

Appendix D  
Sample Management  
Agreement

**Education Management Agreement Between  
Minnesota School of Science Charter School  
and Concept Schools**

THIS EDUCATION MANAGEMENT AGREEMENT (the "**Agreement**") is executed as of this \_\_\_ day of \_\_\_\_\_, 2009, by and between Concept Schools ("**Concept**"), a Minnesota non-profit corporation and Minnesota School of Science ("**MSS**"), a Minnesota non-profit corporation.

WHEREAS, MSS has qualified as a tax-exempt organization under Section 501(c)(3) of the Code;

WHEREAS, MSS has been granted a charter (the "**Charter**") to organize and operate a charter school (the "**School**"), located at....., by the Minnesota Board of Education (the "Minnesota Board of Education") pursuant to the State of Minnesota Charter Schools Law, as amended (the "**Charter Schools Law**");

WHEREAS, MSS and the \_\_\_\_\_ (authorizing body) entered into a Grant of Charter and Charter School Agreement dated as \_\_\_\_\_ (the "**Charter Agreement**"), which sets forth certain terms and conditions of the Charter and which may be amended from time to time;

WHEREAS, MSS is governed by a Board of Directors (the "**MSS Board**"), which is responsible for overseeing the operations of MSS;

WHEREAS, Concept desires to provide services to MSS;

WHEREAS, MSS and Concept now desire to enter into this Agreement to govern their relationship beginning \_\_\_\_\_ (the "**Effective Date**");

NOW, THEREFORE, for and in consideration of the mutual undertakings in this Agreement, the parties hereby agree to the following terms and conditions:

1. **Term.**

(a) **Initial Term:** Unless terminated earlier in accordance with this Agreement, the term of this Agreement (the "**Term**") shall be effective on the Effective Date and continue for one (1) year.

(b) **Extensions:** This Agreement will automatically renew for additional, successive one (1) year terms unless one party notifies the other party on or before the April 1st prior to the expiration of the then-current term of its intention to not renew this Agreement. Notwithstanding the foregoing, in no event shall the Term extend beyond the term of the charter granted to MSS, as such charter may be extended from time to time (as indicated in item 8 and 9 outlined in pages 14-15.)

2. **Concept Administrative Office.** Concept agrees to maintain administrative offices in the facility of the School (the "School Facility") or within a twenty (20) mile radius of the School Facility.

3. **Concept's Responsibilities.**

(a) Provision of Services: Concept shall provide the services described herein (the "Services") to MSS subject to the direction, oversight and policies of MSS, and the requirements of the Charter Agreement and the Charter Schools Law to the extent applicable to such Services. Any responsibility of MSS that is not specifically designated to Concept herein shall be assumed to remain the responsibility of MSS unless otherwise agreed upon by both parties.

(b) Services to MSS as Charter Holder

(i) Concept shall provide to MSS ongoing training programs throughout each academic year with respect to the obligations of a non-profit director and charter school director.

(ii) Concept shall provide consulting and liaison services with the Authorizing Body and other governmental and quasi-governmental offices and agencies to ensure that MSS may continue its operation.

(iii) Budget. Concept shall prepare and submit an annual projected budget for the academic year, in reasonable detail, to MSS for the School on or before June 30 of each year. MSS must approve such budget before Concept may receive its Management Fee (as defined in Section 7).

(c) Personnel

(i) All school personnel shall be mutually selected by the Board of Directors of MSS, the School's principal(s) and Concept, and shall be employees of MSS ("MSS Employees"). MSS shall compensate all such employees according to MSS's compensation policies, which may include performance-based incentives. MSS shall pay for the salaries, fringe benefits, employment taxes and other employment related costs and expenses for all MSS Employees.

(ii) Concept shall ensure that all MSS Employees (collectively, the "School Employees") meet all local, state, and federal regulations related to school personnel and will complete a background check in accordance with the Charter Agreement and public school policies for all School Employees.

(iii) Concept shall determine staffing levels at the School, update and revise position descriptions, and prepare employment contracts for all School Employees.

(iv) Concept shall provide to all School Employees (i) training in its methods, curriculum, program, and technology to all teaching personnel at the School on a regular basis, (ii) training to new teaching personnel prior to the commencement of each academic year, and (iii) ongoing professional development programs throughout each academic year, provided that such training and development may be held onsite or offsite, at locations selected by Concept.

(v) Concept shall comply with (and shall assist MSS with its compliance) applicable federal and state laws, concerning School Employee welfare, safety and health, including, without limitation, the requirements of federal law for a drug free workplace.

(vi) Concept shall comply with (and shall assist MSS with its compliance) all applicable federal and state laws and regulations concerning the maintenance and disclosure of employee records for School Employees.

(vii) Concept shall not illegally discriminate against any School Employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, citizenship, veteran status, or sexual orientation in its recruitment, selection, training, utilization, termination or other employment-related activities.

(d) Attendance Days; School Days; School Week. Concept shall set the calendar for the academic year and shall ensure the following: (i) that the School open in August and continue until June, (ii) that the academic year consist of approximately 200 school days, provided that the number of school days must meet or exceed Minnesota requirements and must be approved in advance by MSS, and (iii) that the normal school week shall consist of, on average, four seven and one-half (7½) hour days and one six hour day, no school day of less than four hours, and an average of 35 hours of weekly attendance, provided the length of school days at the School must meet or exceed Minnesota requirements and must be approved in advance by MSS.

(e) Maximum Class Size. Concept shall determine the size of each class for the School. Concept shall ensure that no class contain more than thirty (30) students.

(f) Admissions and Enrollment. Concept shall be responsible for admissions and enrollment. Concept shall adhere to the following:

(i) Enrollment shall be open to all students, as determined by MSS and in accordance with the Charter Agreement and Charter Schools Law.

(ii) To enroll, a child's parents/guardians must complete a MSS application.

(iii) A lottery shall be held in April for the immediately succeeding academic year.

(iv) In order for an application to be included in the lottery, it must be received in the manner designated by it on the Friday immediately preceding the date of the lottery.

(v) Applications that are received after the relevant lottery date shall be assigned a place in the School or on the waiting list that is behind all who applied in timely fashion, on a first-come, first-served basis.

(vi) Students who are attending the School at the time of the lottery need not participate in the lottery and shall be allowed to fill any "open" seats before the admission of any students through the lottery so long as they timely complete an "intent to return form."

(vii) The applications of siblings of students who are currently enrolled at the School are given preference to any "open" seats.

(viii) "Open" seats in each grade level are determined for the academic year in March, after "intent to return forms" are completed by currently enrolled students.

(ix) If there are more applicants than space available in any given grade, all students not accepted in the lottery will be placed on a waiting list in the order their name placed in the lottery. After a certain date set up by MSS, enrollment will be closed and the waiting list purged. The waiting list will not carry over from year to year, and a new student application must be filled out annually if parents wish to enroll their student for subsequent academic years.

(x) Once a student enrolls in MSS, if a parent wishes to withdraw the student from MSS, the parent must fill out a withdrawal form that will contain the name of the school to which the student is transferring. The form must then be signed by the student's parent/guardian. The student's file will be sent to Concept, and Concept office staff will confirm that the student has withdrawn from MSS and will make the necessary changes in the Student Information System.

(xi) Siblings of students currently enrolled at the School are given preference when applying to the School. Sibling preference is not a guarantee of acceptance. If there are more siblings interested in attending than there are open seats, the siblings shall be placed in a random lottery and accepted in the order indicated by the lottery. Sibling preference will only be granted if the application is received by the lottery deadline. No preference shall be given to applications for siblings received after the deadline.

(xii) Concept shall only enroll students in full compliance with the requirements of the Charter Agreement and the Charter Schools Law.

(xiii) If a student who applied to and was admitted to the School is found in violation of residency or age requirements, Concept will inform the principal(s) within 48 hours of discovery, and the principal(s) shall have such student removed from the School immediately.

(g) Recruiting. Concept shall be responsible for the recruitment of students for the School. Each year Concept shall develop a recruitment plan that shall be approved by the MSS Board. Such plan shall include, but not be limited to, the development and implementation of newspaper and radio advertisements. MSS shall not incur any recruitment costs other than those listed, if any, in the approved recruitment plan.

(h) Compliance with External Source Funding. In carrying out the Services under this Agreement, Concept shall (i) comply with all terms and conditions of any external source funding (e.g., federal and state funds designated for particular purposes such as Title I and special education), (ii) upon reasonable advance request, provide evidence to MSS that the School is in compliance with such terms and conditions, and (iii) provide all reports, data, and information reasonably necessary for MSS to meet any reporting, certification or other requirements for such funding.

(i) School Operations.

(i) Concept shall provide MSS and all of its students at the School with a complete educational program based on (A) school management principles previously presented in writing to MSS, subject to the overall direction, oversight and policies of MSS, (B) the requirements of

the Charter Agreement, and (C) the Charter Schools Law, except as may be further required by this Agreement.

(ii) Concept shall provide the management and administrative services necessary to implement and operate its educational program at the School.

(iii) Concept shall operate the School in accordance with the program requirements set forth in this Agreement.

(j) Assessment of Success.

(i) Concept shall be responsible for and accountable to MSS for the performance of students who attend the School, said performance to be measured in accordance with the requirements of the Charter Agreement and the Charter Schools Law, and Concept shall coordinate and conduct such testing as is required to permit the evaluations contemplated by each of the foregoing.

(ii) Concept shall measure the success of the School based on absolute levels of student achievement in terms of test scores, and among other measures, on comparative measures against students in the local school district who have backgrounds and achievement levels similar to the School's students upon their enrollment at the School, and on measures of parent and student satisfaction.

(k) Reporting.

(i) Year End and Periodic Reports: Concept shall provide information on the performance of the School and its students to MSS in an annual academic year-end report (which year-end report shall be submitted to MSS no later than July 15 of the following academic year), and such other reports as may be required by the Charter Agreement and the Charter Schools Law (including, without limitation, monthly and quarterly financial reports as required by the Charter Agreement), provided that all such year-end reports shall be consistent with monthly and quarterly reports. All such year-end reports shall include a cover letter addressing the following, without limitation:

(A) Student information, broken down by grade level, including:

(1) Number of students served;

(2) Demographic characteristics of students, including with respect to race, percentage that qualify for free lunch, percentage that are English language learners (and what the home language is for such English language learners), percentage of students with disabilities;

(3) Student performance on standardized measures of evaluation;

(B) Faculty/staff information including, where applicable:

- (4) Staff, faculty and administration credentials, including such information as college attended, SAT/ACT scores, GRE scores where applicable, and performance on applicable teacher exams;
- (5) Staff, faculty and administration retention rates within the most recent academic year;
- (6) Staff, faculty and administration turn-over between the two most recent academic years;
- (7) Report of professional development during the previous year with respect to frequency, duration, and topics covered;

(ii) Additional Information. Concept shall provide all information regarding the operation of the School and the students at such times and in such manner as MSS shall reasonably request, including without limitation information relating to Concept's educational performance and the efficiency of the operation of the School during the academic year and any information required by CPS, the Charter Agreement, and Charter Schools Law. This Section shall survive termination of this Agreement with respect to reports covering periods prior to termination.

(iii) August 1st Deliveries: By August 1st of the academic year, Concept will deliver to MSS the following documents:

(A) A full description of the curriculum used for each grade to be served during the year, provided any revisions, additions, or deletions have been made to previously submitted documents, which shall include:

- (1) Full scope and sequence for each subject to be taught during the academic year;
- (2) Curriculum maps that describe content, skills and assessment used in each subject for each grade to be served during the year;
- (3) Explanation of vertical and horizontal alignment of the curriculum between and across grade levels and subject matter;
- (4) Description of how curriculum in each subject area is aligned to Minnesota State Learning Standards;
- (5) Description of the program to meet the needs of students with disabilities;
- (6) Description of the program to meet the needs of English Language Learners (ELL);
- (7) A description of the character educational program being implemented including the scope and sequence of such program; and

(B)Emergency preparedness plan for natural disasters and threats of violence to students, staff and faculty;

(C)A description of the organizational structure of Concept and the School, including names, which description shall include without limitation a description of the responsibilities of each member of the school administrative team, including Regional Directors, Curriculum Coordinators, School Directors, Associate Directors, Team Leaders, Disciplinarians, and any other administrative team members;

(D)A plan describing how the Concept Code of Conduct will be enforced by Concept and school staff, which plan shall include without limitation a description of how staff members, students, and volunteers will be informed of the Concept Code of Conduct;

(F)A copy of the Concept Employee Handbook;

(G)A copy of the Student and/or Parent Handbook;

(H)A description of all fees that will be assessed on parents; including without limitation policies for fees related to school trips, special projects, graduation ceremonies, and other special events, a full plan for how fees will be collected, recorded, and administered, and a plan for the reduction and/or forgiveness of fees for families experiencing economic hardship.

(iv)July 1st Deliveries: By July 1st of the following academic year, Concept will deliver to MSS a report detailing:

(A) Student performance at each grade level, in each subject;

(B) After school and ancillary activities that occurred at the School during the year; including without limitation the purpose of the activity, the number of students who participated in each activity, how often the activity occurred, and the outcomes; and

(C) Community partnerships, including without limitation the names of the community partners, the frequency of contact, the purpose of the relationship, and the outcomes of the relationship.

(v) School finances. Concept will deliver the following School finance reports as provided below.

Cash Flow Report	On the 7th business day following the close of each quarter
YTD Budget vs. Actual Financial Statement	On the 15th business day following the close of each quarter
Annual CPS Cash Basis Budget for the Immediately Succeeding Academic Year	June 15th of each year
Annual Accrual Basis Budget with	March 15th of each year

Commentary for the Immediately Succeeding Academic Year	
Preliminary Annual YTD Budget vs. Actual Financial Summary with Commentary	July 30th of each year

(l) Financial Reports. Concept shall prepare and deliver to MSS (i) bi-monthly and quarterly reports on the School's finances to MSS, which shall include detailed statements of all revenues received, from whatever source, and detailed statements of all direct expenditures for services rendered to or on behalf of the School and students who attend the School, whether incurred on-site or off-site, and which shall be delivered not later than the earlier to occur of (A) the date on which delivery of such report is required pursuant to the Charter Agreement or the Charter Schools Law, and (B) in the case of monthly reports, ten (10) days following the close of each month, and in the case of quarterly reports, forty-five (45) days following the close of each of the four fiscal quarters, (ii) an independently audited annual financial report, as required by the Charter Schools Law not later than ninety (90) days following the close of the each fiscal year, (iii) any other financial and other operational reports relating to the School which may be required pursuant to the Charter Agreement and the Charter Schools Law in accordance with the requirements thereof. Unless otherwise required by the Charter Agreement and the Charter Schools Law, the foregoing reports shall include the use of activity funds collected at the beginning of the academic year or any special collections for field trips, special activities, and special events, and Concept managed clubs, and or activity groups. The audit described in (ii) above shall explicitly correlate all budgeted administrative costs and expenses, including without limitations all costs and expenses described in (y) below with actual costs and expenses based on standard cost accounting principals.

(m) Compliance with Local, State, and Federal Guidelines.

(i) Concept shall provide all Services in accordance with the Charter Agreement, the Charter Schools Law, and applicable state and federal regulations.

(ii) Concept shall meet an agreed calendar of reporting dates relating to local, state, and federal compliance reporting and must submit at least 90% of the documents on time (and the remaining 10% within thirty (30) days of the applicable reporting date) and at least 90% of the documents must be accurate the first time that they are submitted.

