Founding Fathers

Exhibit A

Not Admitted

EXHIBIT "AA"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

Process for choosing the Math Curriculum

As we met with our leadership team here at Jefferson Academy and analyzed our AIMS scores we found that our School Mean Score for each of the Mathematics strands/concepts were consistently around or below fifty percent of the Number of Points Possible. With that evidence it was clear that we needed a core math curriculum that included specific components/strategies. We needed one that would address the AZ Career and College Readiness Standards and reach Remedial, SPED, ELL, and Enriched students.

As we were looking for a core curriculum we evaluated all the components of AIMSweb, since that is what we are using as our benchmark and progress monitoring tool to track student achievement. As we closely broke down all the components of AIMsweb we found that it provided a Curriculum Reference guide that would help drive classroom instruction, as well as our strategic intervention, and intense intervention.

Another key component that our new core curriculum needed to contain was a Math Diagnostic and Intervention System that would allow the teachers and administration the ability to drill down and see what concepts and skills our students in given grade levels were proficient or deficient in. This component of the core curriculum will allow us to either use the assessment as an entry-level assessment (by giving the prior grade Form A Diagnostic Test) to see what prerequisite knowledge from a previous grade content may be missing and provide instruction/intervention or we can use it as pretest on the given grade content by giving the current grade Form A Diagnostic Test and then follow up with a summative evaluation by using the Form B Diagnostic Test to check performance after providing instruction or intervention.

After the leadership team met to decide what components were necessary in a core curriculum we ordered math curriculum samples from Pearson. Upon arrival of the different math curriculum samples we as a staff started using them in our classrooms as we planned daily instruction that was aligned to the AZ Career and College Readiness Standards. We found that we liked the Envision Math Curriculum from Pearson as it met the AZ Career and College Readiness Standards we were required to teach and it aligned with our tracking tool we were using to monitor student achievement; as well as it contained an intense intervention curriculum called Focus Math to meet the needs of the students who were not responding to the core curriculum.

Once the leadership team decided on the curriculum of choice the entire staff met on several occasions with a representative from Pearson. The representative went over all the components that were attached to the curriculum and the teachers all agreed that this one would be the core curriculum we would adopt for the coming school year.

After the curriculum arrived and all the teachers started using it in its entirety with fidelity we found that we had questions on the use of certain components. We notified Pearson of our concerns and questions and they scheduled a webinar for all of us to attend. The webinar was extremely helpful and answered our questions. We continue to use Envision Math and Focus Math on a daily basis.

Founding Fathers

Exhibit AAA

Not Admitted

EXHIBIT "B"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
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Fax: (480) 656-8399

To whom it may Concern:

We are writing this in support of Jefferson Academy. My son Benjamin Fondren started in Jefferson Academy in his freshman year after the public schools failed him. My son has Aspergers Syndrome. We started him in the public school when we moved here 7 years ago. The difficulties he had during this time were numerous. It had escalated to the point that we had to write the Attorney General in order to get appropriate help in order for him to succeed. Even with this intervention from the state, it was still a constant battle for him to get the appropriate help. We finally gave up fighting the District schools for appropriate help special education classes.

A co-worker told us about placing his children in Jefferson Academy after his children struggling in District schools. We moved Benjamin into Jefferson Academy in his freshman year. At this point, he had fallen way behind academically and we feared that he would not be able to catch up. The time and care that Jefferson Academy has given Benjamin has helped him catch up. During this time they also worked on his socialization and self-esteem. Jefferson Academy helped to repair the damage done by the District Schools.

It would be a determinant to the community if Jefferson Academy was not here. The public school system in this area does not have a special education program that was able to help my son. This school is a last chance for some students to complete school, and help them to become an excellent young women and men. Benjamin will be graduating this year. This would not have been possible if we had kept him in public school. Not only did Jefferson help him academically but they also have been teaching him life skills that will help him in the future.

I would ask you to support Jefferson Academy to continue to help these special children to succeed.

Sincerely,

Dan and Sheryl Fondren

(928) 358- 1745

EXHIBIT "BB"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

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NORTHERN
ARIZONA
UNIVERSITY

This certificate is presented to:

Samantha Torrez-Baca

For successfully completing the one hundred sixty-eight required hours for the Intel Math/RTI Math-Science Partnership Program

July 2012 – March 2014

Brian Beaudrie

03/01/2014

Dr. Jeff Hovermill *Dr. Brian Beaudrie* *Date*

Date: 2/27/2014

Grand Canyon University

Unofficial Transcript

3300 West Camelback Road
Phoenix, AZ 85017-3030
http://www.gcu.edu

Student: Samantha R Torrez-Baca | Student ID: 20075376 | DOB: | Original Start Date: 11/17/2011 | Student GPA: 3.92

Program: Master of Education in Special Education: Cross Categorical (Leads to Initial Teacher Licensure)
Enrollment #: TO11103472 | Status: Graduated
Start Date: 11/17/2011 | Grad Date: 12/4/2013

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Term: 20111117.4.1214	20111117.4.1214 Course	11/17/2011		12/14/2011	
UNV-501	Introduction to Graduate Studies in the College of Education	2.00	2.00	A-	7.40
		2.00	2.00		7.40
Term GPA: 3.70	Cum GPA: 3.70				
Term: 20111215.8.0222	20111215.8.0222 Course	12/15/2011		2/22/2012	
SPE-529N	Special Education Foundations and Framework	3.00	3.00	B+	9.90
		3.00	3.00		9.90
Term GPA: 3.30	Cum GPA: 3.46				
Term: 20120223.8.0418	20120223.8.0418 Course	2/23/2012		4/18/2012	
SPE-522	Classroom Management for Students with Special Needs	4.00	4.00	A	16.00
		4.00	4.00		16.00
Term GPA: 4.00	Cum GPA: 3.70				
SAP Met					
Term: 20120419.8.0613	20120419.8.0613 Course	4/19/2012		6/13/2012	
ESL-523N	SEI English Language Teaching: Foundations & Methodologies	3.00	3.00	A	12.00
		3.00	3.00		12.00
Term GPA: 4.00	Cum GPA: 3.78				
Term: 20120628.8.0822	20120628.8.0822 Course	6/28/2012		8/22/2012	
ESL-533N	Advanced Methodologies of Structured English Immersion	3.00	3.00	A	12.00
		3.00	3.00		12.00
Term GPA: 4.00	Cum GPA: 3.82				
Term: 20120830.8.1024	20120830.8.1024 Courses	8/30/2012		10/24/2012	
SPE-536	Diagnosis & Assessment in Special Education	4.00	4.00	A	16.00
		4.00	4.00		16.00
Term GPA: 4.00	Cum GPA: 3.86				
Term: 20121025.8.1219	20121025.8.1219 Courses	10/25/2012		12/19/2012	
SPE-557	Char. of Learning Disabilities and Strategies to Teach Individuals with LD	4.00	4.00	A	16.00
		4.00	4.00		16.00
Term GPA: 4.00	Cum GPA: 3.88				
Term: 20130110.8.0306	20130110.8.0306 Course	1/10/2013		3/6/2013	
SPE-558	Char. of Emotional/Behavioral Disabilities & Strategies to Teach Ind w/ EBD	4.00	4.00	A	16.00
		4.00	4.00		16.00
Term GPA: 4.00	Cum GPA: 3.90				

** Indicates Retaken Course
R* Indicates Retaken Override

Unofficial Transcript

# Indicates Pass/Fail Course
♦ Indicates Associated Course

Date: 2/27/2014

Grand Canyon University

Unofficial Transcript

3300 West Camelback Road
Phoenix, AZ 85017-3030
http://www.gcu.edu

Student: Samantha R Torrez-Baca | Student ID: 20075376 | DOB: | Original Start Date : 11/17/2011 | Student GPA: 3.92

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Term: 20130307.8.0501	20130307.8.0501 Courses	3/7/2013	5/1/2013		
SPE-553	Char. of Intellectual Disability & Strategies to Teach Individuals with ID	4.00	4.00	A	16.00
		4.00	4.00		16.00
Term GPA: 4.00	Cum GPA: 3.91				
Term: 20130502.8.0628	20130502.8.0628 Course	5/2/2013	6/26/2013		
SPE-573	Educational Implications for Students with Physical and Health Impairments	4.00	4.00	A-	14.80
		4.00	4.00		14.80
Term GPA: 3.70	Cum GPA: 3.89				
Term: 20130815.8.1009	20130815.8.1009 Course	8/15/2013	10/6/2013		
SPE-548NA	Student Teaching: Cross-Categorical Session A	6.00	6.00	A	24.00
		6.00	6.00		24.00
Term GPA: 4.00	Cum GPA: 3.90				
Term: 20131010.8.1204	20131010.8.1204 Course	10/10/2013	12/4/2013		
SPE-548NB	Student Teaching: Cross-Categorical Session B	6.00	6.00	A	24.00
		6.00	6.00		24.00
Term GPA: 4.00	Cum GPA: 3.92				
Master of Education in Special Education: Cross Categorical (Leads to Initial Teacher Licensure)	GPA: 3.92	47.00	47.00		

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points

Credentials awarded for Master of Education in Special Education: Cross Categorical (Leads to Initial Teacher Licensure) vb12 (4) enrollment

Credential	Date Awarded	Date Cleared
Master of Education	12/4/2013	12/4/2013

*** End of Transcript ***

** Indicates Retaken Course
R* Indicates Retaken Override

Unofficial Transcript

# Indicates Pass/Fail Course
♦ Indicates Associated Course

EXHIBIT "BBB"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

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Phone: (480) 656-8320
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Bianca Ulibarri

From: Bianca Ulibarri
Sent: Friday, February 15, 2013 3:24 PM
To: Deanna Rowe
Subject: RE: Charter School Compliance Monitoring

They are currently in Good Standing with the Arizona Corporation Commission and they do not participate in the State Retirement System.

Bianca Ulibarri, Constituent Services Specialist
Arizona State Board of Charter Schools

From: Deanna Rowe
Sent: Wednesday, February 13, 2013 4:47 PM
To: Bianca Ulibarri
Subject: FW: Charter School Compliance Monitoring

Would you complete the compliance reviews for all non ADE departments – ASRS? Are there others?

From: Deanna Rowe
Sent: Wednesday, February 13, 2013 4:14 PM
To: 'JENNIFER.JOHNSON@AZED.GOV'
Cc: Bianca Ulibarri
Subject: Charter School Compliance Monitoring

Hi Jennifer,
I don't believe I've had a chance to introduce myself to you, although we've been in the same room a number of times recently. I apologize for that – not introducing myself, not being in the same room. ☺ I'm the executive director for the State Board for Charter Schools ("Charter Board") and I look forward to establishing a relationship with you.

I'm reaching out to you today because I need to get some information from a variety of divisions/units at ADE regarding a specific charter school. The Charter Board will be conducting a complete compliance review of Founding Fathers Academies, Inc. – both the charter holder (CTDS: 09-87-50-000 | Entity ID: 79973) and the charter school (CTDS: 09-87-50-001 | Entity ID: 79974). Because we rely on the Department's review of Grant's Management, Special Education, Title Funding compliance, and the like, I would ask that you check in with each of the division/unit leads and confirm that: 1) the charter holder is not monitored by the unit, 2) the charter holder is currently in compliance, 3)the charter holder is currently under a corrective action plan, but within the timeframes for any submissions, 4) the charter holder is currently under a corrective action plan and outside its timeframes for any submissions with evidence to support the statement(s), or 5) the charter holder is or has been out of compliance and driving us crazy because of (evidence of repeat, continuous, or egregious violations).

Any information provided before close of business on February 28th will be incorporated into a staff report to be provided to the Charter Board on March 11th. Timing can be a little flexible, if necessary.

My team will be conducting a thorough review (on site) of compliance with the charter contract and evaluating whether the school is effectively implementing its academic program in accordance with its contract and in alignment with state academic standards for inclusion in the report to the Charter Board.

I would appreciate any assistance you can provide in this matter. Please let me know if you have any questions. I'm happy to meet with you or other individuals at ADE to discuss specific findings/concerns.

Thank you for considering this request.

DeAnna

DeAnna Rowe
Executive Director
State Board for Charter Schools
1616 West Adams, Suite 170
Phoenix, AZ 85007
602-364-3091
http://asbcs.az.gov

Working to improve public education in Arizona by sponsoring charter schools that provide quality educational choices.

EXHIBIT "C"

CONDOS LAW OFFICE, PLC

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Tell us how Jefferson Academy has helped your family. How did your child's educational experience change from their previous school? What difference have you seen since coming to Jefferson in your child?

off hand I can't think of much that hasn't been done for Evan. You've gone far above the call. thank you so much

Earl E. Hammer

EXHIBIT "CC"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

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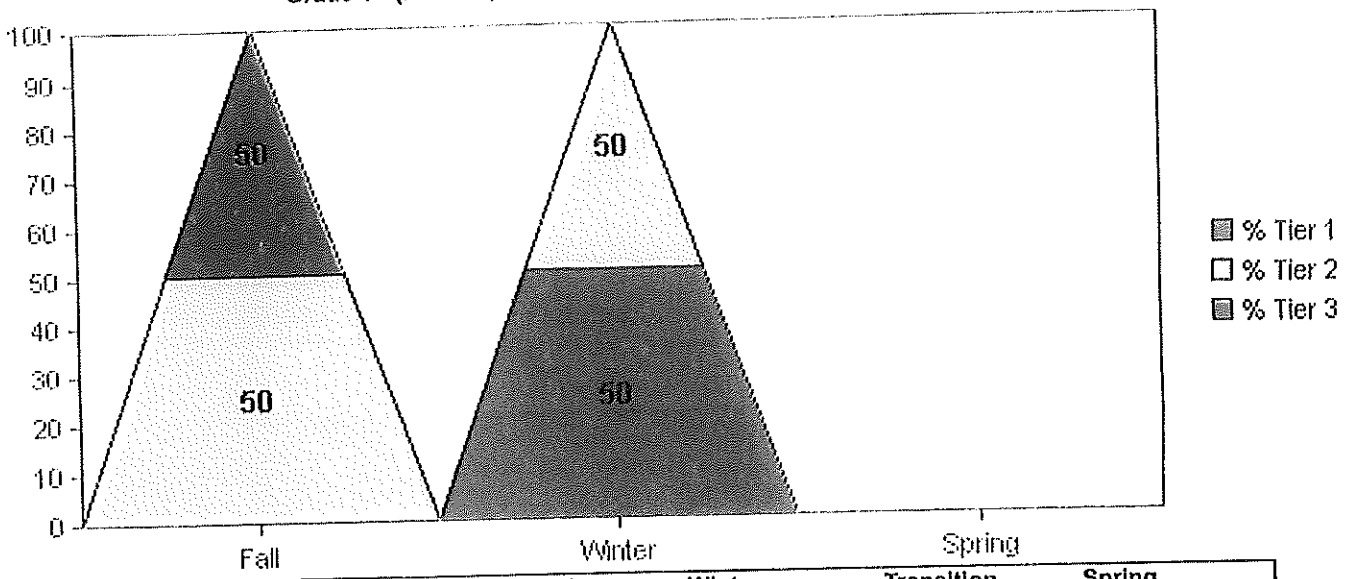
Fax: (480) 656-8399

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Math Computation
Grade 1 - (Duncan, Samantha - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	1 (50%)	0 1 0	0 (0%)	0 0 0	0 (0%)
Tier 2	1 (50%)	0 0 1	1 (50%)	0 0 0	0 (0%)
Tier 1	0 (0%)	0 0 0	1 (50%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	2		2		0

Note: Unscored also includes any students who may have been transferred.

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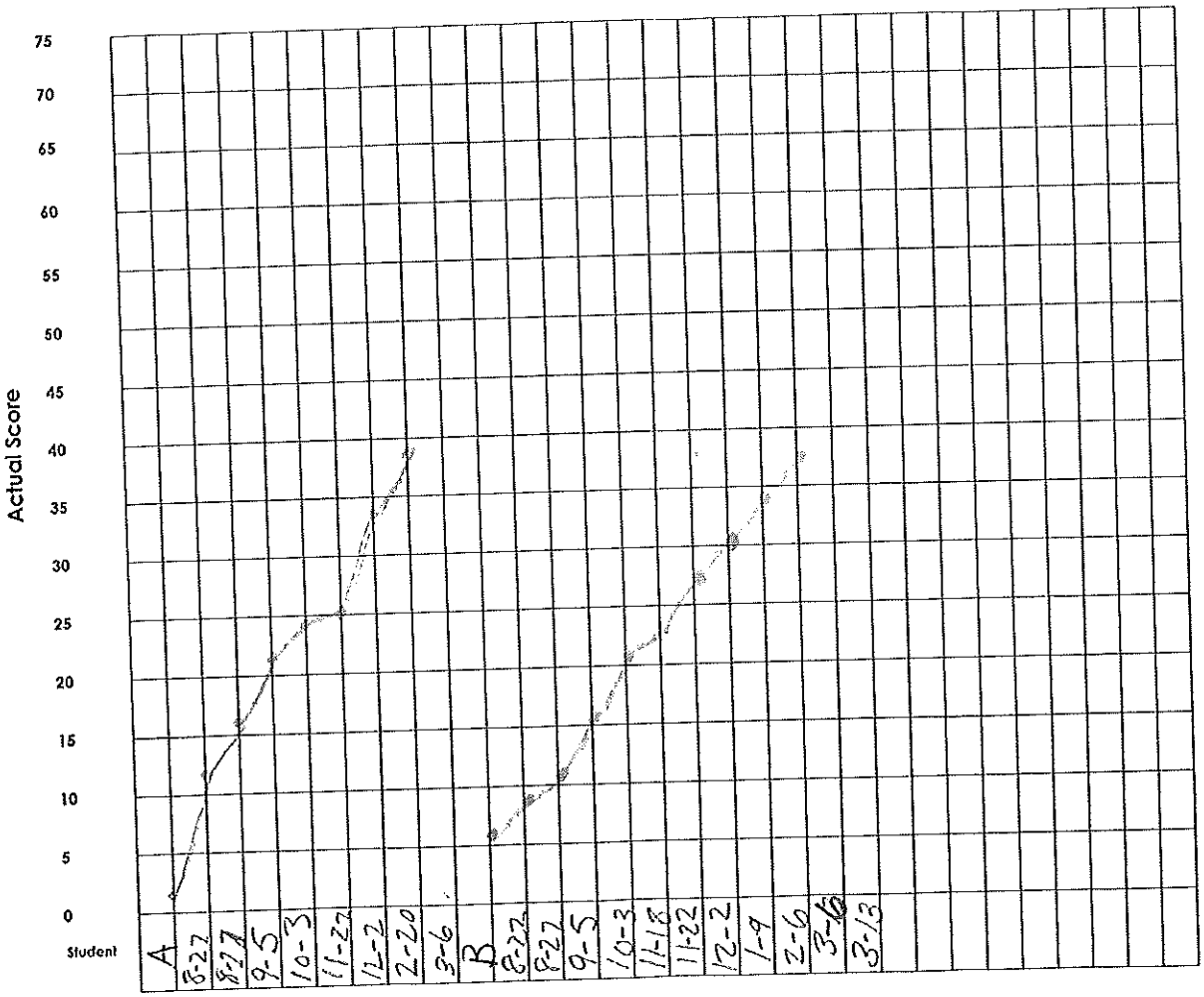
AIMS COMPS Math Score Sheet



Classroom: Duncan

Grade: Kindergarten

Notes:

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74

Founding Fathers
Exhibit CCC
Not Admitted

EXHIBIT "D"

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Fax: (480) 656-8399

AS K Krumwie

Tell us how Jefferson Academy has helped your family. How did your child's educational experience change from their previous school? What difference have you seen since coming to Jefferson in your child?

Jefferson has helped my son significantly with his grades. He regularly scored D's - F's at his previous school. His self confidence has improved as well + his relationship with his instructors is wonderful. He has alot of trust + respect for them. It used to be a battle to get him interested in school but he now loves going + being involved. I highly recomend Jefferson Academy

Jennifer Krumwiede

Thank you for all you do for our kids

EXHIBIT "DD"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

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Chandler, Arizona 85225
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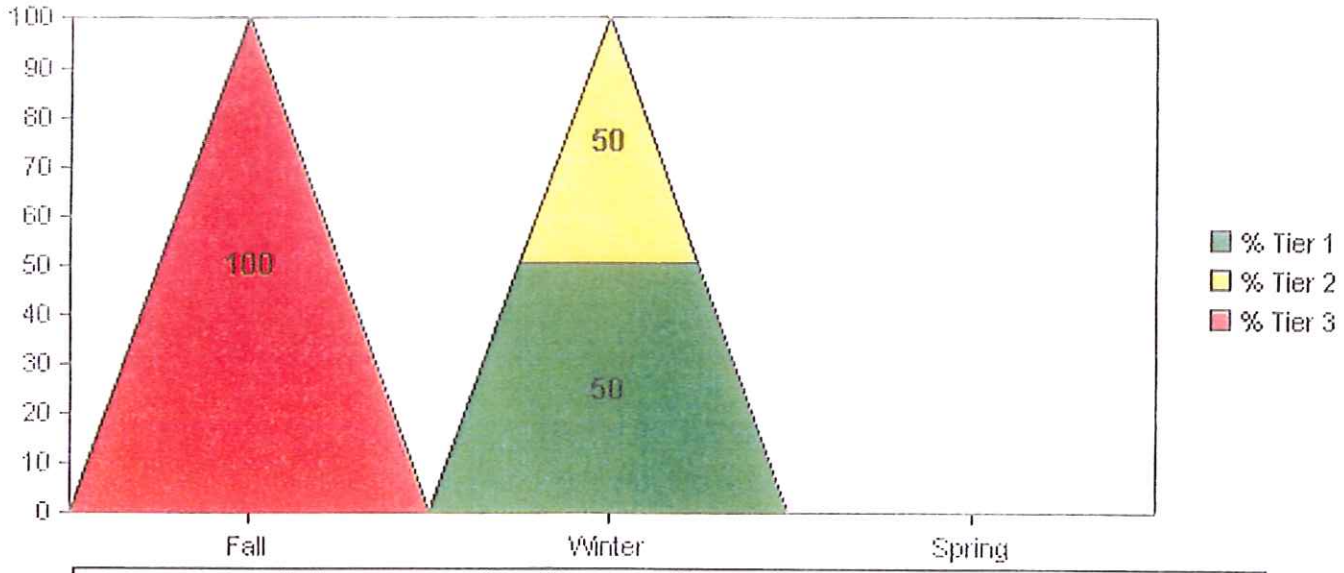
Fax: (480) 656-8399

AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Phoneme Segmentation Fluency
Grade 1 - (Duncan, Samantha - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	2 (100%)	0 1 1	0 (0%)	0 0 0	0 (0%)
Tier 2	0 (0%)	0 0 0	1 (50%)	0 0 0	0 (0%)
Tier 1	0 (0%)	0 0 0	1 (50%)	0 0 0	0 (0%)
New Student		**0**		**0**	
Unscored		**0**		**0**	
Total Students	**2**		**2**		**0**

Note: Unscored also includes any students who may have been transferred.

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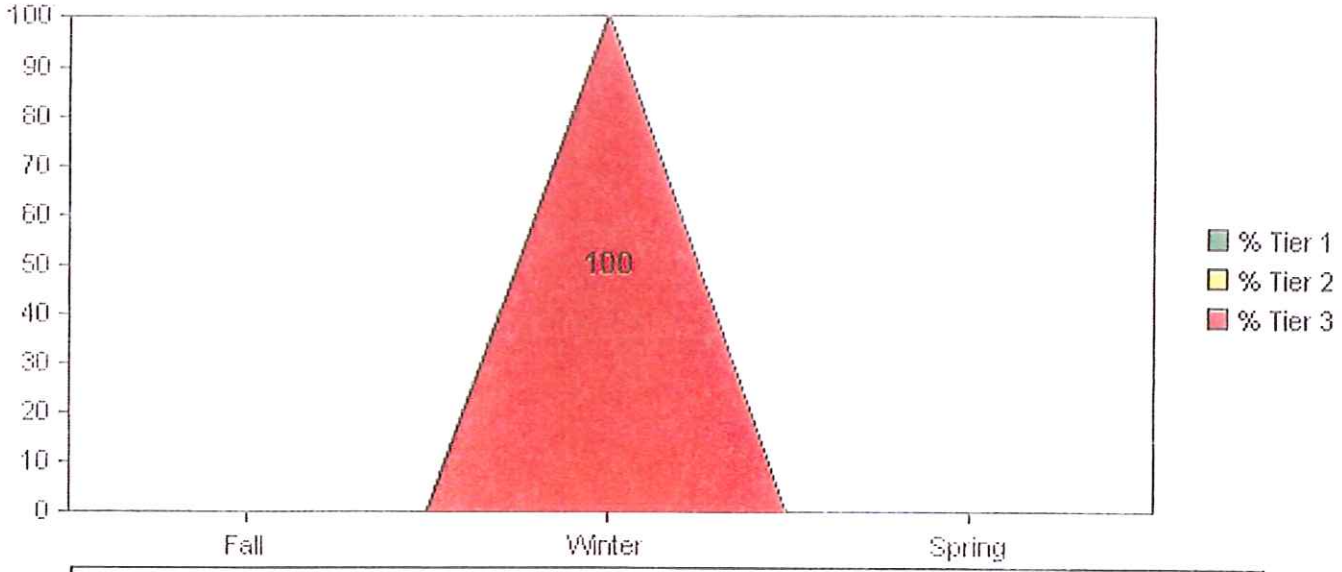
AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Reading - Curriculum Based Measurement
Grade 1 - (Duncan, Samantha - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	0 (0%)	0 0 0	2 (100%)	0 0 0	0 (0%)
Tier 2	0 (0%)	0 0 0	0 (0%)	0 0 0	0 (0%)
Tier 1	0 (0%)	0 0 0	0 (0%)	0 0 0	0 (0%)
New Student		2		0	
Unscored		0		0	
Total Students	0		2		0

Note: Unscored also includes any students who may have been transferred.

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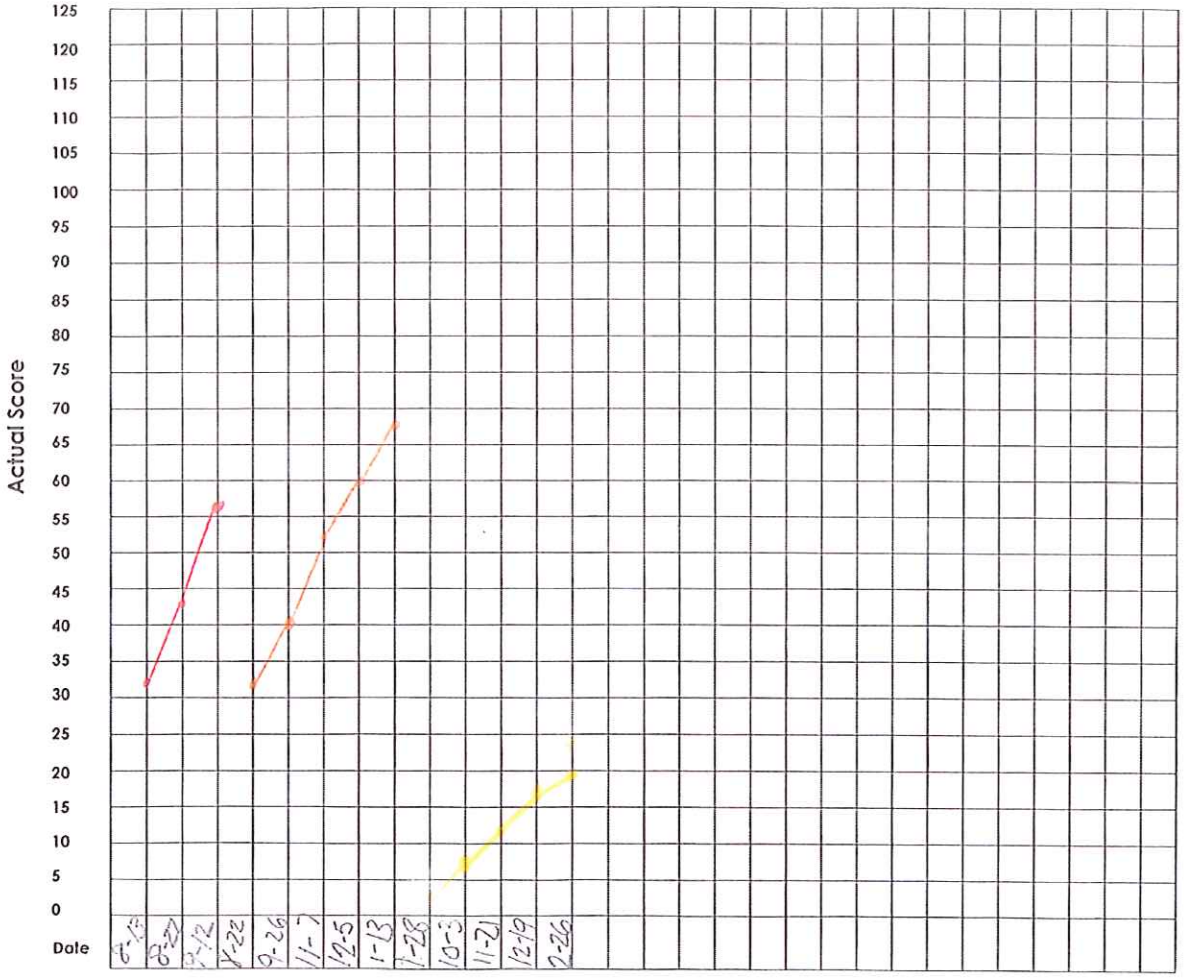
Reading Fluency Score Sheet



Student: A

Grade: 1st

Notes: Speech issues

Letter Naming

Letter Sounds

Reading Passage:

Kinder 1st grade

2nd grade 3rd grade

4th grade 5th grade

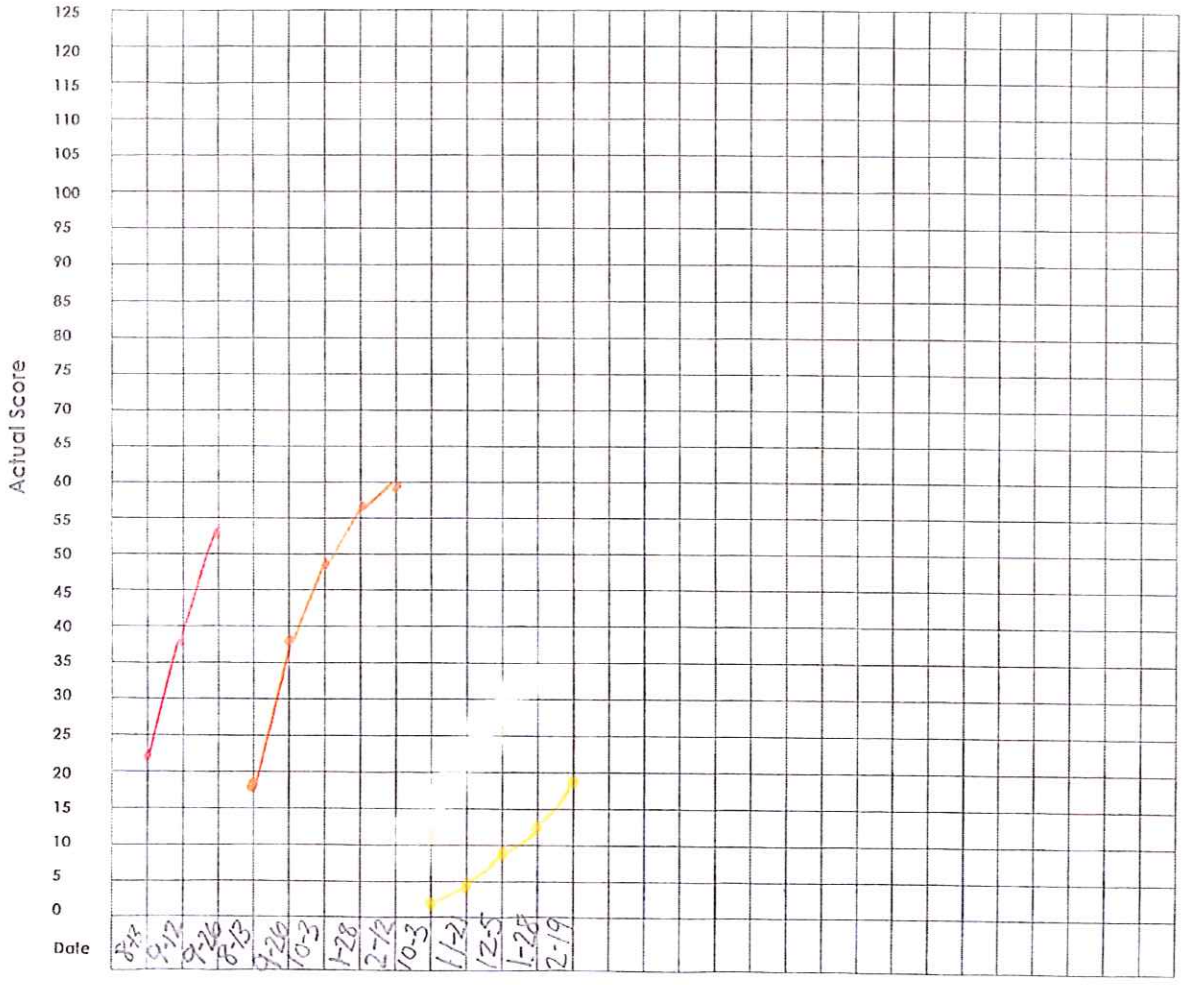
6th grade 7th grade

8th grade 9th grade

10th grade 11th grade

12th grade

Reading Fluency Score Sheet



Student: B

Grade: 1st

Notes: Developmentally Delayed

Speech Issues

Letter Naming

Letter Sounds

Reading Passage:

Kinder 1st grade

2nd grade 3rd grade

4th grade 5th grade

6th grade 7th grade

8th grade 9th grade

10th grade

12th grade

EXHIBIT "DDD"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
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Phone: (480) 656-8320
Fax: (480) 656-8399

Current

GL	Gender	Entry	SPED?	Race	NSLP STATUS	Homeless
KG	F	8/5/2013		W	PAID	
KG	M	8/5/2013	A	W	FREE	
KG	M	9/18/2013		W	REDUCED	
KG	M	2/24/2014		HIS/HIS	FREE	
KG	F	8/5/2013		W	FREE	
KG	M	2/11/2014		HIS/HIS	FREE	
KG	F	8/5/2013		HIS/HIS	FREE	X
1	M	8/5/2013	DD	W	FREE	
KG	F	8/5/2013		HIS/HIS	FREE	
KG	F	8/5/2013		W	FREE	
KG	F	8/5/2013		W	FREE	
KG	M	8/5/2013		HIS/HIS	FREE	
KG	M	8/5/2013		W	PAID	
KG	F	8/5/2013	DD	W	FREE	
KG	F	8/5/2013		HIS/HIS	FREE	
KG	M	8/5/2013		HIS/HIS	FREE	
KG	F	8/5/2013		A	PAID	
KG	M	8/5/2013		W	REDUCED	
KG	F	8/5/2013		W	PAID	
KG	F	8/5/2013		W	FREE	
KG	F	2/11/2014		W	FREE	
1	M	8/5/2013	SLI	W	FREE	

GL	Gender	Entry	SPED ?	RACE	NSLP Status	Homeless
1	M	8/5/2013		HIS/HIS	FREE	
2	M	8/5/2013		HIS/HIS	FREE	
1	F	8/5/2013		W	FREE	
2	M	8/5/2013	MIID	W/HIS	PAID	
1	F	8/5/2013		W	PAID	
2	M	8/5/2013		W	FREE	
1	F	8/5/2013		HIS/HIS	FREE	X
2	M	8/5/2013		HIS/HIS	FREE	X
2	F	8/5/2013		W	FREE	
1	M	8/5/2013		W	FREE	
2	M	8/5/2013		W	FREE	
1	F	8/5/2013		W	PAID	
1	F	8/5/2013		W	FREE	
1	M	8/5/2013		W	REDUCED	
1	F	8/5/2013	SLI	HIS/HIS	FREE	

GL	Gender	Entry	SPED ?	Race	NSLP Status	Homeless
2	F	8/5/2013		W	PAID	
3	F	8/5/2013		HIS/HIS	FREE	X
3	F	1/16/2014		AI	FREE	
3	M	8/5/2013		W	FREE	
2	F	8/5/2013		W	FREE	
2	M	8/5/2013	SLI	HIS/HIS	FREE	
2	F	8/5/2013		W	PAID	
3	F	8/5/2013		W	PAID	
2	M	8/5/2013		HIS/HIS	REDUCED	
2	M	2/11/2014		W	FREE	
3	M	8/5/2013		HIS/HIS	FREE	
3	M	8/5/2013	SLD	HIS/HIS	FREE	
2	F	8/5/2013		W	PAID	

GL	Gender	Entry	SPED ?	Race	NSLP Status	Homeless
4	F	8/5/2013		W	PAID	
3	F	8/5/2013		W	PAID	
4	M	8/5/2013		W	FREE	
4	F	8/5/2013		W	PAID	
3	F	8/5/2013		W/AF	PAID	
4	M	8/5/2013	SLD	W	FREE	
4	M	8/5/2013	ED	W/AF	FREE	
3	F	8/5/2013		W	FREE	
4	F	8/5/2013	SLI	W/HIS	FREE	
4	F	8/5/2013	MD	W	FREE	
3	M	8/5/2013		W/B	FREE	
3	M	8/5/2013		W	PAID	
3	F	8/12/2013		W	FREE	
3	F	8/5/2013	SLD	HIS/HIS	FREE	
4	M	8/5/2013		W	FREE	

GL	Gender	Entry	SPED?	Race	NSLP Status	Homeless
5	F	8/5/2013	MIID	HIS/HIS	FREE	
5	F	8/5/2013		W	PAID	
5	M	8/5/2013		W	PAID	
5	M	8/5/2013		W	FREE	
4	M	8/5/2013		W/AF	FREE	
5	M	8/5/2013	A	W	PAID	
4	F	8/5/2013		W	FREE	
5	M	1/6/2014		W	FREE	
4	F	2/13/2014		HIS/HIS	FREE	
4	M	10/21/2013		NAPI	FREE	X
4	F	8/5/2013		W	PAID	
5	F	8/5/2013	SLD	W	PAID	
5	F	8/12/2013		W	FREE	
5	M	8/5/2013	A	W	PAID	
5	M	8/5/2013		W/AF	FREE	

GL	Gender	Entry	SPED ?	Race	NSLP Status	Homeless
7	M	8/5/2013		W	PAID	
8	F	8/5/2013		W	REDUCED	
7	M	8/5/2013		W	FREE	X
7	M	8/5/2013		W	FREE	
6	M	8/5/2013		W	PAID	
6	M	11/13/2013		W	FREE	
7	F	8/5/2013		HIS/HIS	FREE	
6	M	8/5/2013		W	FREE	
7	F	8/5/2013		W	FREE	X
7	M	8/5/2013	A	W	PAID	
6	M	8/5/2013	ED	W/AF	FREE	
7	M	8/5/2013		W	FREE	X
8	F	8/5/2013	ED	W	PAID	
6	F	8/5/2013		W	FREE	
6	F	8/5/2013		W	FREE	
7	F	2/11/2014	SLI	W	PAID	
6	M	8/5/2013	A	W	REDUCED	
6	F	8/5/2013		W	FREE	
6	M	8/5/2013		W	PAID	
7	F	8/5/2013		W	FREE	
6	M	2/18/2014		W	FREE	
8	M	11/14/2013	ED	W	FREE	
6	M	8/5/2013		W	PAID	
8	M	8/5/2013		W/HIS	FREE	
6	M	8/5/2013	SLD	W/AF/HIS	FREE	
7	F	8/5/2013		W	FREE	
6	M	8/5/2013	OHI	W	PAID	
7	F	8/5/2013	A	W	FREE	
6	F	8/5/2013	SLD	W	PAID	
6	M	8/5/2013		W	PAID	
6	M	8/5/2013	A	W	PAID	
6	M	8/5/2013		W	PAID	

7	M	8/5/2013	SLD	W	PAID
7	F	8/5/2013		W	FREE
6	F	8/5/2013		W	PAID

GL	Gender	Entry	SPED ?	Race	NSLP Status	Homeless
10	M	8/5/2013		W	FREE	
10	M	8/5/2013	SLD	HIS/HIS	FREE	
12	M	8/5/2013		HIS/HIS	FREE	
9	M	8/5/2013		W	PAID	
9	F	8/5/2013	SLD	W	FREE	X
10	M	8/5/2013	A	W	PAID	
12	F	11/19/2013		W	FREE	X
8	M	11/18/2013		W	PAID	
12	M	8/5/2013	MIID	W	PAID	
10	F	8/5/2013		W	REDUCED	
9	F	2/20/2014		W	FREE	
11	M	3/10/2014		HIS/HIS	FREE	
10	M	8/5/2013	A	W	FREE	
10	M	8/5/2013		HIS/HIS	REDUCED	
11	F	2/18/2014		HIS/HIS	FREE	
12	M	8/5/2013	A	W/AI	PAID	
11	M	2/11/2014		W	FREE	
9	F	1/6/2014		W/AF	FREE	
10	F	1/23/2014		W	FREE	
10	F	9/10/2013		W	FREE	
9	M	8/5/2013	A	W	PAID	
11	M	8/5/2013	MOMR	W	PAID	
12	F	8/5/2013		W	PAID	
8	M	8/5/2013		HIS/HIS	FREE	
11	M	8/5/2013		W	PAID	
9	M	8/5/2013		W	PAID	
9	M	12/17/2013		W	PAID	
11	F	3/3/2014		W	FREE	
10	M	11/25/2013		W	FREE	
10	M	8/5/2013		W/HIS	FREE	
10	M	2/10/2014		W	PAID	
9	F	10/22/2013		W	FREE	

9	M	1/28/2014		W	FREE
10	F	8/5/2013		W	FREE
10	F	8/5/2013		W	FREE
11	F	8/5/2013		W	FREE
9	M	8/5/2013		W	FREE
11	M	8/5/2013	SLD	W	FREE
9	F	8/5/2013		W	PAID
12	F	8/5/2013	A	W	PAID
10	F	8/5/2013		W	FREE

EXHIBIT "E"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

HS M. SCOTT

Tell us how Jefferson Academy has helped your family. How did your child's educational experience change from their previous school? What difference have you seen since coming to Jefferson in your child?

When we moved to Show low in April of 2007 we put my two girls in Show low School. I was not very happy with Show low my youngst daughter was not being tought to Read. She was in Kindergarden when we moved out here. She Started into 1st grade and the teacher She had Spent more time out of the class Rm then teacher her class. Towards the end of that School year. she wanted to keep my daughter back as well as all of her other students in that Class because they didn't learn. We Chose to put my Children into Jefferson Right at that very moment. (over)

So my ~~girl~~ girls started at Jefferson. I told them about my youngst not being able to Read very well. To my very happy surprize my little girl was reading in one Month. If it was not for this School I do Not Know what would of happen to my children in the Show low School. This School takes the time to teach the ~~ta~~ children one on one. Jefferson <u>is</u> <u>the</u> <u>Best</u> <u>School</u> for my children. They take the time to Know you so you don't get lost in a crowd or just another face in the classroom. Than K You Jennifer Scott

EXHIBIT "EE"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

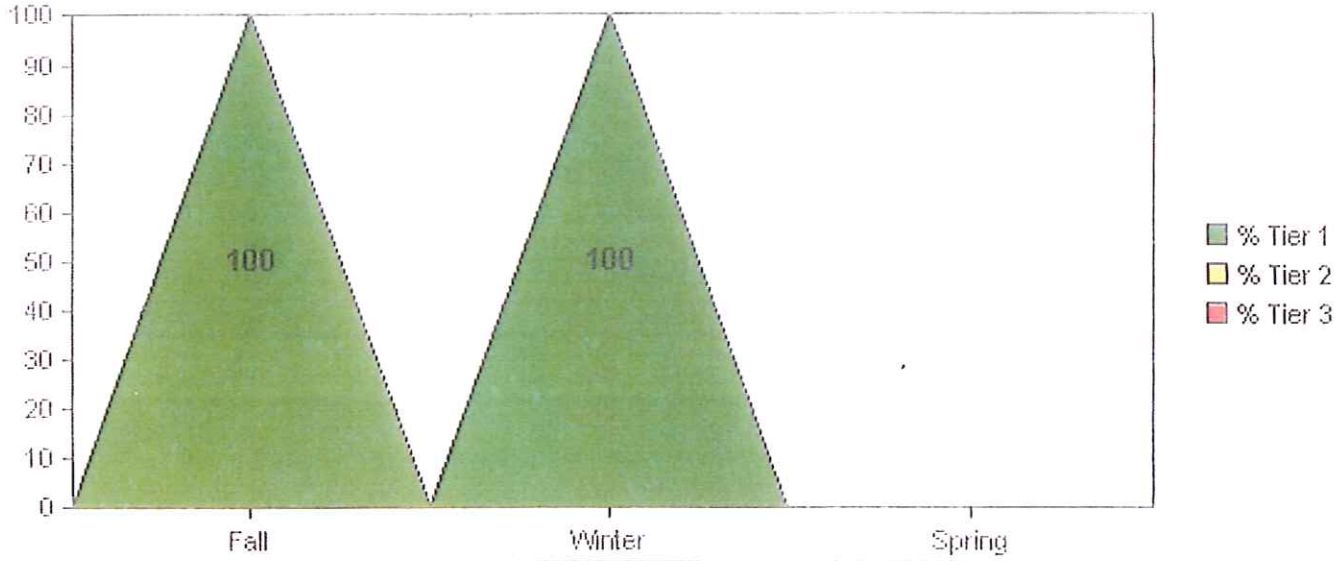
Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Math Computation
Grade 1 - (Davis, Rie - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	0 (0%)	0 0 0	0 (0%)	0 0 0	0 (0%)
Tier 2	0 (0%)	0 0 0	0 (0%)	0 0 0	0 (0%)
Tier 1	9 (100%)	0 0 9	9 (100%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	9		9		0

Note: Unscored also includes any students who may have been transferred.

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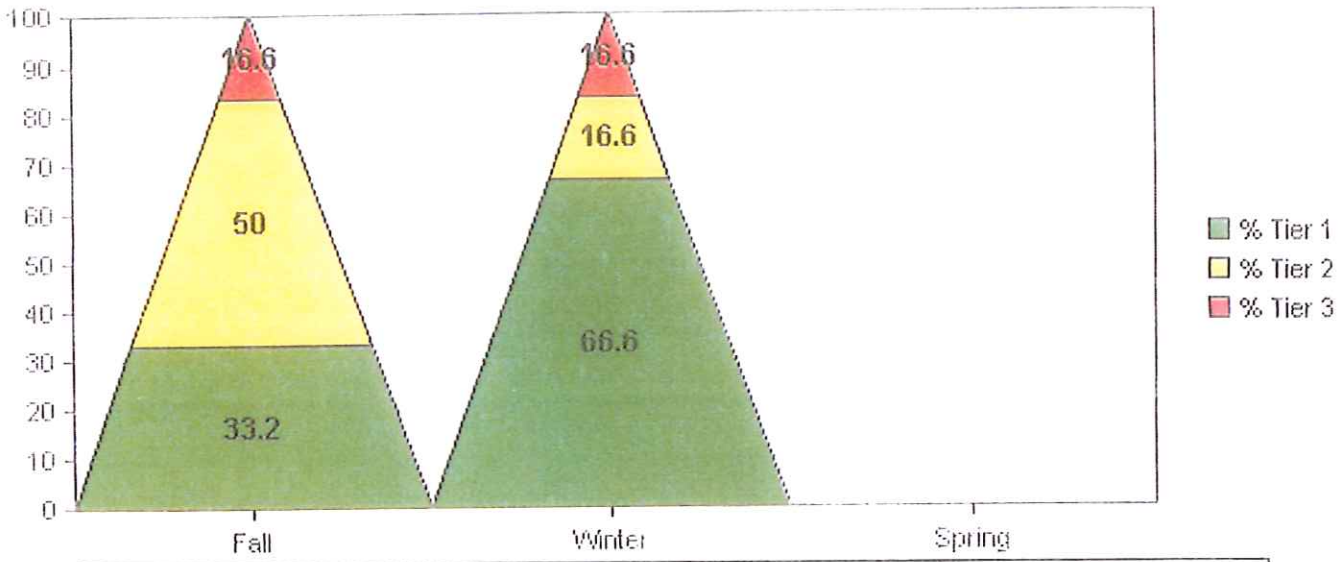
AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Mathematics Concepts and Applications
Grade 2 - (Davis, Rie - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	1 (16.6%)	1 0 0	1 (16.6%)	0 0 0	0 (0%)
Tier 2	3 (50.0%)	0 1 2	1 (16.6%)	0 0 0	0 (0%)
Tier 1	2 (33.2%)	0 0 2	4 (66.6%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	6		6		0

Note: Unscored also includes any students who may have been transferred.

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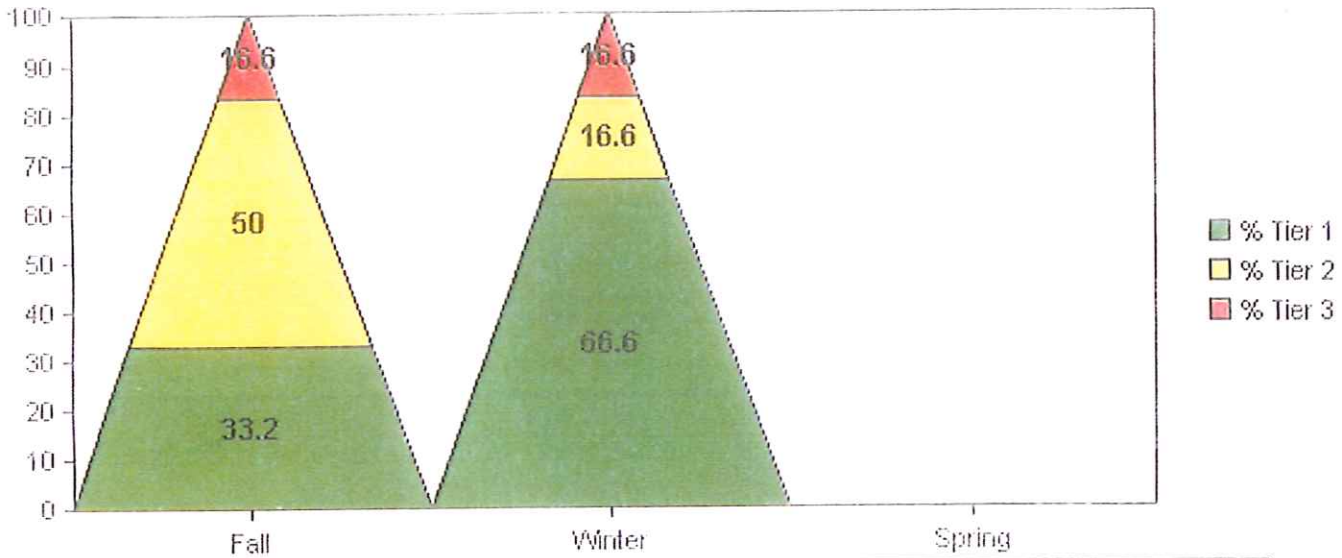
AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Mathematics Concepts and Applications
Grade 2 - (Davis, Rie - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	1 (16.6%)	1 0 0	1 (16.6%)	0 0 0	0 (0%)
Tier 2	3 (50.0%)	0 1 2	1 (16.6%)	0 0 0	0 (0%)
Tier 1	2 (33.2%)	0 0 2	4 (66.6%)	0 0 0	0 (0%)
New Student		**0**		**0**	
Unscored		**0**		**0**	
Total Students	**6**		**6**		**0**

Note: Unscored also includes any students who may have been transferred.

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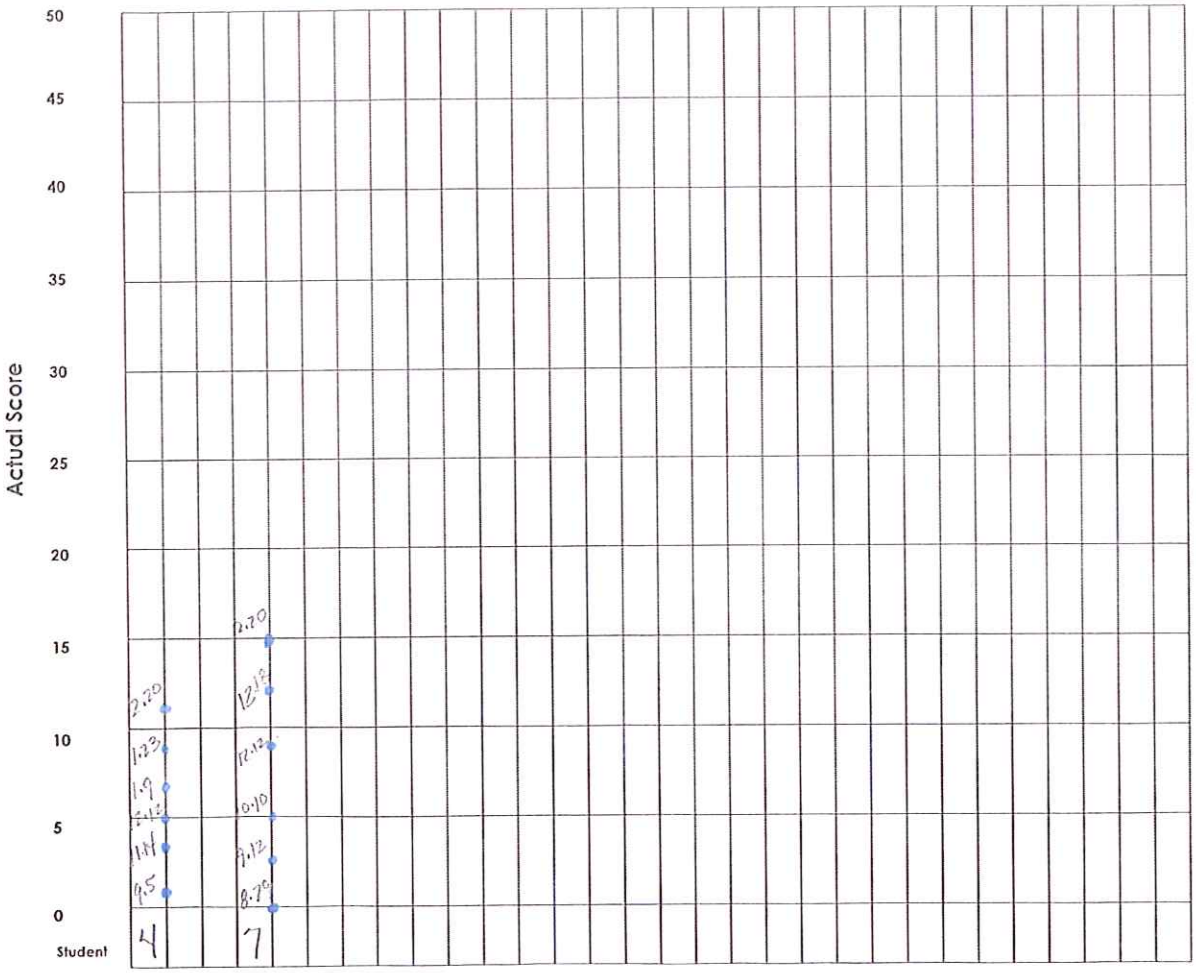
AIMS CAPS Math Score Sheet

Classroom: Ri

Grade: 2

Notes:



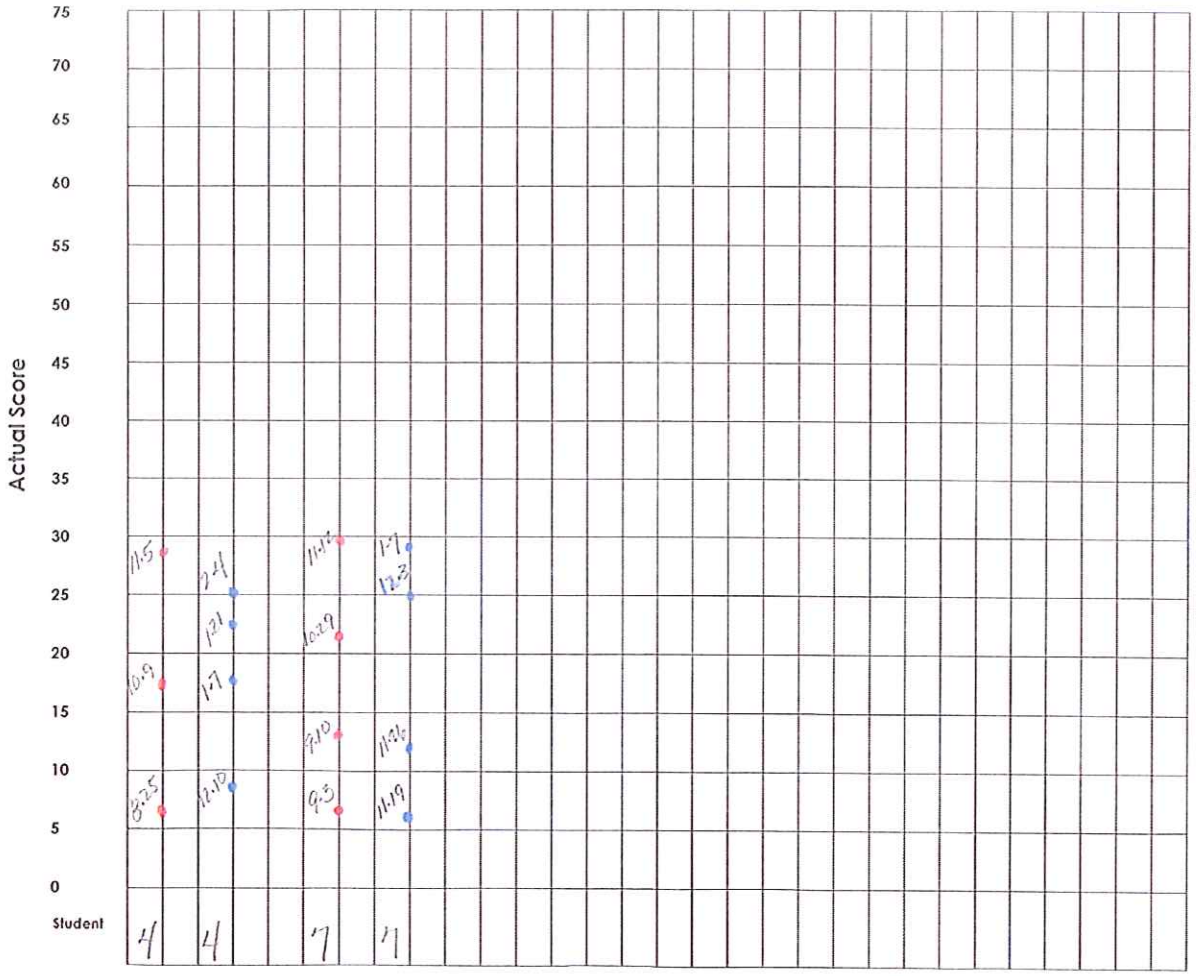
2nd Grade – F = 5, W = 13, S = 15, 100% = 45
3rd Grade – F = 5. W = 10, S = 12, 100% = 46
4th Grade – F = 13, W = 15, S = 16, 100% = 49
5th Grade – F = 8, W = 10, S = 11, 100% = 51
6th Grade – F = 11, W = 15, S = 16, 100% = 46
7th Grade – F = 10, W = 13, S = 16, 100% = 49
8th Grade – F = 8, W = 11, S = 13, 100% = 42

AIMS COMPS Math Score Sheet

Classroom: Rie

Grade: 2

Notes:



1st Grade – F = 7, W = 26, S = 31, 100% = 48

2nd Grade – F = 15, W = 30, S = 34, 100% = 50

3rd Grade – F = 20. W = 40, S = 46, 100% = 68

4th Grade – F = 23, W = 42, S = 48, 100% = 73

5th Grade – F = 12, W = 20, S = 25, 100% = 76

6th Grade – F = 16, W = 24, S = 28, 100% = 74

EXHIBIT "EEE"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. What grade is your child currently in?

K 1 2 3 4 5 6 7 8 9 10 11 12

2. Including this year, how many years has your child been a student at Jefferson Academy?

1 2 3 4 5 6 7 8 9 10 11 12

3. On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?

1	2	3	4	5
Poor		Average		Excellent

4. If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. Have you seen any improvement in your child's educational growth since attending Jefferson Academy?

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:
I AM JESUS RODRIGUEZ FATHER AND I NOTICED THAT SINCE MY SON JESUS HAS LEFT SHOWLOW HIGH SCHOOL THAT HE HAS IMPROVED IN EVERY SUBJECT.

Jesus Rodriguez 3-13-14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014.** Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

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K 1 2 3 4 5 6 7 8 9 10 ~~11~~ 12

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Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

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YES NO

(PLEASE TURN OVER AND COMPLETE)

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a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:
This School CARES for your children! They have a love for Kids that the public School just don't have, and because of that it comes out of the child, mentally, emotionally for the better and scholastically

[signature] 3-19-2014

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014.** Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

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Poor		Average		Excellent

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1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

Comments:

Linda Rowlen — March 16, 2014

Parent Signature — Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014.** Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

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Poor		Average		Excellent

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1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

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YES NO

(PLEASE TURN OVER AND COMPLETE)

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a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Parent Signature _____ Date 3/15/14

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

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Poor		Average		Excellent

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1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

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1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Parent Signature

3/17/14

Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

-R

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

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2. **Including this year, how many years has your child been a student at Jefferson Academy?**

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Poor		Average		Excellent

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YES NO

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1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments: She came here because of the lack of diciplining bullies @ public schools. We have had no problems w/ bullies here.

Parent Signature

3-19-2013

Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

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1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	(4)	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

Comments:
Kheely finds always something new to talk about & is very interested in getting her work done & done well.

C. Y. Derbaum 3-19-14
Tkm ashby
Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014.** Your input is greatly appreciated!

Conner

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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(PLEASE TURN OVER AND COMPLETE)

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a. Academic Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	(4)	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Love the school and from wonderful for his reading, writing and math. He passed 10 times than last year in another School.

Parent Signature

3/19/14

Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014.** Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. **What grade is your child currently in?**

K 1 2 3 4 5 6 7 8 9 10 11 12

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Johnson Thomas 3-17-14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

Comments:

Monica M Rapette 3/19/14

Parent Signature Date

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Parent Satisfaction Survey

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YES NO

(PLEASE TURN OVER AND COMPLETE)

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Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

I like that I'm able to come to class any day and get an accurate and up to date progress report on a daily basis. I love that she's happy at school everyday.

19 Mar 14

Parent Signature Date

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Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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YES NO

(PLEASE TURN OVER AND COMPLETE)

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Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:
Teacher provides structured class environment with a positive attitude. Consults with parents about weekly & daily issues

J. Lucero 3-19-2014

Parent Signature Date

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Jefferson Academy of Advanced Learning
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Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Sandra Ramirez 3-20-14

Parent Signature Date

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L

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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YES NO

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Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

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Negative progress		No loss, no growth		Consistent progress

Comments:

Courtnee Holt _____ Mar. 20 _____

Parent Signature Date

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Jefferson Academy of Advanced Learning
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Comments:

_____ _____

Parent Signature Date

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Comments:

_____ 3-20-14

Parent Signature Date

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c. Desire to Attend School

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Negative progress		No loss, no growth		Consistent progress

Comments: My Grades went from F's to A's and B's.

Parent Signature

3-13-14

Date

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Jefferson Academy of Advanced Learning
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Jefferson Academy of Advanced Learning
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Comments:

Michael Baca 3/20/14

Parent Signature Date

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Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School – hates to go

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Comments:

Parent Signature

3-19-14

Date

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c. Desire to Attend School

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Comments:

CS _____ 3-20-13

Parent Signature Date

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c. Desire to Attend School

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Comments:

Milton S. Walker 3-19-14

Parent Signature Date

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Poor		Average		Excellent

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YES NO

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Comments:

Latria A. Douglas 3/19/14

Parent Signature Date

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Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

Never changed Schools

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YES NO

(PLEASE TURN OVER AND COMPLETE)

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Comments:

Parent Signature _____ Date 3/18/14

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Jefferson Academy of Advanced Learning
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Comments:

Shelly Farnell 3/17/14

Parent Signature Date

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Jefferson Academy of Advanced Learning
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c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:
I am so impressed by the growth that I have seen with Kyra. She is reading and doing Math at a second grade level - I do not know where else this would be happening

Parent Signature

3/13/14
Date

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Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. **What grade is your child currently in?**

K 1 2 3 4 5 6 7 8 9 10 11 12

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Mercedes Robles 3-17-14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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Poor		Average		Excellent

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1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

April Dejesus 3-17-14

Parent Signature Date

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Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

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Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments: I am so grateful & pleased with how far my son Jaiden has come in the short 2 years he has been attending Jefferson. He's a different child that is so considerate & smart.

Patrice Williams 3/17/14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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1. **What grade is your child currently in?**

K (1) 2 3 4 5 6 7 8 9 10 11 12

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 (2) 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	(5)
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

(YES) NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Rebecca Duncan 3-17-14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Sebastian

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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2. **Including this year, how many years has your child been a student at Jefferson Academy?**

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Poor		Average		Excellent

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1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Lucia Camacho 3-13-2014

Parent Signature Date

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Preasley

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments: Jefferson Academy is an amazing School!

Jamie Lridhead 3/16/14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Kaely

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?** N/A

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

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Negative progress		No loss, no growth		Consistent progress

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1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Bridgette V. Blake 3/14/14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Kedicia

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1 2 3 4 5

Poor Average Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1 2 3 4 5

Decreased Quality of Education Same Quality Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

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1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Parent Signature _____ Date 3-12-14

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014.** Your input is greatly appreciated!

Laila

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

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Poor		Average		Excellent

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Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

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YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

Comments:
I really enjoy Jefferson and the personal attention my child gets. She is always wanting to go to school. Jefferson is a great school very happy my children go there

[signature] 3-13-14

Parent Signature Date

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Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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Poor		Average		Excellent

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Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

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1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments: My son is severly delayed and needs extra attention. Jefferson Academy has been a tremendous help to my son and our family.

Parent Signature

3/13/14

Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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Poor		Average		Excellent

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1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

Comments:

Parent Signature

3-18-2014

Date

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Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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Poor		Average		Excellent

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1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement in Quality of Education

Not transferred

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

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Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments: My child has perfect attendance & good grades, she enjoys being a part of Jefferson Academy!

R Stolz 3/13/14

Parent Signature Date

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Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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Poor		Average		Excellent

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Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

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Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Parent Signature

3/14/14

Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014.** Your input is greatly appreciated!

Grace

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

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2. **Including this year, how many years has your child been a student at Jefferson Academy?**

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3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1 2 3 4 5

Poor Average Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1 2 3 4 5

Decreased Quality of Education Same Quality Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

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Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

This is by far the best Grace has ever done at any school. She actully wants to be there when she is at home. We could not be happier with Jefferson.

Thank you!

Parent Signature

3/16/14

Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

John

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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YES NO

(PLEASE TURN OVER AND COMPLETE)

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Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Parent Signature

3/15/14

Date

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Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

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Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Parent Signature _____ Date 3/17/14

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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Poor		Average		Excellent

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Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

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a. Academic Growth

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1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Parent Signature _____ Date 3/17/14

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Kadyn

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. **What grade is your child currently in?**

K 1 2 3 4 5 6 7 8 9 10 11 12

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments: Thank you for working with my student, he is growing and enjoying it!

Lora M. Kenyon March 18, 2014

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. **What grade is your child currently in?**

K 1 2 3 4 5 6 7 8 9 10 11 12

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Heather Valenzuela 3/13/2014

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014.** Your input is greatly appreciated!

Jac Kir

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. **What grade is your child currently in?**

K 1 2 3 4 5 6 7 8 9 10 11 12

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	(4)	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

Comments: JACKIE HAS IMPROVED HER EDUCATION 100% SINCE ATTENDING JEFFERSON. The Teachers HAVE DONE A WONDERFULL JOB WITH HE EDUCATION. JACKIES CONFIDENCE HAS IMPROVED 100% SINCE ATTENDING JEFFERSON ACADEMY

Michael A. Rap 3/19/14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Annie

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. **What grade is your child currently in?**

K 1 2 3 4 5 6 7 8 9 10 11 12

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

1/2 Semester

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Parent Signature 03/18/14 Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. **What grade is your child currently in?**

K 1 2 3 4 5 6 7 8 9 10 11 12

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Lyndee Larsen 3-18-14

Parent Signature Date

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Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

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1. **What grade is your child currently in?**

K 1 2 3 4 5 6 7 8 9 10 11 12

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Miguel Manzo 3-17-14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. **What grade is your child currently in?**

K 1 2 3 4 5 6 7 8 9 10 11 12

4

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

NA

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:
We have 2 students + both have done very well at Jefferson. We are very happy with their success.

Karen Francis 3-13-14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

~~Kaddy~~ Brindy

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. **What grade is your child currently in?**

K 1 2 3 (4) 5 6 7 8 9 10 11 12

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 (5) 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	(5)
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5	N/A
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education	

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

(YES) NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Bridgette V. Blake 3/14/14

Parent Signature Date

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Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Parent Signature _____ Date 3-12-14

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

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1. **What grade is your child currently in?**

K 1 2 3 4 5 6 7 8 9 10 11 12

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Parent Signature _____ Date 3-17-14

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014.** Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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1. **What grade is your child currently in?**

K 1 2 3 4 5 6 7 8 9 10 11 12

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Linda C Mercy — Parent Signature

March 19, 2014 — Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. What grade is your child currently in?

K 1 2 3 4 5 6 7 8 9 10 11 12

2. Including this year, how many years has your child been a student at Jefferson Academy?

1 2 3 4 5 6 7 8 9 10 11 12

3. On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?

1	2	3	4	5
Poor		Average		Excellent

4. If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. Have you seen any improvement in your child's educational growth since attending Jefferson Academy?

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Rob Pavlis 3-16-14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014.** Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. What grade is your child currently in?

K 1 2 3 4 5 6 7 8 9 10 11 12

2. Including this year, how many years has your child been a student at Jefferson Academy?

1 2 3 4 5 6 7 8 9 10 11 12

3. On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?

1	2	3	4	5
Poor		Average		Excellent

4. If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. Have you seen any improvement in your child's educational growth since attending Jefferson Academy?

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	(3)	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	(2)	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

antonia has greatly improved her academic progress since attending Jefferson Whipple Ranch was rubber stamping her thru even though she was at least 2 grades behind even after I held her back a year and now she is aproching sixth grade level

Mar 14/14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. **What grade is your child currently in?**

K 1 2 3 4 5 6 7 8 9 10 11 12

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Amber has demonstrated an indifference to a dislike toward her school experience this year I believe because she's in the same room with her sister the social butterfly and because her friends are in a different school

Parent Signature

Mar 14/14

Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Ashton Schleinkofer

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

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1. **What grade is your child currently in?**

K 1 2 3 4 5 6 7 8 9 10 11 12

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1 2 3 4 5

Poor Average Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1 2 3 4 5

Decreased Quality of Education | Same Quality | Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments: My child went from running out of class, away from & the principal, at another school 3 yrs ago ~~(and fail~~ (and failing his classes despite an IEP) to finishing all assignments in class, learning to read & do math finally and developing social skills at Jefferson Acad especially this year. We are committed to his attendance at Jeff. Academy & the progress he has finally made due to the individualized educational approaches.

Parent Signature: [signature] Date: 3-14-14

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Russell

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. What grade is your child currently in?

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2. Including this year, how many years has your child been a student at Jefferson Academy?

1 2 3 4 5 6 7 8 9 10 11 12

3. On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?

1	2	3	4	5
Poor		Average		Excellent

4. If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. Have you seen any improvement in your child's educational growth since attending Jefferson Academy?

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Lyndee Gruber 3-17-14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. **What grade is your child currently in?**

K 1 2 3 4 5 6 7 8 9 10 11 12

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Linda C Mary — March 1, 2014

Parent Signature — Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. What grade is your child currently in?

K 1 2 3 4 5 6 7 8 9 10 11 12

2. Including this year, how many years has your child been a student at Jefferson Academy?

1 2 3 4 5 6 7 8 9 10 11 12

3. On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?

1	2	3	4	5
Poor		Average		Excellent

4. If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. Have you seen any improvement in your child's educational growth since attending Jefferson Academy?

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Rob Powills 3-16-14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014.** Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. What grade is your child currently in?

K 1 2 3 4 5 6 7 8 9 10 11 12

2. Including this year, how many years has your child been a student at Jefferson Academy?

1 2 3 4 5 6 7 8 9 10 11 12

3. On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?

1	2	3	4	5
Poor		Average		Excellent

4. If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. Have you seen any improvement in your child's educational growth since attending Jefferson Academy?

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	(3)	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	(2)	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

antonia has greatly improved her academic progress since attending Jefferson Whipple Ranch was rubber stamping her thru even though she was at least 2 grades behind even after I held her back a year and now she is aproaching sixth grade level

Mar 14/14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014.** Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. **What grade is your child currently in?**

K 1 2 3 4 5 6 7 8 9 10 11 12

2. **Including this year, how many years has your child been a student at Jefferson Academy?**

1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	(4)	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	(2)	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	(2)	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Amber has demonstrated an indifference to a choice toward her school Experience this year I believe because she's in the same room with her sister the social butterfly and because her friends are in a different school

Parent Signature

Mar 14/14

Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Ashton Schleinkofer

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

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1. What grade is your child currently in?

K 1 2 3 4 5 6 7 8 9 10 11 12

2. Including this year, how many years has your child been a student at Jefferson Academy?

1 2 3 4 5 6 7 8 9 10 11 12

3. On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?

1 2 3 4 5

Poor Average Excellent

4. If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?

1 2 3 4 5

Decreased Quality of Education — Same Quality — Significant Improvement In Quality of Education

5. Have you seen any improvement in your child's educational growth since attending Jefferson Academy?

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments: My child went from running out of class, away from & the principal, at another school 3 yrs ago ~~and~~ (and failing his classes despite an IEP) to finishing all assignments in class, learning to read & do math finally and developing social skills at Jefferson A especially this year. We are commit to his attendance at Ja Academy & the progress h has finally made due to individualize educational approaches.

Parent Signature

3-14-14

Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Russell

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

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2. Including this year, how many years has your child been a student at Jefferson Academy?

1 2 3 4 5 6 7 8 9 10 11 12

3. On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?

1	2	3	4	5
Poor		Average		Excellent

4. If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. Have you seen any improvement in your child's educational growth since attending Jefferson Academy?

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

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Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Lyndee Gruéen 3-17-14

Parent Signature Date

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Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Williams

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Poor		Average		Excellent

4. If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?

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Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. Have you seen any improvement in your child's educational growth since attending Jefferson Academy?

YES NO

(PLEASE TURN OVER AND COMPLETE)

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Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Parent Signature

3-18-14

Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014.** Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

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Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

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Negative progress		No loss, no growth		Consistent progress

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c. Desire to Attend School

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Negative progress		No loss, no growth		Consistent progress

Comments:

Parent Signature

3-18-14

Date

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Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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Poor		Average		Excellent

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1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	(4)	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

Comments: ASPEN HAS IMPROVED HER EDUCATION A LOT. SHE IS TOP OF HER CLASS IN WRITING. I AM VERY PROUD OF HER & HER TEACHERS

Michael A. Rapp 3/19/14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014.** Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

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1	2	3	4	5
Poor		Average		Excellent

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Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

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Negative progress		No loss, no growth		Consistent progress

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1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Parent Signature

3-17-14

Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Amya

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

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3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?

a. Academic Growth

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Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Parent Signature

3-17-14

Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Amazing school & staff

Parent Signature

March 18, 2014

Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Charlyze

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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2. Including this year, how many years has your child been a student at Jefferson Academy?

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3. On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?

1	2	3	4	5
Poor		Average		Excellent

4. If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. Have you seen any improvement in your child's educational growth since attending Jefferson Academy?

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?

a. Academic Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	(5)
Negative progress		No loss, no growth		Consistent progress

Comments:

April Dejesus 3-14-14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?**

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

If Jefferson Academy closed I would be forced to Home School because my Son will not attend a Public School. Jefferson is wonderful.

Parent Signature

3/13/14

Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Devlin

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

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1 2 3 4 5 6 7 8 9 10 11 12

3. **On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?**

1	2	3	4	5
Poor		Average		Excellent

4. **If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?** N/A

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

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Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments: Jefferson's Academy is VERY much a parent involvement oriented school. I wish all schools were organized like this one!

[illegible] 3-12-14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Isabella

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

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Poor		Average		Excellent

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YES NO

(PLEASE TURN OVER AND COMPLETE)

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Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments: Every year our school ask if we can help with donations for supplies. Every year I do donate and wish I was able to do more. What this school and all teachers and aids have done for my daughter is priceless, I thank god every day for our school and teachers for being here for my daughter. We need our school, Please don't take it away from us,

[illegible] 3/16/14

Parent Signature Date

Please feel free to call me at any time as I could say so much more about our school and what they do for us.

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014.** Your input is greatly appreciated!

928-251-1178 Home
928-892-9446 Cell

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

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Poor		Average		Excellent

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1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

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b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Beth H Hakenson 3/16/2014

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

Dear Parents of Jefferson Academy Students,

Please take a moment to answer the following questions regarding the educational services that your child is receiving at Jefferson Academy:

1. What grade is your child currently in?

K 1 2 3 4 5 6 7 8 9 10 11 12

2. Including this year, how many years has your child been a student at Jefferson Academy?

1 2 3 4 5 6 7 8 9 10 11 12

3. On a scale from 1-5, with 1 being poor and 5 being excellent, how would you rate the quality of your child's education at Jefferson Academy?

1	2	3	4	5
Poor		Average		Excellent

4. If your child transferred from a different school to Jefferson Academy, on a scale from 1-5, how would you rate the quality of education your child is receiving at Jefferson Academy compared to the previous school?

1	2	3	4	5
Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

5. Have you seen any improvement in your child's educational growth since attending Jefferson Academy?

YES NO

(PLEASE TURN OVER AND COMPLETE)

6. **If you answered YES to number 5 above, how would you rate your child's growth from 1-5 where 1 is negative progress and 5 is consistent progress?**

a. Academic Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

b. Social Growth

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Heather Hardin 3-18-14

Parent Signature Date

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Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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Decreased Quality of Education		Same Quality		Significant Improvement In Quality of Education

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(PLEASE TURN OVER AND COMPLETE)

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b. Social Growth

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Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments:

Parent Signature

3-17-14

Date

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1 2 3 4 5

Poor Average Excellent

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1 2 3 4 5

Decreased Quality of Education Same Quality Significant Improvement In Quality of Education

5. **Have you seen any improvement in your child's educational growth since attending Jefferson Academy?**

YES NO

(PLEASE TURN OVER AND COMPLETE)

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Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

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Negative progress		No loss, no growth		Consistent progress

Comments:

Rhonda Collins 3-18-14

Parent Signature Date

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Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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c. Desire to Attend School

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Negative progress		No loss, no growth		Consistent progress

Comments:

3-18-14

Parent Signature Date

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Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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Comments:

Parent Signature _____ Date 3-17-14

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Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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Comments:

Parent Signature

3/18/14
Date

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Jefferson Academy of Advanced Learning
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Comments:

Parent Signature _____ Date 3-17-14

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Jefferson Academy of Advanced Learning
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c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments: This is the first year that my child has ever volunterily done homework without prompting. He is now able and willing to read. He has friends now and activily requests to go to social events. This is a huge change.

[illegible] 3/18/14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

Jefferson Academy of Advanced Learning
Parent Satisfaction Survey

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Negative progress		No loss, no growth		Consistent progress

c. Desire to Attend School

1	2	3	4	5
Negative progress		No loss, no growth		Consistent progress

Comments: I love this school. I hope it stays open for all kids that don't excell in a regular school.

Delma Raymond 3-17-14

Parent Signature Date

Please return this with your child or to the Jefferson Academy office by **Wednesday, March 19, 2014**. Your input is greatly appreciated!

EXHIBIT "F"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

2:45 - 3:00

2/27/14

To Whom It May Concern,

My name is Vera Bennett. I am one of the only pediatricians in Show Low AZ and the only one to sub-specialize in the area of special needs children. I am also the mother of a special needs child. When we relocated here 2 ½ years ago, I had great concerns about finding the appropriate school for my son. He has high functioning autism with some learning challenges. Originally I was trying to get him into the Blue Ridge system; however I was told that they would not offer open enrollment for any child out of district with an IEP. I was directed to Jefferson Academy by my office staff and am so glad that I made that choice. Jefferson creates individual learning plans for all of their students. They cater to special needs kids who thrive in their environment. My son Mark is very intelligent, but struggles with displaying his knowledge in a written format. His teachers and the staff have used many modalities including assistive technology, work programs and social skills sessions to allow Mark to grow and thrive. He has developed a confidence in himself to allow him to become a productive member of society. Without Jefferson academy, my son and many children like him would fall through the cracks and grow up being unable to function at all.

As a pediatrician who sees many special needs children, I often direct them to Jefferson when their current school system is failing to provide for their needs. Jefferson has an excellent child study team and is a forerunner in the use of assistive technology. They allow children to develop skills that they would not otherwise have the opportunity to develop. They were able to co-ordinate services for my son to allow him to get into a job placement program that we would otherwise not have known about. Jefferson has a very high percentage of special needs children that other schools either can't or won't handle. I can't endorse the need in this community for a school such as Jefferson Academy.

enough

Thank you

Vera Bennett MD

Vera A Meier-Bennett, MD, FAAP, IBCLC

EXHIBIT "FF"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

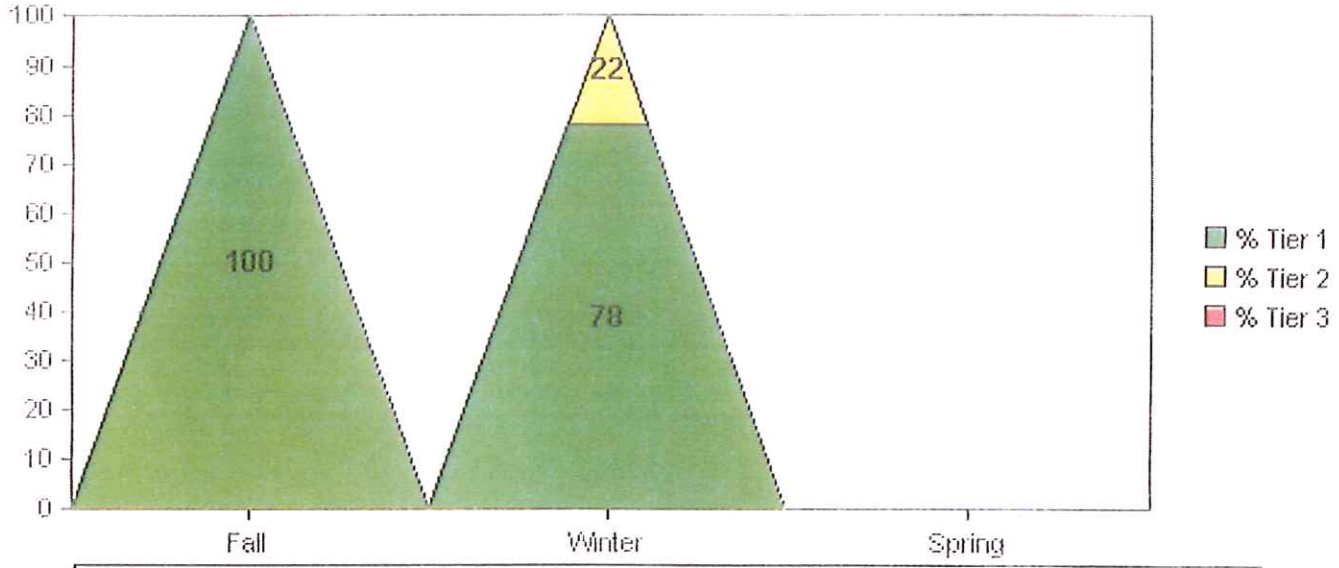
Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Reading - Curriculum Based Measurement
Grade 1 - (Davis, Rie - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	0 (0%)	0 0 0	0 (0%)	0 0 0	0 (0%)
Tier 2	0 (0%)	0 0 0	2 (22%)	0 0 0	0 (0%)
Tier 1	9 (100%)	0 2 7	7 (78%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	9		9		0

Note: Unscored also includes any students who may have been transferred.

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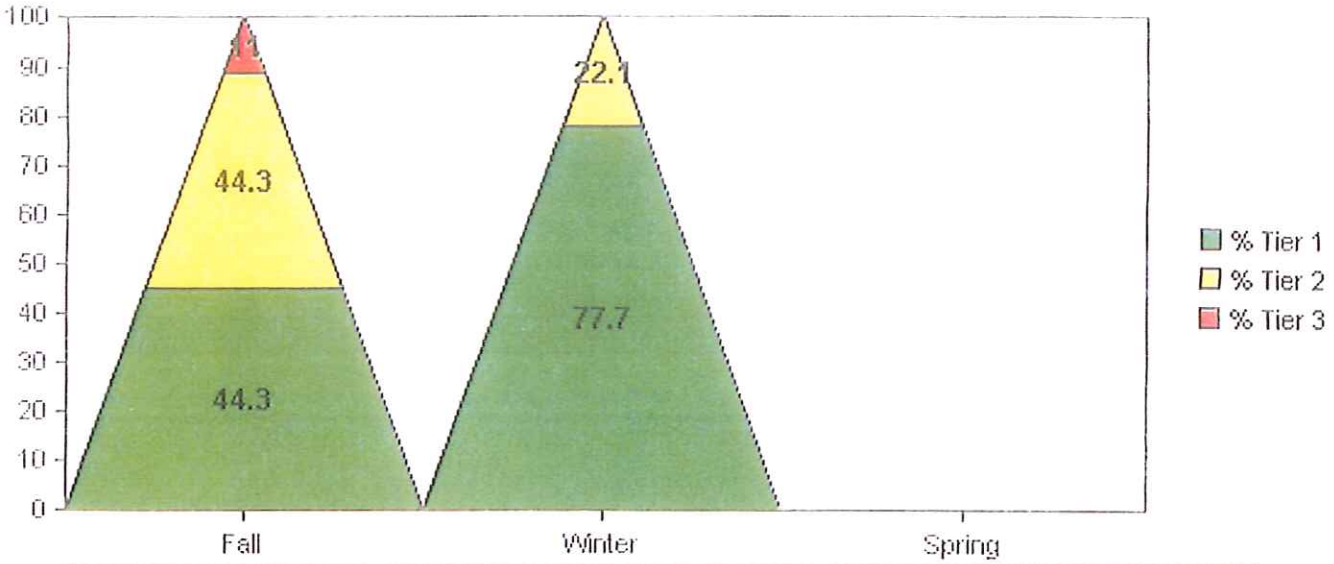
AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Nonsense Word Fluency
Grade 1 - (Davis, Rie - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	1 (11%)	0 1 0	0 (0%)	0 0 0	0 (0%)
Tier 2	4 (44.3%)	0 1 3	2 (22.1%)	0 0 0	0 (0%)
Tier 1	4 (44.3%)	0 0 4	7 (77.7%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	9		9		0

Note: Unscored also includes any students who may have been transferred.

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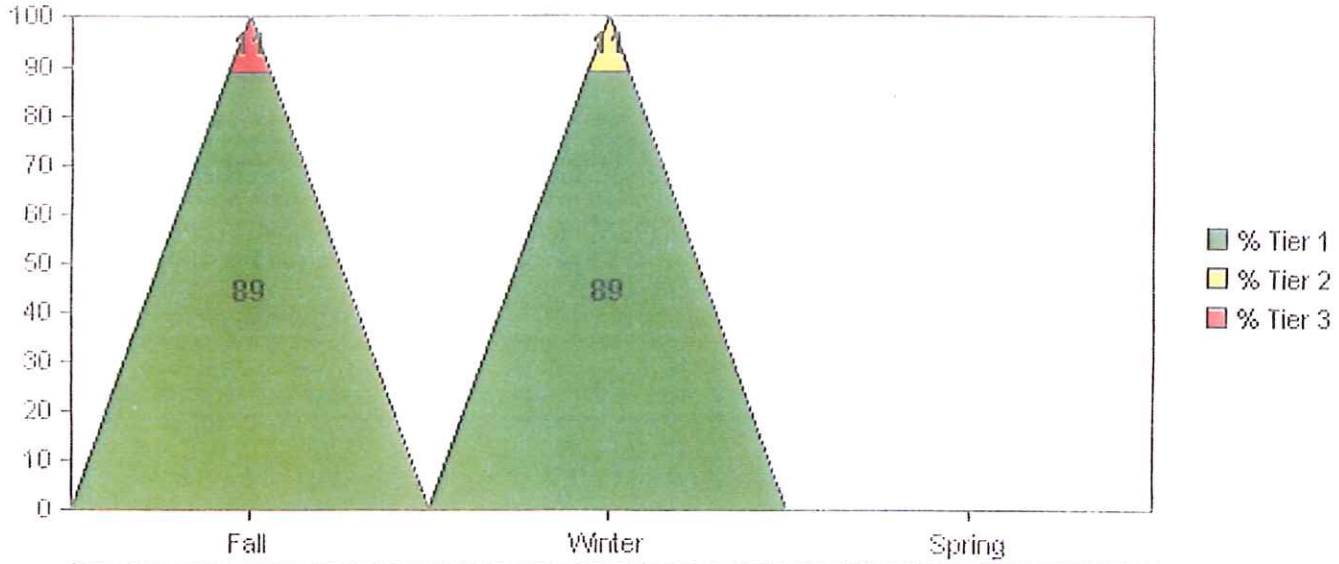
AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Phoneme Segmentation Fluency
Grade 1 - (Davis, Rie - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	1 (11%)	0 0 1	0 (0%)	0 0 0	0 (0%)
Tier 2	0 (0%)	0 0 0	1 (11%)	0 0 0	0 (0%)
Tier 1	8 (89%)	0 1 7	8 (89%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	9		9		0

Note: Unscored also includes any students who may have been transferred.

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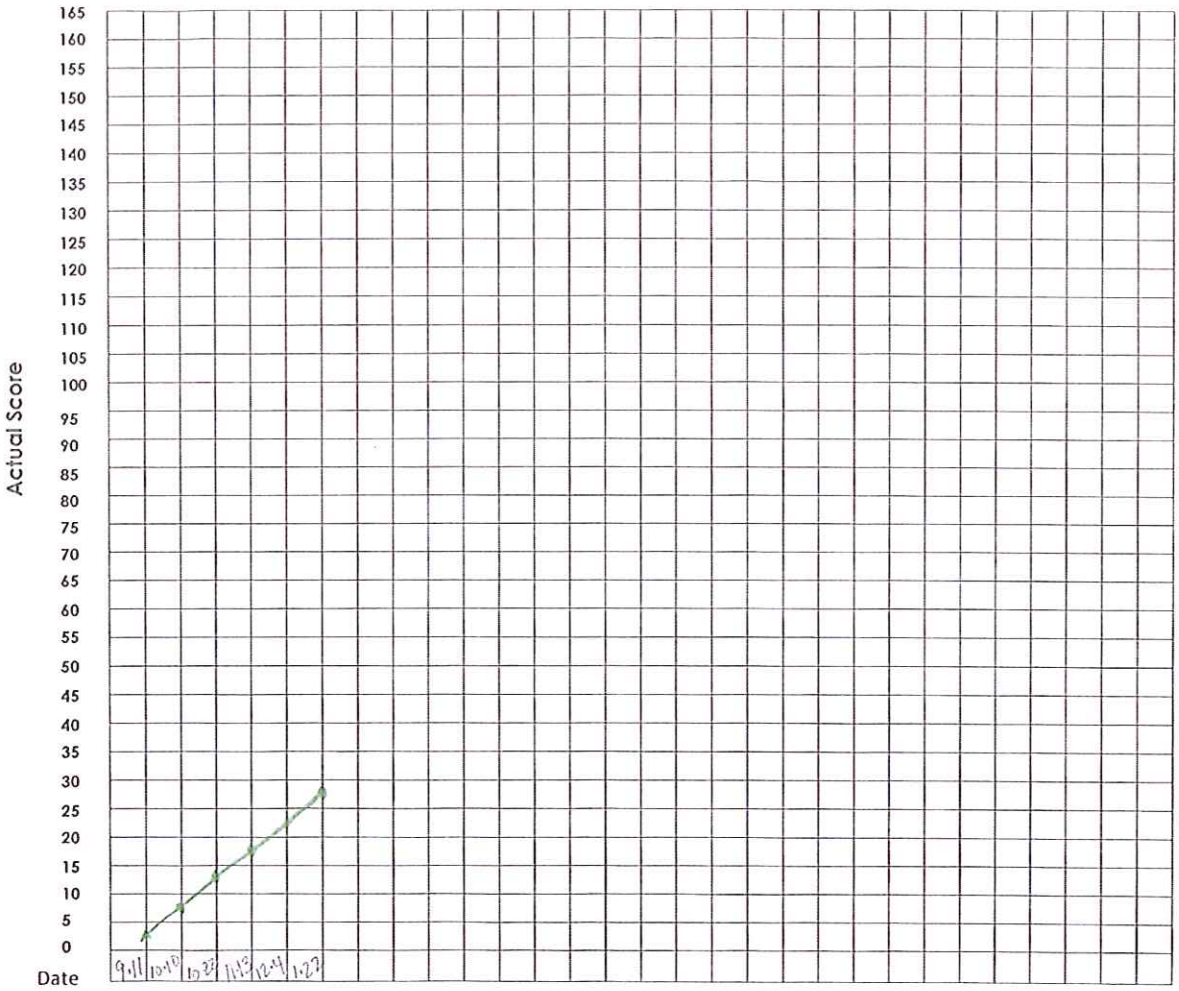
AIMS Reading Fluency Score Sheet



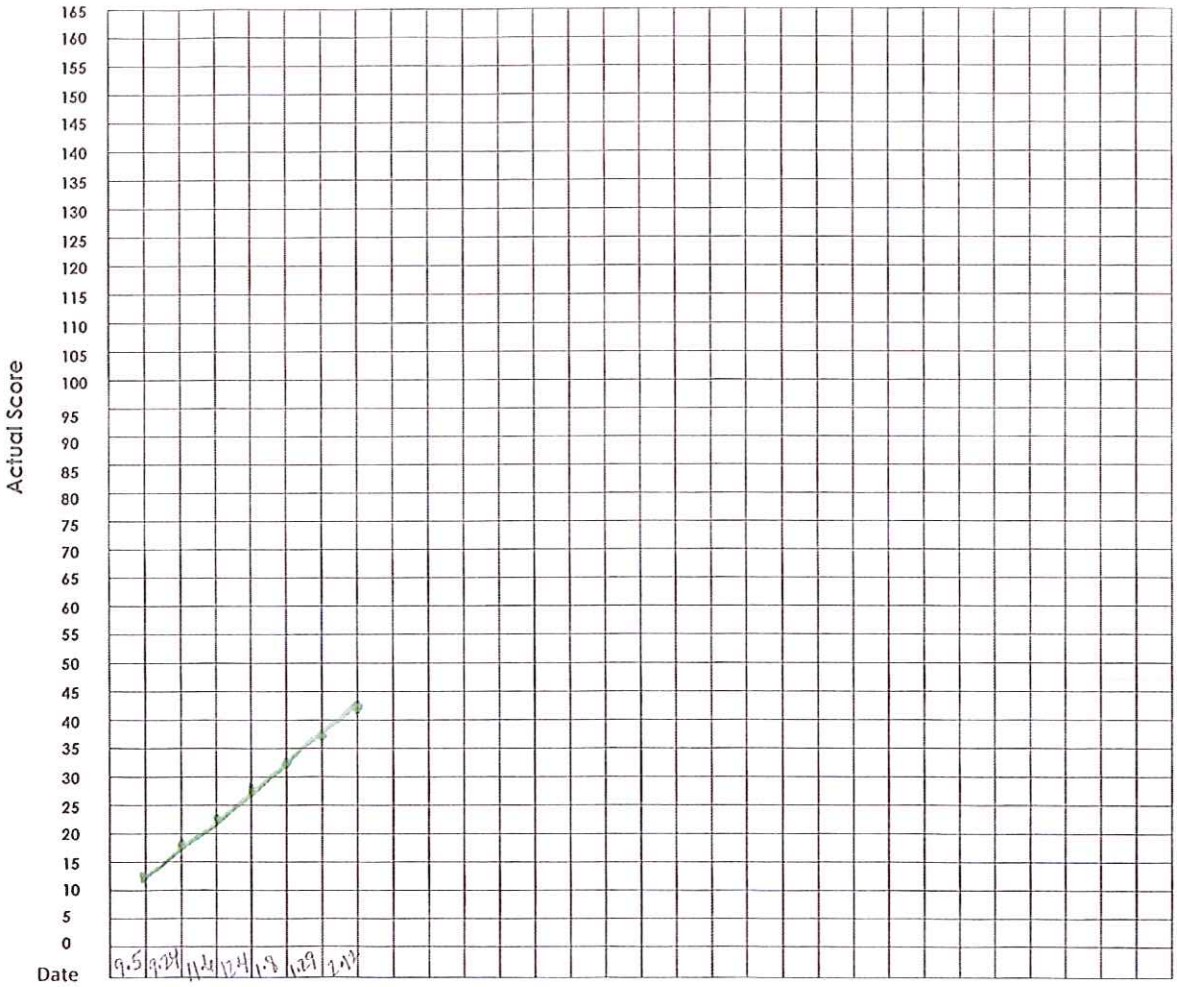
Student: 15

Grade: 1st

Notes:
Speech
Attention/Focus
Emotion. Issues

1st grade = F N/A, W 30, S 41
2nd grade = F 55. W 80, S 86
3rd grade = F 88. W 105, S 112
4th grade = F 105, W 120, S 128
5th grade = F 114, W 129, S 136
6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



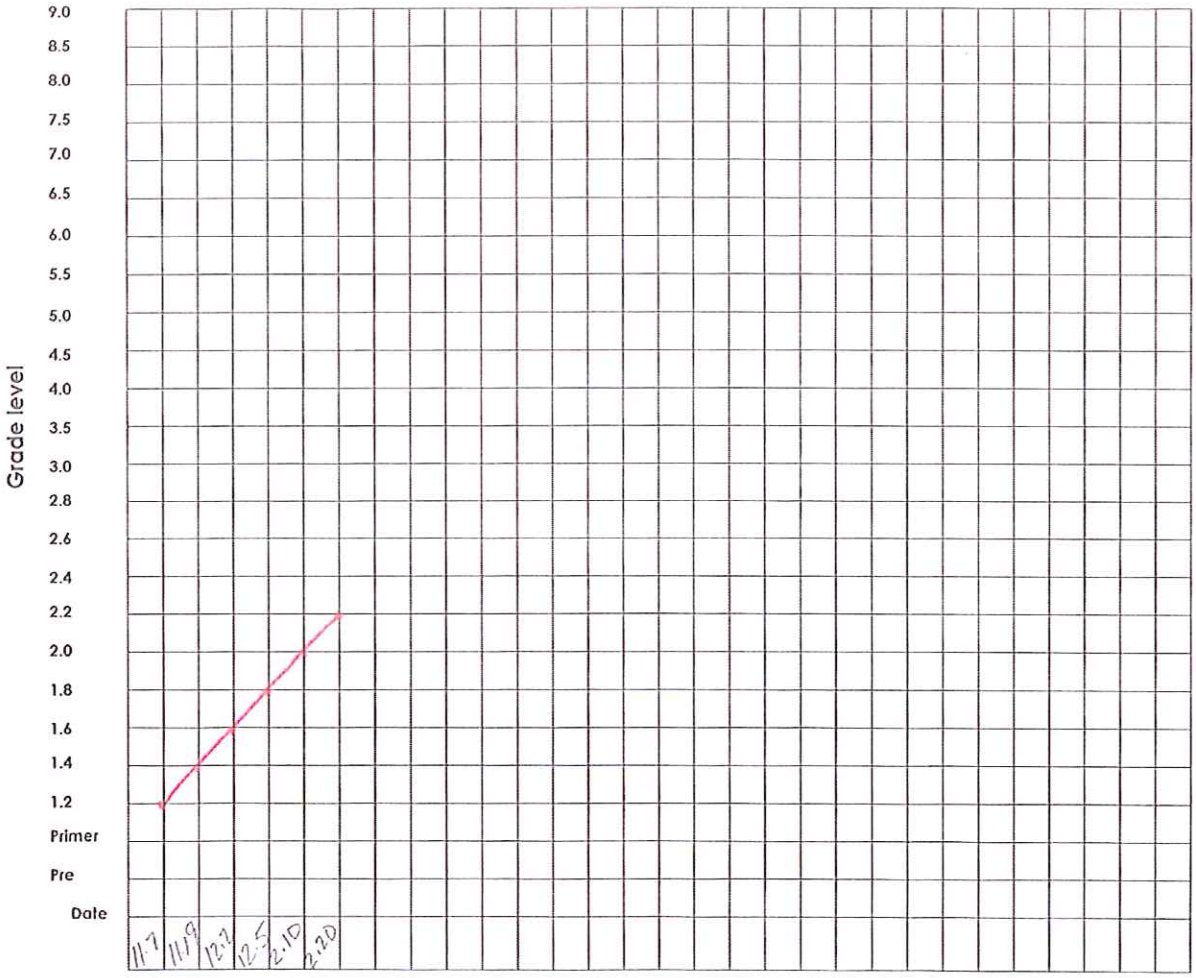
Student: 7

Grade: 1st

Notes:
Focus
Emot. issues

1st grade = F N/A, W 30, S 41
2nd grade = F 55. W 80, S 86
3rd grade = F 88. W 105, S 112
4th grade = F 105, W 120, S 128
5th grade = F 114, W 129, S 136
6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 160

SRA Reading Comprehension Score Sheet



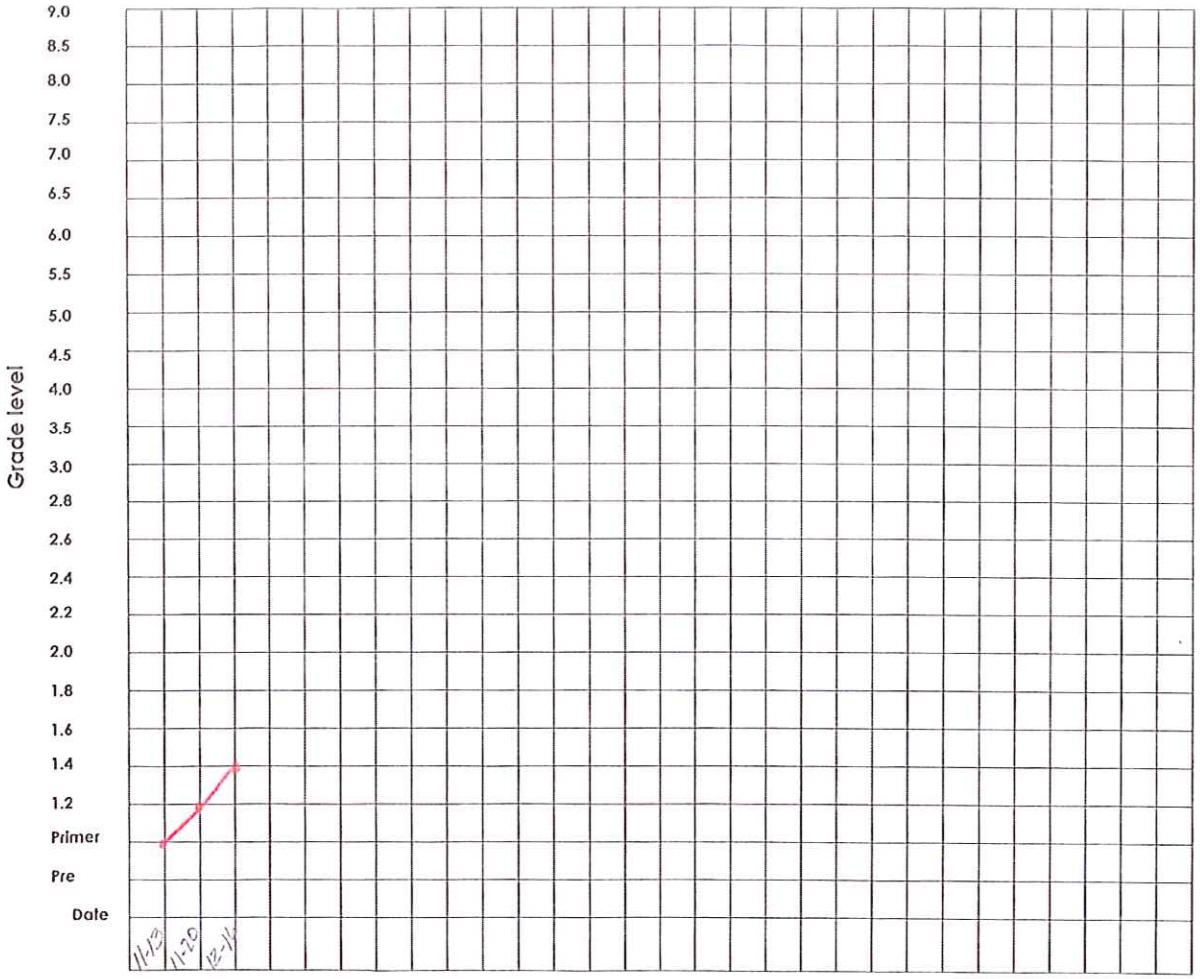
Student: 15

Grade: 1

Notes:
speech
Attention/Focus
Emotional Issues

Box 1A Pre-Primer to 3.5
1st Grade
Box 1B 1.4 to 4.5
2nd Grade
Box 1C 1.6 to 5.5
3rd Grade
Box 2A 2.0 to 6
4th Grade
Box 2B 2.2 to 7
5th Grade
Box 2C 2.0 to 7
6th Grade

SRA Reading Comprehension Score Sheet



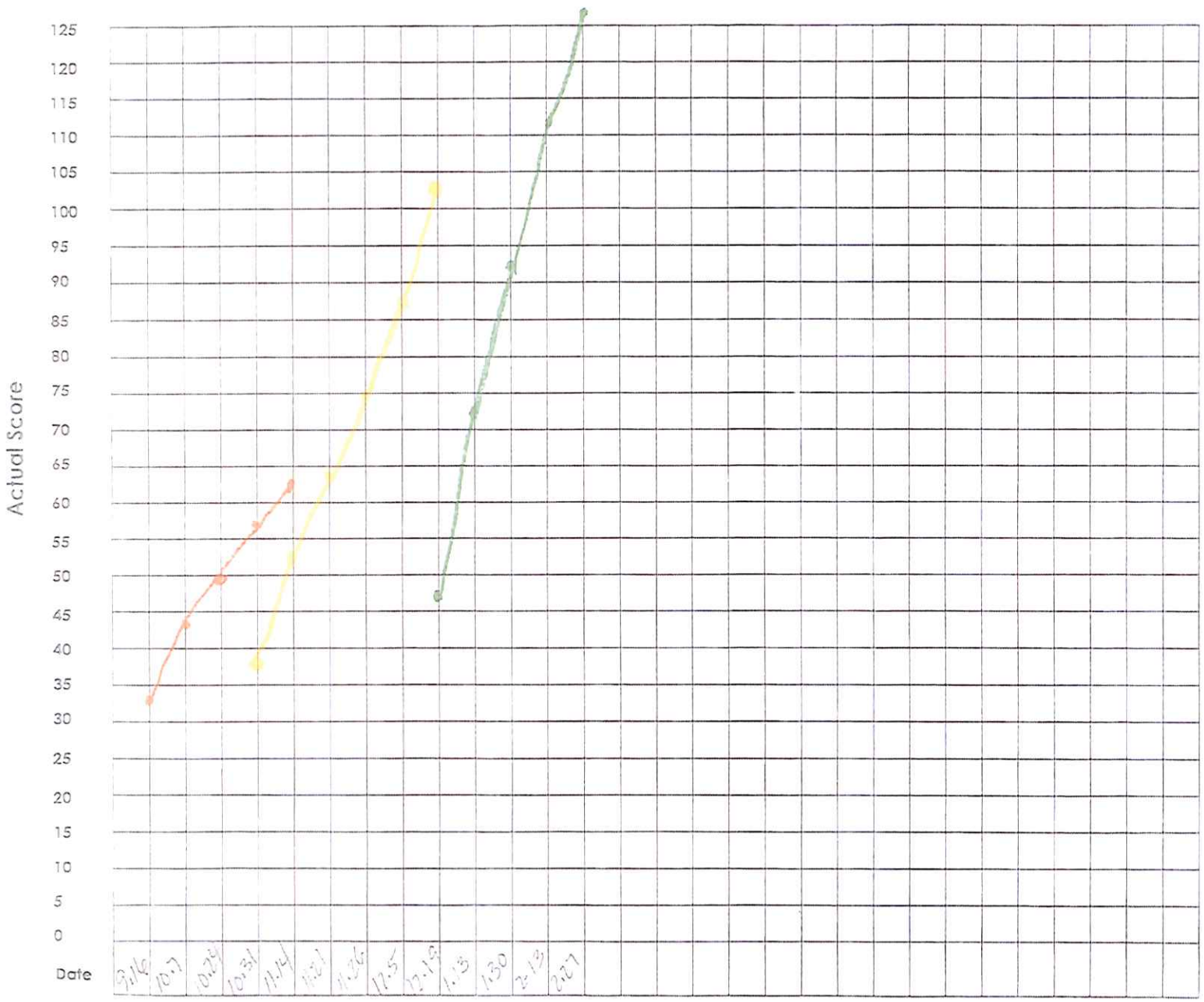
Student: 7

Grade: 1

Notes:
Focus
Emotional Issues

Box 1A Pre-Primer to 3.5
1st Grade
Box 1B 1.4 to 4.5
2nd Grade
Box 1C 1.6 to 5.5
3rd Grade
Box 2A 2.0 to 6
4th Grade
Box 2B 2.2 to 7
5th Grade
Box 2C 2.0 to 7
6th Grade

Reading Fluency Score Sheet



Student: 15

Grade: 1st

Notes:
Speech
Attention/Focus
Emotional Issues

Letter Naming

Letter Sounds

Reading Passage:

Kinder 1st grade

2nd grade 3rd grade

4th grade 5th grade

6th grade 7th grade

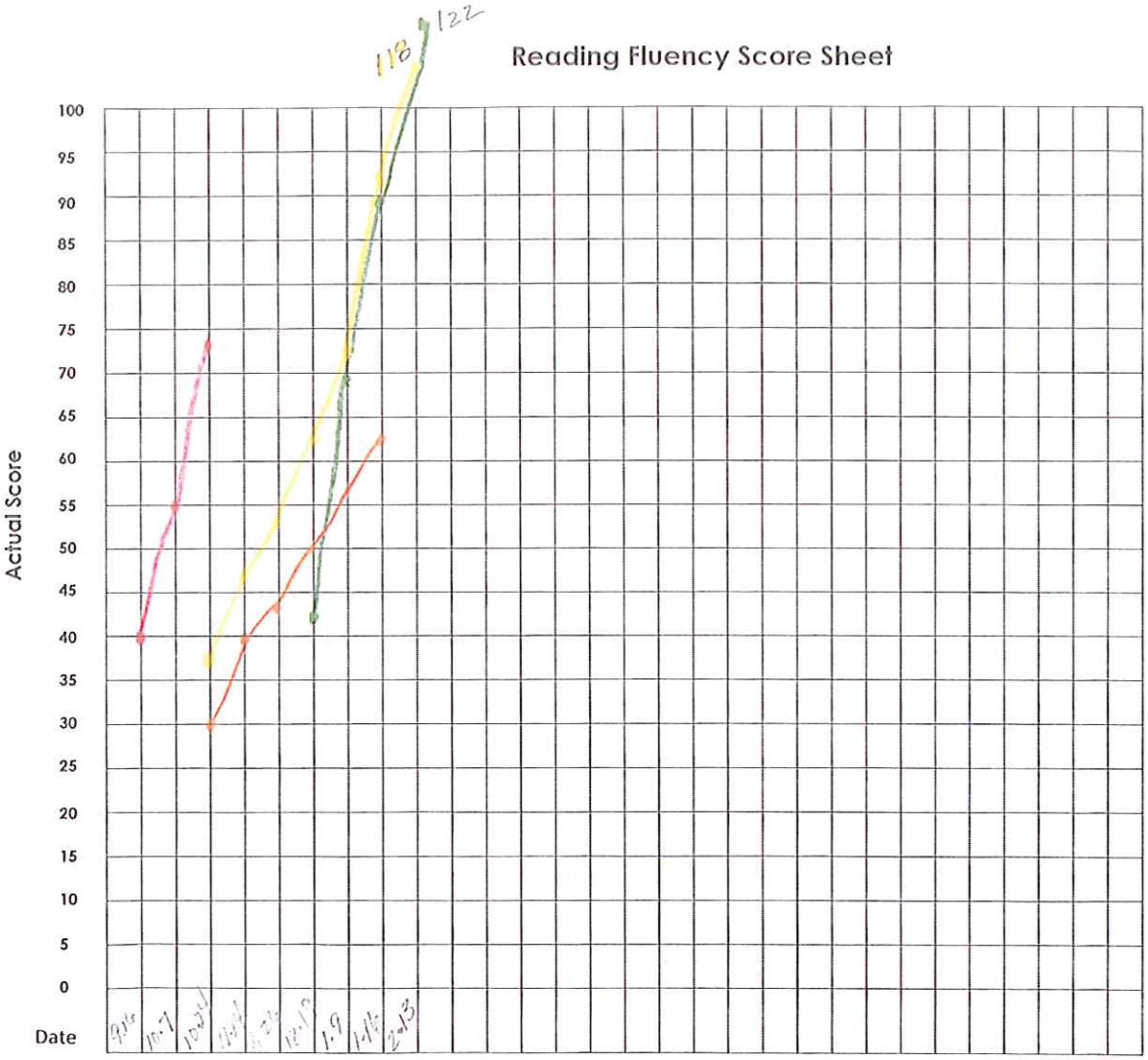
8th grade 9th grade

10th grade

12th grade

Founding Fathers 00165

Reading Fluency Score Sheet



Student: 7

Grade: 1st

Notes:
Focus
Emotional issues

Letter Naming

Letter Sounds

Reading Passage:

Kinder — 1st grade
2nd grade — 3rd grade
4th grade — 5th grade
6th grade — 7th grade
8th grade — 9th grade
10th grade — 11th grade
12th grade

EXHIBIT "G"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

To Whom This May Concern,

We write this letter in regards to the support of Jefferson Academy and all that it has done for our child. Three years ago our child started out with Jefferson Academy as an underage Kindergartner that was not allowed to go to a public school due to her being underage.
Now she is in the second grade reading and doing arithmetic at a third grade level and we could not be happier. With a one on one education that she is recieving with multiple teachers in the classroom catering to her every need. We demand as parents of a child in todays society to recieve this kind of education. Education is in high demand not only here in the states but abroad. When you enroll your children your lucky to get one qualified teacher for every 30 kids in a classroom. We have recieved here at Jefferson Academy a first rate education with not only one teacher but two assistants in a class of 14 children. Not only are we recieving a first rate education but we have teachers that have gone above and beyond, when our child was hospitalized to have her appendicts removed Jefferson Academy faculty came to support us and our daughter during her ordeal. How could you even consider shutting a school like this down? We fully support Jefferson Academy, faculty and staff. Please help us to give our child a top rate education.

