

# Premier High Schools



## A Charter Proposal by Responsive Education Solutions, Inc.

Established in 1998, Responsive Education Solutions, Inc. (“ResponsiveEd”) is a 501(c)(3) nonprofit organization that:

- has established, and currently operates, **59 charter schools** throughout Texas—more than any other organization;
- has been **approved** by the Texas Education Agency **to open an unlimited number of additional schools at ResponsiveEd’s sole discretion** during the 2012-2013, 2013-2014, and 2014-2015 school years;
- serves nearly **6,000 students** through its statewide **virtual school program**;
- established the **first and only** charter school in Texas to address the unique needs of children with **autism**;
- has **partnered with the Austin Independent School District (“AISD”) and the Bill & Melinda Gates Foundation** to open Premier High School learning centers within two AISD campuses;
- has consistently **exceeded state averages** by approximately **ten percentage points** on state assessment performance;
- is **accredited by AdvancED**; and
- thanks the Indiana Charter School Board for considering this proposal and looks forward to the opportunity to offer new, high-quality public school options to the children and families of Indiana.

[www.PremierHighSchools.com](http://www.PremierHighSchools.com)

## PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

**IMPORTANT NOTE:** *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Legal name of group applying for charter(s): Responsive Education Solutions

Names, roles, and current employment for all persons on applicant team: Chuck Cook, CEO/Superintendent/Board Member

Robert Davison, Chief Operating Officer

Dr. Alan Wimberley, Chief Learning Officer

Rosalinda Gonzalez, VP of Academic Services

James Taylor, Chief Financial Officer

Julie Conde, Director of Accountability/ESL

Chris Baumann, General Counsel

Designated applicant representative: Chris Baumann

Address: 1301 Waters Ridge Drive

Lewisville, Texas 75029

Office and cell phone numbers: Office: 972.316.3663 Cell: 214.364.0139

Email address: cbaumann@responsiveed.com

**Provide the requested information for each school included in this proposal.**

(You may add lines to the table if needed.)

Proposed School Name	Opening Year	School Model (e.g., college prep, dropout recovery)	Geographic Community *	School District(s) in Proposed Location	Grade Levels at Full Enrollment
Premier High School of Anderson	2013	Dropout Prevention and Recovery	Anderson, IN	Anderson Community School Corporation	9-12

Proposed School Name	Opening Year	School Model (e.g., college prep, dropout recovery)	Geographic Community *	School District(s) in Proposed Location	Grade Levels at Full Enrollment
Premier High School of Evansville	2013	Dropout Prevention and Recovery	Evansville, IN	Evansville-Vanderburgh School Corporation	9-12
Premier High School of Gary	2013	Dropout Prevention and Recovery	Gary, IN	Gary Community School Corporation	9-12
Premier High School of Indianapolis	2013	Dropout Prevention and Recovery	Indianapolis, IN	Indianapolis Public Schools	9-12

NOTE: \* Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.

### Proposed Grade Levels and Student Enrollment

Provide the following information for each charter school included in this proposal. Specify the planned year of opening for each, the grade levels served, and both the planned and maximum number of enrolled students by grade level for each year. (You may duplicate the table as needed.)

Proposed School Name:	Premier High School of Anderson	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1: 2013-2014	9-12	120/120
Year 2	9-12	140/140
Year 3	9-12	160/160
Year 4	9-12	200/200
Year 5	9-12	200/200
At Capacity	9-12	200/200

Proposed School Name:	Premier High School of Evansville	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1: 2013-2014	9-12	120/120
Year 2	9-12	140/140
Year 3	9-12	160/160
Year 4	9-12	200/200
Year 5	9-12	200/200
At Capacity	9-12	200/200

<b>Proposed School Name:</b>	Premier High School of Gary	
<b>Academic Year</b>	<b>Grade Levels</b>	<b>Student Enrollment (Planned/Maximum)</b>
Year 1: 2013-2014	9-12	120/120
Year 2	9-12	140/140
Year 3	9-12	160/160
Year 4	9-12	200/200
Year 5	9-12	200/200
At Capacity	9-12	200/200

<b>Proposed School Name:</b>	Premier High School of Indianapolis	
<b>Academic Year</b>	<b>Grade Levels</b>	<b>Student Enrollment (Planned/Maximum)</b>
Year 1: 2013-2014	9-12	120/120
Year 2	9-12	140/140
Year 3	9-12	160/160
Year 4	9-12	200/200
Year 5	9-12	200/200
At Capacity	9-12	200/200

Do any of the proposed schools expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?\* Yes  No

If yes, identify the ESP or other partner organization: Not Applicable

Will an application for the same charter school(s) be submitted to another authorizer in the near future?

Yes  No

If yes, identify the authorizer(s): Not Applicable

Planned submission date(s): Not Applicable

Please list the number of previous submissions for request to authorize this(ese) charter school(s) over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): Not Applicable

Submission date(s): Not Applicable

## EXECUTIVE SUMMARY

### MISSION AND VISION FOR GROWTH IN INDIANA

Responsive Education Solutions, Inc. (hereafter “ResponsiveEd”) proposes to establish four high performing high school campuses to serve Indiana students in the communities of Anderson, Evansville, Gary, and Indianapolis. The four Premier High Schools (hereafter “PHS”) will focus on dropout prevention and recovery. Additionally, these campuses will be designed to engage or re-engage students in an effective learning process aligned with the mission “to provide hope for students through an innovative, encouraging, character-based, individualized learning environment where they are academically successful and develop into lifelong learners.”

ResponsiveEd has developed a general five-year growth plan for developing schools in Indiana, anticipating the establishment of 36 successful campuses by the academic year 2017-18. Utilizing a proven system of school organization and operation, these campuses will function as part of ResponsiveEd’s family of schools, whose growth is anticipated to reach 500 schools nationwide by the fall of 2020. The school starts in Indiana are anticipated to be established according to the following schedule:

SCHOOL					
Year	Type	Grades	Campuses	Enrollment (Capacity)	Communities
2013-14	Dropout prevention and recovery	9-12	4	800	Anderson, Evansville, Gary, and Indianapolis
2014-15	Dropout prevention and recovery	9-12	2	400	TBD
	College Prep	9-12	1	300	TBD
	College Prep	K-5	4	1,200	TBD
2015-16	Dropout prevention and recovery	9-12	2	400	TBD
	College Prep	9-12	1	300	TBD
	College Prep	6-8	4	1,200	TBD
	College Prep	K-5	2	600	TBD
2016-17	Dropout prevention and recovery	9-12	2	400	TBD
	College Prep	9-12	2	600	TBD
	College Prep	6-8	2	600	TBD
	College Prep	K-5	2	600	TBD
2017-18	Dropout prevention and recovery	9-12	2	400	TBD
	College Prep	9-12	2	600	TBD
	College Prep	6-8	2	600	TBD
	College Prep	K-5	2	600	TBD

## **EDUCATIONAL NEED**

On January 13, 2009, the Indiana General Assembly introduced House Bill 1343, authored by State Representative Cherrish Pryor, to address Indiana's dropout problem. The bill "[c]reate[d] the dropout prevention fund . . . to: (1) provide money for school corporation programs that identify students who are at risk of dropping out of school; and (2) provide appropriate interventions for those students." The bill became law on July 1, 2009, and is now codified in IC 20-20-37. Today, while Indiana has experienced improvements since House Bill 1343 was passed, Indiana students are still in need of high-quality academic programs geared at ensuring high school completion.

### **Anderson**

According to its 2011 Annual Performance Report, Anderson Community School Corporation ("ACSC") had 373 students drop out of its high schools from 2008-09 to 2010-11. Even at full capacity (which is not scheduled to be met until fall of 2016), Premier High School of Anderson would only be able to serve 200 (54%) of these students.

### **Evansville**

The Evansville Vanderburgh School Corporation ("EVSC") is the third largest school district in the state of Indiana. While the overall average graduation rate for the district does not appear disconcerting, several individual schools struggle with students completing high school. For example, according to its 2011 Annual Performance Report, EVSC had 457 students drop out of its high schools from 2008-09 to 2010-11, with 257 (56%) of those students dropping out during the 2010-11 alone. Even at full capacity (which is not scheduled to be met until fall of 2016), Premier High School of Evansville would only be able to serve 200 (44%) of these students.

### **Gary**

The academic norm in Gary is discouraging. Only 82.6% of the population 25 years and older are high school graduates and only 11.6% have earned a bachelor's degree or higher. According to a national analysis conducted by John Hopkins University in 2007, ten Indiana high schools were considered "dropout factories," meaning that 60% or less of students who entered the school did not make it to their senior year. Of the ten schools, two were located in Gary. Additionally, a review of the published graduation rates for that same period indicates low outcomes for Gary at 57.1%.

### **Indianapolis**

According to the same national analysis conducted by John Hopkins University in 2007 mentioned above, six of Indiana's ten "dropout factories" were located in Indianapolis. Additionally, a review of the published graduation rates for that same period indicates low outcomes for Indianapolis at 47%. Additionally, according to its 2011 Annual Performance Report, IPS had 1,333 students drop out of its high schools from 2008-09 to 2010-11. Even at full capacity (which is not scheduled to be met until fall of 2016), Premier High School of Evansville would only be able to serve 200 (15%) of these students..

## TARGET POPULATION

ResponsiveEd has a proven, successful system of dropout prevention and recovery schools operating within a high-quality framework designed and implemented since 1999, structuring a program that researches, develops, and implements quality practice specifically for the population identified as those with the greatest need. This system blends effective instructional strategies with individualized and personalized educational plans that focus on the needs and unique learning capacity of each student. The identified populations of disengaged and dropout students residing within the regions of the four Indiana communities of Anderson, Evansville, Gary, and Indianapolis will receive the opportunity to benefit from the ResponsiveEd system and established program of success. PHS will serve a target student population that includes students in grades 9-12 who have dropped out of school or who are at risk of doing so.

## COMMUNITY ENGAGEMENT

### School Districts

ResponsiveEd has reached out to—and continues efforts to engage—the Superintendent of each school district it intends to serve. In each case, ResponsiveEd has sought to engage each Superintendent to discuss a possible partnership between the school district and ResponsiveEd to address the needs of those students within the district who have dropped out of school or who are at risk of doing so. Specifically, ResponsiveEd has proposed a collaboration like the one that it currently enjoys with the Austin Independent School, whereby students who have left the school district (or who are at risk of doing so) are reclaimed, thus providing the school district with additional revenue. What ResponsiveEd has proposed to each Superintendent is a partnership that provides the district with additional revenue and the children within the district with the best of ResponsiveEd’s proven educational program and the district’s proven leadership and infrastructure.

### Community Leaders

ResponsiveEd has reached out to—and continues efforts to engage—leaders within the respective communities it intends to serve. While in no way intending to imply their support for ResponsiveEd or PHS, ResponsiveEd has discussed the proposed schools with the following state and community leaders to date:

- Anderson: Mayor Kevin Smith; and Mr. Scott Bess, Vice President and Chief Operating Officer, Goodwill Education Initiatives, Inc.
- Evansville: Ms. Vicki Snyder, Signature Consulting (former Executive Director of Signature School); Ms. Donna Crooks, Business Development Director, Growth Alliance for Greater Evansville; and Mr. Shance Sizemore, Economic Development Programs Manager, Growth Alliance for Greater Evansville.
- Gary: Mayor Karen Freeman-Wilson; and Ms. Mary Cossey, Director, Mayor’s Office of Constituent Services.
- Indianapolis: Ms. Beth Bray, Director of Charter Schools, Office of Education Innovation; Ms. Kim Clement, Academic Performance Analyst, Office of Education Innovation; Mr. Patrick Herrel, Vice President of Education Initiatives, The Mind Trust; Mr. Scott Bess, Vice

President and Chief Operating Officer, Goodwill Education Initiatives, Inc.; and Mr. Acey Byrd, President, 100 Black Men of Indianapolis, Inc.

- Indiana: Ms. Claire Fiddian-Green, Executive Director, Indiana Charter School Board; Ms. Sarah McClamroch Sullivan, Manager, Indiana Charter School Board; Mr. Russ Simnick, President, Indiana Public Charter Schools Association; and Ms. Paula Jackson-Eaglin, Director of Member Services & New School Development, Indiana Public Charter Schools Association.

## **EDUCATION PLAN/SCHOOL DESIGN**

Traditional educational systems are typically regulated by a fixed, sequential pacing and strict scope of content that is solely dependent on a teacher. In such a system, teachers have been trained to believe that their primary role is to possess content knowledge and to spend the maximum portions of their workday delivering that knowledge to students through verbal instruction. The students must “catch” content and participate in reinforcing exercises such as note-taking or textbook reviews and replicate the “learned content” on tests, quizzes, or homework. Consequently, such a system is “teacher-centric,” focusing on the teaching process and making the teacher the primary centerpiece in this process.

Based upon the following non-negotiable core values of ResponsiveEd, include the following seven major principles:

- Comprehensive diagnosis & measurement
- Personalized academic plan
- Rigorous and relevant learning opportunities
- Differentiated and self-directed instruction
- Collaborative learning environment
- Caring and compassionate staff
- Smaller campuses by design

Evidence of the school model’s success in improving academic achievement for the targeted student population is seen in the Premier High Schools currently utilizing the proposed model. These schools have consistently exceeded state averages by approximately ten percentage points on state assessment performance.

## **NETWORK GOVERNANCE AND LEADERSHIP**

ResponsiveEd is managed under the direction of a five-member board of directors. The board of directors is comprised of a team of individuals that represent the education, business, and legal sectors. The board of directors will work closely with the Indiana administrative team to monitor and promote school goal achievement, student academic achievement, and the ongoing alignment with the schools’ mission and vision. The board will focus on policy issues and will entrust the day-to-day management of the school to the Campus Directors who will be accountable to the Regional Director and board of directors for the overall performance.

ResponsiveEd will employ a high-quality team of professionals to manage and implement the proposed PHS campuses. Overseeing the state network, a Regional Director will supervise the launch and on-going implementation of all charter schools within Indiana. A Campus Director will be hired for each site and will be responsible for the school’s daily operations and programs,

including the day-to-day management of staff and students. In addition, a statewide school board will be established to carry out certain delegated duties, e.g., increase community partnerships, hear and decide parent complaints and concerns in accordance with established policy, etc.

## SECTION 1: EVIDENCE OF CAPACITY

### FOUNDING GROUP

#### FOUNDING GROUP MEMBERSHIP

**1. Identify the key members of the Founding Group for the proposed school(s).**

The following individuals serve as key members of the Founding Group:

- Chuck Cook, Chief Executive Officer/Superintendent/Board Member
- Robert Davison, Chief Operating Officer
- Dr. Alan Wimberley, Chief Learning Officer
- Rosalinda Gonzalez, Vice President of Academic Services
- James Taylor, Chief Financial Officer
- Julie Conde, Director of Accountability/ESL
- Chris Baumann, General Counsel

Please see **Attachment 1** for an explanation of the Founding Group's collective qualifications for establishing high-quality schools in Indiana and assuming stewardship of public funds.

**2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school(s) proposed, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to school development.**

Ms. Vicki Snyder, Signature Consulting

Should it be awarded a charter, ResponsiveEd will partner with Ms. Vicki Snyder of Signature Consulting to assist ResponsiveEd with its implementation of the proposed schools. While serving as the Executive Director and Principal of Signature School for 10 years, Ms. Snyder demonstrated her ability to establish and lead a nationally-recognized charter school. Located in Evansville, Signature School experienced unparalleled academic success, leading to national recognition in 2011, including:

- Ranked #8 in the nation by *Washington Post*
- Ranked #1 in the Midwest by *Washington Post*
- Ranked #3 among the nation's charter schools by *Washington Post*
- Ranked #7 by *Newsweek* magazine

Ms. Snyder has agreed to allow ResponsiveEd to benefit from her wealth of experience to ensure that the success ResponsiveEd has experienced in Texas will be repeated (and improved upon) in Indiana. Specifically, Ms. Snyder will assist ResponsiveEd in recruiting and training high-quality staff members and will work with ResponsiveEd's extensive curriculum development team of 30+ writers, editors, proofreaders, and graphic artists to correlate and completely align the PHS curriculum with Indiana standards.

Ms. Beth Reynolds, Bookkeeping Plus

ResponsiveEd has partnered with Ms. Beth Reynolds, President and Owner of Bookkeeping Plus, to assist ResponsiveEd with its implementation of the proposed schools. Specifically, Ms. Reynolds is assisting ResponsiveEd's Accounting Department with Indiana-specific finance requirements.

**3. Explain the circumstances and motivations that brought the Founding Group together to propose this school replication plan.**

The Founding Group has carefully considered the expansion of ResponsiveEd and the strategic plan for growth into Indiana. The organization consistently monitors the success of the students who are educated at our campuses and believes that the significant academic gains that have been demonstrated could be replicated to benefit Indiana students. In particular, the Founding Group has assessed the needs of various schools districts across the state and, due to the specific academic needs of the identified communities, has determined to replicate our proven effective schools in an effort to bring hope and academic success to the struggling learners of Indiana.

**SCHOOL LEADER & LEADERSHIP TEAM**

**1. For the first proposed school described in this application, identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, as Attachment 2, the qualifications and resume for this individual. If no candidate is yet identified, explain your timeline, criteria, and process for recruiting and hiring the school leader.**

Each PHS will be managed under the leadership of a Campus Director. The Campus Director will be responsible to promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision for learning that is shared and supported by students, their parents, the community, peers, administrative staff, Regional Director, and ResponsiveEd's schools. Furthermore, the role will require the promotion and encouragement of the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Qualified candidates must have a Bachelor's degree from a four-year accredited college or university (Master's degree preferred), possess a current Indiana standard teaching license, have a minimum of four years teaching experience (preferred), and hold a current Indiana Principal License (preferred). In addition, preference will be given to individuals whose graduate degree or program of study is reflective of the current Indiana leadership standards for school leaders and principals. Finally, the Campus Director must have minimum of five years of experience in supervising a staff of five or more individuals, managing budgets and effectively overseeing vendor relations.

ResponsiveEd will task the Indiana Regional Director, in partnership with the Human Resources Department, with recruiting and retaining qualified Campus Directors for the proposed campuses. The recruitment and hiring process is scheduled to occur between March and April of 2013.

Please see **Attachment 2** for Campus Director job description.

**2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?**

Upon notification of charter approval from the Indiana Charter School Board (“ICSB”) for the proposed campuses, ResponsiveEd will immediately recruit and retain a highly qualified candidate to oversee the launch and on-going implementation of its charter schools within Indiana. This position—Regional Director—will be a full-time position with the individual receiving a salary and full benefit package.

**3. Describe the responsibilities and qualifications of the first proposed school’s administrative/management team (beyond the school leader). If known, identify the individuals who will fill these positions, as Attachment 3, and provide resumes and/or job descriptions. If the positions are not yet filled, explain the timeline, criteria and process for recruiting and hiring.**

ResponsiveEd will employ the following professionals to manage and implement the proposed PHS campuses:

Founding Group

The Founding Group will oversee the primary financial and administrative management responsibility for the ResponsiveEd Indiana charter system, which will include, but not be limited to, the following responsibilities:

- Personnel and payroll administration;
- Professional development/training;
- Curriculum and testing;
- Contract administration;
- Accounting, budgeting, cash management and financial reporting;
- Management information systems;
- Insurance;
- Child nutrition management services;
- Parent/student/community activities;
- Marketing and recruitment; and
- Public relations activities.

Regional Director

The Regional Director will have primary responsibility for the implementation of the academic programs and systems, will oversee all professional development, will assume responsibility for the educational welfare of the students and will lead in the development of the educational goals of the community. The Regional Director will oversee the development of the culture of the school and will ensure that an appropriate balance of time and energy is devoted to goals in the areas of intellectual, physical, social, vocational, emotional, and ethical developmental needs. The individual

will regularly monitor implementation of the academic programs and systems with frequent on-site visits and meetings with staff. Finally, the Regional Director will be responsible for the hiring and firing of all Campus Directors at ResponsiveEd sites within Indiana.

The Regional Director must hold an advanced degree from an accredited college or an advanced program of study reflective of the current Indiana leadership standards for school leaders. In addition, the role will require that the individual possess a standard District Level Administrator Certificate, a current Indiana standard teaching license and a current Indiana Standard Building Level Administrator License or an Indiana Standard Curriculum/Program Administrator License. The qualified candidate will have a minimum of five years of teaching experience in an educational environment and must have a minimum of two years' experience as a Campus Director (Principal) working with administrative leadership, clients and/or stakeholders, and education personnel related to school improvement, facilitation of learning, or related educational interests.

### Campus Director

The Campus Director will have primary responsibility for all aspects of the school's daily operations and programs, including the day-to-day management of staff and students. The teachers and staff of PHS will report directly to the Campus Directors. Similarly, the Campus Director will have the responsibility to hire and/or fire campus staff—including teachers, Administrative Assistant and instructional aides.

### Teacher

All PHS teachers will meet the requirements of Highly Qualified (HQ) in accordance with No Child Left Behind (NCLB) regulations. Furthermore, ResponsiveEd will ensure that 90% of teachers are certified in alignment with Indiana state law. Teachers serve as the learning facilitators in the school who maintain direct contact with each student under their care on a moment-by-moment and day-to-day basis. Each teacher is responsible to monitor academic progress, assist the students in overcoming learning difficulties, provide motivation and encouragement in general and create an environment of care and support. Furthermore, the teacher is responsible to work with the parents and students to provide and implement individualized instruction to meet the unique needs of all students.

As previously mentioned, all qualified candidates must meet HQ requirements as per NCLB standards. Teachers must hold a Bachelor's degree from a four-year accredited college or university, be appropriately licensed to teach in Indiana, must demonstrate content knowledge in the subject area(s) and have teaching experience in a public or private school (preferred).

### Special Education Teacher

The Special Education Teacher will ensure that the school's special education program provides all required services for students with disabilities. In this capacity, the incumbent will work with parents, general education teachers, and administrators to develop and implement Individualized Education Plans ("IEP"s) to meet the unique needs of each student with disabilities and will ensure that the school is implementing a special education program in compliance with all federal, state, and district special education requirements.

The qualified candidate must meet the requirements as HQ in accordance with NCLB regulations. In addition, the Special Education Teacher must hold a Bachelor's degree from a four-year accredited college or university, must have a current Indiana standard teaching license in special education, must demonstrate content knowledge in subject area(s) and must have teaching experience in a public or private school (preferred).

### Paraprofessional

The Paraprofessional is responsible to assist teachers with monitoring the learning center and facilitating students' learning progress. The Paraprofessional should hold an Associate degree or equivalent from an accredited college or university (preferred) or, at minimum, is required to have completed at least two years of college (48 semester hours). Additionally, preference will be given to individuals who hold a teacher's certification, but certification is not required. Qualified candidates must successfully pass the ParaPro test and have a minimum of six months of experience working in a public or private school.

### Administrative Assistant/Child Nutrition Program

The Administrative Assistant is responsible to assist the Campus Director with daily operations and perform administrative duties accordingly. The qualified candidate must have a one-year certificate from a college or technical school or three to six months of related experience and/or training or an equivalent combination of education and experience.

The Regional Director will be responsible to oversee the startup phase of the Indiana school openings. Upon notification of charter approval, ResponsiveEd will launch an aggressive recruitment process to identify and hire a qualified candidate to fill this role. Additional school-based support staff roles (e.g., teachers, paraprofessionals, administrative assistant, etc.) will be recruited and hired between April and May of 2013.

Please see **Attachment 3** for the complete job description for the Regional Director.

## **GOVERNANCE**

### **LEGAL STATUS & GOVERNING DOCUMENTS**

Please see Attachment 4 to review the following documents:

- 501(c)(3) Letter of Determination from the Internal Revenue Service for "Eagle Educational Reform Learning Systems, Inc." (EIN 75-2748762);
- Letter from the Internal Revenue Service, approving the name change for EIN 75-2748762 to "Responsive Education Solutions";
- Articles of Incorporation;
- Board Bylaws; and
- Certificate of Authority, evidencing that ResponsiveEd is registered to do business in Indiana.

**NOTE:** Should it be awarded a charter by the Indiana Charter School Board, ResponsiveEd will revise its Bylaws to include a clause per Indiana Code 20-24-3-3, ensuring that, upon dissolution, all remaining funds received from the Indiana Department of Education shall be returned to the department within 30 days.

Please see **Attachment 5** to review the Statement of Assurances.

## **GOVERNING BOARD**

### **1. Governance Structure and Composition**

ResponsiveEd is managed under the auspices of a five-member board of directors. The board of directors is comprised of a team of individuals that represent the education, business and legal sectors. The board of directors will work closely with the Regional Director and Campus Directors to monitor and promote school goal achievement, student academic achievement and the ongoing alignment with the schools' mission and vision. The board will focus on policy issues and will entrust the day-to-day management of the school to the Campus Directors who will be accountable to the Regional Director and board of directors for the overall performance.

According to the Bylaws, the board of directors shall consist of a number of members to be determined by the board, but not have less than five directors. Each director shall hold office for a term of three years unless he/she resigns, dies or become incapacitated or is removed by the board. A director may be re-elected an unlimited number of times. In addition, a statewide school board will be established to carry out certain delegated duties, e.g., increase community partnerships, hear and decide parent complaints and concerns in accordance with established policy, etc.

Please see **Attachment 6** for signed Board Member Information Sheets.

### **2. Pre-Existing Nonprofit Organization**

ResponsiveEd is an existing non-profit agency, with determination as a 501(c)(3) by the Internal Revenue Service, designated as a charter school governing. Please note that ResponsiveEd was originally established under the legal name Eagle Educational Reform Learning Systems, Inc. and was officially changed to Responsive Education Solutions on March 19, 2007 (see Attachment 4). Should it be awarded a charter by the Indiana Charter School Board, ResponsiveEd will revise its governing documents as necessary to comply with the terms of the charter.

### **3. Governing Entity's Responsibilities**

In accordance with the organization's Bylaws, all business of the corporation is managed by the board of directors. The board of directors will be accountable to the people for whose benefit the schools will be established and has the overall responsibility for ensuring that the students attending Indiana PHSs will be provided with a quality education. Accordingly, the board will maintain the following powers and responsibilities:

- the board as a corporate body has the power and duty to govern and oversee the management of PHS;
- the board shall determine the organization and support the mission of the PHS;
- the board shall approve and cause to be submitted charter-related documents to the ICSB;
- the board shall set policies for PHS operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
- the board shall approve an official budget to operate PHS while maintaining fiscal responsibility;
- the board shall establish the short- and long-range goals for PHS and shall monitor progress toward the achievement of those goals;

- the board shall appoint and regularly receive information and recommendations from a Community Advisory Council (established for each site);
- the board shall ensure that fiscal operations satisfy general accounting standards of fiscal management;
- the board shall ensure that ResponsiveEd remains in good standing as an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code;
- the board shall approve and ratify all contracts;
- the board shall adopt an annual budget for each school and shall regularly review financial statements;
- the board shall ensure that all schools maintain adequate resources for school activities; and
- the board or its designees shall select, evaluate and, as necessary, terminate the appointment of the Regional Director.

The board of directors will strive to model and promote a shared mission and vision among all members and stakeholders through its work, practices and achievements. The board will concern itself first and foremost with student achievement and how to assist in establishing a sense of community for each student and stakeholder. To that end, the board will involve teachers, parents and students in the governance, operations and planning procedures of each PHS and every effort will be made to create an environment in which students can experience a sense of community and involvement that addresses their needs and interests.

Board members will exercise their authority as a board member and have one vote equally as will the President of the board. Members will exercise their authority, except when specifically authorized by a vote of the board, through meaningful discussion and voting during board meetings. Board members will have no individual authority outside the meetings to make authorizations or commitments on behalf of the individual schools. Board members will speak as a body in all decision-making.

#### **4. Procedures**

In order to monitor the charter network and provide a continuous cycle for improvement, the ResponsiveEd board of directors meets consistently throughout the year on a quarterly basis with special meetings called as needed. The board of directors does not currently include any standing subcommittees, nor does it intend to establish any in the near future.

All PHS campuses and the ResponsiveEd board of directors will make available public records, upon request, in accordance with the regulations set forth in Indiana’s Public Access Laws as described within IC 5-14.

#### **5. Ethics and Conflicts of Interest**

##### Ethical Standards

The board of directors adheres to the Employee Conduct and Welfare guidelines. Within the State of Texas, the board has adopted the following “Code of Ethics and Standards Practices for Texas Educators” which states:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

### Conflicts of Interest

The board of directors abides by a written policy to prevent potential conflicts of interest. Accordingly, the policy is as follows:

If a director has a substantial interest in a business entity or real property, he shall file before a vote or decision on any matter involving the business entity or real property an affidavit stating the nature and extent of the interest and shall abstain from further participation in the matter if the action will have a special economic effect on the business entity or it is reasonably foreseeable that an action on the matter will have a special economic effect on the value of the real property distinguishable from its effect on the public. The affidavit must be filed with the Secretary of the board. If a majority of the directors are required to and file affidavits of similar interest, the director is not required thereafter to abstain.

Please see **Attachment 7** for Code of Ethics and Conflict of Interest policy.

## **6. Advisory Bodies**

ResponsiveEd believes that parents/guardians, students, staff and community leaders will be an integral component of the school governance at each of the four PHSs. The Regional Director and Campus Directors at each of the campuses, with support from the board of directors, will encourage the establishment of a Community Advisory Council (“CAC”) for the following purposes:

- Providing ongoing input and participation in the operation of the PHS;
- Review of PHS policies to ensure consistency with the school’s mission;
- Make recommendations on policy issues to the board;
- Assist in developing long-range strategic plans for the PHS; and
- Review and make recommendations for performance standards to measure PHS success.

The CAC is intended to serve as a site-based resource to assist the Campus Director in the implementation of an effective and appropriate learning program for each student attending a PHS. A technological function will be provided that will allow input by the CACs to the directors during official meetings. The same communication avenues will be open to the CACs to enable exchanges of information with the Regional Director.

While parents do not have any official authority in the operation and administration of PHS, their involvement through the CAC will enable their contribution as invaluable problem-solving

advisors in assisting the Campus Director and the board of directors in conducting a high-quality and appropriate learning program for students.

Each CAC should be comprised of two student volunteers, two volunteer parents/guardians of PHS students, two staff members and two community leaders. The CAC will meet regularly and will provide continuous communication to the board of directors on their activity.

## **7. Grievance Process**

Within the *Parent and Student Handbook* the “Student or Parent Complaints and Concerns” policy is outlined to secure, at the lowest possible administrative level, prompt and equitable resolution of student or parent complaints and/or concerns. Usually, student or parent complaints can be resolved simply by an informal phone call or conference with the teacher or Campus Director who is the subject of the complaint. Generally, should the complaint involve a problem with a teacher, the student or parent is expected to discuss the matter with the teacher before requesting a conference with the Campus Director. For those complaints that cannot be handled informally, the school has adopted the following grievance policy.

Complaints regarding certain topics are addressed by specific policies or other documents that modify this complaint process or require an alternative process.

### Definitions

For the purposes of this policy, “days” shall mean calendar days.

For the purposes of this policy, “parent” shall mean a person standing in parental relation, but does not include a person as to whom the parent-child relationship has been terminated or a person not entitled to possession of or access to a child under a court order. Except as provided by federal law, all rights of a parent under Education Code Title 2 and all educational rights under Family Code 151.003(a)(10) shall be exercised by a student who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Family Code Chapter 31, unless the student has been determined to be incompetent or the student’s rights have been otherwise restricted by a court order.

### Level One

A student or parent who has a complaint that could not be resolved informally shall request a conference with the Campus Director by filing the complaint in writing on a form provided by the school. The form must be filed with the school office within seven days of the time the student or parent knew, or should have known, of the event or series of events about which the student or parent is complaining. Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted unless the student or parent did not know the documents existed before the Level One conference. A complaint form that is incomplete in any material way may be dismissed, but may be re-filed with all the requested information if the re-filing is within the designated time for filing a complaint.

The Campus Director shall hold a conference with the student or parent within seven days of the request. The seven-day timeframe for holding the Level One conference may be extended if

mutually agreed to by both the student or parent and the Campus Director. An adult may represent a student at this and any level of the complaint.

The Campus Director shall have seven days following the Level One conference within which to respond. Announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

Should the complaint involve a problem with the Campus Director, then the Level One complaint form should be submitted to the Regional Director at the following address: TBD

### Level Two

If the outcome of the Level One conference with the Campus Director is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may appeal the Level One decision to the Regional Director by filing the appeal notice in writing on a form provided by the school.

Note: In the event that the Level One conference was held by the Regional Director or designee, the Level Two conference shall be held by another Regional Director or designee.

The appeal notice must include a copy of the Level One complaint, a copy of the Level One decision being appealed (if applicable), and a copy of any documents presented at the Level One conference.

The appeal notice must be postmarked to the following address within seven days following receipt of a response or, if no response is received, within seven days of the response deadline: TBD

The Regional Director or designee shall hold a conference with the student or parent within seven days of the appeal notice. The seven-day timeframe for holding the Level Two conference may be extended if mutually agreed to by both the student or parent and the Regional Director or designee.

The Regional Director or designee shall have seven days following the Level Two conference within which to respond. Announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

### Level Three

If the outcome of the Level Two conference with the Regional Director or designee is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may appeal the Level Two decision to the Superintendent by filing the appeal notice in writing on a form provided by the school. The appeal notice must include a copy of the Level One complaint, a copy of the Level Two appeal notice, a copy of the Level One and Level Two decisions being appealed (if applicable), and a copy of any documents presented at the Level One and Level Two conferences.

The appeal notice must be postmarked to the following address within seven days following receipt of a response or, if no response is received, within seven days of the response deadline: TBD

The Superintendent or designee shall hold a conference with the student or parent within 14 days of the appeal notice. The 14-day timeframe for holding the Level Three conference may be

extended if mutually agreed to by both the student or parent and the Superintendent or designee. The Level Three conference may be held via telephone or video conference at the discretion of the Superintendent.

The Superintendent or designee shall have seven days following the Level Three conference within which to respond. Announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

#### Level Four

If the outcome of the Level Three conference with the Superintendent or designee is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may appeal the Level Three decision to the Board of Trustees by filing the appeal notice in writing on a form provided by the school. The appeal notice must include a copy of the Level One complaint; a copy of the Level Two and Level Three appeal notices; a copy of the Level One, Level Two, and Level Three decisions being appealed (if applicable); and a copy of any documents presented at the Level One, Level Two, and Level Three conferences.

The appeal notice must be postmarked to the following address within seven days following receipt of a response or, if no response is received, within seven days of the response deadline: TBD

The appeal will then be placed on the agenda of a future Board meeting. The Superintendent or designee shall inform the student or parent of the date, time, and place of the meeting.

The Board of Trustees is not required to consider documentation not previously submitted or issues not previously presented. The presiding officer may set reasonable time limits. The Board of Trustees shall hear the complaint and may request a response from the school. The school shall make an audiotape record of the Level Four proceedings before the Board of Trustees. The Board of Trustees shall then make and communicate its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If for any reason the Board of Trustees fails to reach a decision regarding the complaint by the end of the next regularly scheduled Board meeting, the lack of a response by the Board of Trustees upholds the decision at Level Three.

If the complaint involves concerns or charges regarding an employee, it shall be heard by the Board of Trustees in closed meeting unless the employee to whom the complaint pertains requests that it be heard in public.

#### Consolidation of Complaints

When the school determines, in its sole discretion, that two or more individual complaints are sufficiently similar in nature and remedy to permit their resolution through one proceeding, the complaints may be consolidated.

#### Modification of Procedures

The Superintendent may, at his sole discretion, modify this complaint process or require an alternative process, so long as the Board of Trustees retains final authority to hear and decide complaints and concerns brought hereunder.

**SCHOOL MANAGEMENT CONTRACTS**

Not applicable.

**NETWORK VISION, GROWTH PLAN & CAPACITY**

- 1. Provide, as Attachment 9, the organization’s 5-year business plan addressing the plan for network expansion in Indiana (and in other states, if applicable). If no business plan has been developed, please answer the remaining questions in this section.**

Please see responses below.

- 2. If not clearly described in Attachment 9, or if no business plan exists, describe the organization’s strategic vision, desired impact, and five-year growth plan for developing new schools in Indiana and other states, if applicable. Include: number and types of schools, planned opening years, all currently targeted geographies and criteria for selecting them, projected number of students, and measurable impact on student achievement.**

ResponsiveEd—headquartered in Lewisville, Texas, just north of the Dallas/Fort Worth Metroplex—currently operates the largest system of open-enrollment charter schools in the state of Texas. After much thought and consideration, the company has made plans to branch out beyond the borders of Texas and expand into the state of Indiana and other regions where there is a documented need for their proven-effective programs. Accordingly, ResponsiveEd has established the following network expansion goals, including all current plans to establish new sites within Indiana:

<b>Year</b>	<b>Campuses</b>	<b>Communities</b>	<b>Campuses</b>	<b>Communities</b>
2013-14	15	Texas	2	Arkansas
	4	Indiana	1	Oklahoma
2014-15	20	Texas	2	Oklahoma
	7	Indiana	3	New Mexico
	2	Arkansas		
2015-16	25	Texas	1	Oklahoma
	9	Indiana	2	New Mexico
	1	Arkansas		
2016-17	30	Texas	0	Oklahoma
	8	Indiana	1	New Mexico
	0	Arkansas		
2017-18	35	Texas	0	Oklahoma
	8	Indiana	0	New Mexico
	0	Arkansas		

ResponsiveEd has not yet determined the geographic locations or the school brand that it intends to establish in each of the targeted states. As the name implies, the company responds to need. Accordingly, as ResponsiveEd moves into the planning phase for each year, the leadership will carefully analyze the needs of the states and particular regions to determine where their academic programs can have the greatest impact and will establish the plan accordingly.

ResponsiveEd anticipates that the proposed PHS campuses will achieve the following measurable outcomes on student achievement:

- 90% of students enrolled for one or more years will pass or show growth on the state assessment tests.
- 100% of students enrolled for two or more years will be required during their senior year to enroll in a minimum of one dual credit course.
- Each year, the schools will demonstrate an overall performance improvement on SAT and ACT college entrance examinations over the previous year.
- 100% of students enrolled for two or more years will be accepted to an institution of high education upon graduation.

**3. If not clearly described in Attachment 9, or if no business plan exists, summarize the organization's capacity to support and ensure the quality and long-term success of the new school(s) proposed. If the organization's existing portfolio or growth plan includes schools in other states, explain how Indiana fits into the larger growth plan and how the organization will support and ensure quality in the schools planned for Indiana.**

In November of 1998, the Texas State Board of Education authorized ResponsiveEd to open an unprecedented 15 schools. Fourteen years later, ResponsiveEd now operates 59 open-enrollment public charter schools. The network's total Texas Assessment of Knowledge and Skills ("TAKS") passing average for the school year of 2010-2011 was 93% for the "All Student" population. ResponsiveEd TAKS Progress Indicators have consistently exceeded Texas state averages by approximately ten percentage points. As one of the few charter school systems accredited by AdvancEd, the ResponsiveEd family of schools far exceeds the standard and creates a greater definition of excellence and quality.

As demonstrated by our proven record, ResponsiveEd has the experience and expertise to ensure a high-quality education and long-term success for Indiana students. While the company has identified several target regions for growth, it is committed to establishing and expanding its presence in Indiana.

**4. If not clearly described in Attachment 9, or if no business plan exists, provide evidence of organizational capacity to open and operate schools successfully in accordance with the growth plan. Explain results of past replication efforts and lessons learned, including how you have addressed replication challenges in other markets.**

As previously mentioned, ResponsiveEd was granted authorization to establish 15 schools in November of 1998. The new charter created a quick response by the network to coordinate all the details required to open the fully operational campuses. Since the original charter award, ResponsiveEd has expanded the network to include 59 individual charter school campuses. As further evidence of ResponsiveEd's capacity to support and ensure quality and long-term success of new schools, the Texas Education Agency recently approved ResponsiveEd to open an unlimited number of additional schools at ResponsiveEd's sole discretion during the 2012-2013, 2013-2014, and 2014-2015 school years.

Throughout the replication process, ResponsiveEd's staff understand the need for more educational options in all communities, regions and markets. With a strong marketing presence and a history of achieving exemplary results, ResponsiveEd believes that it will demonstrate the same level of success within the proposed communities.

5. **If not clearly described in Attachment 9, or if no business plan exists, describe the greatest anticipated risks and challenges to achieving the organization’s desired outcomes in Indiana. How will the organization meet these challenges and mitigate risks?**

ResponsiveEd anticipates that the greatest challenge the organization will face in the launch of the proposed PHSs will be the effective integration of the campuses into the culture of the local Indiana community. In order to mitigate this potential barrier, the organization has developed an aggressive plan that includes marketing, communication, and other awareness efforts (e.g., mailings, signage, community meetings, community involvement, etc.) to engage the local community and establish itself as an integral part of the lives of the people in Indiana.

## **NETWORK MANAGEMENT**

1. **Explain any shared or centralized support services the network organization (including any ESP partner) will provide. Describe the structure, the services to be provided, the cost of those services, how costs will be allocated, and specific service goals. How does the organization know whether it is successfully delivering these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract to be provided with the charter application.)**

ResponsiveEd will provide centralized support service for the proposed schools. An administrative overhead rate of 12% will be applied to cover costs for human resources, finance/reporting, information technology, marketing, curriculum, executive planning, development, child nutrition coordinator, risk management, media relations and other related costs. In addition, a portion of the budget will be utilized to establish an operating reserve/working capital fund to be used for sustainability and improvement requirements in the future.

The Regional Director will be responsible for coordinating services across the campuses within the State and will work with ResponsiveEd’s centralized support services to ensure that all administrative activities are coordinated appropriately. Any issues identified will be reported and addressed immediately. In addition, each year, the Regional Director will conduct a performance review, which will assess academic and administrative functions. A report of findings will be presented to the board of directors to correct any identified concerns or issues.

2. **Using the table below, define school-and organization-level decision-making authority as it relates to key functions, including curriculum, culture, staffing, corrective actions, etc. Indicate where primary authority for each function resides.**

<b>Function</b>	<b>Network/Management Organization Decision-Making</b>	<b>School Decision-Making</b>
Performance Goals	Chuck Cook, Chief Executive Officer/Superintendent/Board Member	Campus Director
Curriculum	Rosalinda Gonzalez, VP of Academic Services	Campus Director
Professional Development	Robert Davison, Chief Operating Officer	Campus Director
Data Management and Interim Student Assessments	Rosalinda Gonzalez, VP of Academic Services	Campus Director

Grade Level Promotion Criteria	Rosalinda Gonzalez, Chief Academic Officer	Campus Director
Culture	Dr. Alan Wimberley, Chief Learning Officer	Campus Director
Budgeting, Finance, and Accounting	James Taylor, Chief Financial Officer	Campus Director
Student Recruitment	Robert “Grif” Griffin, Chief Communications Officer	Campus Director
School Staff Recruitment and Hiring	Robert Davison, Chief Operating Officer	Campus Director
HR Services (payroll, benefits, etc.)	Robert Davison, Chief Operating Officer	Campus Director
Development	Robert Davison, Chief Operating Officer	Campus Director
Community Relations	Robert “Grif” Griffin, Chief Communications Officer	Campus Director
Information Technology	Patrick Tanner, Chief Technology Officer	Campus Director
Facilities Management	Robert Davison, Chief Operating Officer	Campus Director
Vendor Management / Procurement	James Taylor, Chief Financial Officer	Campus Director
Other operational functions, if any	Robert Davison, Chief Operating Officer	Campus Director

3. Provide, as Attachment 10, the following organizational charts:
  - a. Network as a whole, aligned with the 5-Year Business Plan
  - b. School-level organizational chart for School 1 in Year 1, and also at Full Capacity

Please see Attachment 10.

## SECTION 2: SCHOOL DESIGN

### EDUCATION PLAN

#### CURRICULUM & INSTRUCTIONAL DESIGN

1. Provide a framework for the proposed instructional design that reflects the needs of the school’s target population and will ensure all students meet or exceed Indiana’s Academic Standards as described in IC § 20-31-3. Please also describe how the proposed instructional design will align with or exceed the Common Core Standards.

#### Overview

The PHS educational model is directly aligned to the school’s mission to provide hope for students through an innovative, encouraging, character-based, individualized learning environment, where they are academically successful and develop into lifetime learners.

#### ***1. Innovative and Individualized***

The traditional educational system is regulated by a fixed sequential pacing and strict scope of content dependent on a teacher. In such a system, teachers have been trained to believe their

primary role is to possess content knowledge and to spend the maximum portions of their workday speaking that knowledge to students. The students must catch the verbalized content, participate in reinforcing tasks such as note-taking or textbook reviews, and replicate the “learned content” on tests, quizzes, or homework. Consequently, such a system is “teacher-centric,” focusing on the teaching process and making the teacher the primary centerpiece in the process. And while there may be some direct instruction strategies that are effective, merely verbalizing content in lecture fashion requires learner-capacity skills that may not be present or developed in some students—especially those students currently at risk of dropping out of school.

Instead, educational systems must be “student-centric,” making the learning process of the student the primary centerpiece of the system. The focus of PHS, from the first day students walk through the door, is differentiation (i.e., individualization). Each student comes to PHS unique. Learning styles, strengths and weaknesses, and personal skill sets are all part of each student. Recognizing these differences, and creating differentiated approaches for each, is the heart of the PHS learning system.

The unique quality of PHS is its distinct focus on the learning process rather than the teaching process. PHS accomplishes this through the PHS “3D Learning System”:

- Diagnostics (i.e., an effective battery of tests utilized to accurately place and plan a student’s academic journey);
- Delivery (i.e., the process of transferring or replicating information); and
- Data (i.e., the process of gathering, assessing and charting the journey according to results).

#### *a. Diagnostics*

If education focuses on the “teaching” process, there is no need to measure or evaluate learning. In order to provide effective academic progress, educators must focus on the “learning” process. Many educators ask themselves at the end of the day, “Did I teach everything I should have taught?” This is the wrong question. The appropriate question is, “Did my students learn everything they should have learned?” The first step in a system designed on the learning experience is diagnostics. No student should enter a potential learning environment without a research-based diagnostic process. Without this process, two crucial elements of an effective experience are lost: (1) proper placement of the student in the environment, and (2) a learning plan based on the student’s specific needs, strengths, and learning styles.

In most situations, diagnostics only appear in the form of reviewing a student’s records (e.g. report cards, transcripts, etc.). While showing evidence of the academic “location” (e.g., tenth grade, number of credits, etc.), a cursory review of records is not an effective diagnostic. Students are placed without assessing true content knowledge. Learning styles, academic needs, and cognitive strengths are never measured. This lack of attention to the individual child can be indicative of a standardized system of education that ignores differentiation. An effective battery of diagnostic tests must be utilized before the student’s placement and plan are determined. Consequently, PHS addresses the following diagnostic testing concerns through the use of an effective battery of diagnostic tests:

- Grade Equivalency
- Credit or Grade Achievement
- Literacy Usage and Content
- Math Competency
- Learning Style Inventories

- Information Processing Skills
- Student Engagement Assessment

In so doing, the PHS diagnostics process takes a student from enrollment through the implementation of a successful learning plan.

*b. Delivery*

The process of transferring or replicating information is known as “delivery.” There are many means by which a student may receive information. Many times, educators depend on one style of delivery. This practice can seriously hinder the learning process because of the diverse differentiated learning styles of the students in a classroom. Therefore, it is important to have a blend of delivery choices when addressing the individual learning for each student.

Just as there are styles of learning, there are also styles (types) of instructing or teaching students. PHS teachers will be trained to be aware of the following differentiated styles of instruction, know how to use each one, and use each of the types when developing a student’s learning plan, teaching a classroom of students, or supervising the learning process:

- Direct Instruction: a style of instruction that relies primarily on the ability of the educator to verbalize content and transfer information
- Independent Instruction: a style of instruction allowing students to learn content independently, with assistance provided by the educator when necessary
- Accelerated Instruction: a style of instruction allowing students to learn content independently, with assistance provided by the educator when necessary, and defined by technology-based programs
- Connected Instruction: a style of instruction centered on a project-based environment

As demonstrated by the following chart, each of these styles is defined by eight characteristics:

- Who (or what) directs the instruction?
- Who paces the learning process?
- Who is central to the process?
- How much structure is needed?
- What level of content is typical?
- How much differentiation (or individualization) is possible?
- What are the specific transfer modes?
- What type of learning occurs?

	<b>Direct Instruction</b>	<b>Independent Instruction</b>	<b>Accelerated Instruction</b>	<b>Connected Instruction</b>
<b>Directs</b>	Teacher	Student	Technology	Student
<b>Paces</b>	Teacher	Student	Student	Student
<b>Central</b>	Teacher	Learner	Learner	Learner
<b>Structure</b>	High	Moderate	Moderate	Low
<b>Content Level</b>	Rich	Rich	Rich	Complex
<b>Mode</b>	Classroom	Paper	Technology	Project
<b>Differentiation</b>	Low	Moderate	High	High
<b>Learning</b>	Structured	Structured	Structured	Challenge

While the distribution will vary slightly according to the needs of the individual student, PHS will implement the following differentiated styles of instruction:

- Direct Instruction 10%
- Independent 30%
- Accelerated Instruction 40%
- Connected Instruction 20%

Based on this delivery method, the student's work environment will demonstrate the following characteristics:

- Student will be in a cohort environment.
- Student will use technology or paper-based models to address subjects according to diagnosed student profiles and learning plans.
- Student will be involved in concentrated content progression.
- Learning labs will be utilized for independent and accelerated instruction.
- Student will be involved in state testing preparation.
- Student will be involved in project-based "learning-style specific" learning experiences.
- Student's learning styles are diagnosed and integrated by educators.

### *c. Data*

PHS will implement data-driven decision making, three primary features of which are:

- Data will always focus on results rather than intentions.
- Data will always focus on relevance of information.
- Data will always focus on redirection as necessary.

The heart of effective instruction is the monitoring of instruction. If success is to be a systemic foundation for an educational institution, the process of gathering and using data must be a required component of the school. Data that drives decisions has some distinctive characteristics that set it apart from diagnostics.

#### *1) Gathering Data*

The process of gathering data is a purposeful and intentional system of bringing together results for review. This is done for individual students as well as school.

##### *a) Types of Data*

Benchmarks, based on learned and projected content, will be used to mark student's current knowledge and set goals for learning achievement. Formative assessments, sometimes given before content is delivered, will set a baseline of knowledge that students already possess and inform educators of content needs that students have in subjects and disciplines. Knowing what should be taught and learned is important. Summative assessments give a summary profile of learned content. If students have not learned what they should have learned, it is vital that educator know this. The focus of a learning organization is learning. Formative and summative assessments provide an intentional purpose for data.

b) Relevance of Data

Gathered data that drives decisions must be relevant. In order to focus on learning, educators must know the body of content necessary for success. State-mandated testing is a reality in most schools. When gathering data for academic decisions, students should be assessed on content that is relative to the requirements of testing realities.

c) Timely Data

Benchmarking, as well as any assessments, will be timely and planned. Many times, caught up in the consistent demands of working with children, educators delay benchmarking until it becomes urgent and counterproductive. Gathering data will be a system that is built into the school calendar.

2) Assessment of Data

Gathering data is only the first step in decision making. Once the data has been gathered, PHS will use the data to formulate learning plans and school activities. A careful review (assessment) of a student's performance can inform educators as to the steps needed for improvement and success.

a) Autopsy Data

Often data is nothing more than an assessment **of** learning. This slicing of data is similar to a medical autopsy to make determinations as to what happened. This type of assessment is a picture that is taken after it's too late to do something to prevent or affect outcomes.

b) Biopsy Data

The most effective assessment is used to make decisions **for** learning. This slicing of data is similar to a biopsy. The data is reviewed in order to see if there are problems and make decisions that can address those problems. The process of data gathering and assessment should always be done to affect learning.

3) Creating Change

All data should create change. If educators seriously focus on improvement and success, data must be gathered, used, and valued. School decisions will always be directly linked back to data and plans should always be aligned for improvement. It is true that data can be manipulated and modified to support structures already in place. Measuring irrelevant components, slicing the data in methods that give insignificant results, and articulating skewed data can lead to false and misleading information. True assessment of data that measures current realities provides honest and clear information that creates change that leads to improvement. The single most important characteristic of learning is improvement. Education demands improvement.

4) Interventions

If we are truly involved with individual progress, monitoring, and success, there must be interventions embedded in the daily life of the school. School academic operations will include a set strategy of increasingly intensive steps to take when a student is not learning or progressing at an effective pace. This involves scheduled team meetings, assessments, and strategies.

## ***2. Encouraging***

Many of the students at-risk of dropping out of school have experienced cognitive segregation, which becomes the leading factor in students who develop learned helplessness. This damaging perception of life is a process that systemically teaches people to see themselves as helpless to improve their condition. Systems focusing on teaching create cognitive segregation. Students who have been disenfranchised by this segregation find themselves outside of the access reserved for those students who “get it.”

For that reason, PHS provides students with an encouraging learning environment. This environment is created by teachers who are learners who create a climate for effective instruction.

