

Arizona State Board for Charter Schools
Arizona State Board of Education
1700 W. Washington St., Room 164, Phoenix, AZ 85007
(602) 364-3080 Fax (602) 364-3089
www.asbcs.az.gov

MAY 25 2011

ADDING GRADE LEVELS TO CHARTER AMENDMENT REQUEST

(Charter Holder Name) Imagine Prep Coolidge, Inc. (CTDS) 078547000

(Charter Holder Mailing Address) 18052 N. Black Canyon Highway

(City, State) Phoenix, AZ (Zip) 85053

(Charter Representative's Name) Nancy G. Hall

(Phone Number) 602-547-7961 (Fax Number) 602-547-7922

Failure to submit all required documentation will result in the Amendment Request being returned without being processed. Faxed copies will not be accepted. Please send originals.

Adding grade levels served for charter

Included are the following:

- > Board minutes approving the change (If the body is subject to Open Meeting Law, minutes must comply with ARS §38-431.01)
- > Narrative that 1) provides background and support for expansion; 2) how the additional grades support the philosophy, methods of instruction, special emphasis, and mission of the charter
- > Timeline for implementation
- > Proficiency level required for credit and/or promotion and credit transfer policies

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State Academic Standards and to the methods of instruction described in the charter:

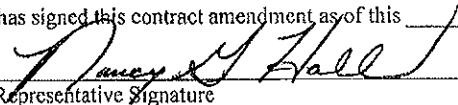
- > Math - A completed curriculum sample template including all required attachments as outlined on the template attached.
- > Language Arts - A completed curriculum sample template, for both reading and writing, including all required attachments as outlined on the template attached.

The Arizona State Board for Charter Schools and Imagine Prep Coolidge, Inc. (Charter Holder), herein agree to amend the terms of the charter contract as follows:

FROM SERVING GRADES: 6-9

TO SERVING GRADES: 6-12

In witness whereof, Charter Holder has signed this contract amendment as of this 6th day of April, 2011, and the State Board for Charter Schools has signed this contract amendment as of this ___ day of ___, 20___, to take effect at such time as it is signed by both parties.



Charter Representative Signature

Representative Signature for the Arizona State Board for Charter Schools

**MINUTES OF THE MARCH 28, 2011 JOINT MEETING
OF THE BOARDS OF DIRECTORS OF
PATHFINDER CHARTER SCHOOL FOUNDATION,
CORTEZ PARK CHARTER MIDDLE SCHOOL, INC.,
BELL CANYON CHARTER SCHOOL, INC.,
ROSEFIELD CHARTER ELEMENTARY SCHOOL, INC.,
IMAGINE COOLIDGE ELEMENTARY, INC.,
IMAGINE PREP COOLIDGE, INC.**

Pursuant to notice of meeting, a joint meeting of the Board of Directors (the "Board") of Pathfinder Charter School Foundation, dba Imagine Charter Elementary School at Cortez Park ("CPE"), Cortez Park Charter Middle School, Inc. ("CPM"), Bell Canyon Charter School, Inc. ("BC"), Rosefield Charter Elementary School, Inc. ("RFE"), and Imagine Coolidge Elementary, Inc. ("ICOE"), Imagine Prep Coolidge, Inc. ("IPCO"), (collectively the "Schools"), was held at Imagine Schools Southwest Group Office located at 18052 North Black Canyon Highway, Phoenix, Arizona 85053 at approximately 5:00 p.m. MST, on the 28th day of March, 2011.

The following directors of the Schools were present in person or by telephone:

Dr. Leonora Ketyer (f/k/a Dr. Leonora Farrah) (telephonically)
Dr. Grizelda Valenzuela (telephonically)
Pamela Webb (telephonically)
Michael Tucker (telephonically)

The following others were present in person or by telephone:

Heidi Lindsay, Principal, Cortez Park (telephonically)
Jason Archuleta, Assistant Principal, Cortez Park (telephonically)
Ellen Poultridge, Business Administrator, Cortez Park (telephonically)
Cynthia Juarez, Principal, Rosefield (telephonically)
Jeanne Lombardi, Business Administrator, Rosefield (telephonically)
John Buzzard, Principal, Surprise (telephonically)
James Mecca, Apprentice Leader, Bell Canyon (in person)
Jessyca Hipskind, Group Finance Associate, Bell Canyon (telephonically)
Darrin Anderson, Principal, Coolidge (telephonically)
Michele Stout, Assistant Principal, Coolidge (telephonically)
Lynel Thomas, Business Administrator, Coolidge (telephonically)
Dr. Nancy Hall, Exec. Vice President, Imagine (in person)
Veronica Cramer, Exec. Project Coord., Imagine (in person)
Monte Lange, Regional Director (telephonically)
Linda Kiefner, Regional Director/Principal Bell Canyon (in person)
Joshua Jordan, Apprentice Regional Director (telephonically)

MaryAnn Stackhouse, Regional Finance Associate (telephonically)
Kirk Howell, Esq., Greenberg Traurig, LLP (telephonically)
Cheri Laudenslager, Paralegal, Greenberg Traurig, LLP (telephonically)

Michael Tucker called the meeting to order and took roll of the governing Board members. Mr. Tucker served as Chairman of the meeting, Dr. Nancy Hall tape recorded the meeting, and Cheri Laudenslager recorded the minutes.

The Chairman stated that the first item of business was to acknowledge receipt of resignations for Kristen Garretson, Monte Lange, and Carrie Muehlhausen from the Board of Directors of Imagine Coolidge Elementary, Inc. and Imagine Prep Coolidge, Inc. Dr. Hall explained that the former Board members were necessary and appropriate when the Board were organized; however, it is now time to replace the members with members of the community. There being no further discussion, upon motion of Dr. Leonora Ketyer duly made and seconded by Dr. Grizelda Valenzuela, the following resolution was unanimously adopted:

RESOLVED, that the resignations of Kristen Garretson, Monte Lange, and Carrie Muehlhausen from the Board of Directors of Imagine Coolidge Elementary, Inc. and Imagine Prep Coolidge, Inc. be, and hereby are, accepted and approved by the Board.

The Chairman stated that the next item of business was the report, review and vote to elect Michael Tucker to the Board of Directors of Imagine Coolidge Elementary, Inc. and Imagine Prep Coolidge, Inc. Dr. Ketyer nominated Michael Tucker for the Board of Directors. There being no further discussion, upon motion of Dr. Leonora Ketyer duly made and seconded

by Pamela Webb, the following resolution was unanimously adopted:

RESOLVED, that the election of Michael Tucker to the Board of Directors of Imagine Coolidge Elementary, Inc. and Imagine Prep Coolidge, Inc. be, and hereby is, accepted and approved by the Board.

The Chairman stated that the next item of business was the report, review and vote to elect Dr. Grizelda Valenzuela to the Board of Directors of Imagine Coolidge Elementary, Inc.

and Imagine Prep Coolidge, Inc. Dr. Ketyer nominated Grizelda Valenzuela for the Board of Directors. There being no further discussion, upon motion of Dr. Leonora Ketyer duly made and seconded by Michael Tucker, the following resolution was unanimously adopted:

RESOLVED, that the election of Dr. Grizelda Valenzuela to the Board of Directors of Imagine Coolidge Elementary, Inc. and Imagine Prep Coolidge, Inc. be, and hereby is, accepted and approved by the Board.

The Chairman stated that the next item of business was to report, review and vote to elect Pamela Webb to the Board of Directors of Imagine Coolidge Elementary, Inc. and Imagine Prep Coolidge, Inc. Dr. Ketyer nominated Pamela Webb for the Board of Directors. There being no further discussion, upon motion of Michael Tucker duly made and seconded by Dr. Valenzuela, the following resolution was unanimously adopted:

RESOLVED, that the election of Pamela Webb to the Board of Directors of Imagine Coolidge Elementary, Inc. and Imagine Prep Coolidge, Inc. be, and hereby is, accepted and approved by the Board.

The Chairman stated that the next item of business was to report, review and vote to elect a secretary to the Board of Directors of Imagine Coolidge Elementary, Inc. and Imagine Prep Coolidge, Inc. Dr. Ketyer nominated Pamela Webb as the secretary. There being no further discussion, upon motion of Dr. Ketyer duly made and seconded by Michael Webb, the following resolution was unanimously adopted:

~~RESOLVED, that the election of Pamela Webb, as secretary to the Board of Directors of Imagine Coolidge Elementary, Inc. and Imagine Prep Coolidge, Inc. be, and hereby is, accepted and approved by the Board.~~

The Chairman stated that the next item of business was the review and approval of the minutes of the meeting held December 6, 2010 of the Board of Directors. (CPE, CPM, BC,

RFE). There being no further discussion, upon motion of duly made by Dr. Ketyer and seconded by Dr. Grizelda Valenzuela, the following resolution was unanimously adopted:

RESOLVED, that the minutes of the meeting held December 6, 2010 (CPE, CPM, BC, RFE) be, and hereby are, accepted and approved by the Board.

The Chairman stated that the next item of business was the review and approval of the minutes of the meeting held December 6, 2010 of the Board of Directors. (ICOE, IPCO). There being no further discussion, upon motion of Dr. Ketyer duly made and seconded by Dr. Valenzuela, the following resolution was unanimously adopted:

RESOLVED, that the minutes of the meeting held December 6, 2010 (ICOE, IPCO) be, and hereby are, accepted and approved by the Board.

The Chairman stated that the next item of business was the report regarding the name change for Dr. Leonora Ketyer. Dr. Ketyer explained that she legally took back her birth name for personal and religious reasons. This is information only; therefore, no action is required.

The Chairman stated that the next item of business was the report, review and possible action regarding disclosure information for Dr. Leonora Ketyer. Dr. Ketyer explained that she is helping in El Centro, California as an educational consultant for Imagine Schools. There being no further discussion, upon motion of Michael Tucker duly made and seconded by Dr. Valenzuela, the following resolution was unanimously adopted:

~~RESOLVED, that the disclosure information for Dr. Leonora Ketyer be, and hereby are, accepted and approved by the Board.~~

The Chairman stated that the next item of business was the report, review and possible action regarding quarterly financial reports. Ellen Poultridge reported for CPE and CPM. There was a brief discussion on the fact that they are December, 2010 budgets, not current. Monte Lange explained that they will be adding a "projections column" to the future quarterly financials

for the benefit of the Board members. There being no further discussion, upon motion of Michael Tucker duly made and seconded by Dr. Ketyer, the following resolution was unanimously adopted:

RESOLVED, that the quarterly financial report for CPE be, and hereby are, accepted and approved by the Board.

Upon motion of Dr. Ketyer duly made and seconded by Dr. Valenzuela, the following resolution was unanimously adopted:

RESOLVED, that the quarterly financial report for CPM be, and hereby are, accepted and approved by the Board.

Upon motion of Dr. Ketyer duly made and seconded by Dr. Valenzuela, the following resolution was unanimously adopted:

RESOLVED, that the quarterly financial report for BC be, and hereby are, accepted and approved by the Board.

Upon motion of Dr. Ketyer duly made and seconded by Dr. Valenzuela, the following resolution was unanimously adopted:

RESOLVED, that the quarterly financial report for RFE be, and hereby are, accepted and approved by the Board.

Upon motion of Dr. Ketyer duly made and seconded by Dr. Valenzuela, the following resolution was unanimously adopted:

RESOLVED, that the quarterly financial report for ICOE be, and hereby are, accepted and approved by the Board.

Upon motion of Dr. Ketyer duly made and seconded by Pamela Webb, the following resolution was unanimously adopted:

RESOLVED, that the quarterly financial report for IPCO be, and hereby are, accepted and approved by the Board.

The Chairman stated that the next item of business was the report, review and possible action regarding the 2010-2011 audit engagement letter. Dr. Hall explained that they would like

BC to change audit firms from Ball & McGraw to Berman, Hopkins, Wright and Laham. The other Bond Schools and Rosefeld will stay with Ball & McGraw. Dr. Hall explained Joel Huber will continue with the Coolidge schools. She stated that Ball & McGraw were struggling with meeting certain deadlines and customer service was suffering because it is a small firm performing audit services on behalf of too many schools at once. There being no further discussion, upon motion of Dr. Ketyer duly made and seconded by Dr. Valenzuela, the following resolution was unanimously adopted:

RESOLVED, that the 2010-2011 Audit engagement letters for Ball & McGraw for RFE, CPE and CPM be, and hereby are, accepted and approved by the Board.

Upon motion of Dr. Ketyer duly made and seconded by Dr. Valenzuela, the following resolution was unanimously adopted:

RESOLVED, that the 2010-2011 Audit engagement letter for Berman, Hopkins, Wright & Laham for BC be, and hereby is, accepted and approved by the Board.

Upon motion of Dr. Ketyer duly made and seconded by Dr. Valenzuela, the following resolution was unanimously adopted:

RESOLVED, that the 2010-2011 Audit engagements letter for Joel Huber for ICOE and IPCO be, and hereby are, accepted and approved by the Board.

The Chairman stated that the next item of business was the review and vote whether to ~~approve name of school as Imagine Cortez Park Elementary (CPE).~~ Veronica Cramer explained that they are simplifying their school names, not their legal names, for purposes of consistency and to help the Department of Education find the schools much easier. There being no further discussion, upon motion of Dr. Valenzuela duly made and seconded by Pamela Valenzuela, the following resolution was unanimously adopted:

RESOLVED, that the approval of the name of the school as Imagine Cortez Park Elementary be, and hereby is, accepted and approved by the Board.

The Chairman stated that the next item of business was the review and vote whether to approve name of school as Imagine Cortez Park Middle (CPM). There being no further discussion, upon motion of Dr. Valenzuela duly made and seconded by Pamela Webb, the following resolution was unanimously adopted:

RESOLVED, that the approval of the name of the school as Imagine West Gilbert Middle be, and hereby is, accepted and approved by the Board.

The Chairman stated that the next item of business was the review and vote whether to approve name of school as Imagine Bell Canyon (BC). There being no further discussion, upon motion of Dr. Valenzuela duly made and seconded by Pamela Webb, the following resolution was unanimously adopted:

RESOLVED, that the approval of the name of the school as Imagine Bell Canyon be, and hereby is, accepted and approved by the Board.