Sincerely,

Toby and Jamie Reidhead

Toby Reidhead

Jamie Reidhead

EXHIBIT "GG"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

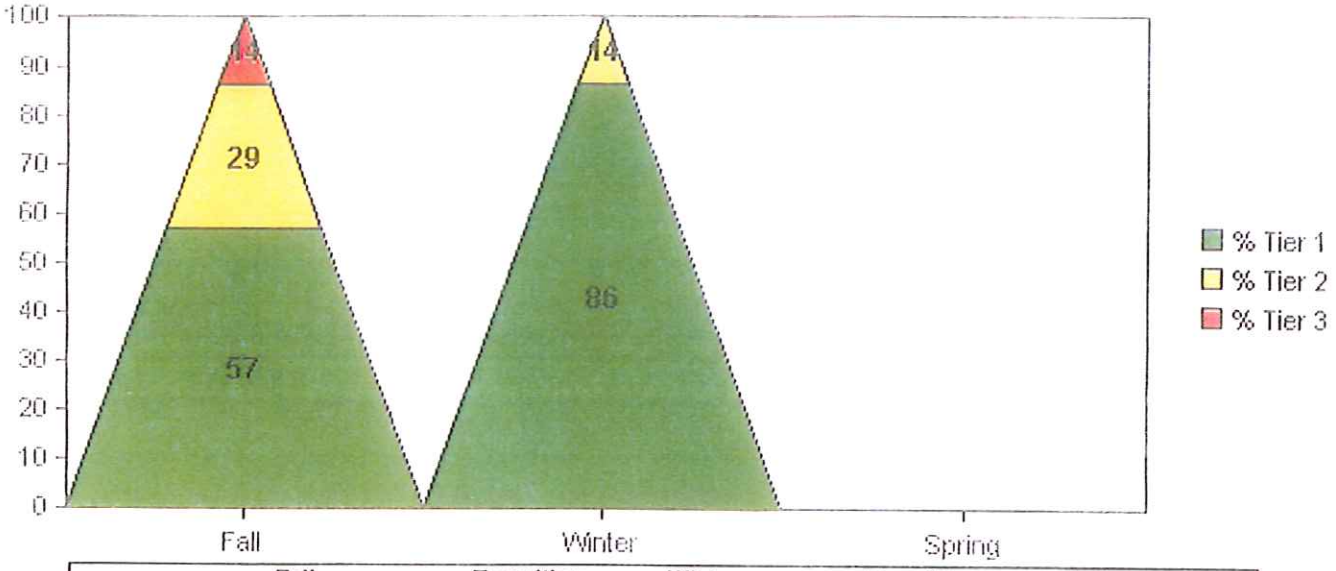
Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Math Computation
Grade 2 - (Martz, Sheena - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	1 (14%)	0 1 0	0 (0%)	0 0 0	0 (0%)
Tier 2	2 (29%)	0 0 2	1 (14%) MOVED	0 0 0	0 (0%)
Tier 1	4 (57%)	0 0 4	6 (86%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	7		7		0

Note: Unscored also includes any students who may have been transferred.

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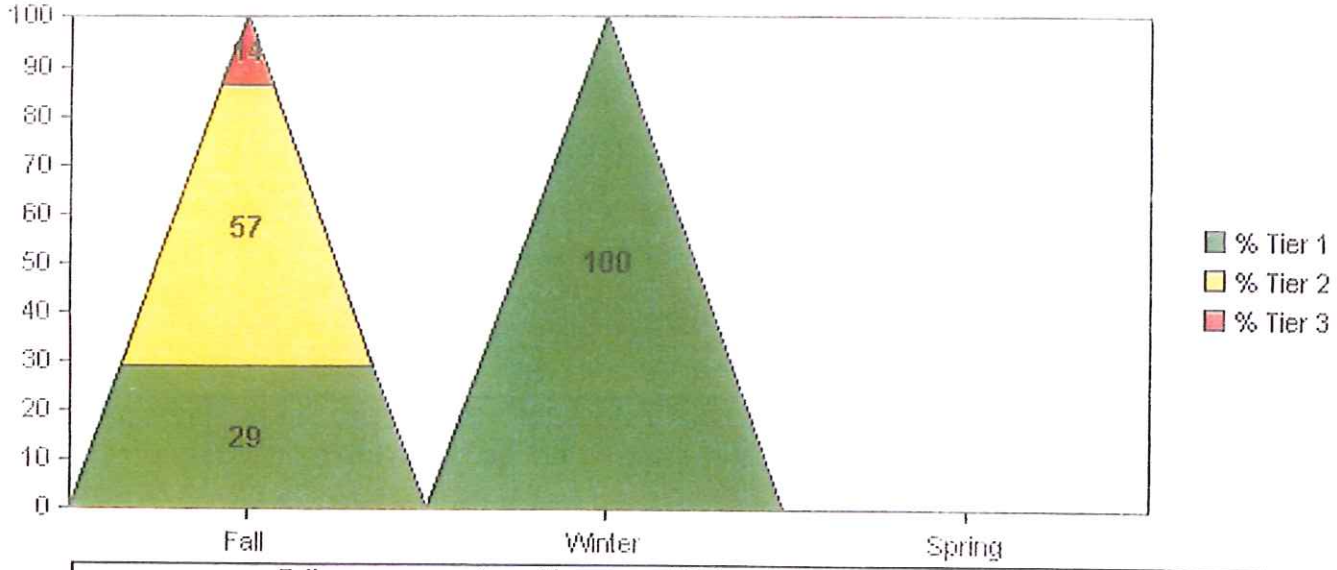
FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Mathematics Concepts and Applications
Grade 2 - (Martz, Sheena - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	1 (14%)	0 0 1	0 (0%)	0 0 0	0 (0%)
Tier 2	4 (57%)	0 0 4	0 (0%)	0 0 0	0 (0%)
Tier 1	2 (29%)	0 0 2	7 (100%)	0 0 0	0 (0%)
New Student		**0**		**0**	
Unscored		**0**		**0**	
Total Students	**7**		**7**		**0**

Note: Unscored also includes any students who may have been transferred.

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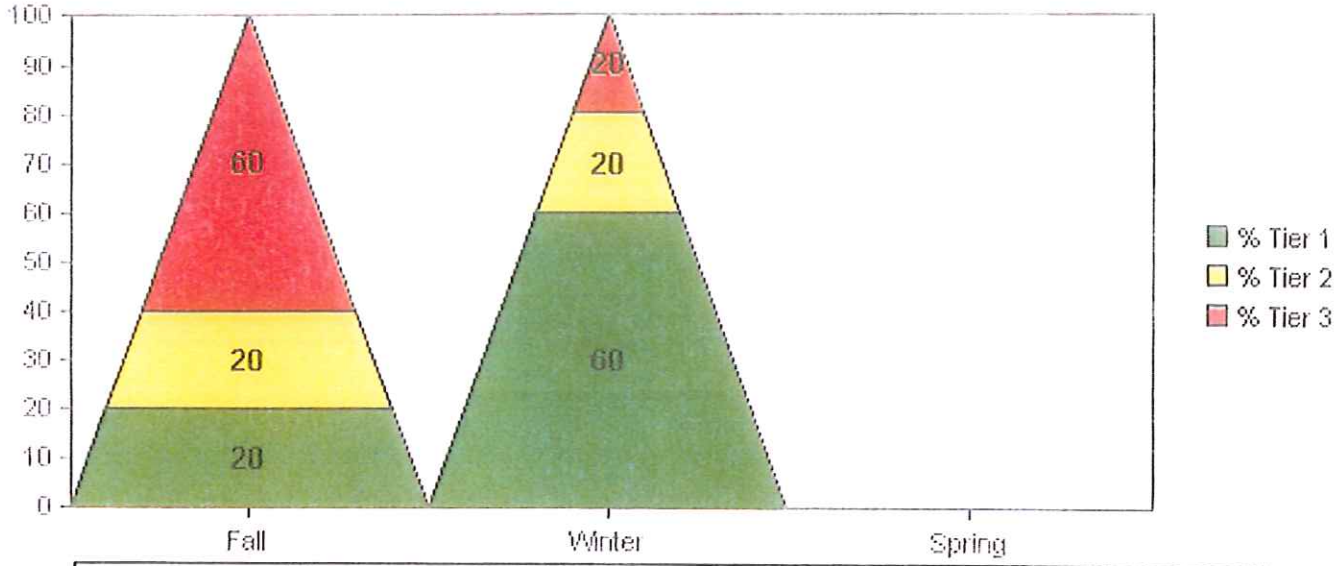
AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Math Computation
Grade 3 - (Martz, Sheena - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	3 (60%)	1 1 1	1 (20%)	0 0 0	0 (0%)
Tier 2	1 (20%)	0 0 1	1 (20%)	0 0 0	0 (0%)
Tier 1	1 (20%)	0 0 1	3 (60%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	5		5		0

Note: Unscored also includes any students who may have been transferred.

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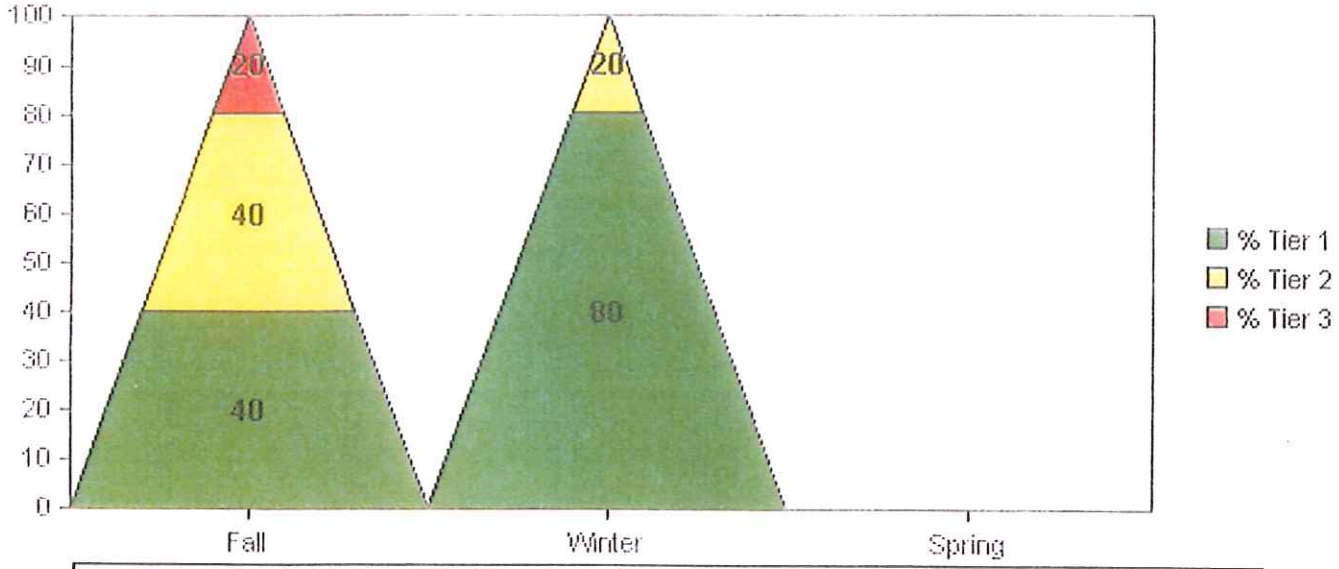
AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Mathematics Concepts and Applications
Grade 3 - (Martz, Sheena - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	1 (20%)	0 0 1	0 (0%)	0 0 0	0 (0%)
Tier 2	2 (40%)	0 1 1	1 (20%)	0 0 0	0 (0%)
Tier 1	2 (40%)	0 0 2	4 (80%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	5		5		0

Note: Unscored also includes any students who may have been transferred.

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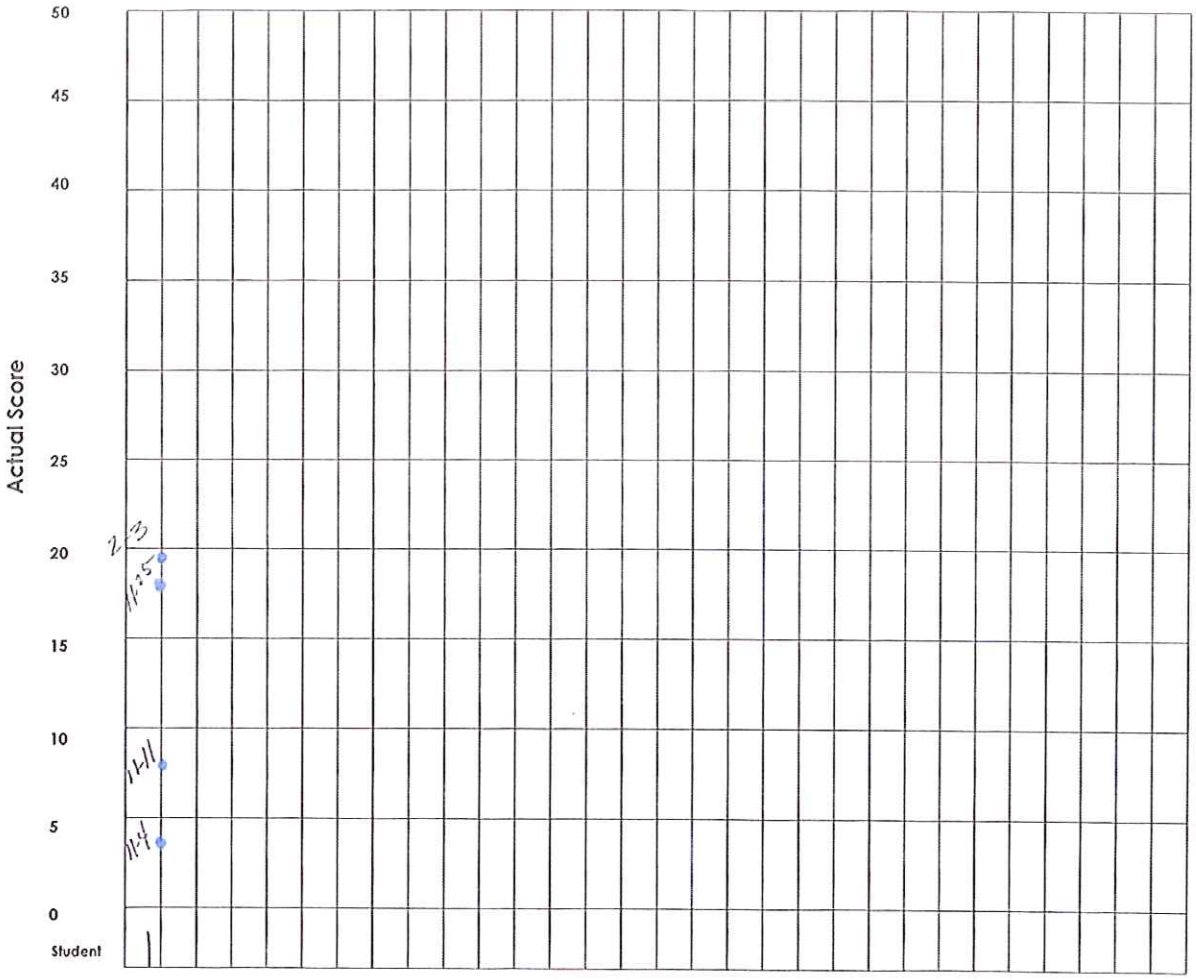
AIMS CAPS Math Score Sheet



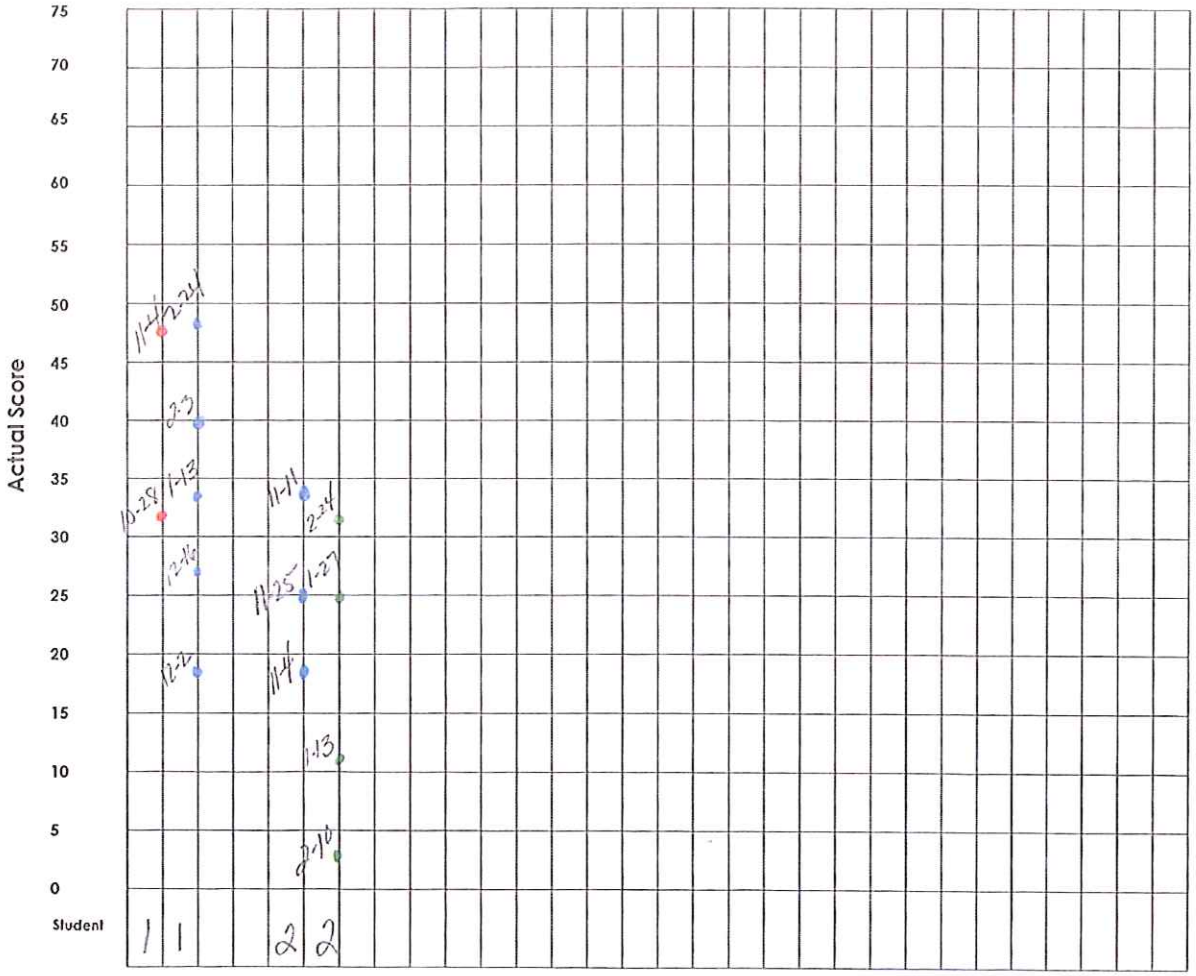
Classroom: IV 12

Grade: 3

Notes:

2nd Grade – F = 5, W = 13, S = 15, 100% = 45
3rd Grade – F = 5. W = 10, S = 12, 100% = 46
4th Grade – F = 13, W = 15, S = 16, 100% = 49
5th Grade – F = 8, W = 10, S = 11, 100% = 51
6th Grade – F = 11, W = 15, S = 16, 100% = 46
7th Grade – F = 10, W = 13, S = 16, 100% = 49
8th Grade – F = 8, W = 11, S = 13, 100% = 42

AIMS COMPS Math Score Sheet



Classroom: Martz

Grade: 3

Notes:

1st Grade – F = 7, W = 26, S = 31, 100% = 48

2nd Grade – F = 15, W = 30, S = 34, 100% = 50

3rd Grade – F = 20, W = 40, S = 46, 100% = 68

4th Grade – F = 23, W = 42, S = 48, 100% = 73

5th Grade – F = 12, W = 20, S = 25, 100% = 76

6th Grade – F = 16, W = 24, S = 28, 100% = 74

EXHIBIT "H"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

My name is Hilda Loveless and I am Justin Loveless's mom. I would like to share with you our story of how Jefferson Academy has been a tremendous blessing for our son. Kurt and I are the parents of 6 wonderful kids. Justin is the youngest of our kids. Justin was born on March 1, 1997. Three weeks after his birth, he was diagnosed with leukemia and a week after that he was diagnosed with Mosaic Down Syndrome. Justin struggled his first year of life fighting off his leukemia with chemotherapy and spent most of this first year in and out of the hospital. He eventually won that battle. He is now 16 years old and is considered cancer free. His other battle in life has been fitting in at school with his Mosaic Down Syndrome.

When Justin was eight years old, we moved to Erie Colorado. As a little child, there were no problems. He had an IEP and we met with his teachers on a regular basis. When Justin had to transition from the elementary school to the junior high school, Justin began to struggle in the regular public schools. Little is known about Mosaic Down Syndrome and Justin's physical characteristics are such that at first glance it is very hard to see him as a child with special needs. Even with the doctor's diagnosis and us constantly trying to explain to his teachers of his developmental limitations, it was very hard for his teachers in the regular public schools to understand how to better help Justin. Justin has always had an IEP in place at every school he has attended, but the implementation of the IEP became a problem when he entered junior high school. This is when the nightmare began. Justin was placed in a special education room for a couple of his classes, but then had to move to other classrooms for the remaining subjects like math, science, social studies, etc to be with students that did not have disabilities. Justin would have to go from class to class. Justin gets lost very easily. He has no sense of direction. He was late to his classes which upset his teachers because it upset their classroom. Justin has always had a modified academic program, but it was still very stressful for him. He has always had a hard time focusing and paces back and forth to relieve his anxieties. He also talks to himself out loud and makes strange noises which can be very distracting to the classroom. This made Justin's teachers in the junior high very upset. They would not allow him to walk around or talk to himself or make strange noises and when he would (which was every day for most of the day) they would send him to the office for bad behavior. Justin started hating school. Students started bullying him because he was different from the other kids. When Justin would come home, he had hours and hours of homework because he would get so little done at school. Justin performed poorly at school. We asked the school several times for an aide to be with Justin to help him with his studies and to take him out to walk out his anxieties and to make sure no one bullied him anymore. The answer was always the same. We don't have the funds and Justin does not need that much help. He just needs to apply himself better. He needs to focus and he needs to stop his pacing back and forth. "He needs to stop making strange noises because this disrupts the class," the teachers would tell us. He was treated as a behavior problem instead of a student with Mosaic Down Syndrome. His special education teacher even admitted that she didn't know much about Mosaic Down Syndrome, but she felt that it must be a very mild case of Down Syndrome because Justin did not have the typical physical characteristics that other kids with Down Syndrome had. Justin struggled with wanting to attend school and struggled with fitting in at school.

In January of 2010, we moved to Show Low AZ. Kurt, Justin and I were the only ones that made the move to Arizona because our other kids were either on their own by now or attending college in Colorado. Justin was 14 years old. Kurt and I were very concerned and scared about placing Justin back in the public schools because of the problems he had just had in Erie. Justin has always been easy going. He had never ever had problems in school or anywhere else before the incidents in junior high school in Erie. We had considered home schooling him but we felt that it was very important that Justin develop social skills. We felt that social skills can more easily be developed at school with other kids his age. We

were torn. Then someone told Kurt about a different kind of school. They told us about Jefferson Academy. I drove by the school and it was so small. It did not look like any of the other schools my kids had attended. I had reservations. I visited the office that first week after we made our move. The secretary was very welcoming. I told her about Justin and expressed all my concerns. I was very up front about the experiences we had just had in Colorado. She was wonderful and asked me to visit the classroom Justin would be attending if we decided to enroll him at Jefferson Academy. I went over to the classroom the next day and met with the teacher. I looked around to see what type of programs they had to offer a child with special needs. The teacher took the time to answer all my questions. I could see that he was excited to meet Justin. I enrolled Justin the next day. Shortly after Justin was enrolled, I met with his teacher again and the school psychologist. An IEP was immediately put in place. Justin was immediately given a series of tests to assess where he was academically and I think socially also. The psychologist was wonderful. He let me know that he had never met anyone with Mosaic Down Syndrome and that he saw this as a wonderful opportunity to learn about Mosaic Down Syndrome. By the time the psychologist met with me, he had already started doing research on how to better meet Justin's needs. This impressed me greatly. The psychologist was putting Justin's needs first and it was very refreshing. This was already more than the public schools had done. After the results of the tests that had been given to Justin came back, it was agreed that Justin did indeed need an aide to help him in the classroom with his work and to take him out when he needed to pace back and forth or when he would make strange sounds. This tiny school with this tiny budget was going to give Justin what he needed. They never mentioned anything about not having the funds. They just told me that if a student needed the help, they would find a way to provide that help. It was at this time that I began to understand why the school didn't have a large gymnasium or a track field outside like I was used to. They used all their funds to make sure that their students' needs were met. This can take a big portion of your budget.

Justin enjoys school once again. He has been at Jefferson Academy for 3 years now and has never been in any type of trouble. All his work is individualized. His class is small and always under control. His classmates like him and there is no sign of bullying. Jefferson Academy has a lot of special needs kids that do not do well in the public schools. There is a lot of attention placed on life skills for the students. Because of the number of special needs students in the school, the school does not test well as a whole but that is not all that Jefferson Academy is about. Jefferson Academy offers a lot more than just academics to their students—it offers an education that gets them ready for their next step in life. Jefferson Academy is not for everyone, but it is a life saver for the few students that attend the school that did not do well in the public schools. Every community should have a school like Jefferson Academy because although most of us do just fine in the public schools, there are a few that need something different like a smaller atmosphere where teachers can be more relaxed when a student is different and where scoring high on standard tests is not as important as teaching the students how to succeed in life.

We would like to ask you to please not shut down Jefferson Academy because of their poor testing scores, but instead Jefferson Academy should be given additional assistance to make sure all the students' needs are met. With additional help their test scores will begin to improve. Jefferson Academy is a model to follow for other communities. They offer the best solution we have ever seen for some special students to be in a normal school environment and still be able to receive the individual attention they require.

Sincerely,

Hilda Loveless

EXHIBIT "HH"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

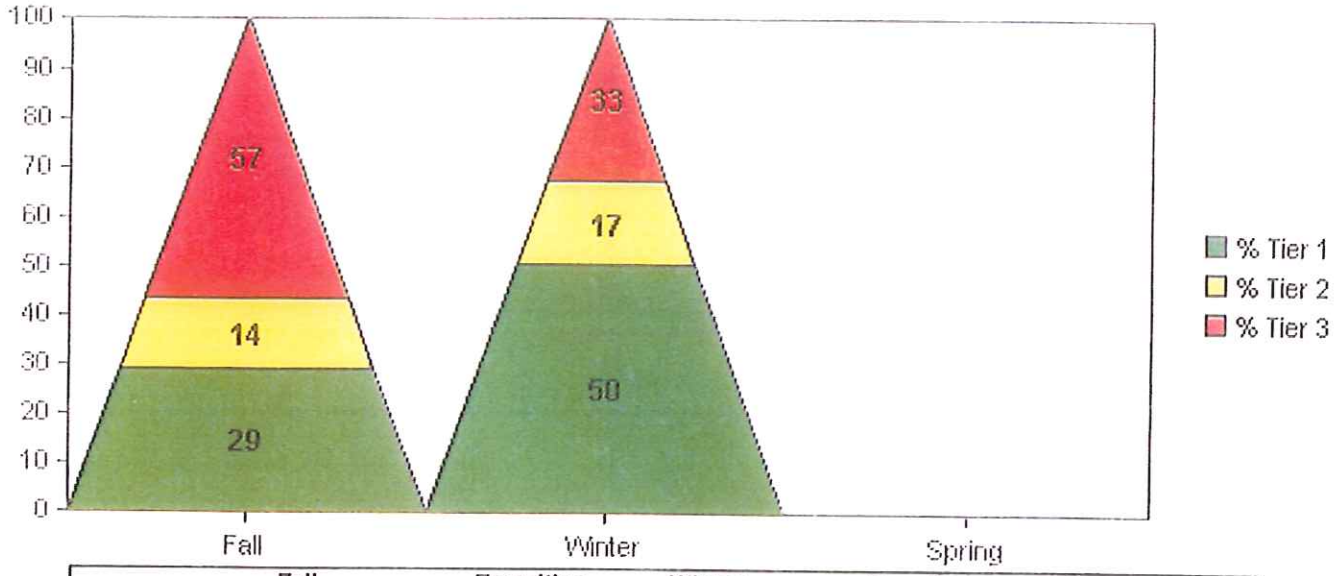
Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Reading - Curriculum Based Measurement
Grade 2 - (Martz, Sheena - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	4 (57%)	2 0 1	2 (33%)	0 0 0	0 (0%)
Tier 2	1 (14%)	0 1 0	1 (17%)	0 0 0	0 (0%)
Tier 1	2 (29%)	0 0 2	3 (50%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		1		0	
Total Students	7		6		0

Note: Unscored also includes any students who may have been transferred.

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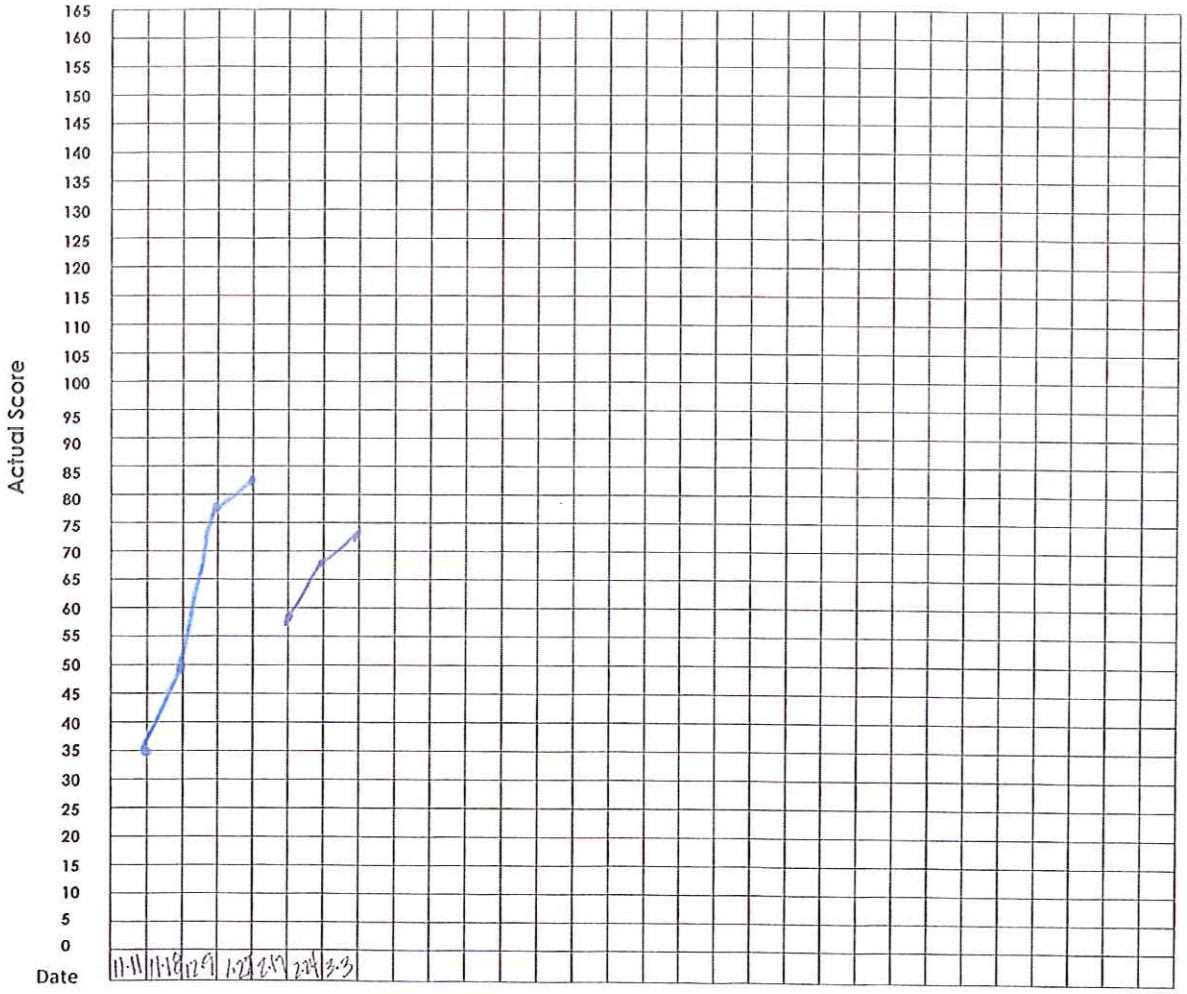
AIMS Reading Fluency Score Sheet



Student: 5

Grade: 2

Notes:

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

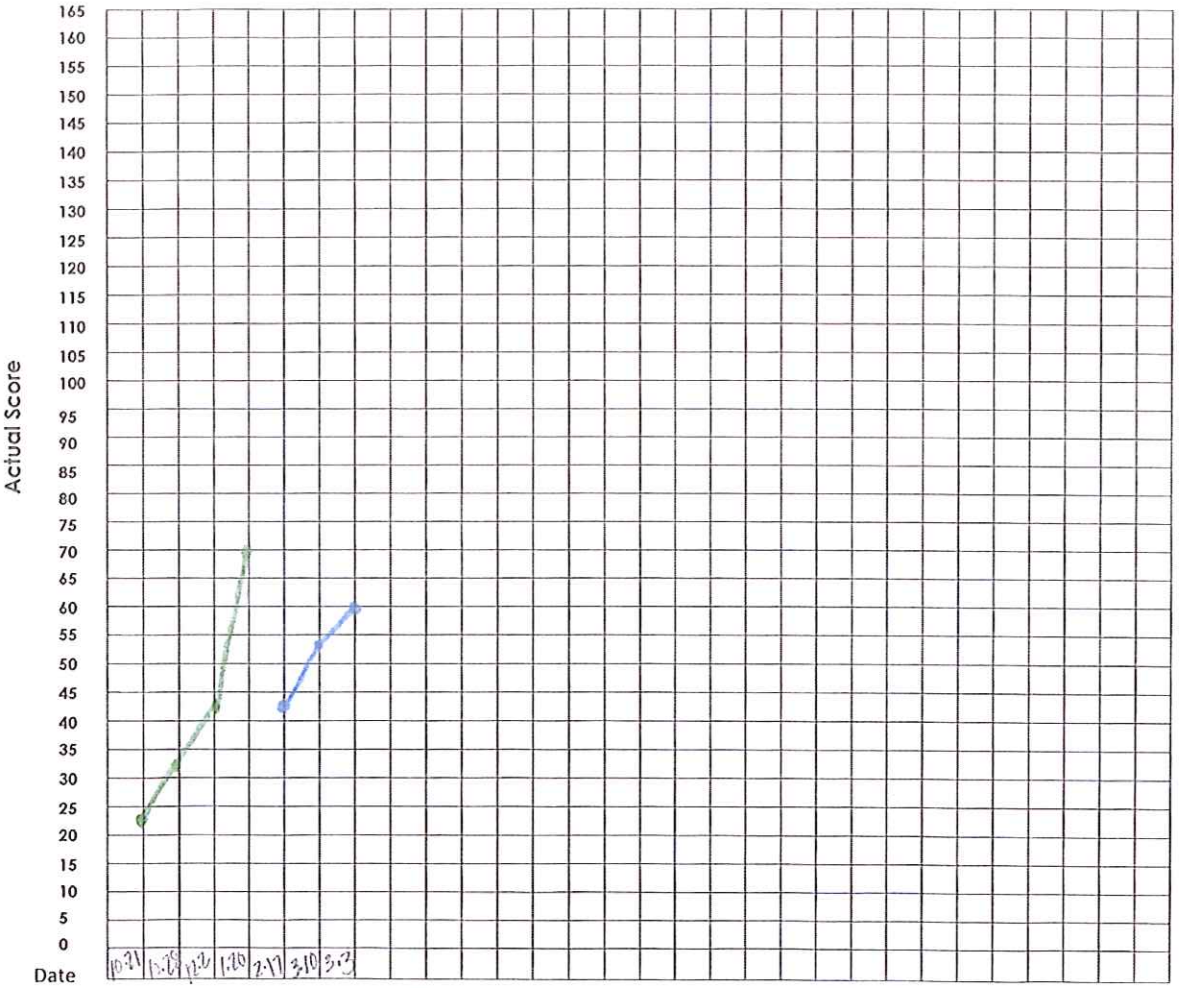
4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



Student: 6

Grade: 2

Notes:

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

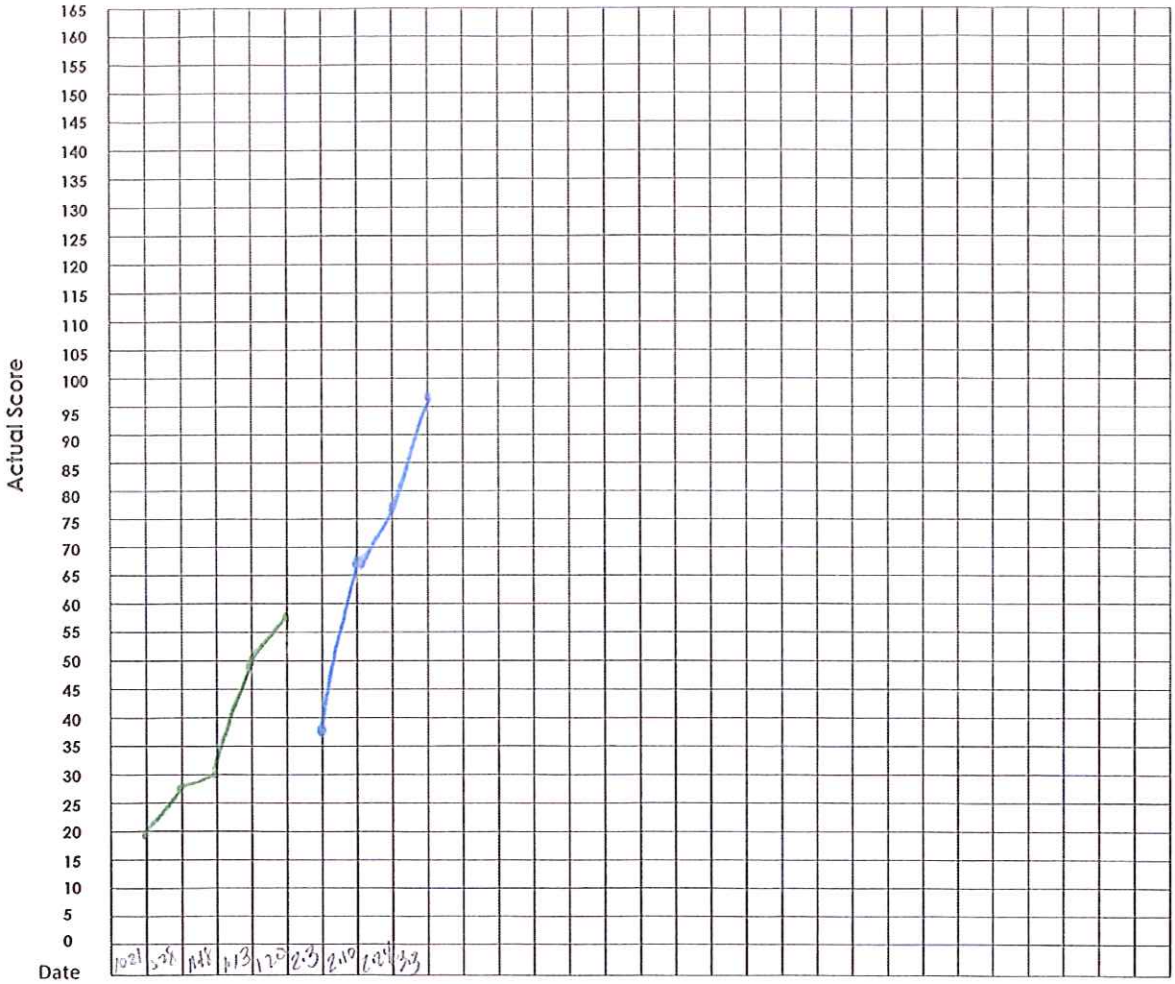
4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



Student: 7

Grade: 2

Notes:

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

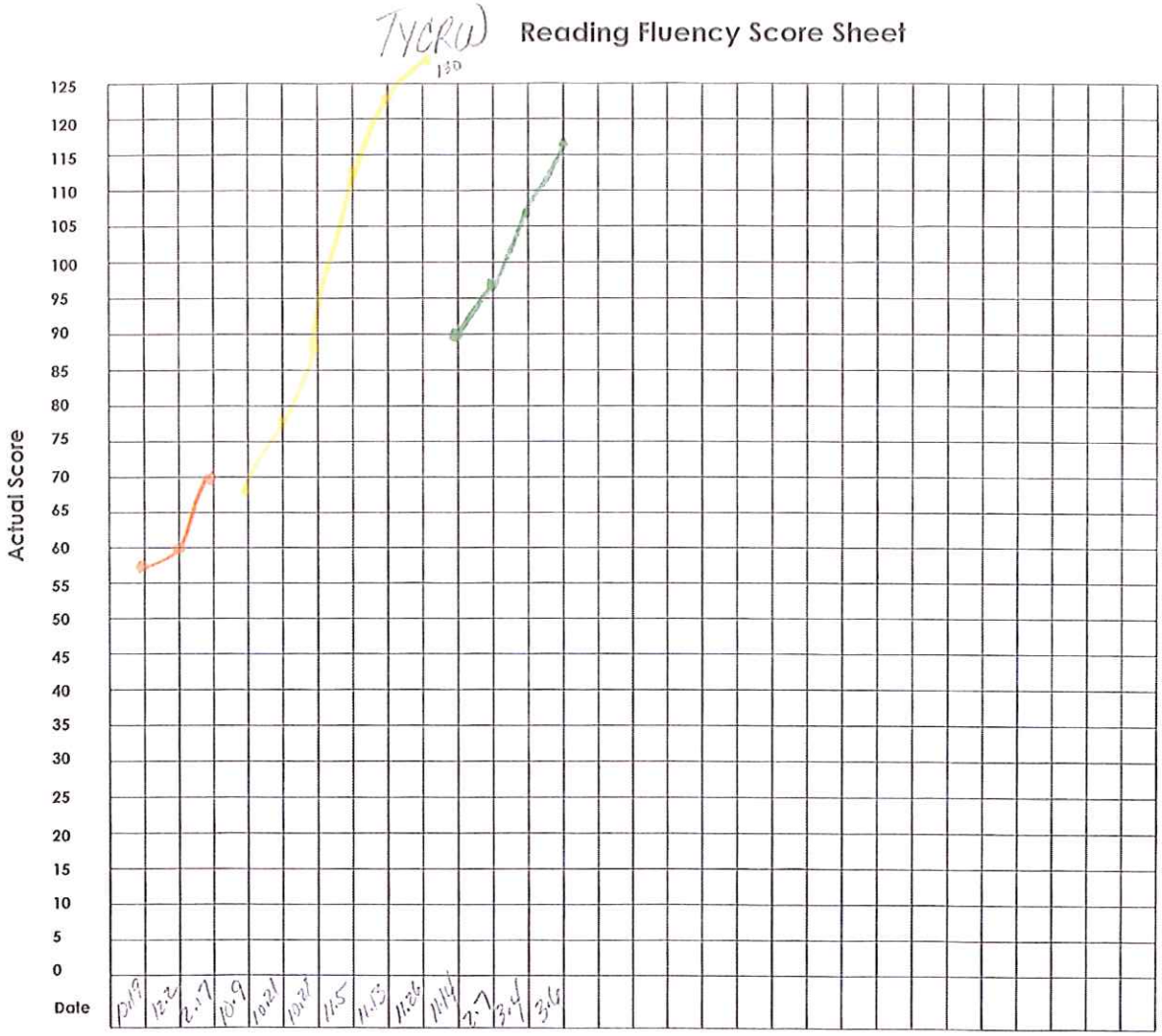
4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

Reading Fluency Score Sheet



Student: 7

Grade: 2

Notes:

Letter Naming

Letter Sounds

Reading Passage:

Kinder — 1st grade

2nd grade — 3rd grade

4th grade — 5th grade

6th grade — 7th grade

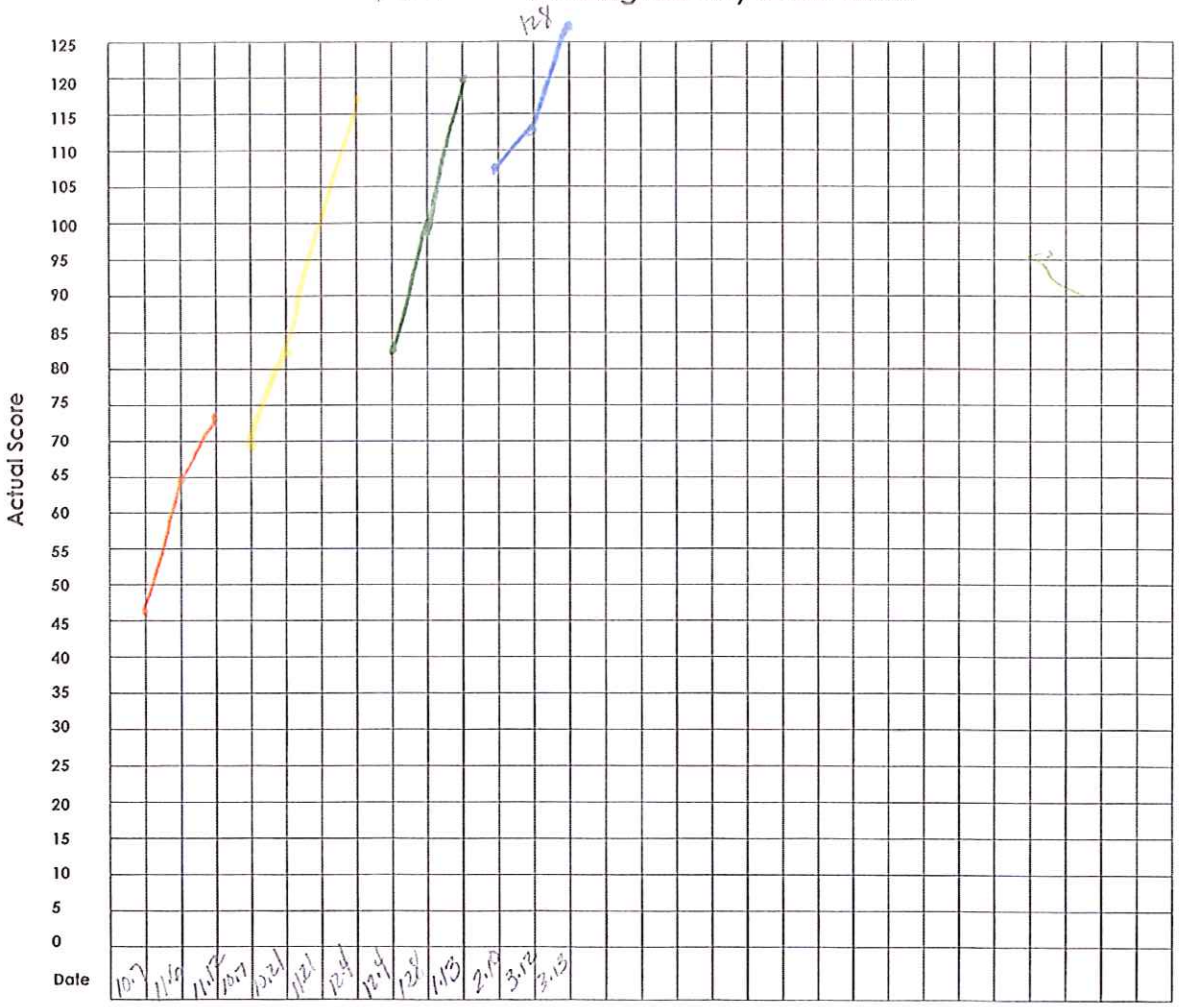
8th grade — 9th grade

10th grade — 11th grade

12th grade

TYCRO

Reading Fluency Score Sheet



Student: 6

Grade: 2

Notes:

Letter Naming

Letter Sounds

Reading Passage:

Kinder — 1st grade

2nd grade — 3rd grade

4th grade — 5th grade

6th grade — 7th grade

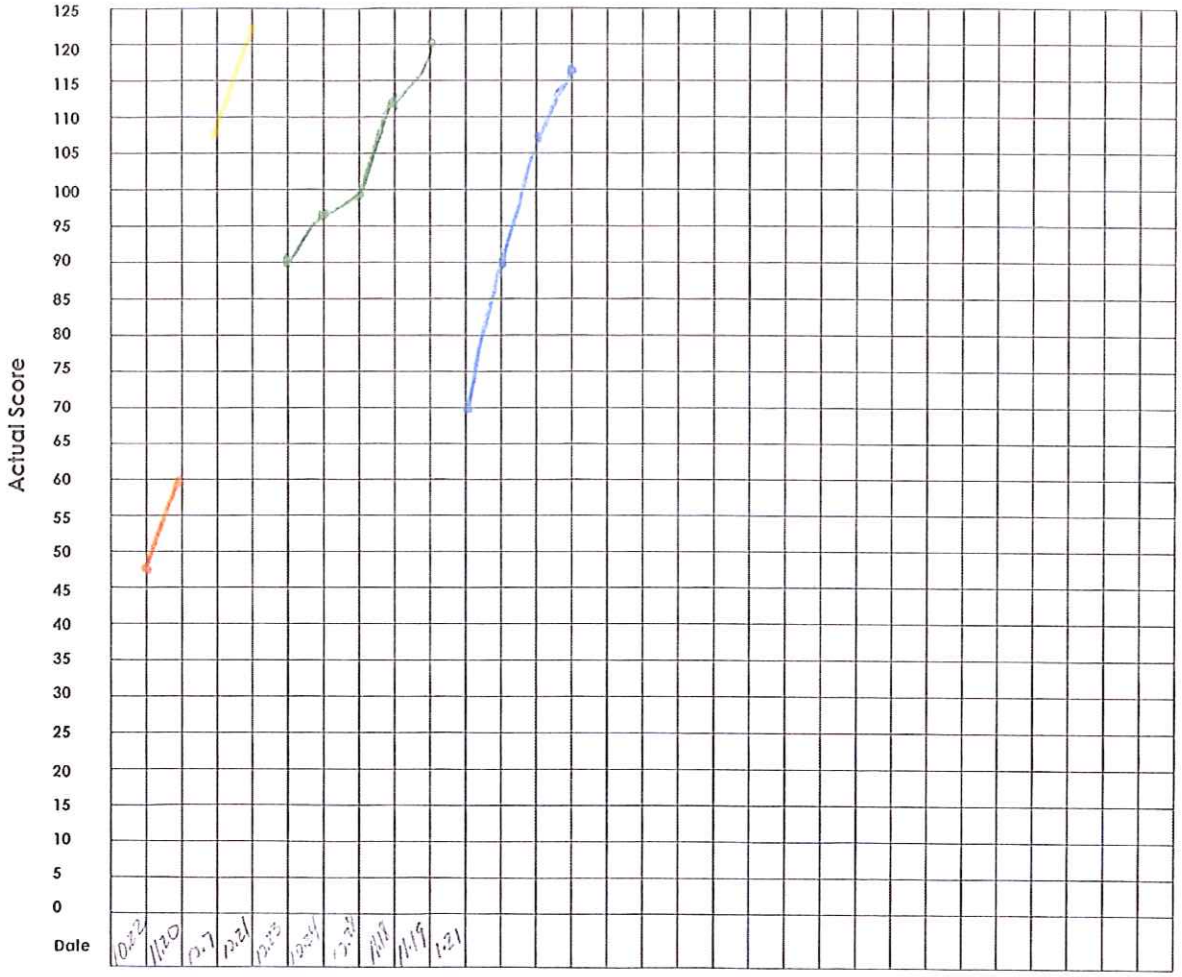
8th grade — 9th grade

10th grade — 11th grade

12th grade

TYCROS

Reading Fluency Score Sheet



Student: 5

Grade: 2

Notes:

Letter Naming

Letter Sounds

Reading Passage:

Kinder — 1st grade

2nd grade — 3rd grade

4th grade — 5th grade

6th grade — 7th grade

8th grade — 9th grade

10th grade — 11th grade

12th grade

EXHIBIT "I"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

Subject: Fw: A concerned parent

From: smallshoe@frontiernet.net (smallshoe@frontiernet.net)

To: s_stewart@frontiernet.net;

Date: Wednesday, February 5, 2014 3:50 PM

----- Forwarded Message -----
From: Loren Merrill <lorenandanna@hotmail.com>
To: Anna <lorenandanna@hotmail.com>; smallshoe@frontiernet.net
Sent: Saturday, February 1, 2014 12:34 AM
Subject: A concerned parent

January 30, 2014

To whom it may concern,

Jefferson Academy has truly been a blessing in our family's life, an answer to our prayers. We have 6 children, 3 with cerebral palsy and one with a bi polar.

My son was able to graduate from high school. He was so frustrated dealing with his anxiety and depression in the public school system. The charter school kept it more one on one where he felt secure and was able to complete his schooling.

The regular public school system was not willing to accommodate our children in the classroom. They wanted to self contain them because they had to use walkers and crutches to get around. Our children were given the opportunity to be successful in a regular Ed classroom at Jefferson Academy. They were willing to wait and be patient with our children as they struggled to practice walking the hall ways and amongst the other children at school, instead of putting them in a wagon or wheel chair like the public schools. Our children are reading, writing and getting around because of Jefferson Academy! We were told by doctors and teachers that this was not possible. Jefferson Academy gave them the chance to be successful and to feel good about themselves.

Where am I supposed to send my last child with cerebral palsy if Jefferson Academy is not available? He will be in kindergarten in a couple of years and needs the small school setting to be mobile, with great teachers provided by this school.

Please call if you have any suggestions or questions. 928-243-3000

Thank you from a concerned parent,
Anna Merrill

EXHIBIT "II"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

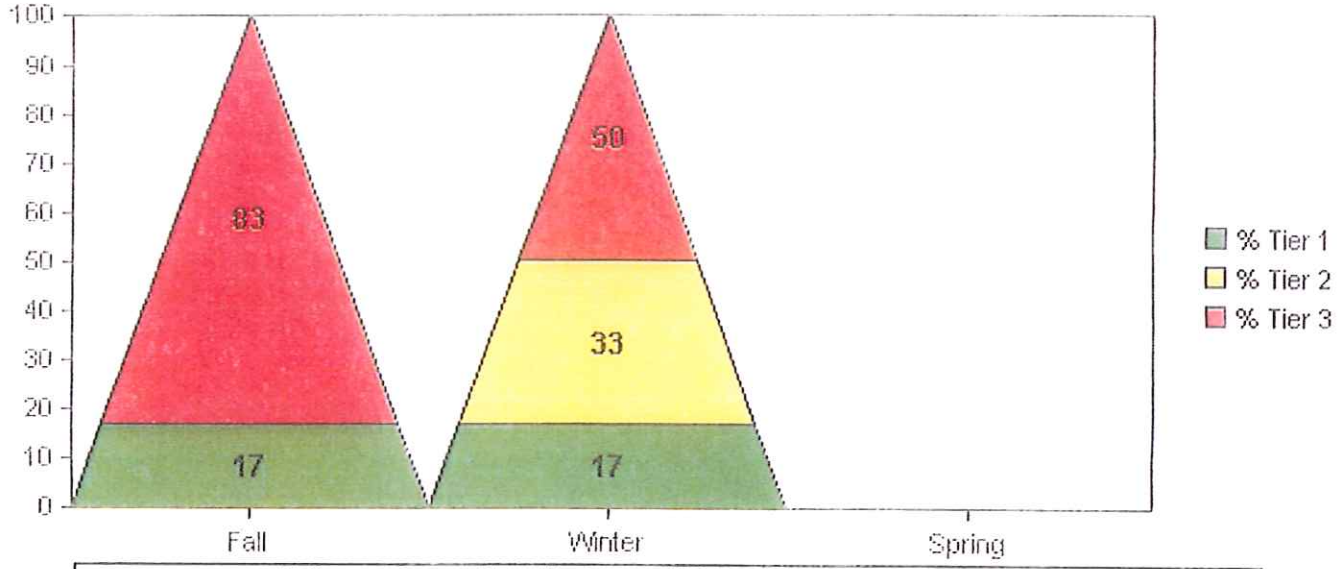
Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Reading - Curriculum Based Measurement
Grade 2 - (Davis, Rie - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	5 (83%)	3 2 0	3 (50%)	0 0 0	0 (0%)
Tier 2	0 (0%)	0 0 0	2 (33%)	0 0 0	0 (0%)
Tier 1	1 (17%)	0 0 1	1 (17%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	6		6		0

Note: Unscored also includes any students who may have been transferred.

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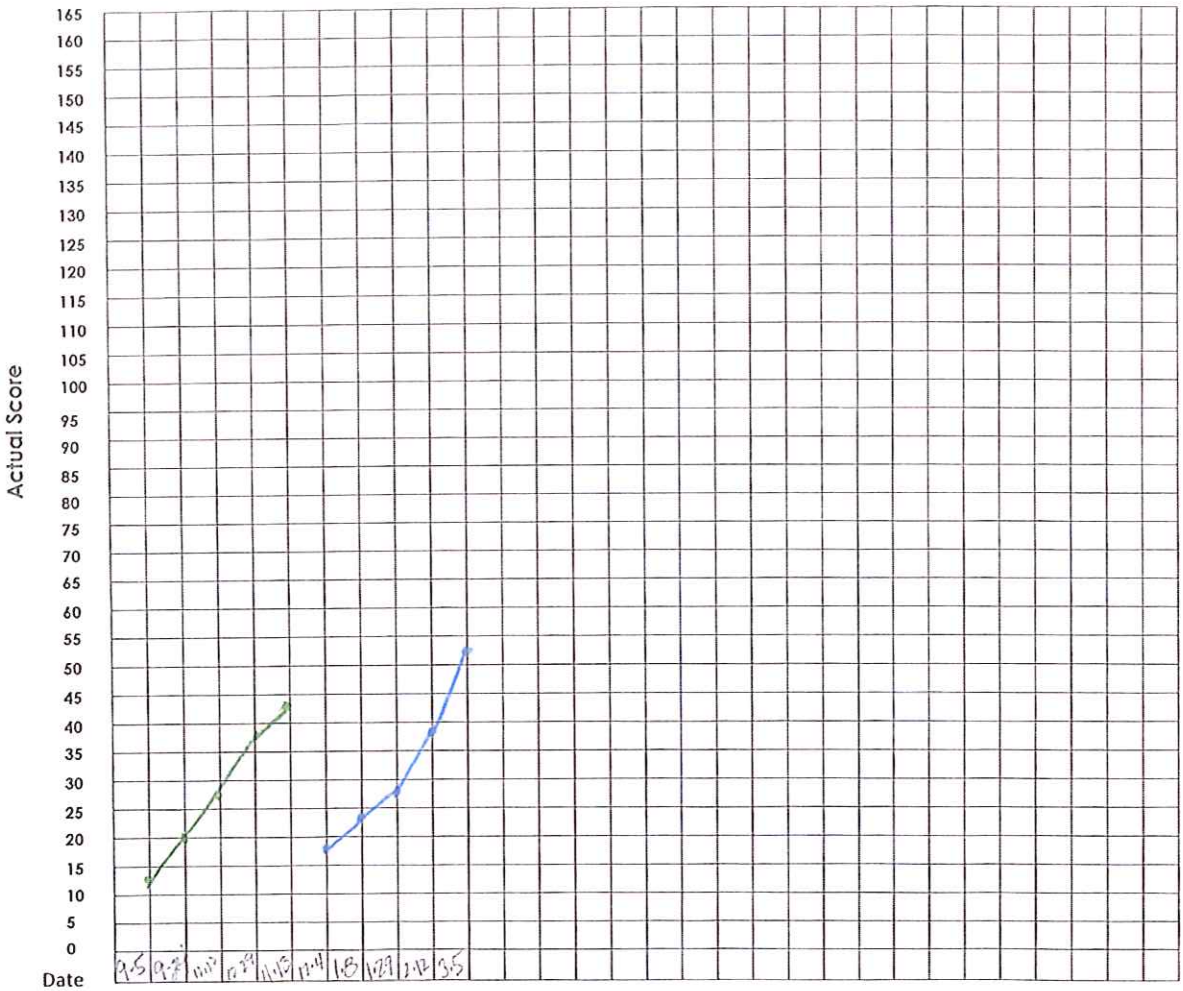
AIMS Reading Fluency Score Sheet



Student: 1

Grade: 2nd

Notes: Reading Spec ADD/Sensory

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

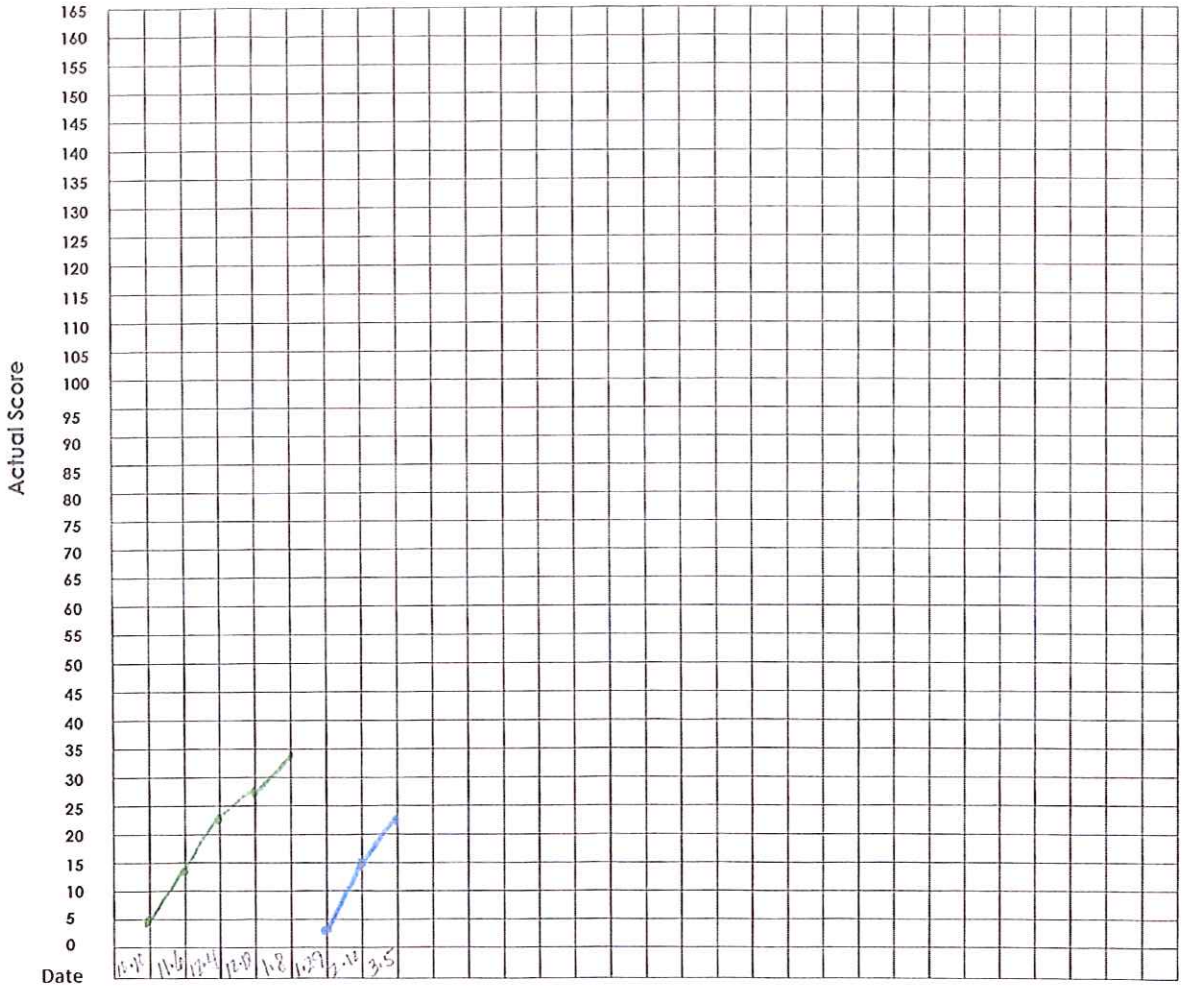
4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



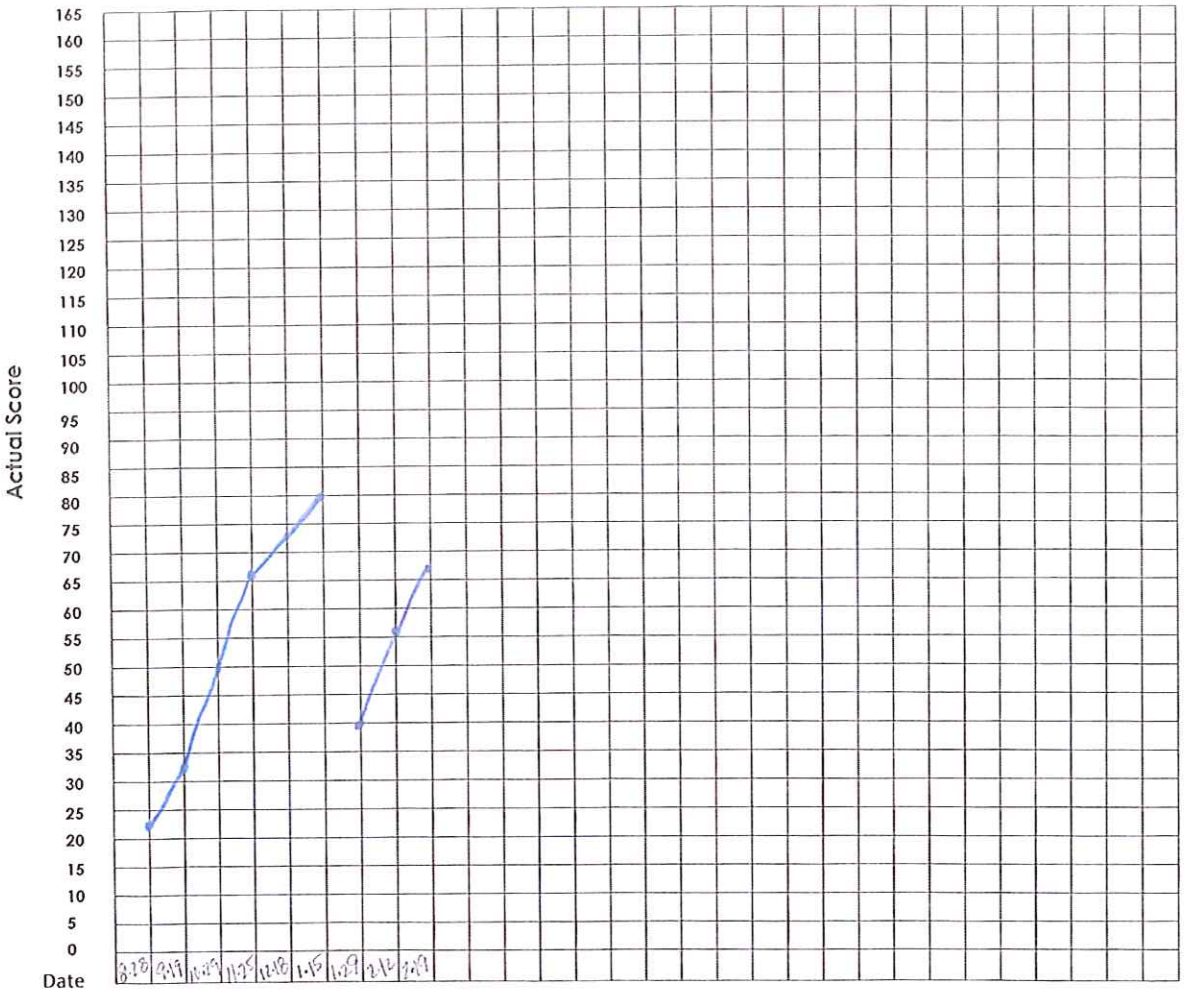
Student: 4

Grade: 2nd

Notes:
MID
retention/proc.
issues
speech
reading spec.
OT
PT

1st grade = F N/A, W 30, S 41
2nd grade = F 55. W 80, S 86
3rd grade = F 88. W 105, S 112
4th grade = F 105, W 120, S 128
5th grade = F 114, W 129, S 136
6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



Student: 6

Grade: 2nd

Notes:

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

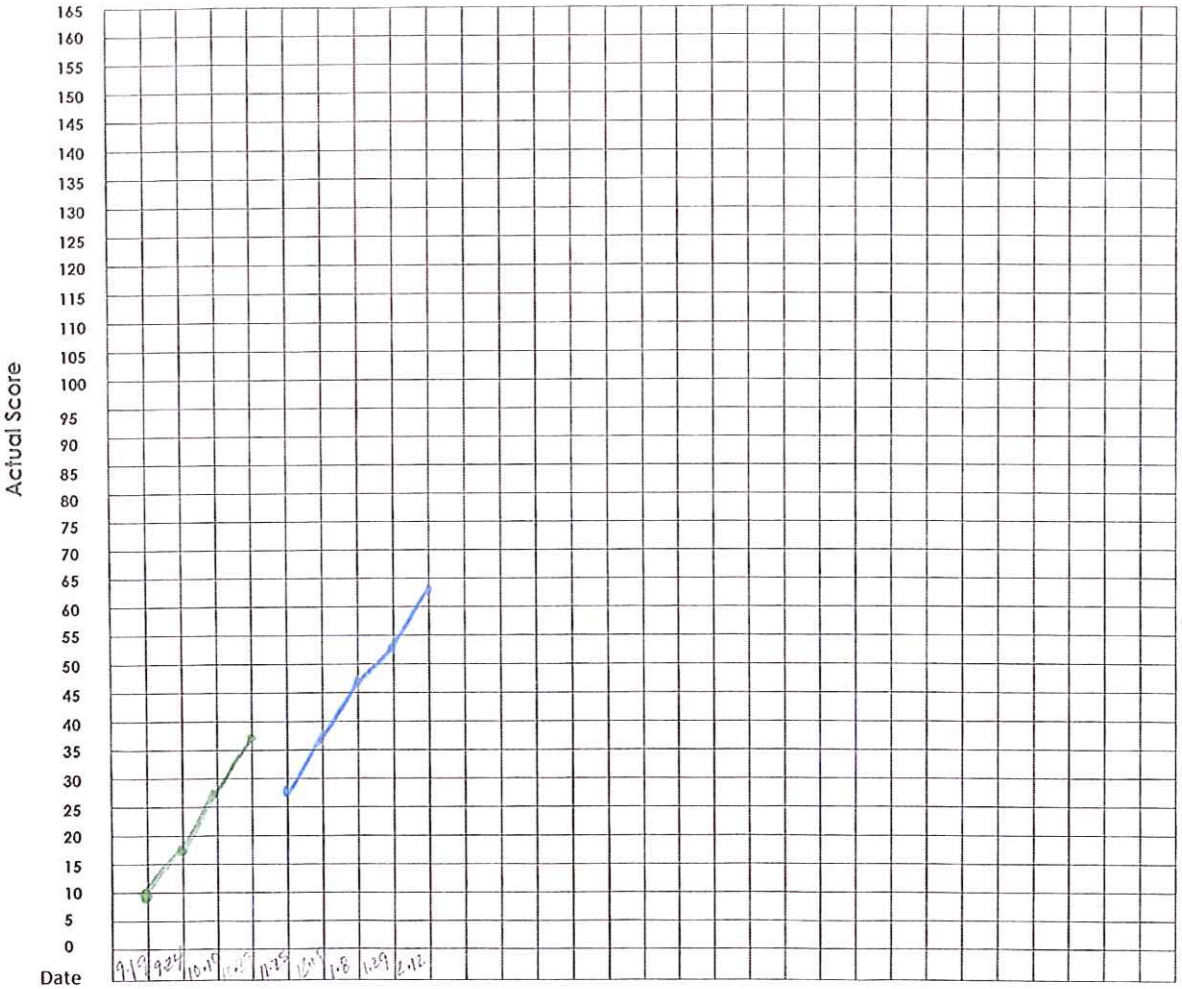
4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



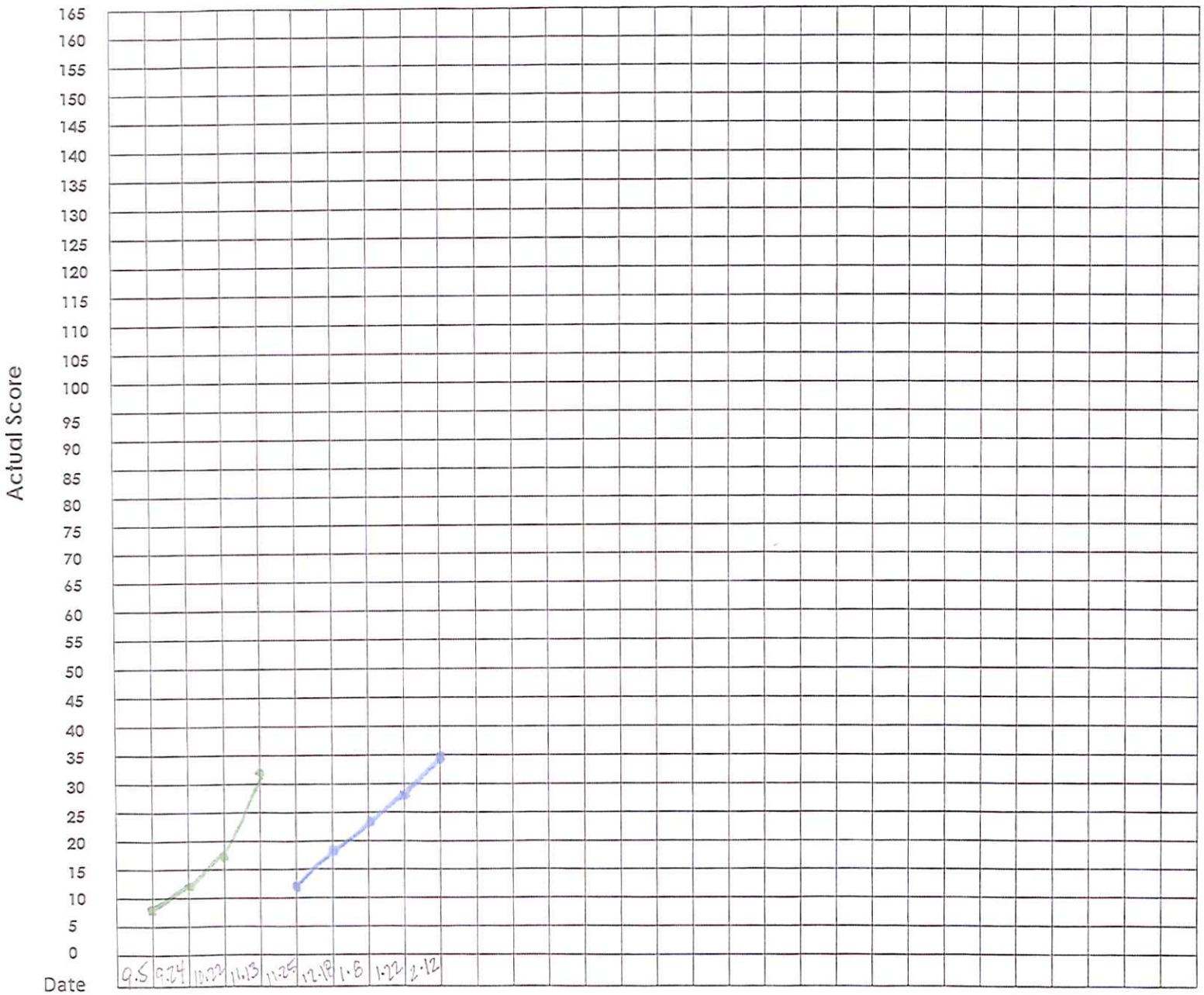
Student: 9

Grade: 2nd

Notes:
Focus
Reading Specialist

1st grade = F N/A, W 30, S 41
2nd grade = F 55. W 80, S 86
3rd grade = F 88. W 105, S 112
4th grade = F 105, W 120, S 128
5th grade = F 114, W 129, S 136
6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



Student: 11

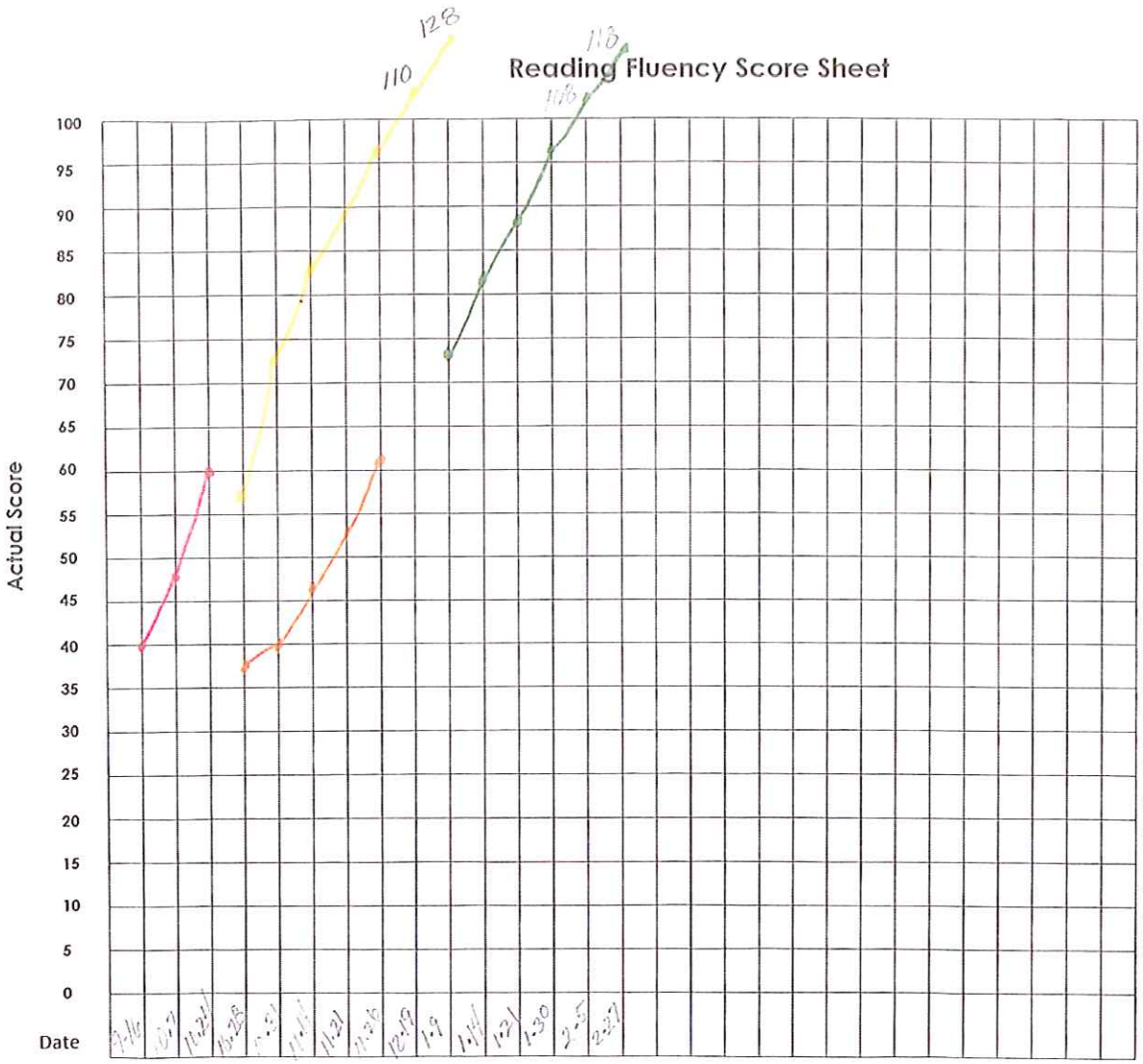
Grade: 2nd

Notes:
Reading Specs
Focus
Absentee

1st grade = F N/A, W 30, S 41
2nd grade = F 55. W 80, S 86
3rd grade = F 88. W 105, S 112
4th grade = F 105, W 120, S 128
5th grade = F 114, W 129, S 136
6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 160

Founding Fathers 00188

Reading Fluency Score Sheet



Student: 1

Grade: 2nd

Notes: Reading Spec
ADD / Sensory

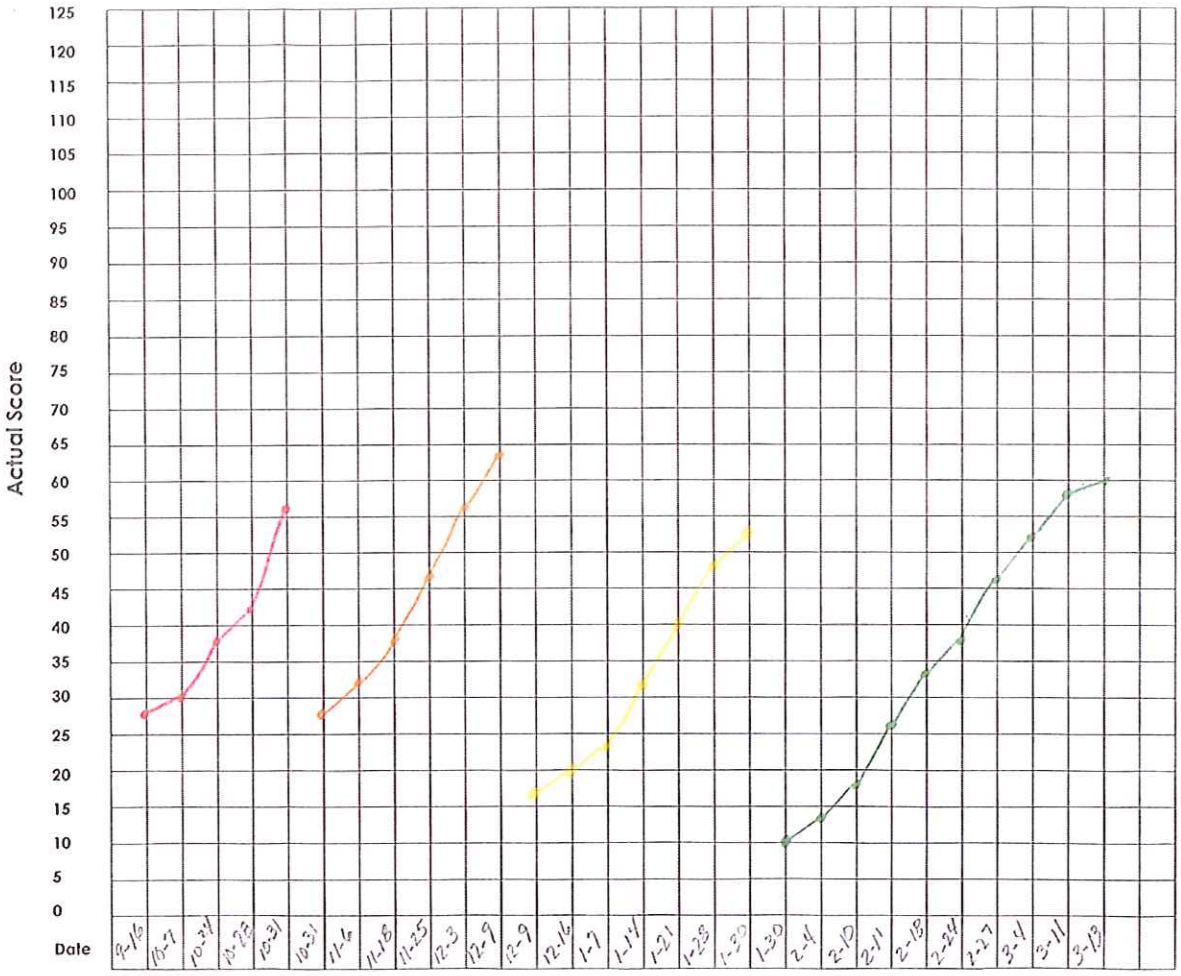
Letter Naming

Letter Sounds

Reading Passage:

Kinder — 1st grade
2nd grade — 3rd grade
4th grade — 5th grade
6th grade — 7th grade
8th grade — 9th grade
10th grade — 11th grade
12th grade

Reading Fluency Score Sheet



Student: 4

Grade: 2nd

Notes:
MID child
retention issues
speech issues
processing issues
reading spec.
OT
PT

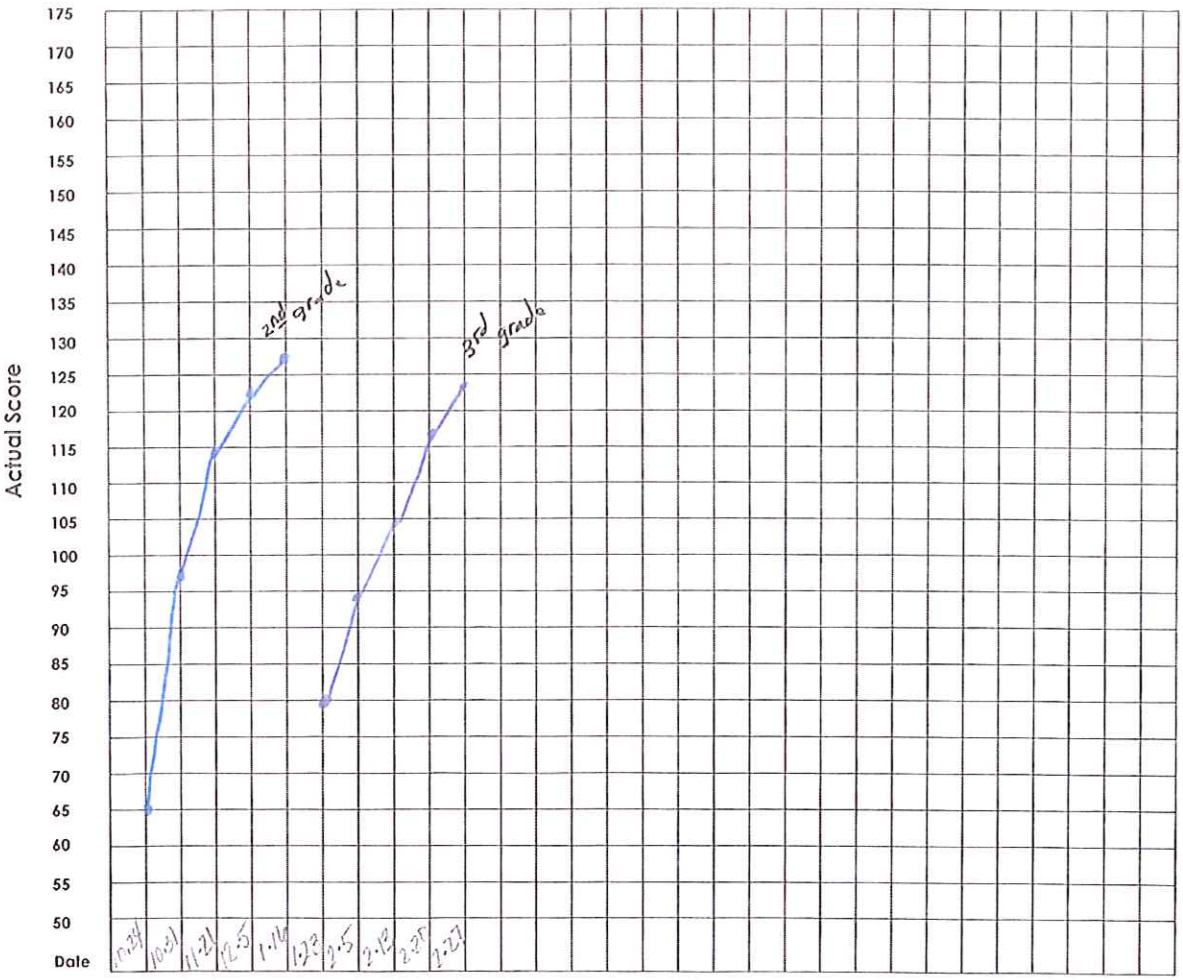
Letter Naming

Letter Sounds

Reading Passage:

Kinder 1st grade
2nd grade 3rd grade
4th grade 5th grade
6th grade 7th grade
8th grade 9th grade
10th grade 11th grade
12th grade

Reading Fluency Score Sheet



Student: 6

Grade: 2nd

Notes:

Letter Naming

Letter Sounds

Reading Passage:

Kinder 1st grade

2nd grade 3rd grade

4th grade 5th grade

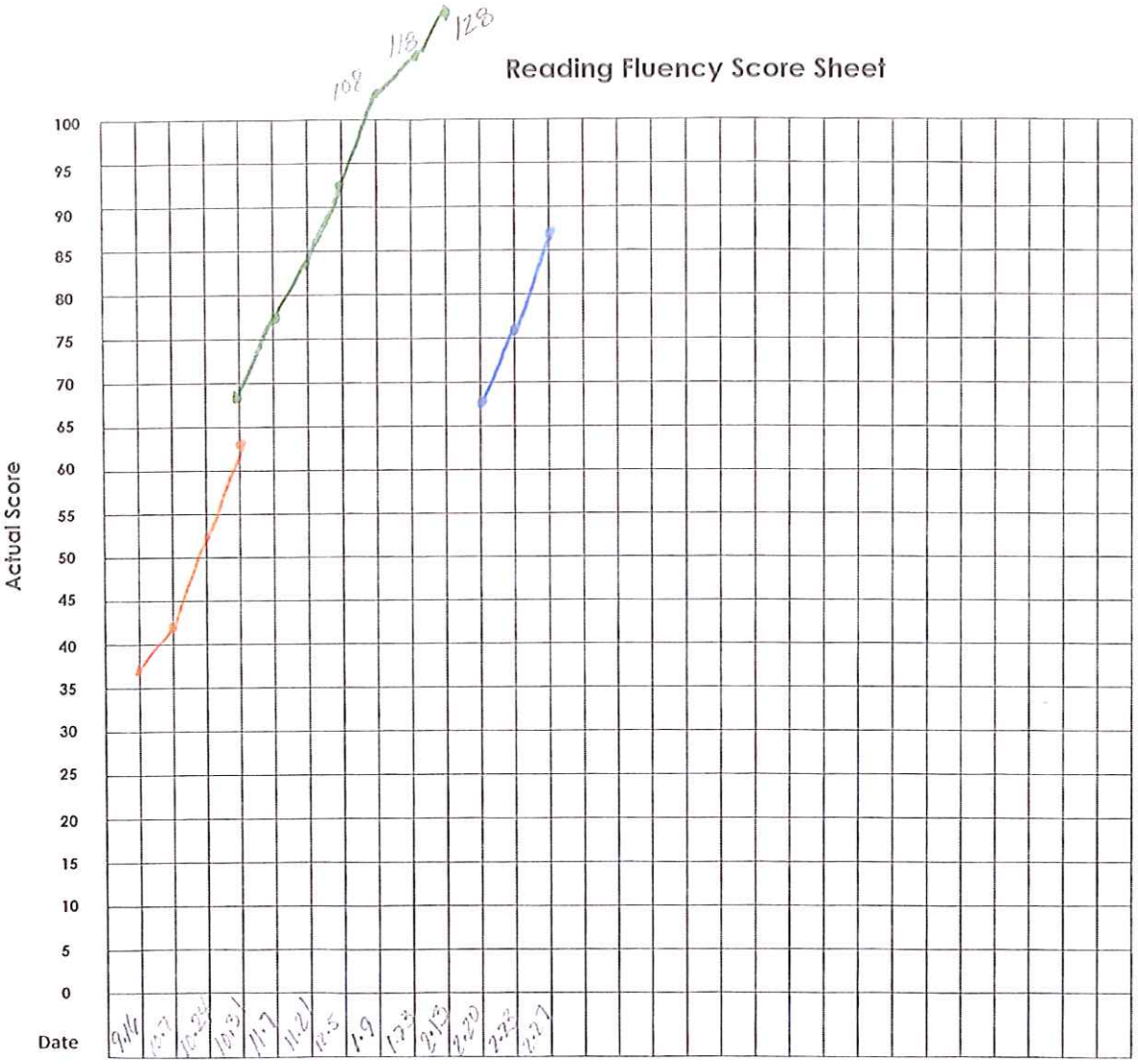
6th grade 7th grade

8th grade 9th grade

10th grade 11th grade

12th grade

Reading Fluency Score Sheet



Student: 9

Grade: 2nd

Notes:
Focus
Reading Spurs

Letter Naming

Letter Sounds

Reading Passage:

Kinder — 1st grade

2nd grade — 3rd grade

4th grade — 5th grade

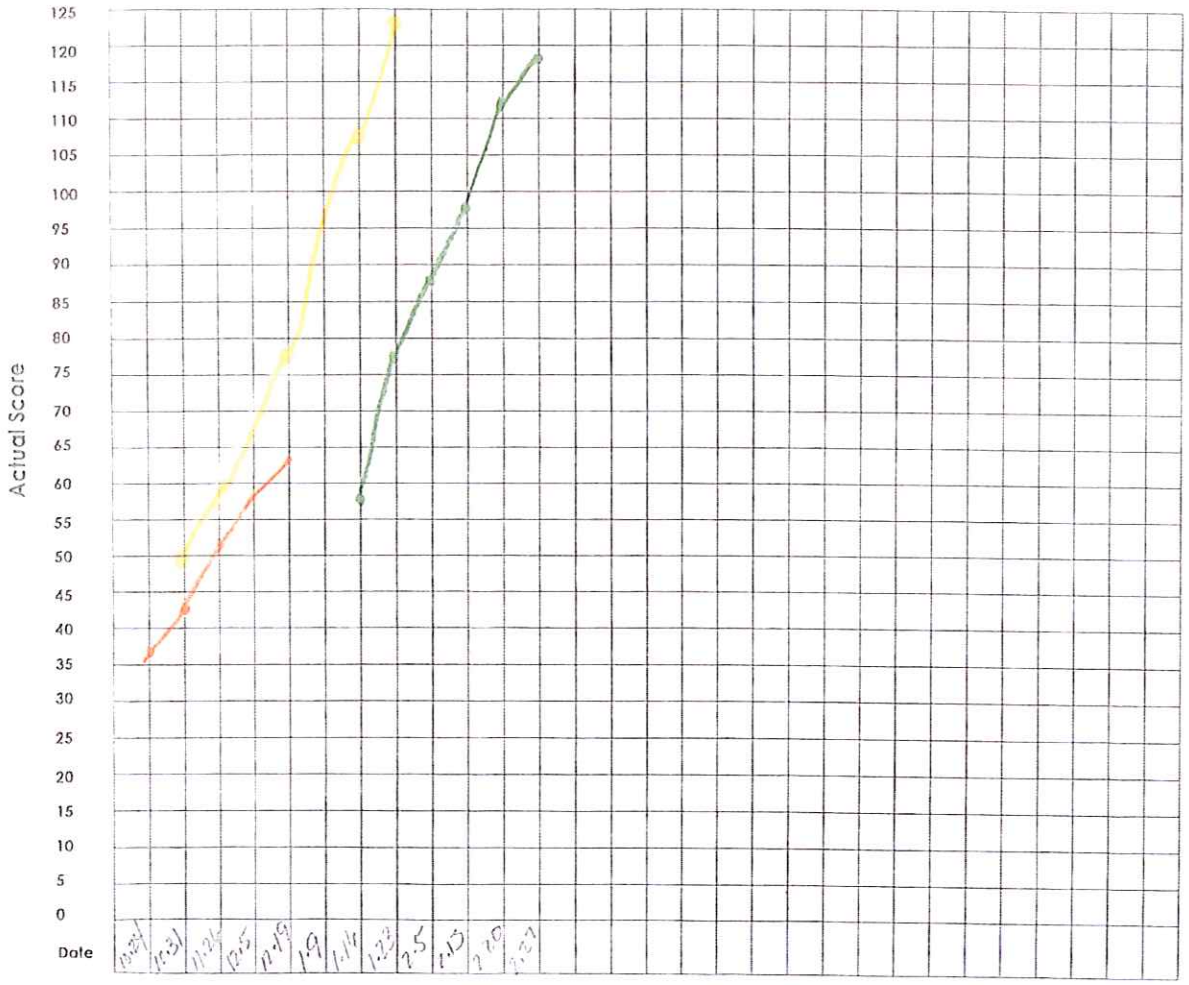
6th grade — 7th grade

8th grade — 9th grade

10th grade — 11th grade

12th grade

Reading Fluency Score Sheet



Student: 11

Grade: 2nd

Notes:
Reading Spec
Focus
Absentee

Letter Naming

Letter Sounds

Reading Passage:

Kinder 1st grade

2nd grade 3rd grade

4th grade 5th grade

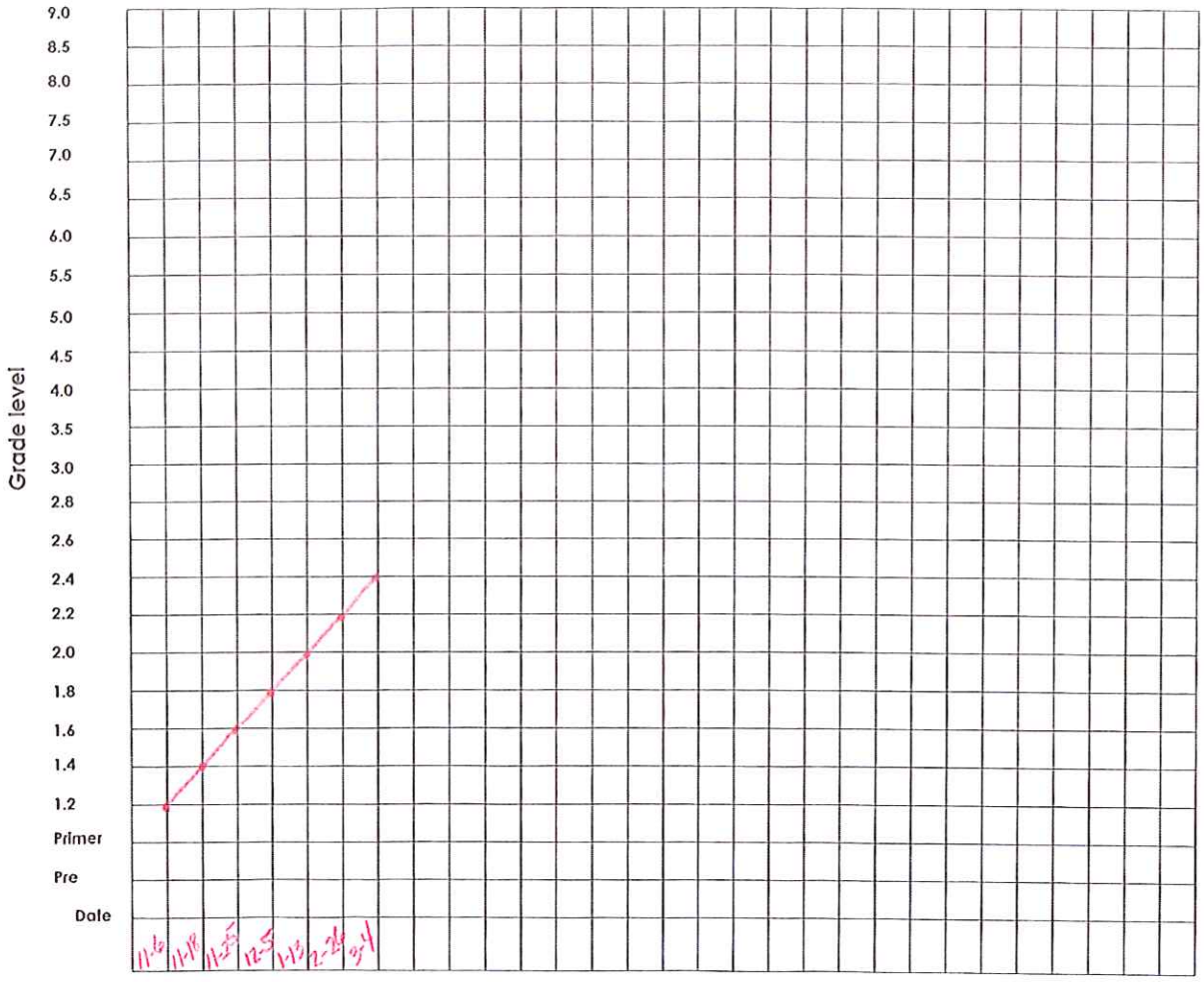
6th grade 7th grade

8th grade 9th grade

10th grade

12th grade

SRA Reading Comprehension Score Sheet



Student: 1

Grade: 2

Notes:
Reading Spec.
ADD / Sensory

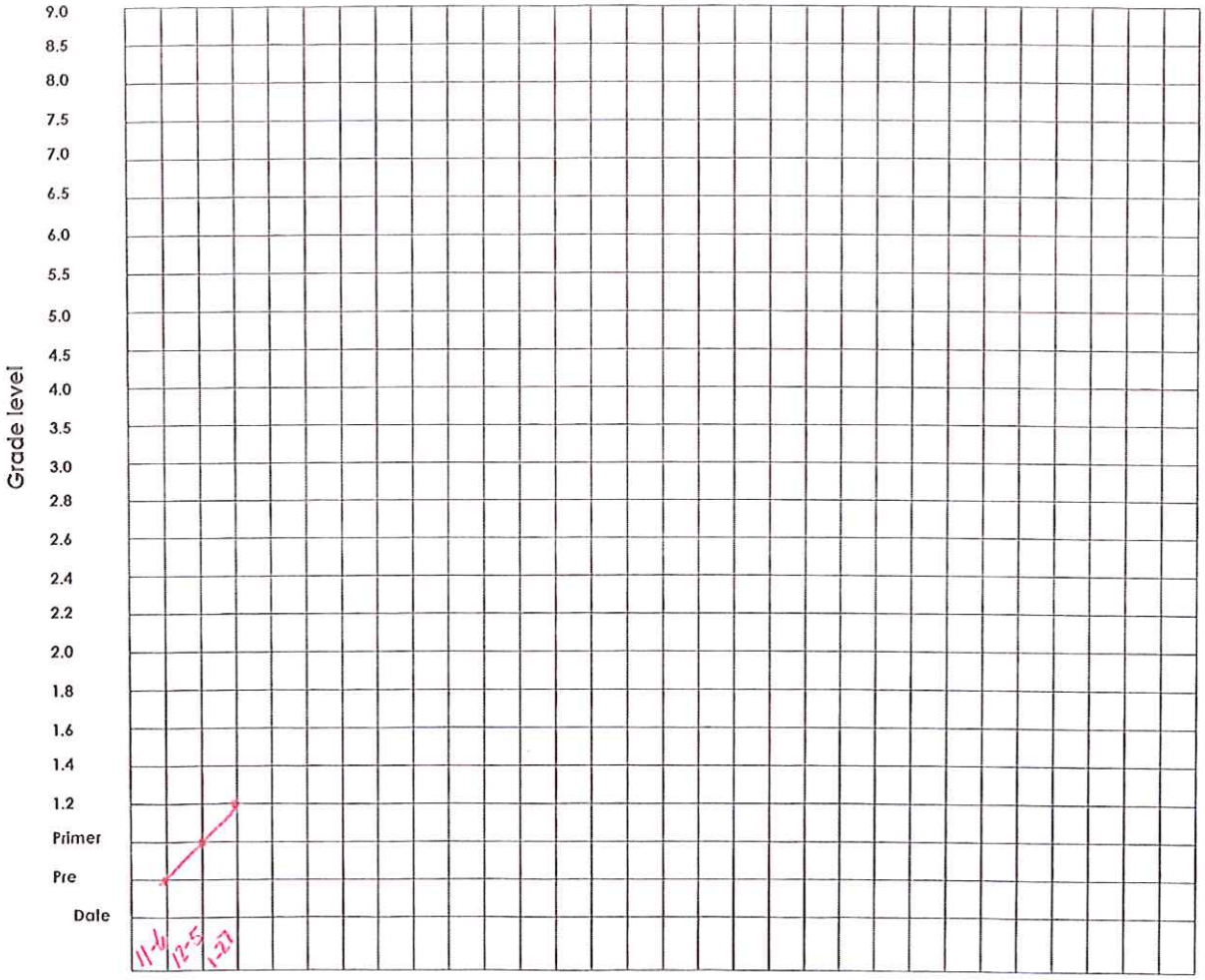
Box 1A Pre-Primer to 3.5
1st Grade
Box 1B 1.4 to 4.5
2nd Grade
Box 1C 1.6 to 5.5
3rd Grade
Box 2A 2.0 to 6
4th Grade
Box 2B 2.2 to 7
5th Grade
Box 2C 2.0 to 7
6th Grade

SRA Reading Comprehension Score Sheet

Student: 4

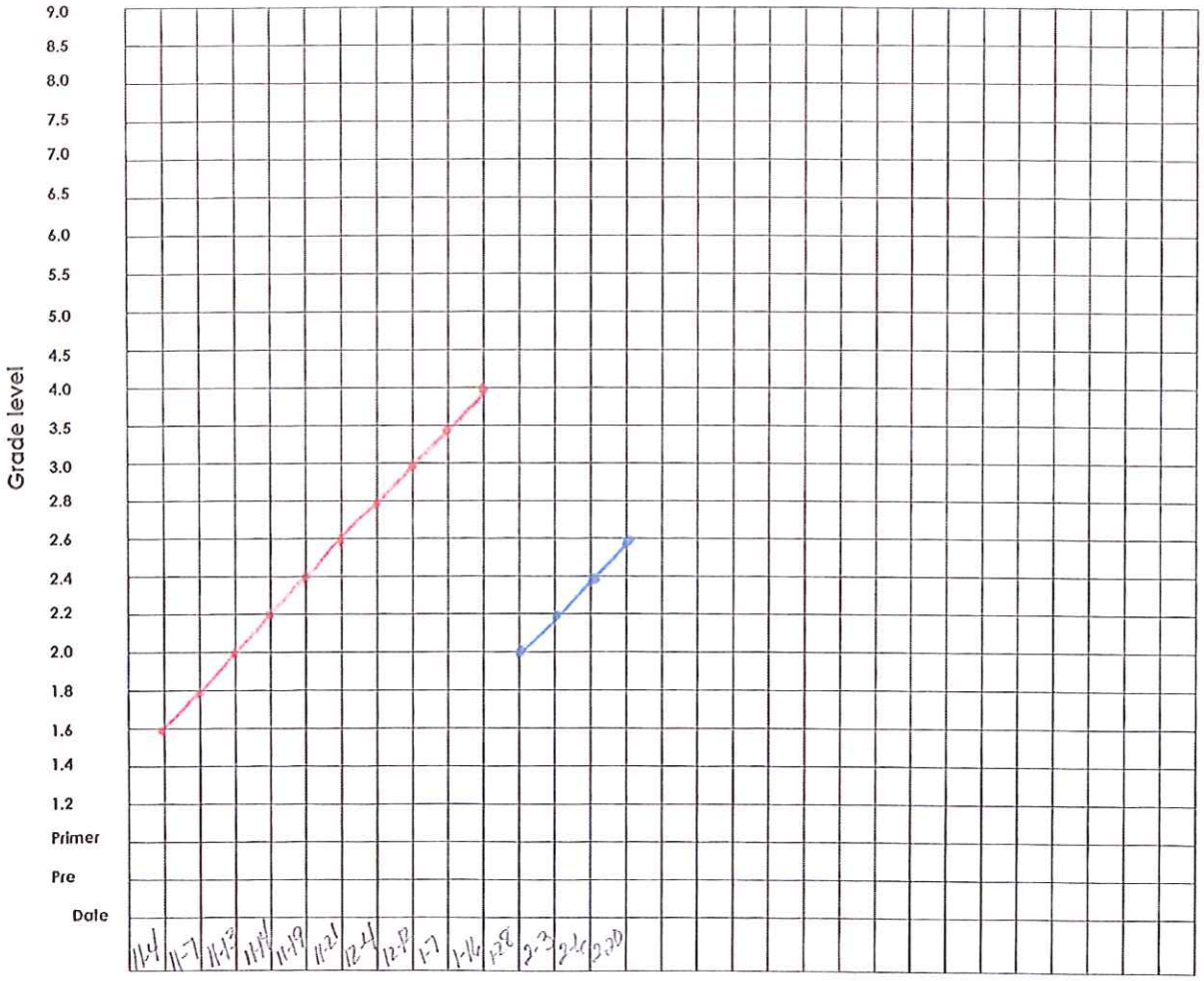
Grade: 2

Notes:
MID
speech
OT
PT
retention/processing issues
Reading Spec.