### *a. Learners*

At PHS, teaching is brought up to a new level. Rather than conform to a minimum conventional standard of merely transferring content knowledge, PHS teachers are continually learning. PHS utilizes the dimensions of “Professional Learning Communities” to develop the whole-school concept of school culture. These Professional Learning Community dimensions include:

- Supportive and shared leadership
- Shared values and vision
- Collective learning and application of learning
- Supportive conditions
- Shared personal practice

Teachers collaborate consistently to share ideas, monitor each student, and create strategies designed to ensure students learn. Using these dimensions, PHS is focused on the learning process rather than the teaching process.

### *b. Climate*

As noted above, at PHS, the foundation of character development is more than an isolated curricular subject. PHS utilizes the “Quality Attention Models” to manage student interactions and bring students to a higher level of behavior. These essential skills for educators include:

- Practicing quality choices
- Knowing each student
- Shepherding students
- Blending professional and personal interactions
- Providing honest, valuable, and significant feedback
- Practicing the art of praising students
- Training and teaching positive habits and characteristics
- Doing the “extra” to encourage students

### Basic Learning Environment

The distinguishing characteristics of the academic program at PHS will include serving grades 9-12 utilizing personalized, self-directed, and accelerated curriculum options. The school offers the capacity to provide individualized instruction, technology-based instruction, as well as direct instruction under the direction of highly qualified educators. Self-directed pacing and teacher-led, self-contained environments are available within the system.

### Class Size and Structure

Each student will begin his or her day in a homeroom and will then proceed to navigate to various learning centers based on his or her individualized learning plan. Each learning center is comprised of between 18 and 40 students. Teachers oversee the environment and are available to provide instruction through individual and group support/tutoring. In addition, technology-based academic solutions are available for students to access to enhance their learning experience.

### Overview of Curriculum

Over the past thirteen years, ResponsiveEd's team of 30+ writers, editors, proofreaders and graphic artists have developed an innovative, individualized curriculum for use in the 26 PHS campuses it operates. Forming the foundation of this curriculum is ResponsiveEd's own paper-based Knowledge Units and the ResponsiveEd-customized computer-based OdysseyWare ®.

The ResponsiveEd curriculum is designed to be utilized with the aforementioned PHS differentiated styles of instruction including: direct instruction, independent instruction, accelerated instruction, and connected instruction. The curriculum is currently fully aligned to the Texas State standards. An initial review indicates that it also fully meets Indiana State standards as well as the Common Core standards. The curriculum mapping is currently underway to ensure full alignment. Furthermore, each year, ResponsiveEd engages in a complete curriculum review in order to maintain continued alignment with all academic standards.

### Utilization of Technology

Learning through the use of emergent technology under the guidance of highly qualified educators will be emphasized at all PHSs, as evidenced by a 2:1 student to computer ratio.

ResponsiveEd understands that technology is the answer to personalized learning. Since the mid-20<sup>th</sup> century, educators have known that differentiation among students should be occurring but the framework available created barriers to this need. Since the advent of the new century, our nation has witnessed an exponential proliferation of technology designed to engage the learner in a process of exciting and relevant knowledge acquisition that can meet needs, create new thought and challenge the student to go beyond the classroom. However, to take advantage of these wonderful opportunities, educators must allow technology to drive the learning process rather than fit within the outdated environment of teacher-centric systems. Now, more than ever, the ability to differentiate for each student is a reality. ResponsiveEd celebrates innovation and welcomes technology as the defined structural element necessary for personalized learning.

### Highly Effective Teachers

ResponsiveEd will ensure that each PHS campus is staffed with highly effective teachers to oversee learning. In accordance with the guidelines of the National Board for Professional Teaching Standards, all teachers will meet the following criteria:

- Teachers are committed to students and their learning - Teachers are dedicated to making knowledge accessible to all students and believe all students can learn. They treat students equitably—recognizing the individual differences that distinguish their students from one another and taking these differences into account in their practice.
- Teachers know the subjects they teach and how to teach those subjects to students - Teachers will demonstrate mastery over the subject(s) they teach and have a deep

understanding of the history, structure and real-world applications of the subject.

- Teachers are responsible for managing and monitoring student learning – Teachers are effective at delivering instruction; move fluently through a range of instructional techniques—keeping students motivated, engaged and focused; and know how to organize instruction to meet instructional goals.
- Teachers think systematically about their practice and learning from experience – Teachers will model what it means to be an educated person and practice lifelong learning.
- Teachers are members of learning communities – Teachers will collaborate with others educators at their campus (and beyond) to improve student learning.

### Evidence-Based Support

The PHS learning system is designed around three necessary components for 21<sup>st</sup> Century success:

- **Authenticity:** 21<sup>st</sup> Century learning must be authentic. Learning strategies should always lead to true assimilation of knowledge that improves a learner. Authenticity raises the learning process to a new level. The primary element for authentic learning is independence. For 21<sup>st</sup> Century learners to move to new levels, they must be given opportunity to learn independence. This helps students perceive themselves as capable of accessing and benefitting from learning experiences without having to rely on the presence of another individual.
- **Reality:** 21<sup>st</sup> Century learning must be based on reality. Digesting facts and information that has no relevance to a learner does not convert information into knowledge. The primary element for reality-based learning is research. A learner should be allowed to use technology to deepen the learning experience. These research tools should not be used to fit within traditional management system. Rather, they should be combined with the element of independence to allow a student to develop research projects aligned with content that makes the content relevant and useful.
- **Capacity:** 21<sup>st</sup> Century learning must increase the learning capacity. Rather than ending up with a student who knows the facts, a learning system must end up with a student who knows how to increase their potential to learn new information and convert it to knowledge. The primary element to increase capacity is a focus on a student's unique learning style. Each student has the ability to create and design their learning experience according to their strengths. Learners aware of their strengths know how to plan their learning in order to increase their potential. This capacity for learning provides a foundation for lifelong success.

### **2. Specify instructional strategies that your school implements to support the education plan and why they are well suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.**

Based on the aforementioned delivery method, the student's work environment will utilize the following instructional strategies to support the education plan:

- Student will be in a cohort environment

- Student will use technology or paper-based models to address subjects according to diagnosed student profiles and learning plans
  - Student will be involved in concentrated content progression
  - Learning labs will be utilized for independent and accelerated instruction
  - Student will be involved in state testing preparation
  - Student will be involved in project-based “learning-style specific” learning experiences
  - Student’s learning styles are diagnosed and integrated by educators
- 3. Identify any key educational features that would differ from your current education model. Explain why you would implement these features, any new resources they would require, and how the features would improve student achievement.**

ResponsiveEd intends to utilize its existing proven-effective education model at the proposed PHS campuses.

- 4. As Attachment 11, provide a course scope and by subject, for each grade level proposed, that demonstrates clear alignment with Indiana’s Academic Standards and the Common Core.**

Please see **Attachment 11**.

- 5. Does your proposed education model meet the definition of a virtual charter school as defined under Indiana law? If yes, please ensure your budget assumptions reflect Indiana’s funding formula for virtual charter schools.**

ResponsiveEd’s proposed education model does not meet the definition of a virtual charter school as defined under Indiana law. The number of hours per day that instruction is provided through: (1) virtual distance learning, (2) online technologies, or (3) computer based instruction will vary from student to student. That said, at no time will more than 50% of instruction to students be achieved through these means. To ensure that this is the case, ResponsiveEd’s complete proprietary curriculum is available in a paper-based medium.

## **PUPIL PERFORMANCE STANDARDS**

- 1. Provide, in Attachment 12, the school’s exit standards for graduating students for each division of the school as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and are able to do.**

Please see **Attachment 12**.

- 2. Explain the schools policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?**

A student may be promoted on the basis of academic achievement and/or demonstrated proficiency in the subject matter of the course of grade level. To earn credit in a course, a student must receive a grade of at least 70 and successfully complete all assigned coursework. In addition,

at certain grade levels, a student—with limited exceptions—will be required to pass the state-mandated assessment test.

Academic achievement and promotion is reported to parents via report cards which are disseminated every six weeks. The final report card of the academic year will notify parents that their student has been promoted to the next grade level.

Specific to graduation, because students and parents will incur graduation expenses – such as the purchase of invitations, senior ring, cap and gown, senior pictures, etc. – both students and parents should monitor progress toward completion of all requirements for graduation.

## **HIGH SCHOOL GRADUATION REQUIREMENTS**

- 1. Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain any additional requirements.**

ResponsiveEd has reviewed the Indiana Graduation Requirements and commits to ensuring that PHS will adhere to the general high school diploma guidelines.

### Credit Hours

Each PHS course has assigned credit hours based on the material, intensity and delivery method. In general, students will be awarded a half credit per course per semester.

### Grade Point Average

All grade point averages are calculated at a district level by corporate management. The result is determined based on all high school level courses completed after grade 7 through 12th grade. Each course and grade has an assigned value point that is multiplied by the total credit for the course to produce a grade point. The cumulative grade points are divided by the cumulative attempted hours to determine a student's GPA.

### Transcript

PHS transcripts will contain information on the student's high school record, including courses taken while attending secondary school; information on credits earned; year and term a specific course was taken; and final grades.

- 2. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).**

Graduating students will have earned a high school diploma and passed an exit exam as a prerequisite to college. Many will meet the required combination of grade point average and college admission test scores as well. However, a unique opportunity that PHS students will have is that through the education model delivered at the school, they will have implemented and mastered the critical thinking skills required to effectively complete college level work.

Furthermore, because they have developed and utilized goal-setting and self-pacing skills, they will be prepared to establish a schedule in a postsecondary experience that will allow for the completion of all required tasks.

**3. Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.**

PHSs are developed to target students who have previously dropped out of high school or who are at risk of dropping out. Accordingly, ResponsiveEd will carefully monitor the attendance of students and has developed an intervention policy to prevent and respond to excessive absences, which are typically a precursor to dropping out.

Regular school attendance is essential for the student to make the most of his or her education—to benefit from teacher-supervised activities, to build each day’s learning on that of the previous day and to grow as an individual. Absences from class may result in a serious disruption of a student’s mastery of the instructional materials; therefore, the students and parents are required to make every effort to avoid unnecessary absences.

### **SCHOOL CALENDAR & SCHEDULE**

**1. Provide, in Attachment 13, the school’s proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies.**

All PHSs will align its schedule to the school calendar of the local school district. Please see **Attachment 13** for sample class schedule.

### **SCHOOL CULTURE**

**1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.**

At PHS, education involves more than the accumulation of knowledge. While a diploma is sure to open economic doors, it does not make an individual a better son/daughter, sibling, friend, mother/father, or citizen. For this reason, PHS provides students with a character-based learning environment. At PHS, students are trained to be independent leaders with character.

#### Character

At PHS, the foundation of character development is more than an isolated curricular subject, it is infused into the very curriculum itself. PHS utilizes the “Character First” curriculum to teach the primary universal qualities of good character and social interactions. These “Character First” qualities include:

Attentiveness

Responsibility

Diligence

Dependability

Obedience	Patience	Loyalty	Thoroughness
Truthfulness	Initiative	Hospitality	Determination
Gratefulness	Self-control	Sensitivity	Thriftiness
Generosity	Punctuality	Enthusiasm	Availability
Orderliness	Resourcefulness	Flexibility	Deference
Forgiveness	Discretion	Discernment	Compassion
Sincerity	Tolerance	Cautiousness	Persuasiveness
Virtue	Creativity	Boldness	Wisdom

### Leaders

Building on a foundation of character, students are taught to be leaders. Students are taught that they are not just children waiting to assume leadership when they are adults. Instead, they have the capacity to lead in their school and communities now. PHS utilizes “The 7 Habits of Highly Effective Teens” curriculum to train, guide, and teach students to lead. The habits include:

- Be proactive
- Begin with the end in mind
- Put first things first
- Think win-win
- See first to understand, then to be understood
- Synergize
- Sharpen the saw

### **2. Explain how you will implement this culture for students, teachers, administrators, and parents starting from the first day of school.**

Teachers and administrators integrate the habits into the entire school culture and community. The habits are the maturing process of a student’s growth and learning. Students are expected to develop and practice the habits at school, home, and in their daily life. As noted at other public high schools that have implemented the Seven Habits program, “[w]here the students have been with the process, their academic performance improves, the discipline referrals go down, their community involvement increases, their self-sufficiency increases and the parent satisfaction increases.”

### **3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.**

A typical 10th grade PHS student starts each day working on a beginning of the day warm-up activity and then moves into a Knowledge Unit as prescribed by their Individual Graduation Plan and Daily Goal Card. The student uses their Daily Goal Card to determine each day’s activities in all subjects, including when they plan to take the Knowledge Unit test.

Each student’s day is broken up by one to two pullouts - one for science and one for math – during which time the student receives direct instruction in core content and state assessment preparation material. In the student’s homeroom, the student will work on math, science, social studies, English and elective classes. The student may use technology in the learning center to work on state preparation software programs, online curriculum, network based computer curriculum, or uses the Internet to research or differentiate their coursework.

Throughout their day, the student may also access content area pullout teachers for open tutorial time and one-on-one attention in specific courses, as applicable. In one school day, the typical student will spend time working independently, with a teacher or with other students working on material collaboratively.

**4. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.**

A typical day for a 10th grade Lead Teacher on a PHS campus starts by getting students situated and school related materials distributed so that students can begin working as soon as the school day starts. Each day begins with an academic warm-up activity created by the Lead Teacher. The Lead Teacher physically walks around and checks in with each student to determine what curricular activities the student plans to work on based on that student's Individual Graduation Plan, Daily Goal Card and content area and state preparation pullout schedule.

The Lead Teacher ensures that students are working on the proper material and being productive through active monitoring. Congratulation slips are then distributed to students for passing Knowledge Unit grades, each with a star sticker to be placed on the Academic Progress Chart. Students are assigned computers for predetermined amounts of time so that they can work on the state assessment preparation software program. Students are rotated through the available computers throughout the day.

The remainder of the typical academic day is filled by answering student requests for academic help, individual and group tutoring, academic advising, behavioral redirection/documentation, participating in Admission, Review and Dismissal (ARD) and/or setting up or participating in parent conferences (in person, via email or on the phone). Students required to attend pullouts are monitored to ensure they are where they need to be when they are scheduled to be there. Attendance is taken at the designated time and students with attendance issues are noted for parental intervention and contact. Knowledge Unit test frequency and passing rates are evaluated for each student, academic advising is administered as necessary, and parents are contacted as needed. Detentions, Extended Day Tutorials and Saturday Schools are assigned and students/parents are notified.

At the end of the academic day, the Daily Goal Cards are checked by the Lead Teacher, initialed if complete and homework is assigned if progress was not made. The end of each day is dedicated to character education during which time the Lead Teacher facilitates the completion of character education related materials, facilitates a character education related discussion or asks students to complete independent research in a small group format on a predetermined character related topic. Once the students leave campus, Knowledge Unit Tests are graded, grades are entered into both the electronic grade book, Applidesk and the paper grade book and Congratulations Slips are made in preparation for the next academic day. Lead Teachers also generate the next days beginning of the day warm-up activity at the end of the academic day.

**SUPPLEMENTAL PROGRAMMING**

- 1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?**

PHS does not currently anticipate offering summer school programming, but will reassess the need for such programming (or individualized tutoring services) once the needs of the individual students are determined.

**2. Describe the extra- or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded.**

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students. As such, all students will be encouraged to participate and take an active part in student clubs and organizations. Which clubs/organizations are formed will depend on student, parent, and teacher interest.

**3. Describe the school's programs or strategies to address student mental, emotional, and social development and health.**

The school has a diverse student population and strives to maintain an environment of respect and acceptance. Students must not engage in harassing behaviors motivated by ethnicity, gender, color, religion, national origin, or disability directed toward another student. Students are expected to treat other students and school staff with courtesy and respect, to avoid any behaviors known to be offensive and to stop these behaviors when asked or told to stop.

Any conduct that causes or creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity, or purpose, or that interferes or creates a reasonable likelihood that it will interfere with the health, safety of wellbeing or the rights of other students is prohibited.

All staff members have received extensive training on the precepts of Character First and the 7 Habits so that all employees know how to re-direct inappropriate behaviors and how to nurture positive character traits and habits. These positive traits are reinforced every day during homeroom sessions so that many of our schools do not have many, if any, disruptive behaviors.

In addition, to foster a positive environment for the mental, emotional, and social development and safety of the school's minor students, adult students will be provided with an alternative learning environment at the campus.

**4. If applicable, describe any other student-focuses activities and programs that are integral to your educational and student-development plans.**

Not applicable.

**SPECIAL POPULATIONS & AT-RISK STUDENTS**

**1. Summarize the school's overall plan to serve students with special need, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise. (Questions 2-5 requests more detail about the student categories. Question 1 response should be a brief summary only.)**

ResponsiveEd is committed to providing high quality instruction and appropriate supplemental services to students with special need. Accordingly, each PHS campus will implement a comprehensive assessment to identify any students with disabilities and, for those identified for additional intervention, an IEP will be developed to oversee services. The IEP (34 CFR 300.320-300.324) will include the following:

- a statement of the child’s present levels of educational performance and how the child’s disability affects the child’s involvement and progress in the general curriculum;
- a statement of measurable annual goals, including benchmarks or short-term objectives;
- a statement of the special education and related services and supplementary aids and services to be provided to the child;
- an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in other activities;
- a statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment;
- the projected date for the beginning of the services and modifications identified and the anticipated frequency, location, and duration of those services and modifications; and
- a statement of how progress toward annual goals will be measured and how the parents will be regularly informed, at least as often as parents of non-disabled students, of their child’s progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

PHS will provide special education and related services to a child with a disability in accordance with the child’s IEP and make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. Review of the IEP will occur annually or more frequently if the student is not being successful. In addition, Extended School Year Services (“EYS”) (34 CFR §300.106) will be provided to the child with a disability beyond the regular school year, as necessary in order to provide Free Appropriate Public Education (“FAPE”) as determined by a child’s IEP/IEP.

**2. Explain how the school will identify and meet the learning needs of students with mild, moderate and severe disabilities in the least restrictive environment possible.**

Identification of Students with Special Education Needs

In accordance with 34 CFR 300.301-300.311, the referral of students for a full and individual initial evaluation for possible special education services is a component of the PHS overall general education Response to Intervention system. Prior to referral, students experiencing difficulty in the general classroom are considered for all support services available to all students, such as tutorial, remedial, compensatory and other services. If the student continues to experience difficulty in the general classroom after the provision of interventions, school personnel document the provision of interventions and refer the student for a full and individual initial evaluation.

PHS will ensure that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation is completed before the initial provision of special education and related services and addresses if the student is a “student with a disability” in accordance with federal and state requirements and the educational needs of the student.

Based on the requirements of 34 CFR 300.323, PHS shall have an IEP in effect for each identified student with a disability. PHS will ensure that the IEP is in effect before special education and related services are provided to an eligible child and that the IEP is implemented as soon as possible following the IEP committee meeting.

For a student who is new to PHS, a Transfer IEP committee will meet prior to or upon the student's enrollment. In this case, the parents must verify that the student was receiving special education services in the previous school district or the previous school district must verify in writing or by telephone that the student was receiving special education services. A second IEP committee meeting must be held within 30 school days from the date of the first IEP committee meeting to finalize or develop an IEP based on current information.

### Evidence-based Instructional Programs, Practices and Strategies

Inclusion, differentiated instruction and interactive technology strategies will be implemented for students identified with disabilities. Differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. It is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. This can be done for the special needs learner with and without technology. Differentiated instruction lends itself to the inclusion of all students into the general education classroom, allowing teachers to meet students where they are in terms of academia. Technology is also important as it allows us to engage in real-life learning opportunities and offers the opportunity to teach in multiple learning modalities.

PHS will assure that students with disabilities are educated with nondisabled students to the maximum extent appropriate to meet the student's individual education program and overall educational needs (34CFR §300.114 - 300.116). In providing programs, services and activities for students with disabilities, PHS shall first consider the least restrictive environment of the general education program. Special classes, separate schooling or other removal of students with disabilities from the general education environment occurs only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

PHS will provide a FAPE for students with disabilities in order to meet the need for special education and related services (34 CFR 300.115). This includes a variety of placements and makes provision for supplementary services to be provided in conjunction with general education classroom placement.

Students with disabilities will have available to them the variety of educational programs and services available to students without disabilities, accessible facilities and the same instructional regular school day as is provided all other students. In addition, PHS will ensure that each child with a disability participates with non-disabled students in non-academic and extra-curricular services and activities, including meals, recess periods and the services and activities set forth in 34 CFR 300.320.

### Regular Evaluation and Monitoring

In both the development and review (and revision as appropriate) of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child, the results of the initial or most recent evaluation of the child, and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered. In addition, the IEP team will also consider special factors such as: whether a child's behavior impedes his or her learning or the learning of others, whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP, what the communication needs of the student are and whether the child needs assistive technology devices/services. Review of the IEP will occur annually or more frequently if the student is not being successful.

### Promotion and Graduation for Students with Special Needs:

Upon the recommendation of the ARD Committee, a student with disabilities who is receiving special education services may be permitted to graduate under the provisions of his or her IEP. A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a Certificate of Attendance. Even if the student participates in graduation ceremonies to receive the Certificate of Attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma. However, the student will only be allowed to participate in one graduation ceremony.

### Qualified Staffing for Students with Special Education Needs

All special education personnel shall be certified, endorsed or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials. PHS will employ, minimally, one certified special education teacher. Additional special education personnel (teachers, paraprofessionals, related service providers, etc.) will either be employed or contracted with depending on the students' needs at the campus.

In order to meet the diverse needs of each student, ResponsiveEd adjusts course scope and sequence according to initial and continual academic individual diagnosis of each student's strengths and weaknesses. An *adaptable* daily schedule using a multi-certified and multi-strength staff provides ResponsiveEd students flexibility in their academic study, leading to successful academic performance. Tailor-made support services include specialist staff working individually with students in order to meet each individual need.

### **3. Explain how the school will meet the needs of English Language Learner (ELL) students.**

#### ELL Student Identification Process

PHS will utilize the following process to identify ELL students:

- All students enrolling in our PHSs must submit a Home Language Survey as part of the registration packet.
- If a student declares a language other than English on the survey, they become known as OTE (other than English) or potential ELL students.
- The identification process includes an oral proficiency assessment (our district selects the

Idea Proficiency Test) and a written proficiency assessment (our district selects the norm-referenced Stanford 10 to assess Total Reading and Total Language.)

- The students must master all three of these assessments to be classified as Non LEP.
- If, however, the students score anything below F (fluent) such as an A, B, C, D, E on the IPT, the students will automatically be classified as ELL or LEP.
- The identification is not complete, however, until the Stanford 10 has been administered and the scores for Total Reading and Total Language are available.
- Once the oral and written assessments are complete, the Language Proficiency Assessment Committee (LPAC) convenes to officially classify all of the students who have been assessed.
- The district database template entitled "LEP Roster Report" is used to document all ELL activity beginning with enrollment date, assessment date, assessment score/s, parent notification date, LPAC date and final classification.
- The LEP Roster Report is maintained on each PHS campus throughout the school year and is submitted to the District ESL Coordinator on a monthly-basis.

Following the identification process, the campus ESL teacher is responsible for providing ESL program services to all ELL/LEP-identified students using individualized ESL learning strategies on a regular basis.

#### Instructional Programs, Practices and Strategies

PHS will utilize the following strategies to deliver effective ELL services:

- ResponsiveEd student computers will be imaged with English Discoveries (an ESL computerized program for ELL students).
- Cognitive Academic Language Learning Approach (CALLA) Learning Strategies are employed by Lead Teachers as an approach to teaching the cognitive academic language to our ELL students.

These programs/strategies are intended to be enhancements/enrichments for our ELL students to the core academic state requirements which are provided on a daily-basis by our ESL-certified staff.

#### Progress Monitoring

All tracking of currently enrolled ELL students is done via the LPAC, a group comprised of, at minimum, a parent of an ELL student at the campus and an ESL staff member. In addition, the committee may include campus administration. The committee does an End of Year Annual Review to determine whether or not the ELL students will be exited from or continue in the ESL program. The exit criteria is determined by state requirements and include, but are not limited to, the students' mastery of state required assessments and a subjective evaluation by the Lead Teacher certifying that the ELL student will be successful in an all-English curriculum.

#### Qualified ELL Staffing

In addition to the HQ NCLB requirements, all campus ESL teachers are required to be ESL-certified. In addition, ESL teachers are required to complete the Sheltered Instruction model training via SIOP to be eligible to work with our ELL students.

**4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.**

ResponsiveEd believes that if we are truly involved with individual progress, monitoring and success, it is imperative that there be interventions embedded into the daily life of the school. School academic operations will include an established strategy of increasingly intensive steps when a student is not learning or progressing at an effective pace. The following measures will be implemented to monitor and ensure that students are making adequate academic progress:

Team Meetings

A collaborative team comprised of educators and administration will be established to address the following tasks:

- Identify and map objectives
- Create schedules for learning
- Develop formative assessments
- Establish criteria for success
- Assess student progress
- Assign interventions

Formative Assessments

The school will conduct periodic assessments to gather data. Educators will utilize the results to monitor student progress. Intervention strategies will be assigned for students not learning.

Intervention Strategies

Students identified for additional assistance to ensure adequate academic performance will be engaged in intervention strategies that will focus on the individual needs of the student. Interventions strategies will include, but not be limited to:

- Student Centered: two co-curricular activities, peer mentoring, student council monitoring, privilege system
- Faculty Centered: faculty advisors, team attendance meetings, Good Friend advisors, guided study
- Parent Centered: parent monitoring, parent communications, three-week progress reports, daily progress reports

**5. Explain how the school will identify and meet the needs of intellectually gifted students.**

Evidence-based instructional programs, practices and strategies:

PHS will deliver gifted and talented services using the inclusion model. This method is a full service delivery method, which means there are no pull out courses and ALL courses are taught where every learner can be included. Flexible pacing strategies such as skill grouping, curricular compacting, contracting and credit by examination are integrated into classroom management formats. The need to explore topics in depth leads teachers to include provisions such as research, independent studies or investigations, mentorships, acceleration, affective guidance, differentiated

instruction, extended enrichment and higher-order thinking skills. Also included when addressing the unique or advanced interests of these students, teachers include opportunities such as mini-courses, interest groups, clubs, science or art fairs, and/or internships. The teachers identify student needs, develop and gain access to appropriate programs and curricula that correspond to those needs and monitor student progress throughout the course of study. The schools' goal for the gifted and talented learner is to make the best possible use of the resources available while becoming fully responsible for their own learning.

#### Qualified Gifted and Talented Staffing

All personnel shall be certified, endorsed or licensed in the area or areas of assignment and content. All staff will be involved in identifying, encouraging and making provision for the needs of the gifted and talented and will be trained to do so. A grade level coordinator shall have specific responsibility for the management of gifted and talented issues.

#### Monitoring progress and success of intellectually gifted students

Like that of the struggling student, progress monitoring is done on a continuous basis. Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. To implement progress monitoring, the student's current levels of performance are determined (baseline) and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly or monthly). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are modified to meet the individual students learning needs. Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which together, move all students to faster attainment of important state standards of achievement.

### **STUDENT RECRUITMENT & ENROLLMENT**

#### **1. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school.**

To raise enrollment awareness for students of all ages and ethnicities, a strong marketing presence will be necessary to increase visibility for the schools. This will be achieved through the use of campus-specific postcards, banners, signs and, potentially, billboards spread through the areas in the targeted communities most likely to draw students of various age groups and ethnicities (i.e., shopping malls, grocery stores, athletic facilities, movie theaters). Marketing materials will also include information as to how one can contact PHS to learn more about the campus and the enrollment process.

#### **2. Provide, as Attachment 14, the school's Enrollment Policy.**

Please see **Attachment 14**.

## STUDENT DISCIPLINE

- 1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.**

### Philosophy

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must be taught and modeled by the school staff. This includes an appreciation for the rights of others.

However, no school or school system can discharge these responsibilities if it permits students to act in an objectionable manner or to disregard rules and regulations adopted for the benefit of all persons. The school has both the responsibility and authority to enforce the Student Code of Conduct, question students, counsel them, and assign discipline when deemed appropriate.

Students live and function, as do adults, in the general community. As citizens, students are entitled to our society's benefits; but as citizens, they are also subject to its national, state, and local laws and rules governing various aspects of their conduct. Not all laws are easy to follow, nor need one necessarily agree with each and every law or rule. Often a law or a rule seems unjust or inappropriate, but the law or rule must be obeyed.

In much the same manner, students live and function in a second community as well—namely, the school community. Education confers its own benefits, but it, too, requires acceptance of individual responsibilities. It must at the same time have an orderly and manageable framework within which to operate.

Each member of the school community—staff, parent, and student—must fulfill certain responsibilities if a positive learning environment is to be achieved.

### Integrity and Authenticity of Student Work Product and Assessment Scores

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct.

Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students.

In addition, ResponsiveEd adheres to a “zero tolerance” policy regarding cheating in the administration of state student assessments. Any employee found to have engaged in such behavior will be subject to immediate termination of employment

- 2. Provide as Attachment 15 the school's discipline.**

Please see **Attachment 15**.

## **PARENTS & COMMUNITY**

### **1. How have you determined that the proposed school will have sufficient demand to meet enrollment projections?**

ResponsiveEd has identified the proposed communities for PHS based on an assessment of a variety of factors including, but not limited to, high school dropout rate, graduation rates, etc. The initial research, combined with ResponsiveEd's experiences in communities with similar demographics, indicates that there will be a sufficient demand for the schools for both our initial student capacity and the projected growth rates.

### **2. Describe how you will engage parents in the life of the school, starting from the time that the school is approved.**

Due to the population served, which may include many older students, some disconnected from their families or on their own, the amount of parental involvement at the PHS campuses may be limited. However, the administration at each school will still strive to keep interested parties, including parents and/or guardians, involved in the happenings on-campus through use of the following mediums:

- On-site informational campus meetings (as needed)
- Annual gatherings allowing questions and parental/community feedback
- District-wide informational newsletter available on-campus for distribution
- Web-based communication of campus/district news
- Prompt email or telephone communication with all levels of campus personnel

Additionally, parents and/or guardians will regularly be provided the opportunity to participate in the school CAC and volunteer their time or resources to help further the vision of PHS. Examples would include, but not be limited to, aiding in setup of on-campus activities or spreading the word about the mission of the school. Those who have the chance to volunteer will aid in lifting up the PHS to its greatest level of potential.

### **3. What community resources will be available to students and parents?**

Upon notification of the approved charters, ResponsiveEd will immediately initiate an intensive recruitment to hire a Regional Director who will oversee all phases of the startup process. One responsibility that the role will be tasked with will be to develop relationships and partnerships within the community with local organizations, businesses and other educational institutions. When identifying potential partners, the organization will look to identify entities that will provide supplemental services that will benefit the students and their families and enrich their overall learning experience.

### **4. Provide, as Attachment 16, evidence of demand from the community and support from community partners.**

Please see **Attachment 16**.

## PERFORMANCE MANAGEMENT

- 1. In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE).**

Benchmarks—based on learned and projected content—will be utilized to assess students' current knowledge and set goals for learning achievement. A series of pre- and post-test instruments will be utilized to benchmark growth and progress in math, literacy and science. This series includes Study Island, the STAR literacy diagnostics and curriculum testing embedded in subject materials.

Formative and summative assessments are used on a continuous basis to monitor progress. Formative assessments, sometimes administered prior to content delivery, will establish a baseline of knowledge that students already possess and will inform educators of content needs that students have in subjects and disciplines. Summative assessments, such as state-mandated end-of-course exams, will provide a summary profile of learned content. If students have not learned what they should have learned, it is vital that educator know this in order to provide additional instruction to ensure that the material is retained and understood.

In order to manage interim assessments, each year, ResponsiveEd will establish a calendar of benchmark assessments for the entire academic year to be followed by all schools in the network. The dates of testing will be determined based on state assessment dates for each content area and each grade level.

- 2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.**

ResponsiveEd benchmarking instruments will utilize content based on the knowledge and skills deemed essential by both the State of Indiana and by national content assessment evaluation. The core academic content areas are all benchmarked through the use of district annually designed assessments that strictly adhere to state and national standards, thus proving the academic core content strength and weakness of each student.

Benchmark tests are distributed to each campus as they are developed by the ResponsiveEd curriculum team and based on the annual testing schedule. All tests are returned to the corporate office for aggregation and analysis. Results of the tests are then returned to each school to be reviewed and appropriate interventions applied to address any learning needs.

- 3. Describe the information system the school will use to manage student performance data.**

ResponsiveEd will leverage its proprietary Student Information System, Applidesk, to capture, monitor, report and retain student performance data, such as grades, test scores, attendance and course completions. Applidesk is a centralized, enterprise-class web-based system, currently in use by our 59 schools in Texas. The system was developed using Microsoft [ASP.Net](#) on a SQL Server database. Through this application, ResponsiveEd maintains and reports all student demographic, academic and program data, including class assignments, grades, report cards, transcripts,

attendance, special education status, standardized test scores, and school calendars.

Data is entered locally at the school by the Campus Director, administrative assistant and teachers under the oversight of a centralized team that audits, analyzes and provides regular training for the users. This system will be used in conjunction with third-party analysis and reporting tools to provide feedback and insight into student progress and specific needs.

The Student Data Manager is responsible for data management and warehousing. The Chief Academic Officer Director of Accountability are responsible for interpreting the data and coordinating student programs and staff professional development.

**4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.**

Each ResponsiveEd Campus Director receives both annual data analysis training and consistent performance data analysis review through both an annual performance data analysis update conference and continual campus and regional trainings. Individual student and group data is produced, updated, and analyzed at the campus level by campus staff and administration and reported to the district Director of Accountability and Data Management. District and Regional administrators review school data and assist with interventions to improve student learning.

**5. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by the ICSB and the Indiana Department of Education.**

ResponsiveEd will strive to meet all requirements related to student academic achievement expectations or goals established by the ICSB and the Indiana Department of Education. The Regional Director will conduct an annual campus audit consisting of a step-by-step review of all campus-related activities, including a stringent review to ensure expectations are being met in areas related to academics. If an academic issue must be resolved, the Regional Director will make the corrective action necessary to address it quickly and accurately. The Executive Team, including the Chief Learning Officer and Chief Academic Officer, will be available to aid the Regional Director in addressing academic concerns.

## **SECTION 3: IMPLEMENTATION PLAN**

### **HUMAN CAPITAL**

#### **NETWORK-WIDE STAFFING**

Please see **Attachment 19**. The school-level budget will be approximately the same for each school described in the application. As such, ResponsiveEd is submitting a completed Budget and Staffing Workbook for one school only. Where the budgets would differ according to location (e.g., real estate, salaries, etc.), an average of the four sites has been utilized.

#### **SCHOOL LEADERSHIP & STAFF HIRING, MANAGEMENT AND EVALUATION**

- 1. If the organization is applying for more than one charter, explain your process and timeline for developing or identifying leaders across each of your Indiana schools.**

**How does this process align with the 5-Year Growth projections described in the business plan?**

The Regional Director will be responsible for developing and identifying leaders across all Indiana schools. An aggressive recruitment process will be executed in March and April of 2013 to identify and hire qualified candidates. Upon hiring, the Regional Director will work with the ResponsiveEd administrative staff to schedule all appropriate trainings. In addition, the Regional Director will dedicate time to work one-on-one with each Campus Director to provide on-the-job training as they begin their new roles and will be available for consultation on an ongoing basis.

As additional schools are introduced to Indiana, the Regional Director will oversee each launch and manage the growth based on a similar timeline. Additionally, exemplary Campus Directors may be utilized to help coach new Campus Directors as they are introduced to the Indiana network.

**2. Describe your strategy and timeline for recruiting and hiring teachers across the network.**

The Regional Director, with support from the Campus Directors, will be responsible to recruit and hire all teacher positions for the proposed campuses. This capacity building phase will be implemented from April to May of 2013. All teacher positions will be filled in accordance to the job requirements outlined in Section I.

**3. Most charter applicants propose to use vigorous recruitment, professional development, and management practices to ensure that all of the school's teachers are high-performing. In reality, only a fraction of teachers in most schools actually achieve outstanding outcomes with students. In light of that near-inevitable outcome, how will the network ensure that every student at each school has access to excellent teaching? Will the staffing model incorporate innovative technologies or instructional techniques toward that end? If yes, how?**

ResponsiveEd understands that professional development is vital to the success of our schools. Therefore, we dedicate substantial time to this process throughout the school year. Each summer, the academic year begins with a weeklong intensive training for both returning and new faculty members. The sessions allows for an opportunity to introduce new faculty members to the ResponsiveEd philosophy and practices. It also provides an opportunity to remind returning faculty members about any changes for the year. More importantly, success and opportunities for improvement can be addressed as a result of the previous year's testing results. This training is conducted at the corporate level and is then followed by more specific campus level training in the following week. Following this training, a full day is scheduled for both the fall and the spring to address adaptations needed for the year based on continuous monitoring and program improvement efforts.

Additionally, each campus hosts weekly faculty meetings and professional learning community meetings that allow interaction and ongoing professional development. Faculty are continually trained in short sessions scheduled after school during the week and are also provided the opportunity to work in teams to share ideas, cover common difficulties and make appropriate adjustments. Topics at weekly faculty meetings may include issues may include: recognizing signs of child abuse, special education topics, understanding 504 needs, addressing the advanced learner or reviewing a shared piece of literature or shared professional journal excerpt.

Each of the various types of training allows for the district, the individual campus and even the individual teacher to be responsive to adaptations which may be necessary as a result of the on-going data gathering that is present in all ResponsiveEd schools. When a need becomes obvious at any level, immediate assistance and adjustment is made in order to best meet the needs of each and every group of students within the network's community of schools.

**4. Explain how – and how frequently – the school/network will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?**

Teachers are evaluated regularly and their performance reviewed with the Campus Director who assists with individual goals for improvement and guidance on achieving those goals. This individual improvement plan provides a prescriptive approach to professional development and instructional improvement and may include a variety of proven effective professional learning strategies including mentoring, sessions with an academic specialists or observations of master teachers. Key elements that drive teacher evaluations include the following:

- Demonstrates effective planning skills
- Implements the lesson plan effectively
- Communicates effectively with the students
- Prepares appropriate evaluation activities
- Provides students with appropriate evaluative feedback
- Display a thorough knowledge of curriculum and subject matter
- Selects learning content congruent with the prescribed curriculum
- Provides opportunities for individual differences
- Ensures student time on task
- Sets high expectations for student achievement
- Demonstrates evidence of students' academic growth
- Demonstrates evidence of personal organization
- Establishes and maintains discipline
- Organizes students for effective instruction
- Demonstrates effective interpersonal relationships
- Demonstrates employee responsibilities
- Supports school regulations, programs, and policies
- Assumes responsibilities outside the classroom as they relate to school

Campus Directors will be evaluated periodically by the Regional Director. Similar to teacher assessment, the Regional Director will work with the Campus Directors to identify areas of improvement and develop an individual improvement plan to target needs. Key elements to the Campus Director evaluations will include:

- Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff
- Demonstrating commitment to closing the achievement gap
- Providing for school safety
- Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements
- Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals
- Monitoring, assisting and evaluating effective instruction and assessment practices
- Managing both staff and fiscal resources to support student achievement and legal

- responsibilities
  - Partnering with the school community to promote student learning
- 5. Explain how the school/network would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school/network identify and address development needs or concerns?**

ResponsiveEd will administer an equitable and consistent discipline policy for unsatisfactory conduct and performance in the workplace. It is in the best interest of the organization to ensure fair treatment of all employees and in making certain that disciplinary actions are prompt, uniform and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence and prepare the employee for satisfactory service in the future.

Discipline may call for any one or more of the following actions: informal counseling, verbal warning, written warning, suspension with or without pay or termination of employment, depending on the severity of the problem and the number of occurrences.

When performance issues are identified, a teacher or leader may be sent for additional training to address the area of concern. In addition, the deficiency will be noted on their individualized performance plan and will be considered as part of future review processes to ensure that it has been addressed.

- 6. Provide an overview of the organization's compensation system (including benefits) and how this aligns with the performance evaluation process.**

Employees will be compensated in a manner competitive with the local school district, with pay increases in compensation being provided to those who obtain exceptional academic results. ResponsiveEd will offer a comprehensive benefit package for employees, including the following: health insurance, dental insurance, life insurance, supplemental insurance programs, Cafeteria Plan benefits, 403(b) plan, teacher retirement plan, workers' compensation insurance and unemployment compensation insurance.

## **PROFESSIONAL DEVELOPMENT**

- 1. Describe how school leaders will be supported and developed throughout the year.**

Campus Directors receive two trainings each year, as follows:

- Winter Campus Directors Meeting - takes place in late January or early February
- Summer Campus Directors Meeting - takes place in June.

The purpose of the Campus Directors Meetings is to provide training and an opportunity for collaboration and networking among the leaders. Additionally, all school administrators within the company (i.e. those with employees whom they supervise) are able to participate in online courses, provided by BLR, to develop leadership and management skills on a continuous basis.

ResponsiveEd has created a program to identify and prepare high quality teachers for campus directorship. The program is currently called the "Second Tier Institute" and takes place over the course of one academic year. The program consists of classroom training at the corporate offices, required reading, participation in online discussion boards and completion of practicum activities.

**2. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.**

All new staff complete a New Employee Orientation training online at their campus where, in addition to completing paperwork and receiving general Human Resources information, they will also learn about the history and mission of ResponsiveEd, receive general information technology training and complete child sexual abuse prevention training. All new teachers at PHS will participate in the training at their campus by a team trainer who will demonstrate the curriculum and provide academic training. Additionally, ongoing training and professional development occurs throughout the year at the campus level as organized by the Campus Director and/or Regional Director for their local employees.

Specific to Campus Directors, prior to a campus opening, each leader will complete the New Campus Director Training, which consists of approximately one week of classroom training at the corporate office followed by one to two months of hands-on training in the field where they shadow exemplary Campus Directors and walk through various tasks associated with being a Campus Director.

**3. Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, weekly schedule, and staffing plan will be structured to accommodate this plan.**

In total, each school's professional development training will consist of approximately 10 full days of training along with approximately 15 shorter sessions and 15 professional learning community meetings of an official nature. However, in addition to these dedicated training sessions, professional learning communities are active on a continual basis.

**4. Explain how the professional development program will be evaluated at both the school and network levels - to assess its effectiveness and success.**

The effectiveness of all training programs is evaluated through the utilization of surveys. Immediately following each training event, a survey is administered to gain feedback regarding the effectiveness and quality of the training. Additionally, a follow-up survey is disseminated 90 days post-training, to ascertain how applicable and relevant the training was to the employee over a period of time. Based on the results of the surveys, modifications are made to the training content as necessary and applicable.

All new Campus Directors are evaluated throughout the New Campus Directors Training period to determine whether they effectively grasp the content and how well they work with others. New Campus Directors also have an opportunity to evaluate their trainers in order to let

ResponsiveEd know how well the trainers are performing and if what they are teaching remains consistent with the correct way of completing various actions.

## START-UP & OPERATIONS

- 1. Start-Up Plan. Provide, as Attachment 17, a detailed start-up plan for the period leading up to the first day of student attendance for the first proposed school described in the application (or schools, if the organization intends to open more than one school in Year 1).**

Please see **Attachment 17**.

- 2. Start-Up Staffing & Costs. Complete the Start-Up (Year 1) Budget and Staffing Worksheets in the Budget and Staffing Workbook. Be sure to complete all pages in the Budget and Staffing Workbook and provide as Attachment 19.**

Please see **Attachment 19**.

- 3. Transportation. If the school will provide transportation, describe the transportation arrangements for prospective students.**

PHS will elect not to provide transportation services. Should the need for transportation be deemed necessary to address, monies will then be budgeted to allow students the ability to use public transportation.

- 4. Safety & Security. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.**

The PHS campuses will employ the following safety and security policies and procedures:

### Child Abuse Reporting & Investigations

The school cooperates with official child abuse investigators as required by law. The school provides training to its teachers and students in preventing and addressing incidents of abuse of students, including knowledge of likely warning signs indicating that a student may be a victim of abuse.

The school will not interfere with an investigation of a report of child abuse or neglect conducted by state officials. The school will permit the investigators to conduct the required interview with the student at any reasonable time at the school. Furthermore, the school will not require the investigator to permit school staff to be present at a student interview conducted at the school.

Investigations at the school may be conducted by law enforcement or state agencies without prior notification or consent of the student's parents if necessary.

### Fire & Disaster Drills

Fire drills will be conducted periodically for two purposes: 1) to train students to leave the building orderly and quickly in case of an emergency alarm; and 2) to teach self-control in times of emergency. In addition to fire drills, disaster drills may also be conducted.

### Surveillance Cameras/Video Recordings

In its first year of operation, the school will utilize surveillance cameras to monitor school entrances. Then, in years 2-5, video surveillance will be utilized to monitor student behavior in classrooms, school common areas and school property. Video recordings may be reviewed routinely to document student misconduct and used by school staff when investigating an incident. Tapes and other video recordings will not be available for parent viewing due to the Family Educational Rights and Privacy Act.

### Visitors

Parents and other visitors are welcome to visit the campus. No visitors will be allowed in any part of the building without first obtaining approval from the school office. The school will take the following actions when there is a visitor at the school:

- The visitor must first report to the school office and will be required to furnish a U.S. federal or state-issued photo ID
- Visitor's information will be stored in an electronic database to document all visitors to the school. Information stored may be used only for the purpose of school security and may not be sold or otherwise disseminated to a third-party for any purpose.
- The school will verify whether the visitor is a sex offender registered with the computerized central database maintained by the Department of Public Safety or any other database accessible by the school. Visitors identified as sex offenders shall be escorted by school staff at all times during a school visit.
- A visitor badge will be issued to the visitor and displayed conspicuously during the visit.

## **5. Technology Specifications & Requirements (Virtual / Blended Operator)**

While ResponsiveEd's proposed education model does not meet the definition of a virtual charter school as defined under Indiana law, ResponsiveEd will provide all hardware and software equipment needed for the campus to perform their day-to-day functions. ResponsiveEd will provide all technological support for the students and families.

ResponsiveEd computer systems and networks and any configuration of hardware and software comprise ResponsiveEd's technology resources. The systems and networks include all of the computer hardware, phone system, operating system software, application software, Internet resources and data files. This includes electronic mail, electronic grade book, social media sites, local databases, externally accessed databases (such as the Internet), CD-ROM, optical media, clip art, digital images, digitized information, communications technologies and new technologies as they become available. ResponsiveEd reserves the right to monitor all technology resource activity.

ResponsiveEd electronic communications systems, including access to the Internet, are to be used for administrative and instructional purposes only. Electronic mail transmissions and other use of the electronic communications systems are not confidential and can be monitored at any time to ensure appropriate use. There exists no right to privacy and contents are subject to review and to open record requests. Unauthorized use of these systems is prohibited and can result in suspension or termination of privileges. Employees and students who are authorized to use the systems are required to abide by the provisions of ResponsiveEd's communications systems policy and administrative procedures. Failure to follow ResponsiveEd policies and procedures may lead to disciplinary action punishable up to and including termination.

Computer equipment provided to ResponsiveEd employees is subject to the following conditions:

- No additional software will be installed unless approved by the Technology Director or his designee for ResponsiveEd.
- Lost or stolen equipment will not be replaced. Any employee that is found negligent in handling ResponsiveEd's computer equipment is responsible for the purchase price of the equipment.
- Discharged ResponsiveEd employees will return all equipment. An employee's failure to return equipment will result in a payroll deduction for the purchase price of the equipment.
- Employees must provide unlimited access to a company computer when requested by any ResponsiveEd IT Staff.

Employees should not use a password, access a file or retrieve any stored communication without authorization.

All Internet data that is composed, transmitted or received via ResponsiveEd's computer communications systems is considered to be part of the official records of ResponsiveEd and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet e-mail messages and other transmissions is accurate, appropriate, ethical, and lawful.

ResponsiveEd issues the following technology standard to each campus:

- Desktop Computers (Students & Staff)
- Multi-Function Copier
- Black & White Laser Printers
- Scanners
- Document Camera
- Projector (Mounted)
- Telecom/Voice Services
- WiFi Service
- ISP Service (Data)
- Server (File & Print, Domain Controller)
- Managed Gigabit Switches
- Content Filter
- Router/Firewall
- MDF and IDF equipment (Examples: Server Rack, shelves & wire management)
- Wiring for campus (ResponsiveEd will install all wiring to offices and classrooms)
- Adobe & Office software for campus
- Web Based & Server Based Curriculum (Staff & Students)
- System Backups (performed daily)
- Inventory Tags (placed on all equipment/ResponsiveEd responsible for the inventory)

**6. Insurance Coverage. The applicant should provide, as Attachment 18, an estimate from an insurance agent/broker for the insurance coverage detailed below.**

Please see **Attachment 18**.

## **FACILITY PLAN**

- 1. If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Charter school facilities must comply with state and local health and safety requirements as described in IC 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures. Describe the organization's capacity and experience in managing these strategies, including managing build-out and/or renovations.**

ResponsiveEd has not yet identified the facilities for the proposed PHS campuses. Upon charter approval, the Regional Director will be responsible for researching each community to determine the best location for each campus based on the unique demographics of the community and the geographic area of greatest need.

ResponsiveEd will comply with all state and local health and safety requirements described in IC 20-26-7, 20,24, and as required by the Indiana Department of Health, Office of the State Fire Marshall, Department of Public Works and the corresponding local agencies. In addition, ResponsiveEd will adhere to all applicable city or town planning review procedures.

The Operations Manager, in collaboration with the Regional Director will oversee all facility lease negotiations and any required building renovations.

ResponsiveEd, under the leadership of the Operations Manager, currently operates a network of 59 charter school educational facilities and has a proven capacity in effectively managing the necessary details to open and maintain a school facility. To that end, ResponsiveEd is fully aware of and efficient in addressing the following:

- The process of securing an educational facility that is appropriate and adequate for the school's program and targeted population;
- Understanding the costs of securing and improving a facility to meet all federal, state and local codes and have access to the necessary resources to fund the facility plan; and
- Implementing existing internal policies and procedures for continued operations, maintenance and repairs for all facilities.

ResponsiveEd has plans to designate the opening of all Indiana schools to coincide with the local school district opening day of school. Furthermore, the budget includes funds for upgrading the selected facilities to satisfy all federal, state and local code requirements as well as PHSs educational program requirements. Upgrades to classrooms are primarily to PHS enhance the telephone and data lines for information technology/server support that are required in order to allow for the provision of the cutting-edge educational software programs and computer technology that we utilize as a component of our instruction.

- 2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district. Describe the facility, including whether it is new construction, part of an existing public or private school building, or part of another type of facility.**

**Provide a detailed list of any anticipated construction or renovation costs (these should be described in the budget narrative and reflected in the budget). If possible, provide a layout and description of the proposed facility. Include the number and size of classrooms, common areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of any students who are physically challenged.**

Not applicable.

- 3. If the organization is applying for more than one charter, describe your plan for identifying and financing a sufficient quantity of facilities to align with your organization's 5-Year Business Plan.**

With 59 current charter school campuses and over 13 years of experience, ResponsiveEd has the experience and expertise necessary to identify appropriate facilities for the proposed campuses and the financial ability to secure the funds required to create quality academic environments. Accordingly, upon charter approval, the company will develop a comprehensive strategy to identify and finance a sufficient number of facilities in the identified Indiana communities. The Regional Director will receive proper training in identifying an appropriate facility and negotiating a bid/agreement. Additionally, the Regional Director will also have continuous access to the Director of Operations who will provide direction throughout the process.

As a fiscally responsible organization, ResponsiveEd will identify facilities that fit within the structure of the proposed budget. Furthermore, the Regional Director will remain fully engaged with the Chief Financial Officer throughout the startup phase of each campus in regard to budgetary questions and allowable expenditures.

## **BUDGET AND FINANCE**

- 1. Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits.**

All accounting, purchasing, payroll, and auditing services will be implemented and managed by the ResponsiveEd corporate offices. The corporation employs a team of finance experts who will oversee the accurate processing and recording of all purchases to ensure full compliance with generally accepted accounting principles.

Payroll budgets are established annually and approved by corporate staff and the Regional Director based on the size and need of each campus student population. All hires are evaluated and approved by the Regional Director, human resources and finance department for compliance with position qualifications and to ensure alignment with the payroll budget.

In order to ensure financial management at the school level, the Campus Director is responsible to approve all payments initially. Based on the specific approval levels, some payments may require a second approval by the Regional Director and/or corporate executives for processing. All payments are then reviewed, processed and paid at the administrative office.

Income statements and cash flow are reviewed monthly against campus budgets with any concerns identified and addressed immediately. Additionally, five-year budgets are prepared annually and are strategically reviewed on an ongoing basis.

Each year, ResponsiveEd conducts a full financial audit of the entire organization in compliance with the auditing standards generally accepted in the United States, with the standards contained in *Government Auditing Standards* issued by the comptroller of the United States and in compliance with OMB 133-A guidelines. The process includes a comprehensive review of all revenues, expenses and assets – including both corporate and site-based assessment -- to ensure full compliance.

**2. Provide, as Attachment 19, a detailed 5-Year Pro-Forma Budget for the organization at the network level AND for each school described in the application.**

Please see **Attachment 19**.