The Chairman stated that the next item of business was the review and vote whether to approve name of school as Imagine Rosefield (RFE). There being no further discussion, upon motion of Dr. Ketyer duly made and seconded by Michael Tucker, the following resolution was unanimously adopted:

~~RESOLVED, that the approval of the name of the school as Imagine Rosefield be, and hereby is, accepted and approved by the Board.~~

The Chairman stated that the next item of business was the report, review and possible action regarding the 2011-2012 School Calendar. Dr. Hall explained the calendar is based on 180 school days and shows professional development days. She said it also aligns with district

schools. There being no further discussion, upon motion of Michael Tucker duly made and seconded by Dr. Valenzuela, the following resolution was unanimously adopted:

RESOLVED, that the 2011-2012 School Calendar be, and hereby is, accepted and approved by the Board.

The Chairman stated that the next item of business was the report, review and possible action regarding the Technology Plan (RFE). Dr. Hall reported that the Technology Plan was due to be submitted to the State. She explained Denise Kenney and the task force designed this plan. Dr. Ketyer explained that it shows how far the schools have come and the focus on integration with national and state curriculum. She commended Denise Kenney on her efforts. She noted that this helps the parents, students and teachers all keep up with each other and with future technology growth. There being no further discussion, upon motion of Dr. Ketyer duly made and seconded by Dr. Valenzuela, the following resolution was unanimously adopted:

RESOLVED, that the Technology Plan (RFE) be, and hereby is, accepted and approved by the Board.

The Chairman stated that the next item of business was the report, review and possible action regarding the Fingerprint Clearance Card Policy. Dr. Hall explained that this is a state law requirement and that the schools have been abiding by the policy since long before it was required by law. There being no further discussion, upon motion of Dr. Ketyer duly made and seconded by Pamela Webb, the following resolution was unanimously adopted:

RESOLVED, that the Fingerprint Clearance Card Policy be, and hereby is, accepted and approved by the Board.

The Chairman stated that the next item of business was the report, review and possible action regarding Second Amendment to Lease (ICOE). Lynel Thomas reported that the amendment is based on the expansion from last year. There being no further discussion, upon

motion of Dr. Ketyer duly made and seconded by Dr. Valenzuela, and abstained by Michael Tucker, the following resolution was adopted:

RESOLVED, that the Second Amendment to Lease (ICOE) be, and hereby is, accepted and approved by the Board.

The Chairman stated that the next item of business was the report, review and possible action regarding the addition of tenth, eleventh, and twelfth grades to the Imagine Prep Coolidge, Inc. charter (IPCO). Monte Lange reported that the school has grown tremendously in the past three years. He explained that the community wants to keep growing the school and they currently have 740 students. He recommended they amend the charter to add tenth, eleventh, and twelfth grade classes. There being no further discussion, upon motion of Dr. Ketyer duly made and seconded by Dr. Valenzuela, the following resolution was unanimously adopted:

RESOLVED, that the addition of tenth, eleventh, and twelfth grades to the charter of Imagine Prep Coolidge, Inc. charter (IPCO) be, and hereby is, accepted and approved by the Board.

The Chairman stated that the next item of business was the report, review and possible action adding Imagine Prep Surprise as a second site for the sixth grade of Rosefield Charter Elementary School, Inc. (RFE). Linda Kiefner explained that the reason for moving the sixth grade to Imagine Prep was the number of students. She stated there are other requirements they must meet but wanted to have Board approval before moving forward. There being no further discussion, upon motion of Dr. Valenzuela duly made and seconded by Michael Tucker, the following resolution was unanimously adopted:

RESOLVED, that adding Imagine Prep Surprise as a second site for the sixth grade of Rosefield Charter Elementary School, Inc. (RFE) be, and hereby is, accepted and approved by the Board.

The Chairman stated that the next item of business was the report, review and possible action regarding approval of school check signers. There are no new check signers to be approved. This is information only; therefore, no action is required.

The Chairman stated that the next item of business was the report and review of the School Leaders' Reports given by Heidi Lindsay (CPE, CPM), Linda Kiefner (BC), Cynthia Juarez (RFE), and Darrin Anderson (ICOE, IPCO). Jason Archuleta reported on behalf of Heidi Lindsay. He reported on the Cycle 4 monitoring success and reported that Ellen Poultridge received a fabulous report for her financial management. James Mecca reported for BC and discussed the parent appreciation, SAT and AIMS preparation, teachers paying for student lunches out of their own pockets, and the rodeo. Cynthia Juarez reported for RFE. She discussed character development service learning projects and the students working with the scholastic program, which provided free books to the third graders at Avondale. Dr. Hall commented that the students are really taking a leadership role in reaching out to the other schools. Darrin Anderson reported for ICOE and IPCO. He reported that construction is continuing smoothly and that the walls are being erected. He further reported regarding the character essay winners, marketing efforts for the school, the fact that re-enrollment was at 93% and mentioned wrestling matches that students participated in. This is information only; therefore, no action is required.

Monte Lange left the call.

The Chairman stated that the next item of business was the report and review of the Regional Directors' Reports given by Monte Lange (CPE, CPM, ICOE, IPCO) and Linda Kiefner (BC, RFE). Linda Kiefner announced leadership changes. She reported that Cynthia Juarez will be the new school leader at RFE, James Mecca will be Director of the upper levels at

RFE and Mike Brotherton will be the Director for the lower levels at RFE. She stated Kristen Garretson will be the RFE curriculum coach. Ms. Kiefner stated that she and Jessyca Macguire will be involved with RFE. This is information only; therefore, no action is required.

Dr. Hall reported that the next meeting will be held May 2, 2011 to review the revised budgets.

There being no further business to come before the meeting, upon motion of Dr. Leonora Ketyer, duly made and seconded by Michael Tucker, the meeting was adjourned at approximately 6:00 p.m.

APPROVED:

Secretary
Cortez Park Charter Elementary School, Inc.
Cortez Park Charter Middle School, Inc.
Bell Canyon Charter School, Inc.
Rosefield Charter Elementary School, Inc.
Imagine Coolidge Elementary, Inc.
Imagine Prep Coolidge, Inc.

Issue

Imagine Prep Coolidge, Inc., a non-profit entity, submitted a complete amendment to add grades 10, 11 and 12 to the charter which currently serves grades 6-9.

As stated in Board policy, prior to a charter school being placed on an agenda, staff conducts a compliance check as part of the amendment approval process. This compliance check included an assessment of whether Imagine Prep Coolidge and the related party schools met or demonstrated sufficient progress toward the Board’s level of adequate academic performance. In accordance with Board policy compliance checks were also conducted on any charters operated and/or managed by the charter holder and/or its management company.

As shown in the graphs that follow, Imagine Prep Coolidge has not met or demonstrated sufficient progress toward the Board’s level of adequate academic performance. The charter holder is compliant in all other areas.

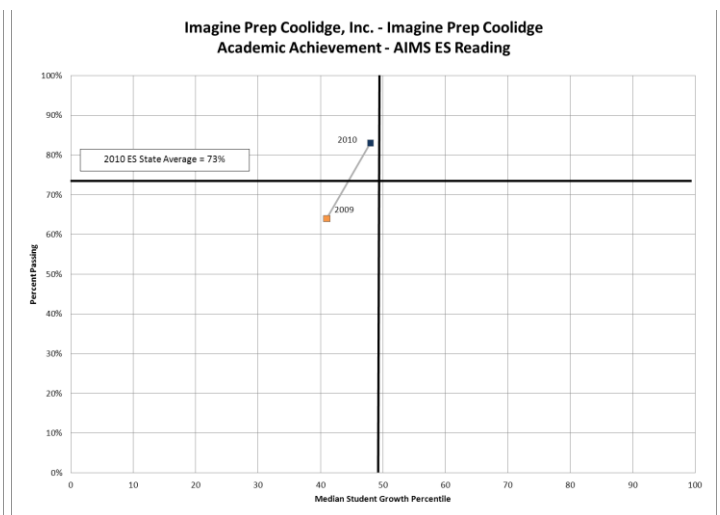
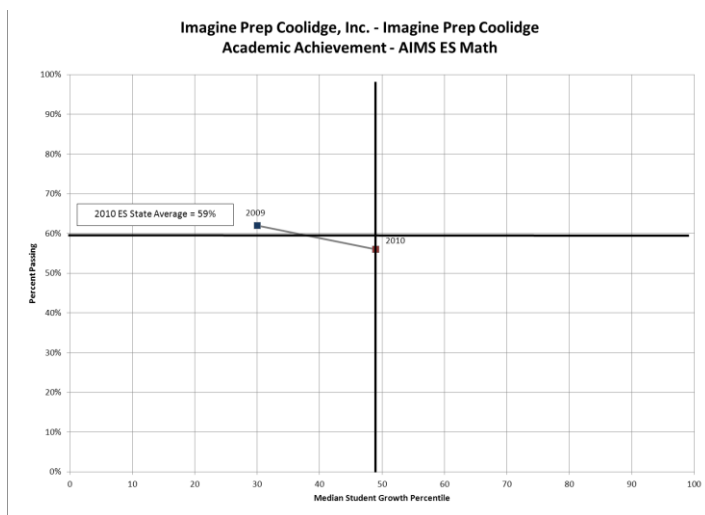
Background

Imagine Middle at Signal Peak, LLC was granted a replication charter in 2007 and, after changing its name, opened Imagine Middle at Coolidge in 2008. In January 2011, the charter was transferred to Imagine Prep Coolidge, Inc., whose sole member is Imagine Schools Non-Profit, Inc. Through management agreements, all 21 Imagine charters receive management services directly or indirectly through Imagine Schools Non-Profit, Inc., Imagine Schools, Inc., or both.

As shown in the graphs in Appendix A, some of the Imagine operated schools have met the Board’s level of adequate academic performance.

Support for an expansion of Imagine Coolidge Prep to add grades 10,11 and 12 comes from both middle school families with students currently enrolled at Imagine Prep Coolidge and partner organizations such as Coolidge Youth Coalition, Central Arizona Valley Institute of Technology (CAVIT) and Central Arizona College. According to the charter holder there are only two high schools located with the community served by Imagine Prep Coolidge. In an area with limited choices at this time, Imagine Prep Coolidge would be another option for secondary education.

According to the charter holder several initiatives to increase student achievement in Reading and Math have been implemented at Imagine Prep Coolidge. These include the creation of a Performance Management Plan, development of a school-wide professional development plan, school-wide intervention opportunities during and after the school day, and administering quarterly benchmark assessments as a means of measuring student progress and guiding adjustments to instruction. The charter holder has provided a narrative and documents to support their case for amending the charter which can be found in Appendix B.



Board Options

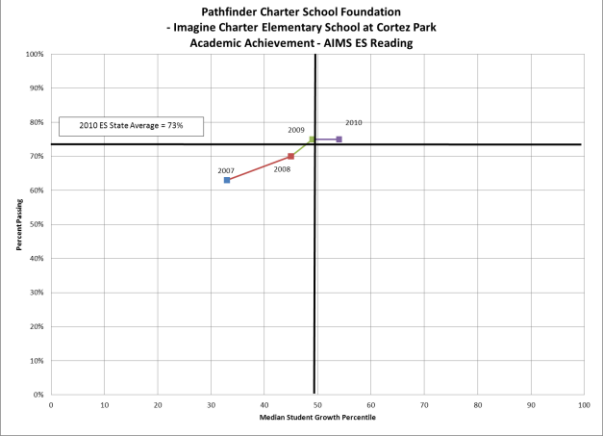
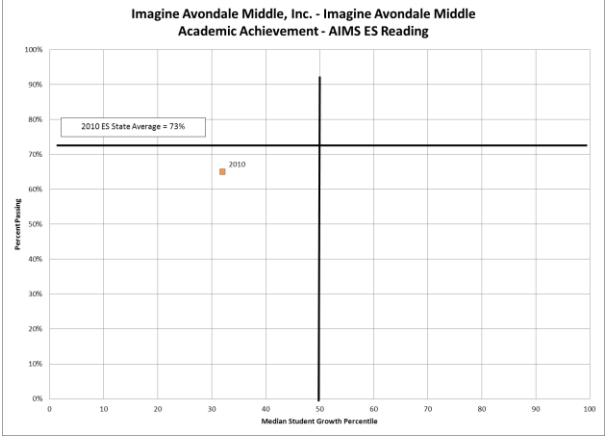
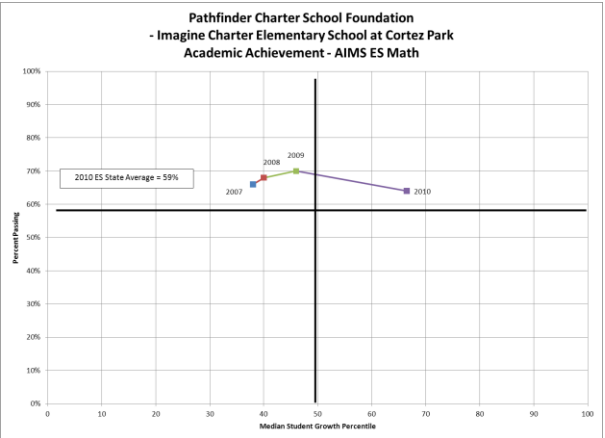
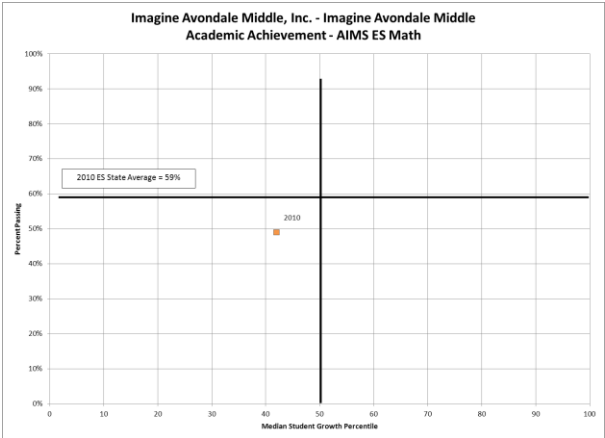
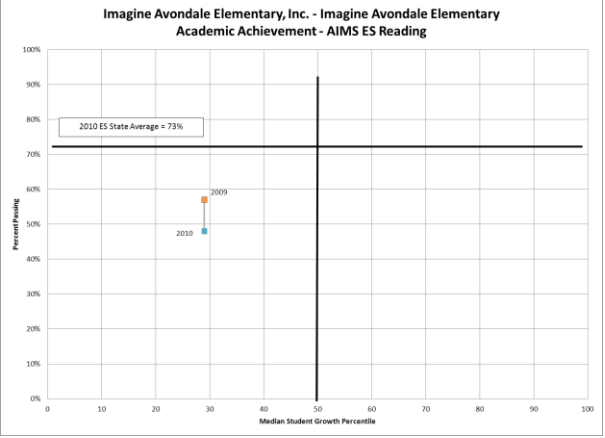
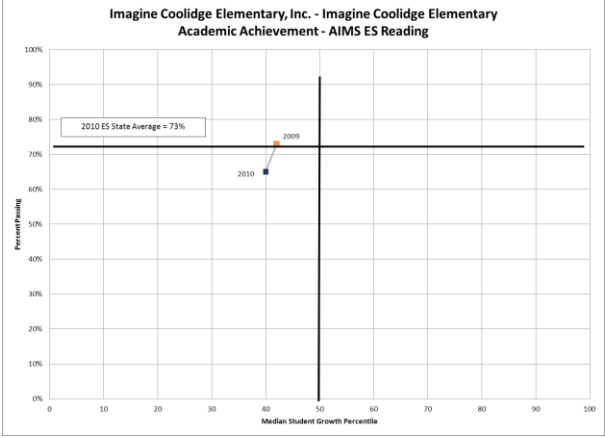
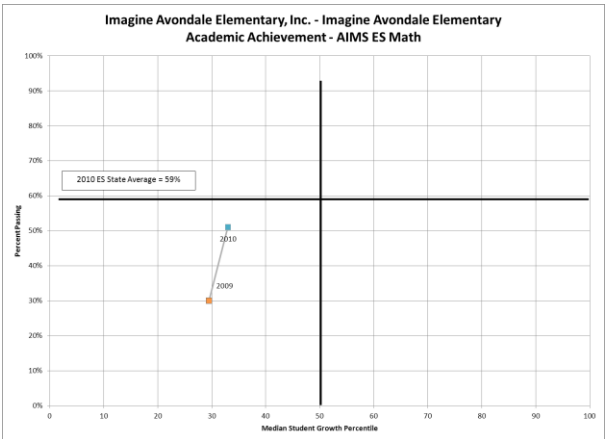
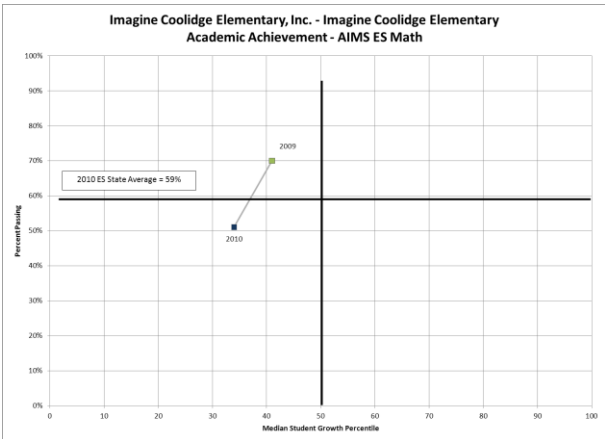
1. Accept the amendment to add grade levels to the Imagine Prep Coolidge, Inc. charter.
2. Deny the amendment to the Imagine Prep Coolidge, Inc. charter.