Box 1A Pre-Primer to 3.5
1st Grade
Box 1B 1.4 to 4.5
2nd Grade
Box 1C 1.6 to 5.5
3rd Grade
Box 2A 2.0 to 6
4th Grade
Box 2B 2.2 to 7
5th Grade
Box 2C 2.0 to 7
6th Grade

SRA Reading Comprehension Score Sheet



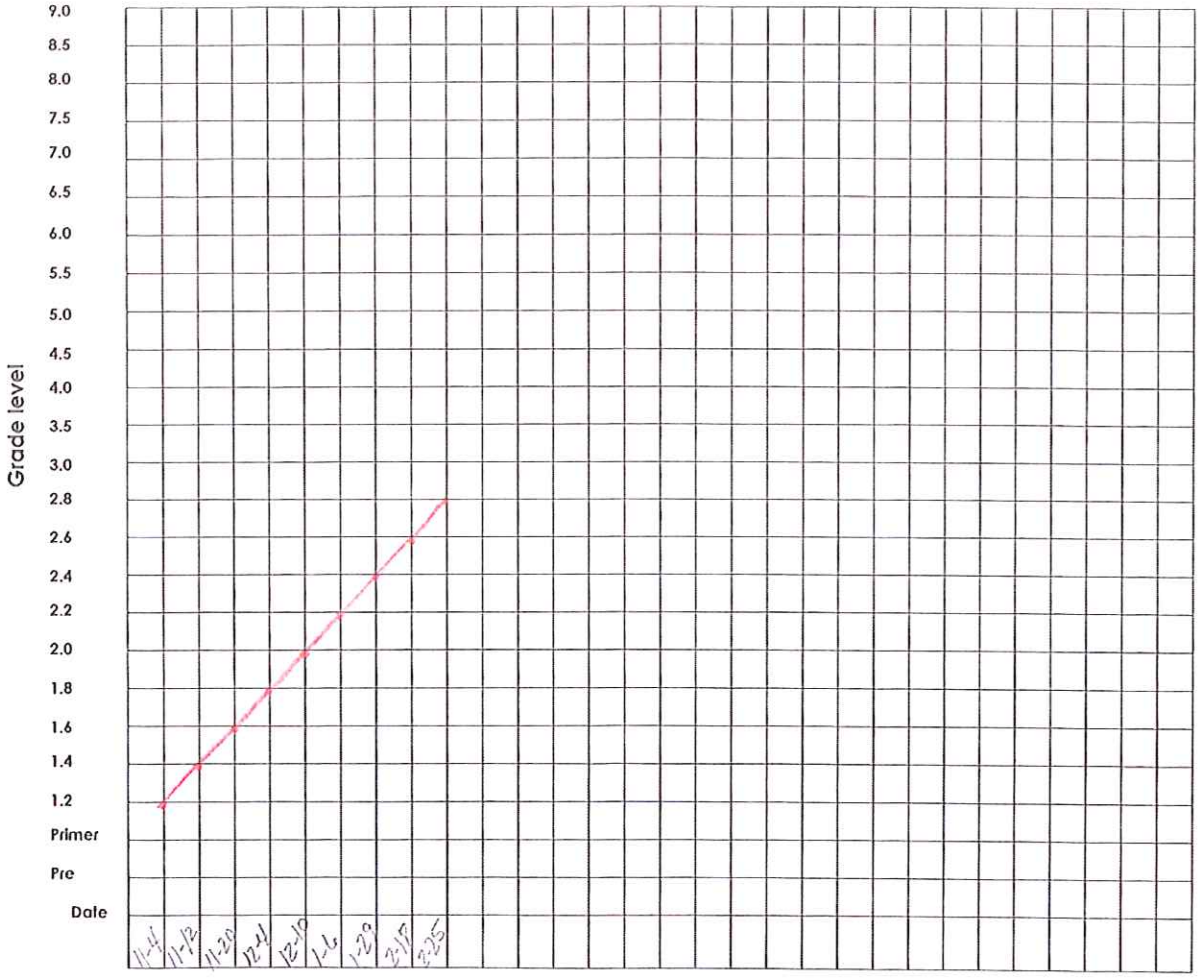
Student: 6

Grade: 2

Notes:

Box 1A Pre-Primer to 3.5
1st Grade
Box 1B 1.4 to 4.5
2nd Grade
Box 1C 1.6 to 5.5
3rd Grade
Box 2A 2.0 to 6
4th Grade
Box 2B 2.2 to 7
5th Grade
Box 2C 2.0 to 7
6th Grade

SRA Reading Comprehension Score Sheet



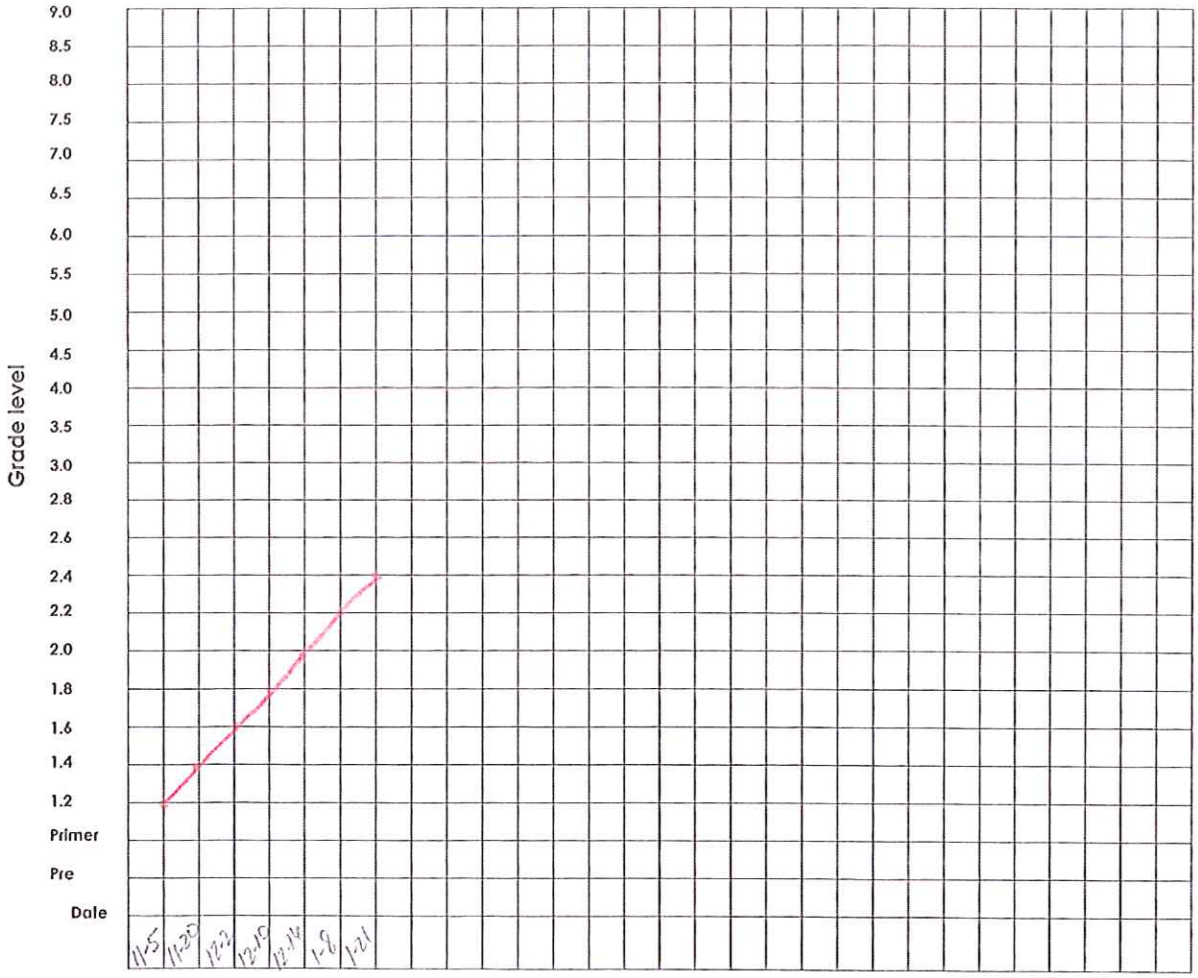
Student: 9

Grade: 2

Notes:
Focus
Reading Spec.

Box 1A Pre-Primer to 3.5
1st Grade
Box 1B 1.4 to 4.5
2nd Grade
Box 1C 1.6 to 5.5
3rd Grade
Box 2A 2.0 to 6
4th Grade
Box 2B 2.2 to 7
5th Grade
Box 2C 2.0 to 7
6th Grade

SRA Reading Comprehension Score Sheet



Student: 11

Grade: 2

Notes:
Reading Spon.
Focus
Absentee

Box 1A Pre-Primer to 3.5
1st Grade
Box 1B 1.4 to 4.5
2nd Grade
Box 1C 1.6 to 5.5
3rd Grade
Box 2A 2.0 to 6
4th Grade
Box 2B 2.2 to 7
5th Grade
Box 2C 2.0 to 7
6th Grade

EXHIBIT "J"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

HS C Jarrell

January 28, 2014

Tell us how Jefferson Academy has helped your family. How did your child's educational experience change from their previous school? What difference have you seen since coming to Jefferson in your child?

We previously lived in Show Low where my daughter had attended the local public school and was not happy with it, this unhappiness and dislike of the school affected her schoolwork and attendance. We then relocated to Phoenix and she wanted to attend a school that was not the regular public school, so I found a charter school that she attended until we returned to Show Low a year later, where she seemed to become more efficient and a better student. Therefore, when we did return to Show Low she refused to attend the public school again and expressed a desire for me to find her a school comparable to the one she had just withdrew from.

Therefore, with some local recommendations I enrolled her in Jefferson Academy, finding the curriculum and structure to be very similar to the school in Phoenix. Since starting Jefferson, she has started to flourish in her schoolwork and even excel. The staff seems to be more hands on with the students and pay more attention to their different personalities and their educational differences each as an individual. My daughter had a big issue with socialism before attending Jefferson and after attending here, she has been more receptive to being with other students and teachers. Before attending Jefferson, she previously had a 504 plan and when we did a review and discussed if needed we thought she was doing much better and got rid of it. There is a desire and talent for literature she has, and Jefferson has taken this and encouraged her with it and they have now helped her to enroll in an English college course while she is still attending her high school classes. Jefferson provides in our opinion a much needed and very desirable alternative to the choice of educational opportunities in Show low.

Shelby Jarrell

1812 Silver Lake Blvd.

Show Low, Az. 85901

(928) 251-3058

Shelby Jarrell 1/28/14

EXHIBIT "JJ"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

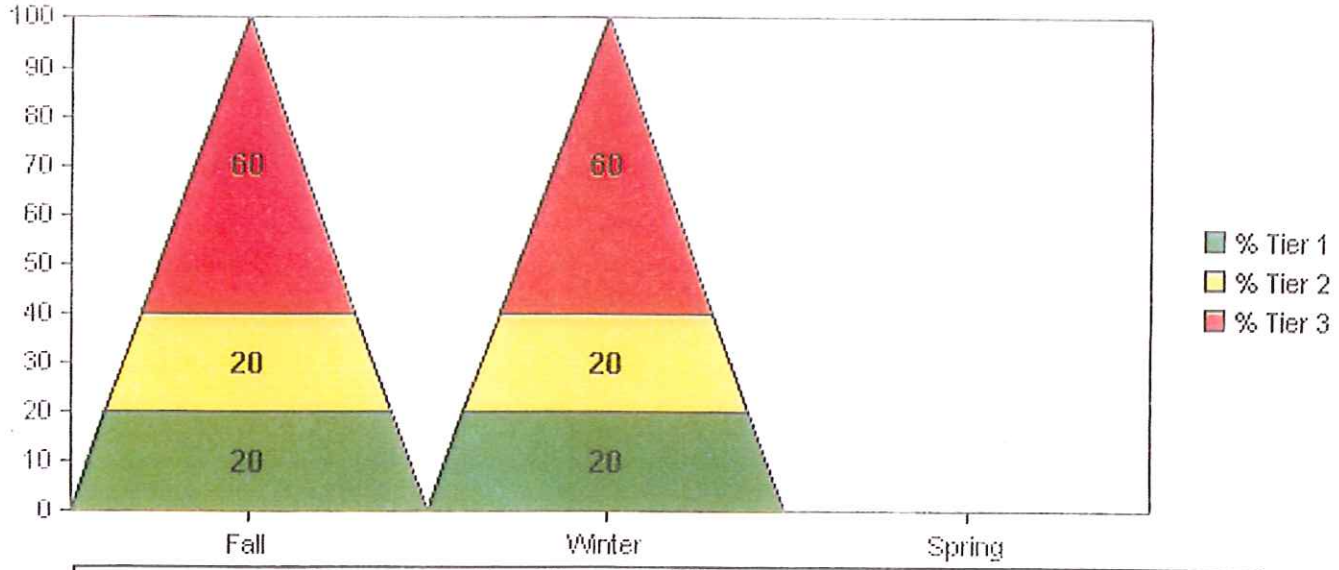
Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Reading - Curriculum Based Measurement
Grade 3 - (Martz, Sheena - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	3 (60%)	3 0 0	3 (60%)	0 0 0	0 (0%)
Tier 2	1 (20%)	0 1 0	1 (20%)	0 0 0	0 (0%)
Tier 1	1 (20%)	0 0 1	1 (20%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	5		5		0

Note: Unscored also includes any students who may have been transferred.

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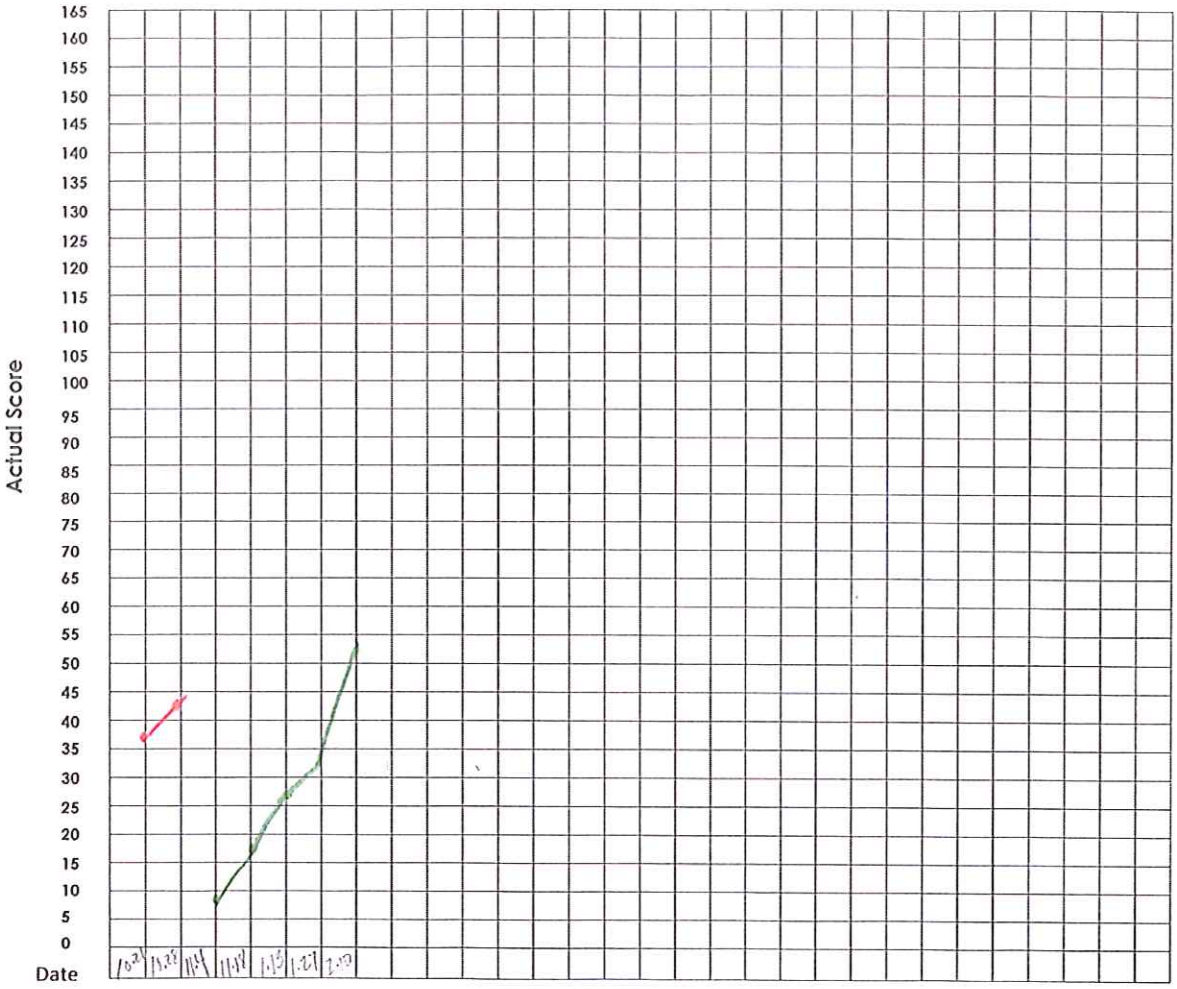
AIMS Reading Fluency Score Sheet



Student: 1

Grade: 3

Notes:

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

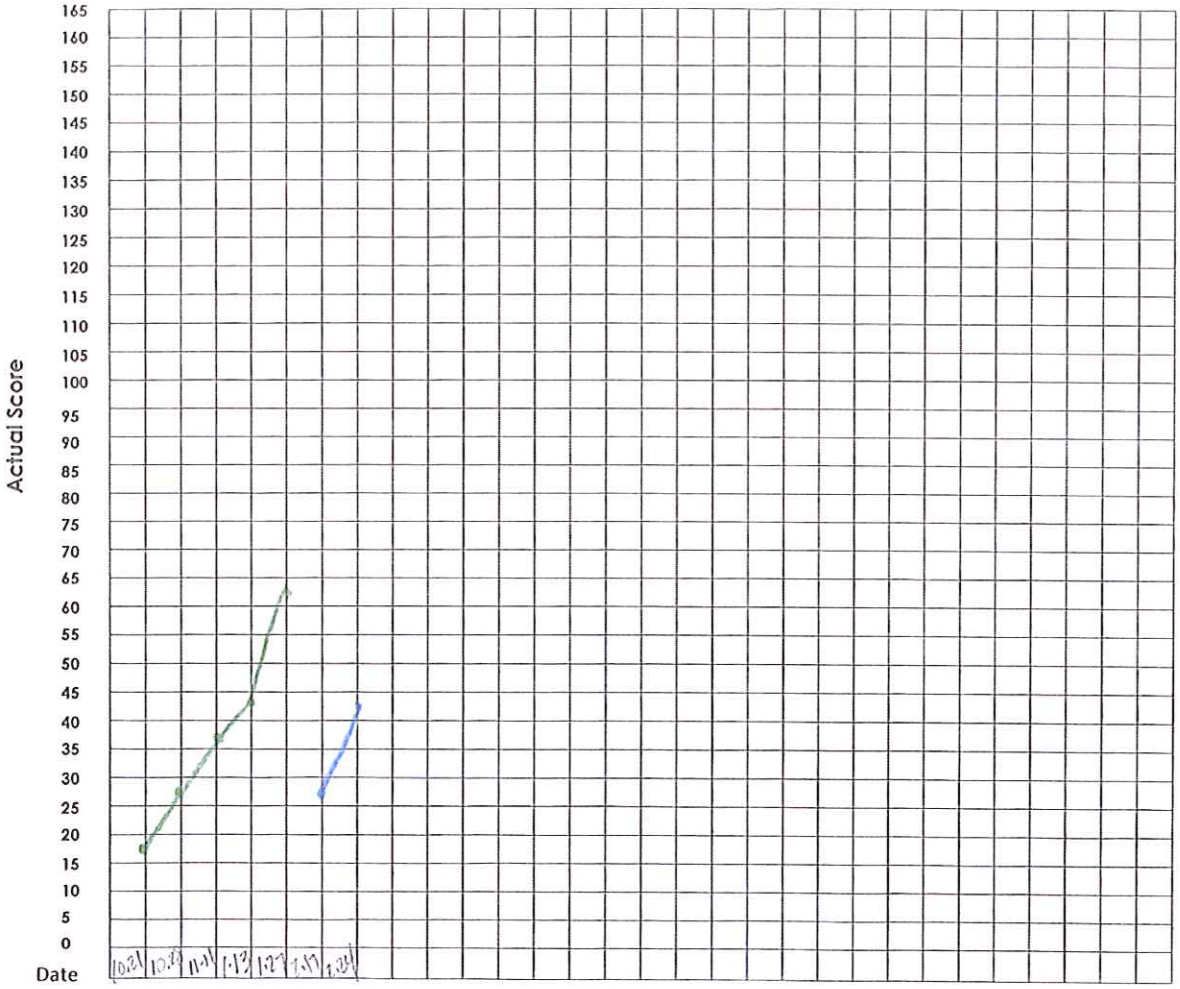
7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet

Student: 2

Grade: 3

Notes:



1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

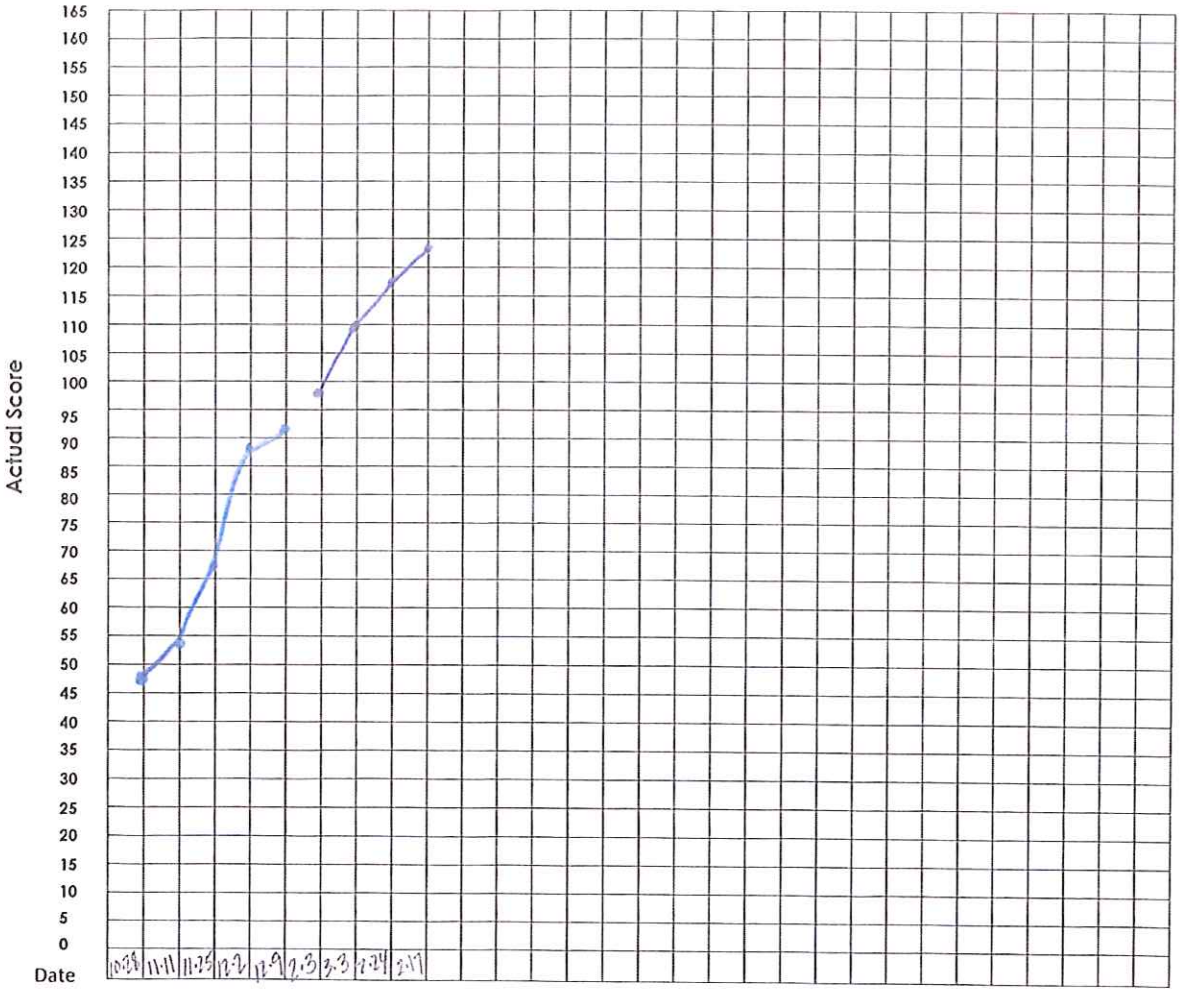
4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



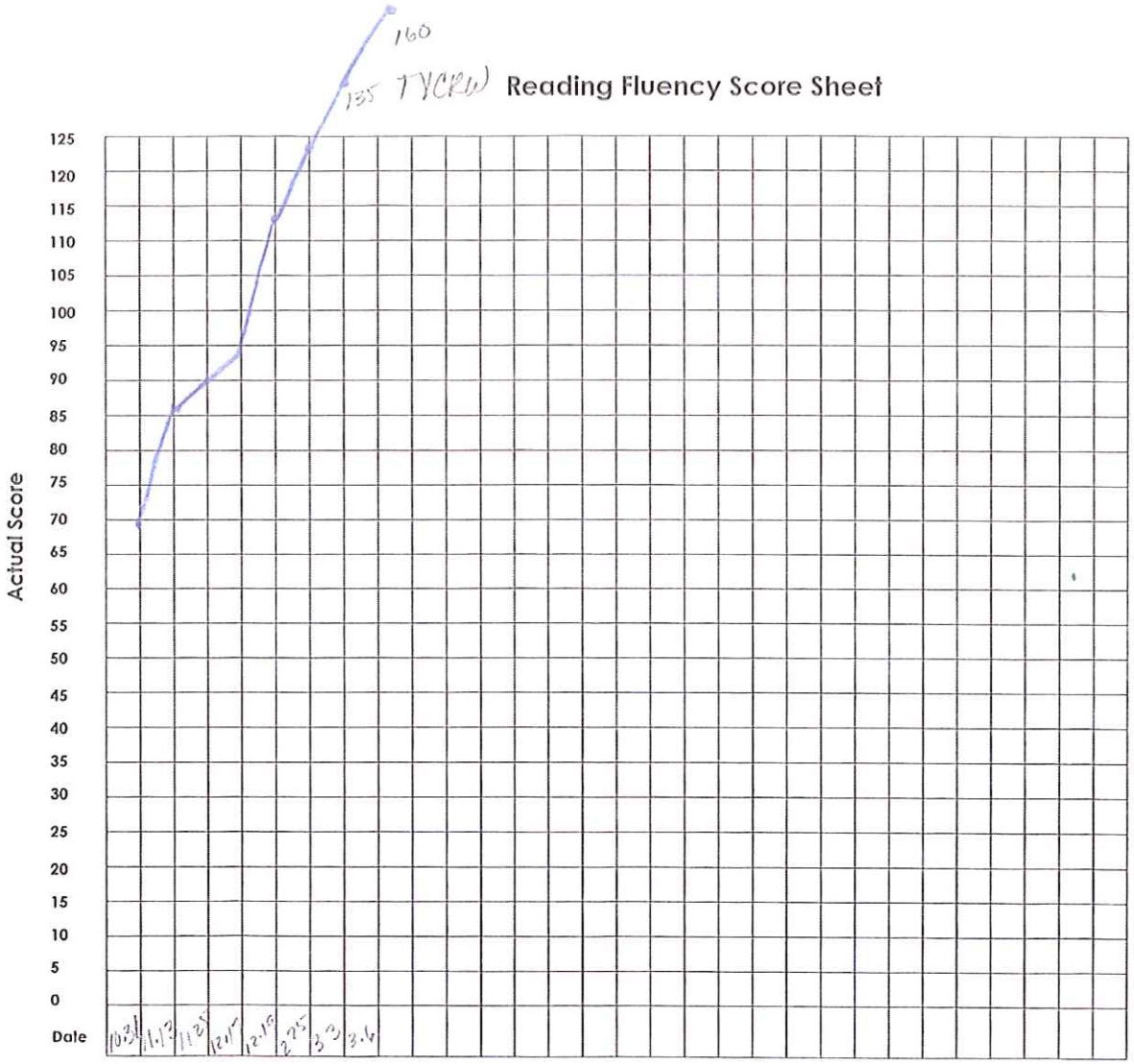
Student: 4

Grade: 3

Notes:

1st grade = F N/A, W 30, S 41
2nd grade = F 55. W 80, S 86
3rd grade = F 88. W 105, S 112
4th grade = F 105, W 120, S 128
5th grade = F 114, W 129, S 136
6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 160

Reading Fluency Score Sheet



Student: 4

Grade: 3

Notes:

Letter Naming

Letter Sounds

Reading Passage:

Kinder 1st grade

2nd grade 3rd grade

4th grade 5th grade

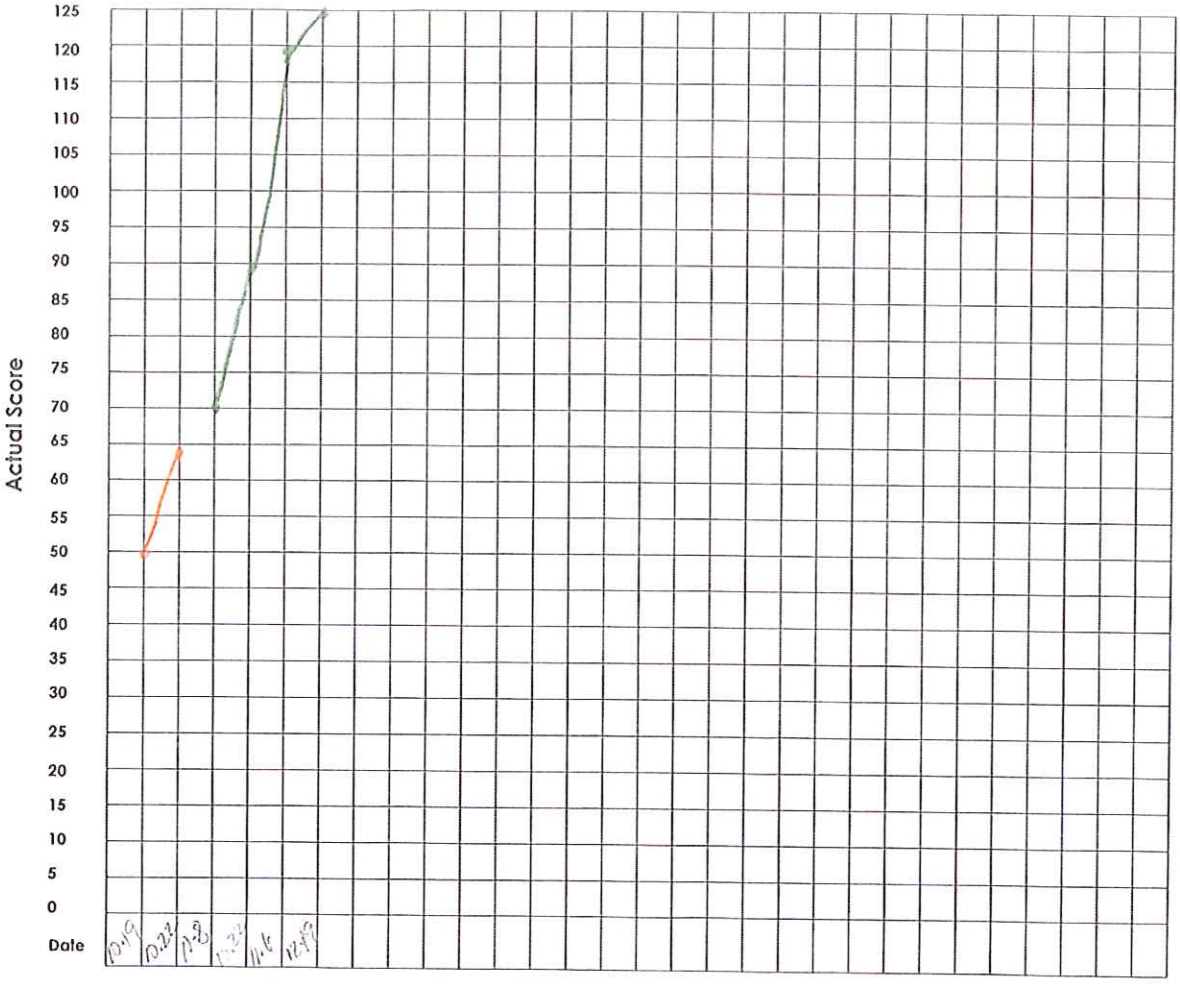
6th grade 7th grade

8th grade 9th grade

10th grade 11th grade

12th grade

TYCRW Reading Fluency Score Sheet



Student: 2

Grade: 3

Notes:

Letter Naming

Letter Sounds

Reading Passage:

Kinder 1st grade

2nd grade 3rd grade

4th grade 5th grade

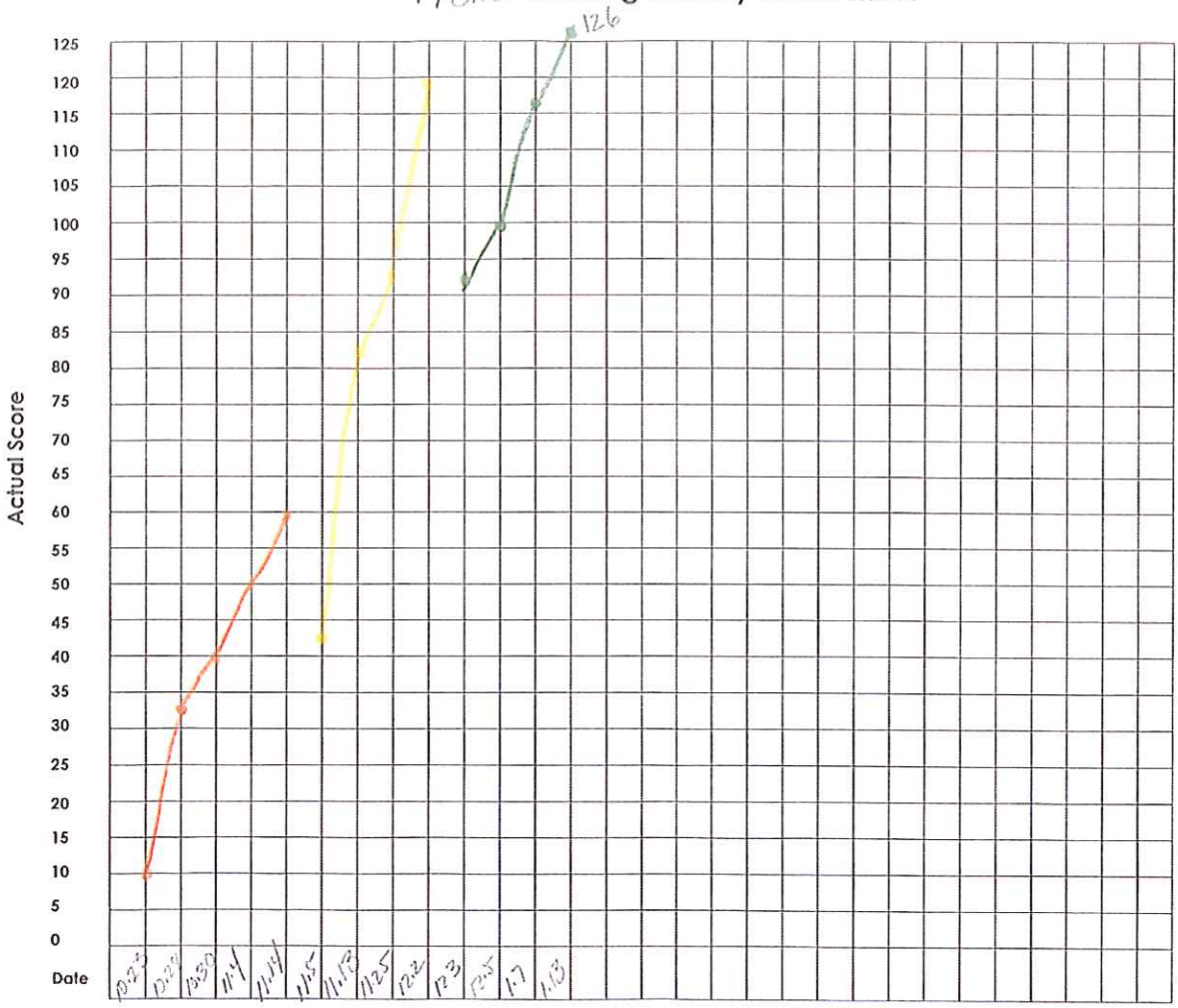
6th grade 7th grade

8th grade 9th grade

10th grade 11th grade

12th grade

TYCRW Reading Fluency Score Sheet



Student: 1

Grade: 3

Notes:

Letter Naming

Letter Sounds

Reading Passage:

Kinder 1st grade

2nd grade 3rd grade

4th grade 5th grade

6th grade 7th grade

8th grade 9th grade

10th grade 11th grade

12th grade

EXHIBIT "K"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

Subject: Fw: Avocation Letter

From: smallshoe@frontiernet.net (smallshoe@frontiernet.net)

To: s_stewart@frontiernet.net;

Date: Wednesday, February 5, 2014 1:19 PM

----- Forwarded Message -----
From: Kathleen Winans <azwinans@msn.com>
To: janice stewart <smallshoe@frontiernet.net>
Sent: Tuesday, February 4, 2014 9:59 PM
Subject: Avocation Letter

To Whom It May Concern:

Hello, my name is Kathleen Winans. I am the mother of Ariel Winans a student at Jefferson Academy. Allow me the opportunity to give a little history on my daughter Ariel.

Ariel was born a healthy baby girl with no developing issues.
At 19 months Ariel developed what the Neurologist at Phoenix Children's Hospital described as Epilepsy with the most severe type of seizures known as Grand Mal or Complete/Full Seizures. Ariel's seizures could last upwards of 45 min long and were life threatening. Ariel did survive this period in her life but it left her with severe learning difficulties that we were told would last a lifetime by Dr. Drake Duane a specialist in this area. Ariel began school at age 3 with an IEP in the Chandler School District. She was an adorable blonde hair, green eyed girl who's mother took the time to dress her in coordinating outfits and pig tails. She made friends easily and was capable of having conversations with her peers, drew remarkable pictures, made sculptures beyond her years, and played the violin by ear as well as any student in the school. She was invited to play at the Chandler Center of the Art's which was only a privilege offered to the finest players in the district.

After several years in the Chandler School's Ariel slipped further and further behind her peers academically but maintained a social group with average student's as she is a very talented, and friendly girl. However by the time Ariel reached High School she was placed in self contained classrooms. Before long Ariel was being spoken to by her teachers, and their aides like she was mentally retarded which she found humiliating. It was no surprise to me when she was placed in the mild mentally retarded classes in High School soon after. I had concerns about this placement but the Freshman Counselor assured me she would only be doing "Reading" in the classroom. However that was not the case.

It was not long before Ariel fell into a deep depression as her friends were made aware of Ariel's differences academically. This happened when Ariel was paraded around Hamilton High School along with the other "special" kids to collect the trash in the "Recycling Club"while the classes were in session further humiliating Ariel to the point that I would pick her up from school and the teasing got so bad she would be in a fetal position waiting for me. Friends she had known since she was a toddler were shunning her and making her feel so inadequate that Ariel began drawing suicide pictures with captions that said things like "please don't hate me!"`

Thankfully a friend of ours told us about Jefferson Academy in Show Low, AZ where children are not sorted out of their peer groups because they may have learning difficulties. A place where Ariel could work at her own pace but not be humiliated, or afraid to try for a lack of support. Prior to us coming here I had tried riding therapy, Learning RX (very expensive) Kumon, and professional tutors for years for reading with no progression during that time, so I was a little skeptical at first.

Ariel began the second half of her Sophomore year and after one week was happily dressing for school. Something that she had not done since she was in Elementary School. After three months she improved in reading by a full grade level. Chandler Schools had Ariel since she was 3 and were not able to create such growth. Recently Ariel was tested by DES a separate entity than Jefferson and non bias. She has gone up 3 grade levels in reading, and 5 in math in only two years. These may not seen consequential to someone that has not suffered the stagnation of their education as Ariel has, but as a parent of this special child it is nothing short of a miracle.

The depressed, lonely girl with no hope and no future is now looking forward to becoming an adult. For the first time in her life she is not depressed, and she is happy about what lays ahead. Had I not heard of Jefferson Academy, Ariel would be lost or worse my precious intelligent girl might have taken her life. Things were so grim that even I had thoughts of hopelessness for my own child. Something a mother should NEVER have to feel.

In conclusion, if the doors of this amazing school were to ever close, it would be the failure of our society. Where would you send your Learning Disabled, Autistic, Asperger, ADD/ADHD or even your gifted child? Into the bustle and confusion of a large based school? No, you would send them to a place where the teachers have years of experience bringing out the best of your child. My only regret was that Ariel did not come here sooner so that she would NEVER have to feel the pain she did as a labeled student.

Kathleen Winans

EXHIBIT "KK"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

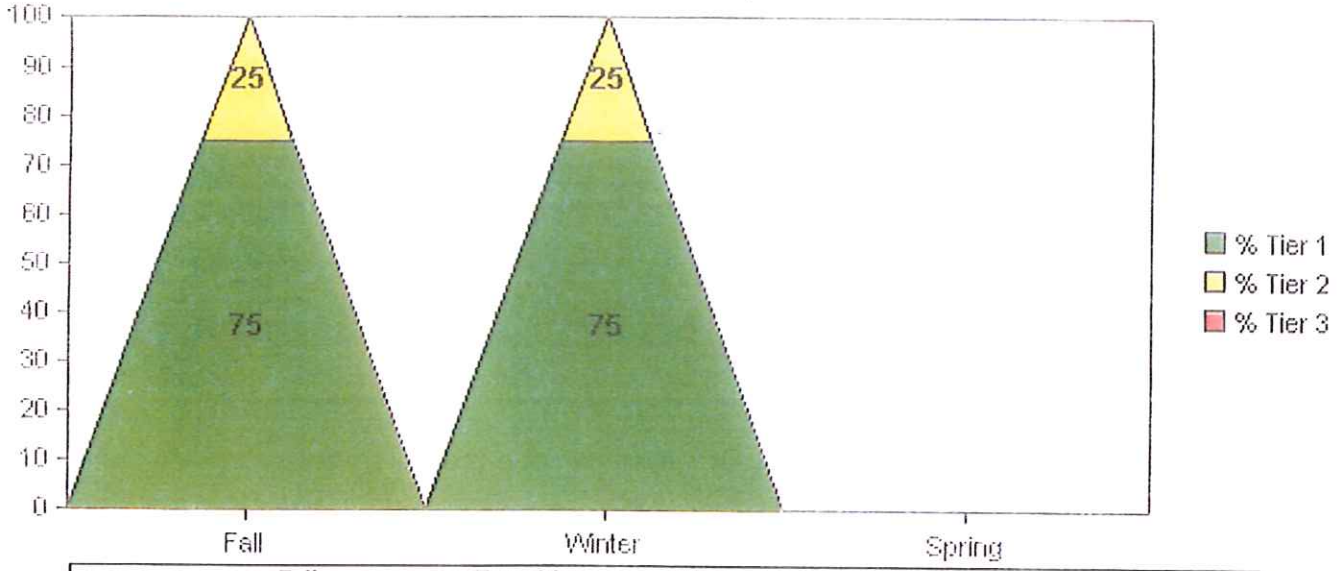
Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Math Computation
Grade 4 - (Torrez, Samantha - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	0 (0%)	0 0 0	0 (0%)	0 0 0	0 (0%)
Tier 2	1 (25%)	0 1 0	1 (25%)	0 0 0	0 (0%)
Tier 1	3 (75%)	0 0 3	3 (75%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	4		4		0

Note: Unscored also includes any students who may have been transferred.

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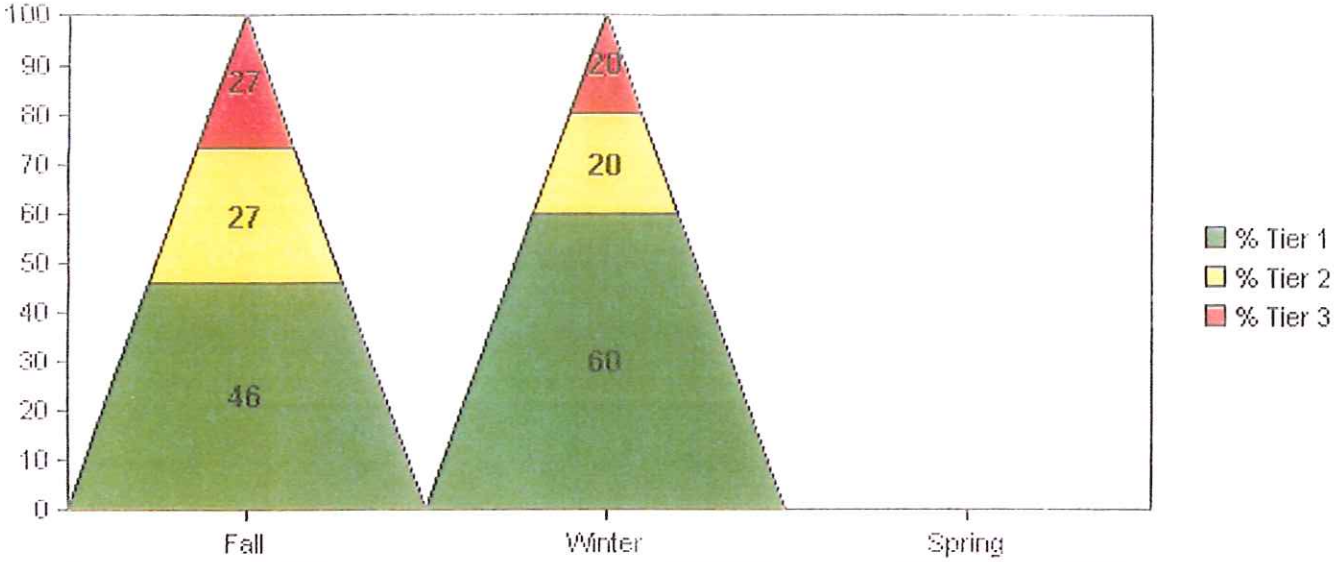
AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Math Computation
Grade 5 - (Torrez, Samantha - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	3 (27%)	2 1 0	2 (20%)	0 0 0	0 (0%)
Tier 2	3 (27%)	0 0 2	2 (20%)	0 0 0	0 (0%)
Tier 1	5 (46%)	0 1 4	6 (60%)	0 0 0	0 (0%)
New Student		**0**		**0**	
Unscored		**1**		**0**	
Total Students	**11**		**10**		**0**

Note: Unscored also includes any students who may have been transferred.

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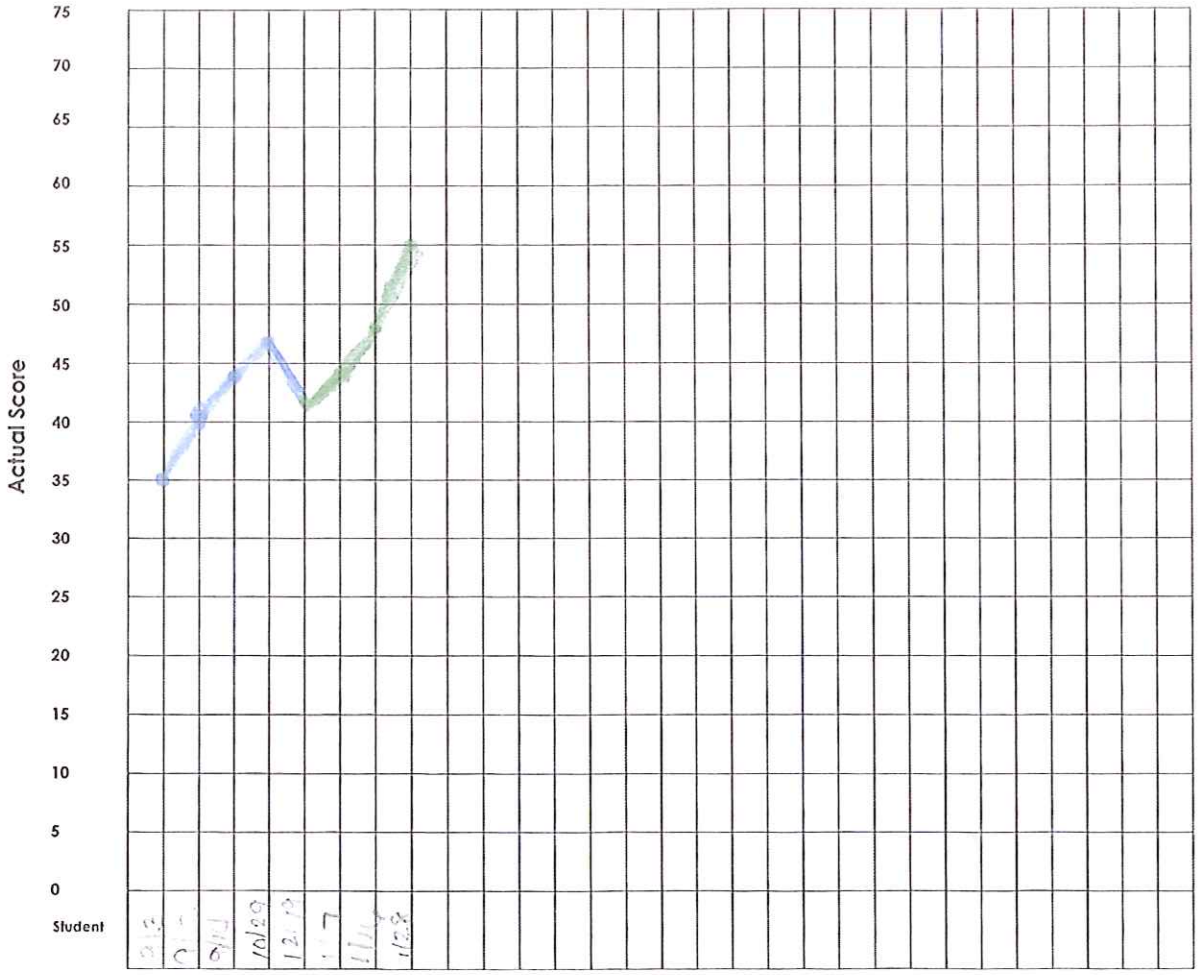
AIMS COMPS Math Score Sheet



Classroom: A

Grade: 5th

Notes: Tier 2

IEP - MID

1st Grade – F = 7, W = 26, S = 31, 100% = 48

2nd Grade – F = 15, W = 30, S = 34, 100% = 50

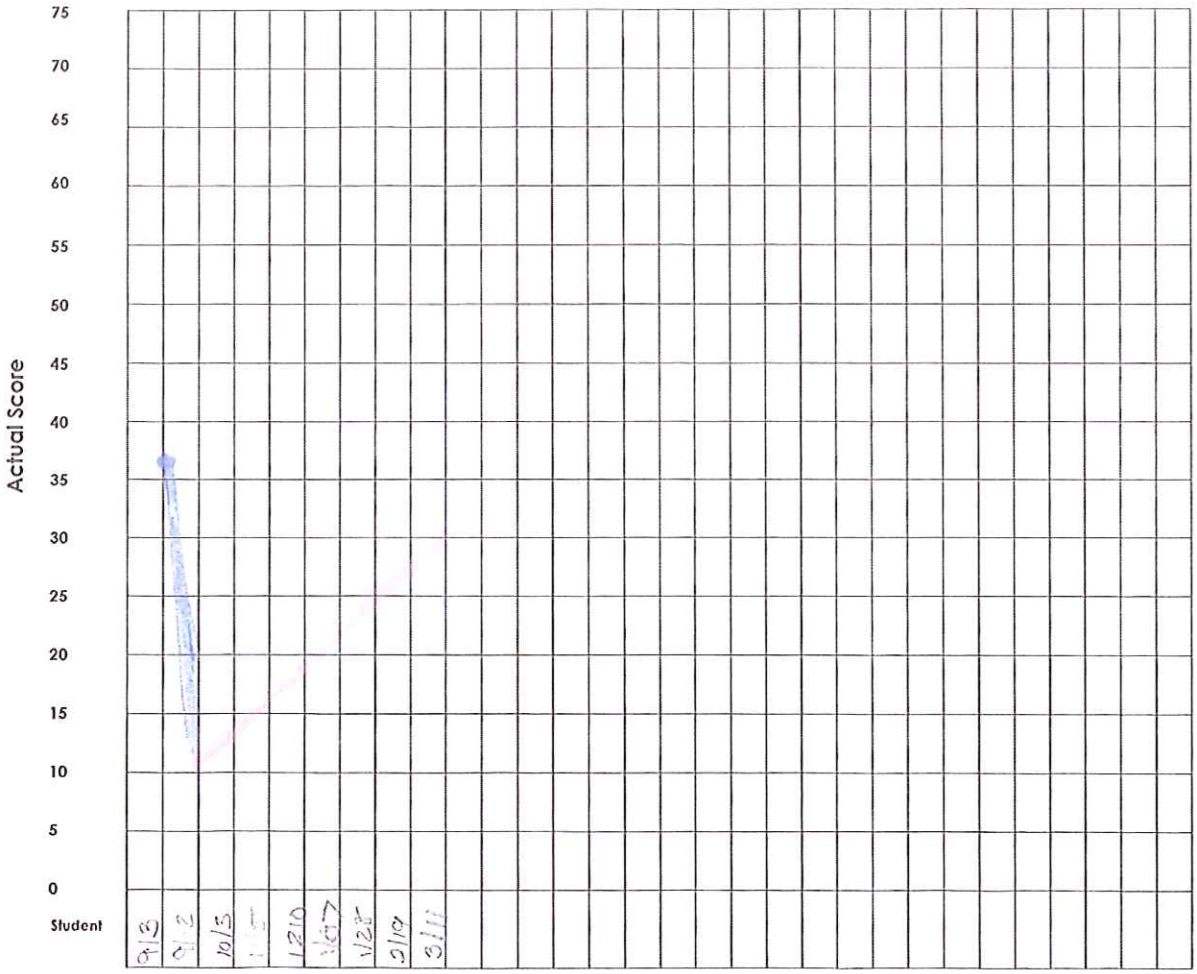
3rd Grade – F = 20. W = 40, S = 46, 100% = 68

4th Grade – F = 23, W = 42, S = 48, 100% = 73

5th Grade – F = 12, W = 20, S = 25, 100% = 76

6th Grade – F = 16, W = 24, S = 28, 100% = 74

AIMS COMPS Math Score Sheet



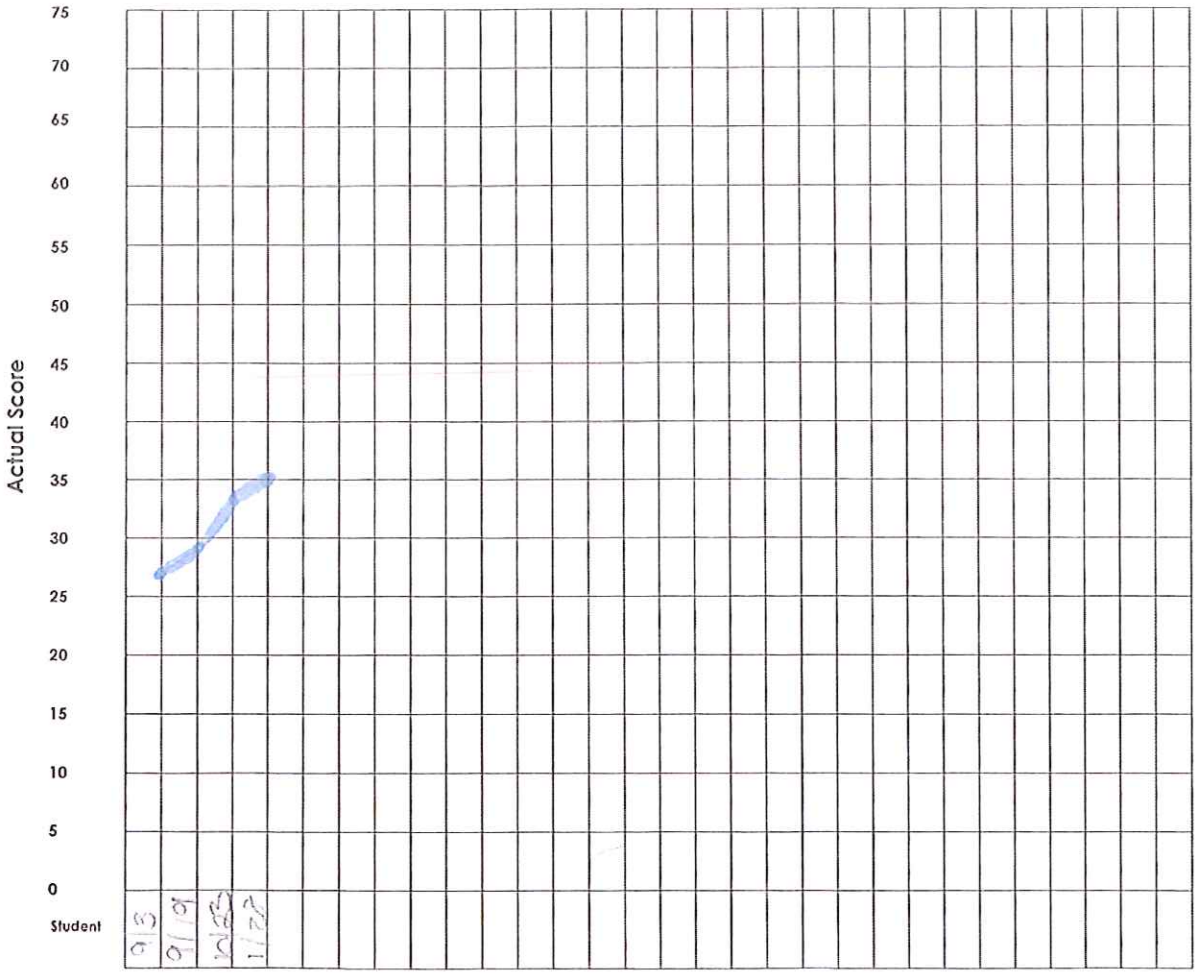
Classroom: F

Grade: 5th

Notes:
Tier 2
IEP - Autistic

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74

AIMS COMPS Math Score Sheet



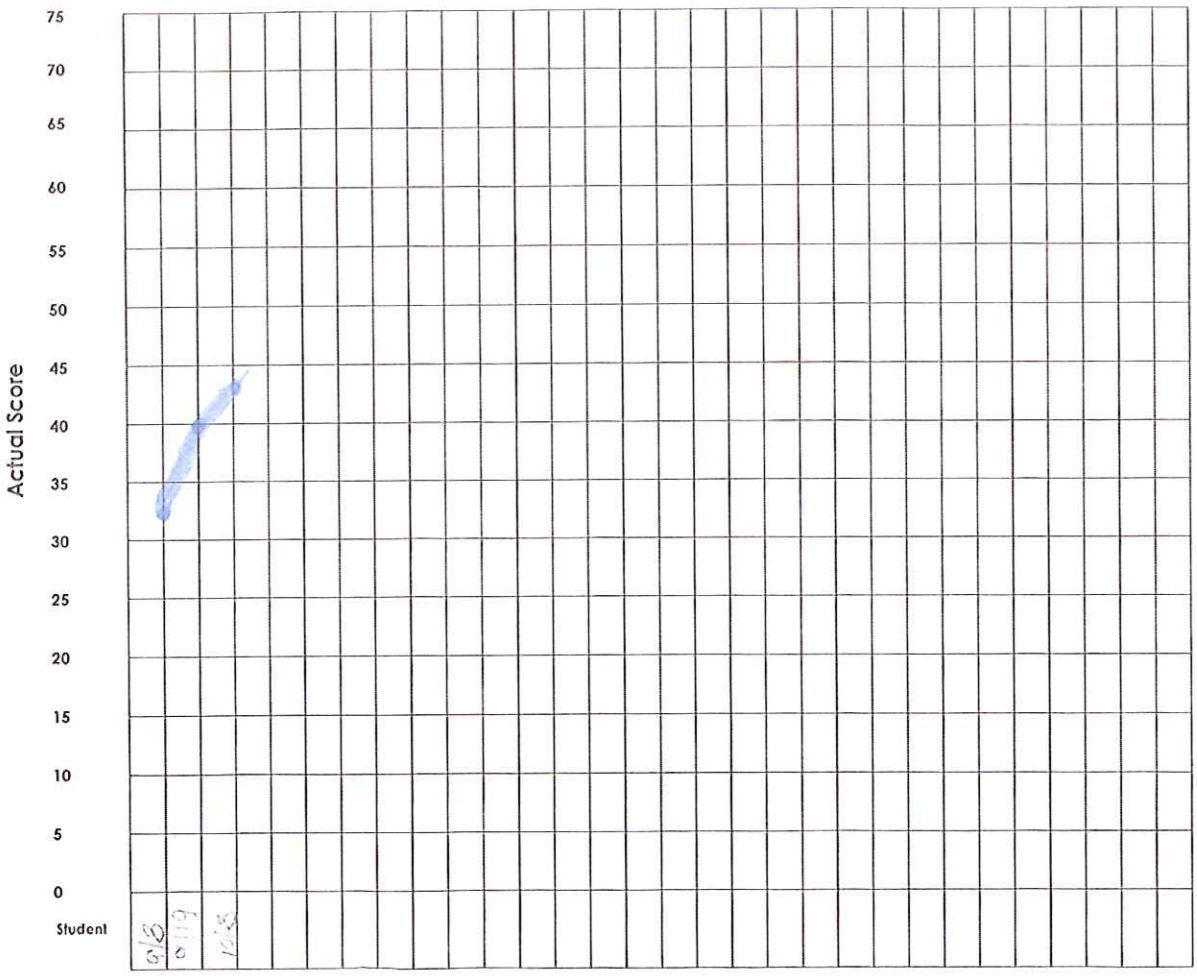
Classroom: C

Grade: 5th

Notes:
Tier 3
IEP- SLD

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74

AIMS COMPS Math Score Sheet



Classroom: D

Grade: 5th

Notes:
Tier 3
IEP - Autistic

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74

EXHIBIT "L"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

Subject: JA Letter (please let me know if this in the ballpark and that you received it!)

From: Kevin Eoff (kevin.eoff@paloverde.edu)

To: sstewart@jeffersonacademy.us;

Date: Wednesday, February 5, 2014 2:54 PM

To Whom It May Concern…

I write this note in support of Jefferson Academy of Advanced learning and of having their Charter renewed. I am an educator, a Professor of History and Political Science at Palo Verde College (Blythe, Ca) and an adjunct at Arizona Western College (Parker, Az). Perhaps more important, I am the father of two former students of Jefferson. My youngest was diagnosed with autism, and, while he made progress in the public school system, he flourished socially and intellectually after enrollment in the smaller, individually based setting at Jefferson. Without the caring staff and attentive teachers there, I doubt if he would have been able to complete high school on time, and eventually go to the local community college where he has completed approximately 21 credits! My middle daughter forewent her senior year at a public school to take advantage of a dual enrollment program with the local community college and Jefferson Academy. She was among the first graduating class of Jefferson and later completed her Associate Degree! I know the Stewarts are deeply committed to individualized instruction and the success of their students. The types of students Jefferson receives sometimes have an array of handicaps. This can range to physical, behavioral, developmental, financial, family structure etc. School wide improvement on standardized exams are difficult to assess given the transitory nature of many of its students as well as to having to play catch up with some students whose skills may be years behind their "norms". I welcome the opportunity to speak personally with anyone who values the opinion of a satisfied parent with the quality of education their child receives! In conclusion, I would not hesitate to recommend Jefferson Academy.

Sincerely;

Kevin Eoff

928-368-7748

Kevin.eoff@paloverde.edu

kevineoff@yahoo.com

EXHIBIT "LL"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

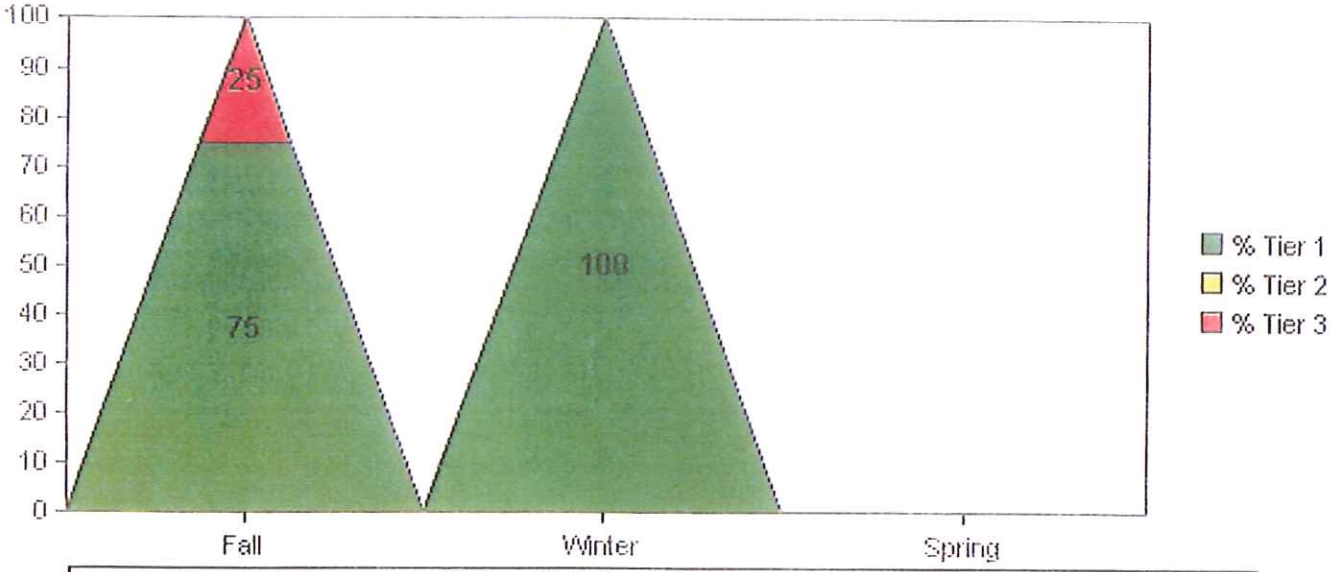
Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Reading - Curriculum Based Measurement
Grade 4 - (Torrez, Samantha - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	1 (25%)	0	0 (0%)	0	0 (0%)
Tier 2	0 (0%)	0	0 (0%)	0	0 (0%)
Tier 1	3 (75%)	3	3 (100%)	0	0 (0%)
New Student		0		0	
Unscored		1		0	
Total Students	4		3		0

Note: Unscored also includes any students who may have been transferred.

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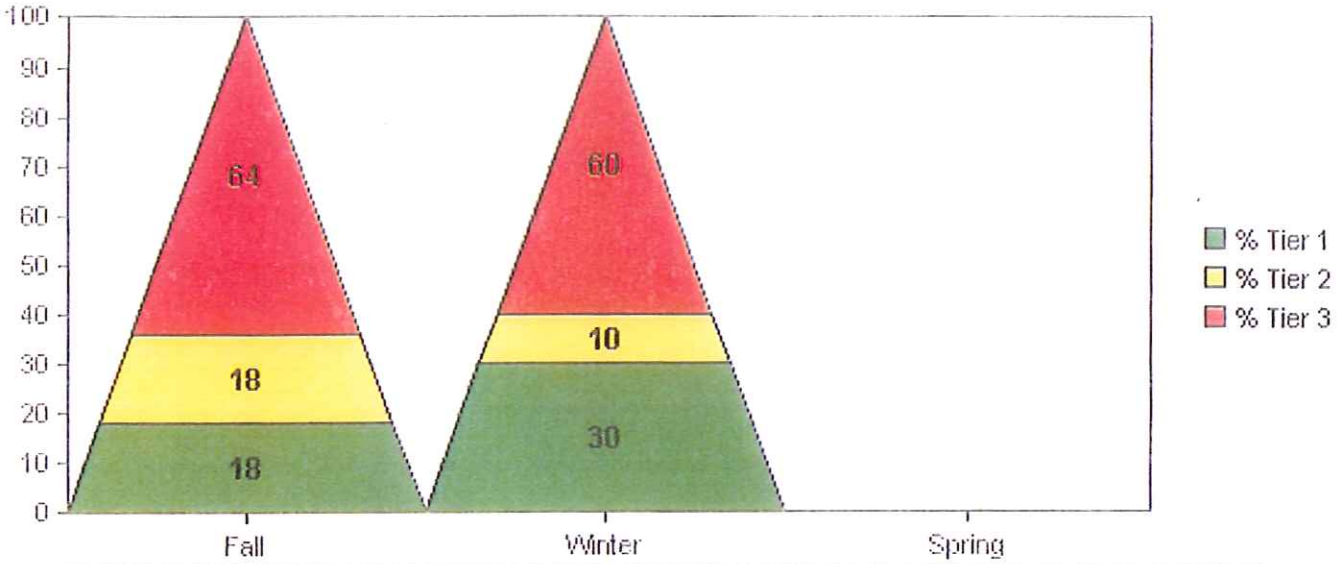
AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Reading - Curriculum Based Measurement
Grade 5 - (Torrez, Samantha - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	7 (64%)	6 0 0	6 (60%)	0 0 0	0 (0%)
Tier 2	2 (18%)	0 1 0	1 (10%)	0 0 0	0 (0%)
Tier 1	2 (18%)	0 0 2	3 (30%)	0 0 0	0 (0%)
New Student		1		0	
Unscored		2		0	
Total Students	11		10		0

Note: Unscored also includes any students who may have been transferred.

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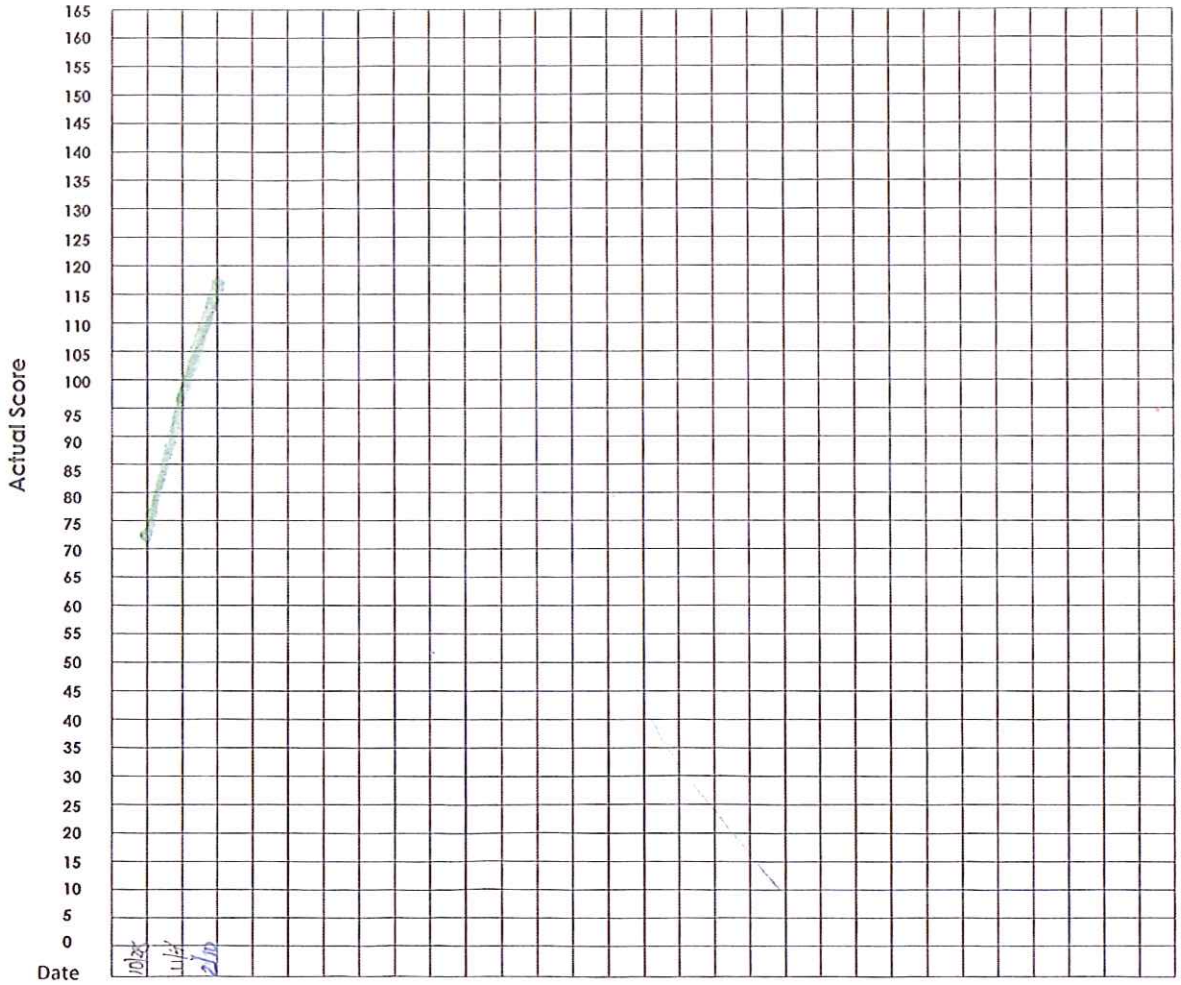
AIMS Reading Fluency Score Sheet



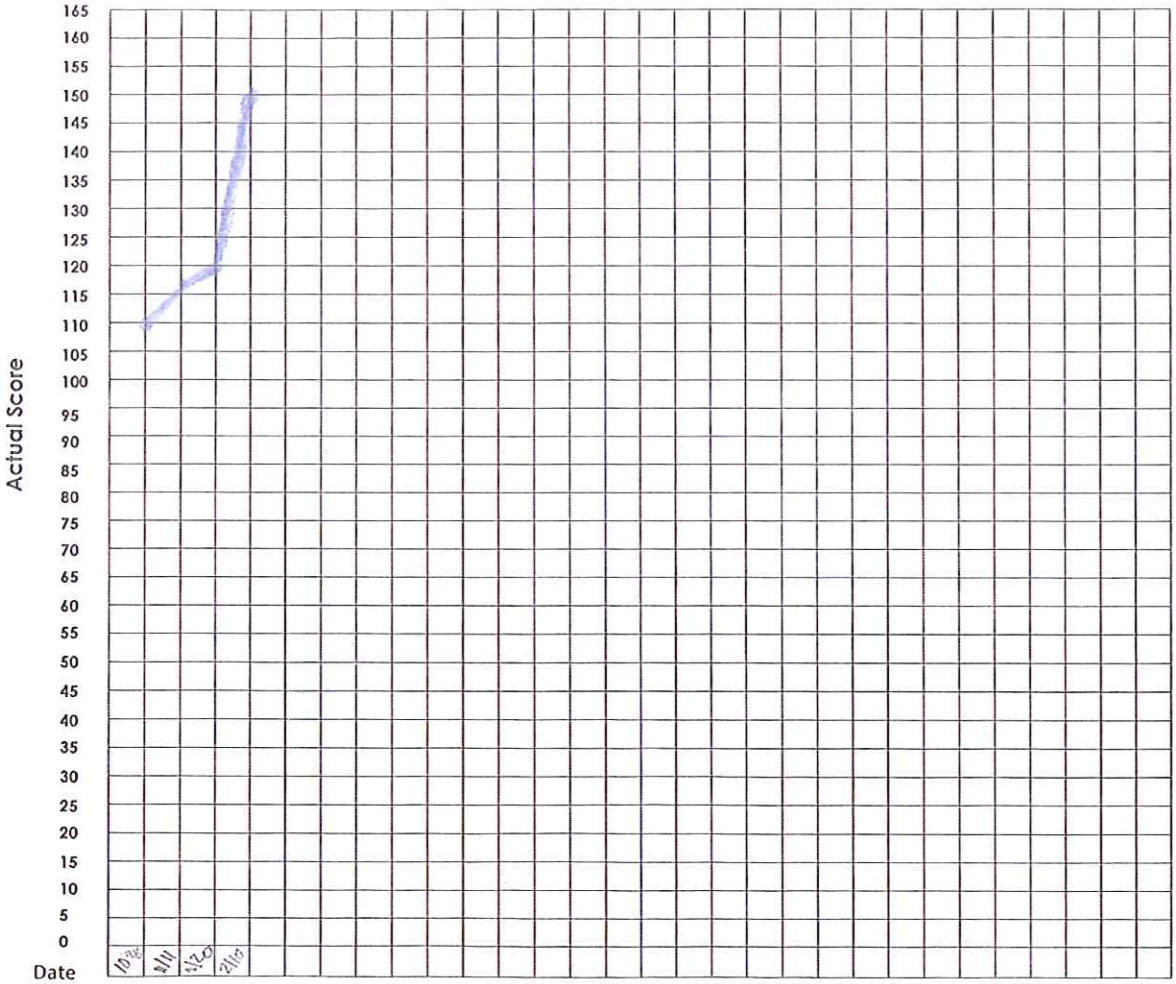
Student:
Student A

Grade:
5th

Notes:
Tier 3
IEP- MIID
Reading
specialist

1st grade = F N/A, W 30, S 41
2nd grade = F 55. W 80, S 86
3rd grade = F 88. W 105, S 112
4th grade = F 105, W 120, S 128
5th grade = F 114, W 129, S 136
6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



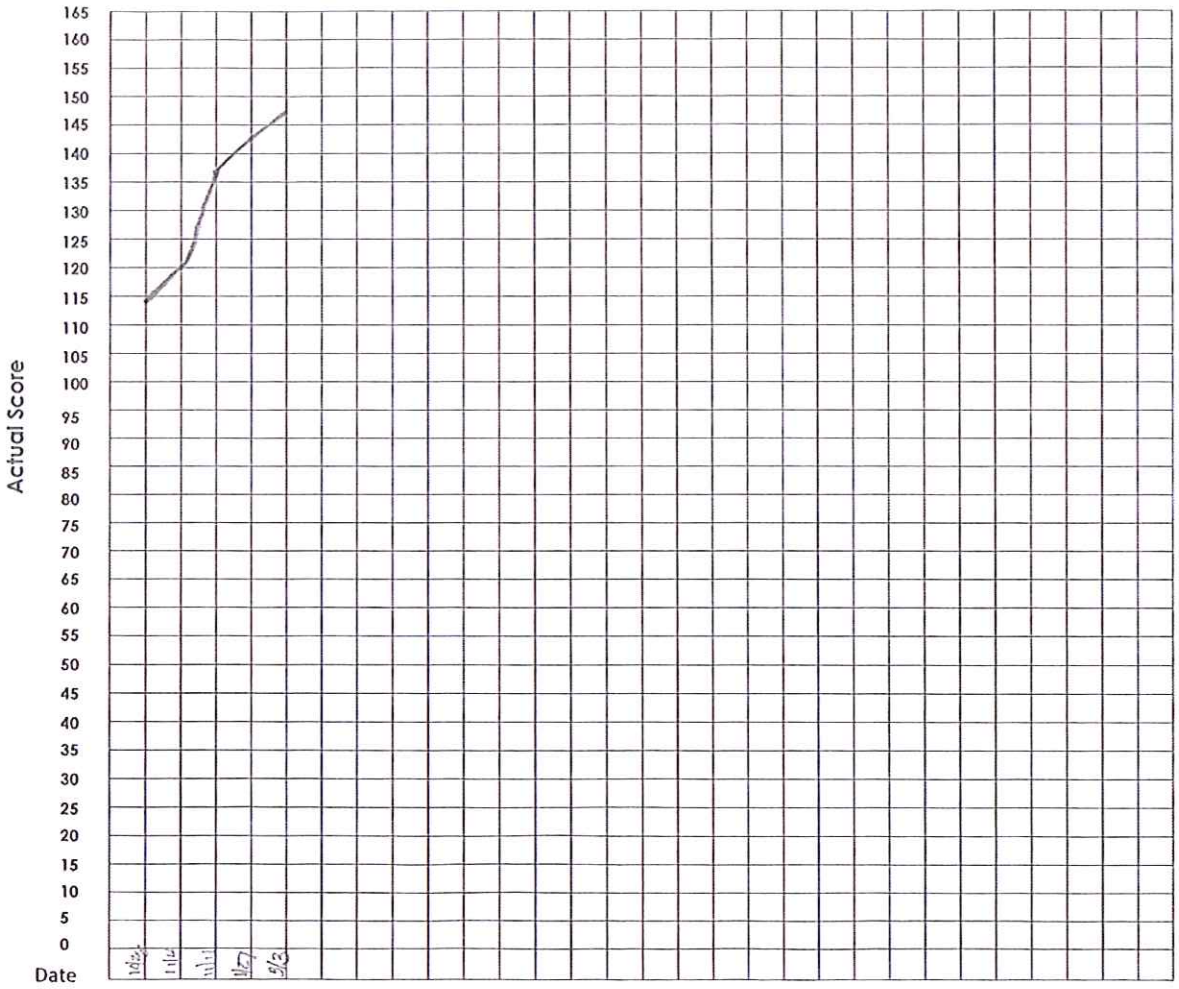
Student:
B

Grade:
Grade 5th

Notes:
Tier 3
E.U. -
Reding Specialist

1st grade = F N/A, W 30, S 41
2nd grade = F 55. W 80, S 86
3rd grade = F 88. W 105, S 112
4th grade = F 105, W 120, S 128
5th grade = F 114, W 129, S 136
6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



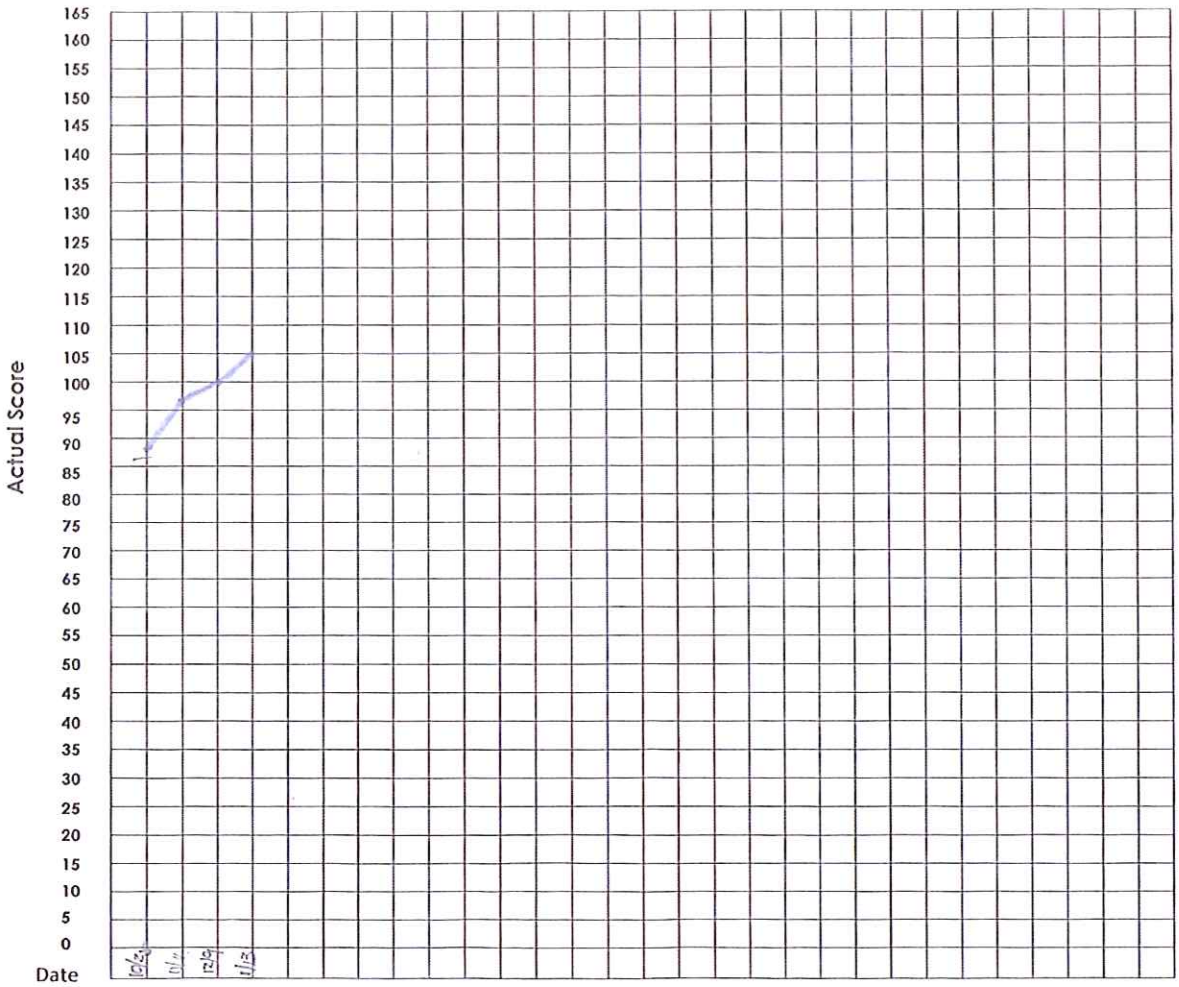
Student:
Student C

Grade:
5th

Notes:
Tier 3
IEP- SLD
Sees Reading
Specialist

1st grade = F N/A, W 30, S 41
2nd grade = F 55. W 80, S 86
3rd grade = F 88. W 105, S 112
4th grade = F 105, W 120, S 128
5th grade = F 114, W 129, S 136
6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



Student:

D

Grade:

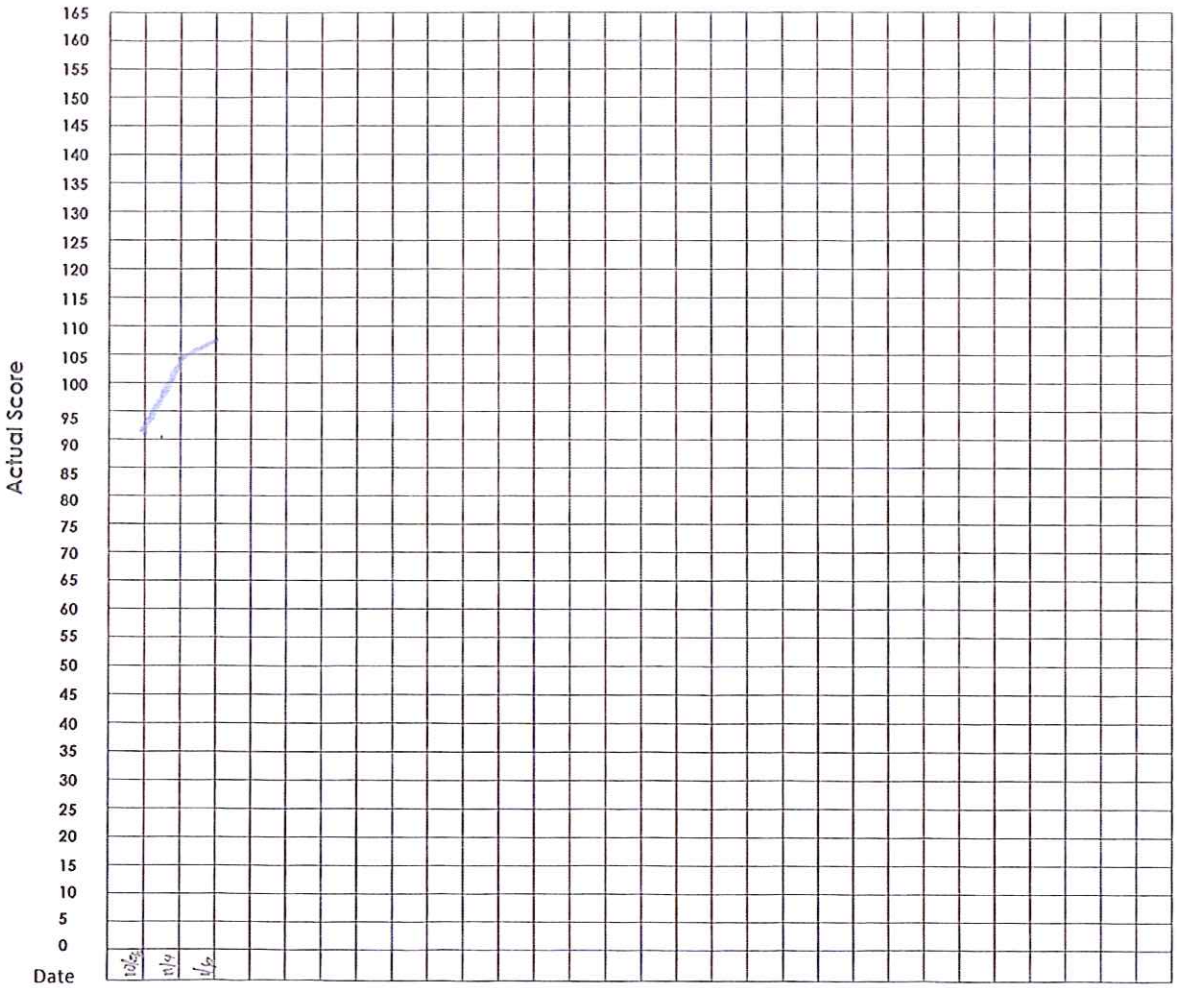
5th

Notes:

Tier 3
Student has
IEP-Autistic
Reading
Specialist

1st grade = F N/A, W 30, S 41
2nd grade = F 55. W 80, S 86
3rd grade = F 88. W 105, S 112
4th grade = F 105, W 120, S 128
5th grade = F 114, W 129, S 136
6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



Student:

E

Grade:

5th

Notes:

Tier 3

Student see in

Reading Specialist

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

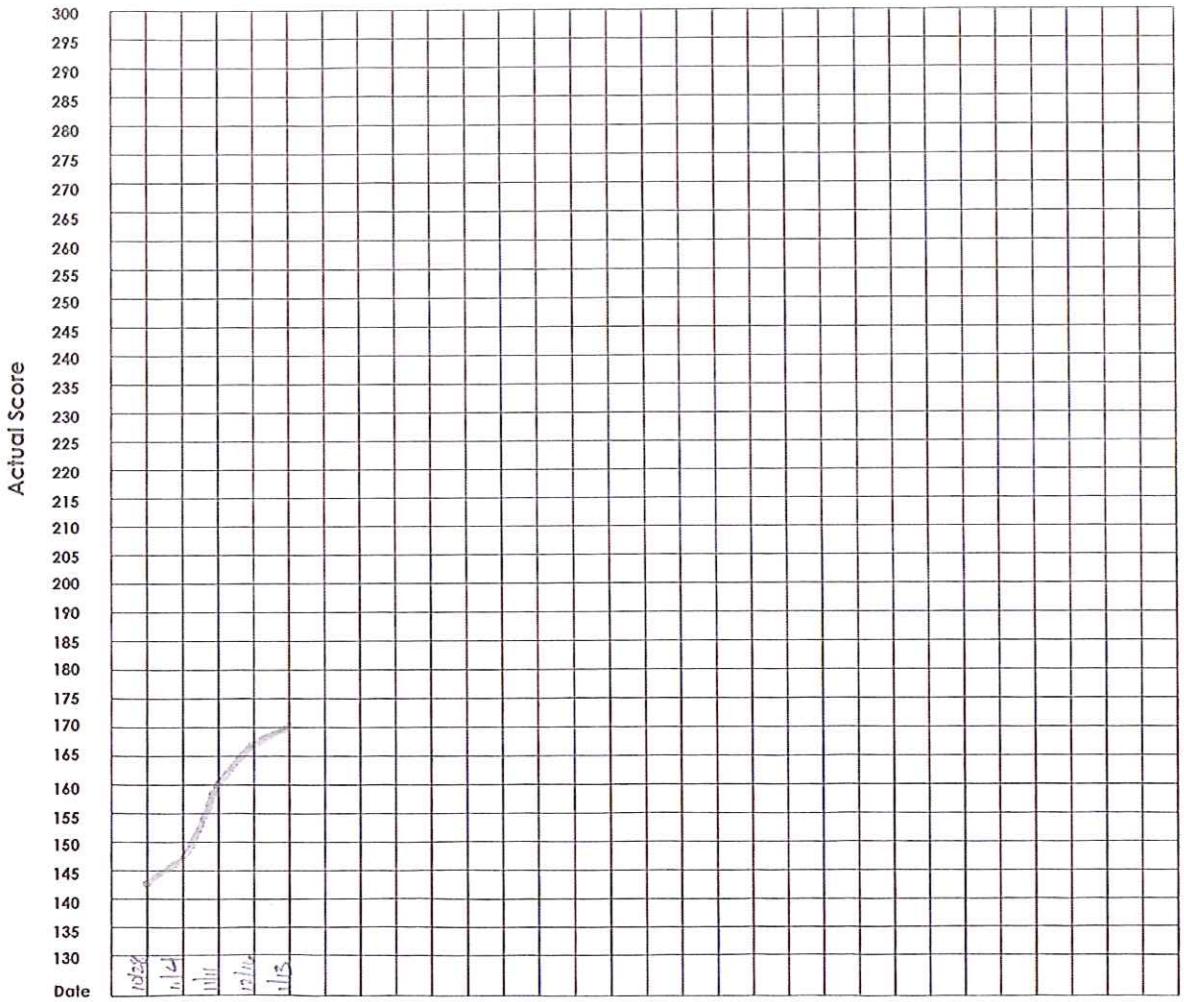
4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



Student: F

Grade: 5th

Notes: IEP- Autistic

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

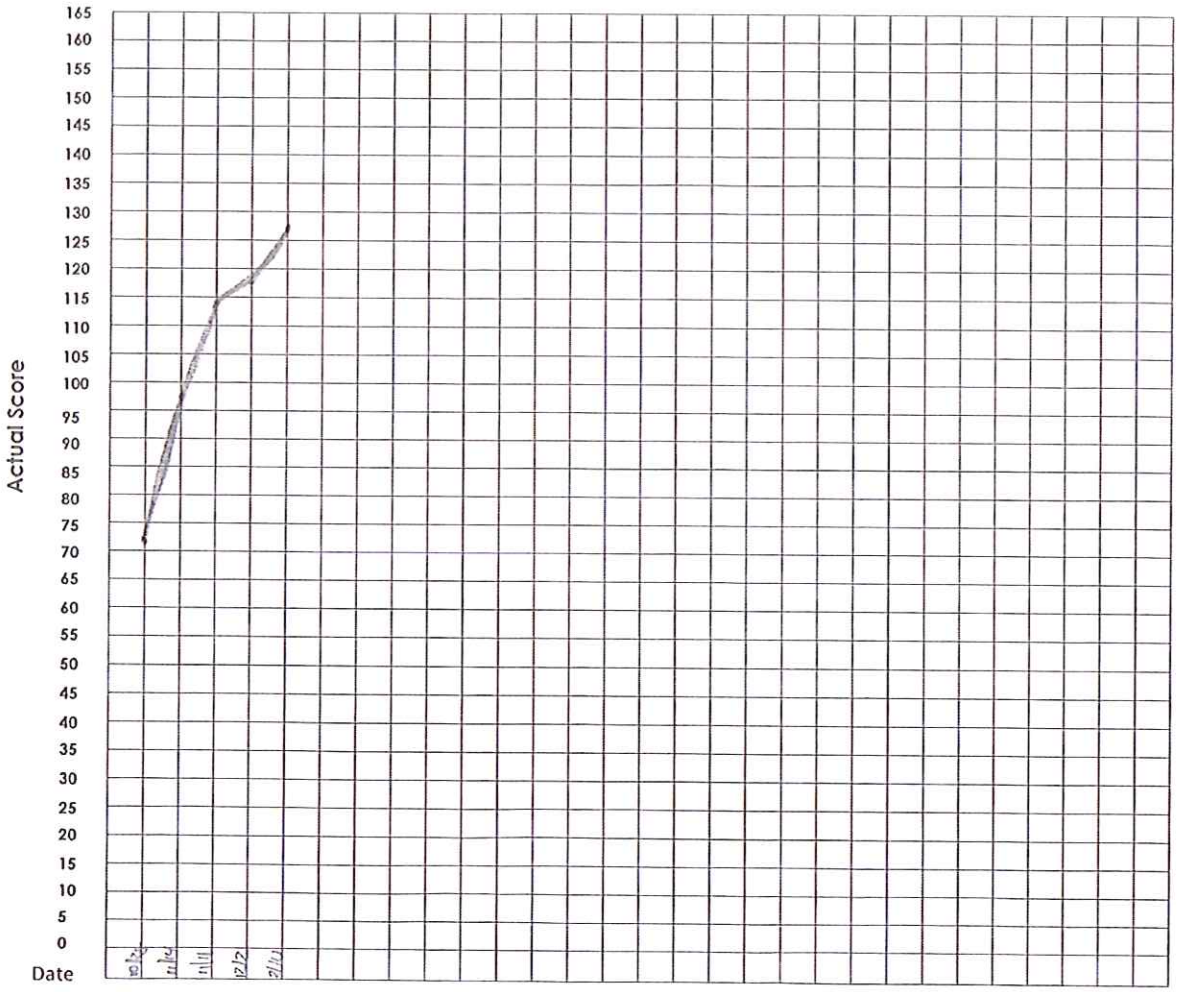
4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



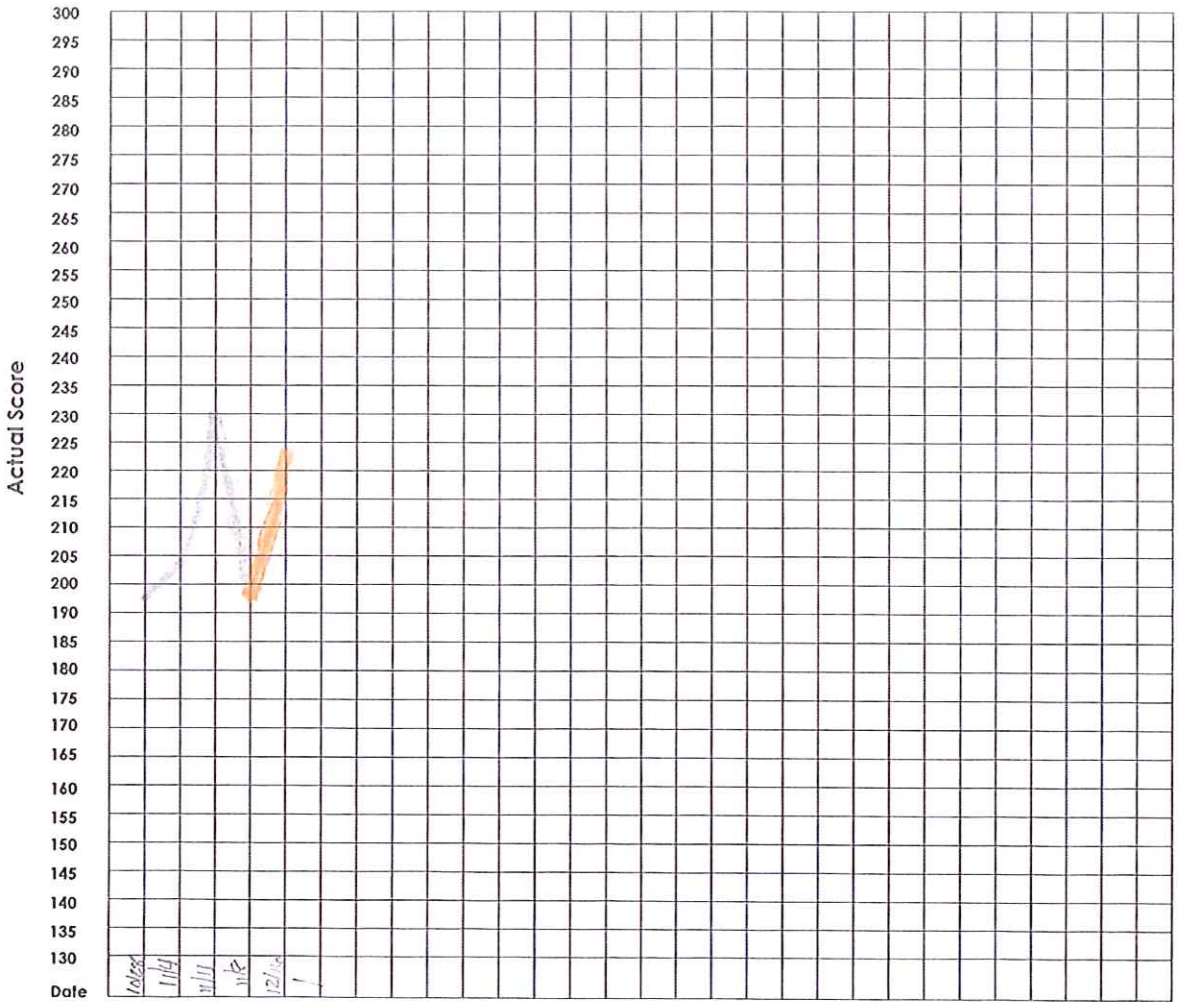
Student:
G

Grade:
5th

Notes:
Tier 3
Student struggled with reading and has made a lot of progress

1st grade = F N/A, W 30, S 41
2nd grade = F 55. W 80, S 86
3rd grade = F 88. W 105, S 112
4th grade = F 105, W 120, S 128
5th grade = F 114, W 129, S 136
6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



Student:
H

Grade:
4th

Notes:
Advanced
in Reading

1st grade = F N/A, W 30, S 41
2nd grade = F 55. W 80, S 86
3rd grade = F 88. W 105, S 112
4th grade = F 105, W 120, S 128
5th grade = F 114, W 129, S 136
6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 160

EXHIBIT "M"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

February 6, 2014

To Whom It May Concern,

I wanted to write this letter in support of Jefferson Academy. My son Chandler Bailey has been a student since August of 2006.....Chandler has always receieved the best education possible at Jefferson Academy and is a good student

In July of 2011, my husband and I lost our home. Our home was the only one that Chandler had known. It was his childhood home and he was very happy there. It was truly the worst thing that ever happened to my family. We had to move into our motor home just to have a roof over our heads. Chandler truly "crashed and burned". He was only 10 at the time and he just did not know how to cope with the loss. He could not sleep, eat or really even function on any level for a long time.

School started just days after this. Not only did Chandler have to cope with the loss of his home but, starting the 7th grade as well. I just want to say that Janice Stewart was by his side the whole time. Chandler could not focus, had trouble reading and just performing day to day tasks. Janice Stewart would allow him to make up his work when he got behind and generally just held his hand through the entire 7th grade. I know without her help he would have failed the 7th grade. She not only stood by him but, she got him the help he needed in all areas. I truly believe without the help of Jefferson Academy, my son would have failed school and maybe even turned to drugs to medicate his pain.....

Today, Chandler is a happy, healthy and thriving 9th grader here at Jefferson Academy. He started high school in August of 2013 and due to the excellent curriculum (A+ Core Standard) is now doing 10th grade work in some areas and looking forward to possibly graduating early. He WANTS his grades to be excellent (they are) and he WANTS to excel.

I will always be thankful to Janice and Sandy Stewart for the excellent education/dedication and personal attention my son has received for many years.

Sincerely,

Deborah Bailey
140 W Nikolaus
Show Low, AZ 85901
(928) 205-8792
Deborahbailey5000@hotmail.com

EXHIBIT "MM"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

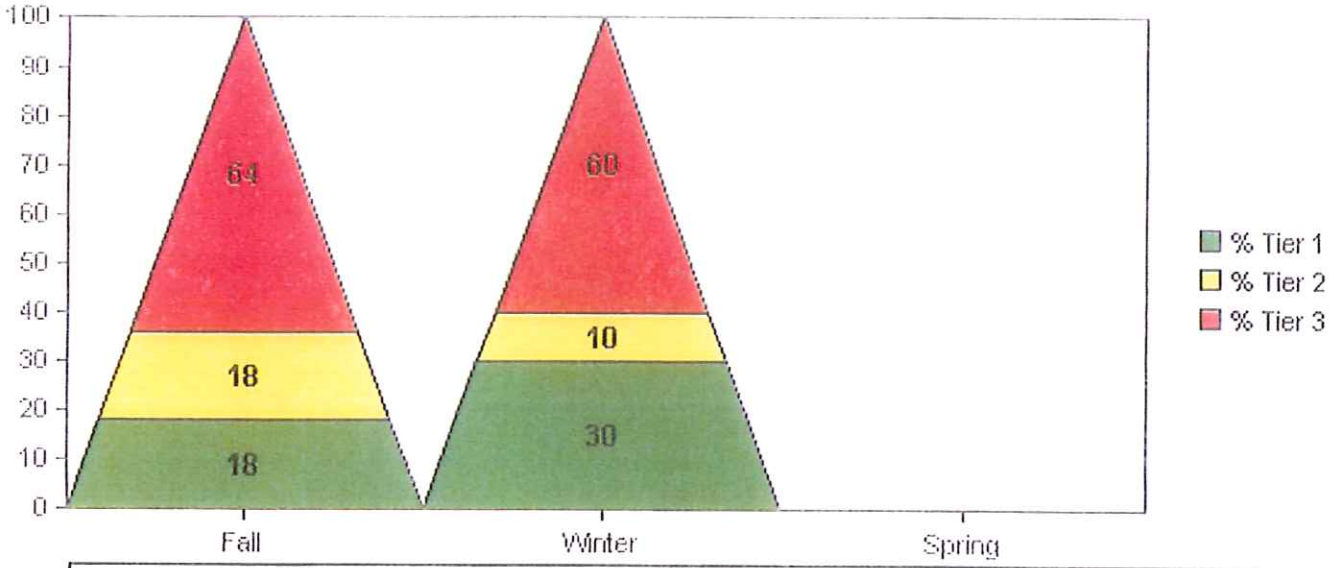
Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Reading - Curriculum Based Measurement
Grade 5 - (Torrez, Samantha - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	7 (64%)	6 0 0	6 (60%)	0 0 0	0 (0%)
Tier 2	2 (18%)	0 1 0	1 (10%)	0 0 0	0 (0%)
Tier 1	2 (18%)	0 0 2	3 (30%)	0 0 0	0 (0%)
New Student		1		0	
Unscored		2		0	
Total Students	11		10		0

Note: Unscored also includes any students who may have been transferred.

