel Decisions - The IMSA-West principal will have the responsibility of staffing based on the approved annual budget. The IMSA-West Board of Directors will have the final approval on hiring decisions for all teachers. No individuals will be considered hired officially until the Board approves it.

The principal will report to the board in advance about any employee dismissal with evidence of due process having followed.

IMSA-West will review its budget regularly and make necessary adjustments. Budget review will take place during start-up phase, too. IMSA-West will apply for a line of credit from a local bank to overcome unexpected cash flow problems. Being such a large organization, Concept is in a position to help the school overcome short-term cash flow issues. Concept and IMSA-West Board will address long-term financial concerns through implementing fiscally responsible strategies such as cuts and delays of certain secondary expenses. Concept's priority is the financial health of IMSA-West. It has been practiced in the past that Concept did not charge any management fee for the schools in their first year due to unexpected financial problems encumbered upon them. The schools still received full services in such cases.

F. Budget

IMSA-West has prepared a pre-operations budget, as well as a six-year operational budget projections to show the school's finances at full capacity. This is a balanced budget based on what is known at this time and what can be assumed. Assumptions when developing the projections are based on data from the current Indiana Math and Science Academies and other Concept managed schools with similar size and characteristics. Below are some highlighted points of interest related to the budget. In addition, detailed charts depicting staffing plans, furniture, fixtures and equipment (FF&E) acquisitions, and FY2013 cash flow analysis are included in the projections which may be found in **Attachment 1: Financial Projections and First Year Cash Flow Analysis**.

Six-Year Budget

Six year operational budget has two tabs named "Staff" and "FF&E" Assumptions for many of the line items are explained in details on this tab. We will refer to the "Assumptions" tab for such line items below.

Revenue

1. The pupil payment is based on the assumption of IMSA per capita tuition costs, which is $6,800. Per pupil payment for KG student is calculated as 50% of the full tuition.
2. IMSA-West will receive grants from the State of Indiana Department of Education. This assumption includes special education grant, textbook reimbursement, and state remediation program funds. The assumption is based on the amount that the current IMSAs receive. It also includes the new grant that the State of Indiana recently made available to charter schools, State Charter School Start-up grant to remedy the cash flow issue due to state payment beginning in January.
3. As IMSA-West will have full day Kindergarten, we assumed $ 2.448.00 per kindergarten student from the state as full day kindergarten grant from the state.
4. Title funds – the percentage of students who are eligible for free and reduced meals is assumed at 80%. Title funding is assumed at $880 per eligible student, which is the current level of reimbursement received from the State.
5. State textbook reimbursement is assumed $400 per free and reduced child that is paid in 5 years.
6. IMSA-West will charge $50 non-consumable material fee from its students. It is assumed that the fee will be waived for 30% of the IMSA-West students.
7. School lunches and breakfasts will be provided. It is assumed 80% of students will be eligible and 90% will eat lunches. Paying students will pay the same as the state reimbursement for free lunches. Food service income is calculated $ 3.30 per students per day ($2.30 for lunch and $1.0 for breakfast)

8. IMSA-West has $100,000.00 line of credit from BMO Harris Bank in addition to the CMOs support in case of having emergency cash flow issues.

Expenses

Human Resources

1. No expense is budgeted for the Superintendent as he will be on the Concept's payroll
2. 5 Year Projection has a "Staffing Year" tab that outlines all the positions and average salaries as well as total salaries at IMSA-West. Personnel are broken down to admin, teachers, support positions, clerical positions, and custodial positions on the tab.
3. Payroll taxes are calculated at a 7.65% rate.
4. IMSA-West will contribute to the state teacher pension fund in the amount equal to 7.5 % of the annual salaries.
5. IMSA-West will pick up 60% of the health, vision, and dental premiums and 100% of the life insurance and long-term disability premiums for the staff. The school's contribution is assumed to be $3,600 per year on average for staff member.
6. Professional Development: Concept provides some professional development to its schools as part of the management agreement. Such professional development services include but not limited to training on data-driven instruction and Concept design, evaluations, pre/post evaluation conferences, training for international staff, leadership institute, school visits, regular meetings with key personnel to share best practices. In addition to that Concept bring all the teachers within its network once a year for a two daylong conference. Nationally renowned speakers present at the general and breakout sessions of the annual conference. Concept charges teachers a minimal fee to cover the expenses for the conference.

   Besides what Concept provides to the schools as professional development each school within the Concept network budget for their own professional development, too. Such expenses for professional development include but not limited to tuition reimbursement, seminars and conferences that teachers want to attend, presenters who come to school to present on a particular topic, having all teachers attend the annual Concept conference, and other supplies and materials to conduct their own professional development activities. Professional development expense is assumed $1,000 per teacher a year.
7. IMSA-West will offer performance-based bonuses that will equal to 3% of the teachers' annual salaries.
8. Substitute Teacher: It is assumed that staff will average be absent for 4 days and each day will cost the school $120 for substitute teachers.
9. Board Recruitment and Development includes expense for meetings, travel reimbursements for board members, board training, retreats and other professional development opportunities for the board.
10. Special Education Vendors: The annual service cost per special education student is assumed to be $700 and 10% special education population is assumed.

Facility

1. The rent is projected at $408,931.00 in our first year. This is based on the current lease agreement. After we purchase the building in summer 2014, it will go down to the $280,000.00 per year.
2. Utilities and maintenance expenses are based on the current data from IMSA West.
3. Maintenance includes cleaning supplies, area maintenance such as lawn and snow plowing, and small repairs.

4. Networking, security cameras, and phone system: We will try to include this in the rent. However, we wanted to include a separate line item for unexpected repairs and maintenance.

Materials/Supplies/Equipment

1. Textbooks are assumed as class sets with a few additional copies to check out, teacher editions, and supplementary materials per class.
2. Special Education curriculum and resources are assumed $500 per year per special education student, assuming 10% special education population
3. IMSA West has already purchased instructional equipment, furniture, computer labs, instructional software and more. We have included some dollar amount for acquisition of these items just in case we replenish.
4. Other equipment line items include science labs and staff computers.

Additional Costs

1. A management fee for Concept Schools Inc. is included in the budget and will be based on per capita revenue. Categorical funding, grants, and other fees do not apply to this fee. The fee is 10% of the per capita tuition income. The 10% fee is for a comprehensive management of IMSA-West by Concept.

In addition to providing the Superintendent for the school, the services of Concept to IMSA-West could be summarized as:

Start-Up Services: Communication with sponsors/authorizers, developing proposals, facility search and market analysis, and providing financial support to the local board when start-up grants are not available. If the school receives federal charter school planning grant, Concept School charges a mutually agreed upon fee for the start-up services.

Human Resources: Supporting schools to recruit highly qualified teachers and administrators from national and international pools; providing schools with necessary handbooks, policies, and forms. Providing the school leader and business managers as part of the management services.

Curriculum and School Design: Concept Schools provides the schools with a curriculum that is aligned to the state standards. Concept also determines the organizational structure that best fits to realize the vision and mission of the school.

Student Information System: Concept School provides and maintains the schools with student information systems. This system provides data tracking, performance reports, grade keeping and online access to parents and students of such records. Training on the student information system for the staff is also provided.

Assessment: Concept Schools helps schools monitor student learning through Concept's interim assessments, developed and analyzed at the main office. Such interim assessment mirrors the state standardized tests and aligns to the school's curriculum. Analyses of scores are available to teachers, students, and parents online with a very quick turnaround. Teacher use this data to guide their on-going and continuous instruction. Training of staff on how to use the formative assessment and the data to guide instruction is provided as well.

Marketing: Concept School provides the schools with marketing materials to recruit students and teacher. These materials include brochures, flyers, newsletters, and posters. Concept also provides web

designing to its schools. However, printing and distribution of such materials is done by local schools. Therefore, individual schools budget money for print and distribution of marketing materials, advertisement in local media for student and teacher recruitment, and for expenses such as banners, yard signs, presentations, and other community outreach efforts.

Financial Services: Concept Schools provides the schools with business manager who handles budgeting, financial management, maintenance of internal control, and reporting. The schools also benefit from the economy of scale through Concept's purchasing services. Concept Schools also financially supports the schools when needed through loans and other means.

In addition to such services from Concept, individual schools retain an independent audit firm that audits the school's financials, as well as compliance with laws and policies annually. Annual audit report that is developed by the independent audit firm is sent to the authorizer. Cost of such service ranges from $8,000 to $12,000 annually. IMSA West Indianapolis budgeted $8,000 for such line item for year 1.

Extra-curricular activities: Concept Schools organizes annual events in which all schools participate such as basketball tournament, spelling bee, writing competition, science fair, math competition, and others. The summer cultural exchange program that Concept organized has been very popular since it began three years ago. Students travel to Turkey and stay with local families for three week being exposed to a new culture through this program. Our students enjoy this great experience so much that many of them want to participate in the program more than once.

School Visits and Evaluations: Concept Schools regularly visits school with a team of experience educators, visit classroom, meet with teacher and administrators, evaluate teachers and provide feedback to the schools for improvement.

Professional Development: Concept Schools bring the key personnel, school principals, deans, college counselors, and department heads, together in monthly meetings where best practices are shared. Concept School provides staff with trainings on the Concept school model, expectations, standards, and educational philosophy.

1. The insurance expense is based on the quote that we obtained from an insurance agency, Dezelan Insurance Agency. The insurance includes the general liability, property, worker's compensation, vehicles, sexual harassment, directors and officers, and the umbrella coverage as a package and meet the guidelines set by the Mayor's Office of Charter Schools.
2. We allocated $25,000 for marketing in year one. Again, Concept will provide marketing services to IMSA-West Indianapolis as part of the management program. However, they will be limited to developing marketing strategies, and designing, promotional materials such as brochures, flyers, and newsletters. Printing and mailing them, and obtaining addresses for direct mailing of the brochures, as well as ads in local papers will still be the schools responsibility.
3. Legal expenses are for retaining an attorney to represent the board of directors of IMSA-West either case by case or on a flat fee basis. The attorney would also review our policies to ensure their compliance with the Indiana school laws.
4. IMSA-West Indianapolis will conduct and annual audit by and independent auditor. Based on date from other Concept-managed schools this is estimated around $ 8,000 in year one.
5. Transportation will be provided by IMSA-West. The transportation cost is assumed $500 per student.

6. Field Trip/After School Activates/and Support Programs includes stipends for coaches, Saturday Schools, winter camps, trips, summer programs, assemblies, student recognitions, and awards. It is assumed $80 per students annually.

Surplus/Deficit – The 6-year projections are based on many assumptions. Efforts have been made to include estimates of expenses for all categories identified in the Budget Template for Charter Schools, provided by the Mayor's office. At this point, the plan shows a surplus each of the six years of operation. Since IMSA-West will develop annual budgets, revise them in October of each year, and monitor budget vs. actual ongoing basis, we will take the necessary precautions to prevent major deviances from the budget.

G. Risk Management

IMSA-West will maintain insurance policies with an independent insurance broker licensed in the State of Indiana providing at least the limits and coverage provisions as required by law. IMSA-West will carry the following types of coverage at all times: general liability, property; automobile; directors and officers; professional liability; student accident; workers' compensation and disability benefits. In addition, IMSA-West will have an umbrella policy. The school will address risk management in many aspects of its operations by:

- Ensuring the safety and security of the physical environment
- Screening of all teachers and staff
- Training of all staff in emergency procedures and student management
- Maintaining adequate insurance policies
- Implementing written procedures to ensure all expenses are properly accounted for
- Following established procedures at all school events and by all groups associated with the school
- Administering employee benefits correctly and fairly, and
- Assuring due process will be afforded to all students and staff.

We have our coverage from Dezelan Insurance Agency, which is based on the IMSA-West's needs, facility, and other features. Please see **Attachment 5: Insurance Policy**. The policy currently includes the recommended coverage amount by Ball State. The appropriate cost is included in the 6-year projections.

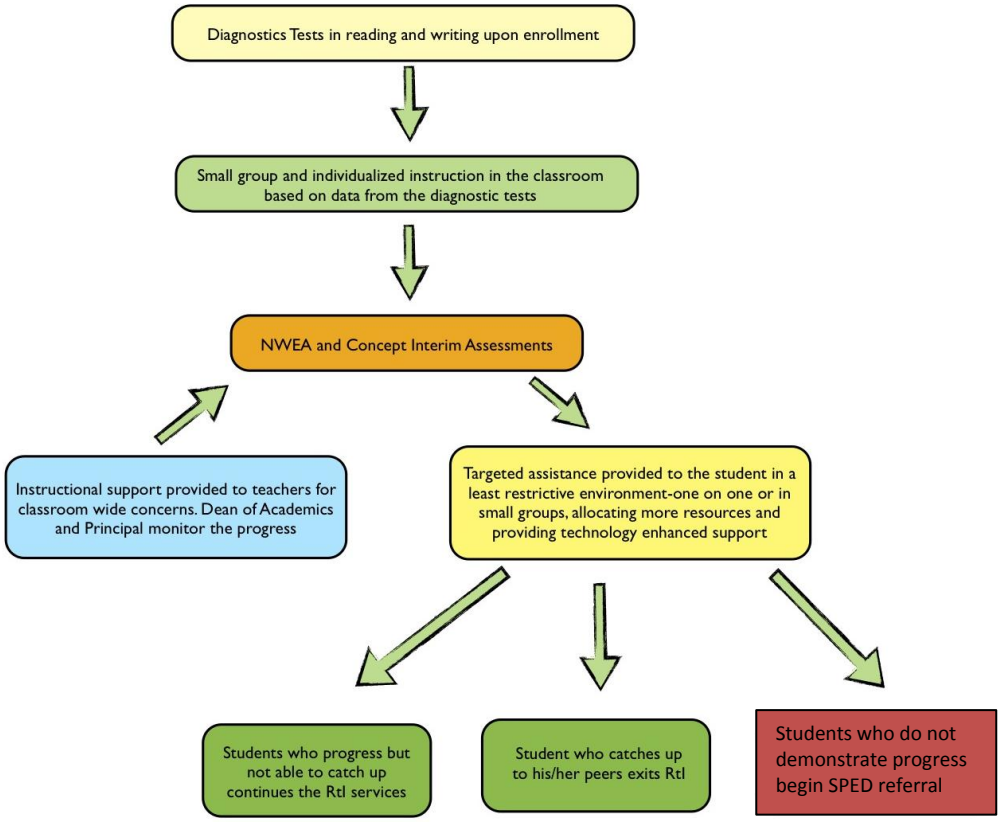
Core Question 3: Is the school meeting its operations and access obligations?

A. Support for Learning

IMSA-West will utilize "Response to Intervention" (RTI), a three-tiered academic and behavioral support program as part of the Concept model. Any student who is suspected of having a learning difficulty and/or a behavior issues will be placed in the RTI program prior to a referral to special education based on the aforementioned process. As a non-selective school, some students will be academically behind their grade level and, in some cases, three to four years behind. Once enrolled at IMSA-West, students will be required to take diagnostic tests focusing on mathematics and reading. To understand each student's academic background, administration and staff will analyze the results of these tests. In addition to the diagnostic tests, we will also review the students' past school records and standardized test results to determine whether the students are either below at/or above our performance standards.

Students with serious academic background issues, based on the data analysis, will participate in the RTI program where they will receive one-on-one and small group, targeted, and effective assistance.

Concept Student Information System (CSIS) will facilitate communication between teachers and RTI staff, as the system will help the school provide more targeted assistance to the students in the RTI program. Student progress in the RTI will be monitored on a regular basis. Effectiveness of strategies and support will determine the next step for students in RTI. Below is a diagram that shows transitions through and into the RTI program:



Students will be placed in the appropriate support program based on their grades, interim assessments, and standardized tests scores. IMSA-West will monitor the students' progress in support programs. The following academic support programs is provided:

- **Before and after-school tutoring** - A student with a failing grade in a subject stays after school or comes to school before classes, to receive additional help from their teachers. This tutoring will be mandatory and continue until the student raises the grade in the particular subject.
- **Saturday school** - Saturday school addresses those students who need significant assistance to achieve at appropriate levels in major subjects. Students will attend school half-days on Saturday to work with teachers on fundamental skills.
- **Pull-out programs** - Some of the IMSA-West students are pulled out of specials classes to receive one-on-one instruction from either teachers or tutors from the partnering organizations.
- **Winter and Summer Academic Camps** - Winter and Summer Academic camps will be organized with enrichment activities for high-performing students and activities targeting the weaknesses of low-performing students.

- **Peer tutoring** - Peer tutoring is available during lunch and recess time, as well as after school. Students in upper grades, especially high school, will be working one-on-one with students in lower grades. Tutors will earn service learning or community service hours for their time.
- **Lunch and recess learning programs** - Based on a schedule, IMSA-West teachers are available to work one-on-one with students to provide help with homework, assignments, and other needs of the students.
- **Buckle Down Institutes** - IMSA-West has a total of seven professional development days during the school year. Normally, students are not in attendance on professional development days because teachers are either attending workshops or involved in group learning activities. Students who have missing assignments and tests are asked to come to school on professional development days. They work on their class work with help from tutors who will come from partnering organizations.

Increasing number of research depicts alarming statistical data pertaining to learning loss during summer months. The results suggest that especially low-income children experience greater summer learning losses due to lack and/or absence of engagement in educational activities and parental supervision. Summer programs at IMSA-West are designed not only to prevent summer learning loss, but also to extend the school year for all students to enhance their learning and maximize their potential. During the summer months, IMSA-West continues to provide a safe and engaging learning environment equipped with fun activities. The elementary programs offered during the summer break include:

- Reading Champions (on campus)
- Math Wizards (on campus)
- Reading Camp (off campus)
- Math and Science Camp (off campus)
- ELL Institute (on campus)
- Jump Start (on campus)

These programs are one week or two week summer programs that will be funded from the extra-curricular line item on the operational budget. We budget $80 per student for extra-curricular activities in our 6-year financial projections.

Co-curricular programs play a significant role in the culture of the school. Students are engaged in projects and activities before and after school. IMSA-West students participate in five main categories of events – clubs, special interest groups, annual school-wide events, field trips, and sports.

Clubs -- All teachers of IMSA-West sponsor and lead at least one club. Individuals from partnering organizations, in particular those who can offer expertise in science, technology, engineering, and math (STEM) also sponsor clubs. Club activities last for 45 minutes to an hour before and after school. Some clubs may meet more than once a week or even on the weekends. Concept-managed schools currently offer a wide array of clubs including yearbook, science, cooking, world cultures, newspaper, chess, engineering, drama, movie, book, and folk dance.

Special Interest Groups -- These groups are specifically designed for students who are performing at higher levels and need more advanced academic activities. These groups participate in local, regional, and state competitions. One example of an advanced study group is a science project team that will compete in local and state science fairs. Other advanced study groups will include: Science Olympiad, Math Leagues (American, Continental), Lego League, Spelling Bee, Extreme Challenge Team, Robotics Team, and Power of the Pen.

Annual School-Wide Events -- IMSA-West organizes annual school-wide events geared toward the parents, students, and the larger community. School-wide events are critical to building community, school pride, and a culture of collaboration, learning, and excellence. The whole community gets involved in all aspects of events including the planning, marketing, and execution. Some of these events include:

- **Community Breakfast** – Each year, community leaders, elected officials and business leaders are invited to attend a breakfast at the school and take a tour of the school when it is in session. Guests meet with students, parents, board members, and staff. This event engages the larger community and fosters community partnerships
- **Annual School Showcase** – Students have an opportunity to showcase what they have learned at IMSA-West during this annual event. The community participates in curriculum-related presentations, shows, and games that are interactive and fun. The showcase is organized to celebrate and share the school's success with the community.
- **International Dinner** – This cultural event involves the community in celebrating diversity and the cultures of the world through food, dance, and presentations.
- **Honor Roll Parent Dinner** - IMSA-West organizes a dinner for parents of students who make the honor roll to recognize the parents' contribution to the success of their children. Parents and their children attend the catered dinner, watch presentations, listen to speakers, and mingle with IMSA-West staff.

Local, National and International Trips – Resources within the community are used to enrich the curriculum. IMSA-West sponsors trips to venues such as museums, science centers, local colleges/universities, and hospitals to learn more about careers in science, technology, engineering, and math (STEM) as well as participate in problem-based learning activities. In addition, field trips are planned to a national and/or international destination at a specific point in the curriculum. Both parents and teachers are encouraged to accompany students on these trips. Concept students and parents have participated in trips to Malaysia, Thailand, Europe, Philippines, Turkey, Africa, Russia, New York City, Washington, D. C., Florida, California, and Niagara Falls.

Trips are on a voluntary basis with parents covering the expenses. Students fundraise throughout the year to reduce the cost of trips. Students also must meet certain criteria related to GPA, discipline, and attendance in order to participate in such trips. IMSA-West also has incentives such as discounts on these trips for high GPAs and excellent behavior.

Sports -- IMSA-West has sports teams and competes in the appropriate leagues. IMSA-West first seeks its teachers to coach the sports teams. The school also reaches out to members of the community and involves partner organizations to provide in-kind services, coach, sponsor events, and provide facilities for the sports programs. IMSA-West has basketball, volleyball, soccer, and track teams. Once IMSA-West has the facilities, the school plans to add both baseball and softball teams.

Concept Inter-School Competitions – Within the family of Concept-managed schools, there are many opportunities to compete and work with students from other cities and states. These range from academic to arts to sports competitions.

IMSA-West teachers differentiate their instruction by content, process, and product in order to meet the needs of accelerated students. IMSA-West teachers receive training in differentiated instruction at the Summer Institute, Concept Schools' annual conference, and professional development days. The dean

of academics monitors lesson plans and observes in the classroom to ensure that teachers differentiate instruction. High school students requiring acceleration are enrolled in academically challenging Mathematics, Science, and English Language Arts classes. Students have the opportunity to take AP courses, and dual-credit courses.

Accelerated students have the opportunity to participate in special interest after-school programs. These programs have a project-based, challenging curriculum and provide students the opportunity to participate in local, national, and international competitions. Examples of programs/activities include Math Counts, Math League, robotics team, science fairs, Olympiads, bridge building, Destination Imagination, and Word Masters. IMSA-West also organizes winter and summer programs for accelerated students in order to meet their needs and challenge them to perform to their full potential.

As students take the aforementioned tests/competitions, their results will be presented to the Board of Directors of IMSA-West in a user-friendly format. IMSA-West prepares an annual report for its parents, sponsors, the Board of Directors, and other constituencies and includes information regarding tests/competitions results of our students as well as the progress that they make annually. Concept Schools Information System also gives parents access to the to interim assessment results and progress charts. The parents of IMSA-West are informed about this feature of the system during trainings and open houses.

IMSA-West focuses on establishing a culture that values and celebrates success, teaches shared values, sets high expectations, builds pride, and fosters a sense of community and belonging. The culture and climate of the school incorporates five essential attributes:

- **Focus on Student Achievement** - IMSA-West has a laser-like focus on student achievement and work relentlessly to help students excel in the classroom, on standardized tests and other objective measures.
- **High Expectations** - Students, parents, teachers, and staff create and reinforce a culture of achievement and support, through a range of both formal and informal rewards and consequences for academic performance and behavior.
- **Commitment** - Students and parents select IMSA-West as a choice. Because of the lengthened school day and year and the high standards the curriculum requires, the commitment of parents, teachers, staff, and students is critical for each student's success.
- **Determination** - Teachers do what needs to be done to help students be successful, but ultimately success rests on the determination of the student.
- **Involvement** - Successful schools require great student and parent/family involvement. Parents/families and teachers should expect to participate in helping students learn through projects, competitions, trips, educational camps, and other school-related activities.

The Board of Directors of IMSA-West recognize that the success of students is dependent upon the school's ability to create a culture that fosters meaningful, sustained relationships between teachers, students, and parents. IMSA-West is very intentional about building this culture from the point of first contact with families and throughout the students' academic experience. To help parents decide about enrolling their children at the school, the goals, values, expectations, programs and services of IMSA-West are communicated to both students and parents so that they clearly understand what is offered to them and what it takes to succeed. IMSA-West uses six core values to guide its interactions with all members of the school community:

- **Respect** – All members of the IMSA-West community (students, parents, and staff) have equal worth and should be treated with respect.
- **Responsibility** – All people have choices, and teachers, parents, and students should be responsible for their actions.
- **Integrity** – Belonging to a community requires a commitment to the common good. The community is stronger when everyone can be counted upon to be honest and trustworthy.
- **Courage** – Having the courage to try new things expands minds and causes students, parents, and staff to reach beyond their own expectations.
- **Curiosity** – The ability to wonder and to create connections stimulates further learning. At IMSA-West, inquiry will be fostered on the part of parents, staff, and students.
- **Effort** – Success is accomplished when students, family, and staff are willing to do what it takes to accomplish their vision of the future.

Teachers and staff are expected to model these core values in all behaviors inside and outside of the classroom. These core values provide all IMSA-West students with the opportunity for self-improvement, individual growth, and character development. They define the rules and behavioral expectations for students. Students are expected to encourage their peers to adhere to these values and school authorities manage student conduct according to these values. Conduct which disrupts learning or threatens to disrupt the operation of the school, which interferes with the rights and privileges of students or other citizens, which endangers the health, safety or welfare of any person, or which damages property are not tolerated.

A majority of IMSA-West students are assessed on their understanding of and adherence to the core values on a quarterly basis and are receiving both core values report cards and academic report cards. Each teacher assesses their students on the core values, and the average grade is calculated and appears on the core values report card. Students also evaluate their own performance as it pertains to the core values. At the end of each semester, students who adhere to the core values of IMSA-West are rewarded.

IMSA-West teachers review the core values in homeroom every day. They will mentor, model, and guide the students on the values. Homeroom will begin with announcements from the school administration and selected students. Students will be asked to recite the Pledge of Allegiance and the IMSA-West pledge. IMSA-West pledge reads as follows:

"As a valuable member of the IMSA learning community, today I commit myself to growth, achievement, and success. I am respectful, responsible, and motivated. I pledge to use the tools I have been given to realize my talents, attain my goals, and fulfill my dreams. I am on a quest to be the best!"

Students, parents and staff are recognized for their achievements. Upcoming events are announced. Administrators incorporate motivational quotes in the homeroom announcements for discussion by students and staff.

Student assemblies also are used to build the culture in which IMSA-West students thrive and attain their goals. Assemblies are a time for recognition, training on IMSA-West core values, expectations, and standards, team and community building activities, motivational speeches, and an honest evaluation of each day by students and staff members. The goal of the daily assemblies will be to develop a level of

comfort and emotional safety that manifest itself throughout the school year. Assemblies are scheduled throughout the year. The context of the assemblies will remain the same. At assemblies, the student of the month will be recognized. Recognition also will highlight positive behavior, success in and out of school, and performance in specific areas. Staff members of IMSA-West are actively involved in the assemblies to build a positive and strong relationship with the students. The assemblies also integrate student accountability into activities.

Students, faculty, and staff are encouraged to know everyone in the school and call them by name. IMSA-West will develop a tradition of the Long Walk in which members of the school community will attempt to identify each person at the school by first and last name. All IMSA-West students are required to wear uniforms as part of establishing the school culture. Students wear branded school shirts with an option of khaki, black or navy blue pants. School shirts will be available for sale from the school. Students scheduled to enroll in the school who cannot afford to purchase the school shirts are able to request assistance.

As part of the culture, IMSA-West has a closed campus. This fosters a stronger community on campus. A closed campus allows for greater supervision of students, keeping them focused on academics first and sending the message that community well being can be more important than individual choice. Middle/High school students have a distinct environment separate from the Elementary school students.

Discipline is a part of the school culture and climate. A challenging curriculum, dedicated teachers and proper materials are critical to learning but so is a safe and secure learning environment. The dean of students along with the principal will be responsible for maintaining discipline and safety at IMSA-West. IMSA-West has implemented a school-wide discipline policy that reflects high standards and expectations. Staff is trained on the school-wide discipline policy to ensure consistent, accurate, and fair application of the policy. The IMSA-West's discipline policy has been successfully implemented in all schools managed by Concept Schools. It has been improved and refined over the last ten years. The discipline policy is communicated to all parents/families and students before the opening of school through small group presentations and training. A student handbook has been developed and modeled after the ones used in other Concepts-managed schools. It includes an acknowledgment page that parents and students sign and return to the school within the first week of school indicating they have read and support the policy. The IMSA-West student handbook includes all disciplinary procedures such as detentions, suspension, expulsion, appeal to suspensions, and due process, as well as parents and students' rights. The Board of Directors of IMSA-West regularly reviews and approves any policy revisions that arise.

IMSA-West applies consistent, fair, respectful discipline and due process procedures to all students. Due process procedures will be articulated to all students. IMSA-West stays apprised of the current legislation and complies with any federal or state laws regarding student discipline, including those students with disabilities.

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. If a student with disabilities has an IEP that includes disciplinary guidelines, the student will be disciplined in accordance with those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy. A student's family may elect to appeal a decision by the

principal or dean of students to the IMSA-West Board of Directors. In all events of expulsion, the principal will work in conjunction with the family to find the best possible alternative setting.

IMSA-West will have a full time social worker in its first year in operation under the Mayor's Office. A social worker works with students providing needed social and emotional support. The social worker develops a policy by which teachers can confidentially refer students. Students will be able to self-refer to the social worker as needed. The social worker is able to see students for up to four times without parental consent; however, if the student requires additional sessions with the social worker, the parent is contacted to grant consent.

The social worker/counselor works with the dean of students closely, analyzing the school's discipline data to identify students with discipline infractions related to unmet social and emotional needs. Intervention strategies were developed to help those students improve their behavior and succeed. Students needing more comprehensive assistance are referred to outside agencies in collaboration with the parents/families.

The school social worker/counselor develops seminars for students on various topics such as dating, relationships, sexually transmitted diseases, teen pregnancy, hygiene, peer pressure, smoking and substance abuse, bullying, and mental health issues. Seminars are integrated into the Life Skills and English Language Arts curriculum.

IMSA-West focuses on building a community where members feel comfortable with each other, support each other, and have a sense of belonging. Providing students with an environment that is socially and emotionally safe and supportive is critical to the success of the school. Therefore, IMSA-West will have an advisory system. Each teacher is assigned a small group of students to advise, mentor, and help with academic, social, and emotional needs. Teachers organize additional events with their group of students outside the school in order to build a sustainable and healthy relationship. Advisors conduct home visits to their students to assist in building a relationship with their parents, as well. Advisors are the primary contact for parents regarding their children. The advisory system, along with the homeroom, which is also, focused on community-building activities, foster an environment that allows students to be socially and emotionally safe. Students' sense of belonging and community will increase self-esteem and lead to greater success.

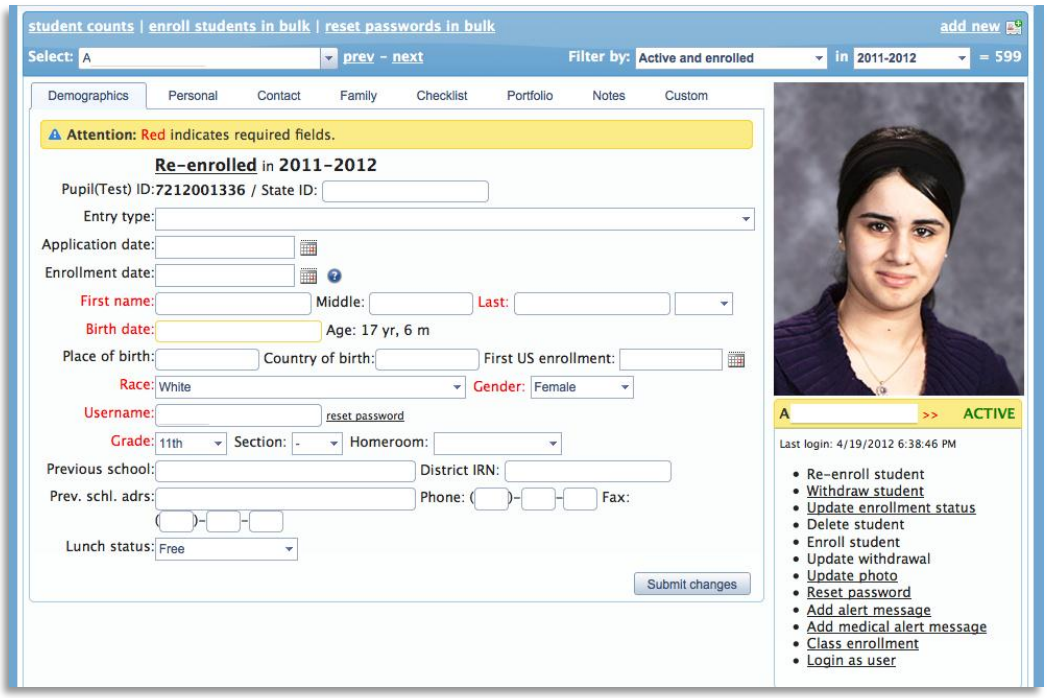
Parental or family involvement is essential to the school's mission and student success. The following actions contribute to an effective school-parent/family partnership at IMSA-West:

- The school publishes a clear policy welcoming parental involvement and post opportunities to become involved in an obvious place in the school building and on the school's Web site.
- Teachers conduct home visits with parents to enhance parent education and build stronger relationships between students, parents and teachers.
- The school provides parent/family education programs.
- The school office is trained in customer service skills to ensure that they present a friendly and open environment. Parents/families are treated with respect and will not be kept waiting unnecessarily.
- The school's Web site provides clear and consistent communication. Parents/families have access to daily homework assignments, grades, attendance, and other information via the school's secure Web page.
- The school recognizes the contribution of parents in their children's success by organizing events, such as the Honor Roll Parent Dinner.

- The school will set up a parent area in the school building, equipped with a comfortable seating area, a telephone, copy machine, computers, books on adolescents, etc.
- The school provides translated materials and/or in-person contact with parents whose primary language is not English. Translators are involved in all parent-teacher interactions as needed.

Involving parents often requires changing the major location of parent involvement from the school to the home. It requires that the focus be on the specific needs and skills of the particular student. The school's Web site provides information and online presentations regarding the school and topics of interest to parents. It also has frequent surveys and polls designed to solicit parent opinions and influence decision-making regarding issues important to the school. This site has become a very functional resource providing parents and students with in-depth coverage of school events, student progress, daily assignments, class notes, and useful links.

An online student information system gives parents and students access to classroom records. Parents can learn about their child's progress through assignments, homework, current grades, upcoming tests and quizzes, attendance, and disciplinary action. The student information system also includes interim assessment data for each student. Parents are also able to monitor their children's progress throughout the year, as well as be able to help them study by using the tools provided within the system. IMSA-West organizes ongoing training for parents on how to use the student information system. IMSA-West makes computer labs available for parents to use after school. Below is a screen shot from the Concept Schools Student Information System:



The school will keep a database of parent attendance/involvement in school activities, including but not limited to: volunteering at school activities or chaperoning field trips, serving on a board committee, attending parent classes, tutoring students, meeting with teachers and administrators, and logging onto the Web site using their secure login. A report can be generated quarterly to determine the overall level of parent involvement.

IMSA-West also organizes four parent-teacher conferences in a school year. The parent-teacher conferences are in the middle of each academic quarter so parents will have adequate time to work with their children to raise their grades if needed. Students are encouraged to attend conferences with their parents. Parent-teacher conferences are offered at flexible times such as Saturdays to accommodate parents' schedules.

IMSA-West encourages parents to attend the parent-teacher conferences through incentives such as "dress-down days" for students whose parents attended the conference, raffles for parents, and awards for homerooms with the highest attendance rate. During the parent-teacher conferences parents will meet with all teachers, receive updates from the school, pick up interim report cards, and hear individual performance reports from each teacher. Administrators are available to meet with the parents to address specific needs and concerns. Parents and students are provided with snacks and drinks during the conferences. High school students are available babysit small children during the conferences as part of their service learning/community service hours. Businesses and community organizations, such as banks, hospitals, social service agencies and others who offer services of interest to parents/families are invited to the parent-teacher conferences, as well. Twice a year during the conferences, parents complete a parent satisfaction survey, an important source of feedback for the school. Parent-teacher conferences also serve as a platform to recruit volunteers and solicit members for the Parent-Teacher Organization (PTO).

The PTO meets regularly and helps the school increase parental involvement. They also help the school by participating in fundraising events such as golf outings, book fairs, bake sales, pizza parties, etc. The PTO also assists in recruiting new students by passing out flyers, sharing information with other parents about the school, and generally promoting IMSA-West in the community.

IMSA-West develops quarterly newsletters and monthly e-newsletters that include information and updates about the school. The newsletters is sent to parents and community partners by email and is also available online and in hard copy format. They highlight successful students, teachers, and parents/families. IMSA-West also communicates on a regular basis with parents regarding their children's academic performance. Parents of children who are in danger of failing any of their classes receive letters communicating the child's performance and available support.

Another innovative way that IMSA-West increases parental involvement is through parent breakfasts. Small groups of parents are invited to the school to eat breakfast with the principal in a less formal environment to discuss issues of importance to parents/families.

All students are assigned to teachers in the grade level team, and each teacher is responsible to call parents on his/her list once a month. Each parent receives at least one phone call from IMSA-West per month. Phone logs are checked at the team meetings, and teachers share results of the phone calls at team meetings.

IMSA-West organizes home visits. Each year a target group is selected and visited by the school staff. The purpose of the home visit is to demonstrate the school's commitment to the parents and their children. In promoting a partnership between parents and teachers, home visits provide the means for improving students' achievement and school performance, observing children in their home environment, and encouraging parent involvement. While providing teaching services for students, a home visit is also a good opportunity for parents to get to know teachers. The latest National Education Goals (Goals 2000: Educate America Act) encourage schools to increase their efforts to involve parents

or guardians in their children's education. Open communication between responsible, concerned adults in the home and at the school is essential to build this partnership.

A visit packet is also given to the parent being visited that includes information and updates about the school, articles for parents, a book as a gift for the student, and a small, symbolic gift for the family. Schools within the Concept network report that home visits are one of the most effective ways of building a stronger relationship with students and their families. Concept provides training to our staff on the protocol of home visits. The purpose of home visits and the procedure is to be communicated to parents before home visits begin, as they still have the right to refuse a visit.

In order to educate the entire family, IMSA-West organizes a series of classes, workshops, seminars, conferences, and training for parents under the "Parent University" program. Parent University will include seminars on parenting, communication, education, economics, health, technology training, computer training, identifying substance abuse or mental health issues, using the online student information system, monitoring homework, etc. Parent University assist parents who want to enroll in community college courses or workforce readiness programs. Either IMSA-West staff or experts will lead these courses from community partners.

One of the most effective tools to increase parental involvement at IMSA-West will be the small group and individual meetings with parents and students upon their acceptance to IMSA-West. The purpose of the meeting is to review the vision, policies, regulations, expectations, opportunities, and programs at the school and to answer their questions. The more involved are parents from the beginning, the more involved they will become in their child's education.

Results from the most recent parent survey at Concept network may be found in **Attachment 6: 2013 Concept Schools Parent Survey.** Around 5,000 parents from 27 schools took the survey in May 2013.

B. Special Student Populations

Special education programs and services at the IMSA-West are provided in accordance with federal laws and regulations relating thereto, as well as the student's Individualized Education Plan ("IEP"). IMSA-West hires special education staff as needed to meet the needs of its special education students. IMSA-West currently has 3 special education team members and also budgeted $700 per special education student for additional services. IMSA-West contracts with special education service providers to ensure that our students' needs are met to the full extent. The school anticipates that the special education population average is around 10% at IMSA-West.

IMSA-West has established a special education committee including the special education coordinator, director of school, teachers, and potentially outside evaluators. Professional training and development for staff involved with the education of students with disabilities includes the following: referral process to the special education coordinator, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of students with disabilities.

To the maximum extent appropriate, students with disabilities are educated in regular classrooms with non-disabled students. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Students with disabilities have an equal opportunity with students in the regular education

program to participate in and where appropriate, receive credit for nonacademic, extracurricular and ancillary programs, services, and activities. Students with disabilities receive the same notices concerning school-sponsored programs, activities and services as other students. Such programs, services and activities include, but are not limited to: art and music, counseling services, health services, transportation, recess and physical education, field trips and other recreational activities, school-sponsored clubs or groups, etc.

A student suspected of having a disability is referred, in writing, to the special education teacher/coordinator for an individual evaluation and determination of eligibility for special education programs and services. Any professional staff member of the school may make referrals. Such referrals: (1) state the reason(s) for the referral and include any test results, records, or reports upon which the referral is based, if any, (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any, and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such a referral, along with the procedural safeguards notice described in Federal Law, will be sent to the student's parents. Initial evaluations, re-evaluations and revisions of IEP's, and the procedures relating thereto are the responsibility of the special education coordinator. The IMSA-West implement the IEP developed by the special education coordinator and committee for each student with a disability.

IMSA-West provides substitute coverage for teachers as necessary to ensure that they are able to attend special education committee meetings. As required by IDEA, the student's regular education teacher is involved in the development and implementation of a student's IEP, provided that the student is, or may be, participating in the regular education environment. Indiana Math and Science Academy will ensure that the teacher is knowledgeable about the student's needs and will help implement any modifications or accommodation as determined by the Special Education Committee. IMSA-West sends the mandated procedural safeguards notice to the parents. Every teacher of a student with a disability will be provided a copy of the student's IEP and training will be provided by the special education coordinator, as needed, to ensure their understanding of the student's needs and his or her specific responsibilities related to implementing the student's IEP.

Quarterly progress reports regarding each student and his or her IEP, as well as copies of all report cards are sent to the student's parents. Parents are informed of these policies in the parent/student handbook, the school website and newsletter, and in meetings with individual parents and their child.

To help ensure success, IMSA-West provide to special education and at-risk students innovative extended programs, which are typically not found in the traditional school and provide additional support outside of the regular classroom. These programs include:

Camp Achieve Summer Program - An extended school year program serving fourth through eighth grade students provides an opportunity to participate in active, hands-on classes. The students use computers to practice their writing skills and surf the Internet to travel and learn about other cities and countries. The older children volunteer to assist the younger "campers" as counselors-in-training. To become a counselor-in-training, students must apply by writing a letter of application and must be interviewed by the director, providing life/work skill experiences.

It is Time to Shine Program - A two-day program includes both student and parental participation specifically designed to assist special needs students' transition from the self-contained fifth grade to the middle school departmentalized model. Fifth graders have the opportunity to practice being middle

school students, complete with lockers, schedules, mock classes, and other activities that help them become acclimated to the middle-school environment. Anxious parents are given the opportunity to discuss their fears and apprehensions with the middle school staff and to learn what will be expected of their children.

Show Me - Show Me is designed to encourage positive self-images for special needs students while strengthening literacy, encouraging the performing arts, and promoting creativity. Students participate in two performances each year, writing plays based on an area of study or on characters they select from literature they have read. Students refine the script, memorize their lines, and participate in designing costumes and scenery.

Students at IMSA-West with limited proficiency in English achieve proficiency in the English language through the use of our schools services and teaching methods. IMSA-West hires at least one ESL certified teacher in Indiana and will adapt staffing according to the student population. IMSA-West ensures that ELL (English Language Learner) students not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. Additionally, ELL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited receive notices and information from the school in their native language so that IMSA-West is able to encourage the participation of all parents in the IMSA-West community.

IMSA-West teachers (who receive instruction on educating ELL students by the Indiana certified ELL teacher and/or a state approved professional development provider in this area) will also be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. Any student suspected of having limited English proficiency will be tested to determine if and what level of services, if any, are necessary. Any students classified and receiving educational services as an ELL student who subsequently tests above the 40th percentile will be deemed no longer in need of ELL services.

We provide all needed staff with specialized curricular materials to enable ELL students to achieve proficiency. We also directly provide or make referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services include individual counseling, group counseling, home visits, and parental counseling.

Proficiency in the English language of an ELL student is measured at least once in every semester utilizing standardized assessment tools to determine whether continued special services are warranted. The school also evaluates each student's performance in academic content areas to measure the student's progress in core subjects. If an ELL student fails to show appropriate progress in these academic areas as measured by administered diagnostic assessment and teacher assessment of classroom work, modifications to the instructional program may be made for individual students. In addition, IMSA-West looks at disaggregated data for ELL students as a group to evaluate whether these students are acquiring the English language and progressing in core subjects. This data provides information as to whether broader program modifications are necessary and/or additional professional development needs to be provided to our teaching staff.

Limited English proficient learners, disabled students, and students who enter the school below grade level are engaged in, and benefit from, the curriculum through teacher's providing accommodations

based on the individual needs of the student. For example, the following general and specialized accommodations may be provided for a learner to ensure they benefit from the curriculum:

- Work with students individually.
- Work with students in small groups.
- Designate preferential seating.
- Work with students in quiet places.
- Increase the font size of the assessment.
- Read directions aloud for students.
- Provide extra or extended time.
- Use devices to assist students.
- Allow students to use specialized writing instruments.
- Use large print and Braille versions.
- Allow students to use a calculator or mathematics table on mathematic assessments.
- Have scribe record student responses.
- Utilize an interpreter.
- Allow students to type answers using a computer or word processor.

Accelerated students have the opportunity to participate in special interest after-school programs. These programs have a project-based, challenging curriculum and provide students the opportunity to participate in local, national, and international competitions. Examples of programs/activities include Ivy League Mentorship Program, Math Counts, Math League, robotics team, science fairs, Olympiads, bridge building, Destination Imagination, and Word Masters. IMSA-West also organizes winter and summer programs for accelerated students in order to meet their needs and challenge them to perform to their full potential.

Ivy League Mentorship Program (IMP), for example, is designed to prepare selective students to top universities in the country. Implemented in all Concept-managed schools, IMP has been designed based on careful study of what competitive colleges seek in applicants; great academics skills, great personality, multiple skills and a never ending curiosity towards knowledge. IMP is a free, college-mentoring program for selected IMSA-West students that will focus on contributing to the academic achievement and personal development of participating students. Beginning in grade six, the IMP program consists of multiple academic components and activities. The program runs in small groups of 5-10 students. IMP program, along with academics, integrates character education through book reports, essays, research on historical role models, and modeling values such as honesty, integrity, respect, and service. Students in the IMP program will begin visiting colleges, professional environments, and industry sites early on at the middle school level.

C. Enrollment/Demand

IMSA-West is a small school by design, serving a maximum of 600 students in kindergarten through grade 12 at maximum capacity. IMSA-West will have 300 students in Kindergarten through grade 5 and 300 students in grades 6 through 12 in 2013-2014. IMSA West already reached its full capacity and has 600 students in grades K-12. The growth plan of IMSA-West is shown on the table below:

ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Year 1: 2013-2014	75	50	50	50	50	50	50	50	50	50	25	25	25	600
Year 2: 2014-2015	50	75	50	50	50	50	50	50	50	50	25	25	25	600
Year 3: 2015-2016	50	50	75	50	50	50	50	50	50	50	25	25	25	600
Year 4: 2016-2017	50	50	50	75	50	50	50	50	50	50	25	25	25	600
Year 5: 2017-2018	50	50	50	50	75	50	50	50	50	50	25	25	25	600
Year 6: 2018-2019	50	50	50	50	50	75	50	50	50	50	25	25	25	600
Maximum	50	50	50	50	50	50	75	50	50	50	25	25	25	600

There have been numerous studies showing the effectiveness of small class sizes for personalizing student instruction. Furthermore, there's tremendous recognition of the need and potential impact for small high schools throughout the United States. IMSA-West, opened in 2007, has been serving 230 students in grades six through nine in its first two years in operation. In the fall of 2008, the charter agreement with Ball State University was amended and kindergarten through 5th grade was added. Time only proved that it was a wise decision. IMSA experienced an influx in student enrollment and an overwhelming interest from the community since we added the lower grades. IMSA-West now serves over 600 students in Kindergarten through 12th grade and has waiting lists in early grades. IMSA-West is planning facility expansion to meet the demand by parents and students.

IMSA-North opened with 330 students in Kindergarten through grade seven in 2010. They reached their targeted enrollment in their first year. IMSA-North now serves 600 students in Kindergarten through grade 10 and expands their current facility as planned.

Below is a table that shows enrollment data from the current Indiana Math and Science Academies:

	2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013			2013-2014		
	G	T	A	G	T	A	G	T	A	G	T	A	G	T	A	G	T	A	G	T	A
IMSA West	6-8	225	192	6-9	300	234	K-10	450	491	K-11	520	509	K-12	550	551	K-12	550	530	K-12	600	600
IMSA North										K-7	350	320	K-8	450	440	K-9	500	520	K-10	600	601
IMSA South																			K-7	250	222

G=Grade span T= Targeted enrollment A= Actual Enrollment

IMSA-West will actively disseminate announcements to the public in a variety of ways including:

- Organizing open house meetings at local community gathering places
- Posting and distributing flyers in various communities
- Attending community organizations' meetings of all kinds
- Direct mailings
- Visiting public and private elementary schools, after-school programs, youth and community centers, and business and civic organizations in our target area
- Working through churches
- Disseminating materials door-to-door
- Utilizing local news and media resources
- Posting information on the school Web site
- E-mail distribution lists

Just as the school experience will be highly personalized, the recruitment process will also be personalized. The Board of Directors and others who are involved in recruiting students will reach out to meet students and parents where they are comfortable. Using the above mentioned methods will help ensure that the invitation to hear directly about IMSA-West is widely circulated.

IMSA-West will also use all the methods described above to help ensure that students of all races, languages, and ability levels learn about the opportunities offered to children by the charter school. IMSA-West will not discriminate against any students based on academic ability, achievement level, athletic ability, disability, race, creed, national origin, religion, or on any other grounds.

IMSA-West has designed a Web site for the school to provide prospective parents and students a better understanding of the school. Prospective parents are able to fill out an application online. Interested parents who are unable to attend one of the IMSA-West open house meetings will be provided with a packet of written materials covering all topics formally discussed at the open house, and a meeting is scheduled with appropriate school staff to verbally review all materials and receive answers to outstanding questions.

The school developed bilingual and trilingual materials, translator services, and have an inclusive message in all school presentations and materials. All marketing materials are available in Spanish and English as well as other languages, as needed.

Interested parents are required to complete and submit an application form, which is available at the school, open houses, the school's website, and at locations throughout the community. The application is fairly simple, requesting basic biographical information (name, age, etc.), contact information, and other important facts (e.g., school currently attended). The school makes staff available to any parent who needs help completing the application. Completed applications are required to be submitted to the school by a date to be set by IMSA-West. The school may extend the application submission period if the need exists, and it may hold a supplemental summer enrollment period if desired or needed.

If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held. The lottery is open to the public. It will be conducted before a notary public and a representative of the Mayor's Charter School Office will be invited. The lottery process will also be videotaped and archived. Siblings of IMSA-West students will be given preference in order to keep families together.

Separate waiting lists are maintained for each grade level in the event that vacancies occur. The random lottery process used for student admission serves to place students in preferential order on the waiting lists. Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and receive confirmation of whether the student is still interested in enrolling at the IMSA-West before proceeding to the next name on the list. If the student's parents cannot be reached, the school may remove that student from the waiting list. The school maintains documentation of the attempts made to contact the parents of any student removed from the waiting list.

Waiting lists are not carried over from year to year, but instead the waiting list for each year will be derived from the random lottery. Each year, the school will send a new enrollment application directly to the parents of each child on the prior year's waiting list. If there is continued interest on the part of the parents, they will apply again for the new grade level.

Upon admission, a school administrator meets with students and parents to ensure that parents' and students' questions are answered concerning expectations, promotion policies, grading, discipline policies, graduation requirements, college acceptance procedures, post-secondary options, advanced study groups, local and international trips, tutoring, and school events. Parents receive the IMSA-West Student Handbook, which clearly explains all the details of the school's academic and non-academic policies. They are asked to sign the acknowledgement letter indicating their commitment to these policies.

Upon admission, students are also required to take diagnostic tests created by Concept Schools. Diagnostic test results will help the principal and the dean of academics to understand each student's needs in order to co-create a personalized education plan for their future academic success. The diagnostic tests include mathematics and reading.

Once enrolled at IMSA-West, students do not go through a lottery process again. However, each year they will have to complete the re-enrollment forms indicating their intention to stay at IMSA-West for the next school year. The re-enrollment deadline is communicated to parents in different forms and multiple times in order to ensure that they are informed about the deadline. Communication includes letters sent home, newsletters, phone calls, meetings with students, and announcements.

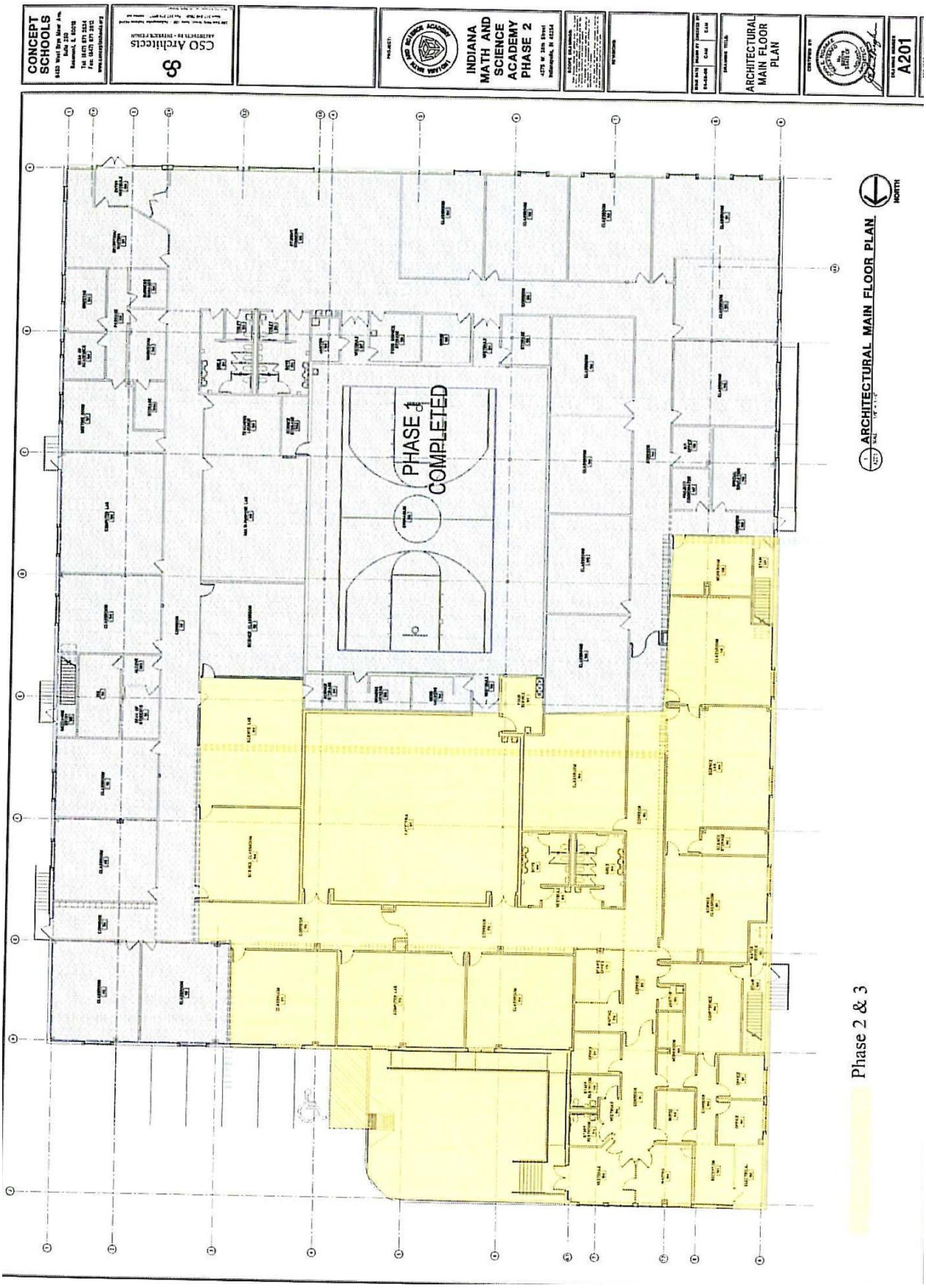
IMSA-West charges a minimal fee to parents for consumable materials per child. However, such fee is waived for eligible parents given that they request a waiver. The fee is communicated to the parents after they get accepted to IMSA-West and will not be a deterrent of admission or attendance to IMSA-West. As IMSA-West students are required to wear uniform, which they will be able to purchase at the school, the fee for uniforms will also be waived from eligible parents upon a written waiver request.

D. Facility

IMSA-West is located at 4575 W. 38th Street (former Toys R Us building). It is a 41,633 square feet facility with 34 classrooms, a cafeteria, and a gymnasium and 160+ parking spaces with about 11 acres of land for student recess and other recreational activities.

The building is in a good condition, which was renovated to accommodate IMSA West in 2007. Due to enrollment demand, we have completed phase II in summer 2009. IMSA-West has been working with New Plan Learning, a not-for-profit facility service provider that provides facility services to Concept-managed schools to help IMSA West purchase the facility. New Plan Learning is in the process of purchasing the facility for IMSA West by working with IFF and/or local banks. IFF is a Chicago-based not-for-profit lender and real estate consultant dedicated to strengthening nonprofits and the communities they serve. IFF helps nonprofits finance, plan, and build facilities that are critical to their mission and success. IFF has been a long partner and supporter of Concept-managed schools in Illinois, Missouri, Wisconsin, and Indiana. Our plan is that the New Plan Learning will help IMSA West purchase the facility.

On the next page is the floor plan and aerial pictures of the facility.


CONCEPT SCHOOLS
CSO Architects
INDIANA MATH AND SCIENCE ACADEMY PHASE 2
ARCHITECTURAL MAIN FLOOR PLAN
A201
PHASE 1 COMPLETED
ARCHITECTURAL MAIN FLOOR PLAN
NORTH
Phase 2 & 3

2D 3D Road Aerial Bird's eye Labels Traffic

W 38th St
W 38th St
W 38th St
Lafayette Rd
Lafayette Shoppes
Georgetown Rd
Georgetown Rd
W 37th St
W 37th St
Lowry Rd
Beasley Dr
Minger Rd
Minger Rd
Penway St
W 36th St
W 36th St
W 36th St
W 36th St
Lafayette Rd

Core Question 4: Is the school providing the appropriate conditions for success?

A. Mission

The mission of the Indiana Math and Science Academy West is to prepare its students for college by creating an effective learning environment of higher standards and expectations with a rigorous college preparatory curriculum that focuses on science, technology, engineering, and mathematics. (STEM) IMSA-West will be such an effective learning environment in which:

- Teachers, parents and students work together to develop young people who are confident and achieve academic excellence in a powerful college prep curriculum;
- Students do not question "whether" they will go to college, but instead ask "when" and "where";
- Students understand that with hard work, dreams are possible;
- Students develop the skills in math, science, and technology necessary to become bold inquirers, analytical thinkers, and ethical leaders in the 21st century; and

B. Educational Model

IMSA-West is modeled on the school design developed by Concept. Concept established its first school in Ohio in 1999, and has since expanded to 30 charter schools spread across six different states in the Midwest. In this short time, Concept has earned a reputation for establishing effective learning environments; substantial increase in our standardized test scores graduation and college acceptance rates, attendance and retention rates, and parent/student satisfaction that establishes our reputation as a leader in the educational community.

Until recent years, the design of Concept was 6-12, however, Concept expanded its design to K-12 in order to better meet the needs of the student population that they serve. Such expansion was born out of the need to get students earlier, beginning in Kindergarten; equipping them with the necessary skills, both academic and social, to excel in a rigorous college preparatory curriculum in middle and high school. The high level of success attained by elementary schools within the Concept network has proven the value of this recent expansion of the design. As part of the same philosophy IMSA-West has added kindergarten through grade five in 2009. IMSA-North, authorized by the Indianapolis Mayor's Office started off with Kindergarten through 7th grade in 2010 experienced a phenomenal interest from the community. Most recently authorized, by the Mayor's Office, IMSA-South is expected to follow in the same trajectory.

IMSA-West will rely on the following characteristics of school design to meet the needs of the Indianapolis students:

- Higher graduation rate based on our design, which includes: strong relationships with our students and parents, increased student engagement, ongoing assessment of learning, and academic programs that support and reduce the risk of failure.
- A college-prep curriculum and teaching methods that equip our students with the necessary skills to increase the likelihood of both attending and completing college.
- Higher standards and expectations that help our students build their self-confidence & pursue bigger goals.

- Cultural competency gained through exposure to various international cultural experiences, thus developing real experiences and insights essential for success in the large multicultural environment of college.
- Analytical and higher order thinking skills gained through our focus on science, technology, engineering, and math; increasing students' competitive edge in today's ever-competitive job market.
- We strategically encourage our students to pursue careers in science, technology, engineering, and math fields.

IMSA-West is uniquely innovative in design and focuses on delivering a first-class, college-preparatory education to students in inner cities. Our original curriculum will be delivered through small class sizes and a unique mix of direct teaching, projects based learning, collaborative learning, and problem-based learning. Our curriculum brings together the best practices in math and science education, helping us to achieve our goal of empowering students with high intellectual standards as they prepare for college, careers and citizenship in the global economy.

With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive colleges. Our administration and faculty understand that great schools require a high level of student and parent involvement. Parents and teachers are expected to partner in helping students learn though projects (e.g., science fair) and competitions (e.g., Olympiads), national and international trips, educational camps (e.g., SAT and ACT Saturday camps), and all other school related activities.

IMSA-West will have longer school days and extended school year. School hours will be between 8 a.m. and 3:19 p.m. IMSA-West will have 185 instructional days, when all the students are in attendance in a school year. With longer school days and extended school year, IMSA-West students will be spending 20% more instructional time in a year than their counterparts in most traditional public schools.

Students in Kindergarten through grade five will arrive at school in the morning between 8:00 a.m. and 8:30 a.m. to participate in clubs and/or tutoring. Breakfast is served between 8:30 a.m. and 8:55 a.m. Class periods are 45 minutes long. There is a 45-minute lunch/recess period with recess being outside when weather permits. Following lunch/recess, student will have four classes, for a total of eight 45-minute periods of instruction per day. Dismissal is at 3:40 p.m.

Students in sixth through twelfth grade arrive at school in the morning between 7:00 a.m. and 7:20a.m. and breakfast will be served. Students will be allowed to go to his/her locker and to prepare for class 5 minutes prior to school beginning at 7:25 a.m. Middle/High school students have 8 periods a day and 25 minute lunch period. Upon dismissal at 2:19 p.m., students may choose to stay in school until 3:00 p.m. to attend after school activities or tutoring. After-school programs will be offered three days a week. Once a week, students will go home at dismissal time to allow for staff, grade level, and leadership meetings.

Traveling between classes will begin in sixth grade. Students in kindergarten through fifth grade will be educated in self-contained classrooms. However, they will have more than one teacher teaching core subjects and specials such as art, music, and physical education. Please refer to **Attachment 7: School**

Calendar and Schedule to conceptualize a typical day of an IMSA-West middle school student.

A typical teacher will come to school at 7:00 a.m. and make final preparation for classes that begin at 7:25 a.m. Teachers will have maximum of 30 periods of teaching in a week. A typical teacher who has a teaching load of 30 periods a week will have two prep periods and a lunch period on any given day. Lunch will be 45 minutes long as well. Teachers may choose to eat in the teacher's lounge, which will have the necessary settings to eat lunch such as microwave, plates, drinks, utensils, tables, and chairs. They also may choose to have off campus lunch.

Teachers are to stay at the school until 4:00 p.m. every day. Each teacher will have at least two days of tutoring and one day of club sponsorship. The clubs that teachers sponsor will meet once week. The teacher will attend meetings once a week after school. Such meetings will be grade team meetings and leadership meetings. They will be on same day of the week. Teachers will also be assigned additional responsibilities such as lunch duty, hallway monitoring, and dismissal supervision at least once a week. Based on their teaching load they may be assigned such duties more than once a week.

C. Academic Standards

IMSA-West is dedicated to providing a diverse population of students with an outstanding education focused on math, science and technology. The standards, which are much higher than most of the traditional public schools in Indianapolis, are developed to ensure student proficiency on state standards as well as a 100% graduation rate and acceptance into colleges. IMSA-West will communicate such high standards to parents and students at the informational meetings during student recruitment period. Upon acceptance IMSA-West organizes small group orientations and communicates such standards and expectations to parents and student in more detail. IMSA-West student handbook and web site include the student performance standards, too.

Middle and elementary school grades will have 40 periods a week; each period will be 45 minutes long. This will allow us to include a greater number of periods allotted to science, math and communication arts. Below is the number of classes that middle and elementary school students will take in a week:

Subject	K-5	6-12
Mathematics	450 minutes a week	450 minutes a week
Language Arts	450 minutes a week	450 minutes a week
Science	225 minutes a week	225 minutes a week
Social Studies/Citizenship	225 minutes a week	225 minutes a week
Physical Education/Health	90 minutes a week	90 minutes a week
Music	90 minutes a week	-
Computer	90 minutes a week	90 minutes a week
Art/Foreign Language	180	225 minutes a week
Life Skills/Character Ed	-	45 minutes a week
Total	1800 minutes a week	1800 minutes a week

Students are required to pass all core courses in order to be promoted to the next grade level. The core courses are English, Mathematics, Science and Social Studies. Middle School Students who fail to pass more than 1 core class must repeat the same year. Students are also supposed to pass at least 4 out 6 non-core classes in order to be promoted to next grade.

Promotion policy of IMSA-West is also tied into discipline and attendance; students with a high number of detention/suspension and absentees will not be promoted to the next grade level. IMSA-West has

implemented a school-wide discipline policy that the 30 charter schools within the Concept network currently implement. At IMSA-West, students receive report cards that show their academic performance four times a year. The average of all four quarters will determine a passing grade for each subject. Below is the grading scale that IMSA-West will use:

98 - 100 = A+	87 – 89 = B+	77 - 79 = C+	67 – 69 = D+	0 – 59 = F
93 - 97 = A	83 – 86 = B	73 - 76 = C	63 – 66 = D	
90 - 92 = A-	80 – 82 = B-	70 – 72 = C-	60 – 62 = D-	

High school students also have 40 periods a week, which include a greater number of periods allotted to science, math, and communication arts. High school has a promotion policy as well to ensure that students are equipped with the necessary academic skills to be successful in college when they graduate from IMSA-West. If students cannot get a passing grade in any of their courses, they need to retake the course. Students who fail to pass a class are not permitted to take summer school, night school or online courses outside of IMSA-West. High school graduation requirements exceed a traditional public school in Indiana and include community service learning, summer internship, digital portfolio and a Senior Capstone Project. In order to earn a diploma, each high school student must meet all of the following requirements. Below are the criteria for IMSA-West students to graduate from high school:

Criteria	**Core Academic Program**
Coursework	Completion of all required courses
GPA	Overall C or higher
Standardized Tests	Completion of end of the course assessments
Digital Portfolio	Creation and maintenance of a digital portfolio that meets the school standards
College Portfolio and Applications	Completion of a college plan, resume, and necessary college applications
Internship	Completion of a summer internship during the course of high school
Community Service Learning	40 hours of service learning
Senior Capstone Project	Completion of a senior capstone project

Below also is a list of high school graduation credit requirements at IMSA-West:

Mathematics	8 credits including Algebra I (may be taken in 8th grade), Geometry, Algebra II, Pre-Calculus
Science	8 credits including Physics, Chemistry, Biology
English	8 credits including Survey of Literature, World Literature, American Literature, British Literature, and 2 credits of Writing
Social Studies	6 credits including World History, American History, and Government
Computer Technology	2 credit
Fine Art	2 credit
Physical Education	2 credit
College Pathway	4 credits including ACT Prep and College Path
Electives	12 credits; 1 must be in Technology; 2 must be in Foreign Languages; 0.5 must be Cons Ed/Economics, and 0.5 in Health and Wellness
Total	**52 credits**

IMSA-West' minimum graduation requirement is 52 credits, which is greater than Indiana public school requirements. Only students earning a diploma will be permitted to participate in graduation activities. The high school curriculum will continue to undergo refinements. The minimum high school course

requirements provide students with the opportunity to meet the entrance requirements for top-tiered colleges and universities. Additional credits may be obtained through university partnerships and dual credit post-secondary options, which will allow our students to earn both high school and college credits. IMSA-West offers Advanced Placement (AP) courses to prepare its students for college as well. Please refer to **Attachment 8: Academic and Exit Standards** for IMSA-West students.

IMSA-West students in grades three through eight will be provided with 90 minutes of mathematics a day. The extra time students spend on math will make it possible for all students to take Algebra I in eighth grade. Qualifying students will earn high school credit and start with Geometry in their freshman year. Students are still required to take four years of math in high school, in addition to any math credit earned in eighth grade. All IMSA-West students in Kindergarten through grade 12 will have 45 minutes a day of science instruction. Students will develop an understanding of the process of inquiry working in teams to investigate problems.

Project Lead the Way (PLTW) will be a critical component of the educational experience of all IMSA-West students. PLTW will be a series of middle and high school courses that are project-centered, problem-based, and technology-integrated, preparing students to excel in high-tech fields. According to an evaluation by High Schools That Work (2005), PLTW students scored significantly higher in both mathematics and science high school assessments. The National Center for Education Statistics 2006-07 True Outcomes Report found that students who participated in PLTW were five times more likely to graduate college as science, technology, engineering, and mathematics (STEM) majors. IMSA-West intends to implement Project Lead the Way (PLTW) at both high school and middle school levels. All middle school students will participate in the Gateway to Technology, the middle school component consisting of five nine-week units embedded into the science and computer curriculum in grades 6 through 8. All high school students will be required to take two “Project Lead the Way” classes. The two credits earned through PLTW will count toward the technology graduation requirement. Students interested in the program will have the option of taking an additional PLTW class.

IMSA-West students through grade eight will receive 90 minutes of English Language Arts curriculum to build the necessary foundation for success in a college preparatory curriculum. The curriculum utilizes a theme-based structure including traditional literature and grammar as well as addressing 21st century illiteracies. The school year for each grade will be divided into four distinct theme-based units with literature designed to address the specific theme. Teachers will integrate a variety of media as well as connect their study to other subjects. The aim is to move beyond the academic ELA standards through a relevant and dynamic curriculum that meets the students’ academic, technological and cultural background.

All IMSA-West students will, at a minimum, graduate with pre-calculus in math. In terms of science, the school adopted the practice, endorsed by the National Science Foundation, of teaching physics in the 9th grade. Many scientists contend that all modern sciences depend on knowledge of physics. By teaching physics first, students are better prepared to make sense of other science disciplines because of that foundation. A physics first approach allows IMSA-West teachers to integrate instruction across the disciplines, particularly with math and technology, thereby improving not only students’ science skills but their math skills as well. This approach also incorporates much more analysis, application, problem solving, and inquiry than a more traditional curriculum sequence and approach. Electives in science and mathematics will provide additional opportunities for students to excel in science and math. Graduation requirements will necessitate students taking two years of writing in addition to the four English classes. IMSA-West will offer classroom drivers education and health.

The IMSA-West high school curriculum includes unique classes such as ACT Prep and College Path. These classes prepare juniors and seniors for college. College Path is designed to walk students through the college application process in a lab setting. Students will apply to colleges and write for scholarships. They also will write essays and meet with college admission officers, career consultants, and college students. College guidance, starting during the freshmen year, ensures that IMSA-West students are on the right track and that they stay on course until they finish high school. AP classes are being offered in calculus, statistics, biology, physics, chemistry, literature, world history, and American history. Writing is also incorporated into our high school curriculum. IMSA-West students will take two years of writing in addition to their college prep language art curriculum. This guarantees that IMSA-West students graduate with the appropriate writing skills ready to handle college writing, which is a key component of college success.

Electives in science and mathematics (including genetics, microbiology, environmental biology, earth science, engineering models, astronomy, organic chemistry, statistics and trigonometry) provide opportunities for students to excel in science and math. IMSA-West offers additional electives in order to address a wide spectrum of interests. Two factors drive what electives are offered: student interest and staff credentials.

Each year, students will be surveyed to gauge interest for the following year's classes and thus determine the staffing needs. Full-time staff will be utilized to the highest capacity, but it may be necessary to hire a part-time teacher for some electives. Expense for any part- time teachers would not be significant enough to include in the multi-year budget projections. They would be taken into consideration during the annual budgeting process however. Below are possible choices offered at IMSA-West as Elective Courses:

Accounting	Drawing	Latin-American Literature
African-American History	Film	Personal Finance
African-American Literature	Game Design	Philosophy
Animation and Graphic Design	HTML	Robotics
Art History	International Studies	Sculpture
Database Programming	International Politics	Sociology
Digital Electronics	Journalism	Speech
Digital Photography	Latin-American Culture	Web Programming

Concept Schools' curriculum was first implemented in 1999. Since that time, Concept Schools has continuously improved the curriculum by utilizing feedback from teachers, department heads, parents, and school administrators. Analysis of the schools' performance in state standardized tests, Concept Schools' interim assessments, and the nationally recognized norm-referenced assessments such as NWEA MAP played a crucial role in improving the curriculum to its current state.

High school students requiring acceleration are enrolled in academically challenging Mathematics, Science, and English Language Arts classes. Students will have the opportunity to take AP courses, and dual-credit courses. Accelerated students will have the opportunity to participate in special interest after-school programs. These programs will have a project-based, challenging curriculum and provide students the opportunity to participate in local, national, and international competitions. Examples of programs/activities include Math Counts, Math League, robotics team, science fairs, Olympiads, bridge building, Destination Imagination, and Word Masters. IMSA-West will also organize winter and summer

programs for accelerated students in order to meet their needs and challenge them to perform to their full potential.

D. Curriculum

IMSA-West has implemented a standards-based, college-preparatory curriculum giving the staff flexibility to adapt instructional strategies in order to meet the needs of the students. The curriculum is based on a model developed and successfully implemented by Concept in 30 charter schools in 6 states (Ohio, Illinois, Michigan, Missouri, Wisconsin, and Indiana). Concept currently manages two other schools in Indiana, IMSA-North serves 602 students in Kindergarten through 10th grade this year, adding one grade each year toward becoming a K-12 school. IMSA-South serves 225 students in Kindergarten through 7th grade, adding one grade a year toward becoming a K-12 school. IMSA-North received a B in Indiana's A-F Grading system. IMSA-South is in its first year of operation.

The learning environment at IMSA-West is classroom-based. The maximum class size is 25 and departmentalization has begun as early as fourth grade. Fourth grade students have one teacher for math and science, another teacher for language arts and social studies. They will additionally have different teachers for art, music, and physical education.

The school is structured in a manner that requires teachers to work in teams to plan lessons, analyze data, and develop strategies to increase student learning. The core features of IMSA-West are based on ten features of good small schools outlined in *Redesigning High Schools: What Matters and What Works* (2002), a publication of the School Redesign Network at Stanford University. The core features of IMSA-West will include:

- **Personalized approach** – Each student has daily, individualized support for achieving milestones toward their own goals and school goals. Research shows that social supports are as important as academic supports for improving student achievement and preparing students for life beyond high school graduation (Alliance for Excellent Education, 2007; Pathways to College Network, 2007). Social supports can include small learning communities, structured peer interactions, and faculty advisors for small groups of students (Herlihy&Quint, 2006). Other forms of social support increase students' access to college information through post-graduation planning sessions, financial aid and college application assistance, and generally establishing a college-going mindset among high school students (Hoyt, 2001; Nagaoka et al., 2006; Corwin & Tierney, 2007).
- **Continuous relationships** – Effective small schools are designed to nurture relationships with students. IMSA-West has an advisory system. Each teacher will be assigned a small group of students to advise, mentor, and help with academic, social, and emotional needs. Teachers will organize additional events with their group of students outside the school in order to build a sustainable and healthy relationship. Advisors will conduct home visits to their students to assist in building a relationship with their parents, as well. Advisors will be the primary contact for parents regarding their children. The advisory system, along with the homeroom, which is also focused on community-building activities, will foster an environment that allows students to be socially and emotionally safe. Students' sense of belonging and community will increase self-esteem and lead to greater success.
- **High standards and performance-based assessments** – IMSA-West has clearly defined the expectations for academic achievement and conduct for all students regardless of background. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive colleges.

- **Adaptive pedagogy** – Teachers use multiple instructional strategies to adapt teaching to students' backgrounds, talents, interests, and the nature of their past performance. The teacher does not assume that students have mastered skills. Students are taught how to study, how to approach academic tasks, and how to evaluate their own and others' work. By carefully scaffolding tasks, teachers will work students through a step-by-step process resulting in a finished product.
- **Multi-cultural teaching** – By exposing students to a rich, diversity of American and international cultures, IMSA-West promotes respect for diversity and creates a context in which teachers' and students' experiences can be understood, appreciated, and connected to the curriculum. By drawing upon Concept Schools' relationships in and outside of the country, IMSA-West hires a diverse faculty and administration.
- **Knowledgeable and skilled teachers** – IMSA-West recruits highly qualified math and science teachers that will be among the brightest, and most talented in their field. Their demonstrated technological skills are infused in their curriculums. Many have advanced degrees and understand the multifaceted needs of different learners.
- **Collaborative planning and professional development** – Because so much is expected of IMSA-West teachers, professional development and collaborative planning play a critical role at IMSA-West. The Summer Institute, weekly data meetings, and seven professional development days provide time for teachers to work together in teams and by grade levels to develop curriculum, review assessment data, and develop teaching strategies.
- **Family and community connections** – Students, parents, teachers and staff are part of a school culture that fosters strong communication between school and families. Everyone is asked to uphold a commitment to the school and to each other to put in the time and effort required to achieve success. The school hosts community breakfasts and student-centered exhibits to create a sense of community and build community support. Families and educators share responsibility for student learning and they rely on each other to contribute to the learning process. High-quality interactions among educators and families build trust, increase adult support for learning, and improve student performance (Adams & Christenson, 2000, Perna & Titus, 2005).
- **Democratic decision-making** – Day-to-day decision-making is made as close to the classroom as possible. Teachers share responsibility for groups of students adapting teaching strategies to meet student needs. Students are encouraged to attend parent-teacher conferences. Both parents and student have the opportunity to serve on school committees and plan school events. Parents and teachers have the opportunity to participate in professional development to enhance their ability to contribute to student success.
- **Authentic curriculum –** Students are engaged in active learning set in a real world context and requiring higher-order thinking. Students consider alternatives in developing solutions and present them to an appropriate audience.

In order to prepare every IMSA-West student to succeed in college, the curriculum is "mapped backwards" from a clear set of college-readiness standards. However, the curriculum will be modified based on assessment results and the identified needs of the students. Students lacking grade level skills will be provided with the necessary academic support services.

IMSA-West utilizes the Atlas Curriculum Mapping Program to facilitate curriculum mapping. Atlas is an online, knowledge transfer system for teaching and learning that helps schools to see what is being taught, who is teaching it, what standards are being aligned, and how this is important for the classroom. As all Concept-managed schools utilize Atlas, IMSA-West teachers have access to lesson

plans, activities, and other innovative teaching methods that are currently being utilized in schools within the Concept network. Curriculum mapping focuses on skills, strategies, content, and testing to ensure that students are provided a balanced and carefully sequenced curriculum designed to maximize student achievement across grade levels. Students practice critical skills years in advance of the need for mastery of them. In this manner a student will also begin to explore and internalize a skill in an earlier grade and then develop increased mastery over that skill in more sophisticated ways in each subsequent grade.