Staff Recommendation

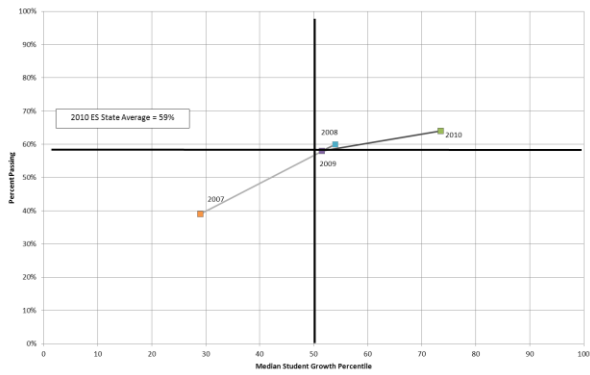
Option 1. This is supported by the following:

1. The narrative and attachments describing community support for the expansion of the charter
2. Discussion of improvement to the program of instruction across all Imagine schools, and specifically for the Imagine Coolidge site, that could provide an additional choice for the students in Coolidge.

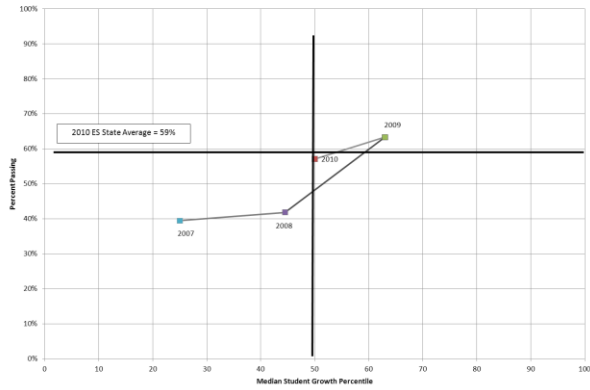
APPENDIX A



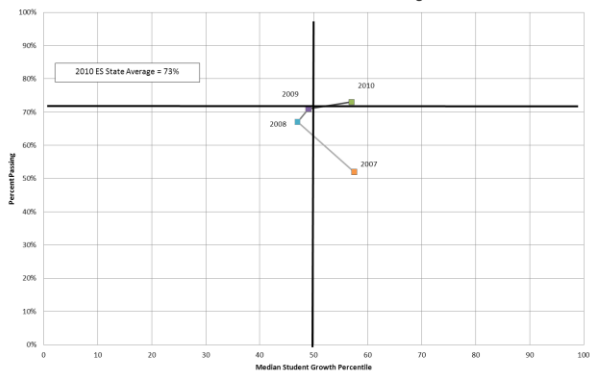
**Cortez Park Charter Middle School, Inc.
- Imagine Charter School at Cortez Park
Academic Achievement - AIMS ES Math**



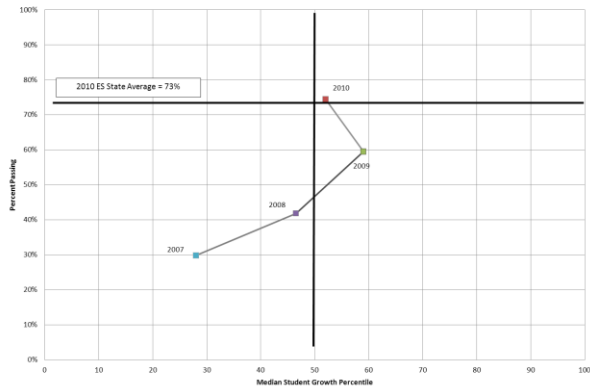
**Imagine Charter Elem at Desert West, Inc. - Imagine Elem at Desert West
Academic Achievement - AIMS ES Math**



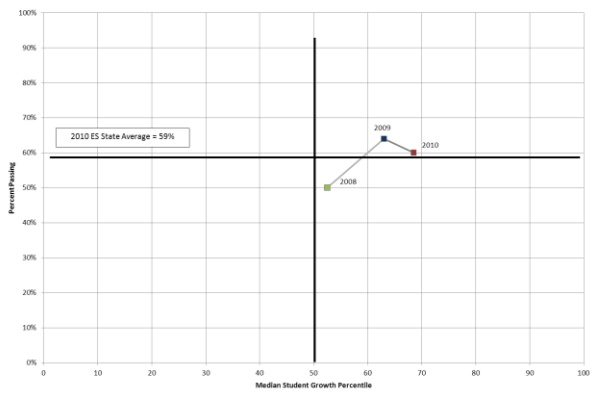
**Cortez Park Charter Middle School, Inc.
- Imagine Charter School at Cortez Park
Academic Achievement - AIMS ES Reading**



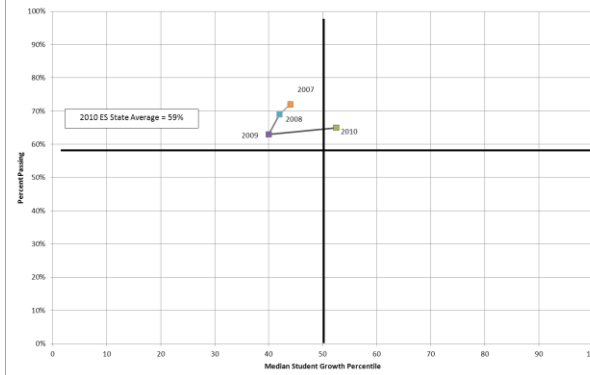
**Imagine Charter Elem at Desert West, Inc. - Imagine Elem at Desert West
Academic Achievement - AIMS ES Reading**



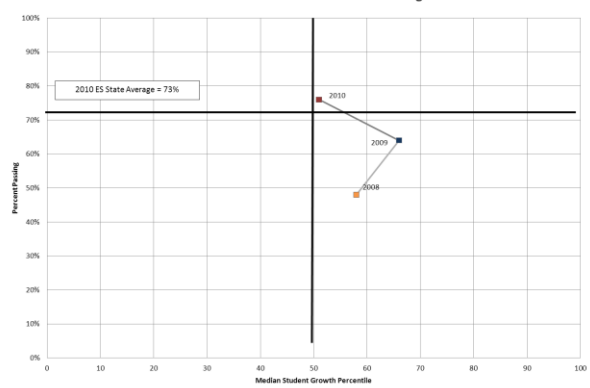
**Imagine Desert West Middle, Inc. - Imagine Desert West
Academic Achievement - AIMS ES Math**



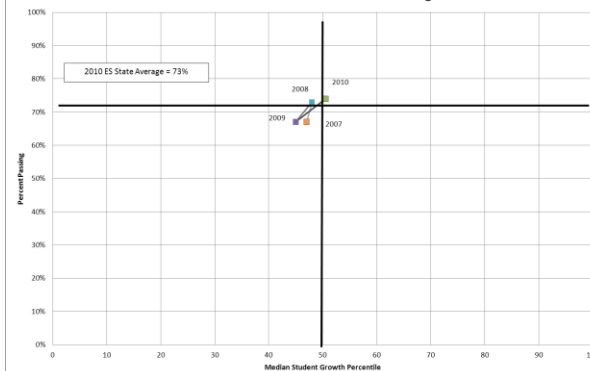
**East Mesa Charter Elementary School, Inc.
- Imagine Charter Elementary School at East Mesa
Academic Achievement - AIMS ES Math**

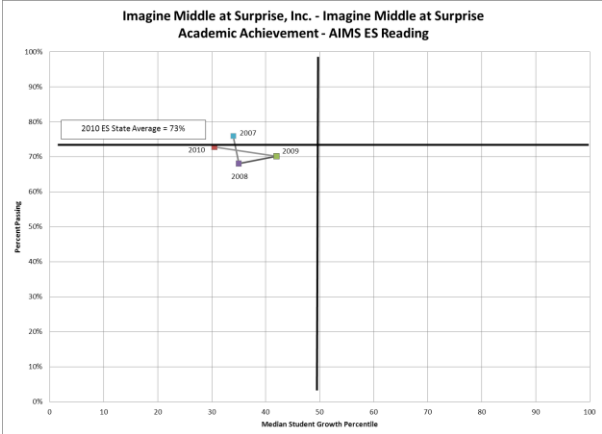
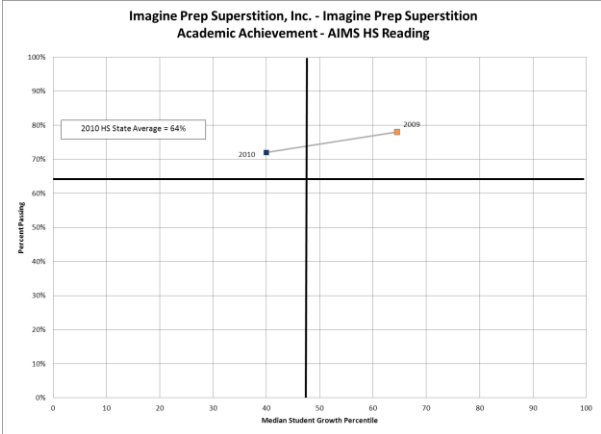
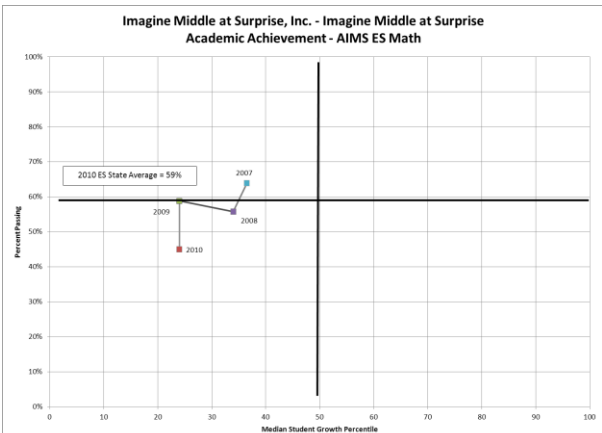
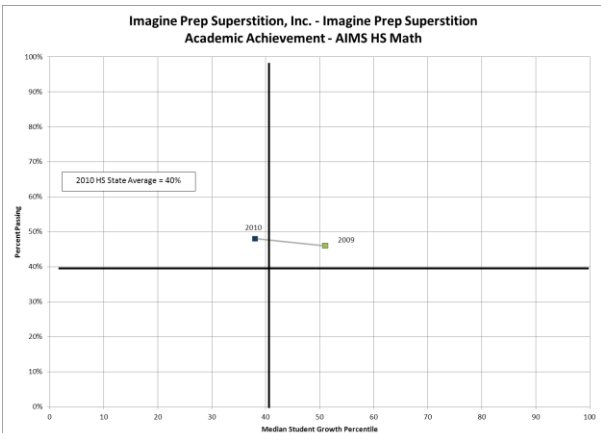
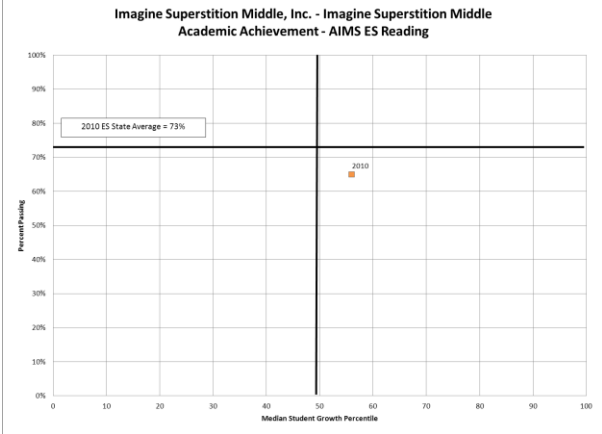
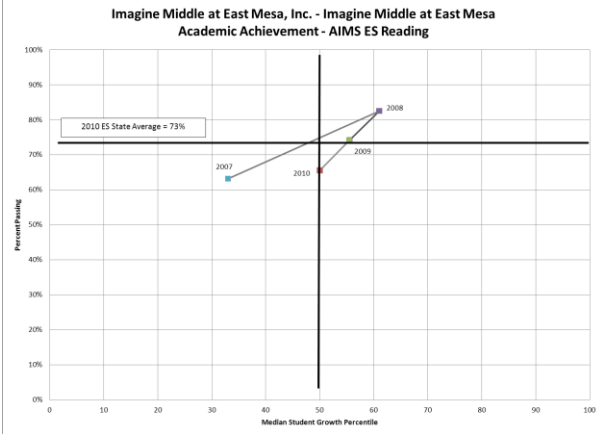
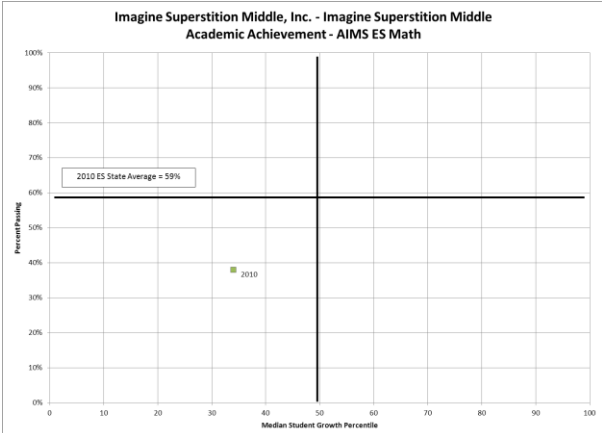
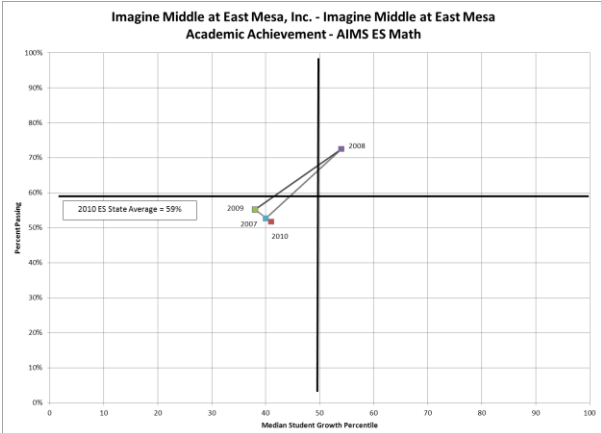