(iii) If Concept fails to meet the 90% benchmark in terms of either accuracy or timeliness in a fiscal quarter, MSS shall notify Concept in writing that such benchmark was not met. If Concept fails to meet the 90% benchmark in terms of either accuracy or timeliness in two consecutive fiscal quarters, MSS shall be entitled to hire the staff necessary to complete the compliance work for Concept for the next two fiscal quarters, and Concept shall reimburse MSS for all expenses related to the hiring, training, and supervision of these compliance workers.

(iv) Except to the extent expressly waived by state authorities, Concept shall, and shall cause its officers and employees to, (A) comply with the Charter Schools Law, the Charter Agreement, and all applicable federal and state laws, concerning the maintenance and disclosure of student records, and (B) comply with the Family Educational Rights and Privacy

Act, *provided* that Concept acknowledges that such records are property of MSS, that Concept has no rights in such records whatsoever, that it shall maintain such records on behalf of MSS and may use such records only in connection with its duties under this Agreement, and that it will follow MSS's instructions in connection with such records. Based on the foregoing, MSS hereby designates employees of Concept as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. §1232g, the Family Educational Rights and Privacy Act.

(n) Concept Board Meetings. Concept shall cause its regional Board of Trustees to meet at least two times per year, provide MSS with not less than seven days' prior written notice of all such meetings (including, without limitation, telephonic and similar meetings), provide MSS with copies of all meeting minutes, board resolutions and consents, permit MSS to send up to two representatives to each meeting, and allow MSS's representatives to participate in all discussions at such meetings.

(o) Concept Fund Raising. Concept shall assist MSS in identifying and applying for grants. Concept shall have the right to apply for and receive grant money on its own or together with MSS, so long as such applications (i) are approved by the MSS Board and (ii) the received funds are utilized for their intended purpose and in a manner consistent with the requirements of the grant. Concept must keep MSS informed in writing of such applications prior to any application's submission, at the level of detail that MSS reasonably requests.

(p) Additional Programs. Concept shall coordinate summer school programs, as well as before and after school programs. Concept shall also coordinate additional programs as may be mutually agreed upon by the parties.

(q) Technology Support. Concept shall (i) amend and update the technology plan on a regular basis, (ii) provide web design and hosting services, (iii) advise on the integration of new technology into MSS, and (iv) provide technology support services as may be requested by MSS.

(r) School Facility. MSS shall be responsible for coordinating the cleaning, maintenance and operation of the School Facility. Concept shall make reasonable suggestions to MSS regarding potential improvements to the School Facility

(s) Purchasing Services. Concept shall purchase or lease on behalf of MSS requested furniture, computers, software, equipment, and other personal property necessary for the operation of MSS. All such property purchased in this manner shall be deemed the property of MSS. Concept shall provide access to supply sources so MSS can obtain centralized purchasing discounts where applicable and available.

(t) Tax-Exempt Status. Concept acknowledges and agrees that this Agreement is intended to be consistent with MSS's status as a tax-exempt organization and both parties shall interpret this Agreement in such a manner so as to prevent this Agreement from causing MSS from losing its tax-exempt status and, if necessary, shall amend this Agreement in such a manner that will cause it to comply.

4. **Intellectual Property.**

Both parties acknowledge that they mutually own all proprietary rights to curriculum or educational materials that (i) are developed by MSS or (ii) are developed by Concept with funds from MSS. Concept and MSS understand that Concept's educational materials and teaching techniques and other documents used by or in MSS may be disclosed in accordance with applicable law and the legal opinion of legal counsel of MSS.

5. **Subcontracts.**

Subject to approval by the MSS Board, Concept may subcontract services provided to MSS except for the management, oversight, or operation of the teaching and instructional program.

6. **Authority.** Concept 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 Minnesota Charter Schools Law or the Charter Agreement.

7. **Remaining within Budget**

In connection with the operation of the school, Concept shall not deviate more than 5% from the approved budget without notice to MSS and by MSS Board of Directors. If Concept shall be faced with an unforeseen expense that requires Concept to adjust the entire approved budget, Concept shall notify MSS of such unforeseen expense and shall submit an adjusted budget to MSS for approval, which approval shall not be unreasonably withheld.

8. **Fees.**

(a) In consideration of the Services to be provided to MSS by Concept, MSS shall pay Concept a fee equal to ten percent (8%) of the per pupil revenues received by MSS, including grant funding, to the extent that such grants do not prohibit the transfer of grant funds to a third party (the "**Management Fee**"). The Management Fee shall be payable to Concept only if each of the following requirements has been satisfied: (1) the MSS Board has approved a budget which includes the fees to be paid to Concept; (2) the Services for which Concept is to be paid have been provided to MSS; (3) Concept has submitted to MSS an invoice for the duration of the services, as well as a report outlining the services provided during that time period; and (4) the MSS Board approves the fees to be paid to Concept in the particular time period.

(b) The "**Management Fee**" includes salaries of the school principal and the business manager that are assigned to MSS by Concept Schools and are made bi-monthly upon successfully meeting the standards above in 7a above.

(c) All fees payable hereunder shall, at Concept's option, be made via electronic funds transfer. MSS shall cooperate with Concept to set up and establish necessary accounts and procedures such that MSS shall transfer such payments to Concept as such payments become due.

(d) Contingencies: In case of Concept Schools underperforming based on the goals of the school set by the charter agreement or federal and state guidelines, Board of Directors of MMS reserves the right to withhold 3% of the management fee. When Concept Schools meets all the goals set by the charter agreement or federal and state guidelines, board of directors of MSS again reserves the right to compensate Concept Schools with additional 2% of the per pupil fee given that MSS has the means to do so in its budget.

9. **Termination by MSS.** MSS may terminate this Agreement in the event Concept materially breaches this Agreement. Material breach, without limitation, shall include:

(a) Concept substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within sixty (60) days after receipt of written notice of such breach from MSS;

(b) Concept is liquidated or dissolved;

(c) Concept files a voluntary petition under any federal or state bankruptcy statute;

(d) A third party files an involuntary petition against Concept under any federal or state bankruptcy statute, which voluntary petition has not been dismissed or withdrawn within ninety (90) days of the date of filing;

(e) Concept fails to meet any of the material terms of the Charter; and

(f) Concept assigns this Agreement without the written consent of MSS.

10. **Termination by Concept.** Concept may terminate this Agreement in the event MSS materially breaches this Agreement. Material breach, without limitation, shall include:

(a) MSS substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within sixty (60) days after receipt of written notice of such breach from Concept;

(b) MSS is liquidated or dissolved;

(c) MSS files a voluntary petition under any federal or state bankruptcy statute;

(d) A third party files an involuntary petition against MSS under any federal or state bankruptcy statute, which voluntary petition has not been dismissed or withdrawn within ninety (90) days of the date of filing;

(e) MSS fails to pay any fees due to Concept within sixty (60) days of receiving written notice that such fees are overdue, excluding overdue payments resulting from a payment dispute between MSS and any funding entity;

(f) MSS assigns this Agreement without the written consent of Concept; and

(g) Termination of the Charter by the Authorizing Body.

11. **Duties Upon Notice of Termination and Termination.** Unless otherwise agreed in writing by the parties, the parties agree to continue charter school operations through the end of the academic year (the "**Termination Date**"); provided that MSS continues to pay Concept the Management Fee. Concept's obligations under this Agreement and other expertise shall not cease until the Termination Date. MSS shall pay to Concept all outstanding

payments on or before the Termination Date. In the event that this Agreement is terminated during an academic year, Concept shall not impede MSS's continuation of the academic year.

12. **Indemnification.** Except as otherwise stated in this Agreement, MSS agrees to indemnify, defend and hold harmless Concept from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by Concept as a result of any claims, actions or lawsuits brought against Concept as a result of the negligence, recklessness or intentional misconduct of MSS. Likewise, except as otherwise stated in this Agreement, Concept agrees to indemnify, defend and hold harmless MSS from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by MSS as a result of any claims, actions or lawsuits brought against MSS as a result of the negligence, recklessness or intentional misconduct of Concept. This indemnification provision shall survive the termination of this Agreement.

13. **Insurance.** MSS agrees to maintain workers compensation insurance, employment practices insurance, insurance against student claims, 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 Concept operates or as deemed necessary by the MSS Board. Proof of insurance must be available at time of signing this Agreement upon request by either parties or the Authorizing Body.

14. **Bonding.** Bonds for each of Concept's employees administering this Agreement are required in the amount of \$100,000 or such amount as may be reasonably required by MSS 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 MSS for all Concept employees handling money.

15. **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 MSS's responsibilities and authority for policy setting, strategic planning, budgeting, the educational program and overall oversight monitoring and supervision of MSS. MSS at all times maintains the right to accept or reject Concept's recommendations.

16. **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.

17. **Headings.** Headings used herein are for reference only and are not intended, nor shall they be used, in interpreting this instrument.

18. **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:

**[ADDRESS]**

If to the School, to:

Minnesota School of Science  
1705 W. Lunt  
Chicago, IL 60626  
Attention:  
Facsimile:

With a copy to:

Goldberg, Kohn, Bell, Black, Rosenbloom & Moritz, Ltd.  
55 E. Monroe Street, Suite 3300  
Chicago, Minnesota 60603  
Attn: Brooke A. Levy, Esq.  
Facsimile: 312.863.7856

19. **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.

20. **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.

21. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Minnesota.

22. **Assignment.** Neither party shall assign this Agreement without the written consent of the other party. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and permitted assigns.

23. **Amendment.** This Agreement may not be modified or amended except by a writing signed by each party hereto.

24. **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.

25. **Conflicting Provisions.** Any provisions that are contrary to or conflicting with the Charter shall be superseded by the terms and conditions of the Charter.

*[Signature Page Follows]*

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

**MINNESOTA SCHOOL OF SCIENCE**

By: \_\_\_\_\_  
Its: \_\_\_\_\_

**CONCEPT SCHOOLS**

By: \_\_\_\_\_  
Its: \_\_\_\_\_

# Appendix E

## 5 Year Financial Projections

**Five-Year Budget Template:**

A copy of the Budget Template Form can also be found at <http://www.indy.gov/ore/Gov/Mayor/Education/Charter/>.

**Proposed Charter School: Indiana Math and Science Academy East Indianapolis**

	From approval to opening	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	
<b>Projected Enrollment</b>	1-12 Enrollment	150	300	450	595	735	870	
	Kindergarten Enrollment	75	75	75	75	75	75	
<b>Total Enrollment</b>		225	375	525	670	810	945	
<b>I. Revenues</b>								
Carry-over from previous period		\$0	\$309,889	\$371,070	\$283,757	\$264,792	\$43,930	\$204,701
Per Pupil Payments		\$662,475	\$1,806,750	\$2,770,350	\$4,344,511	\$3,717,890	\$4,633,310	\$5,516,610
State Grants		\$49,000	\$49,000	\$49,000	\$49,000	\$49,000	\$49,000	\$49,000
Federal Grants		\$235,000	\$250,000	\$50,000	\$60,000	\$60,000	\$60,000	\$70,000
Title Funding		\$94,500	\$157,500	\$220,500	\$281,400	\$340,200	\$396,900	\$396,900
Private Funds/Grants/Fundraising		\$0	\$60,000	\$120,000	\$180,000	\$180,000	\$200,000	\$200,000
Other (Equipment Loan)		\$250,000	\$0	\$0	\$0	\$0	\$0	\$0
Student Fees		\$13,500	\$22,500	\$31,500	\$53,600	\$64,800	\$64,800	\$75,600
School Lunch Program Revenue		\$113,714	\$189,524	\$265,333	\$338,616	\$409,371	\$477,600	\$477,600
Walton Family Foundation Grant		\$230,000						
Concept Schools Loan		\$60,000						
Common School Fund Loan		\$761,846	\$554,070	\$554,070	\$535,601	\$517,132	\$498,663	\$498,663
<b>Total Revenues</b>		\$440,000	\$2,489,924	\$3,460,414	\$4,344,511	\$5,480,899	\$6,317,743	\$7,489,074
<b>II. Expenditures</b>								
<b>Human Resources</b>								
Director/Principal Salary		\$30,000	\$80,000	\$82,400	\$84,872	\$174,836	\$180,081	\$185,484
Supervisors/Lead Teachers Salaries		\$50,000	\$154,500	\$154,500	\$212,180	\$273,182	\$281,377	\$289,819
Teachers (FT) Salaries		\$518,000	\$876,530	\$876,530	\$1,295,359	\$1,657,667	\$1,957,260	\$2,402,016
Teachers (PT) Salaries		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Clerical Salaries		\$15,000	\$84,000	\$144,200	\$148,526	\$183,578	\$220,600	\$227,218
Custodial Salaries		\$0	\$26,000	\$53,560	\$55,167	\$85,233	\$87,790	\$90,423
Consultants Salaries/Contracts		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (Admin. Staff) Salaries		\$6,000	\$0	\$82,400	\$127,308	\$174,836	\$225,102	\$231,855
Payroll Taxes		\$3,902	\$57,987	\$106,610	\$147,141	\$195,024	\$225,844	\$262,151
Pension		\$2,610	\$46,980	\$86,698	\$124,680	\$165,338	\$191,677	\$225,415
Medical Benefits		\$0	\$90,000	\$142,000	\$198,500	\$244,000	\$288,000	\$328,000
Professional Development		\$4,000	\$14,000	\$25,200	\$33,600	\$42,700	\$48,300	\$54,600
Substitute Teachers		\$0	\$8,000	\$9,600	\$11,000	\$13,200	\$15,840	\$19,008
Board Recruitment		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Board Development		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Payroll Services		\$1,800	\$2,400	\$2,760	\$3,174	\$3,650	\$4,198	\$4,827
Other Human Resources Expenses		\$2,000						
<b>Total Human Resources</b>		\$67,312	\$979,367	\$1,768,457	\$2,443,506	\$3,215,244	\$3,728,068	\$4,322,816
<b>Facility</b>								
Rent			\$300,000	\$360,000	\$380,000	\$580,000	\$600,000	\$0
Mortgage			\$0	\$0	\$0	\$0	\$0	\$480,000
Renovation/Construction			\$0	\$0	\$0	\$0	\$0	\$0
Debt Service			\$0	\$57,000	\$57,000	\$57,000	\$57,000	\$57,000
Utilities			\$38,000	\$41,800	\$45,980	\$70,000	\$77,000	\$84,700
Maintenance			\$12,000	\$14,000	\$16,000	\$26,000	\$30,000	\$34,000
Other Facility Expenses								
<b>Total Facility</b>		\$0	\$350,000	\$472,800	\$498,980	\$733,000	\$764,000	\$655,700