Scientific studies indicate that elementary school lays the foundation for a rigorous secondary curriculum. The elementary programs at IMSA-West emphasize math, English language arts, science, social studies, and arts follow a cross-disciplinary approach that allows for the integration of art and technology into these core areas. Elementary students work on science-fair projects, art portfolios, and presentation skills to increase their understanding of concepts and to develop self-reliance. The school serves as a model where technology is widely and scientifically used as a student-oriented learning tool. The school has computer labs and multimedia computer labs where students are able to use multimedia and the Internet as part of a lesson plan in core subject areas. The board strongly believes that exposure to technology at a young age is essential for elementary school students.

IMSA-West's elementary program uses strategies predicated on diverse research-based approaches for this age group. Individual learning preferences determine the way skills are taught (e.g., use of Learning Styles and Multiple Intelligences). Special needs students and students speaking other languages will learn along with their peers and are not segregated to learn a second curriculum. Additional services are contracted to provide a comprehensive program for identified special learners (i.e. special education, ESL, etc.)

IMSA-West's core elementary curriculum integrates and requires mastery and skill development in the areas of science, computers, technology applications, language arts, social studies, and mathematics. In addition, IMSA-West incorporates an enrichment program, which includes fine arts, health and physical education, especially hands-on instruction to accompany the science and technology education. Oral and written language activities will be embedded in the curriculum in conjunction with adventure projects, technology, art, music, movement, drama, dance, and games. The elementary curriculum of IMSA-West combines traditional teaching methods with student-based curriculum in an inter-disciplinary, collaborative classroom environment. These interdisciplinary projects allow the students to prepare for real-world challenges, connecting the core subjects instead of segmenting them.

Before- and after-school services are provided to facilitate working households and single parent families at the school. The programs will deepen the educational offerings of the school and extend the learning time for the students through an atmosphere that is both relaxed and supportive. Students experience situations that are both structured and student-driven.

IMSA-West is well cognizant of the positive relationship between instructional time and student learning outcomes. Results from significant amount of research studying the impact of instructional time on desired learning outcomes appear to be consistent and particularly beneficial to at-risk students. For example, the Expanded Learning Time Initiative in Massachusetts, launched in 2005 and implemented by more than 10,000 students in 19 schools, contributed to impressive student achievement gains in math, reading, and science compared with their peers attending other public schools in the state. Additionally, considerable number of teachers reported satisfaction with the amount of time available for instruction. In their in-depth examination of 30 extended-time schools serving high-poverty

populations, Kaplan and Chan report impressive track records of student success. In order to build a strong foundation and assure future academic success, unlike many other programs, IMSA- West's elementary program starts with a full day Kindergarten allowing more student-teacher interaction, engagement through project-based learning, and additional time for high-quality teaching early on.

Educational field trips are one of the indispensable components of the IMSA-West's elementary program design and they start as early as at the Kindergarten level. IMSA-West designs academically oriented field trips to various educational sites as an extension of the hands-on and interactive learning opportunities offered in regular classroom. IMSA-West's field trips target students' diverse learning styles and contribute to their individual success whether they are visual, auditory or kinetic learners. Popular field trip sites include but are not limited to zoos, museums, fire stations, libraries, hospitals, government agencies, and local businesses.

R. Marzano, D. Pickering, and J. Pollock conducted a comprehensive examination of the research within the past 35 years to determine which teaching strategies have positive effects on student learning. According to this study, among others, identifying similarities & differences, summarizing & note taking, reinforcing & recognition, nonlinguistic representations and cooperative learning groups have been identified as the most effective teaching strategies. The members of IMSA- West teaching staff receive ongoing professional development on these strategies to assure their successful implementation in their lesson plans and delivery of content.

To address general classroom standards-based reading in early grades, IMSA-West uses the Imagine It basal textbook series published by McGraw-Hill to serve as the foundation for classroom reading and instruction. While we do not intend for teachers to rely solely on the textbook, Imagine It provides a sound resource for many genres of passages and a wide range of support materials. It allows for great flexibility for teachers to choose what the whole class will read based on needs and interests. IMSA-West has a program to monitor students' reading levels and comprehension through researched based Accelerated Reader and Reading A to Z.

IMSA-West will implement DEAR (Drop Everything and Read) time for all primary grade students. The effect of individual reading on students overall success is invaluable. Like other Concept- managed schools, IMSA-West organizes additional activities to promote reading throughout the school. A prime example would be Laura Nelson, a Kindergarten teacher at IMSA-West, who set a goal for her class; 5,000 books in 100 days. She also invites prominent figures from the community to read to her students. Among the community leaders who came to her class and read to students were First Lady Cheri Daniels, State Superintendent Tony Bennett, and Indianapolis Mayor Greg Ballard. At Chicago Math and Science Academy, another Concept- managed charter school in Chicago; they recently rewarded a student who read close to 13,000 pages in 2 months as a part of school's reading contest.

To address the writing component in our curriculum IMSA-West uses the Traits Writing program, which has over two decades of research devoted to it. The Traits Writing program, widely regarded as the gold standard of classroom-based analytical writing assessment and targeted writing instruction, is organized as a spiraled sequence of the 7 traits and their 4 key qualities. Key qualities define the traits in detail through scoring rubrics and give concrete concepts for targeting writing instruction. The rubrics can then be shared across grades and content areas so all teachers know exactly what to expect from their students' writing. The program is structured so that all the traits are covered systematically and intermittently throughout the year rather than covering one trait at a time. Nine Units, including a "Getting Started" unit at the beginning of the year and a "Wrapping Up" unit at year's end, ensure

comprehensive, well-rounded instruction. However, the units are interchangeable and allow for built-in flexibility should the teachers require it. Prompts are provided that encourage writing across a range of genres, including newer ones like blogs and tweets.

In Concept's design for Elementary School level Math, we emphasize learner-centered approach which places children at the center of their own learning, engaging children in constructivist teaching practices-hands on learning, problem solving and communicating their mathematical reasoning. This approach draws children into mathematics concepts and guides them as they construct for themselves the mathematical principles as they come to know. The vision of IMSA-West in teaching math is to make students mathematically literate both in a world that relies on calculators and computers to carry out mathematical procedures and in a world where mathematics is rapidly growing and is extensively being applied in diverse fields. The approach to teaching math in Concept Schools is guided in part by the principles set forth by the College Board and the National Council of Teachers of Mathematics. Students are exposed to concepts in a number of ways:

- Graphically/visually: Students work with a graph or a diagram to relate visually to the concepts being studied.
- Numerically: Students recognize the patterns within data collected from real world phenomena.
- Analytically: Students manipulate the symbolic structure of mathematics efficiently and correctly.
- Verbally: Students express their understanding of problems and concepts well in both spoken and written language.

Homework is an essential part of a successful educational program at IMSA-West. Doing homework helps students develop valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers assign homework to foster individual learning and growth that is appropriate for the subject area. Through meaningful assignment of homework, IMSA-West teachers give students a chance to try new material, further practice skills they have recently learned, and review something they already know. IMSA-West teachers take students' age into consideration when determining the amount of homework to assign. Students receive constructive feedback. Students are more apt to complete assignments and advance their learning when they get consistent and constructive feedback. Teachers provide written comments on student work that lets them know what they did well and what they need to improve. The teachers also communicate such information and feedback to parents in a timely manner.

In addition to aligning the curriculum to the National Common Core Standards, the high school curriculum is also aligned with the ACT College Readiness Standards and the American Diploma Project. Please refer to **Attachment 9: IMSA-West Course Scope and Sequence** to see the curriculum alignment. **Attachment 10: Sample Lesson Plans** includes two lesson plans in science and math from different grades that show alignment of IMSA-West lessons and curriculum to the IN state standards as well as Common Core standards.

The achievement level of the current Concept-managed schools speaks to the effectiveness of the curriculum. Rather than adhering to a single teaching philosophy or instructional model, the curriculum design draws on best practices from the field and research to define a set of core instructional practices. IMSA-West teachers utilize a unique mix of the following research-based instructional strategies:

- **Direct teaching** - a systematic way of planning, communicating, and delivering information in the classroom. In direct teaching, the teacher transmits to students what is known via the teacher, a book, a video or other repository of knowledge.

- **Differentiated instruction**- a student-centered approach that provides multiple paths to learning content and processes. It blends whole-class, group, and individual instruction, offering opportunities to establish common understandings and to pursue additional investigation and/or re-teaching. Differentiated instruction recognizes and honors diversity of learning styles as well as differences in past learning. Teachers study how their students are learning through a variety of ongoing classroom assessments, and continuously adjust instruction to maximize understanding. (Tomlinson, 01; Gaddy, Dean, & Kendall, 2002; Gregory & Chapman, 2002) IMSA-West teachers, using strategies adapted from Differentiation in Practice (Tomlinson and Eidson, 2003), differentiate their instruction in the three areas of content, process, and product. The dean of academics will monitor such differentiation by reviewing lesson plans and observing instruction.
- **Problem-based learning** - an educational approach that organizes curriculum and instruction around carefully crafted problematic situations adapted from real-world issues. Learners are guided to gather and apply knowledge from multiple disciplines in their quest for solutions. IMSA-West draws on the expertise of professionals in the fields of math and science to challenge students with problems from their fields.
- **Project-based learning** - a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices. In this learning approach, students undertake challenging projects with defined outcomes, and use the project as a means to learn the necessary content and skills to complete the project. Projects are complex tasks based on challenging questions or problems with a variety of potential solutions. Students become involved in research, design, problem solving, group collaborations, and production activities, such as projects or presentations. Project-based learning fosters critical thinking and applications of knowledge (Thomas, 2000).
- **Collaborative learning** – involves two or more students working together to solve problems and complete tasks. Collaborative learning techniques include round robin, think-pair-share, three-step interview, team word webbing, and reciprocal teaching.
- **Data-driven instruction** - uses standards-driven assessment to drive instruction. Progress towards standards is tracked on a daily basis, and teachers use assessment data to guide every instructional decision.
- **Transformational use of technology** - an essential pedagogical tool integrated intentionally into curriculum and instruction not merely to enhance, but to transform, learning. As noted elsewhere, teaching staff will spend a significant portion of the Summer Institute working on the use of technology in the classroom and ways to integrate it throughout the curriculum to assist in teaching and learning.

Use of these techniques will provide an engaging, dynamic learning environment for students to explore the questions they have about the world and ways to positively contribute to the world around them. IMSA-West recruits students of all academic backgrounds and differentiates instruction to address the needs of each student.

IMSA-West has a dedicated Technology Coach to assist faculty members at the school in enhancing learning through technology. Technology instruction at IMSA-West emphasizes content learning while strengthening technology skills of students, teachers and staff. The Technology Coach will identify recent technologies in education for teachers to pilot. For example, teachers may decide to pilot the use of Kindles in the classroom. The Technology Coach will create resources for teachers and students, provide training and additional support, and oversee the integration of technology in instruction.

Integration of Technology in Content Areas
Teachers will use these methods and tools in to order enhance instruction in the content areas:

- Collaborative Environments, i.e. social networking platforms, community websites, classroom management systems, multiplayer gaming environments, or virtual worlds
- Online Communication Tools, i.e. instant messaging, online conferencing, micro-blogging platforms, and online broadcasting
- Mobiles, graphing calculators, and laptops
- Cloud Computing, i.e. Flicker, Google, and YouTube, which are virtual servers available over the Internet
- Smart Boards and Mimio Products
- Smart Objects, i.e. devices that use quick response codes and are connected to larger information sources or interactive books and maps
- Personalized Web pages, blogs, and blackboard-type online communication tools through which teachers can tag, categorize, publish, and review work online.
- Virtual learning

Increased Access to Computers
IMSA-West ultimately has two multi-purpose computer labs. In addition to the stationary computer labs, IMSA-West will have mobile labs which teachers will be able to wheel into their classroom and utilize in their rooms. The computer labs are also used for career and college research by high school students, for classroom teachers working with a class project or assignment, Project Lead the Way, and for students doing research, to name a few.

Laptops will have instructional software such as GeoPad, Master the Facts, Educational Games, Infinite Physics Simulator, Curvilinear, StressAlyzer, Scholar's Desktop, and MS Photo Story. All students receive training in how to take care of the computers.

Each IMSA-West staff member will receive a computer as well. Teachers will utilize the computers for planning lessons, accessing the Concept Schools' Student Information System, communication, and presentations in their classrooms. All computers at IMSA-West, including laptops, have the appropriate filtering programs and firewall system.

Teaching and Learning Systems
IMSA-West leverages its technology infrastructure to create operational efficiencies to transform all school systems and practices, making them more efficient and effective. IMSA-West implements the Concept Schools' Student Information (CSSI) system to provide parents access to classroom records. Parents, by using their passwords, are able to access homework, assignments, current grades in each class, attendance and tardiness, class schedule, and discipline data as well as communicate with the teachers. Parents will have access to Concept Schools' interim assessment data, as well. On the CSSI, parents will see how their child is doing on the assessments, standard by standard, as well as their progress throughout the year. The CSSI provides parents with the questions that were on the test, as well. Concept Schools' student information system gives access to such personal information only to authorized personnel and has reporting capacity for compliance purposes.

IMSA-West utilizes an array of database applications to generate reporting and data systems to maximize student and teacher learning. For example, Examview will be used to analyze writing. It will allow teachers to generate question banks, quizzes, tests, and mastery checks in multiple question forms.

IMSA-West teachers use the Atlas Curriculum Mapping program. Atlas is an online, knowledge transfer system for teaching and learning that helps schools to see what is being taught, who is teaching it, what standards are being aligned, and how this is important for the classroom. As all Concept-managed schools utilize Atlas, IMSA-West teachers have access to lesson plans, activities, and other innovative teaching methods that are currently being utilized in schools within the Concept network.

IMSA-West uses another online tool for teacher evaluation and performance management, Bullseye Evaluation. Bullseye is an employee management system with detailed reports, data view and statistics, instant access, and goals and training modules. It gives access to current and past evaluations for both employees and the management team with dashboards and visual enhancements.

Gateway to Technology and Project Lead The Way programs, which IMSA-West students will go through, also utilize a great deal of technology as they are project/design based and technology focused. Classes such as game design, digital electronics, robotics, web programming, computer based manufacturing will give our students the opportunity to even further their knowledge and skills ever changing in world of technology.

E. Assessment

IMSA-West will use a combination of diagnostic, authentic, state-mandated standardized tests, and nationally recognized norm-referenced assessments to measure students' progress over time and the school's goals. They include:

- Northwest Education Association (NWEA) Measure of Academic Progress (MAP)
- Pre-SAT and ACT at the high school
- Indiana Statewide Testing for Educational Progress-Plus (ISTEP+)
- Acuity testing
- KTEA: Kaufman Test of Educational Achievement for special education students
- Concept Formative Assessments

NWEA provides an in-depth analysis of student performance and compares it to the large national data pool. The report provides evidence to determine if students are making expected gains. IMSA-West teachers analyze the data reports from NWEA as grade level teams and develop specific strategies to address data indicators. Teachers share their analysis and plans with the instructional coordinator, who will monitor implementation of the plans.

The Pre-SAT (PSAT) is a standardized test that provides firsthand practice for the SAT Reasoning Test. It also gives our students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT measures critical reading skills, math problem-solving skills, and writing skills. We have our students take the PSAT to receive feedback on their strengths and weaknesses on skills necessary for college study. This serves our students as a guide to their preparation for college.

IMSA-West requires all juniors to take the ACT. The ACT test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in writing a short essay. IMSA-West will organize summer and winter ACT Camps in collaboration with other Concept Schools and Saturday ACT classes. IMSA-West students take sample ACT tests created by Concept Schools in grade 9 through 11 to monitor their progress.

The required ISTEP+ tests in grades 3 through 10 are analyzed each year to determine the strengths and weaknesses of our students. Such test results play an important role in determining which students will receive academic support. Our vision is to meet and exceed the state averages on the ISTEP+ tests.

In addition, Concept has designed and used interim assessments that are aligned with the Indiana state standards, now with Common Core, and mirror the state tests. Within a few days of the test, data from the interim assessments will be analyzed and uploaded to the online database created by Concept Schools. Teams of IMSA-West teachers review the analysis from the interim assessments and develop specific strategies to address the students' learning deficiencies. As noted by J. McCaig, 6th grade language arts teacher at the Chicago Math and Science Academy, the highest performing charter school in Chicago, "There is no shooting in the dark…you know exactly how much your students have learned…" This systematic approach also shifts the focus from teaching to learning, treats teachers as professionals, and fosters collegial relationships among the staff. The IMSA-West teams of teachers will develop specific strategies based on the analysis of the test scores whether NWEA or the Interim Assessments. These strategies may include but are not limited to:

- Re-teach a particular topic or benchmark to the whole class
- Place students in appropriate academic support programs such as Saturday school, before/after school tutoring, and pull-out programs,
- Re-visit the curriculum and make necessary modifications if students throughout Concept-managed schools are failing to meet the same standards
- Re-visit the question to see if the question is misleading

At the Summer Institute, the annual Concept Schools' conference, and the professional development days, IMSA-West provides extensive training to teachers regarding the use of data to plan instruction. IMSA-West faculty is proficient in analyzing data and developing specific strategies to address negative trends. This is accomplished by modeling, analyzing data as teams, reading, visiting other Concept-managed schools, and listening to presentations.

F. Human Resources

IMSA-West believes that the quality of personnel is one of the most important factors of a successful school. IMSA-West and Concept will make it a priority to aggressively screen and recruit only the best applicants. IMSA-West will conduct criminal background checks for each employee of the charter school prior to the employee's hire. We will not employ teachers whose certificate of license to teach have been revoked or are currently suspended by the Indiana State Board of Education. Teachers will report to the dean of academics on all instructional matters. Special Education and ELL faculty will be hired based on the needs of the enrolled students. School administrators also may have teaching responsibilities, according to their areas of expertise. IMSA-West believes administrators need to have ongoing teaching practice to stay connected to the instructional setting and the goals of the school in a more personalized way. Teacher qualities that IMSA-West will seek are as follows:

- Minimum of bachelor's degree in subject that they will teach
- Certification in the State of Indiana (alternative certificates are accepted)
- Experience and success in working with under-served students
- Experience and success in multi-cultural settings
- Willingness to go beyond job descriptions to assist students
- Experience and success in teaming
- Commitment to teaching

- Experience and success with working with students in extra-curricular activities
- Good communication skills
- Deep pedagogical knowledge

Below is the timeline for meeting our recruitment goals. IMSA-West Board of Directors will receive regular updates on the recruitment efforts and make necessary adjustments in a timely manner. All recruitment efforts will parallel the student enrollment numbers in order to plan well and revise the financial projections proactively.

IMSA-West will spend a considerable amount of time on teacher recruitment and hire teachers that will further the mission and vision of the schools. We will follow the Haberman Teacher and Administrator recruitment protocol. The principals of IMSA-West will receive training on the Haberman protocol. Haberman Foundation promotes and disseminates the research of Dr. Martin Haberman with a unified and single goal of teaching and implementing research-based models for identifying teachers and principals, particularly educators who serve students at risk and in poverty. More information may be found on www.habermanfoundation.org. A comprehensive recruitment process will include:

- Online screening tests (Haberman Star Teacher Online Screening),
- written answers to a list of questions,
- formal in-person interview,
- reference check,
- demo teachings, and
- observation of the teacher in their current job, if possible.

Teachers will be hired upon going through this due process. IMSA-West will also have an employee referral policy that will also help us recruit high quality teachers. Such referral policy will also help teachers keep each other and themselves accountable for the success of the schools.

Teachers will be recruited using various job postings, including the local paper, NPO.net, Idealist.org, and Teach for America. IMSA-West staff will post job descriptions to major universities/colleges for distribution through e-mail newsletters, bulletin boards, and other publication sources. Additionally, IMSA-West will recruit at local teacher job fairs.

IMSA-West will have a performance-based pay raises. The five criteria that determine pay raises and/or bonuses are listed below. These criteria are not listed in a priority order:

- Student academic achievement
- Student and parent relations
- Participation and leadership in tutoring, clubs, and sports activities
- Participation in fairs (i.e. city, state, national and international science fairs, art fairs)
- Participation and leadership on trips (city, state, national, and international)

The administrative team of IMSA-West will consist of the principal, dean of academics, dean of students, business manager, development director, and social worker. The principal will serve as both the educational and business leader of the school. Reporting to the principal, the dean of academics will manage the academic program. The business manager will manage all business and fundraising programs, and the dean of students will manage student relations and discipline. Although IMSA-West is a small school, it will be offering its students and parents many opportunities beyond a traditional public

school. In order to oversee all these services, IMSA-West needs the appropriate number of administrative positions. The administrative positions may have teaching responsibilities in early years of IMSA-West. Below are the key responsibilities and components of IMSA-West that will be handled by the administrative team:

- Establishing and maintaining a strong and healthy school culture
- Parent relations
- Academic support system
- National and international exchange programs and trips
- Formative assessments and analysis
- Professional development and instructional support for teachers
- Technology integration into the full curriculum
- Community partnerships and fundraising

IMSA-West will have an extended leadership team that includes grade chairs, social worker, technology coach, and members of the administrative team. This structure will allow more individuals to be involved in the decision-making process at IMSA-West.

Once on board, the principal will recruit the administrative team of IMSA-West. IMSA-West's Board will have the final approval of such positions. We will first recruit all management-level staff. IMSA-West's criteria in recruiting for these positions will include but is not limited to administrative experience in urban settings, technology skills, flexibility, work ethic, successful track record, communication skills, and commitment to urban education.

Once administrative positions have been filled, these individuals along with the principal will be responsible for recruiting, interviewing, and hiring the staff, with final decisions being made by the IMSA-West Board of Directors. The hiring process for the IMSA-West will not discriminate based on race, color, creed, religion, national origin, gender, marital status, disability, sexual orientation, or age.

The school administrators will evaluate IMSA-West staff throughout the year. Staff members who do not perform up to clearly identified standards will be released. Concept Schools' academic team will also visit IMSA-West and observe faculty twice a year. The team will provide feedback on implementation of curriculum and provide valuable feedback through post-observation meetings. Staff evaluations will include:

- Walk-through
- Formal evaluations with advance notice
- Formal evaluations with no advance notice
- Informal observations
- Student performance data

Before the school opens, the teacher evaluation rubric, which IMSA-West will use in staff evaluations, will be shared with the staff in a training session. Evaluations will be combined with other benchmarks such as students' progress, professionalism and performance of assigned duties, additional responsibilities that have been undertaken by the teacher, and parent relations in order to make employment decisions. IMSA-West staff will be on an annual contract, which is performance based and outlines all responsibilities of our teachers. Monitoring and evaluation is further ensured through a series of system-wide meetings led by Concept Schools' central office staff. Principals from all the

Concept-managed schools will meet every month. College counselors and the dean of academics will meet every quarter with the Concept Schools' Chief Academic Officer.

All full-time employees will be provided with medical and dental insurance. Employees are eligible for this coverage 30 days after the date of hire. Both the school and the employee pay a portion of the premium for each eligible employee, spouse, domestic partner and dependents. IMSA-West will offer a short-term and long-term disability insurance coverage to all full-time employees. This coverage will become effective 60 days after the date of hire. The IMSA-West Board of Directors may change by the carrier or the carriers and/or the specifics of these benefits plans. Other benefits will include paid time off, sick time, and full benefits under such federal laws as USERRA and FMLA. IMSA-West will also have Educators' Legal Liability, Board Liability, and Employment Practices Liability to cover the employees at the school.

IMSA-West believes in the importance of a sustainable and consistent teaching staff on student learning and achievement. Therefore, we will be implementing the strategies below as an effort to retain our teachers:

1- IMSA-West will conduct thorough and comprehensive recruitment process
IMSA-West will spend considerable amount of time on teacher recruitment and hire teachers that will further the mission and vision of IMSA-West. A comprehensive recruitment process will include online screening tests, written answers to a list of questions, formal in-person interview, reference check, and demo teachings. An employee referral policy will also help us recruit teachers of high quality. It will also help teachers keep each other and themselves accountable for the success of the school.

2- IMSA-West will offer a competitive and performance based compensation system
IMSA-West teachers will have opportunities to receive extra compensations based on high-performance, significant improvement in the students' achievement, test scores, undertaking additional responsibilities, etc.

3- Continuous, well developed professional development plan
IMSA-West believes that our comprehensive professional development plan, which is outlined in the professional development section of the grant application not only will attract teachers but also will helps us retain them. Our professional development program will include a tuition reimbursement policy to help our teacher pursue higher education opportunities.

4- Conduct staff surveys twice a year
Employee morale is part of school culture and it is very important. When teachers are happy, they tend to be more efficient and they enjoy their work. IMSA-West will survey its teachers twice a year and receive feedback in teacher needs and morale. Based on staff feedback and needs, IMSA-West will organize event to boost employee motivation and morale. Those activities will include but not limited to:

- Employee of the month program
- Tickets to movies, sport games, etc.
- Staff Thanksgiving dinner, new year dinner, and other celebrations
- Staff Bowling Day or Staff Movie Day
- Staff Birthday Celebration
- Early Release for some staff
- Extra Personal Day
- Celebrating Teacher Appreciation Week
- Staff International and National Trips
- Staff Home Visit Program
- Letters to Staff's Families (to show how important they are to the school.)
- Thank You Notes or Letter

5- Empower teachers to make decisions related to the school

IMSA-West will make sure that teachers are part of the decision making process at IMSA-West. Our team oriented organizational structure fosters collegial relationships and enables teachers to be involved in decisions. IMSA-West, for example, will allocate a certain amount of money from its operational budget that will be at teachers' discretion. Teachers will decide how to use it. They may decide to use it for extra resources, support materials, staff gatherings, bonuses, etc. In such effort of empowering teachers, IMSA-West will organize staff retreats to discuss issues and solutions with all staff members in a strategic and organized way.

6- Professional Development program for new teachers that includes mentoring

IMSA-West believes that beginning teachers who have access to intensive mentoring by expert colleagues are much less likely to leave teaching in the early years. Our mentoring program will provide beginning teachers with support and assistance to help navigate the difficult early years of teaching as they perfect their teaching skills.

7- Provide teacher with continuous administrative support and feedback

We believe that it is inevitable that school administrators and supervisors be visible and provide frequent feedback about teachers performances through classroom walk through, classroom observations, attending school events and activities, meeting with teachers when necessary. Concept Schools has a leadership monitoring system that requires the school administration to do so. We believe that with consistent feedback, teachers will develop themselves and improve their practices every day, which will increase their likelihood of staying at IMSA-West for longer.

8- Create a physically and emotionally safe and secure working environment

IMSA-West will strategically work on creating a working environment that staff trusts each other and administrators, is collegial and collaborative, and where people feel emotionally and physically secure. Installation of security cameras, effective and constant student monitoring, training for emergency situations, administrative support and assistance with hard-to-deal with parents, having security personnel when necessary, implementation of school discipline policies consistently are measures that IMSA-West will take to create an environment that teachers will look forward to coming to.

9- Implement creative ways of staff benefits

IMSA-West will implement creative benefit packages that will value longer stays at IMSA-West. For instance, school will contribute 60% of medical insurance premium for first year at IMSA-West and 70% second and 80% for third year and thereafter at IMSA-West. Similar increases will apply to retirement

contribution, tuition reimbursement and other items that are included in the benefit package. The longer the staff stays at IMSA-West the larger their benefit package will be.

We believe that implementation of such strategies will help us retain high percentage of our teachers at IMSA-West. We are confident that our management organization Concept Schools will attain high percentage of teacher retention rate as other Concept managed-schools have staff retention rates between 70-90%.

Professional Development

The principal of IMSA-West will work closely with the Regional Superintendent of Concept. Based on Concept's organizational structure, all 30 schools are divided into 7 clusters and each cluster has a superintendent. Sizes of the clusters range between three and eight. The superintendent provides leadership support and oversight to the principal. The principals attend regular meetings with the superintendent and reports to him. The superintendent also evaluates the principals based on Concept's principal evaluation protocol.

The school's culture, values, and learning expectations start with the school's staff. Staff members will form a strong team, unified by a common mission, vision, and set of values. Based on this shared foundation, staff will help create, maintain, and improve the school culture on an annual basis. The IMSA-West Summer Institute will take place two weeks prior to the start of school so that teachers are immersed in the mission, philosophy, vision, values, and key aspects of the school culture before they step foot in a classroom. Teachers will receive 8 full days of intense training prior to IMSA-West opening. During the first full week of the Summer Institute, teachers will learn about the Concept model. They will deepen their understanding of the culture. Team building activities will foster trust and a collegial atmosphere. Teachers will be engaged in activities to enhance their ability to differentiate the curriculum. During the second week, the focus will be on technology. The technology coach and experts in the integration of technology will train the IMSA-West staff.

Four full days will be designated as professional development days and spread throughout the year. On those days, IMSA-West will either have experts come to the school and work with staff, or staff members will work in teams on areas of improvement. Professional development also will take place as a part of the team structure that will be integral at IMSA-West. The key to effective professional development is establishing a school culture where learning is valued among all members of the school.

IMSA-West Core Value Commitment - The core values will provide the foundation for the work of the team. Staff will discuss, agree, and commit to the IMSA-West core values at the beginning of each year and define behaviors that support these values. Throughout the year, staff will complete self-evaluations and team evaluations to determine how effectively each staff member is living the commitment. The strength of the school culture is directly and proportionately related to how consistently the staff lives the IMSA-West values. The evaluation on core values will play a crucial role in re-hiring decisions.

Communication - Clear, effective communication is essential to creating strong and productive teams. To assist with communication, IMSA-West will make use of regular staff meetings, leadership team meetings, retreats, and weekly memos. Students, faculty, advisors, parents, and administration will communicate regularly by e-mail, allowing assignments, appointments, and documents to flow quickly and efficiently and providing more time for instructional work. Shared tasks and calendars will allow

IMSA-West to function with the efficiency of a modern corporation. Every minute will be maximized for teaching and learning.

IMSA-West will have a 4-tiered approach to foster collegial relationships through teamwork and monitors teaching and learning. The structure will include:

Grade teams-faculty who teach the same grade working across disciplines to focus on individual students

Subject/Instructional teams- faculty who teach the same subject focusing on best practices and curriculum

Leadership team-administration, grade team leaders, and instructional team leaders who work together to focus on school atmosphere, plan upcoming events and resolve issues raised in other team meetings.

Administrative team-principal, dean of students, dean of academics, development director, and staff who are responsible for guiding the processes critical to college preparation focus on the day-to-day operation of the school

Each team will have prescribed meeting agendas. Agendas will include sharing best practices, discussing educational articles, review of classroom observations, and collaboration to analyze student data. These meetings will foster collegial relationships and mutual respect among the faculty. IMSA-West grade level meetings incorporate collaboration opportunities as well. Each quarter, faculty in each grade team will outline the topics they will be teaching and seek collaboration opportunities with other teachers who have the same students for different subjects. The dean of academics will monitor planning time.

The administrative team, consisting of the principal, dean of academics, dean of students, and development director, will meet weekly to discuss broad administrative issues. The grade teams, consisting of all teachers in a particular grade, will meet bi-weekly to discuss individual student issues, such as behavior. The department teams, consisting of all teachers in a particular subject, will meet monthly to discuss academic issues, such as scheduling, assessment, and standards.

The leadership team, consisting of the entire administrative team, grade chairs, and department chairs, will meet bi-weekly to discuss and resolve issues that have been raised in the other team meetings. Thus, teaching and learning will be monitored weekly, bi-weekly, and monthly through a system of checks and balances. This structure will allow faculty to be part of the decision-making process at IMSA-West.

The principal and dean of academics will review the minutes or join meetings to ensure that meetings are effective. Each team will develop annual goals and benchmarks to measure progress. Teams will develop professional development plans based on their analysis of their students' academic data and the needs of team members. Teams will present their professional development plans at the leadership team meeting via their leaders. The leadership team will determine whether speakers and experts are brought to the school for workshops or whether staff members will attend conferences or seminars.

Additionally, current professional magazines, books, and films regarding innovative educational methods will be made available to faculty and staff. Faculty and staff also will be provided opportunities for study, travel, workshops and conferences, and teacher exchanges. The school will partially reimburse faculty for tuition that furthers their development as teachers. All professional development will have specific stated outcomes. Upon implementation, teachers will assess student knowledge/skills and make

changes in classroom practice. For every professional development session, the assessment will be developed simultaneously.

Evaluation of the professional development program at IMSA-West will be a results-based process. Twice a year, data regarding classroom performance, discipline, collaboration between faculty, seminars and workshops, student achievement, parental involvement, community involvement, and technology integration will be reviewed. This data will be analyzed and shared at a staff meeting where staff will openly exchange ideas, thoughts, and solutions. Conclusions will drive the focus of future professional development. For example, if IMSA-West held a workshop on improving writing and critical thinking, classrooms will then be observed to find out how often faculty used the tools and strategies given to them. Writing scores of the students in interim assessments will be reviewed to connect the student growth to the strategies being implemented as a result of the professional development.

The findings of the benchmark assessments will drive the professional development plan. The IMSA-West teachers will go through an extensive training regarding data-driven instruction, benchmark assessments, and formative assessments during the Summer Institute and during professional development days. As results are obtained from the assessment, teachers will identify areas in which further professional development is necessary in order to improve student outcomes.

Section 2

A. Goals

Academic Goals:

IMSA-West will use a combination of original diagnostic tests that Concept has developed; as well as state-mandated, standardized tests, and nationally-recognized, norm-referenced assessments to measure students' progress over time and the school's goals. We use the following standardized tests:

- Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP)
- Pre-SAT and ACT tests

KTEA: Kaufman Test of Educational Achievement. The Kaufman Test of Educational Achievement will be utilized to assess our special education students. Pearson Education, Inc creates KTEA. KTEA measures academic achievement as well as behavior and social skills and cognitive ability.

The Board of Director of IMSA-West set the following goals for the school and believes that with the extended day and school year, rigorous program of study, extra programming, and parental involvement our students will attain these goals:

Student Academic Goal 1: The overall annual growth rate of the IMSA-West on a nationally recognized norm-referenced test, NWEA, will be increased by 5% over the previous school year's scores until we hit 75% annual growth across all grades and subjects for which the test is given each year.

Students Academic Goal 2: 90% of our special education students will meet the goals that are prescribed in their IEPs, which will be assessed by KTEA.

Student Academic Goal 3: IMSA-West will raise their average ACT scores by 5% over the previous school year's scores until we have 22 ACT average.

Student Academic Goal 4: At least 70% of IMSA-West high school students will graduate with Core 40 with Academic Honors annually.

Student Academic Goal 5: IMSA-West will achieve a 85% cohort graduation rate by our graduating class, the class of 2017.

Student Academic Goal 6: IMSA-West will have 100% college acceptance rate for every member of its graduating class.

Student Academic Goal 7: On the average of all ISTEP tests administered, IMSA-West will exceed the performance of the local school district in which the school is located by at least 15% annually.

Non-academic Goals:

- 90% participation rate in after-school tutoring programs for those of need students.
- 25% student participation in local and national science fair competitions every year.
- 40% student participation in national and international trips every year.
- 90% student participation in Saturday SAT/ACT camps in the corresponding high school grade.
- 90% student participation in at least one school club.
- 30% of our parents to receive home visits from teachers annually.
- 90% teacher retention rate by the end of our fourth year in operation.
- 90% student retention rate by the end of our third year in operation.
- 95% student attendance rate annually.
- 70% attendance at parent-teacher conferences by parents annually.

Operational Goals:

- By the end of our third year in operation, IMSA-West will have a surplus of at least 3% of the State per pupil allocation.
- By the end of our third year in operation, IMSA-West will raise at least $50,000 in fundraising and competitive grants.
- By the end of our second year in operation, IMSA-West will have at least three community partnerships that are meaningful and productive.
- By the end of our third year in operation, IMSA-West will achieve at least 80% parent satisfaction, to be measured through surveys.

The IMSA-West will take action towards our goals during the school year and will evaluate them at the end of each year and again after five years. Our short and long-term goals are specific to our students, parents, teachers, board, and administrators; all who are the primary stakeholders in our school's academics, operations, and community. The goals in the first year will differ from those in subsequent years to the extent that the first year will be focused on establishing a structure, routine, and system for operating the school that works to achieve the long-term goals. Please see **Attachment 11: School Specific Goals and Assessments** for detailed information on the goals.

B. Community Partnership

IMSA-West understands the importance of the ties between the community and the school. IMSA-West will pursue opportunities for community participation in order to give students a sense of belonging to their community and to give the community a sense of responsibility toward the students. We have hired Community Relations Coordinator at the Regional Office in order to work with each school on

communication and partnership plans. At the regional Opportunities for community participation in the operation of IMSA-West may include, but are not limited to, the following:

- Members of the community may be recruited to sit on the Board of Directors as voting representatives and will be encouraged to serve on, or chair, committees
- Members of the community will be asked to serve on a special Advisory Board
- Community members will be involved in the recruitment of students and teachers
- Community members will be involved in creating such opportunities for our students as internship, mentoring and summer jobs.

To assist with student achievement, IMSA-West will seek partnerships that provide mentoring and tutoring, enrichment opportunities for students, and classroom presentations by outside professionals. This will be in addition to what is provided by the teaching staff, career exploration opportunities, job shadowing and/or internships with faculty to expand their knowledge, and to assist in their research and data analysis. As the school expands in future years and the student population gets older, many more partnering opportunities present themselves, such as use of lab equipment, workplace tours, job shadowing, internships, dual credit, and early college opportunities. Ultimately, all partnerships will need to impact increased student achievement and opportunity.

We will even pursue partnerships with corporate America, as Chicago Math and Science Academy did in Chicago. This school partnered with a Fortune 500 company, providing their students with many opportunities including, but not limited to, a mentorship program, a back-to-school drive, guest speakers in the classroom, and volunteers at the school.

IMSA-West plans to work closely with community leaders to recruit students for the school. We will continue to have meetings with influential community leaders to promote this effort. IMSA-West will continue to reach out to a wide range of organizations throughout the school on its continued development and process that will evaluate our level of community involvement based on the number of contacts and partnerships established with agencies, organizations and individuals within the community.

IMSA-West will organize an annual community breakfast for community leaders and business members to build a stronger relationship with the community. Community members will attend a breakfast, meet with some of our parents, students, and staff, and take a tour of classes in session. Our goal with this breakfast will be to show the community what a great asset IMSA-West will be to them. We will include the attendees in our database so they receive updates regarding the school. We will also follow up on partnership opportunities as they arise.

In addition to the community breakfast, IMSA-West will also organize an annual event called IMSA-West Showcase. Students give a variety of subject-related presentations, delivered through a theatrical format. The Annual Showcase involves many students in the school and aims to be interactive and engaging. IMSA-West students will prepare for the showcase with a supervising teacher who facilitates the presentation. Again, community leaders, elected officials, business members, and prospective parents are invited to the annual showcase. The annual showcase will publically demonstrate to the community the ongoing success and intellectual vibrancy of our students and teachers.

IMSA-West will create quarterly newsletters that include news and updates regarding the school, highlights of success, and information about the schools. Such literature will be utilized to communicate with the community and keep them involved in IMSA-West. IMSA-West will actively pursue affiliations with Science, Math, and Education Departments at universities so our students benefit from all the

opportunities available to them. Other Concept Schools have partnered with Cleveland State University, Ohio State University, Ohio Northern University, and Ball State University.

Initially the board will play the primary role in developing partnerships. As the school moves forward, it is anticipated that the Development Director and the Principal will have an increasing role in partnership development and management. The board will then serve primarily as the door opener for new partnerships. IMSA-West does have formal partnerships with organizations; we believe strongly that of the best practices will create strong partnerships between our school and the key organizations in Indianapolis.

Board Members of IMSA-West have approached organizations and businesses and received verbal support once the charter is approved. These organizations range from Eli Lilly Foundation to Indiana University, Ivy Tech College and private businesses. Now that we have developed the proposal for IMSA-West we will reconnect with such organizations and receive formal commitments and support letters, which we plan to present to the Indiana Charter School Board during the applicant capacity interview.

C. Transportation

IMSA-West will develop a transportation plan that will provide transportation to an estimated 80% of its student population. It is assumed that the remaining 20% will come from the immediate neighborhood or will be delivered by parents. IMSA-West will contract with a private transportation service provider. We included an estimated cost in the budget based on data from other Concept-managed schools in Indianapolis.

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Attachments

Attachment 1: 5 Year Financial Projections and First Year Cash Flow Analysis

Attachment 2: Resumes, Bios, Background Checks of the Founding Group

Attachment 3: IMSA-WEST Article of Incorporation & By-laws

Attachment 4: Concept Schools' Dashboard for Board Meetings

Attachment 5: IMSA WEST Insurance Policy

Attachment 6: 2012 Concept Schools Parent Survey

Attachment 7: School Calendar and Schedule

Attachment 8: IMSA WEST Academic and Exit Standards

Attachment 9: IMSA-WEST Course Scope and Sequence

Attachment 10: Sample Lesson Plans

Attachment 11: School Specific Goals and Assessments

Educational Service Provider (Concept Schools) Questionnaire

Attachment 1:

Financial Projections and First Year Cash Flow Analysis

First Fiscal Year Cash Flow Analysis IMSA WEST Indianapolis	Fiscal Year 2014	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15
I. Income													
Property Tax 2009-10	-												
Property Tax 2010-11	-												
Property Tax Income	-												
Per Pupil Payments	$3,949,100	$325,833.33	$325,833.33	$325,833.33	$338,866.69	$329,091.67	$329,091.67	$329,091.67	$329,091.67	$329,091.67	$329,091.67	$329,091.67	$329,091.67
State Charter School Start-up Grant													
State Basic Support	$3,949,100	$325,833	$325,833	$325,833	$338,867	$329,092	$329,092	$329,092	$329,092	$329,092	$329,092	$329,092	$329,092
Common School Loan	$0	-	$0	-	-	-	-	-	-	-	-	-	-
Common School Loan	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Lunch	$ 1,030.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,030
Student Breakfast		$0											
State Matching Funds		$0											
Federal Lunch Program	$ 168,837.42	$0		$16,884	$16,884	$16,884	$16,884	$16,884	$16,884	$16,884	$16,884	$16,884	$16,884
Federal Breakfast Reimbursement	$ 52,603.41	$0		$5,260	$5,260	$5,260	$5,260	$5,260	$5,260	$5,260	$5,260	$5,260	$5,260
Student Lunch Revenue	$221,441	$0	$0	$22,144	$22,144	$22,144	$22,144	$22,144	$22,144	$22,144	$22,144	$22,144	$23,174
Committed Donations													
Contribution Income	-												
Title II	$ 41,000.00			$23,000		$6,000			$10,000			$2,000	
Social Education Grant	$ 90,000.00	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500
Remediation Grant	$ 4,738.00												$4,738
Title I	$ 435,175.00		$39,561	$39,561	$39,561	$39,561	$39,561	$39,561	$39,561	$39,561	$39,561	$39,561	$39,561
Full Day Kindergarten	$ 161,372.16	$13,448	$13,448	$13,448	$13,448	$13,448	$13,448	$13,448	$13,448	$13,448	$13,448	$13,448	$13,448
Non- English Speaking Program	$ 5,665.00												$5,665
Summer School	$ 9,270.00												$9,270
Prof Dev / Federal Grants	$747,220	$20,948	$60,509	$83,509	$60,509	$66,509	$60,509	$60,509	$70,509	$60,509	$60,509	$62,509	$80,182
Interest Income	-												
Interest Income	-												
Consumable Material Fee	$ 8,363.60		$3,000	$2,500	$500	$500			$1,000	$864			$0
Textbook Reimbursement	$ 30,900.00				$30,900								$0
Before and after care													$0
Other local income	$ 101,183.37	$3,500	$15,000	$12,000	$8,000	$8,000	$8,000	$10,683	$8,000	$8,000	$8,000	$12,000	$0
Equipment Loan													$0
Overpayments / Refunds													$0
Other Income	$140,447	$3,500	$18,000	$14,500	$39,400	$8,500	$8,000	$10,683	$9,000	$8,864	$8,000	$12,000	$0
Total Income	$5,058,208	$350,281	$404,342	$445,986	$460,920	$426,245	$419,745	$422,428	$430,745	$420,608	$419,745	$425,745	$432,448
II. Expenses													
Instructional Expenses													
Teacher Salaries	$ 1,553,093.82	$ 126,886.75	$ 129,424.49	$ 129,424.49	$ 129,424.49	$ 129,424.49	$ 129,424.49	$ 129,424.49	$ 129,424.49	$ 129,424.49	$ 129,424.49	$ 129,424.49	$ 129,424.49
Special Ed Salaries	$ 117,347.90	$9,587	$9,779	$9,779	$9,779	$9,779	$9,779	$9,779	$9,779	$9,779	$9,779	$9,779	$9,779
Instructional Assistant Salaries		$0											
Teacher Bonuses		$0											
Salaries & Wages	$1,670,442	$136,474	$139,203	$139,203	$139,203	$139,203	$139,203	$139,203	$139,203	$139,203	$139,203	$139,203	$139,203
PERF Expense	-	$0											
Payroll Taxes	$ 127,788.79	$10,440	$10,649	$10,649	$10,649	$10,649	$10,649	$10,649	$10,649	$10,649	$10,649	$10,649	$10,649
Workman's Comp	$ -	$0											
Employee Ins		$0											
Unemployment Tax	$ 14,823.80	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235
TRF- PERF Expense	$ 125,283.13	$10,236	$10,440	$10,440	$10,440	$10,440	$10,440	$10,440	$10,440	$10,440	$10,440	$10,440	$10,440
Other Benefits- Health Insurance*all staff	$ 168,931.00	$14,078	$14,078	$14,078	$14,078	$14,078	$14,078	$14,078	$14,078	$14,078	$14,078	$14,078	$14,078
Payroll Taxes & Benefits	$436,827	$35,989	$36,402	$36,402	$36,402	$36,402	$36,402	$36,402	$36,402	$36,402	$36,402	$36,402	$36,402
Classroom Supplies	$ 56,250.00		$7,031	$7,031	$5,273	$5,273	$5,273	$5,273	$5,273	$5,273	$5,273	$5,276	
Textbooks	$ 40,000.00			$18,000	$19,500				$2,500				
Instructional Equipment	$ 40,000.00	$7,500		$7,500	$10,000	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,000	
Assessments/Purchased Services	$ 14,420.00				$6,500	$6,500		$500	$920				
Furniture													
Library													
Supplies/Materials/Equipment	$150,670	$7,500	$7,031	$32,531	$41,273	$14,273	$7,773	$8,273	$11,193	$7,773	$7,773	$7,276	$0
Substitute Teachers	$ 46,605.00		$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	
Special Education Service Vendors	$ 58,994.10		$5,899	$5,899	$5,899	$5,899	$5,899	$5,899	$5,899	$5,899	$5,899	$5,899	
Professional Services	$105,599	$0	$10,560	$10,560	$10,560	$10,560	$10,560	$10,560	$10,560	$10,560	$10,560	$10,560	$0
Program Improvement													
Professional Development	$ 69,690.00	$1,140	$15,000	$7,500	$7,500	$4,550	$4,000	$4,000	$14,000	$4,000	$4,000	$4,000	
Training Expenses	$69,690	$1,140	$15,000	$7,500	$7,500	$4,550	$4,000	$4,000	$14,000	$4,000	$4,000	$4,000	$0
Class Trips/After School Programs	$ 82,000.00		$6,000	$11,000	$6,000	$6,000	$6,000	$10,000	$6,000	$6,000	$11,000	$14,000	
Transportation	$ 300,000.00		$30,000	$30,000	$30,000	$30,000	$30,000	$30,000	$30,000	$30,000	$30,000	$30,000	
Other Expenses	$382,000	$0	$36,000	$41,000	$36,000	$36,000	$36,000	$40,000	$36,000	$36,000	$41,000	$44,000	$0
Total Instructional Expense	$2,815,228	$181,103	$244,197	$267,197	$270,939	$240,989	$233,939	$238,439	$247,359	$233,939	$238,939	$241,442	$175,606
General & Administrative Expenses													
Executive Director Salary													
Principal Salary	$ 71,400.00	$5,891	$5,950	$5,950	$5,950	$5,950	$5,950	$5,950	$5,950	$5,950	$5,950	$5,950	$5,950
Non-Certified Admin Salary	$ 427,477.00	$34,925	$35,623	$35,623	$35,623	$35,623	$35,623	$35,623	$35,623	$35,623	$35,623	$35,623	$35,623
Supervisory/Support Staff Salary	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Clerical Staff Salary	$73,000	$5,964	$6,083	$6,083	$6,083	$6,083	$6,083	$6,083	$6,083	$6,083	$6,083	$6,083	$6,083
Salaries & Wages	$571,877	$46,780	$47,656	$47,656	$47,656	$47,656	$47,656	$47,656	$47,656	$47,656	$47,656	$47,656	$47,656
PERF Expense	$ 42,890.78	$3,504	$3,574	$3,574	$3,574	$3,574	$3,574	$3,574	$3,574	$3,574	$3,574	$3,574	$3,574
Payroll Taxes	$ 43,748.59	$3,574	$3,646	$3,646	$3,646	$3,646	$3,646	$3,646	$3,646	$3,646	$3,646	$3,646	$3,646
Workman's Comp	$ -	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Employee Insurance		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Unemployment Tax	$ 2,523.20	$210	$210	$210	$210	$210	$210	$210	$210	$210	$210	$210	$210
TRF Expense		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other Benefits- Health Insurance	$ 85,000.00	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083
Payroll Taxes & Benefits	$174,163	$14,372	$14,514	$14,514	$14,514	$14,514	$14,514	$14,514	$14,514	$14,514	$14,514	$14,514	$14,514
Postage	$ 21,715.00	$3,000	$1,810	$1,810	$1,810	$1,100	$1,100	$3,000	$1,100	$4,200	$1,100	$1,086	$600
Printing	$ 36,663.00	$3,055	$5,000	$5,000	$2,793	$2,793	$2,793	$2,793	$2,793	$2,793	$2,793	$2,793	$1,262
Supplies	$ 11,000.00	$800	$1,800	$1,100	$900	$900	$900	$900	$900	$900	$900	$800	$200
Office Furniture													
Other Equipment													
Supplies/Materials/Equip	$69,378	$6,855	$8,610	$7,910	$5,503	$4,793	$4,793	$6,693	$4,793	$7,893	$4,793	$4,679	$2,062
Legal Fees	$ 28,774.90				$5,400		$4,800		$14,000		$4,575		
Contracted Services/Management Fee	$ 394,910.00	$32,909	$32,909	$32,909	$32,909	$32,909	$32,909	$32,909	$32,909	$32,909	$32,909	$32,909	$32,909
Business Services													
Payroll Services													
Accounting Fees/Audit	$ 12,000.00								$12,000				
Bank Fees	$ 2,500.00	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208
Equip Mtnc/Repair	$ 25,150.00	$2,096	$2,096	$2,096	$2,096	$2,096	$2,096	$2,096	$2,096	$2,096	$2,096	$2,096	$2,096
Professional Services	$463,335	$35,213	$35,213	$35,213	$40,613	$35,213	$40,013	$35,213	$61,213	$35,213	$39,788	$35,213	$35,213
Advertising	$ 20,000.00									$12,000	$8,000		
Marketing Supplies	$ -	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Community Relations	$20,000	$0	$0	$0	$0	$0	$0	$0	$0	$12,000	$8,000	$0	$0
Travel	$ 6,500.00	$0	$591	$591	$591	$591	$591	$591	$591	$591	$591	$591	$591
Dues	$ 7,000.00	$500	$0	$0	$2,500	$0	$0	$3,000	$0	$500	$0	$500	$0
Refund	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other Expenses	$ 13,500.00	($500)	($591)	($591)	($3,091)	($591)	($591)	($3,591)	($591)	($1,091)	($591)	($1,091)	($591)
Total General/Admin Expenses	$1,312,252	$102,720	$105,402	$104,702	$105,195	$101,586	$106,386	$100,486	$127,586	$116,186	$114,161	$100,971	$98,854
Facilities Expenses													
Equipment Rental	$ -	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Equipment	$ 3,000.00	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250
Building Supplies	$ 8,000.00	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667
Janitorial Supplies	$ 15,000.00	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250
Supplies/Materials/Equip	$26,000	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167
Maintenance and Cleaning Staff Salaries	$36,050		$3,277.27	$3,277.27	$3,277.27	$3,277.27	$3,277.27	$3,277.27	$3,277.27	$3,277.27	$3,277.27	$3,277.27	$3,277.27
Payroll Liabilities													
Staff Salaries	$36,050	$0	$3,277	$3,277	$3,277	$3,277	$3,277	$3,277	$3,277	$3,277	$3,277	$3,277	$3,277
Rent	$ 280,000.00	$23,333	$23,333	$23,333	$23,333	$23,333	$23,333	$23,333	$23,333	$23,333	$23,333	$23,333	$23,333
Leasehold Improvements													
Rent/Leasehold Improvements	$280,000	$23,333	$23,333	$23,333	$23,333	$23,333	$23,333	$23,333	$23,333	$23,333	$23,333	$23,333	$23,333
Cleaning Services	$ 34,567.25		$3,142.48	$3,142.48	$3,142.48	$3,142.48	$3,142.48	$3,142.48	$3,142.48	$3,142.48	$3,142.48	$3,142.48	$3,142.48
Bldg Mtnc/Repairs													
Trash Removal	$ 2,678.00	$223	$223	$223	$223	$223	$223	$223	$223	$223	$223	$223	$223
Grounds Mtnc	$ 5,000.00	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417
Security													
Professional Services	$42,245	$640	$3,782	$3,782	$3,782	$3,782	$3,782	$3,782	$3,782	$3,782	$3,782	$3,782	$3,782
Telephone/Internet Access	$ 10,197.00	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850
Electricity	$ 37,940.20	$4,500	$4,500	$3,500	$3,162	$2,500	$2,500	$2,500	$2,500	$2,794	$3,162	$3,162	$3,162
Gas	$ 8,728.54	$250	$250	$350	$390	$900	$1,200	$1,200	$1,200	$906	$727	$727	$727
Water/Sewer	$ 5,241.87	$437	$437	$437	$437	$437	$437	$437	$437	$437	$437	$437	$437
Utilities	$62,108	$6,037	$6,037	$5,137	$4,838	$4,587	$4,987	$4,987	$4,987	$4,986	$5,176	$5,176	$5,176
Insurance	$ 28,280.00	$2,357	$2,357	$2,357	$2,357	$2,357	$2,357	$2,357	$2,357	$2,357	$2,357	$2,357	$2,357
Treas Bond	$ -												
Insurance Expense	$28,280	$2,357	$2,357	$2,357	$2,357	$2,357	$2,357	$2,357	$2,357	$2,357	$2,357	$2,357	$2,357
Total Facilities Expenses	$474,683	$34,533	$40,953	$40,053	$39,755	$39,503	$39,903	$39,903	$39,903	$39,903	$40,092	$40,092	$40,092
Technology Expenses													
Software	$ 515.00		$515										
Computers and other equipment	$ 38,000.00	$14,000	$10,000	$13,000						$1,000			
Supplies/Materials/Equip	$38,515	$14,000	$10,515	$13,000	$0	$0	$0	$0	$0	$1,000	$0	$0	$0
Tech Mtnc/Repair	$ -												
Internet	$ -												
Professional Services	$0												
Total Technology Expenses	$38,515	$14,000	$10,515	$13,000	$0	$0	$0	$0	$0	$1,000	$0	$0	$0
Debt Retirement													
Loan Payment													
Other Expenses													
Food Purchases	$ 227,536.60		$22,754	$22,754	$22,754	$22,754	$22,754	$22,754	$22,754	$22,754	$22,754	$22,754	
Kitchen Supplies													
Kitchen Equipment													
School Lunch	$227,537	$0	$22,754	$22,754	$22,754	$22,754	$22,754	$22,754	$22,754	$22,754	$22,754	$22,754	$0
Teacher Recruitment	$ 25,000.00			$9,000				$10,400		$5,600			
Board Development	$ 4,000.00	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333
Community Outreach	$ 3,000.00		$1,000					$500				$1,500	
Supplies/Parent Workshops													
Other Expenses	$32,000	$333	$1,333	$9,333	$333	$333	$333	$11,233	$333	$5,933	$333	$1,833	$333
Total Other Expenses	$259,537	$333	$24,087	$32,087	$23,087	$23,087	$23,087	$33,987	$23,087	$28,687	$23,087	$24,587	$333
Total Expense	$4,900,214	$332,689	$425,154	$457,039	$438,976	$405,164	$403,314	$412,814	$437,934	$419,714	$416,278	$407,092	$314,885
Total Income	$5,058,208	$350,281	$404,342	$445,986	$460,920	$426,245	$419,745	$422,428	$430,745	$420,608	$419,745	$425,745	$432,448
Beginning Cash Balance	$303,124												
Net Income	$461,117	$17,592	($20,811)	($11,053)	$21,944	$21,081	$16,431	$9,614	($7,189)	$895	$3,467	$18,653	$117,562

	Years of Operation	1	2	3	4	5	6
	School Years	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
	Grades	K-12	K-12	K-12	K-12	K-12	K-12
	Enrollment Number	600	600	600	600	600	600
	Positions						
	Principal	1	1	1	1	1	1
Salary		$70,000	$71,400	$72,828	$74,285	$75,770	$77,286
	Business Manager	1	1	1	1	1	1
Salary		$54,310	$55,396	$54,311	$55,397	$54,312	$55,398
	Dean of Students K-12	1	1	1	1	1	1
	Assistant Dean of Students K	1	1	1	1	1	1
	Instructional Coordinator	1	1	1	1	1	1
	Dean of Academics/Asistant	2	2	2	2	2	2
# of Administrative Positions		7	7	7	7	7	7
Average Salary		$45,000	$47,250	$49,613	$52,093	$54,698	$57,433
Total Administrative Salary		$295,000	$307,650	$320,891	$334,750	$349,259	$364,449
	Kindergarten Teacher	3	3	3	3	3	3
	1st Grade Teacher	2	2	2	2	2	2
	2nd Grade Teacher	2	2	2	2	2	2
	3rd Grade Teacher	2	2	2	2	2	2
	4th Grade Teacher	2	2	2	2	2	2
	5th Grade Teacher	2	2	2	2	2	2
	Math 6-8	2	2	2	2	2	2
	Math 9-12	4	4	4	4	4	4
	Science 6-8	2	2	2	2	2	2
	Science 9-12	3	3	3	3	3	3
	Social Studies 6-8	1.5	1.5	1.5	1.5	1.5	1.5
	History 9-12	1	1	1	1	1	1
	Language Arts 6-8	2	2	2	2	2	2
	Language Arts 9-12	2	2	2	2	2	2
	Art K-8	1	1	1	1	1	1
	Art 9-12	1	1	1	1	1	1
	Music	1	1	1	1	1	1
	Physical Education/Health K	1	1	1	1	1	1
	Physical Education 9-12	1	1	1	1	1	1
	Computer Teacher K-8	0.5	0.5	0.5	0.5	0.5	0.5
	Computer Teacher 9-12	1	1	1	1	1	1
	Turkish	1	1	1	1	1	1
	Spanish	1.5	1.5	1.5	1.5	1.5	1.5
	ESL Teacher	1	1	1	1	1	1
# of teaching position		40.5	40.5	40.5	40.5	40.5	40.5
Average Salary		$37,000	$39,000	$40,000	$42,000	$43,000	$44,000
Total Teacher Salaries		$1,498,500	$1,579,500	$1,620,000	$1,701,000	$1,741,500	$1,782,000
	Special Ed K-8	1.5	1.5	1.5	1.5	1.5	1.5
	Special Ed 9-12	1	1	1	1	1	1
	Special Education Coordinato	0.5	0.5	0.5	0.5	0.5	0.5
# of Special Ed position		3	3	3	3	3	3
Average Salary		$44,000	$46,000	$47,000	$48,000	$48,000	$48,000
Total Special Ed Salaries		$132,000	$138,000	$141,000	$144,000	$144,000	$144,000
	Teacher Aides K-5	2	2	2	2	2	2
	Administrative Assistant	1	1	1	1	1	1
	Secretary 1	1	1	1	1	1	1
# of Clerical Positions		4	4	4	4	4	4
Avarage Salary		$29,000	$30,000	$31,000	$32,000	$33,000	$34,000
Total Clerical Salary		$116,000	$120,000	$124,000	$128,000	$132,000	$136,000
	Maintenance	1	1	1	1	1	1
	Cleaning	0	0	0	0	0	0
# of Custodial Positions		1	1	1	1	1	1
Avarage Salary	$26,000	$27,000	$28,000	$29,000	$30,000	$31,000	$31,000
Total Custodial Salary		$27,000	$28,000	$29,000	$30,000	$31,000	$31,000
	Social Worker	0	0	0	0	0	0
	College Counselor	1	1	1	1	1	1
	ESL Coordinator	0	0	0	0	0	0
	IT Manager/Technology Coa	0.5	0.5	0.5	0.5	0.5	0.5
	Athletic Director	0	0	0	0	0	0
	Development Director	0	1	1	1	1	1
# of Support Positions		1.5	2.5	2.5	2.5	2.5	2.5
Average Salary		$42,000	$43,000	$44,000	$45,000	$45,000	$45,000
Total Support Positions Salary		$63,000	$107,500	$110,000	$112,500	$112,500	$112,500
	Total	**$2,185,810**	**$2,336,046**	**$2,399,202**	**$2,505,647**	**$2,564,571**	**$2,625,347**
	Total # of Staff	**57.0**	**58.0**	**58.0**	**58.0**	**58.0**	**58.0**
	Financial Year	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**

Proposed Charter School:INDIANA MATH AND SCIENCE ACADEMY-WEST

	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
	550	550	550	550	550	550
Projected Enrollment	50	50	50	50	50	50
	600	600	600	600	600	600
I. Revenues						
Per Pupil Payments	$ 3,910,000.00	$3,949,100	$3,988,591	$4,028,477	$4,068,762	$4,109,449
Textbook rental	$ 8,120.00	$8,364	$8,615	$8,873	$9,139	$9,413
State Matching Funds for School Lunch Program	$ 1,000.00	$1,030	$1,061	$1,093	$1,126	$1,159
State Full Day Kindergarten Support	$ 156,672.00	$161,372	$166,213	$171,200	$176,336	$181,626
State High Ability Program Fund						
State Textbook Reimbursement	$ 30,000.00	$30,900	$31,827	$32,782	$33,765	$34,778
Remediation Grant	$ 4,600.00	$4,738	$4,880	$5,027	$5,177	$5,333
Non- English Speaking Program	$ 5,500.00	$5,665	$5,835	$6,010	$6,190	$6,376
Summer School	$ 9,000.00	$9,270	$9,548	$9,835	$10,130	$10,433
Federal Title I Funding	$ 422,500.00	$435,175	$448,230	$461,677	$475,527	$489,793
Federal Lunch Program	$ 163,919.83	$168,837	$173,903	$179,120	$184,493	$190,028
Federal Breakfast Reimbursement	$ 51,071.28	$52,603	$54,182	$55,807	$57,481	$59,206
Consumable Material Fee+Student Fees(Activity+Uniform)	$ 97,236.28	$100,153	$103,158	$106,253	$109,440	$112,723
Special Ed	$ 115,000.00	$90,000	$92,700	$95,481	$98,345	$101,296
Title II	$ 58,000.00	$41,000	$42,230	$43,497	$44,802	$46,146
Total Revenues	$ 5,032,619.38	$ 5,058,207.97	$ 5,130,972.20	$ 5,205,129.55	$ 5,280,713.90	$5,357,760
II. Expenditures						
Human Resources						
Director/Principal Salary	$ 70,000.00	$71,400	$72,828	$74,285	$75,770	$77,286
Administrators Salaries *[listed in "staff" tab]*	$ 485,900.00	$500,477	$515,491	$530,956	$546,885	$563,291
Teachers (FT) Salaries *[listed in "staff" tab]*	$ 1,522,641.00	$1,553,094	$1,584,156	$1,615,839	$1,648,156	$1,681,119
Teachers (PT) Salaries *[listed in "staff" tab]*	$ -	$0	$0	$0	$0	$0
Special Education Staff	$ 113,930.00	$117,348	$120,868	$124,494	$128,229	$132,076
Special Education Service Vendors	$ 58,410.00	$58,994	$59,584	$60,180	$60,782	$61,389
Clerical Salaries		$0	$0	$0	$0	$0
Custodial Salaries	$ 35,000.00	$36,050	$37,132	$38,245	$39,393	$40,575
Consultants Salaries/Contracts *[list individually]*	$ -	$0	$0	$0	$0	$0
Cleaning Service	$ 34,225.00	$34,567	$34,913	$35,262	$35,615	$35,971
Payroll Taxes	$ 185,011.74	$190,562	$196,279	$202,167	$208,232	$214,479
Benefits	$ 423,681.20	$436,392	$449,483	$462,968	$476,857	$491,163
Professional Development	$ 69,000.00	$69,690	$70,387	$71,091	$71,802	$72,520
Substitute Teachers	$ 46,605.00	$ 46,605.00	$ 46,605.00	$ 46,605.00	$ 46,605.00	$ 46,605.00
Board Recruitment	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00
Board Development	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00
Performance Based Bonuses		$0	$0	$0	$0	$0
Teacher Recruitment	$ 28,000.00	$ 25,000.00	$ 25,000.00	$ 25,000.00	$ 25,000.00	$ 25,000.00
Total Human Resources	$ 3,079,403.94	$3,122,179	$3,194,726	$3,269,092	$3,345,325	$3,423,473
Facility						
Rent	$ 408,931.00					
Mortgage	$ -	$280,000	$280,000	$280,000	$280,000	$280,000
Renovation/Construction	$ -					
Debt Service	$ -					
Utilities	$ 52,926.00	$54,514	$56,149	$57,834	$59,569	$61,356
Maintenance	$ 75,900.00	$76,000	$76,000	$76,000	$76,000	$76,000
Networking, Security Cameras, and phone system	$ 12,000.00	$12,360	$12,731	$13,113	$13,506	$13,911
Total Facility	$ 549,757.00	$422,874	$424,880	$426,946	$429,075	$431,267
Materials/Supplies/Equipment						
Textbooks and Other Instructional Supplies	$ 43,000.00	$40,000	$40,000	$40,000	$40,000	$40,000
Special Education Curriculum and Resources	$ 1,000.00	$1,030	$1,061	$1,093	$1,126	$1,159
Assessments	$ 8,000.00	$8,240	$8,487	$8,742	$9,004	$9,274
Instructional Equipment	$ 39,500.00	$25,000	$25,000	$50,000	$25,000	$25,000
Classroom Technology	$ 15,000.00	$15,000	$15,000	$12,500	$12,500	$12,500
Office Technology		$0	$0	$0	$0	$0
Instructional Software	$ 5,000.00	$5,150	$5,305	$5,464	$5,628	$5,796
Office Software	$ 500.00	$515	$530	$546	$563	$580
Library		$0	$0	$0	$0	$0
Office Furniture		$0	$0	$0	$0	$0
Classroom Furniture		$0	$0	$0	$0	$0
Other Equipment	$ 42,000.00	$40,000	$45,000	$20,000	$20,000	$20,000
Copying and Reproduction	$ 36,300.00	$36,663	$37,030	$37,400	$37,774	$38,152
Postage and Shipping	$ 21,500.00	$21,715	$21,932	$22,151	$22,373	$22,597
Telephone/Fax Lines	$ 6,500.00	$6,695	$6,896	$7,103	$7,316	$7,535
Long Distance Telephone Expenses		$0	$0	$0	$0	$0
Internet Access	$ 3,400.00	$3,502	$3,607	$3,715	$3,827	$3,942
Other Materials/Supplies/Equipment	$ 65,000.00	$65,000	$ 65,001.00	$65,001	$ 65,002.00	$65,002
Total Materials/Supplies/Equipment	$ 286,700.00	$268,510	$274,849	$273,715	$250,111	$251,537
Additional Costs						
Contracted Services *(Concept management fee)*	$ 391,000.00	$ 394,910.00	$ 398,859.10	$ 402,847.69	$ 406,876.17	$ 410,944.93
Business Services *[included in management fee]*						
Insurance	$ 28,000.00	$28,280	$28,563	$28,848	$29,137	$29,428
Marketing/Development	$ 25,000.00	$20,000	$20,000	$20,000	$20,000	$20,000
Legal Expenses	$ 28,490.00	$28,775	$29,063	$29,353	$29,647	$29,943
Accounting/Audit		$0	$0	$0	$0	$0
Transportation	$ 300,000.00	$ 300,000.00	$ 300,000.00	$ 300,000.00	$ 300,000.00	$ 300,000.00
Field Trips, After Schol Activities/Support Programs	$ 82,000.00	$ 82,000.00	$ 82,000.00	$ 82,000.00	$ 82,000.00	$ 82,000.00
Food Service	$ 220,909.32	$227,537	$234,363	$241,394	$248,635	$256,094
Vehicle Maintenance Gas	$ 5,000.00	$5,150	$5,305	$5,464	$5,628	$5,796
Total Additional Costs	$ 1,080,399.32	$1,086,651	$1,098,152	$1,109,907	$1,121,923	$1,134,207
Total Revenues	$ 5,032,619.38	$5,058,208	$5,130,972	$5,205,130	$5,280,714	$5,357,760
Total Expenditures	$ 4,996,260.26	$4,900,214	$4,992,607	$5,079,660	$5,146,434	$5,240,484
Net Income	$ 36,359.12	$ 157,993.88	$ 138,365.67	$ 125,469.44	$ 134,280.07	$ 117,275.81

Attachment 2: Resumes, Bios and Background Checks of the Founding Group t

Background Check Authorization Form

I, Mustafa Adam Yazici, submit this background check authorization as part of the proposal from, Indiana Math and Science Academy WEST for a charter pursuant to I.C. 20-5.5 from the Mayor of Indianapolis.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by:
Have you ever been convicted of a criminal offense? NO
If yes, please indicate date, charge and city where convicted:
Please list all of your residences (by city, county and state) other than Indianapolis during the past ten (10) years:
11365 Harbour Light Dr, North Royalton OH 44133
5609 Willowood Ct, Toledo 43615

I hereby give my written consent to any and all investigation and checks into my background which the sponsor deems relevant to the consideration of the proposal, including, but not limited to, a criminal history check with the Indianapolis Police Department and the Indiana State Police, or any other local or state government, and a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to the Indianapolis Charter Schools Director or his representatives, and understand and agree that any such information may be disclosed to representatives of the Mayor's Office, the Indianapolis Charter School Board, or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by [insert name of school]. Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the Mayor's Office, the Indianapolis Charter Schools Director, Indianapolis Charter School Board, the Consolidated City of Indianapolis and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with the Mayor's Office.

Signature

291-06-0411

Social Security Number

05-15-1971

Date of Birth

09/20/2013

Date

School Leader

Position with Proposed School (e.g., school leader, business manager, Board of Directors member)

OEI

BULENT GULER

http://mypage.iu.edu/~bguler/

Indiana University
Department of Economics
100 S Woodlawn Ave
Bloomington, IN, 47405

Office: (812) 855-7791
Fax: (812) 855-3736
email: bguler@indiana.edu

EMPLOYMENT

Assistant Professor, Department of Economics,
Indiana University at Bloomington — Aug 2009 - present

EDUCATION

Ph.D.	Economics, University of Texas at Austin	May 2009
M.S.	Economics, University of Rochester	May 2005
M.A.	Economics, Bilkent University	May 2003
B.A.	Industrial Engineering, Bilkent University	May 2001

FIELDS OF SPECIALIZATION

Macroeconomics, Housing Markets, Labor Markets

FELLOWSHIPS, HONORS, AND AWARDS

Professional Development Award, University of Texas at Austin	2007, 2008
Graduate Fellowship and Tuition Scholarship, University of Rochester	2003-2006
Undergraduate Fellowship and Tuition Scholarship, Bilkent University	1997-2001

PUBLICATIONS

"Is There A Flight To Quality Due To Inflation Uncertainty?," (2005, *Physica A: Statistical Mechanics and Its Applications*, 345, 603-607, with Umit Ozlale.

WORKING PAPERS

"Joint-Search Theory: New Opportunities and New Frictions," with Fatih Guvenen and Gianluca Violante, (revise and resubmit at JME)
"House Prices and Interest Rates: A Theoretical Analysis," with Yavuz Arslan, (submitted).
"Innovations in Information Technology and the Mortgage Market"
"Homeownership and Unemployment: The Effect of Market Size," with Ahmet Ali Taskin

WORK IN PROGRESS

"Accounting for the Increase in Foreclosures", with Yavuz Arslan
"Marriage and Divorce Rates: The Role of Labor Search Frictions"

PRESENTATIONS AT CONFERENCES AND SEMINARS

2010 SED Montreal, St Louis Fed

2009	UT-Austin, Georgetown U, Indiana U, Syracuse U, Cleveland FED, Bank of Canada, CEMFI, EIEF, Koc U, Sabanci U, Central Bank of Turkey.
2008	UT-Austin, NYU, SED Boston, NBER Summer Institute
2007	UT-Austin, Midwest Cleveland, SED Prague
2006	University of Rochester

TEACHING EXPERIENCE

Undergraduate

Intermediate Macroeconomics (undergraduate)	Indiana University 2009, 2010

Graduate

Macroeconomic Theory II (graduate)	Indiana University 2010, 2011
Computational Macroeconomics (graduate)	Indiana University 2009-2011

PROFESSIONAL SERVICE AND ACTIVITIES

Referee Service: *Review of Economic Studies, Journal of Economic Theory, Review of Economic Dynamics, Economic Inquiry, BE Journal of Macroeconomics, Labour Economics*

Member: American Economic Association

PERSONAL INFORMATION

Citizenship: Turkey

Language: Turkish (native), English (fluent)

COMPUTER SKILLS

Fortran, MPI, OpenMP, Matlab, Stata

REFERENCES

Professor Fatih Guvenen (co-advisor)
University of Minnesota
Department of Economics
1925 Fourth St. South
Minneapolis, MN, 55455
(612) 625-0767
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Professor P. Dean Corbae (co-advisor)
University of Texas at Austin
Department of Economics
1 University Station C3100
Austin, Texas 78712
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corbae@eco.utexas.edu

Professor Burhanettin Kuruscu
University of Texas at Austin
Department of Economics
1 University Station C3100
Austin, Texas 78712
(512) 475-8451
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Professor Gianluca Violante
New York University
Department of Economics
19 W. 4th Street
New York, NY, 10012
(212) 992-9771
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BILAL EKSILI
11855 Springfield Ln,
Fishers, IN, 46038
(317)- 702-7117
bilalekshili@gmail.com

EMPLOYMENT HISTORY

2007 - Present
Holy Dove Foundation, Indianapolis
Executive Director

- Organizing inter faith & inter cultural dialogue events
- Educational programs, Lecture series, Community events
- Friendship trips to Turkey

2005 – 2007
Niagara Foundation, Chicago
Community Outreach Director

- Reaching out to the diverse communities,
- institutions, civic organizations,
- Foundations in the greater Chicago area.

2003 – 2005
Ant Travel & Tours, Chicago
Manager

- Organizing cultural tours to Turkey
- Educational tours
- Business meetings

2000 – 2003
Artun Travel, Chicago
Travel Consultant

- Ticketing & Group Sales
- Tours to Turkey

1999 – 2000
Detur Tour Operator, Antalya/Turkey
Director of Russian Operations

- Managed the department of Russian operation for 35,000 visitors from Russia for the summer season
- Arranged all tours, guides, hotels, restaurants, shopping, events and entertainment

1999 – 2000
Pacha Tours, Istanbul/ Turkey
Assistant Sales Director

1998 - 1999
English Teacher
International Dagestan – Turkish College

Education

1994 - 1998
Dagestan State University
Foreign Languages
English Teacher

Awards

2009 FBI Community Leadership Award

Curriculum Vitae (Updated: May 2013)

NAME	POSITION TITLE
M. Murat Dundar	Assistant Professor Department of Computer and Information Science

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	YEAR(s)	FIELD OF STUDY
Bogazici University, Istanbul, Turkey	B.Sc.	1993-1997	Elec. & Electronics Eng.
Purdue University, W. Lafayette, Indiana	M.Sc.	1998-1999	Elec. & Comp. Eng.
Purdue University, W. Lafayette, Indiana	Ph. D.	1999-2003	Elec. & Comp. Eng.