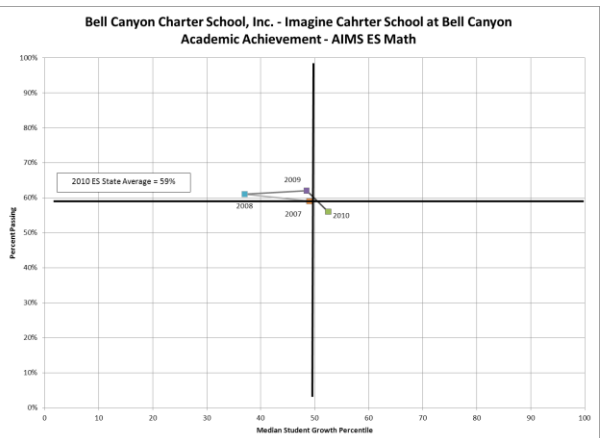
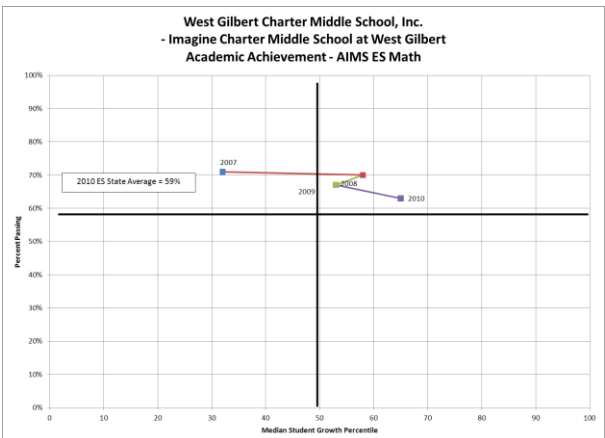
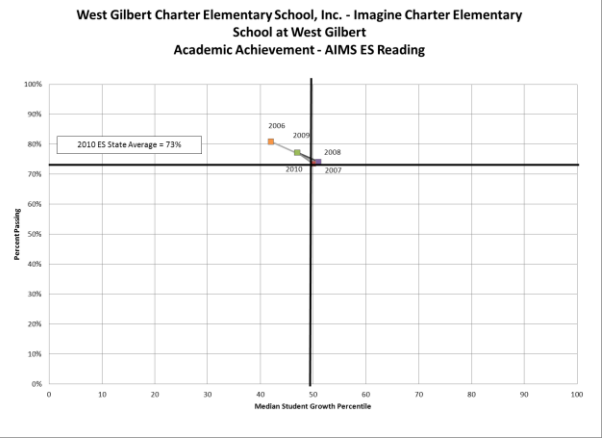
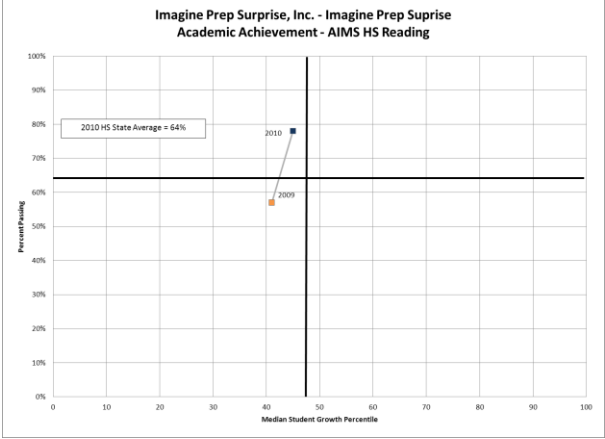
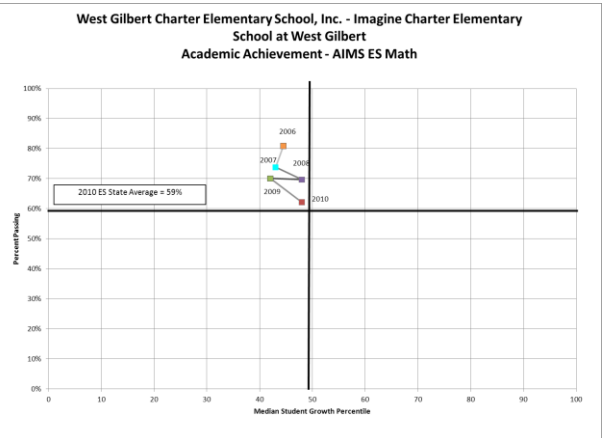
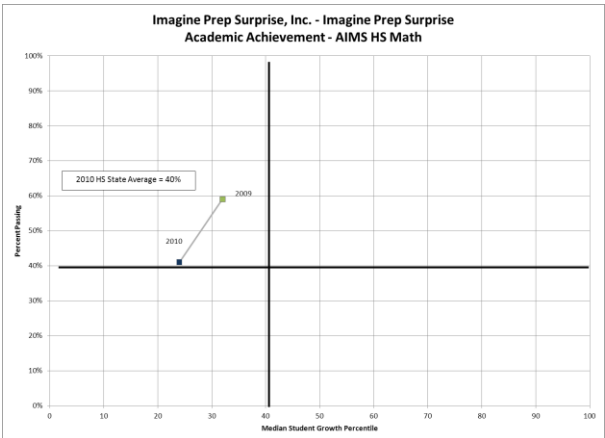
**Imagine Desert West Middle, Inc. - Imagine Desert West
Academic Achievement - AIMS ES Reading**

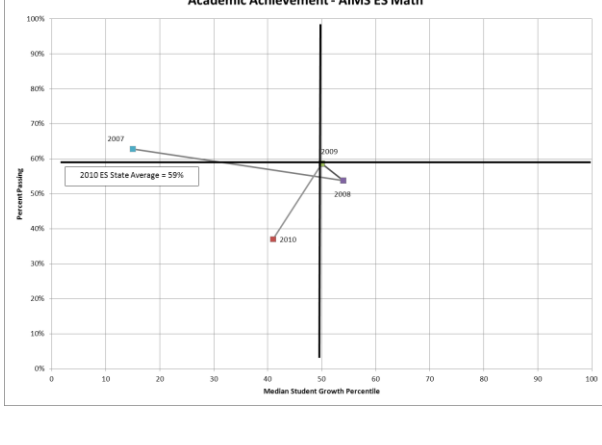
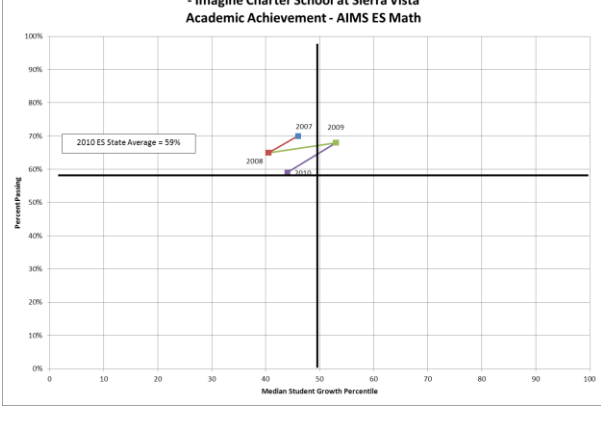
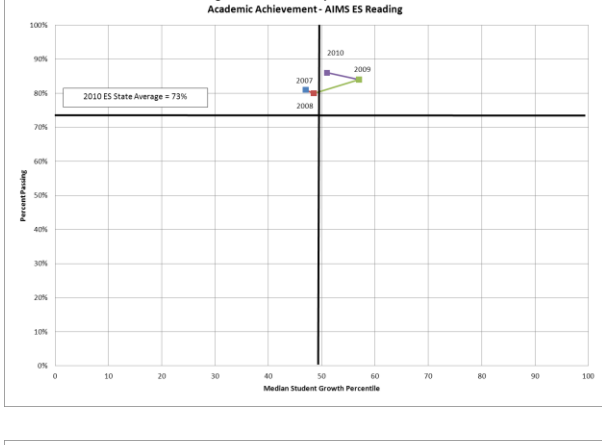
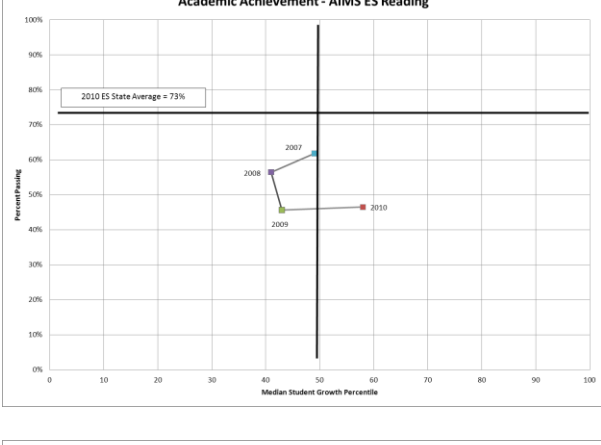
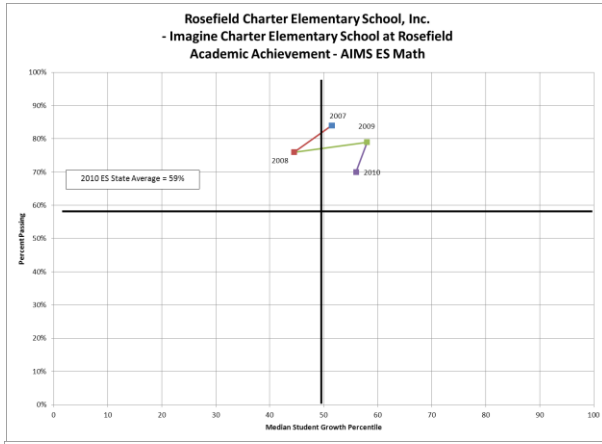
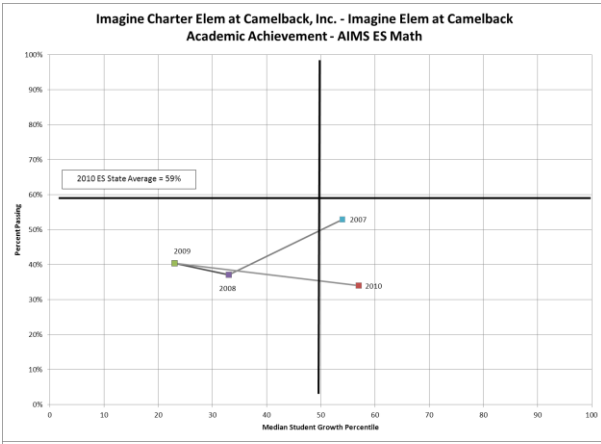
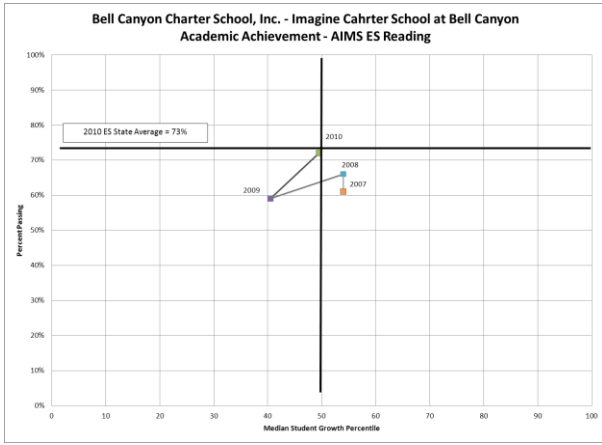
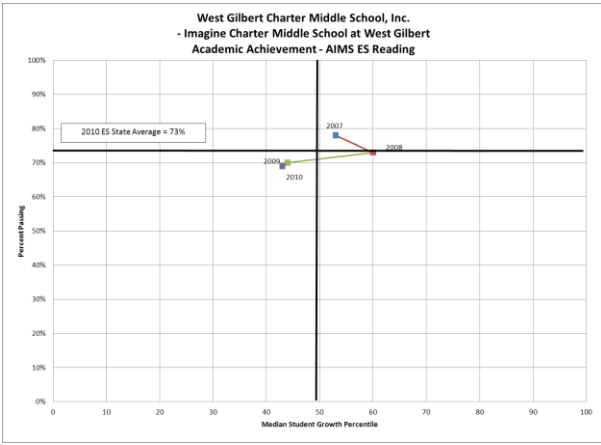