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Reading Fluency Score Sheet

Student: E

Grade: 5th

Notes:
Tier 3
Student
Sees Reading
Specialist

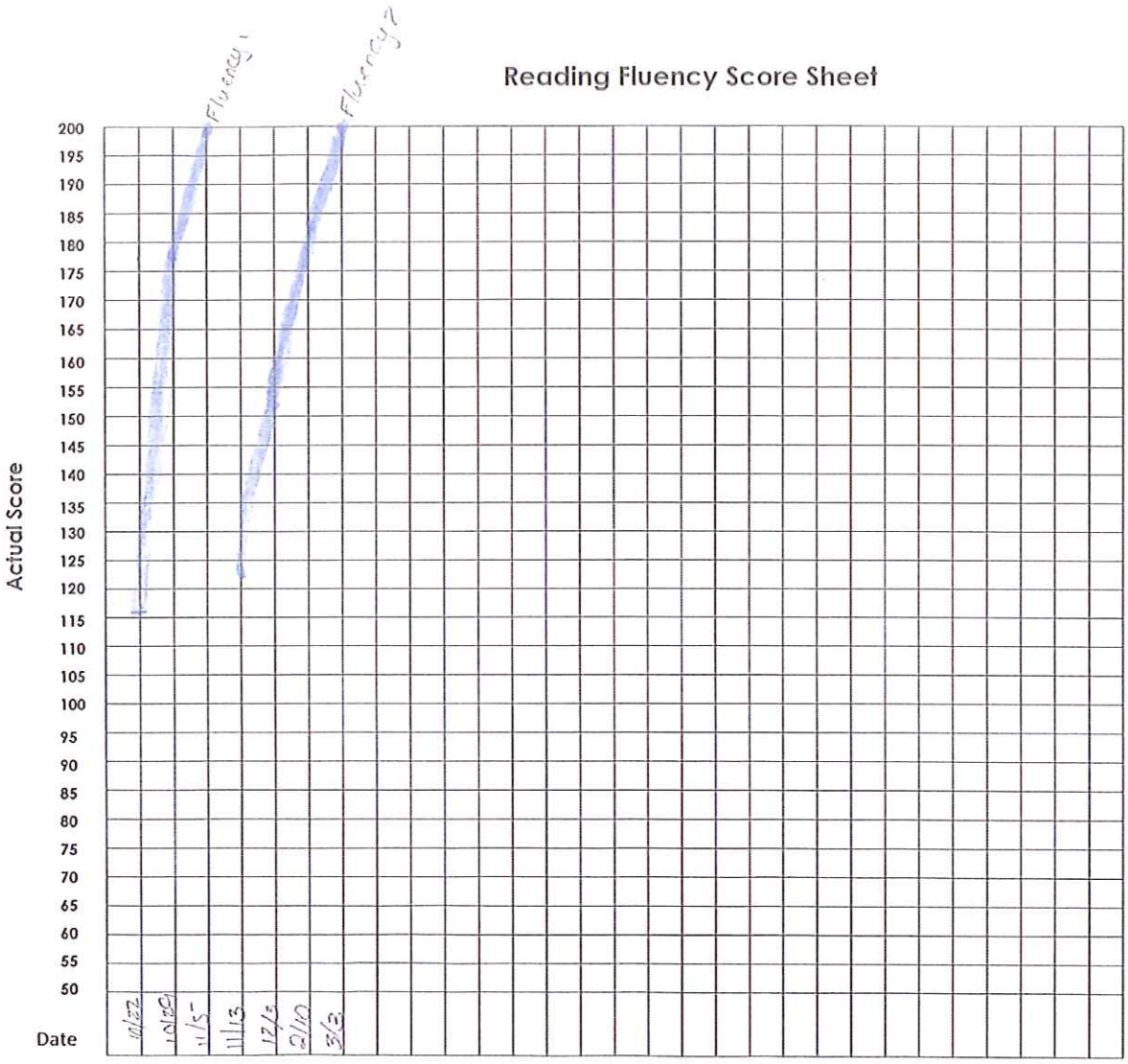
Letter Naming

Letter Sounds

Reading Passage:

Kinder | 1st grade
2nd grade | 3rd grade
4th grade | 5th grade
6th grade | 7th grade
8th grade | 9th grade
10th grade | 11th grade
12th grade

Reading Fluency Score Sheet



Student: D

Grade: 5th

Notes:
Tier 3
IEP-Autistic
Reading specialist

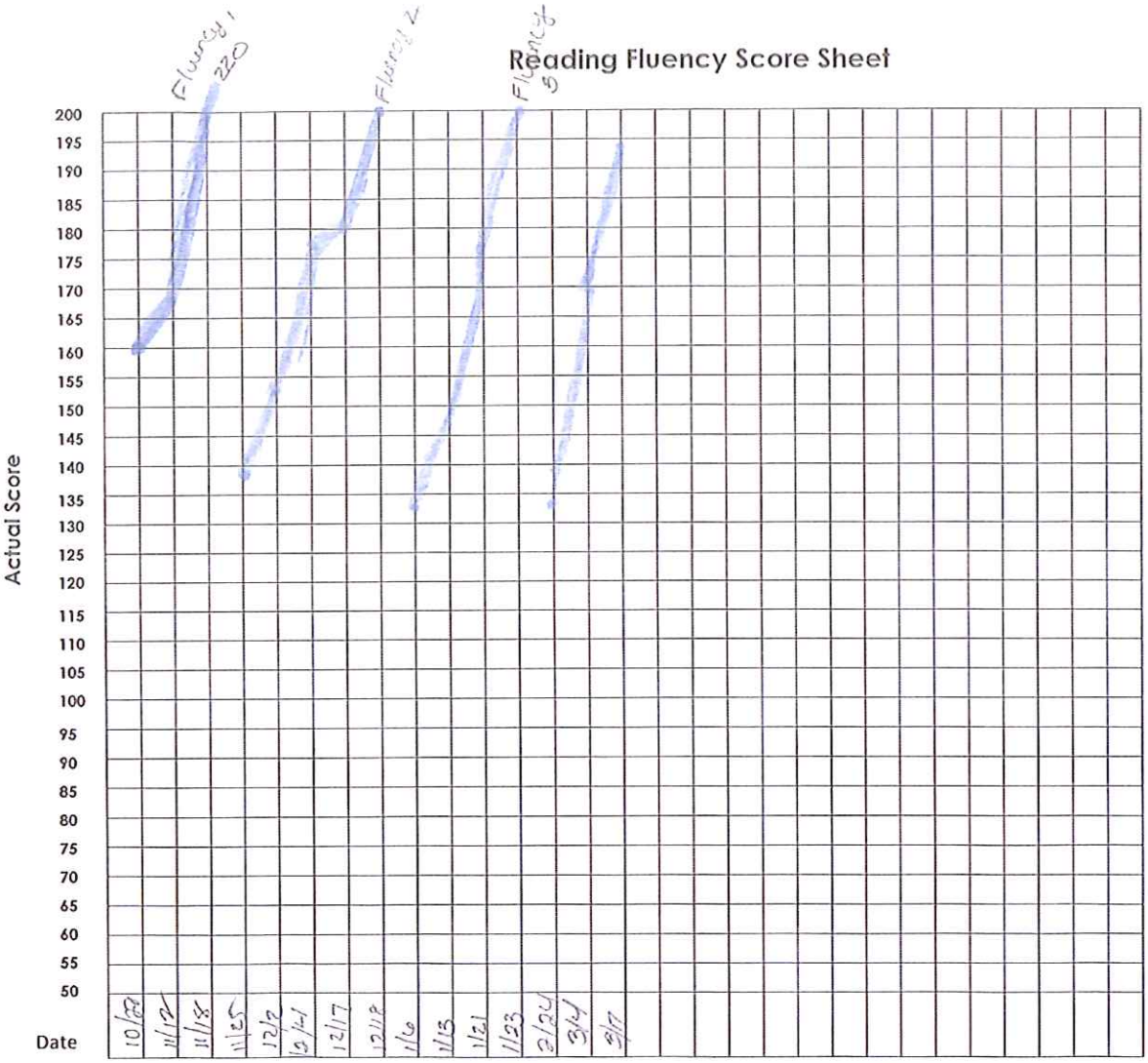
Letter Naming

Letter Sounds

Reading Passage:

Kinder | 1st grade
2nd grade | 3rd grade
4th grade | 5th grade
6th grade | 7th grade
8th grade | 9th grade
10th grade | 11th grade
12th grade

Reading Fluency Score Sheet



Student: G

Grade: 5th

Notes: Tier 3 Student Struggles With Reading

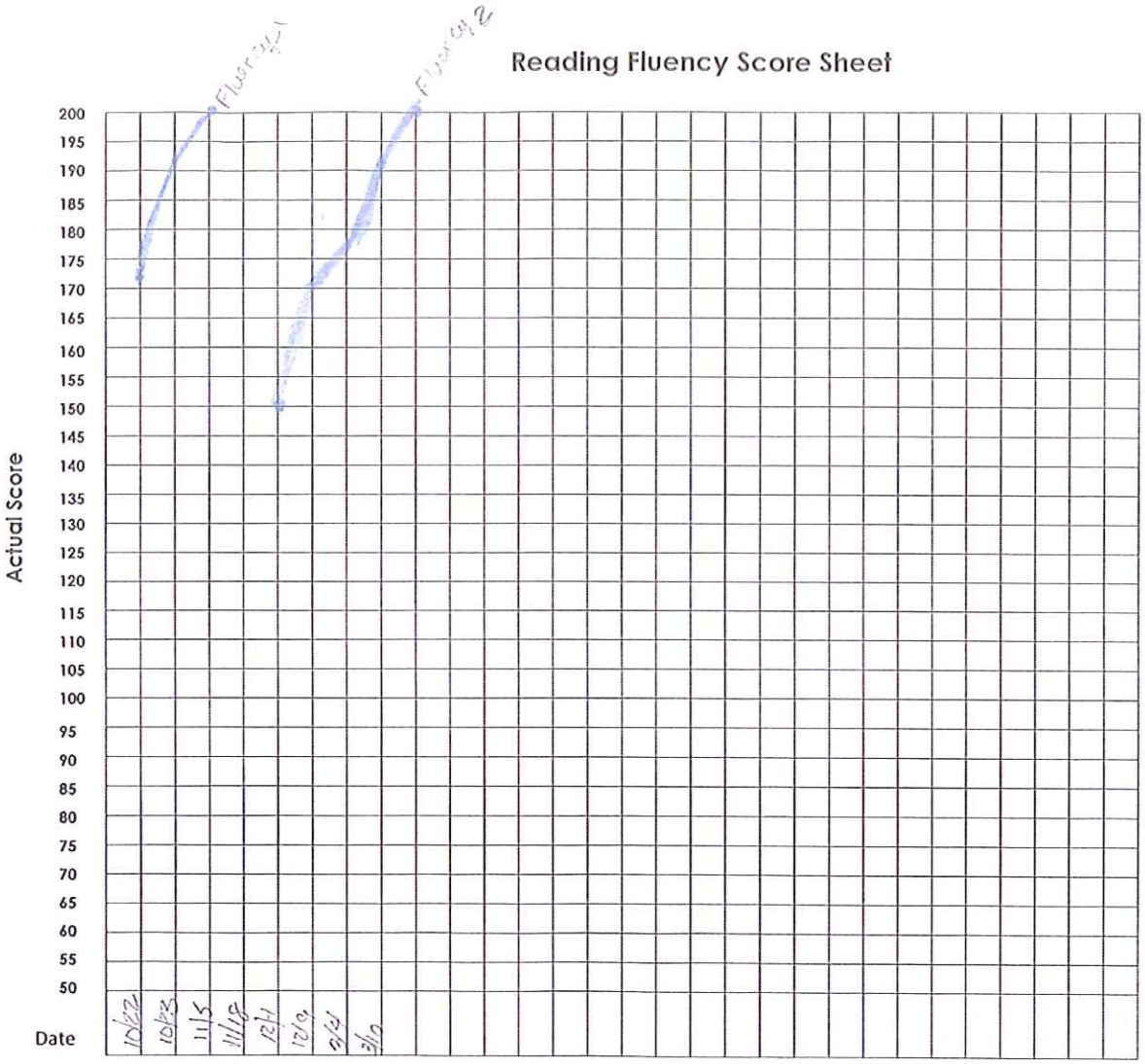
Letter Naming

Letter Sounds

Reading Passage:

Kinder | 1st grade
2nd grade | 3rd grade
4th grade | 5th grade
6th grade | 7th grade
8th grade | 9th grade
10th grade | 11th grade
12th grade

Reading Fluency Score Sheet



Student: C

Grade: 5th

Notes:
Tier 3
IEP - SLD
Reading
Specialist
Had to have
the speech
therapist help
her pronounce words
in fluency 2

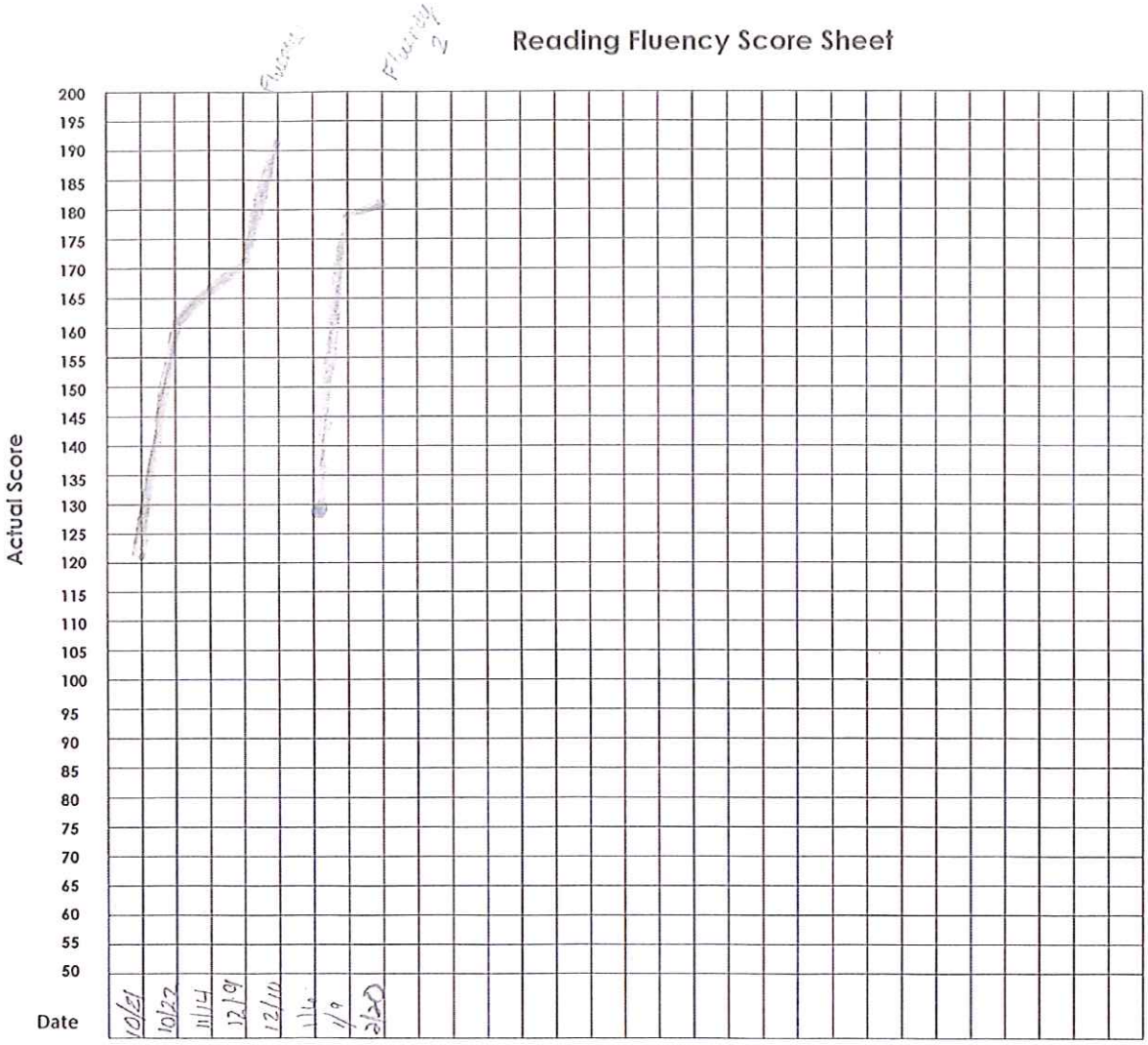
Letter Naming

Letter Sounds

Reading Passage:

Kinder	1st grade
2nd grade	3rd grade
4th grade	5th grade
6th grade	7th grade
8th grade	9th grade
10th grade	11th grade
12th grade	

Reading Fluency Score Sheet



Student: F

Grade: 5th

Notes: Tier 2
IEP - Autistic

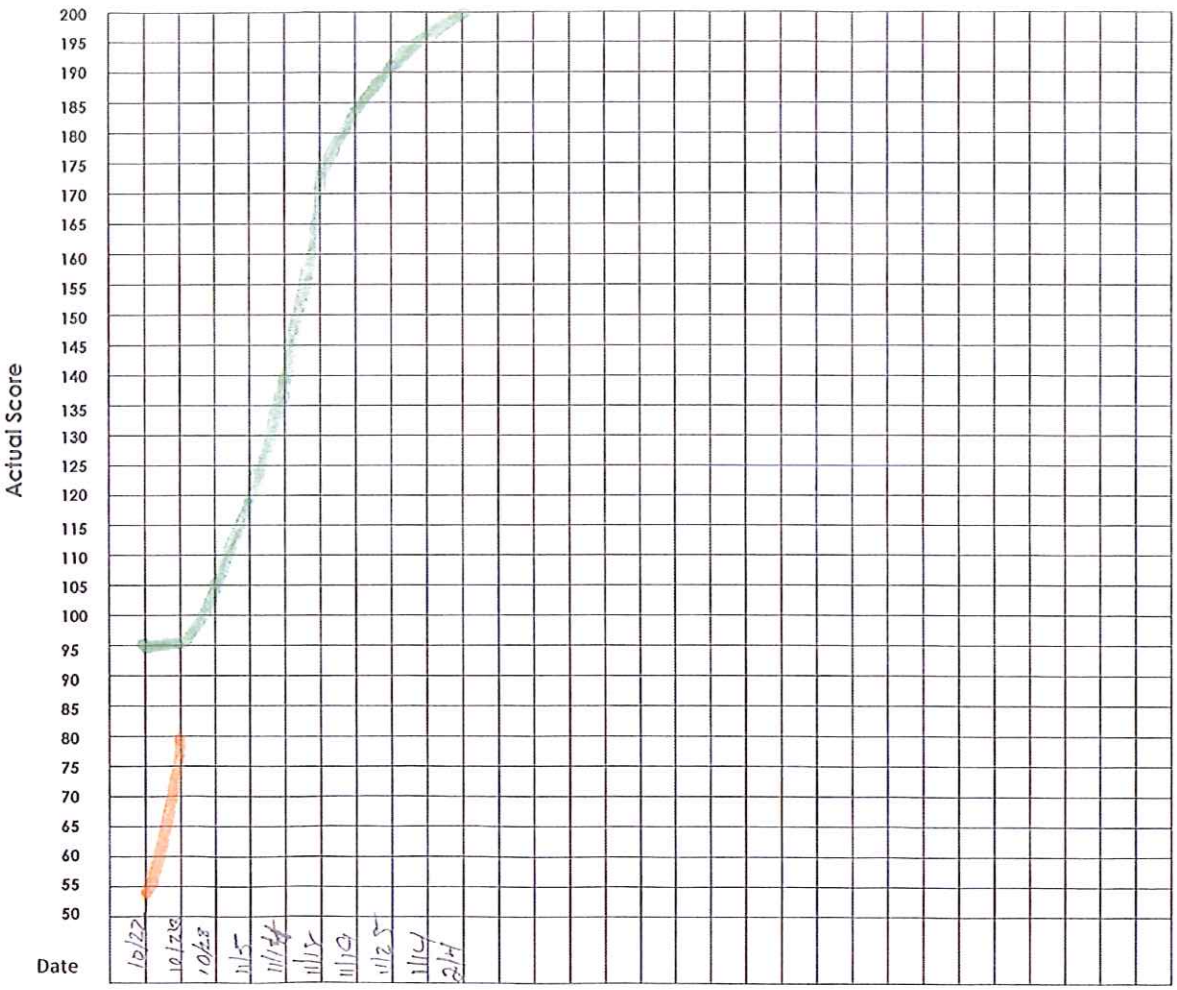
Letter Naming

Letter Sounds

Reading Passage:

Kinder, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade, 9th grade, 10th grade, 11th grade, 12th grade

Reading Fluency Score Sheet



Student: A

Grade: 5th

Notes:
Tier 3
IEP - MIID
reading
Specialist

Letter Naming

Letter Sounds

Reading Passage:

Kinder | 1st grade
2nd grade | 3rd grade
4th grade | 5th grade
6th grade | 7th grade
8th grade | 9th grade
10th grade | 11th grade
12th grade

EXHIBIT "N"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

To Whom It May Concern;

I am a concerned parent of a student at Jefferson Academy. I have two children one who is special needs who graduated from a public school and one now attending Jefferson Academy.

While my son with minor special needs attended public school, I found during an IEP meeting that my son was not attending regular classes. He was working with the custodian but receiving high school credit for Math and Science. When I asked why, they said he would never be able to make it in the real world and that they were teaching him a trade. He would be getting a certificate of completion rather than a high school diploma. At the time, I was a single mother working full time and his father attended the earlier IEP meetings and was trying to make it easier for my son to complete school. I refused, but at this time he was already a junior in high school and he was behind and struggling. I had him attend the classes that were required. Shaun is now 23 years old and still struggling but able to make it in the real world. If the public school hadn't failed him he would be able to have more confidence and push himself to be more successful. I have watched Jefferson Academy with students that are Special Needs they do not try and just push the students through school they find out where each child is at educationally and build on their education from there.

The students who attend Jefferson Academy come from the public schools who have already failed the students. The students either drop out or are dismissed to look for another school because they have not taken time to properly educate these students whereas Jefferson Academy stops and takes the time to fill in the gaps. They may not be passing the AIMS test but look at their progress. I have a daughter who was being bullied at the same public school who had failed my son I researched and researched schools and found Jefferson Academy. They tested her at a freshman level and found that she did not know how to do 2nd and 3rd grade math. Marina is now a senior in college and missed the AIMs test by a few points. You need to adjust your thinking process and find out where these kids come from and find out how far they have come because progress is being made at Jefferson Academy. These are the students no one wants. What happened to No Child Left Behind? I know Jefferson Academy hasn't left my child behind….

Do you want these kids to go to public school and be just be a number????

Thank you for your time and I hope you make the right decision!

Chloe Reidhead

Chloe Reidhead

Concerned Parent

EXHIBIT "NN"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

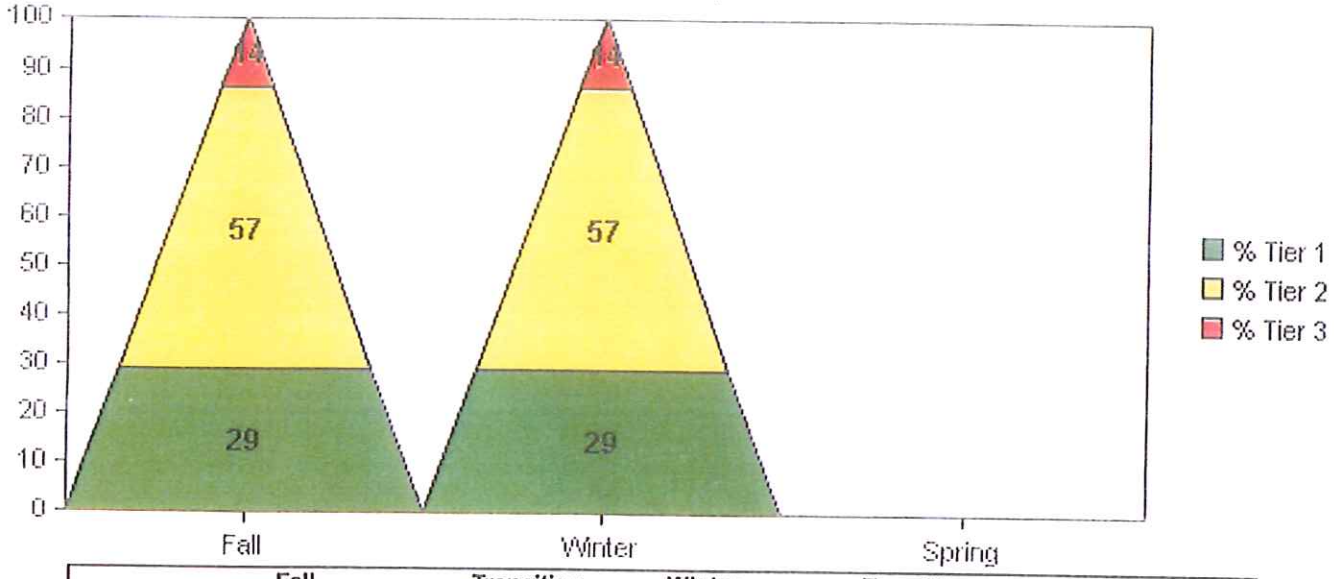
Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Reading - Curriculum Based Measurement
Grade 3 - (Pettit, Kerry - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	1 (14%)	1 0 0	1 (14%)	0 0 0	0 (0%)
Tier 2	4 (57%)	0 4 0	4 (57%)	0 0 0	0 (0%)
Tier 1	2 (29%)	0 0 2	2 (29%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	7		7		0

Note: Unscored also includes any students who may have been transferred.

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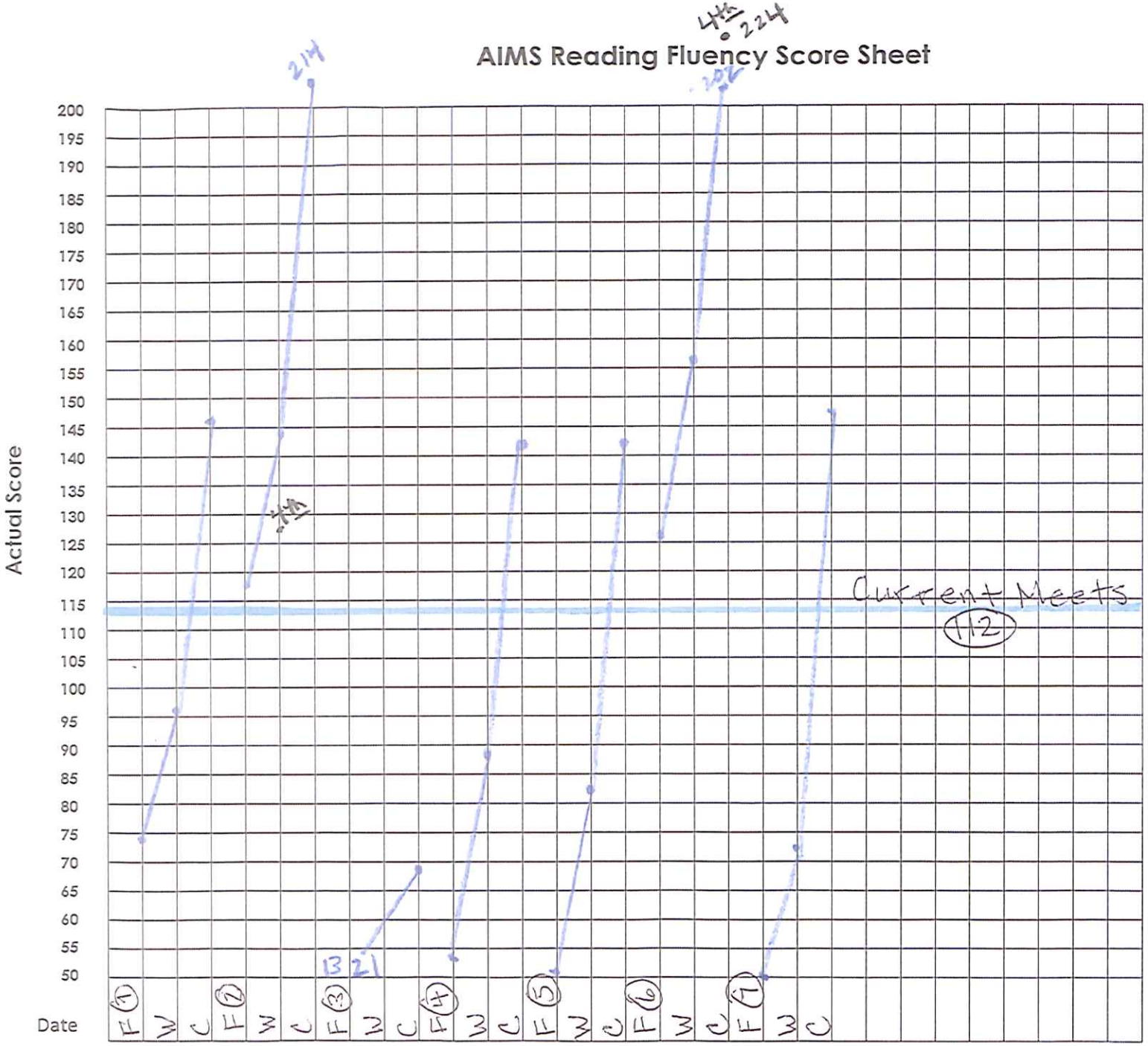
AIMS Reading Fluency Score Sheet



~~Student:~~ Pettit

Grade: 3rd

Notes:

3-3 = IEP

3-5 = IEP

3-7 = Lost father just before school started

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

4th grade = F 105, W 120, S 128

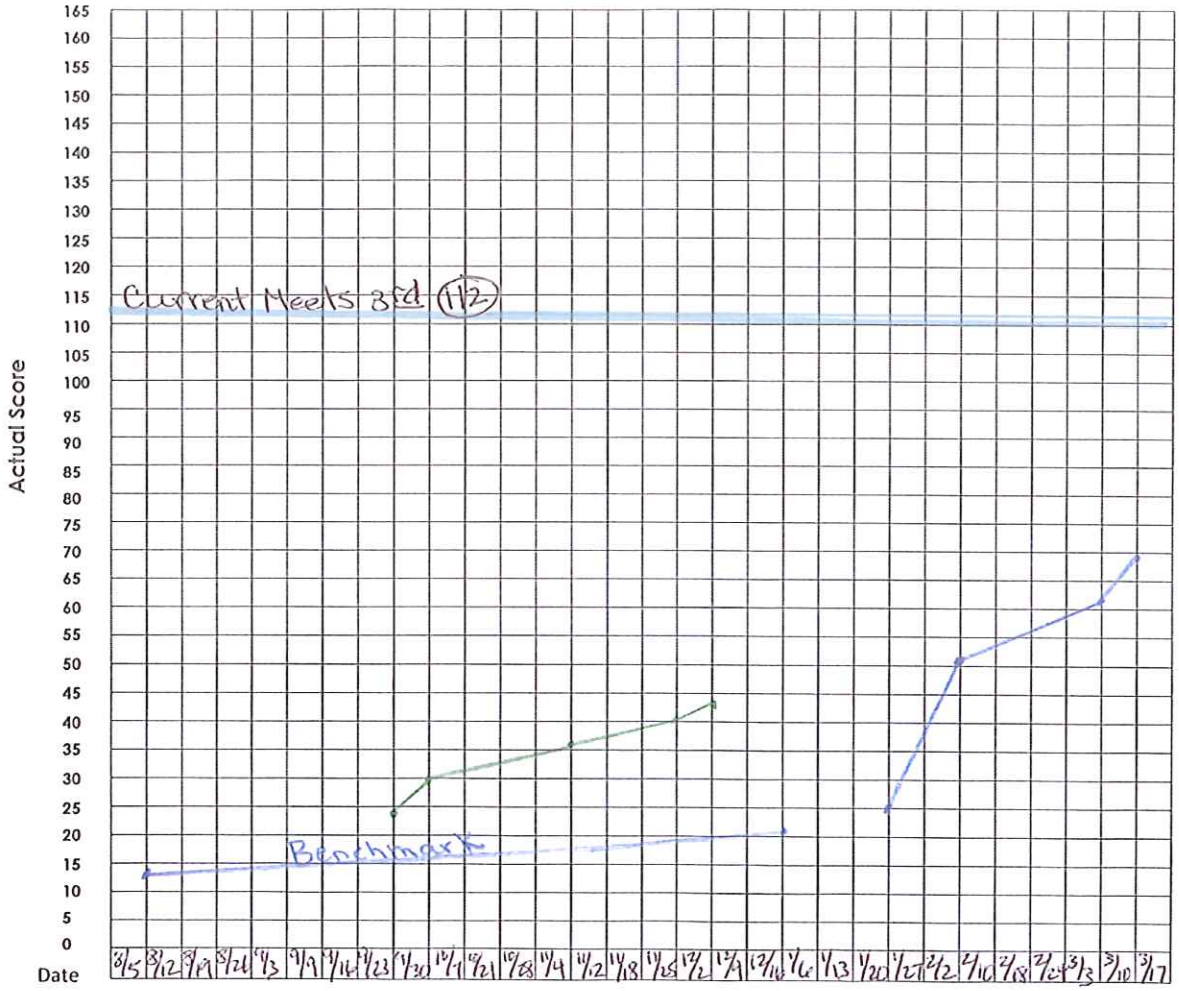
5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

Founding Fathers 00235

AIMS Reading Fluency Score Sheet



Student: P-3-3

Grade: 3rd

Notes: IEP = SLD

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

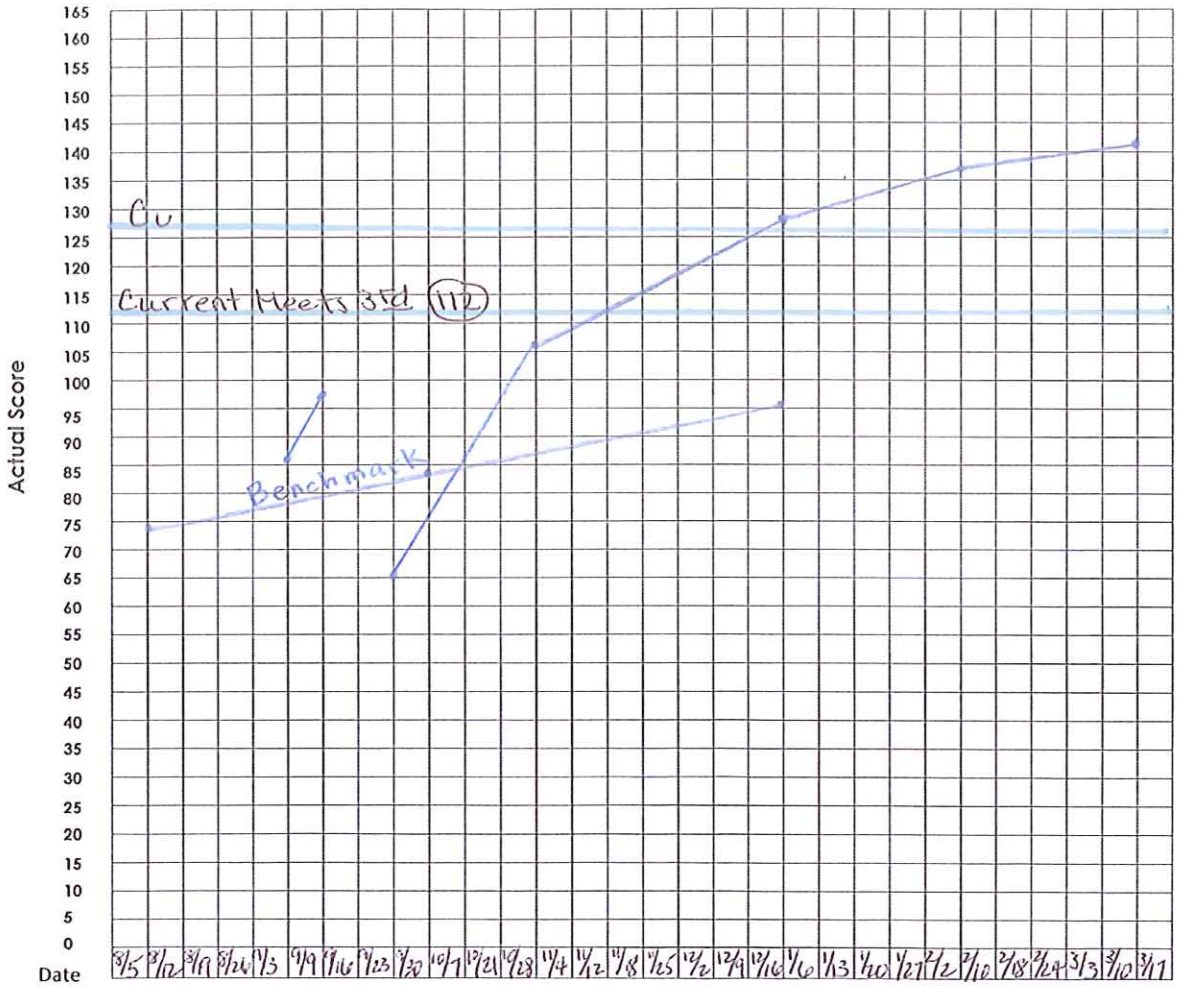
4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



Student: P-3-1

Grade: 3rd

Notes:

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

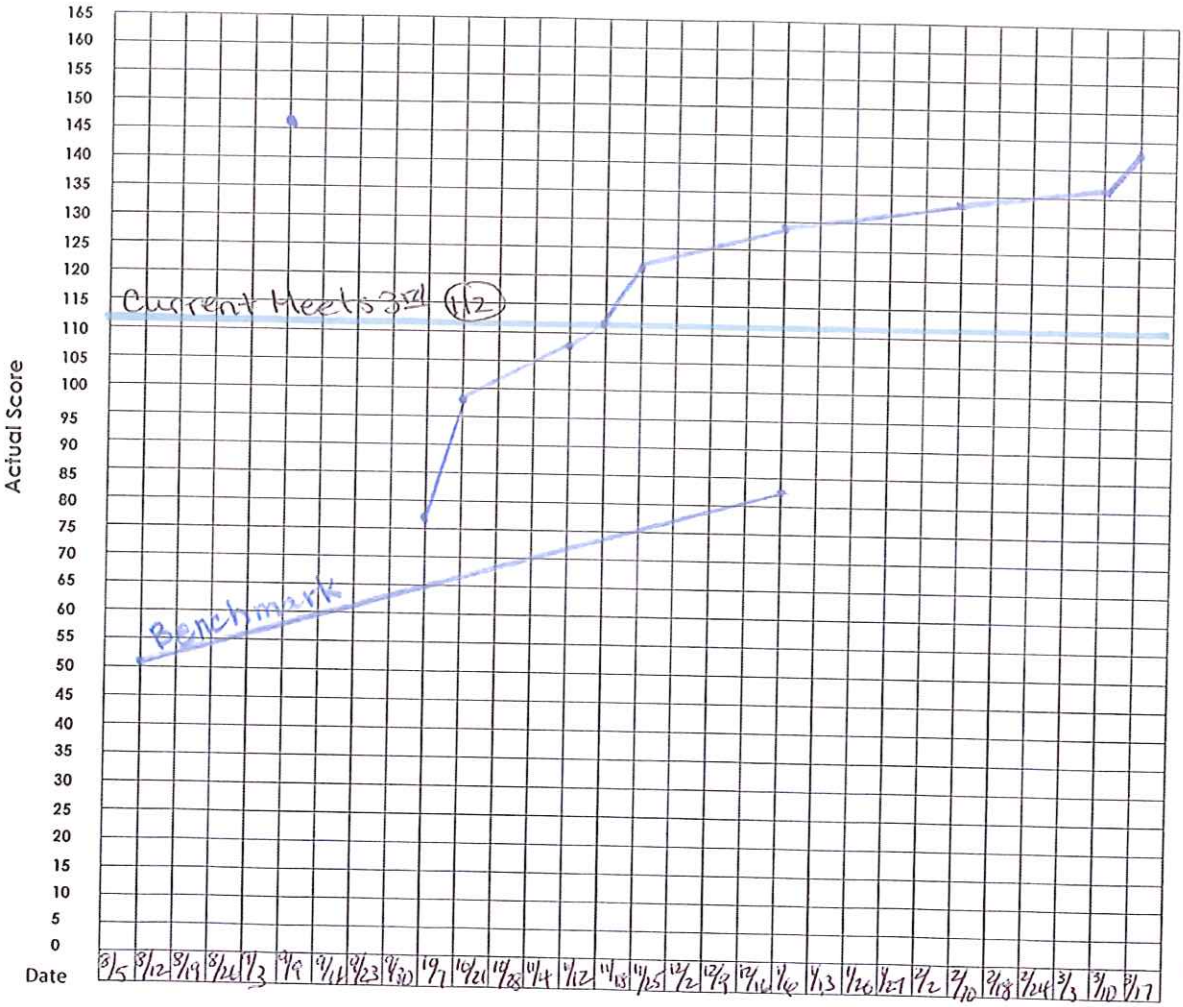
4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



Student: P-3-5

Grade: 3rd

Notes: IEP- OHI severe ADHD in process

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

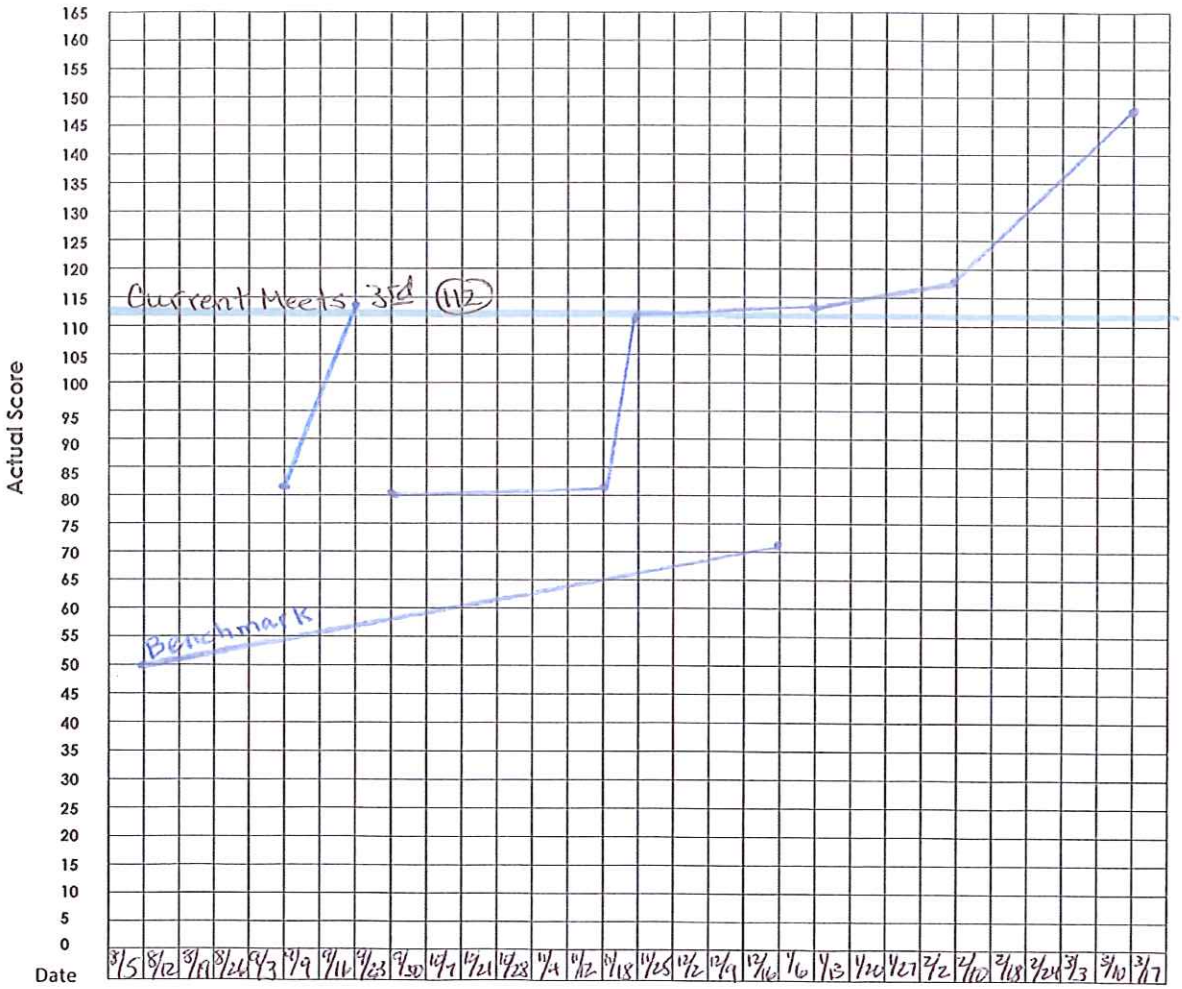
4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



Student: P-3-7

Grade: 3rd

Notes: Lost father just before year started

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

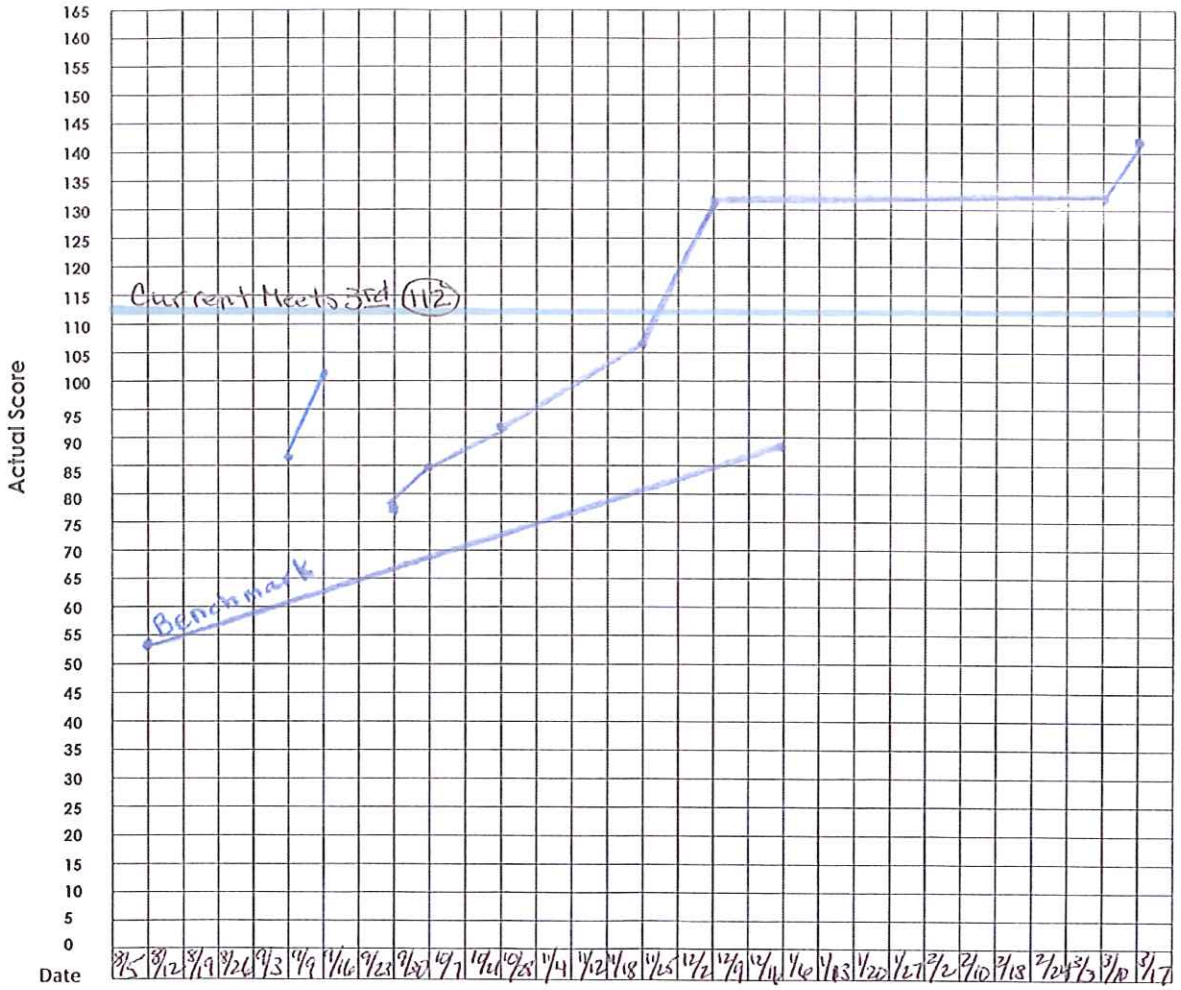
4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



Student: P-3-4

Grade: 3rd

Notes:

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

EXHIBIT "O"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

February 3, 2014

To Whom It May Concern,

I'm writing this letter at the request of Jefferson Academy. My three children have attended there since 2009. Each of them seems to struggle with concentrating and the student to teacher ratio has been a great benefit to their learning. The addition of several teachers' aids has also been vital to their ability to complete tasks and grasp concepts. The teachers give so much time and attention to helping each of them succeed and they love school and learning because of the caring they have been shown. My girls have also been challenged. They are tested and then their curriculum is tailored to where they are. My oldest daughter was a grade ahead for Spelling and received work for where she is in each subject, not just a "one size fits all" mentality that she would get in an overcrowded public school.

I appreciate the approach to education, the individualized learning plans, and the number of adults there to watch over and push my girls to concentrate and finish. I know they wouldn't get this attention at a public school. I know they wouldn't get challenging material for each subject and special help for the areas they might struggle with.

I understand the decision to revoke the schools charter is based on the AIMS testing scores. I think the number of special needs students needs to be taken into account. It isn't feasible for mentally challenged students to be expected to be able to test at the same level as students that don't have those challenges.

I would be greatly concerned about my children's ability to be successful if they had to attend a public school. They need individualized attention, they need small class sizes, they need to be challenged with individualized learning plans, and they need many adults to help when they struggle.

I hope you will take all of this into account as you make your assessment and judgment.

Thank You,

Bridgette V. Blake

Bridgette V. Blake
Concerned Parent

EXHIBIT "OO"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

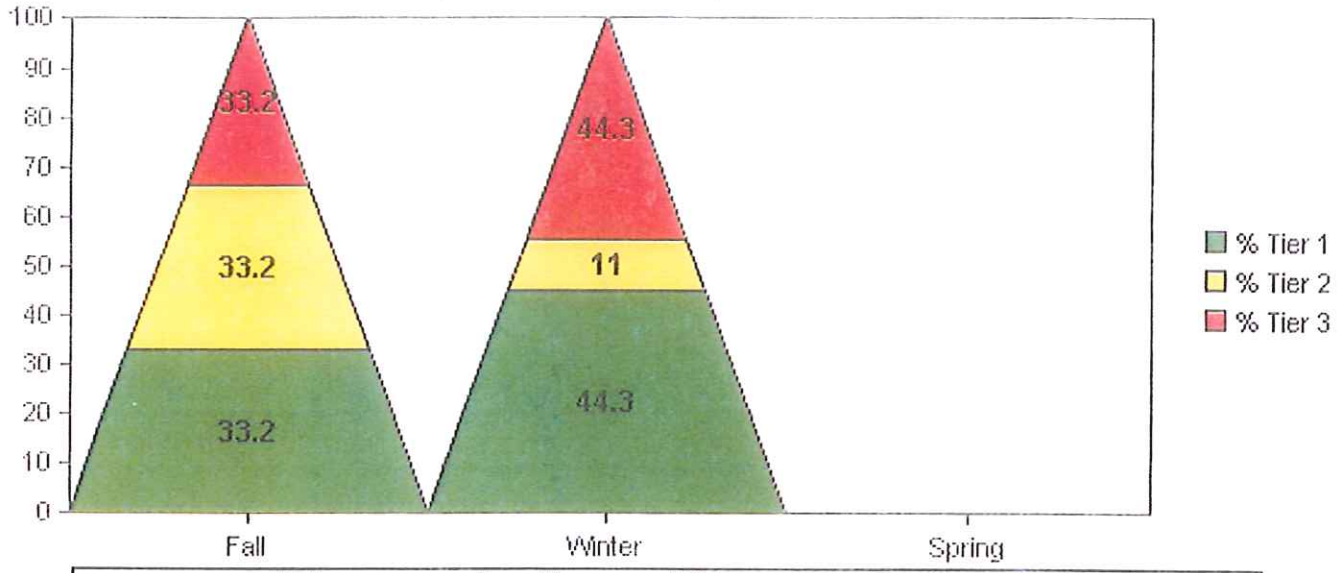
Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Reading - Curriculum Based Measurement
Grade 4 - (Pettit, Kerry - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	4 (33.2%)	4 0 0	4 (44.3%)	0 0 0	0 (0%)
Tier 2	4 (33.2%)	0 1 1	1 (11%)	0 0 0	0 (0%)
Tier 1	4 (33.2%)	0 0 3	4 (44.3%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		3		0	
Total Students	12		9		0

Note: Unscored also includes any students who may have been transferred.

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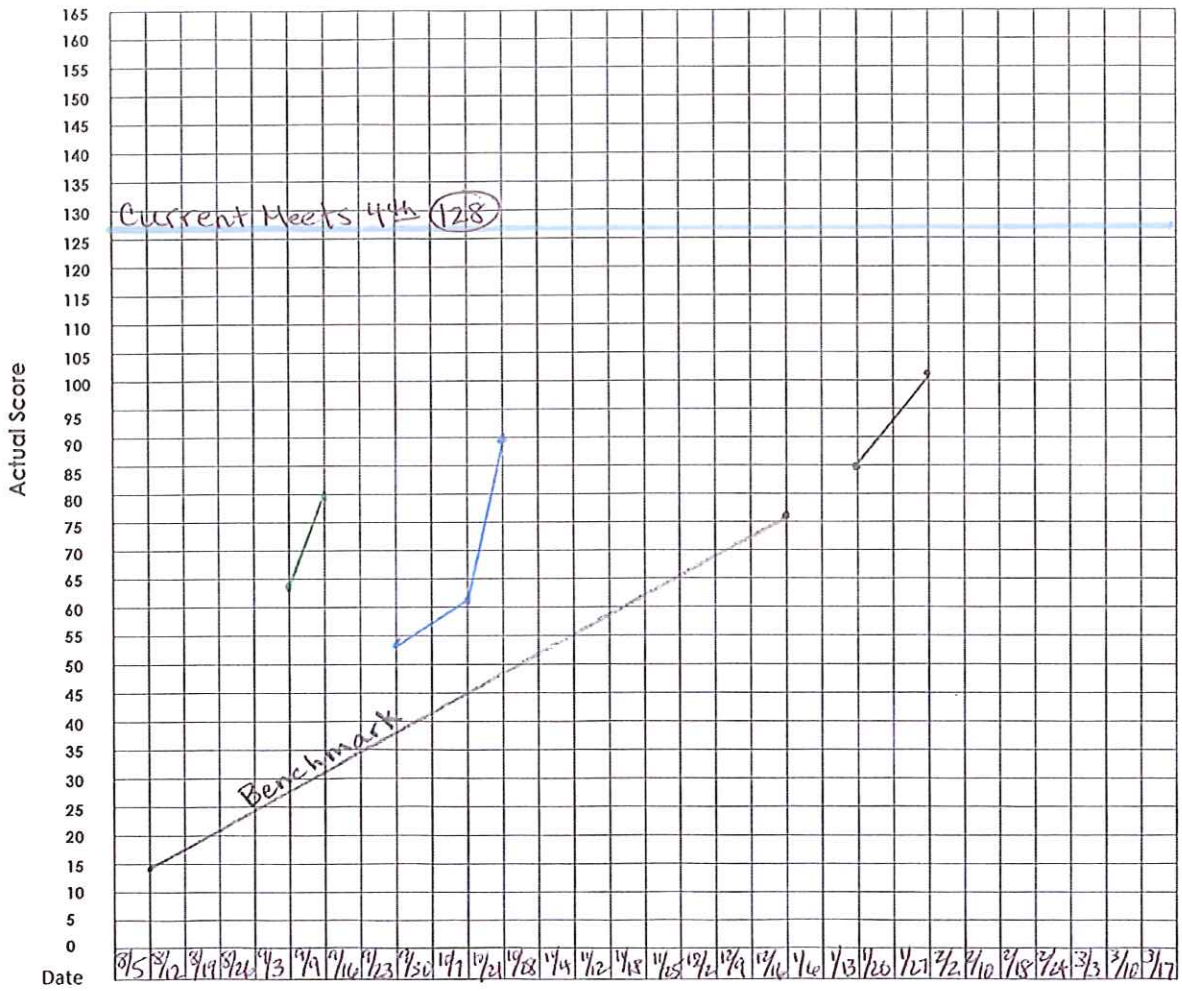
AIMS Reading Fluency Score Sheet



Student: P-4-7

Grade: 4th

Notes: IEP-ED

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

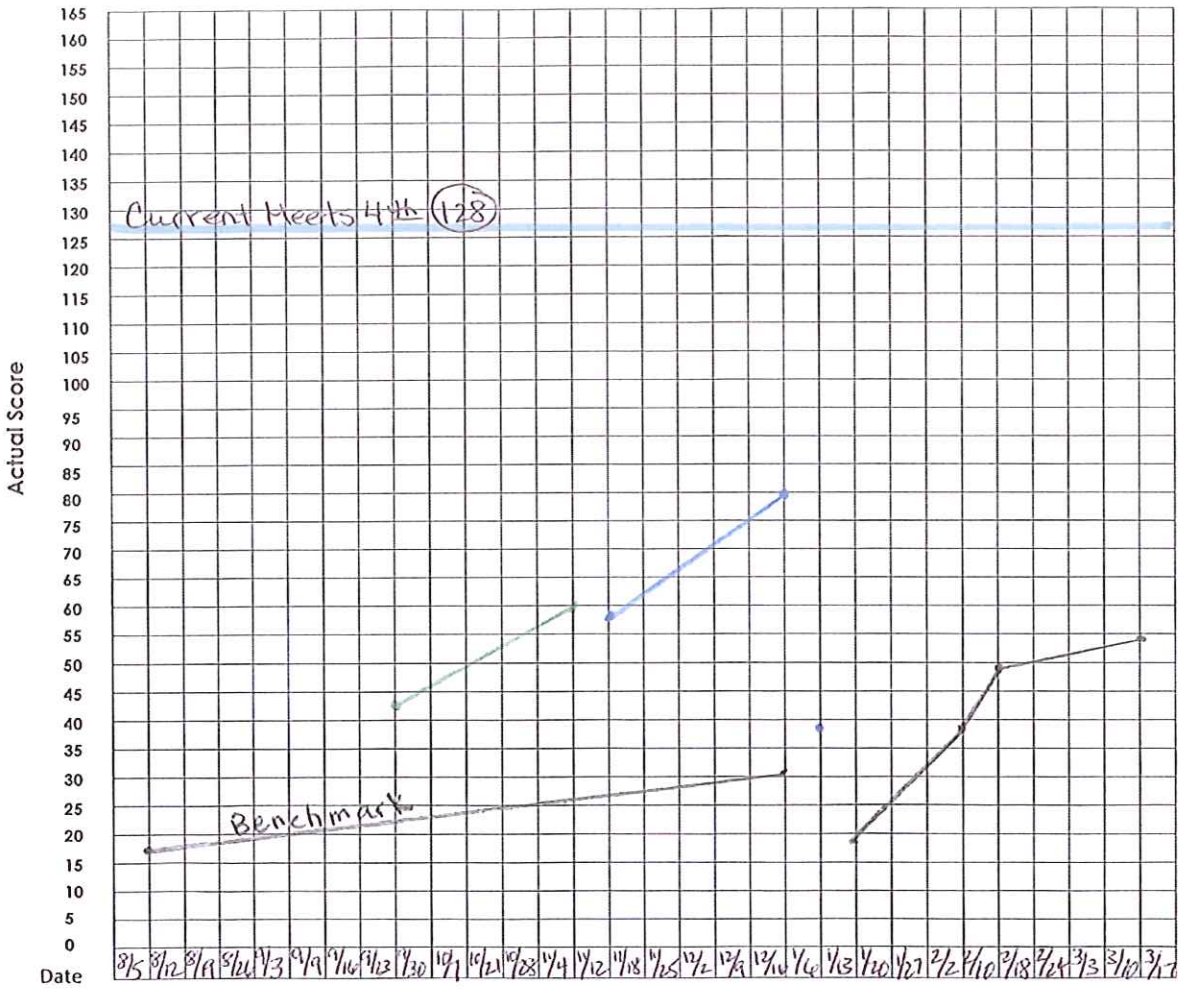
4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



Student: P-4-8

Grade: 4th

Notes: IEP- SLD

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

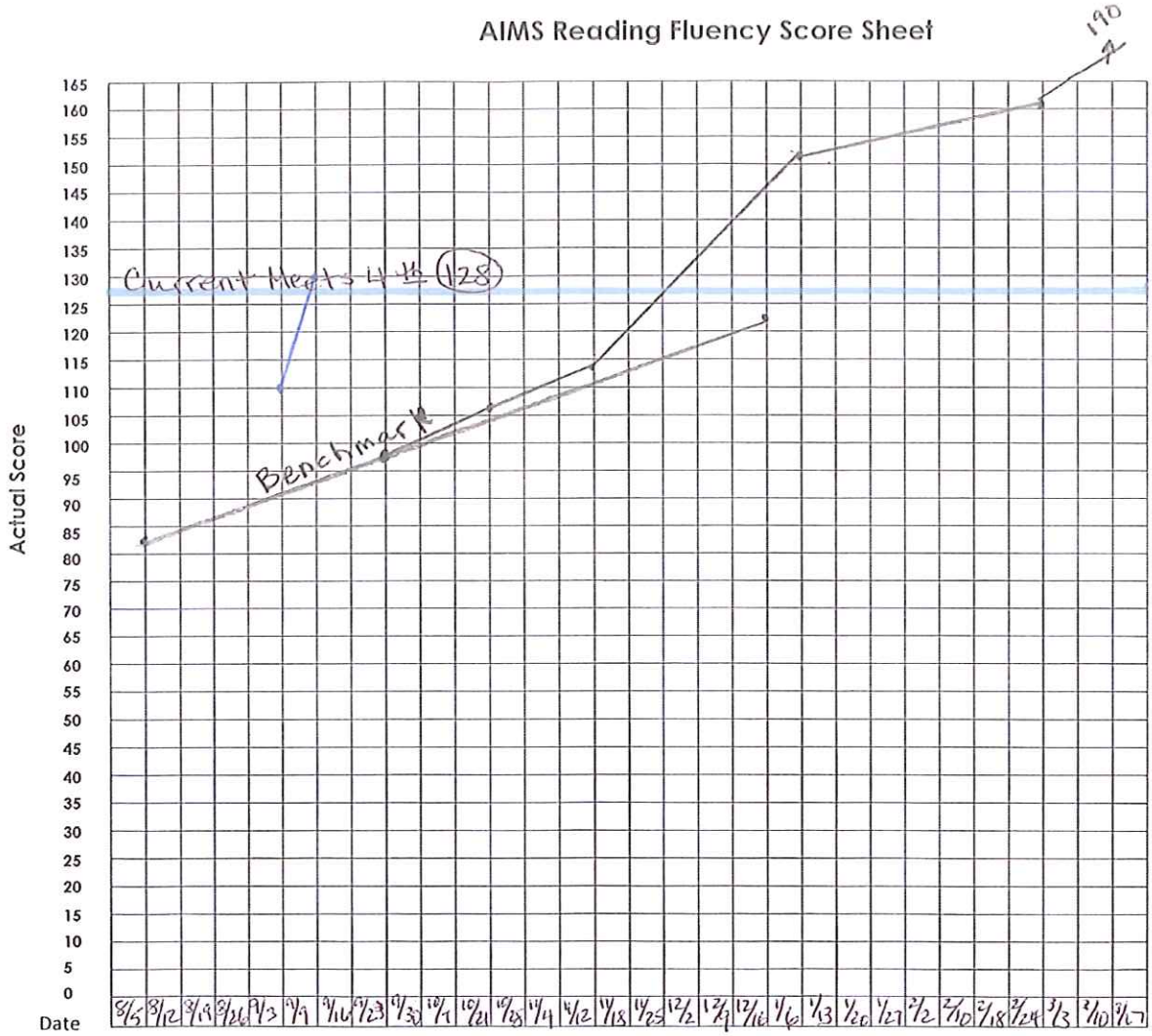
4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



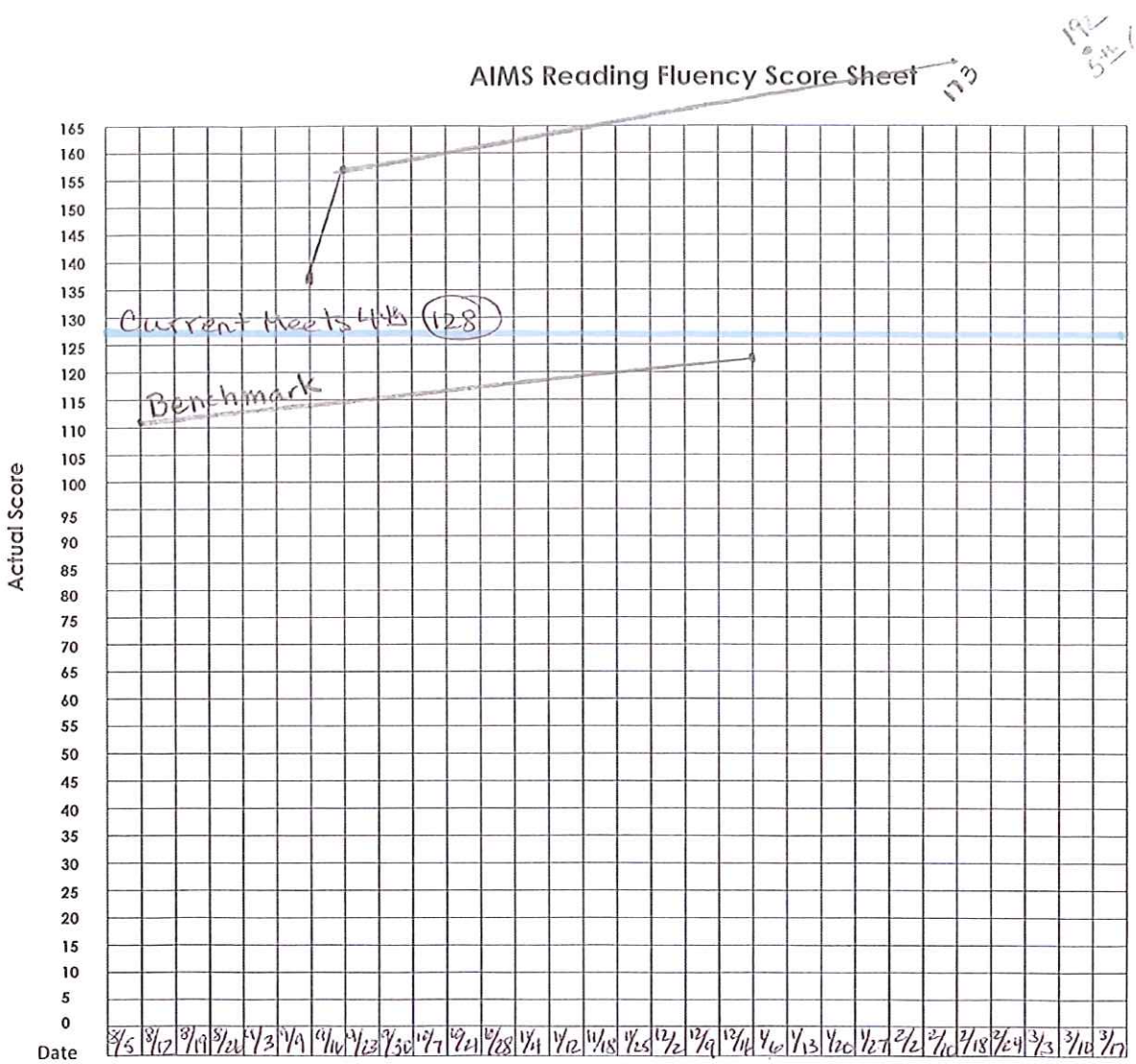
Student: P-4-1

Grade: 4th

Notes:

1st grade = F N/A, W 30, S 41
2nd grade = F 55. W 80, S 86
3rd grade = F 88. W 105, S 112
4th grade = F 105, W 120, S 128
5th grade = F 114, W 129, S 136
6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



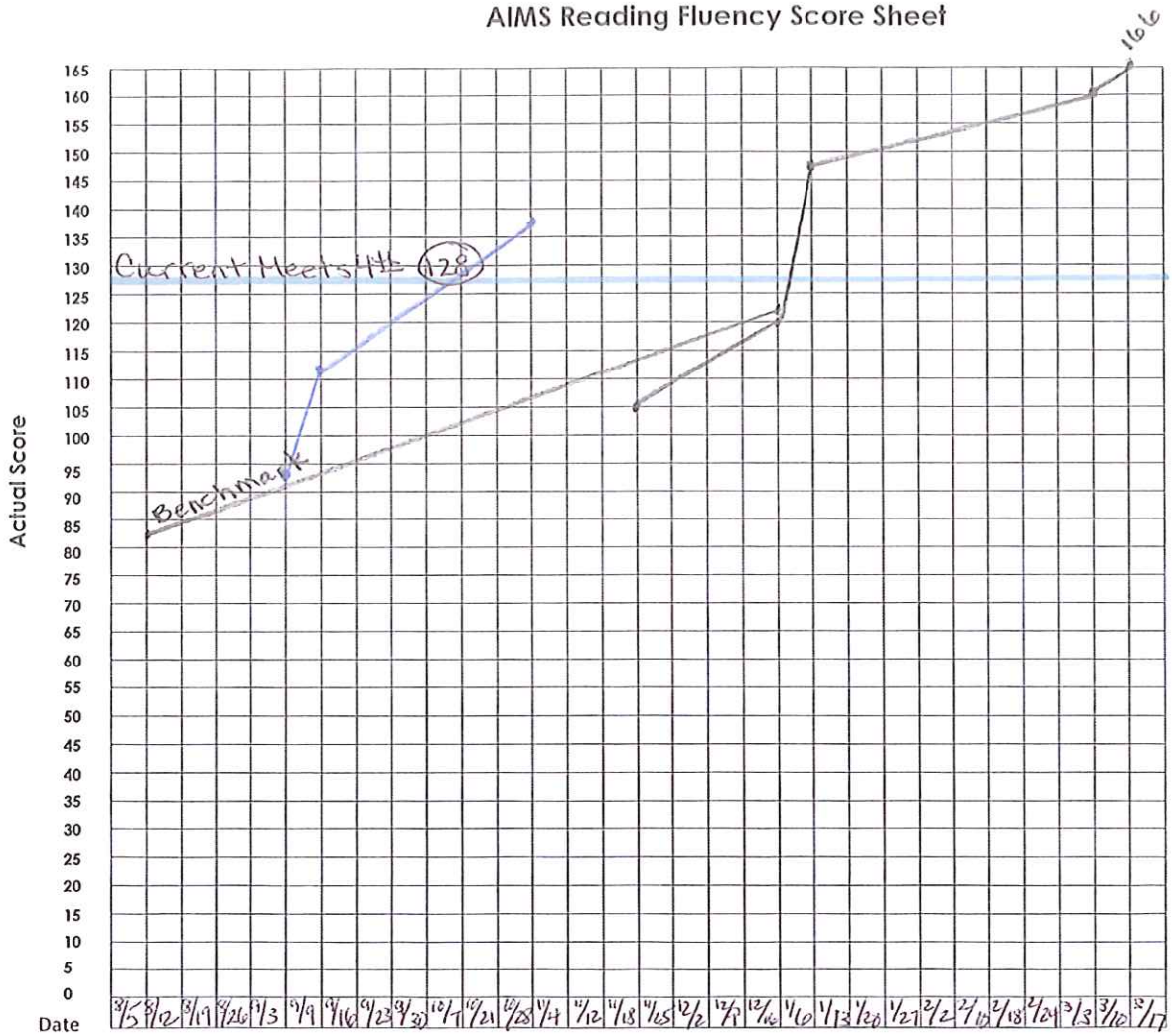
Student: P-4-2

Grade: 4th

Notes:

1st grade = F N/A, W 30, S 41
2nd grade = F 55. W 80, S 86
3rd grade = F 88. W 105, S 112
4th grade = F 105, W 120, S 128
5th grade = F 114, W 129, S 136
6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



Student: P-4-5

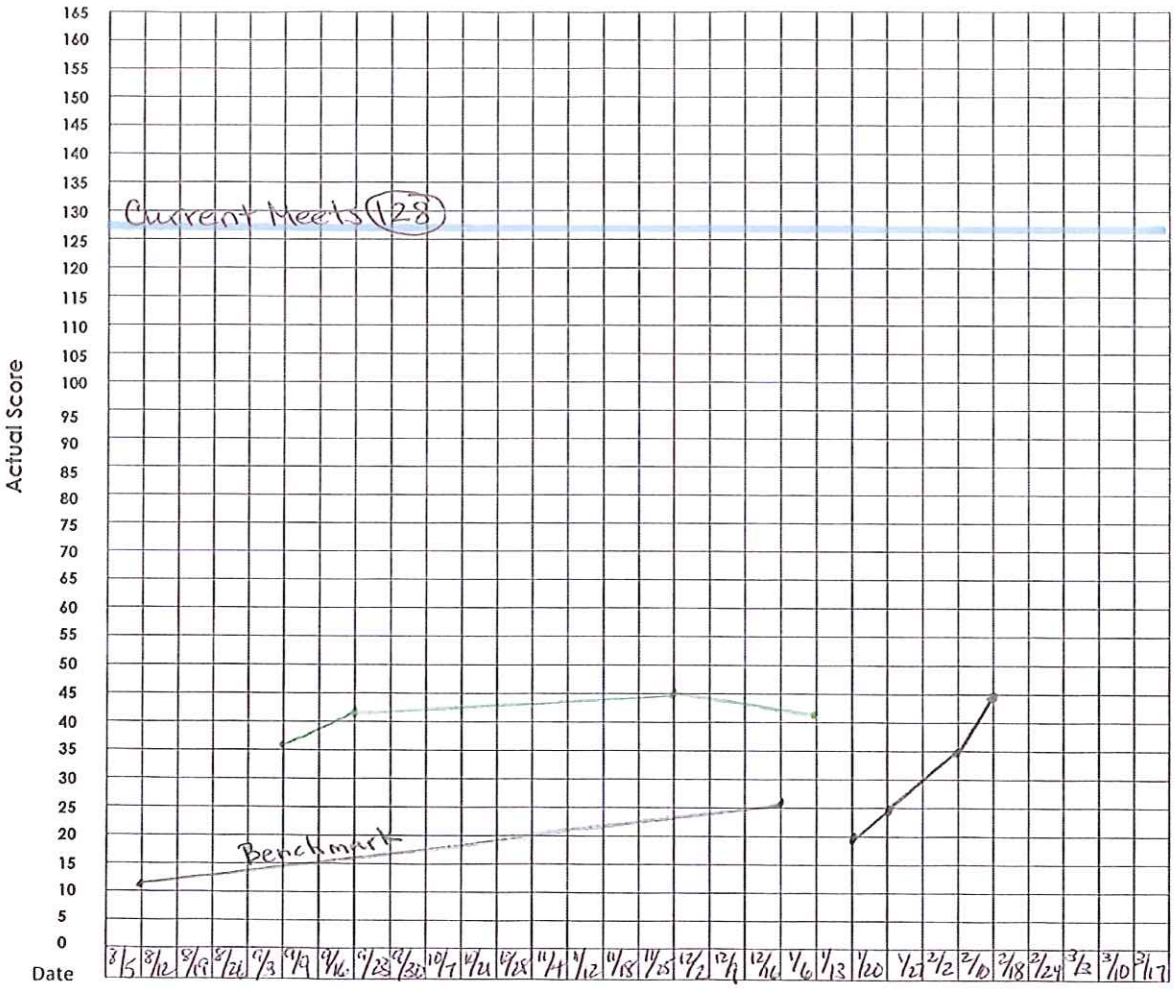
Grade: 4th

Notes:

IEP-Speech
ELL

1st grade = F N/A, W 30, S 41
2nd grade = F 55. W 80, S 86
3rd grade = F 88. W 105, S 112
4th grade = F 105, W 120, S 128
5th grade = F 114, W 129, S 136
6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



Student: P-4-3

Grade: 4th

Notes: IEP = CP

1st grade = F N/A, W 30, S 41

2nd grade = F 55. W 80, S 86

3rd grade = F 88. W 105, S 112

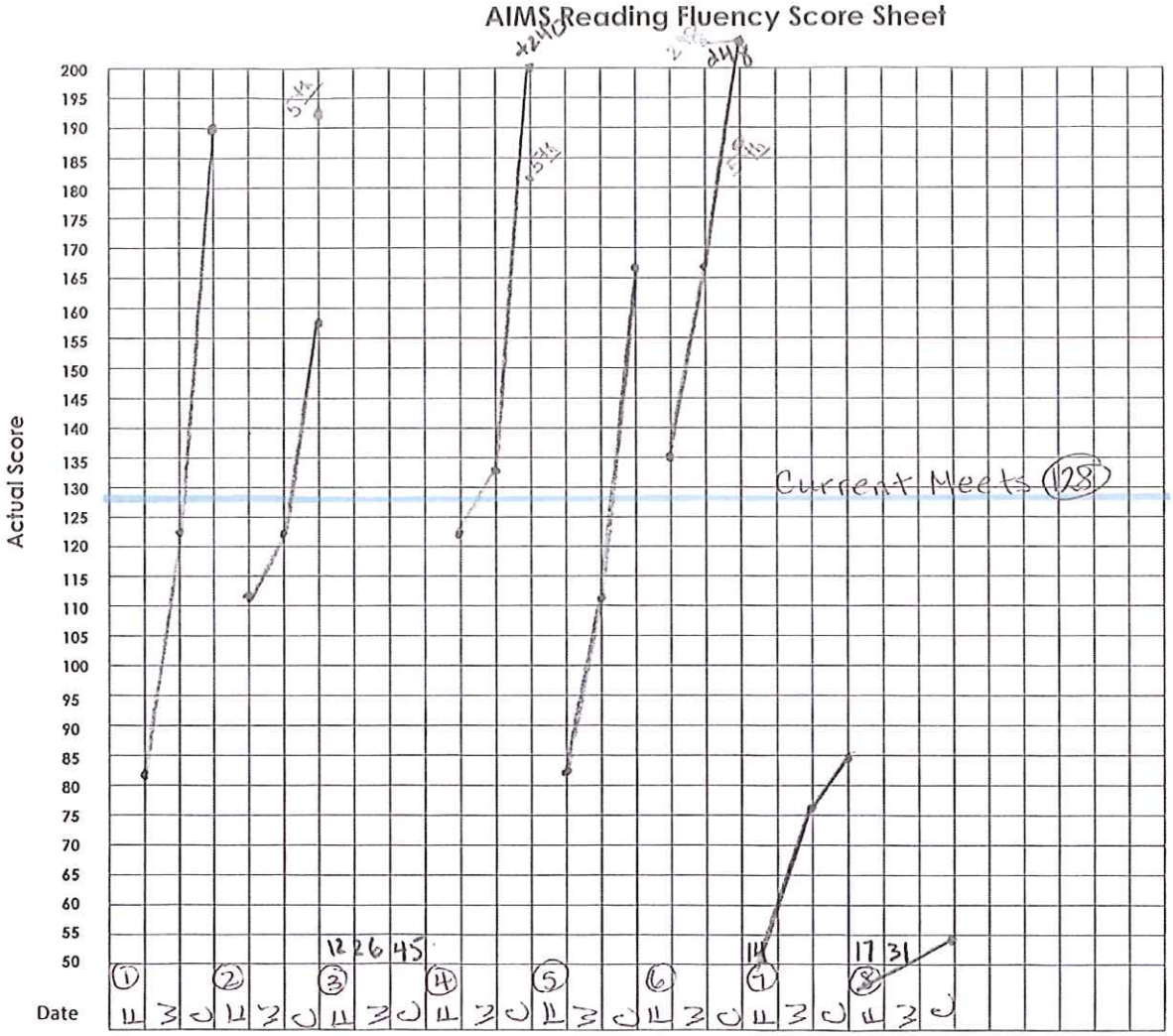
4th grade = F 105, W 120, S 128

5th grade = F 114, W 129, S 136

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 160

AIMS Reading Fluency Score Sheet



~~Student~~:
Pettit

Grade:
4th

Notes:
4-3: IEP
CP

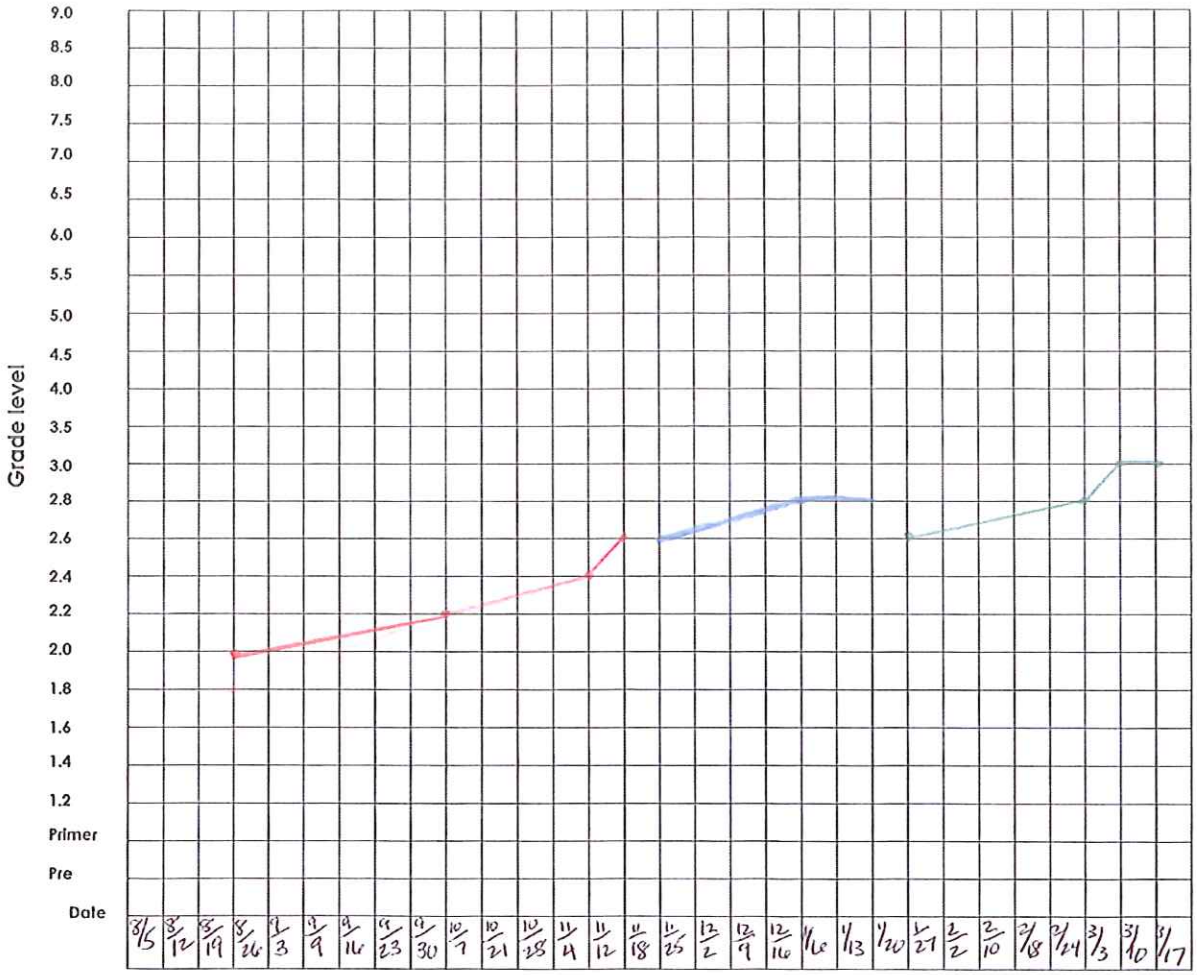
4-5 = IEP speech

4-7 = IEP = ED

4-8 = IEP = SLD

1st grade = F N/A, W 30, S 41
2nd grade = F 55. W 80, S 86
3rd grade = F 88. W 105, S 112
4th grade = F 105, W 120, S 128
5th grade = F 114, W 129, S 136
6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 160

SRA Reading Comprehension Score Sheet



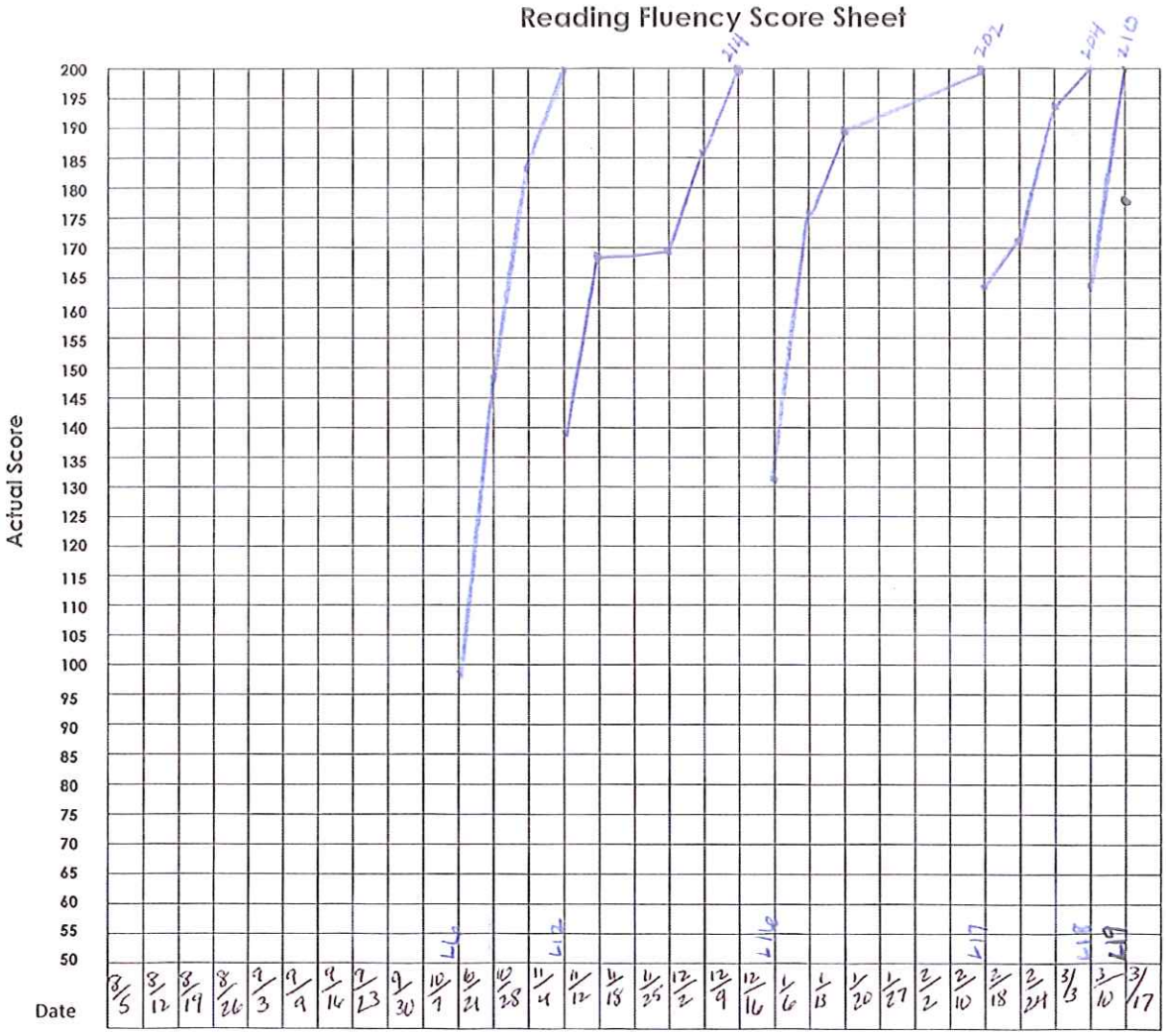
Student: ~~K~~ P-4-5

Grade: 4th

Notes: IEP-Speech
ELL.

Box 1A Pre-Primer to 3.5
1st Grade
Box 1B 1.4 to 4.5
2nd Grade
Box 1C 1.6 to 5.5
3rd Grade
Box 2A 2.0 to 6
4th Grade
Box 2B 2.2 to 7
5th Grade
Box 2C 2.0 to 7
6th Grade

Reading Fluency Score Sheet



Student:
~~A~~ P-4-5

Grade:
4th

Notes:
IEP - Speech
ELL

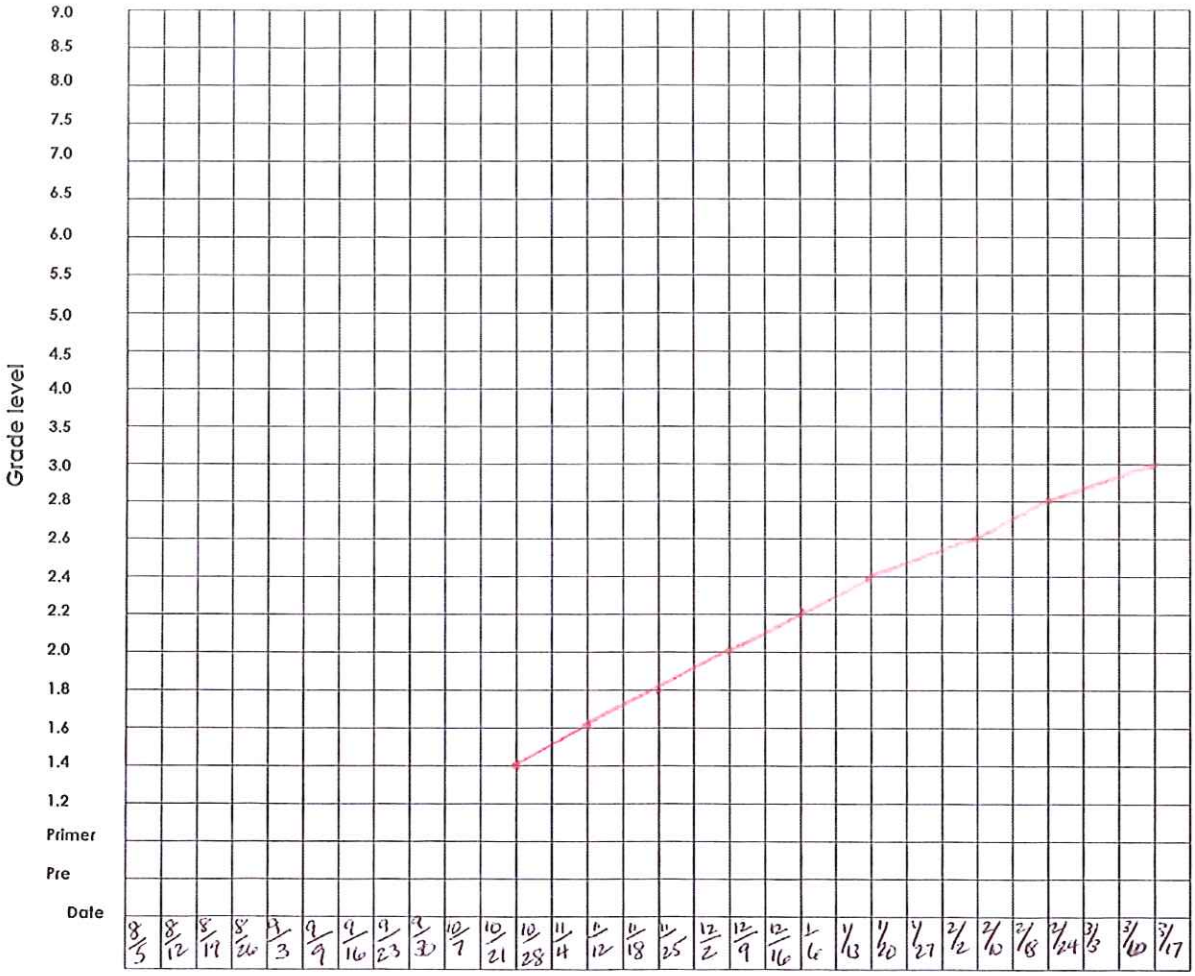
Letter Naming

Letter Sounds

Reading Passage:

Kinder	1st grade
2nd grade	3rd grade
4th grade	5th grade
6th grade	7th grade
8th grade	9th grade
10th grade	11th grade
12th grade	

SRA Reading Comprehension Score Sheet



Student: ~~A~~ P-4-3

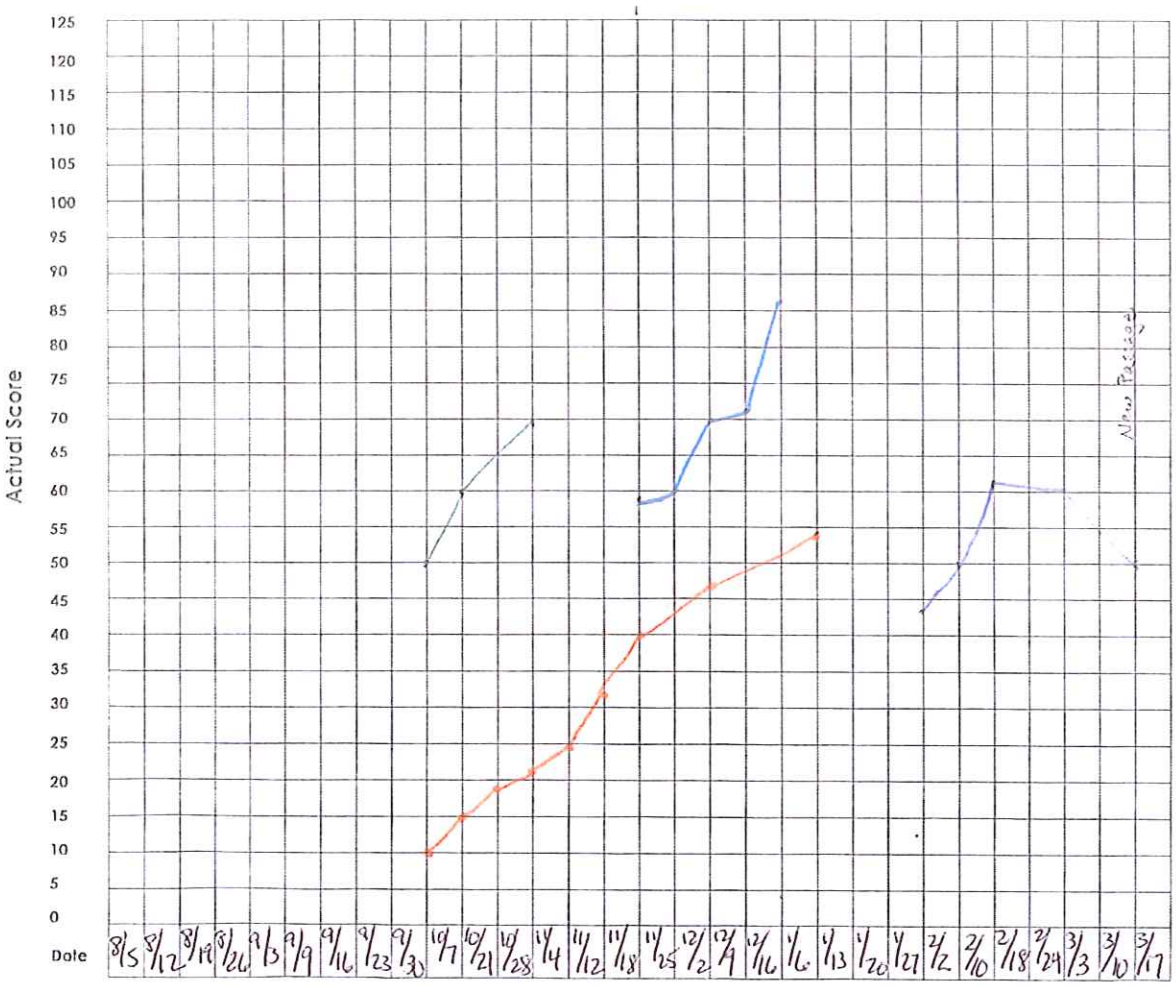
Grade: 4th

Notes:

IEP - CP

Box 1A Pre-Primer to 3.5
1st Grade
Box 1B 1.4 to 4.5
2nd Grade
Box 1C 1.6 to 5.5
3rd Grade
Box 2A 2.0 to 6
4th Grade
Box 2B 2.2 to 7
5th Grade
Box 2C 2.0 to 7
6th Grade

Reading Fluency Score Sheet



Student: ~~A~~ P-4-3

Grade: 4th

Notes: IEP - CP

Started in Toolbox 1 based on beginning of the year assessment. Winter assessment showed great growth now on 3rd grade.

Letter Naming

Letter Sounds 60 in 60 sec.

Reading Passage:

Kinder 1st grade

2nd grade 3rd grade

4th grade 5th grade

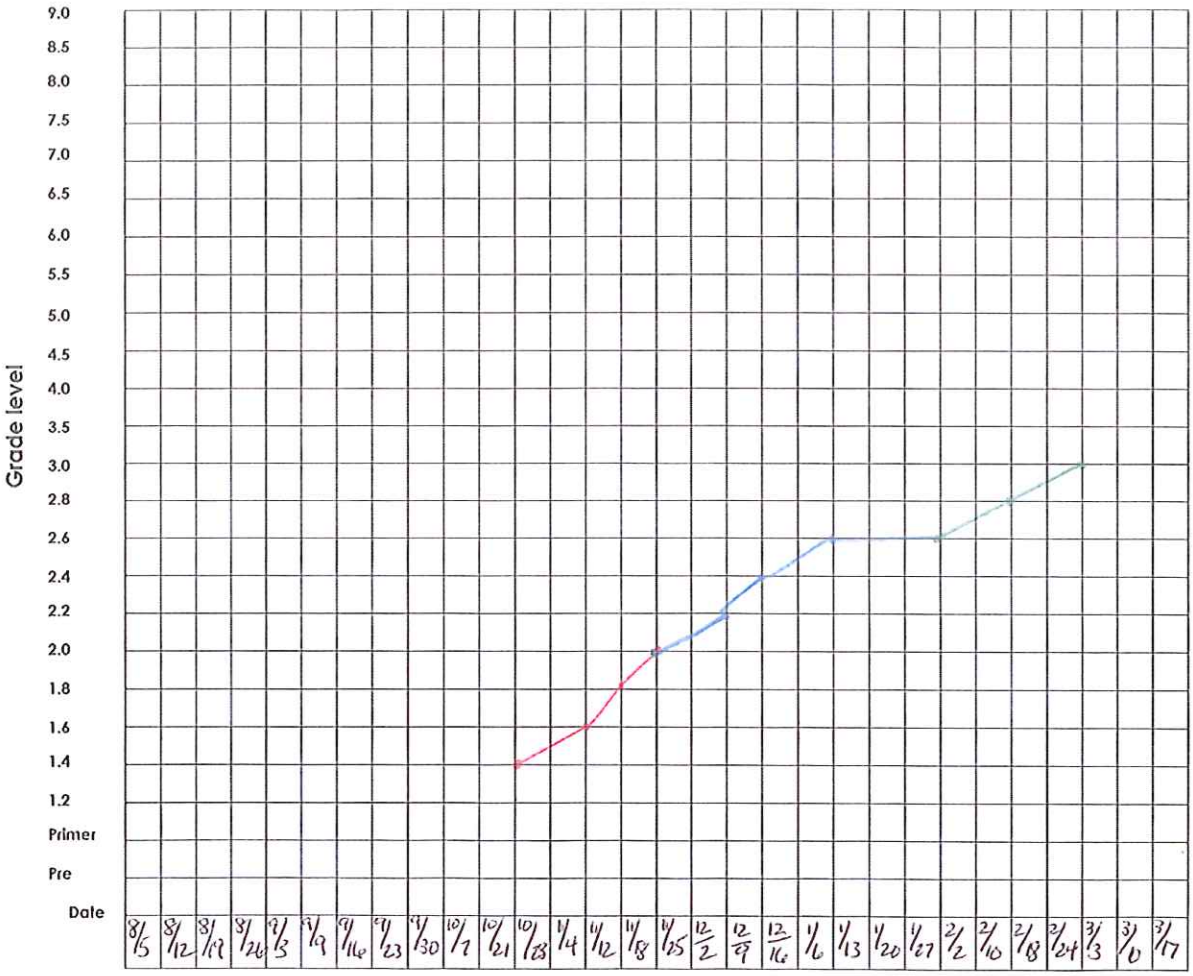
6th grade 7th grade

8th grade 9th grade

10th grade

12th grade

SRA Reading Comprehension Score Sheet



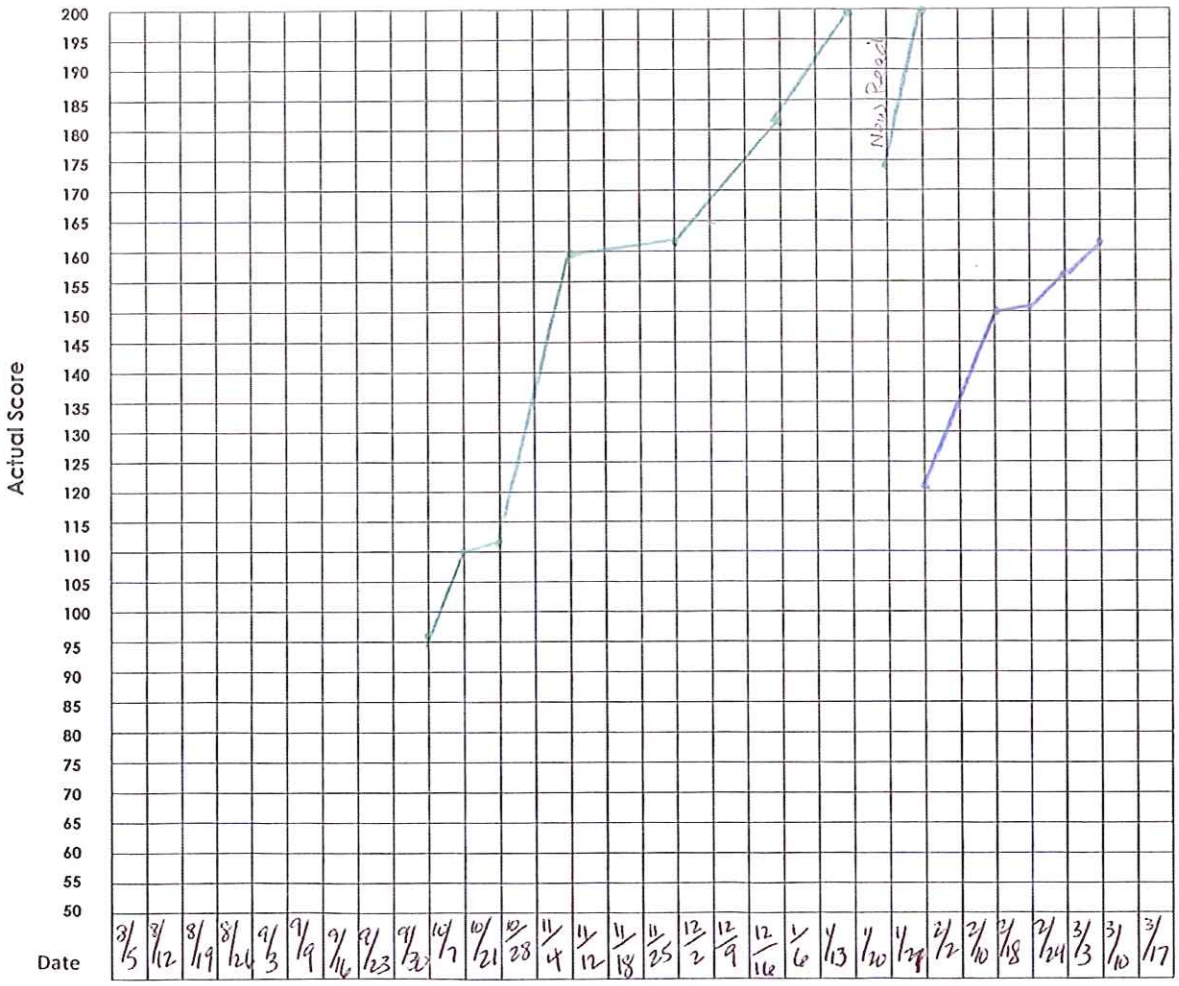
Student: DX P-4-7

Grade: 4th

Notes: IEP-ED

Box 1A Pre-Primer to 3.5
1st Grade
Box 1B 1.4 to 4.5
2nd Grade
Box 1C 1.6 to 5.5
3rd Grade
Box 2A 2.0 to 6
4th Grade
Box 2B 2.2 to 7
5th Grade
Box 2C 2.0 to 7
6th Grade

Reading Fluency Score Sheet



Student: ~~P~~ P-4-7

Grade: 4th

Notes:

I.E.P.-ED

Started in Toolbox 1 Letter Sound Fluency through to Check 8 in Jan. Then moved to 3rd Grade (Level 2)

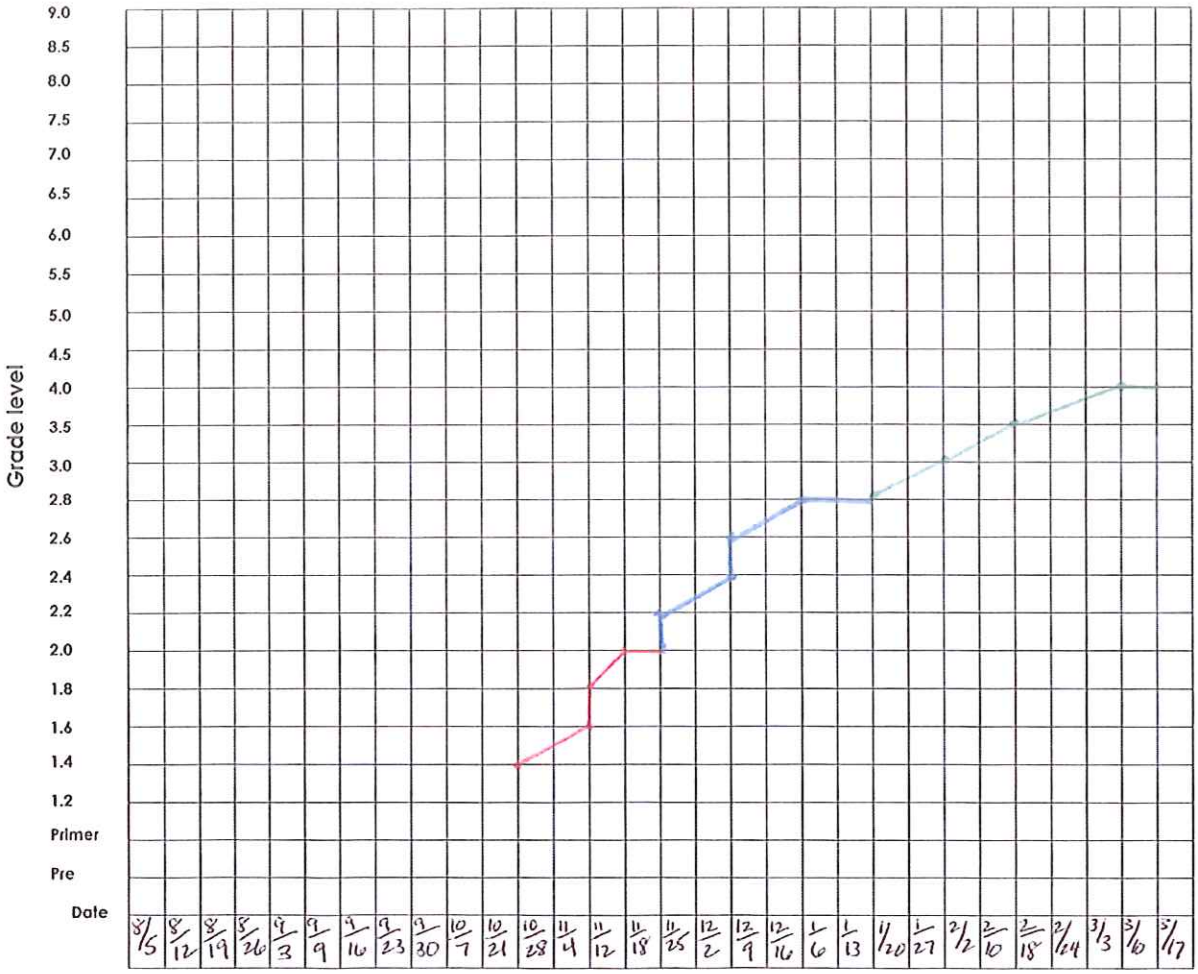
Letter Naming

Letter Sounds

Reading Passage:

Kinder	1st grade
2nd grade	3rd grade
4th grade	5th grade
6th grade	7th grade
8th grade	9th grade
10th grade	11th grade
12th grade	

SRA Reading Comprehension Score Sheet



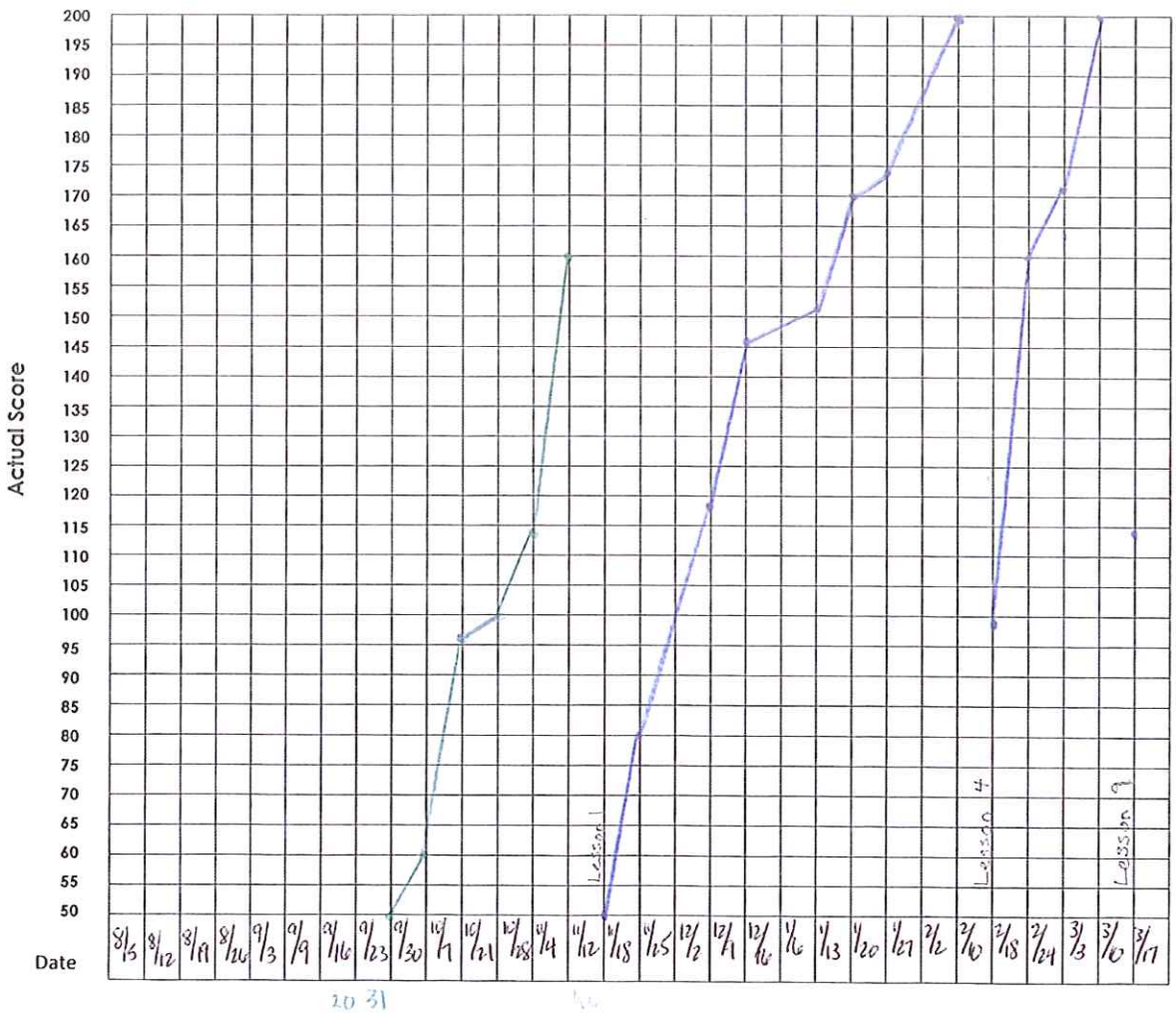
Student: ~~8~~ P-4-8

Grade: 4th

Notes:
IEP = SLD

Box 1A Pre-Primer to 3.5
1st Grade
Box 1B 1.4 to 4.5
2nd Grade
Box 1C 1.6 to 5.5
3rd Grade
Box 2A 2.0 to 6
4th Grade
Box 2B 2.2 to 7
5th Grade
Box 2C 2.0 to 7
6th Grade

Reading Fluency Score Sheet



Student:
~~8~~ P-4-8

Grade:
4th

Notes:
IEP - SLD

Started in Toolbox Letter Sound Fluency through to Check 2. Moved to 3rd grade Level 2 on 11/13

Letter Naming

Letter Sounds

Reading Passage:

Kinder	1st grade
2nd grade	3rd grade
4th grade	5th grade
6th grade	7th grade
8th grade	9th grade
10th grade	11th grade
12th grade	

EXHIBIT "P"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

February 16, 2014

Judy Arnold

P O Box 1450

Show Low Az 85902

Re: Reevaluation of Jefferson Academy's Charter

To Whom It May Concern,

Our son, Caden, attends Jefferson Academy as a 7th grader. It is his second year at Jefferson and for the first time in his scholastic life he is happy, content and doing very well.

Caden is an intelligent, outgoing child with an abundance of energy, a tactile learning style and a silly wit. At Jefferson Academy he is allowed to explore the character he is while being guided by firm and understandable structure.

In a standard public school classroom, Caden has been unfairly labeled a problem because he finds it difficult to sit still for periods of time and assimilate lessons in a traditional setting.

Sandy and Janice Stewart have created, in Jefferson Academy, an educational program and atmosphere that embraces positive learning methods which can be adapted to particular needs. Their school encourages creative thought and application to the course of study necessary for every child to succeed. We believe that children should reach for the highest standard each individual is capable of. We believe that standardized test results, such as AIMS, cripple the future of children who stand outside the "normal" parameters. We believe that dedicated, loving teachers like the staff at Jefferson Academy, should be celebrated and encouraged.

Because of the Stewart's dedication to children with unique learning abilities, Jefferson Academy is a haven for those with "special needs". It is our opinion that every child has special learning requirements; unfortunately, we have found that standard public school policy is generally unable or unwilling to support kids that stand out physically, mentally or emotionally. Jefferson Academy embraces all children knowing they are all special and endeavors to expand every educational and personal horizon.

Jefferson Academy provides the opportunity for any child to fulfill his/her right to a quality education that will allow them to become self-sufficient, productive adults. Jefferson Academy is a necessary alternative educational experience for the people of Show Low. It would be a terrible loss to our community, teachers, parents and most especially the students of Jefferson Academy should the school be forced to close.