A. Positions, Honors, Services.

Positions:

01/1999 – 03/2003: Research/Teaching Assistant, **Purdue University**, Elec. & Comp. Eng
Summers 2000, 2001, 2002: Research Assistant, **Los Alamos National Labs.**, Los Alamos, NM
06/2003 – 07/2008: Research Scientist**, Siemens Medical Solutions, Inc. USA**, Malvern, PA
08/2008 – present: Assistant Professor, **Indiana University- Purdue University**, Indianapolis, IN

Awards:

2013 NSF Early Faculty Career Development (CAREER) Award
2010 Best Scientific Paper Award in Biomedical and Bioinformatics Applications Track, International Conference on Pattern Recognition (ICPR'10), awarded by International Association of Pattern Recognition
2009 Data Mining Practice Prize, "Mining Medical Images", by Association for Computing Machinery (ACM)

Professional Activities:

Grant Reviews:

NSF IIS Panel Reviewer – 2012, 2013
NIH Ad-Hoc Panel Reviewer – BMIT B Panel, June 2012
NIH Mail Reviewer – Health informatics (SBIR/STTR) study section, 2011
NIH Mail Reviewer – Challenge grants, 2009

PC Member:

SIAM SDM 2013
SPIE Medical Imaging 2013
ACM SIGKDD 2012
IEEE ICDM 2012
ACM SIGKDD (Organizing committee) 2010

B. Selected peer-reviewed publications (in chronological order).

**indicates students advised by Dr. Dundar*

Publications:

1. **Murat Dundar**, Bartek Rajwa, Lin Li, "Partially-observed Models for Classifying Minerals on Mars," *Workshop on Hyperspectral Image and Signal Processing: Evolution in Remote Sensing (WHISPERS'13)*, Gainesville, FL, USA, 25-28 June 2013.
2. Ferit Akova*, Yuan Qi, Bartek Rajwa, **Murat Dundar**, "Self-adjusting Models for Semi-supervised Learning in Partially-observed Settings," In *Proceedings of the IEEE International Conference on Data Mining (ICDM'12)*, Brussels, Belgium, December 10-13, 2012. **(Full paper, Acceptance rate: 11%)**
3. **Murat Dundar**, Ferit Akova*, Yuan Qi, Bartek Rajwa, "Bayesian Nonexhaustive Learning for Online Discovery and Modeling of Emerging Classes," In John Langford and Joelle Pineau (Eds.), *Proceedings of the 29th International Conference on Machine Learning (ICML'12)*, Edinburgh, Scotland, June 26-July 1, 2012 (pp. 113-120). Omnipress, 2012.
4. J. Paul Robinson, Bartek P. Rajwa, Euiwon Bae, Valery Patsekin, Ali Roumani, Arun K. Bhunia, J. Eric Dietz, V. Jo Davisson, **Murat Dundar**, John Thomas, and E. Daniel Hirleman, "Using Scattering to Identify Bacterial Pathogens," *Optics & Photonics News* 22(10), 20-27, 2011
5. J. Paul Robinson, Bartek P. Rajwa, **Murat Dundar**, Euiwon Bae, Valery Patsekin, E. Daniel Hirleman, Ali Roumani, Arun K. Bhunia, J. Eric Dietz, V. Jo Davisson, John G. Thomas, "A distributed national network for label-free rapid identification of emerging pathogens", Proceedings of SPIE 8018, June 2011
6. Bartek Rajwa, **Murat Dundar**, Ferit Akova, Valery Patsekin, Euiwon Bae, Yanjie Tang, J. Eric Dietz, E. Daniel Hirleman, J. Paul Robinson, Arun K. Bhunia, "Digital microbiology: detection and classification of unknown bacterial pathogens using a label-free laser light scatter-sensing system", *Proceedings of SPIE 8029*, May 2011.
7. **Murat Dundar**, Sunil Badve, Gokhan Bilgin, Vikas Raykar, Olcay Sertel, Metin N. Gurcan, "Computerized Classification of Intraductal Breast Lesions using Histopathological Images", *IEEE Transactions on Biomedical Engineering*, Volume 58, No. 7, pp. 1977-1984, July 2011.
8. Bartek Rajwa, **Murat Dundar**, Ferit Akova, Amanda Betasso, Valery Patsekin, E. Dan Hirleman, Arun K. Bhunia, J. Paul Robinson, "Discovering unknown: detection of emerging pathogens using label-free light scattering system," *Cytometry Part A*, 77A(12):1103–1112, 2010.
9. Ferit Akova*, **Murat Dundar**, V. Jo Davisson, E. Daniel Hirleman, Arun K. Bhunia, J. Paul Robinson, Bartek Rajwa, "A Machine-learning Approach for Label-free Detection of Unmatched Bacterial Serovars", *Statistical Analysis and Data Mining Journal*, Volume 3, No 5, pp 289-301, October 2010.
10. **Murat Dundar**, Sunil Badve, Vikas Raykar, Rohit Jain, Olcay Sertel, Metin Gurcan, "A Multiple Instance Learning Approach toward Optimal Classification of Pathology Slides", *Proc. of 20th International Conference on Pattern Recognition*, August 23-26, Istanbul, Turkey, 2010 **(Best scientific paper in Biomedical and Bioinformatics applications).**

11. **Murat Dundar**, "Target Detection with Spatio-Spectral Data via Concordance Learning", In *Proceedings of the IEEE International Geoscience and Remote Sensing Symposium (IGARSS'09)*, Cape Town, South Africa, July 10-14, 2009.
12. **Murat Dundar**, Daniel Hirleman, Arun K. Bhunia, J. Paul Robinson, and Bartek Rajwa, "Learning with a Nonexhaustive Training Dataset. A Case Study: Detection of Bacteria Cultures using Optical-Scattering Technology", In *Proceedings of the Fifteenth Annual SIGKDD International Conference on Knowledge Discovery and Data Mining*, June 28-July 1 2009, Paris, France. **(Full Paper, Acceptance rate: 9.8%)**
13. Bartek Rajwa, **Murat Dundar**, Valeri Patsekin, Karleigh Huff, Arun Bhunia, Murugesan Venkatapathi, Euiwon Bae, E. Daniel Hirleman, and J. Paul Robinson. Morphotypic analysis and classification of bacteria and bacterial colonies using laser light-scattering, pattern recognition, and machine-learning system. In Craig S. Halvorson, SÚárka O. Southern, B. Vijaya K. V. Kumar, Salil Prabhakar, and Arun A. Ross, editors, *SPIE Proceedings on Optics and Photonics in Global Homeland Security V and Biometric Technology for Human Identification VI*, volume 7306, 2009.
14. Le Lu, Matthias Wolf, Jianming Liang, **Murat Dundar**, Jinbo Bi and Marcos Salganicoff, "A Two-level Approach Towards Semantic Colon Segmentation: Removing Extra-colonic Findings", *Proceedings of the 12th International Conference on Medical Image Computing and Computer Assisted Intervention*, September 20-24, 2009, London, UK.
15. Glenn Fung, Balaji Krishnapuram, Jinbo Bi, **Murat Dundar**, Vikas Raykar, Shipeng Yu, Romer Rosales, Sriram Krishnan, R. Bharat Rao, "Mining Medical Images", *Third Workshop on Data Mining Case Studies and Practice Prize***,** Fifteenth Annual SIGKDD International Conference on Knowledge Discovery and Data Mining, June 28-July 1 2009, Paris, France **(First Place Winner)**.
16. **Murat Dundar** and Glenn Fung, "Kernel Fisher Discriminant for Hyperspectral Data Analysis", *Kernel Methods for Remote Sensing Data Analysis*. Edited by Gustavo Camps-Valls and Lorenzo Bruzzone, John Wiley & Sons.
17. Jinbo Bi, Tao Xiong, Shipeng Yu, **Murat Dundar**, Bharat Rao, "An Improved Multi-task Learning Approach with Applications in Medical Diagnosis", In Walter Daelemans, Bart Goethals, and Katharina Morik (Eds.), *Proceedings of the 18th European Conference on Machine Learning (ECML'08)*, Antwerp, Belgium, September 15-18, 2008 (pp. 117-132). Springer, 2008.
18. **Murat Dundar**, Matthias Wolf, Sarang Lakare, Marcos Salganicoff, Vikas Raykar "Polyhedral Classifiers for Target Detection: A Case Study: Colorectal Cancer", In *Proceedings of the 25th International Conference on Machine Learning* (ICML 2008), pp.288-295, Helsinki, July 2008.
19. Vikas C. Raykar, Balaji Krishnapuram, Jinbo Bi, **Murat Dundar**, and R. Bharat Rao, "Bayesian Multiple Instance Learning: Automatic Feature Selection and Inductive Transfer" , In Proceedings of the 25th International Conference on Machine Learning (ICML 2008), pp.808 - 815, Helsinki, July 2008
20. **Murat Dundar**, Glenn Fung, Balaji Krishnapuram, Bharat Rao, "Multiple Instance Learning Algorithms for Computer Aided Diagnosis", IEEE Transactions on Biomedical Engineering, Volume 55, No. 3, pp 1005-1015, March 2008.
21. **Murat Dundar**, Jinbo Bi, "Joint optimization of cascaded classifiers for computer aided detection", IEEE Computer Society Conference on Computer Vision and Pattern Recognition (CVPR '07), 18-23 June 2007, Minneapolis, Minnesota, USA **(Full paper, Acceptance Rate: 4.8%)**
22. **Murat Dundar**, Balaji Krishnapuram, Jinbo Bi, Bharat Rao, "Learning from Non-IID Data", In proceedings of the 20th International Joint Conference on Artificial Intelligence (IJCAI 2007), Hyderabad, India, January 6-12, 2007
23. Matthias Wolf, P. Cathier, Sarang Lakare, **Murat Dundar**, and Luca Bogoni, "Efficient detection of polyps in CT colonography", *Proceedings of SPIE 6514, 651408, 2007*

24. Glenn Fung, **Murat Dundar**, Balaji Krishnapuram, Bharat Rao, “Multiple Instance Algorithms for Computer Aided Diagnosis”, Advances in Neural Information Processing Systems 19 (NIPS 2006), Vancouver, CA, 2006
25. Luca Bogoni, Pascal Cathier, **Murat Dundar**, Anna Jerebko, Sarang Lakare, Jianming Liang, Senthil Periaswamy, M.Baker and M.Macari, "CAD for Colonography: A tool to address a growing need," *The British Journal of Radiology*, 78 (2005), pp57-62
26. Jinbo Bi, Glenn Fung, **Murat Dundar**, Bharat Rao, “Semi-Supervised Mixture of Kernels via LPBoost Methods”, In Proceedings of the Fifth IEEE international Conference on Data Mining (ICDM ‘05). IEEE Computer Society, November 27 - 30, 2005, Washington, DC, 569-572.
27. **Murat Dundar**, Glenn Fung, Jinbo Bi, Sandilya Sathyakama, Bharat Rao, “Sparse Fisher Discriminant Analysis for Computer Aided Detection”, SIAM International Data Mining Conference (SDM ’05), 2005, Newport Beach, CA, USA.
28. Matthias Wolf, A. Krishnan, Marcos Salganicoff, J. Bi, **Murat Dundar**, G. Fung, J. Stoeckel, S. Periaswamy, H. Shen, P. Herzog, D. P. Naidich, “CAD Performance Analysis for Pulmonary Nodule Detection on Thin-slice MDCT Scans DOC”, *Computer Assisted Radiology and Surgery (CARS ‘05)*, Proceedings of the 19th International Congress and Exhibition Berlin, Germany, June 22 - 25, 2005.
29. Glenn Fung, **Murat Dundar**, Jinbo Bi, and R. Bharat Rao, “A fast iterative algorithm for fisher discriminant using heterogeneous kernels” In Proceedings of the Twenty-First international Conference on Machine Learning (ICML '04), July 04 - 08, 2004, Banff, Alberta, Canada, vol. 69. ACM Press, New York, NY, 40
30. **Murat Dundar**, G. Fung, Luca Bogoni, M. Macari, A. Megibow, B. Rao, “A Methodology for Training and Validating a CAD System and Potential Pitfalls,” Computer Assisted Radiology and Surgery (CARS ‘04). Proceedings of the 18th International Congress and Exhibition, Chicago, USA, June 23-26, 2004
31. P.Cathier , S.Periaswamy, A.Jerebko, **Murat Dundar**, J.Liang, G.Fung, J.Stoeckel, T. Venkata, R.Amara, A.Krishnan, B.Rao, A.Gupta, E.Vega, S.Laks, A.Megibow, M.Macari, and L.Bogoni, “CAD for Polyp Detection: an Invaluable Tool to Meet the Increasing Need for Colon-Cancer Screening”, *Computer Assisted Radiology and Surgery (CARS 04)*. Proceedings of the 18th International Congress and Exhibition, Chicago, USA, June 23-26, 2004.
32. **Murat Dundar** and David Landgrebe, "A Cost-effective Semi-supervised Classifier Approach with Kernels," *IEEE Transactions on Geoscience and Remote Sensing*, Volume 42, No. 1, pp 264-270, January, 2004
33. **Murat Dundar** and David Landgrebe, "Toward an Optimal Supervised Classifier for the Analysis of Hyperspectral Data," *IEEE Transactions on Geoscience and Remote Sensing*, Volume 42, No. 1, pp 271-277, January, 2004
34. **Murat Dundar** and David Landgrebe, "A Model Based Mixture Supervised Classification Approach in Hyperspectral Data Analysis," *IEEE Transactions on Geoscience and Remote Sensing*, Volume 40, No. 11, pp 2692 -2699, December 2002

Patents:

1. System and method for a sparse kernel expansion for a Bayes classifier
   Patent Inventors: **Murat Dundar**, Glenn Fung, Jinbo Bi, R. Bharat Rao
   Patent # US7386165
2. Systems and methods for automated diagnosis and decision support for breast imaging
   Inventors: **Murat Dundar**, Glenn Fung, Krishnan Sriram, R. Bharat Rao
   Patent # US7640051

3. Systems and methods for multiple instance learning for computer aided detection
   Inventors: **Murat Dundar**, Glenn Fung, R. Bharat Rao, Balaji Krishnapuram
   Patent # US7986827
4. Systems and methods for joint optimization of cascaded classifiers for computer aided detection
   Inventors: **Murat Dundar** and Jinbo Bi
   Patent # US7962428
5. Systems and methods for multiple instance learning for computer aided diagnosis
   Inventors: **Murat Dundar**, Vikas Raykar, Balaji Krishnapuram, Bharat Rao
   Patent # US8131039

C. Research Support.

ACTIVE

1252648 (PI: Dundar) 3/1/2013 – 2/28/2018
NSF/IIS
Title: CAREER: Self-adjusting Models as a New Direction in Machine Learning

1R21EB015707 (PI: Rajwa) 7/1/2012 – 6/30/2014
NIH/NIBIB
Title: Automated Spectral Data Transformations and Analysis Pipeline for High-throughput Flow Cytometry
Role: co-investigator

COMPLETED

1R21AI085531-01A1 (MPI: Dundar, Rajwa) 5/1/2010 – 4/30/2012
NIH /NIAID
Title: Machine-Learning Approach to Label-free Detection of new Bacterial Pathogens

1R56A1089511-01A1 (PI: Robinson) 8/1/2010 – 7/1/2011
NIH/NIAID
Title: A Distributed Clinical and Biodefense National Network for Rapid Organism Identification
Role: co-investigator

Small Business grant (PI: Green) 3/1/2011 – 2/28/2012
NIH/NIDDK
Title: Digital image analysis for quantitative and qualitative assessment of pig islets
Role: senior investigator

St. Luke's United Methodist Church
Indianapolis, IN
2008

Bio Info of Dr. Kent Millard:

Dr. Kent Millard has been senior pastor of St. Luke's United Methodist Church in Indianapolis since 1993 after serving congregations in South Dakota for 23 years. St. Luke's, is a 6,000 member congregation with 3,000 in worship on Sundays in 10 different worship services including two satellite locations.

Dr. Millard is a graduate of Dakota Wesleyan University in Mitchell, South Dakota, Boston University School of Theology and Graduate School in Boston, Massachusetts, and received his Doctor of Ministry degree from McCormick Theological Seminary in Chicago. He served as a member of the Board of Trustees of Dakota Wesleyan University in Mitchell, South Dakota for twelve years and remains an honorary trustee. He received an honorary doctorate from Dakota Wesleyan University in 1981 and received the Distinguished Alumni award from Boston University School of Theology in 1987. In 2007 he was awarded the Distinguished Evangelist of the Year award from the Foundation on Evangelism.

He currently serves as a member of the United Methodist Global AIDS Task Force, served as a leader in the Nothing-But-Nets international malaria campaign, is on the Board of Trustees of the University of Indianapolis and is a Director of the Methodist Health Group of the Clarian Health System in Indianapolis. He is president of The Indianapolis Interfaith Clergy Association and President of a Charter School Board. Dr. Millard chaired the South Indiana Annual Conference Campaign, which raised over $1 million to build two dormitories at Africa University.

Dr. Millard is the author of "A Passion Driven Congregation" with the previous Senior Pastor of St. Luke's, Dr. Carver McGriff, which focuses on encouraging lay persons to follow their God-given passions for ministry. He also authored the Lifesearch Series book entitled, "Spiritual Gifts", in 1994 and the book "Get Acquainted With Your Christian Faith", 1996 both published by the United Methodist Publishing House. He is the author of an article in the March, 2002 Net Results entitled "Challenging the Assumptions about Church Leadership". Most recently he wrote and edited the "Go-Fish" Outreach Evangelism Series. Dr. Millard has been a delegate to two General Conferences and six Jurisdictional Conferences of the United Methodist Church.

Dr. Millard has been the keynote speaker or workshop leader in six different annual conferences and led three two-year cycles of the Academy for Spiritual Formation sessions sponsored by the Upper Room of the United Methodist Church.

St. Luke's United Methodist Church
Indianapolis, IN
2008

Dr. Kent Millard serves as founding chairperson of the Indiana Math and Science Academy Charter School Board, since 2007..

Dr. Millard and his wife, Minnietta have two children and seven grandchildren. He enjoys spending his free time bicycling, canoeing, visiting with his grandchildren and in reflection.

Mustafa Adam Yazici
6367 Fairfield St
Whitestown, IN 46075
Home Phone (317) 548-5709

- **EDUCATION ----------**

Marmara University – Istanbul, Turkey
Bachelor of Science in Mathematics
(September 1989- July 1994)

University of Toledo
Educational Supervision and Administration
(Acquiring Master Degree)
(Fall 2011- present)

- **EXPERIENCE ----------**

Chair of Mathematics Department
Private Ozyurt Elementary School
1994-2001

Chair of Professional Development Committee
Private Ozyurt Elementary School and its three sister schools
1996-2001

Instructor of Mathematics Olympiad Team
Private Ozyurt Elementary School
1996-2001

Chair of Math Club for teachers with 37 members
Private Ozyurt Elementary School
1995-2001

Summer Camp Organizer
Private Ozyurt Elementary School
1996-2001

Math Instructor and Chair of Math Department
Horizon Science Academy Cleveland
2001-2004

Dean of Academics
Horizon Science Academy Toledo
August 2004- July 2005

Acting Director
Horizon Science Academy Toledo
August 2005- December 2005

Director
Horizon Science Academy Springfield
December 2005- 2008

Start Up Director/ Director
Horizon Science Academy Denison Elementary
July 2008- 2010

Member of Governing Board of Cleveland High School
Horizon Science Academy Toledo
December 2005- July 2007

Director
Horizon Science Academy Toledo High School
December 2010- 2012

School Leader
Indiana Math and Science Academy West
December 2012- Present

- **CERTIFICATION ----------**

Permanent Teaching License K-12 in Turkey
Issued by Marmara University
August 2004

Certificate of Teaching English as a Second Language

Foundation of Private Educational Organizations
Istanbul, Summer 1994

Administrative License for State of Ohio for K-12 Schools
Ohio State Board of Education
1996-Present

- **COMPUTER SKILLS ----------**

Proficient in Microsoft /work and Excel
Pagemaker, Photoshop, and Power print

- **HOBBIES----------**

Soccer, wrestling, tennis and swimming.

REFERENCES ----------

Mr. Sedat Duman
Horizon Science Academy Cleveland
Concept Schools, CEO
(937) 626-5757

Mr. William Wasniak
Horizon Science Academy Cleveland
Senior Dean of Students
(216) 432-3660

Mrs. Rachel Snyder
Horizon Science Academies
West Region Instructional Coach
(419) 474-3350

NANCY LEIGH COTTON SPOHN
2400 WEST 42ND STREET,
INDIANAPOLIS, INDIANA,46228
Res: 317-293 7074, Cell: 317-919 7035
E-mail: NancySpohn@aol.com

EDUCATION:
HIGH SCHOOL: THOMAS CARR HOWE HIGH SCHOOL
COLLEGE: WITTENBURG UNIVERSITY BS in Psychology

Work Experience:
1986 -2000 : Chief Flight Attendant for American Trans Air
1981-1986 : Marion county Child Guidance clinic
1975-1981 : Riley Child Guidance Agency
1970-1975 : Wilson Davis advertising agency

Volunteer work:
-Serving as a Board Member of Indiana Math and Science Academy, charter School since 2007
-adopted a family from Zimbabwe ten year ago and have helped them to bring to the United States, educate children, and get them employment
-tutored at oaks academy and financially supported a child for eight years
-member and active volunteer at st lukes Methodist churh . I am a stephens lay minister ,spititual life commission, pilgrimage process energy healing ministry

My husband ownes "spohn Associates" and I have been treasurer of that company for 25 years

Family :
Husband: Jack L. Spohn ,Owner of Spohn Associates
Children: 3 adult sons and 8 grandchildren
Church Affiliation : St. Luke's Methodist Church

10456 Kings Gap Way
Indianapolis, IN 46234

Phone #: 317-531-1323
aytekins@gmail.com
john@imsaindy.org

G. JOHN AYTEKIN

Education

1992 - 1997 BS DEGREE at Marmara University Ataturk Educational Faculty Biology Teaching Department Istanbul/ Turkey(Ranked # 13 among 1997 graduates)

2004- Current MS Educational Leadership at University of Dayton, Ohio currently has 24 credits. Expected to graduate Summer 2009

Professional experience

January-March 1997 Huseyin Avni Sozen Anatolian High School, Istanbul
Student teaching and Field Experience

- Assumed full responsibility for 2 Biology classes.
- Prepared lesson plans and objectives
- Taught technology based lessons
- Adapted lesson plans for a diverse classroom

September 1997- June 2000 International Computer High School Constanta/ Romania

Biology Teacher

- Taught Biology for 9, 10, 11, and 12th grades.
- Prepared lesson plans and objectives
- Developed Biology curriculum for International Computer High Schools
- Tutored students after school
- Incorporated technology into classrooms
- Attended in service meetings in various fields such as Olympiads, lab techniques, ESL, national standards, etc.
- Prepared students for national baccalaureate exam and National Biology Olympiad
- Organized school science fair
- Mentored students in for science fair projects
- Mentored students for International Project Olympiads.
- Supervised all athletic events, such as soccer team, basketball team.
- Sponsored after school soccer club.
- Organized field trips

1999-2000 Director of the Boarding School Constanta / Romania

- Supervised the students and personnel in the boarding school
- Developed and implemented after school – evening tutoring courses
- Organized field trips for the students.

2001- 2002 Wisconsin Career Academy 4801 S 2nd St. Milwaukee, WI 53207

- Taught Biology and Life Science for grades 6, 7, 8 and 9.
- Prepared lesson plans and objectives

- Implemented Biology and Life Science curriculum as Science Department Head
- Tutored students after school
- Incorporated technology into classrooms
- Attended in service meetings in various fields such as differentiated classroom, multiculturalism, assertive discipline, etc.
- Organized school science fair
- Mentored students in for science fair projects
- Sponsored after school soccer club and ecology and fishing club
- Organized field trips
- Coached students for Wisconsin State Science Olympiad

2002- 2006 Horizon Science Academy, Columbus, OH

- In 2005-2006 school year, served as School Director.
- Participated in workshops regularly offered by Ohio Department of Education, Lucas County Educational Services, COSERC, and Concept Schools.
- Accepted the leadership role and helped reaching the school's academic goals by building a strong team.
- Served as grant reader in both state and federal grant programs.
- In 2004-2005 school year, served as Assistant Director , Project Coordinator
- Taught Biology and Life Science for grades 6-12.
- Prepared lesson plans and objectives
- Aligned the Science curriculum based on the national and state standards and NCLB act.
- Implemented Biology and Life Science curriculum as Science Department Head
- Tutored students after school
- Used varieties of teaching techniques in the class.
- Incorporated technology into classrooms
- Held and chaired department and grade chair meetings.
- Attended in service meetings in various fields such as Tourette syndrome, Positive Behaviour Support Program, and Henry Wong's First Day of School, Media/newspaper in the classroom by Columbus Dispatch, OGT, proficiency, differentiated curriculum, crisis prevention strategies, Child abuse and neglect, Data Driven Decisions, standards & Research based instruction, NCLB, Highly Qualified Teachers, CSADM , Data Reporting Systems, Effective Teachers, etc.
- Organized school science fair
- Mentored students in for science fair projects
- Mentored and coached students for District Science Fair at Columbus State Community College and State Science Fair at Ohio State University
- Mentored Students for INTEL State Buckeye Science & Engineering Fair
- Organized CONSEF, Ohio Charter Schools Science & Engineering Fair at Columbus State Community College as Concept Schools Inc Regional Project Coordinator.
- Sponsored after school soccer club and ecology and fishing club
- Organized many field trips
- Coached students for Ohio State Regional Science Olympiad
- Organized and conducted OGT Session for both after school and on Saturdays.

2006- Current Indiana Math & Science Academy, Indianapolis, IN

Served as a Start up Director from November 2006 to August 2007 and School Director since then. Some of the responsibilities & duties performed are listed below.

- Accepted the leadership role and helped reaching the school's academic goals by building a strong team.
- Operating as the educational leader and chief educational officer of the school while implementing policies set by the board of directors. Assumed administrative responsibility for the planning, operation, supervision, and evaluation of the education programs, services, facilities of the charter contract, and for the annual evaluations of the school staff.
- Knowledgeable about all aspects of the instructional program and analysing data to confirm continuous focus on improving student academic performance.
- Working with staff, board, parents, and community to plan curriculum.
- Developing, evaluating, and revising the school improvement plan annually with the input of all school committees.
- Compiling reports and assisting the board in the evaluation of the effectiveness of school programs.
- Demonstrating skill in anticipating, managing, and resolving conflict.
- Assuring ongoing communication with school personnel.
- Analysing periodic evaluations of programs and operations to establish improvements needed to attain goals of school.
- Using a collaborative decision-making and problem solving process when possible.
- Encouraging goal-oriented achievement and support the efforts of school performance objectives (academic excellence indicators).
- Advising on the number and types of positions needed to fulfil the school functions effectively and organize the school's central administration.
- Encouraging a positive work climate that promotes high staff morale and excellence in the school.
- Employing non-contractual personnel. Advising contractual personnel of employment.
- Designating assignments for all personnel. Exercising final authority over transfer of educators due to enrolment shifts or program needs.
- Designating the duties of all personnel.
- Overseeing & conducting the staff evaluation program.
- Overseeing & conducting the termination or suspension of employees or non-renewal of term-contract personnel. Terminating non-contractual personnel.
- Serving as a liaison between the board and staff.
- Advising school staff on pay systems, pays increases, or pay adjustments for personnel.
- Administering pay systems.
- Encouraging all professional development activities.
- Keeping informed on laws and public policy dealing with education on the local, state, and federal level.
- Incorporating procedures and regulations to manage school operations and apply policies adopted by the board.
- Ensuring all essential documents are compiled as requested by the board, the Indiana Board of Education, and other federal and state agencies and any records subpoenaed by a court of law.
- Compiling and submitting annual proposed budget to the school board.
- Consulting with all financial accounting staff and ensuring that approved budget is being managed in accordance with policy.
- Ensuring all state and federal requirements are met.
- Ensuring that the school facilities are maintained and that provisions are made

for the safety of students, employees, and other users of school facilities.

- Keeping informed on the status of school property, casualty, and workers' compensation loss experience to ensure that appropriate risk management and loss control strategies are employed.
- Providing positive education environment through the practice of an impartial and effective system of student discipline management.
- Collaborating with staff, board and community to ensure implementation of support services for students.
- Producing and applying open communication between the school, the parents, and the community.
- Encouraging support and involvement with the school.
- Representing the school in activities involving other schools and professional and community groups.
- Ensuring a professional development plan is reviewed annually with the board.
- Engaging in professional development through educational participation in conferences, organizations, and reading of professional development material.
- Collaborating with the board in monitoring individual and team training needs. Providing training opportunities.
- Compiling board agendas and meeting materials with the board president.
- Ensuring the board is informed on issues, needs, and operations of the school.
- Advising on polices presented to the board for adoption and monitor the adaptation of adopted policies.
- Employing discretion and judgment on issues not covered by board policy.
- Communicating board policy to the staff and community and ensuring the policies are maintained.
- Managing all board minutes and records.
- Advising school staff on all litigation or potential litigation unless board instructs otherwise.
- Conducted student & staff recruitment activities including but not limited to advertising, marketing, building strong community relations, informational meetings at area libraries and at school, organizing community outreach dinners at area restaurants, involved in searching school buildings, visiting and conducting market analysis and preparing feasibility reports, searching investors to purchase and remodel the building, blueprint & planning of the facility based on the needs assessment, monitoring the construction, organizing professional development activities for staff, organizing parent/student orientations, overseeing and approving the fiscal operations of the school, monitoring discipline, special education, athletics, and academic affairs, reporting to the Board of Directors & Concept Schools in monthly meetings, and responsibilities of similar kinds.
- Served as a grant writer & a program developer for both private and public grants such as Walton Family Foundation Grant, Federal Start up Grants (Planning & Implementation) & title grants.
- Tutored students in Math and Science.
- Prepared students for Science Olympiad & Science Fairs at School, State and Interstate Level)
- Helped in organization of the school science fair
- Organized & attended in many field trips

Languages

Turkish(Native) , English (Advanced), and Romanian (Intermediate)

Community activities

- Taught English in a community centre in Sile / Istanbul for 5 months.
- Tutored science, math and biology to middle school and high school students

References

They are available upon request.

Extracurricular activities

- Supervised School Soccer Team and Basketball Team as the Athletic Director. Our Basketball Team got the first place in the city and state. We got the 5th place among High Schools in Romania.
- Prepared students in 1998, 1999, and 2000 for Biology Olympiad in Contanza. My students got the second and the third place.
- Participated in the International Ecology Olympiad of Moldova in April 2000. Students investigated the pollution in Suitgol Lake. My students got the third place in the Olympiad.
- Supervised Ecology Club and Soccer
- Coached Science Olympiad Teams
- Organized and conducted many field trips

Hobbies

- Played soccer as a goal keeper in an amateur team, and Faculty Team in the University. I was also goalie of the Biology Department.

I like playing soccer, basketball, volleyball, table tennis, tennis, bowling, pool, fishing, travelling and canoeing.

Volunteer experience

- Tutored English, Science, Math, and Biology
- Judged science fair projects at State and District Science Fairs
- Supervised :Wright Stuff" event at the Wisconsin State Science Olympiad

Awards received

- The first place in the Marmara University Prep School Soccer Tournament.
- Certificate for Methodology of Teaching of English as A Second Language by British Councill, Bucharest Romania.
- Graduated with Honors at the High School

ROBERT F. FRENCH

Education:

Purdue University West Lafayette, Indiana	B.S. Degree, Civil Engineering

Professional Certifications:

Registered Professional Engineer	States of Indiana and Kentucky
Licensed Real Estate Broker	State of Indiana

Professional Experience:

Mr. French has had over 35 years of experience in construction monitoring, value engineering, and inspections of existing structures. His experience has been widely diversified and has included projects such as suburban and downtown office buildings, industrial facilities, multi-family/elderly housing projects, hospital/medical additions, luxury hotels, retail shopping centers, restaurant facilities and residential/commercial land developments. His responsibilities for these projects have included investigation of existing site improvements, existing building conditions, monitoring of construction and quality control activities, plan/specification review, construction cost analysis, coordination of environmental assessments for new construction and renovation of existing buildings.

Mr. French's experience with multi-family housing and commercial/industrial construction is extensive. He has been involved with the design, construction and remedial repair recommendations for over 2,000 projects throughout the United States.

Mr. French's professional activities include previous membership in the Consulting Engineers of Indiana, Builders Association and as a professional affiliate of the American Institute of Architects. He is a charter member of the American Concrete Institute-Indiana and was past President of the Metropolitan Indianapolis Branch of the American Society of Civil Engineers. He is currently a member of the Historic Landmarks Foundation of Indiana and is a panel member of the American Arbitration Association. He is regularly involved with professional seminars, technical groups, and he continues to obtain CEU credits for his professional education.

He has consulted with several municipal and governmental agencies during the course of past projects. Federal agencies involved have included the Environmental Protection Agency, the Corps of Engineers, Department of Housing and Urban Development, and the Federal Aviation Administration. He has also been actively involved with local regulatory agencies including zoning boards, city engineers, and building departments. The purpose of his association with these groups has been for the procurement and review of approvals for new construction and evaluation of existing facilities.

Background Check Authorization Form

I, Bulent Guler, submit this background check authorization as part of the proposal from, Indiana Math and Science Academy – West, for a charter pursuant to I.C. 20-5.5 from the Mayor of Indianapolis.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by: N/A
Have you ever been convicted of a criminal offense? No
If yes, please indicate date, charge and city where convicted:
Please list all of your residences (by city, county and state) other than Indianapolis during the past ten (10) years:

I hereby give my written consent to any and all investigation and checks into my background which the sponsor deems relevant to the consideration of the proposal, including, but not limited to, a criminal history check with the Indianapolis Police Department and the Indiana State Police, or any other local or state government, and a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to the Indianapolis Charter Schools Director or his representatives, and understand and agree that any such information may be disclosed to representatives of the Mayor's Office, the Indianapolis Charter School Board, or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by [insert name of school]. Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the Mayor's Office, the Indianapolis Charter Schools Director, Indianapolis Charter School Board, the Consolidated City of Indianapolis and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with the Mayor's Office.

Signature
117-92-9427

Social Security Number
3/5/1979

Date of Birth
9/19/2013

Date
Board Member

Position with Proposed School (e.g., school leader, business manager, Board of Directors member)

Background Check Authorization Form

I, Murat Dundar, submit this background check authorization as part of the proposal from, Indiana Math and Science Academy West for a charter pursuant to I.C. 20-5.5 from the Mayor of Indianapolis.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by: [**insert maiden name if other known names**]
Have you ever been convicted of a criminal offense? No
If yes, please indicate date, charge and city where convicted:
Please list all of your residences (by city, county and state) other than Indianapolis during the past ten (10) years:

I hereby give my written consent to any and all investigation and checks into my background which the sponsor deems relevant to the consideration of the proposal, including, but not limited to, a criminal history check with the Indianapolis Police Department and the Indiana State Police, or any other local or state government, and a national criminal background history check and/or a check of my credit history.

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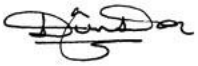
I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the Mayor's Office, the Indianapolis Charter Schools Director, Indianapolis Charter School Board, the Consolidated City of Indianapolis and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with the Mayor's Office.



Signature

303-21-2571
Social Security Number

06/21/1975
Date of Birth

09/18/2013
Date

Board of Directors Member
Position with Proposed School (e.g., school leader, business manager, Board of Directors member)

Background Check Authorization Form

I, Gultekin John Aytekin submit this background check authorization as part of the proposal from, IMSA WEST for a charter pursuant to I.C. 20-5.5 from the Mayor of Indianapolis.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by: JOHN AYTEKIN
Have you ever been convicted of a criminal offense? No
If yes, please indicate date, charge and city where convicted:
Please list all of your residences (by city, county and state) other than Indianapolis during the past ten (10) years:

I hereby give my written consent to any and all investigation and checks into my background which the sponsor deems relevant to the consideration of the proposal, including, but not limited to, a criminal history check with the Indianapolis Police Department and the Indiana State Police, or any other local or state government, and a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to the Indianapolis Charter Schools Director or his representatives, and understand and agree that any such information may be disclosed to representatives of the Mayor's Office, the Indianapolis Charter School Board, or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by [insert name of school]. Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the Mayor's Office, the Indianapolis Charter Schools Director, Indianapolis Charter School Board, the Consolidated City of Indianapolis and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with the Mayor's Office.

Signature

398-19-9985
Social Security Number

11/04/1974
Date of Birth

9/19/2013
Date

Superintendent
Position with Proposed School (e.g., school leader, business manager, Board of Directors member)

OEI

Background Check Authorization Form

I, [**insert name**] Kent Millard, submit this background check authorization as part of the proposal from, [**insert name of school**] Indiana Math and Science Academy, West for a charter pursuant to I.C. 20-5.5 from the Mayor of Indianapolis.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by: [**insert maiden name if other known names**]
Have you ever been convicted of a criminal offense? [**Indicate "Yes" or "No"**] No
If yes, please indicate date, charge and city where convicted:
Please list all of your residences (by city, county and state) other than Indianapolis during the past ten (10) years:

I hereby give my written consent to any and all investigation and checks into my background which the sponsor deems relevant to the consideration of the proposal, including, but not limited to, a criminal history check with the Indianapolis Police Department and the Indiana State Police, or any other local or state government, and a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to the Indianapolis Charter Schools Director or his representatives, and understand and agree that any such information may be disclosed to representatives of the Mayor's Office, the Indianapolis Charter School Board, or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by [insert name of school]. Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the Mayor's Office, the Indianapolis Charter Schools Director, Indianapolis Charter School Board, the Consolidated City of Indianapolis and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with the Mayor's Office.

Signature
Kent Millard

Social Security Number
584-52-5731

Date of Birth
September 5, 1941

Date

President IMSA School Board
Position with Proposed School (e.g., school leader, business manager, Board of Directors member)

Background Check Authorization Form

I, Robert F. French, submit this background check authorization as part of the proposal from, IMSA-West for a charter pursuant to I.C. 20-5.5 from the Mayor of Indianapolis.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by: NONE
Have you ever been convicted of a criminal offense? NO
If yes, please indicate date, charge and city where convicted:
Please list all of your residences (by city, county and state) other than Indianapolis during the past ten (10) years: 4759 Bayberry Lane, Zionsville, IN 46077

I hereby give my written consent to any and all investigation and checks into my background which the sponsor deems relevant to the consideration of the proposal, including, but not limited to, a criminal history check with the Indianapolis Police Department and the Indiana State Police, or any other local or state government, and a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to the Indianapolis Charter Schools Director or his representatives, and understand and agree that any such information may be disclosed to representatives of the Mayor's Office, the Indianapolis Charter School Board, or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by IMSA-West. Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the Mayor's Office, the Indianapolis Charter Schools Director, Indianapolis Charter School Board, the Consolidated City of Indianapolis and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with the Mayor's Office.

Signature

470-66-7212
Social Security Number

1/7/54
Date of Birth

9/19/13
Date

Board of Directors
Position with Proposed School (e.g., school leader, business manager, Board of Directors member)

Attachment 3:

IMSA WEST Article of Incorporation

& By Laws

State of Indiana
Office of the Secretary of State

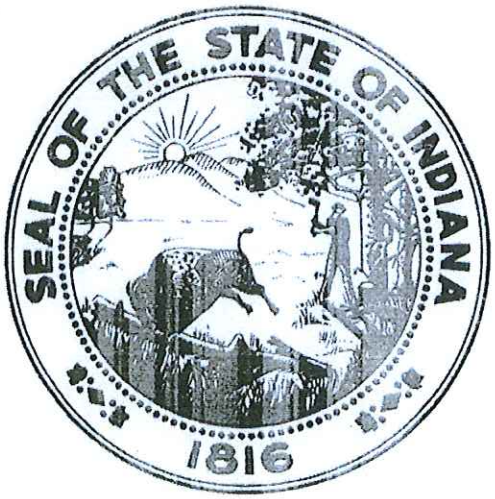
CERTIFICATE OF INCORPORATION

of

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS INC.

I, TODD ROKITA, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, June 01, 2006.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, June 1, 2006.

TODD ROKITA,
SECRETARY OF STATE

2006060500150 / 2006060565887

WHO

ARTICLES OF INCORPORATION FOR A NONPROFIT CORPORATION

State Form 4162 (R10 / 1-03) Corporate Form No. 364-1 (October 1984)
Approved by State Board of Accounts 1995

TODD ROKITA
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

Indiana Code 23-17-3-2
FILING FEE: $30.00

INDIANA SECRETARY OF STATE
RECEIVED
2006 JUN -1 PM 3:

NOTES: *1. Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before contacting both agencies.*

2. Article VII must be completed appropriately. Please see (1) above.

INSTRUCTIONS: *1. Use 8 1/2" x 11" white paper for attachments.*
2. Present original and one (1) copy to the address in the upper right corner of this form.
3. Please type or print.
4. Please visit our office on the web at www.sos.in.gov.

ARTICLES OF INCORPORATION

The undersigned incorporator or incorporators, desiring to form a corporation *(hereinafter referred to as the "Corporation")* pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 *(hereinafter referred to as the "Act")*, execute the following Articles of Incorporation.

ARTICLE I - Name and Principal Office

Name of the Corporation: *(the name must include the word "Corporation", "Incorporated", "Limited", "Company" or one of the abbreviations thereof):*

Indiana Math and Science Academy - Indianapolis INC.

Principal Office: The address of the principal office of the Corporation is:

Post office address	City		ZIP code
11862 Springfield Ct.	Fishers	Indiana	46038

ARTICLE II - Purpose *(optional)*

The purposes for which the Corporation is formed are:

To serve the community by establishing and running schools that provide a high quality education.

See attached

APPROVED AND FILED
Todd Rokita
IND. SECRETARY OF STATE

ARTICLE III - Type of Corporation *(check only one)*

The Corporation is a:

- ☑ public benefit corporation, which is organized for a public or charitable purpose;
- ☐ religious corporation, which is organized primarily or exclusively for religious purposes; or
- ☐ mutual benefit corporation *(all others)*.

ARTICLE IV - Registered Agent and Registered Office

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent

Carol Schenk

Address of Registered Office *(street or building)*	City		ZIP code
11862 Springfield Ct.	Fishers	Indiana	46038

ARTICLE V - Membership

Indicate if Corporation will have members:

☐ Yes ☑ No

(Continued on the reverse side)

ARTICLE VI - Incorporator(s)

Name(s) and address(es) of the incorporator(s) is/are as follows:

Name	Number and Street or Building	City	State	ZIP code
Cemil Selcuk	2550 Yeager Rd Apt 203	W. Lafayette	IN	47906
Erlan Nergiz	2550 Yeager Rd Apt 20-10	W. Lafayette	IN	47906

ARTICLE VII - Distribution of Assets on Dissolution or Final Liquidation

Refer to Indiana Code 23-17-22-5 for permitted activities following Dissolution.

see attached.

* Please note this section must be completed.

THIS DOCUMENT MUST BE SIGNED BY ALL INCORPORATORS.

In witness whereof, the undersigned incorporator(s) of said Corporation execute(s) this document, and verify(ies) subject to penalties of perjury that the facts contained herein and true this 1st day of June, 2006.

Signature	Printed name CEMIL SELCUK
Signature	Printed name MEHMET ERLAN NERGIZ
Signature	Printed name

This instrument was prepared by: (*name*) Cemil Selcuk			
Address 11962 Springfield Ct.	City Fishers	State IN	ZIP code 46038

AMENDED AND RESTATED CODE OF BY-LAWS

OF

INDIANA MATH AND SCIENCE ACADEMY-INDIANAPOLIS INC.

Adopted on January 12, 2007.

ARTICLE I

IDENTIFICATION

A. Name. The name of the Corporation is the Indiana Math and Science Academy-Indianapolis Inc. (hereinafter the "Corporation").

B. Mission Statement. The Corporation shall provide for an environment of learning for educationally under-resourced students through a rigorous college preparatory program focusing on science, mathematics, and technology in an atmosphere that provides students, parents, and teacher's opportunities for continuous growth, enabling them to reach their highest potential in life. Each school shall be a "charter school," as that term is defined in I.C. Section 20-24, and shall be run in accordance with a charter school agreement entered into by the Corporation and the sponsor as that term is defined in I.C. Section 20-24.

C. Non-Discrimination: The Corporation shall admit students of any race, color, gender, national and ethnic origin, religion or ancestry and without regard to disability to all the rights, privileges, programs and activities generally accorded or made available at its charter schools. The Corporation shall not discriminate on the basis of disability, race, color, gender, national and ethnic origin, religion or ancestry in the administration of its educational policies, admissions, policies, scholarships and loan programs, and athletic or other school administered programs.

D. Non-Sectarian: The Corporation shall be non-sectarian and non-religious in its curriculum, programs, admission policies, employment practices, governance and all other operations.

ARTICLE II

MEMBERSHIP

The Corporation has no members.

ARTICLE III

BOARD OF DIRECTORS

A. Powers: The Board of Directors (the "Board") shall conduct or direct the affairs of the Corporation. The Board may delegate the management of the activities of the Corporation to a Committee, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction and pursuant to Indiana Nonprofit Corporation Act of 1991, as amended (the "Act").

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Directors;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may legally engage;
6. To act as Director under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

10. To indemnify and maintain insurance on behalf of any of its Directors, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Indiana Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Directors: The number of Directors of the Corporation shall be at least five (5) but not more than nine (9). This number may from time to time be increased or decreased by resolution adopted by not less than a majority of the Board of Directors, subject to the limitation that the Board shall never be reduced to less than three (3).

C. Election of Directors:

1. *Election*: The Board shall elect the Directors by the vote of a majority of the Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Director.

2. *Eligibility:* The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

3. *Term of Office*:

a. The Directors elected or appointed shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Directors initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Directors, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Director shall continue for three (3) years.

c. The term of office of a Director elected to fill a vacancy in these Bylaws begins on the date of the Director's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Director, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Directors authorized.

4. *Time of Elections*: The Board shall elect Directors whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Directors: The Board may remove a Director in accordance with the provisions of the Act.

E. Resignation by Director: A Director may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued

obligation or duty of a Director. Any Director shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Directors, he or she shall be deemed to have resigned, and the vacancy shall be filled.

F. Vacancies: A vacancy is deemed to occur on the effective date of the resignation of a Director, upon the removal of a Director, upon declaration of vacancy pursuant to these Bylaws, or upon a Director's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Directors.

G. Compensation of Directors: Directors shall serve without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting Corporation business, following the Corporation's receipt of itemized expense records in accordance with policies and procedures adopted by the Board of Directors, a committee thereof, from time to time.

ARTICLE IV

PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address:

Indiana Math and Science Academy-Indianapolis, Inc., 11862 Springfield Court, Fishers, Indiana 46038, at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V

MEETINGS OF THE BOARD

A. Place of Meetings: Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings: An Annual Meeting shall be held in the month of July of each year for the purpose of electing Directors, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings: Regular Meetings shall be held monthly throughout the year and other times as the Board determines.

D. Special Meetings: A Special Meeting shall be held at any time called by the Chair, or by any Director upon written demand of not less than one-fifth of the entire Board. Such notice must include a description of the purpose for which the meeting is called.

E. Adjournment: A majority of the Directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices: Notices of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice to the Board members if the Bylaws or the Board fix the time and place of such meetings.

2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Director or to a person whom it is reasonably believed will communicate it promptly to the Director.

3. Notices of all annual, regular, and special meetings must be given in accordance with Indiana Open Door Law, Indiana Code 5-14-1.5.

G. Waiver of Notice: Notice of a meeting need not be given to a Director who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI

ACTION BY THE BOARD

A. Quorum: Unless a greater proportion is required by law, a majority of the entire Board of Directors shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board:

1. *Actions Taken at Board Meetings:* Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Directors present may adjourn the meeting until a quorum is obtained.

2. *Board Participation by Other Means:* In all events, a quorum of Directors must be physically present to lawfully conduct a Board meeting of the charter school. Once a quorum is physically present, additional Directors may observe and ask questions in a Board meeting through use of video-conferencing equipment to the extent permitted by the Act and Indiana Open Door Law, so long as all Directors observing or posing questions in such meeting can hear one another and there is no objection from any Director or any person in the public audience. However, a Director observing or posing questions in this fashion may not vote or otherwise take final action on any matter before the Board at the Board meeting.

C. Committees:

1. *Appointment of Committees:* The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Boards. A

Board Standing Committee will consist of not less than three Directors, who shall serve at the pleasure of the Chair of the Board.

2. *Authority of Board Committees:* The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

Fixing of Director compensation for serving on the Board or on any committee.

The designation of any such committee and the delegation thereof of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility imposed by law.

3. *Procedures of Committees:* The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings including compliance with Indiana Open Door Law.

D. Standard of Care:

1. *Performance of Duties:* Each Director shall perform all duties of a Director, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. *Reliance on Others:* In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants or other persons as to matters that the Director believes are within that person's professional or expert competence; or

c. A Board Committee on which the Director does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Director believes the Committee merits confidence and the Director acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. *Investments:* In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection:

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting:

Every Director has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Director shall be excused from the discussion and vote on any matter involving such Director relating to: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Director uniquely; or (d) any other matter at the discretion of a majority of the Directors then present.

G. Duty to Maintain Board Confidences:

Every Director has a duty to maintain the confidentiality of all Board Executive Sessions. Any Director violating this confidence may be removed from the Board.

ARTICLE VII

OFFICERS

A. Officers:

The Officers of the Corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. *Chair:* Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. *Vice Chair:* If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. *Secretary:* The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the

proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. *Treasurer:* The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Director; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office:

1. *Election:* The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. *Eligibility:* A Director may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. *Term of Office:* Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation:

The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII

NON-LIABILITY OF DIRECTORS

The Directors shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX

LOANS TO OFFICERS AND DIRECTORS

The Corporation shall not lend any money to guarantee the obligations of any officer or Director of the Corporation.

ARTICLE X

INDEMNIFICATION OF CORPORATE AGENTS

The Indiana Math and Science Academy - Indianapolis, Inc. may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by the Act, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE XI

OTHER PROVISIONS

A. Fiscal Year:

The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

B. Execution of Instruments:

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes:

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Director or Treasurer.

D. Construction and Definitions:

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Act and Indiana Code 20-24 shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest:

Any Director, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board

Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring: (1) Regular annual statements from Directors, Officers and key employees to disclose existing and potential conflicts of interest; and, (2) corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Director or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Interpretation of Charter:

Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII

AMENDMENT

A majority of the Directors may adopt, amend or repeal these Bylaws after providing notice and obtaining approval from the Office of Charter Schools of Ball State University.

1.M. CODE OF ETHICS

1. The Board of Directors shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

2. Not more than 49 percent of the people serving on the Board of Directors of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

3. Every Director has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Director shall be excused from the discussion and vote on any matter involving such Director relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Director uniquely; or (d) any other matter at the discretion of a majority of the Directors.

4. The Board of Directors and the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Directors has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Boards general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Directors or their families because they are in a class of persons intended to be benefited by the program.

5. Director, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Directors for authorization, approval, or ratification shall make a prompt, full and frank disclosure of

his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Director or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

6. Directors representing any entity proposing to do business with the charter school shall disclose the nature and extent of such business propositions.

7. In no instance shall a Director, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Directors for the duration of such business relationship.

8. Directors, officers, or employees of any entity shall hold no more than 40 percent of total seats comprising the Board of Directors.

9. Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Director shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Director's interest in the matter will be reflected in the Board minutes.

10. Directors shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

11. Directors shall not use his or her position with the charter school to acquire any gift or privilege worth $50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.

Charter school Directors, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 31 2007

INDIANA MATH AND SCIENCE ACADEMY-
INDIANAPOLIS INC
12036 PARKVIEW LN
FISHERS, IN 46038

Employer Identification Number:
20-5751308
DLN:
17053320022006
Contact Person:
DONNA ELLIOT-MOORE ID# 50304
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
June 1, 2006
Contribution Deductibility:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Sincerely,

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

RESOLUTIONS OF THE SPECIAL MEETING
OF THE BOARD OF DIRECTORS OF

INDIANA MATH AND SCIENCE ACADEMY-INDIANAPOLIS INC.

WHEREAS, Indiana Math and Science Academy-Indianapolis Inc. (the "Corporation") was established as a nonprofit corporation operating pursuant to the provisions of the Indiana Nonprofit Act of 1991, as amended, Indiana Code 23-17 (the "Act"); and

WHEREAS, the Board of Directors of the Corporation (the "Board") desires to adopt a resolution the approval of the Amended and Restated Code of By-Laws, and

WHEREAS, the Board of Directors also desires to approve the revised Educational Management Organization Agreement between the Corporation and Concept Schools, as management company.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF INDIANA MATH AND SCIENCE ACADEMY-INDIANAPOLIS INC., as follows:

Section 1. Amended and Restated Code of By-Laws. The Amended and Restated Code of By-Laws of the Corporation in the form presented to the Board at this meeting are hereby approved and adopted and declared to be the Code of By-Laws of the Corporation. A copy thereof shall be made a part of the official corporate Minutes Book and be placed in the corporate Minutes Book immediately following the Articles of Incorporation of the Corporation.

Section 2. Approval of the Revised Educational Management Organization Agreement. The form of the revised Educational Management Organization Agreement, in the form presented to the Board at this meeting (the "Agreement"), is hereby approved, and the President or any other officer of the Corporation be, and hereby is, authorized and directed to execute and deliver the Agreement, with such changes to the Agreement as such officer deems necessary or advisable, in the name and on behalf of the Corporation.

Section 3. Other Actions. Any member of the Board of Directors of the Corporation is hereby authorized and directed, in the name and on behalf of the Corporation, to execute and deliver such documents and to take such actions as such member deems necessary or desirable to effect the foregoing resolutions, and any such documents heretofore executed and delivered and any such actions heretofore taken be, and hereby are, ratified and approved.

ADOPTED this 12th day of January, 2007.

BOARD OF DIRECTORS OF INDIANA MATH AND SCIENCE ACADEMY-INDIANAPOLIS INC.

_____

_____

_____

_____

_____

_____

_____

_____

INDS01 NSHEPHERD 914197v1

Indiana Math and Science Academy (IMSA) Charter School
Conflict of Interest Policy

IMSA School Board and Committees

The Board and its committees, as well as IMSA employees and parents, shall not enter into any contract or transaction on behalf of IMSA Charter School with:

a. One or more of its directors (for purposes of this Policy, a Director shall be defined as a member of the School Board, or an elected or appointed Committee member or officer, a paid employee, or anyone else who might have a financial or personal interest in a transaction)
b. A director of a related organization
c. An organization in which or of which a director, employee, or parent of IMSA Charter School is a director, officer, or legal representative, or in some other way has a material financial interest

unless all of the following are met:

1. That interest is disclosed or known to the Board of Directors
2. The Board approves, authorizes, or ratifies the action in good faith
3. The approval is by a majority of directors (not counting the interested director)
4. At a meeting where a quorum is present (not counting the interested director)

The interested director may be present for discussion to answer questions, but may not advocate for the action to be taken and must leave the room while a vote is taken. The minutes of all actions taken on such matters shall clearly reflect that these requirements have been met.

Should a conflict of interest occur which does not meet the above requirements; BSU Office of Charter Schools will guide the procedure to be followed. The Board may choose to apply additional consequences as deemed appropriate.

Employees of IMSA who are serving as Board Members are not deemed to have a conflict of interest when addressing any contact or transaction regarding compensation for any IMSA employees, including themselves.

This policy shall apply to all members of the IMSA School Board and to all elected and appointed committee members and officers, and administration of IMSA School.

Attachment 4:

Concept Schools' Dashboard for Board Meetings

IMSA WEST DASHBOARD

Student Information:					Staff Information:	
Enrollment #:					Number of Classroom Teacher	
Demographics:	African American:		Caucasian:		Number of Support Staff:	
	Hispanic:		Multiracial:		Number of Administrator:	
	American Indian/Asian/Pacific Islander:				Number of Clerical Staff:	
Where students are coming fro	46226		46201			
	46205		46208			
	46218		46254			
	46260		46256			
	46268		46240			
	46235		46203			
	Others					
Free & Reduced %:					Number of Custodial Staff:	
Boys/Girls %:	Boys:		Girls:		Teacher Retention Rate	
Student Retention Rate:						

Academics:

2011/2012 Academic Goals				
Math	ISTEP+		NWEA	
Reading	ISTEP+		NWEA	
Science & Technology	25 % Student Participation in School, Concept, Regional and State Competitions			
Attendance				

Academic Data Chart							
	2014 Goals	2013 Actual	Fall Assessment Results			Winter Assessment Results	Spring Acuity C
ISTEP+ Math							
ISTEP+ Reading							
NWEA Math							
NWEA Reading							
Science & Technology							
Attendance Ratio:							

Student Academic/Non-Academic Activities:

Number of After School Clubs/Activities:								
Participation Rate:								
Current Sport(s)								
Upcoming Events:								
			NWEA Test			May 13th,2013		
			Kindergarten Promotion			May 31st,2013		
			ISTEP+ Kings Island Trip			May 17th,2013		
			5th Grade Biztown Trip			May 24th,2013		
			Spring Music Concert			May 23rd,2013		
			IMSA North Community Showcase			May 21st,2013		
			Field Day-All School			May 30th,2013		
			Memorial Day-Nos School			May 27th,2013		
			Zoo Field Trip- All School			May 30th,2013		
			Last Day of School			May 31st,2013		
Activities								
	Mother's Day Assembly on May 9th.							
	Teacher Appreciation Week May 6th-10th							
	Parent Teacher Conference on April 25th							
	ISTEP+ Spirit week							
	ISTEP+ Progress Test							
	2nd Grade State House Visit							
Home Visits								
Parent/Staff Communications								

Attachment 5: IMSA WEST
Insurance Policy

INDIA-2 OP ID: DW

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 07/08/2013

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5420 North College #202
Indianapolis, IN 46220
Martin Steven Dezelan

Phone: 317-257-8210
Fax: 317-257-8230

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INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
Indiana Math & Science Academy
4575 West 38th Street
Indianapolis, IN 46254

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A	AUTOMOBILE LIABILITY ANY AUTO X ALL OWNED AUTOS X HIRED AUTOS SCHEDULED AUTOS X NON-OWNED AUTOS			AHW0443451	07/01/2013	07/01/2014	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $ $
A	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED X RETENTION $ 0			UHW0443452	07/01/2013	07/01/2014	EACH OCCURRENCE AGGREGATE	$ 2,000,000 $ 2,000,000 $
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		W7W0159945	07/01/2013	07/01/2014	WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 500,000 $ 500,000 $ 500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CHARTER SCHOOL AUTHORIZED BY BALL STATE UNIVERSITY

CERTIFICATE HOLDER

BMO Harris Bank NA ISAOA
PO Box 2058
Milwaukee, WI 53201-2058

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Joseph M. Dezelan

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A	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED X RETENTION $ 0			UHW0443452	07/01/2013	07/01/2014	EACH OCCURRENCE AGGREGATE	$ 2,000,000 $ 2,000,000 $
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CHARTER SCHOOL AUTHORIZED BY BALL STATE UNIVERSITY

CERTIFICATE HOLDER

Godby Redevelopment LLC
c/o Frank Menditch
PO BOX 596
St Michaels, MD 21663

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Joseph M. Dezelan

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CHARTER SCHOOL AUTHORIZED BY BALL STATE UNIVERSITY

CERTIFICATE HOLDER

Community First Bank of Indiana
PO Box 989
Kokomo, IN 46903-0989

CANCELLATION

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							DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 500,000
							MED EXP (Any one person)	$ 15,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 2,000,000
							PRODUCTS - COMP/OP AGG	$ 2,000,000
							Emp Ben.	$ 1,000,000
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							BODILY INJURY (Per person)	$
							BODILY INJURY (Per accident)	$
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								$
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							AGGREGATE	$ 2,000,000
								$
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							E.L. EACH ACCIDENT	$ 500,000
							E.L. DISEASE - EA EMPLOYEE	$ 500,000
							E.L. DISEASE - POLICY LIMIT	$ 500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CHARTER SCHOOL AUTHORIZED BY BALL STATE UNIVERSITY

CERTIFICATE HOLDER

Butler University
4600 Sunset Avenue
Indianapolis, IN 46208

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Joseph M. Dezelan

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INDIA-2 OP ID: DW

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 07/08/2013

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IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Dezelan Insurance Agency, Inc.
5420 North College #202
Indianapolis, IN 46220
Martin Steven Dezelan

Phone: 317-257-8210
Fax: 317-257-8230

CONTACT NAME:
PHONE (A/C, No, Ext):
FAX (A/C, No):
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Hanover	22292
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
Indiana Math & Science Academy
4575 West 38th Street
Indianapolis, IN 46254

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY PRO-JECT LOC	X		Z9W0443450	07/01/2013	07/01/2014	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG Emp Ben.	$ 1,000,000 $ 500,000 $ 15,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $ 1,000,000
A	AUTOMOBILE LIABILITY ANY AUTO X ALL OWNED AUTOS X HIRED AUTOS SCHEDULED AUTOS X NON-OWNED AUTOS			AHW0443451	07/01/2013	07/01/2014	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $ $
A	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED X RETENTION $ 0			UHW0443452	07/01/2013	07/01/2014	EACH OCCURRENCE AGGREGATE	$ 2,000,000 $ 2,000,000 $
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		W7W0159945	07/01/2013	07/01/2014	WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 500,000 $ 500,000 $ 500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CHARTER SCHOOL AUTHORIZED BY BALL STATE UNIVERSITY

Math and Science Academy West.

CERTIFICATE HOLDER

WFYI MIPB
1630 N Meridian St
Indianapolis, IN 46202

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Joseph M. Dezelan

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INDIA-2 OP ID: DW

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 07/08/2013

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PRODUCER
Dezelan Insurance Agency, Inc.
5420 North College #202
Indianapolis, IN 46220
Martin Steven Dezelan

Phone: 317-257-8210
Fax: 317-257-8230

CONTACT NAME:
PHONE (A/C, No, Ext):
FAX (A/C, No):
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Hanover	22292
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
Indiana Math & Science Academy
4575 West 38th Street
Indianapolis, IN 46254

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY PRO-JECT LOC	X		Z9W0443450	07/01/2013	07/01/2014	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG Emp Ben.	$ 1,000,000 $ 500,000 $ 15,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $ 1,000,000
A	AUTOMOBILE LIABILITY ANY AUTO X ALL OWNED AUTOS X HIRED AUTOS SCHEDULED AUTOS X NON-OWNED AUTOS			AHW0443451	07/01/2013	07/01/2014	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $ $
A	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED X RETENTION $ 0			UHW0443452	07/01/2013	07/01/2014	EACH OCCURRENCE AGGREGATE	$ 2,000,000 $ 2,000,000 $
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		W7W0159945	07/01/2013	07/01/2014	WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 500,000 $ 500,000 $ 500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CHARTER SCHOOL AUTHORIZED BY BALL STATE UNIVERSITY

CERTIFICATE HOLDER

BALLSTA

Ball State University
Director of Charter Schools
Teachers College Rm 910
Muncie, IN 47306

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Joseph M. Dezelan

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OP ID: DW

ACORD EVIDENCE OF COMMERCIAL PROPERTY INSURANCE

DATE (MM/DD/YYYY) 07/08/2013

THIS EVIDENCE OF COMMERCIAL PROPERTY INSURANCE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE ADDITIONAL INTEREST NAMED BELOW. THIS EVIDENCE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS EVIDENCE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE ADDITIONAL INTEREST.

PRODUCER NAME, CONTACT PERSON AND ADDRESS
Dezelan Insurance Agency, Inc.
5420 North College #202
Indianapolis, IN 46220
Martin Steven Dezelan

PHONE (A/C, No, Ext): 317-257-8210

FAX (A/C, No): 317-257-8230

E-MAIL ADDRESS:

CODE: 6604910

SUB CODE:

AGENCY CUSTOMER ID #: INDIA-2

COMPANY NAME AND ADDRESS
Hanover
9229 Delegates Row Suite #100
Indianapolis, IN 46240

NAIC NO: 22292

IF MULTIPLE COMPANIES, COMPLETE SEPARATE FORM FOR EACH

POLICY TYPE

NAMED INSURED AND ADDRESS
Indiana Math & Science Academy
Dr. Unlu
4575 West 38th Street
Indianapolis, IN 46254

LOAN NUMBER

POLICY NUMBER: Z9W0443450

EFFECTIVE DATE: 07/01/13

EXPIRATION DATE: 07/01/14

☐ CONTINUED UNTIL TERMINATED IF CHECKED

ADDITIONAL NAMED INSURED(S)

THIS REPLACES PRIOR EVIDENCE DATED:

PROPERTY INFORMATION (Use REMARKS on page 2, if more space is required) ☒ BUILDING OR ☐ BUSINESS PERSONAL PROPERTY

LOCATION/DESCRIPTION
4575 W 38th St
Indianapolis, IN 46256

Charter School Authorized by Ball State University

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS EVIDENCE OF PROPERTY INSURANCE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

COVERAGE INFORMATION

PERILS INSURED: BASIC ☐ BROAD ☐ SPECIAL ☒

COMMERCIAL PROPERTY COVERAGE AMOUNT OF INSURANCE: $ see notes DED: 1000

	YES	NO	N/A	
☒ BUSINESS INCOME ☐ RENTAL VALUE	X			If YES, LIMIT: 500,000 ☐ Actual Loss Sustained; # of months:
BLANKET COVERAGE	X			If YES, indicate value(s) reported on property identified above: $
TERRORISM COVERAGE				Attach Disclosure Notice / DEC
IS THERE A TERRORISM-SPECIFIC EXCLUSION?				
IS DOMESTIC TERRORISM EXCLUDED?				
LIMITED FUNGUS COVERAGE				If YES, LIMIT: DED:
FUNGUS EXCLUSION (If "YES", specify organization's form used)				
REPLACEMENT COST	X			
AGREED VALUE	X			
COINSURANCE	X			If YES, 90 %
EQUIPMENT BREAKDOWN (If Applicable)	X			If YES, LIMIT: DED:
ORDINANCE OR LAW - Coverage for loss to undamaged portion of bldg				
- Demolition Costs				If YES, LIMIT: DED:
- Incr. Cost of Construction				If YES, LIMIT: DED:
EARTH MOVEMENT (If Applicable)				If YES, LIMIT: DED:
FLOOD (If Applicable)				If YES, LIMIT: DED:
WIND / HAIL (If Subject to Different Provisions)				If YES, LIMIT: DED:
PERMISSION TO WAIVE SUBROGATION IN FAVOR OF MORTGAGE HOLDER PRIOR TO LOSS				

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

ADDITIONAL INTEREST

☐ MORTGAGEE ☐ CONTRACT OF SALE
☐ LENDERS LOSS PAYABLE ☒ Authorizor

NAME AND ADDRESS
Ball State University
Director of Charter Schools
Teachers College Rm#910
Muncie, IN 47306

LENDER SERVICING AGENT NAME AND ADDRESS

AUTHORIZED REPRESENTATIVE
Joseph M. Dezelan

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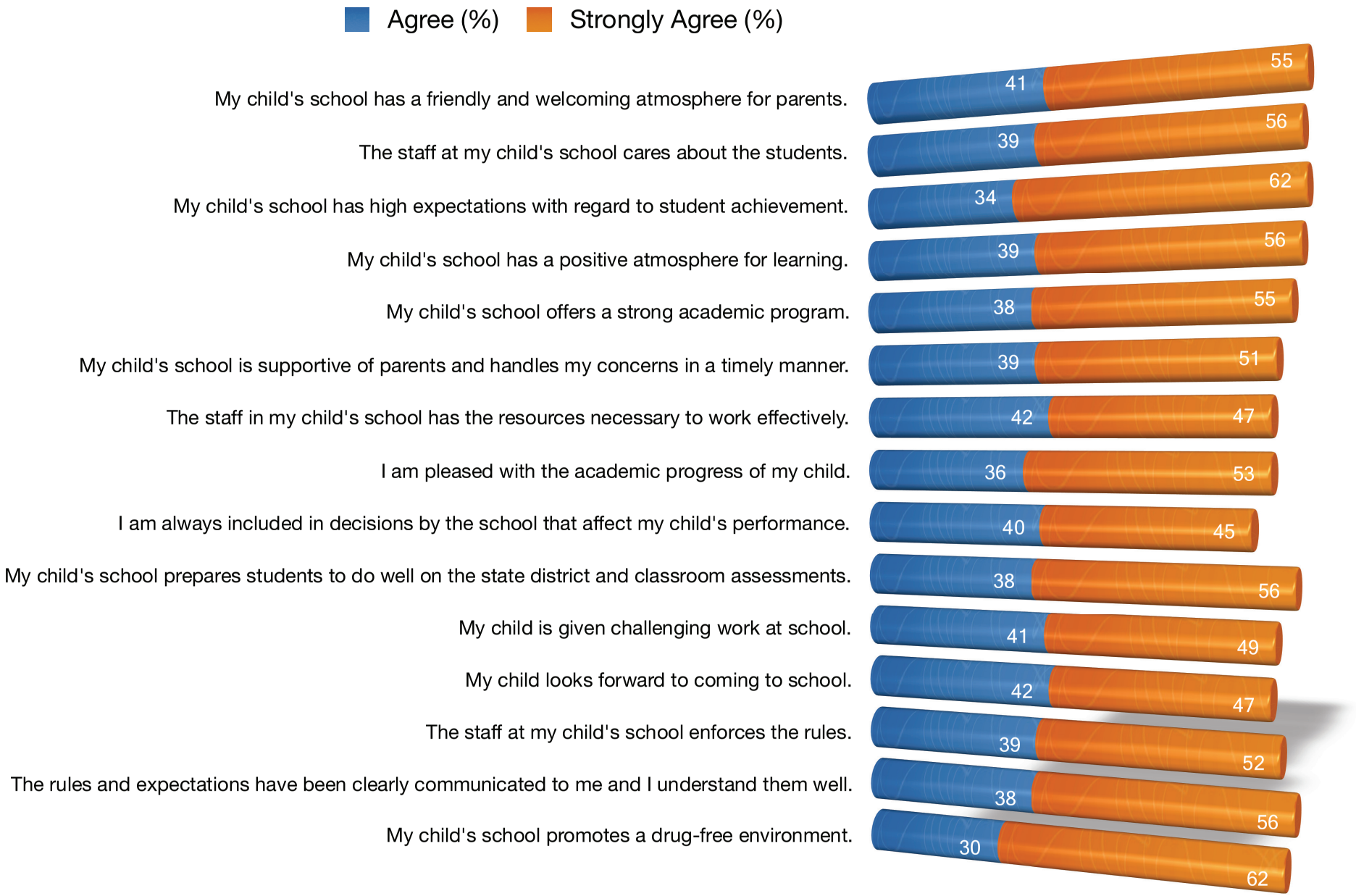
EVIDENCE OF COMMERCIAL PROPERTY INSURANCE REMARKS - Including Special Conditions (Use only if more space is required)

Property coverages:
Better/Improve $2,626,260
BBP $ 317,470

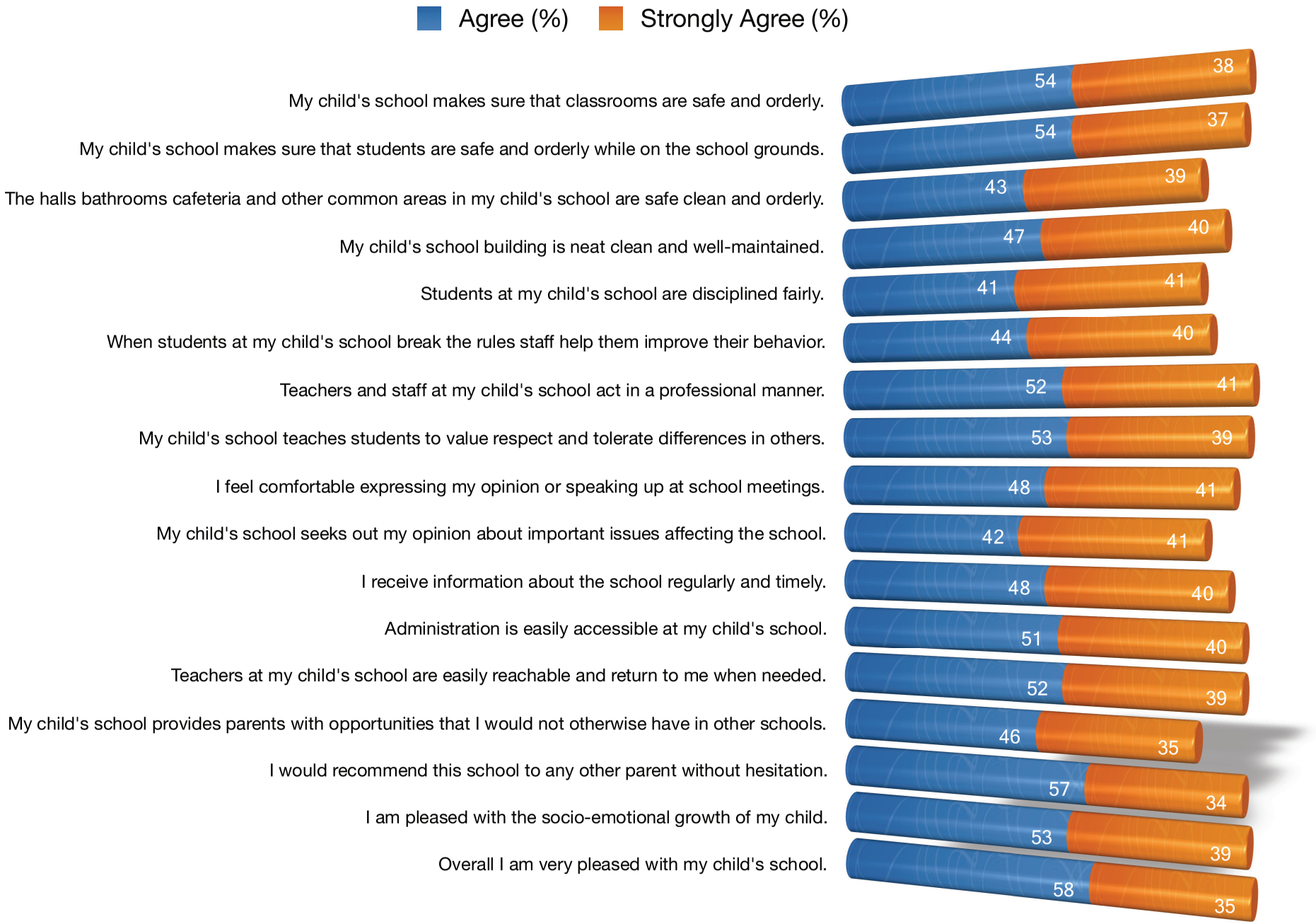
EDP: $75,000; $250 Ded
Scheduled Property: $300,000; $250 Ded
Employee Dishonesty: $100,000; $500 Ded

Attachment 6:

2012 Concept Schools Parent Survey



Sunday, August 12, 2012



Sunday, August 12, 2012

Attachment 7:
School Calendar and Schedule

Sample schedule of an IMSA West middle school student(6 thru 8)					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
7:25-8:10	Science	Science	Science	Science	Science
8:14-8:59	Math	Math	Math	Math	Math
9:03-9:48	Math	Math	Math	Math	Math
9:52-10:37	Science	Science	Science	Science	Science
10:41-11:03	LUNCH				
11:07-11:52	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
11:56-12:41	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
12:45-1:30	Computer	Music	Art	Life Skills	Art
1:34-2:19	Music	Foreign Lang	Foreign Lang	Computer	Phys Ed/Health
2:20-3:00	AFTER SCHOOL TUTORING/CLUBS				

IMSA 2013-2014 ACADEMIC CALENDAR-STAFF

5: First Day for Teachers
5-9: Teacher Institute
8: Meet & Greet/Back to School Night
12: First Day of School for Students
26-30: NWEA I
14: Grade Level Meeting
21: Staff Meeting
28: Grade Level Meeting

Aug-13

S	M	Tu	W	Th	F	Sa
		30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Instructional Days: 15
Contract Days: 20

Sep-13

S	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	22
22	23	24	25	26	27	28
29	30					

Instructional Days: 20
Contract Days: 21

2: Labor Day – No School
11:Two hours early dismissal - Data Analysis/Planning & Intervention Meeting
14: Parent Teacher Conferences
23-27: Acuity Testing I
4: Grade Level Meeting
18:Staff Meeting
25:Grade Level Meeting

7-9: Concept ISTEP+ Practice Test I
10:Professional Development Day-No School
17: 1st Quarter ends
18: Fall Break- No School
30:Two hours early dismissal - Data Analysis/Planning & Intervention Meeting
31: 1st Quarter Honor-Merit Roll Assembly
2: Grade Level Meeting
9: Leadership Meeting
16: Staff Meeting
23: Grade Level Meeting

Oct-13

S	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Instructional Days: 21
Contract Days: 22

Nov-13

S	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Instructional Days: 19
Contract Days: 19

14:Parent/Teacher Conferences (3:30 pm to 7:00 pm)
28-29: Thanksgiving Break - No School
18: Acuity Testing II
6:Grade Level Meeting
13:Staff Meeting
20: Grade Level Meeting

10-12: Concept ISTEP+ Practice Test II
20:Second Quarter Ends
21 Dec-Jan 6: Winter Break
4:Grade Level Meeting
11: Staff Meeting
18:Grade Level Meeting

Dec-13

S	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructional Days: 14
Contract Days: 14

Jan-14

S	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Instructional Days: 18
Contract Days: 19

6: School Resumes
15: Two hours early dismissal - Data Analysis/Planning & Intervention Meeting
16: 2nd Quarter Honor-Merit Roll Assembly
20: Martin Luther King Day - No School
31: Professional Development Day-No School
8:Grade Level Meeting
22: Staff Meeting
29:Grade Level Meeting

10: Acuity Testing III
8:Parent/Teacher Conferences
17: President's Day - No School
26:Early Release at 1:30 pm- Data Analysis/Planning & Intervention Meeting
13: Parent University- Parents Only!
5:Grade Level Meeting
12:Staff Meeting
19: Grade Level Meeting

Feb-14

S	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
13	24	25	26	27	28	

Instructional Days: 19
Contract Days: 20

Mar-14

S	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Instructional Days: 19
Contract Days: 19

3-12:ISTEP+ Applied Skills Test
14-Third Quarter Ends
17: Professional Development Day-No School
28 March-6 April: Spring Break
5:Grade Level Meeting
12: Staff Meeting
19:Grade Level Meeting
26: Leadership Meeting

7: School Resumes
24: Parent/Teacher Conferences (3:30 pm to 7:00 pm)
28 April-7 May: ISTEP+ Multiple Choice Testing
9:Grade Level Meeting
16: Staff Meeting
23:Grade Level Meeting

Apr-14

S	M	Tu	W	Th	F	Sa
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Instructional Days: 18
Contract Days: 18

May-14

S	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Instructional Days: 21
Contract Days: 21

28 April-7 May: ISTEP+ Multiple Choice Testing
12:NWEA II
26: Memorial Day- No School
30: Last Day of School
7:Grade Level Meeting
14: Staff Meeting
21:Grade Level Meeting
30- Last Day of School

Jun-14

S	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Color Codes:

- Teacher Institute/Professional Dev Days -no school
- Special Days - no school
- Testing days
- Parent/Teacher Conference
- Parent/Student Orientations
- Teacher Data Analysis- Early Release Days
- Professional Development Day- No School

Total Instructional Days: 185. Total Contract Days: 194
Professional Development Days: 2-during the school year, 4 half day Data Analysis Meeting and 5 before school begins in August

Attachment 8:

Academic and Exit Standards

INDIANA MATH AND SCIENCE ACADEMY -SOUTH / SCIENCE EXIT STANDARDS – K-8		
Standards	**Elementary School Exit Standards**	**Middle School Exit Standards**
Process skills	▪ Students will ▪ be able to use appropriate instruments safely to observe, measure, and collect data when conducting scientific investigation ▪ explain the importance of keeping records that are accurate and understandable ▪ be able apply mathematics in scientific contexts ▪ be able to distinguish positive and negative impacts of technology in our life	▪ Students will; ▪ be able to design and conduct experiments using the scientific method. ▪ be able to use appropriate equipment to measure length, mass, volume, and density of items in SI units. ▪ be able to analyze the results of an experiment and draw conclusions based on evidence. ▪ develop abilities to communicate the results of a scientific research. ▪ be able to understand the relation among science, technology and society.
Scientific Literacy	▪ read complex informational science texts with independence and confidence. ▪ be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt.	▪ be able to gain knowledge from challenging texts that make use of elaborate diagrams and data to convey information and illustrate concepts. ▪ be able to adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner
Life Sciences	▪ Students will ▪ understand that cells are functional structures of all living things ▪ understand how organisms interact with one another and with their physical environment ▪ understand how offspring resemble their parents ▪ understand how the living organisms have similarities with the organisms lived before ▪ understand the characteristics of plants and animals	▪ Students will ▪ understand the structure and functions of the cells in living systems. ▪ understand principles of heredity and evolution. ▪ understand the relationship of the living things and their interactions with physical environment ▪ understand human body systems.
Earth and Space Sciences	▪ Students will ▪ understand how different types of erosion can shape the Earth ▪ distinguish rock types and explain their characteristics ▪ explain basic weather patterns ▪ explain fresh and salt water characteristics ▪ understand relative motion of the Sun, Earth and the Moon	▪ Students will ▪ describe the processes that shapes Earth's surface (e.g., volcanoes, erosion, mountain building, weathering, plate movements) ▪ describe how rocks and minerals are formed and classified. ▪ understand the properties of atmosphere and global patterns of atmospheric movements. ▪ understand the positions and motions of the objects in the universe cause predictable and cyclic events.
Physical Sciences	▪ Students will ▪ investigate properties of matter ▪ understand how heat is produced and transferred ▪ explain the noncontact forces (e.g., gravity, magnetism, electrically charged particles) ▪ investigate balanced or unbalanced forces and the effects on an object's motion ▪ understand how sound is produced ▪ explain types of energy ▪ understand different types of electric circuits	▪ Students will ▪ describe the structure of an atom and periodic table ▪ understand the properties of matter ▪ understand forms of energy and law of conservation of energy. ▪ understand motion of objects and will describe the effects of forces on an object ▪ understand series and parallel circuits ▪ understand the different types of waves, and properties of light ▪ describe how thermal energy and heat differ

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / SCIENCE EXIT STANDARDS - HIGH SCHOOL

Earth&Space Sciences Exit Standards	Biology Exit Standards	Chemistry Exit Standards	Physics Exit Standards
Earth's Dynamic Structure Students will ▪ describe the processes that move and shape the Earth's surface, understand how rocks and minerals formed and classified. ▪ understand the geological history of the Earth based observable scientific evidence in the geological record.	**The Organization of Life** Students will ▪ develop an understanding of the physical, chemical and cellular basis of life, ▪ understand that there is a variety of cells to perform specific functions, ▪ understand how human body is designed to maintain short and long term equilibrium.	**Matter** Students will ▪ distinguish between physical and chemical properties ▪ be able to relate the group and period trends seen in the periodic table to the electronic configuration of atoms, ▪ use gas laws to calculate how pressure, temperature, volume and number of moles of a gas will change when one or more of these variables is altered, apply the gas laws and Avogadro's principle to chemical equations.	**Mechanics** Students will ▪ use appropriate vector and scalar quantities to solve kinematics and dynamics problems in one and two dimensions, ▪ use Newton's Laws together with the kinematic equations to predict the motion of an object.
Atmosphere Students will ▪ understand the how atmosphere move and transfer energy around the planet, ▪ describe the weather patterns, ▪ understand how severe weather conditions affect human life.	**Ecology** Students will ▪ describe energy flow through ecosystems and use food chains to construct food webs, ▪ demonstrate an understanding of how living things function and how they interact with the physical environment, ▪ analyze humans' position in energy transfer and examine how humans alter ecosystems.	**Atoms and Nuclear reactions** Students will ▪ describe the structure of an atom and differentiate among the subatomic particles that comprise it, ▪ express the arrangements of electrons in atoms, ▪ be able to identify types of radioactive decay and solve decay problems.	**Fluid Mechanics and Thermal Physics** Students will ▪ use the concepts of temperature, thermal energy, transfer of thermal energy, and the mechanical equivalent of heat to predict the results of an energy transfer(i.e., change of phase), ▪ understand the principles of pressure and fluid dynamics.
Solar System Students will ▪ describe how the positions and motions of the objects in the universe cause predictable and cyclic events, ▪ understand how different scientist explained the motion and formation of solar system in history.	**Genetics** Students will ▪ develop an understanding of the continuity of life, ▪ be able to explain the genetic mechanism and molecular basis of inheritance, ▪ explain types of mutation.	**Chemical Reactions** Students will ▪ write chemical equations and to describe chemical reactions, ▪ use the mole and molar mass to make conversions among moles, mass, and number of representative particles, ▪ define pH and pOH and calculate the pH and pOH of aqueous solutions, ▪ measure and calculate the energy involved in chemical changes.	**Electricity and Magnetism** Students will ▪ describe the interaction between stationary and moving charges using Coulomb's and Faraday's Laws, ▪ analyze simple arrangements of electrical components in series and parallel circuits, ▪ describe how changing magnetic fields can generate electric potential differences.
Earth Resources and the Environment Students will ▪ understand renewable and nonrenewable Earth resources, ▪ understand how human activities conserve or deplete the Earth's resources.	**Evolution and Biodiversity** Students will ▪ The students will explain that once life is originated all cells come from pre-existing cells, ▪ develop an understanding of the changes of organisms over time, ▪ explain how evolutionary relationships contribute to an understanding of unity and diversity of life	**Organic Chemistry** Students will ▪ compare the structures and properties of alkanes, alkenes and alkynes, ▪ recognize the names and structures of several important organic functional groups.	**Waves and Optics** Students will ▪ identify and explain the difference between a transverse and longitudinal wave, ▪ learn the concepts of interference and diffraction patterns to demonstrate that light behaves like a wave, ▪ use the concepts of reflection, refraction to predict the properties of the image formed.