**East Mesa Charter Elementary School, Inc.
- Imagine Charter Elementary School at East Mesa
Academic Achievement - AIMS ES Reading**

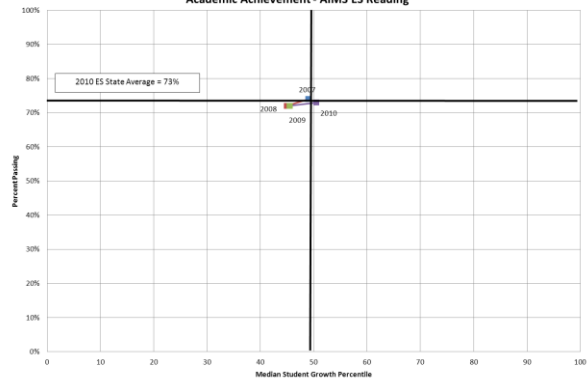




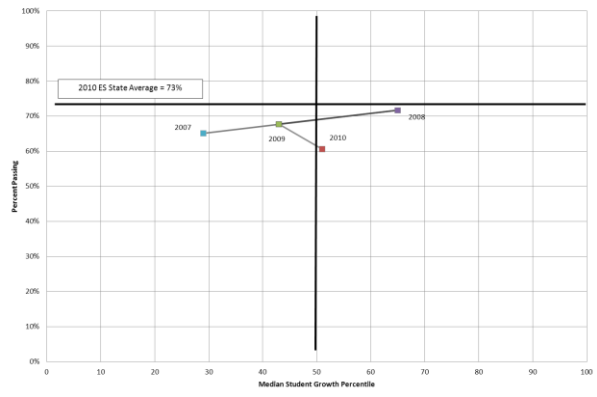




Sierra Vista Charter School, Inc.
 - Imagine Charter School at Sierra Vista
 Academic Achievement - AIMS ES Reading



Imagine Charter Elem at Tempe, Inc. - Imagine Elem at Tempe
 Academic Achievement - AIMS ES Reading



APPENDIX B

APPENDIX B

Amendment for Imagine Prep Coolidge, Inc to Increase Grade Levels

Background and support for expansion

Imagine Prep Coolidge, Inc. would like to expand its current program by amending its charter to include 10th and 11th grade with the addition of 12th grade during the 2012 / 2013 school year. At the present time, Imagine Prep Coolidge, Inc is serving students in 6th – 9th grades. We have held numerous formal and informal parent meetings, and the families have consistently asked that we consider expanding to include high school grades. With the inclusion of our adjoining campus, Imagine Elementary Coolidge Inc., we have exceeded enrollment expectations in all grades serving 732 students with a current re-enrollment rate of 98 percent. Our enrollment expectation for the 2011-2012 school year is projected to exceed 1350 students for both campuses with the approval of the addition of 10th and 11th grade, which include at least 40 9th grade students wanting to continue their education in 10th grade within Imagine Schools. Therefore, a definite demand and desire for additional grades exists within the community.

Support for the expansion has come from several of the middle school families wanting to continue their educational experience with Imagine Schools. There are limited choices for parents at this time, as there are only two high schools located within the community that are a part of the local district. According to the Arizona Department of Education, the local district is in corrective action as a result of not meeting Adequate Yearly Progress since 2003. This is further justification as to why parents are looking for another option for quality secondary education for their children.

Coolidge Unified		D/O rate	Grad Rate	Read	Math	Lang
	2009/10	5.2	67			
	2008/09	6.8	55			
District Coolidge Unified	Label	2010 AYP TEST OBJ.			62	40
Coolidge HS	Performing	n	n		46	38
SAT 10-9th	NCE				47	42
						38
San Tan Foothills HS	Performing	n	n		53	46
SAT 10-9th	NCE				49	46
						38
Heartland Ranch elem		n	n		57	39
Hohokam elem		n	n		59	37
Mountain Vista Elem	Performing Plus	y	y		74	47
San Tan Heights Elem	Performing Plus	n	n		66	47
West Elem	Performing Plus	y	y		62	41

In addition to parent support, Imagine Prep Coolidge, Inc. has received much community support since the opening of its sister school, Imagine Elementary Coolidge, Inc. in 2008. Substantial partnerships include Coolidge Youth Coalition, CAVIT (Central Arizona Valley Institute of Technology), and Central Arizona College. Through these relationships, Imagine has been able to offer enrichment opportunities and academic experiences.

How the additional grades support the philosophy, methods of instruction, special emphasis, and mission of the charter

Philosophy

Imagine Prep Coolidge, Inc's philosophy is to provide a learning environment where students feel safe, supported, and respected as they actively learn and develop, both academically and morally. By engaging students in grades 6-12 in a rigorous standards-based curriculum, aligned to the Arizona State Standards, the school promotes learning for leadership, moral growth, academic growth, the ability to construct knowledge, and individual responsibility in a caring environment. Additionally, it is the school's responsibility to help parents and guardians fulfill their responsibility to educate their children. Many of the present parents who are stakeholders in the children's education have expressed a desire for the school to expand to offer a high school. By allowing Imagine Prep Coolidge to expand its program to include tenth, eleventh, and twelfth grade, this philosophy will be used to support more of the students in the Coolidge market. The principles of effective character education, as described by Dr. Thomas Lickona, are utilized as basic principles for its character education program.

Methods of Instruction

Imagine Prep Coolidge, Inc uses a central set of research-based methods of instruction. Instruction is defined as "the purposeful direction of the learning process." In order to guide the additional 10th, 11th and 12th graders, teachers will use a variety of instructional methods including: Interdisciplinary Thematic Units, Teacher Directed Instruction, Interdisciplinary Project-based Learning, Integrated Technology, Cooperative Learning, and Differentiated Instruction.

The methods of instruction, offered to students at Imagine Prep Coolidge, have demonstrated success as a rigorous, high quality educational opportunity for students as demonstrated by the AZ LEARNS "Performing Plus" label earned for 2009 – 2010 school year. The school utilizes the *Imagine Standards-based Curriculum* which is characterized by challenging academic

standards that are clearly articulated at each grade level. The *Imagine Standards-based Curriculum* is proprietary and is aligned with the Arizona Academic K-12 Standards. Imagine Prep Coolidge offers an educational program that provides balance among language arts, math, critical thinking, science, technology, social studies, music, art and athletics. Imagine Prep Coolidge utilizes the *Galileo* school wide benchmark assessments that are aligned to the Arizona Academic Standards to monitor student level growth and to modify instructional practice to ensure students are meeting or exceeding the Arizona Academic Standards.

Emphasis

All schools in the Imagine School's family emphasize positive moral development. Extending this culture to tenth, eleventh and twelfth grade, is expected to help graduation rates stay well above the state average. To achieve this, Imagine Prep Coolidge already utilizes a character development program that is integrated into the daily life of students. More students will also allow for greater participation in our community-oriented projects that are part of the curriculum.

Mission

The mission of Imagine Prep Coolidge, Inc is to provide students a challenging, effective program of study with a strong moral emphasis in a safe, nurturing environment. Allowing our school to expand our grade levels will allow us to seamlessly continue this mission to our current students. By choosing to expand the grade levels offered at this site through an amendment, we will not have to go through a new enrollment period for all of our current 9th graders.

Timeline for implementation

- Imagine Prep Coolidge, Inc intends on serving grades 6-11 starting in August of 2011.
- Imagine Prep Coolidge, Inc intends on serving 12th grade starting in August of 2012

Proficiency level required for credit and/or promotion and credit transfer policies

Imagine Prep Coolidge, Inc will follow the state of Arizona Graduation Requirements for determining course completion. Students must earn the requisite number of credits for each discipline as outlined in the Arizona Graduation Requirements. Students will master the performance objectives from the Arizona 9-12 Academic Standards as outlined in the school's curriculum maps to receive credit in a given course. Students will receive letter grades for completing courses with a 70% or better.

Imagine Prep Coolidge, Inc will accept all transfer credits as follows (according to A.R.S. 15-189.03):

- If a pupil who was previously enrolled in a charter school or school district enrolls, we shall accept credits earned by the pupil in courses or instructional programs.

- The administration will review the transfer credits for the purpose of determining whether a credit earned by a pupil who was previously enrolled in another school district or charter school will be assigned as an elective or core credit. Imagine Prep Coolidge, Inc will accept credits that directly meet the Arizona Graduation Requirements in the required areas. Coursework that does not match the Arizona Graduation Requirements in the required areas will be accepted as elective credit. If the type of transfer credit cannot be determined, the registrar will contact the transferring school and request a course description where transfer credit will be based on whether the course met the required Arizona 9-12 Academic or Functional Standards in the discipline, i.e., Freshman English or Algebra.
- The pupil shall be provided with a list that indicates which credits have been accepted as an elective credit and which credits have been accepted as a core credit.
- Within 10 school days after receiving the list, the pupil may submit a request to take an examination in each particular course in which core credit has been denied.
- Imagine Prep Coolidge, Inc shall accept the credit as a core credit for each particular course in which the pupil takes an examination and receives a passing score on a test designed and evaluated by a teacher, who teaches the subject matter on which the examination is based.

Factors impacting academic performance

Imagine Prep Coolidge, Inc. has a Performing Plus label under Arizona Learns and has met Adequate Yearly Progress since the school's inception in 2008. According to the data received, from the Arizona Charter School Association, Imagine Prep Coolidge, Inc. had a median Student Growth Percentile of 49 in math, with 56% passing in 2010. The previous year, the first year of operation of the school, there was a median SGP of 30 in math with 62% passing. Although the school has experienced a gain of 19 SGP points, the percentage of students passing dropped from 62% to 56%. After analyzing and interpreting this data, it has been determined that although there has been much growth; increased enrollment (45 students) and testing of the new math standards affected the passing percentage. With respect to reading, Imagine Prep Coolidge, Inc. has a SGP of 48 with 83% passing in 2010. The previous year, 2009, Imagine had a SGP of 41 with 64% passing. Therefore, the school has experienced gains of 7 SGP points and 19% passing from the 2009 to the 2010 school year.

Although we have demonstrated student growth since the school's opening in August of 2008, we recognize the need for improved student growth and academic performance of reading and math. As a result, Imagine Prep Coolidge, Inc. has implemented several initiatives to increase the academic achievement in reading and math. Throughout the school year, the school utilizes data to drive instruction. Baseline student data is obtained in the Fall utilizing both the Stanford 10 and Galileo. Stanford 10 is a norm-referenced standardized assessment and Galileo is a criterion-referenced assessment aligned to the Arizona State Standards. Using the results of these assessments and working with Imagine Schools' regional support, school leadership and teaching staff have implemented the following:

- * A Performance Management Plan that was developed in collaboration with the Arizona Charter School Association that was voluntarily submitted for feedback and revised for the 2011-12 school year
- * Involvement of the whole staff in the development and completion of the Arizona School Improvement Plan including the comprehensive needs assessment
- * The development of a school-wide professional development plan based on teacher effectiveness standards that are supported by the region's professional development task force
- * Quarterly benchmark assessments to measure progress of Arizona State Standards with monitored adjustments to instruction and intervention based on results of each assessment
- * Implementation of school instructional data coach to work teachers to gather and interpret student data, revise curriculum maps and lesson plans, and share instructional strategies
- * Personalized learning goals developed with students, along with reasonable accommodations and modifications to instruction.
- * Student and teacher created data scoreboards to display results and progress at each benchmark for the school community
- * Student created data binder to track benchmark and formative results as well as students' academic goals
- * A variety of school-wide intervention opportunities for identified students both during the regular school day and before and after school hours

Imagine Prep Coolidge Inc. has experienced an increase in the number of students needing special education services to 15% for the 2010-2011 school year. As a result, we have added to our special education teaching staff and increased the interventions offered in both reading and math. The increased focus on the continuous review of student data by teachers has helped ensure students' needs are being addressed. The support of the school's instructional data coach has been instrumental in providing professional development in analyzing and interpreting data, and instructional planning support for the teachers. In addition, Imagine Prep Coolidge has had added support from Imagines' regional support team. The regional Curriculum Specialist has provided ongoing professional development in researched-based instructional strategies and assistance with curriculum mapping. Imagine has also provided strategies which are being implemented in all of the Arizona schools as a result of the School Improvement support that is currently in place at Imagine Camelback.

Adding additional grade levels at Imagine Prep Coolidge, Inc. will allow over 250 additional students, and their families, the opportunity to have much needed choice in the community of Coolidge. Although we continue marketing efforts each year, over 90% of new enrollees have learned about us through word of mouth. We are highly regarded and respected for our rigorous academic standards, character program, and our philosophy of partnering with our parents to educate the whole child. Imagine Coolidge Prep has a strong commitment to continually increase academic rigor to ensure that our families will have a quality choice in Coolidge for many generations to come. We are requesting that the State Board of Charter Schools approve our amendment to add the additional grade levels for the 2011 / 2012 school year.