Terry and Judy Arnold

EXHIBIT "PP"

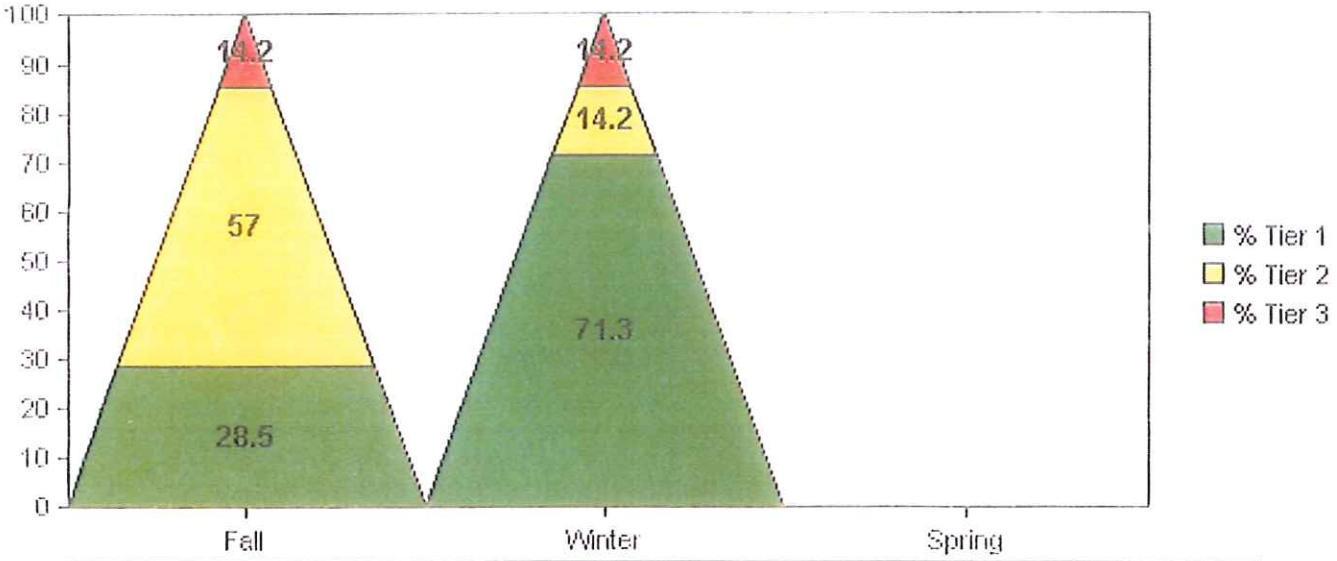
CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Mathematics Concepts and Applications
Grade 3 - (Pettit, Kerry - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	1 (14.2%)	0 1 0	1 (14.2%)	0 0 0	0 (0%)
Tier 2	4 (57%)	1 0 3	1 (14.2%)	0 0 0	0 (0%)
Tier 1	2 (28.5%)	0 0 2	5 (71.3%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	7		7		0

Note: Unscored also includes any students who may have been transferred.

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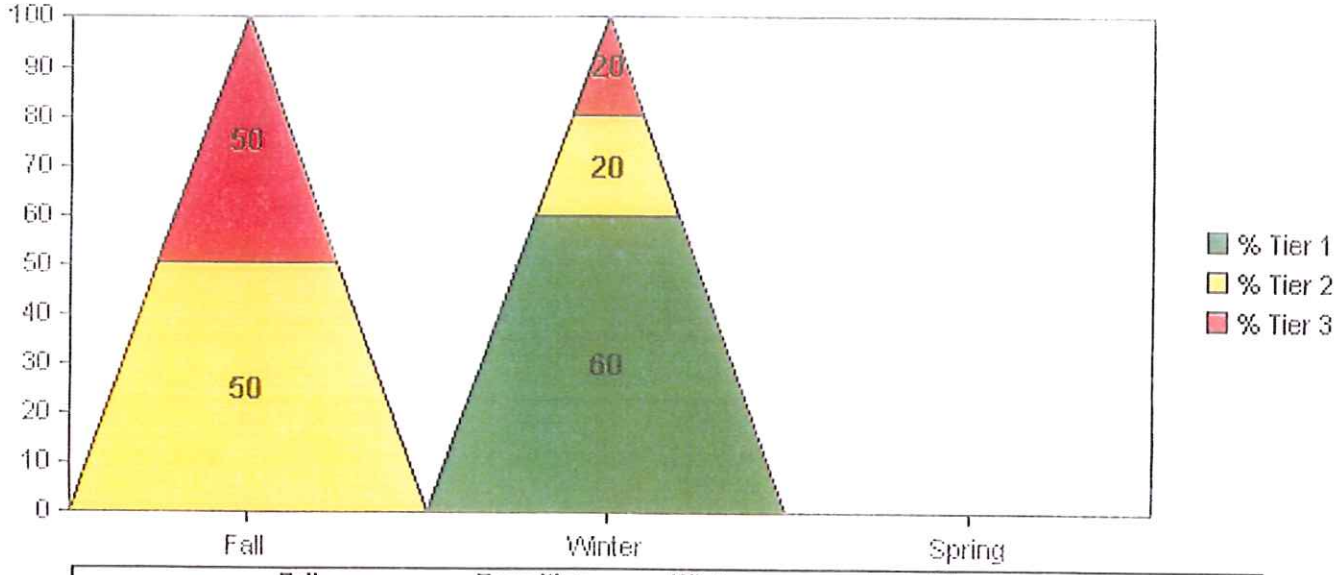
AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Mathematics Concepts and Applications
Grade 4 - (Pettit, Kerry - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	6 (50%)	2 1 2	2 (20%)	0 0 0	0 (0%)
Tier 2	6 (50%)	0 1 4	2 (20%)	0 0 0	0 (0%)
Tier 1	0 (0%)	0 0 0	6 (60%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		2		0	
Total Students	12		10		0

Note: Unscored also includes any students who may have been transferred.

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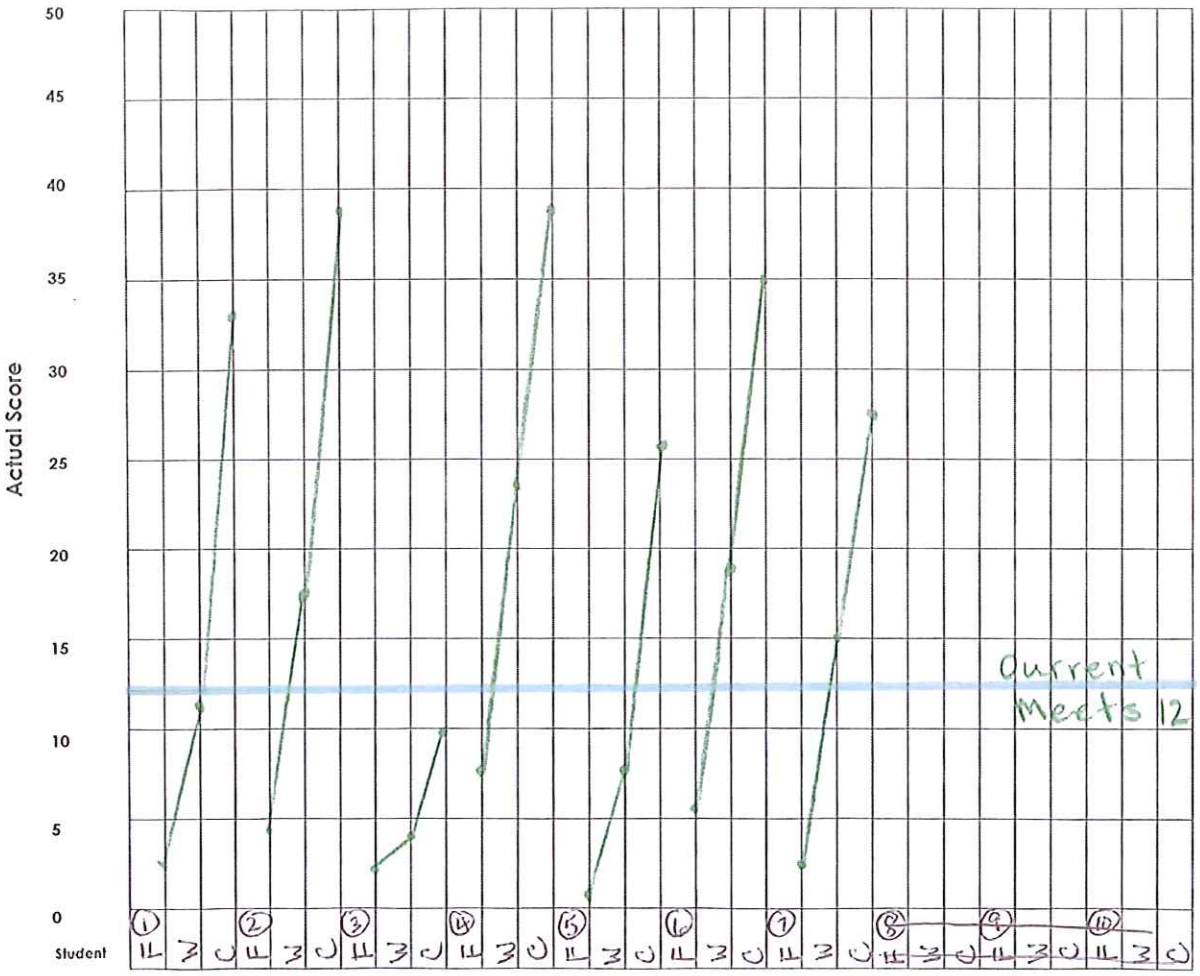
AIMS CAPS Math Score Sheet



Classroom: Pethtt

Grade: 3rd

Notes:

3-3 = IEP
SLD

3-5 = IEP
OHI - severve
ADHD

3-7 Father passed away just before school started

2nd Grade – F = 5, W = 13, S = 15, 100% = 45

3rd Grade – F = 5. W = 10, S = 12, 100% = 46

4th Grade – F = 13, W = 15, S = 16, 100% = 49

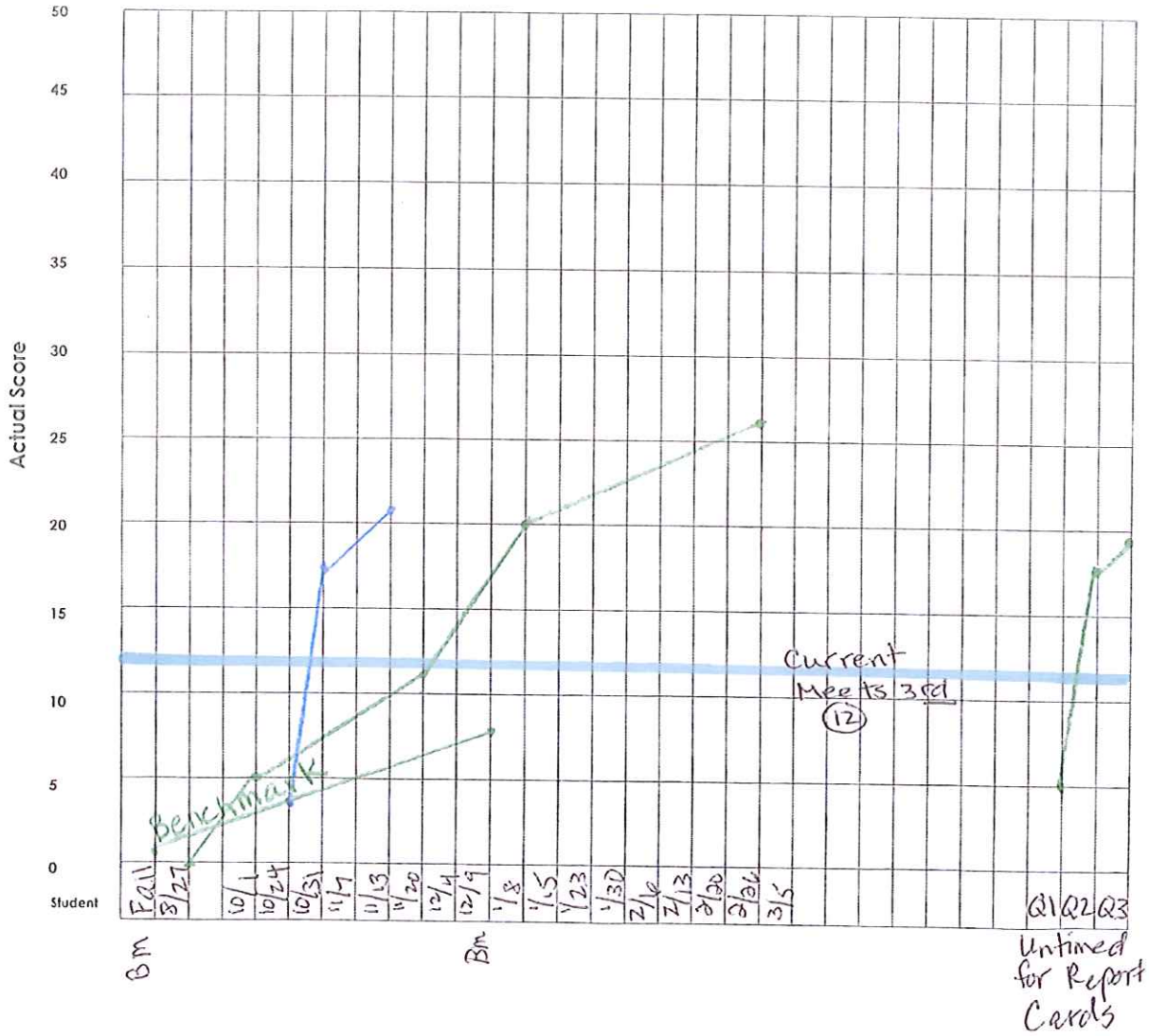
5th Grade – F = 8, W = 10, S = 11, 100% = 51

6th Grade – F = 11, W = 15, S = 16, 100% = 46

7th Grade – F = 10, W = 13, S = 16, 100% = 49

8th Grade – F = 8, W = 11, S = 13, 100% = 42

AIMS CAPS Math Score Sheet



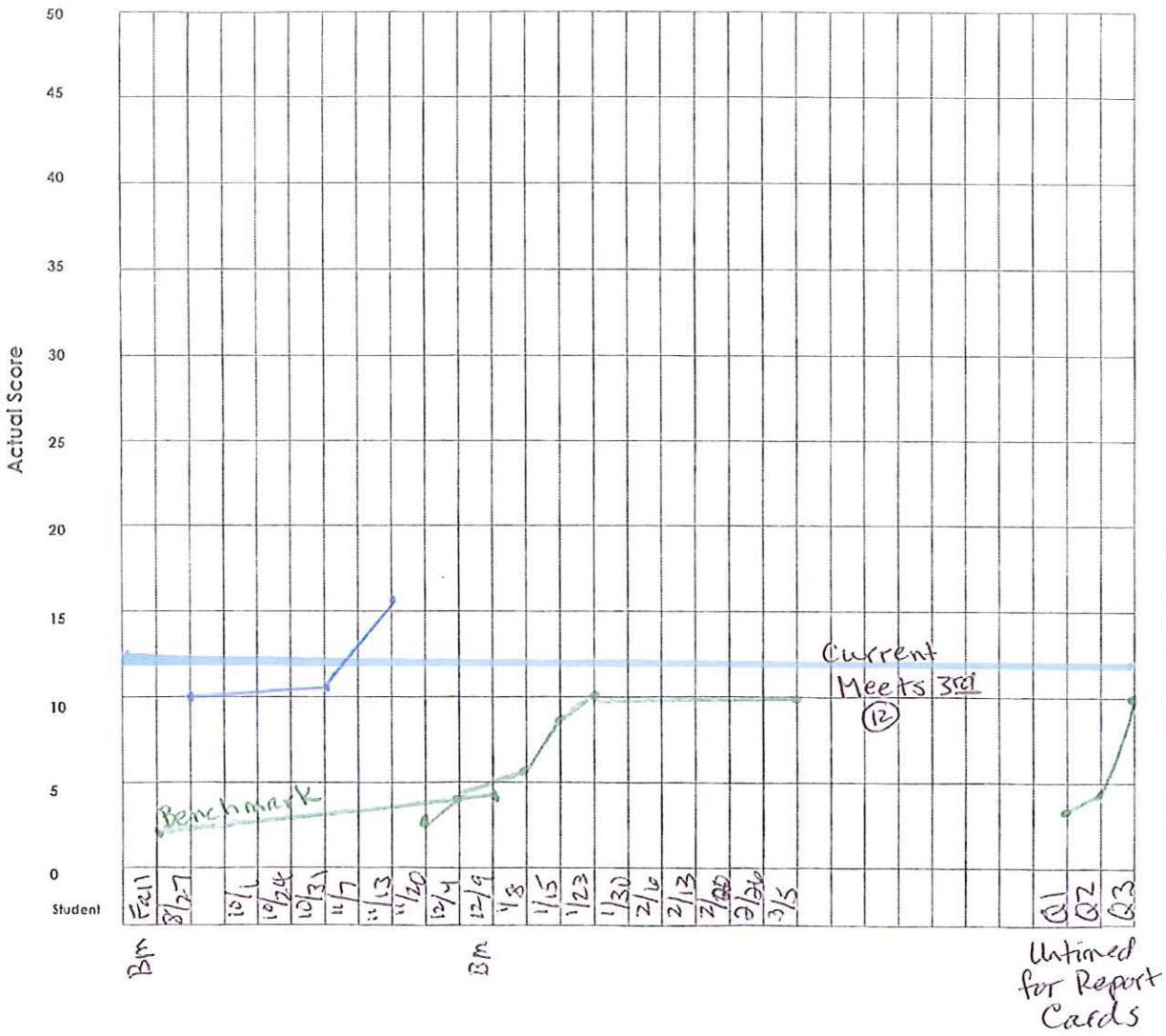
Classroom: P-3-5

Grade: 3rd

Notes:
In process
IEP = OHI
Severe ADHD

2nd Grade – F = 5, W = 13, S = 15, 100% = 45
3rd Grade – F = 5. W = 10, S = 12, 100% = 46
4th Grade – F = 13, W = 15, S = 16, 100% = 49
5th Grade – F = 8, W = 10, S = 11, 100% = 51
6th Grade – F = 11, W = 15, S = 16, 100% = 46
7th Grade – F = 10, W = 13, S = 16, 100% = 49
8th Grade – F = 8, W = 11, S = 13, 100% = 42

AIMS CAPS Math Score Sheet



~~Classroom:~~ P-3-3

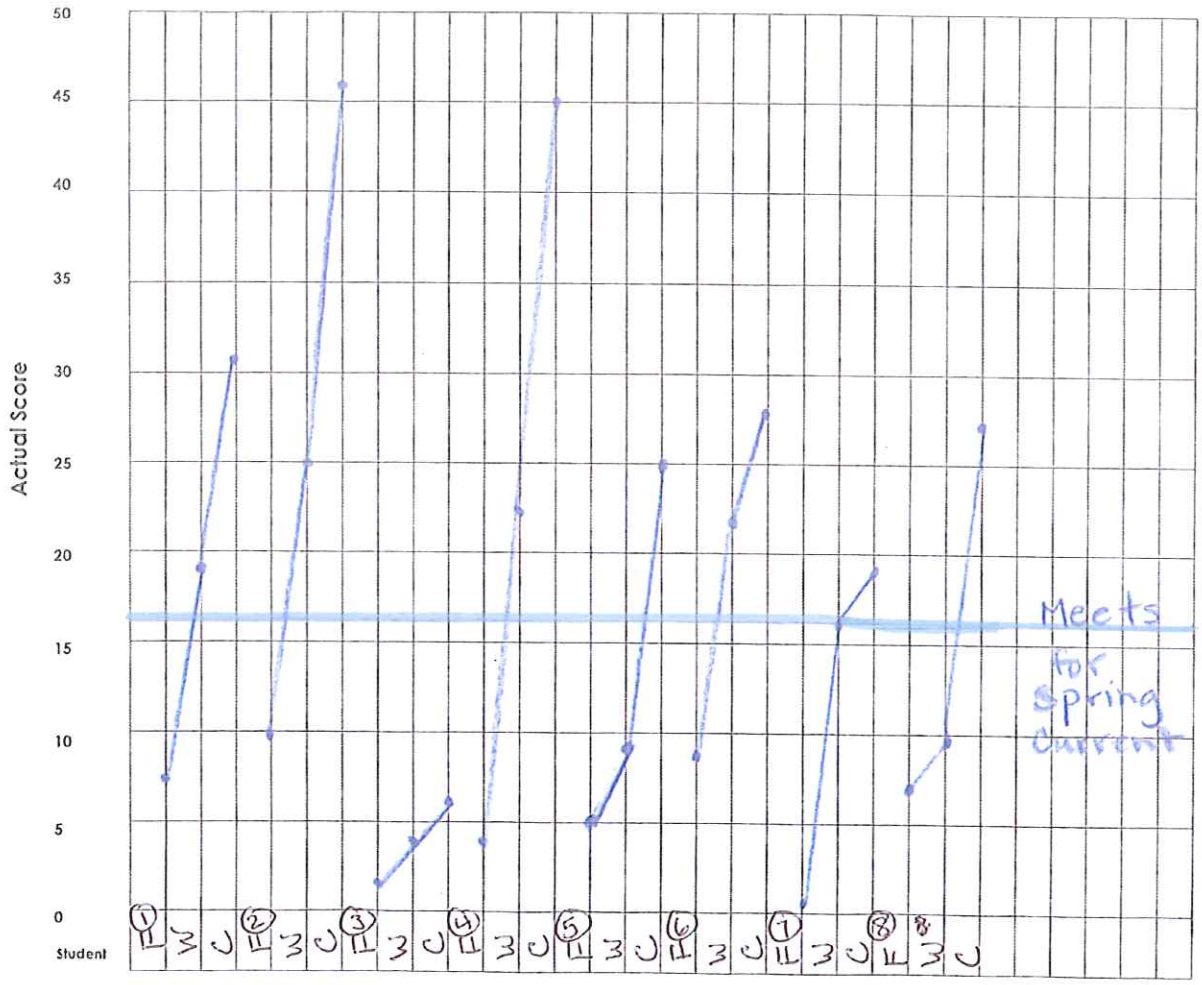
Grade: 3rd

Notes:

IEP = SLD

2nd Grade – F = 5, W = 13, S = 15, 100% = 45
3rd Grade – F = 5. W = 10, S = 12, 100% = 46
4th Grade – F = 13, W = 15, S = 16, 100% = 49
5th Grade – F = 8, W = 10, S = 11, 100% = 51
6th Grade – F = 11, W = 15, S = 16, 100% = 46
7th Grade – F = 10, W = 13, S = 16, 100% = 49
8th Grade – F = 8, W = 11, S = 13, 100% = 42

AIMS CAPS Math Score Sheet



Classroom: Pettit

Grade: 4th

Notes:

4-3 = IEP CP

4-5 = IEP Speech

4-7 = IEP ED

4-8 = IEP SLD

2nd Grade – F = 5, W = 13, S = 15, 100% = 45

3rd Grade – F = 5. W = 10, S = 12, 100% = 46

4th Grade – F = 13, W = 15, S = 16, 100% = 49

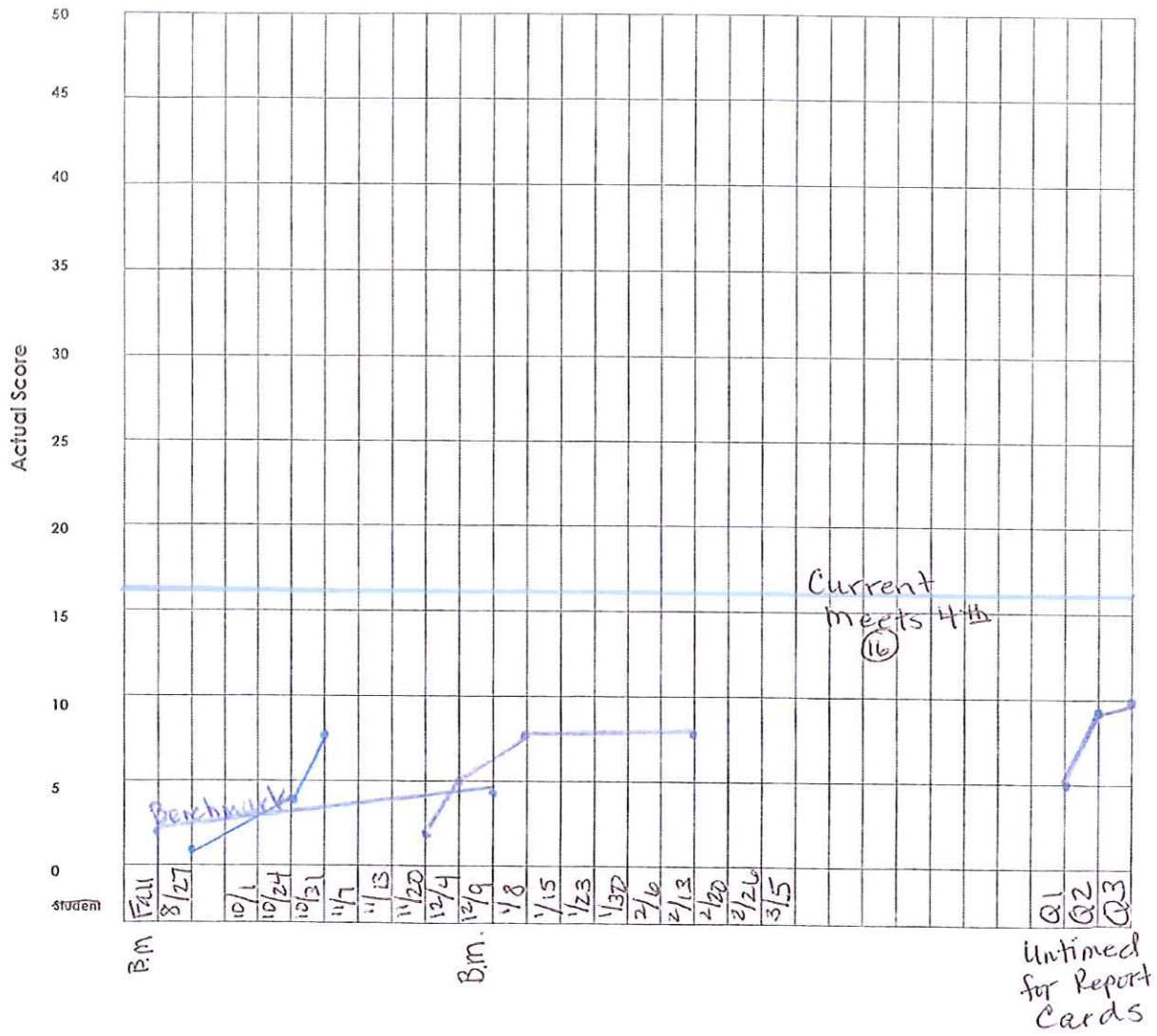
5th Grade – F = 8, W = 10, S = 11, 100% = 51

6th Grade – F = 11, W = 15, S = 16, 100% = 46

7th Grade – F = 10, W = 13, S = 16, 100% = 49

8th Grade – F = 8, W = 11, S = 13, 100% = 42

AIMS CAPS Math Score Sheet



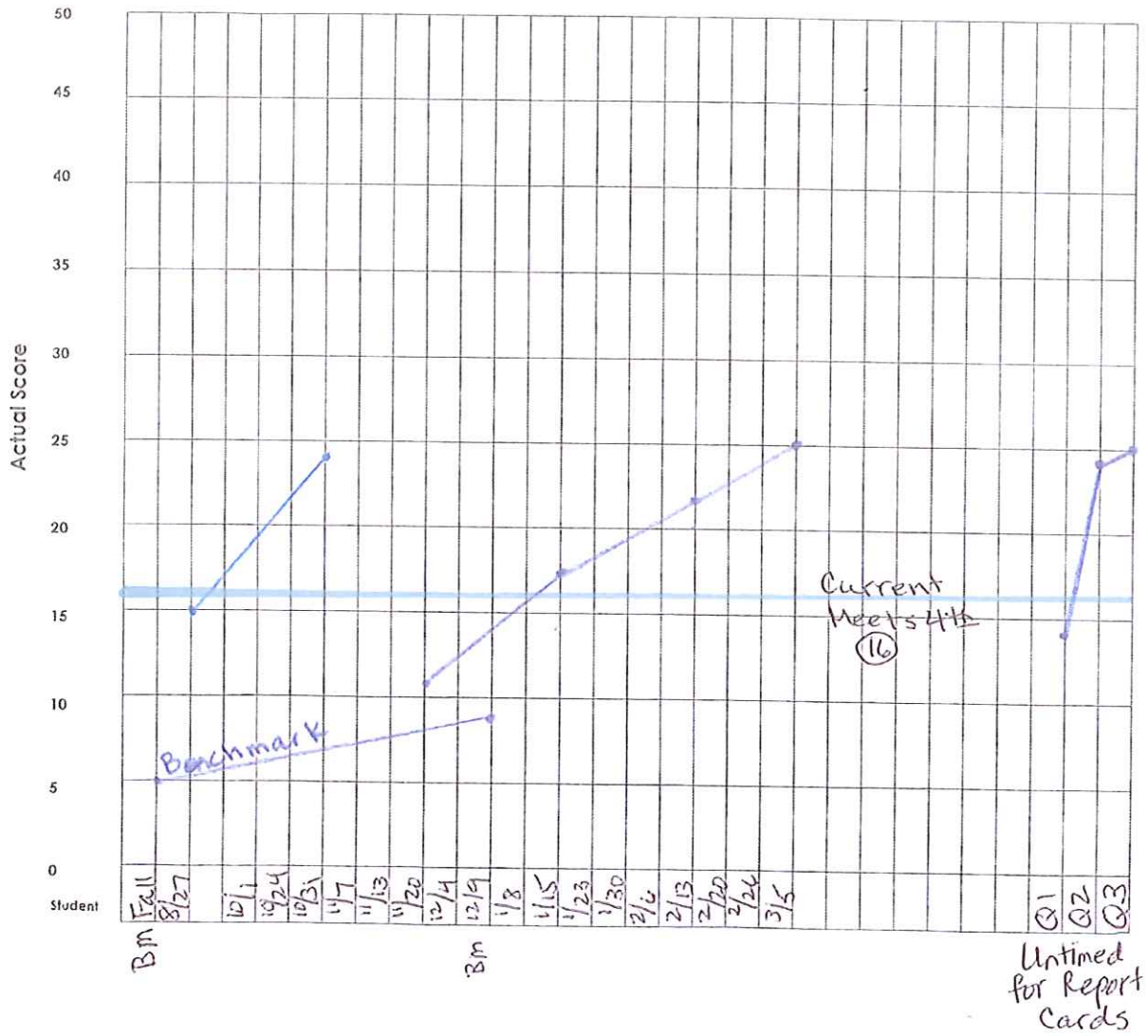
~~Classroom:~~
P-4-3

Grade:
4th

Notes:
IEP-CP

2nd Grade – F = 5, W = 13, S = 15, 100% = 45
3rd Grade – F = 5. W = 10, S = 12, 100% = 46
4th Grade – F = 13, W = 15, S = 16, 100% = 49
5th Grade – F = 8, W = 10, S = 11, 100% = 51
6th Grade – F = 11, W = 15, S = 16, 100% = 46
7th Grade – F = 10, W = 13, S = 16, 100% = 49
8th Grade – F = 8, W = 11, S = 13, 100% = 42

AIMS CAPS Math Score Sheet



~~Classroom:~~ P-4-5

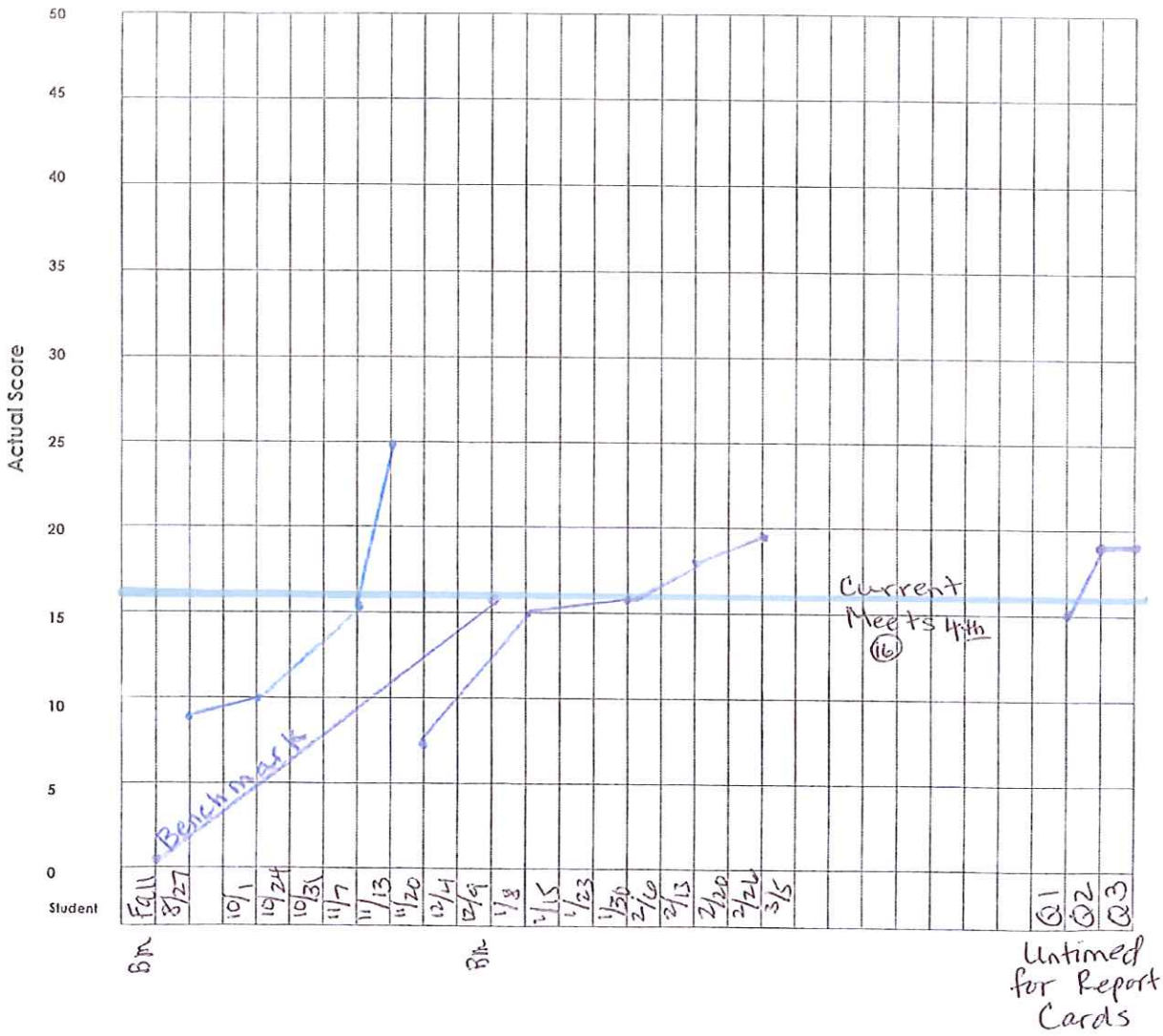
Grade: 4th

Notes:

IEP - Speech
ELL

2nd Grade – F = 5, W = 13, S = 15, 100% = 45
3rd Grade – F = 5. W = 10, S = 12, 100% = 46
4th Grade – F = 13, W = 15, S = 16, 100% = 49
5th Grade – F = 8, W = 10, S = 11, 100% = 51
6th Grade – F = 11, W = 15, S = 16, 100% = 46
7th Grade – F = 10, W = 13, S = 16, 100% = 49
8th Grade – F = 8, W = 11, S = 13, 100% = 42

AIMS CAPS Math Score Sheet



Classroom: P- 4-7

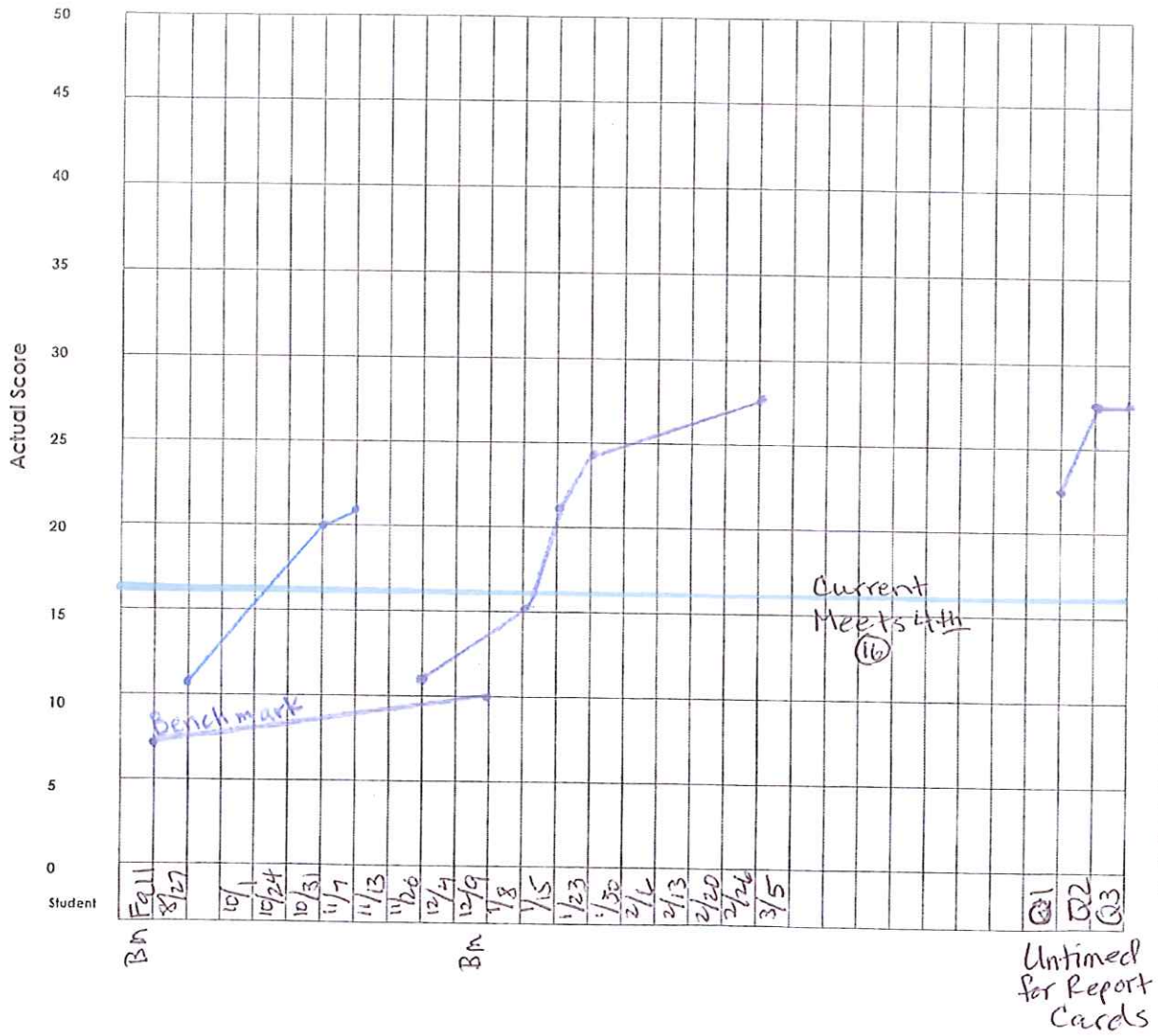
Grade: 4th

Notes:

IEP = ED

2nd Grade – F = 5, W = 13, S = 15, 100% = 45
3rd Grade – F = 5. W = 10, S = 12, 100% = 46
4th Grade – F = 13, W = 15, S = 16, 100% = 49
5th Grade – F = 8, W = 10, S = 11, 100% = 51
6th Grade – F = 11, W = 15, S = 16, 100% = 46
7th Grade – F = 10, W = 13, S = 16, 100% = 49
8th Grade – F = 8, W = 11, S = 13, 100% = 42

AIMS CAPS Math Score Sheet



~~Classroom:~~ P-4-8

Grade: 4th

Notes:

IEP = SLD

2nd Grade – F = 5, W = 13, S = 15, 100% = 45
3rd Grade – F = 5. W = 10, S = 12, 100% = 46
4th Grade – F = 13, W = 15, S = 16, 100% = 49
5th Grade – F = 8, W = 10, S = 11, 100% = 51
6th Grade – F = 11, W = 15, S = 16, 100% = 46
7th Grade – F = 10, W = 13, S = 16, 100% = 49
8th Grade – F = 8, W = 11, S = 13, 100% = 42

EXHIBIT "Q"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

To whom it may concern,

My three children have been attending Jefferson Academy since two thousand and eight. Before this my children were attending Show Low public school.

I can tell you the experience I had with Show Low elementary was a nightmare. They want "cookie cutter" kids. Show Low elementary allowed my autistic son to wonder about the halls whenever he chose, unsupervised. His academics were not of importance to this school and they wrote him off as not being important to focus on his academics because he was autistic. I was outraged when I found this out and immediately enrolled in Jefferson Academy the following school year.

I had heard many wonderful things about Jefferson prior to enrolling. My step father who is a pediatrician (Dr Thomas Barela M.D.) highly recommended this school to me along with countless patients of his over the course of his seven year career here in the White Mountains.

There is very little in the way of resources for parents of special needs children here in the White Mountains of Arizona. If it had not been for Jefferson Academy my autistic son would have been swallowed up by the system that didn't care if he had anything to say about his academic future or that he was just as important as all the other "cookie cutter" kids. Special needs children should bare just as much importance as "normal" children do. He was not a statistic, he is a human being that should garner as much respect as anyone else regardless of his IQ

Jefferson Academy is responsible for taking an F student, and thru perseverance, understanding, and compassion he is now an A student.

I ask that you please reconsider the value of Jefferson Academy to this community. I not only speak for my autistic son but I speak for a community whose special needs children will suffer if Jefferson closes its doors. There is absolutely nothing in this community that compares to the individualized academic attention these special students receive at Jefferson Academy.

Please be the voice for these children who at times cannot speak for their own needs. We are their voices, we must be their champions. The special teachers and staff at Jefferson Academy are the unsung heroes for these kids, for whom without the support and dedication of these amazing people would never know their true academic potential. These special children should and do matter and are not just a diagnosis. They have a future and Jefferson Academy is their future.

Sincerely,

Rebecca Walker

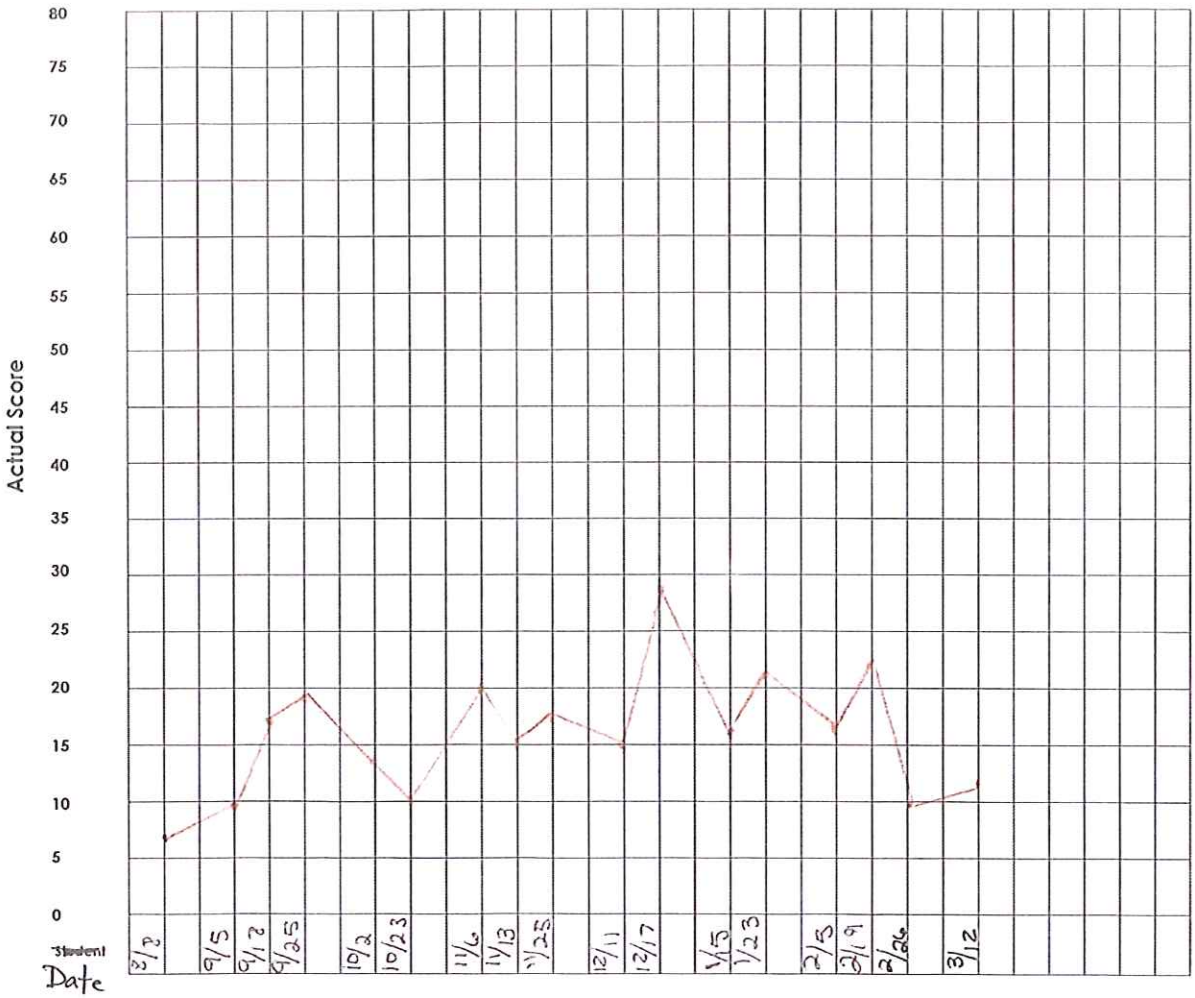
EXHIBIT "QQ"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

AIMS COMPS Math Score Sheet



~~Classroom~~: Student (6)

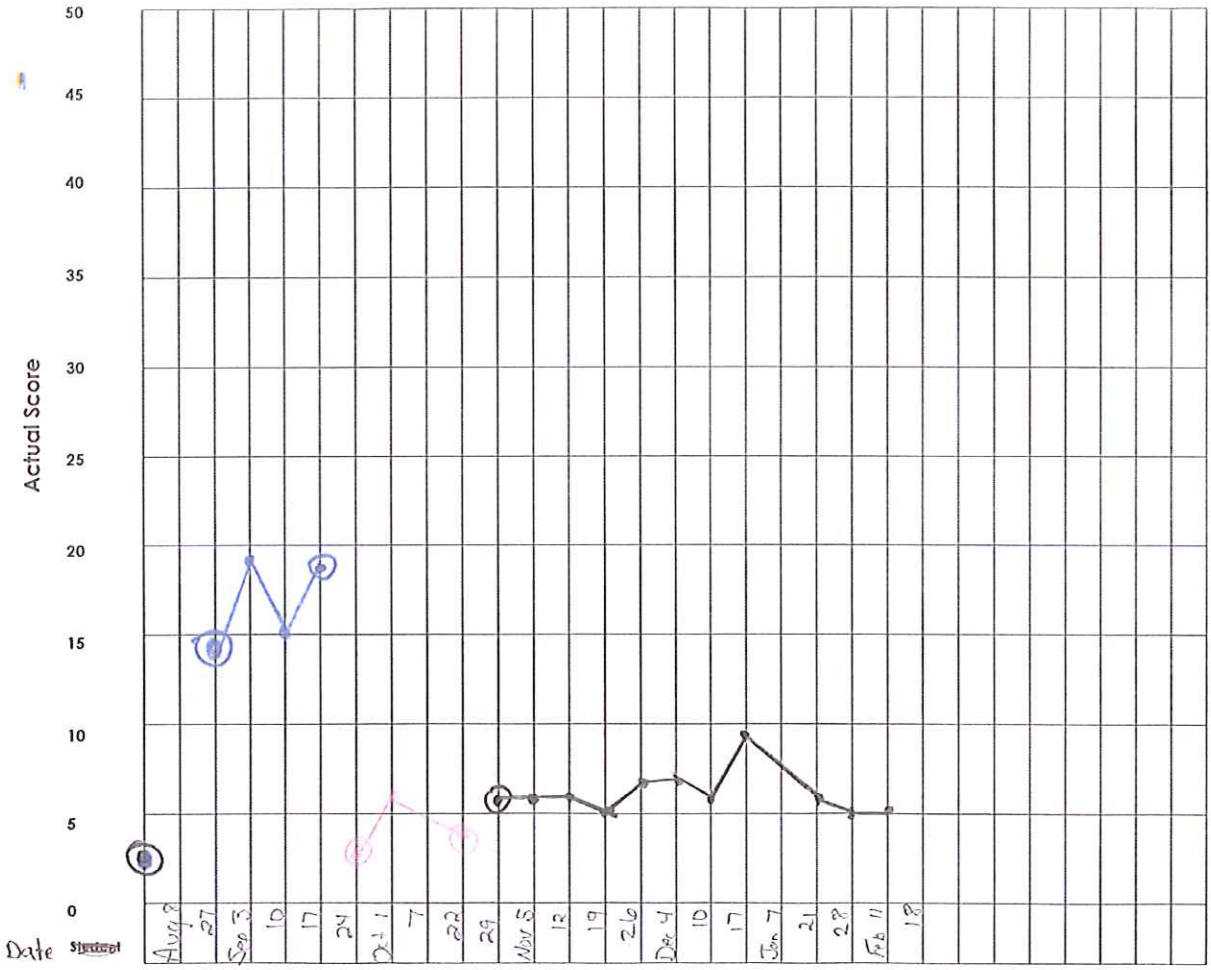
Grade: 6

Notes:

Typical LD student. Has it and then its gone. Good support at home. Dip in March from absences due to stomach flu

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74
7th Grade – F = 17, W = 25, S = 27, 100% = 70
8th Grade – F = 17, W = 21, S = 23, 100% = 80

AIMS CAPS Math Score Sheet



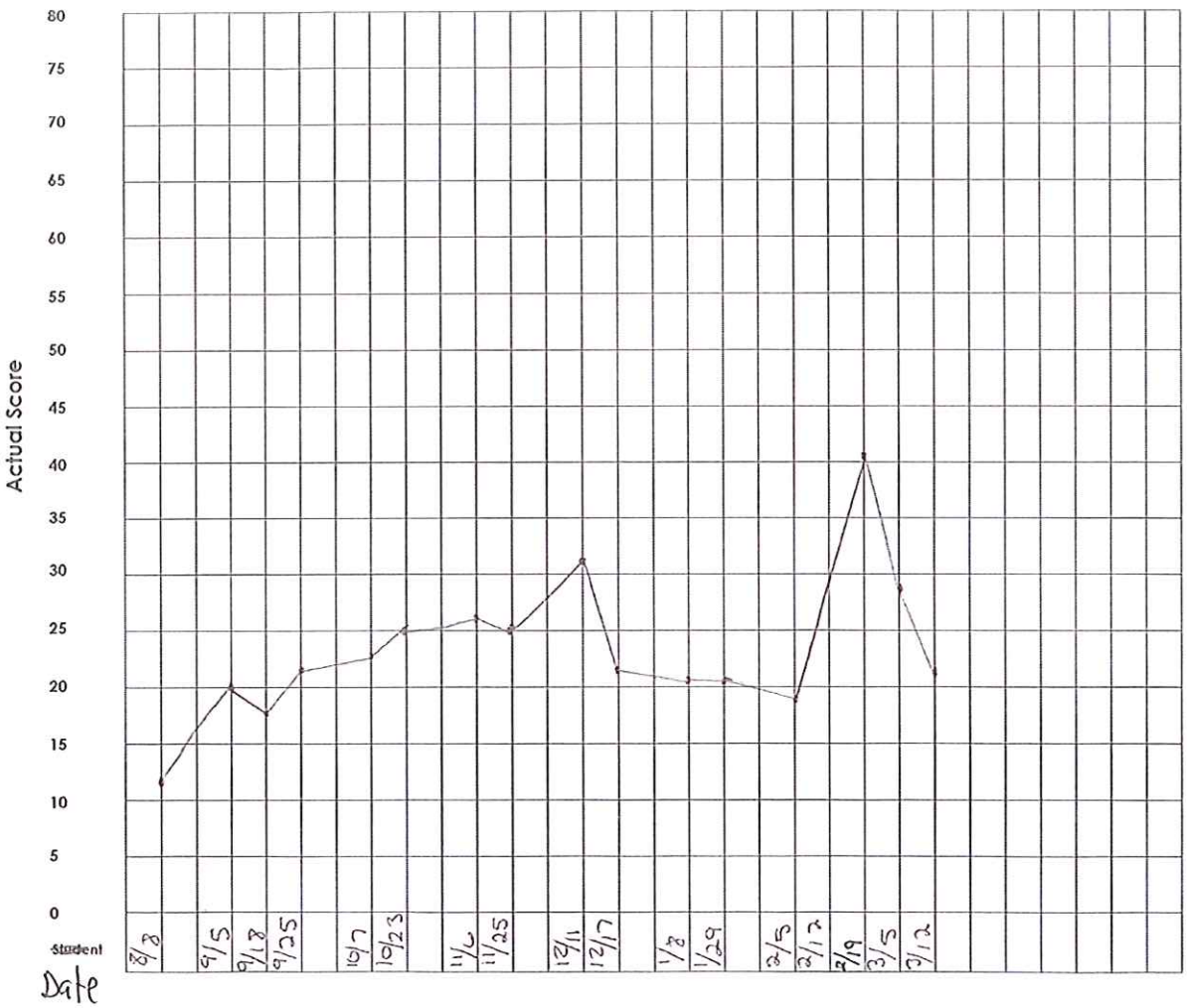
~~Classroom~~: Student 67

Grade: 6th

Notes:

2rd Grade – F = 5, W = 13, S = 15, 100% = 45
3rd Grade – F = 5. W = 10, S = 12, 100% = 46
4th Grade – F = 13, W = 15, S = 16, 100% = 49
5th Grade – F = 8, W = 10, S = 11, 100% = 51
6th Grade – F = 11, W = 15, S = 16, 100% = 46
7th Grade – F = 10, W = 13, S = 16, 100% = 49
8th Grade – F = 8, W = 11, S = 13, 100% = 42

AIMS COMPS Math Score Sheet



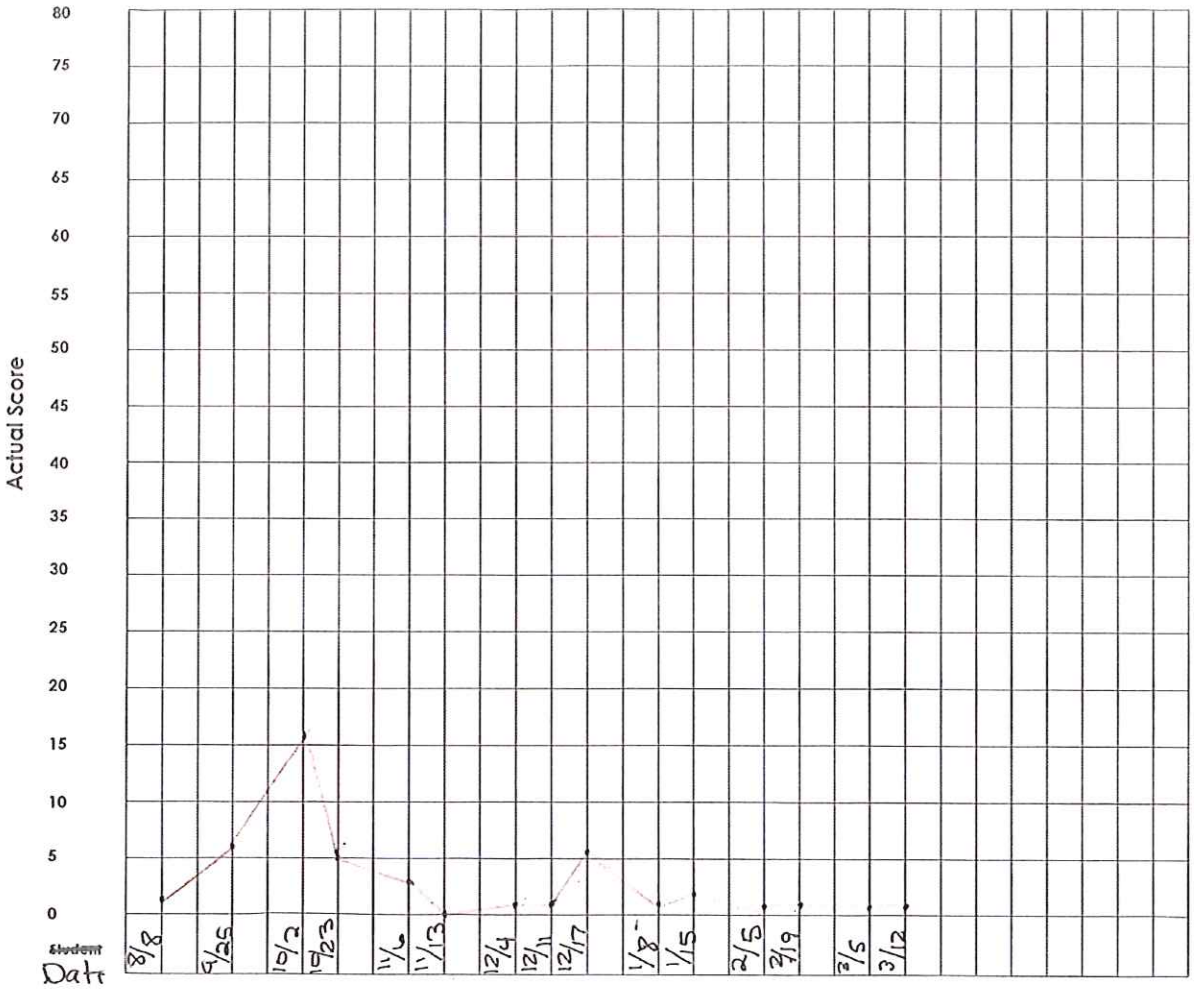
~~Classroom~~: student 68

Grade: 6

Notes: Has difficulty with multi-step processes. Big spike is an untimed test

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74
7th Grade – F = 17, W = 25, S = 27, 100% = 70
8th Grade – F = 17, W = 21, S = 23, 100% = 80

AIMS COMPS Math Score Sheet



~~Classroom~~: Student 6010

Grade: 6

Notes: Bipolar Schizophrenic with severe learning disabilities. Working on appropriate classroom behaviors and social skills.

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74
7th Grade – F = 17, W = 25, S = 27, 100% = 70
8th Grade – F = 17, W = 21, S = 23, 100% = 80

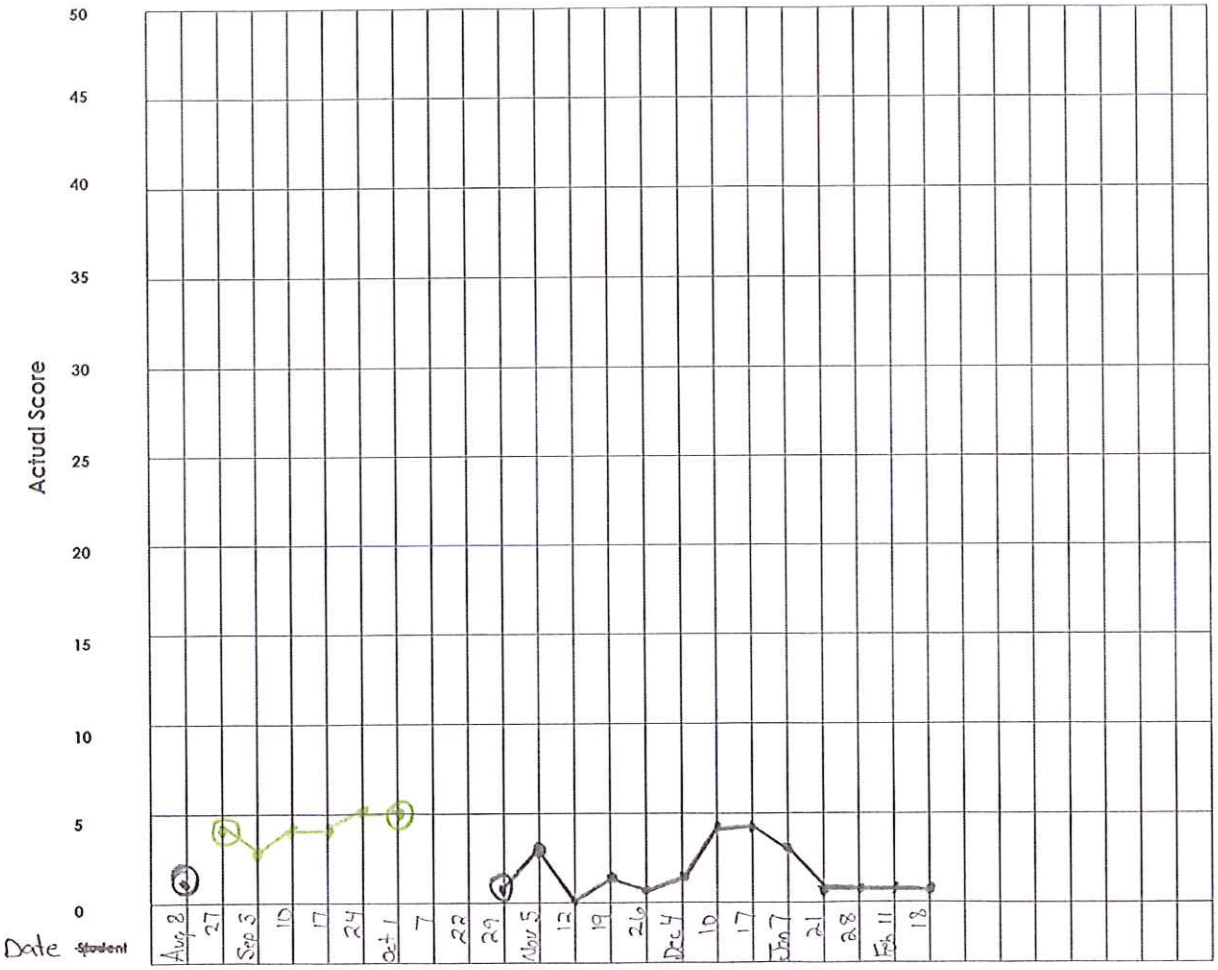
Ashton

AIMS CAPS Math Score Sheet

~~Classroom~~: Student 6 10

Grade: 6

Notes:



2nd Grade – F = 5, W = 13, S = 15, 100% = 45

3rd Grade – F = 5. W = 10, S = 12, 100% = 46

4th Grade – F = 13, W = 15, S = 16, 100% = 49

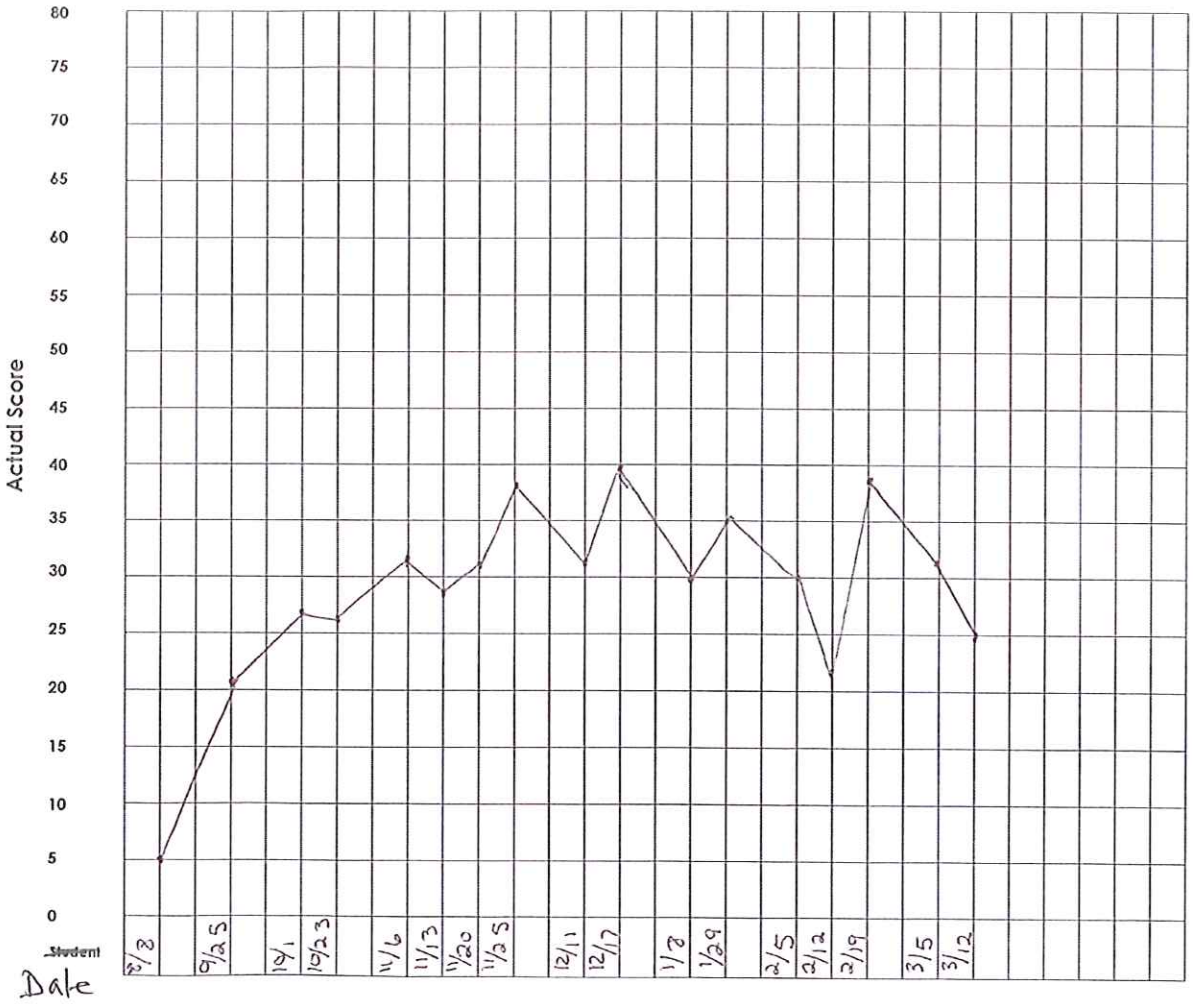
5th Grade – F = 8, W = 10, S = 11, 100% = 51

6th Grade – F = 11, W = 15, S = 16, 100% = 46

7th Grade – F = 10, W = 13, S = 16, 100% = 49

8th Grade – F = 8, W = 11, S = 13, 100% = 42

AIMS COMPS Math Score Sheet



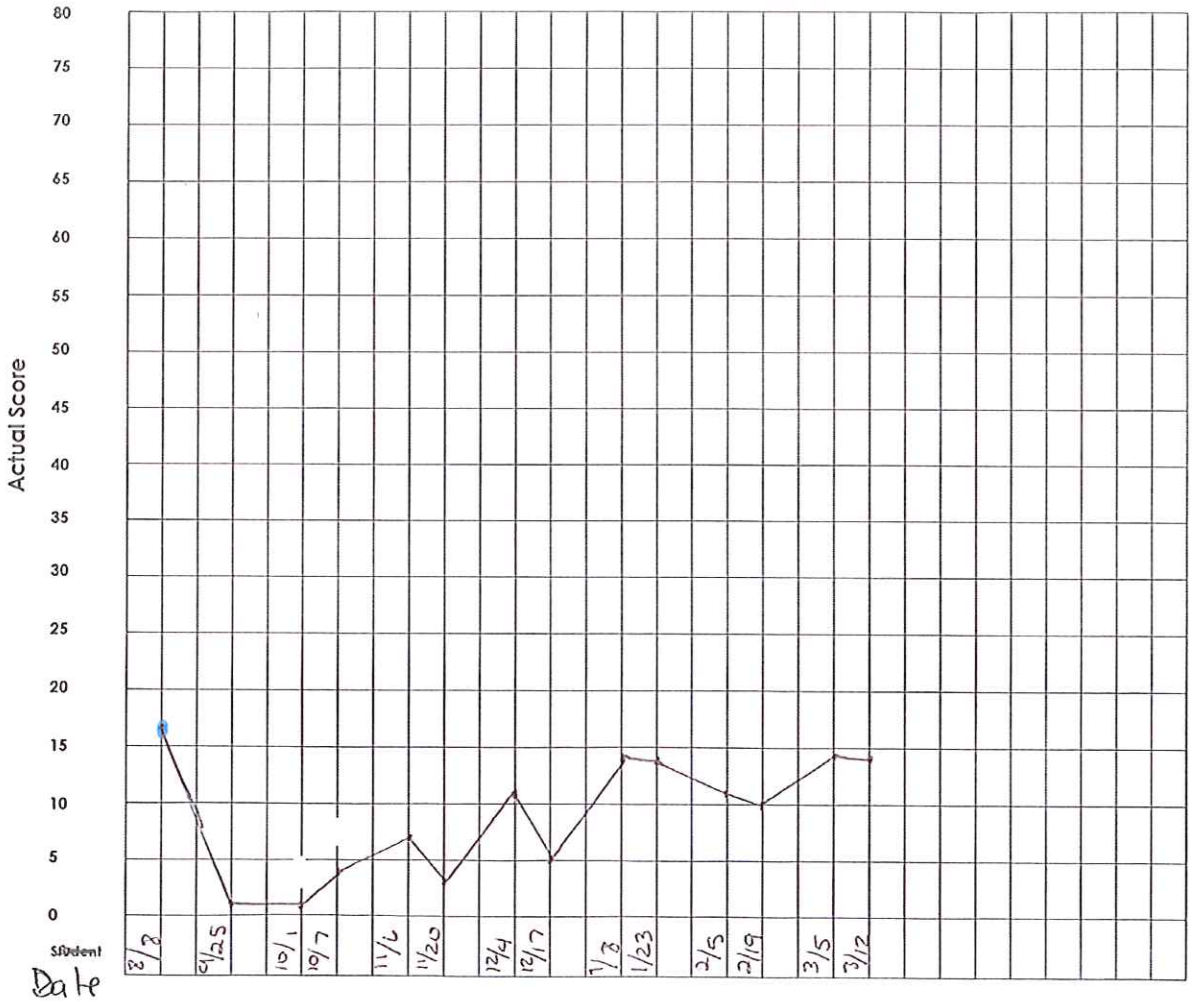
~~Classroom~~: Student 6017

Grade: 6

Notes: TBI from abuse as baby. Adoptive parents supportive. LD student with big gains and losses.

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74
7th Grade – F = 17, W = 25, S = 27, 100% = 70
8th Grade – F = 17, W = 21, S = 23, 100% = 80

AIMS COMPS Math Score Sheet



~~Classroom:~~ Student 6014

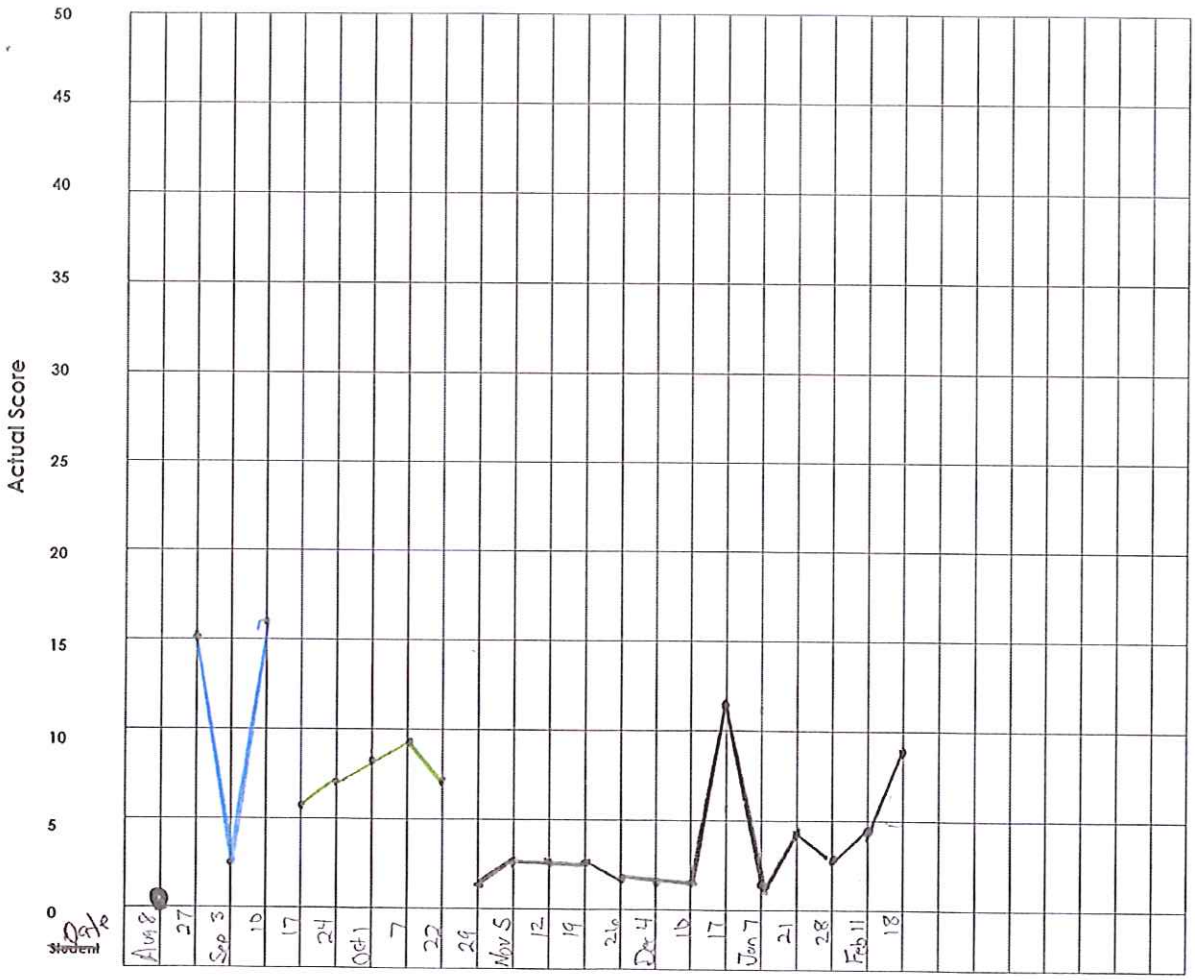
Grade: 6

Notes:

MID Autism Has shown some hearing loss. Working w/MD to determin cause. First score was at ability level. The rest of the scores at grade level

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20, W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74
7th Grade – F = 17, W = 25, S = 27, 100% = 70
8th Grade – F = 17, W = 21, S = 23, 100% = 80

AIMS CAPS Math Score Sheet



~~Classroom~~: Student 6014

Grade: 6th

Notes:

2nd Grade – F = 5, W = 13, S = 15, 100% = 45

3rd Grade – F = 5. W = 10, S = 12, 100% = 46

4th Grade – F = 13, W = 15, S = 16, 100% = 49

5th Grade – F = 8, W = 10, S = 11, 100% = 51

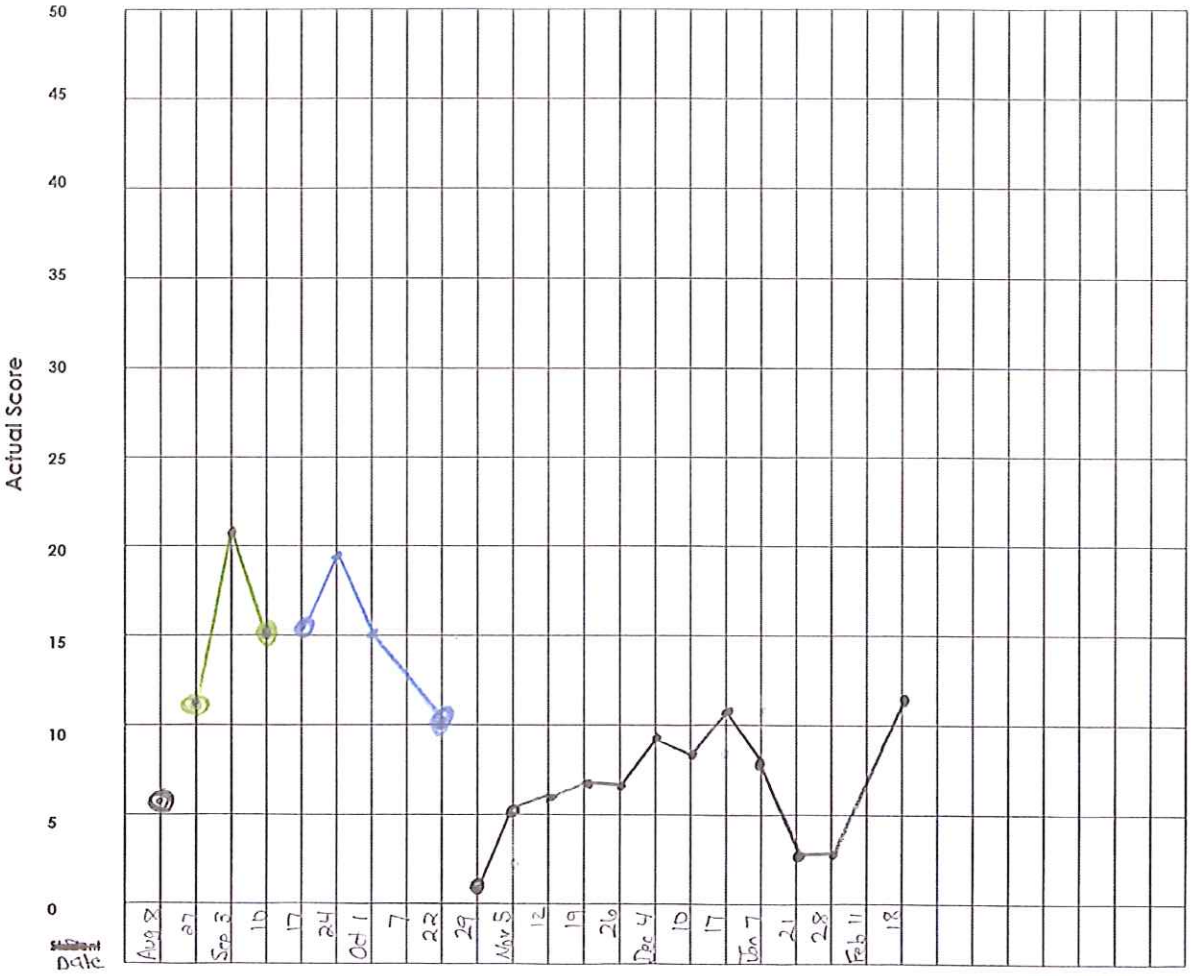
6th Grade – F = 11, W = 15, S = 16, 100% = 46

7th Grade – F = 10, W = 13, S = 16, 100% = 49

8th Grade – F = 8, W = 11, S = 13, 100% = 42

Note colors

AIMS CAPS Math Score Sheet



~~Classroom~~: Student 6116

Grade: 6th

Notes:

2nd Grade – F = 5, W = 13, S = 15, 100% = 45

3rd Grade – F = 5. W = 10, S = 12, 100% = 46

4th Grade – F = 13, W = 15, S = 16, 100% = 49

5th Grade – F = 8, W = 10, S = 11, 100% = 51

6th Grade – F = 11, W = 15, S = 16, 100% = 46

7th Grade – F = 10, W = 13, S = 16, 100% = 49

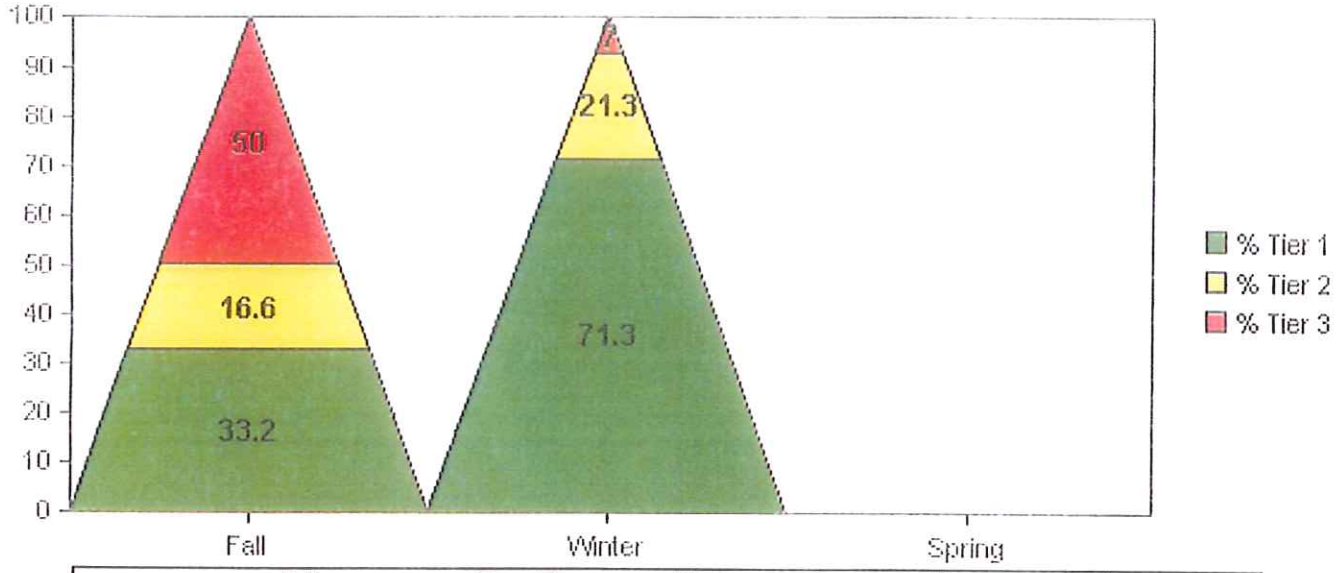
8th Grade – F = 8, W = 11, S = 13, 100% = 42

AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Math Computation
Grade 6 - (Stewart, Janice - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	9 (50.0%)	0 1 5	1 (7%)	0 0 0	0 (0%)
Tier 2	3 (16.6%)	0 2 0	3 (21.3%)	0 0 0	0 (0%)
Tier 1	6 (33.2%)	1 0 5	10 (71.3%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		4		0	
Total Students	18		14		0

Note: Unscored also includes any students who may have been transferred.

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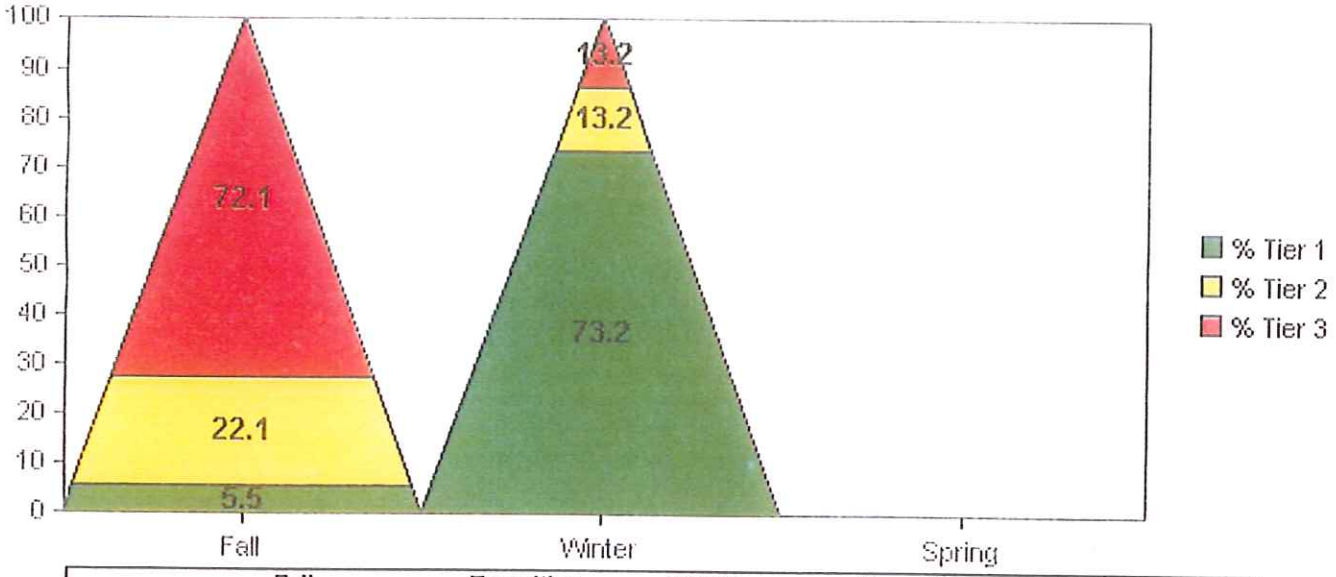
AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Mathematics Concepts and Applications
Grade 6 - (Stewart, Janice - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	13 (72.1%)	2 2 6	2 (13.2%)	0 0 0	0 (0%)
Tier 2	4 (22.1%)	0 0 4	2 (13.2%)	0 0 0	0 (0%)
Tier 1	1 (5.5%)	0 0 1	11 (73.2%)	0 0 0	0 (0%)
New Student		**0**		**0**	
Unscored		**3**		**0**	
Total Students	**18**		**15**		**0**

Note: Unscored also includes any students who may have been transferred.

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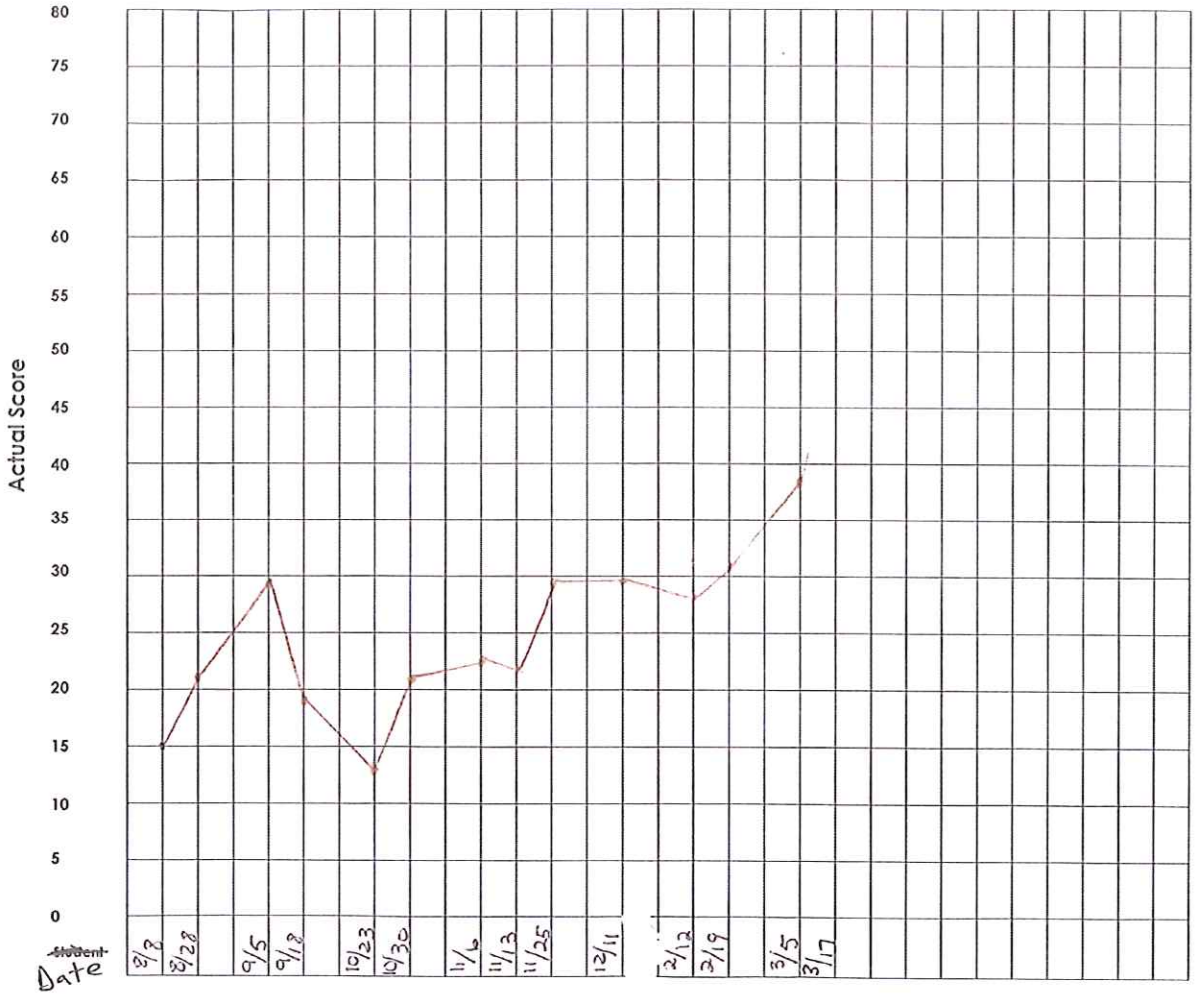
AIMS COMPS Math Score Sheet



~~Classroom~~ Student: 61

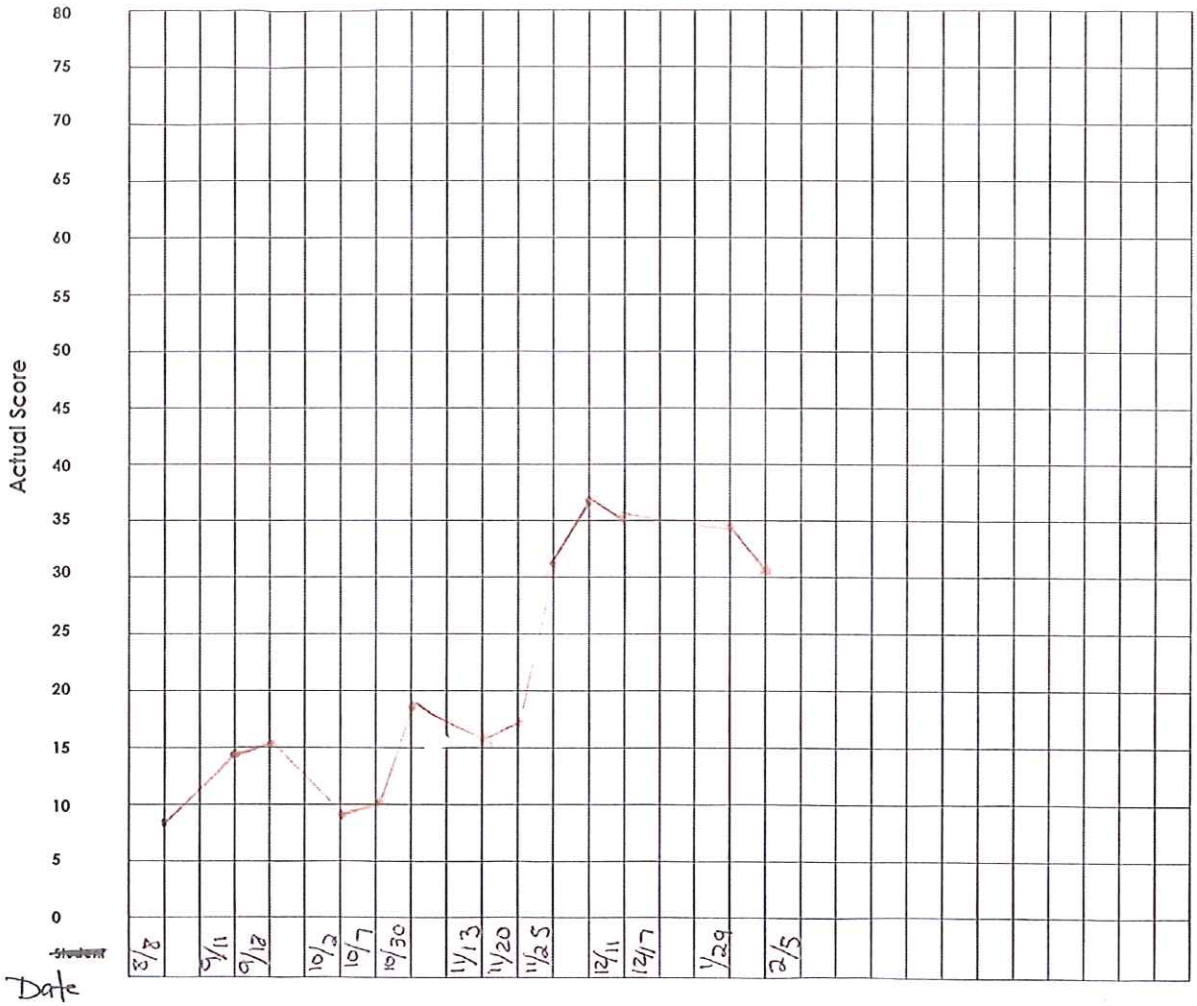
Grade: 6

Notes:

Typical LD student. Gain some, lose some, gain alot.... Has CP but does not manifest itself in math.

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74
7th Grade – F = 17, W = 25, S = 27, 100% = 70
8th Grade – F = 17, W = 21, S = 23, 100% = 80

AIMS COMPS Math Score Sheet



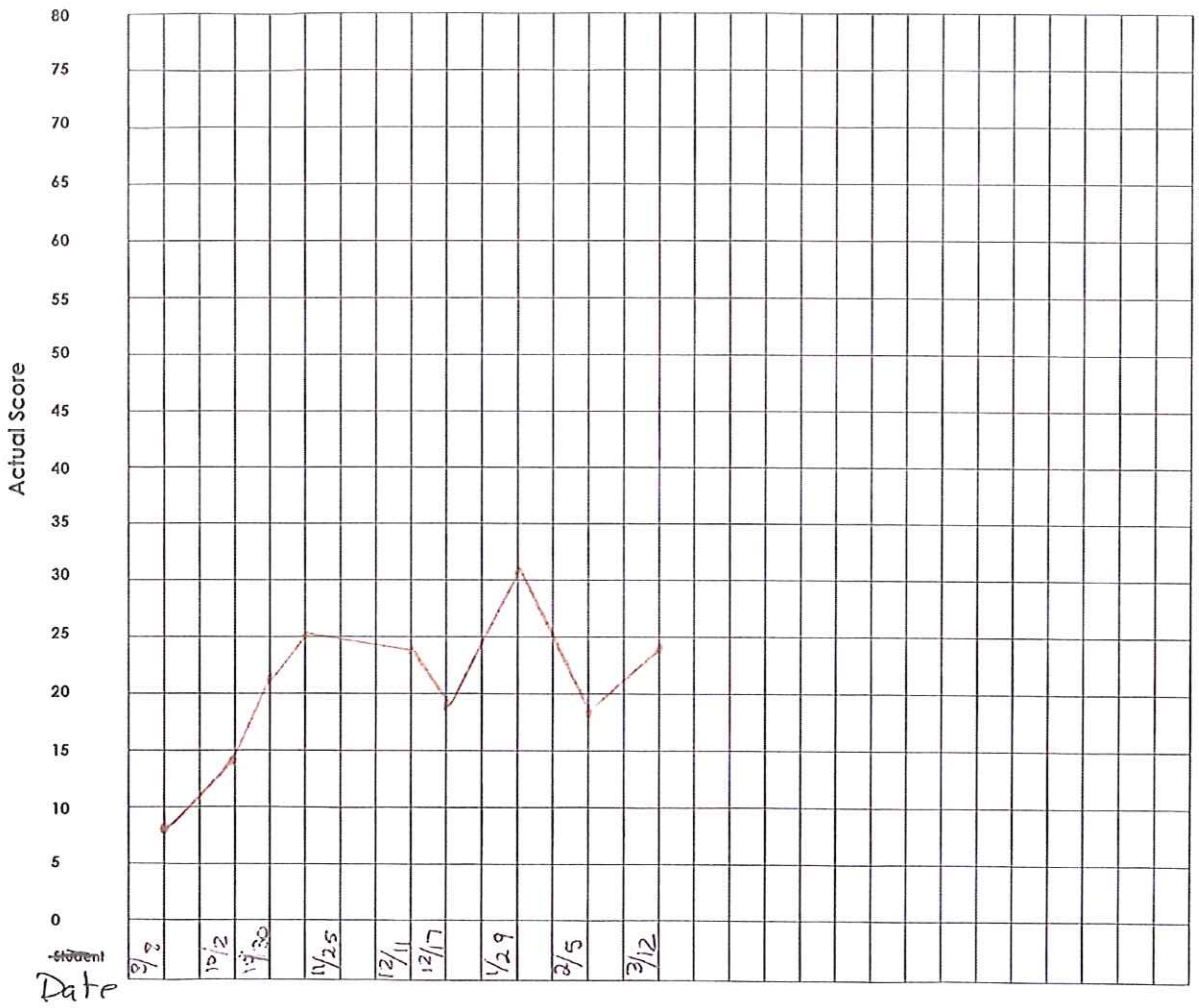
~~Classroom~~: Student 604

Grade: 6

Notes: Significant absences. Was absent for 10 day and dropped from roll. Returned and continued.

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74
7th Grade – F = 17, W = 25, S = 27, 100% = 70
8th Grade – F = 17, W = 21, S = 23, 100% = 80

AIMS COMPS Math Score Sheet



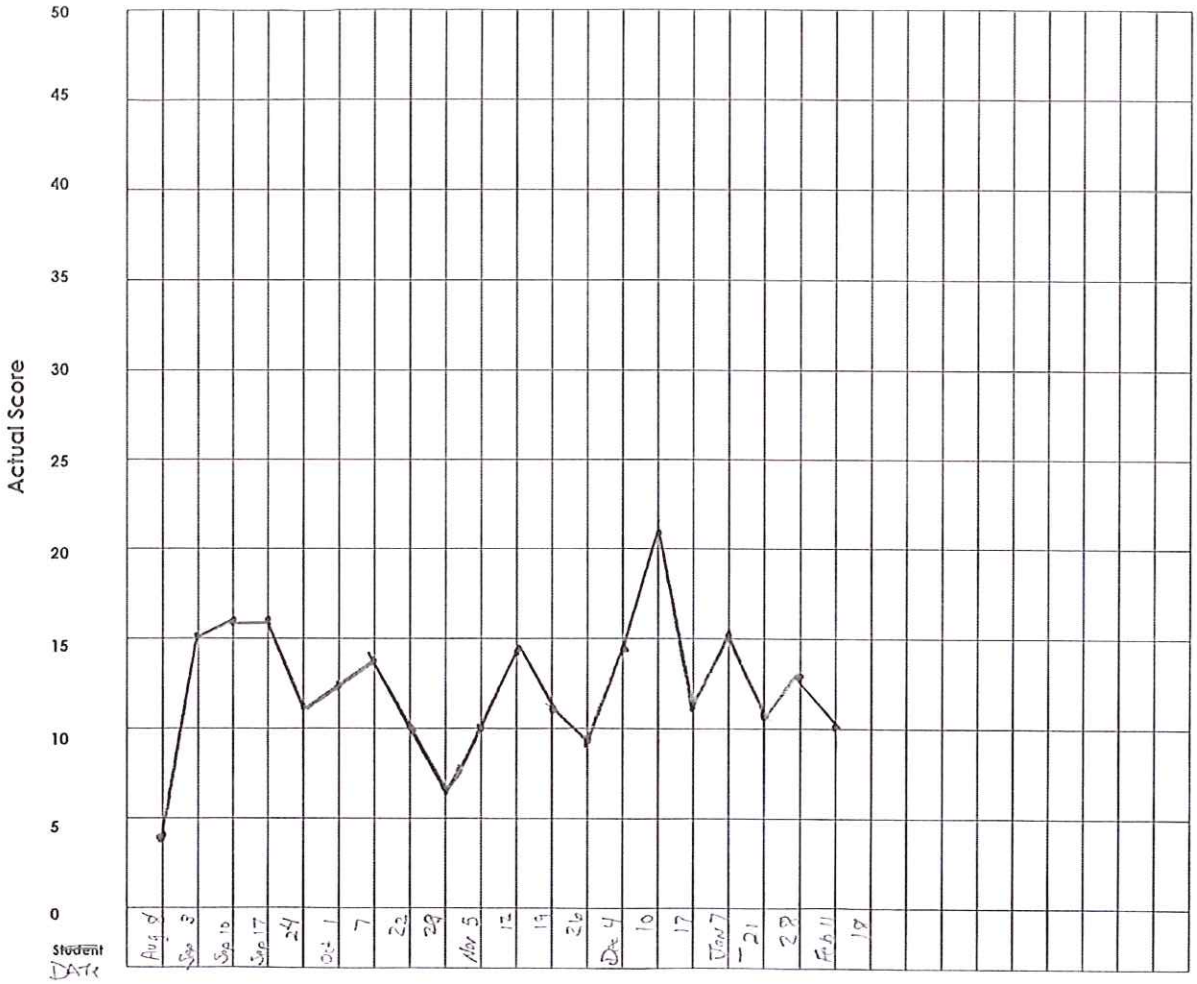
~~Classroom~~: Student L 65

Grade: 6

Notes: Significant absences. Were removed after ten days. Then returned. Had significant losses

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74
7th Grade – F = 17, W = 25, S = 27, 100% = 70
8th Grade – F = 17, W = 21, S = 23, 100% = 80

AIMS CAPS Math Score Sheet



~~Classroom:~~ Student 65

Grade: 6th

Notes:

2nd Grade – F = 5, W = 13, S = 15, 100% = 45

3rd Grade – F = 5. W = 10, S = 12, 100% = 46

4th Grade – F = 13, W = 15, S = 16, 100% = 49

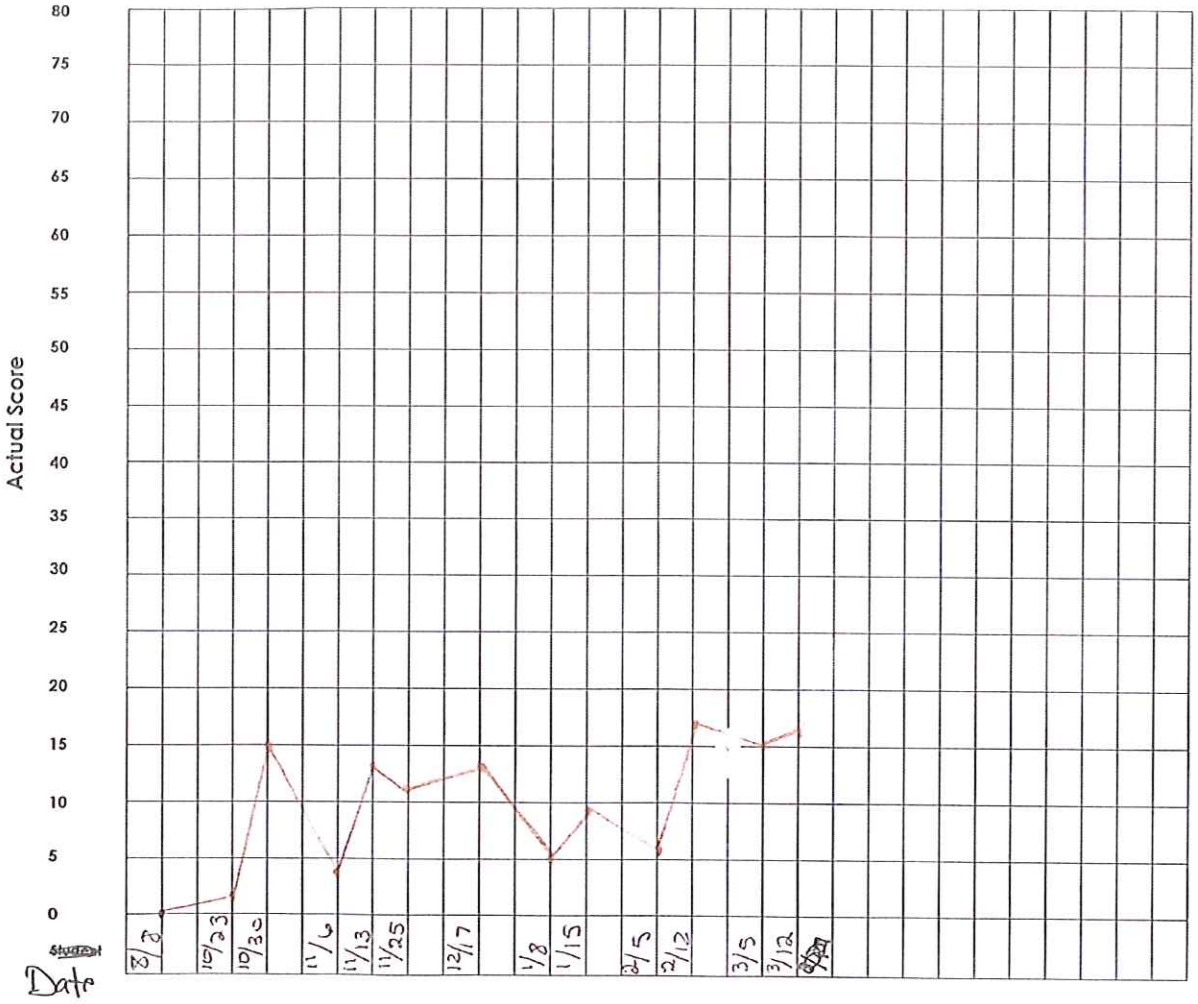
5th Grade – F = 8, W = 10, S = 11, 100% = 51

6th Grade – F = 11, W = 15, S = 16, 100% = 46

7th Grade – F = 10, W = 13, S = 16, 100% = 49

8th Grade – F = 8, W = 11, S = 13, 100% = 42

AIMS COMPS Math Score Sheet



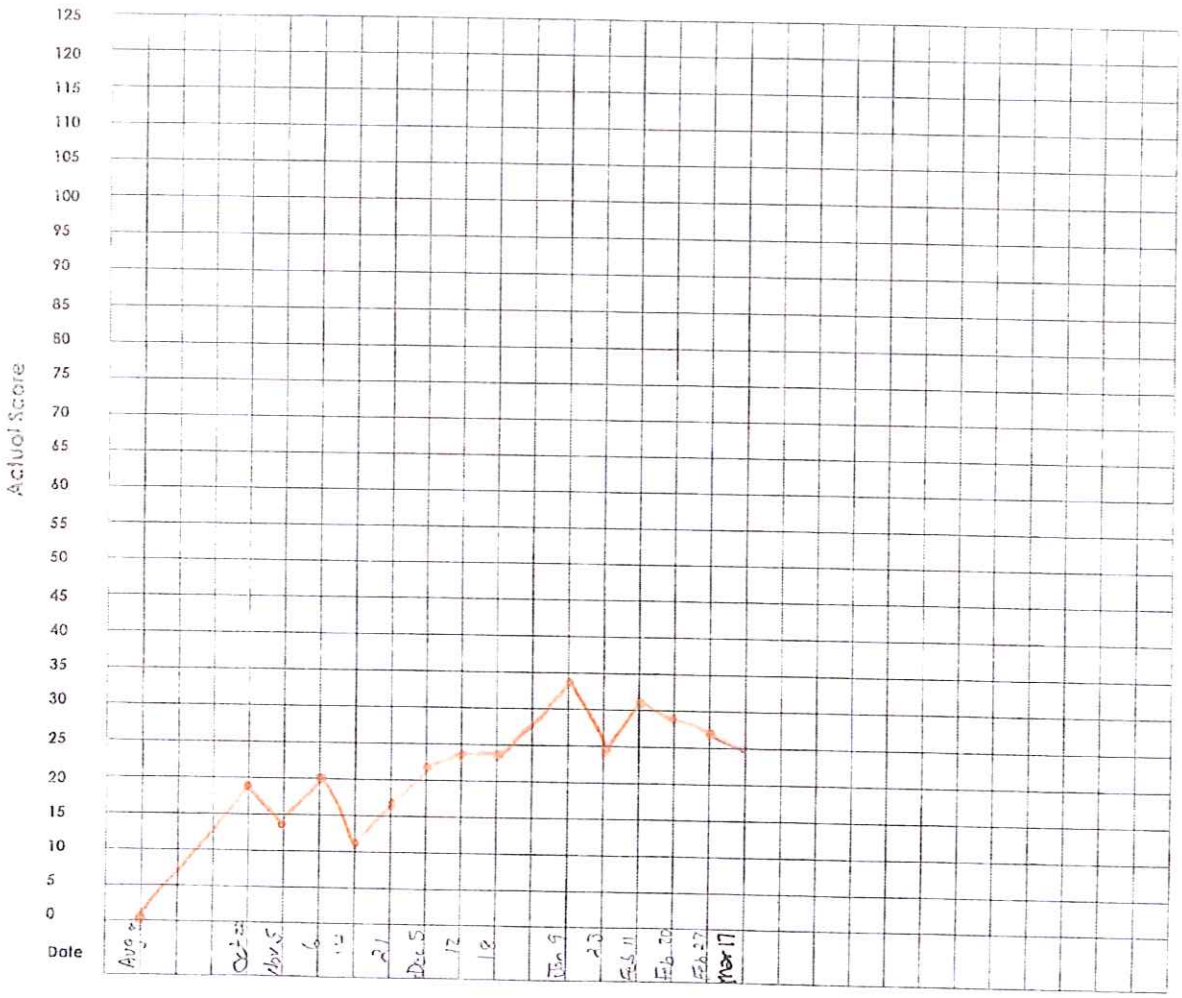
~~Classroom~~: Student 6

Grade: 6

Notes: Autism. Severe visual and tactile defensiveness. Parents are just beginning to buy in to work being practiced at home.