**3. Provide, as Attachment 20, a detailed budget narrative that provides a high-level summary of the budget and how the budget aligned with the 5-Year Business Plan.**

Contingency Plan

ResponsiveEd will closely manage the fiscal operations of each campus. Immediate expenses will be reviewed on an ongoing basis and plans will be implemented to spend according to receipts in an effort to prevent a negative cash flow. In addition, in the event that a school experiences temporary cash short fall, ResponsiveEd will provide the resources to meet the ongoing operating cash needs on a timely basis.

Sufficient Funds

The cash flow of each campus will be reviewed monthly by the Campus Director, Regional Director and by corporate finance personnel. All expenses will be met through state and federal funding or through third-party grants. ResponsiveEd will continuously monitor funding (secured, anticipated and pending) to ensure no monies are spent without knowing where the source of final funding is coming from and ensuring all budget and regulatory funding requirements are being met in a timely manner.

Please see **Attachment 20**.

## **SECTION 4: PORTFOLIO REVIEW & PERFORMANCE RECORD**

**1. As Attachment 21, provide a summary of every school in the organization's portfolio (including any ESP partner) in an excel workbook.**

Please see **Attachment 21**.

**2. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's academic performance.**

The Premier High School of Pharr has consistently demonstrated a high academic performance as shown by student achievement measures through state assessments. Campuses are evaluated in

all student and sub-population categories by using a single performance percentage calculated by aggregating all grade level performances in all five core content areas—Reading, Mathematics, Writing, Social Studies and Science. As seen below, Pharr has continually improved throughout the past years, recently arriving at very high academic percentages.

<b>Premier High School of Pharr State Assessment Passing Percentage</b>				
<b>Category</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
All Students	72%	84%	94%	97%
African American Students	—	—	100%	100%
Hispanic Students	72%	84%	94%	97%
White Students	—	100%	100%	100%
Economically Disadvantaged Students	69%	85%	93%	98%

Premier High School of Pharr’s high academic performance begins with strong leadership and belief in a professional learning communities concept. The Pharr academic instruction team led by the Campus Director works together to diagnose and place students appropriately at grade level and in courses needed for graduation. Data gathering and analysis for identification of gaps and literacy issues is a continual process leading to effective academic growth.

Additionally, data monitoring and analysis at a regional level continually provide needed support resources and materials along with regional and district staff members who have skills and experiences with appropriate credentials to work with identified sub-populations.

**3. Select one or more of the organization’s schools whose performance is relatively low or not satisfactory and discuss the school’s academic performance.**

The Premier High School of Midland, though having previously demonstrated acceptable academic performance, was unable in 2011 to demonstrate academic student performance deemed to be satisfactory. Student achievement measures through state assessments demonstrated substandard results as seen below.

<b>Premier High School of Midland State Assessment Passing Percentage</b>				
<b>Category</b>	<b>2009 w/ Growth</b>	<b>2010 w/ Growth</b>	<b>2010 w/o Growth</b>	<b>2011 w/o Growth</b>
All Students	86%	91%	81%	64%
African American Students	96%	89%	89%	25%
Hispanic Students	82%	90%	78%	61%
White Students	88%	97%	88%	76%
Economically Disadvantaged Students	84%	91%	81%	59%

Campuses are evaluated by using a single performance percentage calculated by aggregating all grade level performances in all five core content areas—Reading, Mathematics, Writing, Social Studies and Science—and applying the evaluation to not only all students, but to appropriate sub-populations. Midland demonstrated weak performance not only in the all students category, but also in various sub-populations.

Premier High School of Midland's low academic performance reflected weak instructional leadership and lack of execution of a professional learning communities concept. The Midland academic instruction team led by the campus principal did not efficiently diagnose students and identify gaps. Literacy issues were not addressed appropriately as a continual process, thus resulting in ineffective academic growth.

Additionally, though data monitoring and analysis at a district level provided needed support through resources and materials, regional staff members lacked skills and experience to work with identified sub populations.

Changes have been made in campus and regional leadership, and current data is predictive of satisfactory student performance demonstrated at the end of the current year.

**4. For any and all schools operating in the State of Indiana, provide the following as Attachment 22:**

Not applicable.

**5. For the organization as a whole and any related business entities, provide the following as Attachment 23:**

- a. The last three years of audited financial statements and management letters
- b. The most recent internal financial statements including balance sheets and income statements (at least through the end of June 2011)

Please see **Attachment 23**.

**6. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."**

Not applicable.

**7. List any and all charter revocations, non-renewals, shortened or conditioned renewals, or withdrawals/non-openings of schools operated by the organization and explain.**

Not applicable.

**8. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.**

Not applicable.

**9. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates.**

Please see **Attachment 24**.

## **ADDITIONAL APPLICATION SUBMISSION REQUIREMENT**

**As Attachment 25, attach one PDF file that contains all application components, including the Proposal Overview and Enrollment Projections Template, the Proposal Narrative Template, and all required Attachments except for Attachment 9 (the organization's business plan). This PDF file will be posted on the ICSB website as required under Indiana law and in accordance with ICSB policy. Therefore, please be certain that this attachment contains no confidential personal information. In addition, please adhere with the guidelines provided under the Notice of Disclosure section on page 6 of this RFP for any other information considered confidential.**

Please see **Attachment 25**.

# ATTACHMENT 1



FOUNDING GROUP RESUMES

## Attachment 1: Founding Group Résumés

### Charles Cook

Chief Executive Officer/Superintendent/Board Member

1301 Waters Ridge Drive, Lewisville, Texas 75057 – 972.316.3663

#### Overview

Charles Cook brings over 15 years of experience in private and public education. His experience includes educational leadership, management, finance, and marketing. He developed the nation's largest privately funded adult educational program in Los Angeles, California. This experience has served him well as he has been instrumental in crafting one of the largest and most respected charter school districts in Texas. As the Chief Executive Officer of Responsive Education Solutions, Charles gives oversight to a charter school district which now includes 50 campuses and over 7,000 students. Charles has made it his goal to bring quality education to students from various sides of the socio-economic spectrum. ResponsiveEd campuses are diverse in nature, aiding students who are at-risk of dropping out of school to students who are looking for a greater challenge before beginning their college careers. Each school focuses on a personalized approach which fosters the students to become life-long learners. He gives leadership and vision to his staff of 800 + employees and serves with them in the day-to-day operation of ResponsiveEd. One of Charles' greatest strengths is the ability to bring leaders together for a common goal. He is using these strengths today to bring awareness that the charter school movement is a growing force in education in the state of Texas.

Among his many accomplishments, Charles spearheaded the monumental opening of The Foundation School for Autism in San Antonio, the first tuition-free charter school for students with autism in the state of Texas. Charles also serves as the Treasurer of the Board for the Texas Charter School Association (TCSA), the leading charter school advocacy organization in Texas. He earned his Bachelor of Arts Degree in Religion from Luther Rice University in Atlanta, Georgia.

#### Experience

1999-Present                      Responsive Education Solutions  
**Chief Executive Officer / Board Member**  
Oversee operations of 50 open-enrollment charter campuses  
Corporate staff of over 130 employees  
School District staff of 800+ employees  
Annual Revenue of \$72.6 million  
Member of the Board of Directors

1995-1999                      School of Tomorrow Publishers  
**Manager of Customer Service**  
Increased sales from 1.7 million to 3.4 million.  
Manage 28 full-time employees.  
Manage over 1.3 million-dollar cost center budget.  
Implemented Customer Care training for 200 corporate employees

1991-1995                      Los Angeles Mission  
***Educational Coordinator***  
Developed adult education program.  
Over 100 program participants.

**Professional Organizations**

Texas Charter School Association (TCSA)  
***Treasurer of the Board of Directors***

**Education**

Luther Rice Seminary  
**B.A., Church Ministries**  
Completed degree with 3.2 GPA.

## **Robert Davison**

### **Chief Operating Officer**

1301 Waters Ridge Drive, Lewisville, Texas 75057 – 972.316.3663

#### **Overview**

Over 10 years' experience as COO of largest Charter School operator in Texas, Responsive Education Solutions, serving multiple locations and sites. Responsible for managing the day-to-day operations according to established plans, standard operating procedures, and legal and regulatory requirements. Assist the Chief Executive Officer in developing, implementing, and monitoring of operating plans, budgets, goals, objectives and strategic initiatives.

#### **Core Competencies**

- Basic School Law
- Basic School Finance
- Budgeting/Forecasting
- Health and Safety Issues
- Accountability to the Public
- Requirements Relating to Public Records
- Accountability Requirements related to the use of Public Funds

#### **Highlighted Career Achievements**

- Registered Texas School Business Administrator
- Over 5 years membership in TASBO including conference and workshop attendance

#### **Professional Experience**

##### **Responsive Education Solutions, Lewisville, TX**

**2000 – Present**

##### **Chief Operating Officer**

- Over 10 years of experience as a Chief Operating Officer and Regional Superintendent.
- Handled Chief Financial duties on an interim basis and increased the revenue and surplus during that time.
- Oversee various departments including Accounting, HR, Legal Services, Facilities, Child Nutrition, Transportation, School Operations, PEIMS and Special Education.
- Assist Campus Directors in the operation of their schools and work cooperatively with all staff and departments in providing available information for development of programs, reports, and administrative rules.
- Manage business operations and fiscal policies.
- Handle district budget preparation and contract management.
- Promote and facilitate funded grant proposals resulting in innovative curricular programs.
- Research and write board policies.

**Church on the Rock**  
**1999-2000**  
**Managing Director Broadcast Services**

- Produced and Directed Live weekly Television Broadcast

**School of Tomorrow, Lewisville, TX**  
**1992-1999**  
**Audio Visual Department**  
**Senior Video Producer (Product Development Department)**

- Produced videos and media for K-12 curriculum.
- Produced videos for educational and administrative training.

**Education**

**University of Arkansas Little Rock**  
**Bachelor's Degree in Communication**  
**Minor in Business Administration**

## **Alan Wimberley, Ed.D.**

### **Chief Learning Officer**

1301 Waters Ridge Drive, Lewisville, Texas 75057 – 972.316.3663

#### **Overview**

Dr. Wimberley serves as Chief Learning Officer for ResponsiveEd, designing, training, and implementing innovative education systems for students. He created new school systems within ResponsiveEd designed for: (1) “high expectation” elementary students; (2) middle school students, blending personalized and teacher-directed environments; and (3) high school students, blending personalized environments with 21<sup>st</sup> century technology. Dr. Wimberley led ResponsiveEd to achieve additional accreditation with the Southern Association of Colleges & Schools, becoming one of the first 200 school systems in the nation to accomplish this distinctive. He is a regular author for education reform/charter school submissions.

#### **Education**

- Ed. D., University of North Texas, Denton, Texas
  - Education Administration, Minor Field: CECS, GPA 3.8
  - Dissertation - “An Analysis of Performance Differences Between Self-Directed and Teacher-Directed Alternative Education Campuses in Texas”
- M. Ed., Liberty University, Lynchburg, Virginia
  - Education Administration, Focus studies in emergent literacy
- B.S., Tarleton State University, Stephenville, Texas

#### **Career History**

- 2002-present, Chief Learning Officer, Responsive Education Solutions, Lewisville, Texas
- 2005-present, Founder/Director, Center for Strategic Learning Systems, Denton, Texas
- 2010-present, Adjunct Professor, University of North Texas, Denton, Texas
- 2011-present, Adjunct Professor, Liberty University, Lynchburg, Virginia
- 2011-present, Adjunct Professor, Dallas Christian College, Dallas, Texas
- 2010-present, Owner/Director, K2G Learning, Pilot Point, Texas
- 1998- 2002, Superintendent, Carrollton Christian Academy, Carrollton, Texas
- 1996-1998, Secondary School Administrator, Emmanuel Christian School, Manassas, Virginia
- 1994-1996, Secondary School Administrator, Greenville Christian School, Greenville, Texas
- 1994-1996, Teacher, Athletic Director, Greenville Christian School, Greenville, Texas
- 1988-1996, Coach, Greenville Christian School, Greenville, Texas

#### **Board Memberships**

- 2010-present, Board member, Texas State Council, Southern Association of Colleges & Schools
- 2006-present, Board member, International Learning Style Network, St John’s University, New York

- 2008-present, Advisory Board member, ITeachTexas Certification Organization, Denton, Texas

### **Selected Professional Presentations**

- “21<sup>st</sup> Century Learning Style Applications,” International Learning Style Institute, Northeastern Oklahoma State University (2011)
- “An Analysis of Performance Differences Between Self-directed and Teacher-directed Alternative Education Campuses in Texas,” University of North Texas Dissertation (2009)
- “Can There Be Remuneration Without Regulation?,” ACSI Conference, Dallas, Texas (2006)
- “The Deformation of Education Reform,” Education Research Exchange Annual Symposium, University of North Texas (2006)

### **Certifications**

- Instructional Leadership Development Training (“ILD”), Region X
- Professional Development Appraisal System Training (“PDAS”), Region X
- Learning Styles Certification, International Learning Styles Network, St John’s, New York
- Certified Facilitator, Signature Program – The Seven Habits of Highly Effective People

### **Accreditation**

- Have served as a certified consultant and team chairman for accreditation teams.
- Have led four school systems on the executive level through accreditation
- Currently serve on the state council for the Southern Association of Colleges & Schools

### **Additional Recognitions**

- 1980 Outstanding Young Men of America
- Directed camps for the mentally handicapped for ten years 1990-2000
- “Final Four Coach,” 1990-91 State Finals, TAPPS Girls Basketball
- “Coach of the Year,” 1990-91, Greenville Herald-Banner Sports Department
- “Final Four Coach,” 1991-92 State Finals, State Runner-Up, TAPPS Basketball
- “Who’s Who Among America’s Teachers,” 1992/96/98
- “Where Are They Now,” Selected as a Distinguished Alumni, University of North Texas (2010)
- Member of Phi Kappa Phi, Graduate Honor Society

## **Rosalinda S. Gonzalez**

### **Vice President of Academic Services**

1301 Waters Ridge Drive, Lewisville, Texas 75057 – 972.316.3663

#### **Areas of Specialty**

- K-12 Curriculum and Instruction
- Guidance & Counseling
- Public Charter School Education
- Dropout Prevention Strategies
- English as a Second Language
- College Access and Success

#### **Education**

Administrators' Mid-Management Certificate University of Texas Pan American, Edinburg, Texas	1986
Masters in Counseling and Guidance University of Texas Pan American , Edinburg, Texas	1973
Bachelor of Arts in English Minor in History University of Texas Pan American , Edinburg, Texas	1967

#### **Experience**

Vice President of Academic Services	2012-Present
Chief Academic Officer for Responsive Education Solutions	2009-2012
South Texas Area Superintendent — Chief Academic Officer	2007-2009
Director of Academics for Eagle Charter Schools <ul style="list-style-type: none"><li>• Reviewed graduation requirements for students in high school and middle school for accurate grade placement</li><li>• Continuous review and refinement of district curriculum</li><li>• Implemented and audited strategies and techniques for English Language Learners</li></ul>	2006-2007
Director of Eagle Academy of Pharr, Texas and Technical Assistance to Schools in Mission, Laredo, Del Rio and Brownsville Texas <ul style="list-style-type: none"><li>• Coordinated and provided academic assistance and support for charter high schools in South Texas region.</li></ul>	2004-2006

Director of Eagle Academy of Pharr, Texas	2003-2004
Assistant Superintendent for Mission CISD	1998-2002
<ul style="list-style-type: none"> <li>• Coordinated curricular, academic, and student support services for K-12 grades</li> </ul>	
Administrator for Secondary Education for McAllen ISD	1997-1998
<ul style="list-style-type: none"> <li>• Coordinated academic services for middle and high school in a traditional school setting</li> </ul>	
Principal for Options High School, McAllen ISD	1995-1998
<ul style="list-style-type: none"> <li>• Created Dropout Prevention School for non-traditional learners</li> </ul>	
Principal for Lincoln Junior High, McAllen ISD	1993-1995
<ul style="list-style-type: none"> <li>• Directed middle school program for 850 students in grades 6-8</li> </ul>	
Dean of Instruction for McAllen High School, McAllen ISD	1984-1993
<ul style="list-style-type: none"> <li>• Supervised overall instructional program and coordinated academic services for grades 9-12</li> </ul>	
Guidance Counselor for McAllen High School, McAllen ISD	1979-1983
<ul style="list-style-type: none"> <li>• Coordinated guidance and counseling services for grades 9-12 and supervised all counseling personnel</li> </ul>	
Guidance Counselor for Jeff Davis High School, Houston ISD	1975-1977
<ul style="list-style-type: none"> <li>• Coordinated counseling and academic services for at-risk students at inner city school</li> </ul>	
English Teacher, Mission High School, Mission CISD	1971-1974
<ul style="list-style-type: none"> <li>• Taught 12th grade student population</li> </ul>	
Director for Adult Education, United States Kadena Air Force Base, Okinawa, Japan	1967-1969
<ul style="list-style-type: none"> <li>• Coordinated GED or high school completion services for military personnel</li> </ul>	
Kindergarten Teacher, El Mesias Methodist Church, Mission, Texas	1965-1967

### **Community Service Activities**

- Texas Charter Schools Association Quality Framework Member (2 yrs)
- Current Member of Intercultural Development Research Association (IDRA) Board of Trustees, San Antonio, Texas (20 years)
- Current Civil Service Commissioner for City of Mission, Texas (5 years)
- Current Member of El Mesias Methodist Church , Mission, Texas (life)
- Board of Trustees Member for Mission School District (12 yrs)
- Founding Board of Regents Member for South Texas College, McAllen, Texas (7 yrs)

## **James D. Taylor**

Chief Financial Officer

1301 Waters Ridge Drive, Lewisville, Texas 75057 – 972.316.3663

### **Educational Experience**

#### **HAAS SCHOOL OF BUSINESS**

University of California, Berkeley

*M.B.A., December 1996*

#### **CALIFORNIA INSTITUTE OF TECHNOLOGY, Pasadena, CA**

*B.S., Electrical Engineering, June 1990*

#### **DALLAS THEOLOGICAL SEMINARY**

*Completed coursework toward ThM degree, 2005-2008*

### **Professional Experience**

#### **Responsive Education Solutions, Lewisville, TX**

*Chief Financial Officer*

- Responsible for all financial and fiscal management aspects of company operations. Provide leadership and coordination in the administrative, business planning, accounting and budgeting efforts of the company.

*Software Engineer*

- Designed, developed, implemented, and supported student information system. Tasks included the design and development of database, web pages, and reports, including the Texas state PEIMS submissions.

#### **Siebel Systems, Inc., San Mateo, CA**

*Director, Partner Education*

- Designed, developed and managed the implementation of training and certification program for consulting partners.
- Proposed, developed and organized training for Technical Services personnel and Sales Consultants worldwide on the most recent releases of Siebel Enterprise products.

*Senior Enterprise Architecture Specialist*

- Provided application design and implementation expertise in assisting customers, account managers and consulting partners in deploying Siebel Enterprise applications.
- Partnered to write original business plan for Enterprise Architecture Services group.

#### **Oracle Corporation, Redwood Shores, CA**

*Principal Consultant*

*Staff Consultant*

- Responsibilities included management of client relations, proposal development, leading design and development teams and software development. Tasks included analysis, design and development of business systems using Oracle's Method and tools, such as entity-relationship modeling,

relational database design, functional decomposition, standards development, and programming of database and screens.

- Led team of consultants and customer personnel to model, design and develop a client-independent database system for a worldwide product and pricing system.
- Developed database, user entry systems and provided technical expertise to provide new, automated workflow for garment manufacturer from design through production.
- Provided development support for a new custom materials management solution for a major international engineering firm.

**Aurum Corporation, Santa Clara, CA**

*Staff Consultant*

- Responsibilities included proposal development, design and implementation of customizations to Customer Resource Planning (CRP) software.
- Managed integration project between customer support and inventory software applications for electronic equipment manufacturer.
- Aided in the design and implementation of customer service application for major computer hardware firm.
- Created specifications for modification of CRP software.

## **Julie Conde**

### **Director of Accountability/ESL**

1301 Waters Ridge Drive, Lewisville, Texas 75057 – 972.316.3663

#### **Overview**

**Director — Accountability / English as a Second Language** – 12 years state Accountability /ESL Director of Responsive Education Solutions – two public school districts, 50+ campuses throughout the state of Texas.

**Simultaneous (Conference) and Consecutive Interpreter (English-Spanish-English); Spanish-ESL Teacher and Tutor with extensive international and national experience** and recognition in English – Spanish, Spanish – English simultaneous interpreting; Spanish curriculum development; and Spanish language teaching and tutoring.

#### **Significant Accomplishments**

##### **12+ years Director of Accountability / ESL:**

- Developed and implemented innovative and predictive Performance Data Evaluation and Management Programs leading to improved student performance and increased district and campus Accountability Ratings.
- Assured compliance in identification of and program design for English as a Second Language students on multiple campuses throughout Texas.

##### **39+ Years International Interpreting:**

- Consecutive side by side interpreting into Spanish during numerous conventions and conferences in Colombia, Venezuela, Ecuador, Peru and Mexico; Consecutive interpreting from Spanish to English and English to Spanish in The United States.
- Freelance work for International Interpretation Agencies based in Washington D.C., New York, Florida, and Dallas.
- Simultaneous interpreting from English into Spanish and from Spanish into English during the last 39 years; Assignments have included Verizon International Finance Conference, Hispanic Broadcasting Convention, Home Interiors and Decorators, Mannafest International, Mary Kay, Texas Gubernatorial Debates, Medical/Surgical Conferences, and many others.

##### **40+ Years Spanish Language Teaching and Curriculum Development:**

- (10 years in Texas public schools; 20 years in Colombia, South America; 11 years in U.S. Private Education.)
- Teaching of the Spanish language to high school students in U.S. and Colombian classroom environment; instruction in Spanish/English to adults in classroom and field situations; teaching of ESL strategies to administrators and teachers.
- Development of Spanish and ESL audio-visual curricula.
- Tutoring of those with special needs who are learning the Spanish language, and of those who speak Spanish and are learning English.
- Development of innovative curriculum for high school students studying the Spanish language.

**Total Spanish Language Fluency, Cross-Cultural Understanding:**

- Bilingual, bicultural life experiences have produced a Spanish language often mistaken for that of a native Spanish-speaking person. A Colombian spouse, bilingual children, and 20 years of foreign residency have contributed to bicultural capability and deep understanding of Hispanic culture.

**Editor, Feature Writer, Photographer:**

- Experience as Managing Editor of large city daily newspaper has given a unique perspective to use as a free-lance writer and photographer, and an ability to work with, understand, and please editors.
- In the past years, in addition to full-time employment, over 200 byline feature stories and 202 credited photos have been published in a subsidiary of the Dallas Morning News; national magazine articles also have been published.

**Business Management:**

- Horticulture – Field Production and Sales Manager of Bethel Farms: Four greenhouses, one growing house, 28 acres under cultivation.
- Cottage Industry – Production Manager of Menorah Productions, Inc., non-profit corp. assisting dysfunctional children and families in a cottage industry environment.

**Current Employment**

Texas State Director of Accountability/ESL Responsive Education Solutions (Texas College Preparatory Academies, Premier High Schools); Free-Lance Simultaneous Interpreter

**Education**

B.A., University of Oklahoma  
Majors in Journalism, Spanish, music

Post-Graduate Work, Texas Tech University  
Education coursework leading to Lifetime Texas State Teaching Certificate

Post-Graduate Work, Lassen College, Redding, CA.  
Psychology and Counseling coursework

**Certification**

- Current Lifetime Texas Teaching Certificate with certifications in Spanish, English as a Second Language, Bilingual Education, Special Education and Journalism.
- Member of ACTFL (American Council on the Teaching of Foreign Language);
- Member of MITA (Metroplex Interpreters and Translators Association);
- Berlitz certified Court/Simultaneous Interpreter, Legal and Medical Interpreter, Texas State Certified Court Interpreter;
- Member of NABE (National Association for Bilingual Education).

## **Chris Baumann**

### **General Counsel**

1301 Waters Ridge Drive, Lewisville, Texas 75057 – 972.316.3663

#### **Overview**

Chris Baumann serves as General Counsel for Responsive Education Solutions (“ResponsiveEd”), a nonprofit corporation that has established, and currently operates, 59 charter schools throughout Texas. In his role as General Counsel, Chris is responsible for the management of legal services for ResponsiveEd and providing legal representation in matters involving the corporation. An experienced lecturer and motivational speaker, Chris has delivered over 200 workshops and keynote speeches to educators and students in 32 states throughout the U.S. as well as cities throughout Mexico, England, and South Africa. In addition, he has over 15 years of experience in public and private education, 10 years of which have been spent working with charter schools.

#### **Bar Admissions**

- Texas
- United States District Court for the Eastern District of Texas
- United States District Court for the Northern District of Texas
- United States Court of Appeals for the Fifth Circuit
- Supreme Court of the United States

#### **Professional Associations and Memberships**

- National School Boards Association Council of School Attorneys
- Texas Association of School Boards Council of School Attorneys
- Alliance of Public Charter School Attorneys
- Texas Charter Schools Association

#### **Selected Professional Presentations**

- Presenter, ResponsiveEd Campus Directors Training, “Due Process and Procedures for Expulsions,” Lewisville, Texas (February 2, 2012)
- Presenter, 14th Annual Texas Charter Schools Conference, “The Fair Labor Standards Act: Pay Now or Pay More Later,” San Antonio, Texas (December 1, 2010)
- Presenter; ResponsiveEd Campus Directors Training; “School Law,” “Open Meetings,” and “Public Records”; Lewisville, Texas (July 14-16, 2010)
- Co-Presenter, 13th Annual Texas Charter Schools Conference, “Religious Expression by Charter School Employees,” Grapevine, Texas (May 13, 2010)
- Presenter, ResponsiveEd Campus Directors Mid-Winter Conference, “Complying with the FLSA,” Lewisville, Texas (February 25, 2010)

#### **Education**

Texas Wesleyan University School of Law, Fort Worth, TX  
J.D., Juris Doctor, 2008

Honors:

- Cum Laude

- National Order of Barristers

Participation:

- Law Review, Associate Editor
- Board of Trial Advocates, President
- Mock Trial Competition Team, Member
- Moot Court Competition Team, Member
- Moot Court Honor Society, Member
- Phi Delta Phi International Legal Fraternity, Member

The International Institute, Lewisville, TX

B.A.; Bachelor of Arts in Bible, Communications, and Christian Education; 1994

Honors: Summa Cum Laude

### **Other Experience**

Legal:

- Associate, Brown, Dean, Wiseman, Proctor, Hart & Howell, LLP, Fort Worth, TX (August 2008–November 2009)
- Law Clerk, Judge Bonnie Sudderth, 352nd District Court, Fort Worth, TX (January 2008–April 2008)
- Law Clerk, Department of Justice, United States Attorney's Office, Civil Division, Fort Worth, TX (2006–2007)
- Legal Intern, Office of the Indiana Attorney General, Litigation Division, Civil Rights and Employment Section, Indianapolis, IN (Summer 2006)

Educational:

- Director, Responsive Education Solutions, Lewisville, TX (1999–2008)
- Coordinator, School of Tomorrow, Lewisville, TX (1991–1999)

### **Community Activities**

- National Trial Competition, Coach, Texas Wesleyan University School of Law (2009)

# ATTACHMENT 2



HEAD OF SCHOOL/PRINCIPAL RESUME

## **Attachment 2: Head of School/Principal Candidate**

No candidate is yet identified. Please see applicable section of Proposal Narrative for the timeline, criteria, and process for recruiting and hiring the Campus Director. What follows is the Job Description for the Campus Director.

**Job Title:** Campus Director (Principal)

**Wage/Hour Status:** Exempt

**Reports to:** Superintendent

**Dept./School:** As Assigned

### **Position Summary:**

Promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by students, their parents, the community, peers, administrative staff, Superintendents, and Responsive Education Solutions' (ResponsiveEd) school. Promote and encourage the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

### **Qualifications:**

#### **Education/Certification**

- Must have a Bachelor's degree from a four-year accredited College or University. Master's degree preferred.
- Possess a Current Indiana Standard Teaching License with four years teaching experience, preferred.
- Accredited College or University's graduate degree or program of study that is reflective of the Current Indiana Leadership Standards for School Leaders for Principal, preferred.
- Possess a current Indiana Principal License, preferred.

#### **Experience**

- Must have 5+ years of experience in supervising a staff of 5 or more.
- Must have 5+ years of experience in managing budgets.
- Must have 5+ years of vendor management.

#### **Required Knowledge, Skills, and Abilities (KSAs)**

- Must have a passion for children.
- Must have the ability and patience to work interactively with children.
- Must have advance knowledge of federal and state education laws.

- Must be computer literate.
- Must have strong organizational, time management, communication, and interpersonal skills.
- Must be able to learn teaching curriculum software programs and instruct others on the utilization.
- Must have the ability to understand the individual needs of each student and train others on the development of Individual Education Plans (IEPs).
- Must have a clear understanding of goal setting for students and the individualized approach.
- Must have the ability to develop and maintain effective working relationships with students, their parents, teachers, the community, peers, administrative staff, Superintendents, and corporate staff.
- Must have the ability to communicate with all levels of students, their parents, teachers, the community, peers, administrative staff, Superintendents, and corporate staff.
- Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average.
- Must have the ability to lead transition with changes.
- Must have excellent verbal and written communication skills.
- Must have the ability to lead and manage multiple priorities effectively.
- Must have the ability to travel as necessary.

### **Preferred KSAs**

- 3-5 years of experience teaching at a High School level.
- 3-5 years of experience as an administrator for a High School.
- 3-5 years of experience developing and managing budgets for a High School.
- 3-5 years of experience managing a High School that was Acceptable or Higher.

### **Responsibilities and Duties:**

- Directly supervises 5 to 20 employees in accordance with the organization's policies and applicable laws.
- Interviewing, hiring, and training employees.
- Planning, assigning and directing work.
- Appraises the performance of staff, rewards and disciplines employees according to ResponsiveEd's policies and procedures, and addresses and resolves complaints and problems.
- Promotes and encourage the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by students, their parents, the community, peers, administrative staff, Campus Directors, Superintendents, and Responsive Education Solutions (ResponsiveEd) school.

- Promotes and encourage the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Promotes and encourages the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- Promotes and encourages the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Promotes and encourages the success of every student by acting with integrity, fairness, and in an ethical manner.
- Promotes and encourages the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
- Develops and evaluates educational program to ensure conformance to state and school board standards.
- Develops and coordinates educational programs through meetings with staff, review of teachers' activities, and issuance of directives.
- Partner with teachers, students, and parents concerning educational and behavioral problems in school.
- Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.
- Requisitions and allocates supplies, equipment, and instructional material as needed.
- Oversee the direction of the preparation of class schedules, cumulative records, and attendance reports.
- Regularly checks building and property to maintain safety and security.
- Plans and manages building maintenance.
- Plan ways to market the school to increase enrollment and maintain ADA.
- Perform special projects, during and after normal business hours, and other duties as assigned. NOTE: After normal business hours may include, but is not limited to, Saturday Mandatory State Tutorials.
- Travel as required.

**Equipment Used:**

All equipment required to perform jobs duties and task previously described.

**Physical / Environmental Factors:**

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

# ATTACHMENT 3



SCHOOL ADMINISTRATORS' RESUMES

### **Attachment 3: School Administrators' Résumés**

No candidate is yet identified. Please see applicable section of Proposal Narrative for the timeline, criteria, and process for recruiting and hiring the Regional Director. What follows is the Job Description for the Regional Director.

**Job Title:** Regional Director (Superintendent)

**Wage/Hour Status:** Exempt

**Reports to:** Vice President of Academic Services

**Dept./School:** As Assigned

#### **Position Summary:**

Directs and manages a district of 5 or more campuses within a predefined region. They will oversee all aspects of the district's operational policies, objectives, and initiatives. They will be responsible for the attainment of short- and long-term financial, operational, and academic goals. They must demonstrate expertise in a variety of the educational field's concepts, practices, and procedures. They will rely on and be gauged by their extensive experience and judgment to plan and accomplish goals. They will perform a variety of educational development tasks as well as build staff development plans and goals.

#### **Qualifications:**

##### **Education/Certification**

- Advanced degree from an accredited College or University or Advanced Program of Study reflective of the Current Leadership Standards for School Leaders, and a Standard District Level Administrator Certificate.
- Current Indiana Standard Teaching License.
- Current Indiana Standard Building Level Administrator License or an Indiana Standard Curriculum/Program Administrator License.

##### **Experience**

- Must have 5+ years of teaching experience in an educational environment.
- Must have 2+ years of campus director (principal) experience working with administrative leadership, clients and/or stakeholders, and education personnel related to school improvement, facilitation of learning, or related educational interests.

### **Required Knowledge, Skills, and Abilities (KSAs)**

- Must have a passion for children.
- Must have the ability and patience to work interactively with children.
- Must have advance knowledge of federal and state education laws.
- Must be computer literate.
- Must have strong organizational, time management, communication, and interpersonal skills.
- Must be able to learn teaching curriculum software programs and instruct others on the utilization.
- Must have the ability to understand the individual needs of each student and train others on the development of Individual Education Plans (IEPs).
- Must have a clear understanding of goal setting for students and the individualized approach.
- Must have the ability to communicate with all levels of students, their parents, teachers, the community, Campus Directors, administrative staff, Superintendents, and corporate staff.
- Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average.
- Must have the ability to lead transition with changes.
- Must have excellent verbal and written communication skills.
- Must have the ability to lead and manage multiple priorities effectively.
- Must have the ability to travel as necessary.

### **Preferred KSAs**

- 10+ years of experience teaching at a school.
- 10+ years of experience as an administrator for a school.
- 10+ years of experience developing and managing budgets for a school.
- 10+ years of experience managing a school that was Recognized or Exemplary.

### **Responsibilities and Duties:**

- Directly supervises 5+ Campus Directors in accordance with the organization's policies and applicable laws.
- Interviewing, hiring, and training employees.
- Planning, assigning and directing work.
- Partner with Campus Directors for fundraising and marketing events and activities to promote and increase student enrollment through awareness.
- Appraises the performance of staff, rewards and disciplines employees according to ResponsiveEd's policies and procedures, and addresses and resolves complaints and problems.
- Promotes and encourage the success of every campus and every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by students, their

- parents, the community, peers, administrative staff, Campus Directors, Peers, and Responsive Education Solutions (ResponsiveEd) school.
- Promotes and encourage the success of every campus and every student by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.
  - Promotes and encourages the success of every campus and every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
  - Promotes and encourages the success of every campus and every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
  - Promotes and encourages the success of every campus and every student by acting with integrity, fairness, and in an ethical manner.
  - Promotes and encourages the success of every campus and every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
  - Develops and evaluates district wide educational programs to ensure conformance to state and school board standards.
  - Develops and evaluates district wide educational programs to ensure it builds positive and productive character traits.
  - Develops and coordinates district wide educational programs through meetings with Campus Directors, staff, review of teachers' employee survey results by campus, and issuance of directives.
  - Partner with Campus Directors, teachers, students, and parents concerning educational and behavioral problems in specific campuses or school district.
  - Establishes and maintains relationships with community organizations and other schools to coordinate educational services.
  - Approve staff requisitions and purchase orders for supplies, equipment, and instructional material as needed.
  - Oversee the direction of the preparation of campuses and their plans for surpassing state assessments.
  - Randomly inspects building and property in regards to Campus Director maintaining a safe and secure campus.
  - Approve major building maintenance projects.
  - Plan ways to market the school district and individual campuses to increase awareness, enrollment, and maintain ADA.
  - Perform special projects, during and after normal business hours, and other duties as assigned. NOTE: After normal business hours may include, but is not limited to, Saturdays.
  - Extensive travel required.

**Equipment Used:**

All equipment required to perform jobs duties and task previously described.

**Physical / Environmental Factors:**

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

# ATTACHMENT 4



GOVERNANCE DOCUMENTS—501(c)(3)  
LETTER OF DETERMINATION, ARTICLES OF  
INCORPORATION AND BYLAWS

#### **Attachment 4: Governance Documents**

The following governance documents are attached as Attachment 4:

1. 501(c)(3) Letter of Determination from the Internal Revenue Service for “Eagle Educational Reform Learning Systems, Inc.” (EIN 75-2748762);
2. Letter from the Internal Revenue Service, approving the name change for EIN 75-2748762 to “Responsive Education Solutions”;
3. Articles of Incorporation;
4. Board Bylaws; and
5. Certificate of Authority, evidencing that ResponsveEd is registered to do business in Indiana.

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

DEPARTMENT OF THE TREASURY

Date: MAR 08 1999

EAGLE EDUCATIONAL REFORM LEARNING  
SYSTEMS INC  
C/O MARK K OBRIANT ATTORNEY  
4123 MANORVIEW LANE  
DALLAS, TX 75228

Employer Identification Number:  
75-2748762

DLN:  
318338082

Contact Person:  
RONALD BENJAMIN ID# 75883

Contact Telephone Number:  
(214) 767-0157

Accounting Period Ending:  
December 31

Form 990 Required:

Yes

Addendum Applies:

No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Letter 847 (DC) (6)

EAGLE EDUCATIONAL REFORM LEARNING

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual return available for public inspection for three years after the return is due. You are also required to make available a copy of your exemption application, any supporting documents, and this exemption letter. Failure to make these documents available for public inspection may subject you to a penalty of \$20 per day for each day there is a failure to comply (up to a maximum of \$10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

EAGLE EDUCATIONAL REFORM LEARNING

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

If distributions are made to individuals, case histories regarding the recipients should be kept showing names, addresses, purposes of awards, manner of selection, relationship (if any) to members, officers, trustees or donors of funds to you, so that any and all distributions made to individuals can be substantiated upon request by the Internal Revenue Service. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

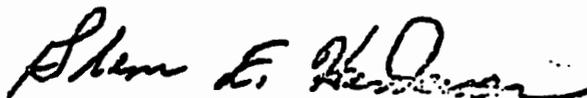
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



District Director

OGDEN UT 84201-0046

In reply refer to: 0423335246  
May 29, 2008 LTR 252C 0  
75-2748762 000000 00 000  
00004239  
BODC: TE

RESPONSIVE EDUCATION SOLUTIONS  
PO BOX 292730  
LEWISVILLE TX 75029



007850

Taxpayer Identification Number: 75-2748762

Dear Taxpayer:

Thank you for the inquiry dated Nov. 09, 2007.

We have changed the name on your account as requested. The number shown above is valid for use on all tax documents.

If you have any questions, please call us toll free at 1-877-829-5500.

If you prefer, you may write to us at the address shown at the top of the first page of this letter.

Whenever you write, please include this letter and, in the spaces below, give us your telephone number with the hours we can reach you. Also, you may want to keep a copy of this letter for your records.

Telephone Number ( ) \_\_\_\_\_ Hours \_\_\_\_\_

Sincerely yours,

*Karen E. Peat*

Karen E. Peat  
Dept. Manager, Code & Edit/Entity 3

Enclosure(s):  
Copy of this letter

Corporations Section  
P.O.Box 13697  
Austin, Texas 78711-3697



Roger Williams  
Secretary of State

**Office of the Secretary of State**

**CERTIFICATE OF RESTATED ARTICLES  
OF**

**RESPONSIVE EDUCATION SOLUTIONS  
148606001**

[formerly: EAGLE ACADEMIES OF TEXAS]

The undersigned, as Secretary of State of Texas, hereby certifies that the Restated Articles for the above named entity have been received in this office and have been found to conform to law.

ACCORDINGLY the undersigned, as Secretary of State, and by virtue of the authority vested in the Secretary by law hereby issues this Certificate of Restated Articles.

Dated: 03/19/2007

Effective: 03/19/2007



A handwritten signature in black ink that reads "Roger Williams".

Roger Williams  
Secretary of State

**FILED**  
In the Office of the  
Secretary of State of Texas

**RESTATED ARTICLES OF INCORPORATION**      **MAR 19 2007**

OF

**Corporations Section**

**RESPONSIVE EDUCATION SOLUTIONS**

(Formerly Eagle Academies of Texas)

**ARTICLE ONE**

EAGLE ACADEMIES OF TEXAS, pursuant to the provisions of Article 4.06 of the Texas Non-Profit Corporation Act, hereby adopts restated Articles of Incorporation which accurately copy the Articles of Incorporation and all amendments thereto that are in effect to date and as further amended by such restated Articles of Incorporation as hereinafter set forth.

**ARTICLE TWO**

The amendments to the articles of incorporation of the corporation have been effected in conformity with the provisions of the Texas Non-Profit Corporation Act and such restated articles of incorporation were duly adopted by the unanimous vote of the Board of Directors on the 26<sup>th</sup> day of January, 2007, at which a quorum was present.

**ARTICLE THREE**

The articles of incorporation and all amendments thereto are hereby superseded by the following restated articles of incorporation which accurately copy the entire text thereof.

**ARTICLE I**

Name

The name of the corporation is **RESPONSIVE EDUCATION SOLUTIONS.**

**ARTICLE II**

Type

The corporation is a non-profit corporation.

**ARTICLE III**

Period of Duration

The period of its duration is perpetual.

ARTICLE IV

Purposes

The corporation is organized exclusively for educational purposes pursuant to Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and the corresponding provisions of any subsequent United States revenue law.

ARTICLE V

Membership

The corporation shall have no members.

ARTICLE VI

Registered Office and Agent

The street address of the registered office of the corporation is 1409 Precinct Line Road, Hurst, Texas, 76053 and the name of its registered agent at such address is James B. Morgan.

ARTICLE VII

Board of Directors

The number of Directors constituting the Board of Directors of the corporation at the time of this restatement is six (6) and the names and addresses of the persons who are to serve as the Directors are:

Name	Address
Willard French	423 South Hardeman Circle Justin, Texas 76247
Lupe A. Gonzalez	1501 Dora Jeanne Drive Mission, Texas 78572
Daniel Maddalena	1383 Forest Hill Circle Lewisville, Texas 75067
Gil Rodriguez	5911 Lookout Mountain Drive Austin, Texas 78731
Marvin Reynolds	2405 SW 80 <sup>th</sup> Street Oklahoma City, OK 73159
Earl Little	3314 Bluffview Dr. Garland, Texas 75043

The number of directors may be changed from time to time by the Board of Directors in accordance with the bylaws.

ARTICLE VIII

Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501 (c) (3) of the Internal Revenue Code of 1986 (or the

corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any of such assets not so disposed of, shall be disposed of by a Court of competent jurisdiction in the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

#### ARTICLE IX

##### Use of Earnings

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, Directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article IV hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from

Federal income tax under Section 501 (c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170 (c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

#### ARTICLE X

##### Liability and Indemnification of Directors

(A) To the fullest extent not prohibited by law, a director of this corporation shall not be liable to the corporation or its members for monetary damages for an act or omission in the director's capacity as a director, except that this article does not eliminate or limit the liability of a director for: (1) a breach of a director's duty of loyalty to the corporation or its members; (2) an act or omission not in good faith or that involves intentional misconduct or a knowing violation of the law; (3) a transaction from which a director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or (4) an act or omission for which the liability of a director is expressly provided for by statute.

(B) Each such director and his or her heirs or personal representative and estate, shall be indemnified by the corporation for all expenses incurred in connection with any action, suit,

proceeding or claim to which he or she shall be named a party or otherwise be a participant by virtue of being or having been or agreeing to become: (1) a director, officer, employee or agent of the corporation and/or (2) a director, officer, employee or agent of any corporation or organization at the request of the corporation. Such indemnity shall be provided to the fullest extent not prohibited by applicable laws presently in effect or as may hereafter be amended, and to the fullest extent permitted by the Texas Non-Profit Corporation Act or any other applicable laws as presently in effect or as may hereafter be amended (but in case of any such amendment only to the extent that such amendment permits the corporation to provide broader indemnification rights than said law permitted the corporation to provide prior to such amendment). Such indemnity shall include, but not be limited to, the advancement of expenses, including counsel fees, and the payment of all losses, liability and expenses; provided, however, that no person shall be indemnified for amounts paid in settlement unless the terms and conditions of said settlement have been consented to by the corporation, and provided further, that no indemnification of employees or agents of the corporation (other than Directors and officers) will be made without express authorization of the corporation's board.

(C) The corporation may, upon the affirmative vote of its board, purchase insurance for the purpose of securing the

indemnification of its Directors, officers and other employees to the extent that such indemnification is allowed by this article. Such insurance may, but need not, be for the benefit of all Directors, officers or employees, and the purchase of any such insurance shall in no way limit the indemnification provisions of the proceeding paragraphs.

(D) No repeal of or amendment to this Article shall have any effect with respect to the liability or alleged liability of any director occurring prior to such amendment or to the acts or omissions or rights to indemnity of any person occurring prior to such repeal or amendment.

Dated this 15<sup>th</sup> day of March, 2007.

RESPONSIVE EDUCATION SOLUTIONS

By:   
Willard French, President

**BYLAWS**  
**OF**  
**EAGLE ACADEMIES OF TEXAS**  
**A Non-Profit Corporation**

**ARTICLE I. BOARD OF DIRECTORS**

**1.01. General Authority.** The business of the Corporation shall be managed by a board of directors who will be selected or appointed by action of the Board of Directors who shall also retain authority to determine the number of directors, their qualifications and the method for the selection or election thereof.

**1.02. Number and Terms.** The number of directors shall not be less than five (5) and otherwise shall be the number determined by the Board from time to time. Each director shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated or is removed by the Board. A director may be reelected an unlimited number of times. Directors shall be elected at the annual meeting unless the board is filling a vacancy.

**1.03. Annual Meeting.** The statutory annual meeting of the Board of Directors shall be the first meeting held after March each year. Notice of the annual meeting shall be given in the same manner as regular meeting.

**1.04. Regular Meetings and Notice.** The Superintendent and CEO, in consultation with the President of the Board shall determine the time and place for the holding of regular meetings of the Board and the agenda for such meetings, prepared and posted in accordance with the Texas Open Meetings Act, shall be sent to all directors immediately upon posting.

**1.05. Special Meetings.** Special meetings of the Board of Directors may be called by or at the request of the CEO, Superintendent, President or any two (2) directors. The person or persons authorized to call special meetings of the Board may fix the time and place as the place for holding any special meeting of the board called by them. Notice of the meeting shall be given in the same manner as regular meetings except in cases of emergency meetings. An emergency or urgent public necessity exists only if immediate action is required because of an imminent threat to

public health and safety or a reasonably unforeseeable situation. The Board shall clearly identify the emergency or urgent public necessity for each item in the notice of an emergency meeting and each item added in a supplemental notice.

**1.06. Quorum.** A majority of the total number of members of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a majority of the directors is present at said meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

**1.07. Manner of Acting.** The act of a majority of the directors voting at a meeting at which a quorum is present shall be the act of the Board of Directors unless the act of a greater number is required by law.

**1.08. Vacancies.** Any vacancy occurring in the Board of Directors or any vacancy to be filled by an increase in the number of directors, shall be filled by action of the Board unless the Directors have determined to reduce the number of directors and for this reason elects no successor

**1.09. Compensation.** Directors as such shall not receive any stated salaries for their services; but by resolution of the board of directors, any director may be reimbursed for reasonable expenses incurred in attending any regular or special meeting of the Board, and may be indemnified for expenses incurred by him in connection with any claim asserted against him, by action in court or otherwise, by reason of his being or having been such director, except in relation to matters as to which he shall have been guilty of negligence or misconduct in respect of the matter in which indemnity is sought.

## **ARTICLE II. OFFICERS**

**2.01. Officers.** The officers of the Board of Directors shall be a president, a vice-president and a secretary. The board of directors may elect or appoint a CEO, a Superintendent and such other administrators as it shall deem desirable, such administrators to have the authority and perform the duties prescribed, from time to time, by the Board of Directors.

**2.02. Election and Vacancies.** Officers shall be elected each year at the annual meeting. The Board shall elect someone to fill any vacancy that occurs in any board office.

**2.03. Removal.** Any officer elected or appointed by the Board of Directors may be removed by the Board whenever in its judgment the best interest of the corporation would be served thereby.

**2.04. President.** The President shall preside at all meetings of the board of directors. He may sign, with the secretary or any other proper officer of the corporation authorized by the board of directors to so act, any deeds, mortgages, bonds, contracts, or other instruments that the board of directors has authorized, generally or specifically, to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the board of directors, by these Bylaws, or by statute to some other officer or agent of the corporation; and, in general, he shall perform all duties incident to the office of president and such other duties as may be prescribed by the Board of Directors from time to time.

**2.05. Vice-President.** In the absence of the President or in the event of his inability or refusal to act, the vice-president shall perform the duties of the President, and when so acting, shall have all the powers and be subject to all the restrictions on the President. The vice-president shall perform such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

**2.06. Secretary.** The secretary shall perform all duties incident to the office of the secretary and such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

### **ARTICLE III. COMMITTEES**

**3.01. Ad hoc Committees.** The Board may appoint any committee that it deems advisable to help carry out the purposes of the Corporation.

**3.02. Chairman.** Unless otherwise designed by these Bylaws, one or more members of each committee shall be appointed chairman, or co-chairman, by the person or persons authorized to appoint the members thereof.

**3.03. Vacancies.** Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

**3.04. Quorum.** Unless otherwise provided in the resolution of the board of directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of the majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

**3.05. Rules.** Each committee may adopt rules for its own government not inconsistent with these Bylaws, applicable statutes or with rules adopted by the Board of Directors.

**ARTICLE IV. CONTRACTS, CHECKS, DEPOSITS, AND FUNDS**

**4.01. Contracts.** The Board of Directors may authorize any officer or administrator of the corporation to execute and deliver any contract or instrument in the name of and on behalf of the corporation; and such authority may be general or confined to specific instances.

**4.02. Checks, Drafts, or Orders for Payment.** All checks, drafts, or orders for payment of money, notes, or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or administrator, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the board of directors. In the absence of such determination by the board of directors, such instruments shall be signed by the President and countersigned by the secretary of the corporation.

**4.03. Deposits.** All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the board of directors may select.

**4.04. Gifts.** The board of directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the general purposes, or for any special purpose, of the corporation. The board may refuse any gift if it deems such refusal to be in the best interest of the corporation.

**ARTICLE V. MISCELLANEOUS**

**5.01. Books and Records.** The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any authority of the board of directors.

**5.02. Fiscal Year.** The Board of Directors may select the fiscal year of the corporation, subject to the requirements of any applicable law that might define the fiscal year.

**5.03. Corporate Seal.** The Board of Directors may adopt a corporate seal in such form as it deems appropriate.

**5.04. Waiver of Notice.** Whenever any notice is required to be given under the provisions of the Texas Non-Profit Corporation Act or under the provisions of the Articles of Incorporation or these Bylaws, a waiver thereof in writing, signed

by the person or persons entitled to such notice either before or after the occurrence of the event or transaction described therein, shall be deemed equivalent to the giving of the required notice.

**5.05. Indemnification.**

(a) The corporation shall indemnify any person who was or is a party or threatened to be made a party to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative (other than an action by or in the right of the corporation) by reason of the fact that he/she is or was a director, officer, employee, or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interest of the corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful.

(b) The corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action or suit by or in the right of the corporation to procure a judgment in its favor by reason of the fact that he is or was a director, officer, employee, or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against expenses (including attorneys' fees) actually and reasonably incurred by him in connection with the defense or settlement of such action or suite if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation; provided, however, that no indemnification shall be made in respect to any claim, issue, or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the corporation except to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability, but in view of all circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which such court shall deem proper.

(c) The termination of any action, suit, or proceeding by judgment, order settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create

presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interest of the proceeding, had reasonable cause to believe that his conduct was unlawful.

(d) Expenses incurred in defending a civil or criminal action, suit, or proceeding may be paid by the corporation in advance of the final disposition of such action, suit, or proceeding upon receipt of an undertaking by or on behalf of the director, officer, employee, or agent to repay such amount unless it shall ultimately be determined that he is entitled to be indemnified by the corporation as authorized in this section.

(e) The indemnification hereunder shall be made only upon a determination in the specific case that indemnification is proper under the substantive standards established hereunder. Such determination shall be made (1) by the board of directors by a majority vote of a quorum consisting of directors who were not parties to such action, suit, or proceeding, or (2) if such a quorum is not obtainable, or, even if obtainable, a quorum of disinterested directors so directs, by independent legal counsel in a written opinion, or (3) by the shareholders.

(f) The corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the corporation would have the power to indemnify him against such liability under the provisions of this section.

#### **ARTICLE VI. AMENDMENTS**

**6.01. Power to Amend Bylaws.** These Bylaws may be amended, repealed, or added to, or new Bylaws may be adopted, by the same action that is required for all decisions of the Board, which is the affirmative vote of a majority of the directors voting at a meeting at which a quorum is present, and when the proposed amendments have been sent to directors prior to such meeting.