Imagine Schools Arizona – Learning Gain Results and Explanation

Learning Gain Report – AZ West Region 2009-2010			
	Reading Gain	Math Gain	Average Total Gain
Imagine Prep at Surprise	0.99	1.01	1
Imagine School at Avondale	0.99	1.04	1.02
Imagine School at Bell Canyon	1.06	1.15	1.1
Imagine Schools at Rosefield	1.05	1.08	1.06
Imagine Schools at Sierra Vista	1.03	1.06	1.05
Imagine Schools at Tempe	1.02	1.07	1.05
Imagine West Region	1.03	1.06	1.05

Learning Gain Report – Sonoran Desert Region 2009-2010			
	Reading Gain	Math Gain	Average Total Gain
Imagine Prep at Superstition	1.02	1.04	1.03
Imagine Schools at Camelback	1.02	1.08	1.04
Imagine Schools at Coolidge	1.03	1.06	1.04
Imagine Schools at Cortez Park	1.05	1.13	1.09
Imagine Schools at Desert West	1.1	1.17	1.13
Imagine Schools at East Mesa	1.04	1.08	1.06
Imagine Schools at West Gilbert	1.04	1.08	1.06
Imagine Sonoran Region	1.05	1.1	1.08

Learning Gain Calculation

Imagine Schools utilizes the NCE score to calculate learning gains because the NCE score can support these calculations and retains its meaning across grade levels and subject areas. A gain score is defined as the difference between the Fall and Spring test NCE score. That is, gain = Spring NCE – Fall NCE. This results in a learning gain score that has an expected value of 0 (when the student demonstrates the same gain as the norming population) and ranges from -98 to 98. A negative learning gain does not mean that a student has actually lost knowledge, just that he/she has not made similar gains compared to the gains demonstrated by students in the norming population. In order to avoid the misinterpretation of a negative learning gain score, a transformed learning gain value is computed:

The transformation equation is:

Learning Gain = $1 + (\text{gain}/100)$. This results in a score that has an expected value of 1.0 and varies from .02 to 1.98.

Learning gains are first calculated for every student and then summary values (mean, median, etc.) are determined for the appropriate reporting group (e.g. grade level, school).

Imagine Schools Arizona – Learning Gain Results and Explanation

Learning Gain Interpretation

A learning gain of 1.0, therefore, represents a student that has participated in one year of education and stayed at the same relative position as students in the national norming sample who participated in the same year of education. A student with a learning gain greater than 1.0 has made more progress than normal. A learning gain of less than 1.0 represents less progress than normal. For example, let's take the case of John Jones, a student entering the fourth grade in the Fall. Since he has not experienced much, if any, of the fourth grade curriculum, we test him as a third grade student. On the fall test, he receives a Total Reading NCE score of 45. In the Spring, John has completed the fourth grade and is tested as a fourth grade student. On the spring test, he receives a Total Reading NCE score of 55. His gain is 10 ($55 - 45$) and is reported as the transformed learning gain score of 1.10. This means that John has made more progress in academic achievement during his fourth grade year than is expected based on the norming population. On the other hand, on the Fall test John receives a Total Mathematics NCE score of 55. In the Spring, John has completed the fourth grade and is tested as a fourth grade student. On the spring test, he receives a Total Mathematics NCE score of 30. His gain is -25 ($30 - 55$) and is reported as the transformed learning gain score of .75. This does not mean that John did not learn, or even forgot his Mathematics skills. John has made substantially less progress in academic achievement in mathematics during his fourth grade year than is normal.

APPENDIX A					
IMAGINE ARIZONA ENROLLMENT					
SCHOOL	STUDENT ENROLLMENT		ELL%	SPED %	
	2010/11	% GROWTH 2008-2010			
Imagine Preparatory at Superstition	131	40	0	8	
Imagine Middle at Superstition	72	31	0	14	
Imagine Elementary at Camelback	479	64	31	4	
Imagine Middle at Camelback	132	55	13	15	
Imagine Elementary at Coolidge	531	19	6	13	
Imagine Middle at Coolidge	201	68	2	15	
Pathfinder Charter School Foundation	570	11	42	7	
Imagine Charter Middle School at Cortez Park	170	19	18	8	
Imagine Elementary at Desert West	605	13	43	7	
Imagine Middle at Desert West	176	0	10	14	
East Mesa Charter Elementary	581	13	11	13	
Imagine Middle at East Mesa	65	0	18	23	
West Gilbert Charter Elementary School	475	2	0	5	
West Gilbert Charter Middle School	98	0	0	19	
Bell Canyon Charter School	457	38.5			
Rosefield Charter Elementary School	836	8			
Sierra Vista Charter School	454	11.6			
Imagine Preparatory at Surprise	322	7			
Imagine Elementary at Tempe	348	11.7			
Imagine Elementary at Avondale	621	57.4			
50% of our schools in the Sonoran Desert Region have over 12% SPED population.					
3 schools in the Sonoran Desert Region have a significant ELL population (+30%)					
A 3 Year Average enrollment growth for the Sonoran Region is 24%:					
40% enrollment growth in Imagine Prep at Superstition					
55% enrollment growth in Imagine Middle at Camelback					
64% enrollment growth in Imagine Charter Elementary at Camelback					
68% enrollment growth in Imagine Middle at Coolidge					
A 3 year Average enrollment growth for the Az. West Region is 22.3%					

Imagine Arizona Data Driven Program

Galileo is a benchmark assessment tool used statewide to assess student academic progress on grade level concepts. This data is used in quarterly instructional dialogue by leaders and teachers within grade levels to drive instructional planning and to measure student progress. Students are given quarterly benchmark assessments that are used to evaluate projected student growth as well as potential deficiencies. Teachers then analyze the data and adjust their teaching practices to insure that all students are performing at or above grade level.

Imagine Arizona Schools Galileo / AIMS 2011 Projected Growth

Percentage Passed	AIMS 2010 Math	Galileo Math	Expected Math Growth	AIMS 2010 Reading	Galileo Reading	Expected Reading Growth
Imagine Camelback*	34%	56%	22%	46%	74%	28%
Imagine Coolidge	54%	55%	1%	74%	78%	4%
Imagine Cortez Park	64%	54%	-10%	74%	66%	-8%
Imagine Desert West	59%	59%	1%	75%	78%	3%
Imagine East Mesa	59%	51%	-7%	70%	69%	-1%
Imagine West Gilbert	63%	57%	-6%	72%	77%	5%
Imagine Superstition	48%	53%	5%	72%	73%	1%
Imagine Sonoran Region*	54%	56%	1.5%	69%	74%	4.6%

Percentage Passed	AIMS 2010 Math	Galileo Math	Expected Math Growth	AIMS 2010 Reading	Galileo Reading	Expected Reading Growth
Imagine Avondale	50%	40%	-10%	61%	62%	1%
Imagine Bell Canyon	56%	61%	5%	72%	79%	7%
Imagine Rosefield	70%	64%	-6%	86%	82%	-5%
Imagine Sierra Vista	59%	49%	-10%	73%	77%	4%
Imagine Tempe	37%	34%	-3%	61%	54%	-7%
Imagine Surprise	40%	38%	-2%	72%	78%	7%
Imagine West Region	46%	45%	-1.6%	71%	73%	2.1%

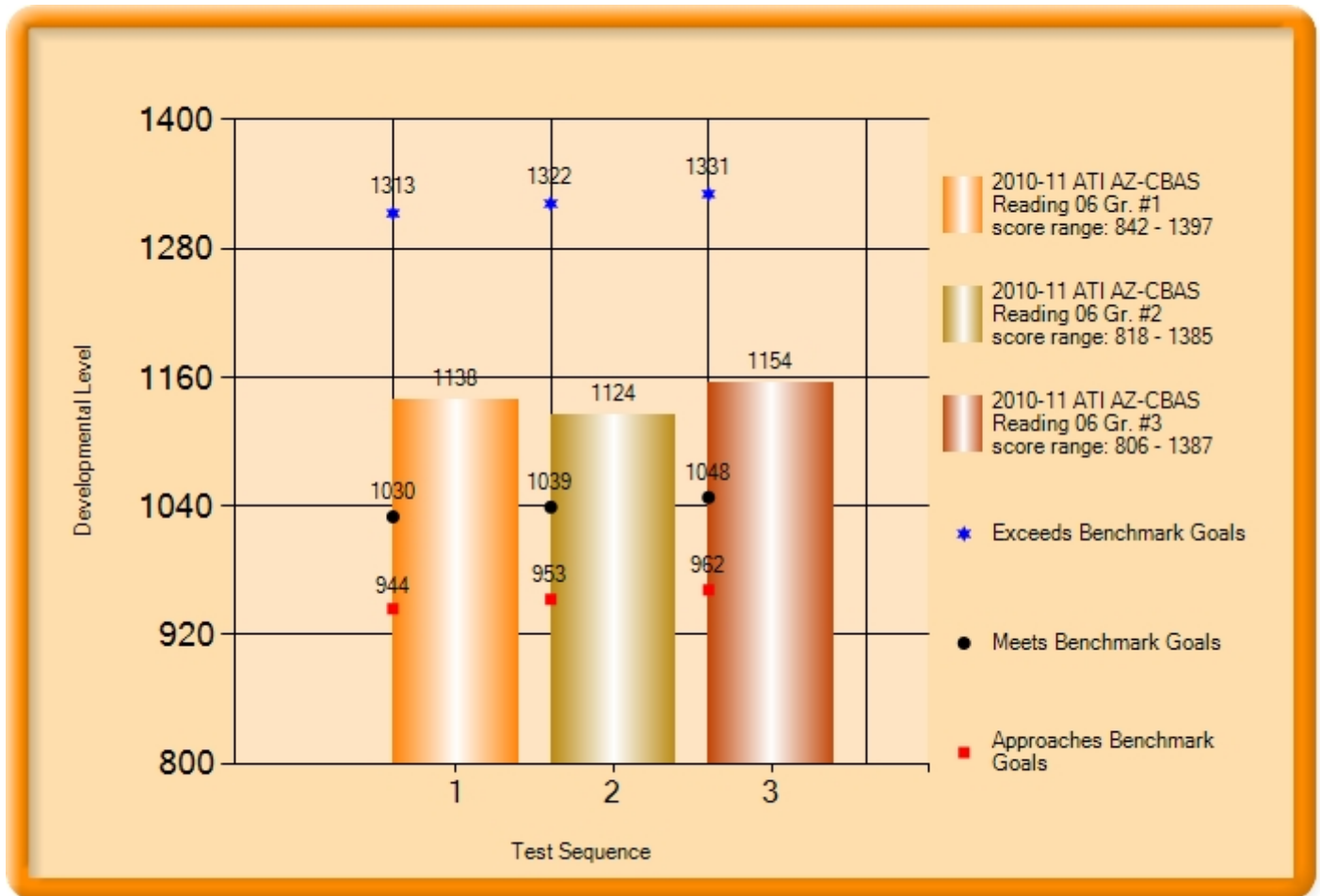
Based on third quarter benchmark results, we are projecting a 1.5% growth in math and a 4.6% growth in reading in the Sonoran Region.

Annually, we work to develop WIG (Wildly Important Goals, based on Franklin Covey program) to ensure a laser like focus on three goals at each campus. The academic goal for 2011 is: 85% of all students will be on grade level by May of 2011 as measured by AIMS. Bimonthly meetings are held with teachers at grade levels to review data and discuss instructional focus, student achievement and to develop strategies to assure student success.



Aggregate Multi-Test Report

District: Imagine Charter Schools - Sonoran
School(s): Coolidge
Class(es): [All Classes]



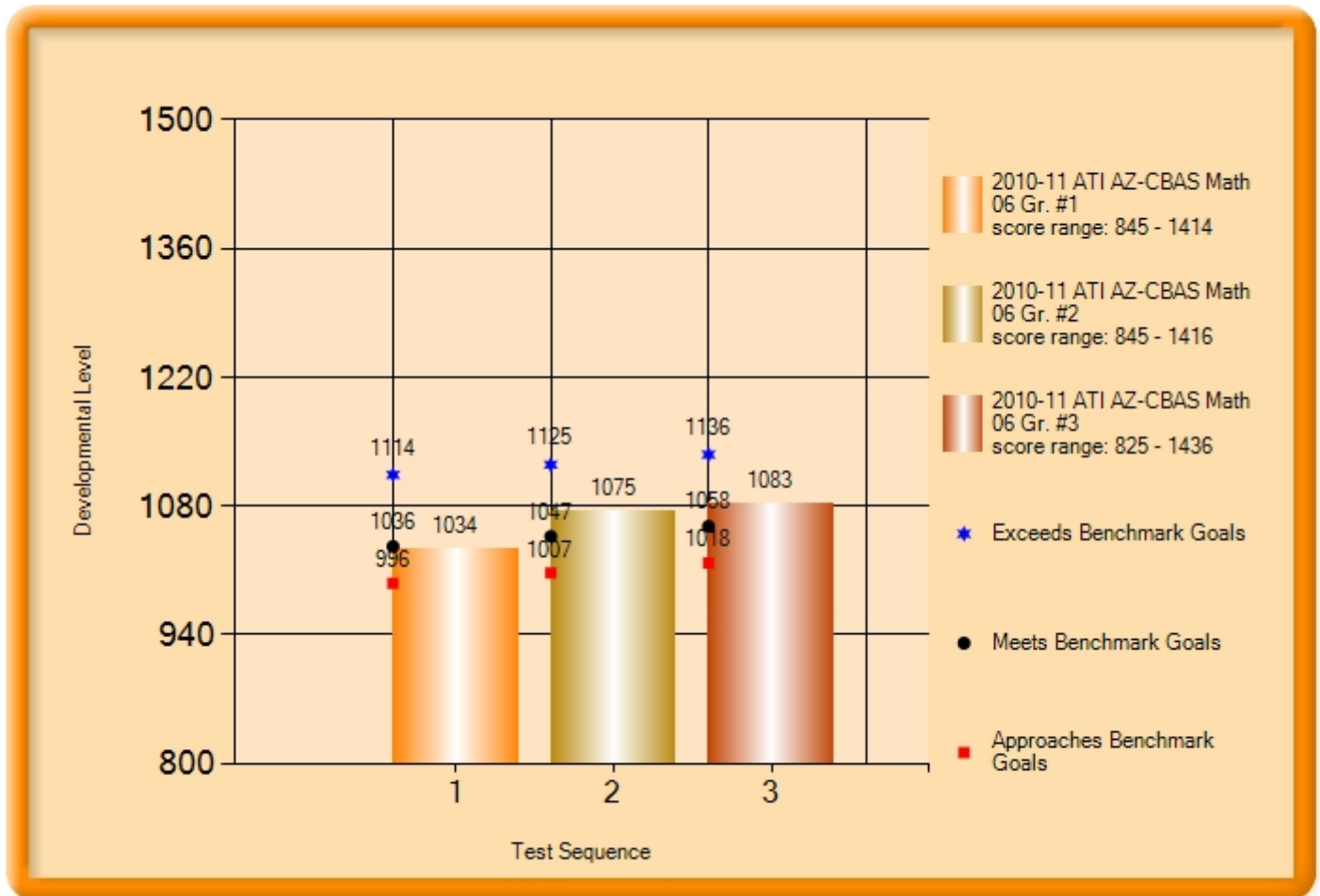
Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Reading 06 Gr. #1 (53)	7.55 % (4)	13.21 % (7)	77.36 % (41)	1.89 % (1)
2010-11 ATI AZ-CBAS Reading 06 Gr. #2 (53)	15.09 % (8)	9.43 % (5)	73.58 % (39)	1.89 % (1)
2010-11 ATI AZ-CBAS Reading 06 Gr. #3 (53)	7.55 % (4)	11.32 % (6)	77.36 % (41)	3.77 % (2)