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74
7th Grade – F = 17, W = 25, S = 27, 100% = 70
8th Grade – F = 17, W = 21, S = 23, 100% = 80

Reading Fluency Score Sheet



Student: 66

Grade: 6th

Notes:

Letter Naming

Reading Passage:

1st grade
2nd grade 3rd grade
4th grade 5th grade
6th grade 7th grade
8th grade 9th grade
10th grade
12th grade

EXHIBIT "R"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

HIGH SCHOOL
4 + 4 (ECAP)

Last Name [redacted] First Name [redacted] SAIS ID # 18962338

Freshman Yr:	Date of ECAP 1 8/2012	Counselor JR	Date of ECAP 2 1/2013	Counselor JR	
Soph Yr:	Date of ECAP 1 8/2013	Counselor JR	Date of ECAP 2	Counselor	
Junior Yr:	Date of ECAP 1	Counselor	Date of ECAP 2	Counselor	
Senior Yr:	Date of ECAP 1	Counselor	Date of ECAP 2	Counselor	

4-YEAR HIGH SCHOOL PLAN

Freshman	Sophomore	Junior	Senior
English I	English II	English Literature	American Literature
Remedial Math Foundations	Remedial Math Foundations	Remedial Math Foundations	Remedial Math Foundations
Pre-Algebra	Geometry	Algebra 2	Calculus
Algebra I	Earth Science	Physical Science	Chemistry
World History	American History	US/AZ History	Government/Civics
Physical Education	Spanish I	Spanish II	Geography/Economics
Biology	College Enrollment	College Enrollment	College Enrollment

4-YEAR HIGH SCHOOL PROGRESS*

ENGLISH (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	English 1 (Sem. 1)	☐	☒
(.5)	English 1 (Sem. 2)	☐	☒
(.5)	English 2 (Sem. 1)	☐	☐
(.5)	English 2 (Sem. 2)	☐	☐
(.5)	English Literature (Sem.1)	☐	☐
(.5)	English Literature (Sem.2)	☐	☐
(.5)	American Literature (Sem. 1)	☐	☐
(.5)	American Literature (Sem. 2)	☐	☐

MATH (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Algebra 1 (Sem. 1)	☐	☐
(.5)	Algebra 1 (Sem. 2)	☐	☐
(.5)	Geometry (Sem. 1)	☐	☐
(.5)	Geometry (Sem.2)	☐	☐
(.5)	Algebra 2 (Sem. 1)	☐	☐
(.5)	Algebra 2 (Sem. 2)	☐	☐
(.5)	Business Math 1 (Sem.1)	☐	☐
(.5)	Business Math 1 (Sem.2)	☐	☐

SCIENCE (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Earth Science (Sem. 1)	☐	☒
(.5)	Earth Science (Sem. 2)	☐	☒
(.5)	Physical Science (Sem.1)	☐	☒
(.5)	Physical Science (Sem. 2)	☐	☐
(.5)	Biology (Sem. 1)	☐	☐
(.5)	Biology (Sem. 2)	☐	☐
(.5)	Chemistry (Sem. 1)	☐	☐
(.5)	Chemistry (Sem. 2)	☐	☐

HEALTH		IN PROGRESS	CREDIT EARNED
(.5)		☐	☒

FINE ART / CTE (1 Credit)		IN PROGRESS	CREDIT EARNED
(.5)	Mixed Choir	☐	☒
(.5)		☐	☐

SOCIAL STUDIES (4 CREDITS)		IN PROGRESS	CREDIT EARNED
(.5)	World History (Sem. 1)	☐	☒
(.5)	World History (Sem. 2)	☐	☒
(.5)	American History (Sem.1)	☐	☐
(.5)	American History (Sem. 2)	☐	☐
(.5)	US / AZ History (Sem. 1)	☐	☐
(.5)	US / AZ History (Sem. 2)	☐	☐
(.5)	Government (Sem. 1)	☐	☐
(.5)	Government (Sem. 2)	☐	☐

ELECTIVES (7 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Athletic Prep	☐	☒
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐

*Credits are not required until Graduating Class of 2013

Jefferson Academy June 2009

Planning & Progress

9th Grade	10th Grade	11th Grade	12th Grade
*Post HS Plan: Hunting Guide	*Post HS Plan: Hunting Guide	*Post HS Plan:	*Post HS Plan:
Cumulative GPA:	Cumulative GPA:	Cumulative GPA:	Cumulative GPA:
Career Goal /Interest: Game and Fish Guide Service	Career Goal /Interest:	Career Goal /Interest:	Career Goal /Interest:
	PSAT Score: Test Date:	PSAT Score: Test Date:	ASSET Scores: (CC placement) Test Date:
Explore Results: Test Date:	PLAN Results: Test Date:	ACT Scores: Test Date:	ACT Scores: Test Date:
		SAT Scores: Test Date:	SAT Scores: Test Date:
	ASVAB Results: Test Date:	ASVAB Results: Test Date:	SAT Subject Scores: Test Date:
			Other Results: Test Date

AIMS Results:	Math	Reading	Writing	(if applicable) Math	Reading	Writing	(if applicable) Math	Reading	Writing

* Choose one:

- ★ *Attend a 4-Year University*
- ★ *Start at Community College & Transfer to a University (2+2)*
- ★ *Complete a 2-Year Degree at a Community College*
- ★ *Attend a Vocational / Technical Institute*
- ★ *Enlist in the Military*
- ★ *Work*
- ★ *Other*
- ★ *Undecided*

My Volunteer / Community Service:

Organization Name	Address & Phone	Dates of Service	Description of Service
Supervisor:			
Supervisor:			
Supervisor:			

My Employment History:

Company Name	Position/Title	Address & Phone	Employment dates	Job Duties
Warehouse Furniture	Mover	Show Low, Az	8-2013 5-2014	Deliver Furniture
Supervisor: Odell Reidhead				
Supervisor:				
Supervisor:				

HIGH SCHOOL
4 + 4 (ECAP)

Last Name [redacted] First Name [redacted] SAIS ID # 19054308

Freshman Yr:	Date of ECAP 1 8/2012	Counselor DL	Date of ECAP 2 1/2013	Counselor DL
Soph Yr:	Date of ECAP 1 8/2013	Counselor DL	Date of ECAP 2	Counselor
Junior Yr:	Date of ECAP 1	Counselor	Date of ECAP 2	Counselor
Senior Yr:	Date of ECAP 1	Counselor	Date of ECAP 2	Counselor

4-YEAR HIGH SCHOOL PLAN

Freshman	Sophomore	Junior	Senior
English I	English II	English Literature	American Literature
Remedial Math Foundations	Remedial Math Foundations	Remedial Math Foundations	Remedial Math Foundations
Pre-Algebra	Geometry	Algebra 2	Calculus
Algebra I	Earth Science	Physical Science	Chemistry
World History	American History	US/AZ History	Government/Civics
Physical Education	Spanish I	Spanish II	Geography/Economics
Biology	College Enrollment	College Enrollment	College Enrollment

4-YEAR HIGH SCHOOL PROGRESS*

ENGLISH (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	English 1 (Sem. 1)	☐	☒
(.5)	English 1 (Sem. 2)	☐	☒
(.5)	English 2 (Sem. 1)	☐	☐
(.5)	English 2 (Sem. 2)	☐	☐
(.5)	English Literature (Sem.1)	☐	☐
(.5)	English Literature (Sem.2)	☐	☐
(.5)	American Literature (Sem. 1)	☐	☐
(.5)	American Literature (Sem. 2)	☐	☐

MATH (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Algebra I (Sem. 1)	☐	☒
(.5)	Algebra I (Sem. 2)	☐	☒
(.5)	Geometry (Sem. 1)	☐	☐
(.5)	Geometry (Sem.2)	☐	☐
(.5)	Algebra 2 (Sem. 1)	☐	☐
(.5)	Algebra 2 (Sem. 2)	☐	☐
(.5)	Business Math 1 (Sem.1)	☐	☐
(.5)	Business Math 1 (Sem.2)	☐	☐

SCIENCE (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Earth Science (Sem. 1)	☐	☒
(.5)	Earth Science (Sem. 2)	☐	☒
(.5)	Physical Science (Sem.1)	☐	☐
(.5)	Physical Science (Sem. 2)	☐	☐
(.5)	Biology (Sem. 1)	☐	☐
(.5)	Biology (Sem. 2)	☐	☐
(.5)	Chemistry (Sem. 1)	☐	☐
(.5)	Chemistry (Sem. 2)	☐	☐

HEALTH		IN PROGRESS	CREDIT EARNED
(.5)		☐	☐

FINE ART / CTE (1 Credit)		IN PROGRESS	CREDIT EARNED
(.5)		☐	☐
(.5)		☐	☐

SOCIAL STUDIES (4 CREDITS)		IN PROGRESS	CREDIT EARNED
(.5)	World History (Sem. 1)	☐	☒
(.5)	World History (Sem. 2)	☐	☒
(.5)	American History (Sem.1)	☐	☐
(.5)	American History (Sem. 2)	☐	☐
(.5)	US / AZ History (Sem. 1)	☐	☐
(.5)	US / AZ History (Sem. 2)	☐	☐
(.5)	Government (Sem. 1)	☐	☐
(.5)	Government (Sem. 2)	☐	☐

ELECTIVES (7 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	P.E.	☐	☒
(.5)	Science Prep	☐	☒
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐

*Credits are not required until Graduating Class of 2013

Jefferson Academy June 2009

Planning & Progress

9th Grade	10th Grade	11th Grade	12th Grade
*Post HS Plan: College	*Post HS Plan: College	*Post HS Plan:	*Post HS Plan:
Cumulative GPA: 2.4	Cumulative GPA:	Cumulative GPA:	Cumulative GPA:
Career Goal /Interest: Computer's	Career Goal /Interest: Video Game Designer	Career Goal /Interest:	Career Goal /Interest:
	PSAT Score: Test Date:	PSAT Score: Test Date:	ASSET Scores: (CC placement) Test Date:
Explore Results: Test Date:	PLAN Results: Test Date:	ACT Scores: Test Date:	ACT Scores: Test Date:
		SAT Scores: Test Date:	SAT Scores: Test Date:
	ASVAB Results: Test Date:	ASVAB Results: Test Date:	SAT Subject Scores: Test Date:
			Other Results: Test Date

AIMS Results:	Math	Reading	Writing	(If applicable) Math	Reading	Writing	(If applicable) Math	Reading	Writing

* Choose one:

- ★ *Attend a 4-Year University*
- ★ *Start at Community College & Transfer to a University (2+2)*
- ★ *Complete a 2-Year Degree at a Community College*
- ★ *Attend a Vocational / Technical Institute*
- ★ *Enlist in the Military*
- ★ *Work*
- ★ *Other*
- ★ *Undecided*

My Volunteer / Community Service:

Organization Name	Address & Phone	Dates of Service	Description of Service
Supervisor:			
Supervisor:			
Supervisor:			

My Employment History:

Company Name	Position/Title	Address & Phone	Employment dates	Job Duties
Supervisor:				
Supervisor:				
Supervisor:				

HIGH SCHOOL
4 + 4 (ECAP)

Last Name [redacted] First Name [redacted] SAIS ID # 18835960

Freshman Yr:	Date of ECAP 1 8/2010	Counselor JR	Date of ECAP 2 1/2011	Counselor JR
Soph Yr:	Date of ECAP 1 8/2011	Counselor JR	Date of ECAP 2 1/2012	Counselor JR
Junior Yr:	Date of ECAP 1 8/2012	Counselor JR	Date of ECAP 2 1/2013	Counselor JR
Senior Yr:	Date of ECAP 1 8/2013	Counselor JR	Date of ECAP 2	Counselor

4-YEAR HIGH SCHOOL PLAN

Freshman	Sophomore	Junior	Senior
English I	English II	English Literature	American Literature
Remedial Math Foundations	Remedial Math Foundations	Remedial Math Foundations	Remedial Math Foundations
Pre-Algebra	Geometry	Algebra 2	Calculus
Algebra 1	Earth Science	Physical Science	Chemistry
World History	American History	US/AZ History	Government/Civics
Physical Education	Spanish I	Spanish II	Geography/Economics
Biology	College Enrollment	College Enrollment	College Enrollment

4-YEAR HIGH SCHOOL PROGRESS*

ENGLISH (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	English 1 (Sem. 1)	☐	☒
(.5)	English 1 (Sem. 2)	☐	☒
(.5)	English 2 (Sem. 1)	☐	☒
(.5)	English 2 (Sem. 2)	☐	☒
(.5)	English Literature (Sem.1)	☐	☒
(.5)	English Literature (Sem.2)	☐	☐
(.5)	American Literature (Sem. 1)	☐	☐
(.5)	American Literature (Sem. 2)	☐	☐

MATH (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Algebra 1 (Sem. 1)	☐	☒
(.5)	Algebra 1 (Sem. 2)	☐	☒
(.5)	Geometry (Sem. 1)	☐	☒
(.5)	Geometry (Sem.2)	☐	☒
(.5)	Algebra 2 (Sem. 1)	☐	☒
(.5)	Algebra 2 (Sem. 2)	☐	☐
(.5)	Business Math 1 (Sem.1)	☐	☐
(.5)	Business Math 1 (Sem.2)	☐	☐

SCIENCE (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Earth Science (Sem. 1)	☐	☒
(.5)	Earth Science (Sem. 2)	☐	☒
(.5)	Physical Science (Sem.1)	☐	☒
(.5)	Physical Science (Sem. 2)	☐	☒
(.5)	Biology (Sem. 1)	☐	☒
(.5)	Biology (Sem. 2)	☐	☐
(.5)	Chemistry (Sem. 1)	☐	☐
(.5)	Chemistry (Sem. 2)	☐	☐

HEALTH		IN PROGRESS	CREDIT EARNED
(.5)		☐	☒

FINE ART / CTE (1 Credit)		IN PROGRESS	CREDIT EARNED
(.5)		☐	☐
(.5)		☐	☐

SOCIAL STUDIES (4 CREDITS)		IN PROGRESS	CREDIT EARNED
(.5)	World History (Sem. 1)	☐	☒
(.5)	World History (Sem. 2)	☐	☒
(.5)	American History (Sem.1)	☐	☒
(.5)	American History (Sem. 2)	☐	☒
(.5)	US / AZ History (Sem. 1)	☐	☐
(.5)	US / AZ History (Sem. 2)	☐	☐
(.5)	Government (Sem. 1)	☐	☐
(.5)	Government (Sem. 2)	☐	☐

ELECTIVES (7 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Spanish 1	☐	☒
(.5)	Spanish 1	☐	☒
(.5)	Construction	☐	☒
(.5)	Project 1	☐	☒
(.5)	Project 2	☐	☒
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐
(.5)		☐	☐

*Credits are not required until Graduating Class of 2013

Jefferson Academy June 2009

Planning & Progress

9th Grade	10th Grade	11th Grade	12th Grade
*Post HS Plan: Jr. College	*Post HS Plan: Jr. College	*Post HS Plan: Jr. College	*Post HS Plan: Jr. College
Cumulative GPA: 3.9	Cumulative GPA: 3.61	Cumulative GPA: 3.07	Cumulative GPA:
Career Goal /Interest: Play basketball at the college level. Business Degree	Career Goal /Interest: Degree in Marketing Work for the SUNS	Career Goal /Interest: Finance Degree. Banker	Career Goal /Interest:
	PSAT Score: Test Date:	PSAT Score: Test Date:	ASSBT Scores: (CC placement) Test Date:
Explore Results: Research classes needed. Test Date:	PLAN Results: Test Date:	ACT Scores: Test Date:	ACT Scores: Test Date:
		SAT Scores: Test Date:	SAT Scores: Test Date:
	ASVAB Results: Test Date:	ASVAB Results: Test Date:	SAT Subject Scores: Test Date:
			Other Results: Test Date

AIMS Results:	Math	Reading	Writing	(if applicable) Math	Reading	Writing	(if applicable) Math	Reading	Writing
				479	677	465			

* Choose one: 2 yr Degree @ community college.

- * *Attend a 4-Year University*
- * *Start at Community College & Transfer to a University (2+2)*
- (*) *Complete a 2-Year Degree at a Community College*
- * *Attend a Vocational / Technical Institute*
- * *Enlist in the Military*
- * *Work*
- * *Other*
- * *Undecided*

My Volunteer / Community Service:

Organization Name	Address & Phone	Dates of Service	Description of Service
Supervisor:			
Supervisor:			
Supervisor:			

My Employment History:

Company Name	Position/Title	Address & Phone	Employment dates	Job Duties
Warehouse Furniture - Mover *Supervisor:* Odell Reidhead		Show Low, Az	8/2013 5/2014	Deliver Furniture
Supervisor:				
Supervisor:				

HIGH SCHOOL
4 + 4 (ECAP)

Last Name [redacted] First Name [redacted] SAIS ID # 23342118

Freshman Yr: Date of ECAP 1 8/2013 Counselor JR Date of ECAP 2 _____ Counselor _____

Soph Yr: Date of ECAP 1 _____ Counselor _____ Date of ECAP 2 _____ Counselor _____

Junior Yr: Date of ECAP 1 _____ Counselor _____ Date of ECAP 2 _____ Counselor _____

Senior Yr: Date of ECAP 1 _____ Counselor _____ Date of ECAP 2 _____ Counselor _____

4-YEAR HIGH SCHOOL PLAN

Freshman	Sophomore	Junior	Senior
English I	English II	English Literature	American Literature
Remedial Math Foundations	Remedial Math Foundations	Remedial Math Foundations	Remedial Math Foundations
Pre-Algebra	Geometry	Algebra 2	Calculus
Algebra 1	Earth Science	Physical Science	Chemistry
World History	American History	US/AZ History	Government/Civics
Physical Education	Spanish I	Spanish II	Geography/Economics
Biology	College Enrollment	College Enrollment	College Enrollment

4-YEAR HIGH SCHOOL PROGRESS*

ENGLISH (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	English I (Sem. 1)	☒	☐
(.5)	English I (Sem. 2)	☐	☐
(.5)	English 2 (Sem. 1)	☐	☐
(.5)	English 2 (Sem. 2)	☐	☐
(.5)	English Literature (Sem.1)	☐	☐
(.5)	English Literature (Sem.2)	☐	☐
(.5)	American Literature (Sem. 1)	☐	☐
(.5)	American Literature (Sem. 2)	☐	☐

MATH (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Algebra 1 (Sem. 1)	☒	☐
(.5)	Algebra 1 (Sem. 2)	☐	☐
(.5)	Geometry (Sem. 1)	☐	☐
(.5)	Geometry (Sem.2)	☐	☐
(.5)	Algebra 2 (Sem. 1)	☐	☐
(.5)	Algebra 2 (Sem. 2)	☐	☐
(.5)	Business Math 1 (Sem.1)	☐	☐
(.5)	Business Math 1 (Sem.2)	☐	☐

SCIENCE (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Earth Science (Sem. 1)	☒	☐
(.5)	Earth Science (Sem. 2)	☐	☐
(.5)	Physical Science (Sem.1)	☒	☐
(.5)	Physical Science (Sem. 2)	☐	☐
(.5)	Biology (Sem. 1)	☐	☐
(.5)	Biology (Sem. 2)	☐	☐
(.5)	Chemistry (Sem. 1)	☐	☐
(.5)	Chemistry (Sem. 2)	☐	☐

HEALTH		IN PROGRESS	CREDIT EARNED
(.5)	_____	☐	☐

FINE ART / CTE (1 Credit)		IN PROGRESS	CREDIT EARNED
(.5)	_____	☐	☐
(.5)	_____	☐	☐

SOCIAL STUDIES (4 CREDITS)		IN PROGRESS	CREDIT EARNED
(.5)	World History (Sem. 1)	☒	☐
(.5)	World History (Sem. 2)	☐	☐
(.5)	American History (Sem.1)	☐	☐
(.5)	American History (Sem. 2)	☐	☐
(.5)	US / AZ History (Sem. 1)	☐	☐
(.5)	US / AZ History (Sem. 2)	☐	☐
(.5)	Government (Sem. 1)	☐	☐
(.5)	Government (Sem. 2)	☐	☐

ELECTIVES (7 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	P.E.	☒	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐

*Credits are not required until Graduating Class of 2013

Jefferson Academy June 2009

Planning & Progress

9th Grade	10th Grade	11th Grade	12th Grade
*Post HS Plan: College	*Post HS Plan:	*Post HS Plan:	*Post HS Plan:
Cumulative GPA:	Cumulative GPA:	Cumulative GPA:	Cumulative GPA:
Career Goal /Interest: Undecided?	Career Goal /Interest:	Career Goal /Interest:	Career Goal /Interest:
	PSAT Score: Test Date:	PSAT Score: Test Date:	ASSET Scores: (CC placement) Test Date:
Explore Results: Test Date:	PLAN Results: Test Date:	ACT Scores: Test Date:	ACT Scores: Test Date:
		SAT Scores: Test Date:	SAT Scores: Test Date:
	ASVAB Results: Test Date:	ASVAB Results: Test Date:	SAT Subject Scores: Test Date:
			Other Results: Test Date

AIMS Results:	Math	Reading	Writing	(if applicable) Math	Reading	Writing	(if applicable) Math	Reading	Writing

* Choose one: 4 year University

- ⊛ *Attend a 4-Year University*
- ★ *Start at Community College & Transfer to a University (2+2)*
- ★ *Complete a 2-Year Degree at a Community College*
- ★ *Attend a Vocational / Technical Institute*
- ★ *Enlist in the Military*
- ★ *Work*
- ★ *Other*
- ★ *Undecided*

My Volunteer / Community Service:

Organization Name	Address & Phone	Dates of Service	Description of Service
Supervisor:			
Supervisor:			
Supervisor:			

My Employment History:

Company Name	Position/Title	Address & Phone	Employment dates	Job Duties
Supervisor:				
Supervisor:				
Supervisor:				

HIGH SCHOOL
4 + 4 (ECAP)

Last Name [redacted] First Name [redacted] SAIS ID # 23342118

Freshman Yr:	Date of ECAP 1 8/2013	Counselor JL	Date of ECAP 2	Counselor
Soph Yr:	Date of ECAP 1	Counselor	Date of ECAP 2	Counselor
Junior Yr:	Date of ECAP 1	Counselor	Date of ECAP 2	Counselor
Senior Yr:	Date of ECAP 1	Counselor	Date of ECAP 2	Counselor

4-YEAR HIGH SCHOOL PLAN

Freshman	Sophomore	Junior	Senior
English I	English II	English Literature	American Literature
Remedial Math Foundations	Remedial Math Foundations	Remedial Math Foundations	Remedial Math Foundations
Pre-Algebra	Geometry	Algebra 2	Calculus
Algebra 1	Earth Science	Physical Science	Chemistry
World History	American History	US/AZ History	Government/Civics
Physical Education	Spanish I	Spanish II	Geography/Economics
Biology	College Enrollment	College Enrollment	College Enrollment

4-YEAR HIGH SCHOOL PROGRESS*

ENGLISH (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	English 1 (Sem. 1)	☒	☐
(.5)	English 1 (Sem. 2)	☐	☐
(.5)	English 2 (Sem. 1)	☐	☐
(.5)	English 2 (Sem. 2)	☐	☐
(.5)	English Literature (Sem.1)	☐	☐
(.5)	English Literature (Sem.2)	☐	☐
(.5)	American Literature (Sem. 1)	☐	☐
(.5)	American Literature (Sem. 2)	☐	☐

MATH (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Algebra 1 (Sem. 1)	☒	☐
(.5)	Algebra 1 (Sem. 2)	☐	☐
(.5)	Geometry (Sem. 1)	☐	☐
(.5)	Geometry (Sem.2)	☐	☐
(.5)	Algebra 2 (Sem. 1)	☐	☐
(.5)	Algebra 2 (Sem. 2)	☐	☐
(.5)	Business Math 1 (Sem.1)	☐	☐
(.5)	Business Math 1 (Sem.2)	☐	☐

SCIENCE (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Earth Science (Sem. 1)	☒	☐
(.5)	Earth Science (Sem. 2)	☐	☐
(.5)	Physical Science (Sem.1)	☐	☐
(.5)	Physical Science (Sem. 2)	☐	☐
(.5)	Biology (Sem. 1)	☐	☐
(.5)	Biology (Sem. 2)	☐	☐
(.5)	Chemistry (Sem. 1)	☐	☐
(.5)	Chemistry (Sem. 2)	☐	☐

HEALTH		IN PROGRESS	CREDIT EARNED
(.5)	_____	☐	☐

FINE ART / CTE (1 Credit)		IN PROGRESS	CREDIT EARNED
(.5)	_____	☐	☐
(.5)	_____	☐	☐

SOCIAL STUDIES (4 CREDITS)		IN PROGRESS	CREDIT EARNED
(.5)	World History (Sem. 1)	☒	☐
(.5)	World History (Sem. 2)	☐	☐
(.5)	American History (Sem.1)	☐	☐
(.5)	American History (Sem. 2)	☐	☐
(.5)	US / AZ History (Sem. 1)	☐	☐
(.5)	US / AZ History (Sem. 2)	☐	☐
(.5)	Government (Sem. 1)	☐	☐
(.5)	Government (Sem. 2)	☐	☐

ELECTIVES (7 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐
(.5)	_____	☐	☐

*Credits are not required until Graduating Class of 2013

Jefferson Academy June 2009

Planning & Progress

9th Grade	10th Grade	11th Grade	12th Grade
*Post HS Plan: Vet. College	*Post HS Plan:	*Post HS Plan:	*Post HS Plan:
Cumulative GPA:	Cumulative GPA:	Cumulative GPA:	Cumulative GPA:
Career Goal /Interest: Veterinarian	Career Goal /Interest:	Career Goal /Interest:	Career Goal /Interest:
	PSAT Score: Test Date:	PSAT Score: Test Date:	ASSET Scores: (CC placement) Test Date:
Explore Results: Test Date:	PLAN Results: Test Date:	ACT Scores: Test Date:	ACT Scores: Test Date:
		SAT Scores: Test Date:	SAT Scores: Test Date:
	ASVAB Results: Test Date:	ASVAB Results: Test Date:	SAT Subject Scores: Test Date:
			Other Results: Test Date

AIMS Results:	Math	Reading	Writing	(if applicable) Math	Reading	Writing	(if applicable) Math	Reading	Writing

* Choose one:

- ★ *Attend a 4-Year University*
- ★ *Start at Community College & Transfer to a University (2+2)*
- ★ *Complete a 2-Year Degree at a Community College*
- ★ *Attend a Vocational / Technical Institute*
- ★ *Enlist in the Military*
- ★ *Work*
- ★ *Other*
- ★ *Undecided*

My Volunteer / Community Service:

Organization Name	Address & Phone	Dates of Service	Description of Service
Supervisor:			
Supervisor:			
Supervisor:			

My Employment History:

Company Name	Position/Title	Address & Phone	Employment dates	Job Duties
Supervisor:				
Supervisor:				
Supervisor:				

Planning & Progress

9th Grade	10th Grade	11th Grade	12th Grade
*Post HS Plan: College	*Post HS Plan:	*Post HS Plan:	*Post HS Plan:
Cumulative GPA: 3.25	Cumulative GPA:	Cumulative GPA:	Cumulative GPA:
Career Goal /Interest: Undecided ?	Career Goal /Interest:	Career Goal /Interest:	Career Goal /Interest:
	PSAT Score: Test Date:	PSAT Score: Test Date:	ASSET Scores: (CC placement) Test Date:
Explore Results: Test Date:	PLAN Results: Test Date:	ACT Scores: Test Date:	ACT Scores: Test Date:
		SAT Scores: Test Date:	SAT Scores: Test Date:
	ASVAB Results: Test Date:	ASVAB Results: 53 Military Entrance Test Date: 12/5/2012 Electronics = 68	SAT Subject Scores: Test Date: Other Results: Test Date

AIMS Results:	Math	Reading	Writing	(If applicable) Math	(If applicable) Reading	(If applicable) Writing	(If applicable) Math	(If applicable) Reading	(If applicable) Writing

* Choose one:

- ★ *Attend a 4-Year University*
- ★ *Start at Community College & Transfer to a University (2+2)*
- ★ *Complete a 2-Year Degree at a Community College*
- ★ *Attend a Vocational / Technical Institute*
- ★ *Enlist in the Military*
- ★ *Work*
- ★ *Other*
- ★ *Undecided*

My Volunteer / Community Service:

Organization Name	Address & Phone	Dates of Service	Description of Service
Supervisor:			
Supervisor:			
Supervisor:			

My Employment History:

Company Name	Position/Title	Address & Phone	Employment dates	Job Duties
Supervisor:				
Supervisor:				
Supervisor:				

HIGH SCHOOL
4 + 4 (ECAP)

Last Name [redacted] First Name [redacted] SAIS ID # 2528166

Freshman Yr:	Date of ECAP 1	Counselor	Date of ECAP 2	Counselor	
Soph Yr:	Date of ECAP 1	Counselor	Date of ECAP 2	Counselor	
Junior Yr:	Date of ECAP 1	Counselor	Date of ECAP 2	Counselor	
Senior Yr:	Date of ECAP 1 11/2013	Counselor JK	Date of ECAP 2	Counselor	

4-YEAR HIGH SCHOOL PLAN

Freshman	Sophomore	Junior	Senior
English I	English II	English Literature	American Literature
Remedial Math Foundations	Remedial Math Foundations	Remedial Math Foundations	Remedial Math Foundations
Pre-Algebra	Geometry	Algebra 2	Calculus
Algebra 1	Earth Science	Physical Science	Chemistry
World History	American History	US/AZ History	Government/Civics
Physical Education	Spanish I	Spanish II	Geography/Economics
Biology	College Enrollment	College Enrollment	College Enrollment

4-YEAR HIGH SCHOOL PROGRESS*

ENGLISH (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	English 1 (Sem. 1)	☐	☒
(.5)	English 1 (Sem. 2)	☐	☒
(.5)	English 2 (Sem. 1)	☐	☒
(.5)	English 2 (Sem. 2)	☐	☒
(.5)	English Literature (Sem.1)	☐	☒
(.5)	English Literature (Sem.2)	☐	☒
(.5)	American Literature (Sem. 1)	☐	☐
(.5)	American Literature (Sem. 2)	☐	☐

MATH (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Algebra 1 (Sem. 1)	☐	☒
(.5)	Algebra 1 (Sem. 2)	☐	☒
(.5)	Geometry (Sem. 1)	☐	☒
(.5)	Geometry (Sem.2)	☐	☒
(.5)	Algebra 2 (Sem. 1)	☐	☒
(.5)	Algebra 2 (Sem. 2)	☐	☒
(.5)	Business Math 1 (Sem.1)	☐	☐
(.5)	Business Math 1 (Sem.2)	☐	☐

SCIENCE (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Earth Science (Sem. 1)	☐	☒
(.5)	Earth Science (Sem. 2)	☐	☒
(.5)	Physical Science (Sem.1)	☐	☐
(.5)	Physical Science (Sem. 2)	☐	☐
(.5)	Biology (Sem. 1)	☐	☒
(.5)	Biology (Sem. 2)	☐	☒
(.5)	Chemistry (Sem. 1)	☐	☒
(.5)	Chemistry (Sem. 2)	☐	☒

HEALTH		IN PROGRESS	CREDIT EARNED
(.5)		☐	☒

FINE ART / CTE (1 Credit)		IN PROGRESS	CREDIT EARNED
(.5)		☐	☐
(.5)		☐	☐

SOCIAL STUDIES (4 CREDITS)		IN PROGRESS	CREDIT EARNED
(.5)	World History (Sem. 1)	☐	☐
(.5)	World History (Sem. 2)	☐	☐
(.5)	American History (Sem.1)	☐	☐
(.5)	American History (Sem. 2)	☐	☐
(.5)	US / AZ History (Sem. 1)	☐	☒
(.5)	US / AZ History (Sem. 2)	☐	☒
(.5)	Government (Sem. 1)	☐	☐
(.5)	Government (Sem. 2)	☐	☐

ELECTIVES (7 Credits)		IN PROGRESS	CREDIT EARNED
(1.0)	Com. Tech 1	☐	☒
(1.0)	P.E.	☐	☒
(1.0)	Honor Chorale 1	☐	☒
(1.0)	Com. Tech 2	☐	☒
(1.0)	Honor Chorale 2	☐	☒
(1.0)	Spanish 1	☐	☒
(1.0)	ADV. Female P.E.	☐	☒
(1.0)	Digital Photography	☐	☒
(1.0)	Spanish 2	☐	☒
(1.0)		☐	☐
(1.0)		☐	☐
(1.0)		☐	☐
(1.0)		☐	☐
(1.0)		☐	☐

*Credits are not required until Graduating Class of 2013

Jefferson Academy June 2009

Planning & Progress

9th Grade	10th Grade	11th Grade	12th Grade
*Post HS Plan:	*Post HS Plan:	*Post HS Plan:	*Post HS Plan: College
Cumulative GPA:	Cumulative GPA:	Cumulative GPA:	Cumulative GPA: 2.14
Career Goal /Interest:	Career Goal /Interest:	Career Goal /Interest:	Career Goal /Interest:
	PSAT Score: Test Date:	PSAT Score: Test Date:	ASSET Scores: (CC placement) Test Date:
Explore Results: Test Date:	PLAN Results: Test Date:	ACT Scores: Test Date:	ACT Scores: Test Date:
		SAT Scores: Test Date:	SAT Scores: Test Date:
	ASVAB Results: Test Date:	ASVAB Results: Test Date:	SAT Subject Scores: Test Date:
			Other Results: Test Date

AIMS Results:	Math	Reading	Writing	(if applicable) Math	Reading	Writing	(if applicable) Math	Reading	Writing

* Choose one: 2 yr. Degree @ Community College

- ★ *Attend a 4-Year University*
- ★ *Start at Community College & Transfer to a University (2+2)*
- ★ *Complete a 2-Year Degree at a Community College*
- ★ *Attend a Vocational / Technical Institute*
- ★ *Enlist in the Military*
- ★ *Work*
- ★ *Other*
- ★ *Undecided*

My Volunteer / Community Service:

Organization Name	Address & Phone	Dates of Service	Description of Service
Supervisor:			
Supervisor:			
Supervisor:			

My Employment History:

Company Name	Position/Title	Address & Phone	Employment dates	Job Duties
Supervisor:				
Supervisor:				
Supervisor:				

HIGH SCHOOL
4 + 4 (ECAP)

Last Name [redacted] First Name [redacted] SAIS ID # 24599580

Freshman Yr: Date of ECAP 1 8/2013 Counselor [illegible] Date of ECAP 2 _____ Counselor _____

Soph Yr: Date of ECAP 1 _____ Counselor _____ Date of ECAP 2 _____ Counselor _____

Junior Yr: Date of ECAP 1 _____ Counselor _____ Date of ECAP 2 _____ Counselor _____

Senior Yr: Date of ECAP 1 _____ Counselor _____ Date of ECAP 2 _____ Counselor _____

4-YEAR HIGH SCHOOL PLAN

Freshman	Sophomore	Junior	Senior
English I	English II	English Literature	American Literature
Remedial Math Foundations	Remedial Math Foundations	Remedial Math Foundations	Remedial Math Foundations
Pre-Algebra	Geometry	Algebra 2	Calculus
Algebra I	Earth Science	Physical Science	Chemistry
World History	American History	US/AZ History	Government/Civics
Physical Education	Spanish I	Spanish II	Geography/Economics
Biology	College Enrollment	College Enrollment	College Enrollment

4-YEAR HIGH SCHOOL PROGRESS*

ENGLISH (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	English I (Sem. 1)	☒	☐
(.5)	English I (Sem. 2)	☐	☐
(.5)	English 2 (Sem. 1)	☐	☐
(.5)	English 2 (Sem. 2)	☐	☐
(.5)	English Literature (Sem.1)	☐	☐
(.5)	English Literature (Sem.2)	☐	☐
(.5)	American Literature (Sem. 1)	☐	☐
(.5)	American Literature (Sem. 2)	☐	☐

MATH (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Algebra I (Sem. 1)	☒	☐
(.5)	Algebra I (Sem. 2)	☐	☐
(.5)	Geometry (Sem. 1)	☐	☐
(.5)	Geometry (Sem.2)	☐	☐
(.5)	Algebra 2 (Sem. 1)	☐	☐
(.5)	Algebra 2 (Sem. 2)	☐	☐
(.5)	Business Math 1 (Sem.1)	☐	☐
(.5)	Business Math 1 (Sem.2)	☐	☐

SCIENCE (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Earth Science (Sem. 1)	☒	☐
(.5)	Earth Science (Sem. 2)	☐	☐
(.5)	Physical Science (Sem.1)	☐	☐
(.5)	Physical Science (Sem. 2)	☐	☐
(.5)	Biology (Sem. 1)	☐	☐
(.5)	Biology (Sem. 2)	☐	☐
(.5)	Chemistry (Sem. 1)	☐	☐
(.5)	Chemistry (Sem. 2)	☐	☐

HEALTH		IN PROGRESS	CREDIT EARNED
(.5)	_____	☐	☐

FINE ART / CTE (1 Credit)		IN PROGRESS	CREDIT EARNED
(.5)	_____	☐	☐
(.5)	_____	☐	☐

SOCIAL STUDIES (4 CREDITS)		IN PROGRESS	CREDIT EARNED
(.5)	World History (Sem. 1)	☒	☐
(.5)	World History (Sem. 2)	☐	☐
(.5)	American History (Sem.1)	☐	☐
(.5)	American History (Sem. 2)	☐	☐
(.5)	US / AZ History (Sem. 1)	☐	☐
(.5)	US / AZ History (Sem. 2)	☐	☐
(.5)	Government (Sem. 1)	☐	☐
(.5)	Government (Sem. 2)	☐	☐

ELECTIVES (7 Credits)		IN PROGRESS	CREDIT EARNED
(1.0)	P.E.	☒	☐
(1.0)	_____	☐	☐
(1.0)	_____	☐	☐
(1.0)	_____	☐	☐
(1.0)	_____	☐	☐
(1.0)	_____	☐	☐
(1.0)	_____	☐	☐
(1.0)	_____	☐	☐
(1.0)	_____	☐	☐
(1.0)	_____	☐	☐
(1.0)	_____	☐	☐
(1.0)	_____	☐	☐
(1.0)	_____	☐	☐
(1.0)	_____	☐	☐

*Credits are not required until Graduating Class of 2013

Jefferson Academy June 2009

Planning & Progress

9th Grade	10th Grade	11th Grade	12th Grade
*Post HS Plan: College	*Post HS Plan:	*Post HS Plan:	*Post HS Plan:
Cumulative GPA:	Cumulative GPA:	Cumulative GPA:	Cumulative GPA:
Career Goal /Interest:	Career Goal /Interest:	Career Goal /Interest:	Career Goal /Interest:
	PSAT Score: Test Date:	PSAT Score: Test Date:	ASSET Scores: (CC placement) Test Date:
Explore Results: Test Date:	PLAN Results: Test Date:	ACT Scores: Test Date:	ACT Scores: Test Date:
		SAT Scores: Test Date:	SAT Scores: Test Date:
	ASVAB Results: Test Date:	ASVAB Results: Test Date:	SAT Subject Scores: Test Date:
			Other Results: Test Date

AIMS Results:	Math	Reading	Writing	(if applicable) Math	Reading	Writing	(if applicable) Math	Reading	Writing

* Choose one:

- ★ *Attend a 4-Year University*
- ★ *Start at Community College & Transfer to a University (2+2)*
- ★ *Complete a 2-Year Degree at a Community College*
- ★ *Attend a Vocational / Technical Institute*
- ★ *Enlist in the Military*
- ★ *Work*
- ★ *Other*
- ★ *Undecided*

My Volunteer / Community Service:

Organization Name	Address & Phone	Dates of Service	Description of Service
Supervisor:			
Supervisor:			
Supervisor:			

My Employment History:

Company Name	Position/Title	Address & Phone	Employment dates	Job Duties
Supervisor:				
Supervisor:				
Supervisor:				

HIGH SCHOOL
4 + 4 (ECAP)

Last Name [redacted] First Name [redacted] SAIS ID # 10879214

Freshman Yr:	Date of ECAP 1	Counselor	Date of ECAP 2	Counselor
Soph Yr:	Date of ECAP 1 8/2010	Counselor	Date of ECAP 2 1/2011	Counselor
Junior Yr:	Date of ECAP 1 8/2011	Counselor	Date of ECAP 2 1/2012	Counselor
Senior Yr:	Date of ECAP 1 8/2013	Counselor	Date of ECAP 2 1/2014	Counselor

4-YEAR HIGH SCHOOL PLAN

Freshman	Sophomore	Junior	Senior
English I	English II	English Literature	American Literature
Remedial Math Foundations	Remedial Math Foundations	Remedial Math Foundations	Remedial Math Foundations
Pre-Algebra	Geometry	Algebra 2	Calculus
Algebra 1	Earth Science	Physical Science	Chemistry
World History	American History	US/AZ History	Government/Civics
Physical Education	Spanish I	Spanish II	Geography/Economics
Biology	College Enrollment	College Enrollment	College Enrollment

4-YEAR HIGH SCHOOL PROGRESS*

ENGLISH (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	English 1 (Sem. 1)	☐	☒
(.5)	English 1 (Sem. 2)	☐	☒
(.5)	English 2 (Sem. 1)	☐	☒
(.5)	English 2 (Sem. 2)	☐	☒
(.5)	English Literature (Sem.1)	☐	☒
(.5)	English Literature (Sem.2)	☐	☒
(.5)	American Literature (Sem. 1)	☐	☐
(.5)	American Literature (Sem. 2)	☐	☐

MATH (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Algebra 1 (Sem. 1)	☐	☒
(.5)	Algebra 1 (Sem. 2)	☐	☒
(.5)	Geometry (Sem. 1)	☐	☒
(.5)	Geometry (Sem.2)	☐	☒
(.5)	Algebra 2 (Sem. 1)	☐	☒
(.5)	Algebra 2 (Sem. 2)	☐	☒
(.5)	Business Math 1 (Sem.1)	☐	☐
(.5)	Business Math 1 (Sem.2)	☐	☐

SCIENCE (4 Credits)		IN PROGRESS	CREDIT EARNED
(.5)	Earth Science (Sem. 1)	☐	☒
(.5)	Earth Science (Sem. 2)	☐	☒
(.5)	Physical Science (Sem.1)	☐	☒
(.5)	Physical Science (Sem. 2)	☐	☒
(.5)	Biology (Sem. 1)	☐	☒
(.5)	Biology (Sem. 2)	☐	☒
(.5)	Chemistry (Sem. 1)	☐	☒
(.5)	Chemistry (Sem. 2)	☐	☒

HEALTH		IN PROGRESS	CREDIT EARNED
(.5)		☐	☒

FINE ART / CTE (1 Credit)		IN PROGRESS	CREDIT EARNED
(.5)	Art I	☐	☒
(.5)	Art I	☐	☒

SOCIAL STUDIES (4 CREDITS)		IN PROGRESS	CREDIT EARNED
(.5)	World History (Sem. 1)	☐	☒
(.5)	World History (Sem. 2)	☐	☒
(.5)	American History (Sem.1)	☐	☒
(.5)	American History (Sem. 2)	☐	☒
(.5)	US / AZ History (Sem. 1)	☐	☒
(.5)	US / AZ History (Sem. 2)	☐	☒
(.5)	Government (Sem. 1)	☐	☒
(.5)	Government (Sem. 2)	☐	☒

ELECTIVES (7 Credits)		IN PROGRESS	CREDIT EARNED
(1.0)	Pre Algebra	☐	☒
(1.0)	TP Math	☐	☒
(1.0)	TP Geometry	☐	☒
(1.0)	Weights	☐	☒
(1.0)	Construction 2	☐	☒
(1.0)	Info Tech 2	☐	☒
(1.0)	Careers 1	☐	☒
(1.0)		☐	☐
(1.0)		☐	☐
(1.0)		☐	☐
(1.0)		☐	☐
(1.0)		☐	☐
(1.0)		☐	☐
(1.0)		☐	☐

*Credits are not required until Graduating Class of 2013

Jefferson Academy June 2009

Planning & Progress

9th Grade	10th Grade	11th Grade	12th Grade
*Post HS Plan: College	*Post HS Plan: College	*Post HS Plan: College	*Post HS Plan: College
Cumulative GPA: 2.5	Cumulative GPA: 1.99	Cumulative GPA: 2.16	Cumulative GPA: 2.16
Career Goal /Interest: Undecided?	Career Goal /Interest: Chef	Career Goal /Interest: Own my own restaurant	Career Goal /Interest:
	PSAT Score: Test Date:	PSAT Score: Test Date:	ASSET Scores: (CC placement) Test Date:
Explore Results: Test Date:	PLAN Results: Test Date:	ACT Scores: Test Date:	ACT Scores: Test Date:
		SAT Scores: Test Date:	SAT Scores: Test Date:
	ASVAB Results: Test Date:	ASVAB Results: 33 Military Score Test Date: 12/5/2012 Arithmetic Reasoning 63	SAT Subject Scores: Test Date:
			Other Results: Test Date
AIMS Results:	Math / Reading / Writing	(If applicable) Math 458, Reading 669, Writing 466	(If applicable) Math / Reading / Writing

* Choose one: 4yr. University

- ⊛ *Attend a 4-Year University*
- ★ *Start at Community College & Transfer to a University (2+2)*
- ★ *Complete a 2-Year Degree at a Community College*
- ★ *Attend a Vocational / Technical Institute*
- ★ *Enlist in the Military*
- ★ *Work*
- ★ *Other*
- ★ *Undecided*

My Volunteer / Community Service:

Organization Name	Address & Phone	Dates of Service	Description of Service
Supervisor:			
Supervisor:			
Supervisor:			

My Employment History:

Company Name	Position/Title	Address & Phone	Employment dates	Job Duties
Supervisor:				
Supervisor:				
Supervisor:				

EXHIBIT "RR"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

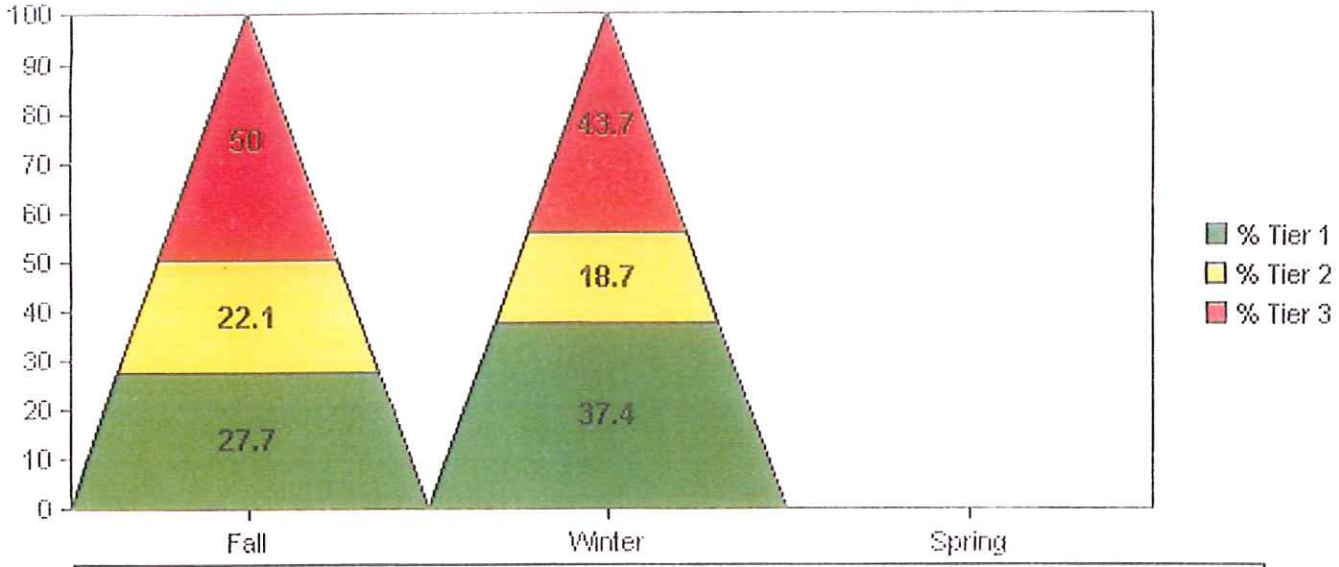
Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Reading - Curriculum Based Measurement
Grade 6 - (Stewart, Janice - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	9 (50.0%)	6 2 0	7 (43.7%)	0 0 0	0 (0%)
Tier 2	4 (22.1%)	1 1 2	3 (18.7%)	0 0 0	0 (0%)
Tier 1	5 (27.7%)	0 0 4	6 (37.4%)	0 0 0	0 (0%)
New Student		**0**		**0**	
Unscored		**2**		**0**	
Total Students	**18**		**16**		**0**

Note: Unscored also includes any students who may have been transferred.

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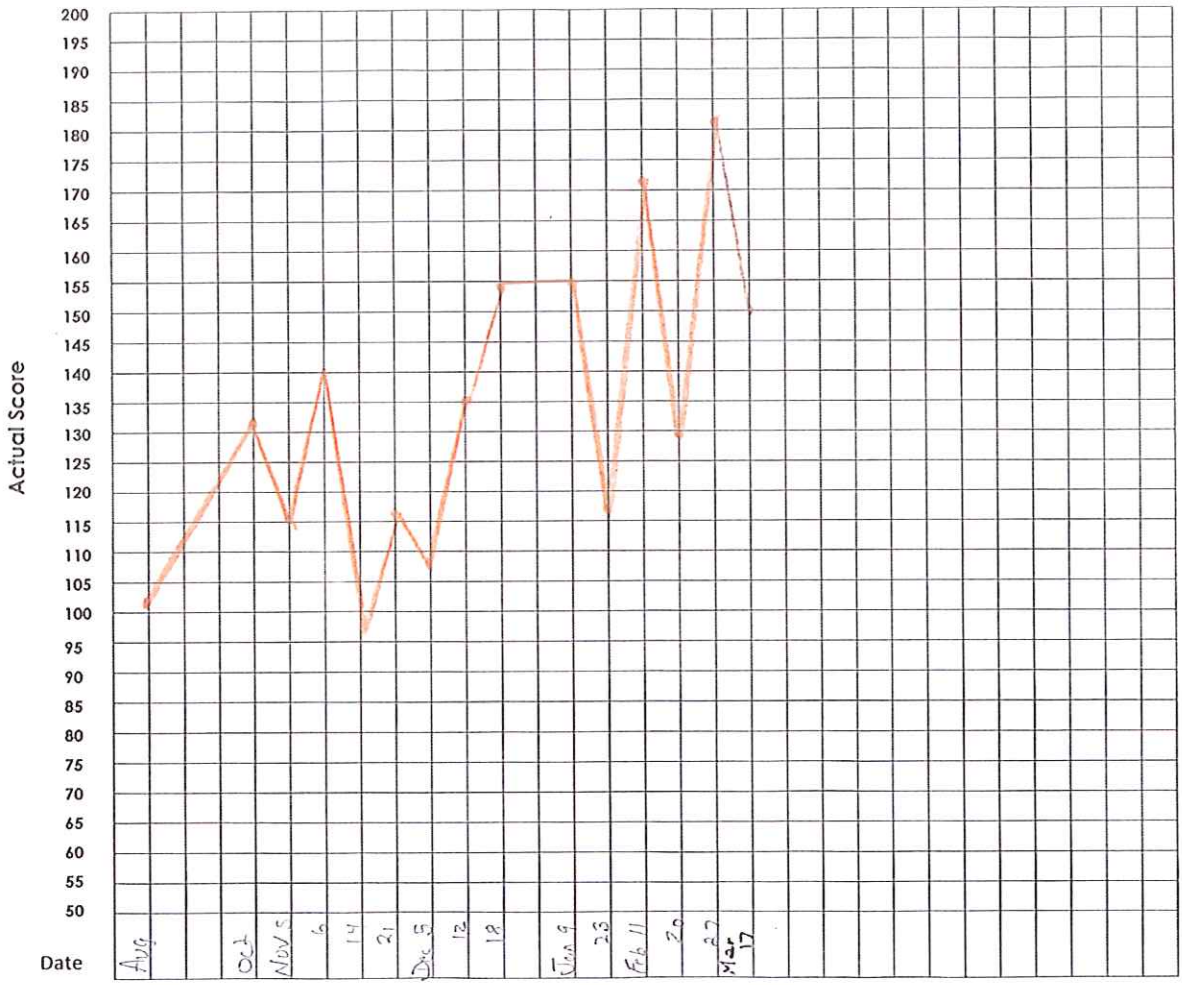
AIMS Reading Fluency Score Sheet



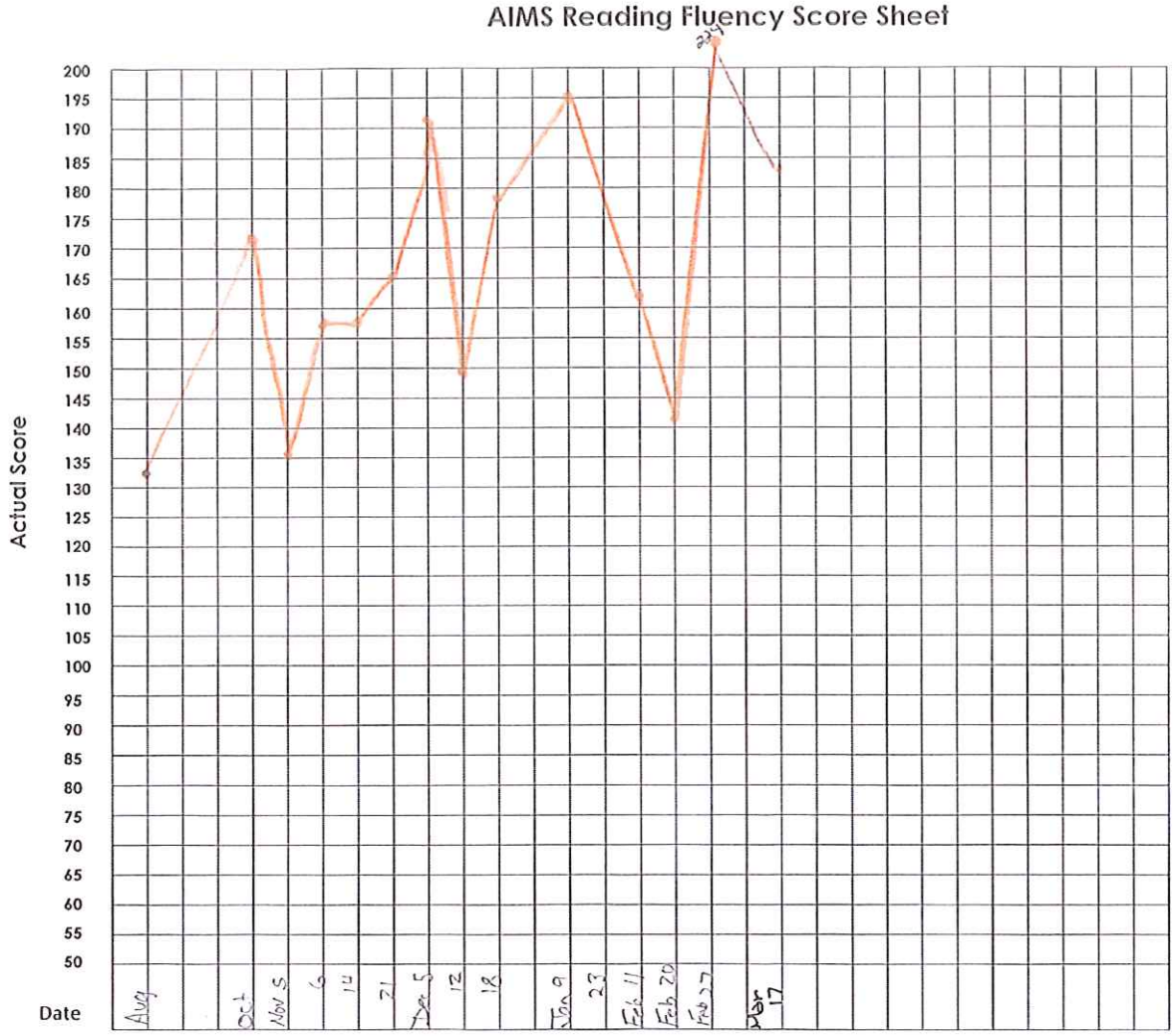
Student: 67

Grade: 6th

Notes:

6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 161
8th grade = F 138, W 151, S 156
9th grade = F 138, W 151, S 156
10th grade = F 138, W 151, S 156
11th grade = F 138, W 151, S 156
12th grade = F 138, W 151, S 156

AIMS Reading Fluency Score Sheet



Student: 68

Grade: 6th

Notes:

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 161

8th grade = F 138, W 151, S 156

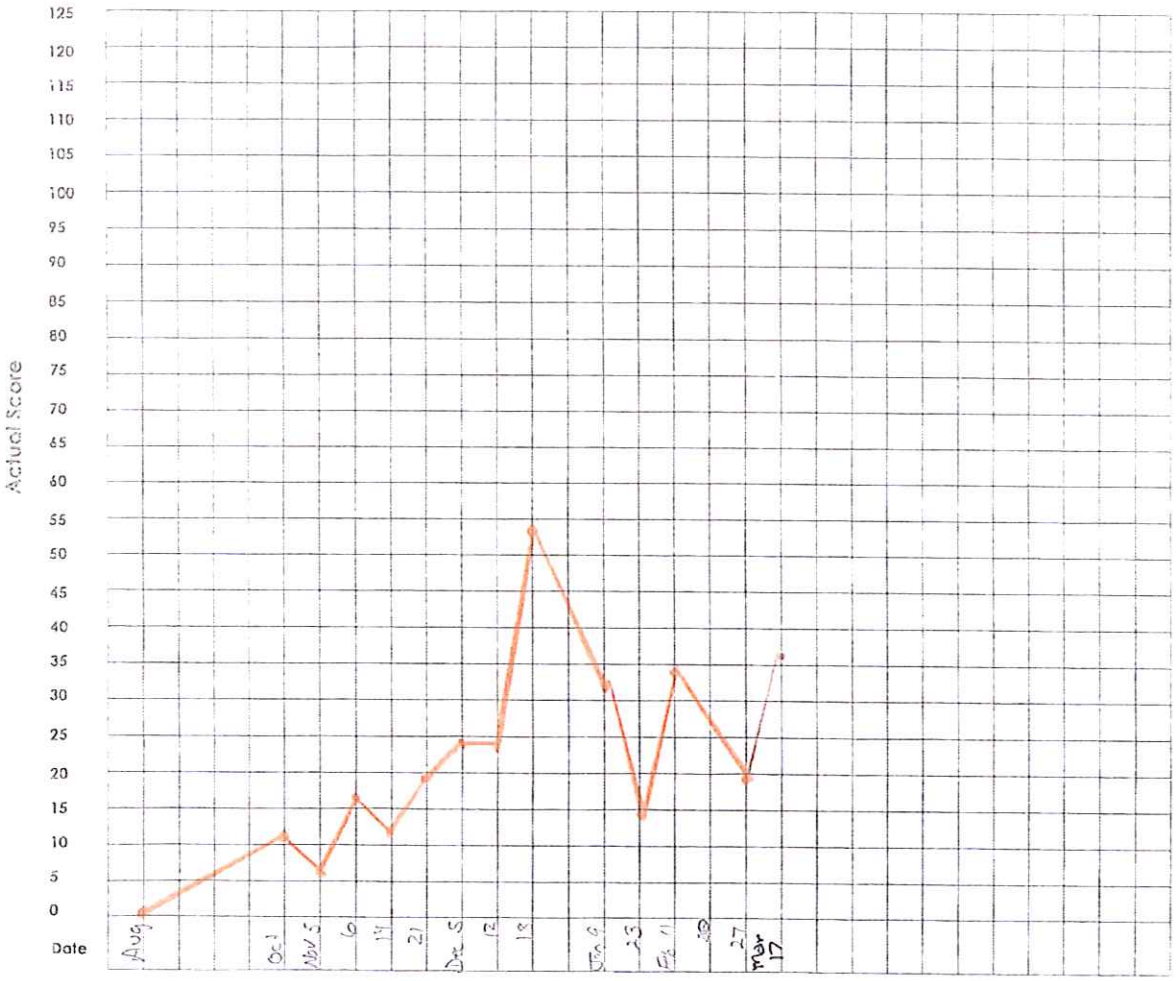
9th grade = F 138, W 151, S 156

10th grade = F 138, W 151, S 156

11th grade = F 138, W 151, S 156

12th grade = F 138, W 151, S 156

Reading Fluency Score Sheet



Student: 6 10

Grade: 6th

Notes:

Letter Naming

Letter Sounds

Reading Passage:

1st grade

2nd grade 3rd grade

4th grade 5th grade

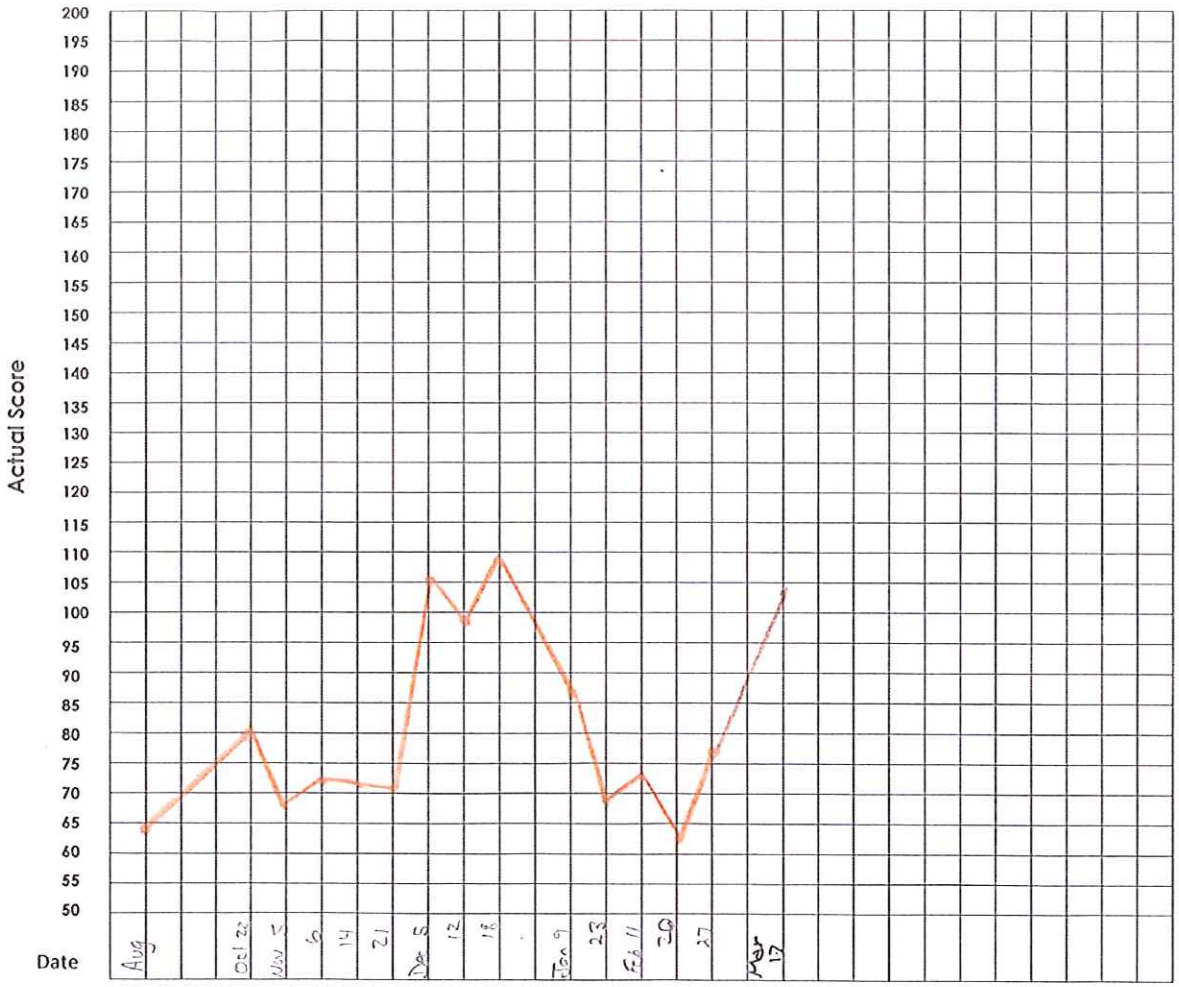
6th grade 7th grade

8th grade 9th grade

10th grade

12th grade

AIMS Reading Fluency Score Sheet



Student: 6 12

Grade: 6th

Notes:

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 161

8th grade = F 138, W 151, S 156

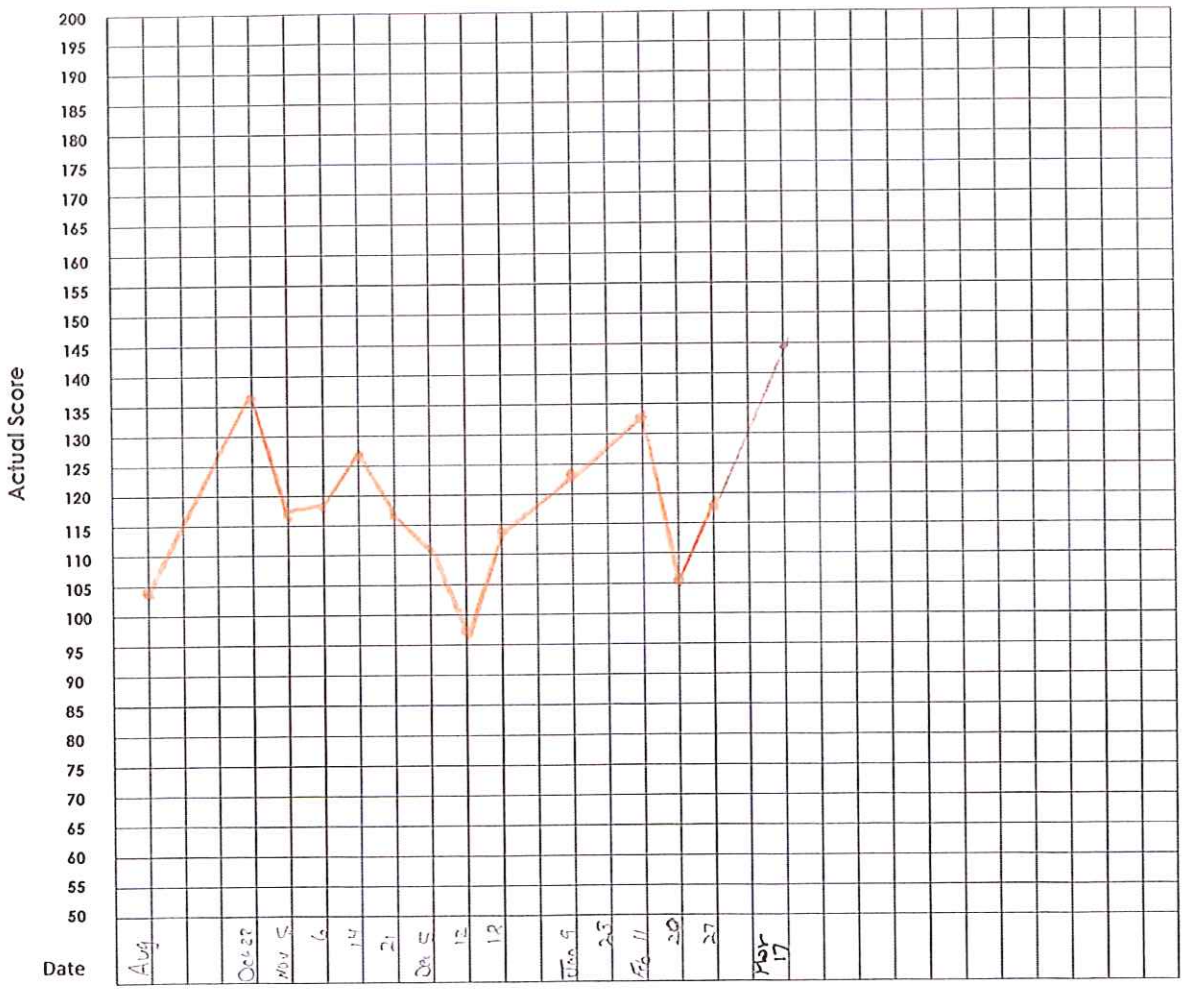
9th grade = F 138, W 151, S 156

10th grade = F 138, W 151, S 156

11th grade = F 138, W 151, S 156

12th grade = F 138, W 151, S 156

AIMS Reading Fluency Score Sheet



Student: 6 14

Grade: 6th

Notes:

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 161

8th grade = F 138, W 151, S 156

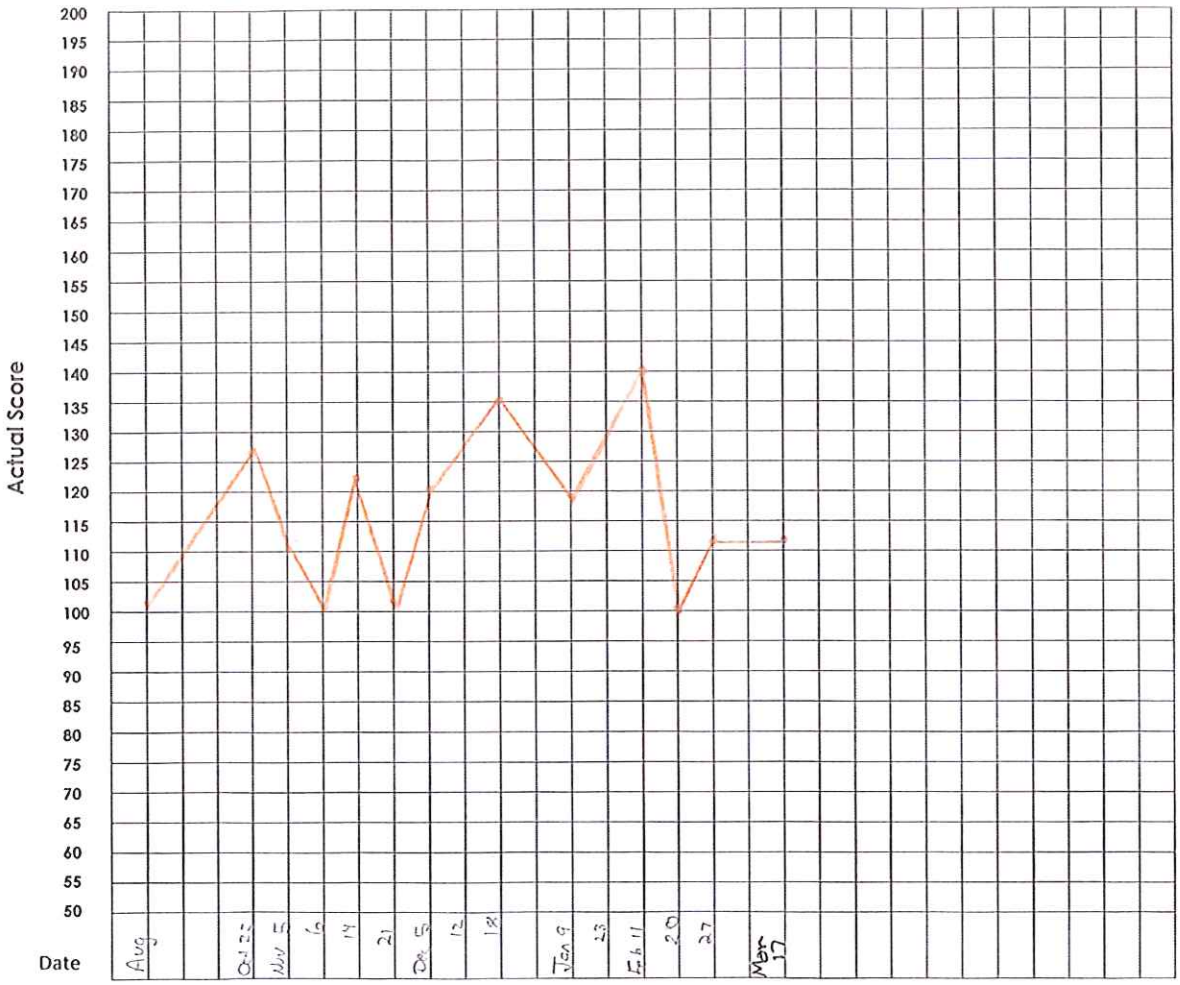
9th grade = F 138, W 151, S 156

10th grade = F 138, W 151, S 156

11th grade = F 138, W 151, S 156

12th grade = F 138, W 151, S 156

AIMS Reading Fluency Score Sheet



Student: 6 16

Grade: 6th

Notes:

In process of testing for LD. Just got glasses so scores improved then glasses broke and scores went down.

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 161

8th grade = F 138, W 151, S 156

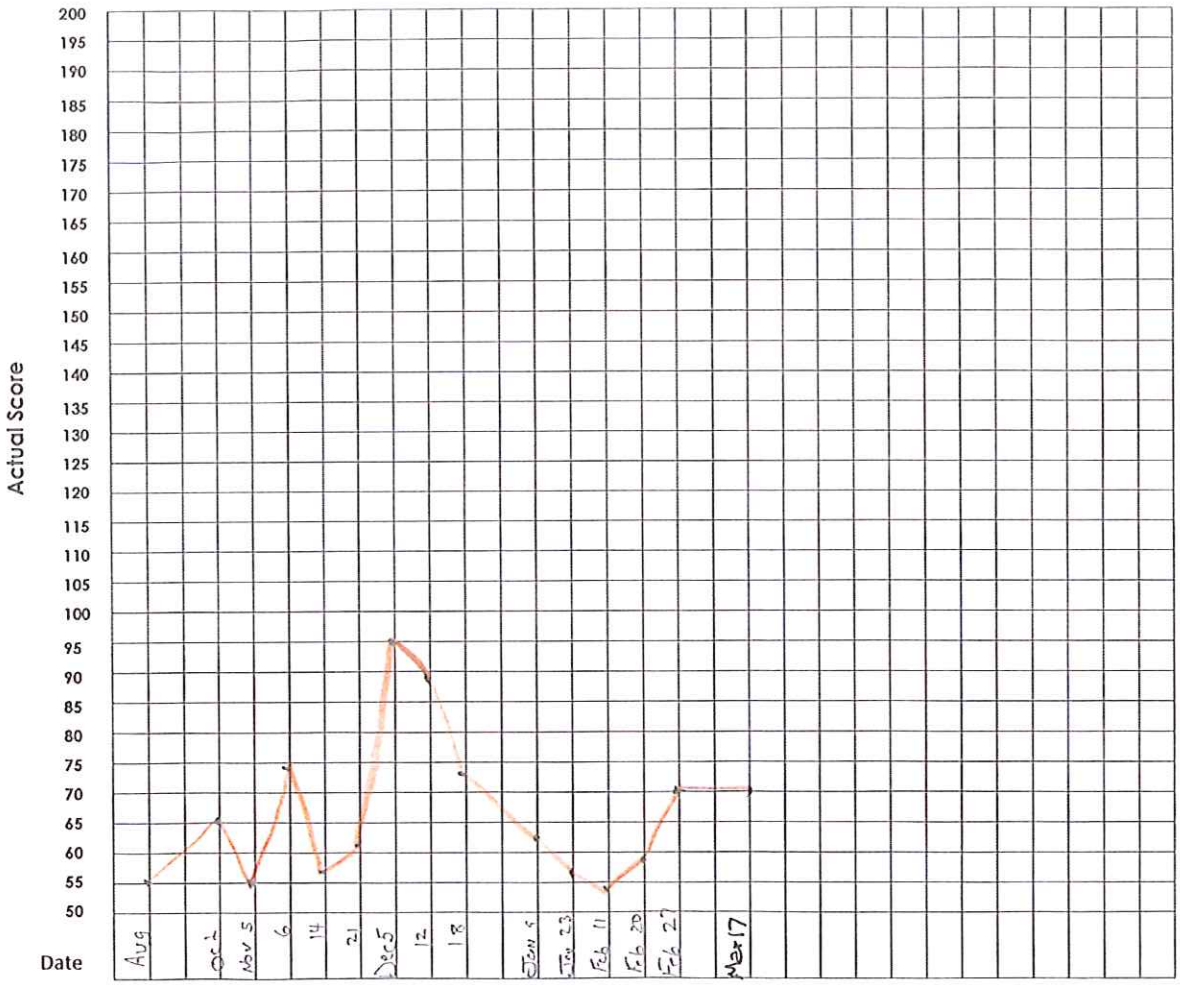
9th grade = F 138, W 151, S 156

10th grade = F 138, W 151, S 156

11th grade = F 138, W 151, S 156

12th grade = F 138, W 151, S 156

AIMS Reading Fluency Score Sheet



Student: 61

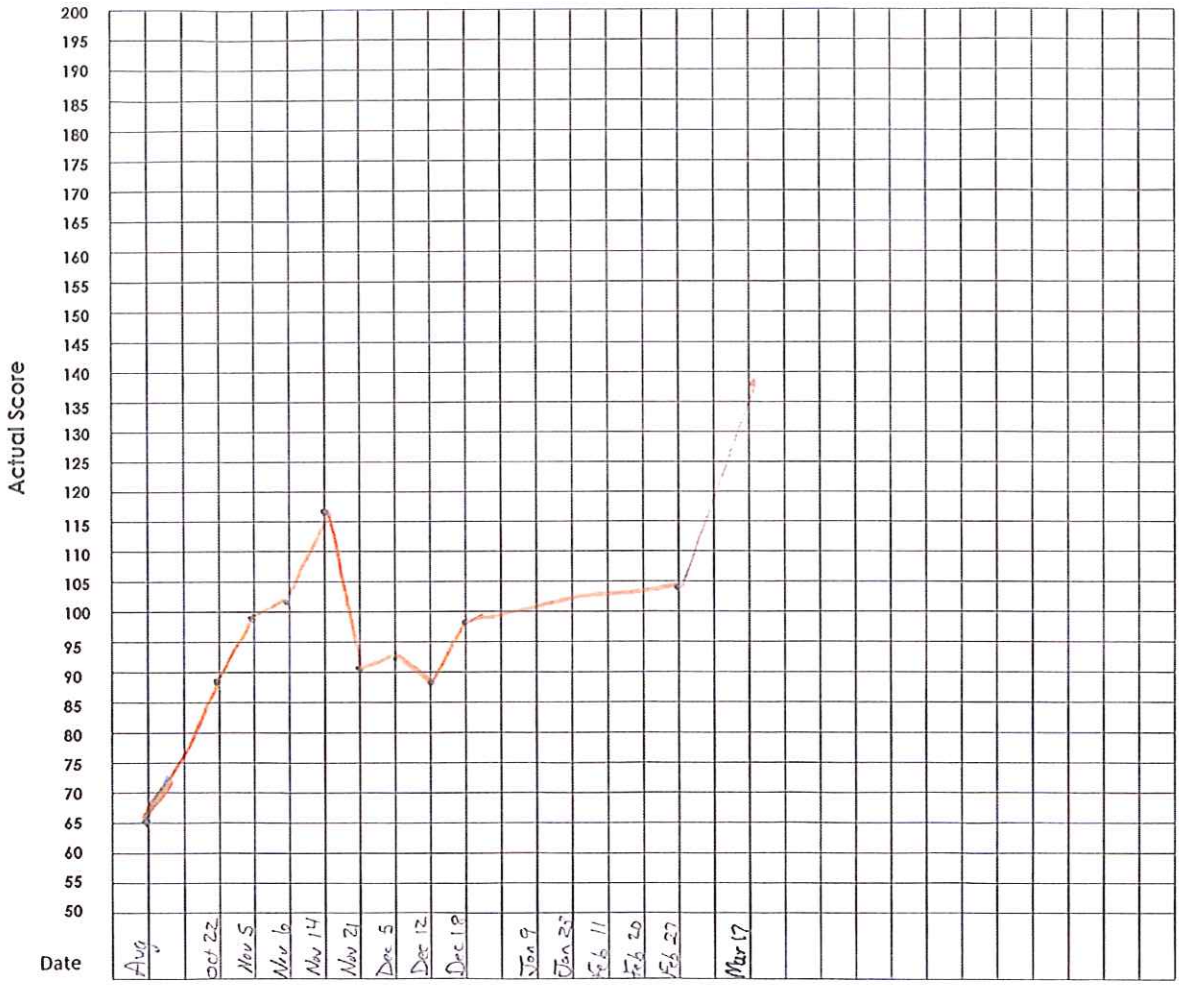
Grade: 6th

Notes:

CP makes it difficult for him to read aloud quickly. Its ~~[illegible]~~ comprehension shows better when he can read to himself.

6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 161
8th grade = F 138, W 151, S 156
9th grade = F 138, W 151, S 156
10th grade = F 138, W 151, S 156
11th grade = F 138, W 151, S 156
12th grade = F 138, W 151, S 156

AIMS Reading Fluency Score Sheet



Student: 64

Grade: 6th

Notes:

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 161

8th grade = F 138, W 151, S 156

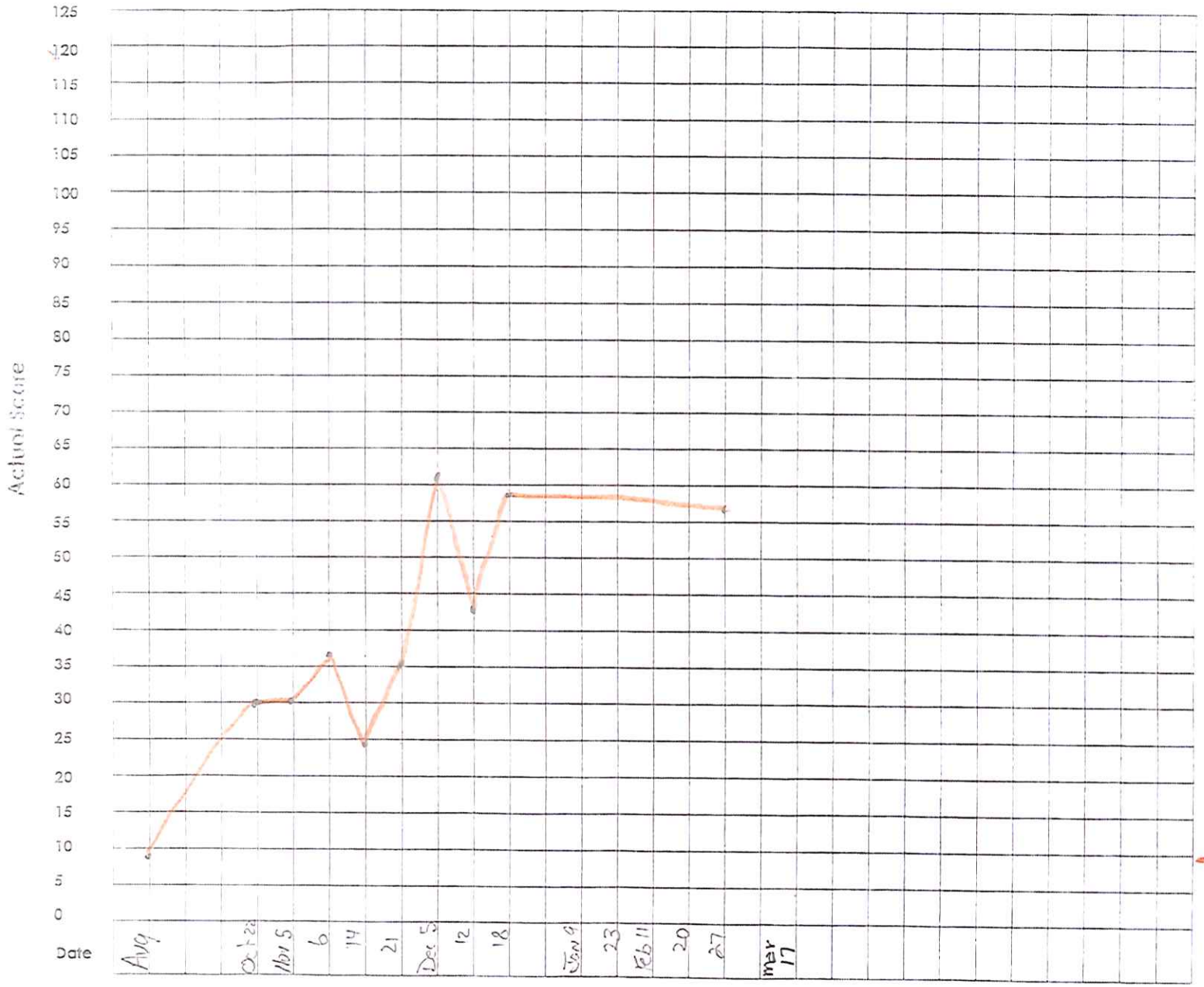
9th grade = F 138, W 151, S 156

10th grade = F 138, W 151, S 156

11th grade = F 138, W 151, S 156

12th grade = F 138, W 151, S 156

Reading Fluency Score Sheet



Student: 65

Grade: 6th

Notes:

Letter Naming

LETTER SOUNDS

Reading Passage:

1st grade

2nd grade 3rd grade

4th grade 5th grade

5th grade 7th grade

8th grade 9th grade

10th grade

12th grade

Founding Fathers 00297

EXHIBIT "S"

CONDOS LAW OFFICE, PLC

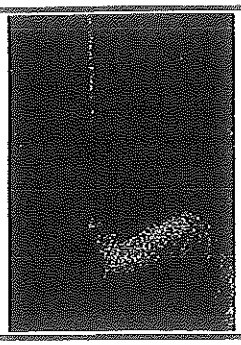
Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

Jefferson Academy

ILP Form K - 4

Name:
Grade:
Birthdate:
Phone:
Parent:
Entry Date:
45 Day Screening:



Assessments:
Screening Date:

Screening Results:

Reading:

Spelling:

Writing:

Math:

Special Education:
IEP: Yes No

CAT:

Testing Needed: Yes No

Comments:

2nd Test Yes No
Frye Word List #
Passage Reading Level:
Timed Math Drill:
MBA:

Dev Hist Given Date:
Test Perm Date:
ILP Connections Completed Yes No

Placements:

Reading:

SRA:

Color:

Reader:

Phonics:

Spelling:

Writing:

Math:

Interventions:

CST Referral Date:

CST Date:

Outcome:

Parent Signature: _____

Student Signature: _____

ILP Meetings

Fall ILP Meting Date:

Yearly Goals

Phonics:

Reading:

Spelling:

Writing:

Math:

Fall Quarterly Goals:

Phonics:

Reading:

Spelling:

Writing:

Math:

Winter Quarterly Goals:

Phonics:

Reading:

Spelling:

Writing:

Math:

Spring Quarterly Goals:

Phonics:

Reading:

Spelling:

Writing:

Math:

Parent Signature: _____

Student Signature: _____

ILP Meetings

Winter ILP Meting Date:

Present Levels

Phonics:

Reading:

Spelling:

Writing:

Math:

Winter Quarterly Goals:

Phonics:

Reading:

Spelling:

Writing:

Math:

Spring Quarterly Goals:

Phonics:

Reading:

Spelling:

Writing:

Math:

Parent Signature: _____

Student Signature: _____

ILP Meetings

Spring ILP Meting Date:

Present Levels

Phonics:

Reading:

Spelling:

Writing:

Math:

Spring Quarterly Goals:

Phonics:

Reading:

Spelling:

Writing:

Math:

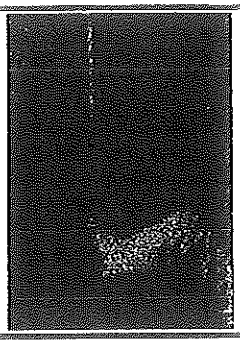
Parent Signature: _____

Student Signature: _____

Jefferson Academy

ILP Form 5 - 8

Name:
Grade:
Birthdate:
Phone:
Parent:
Entry Date:
45 Day Screening:



Assessments:
Screening Date:

Screening Results:

Reading:

Spelling:

Writing:

Math:

Special Education:
IEP: Yes No

CAT:

Testing Needed: Yes No

Comments:

2nd Test Yes No
Frye Word List #
Passage Reading Level:
Timed Math Drill:
MBA:

Dev Hist Given Date:
Test Perm Date:
ILP Connections Completed Yes No

Placements:

Reading:
SRA:
Color

Spelling:

Writing:

Math:

Interventions:

CST Referral Date:

CST Date:

Outcome:

Parent Signature: _____

Student Signature: _____

ILP Meetings

Fall ILP Meting Date:

Yearly Goals

Reading:

Spelling:

Writing:

Math:

Science/Social Studies:

Fall Quarterly Goals:

Reading:

Spelling:

Writing:

Math:

Science/Social Studies:

Winter Quarterly Goals:

Reading:

Spelling:

Writing:

Math:

Science/Social Studies:

Spring Quarterly Goals:

Reading:

Spelling:

Writing:

Math:

Science/Social Studies:

Parent Signature: _____

Student Signature: _____

ILP Meetings

Winter ILP Meting Date:

Present Level

Reading:

Spelling:

Writing:

Math:

Science/Social Studies:

Winter Quarterly Goals:

Reading:

Spelling:

Writing:

Math:

Science/Social Studies:

Spring Quarterly Goals:

Reading:

Spelling:

Writing:

Math:

Science/Social Studies:

Parent Signature: _____

Student Signature: _____

ILP Meetings

Spring ILP Meting Date:

Present Level

Reading:

Spelling:

Writing:

Math:

Science/Social Studies:

Spring Quarterly Goals:

Reading:

Spelling:

Writing:

Math:

Science/Social Studies:

Parent Signature: _____

Student Signature: _____

Jefferson Academy

ILP Form 9 - 12

Name:
Grade:
Birthdate:
Phone:
Parent:
Entry Date:
45 Day Screening:

Assessments:
Screening Date:

Screening Results:

Reading:

Spelling:

Writing:

Math:

Special Education:
IEP: Yes No

CAT:

Testing Needed: Yes No

Comments:

2nd Test Yes No
Frye Word List #
Passage Reading Level:
Timed Math Drill:
MBA:

Dev Hist Given Date:
Test Perm Date:
ILP Connections Completed Yes No

Placements:

Reading:
SRA:
Color

Spelling:

Writing:

Math:

Tier:

Interventions:

CST Referral Date:

CST Date:

Outcome:

Parent Signature: _____

Student Signature: _____

ILP Meetings

Fall ILP Meting Date:

Yearly Goals

English:

Math:

Science:

History:

Tier:

Fall Quarterly Goals:

English:

Math:

Science:

History:

Tier:

Winter Quarterly Goals:

English:

Math:

Science:

History:

Tier:

Spring Quarterly Goals:

English:

Math:

Science:

History:

Tier:

Parent Signature: _____

Student Signature: _____

ILP Meetings

Winter ILP Meting Date:
Present Levels

English:

Math:

Science:

History:

Tier:

Winter Quarterly Goals:

English:

Math:

Science:

History:

Tier:

Spring Quarterly Goals:

English:

Math:

Science:

History:

Tier:

Parent Signature: _____

Student Signature: _____

ILP Meetings

Spring ILP Meting Date:

Present Levels

English:

Math:

Science:

History:

Tier:

Spring Quarterly Goals:

Reading:

Spelling:

Writing:

Math:

Science/Social Studies:

Parent Signature: _____

Student Signature: _____

EXHIBIT "SS"

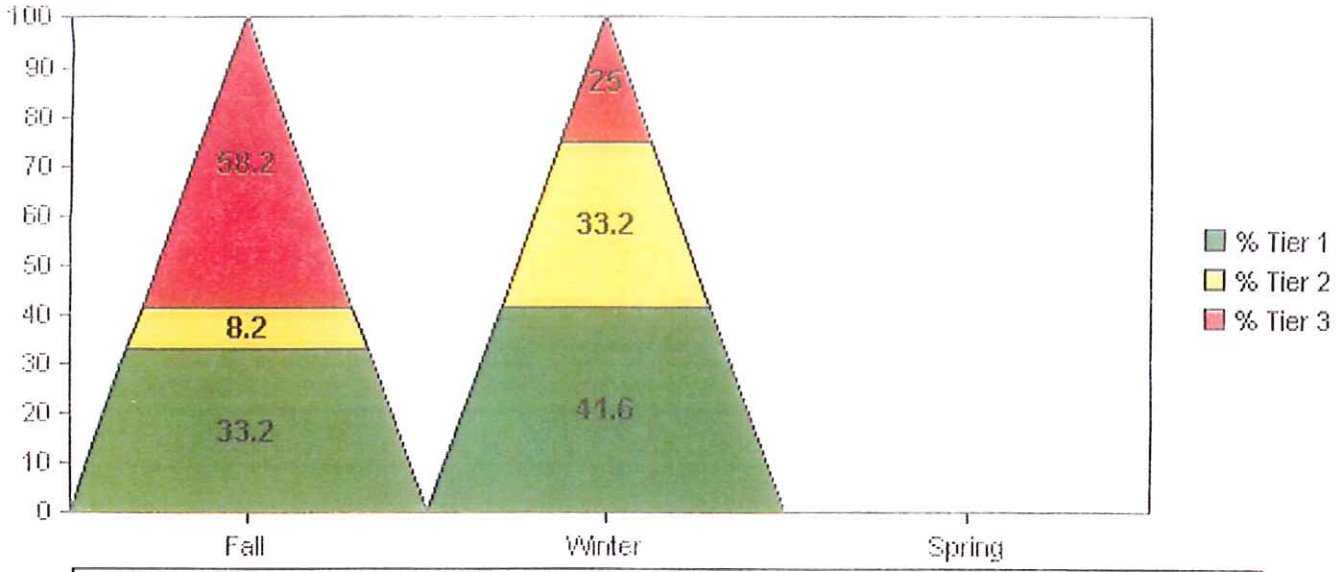
CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Math Computation
Grade 7 - (Stewart, Janice - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	7 (58.2%)	2 2 3	3 (25.0%)	0 0 0	0 (0%)
Tier 2	1 (8.2%)	1 0 0	4 (33.2%)	0 0 0	0 (0%)
Tier 1	4 (33.2%)	0 1 2	5 (41.6%)	0 0 0	0 (0%)
New Student		**1**		**0**	
Unscored		**1**		**0**	
Total Students	**12**		**12**		**0**

Note: Unscored also includes any students who may have been transferred.

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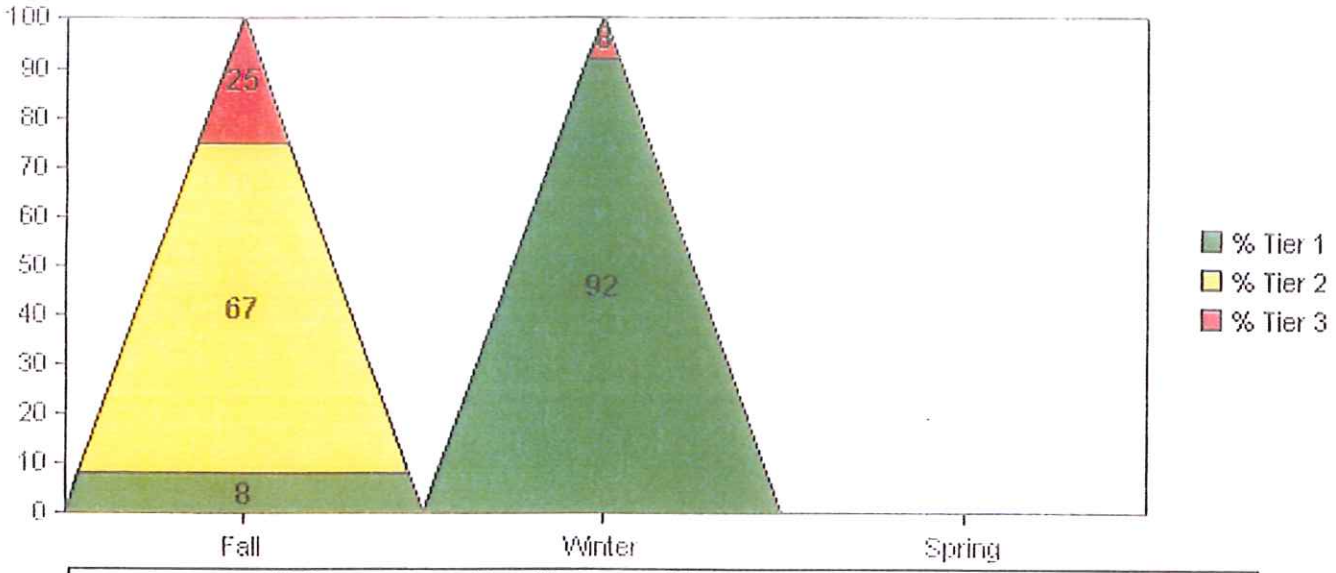
AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Mathematics Concepts and Applications
Grade 7 : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	3 (25%)	1 0 2	1 (8%)	0 0 0	0 (0%)
Tier 2	8 (67%)	0 0 7	0 (0%)	0 0 0	0 (0%)
Tier 1	1 (8%)	0 0 1	11 (92%)	0 0 0	0 (0%)
New Student		**1**		**0**	
Unscored		**1**		**0**	
Total Students	**12**		**12**		**0**

Note: Unscored also includes any students who may have been transferred.

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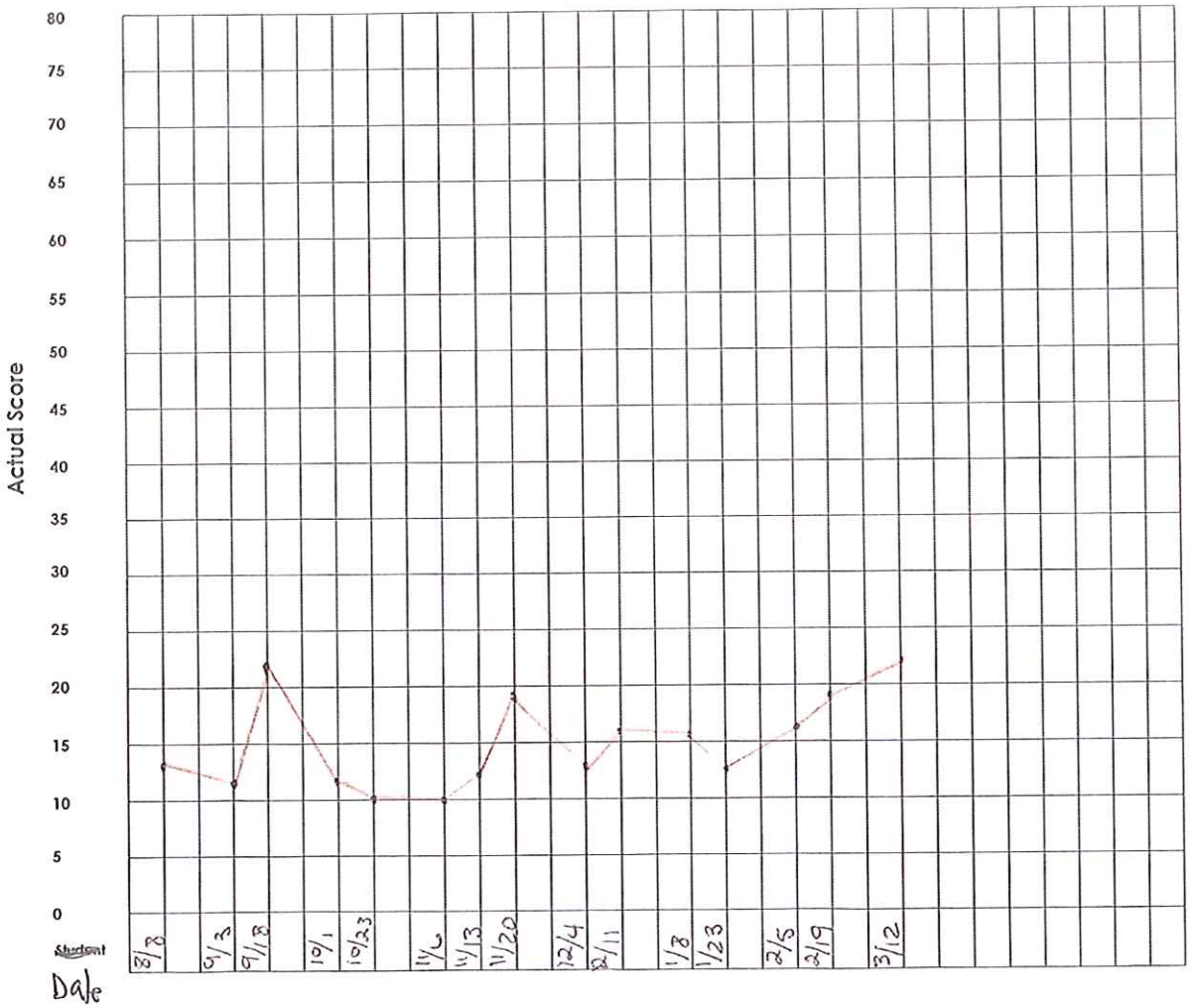
AIMS COMPS Math Score Sheet



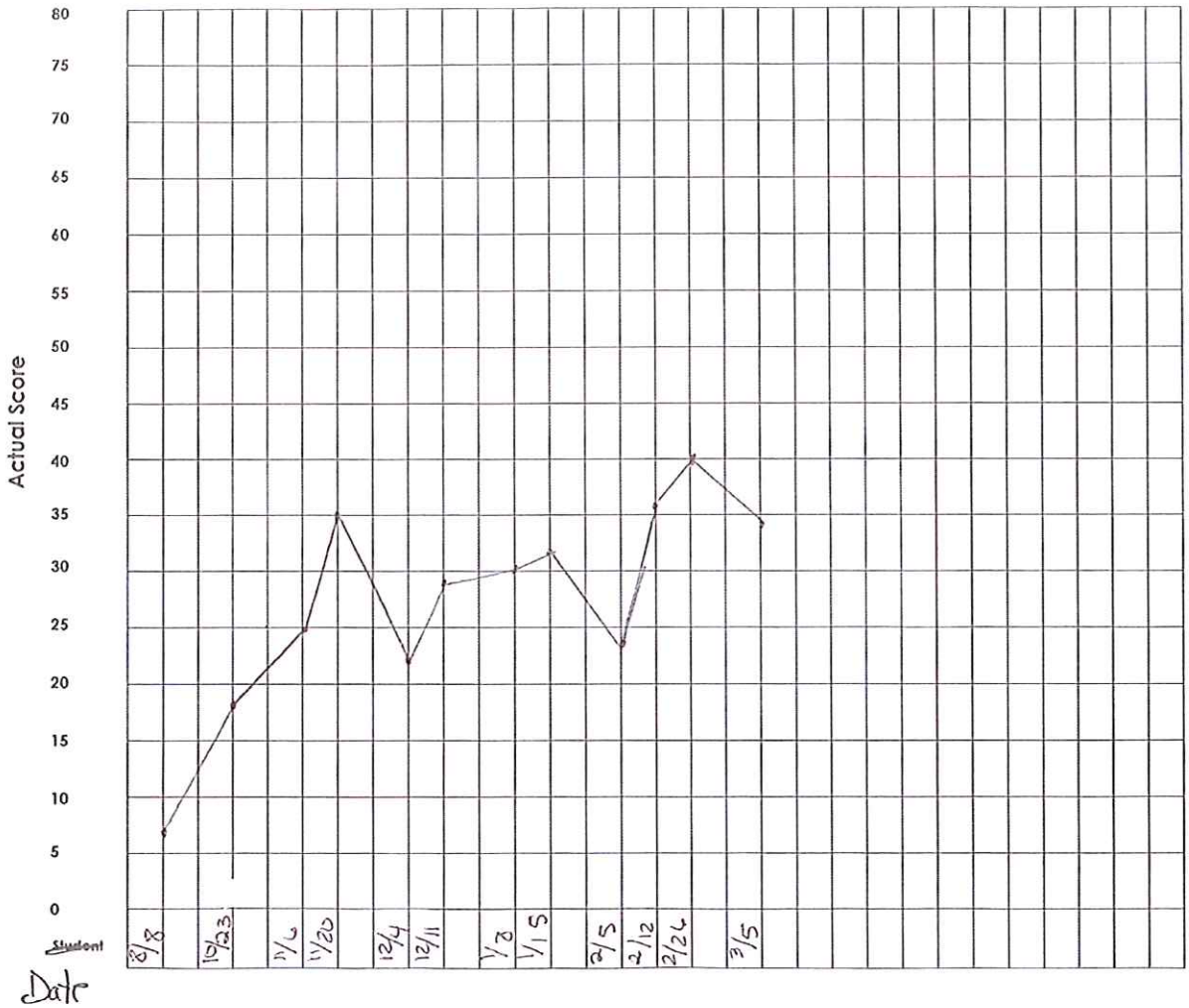
~~Classroom~~: Student 710

Grade: 7

Notes: Autism compounded with surgeries to correct teeth. Parental upheaval in father's home has taken its toll.

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74
7th Grade – F = 17, W = 25, S = 27, 100% = 70
8th Grade – F = 17, W = 21, S = 23, 100% = 80

AIMS COMPS Math Score Sheet



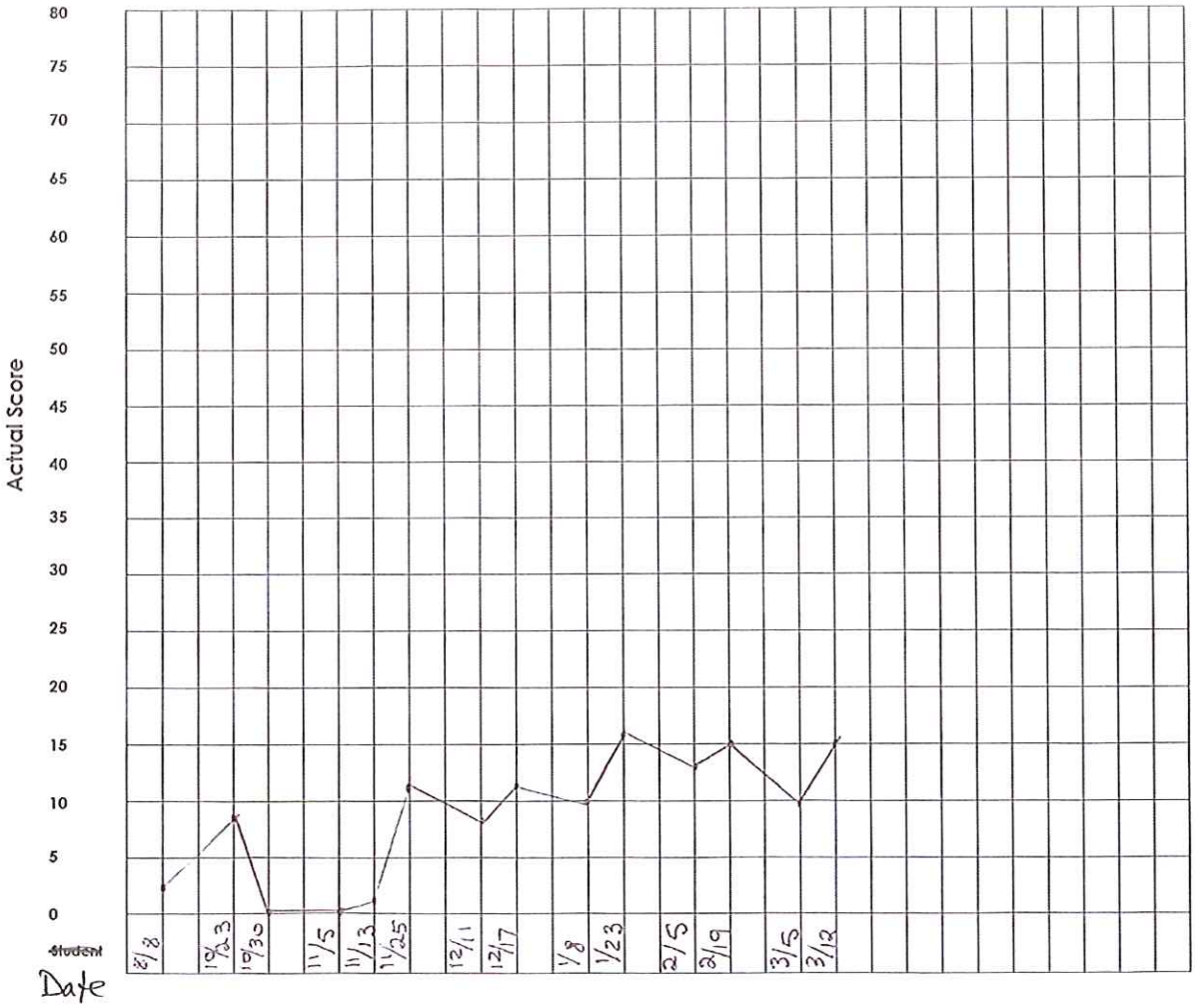
~~Classroom~~: student 711

Grade: 6

Notes:
Mother refuses testing for child. Typical LD type patterns however. Auditory processing slow.

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74
7th Grade – F = 17, W = 25, S = 27, 100% = 70
8th Grade – F = 17, W = 21, S = 23, 100% = 80

AIMS COMPS Math Score Sheet



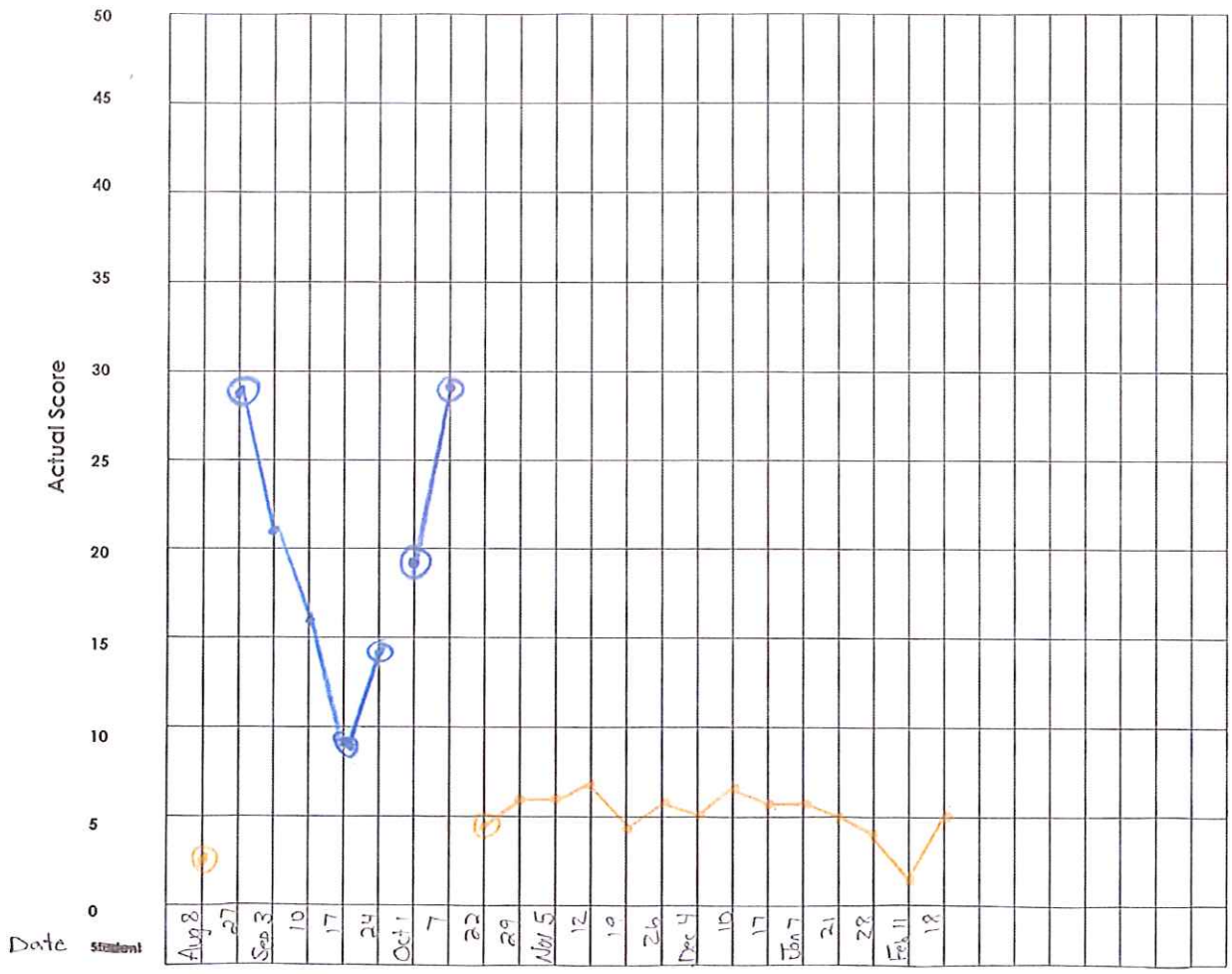
~~Classroom:~~ Student 713

Grade: 7

Notes: Mom refuses testing. We have been building confidence and intense intervention. Gains some loses some.