Date approved by the Board: December 6, 2005

\_\_\_\_\_  
Board Secretary

**State of Indiana  
Office of the Secretary of State**

CERTIFICATE OF AUTHORITY

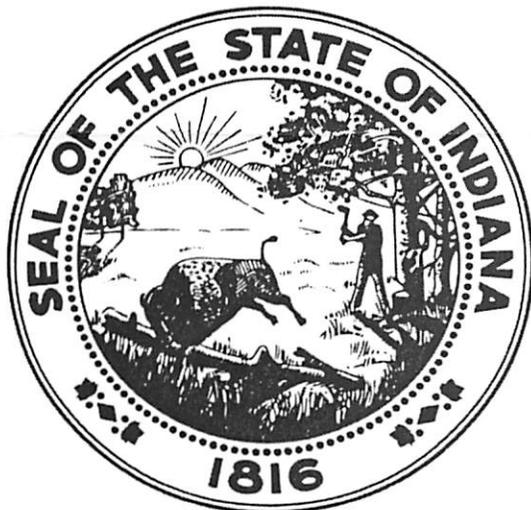
of

**RESPONSIVE EDUCATION SOLUTIONS, INC.**

I, CONNIE LAWSON, Secretary of State of Indiana, hereby certify that Application for Certificate of Authority of the above Texas Non-Profit Foreign Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, July 13, 2012.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, July 13, 2012.



*Connie Lawson*

CONNIE LAWSON,  
SECRETARY OF STATE

# ATTACHMENT 5



## STATEMENT OF ASSURANCES

**INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT**  
**Statement of Assurances**

The charter school agrees to comply with all of the following provisions: *(Read and check)*

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments* of 1972, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

**Signature from Authorized Representative of the Charter School Applicant**

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

**PRINT NAME & TITLE**

Chris Baumann, General Counsel

**DATE**

8-8-12

**SIGN NAME**



# ATTACHMENT 6



## BOARD MEMBER INFORMATION

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed board member for the charter holder)*

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
Premier High School of Anderson, Premier High School of Evansville, Premier High School of Gary, Premier High School of Indianapolis, and Founders Classical Academy of Indianapolis
2. Your full name: Marvin L. Reynolds
3. Brief educational and employment history. (No narrative response is required if resume is attached.)  
 Resume is attached.
  - Holder of a Masters of Education Degree in Secondary School Administration from the University of Central Oklahoma
  - Post Graduate work for Secondary School Principal at the University of Oklahoma
  - Holder of a Standard Oklahoma Teaching Certificate for Secondary Principal (Teacher #068043, Certificate #0596976)
  - Served the Oklahoma City Public School System (7 years) as a teacher, counselor, and administrator
  - Ordained to the Ministry at Sherwood Baptist Church in Oklahoma City
  - Head Master of Sherwood Baptist Academy in Oklahoma City, Oklahoma (14 years)
  - Served as an Educational Consultant (4 years) and as a Regional Field Representative (10 years) for Accelerated Christian Education (publishers of school programs)
  - Founder and President of the American Academy in Oklahoma City, Oklahoma (K-12) now in the 25<sup>th</sup> year of service
  - Served as Board Member, Vice President, and President of the Board of Responsive Education Solutions, headquartered in Lewisville, Texas
  - Completion of Board Training for Texas Charter Schools
  - Founder and now serving as Executive Director of the National Association of Private Schools with over 15 years serving 175 schools
  - Public and private school experience totaling over 45 years

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve as President of the Board for Responsive Education Solutions, a non-profit 501(c)(3) corporation founded in 1998 that has started and currently operates 59 charter schools throughout Texas. I have served on this board for 10 years. Founder and President of the American Academy in Oklahoma which is in its 25<sup>th</sup> year of service. Founder and now serving as Executive Director of the National Association of Private Schools with over 15 years serving 175 schools. Served as Headmaster of a private school for 14 years. Served as an educational consultant for 4 years. Served as a Regional Field Representative for 10 years for a large educational curriculum and school company. Served the Oklahoma Public School System as a teacher, counselor, and administrator for 7 years.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
- Yes  Don't Know/ Unsure

### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
- I / we do not know any such trustees.  Yes

As an existing member of the governing board of the entity that will govern the proposed school, I know the other prospective board members for the proposed school.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
- I / we do not know any such employees.  Yes

As an existing member of the governing board of the entity that will govern the proposed school, I know individuals who are, or have been in the last two years, school employees.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
- I / we do not know any such persons.  Yes

As an existing member of the governing board of the entity that will govern the proposed school, I know individuals who are doing, or plan to do, business with the proposed school, including but not limited to individuals currently working at the central administrative offices of the entity that will serve the proposed charter school.

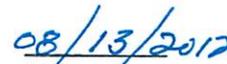
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
- I / we do not anticipate conducting any such business.  Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons.  Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A.  I / we have no such interest.  Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A.  I / we or my family do not anticipate conducting any such business.  Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family.  Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  None.  Yes
- 

#### Certification

I, Marvin L. Reynolds, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Premier High School of Anderson, Premier High School of Evansville, Premier High School of Gary, Premier High School of Indianapolis, and Founders Classical Academy of Indianapolis is true and correct in every respect.

  
Signature

  
Date

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed board member for the charter holder)*

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
Premier High School of Anderson, Premier High School of Evansville, Premier High School of Gary, Premier High School of Indianapolis, and Founders Classical Academy of Indianapolis

2. Your full name: Ben Klingenstein

3. Brief educational and employment history. (No narrative response is required if resume is attached.)  
 Resume is attached.

Served on the board for ResponsiveEd for past 4 years

Licensed attorney since 2000

Currently serves as the Executive Director/Compliance Director at JP Morgan Chase

Conducted sessions at multiple school law conferences

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve as the Secretary of the Board of Trustees for Responsive Education Solutions, a non-profit 501(c)(3) corporation founded in 1998 that has started and currently operates 59 charter schools throughout Texas. I have served on this board for 4 years. I have been a licensed attorney since 2000 and currently serve as the Executive Director/Compliance Director for JP Morgan Chase.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?  
 Yes  Don't Know/ Unsure

**Disclosures**

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees.  Yes

As an existing member of the governing board of the entity that will govern the proposed school, I know the other prospective board members for the proposed school.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees.  Yes

As an existing member of the governing board of the entity that will govern the proposed school, I know individuals who are, or have been in the last two years, school employees.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons.  Yes

As an existing member of the governing board of the entity that will govern the proposed school, I know individuals who are doing, or plan to do, business with the proposed school, including but not limited to individuals currently working at the central administrative offices of the entity that will serve the proposed charter school.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business.  Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons.  Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A.  I / we have no such interest.  Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I / we or my family do not anticipate conducting any such business.  Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.  Yes

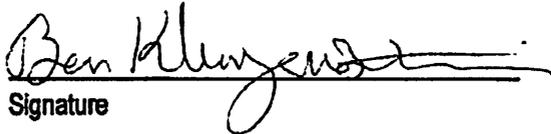
I am an existing member of the governing board of the entity that will govern the proposed school. My father-in-law, Robert Griffin, is employed as the Chief Communications Officer for the entity that will govern the proposed school.

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  None.  Yes

---

#### Certification

I, Ben Klingenstein, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Premier High School of Anderson, Premier High School of Evansville, Premier High School of Gary, Premier High School of Indianapolis, and Founders Classical Academy of Indianapolis is true and correct in every respect.

  
Signature

8-10-2012  
Date

**CHARTER SCHOOL BOARD MEMBER INFORMATION**  
***(To be completed individually by each proposed board member for the charter holder)***

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

**Background**

1. Name of charter school on whose Board of Directors you intend to serve:  
Premier High School of Anderson, Premier High School of Evansville, Premier High School of Gary, Premier High School of Indianapolis, and Founders Classical Academy of Indianapolis
  
2. Your full name: Earl Little
  
3. Brief educational and employment history. (No narrative response is required if resume is attached.)  
 Resume is attached.
  - Served as a pastor of multiple churches for 21 years
  - Co-founded Christian Legal Defense and Education Foundation to help organizations who were experiencing legal problems
  - President of Christian Law Association from 1981-1991, an organization providing legal advice, memorandums of law, and litigation services
  - Director of Development for the International Institute from 1992-1999
  
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve as Vice-President of the Board for Responsive Education Solutions, a non-profit 501(c)(3) corporation founded in 1998 that has started and currently operates 59 charter schools throughout Texas. I have served on this board for 4 years. I am experienced as an administrator of private schools; have served as the President of an organization that provided legal services without charge to private schools; have over 20 years of experience traveling and speaking in the US and other countries at private school conferences addressing superintendents, principals, and administrative staff; and have over 20 years of educational experience.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?  
 Yes  Don't Know/ Unsure

**Disclosures**

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes

As an existing member of the governing board of the entity that will govern the proposed school, I know the other prospective board members for the proposed school.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes

As an existing member of the governing board of the entity that will govern the proposed school, I know individuals who are, or have been in the last two years, school employees.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons.  Yes

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4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I / we do not anticipate conducting any such business.  Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons.  Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A.  I / we have no such interest.  Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A.  I / we or my family do not anticipate conducting any such business.  Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family.  Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  None.  Yes
- 

**Certification**

I, Earl Little, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Premier High School of Anderson, Premier High School of Evansville, Premier High School of Gary, Premier High School of Indianapolis, and Founders Classical Academy of Indianapolis is true and correct in every respect.

  
Signature

  
Date

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed board member for the charter holder)*

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
Premier High School of Anderson, Premier High School of Evansville, Premier High School of Gary, Premier High School of Indianapolis, and Founders Classical Academy of Indianapolis
2. Your full name: Daniel Maddalena
3. Brief educational and employment history. (No narrative response is required if resume is attached.)  
 Resume is attached.

Served as Director at Open Door Children's Home & School, Cornettsville, KY

Served as School Teacher and Business Manager at Dallas Christian Academy, Dallas, TX, for four years

Served as Vice President of Finance at Accelerated Christian Education, Lewisville, TX, from 1974-1990

Served on the Board of Directors for Calvary Campus, Letcher, KY (formerly known as Calvary College) as a Board Member from 1976-2003 and as Chairman of the Board from 2003-Present

Board Member of Responsive Education Solutions, Lewisville, TX, from 2002-Present

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve as Board Member for Responsive Education Solutions, a non-profit 501(c)(3) corporation founded in 1998 that has started and currently operates 59 charter schools throughout Texas. I have served on this board for 10 years. I have experience as an administrator and business manager of multiple private schools, helped found Calvary College in Kentucky (where I served on the board), worked as the Vice President of Finance for a large educational curriculum company for 16 years, and have over 30 years of educational experience.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?  
 Yes  Don't Know/ Unsure

### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes

As an existing member of the governing board of the entity that will govern the proposed school, I know the other prospective board members for the proposed school.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes

As an existing member of the governing board of the entity that will govern the proposed school, I know individuals who are, or have been in the last two years, school employees.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons.  Yes

As an existing member of the governing board of the entity that will govern the proposed school, I know individuals who are doing, or plan to do, business with the proposed school, including but not limited to individuals currently working at the central administrative offices of the entity that will serve the proposed charter school.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I / we do not anticipate conducting any such business.  Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons.  Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A.  I / we have no such interest.  Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A.  I / we or my family do not anticipate conducting any such business.  Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family.  Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  None.  Yes
- 

#### Certification

I, Daniel Maddalena, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Premier High School of Anderson, Premier High School of Evansville, Premier High School of Gary, Premier High School of Indianapolis, and Founders Classical Academy of Indianapolis is true and correct in every respect.

Daniel Maddalena

Signature

8/9/12

Date

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed board member for the charter holder)*

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
Premier High School of Anderson, Premier High School of Evansville, Premier High School of Gary, Premier High School of Indianapolis, and Founders Classical Academy of Indianapolis
2. Your full name: Chuck Cook
3. Brief educational and employment history. (No narrative response is required if resume is attached.)  
 Resume is attached.

### Employment History

1999-Present      Responsive Education Solutions  
Chief Executive Officer/Superintendent/Board Member  
Oversee operations of 59 charter schools  
Corporate staff of over 130 employees  
School district staff of over 1,000 employees  
Annual revenue of \$72.6 million

1995-1999      School of Tomorrow  
Manager of Customer Service  
Increased sales from \$1.7 million to \$3.4 million  
Managed 28 full-time employees  
Managed over \$1.3 million cost center budget  
Implemented Customer Care training for 200 corporate employees

1991-1995 Los Angeles Mission  
Educational Coordinator  
Developed adult education program  
Over 100 program participants

### **Educational History**

Luther Rice Seminary  
B.A., Church Ministries  
Completed degree with 3.2 GPA

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have over 15 years of experience in private and public education. My experience includes educational leadership, management, finance, and marketing. I also developed the nation's largest privately funded adult educational program in Los Angeles, California.

I currently serve as Chief Executive Officer, Superintendent, and Board Member of Responsive Education Solutions, a non-profit 501(c)(3) corporation founded in 1998 that has started and currently operates 59 charter schools throughout Texas. I also serve as the Treasurer of the Board for the Texas Charter Schools Association.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?  
 Yes  Don't Know/ Unsure

### **Disclosures**

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes

As an existing member of the governing board of the entity that will govern the proposed school, I know the other prospective board members for the proposed school.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes

As an existing member of the governing board of the entity that will govern the proposed school, I know individuals who are, or have been in the last two years, school employees.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons.  Yes

As an existing member of the governing board of the entity that will govern the proposed school, I know individuals who are doing, or plan to do, business with the proposed school, including but not limited to individuals currently working at the central administrative offices of the entity that will serve the proposed charter school.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business.  Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons.  Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A.  I / we have no such interest.  Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I / we or my family do not anticipate conducting any such business.  Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.  Yes

I am an existing member of the governing board, Chief Executive Officer, and Superintendent of the entity that will govern the proposed school. My father, James Cook, has been working for approximately the past 7 years in curriculum development for the entity that will govern the proposed school. My mother-in-law has been employed for the past 10 years as the Director of Human Resources for the entity that will govern the proposed school.

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  None.  Yes
- 

**Certification**

I, Chuck Cook, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Premier High School of Anderson, Premier High School of Evansville, Premier High School of Gary, Premier High School of Indianapolis, and Founders Classical Academy of Indianapolis is true and correct in every respect.

Signature

A handwritten signature in blue ink, appearing to be 'ASA', written over a horizontal line.

Date

8-6-12

# ATTACHMENT 7



CODE OF ETHICS AND CONFLICT OF  
INTEREST POLICIES

# **EMPLOYEE CONDUCT AND WELFARE**

## **Standards of Conduct**

All employees are expected to work together in a cooperative spirit to serve the best interests of the school and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

1. Recognize and respect the rights and property of students, parents, other employees, and members of the community.
2. Maintain confidentiality in all matters relating to students and coworkers.
3. Report to work according to the assigned schedule.
4. Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
5. Know and comply with school procedures and policies.
6. Express concerns, complaints, or criticism through appropriate channels.
7. Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
8. Use ResponsiveEd time, funds, and property for authorized school business and activities only.

All ResponsiveEd employees should perform their duties in accordance with state and federal law, school policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day the superintendent first learns of the incident.

All employees must follow the “Code of Ethics and Standard Practices for Texas Educators,” which is reprinted below:

### **Statement of Purpose**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a

position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

### **Professional Ethical Conduct, Practices, and Performance**

1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of [ResponsiveEd], educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
6. The educator shall not falsify records, or direct or coerce others to do so.
7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

### **Ethical Conduct toward Professional Colleagues**

1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

### **Ethical Conduct toward Students**

1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
  - a. the nature, purpose, timing, and amount of the communication;
  - b. the subject matter of the communication;
  - c. whether the communication was made openly or the educator attempted to conceal the communication;
  - d. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
  - e. whether the communication was sexually explicit; and
  - f. whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

### **Zero Tolerance for Cheating on State Assessments**

RESPONSIVEED ADHERES TO A "ZERO TOLERANCE" POLICY REGARDING CHEATING IN THE ADMINISTRATION OF STATE STUDENT ASSESSMENTS. ANY EMPLOYEE FOUND TO HAVE ENGAGED IN SUCH BEHAVIOR WILL BE SUBJECT TO IMMEDIATE TERMINATION OF EMPLOYMENT.

### **Corrective Discipline**

The purpose of this policy is to state the position of ResponsiveEd on administering equitable and consistent discipline for unsatisfactory conduct in the workplace. The best disciplinary measure is the one that does not have to be enforced and comes from good leadership and fair supervision at all employment levels.

ResponsiveEd's own best interest lies in ensuring fair treatment of all employees and in making certain that disciplinary actions are prompt, uniform, and impartial. The major

## **Conflict of Interest**

Employees are required to disclose to their supervisor any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of ResponsiveEd. This includes the following:

1. a personal financial interest,
2. a business interest,
3. any other obligation or relationship, or
4. nonschool employment.

An employee with a substantial interest in a business entity or interest in real property must disclose the interest to ResponsiveEd prior to the award of a contract or authorization of payment. This is done by filing an affidavit with the Chief Financial Officer. An employee is also considered to have substantial interest if a close family member (e.g., spouse, parent, child, or spouse's parent or child) has a substantial interest.

## **Gifts and Favors**

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties.

## **Copyrighted Materials**

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (e.g., printed material, videos, computer data and programs, etc.). Rented videos are to be used in the classroom for educational purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

## **Associations and Political Activities**

ResponsiveEd will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

Use of ResponsiveEd resources, including work time, for political activities is prohibited.

## **Disability Accommodation**

ResponsiveEd is committed to complying fully with the Americans with Disabilities Act ("ADA") and ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory

Confidential information that relates to a member of the public may be disclosed if the member of the public affirmatively consents to its release.

This confidentiality requirement does not apply to an email address:

- (a) Provided to the School by a person who has a contractual relationship with the School or by the contractor's agent;
- (b) Provided to the School by a vendor who seeks to contract with the School or by the vendor's agent;
- (c) Contained in a response to a request for bids or proposals contained in the response to similar invitations, soliciting offers, or information relating to a potential contract or provided to the School in the course of negotiating the terms of a contract or potential contract; or
- (d) Provided to the School on a letterhead cover sheet, printed document, or other document made available to the public.

This confidentiality requirement does not prevent the School from disclosing an email address for any reason to another governmental body or to a federal agency.

13. The Chief Executive Officer or designee shall establish a system by which classes of information are maintained, designating those which shall be permanently maintained, and for all others the period of time such records must be maintained.
14. All grant applications or other assurances shall be reviewed and records maintained in accordance with the program regulations or School assurances.
15. If evidence of the identity of those accessing confidential information, such as student records, is required, the Chief Executive Officer or designee shall establish a system which informs and trains administrators and others who maintain or grant access to records.

#### **A5 - COMPENSATION AND REIMBURSEMENT TO DIRECTORS OF THE GOVERNING BOARD**

1. No loan shall be made by the Charter Holder to its directors.
2. Reimbursements to directors are authorized as directed in bylaws or other action of Board of Directors.
3. Directors of the governing body may not receive salaries, bonuses, benefits or other compensation or payment for any reimbursement of the director except reimbursement of allowable travel expenses including but not limited to personal use of property owned by the Charter Holder or the School in kind transfers of property.

#### **A6 - CONFLICTS OF DIRECTORS OF THE GOVERNING BOARD**

1. If a director has a substantial interest in a business entity or real property, he shall file before a vote or decision on any matter involving the business entity or real property an affidavit stating the nature and extent of the interest and shall abstain from further participation in the matter if the action will have a special economic effect on the business entity or it is reasonably foreseeable that an action on the matter will have a special economic effect on the value of the real property distinguishable from its effect on

the public. The affidavit must be filed with the secretary of the board. If a majority of the directors are required to and do file affidavits of similar interest, the director is not required thereafter to abstain.

2. A person has a substantial interest in a business entity if he owns 10% or more of the voting stock or shares, or owns either 10% or more or \$15,000.00 or more of the fair market value of the business entity, or funds received by the director from the business entity exceed 10% of the person's gross income for the preceding year. A person has a substantial interest in real property if the interest is a legal or equitable ownership with a fair market value of \$2,500.00 or more. A director is considered to have a substantial interest if he is related to a person in the third degree by consanguinity or affinity who has a substantial interest.
3. A director commits a Class A misdemeanor offense if the official knowingly violates this section.
4. The finding by a court of a violation of this section does not render an action of the Board of Directors voidable unless the measure that was the subject of an action involving a conflict of interest would not have passed the board without the vote of the person who violation the prohibition.

#### **A7 - DEPOSITORY BANKS**

1. The Board of Directors must select depository banks in accordance with this policy for the maintenance of state received funds.
2. The School depository must be a state bank authorized and regulated under the laws of the State of Texas, a national bank, a savings and loan association, or a savings bank authorized and regulated under federal or state law whose deposits are insured by the Federal Deposit Insurance Corporation.
3. The School depository must be a bank located in the State of Texas.
4. If a member of the Board of Directors is a stockholder, officer, director or employee of a bank that has bid to become a depository, the director may not vote on awarding a depository contract to the bank, and the contract must be awarded by a majority vote of the directors, who may vote if a quorum is present.
5. The Board of Directors shall deliver annually to the Texas Education Agency a copy of each depository contract for any bank into which any School state received funds are deposited.

#### **A8 - DIRECTOR VACANCIES**

As specified in articles of incorporation and bylaws describing how vacancies occurring prior to expiration of a director's term are filled.

#### **A9 - FEES AND CHARGES**

The governing body of an open-enrollment charter school may require a student to pay any fee that the Board of Trustees of a school may charge under Section 11.158(a). The governing body

# ATTACHMENT 8



EDUCATION SERVICE PROVIDER (ESP)  
DOCUMENTATION

**Attachment 8: ESP Documentation**

This attachment is not applicable. Responsive Education Solutions will not utilize an Education Service Provider.

# ATTACHMENT 9



ORGANIZATION'S BUSINESS PLAN

## **Attachment 9: Organization's Business Plan**

This attachment is not applicable. Please see applicable section of Proposal Narrative for information about the organization's growth plan and capacity to carry out that plan with quality and integrity.

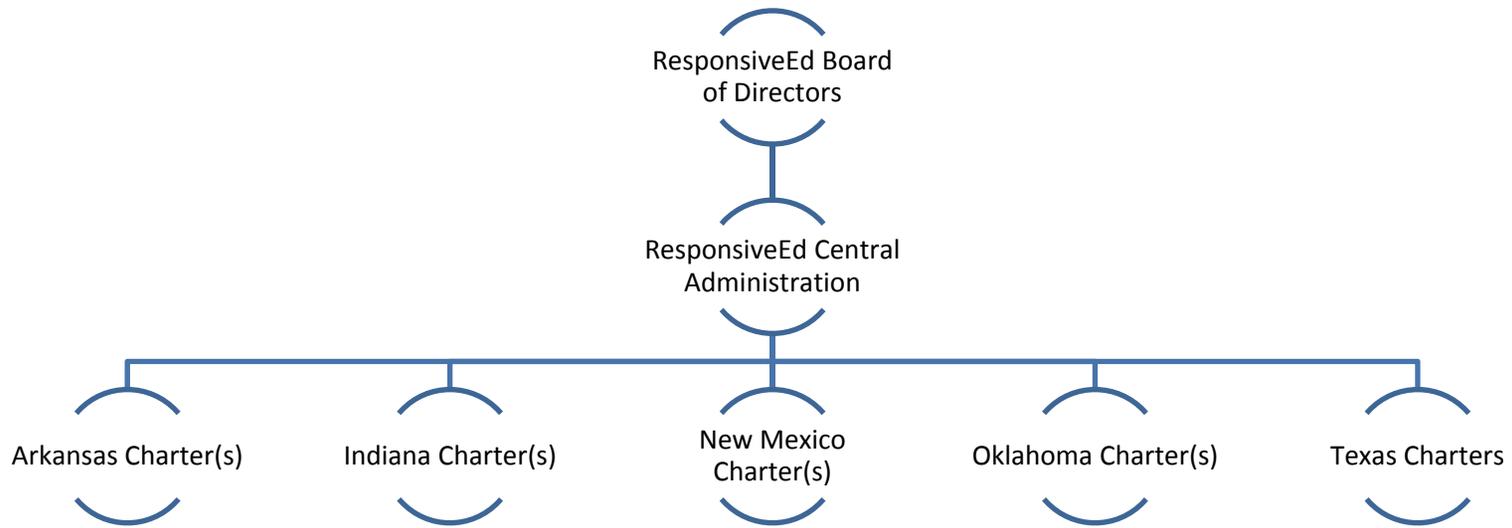
# ATTACHMENT 10



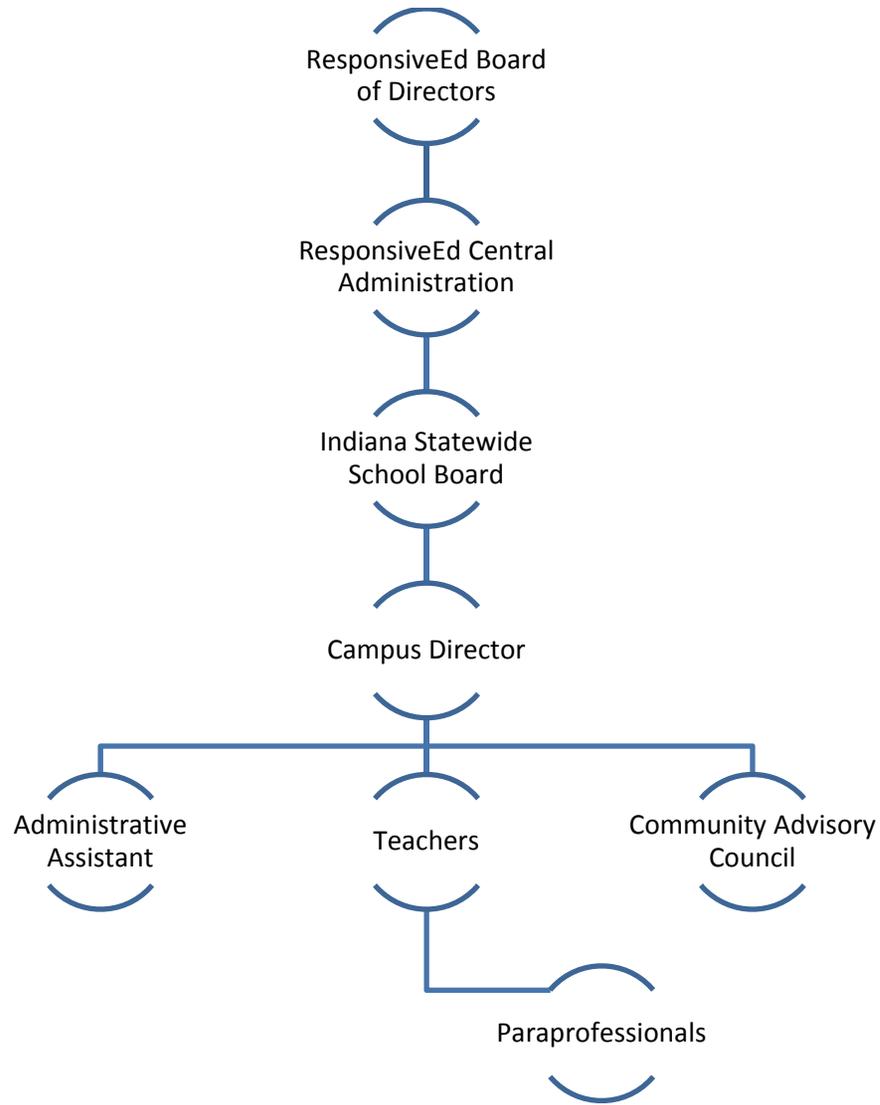
## ORGANIZATIONAL CHARTS

**Attachment 10: Organizational Charts**

5-year Network Organizational Chart



Year 1 and Full Capacity School Organizational Chart



# ATTACHMENT 11



## COURSE SCOPE AND SEQUENCE

## Attachment 11: Scope and Sequence

### Responsive Ed Curriculum

#### Geometry

- Introduce and define the subject of geometry and contrast Euclidean geometry with non- Euclidean geometry.
  - Provide a guideline for passing this course.
  - List the tools needed for the course.
  - Describe the undefined terms point, line, and plane.
  - Use undefined terms to define other geometric figures, such as line segment, ray, and endpoint.
  - Introduce postulates about points, lines, and planes.
  - Use postulates to justify statements involving points, lines, and planes.
  - Learn how to find the length of a line segment by using the Ruler Postulate and one-to-one correspondence.
  - Use construction to create congruent line segments.
  - Define segment bisectors and midpoints.
  - Use the midpoint of a line segment to find the length of segments.
  - Understand how to plot and read points on a coordinate plane.
  - Use the midpoint formula to calculate the midpoint of a line segment on a coordinate plane.
  - Use the distance formula to calculate the length of a line segment on a coordinate plane.
  - Learn the proper use of a compass.
  - Learn how to construct congruent line segments.
  - Learn how to define an angle and the types of angles.
  - Use the Protractor Postulate and a protractor to find the measure of an angle.
  - Use the Angle Addition Postulate to determine the measure of angles.
  - Learn how to construct congruent angles and angle bisectors.
  - Learn how to define and recognize adjacent angles, linear pairs of angles, complementary angles, supplementary angles, and vertical angles.
  - Gain a basic understanding of inductive reasoning, conjecture, and counterexample.
  - Understand the structure, form, and use of conditional statements.
  - Know how to evaluate the truth value of conditional statements.
  - Become familiar with the concept of related conditional statements, such as converse, inverse, and contrapositive conditional statements.
  - Be able to construct a proper biconditional.
  - Understand the qualities of a definition in Geometry.
  - Use the Law of Detachment and the Law of Syllogism to prove the validity of statements.
  - Review algebraic properties of equality and properties of equality and operation.
  - Be introduced to geometric properties of congruence.
  - Learn the format for a formal proof.
  - Know how to conduct a formal algebraic proof.
  - Know how to conduct a formal geometric proof.
  - Understand the relationship between concurrent, coincident, parallel, skew, and perpendicular lines.
  - Know the relationships between corresponding, alternate interior, alternate exterior, and same-side interior angles.
  - Discover the relation between angles formed when two parallel lines are cut by a transversal.
  - Prove that alternate interior angles and alternate exterior angles formed by two parallel lines cut by a transversal are congruent.
  - Prove that same-side interior angles or same-side exterior angles formed by two parallel lines cut by a transversal are supplementary.
  - Understand that the converse of certain postulates and theorems can be used as justification in some geometric proofs.
  - Prove that lines cut by a transversal are parallel if their alternate interior angles or alternate exterior angles are congruent.
  - Prove that lines cut by a transversal are parallel if their same-side interior angles or same side exterior angles are supplementary.
  - Understand the angle-pair relationships when two parallel lines are cut by a perpendicular transversal.
  - Prove relationships with perpendicular lines.
  - Learn how to find the slope of a line.
  - Use the coordinate plane to identify parallel and perpendicular lines.
  - Understand the relationship between pairs of lines based on their slopes and their y-intercepts.
  - Be able to define and recognize a polygon.
-

- Know the difference between regular and irregular polygons and between concave and convex polygons.
  - Use the Polygon Angle Sum Theorem and the Polygon Exterior Angle Sum Theorem to find the measure of the angles of convex polygons.
  - Know how to distinguish between acute, obtuse, and right triangles based on the measure of their angles, and between isosceles and scalene triangles based on the measure of their sides.
  - Be able to prove and apply the Triangle Sum Theorem, three corollaries of the Triangle Sum Theorem, the Exterior Angle Theorem, and the Third Angles Theorem.
  - Understand the concept of corresponding sides and angles of polygons and how they determine polygon congruence.
  - Know how to determine if two triangles are congruent by the Side-Side-Side Congruence Postulate, the Side-Angle-Side Congruence Postulate, the Angle-Side-Angle Congruence Postulate, and the Angle-Angle-Side Congruence Theorem.
  - Understand the unique characteristics of right triangles.
  - Know how to determine if two right triangles are congruent by the Leg-Leg Congruence Theorem, Leg-Angle Congruence Theorem, Hypotenuse-Angle Theorem, and the Hypotenuse-Leg Theorem.
  - Understand the converse of the definition of congruent triangles, also known as CPCTC.
  - Know how to prove and use CPCTC, the Isosceles Triangle Theorem, the corollary of the Isosceles Triangle Theorem, the Converse of the Isosceles Triangle Theorem, and the corollary of the Converse of the Isosceles Triangle Theorem.
  - Learn how to use a coordinate proof to prove aspects of triangles.
  - Prove and apply the Perpendicular Bisector Theorem and the Converse of the Perpendicular Bisector Theorem.
  - Prove and apply the Angle Bisector Theorem and the Converse of the Angle Bisector Theorem.
  - Learn how to determine the circumcenter and the incenter of a triangle.
  - Prove and apply the Circumcenter Theorem and the Incenter Theorem.
  - Learn how to determine the median and the altitude of a triangle.
  - Become familiar with the Centroid Theorem.
  - Learn how to apply the Triangle Midsegment Theorem.
  - Learn how to apply triangle inequalities.
  - Understand how to conduct an indirect proof.
  - Learn how to apply triangle inequalities to two triangles.
  - Know the Hinge Theorem and the Converse of the Hinge Theorem.
  - Use the Pythagorean Theorem and the Converse of the Pythagorean Theorem to solve problems regarding right triangles.
  - Understand how the Pythagorean Inequalities Theorem can be used to identify triangles.
  - Apply properties of  $45^\circ$ - $45^\circ$ - $90^\circ$  and  $30^\circ$ - $60^\circ$ - $90^\circ$  triangles.
  - Prove and understand the theorems that deal with the properties of parallelograms.
  - Apply the properties of parallelograms to problems.
  - Prove and apply theorems that express the sets of conditions for a parallelogram that allow you to prove a quadrilateral is a parallelogram.
  - Prove theorems that deal with the properties of rectangles and with the conditions whereby you can determine if a parallelogram is a rectangle.
  - Prove theorems that deal with the properties of rhombuses and with the conditions whereby you can determine if a parallelogram is a rhombus.
  - Prove theorems that deal with the properties of kites and trapezoids.
  - Review formulas for the perimeter and area of squares, rectangles, and triangles.
  - Develop formulas for the perimeter and area of kites, parallelograms, rhombuses, and trapezoids.
  - Learn to calculate the area of a regular polygon and the area of a composite figure.
  - Define a circle and its parts.
  - Develop and apply formulas for the circumference and area of circles.
  - Be able to identify pairs of congruent, concentric, or tangent circles.
  - Understand the relationship between lines and segments with circles, especially with regards to tangents, secants, and chords.
  - Use theorems regarding tangents to solve problems involving circles.
  - Understand the concepts of major arcs, minor arcs, and semicircles.
  - Apply the properties of arcs and chords to circles.
  - Know how to calculate the area of sectors and segments of a circle.
  - Be able to find the length of an arc in linear units.
  - Understand the relationship between inscribed angles and their intercepted arcs and prove theorems and corollaries that describe those relationships.
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- Prove that the opposite angles of an inscribed quadrilateral are supplementary.
- Understand the relationship between intersecting line pairs that intersect at the point of tangency, line pairs that intersect in the interior of a circle, and line pairs that intersect in the exterior of a circle.
- Prove theorems describing the relationship between secants, tangents, and circles.
- Identify and classify geometric solids according to their properties.
- Analyze geometric solids using nets.
- Represent geometric solids using orthographic, isometric, and perspective drawings.
- Identify geometric solids from orthographic, isometric, and perspective drawings.
- Be familiar with the life and accomplishments of Leonard Euler.
- Understand the relationship between number of vertices, edges, and faces of convex polyhedra in light of Euler's formula.
- Know how to graph geometric solids on the three-dimensional coordinate system and apply the distance and midpoint formulas in three dimensions.
- Derive and apply the formula for the lateral area and surface area of a prism.
- Apply the formula for the volume of a prism.
- Derive and apply the formula for the lateral area and surface area of a cylinder.
- Apply the formula for the volume of a cylinder.
- Derive and apply the formula for the lateral area and surface area of a pyramid.
- Apply the formula for the volume of a pyramid.
- Derive and apply the formula for the lateral area and surface area of a cone.
- Apply the formula for the volume of a cone.
- Apply the formula for the surface area and volume of a sphere.
- Review ratios and proportions.
- Apply properties of proportions.
- Identify similar polygons.
- Apply the AA Similarity Postulate, and also prove and apply the SSS Similarity Theorem and the SAS Similarity Theorem.
- Prove theorems of triangle proportionality and apply them to determine the length of segments.
- Learn how to use ratios and proportions to make indirect measurements.
- Understand how to create and read scale drawings.
- Know how to use proportions as conversion factors.
- Identify, draw, and graph isometries, such as reflections, rotations, and translations.
- Identify, draw, and graph dilations.
- Recognize and draw a composition of transformations.
- Identify symmetry in geometric figures.
- Learn how tessellations are formed.
- Understand the similarity relationships that exist in right triangles and apply those relationships to solve problems involving segment length.
- Use geometric means to calculate the length of segments of right triangles.
- Know the six trigonometric ratios.
- Find the sine, cosine, and tangent of an acute angle of a right triangle.
- Use trigonometric ratios to determine the length of the sides of a right triangle.
- Use inverse trigonometric ratios to determine the measure of an acute angle of a right triangle.
- Use trigonometric ratios to calculate angles of elevation and depression.
- Use the Law of Sines and the Law of Cosines to find unknown side lengths and angle measures of acute and obtuse triangles.
- Understand how reference angles are used to find the trigonometric functions of angle measure greater than  $90^\circ$ .
- Define a unit circle and recognize how it can be used to geometrically portray trigonometric functions.
- Know how radians relate to degree measures and know how to convert degrees into radians.

### **English I**

- Sentence Sense
  - Recognizing the essential terms and parts of a sentence
  - Recognizing the importance of completing thoughts that are clear and definite
  - Recognizing complete sentences from incomplete ones
  - Recognizing the types and punctuation marks of sentences according to purpose
  - Recognizing the role of sentences and needed guidelines in writing paragraphs
  - Parts of Speech
  - Recognizing the eight parts of speech
  - Recognizing the syntax (function) of each part of speech
  - Recognizing the importance of using correct forms of these parts of speech
  - Sentence Structure and Variety
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- Recognizing the clauses and their functions
- Recognizing the phrases and their functions
- Classifying sentences according to clause structure
- Vocabulary Development
- Using context clues to define words
- Using common roots
- Using prefixes and suffixes
- Using comparison and contrast
- Reading and Analyzing Short and Long Fiction
- Reading Poetry and Non-fiction Texts
- Recognizing essential elements of the short story and novel
- Recognizing essential literary terminology relative to short stories and novels
- Analyzing essential elements of the short story and novel
- Reading for comprehension and enjoyment
- Recognizing definitions of other literary genres
- Recognizing essential characteristics of other literary genres
- Using figurative language to achieve style, tone, and voice
- Recognizing other literary terms relative to non-fiction prose texts

### **English II**

- Review the eight parts of speech and their functions in the English language.
- Review nouns and their function in the English language.
- Review pronouns and their function in the English language.
- Review verbs and their function in the English language.
- Review adjectives and their function in the English language.
- Review adverbs and their function in the English language.
- Review prepositions and their function in the English language.
- Review conjunctions and their function in the English language.
- Review interjections and their function in the English language.
- Identify verbals—gerunds, participles and infinitives—and their functions in the English language.
- Understand subject-verb agreement.
- Identify when capitalization is needed.
- Edit writing for capitalization errors.
- Identify when periods, exclamation points and question marks are needed.

- Writing the Research Paper
- Using computer technology to locate information
- Using the library
- Taking notes and citing vital information
- Using MLA documentation
- Mechanics
- Manuscript form
- Punctuation and capitalization
- Hyphenation and italics
- Abbreviations and contractions
- Numerals and acronyms
- Viewing and Presenting a Visual Project
- Use of Power Point
- Use of text notes
- Mastering the TAKS Test
- Recognizing and analyzing test format
- Recognizing important components of the written responses
- Practicing writing responses within the given number of lines
- Ensuring the use of documented evidence through the use of quotes/evidence
- Using the dialectical journal to uncover important answers

- Identify run-on sentences and learn how to correct them.
- Learn to edit writing for punctuation errors.
- Know when commas are needed.
- Know when to use semicolons, colons, dashes, hyphens and apostrophes.
- Know when to use quotation marks, underlining and italics.
- Identify sentence fragments and learn how to correct them.
- Learn rules to help you spell accurately.
- Correctly spell and define 25 words.
- Learn to form the plurals of nouns.
- Identify common root words that have been adapted from other languages.
- Discuss prefixes and ways in which these items change the root word to form a new meaning.
- Discuss suffixes and ways in which these items change the root word to form a new meaning.
- Correctly spell and define 25 words.
- Define and recognize homonyms, synonyms, antonyms and heteronyms.
- Learn strategies to expand your vocabulary.
- Explain the relationship between analogies.
- Understand how to use similes, metaphors and hyperboles for more effective writing.

- Understand the connotative and denotative uses of words.
- Know the differences in the meanings of commonly troublesome words.
- Correctly spell and define 25 words.
- Know how to write a well-written topic sentence.
- Know how to write well-written supporting sentences for a topic sentence.
- Learn how to use chronological, spatial and climactic order effectively.
- Be able to write a coherent paragraph using transitional expressions and varying sentence patterns.
- Learn to write a well-written essay with a strong introduction with an effective thesis statement, a supportive body, and a conclusion.
- Understand the different purposes an essay may have and how to use them effectively.
- Know how making an effective outline helps you write an organized essay.
- Proofread and revise to write correctly and effectively.
- Write a short compare and contrast essay.
- Correctly spell and define 25 words.
- Recognize the plot, setting and central theme or themes in a short story.
- Identify characters and analyze them using motivation, conflict and plot.
- Identify literary terms and their uses in stories.
- Discuss six novels written by famous English authors.
- Utilize the knowledge of literary terms and apply it in practice.
- Understand dialogue and be able to use it effectively.
- Identify literary genres.
- Correctly spell and define 25 words.
- Identify literary terms and their uses in stories.
- Recognize the audience and purpose of literature.
- Utilize knowledge of literary terms and apply it in practice.
- Correctly spell and define 25 words.
- Discuss developmental strategies for informative essays.
- Write a well-developed informative essay.
- Identify types of propaganda used in writing and in advertisements.
- Brainstorm effectively on essay topics.
- Write a well-developed persuasive essay.
- Correctly spell and define 25 words.
- Understand how to perform research.
- Effectively brainstorm information to organize an essay.
- Successfully organize a research paper and write an effective rough draft.
- Recognize plagiarism.
- Be able to use citations correctly.
- Present an error-free, well-written final documented essay.
- Correctly spell and understand 25 words.
- Read a classic novel.
- Compare fictional events with real life experiences to better understand the text.
- Present a character analysis in front of an audience.

### **English III**

- Determine the meaning of English words in multiple content areas by learning Latin, Greek and other linguistic roots and affixes.
  - Spell English words correctly and learn how to use various sources to check the correctness of spellings.
  - Be capable of using knowledge about cognates to determine word meanings.
  - Learn how to infer word meanings through the analysis of analogies and other word relationships.
  - Practice writing legibly.
  - Review rules about capitalization of words.
  - Review rules about correct punctuation.
  - Understand and use different types of clauses and phrases.
  - Understand simple, compound, complex and compound-complex sentence structures and be capable of constructing such sentences.
  - Be capable of analyzing textual content to draw conclusions about word meanings.
  - Brainstorm with others to choose a topic.
  - Create a major research question that addresses a major research topic.
  - Formulate a research plan for conducting in-depth research on a complex topic.
  - During research, gather evidence, determine sources' reliability and avoid depending too much on one source.
  - Understand how to differentiate among primary, secondary and other sources.
  - Learn how to gather relevant, accurate evidence.
  - Understand how to organize evidence, outline ideas and separate facts from inferences.
  - Learn how to use a style manual to document sources and cite all researched evidence according to a standard format.
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- Learn how to paraphrase, summarize and quote researched information.
  - Learn how to critique the research process and implement changes when needed.
  - When necessary, modify the major research question to refocus the research plan.
  - Differentiate between theories and evidence, decide evidence's strength and determine how strong evidence creates a cogent argument.
  - Use dictionaries, thesauri, glossaries, histories of language, books of quotations and other related references.
  - Plan the first draft of a research paper by selecting the correct genre, determining appropriate topics and developing a thesis.
  - Know how to structure ideas and develop a draft.
  - Learn mechanisms, including accomplishing specific rhetorical purposes, consistency of tone, logical organization through the use of tropes, schemes and transitions, that will aid you in the development of a draft.
  - Revise a draft to clarify meaning and achieve specific rhetorical purposes, consistency of tone and logical organization.
  - Proofread and edit drafts to ensure correct spelling, grammar and mechanics as methods to perfect a draft.
  - Revise a final draft in response to feedback and publish written work.
  - To read a literary text and determine its genre in different cultural, historical and contemporary contexts.
  - To read a literary work to comprehend its theme in different cultural, historical and contemporary contexts.
  - To analyze how a literary work's theme represents a view on the human condition.
  - To read a literary text and notice its sensory language.
  - To be capable of relating characters and text structures to modern American novels, plays or films.
  - To be capable of relating a literary work's main ideas to primary source documents on its setting.
  - Understand poetry's structure and elements.
  - Using evidence, make inferences and draw conclusions about poems.
  - Analyze the effects of metrics and rhyme schemes and other conventions in American poems.
  - Write a poem that reflects an awareness of poetic conventions and traditions.
  - Understand drama's structure and elements.
  - Using evidence, to make inferences and draw conclusions about dramas.
  - Analyze the themes and characteristics in modern American drama.
  - Write a script with an implicit or explicit theme.
  - Understand the structure and elements of fiction.
  - Using evidence, make inferences and draw conclusions about fictional works.
  - Evaluate how literary elements affects a fictional piece's plots and setting.
  - Determine how a shifting point of view impacts narration.
  - Familiarize yourself with works of American authors from each major literary period.
  - Write a script with an implicit or explicit theme.
  - Understand the structure and elements of literary/creative nonfiction.
  - Understand rhetorical techniques.
  - Analyze how rhetorical techniques influence readers/listeners.
  - Determine how author's purpose and audience affect tone in informational/persuasive text.
  - Analyze political debates for logical fallacies.
  - Develop a clear thesis for an argumentative essay.
  - Include divergent views in a persuasive/argumentative essay.
  - Create an organizing structure appropriate to the purpose, audience and context.
  - Provide information on all relevant perspectives.
  - Demonstrate consideration of the validity and reliability of all used sources.
  - Attentively craft language to convince an audience.
  - Write an persuasive/argumentative essay.
  - Understand the structure and elements of expository text.
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- Using evidence, make inferences and drawing conclusions about expository text.
- Summarize an expository text without injecting an opinion.
- Distinguish between inductive- and deductive-reasoned text and determine conclusions' support.
- Using evidence, make and defend subtle inferences and complex conclusions.
- Synthesize Ideas and make logical connections between multiple texts.
- Write an analytical essay or an interpretation of an expository text.
- Understand the structure and elements of informational/procedural text.
- Evaluate the logic of informational/procedural text's sequence.
  - Understand contexts and the author's influence in informational text.
- Translate information between informational/procedural text and visual aids.
- Write a procedural or work-related document.
- Analyze how words, graphics, images and sounds impact meaning.
  - Evaluate how media messages reflect social and cultural views in ways different from traditional texts.
  - Determine the interactions of different techniques in multilayered media.
  - Evaluate the objectivity of coverage of the same event in various media.
  - Appraise changes in formality and tone across various media.
  - Produce a multimedia presentation.
  - Learn how to listen attentively to others.
  - Indicate responsive listening by framing inquiries and identifying positions and the evidence backing those positions.
  - To evaluate a speech and determine its impact.
    - Write and deliver a speech.
    - Work productively in team settings.

#### **English IV**

- Grammar Review
- Capitalization and Punctuation
- Sentence Structure
- Biographies – Charlotte Bronte, Joseph Conrad, Mary Shelley
- Vocabulary – SAT, troublesome words, word relationships
- Pre-graduation check list
- Figurative language
- Themes and Genres
- Compare and contrast classical plays w/modern day versions
- Relate characters, setting, etc. to ideas of its time
- Elements of Poetry
- Drama
- Fiction
- Complex plot structures and devices
- Moral dilemmas and quandaries
- Compare and contrast different forms of narration across various genres
- Fiction by British authors from each major literary period
- Nonfiction
- Sensory Language
- Culture and History
- Expository Texts
- Summarize
- Same issues / different conclusions
- Conclusions
- Synthesize ideas and make logical connections w/textual evidence.
- Persuasive Texts
- Research/Writing projects
- Expository or a literary text
- Persuasive Text
- Research paper
- Literary terms
- Kidnapped by Robert Louis Stevenson
- Writing story with conflict and resolution
- Write a poem
- Write a script with an explicit theme or implicit theme
- Write an analytical essay
- Sir Gawain and the Green Knight
- Le Morte d' Arthur
- Letters
- Resumes
- E-mail etiquette
- Job application process
- Interview

#### **World History**

- Identify ways archaeologists, anthropologists and historians analyze limited evidence.
  - Summarize the narrative of myths or theories that have been used to explain the origin of humans.
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- Explain and apply different methods that historians use to interpret the past.
  - Identify changes that resulted from the development of farming.
  - Explain economic, social and geographic factors that led to the development of the first civilizations.
  - Identify important changes in human life caused by the Neolithic agricultural revolution.
  - Summarize the history of ancient Egypt and its kingdom.
  - Summarize the major cultural and economic developments in Mesopotamia, Egypt, India and China.
  - Summarize the major cultural and economic developments in the Akkadian and Babylonian empires, India and the Vedic Civilization.
  - Identify examples of religious and cultural influence in the new kingdom of Egypt.
  - Describe the Minoan, Mycenaean and Greek civilizations.
  - Understand the arts and the culture of Ancient Greece.
  - Demonstrate an understanding of society and government in Ancient Greece.
  - Identify changes in history following the Persian Wars.
  - Understand the rise and fall of the Greek and Roman empires.
  - Summarize the conquest and expansion of Alexander the Great.
  - Compare religious and philosophical traditions of ancient Greece.
  - The major discoveries and technological innovations during the Greek civilization.
  - Demonstrate an understanding of geographic and political influences on historical issues and events of the Roman Republic.
  - Understand the rise and fall of the Greek and Roman Empires.
  - Demonstrate an understanding of geographic, economic, social and political influences on historical issues and events.
  - Describe the religions and social differences of the Roman Empire.
  - Trace the historical origins of Judaism and Christianity.
  - Understand the fall of the Roman Empire.
  - Analyse the impact of the Byzantine Empire.
  - Locate places and regions on maps of the historical Byzantine Empire.
  - Understand the historical and political systems of the Byzantine Empire.
  - Analyse the Islamic Empire.
  - Locate on maps places and regions of the historical Arabian peninsula.
  - Understand the history and relevance of major religious and philosophical traditions in the Islamic empire.
  - Analyze the Arab empire.
  - Understand impact of geographic factors on major historic events in the Arab empire.
  - Analyze the specific roles of women, children and families in the Islamic culture.
  - Identify examples of Islamic art and literature.
  - Describe the origin of the algebra in mathematics.
  - Understand the historical political systems of Africa.
  - Understand impact of geographic factors on major historic events in Africa.
  - Identify religious and philosophical traditions of Africa.
  - Summarize the African society and cultural developments.
  - Analyse the Indian Empires.
  - Understand the religious and philosophical traditions of India.
  - Understand Hinduism in India.
  - Analyze the Dynasties of China.
  - Compare religious and philosophical traditions of Confucianism, Buddhism and Taoism.
  - Apply critical-thinking skills to analyze the Mongol Empire and early Japan.
  - Identify changes that resulted from the Mongol invasions.
  - Describe the importance of Charlemagne.
  - Summarize the development of the Roman Catholic Church during the early Middle Ages.
  - Explain the impact of feudalism and its decline on European history and culture.
  - Explain the growth of monarchies in Europe.
  - Summarize the events surrounding the establishment of the Holy Roman Empire.
  - Describe developments in Russia during the Middle Ages.
  - Explain the Crusades and their effects on European culture.
  - Describe the culture of the High Middle Ages.
  - Explain the influence of the Roman Catholic papacy during the High Middle Ages.
  - Describe the purpose of the Inquisition.
  - Identify the distinctive cultural and artistic developments of the High Middle Ages.
  - Identify the impact of Scholasticism on religious beliefs.
  - Describe the events leading to the increase in nationalism in France and England.
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- Describe the impact of the Black Death on culture and religious belief.
  - Explain the reasons for the decline in influence of the Roman Catholic Church.
  - Summarize the intellectual, religious and historical origins of the Renaissance.
  - Describe the influence of the Medici family on the Renaissance.
  - Summarize the factors contributing to the spread of the Renaissance.
  - Describe the characteristics of the Renaissance.
  - Explain the influence of Renaissance scholars on European history.
  - Describe the characteristics of Renaissance art.
  - Identify the leading Renaissance artists and their influence on later artists.
  - Explain the intellectual, religious and political origins of the Reformation.
  - Identify several forerunners of the Reformation.
  - Summarize the relationship between Renaissance humanism and the Reformation.
  - Explain the thought and influence of the Humanist scholar Desiderus Erasmus.
  - Describe the characteristics of Northern European Renaissance art.
  - Explain the condition of the Roman Catholic Church on the eve of the Reformation.
  - Explain the thought and influence of Martin Luther.
  - Describe the distinct doctrines of the Reformation.
  - Summarize the thought and influence of John Calvin.
  - Summarize the thought and influence of Ulrich Zwingli.
  - Summarize the events of the Reformation in England.
  - Describe the influence of the Tudors on the Reformation in England.
  - Summarize the events and the significant figures of the Age of Exploration.
  - Describe the lifestyles and cultures of the Native American peoples of North America.
  - Describe the lifestyles and cultures of the native peoples of Central and South America.
  - Summarize the efforts of the Spanish to conquer and colonize the New World.
  - Summarize the French Wars of Religion.
  - Describe the influence and significance of King Philip of Spain.
  - Describe the Thirty Years' War.
  - Describe the rise of absolutism in France, Prussia and Russia.
  - Describe the origins and events of the English Civil War.
  - Explain the significance of the outcome of the English Civil War on later political events.
  - Describe the leading events and figures of the Scientific Revolution.
  - Explain the thought of the leading philosophers of the Age of Reason.
  - Explain the influence of the Age of Reason on later philosophical thought.
  - Summarize the main events of the American War of Independence.
  - Explain the major factors which led to the American War of Independence.
  - Explain the major factors which led to the French Revolution.
  - Summarize the main events of the French Revolution.
  - Describe the person of Napoleon Bonaparte and his influence on European history.
  - Summarize the events of the establishment of Napoleon's Empire.
  - Describe the major figures of art and culture of the 17th and 18th centuries and their influence.
  - Evaluate the effects of the French Revolution.
  - Identify causes and evaluate effects of the Russian Revolution.
  - Evaluate how the American Revolution differed from the Russian and French Revolutions.
  - Identify factors that lead to the Industrial Revolution.
  - Evaluate factors that lead up to mass production.
  - Understand the historical origins of the economic systems of capitalism and socialism.
  - Describe the political influences of women.
  - Identify the contributions of scientists and inventors in the 19th century.
  - Analyze the examples of art and literature reflected in the history of the 19th century culture.
  - Analyze the effects of imperialism on Great Britain, France, Germany, China, India, Japan and Africa.
  - Explain the factors leading to the outbreak of World War I.
  - Name the opening campaigns of World War I.
  - List the leading participants in World War I.
  - Describe the stalemate situation on the Western Front during World War I.
  - Summarize the events on the Eastern Front during World War I.
  - Explain the reason and the results of the United States' involvement in World War I.
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- Summarize the events and persons of the Communist revolution in Russia.
- Summarize the articles of the Treaty of Versailles.
- Explain the postwar aftermath in Europe.
- Summarize the causes of the Great Depression.
- Explain the purpose and results of the New Deal.
- Summarize the rise of dictatorial regimes in Italy and Russia following World War I.
- Summarize the rise of Nazi Germany.
- Explain the Nazi Party's attitude and treatment toward non-Germans.
- Summarize the events of nationalistic movements in various countries in the Middle East and India.
- Explain the efforts in Latin America to achieve greater independence from the United States.
- Summarize events leading up to the advent of World War II.
- Explain the results of Allied appeasement in regards to Nazi Germany during the 1930s.
- Summarize the events of the early years of World War II.
- Explain the United States' motivation for entry into World War II.
- Summarize the events of World War II.
- Identify the events which brought about the end of the war.
- Identify factors leading to the Cold War.
- Describe factors leading to the creation of East and West Germany.
- Summarize the events of the Korean War.
- Summarize the events of the Cuban Missile Crisis.
- Summarize the events of the Vietnam War.
- Identify contributing factors to Cold War conflicts.
- Describe social conditions in the USSR and its satellite states.
- Identify and describe the events that led up to the end of the Cold War.
- Identify factors that contributed to the decline of the USSR.
- Identify and describe the factors leading to the collapse of Communism.
- Describe the events leading to the formation of the Confederation of Independent States.
- Describe the events and factors which contributed to the recovery of European economies.
- Describe the political changes in England, France and Germany after World War II.
- Identify and describe the economic changes in Latin America in the twentieth century.
- Describe the leading political movements in Latin America in the twentieth century.
- Identify and describe the factors leading to the independence of African nations.
- Identify and describe the challenges to political and economic stability in many African nations.
- Identify and describe the events leading to the end of apartheid.
- Identify and explain challenges to achieving peace in the Middle East.
- Describe the influence of western nations on events in the Middle East.
- Identify and describe events leading to the establishment of Communist China.
- Summarize the leadership of Mao Zedong and his influence on China.
- Identify and describe the factors which contributed to Japan's rise to an economic world power.
- Identify and describe the impact of existential thought on popular culture and politics.
- Identify recent technological advances and their impact on society and culture.