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Aggregate Multi-Test Report

District: Imagine Charter Schools - Sonoran
School(s): Coolidge
Class(es): [All Classes]



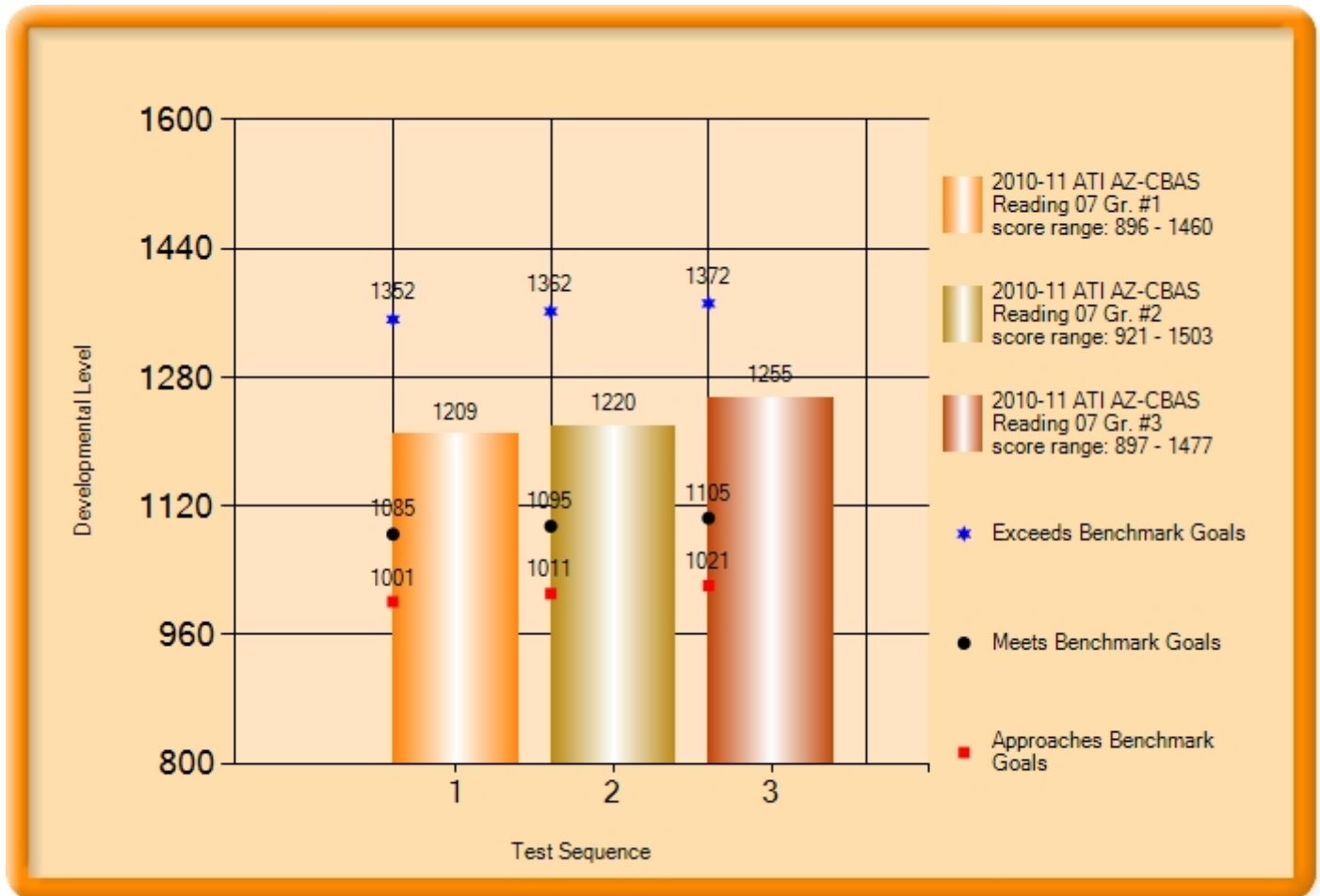
Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Math 06 Gr. #1 (53)	24.53 % (13)	18.87 % (10)	45.28 % (24)	11.32 % (6)
2010-11 ATI AZ-CBAS Math 06 Gr. #2 (53)	28.30 % (15)	9.43 % (5)	30.19 % (16)	32.08 % (17)
2010-11 ATI AZ-CBAS Math 06 Gr. #3 (53)	28.30 % (15)	15.09 % (8)	26.42 % (14)	30.19 % (16)

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Aggregate Multi-Test Report

District: Imagine Charter Schools - Sonoran
School(s): Coolidge
Class(es): [All Classes]



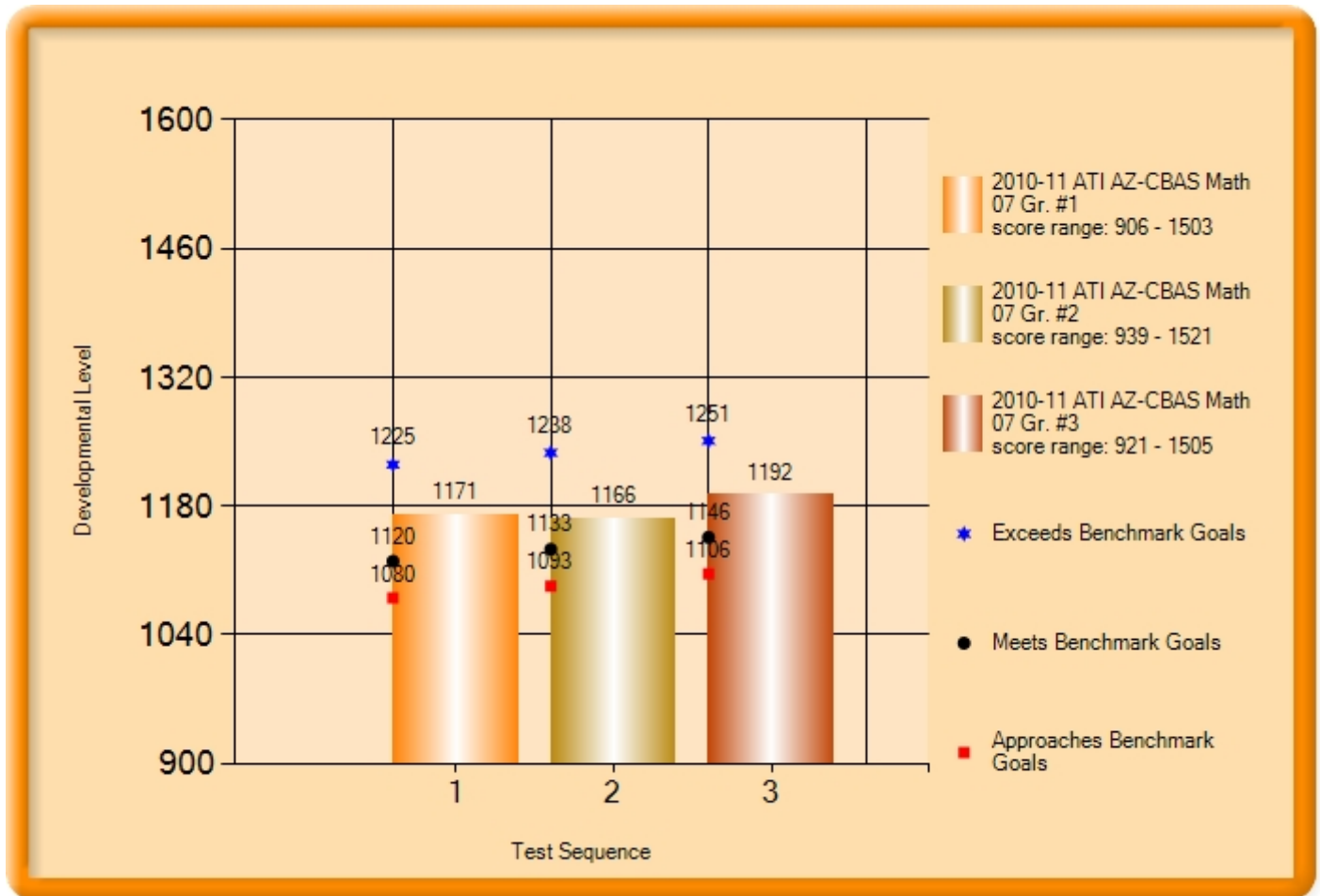
Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Reading 07 Gr. #1 (43)	2.33 % (1)	11.63 % (5)	74.42 % (32)	11.63 % (5)
2010-11 ATI AZ-CBAS Reading 07 Gr. #2 (43)	2.33 % (1)	11.63 % (5)	76.74 % (33)	9.30 % (4)
2010-11 ATI AZ-CBAS Reading 07 Gr. #3 (43)	6.98 % (3)	4.65 % (2)	79.07 % (34)	9.30 % (4)

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Aggregate Multi-Test Report

District: Imagine Charter Schools - Sonoran
School(s): Coolidge
Class(es): [All Classes]



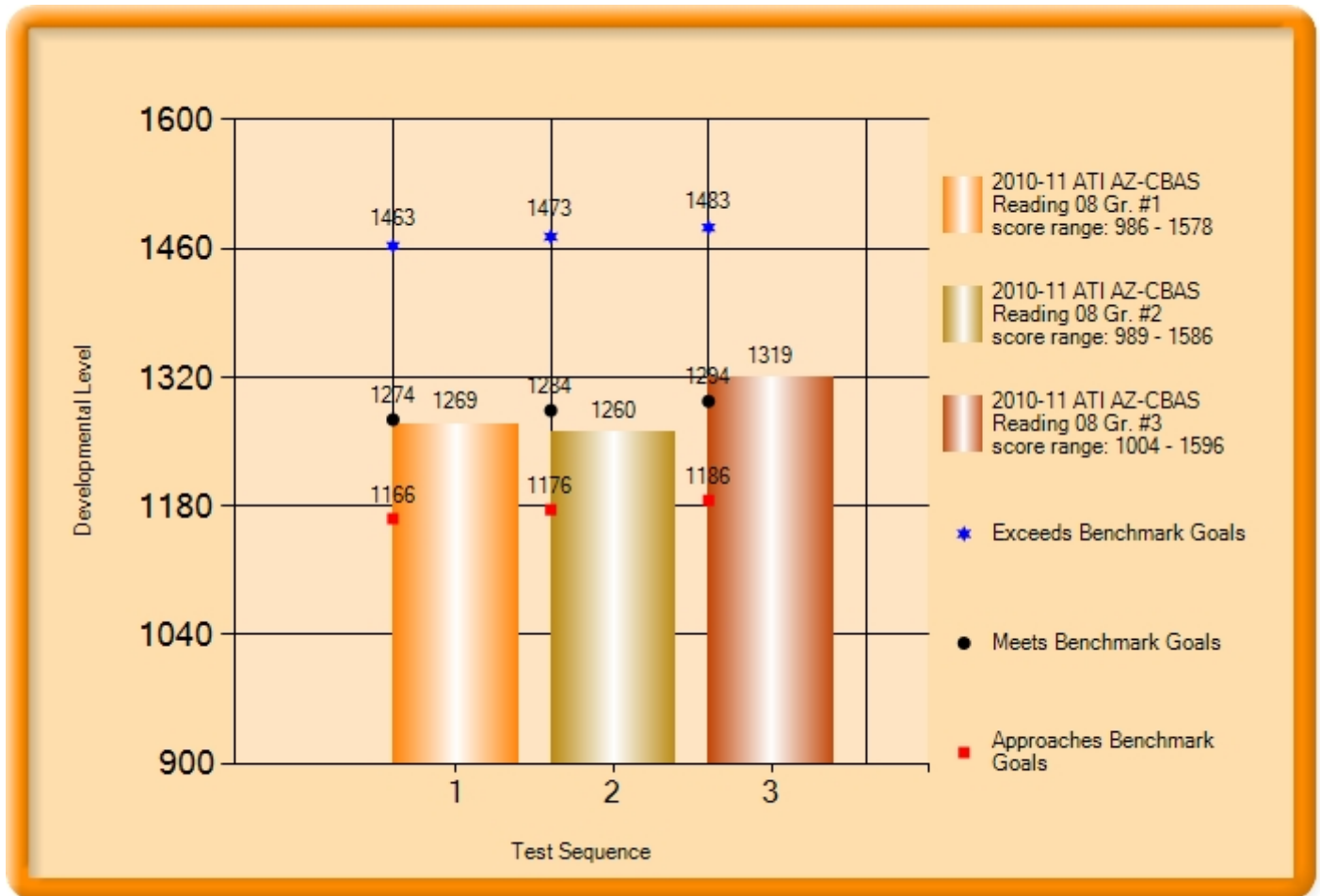
Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Math 07 Gr. #1 (45)	15.56 % (7)	11.11 % (5)	42.22 % (19)	31.11 % (14)
2010-11 ATI AZ-CBAS Math 07 Gr. #2 (45)	28.89 % (13)	6.67 % (3)	46.67 % (21)	17.78 % (8)
2010-11 ATI AZ-CBAS Math 07 Gr. #3 (45)	17.78 % (8)	15.56 % (7)	42.22 % (19)	24.44 % (11)