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / LANGUAGE ARTS EXIT STANDARDS – K-8		
Standards	**Elementary School Exit Standards**	**Middle School Exit Standards**
Reading	Students will ▪ Read independently texts of increasing difficulty (950 Lexile Measure) ▪ Quote from a text to support a statement ▪ Determine a theme or main idea of a text ▪ Summarize a text ▪ Compare and contrast two or more characters, events, or settings ▪ Describe how events, ideas, or information are organized in a text ▪ Analyze and compare two accounts of the same event or topic ▪ Draw on information from multiple sources to locate an answer ▪	Students will • Read independently texts of increasing difficulty (1100 Lexile Measure) • Cite several sources of textual evidence for explicit and inferential analysis of a text • Analyze how recurring images contribute to the theme of a text • Analyze in detail the structure of a paragraph in refining a concept • Compare differing points of view both within a single text and across multiple texts • Provide an objective summary of a text
Writing	Students will • Write narratives that orient the reader by establishing a situation; use a variety of temporal words and phrases • Write explanatory pieces that clearly state the topic and develop it using relevant details and links ideas • Write in response to a text using appropriate reading standards • Provide a conclusion that logically follows from the argument or story	Students will • Write narratives that engage the reader by establishing a context and point of view • Convey multiple storylines or shift time frames in narratives • Write explanatory pieces that use clear, purposeful strategies • Write arguments that stake a claim and show a comprehensive understanding of it • Write in response to a text using appropriate reading standards
Language	Students will • Recognize and correct shifts in verb tense • Use punctuation to separate items in a series • Expand, combine, and reduce sentences as necessary • Use a known root word as a clue to the meaning of an unknown word	Students will • Use verbs in the active and passive voice • Use commas, ellipses, and dashes to indicate pauses • Determine word meaning through semantic clues and syntactic clues • Understand words with similar denotation but different connotation

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / LANGUAGE ARTS EXIT STANDARDS – HIGH SCHOOL				
Standards	**English 1 Exit Standards**	**American Literature Exit Standards**	**World Literature Exit Standards**	**British Literature Exit Standards**
Reading	Students will • Read independently texts of increasing difficulty (1150Lexile Measure) • Read a range of American literary works, including novels, short stories, poetry, and plays • Analyze how characters develop over time • Evaluate how an author's language shapes meaning and tone • Analyze in detail the development of theme • Compare themes across texts • Cite evidence in a text that supports a specific analysis, explicitly and implicitly (inference) • Read from multiple sources that are related to a single topic • Assess and summarize the truth of an argument	Students will • Independently read and understand texts at 1200Lexile level • Compare multiple interpretations of a story or text • Analyze how multiple ideas in a text interact with each other • Analyze satire, sarcasm, irony and other layered meanings in a text • Use prepared evidence and summarize comments during a discussion	Students will • Cite strong evidence from a text to support analysis of implicit and explicit statements • Independently read and understand texts at 1300Lexile level • Analyze how multiple ideas in a text interact with each other • Analyze influences on an author and a particular work • Analyze satire, sarcasm, irony and other layered meanings in a text	Students will • Independently read and understand texts at 1250Lexile level • Compare multiple interpretations of a story or text • Analyze how multiple ideas in a text interact with each other • Analyze influences on an author and a particular work • Use prepared evidence and summarize comments during a discussion
Writing	Students will • Write narratives that establish a plot and point of view, develops characters, and uses sensory language • Write responses to literature that extend beyond a summary • Write a persuasive piece that states a clear position and excludes unnecessary detail • Revise for clarity	Students will • Develop stories with purposefully selected details • Write stories with rich, compelling imagery and characters without over-reliance on adjectives • Introduce a complex topic that builds on each new piece of information presented • Provide a conclusion that offers a reflection or recommendation	Students will • Develop stories with purposefully selected details • Write stories with rich, compelling imagery and characters without over-reliance on adjectives • Introduce a complex topic that builds on each new piece of information presented • Provide a conclusion that offers a reflection or recommendation	Students will • Develop stories with purposefully selected details • Introduce a complex topic that builds on each new piece of information presented • Provide a conclusion that offers a reflection or recommendation
Language	Students will • Identify and become familiar with parallel structure • Observe and correct incorrect shifts in mood • Use semicolon and colon	Students will • Correct shifts in mood, tense, and tone • Correctly use commas and semicolons • Identify parallel structure effectively	Students will • Correct shifts in mood, tense, and tone • Correctly use commas and semicolons • Identify parallel structure effectively	Students will • Correct shifts in mood, tense, and tone • Correctly use commas and semicolons • Use a variety of phrases and clauses

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / MATH EXIT STANDARDS – K-8			
Standards	**Elementary School Exit Standards**	**Standards**	**Middle School Exit Standards**
Counting and Cardinality	Students will • Know number names and the count sequence. • Count to tell the number of objects. • Compare numbers.	**Ratios and Proportional Relationships**	Students will • Understand ratio concepts and use ratio reasoning to solve problems.
Operations and Algebraic Thinking	Students will • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. • Represent and solve problems involving addition and subtraction. • Understand and apply properties of operations and the relationship between addition and subtraction. • Add and subtract within 20. • Work with addition and subtraction equations. • Represent and solve problems involving addition and subtraction. • Add and subtract within 20. • Work with equal groups of objects to gain foundations for multiplication. • Represent and solve problems involving multiplication and division. • Understand properties of multiplication and the relationship between multiplication and division. • Multiply and divide within 100. • Solve problems involving the four operations, and identify and explain patterns in arithmetic. • Use the four operations with whole numbers to solve problems. • Gain familiarity with factors and multiples. • Generate and analyze patterns.	**The Number System**	Students will • Apply and extend previous understandings of multiplication and division to divide fractions by fractions. • Compute fluently with multi-digit numbers and find common factors and multiples. • Apply and extend previous understandings of numbers to the system of rational numbers. • Apply and extend previous understandings of operations with fractions to add, subtract,multiply, and divide rational numbers. • Know that there are numbers that are not rational, and approximate them by rational numbers.
Number and Operations in Base Ten	Students will • Work with numbers 11–19 to gain foundations for place value. • Extend the counting sequence. • Use place value understanding and properties of operations to add and subtract. • Understand place value. • Use place value understanding and properties of operations to add and subtract. • Use place value understanding and properties of operations to perform multi-digit arithmetic. • Generalize place value understanding for multidigit whole numbers. • Use place value understanding and properties of operations to perform multi-digit arithmetic. • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. • Understand decimal notation for fractions, and compare decimal fractions. • Understand the place value system. • Perform operations with multi-digit whole numbers and with	**Expressions and Equations**	Students will • Apply and extend previous understandings of arithmetic to algebraic expressions. • Reason about and solve one-variable equations and inequalities. • Represent and analyze quantitative relationships between dependent andindependent variables.

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / EXIT STANDARDS – K-8			
Standards	**Elementary School Exit Standards**	**Standards**	**Middle School Exit Standards**
Measurement and Data	Students will • Describe and compare measurable attributes. • Classify objects and count the number of objects in categories. • Measure lengths indirectly and by iterating length units. Tell and write time. • Relate addition and subtraction to length. • Work with time and money. • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. • Convert like measurement units within a given measurement system. • Represent and interpret data. • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	**Geometry**	Students will • Solve real-world and mathematical problems involving area, surface area, and volume. • Draw, construct and describe geometrical figures and describe the relationships between them. • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. • Understand congruence and similarity using physical models, transparencies, or geometry software. • Understand and apply the Pythagorean • Theorem. • Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
Geometry	Students will • Identify and describe shapes. • Analyze, compare, create, and compose shapes. • Reason with shapes and their attributes. • Draw and identify lines and angles, and classify shapes by properties of their lines and angles. • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties.	**Statistics and Probability**	Students will • Develop understanding of statistical variability. • Summarize and describe distributions. • Use random sampling to draw inferences about a population. • Draw informal comparative inferences about two populations. • Investigate chance processes and develop, use,and evaluate probability models. • Investigate patterns of association in bivariate data.
Number and Operations-Fractions	Students will • Develop understanding of fractions as numbers. • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Functions**	Students will • Define, evaluate, and compare functions. • Use functions to model relationships between quantities.

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / MATH EXIT STANDARDS – HIGH SCHOOL		
Algebra I - Exit Standards	**Geometry - Exit Standards**	**Algebra II - Exit Standards**
Students will • Extend the properties of exponents to rational exponents. • Use properties of rational and irrational numbers. • Reason quantitatively and use units to solve Problems. • Perform arithmetic operations with complex numbers • Represent complex numbers and their operations on the complex plane • Use complex numbers in polynomial identities and equations • Interpret the structure of expressions • Write expressions in equivalent forms to solve problems • Perform arithmetic operations on polynomials • Understand the relationship between zeros and factors of polynomials • Use polynomial identities to solve problems • Rewrite rational expressions • Create equations that describe numbers or relationships • Understand solving equations as a process of reasoning and explain the reasoning • Solve equations and inequalities in one variable • Solve systems of equations • Represent and solve equations and inequalities graphically. • Understand the concept of a function and use function notation • Interpret functions that arise in applications in terms of the context • Analyze functions using different Representations • Build a function that models a relationship between two quantities • Build new functions from existing functions • Construct and compare linear, quadratic, and exponential models and solve problems • Interpret expressions for functions in terms of the situation they model.	Students will • Experiment with transformations in the plane • Understand congruence in terms of rigid motions • Prove geometric theorems • Make geometric constructions • Understand similarity in terms of similarity transformations • Prove theorems involving similarity • Define trigonometric ratios and solve problems involving right triangles • Apply trigonometry to general triangles • Understand and apply theorems about circles • Find arc lengths and areas of sectors of circles • Translate between the geometric description and the equation for a conic section • Use coordinates to prove simple geometric theorems algebraically • Explain volume formulas and use them to solve problems • Visualize relationships between two-dimensional and three-dimensional objects • Apply geometric concepts in modeling Situations.	Students will • Represent and model with vector quantities. • Perform operations on vectors. • Perform operations on matrices and use matrices in applications. • Extend the domain of trigonometric functions using the unit circle • Model periodic phenomena with trigonometric functions • Prove and apply trigonometric identities • Summarize, represent, and interpret data on a single count or measurement variable • Summarize, represent, and interpret data on two categorical and quantitative variables • Interpret linear models • Understand and evaluate random processes underlying statistical experiments • Make inferences and justify conclusions from sample surveys, experiments and observational studies • Understand independence and conditional probability and use them to interpret data • Use the rules of probability to compute probabilities of compound events in a uniform probability model • Calculate expected values and use them to solve problems Use probability to evaluate outcomes of Decisions.

Attachment 9:

IMSA-WEST Course Scope and Sequence

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / ELA SCOPE & SEQUENCE

Grade 1	Grade 2
UNIT 1 - Alphabet Books & Children Who Read Them UNIT 2 - Our Amazing Animal World UNIT 3 - Life Lessons UNIT 4 - Winds of Change UNIT 5 - American Contributions UNIT 6 - Around the World with Fairy Tales	UNIT 1 - A Season for Chapter UNIT 2 - The Wild West UNIT 3 - Building Bridges with Unlikely Friends UNIT 4: A Long Journey to Freedom UNIT 5: Folktales From Around the World UNIT 6: Taking Care of Ourselves
Grade 3	**Grade 4**
UNIT 1 - Stories Worth Telling Again UNIT 2 - Inspired by the Sea UNIT 3 - Inventors and Artists UNIT 4 - The People, The Preamble, The Presidents UNIT 5 - A Feast of Words UNIT 6 - Fantastic Adventures	UNIT 1 - Tales of the Heart UNIT 2 - Literature Settings UNIT 3 - Animals are Characters, Too UNIT 4 - Revolutionaries from the Past UNIT 5 - Stories of the Earth and Sky UNIT 6 - Literary Heroes
Grade 5	**Grade 6**
Unit 1 - Doing the Right Thing: Taking a Stand Unit 2 - Inventive Thinking Unit 3 - Clues to a Culture Unit 4 - America in Conflict Unit 5 - Adventures and Exploration Unit 6 - Change: Coming of Age	Unit 1 - Knowing Yourself Through Others Unit 2 - Mysterious Worlds Unit 3: Embracing Heritage Unit 4 - Overcoming Odds / Proving Yourself Unit 5 - Sense and Nonsense Unit 6: Dreams (of Flying)
Grade 7	**Grade 8**
Unit 1 - Meeting Challenges Unit 2 - The Lives of Others Unit 3 - Independence and Identity Unit 4 - Survival in Life Unit 5 - Science or Fiction? Unit 6 - Just for Fun (Poetry focus)	Unit 1 - Coming of Age Unit 2 - Meeting Challenges Unit 3 - From Sea to Shining Sea Unit 4 - Authors and Artists Unit 5 - Extraordinary Occurrences Unit 6 - Roads Not Taken
Grade 9 – English I	**Grade 10 – American Literature**
Unit 1 - Self-Discovery Unit 2 - Honor Unit 3 - Beauty Unit 4 - Heroism Unit 5 - Our Choices and Our Fate Unit 6 - Visions and Reflections	Unit 1 - Transitions/ Turning Points Unit 2 - Rebellion/On the Edge Unit 3 - Clashing Forces Unit 4 - Joining Past and Future
Grade 11 – World Literature	**Grade 12 – British Literature**
Unit 1 - Finding Your Voice Unit 2 - Heroism vs. Human Weakness Unit 3 - Good vs. Evil Unit 4 - Fables, Parables, and Allegories	Unit 1 - Celebrating Humanity: From Legend to Renaissance Unit 2 - A Turbulent Time Unit 3 - Rebels and Dreamers: Poetry Unit 4 - Post-Modernism, or The Contemporary Period

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / SCIENCE SCOPE & SEQUENCE

Grade 1	Grade 2
• Properties of Matter • Separation of Solid and liquids • Soil • Living Things and Their Relationships • Classify Living Organisms • Needs of Plants and Animals • Habitats	• Properties of Matter • Force and Motion • Mixtures • Gravity & Magnetism • Weather • Sun and the Moon • Life Cycle of Plants and Animals
Grade 3	**Grade 4**
• Sound, and light • Rocks, Minerals, and Fossils • Natural Resources • Structures of Plants • Plant Reproduction	• Forms of Energy • Heat • Electricity Electric Circuits • Weathering • Earth's Changing Surface • Heredity and Adaptation • Characteristics of Plants and Animals
Grade 5	**Grade 6**
• Mass and volume • law of conservation of mass • Sun, moon and earth • objects in space • Ecology	• Matter • Solid, Liquid and Gases • Energy • Heat, Light, Electricity, and Sound • Solar System • Biomes • Ecology
Grade 7	**Grade 8**
• Law Of Conversation Energy • Heat, Light, Sound, Waves • Motion And Forces • Earth Processes • Rocks, Minerals, and Soil • Cell and Cell Differentiation • Circulation Digestion and Respiratory Systems	• Elements and Compounds • Physical And Chemical Changes • Ocean Currents And Weather Pattern • Atmosphere • Earth's Resources • Reproduction • Genetics and Adaptation
Grade 9 – Earth and Space Sciences	**Grade 10 – Biology**
• Earth’s Dynamic Structure • Geologic History of Earth • Atmosphere • Solar System • Earth Resources and the Environment	• The Organization of Life • Ecology • Genetics • Evolution and Biodiversity
Grade 11 – Chemistry	**Grade 12 – Physics**
• Structure & Properties of Matter • Atoms and Nuclear reactions • Chemical Reactions • Organic Chemistry	• Mechanics • Fluid Mechanics and Thermal Physics • Electricity and Magnetism • Waves and Optics

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / MATH SCOPE & SEQUENCE

Grade 1

- Pattern
- Describe and Compare Numbers
- Addition Stories
- Subtraction Stories
- Organize and Use Data
- Certain or Impossible
- Use a Number Line to Add
- Write a Number Sentence
- Measure Time
- Counting by Tens
- Even and Odd
- Compare Measurements
- Compare Areas
- Solve Addition and Subtraction Problems
- Identify Coins
- Three Dimensional Figures
- Understand Place Value
- Describe Fractional Parts
- Add with Two Digit Numbers
- Solve Two-Digit Addition and Subtraction Problems

Grade 2

- Use Place Value to 100 and Patterns
- Read and Write Numbers
- Estimate Amounts
- Patterns
- Add Three Numbers
- Apply Subtraction Concepts
- Organize and Use Data
- Describe Events
- Model Two-Digit Addition
- Model Two-Digit Subtraction
- Write a Number Sentence
- Estimate Differences
- Count Coins
- Measure Time and Temperature
- Model Fractions
- Read and Write Numbers to 1,000
- Order Numbers
- Understand Geometric Shapes and Spatial Reasoning
- Number Patterns
- Understand Geometric Shapes and Spatial Reasoning
- Understand Geometric Shapes and Spatial Reasoning
- Measure Capacity and Weight
- Solve Three-Digit Addition and Subtraction Problems

Grade 3

- Algebra: Number Patterns
- Place Value through 10,000
- Round to the Nearest Thousand
- Add to Solve Problems
- Estimate Sums
- Three-Digit Addition
- Add Greater Numbers
- Subtract to Solve Problems
- Estimate Differences
- Model Multiplication
- Multiply by 3,4,5,6,7,8,910
- Model and Write Number Sentences
- Use Patterns and Algebraic Thinking
- Make a Table to Find a Rule
- Customary Units of Length
- PS: Work Backward
- Measure Length, Area, and Temperature
- Metric Units of Length
- Measure Perimeters
- Metric Units of Mass
- Measure Capacity, Weight, Volume, and Time
- Identify Geometric Figures and Spatial Reasoning
- Three-Dimensional Figures
- Identify Geometric Figures and Spatial Reasoning
- Identify Congruent Figures
- Ordered Pairs
- Organize, Display, and Interpret Data
- Develop Fractions
- Locate Fractions on a Number Line

Grade 4

- Place Value through Millions
- Use Place Value to Represent Whole Numbers
- Round Whole Numbers
- Estimate Sums and Differences
- Solve Addition and Subtraction Problems
- Find Mode, Median, and Outliers
- Bar Graphs
- Probability
- Factors and Multiples
- Function Tables: Find a Rule (+, -)
- Describe Algebraic Patterns
- Function Tables: Find a Rule (+, -)
- Estimate Products
- Multiply Greater Numbers
- Three-Digit Quotients
- Identify and Describe Geometric Figures
- Triangles, Quadrilaterals
- Lines, Line Segments, and Rays
- Rotations, Reflections, and Translations
- Metric Units of Capacity
- Estimate and Measure Volumes
- Problem-Solving Investigation: Choose a Strategy
- Mixed Numbers
- Use Place Value to Represent Decimals
- Tenths and Hundredths
- Relate Mixed Numbers and
- Use Place Value to Represent Decimals
- Compare and Order Decimals
- Round Decimals

Grade 5

Grade 6

• Place Value Through Billions • Compare Whole Numbers • Order Whole Numbers and Decimals • Round Whole Numbers • Estimate Sums and Differences • Add and Subtract Whole Numbers • Add and Subtract Decimals • The Distributive Property • Multiply Whole Numbers • Estimate Quotients • Addition Expressions • Multiplication Expressions • Order of Operations • Addition, Subtraction and Multiplication Equations • Functions and Equations • Median and Mode • Line Plots • Scales and Intervals • Improper Fractions • Common Factors • Prime and Composite Numbers • Add and Subtract Fractions • Estimate Sums and Differences • Add Mixed Numbers • Use Measures in the Customary System • Use Measures in the Customary System • Quadrilaterals • Areas of Rectangles and Squares • Volumes of Prisms • Surface Areas of Prisms • Probability as a Fraction • Ratios, Rates • Algebraic Expressions	• Prime Factors, Powers and Exponents • Order of Operations • Variables and Expressions • Solving Equations • Area of Rectangles • Statistics and Graphs • Circle Graphs • Making Predictions • Median, Mode, and Range • Multiplying and Dividing Decimals • Dividing Decimals by Decimals and Whole N. • Circumference • Fractions and Decimals • Greatest Common Factor, Least Common M. • Rounding Fractions and Mixed Numbers • Add/Subtract Fractions Unlike Denominators • Adding and Subtracting Mixed Numbers • Multiplying Mixed Numbers • Algebra: Integers • Add, Subtract Multiply, Divide Integers • Solving Two-Step Equations • Functions • Ratio, Proportion and Percent • Solving Proportions • Scale Drawings and Models • Percent and Fractions • Ratio, Proportion and Percent/Probability • Length in the Customary System, Metric Sys. • Bisectors • Similar Figures and Congruent Figures • Area of Circles • Volume, Surface Area of Rectangular Prisms • Measures of Time • Using Angle Measures
Grade 7	**Grade 8**
• Powers and Exponents • Sequences, Decimals Patterns and Algebra • Scientific Notation • Line Plots, Stem-and-Leaf Plots, Circle Graphs • Bar Graphs and Histograms, Box and Whisker • Integers and Absolute Value • Writing Expressions and Equations • Solving Addition and Subtraction Equations • Functions and Linear Equations, Inequalities • Lines and Slope • Comparing and Ordering Rational Numbers • Changing Customary Units • Perimeter and Area • Circles and Circumference • Solving Proportions, Scale Drawings • The Percent Equation, Percent of Change • Theoretical and Experimental Probability • Similar Figures • Translations, Reflections • Squares and Square Roots • The Pythagorean Theorem • Area of Triangles and Trapezoids, Complex Figures • Surface Area of Cylinders • Adding ,Subtracting, Multiplying Mixed Numbers	• Integers and Absolute Value • Solving Equations with Rationales • Powers and Exponents, Estimating Square Roots • Distance on the Coordinate Plane and Slope • Solving Proportions, Similar Polygons • Scale Drawings, Models and Indirect Measurement • The Percent Proportion • Line and Angle Relationships • Classifying Quadrilaterals • Symmetry, Reflections, Translations, Rotations • Area of Parallelograms, Triangles and Trapezoids • Circumference and Area of Circles • Area of Complex Figures, Volume of Prisms and Cylinders • Geometry: Measuring Area and Volume • Volume of Prisms, Cylinders, Pyramids and Cones • Surface Area of Prisms, Cylinders, Pyramids and Cones • Permutations, Probability, Combinations • Probability of Compound Events • Measures of Central Tendency and Variation • Solving Equations with Variables on Each Side • Solving Inequalities by Multiplying or Dividing • Graphing Linear Functions • The Slope Formula, Slope-Intercept Form • Graphing Systems of Equations, Linear Inequalities • Add, Subtract, Multiply Monomials and Polynomials
Grade 9	**Grade 10**

• Real Numbers, Variables and Expression • Expressions, Equations and Functions • Order of Operations • The Distributive Property • Expressions, Equations and Functions • Solving Equations with Variables on Each Side • Ratios and Proportion • Linear Functions, Solve Lin. Equations by Graphing • Rate of Change and Slope, Direct Variation • Arithmetic Sequences as Linear Functions • Linear Functions/Linear Functions and Relations • Graphing Equations in Slope-Intercept Form • Writing Equations in Slope-Intercept Form • Linear Functions and Relations • Slope-Intercept Form, Point-Slope Form • Parallel and Perpendicular Lines • Linear Functions and Relations/Linear Inequalities • Special Functions • Solving Inequalities by Add. And Subtraction. • Solving Inequalities by Multiplication and Division • Solving Multistep Inequalities • Graphing Inequalities in Two Variables • System of Linear Equations and Inequalities • Substitution, Substitution, Elimination • System of Linear Equations and Inequalities • Polynomials, Special Products • Quadratic Equations • Difference of Squares • Graphing Quadratic Functions • Solving Quadratic Equations by Quadratic Formula • Exponential Functions • Geometric Sequences and Exponential Functions • Operations with Radical Expressions • The Pythagorean Theorem, • The Distance and Midpoint Formulas • Similar Triangles, Trigonometric Ratios • Inverse Variation • Simplifying Rational Expressions • Adding and Subtracting Rational Expressions • Statistics and Probability • Probability and Compound Events	• Points, Lines, Planes, and Angles • Distance and Midpoints • Angle Measure, Angle Relationships • Inductive Reasoning and Conjecture • Conditional Statements, Deductive Reasoning • Postulate and Paragraph Proof • Algebraic Proof • Parallel and Perpendicular Lines • Parallel and Perpendicular Lines • Slopes of Lines • Equations of Lines • Perpendiculars and Distance • Perpendiculars and Distance • Angles of Triangles • Congruent Triangles • Proving Congruence- SSS, SAS,ASA, AAS • Isosceles Triangles • Triangles and Coordinate Proof • Bisectors, Medians, and Altitudes • Inequalities and Triangles • The Triangle Inequality • Inequalities Involving Two Triangles • Similar Polygons • Parallel Lines and Proportional Parts • Right Triangles and Trigonometry • The Pythagorean Theorem and Its Converse • Special Right Triangles • Angle of Elevation and Depression • The Law of Sines, The Low of Cosines • Parallelograms, Quadrilaterals, Rhombi and Squares, Trapezoids • Reflections, Transformations, Rotations • Vectors, Transformations with Matrices • Circles and circumference, Angles and arcs • Arcs and chords, Inscribed Angles, Tangents • Secants, Tangents, and Angle Measures • Equations of Circles • Areas of Polygons and Circles • Areas of Irregular Figures • Surface Area • Volumes of Prisms and Cylinders, Pyramids and Cones • Spheres
Grade 11	**Grade 12**

• Expressions and Formulas • Solving Absolute Value Equations and Inequalities • Special Functions, Graphing Inequalities • Solve Systems of Equations-Graphing and Algebraically • Linear Programming, System of Equations in 3- Variables • Matrices, Operations with Matrices and Transformation • Determinants, Cramer's Rule, Inverse Matrices • Using Matrices to Solve Systems of Equations • Factoring Polynomials, • Radical Equations and Inequalities • Complex Numbers • Quadratic Functions and Inequalities • Graphing Quadratic Functions and Inequalities • Solving Quadratic Equations by Graph and by Factoring • The Quadratic Formula and the Discriminant • Graphs of Quadratic Functions and Inequalities • Polynomial Functions and their Graphs • Solving Equations Using Quadratic Techniques • Functions, Inverse Functions and Relations • Inverse Functions and Relations • Square Root Functions and Inequalities • Parabolas, Circles, Conic Sections • Quadratic Systems, Rational Expressions, Equations • Rational Expressions-Equations- Graph Rational Function • Direct, Joint, and Inverse Variation • Solving Rational Equations and Inequalities • Exponential and Logarithmic Relations • Base e - Natural Logarithms, Exponential and Logarithm • Exponential Growth and Decay • Arithmetic-Geometric Sequences and Series • The Binomial Theorem • Permutations, Combinations, Probability, Statistics • The Normal Distribution, Binomial Experiments • Trigonometric Functions and Right Triangle • Trigonometric Functions of General Angles • Law of Sines, Law of Cosines • Inverse Trigonometric Functions • Trigonometric Functions, Graphs and Identities • Trigonometric Identities	• Set Up and Solve Linear and Quadratic Application Problems. • Solve-Graph Polynomial Equations- Real, Imaginary Solutions. • Solve-Graph Rational Equations-Real and Imaginary Solutions. • Complex Numbers. • Analyze Functions. • Solve Functions Algebraically and Graphically. • Find Terms of, And Write Formulas For Sequences. • Six Trigonometric Functions. • Properties Of Trigonometric Functions and graphs • Trigonometric Identities, Trigonometric Equations. • Graph Polar Coordinates And Equations. • Limit process • Estimate limits from graphs and data tables. • Calculate limits algebraically, Evaluate limits using properties. • Vertical Asymptotes • Relative magnitudes of functions and their rate of change. • Understand continuity in terms of limits. • Intermediate Value Theorem and Extreme Value Theorem. • Define derivative as the limit of the difference quotient. • Relationship between differentiability and continuity. • Finding derivatives algebraically. • Derivative: instantaneous rate of change and the slope • Instantaneous rate of change: limit of the average rate • Basic differentiation rules: power rule, product, chain rule • Model rates of change including related rate problems. • Extreme Value, Rolle's and the Mean Value Theorem • Increasing and decreasing function-sign of its derivative. • Concavity of a function and the sign of its second derivative. • Characteristics of the graphs f,f', and f". • Asymptotic behavior in terms of limits involving infinity. • Optimum value with absolute and or relative extrema. • Finding antiderivatives from derivatives of basic functions. • Fundamental Theorem of Calculus • Definite integral of the rate of change of a quantity.

Attachment 10:

Sample Lesson Plans

OBJECTS IN SOLAR SYSTEM

High School

STATE STANDARDS

IN: Science, Earth and Space Sciences

SCI.ES.2.2 2010

Describe the characteristics of the various kinds of objects in the solar system (e.g., planets, satellites, comets and asteroids). Recognize that planets have been identified orbiting stars other than the sun.

Essential Questions

1. Can you contrast the inner planets and the outer planets?
2. How is the Big Bang Theory supported by these differences?
3. How does an asteroid differ from a meteoroid or a comet?
4. Why do scientists study comets, asteroids, and meteoroids?
5. Why do most of the asteroids orbit in an asteroid belt by Jupiter?
6. Why does the tail of a comet always point away from the sun?
7. Why do we use light-years to measure interstellar space but AU units for interplanetary space?

Objectives

1. Explain the differences and similarities of comets and asteroids including composition and orbit.
2. Explain the different name for a rocky object based on its path by Earth, through Earth's atmosphere, or striking Earth.
3. Contrast the inner and outer planets
4. List the order of the planets, Oort cloud and asteroid belt in our solar system
5. Use ratios and scale drawings to compare the diameter of the planets.
6. Explain why the gas giants have many moons and some rings when compared to inner planets.
7. Explain why scientists study comets and asteroids.

Academic Vocabulary

1. Asteroid
2. Asteroid belt
3. Comet
4. Oort cloud
5. Meteoroid
6. Meteor
7. Meteorite
8. Light-minute
9. Light-year
10. Interstellar
11. Nebula
12. Scale drawings
13. Ratio

INSTRUCTION

Other Objects in the Solar System

- Lecture characteristics of planets
- Use a T-Chart to contrast Inner and Outer planets (size, density, atmosphere, rings, moons, temperature)
- Demonstrate the difference between meteoroid, meteor, and meteorite.
- Explain the features of Comets - composition, Oort cloud, life cycle, elliptical orbit on different plane than the plane
- Whole class discussion: Article about Pluto.

Accommodations/Differentiation:

- Preselect science articles for easier reading levels
- Take frequent checks to make sure all students are keeping up with note taking

Relative Size of planets compared to Earth

- Science video clips: Relative size of planets and stars
- Science and Mathematics Worksheet. Using the diameters of planets determine the ratio to Earth's diameter. Use the diameters to complete the Planet model project.

Accommodations/Differentiation:

- Use of calculators

Model of the Solar System Project

Instructional Strategies/Activities:

- Assign students to groups of 4-5 students
- Student will create a paper model of each planet based on the ratio between Earth and their planets diameters.

Accommodations/Differentiation:

- Match higher achieving students with lower achieving students, artistic with non-artistic.

Formative: Bell Work

Explain why the outer gas giants have lots of moons and rings while the inner planets have few to no moons and no rings.

Summative: Visual Arts Project

Scoring Rubric is based on correct scale, accuracy in measurement, distinguishable features, and planet facts. Individual grades for each student's assigned planet, group grade for the whole project.

Summative: Written Test

Multiple choice, matching, short answer and extended response.

STRATEGIES

- Direct Teaching
  - Lecture
  - Transparency Activity
  - Power point presentation
- Technology: Science video clips
- Collaborative Learning: Group Activity
- Cross Curricular Activities
- Reading and Writing Skill Activities
- Formative & Summative Assessment

MATHEMATICS LESSON PLAN

Grade 5, Number, Number Sense and Operations-Estimate Products

Performance Objective: Learn to add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies.

Teaching Materials and Equipment:

- White board, Markers, Document Camera, Course textbook, Guided Notebook, Classroom hands-on materials, decimal cubes

Indiana Standard:

5.1.6 Solve problems involving addition and subtraction of decimals, including money; fractions, including fractions with different denominators; and mixed numbers using a standard algorithmic approach.

Add and subtract decimals: Add and subtract decimal numbers.

6. NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Multiply and divide decimals: Multiply and divide decimals by powers of ten.

Multiply and divide decimals: Division with decimal quotients.

Common Core Standards: Fluently multiply multi-digit whole numbers using the standard algorithm. Perform operations with multi-digit whole numbers and with decimals to hundredths.

Students use the relationship between decimals and fractions (A finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

- 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Mathematics-Grade 5, Number, Number Sense and Operations

- Use a variety of strategies, including proportional reasoning, to estimate, compute, solve and explain solutions to problems involving integers, fractions, decimals and percent.
- Round decimals to a given place value and round fractions (including mixed numbers) to the nearest half.
- Use physical models, points of reference, and equivalent forms to add and subtract decimals.
- Estimate the results of computations involving decimals, using a variety of strategies.

Essential Questions

- Big Idea! How does multiplying whole numbers help you in daily life and Write a real word problem in which an exact answer is not needed
- Estimate products by using rounding and compatible numbers
- How do using basic facts help you find 10 x 20 x 30 x 40 mentally?

- Describe each step for finding 416 x 3

Instructional Strategies

Summative: Written Test, Multiple choice, matching, short answer and extended response.

STRATEGIES: Direct Teaching: Lecture, Power point presentation, Technology: IXL Math

Collaborative Learning: Group; Activity: Cross Curricular Activities, Reading Skills Activities, Formative & Summative Assessment

- Because students have used various models and strategies to solve problems involving multiplication with whole numbers, they should be able to transition to using standard algorithms effectively. With guidance, they should understand the connection between the standard algorithm and their strategies.
- Connections between the algorithm for multiplying multi-digit whole numbers and strategies such as partial products or lattice multiplication are necessary for students' understanding.
- As students developed efficient strategies to do whole number operations, they should also develop efficient strategies with decimal operations.
- Students should learn to estimate decimal computations before they compute with pencil and paper. The focus on estimation should be on the meaning of the numbers and the operations, not on how many decimal places are involved.
- For example, to estimate the product of 32.84 × 4.6, the estimate would be more than 120, closer to 150. Students should consider that 32.84 is closer to 30 and 4.6 is closer to 5. The product of 30 and 5 is 150. Therefore, the product of 32.84 × 4.6 should be close to 150.
- Have students use estimation to find the product by using exactly the same digits in one of the factors with the decimal point in a different position each time. For example, have students estimate the product of 275 × 3.8; 27.5 × 3.8 and 2.75 × 3.8, and discuss why the estimates should or should not be the same.

•Bell work:

- 5-Minute Check pg 103A

•Lecture / Notes:

- Define: factor, product, division of decimals

•Guided Practice:

- Textbook pg 104 #1-10

•Group/Independent Practice:

- Textbook pg 105
- below level: 11-18, 27-28, 31-33
- on level: 12-25, 28-32, 34-36
- above level: 12-32 even, 33-40

•Wrap-Up:

- Review answers for pg 105

•Assessment:

- HW: Regular: 3-1 Skills Practice
- HW: Honors: 3-1 Skills Practice

•Accommodations/Differentiation: Diverse Learners

Information and instructional strategies for gifted students, English Language Learners (ELL), and students with disabilities is available in the Enrichment section and ESL documents in teacher resources. Additional strategies will be used from www. math.conceptschools.org

- Verbal and nonverbal cues
- Redirection
- Examples using pictures
- Peer re-teaching
- Multiplication chart for IEP students
- Leveled group/independent practice
- Leveled HW & Tests

Instructional Resources/Tools

Decimal place-value chart

From the National Library of Virtual Manipulative: Base Blocks Decimals– Add and subtract decimal values using base blocks. (Note: make sure the Base equals 10).

Common Misconceptions

Students might compute the sum or difference of decimals by lining up the right-hand digits as they would whole number. To help students add and subtract decimals correctly, have them first estimate the sum or difference. Providing students with a decimal-place value chart will enable them to place the digits in the proper place.

Attachment 8:

IMSA WEST Academic and Exit Standards

Attachment 9:
IMSA WEST COURSE SCOPE AND SEQUENCE

Attachment 11:

School Specific Goals and Assessments

Performance Goals	Methods of Assessment
The overall annual growth rate of the IMSA-West on a nationally recognized norm-referenced test, NWEA, will be increased by 5% over the previous school year's scores until we hit 75% annual growth across all grades and subjects for which the test is given each year.	NWEA
90% of our special education students will meet the goals that are prescribed in their IEPs, which will be assessed by KTEA.	KTEA
IMSA-West will raise their average ACT scores by 5% over the previous school year's scores until we have 22 ACT average.	ACT
At least 70% of IMSA-West high school students will graduate with Core 40 with Academic Honors annually.	State Reporting
IMSA-West will achieve an 85% cohort graduation rate by our graduating class, the class of 2017.	State Reporting
On the average of all ISTEP tests administered, IMSA-West will exceed the performance of the local school district in which the school is located by at least 15% annually.	ISTEP
IMSA-West will have 100% college acceptance rate for every member of its graduating class.	Student Information System
90% participation rate in after-school tutoring programs for those of need students.	Student Information System
25% student participation in local and national science fair competitions every year.	Student Information System
40% student participation in national and international trips every year.	Student Information System
90% student participation in Saturday SAT/ACT camps in the corresponding high school grade.	Student Information System
90% student participation in at least one school club.	Student Information System
30% of our parents to receive home visits from teachers annually.	Student Information System
90% teacher retention rate by the end of our fourth year in operation.	Student Information System
90% student retention rate by the end of our third year in operation.	Student Information System
95% student attendance rate annually.	Student Information System
70% attendance at parent-teacher conferences by parents annually.	Student Information System
By the end of our third year in operation, IMSA-West will have a surplus of at least 3% of the State per pupil allocation.	Audited Financial Reports
By the end of our third year in operation, IMSA-West will raise at least $50,000 in fundraising and competitive grants.	Audited Financial Reports
By the end of our second year in operation, IMSA-West will have at least three community partnerships that are meaningful and productive.	Board Reports
By the end of our third year in operation, IMSA-West will achieve at least 80% parent satisfaction, to be measured through surveys.	Parent Survey

GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

School-Specific Goal for IMSA-West

Mission Statement	**The mission of our charter school** is to prepare our students for college by creating an effective learning environment of higher standards and expectations with a rigorous college prep curriculum that focuses on mathematics, science, and technology.
Performance Goal 1	**What will our school accomplish?** The overall annual growth rate of the IMSA-West on a nationally recognized norm-referenced test, NWEA, will be 75% or higher across all grades and subjects for which the test is given every year.
Performance Indicators	**How will we know that we have achieved this goal?** IMSA-West students in grade three through eight will be taking NWEA tests twice a year, fall and spring every year. We will know whether we achieved this goal or not by looking at the NWEA report annually.
Assessment Tools and Measures	**How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?** NWEA is given in the fall and spring every year.
Attachments	**Attachments to illustrate the performance goal and assessments.** (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.) No attachment.
Rationale for Goal and Measures	**Why is this goal important to our mission and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?** (2-3 sentences) Nationally recognized norm-referenced assessments such as NWEA are important as they give feedback on students' strengths, weaknesses, and progress that they make. IMSA-West will use such data from NWEA to help students overcome their weaknesses and guide instruction. Therefore, NWEA is important for us to make sure that all of our students master what they are taught and gain the necessary skills to handle the rigorous high school curriculum later on.
Assessment Reliability and Scoring Consistence	**How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?** NA
Baseline Data	**What is our beginning data point?** Upon opening in August 2010 students in grades three through 8 will take the NWEA, which will be our beginning data point.
3rd Year Target	**What do we expect to achieve by the end of our third year?** (Set your expectation for "Meets standard" at a level that you would consider on target

	for your third year.) *Does not meet the standard*: The overall growth rate of the IMSA-West on NWEA will fall less than fiftieth percentile or higher across all grades and subjects for which the test is designed every year. *Approaching the standard*: The overall growth rate of the IMSA-West on NWEA will fall between the fiftieth and seventieth percentile across all grades and subjects for which the test is designed every year. *Meets the standard*: The overall growth rate of the IMSA-West on NWEA will be more then seventy five percent across all grades and subjects for which the test is designed every year. *Exceeds the standard*: The overall growth rate of the IMSA-West on NWEA will be more than eighty percent across all grades and subjects for which the test is designed every year.
6th –Year Target	**What do we expect to achieve by the end of our sixth year?** (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.) *Does not meet the standard*: The overall growth rate of the IMSA-West on NWEA will be less than seventy percent across all grades and subjects for which the test is designed every year. *Approaching the standard*: The overall growth rate of the IMSA-West on NWEA will fall between at the seventieth and eighty-fifth percent across all grades and subjects for which the test is designed every year. *Meets the standard*: The overall growth rate of the IMSA-West on NWEA will fall between eighty-fifth and ninety-fifth percent across all grades and subjects for which the test is designed every year. *Exceeds the standard*: The overall growth rate of the IMSA-West on NWEA will be more than ninety-fifth percent across all grades and subjects for which the test is designed every year.

GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

School-Specific Goal for IMSA-West

Mission Statement	**The mission of our charter school** is to prepare our students for college by creating an effective learning environment of higher standards and expectations with a rigorous college prep curriculum that focuses on mathematics, science, and technology.
Performance Goal 2	**What will our school accomplish?** 90% of our special education students will meet the goals that are prescribed in their IEPs, which will be assessed by KTEA
Performance Indicators	**How will we know that we have achieved this goal?** IMSA-West special education students will be given KTEA annually. Data from the KTEA will tell us whether we achieved this goal or not.
Assessment Tools and Measures	**How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?** Kaufman Test of Educational Achievement, KTEA by Pearson Education will be given to our special education students.
Attachments	**Attachments to illustrate the performance goal and assessments.** (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.) No attachment.
Rationale for Goal and Measures	**Why is this goal important to our mission and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?** (2-3 sentences) Our mission is to prepare ALL of our students for college in an effective learning environment. Everyone learns, progress, and support each other's learning in an effective learning environment. IMSA West will serve students with special needs as well. Therefore, measuring their progress in a more strategic way with the appropriate tools is important for us. KTEA is a comprehensive measurement tool widely used in special education. KTEA tests are utilized in other Concept Schools and special education staff gives positive feedback on the tests.
Assessment Reliability and Scoring Consistence	**How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?** NA
Baseline Data	**What is our beginning data point?** Upon opening in August 2010 special education students will take the appropriate level of KTEA based on their IEPs, which will be our beginning data point.
3rd Year Target	**What do we expect to achieve by the end of our third year?** (Set your

	expectation for "Meets standard" at a level that you would consider on target for your third year.) *Does not meet the standard*: Less than 60% of our special education students show appropriate growth and meet their goals in their Individualized Education Plans. *Approaching the standard*: Between 60% and 90% of our special education students show appropriate growth and meet their goals in their Individualized Education Plans. *Meets the standard*: : At least 90% of our special education students show appropriate growth and meet their goals in their Individualized Education Plans. *Exceeds the standard*: Between 95% and 100% of our special education students show appropriate growth and meet their goals in their Individualized Education Plans.
6th –Year Target	**What do we expect to achieve by the end of our sixth year?** (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.) *Does not meet the standard*: Less than 70% of our special education students show appropriate growth and meet their goals in their Individualized Education Plans. *Approaching the standard*: Between 70% and 90% of our special education students show appropriate growth and meet their goals in their Individualized Education Plans. *Meets the standard*: At least 90% of our special education students show appropriate growth and meet their goals in their Individualized Education Plans. *Exceeds the standard*: Between 95% and 100% of our special education students show appropriate growth and meet their goals in their Individualized Education Plans.

GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

School-Specific Goal for IMSA-West

Mission Statement	**The mission of our charter school** is to prepare our students for college by creating an effective learning environment of higher standards and expectations with a rigorous college prep curriculum that focuses on mathematics, science, and technology.
Performance Goal 3	**What will our school accomplish?** IMSA-West will raise their average ACT scores by 5% over the previous school year's scores until we have 22 ACT average.
Performance Indicators	**How will we know that we have achieved this goal?** All IMSA-West juniors will take ACT during their junior year.
Assessment Tools and Measures	**How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?** All IMSA-West juniors will take ACT in the Spring of their junior year.
Attachments	**Attachments to illustrate the performance goal and assessments.** (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.) No attachment.
Rationale for Goal and Measures	**Why is this goal important to our mission and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?** (2-3 sentences) Our mission is to prepare ALL of our students for college in an effective learning environment. ACT is a big component of college acceptance. As we prepare our students for the ACT test through different programs we have all of junior to take the test. Their performance in ACT will provide us with feedback on our curriculum, preparation programs, and instruction.
Assessment Reliability and Scoring Consistence	**How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?** NA
Baseline Data	**What is our beginning data point?** Class of 2012 was our first graduating class and also the first class to take the ACT. Their scores were our beginning data.
3rd Year Target	**What do we expect to achieve by the end of our third year?** (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.)

	Does not meet the standard: Average ACT scores of IMSA-West is less than 13. *Approaching the standard*: Average ACT scores of IMSA-West is between 14 and 15. *Meets the standard*: Average ACT scores of IMSA-West is at least 16. *Exceeds the standard*: Average ACT scores of IMSA-West is higher than 16.
6th –Year Target	**What do we expect to achieve by the end of our sixth year?** (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.) *Does not meet the standard:* Average *ACT scores of IMSA-West is less than 15.* *Approaching the standard:* Average *ACT scores of IMSA-West is between 16 and 17.* *Meets the standard:* Average *ACT scores of IMSA-West is at least 18.* *Exceeds the standard:* Average *ACT scores of IMSA-West is higher than 18.*

GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

School-Specific Goal for IMSA-West

Mission Statement	**The mission of our charter school** is to prepare our students for college by creating an effective learning environment of higher standards and expectations with a rigorous college prep curriculum that focuses on mathematics, science, and technology.
Performance Goal 4	**What will our school accomplish?** At least 70% of IMSA-West high school students will graduate with Core 40 with Academic Honors annually.
Performance Indicators	**How will we know that we have achieved this goal?** We will monitor our students to know that we have achieved this goal.
Assessment Tools and Measures	**How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?** Student information system at IMSA-West will store academic data for each student. Such data will be monitored by the college guidance department annually and regular meeting with students and their parents will take place when deemed necessary. Freshman will develop a four year academic forecast and follow it in order to achieve this goal.
Attachments	**Attachments to illustrate the performance goal and assessments.** (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.) No attachment.
Rationale for Goal and Measures	**Why is this goal important to our mission and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?** (2-3 sentences) Core 40 diploma is crucial in applying to colleges within the state of Indiana for high school students. Graduation requirement of IMSA-West Indianapolis goes beyond Core 40 and Core 40 with Academic Honors in terms of credits and classes to be taken. IMSA-West aims to achieve the minimum GPA requirement, which is 3.0 for Academic Honors.
Assessment Reliability and Scoring Consistence	**How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?** NA
Baseline Data	**What is our beginning data point?** NA

3rd Year Target	**What do we expect to achieve by the end of our third year?** (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.) *Does not meet the standard*: Less than 40% of IMSA-West high school students graduate with Core 40 with Academic Honors. *Approaching the standard*: Between 50% and 60% of IMSA-West high school students graduate with Core 40 with Academic Honors. *Meets the standard*: At least 60% percent of IMSA-West high school students will graduate with Core 40 with Academic Honors. *Exceeds the standard*: *is higher than* 60% of IMSA-West high school students will graduate with Core 40 with Academic Honors.
6th –Year Target	**What do we expect to achieve by the end of our sixth year?** (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.) *Does not meet the standard*: Less than 50% of IMSA-West high school students graduate with Core 40 with Academic Honors. *Approaching the standard*: Between 60% and 70% of IMSA-West high school students graduate with Core 40 with Academic Honors. *Meets the standard*: At least 70% percent of IMSA-West high school students will graduate with Core 40 with Academic Honors. *Exceeds the standard*: *is higher than* 70% of IMSA-West high school students will graduate with Core 40 with Academic Honors.

GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

School-Specific Goal for IMSA-West

Mission Statement	**The mission of our charter school** is to prepare our students for college by creating an effective learning environment of higher standards and expectations with a rigorous college prep curriculum that focuses on mathematics, science, and technology.
Performance Goal 5	**What will our school accomplish?** IMSA-West will achieve an 85% cohort graduation rate by our graduating class, the class of 2017.
Performance Indicators	**How will we know that we have achieved this goal?** Student records and Student Information System will track students throughout the high school.
Assessment Tools and Measures	**How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?** IMSA-West Indianapolis will monitor enrollment and retention data annually and develop strategies to achieve this goal.
Attachments	**Attachments to illustrate the performance goal and assessments.** (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.) No attachment.
Rationale for Goal and Measures	**Why is this goal important to our mission and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?** (2-3 sentences) IMSA-West Indianapolis invests a lot in its students. Consistency in student enrollment that we are able to keep our freshmen throughout the high school is crucial in accomplishing our mission.
Assessment Reliability and Scoring Consistence	**How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?** NA
Baseline Data	**What is our beginning data point?** NA
3rd Year Target	**What do we expect to achieve by the end of our third year?** (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.) *Does not meet the standard*: Less than 65% of our freshman graduate from IMSA-West. *Approaching the standard*: Between 65% and 75% of our freshman graduate from IMSA-West.

	Meets the standard: At least 75% of our freshman graduate from IMSA-West. *Exceeds the standard*: Higher than 75% of our freshman graduate from IMSA-West.
6th –Year Target	**What do we expect to achieve by the end of our sixth year?** (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.) *Does not meet the standard*: Less than 75% of our freshman graduate from IMSA-West. *Approaching the standard*: Between 75% and 85% of our freshman graduate from IMSA-West. *Meets the standard*: At least 85% of our freshman graduate from IMSA-West. *Exceeds the standard*: Higher than 85% of our freshman graduate from IMSA-West.

GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

School-Specific Goal for IMSA-West

Mission Statement	**The mission of our charter school** is to prepare our students for college by creating an effective learning environment of higher standards and expectations with a rigorous college prep curriculum that focuses on mathematics, science, and technology.
Performance Goal 6	**What will our school accomplish?** IMSA-West will have 100% college acceptance rate for every member of its graduating class.
Performance Indicators	**How will we know that we have achieved this goal?** College guidance department will monitor student acceptances to colleges.
Assessment Tools and Measures	**How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?** Acceptances to colleges.
Attachments	**Attachments to illustrate the performance goal and assessments.** (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.) No attachment.
Rationale for Goal and Measures	**Why is this goal important to our mission and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?** (2-3 sentences) IMSA-West Indianapolis is a college prep school. College acceptances of our students will be the biggest indicator of our success. Therefore, this is the ultimate goal for IMSA-West Indianapolis.
Assessment Reliability and Scoring Consistence	**How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?** NA
Baseline Data	**What is our beginning data point?** NA
3rd Year Target	**What do we expect to achieve by the end of our third year?** (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.) *Does not meet the standard*: Less than 85% of our graduating class is accepted into colleges. *Approaching the standard*: Between 85% and 89% of our graduating class is accepted into colleges *Meets the standard*: 90% of our graduating class is accepted into colleges.

	Exceeds the standard: Higher than 90% of our graduating class is accepted into colleges.
6th –Year Target	**What do we expect to achieve by the end of our sixth year?** (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.) *Does not meet the standard*: Less than 80% of our graduating class is accepted into colleges. *Approaching the standard*: Between 80% and 95% of our graduating class is accepted into colleges *Meets the standard*: 100% of our graduating class is accepted into colleges. *Exceeds the standard*: NA

GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

School-Specific Goal for IMSA-West

Mission Statement	**The mission of our charter school** is to prepare our students for college by creating an effective learning environment of higher standards and expectations with a rigorous college prep curriculum that focuses on mathematics, science, and technology.
Performance Goal 7	**What will our school accomplish?** On the average of all ISTEP tests administered, IMSA-West will exceed the performance of the local school district in which the school is located by at least 15% annually.
Performance Indicators	**How will we know that we have achieved this goal?** IMSA-West students will be taking ISTEP tests as any other public school students. When the data becomes available we will compare our scores with average scores of the district in which we are located.
Assessment Tools and Measures	**How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?** Annual ISTEP scores will be used to measure achievement of this goal.
Attachments	**Attachments to illustrate the performance goal and assessments.** (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.) No attachment.
Rationale for Goal and Measures	**Why is this goal important to our mission and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?** (2-3 sentences) Proficiency on the ISTEP tests is an indicator that our students are mastering the state standards and acquiring the necessary academic skills that they will need in order to enter colleges. Although IMSA-West utilizes additional measurements to prepare our students for college, ISTEP performance also gives us the opportunity to compare performance of our student with similar student populations within the state.
Assessment Reliability and Scoring Consistence	**How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?** NA
Baseline Data	**What is our beginning data point?** IMSA-West will gather data on past performance of our incoming students upon their enrollment or transfer to IMSA-West, earliest in August 2010.
3rd Year Target	**What do we expect to achieve by the end of our third year?** (Set your expectation for "Meets standard" at a level that you would consider on target

	for your third year.) *Does not meet the standard*: IMSA-West performs at the same level or less with the local school district in which we are located. *Approaching the standard*: IMSA-West exceeds performance of the local school district in which we are located less than 15%. *Meets the standard*: IMSA-West exceeds performance of the local school district in which we are located at least 15%. *Exceeds the standard*: IMSA-West exceeds performance of the local school district in which we are located more than 20%.
6th –Year Target	**What do we expect to achieve by the end of our sixth year?** (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.) *Does not meet the standard*: IMSA-West exceeds performance of the local school district in which we are located less than 10%. *Approaching the standard*: IMSA-West exceeds performance of the local school district in which we are located less than 15%. *Meets the standard*: IMSA-West exceeds performance of the local school district in which we are located at least 20%. *Exceeds the standard*: IMSA-West exceeds performance of the local school district in which we are located more than 20%.

School Leader Evaluation

IMSA-West Board of Directors will evaluate the principal annually and report it to Concept Schools. The Board will use the framework that Concept has developed for principal evaluation. The principal evaluation is result oriented and data-driven. In addition to Board evaluation, principal will be evaluated by Concept School regional superintendent once a year. Fidelity to the Concept design and its implementation at the school are important in such evaluation. Feedback from the school community about the leadership that the principal provides is also taken into consideration in principal evaluation. IMSA-West Board will use the same framework that Concept currently uses to evaluate their principals in the 30 schools. This framework includes the following:

- People skills
- Technical skill
- Academic skill
- Work ethics skill
- Outreach and Public Relations
- Compliance

The following rubric will be used for principal evaluation.

EVALUATION RUBRIC FOR PRINCIPALS

A. People Skills

A.1 - Student Relations & Recognition: Greeting in the morning, student assemblies, award ceremonies, knowing names, attending student events, etc.

5- Exemplary

4- Effective

3- Satisfactory

2- Below Average

1- Needs Improvement

A.2 - Staff Relations & Recognition: Greeting in the morning, building a rapport with staff, class visits, incentives, out of school activities, home visits, etc.

5- Exemplary

4- Effective

3- Satisfactory

2- Below Average

1- Needs Improvement

A.3 - Parent Relations & Recognition: Parent orientations, parent teacher conferences, parent organization, home visit, activities with parents, parent university (free courses for parents), etc.

5- Exemplary

4- Effective

3- Satisfactory

2- Below Average

1- Needs Improvement

A.4 - Supervisor Relations

5- Exemplary

4- Effective

3- Satisfactory

2- Below Average

1- Needs Improvement

A.5 - Staff Development

5- Exemplary

4- Effective

3- Satisfactory

2- Below Average

1- Needs Improvement

A.6 - Student Survey

5- Exemplary – 90% or above satisfaction

4- Effective – 80-90% satisfaction

3- Satisfactory – 70-80% satisfaction

2- Below Average – 60-70% satisfaction

1- Needs Improvement – lower than 60% satisfaction

A.7 - Staff Survey

5- Exemplary – 90% or above satisfaction

4- Effective – 80-90% satisfaction

3- Satisfactory – 70-80% satisfaction

2- Below Average – 60-70% satisfaction

1- Needs Improvement – lower than 60% satisfaction

A.8 - Parent Survey

5- Exemplary – 90% or above satisfaction

4- Effective – 80-90% satisfaction

3- Satisfactory – 70-80% satisfaction

2- Below Average – 60-70% satisfaction

1- Needs Improvement – lower than 60% satisfaction

B. Technical Skills

B.1 - Admin License

5- Professional License

3- Alternative/Emergency License

1- No License

B.2 - Professional Growth

5-Master's Degree in Ed. Leadership

4 - Taking Courses towards Master's Degree Ed. Leadership

3- Taking courses

1- Taking no course

B.3 - Student Attendance

5-Average daily student attendance is 98-100 %

4-Average daily student attendance is 96-97 %

3-Average daily student attendance is 94-95 %

2- Average daily student attendance is 90-93 %

1-Average daily student attendance is lower than 90 %

B.4 - Student Retention

5- Student retention rate is more than 90 %

4- Student retention rate is 80-90 %

3- Student retention rate is 70-80 %

2- Student retention rate is 60-70 %

1- Student retention rate is lower than 60 %

B.5 - Teacher Retention

5- Teacher retention rate is more than 90 %

4- Teacher retention rate is 80-90 %

3- Teacher retention rate is 70-80 %

2- Teacher retention rate is 60-70 %

1- Teacher retention rate is lower than 60 %

B.6 - Hiring Quality Staff and Dismissing Poor Performers

5- Exemplary

4- Effective

3- Satisfactory

2- Below Average

1- Needs Improvement

B.7 - Accomplishment of Enrollment Target

5-Reaching 100 % enrollment target

4-Reaching 95 % enrollment target

3-Reaching 90 % enrollment target

2-Reaching 85 % enrollment target

1-Reaching less than 85 % enrollment target

B.8 - Physical Environment

5- Appealing, welcoming, informative. Current entry and common area has displays that include student-generated items and a visible mission statement and/or school motto

4- Appealing and informative displays or motto but without student –generated items

3- Common and basic printed news and information is posted plainly

2- No school mission statement or motto is present and news/information is vague, disorganized, or unavailable

1- No attempt is made to post news or information or motto

B. 9 - Physical Environment / Cleanliness and Neatness

5 - School environment is extremely clean and neat; no trash anywhere

4 - School environment is mostly clean and neat; occasional piece of trash outside and inside

3 - School environment is clean and neat; some trash or dirty floors

2 - School environment is not so clean and neat; easily visible dirt and trash; walls are not clean

1 - School environment is dirty and messy; uninviting

B.10 - Instructional Resources

5- Has all resources available for all stakeholders (teacher resources, student resources, technological resources, parent resource room, board room, etc.)

4 – Has most resources available

3 – Has most resources available but some parties report needs that have not been met resource-wise

2 – Shows some resource needs that are affecting instruction

1 – Too many gaps in instructional resources; clear and apparent needs

B.11 - Staff Evaluation

5 - 80 % or more of school teaching staff score 4.50 or higher on formal evaluations by CS personnel

4 - 80 % or more of school teaching staff score 4.25 or higher on formal evaluations by CS personnel

3- 80 % or more of school teaching staff score 4.00 or higher on formal evaluations by CS personnel

1- Less than 80 percent of school teaching staff score 4.00 on formal evaluations by CS personnel

B.12 - Staff Evaluation

5 – has completed 100% of staff evaluations according to Concept Schools' Evaluation Protocol

4 - has completed 90 % of staff evaluations according to Concept Schools' Evaluation Protocol

3- has completed 80% of staff evaluations according to Concept Schools' Evaluation Protocol

2 - has completed 70% of staff evaluations according to Concept Schools' Evaluation Protocol

1- has completed less than 70% of staff evaluations according to Concept Schools' Evaluation Protocol

B.13 - Atlas Curriculum Mapping

5- 90% or more of teachers regularly complete lessons and units

4- 80-90% of teachers regularly complete lessons and units

3- 70-80% of teachers regularly complete lessons and units

2- 60-70% of teachers regularly complete lessons and units

1- Lower than 60% of teachers regularly complete lessons and units

B.14 - Concept Schools' Student Information System

5- Teacher participation and compliance rate is more than 95 %

4- Teacher participation and compliance rate is 90-95 %

3- Teacher participation and compliance rate is 85-90 %

2- Teacher participation and compliance rate is 80-85 %

1- Teacher participation and compliance rate is lower than 75-80 %

B.15 - Concept Schools' Student Information System

5- Principal consistently uses the reporting system to its full potential and incorporation

3- Principal sometimes used the reporting system or only the basic reports

1- Principal uses only minimal reports like grading and attendance

B.16 - Awareness of Policies and Implementations

5- Exemplary

4- Effective

3- Satisfactory

2- Below Average

1- Needs Improvement

B.17 - Compliance with School Budget and its Implementations

5- Exemplary

4- Effective

3- Satisfactory

2- Below Average

1- Needs Improvement

B.18 - Staff and Student Discipline Implementations

5- Exemplary

4- Effective

3- Satisfactory

2- Below Average

1- Needs Improvement

C. Academic Skills

C.1 - High School Graduation

5- Graduation rate is 98-100 %

4- Graduation rate is 95-97 %

3- Graduation rate is 93-94 %

2- Graduation rate is 90-92 %

1- Graduation rate is lower than 90 %

C.2 - College Acceptance

5-College Acceptance rate is 98-100 %

4- College Acceptance rate is 95-97 %

3- College Acceptance rate is 93-94 %

2- College Acceptance rate is 90-92 %

1- College Acceptance rate is lower than 90 %

C.3 - AYP

5- MET

1- Did not MEET

C.4 - Value Added

5- Above

3- Met

1- Below

C.5 - School Designation

5-Excellent

4-Effective

3-Continuous Improvement

2-Academic Watch

1-Academic Emergency

C.6 - Grade Promotion

5- Promotion rate (97% or higher)

4- Promotion rate (93% - 96%)

3-Promotion rate (87% - 92%)

2-Promotion rate (82% - 86%)

1-Promotion rate (81% or below)

C.7 - NWEA

5- More than 60% demonstrated growth

4- 50-60 % demonstrated growth

3- 40-50 % demonstrated growth

2- 30-40% demonstrated growth

1- Less than 30 % demonstrated growth

C.8 - Advanced Study Teams

5- Three or more advanced study teams with more than 5 students in each

3- Less than three advanced study teams with couple of students in each

1- No advanced study teams

C.9 - Extracurricular Activities

5-More than 75 % of the students have participated in extracurricular activities at least once

4- 50-75 % of the students have participated in extracurricular activities at least once

3- 25-50% of the students have participated in extracurricular activities at least once

1 – Less than 25 % of the students have participated attended in extracurricular activities at least once

C.10 - CS Activities

5- Participated in all applicable CS Activities and received some recognitions

4- Participated in all but one applicable CS Activities and received some recognitions

3 - Participated in 75 % of all applicable CS Activities and received recognitions

2- Participated in half of the applicable CS Activities

1- Participated in less than half of the applicable CS Activities

D. Work Ethic

D.1 - High Expectations

5 - Sets high and clear expectations for all stakeholders, and students are consistently progressing

4 – Sets clear expectations for teachers and students and follows with consistent practices

3 – Demands academic success from teachers and students but has inconsistency in implementation

2 –Accepts poor academic performance

1 – Lives in survival mode; does not have any expectations, but a lot of excuses

D.2 - Punctuality

5- Always on time and punctual to school days, meetings, school events, and e-mail/telephone correspondence

3- Frequently on time and punctual to school days, meetings, school events, and e-mail/telephone correspondence

1- Rarely on time and punctual to school days, meetings, school events, and e-mail/telephone correspondence

D.3 - Data Analysis

5 – Establishes a meaningful teamwork to create and implement an action plan by using data available

4 – Shares the data with the staff and asks them to come up with action plans and follows them

3 – Asks staff members to use the data and create an action plan

2 – Uses the data as a hammer but not as a flashlight – do not use the data to make teachers reflect back to teaching

1 – Never looks for the data, swims with the wave – never pays attention to interim data

D.4 - Sharing Experience

5- Always eager and willing to share his/her experience in PD days via emails or in meetings

3- Frequently willing to share his/her experience in PD days via e mails or in meetings

1- Seldom willing to share his/her experience in PD days via e mails or in meetings

D.5 - Meeting Applications

5- Has scheduled all meetings in advance at the beginning of the year and always follows meeting protocol with expected norms

4- Has scheduled all meetings in advance at the beginning of the year and usually follows meeting protocol with expected norms

3- Has scheduled all meetings in advance at the beginning of the year and sometimes follows meeting protocol with expected norms

2- Inconsistent scheduling of meetings and protocol is loosely in place

1- Inconsistent scheduling of meetings and no protocol or established norms are present at all

D.6 - Delegation Skills

5- Exemplary

4- Effective

3- Satisfactory

2- Below Average

1- Needs Improvement

D.7 - Professional Attire

5- Men with shirt and tie, women in professional suit attire

3- Men without a tie or women in business casual attire

1- Less than business casual attire

D.8 - Communication Skills

5- Exemplary

4- Effective

3- Satisfactory

2- Below Average

1- Needs Improvement

D.9 - Creating Consensus for Change

5- Exemplary

4- Effective

3- Satisfactory

2- Below Average

1- Needs Improvement

D.10 - Non-negotiables

5 – Willingly communicates and effectively implements non-negotiables of board and management company

4 – Communicates and implements non-negotiables of board and management company

3 – Communicates and implements if it does not conflict with his/her personal approach

2 – Usually misinterprets non-negotiables

1 – Always implements his/her approach by not paying attention to non-negotiables

E. Social Skills

E.1 - Contact List

5- School has obtained enormous amount of contacts from a wide variety of stakeholders

4 – School has obtained a solid, workable amount of contacts from a variety of stakeholders

3 – School has obtained a list of contacts, sometimes too narrowly focused

2 – School has obtained a list of some contacts but does not go wide enough

1 – School has shown a little evidence of a contact list

E.2 - Community Outreach - Breakfast/Luncheon/Dinner/Open House

5- Organizes more than one event per quarter

4- Organizes one event per quarter

3- Organizes one event per semester

2- Organizes one event per year

1- No event was held

E.3 - Business Partnership or Affiliations

5- Have more than one partnership

3- Have only one partnership

1- No partnership

E.4 - Newsletter/E-Newsletter

5- Newsletter is consistently distributed on a month- to- month basis and is of high quality and creativity

4- Newsletter is distributed on a month- to- month basis as per template without extended creativity

3- A simple and a basic newsletter is distributed on a month- to- month basis

2- School does not distribute newsletter on a month- to- month basis

1- School does not create newsletter

E.5 - Social Media - Facebook/Twitter

5- Both Facebook and Twitter pages have been created and are frequently updated

3- Both Facebook and Twitter pages have been created, but are not frequently updated

1- No attempt has been made to establish or maintain Facebook and Twitter pages

E.6 - News Media

5- School has been cited positively by local news media more than once in the given school year

3- School has been cited positively by local news media once in a given school year

1- School has not been cited by local news media or relations have not been made

E.7 - VIP Visit

5- More than one distinguished VIP visit in the given school year

3- One distinguished VIP visit in a given school year

1- School has not had a distinguished VIP visit during the given year

E.8 - Guest Speakers

5- More than one distinguished guest speaker has visited in the given school year

3- One distinguished guest speaker visited in a given school year

1- School has not had a distinguished guest speaker visit during the given year

E.9 - Web Site

5- Website page has been created and is current and frequently updated

3- Website page has been created, but is not current or frequently updated

1- No attempt has been made to establish or maintain the school webpage

E.10 - Alumni Relations

5- Communicates regularly with alumni (both in college and not) and has a clearly defined plan/network for following alumni, including their return visits as guest speakers or VIPs

3- Some communication with alumni, not a clear plan/network in place, or rare alumni/guest/VIP visits

1- No active communication with alumni is present and no alumni has served as guest speakers or VIPs

G. Compliance

G.1 - Board Relations

5- Exemplary

4- Effective

3- Satisfactory

2- Below Average

1- Needs Improvement

G.2 - Sponsor/Authorizer Document Submission

5- 100 % on time

4 – More than 90 %

3- 80-90 % on time

1- Less than 80% on time

G.3 - Personnel Folders

5- Perfect, includes all needed documents

3- Some missing documents

1- Have many missing documents and unorganized

G.4 - Student Folders

5- Perfect, includes all needed documents

3- Some missing documents

1- Have many missing documents and unorganized

G.5 - ESL Surveys

5- Have been conducted on time and filed properly

3- Have been conducted late but filed properly

1- Have never been conducted

G.6 - Special Education

5- Have been involved with RTI process, classroom adaptations and implementations

3- Have been aware of special education issues before they occur

1- Have only been involved during the IEP conferences

G.7 - Safety

5- All safety procedures and emergency plans are in place, readily accessible in every classroom, and practiced, including completing all of the yearly required drills (fire, disaster, tornado, lockdown, evacuation, etc.) in cooperation with local fire and police departments

3- Safety procedures and emergency plans are in place, but not readily accessible or regularly practiced, including the completion of required drills

1- Vague, out-of-date, and/or incomplete safety procedures and emergency plans are present, but are not regularly practiced and required drills are not met

G.8 – State Data Submission such as EMIS, ESIS, etc.

5- Perfect, all needed information were submitted on time

3- Some missing information and/or late submission

1- Have many missing information and/or may not be submitted

Attachment 12: Educational Service Provider (Concept Schools) Questionnaire

Concept

Strategic Business Plan

Strategic Plan

September 6, 2011

2011-2015

Concept Schools is a Chicago-based, not-for-profit charter school management organization with 27 charter schools in the Midwest states. Concept Schools' focus is to create and operate charter schools that provide educationally underserved students with the knowledge, skill and character to succeed in college, the workplace, and life—with special emphasis to enter college degree programs and careers in science, technology, engineering, and math (STEM) fields.

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Overview

Concept Schools is a Chicago-based, not-for-profit charter school management organization. Concept Schools' focus is to create and operate charter schools that provide educationally underserved students with the knowledge, skill and character to succeed in college, the workplace, and life—with emphasis to enter college degree programs and careers in science, technology, engineering, and math (STEM) fields.

Over the past 12 years, Concept Schools has created and currently manages 27 charter schools in Ohio, Indiana, Illinois, Michigan, Minnesota, Missouri, and Wisconsin with 2 more schools planned to open for school year 2012-2013. All schools are located in urban areas and serve over 8,000 underprivileged elementary, middle, and high school students in Cleveland, Columbus, Dayton, Cincinnati, Lorain, Toledo, and Youngstown in Ohio, Indianapolis, Chicago, Peoria in Illinois, Hazel Park in Michigan, Milwaukee, Minneapolis, and St. Louis.

Concept Schools have achieved 100% college acceptance rates of its graduating students. Its schools serve students where 60% to 90% come from economically disadvantaged families. 80% of Concept Schools' graduates are the first within their families to attend college.

Concept Schools have been recognized for delivering significant success in performance and quality:

- Horizon Science Academy Cleveland High School is designated as a 2009 National Blue Ribbon School by U.S. Secretary of Education.
- Horizon Science Academy Columbus High, Horizon Science Academy Toledo, and Horizon Science Academy Cleveland High have been recognized as Schools of Promise for years in Ohio.
- Noble Academy Cleveland, Horizon Science Academy Cleveland High, and Horizon Science Academy Cleveland Middle, and Horizon Science Academy Columbus High are designated as Excellent Schools by Ohio Department of Education.
- Horizon Science Academy Cleveland High School was awarded National Title I Distinguished School Award for Closing the Achievement Gap.
- Chicago Math and Science Academy made the Illinois State Board of Education's (ISBE) 2008 Illinois Honor Roll
- Indiana Math and Science Academy West received exemplary school rating three years in a row while Indiana Math and Science Academy North was recognized the same rating in its first year of operation in 2011.
- In 2011, Gateway Science Academy became one of the highest performing charter schools in St. Louis in its first year of operation.
- Michigan Math and Science Academy was the highest performing school in its region by getting an A on its annual report card by the Michigan Department of Education in 2011.

The goals of this strategic plan are to accomplish the following:

1. Design and deploy the next generation of Concept Schools' model that will generate even higher rates of student achievement and consistency in performance across all school sites.
2. Implement the next generation replication system that will enable Concept Schools to open 20 new schools in the Midwest states over the next five to seven years serving a total of 20,000 students with fidelity and quality.
3. Implement the next generation support system for existing school sites that will enable them to thrive and deliver consistent high levels of performance and quality.

Current Schools

Concept Schools currently manages and operates the following schools:

#	School (Grades)	Metro	Student Pop-Current	Student Pop. @ Capacity	Yr Est	Current Grades Served	Performance
1	Chicago Math and Science Academy (CMSA)	Chicago, IL	599	599	04	6-12	Not Rated
2	Gateway Science Academy	St. Louis, MO	458	460	10	K-8	Not Rated
3	Horizon Science Academy – Cincinnati	Cincinnati, OH	394	400	05	K-12	Effective
4	Horizon Science Academy - Cleveland High School	Cleveland, OH	492	500	99	9-12	Excellent
5	Horizon Science Academy - Cleveland Middle School	Cleveland, OH	146	150	05	6-8	Excellent
6	Horizon Science Academy - Cleveland Elementary School	Cleveland, OH	174	165	08	K-5	Continuous Imp.
7	Horizon Science Academy - Columbus High School	Columbus, OH	400	400	99	9-12	Excellent
8	Horizon Science Academy - Columbus Middle School	Columbus, OH	349	340	07	6-8	Effective
9	Horizon Science Academy - Columbus Elementary School	Columbus, OH	386	381	08	K-5	Effective
10	Horizon Science Academy - Dayton Elementary School	Dayton, OH	159	175	05	K-6	Continuous Imp.
11	Horizon Science Academy - Dayton High School	Dayton, OH	243	325	09	7-12	Continuous Imp.
12	Horizon Science Academy - Dayton Downtown School	Dayton, OH	187	220	10	K-8	Academic Watch
13	Horizon Science Academy - Denison Middle School	Cleveland, OH	315	370	05	K-8	Continuous Imp.
14	Horizon Science Academy - Denison Elementary School	Cleveland, OH	194	225	08	K-5	Academic Emergency
15	Horizon Science Academy – Lorain	Cleveland, OH	330	410	09	K-5	Effective
16	Horizon Science Academy – Springfield	Toledo, OH	265	350	05	4-8	Effective
17	Horizon Science Academy – Toledo	Toledo, OH	259	650	04	9-12	Continuous Imp.
18	Horizon Science Academy – Toledo Downtown	Toledo, OH	210	225	10	K-8	Academic Watch
19	Horizon Science Academy - Youngstown School	Youngstown, OH	313	340	10	K-8	Continuous Imp.
20	Indiana Math and Science Academy -West	Indianapolis, IN	564	500	07	K-10	Exemplary
21	Indiana Math and Science Academy-North	Indianapolis, IN	439	440	10	K-8	Exemplary
22	Michigan Math and Science Academy	Detroit, MI	251	225	09	5-8	"A" rating
23	Noble Academy - Cleveland	Cleveland, OH	267	275	06	K-8	Excellent
24	Noble Academy – Columbus	Columbus, OH	213	225	06	K-8	Effective
25	Quest Charter Academy	Peoria, IL	300	300	10	5-8	Not Rated
26	Milwaukee Math and Science Academy	Milwaukee, WI	155	400	11	K-5	New
27	Minnesota School of Science	Minneapolis, MN	221	400	11	K-5	New
	Total		**8283**	**9450**			

Concept Schools High Expectations and Standards

Concept Schools has high expectations and standards for all its students attending its schools. Concept Schools works with each school site to ensure progress toward achieving these expectations and standards:

1. Student Population Served. Concept Schools generally serves underserved neighborhoods that do not have enough high quality education options. Concept Schools' student population demographics closely reflect that of their local neighborhood.
2. Powerful Culture and Engagement. Students who attend Concept schools show a high level of engagement and understanding of purpose in their learning. Concept schools create an environment that deliberately develops and encourages a culture that engages students. Teachers and staff members of Concept schools demonstrate a high level of engagement and commitment to students, each other, and to the Concept Schools' model.
3. Academic Success. 100% of students who attend a Concept school for 3 years or more are grade-level proficient in reading and math according to state standards. The school's overall performance is in top 10+ percentile range or better compared to the state average.
4. Post Secondary Success. 100% of high school students who attend a Concept school for 3 years or more are accepted to 4-year colleges and at least 90% will receive a 4-year college degree. 70% of Concept Schools' high school students enter a STEM related degree program. 10% of high school graduates eventually work for Concept Schools as teachers and/or administrators.
5. 21st Century Skills Preparedness. 100% of students who attend a Concept school for 3 years or more demonstrate proficiency in 21st Century Skills.
6. Student, Employee, and Community Satisfaction. All Concept schools enjoy significant teacher and student satisfaction as demonstrated by a 90%+ retention rate and a student enrollment waiting list that is 20% greater than the seats available.
7. Contribution to Health of Community. Each Concept school can evidence their contribution to their local community's economic health by the number of workforce-ready skilled graduates produced and the reduction in high school and college dropouts.
8. Safe and Sound Environment. The Concept Schools and its school sites are financially solvent, meet budgets, meet all regulatory compliance requirements, operate in an organized manner, and maintain a safe and clean environment for students and staff.