### **U.S. History**

- Explore the growth of railroads after the Civil War.
  - Describe how railroads influenced American life.
  - Explain how and why the Great Plains was settled.
  - Trace the growth of ranching and farming on the Great Plains.
  - Learn the reasons for conflict between the Indians and American settlers.
  - Explore the rise of capitalism.
  - Learn about new inventions and effects on American way of life.
  - Explore the advancements in agriculture and developments in manufacturing.
  - Examine the growth of cities.
  - Explore the causes and sources for immigration to America.
  - Learn the effects of 19th-century immigration on the United States.
  - Explore the social and economic challenges of city life.
  - Learn the reasons for the rise of labor unions.
  - Explore the types of labor unions and their effects on business.
  - Learn about labor "strikes" and their causes.
  - Learn about everyday life in late 19th-century America.
  - Explore the influence of Darwinian evolution on American life.
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- Explore the development of education, journalism, and social reform.
  - Examine cultural developments in literature and fine arts.
  - Explain how religious groups and organizations influenced education and society.
  - Examine the farm problems and their political impact.
  - Explore the attempts to help the farmer's economic difficulties.
  - Explore the reasons for the Populist movement.
  - Explore African-American life after Reconstruction.
  - Examine the administrations of Ulysses Grant, Rutherford B. Hayes, James A. Garfield, Chester A. Arthur, Grover Cleveland, Benjamin Harrison, and William McKinley.
  - Explore U.S. policy toward Mexico and Latin America.
  - Examine America's interest in the islands of the Pacific Ocean.
  - Explore the causes for the Spanish-American War.
  - Examine the effects of the Spanish-American War.
  - Explore daily life in America at the turn of the century.
  - Examine advances in transportation, communication, and technology.
  - Explore the effects of prosperity.
  - Explore the influences of progressivism.
  - Examine Theodore Roosevelt's foreign policy.
  - Explore the foreign and domestic policies of William Howard Taft.
  - Examine the Presidency of Woodrow Wilson.
  - Examine the effects of progressivism.
  - Examine underlying philosophies preceding World War I.
  - Study physical events leading to war in Europe.
  - Understand the necessity of U.S. involvement in the war.
  - Learn about military progress during World War I.
  - Learn the effects of the war on Europe and the United States.
  - Learn about the cultural changes of the 1920s.
  - Examine the administrations of Harding and Coolidge.
  - Explore the trends in philosophy in America.
  - Explore the causes of the Great Depression.
  - Examine the concepts of Roosevelt's "New Deal."
  - Learn what world problems were foundational to war.
  - Understand the results of appeasement.
  - Learn about the theaters of war and the results.
  - Learn about the United States' involvement in World War II.
  - Understand the human cost of war.
  - Learn how a few strong leaders can affect so many people.
  - Learn some of the devastating effects of war.
  - Explore the threat posed by communism.
  - Understand the Cold War.
  - Know the causes for the Korean War.
  - Explore the Eisenhower Presidency.
  - Understand the changes in American culture during the 1950s.
  - Know the meaning of the New Frontier.
  - Understand the Civil Rights Movement.
  - Explore the events of the Kennedy Presidency.
  - Understand President Johnson's Great Society program.
  - Investigate the causes for the Vietnam War.
  - Know the foreign and domestic challenges of the Johnson years.
  - Explore the effects of the Vietnam War on American culture.
  - Understand the foreign and domestic challenges of President Nixon.
  - Understand the foreign and domestic challenges of President Ford.
  - Explore the causes for the energy crisis under President Carter.
  - Know the foreign affairs challenges of the Carter administration.
  - Understand the political and economic elements of the Reagan Revolution.
  - Describe the challenges faced in American foreign policy.
  - Describe the collapse of the Soviet Union and the subsequent effects.
  - Study U.S. involvement in the Persian Gulf War and the Balkan Crisis.
  - Study the impact of 9/11 and the global war on terror on the United States.
  - Study the financial and economic struggles in the United States.
  - Study the rise of cultural secularism in American society.
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## World Geography

- Define geography and its incorporation of other fields of study.
  - Identify the essential subject areas of geography.
  - Describe the basic map types and their uses.
  - Describe Earth's location in the Solar System.
  - Describe the structure of the Earth.
  - Explain the natural forces that transform the surface of the Earth.
  - Understand weathering and erosion.
  - Describe the hydrosphere.
  - Identify the importance of the water cycle.
  - Describe the characteristics of weather and climate.
  - Explain the effects of human interaction with its physical environment.
  - Identify geopolitical boundaries of the United States and Canada.
  - Identify the primary characteristics of each region.
  - Describe the climates and the primary vegetation of each region.
  - Identify the primary natural resources found in the United States and Canada.
  - Describe the economies of the United States and Canada.
  - Describe the impact of human life on the geography and wildlife of North America.
  - Describe the primary characteristics of the population of North America.
  - Identify the key events of the history of North America.
  - Describe the culture of North America.
  - Describe the physical geography of Latin America.
  - Describe the water resources in Latin America.
  - Identify the climates and vegetation of Latin America.
  - Identify the natural resources of Latin America.
  - Describe the economic history and current state of Latin America.
  - Describe the human impact on the environment of Latin America.
  - Describe the human geography of Latin America.
  - Explain the history of Latin America.
  - Describe the culture of Latin America.
  - Identify the primary characteristics of Europe's physical geography.
  - Identify the primary water sources of Europe.
  - Describe Europe's climate zones and vegetation.
  - Identify Europe's natural resources.
  - Describe the economy of Europe.
  - Discuss the impact of the human population on Europe's environment.
  - Describe the primary characteristics of Europe's population.
  - Identify the key events of Europe's history.
  - Describe the culture of Europe.
  - Identify the primary characteristics of Russia's physical geography.
  - Identify the primary water resources of Russia.
  - Describe Russia's climate zones and vegetation.
  - Identify Russia's natural resources.
  - Describe the economy of Russia.
  - Discuss the impact of the human population on Russia's environment.
  - Describe the primary characteristics of Russia's population.
  - Identify the key events of Russia's history.
  - Describe the culture of Russia.
  - Identify the primary characteristics of the physical geography of East Asia.
  - Identify the primary water resources of East Asia.
  - Describe the climate zones and vegetation of East Asia.
  - Identify the natural resources of East Asia.
  - Describe the economy of East Asia.
  - Discuss the impact of the human population on the environment of East Asia.
  - Describe the primary characteristics of East Asia's population.
  - Identify the key events of East Asia's history.
  - Describe the culture of East Asia.
  - Identify the primary characteristics of the physical geography of South Asia.
  - Identify the primary water resources of South Asia.
  - Identify the primary characteristics of the physical geography of South Asia.
  - Describe the climate zones and vegetation of South Asia.
  - Identify the natural resources of South Asia.
  - Describe the economy of South Asia.
  - Discuss the impact of the human population on the environment of South Asia.
  - Describe the primary characteristics of South Asia's population.
  - Identify the key events of South Asia's history.
  - Describe the culture of South Asia.
  - Identify the primary characteristics of the physical geography of Australia and New Zealand.
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- Identify the primary water resources, climate zones, and vegetation of Australia and New Zealand.
- Learn about the natural resources, economy, and human population of Australia and New Zealand.
- Understand the primary characteristics, key events, and culture of Australia and New Zealand.
- Identify the primary characteristics of the physical geography of Oceania.
- Learn about the primary water resources, climate zones, vegetation, and natural resources of Oceania.
- Learn about the economy and demographics of Oceania.
- Discuss the impact of the human population on the environment of Oceania.
- Learn about the physical geography, climate, and key elements in the history of Antarctica.
- Identify key elements in the history of Antarctica.
- Identify the primary characteristics of the physical geography of Southeast Asia.
- Identify the primary water resources, climate zones, and vegetation of Southeast Asia.
- Learn about the natural resources and economy of Southeast Asia.
- Discuss the impact of the human population on the environment of Southeast Asia.
- Describe the primary human characteristics, key events, and culture of Southeast Asia.
- Identify the primary characteristics of the physical geography of North Africa and the Middle East.
- Identify the primary water resources of North Africa and the Middle East.
- Describe the climate zones and vegetation of North Africa and the Middle East.
- Identify the natural resources of North Africa and the Middle East.
- Describe the economy of North Africa and the Middle East.
- Discuss the impact of the human population on the environment of North Africa and the Middle East.
- Describe the primary characteristics of the population of North Africa and the Middle East.
- Identify the key events of the history of North Africa and the Middle East.
- Describe the culture of North Africa and the Middle East.
- Identify the primary characteristics of the physical geography of sub-Saharan Africa.
- Identify the primary water resources of sub-Saharan Africa.
- Describe the climate zones and vegetation of sub-Saharan Africa.
- Identify the natural resources of sub-Saharan Africa.
- Describe the economy of sub-Saharan Africa.
- Discuss the impact of the human population on the environment of sub-Saharan Africa.
- Describe the primary characteristics of the population of sub-Saharan Africa.
- Identify the key events of the history of sub-Saharan Africa.
- Describe the culture of sub-Saharan Africa.

### **Government**

- Demonstrate an understanding of the elements of government.
  - Understand the importance of the state of nature, natural law, and natural rights in influencing the theories surrounding the creation of states.
  - Recognize the various ways in which governments can be classified.
  - Identify the fundamental principles on which democracy is built.
  - Contrast the major economic systems that exist in the world today.
  - See the influence of major historical documents as they relate to the political development of the United States government.
  - Identify the importance of colonization of North America to the British Empire.
  - Explain how America's democratic government developed from thirteen self-governing colonies.
  - Recognize influential individuals who played roles in laying the framework of the U.S. Constitution.
  - Recognize why a new government was needed to preserve the Union.
  - Analyze how the distribution of power in *The Articles of Confederation* affected the order and security of the Union.
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- Develop an awareness of the importance of the *Articles* in the creation of the *Constitution* of the United States.
  - Analyze the compromises and debates resulting in the writing of the *Constitution*.
  - Recognize why a new government was needed to preserve the Union.
  - Analyze how the distribution of power in The *Articles of Confederation* affected the order and security of the Union.
  - Develop an awareness of the importance of the *Articles* in the creation of the *Constitution* of the United States.
  - Analyze the compromises and debates resulting in the writing of the *Constitution*.
  - Describe the advantages and disadvantages of a federal system.
  - Describe the four types of federalism.
  - Explain how the *Constitution* distributes power between the national and state governments.
  - Recognize landmark court cases that influenced the early stages of the governing process.
  - Understand how the *Constitution* may be formally and informally amended.
  - Identify those civil rights guaranteed by the *Constitution* and how the courts guard those liberties by interpretation and application of the law.
  - Describe how due process has extended the protection of civil rights.
  - Understand the impact of the guarantees found within the First Amendment.
  - Review the historical setting of discrimination in the United States and the efforts to prevent the repeat of history.
  - Recognize the structure of Congress as designed by the *Constitution*.
  - Describe the enumerated and shared powers of the Legislative Branch.
  - See the influence of both the majority and minority political parties in Congress.
  - Contrast the responsibilities of each house of Congress.
  - Follow a bill through the process required to become a law.
  - Relate the dependency of both the Legislative and the Executive branches on each other for the lawmaking process.
  - Understand why the Framers established the executive branch with less enumerated powers than that of the legislative branch.
  - Follow the election process and the role of the Electoral Process system in determining the President and Vice President.
  - Recognize the role of the federal bureaucracy in overseeing governmental policies.
  - Understand the basic role of the judiciary in the governmental process.
  - See how the Framers designed the structure and the function of the constitutional courts.
  - Understand the role of federalism in the dual structure of the national and state court system.
  - Understand the role of the Supreme Court and the importance of judicial review in the American system of government.
  - Describe the process by which federal judges are selected.
  - Understand the concept of political parties as an essential component of democracy.
  - Understand how political parties evolved and shaped current politics.
  - Understand the connection between political parties and public policy.
  - See the role of interest groups in the governing process.
  - Evaluate how interest groups and political parties differ.
  - Understand what public opinion is and how it reflects a representative democracy.
  - Discuss how public opinion is measured through statistical research.
  - Recognize the differences in the political spectrum and the labels of liberal, moderate, and conservative.
  - Understand how a political culture is formed.
  - Recognize the roles of equality, liberty, and individualism in a democratic state.
  - Recognize the factors that influence why voters choose to participate in the electoral process.
  - Compare personal and civic responsibilities in a constitutional democracy.
  - Evaluate how civic responsibility has an effect on personal freedom.
  - Understand how civil disobedience can protect civil liberties.
  - Understand the influence of social movements in the preservation of civil rights.
  - Understand what the *U.S. Constitution* says about the relationship between state and federal governments.
  - Relate the structure of the state government to the federal government structure.
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- Explain how governmental regulation affects the relationship between the units of government.
- Understand the powers reserved and shared by the federal and state governments.
- Understand how the state governments provide for local governments.
- Recognize how revenue is generated on both the state and local levels of government.
- Know about the characteristics and structures of different economic systems.
- Understand how the government manages its monetary and fiscal policies.
- Recognize the complexity of the federal budget process.
- Realize that reforming the federal budget is a complicated process with as many reasons not to reform the budget as there are reasons to reform the federal budget.
- Describe the importance of domestic programs.
- Describe the importance of the role of various social policies in improving the lives of Americans.
- Understand foreign policy ideologies that reflect the period of time and the political philosophy of the administrations.
- Recognize the importance of maintaining a technological edge in scientific discoveries.

### **Economics**

- Introduction to economics
  - Government spending
  - Scarcity and opportunity cost
  - Debt and credit
  - Four economic systems
  - Traditional economic systems
  - Command economic systems
  - Market economic systems
  - Mixed economic systems
  - History
  - Articles of Confederation and its economic shortcomings
  - Economic look at the U.S. Constitution
  - Business cycle
  - Major economic downturns in U.S. history
  - Unit review and test
  - Rights and responsibilities within the market economy
  - Americans' economic rights
  - Monopolies and competition
  - Banks
  - History of banks
  - Money
  - Types of banks
  - Federal Reserve Banks and Board
  - Federal Reserve Board
  - Monetary and fiscal policy
  - Federal Reserve Banks
  - Unit review and test
  - Demand
  - Demand and Demand Curve
  - Changes in Demand
  - Supply
  - Changes in Supply
  - Reading Demand and Supply Curves
  - Consumer Choice
  - Utility
  - Income and substitution effect
  - Production and Costs
  - Production functions
  - Marginal product and diminishing returns
  - Short-run and long-run costs
  - Economies of scale
  - Economic Performance
  - National income Accounts
  - Price indexes
  - Aggregate Demand and Supply
  - Government and the Economy
  - Government growth
  - Economic functions of government
  - Federal Budget
  - Taxation
  - Inflation and Unemployment
  - Types of inflation
  - The Phillips Curve
  - Role of expectations
  - International Trade
  - Benefits and obstacles to international trade
  - Global economic growth
  - Learning how to buy
  - Principles of buying
  - Learning to buy the necessities
  - Food
  - Clothing
  - Housing
  - Transportation
  - Saving and investing
  - Saving
  - Different types of investing
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## **Chemistry**

- Standards of Measurement
- Base Units and Derived Units
- Accuracy and Precision
- Dimensional Analysis
- Rules for Writing and Rounding Numbers
- Rules for Significant Figures
- The Scientific Method
- Safety Equipment
- Lab Equipment – Glassware and Hardware
- Safety Symbols
- Elements
- Compounds
- Mixtures
- Early Theories of Atomic Structure
- The Quantum Theory of Atomic Structure
- The Wave-Mechanical Theory of Atomic Structure
- Historical Development of the Periodic Table of the Elements
- Period and Group Designations of the PTOE
- Periodic Trends in the PTOE
- Covalent Bonding
- Molecular Geometry and Intermolecular Forces
- Ionic and Metallic Bonding
- Chemical Names and Formulas for Ionic Compounds
- Chemical Names and Formulas for Molecular Compounds
- Writing and Balancing Chemical Equations
- Types of Chemical Reactions
- Composition Stoichiometry
- Reaction Stoichiometry
- Solids
- Liquids
- Gases
- Changes of State
- Gas and Pressure
- Gas Laws
- Diffusion and Effusion
- The Solution Process
- Solution Concentrations
- Colligative Properties
- Properties of Acids and Bases
- Acid-Base Theories
- Acid-Base Reactions, Titrations, and pH
- Thermochemistry
- Reaction Rates
- Reaction Kinetics
- Equilibrium Constants
- Shifting Equilibrium
- Oxidation-Reduction
- Balancing Redox Reactions
- Voltaic Cells
- Electrolytic Cells
- Hydrocarbons
- Functional Groups
- Carbohydrates
- Lipids
- Amino Acids and Proteins
- DNA
- RNA
- Radioactive Decay
- Nuclear Fission and Fusion

## **Integrated Physics & Chemistry**

- Introduction to Science
  - Introduction and definitions of science and the scientific method
  - Measurements
  - Laboratory Procedures
  - Laboratory Safety
  - Results and Reporting
  - Science and the World
  - Science and information
  - Science and promotional materials
  - Science and Its Impact
  - Relationship of Physics and Chemistry
  - Careers in Physics and Chemistry
  - History of Physics and Chemistry
  - Famous Scientists (will intersperse these into lessons throughout)
  - Forces at Work
  - Motion
  - Distance, Speed, Direction, Velocity (scalar vs. vector)
  - Measuring and Graphing Speed and Distance
  - Motion as the result of unbalanced forces
  - Acceleration
  - Conservation of Momentum
  - Gravity
  - Comparison of Electrical Attraction and Gravity
  - Energy
  - Kinetic energy
  - Potential energy
  - Electricity and Magnetism (Electromagnetic force)
  - Current electricity (circuits)
  - Production of Electricity and Its Consequences
  - Energy as Waves
  - Energy Waves
  - Forms of Energy and conversion between forms
  - Conservation of Energy
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- Thermal Energy and its results
- Matter
- Physical properties
- Chemical properties
- Examining properties of elements and compounds
- Elements and the Periodic Table
- Water and its properties and its use as a solvent
- Chemistry Concepts
- States of matter
- Transformations
- Conservation of Mass
- Chemical Formulas and Reactions

### **Biology**

- Define biology as a science.
- Describe reasons why studying biology is important.
- Define and compare hypotheses, theories, and laws.
- Learn to think about life in a scientific way.
- Describe major historical events in biology.
- Analyze characteristics of great biologists.
- Consider your possible role in the future of biology.
- Define and apply the scientific method.
- Read and think critically about biological research.
- Understand how microscopes and other imaging equipment works.
- Design a great experiment.
- Define independent and dependent variables.
- Know the standard units of measurement for biology.
- Perform basic operations to find area and volume.
- Learn how to find volume of irregularly shaped objects.
- Understand what SI units are and why scientists use them.
- Understand the metric system and scale.
- Perform dimensional analysis for unit conversions.
- Name the five characteristics all life possesses.
- Name the five needs of life.
- Define atoms, elements, and molecules.
- Understand how chemical reactions work.
- Define catalyst and enzyme and explain how they help chemical reactions in living systems.
- Define what a cell is.
- Understand the three parts of the cell theory.
- Compare and contrast the prokaryotic cell with the eukaryotic cell.
- Identify and name major organelles in cells and their functions.

- Formulas and Reactions and Notations
- Chemical changes
- Energy and reactions
- Nuclear Reactions
- Application of nuclear energy
- The Environmental Impact of Chemistry
- Industrial Waste Products
- Radioactivity
- Pollution of Air
- Pollution of Water
- Disposability and Consequences

- Compare and contrast plant and animal cells.
  - Understand the organization of living things (cells, tissues, organs, organ systems).
  - Understand the Fluid Mosaic Model for the plasma membrane in cells.
  - Explain how substances move in and out of cells through diffusion and osmosis.
  - Define photosynthesis and explain how it converts light energy into food.
  - Compare the products and reactants of the light-dependent and dark reactions of photosynthesis.
  - Define cellular respiration and explain how it converts food into energy.
  - Compare the Krebs cycle with photosynthesis.
  - Compare and contrast aerobic and anaerobic respiration.
  - Understand how organisms grow.
  - Define cell cycle and the parts of the cell cycle—interphase and mitosis.
  - Name the three phases of interphase and what happens in each phase.
  - Understand how eukaryotic cells divide.
  - Name the four phases of mitosis and identify when a cell is in each phase.
  - Define homeostasis and understand the processes it helps regulate.
  - Define genetics and understand its importance to life.
  - List the contributions of Gregor Mendel to modern genetics, including the Mendelian principles.
  - Define and understand how alleles, genes, and traits are passed from parents to offspring.
  - Understand dominant and recessive alleles.
  - Compare and contrast phenotype and genotype.
  - Be able to fill out Punnet Squares and predict the probability of passing uncertain traits.
  - Describe how meiosis produces haploid cells.
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- Compare and contrast the differences between haploid and diploid cells.
  - Describe how genes, chromosomes, and DNA are related to each other.
  - Understand the basic structure of DNA.
  - Be able to read the genetic code and find the amino acids by interpreting a table.
  - Name and describe the functions of the three types of RNA.
  - Understand the process of building proteins through transcription and translation.
  - Define mutations.
  - Explain why some point mutations have no effect on an organism.
  - Describe certain genetic disorders and how they are inherited.
  - Understand how chromosomal genetic disorder works.
  - Understand and explain how complex inheritance works.
  - Read and understand a pedigree map.
  - Define genetic engineering and describe how it works.
  - Be able to give an example of genetic engineering in bacteria, plants, animals, and humans.
  - Define gene therapy.
  - Understand and form opinions about the controversies surrounding genetic engineering.
  - Describe the processes involved in natural selection.
  - Describe the mutation of DNA and its various results.
  - Explain the areas of evidence for evolution.
  - Define evolution.
  - Evaluate and describe the idea of phylogenies.
  - Relate the fossil record and the geologic timeline to evolutionary theory.
  - Relate comparative anatomy and embryology to evolutionary theory.
  - Describe the proposed mechanics of evolution.
  - Explain the difference between microevolution and macroevolution.
  - Describe the theories concerning the origins of life.
  - Discuss theories of human development.
  - Express opinions regarding evolutionary theory in general and human evolution in particular.
  - Describe controversies regarding evolution.
  - Define taxonomy.
  - Understand the importance of a standardized taxonomic system.
  - Describe the history of taxonomy in science.
  - Categorize organisms using a hierarchical classification system based on similarities among groups.
  - Compare characteristics of taxonomic groups, including archaea, bacteria, protists, fungi, plants, and animals.
  - Define eubacteria and archaeobacteria and differentiate between them.
  - Draw the basic structure of bacteria.
  - Understand how bacteria are helpful to ecosystems and humans.
  - Understand how bacteria cause disease and are harmful to humans.
  - Explain why cyanobacteria are a special bacteria.
  - Define and differentiate among the different archaeobacteria.
  - Understand the structure of a virus and how it differs from other living organisms.
  - Describe the reproductive cycles of viruses (lysogenic and lytic).
  - Define how a virus is a parasite and how it works to cause disease.
  - Understand how vaccines work.
  - Describe the implications of HIV and why a cure is so hard to find.
  - Define what a protist is and is not and describe the problems with classifying protists.
  - Understand that the different classifications of protozoans are based on how they move.
  - Describe how protozoans are helpful and harmful to the environment, especially in regards to sporozoans and disease.
  - Describe the different types of algae and phytoplankton and how they are both beneficial and harmful to the environment.
  - Describe the different types of fungus-like proteins and how they are both beneficial and harmful to the environment.
  - Define fungus and give reasons why fungi get their own kingdom.
  - Understand the basic structure of fungi.
  - Describe different ways fungi produce asexually and sexually.
  - Describe the four different phyla of fungi and why they are categorized into these groups.
  - Name specific fungi that are both beneficial and harmful to humans.
  - Define plant.
  - Understand, draw, and label the basic plant structures (root, stem, and leaf).
  - Compare vascular plants to nonvascular plants.
  - Understand basic plant processes (absorption, respiration, translocation, transpiration).
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- List the different types of nonvascular plants and identify the main environmental conditions they need to live in.
  - Understand that mosses, liverworts, and hornworts reproduce through the alternation of generations and that the typical plant is in the gametophyte generation.
  - Know the major types of seedless vascular plants (club mosses, horsetails, and ferns), and recognize that they reproduce through spores in the alternation of generations and the typical plant is in the sporophyte generation.
  - Define gymnosperms and recognize the major groups.
  - Understand that gymnosperms reproduce through the alternation of generations with separate male and female cones. The sporophyte generation is the typical plant.
  - Define angiosperms and compare and contrast them to the other types of plants.
  - Compare and contrast monocots with dicots.
  - Understand the adaptations of flowering plants and how this affects their survival.
  - Recognize and label the different parts of a flower.
  - Understand fertilization and seed formation.
  - Distinguish between fleshy fruits and dry fruits.
  - Describe seed dispersal and germination.
  - Define animal.
  - Understand how animals are classified according to their body symmetry.
  - Define endoskeleton and exoskeleton, and distinguish between the types of animals that have them.
  - Distinguish between vertebrate and invertebrate animals in terms of skeleton type and behaviors.
  - Define and distinguish between learned and innate behavior in animals.
  - Understand the steps of development that are similar in all animals.
  - Understand the importance of invertebrates in our world, both helpful and harmful.
  - Differentiate between the different groups of invertebrates (sponges, cnidarians, flatworms, roundworms, mollusks, segmented worms, arthropods, echinoderms, and invertebrate chordates).
  - Classify organisms based on development, reproduction, body symmetry, and methods for obtaining food.
  - Understand the increasing complexity of animals from the sponges to the echinoderms.
  - Describe the characteristics of vertebrates.
  - Name the major classes of vertebrates.
  - Understand what makes a fish a fish, an amphibian an amphibian, a reptile a reptile, a bird a bird, and a mammal a mammal.
  - Name characteristic animals and behaviors in each class of vertebrates.
  - Compare and contrast humans to other animals.
  - Define the purposes and functions of skin.
  - Describe the two main layers of skin and how burns can affect them.
  - Understand how hair grows out of the skin.
  - Define the purposes and functions of bones.
  - Compare and contrast the two different types of bone and bone marrows.
  - Distinguish the appendicular skeleton from the axial skeleton.
  - Name the three different types of muscles, whether they are voluntary or involuntary, and their functions.
  - Describe how food is digested both through mechanical digestion and chemical digestion.
  - Explain how the endocrine system regulates other body systems.
  - Understand the role of the kidneys in producing urine.
  - Understand how air and oxygen enter the body and carbon dioxide leaves the body.
  - Describe the composition and purpose of blood and the path it takes to and from the heart.
  - Explain how the heart operates.
  - Understand how the neuron works with the central and peripheral nervous systems to achieve communication throughout the body.
  - Describe the main parts of the brain and their function.
  - Explain how the five senses work to send messages to the brain.
  - Understand human reproduction by knowing how male and female sex organs work.
  - Describe puberty in males and females.
  - Explain how fertilization and menstruation occur in women.
  - Describe the six different nutrients humans need to function properly and the role each plays in the body.
  - Compare and contrast a science calorie to a food calorie.
  - Understand how BMI is calculated for adults and how it differs from how it is calculated for children and teens.
  - Describe obesity and its effect on the body.
  - Understand how anorexia and bulimia affect both the mind and the body and can lead to death if left untreated.
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- Define disease.
- Compare and contrast noninfectious and infectious diseases.
- Understand how the lymphatic system works.
- Compare and contrast the innate immune system to the adaptive immune system.
- Describe the processes of antibody immunity and cellular immunity.
- Understand the factors that cause noninfectious diseases.
- Describe how cancer works in the body and how it can be a result of genetics, environmental factors, and lifestyle choices.
- Distinguish between medicinal uses of drugs and abuse of drugs.
- Describe the different classes of drugs and how they work in the body.
- Define ecosystem and understand what an ecosystem needs in order to survive.
- Distinguish between a population and a species.
- Understand why plants, climate, and precipitation are used to characterize biomes.
- Describe different characteristics of different biomes and some adaptations the plants and animals have for particular biomes.
- Distinguish between different types of aquatic ecosystems.

### **Physics**

- Describe the scientific methods that lead to theories and scientific laws.
- Learn the steps in the scientific method.
- Answer questions about scientific concepts.
- Explain the steps of the scientific method.
- Use laboratory equipment safely.
- Identify safety signs in the laboratory.
- Describe the metric system.
- Make measurements using the metric system.
- Convert British measurements to metric terms.
- Convert metric measurements to British terms.
- Convert metric units by multiplication or division by 10.
- Choose the right metric units for distance, area, volume, and weight and mass.
- Describe derived units.
- Describe accuracy and precision as they apply to measurement, and describe the difference between the two concepts.
- Distinguish, identify, and use significant digits.
- Use the rules for rounding numbers.
- Understand how to use significant figures in mathematical operations.

- Describe factors that determine where an organism lives in an aquatic ecosystem.
  - Explain why estuaries and wetlands are important ecosystems.
  - Compare and contrast different types of relationships between species in an ecosystem.
  - Describe how energy is collected from the sun by producers and then transferred to consumers.
  - Distinguish how energy transfer works in a food chain, a food web, and a trophic pyramid.
  - Explain how the carbon, nitrogen, and phosphorous cycles work.
  - Describe the role nitrogen-fixing bacteria play in the nitrogen cycle.
  - Define biodiversity and understand why it is important for ecosystems.
  - Understand what makes a species threatened or endangered and list possible solutions for maintaining biodiversity.
  - Identify ways in which humans affect the carbon, nitrogen, and phosphorous cycles and their effects on ecosystems.
  - Distinguish between primary and secondary succession in ecosystems.
  - Describe why lichen is an important species in primary succession.
  - Define mass and the difference between mass and weight and their units.
  - Explain the concept of density and its units.
  - Describe force and its units.
  - Describe motion and relative motion.
  - Explain the difference between scalar and vector quantities.
  - Communicate how unbalanced forces create motion.
  - Understand how motion results in displacement, the definition of displacement, and how to compute displacement.
  - Know how displacement relates to speed.
  - Define speed, know the units of speed, and be able to compute speed.
  - Know the differences among instantaneous speed, uniform speed, and average speed.
  - Comprehend how speed relates to velocity.
  - Define velocity, memorize velocity's units, be able to compute velocity, and know how vectors change.
  - Understand how velocity relates to acceleration.
  - Define acceleration, know the units of acceleration, and be able to compute acceleration.
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- Understand Newton's three laws of motion.
  - Communicate the relationships among force, mass, and acceleration and be able to use the formula  $F = ma$ .
  - Understand the force of friction and its causes.
  - Interpret a free-body force diagram.
  - Learn the historical development of scientists' understanding of gravitation.
  - Understand the concept of inverse-square law and how it applies to universal gravitation and the gravitational constant.
  - Learn how gravity accelerates falling objects and to calculate the distance an object falls when under the influence of acceleration due to gravity.
  - Understand the concepts of impulse and momentum and their relationship.
  - Understand and apply the concept of conservation of momentum in elastic and inelastic collisions.
  - Understand and compute linear and nonlinear motion.
  - Understand and use the concepts of rotation, revolution, angular speed, tangential speed, centripetal force, centrifugal force, center of gravity, rotational inertia, and torque as they apply to circular motion.
  - Understand the concepts of potential energy, kinetic energy, mechanical energy, and pure energy.
  - Understand that in the conversion of energy from one form to another, energy is conserved.
  - Understand and apply the concept of work to real-life situations.
  - Understand and apply the concept of power to real-life situations.
  - Learn and use the definitions and units of work and power.
  - Explain the concepts of positive, negative, and net work.
  - Describe the components of mechanical energy.
  - Describe the forms of potential energy.
  - Understand the formulas for computing torque as a measurement of force for work.
  - Describe and compute Mechanical Advantage (M.A.) of various machines.
  - Identify and describe the uses of simple machines.
  - Understand and identify the three types of levers.
  - Describe the combined M.A. of the simple machines found in a screw.
  - Compute efficiency of machines.
  - Learn to identify equilibrium based upon net forces.
  - Compare and contrast translational versus rotational equilibrium.
  - Compare and describe the four fundamental forces.
  - Understand and explain the difference between gravitation and gravity.
  - Recognize the shape of orbitals of the planets.
  - Explain Kepler's law of periods.
  - Describe and use the inverse-square law.
  - Recognize and describe Coulomb's Law.
  - Explore the science of electrostatics.
  - Understand the electrical charge, net charge, and the conservation of charge in a closed system.
  - Understand polarity, the difference between insulators and conductors, and the function of a ground wire.
  - Learn and apply the formulas for Coulomb's law, which shows that the strength of an electric field between two objects is an inverse-square relationship that concerns the distance between the two objects.
  - Understand the similarities and differences between electric and gravitational forces and use lines of force to represent an electric force's vectors.
  - Define an electric field, and understand the concepts and formulas for magnitude of a force at a point in the electric field, electrical potential energy, and electric potential.
  - Understand that it is a difference in electrical potential that allows electrical current to flow through conductors, that electric current is created by chemical means or induction, and that electric current is measured in amperes.
  - Understand the concept of capacitance, measured in units of farad.
  - Understand the concept of resistance and how it is related to current and voltage in Ohm's law ( $V = IR$ ), measured in units of ohms.
  - Learn how a diode can convert alternating current to direct current.
  - Understand that electric power is voltage times current or how many joules of work can be done in one second.
  - Understand the difference between series and parallel circuits.
  - Understand the concept of magnetism and use lines of force to show a magnet's magnetic field.
  - Understand that the ability of a material to become magnetized is often due to the fact that more electrons spin in one direction than in another and also to magnetic domains in the material.
  - Understand how moving charges create magnetism.
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- Learn the relationship between electric currents and magnetic fields, and the definition of an electromagnet.
  - Learn the right-hand rule about the direction of the magnetic field in relation to an electric current in a wire, and realize why the right-hand rule relates to the production and use of electric motors.
  - Define a solenoid, and know the reaction of a compass to a current-carrying wire.
  - Learn about different electric meters that measure electric current, including galvanometers, ammeters, and voltmeters.
  - Communicate the definition of electromagnetism.
  - Understand how sending an electric current through a conductor results in electromagnetic induction or the production of a magnetic field.
  - Examine and understand Faraday's Law.
  - Know about DC motors, generators, and transformers.
  - Learn about Thomas Alva Edison's, Nikola Tesla's, and George Westinghouse's innovations and involvements in the battle between DC and AC electric current.
  - Understand how alternating current is generated.
  - Examine the functions of rheostats and relay switches.
  - Know how fuses and circuit breakers serve to provide safety in electrical circuits.
  - Define electric shock and electrocution and how to prevent being victimized by them.
  - Know the differences between incandescence and fluorescence.
  - Understand how the use of fossil fuels and nuclear materials for electricity production are exhaustible because these resources are nonrenewable.
  - Learn that solar power, wind power, hydropower, and nuclear fusion are on the forefront of the development of renewable resources for the production of electricity.
  - Discover that solar power may be used to run mechanical systems and photovoltaic cells, and what photovoltaic cells are.
  - Learn about the usage of wind power to produce electricity and how it is growing.
  - Define hydroelectricity and understand how it is generated.
  - Discover that hot rocks or hot water can result in geothermal electricity production.
  - Understand the definitions of heat and temperature.
  - Learn how a substance's internal energy is related to the motion of its molecules and how the addition of heat increases their speed.
  - Understand the concept of thermal equilibrium.
  - Realize that when energy is added to a substance, the average kinetic energy remains constant, while the potential energy increases until a phase change occurs.
  - Memorize the different temperature scales—Fahrenheit, Celsius, and Kelvin—and the freezing and boiling points of water on them.
  - Learn the different uses for the Fahrenheit, Celsius, and Kelvin temperature scales.
  - Understand the definition of thermal energy.
  - Recognize that heat always flows from an area of higher temperature to an area of lower temperature.
  - Learn the different units used for heat.
  - Know the differences among the caloric, phlogiston, and modern-day theories for the movement of heat from one substance to another.
  - Learn how friction in certain mechanical systems is converted into heat.
  - Understand the definition for linear expansion and the formulas for the linear thermal expansion coefficient and the coefficient of volume expansion.
  - Learn the definition of and formula for specific heat capacity.
  - Know that substances' specific heat capacities are often written in comparison to water's specific heat capacity.
  - Understand what phase changes are and how energy changes produce them.
  - Learn what latent heat is and how it involves two types of transformation—enthalpy or heat of fusion and enthalpy or heat of vaporization.
  - Recognize that there are three types of heat transfer: conduction, convection, and radiation.
  - Learn the laws of thermodynamics.
  - Understand that a mechanical system can never be 100% efficient and how to determine an engine's ideal efficiency.
  - Describe harmonic motion.
  - Describe the exchange of forces in a pendulum.
  - Explain the idea of equilibrium.
  - Describe transverse and longitudinal waves and identify their components.
  - Explain the relationship of a wave's speed, frequency, and wavelength.
  - Describe the interactions of waves, including interference and diffraction.
  - Describe various aspects of sound waves.
  - Explain the concept of spherical wave fronts.
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- Describe and illustrate the Doppler Effect.
- State the relationship between electric and magnetic fields within an electromagnetic wave.
- Explain the inverse-square law as it relates to electromagnetic waves.
- Describe the various types of energy waves in the electromagnetic spectrum.
- Describe the formation and perception of light.
- Explain the difference between transparent and opaque objects.
- Describe the reflection and refraction of light.
- Tell how ray tracings are used to trace the path of light through a mirror or lens system.
- Give the formula for finding the position of a real image.
- Describe the diffraction of light.
- Explain how frequency affects color.
- Explain the emission of light.
- Explain how classical physics fails to explain the emission of light.
- Discuss emission spectra, including emission and absorption lines.
- Describe the use of a spectroscope.
- Describe the effect of heat on light emissions.
- Describe the wave-duality nature of light.
- Describe a blackbody.
- Discuss the ultraviolet catastrophe.
- Explain Max Planck's influence on the particle view of light.
- Describe Albert Einstein's use of the Planck constant to describe light-quanta.
- Describe the photoelectric effect.
- Explain the term complementarity in the context of the wave-particle duality debate.
- Describe the relationship indicated by  $E = hf$ .
- Describe the Thomson model of the atom.
- Describe the Rutherford model of the atom.
- Explain how Rutherford's gold foil experiment led to his "solar system" view of the atom's structure.
- Explain the quantum description of Bohr's hydrogen atom.
- Describe the idea of de Broglie waves.
- Describe the concept of a standing wave.
- Explain why it is difficult to study the atom.
- Describe the uncertainty principle.
- Recount what each of the four quantum numbers describes.
- Describe what is meant by electron spin.
- Understand facts about the history of quantum physics.
- Describe the structure and particles of an atom.
- Explain the nuclear interactions.
- Define nuclear stability.
- Describe the three basic forms of radioactivity.
- Explain nuclear decay, half-life, and transmutation.
- List and describe applications for radioactivity.
- Describe, compare, and contrast nuclear fission and nuclear fusion.
- Explain the term "chain reaction."
- Recount important historical events in the development of atomic weapons.
- List the important elementary particles.
- Understand the fundamental meaning of the special theory of relativity.
- Describe an inertial frame of reference.
- Describe the fourth dimension.
- Describe the idea of equivalence.
- Understand the basic ideas of the general theory of relativity.

### **Astronomy**

- Become familiar with the views the ancients had about astronomy.
  - Be able to appreciate what uses ancient people made of astronomy.
  - Become familiar with Nicholas Copernicus' contribution to correct understanding of astronomy.
  - Learn why Johannes Kepler was the first modern astronomer.
  - Describe Kepler's three laws of planetary motion.
  - Become familiar with the contributions and insights of Galileo Galilei.
  - Appreciate the value of experimentation in science.
  - Appreciate contributions Galileo Galilei made to scientific fields outside astronomy but which found application within that field eventually.
  - Gain understanding of the quality of matter known as inertia.
  - Gain understanding of Newton's three laws of motion.
  - Understand the concepts of momentum, velocity, mass, force and magnitude.
  - Define angular momentum and appreciate its importance to astronomy.
  - Define the difference between revolution and rotation.
  - Become familiar with the phenomenon of paired forces.
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- Appreciate efforts to invent tools and methods for working in space.
  - Be introduced to universal gravitation.
  - Become familiar with centripetal and centrifugal forces as they apply to astronomy.
  - Know the law of universal gravitation.
  - Appreciate the importance of our sun's gravitational effect as it operates in our solar system.
  - Become acquainted with light's two-fold nature.
  - Relate electromagnetic waves to light.
  - Know how a prism produces the visible spectrum.
  - Be able to define refraction and state how it produces a rainbow.
  - Describe the difference between refraction and diffraction.
  - Become familiar with what a refracting telescope is and how it operates.
  - Become familiar with what a reflecting telescope is and how it operates.
  - Learn about continual improvements in telescope design and operation in our own day.
  - To become familiar with detectors of invisible electromagnetic radiation.
  - To know what interferometry is.
  - Become familiar with major discoveries in all parts of the electromagnetic spectrum.
  - To learn the importance of spectroscopy.
  - Identify the major factors of spectroscopy.
  - Appreciate the value of spectroscopy to astronomy as an investigative tool.
  - To become familiar with discoveries revealing causes of outward solar phenomena.
  - Learn of some famous solar scientists.
  - Appreciate appearances and activities of some solar phenomena.
  - Understand something of each layer of the Sun.
  - Comprehend something of the solar core's operation.
  - Appreciate the processes that send heat and light to us.
  - Define what a planet is.
  - Learn the major features and processes of Mercury.
  - Learn the major features and processes of Venus.
  - Speculate whether the features of Venus could ever become true of Earth.
  - Learn the major features and processes of Mars.
  - Appreciate how unique Earth is.
  - Learn about Earth's movements.
  - Be able to state the reason we have seasonal change.
  - Know something of the history of our calendar.
  - Learn about lunar movements and phases.
  - Know the characteristics of the Moon's most visible geographic features.
  - Learn about lunar movements and phases.
  - Appreciate the Moon's influence on tides.
  - Know the difference between the two kinds of eclipses.
  - Learn about the origin of meteors.
  - Know what meteoritics is.
  - Appreciate a current understanding of the mechanism of meteoric impact.
  - Gain knowledge of meteoric types.
  - Become familiar with the characteristics of a minor planet.
  - Know the three major categories for minor planets.
  - Learn about Kirkwood Gaps and resonances.
  - Be able to describe a Lagrangian point.
  - Appreciate the special characteristics of comets in general.
  - Learn about Halley's Comet specifically as a means to learn about comets in general.
  - Become familiar with unique characteristics of Jupiter as a planet.
  - Be able to state what a gas-giant planet is.
  - Appreciate the importance of Jupiter's atmosphere to understanding this planet as a whole.
  - State individual, unique characteristics for Jupiter's four major moons.
  - Learn about people and events prominent in our understanding of Saturn and its moons.
  - Appreciate how technology has enabled our understanding of far-off places to be expanded.
  - State how resonance works in Saturn's ring system.
  - Gain appreciation of Titan as a place.
  - Become familiar with the objects and processes of the outer Solar System.
  - Understand how nature can be surprising.
  - Become acquainted with some of the frontiers of knowledge about the Solar System.
  - Identify many of the characteristics of stars by their spectra.
  - Use the distance units of light year and parsec correctly.
  - Become acquainted with the form, purpose, nomenclature and organization of the Hertzsprung-Russell Diagram.
  - Appreciate three fusion reaction processes as power sources for stars.
  - Become familiar with how stars leave the main sequence.
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- Describe the fates of stars both on and off the main sequence.
- Appreciate white dwarfs as the last stage of stellar existence.
- Determine several types of pulsating stars.
- State why brown dwarfs are not stars.
- Become acquainted with multiple-star systems.
- Learn how constellations are named.
- Know why constellations are useful to us.
- Locate significant stars like the North Star.
- Be able to establish a celestial meridian anywhere.
- Become familiar with star patterns for featured constellations.
- Know how constellations are named.
- Know some of the astronomical features associated with selected constellations.
- Define the basis of latitude and longitude measurements on the celestial sphere.
- Appreciate the importance of the Prime Meridian.
- Gain knowledge of special descriptive terminology.
- Appreciate we occupy no privileged position in the universe.
- Describe the physical shape and organization of our galaxy.
- Learn how radio astronomy is a major means for exploring our galaxy.
- Appreciate the role of dust as an investigative tool.
- Learn to classify galaxies.
- Recognize and describe each general type.
- Appreciate that Newton's Law of Universal Gravitation really is universal.
- Gain insight into our galaxy's location in its galactic group.
- Outline the grand scheme of our universe.
- Appreciate the differences between ordinary and degenerate matter.
- Know the types of degenerate matter.
- Define singularity, event horizon and accretion disk.
- State the differences between quasars, blazars, radio and Seyfert galaxies.
- Know the basic structure of an active galaxy.
- Define synchrotron radiation.
- Know and apply steps in the scientific method.
- Appreciate the need for accuracy in scientific data collection.
- Learn the limits of scientific investigation.
- Appreciate some of the concepts of special relativity.
- Know that relativity extends our scientific knowledge.
- Conceive our world as a relativistic continuum.
- Apply concepts of general relativity to astronomy.
- Appreciate the contribution of general relativity to the correct understanding of our universe.
- State how we do indeed live in a four-dimensional space-time continuum.
- Appreciate the Big Bang theory.
- Know the origins of all atoms, matter and larger structures in our universe.
- Learn the outlines of string theory.
- Become familiar with operational features of binoculars.
- Know the relation between magnification and field of view.
- Learn about equipment to enhance telescope performance.
- Perform angular measurements in the field.

### **Creative Writing**

- Introduction to the Writing Process
  - Identifying and targeting a specific audience
  - Identifying key elements of a creative piece of writing
  - Utilizing proper form, structure, and devices
  - Recognizing different writing purposes: expressive, informative, persuasive
  - Understanding Fiction
  - Defining fiction as a genre of creative and imaginative writing
  - Becoming familiar with various texts and the short story
  - Understanding point of view and narration
  - Utilizing figurative and literary devices
  - Understanding Poetry
  - Defining poetry as a genre of creative and imaginative writing
  - Becoming familiar with various texts and forms
  - Understanding meter and rhyme scheme
  - Understanding Drama
  - Defining drama as a genre of creative and imaginative writing
  - Becoming familiar with various texts
  - Understanding format and devices
  - Understanding the Creative Essay
  - Defining the creative essay as a genre of creative and imaginative writing
  - Becoming familiar with various texts and forms
  - Understanding the significance of the personal experience
  - Writing Fiction
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- Practice with point of view
- Practice with fiction exercises
- Practice with figurative language
- Recognizing the significance of reading
- Writing Poetry
- Practice with meter and rhyme scheme
- Practice with poetry exercises
- Practice with poetic content
- Writing Drama
- Practice with format
- Practice with character development
- Practice with dramatic scene exercises
- Writing the Creative Essay
- Practice with direction, voice, and focus

### **Child Development**

- Describe the rewards and responsibilities of parenting, and parents' changing roles.
- Summarize factors that influence parental decisions and the challenges teen parents face.
- Describe the basics of human reproduction and the advantages of family planning.
- Outline the effects of the environment on the developing child.
- Explain the process of conception, signs that may indicate pregnancy and possible complications of pregnancy.
- Summarize the importance of medical care and nutritional needs in pregnancy.
- Describe various factors that increase health risks to the mother and her baby.
- Describe the stages of fetal growth and development.
- Identify childbirth choices and the signs and stages of labor.
- Describe bonding, routine neonatal care and the postpartum period.
- Explain the changes that occur during the first days of parenthood.
- Describe a newborn's appearance and how to care for a newborn.
- Describe an infant's physical, intellectual, emotional and social development.
- Describe the physical, intellectual, emotional and social growth of toddlers, preschoolers, school-age children and adolescents and the medical care they need.
- Describe the theories of Piaget, Erikson, Freud, Maslow, Kohlberg and Havinhurst on development.
- Learn the difference between providing guidance and instilling disciplines.
- Analyze sibling relationships.