	Years of Operation	1	2	3	4	5	6
		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Grades		K, 6,7	K,1, 6,7,8	K,1,2, 6,7,8,9	K,1,2,3, 6,7,8,9,10	K,1,2,3,4, 6,7,8,9,10,11	K,1,2,3,4,5, 6,7,8,9,10,11,12
Enrollment Number		225	375	525	670	810	945
Position							
Principal 9-12		1	1	1	1	1	1
Principal K-8		0	0	0	1	1	1
# of Principal Positions		1	1	1	2	2	2
Average Salary	\$80,000	\$80,000	\$82,400	\$84,872	\$87,418	\$90,041	\$92,742
Total Principal Salary		\$80,000	\$82,400	\$84,872	\$174,836	\$180,081	\$185,484
Dean of Students 9-12		1	1	1	1	1	1
Dean of Students K-8		0	0	0	1	1	1
Dean of Academics 9-12			1	1	1	1	1
Dean of Academics K-8		0	0	1	1	1	1
Development Director		0	1	1	1	1	1
# of Supervisor Positions		1	3	4	5	5	5
Average Salary	\$50,000	\$50,000	\$51,500	\$53,045	\$54,636	\$56,275	\$57,964
Total Supervisor Salary		\$50,000	\$154,500	\$212,180	\$273,182	\$281,377	\$289,819
Math 6		1	1	1	1	1	1
Math 7		1	1	1	1	1	1
Math 8		0	1	1	1	1	1
Math 9		0	0	1	1	1	1
Math 10		0	0	0	0	1	1
Math 11-12		0	0	0	0		1
Science 6-7		1	1	1	1	1	1
Science 8		0	1	1	1	1	1
Science 9		0	0	0	1	1	1
Science 10-12		0	0	0	0	0	1
Social Studies 6-7		1	1	1	1	1	1
Social Studies 8-9		0	1	1	1	1	1
History 10-11		0	0	0	1	1	1
History 11-12		0	0	0	0	0	1
English 6		1	1	1	1	1	1
English 7		1	1	1	1	1	1
English 8		0	1	1	1	1	1
English 9		0	0	1	1	1	1
English 10		0	0	0	1	1	1
English 11-12		0	0	0	0	0	1
Art 6-8		1	1	1	1	1	1
Art 9-12		0	0	1	1	1	1
Art K-5		0	0		0	1	1
Gym 6-12		1	1	1	1	1	1
Gym/Health K-5		0	0	1	1	1	1
Athletic Director		0	0	0	1	1	1
Computer Teacher 6-12		1	1	1	1	1	1
Computer Teacher K-5		0	0	0	0	1	1
Kindergarten Teacher		3	3	3	3	3	3
1st Grade Teacher		0	3	3	3	3	3
2nd Grade Teacher		0	0	3	3	3	3
3rd Grade Teacher		0	0	0	3	3	3
4th Grade Teacher		0	0	0	0	3	3
5th Grade Teacher		0	0	0	0	0	3
ESL Coordinator 6-12		0	0	1	1	1	1
Spanish ESL 6-12		1	1	1	1	1	1
Turkish ESL 6-12		0	1	1	1	1	1
Special Ed 6-12		1	2	2	2	2	3
Special Ed K-5		0	0	1	2	2	2
Permanent Substitute		0					
# of teaching position		14	13	13	14	15	16
Average Salary	\$42,000	\$43,700	\$46,110	\$49,243	\$50,315	\$51,115	\$52,893
Total Teacher Salaries		\$591,800	\$678,530	\$1,296,359	\$1,657,667	\$1,917,160	\$2,402,016

	Social Worker	0	1	2	2	2	2
	College Guidance	0	0	0	1	2	2
	IT Coordinator	0	1	1	1	1	1
	Other Admin Positions	0	2	3	4	5	5
	Other Admin Salary	\$40,000	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
	Total Other Admin	\$0	\$82,400	\$127,908	\$174,836	\$225,102	\$231,855
	Teacher Aide K-5	1	2	2	2	3	3
	Business Manager	1	1	1	1	1	1
	Administrative Assistant	0	1	1	1	1	1
	Secretary 1	1	1	1	1	1	1
	Secretary 2	0	0	0	1	1	1
	# of Clerical Positions	3	5	5	6	7	7
	Average Salary	\$28,000	\$28,000	\$28,840	\$29,705	\$30,596	\$31,514
	Total Clerical Salary	\$84,000	\$144,200	\$148,526	\$183,578	\$220,600	\$227,218
	Maintenance K-12	1	1	1	1	1	1
	Cleaning 1	0	1	1	1	1	1
	Cleaning 2	0	0	0	1	1	1
	# of Custodial Positions	1	2	2	3	3	3
	Average Salary	\$26,000	\$26,000	\$26,780	\$27,583	\$28,411	\$29,263
	Total Custodial Salary	\$26,000	\$53,560	\$55,167	\$85,233	\$87,790	\$90,423
	<b>Total</b>	<b>\$758,000</b>	<b>\$1,393,590</b>	<b>\$1,923,412</b>	<b>\$2,549,332</b>	<b>\$2,952,210</b>	<b>\$3,426,814</b>
	Total # of Staff	<b>20</b>	<b>36</b>	<b>48</b>	<b>61</b>	<b>69</b>	<b>78</b>
	Financial Years	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

### **IMSA-East Indianapolis Budget Assumptions**

1. Per pupil funding is \$6,424 for grades 1 through 12 and \$ 4,818 (75% of \$6,424) for Kindergarten. These figures are based on the current funding formula that IMSA Indianapolis has.
2. Free & Reduced lunch is 70% of student population. This is based on our market analysis and schools' data within our target community.
3. Food service expense is based on \$2.97 per meal per student for 200 school days. We assume that we will recover 85% of the food expense through student lunch accounts and state reimbursement for free & reduced lunches, which is an income line item.
4. Staff numbers, average salaries, and total salaries by years are shown in a table on "Payroll by Years" tab.
5. Supervisors/Lead Teachers are Dean of Students, Dean of Academics, and Development Director
6. Average Teacher Salary for the first year is \$37,000 and it increases 3% every year.
7. IMSA-East Indianapolis intends to hire no part-time teachers.
8. Clerical Positions are teacher aides, business manager, administrative assistants and secretary
9. Other admin positions are IT coordinator, social worker, and college guidance
10. Benefits and payroll taxes are calculated at the rates that our current school, IMSA Indianapolis, uses
11. Professional development is calculated at \$700 per teaching staff. This fund will be used as tuition reimbursement for staff for conferences and college courses as well as expenses for seminars organized at the school
12. Substitute teacher expense is assumed to be \$8,000 during the first year. IMSA-East Indianapolis will utilize its staff to sub for teachers during their absences. Therefore, we believe such expense will be around \$8,000. This assumption is based on expenses of other Concept Schools with similar size. IMSA-East Indianapolis will also hire a full-time substitute teacher in its third year to keep this line item steady.
13. School board member development is calculated at \$2,000 each year, which are for expenses for the board meetings and the annual board retreats.
14. Payroll services will be done externally by a company such as ADP or PayCheck.
15. Utilities are calculated at \$1,700 for gas, \$1,000 for electric, \$300 for phone, \$ 60 for water, and \$110 for sewage. They total up to \$38,000 in first year with 10% increase each year thereafter
16. Maintenance expenses are for cleaning materials which is estimated based on our expense records at IMSA. It almost doubles in our fourth year as IMSA-East Indianapolis will have two buildings at this time.
17. Textbooks are calculated at average of \$280 per student.
18. Assessments are calculated at \$18 per student.
19. Instructional equipment is calculated at \$75 per student
20. IMSA-East Indianapolis plans to provide its teachers with laptop computers. This expense is calculated at \$800 per laptop computer per staff member
21. Office software is calculated at \$6000 which is for software such as Microsoft Office and its licensing for multiple users.
22. Classroom furniture is calculated at \$230 per student. That includes a desk for \$100, a locker for \$120, and teacher desk and bookshelves for another \$10 per student
23. Computer and Science labs are calculated at \$78,000. It is calculated about \$28,000 to set up a computer lab and \$40,000 a science lab with furniture and lab equipments/materials. One computer lab has 25 computers (\$800 each, total \$20,000), furniture and printers, and LCD projector at \$8000. This is estimated based on similar expenses in other Concept Schools and IMSA.
24. Copying and reproduction expense is for leasing, servicing and paper expenses of a copy machine. IMSA-East Indianapolis intends to lease 1 copy machine in its first year, 2 in the second year, 3 in the fourth year, and 4 in the fifth year. This expense is based on the rates that our current school, IMSA, has.
25. Postage and Shipping is estimated to be higher in first year of IMSA-East Indianapolis due to heavier focus on student recruitment in our first year.
26. Internet Services are estimated to be around \$500 per month for a T1 dedicated Internet line. This amount almost doubles in our fourth year as elementary grades are housed in a separate building with their own Internet line.
27. Contracted Services(Management Fee) is the 8% fee to Concept Schools, Inc. This fee is lower in the first year because it only applies to per pupil state funding, not to Common School Fund loan.
28. Business Services are calculated \$300 per month with a 10% annual increase. This is a service that we plan to receive from an independent accounting firm which is estimated 2 hours per month at a rate of \$150 per hour.
29. Insurance is estimated to be around \$14,000 based on what our current school, IMSA pays.

30. Marketing and Development expense if for printing marketing materials such as brochures, pamphlets, promotional DVDs and more...
31. Accounting/Audit is the expense for retaining an independent private audit firm to audit IMSA-East Indianapolis annually. This assumption is based on our expense records in other Concept schools.
32. Transportation is estimated based on the current costs at IMSA. We estimate that 60% of our students will use transportation. IMSA-East Indianapolis plans to hire 3 school buses in its first and second year, 5 in the third year, 6 in the fourth year, 6 in the fifth year, and 9 in the sixth year when the school is at full capacity.
33. Concept School loan that IMSA-East Indianapolis plans to receive during the pre-operation phase will be paid in the first year of operation. This is a no interest bearing loan.

**Expenses in the budget for what seems to be for services that Concept School will provide in exchange to a 10% management fee:**

The services that Concept Schools provides to its schools include, but not limited to the following:

**Start-Up Services:** Contacting sponsors, recruiting and training local board members, writing proposals, locating facilities, and covering initial services when start-up grants are not available. If the school receives federal charter school planning grant, Concept School charges a minimal 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.

**Curriculum:** Concept Schools provides the schools with a curriculum aligned to the state standards in the state in which the school is located.

**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 is also provided.

**Assessment:** Concept Schools helps schools monitor student learning through 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.

**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 financial consulting to administrators and business managers on budgeting, 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 \$6,000 to \$12,000 annually. Some of our schools are audited by the state. In such case school does not spend any money on audit.

**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 school principals together in monthly meetings where best practices are shared. Similar meetings are organized for deans and department heads a few times each year. Concept School provides staff with trainings on the Concept school model, expectations, standards, and educational philosophy. Data-driven instruction is also a result of provided professional development in which Concept Schools' assessments are effectively analyzed. Concept also organizes annual retreat and conferences for board members and teachers.

In addition to the professional development provided by Concept Schools, individual schools develop their own professional development plans based on needs of their staff. Funding is allocated to meet these needs from school budgets. Such professional development plans include tuition reimbursement, which may be up to \$ 2,000 a year in some schools and sending their teachers to national and local conferences and seminars.

**Appendix F**  
**Concept Schools Information**  
**and Data**

# CONCEPT SCHOOLS

Concept Schools, Inc. is a Chicago-based, non-profit, charter management and consulting organization. Concept Schools, Inc. first initiated Horizon Science Academies in Cleveland and Columbus Ohio, in 1999.

In less than ten years, Concept Schools, Inc. has expanded to manage a total of 16 charter schools in Ohio, Indiana, and Illinois. All of the schools are located in urban areas and serve 4,200 underprivileged students. Schools are located in Cleveland, Columbus, Dayton, Cincinnati, and Toledo in Ohio, Indianapolis in Indiana, and Chicago in Illinois. Concept Schools is also expanding to Michigan and Missouri in 2009.

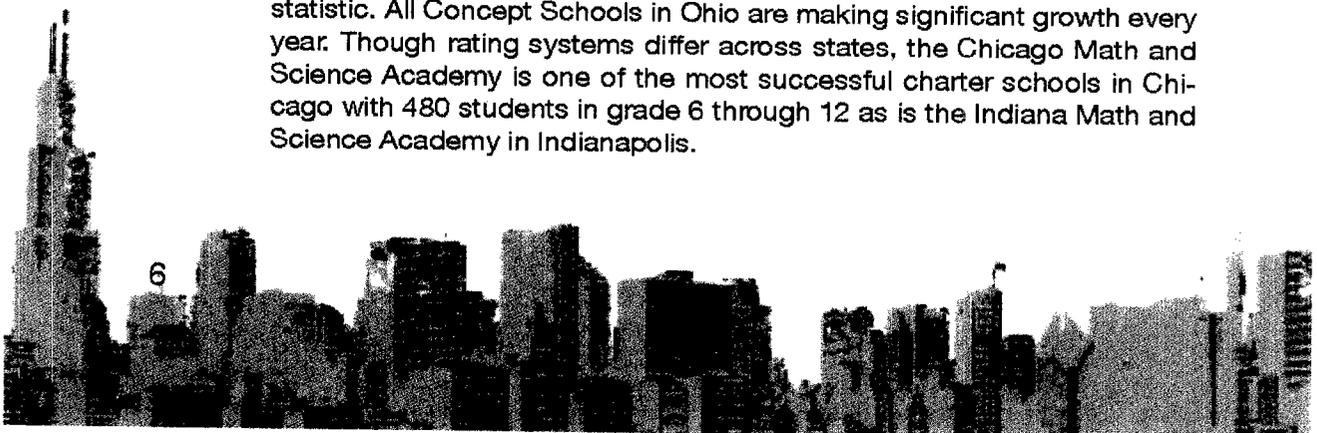
The mission of Concept Schools is to create and manage high quality college prep charter schools in the Midwest that focus on math, science, and technology.

Pillars of this successful model are:

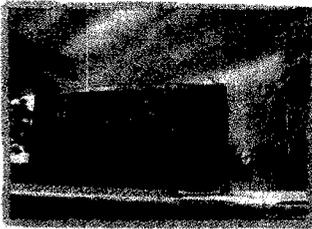
- A comprehensive college preparatory curriculum,
- Personalized education,
- Positive relationship among the triad of students, teachers, and parents,
- High level of student participation through after school and extra curricular activities, and
- A safe and encouraging learning environment.

The school model that was developed by Concept Schools initially focused only on grades 6-12. However, due to a renewed effort to close the achievement gap among elementary grades, Concept Schools expanded its model to include K-5 and has opened five elementary schools in Cleveland and Columbus.

Out of 8 charter schools in Ohio in 2007-2008 that were issued a report card by Ohio Department of Education, Cleveland High School rated Excellent, Columbus High School and HSA Cincinnati rated Effective, and all others rated Continues Improvement – a remarkable and impressive statistic. All Concept Schools in Ohio are making significant growth every year. Though rating systems differ across states, the Chicago Math and Science Academy is one of the most successful charter schools in Chicago with 480 students in grade 6 through 12 as is the Indiana Math and Science Academy in Indianapolis.



Concept Schools' central office in Chicago, Illinois employs 15 individuals with teaching and administrative experience to provide the schools with the services and oversight necessary to ensure success among all schools. The services that Concept Schools provides include, but are not limited to, the following:



### Start-Up Services

Contacting sponsors, recruiting and training local board members, writing proposals, locating facilities, and covering initial services where start-up grants are not available.



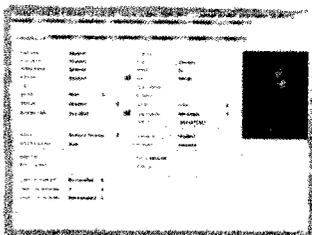
### Human Resources

Helping schools recruit quality teachers and administrators from national and international pools and providing schools with necessary handbooks, policies, and forms.