Concept Schools History

The idea of a college prep charter school model focused on math, science, and technology was developed by two Turkish educators ten years ago in Ohio. Taner Ertekin, an educator and entrepreneur who had started schools in Thailand and Japan, was visiting United States to recruit American teachers for the schools he had started in these countries. The charter school concept was

introduced to Taner by his long time friend, Ehat Ercanli, a computer technology professor at Case Western University.

The state of Ohio had just recently passed their charter school law enabling charter schools to exist in the state. Taner Ertekin realized the opportunity for making a difference in education through charter schools.

Taner and Ehat put together a team of scientists, business leaders, and educators, including Sedat Duman and Salim Ucan who are now the President/CEO and the Vice President of Concept Schools respectively. They developed the program and wrote their proposal upon extensive research of the American education system, visiting many schools, and then consolidating best practices from the Turkish education system and the American education system.

Dr. Ercanli also invited scientists who were studying at the local universities to the charter school project. Some of these scientists ended up teaching in the original school once the school was opened instead of working for corporations or continuing their researches at the universities. Involvement of these scientists in the school made a huge difference in the lives of many students.

Taner's and Ehat's proposal was liked by the Ohio state board of education and was approved immediately. They had submitted one proposal to open a charter school in Cleveland. However, the State of Ohio officials were so impressed by the proposal and the school model that they asked for mlkTaner and Ehat to open one more school in Columbus, Ohio that year in 1999.

Joe Graba, one of the former state officials who drafted the first ever charter school law in Minnesota would speak at an event years later and explain the success behind Concept Schools as "these [Concept Schools] guys have been successful because they came from another country with no preconceived notions about our urban kids. Therefore, they had no concept of low expectations from them as many educators and schools in America do. They rejected the idea of only certain students could be successful and believed in their students that they ALL can be successful. That belief system made a huge difference…"

The model that Taner and Ehat developed expected excellence from all of their students not just from the ones with strong academic backgrounds. Their model supported the students who needed additional help through after-school, Saturday classes, summer and winter programs and their students progressed profoundly.

For five years they operated only two schools. These two schools established a good reputation of being effective learning environments through their state test scores, attendance rates, and graduation and college acceptance rates in such as short time. That is when sponsors approached Taner Ertekin with the idea of replicating the model and reaching out to greater numbers of students and parents in Ohio and Concept Schools began to replicate and grow. In 2002, he founded Concept Schools as the management organization.

Concept Schools has grown to manage 27 charter schools in seven different states: Ohio, Illinois, Indiana, Missouri, Minnesota, Michigan, and Wisconsin.

School Design

The overarching philosophy of the design is the belief that "intelligence is not an innate ability and achievement is the outcome of effort, which is driven by motivation, not ability". Therefore, academics will be engulfed in rich and meaningful auxiliary programs to motivate students and foster a thirst for learning. Concept Schools operates schools in grades K-5, 5-8, 6-12, and K-12 formats.

The pillars of Concept Schools' design are:

Personalized approach – Each student will have daily individualized support for achieving milestones toward their own goals and their school's goals. Research shows that social supports are as important as academic supports for improving student achievement and preparing students for life beyond high school graduation (Alliance for Excellent Education, 2007; Pathways to College Network, 2007). Social supports can include small learning communities, structured peer interactions, and faculty advisors for small groups of students (Herlihy & Quint, 2006). Other forms of social support increase students' access to college information through post-graduation planning sessions, financial aid and college application assistance, and generally establishing a college-going mindset among high school students (Hoyt, 2001; Nagaoka et al., 2006; Corwin & Tierney, 2007).

Continuous relationships – Effective small schools are designed to nurture relationships with students. Concept Schools has an advisory system. Each teacher is assigned a small group of students to advise, mentor, and to help with academic, social, and emotional needs. Teachers organize additional events with their group of students outside the school in order to build sustainable and healthy relationships. Advisors conduct home visits to build a relationship with the student's parents. Advisors are the primary contact for parents regarding their children. The advisory system, along with the homeroom, which is also focused on community-building activities, will foster an environment that allows students to be socially and emotionally safe. Students' sense of belonging and community will increase self-esteem and lead to greater success.

High standards – Concept Schools clearly define the expectations for academic achievement and conduct for all students regardless of background. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior. With an extended school day, week, and year, students will have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive colleges. Higher standards and expectations are also reflected through grade-promotion standards, school-wide discipline policies, and graduation requirements. Students' participation in after-school activities, extracurricular activities, school-wide events, and showcases are not only expected but are mandatory in some cases. Such high expectations and standards are clearly communicated to our students, parents, and the larger community on an ongoing basis.

Post-Secondary Success - High school graduation and acceptance into college is not enough for student success. In this country, too many students who make it into college drop out within the first few years and are unable to graduate with a degree and establish good careers. The Concept Schools' model helps students achieve post-secondary success by providing them the academic, organization skills, and study skills that are essential for the college and university experience. Additionally, Concept Schools will make it easier for students to attend and succeed in college by helping them obtain scholarships as well providing counseling help and even job placement as needed during and after college. Concept Schools' alumni who successfully obtain college and universities degrees and enter Science, Technology, Engineering, and Math careers or who become teachers and leaders of Concept Schools will add to the success, reputation, and community support of Concept Schools.

Performance-based assessments - Carefully designed Concept Schools interim assessments will make it possible for teachers to effectively focus instruction and appropriately place students in accelerated programs and/or support services. With frequent and systematic analysis of assessment results, there will be a "laser-like focus" on the skills to be taught so that the students' time is used effectively.

Adaptive pedagogy – Teachers use multiple instructional strategies to adapt teaching to students' backgrounds, talents, interests, and the nature of their past performance. Concept Schools believes in allowing teachers to teach in an environment that supports their successful practices and strategies, so that each teacher can customize their teaching materials according to the needs of their particular group of students. Teachers at Concept Schools use a combination of direct teaching, problem-based learning, project-based learning, and collaborative learning. Students are taught how to study, how to approach academic tasks, and how to evaluate their own and others' work. By carefully scaffolding tasks, teachers work students through a step-by-step process resulting in a finished product.

Multi-cultural teaching – By exposing students to a rich diversity of American and international cultures, Concept Schools promote respect for diversity and create a context in which teachers' and students' experiences can be understood, appreciated, and connected to the curriculum. Concept Schools organizes local, national and even international trips for students, parents, and staff members. Students are able to participate in Concept Schools' summer cultural exchange programs. Through this program, students are able to go to another culture and live with a host family for three weeks, thus getting comprehensive exposure to another culture. The impact of such programs on urban students is invaluable--considering the fact that most of them have never left their city, state, or country.

Knowledgeable and skilled teachers – Concept Schools recruit highly qualified math and science teachers that are among the brightest and most talented in their field. Many have advanced degrees and each understands the multifaceted needs of different types of learners. Their demonstrated technological skills will be infused into their curriculum. A comprehensive selection process of our staff members allows us to find teachers who are committed to urban education and who are willing to go beyond the call of duty in order to meet the needs of our students. The staff selection process requires demonstration lessons, classroom visits, online screening tests, comprehensive interview, and review of transcripts, referrals, and reference checks. Since finding high quality math and science teachers has

been a challenge for urban schools, Concept Schools also recruits some of the best and brightest math and science teachers from overseas.

Collaborative planning and professional development – Because so much is expected of the teachers, professional development and collaborative planning play a critical role Concept Schools' success. The Summer Institute and professional development days during the year provide time for teachers to work together in teams and by grade levels to develop curriculum, review assessment data, and develop teaching strategies.

Family and community connections – Students, parents, teachers, and staff are all part of a school culture that fosters strong communication between the school and families. Everyone will be asked to uphold a commitment to the school and to each other to put in the time and effort required to achieve success. The schools host community breakfasts and student-centered exhibits to create a sense of community and build community support. Families and educators share responsibility for student learning and will rely on each other to contribute to the learning process. High-quality interactions among educators and families can build trust, increase adult support for learning, and improve student performance (Adams & Christenson, 2000, Perna & Titus, 2005). Parents and teachers are expected to participate in extracurricular activities, science fair projects, Olympiad competitions, national trips, overseas summer programs, Saturday SAT and ACT educational camps, and other school activities. Through community partnerships, students participate in internships, providing them with applied opportunities to pursue research and gain technical experience.

Democratic decision-making – Day-to-day decision making is made as close to the classroom as possible. Teachers share responsibility for groups of students and adapt their teaching strategies to meet student needs. Students are encouraged to attend parent-teacher conferences. Both parents and students have the opportunity to serve on school committees and plan school events. Parents and teachers have the opportunity to participate in professional development to enhance their ability to contribute to student success.

Authentic curriculum – Students are engaged in active learning set in a real-world context that requires higher-order thinking. This higher-order thinking includes creativity, innovation, critical thinking, problem solving, as well as other 21st century life and career skills such as effective communication, collaboration, and project management.

Concept Schools Central Office Support Services

Concept is a comprehensive management model in which Concept is accountable to the school board for student achievement, fiscal management, compliance, and reporting. The Concept Schools organization charges each school a fee of 10% to 12% of per pupil funding for comprehensive management of the school. In this comprehensive management model, the services that Concept provides the schools with are including but not limited to:

Start-Up Services: Opening a new school presents a very challenging experience; it calls for operational preparedness, significant coordination, and management from the school's inception. Concept Schools is fully experienced in the process. Concept provides guidance and assistance to community founders to realize readiness and coordinate the activities and operations for new schools. These readiness activities and guidance start by incorporating the new schools, applying for their exempt status, writing a charter proposal, facility search, market analysis, and pursuing the correspondence with proper authorities. At this stage, we collaborate to create the school's curriculum to mold with the educational model, used for the school's promotion. Finally to ensure a successful start-up, the main stakeholders must be identified and introduced to the project, while securing their support and cooperation.

Some of the major activities in the readiness stages include school promotion, student recruitment, and selecting quality personnel. Concept Schools offers services to develop school business plans, portfolios, brochures, open houses and informational meetings to promote the program and recruit students.

Concept Schools offers their financial support during the startup services. The majority of the startup work is performed before new member schools have state funding, fundraising activity, or even a state charter. Thus, Concept Schools provides the funds to establish the new member schools. If the schools do not ultimately receive a state charter or funding, then Concept Schools is not reimbursed for its significant expense. If funding is ultimately achieved, Concept Schools expects reimbursement for its expenses without a view to profit and without interest.

Human Resources: Supporting schools to recruit highly qualified teachers and administrators from national and international pools; providing schools with necessary handbooks, policies, and forms. Providing the school leader and business managers as part of the management services.

Curriculum and School Design: Concept Schools provides the schools with a curriculum that is aligned to the state standards. Concept also determines the organizational structure that best fits to realize the vision and mission of the school.

Student Information System: Concept Schools provides and maintains the schools with student information systems. This system provides data tracking, performance reports, grade keeping and online access to parents and students of such records. We also provide training on the student information system for staff.

Assessment: Concept Schools helps schools monitor student learning through interim assessments, developed and analyzed at the main office. These assessments parallel state standardized tests and align to the school's curriculum. Teachers, students and parents may access analyses of test scores online shortly after. After receiving formative assessment training for the scores, teachers use the data to effectively guide their instruction.

Marketing: Concept Schools provides the schools with web designing and marketing materials to recruit students and teachers. These materials include brochures, flyers, newsletters and posters. However, local schools do the printing and distribution of such materials. Therefore, individual schools budget for print and distribution of marketing materials, advertisement in local media for student and teacher recruitment and for expenses such as banners, yard signs, presentations, and other community outreach efforts.

Financial Services: Concept Schools provides the schools with a business manager who handles budgeting, financial management, maintenance of internal control and reporting. The schools also benefit from the economy of scale through Concept's purchasing services. Concept Schools financially supports the schools when needed through loans and other means.

In addition to such services from Concept, individual schools retain an independent audit firm that audits the school's financials, as well as compliance with laws and policies annually. The annual audit report developed by the independent audit firm is sent to the authorizer.

Cross-cultural Educational Opportunities: Concept Schools organizes multiple cross-cultural activities that help tie its member schools to the communities they serve. By bringing together academic and extracurricular programs, these activities provide a vehicle for schools to integrate into their communities. Concept School's curriculum focuses on science education. An integral part of this curriculum is hands-on experience with conducting and sharing science projects. Thus, Concept Schools helps its members to organize science fairs in their communities and offers comprehensive training to its members for effective implementation of the fairs. Participating students describe objects and events, ask questions, construct hypotheses, test these hypotheses against current scientific knowledge and communicate their ideas to others. They identify their assumptions, use critical and logical thinking as well as considering alternative explanations. In this way, students actively develop their understanding of science by combining scientific knowledge with reasoning and thinking skills.

Concept Schools also organizes national and international field trips and intercultural exchange programs to directly benefit the students attending its member charter schools.

Through extensive networking and collective bargaining, Concept Schools has established many contacts that allow students to participate in inexpensive trips that would otherwise be unaffordable for individual students. Concept School offers full administrative support for organizing these trips so that its member schools do not have to waste valuable time and resources to handle responsibilities such as organizing the trip, obtaining permission slips, helping students obtain passports and visas, planning transportation, and finding supervisors and chaperons.

Concept Schools organizes annual events in which all schools participate such as CONSEF (Concept Schools Science and Engineering Fair) a basketball tournament, spelling bee, writing competition, science fair, math competition, and more.

School Visits and Evaluations: With a team of experienced educators, Concept Schools regularly visit schools and classrooms, meet with teachers and administrators, evaluate teachers and provide feedback to schools for improvement.

Professional Development: Concept Schools bring the key personnel, school principals, deans, college counselors, and department heads together in monthly meetings to collaborate about best practices.

Concept School provides staff with trainings on the Concept school model, expectations, standards, and educational philosophy.

School Site Model Fidelity, Governance, and Autonomy

Concept Schools believes that each school site should replicate the successful Concept Schools' education model with fidelity but not be identical clones of one another. Each school site should adapt to the needs of the local community where the school is located and be governed locally.

Concept Schools' non-negotiable model elements and principles that must be implemented consistently by all school sites include the following:

School Model- Non-Negotiable Elements

1. Schools must be focused on preparing 100% of students to be college-ready with 21st Century workforce and citizenship skills. 70% of students must enter Science, Technology, Engineering, and Math college degree programs.
2. 21st Century Skills[1] must include:
    a. Learning and Innovation Skills – creativity/innovation, critical thinking/problem solving, and communication/collaboration.
    b. Information, Media, and Technology Skills.
    c. Life and Career Skills – flexibility/adaptability, initiative/self-direction, social/cross-cultural skills, productivity/accountability, and leadership/responsibility.
    d. Interdisciplinary 21st Century Themes – global awareness, financial/economic/business/entrepreneurial literacy, civic literacy, health literacy, and environmental literacy.
3. Schools must strive for and benchmark their performance against the eight elements of Concept Schools' High Expectations and Standards at least twice per year.
4. All students must participate in one or more extra-curricular activities a year with one activity being related to Science, Technology, Engineering, or Math.
5. All school teachers and principals must participate and use the Concept Schools' parent-teacher-student conference protocol.
6. Schools must use Concept Schools' Interim Assessments at least three times a year.

[1] Partnership for 21st Century Skills (http://www.21stcenturyskills.org)

7. Schools with grades 9-12 must conduct college guidance counseling to all high school students using the Concept Schools' college guidance counseling protocol.
8. Schools must conduct one nationally recognized norm-referenced assessment per year (e.g. NWEA, Terra Nova, Stanford Achievement Test, and Iowa).
9. Schools must offer teachers and staff at least 4 days of professional development days during the school year.
10. Schools must conduct data-analysis meetings after receiving all formative and high-stake assessment results following the Concept Schools' protocol.
11. Schools must organize leadership teams, grade-level teams, and department team and conduct team meetings using the frequency and protocols prescribed by Concept Schools.
12. Schools must individually conduct all-staff retreats at least once a year using Concept Schools' protocol.
13. All students will be visited at home by a school staff member or teacher a minimum of at least once per year using Concept Schools' protocol.
14. Schools must conduct monthly student assemblies using Concept Schools' student assembly protocol.
15. Schools must conduct an annual survey of parents, teachers, and students using the Concept Schools' survey instrument and protocol.
16. Schools must use the Concept Student Information System.
17. Schools must offer Concept international trips and student exchange programs to all students and staff members.
18. All schools' staff must participate in the Annual Concept Schools Conference, Regional Professional Development Days, and 5-day Teacher Institute. All new staff must participate in a 3-day orientation training prior to the 5-day Teacher Institute.
19. All schools must use a Concept Schools approved 360 degree process and protocol to evaluate all school teachers, staff, and leaders.
20. Schools must have meaningful partnerships with the community, businesses, colleges, and universities.
21. Schools must have a professional dress code for its students and faculty.

Governance/Leadership – Non-Negotiable Elements

1. Each school site must have an autonomous board of directors consisting of 5 to 9 odd number of board members with diverse expertise and experience base.
2. Board members must not have any conflicts of interests and have a good understanding of the Concept Schools' model and their role as board members. Concept Schools' employees, school employees, and parents do not serve on their own local school board as this would be a conflict of interest unless required by law.
3. Each school must have a parent advisory committee with at least 3 members.
4. School employee hiring must use the Concept Schools' hiring protocol that requires the process to be consensus-based with a 3 or greater odd-number panel.
5. School employee firing must use a human resource panel that must include legal counsel and the Concept Schools' regional superintendent.

6. All budgets and budget amendments must be submitted to the regional superintendents by the school principal prior to the board approval. The school principal has then authority to execute the approved budget and spend money as authorized by the budget with the following condition:
    a. All contracts must be reviewed and approved by legal counsel and contracts over $10,000 must be approved by the school board.
    b. Any deviation more than 5% of the overall budget in a line item in the budget must be approved by the superintendent and the board of directors
    c. Any expense greater than $1,000 that is not included in the budget must be approved by the regional superintendent and the board of directors.
7. Schools are required to have a minimum of the following financial controls in place:
    a. All checks must be signed by two authorized signers.
    b. Bank account reconciliation and any credit card reconciliation must be conducted by a person not authorized to sign checks.
    c. Each school site must have an independent third-party financial audit by a qualified auditor on an annual basis.
    d. The person who receives shipments of goods from orders must be a different person than the person who placed the order.
8. Schools are required to have the following risk management controls in place:
    a. A safety committee of at least 3 members must convene monthly to review different aspects of risks and safety.
    b. Schools must receive a valid certificate of insurance from all outside contractors that provide services to the school before services are rendered.
    c. Schools must meet all local school insurance requirements with a minimum of $15 million general liability, sexual abuse and molestation, $5 million professional liability, and property coverage limits that mirror current value of property.
9. Schools must use the Concept Schools' performance dashboard. They are free to add to the standard performance dashboard with elements of their own.

Local School Site Autonomy

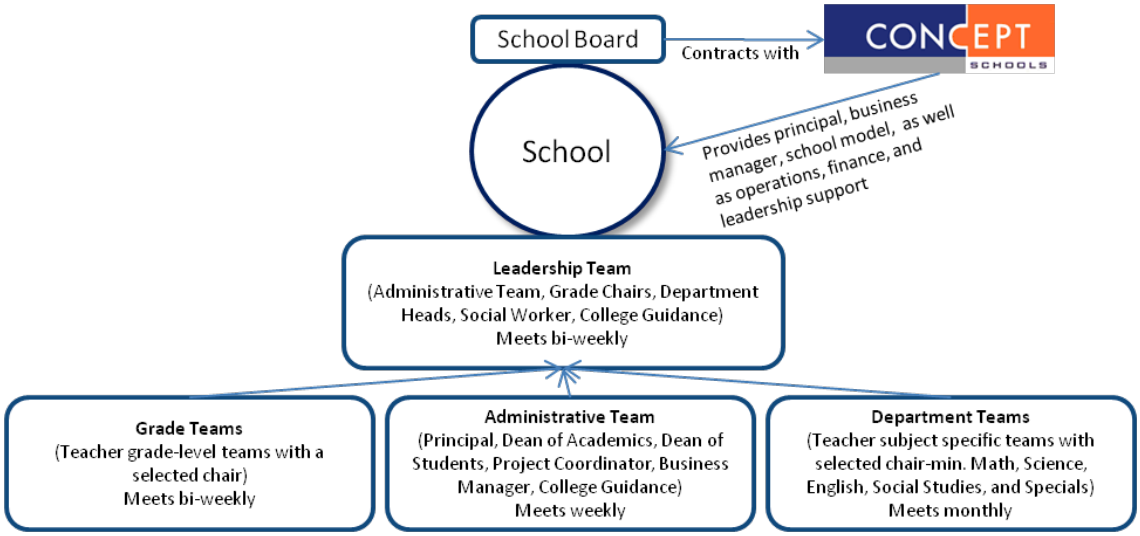
The local school principal, with the authority of the local school board, has full autonomy and authority to operate, solve problems, and innovate at their school within the boundaries of regulatory mandates, legal requirements, and Concept Schools' model/governance non-negotiable requirements.

Under this premise, the local school principal, school board, and faculty may ask Concept Schools for advice and guidance but other than the boundaries specified above, they are free to take or leave the advice and guidance.

Likewise, the school board and principal are encouraged to evaluate the quality of support provided by Concept Schools. If the quality of support is found unsatisfactory and unfixable, they can opt to find support elsewhere upon contract renewal or earlier, if grievous. Concept Schools is committed to provide high quality and responsive support to its schools and is committed to continuous

improvement. It is Concept Schools' goal that all performance issues get resolved in a timely manner so schools will not need to find other solutions.

School Site Governance and Leadership Structure



Each Concept school site is governed by an independent local charter school board. The school board is responsible for ensuring that the school is successful, healthy, and meeting the obligations of its charter. It is also responsible for:

- hiring, evaluating the performance, and firing the school principal;
- setting and monitoring performance goals and expectations
- making sure adequate resources are available for the school and making sure these resources are managed effectively;
- ensuring the school is accountable and fulfills all legal and ethical obligations;
- making sure the schools strategic plans are developed and carried out effectively; and
- enhancing the school's public standing and reputation.

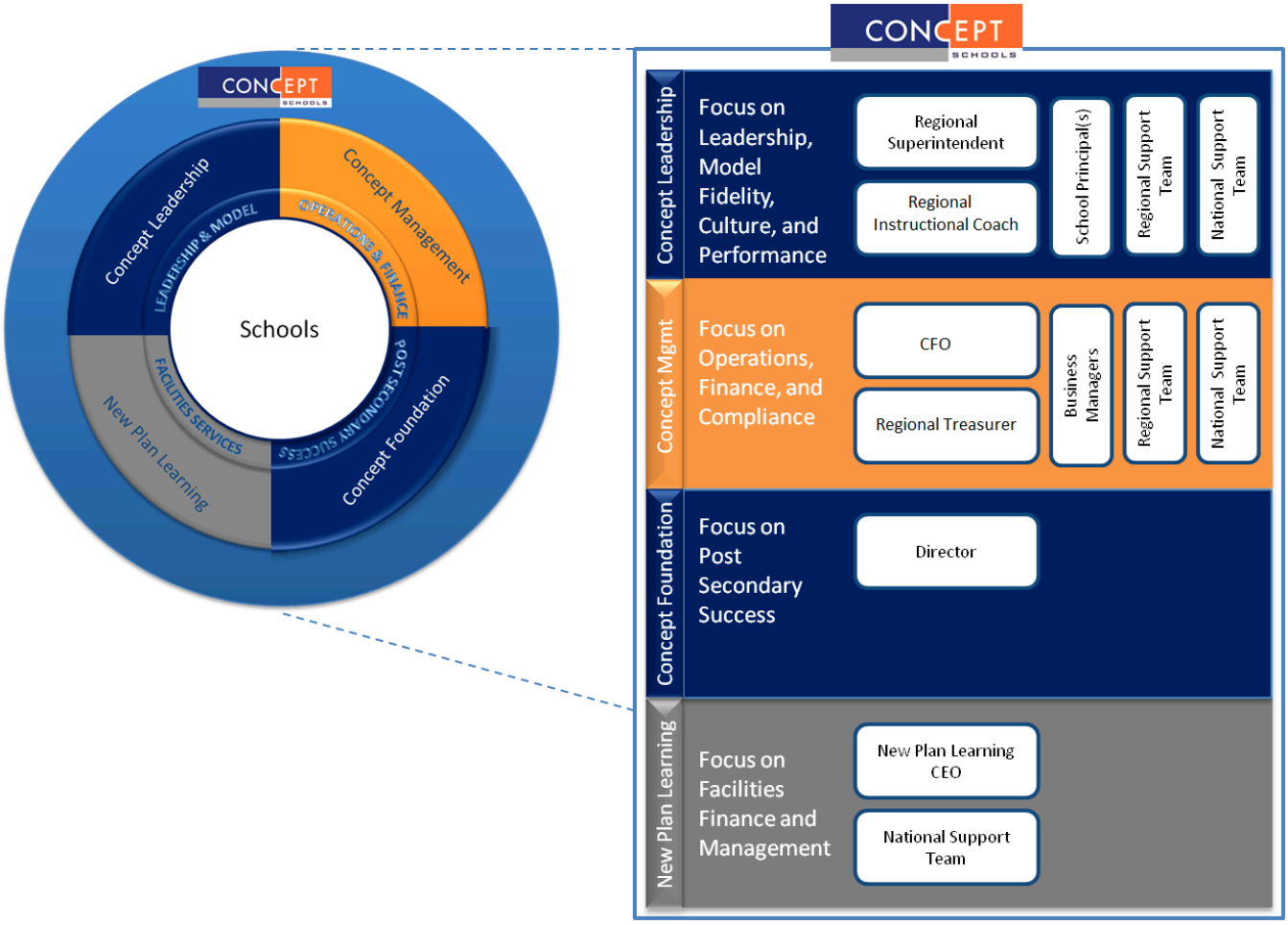
There are four distinct types of teams with overlapping members that operate the school and make decisions within the boundaries of the Concept Schools' model, school strategic plan, charter agreement, and legal/ethical requirements. These teams are:

- **Leadership Team** -- comprised of members of the Administrative team plus Grade Chairs, Department Heads, the College Guidance Counselor, Specials Team Leaders, and the school's Social Worker. This team convenes bi-weekly to evaluate overall school performance and culture, identify major performance issues and gaps, coordinate initiatives between departments and grades, and develop plans of action.
- **Grade Level Teams** -- comprised of all teachers within a grade level with a selected chair person. These teams convene bi-weekly to review student performance, create intervention plans, and to coordinate and develop integrated projects and curriculum.

- **Department Teams** -- comprised of all teachers within a subject area with a selected chair person. At a minimum, there are Math, Science, Social Studies, English, and special subject teams. These teams convene monthly to develop subject teaching strategies and review student performance.
- **Administrative Team** -- comprised of the Principal, Business Manager, Dean of Students, Instructional Coordinator, and College Guidance Counselor. This team meets monthly to review the school's operational, financial compliance, safety, and student discipline performance. They create action plans and form work teams to tackle any performance gaps.

Each team uses specific Concept Schools' meeting protocols to guide the discussions and create an environment that promotes effective collaboration and ownership.

School Site Support Structure

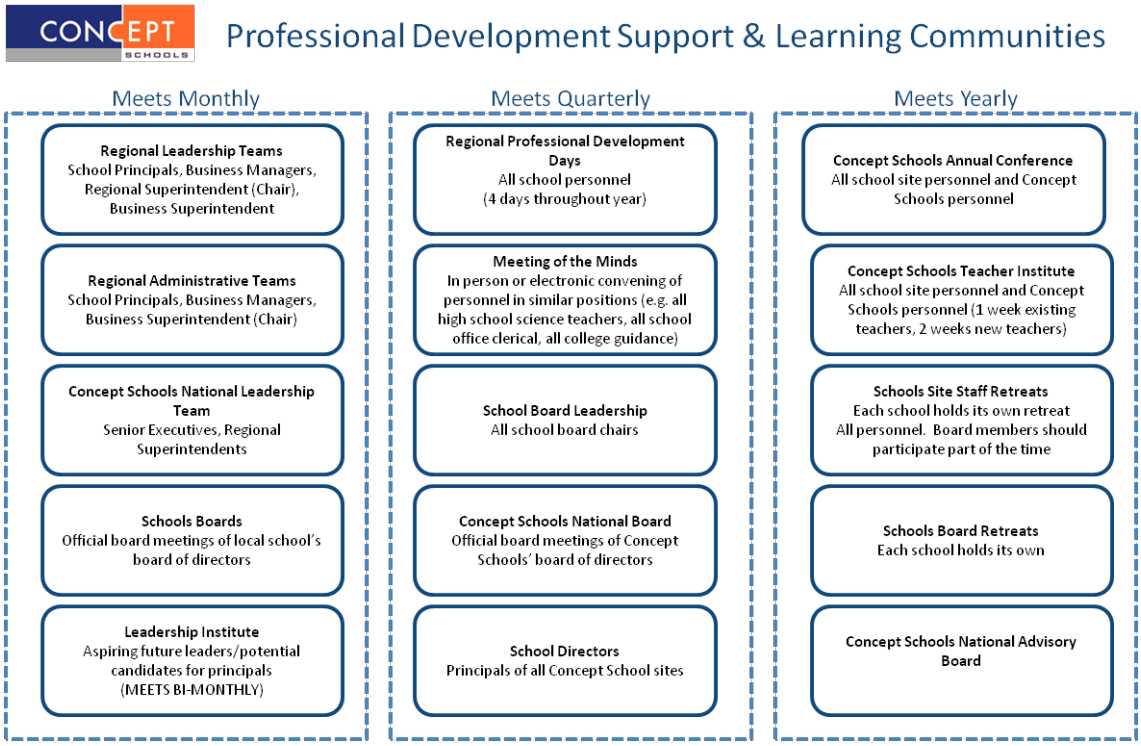


Concept Schools supports the local school site through a management contract with the local school's board of directors. This support is delivered in a coordinated fashion through four distinct teams:

1. **Concept Leadership Team** -- focused on leadership, model implementation fidelity, fidelity of school culture, and performance evaluation. The Concept Leadership Team is also responsible for identification, cultivation and chartering of new school sites including the recruitment of the new principal.
2. **Concept Management Team** -- focused on providing business services support for school operations, compliance, reporting, logistics, finance, accounting, human resource, marketing, technology, and procurement. The Concept Management Team is also responsible for the setup and launch of new school sites including the recruitment of the business managers and the recruiting of students to the new school site.
3. **New Plan Learning** -- a sister non-profit company of Concept Schools that focuses on facilities finance and management. They handle the acquisition, financing, construction, and major maintenance of school facilities. The CEO of New Plan Learning interacts and coordinates with the other Concept School teams along with the school site principal and business manager for delivery of new school sites or modifications to existing sites.
4. **Concept Foundation** -- will be created to raise money to support graduates going to college in scholarship and with other services such as guidance, regular contacts, alumni events, and job placement when they graduate. Since Concept Schools' success measure is for students to successfully complete post-secondary education and for students to enter science, technology, engineering, and math careers, it is important that Concept Schools provides some level of support during the student's post-secondary experience. Initial financial support for the foundation may come from individual school sites. The foundation will raise additional funds to build capacity to provide more scholarships and conduct more extensive post-secondary support programs.

Culture, Leadership, and Teaching Support

In addition to the standard school site teams, Concept Schools provides leadership and teaching support through professional development and facilitation of learning communities at the national and regional, and school site level.



Operational Support

Concept Schools coordinates the school site's operational and back office support needs through the school business manager and the Regional Treasurer. The Regional Treasurer oversees all the business managers and is responsible to ensure that the schools' needs are met in a high quality and responsive fashion.

Accountability

Concept Schools maintains high accountability standards for all its people and schools. Concept Schools' goal is to create and operate the top performing schools in the country. This standard is above and beyond what is required by law. The following is an accountability matrix reflecting who is accountable for what results:

Who	Accountable for	Monitored by
School Board	• Maintaining a solid strategic plan and budget that supports the school's goals. • Overall health and performance of school—especially with student success goals. • Employing an effective principal that meets goals. • Maintaining a well informed board and with good governance practices. • Meeting all regulatory and legal requirements as well as ethical standards.	• Concept Schools Regional Superintendent • Charter Authorizer
School Principal	• Carrying out the strategic plan and following the budget. • Implementing a strong school culture that is results oriented, practices continuous improvement, and is student focused.	• School Board • Concept Schools Regional

	• Maintaining effective school personnel. • Delivering a school environment that is healthy and meets performance goals especially with student success goals. • Meeting all regulatory and legal requirements as well as ethical standards. • Meeting Concept Schools' model requirements.	• Superintendent
School Business Manager	• Operational effectiveness and efficiency. • Ensuring the school, especially teachers get the resources they need to meet their goals. • Maintaining accurate financial statements and records. • Meeting and delivering on all regulatory and legal requirements as well as ethical standards. • Making sure all risk management and financial controls are effectively implemented. • Making sure all required reporting deadlines are met. • Meeting Concept Schools' model requirements for operations.	• Principal • Business Superintendent • School Board
Department Heads	• Performance of all students within their department's subject area. • Coordinating instruction between grade levels within their subject area. • Maintaining the right personnel and skill levels. • Meeting Concept Schools' model requirements.	• School principal
Grade Level Chairs	• Performance of all students within the grade level. • Coordinating instruction between subject areas within the grade level. • Maintaining the right personnel and skill levels. • Meeting Concept Schools' model requirements.	• School principal
Teachers	• Performance of all of their students. • Coordinating between other grade levels and between subject areas. • Maintaining a high performance attitude and level of aptitude. • Meeting Concept Schools' model requirements.	• Department Heads • Grade Level Chairs • School Principal
College Guidance Counselor	• Motivate students and ensure students apply and are accepted into college. • Develop specific plans for each student so they meet the necessary requirements to compete and gain entry into top colleges. • Thorough understanding of requirements and how to compete to gain entry into the top college choices.	• School Principal
Instructional Coordinator	• Ensure academic programs meet all required state and federal education standards and assessments. • Coordination between department heads and grade level chairs for consistent implementation of academic program and school culture. • Meeting Concept Schools' model requirements in academics and school culture. • Coaching and training of teachers in helping them implement the academic program and school culture more effectively.	• School Principal
Dean of Students	• Effective student recruitment that complies with the law, reflects diversity of the community, and creates demand that results in a healthy waiting list. • Ensuring consistent healthy school culture that meets Concept Schools' model requirements. • Development and implementation of effective and consistent student discipline that meets Concept Schools' model requirements. • Creating effective student schedules that help them achieve performance and college-readiness on-time.	• School Principal

	• Coaching of school staff and teachers in helping them implement school culture, schedules, and discipline policies more effectively and consistently. • Managing escalated student discipline issues.	
Regional Superintendent	• Attainment of high performance by all schools within their region. • Delivery of high quality leadership and culture coaching. • Performance level monitoring of all schools using Concept Schools' metrics and metrics required by the authorizer/state. • Understanding performance gaps within schools and ensuring school leaders have action plans to address those gaps.	• Concept Schools Chief Academic Officer • CEO
CFO	• Effective, timely, and quality delivery of school support services. • Meeting Concept Schools' model requirements for operations. • Understanding performance gaps around operations within schools and ensuring school leaders and business managers have action plans to address those gaps.	• Concept Schools CEO
Regional Treasurer	• Effective, timely, and quality delivery of school support services within their region. • Meeting Concept Schools' model requirements for operations. • Understanding performance gaps around operations of schools within their region and ensuring school leaders and business managers have action plans to address those gaps.	• Regional Superintendent • CFO
Regional Instructional Coach	• Attainment of high performance by all schools within their region. • Delivery of high quality instructional services and instructional coordinators' coaching. • Performance level monitoring of all schools using Concept Schools' metrics and metrics required by the authorizer/state. • Understanding performance gaps within their schools and ensuring that school leaders have action plans to address those gaps.	• Regional Superintendent • Chief Academic Officer

Growth Strategy

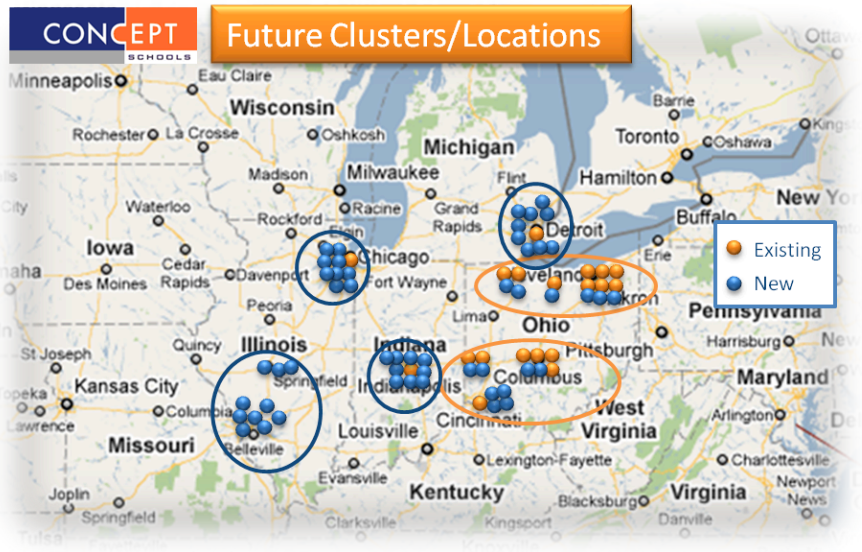
Over the past 12 years, Concept Schools has grown organically to 27 schools with a high concentration of schools in Ohio. Two additional schools are scheduled to open for the school year 2012-2013. The current locations developed in an opportunistic way and were based on where the Concept School founders had the strongest relationships with the community and authorizers. Today, Concept Schools has embarked on a more deliberate strategy to create additional growth while maintaining school quality and fidelity to the Concept Schools' model.

The attributes considered when selecting new school sites in this growth strategy are the following:

1. Concept Schools wants to have an impact and be the dominant player within Midwest states including Illinois, Indiana, Michigan, Minnesota, Missouri, Ohio, and Wisconsin.
2. Focus on the larger urban areas that have significant needs for better education options.
3. Build clusters of schools around large urban areas to provide the right level of impact on the community, enabling students to start in a Concept School in kindergarten and to graduate from a Concept School in high school, and to enable Concept Schools to regionalize its support more effectively.

4. The level of difficulty to launch a new charter school. (dimensions: logistical, financial, regulatory, and political)
5. Availability of principals and teachers to staff new and existing schools—preferably from other Concept Schools.
6. Financial – availability of startup capital and facilities funding as well as strong predictable level of per-pupil funding.
7. Internal capacity of Concept Schools to support additional schools.

Concept Schools currently operates three major clusters of schools—Northern Ohio, Southern Ohio, and West Concept Schools. Each cluster has a regional superintendent who can provide support for up to 11 schools.

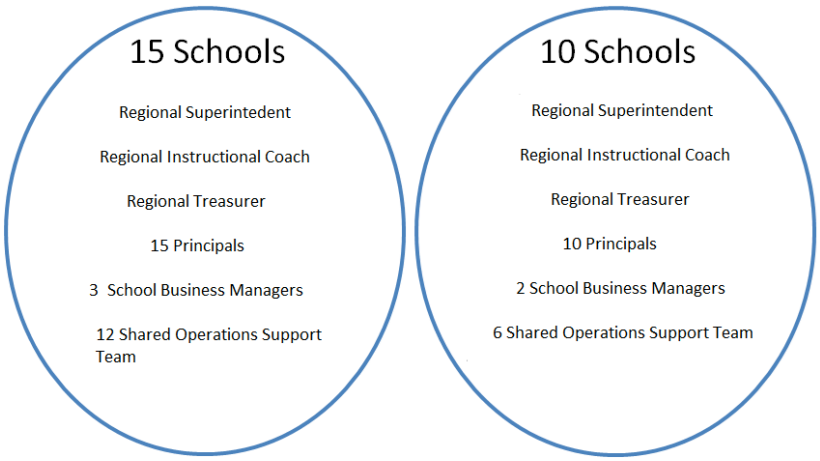


In the future, Concept Schools will (a), add more schools to each existing cluster--up to a total of 10-15 schools each and (b), create and build out four new clusters containing 10-15 schools in Chicago, Detroit, Indianapolis, and St. Louis—serving 20,000 students.

The following are potential new school locations with targeted start dates:

School #	School Type	Student Pop. @ Capacity	Approx Start +/- 1 yr	Metro Region	Cluster
28	K-8	600	2012	St. Louis, MO	Missouri
29	K-8	600	2012	Indianapolis, IN	Indiana
30	K-8	600	2013	Chicago, IL	Illinois
31	K-8	600	2013	Chicago, IL	Illinois
32	K-8	600	2013	Cleveland, OH	North Ohio
33	K-8	600	2013	Milwaukee, WI	Illinois
34	K-8	600	2014	Youngstown, OH	North Ohio
35	K-8	600	2014	Cincinnati, OH	South Ohio
36	K-8	600	2014	St. Louis, MO	Missouri
37	K-8	600	2014	Minneapolis, MN	Minnesota
38	K-8	600	2015	Fort Wayne, IN	Indiana
39	K-8	600	2015	Detroit, MI	Michigan
40	K-8	600	2015	Columbus, OH	South Ohio
41	K-8	600	2015	Chicago, IL	Illinois
42	K-8	600	2016	Chicago, IL	Illinois
43	K-8	600	2016	Indianapolis, IN	Indiana
44	K-8	600	2016	St. Louis, MO	Missouri

Cluster Configuration



Each cluster of 10-15 schools enables Concept Schools to establish a regional office that provides leadership coaching and operational support to its schools. A cluster of 10 to 15 schools creates a financial break-even point that makes each regional office financially sustainable. In the case of a region where there is only one school or fewer than 10 schools, the region is supported by the closest adjacent region that has excess capacity or supported through the central office in Chicago, Illinois.

Each Regional Superintendent is supported by a regional treasurer and regional instructional coach. Each cluster will require one fulltime business manager for every five to seven schools depending on how many new starts versus established schools are in the portfolio. In addition, each cluster will

require approximately .5 to 1 fulltime equivalent support team members for every school in the cluster--also depending on growth rate of new schools in the cluster.

New School Cultivation

Concept Schools believes it is important that each of its schools is viewed by the local community as the local community's school. In other words, the local community (e.g. families, civic leaders, business community) wants the school, views the school as its own, and sees the school as a solution to improve education for their children. With this belief, Concept School conducts the following activities to cultivate demand for its schools:

- Build relationships with local community leaders and families and works to help them become aware and understand what a Concept school looks like and what it can do for the community and generate their support. "Concept Schools seeks to provide choice to urban families and communities that would otherwise not have access to high quality education options in math, science, technology, engineering, and math education."
- Understand the process and what support is needed to get a new charter school approved and develop a strategy to accomplish approval.
- Determine possible locations.
- Determine any unique financial characteristics including funding available and unique costs.
- Determine potential timing of a new school start.

New School Startup Process

Concept Schools new site development process generally requires one to two years to complete from cultivation, approval, to door opening. Each new Concept School must be developed in a manner that the school is able to be operationally sound and sustainable.

Concept Schools' Executive Board is vested with the authority to approve launching a new Concept School. The Concept Schools' Executive Board will vote to formally allow the launch and ongoing operation of a new Concept School only when each of the following guideposts being met:

1. Identified Champion -- A Champion who will lead the start up process.
2. Reasonable Sponsor -- A local school board and/or district, state board and/or department of education, university or college, municipal body, independent chartering board, or qualified non-profit organization that will authorize and oversee our charter
3. Availability of Start-Up Grants -- Philanthropic or state/federal new school start-up grants.
4. Identification of Board Chair -- An influential, well-respected individual in the community that will lead the development of a Founding Committee and transition it into the school board.
5. Identification of Board Members -- Establish a five to nine member board with diverse expertise to govern the school.
6. Community Support -- Evidence of strong community support. E.g. letters of support from community and corporate leaders and public officials.

7. Operational Readiness -- Key programmatic and personnel objectives are met to ensure operational readiness, including community outreach, staff recruitment, transportation, food services, and curriculum planning and development.

The following outlines the major tasks in the Concept Schools' startup process:

	Action Item	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
1	Board Chair and Founding Committee Identified	■	■													
2	Community Outreach	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
3	Architects and General Contractors Selected *	■	■	■	■	■	■	■								
4	Obtain Facility Financing *	■	■	■	■	■	■	■								
5	Walton Family Foundation Start Up Grant Application								■							
6	Identification of Principal								■							
7	School Board Meets with Principal									■						
8	Principal on Board									■	■	■	■	■	■	■
9	Complete Student Application Package								■							
10	Publish School Website								■							
11	Obtain Addresses									■						
12	Design Brochures								■	■						
13	Brochures Printed									■						
14	Brochures Mailed to the Community									■						
15	Advertisement (Media, billboard, etc)									■	■	■	■	■		
16	Office Space Secured and Utilized									■	■	■	■	■		
17	Secretary Hired									■						
18	Set Up Bank Accounts									■						
19	Set Up Accounting System									■						
20	Submit Application for tax Exemption									■						
21	Informational Meetings									■	■	■	■	■		
22	Approval of Policies and Procedures									■						
23	Teacher Recruitment										■	■	■	■		
24	Community Luncheon									■		■	■			
25	Approval of FY2011Budget									■						
26	Policies Reviewed/Approved by the Board										■					
27	Administrative Positions Filled												■			
28	Student Application Deadline												■			
29	Obtain Building Permits												■			
30	Finalize the School Calendar												■			
31	Lottery													■		
32	Enrollment Package Sent to Accepted Students													■		
33	Enrollment Deadline													■		
34	Order Office Furniture												■			
35	Order Science Labs-materials/furniture												■			
36	Order Computer Labs- materials/furniture												■			
37	Order Textbooks												■			
38	Order School Uniforms												■			
39	Parent/Student Small Group Interviews													■	■	
40	Location for Teacher Institute Determined													■		
41	Teacher Institute														■	
42	Student Schedules are Done															
43	Identify Business Manager												■			
44	Maintenance/Cleaning Personnel Hired													■	■	
45	School Begins														■	
46	Food Services Identified													■		
47	Facility Updates/Make -up Work/New Construction									■	■	■	■	■	■	
48	Transportation services identified/completed													■		
49	FY 2011 Budget Revised															■
50	Complete Background Checks on Personnel														■	
51	Parent Orientation Night															■
52	Opening Ceremony															■

* Concept Schools sister compnay, New Plan Learning has a history of acquiring and leasing facilities for new schools; thus, providing a list of investors for facility financing as well as architects and general contractors for construction of new sites.

Mission Critical 2012-2013 Initiatives

The following are mission critical initiatives to complete within the next 12 months:

#	Description	Resp.	Timeframe
1	New regional superintendents to increase capacity and focus on leadership and coaching by adding an instructional coach in each cluster. (See Governance and Leadership Plan)	CEO	4-5 months
2	CEO, VP, and Regional Superintendents to conduct more regional and state level advocacy efforts. (See Advocacy Plan)	CEO, VP, Regional Superintendents	Immediately
3	Create more transparency (bios of board meetings posted on web sites, public meeting agendas and minutes of actions) about Concept Schools' central office, regional office, and school site level governance. Build out expertise and diversity. (See Governance and Leadership Plan)	CEO	4-5 months
4	Create teacher, principal, and business manager recruitment screening protocol. (See Human Capital Plan)	CFO	4-5 months
6	Create organization culture protocols including meeting and learning community meeting protocols, reinforcement rituals, accountability/authority matrix, and performance dashboards. (See Human Capital Plan)	CEO/CAO	3-4 months
7	Integrate engineering into academic programs. (See Academic Program Plan)	CAO	3-4 months
8	Create more integrated project learning. (See Academic Program Plan)	CAO	3-4 months
9	Define and document business operating system for school operations. (See Operational Plan)	CFO	4-5 months
10	Finalize and disseminate Concept Schools' model non-negotiable and recommendation elements to all schools and review these elements with each school team to determine any fidelity gaps at their school sites. (Governance & Leadership Plan)	Regional Superintendent	2-3 months
11	Establish fund development function to raise capital for national and school site needs. This includes hiring a Director of Business Development and Philanthropy. (See Financial Plan/Funding Requirements and Business Development Plan)	VP	6 months
12	Build Concept Schools brand, reputation, and awareness. (See Business Development Plan)	VP	6 months
13	Ramp up cultivation efforts to target regions. (See Business Development Plan)	VP	12 months
14	Establish 501(c)3 status for Concept Schools. (See Operational Plan)	CFO	Pending
15	Implement Human Capital Management System. (See Human Capital Plan)	CEO	4-5 months

Governance & Leadership Plan

Board Development

It is important that Concept Schools both at national level and at each individual school site have qualified board members with the right expertise and who are informed about their obligations and roles as board members.

Concept Schools will conduct an annual board expertise assessment to determine gaps and make recommendations for board recruitment and re-nomination. The following collective expertise is desired:

Concept Schools National Board of Directors	School Site Board of Directors
Finance	Academics
Academics	School Management
National Education Reform	Marketing
High Performance School Models	Finance
Organizational Scaling and Culture	Legal
Marketing	Operations
Public Relations and Communications	Fund Development
Advocacy	Non-Profit Management
Legal	Business Management
Fund Development	

Concept Schools will recommend staggered renewable terms for current board members ranging from one to three years. Concept Schools will also work toward building more racially and gender diverse boards.

Concept Schools will facilitate annual board retreats for its own board of directors as well as at each school site. At these board retreats, the following issues will be discussed:

1. Organizational performance compared to plan.
2. Strategic objectives, goals, and initiatives for the next year.
3. Review of charter obligations.
4. Review of board role.
5. Evaluation of board, board members, and principal.

Board Transparency

Concept Schools will post and update Concept School board member and advisory board member bios on the Concept Schools' web sites and post school board member bios and terms on each school's web site.

Each charter school board will conduct itself in the following manner:

- Comply with open meeting laws.
- Post all meeting agendas and minutes of board official actions on school web sites.

- Conduct an annual conflict of interest disclosure and have policy for resignation of board members that have or will have conflicts of interest.

Shift Role of Regional Superintendents

Currently, the Regional Superintendents report that the majority of their time is being spent providing support for their schools' operational issues. The majority of Regional Superintendent's time will be shifted to focus on providing leadership coaching and evaluation to school principals and school site leadership teams. The majority of their time together with Instructional Coach will be spent performing the following activities:

- Monthly (minimum) school site visits and periodic attendance to school site team meetings and board meetings.
- Phone, email, and in-person support for principals.
- Evaluation of fidelity to the Concept School's model, evaluation of the strength and consistency of the school culture, and providing active feedback to the school principal.
- Providing feedback to school principal on school plans and initiatives.
- Facilitating regional meetings, annual meetings, and professional development.
- Participation in Concept Schools Leadership Team activities.
- Organizing and participating in local advocacy, communications and public relations initiatives.

Operational issues will be handled by Regional Treasurers. They will coordinate delivery of business services to individual school sites with the support of regional and national business services teams. (See Operations Plan)

Ensure Fidelity of Model and Create Alignment

Each school site may have gaps in their fidelity to the new version of the Concept Schools' model. It is important to identify these gaps and prioritize them. Concept Schools will roll out the updated school model in the following manner:

1. Get understanding of each element of the model and agreement by the Concept Schools' Leadership Team including Regional Superintendents.
2. Regional Superintendent will perform an internal assessment of each school site for gaps and rank the issue as:
    a. Mission Critical – gaps that must be closed right away because it causes risk and is impacting performance.
    b. Continuous Improvement – gaps that are somewhat impacting performance or risk levels and have a high likelihood of negative performance impact and risk in the near future.
    c. Watch – gaps do not seem to be impacting performance or risk levels but could have some performance or risk impact in the future.
    d. Innovation – school is doing something different that appears to be working to produce good results and/or to minimize risks.

3. Regional Superintendents will meet with each school leadership team to discuss the updated model and gaps areas.
4. Regional Superintendent will work with each school leadership team to get agreement to gaps and facilitate action planning to close mission critical and continuous improvement gaps.

Continual Improvement Culture

Concept Schools Leadership Team and each School Leadership Team should be "obsessed with failure" and be constantly looking for ways things can be improved. Each team will:

- Create a series of performance indicators that they will check on a specified routine basis that could be early-warning indicators of problems.
- Evaluate themselves against the Concept Schools' model to measure the quality and fidelity of implementation.
- Set and benchmark against goals monthly.
- Discuss performance indicator results, achievement toward goals, and evaluation results at each of their team meetings.

Academic Program Plan

Concept Schools' academic program was developed in a collaborative effort between colleagues from various Concept schools. Here are some of the highlights;

- It is designed to be dynamic, relevant and engaging for our demographic of inner city, 21st century learners.
- Embraces the learning style of the Millennial Generation
- Incorporates rich materials and methods that help make timeless ideas relevant to our students universally
- Embeds college-readiness standards, 21st century skills, and technology standards with academic content standards (common core standards for math and reading) and reaches out in interdisciplinary directions
- Provides flexibility, while it authentically engages students through an immersion in a contemporary context enabling them to enter and confront the issues of their everyday lives.
- Creates more opportunities for the students to learn 21st century skills (collaboration, team work, research, critical thinking, communication, presentations) in the context of core subjects and newly created block scheduled interdisciplinary courses
- Provides opportunities for applying 21st century skills across content areas and for a competency - based approaches to learning
- Enables innovative learning methods that integrate use of supportive technologies
- Encourages the integration of community resources beyond school walls
- Moving beyond state standards. While this document presupposes acceptance of the common core standards, each classroom will still be responsible for the state standards. It is no longer enough to merely "cover the standards"; they must be covered and then surpassed. Standards are also recursively covered throughout the year.

- A student-centered classroom. While direct instruction is still necessary at times, the bulk of the class time will be devoted to project-based, activity-based, hands-on, interactive learning. This curriculum is designed to encourage, if not demand, creativity from the teacher and the student.

Integrate Engineering

Engineering is part of every newly created school site. For existing school sites, engineering will be integrated into the schools' program over a three year period.

Integrate Technology

Effective technology integration is achieved when its use supports curricular goals. It must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Concept Schools will make improvements on its curriculum to reflect these four key components.

Build on School Culture

Concept Schools will focus on establishing a culture that values and celebrates success, teaches shared values, sets high expectations, builds pride, and fosters a sense of community and belonging. The culture and climate of the school incorporates five essential attributes:

- **Focus on Student Achievement** - Concept Schools will have a laser-like focus on student achievement and work relentlessly to help students excel in the classroom, on standardized tests and other objective measures.
- **High Expectations** - Students, parents, teachers, and staff will create and reinforce a culture of achievement and support, through a range of both formal and informal rewards and consequences for academic performance and behavior.
- **Commitment** - Students and parents will select Concept Schools as a choice. Because of the lengthened school day and year and the high standards the curriculum will require, the commitment of parents, teachers, staff, and students will be critical for each student's success.
- **Determination** - Teachers will do what needs to be done to help students be successful but ultimately success rests on the determination of the student.
- **Involvement** - Successful schools require great student and parent/family involvement. Parents/families and teachers should expect to participate in helping students learn through projects, competitions, trips, educational camps, and other school-related activities.

Concept Schools will be founded on six core values: respect, responsibility, integrity, courage, curiosity and effort. Teachers and staff will be expected to model these core values in all behaviors inside and outside the classroom. These core values will provide students with the opportunity for self-improvement, individual growth, and character development. They will define the rules and behavioral expectations for students. Students will be expected to encourage their peers to adhere to these values and school authorities will manage student conduct according to these values.

Concept Schools' teachers will review the core values in homeroom every day. They will mentor, model, and guide the students on the values. Homeroom will begin with announcements from the

school administration. Students will be asked to recite the Pledge of Allegiance and the Concept Schools pledge (below). Concept Schools pledge reads as follows:

"As a valuable member of Concept Schools' community, today I commit myself to growth, achievement, and success. I am respectful, responsible, courageous, curious, honest, and hardworking. I pledge to use the tools I have been given to realize my talents, fulfill my dreams, and attain my goals. I am on a quest to be the best. "

Students, parents and staff will be recognized for their achievements. Student assemblies also will be used to build the culture in which Concept Schools' students will thrive and attain their goals. At assemblies, the student of the month will be recognized. Recognition also will highlight positive behavior, success in and out of school, and performance in specific areas. Staff members of Concept Schools will be actively involved in the assemblies to build a positive and strong relationship with the students. The assemblies also will integrate student accountability into activities.

Students, faculty, and staff will be encouraged to know everyone in the school and call them by name. Concept Schools will develop a tradition of the Long Walk in which members of the school community will attempt to identify each person at the school by first and last name.

All Concept Schools students will be required to wear uniforms as part of establishing the school culture. Students will wear branded school shirts with an option of khaki or navy blue pants. School shirts will be available for sale from the school. Students scheduled to enroll in the school who cannot afford to purchase the school shirts will be able to request assistance.

As part of the culture, Concept Schools will have a closed campus. This will foster a stronger community on campus. A closed campus allows for greater supervision of students, keeping them focused on academics first and sending the message that community well being can be more important than individual choice. Middle school students will have a distinct environment separate from the high school students.

Discipline is a part of the school culture and climate. A challenging curriculum, dedicated teachers and proper materials are critical to learning but so is a safe and secure learning environment. The dean of students along with the principal will be responsible for maintaining discipline and safety at Concept Schools. Concept Schools will implement a school-wide discipline policy that reflects high standards and expectations. Staff will be trained on the school-wide discipline policy to ensure consistent, accurate, and fair application of the policy. The discipline policy will be communicated to all parents/families and students before the opening of school through small group presentations and training.

Concept Schools will focus on building a community where members feel comfortable with each other, support each other, and have a sense of belonging. Providing students with an environment that is socially and emotionally safe and supportive is critical to the success of the school. Therefore, Concept

Schools will have an advisory system. Each teacher will be assigned a small group of students to advise, mentor, and help with academic, social, and emotional needs. Teachers will organize additional events with their group of students outside the school in order to build a sustainable and healthy relationship. Advisors will conduct home visits to their students to assist in building a relationship with their parents, as well. Advisors will be the primary contact for parents regarding their children. The advisory system, along with the homeroom, which is also focused on community-building activities, will foster an environment that allows students to be socially and emotionally safe. Students' sense of belonging and community will increase self-esteem and lead to greater success.

Human Capital Plan

The purpose of Concept Schools' Human Capital plan is to successfully recruit, develop, and retain highly qualified personnel for its schools. This plan will be executed by the Regional Superintendents with the support of the Chief Academic Officer. The human resource compliance function that compliments and supports the Human Capital Plan and will be the responsibility of the Regional Treasurer with the support of the CFO.

Filling the Pipeline with Candidates

It is Concept Schools' belief that the best school leaders and administrators will be developed from within—those who have worked within the Concept Schools' model and who demonstrate good leadership potential.

However, for new candidates, Concept Schools will continue recruiting highly qualified teachers and school leaders from within the U.S. as well as from other countries.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools	2	4	4	4	3
Number of middle schools					
Number of high schools					
Total schools	2	4	4	4	3
Student enrollment	1200	2400	2400	2400	1800
Management Organization Positions					
Director of Social Studies	1				
Director of Elementary Education	1				
Director of Grants		1			
Director of Data Management		1			
Director of Special Education		1			
Director of College Counseling	1				
Director of Business Development and Philanthropy		1			

Director of Alumni	1				
Director of PR and Communications	1				
Director of New School Development		1			
Regional Superintendents	2	1		1	
Regional Instructional Coaches	1	1		1	
Business Managers	1	2	2	2	2
Director of Compliance and Accountability		1			
Assistant Director of English Education		1			
Assistant Director of Mathematics Education		1			
Assistant Director of Science Education		1			
Assistant Director of Social Studies Education			1		
Assistant Director of Special Education			1		
Assistant Director of Foreign Languages		1			
Database Maintenance		1			
Administrative Secretary 2		1			
Total back-office FTEs	9	16	4	4	2
Elementary School Staff					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Principals	0	4	4	4	3
Assistant Principals	0	0	2	4	4
Instructional Coordinator	2	4	4	4	3
Dean of Students	2	4	6	8	6
Technology Coordinator	2	4	4	4	3
Classroom Teachers (Core Subjects)	14	41	72	84	93
Classroom Teachers (Specials)	10	20	20	22	19
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Special Ed Teacher	2	6	6	6	7
Title I	4	8	8	8	6
Teacher Aides and Assistants	4	4	4	4	4
School Operations Support Staff	6	12	12	18	9
Total FTEs at elementary schools	46	107	142	166	157
High School Staff					
Principals					
Assistant Principals					
Deans					

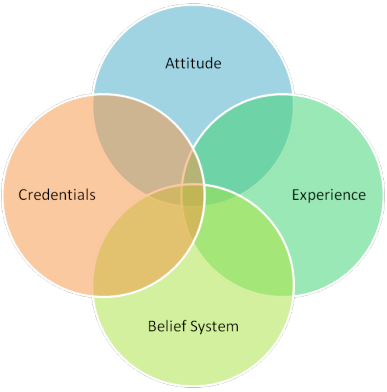
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					

The candidate pool will need to be 5 times the number of needed hires. Recruitment sources will include:

- Partnership with regional university and college schools of education.
- Regional job postings on education sites.
- Partnership and recruitment from foreign universities and colleges.

Concept Schools will work with school principals to formally identify teachers with high leadership potential and sponsor them to get their administrative credentials so they may run a school within the next 2 years. If each school can identify 3-4 candidates, this will be more than enough to create enough principals to satisfy Concept Schools' growth plans.

Screening for Right Team Members



Concept Schools will develop a series of screening tools and protocols. Effective screening looks at attitude, experience, credentials, and internal life belief system.

The attributes of successful Concept Schools' teachers will be studied to develop a series of questions that can identify high potential candidates. For example, under attitude, one may look for people that live their lives in a "do-whatever-it-takes" manner.

Professional Development

All new teachers go through a mandatory 3-day New Teacher's Institute in addition to the annual 5-day Teacher's Institute. All teachers are required to attend the annual 5-day Teacher's Institute. In addition, each teacher is part of a number of grade level and subject level learning communities and possibly school site leadership teams.

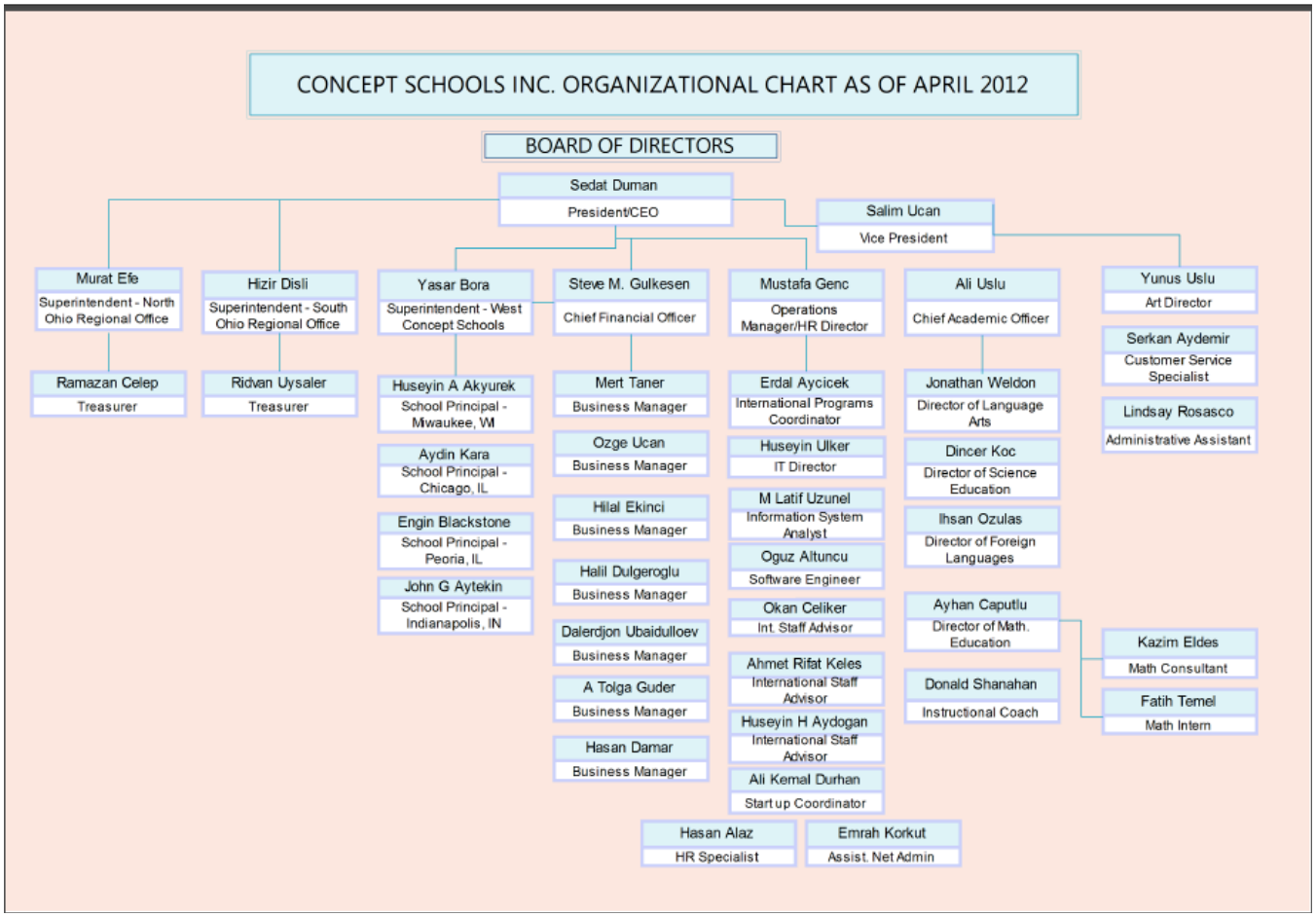
New school site principals first serve as assistant principals or instructional coordinators in another Concept School and are personally mentored by both the school Principal and the Regional

Superintendent. The Regional Superintendent signs off on potential principal candidates to become principals.

Evaluating Performance

Each team member is evaluated yearly using a 360 degree evaluation process including a self evaluation. Based on the 360 degree evaluation, the each team member will develop an action plan to create professional growth and opportunity, close performance gaps, and to set performance goals for the next year.

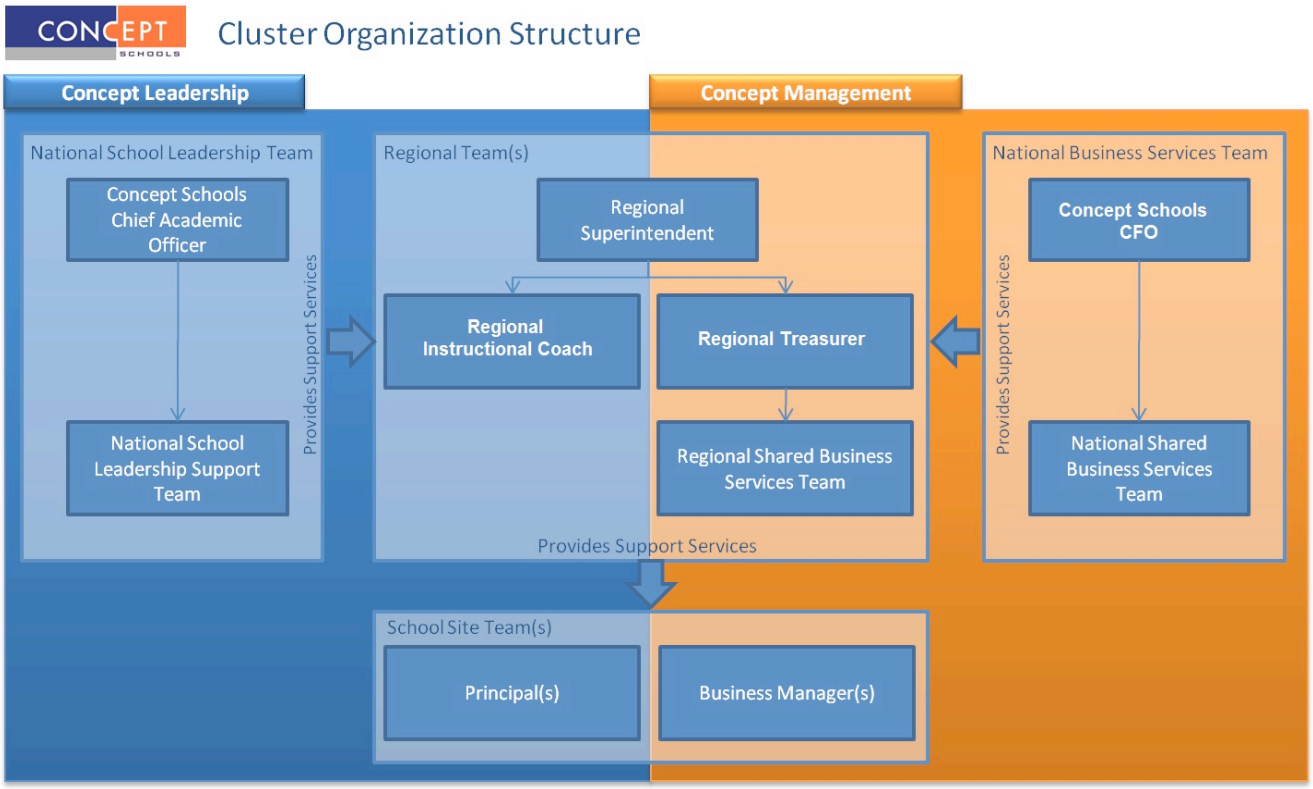
Organization Chart



Operational Plan

National and Regional Support Teams

Concept Schools has created two teams—a Concept Management Team headed by a Chief Operating Officer who will report directly to the CEO and a Concept Leadership Team, headed by the Chief Academic Officer. Both of these teams provide support to the Regional teams.



The Concept Leadership National Team's primary responsibilities for all schools in all regions are to:

- develop and refine the Concept Schools' academic, leadership, and culture model;
- provide professional development, coaching, and tools to the regional teams and their schools to help them implement the Concept Schools' model with fidelity and with a continuous improvement process; and
- assess performance, health, and fidelity of schools.

The Concept Leadership Regional Team's responsibilities for their region's schools are to:

- implement Concept Schools' academic, leadership, and culture model with fidelity;
- provide professional development, coaching, and tool implementation help to school site teams; and
- assess performance, health, fidelity of schools, and help them implement continuous improvement processes.

The Concept Management National Team's responsibilities for all schools in all regions are to:

- develop and refine the Concept Schools' operational and financial protocols and models;
- provide professional development, coaching, and tools to regional teams and their schools to help them implement sound operational, compliance, and financial strategies and implement continuous improvement processes; and
- to assess fiscal, operational, compliance, and risk management practices and performance of schools;

The Concept Management Regional Team's responsibilities for their region's schools are to:

- provide effective and efficient operational, compliance, and fiscal management support for school sites;
- to assess fiscal, operational, compliance, and risk management practices and performance of each school and help them a implement continuous improvement process; and
- ensure schools are fiscally and operationally sound and that they are in legal compliance.

Tax Exemption status for Concept Schools

Concept Schools is a non-profit organization and applied to obtain a 501(c) 3 tax exemption status in May 2010. The application is still pending. This status will be important as Concept Schools raises foundation and philanthropic and government funding to open more schools and to expand the capacity and capability of the management organization.

Information Systems

Concept Schools maintains the following major systems to support its operations:

System	Description	Action
Concept Student Information System	Proprietary student information and assessment system.	Develop transcript and e-forms modules by the end of June 2012
Financial System	Quick Books	Upgrade to mid-range system that will allow for better accounting controls and cost/project accounting
Employee Candidate Screening System	To be implemented	To be implemented
Satisfaction Surveys	For students, parents, and staff	Continue to conduct surveys for staff, students, parents, and community.
Atlas Curriculum Mapping	For teachers	It is effectively implemented for core subjects. Add non-core subjects to the system by the end of June 2012
Employee 360 Evaluation System	It is a comprehensive evaluation system for all staff at Concept Schools	It is effectively implemented.
School Web Site Template	Template web site that can be modified by school	Create a new website template by by the end of June 2012
Collaboration System	Google Docs and Google Groups that enables web access to school model resources including protocols, policies, and procedures.	Continue to post updated and new protocols, policies, and procedures.
Performance Dashboards	Various Excel and PowerPoint Tools	Refinement to include standard set of dashboards including school site, region, school site department, and grade-level.

Business Development Plan

Continue to Build Brand Awareness and Reputation

The benefits for Concept Schools in building brand awareness and reputation include the following:

- Build demand by communities for Concept Schools that makes it easier to recruit students.
- Makes it easier to get schools approved.
- Makes it easier to raise funding.

Concept Schools continues to build brand awareness and reputation nationally in communities and states it has concentration of schools.

To continue to build brand awareness and reputation, Concept Schools will continue to perform the following activities:

- Formal press releases will be generated for major school successes and year-end results that highlight the individual school as well as talks about the success of Concept Schools as a whole. This will be distributed to the media of the local communities where the school is located as well as to state charter school associations, foundations, National Association for Charter School Authorizers and the National Alliance for Public Charter Schools.
- Engage public relations firm to develop stories that puts Concept Schools as a leader in helping to close the achievement gap and changing education.
- Build a library of student, parent, and community member testimonials in video and/or written form about their experience with Concept Schools and how it changed their lives or their community.
- Concept School principals, teachers, students, and leadership team members will on a monthly basis participate in speaking engagements to community groups, civic groups, education conferences, and neighborhood groups. Their talks should highlight their beliefs about what is possible in public education and what Concept Schools has accomplished.

Establish Fund Development Program

The availability and timing of financial capital will become more important and require focus as Concept Schools opens more schools. Concept Schools will hire a Director of Business Development and Philanthropy that will:

- Build relationships with national foundations, regional foundations, and civic grant makers.
- Identify grant and loan programs.
- Manage the application process for grants.
- Oversee grant reporting requirements.
- Create a Concept Schools Annual Grant Makers Report that focuses on the results and their return on investment.

Advocacy Plan

State Level

As Concept School grows within its target states, it will be impacted greatly by state and regional level political and policy issues encountered by the charter school movement. As one of the premier charter school operators, it is important that Concept School maintains a voice in the statewide charter school movement to protect its interest and to promote a healthy chartering environment. The following potential activities will be undertaken by members of the leadership team both at the national level and regional level:

- Each school will be a member of the state's charter school association. Concept Schools' leadership team works to become part of the Association's member councils, quality committees, and board of directors.
- Concept Schools leadership team and school site principals will be routinely briefed on legislative and policy issues and become part of statewide advocacy efforts conducted by the state association as needed (i.e. testimony, letters of support, marches)
- Each school will be aware who their local state legislator for their area is and build relationships with them as well as their staff. They will orchestrate legislator visits to their school.
- Individual members of the Concept Schools' leadership team and principals will become active in political action committees that support candidates that are strategically advantageous to Concept Schools.

Local Level

As Concept Schools builds new schools, it will be important that any political body that has a say or influence in approving or disapproving a Concept School charter is managed proactively. Concept Schools will conduct local advocacy in the following ways:

- Build relationship with each person that has a vote as well as with their staff members. Send them information about Concept Schools, success stories, and results.
- Build relationships with key people and organizations that can influence positively the people who have a vote.
- The regional leadership teams should become active and visible within their communities civic, neighborhood, and business groups.

Financial Plan & Budget

	CONCEPT SCHOOLS, NFP				
	FIVE YEAR FORECAST				
			Forecasted		
	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016
Operating Receipts					
Management Fees	$5,750,000	$6,440,000	$6,762,000	$7,100,100	$7,455,105
Program Reg Fees	12,500	$13,750	$14,438	$15,159	$15,917
Student Activities	75,000	$82,500	$86,625	$90,956	$95,504
Total Operating Receipts	5,837,500	6,536,250	6,863,063	7,206,216	7,566,526
Operating Disbursements					
100 Salaries and Wages	2,230,000	2,676,000	2,809,800	2,950,290	3,097,805
200 Employee Retirement and Insurance Benefit	326,000	391,200	410,760	431,298	452,863
400 Purchas Services	1,370,000	1,507,000	1,582,350	1,661,468	1,744,541
500 Supplies and Materials	160,500	168,525	176,951	185,799	195,089
600 Capital Outlay -New	34,000	35,700	37,485	39,359	41,327
700 Capital Outlay - Replacement	0	0	0	0	0
800 Other	1,508,500	1,583,925	1,663,121	1,746,277	1,833,591
Total Operating Disbursements	5,629,000	6,362,350	6,680,468	7,014,491	7,365,215
Excess of Operating Receipts Over (Under) Operating Disbursements	208,500	173,900	182,595	191,725	201,311
Nonoperating Receipts/(Disbursements)					
Donations	10,000	10,000	10,000	10,000	10,000
Interest Income	0	0	0	0	0
Debt Proceeds	0	0	0	0	0
Total Nonoperating Revenues/(Expenses)	10,000	10,000	10,000	10,000	10,000
Excess of Operating and Nonoperating Receipts Over/(Under) Operating and Nonoperating Disbursements	218,500	183,900	192,595	201,725	211,311
Fund Cash Balance Beginning of Fiscal Year	0	218,500	402,400	594,995	796,720
Fund Cash Balance End of Fiscal Year	$218,500	$402,400	$594,995	$796,720	$1,008,031

Financial Sustainability

The goal of Concept Schools is that each school site, when fully enrolled, will be fully sustainable with standard per pupil funding and minimal outside funding. In addition, each regional office will be sustainable when there are between 10 to 15 schools within each region.

Funding Requirements

To fully execute this plan, Concept Schools will need to raise $12,670,000 million over the next five years.

Funding Requirements	Year 1	Year 2	Year 3	Year 4	Year 5
# New Schools	2	4	4	4	3
# Schools in Ramp Up	6	4	4	4	4
New Schools Start Up Cost	$230,000	$460,000	$575,000	$460,000	$575,000
School Ramp Up Costs	$845,000	$565,000	$565,000	$565,000	$565,000
Total School Costs	$1,075,000	$1,025,000	$1,140,000	$1,025,000	$1,140,000
Concept Schools Foundation	$250,000	$300,000	$360,000	$432,000	$518,400
Total Funding Needed	$2,400,000	$2,350,000	$2,640,000	$2,482,000	$2,798,000

- New School Startup Costs pays for one-time costs to open the school.
- School Ramp-Up Costs are the extra costs incurred while the school is not at full capacity with partial grades. Once the school is fully enrolled with all grades, the school is fiscally sound with a balanced budget from per pupil funding and minimal grants.
- Concept Schools Foundation costs are to seed student post-secondary scholarships and to fund development and deployment of a post-secondary support program for Concept Schools alumni.
- If Concept Schools does not receive full funding, then it will slow new school growth to match whatever funding is provided.