- Practice with essay exercises
- Practice with making the personal experience accessible to an audience
- Polishing a Voice and Determining a Concentration
- Pre-writing, Modeling, and the Revision Process
- Identifying focused voices/purposes
- Recognizing focused structural and thematic aspects of writing
- Formulating a personal voice and style
- Creating a master creative writing project
- Revision of master project

- Summarize the influence of media and technology upon children.
  - Describe parents' roles in their children's education, both at home and at school.
  - Identify special needs of children with learning disabilities, mental disabilities, physical disabilities, emotional disorders and giftedness.
  - Describe parents' roles in children's health care.
  - Identify the various types of child abuse and child neglect.
  - Identify what you must do if you suspect a child is being abused or neglected.
  - Identify the different types of child care available, list factors to consider when selecting child care and evaluate options related to child care.
  - Describe common concerns of parents who use child care.
  - Identify factors that make a person unique, including factors that affect personal identity, personality and self-esteem.
  - Describe the different stages of growth, theories of development and how to live as an independent adult.
  - Describe the five levels of human needs identified by Abraham Maslow.
  - Relate how wants differ from needs, and describe the different types of goals.
  - Outline the steps in the decision-making process.
  - Identify the responsibilities and consequences of decisions.
  - Identify two types of friends, and describe factors that lead people to form friendships.
  - Learn to appreciate diversity.
  - Describe a negative relationship and its stresses and how to end and recover from a negative relationship.
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- Explain how a code of behavior can help you manage negative peer pressure.
- Identify some types and causes of conflict.
- Explain possible negative and positive reactions of conflict, and describe constructive and destructive methods of conflict resolution.
- Learn what the communication process is, its importance and the types of communication.
- Use nonverbal communication and listening to communicate more effectively.
- Explain the roles and qualities of leaders and followers.
- Explain how participation in a group or organization can benefit you and the purpose of parliamentary procedures.
- Explain the importance of voting.
- Understand your rights and responsibilities as a citizen and the rewards of volunteering.
- Describe the development of relationships.
- Analyze components of a successful marriage.
- Describe family structures, their functions and the roles of family members.
- List the six stages of the family life cycle.
- Describe the characteristics of functional, strong families and how they fulfill their family rights and responsibilities.
- Analyze the multiple roles and responsibilities individuals assume within the family.
- Identify ways employers can help dual-career families manage work and family roles.
- Describe the types of events that can lead to a family crisis and the skills and resources for handling family crises.
- Evaluate methods to promote the health and safety of individuals and family members.
- Identify occupations in the family life, child development area and personal qualifications necessary for these occupations
- Describe what influences food choices, how culture influences food choices and typical meal patterns.
- Identify the various classifications of nutrients and good sources of them and describe how your body uses them.
- Describe the Food Guide Pyramid and the Dietary Guidelines for Americans.
- Identify the dietary needs of people in different stages of life.
- Identify factors that affect energy needs for activity, and describe two common eating disorders.
- Use meal management to plan successful, nutritious and cost-effective meals and describe how technology facilitates meal preparation.
- Describe different food stores, use unit pricing to compare food products' costs, identify food products' freshness and understand the information on food products' labels.
- List three sources of consumer information about food products, describe general guidelines for storing foods and identify examples of technology in food packaging.
- Describe the entry, mid-level and professional-level positions related to the area of food science and dietetics.

### **Principles of Human Services**

- Explain how your interests, aptitudes and abilities relate to your career choice.
  - Use effective communication skills to prepare for a successful job interview.
  - Identify and exhibit the qualities and skills needed for team members and job success.
  - Learn how to court success and deal with technology on the job.
  - Describe how to practice leadership skills by becoming an entrepreneur.
  - Describe ways to advance in a job and how to terminate employment.
  - Identify factors that make a person unique, including factors that affect personal identity, personality and self-esteem.
  - Describe the different stages of growth, theories of development and how to live as an independent adult.
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- Describe the entry, mid-level and professional-level positions related to the area of food science and dietetics.
- Explain how the management process helps individuals and groups schedule activities.
- Describe how various factors influence your decisions and explain the steps in the decision-making process.
- Explain the importance of time management.
- Describe how to manage a personal budget.
- Analyze consumer-buying techniques and the impact of technology upon them.
- Identify consumer rights and responsibilities.
- Explain the importance of and how to perform task management.
- Determine environmental influences on consumer decision making.
- Describe the importance of resource management.
- Evaluate options available when deciding where to shop.
- Explain the role of advertising in promoting goods and services.
- Analyze the pros and cons of using credit.
- List information technology available to consumers.
- Analyze the impact of information technology on consumers' lives.
- Identify occupations in the consumer and resource management areas and describe personal qualifications necessary for these occupations.

## **Odysseyware Curriculum**

### **History and Geography**

- THE EARTH AND MAN
  - THE TOOLS OF THE GEOGRAPHER
  - REGIONS OF THE WORLD
  - THE HERITAGE OF THE UNITED STATES
  - OUR NATIONAL GOVERNMENT
  - STATE AND LOCAL GOVERNMENT
  - CITIZENSHIP
  - MAN'S RESPONSIBILITY
-

- RESPONSIBILITY TO THE FUTURE: PLANNING A CAREER

### **World Geography**

- WHAT IS GEOGRAPHY?
- WORLD GEOGRAPHY
- THE EARTH AND MAN
- THE TOOLS OF THE GEOGRAPHER
- REGIONS OF THE WORLD
- THE UNITED STATES

### **World History**

- ANCIENT CIVILIZATIONS I
- ANCIENT CIVILIZATIONS II
- THE MEDIEVAL WORLD
- RENAISSANCE AND REFORMATION
- GROWTH OF WORLD EMPIRES

### **US History**

- FOUNDATIONS OF THE AMERICAN REPUBLIC
- DEVELOPMENT OF CONSTITUTIONAL GOVERNMENT
- NATIONAL EXPANSION
- A NATION DIVIDED
- A NATION DIVIDED AND UNITED

### **Government**

- INTERNATIONAL GOVERNMENTS
- UNITED STATES GOVERNMENT
- THE AMERICAN PARTY SYSTEM

### **Economics**

- FREE ENTERPRISE
- BUSINESS AND YOU
- THE STOCK MARKET

### **Language Arts 9**

- THE STRUCTURE OF LANGUAGE
- NATURE OF LANGUAGE
- WORDS AND WRITING
- LANGUAGE IN LITERATURE
- READING WITH SKILL
- ENHANCING READING SKILLS AND POETIC

### **Language Arts 10**

- LANGUAGE STRUCTURE
- WRITING EFFECTIVE SENTENCES
- WRITING AND READING SKILLS
- SPEAKING AND LISTENING
- THE DEVELOPMENT OF ENGLISH

### **Language Arts 11**

- THE USES AND VARIETIES OF ENGLISH
- WRITING EFFECTIVE SENTENCES

- MAN IN A CHANGING WORLD

- THE HERITAGE OF THE UNITED STATES
- MAN'S RESPONSIBILITY INTERNATIONAL ISSUES
- MAN IN A CHANGING WORLD

- THE AGE OF REVOLUTION
- THE INDUSTRIAL REVOLUTION
- TWO WORLD WARS
- ANCIENT TIMES TO THE PRESENT

- UNITED STATES INVOLVEMENT AT HOME AND ABROAD
- THE SEARCH FOR PEACE
- A NATION AT WAR
- CONTEMPORARY AMERICA
- UNITED STATES HISTORY REVIEW

- HISTORY OF GOVERNMENTS
- THE CITIZEN AND HIS GOVERNMENT

- BUDGET AND FINANCE
- BANKING
- INTERNATIONAL ISSUES

- UNDERSTANDING
- COMMUNICATION
- THE LIBRARY AND DRAMA
- STUDIES IN THE NOVEL
- REVIEW

- THE SHORT STORY
- STUDIES IN THE NOVEL
- DRAMA
- POETRY
- LOOKING BACK

- SENTENCE WORKSHOP
- WHY STUDY READING?

- POETRY
- NONFICTION
- AMERICAN DRAMA
- STUDIES IN THE AMERICAN NOVEL

### **Language Arts 12**

- THE WORTH OF WORDS
- THE STRUCTURE OF LANGUAGE
- READING, RESEARCHING, AND LISTENING SKILLS
- LANGUAGE: A UNIQUE GIFT TO MAN
- MEDIEVAL ENGLISH LITERATURE
- ELIZABETHAN LITERATURE

### **Algebra I**

- VARIABLES AND NUMBERS
- SOLVING EQUATIONS AND INEQUALITIES
- PROBLEM ANALYSIS AND SOLUTION
- POLYNOMIALS
- FACTORS

### **Geometry**

- INTRODUCTION
- LOGIC
- ANGLES AND PARALLELS
- CONGRUENT TRIANGLES AND QUADRILATERALS
- SIMILAR POLYGONS

### **Algebra II**

- SET, STRUCTURE, AND FUNCTION
- NUMBERS, SENTENCES, AND PROBLEMS
- LINEAR EQUATIONS AND INEQUALITIES
- POLYNOMIALS
- ALGEBRAIC FRACTIONS

### **Math Models**

- BASIC MATH REVIEW
- PERSONAL FINANCE
- STATISTICS
- TAXES AND INSURANCE
- BANKING SERVICES AND INVESTMENTS

### **Science 9**

- OUR ATOMIC WORLD
- VOLUME, MASS, AND DENSITY
- PHYSICAL GEOLOGY
- HISTORICAL GEOLOGY
- OCEANOGRAPHY

### **Integrated Physics and Chemistry (IPC)**

- ATOMS
- STRUCTURE OF MATTER (PART 1)
- STRUCTURE OF MATTER (PART 2)

- RESEARCH
- REVIEWING COMMUNICATION SKILLS AND LITERATURE

- SEVENTEENTH- AND EIGHTEENTH-CENTURY ENGLISH LITERATURE
- ROMANTIC AND VICTORIAN POETRY
- CREATIVE WRITING
- REVIEW

- ALGEBRAIC FRACTIONS
- RADICAL EXPRESSIONS
- GRAPHING
- SYSTEMS
- QUADRATIC EQUATIONS AND REVIEW

- CIRCLES
- AREA AND VOLUME
- COORDINATE GEOMETRY
- TRANSFORMATIONS
- REVIEW

- REAL NUMBERS
- QUADRATIC RELATIONS AND SYSTEMS
- EXPONENTIAL FUNCTIONS
- COUNTING PRINCIPLES
- REVIEW

- BANKING AND CREDIT COSTS
- PURCHASE AND SALE OF GOODS
- LEISURE, TRAVEL, AND RETIREMENT
- JOB RELATED SERVICES
- CONSUMER MATH REVIEW

- ASTRONOMY
- BODY HEALTH (PART 1)
- BODY HEALTH (PART 2)
- SCIENCE AND TOMORROW
- REVIEW

- GASES AND MOLES
  - ENERGY (PART 1)
  - ENERGY (PART 2)
-

- MACHINES
- INTRODUCTION TO WAVES (PART 1)

### **Biology**

- TAXONOMY: KEY TO ORGANIZATION
- BASIS OF LIFE
- MICROBIOLOGY
- CELLS
- PLANTS: GREEN FACTORIES

### **Chemistry**

- ESTIMATE AND MEASUREMENT
- ELEMENTS, COMPOUNDS AND MIXTURES
- GASES AND MOLES
- ATOMIC STRUCTURE AND PERIODICITY
- MOLECULAR STRUCTURE
- CHEMICAL REACTIONS, RATES AND

### **Physics**

- KINEMATICS
- DYNAMICS
- WORK AND ENERGY
- INTRODUCTION TO WAVES
- LIGHT

### **Health**

- BODY ESSENTIALS
- PHYSICAL HEALTH
- SOCIAL AND MENTAL HEALTH

### **Spanish I**

- WE'RE GOING TO MEXICO!
- PERSONAL INFORMATION
- NECESITIES
- FLIGHT TO MEXICO
- WHAT HAPPENED?

### **Spanish II**

- STUDY SPANISH EVERYDAY
- THOSE WERE THE DAYS
- PLAN A CAREER
- SUDDENLY EVERYTHING CHANGED
- TOURISM!

- INTRODUCTION TO WAVES (PART 2)
- REVIEW

- HUMAN ANATOMY AND PHYSIOLOGY
- GENETICS: INHERITANCE
- CELL DIVISION AND REPRODUCTION
- ECOLOGY, POLLUTION, AND ENERGY
- PRINCIPLES AND APPLICATIONS OF BIOLOGY

### **EQUILIBRIUM**

- EQUILIBRIUM SYSTEMS
- CARBON CHEMISTRY: HYDROCARBONS
- CARBON CHEMISTRY: FUNCTIONAL GROUPS
- CHEMISTRY REVIEW

- STATIC ELECTRICITY
- ELECTRIC CURRENTS
- MAGNETISM
- ATOMIC AND NUCLEAR PHYSICS
- REVIEW

- PREVENTATIVE HEALTHCARE AND FIRST AID
- RESPONSIBLE LIVING

- WE NEED HELP!
- THE GOOD SAMARITAN
- LET'S EAT!
- ARE WE THERE YET?
- WE ARRIVE AT LAST!

- CUISINE
  - EDUCATION!
  - HEALTH IS EVERYTHING!
  - HOW DO THEY LIVE?!
  - CONTRASTING CULTURES
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# Language Arts UNIT Overview

	Grade 7	Grade 8	English I
UNIT 1	<b>WORD USAGE</b> <ul style="list-style-type: none"> <li>• Nouns – proper, common</li> <li>• Pronouns</li> <li>• Prefixes • Suffixes</li> <li>• Synonyms • Antonyms</li> </ul>	<b>IMPROVE COMMUNICATION</b> <ul style="list-style-type: none"> <li>• Roots • Inflections</li> <li>• Affixes • Interjections</li> <li>• Directions – oral, written</li> <li>• Non-verbal communication</li> </ul>	<b>STRUCTURE OF LANGUAGE</b> <ul style="list-style-type: none"> <li>• Nouns • Adjectives</li> <li>• Verbs • Prepositions</li> <li>• Adverbs • Conjunctions</li> <li>• Sentence parts</li> </ul>
UNIT 2	<b>MORE WORD USAGE</b> <ul style="list-style-type: none"> <li>• Speech – stress, pitch</li> <li>• Verbs – tenses</li> <li>• Principle parts</li> <li>• Story telling</li> </ul>	<b>ALL ABOUT ENGLISH</b> <ul style="list-style-type: none"> <li>• Origin of language</li> <li>• Classification– nouns, pronouns, verbs, adjectives, adverbs</li> </ul>	<b>NATURE OF LANGUAGE</b> <ul style="list-style-type: none"> <li>• Origin of language</li> <li>• Use – oral and written</li> <li>• Dictionary</li> <li>• Writing a paper</li> </ul>
UNIT 3	<b>BIOGRAPHIES</b> <ul style="list-style-type: none"> <li>• Biography as a form</li> <li>• Flashback technique</li> <li>• Deductive reasoning</li> <li>• Words – base, root</li> </ul>	<b>PUNCTUATION AND WRITING</b> <ul style="list-style-type: none"> <li>• Connecting and interrupting</li> <li>• The Essay</li> <li>• Thesis Statement</li> </ul>	<b>PRACTICAL ENGLISH</b> <ul style="list-style-type: none"> <li>• Dictionary use</li> <li>• Mnemonics</li> <li>• Writing a paper</li> <li>• Five minute speech</li> </ul>
UNIT 4	<b>LANGUAGE STRUCTURE</b> <ul style="list-style-type: none"> <li>• Verbs – tenses</li> <li>• Principle parts</li> <li>• Sentence creativity</li> <li>• Speech – pitch, accent</li> </ul>	<b>WORDS • HOW TO USE THEM</b> <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Accent • Diacritical mark</li> <li>• Standard • Nonstandard</li> </ul>	<b>SHORT STORY FUNDAMENTALS</b> <ul style="list-style-type: none"> <li>• Plot • Setting</li> <li>• Characterization</li> <li>• Conflict</li> <li>• Symbolism</li> </ul>
UNIT 5	<b>NATURE OF ENGLISH</b> <ul style="list-style-type: none"> <li>• Formal • Informal</li> <li>• Redundant expressions</li> <li>• Verb tenses</li> <li>• Subject-verb agreement</li> </ul>	<b>CORRECT LANGUAGE</b> <ul style="list-style-type: none"> <li>• Using good form</li> <li>• Synonyms • Antonyms</li> <li>• Homonyms</li> <li>• Good speaking qualities</li> </ul>	<b>LANGUAGE IN LITERATURE</b> <ul style="list-style-type: none"> <li>• Collective Nouns • Verbs</li> <li>• Use of comparisons</li> <li>• Gerunds • Participles</li> <li>• Literary genres</li> </ul>
UNIT 6	<b>MECHANICS OF ENGLISH</b> <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Complements • Modifiers</li> <li>• Clauses – subordinate, coordinate</li> </ul>	<b>LANGUAGE AND LITERATURE</b> <ul style="list-style-type: none"> <li>• History of English</li> <li>• Coordination and subordination</li> <li>• Autobiography</li> </ul>	<b>ENHANCED READING SKILLS</b> <ul style="list-style-type: none"> <li>• Author's message</li> <li>• Using Visual Aids – charts, graphs, tables</li> <li>• Understanding poetry</li> </ul>
UNIT 7	<b>THE NOVEL</b> <ul style="list-style-type: none"> <li>• <i>Harriet Tubman</i></li> <li>• Sequence of events</li> <li>• Author's purpose</li> <li>• Character sketch</li> </ul>	<b>CRITICAL THINKING</b> <ul style="list-style-type: none"> <li>• Word evaluation</li> <li>• The Paragraph – structure, coherence, introductory, concluding</li> </ul>	<b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>• Planning a speech</li> <li>• Listening comprehension</li> <li>• Letters – business, informal, social</li> </ul>
UNIT 8	<b>LITERATURE</b> <ul style="list-style-type: none"> <li>• Nonfiction</li> <li>• Listening skills</li> <li>• Commas • Semicolons</li> <li>• Nonverbal communications</li> </ul>	<b>WRITE • LISTEN • READ</b> <ul style="list-style-type: none"> <li>• Business letters</li> <li>• Personal letters</li> <li>• Four steps to listen</li> <li>• Nonfiction</li> </ul>	<b>LIBRARY AND DRAMA</b> <ul style="list-style-type: none"> <li>• Library resources</li> <li>• Drama – history, elements, reading</li> <li>• <i>The Miracle Worker</i></li> </ul>
UNIT 9	<b>COMPOSITIONS</b> <ul style="list-style-type: none"> <li>• Sentence types</li> <li>• Quality of paragraph</li> <li>• Pronunciation</li> <li>• Nonsense literature</li> </ul>	<b>SPEAK AND WRITE</b> <ul style="list-style-type: none"> <li>• Etymology</li> <li>• Modifiers • Person</li> <li>• Number • Tense</li> <li>• Oral report</li> </ul>	<b>STUDIES IN THE NOVEL</b> <ul style="list-style-type: none"> <li>• History • Define • Write</li> <li>• Critical essay</li> <li>• <i>Twenty Thousand Leagues Under the Sea</i></li> </ul>
UNIT 10	<b>LOOKING BACK</b> <ul style="list-style-type: none"> <li>• Parts of speech</li> <li>• Sentence structure</li> <li>• Punctuation</li> <li>• How to communicate</li> </ul>	<b>LOOKING BACK</b> <ul style="list-style-type: none"> <li>• Composition structure</li> <li>• Parts of speech</li> <li>• Critical thinking</li> <li>• Literary forms</li> </ul>	<b>LOOKING BACK</b> <ul style="list-style-type: none"> <li>• Communication – writing speaking, listening</li> <li>• Using resources</li> <li>• Literature review</li> </ul>

English II	English III	English IV	◇
<b>EVOLUTION OF ENGLISH</b> <ul style="list-style-type: none"> <li>• Historical development</li> <li>• Varieties of English</li> <li>• Substandard &amp; standard</li> <li>• Changes in English</li> </ul>	<b>ENGLISH USES • VARIETIES</b> <ul style="list-style-type: none"> <li>• Standard • Nonstandard</li> <li>• Professional • Literary</li> <li>• Lexicography – purpose, bibliography</li> </ul>	<b>THE WORTH OF WORDS</b> <ul style="list-style-type: none"> <li>• Word categories</li> <li>• Expository writing</li> <li>• Sentence structure</li> <li>• Diction</li> </ul>	UNIT 1
<b>LISTENING AND SPEAKING</b> <ul style="list-style-type: none"> <li>• Noun plurals</li> <li>• Suffixes</li> <li>• Creating a speech</li> <li>• Nature of listening</li> </ul>	<b>EFFECTIVE SENTENCES</b> <ul style="list-style-type: none"> <li>• Subordinate – clauses, conjunctions</li> <li>• Relative pronouns</li> <li>• Verbals • Appositives</li> </ul>	<b>STRUCTURE OF LANGUAGE</b> <ul style="list-style-type: none"> <li>• Parts of speech</li> <li>• Sentence structure</li> <li>• Subordinate phrases</li> <li>• Subordinate clauses</li> </ul>	UNIT 2
<b>EFFECTIVE SENTENCES</b> <ul style="list-style-type: none"> <li>• Participles • Infinitives</li> <li>• Prepositions • Gerunds</li> <li>• Sentences – simple, compound, complex</li> </ul>	<b>SENTENCE WORKSHOP</b> <ul style="list-style-type: none"> <li>• Pronouns – personal, reference, agreement</li> <li>• Misplaced modifiers</li> <li>• Parallel structure</li> </ul>	<b>READ, RESEARCH, LISTEN</b> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Resources for research</li> <li>• Taking notes</li> <li>• Drawing conclusions</li> </ul>	UNIT 3
<b>POWER OF WORDS</b> <ul style="list-style-type: none"> <li>• Etymology • Connotations</li> <li>• Poetic devices</li> <li>• Poetry – literal, figurative, symbolic</li> </ul>	<b>WHY STUDY READING?</b> <ul style="list-style-type: none"> <li>• Greek and Latin roots</li> <li>• Diacritical markings</li> <li>• Finding the main idea</li> <li>• Analyzing a textbook</li> </ul>	<b>GIFT OF LANGUAGE</b> <ul style="list-style-type: none"> <li>• Origins</li> <li>• Koine Greek</li> <li>• Purpose of Grammar</li> <li>• Semantics</li> </ul>	UNIT 4
<b>ELEMENTS OF COMPOSITION</b> <ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Connectives • Transitions</li> <li>• Expository writing – elements, ideas</li> </ul>	<b>POETRY</b> <ul style="list-style-type: none"> <li>• Metrical feet • Sets</li> <li>• Musical effects</li> <li>• Universality</li> <li>• Imagery • Connotation</li> </ul>	<b>ENGLISH LITERATURE</b> <ul style="list-style-type: none"> <li>• Early England</li> <li>• Medieval England</li> <li>• Fourteenth century</li> <li>• Chaucer</li> </ul>	UNIT 5
<b>STRUCTURE AND READING</b> <ul style="list-style-type: none"> <li>• Subordinate clauses</li> <li>• Pronouns – gender, case, agreement</li> <li>• Reading for recognition</li> </ul>	<b>NONFICTION</b> <ul style="list-style-type: none"> <li>• Elements</li> <li>• Types – essays, diaries, newspaper, biography</li> <li>• Composition</li> </ul>	<b>ELIZABETHAN LITERATURE</b> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Prose</li> <li>• Drama</li> <li>• Essay</li> </ul>	UNIT 6
<b>ORAL READING AND DRAMA</b> <ul style="list-style-type: none"> <li>• Skills of oral reading</li> <li>• Drama – history, irony elements, allegory</li> <li>• <i>Everyman</i></li> </ul>	<b>AMERICAN DRAMA</b> <ul style="list-style-type: none"> <li>• Development • History</li> <li>• Structure</li> <li>• Purpose</li> <li>• <i>Our Town</i></li> </ul>	<b>17TH—18TH CENTURY LITERATURE</b> <ul style="list-style-type: none"> <li>• Historical background</li> <li>• Puritan literature</li> <li>• Common sense – satire</li> <li>• Sensibility</li> </ul>	UNIT 7
<b>THE SHORT STORY</b> <ul style="list-style-type: none"> <li>• Elements</li> <li>• Enjoying</li> <li>• Writing</li> <li>• The Literary Critique</li> </ul>	<b>AMERICAN NOVEL</b> <ul style="list-style-type: none"> <li>• Eighteenth, nineteenth, twentieth century</li> <li>• <i>The Old Man and the Sea</i></li> <li>• The Critical Essay</li> </ul>	<b>WRITING • SHORT STORY, POETRY</b> <ul style="list-style-type: none"> <li>• Fundamentals</li> <li>• Inspiration</li> <li>• Technique and style</li> <li>• Form and process</li> </ul>	UNIT 8
<b>THE NOVEL</b> <ul style="list-style-type: none"> <li>• Elements</li> <li>• <i>Silas Marner</i></li> <li>• The Critical Essay</li> <li>• The Book Review</li> </ul>	<b>COMPOSITION</b> <ul style="list-style-type: none"> <li>• Stating the thesis</li> <li>• Research</li> <li>• Outline</li> <li>• Writing the paper</li> </ul>	<b>POETRY • ROMANTIC , VICTORIAN</b> <ul style="list-style-type: none"> <li>• Wordsworth • Coleridge</li> <li>• Gordon • Byron • Shelley</li> <li>• Keats • Tennyson • Hopkins</li> <li>• Robert and Elizabeth B. Browning</li> </ul>	UNIT 9
<b>LOOKING BACK</b> <ul style="list-style-type: none"> <li>• Writing skills</li> <li>• Speech skills</li> <li>• Poetry • Drama</li> <li>• Short stories • Novel</li> </ul>	<b>LOOKING BACK</b> <ul style="list-style-type: none"> <li>• Analyzing written word</li> <li>• Effective sentences</li> <li>• Expository prose</li> <li>• Genres of American literature</li> </ul>	<b>LOOKING BACK</b> <ul style="list-style-type: none"> <li>• Creative writing</li> <li>• English literature – Medieval to Victorian</li> </ul>	UNIT 10

# Mathematics UNIT Overview

	Grade 7	Grade 8	Algebra I
UNIT 1	<b>WHOLE NUMBERS</b> <ul style="list-style-type: none"> <li>Number concepts</li> <li>Addition</li> <li>Subtraction</li> <li>Applications</li> </ul>	<b>WHOLE NUMBERS</b> <ul style="list-style-type: none"> <li>The set of whole numbers</li> <li>Graphs</li> <li>Operations with whole numbers</li> <li>Applications with whole numbers</li> </ul>	<b>VARIABLES &amp; NUMBERS</b> <ul style="list-style-type: none"> <li>Variables</li> <li>Distributive Property</li> <li>Definition of signed numbers</li> <li>Signed number operations</li> </ul>
UNIT 2	<b>MULTIPLICATION &amp; DIVISION</b> <ul style="list-style-type: none"> <li>Basic facts</li> <li>Procedures</li> <li>Practice</li> <li>Applications</li> </ul>	<b>NUMBERS &amp; FACTORS</b> <ul style="list-style-type: none"> <li>Numbers &amp; bases</li> <li>Sets</li> <li>Factors &amp; multiples</li> <li>Least common multiples</li> </ul>	<b>SOLVING EQUATIONS</b> <ul style="list-style-type: none"> <li>Sentences &amp; formulas</li> <li>Properties</li> <li>Solving equations</li> <li>Solving inequalities</li> </ul>
UNIT 3	<b>GEOMETRY</b> <ul style="list-style-type: none"> <li>Segments, lines &amp; angles</li> <li>Triangles</li> <li>Quadrilaterals</li> <li>Circles &amp; hexagons</li> </ul>	<b>RATIONAL NUMBERS</b> <ul style="list-style-type: none"> <li>Proper &amp; improper fractions</li> <li>Mixed numbers</li> <li>Decimal fractions</li> <li>Percent</li> </ul>	<b>PROBLEM ANALYSIS &amp; SOLUTION</b> <ul style="list-style-type: none"> <li>Words &amp; symbols</li> <li>Simple verbal problems</li> <li>Medium verbal problems</li> <li>Challenging verbal problems</li> </ul>
UNIT 4	<b>RATIONAL NUMBERS</b> <ul style="list-style-type: none"> <li>Common fractions</li> <li>Improper fractions</li> <li>Mixed numbers</li> <li>Decimal fractions</li> </ul>	<b>FRACTIONS &amp; ROUNDING</b> <ul style="list-style-type: none"> <li>Common fraction addition</li> <li>Common fraction subtraction</li> <li>Decimal fractions</li> <li>Rounding numbers</li> </ul>	<b>POLYNOMIALS</b> <ul style="list-style-type: none"> <li>Addition of polynomials</li> <li>Subtraction of polynomials</li> <li>Multiplication of polynomials</li> <li>Division of polynomials</li> </ul>
UNIT 5	<b>SETS &amp; NUMBERS</b> <ul style="list-style-type: none"> <li>Set concepts &amp; operations</li> <li>Early number systems</li> <li>Decimal number system</li> <li>Factors &amp; multiples</li> </ul>	<b>FRACTIONS &amp; PERCENT</b> <ul style="list-style-type: none"> <li>Multiplication of fractions</li> <li>Division of fractions</li> <li>Fractions as percents</li> <li>Percent exercises</li> </ul>	<b>ALGEBRAIC FACTORS</b> <ul style="list-style-type: none"> <li>Greatest common factor</li> <li>Binomial factors</li> <li>Complete factorization</li> <li>Word problems</li> </ul>
UNIT 6	<b>FRACTIONS</b> <ul style="list-style-type: none"> <li>Like denominators</li> <li>Unlike denominators</li> <li>Decimal fractions</li> <li>Equivalent</li> </ul>	<b>STATISTICS, GRAPHS &amp; PROBABILITY</b> <ul style="list-style-type: none"> <li>Statistical measures</li> <li>Types of graphs</li> <li>Simple probability</li> <li>And/or statements</li> </ul>	<b>ALGEBRAIC FRACTIONS</b> <ul style="list-style-type: none"> <li>Operations with fractions</li> <li>Solving equations</li> <li>Solving inequalities</li> <li>Solving word problems</li> </ul>
UNIT 7	<b>FRACTIONS</b> <ul style="list-style-type: none"> <li>Common fractions</li> <li>Decimal fractions</li> <li>Percent</li> <li>Word problems</li> </ul>	<b>INTEGERS</b> <ul style="list-style-type: none"> <li>Basic concepts</li> <li>Addition and subtraction</li> <li>Multiplication &amp; division</li> <li>Expressions &amp; sentences</li> </ul>	<b>RADICAL EXPRESSIONS</b> <ul style="list-style-type: none"> <li>Rational &amp; irrational numbers</li> <li>Operations with radicals</li> <li>Irrational roots</li> <li>Radical equations</li> </ul>
UNIT 8	<b>FORMULAS &amp; RATIOS</b> <ul style="list-style-type: none"> <li>Writing formulas</li> <li>A function machine</li> <li>Equations</li> <li>Ratios &amp; proportions</li> </ul>	<b>FORMULAS &amp; GEOMETRY</b> <ul style="list-style-type: none"> <li>Square root</li> <li>Perimeter, circumference &amp; area</li> <li>Rectangular solid</li> <li>Cylinder, cone &amp; sphere</li> </ul>	<b>GRAPHING</b> <ul style="list-style-type: none"> <li>Equations of two variables</li> <li>Graphing lines</li> <li>Graphing inequalities</li> <li>Equations of lines</li> </ul>
UNIT 9	<b>DATA, STATISTICS &amp; GRAPHS</b> <ul style="list-style-type: none"> <li>Gathering &amp; organizing data</li> <li>Central tendency &amp; dispersion</li> <li>Graphs of statistics</li> <li>Graphs of points</li> </ul>	<b>ALGEBRAIC EQUATIONS</b> <ul style="list-style-type: none"> <li>Variables in formulas</li> <li>Addition &amp; subtraction</li> <li>Multiplication &amp; division</li> <li>Problem solving</li> </ul>	<b>SYSTEMS</b> <ul style="list-style-type: none"> <li>Graphical solutions</li> <li>Algebraic solutions</li> <li>Determinants</li> <li>Word problems</li> </ul>
UNIT 10	<b>MATHEMATICS IN SPORTS</b> <ul style="list-style-type: none"> <li>Whole numbers</li> <li>Geometry, sets &amp; systems</li> <li>Fractions</li> <li>Formulas, ratios &amp; statistics</li> </ul>	<b>NUMBERS, FRACTIONS, ALGEBRA</b> <ul style="list-style-type: none"> <li>Whole numbers &amp; fractions</li> <li>Fractions &amp; percent</li> <li>Statistics, graphs &amp; probability</li> <li>Integers &amp; algebra</li> </ul>	<b>QUADRATIC EQUATIONS &amp; REVIEW</b> <ul style="list-style-type: none"> <li>Solving quadratic equations</li> <li>Equations &amp; inequalities</li> <li>Polynomials &amp; factors</li> <li>Radicals &amp; graphing</li> </ul>

Geometry	Algebra II	Trigonometry	◇
<b>A MATHEMATICAL SYSTEM</b> <ul style="list-style-type: none"> <li>• Points, lines &amp; planes</li> <li>• Definitions</li> <li>• Geometric terms</li> <li>• Postulates &amp; theorems</li> </ul>	<b>SETS, STRUCTURE &amp; FUNCTION</b> <ul style="list-style-type: none"> <li>• Properties &amp; operations of sets</li> <li>• Axioms &amp; applications</li> <li>• Relations &amp; functions</li> <li>• Algebraic expressions</li> </ul>	<b>RELATIONS &amp; FUNCTIONS</b> <ul style="list-style-type: none"> <li>• Relations &amp; functions</li> <li>• Rules of correspondence</li> <li>• Notation of functions</li> <li>• Types of functions</li> </ul>	UNIT 1
<b>PROOFS</b> <ul style="list-style-type: none"> <li>• Logic</li> <li>• Reasoning</li> <li>• Two-column proof</li> <li>• Paragraph proof</li> </ul>	<b>NUMBERS, SENTENCES &amp; PROBLEMS</b> <ul style="list-style-type: none"> <li>• Order &amp; absolute value</li> <li>• Sums &amp; products</li> <li>• Algebraic sentences</li> <li>• Number &amp; motion problems</li> </ul>	<b>SPECIAL FUNCTIONS</b> <ul style="list-style-type: none"> <li>• Linear functions</li> <li>• Second-degree functions</li> <li>• Polynomial functions</li> <li>• Other functions</li> </ul>	UNIT 2
<b>ANGLES &amp; PARALLELS</b> <ul style="list-style-type: none"> <li>• Definitions &amp; measurement</li> <li>• Relationships &amp; theorems</li> <li>• Properties of parallels</li> <li>• Parallels &amp; polygons</li> </ul>	<b>LINEAR EQUATIONS &amp; INEQUALITIES</b> <ul style="list-style-type: none"> <li>• Graphs</li> <li>• Equations</li> <li>• Systems of equations</li> <li>• Inequalities</li> </ul>	<b>TRIGONOMETRIC FUNCTIONS</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Evaluation of functions</li> <li>• Trigonometric tables</li> <li>• Special angles</li> </ul>	UNIT 3
<b>CONGRUENCY</b> <ul style="list-style-type: none"> <li>• Congruent triangles</li> <li>• Corresponding parts</li> <li>• Inequalities</li> <li>• Quadrilaterals</li> </ul>	<b>POLYNOMIALS</b> <ul style="list-style-type: none"> <li>• Multiplying polynomials</li> <li>• Factoring</li> <li>• Operations with polynomials</li> <li>• Variations</li> </ul>	<b>CIRCULAR FUNCTIONS &amp; GRAPHS</b> <ul style="list-style-type: none"> <li>• Circular functions &amp; special angles</li> <li>• Graphs of sin &amp; cos</li> <li>• Amplitude &amp; period</li> <li>• Phase shifts</li> </ul>	UNIT 4
<b>SIMILAR POLYGONS</b> <ul style="list-style-type: none"> <li>• Ratios &amp; proportions</li> <li>• Definition of similarity</li> <li>• Similar polygons &amp; triangles</li> <li>• Right-triangle geometry</li> </ul>	<b>RADICAL EXPRESSIONS</b> <ul style="list-style-type: none"> <li>• Multiplying &amp; dividing fractions</li> <li>• Adding &amp; subtracting fractions</li> <li>• Equations with fractions</li> <li>• Applications of fractions</li> </ul>	<b>IDENTITIES &amp; FUNCTIONS</b> <ul style="list-style-type: none"> <li>• Reciprocal relations</li> <li>• Pythagorean relations</li> <li>• Trigonometric identities</li> <li>• Sum &amp; difference formulas</li> </ul>	UNIT 5
<b>CIRCLES</b> <ul style="list-style-type: none"> <li>• Circles &amp; spheres</li> <li>• Tangents, arcs &amp; chords</li> <li>• Special angles in circles</li> <li>• Special segments in circles</li> </ul>	<b>REAL NUMBERS</b> <ul style="list-style-type: none"> <li>• Rational &amp; irrational numbers</li> <li>• Laws of radicals</li> <li>• Quadratic equations</li> <li>• Quadratic formula</li> </ul>	<b>TRIGONOMETRIC FUNCTIONS</b> <ul style="list-style-type: none"> <li>• Trigonometric functions</li> <li>• Law of cosines</li> <li>• Law of sines</li> <li>• Applied problems</li> </ul>	UNIT 6
<b>CONSTRUCTION &amp; LOCUS</b> <ul style="list-style-type: none"> <li>• Basic constructions</li> <li>• Triangles &amp; circles</li> <li>• Polygons</li> <li>• Locus meaning &amp; use</li> </ul>	<b>QUADRATIC RELATIONS &amp; SYSTEMS</b> <ul style="list-style-type: none"> <li>• Distance formulas</li> <li>• Conic sections</li> <li>• Systems of equations</li> <li>• Application of conic sections</li> </ul>	<b>TRIGONOMETRIC FUNCTIONS</b> <ul style="list-style-type: none"> <li>• Inverse functions</li> <li>• Graphing polar coordinates</li> <li>• Converting polar coordinates</li> <li>• Graphing polar equations</li> </ul>	UNIT 7
<b>AREA &amp; VOLUME</b> <ul style="list-style-type: none"> <li>• Area of polygons</li> <li>• Area of circles</li> <li>• Surface area of solids</li> <li>• Volume of solids</li> </ul>	<b>EXPONENTIAL FUNCTIONS</b> <ul style="list-style-type: none"> <li>• Exponents</li> <li>• Exponential equations</li> <li>• Logarithmic functions</li> <li>• Matrices</li> </ul>	<b>QUADRATIC EQUATIONS</b> <ul style="list-style-type: none"> <li>• Conic sections</li> <li>• Circle &amp; ellipse</li> <li>• Parabola &amp; hyperbola</li> <li>• Transformations</li> </ul>	UNIT 8
<b>COORDINATE GEOMETRY</b> <ul style="list-style-type: none"> <li>• Ordered pairs</li> <li>• Distance</li> <li>• Lines</li> <li>• Coordinate proofs</li> </ul>	<b>COUNTING PRINCIPLES</b> <ul style="list-style-type: none"> <li>• Progressions</li> <li>• Permutations</li> <li>• Combinations</li> <li>• Probability</li> </ul>	<b>PROBABILITY</b> <ul style="list-style-type: none"> <li>• Random experiments &amp; probability</li> <li>• Permutations</li> <li>• Combinations</li> <li>• Applied problems</li> </ul>	UNIT 9
<b>REVIEW</b> <ul style="list-style-type: none"> <li>• Proof &amp; angles</li> <li>• Polygons &amp; circles</li> <li>• Construction &amp; measurement</li> <li>• Coordinate geometry</li> </ul>	<b>REVIEW</b> <ul style="list-style-type: none"> <li>• Integers &amp; open sentences</li> <li>• Graphs &amp; polynomials</li> <li>• Fractions &amp; quadratics</li> <li>• Exponential functions</li> </ul>	<b>CALCULUS</b> <ul style="list-style-type: none"> <li>• Mathematical induction</li> <li>• Functions &amp; limits</li> <li>• Slopes of functions</li> <li>• Review of 1200 mathematics</li> </ul>	UNIT 10

# Science UNIT Overview

\*Science 2001 - 2051 are not assigned in a sequence. They are assigned in a sequence required to meet the curriculum standards of each state.

Grade 7 (2021-2030)*	Grade 8 (2031-2040)*	Grade 9 (2041-2051)*
<b>2021: WHAT IS SCIENCE</b> <ul style="list-style-type: none"> <li>• Tools of a scientist</li> <li>• Methods of a scientist</li> <li>• Work of a scientist</li> <li>• Careers in science</li> </ul>	<b>2031: SCIENCE &amp; SOCIETY</b> <ul style="list-style-type: none"> <li>• Definition of science</li> <li>• History of science</li> <li>• Science today</li> <li>• Science tomorrow</li> </ul>	<b>2041: OUR ATOMIC WORLD</b> <ul style="list-style-type: none"> <li>• Structure of matter</li> <li>• Radioactivity</li> <li>• Atomic nuclei</li> <li>• Nuclear energy</li> </ul>
<b>2022: PERCEIVING THINGS</b> <ul style="list-style-type: none"> <li>• History of the metric system</li> <li>• Metric units</li> <li>• Advantages of the metric system</li> <li>• Graphing data</li> </ul>	<b>2032: STRUCTURE OF MATTER I</b> <ul style="list-style-type: none"> <li>• Properties of matter</li> <li>• Chemical properties of matter</li> <li>• Atoms &amp; molecules</li> <li>• Elements, compounds, &amp; mixtures</li> </ul>	<b>2042: VOLUME, MASS &amp; DENSITY</b> <ul style="list-style-type: none"> <li>• Measure of matter</li> <li>• Volume</li> <li>• Mass</li> <li>• Density</li> </ul>
<b>2023: EARTH IN SPACE I</b> <ul style="list-style-type: none"> <li>• Ancient stargazing</li> <li>• Geocentric Theory</li> <li>• Copernicus</li> <li>• Tools of astronomy</li> </ul>	<b>2033: STRUCTURE OF MATTER II</b> <ul style="list-style-type: none"> <li>• Changes in matter</li> <li>• Acids</li> <li>• Bases</li> <li>• Salts</li> </ul>	<b>2043: PHYSICAL GEOLOGY</b> <ul style="list-style-type: none"> <li>• Earth structures</li> <li>• Weathering &amp; erosion</li> <li>• Sedimentation</li> <li>• Earth movements</li> </ul>
<b>2024: EARTH IN SPACE II</b> <ul style="list-style-type: none"> <li>• Solar energy</li> <li>• Planets of the sun</li> <li>• The moon</li> <li>• Eclipses</li> </ul>	<b>2034: HEALTH &amp; NUTRITION</b> <ul style="list-style-type: none"> <li>• Foods &amp; digestion</li> <li>• Diet</li> <li>• Nutritional diseases</li> <li>• Hygiene</li> </ul>	<b>2044: HISTORICAL GEOLOGY</b> <ul style="list-style-type: none"> <li>• Sedimentary rock</li> <li>• Fossils</li> <li>• Crustal changes</li> <li>• Measuring time</li> </ul>
<b>2025: THE ATMOSPHERE</b> <ul style="list-style-type: none"> <li>• Layers of the atmosphere</li> <li>• Solar effects</li> <li>• Natural cycles</li> <li>• Protecting the atmosphere</li> </ul>	<b>2035: ENERGY I</b> <ul style="list-style-type: none"> <li>• Kinetic &amp; potential energy</li> <li>• Other forms of energy</li> <li>• Energy conversions</li> <li>• Entropy</li> </ul>	<b>2045: BODY HEALTH I</b> <ul style="list-style-type: none"> <li>• Microorganisms</li> <li>• Bacterial infections</li> <li>• Viral infections</li> <li>• Other infections</li> </ul>
<b>2026: WEATHER</b> <ul style="list-style-type: none"> <li>• Elements of weather</li> <li>• Air masses &amp; clouds</li> <li>• Fronts &amp; storms</li> <li>• Weather forecasting</li> </ul>	<b>2036: ENERGY II</b> <ul style="list-style-type: none"> <li>• Magnetism</li> <li>• Current &amp; static electricity</li> <li>• Using electricity</li> <li>• Energy sources</li> </ul>	<b>2046: BODY HEALTH II</b> <ul style="list-style-type: none"> <li>• Body defense mechanisms</li> <li>• Treating disease</li> <li>• Preventing disease</li> <li>• Community health</li> </ul>
<b>2027: CLIMATE</b> <ul style="list-style-type: none"> <li>• Climate &amp; weather</li> <li>• Worldwide climate</li> <li>• Regional climate</li> <li>• Local climate</li> </ul>	<b>2037: MACHINES I</b> <ul style="list-style-type: none"> <li>• Measuring distance</li> <li>• Force</li> <li>• Laws of Newton</li> <li>• Work</li> </ul>	<b>2047: ASTRONOMY</b> <ul style="list-style-type: none"> <li>• Extent of the universe</li> <li>• Constellations</li> <li>• Telescopes</li> <li>• Space explorations</li> </ul>
<b>2028: HUMAN ANATOMY I</b> <ul style="list-style-type: none"> <li>• Cell structure &amp; function</li> <li>• Skeletal &amp; muscle systems</li> <li>• Skin</li> <li>• Nervous system</li> </ul>	<b>2038: MACHINES II</b> <ul style="list-style-type: none"> <li>• Friction</li> <li>• Levers</li> <li>• Wheels &amp; axles</li> <li>• Inclined planes</li> </ul>	<b>2048: OCEANOGRAPHY</b> <ul style="list-style-type: none"> <li>• History of oceanography</li> <li>• Research techniques</li> <li>• Geology of the ocean</li> <li>• Properties of the ocean</li> </ul>
<b>2029: HUMAN ANATOMY II</b> <ul style="list-style-type: none"> <li>• Respiratory system</li> <li>• Circulatory system</li> <li>• Digestive system</li> <li>• Endocrine system</li> </ul>	<b>2039: BALANCE IN NATURE</b> <ul style="list-style-type: none"> <li>• Photosynthesis</li> <li>• Food</li> <li>• Natural cycles</li> <li>• Balance in nature</li> </ul>	<b>2049: SCIENCE &amp; TOMORROW</b> <ul style="list-style-type: none"> <li>• The land • New frontiers</li> <li>• Waste &amp; ecology • Industry &amp; energy</li> </ul>
<b>2030: CAREERS IN SCIENCE</b> <ul style="list-style-type: none"> <li>• Scientists at work</li> <li>• Astronomy</li> <li>• Meteorology</li> <li>• Medicine</li> </ul>	<b>2040: SCIENCE &amp; TECHNOLOGY</b> <ul style="list-style-type: none"> <li>• Basic science</li> <li>• Physical science</li> <li>• Life science</li> <li>• Vocations in science</li> </ul>	<b>2050: SCIENTIFIC APPLICATIONS</b> <ul style="list-style-type: none"> <li>• Measurement • Practical health</li> <li>• Geology &amp; astronomy</li> </ul>
		<b>2051: BASIS OF LIFE</b> <ul style="list-style-type: none"> <li>• Elements &amp; molecules</li> <li>• Properties of compounds</li> <li>• Chemical reactions</li> <li>• Organic compounds</li> </ul>

Biology	Chemistry	Physics	◇
<b>TAXONOMY</b> <ul style="list-style-type: none"> <li>• History of taxonomy</li> <li>• Binomial nomenclature</li> <li>• Classification</li> <li>• Taxonomy</li> </ul>	<b>INTRODUCTION TO CHEMISTRY</b> <ul style="list-style-type: none"> <li>• Metric units &amp; instrumentation</li> <li>• Observation &amp; hypothesizing</li> <li>• Scientific notation</li> <li>• Careers in chemistry</li> </ul>	<b>KINEMATICS</b> <ul style="list-style-type: none"> <li>• Scalars &amp; vectors</li> <li>• Length measurement</li> <li>• Acceleration</li> <li>• Fields &amp; models</li> </ul>	UNIT 1
<b>BASIS OF LIFE</b> <ul style="list-style-type: none"> <li>• Elements &amp; molecules</li> <li>• Properties of compounds</li> <li>• Chemical reactions</li> <li>• Organic compounds</li> </ul>	<b>BASIC CHEMICAL UNITS</b> <ul style="list-style-type: none"> <li>• Alchemy</li> <li>• Elements</li> <li>• Compounds</li> <li>• Mixtures</li> </ul>	<b>DYNAMICS</b> <ul style="list-style-type: none"> <li>• Newton's Laws of Motion</li> <li>• Gravity</li> <li>• Circular motion</li> <li>• Kepler's Laws of Motion</li> </ul>	UNIT 2
<b>MICROBIOLOGY</b> <ul style="list-style-type: none"> <li>• The microscope</li> <li>• Protozoan</li> <li>• Algae</li> <li>• Microorganisms</li> </ul>	<b>GASES &amp; MOLES</b> <ul style="list-style-type: none"> <li>• Kinetic theory</li> <li>• Gas laws</li> <li>• Combined gas law</li> <li>• Moles</li> </ul>	<b>WORK &amp; ENERGY</b> <ul style="list-style-type: none"> <li>• Mechanical energy</li> <li>• Conservation of energy</li> <li>• Power &amp; efficiency</li> <li>• Heat energy</li> </ul>	UNIT 3
<b>CELLS</b> <ul style="list-style-type: none"> <li>• Cell theories</li> <li>• Examination of the cell</li> <li>• Cell design</li> <li>• Cells in organisms</li> </ul>	<b>ATOMIC MODELS</b> <ul style="list-style-type: none"> <li>• Historical models</li> <li>• Modern atomic structure</li> <li>• Periodic Law</li> <li>• Nuclear reactions</li> </ul>	<b>WAVES</b> <ul style="list-style-type: none"> <li>• Energy transfers</li> <li>• Reflection &amp; refraction of waves</li> <li>• Diffraction &amp; interference</li> <li>• Sound waves</li> </ul>	UNIT 4
<b>PLANTS: GREEN FACTORIES</b> <ul style="list-style-type: none"> <li>• The plant cell</li> <li>• Anatomy of the plant</li> <li>• Growth &amp; function of plants</li> <li>• Plants &amp; people</li> </ul>	<b>CHEMICAL FORMULAS</b> <ul style="list-style-type: none"> <li>• Ionic charges</li> <li>• Electronegativity</li> <li>• Chemical bonds</li> <li>• Molecular shape</li> </ul>	<b>LIGHT</b> <ul style="list-style-type: none"> <li>• Speed of light</li> <li>• Mirrors</li> <li>• Lenses</li> <li>• Models of light</li> </ul>	UNIT 5
<b>HUMAN ANATOMY &amp; PHYSIOLOGY</b> <ul style="list-style-type: none"> <li>• Digestive &amp; excretory system</li> <li>• Respiratory &amp; circulatory system</li> <li>• Skeletal &amp; muscular system</li> <li>• Body control systems</li> </ul>	<b>CHEMICAL REACTIONS</b> <ul style="list-style-type: none"> <li>• Detecting reactions</li> <li>• Energy changes</li> <li>• Reaction rates</li> <li>• Equilibriums</li> </ul>	<b>STATIC ELECTRICITY</b> <ul style="list-style-type: none"> <li>• Nature of charges</li> <li>• Transfer of charges</li> <li>• Electric fields</li> <li>• Electric potential</li> </ul>	UNIT 6
<b>INHERITANCE</b> <ul style="list-style-type: none"> <li>• Gregor Mendel's experiments</li> <li>• Chromosomes &amp; heredity</li> <li>• Molecular genetics</li> <li>• Human genetics</li> </ul>	<b>EQUILIBRIUM SYSTEMS</b> <ul style="list-style-type: none"> <li>• Solutions</li> <li>• Solubility equilibriums</li> <li>• Acid-base equilibriums</li> <li>• Redox equilibriums</li> </ul>	<b>CURRENT ELECTRICITY</b> <ul style="list-style-type: none"> <li>• Electromotive force</li> <li>• Electron flow</li> <li>• Resistance</li> <li>• Circuits</li> </ul>	UNIT 7
<b>CELL DIVISION &amp; REPRODUCTION</b> <ul style="list-style-type: none"> <li>• Mitosis &amp; meiosis</li> <li>• Asexual reproduction</li> <li>• Sexual reproduction</li> <li>• Plant reproduction</li> </ul>	<b>HYDROCARBONS</b> <ul style="list-style-type: none"> <li>• Organic compounds</li> <li>• Carbon atoms</li> <li>• Carbon bonds</li> <li>• Saturated &amp; unsaturated</li> </ul>	<b>MAGNETISM</b> <ul style="list-style-type: none"> <li>• Fields</li> <li>• Forces</li> <li>• Electromagnetism</li> <li>• Electron beams</li> </ul>	UNIT 8
<b>ECOLOGY &amp; ENERGY</b> <ul style="list-style-type: none"> <li>• Ecosystems</li> <li>• Communities &amp; habitats</li> <li>• Pollution</li> <li>• Energy</li> </ul>	<b>CARBON CHEMISTRY</b> <ul style="list-style-type: none"> <li>• Saturated &amp; unsaturated</li> <li>• Reaction types</li> <li>• Oxygen groups</li> <li>• Nitrogen groups</li> </ul>	<b>ATOMIC &amp; NUCLEAR PHYSICS</b> <ul style="list-style-type: none"> <li>• Electromagnetic radiation</li> <li>• Quantum theory</li> <li>• Nuclear theory</li> <li>• Nuclear reaction</li> </ul>	UNIT 9
<b>APPLICATIONS OF BIOLOGY</b> <ul style="list-style-type: none"> <li>• Principles of experimentation</li> <li>• Principles of reproduction</li> <li>• Principles of life</li> <li>• Principles of ecology</li> </ul>	<b>ATOMS TO HYDROCARBONS</b> <ul style="list-style-type: none"> <li>• Atoms &amp; molecules</li> <li>• Chemical bonding</li> <li>• Chemical systems</li> <li>• Organic chemistry</li> </ul>	<b>KINEMATICS TO NUCLEAR PHYSICS</b> <ul style="list-style-type: none"> <li>• Mechanics</li> <li>• Wave motion</li> <li>• Electricity</li> <li>• Modern physics</li> </ul>	UNIT 10