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Aggregate Multi-Test Report

District: Imagine Charter Schools - Sonoran
School(s): Coolidge
Class(es): [All Classes]



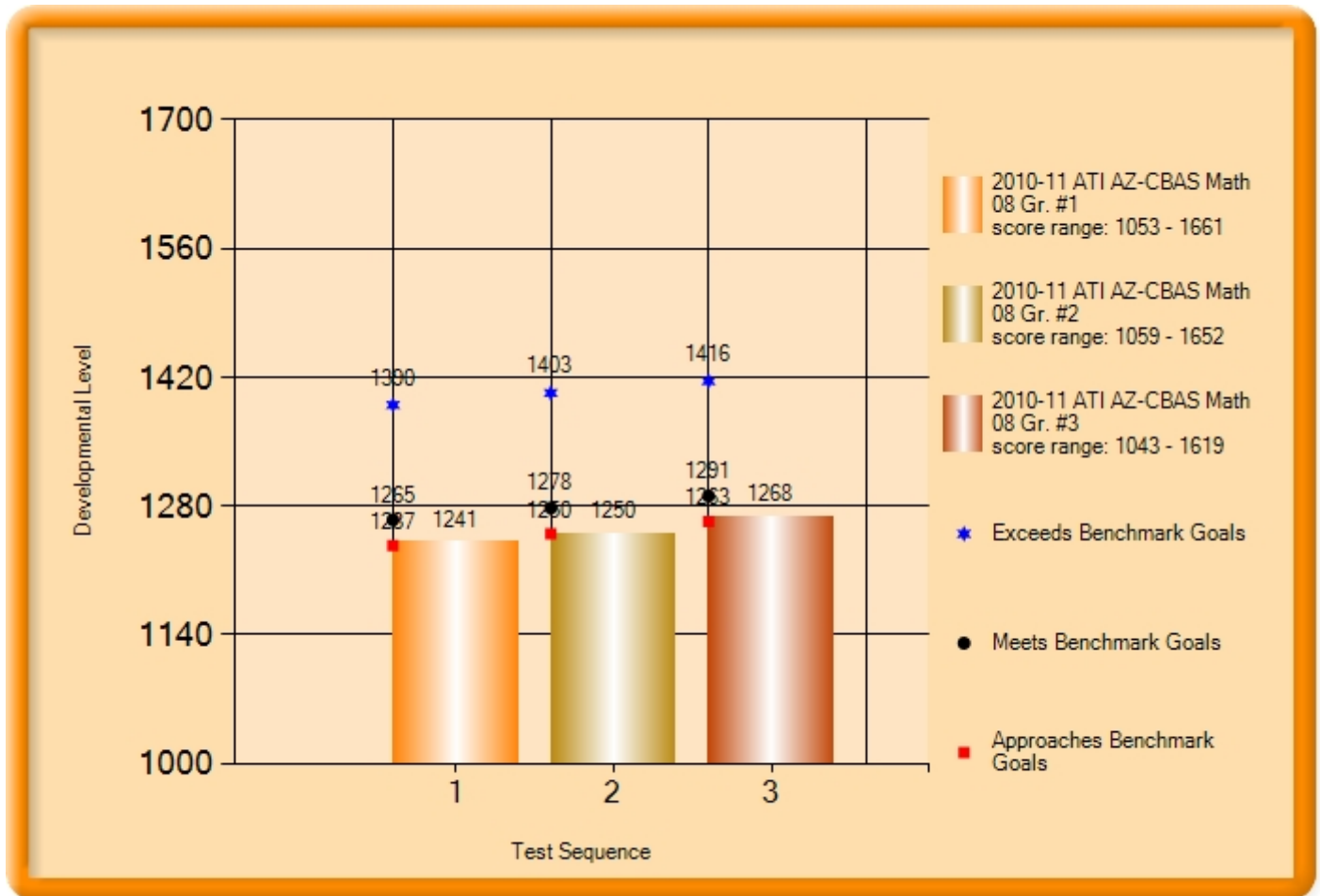
Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Reading 08 Gr. #1 (36)	27.78 % (10)	11.11 % (4)	58.33 % (21)	2.78 % (1)
2010-11 ATI AZ-CBAS Reading 08 Gr. #2 (36)	19.44 % (7)	36.11 % (13)	41.67 % (15)	2.78 % (1)
2010-11 ATI AZ-CBAS Reading 08 Gr. #3 (36)	19.44 % (7)	13.89 % (5)	63.89 % (23)	2.78 % (1)

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Aggregate Multi-Test Report

District: Imagine Charter Schools - Sonoran
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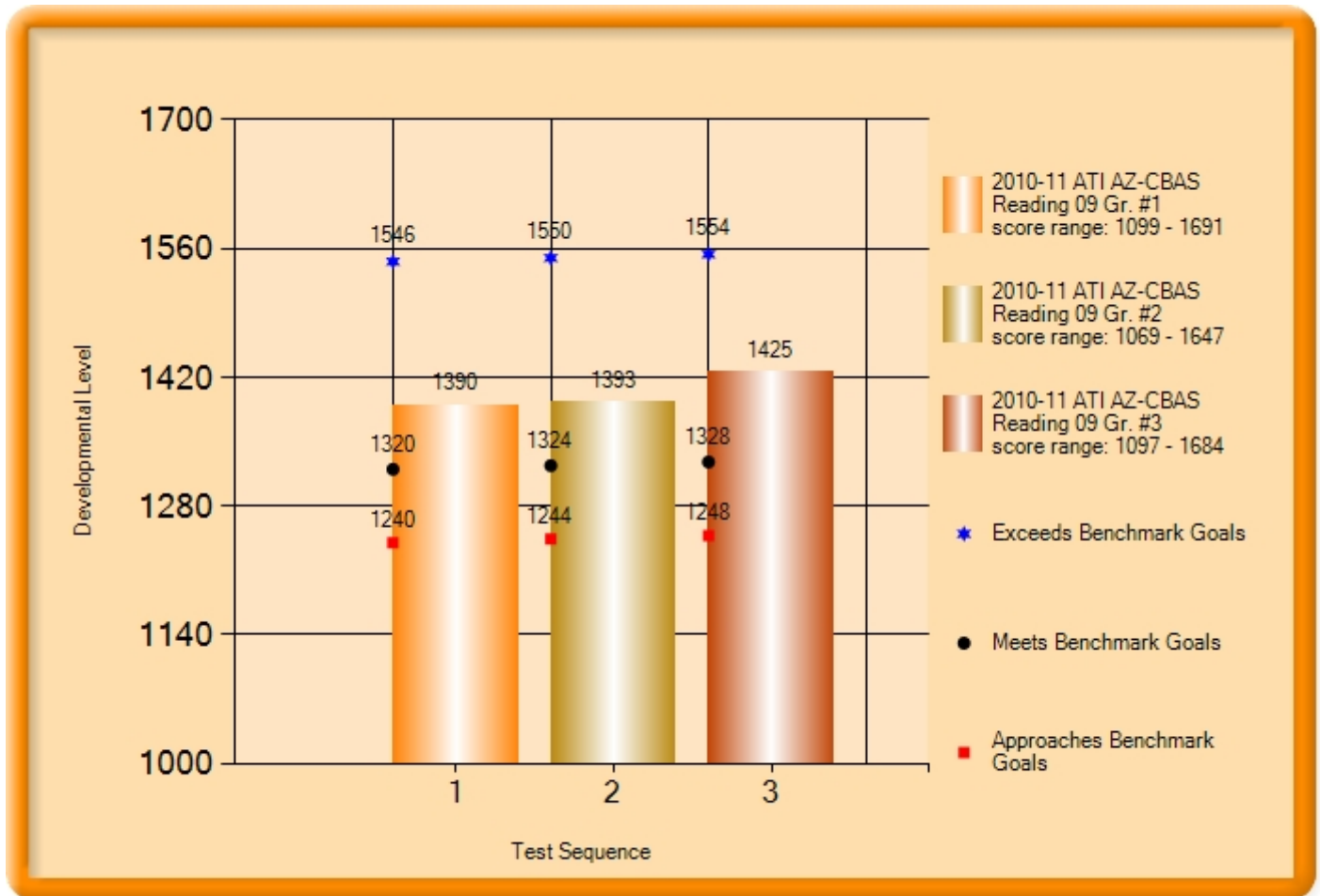
Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Math 08 Gr. #1 (37)	45.95 % (17)	8.11 % (3)	45.95 % (17)	0.00 % (0)
2010-11 ATI AZ-CBAS Math 08 Gr. #2 (37)	51.35 % (19)	18.92 % (7)	24.32 % (9)	5.41 % (2)
2010-11 ATI AZ-CBAS Math 08 Gr. #3 (37)	48.65 % (18)	16.22 % (6)	27.03 % (10)	8.11 % (3)

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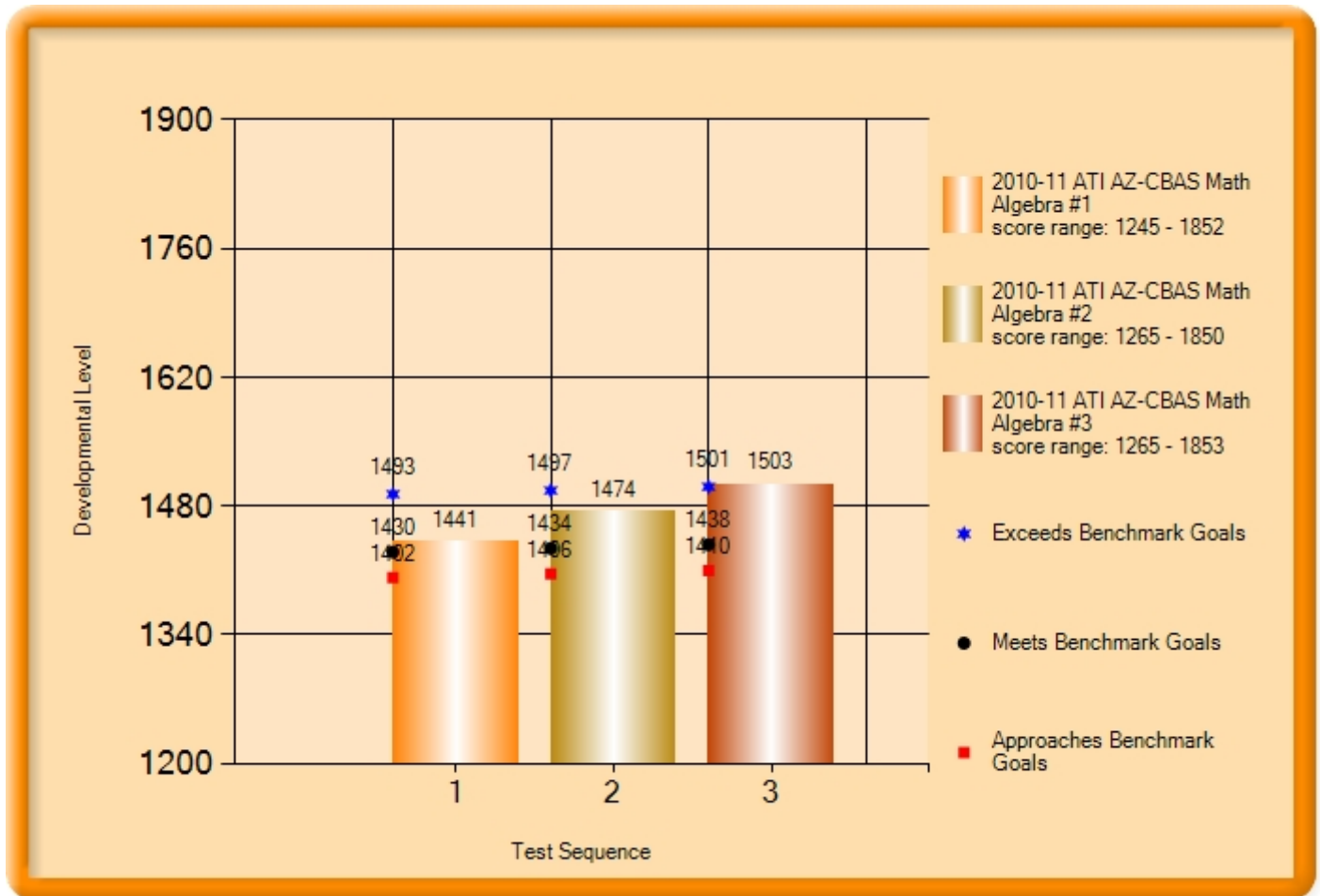
Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Reading 09 Gr. #1 (20)	5.00 % (1)	5.00 % (1)	85.00 % (17)	5.00 % (1)
2010-11 ATI AZ-CBAS Reading 09 Gr. #2 (20)	0.00 % (0)	20.00 % (4)	75.00 % (15)	5.00 % (1)
2010-11 ATI AZ-CBAS Reading 09 Gr. #3 (20)	0.00 % (0)	10.00 % (2)	85.00 % (17)	5.00 % (1)

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Aggregate Multi-Test Report

District: Imagine Charter Schools - Sonoran
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Class(es): [All Classes]



Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Math Algebra #1 (21)	23.81 % (5)	19.05 % (4)	42.86 % (9)	14.29 % (3)
2010-11 ATI AZ-CBAS Math Algebra #2 (21)	9.52 % (2)	19.05 % (4)	33.33 % (7)	38.10 % (8)
2010-11 ATI AZ-CBAS Math Algebra #3 (21)	14.29 % (3)	19.05 % (4)	19.05 % (4)	47.62 % (10)

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