Risks and Opportunities

- Risk: Certain Concept School sites fail or significantly underperform. Response: Continual monitoring for performance issues and gaps catches critical issues early. Leadership team structure enables issues to be surfaced and decisions to be made quickly.

- Risk: Charter school caps and moratoriums are placed in target regions. Response: Concept Schools will focus building out in other target regions or new target regions.

- Risk: Charter school funding is significantly affected negatively. Response: Concept Schools will manage expenses in a way to not compromise the fidelity of the model. However, if funding cuts will impact fidelity of the model, Concept Schools will consider winding down the school.

- Risk: Concept Schools cannot scale its operations smoothly. Response: Concept Schools is moderate its growth until operational issues are worked out.

- Risk: Concept Schools has difficulty maintaining consistent fidelity of model, culture, and performance among its school sites. Response: Concept Schools will moderate growth and double up efforts around continuous improvement and leadership coaching.

- Risk: Concept Schools cannot recruit the number of teachers and principals it needs. Response: Concept Schools will need to ramp up recruitment efforts and/or slow new school growth.

- Risk: Concept Schools has difficulty raising the funding it needs to open more schools. Response: Concept Schools will slow growth or open up schools in areas where funding is more readily available.

- Opportunity: Certain target regions and states become high priority in foundation and/or government funding.

- Opportunity: Certain new regions and states become high priority in foundation and/or government funding.

- Opportunity: Concept Schools affiliates and absorbs other Science, Technology, Engineering, and Math oriented schools under its management.

Management Agreement

EDUCATION MANAGEMENT AGREEMENT

THIS EDUCATIONAL MANAGEMENT AGREEMENT ("Agreement") is entered into effective as of _____, 200__, by and between Concept Schools, an Illinois non-profit corporation (the "EMO") and Indiana Math and Science Academy- Indianapolis, Inc. ("IMSA"), an Indiana non-profit corporation.

W I T N E S S E T H:

WHEREAS, IMSA is organized as a charter school under IC 20-24.

WHEREAS, IMSA has entered into a ___ (__) year Charter School Contract with Ball State University (the "Charter"); and

WHEREAS, Ball State University has set forth certain policies for the charter schools that it sponsors regarding contracting with educational management organizations (the "Policies"); and

WHEREAS, in accordance with the Charter, the Policies, state and federal law, IMSA desires the EMO to perform the responsibilities outlined below.

NOW, THEREFORE, in consideration of their mutual promises and covenants, and intending to be legally bound hereby, the parties hereto agree as follows:

1. Term: The term of this Agreement shall be effective on _____, 200__, and continue for one (1) year. Thereafter, this Agreement will automatically renew for additional, successive one (1) year terms unless one party notifies the other party on or before the February 1st prior to the expiration of the then-current term of its intention to not renew this Agreement.

2. Office of the EMO: The EMO agrees to maintain administrative offices in the facility of IMSA (the "Facility") or within a five (5) mile radius of the Facility.

3. Contract. IMSA hereby contracts with the EMO, to the extent permitted by the Charter, the Policies and state and federal law, to provide IMSA the functions outlined below relating

to the provision of educational services and the operation of IMSA. The Charter shall be incorporated by reference, without limitation, as part of this Agreement. The EMO will provide IMSA the following services subject to the approval of the Board of Director of IMSA (the "Board of Directors):

A. <u>Human Resources</u>

i. Update and revise position descriptions;

ii. Prepare employment contracts;

iii. Interview, hire and fire international teachers; and

iv. Maintain all such permits, licenses, approvals and authorizations in full force and effect and following any common law and any federal, state, regional, local or foreign law, rule, statute, ordinance, rule, order or regulation necessary to hire the employees.

IMSA understands that the EMO will perform and be responsible for the human resources services enumerated below. IMSA further understands that the EMO is performing an administrative function and that all employees hired for positions required by IMSA are employees of IMSA. The Start-up Coordinator/Director, Gultekin Ayetekin, is an employee of the EMO who shall serve in the coordination and opening of IMSA and shall remain to facilitate operations at IMSA. Upon sufficient operating budget of IMSA, Gultekin Ayetekin shall become the Director of IMSA upon the Board of Directors' approval. During the time Gultekin Ayetekin is an employee of the EMO, the EMO shall accept full liablility for benefits, salary, worker's compensation, unemployment compensation and liability insurance for him.

B. <u>Professional Development for School Boards</u>

Ongoing training with respect to obligations of a non-profit Director and Charter School Director.

C. <u>Professional Development for School Administrators and Teachers</u>

i. Coordination of staff development and teacher certification;

ii. Establishment of new teacher mentoring plan, establishment of conflict resolution

program;

iii. Coordinate ongoing teacher training with respect to technology;

iv. Training of employees, including IMSA's principal, teachers and assistants through the services of the EMO's professional and curriculum development staff; and

v. Training in methods, curriculum, program, and technology to all teaching personnel on a regular and continuous basis. Non instructional personnel shall receive such training as the EMO determines to be reasonable and necessary under the circumstances, unless otherwise determined by the Board of Directors.

D. <u>Accreditation and Recognition (including Contract renewal)</u>

Consulting and liaison services with the Indiana Department of Education and other governmental and quasi-governmental offices and agencies to ensure IMSA is accredited and has a sponsor to continue its operation.

E. <u>Strategic Planning</u>

i. Curriculum Development, teaching techniques and testing; and

ii. Curriculum and program development.

The EMO understands that IMSA owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by IMSA; or (ii) were developed by the EMO at the direction of IMSA with charter school funds dedicated for the specific purpose of developing such curriculum or materials. In turn, IMSA acknowledges that the EMO owns all proprietary rights to all other curriculum and educational materials used by IMSA, including curriculum or educational materials that are developed by the EMO from funds from the charter school that are not otherwise dedicated for the specific purpose of developing charter school curriculum or educational materials. The EMO and IMSA understands that the EMO's educational materials and teaching techniques and other documents used by or in IMSA may be disclosed in accordance with applicable law and the legal opinion of legal counsel of IMSA.

F. Grant Writing

i. Assistance in identifying and applying for grants. The EMO, from time to time hereafter, may apply for available grants in the name of IMSA, which will (A) provide additional funding to IMSA, (B) aid IMSA in fulfilling the terms of the Charter and/or (C) provide additional services and programs to the students; and

ii. Prior to the application for any grant funds, the Board of Directors shall review and approve any grant application including any fees to be paid to the EMO.

G. After School Program Design

i. Coordination of summer school and before/after school programs; and

ii. The provision of such additional programs as may be mutually agreed upon by IMSA and the EMO.

H. Technology Support

i. Amend and update the technology plan on a regular basis or as determined by the Board of Directors;

ii. Web design and hosting;

iii. Advise on integration of technology into IMSA; and

iv. Other support services that may be requested.

I. Database Management

i. Quality data tracking, tying together all school data as the EMO's system is developed;

ii. Periodic reports on student performance, subject to the laws governing individual confidentiality;

iii. Quarterly reports on budgeted versus actual expenditures;

iv. Semiannual reports on overall condition of the school; and

v. Performance reports on the educational program operations.

J. Facility Management

i. Location and design, coordination of contractor services;

ii. Make reasonable suggestions as needed regarding improvements for facilities and operations of IMSA as well as for the safety, health and welfare of the IMSA's students; and

iii. Locating maintenance/custodial services.

K. Marketing materials

Draft operations manuals, forms (including teacher contracts, applications, enrollment and similar forms), as approved or requested by the Board of Directors.

L. Curriculum Development

i. Monitor, review, and evaluation of assessments accountability systems;

ii. Coordination of standardize testing;

iii. Update and revise policies and procedures in accordance with amendments to laws, regulations and/or policies; and

iv. Develop gifted education and special education plans.

M. PR Services

i. Develop and implement newspaper and radio advertisements; and

ii. Draft press releases, as approved or requested by the Board of Directors.

N. Purchasing Services

i. The EMO shall purchase or lease on behalf of IMSA requested furniture, computers,

software, equipment, and other personal property necessary for the operation of IMSA. All such property purchased in this manner shall be deemed the property of IMSA; and

ii. The EMO shall provide access to supply sources so IMSA can obtain centralized purchasing discounts where applicable and available.

4. Responsibility: In providing services required by this Agreement, the EMO must observe and comply with all applicable federal, state and local statutes, the Policies, the Charter, and the Articles of Incorporation of IMSA, including, but not limited to, the requirement that the IMSA maintain tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986. The EMO shall be responsible and accountable to the Board of Directors for the administration, operation and performance of IMSA l in accordance with the IMSA's Charter to operate the IMSA.

5. Subcontracts: Subject to approval by the Board of Directors , the EMO may subcontract services provided to IMSA except for the management, oversight, or operation of the teaching and instructional program.

6. Authority: The EMO shall have authority and power necessary to undertake its responsibilities described in this Agreement except in the case(s) wherein such power may not be delegated by law, the Charter, or the Policies.

7. Fees: All fees payable hereunder shall, at the EMO's option, be made via electronic funds transfer. IMSA shall cooperate with the EMO to set up and establish necessary accounts and procedures such that the IMSA shall transfer such payments to the EMO as such payments become due. In consideration of the comprehensive services to be provided by the EMO regarding all aspects of the operation of IMSA, the EMO and the Board of Directors have agreed that the EMO shall be compensated by fees in the amount of ten percent (10%) of the revenues received by IMSA, including grant funding received by IMSA after identification and application by the EMO on behalf of IMSA, to the extent that such grants do not prohibit the transfer of grant funds to a third party such as EMO. The fees shall be payable to the EMO only if each of the following requirements has been satisfied: (1) the Board of Directors

has approved a budget which includes the fees to be paid to the EMO; (2) the services for which the EMO is to be paid have been provided to IMSA; (3) the EMO has submitted to IMSA an invoice for the month, as well as a report outlining the services provided during that month; and (4) the Board of Directors approves the fees to be paid to the EMO in the particular month.

8. Termination by the School: IMSA may terminate this Agreement in the event the EMO materially breaches this Agreement or the Charter. In the event of material breach of the Charter, the EMO shall cooperate and participate in any corrective action plan approved by the University to remedy such breach. In the event no corrective action plan is developed, the EMO shall cure said material breach within sixty (60) days of its receipt of written notice from IMSA, unless said breach cannot reasonably be cured within said sixty (60) day period, in which case, the EMO shall promptly undertake and continue efforts to cure said material breach within a reasonable time. Material Breach, without limitation, shall include:

a. The EMO files for bankruptcy or has a bankruptcy suit filed against it which is not dismissed within ninety (90) days, is insolvent, ceases its operations, admits in writing its inability to pay its debts when they become due or appoints a receiver for the benefit of its creditors.

b. Failure to meet any of the material terms of the Charter.

c. Assignment of this Agreement without the written consent of IMSA.

9. Termination by the Company: The EMO may, at its option, terminate this Agreement in the event that IMSA materially breaches this Agreement, and the School does not cure said material breach within sixty (60) days of its receipt of written notice from the EMO, unless said breach cannot reasonably be cured within said sixty (60) day period, in which case, IMSA shall promptly undertake and continue efforts to cure said material breach within a reasonable time. Material Breach, without limitation, shall include:

a. IMSA files for bankruptcy or has a bankruptcy suit filed against it which is not dismissed within ninety (90) days, is insolvent, ceases its operations, has its Charter terminated or not renewed, admits in writing its inability to pay its debts when they become due or appoints a

receiver for the benefit of its creditors.

b. IMSA fails to pay any fees due to the EMO within 30 days of receiving written notice that such fees are overdue, excluding overdue payments resulting from a payment dispute between IMSA and any funding entity.

d. IMSA's assignment or attempted assignment of this Agreement without the prior written consent of the EMO.

e. Termination of the Charter by IMSA or the University.

11. Duties Upon Notice of Termination and Termination: Unless otherwise agreed in writing by the parties, in the event that IMSA notifies the EMO of its intent not to renew this Agreement as provided in Paragraph 1 above, or the IMSA receives notice from the University of its intention to terminate the Charter, the parties agree to continue charter school operations through the end of the school year or June 30th, whichever date is sooner ("Termination Date"); provided that IMSA continues to make the payments provided for in Section 7. The EMO's obligations under this Agreement and other expertise shall not cease until the Termination Date. IMSA shall pay to the EMO all outstanding payments on or before the Termination Date. In the event that this Agreement is terminated during an academic year, the EMO shall not impede the IMSA's continuation of the academic year.

12. Indemnification: Except as otherwise stated in this Agreement, IMSA agrees to indemnify, defend and hold harmless the EMO from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by the EMO as a result of any claims, actions or lawsuits brought against the EMO as a result of the negligence, recklessness or intentional misconduct of the IMSA. Likewise, except as otherwise stated in this Agreement, the EMO agrees to indemnify, defend and hold harmless IMSA from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by IMSA as a result of any claims, actions or lawsuits brought against IMSA as a result of the negligence, recklessness or intentional misconduct of the EMO. This indemnification provision shall survive the termination of this Agreement. Additionally, the EMO shall indemnify and hold the

University, its trustees, officers, employees, agents and representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damages, including without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with acts or omissions of the EMO in connection with the Charter School's operations or which are incurred as a result of the reliance by the University or any of its trustees, officers, employees, agents or representatives upon information supplied directly or indirectly by the EMO.

13. Insurance: The EMO agrees to maintain workers compensation insurance, general commercial liability insurance, including personal injury and property damage, product liability insurance, umbrella/excess liability insurance and other insurance which is appropriate in the types of coverage and amounts in the industry in which the EMO operates or as deemed necessary by the Board of Directors. Proof of insurance must be available at time of signing this Agreement upon request by IMSA or the University.

14. Bonding: Bonds for each of the EMO's employees administering this Agreement are required in the amount of $100,000 or such amount as may be reasonably required by IMSA and bonds or crime insurance for theft and embezzlement are required in the amount of $100,000 or such amount as may be reasonably required by IMSA for all EMO employees handling money.

15. Records: The financial, educational, and other records pertaining to IMSA, whether or not generated by the EMO, are charter school property, and that such records are subject to inspection and copying to the same extent that records of a public school are subject to inspection and copying under the provisions of the Indiana Access to Public Records Law (IC 5-14-3). Additionally, all finance and other records of the EMO related to the charter school will be made available to the organizer's independent auditor and to the State Board of Accounts for completion of audits required by law or the Charter. Such records must be produced in Indiana at the offices of the organizer or at the charter school facility. The parties further agree that the University and IMSA shall have access at all times to all reports

and information pertaining to financial, personnel, facilities and operations pertaining to IMSA as may be required for IMSA to comply with the Charter and law.

16. Relationship of the Parties: The parties hereto acknowledge that their relationship is that of an independent contractor. No employee of either party shall be deemed an employee of the other party. Nothing contained herein shall be construed to create a partnership or joint venture between the parties. This Agreement shall not be construed as an abdication of IMSA's responsibilities and authority for policy setting, strategic planning, budgeting, the educational program and overall oversight monitoring and supervision of IMSA. IMSA at all times maintains the right to accept or reject the EMO's recommendations.

17. No Third Party Beneficiaries: This Agreement and the provisions hereof are for the exclusive benefit of the parties hereto and not for the benefit of any third person, nor shall this Agreement be deemed to confer or have conferred any rights, express or implied, upon any third person.

18. Captions: Paragraph captions are used herein for reference only and are not intended, nor shall they be used, in interpreting this instrument.

19. Notices: Any notices to be provided hereunder shall be in writing and given by personal service, mailing the same by United States certified mail, return receipt requested, and postage prepaid, facsimile (provided a copy is sent by one of the other permitted methods of notice), or a nationally recognized overnight carrier, addressed as follows:

If to the Company, to:

Concept Schools

Columbia Center II
9450 West Bryn Mawr Avenue
Suite 250
Rosemont, IL 60018

Attention:

Facsimile: (847) 671-2612

With a copy to:

If to the School, to:

Indiana Math-Science Academy-Indianapolis, Inc.

11862 Springfield Ct.

Fishers, IN 46038

Attn: Kent Millard

Facsimile: 317-844-1034

20. Severability: The invalidity or unenforceability of any provision or clause hereof shall in no way effect the validity or enforceability of any other clause or provision hereof.

21. Waiver and Delay: No waiver or delay of any provision of this Agreement at any time will be deemed a waiver of any other provision of this Agreement at such time or will be deemed a waiver of such provision at any other time.

22. Governing Law: This Agreement shall be governed by and construed in accordance with the laws of the State of INDIANA.

23. Assignment: Neither party shall assign this Agreement without the written consent of the other party. In the event of assignment, IMSA shall conduct the necessary due diligence under Section A.1 of the Policies and ensure against any conflict of interest as described in Section A.2 of the Policies. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and permitted assigns.

24. Amendment: This Agreement may not be modified or amended except by a writing signed by each party hereto.

25. Counterparts: This Agreement may be executed in several counterparts, with each counterpart deemed to be an original document and with all counterparts deemed to be one and the same instrument.

26. Conflicting Provisions: Any provisions that are contrary to or conflicting with the Charter shall be superceded by the terms and conditions of the Charter.

IN WITNESS WHEREOF, the parties hereto have set their hands by and through their duly authorized officers as of the date first above written.

SCHOOL:

Indiana Math-Science Academy of Indianapolis, Inc.

By: _____

Its: _____

COMPANY:

Concept Schools

By: _____

Its: _____

Concept Audit Reports

Last Three Years

CONCEPT SCHOOLS, INC.

FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2011

CONCEPT SCHOOLS, INC.
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2011

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MULCAHY, PAURITSCH, SALVADOR & CO., LTD.

Certified Public Accountants/
Business and Personal Consultants

To the Board of Directors of
Concept Schools, Inc.
Des Plaines, Illinois

INDEPENDENT AUDITOR'S REPORT

We have audited the accompanying balance sheet of Concept Schools, Inc. as of June 30, 2011, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Concept Schools, Inc. as of June 30, 2011, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Mulcahy, Pauritsch, Salvador & Co, Ltd.

Orland Park, Illinois
April 9, 2012

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CONCEPT SCHOOLS, INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2011

ASSETS

Cash	$ 325,240
Accounts receivable	566,182
Due from charter schools	902,800
Prepaid expenses and deposits	21,029
Equipment, furniture and vehicles, less accumulated depreciation	134,174
Total assets	$ 1,949,425

LIABILITIES AND NET ASSETS

Liabilities:	
Accounts payable	$ 11,095
Accrued expenses	46,997
Notes payable	252,485
Total liabilities	310,577
Net assets:	
Unrestricted	1,638,848
Total liabilities and net assets	$ 1,949,425

See notes to financial statements.

CONCEPT SCHOOLS, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2011

Revenues:		
Management fees	$ 4,419,086	
Student activity fees	245,381	
Total revenues		$ 4,664,467
Expenses:		
Salaries and benefits	$ 2,016,143	
Depreciation	36,469	
Educational supplies and services	594,353	
Insurance	20,329	
Interest	30,126	
Office supplies	42,024	
Other	118,965	
Payroll taxes	160,789	
Printing and reproduction	44,640	
Professional fees	131,568	
Rent	111,317	
Telephone	13,418	
Travel and entertainment	189,892	
Utilities	4,932	
Total expenses		3,514,965
Change in net assets		1,149,502
Net assets at beginning of year		489,346
Net assets at end of year		$ 1,638,848

See notes to financial statements.

CONCEPT SCHOOLS, INC.
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2011

Cash flows from operating activities:		
Change in net assets	$ 1,149,502	
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	36,469	
Gain on disposal of assets	(812)	
Effects of changes in operating assets and liabilities:		
Accounts receivable	(394,107)	
Prepaid expenses and deposits	(12,645)	
Accounts payable and accrued expenses	(114,673)	
Net cash provided by operating activities		$ 663,734
Cash flows from investing activities:		
Advances made to charter schools, net	(480,800)	
Purchases of equipment, furniture and vehicles	(93,844)	
Net cash used by investing activities		(574,644)
Cash flows from financing activities:		
Principal repayments of notes payable		(233,291)
Net decrease in cash		(144,201)
Cash at beginning of year		469,441
Cash at end of year		$ 325,240

See notes to financial statements.

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

Concept Schools, Inc. (the "Organization") was established to organize, operate and manage K - 12 charter schools. The Organization currently manages twenty-seven charter schools throughout the Midwest under annual agreements.

B. Basis of Accounting

The financial statements of the Organization have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America.

C. Estimates

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses. Actual results could differ from those estimates.

D. Subsequent Events

Management has evaluated subsequent events through April 9, 2012, which is the date the financial statements were available to be issued.

E. Cash

For purposes of the statement of cash flows, the Organization considers all short-term debt securities purchased with an original maturity of three months or less to be cash equivalents.

The Organization's bank account balance, at times, exceeds federally insured limits. The Organization has not experienced any losses on this account.

F. Accounts Receivable

The Organization extends credit to the schools it manages and generally requires no collateral. Accounts receivable are reported at their outstanding balance reduced by the allowance for doubtful accounts, if any.

The allowance for doubtful accounts is increased by charges to income and decreased by chargeoffs (net of recoveries). Management's periodic evaluation of the adequacy of the allowance is based on the past collection experience of the Organization, known and inherent risks of the schools comprising the accounts receivable balance, adverse situations that may affect the school's ability to pay, and current economic conditions. Accounts receivable are charged off when management deems the balance to be uncollectible.

Based on a review of outstanding accounts receivable, management determined that an allowance for doubtful accounts was not necessary at June 30, 2011.

G. Equipment, Furniture and Vehicles

The Organization's equipment, furniture and vehicles are stated at cost or, if donated, at the estimated fair value upon receipt. It is the Organization's policy to capitalize expenditures for these items in excess of $500. Lesser amounts are expensed. Depreciation is calculated using the straight-line method over the estimated useful lives of the related assets. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the asset's life are expensed as incurred.

H. Functional Expenses

The Organization's expenses were incurred primarily for the operations and management of the K - 12 charter schools.

NOTE 2. DUE FROM CHARTER SCHOOLS

The Organization has made advances to seven charter schools. The advances are non-interest bearing, unsecured, and due on demand. The total balance receivable at June 30, 2011 was $902,800.

NOTE 3. EQUIPMENT, FURNITURE AND VEHICLES

The Organization's equipment, furniture and vehicles at June 30, 2011 consisted of the following:

Equipment and furniture	$ 129,480
Vehicles	46,100
Less accumulated depreciation	(41,406)
Net equipment, furniture and vehicles	$ 134,174

NOTE 4. NOTES PAYABLE

The Organization's notes payable as of June 30, 2011 consisted of the following:

Uncollateralized note payable to an unrelated third party that is due in monthly installments of $7,975, including interest at 7.5%. The note was repaid in July, 2011.	$ 216,856
Note payable to a bank that is due in monthly installments of $685, including interest at 5.2%, with final payment due in May, 2016. The note is collateralized by a vehicle.	35,629
Total	$ 252,485

Future maturities of the notes payable in years ending June 30 are as follows:

2012	$	223,387
2013		6,878
2014		7,243
2015		7,628
2016		7,349
Total	$	252,485

NOTE 5. OPERATING LEASES

The Organization conducts its operations from a facility that is leased under a noncancelable operating lease expiring in March, 2014. The lease agreement calls for specified rent increases in future years. Total rent expense is being recorded on the straight-line basis over the term of the lease.

Rent expense for the year ended June 30, 2011 was as follows:

Base rent	$	105,697
Accrued rent adjustment to record rent on the straight-line basis		(5,609)
Month-to-month leases		11,229
Total rent expense	$	111,317

Future minimum rental payments required under the long-term lease in years ending June 30 are as follows:

2012	$	108,868
2013		112,134
2014		96,060
Total	$	317,062

NOTE 6. CASH FLOW INFORMATION

Cash paid for interest during the year ended June 30, 2011 was $30,126.

During the year ended June 30, 2011, the Organization had a noncash investing and financing transaction of $27,357 related to the purchase of a vehicle.

NOTE 7. MANAGEMENT FEE INCOME

The Organization, being organized exclusively for charitable and educational purposes under Illinois law, strives to make its charitable services and programs available to the appropriate general public without undue obstacles to access. It is the general policy of the Organization that any fees or charges associated with the charitable services and programs of the Organization will be waived or reduced in accordance with each member school's ability to pay. Management fee income on the statement of activities for the year ended June 30, 2011 is reported net of fee waivers and reductions totaling $1,153,906.

NOTE 8. INCOME TAXES

A provision for income taxes has not been included in the accompanying financial statements. Concept Schools, Inc. has submitted an application to be recognized as a not-for-profit organization under Section 501(c)(3) of the Internal Revenue Code. The Internal Revenue Service has not yet issued its determination as to whether the Organization qualifies as a tax exempt entity. If the application were to be denied, statutory federal and state corporate income tax rates would apply to the change in net assets for the current and prior years.

The income tax returns of the Organization are subject to examination by the taxing authorities, generally for three years after the date they were filed.

MULCAHY, PAURITSCH, SALVADOR & CO., LTD.

Certified Public Accountants/
Business and Personal Consultants

April 9, 2012

To the Board of Directors of
Concept Schools, Inc.
Des Plaines, Illinois

We have audited the financial statements of Concept Schools, Inc. for the year ended June 30, 2011, and have issued our report thereon dated April 9, 2012. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter to you dated November 17, 2011. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Concept Schools, Inc. are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2011. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. The attached journal entries were proposed as a result of audit procedures and were agreed to by management.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

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Management Representations

We have requested certain representations from management that are included in the management representation letter dated April 9, 2012.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

This information is intended solely for the use of Board of Directors and management of Concept Schools, Inc. and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Mulcahy, Pauritsch, Salvador & Co., Ltd.

Concept Schools, Inc.
Year End: June 30, 2011
Issues
Date: 7/1/2010 To 6/30/2011

Prepared by	Reviewed by	Reviewed by
PJC 2/8/2012		

AJE

Number	Date	Name	Account No	Reference	Annotation	Debit	Credit	Recurrence
1	6/30/2011	Net Assets	2750			14,212.00		
1	6/30/2011	800-Misc Objects:Donated Serv-Uncollected Fun	5321				14,212.00	
		Record Quickbooks Error in Accounts Receivable						
2	6/30/2011	Accrued Rent	2549			5,609.00		
2	6/30/2011	400-Purchased Services:Rent	5630				5,609.00	
		Record 2011 Straight Line of Rent						
3	6/30/2011	Accounts Payable	2100			3,950.00		
3	6/30/2011	500-Supplies and Materials:Software & Hardware	5616				3,600.00	
3	6/30/2011	400-Purchased Services:Professional & Technica	5763				350.00	
		To reverse fiscal year 2010 accounts payable						
4	6/30/2011	Prepaid Rent	1550			10,670.00		
4	6/30/2011	400-Purchased Services:Rent	5630				10,670.00	
		Record Prepaid Rent						
5	6/30/2011	Accounts Payable	2100	BB-01			8,256.00	
5	6/30/2011	400-Purchased Services:Consulting Services	5762	BB-01		8,256.00		
		To record additional AP						
6	6/30/2011	Note Payble- Short term (current portion)	2528	KK-03			88,754.00	
6	6/30/2011	Note Payable- Lont term (less current portion)	2601	KK-03		88,754.00		
		To record current portion of long term debt						
7	6/30/2011	601-Accum Deprec- Fixed Assets	1510			24,725.00		
7	6/30/2011	Depreciation Expense	5450				24,725.00	
		To record depreciation expense						
9	6/30/2011	Management Fees	6000			62,276.00		
9	6/30/2011	Management Fees:Instructional Services	6002				43,000.00	
9	6/30/2011	Management Fees:Professional Development	6004				6,750.00	
9	6/30/2011	Management Fees:Professional & Techical Serv	6005				12,526.00	
		Record Reclassification of fees from Management fees to other fees						
10	6/30/2011	Accounts Receivable	1100				79,840.00	
10	6/30/2011	800-Misc Objects:Donated Serv-Uncollected Fun	5321			79,840.00		
		Record Write off of Accounts Receivable at the end of the year.						
11	6/30/2011	601-Accum Deprec- Fixed Assets	1510			1,269.00		
11	6/30/2011	Depreciation Expense	5450				1,269.00	
		Adjust Depreciation						
12	6/30/2011	Federal Withholding	2304			41,526.00		
12	6/30/2011	Current Liabilities:Payroll Liabilities	2305				133,827.00	
12	6/30/2011	State Tax Withholdings	2306			7,380.00		
12	6/30/2011	FICA Taxes	2308			85,629.00		
12	6/30/2011	Health Insurance	2309				708.00	

Prepared by	Reviewed by	Reviewed by
PJC 2/8/2012		

AJE-1

Number	Date	Name	Account No	Reference	Annotation	Debit	Credit	Recurrence
		Reclass payroll taxes						
						434,096.00	434,096.00	
		Net Income (Loss)	1,149,502.00					

MULCAHY, PAURITSCH, SALVADOR & CO., LTD.

Certified Public Accountants/
Business and Personal Consultants

To Board of Directors of
Concept Schools, Inc.
Des Plaines, Illinois

In planning and performing our audit of the financial statements of Concept Schools, Inc. (the "Organization") as of and for the year ended June 30, 2011, in accordance with auditing standards generally accepted in the United States of America, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses and therefore there can be no assurance that all such deficiencies have been identified. However, as discussed below, we identified certain deficiencies in internal control that we consider to be material weaknesses.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. We consider the following deficiencies in the Organization's internal control to be material weaknesses:

Supervision

Personnel performing accounting functions in the payroll, billing and accounts receivable, and accounts payable and related disbursements processes are not adequately supervised by appropriate personnel.

The bank reconciliations and payroll tax returns are not reviewed and approved by appropriate personnel.

This communication is intended solely for the information and use of management, the Board of Directors, and others within the Organization, and is not intended to be and should not be used by anyone other than these specified parties.

Mulcahy, Pauritsch, Salvador & Co., Ltd.

Orland Park, Illinois
April 9, 2012

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CONCEPT SCHOOLS, INC.

FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2010

CONCEPT SCHOOLS, INC.
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2010

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MULCAHY, PAURITSCH, SALVADOR & CO., LTD.

Certified Public Accountants/
Business and Personal Consultants

To the Board of Directors of
Concept Schools, Inc.
Des Plaines, Illinois

INDEPENDENT AUDITOR'S REPORT

We have audited the accompanying balance sheet of Concept Schools, Inc. as of June 30, 2010, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Concept Schools, Inc. as of June 30, 2010, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Mulcahy, Pauritsch, Salvador & Co., Ltd.

Orland Park, Illinois
July 18, 2011

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CONCEPT SCHOOLS, INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2010

ASSETS

Cash	$ 469,441
Accounts receivable	172,075
Due from charter schools	422,000
Deposits	8,384
Equipment, furniture and vehicle, less accumulated depreciation	48,630
Total assets	$ 1,120,530

LIABILITIES AND NET ASSETS

Liabilities:	
Accounts payable	$ 14,331
Accrued expenses	158,434
Notes payable	458,419
Total liabilities	631,184
Net assets:	
Unrestricted	489,346
Total liabilities and net assets	$ 1,120,530

See notes to financial statements.

CONCEPT SCHOOLS, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2010

Revenues:		
Management fees		$ 3,637,829
Expenses and losses:		
Salaries	$ 1,634,966	
Depreciation	15,419	
Educational supplies and services	317,078	
Insurance	40,315	
Interest	32,893	
Loss on disposal of assets	9,951	
Office supplies	39,375	
Other	134,153	
Payroll taxes	116,950	
Printing and reproduction	17,932	
Professional fees	200,664	
Rent	104,574	
School development expenses	13,123	
Telephone	10,755	
Travel and entertainment	108,357	
Utilities	6,154	
Total expenses and losses		2,802,659
Change in net assets		835,170
Net assets at beginning of year		(345,824)
Net assets at end of year		$ 489,346

See notes to financial statements.

CONCEPT SCHOOLS, INC.
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2010

Cash flows from operating activities:		
Change in net assets	$ 835,170	
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	15,419	
Loss of disposal of assets	9,951	
Effects of changes in operating assets and liabilities:		
Accounts receivable	(76,672)	
Accounts payable and accrued expenses	75,078	
Net cash provided by operating activities		$ 858,946
Cash flows from investing activities:		
Purchases of furniture and equipment	(42,454)	
Advances made to charter schools, net	(301,000)	
Net cash used by investing activities		(343,454)
Cash flows from financing activities:		
Principal repayments of notes payable		(61,196)
Net increase in cash		454,296
Cash at beginning of year		15,145
Cash at end of year		$ 469,441

See notes to financial statements.

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

Concept Schools, Inc. (the "Organization") was established to organize, operate and manage K - 12 charter schools. The Organization currently manages nineteen charter schools throughout the Midwest under annual agreements.

B. Basis of Accounting

The financial statements of the Organization have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America.

C. Estimates

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses. Actual results could differ from those estimates.

D. Subsequent Events

Management has evaluated subsequent events through July 18, 2011, which is the date the financial statements were available to be issued.

E. Cash

For purposes of the statement of cash flows, the Organization considers all short-term debt securities purchased with an original maturity of three months or less to be cash equivalents.

The Organization's bank account balance, at times, exceeds federally insured limits. The Organization has not experienced any losses on this account.

F. Accounts Receivable

The Organization extends credit to the schools it manages and generally requires no collateral. Accounts receivable are reported at their outstanding balance reduced by the allowance for doubtful accounts, if any.

The allowance for doubtful accounts is increased by charges to income and decreased by chargeoffs (net of recoveries). Management's periodic evaluation of the adequacy of the allowance is based on the past collection experience of the Organization, known and inherent risks of the schools comprising the accounts receivable balance, adverse situations that may affect the school's ability to pay, and current economic conditions. Accounts receivable are charged off when management deems the balance to be uncollectible.

Based on a review of outstanding accounts receivable, management determined that an allowance for doubtful accounts was not necessary at June 30, 2010.

G. Equipment, Furniture and Vehicle

The Organization's equipment, furniture and vehicle are stated at cost or, if donated, at the estimated fair value upon receipt. It is the Organization's policy to capitalize expenditures for these items in excess of $1,000. Lesser amounts are expensed. Depreciation is calculated using the straight-line method over the estimated useful lives of the related assets. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the asset's life are expensed as incurred.

H. Functional Expenses

The Organization's expenses were incurred primarily for the operations and management of the K - 12 charter schools.

NOTE 2. DUE FROM CHARTER SCHOOLS

The Organization has made advances to six charter schools. The advances are non-interest bearing, unsecured, and due on demand. The total balance receivable at June 30, 2010 was $422,000.

NOTE 3. EQUIPMENT, FURNITURE AND VEHICLE

The Organization's equipment, furniture and vehicle at June 30, 2010 consisted of the following:

Equipment and furniture	$ 35,638
Vehicle	38,565
Less accumulated depreciation	(25,573)
Net equipment, furniture and vehicle	$ 48,630

NOTE 4. NOTES PAYABLE

The Organization's notes payable as of June 30, 2010 consisted of the following:

Note payable to an unrelated third party that is due in monthly installments of $7,975, including interest at 7.5%, with final payment due in February, 2016. The note is uncollateralized.	$ 444,025
Note payable to a bank that is due in monthly installments of $583, including interest at 8%, with final payment due in September, 2012. The note is collateralized by a vehicle.	14,394
Total	$ 458,419

Future maturities of the notes payable in years ending June 30 are as follows:

2011	$	70,652
2012		76,162
2013		76,763
2014		80,824
2015		87,096
Thereafter		66,922
Total	$	458,419

NOTE 5. OPERATING LEASE

The Organization conducts its operations from a facility that is leased under a noncancelable operating lease expiring in March, 2014. The lease agreement calls for specified rent increases in future years. Total rent expense is being recorded on the straight-line basis over the term of the lease.

Rent expense for the year ended June 30, 2010 was as follows:

Base rent	$	102,619
Accrued rent adjustment to record rent on the straight-line basis		(2,530)
Month-to-month leases		4,485
Total rent expense	$	104,574

Future minimum rental payments required under this lease in years ending June 30 are as follows:

2011	$	105,697
2012		108,868
2013		112,134
2014		96,060
Total	$	422,759

NOTE 6. CASH FLOW INFORMATION

Cash paid for interest during the year ended June 30, 2010 was $32,893.

During the year ended June 30, 2010, the Organization had a noncash financing transaction of $101,666 related to accrued interest that was added to the principal of a note payable to an unrelated third party.

NOTE 7. MANAGEMENT FEE INCOME

The Organization, being organized exclusively for charitable and educational purposes under Illinois law, strives to make its charitable services and programs available to the appropriate general public without undue obstacles to access. It is the general policy of the Organization that any fees or charges associated with the charitable services and programs of the Organization will be waived or reduced in accordance with each member school's ability to pay. Management fee income on the statement of activities for the year ended June 30, 2010 is reported net of fee waivers and reductions totaling $500,537.

NOTE 8. INCOME TAXES

A provision for income taxes has not been included in the accompanying financial statements. Concept Schools, Inc. has submitted an application to be recognized as a not-for-profit organization under Section 501(c)(3) of the Internal Revenue Code. The Internal Revenue Service has not yet issued its determination as to whether the Organization qualifies as a tax exempt entity. If the application were to be denied, statutory federal and state corporate income tax rates would apply to the change in net assets for the current and prior years.

The income tax returns of the Organization are subject to examination by the taxing authorities, generally for three years after the date they were filed.

CONCEPT SCHOOLS, INC.

FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2009

CONCEPT SCHOOLS, INC.
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2009

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MULCAHY, PAURITSCH, SALVADOR & CO., LTD.

Certified Public Accountants/
Business and Personal Consultants

To the Board of Directors of
Concept Schools, Inc.
Des Plaines, Illinois

INDEPENDENT AUDITORS' REPORT

We have audited the accompanying balance sheet of Concept Schools, Inc. as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with U.S. generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Concept Schools, Inc. as of June 30, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with U.S. generally accepted accounting principles.

Mulcahy, Pauritsch, Salvador & Co., Ltd.

Orland Park, Illinois
August 20, 2010

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CONCEPT SCHOOLS, INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2009

ASSETS

Cash	$ 15,145
Accounts receivable	95,403
Due from charter schools	121,000
Deposits	8,384
Equipment, furniture and vehicle, less accumulated depreciation	31,546
Total assets	$ 271,478

LIABILITIES AND NET ASSETS

Accounts payable	$ 3,950
Accrued expenses	195,403
Notes payable	417,949
Total liabilities	617,302
Net assets:	
Unrestricted	(345,824)
Total liabilities and net assets	$ 271,478

See notes to financial statements.

CONCEPT SCHOOLS, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2009

Revenues:		
Management fees		$ 2,102,916
Expenses:		
Salaries	$ 1,163,023	
Depreciation	15,275	
Educational supplies and services	290,498	
Insurance	22,810	
Interest	48,134	
Office supplies	22,019	
Other	49,027	
Payroll taxes	149,072	
Printing and reproduction	16,439	
Professional fees	167,511	
Rent	95,779	
School development expenses	10,652	
Telephone	4,777	
Travel and entertainment	45,805	
Utilities	2,568	
Total expenses		2,103,389
Change in net assets		(473)
Net assets at beginning of year		(345,351)
Net assets at end of year		$ (345,824)

See notes to financial statements.

CONCEPT SCHOOLS, INC.
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2009

Cash flows from operating activities:		
Change in net assets	$ (473)	
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	15,275	
Effects of changes in operating assets and liabilities:		
Accounts receivable	(27,614)	
Deposits	18,865	
Cash overdraft	(28,445)	
Accounts payable and accrued expenses	55,247	
Other liability	(20,816)	
Net cash provided by operating activities		$ 12,039
Cash flows from investing activities:		
Collection of advances made to employees	2,650	
Decrease in amount due from charter schools, net	85,493	
Net cash provided by investing activities		88,143
Cash flows from financing activities:		
Net principal repayments of short-term notes payable	(79,865)	
Principal repayments of long-term note payable	(5,172)	
Net cash used by financing activities		(85,037)
Net increase in cash		15,145
Cash at beginning of year		0
Cash at end of year		$ 15,145

See notes to financial statements.

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

Concept Schools, Inc. (the "Organization") was established to organize, operate and manage K - 12 charter schools. The Organization currently manages sixteen charter schools throughout the Midwest under annual agreements.

B. Income Taxes

Concept Schools, Inc. operates as a nonprofit organization. Management has not obtained status that exempts the Organization from income taxes under Section 501(c)(3) of the Internal Revenue code. The Organization, therefore, is subject to federal and state income taxes.

C. Basis of Accounting

The financial statements of the Organization have been prepared on the accrual basis of accounting in conformity with U.S. generally accepted accounting principles.

D. Estimates

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses. Actual results could differ from those estimates.

E. Cash

For purposes of the statement of cash flows, the Organization considers all short-term debt securities purchased with an original maturity of three months or less to be cash equivalents.

The Organization's bank account balance, at times, exceeds federally insured limits. The Organization has not experienced any losses on this account.

F. Accounts Receivable

The Organization extends credit to the schools it manages and generally requires no collateral. Accounts receivable are reported at their outstanding balance reduced by the allowance for doubtful accounts, if any.

The allowance for doubtful accounts is increased by charges to income and decreased by chargeoffs (net of recoveries). Management's periodic evaluation of the adequacy of the allowance is based on the past collection experience of the Organization, known and inherent risks of the schools comprising the accounts receivable balance, adverse situations that may affect the school's ability to pay, and current economic conditions. Accounts receivable are charged off when management deems the balance to be uncollectible.

Based on a review of outstanding accounts receivable, management determined that an allowance for doubtful accounts was not necessary at June 30, 2009.

G. Equipment, Furniture and Vehicles

Equipment, furniture and vehicles are stated at cost or, if donated, at the estimated fair value upon receipt. It is the Organization's policy to capitalize expenditures for these items in excess of $1,000. Lesser amounts are expensed. Depreciation is calculated using the straight-line method over the estimated useful lives of the related assets. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the asset's life are expensed as incurred.

H. Subsequent Events

Management has evaluated subsequent events through August 20, 2010, which is the date the financial statements were available to be issued.

NOTE 2. DUE FROM CHARTER SCHOOLS

The Organization has made advances to five charter schools. The advances are non-interest bearing, unsecured, and due on demand. The total balance receivable at June 30, 2009 was $121,000.

NOTE 3. EQUIPMENT, FURNITURE AND VEHICLE

The Organization's equipment, furniture and vehicle at June 30, 2008 consisted of the following:

Equipment and furniture	$	45,409
Vehicle		31,750
Less accumulated depreciation		(45,613)
Net equipment, furniture and vehicle	$	31,546

NOTE 4. NOTES PAYABLE

The Organization's notes payable as of June 30, 2009 consisted of the following:

Note payable to an unrelated third party that is due on demand. The note bears interest at 8% and is uncollateralized.	$	397,989
Note payable to a bank that is due in monthly installments of $583, including interest at 8%, with final payment due in September, 2012. The note is collateralized by a vehicle.		19,960
Total	$	417,949

Future maturities of the notes payable are as follows:

Due on demand	$	397,989
Due during years ending June 30:		
2010		5,601
2011		6,065
2012		6,568
2013		1,726
Total	$	417,949

NOTE 5. OPERATING LEASE

The Organization conducts its operations from a facility that is leased under a noncancelable operating lease expiring in March, 2014. The lease agreement included a minimum lease payments vary during the lease term; therefore, total rent for this lease is being recorded on the straight-line basis over the term of the lease.

Rent expense for the year ended June 30, 2009 was as follows:

Base rent	$	16,768
Accrued rent adjustment to record rent on the straight-line basis		49,958
Month-to-month leases		29,053
Total rent expense	$	95,779

Future minimum rental payments required under this lease in years ending June 30 are as follows:

2010	$	102,619
2011		105,697
2012		108,868
2013		112,134
2014		96,059
Total	$	525,377

NOTE 6. CASH FLOW INFORMATION

Cash paid for interest during the year ended June 30, 2009 was $7,319.

NOTE 7. MANAGEMENT FEE INCOME

The Organization, being organized exclusively for charitable and educational purposes under Illinois law, strives to make its charitable services and programs available to the appropriate general public without undue obstacles to access. It is the general policy of the Organization that any fees or charges associated with the charitable services and programs of the Organization will be waived or reduced in accordance with each member school's ability to pay. Management fee income on the statement of activities for the year ended June 30, 2009 is reported net of fee waivers and reductions totaling $902,384.

Concept Network-wide Performance Data

CONCEPT SCHOOLS NETWOR

		INFORMATION					DEMOGRAPHICS						ACADEMIC DIVERSITY		RETENTION				PROFICIENCY LEVEL					
															STUDENT		TEACHER		MATH				REA	
					2012-13	2012-13	2012-13						2012-13		2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
#	SCHOOL	STATE	OPENED	GRADES	TOTAL	ECON DIS	ASIAN	BLACK	HISPANIC	INDIAN	MULTI	WHITE	SPED	ELL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	DISTRICT	DISTRICT	SCHOOL	SCHOOL
1	HSA- CLEVELAND ELEMENTARY	OH	2008	K-5	162	89%	0%	94%	3%	0%	3%	0%	6%	5%	92%	82%	80%	92%	69%	54%	46%	N/A	71%	56%
2	HSA- YOUNGSTOWN	OH	2010	K-8	388	100%	0%	77%	8%	0%	8%	7%	11%	1%	79%	80%	86%	58%	55%	61%	46%	N/A	69%	77%
3	HSA- LORAIN ELEMENTARY	OH	2009	K-8	423	94%	0%	28%	33%	0%	7%	32%	12%	6%	88%	84%	100%	70%	56%	66%	68%	N/A	66%	75%
4	NOBLE ACADEMY CLEVELAND	OH	2006	K-8	306	70%	0%	92%	2%	0%	3%	4%	5%	0%	86%	84%	80%	82%	93%	88%	46%	N/A	90%	88%
5	HSA- SPRINGFIELD	OH	2005	K-8	447	100%	0%	66%	3%	1%	15%	15%	11%	1%	71%	86%	88%	95%	64%	78%	55%	N/A	72%	79%
6	HSA- TOLEDO DOWNTOWN	OH	2010	K-8	323	100%	0%	66%	6%	0%	15%	14%	9%	0%	58%	75%	55%	81%	37%	61%	56%	N/A	59%	68%
7	NOBLE ACADEMY COLUMBUS	OH	2006	K-8	259	70%	5%	47%	2%	0%	11%	34%	1%	1%	72%	77%	74%	75%	76%	79%	53%	N/A	75%	77%
8	HSA- DENISON ELEMENTARY	OH	2008	K-5	229	100%	0%	55%	18%	0%	13%	14%	7%	8%	71%	81%	75%	69%	30%	57%	46%	N/A	47%	66%
9	IMSA NORTH-INDIANA	IN	2010	K-9	533	76%	0%	78%	3%	1%	8%	10%	8%	3%	78%	73%	73%	85%	64%	75%	64%	63%	71%	79%
10	IMSA WEST-INDIANA	IN	2007	K-12	534	71%	0%	64%	20%	0%	8%	8%	6%	4%	67%	71%	89%	61%	76%	74%	76%	73%	71%	74%
11	GATEWAY SCIENCE ACADEMY	MO	2010	K-9	708	34%	1%	7%	3%	0%	14%	75%	9%	1%	93%	89%	84%	81%	56%	55%	31%	38%	55%	58%
12	HSA- COLUMBUS ELEMENTARY SCHOOL	OH	2008	K-5	505	100%	1%	87%	6%	0%	3%	3%	5%	25%	92%	84%	62%	83%	59%	61%	55%	N/A	67%	71%
13	HSA- CINCINNATI	OH	2005	K-12	463	100%	0%	88%	2%	1%	5%	3%	9%	0%	75%	68%	79%	76%	63%	53%	67%	N/A	68%	71%
14	HSA- DAYTON ELEMENTARY	OH	2005	K-4	150	100%	0%	82%	4%	0%	5%	9%	5%	5%	67%	82%	69%	77%	57%	59%	51%	N/A	59%	58%
15	HSA- DAYTON DOWNTOWN	OH	2010	K-8	226	100%	1%	21%	4%	0%	4%	70%	10%	28%	76%	79%	86%	63%	60%	57%	44%	N/A	50%	62%
16	HSA- DENISON MIDDLE SCHOOL	OH	2005	K-8	304	100%	0%	44%	30%	1%	7%	18%	9%	15%	82%	81%	91%	74%	55%	59%	45%	N/A	67%	66%
17	HSA- CLEVELAND MIDDLE SCHOOL	OH	2005	6-8	161	71%	0%	82%	6%	0%	7%	5%	9%	4%	83%	87%	87%	100%	76%	82%	46%	N/A	84%	82%
18	MICHIGAN MATH AND SCIENCE	MI	2009	K-11	436	70%	4%	69%	2%	0%	5%	20%	6%	0%	78%	68%	94%	79%	72%	80%	N/A	N/A	88%	77%
19	QUEST PEORIA	IL	2010	5-9	383	65%	2%	61%	7%	0%	8%	21%	8%	0%	89%	88%	93%	65%	75%	83%	71%	72%	65%	78%
20	HSA- COLUMBUS MIDDLE SCHOOL	OH	2007	6-8	436	100%	1%	81%	5%	0%	5%	7%	6%	4%	82%	89%	78%	70%	52%	64%	53%	N/A	73%	75%
21	CHICAGO MATH AND SCIENCE ACADEMY	IL	2004	6-12	595	88%	12%	30%	54%	0%	3%	2%	13%	12%	87%	87%	87%	89%	86%	86%	75%	77%	84%	77%
22	HSA- DAYTON HIGH SCHOOL	OH	2009	5-12	386	100%	1%	74%	3%	0%	2%	20%	12%	17%	76%	82%	74%	71%	70%	76%	59%	N/A	65%	59%
23	HSA- COLUMBUS HIGH SCHOOL	OH	1999	9-12	438	81%	1%	73%	4%	0%	16%	5%	5%	10%	70%	80%	82%	79%	90%	82%	74%	N/A	90%	87%
24	HSA- TOLEDO HIGH SCHOOL	OH	2004	K-12	519	100%	0%	56%	6%	0%	15%	23%	10%	0%	72%	78%	67%	65%	72%	78%	76%	N/A	91%	93%
25	HSA- CLEVELAND HIGH SCHOOL	OH	1999	9-12	492	80%	0%	76%	10%	0%	6%	7%	8%	2%	86%	87%	86%	74%	93%	95%	66%	N/A	95%	98%
26	MILWAUKEE MATH AND SCIENCE ACADEMY	WI	2011	P-6	246	90%	0%	92%	2%	1%	3%	2%	10%	2%	NA	75%	NA	85%	NA	20%	NA	51%	NA	29%
27	MINNESOTA SCHOOL OF SCIENCE	MN	2011	K-6	327	94%	5%	72%	7%	3%	9%	4%	6%	1%	NA	78%	NA	74%	NA	30%	NA	N/A	NA	46%
					10379																			

RK-WIDE DATA

		PROFICIENCY LEVEL																							
DING		FREE/REDUCED - MATH						FREE/REDUCED - READING						AFRICAN AMERICAN - MATH						AFRICAN AMERICAN - READING					
2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
DISTRICT	DISTRICT	SCHOOL	SCHOOL	DISTRICT	DISTRICT	STATE	STATE	SCHOOL	SCHOOL	DISTRICT	DISTRICT	STATE	STATE	SCHOOL	SCHOOL	DISTRICT	DISTRICT	STATE	STATE	SCHOOL	SCHOOL	DISTRICT	DISTRICT	STATE	STATE
53%	N/A	68%	N/A	47%	N/A	64%	N/A	72%	N/A	58%	N/A	71%	N/A	73%	N/A	42%	N/A	51%	N/A	73%	N/A	54%	N/A	63%	N/A
55%	N/A	57%	N/A	43%	N/A	64%	N/A	70%	N/A	55%	N/A	71%	N/A	57%	N/A	40%	N/A	51%	N/A	66%	N/A	53%	N/A	63%	N/A
61%	N/A	56%	N/A	50%	N/A	64%	N/A	67%	N/A	61%	N/A	71%	N/A	55%	N/A	44%	N/A	51%	N/A	63%	N/A	58%	N/A	63%	N/A
56%	N/A	92%	N/A	50%	N/A	64%	N/A	91%	N/A	62%	N/A	71%	N/A	95%	N/A	49%	N/A	51%	N/A	87%	N/A	61%	N/A	63%	N/A
67%	N/A	59%	N/A	52%	N/A	64%	N/A	72%	N/A	64%	N/A	71%	N/A	54%	N/A	43%	N/A	51%	N/A	72%	N/A	57%	N/A	63%	N/A
68%	N/A	34%	N/A	52%	N/A	64%	N/A	55%	N/A	64%	N/A	71%	N/A	24%	N/A	43%	N/A	51%	N/A	47%	N/A	57%	N/A	63%	N/A
62%	N/A	73%	N/A	51%	N/A	64%	N/A	76%	N/A	60%	N/A	71%	N/A	61%	N/A	49%	N/A	51%	N/A	67%	N/A	60%	N/A	63%	N/A
53%	N/A	26%	N/A	47%	N/A	64%	N/A	39%	N/A	58%	N/A	71%	N/A	35%	N/A	42%	N/A	51%	N/A	50%	N/A	54%	N/A	63%	N/A
72%	59%	66%	N/A	76%	62%	66%	N/A	65%	N/A	63%	58%	67%	N/A	66%	N/A	50%	55%	56%	N/A	69%	N/A	49%	53%	58%	N/A
71%	59%	75%	N/A	76%	N/A	66%	N/A	81%	N/A	63%	N/A	67%	N/A	70%	N/A	50%	N/A	NA	N/A	69%	N/A	49%	N/A	58%	N/A
33%	33%	NA	N/A	43%	N/A	44%	N/A	NA	N/A	32%	N/A	46%	N/A	NA	N/A	30%	N/A	54%	N/A	NA	N/A	32%	N/A	55%	N/A
61%	N/A	63%	N/A	51%	N/A	64%	N/A	69%	N/A	60%	N/A	71%	N/A	57%	N/A	49%	N/A	51%	N/A	65%	N/A	60%	N/A	63%	N/A
74%	N/A	63%	N/A	58%	N/A	64%	N/A	68%	N/A	65%	N/A	71%	N/A	63%	N/A	57%	N/A	51%	N/A	66%	N/A	65%	N/A	63%	N/A
53%	N/A	57%	N/A	46%	N/A	64%	N/A	59%	N/A	56%	N/A	71%	N/A	56%	N/A	44%	N/A	51%	N/A	57%	N/A	54%	N/A	63%	N/A
53%	N/A	60%	N/A	46%	N/A	64%	N/A	49%	N/A	56%	N/A	71%	N/A	NR	N/A	44%	N/A	51%	N/A	NR	N/A	54%	N/A	63%	N/A
56%	N/A	56%	N/A	47%	N/A	64%	N/A	70%	N/A	58%	N/A	71%	N/A	53%	N/A	42%	N/A	51%	N/A	70%	N/A	54%	N/A	63%	N/A
59%	N/A	74%	N/A	47%	N/A	64%	N/A	83%	N/A	58%	N/A	71%	N/A	77%	N/A	42%	N/A	51%	N/A	85%	N/A	54%	N/A	63%	N/A
88%	64%	66%	58%	66%	58%	73%	50%	67%	58%	67%	58%	74%	50%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
61%	67%	71%	N/A	66%	63%	76%	N/A	58%	N/A	54%	55%	64%	N/A	68%	85%	61%	58%	69%	N/A	58%	75%	50%	50%	61%	N/A
64%	N/A	51%	N/A	51%	N/A	64%	N/A	72%	N/A	60%	N/A	71%	N/A	49%	N/A	49%	N/A	51%	N/A	71%	N/A	60%	N/A	63%	N/A
77%	73%	85%	N/A	73%	N/A	75%	N/A	83%	N/A	74%	N/A	75%	N/A	84%	N/A	69%	N/A	69%	N/A	87%	N/A	72%	N/A	71%	N/A
68%	N/A	64%	N/A	46%	N/A	64%	N/A	50%	N/A	56%	N/A	71%	N/A	57%	N/A	44%	N/A	51%	N/A	55%	N/A	54%	N/A	63%	N/A
83%	N/A	94%	N/A	51%	N/A	64%	N/A	89%	N/A	60%	N/A	71%	N/A	92%	N/A	49%	N/A	51%	N/A	88%	N/A	60%	N/A	63%	N/A
83%	N/A	59%	N/A	52%	N/A	64%	N/A	86%	N/A	64%	N/A	71%	N/A	57%	N/A	43%	N/A	51%	N/A	88%	N/A	57%	N/A	63%	N/A
74%	N/A	91%	N/A	47%	N/A	64%	N/A	95%	N/A	58%	N/A	71%	N/A	89%	N/A	42%	N/A	51%	N/A	94%	N/A	54%	N/A	63%	N/A
NA	57%	NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A
NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A	NA	N/A

COMPARISON OF ISAT TEST SCORES BY GRADE
CPS NEIGHBORHOOD ELEMENTARY SCHOOLS VS. CMSA

Note: The following non-selective elementary schools are located within 2 miles radius of CMSA.
The data represent the percentage of students who meet or exceed State Standards in 2012 excluding ELL students.

	Reading			Math			Science	Composite		
	6	*7*	*8*	*6*	*7*	*8*	*7*	*6*	*7*	*8*
Armstrong	78.7	80.8	89.8	85.4	90.8	90.6	84.6	82.1	85.4	90.2
Boone	78.2	86.9	84.2	78.2	95.1	84.2	91.8	78.2	91.3	84.2
Clinton	83.0	84.0	89.6	87.2	95.7	96.2	86.0	85.1	88.6	92.9
Field	83.3	55.6	82.5	90.0	57.8	77.5	46.7	86.7	53.3	80.0
Gale	65.1	66.7	71.9	69.8	73.3	71.9	79.3	67.4	73.0	71.9
Hayt	79.2	86.7	91.6	87.0	88.8	89.2	81.6	83.1	85.7	90.4
Jordan	78.5	48.5	82.3	81.5	65.7	80.6	57.4	80.0	57.1	81.5
Kilmer	70.8	56.8	78.0	75.3	76.7	63.8	75.0	73.1	69.5	70.9
Rogers	87.3	84.9	95.2	88.9	90.6	95.2	88.7	88.1	88.1	95.2
Stone	91.4	95.1	95.9	94.8	96.7	95.9	93.4	93.1	95.1	95.9
Swift	76.7	71.2	86.8	81.7	80.8	84.9	74.5	79.2	75.5	85.8
West Ridge	80.8	70.6	88.5	88.5	76.5	77.0	74.5	84.6	73.9	82.8
Average	**79.4**	**74.0**	**86.4**	**84.0**	**82.4**	**83.9**	**77.8**	**81.7**	**78.0**	**85.1**
CMSA	**83.6**	**79.3**	**81.3**	**84.9**	**93.9**	**89.3**	**78.0**	**84.2**	**83.7**	**85.3**

COMPARISON OF PSAE AND ACT TEST SCORES 11TH GRADE
CPS NEIGHBORHOOD HIGH SCHOOLS VS. CMSA

Note: The following non-selective high schools are located within 2 miles radius of CMSA.
The PSAE data represent the percentage of students who meet or exceed State Standards in 2012 excluding ELL students.
The ACT data represent the average score in 2012 excluding the ELL students.

	PSAE			
	Reading	**Math**	**Science**	**Composite**
Senn	24.1	30.3	23.4	26.0
Sullivan	19.1	13.5	14.6	15.7
Average	**21.6**	**21.9**	**19.0**	**20.9**
CMSA	**36.9**	**45.2**	**39.3**	**40.5**

ACT				
Reading	**Math**	**Science**	**English**	**Composite**
16.0	17.6	17.2	16.2	16.8
14.8	16.2	15.9	13.5	15.1
15.4	**16.9**	**16.6**	**14.9**	**16.0**
17.5	**19.1**	**18.9**	**17.9**	**18.4**

Horizon Science Academy Cleveland Elementary School (K-5)					
% of Students at and above the Proficient level- preliminary 2011-2012					
	Reading	Math	Science	Writing	Social S.
3rd Grade					
Horizon Science Academy Cleveland Elementary	48%	60%			
Pinnacle Academy	68%	67%			
Euclid Park Elementary	63%	51%			
Richmond Heights Elementary	79%	76%			
Memorial Park Elementary	33%	38%			
Lincoln Elementary	68%	78%			
Roosevelt Elementary	61%	59%			
Hannah Gibson Elementary	36%	36%			
Apex Academy	62%	61%			
4th Grade					
Horizon Science Academy Cleveland Elementary	68%	55%			
Pinnacle Academy	45%	43%			
Euclid Park Elementary	52%	52%			
Richmond Heights Elementary	76%	61%			
Memorial Park Elementary	53%	60%			
Lincoln Elementary	74%	65%			
Roosevelt Elementary	60%	68%			
Hannah Gibson Elementary	54%	21%			
Apex Academy	54%	38%			
5th Grade					
Horizon Science Academy Cleveland Elementary	78%	50%	44%		
Pinnacle Academy	43%	45%	24%		
Euclid Park Elementary	30%	7%	11%		
Richmond Heights Elementary	57%	40%	52%		
Memorial Park Elementary	39%	27%	24%		
Lincoln Elementary	60%	47%	42%		
Roosevelt Elementary	55%	37%	35%		
Hannah Gibson Elementary	36%	7%	7%		
Apex Academy	44%	29%	33%		
Attendance Rate					
Horizon Science Academy Denison Elementary	95%				
Pinnacle Academy	96%				
Euclid Park Elementary	94%				
Euclid Central Middle	95%				
Richmond Heights Elementary	97%				
Richmond Heights Middle	97%				
Memorial Park Elementary	93%				
Lincoln Elementary	96%				
Roosevelt Elementary	95%				
Hannah Gibson Elementary	94%				
Apex Academy	96%				

Gateway Science Academy of Saint Louis (K-9)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
3rd Grade					
Gateway Science Academy of Saint Louis	49%	73%			
ADAMS ELEM	10%	17%			
MASONELEM	17%	22%			
Shaw VPA	39%	34%			
DEWEY SCH.-INTERNAT'L. STUDIES	34%	49%			
BUDER ELEMENTARY	26%	26%			
MANN ELEMENTARY	11%	11%			
Mullanphy ILC Elementary School	27%	39%			
Oak Hill Elementary	19%	12%			
Sherman Elementary	20%	53%			
Shenandoah Elementary School	22%	28%			
4th Grade					
Gateway Science Academy of Saint Louis	48%	38%			
ADAMS ELEM	16%	20%			
MASONELEM	42%	48%			
Shaw VPA	36%	21%			
DEWEY SCH.-INTERNAT'L. STUDIES	42%	47%			
BUDER ELEMENTARY	45%	47%			
MANN ELEMENTARY	13%	17%			
Mullanphy ILC Elementary School	37%	25%			
Oak Hill Elementary	12%	6%			
Sherman Elementary	17%	0%			
Shenandoah Elementary School	0%	21%			
5th Grade					
Gateway Science Academy of Saint Louis	56%	50%			
ADAMS ELEM	15%	23%			
MASONELEM	55%	24%			
Shaw VPA	27%	23%			
DEWEY SCH.-INTERNAT'L. STUDIES	33%	40%			
BUDER ELEMENTARY	29%	37%			
MANN ELEMENTARY	15%	35%			
Mullanphy ILC Elementary School	48%	38%			
Oak Hill Elementary	24%	27%			
Sherman Elementary	6%	12%			
Shenandoah Elementary School	25%	13%			
6th Grade					
Gateway Science Academy of Saint Louis	61%	43%			
ADAMS ELEM	26%	39%			
MASONELEM	22%	52%			
Shaw VPA	29%	38%			
DEWEY SCH.-INTERNAT'L. STUDIES	20%	27%			
BUDER ELEMENTARY	8%	42%			
MANN ELEMENTARY	33%	35%			
Mullanphy ILC Elementary School	32%	28%			
Oak Hill Elementary	12%	22%			
Sherman Elementary	9%	19%			
Shenandoah Elementary School	26%	32%			
7th Grade					
Gateway Science Academy of Saint Louis	73%	67%			
Busch MS of Character & Athletics	43%	47%			
Compton Drew ILC Middle School	40%	55%			
Long Middle School	28%	16%			
Fanning Middle School	10%	13%			
L'OUVERTURE MIDDLE	13%	16%			
LYON AT BLOW ELEM.	16%	16%			
PEABODY ELEM.	6%	6%			
LANGSTON MIDDLE	11%	11%			
CARR LANE VPA MIDDLE	25%	19%			
GATEWAY MIDDLE	29%	34%			
8th Grade					
Gateway Science Academy of Saint Louis	59%	59%			
Busch MS of Character & Athletics	30%	25%			
Compton Drew ILC Middle School	32%	21%			
Long Middle School	20%	16%			
Fanning Middle School	12%	16%			
L'OUVERTURE MIDDLE	13%	13%			
LYON AT BLOW ELEM.	30%	25%			
PEABODY ELEM.	15%	4%			
LANGSTON MIDDLE	6%	7%			
CARR LANE VPA MIDDLE	25%	13%			
GATEWAY MIDDLE	30%	34%			
Attendance Rate					
Gateway Science Academy of Saint Louis	95.3				
ADAMS ELEM	94.5				
MASONELEM	95.4				
MANN ELEMENTARY	95.1				
Mullanphy ILC Elementary School	95.9				
Sherman Elementary	94.6				
Busch MS of Character & Athletics	94.7				
Compton Drew ILC Middle School	94				
Long Middle School	90.4				
Fanning Middle School	89.3				
LYON AT BLOW ELEM.	92.4				
*GSA added 9th grade in 2012					

Horizon Science Academy Cincinnati (K-12)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Writing	Science	Social S.
3rd Grade					
Horizon Science Academy Cincinnati	33.3%	38.1%			
Bond Hill Academy Elementary School	76.2%	64.3%			
Roselawn Condon Elementary School	75.7%	73.0%			
Winton Hills Academy Elementary School	70.8%	76.6%			
South Avondale Elementary School	80.4%	83.9%			
Winton Montessori Elementary School	58.8%	56.9%			
Pleasant Ridge Montessori School	44.6%	40.0%			
Pleasant Hill Elementary School	49.0%	49.0%			
Frederick Douglas Elementary School	46.4%	60.7%			
William H Taft Elementary School	64.5%	61.3%			
Rothenberg Preparatory Academy	53.6%	64%			
4th Grade					
Horizon Science Academy Cincinnati	69.2%	69.2%			
Bond Hill Academy Elementary School	89.7%	72.4%			
Roselawn Condon Elementary School	55.3%	52.6%			
Winton Hills Academy Elementary School	77.8%	55.6%			
South Avondale Elementary School	76.5%	76.5%			
Winton Montessori Elementary School	73.9%	71.7%			
Pleasant Ridge Montessori School	47.2%	33.3%			
Pleasant Hill Elementary School	46.2%	38.5%			
Frederick Douglas Elementary School	56.3%	50.0%			
William H Taft Elementary School	56.5%	34.8%			
Rothenberg Preparatory Academy	69.6%	41.7%			
5th Grade					
Horizon Science Academy Cincinnati	52.0%	44.0%	84.0%		
Bond Hill Academy Elementary School	37.1%	28.6%	22.9%		
Roselawn Condon Elementary School	58.3%	36.1%	19.4%		
Winton Hills Academy Elementary School	64.9%	56.8%	29.7%		
South Avondale Elementary School	55.9%	52.9%	35.3%		
Winton Montessori Elementary School	47.8%	37.0%	34.8%		
Pleasant Ridge Montessori School	27.1%	22.9%	14.6%		
Pleasant Hill Elementary School	37.7%	33.8%	22.1%		
Frederick Douglas Elementary School	34.3%	37.1%	20.0%		
William H Taft Elementary School	18.5%	18.5%	11.1%		
Rothenberg Preparatory Academy	58.1%	41.9%	38.7%		
6th Grade					
Horizon Science Academy Cincinnati	52.2%	60.9%			
Bond Hill Academy Elementary School	95.7%	72.3%			
Roselawn Condon Elementary School	70.7%	75.6%			
Winton Hills Academy Elementary School	74.3%	74.3%			
South Avondale Elementary School	50.0%	47.6%			
Winton Montessori Elementary School	76.1%	82.6%			
Pleasant Ridge Montessori School	48.0%	39.2%			
Pleasant Hill Elementary School	73.7%	57.9%			
Frederick Douglas Elementary School	47.7%	43.2%			
William H Taft Elementary School	58.1%	38.7%			
Rothenberg Preparatory Academy	73.1%	65.4%			
7th Grade					
Horizon Science Academy Cincinnati	70.0%	70.0%			
Bond Hill Academy Elementary School	51.3%	69.2%			
Roselawn Condon Elementary School	34.0%	50.9%			
Winton Hills Academy Elementary School	55.6%	76.9%			
South Avondale Elementary School	39.0%	31.7%			
Winton Montessori Elementary School	N/A	N/A			
Pleasant Ridge Montessori School	N/A	N/A			
Pleasant Hill Elementary School	45.9%	37.8%			
Frederick Douglas Elementary School	70.6%	50.0%			
William H Taft Elementary School	38.9%	27.8%			
Rothenberg Preparatory Academy	42.9%	52.4%			
8th Grade					
Horizon Science Academy Cincinnati	94.3%	71.4%	40.0%		
Bond Hill Academy Elementary School	85.0%	50.0%	42.5%		
Roselawn Condon Elementary School	73.2%	49.1%	16.1%		
Winton Hills Academy Elementary School	73.1%	53.8%	19.2%		
South Avondale Elementary School	80.0%	31.4%	14.3%		
Winton Montessori Elementary School	N/A	N/A	N/A		
Pleasant Ridge Montessori School	N/A	N/A	N/A		
Pleasant Hill Elementary School	62.7%	44.1%	20.3%		
Frederick Douglas Elementary School	65.2%	60.9%	21.7%		
William H Taft Elementary School	73.9%	43.5%	26.1%		
Rothenberg Preparatory Academy	55.6%	25.9%	7.4%		
Attendance Rate (K-8)					
Horizon Science Academy Cincinnati	94.3%				
Bond Hill Academy Elementary School	95.2%				
Roselawn Condon Elementary School	96.3%				
Winton Hills Academy Elementary School	94.8%				
South Avondale Elementary School	95.9%				
Winton Montessori Elementary School	95.3%				
Pleasant Ridge Montessori School	95.5%				
Pleasant Hill Elementary School	95.7%				
Frederick Douglas Elementary School	93.9%				
William H Taft Elementary School	94.9%				
Rothenberg Preparatory Academy	95.1%				
Ohio Graduation Test (10th Grade)					
Horizon Science Academy Cincinnati	81%	74%	90%	58%	71%
Woodward Career Technical High School	75%	66%	71%	37%	56%
James N. Gamble Montessori High School	78%	74%	87%	65%	82%
Withrow University High School	83%	75%	89%	65%	78%
Withrow International High School	76%	53%	68%	31%	63%
Shroder Paideia High School	84%	70%	85%	44%	72%
Hughes Center High School	78%	63%	73%	37%	46%
Aiken College and Career High School	79%	76%	88%	52%	70%
Ohio Graduation Test (11th Grade)					
Horizon Science Academy Cincinnati	96%	78%	100%	79%	75%
Woodward Career Technical High School	87%	72%	85%	54%	72%
James N. Gamble Montessori High School	98%	89%	96%	82%	93%
Withrow University High School	98%	95%	98%	84%	98%
Withrow International High School	79%	70%	78%	58%	64%
Shroder Paideia High School	93%	88%	94%	74%	85%
Hughes Center High School	90%	77%	84%	69%	76%
Aiken College and Career High School	97%	92%	97%	84%	92%
Graduation Rate					
Horizon Science Academy Cincinnati	100%				
Woodward Career Technical High School	76.7%				
James N. Gamble Montessori High School	N/A				
Withrow University High School	97.3%				
Withrow International High School	94.3%				
Shroder Paideia High School	89.7%				
Hughes Center High School	95.1%				
Aiken College and Career High School	72.9%				
Attendance Rate (K-12)					
Horizon Science Academy Cincinnati	94%				
Woodward Career Technical High School	95%				
James N. Gamble Montessori High School	95%				
Withrow University High School	98%				
Withrow International High School	98%				
Shroder Paideia High School	97%				
Hughes Center High School	94%				
Aiken College and Career High School	96%				

Horizon Science Academy Cleveland High School (9-12)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
Ohio Graduation Test (10th Grade)					
Horizon Science Academy Cleveland High	94%	89%	81%	100%	79%
Collinwood High School	66%	54%	35%	76%	48%
East Technical High School	41%	38%	20%	45%	26%
Glenville High School	54%	36%	28%	64%	45%
John Adams High School	50%	45%	23%	65%	29%
John F Kennedy High School	48%	34%	22%	65%	27%
Max S Hayes High School	63%	63%	41%	70%	49%
Washington Park	66%	51%	33%	76%	40%
Ginn Academy	67%	69%	47%	94%	52%
Shaw High School	65%	50%	37%	75%	50%
Promise Academy	64%	46%	23%	76%	34%
Graduation Rate					
Horizon Science Academy Cleveland High	100%				
Collinwood High School	53%				
East Technical High School	49%				
Glenville High School	55%				
John Adams High School	60%				
John F Kennedy High School	53%				
Max S Hayes High School	80%				
Washington Park	N/A				
Ginn Academy	97%				
Shaw High School	68%				
Promise Academy	18%				
Attendance Rate					
Horizon Science Academy Cleveland High	93%				
Collinwood High School	87%				
East Technical High School	87%				
Glenville High School	88%				
John Adams High School	89%				
John F Kennedy High School	88%				
Max S Hayes High School	90%				
Washington Park	93%				
Ginn Academy	89%				
Shaw High School	88%				
Promise Academy	63%				

Horizon Science Academy Columbus Elementary (K-5)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
3rd Grade					
Horizon Science Academy Columbus Elementary	75.0	70.8			
Avalon Elementary School	72.2	76.7			
Valley Forge Elementary School	64.5	45.2			
Parkmoor Elementary School	70.8	75.0			
Northtowne Elementary School	53.6	53.6			
Forest Park Elementary School	58.3	60.0			
Columbus Humanities, Arts and Technology Academy	66.7	59.3			
Northland Preparatory and Fitness Academy	76.5	85.3			
Academy of Columbus	39.6	58.3			
Oakstone Community School	100.0	100.0			
Hawthorne Elementary School	87.5	88.5			
4th Grade					
Horizon Science Academy Columbus Elementary	55.3	50.0			
Avalon Elementary School	81.8	81.8			
Valley Forge Elementary School	66.7	62.5			
Parkmoor Elementary School	64.1	66.7			
Northtowne Elementary School	69.2	38.5			
Forest Park Elementary School	70.8	62.5			
Columbus Humanities, Arts and Technology Academy	47.6	33.3			
Northland Preparatory and Fitness Academy	60.9	56.5			
Academy of Columbus	64.1	28.2			
Oakstone Community School	100.0	100.0			
Hawthorne Elementary School	84.5	75.0			
5th Grade					
Horizon Science Academy Columbus Elementary	69.2	57.5	62.5		
Avalon Elementary School	69.1	63.0	66.7		
Valley Forge Elementary School	51.2	32.6	37.2		
Parkmoor Elementary School	54.8	38.7	38.7		
Northtowne Elementary School	48.5	51.5	48.5		
Forest Park Elementary School	63.0	55.6	51.9		
Columbus Humanities, Arts and Technology Academy	64.3	28.6	42.9		
Northland Preparatory and Fitness Academy	94.4	66.7	83.3		
Academy of Columbus	29.6	14.8	14.8		
Oakstone Community School	90.9	81.8	90.9		
Hawthorne Elementary School	70.8	67.9	71.7		
Attendance Rate					
Horizon Science Academy Columbus Elementary	95.2				
Avalon Elementary School	95.9				
Valley Forge Elementary School	95.4				
Parkmoor Elementary School	95.6				
Northtowne Elementary School	96				
Forest Park Elementary School	95.1				
Columbus Humanities, Arts and Technology Academy	94				
Northland Preparatory and Fitness Academy	94.6				
Academy of Columbus	95				
Oakstone Community School	94.5				
Hawthorne Elementary School	96				

Horizon Science Academy Columbus High School (9-12)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
Ohio Graduation Test (10th Grade)					
Horizon Science Academy Columbus High	89%	91%	80%	96%	90%
Columbus Public Schools Average	78%	69%	69%	82%	79%
Northland High School	83%	67%	52%	90%	74%
Brookhaven High School	69%	51%	39%	71%	45%
Beechcroft High School	72%	63%	40%	77%	70%
Life Skills Center of Columbus North	69%	69%	54%	77%	69%
Graduation Rate (%)					
Horizon Science Academy Columbus High	86.9				
Columbus Public Schools Average	77.6				
Northland High School	86				
Brookhaven High School	80				
Beechcroft High School	89.3				
Life Skills Center of Columbus North	7.1				
Attendance Rate (%)					
Horizon Science Academy Columbus High	95.7				
Columbus Public Schools Average	94.5				
School Comparison Group	94.5				
Northland High School	93.5				
Brookhaven High School	91.4				
Beechcroft High School	93.3				
Life Skills Center of Columbus North	57.5				

Horizon Science Academy Columbus Middle School (6-8)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
6th Grade					
Horizon Science Academy Columbus Middle School	65.2	48.4	n/a	n/a	n/a
Woodward Park Middle School	77.0	72.4			
Mifflin Alternative Middle School	58.0	42.0			
Medina Middle School	62.4	38.5			
Scholarts Preparatory and Career Center for Children	27.3	36.4			
Columbus Bilingual Academy	50.0	35.0			
Academy of Columbus	50.0	41.7			
Providence Academy for Student Success	53.3	14.3			
Columbus Arts & Technology Academy	56.7	46.7			
Groveport Community School	57.9	36.8			
FCI Academy	75.0	31.3			
Graham Expeditionary Middle School	87.0	52.2			
7th Grade					
Horizon Science Academy Columbus Middle School	76.1	54.3	n/a	n/a	n/a
Woodward Park Middle School	59.5	54.4			
Mifflin Alternative Middle School	44.8	44.2			
Medina Middle School	49.2	36.4			
Providence Academy for Student Success	11.8	0.0			
Scholarts Preparatory and Career Center for Children	28.6	28.6			
Columbus Arts & Technology Academy	54.5	59.1			
Academy of Columbus	58.8	47.1			
Groveport Community School	59.1	47.7			
FCI Academy	62.5	40.6			
Columbus Bilingual Academy	70.6	64.7			
Graham Expeditionary Middle School	73.3	56.7			
8th Grade					
Horizon Science Academy Columbus Middle School	76.8	52.6	61.7	n/a	n/a
Woodward Park Middle School	72.3	52.6	45.3		
Mifflin Alternative Middle School	55.5	25.5	19.3		
Medina Middle School	63.1	35.3	26.9		
Providence Academy for Student Success	44.4	16.7	11.8		
Scholarts Preparatory and Career Center for Children	50.0	38.5	38.5		
Columbus Bilingual Academy	57.1	50.0	42.9		
Academy of Columbus	63.6	31.8	9.1		
Groveport Community School	64.9	43.9	29.8		
Graham Expeditionary Middle School	65.4	26.9	34.6		
Columbus Arts & Technology Academy	70.8	50.0	29.2		
FCI Academy	85.3	41.2	33.3		
Attendance Rate					
Horizon Science Academy Columbus Middle School	96%				
Woodward Park Middle School	95%				
Graham Expeditionary Middle School	99%				
FCI Academy	95%				
Medina Middle School	94%				
Columbus Arts & Technology Academy	94%				
Groveport Community School	100%				
Columbus Bilingual Academy	94%				
Academy of Columbus	95%				
Mifflin Alternative Middle School	94%				
Scholarts Preparatory and Career Center for Children	89%				
Providence Academy for Student Success	85%				