# Social Studies UNIT Overview

	Grade 7	Grade 8	Grade 9
UNIT 1	<b>WHAT IS HISTORY</b> <ul style="list-style-type: none"> <li>• Definition &amp; significance of history</li> <li>• Historians &amp; the historical method</li> <li>• Views of history</li> </ul>	<b>EUROPE COMES TO AMERICA</b> <ul style="list-style-type: none"> <li>• Voyages of Columbus</li> <li>• Spanish exploration</li> <li>• Other exploration</li> <li>• The first colonies</li> </ul>	<b>UNITED STATES HERITAGE</b> <ul style="list-style-type: none"> <li>• American colonies</li> <li>• Acquisitions &amp; annexations</li> <li>• Backgrounds to freedom</li> <li>• Backgrounds to society</li> </ul>
UNIT 2	<b>WHAT IS GEOGRAPHY</b> <ul style="list-style-type: none"> <li>• Classes of geography</li> <li>• Geography &amp; relief of the earth</li> <li>• Maps &amp; the study of our world</li> <li>• Time zones</li> </ul>	<b>BRITISH AMERICA</b> <ul style="list-style-type: none"> <li>• English colonies</li> <li>• Government</li> <li>• Lifestyle</li> <li>• Wars with France</li> </ul>	<b>OUR NATIONAL GOVERNMENT</b> <ul style="list-style-type: none"> <li>• Ideals of national government</li> <li>• National government developed</li> <li>• Legislative &amp; Executive branches</li> <li>• Judicial branch</li> </ul>
UNIT 3	<b>U.S. HISTORY &amp; GEOGRAPHY</b> <ul style="list-style-type: none"> <li>• Geography of the U.S.</li> <li>• Early history of the U.S.</li> <li>• Physical regions of the U.S.</li> <li>• Cultural regions of the U.S.</li> </ul>	<b>THE AMERICAN REVOLUTION</b> <ul style="list-style-type: none"> <li>• British control</li> <li>• Rebellion of the Colonies</li> <li>• War for independence</li> <li>• Constitution</li> </ul>	<b>STATE &amp; LOCAL GOVERNMENT</b> <ul style="list-style-type: none"> <li>• Powers of state government</li> <li>• County government</li> <li>• Township government</li> <li>• City government</li> </ul>
UNIT 4	<b>ANTHROPOLOGY</b> <ul style="list-style-type: none"> <li>• Understanding anthropology</li> <li>• The unity of man</li> <li>• The diversity of man</li> <li>• The culture of man</li> </ul>	<b>A FIRM FOUNDATION</b> <ul style="list-style-type: none"> <li>• Washington's presidency</li> <li>• Adams' administration</li> <li>• Jeffersonian Democracy</li> <li>• War of 1812</li> </ul>	<b>PLANNING A CAREER</b> <ul style="list-style-type: none"> <li>• Definition of a career</li> <li>• Developing a portfolio</li> <li>• Selecting a career</li> <li>• Preparation for a career</li> </ul>
UNIT 5	<b>SOCIOLOGY</b> <ul style="list-style-type: none"> <li>• Sociology defined</li> <li>• Historical development</li> <li>• Sociological groups</li> <li>• Method of sociology</li> </ul>	<b>A GROWING NATION</b> <ul style="list-style-type: none"> <li>• Jacksonian Era</li> <li>• Northern border</li> <li>• Southern border</li> <li>• Industrial Revolution</li> </ul>	<b>CITIZENSHIP</b> <ul style="list-style-type: none"> <li>• Citizenship defined</li> <li>• Gaining citizenship</li> <li>• Rights of citizenship</li> <li>• Responsibilities of citizenship</li> </ul>
UNIT 6	<b>U.S. ANTHROPOLOGY</b> <ul style="list-style-type: none"> <li>• Cultural background of the U.S.</li> <li>• Native American cultures</li> <li>• Cultures from distant lands</li> <li>• Cultural and social interaction</li> </ul>	<b>THE CIVIL WAR</b> <ul style="list-style-type: none"> <li>• Division &amp; Session</li> <li>• Civil War</li> <li>• Death of Lincoln</li> <li>• Reconstruction</li> </ul>	<b>THE EARTH &amp; MAN</b> <ul style="list-style-type: none"> <li>• Man inhabits the earth</li> <li>• Man's home on the earth</li> <li>• Man develops the earth</li> <li>• The future of the earth</li> </ul>
UNIT 7	<b>ECONOMICS</b> <ul style="list-style-type: none"> <li>• Economics defined</li> <li>• Methods of the economist</li> <li>• Tools of the economist</li> <li>• An experiment in economy</li> </ul>	<b>GILDED AGE TO PROGRESSIVE ERA</b> <ul style="list-style-type: none"> <li>• Rise of industry</li> <li>• Wild West</li> <li>• America as a world power</li> <li>• Progressive era</li> </ul>	<b>REGIONS OF THE WORLD</b> <ul style="list-style-type: none"> <li>• A region defined</li> <li>• Geographic &amp; climate regions</li> <li>• Cultural &amp; political regions</li> <li>• Economic regions of Europe</li> </ul>
UNIT 8	<b>POLITICAL SCIENCE</b> <ul style="list-style-type: none"> <li>• Definition of political science</li> <li>• Roots of Western thought</li> <li>• Modern political thinkers</li> <li>• Political theory</li> </ul>	<b>A WORLD IN CONFLICT</b> <ul style="list-style-type: none"> <li>• World War I</li> <li>• Great Depression</li> <li>• New Deal</li> <li>• World War II</li> </ul>	<b>MAN &amp; HIS ENVIRONMENT</b> <ul style="list-style-type: none"> <li>• The physical environment</li> <li>• Drug abuse</li> <li>• The social environment</li> <li>• Man's responsibilities</li> </ul>
UNIT 9	<b>STATE ECONOMICS &amp; POLITICS</b> <ul style="list-style-type: none"> <li>• Background of state government</li> <li>• State government</li> <li>• State finance</li> <li>• State politics</li> </ul>	<b>COLD WAR AMERICA</b> <ul style="list-style-type: none"> <li>• Origins of the Cold War</li> <li>• Vietnam</li> <li>• Truman to Nixon</li> <li>• Ending of the Cold War</li> </ul>	<b>TOOLS OF THE GEOGRAPHER</b> <ul style="list-style-type: none"> <li>• The globe</li> <li>• Types of maps</li> <li>• Reading maps</li> <li>• The earth in symbol form</li> </ul>
UNIT 10	<b>SOCIAL SCIENCES REVIEW</b> <ul style="list-style-type: none"> <li>• History &amp; geography</li> <li>• Anthropology</li> <li>• Sociology</li> <li>• Economics &amp; politics</li> </ul>	<b>RECENT AMERICA &amp; REVIEW</b> <ul style="list-style-type: none"> <li>• Europe to independence</li> <li>• Colonies to the Civil War</li> <li>• Civil War to World War II</li> <li>• World War II through Cold War</li> </ul>	<b>MAN IN A CHANGING WORLD</b> <ul style="list-style-type: none"> <li>• Development of the nation</li> <li>• Development of government</li> <li>• Development of the earth</li> <li>• Solving problems</li> </ul>

World History	U.S. History	Government/Economics	◇
<b>ANCIENT CIVILIZATION</b> <ul style="list-style-type: none"> <li>• Origin of civilization</li> <li>• Early Egypt</li> <li>• Assyria &amp; Babylonia</li> <li>• Persian civilization</li> </ul>	<b>FOUNDATIONS OF DEMOCRACY</b> <ul style="list-style-type: none"> <li>• Democracy develops</li> <li>• Virginia</li> <li>• New England colonies</li> <li>• Middle &amp; southern colonies</li> </ul>	<b>INTERNATIONAL GOVERNMENTS</b> <ul style="list-style-type: none"> <li>• Why have governments</li> <li>• Types of governments</li> <li>• Governments in our world</li> <li>• Political thinkers</li> </ul>	UNIT 1
<b>ANCIENT CIVILIZATIONS</b> <ul style="list-style-type: none"> <li>• India</li> <li>• China</li> <li>• Greek civilization</li> <li>• Roman Empire</li> </ul>	<b>CONSTITUTIONAL GOVERNMENT</b> <ul style="list-style-type: none"> <li>• Relations with England</li> <li>• The Revolutionary War</li> <li>• Articles of Confederation</li> <li>• Constitution of the U.S.</li> </ul>	<b>UNITED STATES GOVERNMENT</b> <ul style="list-style-type: none"> <li>• U.S. Constitution</li> <li>• Bill of Rights</li> <li>• Three branches of government</li> <li>• Legislative process</li> </ul>	UNIT 2
<b>THE MEDIEVAL WORLD</b> <ul style="list-style-type: none"> <li>• Introduction to Middle Ages</li> <li>• Early Middle Ages</li> <li>• Middle Ages in transition</li> <li>• High Middle Ages</li> </ul>	<b>NATIONAL EXPANSION</b> <ul style="list-style-type: none"> <li>• A strong federal government</li> <li>• Revolution of 1800</li> <li>• War of 1812</li> <li>• Nationalism &amp; sectionalism</li> </ul>	<b>AMERICAN PARTY SYSTEM</b> <ul style="list-style-type: none"> <li>• American party system</li> <li>• Development political parties</li> <li>• Functions of political parties</li> <li>• Voting</li> </ul>	UNIT 3
<b>RENAISSANCE &amp; REFORMATION</b> <ul style="list-style-type: none"> <li>• Changes in government &amp; art</li> <li>• Changes in literature &amp; thought</li> <li>• Advances in science</li> <li>• Reform within the Church</li> </ul>	<b>A NATION DIVIDED</b> <ul style="list-style-type: none"> <li>• Issues of division</li> <li>• Division of land &amp; people</li> <li>• Economics of slavery</li> <li>• Politics of slavery</li> </ul>	<b>HISTORY OF GOVERNMENTS</b> <ul style="list-style-type: none"> <li>• Primitive governments</li> <li>• Beginnings of Democracy</li> <li>• Feudalism, Theocracy &amp; Democracy</li> <li>• Fascism &amp; Nazism</li> </ul>	UNIT 4
<b>GROWTH OF WORLD EMPIRES</b> <ul style="list-style-type: none"> <li>• England &amp; France</li> <li>• Portugal &amp; Spain</li> <li>• Austria &amp; Germany</li> <li>• Italy &amp; the Ottoman Empire</li> </ul>	<b>A NATION UNITED AGAIN</b> <ul style="list-style-type: none"> <li>• Regionalism</li> <li>• The division</li> <li>• The Civil War</li> <li>• Reconstruction</li> </ul>	<b>THE CITIZEN &amp; GOVERNMENT</b> <ul style="list-style-type: none"> <li>• Discrimination</li> <li>• Right attitudes</li> <li>• "Opinion &amp; Truth" in politics</li> <li>• Politics &amp; Propaganda</li> </ul>	UNIT 5
<b>THE AGE OF REVOLUTION</b> <ul style="list-style-type: none"> <li>• Factors leading to revolution</li> <li>• The English Revolution</li> <li>• The American Revolution</li> <li>• The French Revolution</li> </ul>	<b>INVOLVEMENT AT HOME &amp; ABROAD</b> <ul style="list-style-type: none"> <li>• Surge of industry</li> <li>• The industrial lifestyle</li> <li>• Isolationism</li> <li>• Involvement in conflict</li> </ul>	<b>FREE ENTERPRISE</b> <ul style="list-style-type: none"> <li>• Economics</li> <li>• Competition</li> <li>• Money through history</li> <li>• International finance &amp; currency</li> </ul>	UNIT 6
<b>THE INDUSTRIAL REVOLUTION</b> <ul style="list-style-type: none"> <li>• Sparks of preparation</li> <li>• Industrial revolution in England</li> <li>• Industrial revolution in America</li> <li>• Social changes of the revolution</li> </ul>	<b>THE SEARCH FOR PEACE</b> <ul style="list-style-type: none"> <li>• The War &amp; its aftermath</li> <li>• The Golden Twenties</li> <li>• The Great Depression</li> <li>• The New Deal</li> </ul>	<b>BUSINESS &amp; YOU</b> <ul style="list-style-type: none"> <li>• Running a business</li> <li>• Government &amp; business</li> <li>• Banks &amp; Mergers</li> <li>• Deregulation &amp; Bankruptcy</li> </ul>	UNIT 7
<b>TWO WORLD WARS</b> <ul style="list-style-type: none"> <li>• Mounting tension</li> <li>• World War I</li> <li>• Peace &amp; power quests</li> <li>• World War II</li> </ul>	<b>A NATION AT WAR</b> <ul style="list-style-type: none"> <li>• Causes of the war</li> <li>• World War II</li> <li>• Korean Conflict</li> <li>• Vietnam Conflict</li> </ul>	<b>THE STOCK MARKET</b> <ul style="list-style-type: none"> <li>• How it started &amp; works</li> <li>• Selecting stocks</li> <li>• Types of stocks</li> <li>• Tracking stocks</li> </ul>	UNIT 8
<b>THE CONTEMPORARY WORLD</b> <ul style="list-style-type: none"> <li>• Korean War</li> <li>• International organizations</li> <li>• Atomic stalemate</li> <li>• A form of coexistence</li> </ul>	<b>CONTEMPORARY AMERICA</b> <ul style="list-style-type: none"> <li>• Kennedy's New Frontier</li> <li>• Johnson's Great Society</li> <li>• Nixon's New Internationalism</li> <li>• Ford &amp; a new era</li> </ul>	<b>BUDGET AND FINANCE</b> <ul style="list-style-type: none"> <li>• Cash, Credit &amp; Checking</li> <li>• Buying a car</li> <li>• Grants, Loans &amp; IRAs</li> <li>• Savings &amp; E-cash</li> </ul>	UNIT 9
<b>ANCIENT TIMES TO THE PRESENT</b> <ul style="list-style-type: none"> <li>• Ancient civilizations</li> <li>• Medieval times</li> <li>• The Renaissance</li> <li>• The modern world</li> </ul>	<b>UNITED STATES HISTORY</b> <ul style="list-style-type: none"> <li>• Basis of democracy</li> <li>• The 1800's</li> <li>• Industrialization</li> <li>• Current history</li> </ul>	<b>GEOGRAPHY &amp; REVIEW</b> <ul style="list-style-type: none"> <li>• Euro &amp; International finance</li> <li>• U.S. Geography</li> <li>• The global traveler</li> <li>• Neighbors, Heroes &amp; The Holy Land</li> </ul>	UNIT 10

# ATTACHMENT 12



ACADEMIC AND EXIT STANDARDS

## 2011-2012 Graduation Credit Requirements

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
<b>English Language Arts ♦</b>	<p><b>Four credits:</b></p> <ul style="list-style-type: none"> <li>• English I, II, and III</li> <li>• English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.</li> <li>• The fourth credit of English may be selected from any of the following:               <ul style="list-style-type: none"> <li>▪ English IV</li> <li>▪ Research/Technical Writing</li> <li>▪ Creative/Imaginative Writing</li> <li>▪ Practical Writing Skills</li> <li>▪ Literary Genres</li> <li>▪ Business English (CTE)</li> <li>▪ Journalism</li> <li>▪ AP English Language Composition</li> <li>▪ AP English Literature and Composition</li> </ul> </li> </ul>	<p><b>Four credits:</b></p> <ul style="list-style-type: none"> <li>• English I, II, III, and IV</li> <li>• English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.</li> </ul>	<p><b>Four credits:</b></p> <ul style="list-style-type: none"> <li>• English I, II, III, and IV</li> <li>• English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.</li> </ul>
<b>Mathematics ♦</b>	<p><b>Three credits:</b></p> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• The third credit may be selected from any of the following:               <ul style="list-style-type: none"> <li>▪ Algebra II</li> <li>▪ Precalculus</li> <li>▪ Mathematical Models with Applications</li> <li>▪ Independent Study in Mathematics</li> <li>▪ Advanced Quantitative Reasoning (AQR)</li> <li>▪ AP Statistics</li> <li>▪ AP Calculus AB</li> <li>▪ AP Calculus BC</li> <li>▪ AP Computer Science</li> <li>▪ IB Mathematical Studies Standard Level</li> <li>▪ IB Mathematics Standard Level</li> <li>▪ IB Mathematics Higher Level</li> <li>▪ IB Further Mathematics Standard Level</li> <li>▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)</li> <li>▪ Engineering Mathematics (CTE)</li> <li>▪ Statistics and Risk Management (CTE)</li> </ul> </li> </ul>	<p><b>Four credits:</b></p> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• Algebra II</li> <li>• The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II:               <ul style="list-style-type: none"> <li>▪ Mathematical Models with Applications</li> <li>▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)</li> </ul> </li> <li>• The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II:               <ul style="list-style-type: none"> <li>▪ Precalculus</li> <li>▪ Independent Study in Mathematics</li> <li>▪ Advanced Quantitative Reasoning (AQR)</li> <li>▪ AP Statistics</li> <li>▪ AP Calculus AB</li> <li>▪ AP Calculus BC</li> <li>▪ AP Computer Science</li> <li>▪ IB Mathematical Studies Standard Level</li> <li>▪ IB Mathematics Standard Level</li> <li>▪ IB Mathematics Higher Level</li> <li>▪ IB Further Mathematics Standard Level</li> <li>▪ Engineering Mathematics (CTE)</li> <li>▪ Statistics and Risk Management (CTE)</li> </ul> </li> </ul>	<p><b>Four credits:</b></p> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• Algebra II</li> <li>• The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry:               <ul style="list-style-type: none"> <li>▪ Precalculus</li> <li>▪ Independent Study in Mathematics</li> <li>▪ Advanced Quantitative Reasoning (AQR)</li> <li>▪ AP Statistics</li> <li>▪ AP Calculus AB</li> <li>▪ AP Calculus BC</li> <li>▪ AP Computer Science</li> <li>▪ IB Mathematical Studies Standard Level</li> <li>▪ IB Mathematics Standard Level</li> <li>▪ IB Mathematics Higher Level</li> <li>▪ IB Further Mathematics Standard Level</li> <li>▪ Engineering Mathematics (CTE)</li> <li>▪ Statistics and Risk Management (CTE)</li> </ul> </li> </ul>

♦ College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

\* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

## 2011-2012 Graduation Credit Requirements

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
<b>Science ♦</b>	<p><b>Two credits:</b></p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Integrated Physics and Chemistry</li> </ul> <p>May substitute Chemistry or Physics for IPC but must use the other as academic elective credit</p>	<p><b>Four credits:</b></p> <ul style="list-style-type: none"> <li>• Biology, AP Biology, or IB Biology</li> <li>• Chemistry, AP Chemistry, or IB Chemistry</li> <li>• Physics, Principles of Technology, AP Physics, or IB Physics</li> <li>• The additional credit may be IPC and must be successfully completed prior to chemistry and physics.</li> <li>• The fourth credit may be selected from any of the following:                             <ul style="list-style-type: none"> <li>▪ Aquatic Science</li> <li>▪ Astronomy</li> <li>▪ Earth and Space Science</li> <li>▪ Environmental Systems</li> <li>▪ AP Biology</li> <li>▪ AP Chemistry</li> <li>▪ AP Physics B</li> <li>▪ AP Physics C</li> <li>▪ AP Environmental Science</li> <li>▪ IB Biology</li> <li>▪ IB Chemistry</li> <li>▪ IB Physics</li> <li>▪ IB Environmental Systems</li> <li>▪ Scientific Research and Design (CTE)</li> <li>▪ Anatomy and Physiology (CTE)</li> <li>▪ Engineering Design and Problem Solving (CTE)</li> <li>▪ Medical Microbiology (CTE)</li> <li>▪ Pathophysiology (CTE)</li> <li>▪ Advanced Animal Science (CTE)</li> <li>▪ Advanced Biotechnology (CTE)</li> <li>▪ Advanced Plant and Soil Science (CTE)</li> <li>▪ Food Science (CTE)</li> <li>▪ Forensic Science (CTE)</li> </ul> </li> </ul>	<p><b>Four credits:</b></p> <ul style="list-style-type: none"> <li>• Biology, AP Biology, or IB Biology</li> <li>• Chemistry, AP Chemistry, or IB Chemistry</li> <li>• Physics, AP Physics, or IB Physics</li> <li>• After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following:                             <ul style="list-style-type: none"> <li>▪ Aquatic Science</li> <li>▪ Astronomy</li> <li>▪ Earth and Space Science</li> <li>▪ Environmental Systems</li> <li>▪ AP Biology</li> <li>▪ AP Chemistry</li> <li>▪ AP Physics B</li> <li>▪ AP Physics C</li> <li>▪ AP Environmental Science</li> <li>▪ IB Biology</li> <li>▪ IB Chemistry</li> <li>▪ IB Physics</li> <li>▪ IB Environmental Systems</li> <li>▪ Scientific Research and Design (CTE)</li> <li>▪ Anatomy and Physiology (CTE)</li> <li>▪ Engineering Design and Problem Solving (CTE)</li> <li>▪ Medical Microbiology (CTE)</li> <li>▪ Pathophysiology (CTE)</li> <li>▪ Advanced Animal Science (CTE)</li> <li>▪ Advanced Biotechnology (CTE)</li> <li>▪ Advanced Plant and Soil Science (CTE)</li> <li>▪ Food Science (CTE)</li> <li>▪ Forensic Science (CTE)</li> </ul> </li> </ul>
<b>Social Studies ♦</b>	<p><b>Two and one-half credits:</b></p> <ul style="list-style-type: none"> <li>• U.S. History Studies Since 1877 (one credit)</li> <li>• U.S. Government (one-half credit)</li> <li>• The final credit may be selected from the following:                             <ul style="list-style-type: none"> <li>▪ World History Studies (one credit)</li> <li>▪ World Geography Studies (one credit)</li> </ul> </li> </ul>	<p><b>Three and one-half credits:</b></p> <ul style="list-style-type: none"> <li>• World History Studies (one credit)</li> <li>• World Geography Studies (one credit)</li> <li>• U.S. History Studies Since 1877 (one credit)</li> <li>• U.S. Government (one-half credit)</li> </ul>	<p><b>Three and one-half credits:</b></p> <ul style="list-style-type: none"> <li>• World History Studies (one credit)</li> <li>• World Geography Studies (one credit)</li> <li>• U.S. History Studies Since 1877 (one credit)</li> <li>• U.S. Government (one-half credit)</li> </ul>
<b>Economics with emphasis on the free enterprise system and its benefits ♦</b>	One-half credit	One-half credit	One-half credit
<b>Academic Elective</b>	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> <li>• World History Studies</li> <li>• World Geography Studies</li> <li>• Any science course approved by SBOE</li> </ul> <p>(If substituting Chemistry or Physics for IPC, must use the other as academic elective credit here.)</p>	None	None
<b>Languages Other Than English ♦</b>	None	<p><b>Two credits:</b> The credits must consist of any two levels in the same language.</p>	<p><b>Three credits:</b> The credits must consist of any three levels in the same language.</p>

♦ College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

\* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

## 2011-2012 Graduation Credit Requirements

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
<b>Physical Education</b>	<p><b>One credit:</b></p> <ul style="list-style-type: none"> <li>• The required credit may be from any combination of the following one-half to one credit courses:                             <ul style="list-style-type: none"> <li>▪ Foundations of Personal Fitness</li> <li>▪ Adventure/Outdoor Education</li> <li>▪ Aerobic Activities</li> <li>▪ Team or Individual Sports</li> </ul> </li> <li>• In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities:                             <ul style="list-style-type: none"> <li>▪ Athletics</li> <li>▪ JROTC</li> <li>▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus</li> </ul> </li> <li>• In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities:                             <ul style="list-style-type: none"> <li>▪ Drill Team</li> <li>▪ Marching Band</li> <li>▪ Cheerleading</li> </ul> </li> <li>• All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</li> <li>• Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.</li> </ul>	<p><b>One credit:</b></p> <ul style="list-style-type: none"> <li>• The required credit may be from any combination of the following one-half to one credit courses:                             <ul style="list-style-type: none"> <li>▪ Foundations of Personal Fitness</li> <li>▪ Adventure/Outdoor Education</li> <li>▪ Aerobic Activities</li> <li>▪ Team or Individual Sports</li> </ul> </li> <li>• In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities:                             <ul style="list-style-type: none"> <li>▪ Athletics</li> <li>▪ JROTC</li> <li>▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus</li> </ul> </li> <li>• In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities:                             <ul style="list-style-type: none"> <li>▪ Drill Team</li> <li>▪ Marching Band</li> <li>▪ Cheerleading</li> </ul> </li> <li>• All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</li> <li>• Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.</li> </ul>	<p><b>One credit:</b></p> <ul style="list-style-type: none"> <li>• The required credit may be from any combination of the following one-half to one credit courses:                             <ul style="list-style-type: none"> <li>▪ Foundations of Personal Fitness</li> <li>▪ Adventure/Outdoor Education</li> <li>▪ Aerobic Activities</li> <li>▪ Team or Individual Sports</li> </ul> </li> <li>• In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities:                             <ul style="list-style-type: none"> <li>▪ Athletics</li> <li>▪ JROTC</li> <li>▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus</li> </ul> </li> <li>• In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities:                             <ul style="list-style-type: none"> <li>▪ Drill Team</li> <li>▪ Marching Band</li> <li>▪ Cheerleading</li> </ul> </li> <li>• All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</li> <li>• Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.</li> </ul>
<b>Speech</b>	<p><b>One-half credit from either of the following:</b></p> <ul style="list-style-type: none"> <li>• Communication Applications</li> <li>• Professional Communications (CTE)</li> </ul>	<p><b>One-half credit from either of the following:</b></p> <ul style="list-style-type: none"> <li>• Communication Applications</li> <li>• Professional Communications (CTE)</li> </ul>	<p><b>One-half credit from either of the following:</b></p> <ul style="list-style-type: none"> <li>• Communication Applications</li> <li>• Professional Communications (CTE)</li> </ul>
<b>Fine Arts ♦</b>	<p><b>One credit</b> for students who enter Grade 9 in 2010-11 or later from any of the following:</p> <ul style="list-style-type: none"> <li>• Art, Level I, II, III, or IV</li> <li>• Dance, Level I, II, III, or IV</li> <li>• Music, Level I, II, III, or IV</li> <li>• Theatre, Level I, II, III, or IV;</li> <li>• Principles and Elements of Floral Design (CTE)</li> </ul>	<p><b>One credit from any of the following:</b></p> <ul style="list-style-type: none"> <li>• Art, Level I, II, III, or IV</li> <li>• Dance, Level I, II, III, or IV</li> <li>• Music, Level I, II, III, or IV</li> <li>• Theatre, Level I, II, III, or IV</li> <li>• Principles and Elements of Floral Design (CTE)</li> </ul>	<p><b>One credit from any of the following:</b></p> <ul style="list-style-type: none"> <li>• Art, Level I, II, III, or IV</li> <li>• Dance, Level I, II, III, or IV</li> <li>• Music, Level I, II, III, or IV</li> <li>• Theatre, Level I, II, III, or IV</li> <li>• Principles and Elements of Floral Design (CTE)</li> </ul>
<b>Elective Courses ♦</b>	<p><b>Six and one-half credits from any of the following:</b></p> <ul style="list-style-type: none"> <li>• The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills)</li> <li>• State-approved innovative courses</li> <li>• JROTC (one to four credits)</li> <li>• Driver Education (one-half credit)</li> </ul>	<p><b>Five and one-half credits from any of the following:</b></p> <ul style="list-style-type: none"> <li>• The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills)</li> <li>• State-approved innovative courses</li> <li>• JROTC (one to four credits)</li> <li>• Driver Education (one-half credit)</li> </ul>	<p><b>Four and one-half credits from any of the following:</b></p> <ul style="list-style-type: none"> <li>• The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills)</li> <li>• State-approved innovative courses</li> <li>• JROTC (one to four credits)</li> <li>• Driver Education (one-half credit)</li> </ul>
<b>Total Credits</b>	<b>22</b>	<b>26</b>	<b>26</b>

♦ College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

\* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

# ATTACHMENT 13



SCHOOL CALENDAR AND SCHEDULE

### Attachment 13: Calendar and Class Schedule

PHS will conduct at least 180 student instructional days. Daily hours of operation will be from 8:00 a.m. to 5:00 p.m.

While the distribution will vary slightly according to the needs of the individual student, the school day will be organized as follows:

- Direct Instruction 10%
- Independent 30%
- Accelerated Instruction 40%
- Connected Instruction 20%

Based on this delivery method, a day in the life of a typical PHS student may look like this:

Time	Minutes	Activity
8:00 a.m. to 8:15 a.m.	15	Morning assembly.
8:15 a.m. to Noon	225	Student engages in independent learning, utilizing technology or paper-based models to address subjects according to diagnosed student profiles and learning plans.
Noon to 12:30 p.m.	30	Lunch
12:30 p.m. to 1:15 p.m.	45	Student engages in pull-outs designed to provide direct instruction on a regular basis. Student given an opportunity to dialogue with other students and teachers and receives direct feedback that can be effective for motivation and student engagement.
1:15 p.m. to 2:15 p.m.	60	Student engages in state testing preparation, utilizing direct instruction, technology, and/or paper-based models.
2:15 p.m. to 3:00 p.m.	45	Student engages in project-based "learning-style specific" learning experiences.
3:00 p.m. to 5:00 p.m.	120	Students who are in need of additional assistance may engage in academic tutorials.

# ATTACHMENT 14



ENROLLMENT POLICY

## **Attachment 14: Enrollment Policy**

**Admission Requirements:** Admission and enrollment of students shall be open to any person who resides within the geographic boundaries stated in the school's charter, and who is eligible for admission based on lawful criteria identified in the charter. The total number of students enrolled in the school shall not exceed the number of students approved in the charter or subsequent amendments. Applications for admission shall be due by a reasonable deadline to be set each year by the school.

It is the policy of the school to prohibit discrimination in student admission on the basis of race, creed, color, socioeconomic class or national origin in accordance with the Indiana Code.

The school may not establish admission policies or limit student admissions in any manner in which a public school is not permitted to establish admission policies or limit student admissions.

**Pre-Admission Activities for Students or Parents:** The school will host voluntary parent meetings to provide parents with an overview of the school. This is an opportunity for the school to share the unique services the school has to offer. Such informational meetings will not involve any sort of an interview of the parents and/or student(s).

**Tentative Open-Enrollment Period:** For Year 1, the tentative open-enrollment period will be April 1-30, 2013. After Year 1, the tentative open-enrollment period will be June 15 through July 15. The enrollment process will continue on an on-going basis, even after school begins, as long as open slots are available. In the event that capacity is met, all interested students will be placed on a waiting list and notified when a position becomes available.

**Application Process:** The school will receive applications for admission online, over the phone, or at the school.

**Lottery:** If the number of eligible applicants does not exceed the number of vacancies, then all qualified applications who have timely applied will be offered admission. If there are more eligible applicants than available spaces in a class, then a lottery will be conducted by random drawing at a public meeting at a time set by the school each year. A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name (or number) is drawn will be offered admission. Notification will be made by telephone, e-mail, or U.S. Postal Service. Failure of an applicant to respond within 48 hours of the date of telephone call or email, or within three business days of a post-marked letter, will forfeit his or her position in the application process. Parents notified by mail should call the school immediately upon receipt of the notice in order to preserve their student's position in the lottery. The remaining names will then be drawn and placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is

received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied.

Please note that, per State guideline, the school will exempt from the lottery process students who are already admitted and siblings of students already admitted.

**Tentative Lottery Dates:** For Year 1, the tentative lottery date will be the first Saturday in May 2013. After Year 1, the tentative lottery date will be the third Saturday in July.

**Non-Discrimination:** The school will not deny enrollment to any eligible student based on gender, national origin, race, ethnicity, religion, disability, academic or athletic eligibility. Furthermore, the school will not discriminate against students with special education needs or those qualified as English Language Learners. The primary focus of the school will be to positively impact the lives of those students who have dropped out of their previous school situation (or who are at risk of doing so) and are hoping to reconnect with education and earn a high school diploma. Accordingly, it will be the intention of the school to enroll students from all walks of life, regardless of socioeconomic status.

**Student Waiting Lists:** Should there be a need for a lottery, the names remaining after capacity is met will be drawn and placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the open-enrollment period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied.

**Withdrawal Policy & Procedure:** Students under the age of 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. Less than three days' notice may result in forms being mailed. A withdrawal form may be obtained from the school office.

A student who is 18 years of age or older, who is married or who has been declared by a court to be an emancipated minor, may withdraw without parental signature. In all cases, withdrawal forms must be appropriately completed and signed before withdrawal is complete.

The school may initiate withdrawal of a student for non-attendance if:

- 1) the student has been absent 10 consecutive school days and repeated efforts by the school to locate the student have been unsuccessful, or
- 2) the student is 18 years of age or older has more than five unexcused absences in one semester.

**Re-Enrollment Policy & Procedure:** To be eligible for continued enrollment in the school or re-enrollment, the parent must show proof of residency at the time of enrollment. If the student has withdrawn from the school and intends to return, in addition to residency requirements, a full application form must be completed and submitted.

**Transfer Procedure:** Parents of students under 18 years of age and students 18 years of age and older may request a transfer to another ResponsiveEd community school by submitting a “Student Transfer Request Form” to the Campus Director at the school office. A “Student Transfer Request Form” may be obtained at the school office.

### Transfer Window

Transfer requests are accepted annually in the school office and must be received during the transfer window for consideration. The transfer window begins on the second Tuesday in February until the second Tuesday in May.

In general, transfer requests will not be considered outside the transfer window except for new ResponsiveEd employees within their first month of employment and those who move during the course of the school year. The Campus Director reserves the right to make exceptions in extenuating situations.

Notification of the decision for a transfer request will be communicated in writing by June 15.

The school may delay a decision when the school determines a delay is necessary to properly consider relevant information and operational needs.

### Considerations of Transfer Request

Upon receipt of the “Student Transfer Request Form,” the Campus Directors of the sending and receiving schools will consider the following factors when approving transfers:

1. overcrowding at the sending and receiving schools;
2. size of the sending and receiving schools;
3. length of time for which the transfer is requested (The student must intend to remain for the full year.);
4. student attendance history;
5. student discipline history;
6. student academic performance;
7. whether the student is a child of a ResponsiveEd employee; and
8. extenuating circumstances as determined on a case-by-case basis.

### Length of Approved Transfers

Once a transfer is granted, the student will transfer as a full-time student to the requested school. The parent may elect a one-time option to request a transfer returning to the student's sending school at the end of the semester.

### Reasons for Transfer Revocation

An approved transfer request is a privilege. These transfers may be revoked by the receiving Campus Director for any of the following reasons:

1. student becomes a disruption to school operations;
2. student becomes a detriment to the learning of other students;
3. student has persistent disciplinary or attendance problems;
4. lack of parental cooperation and support;
5. changes in the facility and/or instructional capacity at the receiving school;
6. falsification of residence, transfer, or enrollment documents; or
7. other relevant factors as determined by the Campus Director.

Once a transfer is revoked, the student must return to his or her sending school. Except when deemed necessary by the Campus Director, no further transfer request will be granted for this student.

### Appeals

Decisions regarding student transfers may be appealed in accordance with the school grievance procedure.

# ATTACHMENT 15



## STUDENT DISCIPLINE POLICY

## **Attachment 15: Discipline Policy**

**A. Practices to Promote Good Discipline:** To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must be taught and modeled by the school staff. This includes an appreciation for the rights of others. Any conduct that causes or creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose, or that interferes or creates a reasonable likelihood that it will interfere with the health, safety or well-being or rights of other students is prohibited. A teacher may send a student to the Campus Director's office to maintain effective discipline in the classroom. In addition, a teacher may remove from class a student: 1) who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or 2) whose behavior the teacher determines is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

### **B. Preliminary List of Offenses for Which Students May and Must be Suspended and Expelled**

#### Level II: Discretionary Suspension

##### Examples (not inclusive list)

1. Academic dishonesty
2. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a school fraternity, sorority, secret society, or gang, as defined in Texas Education Code 37.121
3. Bypassing of internet blocks on school computers or networks to enter unapproved sites
4. Causing an individual to act through the use of or threat of force (coercion)
5. Engaging in conduct on campus that constitutes dating violence, including intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship
6. Engaging in conduct that constitutes sexual harassment (verbal and/or physical)
7. Engaging in offensive conduct of a sexual nature (verbal or physical)
8. Extortion/blackmail
9. Failure to comply with conditions of in-school suspension placement
10. Failure to comply with school medication policies
11. False accusation of conduct that would constitute a misdemeanor or felony
12. Falsification of school records
13. Fighting/mutual combat
14. Gambling

15. Gang activity (nonviolent)
16. Hazing, harassment, or bullying of students (physical)
17. Inappropriate behavior (e.g., violent; threat of being violent; racially, ethnically, or culturally motivated actions)
18. Interference with school activities or discipline
19. Leaving classroom, school property, or school-sponsored events without permission
20. Making an obscene gesture
21. Persistent Level I offenses (two Level I offenses within a period of 45 rolling school days)
22. Possessing a look-alike weapon, including without limitation, BB guns, CO<sup>2</sup> guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon
23. Possessing a stun gun, mace, or pepper spray
24. Possessing ammunition
25. Possessing drug paraphernalia
26. Possessing or selling "look-alike" drugs
27. Possessing or using fireworks or other explosive devices
28. Possessing or using tobacco
29. Possessing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug
30. Possessing, viewing, or distributing pictures, text messages, e-mails, or other material of a sexual nature in any media format
31. Refusing to allow student search
32. Sexual harassment/sexual abuse not defined as a Level III or IV offense
33. Theft
34. Threats (nonviolent/verbal or written)
35. Throwing object not considered an illegal weapon that can cause bodily injury or property damage
36. Unruly, disruptive, or abusive behavior that interferes with the teacher's ability to communicate effectively with the students in the class
37. Use of profanity or vulgar/offensive language (orally or in writing)
38. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program
39. Verbal or written abuse (e.g., name calling, racial or ethnic slurs, or derogatory statements that may disrupt the school environment, etc.)
40. Willful destruction of school or personal property and/or vandalism

#### Appropriate Disciplinary Actions

1. Level I disciplinary techniques
2. Out-of-school suspension for up to three days

Disciplinary actions may be used individually or in combination for any offense.

#### Level III: Mandatory Suspension and Discretionary Expulsion

Examples (not inclusive list)

1. Any offense listed in Sections 37.006(a)-(d) or 37.007(b), (c), or (f) of the Texas Education Code, no matter when or where the offense takes place
2. Burglary of a motor vehicle on campus
3. Conduct punishable as a felony not defined as a Level IV offense
4. Criminal mischief against school, student, or school staff
5. Deliberate destruction of or tampering with school computer data or networks
6. Disruptive activity (see "Disruptive Activity," p. 33)
7. Gang activity (violent)
8. Inappropriate exposure of body parts
9. Inappropriate sexual conduct
10. Persistent Level I offenses (four Level I offenses within a period of 45 rolling school days)
11. Persistent Level II offenses (two Level II offenses within a period of 45 rolling school days)
12. Possessing a knife, razor, box cutter, or chain
13. Possessing any object used in a way that threatens or inflicts bodily injury to another person
14. Possessing, selling, distributing, or under the influence of a Harmful Drug (see "Harmful Drugs," p. 35)
15. Setting or attempting to set a fire on a school property (not arson)
16. Targeting someone for bodily harm
17. Threats (violent/verbal or written)

Appropriate Disciplinary Actions

1. Out-of-school suspension for up to three days
2. Expulsion

Level IV: Mandatory Expulsion

Examples (not inclusive list)

1. Any offense listed in Section 37.007(a), (d), or (e) of the Texas Education Code, no matter when or where the offense takes place
2. Required to register as a sex offender

Appropriate Disciplinary Actions

1. Expulsion

**C. Rights of Students with Disabilities in Disciplinary Action:** A student with a disability shall not be excluded from his or her current placement pending appeal to the Board of Trustees for more than ten days without ARD Committee action to determine appropriate services in the interim. Pending appeal to a special education hearing officer, unless the school and parents agree otherwise, a student with a disability shall remain in the present education setting.

**D. Appeal Process for Student facing Expulsion:** Students alleged to have committed an expellable offense will receive a hearing before the Campus Director within a reasonable time following the alleged misconduct. Prior to the hearing, the school will send a written notice to the student and the student's parents, including:

1. the basis for the proposed expulsion;
2. the date, time, and location of the hearing; and
3. the right of the student, at the hearing, to:
  - a. be present;
  - b. be accompanied by his or her parents;
  - c. be represented by any adult representative, including legal counsel;
  - d. present evidence, call witnesses, and testify; and
  - e. be informed of the school's evidence.

After making a good faith effort to inform the student and the student's parents of the time and place of the hearing, the school shall hold the hearing regardless of whether the student, the student's parents, or another adult representing the student attends. The Campus Director shall audio record the hearing.

#### Expulsion Order

Within seven days following the hearing on expulsion, the Campus Director will notify the student and the student's parents in writing of his or her decision. If the outcome of the expulsion hearing is that the student will be expelled, the Campus Director will enter an expulsion order and provide a copy to the student and the student's parents specifying:

1. the length of the expulsion;
2. the procedures for re-admittance at the end of the expulsion period, if applicable; and
3. the right to appeal the Campus Director's decision.

The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter.

#### Appeals

The student or a parent may appeal the decision of the Campus Director in accordance with the following school grievance procedure.

The purpose of this policy is to secure, at the lowest possible administrative level, prompt and equitable resolution of student or parent complaints and/or concerns. Usually, student or parent complaints can be resolved simply by an informal phone call or conference with the teacher or Campus Director who is the subject of the complaint. Generally, should the complaint involve a problem with a teacher, the student or parent is expected to discuss the matter with the teacher before requesting a conference with the Campus Director. For those complaints that cannot be handled informally, the school has adopted the following grievance policy.

Complaints regarding certain topics are addressed by specific policies or other documents that modify this complaint process or require an alternative process.

### Definitions

For the purposes of this policy, “days” shall mean calendar days.

For the purposes of this policy, “parent” shall mean a person standing in parental relation, but does not include a person as to whom the parent-child relationship has been terminated or a person not entitled to possession of or access to a child under a court order. Except as provided by federal law, all rights of a parent under Education Code Title 2 and all educational rights under Family Code 151.003(a)(10) shall be exercised by a student who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Family Code Chapter 31, unless the student has been determined to be incompetent or the student’s rights have been otherwise restricted by a court order.

### Level One

A student or parent who has a complaint that could not be resolved informally shall request a conference with the Campus Director by filing the complaint in writing on a form provided by the school. The form must be filed with the school office within seven days of the time the student or parent knew, or should have known, of the event or series of events about which the student or parent is complaining. Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted unless the student or parent did not know the documents existed before the Level One conference. A complaint form that is incomplete in any material way may be dismissed, but may be re-filed with all the requested information if the re-filing is within the designated time for filing a complaint.

The Campus Director shall hold a conference with the student or parent within seven days of the request. The seven-day timeframe for holding the Level One conference may be extended if mutually agreed to by both the student or parent and the Campus Director. An adult may represent a student at this and any level of the complaint.

The Campus Director shall have seven days following the Level One conference within which to respond. Announcement of a decision in the student’s or parent’s presence shall constitute communication of the decision.

Should the complaint involve a problem with the Campus Director, then the Level One complaint form should be submitted to the Regional Director at the following address:

Responsive Education Solutions  
Complaint: Level One  
Attn: TBD  
Street Address TBD  
City, State and ZIP TBD

### Level Two

If the outcome of the Level One conference with the Campus Director is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may appeal the Level One decision to the Regional Director by filing the appeal notice in writing on a form provided by the school.

Note: In the event that the Level One conference was held by the Regional Director or designee, the Level Two conference shall be held by another Regional Director or designee.

The appeal notice must include a copy of the Level One complaint, a copy of the Level One decision being appealed (if applicable), and a copy of any documents presented at the Level One conference.

The appeal notice must be postmarked to the following address within seven days following receipt of a response or, if no response is received, within seven days of the response deadline:

Responsive Education Solutions  
Complaint: Level Two  
Attn: TBD  
Street Address TBD  
City, State and ZIP TBD

The Regional Director or designee shall hold a conference with the student or parent within seven days of the appeal notice. The seven-day timeframe for holding the Level Two conference may be extended if mutually agreed to by both the student or parent and the Regional Director or designee.

The Regional Director or designee shall have seven days following the Level Two conference within which to respond. Announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

### Level Three

If the outcome of the Level Two conference with the Regional Director or designee is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may appeal the Level Two decision to the Superintendent by filing the appeal notice in writing on a form provided by the school. The appeal notice must

include a copy of the Level One complaint, a copy of the Level Two appeal notice, a copy of the Level One and Level Two decisions being appealed (if applicable), and a copy of any documents presented at the Level One and Level Two conferences.

The appeal notice must be postmarked to the following address within seven days following receipt of a response or, if no response is received, within seven days of the response deadline:

Responsive Education Solutions  
Complaint: Level Three  
Attn: TBD  
Street Address TBD  
City, State and ZIP TBD

The Superintendent or designee shall hold a conference with the student or parent within 14 days of the appeal notice. The 14-day timeframe for holding the Level Three conference may be extended if mutually agreed to by both the student or parent and the Superintendent or designee. The Level Three conference may be held via telephone or video conference at the discretion of the Superintendent.

The Superintendent or designee shall have seven days following the Level Three conference within which to respond. Announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

#### Level Four

If the outcome of the Level Three conference with the Superintendent or designee is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may appeal the Level Three decision to the Board of Trustees by filing the appeal notice in writing on a form provided by the school. The appeal notice must include a copy of the Level One complaint; a copy of the Level Two and Level Three appeal notices; a copy of the Level One, Level Two, and Level Three decisions being appealed (if applicable); and a copy of any documents presented at the Level One, Level Two, and Level Three conferences.

The appeal notice must be postmarked to the following address within seven days following receipt of a response or, if no response is received, within seven days of the response deadline:

Responsive Education Solutions  
Complaint: Level Four  
Attn: TBD  
Street Address TBD  
City, State and ZIP TBD

The appeal will then be placed on the agenda of a future Board meeting. The Superintendent or designee shall inform the student or parent of the date, time, and place of the meeting.

The Board of Trustees is not required to consider documentation not previously submitted or issues not previously presented. The presiding officer may set reasonable time limits. The Board of Trustees shall hear the complaint and may request a response from the school. The school shall make an audiotape record of the Level Four proceedings before the Board of Trustees. The Board of Trustees shall then make and communicate its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If for any reason the Board of Trustees fails to reach a decision regarding the complaint by the end of the next regularly scheduled Board meeting, the lack of a response by the Board of Trustees upholds the decision at Level Three.

If the complaint involves concerns or charges regarding an employee, it shall be heard by the Board of Trustees in closed meeting unless the employee to whom the complaint pertains requests that it be heard in public.

#### Consolidation of Complaints

When the school determines, in its sole discretion, that two or more individual complaints are sufficiently similar in nature and remedy to permit their resolution through one proceeding, the complaints may be consolidated.

#### Modification of Procedures

The Superintendent may, at his sole discretion, modify this complaint process or require an alternative process, so long as the Board of Trustees retains final authority to hear and decide complaints and concerns brought hereunder.

#### Effect of Student Withdrawal

If a student withdraws from the school before the expulsion hearing is conducted or an expulsion order is entered, the school may continue with the proceedings and enter an order. If the school fails to enter an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order.

#### No Credit Earned

Except when required by law, students will not earn academic credit during a period of expulsion.

Discipline consequences will not be deferred pending the outcome of an appeal of an expulsion.

**E. Parents Informed of the School's Discipline Policy:** The school's discipline policy is clearly outlined in the Parent/Student Handbook which is distributed to parents annually.

# ATTACHMENT 16



EVIDENCE OF SUPPORT FROM COMMUNITY  
PARTNERS

## **Attachment 16: Evidence of Support from Community Partners**

### **Overview**

As a foundation to all PHS community outreach, it is important to first understand why high school students leave school without a diploma.

A 2006 survey, *The Silent Epidemic*, found that while some students drop out because of significant academic challenges, most dropouts are students who could have succeeded in school. The survey outlines the key reasons that students drop out:

- 47 percent of dropouts said classes weren't interesting.
- 43 percent missed too much school and couldn't catch up.
- 38 percent said they had too much freedom and not enough rules.
- 35 percent said they quit because they were failing.
- 32 percent said they had to get a job and earn money.
- 69 percent were not motivated to work hard; 66 percent would have worked harder if more had been demanded of them.

Understanding the reasons students struggle to finish school allows us to focus our marketing messages on the areas that are most effective to reaching students. Key messages include:

- Obtaining a high school diploma is important to success in life.
- Many jobs, including the military, will not consider an applicant without a high school diploma. A GED is no longer good enough.
- PHS provides a "real-world" education that prepares students for success at work or in college.
- PHS is different. We offer smaller classes with more individual instruction. Students are not allowed to fail.

### **Target Audience**

PHS recruiting and marketing strategies are targeted to ethnically diverse populations and are designed to generate a student enrollment that is reflective of the community surrounding the school. There are 3 groups of students that we target:

1. students who have already dropped out of high school,
2. students who are currently enrolled, but at-risk of dropping out, and
3. students who want a smaller school environment and more one-to-one attention.

### **Community Outreach**

When PHS is introduced into a new community, ResponsiveEd launches a professional, systematic, research-based, and dynamic public awareness campaign. The campaign utilizes a blend of marketing, advertising, public relations, and community engagement to generate awareness of, and interest in, the school. The responsibilities for this process are split between ResponsiveEd's central administrative marketing staff and regional and campus leadership on the ground in the community.

The public awareness campaign involves the use of a variety of high quality, well-designed, publicity materials. These resources include, but are not limited to:

- Brochures

- Website
- Newspaper advertisements
- Press releases
- Radio advertisements
- Flyers
- Postcards
- Direct Mail

In the months leading up to the first year of operation, ResponsiveEd conducts the public awareness campaign, garnering public interest and support of the school utilizing: (1) a combination of the aforementioned publicity materials, and (2) hosting multiple public “Open House” meetings.

NOTE: A graphic overview of a recent direct mail public awareness campaign is included below as Attachment 16A. In addition, a sample direct mail flyer advertising PHS public “Open House” meetings is included below as Attachment 16B.

The intended—and historically realized—goals of such campaigns have been two-fold: (1) support for the school by community leaders, and (2) student enrollment.

### **Community Organizations**

The Regional Director is responsible for developing and managing relationships within the community. To that end, each school seeks to establish partnerships with local youth-serving organizations (i.e., Boys & Girls Clubs, YMCAs, etc.) to make them aware of PHS and how the school can benefit students that they may serve who may be interested or benefit from attending PHS.

### **School Counsellors**

In addition to general public awareness campaign efforts, prior to opening and each summer, the Campus Directors sends out PHS information kits to all the area school counsellors and works closely with the ISD dropout specialists to generate referrals.

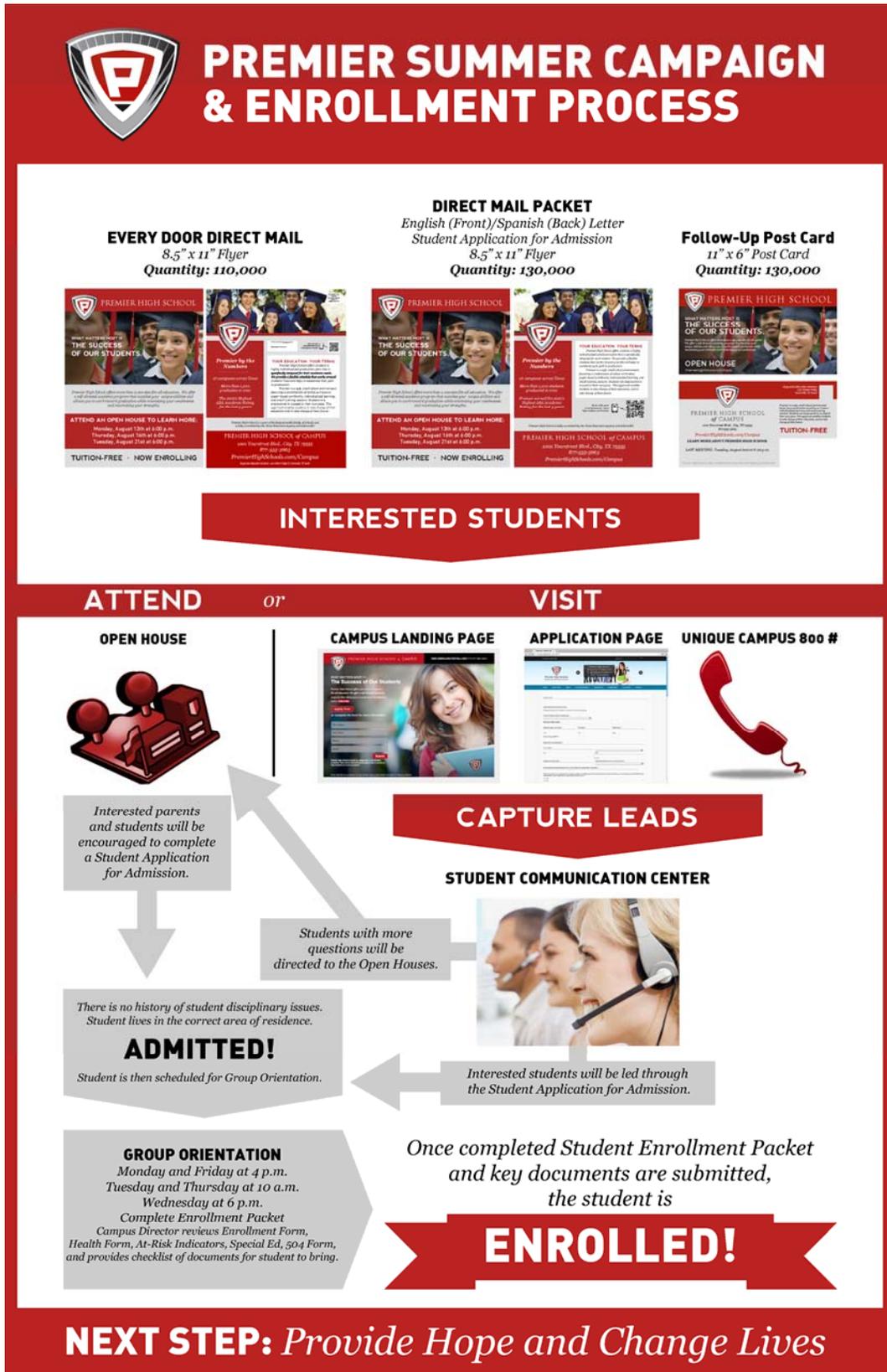
### **Courts**

It is also important to work with the Justice of the Peace and truancy courts to get referrals of students who are not attending school and need a new school environment.