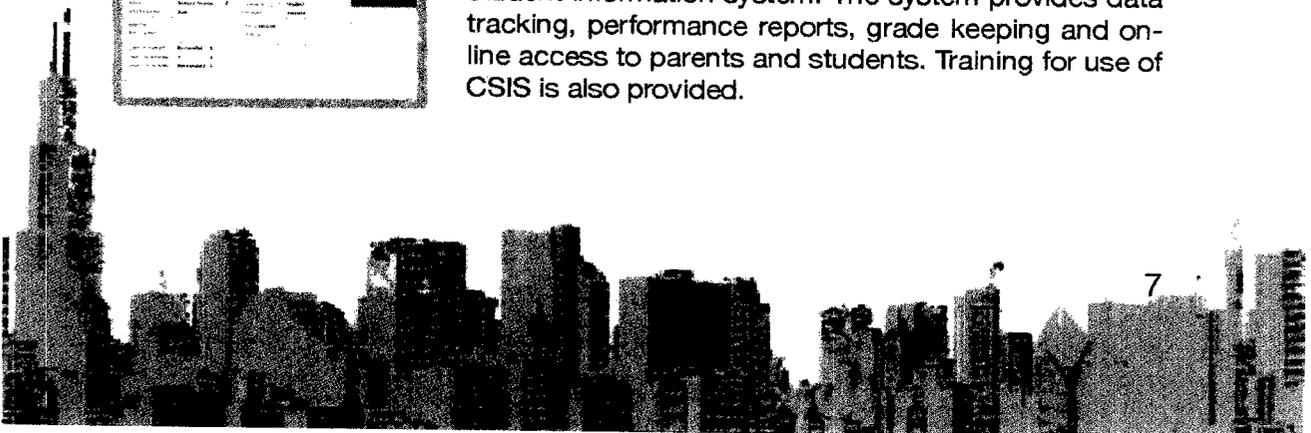
### Curriculum

Concept Schools provides the schools with a curriculum aligned to state standards in which the school is located.



### Concept Student Information System (CSIS)

Concept Schools provides and maintains each school's student information system. The system provides data tracking, performance reports, grade keeping and on-line access to parents and students. Training for use of CSIS is also provided.



# CONCEPT SCHOOLS



## Marketing

Concept School provides the schools with marketing materials to recruit students and teachers. These include brochures, flyers, newsletters, websites and posters.



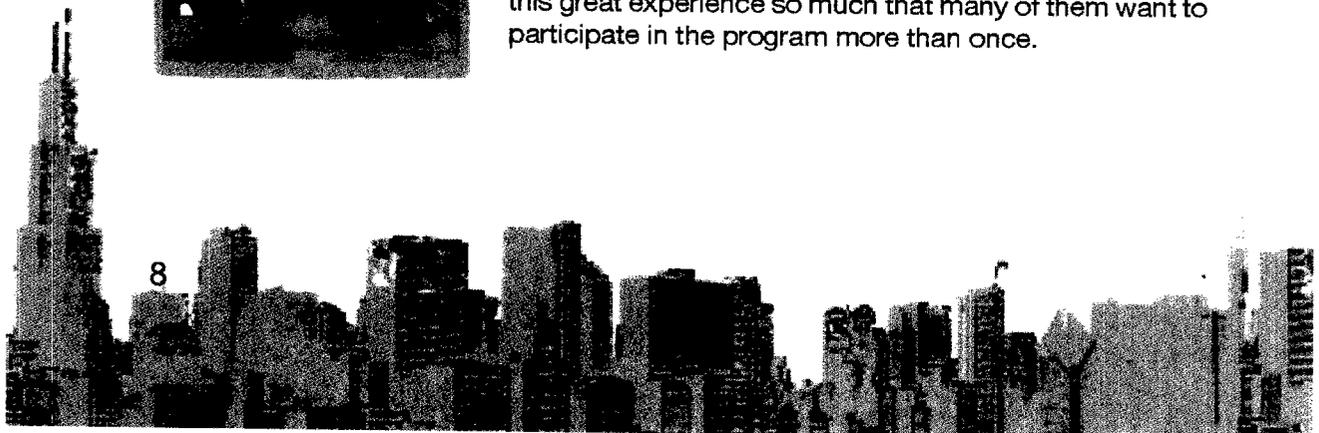
## Assessment

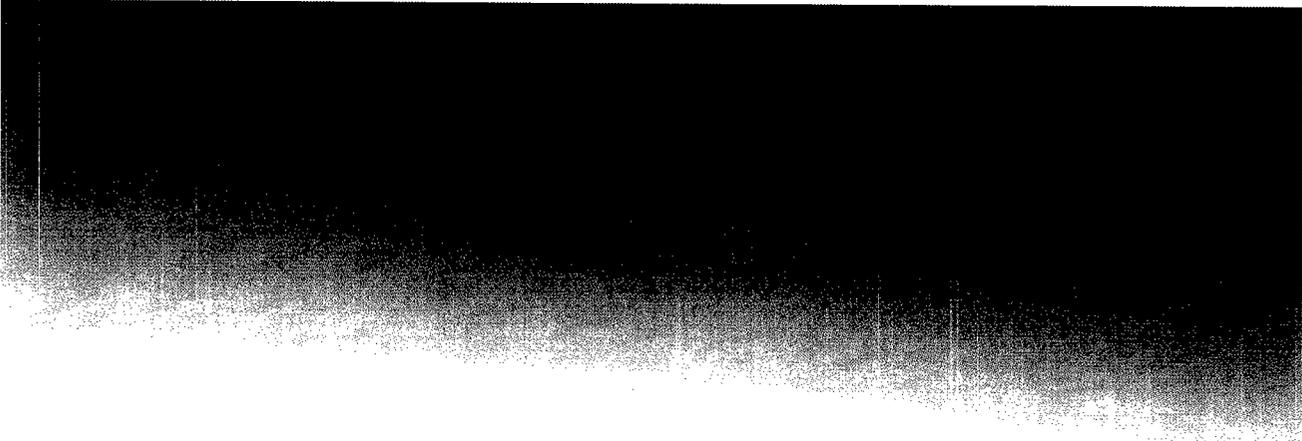
Concept Schools helps schools monitor student learning through interim assessments that are developed and analyzed at the central office. Such interim assessments mirror the state standardized tests and are aligned to schools' curriculum. Analyses of scores are available to teachers, students, and parents online within days of completing the assessment. Teachers then use this data to guide their instruction in the classroom.



## Extracurricular Activities

Concept Schools organizes annual events such as basketball tournaments, spelling bees, writing competitions, science fairs, and math competitions, in which all schools participate. The summer cultural exchange program that Concept organized three years ago has been very popular since its beginning. Students travel to Turkey and stay with local families for three weeks, gaining valuable exposure to a new country and culture. 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 schools with a team of experience educators. They visit classrooms, meet with teachers and administrators, evaluate teachers and provide feedback to the schools for improvement.



### Professional Development

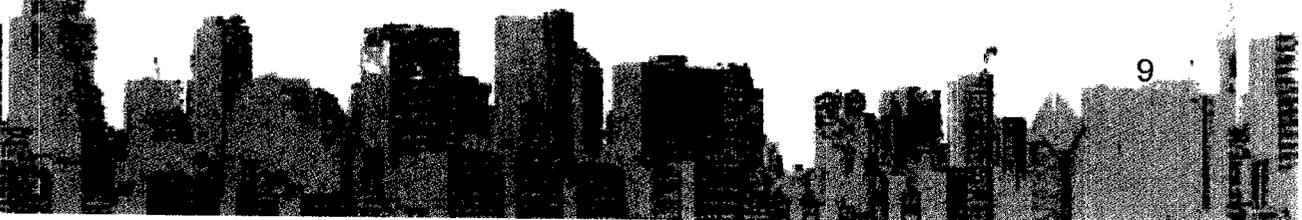
Concept Schools bring the school principals together in monthly meetings where best practices are shared. Similar meetings are also organized for deans and department heads a few times each year. Concept Schools also organizes annual retreats and conferences for board members and teachers.



### Financial Services

Concept Schools provides the schools with financial consulting to administrators and business managers on budgeting, 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.

Each charter school has its own board of directors who govern the schools independently. They are the charter holders with ultimate responsibility. Most of the board members of the schools are local individuals. The Boards contract with Concept Schools annually to receive the above mentioned services. In exchange for the services rendered to the schools, Concept Schools charges a 3-10% management fee based on the per pupil funds given by each state.



# CHICAGO MATHEMATICS AND SCIENCE ACADEMY (CMSA) CHARTER SCHOOL

CMSA Charter School's mission is to prepare its students for college by creating an effective learning environment of high expectations and standards through a rigorous college preparatory curriculum focused on mathematics, science, and technology. CMSA provides extended school hours and a longer school year, small student-to-teacher ratio, a high level of parent involvement, tutoring, extracurricular activities, sports programs, advanced study opportunities, and local, national, and international trips along with cultural exchange programs and internships. Additionally, CMSA uses data-driven instruction to better address the academic needs of each student. Teachers analyze results from the interim assessments given to students at the end of every quarter. Parents have access to students results and can track the progress of their children throughout the year. CMSA also provides parents with online access to classroom records such as assignments, homework, current grades, and attendance. CMSA is managed by Concept Schools, Inc.

1705 West Lunt Avenue  
Grades 6-11  
T) 773.761.8960

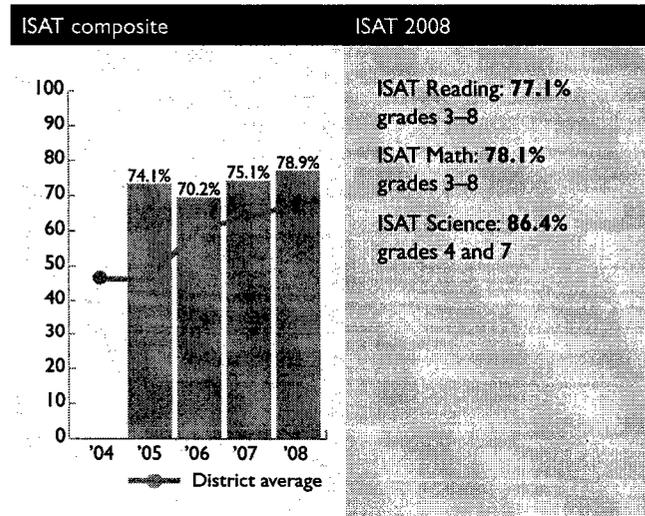
Opened fall 2004  
Term of charter: 2004-2009

## School Information

<b>2007-08 Enrollment</b>	<b>397</b>	
<b>Student/teacher ratio</b>		<b>District average</b>
Middle school	19.1/1	20/1
High school	14.1/1	16.3/1
<b>Student ethnicity</b>		
African American	25.3%	46.5%
Hispanic	58.8%	39.1%
White	4.6%	8.0%
Asian/Pacific Islander	8.0%	3.3%
Other	3.4%	3.1%
<b>Other demographics</b>		
Low-income rate	83.1%	82.7%
Limited English proficiency	3.1%	15.1%
Special education	9.8%	12.2%
<b>Percentage of students from neighborhood</b>	<b>84.6%</b>	<b>N/A</b>

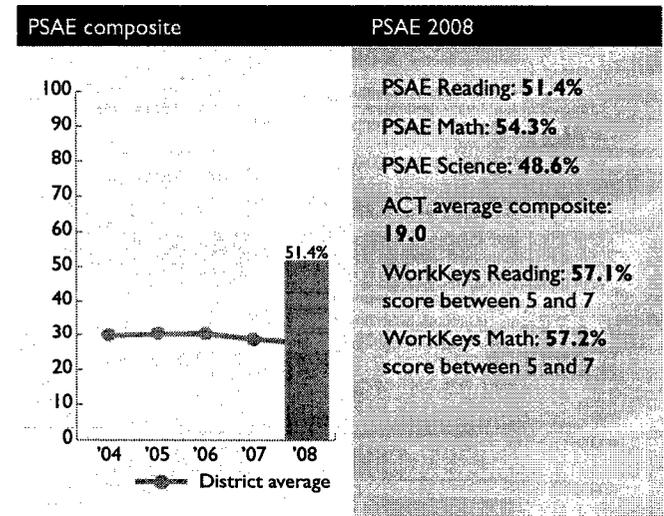
## ISAT Student Performance Over Time

Percentage of students meeting and/or exceeding state standards.



## PSAE Student Performance Over Time

Percentage of 11th grade students meeting and/or exceeding state standards.



## Operations

Indicator	Performance	Rating
Balanced Budget	Surplus in FY2008; surplus in FY2009	High ●
Financial Practices	Obligations current; material weaknesses and significant deficiencies found involving internal controls over financial reporting	Low ●
Compliance	No findings	High ●

### Absolute and Relative Student Performance

Indicator	Performance	Absolute Rating*	Relative Performance
<b>Middle School</b>			<div style="display: flex; justify-content: space-between;"> <span>■ CMSA</span> <span>■ Comparison school average</span> </div> <p>Number of indicators charter school outperformed comparison school average: 7 of 8</p>
ISAT composite — percentage of students meeting/exceeding state standards	78.9%	High ●	<p>Difference: 10.2%</p>
ISAT composite — change from prior year	3.8%	High ●	<p>Difference: 0.8%</p>
Student attendance	96.1%	High ●	<p>Difference: 2.0%</p>
Transfer out rate	6.9%	Middle ○	<p>Difference: -0.9%</p>
<b>High School</b>			
PSAE composite — percentage of students meeting/exceeding state standards	51.4%	Middle ○	<p>Difference: 34.7%</p>
Student attendance	93.9%	High ●	<p>Difference: 14.3%</p>
Transfer-out rate	9.6%	Middle ○	<p>Difference: 0.2%</p>
Dropout rate	5.8%	Middle ○	<p>Difference: 11.3%</p>
<b>Schoolwide</b>			
Adequate Yearly Progress	Met AYP target	High ●	N/A

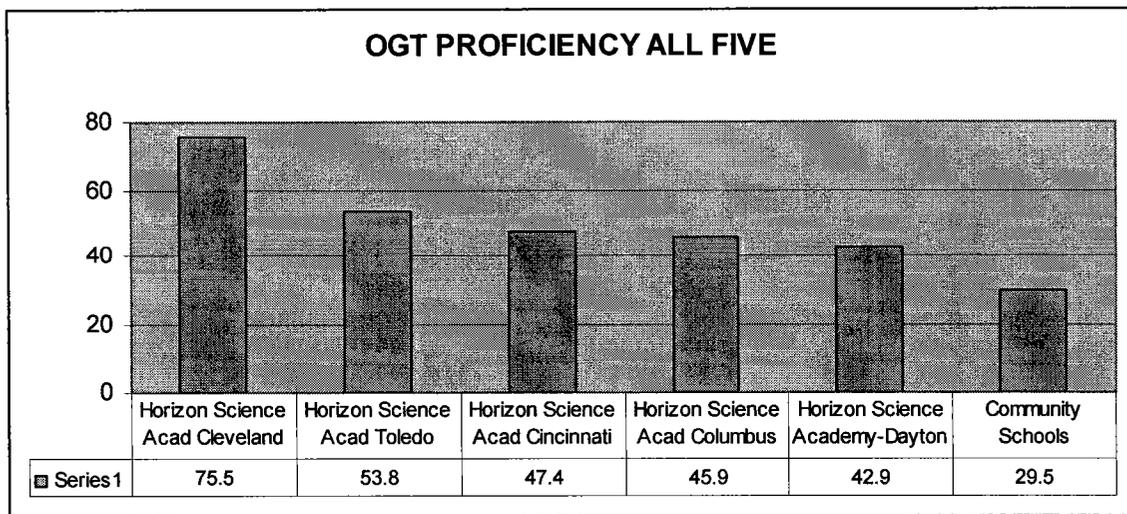
\*Ratings relate to accountability plan version B. See Appendix II for details.