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74
7th Grade – F = 17, W = 25, S = 27, 100% = 70
8th Grade – F = 17, W = 21, S = 23, 100% = 80

AIMS CAPS Math Score Sheet



~~Classroom~~: student 713

Grade: 7th

Notes:

2nd Grade – F = 5, W = 13, S = 15, 100% = 45

3rd Grade – F = 5. W = 10, S = 12, 100% = 46

4th Grade – F = 13, W = 15, S = 16, 100% = 49

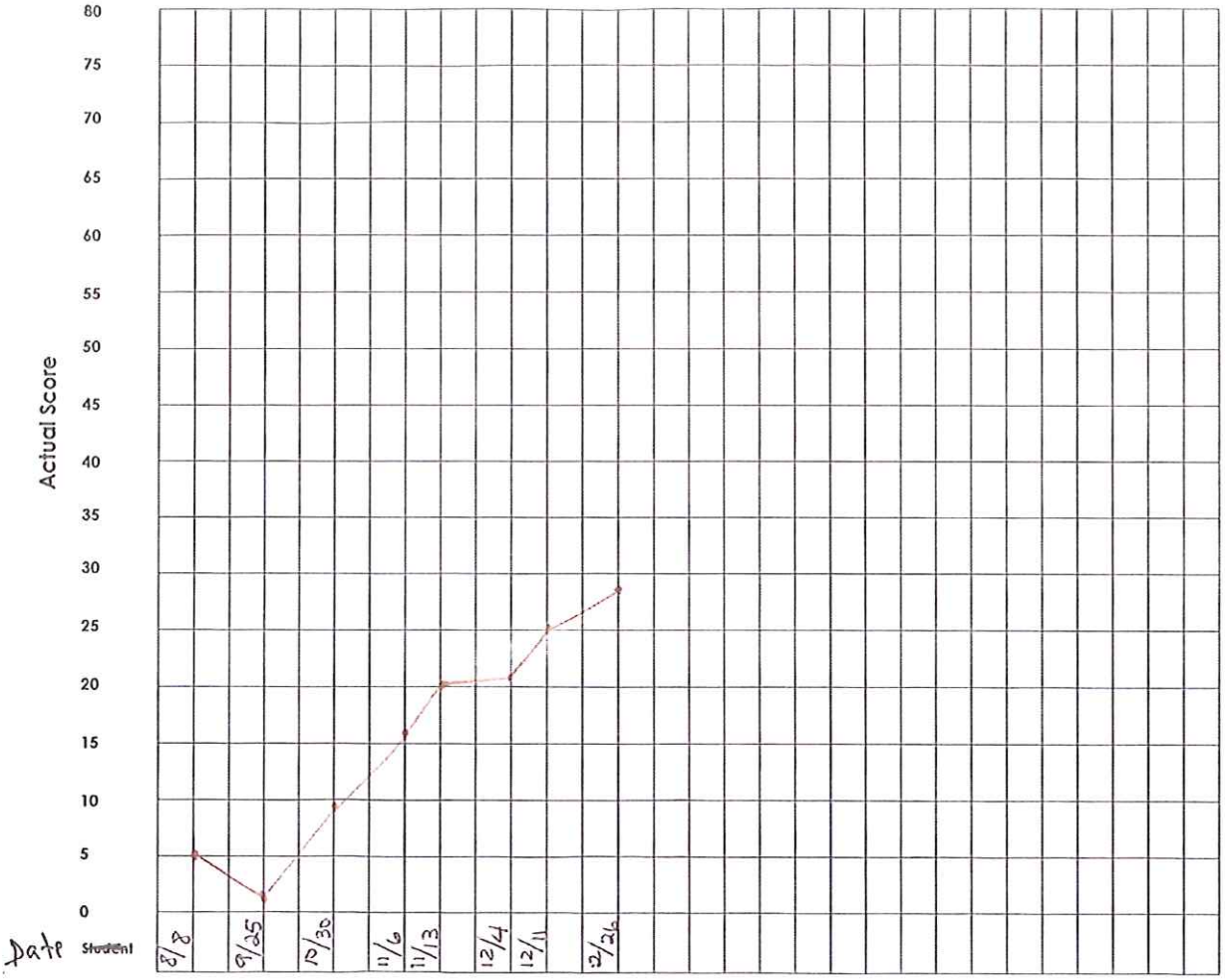
5th Grade – F = 8, W = 10, S = 11, 100% = 51

6th Grade – F = 11, W = 15, S = 16, 100% = 46

7th Grade – F = 10, W = 13, S = 16, 100% = 49

8th Grade – F = 8, W = 11, S = 13, 100% = 42

AIMS COMPS Math Score Sheet



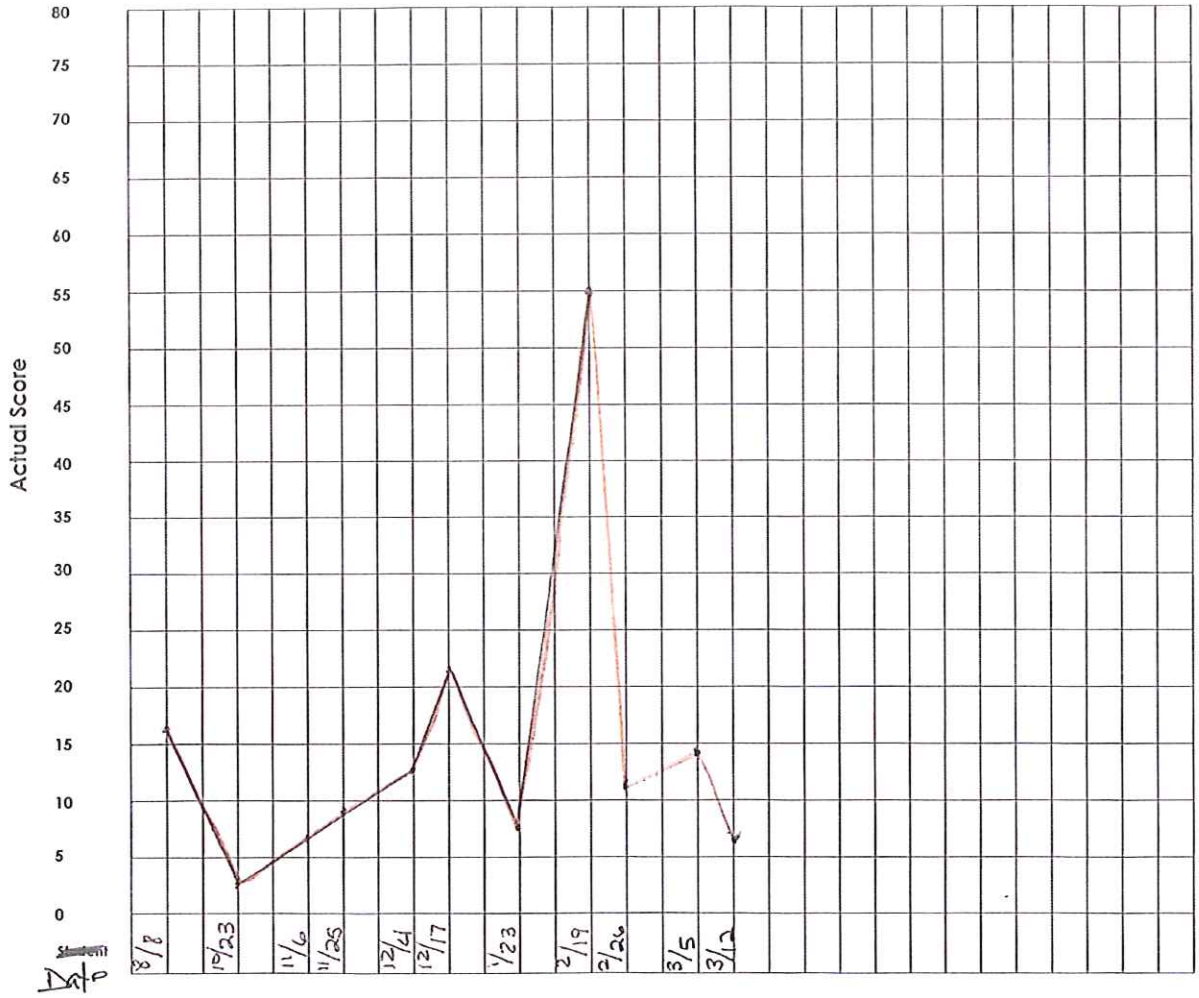
Classroom: Student 71

Grade: 7

Notes:
Behavioral issues compounded with ADD-like behaviors. Difficulty focusing. Absent on testing days in March

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74
7th Grade – F = 17, W = 25, S = 27, 100% = 70
8th Grade – F = 17, W = 21, S = 23, 100% = 80

AIMS COMPS Math Score Sheet



~~Classroom~~: 72 Student

Grade: 7

Notes:

Student in severe poverty. Came in low. Started to improve, pipes froze no running water, no heat, came in-bred for weeks. Things warmed up and he got rest. Scores soared! High Score not timed. Then weather got cold

1st Grade – F = 7, W = 26, S = 31, 100% = 48

2nd Grade – F = 15, W = 30, S = 34, 100% = 50

3rd Grade – F = 20. W = 40, S = 46, 100% = 68

4th Grade – F = 23, W = 42, S = 48, 100% = 73

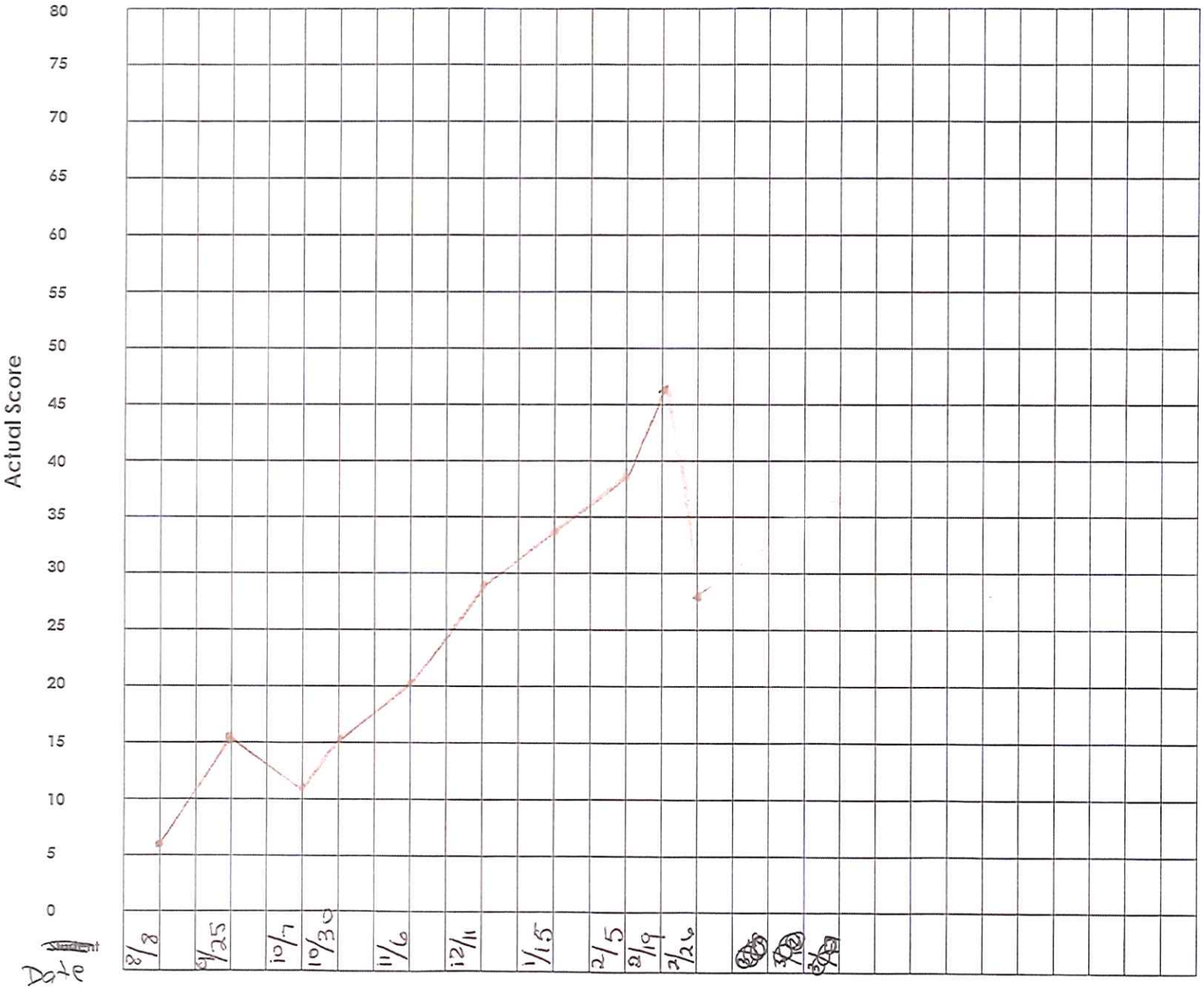
5th Grade – F = 12, W = 20, S = 25, 100% = 76

6th Grade – F = 16, W = 24, S = 28, 100% = 74

7th Grade – F = 17, W = 25, S = 27, 100% = 70

8th Grade – F = 17, W = 21, S = 23, 100% = 80

AIMS COMPS Math Score Sheet



~~Classroom:~~ Student 75

Grade: 7

Notes:

This was the first time since Kindergarten she had stayed in the same school for more than a year. Grandpa got a job in the motel they were living in. Life got better; scores went up. Then grand-parents announce divorce.

1st Grade – F = 7, W = 26, S = 31, 100% = 48

2nd Grade – F = 15, W = 30, S = 34, 100% = 50

3rd Grade – F = 20. W = 40, S = 46, 100% = 68

4th Grade – F = 23, W = 42, S = 48, 100% = 73

5th Grade – F = 12, W = 20, S = 25, 100% = 76

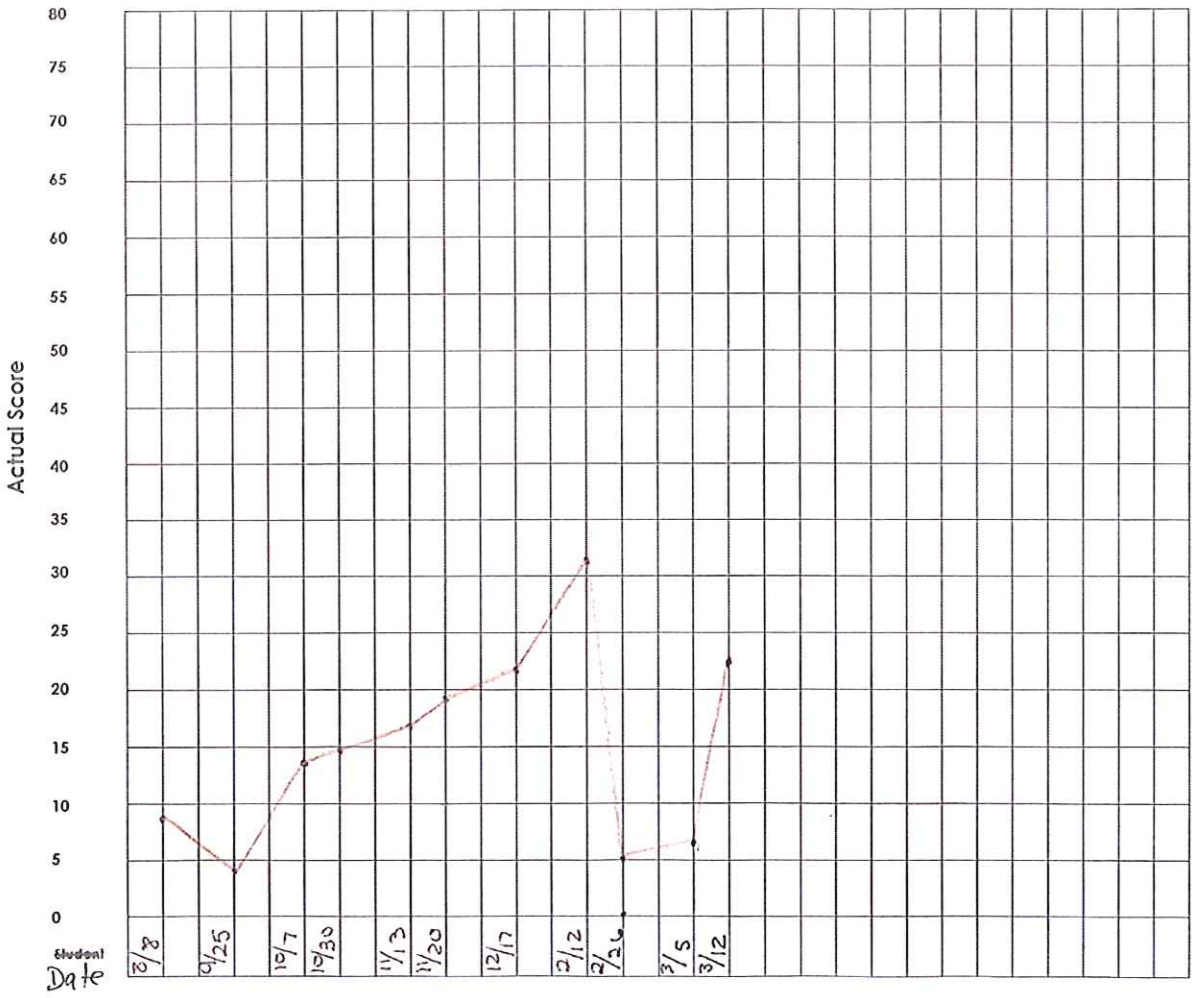
6th Grade – F = 16, W = 24, S = 28, 100% = 74

7th Grade – F = 17, W = 25, S = 27, 100% = 70

8th Grade – F = 17, W = 21, S = 23, 100% = 80

Founding Fathers 00307

AIMS COMPS Math Score Sheet



~~Classroom:~~ Student 76

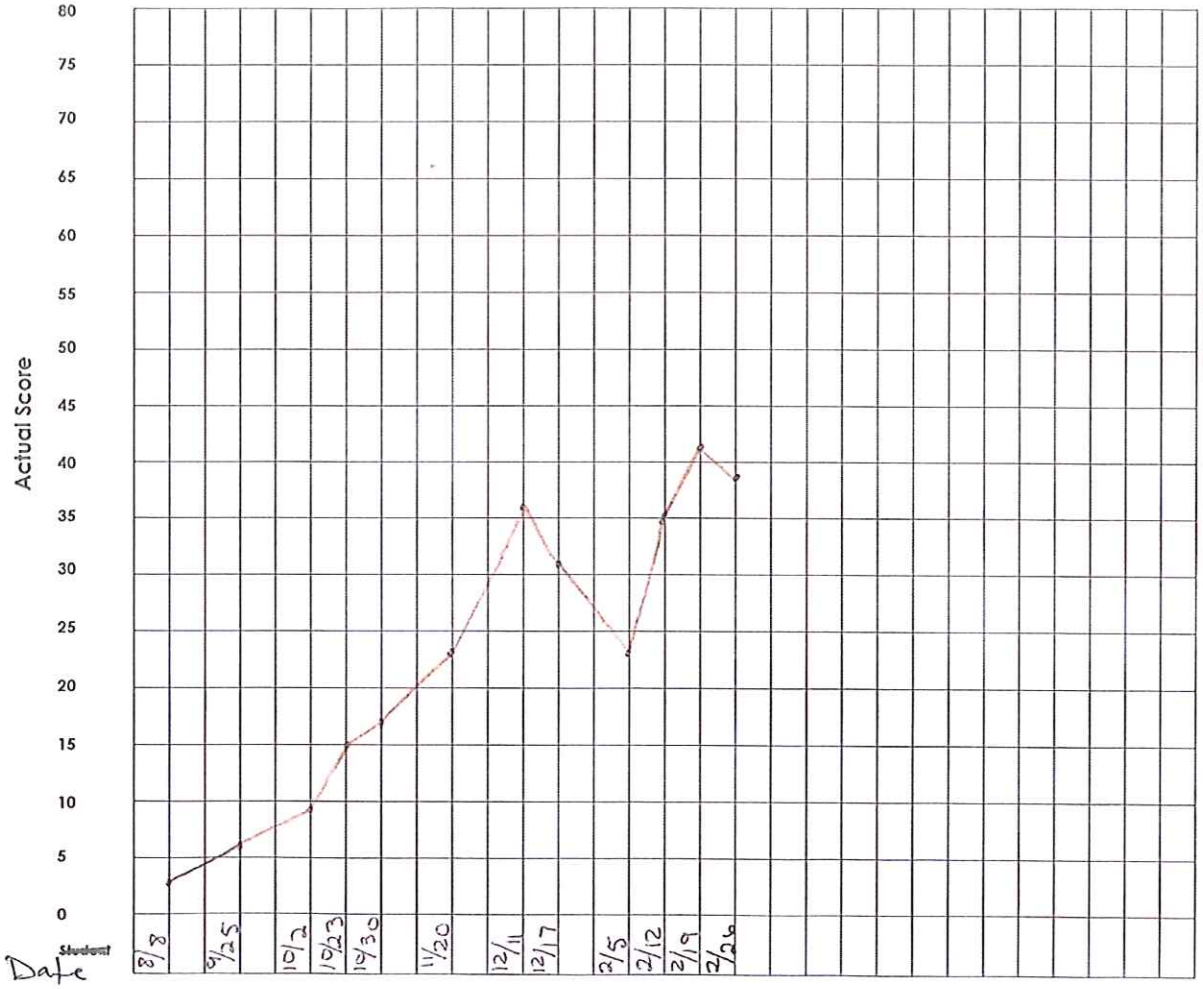
Grade: 7

Notes:

ASD student. Was doing great then had many recurrent absences from stomach flu. He got behind but is now catching back up.

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74
7th Grade – F = 17, W = 25, S = 27, 100% = 70
8th Grade – F = 17, W = 21, S = 23, 100% = 80

AIMS COMPS Math Score Sheet



~~Classroom~~: Student 77

Grade: 7

Notes:

Spent most of last year at Phoenix Children's w/kidney problems. District wanted to retain. Mom enrolled him to help get his test scores up so he can go back to district to play football in 8th grade. Big dip is when parents decided to divorce.

1st Grade – F = 7, W = 26, S = 31, 100% = 48

2nd Grade – F = 15, W = 30, S = 34, 100% = 50

3rd Grade – F = 20. W = 40, S = 46, 100% = 68

4th Grade – F = 23, W = 42, S = 48, 100% = 73

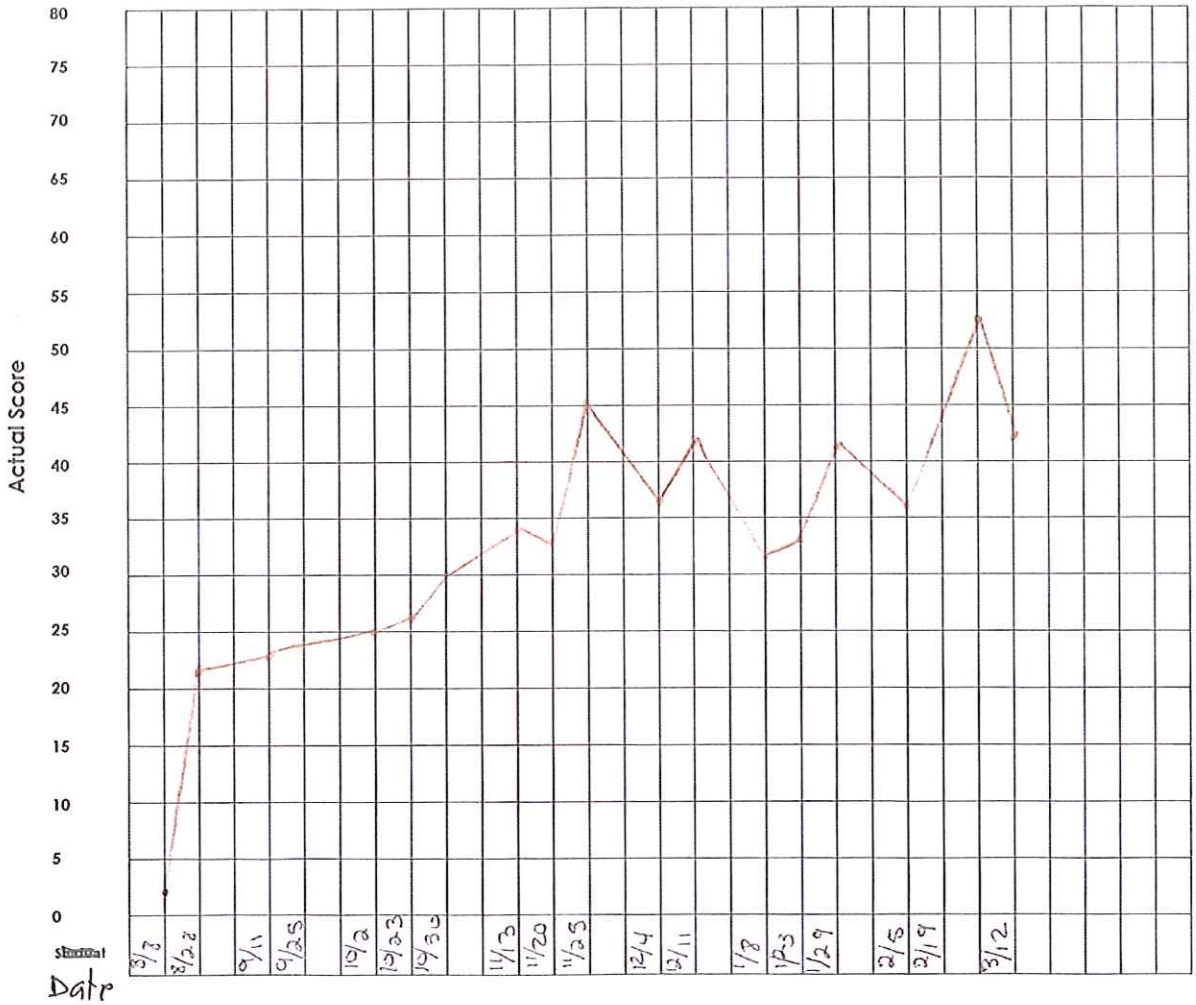
5th Grade – F = 12, W = 20, S = 25, 100% = 76

6th Grade – F = 16, W = 24, S = 28, 100% = 74

7th Grade – F = 17, W = 25, S = 27, 100% = 70

8th Grade – F = 17, W = 21, S = 23, 100% = 80

AIMS COMPS Math Score Sheet



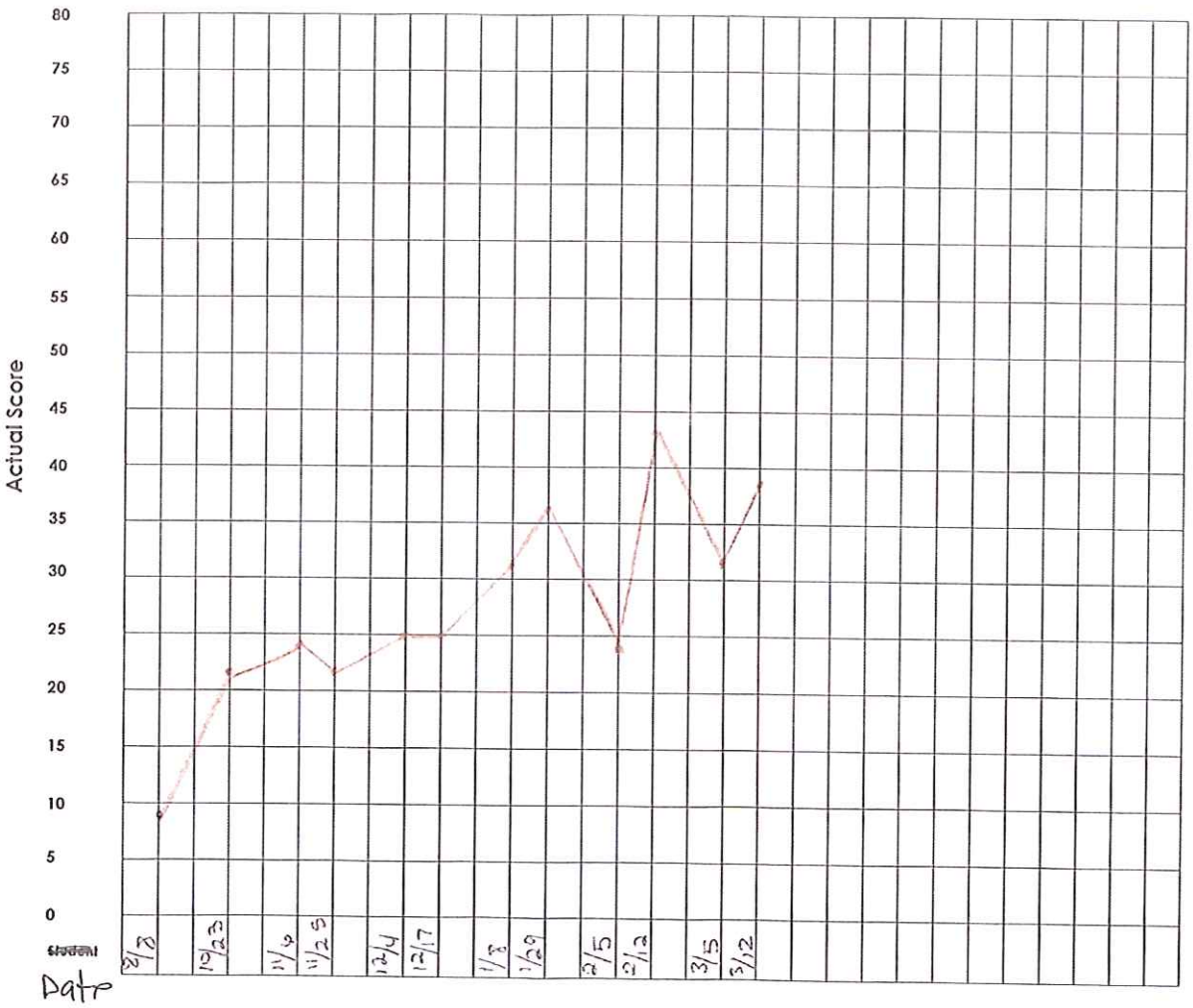
~~Classroom:~~ student 78

Grade: 7

Notes: High Poverty level. Many inconsistencies at home create the ups and downs.

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74
7th Grade – F = 17, W = 25, S = 27, 100% = 70
8th Grade – F = 17, W = 21, S = 23, 100% = 80

AIMS COMPS Math Score Sheet



~~Classroom~~: Student 79

Grade: 7

Notes:

LD Student. Tier 3 intensive intervention with lots of repetition has helped. Big boost in confidence has helped as well.

1st Grade – F = 7, W = 26, S = 31, 100% = 48
2nd Grade – F = 15, W = 30, S = 34, 100% = 50
3rd Grade – F = 20. W = 40, S = 46, 100% = 68
4th Grade – F = 23, W = 42, S = 48, 100% = 73
5th Grade – F = 12, W = 20, S = 25, 100% = 76
6th Grade – F = 16, W = 24, S = 28, 100% = 74
7th Grade – F = 17, W = 25, S = 27, 100% = 70
8th Grade – F = 17, W = 21, S = 23, 100% = 80

EXHIBIT "T"

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TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 16-5

CLUSTER/Test	Raw	W	AE	EASY	to	RPI	SS (68% Band)	GE
BRIEF ACHIEVEMENT	-	515	11-7	10-3	13-6	55/90	85 (82-87)	6.2
BROAD READING	-	519	13-5	11-5	16-0	79/90	93 (90-95)	8.0
BROAD MATH	-	518	13-1	11-0	16-8	80/90	91 (88-94)	7.6
BROAD WRITTEN LANG	-	509	11-9	9-11	14-5	70/90	85 (82-89)	6.3
BRIEF READING	-	526	14-2	12-0	17-8	84/90	96 (93-99)	8.7
BRIEF MATH	-	524	13-3	11-4	16-5	80/90	92 (89-96)	7.8
MATH CALC SKILLS	-	516	13-0	10-10	17-10	81/90	91 (87-94)	7.5
BRIEF WRITING	-	504	10-8	9-0	12-11	58/90	80 (76-84)	5.3
WRITTEN EXPRESSION	-	519	15-9	12-1	>24	90/90	101 (95-106)	10.3
ACADEMIC SKILLS	-	516	11-8	10-5	13-6	57/90	84 (81-86)	6.3
ACADEMIC FLUENCY	-	511	12-11	10-7	16-4	79/90	89 (85-92)	7.5
ACADEMIC APPS	—	520	14-8	11-7	25	88/90	98 (94-101)	9.2
Letter-Word Identification	63	533	13-10	12-3	15-8	78/90	95	8.4
Applied Problems	39	523	13-2	11-2	15-10	78/90	95 (92-98)	7.8
Spelling	35	490	8-8	8-0	9-9	13/90	70 (65-74)	3.3
Passage Comprehension	38	519	15-2	11-7	>30	90/90	100 (94-105)	9.6
Calculation	34	525	13-3	11-5	18-6	82/90	94 (90-98)	7.9
Writing Samples	15-D	517	19	12-5	>30	93/90	104 (98-110)	13.0
Reading Fluency	55	506	12-1	9-9	14-4	65/90	86 (82-89)	6.7
Math Fluency	85	506	12-7	9-6	17-4	80/90	88 (85-90)	7.1
Writing Fluency	25	521	14-3	11-10	>21	87/90	98 (92-103)	8.8

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	VARIATION PR	SD	Signifs -1.50 SD (SEE)
Intra-Achievement (Broad)						
BROAD READING	93	90	3	60	¥0.25	No
BROAD MATH	91	92	-1	48	-0.04	No
BROAD WRITTEN LANG	85	93	-8	20	-0.86	No

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 16-10

ULUSTER/Test	Raw	W	AE	EASY	to	RPI	SS (68% Band^	GE
BRIEF ACHIEVEMENT	-	522	12-10	11-2	15-2	62/90	81 (84-89)	
BROAD READING	-	505	10-9	9-5	12-6	33/90	15 (13-18)	5.3
BROAD MATH	-	520	13-1	11-3	11-9	18/90	90 (81-93)	8.1
BROAD WRITTEN LANG	-	516	13-5	11-1	20	80/90	91 (81-94)	8.0
BRIEF READING	-	510	11-1	9-10	12-11	39/90	19 (16-83)	5.1
BRIEF MATH	-	534	16-1	13-4	>30	90/90	100 (96-103)	11.2
MATH CALC SKILLS	-	517	13-4	11-1	20	19/90	89 (86-93)	1.9
BRIEF WRITING	-	520	15-0	11-11	>30	86/90	96 (92-100)	9. ~
WRITTEN EXPRESSION	-	513	13-2	10-9	>24	80/90	91 (86-95)	1.8
ACADEMIC SKILLS	-	528	14-0	12-0	11-4	11/90	91 (88-94)	8.6
ACADEMIC FLUENCY	-	498	9-11	8-3	12-2	40/90	61 (64-10)	4.6
ACADEMIC APPS	-	515	12-11	10-1	11-2	16/90	88 (84-91)	1.5
Letter-Word Identification	59	519	11-9	10-1	13-3	28/90	82	6.4
Applied Problems	40	526	13-11	11-1	16-8	14/90	93 (90-96)	8.4
Spelling	45	522	13-9	11-8	18-3	19/90	93 (89-98)	8.3
Passage Comprehension	32	502	10-0	8-1	12-3	51/90	19 (14-85)	4.6
Calculation	41	543	>23	16-6	>23	96/90	101 (103-111)	13.0
Writing Samples	15-D	511	19	12-5	>30	91/90	102 (96-108)	13.0
Reading Fluency	40	493	9-5	1-10	11-10	24/90	12 (68-15)	4.1
Math Fluency	40	491	8-2	6-4	10-10	31/90	51 (55-60)	2.9
Writing Fluency	20	509	11-5	9-10	13-8	61/90		6.0
STANDARD SCORES					VARIATION		84 (18-89)	

VARIATIONS	Actual	Predicted	Difference	ER	SD	-1.50 SD (SEE)
Intra-Achievement (Broad)						
BROAD READING	15	92	-11	4	-1 .80	Yes
BROAD MATH	90	81	3	58	+ .21	No
BROAD WRITTEN LANG	91	85	6	12	+ .59	No

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 15-1

CLUSTER/Test	Raw	W	AE	EASY	to DIFF	RPI	SS (68% Band)	GE
BRIEF ACHIEVEMENT	-	532	14-11	12-8	19	89/90	100 (91-102)	9.5
BROAD READING	-	519	13-4	11-4	15-11	81/90	93 (91-96)	1.9
BROAD MATH	-	534	>30	14-10	>30	96/90	109 (107-112)	13.0
BROAD WRITTEN LANG	-	530	>28	14-8	>28	96/90	113 (105-120)	13.0
BRIEF READING	-	525	13-10	11-9	16-10	84/90	96 (93-99)	8.4
BRIEF MATH	-	546	>30	11-5	>30	98/90	112 (109-115)	13.0
MATH CALC SKILLS	-	533	>24	15-5	>24	91/90	113 (110-111)	13.0
BRIEF WRITING	-	539	>30	>30	>30	99/90	123 (114-133)	11.6
WRITTEN EXPRESSION	-	533	>24	>24	>24	98/90	124 (112-136)	>11.8
ACADEMIC SKILLS	-	538	11-2	13-11	>30	94/90	106 (103-110)	11. 1
ACADEMIC FLUENCY '	-	509	12-6	10-3	15-1	11/90	81 (84-91)	1.1
ACADEMIC APPS	—	535	>30	11-4	>30	98/90	115 (109-120)	16.3
Letter-Word Identification	64	536	14-5	12-9	16-4	86/90	98	9.0
Applied Problems	44	536	16-11	14-1	>30	95/90	104 (101-106)	11.4
Spelling	46	522	13-9	11-8	18-3	85/90	91 (92-101)	8.3
Passage Comprehension	36	513	12-8	10-3	19	82/90	94 (89-99)	1.3
Calculation	45	556	>23	>23	>23	99/90	122 (111-121)	>18.0
Writing Samples	24~D	556	>30	>30	>30	100/90	155 (136-114)	>18.0
Reading Fluency	51	506	12-5	10-2	14-8	12/90	88 (84-92)	1.0
Math Fluency	94	509	13-8	10-4	>25	86/90	94 (92-91)	8.2
Writing Fluency	21	511	11-11	10-2	14-5	12/90	88 (83-94)	6.5

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	VARIATION PR	SD	Signifi c -1.50 SD (SEE)
Intra-Achievement (Broad)						
BROAD READING	93	109	-16	5	-1.66	Yes
BROAD MATH	109	102	1	13	+ 0.61	No
BROAD WRITTEN LANG	113	101	12	89	+ 1.24	No

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 14-6

CLUSTER/Test	Raw	W	AE	EASY	to	DIFF	RPI	SS (68% Band)	GE
BRIEF ACHIEVEMENT	-	532	14-11	12-8		18-10	92/90	102 (99-104)	9.4
BROAD READING	-	526	15-3	12-10		23	92/90	103 (100-106)	9.8
BROAD MATH	-	510	11-3	9-9		13-6	68/90	85 (82-87)	5.9
BROAD WRITTEN LANG	-	521	14-11	12-0		>28	91/90	102 (97-106)	9.5
BRIEF READING	-	536	17-8	14-2		>30	96/90	109 (105-113)	12.1
BRIEF MATH	-	516	11-8	10-4		13-10	70/90	88 (85-91)	6.3
MATH CALC SKILLS	-	509	11-4	9-9		13-10	71/90	84 (80-87)	5.9
BRIEF WRITING	-	525	19	13-5		>30	95/90	108 (104-113)	13.0
WRITTEN EXPRESSION	-	513	13-2	10-9		>24	86/90	95 (91-100)	7.8
ACADEMIC SKILLS	-	534	15-7	13-1		26	93/90	105 (101-108)	10.1
ACADEMIC FLUENCY	-	505	11-6	9-5		14-1	72/90	83 (80-87)	6.1
ACADEMIC APPS	—	518	13-10	11-2		20	88/90	98	8.4
Letter-Word Identification	67	546	16-5	14-6		24	96/90	108 (95-101)	11.0
Applied Problems	35	512	11-1	9-10		13-0	62/90	90 (87-93)	5.7
Spelling	49	536	22	14-9		>30	97/90	110 (105-115)	13.0
Passage Comprehension	40	526	24	13-7		>30	95/90	108 (102-114)	13.0
Calculation	32	520	12-3	10-10		14-10	77/90	91 (87-96)	6.9
Writing Samples	14-D	515	16-2	11-8		>30	92/90	104 (98-109)	10.7
Reading Fluency	57	506	12-5	10-2		14-8	77/90	90 (86-94)	7.0
Math Fluency	58	497	9-8	7-6		12-9	65/90	75 (72-77)	4.3
Writing Fluency	21	511	11-11	10-2		14-5	74/90	90 (84-95)	6.5

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	VARIATION PR	SD	Signific < -1.50 SD (SEE)
Intra-Achievement (Broad)						
BROAD READING	103	94	9	83	+0.93	No
BROAD MATH	85	102	-17	7	-1.51	Yes
BROAD WRITTEN LANG	102	95	7	76	+0.72	No

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 14-10

CLUSTER/Test	Raw	W	AE	EASY	to DIFF	RPI	SSI (68% Band)	GE
BRIEF ACHIEVEMENT	-	538	16-11	14-2	29	95/90	107 (104-109)	11.4
BROAD READING	-	522	14-3	12-1	17-8	88/90	98 (95-101)	8.8
BROAD MATH	-	532	21	14-4	>30	96/90	109 (106-111)	13.0
BROAD WRITTEN LANG	-	512	12-3	10-3	15-6	78/90	90 (86-93)	6.8
BRIEF READING	-	538	20	14-8	>30	96/90	110 (106-114)	13.0
BRIEF MATH	-	551	>30	>30	>30	99/90	117 (114-120)	17.4
MATH CALC SKILLS	-	520	14-5	11-8	>24	89/90	99 (95-102)	9.1
BRIEF WRITING	-	518	14-3	11-6	25	88/90	98 (94-102)	8.8
WRITTEN EXPRESSION	-	509	12-3	10-1	16-3	79/90	90 (85-95)	6.9
ACADEMIC SKILLS	-	535	15-10	13-3	28	93/90	104 (100-108)	10.4
ACADEMIC FLUENCY	-	495	9-5	7-10	11-6	44/90	67 (64-71)	4.0
ACADEMIC APPS	—	536	>30	18-7	>30	98/90	117 (114-120)	17.6
Letter-Word Identification	66	543	15-8	13-11	20	94/90	104	10.2
Applied Problems	51	556	>30	>30	>30	99/90	116 (113-119)	>18.0
Spelling	43	516	12-3	10-7	14-9	74/90	92 (87-96)	6.8
Passage Comprehension	42	533	>30	18-10	>30	98/90	115 (109-121)	>18.0
Calculation	42	546	>23	>23	>23	98/90	115 (110-119)	13.3
Writing Samples	11-E	520	>30	13-7	>30	95/90	109 (103-115)	13.0
Reading Fluency	31	491	9-0	7-8	11-4	35/90	73 (70-77)	3.7
Math Fluency	50	494	8-11	7-0	11-10	55/90	69 (66-71)	3.6
Writing Fluency	16	499	9-11	8-7	11-6	41/90	77 (71-82)	4.5

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	VARIATION PR	SD	Signifs -1.50 SD (SEE)
Intra-Achievement (Broad)						
BROAD READING	98	99	-1	45	-0.13	No >
BROAD MATH	109	95	14	88	+1.16	No >
BROAD WRITTEN LANG	90	103	-13	8	-1.42	No >

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 14-4

CLUSTER/Test	Raw	W	AE	EASY	to DIFF	RPI	SS (68% Band)	GE
BRIEF ACHIEVEMENT	-	506	10-5	9-5	11-9	43/90	82 (79-84)	5.0
BROAD READING	-	502	10-3	9-1	11-11	47/90	81 (78-83)	4.9
BROAD MATH	-	502	10-0	8-11	11-7	48/90	76 (73-79)	4.7
BROAD WRITTEN LANG	-	511	12-2	10-3	16-4	79/90	91 (87-95)	6.8
BRIEF READING	-	503	10-1	9-2	11-5	39/90	82 (79-86)	4.7
BRIEF MATH	-	500	9-8	8-11	10-9	29/90	VT (70-77)	4.3
MATH CALC SKILLS	-	502	10-3	8-11	12-1	56/90	75 (72-79)	4.9
BRIEF WRITING	-	509	11-9	9-10	14-9	77/90	90 (86-94)	6.4
WRITTEN EXPRESSION	-	512	13-1	10-8	>24	85/90	95 (90-100)	7.7
ACADEMIC SKILLS	-	506	10-4	9-5	11-8	40/90	79 (76-81)	5.0
ACADEMIC FLUENCY	-	501	12-0	9-10	14-9	77/90	87 (84-90)	6.6
ACADEMIC APPS	-	502	10-1	8-10	12-2	59/90		4.8
Letter-Word Identification	56	509	10-7	9-9	11-9	33/90	81 (78-84)	5.2
Applied Problems	31	501	9-9	9-0	10-10	34/90	83 (80-87)	4.4
Spelling	41	509	11-1	9-7	13-0	63/90	88 (83-92)	5.7
Passage Comprehension	30	496	9-1	8-1	10-10	46/90	79 (74-84)	3.8
Calculation	24	499	9-8	8-10	10-8	26/90	VT (67-77)	4.3
Writing Samples	18-C	509	13-2	10-2	>30	87/90	97 (90-103)	7.7
Reading Fluency	48	499	10-11	8-8	13-1	62/90	83 (79-87)	5.5
Math Fluency	82	505	12-2	9-2	16-6	83/90	90 (87-92)	6.8
Writing Fluency	23	516	13-0	11-0	>21	84/90		7.6
							95 (89-100)	

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	PR	VARIATION SD	Si 1.50 SD (SEE)
Intra-Achievement (Broad)						
BROAD READING	81	86	-5	30	-0.53	No
BROAD MATH	76	90	-14	11	-1.22	No
BROAD WRITTEN LANG	91	82	9	84	1-0.99	No

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 18-3

ULU5 LLR/Test	Raw	W	AE	EASY	to	RPI	SS (68% Randl	GE
BRIEF ACHIEVEMENT	-	510	10-10	9-9	12-5	23/90	75 (73-78)	5.5
BROAD READING	-	505	10-9	9-5	12-7	30/90	76 (73-78)	5.4
BROAD MATH	-	495	9-3	8-4	10-5	15/90	59 (56-62)	3.9
BROAD WRITTEN LANG	-	511	12-0	10-1	15-0	65/90	83 (79-86)	6.6
BRIEF READING	-	509	10-11	9-8	12-7	30/90	78 (75-81)	5.5
BRIEF MATH	-	493	9-1	8-5	10-0	7/90	60 (57-63)	3.8
MATH CALC SKILLS	-	495	9-3	8-1	10-8	22/90	56 (53-60)	3.9
BRIEF WRITING	-	515	13-5	11-0	19	76/90	89 (85-93)	7.9
WRITTEN EXPRESSION	-	508	11-10	9-10	15-2	68/90	84 (79-88)	6.5
ACADEMIC SKILLS	-	509	10-8	9-8	12-1	23/90	71 (68-74)	5.3
ACADEMIC FLUENCY	-	499	10-3	8-5	12-7	40/90	68 (65-71)	4.9
ACADEMIC APPS	—	503	10-3	8-11	12-5	41/90	72 (68-75)	4.9
Letter-Word Identification	59	519	11-9	10-7	13-3	22/90	82	6.4
Applied Problems	29	495	9-3	8-7	10-2	7/90	72 (69-76)	3.9
Spelling	43	516	12-3	10-7	14-9	59/90	86 (82-91)	6.8
Passage Comprehension	31	499	9-6	8-4	11-6	40/90	76 (71-81)	4.1
Calculation	21	491	8-11	8-2	9-10	6/90	59 (55-64)	3.6
Writing Samples	14-D	515	16-2	11-8	>30	88/90	98 (92-103)	10.7
Reading Fluency	45	497	10-4	8-4	12-7	28/90	75 (71-78)	5.0
Math Fluency	63	499	10-2	7-10	13-5	55/90	68 (66-70)	4.8
Writing Fluency	17	501	10-3	8-11	12-0	39/90	75 (69-81)	4.9

	STANDARD SCORES			VARIATION		Signifie s
VARIATIONS	Actual	Predicted	Difference	PR	SD	-1.50 SD (SEE)
Intra-Achievement (Broad)						
BROAD READING	76	75	1	50	0 .00	NO
BROAD MATH	59	84	-25	1	- .27	Yes
BROAD WRITTEN LANG	83	72	11	87	+ .11	No

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 15-8

CLUSTER/Test	Raw	W	AE	EASY	to DIFF	RPI	SS (68% Band)	GE
BRIEF ACHIEVEMENT	-	455	7-4	7-1	7-9	0/90	34 (31-36)	2.1
BROAD READING	-	460	7-3	6-11	7-8	1/90	35 (33-38)	2.0
BROAD MATH	-	487	8-6	7-9	9-5	11/90	52 (49-55)	3.1
BROAD WRITTEN LANG	-	475	7-5	7-0	8-1	5/90	42 (38-46)	2.1
BRIEF READING	-	448	7-2	6-11	7-5	0/90	29 (26-32)	1.8
BRIEF MATH	-	484	8-6	7-10	9-2	4/90	50 (46-54)	3.1
MATH CALC SKILLS	-	493	9-0	7-11	10-5	25/90	59 (55-62)	3.7
BRIEF WRITING	-	468	7-3	6-11	7-8	3/90	37 (33-42)	1.9
WRITTEN EXPRESSION	-	484	7-11	7-3	9-2	17/90	56 (52-61)	2.6
ACADEMIC SKILLS	_	462	7-6	7-2	7-11	0/90	32 (29-35)	2.2
ACADEMIC FLUENCY	-	488	8-4	7-2	10-2	23/90	56 (53-59)	3.0
ACADEMIC APPS	—	471	7-5	7-0	8-0	3/90	37 (33-41)	2.1
Letter-Word Identification	34	437	7-4	7-1	7-7	0/90	35	2.0
Applied Problems	22	474	8-0	7-6	8-6	1/90	63 (59-66)	2.7
Spelling	24	455	7-0	6-8	7-4	0/90	40 (36-45)	1.7
Passage Comprehension	n	458	6-11	6-7	7-2	1/90	36 (30-42)	1.6
Calculation	22	493	9-2	8-5	10-1	12/90	64 (59-68)	3.8
Writing Samples	17-B	481	7-7	7-2	8-8	20/90	61 (54-67)	2.3
Reading Fluency	29	486	8-2	7-2	10-1	17/90	66 (63-70)	2.8
Math Fluency	45	493	8-7	6-8	11-4	46/90	63 (61-66)	3.2
Writing Fluency	11	487	8-4	7-5	9-7	14/90	63 (58-69)	3.0

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	VARIATION PR	SD	Significant at -1.50 SD (SEE)
Intra-Achievement (Broad)						
BROAD READING	35	56	-21	2	-2.22	Yes
BROAD MATH	52	54	-2	43	-0.18	No
BROAD WRITTEN LANG	42	53	-11	13	-1.13	NO

TABLE OF SCORES
WJ III Ab Normative Wate Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3 1
Norms based on age 12-8

CLUSTER/Test	Raw	W	AE	EASY	to DIFF	RPI	SS (68% Band)	GE
BRIEF ACHIEVEMENT	-	553	>30	20	>30	100/90	135 (131-138)	14.9
BROAD READING	-	544	>30	20	>30	100/90	136 (132-140)	16.5
BROAD MATH		538	>30	16-6	>30	99/90	127 (124-130)	13.0
BROAD WRITTEN LANG		536	>28	19	>28	99/90	133 (128-137)	16.8
BRIEF READING	-	540	22	15-2	>30	99/90	122 (117-126)	13.0
BRIEF MATH	-	553	>30	>30	>30	100/90	133 (129-137)	>18.0
MATH CALC SKILLS	-	528	>24	13-10	>24	98/90	120 (116-124)	13.0
BRIEF WRITING	-	547	>30	>30	>30	100/90	145 (140-150)	>18.0
WRITTEN EXPRESSION	-	527	>24	14-7	>24	98/90	125 (119-131)	14.8
ACADEMIC SKILLS	-	551	>30	20	>30	100/90	136 (132-140)	14.2
ACADEMIC FLUENCY	-	525	>24	14-2	>24	98/90	122 (118-125)	13.0
ACADEMIC APPS	-	542	>30	>30	>30	99/90		>18.0
Letter-Word Identification	68	550	17-7	15-1	27	99/90	132 (128-135)	12.0
Applied Problems	51	556	>30	>30	>30	100/90	124 (120-127)	>18.0
Spelling	54	553	>30	>30	>30	100/90	132 (127-137)	17.5
Passage Comprehension	41	529	>30	15-2	>30	98/90	118 (112-124)	17.2
Calculation	43	549	>23	>23	>23	99/90	129 (123-134)	>18.0
Writing Samples	19-E	540	>30	>30	>30	100/90	141 (134-148)	>18.0
Reading Fluency	103	554	>30	>30	>30	100/90	143 (139-147)	>18.0
Math Fluency	89	508	13-0	9-10	19	91/90	102 (99-104)	7.6
Writing Fluency	22	513	12-5	10-7	15-8	89/90	99 (93-105)	7.0

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	PR	VARIATION SD	Significant at -1.50 SD (SEE)
Intra-Achievement (Broad)						
BROAD READING	136	125	11	88	+1.16	No
BROAD MATH	127	125	2	56	+ 0.15	No
BROAD WRITTEN LANG	133	126	7	74	+ 0.65	No

TABLE OF SCORES
Woodcock Johnson III Normative Update Tests of Achievement (Form C)
WJ-COG™ mPuscore and Profiles Program, Version 3.1
Norms based on age 15-2

CLUSTER/Test										
BRIEF ACHIEVEMENT	-	535	15-8	CrtOT 13-4	10		RPI 92/90	SS (68% Band) 102	(99-104)	GE 10.2
BROAD READING	_	527	15-6	13-0		25	91/90	101	(98-104)	10.0
BROAD MATH		520	13-9	11-4		18-4	85/90	95	(92-98)	8.3
BROAD WRITTEN LANG		532	>28	15-8		>28	97/90	115	(111-120)	13.7
BRIEF READING	-	529	15-1	12-8		22	90/90	100	(97-103)	9.6
BRIEF MATH	-	527	13-11	11-9		17-11	85/90	96	(93-99)	8.5
MATH CALC SKILLS	-	517	13-3	11-0		19	83/90	93	(89-96)	7.8
BRIEF WRITING	-	534	>30	17-7		>30	98/90	117	(112-121)	14.7
WRITTEN EXPRESSION	-	530	>24	16-9		>24	97/90	119	(113-124)	>17.8
ACADEMIC SKILLS	-	534	15-5	13-0		25	91/90	101	(98-104)	9.9
ACADEMIC FLUENCY	-	519	15-10	12-8		>24	91/90	102	(99-105)	10.3
ACADEMIC APPS	—	526	18-7	13-6		>30	94/90	106		12.7
Letter-Word Identification	65	540	15-1	13-4		17-6	89/90	100	(103-109)	9.6
Applied Problems	41	528	14-7	12-1		17-8	88/90	99	(96-102)	9.1
Spelling	49	536	22	14-9		>30	96/90	108	(103-113)	13.0
Passage Comprehension	38	519	15-2	11-7		>30	90/90	100	(95-105)	9.6
Calculation	34	525	13-3	11-5		18-6	83/90	94	(90-99)	7.9
Writing Samples	16-E	532	>30	>30		>30	99/90	124	(118-130)	>18.0
Reading Fluency	73	522	16-4	13-9		>30	93/90	103	(100-107)	10.9
Math Fluency	90	508	13-2	9-11		20	84/90	91	(89-94)	7.7
Writing Fluency	28	528	>21	13-6		>21	94/90	107	(100-114)	13.0

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	VARIATION PR	SD	Significant at -1.50 SD (SEE)
Intra-Achievement (Broad)						
BROAD READING	101	104	-3	38	-0.31	No
BROAD MATH	95	106	-11	16	-1.00	No
BROAD WRITTEN LANG	115	98	17	97	+1.83	Yes

Summary and S

TABLE OF SCORES
WI m ZTr ohnSOn iii Ncl Tsllve Update Tests ^Achievement (Form C) WJ III NU
Compuscore and Profiles Program, Version 3 1 Norms based on age 17-0

CLUSTER/Test BRIEF	Raw DIFF	W	AE	EASY	to	RPI	SS (68% Band)	
ACHIEVEMENT	-	512	11-1	9-11	12-8	32/90	77 (75-80)	5.7
BROAD READING		521	13-11	11-10	479	74/90	90 (88-93) 41	8.5
BROAD MATH		7-10	7-2	520	16-10	4/90	(38-43) 96	2.5
BROAD WRITTEN LANG		14-11	12-0		8-8 >28	86/90	(92-100)	9.5
BRIEF READING BRIEF		520		11-0	15-2 8-5	63/90	87	7.3
MATH MATH CALC		473		7-4	8-3 17-10	1/90 4/90	37	2.5
SKILLS BRIEF WRITING		477		6-7	>24	77/90	33	2.0
WRITTEN EXPRESSION		514		10-9		89/90	89	7.6
ACADEMIC SKILLS		519		12-2			99	10. 7
ACADEMIC FLUENCY		505	12-9				(84-90)	4.9
ACADEMIC APPS		515	7-10				(34-41)	8.8
		500	7-4				(29-36)	4.4
			13-1				(85-94)	
			16-2				(94-104)	
			10-4	9-4	11-7	20/90	69 (66-72) 91	
			14-3	11-8	>24		(88-94) 69	82/90
			9-9	8-8	11-7	37/90	(65-72)	
Letter-Word Identification	62	529	13-3	11-9	15-0	53/90	88 (85-92)	7.8 3.2
Applied Problems	25	483	8-6	8-0	9-1	2/90	66 (63-69)	8.3 6.4
Spelling	45	522	13-9	11-8	18-3	78/90	93 (88-98)	1.8 6.7
Passage Comprehension	35	510	11-10	9-9	15-9	72/90	88 (83-93)	11.2
Calculation	11	464	7-2	6-8	7-9	0/90	35 (30-39)	2.6
Writing Samples	17-C	506	12-1	9-6	17-3	75/90	88 (82-94)	>15.6
Reading Fluency	74	523	16-8	14-0	>30	89/90	99 (96-103)	
Math Fluency	36	490	7-11	5-11	10-4	33/90	54 (52-57)	
Writing Fluency	30	533	>21	15-2	>21	96/90	110 (103-117)	

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	VARIATION PR	SD	Significant at + or-1.50SD(SEE)
Intra-Achievement (Broad)						
BROAD READING	90	73	17	97	+1.86	Yes
BROAD MATH	41	95	-54	<0.1	-4.83	Yes
BROAD WRITTEN LANG	96	71	25	99.7	+2.72	Yes

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 14-11

CLUSTER/Test	Raw	W	AE	EASY to	DIFF	RPI	SS (68% Band)	GE
BRIEF ACHIEVEMENT	-	523	13-0	11-3	15-3	78/90	93 (90-96)	7.6
BROAD READING	-	518	13-4	11-4	15-11	82/90	94 (91-97)	7.9
BROAD MATH	-	512	11-7	10-0	14-1	69/90	85 (82-88)	6.2
BROAD WRITTEN LANG	-	513	12-8	10-7	16-8	80/90	91 (88-95)	7.2
BRIEF READING	-	528	14-9	12-5	20	89/90	99 (96-102)	9.2
BRIEF MATH	-	513	11-3	10-0	13-1	60/90	84 (80-87)	5.9
MATH CALC SKILLS	-	514	12-6	10-7	16-3	80/90	90 (86-93)	7.1
BRIEF WRITING	-	519	14-10	11-10	>30	90/90	100 (95-104)	9.4
WRITTEN EXPRESSION	-	510	12-6	10-3	17-4	80/90	91 (86-96)	7.1
ACADEMIC SKILLS	-	527	13-10	11-11	16-10	85/90	96 (93-99)	8.4
ACADEMIC FLUENCY	-	503	11-1	9-0	13-6	65/90	79 (76-82)	5.7
ACADEMIC APPS	-	513	12-6	10-4	16-2	80/90	91 (88-95)	7.0
Letter-Word Identification	66	543	15-8	13-11	20	93/90	103	10.2
Applied Problems	33	507	10-4	9-5	11-10	43/90	85 (82-89)	4.9
Spelling	44	519	12-11	11-1	16-1	80/90	94 (90-99)	7.5
Passage Comprehension	36	513	12-8	10-3	19	83/90	94 (89-99)	7.3
Calculation	32	520	12-3	10-10	14-10	75/90	90 (86-95)	6.9
Writing Samples	16-D	520	>30	13-4	>30	95/90	109 (103-115)	13.0
Reading Fluency	48	499	10-11	8-8	13-1	56/90	82 (78-85)	5.5
Math Fluency	89	508	13-0	9-10	19	84/90	92 (89-94)	7.6
Writing Fluency	17	501	10-3	8-11	12-0	47/90	79 (73-84)	4.9

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	VARIATION PR	SD	Significant at -1.50 SD (SEE)
Intra-Achievement (Broad)						
BROAD READING	94	90	4	66	+0.41	No
BROAD MATH	85	95	-10	20	-0.84	No
BROAD WRITTEN LANG	91	91	0	51	+0.02	No

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 16-1

CLUSTER/Test						RPI	SS (68% Band)	
BRIEF ACHIEVEMENT	-	549	>30	11-2	>30	91/90	111 (108-113)	13.0
BROAD READING	-	541	>30	16-11	>30	91/90	112 (109-115)	14.6
BROAD MATH	-	528	16-6	13-0	>30	91/90	101 (98-103)	11.1
BROAD WRITTEN LANG	-	544	>28	>28	>28	99/90	129 (121-131)	>18.0
BRIEF READING	-	538	19	14-8	>30	94/90	105 (101-109)	13.0
BRIEF MATH	-	531	18-2	14-0	>30	93/90	103 (100-105)	12.5
MATH CALC SKILLS	-	524	16-0	12-5	>24	90/90	100 (96-103)	10. 1
BRIEF WRITING	-	565	>30	>30	>30	100/90	148 (139-151)	>18.0
WRITTEN EXPRESSION	-	535	>24	>24	>24	98/90	124 (112-136)	>11.8
ACADEMIC SKILLS	-	550	>30	18-5	>30	98/90	114 (111-111)	13.5
ACADEMIC FLUENCY	-	520	15-10	12-8	>24	90/90	99 (96-103)	10.4
ACADEMIC APPS	-	544	>30	>30	>30	99/90	120 (115-126)	>18.0
Letter-Word Identification	68	550	11-1	15-1	21	94/90	104	12.0
Applied Problems	44	536	16-11	14-1	>30	92/90	101 (99-104)	11.4
Spelling	56	561	>30	>30	>30	100/90	121 (122-133)	>18.0
Passage Comprehension	40	526	24	13-1	>30	94/90	105 (100-111)	13.0
Calculation	39	538	>23	14-0	>23	94/90	104 (100-108)	13.0
Writing Samples	24-E	569	>30	>30	>30	100/90	169 (150-188)	>18.0
Reading Fluency	91	548	>30	>30	>30	99/90	120 (111-123)	>18.0
Math Fluency	94	509	13-8	10-4	>25	84/90	91 (88-94)	8.2
Writing Fluency	11	501	10-3	8-11	12-0	43/90	77 (72-83)	4.9

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	VARIATION PR	SD	Significant at -1.50 SD (SEE)
Intra-Achievement (Broad)						
BROAD READING	112	112	0	49	-0.02	No
BROAD MATH	101	115	-14	10	-1.29	No
BROAD WRITTEN LANG	129	105	24	99	+2.53	Yes

SCORE REPORT

Name: [redacted] Date of Birth: [redacted] Age: 10 years, 6 months Sex: Male
Date of Testing: 11/13/2008

School: Jefferson Academy
Teacher: Mr. Giles Grade: 4.2 Examiner: B Merrill

TABLE OF SCORES
Woodcock-Johnson III Tests of Achievement
Compuscore for the WJ III, Version 2.0
Norms based on age 10-6

CLUSTER/Test	Raw	AE	EASYtoDIFF		RPI	PR	SS(68% BAND)		GE
ORAL LANGUAGE (Std)	-	6-4	5-1	7-11	52/90	1	67	(62-72)	K.6
BROAD READING	-	5-10	5-6	6-1	0/90	<0.1	33	(31-36)	<K.8
BROAD MATH	-	5-10	5-5	6-5	2/90	<0.1	49	(46-52)	K.6
MATH CALC SKILLS	-	5-9	5-4	6-4	3/90	<0.1	36	(30-41)	K.5
ACADEMIC SKILLS	-	5-7	5-3	5-10	0/90	<0.1	35	(32-37)	K.3
ACADEMIC FLUENCY	-	6-2	5-6	6-10	4/90	0.1	54	(48-59)	1.0

Form A of the following achievement tests was administered:

Letter-Word Identification	11	5-6	5-2	5-9	0/90	<0.1	30	(28-33)	K.3
Reading Fluency Story		6-6 4-8	6-2	6-10	0/90	0.5	62	(59-64)	1.2
Recall		6-10	2-6	7-8 8-0	62/90	0.4 6	60	(49-71)	<K.O
Understanding Directions	4 2	5-9	6-0	6-1	42/90	<0.1	77	(73-81)	1.1
Calculation			5-6		0/90		34	(27-41)	K.5
Math Fluency	6	5-10	<5-0	7-9	42/90	<0.1	49	(44-54)	K.5
Spelling	10	5-4	5-0	5-9	0/90	<0.1	29	(23-34)	K.2
Writing Fluency Passage	0	<5-6	<5-0	<6-5	0/90	<0.1	34	(28-41)	<K.O
Comprehension Applied	5	5-6 6-0	5-3 5-6	5-10	1/90	0.5	61	(57-65)	K.4
Problems	19			6-6					K.8

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 14-6

CLUSTER/Test	Raw	W	AE	EASY	to	DIFF	RPI	SS (68% Band)	GE
BRIEF ACHIEVEMENT	-	513	11-3	10-1		13-0	59/90	87 (84-89)	5.9
BROAD READING	-	503	10-5	9-2		12-2	48/90	81 (79-84)	5.0
BROAD MATH	-	489	8-9	7-11		9-9	19/90	60 (58-63)	3.4
BROAD WRITTEN LANG	-	502	10-3	8-10		12-3	56/90	79 (75-83)	4.9
BRIEF READING	-	510	11-0	9-9		12-9	57/90	86 (84-89)	5.6
BRIEF MATH	-	486	8-8	8-0		9-4	8/90	59 (56-63)	3.3
MATH CALC SKILLS	-	499	9-9	8-6		11-5	46/90	70 (67-74)	4.4
BRIEF WRITING	-	505	11-0	9-3		13-5	68/90	85 (80-89)	5.6
WRITTEN EXPRESSION	-	488	8-4	7-5		9-10	27/90	64 (59-68)	3.0
ACADEMIC SKILLS	-	524	13-0	11-4		15-5	81/90	94 (91-97)	7.6
ACADEMIC FLUENCY	-	493	9-0	7-8		11-1	41/90	66 (62-69)	3.7
ACADEMIC APPS	-	477	7-9	7-3		8-5	8/90	52 (48-55)	2.4
Letter-Word Identification	65	540	15-1	13-4		17-6	93/90	102	9.6
Applied Problems	21	471	7-10	7-4		8-4	2/90	63 (60-67)	2.5
Spelling	47	529	16-1	13-0		>30	93/90	104 (99-109)	10.6
Passage Comprehension	24	480	7-9	7-3		8-5	12/90	62 (57-67)	2.4
Calculation	25	502	9-11	9-0		11-0	31/90	74 (69-79)	4.5
Writing Samples	17-B	481	7-7	7-2		8-8	24/90	64 (57-70)	2.3
Reading Fluency	33	488	8-7	7-5		10-8	31/90	71 (67-75)	3.2
Math Fluency	55	496	9-5	7-4		12-5	62/90	73 (70-75)	4.0
Writing Fluency	14	494	9-3	8-0		10-8	31/90	73 (67-78)	3.9

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	VARIATION PR	SD	Significant at -1.50 SD (SEE)
Intra-Achievement (Broad)						
BROAD READING	81	75	6	76	+0.70	No [1]
BROAD MATH	60	85	-25	1	-2.18	Yes
BROAD WRITTEN LANG	79	75	4	64	+0.35	No [1]

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 14-1

CLUSTER/Test	Raw	AE	EASY	to	DIFF	RPI	SS	(68% Band)	
W	513	11-2	10-0		12-11	62/90	88	(85-90)	5.8
BRIEF ACHIEVEMENT	512	11-11	10-3		14-1	75/90	91	(89-94) 88	6.5
BROAD READING	511	11-6	10-0		14-0	74/90		(85-91) 87	6.1
BROAD MATH	507	11-4	9-7		13-9	73/90		(84-91)	5.9
BROAD WRITTEN LANG	515	11-9	10-3		13-10	73/90	92		
BRIEF READING BRIEF	516	11-8	10-4		13-9	73/90	90		
MATH MATH CALC SKILLS	512	12-2	10-3		15-4	81/90	90		
BRIEF WRITING WRITTEN	510	12-0	10-0		15-2	80/90	92		
EXPRESSION	505	11-1	9-3		13-9	73/90			
								(89-95)	
ACADEMIC SKILLS	517	11-10	10-6	503	11-2	13-9	72/90	(86-93)	6.4
ACADEMIC FLUENCY	9-1	510			11-8	13-7	71/90	(87-94)	5.8
ACADEMIC APPS	9-10					14-10	79/90	(88-96)	6.3
							86	(82-91)	
							90	(87-92)	
							83	(79-86)	
							91	(88-94)	

Letter-Word Identification	516	11-4		12-9	55/90	90	(86-8	93)
Applied Problems	510			12-4	59/90	9	(86-	92)
Spelling	513	10-8		13-9	73/90	91	(87-9	95)
Passage Comprehension	513	11-8		19	85/90	6	(91-	101)
Calculation	523	12-8		16-1	83/90	95	(90-	99)
Writing Samples	508	12-9		21 14-8	86/90	96	(91-	102)
Reading Fluency	506	12-9		14-8	80/90	92	(87-	96)
Math Fluency	502	12-5		12-0	78/90	85	(82-	87)
Writing Fluency	501	11-1			54/90	81	(76-	87)
58		10-3						
34	10-4							
42			9-7					
36			10-1					
33			10-3					
11-D			11-1					
57			9-11					
72			10-2					
17			8-5					
			8-11					

STANDARD SCORES			
Actual	Predicted		
Difference			
		BROAD READING	91	90
		BROAD MATH	88	92
		BROAD WRITTEN LANG	87	91
	56			
	36			
	33			

VARIATIONS
Intra-Achievement (Broad)

VARIATION PR	SD	Significant at + or- 1.50 SD (SEE)
+0.15	-0.35	-0.44	No
			No
			No

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 14-1

CLUSTER/Test	Raw	W	AE	EASY	to DIFF	RPI	SSI (68% Band)	GE
BRIEF ACHIEVEMENT	-	530	14-6	12-4	17-7	92/90	102 (99-105)	9.0
BROAD READING	-	534	20	14-9	>30	97/90	115 (111-118)	13.0
BROAD MATH	-	509	11-1	9-8	13-4	69/90	85 (82-88)	5.7
BROAD WRITTEN LANG	-	526	21	13-6	>28	96/90	112 (107-116)	13.0
BRIEF READING	-	536	17-9	14-2	>30	97/90	111 (107-115)	12.1
BRIEF MATH	-	511	10-11	9-10	12-7	61/90	85 (82-88)	5.5
MATH CALC SKILLS	-	503	10-5	9-1	12-5	61/90	78 (74-81)	5.1
BRIEF WRITING	-	516	13-7	11-1	20	88/90	98 (94-102)	8.1
WRITTEN EXPRESSION	-	530	>24	16-8	>24	98/90	122 (117-128)	>17.8
ACADEMIC SKILLS	-	524	13-0	11-4	15-5	84/90	96 (93-98)	7.6
ACADEMIC FLUENCY	-	528	>24	15-1	>24	97/90	117 (114-120)	13.0
ACADEMIC APPS	—	518	14-2	11-4	22	90/90	100 (97-103)	8.7
Letter-Word Identification	68	550	17-7	15-1	27	98/90	113 (128-142)	12.0
Applied Problems	38	520	12-7	10-9	15-2	82/90	96 (93-99)	7.2
Spelling	44	519	12-11	11-1	16-1	85/90	96 (92-101)	7.5
Passage Comprehension	39	522	18-0	12-6	>30	94/90	106 (100-111)	12.5
Calculation	25	502	9-11	9-0	11-0	34/90	75 (70-80)	4.5
Writing Samples	8-E	513	14-9	11-1	>30	91/90	102 (96-108)	9.3
Reading Fluency	81	531	>30	15-11	>30	98/90	114 (111-118)	13.0
Math Fluency	81	505	12-1	9-1	16-3	83/90	90 (88-93)	6.7
Writing Fluency	36	547	>21	>21	>21	99/90	135	>15.6

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	VARIATION PR	SD	Signifie s -1.50 SD (SEE)
Intra-Achievement (Broad)						
BROAD READING	115	99	16	95	+ .66	Yes
BROAD MATH	85	110	-25	2	-2 .15	Yes
BROAD WRITTEN LANG	112	100	12	89	+ .25	No

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 15-3

CLUSTER/Test	Raw		AE	EASY	to	DIFF	RPI	SS (68% Band)	GE
W		505	10-3	9-4		11-7	30/90	77 (74-80)	4.9
BRIEF ACHIEVEMENT		500	9-11	8-11		11-6	33/90	75 (72-77)	4.6
BROAD READING		511	11-6	9-11		13-11	66/90	83 (80-86)	6.1
BROAD MATH		502	10-3	8-10		12-3	51/90	76 (73-80)	4.9
BROAD WRITTEN LANG		503	10-1	9-2		11-6	32/90	78 (75-81)	4.7
BRIEF READING BRIEF		515	11-6	10-2		13-6	61/90	84 (80-87)	6.1
MATH MATH CALC		510	11-8	10-0		14-6	71/90	84 (80-87)	6.2
SKILLS BRIEF WRITING		498	9-8	8-4		11-6	44/90	74 (70-78)	4.3
WRITTEN EXPRESSION		507	11-8	9-9		14-9	73/90	86 (82-91)	6.3
ACADEMIC SKILLS		507	10-6	9-6	501	10-9	11-10	34/90	76 (73-78) 76	5.1
ACADEMIC FLUENCY		8-9	504			10-5	13-2	59/90	(73-79)	5.4
ACADEMIC APPS		9-1					12-8	57/90	79 (75-83)	5.1

Letter-Word Identification	57	513	10-11	10-0	12-2	29/90	83	(80-86)	5.6
Applied Problems	35	512	11-1	9-10	13-0	54/90	88	(85-91)	5.7
Spelling	35	490	8-8	8-0	9-9	13/90	70	(66-74)	3.3
Passage Comprehension	29	493	8-10	7-11	10-4	34/90	74	(69-79)	3.4
Calculation	31	518	11-10	10-6	14-0	67/90	87	(83-92)	6.4
Writing Samples	17-c	506	12-1	9-6	17-3	80/90	91	(85-97)	6.7
Reading Fluency	39	493	9-3	7-9	11-8	34/90	74	(70-77)	4.0
Math Fluency	75	503	11-5	8-8	15-1	74/90	82	(80-85)	6.0
Writing Fluency	20	509	11-5	9-10	13-8	65/90	86	(80-91)	6.0

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	VARIATION PR	SD (SEE)	Significant at + or- 1.50 SD
Intra-Achievement (Broad)				19		
BROAD READING	75	83	-8	55	-0.87	No
BROAD MATH	83	82	1	26	+0.12	No
BROAD WRITTEN LANG	76	82	-6		-0.66	No

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 17-9

CLUSTER/Test	Raw	W	AE	EASY	to DIFF	RPI	SS (68% Band)	GE
BRIEF ACHIEVEMENT	-	440	6-11	6-7	7-2	0/90	18 (16-21)	1.6
BRIEF READING	-	4 63	7-7	7-4	8-0	0/90	40 (37-43)	2.3
BRIEF MATH	-	421	5-9	5-2	6-0	0/90	1 (1-D	K.4
BRIEF WRITING	-	467	7-2	6-10	7-7	2/90	33 (28-37)	1.9
ACADEMIC SKILLS	-	439	6-9	6-6	7-1	0/90	5 (1-8)	1.5
ACADEMIC APPS	—	461	7-0	6-9	7-5	1/90	21 (16-25)	1.7
Letter-Word Identification	37	446	7-7	7-4	7-10	0/90	38	2.3
Applied Problems	11	423	5-7	5-1	6-0	0/90	27 (22-32)	K.3
Spelling	23	452	6-10	6-7	7-2	0/90	34 (29-39)	1.6
Passage Comprehension	24	480	7-9	7-3	8-5	8/90	57 (52-62)	2.4
Calculation	2	419	5-10	<5-5	6-1	0/90	1 (1-2)	K.5
Writing Samples	17-B	481	7-7	7-2	8-8	16/90	58 (52-65)	2.3

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	VARIATION PR	SD	Significance + or-1.50 SD (SEE)
Intra-Achievement (Brief)						
BRIEF READING	40	31	9	81	+ 0.87	No
BRIEF MATH	1	53	-52	<0.1	-5.37	Yes
BRIEF WRITING	33	35	-2	41	-0.22	No

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 16-11

CLUSTERRtest	Raw	W to DIFF	AE	EASY		RPI	SS (68% Band)	
BRIEF ACHIEVEMENT						65/90	88 (85-90)	7.2
		521	12-7	11-0	14-9			
BROAD READING					11-6 >30	27/90	72 (69-75)	4.6
BROAD MATH		500 9-11	525	8-11	12-11	88/90	98 (95-101)	9.9
BROAD WRITTEN LANG		15-4	504	12-4		56/90	78 (74-82)	5.4
		10-9		9-2	11-7			
BRIEF READING BRIEF		503			>30	27/90	75 (72-78)	4.8
MATH MATH CALC		536		9-2	>24	93/90	102 (100-104)	11.8
SKILLS BRIEF WRITING		522		13-8	15-5	89/90	99 (95-102)	10.0
WRITTEN EXPRESSION		511		12-2	12-0	73/90	87 (83-91)	6.7
		499		10-1		49/90	74 (70-79)	4.6
ACADEMIC SKILLS				8-5	15-7			
ACADEMIC FLUENCY					11-10	73/90	90 (87-92)	7.7
ACADEMIC APPS			10-2	11-5	14-5	40/90	66 (63-69)	4.2
			17-3	8-0		67/90	83 (80-86)	6.1
			15-4	9-8				
			12-2					
			9-11					
		524 13-1	496					
		9-7	509					
		11-5						

Letter-Word Identification	58	516	11-4	10-4	12-9	29/90	82	(79-86)	6.0
Applied Problems	42	531	15-4	12-8	19	88/90	99	(95-102)	9.8
Spelling	43	516	12-3	10-7	14-9	68/90	89	(85-94)	6.8
Passage Comprehension	28	491	8-6	7-9	9-10	26/90	69	(64-74)	3.2
Calculation	40	540	>23	14-11	>23	96/90	107	(102-111)	13.0
Writing Samples	10-D	506	12-0	9-5	16-11	77/90	90	(84-95)	6.6
Reading Fluency	38	492	9-2	7-9	11-6	27/90	72	(68-75)	3.8
Math Fluency	79	504	11-10	8-11	15-10	75/90	83	(80-85)	6.5
Writing Fluency	13	492	8-11	7-9	10-4	21/90	68	(62-73)	3.6

STANDARD SCORES

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VARIATIONS	Actual	Predicted	Difference
Intra-Achievement (Broad)			3
BROAD READING	72	90	93
BROAD MATH BROAD	98	81	15
WRITTEN LANG	78	87	

VARIATION		Signif
icant at		
PR	SD	+ or-
1.50 SD (SEE)		
-		Yes
1		No
.		No
9		
4		
+		
1		
.		
4		
9		
-		
1		
.		
0		
2		

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 15-8

CLUSTER/Test BRIEF	Raw	W DIFF	AE	EASY	to	RPI	SS (68% Band)	GE
ACHIEVEMENT						52/90	84 (81-86)	6.2
BROAD READING		520	515	11-7				
BROAD MATH		521	10-3		16-7	3-5 80/90	93 (90-96)	8.3
BROAD WRITTEN LANG		504			19	84/90	94 (91-97)	8.5
			13-9	11-8	12-11	56/90	78 (75-82)	5.4
BRIEF READING BRIEF		531	14-0	11-6				
MATH MATH CALC		532	10-9	9-2	24 >30	90/90	100 (96-103)	10.1
SKILLS BRIEF WRITING		518		13-0	>24	90/90	100 (96-103)	10.1
WRITTEN EXPRESSION		500		12-8	11-11	84/90	93 (89-96)	8.2
		514		11-3	>24	46/90	74 (70-79)	4.5
ACADEMIC SKILLS				8-6		85/90	94 (90-99)	8.2
ACADEMIC FLUENCY				11-0	13-9			
ACADEMIC APPS					14-0	58/90	84 (81-87)	6.5
					>30	64/90	79 (76-82)	6.0
						92/90	102 (99-105)	11.3
			15-7					
			15-6					
			13-7					
			9-11					
			13-8					
		517	11-11	10-6	504			
		11-5	9-4		524			
		16-9	12-9					
Letter-Word Identification	63					11-10	15-8	75/90	94	(90-97)
Applied Problems	41		14-7			8-8	17-8 9-0	85/90	97	(94-101)
Spelling	33		8-2			8-2	>30 >23	7/90	64	(60-68)
Passage Comprehension	41		>30			10-7	>30	96/90	109	(104-115)
Calculation	38		18-6				13-1	93/90	103	(99-107)
Writing Samples	9-E 48		16-5				14-1	91/90	101	(95-107)
Reading Fluency	68 22		10-11				15-8	48/90	80	(76-83)
Math Fluency			10-8					67/90	77	(74-79)
Writing Fluency			12-5					75/90	90	(84-95)
		528								
		484								
		529								
		535								
		515								
		499								
		501								
		513								
		533	13-10	12-3						
				12-1						
				7-8						
				15-2						
				13-3						

8.4	2.9	13.0	5.5	7.0	
9.1	17.2	10.9	5.3		

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	VARIATION PR	SD	Significant at + or -1.60 SD (SEE)
Intra-Achievement (Broad)			4	69		No
BROAD READING	93	89	5	67		No
BROAD MATH BROAD	94	89	-17	4		Yes
WRITTEN LANG	78	95				
					+0.48	
					+0.43	
					-1.76	

SCORE REPORT

Name: [redacted] Date of Birth: [redacted] Age: 16 years, 0 months Sex: Female Date of Testing: 01/02/2012

School: Jefferson Academy Teacher: Reidhead Grade: 10.4 Examiner: Hancock

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
WJ III NU Compuscore and Profiles Program, Version 3.1
Norms based on age 16-0

CLUSTER/Test	Raw	W	AE	EASY to	DIFF	RPI	SS (68% Band)	GE
BRIEF ACHIEVEMENT	-	458	1-6	1-2	1-10	0/90	35 (32-37)	2.2
BROAD READING	-	466	1-6	1-2	8-0	1/90	40 (31-42)	2.2
BROAD MATH	-	480	1-11	1-3	8-9	5/90	43 (40-46)	2/6
BROAD WRITTEN LANG	-	479	1-8	1-2	8-5	1/90	46 (42-50)	2.3
BRIEF READING	-	459	1-6	1-2	1-10	0/90	31 (33-40)	2.2
BRIEF MATH	-	416	8-0	1-5	8-1	2/90	40 (36-44)	2. 7
MATH CALC SKILLS	-	481	1-9	6-10	8-9	8/90	41 (31-44)	2.4
BRIEF WRITING	-	468	1-3	6-11	1-8	2/90	36 (32-41)	1.9
WRITTEN EXPRESSION	-	492	8-10	1-9	10-6	31/90	66 (61-11)	3.5
ACADEMIC SKILLS	-	451	1-4	1-0	1-9	0/90	26 (23-29)	2.0
ACADEMIC FLUENCY	-	489	8-5	1-3	10-4	24/90	51 (54-60)	3.1
ACADEMIC APPS	-	418	1-9	1-3	8-6	6/90	43 (39-41)	2.4
Letter-Word Identification	31	446	1-1	1-4	1-10	0/90	38	2.3
Applied Problems	23	411	8-2	1-8	8-9	2/90	64 (61-67)	2.8
Spelling	23	452	6-10	6-1	1-2	0/90	31 (32-41)	1.6
Passage Comprehension	21	411	1-4	1-0	1-10	4/90	49 (43-54)	2.0
Calculation	15	414	1-9	1-3	8-5	1/90	45 (41-50)	2.5
Writing Samples	18-B	485	1-10	1-3	9-3	25/90	64 (58-71)	2.5
Reading Fluency	22	481	1-8	6-11	9-1	10/90	61 (58-65)	2.4
Math Fluency	30	481	7-7	<5-1	9-9	31/90	53 (51-56)	2.3
Writing Fluency	16	499	9-11	8-1	11-6	31/90	15 (69-80)	4.5

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	VARIATION PR	SD	Signifie s -1.50 SD (SEE)
Intra-Achievement (Broad)						
BROAD READING	40	54	-14	6	- .52	Yes
BROAD MATH	43	58	-15	10	- .29	No
BROAD WRITTEN LANG	46	51	-5	32	- .46	No

EXHIBIT "TT"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

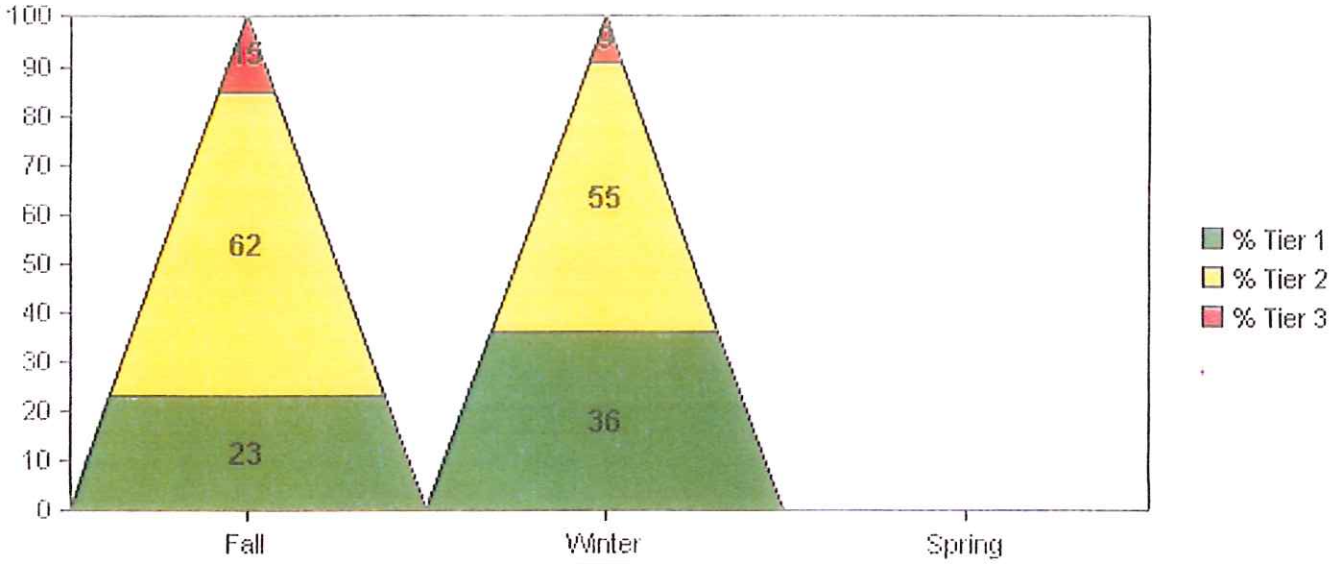
Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

AIMSweb

Jefferson Academy
Year: 2013-2014

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Founding Fathers Academies Inc. - FFA-Jefferson Academy of Advanced Learning
Reading - Curriculum Based Measurement
Grade 7 - (Stewart, Janice - Homeroom) : 2013-2014 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	2 (15%)	1 0 0	1 (9%)	0 0 0	0 (0%)
Tier 2	8 (62%)	0 6 1	6 (55%)	0 0 0	0 (0%)
Tier 1	3 (23%)	0 0 3	4 (36%)	0 0 0	0 (0%)
New Student		**0**		**0**	
Unscored		**2**		**0**	
Total Students	**13**		**11**		**0**

Note: Unscored also includes any students who may have been transferred.

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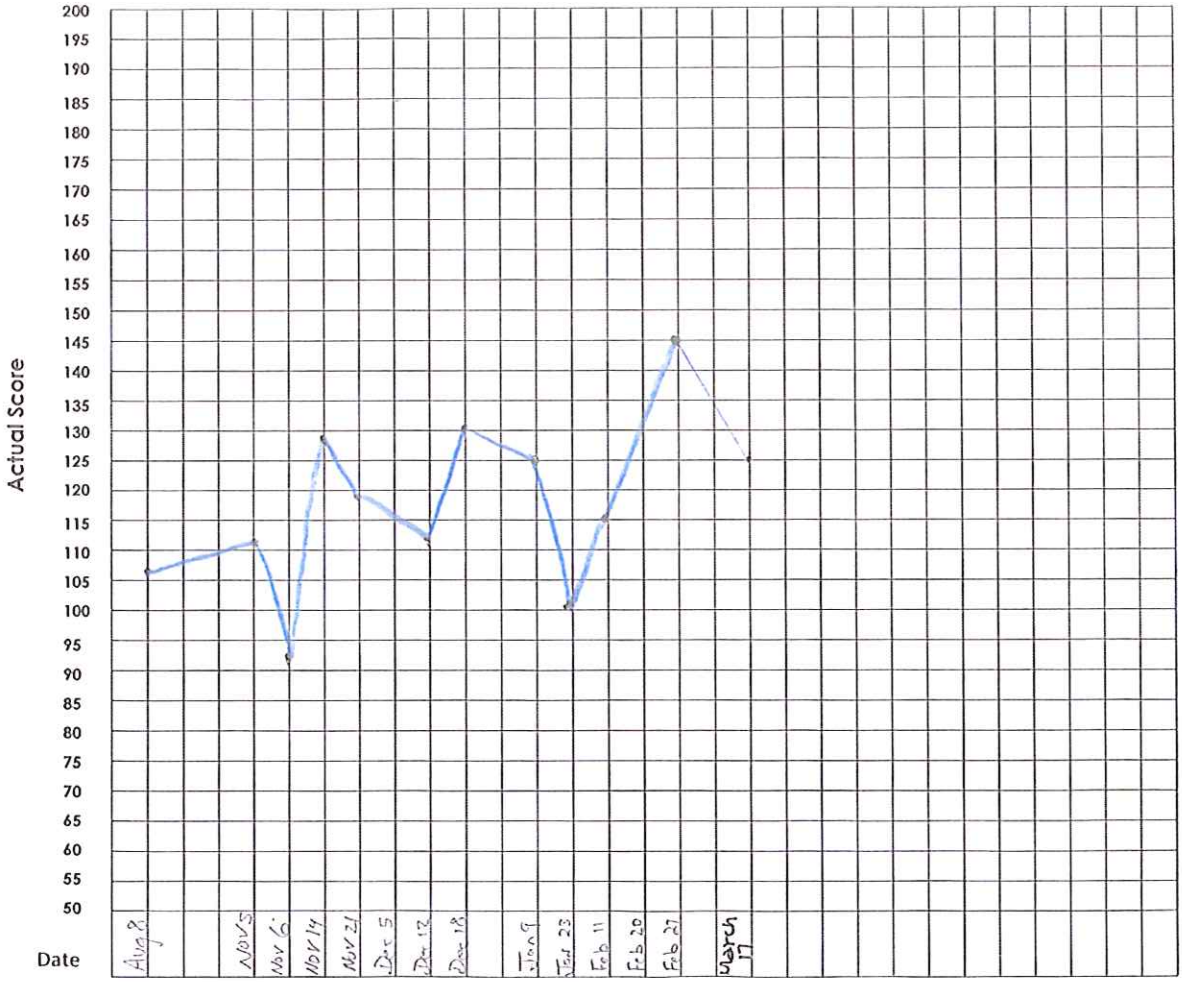
AIMS Reading Fluency Score Sheet



Student: 710

Grade: 7th

Notes:

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 161

8th grade = F 138, W 151, S 156

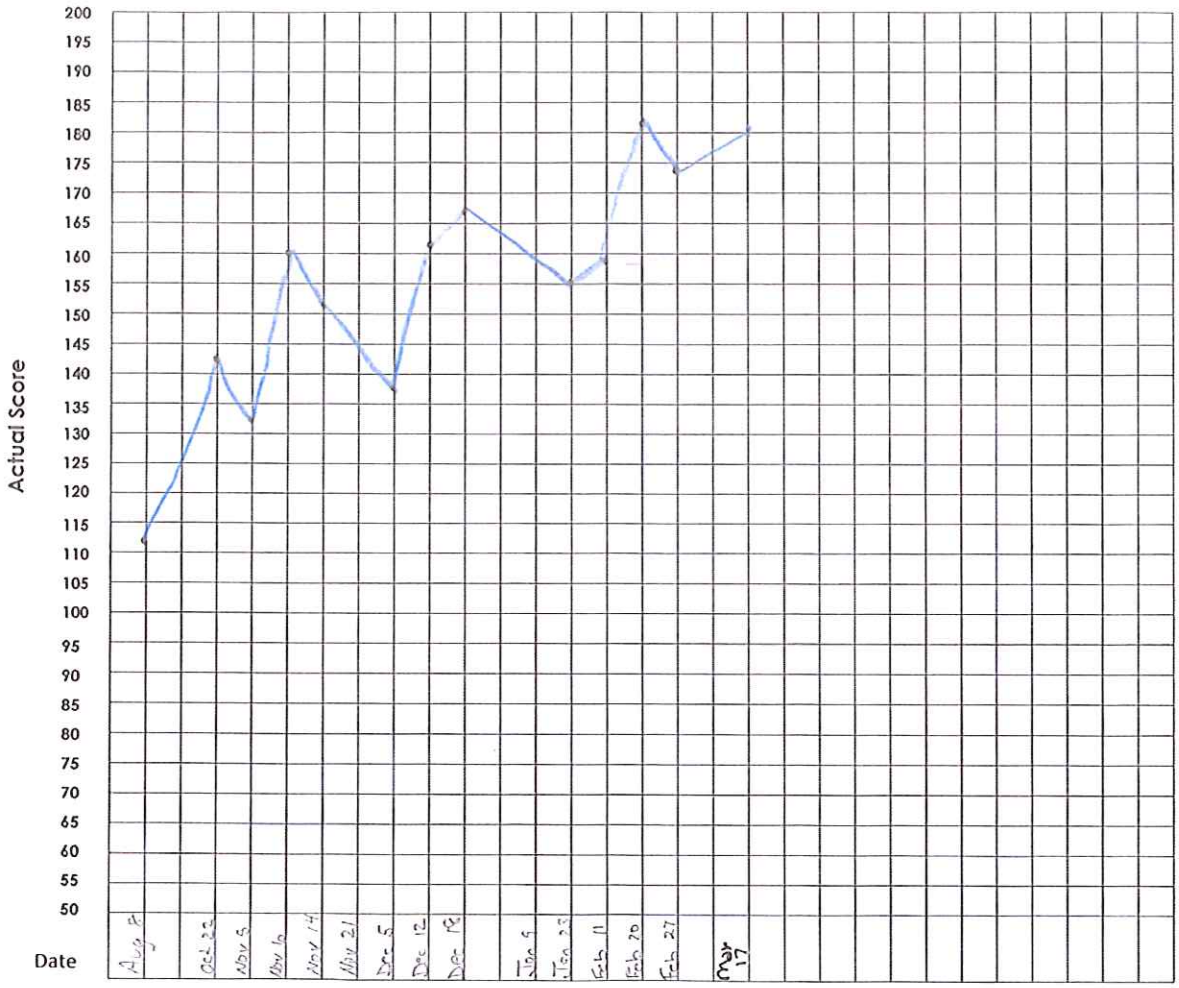
9th grade = F 138, W 151, S 156

10th grade = F 138, W 151, S 156

11th grade = F 138, W 151, S 156

12th grade = F 138, W 151, S 156

AIMS Reading Fluency Score Sheet



Student: 713

Grade: 7th

Notes:

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 161

8th grade = F 138, W 151, S 156

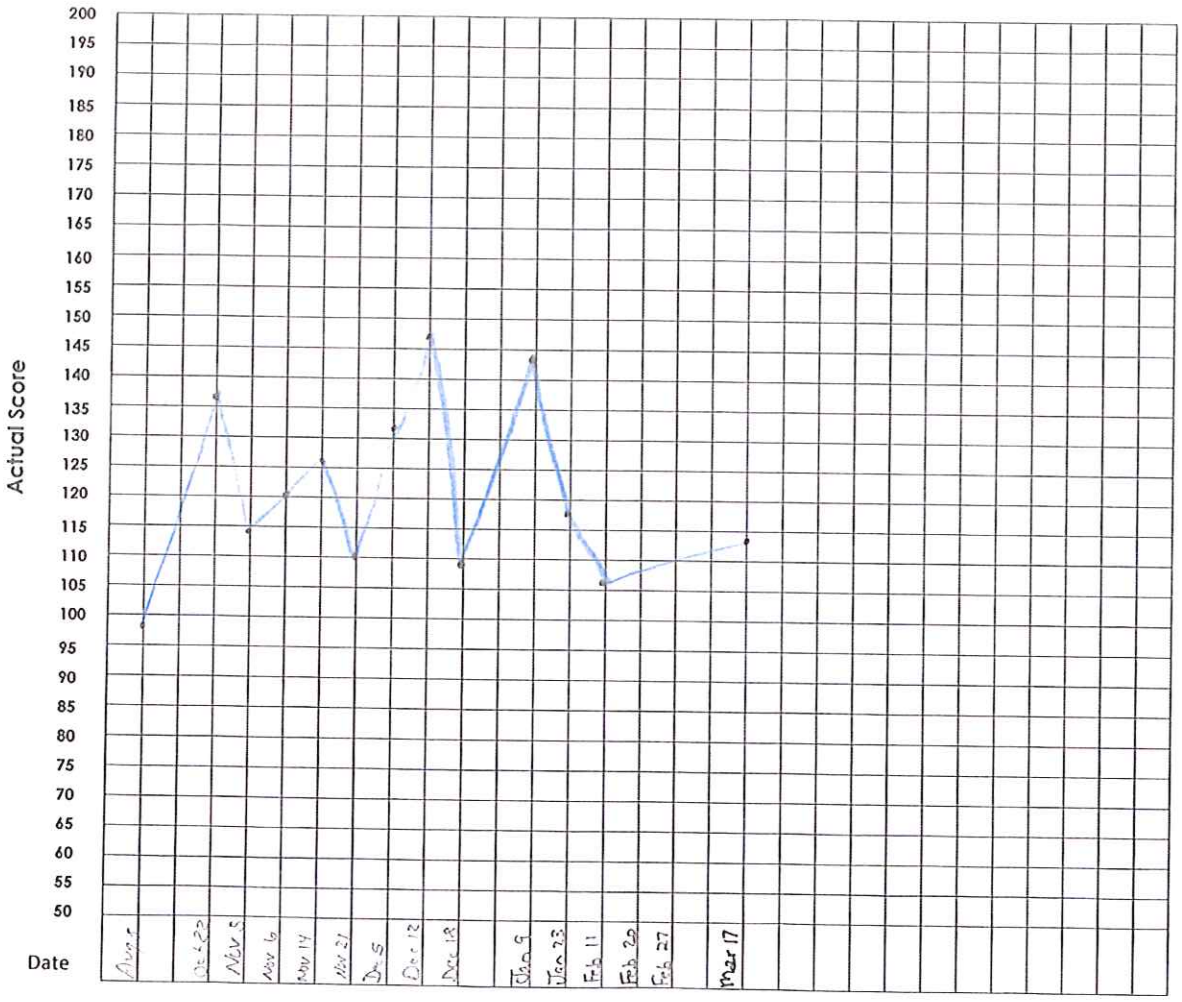
9th grade = F 138, W 151, S 156

10th grade = F 138, W 151, S 156

11th grade = F 138, W 151, S 156

12th grade = F 138, W 151, S 156

AIMS Reading Fluency Score Sheet



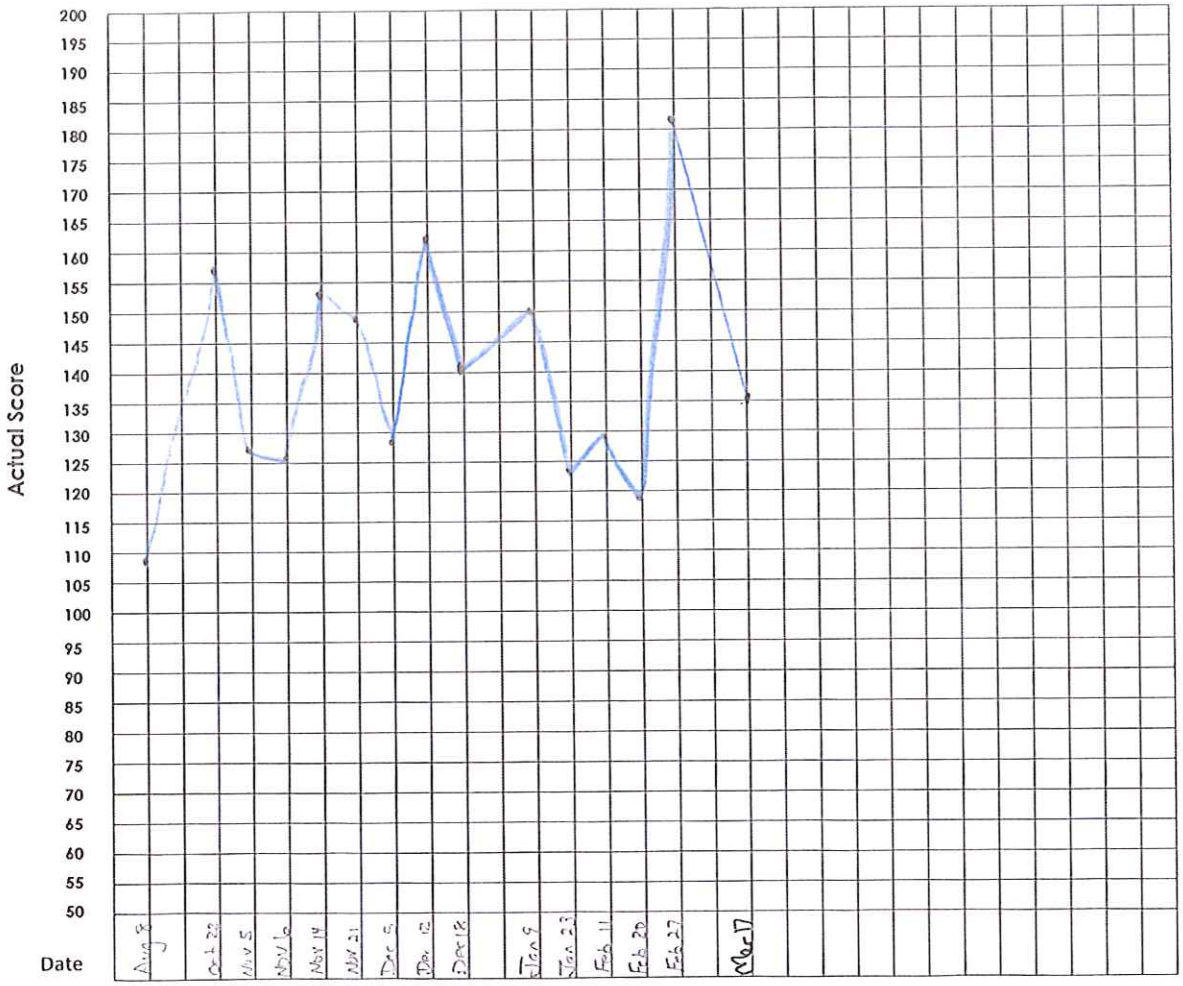
Student: 73

Grade: 7th

Notes:
ADD ADHD Difficulty Sleeping at night. Falls asleep during the day. Does better when not timed.

6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 161
8th grade = F 138, W 151, S 156
9th grade = F 138, W 151, S 156
10th grade = F 138, W 151, S 156
11th grade = F 138, W 151, S 156
12th grade = F 138, W 151, S 156

AIMS Reading Fluency Score Sheet



Student:

74

Grade:

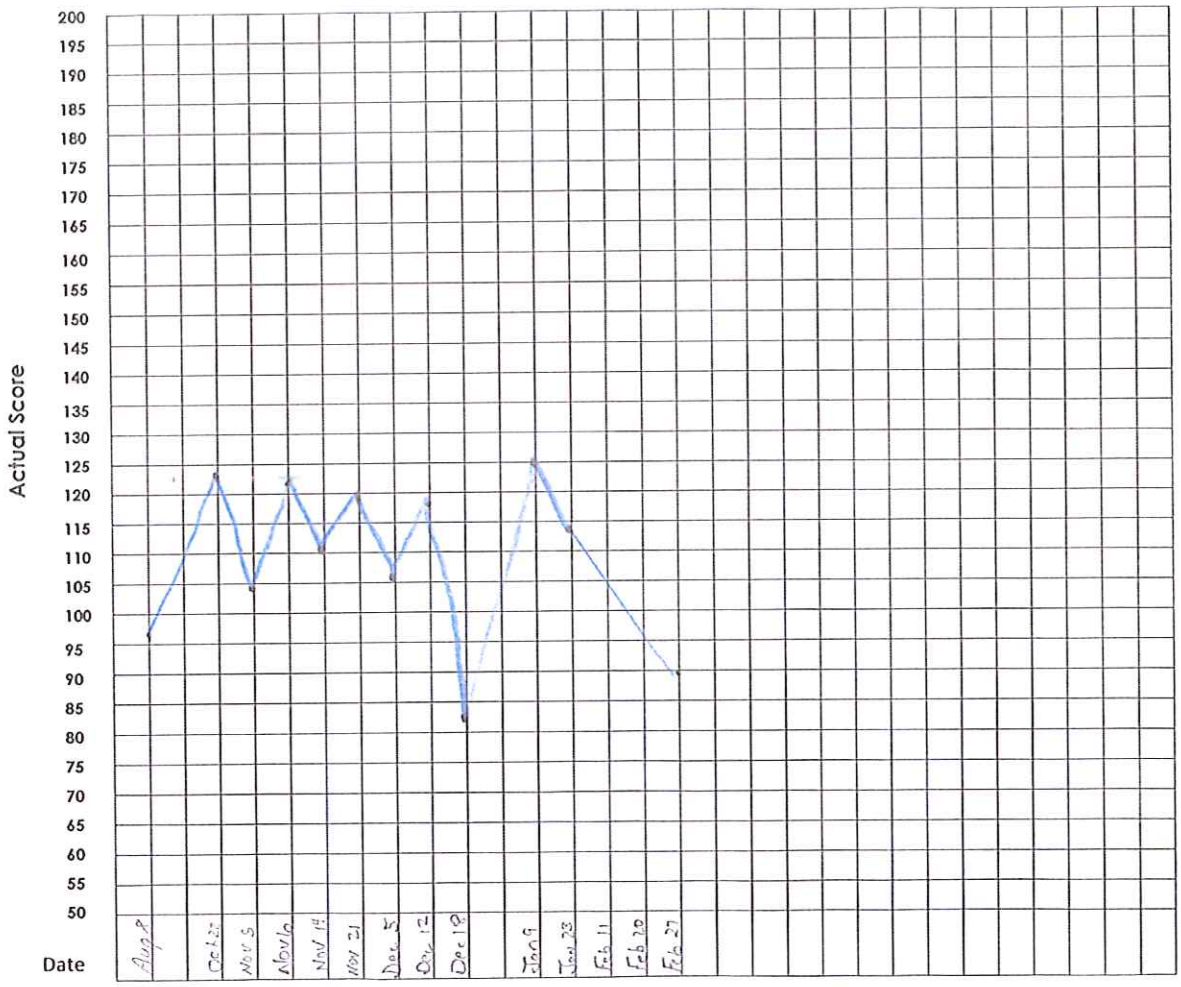
7th

Notes:

Struggles with confidence.
Math papers show she does better than tests show.

6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 161
8th grade = F 138, W 151, S 156
9th grade = F 138, W 151, S 156
10th grade = F 138, W 151, S 156
11th grade = F 138, W 151, S 156
12th grade = F 138, W 151, S 156

AIMS Reading Fluency Score Sheet



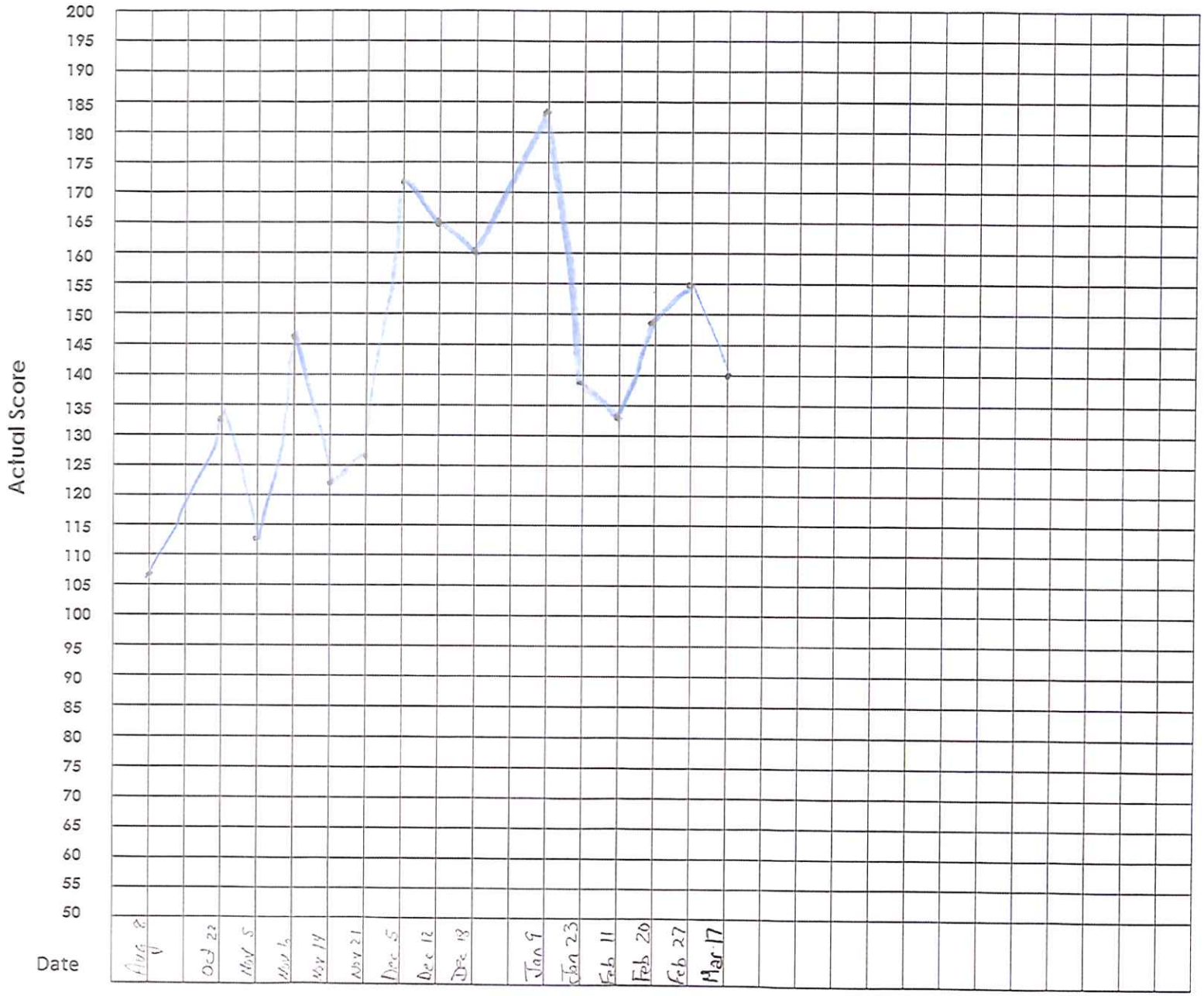
Student: 712

Grade: 7th

Notes: ASD student Chronic absences throughout the year has taken a toll on his progress

6th grade = F 136, W 149, S 155
7th grade = F 136, W 150, S 161
8th grade = F 138, W 151, S 156
9th grade = F 138, W 151, S 156
10th grade = F 138, W 151, S 156
11th grade = F 138, W 151, S 156
12th grade = F 138, W 151, S 156

AIMS Reading Fluency Score Sheet



~~Student~~: 72

Grade: 7th

Notes:

6th grade = F 136, W 149, S 155

7th grade = F 136, W 150, S 161

8th grade = F 138, W 151, S 156

9th grade = F 138, W 151, S 156

10th grade = F 138, W 151, S 156

11th grade = F 138, W 151, S 156

12th grade = F 138, W 151, S 156

Founding Fathers 00319

EXHIBIT "U"

CONDOS LAW OFFICE, PLC

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Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

Certificate of Completion

This certifies that

Kami Tate

has participated in and completed the
AZLEADS
"Principal" Institute
and has successfully completed a total of
56 Professional Development hours.
2013-2014

Tess Lauffer
Program Facilitator
Lead Coach
AZ LEADS[3]

NORTHERN
ARIZONA
UNIVERSITY

This certificate is presented to:

Kami Tate

For successfully completing the one hundred sixty-eight required hours for the Intel Math/RTI Math-Science Partnership Program

July 2012 - March 2014

Dr. Jeff Hovermill

Dr. Brian Beaudrie

03/01/2014
Date

Arizona | Indiana | Kansas | Wisconsin | Online

Ottawa University

Prepare for a Life of Significance

Student Name: Kamila J. Knoell-Tate
Student ID: 286001

Program: *Professional Education*
Classification: *Teacher Prof Education*

Certificate:
Major1: Non-Degree

Mail to:
Kamila J. Knoell-Tate
161 N. Retreat Way
Show Low, AZ 85901

Fall 2 2012

EDU 51062 MATH-NUMBER & OPERATIONS I 3.00 A

	ATTEMPT	EARN	QHRS	QPTS	GPA
ses	3.00	3.00	3.00	12.00	4.000
cum	3.00	3.00	3.00	12.00	4.000

Spring 2013

EDU 51063 MATH-NUMBER & OPERATIONS II 3.00 A

	ATTEMPT	EARN	QHRS	QPTS	GPA
ses	3.00	3.00	3.00	12.00	4.000
cum	6.00	6.00	6.00	24.00	4.000

END OF RECORD

Karen K. Adams
UNIVERSITY REGISTRAR

TO TEST FOR AUTHENTICITY:
Raised seal not required. The face of this document has a security void background pattern on safety paper. Transcript is not official if the word copy is visible. Original transcript has fluorescent ink on reverse side - hold under black light to verify authenticity.