Horizon Science Academy Dayton Downtown(K-8)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
3rd Grade					
Horizon Science Academy Dayton Downtown	45%	70%	N/A		
Eastmont Park PreK-8 School	63%	63%	N/A		
Belle Haven PreK-8 School	40%	38%	N/A		
Fairview PreK-8	43%	30%	N/A		
Louise Troy PreK-8	48%	29%	N/A		
Kiser PreK-8	51%	39%	N/A		
Kemp PreK-8	52%	64%	N/A		
Horace Mann PreK-8	57%	72%	N/A		
Edison PreK-8 School	51%	64%	N/A		
E. J. Brown PreK-8	60%	53%	N/A		
Meadowdale PreK-8	55%	58%	N/A		
4th Grade					
Horizon Science Academy Dayton Downtown	57%	52%	N/A		
Eastmont Park PreK-8 School	57%	51%	N/A		
Belle Haven PreK-8 School	58%	40%	N/A		
Fairview PreK-8	53%	34%	N/A		
Louise Troy PreK-8	41%	14%	N/A		
Kiser PreK-8	52%	55%	N/A		
Kemp PreK-8	49%	29%	N/A		
Horace Mann PreK-8	82%	86%	N/A		
Edison PreK-8 School	42%	24%	N/A		
E. J. Brown PreK-8	49%	45%	N/A		
Meadowdale PreK-8	41%	52%	N/A		
5th Grade					
Horizon Science Academy Dayton Downtown	27%	36%	27%	N/A	
Eastmont Park PreK-8 School	50%	40%	32%	N/A	
Belle Haven PreK-8 School	36%	15%		N/A	
Fairview PreK-8	49%	65%	19%	N/A	
Louise Troy PreK-8	45%	10%	25%	N/A	
Kiser PreK-8	28%	23%	19%	N/A	
Kemp PreK-8	52%	21%	21%	N/A	
Horace Mann PreK-8	67%	61%	59%	N/A	
Edison PreK-8 School	34%	18%	23%	N/A	
E. J. Brown PreK-8	31%	19%	5%	N/A	
Meadowdale PreK-8	41%	30%	25%	N/A	
6th Grade					
Horizon Science Academy Lorain	70%	80%	N/A		
Eastmont Park PreK-8 School	65%	53%	N/A		
Belle Haven PreK-8 School	56%	33%	N/A		
Fairview PreK-8	50%	44%	N/A		
Louise Troy PreK-8	61%	25%	N/A		
Kiser PreK-8	50%	37%	N/A		
Kemp PreK-8	50%	43%	N/A		
Horace Mann PreK-8	80%	57%	N/A		
Edison PreK-8 School	50%	42%	N/A		
E. J. Brown PreK-8	39%	20%	N/A		
Meadowdale PreK-8	59%	54%	N/A		
Attendance Rate					
Horizon Science Academy Dayton Downtown	93%				
Eastmont Park PreK-8 School	93%				
Belle Haven PreK-8 School	93%				
Fairview PreK-8 School	93%				
Louise Troy PreK-8	92%				
Kiser PreK-8	93%				
Kemp PreK-8	94%				
Horace Mann PreK-8	95%				
Edison PreK-8 School	93%				
E. J. Brown PreK-8	92%				

* School had K-8 grades in 2011

Horizon Science Academy Dayton Elementary (K-6)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
3rd Grade					
Horizon Science Academy Dayton Elementary	57%	71%	n/a		
Pathway School of Discovery	83%	81%	n/a		
Valerie Elementary School	80%	84%	n/a		
Charity Adams Early Academy	74%	79%	n/a		
Emerson Academy	55%	73%	n/a		
Dayton Academy-Dayton View	89%	93%	n/a		
Rosa Parks Elementary	32%	21%	n/a		
Meadowdale PK-8	55%	58%	n/a		
4th Grade					
Horizon Science Academy Dayton Elementary	50%	56%	n/a		
Pathway School of Discovery	91%	74%	n/a		
Valerie Elementary School	65.00%	65%	n/a		
Charity Adams Early Academy	80%	62%	n/a		
Emerson Academy	68%	63%	n/a		
Dayton Academy-Dayton View	85%	81%	n/a		
Rosa Parks Elementary	35%	31%	n/a		
Meadowdale PK-8	41%	52%	n/a		
5th Grade					
Horizon Science Academy Dayton Elementary	52%	35%	35%	n/a	
Pathway School of Discovery	73%	61%	69%	n/a	
Valerie Elementary School	73%	50%	44%	n/a	
Charity Adams Early Academy	76%	38%	48%	n/a	
Emerson Academy	51%	45%	46%	n/a	
Dayton Academy-Dayton View	44%	32%	28%	n/a	
Rosa Parks Elementary	39%	32%	11%	n/a	
Meadowdale PK-8	41%	30%	25%	n/a	
6th Grade					
Horizon Science Academy Dayton	63%	50%	n/a		
Pathway School of Discovery	91%	81%	n/a		
Valerie Elementary School	98%	80%	n/a		
Charity Adams Early Academy	90%	52%	n/a		
Emerson Academy	80%	68%	n/a		
Dayton Academy-Dayton View	90%	69%	n/a		
Rosa Parks Elementary	41%	51%	n/a		
Meadowdale PK-8	59%	54%	n/a		
Attendance Rate					
Horizon Science Academy	93.70%				
Pathway School of Discovery	94.80%				
Valerie Elementary School	96.00%				
Charity Adams Early Academy	95.90%				
Emerson Academy	93.30%				
Dayton Academy-Dayton View	93.90%				
Rosa Parks Elementary	91.90%				
Meadowdale PK-8	92.40%				

Horizon Science Academy Dayton High (9-12)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
Ohio Graduation Test (10th Grade)					
Horizon Science Academy Dayton High	63%	54%	30%	70%	44%
Dayton Public Schools	69%	65%	46%	78%	58%
Dunbar High School	53%	65%	36%	72%	53%
Meadowdale High School	52%	45%	26%	61%	34%
Thurgood Marshall High School	76%	61%	45%	80%	68%
Belmont High School	58%	54%	32%	69%	39%
Life Skills of Dayton	50%	23%	31%	64%	25%
Tech Con Institute	64%	36%	0%	73%	9%
Graduation Rate (%)					
Horizon Science Academy Dayton High	100				
Dayton Public Schools	84.4				
Dunbar High School	92.3				
Meadowdale High School	85.8				
Thurgood Marshall High School	74.6				
Belmont High School	69.4				
Life Skills of Dayton	15.3				
Tech Con Institute	28.6				
Attendance Rate (%)					
Horizon Science Academy Dayton High	93.4				
Dayton Public Schools	92.4				
Dunbar High School	86.9				
Meadowdale High School	87.8				
Thurgood Marshall High School	91.2				
Belmont High School	86.4				
Life Skills of Dayton	47.6				
Tech Con Institute	88.5				

Horizon Science Academy Denison Elementary School (K-5)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
3rd Grade					
Horizon Science Academy Denison Elementary	33%	33%			
Pinnacle Academy	68%	67%			
Euclid Park Elementary	63%	51%			
Richmond Heights Elementary	79%	76%			
Memorial Park Elementary	33%	38%			
Lincoln Elementary	68%	78%			
Roosevelt Elementary	61%	59%			
Hannah Gibson Elementary	36%	36%			
Apex Academy	62%	61%			
4th Grade					
Horizon Science Academy Denison Elementary	65%	35%			
Pinnacle Academy	45%	43%			
Euclid Park Elementary	52%	52%			
Richmond Heights Elementary	76%	61%			
Memorial Park Elementary	53%	60%			
Lincoln Elementary	74%	65%			
Roosevelt Elementary	60%	68%			
Hannah Gibson Elementary	54%	21%			
Apex Academy	54%	38%			
5th Grade					
Horizon Science Academy Denison Elementary	42%	21%	63%		
Pinnacle Academy	43%	45%	24%		
Euclid Park Elementary	30%	7%	11%		
Richmond Heights Elementary	57%	40%	52%		
Memorial Park Elementary	39%	27%	24%		
Lincoln Elementary	60%	47%	42%		
Roosevelt Elementary	55%	37%	35%		
Hannah Gibson Elementary	36%	7%	7%		
Apex Academy	44%	29%	33%		
Attendance Rate					
Horizon Science Academy Denison Elementary	93%				
Pinnacle Academy	96%				
Euclid Park Elementary	94%				
Euclid Central Middle	95%				
Richmond Heights Elementary	97%				
Richmond Heights Middle	97%				
Memorial Park Elementary	93%				
Lincoln Elementary	96%				
Roosevelt Elementary	95%				
Hannah Gibson Elementary	94%				
Apex Academy	96%				

Horizon Science Academy Cleveland Middle (6-8)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
6th Grade					
Horizon Science Academy Cleveland Middle	83%	90%			
Pinnacle Academy	71%	71%			
Euclid Park Elementary	50%	15%			
Euclid Central Middle	74%	60%			
Richmond Heights Middle	81%	39%			
Hannah Gibson Elementary	52%	62%			
Apex Academy	79%	62%			
7th Grade					
Horizon Science Academy Cleveland Middle	77%	64%			
Pinnacle Academy	63%	59%			
Euclid Park Elementary	37%	10%			
Euclid Central Middle	59%	48%			
Richmond Heights Middle	71%	55%			
Hannah Gibson Elementary	62%	23%			
Apex Academy	62%	60%			
8th Grade					
Horizon Science Academy Cleveland Middle	91%	74%	58%		
Pinnacle Academy	59%	40%	32%		
Euclid Park Elementary	71%	25%	25%		
Euclid Central Middle	74%	44%	38%		
Richmond Heights Middle	86%	70%	60%		
Hannah Gibson Elementary	63%	26%	21%		
Apex Academy	78%	39%	16%		
Attendance Rate					
Horizon Science Academy Cleveland Middle	95%				
Pinnacle Academy	96%				
Euclid Park Elementary	94%				
Euclid Central Middle	95%				
Richmond Heights Elementary	97%				
Richmond Heights Middle	97%				
Memorial Park Elementary	93%				
Lincoln Elementary	96%				
Roosevelt Elementary	95%				
Hannah Gibson Elementary	94%				
Apex Academy	96%				

Horizon Science Academy Denison (K-8)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
3rd Grade					
Horizon Science Denison	67%	67%			
Pinnacle Academy	68%	67%			
Euclid Park Elementary	63%	51%			
Richmond Heights Elementary	79%	76%			
Memorial Park Elementary	33%	38%			
Lincoln Elementary	68%	78%			
Roosevelt Elementary	61%	59%			
Hannah Gibson Elementary	36%	36%			
Apex Academy	62%	61%			
4th Grade					
Horizon Science Academy Cleveland Middle	64%	59%			
Pinnacle Academy	45%	43%			
Euclid Park Elementary	52%	52%			
Richmond Heights Elementary	76%	61%			
Memorial Park Elementary	53%	60%			
Lincoln Elementary	74%	65%			
Roosevelt Elementary	60%	68%			
Hannah Gibson Elementary	54%	21%			
Apex Academy	54%	38%			
5th Grade					
Horizon Science Academy Cleveland Middle	42%	33%	38%		
Pinnacle Academy	43%	45%	24%		
Euclid Park Elementary	30%	7%	11%		
Richmond Heights Elementary	57%	40%	52%		
Memorial Park Elementary	39%	27%	24%		
Lincoln Elementary	60%	47%	42%		
Roosevelt Elementary	55%	37%	35%		
Hannah Gibson Elementary	36%	7%	7%		
Apex Academy	44%	29%	33%		
6th Grade					
Horizon Science Academy Cleveland Middle	80%	40%			
Pinnacle Academy	71%	71%			
Euclid Park Elementary	50%	15%			
Euclid Central Middle	74%	60%			
Richmond Heights Middle	81%	39%			
Hannah Gibson Elementary	52%	62%			
Apex Academy	79%	62%			
7th Grade					
Horizon Science Academy Cleveland Middle	84%	73%			
Pinnacle Academy	63%	59%			
Euclid Park Elementary	37%	10%			
Euclid Central Middle	59%	48%			
Richmond Heights Middle	71%	55%			
Hannah Gibson Elementary	62%	23%			
Apex Academy	62%	60%			
8th Grade					
Horizon Science Academy Cleveland Middle	66%	53%	58%		
Pinnacle Academy	59%	40%	32%		
Euclid Park Elementary	71%	25%	25%		
Euclid Central Middle	74%	44%	38%		
Richmond Heights Middle	86%	70%	60%		
Hannah Gibson Elementary	63%	26%	21%		
Apex Academy	78%	39%	16%		
Attendance Rate					
Horizon Science Academy Cleveland Middle	94.3				
Pinnacle Academy	96%				
Euclid Park Elementary	94%				
Euclid Central Middle	95%				
Richmond Heights Elementary	97%				
Richmond Heights Middle	97%				
Memorial Park Elementary	93%				
Lincoln Elementary	96%				
Roosevelt Elementary	95%				
Hannah Gibson Elementary	94%				
Apex Academy	96%				

Horizon Science Academy Lorain (K-8)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
3rd Grade					
Horizon Science Academy Lorain	70%	70%			
Washington Elementary	51%	70%			
Frank Jacinto Elementary	61%	47%			
Garfield Elementary	50%	59%			
Hawthorne Elementary	52%	64%			
Toni Wofford Morrison ES	67%	50%			
Helen Steiner Rice ES	70%	68%			
Palm Elementary	56%	73%			
Larkmoor Elementary	55%	64%			
Stevan Dohanos Elementary	59%	79%			
4th Grade					
Horizon Science Academy Lorain	72%	60%			
Washington Elementary	75%	72%			
Frank Jacinto Elementary	67%	58%			
Garfield Elementary	56%	29%			
Hawthorne Elementary	69%	71%			
Toni Wofford Morrison ES	56%	54%			
Helen Steiner Rice ES	61%	37%			
Palm Elementary	76%	64%			
Larkmoor Elementary	74%	86%			
Stevan Dohanos Elementary	78%	59%			
5th Grade					
Horizon Science Academy Lorain	61%	39%	44%		
Washington Elementary	48%	31%	31%		
Frank Jacinto Elementary	42%	33%	21%		
Garfield Elementary	46%	36%	23%		
Hawthorne Elementary	58%	44%	40%		
Toni Wofford Morrison ES	42%	29%	24%		
Helen Steiner Rice ES	47%	36%	38%		
Palm Elementary	38%	31%	25%		
Larkmoor Elementary	55%	40%	37%		
Stevan Dohanos Elementary	49%	44%	56%		
Attendance Rate					
Horizon Science Academy Lorain	93.9				
General Johnnie Wilson Middle	93.1				
Washington Elementary	93.3				
Frank Jacinto Elementary	93.4				
Garfield Elementary	94.7				
Hawthorne Elementary	93.3				
Toni Wofford Morrison ES	94.3				
Helen Steiner Rice ES	94.7				
Palm Elementary	94.4				
Larkmoor Elementary	93.9				

*HSA Lorain had K-5 in 2011

Minnesota School Of Science (K-6)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
3rd Grade					
Minnesota School Of Science	40%	23%			
Noble Academy	59%	60%			
Sojourner Truth Acaemy	45%	45%			
Hmong International Academy	20%	15%			
Lucy Laney Cleveland Elem	36%	20%			
Urban Leage Elemtary	33%	9%			
Neillie Stone Johnson Elem.	48%	34%			
4th Grade					
Minnesota School Of Science	40%	48%			
Noble Academy	56%	60%			
Sojourner Truth Acaemy	28%	40%			
Hmong International Academy	24%	35%			
Lucy Laney Cleveland Elem	33%	16%			
Urban Leage Elemtary	N/A	N/A			
Neillie Stone Johnson Elem.	28%	20%			
5th Grade					
Minnesota School Of Science	57%	21%			
Noble Academy	56%	59%			
Sojourner Truth Acaemy	42%	30%			
Hmong International Academy	29%	9%	4%		
Lucy Laney Cleveland Elem	21%	5%	8%		
Urban Leage Elemtary	N/A	N/A	N/A		
Neillie Stone Johnson Elem.	30%	26%	11%		
Attendance Rate					
Minnesota School Of Science	96%				
Noble Academy	96%				
Sojourner Truth Acaemy	93%				
Hmong International Academy	96%				
Lucy Laney Cleveland Elem	91%				
Urban Leage Elemtary	93%				
Neillie Stone Johnson Elem.	91%				

*MSS had K-5 in 2011

Horizon Science Academy Springfield (K-8)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
3rd Grade					
Horizon Science Academy Springfield	75%	75%	N/A	N/A	N/A
Winterfield Venture Academy	57%	54%	N/A	N/A	N/A
Birmingham Elementary	68%	68%	N/A	N/A	N/A
Garfield Elementary	63%	63%	N/A	N/A	N/A
Glenwood Elementary	63%	63%	N/A	N/A	N/A
Glendale-Feilbach Elementary	68%	53%	N/A	N/A	N/A
Hawkins Elementary	82%	75%	N/A	N/A	N/A
Keyser Elementary	65%	57%	N/A	N/A	N/A
Lagrange Elementary	32%	30%	N/A	N/A	N/A
Reynolds Elementary	48%	27%	N/A	N/A	N/A
4th Grade					
Horizon Science Academy Springfield	50%	60%	N/A	N/A	N/A
Winterfield Venture Academy	66%	59%	N/A	N/A	N/A
Birmingham Elementary	85%	90%	N/A	N/A	N/A
Garfield Elementary	81%	75%	N/A	N/A	N/A
Glenwood Elementary	49%	39%	N/A	N/A	N/A
Glendale-Feilbach Elementary	77%	86%	N/A	N/A	N/A
Hawkins Elementary	71%	58%	N/A	N/A	N/A
Keyser Elementary	55%	45%	N/A	N/A	N/A
Lagrange Elementary	43%	30%	N/A	N/A	N/A
Reynolds Elementary	64%	40%	N/A	N/A	N/A
5th Grade					
Horizon Science Academy Springfield	74%	53%	56%	N/A	N/A
Winterfield Venture Academy	48%	34%	52%	N/A	N/A
Birmingham Elementary	50%	36%	50%	N/A	N/A
Garfield Elementary	57%	45%	53%	N/A	N/A
Glenwood Elementary	25%	13%	13%	N/A	N/A
Glendale-Feilbach Elementary	56%	44%	51%	N/A	N/A
Hawkins Elementary	50%	39%	37%	N/A	N/A
Keyser Elementary	55%	41%	31%	N/A	N/A
Lagrange Elementary	38%	31%	17%	N/A	N/A
Reynolds Elementary	44%	31%	22%	N/A	N/A
6th Grade					
Horizon Science Academy Springfield	75%	74%	N/A	N/A	N/A
Winterfield Venture Academy	66%	64%	N/A	N/A	N/A
Birmingham Elementary	86%	83%	N/A	N/A	N/A
Garfield Elementary	84%	87%	N/A	N/A	N/A
Glendale-Feilbach Elementary	77%	71%	N/A	N/A	N/A
Lagrange Elementary	79%	63%	N/A	N/A	N/A
McTigue Middle School	70%	55%	N/A	N/A	N/A
7th Grade					
Horizon Science Academy Springfield	65%	63%	N/A	N/A	N/A
Winterfield Venture Academy	61%	63%	N/A	N/A	N/A
Birmingham Elementary	85%	77%	N/A	N/A	N/A
McTigue Middle School	63%	54%	N/A	N/A	N/A
8th Grade					
Horizon Science Academy Springfield	83%	60%	46%	N/A	N/A
Winterfield Venture Academy	79%	55%	37%	N/A	N/A
Birmingham Elementary	57%	48%	19%	N/A	N/A
McTigue Middle School	74%	50%	34%	N/A	N/A
Attendance Rate (%)					
Horizon Science Academy Springfield	94.3				
Winterfield Venture Academy	95				
Birmingham Elementary	96.6				
Garfield Elementary	94.8				
Glenwood Elementary	92.5				
Glendale-Feilbach Elementary	98.5				
Hawkins Elementary	95.5				
Keyser Elementary	94.6				
Lagrange Elementary	93.9				
McTigue Middle School	95.1				
Reynolds Elementary	93.3				

Horizon Science Academy Toledo Downtown (K-8)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
3rd Grade					
Horizon Science Academy Toledo Downtown	41.7%	33.3%	N/A	N/A	N/A
Eagle Academy	35.7%	46.4%	N/A	N/A	N/A
Madison Avenue School of Arts	54.2%	58.3%	N/A	N/A	N/A
Maritime Academy of Toledo	N/A	N/A	N/A	N/A	N/A
Northpointe Academy	65.4%	65.4%	N/A	N/A	N/A
Clay Avenue Community School	45.8%	66.7%	N/A	N/A	N/A
4th Grade					
Horizon Science Academy Toledo Downtown	N/A	N/A	N/A	N/A	N/A
Eagle Academy	58.1%	51.6%	N/A	N/A	N/A
Madison Avenue School of Arts	63.5%	46.2%	N/A	N/A	N/A
Maritime Academy of Toledo	N/A	N/A	N/A	N/A	N/A
Northpointe Academy	80.6%	58.1%	N/A	N/A	N/A
Clay Avenue Community School	60.5%	47.4%	N/A	N/A	N/A
5th Grade					
Horizon Science Academy Toledo Downtown	N/A	N/A	N/A	N/A	N/A
Eagle Academy	45.5%	40.9%	22.7%	N/A	N/A
Madison Avenue School of Arts	54.2%	45.8%	31.3%	N/A	N/A
Maritime Academy of Toledo	46.2%	30.8%	30.8%	N/A	N/A
Northpointe Academy	33.3%	12.5%	4.2%	N/A	N/A
Clay Avenue Community School	44.4%	33.3%	27.8%	N/A	N/A
6th Grade					
Horizon Science Academy Toledo Downtown	55.0%	30.0%	N/A	N/A	N/A
Eagle Academy	58.8%	41.2%	N/A	N/A	N/A
Madison Avenue School of Arts	N/A	N/A	N/A	N/A	N/A
Maritime Academy of Toledo	72.2%	50.0%	N/A	N/A	N/A
Northpointe Academy	64.3%	42.9%	N/A	N/A	N/A
Clay Avenue Community School	57.9%	57.9%	N/A	N/A	N/A
7th Grade					
Horizon Science Academy Toledo Downtown	58.8%	47.1%	N/A	N/A	N/A
Eagle Academy	65.0%	30.0%	N/A	N/A	N/A
Madison Avenue School of Arts	N/A	N/A	N/A	N/A	N/A
Maritime Academy of Toledo	53.6%	37.0%	N/A	N/A	N/A
Northpointe Academy	30.4%	17.4%	N/A	N/A	N/A
Clay Avenue Community School	N/A	N/A	N/A	N/A	N/A
8th Grade					
Horizon Science Academy Toledo Downtown	81.3%	37.5%	6.3%	N/A	N/A
Eagle Academy	63.2%	42.1%	31.6%	N/A	N/A
Madison Avenue School of Arts	N/A	N/A	N/A	N/A	N/A
Maritime Academy of Toledo	50.0%	25.0%	12.5%	N/A	N/A
Northpointe Academy	73.7%	21.1%	21.1%	N/A	N/A
Clay Avenue Community School	N/A	N/A	N/A	N/A	N/A
Attendance Rate (%)					
Horizon Science Academy Toledo Downtown	93.7%				
Eagle Academy	94.2%				
Madison Avenue School of Arts	93.6%				
Maritime Academy of Toledo	95.7%				
Northpointe Academy	93.8%				
Clay Avenue Community School	92.5%				

Horizon Science Academy Toledo (K-12)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
Ohio Graduation Test (10th Grade)					
Horizon Science Academy Toledo	89.0%	57.5%	52.1%	95.9%	68.5%
Alternative Education Academy	84.8%	65.5%	61.2%	84.8%	72.3%
Life Skills Center of Toledo	63.2%	42.9%	26.3%	68.4%	50.0%
The Maritime Academy of Toledo	82.8%	55.2%	62.1%	79.3%	86.2%
Ohio Virtual Academy	89.3%	76.0%	73.4%	88.3%	78.0%
Phoenix Academy Community School	57.1%	24.1%	30.9%	52.5%	32.7%
Polly Fox Community School	63.6%	33.3%	25.0%	63.6%	27.3%
Summitt Academy Secondary School- Toledo	50.0%	37.5%	33.3%	81.3%	43.8%
Toledo Preparatory Acadamy	43.8%	62.5%	6.3%	31.3%	20.0%
Toledo School for the Arts	100.0%	94.9%	91.1%	100.0%	98.7%
Wildwood Environmental Academy	70.6%	52.9%	35.3%	64.7%	58.8%
Graduation Rate (%)					
Horizon Science Academy Toledo	94.1				
Alternative Education Academy	21.5				
Life Skills Center of Toledo	5.3				
Ohio Virtual Academy	58.8				
Phoenix Academy Community School	13.7				
Polly Fox Community School	32.7				
Toledo Preparatory Acadamy	60				
Toledo School for the Arts	100				
Attendance Rate (%)					
Horizon Science Academy Toledo	93.3				
Alternative Education Academy	91.4				
Life Skills Center of Toledo	57.6				
The Maritime Academy of Toledo	95.7				
Ohio Virtual Academy	99.6				
Phoenix Academy Community School	66.3				
Polly Fox Community School	69.2				
Summitt Academy Secondary School- Toledo	91				
Toledo Preparatory Acadamy	85				
Toledo School for the Arts	95.9				
Wildwood Environmental Academy	93.7				

*HSA Toledo added K-8 in 2012. It used to be 9-12

Horizon Science Academy Youngstown (K-8)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
3rd Grade					
Horizon Science Academy Youngstown	81%	77%			
Taft Elementary school	74%	60%			
South Side academy	41%	38%			
M.L. King	47%	44%			
Paul C. Bunn elementary	74%	74%			
William Holmes McGuffey Elem.	53%	74%			
Williamson Elem.	53%	64%			
4th Grade					
Horizon Science Academy Youngstown	76%	62%			
Taft Elementary school	70%	74%			
South Side academy	39%	29%			
M.L. King	60%	43%			
Paul C. Bunn elementary	73%	32%			
William Holmes McGuffey Elem.	73%	64%			
Williamson Elem.	67%	77%			
5th Grade					
Horizon Science Academy Youngstown	62%	38%	33%		
Taft Elementary school	82%	67%	35%		
South Side academy	38%	30%	36%		
M.L. King	33%	22%	14%		
Paul C. Bunn elementary	46%	32%	37%		
William Holmes McGuffey Elem.	54%	34%	36%		
Williamson Elem.	21%	14%	11%		
6th Grade					
Horizon Science Academy Youngstown	70%	50%			
Wilson Middle school	47%	30%			
Volney Rogers Junior High School	72%	57%			
South Side academy	46%	61%			
Rayen Early College	89%	56%			
P.Ross Berry Middle school	47%	20%			
7th Grade					
Horizon Science Academy Youngstown	54%	46%			
Wilson Middle school	32%	30%			
Volney Rogers Junior High School	42%	32%			
South Side academy	31%	23%			
Rayen Early College	77%	52%			
P.Ross Berry Middle school	34%	30%			
Attendance Rate (%)					
Horizon Science Academy Youngstown	94				
Taft Elementary school	94				
Wilson Middle school	94				
Volney Rogers Junior High School	93				
South Side academy	92				
M.L. King	94				
Paul C. Bunn elementary	94				
William Holmes McGuffey Elem.	94				
Williamson Elem.	96				
Rayen Early College	94				
P.Ross Berry Middle school	94				

Indiana Math & Science Academy-North Indianapolis (K-9)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
3rd Grade					
Indiana Math & Science Academy-North	87%	77%			
Greenbriar Elementary School	70.6%	65.2%			
Fox Hill Elementary Sch	85.6%	84.8%			
Joyce Kilmer School 69	44.6%	32.8%			
Floro Torrence School 83	66.7%	42.6%			
George H Fisher School 93	67.5%	65.0%			
Robert Lee Frost School 106	62.1%	56.1%			
Andrew Academy	86%	38%			
Fall Creek Academy	73%	63%			
4th Grade					
Indiana Math & Science Academy	70.3%	59.5%			
Greenbriar Elementary School	67.7%	72.3%			
Fox Hill Elementary Sch	71.8%	68.4%			
Joyce Kilmer School 69	40.7%	26.4%			
Floro Torrence School 83	57.7%	50.0%			
George H Fisher School 93	54.8%	26.2%			
Robert Lee Frost School 106	55.6%	54.0%			
Andrew Academy	65%	50%			
Fall Creek Academy	77%	69%			
5th Grade					
Indiana Math & Science Academy	74.4%	72.1%			
Greenbriar Elementary School	45.4%	80.0%			
Fox Hill Elementary Sch	61.0%	95.2%			
Joyce Kilmer School 69	34.5%	32.8%			
Floro Torrence School 83	47.3%	72.7%			
George H Fisher School 93	43.9%	47.6%			
Robert Lee Frost School 106	40.5%	50.0%			
Andrew Academy	66.7%	72.2%			
KIPP Indpls College Preparatory	62%	76%			
Fall Creek Academy	52%	82%			
6th Grade					
Indiana Math & Science Academy	62.5%	62.5%			
Lincoln Middle School	49.3%	59.0%			
Northview Middle School	61.6%	77.9%			
Arlington Community High School	13.3%	0.0%			
Joyce Kilmer School 69	36.4%	51.5%			
Floro Torrence School 83	50.0%	56.5%			
George H Fisher School 93	33.3%	52.4%			
Robert Lee Frost School 106	49.1%	63.6%			
Andrew Academy	64%	60%			
KIPP Indpls College Preparatory	49%	50%			
Fall Creek Academy	55%	68%			
7th Grade					
Indiana Math & Science Academy	66.7%	44.4%			
Lincoln Middle School	58%	62%			
Northview Middle School	74%	68%			
Arlington Community High School	27%	24%			
John Marshall Community High Sch	33%	36%			
Paramount School of Excellence	56%	44%			
Emma Donnan Middle School	38%	40%			
Imagine Indiana Life Sci Aca-East	17%	19%			
Andrew Academy	56%	44%			
KIPP Indpls College Preparatory	64%	71%			
Fall Creek Academy	50%	88%			
Attendance Rate					
Indiana Math & Science Academy	96%				
KIPP Indpls College Preparatory	89%				
Andrew Academy	97%				
Fox Hill Elementary Sch	97%				
Greenbriar Elementary School	96%				
Emma Donnan Middle School	95%				
Fall Creek Academy	96%				
Floro Torrence School 83	96%				
George H Fisher School 93	97%				
Lincoln Middle School	96%				
Northview Middle School	97%				
Robert Lee Frost School 106	97%				
Joyce Kilmer School 69	95%				

Indiana Math & Science Academy-West Indianapolis (K-12)					
% of Students at and above the Proficient level- Spring 2012					
	ELA	Math	Science	Writing	Social S.
3rd Grade					
Indiana Math & Science Academy-West	75.6%	63.4%	N/A	N/A	N/A
Cold Spring School	75.7%	70.3%	N/A	N/A	N/A
Carl Wilde School 79	75.0%	67.4%	N/A	N/A	N/A
Meredith Nicholson School 96	75.6%	79.5%	N/A	N/A	N/A
Lew Wallace School 107	65.9%	56.8%	N/A	N/A	N/A
Jonathan Jennings School 109	52.6%	56.4%	N/A	N/A	N/A
Imagine Indiana Life Sci Aca-East	41.1%	31.3%	N/A	N/A	N/A
Padua Academy	86.4%	81.8%	N/A	N/A	N/A
Fall Creek Academy	83.3%	50.0%	N/A	N/A	N/A
Flanner House Elem Sch (Charter)	88.9%	61.1%	N/A	N/A	N/A
James A Allison Elem School 3	90.9%	84.8%	N/A	N/A	N/A
4th Grade					
Indiana Math & Science Academy-West	82.5%	80.0%	N/A	N/A	N/A
Cold Spring School	84.6%	87.2%	N/A	N/A	N/A
Carl Wilde School 79	77.6%	73.8%	N/A	N/A	N/A
Meredith Nicholson School 96	69.0%	78.9%	N/A	N/A	N/A
Lew Wallace School 107	68.4%	52.6%	N/A	N/A	N/A
Jonathan Jennings School 109	76.6%	59.6%	N/A	N/A	N/A
Imagine Indiana Life Sci Aca-East	59.4%	56.5%	N/A	N/A	N/A
Padua Academy	81.3%	43.8%	N/A	N/A	N/A
Fall Creek Academy	65.7%	62.9%	N/A	N/A	N/A
Flanner House Elem Sch (Charter)	76.2%	71.4%	N/A	N/A	N/A
James A Allison Elem School 3	82.9%	75.0%	N/A	N/A	N/A
5th Grade					
Indiana Math & Science Academy-West	86.4%	90.9%	N/A	N/A	N/A
Cold Spring School	58.8%	79.4%	N/A	N/A	N/A
Carl Wilde School 79	83.3%	91.2%	N/A	N/A	N/A
Meredith Nicholson School 96	67.3%	75.5%	N/A	N/A	N/A
Lew Wallace School 107	51.4%	68.4%	N/A	N/A	N/A
Jonathan Jennings School 109	75.0%	86.5%	N/A	N/A	N/A
Imagine Indiana Life Sci Aca-East	46.3%	56.7%	N/A	N/A	N/A
Padua Academy	80.0%	80.0%	N/A	N/A	N/A
Fall Creek Academy	58.3%	70.8%	N/A	N/A	N/A
Flanner House Elem Sch (Charter)	56.5%	87.0%	N/A	N/A	N/A
James A Allison Elem School 3	78.1%	90.6%	N/A	N/A	N/A
6th Grade					
Indiana Math & Science Academy-West	75.0%	81.8%	N/A	N/A	N/A
Cold Spring School	63.3%	77.4%	N/A	N/A	N/A
Carl Wilde School 79	67.9%	76.2%	N/A	N/A	N/A
Meredith Nicholson School 96	55.6%	70.4%	N/A	N/A	N/A
Lew Wallace School 107	57.9%	65.8%	N/A	N/A	N/A
Jonathan Jennings School 109	68.3%	68.3%	N/A	N/A	N/A
Imagine Indiana Life Sci Aca-East	41.9%	51.2%	N/A	N/A	N/A
Padua Academy	100.0%	91.7%	N/A	N/A	N/A
Fall Creek Academy	46.7%	56.7%	N/A	N/A	N/A

Flanner House Elem Sch (Charter)	42.9%	78.6%	N/A	N/A	N/A
James A Allison Elem School 3	81.8%	82.6%	N/A	N/A	N/A
7th Grade					
IMSA west	58.5%	73.2%			
Imagine Indiana Life Sci Aca-East	33.3%	43.9%			
Fall Creek Academy	50.0%	46.4%			
Lincoln Middle School	53.9%	61.2%			
Guion Creek Middle School	58.0%	64.6%			
Chapel Hill 7th & 8th Grade Center	65.7%	67.3%			
Laurel School	38.2%	47.3%			
Mount Carmel School	73.7%	85.7%			
8th Grade					
IMSA west	77.1%	68.6%			
Imagine Indiana Life Sci Aca-East	18.8%	28.1%			
Fall Creek Academy	19.0%	42.9%			
Lincoln Middle School	50.2%	56.6%			
Guion Creek Middle School	57.7%	64.3%			
Chapel Hill 7th & 8th Grade Center	63.7%	63.9%			
Laurel School	42.9%	53.5%			
Mount Carmel School	75.6%	85.4%			
Indiana (End of Course Assessment Test)	ELA	ALGEBRA	Science	Writing	Social S.
IMSA West	62.1%	50.0%	N/A	N/A	N/A
Northwest Community High School	33.2%	29.8%	N/A	N/A	N/A
Ben Davis High School	55.9%	20.4%	N/A	N/A	N/A
Speedway Senior High School	69.0%	72.1%	N/A	N/A	N/A
Ben Davis Ninth Grade Center	N/A	39.8%	N/A	N/A	N/A
Pike High School	61.2%	43.3%	N/A	N/A	N/A
Graduation Rate (%)					
IMSA West	90				
Northwest Community High School	64.3				
Ben Davis High School	85.2				
Pike High School	91.8				
Attendance Rate (%)					
IMSA west	96.3				
Cold Spring School	97.1				
Carl Wilde School 79	97.1				
Meredith Nicholson School 96	96.9				
Lew Wallace School 107	97.3				
Jonathan Jennings School 109	96.8				
Imagine Indiana Life Sci Aca-East	95.3				
Padua Academy	95.5				
Fall Creek Academy	96.2				
Flanner House Elem Sch (Charter)	98.5				
James A Allison Elem School 3	98.1				

Michigan Math and Science Academy (K-11)					
% of Students at and above the Proficient level- 2011-2012					
	Reading	Math	Science	Writing	Social S.
6th Grade					
Michigan Math and Science Academy	64%	18%	N/A	N/A	11%
Hazel Park Junior High	54%	18%	N/A	N/A	11%
P.D. Chatterton Middle School	45%	34%	N/A	N/A	13%
Wilkinson Middle School	43%	18%	N/A	N/A	5%
Great Oaks Academy	47%	21%	N/A	N/A	12%
Ferndale Middle School	N/A	N/A	N/A	N/A	N/A
7th Grade					
Michigan Math and Science Academy	45%	14%	N/A	22%	N/A
Hazel Park Junior High	44%	21%	N/A	30%	N/A
P.D. Chatterton Middle School	33%	17%	N/A	23%	N/A
Wilkinson Middle School	32%	10%	N/A	29%	N/A
Great Oaks Academy	46%	26%	N/A	46%	N/A
Ferndale Middle School	42%	21%	N/A	30%	N/A
8th Grade					
Michigan Math and Science Academy	67%	27%	20%	N/A	N/A
Hazel Park Junior High	49%	11%	6%	N/A	N/A
P.D. Chatterton Middle School	41%	13%	8%	N/A	N/A
Wilkinson Middle School	34%	6%	1%	N/A	N/A
Great Oaks Academy	53%	16%	28%	N/A	N/A
Ferndale Middle School	57%	19%	6%	N/A	N/A
Attendance Rate (middle school)					
Michigan Math and Science Academy	90.02%				
Hazel Park Junior High	87.42%				
P.D. Chatterton Middle School	87.01%				
Wilkinson Middle School	86.58%				
Great Oaks Academy	86.68%				
Ferndale Middle School	87.95%				
Attendance Rate (high school)					
Michigan Math and Science Academy	90.02%				
Hazel Park High School	83.42%				
Fitzgeral Senior High School	83.82%				
Ferndale High School	84.08%				
Madison High School	85.44%				
University High School	88.47%				

*MMSA added K-5 in 2012

Milwaukee Math and Science Academy (K-6)						
% of Students at and above the Proficient level- 2010-2011						
	Reading	Language	Math	Science	Writing	Social S.
3rd Grade						
Milwaukee Math and Science Academy	63%	NA	27%	NA	NA	NA
Gaenslen Elementary School	60%	NA	58%	NA	NA	NA
Fratney Elementary School	65%	NA	65%	NA	NA	NA
Holmes Elementary	41%	NA	30%	NA	NA	NA
Washington Carver Academy	38%	NA	24%	NA	NA	NA
Pierce Elementary	56%	NA	71%	NA	NA	NA
King Jr Elementary School	53%	NA	24%	NA	NA	NA
Meir Elementary School	97%	NA	93%	NA	NA	NA
Cass Street Elementary	58%	NA	42%	NA	NA	NA
Seifert Elementary	39%	NA	17%	NA	NA	NA
Lafollette Elementary School	54%	NA	31%	NA	NA	NA
4th Grade						
Milwaukee Math and Science Academy	77%	81%	39%	89%	NA	77%
Gaenslen Elementary School	48%	46%	52%	48%	NA	66%
Fratney Elementary School	67%	70%	77%	68%	NA	95%
Holmes Elementary	59%	28%	31%	35%	NA	66%
Washington Carver Academy	39%	24%	34%	27%	NA	68%
Pierce Elementary	78%	58%	88%	55%	NA	90%
King Jr Elementary School	27%	27%	23%	12%	NA	69%
Meir Elementary School	99%	99%	93%	96%	NA	99%
Cass Street Elementary	56%	39%	44%	33%	NA	61%
Seifert Elementary	27%	23%	32%	23%	NA	64%
Lafollette Elementary School	45%	30%	30%	15%	NA	70%
5th Grade						
Milwaukee Math and Science Academy	62%	NA	30%	NA	NA	NA
Gaenslen Elementary School	46%	NA	52%	NA	NA	NA
Fratney Elementary School	69%	NA	81%	NA	NA	NA
Holmes Elementary	30%	NA	44%	NA	NA	NA
Washington Carver Academy	45%	NA	41%	NA	NA	NA
Pierce Elementary	56%	NA	82%	NA	NA	NA
King Jr Elementary School	18%	NA	23%	NA	NA	NA
Meir Elementary School	98%	NA	95%	NA	NA	NA
Cass Street Elementary	54%	NA	46%	NA	NA	NA
Seifert Elementary	54%	NA	42%	NA	NA	NA
Lafollette Elementary School	62%	NA	77%	NA	NA	NA
Attendance Rate (%)						
Milwaukee Math and Science Academy	88.8					
Gaenslen Elementary School	89.7					
Fratney Elementary School	93.8					
Holmes Elementary	88.9					
Washington Carver Academy	87.2					
Pierce Elementary	90					
King Jr Elementary School	88.2					
Meir Elementary School	96.7					
Cass Street Elementary	91.2					
Seifert Elementary	92.8					
Lafollette Elementary School	90					

Noble Academy Cleveland (K-8)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
3rd Grade					
Noble Academy Cleveland	77%	96%			
Pinnacle Academy	68%	67%			
Euclid Park Elementary	63%	51%			
Richmond Heights Elementary	79%	76%			
Memorial Park Elementary	33%	38%			
Lincoln Elementary	68%	78%			
Roosevelt Elementary	61%	59%			
Hannah Gibson Elementary	36%	36%			
Apex Academy	62%	61%			
4th Grade					
Noble Academy Cleveland	100%	90%			
Pinnacle Academy	45%	43%			
Euclid Park Elementary	52%	52%			
Richmond Heights Elementary	76%	61%			
Memorial Park Elementary	53%	60%			
Lincoln Elementary	74%	65%			
Roosevelt Elementary	60%	68%			
Hannah Gibson Elementary	54%	21%			
Apex Academy	54%	38%			
5th Grade					
Noble Academy Cleveland	81%	94%	81%		
Pinnacle Academy	43%	45%	24%		
Euclid Park Elementary	30%	7%	11%		
Richmond Heights Elementary	57%	40%	52%		
Memorial Park Elementary	39%	27%	24%		
Lincoln Elementary	60%	47%	42%		
Roosevelt Elementary	55%	37%	35%		
Hannah Gibson Elementary	36%	7%	7%		
Apex Academy	44%	29%	33%		
6th Grade					
Noble Academy Cleveland	91%	96%			
Pinnacle Academy	71%	71%			
Euclid Park Elementary	50%	15%			
Euclid Central Middle	74%	60%			
Richmond Heights Middle	81%	39%			
Hannah Gibson Elementary	52%	62%			
Apex Academy	79%	62%			
7th Grade					
Noble Academy Cleveland	91%	91%			
Pinnacle Academy	63%	59%			
Euclid Park Elementary	37%	10%			
Euclid Central Middle	59%	48%			
Richmond Heights Middle	71%	55%			
Hannah Gibson Elementary	62%	23%			
Apex Academy	62%	60%			
8th Grade					
Noble Academy Cleveland	100%	93%	79%		
Pinnacle Academy	59%	40%	32%		
Euclid Park Elementary	71%	25%	25%		
Euclid Central Middle	74%	44%	38%		
Richmond Heights Middle	86%	70%	60%		
Hannah Gibson Elementary	63%	26%	21%		
Apex Academy	78%	39%	16%		
Attendance Rate					
Noble Academy Cleveland	98%				
Pinnacle Academy	96%				
Euclid Park Elementary	94%				
Euclid Central Middle	95%				
Richmond Heights Elementary	97%				
Richmond Heights Middle	97%				
Memorial Park Elementary	93%				
Lincoln Elementary	96%				
Roosevelt Elementary	95%				
Hannah Gibson Elementary	94%				
Apex Academy	96%				

Noble Academy Columbus (K-8)					
% of Students at and above the Proficient level- 2010-2011					
	Reading	Math	Science	Writing	Social S.
3rd Grade					
Noble Academy Columbus	75%	75%			
Winterset Elementary	93%	95%			
Gables Elementary	95%	90%			
Greenview Elementary	97%	91%			
Daniel Wright Elementary	77%	91%			
Crabrook Elementary	79%	83%			
4th Grade					
Noble Academy Columbus	81%	71%			
Winterset Elementary	90%	90%			
Gables Elementary	90%	93%			
Greenview Elementary	95%	96%			
Daniel Wright Elementary	72%	70%			
Crabrook Elementary	86%	83%			
5th Grade					
Noble Academy Columbus	52%	57%	57%		
Winterset Elementary	90%	79%	74%		
Gables Elementary	71%	71%	69%		
Greenview Elementary	89%	93%	89%		
Daniel Wright Elementary	77%	67%	74%		
Crabrook Elementary	67%	74%	65%		
6th Grade					
Noble Academy Columbus	74%	79%			
Winterset Elementary	NA	NA			
Gables Elementary	NA	NA			
Greenview Elementary	NA	NA			
Daniel Wright Elementary	NA	NA			
Ridgeview Middle	86%	81%			
Crabrook Elementary	NA	NA			
7th Grade					
Noble Academy Columbus	89%	94%			
Winterset Elementary	NA	NA	NA		
Gables Elementary	NA	NA	NA		
Greenview Elementary	NA	NA	NA		
Daniel Wright Elementary	NA	NA	NA		
Ridgeview Middle	73%	70%			
Crabrook Elementary	NA	NA	NA		
8th Grade					
Noble Academy Columbus	94%	81%	44%		
Winterset Elementary	NA	NA	NA		
Gables Elementary	NA	NA	NA		
Greenview Elementary	NA	NA	NA		
Daniel Wright Elementary	NA	NA	NA		
Ridgeview Middle	87%	72%	67%		
Attendance Rate (%)					
Noble Academy Columbus	95				
Winterset Elementary	96				
Gables Elementary	97				
Greenview Elementary	97				
Daniel Wright Elementary	96				
Ridgeview Middle	97				
Crabrook Elementary	96				

QUEST CHARTER ACADEMY (K-9)					
% of Students at and above the Proficient level 2011-2012					
	Reading	Math	Science	Writing	Social S.
5th Grade					
QUEST CHARTER ACADEMY	69%	73%	N/A	N/A	N/A
District 150 Average Proficiency	62%	70%	N/A	N/A	N/A
Calvin Coolidge Middle School (5-8)	60%	78%	N/A	N/A	N/A
Glen Oak School (K-6)	44%	56%	N/A	N/A	N/A
Harrison School (K-7)	48%	64%	N/A	N/A	N/A
Lincoln Middle School (5-8)	24%	61%	N/A	N/A	N/A
Mark Bills Middle School (5-8)	58%	75%	N/A	N/A	N/A
Rolling Acres Middle School (5-8)	73%	78%	N/A	N/A	N/A
Roosevelt Magnet School (K-8)	64%	51%	N/A	N/A	N/A
Sterling Middle School (5-8)	72%	77%	N/A	N/A	N/A
Trewyn Middle School (5-8)	45%	48%	N/A	N/A	N/A
Von Steuben Middle School (5-8)	81%	83%	N/A	N/A	N/A
Charles Lindbergh Middle School (5-8)	84%	86%	N/A	N/A	N/A
6th Grade					
QUEST CHARTER ACADEMY	80%	84%	N/A	N/A	N/A
District 150 Average Proficiency	64%	72%	N/A	N/A	N/A
Calvin Coolidge Middle School (5-8)	53%	54%	N/A	N/A	N/A
Glen Oak School (K-6)	40%	52%	N/A	N/A	N/A
Harrison School (K-7)	31%	51%	N/A	N/A	N/A
Lincoln Middle School (5-8)	46%	62%	N/A	N/A	N/A
Mark Bills Middle School (5-8)	76%	76%	N/A	N/A	N/A
Rolling Acres Middle School (5-8)	71%	83%	N/A	N/A	N/A
Roosevelt Magnet School (K-8)	69%	77%	N/A	N/A	N/A
Sterling Middle School (5-8)	61%	61%	N/A	N/A	N/A
Trewyn Middle School (5-8)	35%	51%	N/A	N/A	N/A
Von Steuben Middle School (5-8)	80%	78%	N/A	N/A	N/A
Charles Lindbergh Middle School (5-8)	79%	96%	N/A	N/A	N/A
7th Grade					
QUEST CHARTER ACADEMY	78%	89%	78%	N/A	N/A
District 150 Average Proficiency	64%	74%	63%	N/A	N/A
Calvin Coolidge Middle School (5-8)	62%	86%	63%	N/A	N/A
Glen Oak School (K-6)	N/A	N/A	N/A	N/A	N/A
Harrison School (K-7)	58%	56%	58%	N/A	N/A
Lincoln Middle School (6-8)	40%	53%	36%	N/A	N/A
Mark Bills Middle School (5-8)	73%	80%	72%	N/A	N/A
Rolling Acres Middle School (5-8)	80%	86%	67%	N/A	N/A
Roosevelt Magnet School (K-8)	69%	77%	60%	N/A	N/A
Sterling Middle School (5-8)	45%	65%	52%	N/A	N/A
Trewyn Middle School (5-8)	43%	44%	37%	N/A	N/A
Von Steuben Middle School (5-8)	77%	74%	70%	N/A	N/A
Charles Lindbergh Middle School (5-8)	86%	93%	88%	N/A	N/A
8th Grade					
QUEST CHARTER ACADEMY	84%	87%	N/A	N/A	N/A
District 150 Average Proficiency	77%	74%	N/A	N/A	N/A
Calvin Coolidge Middle School (5-8)	76%	73%	N/A	N/A	N/A
Glen Oak School (K-6)	N/A	N/A	N/A	N/A	N/A
Harrison School (K-7)	N/A	N/A	N/A	N/A	N/A
Lincoln Middle School (6-8)	56%	51%	N/A	N/A	N/A
Mark Bills Middle School (5-8)	80%	74%	N/A	N/A	N/A
Rolling Acres Middle School (5-8)	91%	93%	N/A	N/A	N/A
Roosevelt Magnet School (K-8)	78%	80%	N/A	N/A	N/A
Sterling Middle School (5-8)	74%	49%	N/A	N/A	N/A
Trewyn Middle School (5-8)	59%	50%	N/A	N/A	N/A
Von Steuben Middle School (5-8)	82%	80%	N/A	N/A	N/A
Charles Lindbergh Middle School (5-8)	90%	94%	N/A	N/A	N/A
Attendance Rate (%)					
QUEST CHARTER ACADEMY	97.0%				
District 150 Average Proficiency	92.3%				
Calvin Coolidge Middle School (5-8)	92.0%				
Glen Oak School (K-6)	93.0%				
Harrison School (K-7)	94.0%				
Lincoln Middle School (5-8)	87.5%				
Mark Bills Middle School (5-8)	94.8%				
Rolling Acres Middle School (5-8)	94.2%				
Roosevelt Magnet School (K-8)	92.9%				
Trewyn Middle School (5-8)	92.7%				
Von Steuben Middle School (5-8)	93.8%				
Charles Lindbergh Middle School (5-8)	95.2%				
*Quest added 9th grade in 2012					

2011-2012 SCHOOL YEAR CONCEPT SCHOOLS
ECONOMICALLY DISADVANTAGED STUDENTS DATA

#	Schools	State	Opened	Grades	Enrollment 2011-2012	2011-2012 Economically Disadvantaged
1	HSA-Cleveland Elementary	OH	2008	K-5	170	95%
2	HSA-Youngstown	OH	2010	K-8	310	100%
3	HSA-Lorain Elementary	OH	2009	K-7	320	89%
4	Noble Academy Cleveland	OH	2006	K-8	255	78%
5	HSA-Springfield	OH	2005	3-8	270	92%
6	HSA-Toledo Downtown	OH	2010	K-8	215	97%
7	Noble Academy Columbus	OH	2006	K-8	215	77%
8	HSA-Denison Elementary	OH	2008	K-5	190	91%
9	Indiana Math & Science Academy North	IN	2010	K-8	430	74%
10	Indiana Math & Science Academy West	IN	2007	K-12	525	78%
11	Gateway Science Academy	MO	2010	K-8	460	32%
12	HSA-Columbus Elementary	OH	2008	K-5	390	92%
13	HSA-Cincinnati	OH	2005	K-12	385	94%
14	HSA-Dayton Elementary	OH	2005	K-6	155	82%
15	HSA-Dayton Downtown	OH	2010	K-7	175	99%
16	HSA-Denison Middle	OH	2005	K-8	320	90%
17	HSA-Cleveland Middle	OH	2005	6-8	145	86%
18	Michigan Math &Science Academy	MI	2009	5-10	250	76%
19	Quest Charter Academy	IL	2010	5-8	300	70%
20	HSA-Columbus Middle	OH	2007	6-8	330	89%
21	Chicago Math & Science Academy	IL	2004	6-12	599	94%
22	HSA-Dayton High	OH	2009	7-12	245	90%
23	HSA- Columbus High	OH	1999	9-12	390	87%
24	HSA-Toledo High School	OH	2004	9-12	240	85%
25	HSA-Cleveland High School	OH	1999	9-12	475	79%
26	Milwaukee Math &Science Academy	WI	2011	K-5	160	99%
27	Minnesota School of Science	MN	2011	K-5	230	87%
	TOTAL /AVERAGE				**8149**	**85%**

2011-2012 SCHOOL YEAR CONCEPT SCHOOLS STUDENTS DEMOGRAPHICS

#	SCHOOLS	Asian	Black	Hispanic	Indian	Multi	White	SPED	ELL
1	HSA-Cleveland Elementary	0%	88%	5%	0%	0%	3%	6%	7%
2	HSA-Youngstown	0%	70%	13%	0%	9%	7%	5%	2%
3	HSA-Lorain Elementary	0%	34%	24%	0%	0%	42%	12%	10%
4	Noble Academy Cleveland	0%	88%	1%	0%	1%	10%	6%	0%
5	HSA-Springfield	0%	56%	8%	0%	13%	22%	7%	2%
6	HSA-Toledo Downtown	0%	70%	2%	0%	15%	13%	8%	0%
7	Noble Academy Columbus	0%	32%	3%	0%	10%	58%	2%	7%
8	HSA-Denison Elementary	0%	46%	23%	0%	15%	15%	12%	17%
9	Indiana Math & Science Academy North	1%	77%	2%	0%	8%	11%	10%	2%
10	Indiana Math & Science Academy West	0%	66%	15%	0%	6%	13%	10%	3%
11	Gateway Science Academy	1%	12%	4%	0%	8%	82%	10%	0%
12	HSA-Columbus Elementary	0%	79%	4%	0%	5%	11%	8%	11%
13	HSA-Cincinnati	0%	89%	1%	0%	1%	9%	8%	0%
14	HSA-Dayton Elementary	0%	81%	1%	0%	8%	10%	10%	3%
15	HSA-Dayton Downtown	0%	12%	2%	0%	3%	82%	10%	29%
16	HSA-Denison Middle	0%	48%	31%	0%	7%	13%	9%	12%
17	HSA-Cleveland Middle	0%	90%	7%	0%	1%	2%	6%	3%
18	Michigan Math &Science Academy	0%	68%	1%	0%	1%	30%	12%	0%
19	Quest Charter Academy	1%	63%	3%	0%	11%	22%	10%	0%
20	HSA-Columbus Middle	0%	82%	3%	0%	2%	14%	7%	9%
21	Chicago Math & Science Academy	7%	23%	63%	1%	3%	4%	11%	12%
22	HSA-Dayton High	0%	51%	1%	0%	5%	45%	13%	21%
23	HSA- Columbus High	0%	73%	4%	0%	9%	13%	7%	12%
24	HSA-Toledo High School	0%	63%	4%	0%	13%	19%	14%	0%
25	HSA-Cleveland High School	0%	81%	7%	0%	NA	11%	6%	1%
26	Milwaukee Math &Science Academy	NA	NA	NA	NA	NA	NA	19%	0%
27	Minnesota School of Science	NA	NA	NA	NA	NA	NA	5%	0%
	TOTAL /AVERAGE	**1%**	**62%**	**9%**	**0%**	**6%**	**22%**	**9%**	**6%**

2009-2011 CONCEPT SCHOOLS STUDENTS PROFICIENCY LEVELS		MATH				READING			
		2009-10	2009-10	2010-11	2010-11	2009-10	2009-10	2010-11	2010-11
#	SCHOOL	SCHOOL %	DISTRICT %	SCHOOL %	DISTRICT %	SCHOOL %	DISTRICT %	SCHOOL %	DISTRICT %
1	HSA- Cleveland Elementary	**58**	42	**69**	46	**57**	50	**71**	53
2	HSA- Youngstown	**NR**	NA	**55**	46	**NR**	NA	**69**	55
3	HSA- Lorain Elementary	**31**	51	**56**	68	**53**	57	**66**	61
4	Noble Academy Cleveland	**87**	51	**93**	46	**92**	60	**90**	56
5	HSA- Springfield	**46**	53	**64**	55	**65**	63	**72**	67
6	HSA- Toledo Downtown	**NR**	53	**37**	56	**NR**	NA	**59**	68
7	Noble Academy Columbus	**77**	53	**76**	53	**79**	59	**75**	62
8	HSA- Denison Elementary	**46**	42	**30**	46	**48**	50	**47**	53
9	IMSA North-Indiana	**NR**	NA	**64**	64	**NR**	NA	**71**	72
10	IMSA West-Indiana	**71**	57	**76**	76	**70**	53	**71**	71
11	Gateway Science Academy	**NR**	NA	**64**	31	**NR**	NA	**54**	33
12	HSA- Columbus Elementary	**36**	53	**59**	55	**54**	59	**67**	61
13	HSA- Cincinnati	**46**	61	**63**	67	**60**	69	**68**	74
14	HSA- Dayton Elementary	**38**	40	**57**	51	**60**	48	**59**	53
15	HSA- Dayton Downtown	**NR**	40	**60**	44	**NR**	NA	**50**	53
16	HSA- Denison Middle School	**47**	42	**55**	45	**66**	56	**67**	56
17	HSA- Cleveland Middle School	**65**	42	**76**	46	**81**	61	**84**	59
18	Michigan Math and Science Academy	**NR**	NA	**72**	72	**NR**	NA	**88**	88
19	Quest Charter Academy	**NR**	71	**75**	71	**NR**	64	**65**	61
20	HSA- Columbus Middle	**57**	53	**52**	53	**71**	59	**73**	64
21	Chicago Math and Science Academy	**68**	64	**86**	75	**57**	62	**84**	77
22	HSA- Dayton High	**50**	54	**70**	59	**63**	65	**65**	68
23	HSA- Columbus High	**88**	57	**90**	74	**88**	65	**90**	83
24	HSA- Toledo High	**78**	66	**72**	76	**84**	69	**91**	83
25	HSA- Cleveland High	**90**	51	**93**	66	**92**	57	**95**	74
26	Milwaukee Math and Science Academy	**NA**	NA	**NA**	NA	**NA**	NA	**NA**	NA
27	Minnesota School of Science	**NA**	NA	**NA**	NA	**NA**	NA	**NA**	NA

2009-2011 CONCEPT SCHOOLS AFRICAN AMERICAN STUDENTS PROFICIENCY LEVELS		AFRICAN AMERICAN MATH						AFRICAN AMERICAN READING					
		2009-10	2009-10	2009-10	2010-11	2010-11	2010-11	2009-10	2009-10	2009-10	2010-11	2010-11	2010-11
#	SCHOOLS	SCHOOL %	DISTRICT %	STATE %	SCHOOL %	DISTRICT %	STATE %	SCHOOL %	DISTRICT %	STATE %	SCHOOL %	DISTRICT %	STATE %
1	HSA- Cleveland Elementary	**54**	39	48	**73**	42	51	**56**	53	59	**73**	54	63
2	HSA- Youngstown	**NA**	36	48	**57**	40	51	**NA**	46	59	**66**	53	63
3	HSA- Lorain Elementary	**16**	40	48	**55**	44	51	**45**	54	59	**63**	58	63
4	Noble Academy Cleveland	**86**	49	48	**95**	49	51	**91**	59	59	**87**	61	63
5	HSA- Springfield	**38**	43	48	**54**	43	51	**61**	50	59	**72**	57	63
6	HSA- Toledo Downtown	**NA**	43	48	**24**	43	51	**NA**	50	59	**47**	57	63
7	Noble Academy Columbus	**67**	47	48	**61**	49	51	**72**	56	59	**67**	60	63
8	HSA- Denison Elementary	**36**	39	48	**35**	42	51	**45**	53	59	**50**	54	63
9	IMSA North-Indiana	**NA**	50	56	**66**	50	56	**NA**	49	58	**69**	49	58
10	IMSA West-Indiana	**66**	50	56	**70**	50	56	**69**	49	58	**69**	49	58
11	Gateway Science Academy	**NA**	22	28	**NA**	30	54	**NA**	23	29	**NA**	32	55
12	HSA- Columbus Elementary	**39**	47	48	**57**	49	51	**56**	56	59	**65**	60	63
13	HSA- Cincinnati	**39**	49	48	**63**	57	51	**53**	59	59	**66**	65	63
14	HSA- Dayton Elementary	**32**	39	48	**56**	44	51	**58**	50	59	**57**	54	63
15	HSA- Dayton Downtown	**NA**	39	48	**NR**	44	51	**NA**	50	59	**NR**	54	63
16	HSA- Denison Middle	**45**	39	48	**53**	42	51	**66**	53	59	**70**	54	63
17	HSA- Cleveland Middle	**63**	39	48	**77**	42	51	**79**	53	59	**85**	54	63
18	Michigan Math and Science Academy	**NA**	NA		**68**	68	64	**NA**			**70**	70	67
19	Quest Peoria	**NA**	62	64	**68**	61	69	**NA**	56	59	**58**	50	61
20	HSA- Columbus Middle	**58**	47	48	**49**	49	51	**69**	56	59	**71**	60	63
21	Chicago Math and Science Academy	**72**	62	64	**84**	69	69	**66**	57	59	**87**	72	71
22	HSA- Dayton High	**35**	39	48	**57**	44	51	**51**	50	59	**55**	54	63
23	HSA- Columbus High	**85**	47	48	**92**	49	51	**83**	56	59	**88**	60	63
24	HSA- Toledo High	**66**	43	48	**57**	43	51	**77**	50	59	**88**	57	63
25	HSA- Cleveland High	**83**	39	48	**89**	42	51	**86**	53	59	**94**	54	63
26	Milwaukee Math and Science Academy	**NA**	NA	NA	**NA**	NA	NA	**NA**	NA	NA	**NA**	NA	NA
27	Minnesota School of Science	**NA**	NA	NA	**NA**	NA	NA	**NA**	NA	NA	**NA**	NA	NA

2009-2011 CONCEPT SCHOOLS ECONOMICALLY DISADVANTAGED STUDENTS PROFICIENCY LEVELS		ECONOMICALLY DISADVANTAGED MATH						ECONOMICALLY DISADVANTAGED READING					
		2009-10	2009-10	2009-10	2010-11	2010-11	2010-11	2009-10	2009-10	2009-10	2010-11	2010-11	2010-11
#	SCHOOLS	SCHOOL %	DISTRICT %	STATE %	SCHOOL %	DISTRICT %	STATE %	SCHOOL %	DISTRICT %	STATE %	SCHOOL %	DISTRICT %	STATE %
1	HSA- Cleveland Elem.	**57**	44	60	**68**	47	64	**57**	57	68	**72**	58	71
2	HSA- Youngstown	**NA**	36	60	**57**	43	64	**NA**	50	68	**70**	55	71
3	HSA- Lorain Elementary	**30**	47	60	**56**	50	64	**51**	59	68	**67**	61	71
4	Noble Academy Cleveland	**85**	51	60	**92**	50	64	**92**	58	68	**91**	62	71
5	HSA- Springfield	**47**	52	60	**59**	52	64	**65**	60	68	**72**	64	71
6	HSA- Toledo Downtown	**NA**	52	60	**34**	52	64	**NA**	60	68	**55**	64	71
7	Noble Academy Columbus	**74**	48	60	**73**	51	64	**77**	57	68	**76**	60	71
8	HSA- Denison Elementary	**41**	44	60	**26**	47	64	**41**	57	68	**39**	58	71
9	IMSA North-Indiana	**NA**	76	69	**66**	76	66	**NA**	63	66	**65**	63	67
10	IMSA West-Indiana	**68**	76	69	**75**	76	66	**66**	63	66	**81**	63	67
11	Gateway Science Academy	**NA**	24	38	**NA**	43	44	**NA**	24	37	**NA**	32	46
12	HSA- Columbus Elementary	**35**	48	60	**63**	51	64	**49**	57	68	**69**	60	71
13	HSA- Cincinnati	**44**	49	60	**63**	58	64	**58**	59	68	**68**	65	71
14	HSA- Dayton Elementary	**37**	41	60	**57**	46	64	**58**	51	68	**59**	56	71
15	HSA- Dayton Downtown	**NA**	41	60	**60**	46	64	**NA**	51	68	**49**	56	71
16	HSA- Denison Middle	**46**	44	60	**56**	47	64	**65**	57	68	**70**	58	71
17	HSA- Cleveland Middle	**64**	44	60	**74**	47	64	**79**	57	68	**83**	58	71
18	Michigan Math and Science	**NA**			**66**	66	73	**NA**			**67**	67	74
19	Quest Peoria	**NA**	65	72	**71**	66	76	**NA**	58	62	**58**	54	64
20	HSA- Columbus Middle	**50**	48	60	**51**	51	64	**60**	57	68	**72**	60	71
21	Chicago Math and Science Academy	**68**	68	72	**85**	73	75	**57**	59	62	**83**	74	75
22	HSA- Dayton High	**38**	41	60	**64**	46	64	**47**	51	68	**50**	56	71
23	HSA- Columbus High	**82**	48	60	**94**	51	64	**80**	57	68	**89**	60	71
24	HSA- Toledo High	**72**	52	60	**59**	52	64	**72**	60	68	**86**	64	71
25	HSA- Cleveland High	**83**	44	60	**91**	47	64	**87**	57	68	**95**	58	71
26	Milwaukee Math and Science Academy	**NA**	NA	NA	**NA**	NA	NA	**NA**	NA	NA	**NA**	NA	NA
27	Minnesota School of Sci.	**NA**	NA	NA	**NA**	NA	NA	**NA**	NA	NA	**NA**	NA	NA

Authorizers of Concept Managed Schools

AUTHORIZERS OF CONCEPT MANAGED SCHOOLS

1- Buckeye Hope Foundation (sponsoring 11 schools in Ohio)
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2- Lucas County Educational Service Center (sponsoring 8 schools in Ohio)
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3- Ball State University (sponsoring Indiana Math and Science Academy West in Indianapolis)
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4- Chicago Public Schools (sponsoring Chicago Math and Science Academy in Chicago)
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5- Grand Valley State University (sponsoring Michigan Math and Science Academy in MI)
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6- Lindenwood University (sponsoring Gateway Science Academy and GSA-South in St. Louis)
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7- Minneapolis Public Schools (sponsoring Minnesota School of Science)
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8- City of Milwaukee, Milwaukee Common Council (sponsoring Milwaukee Math and Science Academy)
Cindy Zautcke,
Charter School Specialist
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9- Peoria School District, PSD 150 (sponsoring Quest Charter Academy in Peoria, IL)
Grenita Lathan
Superintendent,
Peoria Public Schools District 150
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Peoria, IL 61603
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Phone: (309) 672-6768

10- Indianapolis, Office of the Mayor (sponsoring IMSA-North in Indianapolis)
Beth Bray
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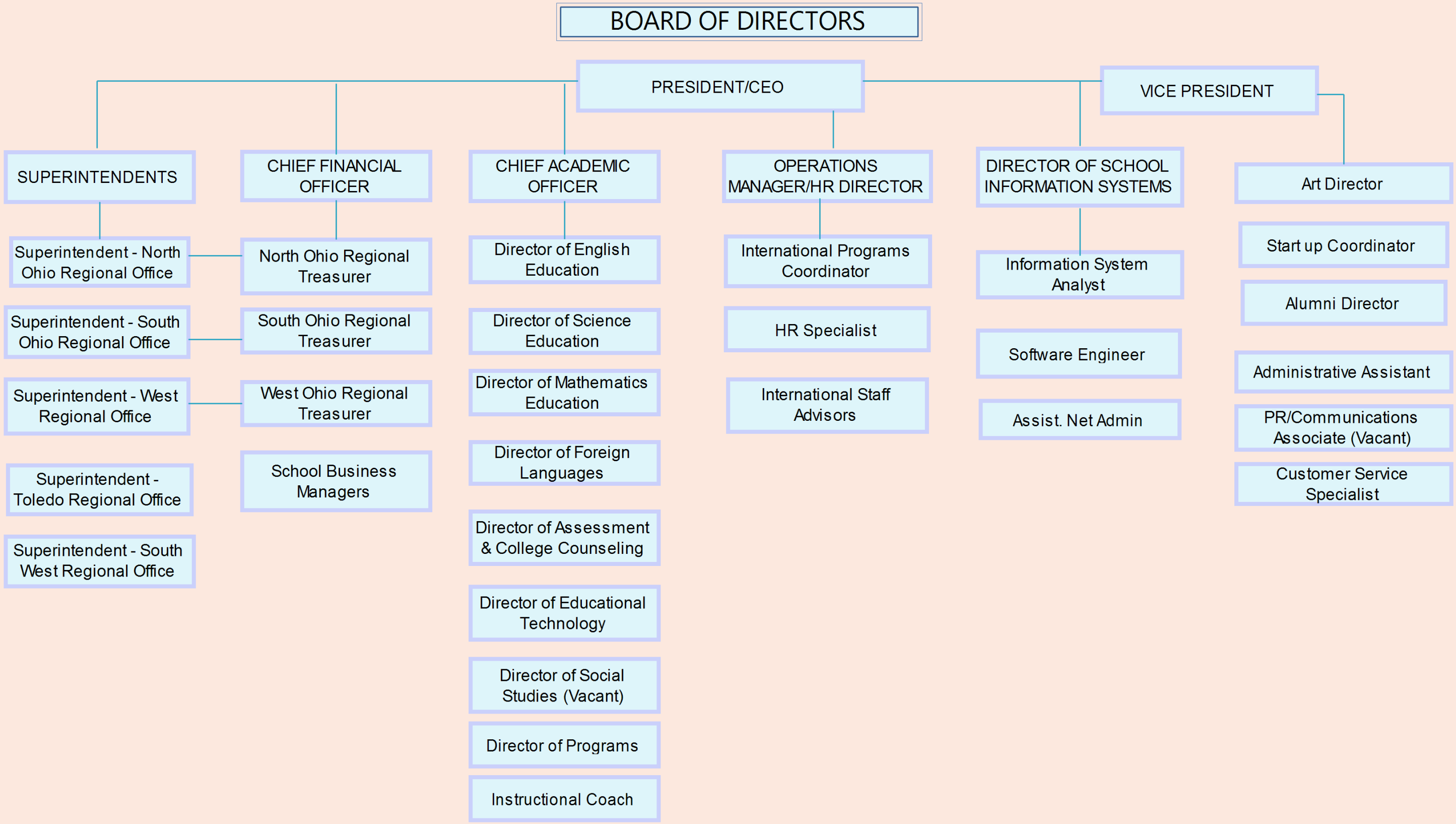
E-mail:beth.bray@indy.gov

Concept Organizational Chart

CONCEPT SCHOOLS INC. ORGANIZATIONAL CHART 2012 - 2013



Concept FY 13 Budget

Concept Schools FY 2013 Budget

Income	
Management Service Fees	8,707,911.84
Professional & Techical Serv	30,800.00
Instructional Services	16,936.70
Grant Management Services	7,500.00
Program Registration Fees	18,890.85
Student Activities	7,340.30
Contrubutions & Donations	15,000.00
Professional & Technical Serv	53,590.15
Total Income	**8,857,969.84**
Expense	
100-Salaries	
Payroll	**2,704,233.00**
200-Benefits	
Medicare	39,211.38
FICA (Soc Sec)	167,662.45
Medical Insurance	189,296.31
Dental Insurance	8,031.47
Unemployment Compensation	10,764.14
Workers Compensation	9,500.00
Total 200-Benefits	**424,465.74**
400-Purchased Services	
Accounting Services	26,936.84
Advertising	540.85
Consulting Services	165,000.00
Dues and Subscriptions	2,050.00
Electricity	6,316.08
Equipment Rental	1,139.60
Gas	300.00
Human Resource Services	32,841.60
Auto Lease Expense	3,720.00
Legal Services	195,694.25
Maintenance & Repairs-Building	8,469.16
Maintenance & Repairs-Vehicle	1,045.08
Moving & Nonrecurring Expenses	4,600.00
New School Development	0.00
Postage and Delivery	15,180.81
PR Expenses	95,349.98
Printing and Reproduction	41,921.56
Prof Develop - Seminar & Worksh	100,486.94

Professional & Technical Serv	25,897.97
Building Rent	149,132.00
Staff Retreatment	11,302.87
Student Exchange Program	102,786.27
Telecommunications	17,766.53
Testing Services	119,819.38
Travel Expenses	162,212.89
Total 400-Purchased Services	**1,290,510.66**
500-Supplies and Materials	
Company Vehicle Expenses	7,500.00
Educational Supplies&Materials	2,500.00
Food & Entertainment	64,665.58
Furniture & Equipment	3,000.00
Gifts & Incentives	42,000.00
Maintenance & Cleaning Supplies	150
Office Supplies	44,850.00
Software & Hardware	10,250.00
Total 500-Supplies and Materials	**174,915.58**
600-Capital Outlay	
Electronic and Software	7,400.00
Furniture and Fixtures	5,000.00
Machinery and Equipment	1,000.00
Total 600-Capital Outlay	**13,400.00**
800-Misc Objects	
Academic & Sport Fees	34,500.00
Bank Service Charges	1,285.00
Contributions & Memberships	42,700.00
Donated to Member Schools	1,333,380.00
Insurance; Auto	6,185.00
Insurance; Liability&Property	5,600.00
Licenses, Fees, Permits	3,300.00
Other Dues & Fees	305.00
Interest	1,150.00
Penalty	50.00
Taxes	350.00
Payroll Service	750.00
Miscellaneous	1000
Total 800-Misc Objects	**1,430,555.00**
Total Expense	**6,038,079.98**
Net Income	**2,819,889.86**

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5-Year Forecast

CONCEPT SCHOOLS, NFP

FIVE YEAR FORECAST

	Fiscal Year 2011	Fiscal Year 2012	Forecast Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015
Operating Receipts					
Management Fees	$5,552,858	$6,058,265	$6,240,013	$6,427,213	$6,620,030
Program Reg Fees	10,760	$11,466	$11,695	$11,929	$12,167
Student Activities	245,305				
Total Operating Receipts	**5,808,922**	**6,069,731**	**6,251,708**	**6,439,142**	**6,632,197**
Operating Disbursements					
100 Salaries and Wages	1,923,993	2,232,823	2,277,480	2,323,029	2,369,490
200 Employee Retirement and Insurance Benefits	236,529	338,884	345,662	352,575	359,626
400 Purchas Services	1,086,750	1,070,504	1,091,914	1,113,752	1,136,027
500 Supplies and Materials	130,185	167,486	170,836	174,252	177,738
600 Capital Outlay -New		34,000	34,680	35,374	36,081
700 Capital Outlay - Replacement					
800 Other	1,263,700	1,279,281	1,304,867	1,330,964	1,357,583
Total Operating Disbursements	**4,641,158**	**5,122,978**	**5,225,438**	**5,329,947**	**5,436,546**
Excess of Operating Receipts Over (Under) Operating Disbursements	**1,167,764**	**946,752**	**1,026,270**	**1,109,196**	**1,195,652**
Nonoperating Receipts/(Disbursements)					
Donations	9,374	10,000	10,000	10,000	10,000
Interest Income					
Debt Proceeds					
Total Nonoperating Revenues/(Expenses)	**9,374**	**10,000**	**10,000**	**10,000**	**10,000**
Excess of Operating and Nonoperating Receipts Over/(Under) Operating and Nonoperating Disbursements	1,177,138	956,752	1,036,270	1,119,196	1,205,652
Fund Balance End of Fiscal Year	**$1,177,138**	**$956,752**	**$1,036,270**	**$1,119,196**	**$1,205,652**

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Current Financial Reports

CONCEPT SCHOOLS INC.
Balance Sheet
As of June 30, 2012

		Jun 30, 12
ASSETS		
Current Assets		
Checking/Savings		
Chase Bank		1,743,484.61
Total Checking/Savings		1,743,484.61
Accounts Receivable		
Accounts Receivable		1,610,803.65
Total Accounts Receivable		1,610,803.65
Total Current Assets		3,354,288.26
Fixed Assets		
600-Fixed Assets		
Automobile	71,270.54	
Electronic and Software	50,168.62	
Furniture and Fixtures	20,060.86	
Machinery and Equipment	61,960.97	
Total 600-Fixed Assets		203,460.99
601-Accum Deprec-Fixed Assets		
Accumulated Depreciation	-67,399.11	
Total 601-Accum Deprec-Fixed Assets		-67,399.11
Total Fixed Assets		136,061.88
Other Assets		
Prepaid Expenses		5,977.36
Security Deposit		11,058.96
Loan Receivable		
Minnesota School of Science	250,000.00	
Michigan Math and Science Acad	105,000.00	
Milwaukee Math and Science Acad	105,000.00	
HSA Dayton - Downtown	105,000.00	
Total Loan Receivable		565,000.00
Total Other Assets		582,036.32
TOTAL ASSETS		**4,072,386.46**
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
Accounts Payable		41,531.70
Total Accounts Payable		41,531.70

CONCEPT SCHOOLS INC.
Balance Sheet
As of June 30, 2012

		Jun 30, 12
Other Current Liabilities		
Accrued Rent		47,428.00
HSA - Cleveland Elementary		962.40
Loan Payable		
Honda Odyssey 2010	29,097.57	
Total Loan Payable		29,097.57
Payroll Liabilities		
Federal Withholding	41,526.41	
Medicare	16,230.52	
FICA (Soc Sec)	69,398.96	
IL - Withholding	3,837.49	
OH - Withholding	3,204.09	
IN - Withholding	623.35	
WI - Withholding	975.63	
IL - Unemployment	239.27	
IN - Unemployment	219.55	
Health Insurance (employee)	-9,093.84	
Health Insurance (company)	-4,903.93	
Dental Insurance (employee)	129.96	
Dental Insurance (company)	185.25	
Columbus City Income Tax	872.34	
Payroll Liabilities - Other	-131,059.42	
Total Payroll Liabilities		-7,614.37
Total Other Current Liabilities		69,873.60
Total Current Liabilities		111,405.30
Total Liabilities		111,405.30
Equity		
Net Assets		1,678,734.42
Net Income		2,282,246.74
Total Equity		3,960,981.16
TOTAL LIABILITIES & EQUITY		**4,072,386.46**

CONCEPT SCHOOLS INC.
Statement of Cash Flows
July 2011 through June 2012

	Jul '11 - Jun 12
OPERATING ACTIVITIES	
Net Income	2,282,246.74
Adjustments to reconcile Net Income to net cash provided by operations:	
Accrued Receivable	125,000.00
Accounts Receivable	-1,089,781.93
Accounts Payable	34,742.53
Loan Payable:Honda Odyssey 2010	-6,531.46
Payroll Liabilities	-1,448.70
Payroll Liabilities:OH - Withholding	285.24
Payroll Liabilities:WI - Withholding	975.63
Payroll Liabilities:IL - Unemployment	239.27
Payroll Liabilities:IN - Unemployment	219.55
Payroll Liabilities:Health Insurance (employee)	-8,432.86
Payroll Liabilities:Health Insurance (company)	-4,178.54
Payroll Liabilities:Dental Insurance (employee)	-141.40
Payroll Liabilities:Dental Insurance (company)	-221.79
Payroll Liabilities:Columbus City Income Tax	872.34
Net cash provided by Operating Activities	1,333,844.62
INVESTING ACTIVITIES	
600-Fixed Assets:Automobile	-25,170.01
600-Fixed Assets:Electronic and Software	-2,139.13
600-Fixed Assets:Machinery and Equipment	-570.53
Prepaid Expenses	-7,977.36
Security Deposit	-700.00
Loan Receivable:IMSA Indianapolis - North	80,000.00
Loan Receivable:Michigan Math and Science Acad	110,800.00
Loan Receivable:Milwaukee Math and Science Acad	65,000.00
Loan Receivable:HSA Dayton - Downtown	35,000.00
Loan Receivable:HSA Lorain	15,000.00
Loan Receivable:HSA Toledo - Downtown	32,000.00
Net cash provided by Investing Activities	301,242.97
FINANCING ACTIVITIES	
Breeze Inc	-216,843.29
Net cash provided by Financing Activities	-216,843.29
Net cash increase for period	1,418,244.30
Cash at beginning of period	325,240.31
Cash at end of period	**1,743,484.61**

11:23 AM

08/10/12

Accrual Basis

CONCEPT SCHOOLS INC.
Profit & Loss
July 2011 through June 2012

	Jul '11 - Jun 12	
Ordinary Income/Expense		
Income		
Management Services		
Management Service Fees	6,304,353.47	
Professional & Techical Serv	28,000.00	
Instructional Services	15,397.00	
Grant Management Services	7,449.65	
Total Management Services		6,355,200.12
Program Registration Fees	17,173.50	
Student Activities	6,673.00	
Contrubutions & Donations	14,957.10	
Professional & Technical Serv	48,718.32	
Total Income		6,442,722.04
Gross Profit		6,442,722.04
Expense		
100-Salaries		
Payroll	2,298,635.96	
Total 100-Salaries		2,298,635.96
200-Benefits		
Medicare	31,935.60	
FICA (Soc Sec)	136,237.67	
Medical Insurance	146,584.90	
Dental Insurance	6,826.86	
Unemployment Compensation	9,149.67	
Workers Compensation	7,013.45	
Total 200-Benefits		337,748.15
400-Purchased Services		
Accounting Services	24,488.04	
Advertising	491.68	
Consulting Services	112,908.99	
Dues and Subscriptions	2,049.28	
Electricity	5,741.89	
Equipment Rental	912.37	
Gas	148.46	
Human Resource Services	29,856.00	
Auto Lease Expense	3,696.36	
Legal Services	177,903.86	
Maintenance & Repairs-Building	7,699.24	
Maintenance & Repairs-Vehicle	950.07	
Moving & Nonrecurring Expenses	4,594.21	
New School Development	855.90	
Postage and Delivery	13,800.74	

CONCEPT SCHOOLS INC.
Profit & Loss
July 2011 through June 2012

	Jul '11 - Jun 12	
PR Expenses	86,681.80	
Printing and Reproduction	38,110.51	
Prof Develop - Seminar & Worksh	91,351.76	
Professional & Technical Serv	23,543.61	
Building Rent	116,185.02	
Staff Retreatment	10,275.34	
Student Exchange Program	93,442.06	
Telecommunications	16,151.39	
Testing Services	108,926.71	
Travel Expenses	147,466.26	
400-Purchased Services - Other	60.00	
Total 400-Purchased Services		1,118,291.55
500-Supplies and Materials		
Company Vehicle Expenses	7,412.81	
Educational Supplies&Materials	2,504.81	
Food & Entertainment	58,786.89	
Furniture & Equipment	1,355.87	
Gifts & Incentives	42,103.64	
Maintenance & Cleaning Supplies	89.00	
Office Supplies	44,834.25	
Software & Hardware	10,244.11	
Total 500-Supplies and Materials		167,331.38
600-Capital Outlay		
Electronic and Software	7,451.20	
Furniture and Fixtures	2,452.40	
Machinery and Equipment	1,006.53	
Total 600-Capital Outlay		10,910.13
800-Misc Objects		
Academic & Sport Fees	19,528.68	
Bank Service Charges	1,285.09	
Contributions & Memberships	42,785.00	
Donated to Member Schools	145,800.00	
Insurance; Auto	6,185.96	
Insurance; Liability&Property	5,427.39	
Licenses, Fees, Permits	3,052.00	
Other Dues & Fees	305.35	
Interest	1,114.63	
Penalty	32.06	
Taxes	306.40	
Payroll Service	758.23	
Miscellaneous	977.34	
Total 800-Misc Objects		227,558.13

CONCEPT SCHOOLS INC.
Profit & Loss
July 2011 through June 2012

	Jul '11 - Jun 12
Total Expense	4,160,475.30
Net Ordinary Income	2,282,246.74
Net Income	**2,282,246.74**

Concept

Annual Tax Return

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

▶ The organization may have to use a copy of this return to satisfy state reporting requirements.