## CONCEPT SCHOOLS IN OHIO COMPARISON SCHOOL DATA

### 2007-2008 10 TH GRADE OHIO GRADUATION TESTS

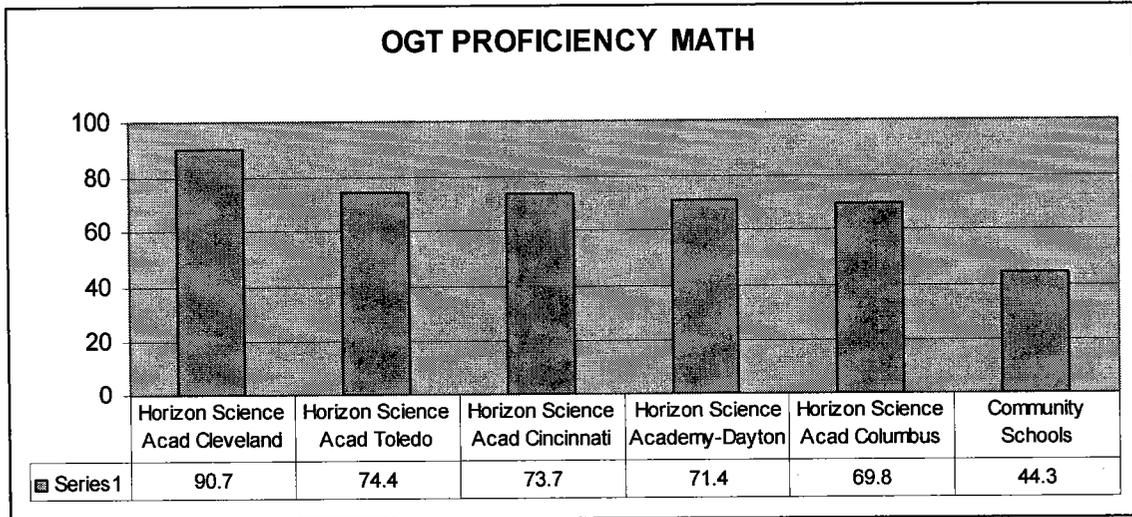
OHIO HAS TOTAL OF 112 COMMUNITY HIGH SCHOOLS. CONCEPT HAS 5 SCHOOLS THAT INCLUDE HIGH SCHOOL GRADES IN OHIO.

COMPOSITE AVERAGE OF ALL COMMUNITY SCHOOLS – 29.5  
 5 OUT OF 5 CONCEPT HIGH SCHOOL PLACED IN TOP 14  
 2 CONCEPT HIGH SCHOOLS PLACED IN TOP 10

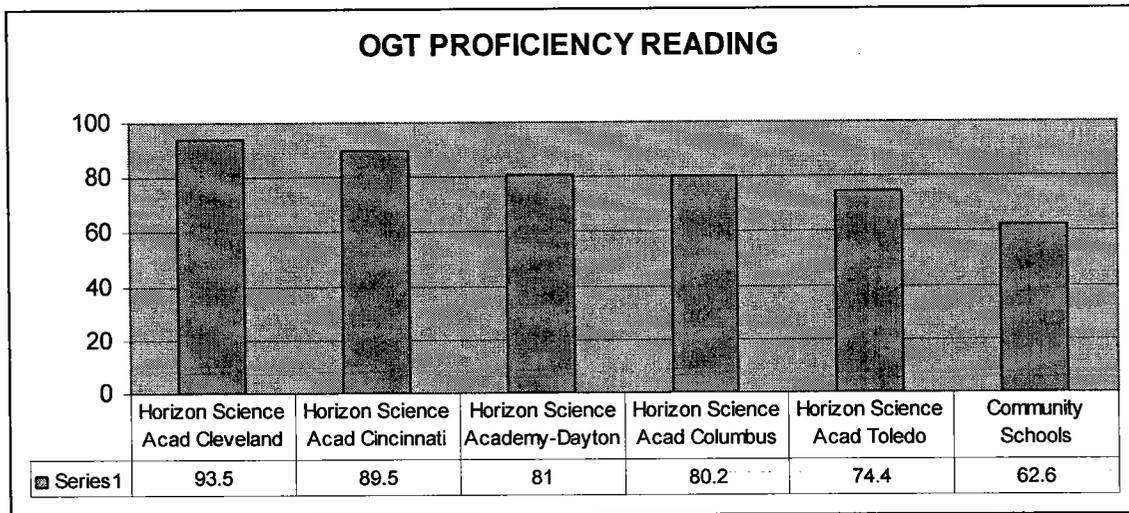


**MATH – 44.3**

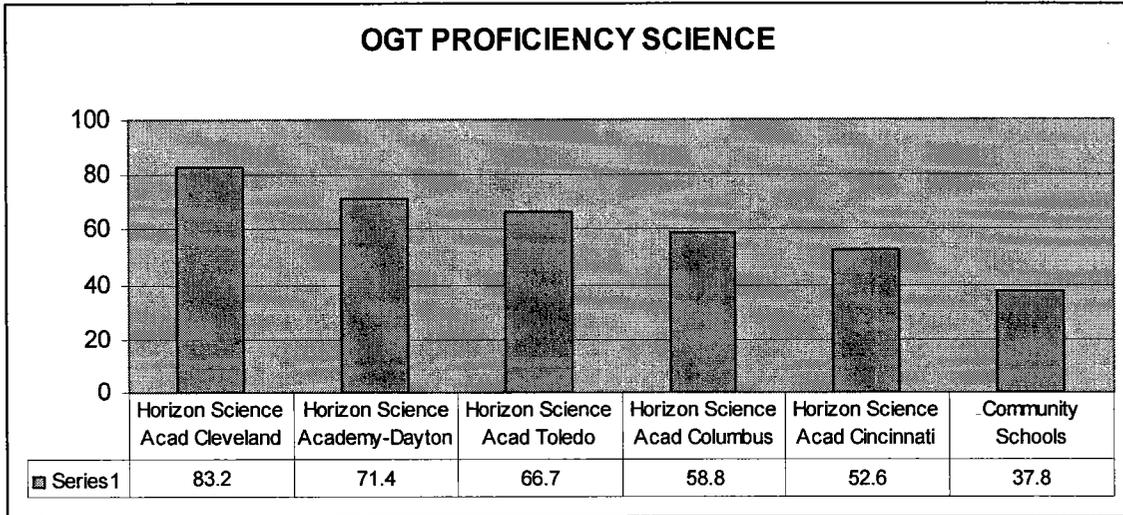
**ALL CONCEPT HIGH SCHOOLS PLACED IN TOP 11  
 4 CONCEPT SCHOOLS PLACES IN TOP 10**



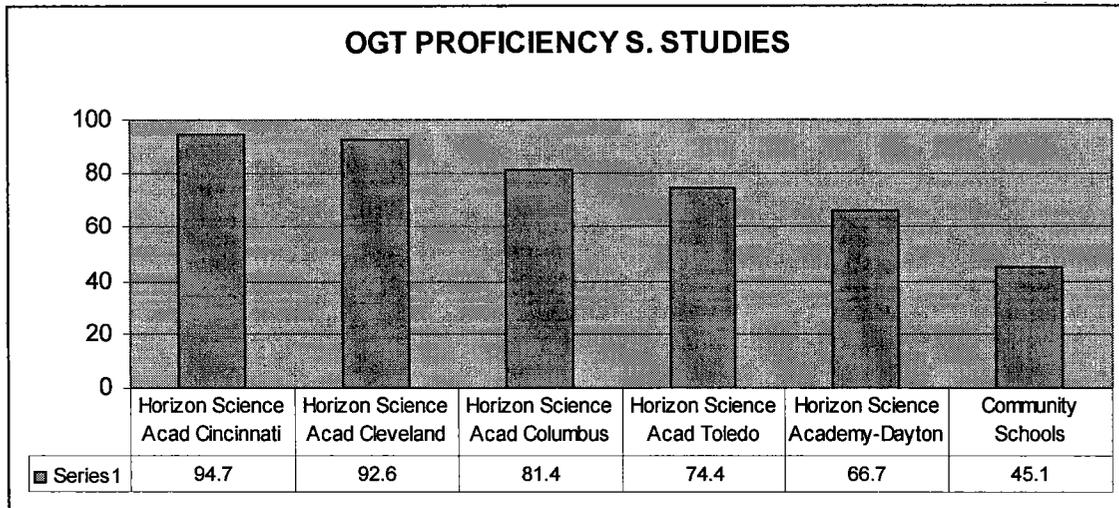
READING -62.6  
 ALL CONCEPT SCHOOLS PLACED IN TOP 27  
 2 CONCEPT SCHOOLS PLACED IN TOP 10



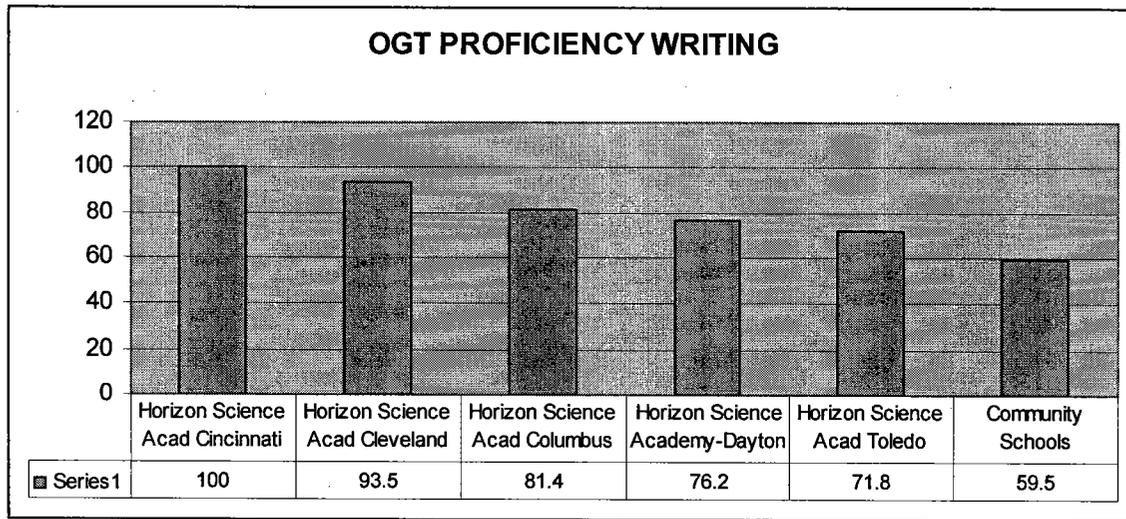
SCIENCE - 37.8  
 ALL CONCEPT SCHOOLS PLACED IN TOP 18  
 3 CONCEPT SCHOOLS PLACED IN TOP 10



**SOCIAL STUDIES – 45.1**  
**ALL CONCEPT SCHOOLS PLACED IN TOP 13**  
**3 CONCEPT SCHOOLS PLACED IN TOP 10**



**WRITING – 59.5**  
**ALL CONCEPTS SCHOOLS PLACED IN TOP 24**  
**3 CONCEPT SCHOOLS AT TOP 10**



### 8TH GRADE OHIO ACHIEVEMENT TEST

STATE OF OHIO HAS TOTAL OF 122 COMMUNITY SCHOOLS WITH 8<sup>TH</sup> GRADE  
 CONCEPT SCHOOLS HAS 8 SCHOOLS WITH 8<sup>TH</sup> GRADE

AVERAGE OF ALL COMMUNITY SCHOOLS IN **MATH** - 40  
 ALL CONCEPT SCHOOLS PLACED IN TOP 22  
 3 CONCEPT SCHOOLS PLACED IN TOP 10

AVERAGE OF ALL COMMUNITY SCHOOLS IN **READING** - 59.5  
 ALL CONCEPT SCHOOLS PLACED IN TOP 35  
 2 CONCEPT SCHOOLS PLACED IN TOP 10

AVERAGE OF ALL COMMUNITY SCHOOLS IN **SCIENCE** - 30.8  
 ALL CONCEPT SCHOOLS PLACED IN TOP 69  
 2 CONCEPT SCHOOLS PLACED IN TOP 10

AVERAGE OF ALL COMMUNITY SCHOOLS IN **SOCIAL ST** - 21.7  
 ALL CONCEPT SCHOOLS PLACED IN TOP 57  
 2 CONCEPT SCHOOLS PLACED IN TOP 10

## **7TH GRADE OHIO ACHIEVEMENT TEST**

STATE OF OHIO HAS 124 COMMUNITY SCHOOLS WITH GRADE 7  
CONCEPT SCHOOLS HAS 8 SCHOOLS WITH 7<sup>TH</sup> GRADE

AVERAGE OF ALL COMMUNITY SCHOOLS IN **MATH** – 38.4  
ALL CONCEPT SCHOOLS PLACED IN TOP 36  
1 CONCEPT SCHOOL PLACED IN TOP 10

AVERAGE OF ALL COMMUNITY SCHOOLS IN **READING** -57.9  
ALL CONCEPT SCHOOLS PLACED IN TOP 57

AVERAGE OF ALL COMMUNITY SCHOOLS IN **WRITING** – 68.4  
ALL CONCEPT SCHOOLS PLACED IN TOP 56  
1 CONCEPT SCHOOL PLACED IN TOP 10

## **6TH GRADE - 140 COMMUNITY SCHOOLS**

STATE OF OHIO HAS 140 COMMUNITY SCHOOLS WITH GRADE 6  
CONCEPT SCHOOLS HAS 8 SCHOOLS WITH 6<sup>TH</sup> GRADE

AVERAGE OF ALL COMMUNITY SCHOOLS IN **MATH** – 47.4  
ALL CONCEPT SCHOOLS PLACED IN TOP 70  
3 CONCEPT SCHOOL PLACED IN TOP 10

AVERAGE OF ALL COMMUNITY SCHOOLS IN **READING** -59.1  
ALL CONCEPT SCHOOLS PLACED IN TOP 104  
1 CONCEPT SCHOOLS PLACED IN TOP 10

## **5TH GRADE**

STATE OF OHIO HAS 131 COMMUNITY SCHOOLS WITH GRADE 5  
CONCEPT SCHOOLS HAS 7 SCHOOLS WITH 5<sup>TH</sup> GRADE

AVERAGE OF ALL COMMUNITY SCHOOLS IN **MATH** – 28.2  
ALL CONCEPT SCHOOLS PLACED IN TOP 77

AVERAGE OF ALL COMMUNITY SCHOOLS IN **READING** -46.5  
ALL CONCEPT SCHOOLS PLACED IN TOP 87  
1 CONCEPT SCHOOL PLACED IN TOP 10

AVERAGE OF ALL COMMUNITY SCHOOLS IN **SCIENCE** – 33.2

ALL CONCEPT SCHOOLS PLACED IN TOP 49  
1 CONCEPT SCHOOL PLACED IN TOP 10

AVERAGE OF ALL COMMUNITY SCHOOLS IN **SOCIAL ST** – 27.1  
ALL CONCEPT SCHOOLS PLACED IN TOP 64  
2 CONCEPT SCHOOLS PLACED IN TOP 10