Founding Partner SCNS 100

NAVAJO COUNTY EDUCATION SERVICE AGENCY

ESA

HONESTY · RESPECT · INTEGRITY

Certificate of Completion
Awarded to:

Kamila Knoell-Tate

For completing **20** hours of Continuing Education Units
through the

Intel Math 2012-2013 MLC work

Facilitated by,

Larnie Gillespie

Date: May 16, 2013

NAVAJO COUNTY EDUCATION SERVICE AGENCY

ESA

HONESTY INTEGRITY RESPECT

Certificate of Completion
Awarded to:

Kamila Knoell-Tate

For completing **20** hours of Continuing Education Units

For:

Intel Math 2012-2013 Facilitation of MLC work

Authorized by,

Lannie Gillespie

Date: May 16, 2013

Certificate of Participation

Arizona Department of Education

K-12 Academic Standards

Presents a Certificate of Participation to

Kami Tate

Teaching Reading Effectively
June 10th – 12th, 2013 &
June 17th – 18th, 2013
Participant is eligible for 36 hours of
Professional Development credit

Kathy Hrablik, M.Ed
Associate Superintendent
Arizona Department of Education

Arizona Department of Education
John Huppenthal
Superintendent of Public Instruction

Founding Fathers

Exhibit UU

Not Admitted

EXHIBIT "V"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

February 12, 2014

Letter of reference for Kami Tate

To Whom It May Concern:

It is a pleasure to write a high quality reference for Kami Tate. As an administrative coach for ADE- AZ LEADs I worked with Kami for a year. She is a bright fast learner. Her administrative skills bloomed due to her self-analysis skills and desire to increase students learning. Kami regularly focuses on what is best for students, and their learning. She is driven by their success. She uses data to adjust the teams efforts and support. Kami was able to influence her teams to use their daily work samples, as well as the formative assessments to guide their students learning. As a leader, Kami does model quality instructional delivery to her staff. She uses a gradual release model to support their growth until they master the skill.

Kami Tate is an" Educational Leader". She is reflective and always striving to increase her self and teams performance. I highly recommend you consider her for any leadership position.

Sincerely,

Bruce Baker
Retired Az Administrator
ADE- Az Leadership coach
480-557-9468

EXHIBIT "VV"

CONDOS LAW OFFICE, PLC

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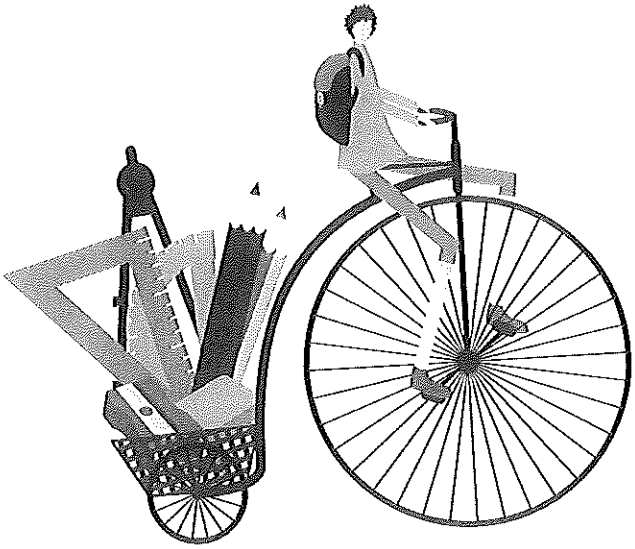
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399



Oh, the Places They'll Go!

SCHOOL RATINGS: IMPROVING THE DATA IN DATA DRIVEN DECISION MAKING

By Anabel Aportela, Ph.D. and Ildiko Laczko-Kerr, Ph.D.

CENTER FOR STUDENT ACHIEVEMENT

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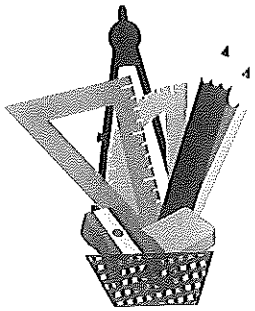

Oh, the Places They'll Go!

MAY 2013 | ISSUE NO. 2

SCHOOL RATINGS: IMPROVING THE DATA IN DATA DRIVEN DECISION MAKING

The report's findings are a combination of good news and bad news. Student Growth Percentiles appear to be a fairer method to measure a school's contribution to student learning. However, the current use of growth does not meaningfully alter the negative relationship between the level of poverty in the school and the final school rating.

EXECUTIVE SUMMARY

The Center for Student Achievement's guiding principle is that all students deserve high quality public school options, whether they attend a district or charter school. In order to determine the extent to which we are near or far from our goal, that every Arizona student attend a high quality school, we find ourselves having conversations about what school quality looks like and how to measure it. Each conversation leads us to the state's A-F Letter Grades and whether or not these are valid and reliable measures of school quality.

The A-F Letter Grades, published each year by the Arizona Department of Education, have evolved over time—from the initial *Excelling* through *Failing* labels to the current *A, B, C, D,* and *F* letter grades—but their purpose has remained the same: to convey a judgment as to the school's quality or effectiveness at educating students. The message is quite simple: *A* schools are doing a great job at educating students and *D* schools are not. If a school continues to be a *D* school for three years, then it is an *F* school—and failing students altogether.

While the general message may be simple, the subsequent uses of these school labels are not. In Arizona, the school accountability designations are more than simply informational; they are an explicit tool for school reform. Presently, they are used to determine whether a school is in need of instructional improvement strategies and to inform parents' and students' choices in an educational marketplace. Recent policy proposals would use the ratings to provide incentives or sanctions to deserving schools. What each of these uses has in common is the assumption that the school accountability ratings are actually measuring what we think they are measuring: school quality.

This report examines whether the trust our public policy has placed on the school ratings is well-founded, independent of how school ratings are used. It makes explicit unspoken assumptions underlying the use of school designations in any way— primarily that the designations do, indeed, reflect school quality and that the distinctions made by the designations (an *A* vs. a *B*, for example) are meaningful.

THE CHALLENGE

Unless otherwise mitigated, poverty can have a significantly deleterious effect on learning. Students growing up in poverty often arrive at school with challenges that adversely affect their ability to learn or to learn at the same rate as their wealthier

CENTER FOR STUDENT ACHIEVEMENT

counterparts. The relationship between poverty and measures of achievement (e.g., percent of students passing a state's standardized test) has long been a limitation of measurement of student achievement in education. This is not to say that schools do not make a difference; they do, but it is often difficult to measure their effect.

This is, in part, the reason why so much attention has been given to measures of student "growth," such as Value-Added Models and Student Growth Percentiles. These new methods allow researchers to "control for," or set aside statistically, the relationship between poverty and indicators of achievement in order to measure the effect that a school or teacher has had on an individual student.

The challenge for the Arizona accountability model, and any other accountability model, is to adequately control for the effect of poverty on the final school rating. An accountability system that fails to properly account for this would not only fail to measure school quality; but could place certain schools or educators at a relative advantage or disadvantage within the system. Accurate measurement and fairness are particularly important in a policy environment that seeks to attribute the results to educators and attach significant rewards or consequences.

THE FINDINGS

The report's findings are a combination of good news and bad news. Student Growth Percentiles appear to be a fairer method to measure a school's contribution to student learning. However, the current use of growth does not meaningfully alter the negative relationship between the level of poverty in the school and the final school rating.

Despite the inclusion of growth, the practical result of the accountability formula is yet another measure of performance that is closely related to poverty. The model fails to adequately control for the effect of poverty on indicators of achievement in order to measure the school's contribution to learning, therefore limiting its utility as an indicator of school quality. Furthermore, the point differences resulting from the accountability formula, as currently implemented, are large enough to make a difference in the final rating of the school.

RECOMMENDATIONS

This report details a number of possible changes to the Traditional and Small school accountability models designed to improve them as measures of school quality. All of the suggestions come from components that already exist in other parts of the accountability system, thus requiring no new measures, only the expanded use or a re-configuring of existing data. The Alternative school model, in particular, offers some interesting opportunities for the expanded use of existing measures for all schools.

A decade after their first publication, school accountability ratings are deeply embedded in Arizona's public education landscape. Their widespread use, particularly by policymakers, suggests that they are here to stay. Therefore, it is in our best interest to ensure that they do indeed measure school quality and that the distinctions made by the various labels (*A* vs. *B*, for example) are meaningful. The current A-F Letter Grades fall short in both regards, despite the strengths of some of the key components in the formula.

While the implementation of any or all of this report's recommendations would improve the model's ability to measure school quality, the model remains heavily reliant on one assessment—the Arizona Instrument to Measure Standards. Although data from AIMS are configured in different ways such as percent passing and student growth percentiles, it remains a single and limited view of what occurs in a school.

In order to better inform our work, the Center for Student Achievement will continue our efforts to identify other valuable indicators that can contribute to a wider view of school quality. We encourage the community to join us.

Founding Fathers 00333

INTRODUCTION

The Center for Student Achievement's guiding principle is that all students deserve high quality public school options, whether they attend a district or charter school. In order to determine the proximity to our goal, that every Arizona student attend a high quality school, we find ourselves having conversations about what school quality looks like and how to measure it. Each conversation leads us to the state's A-F Letter Grades and whether or not these are valid and reliable measures of school quality.

The A-F Letter Grades, published each year by the Arizona Department of Education, are the latest iteration of the school accountability law passed in 2000 as part of Proposition 301. The ballot measure, which led to a 0.6 percent increase in the state's sale tax, provided additional funding for education in exchange for increased accountability for schools and teachers; teachers became subject to performance pay plans and schools became subject to school accountability designations[1].

School accountability ratings have evolved over time—from the initial *Excelling* through *Failing* labels to the current *A, B, C, D,* and *F* letter grades—but their purpose has remained the same: to convey a judgment as to the school's quality or effectiveness at educating students. The message is quite simple: *A* schools are doing a great job at educating students and *D* schools are not. If a school continues to be a *D* school for three years, then it is an *F* school—and failing students altogether.

While the general message may be simple, the subsequent uses of these school labels are not. In Arizona, school accountability designations are more than simply informational; they are an explicit tool for school reform. In fact, to date they have been a meeting point for two rather distinct views of school improvement. Both views find utility in the accountability designations, but in different ways.

In the standards-based theory of school improvement, academic standards explicitly state the expectations for what students should know and be able to accomplish. In this theory, the student assessments measure the extent to which students have mastered those standards, and the school ratings serve as an instrument to identify schools that are meeting expectations and schools that are in need of additional supports and interventions. To this end, the original school accountability legislation included the creation of Solutions Teams, managed by the Department of Education, to be deployed to *Underperforming* schools as part of the state's school improvement strategy. In this case, the school label serves as a trigger for additional supports from the school, district, and state with focused attention on quick improvement. While continued failure to improve does, under this improvement model, lead to increasingly more onerous sanctions for schools, this happens after multiple years of reform efforts.

In the market theory of school improvement, in which students and parents are seen as consumers of education, the school designations serve as indicators of quality to the public at large, but particularly to parents and students making choices about enrollment. A positive school designation signals to parents that this school is where they want to enroll their child and a negative school designation signals to the educators at the school that they need to change and improve in order to compete for students. The school designations serve to apply market pressure on schools and to "hold accountable" the educators working in them for the quality of their schools.

While the evaluation of these theories of school improvement is outside of the scope of this paper[2], what we do know is that after ten years of school accountability ratings, between five and ten percent of Arizona schools received the lowest designation in any given year (*D/F* beginning in 2011 and *Underperforming/Failing* prior to 2011). However, the vast majority of these Arizona schools continue to enroll students[3].

Founding Fathers 00334

Perhaps these disappointing results help explain recent policy proposals that would introduce a third theory of school improvement into the accountability landscape—one categorized in this report as incentive-based. The incentive-based theory reflects a belief that educators can be or need to be incentivized (or threatened) to improve their performance. Two recent examples of incentive-based policy proposals are "parent trigger laws," where the school designation can "trigger" school takeover by parents or other community organizations and "performance funding" systems, in which a portion of school funding is determined by the school accountability rating. If faced with the possibility of more school funding or the potential loss of control of their school, the theory predicts, educators will behave in ways that will improve student achievement results.

Regardless of whether the underlying theory of improvement holds that educators need standards or market competition or sufficient motivation, each of these approaches relies on the school designation as a key instrument for school improvement. Each approach rests, in large part, on the belief that the school rating captures meaningful information about school quality and the publication of the rating will elicit the desired behavior from parents, students, teachers, and/or administrators.

This report examines whether the trust our public policy has placed on the school ratings is well-founded, independent of how school ratings are used. It makes explicit unspoken assumptions underlying the use of school designations in any way— primarily that the designations do, indeed, reflect school quality and that the distinctions made by the designations (an *A* vs. a *B*, for example) are meaningful.

The assumption that school labels accurately measure school quality is perfectly reasonable. School accountability legislation specifically calls for the designations to be determined "using a research based methodology, which is defined as the systematic and objective application of statistical and quantitative research principles to determine a standard measurement of acceptable academic progress for each school and LEA[4]." Clearly, the goal is that these designations be based on objective measures and that sound research methodologies are applied in their creation.

However, given the potential for increased expansion in the use of school designations coupled with the Center's own need to define and measure school quality, this report takes a look at the latest iteration of school designations, the A-F Letter Grades, and applies basic statistical analysis to better understand what the designations really tell us about schools, and what conclusions we safely draw from a school's designation.

We have used publicly available data from the 2012 A-F Letter Grades for schools to answer the following research questions:

1. Are the A-F Letter Grades measuring a school's contribution to learning or simply repackaging other indicators, such as poverty, and presenting them as measures of school quality?
2. What existing data and research based methods have the potential to improve the A-F Letter Grades as measures of school quality?

Founding Fathers 00335

ANALYSIS

In an effort to create a school accountability system that is fair to all public schools and accounts for the fundamental differences in school types and student populations attending different types of schools, the Arizona Department of Education created four discrete accountability models: Traditional, Alternative, Small, and K-2 (see Definition of Terms on page 23 for a full explanation).

TABLE 1: DISTRIBUTION OF STUDENT ENROLLMENT BY SCHOOL TYPE AND GRADE CONFIGURATION, 2012

	ENROLLMENT	% OF ENROLLMENT	NUMBER OF SCHOOLS
TRADITIONAL			
ELEMENTARY	672,493	65.7%	1,255
HIGH SCHOOL	248,858	24.3%	218
COMBINATION	60,698	5.9%	99
SMALL			
ELEMENTARY	6,081	0.6%	118
HIGH SCHOOL	2,952	0.3%	71
COMBINATION	1,460	0.1%	31
ALTERNATIVE			
ELEMENTARY	996	0.1%	11
HIGH SCHOOL	17,932	1.8%	124
COMBINATION	9,110	0.9%	30
K2			
ELEMENTARY	3,326	0.3%	11
STATE	1,023,905	100%	1,968

Although there are ten discrete categories of schools, the vast majority of schools are Traditional schools. Altogether, they enroll 95 percent of all students in the state. For the purpose of discussion, this paper will focus on Traditional elementary schools (65 percent of state enrollment), but the Appendices lists results for all Traditional, Small, and Alternative school types. We did not include K-2 schools in our analysis due to their extremely small size in both number of schools and students.

ARE THE A-F LETTER GRADES MEASURING A SCHOOL'S CONTRIBUTION TO LEARNING OR SIMPLY REPACKAGING OTHER INDICATORS, SUCH AS POVERTY, AND PRESENTING THEM AS MEASURES OF SCHOOL QUALITY?

Unless otherwise mitigated, poverty can have a significantly deleterious effect on learning. Students growing up in poverty often arrive at school with challenges that adversely affect their ability to learn or to learn at the same rate as their wealthier counterparts. This relationship between poverty and learning has been widely known (and acknowledged) since the 1960's and has resulted in the federal Title I program providing additional resources to schools that serve a significant percentage of students in poverty. Several states across the country (not including Arizona) also include "at-risk" or "poverty" weights into their school funding systems[5]. These additional funds, triggered by the number of poor students, are an explicit acknowledgement that schools serving students in poverty have a greater challenge in educating students to levels that are comparable to those of wealthier students. In public education, poverty is typically measured using participation in the National School Lunch Program, which provides free or reduced-price lunches (FRL) to students from low-income families.

Founding Fathers 00336

ARIZONA'S INSTRUMENT TO MEASURE STANDARDS

The Traditional, Alternative, and Small models rely heavily on the Arizona Instrument to Measure Standards (AIMS). This state assessment is administered in the spring of each school year in grades 3 through 8 and 10, with re-testing available to high school students who do not pass the AIMS in the 10th grade. AIMS is used in the accountability models in two primary ways: the percent of students passing AIMS (in reading and mathematics) and used in the calculation of the Student Growth Percentile (in reading and mathematics). The Alternative model also uses the percent of re-testers who improve as an indicator.

School funding is not the only place where this relationship is acknowledged. The relationship between poverty and measures of achievement (e.g., percent of students passing AIMS) has long been a limitation of measurement of student achievement in education. The contribution that a school itself makes to student learning is difficult to determine, when we know from the start that the wealthier the students in a school are, the higher that school's scores will be, simply as a function of the student population. In other words, all else being equal, we expect wealthier students to score higher on standards-based proficiency measures than low-income students[6]. This is not to say that schools do not make a difference; they do, but it is often difficult to measure their effect.

This is, in part, the reason why so much attention has been given to measures of student "growth," such as Value-Added Models (VAM) and Student Growth Percentiles (SGP)—a relatively new advancement in educational measurement made possible by data systems that allow student-level data to be linked across multiple years. VAM and SGP analyses allow the researcher to "control for," or set aside statistically, the relationship between poverty (and potentially other variables) and measures of achievement, in order to capture the effect that a school or teacher has had on an individual student's learning.

All of the A-F Letter Grade models utilize a combination of student achievement (percent passing AIMS) and student growth (most often using SGP) data for schools, though the exact calculations vary by model[7]. The Traditional model utilizes a 200-point scale where 100 points can be awarded for achievement (Composite Points) and 100 points can be awarded for student growth (Growth Points). Composite and Growth Points are added to arrive at the Total Points and the corresponding letter grade for each school.

The 50/50 distribution of points between achievement and growth communicates to educators that both of these factors are equally important. Students must show growth, but they must also demonstrate proficiency on academic standards. Figure 1 is taken from page 13 the *A-F Letter Grade Accountability System Technical Manual* published by Arizona Department of Education and shows the components of the A-F Letter Grades for Traditional schools. The composition is the same for Small schools, with the exception that three years of pooled data are used in the calculations.

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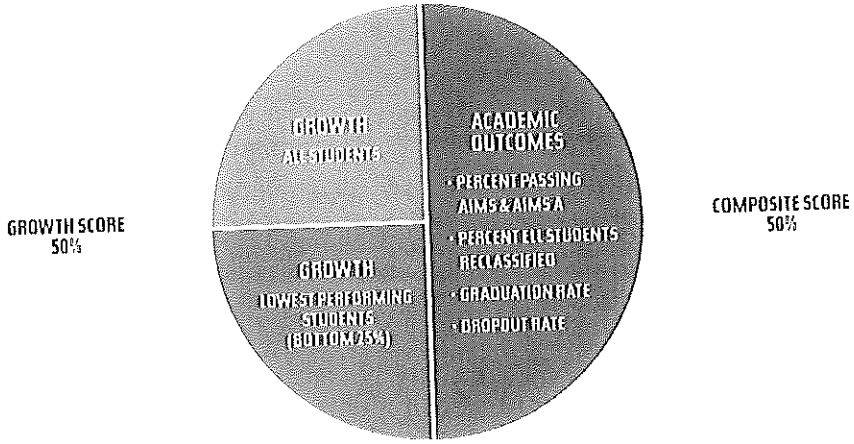
FIGURE 1: COMPONENTS OF THE TRADITIONAL SCHOOL A-F LETTER GRADE PROFILE



GROWTH SCORE + COMPOSITE SCORE = A-F LETTER GRADE
(100 POINTS POSSIBLE) + (100 + 3 + 3* + 3* POINTS POSSIBLE) = 200+ POINTS POSSIBLE
*HIGH SCHOOL ONLY

The inclusion of growth in the accountability formula is meant to give credit to schools for their effect on student learning, and to address the limitations that we know exist when using only proficiency results (the right side of the pie chart) to measure school quality. In other words, when combined with proficiency rates, growth is meant to erase, or mitigate, the negative relationship that exists between poverty and measures of student achievement.

In order to determine whether this is actually the case, we performed a set of correlations to determine the relationship between poverty, using the percent of students eligible for the National School Lunch Program (FRL), and the different types of points (Composite, Growth, and Total) resulting from the accountability model.

CORRELATION

A correlation represents the direction and strength of a relationship between two variables.

- The direction is expressed as either positive or negative. For example, a negative correlation between poverty and student achievement means that as poverty increases, achievement decreases.
- The strength of the relationship is denoted by a number between 0 (no correlation) and 1 (perfect correlation). As a rule of thumb, a correlation between 0 and .39 is considered weak to moderate. A correlation of .40 to .69 is considered strong, and a correlation of .70 or above is considered to be very strong.
- A statistically significant finding is one that is very unlikely to happen by chance; in other words, we can be confident in the results. Statistically significant findings are indicated by a * or **, depending on the level of significance.

Figure 2 shows the result of this analysis for Traditional elementary schools (see Appendices A.1-A.3 for the correlation statistics for each Traditional, Small, and Alternative school type). The scatter plots graphically represent the relationship between poverty and Composite Points, Growth Points, and Total Points. In each case, points are graphed along the Y (vertical) axis and Percent FRL is graphed along the X (horizontal) axis. In this discussion we use "Composite Points" and "percent passing AIMS" interchangeably because virtually all (100 out of 103) Composite Points available to elementary schools are based on the percent of students passing AIMS.

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FIGURE 2a: RELATIONSHIP BETWEEN COMPOSITE POINTS AND POVERTY

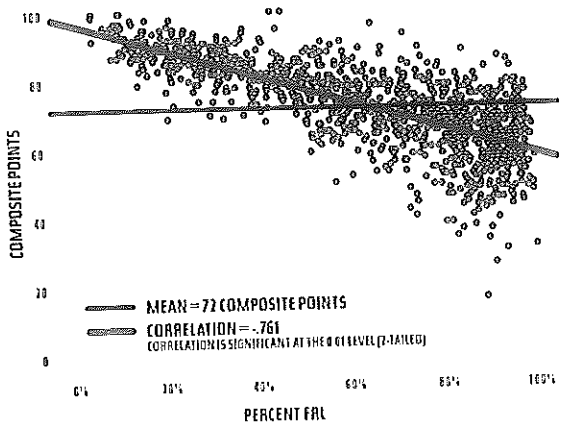


FIGURE 2b: RELATIONSHIP BETWEEN GROWTH POINTS AND POVERTY

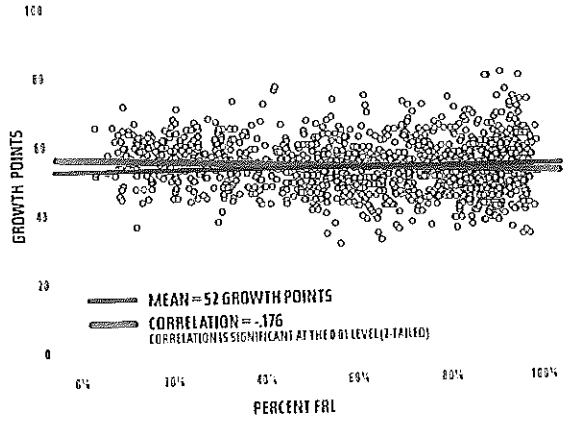
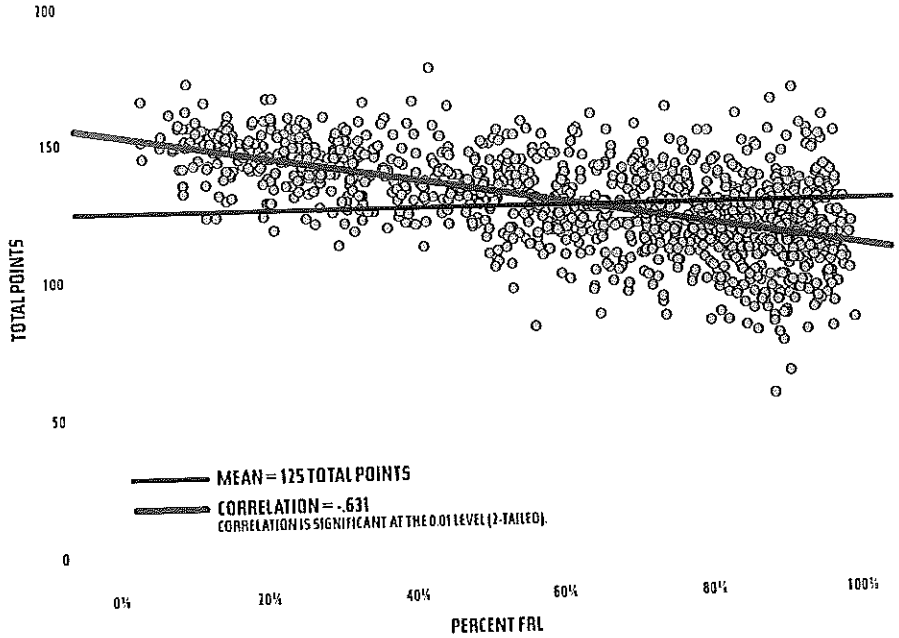


FIGURE 2c: RELATIONSHIP BETWEEN TOTAL POINTS AND POVERTY



The first scatterplot confirms the negative relationship we know exists—as poverty increases, Composite Points (or percent passing AIMS) decreases. The red line is the regression line, indicating the direction and strength of the relationship. This is a very strong statistical relationship at -.761.

The second scatterplot, however, shows a much different relationship. While there is still a negative relationship between poverty and Growth Points (as poverty increases, growth points decrease), this relationship is weak (-.176), indicating that there is no meaningful difference in the distribution of Growth Points among schools with varying degrees of poverty. A poor school is as likely to demonstrate the same amount of growth as a wealthier school.

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The third scatterplot shows the relationship between poverty and Total Points—the end result of combining Composite and Growth Points. While the negative relationship between poverty and Total Points (-.631) is less dramatic than the -.761 of poverty to Composite Points, it is still strong and statistically meaningful. The bottom line: despite the attempt to "level the playing field" through the use of growth, schools with greater degrees of poverty are less likely to do well using the current school accountability system.

Our finding here, then, is a combination of good news and bad news. The second scatterplot is good news; unlike Composite Points, Growth Points cannot be accurately predicted, simply by the level of poverty in the school. This finding indicates that growth appears to be a fairer method of determining the contribution of schools to student learning than just percent passing. The bad news, then, is the fact that the simple inclusion of growth in the accountability model does not meaningfully alter the negative relationship between the level of poverty in the school and the final school rating (Total Points).

Why, if Composite and Growth Points have equal weight in the accountability model and growth is meant to mitigate the negative relationship, isn't the relationship between a school's Total Points and their poverty rate now significantly weaker? The answer is in the effective (actual) versus nominal (theoretical) distribution of points. The horizontal black lines in the scatterplots indicate the mean, or average, number of points the group of schools earned. On average, Traditional elementary schools earned 72 Composite Points, 52 Growth Points, and 125 Total Points.

The difference between the average number of Composite and Growth Points is meaningful because it illustrates that schools are getting most of their points from the Composite side of the equation—the one with the strongest relationship to poverty.

Table 2 shows some descriptive statistics for Traditional schools (see Appendices B.1-B.3 for descriptive statistics of all Small and Alternative school types).

TABLE 2: DESCRIPTIVE STATISTICS OF TRADITIONAL MODEL SCHOOLS

	NUMBER OF SCHOOLS	RANGE		MEAN	STANDARD DEVIATION
		MINIMUM	MAXIMUM		
ELEMENTARY					
GROWTH POINTS	1,249	24	79	52	8.011
COMPOSITE POINTS	1,249	16	101	72	13.447
TOTAL POINTS	1,249	54	175	125	18.493
ENROLLMENT	1,254	79	1,657	536	248.230
PERCENT FRL	1,156	4%	100%	64%	0.261
PERCENT MINORITY	1,151	6%	99%	56%	0.268
HIGH SCHOOL					
GROWTH POINTS	215	5	85	52	10.219
COMPOSITE POINTS	215	24	106	70	16.161
TOTAL POINTS	215	33	191	122	23.184
ENROLLMENT	218	79	3,469	1,142	869.570
PERCENT FRL	188	4%	95%	54%	0.225
PERCENT MINORITY	200	11%	98%	53%	0.256
COMBINATION					
GROWTH POINTS	94	16	79	52	11.281
COMPOSITE POINTS	94	31	106	77	18.503
TOTAL POINTS	94	50	174	129	26.464
ENROLLMENT	99	1	4,781	613	749.393
PERCENT FRL	52	6%	99%	57%	0.270
PERCENT MINORITY	89	0%	96%	43%	0.222

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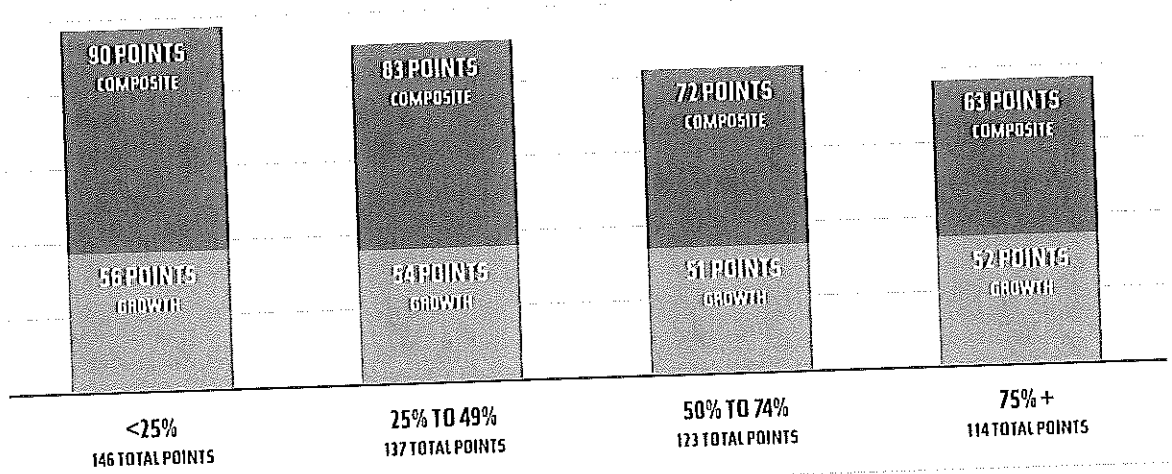
The minimum and maximum values depict the range of scores found in the group of schools. For Traditional elementary schools, Growth Points range from 24 to 79, compared to a Composite Point range of 16 to 101. This indicates that the highest number of Growth Points that any elementary school earned is 79—or 21 points shy of the theoretical 100 points possible. We see a similar distribution of scores in the Traditional high schools and combination schools, which are schools that offer any grades that span across elementary and high school.

Figure 3 illustrates the distribution of points for Traditional elementary schools grouped by their level of poverty. Growth points decrease slightly as poverty increases, but all scores are relatively flat, near 50 points. This is likely due to the use of the school level median, which is used to measure growth; it should be noted that the state median is also 50. Composite Points, however, definitely trend downward as poverty increases and the differences are significant—90 points for schools with fewer than 25 percent of students in poverty to 63 points for schools with 75 percent or greater poverty (see Appendices C.1-C.3 to see similar results for each Traditional, Small, and Alternative school type).

These differences are not negligible; the Total Point difference between the schools with less than 25 percent poverty and the schools with 75 percent or more poverty is 32 Total Points (146-114). This is enough of a difference to place the former group of schools in the *A* category (*A* point range is 140-200) and the latter group in the *C* category (*C* point range is 100-119). **Given this finding, can we reliably determine that C schools are lower quality schools, or is it more appropriate to assume that they serve a greater proportion of students in poverty?**

FIGURE 3: AVERAGE POINTS BY PERCENT FRL – TRADITIONAL ELEMENTARY SCHOOLS



When using the actual distribution of points, we see that what began as 50/50 weight to percent passing and growth turns into something approaching a 60/40 weight, skewed toward percent passing—clearly not the intention of the accountability model. Furthermore, the point differences resulting from the accountability formula as implemented are large enough to make a difference in the final rating of the school. Despite the inclusion of growth, the practical result of the accountability formula is yet another measure of performance that is closely related to poverty. The current model fails to adequately control for the effect of poverty on indicators of achievement in order to measure a school's contribution to learning.

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WHAT EXISTING DATA AND RESEARCH BASED METHODS HAVE THE POTENTIAL TO IMPROVE THE A-F LETTER GRADES AS MEASURES OF SCHOOL QUALITY?

Based on this analysis, we have developed five suggestions for changes to the A-F Letter Grades that we believe have the potential to improve them as measures of school quality. The suggestions are to maximize the utility of the student growth calculations, incorporate elements from other models into the Traditional and Small school model, and use consistent measures of school performance across all of the models.

MAXIMIZE THE UTILITY OF STUDENT GROWTH CALCULATIONS

One initial question we asked ourselves when considering these findings was whether schools are not able, based on poor performance, to access more Growth Points or is it that the "ceiling" we see in Growth Points is a function of the way in which individual student SGPs are combined to arrive at an overall Median SGP for a school. While a student-level analysis of SGPs is outside of the scope of this paper, we do know from our work with schools that individual student SGPs have a much wider range (1-99) than the ranges we see in Table 2 above. Therefore, we know growth is happening beyond the 79 SGP; however, it is not showing up in the aggregate school-level measures used in the accountability models.

Suggestion #1: Use SGPs in a way that preserves the amount of information they contain.

As Figure 1 on page 8 indicates, Growth Points are computed based on the growth of all students in a school combined with the growth of the lowest performing 25 percent of students. The seven-step calculation is performed as follows:

1. Calculate the median of all individual student SGPs in Reading, across all grade levels (Median 1)
2. Calculate the median of all individual student SGPs in Math, across all grade levels (Median 2)
3. Calculate the median of all individual student SGPs in Reading, across all grade levels, for the bottom 25 percent only (Median 3)
4. Calculate the median of all individual student SGPs in Math, across all grade levels, for the bottom 25 percent only (Median 4)
5. Calculate the average of Medians 1 and 2 (Average 1)
6. Calculate the average of Medians 3 and 4 (Average 2)
7. Calculate the average of Averages 1 and 2 (Average 3)
8. Average 3 = Growth Points

Medians and averages are quite useful as quick summaries of information—on average, how does a group perform?—but they inevitably result in a loss of detailed information. For example, it is possible that the same median SGP hides two very different distributions of individual student SGPs. What we may have encountered in the current A-F model is that seven layers of summation dilute student growth information to the point where nearly all schools are about average.

This seven-step calculation stands in stark contrast to the relatively straightforward calculation of Composite Points—the percentage of students passing AIMS. The full range of performance across all schools is maintained using that simple treatment of results. The same could be done on the Growth side of the accountability model.

Rather than using medians and averages, we propose that individual student SGPs be categorized as *low*, *typical*, or *high* growth. An individual SGP of 1-33 is considered *low*, 34-66 is *typical*, and 66-99 is *high*. The number of categories can be changed, if necessary; the point here is to categorize degrees of growth.

In this case, Growth Points can be earned based on the percentage of students who achieve high growth (or high and typical growth), much in the same way that schools earn points based on the percentage of students

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who pass AIMS. Using growth in such a way gives schools credit for all of the students in their school with *high* growth and it would likely result in more variability in Growth Points (a larger range of scores), which helps distinguish the schools that are truly performing better than others.

Another potential dynamic that may be at work in the Growth side of the model is the composition of the bottom 25 percent of students. Currently, every school has a bottom 25 percent of students, but that group of students may present very different challenges for instruction from one school to the next. Growth Points are not currently reported out separately for the "all students" group and the "bottom 25 percent of students" group, so we are not able to determine if the relationship between poverty and growth looks different for those two components of the model. We think this is a worthy avenue of investigation and request that the Arizona Department of Education report these two components separately in the future.

INCORPORATE OTHER SCHOOL ACCOUNTABILITY ELEMENTS

While the discussion in the report has focused on the Traditional accountability model, the full analysis of results suggests that there is much to learn from the other school accountability models (see Appendices A.1-B.3 for the full set of descriptive statistics and correlations for all Traditional, Small, and Alternative school types). Each of the other models have components that are unique to that model, but that have the potential to provide additional information to other models and a more consistent analysis of school quality for all schools.

Keeping in mind that the number of alternative schools for which we have both school rating and poverty information is small[8], we see no relationship between the school's level of poverty and the Total Points earned. In fact, the only statistically significant correlation we find is a moderately positive relationship between poverty and Growth Points (.346, significant at the .05 level), meaning that as poverty increases, Growth Points also increase. Unlike the Traditional school model, the Growth Points for Alternative schools include a measure of improvement on AIMS—the percentage of students who improved a performance level on AIMS from one test administration to the next. Also, instead of the 50/50 split between percent passing and student growth of the Traditional and Small models, the Alternative model utilizes a 70/30 split weighted toward growth.

Suggestion #2: Incorporate the Alternative schools' additional growth measure into the Traditional and Small high school models.

We see no reason why improvement on AIMS, as defined in the Alternative school model, could not be used for all high schools and included as part of the Growth Points calculation, particularly since high schools have only one year of SGP data. The current SGP for the Traditional high school model is based on growth from the grade 9 Stanford 10 assessment to the grade 10 AIMS. There is no AIMS test beyond grade 10 (other than retesting for those students who have not passed) and, as a result, the entire growth component is based on the performance of a single grade cohort of students (those moving from grade 9 to 10). The inclusion of an additional measure of growth—the percentage of students who re-test and improve—is valuable information for all high schools, not just Alternative high schools. It is also worth exploring the potential impact of a similarly weighted formula (70/30) for all schools. Rather than the 50/50 Growth and Composite split that results in a 60/40 distribution of points, a higher weight toward Growth may result in a 50/50 practical distribution of points.

Suggestion #3: Incorporate persistence (re-enrollment) as a function of school quality for all schools.

Similarly, the use of persistence points could be extended to all schools. Persistence points are used in the Alternative school model to "reward schools for keeping their students enrolled in school[9]." A potential modification is to reward schools for re-enrollment in their school—an indicator continued of parent and student confidence in the school. The relationship of persistence to poverty needs to be explored, however, since the mobility of families will have an impact on this indicator.

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USE CONSISTENT MEASURES OF SCHOOL PERFORMANCE

The first three suggestions above are intended to address specific limitations that exist in the current Traditional and Small school models, but they also highlight a dynamic that is worthy of consideration. Each accountability model was developed in order to address the specific characteristics of certain types of schools. For example, Alternative schools serve a distinct population of students and therefore require a distinct set of indicators. The informative value of the resulting indicators, however, is not limited to the unique type of school. If an indicator provides valuable information in one accountability model, it likely provides the same valuable information in the other accountability models. When dealing with a limited number of performance measures, it would be sensible to take full advantage of all available indicators.

Beyond the additional information that multiple indicators can provide, a consistent set of indicators across all school types makes the school ratings more comparable across different types of schools. Used in this way, quality is defined using the same constructs across all school types. In a policy environment where consequences are attached to schools based on school ratings, a consistent definition of quality helps to minimize the potential for under- or over-identification of a particular type of school for rewards or sanctions. This is not to say that different types of schools should be measured in the same way or that all indicators are valuable for all school types. For example, elementary schools do not have dropout and graduation rates, so it makes no sense to use them within those models. However, a consistent set of indicators can be combined in unique ways to appropriately measure the effectiveness of a particular type of school. Persistence, for example, can make up a different proportion of the Total Points, depending on the accountability model in which it is used.

Suggestion #4: Explore the potential of the On Target indicator as a measure of growth for all elementary schools.

Our analysis did not include the K-2 accountability model because only eleven schools have this designation, making the sample too small for analysis; however, we encourage the Arizona Department of Education to explore the indicator's potential for all schools. The K-2 accountability model uses the On-Target indicator as a proxy for growth. The indicator is the result of the need for a growth indicator in K-2 schools that, due to their grade configuration, lack the required two years of data to calculate growth. "The On-Target Score is a measure indicating the degree to which students in Grade 2 are on-track to meet grade-level proficiency on AIMS Reading and Mathematics in Grade 3[10]." In the context of Move on When Reading, this is a very valuable piece of information currently available only to eleven schools.

Move on When Reading legislation requires schools to retain students in third grade if they score in the Falls Far Below performance level on the third grade AIMS[11]. While the On-Target indicator should not replace SGP as the measure of growth in the accountability model, it can provide an additional measure of performance and at the same time provide valuable predictive information that can help guide intervention strategies prior to the third grade. Furthermore, it uses an existing assessment, the Stanford 10, which currently has limited use in schools.

Suggestion #5: Consider incorporating multiple years of data into all of the accountability models in order to better assess the consistent quality of schools.

The Small school accountability model uses three years of pooled data in the calculations in order to address the measurement limitations that result when too few data are available. When data are limited, for example, an extreme score (outlier) can have a disproportionate effect on the results. The benefits of using multiple years of data, however, extend beyond small schools.

Multiple years of data allow for the determination of school quality to be made on the basis of trends, rather than one-year snapshots of performance. Furthermore, the more data used in a calculation, the more reliable the calculation, and the more confidence we can have in the results.

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However, an argument against using multiple years of data is that large changes in performance cannot be measured immediately. Schools that make significant improvements in one year would only see a corresponding improvement in the school rating if the improvement is sustained over multiple years. However, the inverse is also true; schools that have an anomalous bad year of performance would only see a corresponding lowering of the school rating if poor performance is maintained. In a policy context that attaches numerous and significant consequences to the school designations, the use of multiple years of data seems a prudent course of action.

CONCLUSION AND POTENTIAL POLICY IMPLICATIONS

The Center for Student Achievement undertook this analysis as the result of internal conversations about school quality. What is it? How do you measure it? Having two former Arizona Department of Education Research Directors on staff, we also have a particular vantage point from which we view the school ratings that are published each year. The truth of the matter is that there are a finite number of indicators that are available to be used and each has its own list of virtues and limitations. The key is to put the limited number of indicators together in such a way that maximizes the amount of information available to make a determination or judgment about a school's performance. This is a tough enough challenge on its own, but the current policy environment ups the ante on the school designations.

Recent policy proposals such as "parent trigger laws" and "performance funding" would add to the already-long list of consequences tied to school ratings. For these levers to be effective, rather than simply punitive, in motivating and rewarding schools to improve, they must be based on valid and reliable measures of school quality and not simply on a byproduct of the student demographics that a school serves.

What this analysis finds is that the school ratings used for the 2011-12 school year are, to a large extent, tied to the degree of poverty in a school. With the exception of Alternative schools, we find that the higher the degree of poverty, the lower the school rating. Are high poverty schools, then, simply poor quality schools? A separate analysis of Composite and Growth Points suggests that this is not the case. All schools, regardless of poverty, demonstrate an equal ability to earn Growth Points. The hitch in the system is that there appears to be a "ceiling" to the number of Growth Points schools can earn, due to the methods utilized, resulting in a greater proportion of Total Points coming from the Composite side of the equation—where we see the strongest relationship to poverty.

This report details a number of possible changes to the Traditional and Small school accountability models designed to improve them as measures of school quality. All of the suggestions come from components that already exist in other parts of the accountability system, thus requiring no new measures, but the expanded use or a re-configuring of existing data. The Alternative school model, in particular, offers some interesting opportunities for the expanded use of existing measures such as improvement on AIMS in high schools and persistence points for all schools.

The State Board of Education and the Department of Education are currently working to finalize modifications to the current accountability system. These changes, which are slated to go into effect for the 2013 evaluations, are only focused on modifying the Composite side of the formula, not the Growth side. We recommend that the Board and Department consider analyzing the effect that these changes will have on the relationship between poverty and letter grades, so that the current negative relationship is not strengthened.

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ENDNOTES

1 For the full text of the ballot initiative, see the Arizona Secretary of State at http://www.azsos.gov/election/2000/General/ballotmeasures.htm and for the current accountability language, see Arizona Revised Statutes §15-241 at http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00241.htm&Title=15&DocType=ARS

2 For a study of school accountability and choice, see Zimmer, R., et al. (2007) *State and Local Implementation of the No Child Left Behind Act: Volume I -- Title I School Choice, Supplemental Educational Services, and Student Achievement.* RAND Corporation. http://www.rand.org/pubs/reprints/RP1265. For a study of school ratings and choice, see Klute, M. (2012) *Understanding How Parents Chose Schools: An Analysis of Denver's SchoolChoice Form Questions.* Buechner Institute for Governance. http://www.dkfoundation.org/sites/default/files/files/How%20Parents%20Choose%20Schools%20Report%20FINAL.pdf

3 Five charter schools administered by the Arizona State Board for Charter Schools have been closed since 2006 due to their "failure to meet academic standards." We do not have access to data to determine the number of district schools that have been closed due to failure to meet academic standards.

4 Arizona Revised Statutes §15-241.G

5 Verstegen, D. A. (2011) *Public education finance systems in the United States and funding policies for populations with special educational needs.* Education Policy Analysis Archives, 19 (21). http://epaa.asu.edu/ojs/article/view/769

6 While poverty creates an achievement gap in student achievement, poverty is not destiny. Students from poverty backgrounds who are well-prepared for life after high school can perform on par with their wealthier counterparts. See, for example, http://www.brookings.edu/blogs/brown-center-chalkboard/posts/2013/03/27-high-achievement-college-students-hoxby

7 For a full description of all accountability models and their calculations, see the *A-F Letter Grade Accountability System Technical Manual* (2012) available on the Arizona Department of Education website. http://www.azed.gov/research-evaluation/files/2013/02/final-af_tech_manual020613.pdf.

8 Many Arizona Alternative schools do not participate in the National School Lunch program even though they typically target students at-risk of not succeeding academically, including many students living in poverty.

9 *A-F Letter Grade Accountability System Technical Manual*, page 38.

10 *A-F Letter Grade Accountability System Technical Manual*, page 28.

11 Arizona Revised Statutes §15-701.2

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APPENDICES

APPENDIX A.1: CORRELATION STATISTICS OF TRADITIONAL MODEL SCHOOLS

		PERCENT FRL	GROWTH POINTS	COMPOSITE POINTS	TOTAL POINTS
ELEMENTARY					
PERCENT FRL	PEARSON CORRELATION	1	-0.176**	-0.761**	-0.631**
	SIG. (2-TAILED)		0.000	0.000	0.000
	N	1,156	1,153	1,153	1,153
TOTAL POINTS	PEARSON CORRELATION	-0.631**	0.761**	0.922**	1
	SIG. (2-TAILED)	0.000	0.000	0.000	
	N	1,153	1,249	1,249	1,249
HIGH SCHOOL					
PERCENT FRL	PEARSON CORRELATION	1	-0.151*	-0.739**	-0.600**
	SIG. (2-TAILED)		0.038	0.000	0.000
	N	188	188	188	188
TOTAL POINTS	PEARSON CORRELATION	-0.600**	0.803**	0.926**	1
	SIG. (2-TAILED)	0.000	0.000	0.000	
	N	188	215	215	215
COMBINATION					
PERCENT FRL	PEARSON CORRELATION	1	-0.144	-0.658**	-0.525**
	SIG. (2-TAILED)		0.31	0.000	0.000
	N	52	52	52	52
TOTAL POINTS	PEARSON CORRELATION	-0.525**	0.813**	0.935**	1
	SIG. (2-TAILED)	0.000	0.000	0.000	
	N	52	94	94	94

** CORRELATION IS SIGNIFICANT AT THE 0.01 LEVEL (2-TAILED). * CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

APPENDIX A.2: CORRELATION STATISTICS OF ALTERNATIVE MODEL SCHOOLS

		PERCENT FRL	GROWTH POINTS	COMPOSITE POINTS	TOTAL POINTS
ELEMENTARY					
PERCENT FRL	PEARSON CORRELATION	1	0.356	0.066	0.819
	SIG. (2-TAILED)		0.644	0.934	0.181
	N	5	4	4	4
TOTAL POINTS	PEARSON CORRELATION	0.819	0.857**	0.043	1
	SIG. (2-TAILED)	0.181	0.007	0.919	
	N	4	8	8	8
HIGH SCHOOL					
PERCENT FRL	PEARSON CORRELATION	1	0.346*	-0.207	0.266
	SIG. (2-TAILED)		0.042	0.232	0.122
	N	39	35	35	35
TOTAL POINTS	PEARSON CORRELATION	0.266	0.977**	0.622**	1
	SIG. (2-TAILED)	0.122	0.000	0.000	
	N	35	98	98	98
COMBINATION					
PERCENT FRL	PEARSON CORRELATION	1	0.190	0.111	0.160
	SIG. (2-TAILED)		0.449	0.661	0.527
	N	19	18	18	18
TOTAL POINTS	PEARSON CORRELATION	0.16	0.969**	0.722**	1
	SIG. (2-TAILED)	0.527	0.000	0.000	
	N	18	24	24	24

** CORRELATION IS SIGNIFICANT AT THE 0.01 LEVEL (2-TAILED). * CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

Founding Fathers 00347

APPENDIX A.3: CORRELATION STATISTICS OF SMALL SCHOOL MODEL SCHOOLS

		PERCENT FRL	GROWTH POINTS	COMPOSITE POINTS	TOTAL POINTS
ELEMENTARY					
PERCENT FRL	PEARSON CORRELATION	1	-0.266	-0.447**	-0.459**
	SIG. (2-TAILED)		0.065	0.001	0.001
	N	56	49	49	49
TOTAL POINTS	PEARSON CORRELATION	-0.459**	0.798**	0.918**	1
	SIG. (2-TAILED)	0.001	0.000	0.000	
	N 49	101	101	101	
HIGH SCHOOL					
PERCENT FRL	PEARSON CORRELATION	1	0.204	-0.364	-0.093
	SIG. (2-TAILED)		0.416	0.138	0.714
	N	21	18	18	18
TOTAL POINTS	PEARSON CORRELATION	-0.093	0.843**	0.801**	1
	SIG. (2-TAILED)	0.714	0.000	0.000	
	N 18	43	43	43	
COMBINATION					
PERCENT FRL	PEARSON CORRELATION	1	0.052	-0.051	-0.004
	SIG. (2-TAILED)		0.886	0.890	0.992
	N	11	10	10	10
TOTAL POINTS	PEARSON CORRELATION	-0.004	0.887**	0.867**	1
	SIG. (2-TAILED)	0.992	0	0	
	N 10	16	16	16	

** CORRELATION IS SIGNIFICANT AT THE 0.01 LEVEL (2-TAILED). * CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

APPENDIX B.1: DESCRIPTIVE STATISTICS OF TRADITIONAL MODEL SCHOOLS

	NUMBER OF SCHOOLS	RANGE		MEAN	STANDARD DEVIATION
		MINIMUM	MAXIMUM		
ELEMENTARY					
GROWTH POINTS	1,249	24	79	52	8.011
COMPOSITE POINTS	1,249	16	101	72	13.447
TOTAL POINTS	1,249	54	175	125	18.493
ENROLLMENT	1,254	79	1,657	536	248.230
PERCENT FRL	1,156	4%	100%	64%	0.261
PERCENT MINORITY	1,151	6%	99%	56%	0.268
HIGH SCHOOL					
GROWTH POINTS	215	5	85	52	10.219
COMPOSITE POINTS	215	24	106	70	16.161
TOTAL POINTS	215	33	191	122	23.184
ENROLLMENT	218	79	3,469	1,142	869.570
PERCENT FRL	188	4%	95%	54%	0.225
PERCENT MINORITY	200	11%	98%	53%	0.256
COMBINATION					
GROWTH POINTS	94	16	79	52	11.281
COMPOSITE POINTS	94	31	106	77	18.503
TOTAL POINTS	94	50	174	129	26.464
ENROLLMENT	99	1	4,781	613	749.393
PERCENT FRL	52	6%	99%	57%	0.270
PERCENT MINORITY	89	0%	96%	43%	0.222

Founding Fathers 00348

APPENDIX B.2: DESCRIPTIVE STATISTICS OF ALTERNATIVE MODEL SCHOOLS

	NUMBER OF SCHOOLS	RANGE		MEAN	STANDARD DEVIATION
		MINIMUM	MAXIMUM		
ELEMENTARY					
GROWTH POINTS	8	63.0	127.4	91.7	20.177
COMPOSITE POINTS	8	0.0	27.6	15.2	10.440
TOTAL POINTS	8	71.0	130.0	109.6	17.832
ENROLLMENT	8	6	342	124	131.219
PERCENT FRL	5	82%	96%	88%	0.061
PERCENT MINORITY	5	43%	96%	74%	0.240
HIGH SCHOOL					
GROWTH POINTS	98	43.4	140.0	99.7	26.731
COMPOSITE POINTS	98	3.0	40.2	19.5	7.174
TOTAL POINTS	98	59.0	185.0	123.7	30.943
ENROLLMENT	120	3	1,199	149	155.654
PERCENT FRL	39	36%	99%	81%	0.145
PERCENT MINORITY	78	9%	97%	63%	0.236
COMBINATION					
GROWTH POINTS	24	51.8	130.2	87.3	24.496
COMPOSITE POINTS	24	4.8	40.8	18.3	8.015
TOTAL POINTS	24	62.0	169.0	110.1	30.123
ENROLLMENT	28	0	5,413	325	1,006.752
PERCENT FRL	19	26%	96%	71%	0.179
PERCENT MINORITY	19	30%	96%	61%	0.215

APPENDIX B.3: DESCRIPTIVE STATISTICS OF SMALL SCHOOL MODEL SCHOOLS

	NUMBER OF SCHOOLS	RANGE		MEAN	STANDARD DEVIATION
		MINIMUM	MAXIMUM		
ELEMENTARY					
GROWTH POINTS	101	11	75	43	12.761
COMPOSITE POINTS	101	10	100	60	19.427
TOTAL POINTS	101	23	163	102	28.019
ENROLLMENT	118	2	201	52	27.695
PERCENT FRL	56	0%	100%	75%	0.193
PERCENT MINORITY	80	0%	86%	41%	0.221
HIGH SCHOOL					
GROWTH POINTS	43	17	83	49	19.903
COMPOSITE POINTS	43	10	89	50	17.907
TOTAL POINTS	43	45	155	99	31.128
ENROLLMENT	71	0	95	42	30.476
PERCENT FRL	21	43%	97%	79%	0.146
PERCENT MINORITY	30	5%	86%	44%	0.214
COMBINATION					
GROWTH POINTS	16	3	82	40	21.014
COMPOSITE POINTS	16	21	88	52	19.487
TOTAL POINTS	16	44	158	91	35.537
ENROLLMENT	31	0	108	47	34.002
PERCENT FRL	11	52%	92%	73%	0.136
PERCENT MINORITY	21	7%	84%	46%	0.237

Founding Fathers 00349

APPENDIX C.1: AVERAGE POINTS BY PERCENT POVERTY FOR TRADITIONAL MODEL SCHOOLS

PERCENT FRL	POINTS	SCHOOLS	RANGE		MEAN	STANDARD DEVIATION
			MINIMUM	MAXIMUM		
ELEMENTARY						
<25%	GROWTH PTS.	127	36	71	56.1	6.332
	COMPOSITE PTS.	127	69	100	89.7	5.127
	TOTAL POINTS	127	117	171	145.8	9.875
25% TO 49%	GROWTH PTS.	213	37	76	53.9	6.801
	COMPOSITE PTS.	213	68	100	83.0	6.040
	TOTAL POINTS	213	110	175	136.9	11.340
50% TO 74%	GROWTH PTS.	303	30	73	51.0	7.840
	COMPOSITE PTS.	303	40	96	72.3	9.287
	TOTAL POINTS	303	80	157	123.3	14.676
75%+	GROWTH PTS.	510	32	79	51.5	8.095
	COMPOSITE PTS.	510	16	89	62.6	10.486
	TOTAL POINTS	510	54	165	114.1	16.079
HIGH SCHOOL						
<25%	GROWTH PTS.	23	38	74	56.6	8.072
	COMPOSITE PTS.	23	80	100	90.3	5.300
	TOTAL POINTS	23	120	170	147.0	11.412
25% TO 49%	GROWTH PTS.	56	33	75	52.3	8.093
	COMPOSITE PTS.	56	57	92	75.7	8.477
	TOTAL POINTS	56	93	162	128.0	14.260
50% TO 74%	GROWTH PTS.	68	26	73	52.0	9.624
	COMPOSITE PTS.	68	28	99	66.0	11.583
	TOTAL POINTS	68	56	147	118.0	17.883
75%+	GROWTH PTS.	41	32	79	51.0	9.209
	COMPOSITE PTS.	41	24	81	56.1	11.985
	TOTAL POINTS	41	57	160	107.1	18.864
COMBINATION						
<25%	GROWTH PTS.	7	55	67	60.7	4.271
	COMPOSITE PTS.	7	86	100	92.4	4.614
	TOTAL POINTS	7	146	165	153.1	8.194
25% TO 49%	GROWTH PTS.	15	30	63	47.5	8.560
	COMPOSITE PTS.	15	60	99	77.7	11.317
	TOTAL POINTS	15	98	158	125.2	18.284
50% TO 74%	GROWTH PTS.	11	30	60	46.4	7.839
	COMPOSITE PTS.	11	41	93	67.6	14.773
	TOTAL POINTS	11	71	153	114.0	21.799
75%+	GROWTH PTS.	19	32	66	51.2	8.921
	COMPOSITE PTS.	19	38	81	60.7	12.902
	TOTAL POINTS	19	72	138	111.8	19.112

Founding Fathers 00350

APPENDIX C.2: AVERAGE POINTS BY PERCENT POVERTY FOR ALTERNATIVE MODEL SCHOOLS

PERCENT FRL	POINTS	SCHOOLS	RANGE		MEAN	STANDARD DEVIATION
			MINIMUM	MAXIMUM		
ELEMENTARY						
75%+	GROWTH PTS.	4	79.8	105.0	95.9	11.287
	COMPOSITE PTS.	4	4.8	27.6	17.4	9.859
	TOTAL POINTS	4	110.0	122.0	116.3	5.679
HIGH SCHOOL						
25% TO 49%	GROWTH PTS.	1	70.0	70.0	70.0	.
	COMPOSITE PTS.	1	21.6	21.6	21.6	.
	TOTAL POINTS	1	92.0	92.0	92.0	.
50% TO 74%	GROWTH PTS.	9	46.2	134.4	88.7	36.137
	COMPOSITE PTS.	9	12.6	40.2	23.9	8.071
	TOTAL POINTS	9	65.0	167.0	118.4	41.049
75%+	GROWTH PTS.	25	65.8	140.0	111.7	19.051
	COMPOSITE PTS.	25	9.0	39.0	19.5	7.104
	TOTAL POINTS	25	82.0	185.0	136.6	23.109
COMBINATION						
25% TO 49%	GROWTH PTS.	3	57.4	71.4	63.0	7.408
	COMPOSITE PTS.	3	9.6	14.4	12.2	2.425
	TOTAL POINTS	3	76.0	87.0	81.3	5.508
50% TO 74%	GROWTH PTS.	6	63.0	121.8	96.4	20.698
	COMPOSITE PTS.	6	16.8	40.8	24.3	8.906
	TOTAL POINTS	6	85.0	169.0	125.8	27.694
75%+	GROWTH PTS.	9	51.8	130.2	82.8	29.644
	COMPOSITE PTS.	9	4.8	27.0	17.1	8.638
	TOTAL POINTS	9	62.0	158.0	104.0	36.473

Founding Fathers 00351

APPENDIX C.3: AVERAGE POINTS BY PERCENT POVERTY FOR SMALL SCHOOL MODEL SCHOOLS

PERCENT FRL	POINTS	SCHOOLS	RANGE		MEAN	STANDARD DEVIATION
			MINIMUM	MAXIMUM		
ELEMENTARY						
25% TO 49%	GROWTH PTS.	3	35	57	48.0	11.533
	COMPOSITE PTS.	3	54	82	69.3	14.189
	TOTAL POINTS	3	89	134	117.3	24.664
50% TO 74%	GROWTH PTS.	16	26	69	45.1	12.201
	COMPOSITE PTS.	16	40	97	63.2	15.592
	TOTAL POINTS	16	71	149	108.3	23.669
75%+	GROWTH PTS.	30	19	64	40.2	12.918
	COMPOSITE PTS.	30	19	85	52.1	16.154
	TOTAL POINTS	30	59	139	92.4	21.500
HIGH SCHOOL						
25% TO 49%	GROWTH PTS.	1	21	21	21.0	.
	COMPOSITE PTS.	1	50	50	50.0	.
	TOTAL POINTS	1	71	71	71.0	.
50% TO 74%	GROWTH PTS.	7	19	64	41.7	16.347
	COMPOSITE PTS.	7	41	75	58.3	12.526
	TOTAL POINTS	7	60	128	100.0	22.241
75%+	GROWTH PTS.	10	17	72	43.9	18.900
	COMPOSITE PTS.	10	10	70	41.6	17.399
	TOTAL POINTS	10	45	121	85.5	30.318
COMBINATION						
50% TO 74%	GROWTH PTS.	5	23	52	38.6	11.803
	COMPOSITE PTS.	5	21	88	50.2	26.205
	TOTAL POINTS	5	51	140	88.8	37.131
75%+	GROWTH PTS.	5	21	82	37.0	25.525
	COMPOSITE PTS.	5	22	76	44.4	19.983
	TOTAL POINTS	5	44	158	81.4	44.506

Founding Fathers 00352

DEFINITION OF TERMS: SCHOOL ACCOUNTABILITY MODELS AND GRADE LEVEL CONFIGURATIONS

SCHOOL ACCOUNTABILITY MODELS

The state's A-F Letter Grades are given to all public schools according to one of four school accountability models. The models are designed to provide a fair assessment of different types of schools that often enroll different groups of students. The four accountability models are:

Traditional School: A school that is not considered to be an Alternative, Small, or K-2 school. Traditional schools offer standard curricular options in a typical school setting. Most Arizona public schools are Traditional schools.

Alternative School: Alternative schools are held to a different accountability model due to the unique composition of their schools and the students they serve. Alternative status is granted to schools that apply to the Arizona Department of Education. Alternative high schools must award degree-granting credit and grant high school diplomas. In order to qualify as an alternative school, a school must serve one or more of the following student populations:

- Students with behavioral issues (documented history of disruptive behavior)
- Students identified as dropouts
- Students in poor academic standing who are either severely behind on academic credits (more than one year) or have a demonstrated pattern of failing grades
- Pregnant and/or parenting students
- Adjudicated youth

Small School: A school serving 100 or fewer students. A separate accountability model was defined for this group of schools due to the small number of students and the disproportionate impact that one or two students can have on the overall rating of a school.

K-2 School: A school serving only Kindergarten through grade 2. A separate accountability model was defined for this group of schools because of the limited amount of data available (i.e., AIMS state assessment is given in grades 3-8 and 10).

For a full description and additional information about the A-F Letter Grades, please visit the Arizona Department of Education at http://www.azed.gov/research-evaluation/a-f-accountability/.

GRADE LEVEL CONFIGURATIONS

Anyone who has been inside of an elementary school and a high school can see the significant differences in how the schools operate, their scheduling, curricular options, etc. In order to take these differences into account, this report uses the following three school configuration categories:

Elementary School: A school that offers any grades Kindergarten to 8th grade.

High School: A school that offers any grades 9-12.

Combination School: A school that offers any grades that span across the elementary and high school grades. For example, a school that offers instruction in grades 6-12 is a combination school.

For the purpose of analysis, each school is assigned to a single accountability model/grade configuration category. For example, a school that serves adjudicated students in grades 6-12 is considered an "Alternative combination school." Similarly, a school that serves students in grades K-5 in a traditional school environment is considered a "Traditional elementary school" in this analysis.

Founding Fathers 00353

About the Center for Student Achievement

All students deserve a quality education, no matter where they attend school. Founded on that principle, the Center for Student Achievement was recently launched to support school leaders and teachers. The mission of the Center is to improve student achievement in all schools focusing our efforts on high-quality school improvement initiatives, with a particular focus on professional development and the publication of rigorous and transparent research and evaluation.

From this foundation, the Center developed a suite of supporting programs for school leaders and teachers, currently in use by a growing number of district and charter schools in Arizona. Nationally, the Center also provides consulting services to educators in other states about how to make student data analysis applicable and actionable. The Center has invested significantly in professional talent, hiring a team of experienced trainers and researchers who are capable of delivering customized, high-quality, practical and actionable data and professional development for teachers and leaders. The Center´s goal is that these partnerships will expand the number of high quality public school choices available to all students.

EXHIBIT "W"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

Jeffrey Allen Hovermill < Jeffrey.Hovermill@nau.edu>
To: Kami Tate <ktate@jeffersonacademy.us>

Sat, Mar 1, 2014 at 11:53 AM

Hi Kami,

Lannie entered the data into a spreadsheet for you so please ignore that request from me.

On another note, please let me know if you would like to 'write up' the work you have been doing with your teachers to fit DOK with instruction and assessment of CCSS-M. I think it would be a great thing to publish and share in Mathematics Teacher journal and I'd be happy to work with you on this...

Best,
Jeff

##
Jeffrey Hovermill
Associate Professor of Mathematics Education
Graduate Operations Committee Chair
Department of Mathematics and Statistics
Northern Arizona University
Campus Box 5717
Flagstaff, AZ 86011
o - (928) 523-6897
f - (928) 523-5847
Jeff.Hovermill@nau.edu

Founding Fathers

Exhibit WW

Not Admitted

EXHIBIT "X"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

12-5-13

Attendance Contract for

Mom agrees that . will not be late to school nor will she pick him up early from school.

Family 1 Child

Parent Signature

Mom understands that can not miss school as it is hindering his academic achievement. However, if he should be sick she will notify Mrs. Tate and give reason to why and a doctor's note will be presented upon return to school.

Parent Signature

agrees to not watch TV before he comes to school as this is what is hindering him from arriving on time.

Student Signature

Parent Signature

Mrs. Tate

Mrs. Tate Signature

Ashleigh Booth

Attendance Secretary Signature

Absences for the semester = 6

Absences for Quarter 1 = 1

Absences for Quarter 2 = 5

Tardies for Semester = 11

Tardies for Quarter 1= 1

Tardies for Quarter 2= 10

Early departures for semester = 3

Early departures for Quarter 1 = 1

Early departures for Quarter 2 = 2

PINETOP MEDICAL ASSOCIATES, LTD (928) 367-6688
BLUE RIDGE REGIONAL CLINIC, LTD. (928) 367-3926
Located at 728 E. White Mountain Blvd, Pinetop, AZ 85935

THOMAS PAXMAN, D.O.
C. RYAN ELLSWORTH, PA-C
NEWELL BELNAP, PA-C
BONNIE G. ZACHER, PA-C
B. SEAN SMITHSON, M.D.
SHANE D. WALKER, PA-C
LISA C. DAILEY- PA-C

ABSENCE/EXCUSE SLIP

To Whom It May Concern:

DATE: 10 · 29 · 2013

Patients Name: Family 1 Child 1

( ) Was seen in my office today.

( ) Is excused from WORK / SCHOOL / PRACTICE / OTHER

Off From: 10 · 29 · 2013

May Return: 10 · 30 · 2013

Other Note: _____

( ) Parent/Grandparent/Other Brought Patient in and needs excuse
For bringing patient in:

(Name)

(DR. / PA.C Signature)

Pinetop Family Dental

43 W. White Mountain Blvd. Suite F

Lakeside, Az. 85929 P: 928-367-9967

To Whom it may concern:

Please excuse Family 1 Child 1 from school/work on 1-15-21.
He/She was in our office today for a dental appointment.

Thank you.

Sincerely,

Dr. Birtcher DDS

Dr. Davis DMD

Dr. Jones DMD

PINETOP MEDICAL ASSOCIATES, LTD (928) 367-6688
BLUE RIDGE REGIONAL CLINIC, LTD. (928) 367-3926
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BONNIE G. ZACHER, PA-C
B. SEAN SMITHSON, M.D.
SHANE D. WALKER, PA-C
LISA C. DAILEY- PA-C

ABSENCE/EXCUSE SLIP

To Whom It May Concern:

DATE: 3·6·14

Patients Name: Family 1 Child 1

(✓) Was seen in my office today.

(✓) Is excused from WORK / SCHOOL / PRACTICE / OTHER

Off From: 3·6 14

May Return: 3·7 14

Other Note: _____

( ) Parent/Grandparent/Other Brought Patient in and needs excuse
For bringing patient in:

_____
(Name)

C. Ryan Ellsworth PA-C
(DR. / PA-C Signature)

Student Attendance Profile (FILTERED: Enrolled OR Pre-enrolled)

Index Name

View Attendance Profile

Family Child

ID 39114570

Homeroom 1st & 2nd

GL 02 | Male | Enrolled

Birthdate

Age

Date 03/17/14

Attendance Code -- Attended Class

Settings...

Month	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Sep	Sep	Sep	Se
Day	05	06	07	08	12	13	14	15	19	20	21	22	26	27	28	29	02	03	04	05
[illegible]	UA																H			
2nd Period	UA																H			
3rd Period	UA																H			
4th Period	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	H	**	**	**
5th Period	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	H	**	**	**

Departures / Arrivals for 03/17/14

Code	Departure	Exp. Arrival	Arrival	Comment

Attendance Note for 03/17/14

Check Out | Check In | Late Arrival | Del Record

Student Attendance Profile (FILTERED: Enrolled OR Pre-enrolled)

Index Name

View Attendance Profile

Family 1 Child 1

ID 39114570

Homeroom 1st & 2nd

GL 02 | Male | Enrolled

Birthdate

Age

Date 03/17/14

Attendance Code -- Attended Class

Settings...

Month	Sep	Sep	Sep	Sep	Sep	Sep	Sep	Sep	Sep	Sep	Sep	Sep	Sep	Oct	Oct	Oct	Oct	Oct	Oct	Oc
Day	09	10	11	12	16	17	18	19	23	24	25	26	30	01	02	03	07	08	09	1
																				ET
2nd Period																				
3rd Period									DR											
4th Period	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
5th Period	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**

Departures / Arrivals for 03/17/14

Code	Departure	Exp. Arrival	Arrival	Comment

Attendance Note for 03/17/14

Check Out | Check In | Late Arrival | Del Record

Student Attendance Profile (FILTERED: Enrolled OR Pre-enrolled)

Index Name

View Attendance Profile

Family 1 Child 1

ID 39114570

Homeroom 1st & 2nd

GL 02 | Male | Enrolled

Birthdate

Age

Date 03/17/14

Attendance Code -- Attended Class

Settings...

Month	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Nov	Nov	Nov	Nov	Nov	Nov	Nov	Nov
Day	14	15	16	17	21	22	23	24	28	29	30	31	04	05	06	07	11	12	13	14
[illegible]	NI	NI	NI	NI	ET			UA	ET	EA	ET		ET	UA			H			ET
2nd Period	NI	NI	NI	NI				UA		EA				UA			H			
3rd Period	NI	NI	NI	NI				UA	ET	EA				UA			H			
4th Period	NI	NI	NI	NI	"	"	"	"	"	"	"	"	"	"	"	"	H	"	"	"
5th Period	NI	NI	NI	NI	"	"	"	"	"	"	"	"	"	"	"	"	H	"	"	"

Departures / Arrivals for 03/17/14

Code	Departure	Exp. Arrival	Arrival	Comment

Attendance Note for 03/17/14

Check Out | Check In | Late Arrival | Del Record...

Student : Attendance Profile (FILTERED: Enrolled OR Pre-enrolled)

Index Name

View Attendance Profile

Family Child

ID 39114570

Homeroom 1st & 2nd

GL 02 | Male | Enrolled

Birthdate

Age

Date 03/17/14

Attendance Code -- Attended Class

Settings...

Month	Nov	Nov	Nov	Nov	Nov	Nov	Nov	Nov	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	De
Day	18	19	20	21	25	26	27	28	02	03	04	05	09	10	11	12	16	17	18	19
[illegible]	EA	UA		ET	ET		NI	H	ET	ET		ET								
2nd Period	EA	UA					NI	H												
3rd Period	EA	UA					NI	H				ET								
4th Period	**	**	**	**	**	**	NI	H	**	**	**	**	**	**	**	**	**	**	**	**
5th Period	**	**	**	**	**	**	NI	H	**	**	**	**	**	**	**	**	**	**	**	**

Departures / Arrivals for 03/17/14

Code	Departure	Exp. Arrival	Arrival	Comment

Attendance Note for 03/17/14

Check Out | Check In | Late Arrival | Del Record

Student - Attendance Profile (FILTERED: Enrolled OR Pre-enrolled)

Index Name

View Attendance Profile

Family | Child |

ID 39114570

Homeroom 1st & 2nd

GL 02 | Male | Enrolled

Birthdate

Age

Date 03/17/14

Attendance Code -- Attended Class

Settings...

Month	Dec	Dec	Dec	Dec	Dec	Dec	Jan	Jan	Jan	Jan	Jan	Jan	Jan	Jan	Jan	Jan	Jan	Jan	Jan	Ja
Day	23	24	25	26	30	31	01	02	06	07	08	09	13	14	15	16	20	21	22	23
[illegible]	NI	NI	NI	NI	NI	NI	NI	NI							EA		H		NI	
2nd Period	NI	NI	NI	NI	NI	NI	NI	NI							EA		H		NI	
3rd Period	NI	NI	NI	NI	NI	NI	NI	NI							EA		H		NI	
4th Period	NI	NI	NI	NI	NI	NI	NI	NI	"	"	"	"	"	"	"	"	H	"	NI	"
5th Period	NI	NI	NI	NI	NI	NI	NI	NI	"	"	"	"	"	"	"	"	H	"	NI	"

Departures / Arrivals for 03/17/14

Code	Departure	Exp. Arrival	Arrival	Comment

Check Out | Check In | Late Arrival | Del Record

Attendance Note for 03/17/14

Student: Attendance Profile (FILTERED: Enrolled OR Pre-enrolled)

Index Name

View Attendance Profile

Family 1 Child 1

ID 39114570

Homeroom 1st & 2nd

GL 02 | Male | Enrolled

Birthdate

Age

Date 03/17/14

Attendance Code -- Attended Class

Settings...

Month	Jan	Jan	Jan	Jan	Jan	Feb	Feb	Feb	Feb	Feb	Feb	Feb	Feb	Feb	Feb	Feb	Feb	Feb	Feb	Feb
Day	23	27	28	29	30	03	04	05	06	10	11	12	13	17	18	19	20	24	25	26
[illegible]										EA				H						
2nd Period										EA				H						
3rd Period										EA				H						
4th Period	"	"	"	"	"	"	"	"	"	"	"	"	"	H	"	"	"	"	"	"
5th Period	"	"	"	"	"	"	"	"	"	"	"	"	"	H	"	"	"	"	"	"

Departures / Arrivals for 03/17/14

Code	Departure	Exp. Arrival	Arrival	Comment

Attendance Note for 03/17/14

Check Out | Check In | Late Arrival | Del Record

Student - Attendance Profile (FILTERED: Enrolled OR Pre-enrolled)

Index Name

View Attendance Profile

Family \ Child

ID 39114570

Homeroom 1st & 2nd

GL 02 | Male | Enrolled

Birthdate

Age

Date 03/17/14

Attendance Code -- Attended Class

Settings...

Month	Feb	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Apr	Ap
Day	27	03	04	05	06	10	11	12	13	17	18	19	20	24	25	26	27	31	01	0
[illegible]					EA			ET						NI	NI	NI	NI			
2nd Period					EA									NI	NI	NI	NI			
3rd Period					EA									NI	NI	NI	NI			
4th Period	"	"	"	"	"	"	"	"	"	"	"	"	"	NI	NI	NI	NI	"	"	"
5th Period	"	"	"	"	"	"	"	"	"	"	"	"	"	NI	NI	NI	NI	"	"	"

Departures / Arrivals for 03/17/14

Code	Departure	Exp. Arrival	Arrival	Comment

Attendance Note for 03/17/14

Check Out | Check In | Late Arrival | Del Record

Family 1: Child 1

01/15/14 : He had a dentist appointment and was out for the day. He had a hard time and has to be sedated when he goes to the dentist so coming to school after would not have been good for him. NOTE ON FILE

02/10/14 : Mom called in, he was throwing up all night and would not be at school

03/06/14 : He was not feeling well so mom took him to the doctor. He was allowed to return the next school day. NOTE ON FILE.

03/12/14 : Had a slow morning and mom got off work late to be able to have him here at 7:40 but he came in at 8:00.

Founding Fathers

Exhibit XX

Not Admitted

EXHIBIT "Y"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

Attendance Contract

I, Family 2 Child 1 _____ understand that it is my responsibility to have my child to school on time. I also understand that I cannot pick up my child early. These actions hinder my child's success in academic achievement.

Please initial the following statements.

I will have my child to school on time. (7:45 am) _____

I will not pick up my child from school prior to 3:30. _____

If my child is absent, I will notify the attendance secretary (Ashleigh) of the reason my child is out. _____

If an illness warrants a doctor's visit, documentation will be provided. _____

I am aware that my child is in violation of the Jefferson Academy attendance policy. The following signatures will serve as an agreement that I understand and agree to the following conditions. Should I violate this contract further actions that are stated in the attendance policy will be taken.

Parent Signature

Student Signature

Mrs. Tate Signature

Attendance Secretary Signature

Teacher Signature

Mr. Stewart Signature

Absences for semester 1= 13

Absences for semester 2=

Absences for Quarter 1=

Absences for Quarter 2=

Absences for Quarter 3=

Absences for Quarter 4=

Tardies for Semester 1= 3

Tardies for Semester 2=

Tardies for Quarter 1=

Tardies for Quarter 2=

Tardies for Quarter 3=

Tardies for Quarter 4=

Early Departures for semester 1= 4 = 1 absence

Early Departures for semester 2=

Early Departures for Quarter 1=

Early Departures for Quarter 2=

Early Departures for Quarter 3=

Early departures for Quarter 4=

Student : Attendance Profile (FILTERED: Enrolled OR Pre-enrolled)

Index Name

View Attendance Profile

Family 2 Child 1

ID 19512501

Homeroom High School

GL 09 | Male | Enrolled

Birthdate

Age

Date 03/17/14

Attendance Code -- Attended Class

Settings...

Month	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Aug	Sep	Sep	Sep	Sep
Day	05	06	07	08	12	13	14	15	19	20	21	22	26	27	28	29	02	03	04	05	
1st Period				ET									ET				H				
2nd Period	ET			ET	EA								ET				H				
3rd Period	ET			ET	EA												H				
4th Period					EA												H				
5th Period					EA											ET	H				

Departures / Arrivals for 03/17/14

Code	Departure	Exp. Arrival	Arrival	Comment

Attendance Note for 03/17/14

Check Out | Check In | Late Arrival | Del Record

Student : Attendance (ENROLLED, Suspended OR Pre-enrolled)

Index Name

View Attendance Profile

Family 2 Child 1

ID 19512501

Homeroom High School

GL 09 | Male | Enrolled

Birthdate

Age

Date 03/17/14

Attendance Code -- Attended Class

Settings...

Month	Sep	Sep	Sep	Sep	Sep	Sep	Sep	Sep	Sep	Sep	Sep	Sep	Sep	Oct	Oct	Oct	Oct	Oct	Oct	Oc
Day	09	10	11	12	16	17	18	19	23	24	25	26	30	01	02	03	07	08	09	1(
[illegible]	UA	EI	EI				ET					UA					EA	EA	EA	EA
2nd Period	UA	EI	EI				EA					UA					EA	EA	EA	EA
3rd Period	UA	EI	EI				EA					UA					EA	EA	EA	EA
4th Period	UA	EI	EI				EA					UA					EA	EA	EA	EA
5th Period	UA	EI	EI				EA					UA					EA	EA	EA	EA

Departures / Arrivals for 03/17/14

Code	Departure	Exp. Arrival	Arrival	Comment

Attendance Note for 03/17/14

Check Out | Check In | Late Arrival | Del Record...

Student: Attendance Profile (FILTERED: Enrolled OR Pre-enrolled)

Index Name

View Attendance Profile

Family 2 Child 1

ID 19512501

Homeroom High School

GL 09 | Male | Enrolled

Birthdate

Age

Date 03/17/14

Attendance Code -- Attended Class

Settings...

Month	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Nov	Nov	Nov	Nov	Nov	Nov	Nov	N
Day	14	15	16	17	21	22	23	24	28	29	30	31	04	05	06	07	11	12	13	1
	NI	NI	NI	NI			ET	UA									H			
2nd Period	NI	NI	NI	NI				UA									H			
3rd Period	NI	NI	NI	NI				UA									H			
4th Period	NI	NI	NI	NI				UA									H			
5th Period	NI	NI	NI	NI				UA							ET		H			

Departures / Arrivals for 03/17/14

Code	Departure	Exp. Arrival	Arrival	Comment

Attendance Note for 03/17/14

Check Out | Check In | Late Arrival | Del Record

Student : Attendance Profile (FILTERED: Enrolled OR Pre-enrolled)

Index Name

View Attendance Profile

Family 2 Child

ID 19512501

Homeroom High School

GL 09 | Male | Enrolled

Birthdate

Age

Date 03/17/14

Attendance Code -- Attended Class

Settings...

Month	ov	Nov	Nov	Nov	Nov	Nov	Nov	Nov	Nov	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec
Day	4	18	19	20	21	25	26	27	28	02	03	04	05	09	10	11	12	16	17	18
[illegible]			EA	UA				NI	H											
2nd Period			EA	UA				NI	H											
3rd Period			EA	UA				NI	H											
4th Period			EA	UA				NI	H											
5th Period			EA	UA				NI	H											

Departures / Arrivals for 03/17/14

Code	Departure	Exp. Arrival	Arrival	Comment

Attendance Note for 03/17/14

Check Out | Check In | Late Arrival | Left Record...

Student : Attendance Profile (FILTERED: Enrolled OR Pre-enrolled)

Index Name

View Attendance Profile

Family 2 Child

ID 19512501

Homeroom High School

GL 09 | Male | Enrolled

Birthdate

Age

Date 03/17/14

Attendance Code -- Attended Class

Settings...

Month	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Jan	Jan	Jan	Jan	Jan	Jan	Jan	Jan	Jan	Jan	Jan	Jan	Jan
Day	19	23	24	25	26	30	31	01	02	06	07	08	09	13	14	15	16	20	21	22
[illegible]	ET	NI	NI	NI	NI	NI	NI	NI	NI									H		NI
2nd Period	ET	NI	NI	NI	NI	NI	NI	NI	NI									H		NI
3rd Period	ET	NI	NI	NI	NI	NI	NI	NI	NI									H		NI
4th Period		NI	NI	NI	NI	NI	NI	NI	NI									H		NI
5th Period		NI	NI	NI	NI	NI	NI	NI	NI									H		NI

Departures / Arrivals for 03/17/14

Code	Departure	Exp. Arrival	Arrival	Comment

Attendance Note for 03/17/14

Check Out | Check In | Late Arrival | Del Record

Founding Fathers 000130

Student : Attendance Profile (FILTERED: Enrolled OR Pre-enrolled)

Index Name

View Attendance Profile

Family 2 Child

ID 19512601

Homeroom High School

GL 09 | Male | Enrolled

Birthdate 05/06/98

Age 15 yrs 10 mos

Date 03/17/14

Attendance Code -- Attended Class

Settings...

Month	Jan	Jan	Jan	Jan	Jan	Feb	Feb	Feb	Feb	Feb	Feb	Feb	Feb	Feb	Feb	Feb	Feb	Feb	Feb
Day	23	27	28	29	30	03	04	05	06	10	11	12	13	17	18	19	20	24	25
[illegible]														H					
2nd Period														H					
3rd Period			ET											H					
4th Period														H					ET
5th Period														H					CC

Departures / Arrivals for 03/17/14

Code	Departure	Exp. Arrival	Arrival	Comment

Check Out | Check In | Late Arrival | Del Record

Attendance Note for 03/17/14

Student : Attendance Profile (FILTERED: Enrolled OR Pre-enrolled)

Index Name

View Attendance Profile

Family 2 Child 1

ID 19512501

Homeroom High School

GL 09 | Male | Enrolled

Birthdate

Age

Date 03/17/14

Attendance Code -- Attended Class

Settings...

Month	Feb	Feb	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Mar	Ap
Day	26	27	03	04	05	06	10	11	12	13	17	18	19	20	24	25	26	27	31	01
[illegible]	EA							EA							NI	NI	NI	NI		
2nd Period	EA							EA							NI	NI	NI	NI		
3rd Period	EA							EA							NI	NI	NI	NI		
4th Period	EA							EA							NI	NI	NI	NI		
5th Period	EA							EA							NI	NI	NI	NI		

Departures / Arrivals for 03/17/14

Code	Departure	Exp. Arrival	Arrival	Comment

Check Out | Check In | Late Arrival | Withdraw

Attendance Note for 03/17/14

Founding Fathers 000131

EXHIBIT "YY"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
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Phone: (480) 656-8320
Fax: (480) 656-8399

Arizona State Board for Charter Schools

Physical Address:
1616 West Adams Street, Suite 170
Phoenix, Arizona 85007
Phone: (602) 364-3080
Fax: (602) 364-3089

Mailing Address:
PO Box 18328
Phoenix, Arizona 85009

March 19, 2013

Founding Fathers Academies, Inc.
Sandy Stewart, Charter Representative
40 South 11th Street
Show Low, AZ 85901

Re: Site Visit Follow Up

Dear Mr. Stewart:

As part of the Five Year Interval Review of Founding Fathers Academies, Inc., completed in FY2012, the charter holder was required to submit a Performance Management Plan ("PMP"). The charter holder failed to timely submit the PMP which, in part, resulted in the Board taking action to issue a Notice of Intent to Revoke Charter. In an effort to collect information to determine whether the matter should proceed to hearing, the Board directed staff to review the charter holder's compliance with all aspects of its charter. The following is a summary of each area reviewed with identified follow up requirements that must be addressed immediately to avoid further action by the Board at this time.

1. Student Count: On March 5th, a total of 156 students were counted with an additional 21 students identified as absent. Per the SdADMS72 report accessed through the Arizona Department of Education's website by Board staff prior to the visit, Founding Fathers was reporting 190 students. Since the discrepancy between the students counted, including absences, and the students reported to ADE for funding purposes exceeded 5%, Board staff requested and received the teacher-marked attendance rosters for the previous week. Based on a review of the previous week's rosters, staff decided to conduct another student count on the following day.

On March 6th, a total of 161 students were counted with an additional 24 students identified as absent. With the second count, the discrepancy between the students counted, including absences, and the students reported to ADE for funding purposes was less than 5%.

Follow-Up Required: None

2. Fingerprinting: Fingerprint documentation was reviewed pursuant to A.R.S. §15-183(C)(5) and A.R.S. §15-512 for all instructional and non-instructional employees.

Follow-Up Required: None

3. School Calendar: Prior to the site visit, Board staff obtained from ADE's website a copy of the school calendar submitted by the charter holder for fiscal year 2013. The calendar indicated that the school was operating on a four-day school week. During the site visit, Board staff confirmed the implementation of a four-day school week in fiscal year 2013. Founding Fathers' charter contract with the Board currently requires the charter holder to provide 180 days of instruction.

In determining the charter holder's compliance with Open Meeting Law, Board staff reviewed minutes from meetings where the governing board discussed the proposed change to a four-day school week and approved the change.

Follow-Up Required: As discussed with the charter representative on March 6th, the charter holder must submit through ASBCS Online a completed Instructional Days Amendment Request, including the required supporting documentation, to reflect the change in the number of contractual days of instructional provided.

4. Daily Instructional Schedule: Staff reviewed the seven class schedules and found that the charter holder meets the requirements for annual hours of instruction in each grade level per A.R.S. §15-901.

Follow-Up Required: None

5. Charter Holder Board Membership/Arizona Corporation Commission Filings: Prior to the site visit, Board staff reviewed the officers, directors, members and/or partners reflected in the charter contract to determine if they match the current documents on file with the Arizona Corporation Commission and found that they did not. During the visit while determining the charter holder's compliance with Open Meeting Law, Board staff reviewed meeting minutes and found that the minutes identified a different board membership than what is currently reflected in the charter contract or on the Arizona Corporation Commission website. Please see the table below.

ASBCS	Arizona Corporation Commission	March 2013 Site Visit
Sandy Stewart	Sandy Stewart	Sandy Stewart
Janice Stewart	C. Janice Stewart	Janice Stewart
John Potts		John Potts
Kevin Eoff		Joey Reidhead
Michael Giles		

During the visit, Board staff confirmed that the board membership identified through the review of minutes reflects the charter holder's current board. Board staff also confirmed that the charter holder board and the school governing body are the same.

Follow-Up Required: As discussed with the charter representative on March 6th, the charter holder must:

- Submit through ASBCS Online a completed Charter Holder Governance Notification Request, including the required supporting documentation, to reflect the current board membership.
- Make the appropriate filing with the Arizona Corporation Commission.

6. Open Meeting Law: Prior to the site visit, Board staff accessed the charter holder's website to determine whether the charter holder had complied with Open Meeting Law requirements to: a) conspicuously post a statement on its website stating where all public notices of meetings will be posted, including the physical and electronic locations; and b) post all public meeting notices on its website [A.R.S. §38-431.02(A)(1)]. Board staff could not locate the statement on the charter holder's website. Board staff did find some information on the website related to meetings held on March 6, 2012 and July 10, 2012.

During the site visit, Board staff reviewed the board meeting notices, agendas and minutes for the period of July 2011 through February 2013. During this time period, the board met 14 times, including nine meetings in fiscal year 2012 and five meetings, so far, in fiscal year 2013.

On March 6th, Board staff provided the charter representative with a copy of A.R.S. §38-431.02 and website screenshots of the charter holder's homepage, announcements tab and budget tab. Staff went over the requirements of A.R.S. §38-431.02(A)(1), as well as A.R.S. §38-431.02(G), which states that the charter holder's notice of a meeting must include an agenda of the matters to be discussed or decided at the meeting or information on how the public may obtain a copy of such an agenda. Board staff also referred you to the Board's homepage for an example of the statement required under A.R.S. §38-431.02(A)(1).Additionally, Board staff discussed with you the requirements for meeting minutes, executive sessions and agendas. Among the items discussed were the requirements that: a) the minutes record the members as either present or absent; b) the agendas include the specific matters to be addressed at the meeting; and c) the board vote to go into executive session and identify in the motion the specific reason. Although Board staff did not bring copies of all of the statutes applicable to these areas, it was communicated that those specific statutory sections may be found either right before or after A.R.S. §38-431.02. Board staff also indicated that Arizona Revised Statutes may be accessed through the Arizona State Legislature's website. Finally, in reviewing the minutes, Board staff found multiple instances of students being identified by name and suggested the charter representative review the federal Family Educational Rights and Privacy Act (FERPA) requirements to help ensure compliance with FERPA.

Follow-Up Required: As discussed with the charter representative on March 6th, the charter holder must:

- Provide evidence that a statement has been conspicuously posted on its website stating where all public notices of meetings will be posted, including the physical and electronic locations.
- Ensure its compliance with Open Meeting Law requirements. Provide evidence that the current board members are aware of Open Meeting Law requirements. Minimally this would include a statement that board members have read the Ombudsman booklet found at http://www.azleg.gov/ombudsman/meetings.asp

7. Member Campus: Prior to the site visit, Board staff reviewed the charter holder's website and found that Founding Fathers was operating a member campus at a different location from the one on file with the Board. During the visit, Board staff confirmed that the member campus located at 411 N. 18th Place was being used to serve the junior high and high school students. While on-site, Board staff reviewed a copy of the Certificate of Occupancy approved for education use for the member campus. Board staff also reviewed a copy of an "Occupancy Inspection Report" completed by the Show Low Fire Department in April/May 2011. Although the inspection report included the address of the main campus, it appeared that the report was for the member campus. On March 6th, the charter representative indicated that he would follow up with Show Low to see if there was a more current inspection report and, if not, to see if Show Low could provide any additional information to support that the 2011 report was for the site located at 411 N. 18th Place.

Follow-Up Required: As discussed with the charter representative on March 6th, the charter holder must mail to the Board a completed School Site Location Notification Request, including the required supporting documentation, to reflect the change in location of the member campus. A paper copy of the School Site Location Notification Request was provided to the charter representative on March 6th.

8. IRS Payment Plan: The fiscal year 2011 audit identified repeat noncompliance with federal payroll tax requirements. As part of the required audit corrective action plan, the charter holder provided a copy of its installment agreement with the Internal Revenue Service (IRS). According to the installment agreement, as of May 21, 2012, the charter holder owed the IRS $35,514.09 for the third quarter of tax year 2011 and $3,113.27 for the 1st quarter of tax year 2012. After the first payment of $2,000, the installment agreement required monthly payments of $5,000.

During the visit, staff was provided with an "Account Transcript" from the IRS that indicated the amount owed had been paid off. Further, the transcript showed that the IRS released its lien on January 25, 2013. However, after staff returned to the office, it was determined that the transcript only covered the taxes owed for the third quarter of tax year 2011 and not the taxes owed for the first quarter of tax year 2012.

Follow-Up Required: Evidence that the amount owed, including penalties and interest, for the first quarter of tax year 2012 has been paid in full.

9. Program of Instruction: During the site visit, Board staff met with the academic leaders of the school who described a classroom setting with a lead teacher and multiple aides facilitating instruction using a direct instruction and centers approach to meeting the academic needs of students based on weekly assessments of student knowledge in reading and math.

The academic leaders stated that all teachers are currently participating in Intel Math - an 80-hour professional development course in mathematics content for K-8 teachers grounded in a problem-solving approach to topics such as integer arithmetic, the decimal number system, place value, rational number arithmetic, rates, linear equations, and functions.

After reviewing instructional materials and observing a number of classrooms intermittently during the afternoon of March 5 and the morning of March 6, Board staff acknowledged that the school has processes in place to identify gaps in individual student learning and introduce new concepts to students through direct instruction targeted to the highest grade in a multiage classroom. The academic leaders of the school shared that they believe the implementation of their improvement plan provides for individual remediation while continuing the learning of all students through various multi-grade configured classrooms, which advance the learning of all students, as reflected in their benchmark assessments. Staff reviewed graphic representations of the scores, but could not determine whether students were making consistent gains based on the data provided. The charter representative stated that additional resources for collecting and reporting on data and providing aligned remediation based on assessment results were limited due to budget constraints.

Follow-Up Required: Board staff will continue to monitor the academic performance of the charter holder using its Academic Performance Framework and Intervention Schedule.

As reflected in the table above, there are a number of items that require immediate attention. On March 6th, Board staff also referred the charter representative to two ASBCS Online help files available in the amendments and notifications portion of the Board's website. The help files address the process for charter representatives

who forgot their passwords to obtain a new password and show charter representatives how to access the amendment and notification forms once they are in ASBCS Online. The website link to these help files is http://asbcs.az.gov/school_resources/notification_forms.asp. Please refer to these resources as necessary and complete the required follow up expeditiously. The Board will be updated on the matter at its meeting scheduled for April 8, 2013. Failure to timely submit the required information may result in the Board taking action to withhold up to 10% of the charter holder's monthly equalization payments until submitted. Additionally, further delays in timely submitting the required information may adversely impact consideration of the continuation of the charter in the future.

Please contact this office if you have any questions.

Sincerely,

DeAnna Rowe

DeAnna Rowe
Executive Director

EXHIBIT "Z"

CONDOS LAW OFFICE, PLC

Leonidas G. Condos

Attorney for Founding Fathers
Jefferson Academy
1820 E. Ray Road, B-100
Chandler, Arizona 85225
Phone: (480) 656-8320
Fax: (480) 656-8399

AIMSweb

Jefferson Academy
Kaml Tate (ktate1)

HELP | LOGOUT
Last login : 03/11/2014
Message Center
Year: 2013-2014

Manage | Search | Reports | RTI | Pocket PM | Downloads | Forum | My Account | Measures

Menu

- Jefferson Academy
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  - Founding Fathers Academies Inc.
    - Schools
    - District Users
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      - Classes
      - School Users

AIMSweb News:
AIMSweb has been updated to software release 29.2 Click here to view the release notes.

Mathematics Concepts and Applications (M-CAP) - Report Criteria Values

Return to Measure List

Use the Report Criteria Values screen to view existing cut-scores, percentiles and targets included with the AIMSweb system. These cannot be modified or deleted.You can create additional sets of values for selection in your reports.
Click here for more help on this topic.

Add New

AIMSweb Description Values	
AIMSweb Defaults	View
Norm Referenced Values	View
Customer Description Values	
Math Concepts and Application (M-CAP) Targets	View Edit

Cancel

Criterion-Referenced | Norm-Referenced | Target

Grade	Performance Detail	Fall	Winter	Spring	ROI
2	Tier 1	from 5	from 13	from 18	
	Tier 2	from 3 to 4	from 7 to 12	from 9 to 17	0.36
	Tier 3	0 to 2	0 to 6	0 to 8	0.17
3	Tier 1	from 5	from 10	from 14	
	Tier 2	from 3 to 4	from 6 to 9	from 9 to 13	0.25
	Tier 3	0 to 2	0 to 5	0 to 8	0.17
4	Tier 1	from 13	from 15	from 18	
	Tier 2	from 7 to 12	from 9 to 14	from 9 to 17	0.14
	Tier 3	0 to 6	0 to 8	0 to 8	0.06
5	Tier 1	from 8	from 10	from 13	
	Tier 2	from 5 to 7	from 7 to 9	from 7 to 12	0.14
	Tier 3	0 to 4	0 to 6	0 to 6	0.06
6	Tier 1	from 11	from 15	from 17	
	Tier 2	from 8 to 10	from 11 to 14	from 13 to 16	0.17
	Tier 3	0 to 7	0 to 10	0 to 12	0.14
7	Tier 1	from 10	from 13	from 17	
	Tier 2	from 4 to 9	from 10 to 12	from 10 to 16	0.19
	Tier 3	0 to 3	0 to 9	0 to 9	0.17
8	Tier 1	from 8	from 11	from 14	
	Tier 2	from 6 to 7	from 8 to 10	from 8 to 13	0.17
	Tier 3	0 to 5	0 to 7	0 to 7	0.06
9	Tier 1	from 8	from 11	from 14	
	Tier 2	from 6 to 7	from 8 to 10	from 8 to 13	0.17
	Tier 3	0 to 5	0 to 7	0 to 7	0.06
10	Tier 1	from 8	from 11	from 14	
	Tier 2	from 6 to 7	from 8 to 10	from 8 to 13	0.17
	Tier 3	0 to 5	0 to 7	0 to 7	0.06
11	Tier 1	from 8	from 11	from 14	
	Tier 2	from 6 to 7	from 8 to 10	from 8 to 13	0.17
	Tier 3	0 to 5	0 to 7	0 to 7	0.06
12	Tier 1	from 8	from 11	from 14	
	Tier 2	from 6 to 7	from 8 to 10	from 8 to 13	0.17
	Tier 3	0 to 5	0 to 7	0 to 7	0.06

Cancel

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AIMSweb

Jefferson Academy
Kami Tate (ktate1)

Manage | Scoring | Reports | RTI | Downloads | Forum | My Account | Welcome

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AIMSweb News:
AIMSweb has been updated to software release 29.2 Click here to view the release notes.

Reading - Curriculum Based Measurement (R-CBM) - Report Criteria Values

Return to Measure List

Use the Report Criteria Values screen to view existing cut-scores, percentiles and targets included with the AIMSweb system. These cannot be modified or deleted. You can create additional sets of values for selection in your reports. Click here for more help on this topic.

Add New

AIMSweb Description Values	
AIMSweb Defaults	View

Cancel

Criterion-Referenced | Norm-Referenced | Target

Grade	Performance Detail	Fall	Winter	Spring	ROI
1	Tier 1	from	from 30	from 53	
	Tier 2	from to	from 15 to 29	from 25 to 52	1.28
	Tier 3	0 to	0 to 14	0 to 24	0.56
2	Tier 1	from 55	from 80	from 92	
	Tier 2	from 22 to 54	from 48 to 79	from 62 to 91	1.03
	Tier 3	0 to 21	0 to 47	0 to 61	1.11
3	Tier 1	from 77	from 105	from 119	
	Tier 2	from 43 to 76	from 65 to 104	from 84 to 118	1.17
	Tier 3	0 to 42	0 to 64	0 to 83	1.14
4	Tier 1	from 105	from 120	from 136	
	Tier 2	from 68 to 104	from 87 to 119	from 103 to 135	0.86
	Tier 3	0 to 67	0 to 86	0 to 102	0.97
5	Tier 1	from 114	from 129	from 143	
	Tier 2	from 79 to 113	from 98 to 128	from 107 to 142	0.81
	Tier 3	0 to 78	0 to 97	0 to 106	0.78
6	Tier 1	from 136	from 149	from 161	
	Tier 2	from 104 to 135	from 112 to 148	from 129 to 160	0.69
	Tier 3	0 to 103	0 to 111	0 to 128	0.69
7	Tier 1	from 136	from 150	from 171	
	Tier 2	from 95 to 135	from 110 to 149	from 131 to 170	0.97
	Tier 3	0 to 94	0 to 109	0 to 130	1.00
8	Tier 1	from 138	from 151	from 161	
	Tier 2	from 113 to 137	from 123 to 150	from 131 to 160	0.64
	Tier 3	0 to 112	0 to 122	0 to 130	0.50
9	Tier 1	from 138	from 151	from 161	
	Tier 2	from 113 to 137	from 123 to 150	from 131 to 160	0.64
	Tier 3	0 to 112	0 to 122	0 to 130	0.50
10	Tier 1	from 138	from 151	from 161	
	Tier 2	from 113 to 137	from 123 to 150	from 131 to 160	0.64
	Tier 3	0 to 112	0 to 122	0 to 130	0.50
11	Tier 1	from 138	from 151	from 161	
	Tier 2	from 113 to 137	from 123 to 150	from 131 to 160	0.64
	Tier 3	0 to 112	0 to 122	0 to 130	0.50
12	Tier 1	from 138	from 151	from 161	
	Tier 2	from 113 to 137	from 123 to 150	from 131 to 160	0.64
	Tier 3	0 to 112	0 to 122	0 to 130	0.50

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AIMSweb

Jefferson Academy
Kami Tute (ktate1)

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AIMSweb News:
AIMSweb has been updated to software release 29.2 Click here to view the release notes.

Math Computation (M-COMP) - Report Criteria Values

Return to Measure List

Use the Report Criteria Values screen to view existing cut-scores, percentiles and targets included with the AIMSweb system. These cannot be modified or deleted.You can create additional sets of values for selection in your reports.
Click here for more help on this topic

Add New

AIMSweb Description Values	
AIMSweb Defaults	View
Norm Referenced Values	View
Customer Description Values	
Math Computation (M-Comp Targets)	View Edit

Cancel

Criterion-Referenced | Norm-Referenced | Target

Grade	Performance Detail	Fall	Winter	Spring	ROI
1	Tier 1	from 7	from 26	from 37	
	Tier 2	from 3 to 6	from 15 to 25	from 26 to 36	0.83
	Tier 3	0 to 2	0 to 14	0 to 25	0.64
2	Tier 1	from 15	from 30	from 36	
	Tier 2	from 9 to 14	from 19 to 29	from 27 to 37	0.64
	Tier 3	0 to 8	0 to 18	0 to 26	0.50
3	Tier 1	from 20	from 40	from 53	
	Tier 2	from 11 to 19	from 24 to 39	from 32 to 52	0.92
	Tier 3	0 to 10	0 to 23	0 to 31	0.58
4	Tier 1	from 23	from 42	from 55	
	Tier 2	from 14 to 22	from 27 to 41	from 35 to 54	0.89
	Tier 3	0 to 13	0 to 26	0 to 34	0.59
5	Tier 1	from 12	from 20	from 30	
	Tier 2	from 7 to 11	from 11 to 19	from 17 to 29	0.50
	Tier 3	0 to 6	0 to 10	0 to 16	0.28
6	Tier 1	from 16	from 24	from 31	
	Tier 2	from 9 to 15	from 14 to 23	from 18 to 30	0.42
	Tier 3	0 to 8	0 to 13	0 to 17	0.25
7	Tier 1	from 17	from 25	from 29	
	Tier 2	from 10 to 16	from 13 to 24	from 15 to 28	0.33
	Tier 3	0 to 9	0 to 12	0 to 14	0.14
8	Tier 1	from 17	from 21	from 26	
	Tier 2	from 8 to 16	from 12 to 20	from 14 to 25	0.25
	Tier 3	0 to 7	0 to 11	0 to 13	0.17
9	Tier 1	from 17	from 21	from 26	
	Tier 2	from 8 to 16	from 12 to 20	from 14 to 25	0.25
	Tier 3	0 to 7	0 to 11	0 to 13	0.17
10	Tier 1	from 17	from 21	from 26	
	Tier 2	from 8 to 16	from 12 to 20	from 14 to 25	0.25
	Tier 3	0 to 7	0 to 11	0 to 13	0.17
11	Tier 1	from 17	from 21	from 26	
	Tier 2	from 8 to 16	from 12 to 20	from 14 to 25	0.25
	Tier 3	0 to 7	0 to 11	0 to 13	0.17
12	Tier 1	from 17	from 21	from 26	
	Tier 2	from 8 to 16	from 12 to 20	from 14 to 25	0.25
	Tier 3	0 to 7	0 to 11	0 to 13	0.17

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EXHIBIT "ZZ"

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Bianca Ulibarri

From: Laura Tucker
Sent: Friday, March 09, 2012 2:39 PM
To: Martha Morgan
Subject: Staff report-Founding Fathers Academies, Inc.
Attachments: Staff report-Founding Fathers Academies, Inc..docx.docx

Martha,

For your review.

Five-Year Interval Review
ASBCS Staff Report

Charter Holder: Founding Fathers Academies, Inc. Leadership Team Discussion Date: 03/08/2012

Charter Representative: Sandy Stewart ASBCS Staff Member/Designee: Martha Morgan/Laura Tucker

Summary Review	The Interval Summary Review report was provided for confirmation of information on file. The Charter Holder had two weeks to provide the ASBCS office with any changes. No changes were reported at the time of this report.
Student Academic Achievement Data (Copy of performance data is attached)	Academic performance graphs for 2007 – 2011 were provided. This data was reviewed to include comparisons to the state averages. The Board's level of adequate academic performance was explained. AZ LEARNS Profile: 2007 Performing 2008 Performing Plus 2009 Performing Plus 2010 Performing 2011 Underperforming AYP: Met – 2007, 2008, 2009, 2010 and Not Met – 2011
Goals and/or ASIP	The school's goals for this year are: To assist parents in their role as primary educators of their children by providing the children with a classical academic education, integrated with sound character development through education and mentoring, individualization, and community service. The school was assigned an ASIP.
Program of Instruction a. a curriculum that improves student achievement b. a plan for monitoring the integration of the Arizona Academic Standards into instruction c. a plan for monitoring and documenting student proficiency d. a professional development plan that supports effective implementation of the curriculum	a. The charter representative stated that the curriculum is aligned to the Arizona Academic Standards. Curriculum mapping is in place and was evidenced. Curriculum resources include Houghton Mifflin Harcourt for both reading and math in the elementary levels, Spectrum in the middle school level, Handwriting Without Tears, and EdOptions. The multi-aged classes are set up into three different learning styles to include whole and small group instruction, and experiential learning. b. The Arizona Academic Standards are required by administration to be embedded into lesson plans. Teacher lesson plans are reviewed weekly by administration. At the beginning of each school year, administration requires teachers to submit a yearly curriculum plan. The school has a teacher evaluation system and an evaluation form and self-reflection form is used. Evaluations take place at the beginning of the year with informal observations taking place on a daily basis. c. There is an assessment plan in place. Monitoring and documenting student proficiency occurs with the use of progress charts for all students, data review meetings, and AIMS Web. d. Professional development has included instructional delivery methods, Autistic sensory processing, poverty awareness, Hand Writing Without Tears training. Teachers will attend an Intel Math Conference at NAU this year.
Documentation for Program of Instruction	The following documents were reviewed as evidence: Curriculum: Curriculum maps were in place.

	Standards: The school administration stated that standards are required to be embedded into teacher lesson plans. The teachers are required to teach to the standards. The new Common Core standards have not yet been implemented. Assessment: It was stated that AIMS Web is used for assessment. Professional Development: Charter representative stated that PD does occur regularly. Teacher evaluation template: School administration stated that there is one used for teacher evaluations and that a self-reflection form is also used.
Transition plan for Common Core and PARCC	The charter holder submitted signed declarations of curricular and instructional alignment to ADE. Documentation demonstrating the full implementation of 2010 Arizona Mathematics and English Language Arts standards at kindergarten was not available. A transition plan for full implementation by FY2014 was not available.
Performance Management Plan (PMP)	A corrective action plan, in the form of a PMP, was assigned and is due July 1, 2012. During the leadership team discussion, the PMP was introduced and the four strategies explained. In addition, the components to be completed by the charter holder were reviewed. Copies of the instructions, templates, and evaluation instrument were distributed.
Additional Information	This discussion took place on March 8, 2012 at Founding Fathers Academies, Inc. with Sandy Stewart (Charter Representative) and Janice Stewart (Administrator/teacher). School Site: Jefferson Academy of Advanced Learning, grades K-12 Member checked: (name, xx/xx/xx) Charter Expiration Date: 5/23/2017 Date Eligible for Renewal: 11/23/2015