OMB No. 1545-0047

2010

Open to Public Inspection

A For the 2010 calendar year, or tax year beginning 07/01/10 , and ending 06/30/11

B Check if applicable:
- [ ] Address change
- [ ] Name change
- [ ] Initial return
- [ ] Terminated
- [ ] Amended return
- [X] Application pending

C Name of organization: CONCEPT SCHOOLS, INC.

Doing Business As

Number and street (or P.O. box if mail is not delivered to street address): 2250 E DEVON AVENUE — Room/suite: 215

City or town, state or country, and ZIP + 4: DES PLAINES IL 60018

D Employer identification number: 03-0503751

E Telephone number: 847-824-3380

G Gross receipts $ 4,098,285

F Name and address of principal officer:
SEDAT DUMAN
2250 E DEVON AVENUE, SUITE 215
DES PLAINES IL 60018

H(a) Is this a group return for affiliates? [ ] Yes [X] No

H(b) Are all affiliates included? [ ] Yes [ ] No
If "No," attach a list. (see instructions)

I Tax-exempt status: [X] 501(c)(3) [ ] 501(c) ( ) ◀ (insert no.) [ ] 4947(a)(1) or [ ] 527

J Website: ▶ WWW.CONCEPTSCHOOLS.ORG

H(c) Group exemption number ▶

K Form of organization: [X] Corporation [ ] Trust [ ] Association [ ] Other ▶

L Year of formation: 2002

M State of legal domicile: IL

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities:
AS A SUPPORTING ORGANIZATION, THE PRIMARY PURPOSE OF THE ORGANIZATION IS TO PROVIDE OVERSIGHT AND SUPERVISION OVER THE EDUCATIONAL, TECHNICAL, AND ADMINISTRATIVE FUNCTIONS OF ITS MEMBER CHARTER SCHOOLS.

2 Check this box ▶ [ ] if the organization discontinued its operations or disposed of more than 25% of its net assets.

3 Number of voting members of the governing body (Part VI, line 1a)	3	5
4 Number of independent voting members of the governing body (Part VI, line 1b)	4	5
5 Total number of individuals employed in calendar year 2010 (Part V, line 2a)	5	43
6 Total number of volunteers (estimate if necessary)	6	0
7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	
b Net unrelated business taxable income from Form 990-T, line 34	7b	0

	Prior Year	Current Year
Revenue		
8 Contributions and grants (Part VIII, line 1h)		
9 Program service revenue (Part VIII, line 2g)	3,637,829	4,098,285
10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	-9,951	
11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		
12 Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)	3,627,878	4,098,285
Expenses		
13 Grants and similar amounts paid (Part IX, column (A), lines 1–3)		
14 Benefits paid to or for members (Part IX, column (A), line 4)		
15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5–10)	1,806,949	2,176,932
16a Professional fundraising fees (Part IX, column (A), line 11e)		
b Total fundraising expenses (Part IX, column (D), line 25) ▶		
17 Other expenses (Part IX, column (A), lines 11a–11d, 11f–24f)	985,759	1,295,789
18 Total expenses. Add lines 13–17 (must equal Part IX, column (A), line 25)	2,792,708	3,472,721
19 Revenue less expenses. Subtract line 18 from line 12	835,170	625,564
Net Assets or Fund Balances	Beginning of Current Year	End of Year
20 Total assets (Part X, line 16)	1,120,530	1,949,425
21 Total liabilities (Part X, line 26)	631,184	310,577
22 Net assets or fund balances. Subtract line 21 from line 20	489,346	1,638,848

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer

▶ STEVE M GULKESEN CFO — Date 05/10/2012

Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check [ ] if self-employed	PTIN
JOSEPH J. STASTNY	JOSEPH J. STASTNY	05/09/12		P00567072

Firm's name ▶ MULCAHY, PAURITSCH, SALVADOR & CO., LTD. — Firm's EIN ▶ 36-3074623

Firm's address ▶ 14300 S RAVINIA AVE STE 200, ORLAND PARK, IL 60462-2578 — Phone no. 708-349-6999

May the IRS discuss this return with the preparer shown above? (see instructions) [X] Yes [ ] No

For Paperwork Reduction Act Notice, see the separate instructions.

DAA

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response to any question in this Part III ☐

1 Briefly describe the organization's mission:

AS A SUPPORTING ORGANIZATION, THE PRIMARY PURPOSE OF THE ORGANIZATION IS TO PROVIDE OVERSIGHT AND SUPERVISION OVER THE EDUCATIONAL, TECHNICAL, AND ADMINISTRATIVE FUNCTIONS OF ITS MEMBER CHARTER SCHOOLS.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the exempt purpose achievements for each of the organization's three largest program services by expenses. Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 3,184,885 including grants of $) (Revenue $ 4,198,020)

COMPREHENSIVE SERVICES TO ITS MEMBER CHARTER SCHOOLS.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services. (Describe in Schedule O.)

(Expenses $ including grants of $) (Revenue $)

4e **Total program service expenses ▶** 3,184,885

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? If "Yes," complete Schedule A	1	X	
2	Is the organization required to complete Schedule B, Schedule of Contributors? (see instructions)	2		X
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? If "Yes," complete Schedule C, Part II	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? If "Yes," complete Schedule C, Part III	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts where donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? If "Yes," complete Schedule D, Part I	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? If "Yes," complete Schedule D, Part II	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? If "Yes," complete Schedule D, Part III	8		X
9	Did the organization report an amount in Part X, line 21; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? If "Yes," complete Schedule D, Part IV	9		X
10	Did the organization, directly or through a related organization, hold assets in term, permanent, or quasi-endowments? If "Yes," complete Schedule D, Part V	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? If "Yes," complete Schedule D, Part VI	11a	X	
b	Did the organization report an amount for investments—other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VII	11b		X
c	Did the organization report an amount for investments—program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VIII	11c		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part IX	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? If "Yes," complete Schedule D, Part X	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? If "Yes," complete Schedule D, Part X	11f		X
12a	Did the organization obtain separate, independent audited financial statements for the tax year? If "Yes," complete Schedule D, Parts XI, XII, and XIII	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI, XII, and XIII is optional	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E	13		X
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, and program service activities outside the United States? If "Yes," complete Schedule F, Parts I and IV	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or assistance to any organization or entity located outside the United States? If "Yes," complete Schedule F, Parts II and IV	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or assistance to individuals located outside the United States? If "Yes," complete Schedule F, Parts III and IV	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? If "Yes," complete Schedule G, Part I (see instructions)	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? If "Yes," complete Schedule G, Part II	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? If "Yes," complete Schedule G, Part III	19		X
20a	Did the organization operate one or more hospitals? If "Yes," complete Schedule H	20a		X
b	If "Yes" to line 20a, did the organization attach its audited financial statements to this return? **Note.** Some Form 990 filers that operate one or more hospitals must attach audited financial statements (see instructions)	20b		

Part IV Checklist of Required Schedules (continued)

			Yes	No
21	Did the organization report more than $5,000 of grants and other assistance to governments and organizations in the United States on Part IX, column (A), line 1? If "Yes," complete Schedule I, Parts I and II	21		X
22	Did the organization report more than $5,000 of grants and other assistance to individuals in the United States on Part IX, column (A), line 2? If "Yes," complete Schedule I, Parts I and III	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? If "Yes," complete Schedule J	23		X
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3) and 501(c)(4) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? If "Yes," complete Schedule L, Part I	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I	25b		X
26	Was a loan to or by a current or former officer, director, trustee, key employee, highly compensated employee, or disqualified person outstanding as of the end of the organization's tax year? If "Yes," complete Schedule L, Part II	26		X
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor, or a grant selection committee member, or to a person related to such an individual? If "Yes," complete Schedule L, Part III	27		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, or key employee? If "Yes," complete Schedule L, Part IV	28a		X
b	A family member of a current or former officer, director, trustee, or key employee? If "Yes," complete Schedule L, Part IV	28b		X
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? If "Yes," complete Schedule L, Part IV	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? If "Yes," complete Schedule M	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? If "Yes," complete Schedule M	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? If "Yes," complete Schedule N, Part I	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? If "Yes," complete Schedule N, Part II	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? If "Yes," complete Schedule R, Part I	33		X
34	Was the organization related to any tax-exempt or taxable entity? If "Yes," complete Schedule R, Parts II, III, IV, and V, line 1	34		X
35	Is any related organization a controlled entity within the meaning of section 512(b)(13)?	35		X
a	Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," complete Schedule R, Part V, line 2 ☐ Yes ☒ No			
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? If "Yes," complete Schedule R, Part V, line 2	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? If "Yes," complete Schedule R, Part VI	37		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11 and 19? **Note.** All Form 990 filers are required to complete Schedule O	38		X

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response to any question in this Part V ☐

				Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a 9			
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b 0			
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		1c		X
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a 43			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?		2b		X
	Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file. (see instructions)				
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?		3a		X
b	If "Yes," has it filed a Form 990-T for this year? If "No," provide an explanation in Schedule O		3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		4a		X
b	If "Yes," enter the name of the foreign country: ▶				
	See instructions for filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts.				
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		5b		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?		5c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible?		6a		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		6b		
7	**Organizations that may receive deductible contributions under section 170(c).**				
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?		7a		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		7c		X
d	If "Yes," indicate the number of Forms 8282 filed during the year	7d			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		7g		X
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		7h		X
8	**Sponsoring organizations maintaining donor advised funds and section 509(a)(3) supporting organizations.** Did the supporting organization, or a donor advised fund maintained by a sponsoring organization, have excess business holdings at any time during the year?		8		
9	**Sponsoring organizations maintaining donor advised funds.**				
a	Did the organization make any taxable distributions under section 4966?		9a		
b	Did the organization make a distribution to a donor, donor advisor, or related person?		9b		
10	**Section 501(c)(7) organizations.** Enter:				
a	Initiation fees and capital contributions included on Part VIII, line 12	10a			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b			
11	**Section 501(c)(12) organizations.** Enter:				
a	Gross income from members or shareholders	11a			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?		12a		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**				
a	Is the organization licensed to issue qualified health plans in more than one state?		13a		
	Note. See the instructions for additional information the organization must report on Schedule O.				
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b			
c	Enter the amount of reserves on hand	13c			
14a	Did the organization receive any payments for indoor tanning services during the tax year?		14a		X
b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O		14b		

Part VI **Governance, Management, and Disclosure** For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response to any question in this Part VI [X]

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	5		
b	Enter the number of voting members included in line 1a, above, who are independent	1b	5		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors or trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Does the organization have members or stockholders?	6			X
7a	Does the organization have members, stockholders, or other persons who may elect one or more members of the governing body?	7a			X
b	Are any decisions of the governing body subject to approval by members, stockholders, or other persons?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b		X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O	9			X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

			Yes	No
10a	Does the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," does the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with those of the organization?	10b		
11a	Has the organization provided a copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Does the organization have a written conflict of interest policy? If "No," go to line 13	12a	X	
b	Are officers, directors or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Does the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this is done	12c	X	
13	Does the organization have a written whistleblower policy?	13		X
14	Does the organization have a written document retention and destruction policy?	14		X
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b		X
	If "Yes" to line 15a or 15b, describe the process in Schedule O. (See instructions.)			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," has the organization adopted a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and taken steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ▶ NONE

18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection. Indicate how you make these available. Check all that apply.

[ ] Own website [ ] Another's website [X] Upon request

19 Describe in Schedule O whether (and if so, how), the organization makes its governing documents, conflict of interest policy, and financial statements available to the public.

20 State the name, physical address, and telephone number of the person who possesses the books and records of the organization: ▶ STEVE M GULKESEN 2250 E DEVON AVE, SUITE 215 DES PLAINES IL 60018 847-824-3380

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response to any question in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

☐ Check this box if neither the organization nor any related organizations compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (check all that apply): Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
(1) VEDAT AKGUN BOARD PRESIDENT	0.00	X						0	0	0
(2) HAKAN YILDIZ BOARD MEMBER	0.00	X						0	0	0
(3) FATIH CELIKER TREASURER	0.00	X						0	0	0
(4) AYHAN ZORA VP/SECRETARY	0.00	X						0	0	0
(5) SERDAL AKTOLGA BOARD MEMBER	0.00	X						0	0	0
(6) SALIM UCAN VICE PRESIDENT	40.00			X				99,000	0	0
(7) STEVE M GULKESEN CFO	40.00			X				86,667	0	0
(8) SEDAT DUMAN PRESIDENT & CEO	40.00			X				85,000	0	0
(9)										
(10)										
(11)										
(12)										
(13)										
(14)										
(15)										
(16)										

Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** (continued)

(A) Name and Title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (check all that apply): Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
(26)										
(27)										
(28)										
1b Sub-total ▶								270,667		
c Total from continuation sheets to Part VII, Section A ▶										
d Total (add lines 1b and 1c) ▶								270,667		

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 in reportable compensation from the organization ▶ 0

		Yes	No
3 Did the organization list any **former** officer, director or trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete Schedule J for such individual	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? If "Yes," complete Schedule J for such individual	4		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes," complete Schedule J for such person	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 in compensation from the organization ▶ 0

Part VIII Statement of Revenue

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512, 513, or 514
Contributions, gifts, grants and other similar amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e				
	f All other contributions, gifts, grants, and similar amounts not included above	1f				
	g Noncash contributions included in lines 1a-1f: $					
	h Total. Add lines 1a–1f ▶					
Program Service Revenue		Busn. Code				
	2a MANAGEMENT FEES	900099	3,852,904	3,852,904		
	b STUDENT ACTIVITY FEES	900099	245,381	245,381		
	c					
	d					
	e					
	f All other program service revenue					
	g Total. Add lines 2a–2f ▶		4,098,285			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts) ▶					
	4 Income from investment of tax-exempt bond proceeds ▶					
	5 Royalties ▶					
		(i) Real	(ii) Personal			
	6a Gross Rents					
	b Less: rental exps.					
	c Rental inc. or (loss)					
	d Net rental income or (loss) ▶					
		(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory					
	b Less: cost or other basis & sales exps.					
	c Gain or (loss)					
	d Net gain or (loss) ▶					
	8a Gross income from fundraising events (not including $ of contributions reported on line 1c). See Part IV, line 18 a					
	b Less: direct expenses b					
	c Net income or (loss) from fundraising events ▶					
	9a Gross income from gaming activities. See Part IV, line 19 a					
	b Less: direct expenses b					
	c Net income or (loss) from gaming activities ▶					
	10a Gross sales of inventory, less returns and allowances a					
	b Less: cost of goods sold b					
	c Net income or (loss) from sales of inventory ▶					
	Miscellaneous Revenue	Busn. Code				
	11a					
	b					
	c					
	d All other revenue					
	e Total. Add lines 11a–11d ▶					
	12 Total revenue. See instructions. ▶		4,098,285	4,098,285	0	0

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns.
All other organizations must complete column (A) but are not required to complete columns (B), (C), and (D).

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the U.S. See Part IV, line 21				
2 Grants and other assistance to individuals in the U.S. See Part IV, line 22				
3 Grants and other assistance to governments, organizations, and individuals outside the U.S. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	2,016,143	1,814,529	201,614	
8 Pension plan contributions (include section 401(k) and section 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes	160,789	144,710	16,079	
11 Fees for services (non-employees):				
a Management				
b Legal				
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other	594,353	594,353		
12 Advertising and promotion				
13 Office expenses	85,040	76,536	8,504	
14 Information technology				
15 Royalties				
16 Occupancy	80,168	72,151	8,017	
17 Travel	189,892	170,903	18,989	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest	30,126	27,113	3,013	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	36,469	32,822	3,647	
23 Insurance	20,329	18,296	2,033	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24f. If line 24f amount exceeds 10% of line 25, column (A) amount, list line 24f expenses on Schedule O.)				
a PROFESSIONAL FEES	123,087	110,779	12,308	
b OTHER	118,965	107,069	11,896	
c TELEPHONE	12,428	11,185	1,243	
d UTILIITES	4,932	4,439	493	
e				
f All other expenses				
25 Total functional expenses. Add lines 1 through 24f	3,472,721	3,184,885	287,836	0
26 Joint costs. Check here ▶ ☐ if following SOP 98-2 (ASC 958-720). Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation				

Part X Balance Sheet

				(A) Beginning of year		(B) End of year
Assets	1	Cash—non-interest bearing		469,441	1	325,240
	2	Savings and temporary cash investments			2	
	3	Pledges and grants receivable, net			3	
	4	Accounts receivable, net		172,075	4	566,182
	5	Receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L			5	
	6	Receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions)			6	
	7	Notes and loans receivable, net		422,000	7	902,800
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges			9	10,670
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 175,580			
	b	Less: accumulated depreciation	10b 41,406	48,630	10c	134,174
	11	Investments—publicly traded securities			11	
	12	Investments—other securities. See Part IV, line 11			12	
	13	Investments—program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11		8,384	15	10,359
	16	**Total assets.** Add lines 1 through 15 (must equal line 34)		1,120,530	16	1,949,425
Liabilities	17	Accounts payable and accrued expenses		139,051	17	53,877
	18	Grants payable			18	
	19	Deferred revenue			19	
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties		458,419	24	252,485
	25	Other liabilities. Complete Part X of Schedule D		33,714	25	4,215
	26	**Total liabilities.** Add lines 17 through 25		631,184	26	310,577
Net Assets or Fund Balances		**Organizations that follow SFAS 117, check here ▶ [X] and complete lines 27 through 29, and lines 33 and 34.**				
	27	Unrestricted net assets		489,346	27	1,638,848
	28	Temporarily restricted net assets			28	
	29	Permanently restricted net assets			29	
		Organizations that do not follow SFAS 117, check here ▶ [ ] and complete lines 30 through 34.				
	30	Capital stock or trust principal, or current funds			30	
	31	Paid-in or capital surplus, or land, building, or equipment fund			31	
	32	Retained earnings, endowment, accumulated income, or other funds			32	
	33	Total net assets or fund balances		489,346	33	1,638,848
	34	Total liabilities and net assets/fund balances		1,120,530	34	1,949,425

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Part XI Reconciliation of Net Assets

Check if Schedule O contains a response to any question in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	4,098,285
2	Total expenses (must equal Part IX, column (A), line 25)	2	3,472,721
3	Revenue less expenses. Subtract line 2 from line 1	3	625,564
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	489,346
5	Other changes in net assets or fund balances (explain in Schedule O)	5	523,938
6	Net assets or fund balances at end of year. Combine lines 3, 4, and 5 (must equal Part X, line 33, column (B))	6	1,638,848

Part XII Financial Statements and Reporting

Check if Schedule O contains a response to any question in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☒ Cash ☐ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.			
d	If "Yes" to line 2a or 2b, check a box below to indicate whether the financial statements for the year were issued on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.	3b		

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SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

OMB No. 1545-0047

2010

Open to Public Inspection

Name of the organization: CONCEPT SCHOOLS, INC.

Employer identification number: 03-0503751

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

1 [ ] A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 [ ] A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E.)

3 [ ] A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 [ ] A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: .....

5 [ ] An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 [ ] A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 [ ] An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 [ ] A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 [ ] An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

10 [ ] An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

11 [X] An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See **section 509(a)(3).** Check the box that describes the type of supporting organization and complete lines 11e through 11h.

a [X] Type I b [ ] Type II c [ ] Type III–Functionally integrated d [ ] Type III–Other

e [X] By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).

f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box ..... [ ]

g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

		Yes	No
(i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?	11g(i)		X
(ii) A family member of a person described in (i) above?	11g(ii)		X
(iii) A 35% controlled entity of a person described in (i) or (ii) above?	11g(iii)		X

h Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1–9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document? Yes	No	(v) Did you notify the organization in col. (i) of your support? Yes	No	(vi) Is the organization in col. (i) organized in the U.S.? Yes	No	(vii) Amount of support
(A) SEE ATTACHED				X		X		X	
(B)									
(C)									
(D)									
(E)									
Total									

For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Part II **Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**
(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ..... ▶ ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2010 (line 6, column (f) divided by line 11, column (f)) ..... 14 %

15 Public support percentage from 2009 Schedule A, Part II, line 14 ..... 15 %

16a **33 1/3% support test—2010.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ..... ▶ ☐

b **33 1/3% support test—2009.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ..... ▶ ☐

17a **10%-facts-and-circumstances test—2010.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ..... ▶ ☐

b **10%-facts-and-circumstances test—2009.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ..... ▶ ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ..... ▶ ☐

Part III **Support Schedule for Organizations Described in Section 509(a)(2)**
(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ▶ ☐

Section C. Computation of Public Support Percentage

15	Public support percentage for 2010 (line 8, column (f) divided by line 13, column (f))	15	%
16	Public support percentage from 2009 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17	Investment income percentage for **2010** (line 10c, column (f) divided by line 13, column (f))	17	%
18	Investment income percentage from **2009** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests—2010.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

b **33 1/3% support tests—2009.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ▶ ☐

Part IV **Supplemental Information.** Complete this part to provide the explanations required by Part II, line 10; Part II, line 17a or 17b; and Part III, line 12. Also complete this part for any additional information. (See instructions).

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes," to Form 990, Part IV, line 6, 7, 8, 9, 10, 11, or 12.

▶ Attach to Form 990. ▶ See separate instructions.

OMB No. 1545-0047

2010

Open to Public Inspection

Name of the organization: CONCEPT SCHOOLS, INC.

Employer identification number: 03-0503751

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate contributions to (during year)		
3	Aggregate grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (e.g., recreation or education)
☐ Protection of natural habitat
☐ Preservation of open space
☐ Preservation of an historically important land area
☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included in (a)	2c	
d	Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶

4 Number of states where property subject to conservation easement is located ▶

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶

7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ $

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIV, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIV, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenues included in Form 990, Part VIII, line 1 ▶ $

(ii) Assets included in Form 990, Part X ▶ $

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenues included in Form 990, Part VIII, line 1 ▶ $

b Assets included in Form 990, Part X ▶ $

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange programs
e ☐ Other

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIV.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIV and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIV.

Part V Endowment Funds. Complete if organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the year end balance held as:

a Board designated or quasi-endowment ▶ %
b Permanent endowment ▶ %
c Term endowment ▶ %

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) unrelated organizations	3a(i)		
(ii) related organizations	3a(ii)		
b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIV the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment. See Form 990, Part X, line 10.

Description of investment	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		175,580	41,406	134,174
e Other				
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10(c).) ▶				134,174

Part VII Investments—Other Securities. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments—Program Related. See Form 990, Part X, line 13.

(a) Description of investment type	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Amount
(1) Federal income taxes	
(2) ACCRUED PAYROLL LIABILITIES	4,215
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	4,215

2. FIN 48 (ASC 740) Footnote. In Part XIV, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740).

Part XI Reconciliation of Change in Net Assets from Form 990 to Audited Financial Statements

1	Total revenue (Form 990, Part VIII, column (A), line 12)	1	4,098,285
2	Total expenses (Form 990, Part IX, column (A), line 25)	2	3,472,721
3	Excess or (deficit) for the year. Subtract line 2 from line 1	3	625,564
4	Net unrealized gains (losses) on investments	4	
5	Donated services and use of facilities	5	
6	Investment expenses	6	
7	Prior period adjustments	7	
8	Other (Describe in Part XIV.)	8	523,938
9	Total adjustments (net). Add lines 4 through 8	9	523,938
10	Excess or (deficit) for the year per audited financial statements. Combine lines 3 and 9	10	1,149,502

Part XII Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

1	Total revenue, gains, and other support per audited financial statements			1	4,664,467
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains on investments	2a			
b	Donated services and use of facilities	2b			
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIV.)	2d	566,182		
e	Add lines 2a through 2d			2e	566,182
3	Subtract line 2e from line 1			3	4,098,285
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIV.)	4b			
c	Add lines 4a and 4b			4c	
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)			5	4,098,285

Part XIII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

1	Total expenses and losses per audited financial statements			1	3,514,965
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a			
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIV.)	2d	42,244		
e	Add lines 2a through 2d			2e	42,244
3	Subtract line 2e from line 1			3	3,472,721
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIV.)	4b			
c	Add lines 4a and 4b			4c	
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)			5	3,472,721

Part XIV Supplemental Information

Complete this part to provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, line 8; Part XII, lines 2d and 4b; and Part XIII, lines 2d and 4b. Also complete this part to provide any additional information.

PART XI, LINE 8 - RECONCILIATION OF CHANGES - OTHER

CASH BASIS REVENUE ADJUSTMENT $ 566,182

CASH BASIS REVENUE ADJUSTMENT $ -42,244

PART XII, LINE 2D - REVENUE AMOUNTS INCLUDED IN FINANCIALS - OTHER

CASH BASIS REVENUE ADJUSTMENT $ 566,182

Part XIV Supplemental Information (continued)

PART XIII, LINE 2D - EXPENSE AMOUNTS INCLUDED IN FINANCIALS - OTHER

CASH BASIS REVENUE ADJUSTMENT	$ 42,244

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.

OMB No. 1545-0047
2010
Open to Public Inspection

Name of the organization: CONCEPT SCHOOLS, INC.

Employer identification number: 03-0503751

FORM 990, PART VI, LINE 11B - ORGANIZATION'S PROCESS TO REVIEW FORM 990

A DRAFT COPY OF THE RETURN IS DISTRIBUTED.

FORM 990, PART VI, LINE 12C - ENFORCEMENT OF CONFLICTS POLICY

BOARD MEMBERS DISCLOSE CONFLICTS ANNUALLY.

FORM 990, PART VI, LINE 15A - COMPENSATION PROCESS FOR TOP OFFICIAL

THE BOARD REVIEWS THE DIRECTOR'S SALARY.

FORM 990, PART VI, LINE 19 - GOVERNING DOCUMENTS DISCLOSURE EXPLANATION

NO DOCUMENTS AVAILABLE TO THE PUBLIC

Form **8824**

Department of the Treasury
Internal Revenue Service

Like-Kind Exchanges

(and section 1043 conflict-of-interest sales)

▶ Attach to your tax return.

OMB No. 1545-1190

2010

Attachment Sequence No. **109**

Name(s) shown on tax return: CONCEPT SCHOOLS, INC.

Identifying number: 03-0503751

Part I Information on the Like-Kind Exchange

Note: If the property described on line 1 or line 2 is real or personal property located outside the United States, indicate the country.

1 Description of like-kind property given up:
HONDA ODYSSEY

2 Description of like-kind property received:
HONDA - ODDYSSEY

3	Date like-kind property given up was originally acquired (month, day, year)	3	09/12/07
4	Date you actually transferred your property to other party (month, day, year)	4	11/24/10
5	Date like-kind property you received was identified by written notice to another party (month, day, year). See instructions for 45-day written identification requirement	5	11/24/10
6	Date you actually received the like-kind property from other party (month, day, year). See instructions	6	11/24/10

7 Was the exchange of the property given up or received made with a related party, either directly or indirectly (such as through an intermediary)? See instructions. If "Yes," complete Part II. If "No," go to Part III ☐ Yes ☒ No

Part II Related Party Exchange Information

8 Name of related party	Relationship to you	Related party's identifying number

Address (no., street, and apt., room, or suite no., city or town, state, and ZIP code)

9 During this tax year (and before the date that is 2 years after the last transfer of property that was part of the exchange), did the related party sell or dispose of any part of the like-kind property received from you (or an intermediary) in the exchange or transfer property into the exchange, directly or indirectly (such as through an intermediary), that became your replacement property? ☐ Yes ☐ No

10 During this tax year (and before the date that is 2 years after the last transfer of property that was part of the exchange), did you sell or dispose of any part of the like-kind property you received? ☐ Yes ☐ No

If both lines 9 and 10 are "No" and this is the year of the exchange, go to Part III. If both lines 9 and 10 are "No" and this is **not** the year of the exchange, stop here. If either line 9 or line 10 is "Yes," complete Part III and report on this year's tax return the deferred gain or (loss) from line 24 **unless** one of the exceptions on line 11 applies.

11 If one of the exceptions below applies to the disposition, check the applicable box:

a ☐ The disposition was after the death of either of the related parties.

b ☐ The disposition was an involuntary conversion, and the threat of conversion occurred after the exchange.

c ☐ You can establish to the satisfaction of the IRS that neither the exchange nor the disposition had tax avoidance as one of its principal purposes. If this box is checked, attach an explanation (see instructions).

Name(s) shown on tax return. Do not enter name and social security number if shown on other side.

CONCEPT SCHOOLS, INC.

Your social security number: 03-0503751

Part III Realized Gain or (Loss), Recognized Gain, and Basis of Like-Kind Property Received

Caution: If you transferred and received **(a)** more than one group of like-kind properties or **(b)** cash or other (not like-kind) property, see **Reporting of multi-asset exchanges** in the instructions.

Note: Complete lines 12 through 14 **only** if you gave up property that was not like-kind. Otherwise, go to line 15.

12	Fair market value (FMV) of other property given up	12		
13	Adjusted basis of other property given up	13		
14	Gain or (loss) recognized on other property given up. Subtract line 13 from line 12. Report the gain or (loss) in the same manner as if the exchange had been a sale		14	
	Caution: If the property given up was used previously or partly as a home, see **Property used as home** in the instructions.			
15	Cash received, FMV of other property received, plus net liabilities assumed by other party, reduced (but not below zero) by any exchange expenses you incurred (see instructions)		15	
16	FMV of like-kind property you received		16	39,283
17	Add lines 15 and 16		17	39,283
18	Adjusted basis of like-kind property you gave up, net amounts paid to other party, plus any exchange expenses **not** used on line 15 (see instructions)		18	45,726
19	**Realized gain or (loss).** Subtract line 18 from line 17		19	-6,443
20	Enter the smaller of line 15 or line 19, but not less than zero		20	0
21	Ordinary income under recapture rules. Enter here and on Form 4797, line 16 (see instructions)		21	-6,443
22	Subtract line 21 from line 20. If zero or less, enter -0-. If more than zero, enter here and on Schedule D or Form 4797, unless the installment method applies (see instructions)		22	6,443
23	**Recognized gain.** Add lines 21 and 22		23	
24	Deferred gain or (loss). Subtract line 23 from line 19. If a related party exchange, see instructions		24	-6,443
25	**Basis of like-kind property received.** Subtract line 15 from the sum of lines 18 and 23		25	45,726

Part IV Deferral of Gain From Section 1043 Conflict-of-Interest Sales

Note: This part is to be used **only** by officers or employees of the executive branch of the Federal Government or judicial officers of the Federal Government (including certain spouses, minor or dependent children, and trustees as described in section 1043) for reporting nonrecognition of gain under section 1043 on the sale of property to comply with the conflict-of-interest requirements. This part can be used **only** if the cost of the replacement property is more than the basis of the divested property.

26 Enter the number from the upper right corner of your certificate of divestiture. (**Do not** attach a copy of your certificate. Keep the certificate with your records.) ▶

27 Description of divested property ▶

28 Description of replacement property ▶

29	Date divested property was sold (month, day, year)		29	
30	Sales price of divested property (see instructions)	30		
31	Basis of divested property	31		
32	**Realized gain.** Subtract line 31 from line 30		32	
33	Cost of replacement property purchased within 60 days after date of sale	33		
34	Subtract line 33 from line 30. If zero or less, enter -0-		34	0
35	Ordinary income under recapture rules. Enter here and on Form 4797, line 10 (see instructions)		35	
36	Subtract line 35 from line 34. If zero or less, enter -0-. If more than zero, enter here and on Schedule D or Form 4797 (see instructions)		36	0
37	**Deferred gain.** Subtract the sum of lines 35 and 36 from line 32		37	
38	**Basis of replacement property.** Subtract line 37 from line 33		38	

Forms **990 / 990-PF**

Other Notes and Loans Receivable

For calendar year 2010, or tax year beginning 07/01/10 , and ending 06/30/11

2010

Name: CONCEPT SCHOOLS, INC.

Employer Identification Number: 03-0503751

FORM 990, PART X, LINE 7 - ADDITIONAL INFORMATION

	Name of borrower	Relationship to disqualified person
(1)	DUE FROM SCHOOLS	
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		

	Original amount borrowed	Date of loan	Maturity date	Repayment terms	Interest rate
(1)					
(2)					
(3)					
(4)					
(5)					
(6)					
(7)					
(8)					
(9)					
(10)					

	Security provided by borrower	Purpose of loan
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		

	Consideration furnished by lender	Balance due at beginning of year	Balance due at end of year	Fair market value (990-PF only)
(1)		422,000	902,800	
(2)				
(3)				
(4)				
(5)				
(6)				
(7)				
(8)				
(9)				
(10)				
Totals		422,000	902,800	

Federal Statements

Form 990, Part IX, Line 11g - Other Fees for Service (Non-employee)

Description	Total Expenses	Program Service	Management & General	Fund Raising
EDUCATIONAL SUPPLIES & SERVCE	$ 594,353	$ 594,353	$	$
TOTAL	$ 594,353	$ 594,353	$ 0	$ 0

Federal Statements

Description	Amount
	$ 325,240
TOTAL	$ 325,240

Code	Description	Amount
		$ 566,182
TOTAL		$ 566,182

Code	Description	Amount
		$ 10,670
TOTAL		$ 10,670

Description	Amount
ACCRUED PAYROLL	$ 14,331
BANK OF AMERICA	47,428
ACCRUED INTEREST	77,292
TOTAL	$ 139,051

Code	Description	Amount
	HSA CLEVELAND ELEMENTARY	$ 963
	ACCOUNTS PAYABLE	11,095
	ACCRUED RENT	41,819
TOTAL		$ 53,877

Code	Description	Amount
	NOTES PAYABLE - LT	$ 163,731
	NOTES PAYABLE - ST	88,754
TOTAL		$ 252,485

Form **3115**
(Rev. December 2009)
Department of the Treasury
Internal Revenue Service

Application for Change in Accounting Method

OMB No. 1545-0152

Name of filer (name of parent corporation if a consolidated group) (see instructions)	Identification number (see instructions) 03-0503751
CONCEPT SCHOOLS, INC.	Principal business activity code number (see instructions) MANAGE CHARTER SCHOOLS
Number, street, and room or suite no. If a P.O. box, see the instructions. 2250 E DEVON AVENUE	Tax year of change begins (MM/DD/YYYY) 07/01/2010
	Tax year of change ends (MM/DD/YYYY) 06/30/2011
City or town, state, and ZIP code DES PLAINES, IL, 60018	Name of contact person (see instructions) SEDAT DUMAN
Name of applicant(s) (if different than filer) and identification number(s) (see instructions)	Contact person's telephone number 847-824-3380

If the applicant is a member of a consolidated group, check this box . . . . . ▶ ☐

If **Form 2848,** Power of Attorney and Declaration of Representative, is attached (see instructions for when Form 2848 is required), check this box . . . . . ▶ ☐

Check the box to indicate the type of applicant.

- ☐ Individual
- ☐ Corporation
- ☐ Controlled foreign corporation (Sec. 957)
- ☐ 10/50 corporation (Sec. 904(d)(2)(E))
- ☐ Qualified personal service corporation (Sec. 448(d)(2))
- ☐ Cooperative (Sec. 1381)
- ☐ Partnership
- ☐ S corporation
- ☐ Insurance co. (Sec. 816(a))
- ☐ Insurance co. (Sec. 831)
- ☐ Other (specify) ▶
- ☒ Exempt organization. Enter Code section ▶ 501(c)(3)

Check the appropriate box to indicate the type of accounting method change being requested. (see instructions)

- ☐ Depreciation or Amortization
- ☐ Financial Products and/or Financial Activities of Financial Institutions
- ☒ Other (specify) ▶ ACCRUAL TO CASH BASIS OF ACCOUNTING

Caution. *To be eligible for approval of the requested change in method of accounting, the taxpayer must provide all information that is relevant to the taxpayer or to the taxpayer's requested change in method of accounting. This includes all information requested on this Form 3115 (including its instructions), as well as any other information that is not specifically requested.*

The taxpayer must attach all applicable supplemental statements requested throughout this form.

Part I Information For Automatic Change Request

		Yes	No
1	Enter the applicable designated automatic accounting method change number for the requested automatic change. Enter only one designated automatic accounting method change number, except as provided for in guidance published by the IRS. If the requested change has no designated automatic accounting method change number, check "Other," and provide both a description of the change and citation of the IRS guidance providing the automatic change. See instructions. ▶ (a) Change No. 33 (b) Other ☐ Description ▶		
2	Do any of the scope limitations described in section 4.02 of Rev. Proc. 2008-52 cause automatic consent to be unavailable for the applicant's requested change? If "Yes," attach an explanation.		X

Note. *Complete Part II below and then Part IV, and also Schedules A through E of this form (if applicable).*

Part II Information For All Requests

		Yes	No
3	Did or will the applicant cease to engage in the trade or business to which the requested change relates, or terminate its existence, in the tax year of change (see instructions)? . . . . . If "Yes," the applicant is not eligible to make the change under automatic change request procedures.		X
4a	Does the applicant (or any present or former consolidated group in which the applicant was a member during the applicable tax year(s)) have any Federal income tax return(s) under examination (see instructions)? . . . . . If "No," go to line 5.		X
b	Is the method of accounting the applicant is requesting to change an issue (with respect to either the applicant or any present or former consolidated group in which the applicant was a member during the applicable tax year(s)) either (i) under consideration or (ii) placed in suspense (see instructions)?		X

Signature *(see instructions)*

Under penalties of perjury, I declare that I have examined this application, including accompanying schedules and statements, and to the best of my knowledge and belief, the application contains all the relevant facts relating to the application, and it is true, correct, and complete. Declaration of preparer (other than applicant) is based on all information of which preparer has any knowledge.

Filer	Preparer (other than filer/applicant)
05/10/12	
Signature and date	Signature of individual preparing the application and date
Steve M. Gulkesen	Joseph J Stastny
Name and title (print or type)	Name of individual preparing the application (print or type)
	Mulcahy, Pauritsch, Salvador & Co., Ltd.
	Name of firm preparing the application

ISA **For Privacy Act and Paperwork Reduction Act Notice, see the instructions.**

Part II **Information For All Requests** (continued)

		Yes	No
4c	Is the method of accounting the applicant is requesting to change an issue pending (with respect to either the applicant or any present or former consolidated group in which the applicant was a member during the applicable tax year(s)) for any tax year under examination (see instructions)?		X
d	Is the request to change the method of accounting being filed under the procedures requiring that the operating division director consent to the filing of the request (see instructions)? If "Yes," attach the consent statement from the director.		X
e	Is the request to change the method of accounting being filed under the 90-day or 120-day window period? If "Yes," check the box for the applicable window period and attach the required statement (see instructions). ☐ 90 day ☐ 120 day: Date examination ended ▶ _____		X
f	If you answered "Yes" to line 4a, enter the name and telephone number of the examining agent and the tax year(s) under examination. Name ▶ _____ Telephone number ▶ _____ Tax year(s) ▶ _____		
g	Has a copy of this Form 3115 been provided to the examining agent identified on line 4f?		X
5a	Does the applicant (or any present or former consolidated group in which the applicant was a member during the applicable tax year(s)) have any Federal income tax return(s) before Appeals and/or a Federal court? If "Yes," enter the name of the (check the box) ☐ Appeals officer and/or ☐ counsel for the government, telephone number, and the tax year(s) before Appeals and/or a Federal court. Name ▶ _____ Telephone number ▶ _____ Tax year(s) ▶ _____		X
b	Has a copy of this Form 3115 been provided to the Appeals officer and/or counsel for the government identified on line 5a?		X
c	Is the method of accounting the applicant is requesting to change an issue under consideration by Appeals and/or a Federal court (for either the applicant or any present or former consolidated group in which the applicant was a member for the tax year(s) the applicant was a member) (see instructions)? If "Yes," attach an explanation.		X
6	If the applicant answered "Yes" to line 4a and/or 5a with respect to any present or former consolidated group, attach a statement that provides each parent corporation's **(a)** name, **(b)** identification number, **(c)** address, and **(d)** tax year(s) during which the applicant was a member that is under examination, before an Appeals office, and/or before a Federal court.		
7	If, for federal income tax purposes, the applicant is either an entity (including a limited liability company) treated as a partnership or an S corporation, is it requesting a change from a method of accounting that is an issue under consideration in an examination, before Appeals, or before a Federal court, with respect to a Federal income tax return of a partner, member, or shareholder of that entity? If "Yes," the applicant is **not** eligible to make the change.		X
8a	Does the applicable revenue procedure (advance consent or automatic consent) state that the applicant does not receive audit protection for the requested change (see instructions)?		X
b	If "Yes," attach an explanation.		
9a	Has the applicant, its predecessor, or a related party requested or made (under either an automatic change procedure or a procedure requiring advance consent) a change in method of accounting within the past 5 years (including the year of the requested change)?		X
b	If "Yes," for each trade or business, attach a description of each requested change in method of accounting (including the tax year of change) and state whether the applicant received consent.		
c	If any application was withdrawn, not perfected, or denied, or if a Consent Agreement granting a change was not signed and returned to the IRS, or the change was not made or not made in the requested year of change, attach an explanation.		
10a	Does the applicant, its predecessor, or a related party currently have pending any request (including any concurrently filed request) for a private letter ruling, change in method of accounting, or technical advice?		X
b	If "Yes," for each request attach a statement providing the name(s) of the taxpayer, identification number(s), the type of request (private letter ruling, change in method of accounting, or technical advice), and the specific issue(s) in the request(s).		
11	Is the applicant requesting to change its **overall** method of accounting? If "Yes," check the appropriate boxes below to indicate the applicant's present and proposed methods of accounting. Also, complete Schedule A on page 4 of this form.	X	

Present method: ☐ Cash ☒ Accrual ☐ Hybrid (attach description)

Proposed method: ☒ Cash ☐ Accrual ☐ Hybrid (attach description)

Part II **Information For All Requests** (continued)

		Yes	No
12	If the applicant is either (i) **not** changing its overall method of accounting, or (ii) is changing its overall method of accounting and also changing to a special method of accounting for one or more items, attach a detailed and complete description for each of the following:		
a	The item(s) being changed.		
b	The applicant's present method for the item(s) being changed.		
c	The applicant's proposed method for the item(s) being changed.		
d	The applicant's present overall method of accounting (cash, accrual, or hybrid).		
13	Attach a detailed and complete description of the applicant's trade(s) or business(es), and the principal business activity code for each. If the applicant has more than one trade or business as defined in Regulations section 1.446-1(d), describe: whether each trade or business is accounted for separately; the goods and services provided by each trade or business and any other types of activities engaged in that generate gross income; the overall method of accounting for each trade or business; and which trade or business is requesting to change its accounting method as part of this application or a separate application.		
14	Will the proposed method of accounting be used for the applicant's books and records and financial statements? For insurance companies, see the instructions . . . . . If "No," attach an explanation.		X
15a	Has the applicant engaged, or will it engage, in a transaction to which section 381(a) applies (e.g., a reorganization, merger, or liquidation) during the proposed tax year of change determined without regard to any potential closing of the year under section 381(b)(1)?		X
b	If "Yes," for the items of income and expense that are the subject of this application, attach a statement identifying the methods of accounting used by the parties to the section 381(a) transaction immediately before the date of distribution or transfer and the method(s) that would be required by section 381(c)(4) or (c)(5) absent consent to the change(s) requested in this application.		
16	Does the applicant request a conference with the IRS National Office if the IRS proposes an adverse response?		X
17	If the applicant is changing to either the overall cash method, an overall accrual method, or is changing its method of accounting for any property subject to section 263A, any long-term contract subject to section 460, or inventories subject to section 474, enter the applicant's gross receipts for the 3 tax years preceding the tax year of change.		

1st preceding year ended: mo. yr.	2nd preceding year ended: mo. yr.	3rd preceding year ended: mo. yr.
$ NA	$	$

Part III **Information For Advance Consent Request**

		Yes	No
18	Is the applicant's requested change described in any revenue procedure, revenue ruling, notice, regulation, or other published guidance as an automatic change request? . . . . . If "Yes," attach an explanation describing why the applicant is submitting its request under advance consent request procedures.		X
19	Attach a full explanation of the legal basis supporting the proposed method for the item being changed. Include a detailed and complete description of the facts that explains how the law specifically applies to the applicant's situation and that demonstrates that the applicant is authorized to use the proposed method. Include all authority (statutes, regulations, published rulings, court cases, etc.) supporting the proposed method. Also, include either a discussion of the contrary authorities or a statement that no contrary authority exists.		
20	Attach a copy of all documents related to the proposed change (see instructions).		
21	Attach a statement of the applicant's reasons for the proposed change.		
22	If the applicant is a member of a consolidated group for the year of change, do all other members of the consolidated group use the proposed method of accounting for the item being changed? . . . . . If "No," attach an explanation.		X
23a	Enter the amount of **user fee** attached to this application (see instructions). ► $ _____		
b	If the applicant qualifies for a reduced user fee, attach the required information or certification (see instructions).		

Part IV **Section 481(a) Adjustment**

		Yes	No
24	Does the applicable revenue procedure, revenue ruling, notice, regulation, or other published guidance require the applicant to implement the requested change in method of accounting on a cut-off basis rather than a section 481(a) adjustment? . . . If "Yes," do not complete lines 25, 26, and 27 below.	X	
25	Enter the section 481(a) adjustment. Indicate whether the adjustment is an increase (+) or a decrease (-) in income. ► $ (690) Attach a summary of the computation and an explanation of the methodology used to determine the section 481(a) adjustment. If it is based on more than one component, show the computation for each component. If more than one applicant is applying for the method change on the same application, attach a list of the name, identification number, principal business activity code (see instructions), and the amount of the section 481(a) adjustment attributable to each applicant.		

Part IV Section 481(a) Adjustment (continued)

		Yes	No
26	If the section 481(a) adjustment is an increase to income of less than $25,000, does the applicant elect to take the entire amount of the adjustment into account in the year of change?	X	
27	Is any part of the section 481(a) adjustment attributable to transactions between members of an affiliated group, a consolidated group, a controlled group, or other related parties? If "Yes," attach an explanation.		X

Schedule A—Change in Overall Method of Accounting (If Schedule A applies, Part I below must be completed.)

Part I Change in Overall Method (see instructions)

1 Enter the following amounts as of the close of the tax year preceding the year of change. If none, state "None." Also, attach a statement providing a breakdown of the amounts entered on lines 1a through 1g.

		Amount
a	Income accrued but not received (such as accounts receivable) See statements	$ 172,075
b	Income received or reported before it was earned (such as advanced payments). Attach a description of the income and the legal basis for the proposed method See statements	
c	Expenses accrued but not paid (such as accounts payable)	172,765
d	Prepaid expenses previously deducted	
e	Supplies on hand previously deducted and/or not previously reported	
f	Inventory on hand previously deducted and/or not previously reported. Complete Schedule D, Part II	
g	Other amounts (specify). Attach a description of the item and the legal basis for its inclusion in the calculation of the section 481(a) adjustment. ▶	
h	**Net section 481(a) adjustment** (Combine lines 1a–1g.) Indicate whether the adjustment is an increase (+) or decrease (-) in income. Also enter the net amount of this section 481(a) adjustment amount on Part IV, line 25.	$ (690)

2 Is the applicant also requesting the recurring item exception under section 461(h)(3)? ☐ Yes ☒ No

3 Attach copies of the profit and loss statement (Schedule F (Form 1040) for farmers) and the balance sheet, if applicable, as of the close of the tax year preceding the year of change. Also attach a statement specifying the accounting method used when preparing the balance sheet. If books of account are not kept, attach a copy of the business schedules submitted with the Federal income tax return or other return (e.g., tax-exempt organization returns) for that period. If the amounts in Part I, lines 1a through 1g, do not agree with those shown on both the profit and loss statement and the balance sheet, attach a statement explaining the differences.

Part II Change to the Cash Method For Advance Consent Request (see instructions) NA

Applicants requesting a change to the cash method must attach the following information:

1 A description of inventory items (items whose production, purchase, or sale is an income-producing factor) and materials and supplies used in carrying out the business.

2 An explanation as to whether the applicant is required to use the accrual method under any section of the Code or regulations.

Schedule B—Change to the Deferral Method for Advance Payments (see instructions) NA

1 If the applicant is requesting to change to the Deferral Method for advance payments described in section 5.02 of Rev. Proc. 2004-34, 2004-1 C.B. 991, attach the following information:

a A statement explaining how the advance payments meet the definition in section 4.01 of Rev. Proc. 2004-34.

b If the applicant is filing under the automatic change procedures of Rev. Proc. 2008-52, the information required by section 8.02(3)(a)-(c) of Rev. Proc. 2004-34.

c If the applicant is filing under the advance consent provisions of Rev. Proc. 97-27, the information required by section 8.03(2)(a)-(f) of Rev. Proc. 2004-34.

2 If the applicant is requesting to change to the deferral method for advance payments described in Regulations section 1.451-5(b)(1)(ii), attach the following.

a A statement explaining how the advance payments meet the definition in Regulations section 1.451-5(a)(1).

b A statement explaining what portions of the advance payments, if any, are attributable to services, whether such services are integral to the provisions of goods or items, and whether any portions of the advance payments that are attributable to non-integral services are less than five percent of the total contract prices. See Regulations sections 1.451-5(a)(2)(i) and (3).

c A statement explaining that the advance payments will be included in income no later than when included in gross receipts for purposes of the applicant's financial reports. See Regulations section 1.451-5(b)(1)(ii).

d A statement explaining whether the inventoriable goods exception of Regulations section 1.451-5(c) applies and if so, when substantial advance payments will be received under the contracts, and how the exception will limit the deferral of income.

Schedule C—Changes Within the LIFO Inventory Method (see instructions)

Part I General LIFO Information

Complete this section if the requested change involves changes within the LIFO inventory method. Also, attach a copy of all **Forms 970,** Application To Use LIFO Inventory Method, filed to adopt or expand the use of the LIFO method. NA

1 Attach a description of the applicant's present and proposed LIFO methods and submethods for each of the following items:

a Valuing inventory (e.g., unit method or dollar-value method).

b Pooling (e.g., by line or type or class of goods, natural business unit, multiple pools, raw material content, simplified dollar-value method, inventory price index computation (IPIC) pools, vehicle-pool method, etc.).

c Pricing dollar-value pools (e.g., double-extension, index, link-chain, link-chain index, IPIC method, etc.).

d Determining the current-year cost of goods in the ending inventory (i.e., most recent acquisitions, earliest acquisitions during the current year, average cost of current-year acquisitions, or other permitted method).

2 If any present method or submethod used by the applicant is not the same as indicated on Form(s) 970 filed to adopt or expand the use of the method, attach an explanation.

3 If the proposed change is not requested for all the LIFO inventory, attach a statement specifying the inventory to which the change is and is not applicable.

4 If the proposed change is not requested for all of the LIFO pools, attach a statement specifying the LIFO pool(s) to which the change is applicable.

5 Attach a statement addressing whether the applicant values any of its LIFO inventory on a method other than cost. For example, if the applicant values some of its LIFO inventory at retail and the remainder at cost, identify which inventory items are valued under each method.

6 If changing to the IPIC method, attach a completed Form 970.

Part II Change in Pooling Inventories

1 If the applicant is proposing to change its pooling method or the number of pools, attach a description of the contents of, and state the base year for, each dollar-value pool the applicant presently uses and proposes to use.

2 If the applicant is proposing to use natural business unit (NBU) pools or requesting to change the number of NBU pools, attach the following information (to the extent not already provided) in sufficient detail to show that each proposed NBU was determined under Regulations section 1.472-8(b)(1) and (2):

a A description of the types of products produced by the applicant. If possible, attach a brochure.

b A description of the types of processes and raw materials used to produce the products in each proposed pool.

c If all of the products to be included in the proposed NBU pool(s) are not produced at one facility, state the reasons for the separate facilities, the location of each facility, and a description of the products each facility produces.

d A description of the natural business divisions adopted by the taxpayer. State whether separate cost centers are maintained and if separate profit and loss statements are prepared.

e A statement addressing whether the applicant has inventories of items purchased and held for resale that are not further processed by the applicant, including whether such items, if any, will be included in any proposed NBU pool.

f A statement addressing whether all items including raw materials, goods-in-process, and finished goods entering into the entire inventory investment for each proposed NBU pool are presently valued under the LIFO method. Describe any items that are not presently valued under the LIFO method that are to be included in each proposed pool.

g A statement addressing whether, within the proposed NBU pool(s), there are items both sold to unrelated parties and transferred to a different unit of the applicant to be used as a component part of another product prior to final processing.

3 If the applicant is engaged in manufacturing and is proposing to use the multiple pooling method or raw material content pools, attach information to show that each proposed pool will consist of a group of items that are substantially similar. See Regulations section 1.472-8(b)(3).

4 If the applicant is engaged in the wholesaling or retailing of goods and is requesting to change the number of pools used, attach information to show that each of the proposed pools is based on customary business classifications of the applicant's trade or business. See Regulations section 1.472-8(c).

Schedule D—Change in the Treatment of Long-Term Contracts Under Section 460, Inventories, or Other Section 263A Assets (see instructions)

N/A

Part I Change in Reporting Income From Long-Term Contracts (Also complete Part III on pages 7 and 8.)

1 To the extent not already provided, attach a description of the applicant's present and proposed methods for reporting income and expenses from long-term contracts. Also, attach a representative actual contract (without any deletion) for the requested change. If the applicant is a construction contractor, attach a detailed description of its construction activities.

2a Are the applicant's contracts long-term contracts as defined in section 460(f)(1) (see instructions)? . . ☐ Yes ☐ No

b If "Yes," do all the contracts qualify for the exception under section 460(e) (see instructions)? . . . . ☐ Yes ☐ No

If line 2b is "No," attach an explanation.

c If line 2b is "Yes," is the applicant requesting to use the percentage-of-completion method using cost-to-cost under Regulations section 1.460-4(b)? . . . . . ☐ Yes ☐ No

d If line 2c is "No," is the applicant requesting to use the exempt-contract percentage-of-completion method under Regulations section 1.460-4(c)(2)? . . . . . ☐ Yes ☐ No

If line 2d is "Yes," attach an explanation of what cost comparison the applicant will use to determine a contract's completion factor.

If line 2d is "No," attach an explanation of what method the applicant is using and the authority for its use.

3a Does the applicant have long-term manufacturing contracts as defined in section 460(f)(2)? . . . . . ☐ Yes ☐ No

b If "Yes," attach an explanation of the applicant's present and proposed method(s) of accounting for long-term manufacturing contracts.

c Attach a description of the applicant's manufacturing activities, including any required installation of manufactured goods.

4 To determine a contract's completion factor using the percentage-of-completion method:

a Will the applicant use the cost-to-cost method in Regulations section 1.460-4(b)? . . . . . ☐ Yes ☐ No

b If line 4a is "No," is the applicant electing the simplified cost-to-cost method (see section 460(b)(3) and Regulations section 1.460-5(c))? . . . . . ☐ Yes ☐ No

5 Attach a statement indicating whether any of the applicant's contracts are either cost-plus long-term contracts or Federal long-term contracts.

Part II Change in Valuing Inventories Including Cost Allocation Changes (Also complete Part III on pages 7 and 8.)

NA

1 Attach a description of the inventory goods being changed.

2 Attach a description of the inventory goods (if any) NOT being changed.

3a Is the applicant subject to section 263A? If "No," go to line 4a . . . . . ☐ Yes ☐ No

b Is the applicant's present inventory valuation method in compliance with section 263A (see instructions)? If "No," attach a detailed explanation . . . . . ☐ Yes ☐ No

4a Check the appropriate boxes below.

	Inventory Being Changed		Inventory Not Being Changed
	Present method	Proposed method	Present method
Identification methods:			
Specific identification			
FIFO			
LIFO			
Other (attach explanation)			
Valuation methods:			
Cost			
Cost or market, whichever is lower			
Retail cost			
Retail, lower of cost or market			
Other (attach explanation)			
b Enter the value at the end of the tax year preceding the year of change			

5 If the applicant is changing from the LIFO inventory method to a non-LIFO method, attach the following information (see instructions).

a Copies of Form(s) 970 filed to adopt or expand the use of the method.

b **Only for applicants requesting advance consent.** A statement describing whether the applicant is changing to the method required by Regulations section 1.472-6(a) or (b), or whether the applicant is proposing a different method.

c **Only for applicants requesting an automatic change.** The statement required by section 22.01(5) of the Appendix of Rev. Proc. 2008-52 (or its successor).

Part III **Method of Cost Allocation** (Complete this part if the requested change involves either property subject to section 263A or long-term contracts as described in section 460 (see instructions)).

Section A—Allocation and Capitalization Methods

Attach a description (including sample computations) of the present and proposed method(s) the applicant uses to capitalize direct and indirect costs properly allocable to real or tangible personal property produced and property acquired for resale, or to allocate and, where appropriate, capitalize direct and indirect costs properly allocable to long-term contracts. Include a description of the method(s) used for allocating indirect costs to intermediate cost objectives such as departments or activities prior to the allocation of such costs to long-term contracts, real or tangible personal property produced, and property acquired for resale. The description must include the following:

1. The method of allocating direct and indirect costs (i.e., specific identification, burden rate, standard cost, or other reasonable allocation method).
2. The method of allocating mixed service costs (i.e., direct reallocation, step-allocation, simplified service cost using the labor-based allocation ratio, simplified service cost using the production cost allocation ratio, or other reasonable allocation method).
3. The method of capitalizing additional section 263A costs (i.e., simplified production with or without the historic absorption ratio election, simplified resale with or without the historic absorption ratio election including permissible variations, the U.S. ratio, or other reasonable allocation method).

Section B—Direct and Indirect Costs Required To Be Allocated

Check the appropriate boxes showing the costs that are or will be fully included, to the extent required, in the cost of real or tangible personal property produced or property acquired for resale under section 263A or allocated to long-term contracts under section 460. Mark "N/A" in a box if those costs are not incurred by the applicant. If a box is not checked, it is assumed that those costs are not fully included to the extent required. Attach an explanation for boxes that are not checked.

		Present method	Proposed method
1	Direct material		
2	Direct labor		
3	Indirect labor		
4	Officers' compensation (not including selling activities)		
5	Pension and other related costs		
6	Employee benefits		
7	Indirect materials and supplies		
8	Purchasing costs		
9	Handling, processing, assembly, and repackaging costs		
10	Offsite storage and warehousing costs		
11	Depreciation, amortization, and cost recovery allowance for equipment and facilities placed in service and not temporarily idle		
12	Depletion		
13	Rent		
14	Taxes other than state, local, and foreign income taxes		
15	Insurance		
16	Utilities		
17	Maintenance and repairs that relate to a production, resale, or long-term contract activity		
18	Engineering and design costs (not including section 174 research and experimental expenses)		
19	Rework labor, scrap, and spoilage		
20	Tools and equipment		
21	Quality control and inspection		
22	Bidding expenses incurred in the solicitation of contracts awarded to the applicant		
23	Licensing and franchise costs		
24	Capitalizable service costs (including mixed service costs)		
25	Administrative costs (not including any costs of selling or any return on capital)		
26	Research and experimental expenses attributable to long-term contracts		
27	Interest		
28	Other costs (Attach a list of these costs.)		

		(i) Name of Supported Organization	(ii) FEIN #	(iii) Type of Organizatior	(iv) Organizations listed on Gov.	(v) Org. was notified	(vi) Org. in US	(vii) Amount of
1	North OH Schools	HSA- Cleveland HS	34-1869716	Part I (2) / 501(c)3	Yes	Yes	Yes	0
2		HSA- Cleveland MS	20-2011609	Part I (2) / 501(c)3	Yes	Yes	Yes	0
3		HSA- Cleveland ES	26-2132225	Part I (2) / 501(c)3	Yes	Yes	Yes	0
4		HSA- Denison MS	20-2003228	Part I (2) / 501(c)3	Yes	Yes	Yes	0
5		HSA- Denison ES	26-2132237	Part I (2) / 501(c)3	Yes	Yes	Yes	0
6		HSA- Lorain	26-4574311	Part I (2) / 501(c)3	Yes	Yes	Yes	0
7		HSA- Toledo	20-0524037	Part I (2) / 501(c)3	Yes	Yes	Yes	0
8		HSA- Springfield	20-2004609	Part I (2) / 501(c)3	Yes	Yes	Yes	0
9		Noble Academy-Cleveland	20-4451404	Part I (2) / 501(c)3	Yes	Yes	Yes	0
10		HSA- Youngstown	27-2060536	Part I (2) / 501(c)3	Yes	Yes	Yes	0
11		HSA- Toledo-Downtown	27-2060988	Part I (2) / 501(c)3	Yes	Yes	Yes	0
12	South OH Schools	HSA- Columbus HS	31-1657839	Part I (2) / 501(c)3	Yes	Yes	Yes	0
13		HSA- Columbus MS	20-8641415	Part I (2) / 501(c)3	Yes	Yes	Yes	0
14		HSA- Columbus ES	26-2061654	Part I (2) / 501(c)3	Yes	Yes	Yes	0
15		HSA- Cincinnati	20-1850035	Part I (2) / 501(c)3	Yes	Yes	Yes	0
16		Noble Academy-Columbus	20-4460475	Part I (2) / 501(c)3	Yes	Yes	Yes	0
17		HSA- Dayton HS	26-4574224	Part I (2) / 501(c)3	Yes	Yes	Yes	0
18		HSA- Dayton Downtown	27-1844067	Part I (2) / 501(c)3	Yes	Yes	Yes	0
19		HSA- Dayton	20-1849958	Part I (2) / 501(c)3	Yes	Yes	Yes	0
20	West Schools	Chicago Math and Science Academy	45-0532536	Part I (2) / 501(c)3	Yes	Yes	Yes	0
21		Michigan Math and Science Academy	26-3243703	Part I (2) / 501(c)3	Yes	Yes	Yes	0
22		Indiana Math and Science Academy-We:	20-5751308	Part I (2) / 501(c)3	Yes	Yes	Yes	0
23		Indiana Math and Science Academy-Nor	27-2184783	Part I (2) / 501(c)3	Yes	Yes	Yes	0
24		Gateway Science Academy	26-1425925	Part I (2) / 501(c)3	Yes	Yes	Yes	0
25		Quest Charter Academy	27-0681058	Part I (2) / 501(c)3	Yes	Yes	Yes	0

Form **8868**
(Rev. January 2011)
Department of the Treasury
Internal Revenue Service

Application for Extension of Time To File an Exempt Organization Return

▶ **File a separate application for each return.**

OMB No. 1545-1709

- If you are filing for an **Automatic 3-Month Extension, complete only Part I** and check this box ▶ [X]
- If you are filing for an **Additional (Not Automatic) 3-Month Extension, complete only Part II** (on page 2 of this form).

Do not complete Part II unless you have already been granted an automatic 3-month extension on a previously filed Form 8868.

Electronic filing (e-file). You can electronically file Form 8868 if you need a 3-month automatic extension of time to file (6 months for a corporation required to file Form 990-T), or an additional (not automatic) 3-month extension of time. You can electronically file Form 8868 to request an extension of time to file any of the forms listed in Part I or Part II with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, which must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/efile and click on e-file for Charities & Nonprofits.

Part I Automatic 3-Month Extension of Time. Only submit original (no copies needed).

A corporation required to file Form 990-T and requesting an automatic 6-month extension-check this box and complete Part I only ▶ [ ]

All other corporations (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print File by the due date for filing your return. See instructions.	Name of exempt organization CONCEPT SCHOOLS, INC.	Employer identification number 03-0503751
	Number, street, and room or suite no. If a P.O. box, see instructions. 2250 E DEVON AVENUE 215	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. DES PLAINES IL 60018	

Enter the Return code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 990-EZ	03	Form 4720	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

- The books are in the care of ▶ STEVE GULKESON 2250 E DEVON AVE, SUITE 215 DES PLAINES IL 60018
  Telephone No. ▶ 847-824-3380 FAX No. ▶
- If the organization does not have an office or place of business in the United States, check this box ▶ [ ]
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____ . If this is for the whole group, check this box ▶ [ ] . If it is for part of the group, check this box ▶ [ ] and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 3-month (6 months for a corporation required to file Form 990-T) extension of time until 02/15/12 , to file the exempt organization return for the organization named above. The extension is for the organization's return for:
▶ [ ] calendar year or
▶ [X] tax year beginning 07/01/10 , and ending 06/30/11 .

2 If this tax year entered in line 1 is for less than 12 months, check reason: [ ] Initial return [ ] Final return [ ] Change in accounting period

3a	If this application is for Form 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	$
b	If this application is for Form 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	$
c	**Balance due.** Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	$

Caution. If you are going to make an electronic fund withdrawal with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

For Paperwork Reduction Act Notice, see Instructions.

- If you are filing for an **Additional (Not Automatic) 3-Month Extension, complete only Part II** and check this box ▶ [X]

Note. Only complete Part II if you have already been granted an automatic 3-month extension on a previously filed Form 8868.

- If you are filing for an **Automatic 3-Month Extension, complete only Part I** (on page 1).

Part II Additional (Not Automatic) 3-Month Extension of Time. Only file the original (no copies needed).

Type or print File by the extended due date for filing your return. See instructions.	Name of exempt organization CONCEPT SCHOOLS, INC.	Employer identification number 03-0503751
	Number, street, and room or suite no. If a P.O. box, see instructions. 2250 E DEVON AVENUE 215	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. DES PLAINES IL 60018	

Enter the Return code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990	01		
Form 990-BL	02	Form 1041-A	08
Form 990-EZ	03	Form 4720	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

STOP! Do not complete Part II if you were not already granted an automatic 3-month extension on a previously filed Form 8868.

- The books are in the care of ▶ STEVE GULKESON 2250 E DEVON AVE, SUITE 215 DES PLAINES IL 60018

Telephone No. ▶ 847-824-3380 FAX No. ▶

- If the organization does not have an office or place of business in the United States, check this box ▶ [ ]
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ▶ [ ]. If it is for part of the group, check this box ▶ [ ] and attach a list with the names and EINs of all members the extension is for.

4 I request an additional 3-month extension of time until 05/15/12.

5 For calendar year _____, or other tax year beginning 07/01/10, and ending 06/30/11.

6 If the tax year entered in line 5 is for less than 12 months, check reason: [ ] Initial return [ ] Final return [ ] Change in accounting period

7 State in detail why you need the extension
ADDITIONAL TIME IS REQUESTED TO GATHER INFORMATION TO PREPARE A COMPLETE AND ACCURATE RETURN.

8a	If this application is for Form 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	8a	$
b	If this application is for Form 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit and any amount paid previously with Form 8868.	8b	$
c	**Balance Due.** Subtract line 8b from line 8a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	8c	$

Signature and Verification

Under penalties of perjury, I declare that I have examined this form, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete, and that I am authorized to prepare this form.

Signature ▶ Title ▶ Date ▶ 02/14/12

Concept Litigation History

CONCEPT AND CONCEP MANAGED SCHOOLS
PAST AND CURRENT LEGAL ISSUES

Legal Claims Against Various Schools Outside Ohio (There are 8 schools outside Ohio):

1- Linde vs. GSA

A. Demand: Former employee of Gateway Science Academy of Saint Louis filed a wrongful discharge suit in Saint Louis County Circuit Court against Gateway Science Academy of Saint Louis claiming that she has suffered damages, including lost wages and other benefits of employment, suffered emotional distress, humiliation, embarrassment and loss of enjoyment of life due to the decision not to renew her employment contract as an instructional coordinator at GSA.
B. Response: Gateway Science Academy of Saint Louis denies that there is a wrongful discharge. GSA submitted a written response and documentation to the court showing that its action was consistent with the applicable state Charter law and its employment policies and procedures.
C. Status: The case is still pending.

2- Rhonda Hartwell vs. Chicago Mathematics and Science Academy Charter School, Inc.

A. Demand: A union filed an unfair labor practice charge on behalf of a former teacher, alleging that her non-retention was discriminatorily motivated by her union activities in violation of the Illinois Educational Labor Relations Act. The Union and the teacher sought relief in the form of backpay and reinstatement.
B. Response: CMSA denies that it violated the Illinois Educational Labor Relations Act when it decided not to retain the teacher.
C. Status: The case was settled, and the charge withdrawn before any official legal finding was Issued by the Illinois Educational Labor Relations Board.

3- Chicago Mathematics and Science Academy Charter School, Inc.,

A. Demand: CMSA filed a representation petition with the National Labor Relations Board ("NLRB"), asserting that the NLRB has jurisdiction over CMSA's labor relations because it is a private sector entity. Among other things, CMSA requested that a secret ballot election be held in connection with a demand for recognition by a local union.
B. Response: Not applicable (this is not a lawsuit that has been filed against CMSA).
C. Status: In January 2011, the NLRB accepted CMSA's appeal. Briefing was completed in March 2011, and the parties are waiting for the NLRB to issue a final decision as to whether CMSA is a private sector employer subject to the National Labor Relations Act.

Legal Claims Against Various Ohio Schools (There are 19 schools in Ohio):

1. Gehrlein v. Horizon Science Academy Denison Middle School (2007)
   A. Demand: Former teacher of HSA Denison made an age discrimination claim which was denied by EEOC. Litigation was filed.
   B. Response: School successfully defended the claim.
   C. Status: The case was resolved by summary judgment in favor of the school.

2. Catalusci v. Horizon Science Academy Denison Middle School (2007)
   A. Demand: Former teacher of HSA Denison Middle made an age/gender/equal pay claims that were denied by the EEOC. Litigation was filed.
   B. Response: School defended the claim.
   C. Status: The case was resolved and dismissed.

3. Addi v. Horizon Science Academy Denison Middle School (2008)
   A. Demand: Former teacher of HSA Denison made age/gender/reverse national origin discrimination and equal pay claims to the EEOC.
   B. Response: The claims were successfully defended.
   C. Status: The EEOC denied the claim. No litigation resulted.

4. Merkle v. Horizon Science Academy Dayton (2009, 2011)
   A. Demand: Former teacher of HSA Dayton filed a claim with the Ohio Civil Rights Commission, transferred to EEOC. The matter was voluntarily dismissed by Mr. Merkle. He later filed an additional claim with the EEOC.
   B. Response: School defended the claim.
   C. Status: The matter was dismissed by the EEOC.

5. Query v. Horizon Science Academy Cincinnati (2009)
   A. Demand: Former teacher of HSA Cincinnati appealed an unemployment claim.
   B. Response: School successfully defended the appeal.
   C. Status: Court upheld denial of unemployment compensation. Case resolved.

6. Johnson v. Horizon Science Academy Cincinnati
   A. Demand: Former teacher of HSA Dayton filed a claim with the NLRB.
   B. Response: School defended the claim.
   C. Status: Ms. Johnson withdrew her complaint.

7. Gardiner v. Horizon Science Academy Columbus Middle School
   A. Demand: Former teacher of HSA Columbus Middle filed a claim of age discrimination with the EEOC.
   B. Response: The claim was successfully defended.
   C. Status: The claim was denied by the EEOC, no litigation resulted.

8. Britton v. Noble Academy- Cleveland (2011)
   A. Demand: Former teacher of Noble Academy Cleveland filed a claim with the EEOC.
   B. Response: School defended the claim.
   C. Status: Claim was dismissed by the EEOC. No litigation resulted.

9. Cambridge Technologies v. Horizon Science Academy Springfield
   A. Demand: Cambridge Technologies alleges that the School owes it $8,680 plus interest for tables and computer monitors.
   B. Response: The School maintains that it did not order the equipment from Cambridge.
   C. Status: The matter is still pending with a trial set for June 29, 2012.

10. Cambridge Technologies v. Horizon Science Academy-Dayton
   A. Demand: Cambridge Technologies alleges that the Schools owes it $16,106.50 plus interest for various equipment.
   B. Response: The School maintains that it did not order the equipment from Cambridge.
   C. Status: The matter is still pending with a trial set for June 29, 2012.

11. Cambridge Technologies v. Horizon Science Academy Cincinnati
   A. Demand: Cambridge Technologies alleges that the Schools owes it $55,972 plus interest for various equipment.
   B. Response: The School maintains that it did not order the equipment from Cambridge.
   C. Status: The matter is still pending with a trial set for June 29, 2012.

12. Cambridge Technologies v. Noble Academy Columbus
   A. Demand: Cambridge Technologies alleges that the School owes it money for equipment received.
   B. Response: The School maintained that the amount was incorrect.
   C. Status: The matter was settled.

13. Cambridge Technologies v. Indiana Math and Science Academy- Indianapolis
   A. Demand: Cambridge Technologies alleges that the School owes it money for equipment received.
   B. Response: The School maintained that the amount was incorrect.
   C. Status: The matter was settled.

14. Cambridge Technologies v. Concept Schools
   A. Demand: Cambridge Technologies alleges that Concept Schools owed it money for equipment delivered to various Ohio schools.
   B. Response: Concept maintained that it was not the responsible party.
   C. Status: The matter was dismissed.

15. Rebecca Enk v. Horizon Science Academy Cincinnati (2010)
   A. Demand: Former teacher brought retaliation, gender and reverse national origin claims against school at the EEOC.
   B. Response: School successfully defended the claim.
   C. Status: The claim was denied by the EEOC. No litigation resulted.

16. Rhoda Case v. Horizon Science Academy Dayton (2011)
    A. Demand: Former teacher brought gender and reverse national origin claims against school at the EEOC.
    B. Response: School successfully defended the claim.
    C. Status: The claims were denied by the EEOC. No litigation resulted.

17. Young v. Horizon Science Academy Cleveland Middle School (2008)
    A. Demand: A subcontractor obtained a small claims default judgment for $2800.
    B. Response: The School was unaware of the claim at the time it was filed.
    C. Status: The School paid the judgment.

18. Student vs. Horizon Science Academy- Cleveland Elementary School
    A. Demand: A Student complained to the U.S. Department of Education, Office for Civil Rights that the school was not complying with the student's 504 Plan.
    B. Response: School denied non-compliance.
    C. Status: Dispute has been resolved and closed.

19. Student vs. Horizon Science Academy-Cleveland High School
    A. Demand: A Student complained to the Ohio Department of Education and subsequently to the U.S. Department of Education, Office for Civil Rights that the school was not meeting the student's educational needs.
    B. Response: School denied non-compliance.
    C. Status: The Ohio Department of Education matter resulted in an emergency due process hearing and the hearing officer issued a decision of no wrong doing by the School. U.S. DOE's investigation found no reasonable grounds for the complaint and the dispute has been closed.