#### **4TH GRADE**

STATE OF OHIO HAS 135 COMMUNITY SCHOOLS WITH GRADE 4  
CONCEPT SCHOOLS HAS 5 SCHOOLS WITH 5<sup>TH</sup> GRADE

AVERAGE OF ALL COMMUNITY SCHOOLS IN **MATH** – 43.2  
ALL CONCEPT SCHOOLS PLACED IN TOP 93  
1 CONCEPT SCHOOL PLACED IN TOP 10

AVERAGE OF ALL COMMUNITY SCHOOLS IN **READING** -59.5  
ALL CONCEPT SCHOOLS PLACED IN TOP 82

AVERAGE OF ALL COMMUNITY SCHOOLS IN **READING** -61.3  
ALL CONCEPT SCHOOLS PLACED IN TOP 43

#### **3RD GRADE**

STATE OF OHIO HAS 140 COMMUNITY SCHOOLS WITH GRADE 3  
CONCEPT SCHOOLS HAS 3 SCHOOLS WITH 3<sup>RD</sup> GRADE

AVERAGE OF ALL COMMUNITY SCHOOLS IN **MATH** – 54  
ALL CONCEPT SCHOOLS PLACED IN TOP 120

AVERAGE OF ALL COMMUNITY SCHOOLS IN **READING** -51.5  
ALL CONCEPT SCHOOLS PLACED IN TOP 115

**CONCEPT SCHOOLS PORTFOLIO**

#	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	209-2010
1	HSA Cleveland 6-9	HSA Cleveland 6-10	HAS Cleveland 6-11	HSA Cleveland 6-12	HAS Cleveland 6-12	HAS Cleveland 6-12	HSA Cleveland 7-12	HSA Cleveland 8-12	HSA Cleveland 9-12	HSA Cleveland 9-12	HSA Cleveland 9-12
2	HSA Columbus 6-9	HSA Columbus 6-10	HAS Columbus 6-11	HSA Columbus 6-12	HSA Columbus 6-12	HSA Columbus 6-12	HSA Columbus 6-12	HSA Columbus 6-12	HSA Columbus 9-12	HSA Columbus 9-12	HSA Columbus 9-12
3						Horizon Toledo 6-9	Horizon Toledo 6-10	Horizon Toledo 7-11	Horizon Toledo 8-12	Horizon Toledo 9-12	Horizon Toledo 9-12
4						Chicago Math & Science 6-8	Chicago Math & Science 6-9	Chicago Math & Science 6-10	Chicago Math & Science 6-11	Chicago Math & Science 6-12	Chicago Math & Science 6-12
5						Horizon Dayton 5-8	Horizon Dayton 5-9	Horizon Dayton 5-10	Horizon Dayton 5-11	Horizon Dayton K-6	
6						Horizon Cincinnati 5-8	Horizon Cincinnati 5-9	Horizon Cincinnati 5-10	Horizon Cincinnati K-11	Horizon Cincinnati K-12	
7						Horizon Denison 5-8	Horizon Denison 4-8	Horizon Denison 4-8	Horizon Denison 6-8	Horizon Denison 6-8	
8						Horizon Cleveland Middle 5-7	Horizon Cleveland Middle 5-7	Horizon Cleveland Middle K-8	Horizon Cleveland Middle 6-8	Horizon Cleveland Middle 6-8	
9						Horizon Springfield 5-8	Horizon Springfield 4-8	Horizon Springfield 4-8	Horizon Springfield 4-8	Horizon Springfield K-8	
10						Noble Cleveland K-7	Noble Cleveland K-8	Noble Cleveland K-8	Noble Cleveland K-8	Noble Cleveland K-8	
11						Noble Columbus 5	Noble Columbus K-5	Noble Columbus K-5	Noble Columbus K-8	Noble Columbus K-8	
12						IMSA 6-8	IMSA 6-9	IMSA 6-9	IMSA K-10	IMSA K-10	
13						Horizon Columbus Middle 6-8					
14						Horizon Columbus Elementary K-5					
15						Horizon Celeveland Elementary K-5					
16						Horizon Denison Elementary K-5					
17						Horizon Dayton High School 7-12					
18						Horizon Lorain Elementary K-5					
19						MMSA 6-8	MMSA 6-8	MMSA 6-8	MMSA 6-8	MMSA 6-8	

CMSA	Chicago Math and Science Academy	Chicago	IL
IMSA	Indiana Math and Science Academy	Indianapolis	IN
MMSA	Michigan Math and Science Academy	Hazel Park	MI

# OF GRADUATES	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	TOTAL
Cleveland High	63	46	41	60	50	39	33	332
Columbus High	75	31	31	16	7	17	9	186
Toledo	33	14	NA	NA	NA	NA	NA	47
CMSA	32	NA	NA	NA	NA	NA	NA	32
TOTAL	203	91	72	76	57	56	42	597

GRADUATION RATE %	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Cleveland High	92.3	97	95	99	100	98
Columbus High	93.5	95	98	97	98	100
Toledo	100	NA	NA	NA	NA	NA
CMSA	NA	NA	NA	NA	NA	NA

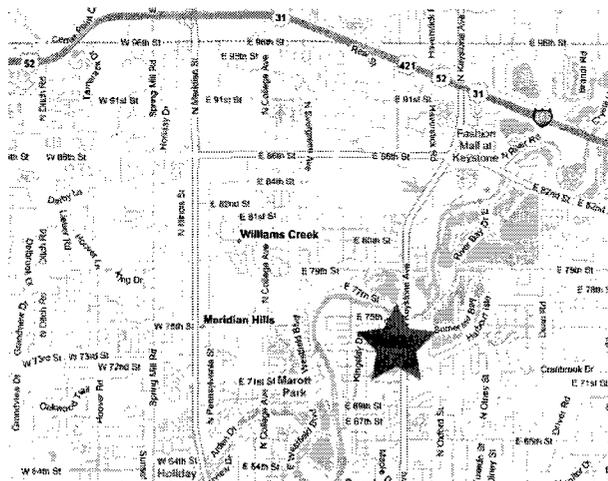
COLLEGE ACCEPTANCE RATE %	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Cleveland High	98	100	100	97	95	95
Columbus High	100	100	95	100	94	95
Toledo	100	NA	NA	NA	NA	NA
CMSA	NA	NA	NA	NA	NA	NA

COLLEGE ATTENDANCE RATE %	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Cleveland High	87	93	91	89	86	86
Columbus High	96	98	92	96	90	95
Toledo	92	NA	NA	NA	NA	NA
CMSA	NA	NA	NA	NA	NA	NA

Appendix G  
Information on Potential  
Buildings

# 7246 & 7250 North Keystone Avenue

## Indianapolis, Indiana



### Offering Summary

Jones Lang LaSalle is pleased to offer for sale this exceptional development opportunity comprised of 10.56+/- acres of land and a 37,266 square foot former dealership and service facility located at 7246 and 7250 North Keystone Avenue in Indianapolis, Marion County, Indiana (the Property). The Property includes commercial zoning (facing Keystone Avenue) and residential zoning (back portion of parcel) classifications and boasts approximately 745 feet of frontage on the western side of the six-lane retail thoroughfare known as Keystone Avenue. Excellent traffic flows of 38,000 cars per day run along Keystone Avenue fronting the Property.

The local neighborhood encompasses an ideal blend of retail and commercial development positioned just south of Interstate 465. Surrounding land uses include big box retailers (Lowe's, Kroger and Macy's), banks, an LA Fitness center, automotive dealerships and various retail strip centers. The Property offers the opportunity to acquire a highly visible and easily accessible vacant parcel in an active commercial and retail corridor of northeastern Indianapolis that would allow for a wide range of development opportunities due to its flexible commercial and residential zoning classifications.

### Market Overview

The Property is positioned within an established retail and commercial corridor of northern Indianapolis along North Keystone Avenue just north of its intersection with East 71st Street.

Surrounding developments include retail centers with major tenants such as Starbucks, Petco, McDonald's, CVS, Cancun, Dollar Tree, Subway and Qdoba. Wal-Mart is immediately across Keystone Avenue, and mixed-retail properties and restaurants are positioned just south along Keystone Avenue.

Retail vacancies are minimal in the immediate area and the neighborhood benefits from excellent surrounding average household income of \$77,000 per year. Retail rental rates for the surrounding neighborhood range between \$14 and \$30 per-square-foot net. Office rental rates in the surrounding neighborhood range between \$12 and \$20 gross.

### Contact

**J. Jake Sturman**  
 Senior Vice President  
 +1 317 810 7183  
[jake.sturman@am.jll.com](mailto:jake.sturman@am.jll.com)

**Brian Buschuk**  
 Associate  
 +1 317 810 7180  
[brian.buschuk@am.jll.com](mailto:brian.buschuk@am.jll.com)

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Real value in a changing world

[www.us.joneslanglasalle.com](http://www.us.joneslanglasalle.com)

# 7246 & 7250 North Keystone Avenue

## Indianapolis, Indiana

### Property highlights

<b>Address</b>	7246 & 7250 North Keystone Avenue
<b>Location</b>	Positioned on the western side of Keystone Ave approximately 10 miles north of downtown Indianapolis and approximately 1 mile south of I-465
<b>Improvements</b>	37,266 s.f. former automobile dealership and service facility
<b>Land Size</b>	10.56+/- acres (459,994 square feet)
<b>Parcel ID</b>	8049612 (3.27+/- acres) — \$277,600 (assessed value) 8003293 (7.21+/- acres) — \$1,950,800 8037577 (0.80+/- acres) — \$5,500
<b>County</b>	Marion County
<b>Current Zoning</b>	C-4 General Commercial C-5 General Commercial D-4 Residential
<b>2008 Taxes</b>	Total of approximately \$41,623 for all 3 parcels combined
<b>Access</b>	One curb along Keystone Avenue
<b>Frontage</b>	745+/- feet along the western side of Keystone Avenue and 40+/- feet along the south side of Ruth Drive
<b>Traffic Counts</b>	38,000+/- per day along Keystone Ave
<b>Visibility</b>	Excellent along the western side of Keystone Avenue

### Rental Income

#### Cell Tower

- *Original Term* 3/24/98 - 3/23/03
- *Current Renewal Term* 3/24/03 - 6/23/13
- *Current Rent* \$17,457 per year
- *Renewals* 3 additional renewal options of 5 years each with 15% bumps every 5 years
- *Additional Renewals* Year-to-year renewals possible after expiration of final renewal term
- *Net Lease* All expenses paid by lessee

### Contact

**J. Jake Sturman**  
Senior Vice President  
+1 317 810 7183  
[jake.sturman@am.jll.com](mailto:jake.sturman@am.jll.com)

**Brian Buschuk**  
Associate  
+1 317 810 7180  
[brian.buschuk@am.jll.com](mailto:brian.buschuk@am.jll.com)

### Advertising Billboard

- *Current Term* Year-to-year lease
- *Rent* \$7,800 per year
- *Renewals* None
- *Termination Option* Lessor may terminate lease in the event a commercial or residential building is erected on the site
- *Easements* 1 cellular telephone antenna at the rear of the Property and 1 advertising billboard near the front of the Property
- *Topography* Level
- *Shape* Irregular

### Surrounding Land Uses

- *North*—Restaurant & mixed-use
- *South*—Family Fitness & mixed retail/commercial
- *East*—Wal-Mart, Starbucks, McDonald's & various strip-retail
- *West*—Residential

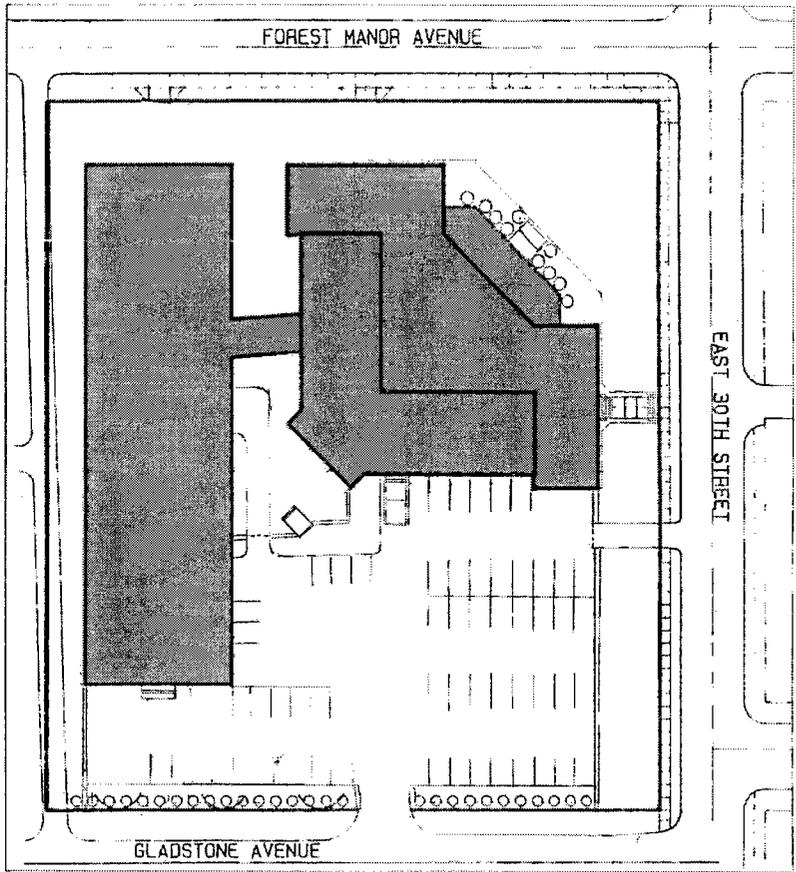


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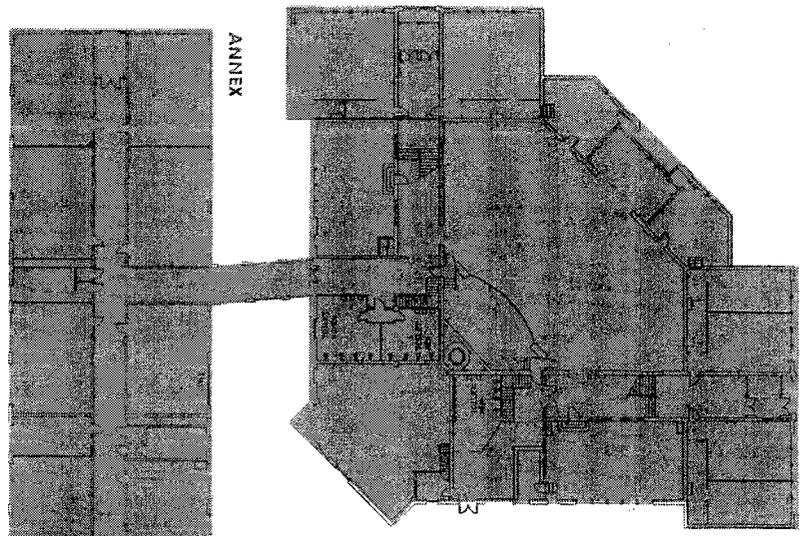
VASMO TECH CENTER  
4101 E. 30TH STREET | INDIANAPOLIS, IN

SCHOOL BUILDING  
FOR SALE

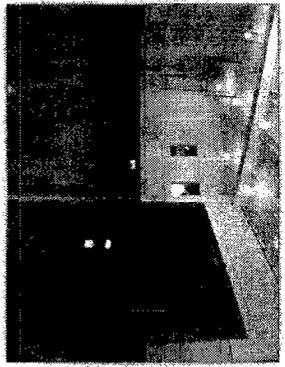
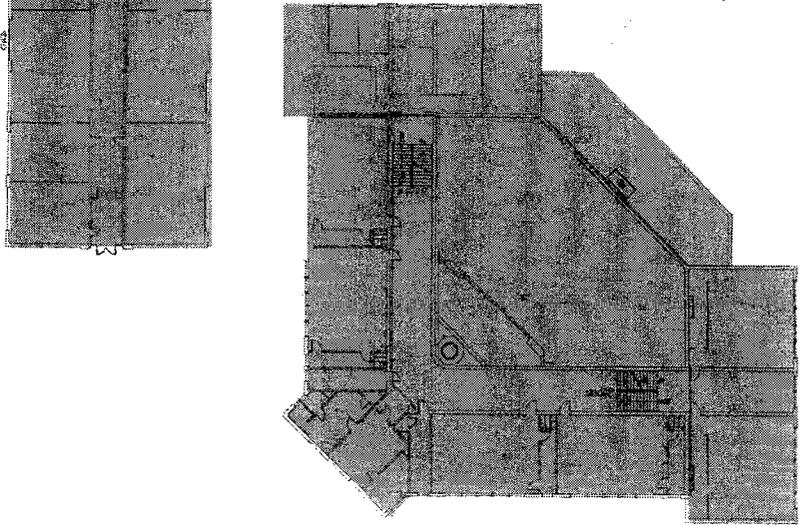
SITE PLAN



FIRST FLOOR



SECOND & THIRD FLOOR



# VASMO TECH CENTER

4101 E. 30<sup>TH</sup> STREET | INDIANAPOLIS, IN

SCHOOL  
BUILDING  
FOR SALE

± 47,000 SF  
BUILDING FOR  
SALE



- Newly renovated property
- Main building: 3-story, 32,140 sq. ft.
- Annex building: 1-story, 14,870 sq. ft.
- Building contains mix of office, class room, lab and meeting rooms (most rooms are 900 sq. ft. with 13 ft. ceilings)
- Auditorium: Capacity for 250+ people (5,250 sq. ft.)  
Ceiling height: greater than 30 ft.  
Wide design (audience closer to stage)  
Remote control screen  
Velvet stage curtain
- Gym facility
- Large fenced parking lot
- Zoned CID

Appendix H  
Background Check Release  
Forms

**Background Check Authorization**

I, MEHMET M. DUNDAR submit this background check authorization as part of the proposal from Indiana Math and Science Academy-East Indianapolis, 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 (indicate maiden name): M. NURAT DUNDAR

Have you ever been convicted of a criminal offense? No

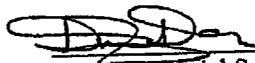
If yes, please indicate date, charge and city where convicted: \_\_\_\_\_

Please list all of your residences (by city, county and state) other than Indianapolis during the past ten (10) years: \_\_\_\_\_

233 HOAKTOWN RD. MALVERN, PA 19355 (2004-2008)  
6302 WOODVIEW WAY MALVERN, PA 19355 (2003-2004)  
216-3 NIMITEE DR W. LAKEVILLE, IN 47906 (2001-2003)

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 Schools Board or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by Indiana Math and Science Academy-East Indianapolis.

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 Schools 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 Social Security Number

06/21/1975  
Date of Birth Date

BOARD MEMBER  
Position with proposed school  
(e.g., school leader, business manager, governing board member)

**Background Check Authorization**

I, Nancy L. Spahn submit this background check authorization as part of the proposal from Indiana Math and Science Academy-East Indianapolis, 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 (indicate maiden name): NANCY COTTON

Have you ever been convicted of a criminal offense? NO

If yes, please indicate date, charge and city where convicted: NO

Please list all of your residences (by city, county and state) other than Indianapolis during the past ten (10) years: 2818 Tiburon Blvd East, #202 Naples, Florida 34109

Indpls. past 40 years 2400 W. 42nd St. INDIANAPOLIS, IND. 46228

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 Schools Board or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by Indiana Math and Science Academy-East Indianapolis.

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 Schools 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.

Nancy L. Spahn  
Signature Social Security Number

8-5-42  
Date of Birth Date

Board member Indiana Math Academy  
Position with proposed school  
(e.g. school leader, business manager, governing board member)

**Background Check Authorization**

I, M. KENT MILLARD submit this background check authorization as part of the proposal from Indiana Math and Science Academy-East Indianapolis, 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 (indicate maiden name): \_\_\_\_\_  
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: NIA  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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 Schools Board or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by Indiana Math and Science Academy-East Indianapolis.

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 Schools 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 Social Security Number

September 5, 1941  
Date of Birth Date

Board Member  
Position with proposed school

(e.g., school leader, business manager, governing board member)

*M. Kent Millard*

**Background Check Authorization**

I, Human Moca, submit this background check authorization as part of the proposal from Indiana Math and Science Academy-East Indianapolis, 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 (indicate maiden name): \_\_\_\_\_

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: Noblesville, Hamilton, IN

Fishers, Hamilton, IN

Mount Prospect, Cook County, IL

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 Schools Board or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by Indiana Math and Science Academy-East Indianapolis.

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 Schools 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]  
Signature Social Security Number \_\_\_\_\_

06/01/1969  
Date of Birth Date \_\_\_\_\_

Position with proposed school  
(e.g., school leader, business manager, governing board member)

**Background Check Authorization**

I, Patricia A. Bacon, submit this background check authorization as part of the proposal from Indiana Math and Science Academy-East Indianapolis, 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 (indicate maiden name): Todd

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: NIA

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 Schools Board or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by Indiana Math and Science Academy-East Indianapolis.

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 Schools 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 Social Security Number

3-16-1947  
Date of Birth Date

Board Member  
Position with proposed school

(e.g., school leader, business manager, governing board member)

Patricia A. Bacon 3-3-09

**Background Check Authorization**

I, G. John Aytelin, submit this background check authorization as part of the proposal from Indiana Math and Science Academy-East Indianapolis, 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 (indicate maiden name): Gultelin Aytelin

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: 1997-2000 - Constanta Romania

2000-2002 - Milwaukee, Wisconsin

2002-2006 - Columbus, Ohio

2006-2009 - Indianapolis, IN

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 Schools Board or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by Indiana Math and Science Academy-East Indianapolis.

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[Signature]  
Signature Social Security Number \_\_\_\_\_

11/04/1974  
Date of Birth Date \_\_\_\_\_

Board Member  
Position with proposed school  
(e.g., school leader, business manager, governing board member)

## Background Check Authorization

I, Jeanette Kay Moody, submit this background check authorization as part of the proposal from Indiana Math and Science Academy-East Indianapolis, 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 (indicate maiden name): Maiden Name:

Sutter Name from previous marriage: Webster

Have you ever been convicted of a criminal offense? No

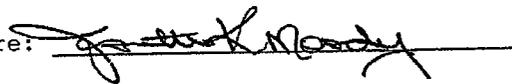
If yes, please indicate date, charge and city where convicted: N/A

Please list all of your residences (by city, county and state) other than Indianapolis during the past ten (10) years: none

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 Schools Board or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by Indiana Math and Science Academy-East Indianapolis.

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 Schools 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: 

Social Security Number:

Date of Birth: Date March 4, 1948

Position with proposed school: Vice President, Governing Board  
(e.g., school leader, business manager, governing board member)

**Background Check Authorization**

I, Timothy Joseph Nation, submit this background check authorization as part of the proposal from Indiana Math and Science Academy-East Indianapolis, 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 (indicate maiden name): Tim Nation

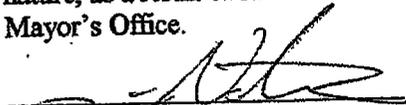
Have you ever been convicted of a criminal offense? No

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: 4725 N. Cornelius Ave. Indianapolis. IN 46208

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 Schools Board or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by Indiana Math and Science Academy-East Indianapolis.

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 Schools 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

\_\_\_\_\_  
Social Security Number

7/17/1966  
Date of Birth Date

School Board Member  
Position with proposed school  
(e.g., school leader, business manager, governing board member)

**Background Check Authorization**

I, Kazim Eldes, submit this background check authorization as part of the proposal from Indiana Math and Science Academy-East Indianapolis, 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 (indicate maiden name): - NO -  
Have you ever been convicted of a criminal offense? - NO -  
If yes, please indicate date, charge and city where convicted: - NO -  
Please list all of your residences (by city, county and state) other than Indianapolis during the past ten (10) years:  
Dhaka, Bangladesh, 1996-2002.

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 Schools Board or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by Indiana Math and Science Academy-East Indianapolis.

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 Schools 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.

Kazim Eldes  
Signature Social Security Number

11.04-1970  
Date of Birth Date

ex-officio board member, Concept School Inc. Representative  
Position with proposed school  
(e.g., school leader, business manager, governing board member)

**Background Check Authorization**

I Linda Pratt, submit this background check authorization as part of the proposal from Indiana Math and Science Academy-East Indianapolis, 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 (indicate maiden name): PRATT  
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 Schools Board or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by Indiana Math and Science Academy-East Indianapolis.

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 Schools 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.

Linda Pratt  
Signature Social Security Number \_\_\_\_\_

3/7/47  
Date of Birth Date \_\_\_\_\_

Board  
Position with proposed school  
(e.g., school leader, business manager, governing board member)

# Appendix J

## School Specific Goals

**SUMMARY SHEET School-Specific  
Goals and Assessments**

On this sheet, summarize the performance goals and assessments that are detailed on the templates. .

**School Name: Indiana Math and Science Academy- East Indianapolis**

<b>PERFORMANCE GOALS</b>	<b>METHODS OF ASSESSMENT</b>
IMSA-East Indianapolis will exceed the performance of the local school district by at least 10% each year. At the end of our fifth year, our ISTEP scores will meet or exceed the state averages in each subject tested.	ISETP tests
100% of IMSA-East Indianapolis students in Kindergarten through grade 2 will show at least one year growth between fall and spring ITBS tests every year.	Iowa Tests of Basic Skills
The overall growth rate of the IMSA-East Indianapolis on NWEA will fall at the 75 <sup>th</sup> percentile or higher across all grades and subjects every year.	NWEA
90% of our students will meet the goals that are prescribed in their IEPs every year	KTEA
School average of ACT scores of IMSA-East Indianapolis will be 22 or higher by our third graduating class, which will be class of 2018.	ACT
At least seventy (70 %) percent of IMSA-East Indianapolis high school students will graduate with Core 40 with Academic Honors every year.	High School Diplomas
IMSA-East Indianapolis will achieve 80% cohort graduation rate by our third graduating class, class of 2018.	Student Information System
100% college acceptance rate for every graduating class	Student Information System
25% student participation in our after-school tutoring programs every year	Student Information System
25% student participation in local and national science fair competitions every year	Data collected by Dean of Academics
50%-75% student participation in national and international trips every year	Data collected by Dean of Academic
90% student participation in Saturday SAT/ACT camps in the corresponding high school grade	Data collected by Dean of Academics
90% student participation in at least one school club	Data collected by Dean of Academics
30% of our parents to receive home visits from teachers every year	Data collected by the Principal
Minimum of 70% attendance to parent teacher conferences by parents every year	Attendance data to the conferences
By the end of our third year in operation IMSA-East Indianapolis will have a surplus of at least 3% of the state per pupil allocation	Audited financial reports
By the end of our second year in operation IMSA-East Indianapolis will raise at least \$60,000 in fundraising and competitive grants.	Audited financial reports
By the end of our second year in operation IMSA-East Indianapolis will have at least three community partnership that is meaningful	Effective programs in place through community partnerships
By the end of our third year in operation IMSA-East Indianapolis will achieve at least 80% parent satisfaction	Parent Surveys

**GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL**

**School-Specific Goal for IMSA-East Indianapolis**

<b>Mission Statement</b>	<b>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.</b>
<b>Performance Goal 1</b>	<b>What will our school accomplish?</b> On the average of all ISTEP tests administered, IMSA-East Indianapolis will exceed the performance of the local school district in which the school is located by at least 10% each year.
<b>Performance Indicators</b>	<b>How will we know that we have achieved this goal?</b> IMSA-East Indianapolis 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.
<b>Assessment Tools and Measures</b>	<b>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</b> Annual ISTEP scores will be used to measure achievement of this goal.
<b>Attachments</b>	<b>Attachments to illustrate the performance goal and assessments.</b> (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.
<b>Rationale for Goal and Measures</b>	<b>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?</b> (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-East Indianapolis utilizes additional measurements to prepare our students for college ISTEP also gives us the opportunity to compare performance of our student with similar student populations within the state.
<b>Assessment Reliability and Scoring Consistency</b>	<b>How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?</b> NA
<b>Baseline Data</b>	<b>What is our beginning data point?</b> IMSA-East Indianapolis will gather data on past performance of our incoming students upon their enrollment or transfer to IMSA-East Indianapolis, 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-East Indianapolis performs at the same level or less with the local school district in which we are located.

*Approaching the standard:* IMSA-East Indianapolis exceeds performance of the local school district in which we are located less than 10%

*Meets the standard:* IMSA-East Indianapolis exceeds performance of the local school district in which we are located at least 10%.

*Exceeds the standard:* IMSA-East Indianapolis exceeds performance of the local school district in which we are located more than 15%

**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 standard: Approaching standard: Meets standard Exceeds standard

*Does not meet the standard:* IMSA-East Indianapolis performs at the same level or less with the local school district in which we are located.

*Approaching the standard:* IMSA-East Indianapolis exceeds performance of the local school district in which we are located less than 10%

*Meets the standard:* IMSA-East Indianapolis exceeds performance of the local school district in which we are located at least 15%.

*Exceeds the standard:* IMSA-East Indianapolis exceeds performance of the local school district in which we are located more than 20%

## GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

### School-Specific Goal for IMSA-East Indianapolis

<b>Mission Statement</b>	<b>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.</b>
<b>Performance Goal 2</b>	<b>What will our school accomplish?</b> 100% of IMSA-East Indianapolis students in Kindergarten through grade 2 will show at least one year growth between fall and spring ITBS tests every year.
<b>Performance Indicators</b>	<b>How will we know that we have achieved this goal?</b> IMSA-East Indianapolis students will be taking pre and post Iowa Tests of Basic Skills in kindergarten through second grade. Data from both pre and post tests will tell us whether we achieved this goal or not.
<b>Assessment Tools and Measures</b>	<b>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</b> Annual ITBS tests pre and post tests given in fall and spring respectively.
<b>Attachments</b>	<b>Attachments to illustrate the performance goal and assessments.</b> (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.
<b>Rationale for Goal and Measures</b>	<b>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?</b> (2-3 sentences) Although students in Kindergarten through second grade do not take state mandated standardized test we want to make sure that they show appropriate academic progress within each year. Appropriate development in early grades prepares them for a more rigorous college preparatory curriculum later on. That is why measurement of their progress in early grades is crucial for IMSA-East Indianapolis.
<b>Assessment Reliability and Scoring Consistency</b>	<b>How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?</b> NA
<b>Baseline Data</b>	<b>What is our beginning data point?</b> Upon opening in August 2010 students in the appropriate grades will take the pre-IOWA test which will be our beginning data point.

<p><b>3rd-Year Target*</b></p>	<p><b>What do we expect to achieve by the end of our third year?</b> (Set your expectation for “Meets standard” at a level that you would consider on target for your third year.)</p> <p><i>Does not meet the standard:</i> Less than 80% of IMSA-East Indianapolis students in kindergarten through second grade shows one year growth in ITBS within one year</p> <p><i>Approaching the standard:</i> Between 80% and 99% of IMSA-East Indianapolis students in kindergarten through second grade shows one year growth in ITBS within one year</p> <p><i>Meets the standard:</i> 100% of IMSA-East Indianapolis students in kindergarten through second grade shows one year growth in ITBS</p> <p><i>Exceeds the standard:</i> 20% of IMSA-East Indianapolis students in kindergarten through second grade shows at least two years growth in ITBS</p>
<p><b>6th-Year Target*</b></p>	<p><b>What do we expect to achieve by the end of our sixth year?</b> (Set your expectation for “Meets standard” at a level that you would consider on target for your third year.)</p> <p>Does not meet standard: Approaching standard: Meets standard Exceeds standard</p> <p><i>Does not meet the standard:</i> Less than 90% of IMSA-East Indianapolis students in kindergarten through second grade shows one year growth in ITBS within one year</p> <p><i>Approaching the standard:</i> Between 90% and 99% of IMSA-East Indianapolis students in kindergarten through second grade shows one year growth in ITBS within one year</p> <p><i>Meets the standard:</i> Not only 100% of IMSA-East Indianapolis students in kindergarten through second grade shows one year growth in ITBS but also 20% shows two years growth</p> <p><i>Exceeds the standard:</i> 40% of IMSA-East Indianapolis students in kindergarten through second grade shows at least two years growth in ITBS</p>

## GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

### School-Specific Goal for IMSA-East Indianapolis

<b>Mission Statement</b>	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.
<b>Performance Goal 3</b>	<b>What will our school accomplish?</b> The overall growth rate of the IMSA-East Indianapolis on a nationally recognized norm-referenced test, NWEA will fall at the seventy fifth percentile or higher across all grades and subjects for which the test is designed every year.
<b>Performance Indicators</b>	<b>How will we know that we have achieved this goal?</b> IMSA-East Indianapolis 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 reports.
<b>Assessment Tools and Measures</b>	<b>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</b> NWEA is given in fall and spring every year.
<b>Attachments</b>	<b>Attachments to illustrate the performance goal and assessments.</b> (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.
<b>Rationale for Goal and Measures</b>	<b>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?</b> (2-3 sentences) Formative assessments such as NWEA are important as they give feedback on students' strengths and weaknesses. IMSA-East Indianapolis will use such data from NWEA to help students overcome their weaknesses by providing them with support programs. 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.
<b>Assessment Reliability and Scoring Consistency</b>	<b>How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?</b> NA
<b>Baseline Data</b>	<b>What is our beginning data point?</b> Upon opening in August 2010 students in the appropriate grades will take the NWEA, which will be our beginning data point.

<p><b>3rd-Year Target*</b></p>	<p><b>What do we expect to achieve by the end of our third year?</b> (Set your expectation for “Meets standard” at a level that you would consider on target for your third year.)</p> <p><i>Does not meet the standard:</i> The overall growth rate of the IMSA-East Indianapolis on NWEA will fall less than fiftieth percentile or higher across all grades and subjects for which the test is designed every year.</p> <p><i>Approaching the standard:</i> The overall growth rate of the IMSA-East Indianapolis on NWEA will fall at the fiftieth percentile or higher across all grades and subjects for which the test is designed every year.</p> <p><i>Meets the standard:</i> The overall growth rate of the IMSA-East Indianapolis on NWEA will fall at the seventy fifth percentile or higher across all grades and subjects for which the test is designed every year.</p> <p><i>Exceeds the standard:</i> The overall growth rate of the IMSA-East Indianapolis on NWEA will fall more than seventy fifth percentile or higher across all grades and subjects for which the test is designed every year.</p>
<p><b>6th-Year Target*</b></p>	<p><b>What do we expect to achieve by the end of our sixth year?</b> (Set your expectation for “Meets standard” at a level that you would consider on target for your third year.) Does not meet standard: Approaching standard: Meets standard Exceeds standard</p> <p><i>Does not meet the standard:</i> The overall growth rate of the IMSA-East Indianapolis on NWEA will fall less than fiftieth percentile or higher across all grades and subjects for which the test is designed every year.</p> <p><i>Approaching the standard:</i> The overall growth rate of the IMSA-East Indianapolis on NWEA will fall at the fiftieth percentile or higher across all grades and subjects for which the test is designed every year.</p> <p><i>Meets the standard:</i> The overall growth rate of the IMSA-East Indianapolis on NWEA will fall at the seventy fifth percentile or higher across all grades and subjects for which the test is designed every year.</p> <p><i>Exceeds the standard:</i> The overall growth rate of the IMSA-East Indianapolis on NWEA will fall more than seventy fifth percentile or higher across all grades and subjects for which the test is designed every year.</p>

## GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

### School-Specific Goal for IMSA-East Indianapolis

<b>Mission Statement</b>	<b>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.</b>
<b>Performance Goal 4</b>	<b>What will our school accomplish?</b> 90% of our special education students will meet the goals that are prescribed in their IEPs which will also be assessed by Kaufman Test of Educational Achievement, KTEA.
<b>Performance Indicators</b>	<b>How will we know that we have achieved this goal?</b> IMSA-East Indianapolis special education students will be given KTEA annually. Data from the KTEA will tell us whether we achieved this goal or not.
<b>Assessment Tools and Measures</b>	<b>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</b> Kaufman Test of Educational Achievement, KTEA by Pearson Education will be given to our special education students.
<b>Attachments</b>	<b>Attachments to illustrate the performance goal and assessments.</b> (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.
<b>Rationale for Goal and Measures</b>	<b>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?</b> (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. We will have students with special needs as we do not select our students. Therefore, measuring their progress in a more strategic way is important for us. KTEA is a comprehensive measurement tool widely used in special education. We use KTEA in other Concept Schools and receive positive feedback from special education staff as well. Therefore, we will be using KTEA.
<b>Assessment Reliability and Scoring Consistency</b>	<b>How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?</b> NA
<b>Baseline Data</b>	<b>What is our beginning data point?</b> 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.

<p><b>3rd-Year Target*</b></p>	<p><b>What do we expect to achieve by the end of our third year?</b> (Set your expectation for “Meets standard” at a level that you would consider on target for your third year.)</p> <p><i>Does not meet the standard:</i> Less than 70% of our special education students show appropriate growth and meet their goals in their Individualized Education Plans.</p> <p><i>Approaching the standard:</i> Between 70% and 89% of our special education students show appropriate growth and meet their goals in their Individualized Education Plans.</p> <p><i>Meets the standard:</i> 90% of our special education students show appropriate growth and meet their goals in their Individualized Education Plans.</p> <p><i>Exceeds the standard:</i> 100% of our special education students show appropriate growth and meet their goals in their Individualized Education Plans.</p>
<p><b>6th-Year Target*</b></p>	<p><b>What do we expect to achieve by the end of our sixth year?</b> (Set your expectation for “Meets standard” at a level that you would consider on target for your third year.)</p> <p>Does not meet standard: Approaching standard: Meets standard Exceeds standard</p> <p><i>Does not meet the standard:</i> Less than 80% of our special education students show appropriate growth and meet their goals in their Individualized Education Plans.</p> <p><i>Approaching the standard:</i> Between 80% and 89% of our special education students show appropriate growth and meet their goals in their Individualized Education Plans.</p> <p><i>Meets the standard:</i> 90% of our special education students show appropriate growth and meet their goals in their Individualized Education Plans.</p> <p><i>Exceeds the standard:</i> 100% of our special education students show appropriate growth and meet their goals in their Individualized Education Plans.</p>

## GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

### School-Specific Goal for IMSA-East Indianapolis

<b>Mission Statement</b>	<b>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.</b>
<b>Performance Goal 5</b>	<b>What will our school accomplish?</b> School average of ACT scores of IMSA-East Indianapolis will be 22 or higher by our third graduating class, which will be class of 2018.
<b>Performance Indicators</b>	<b>How will we know that we have achieved this goal?</b> All IMSA-East Indianapolis junior will take ACT during their junior year.
<b>Assessment Tools and Measures</b>	<b>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</b> All IMSA-East Indianapolis juniors will take the ACT in spring of their junior year.
<b>Attachments</b>	<b>Attachments to illustrate the performance goal and assessments.</b> (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.
<b>Rationale for Goal and Measures</b>	<b>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?</b> (2-3 sentences) Our mission is to prepare all of our students for college in an effective learning environment. ACT is a big component in college acceptance. As we prepare our students for the ACT test through different programs we have all of junior to take the test as well. Their ACT scores are great indicators of their college readiness.
<b>Assessment Reliability and Scoring Consistency</b>	<b>How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?</b> NA
<b>Baseline Data</b>	<b>What is our beginning data point?</b> Class of 2016 will be our first graduating class and also the first class to take the ACT. Their scores will be our beginning data.
<b>3rd-Year Target*</b>	<b>What do we expect to achieve by the end of our third year?</b> (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.)  We will not have junior by the end of our third year yet.

<p><b>6th-Year Target*</b></p>	<p><b>What do we expect to achieve by the end of our sixth year?</b> (Set your expectation for “Meets standard” at a level that you would consider on target for your third year.)  Does not meet standard: Approaching standard: Meets standard Exceeds standard</p> <p><i>Does not meet the standard:</i> Average ACT scores of IMSA-East Indianapolis is less than 19</p> <p><i>Approaching the standard:</i> Average ACT scores of IMSA-East Indianapolis is between 19 and 22</p> <p><i>Meets the standard:</i> Average ACT scores of IMSA-East Indianapolis is at least 22</p> <p><i>Exceeds the standard:</i> Average ACT scores of IMSA-East Indianapolis is higher than 22</p>
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## GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

### School-Specific Goal for IMSA-East Indianapolis

<b>Mission Statement</b>	<b>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.</b>
<b>Performance Goal 6</b>	<b>What will our school accomplish?</b> At least seventy (70 %) percent of IMSA-East Indianapolis high school students will graduate with Core 40 with Academic Honors every year.
<b>Performance Indicators</b>	<b>How will we know that we have achieved this goal?</b> Beginning with our first graduation class, class of 2015, we will monitor our students to know that we have achieved this goal.
<b>Assessment Tools and Measures</b>	<b>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</b> Student information system that IMSA-East Indianapolis will be using 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 when deemed necessary will be conducted by the college guidance department. Freshman will develop a four year academic forecast and follow it in order to achieve this goal.
<b>Attachments</b>	<b>Attachments to illustrate the performance goal and assessments.</b> (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.
<b>Rationale for Goal and Measures</b>	<b>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?</b> (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-East Indianapolis goes beyond Core 40 and Core 40 with Academic Honors in terms of credits and classes to be taken. IMSA-East Indianapolis aims to achieve the minimum GPA requirement, 3.0, which is part of Core 40 with academic honors.
<b>Assessment Reliability and Scoring Consistency</b>	<b>How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?</b> NA
<b>Baseline Data</b>	<b>What is our beginning data point?</b> NA

<p><b>3rd-Year Target*</b></p>	<p><b>What do we expect to achieve by the end of our third year?</b> (Set your expectation for “Meets standard” at a level that you would consider on target for your third year.)</p> <p>We will not have junior by the end of our third year yet.</p>
<p><b>6th-Year Target*</b></p>	<p><b>What do we expect to achieve by the end of our sixth year?</b> (Set your expectation for “Meets standard” at a level that you would consider on target for your third year.)</p> <p>Does not meet standard: Approaching standard: Meets standard Exceeds standard</p> <p><i>Does not meet the standard:</i> Less than 50% of IMSA-East Indianapolis high school students graduate with Core 40 with Academic Honors</p> <p><i>Approaching the standard:</i> Between 50% and 69% of IMSA-East Indianapolis high school students graduate with Core 40 with Academic Honors</p> <p><i>Meets the standard:</i> Seventy (70 %) percent of IMSA-East Indianapolis high school students will graduate with Core 40 with Academic Honors</p> <p><i>Exceeds the standard:</i> More than seventy (70 %) percent of IMSA-East Indianapolis high school students will graduate with Core 40 with Academic Honors</p>

## GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

### School-Specific Goal for IMSA-East Indianapolis

<b>Mission Statement</b>	<b>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.</b>
<b>Performance Goal 7</b>	<b>What will our school accomplish?</b> IMSA-East Indianapolis will achieve 80% cohort graduation rate by our third graduating class, class of 2018.
<b>Performance Indicators</b>	<b>How will we know that we have achieved this goal?</b> Students enrollment and retention records
<b>Assessment Tools and Measures</b>	<b>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</b> IMSA-East Indianapolis will monitor enrollment and retention data annually and develop strategies to achieve this goal.
<b>Attachments</b>	<b>Attachments to illustrate the performance goal and assessments.</b> (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.
<b>Rationale for Goal and Measures</b>	<b>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?</b> (2-3 sentences) IMSA-East Indianapolis invests a lot in its students. Consistency in student enrollment that we keep our freshmen throughout the high school is crucial in accomplishing our mission.
<b>Assessment Reliability and Scoring Consistency</b>	<b>How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?</b> NA
<b>Baseline Data</b>	<b>What is our beginning data point?</b> NA
<b>3rd-Year Target*</b>	<b>What do we expect to achieve by the end of our third year?</b> (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.)  We will not have junior by the end of our third year yet.

<p><b>6th-Year Target*</b></p>	<p><b>What do we expect to achieve by the end of our sixth year?</b> (Set your expectation for “Meets standard” at a level that you would consider on target for your third year.)  Does not meet standard: Approaching standard: Meets standard Exceeds standard</p> <p><i>Does not meet the standard:</i> Less than 70% of our freshman graduate from IMSA-East Indianapolis.</p> <p><i>Approaching the standard:</i> Between 70% and 80% of our freshman graduate from IMSA-East Indianapolis.</p> <p><i>Meets the standard:</i> 80% of our freshman graduate from IMSA-East Indianapolis.</p> <p><i>Exceeds the standard:</i> More than 80% of our freshman graduate from IMSA-East Indianapolis.</p>
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## GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

### School-Specific Goal for IMSA-East Indianapolis

<b>Mission Statement</b>	<b>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.</b>
<b>Performance Goal 8</b>	<b>What will our school accomplish?</b> IMSA-East Indianapolis will have 100% college acceptance rate for every graduating class.
<b>Performance Indicators</b>	<b>How will we know that we have achieved this goal?</b> College acceptances that will be monitored by college guidance department
<b>Assessment Tools and Measures</b>	<b>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</b> Acceptances to colleges
<b>Attachments</b>	<b>Attachments to illustrate the performance goal and assessments.</b> (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.
<b>Rationale for Goal and Measures</b>	<b>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?</b> (2-3 sentences) IMSA-East Indianapolis is a college prep school. College acceptances of our students will be the biggest indicator of our success. Therefore, this goal is the ultimate goal for IMSA-East Indianapolis.
<b>Assessment Reliability and Scoring Consistency</b>	<b>How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?</b> NA
<b>Baseline Data</b>	<b>What is our beginning data point?</b> NA
<b>3rd-Year Target*</b>	<b>What do we expect to achieve by the end of our third year?</b> (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.)  We will not have junior by the end of our third year yet.

**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 standard: Approaching standard: Meets standard Exceeds standard

*Does not meet the standard:* Less than 80% of our graduating class is accepted into colleges.

*Approaching the standard:* Between 80% and 90% of our graduating class is accepted into colleges

*Meets the standard:* 100% of our graduating class is accepted into colleges

*Exceeds the standard:* More than 95% of our graduating class who are accepted into colleges attend colleges..

# Appendix K

## Assurances Form