### **Ongoing**

The better your academic program is the higher marketing value that is associated with the program. It is important to cultivate a good product to get great customers. It is important to cultivate a positive and welcoming environment. Creating a good reputation for a campus by building a good program that provides student and parent support and the resources the students need to be successful isn't done with a marketing campaign, it's done on the campus serving the students and allocating resources directly to them.

Attachment 16A: Sample Public Awareness Campaign





# PREMIER HIGH SCHOOL

WHAT MATTERS MOST IS  
**THE SUCCESS  
OF OUR STUDENTS.**

*Premier High School offers more than a one-size-fits-all education. We offer a self-directed academic program that matches your unique abilities and allows you to work toward graduation while minimizing your weaknesses and maximizing your strengths.*

**ATTEND AN OPEN HOUSE TO LEARN MORE:**

Monday, August 13<sup>th</sup> at 6:00 p.m.  
Thursday, August 16<sup>th</sup> at 6:00 p.m.  
Tuesday, August 21<sup>st</sup> at 6:00 p.m.

**TUITION-FREE · NOW ENROLLING**



## ***Premier by the Numbers***

*26 campuses across Texas*

*More than 1,200 graduates in 2012*

*The state's Highest AEA Academic Rating for the last 5 years*

### **YOUR EDUCATION. YOUR TERMS.**

*Premier High School offers students a highly individualized graduation plan that is specifically designed for their academic needs. We provide a flexible schedule that works around students' lives and helps to accelerate their path to graduation.*

*Premier is a safe, small school environment featuring a combination of online curriculum, paper-based workbooks, individualized learning, and small tutoring sessions. Students are empowered to succeed at their own pace. This approach enables students to take charge of their education and to take charge of their future.*

Scan with your smartphone for more information on Premier.



*Premier High School is a part of the ResponsiveEd family of schools and is fully accredited by the Texas Education Agency and AdvancED.*

## **PREMIER HIGH SCHOOL of RICHARDSON**

*1111 Digital Drive, Richardson, TX 75081*

*888-960-5380*

*PremierHighSchools.com/Richardson*

# ATTACHMENT 17



START-UP PLAN

**Attachment 17: Start Up Plan**

- a. The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance, as well s the school’s first day of operation per IC 20-24-3-4.**

All Premier High School campuses will align their school calendar to that of the local school district. Accordingly, ResponsiveEd anticipates the following targeted first days of operation:

Indianapolis:	August 5, 2013
Evansville:	August 14, 2013
Gary:	August 14, 2013
Anderson:	August 19, 2013

- b. The Start-Up Plan must specify planning tasks by month, and responsible individuals.**

<b>ACTIVTY</b>	<b>INDIVIDUAL/DEPARTMENT RESPONSIBLE</b>	<b>TIMELINE</b>
<b>OCTOBER</b>		
Locate and secure suitable facilities for each school in the identified areas	Regional Director, Acquisitions	October 2012-December 2012
<b>NOVEMBER</b>		
Recruit and hire Regional Director	Human Resources	November 2012-January 2013
<b>DECEMBER</b>		
Facility Walk-throughs/Site Surveys	Regional Director, Facilities, IT	December 2012
<b>JANUARY</b>		
Certificate of Occupancy/Special Use Permit Application	Regional Director, Facilities	January 2013 – March 2013
Conduct community awareness campaign – mailings/brochures, community meetings	Regional Director	January 2013 – July 2013
Develop and implement facility improvement plans (utilities, fire and safety, ADA, technology, etc.)	Regional Director, Operations Manager, Acquisitions	January 2013 – March 2013
Establish Finance relationships	Beth Reynolds/CFO	January 2013
<b>MARCH</b>		
Recruit and hire Campus Directors	Regional Director, Human Resources	March 2013 – April 2013
<b>APRIL</b>		
Sign lease agreements for all facilities	Regional Director	April 2013

<b>MAY</b>		
Order school furniture, carrel desks and supplies	Regional Director, Finance	May 2013
Order computers and associated hardware	Regional Director, IT	May 2013
Campus Director On-the-Job training with Regional Director	Regional Director, HR	May 2013
Recruit and hire teachers, paraprofessionals and other support staff	Regional Director, Campus Directors, Human Resources	May 2013 – July 2013
Train Administration Finance on Indiana Accounting software	Beth Reynolds, ResponsiveEd Accounting Manager and Accounting Assistant	May 2013
<b>JUNE</b>		
Order curriculum	Regional Director, Campus Directors, Finance	June 2013 – August 2013
Install visitor management software	IT	June 2013
Install premise wiring plan	IT	June 2013
Order ISP service for campus	IT	June 2013
New Campus Director Training	Regional Director, Campus Directors, Human Resources	June 2013 – July 2013
Train Campus Directors and School Secretaries on Applidesk/Indiana software	Regional Director	June 2013
Connect and test all technology hardware and software applications	IT	June 2013
<b>JULY</b>		
Receive curriculum	Regional Director, Campus Directors	July 2013 – August 2013
Host New Employee Orientation	Human Resources	July 2013 – August 2013
Create school calendar to align with local school district(s)	Regional Director	July 2013
Facilitate staff trainings – job specific trainings, character education training	Human Resources	July 2013 – August 2013
Ensure all health and safety equipment and supplies are available at each campus	Regional Director, Facilities	July 2013

Host dyslexia training	Regional Director	July 2013
<b>AUGUST</b>		
Indianapolis PHS First Day of School	Campus Directors, Staff	August 5, 2013
Evansville PHS First Day of School	Campus Directors, Staff	August 14, 2013
Gary PHS First Day of School	Campus Directors, Staff	August 14, 2013
Anderson PHS First Day of School	Campus Directors, Staff	August 19, 2013

- c. Additional Requirements for Applicants Planning to Open in Fall 2012: The Start-Up Plan must include a detailed, weekly start-up plan for the months of June-August 2012. In addition, the Plan must describe how the school will fund start up activities in these months. Finally, the Plan must include a compelling argument that the school be ready to successfully serve students and comply with all ICSB policies by the first day of student attendance.**

Not applicable.

# ATTACHMENT 18



INSURANCE COVERAGE

## PREMIUM SUMMARY – INDICATION ONLY

COVERAGE	LIMITS	PREMIUM
PROPERTY	\$75,000 Contents at each location	\$1,085
GENERAL LIABILITY Including Educators Legal, Employee Benefits, Sexual Abuse, Directors & Officers Liability	General Aggregate \$2,000,000 Each Occurrence \$1,000,000 Personal & Advertising Injury \$1,000,000 Damage to Rented Premises \$100,000 Medical Expense \$15,000 Employee Benefits Liability Each Claim \$1,000,000 Employee Benefits Liability Aggregate \$2,000,000 Abuse & Molestation Liability Each Claim \$1,000,000 Abuse & Molestation Liability Aggregate \$3,000,000 Innocent Party Defense Coverage \$300,000 Educator's Legal Liability (including Directors & Officers Liability and Employment Practices Liability) Each Claim and Aggregate \$1,000,000	\$11,785
BUSINESS AUTOMOBILE	\$1,000,000 Liability Combined Single Limit \$2,500 PIP/Medical Expenses \$1,000,000 Uninsured/Underinsured Motorists	\$0
WORKERS' COMPENSATION	Bodily Injury by Accident, Each Accident \$1,000,000 Bodily Injury by Disease, Policy Limit \$1,000,000 Bodily Injury by Disease, Each Employee \$1,000,000	\$0.39 per \$100 of payroll
UMBRELLA LIABILITY	Each Occurrence \$5,000,000 Aggregate \$5,000,000	\$0

- Please note this is only an indication of pricing for the requested coverages. Actual pricing will be based on final locations, student numbers, vehicles purchased and staff payroll.
- Pricing for Business Automobile cannot be determined until vehicles are purchased in the state of Indiana.
- Pricing for Umbrella Liability cannot be determined until the underlying pricing is finalized. If the current Texas policies are endorsed to include the Indiana exposures, the Umbrella pricing will not be affected until the policy renews November 1, 2012. Umbrella Liability pricing will only change if a separate policy is issued prior to November 1, 2012 for the Indiana exposures.

Explanations are in general terms and do not change or replace the terms or conditions of the policies.

# ATTACHMENT 19



BUDGET AND STAFFING WORKBOOK

## **INDIANA CHARTER SCHOOL BOARD**

### **|General Instructions for New School Applicants**

- Complete the School Enrollment Projection tab in **ORANGE**
  - Complete the Year 0 - Budget and Cash Flow tab in **PURPLE**
  - Complete **ALL FIVE** annual budget tabs in **BLUE**
  - Complete **ALL FIVE** staffing tabs in **GREEN**
  - Enter information into the **WHITE** cells
  - Do not enter information into the **GREY** cells
- 
- **NOTE:** Applicants proposing to operate a network of schools should add a worksheet or attach a separate file

**School Name: Responsive Education Solutions\_XX\_Premier**

**SCHOOL ENROLLMENT PROJECTIONS**

<b>Planned Number of Students</b>																	
<b>ACADEMIC YEAR</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>	<b>% ELL</b>	<b>% SPED</b>	<b>% FRL</b>
Year 1: 2013-2014										30	30	30	30	120	0.0%	10.0%	66.7%
Year 2: 2014-2015										35	35	35	34	139	0.0%	10.0%	66.7%
Year 3: 2015-2016										40	40	40	40	160	0.0%	10.0%	66.7%
Year 4: 2016-2017										50	50	50	50	200	0.0%	10.0%	66.7%
Year 5: 2017-2018										50	50	50	50	200	0.0%	10.0%	66.7%

<b>Planned Number of Classes</b>														
<b>ACADEMIC YEAR</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Year 1: 2013-2014										1	1	1		3
Year 2: 2014-2015										1	1	1	1	4
Year 3: 2015-2016										1	1	1	1	4
Year 4: 2016-2017										2	1	1	1	5
Year 5: 2017-2018										2	1	1	1	5

School Name: Responsive Education Solutions_XX_Premier						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
<b>State Revenue</b>						
Basic Grant		\$ 388,521	\$ 900,074	\$ 1,036,056	\$ 1,295,070	\$ 1,295,070
Common School Loan	\$ 0	\$ -	\$ -	\$ -	\$ -	\$ -
Charter School Start-Up Grant		\$ 388,521				
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten		\$ -	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 3,240	\$ 4,170	\$ 2,800	\$ 6,000	\$ 6,000
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Federal Revenue</b>		\$ -	\$ -	\$ -	\$ -	\$ -
Public Charter School Program (PCSP) Grant	\$ 125,000	\$ -	\$ -			
Facilities Assistance Program Grant		\$ -	\$ 12,000			
Title I		\$ 21,611	\$ 25,033	\$ 28,814	\$ 36,018	\$ 36,018
Title II		\$ 12,000	\$ 13,900	\$ 16,000	\$ 20,000	\$ 20,000
Federal Lunch Program		\$ 54,788	\$ 63,463	\$ 73,051	\$ 91,314	\$ 91,314
Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ 150,000	\$ 150,000	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)		\$ 28,352	\$ 32,842	\$ 37,803	\$ 47,254	\$ 47,254
<b>Other Revenues</b>		\$ -	\$ -	\$ -	\$ -	\$ -
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Other (Responsive Education)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	\$ 125,000	\$ 1,047,034	\$ 1,201,481	\$ 1,194,525	\$ 1,495,656	\$ 1,495,656
<b>EXPENDITURES</b>		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Personnel Expenses</b>		\$ -	\$ -	\$ -	\$ -	\$ -
Wages, Benefits and Payroll Taxes	\$ 64,020	\$ 544,272	\$ 613,772	\$ 690,588	\$ 836,905	\$ 836,905
Substitutes		\$ 5,000	\$ 5,000	\$ 3,000	\$ 5,000	\$ 5,000
Professional Development	\$ 5,000	\$ 1,080	\$ 1,251	\$ 1,440	\$ 1,800	\$ 1,800
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Personnel Expenses</b>	\$ 69,020	\$ 550,352	\$ 620,023	\$ 695,028	\$ 843,705	\$ 843,705
<b>Instructional Supplies and Resources</b>		\$ -	\$ -	\$ -	\$ -	\$ -
Textbooks	\$ -	\$ 16,200	\$ 20,850	\$ 14,000	\$ 30,000	\$ 30,000
Library, periodicals, etc	\$ -	\$ 324	\$ 375	\$ 432	\$ 540	\$ 540
Technology	\$ -	\$ 52,000	\$ 60,000	\$ 5,000	\$ 10,000	\$ 10,000
Assessment materials	\$ -	\$ 540	\$ 626	\$ 720	\$ 900	\$ 900
Computers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other classroom supplies	\$ -	\$ 7,741	\$ 8,967	\$ 10,321	\$ 12,902	\$ 12,902
Field trips, other unclassified items	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Co-curricular & Athletics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 2,700	\$ 3,128	\$ 3,600	\$ 4,500	\$ 4,500
Other (please describe)	\$ -	\$ 648	\$ 751	\$ 864	\$ 1,080	\$ 1,080
Other (please describe)	\$ -	\$ 1,080	\$ 1,251	\$ 1,440	\$ 1,800	\$ 1,800
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Instructional Supplies and Resources</b>	\$ -	\$ 82,233	\$ 96,946	\$ 17,225	\$ 62,722	\$ 62,722
<b>Support Supplies and Resources</b>		\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Computers	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administration Dues, fees, misc expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Office supplies	\$ 1,500	\$ 2,160	\$ 2,502	\$ 2,880	\$ 3,600	\$ 3,600
Other (please describe)	\$ -	\$ 3,500	\$ 6,000	\$ 3,500	\$ 6,000	\$ 6,000
Other (please describe)	\$ -	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Other (please describe)	\$ -	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600
Other (please describe)	\$ -	\$ 660	\$ 660	\$ 660	\$ 660	\$ 660
Other (please describe)	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
<b>Total Support Supplies and Resources</b>	\$ 9,500	\$ 14,420	\$ 14,762	\$ 32,365	\$ 15,860	\$ 15,860
<b>Board Expenses</b>		\$ -	\$ -	\$ -	\$ -	\$ -
Charter Board Services, including Board Training, retreats	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter Board Supplies & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Charter Board Dues, fees, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Board Expenses</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Professional Purchased or Contracted Services</b>		\$ -	\$ -	\$ -	\$ -	\$ -
Legal Services	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Audit Services	\$ -	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000
Payroll Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounting Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Printing/Newsletter/Annual Report Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Internet Services	\$ -	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800
Telephone/Telecommunication Services	\$ 150	\$ 1,800	\$ 1,800	\$ 1,200	\$ 1,800	\$ 1,800
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Travel	\$ 5,000	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Postage	\$ 330	\$ 1,000	\$ 1,158	\$ 1,333	\$ 1,667	\$ 1,667
Special Education Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Information Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food service	\$ -	\$ 54,788	\$ 63,463	\$ 73,051	\$ 91,314	\$ 91,314
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ 1,500	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Other (please describe)	\$ -	\$ 2,160	\$ 2,502	\$ 2,880	\$ 3,600	\$ 3,600
Other (please describe)	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Professional Purchased or Contracted Services</b>	\$ 11,480	\$ 92,548	\$ 101,724	\$ 111,265	\$ 131,181	\$ 131,181
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Facilities</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Rent, mortgage, or other facility cost	\$ -	\$ 138,000	\$ 138,000	\$ 138,000	\$ 138,000	\$ 138,000
Furniture	\$ -	\$ 30,000	\$ 23,750	\$ 4,000	\$ 5,250	\$ 5,250
Gas/electric	\$ -	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000
Water/Sewer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grounds Keeping	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Maintenance Services	\$ -	\$ 12,000	\$ 12,000	\$ 3,500	\$ 12,000	\$ 12,000
Custodial	\$ -	\$ 12,000	\$ 12,000	\$ 5,000	\$ 12,000	\$ 12,000
Waste disposal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Other (please describe)	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Facilities</b>	\$ -	\$ 237,000	\$ 230,750	\$ 193,000	\$ 212,250	\$ 212,250
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Other</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 6,216	\$ 14,401	\$ 16,577	\$ 20,721	\$ 20,721
CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Marketing	\$ 5,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Central Administrative Fee	\$ -	\$ 46,623	\$ 108,009	\$ 124,327	\$ 155,408	\$ 155,408
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Other</b>	\$ 5,000	\$ 54,839	\$ 124,410	\$ 142,904	\$ 178,130	\$ 178,130
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Expenditures</b>	\$ 125,000	\$ 1,031,392	\$ 1,188,615	\$ 1,191,787	\$ 1,443,846	\$ 1,443,846
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Carryover/Deficit</b>	\$ 0	\$ 15,641	\$ 12,866	\$ 2,738	\$ 51,810	\$ 51,810
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Cumulative Carryover/(Deficit)</b>	\$ -	\$ 15,641	\$ 28,507	\$ 31,245	\$ 83,055	\$ 134,864





**Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30**

REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 388,521	Be certain to reflect Indiana's ONGOING school funding formula payment lag. Note that funding for virtual charter schools differs from funding for bricks-and-mortar schools.
Common School Loan		One-half of first year's ADM funding. NOTE: <u>Only virtual charter schools are eligible for Common Loan funds during Year 1.</u>
funded start-up grant and is different than the federal PCSP grant. Please contact the IDOE Office of School Finance for more information.)	\$ 388,521	One-half of first year's ADM funding. NOTE: Virtual charter schools are <u>ineligible for this state-funded start-up grant.</u>
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 3,240	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
<b>Federal Revenue</b>		
Public Charter School Program (PCSP) Grant		NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant		
Title I	\$ 21,611	
Title II	\$ 12,000	Instruction Support
Federal Lunch Program	\$ 54,788	
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)	\$ -	Planning StartUp Grant
Other Revenue Federal sources (please describe)	\$ 150,000	Implementation StartUp Grant
Other Revenue Federal sources (please describe)	\$ 28,352	IDEA B Special Ed
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
<b>Total Revenue</b>	<b>\$ 1,047,034</b>	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 544,272	Use staffing workbook
Substitutes	\$ 5,000	
Professional Development	\$ 1,080	
Bonuses		
Other (please describe)		
<b>Total Personnel Expenses</b>	<b>\$ 550,352</b>	

<b>Instructional Supplies and Resources</b>			
Textbooks	\$	16,200	
Library, periodicals, etc	\$	324	
Technology	\$	52,000	
Assessment materials	\$	540	
Computers			
Software			
Other classroom supplies	\$	7,741	<b>Supplies for Instructional, SpEd</b>
Field trips, other unclassified items	\$	1,000	
Co-curricular & Athletics			
Other (please describe)	\$	2,700	<b>Student Bus Pass</b>
Other (please describe)	\$	648	<b>Student Attendance Incentive</b>
Other (please describe)	\$	1,080	<b>Graduation End of Year Awards</b>
Other (please describe)			
Other (please describe)			
<b>Total Instructional Supplies and Resources</b>	\$	82,233	
<b>Support Supplies and Resources</b>			
Administrative Computers			
Administrative Software			
Administration Dues, fees, misc expenses			
Office supplies	\$	2,160	
Other (please describe)	\$	3,000	<b>Maintenance Supplies</b>
Other (please describe)	\$	3,600	<b>Copier Rental</b>
Other (please describe)	\$	660	<b>Postage Meter</b>
Other (please describe)	\$	5,000	<b>Miscellaneous Operating Costs</b>
Other (please describe)			
<b>Total Support Supplies and Resources</b>	\$	14,420	
<b>Board Expenses</b>			
Charter Board Services, including Board Training, retreats			
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
<b>Total Board Expenses</b>	\$	-	
<b>Professional Purchased or Contracted Services</b>			
Legal Services	\$	2,500	
Audit Services	\$	18,000	
Payroll Services			
Accounting Services			
Printing/Newsletter/Annual Report Services			
Consultants			
Internet Services	\$	4,800	
Telephone/Telecommunication Services	\$	1,800	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	4,000	
Travel	\$	500	
Postage	\$	1,000	
Special Education Services			
Student Information Services			
Food service	\$	54,788	<b>Federal Program</b>
Transportation			
Other (please describe)	\$	1,000	<b>Social Work</b>
Other (please describe)	\$	2,160	<b>Health Screening</b>
Other (please describe)	\$	2,000	<b>Miscellaneous Professional or Contracted Svc</b>
Other (please describe)			
Other (please describe)			

<b>Total Professional Purchased or Contracted Services</b>	\$	92,548	
<b>Facilities</b>			
Rent, mortgage, or other facility cost	\$	138,000	
Furniture	\$	30,000	
Gas/electric	\$	36,000	<b>ALL utilities</b>
Water/ Sewer			
Grounds Keeping	\$	-	
Maintenance Services	\$	12,000	
Custodial	\$	12,000	
Waste disposal			
Other (please describe)	\$	2,000	<b>Security</b>
Other (please describe)	\$	1,000	<b>Miscellaneous Facility costs</b>
Other (please describe)	\$	3,500	<b>Janitorial Supplies</b>
Other (please describe)			
Other (please describe)			
<b>Total Facilities</b>	\$	237,000	
<b>Other</b>			
Contingency			
Indiana Charter School Board Administrative Fee	\$	6,216	<b>Assume 2% of Basic Grant (Row 6)</b>
CMO/EMO Fee	\$	-	
Marketing	\$	2,000	<b>Marketing</b>
Central Administrative Fee	\$	46,623	<b>12% of Basic Grant</b>
Other (please describe)			
Other (please describe)			
<b>Total Other</b>	\$	54,839	
<b>Total Expenditures</b>	\$	1,031,392	
<b>Carryover/Deficit</b>	\$	15,641	

Cumulative Carryover/(Deficit)



<b>Expected New School Annual Operating Budget -- YEAR</b>	
<b>REVENUE</b>	<b>Amount</b>
<b>State Revenue</b>	
Basic Grant	\$ 900,074
Common School Loan	
State Matching Funds for School Lunch Program	
Professional Development	
Remediation Program	
Full-Day Kindergarten	
Gifted and Talented Program	
Textbook Reimbursement	\$ 4,170
Summer School	
Other State Revenue (please describe)	
Other State Revenue (please describe)	
<b>Federal Revenue</b>	
Public Charter School Program (PCSP) Grant	
Charter School Facilities Assistance Program Grant	\$ 12,000
Title I	\$ 25,033
Title II	\$ 13,900
Federal Lunch Program	\$ 63,463
Federal Breakfast Reimbursement	
Other Revenue Federal sources (please describe)	\$ -
Other Revenue Federal sources (please describe)	\$ 150,000
Other Revenue Federal sources (please describe)	\$ 32,842
<b>Other Revenues</b>	
Committed Philanthropic Donations	
Before and After Care Fees	
Interest Income	
Other (please describe)	\$ -
Other (please describe)	
Other (please describe)	
Other (please describe)	
<b>Total Revenue</b>	<b>\$ 1,201,481</b>
<b>EXPENDITURES</b>	
<b>Personnel Expenses</b>	
Wages, Benefits and Payroll Taxes	\$ 613,772
Substitutes	\$ 5,000
Professional Development	\$ 1,251
Bonuses	
Other (please describe)	
<b>Total Personnel Expenses</b>	<b>\$ 620,023</b>

<b>Instructional Supplies and Resources</b>	
Textbooks	\$ 20,850
Library, periodicals, etc	\$ 375
Technology	\$ 60,000
Assessment materials	\$ 626
Computers	
Software	
Other classroom supplies	\$ 8,967
Field trips, other unclassified items	\$ 1,000
Co-curricular & Athletics	
Other (please describe)	\$ 3,128
Other (please describe)	\$ 751
Other (please describe)	\$ 1,251
Other (please describe)	
Other (please describe)	
<b>Total Instructional Supplies and Resources</b>	<b>\$ 96,946</b>
<b>Support Supplies and Resources</b>	
Administrative Computers	
Administrative Software	
Administration Dues, fees, misc expenses	
Office supplies	\$ 2,502
Other (please describe)	\$ 3,000
Other (please describe)	\$ 3,600
Other (please describe)	\$ 660
Other (please describe)	\$ 5,000
Other (please describe)	
<b>Total Support Supplies and Resources</b>	<b>\$ 14,762</b>
<b>Board Expenses</b>	
Charter Board Services, including Board Training, retreats	
Charter Board Supplies & Equipment	
Charter Board Dues, fees, etc	
Other (please describe)	
<b>Total Board Expenses</b>	<b>\$ -</b>
<b>Professional Purchased or Contracted Services</b>	
Legal Services	\$ 2,500
Audit Services	\$ 18,000
Payroll Services	
Accounting Services	
Printing/Newsletter/Annual Report Services	
Consultants	
Internet Services	\$ 4,800
Telephone/Telecommunication Services	\$ 1,800
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 4,000
Travel	\$ 500
Postage	\$ 1,158
Special Education Services	

Student Information Services	
Food service	\$ 63,463
Transportation	
Other (please describe)	\$ 1,000
Other (please describe)	\$ 2,502
Other (please describe)	\$ 2,000
Other (please describe)	
Other (please describe)	
<b>Total Professional Purchased or Contracted Services</b>	<b>\$ 101,724</b>
<b>Facilities</b>	
Rent, mortgage, or other facility cost	\$ 138,000
Furniture	\$ 23,750
Gas/electric	\$ 36,000
Water/ Sewer	
Grounds Keeping	\$ -
Maintenance Services	\$ 12,000
Custodial	\$ 12,000
Waste disposal	
Other (please describe)	\$ 2,000
Other (please describe)	\$ 1,000
Other (please describe)	\$ 6,000
Other (please describe)	
Other (please describe)	
<b>Total Facilities</b>	<b>\$ 230,750</b>
<b>Other</b>	
Contingency	
Indiana Charter School Board Administrative Fee	\$ 14,401
CMO/EMO Fee	\$ -
Marketing	\$ 2,000
Central Administrative Fee	\$ 108,009
Other (please describe)	
Other (please describe)	
<b>Total Other</b>	<b>\$ 124,410</b>
<b>Total Expenditures</b>	<b>\$ 1,188,615</b>
<b>Carryover/Deficit</b>	<b>\$ 12,866</b>

Cumulative Carryover/(Deficit)











<b>Expected New School Annual Operating Budget -- YEAR</b>	
<b>REVENUE</b>	<b>Amount</b>
<b>State Revenue</b>	
Basic Grant	\$ 1,036,056
Common School Loan	\$ -
State Matching Funds for School Lunch Program	
Professional Development	
Remediation Program	
Full-Day Kindergarten	
Gifted and Talented Program	
Textbook Reimbursement	\$ 2,800
Summer School	
Other State Revenue (please describe)	
Other State Revenue (please describe)	
<b>Federal Revenue</b>	
Title I	\$ 28,814
Title II	\$ 16,000
Federal Lunch Program	\$ 73,051
Federal Breakfast Reimbursement	
Other Revenue Federal sources (please describe)	\$ -
Other Revenue Federal sources (please describe)	\$ -
Other Revenue Federal sources (please describe)	\$ 37,803
<b>Other Revenues</b>	
Committed Philanthropic Donations	
Before and After Care Fees	
Interest Income	
Other (please describe)	
<b>Total Revenue</b>	<b>\$ 1,194,525</b>
<b>EXPENDITURES</b>	
<b>Personnel Expenses</b>	
Wages, Benefits and Payroll Taxes	\$ 690,588
Substitutes	\$ 3,000
Professional Development	\$ 1,440
Bonuses	
Other (please describe)	
<b>Total Personnel Expenses</b>	<b>\$ 695,028</b>
<b>Instructional Supplies and Resources</b>	
Textbooks	\$ 14,000
Library, periodicals, etc	\$ 432

Technology	\$ 5,000
Assessment materials	\$ 720
Computers	
Software	
Other classroom supplies	\$ 10,321
Field trips, other unclassified items	\$ 1,000
Co-curricular & Athletics	
Other (please describe)	\$ 3,600
Other (please describe)	\$ 864
Other (please describe)	\$ 1,440
Other (please describe)	
Other (please describe)	
<b>Total Instructional Supplies and Resources</b>	<b>\$ 17,225</b>
<b>Support Supplies and Resources</b>	
Administrative Computers	
Administrative Software	
Administration Dues, fees, misc expenses	
Office supplies	\$ 2,880
Other (please describe)	\$ 3,000
Other (please describe)	\$ 3,600
Other (please describe)	\$ 660
Other (please describe)	\$ 5,000
Other (please describe)	
<b>Total Support Supplies and Resources</b>	<b>\$ 32,365</b>
<b>Board Expenses</b>	
Charter Board Services, including Board Training, retreats	
Charter Board Supplies & Equipment	
Charter Board Dues, fees, etc	
Other (please describe)	
<b>Total Board Expenses</b>	<b>\$ -</b>
<b>Professional Purchased or Contracted Services</b>	
Legal Services	\$ 2,500
Audit Services	\$ 18,000
Payroll Services	
Accounting Services	
Printing/Newsletter/Annual Report Services	
Consultants	
Internet Services	\$ 4,800
Telephone/Telecommunication Services	\$ 1,200
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 4,000
Travel	\$ 500
Postage	\$ 1,333
Special Education Services	
Student Information Services	
Food service	\$ 73,051
Transportation	

Other (please describe)	\$ 1,000
Other (please describe)	\$ 2,880
Other (please describe)	\$ 2,000
Other (please describe)	
Other (please describe)	
<b>Total Professional Purchased or Contracted Services</b>	\$ 111,265
<b>Facilities</b>	
Rent, mortgage, or other facility cost	\$ 138,000
Furniture	\$ 4,000
Gas/electric	\$ 36,000
Water/ Sewer	
Grounds Keeping	\$ -
Maintenance Services	\$ 3,500
Custodial	\$ 5,000
Waste disposal	
Other (please describe)	\$ 2,000
Other (please describe)	\$ 1,000
Other (please describe)	\$ 3,500
Other (please describe)	
Other (please describe)	
<b>Total Facilities</b>	\$ 193,000
<b>Other</b>	
Contingency	
Indiana Charter School Board Administrative Fee	\$ 16,577
CMO/EMO Fee	\$ -
Marketing	\$ 2,000
Central Administrative Fee	\$ 124,327
Other (please describe)	
Other (please describe)	
<b>Total Other</b>	\$ 142,904
<b>Total Expenditures</b>	\$ 1,191,787
<b>Carryover/Deficit</b>	\$ 2,738

Cumulative Carryover/(Deficit)

**3 -- Fiscal Year July 1-June 30**

**Notes**

Be certain to reflect Indiana's ONGOING school funding formula payment lag

Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.

**Instruction Support**

**IDEA B Special Ed**

Use staffing workbook









<b>Expected New School Annual Operating Budget -- YEAR</b>	
<b>REVENUE</b>	<b>Amount</b>
<b>State Revenue</b>	
Basic Grant	\$ 1,295,070
Common School Loan	\$ -
State Matching Funds for School Lunch Program	
Professional Development	
Remediation Program	
Full-Day Kindergarten	
Gifted and Talented Program	
Textbook Reimbursement	\$ 6,000
Summer School	
Other State Revenue (please describe)	
Other State Revenue (please describe)	
<b>Federal Revenue</b>	
Title I	\$ 36,018
Title II	\$ 20,000
Federal Lunch Program	\$ 91,314
Federal Breakfast Reimbursement	
Other Revenue Federal sources (please describe)	\$ -
Other Revenue Federal sources (please describe)	\$ -
Other Revenue Federal sources (please describe)	\$ 47,254
<b>Other Revenues</b>	
Committed Philanthropic Donations	
Before and After Care Fees	
Interest Income	
Other (please describe)	
<b>Total Revenue</b>	<b>\$ 1,495,656</b>
<b>EXPENDITURES</b>	
<b>Personnel Expenses</b>	
Wages, Benefits and Payroll Taxes	\$ 836,905
Substitutes	\$ 5,000
Professional Development	\$ 1,800
Bonuses	
Other (please describe)	
<b>Total Personnel Expenses</b>	<b>\$ 843,705</b>
<b>Instructional Supplies and Resources</b>	
Textbooks	\$ 30,000
Library, periodicals, etc	\$ 540
Technology	\$ 10,000
Assessment materials	\$ 900
Computers	
Software	
Other classroom supplies	\$ 12,902

Field trips, other unclassified items	\$ 1,000
Co-curricular & Athletics	
Other (please describe)	\$ 4,500
Other (please describe)	\$ 1,080
Other (please describe)	\$ 1,800
Other (please describe)	
Other (please describe)	
<b>Total Instructional Supplies and Resources</b>	<b>\$ 62,722</b>
<b>Support Supplies and Resources</b>	
Administrative Computers	
Administrative Software	
Administration Dues, fees, misc expenses	
Office supplies	\$ 3,600
Other (please describe)	\$ 3,000
Other (please describe)	\$ 3,600
Other (please describe)	\$ 660
Other (please describe)	\$ 5,000
Other (please describe)	
<b>Total Support Supplies and Resources</b>	<b>\$ 15,860</b>
<b>Board Expenses</b>	
Charter Board Services, including Board Training, retreats	
Charter Board Supplies & Equipment	
Charter Board Dues, fees, etc	
Other (please describe)	
<b>Total Board Expenses</b>	<b>\$ -</b>
<b>Professional Purchased or Contracted Services</b>	
Legal Services	\$ 2,500
Audit Services	\$ 18,000
Payroll Services	
Accounting Services	
Printing/Newsletter/Annual Report Services	
Consultants	
Internet Services	\$ 4,800
Telephone/Telecommunication Services	\$ 1,800
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 4,000
Travel	\$ 500
Postage	\$ 1,667
Special Education Services	
Student Information Services	
Food service	\$ 91,314
Transportation	
Other (please describe)	\$ 1,000
Other (please describe)	\$ 3,600
Other (please describe)	\$ 2,000
Other (please describe)	
Other (please describe)	

<b>Total Professional Purchased or Contracted Services</b>	\$	131,181
<b>Facilities</b>		
Rent, mortgage, or other facility cost	\$	138,000
Furniture	\$	5,250
Gas/electric	\$	36,000
Water/ Sewer		
Grounds Keeping	\$	-
Maintenance Services	\$	12,000
Custodial	\$	12,000
Waste disposal		
Other (please describe)	\$	2,000
Other (please describe)	\$	1,000
Other (please describe)	\$	6,000
Other (please describe)		
Other (please describe)		
<b>Total Facilities</b>	\$	212,250
<b>Other</b>		
Contingency		
Indiana Charter School Board Administrative Fee	\$	20,721
CMO/EMO Fee	\$	-
Marketing	\$	2,000
Central Administrative Fee	\$	155,408
Other (please describe)		
Other (please describe)		
<b>Total Other</b>	\$	178,130
<b>Total Expenditures</b>	\$	1,443,846
<b>Carryover/Deficit</b>	\$	51,810

Cumulative Carryover/(Deficit)





<b>ALL utilities</b>
<b>Security</b>
<b>Miscellaneous Facility costs</b>
<b>Janitorial Supplies</b>
<b>Assume 2% of Basic Grant (Row 6)</b>
<b>Marketing</b>
<b>12% of Basic Grant</b>





<b>Expected New School Annual Operating Budget -- YEAR</b>	
<b>REVENUE</b>	<b>Amount</b>
<b>State Revenue</b>	
Basic Grant	\$ 1,295,070
Common School Loan	\$ -
State Matching Funds for School Lunch Program	
Professional Development	
Remediation Program	
Full-Day Kindergarten	
Gifted and Talented Program	
Textbook Reimbursement	\$ 6,000
Summer School	
Other State Revenue (please describe)	
Other State Revenue (please describe)	
<b>Federal Revenue</b>	
Title I	\$ 36,018
Title II	\$ 20,000
Federal Lunch Program	\$ 91,314
Federal Breakfast Reimbursement	
Other Revenue Federal sources (please describe)	\$ -
Other Revenue Federal sources (please describe)	\$ -
Other Revenue Federal sources (please describe)	\$ 47,254
<b>Other Revenues</b>	
Committed Philanthropic Donations	
Before and After Care Fees	
Interest Income	
Other (please describe)	
<b>Total Revenue</b>	<b>\$ 1,495,656</b>
<b>EXPENDITURES</b>	
<b>Personnel Expenses</b>	
Wages, Benefits and Payroll Taxes	\$ 836,905
Substitutes	\$ 5,000
Professional Development	\$ 1,800
Bonuses	
Other (please describe)	
<b>Total Personnel Expenses</b>	<b>\$ 843,705</b>
<b>Instructional Supplies and Resources</b>	
Textbooks	\$ 30,000
Library, periodicals, etc	\$ 540

Technology	\$	10,000
Assessment materials	\$	900
Computers		
Software		
Other classroom supplies	\$	12,902
Field trips, other unclassified items	\$	1,000
Co-curricular & Athletics		
Other (please describe)	\$	4,500
Other (please describe)	\$	1,080
Other (please describe)	\$	1,800
Other (please describe)		
Other (please describe)		
<b>Total Instructional Supplies and Resources</b>	\$	62,722
<b>Support Supplies and Resources</b>		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses		
Office supplies	\$	3,600
Other (please describe)	\$	3,000
Other (please describe)	\$	3,600
Other (please describe)	\$	660
Other (please describe)	\$	5,000
Other (please describe)		
<b>Total Support Supplies and Resources</b>	\$	15,860
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
<b>Total Board Expenses</b>	\$	-
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$	2,500
Audit Services	\$	18,000
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services		
Consultants		
Internet Services	\$	4,800
Telephone/Telecommunication Services	\$	1,800
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	4,000
Travel	\$	500
Postage	\$	1,667
Special Education Services		
Student Information Services		
Food service	\$	91,314
Transportation		

Other (please describe)	\$ 1,000
Other (please describe)	\$ 3,600
Other (please describe)	\$ 2,000
Other (please describe)	
Other (please describe)	
<b>Total Professional Purchased or Contracted Services</b>	\$ 131,181
<b>Facilities</b>	
Rent, mortgage, or other facility cost	\$ 138,000
Furniture	\$ 5,250
Gas/electric	\$ 36,000
Water/ Sewer	
Grounds Keeping	\$ -
Maintenance Services	\$ 12,000
Custodial	\$ 12,000
Waste disposal	
Other (please describe)	\$ 2,000
Other (please describe)	\$ 1,000
Other (please describe)	\$ 6,000
Other (please describe)	
Other (please describe)	
<b>Total Facilities</b>	\$ 212,250
<b>Other</b>	
Contingency	
Indiana Charter School Board Administrative Fee	\$ 20,721
CMO/EMO Fee	\$ -
Marketing	\$ 2,000
Central Administrative Fee	\$ 155,408
Other (please describe)	
Other (please describe)	
<b>Total Other</b>	\$ 178,130
<b>Total Expenditures</b>	\$ 1,443,846
<b>Carryover/Deficit</b>	\$ 51,810

Cumulative Carryover/(Deficit)

**5 -- Fiscal Year July 1-June 30**

**Notes**

Be certain to reflect Indiana's ONGOING school funding formula payment lag

Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.

**Instruction Support**

**IDEA B Special Ed**

Use staffing workbook









# ATTACHMENT 20



BUDGET NARRATIVE

## Attachment 20: Budget Narrative

ResponsiveEd plans on obtaining Federal Planning Grant funds for the Year 0 Planning and Start Up costs, and Federal Implementation Grant funds in Years 2 and 3. Should these grants not be awarded to ResponsiveEd, other sources for funding the organization's start-up expenses will come from the Walton Foundation whom Responsive currently has other charter school startup relationships, or ResponsiveEd, for the proposed charter schools in Indiana. These other funds have not been included in the attached revenue projections as they have not been firmly committed. In the event the necessary funds are not received timely, ResponsiveEd will fund the schools in the interim.

In cases where information specific to the Indiana location(s) could not be gathered, assumptions are based on the ongoing operations at existing ResponsiveEd schools.

### Revenue Assumptions:

- a. Per Pupil Payments average of \$6,475 from the following
  - i. Indianapolis \$6,838
  - ii. Gary \$7,357
  - iii. Evansville \$5,464
  - iv. Anderson \$6,242
- b. Textbook Reimbursement: 20% of cost
- c. Federal Title IA \$300 per pupil (Economically Disadvantaged)
- d. Federal Title IIA \$100 per pupil (Instructional Support)
- e. IDEA-B: \$236 per pupil
- f. Child Nutrition: \$2.85 per pupil per meal
- g. Public Charter School Planning Grant, Yr 0: \$125,000
- h. Public Charter School Implementation Grants, Yrs 1 & 2: \$150,000 each
- i. Common Charter Grant Yr 1 \$388,521

### Expense Assumptions

- j. Charter School Administrative Fee: 2% of State Allotment
- k. Benefits and Payroll Taxes: 24% of wages
- l. Special Education Staff: Funded through IDEA-B and/or state special education funds
- m. Professional Development: \$2,000 (seminars, workshops, training materials for staff); \$1,000 (Accounting staff to train with Beth Reynolds on Indiana finance software)
- n. Rent \$11,500 average per month from the following research
  - i. Indianapolis \$156,000
  - ii. Gary \$108,000
  - iii. **Evansville \$138,000** Amount used to represent an average school facility cost
  - iv. Anderson \$108,000
- o. Textbooks/Curriculum \$ 150 per pupil
- p. Utilities – electric, gas, and water \$36,000 per year
- q. Internet \$ 4,800 per year
- r. Classroom Technology 2:1 student to computer ratio

- s. Classroom Furniture student/teacher work areas, chairs, tables, etc.
- t. Copying and Reproduction: \$ 3,600 per year for copier lease
- u. Postage and Shipping: \$ 660 per year for materials sent to and from school.
- v. Telephone and Fax Lines: \$ 1,800 per year
- w. Business Services: 12% Central Administrative Fee
- x. Marketing: \$ 5,000 start-up per school for opening and approximately \$2,000 each year thereafter.
- y. Legal Expenses: \$ 2,500 per year for miscellaneous legal fees.
- z. Accounting/Audit: \$1,800/month for Beth Reynolds to train/review/consult
- aa. Food Service: Approximately 2/3 of student body will qualify as Economically Disadvantaged.

# ATTACHMENT 21



## PORTFOLIO SUMMARY

**2009 and 2010 Texas Assessment of Knowledge and Skills Performance Measure Data with and without Growth (Value Added)  
Data Provided for Premier High Schools, Vista Academies, iSchool High and Quest Middle School Campuses**

Previous to the 2008-09 school year, Growth (Value Added) was neither measured nor reported by the Texas Education Agency ("TEA"). Later, the indicator ceased to be reported for the year 2010-11. Then, as all assessments changed for the 2011-12 school year, the TEA suspended reporting for that year; it will be re-initiated for the upcoming 2012-13 year and should once again include Growth (Value Added). For the years in which Growth (Value Added) was reported, it was reported by "Sum of All Grades Tested" only and not by grade level.

<b>Abilene</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	100%	99%	90%	76%	93%	93%	79%	67%
<b>Austin</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	98%	94%	88%	73%	96%	91%	88%	73%
<b>Beaumont</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	88%	72%	55%	36%	88%	68%	65%	60%
<b>Brownsville</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	95%	89%	85%	70%	99%	96%	88%	75%
<b>Del Rio</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	90%	77%	73%	53%	88%	72%	52%	39%
<b>Ft. Worth</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	83%	74%	59%	48%	85%	78%	78%	62%
<b>Laredo</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	92%	82%	76%	72%	84%	75%	71%	63%
<b>Lubbock</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	97%	95%	84%	68%	85%	68%	57%	42%
<b>Midland</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	91%	84%	81%	70%	94%	79%	64%	55%
<b>Mission</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	96%	88%	87%	76%	94%	89%	75%	59%

**2009 and 2010 Texas Assessment of Knowledge and Skills Performance Measure Data with and without Growth (Value Added)  
Data Provided for Premier High Schools, Vista Academies, iSchool High and Quest Middle School Campuses**

<b>Palmview</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	97%	92%	83%	67%	93%	76%	73%	67%
<b>Pharr</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	99%	96%	92%	79%	94%	87%	80%	71%
<b>San Antonio</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	89%	75%	69%	60%	83%	67%	67%	60%
<b>Lindale</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Tyler</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	93%	82%	63%	49%	95%	78%	63%	38%
<b>Waco</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	88%	81%	83%	64%	91%	80%	63%	54%
<b>Huntsville</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Vista)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	90%	87%	89%	85%	95%	90%	82%	73%
<b>Dallas</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Vista)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	93%	85%	93%	85%	93%	75%	88%	83%
<b>Amarillo</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Vista)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	98%	95%	95%	95%	100%	97%	95%	93%
<b>Coppel</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Vista)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	97%	97%	100%	100%	100%	100%	100%	89%
<b>Hickory Creek</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Vista)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	99%	96%	99%	96%	98%	93%	98%	93%
<b>Carrollton</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Vista)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	99%	97%	99%	94%	94%	94%	97%	88%

**2009 and 2010 Texas Assessment of Knowledge and Skills Performance Measure Data with and without Growth (Value Added)  
Data Provided for Premier High Schools, Vista Academies, iSchool High and Quest Middle School Campuses**

<b>Lancaster</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Vista)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	83%	83%	100%	100%	n/a	n/a	n/a	n/a
<b>Willis</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Vista)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	97%	86%	91%	85%	94%	83%	87%	77%
<b>Garland</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Vista)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	91%	88%	97%	94%	90%	90%	95%	90%
<b>iSchool HS</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
iSchool High	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	100%	100%	95%	86%	100%	98%	90%	76%
<b>North Austin</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	92%	86%	83%	72%	88%	74%	82%	67%
<b>El Paso</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	98%	93%	67%	59%	88%	82%	69%	62%
<b>San Juan</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	97%	92%	79%	61%	94%	83%	79%	62%
<b>Jasper</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Vista)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	91%	87%	91%	81%	n/a	n/a	n/a	n/a
<b>Quest Lville</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Quest)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	98%	98%	95%	92%	n/a	n/a	n/a	n/a
<b>Huntsville</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	89%	79%	83%	68%	n/a	n/a	n/a	n/a
<b>NewBraunfels</b>	<b>English</b>		<b>Math</b>		<b>English</b>		<b>Math</b>	
(Premier)	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2010 with Growth</i>	<i>2010 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>	<i>2009 with Growth</i>	<i>2009 w/o growth</i>
All Students	94%	89%	87%	73%	n/a	n/a	n/a	n/a

**Premier High School of Abilene**

**(Physical Address) 3161 South 23rd Street Abilene, TX 79605 (Phone) 325-698-8111**

**Number of Students Served: 165 Grade Levels Served: 6-12 Year Campus Opened: 1999**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
141	85.5%	21	12.7%	4	2.4%	111	67.3%	37	22.4%	10	6.1%	1	0.6%	3	1.8%	0	0.0%	3	1.8%

***This Data Does Not Take Into Consideration Student Performance Growth. See***

**State Assessment Results 2010-11 (Total Student Population 82% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	100%	100%	100%	100%	100%	100%	91%	79%	94%	64%	99%	97%

**State Assessment Results 2009-10 (Total Student Population 80% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	100%	80%	100%	100%	100%	100%	92%	54%	100%	83%	100%	83%

**State Assessment Results 2008-09 (Total Student Population 83% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	100%	100%	100%	*20%	*	*	100%	63%	94%	72%	94%	77%

\*A maximum of 10 students participated in the 2008-09 7th grade Math Assessment

**State Assessment Results 2007-08 (Total Student Population 92% "At Risk of Dropping Out")**

	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	*	*	100%	100%	100%	100%	100%	40%	100%	58%	100%	81%	
<b>State Assessment Results 2006-07 (Total Student Population 74% "At Risk of Dropping Out")</b>																			
	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	*	*	*	*	100%	*	76%	53%	100%	67%	94%	82%	

**Premier High School of Beaumont**

**(Physical Address) 209 N. 11th St. Beaumont, TX 77702 (Phone) 409-835-4303**

**Number of Students Served: 168 Grade Levels Served: 7-12 Year Campus Opened: 1999**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
76	45.2%	12	7.1%	0	0.0%	40	23.8%	20	11.9%	99	58.9%	2	1.2%	0	0.0%	0	0.0%	7	4.2%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 94% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	86%	57%	100%	60%	71%	47%	80%	50%	84%	76%

**State Assessment Results 2009-10 (Total Student Population 91% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	50%	38%	70%	60%	63%	16%	79%	42%	100%	56%

**State Assessment Results 2008-09 (Total Student Population 92% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	100%	58%	71%	58%	75%	64%	*	*

**State Assessment Results 2007-08 (Total Student Population 92% "At Risk of Dropping Out")**

<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>	
<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>
*	*	*	*	*	*	*	*	70%	100%	80%	50%	59%	38%	88%	88%	75%	84%
<b>State Assessment Results 2006-07 (Total Student Population 89% "At Risk of Dropping Out")</b>																	
<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>	
<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>
*	*	*	*	*	*	33%	17%	*	*	43%	21%	44%	11%	25%	10%	80%	60%

**Premier High School of Brownsville/Corpus Christi**

**(Physical Address) 955 Paredes Line Rd. Brownsville, TX 78521 (Phone) 956-550-0084**

**Number of Students Served: 223 Grade Levels Served: 6-12 Year Campus Opened: 1999**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
218	97.8%	10	4.5%	164	73.5%	3	1.3%	220	98.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 94% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	67%	50%	75%	63%	78%	42%	87%	67%	93%	74%

**State Assessment Results 2009-10 (Total Student Population 95% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	80%	80%	100%	100%	91%	100%	91%	52%	89%	76%

**State Assessment Results 2008-09 (Total Student Population 95% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	90%	50%	100%	65%	97%	91%

**State Assessment Results 2007-08 (Total Student Population 96% "At Risk of Dropping Out")**

	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	*	*	*	*	*	*	91%	67%	71%	44%	91%	65%	
<b>State Assessment Results 2006-07 (Total Student Population 99% "At Risk of Dropping Out")</b>																			
	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	*	*	*	*	*	*	55%	5%	52%	40%	82%	45%	

**Premier High School of Palmview**

**(Physical Address) 406 W. Veterans Blvd. Palmview, TX 78572 (Phone) 956-584-8458**

**Number of Students Served: 204 Grade Levels Served: 6-12 Year Campus Opened: 2007**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
181	88.7%	12	5.9%	202	99.0%	1	0.5%	203	99.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 100% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	86%	100%	*	*	86%	57%	100%	56%	90%	41%	93%	70%

**State Assessment Results 2009-10 (Total Student Population 99% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	83%	100%	*	*	100%	83%	100%	54%	85%	53%	94%	69%

**State Assessment Results 2008-09 (Total Student Population 97% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	100%	100%	75%	58%	68%	68%	88%	57%

**State Assessment Results 2007-08 (Total Student Population 95% "At Risk of Dropping Out")**



**Premier High School of Del Rio**

**(Physical Address) 4300 Hwy 90 East Del Rio, TX 78840 (Phone) 830-298-2100**

**Number of Students Served: 130 Grade Levels Served: 6-12 Year Campus Opened: 1999**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
111	85.4%	16	12.3%	60	46.2%	9	6.9%	120	92.3%	1	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 93% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	75%	88%	91%	73%	92%	48%	78%	44%	100%	75%

**State Assessment Results 2009-10 (Total Student Population 95% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	60%	60%	100%	88%	78%	48%	86%	17%	60%	60%

**State Assessment Results 2008-09 (Total Student Population 97% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	88%	43%	88%	63%	63%	0%	93%	58%

**State Assessment Results 2007-08 (Total Student Population 91% "At Risk of Dropping Out")**

	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<i>Eng</i>	<i>Math</i>	<i>Eng</i>	<i>Math</i>	<i>Eng</i>	<i>Math</i>													
	*	*	*	*	*	*	*	*	*	*	100%	50%	87%	40%	86%	46%	92%	91%	
<b>State Assessment Results 2006-07 (Total Student Population 93% "At Risk of Dropping Out")</b>																			
	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<i>Eng</i>	<i>Math</i>	<i>Eng</i>	<i>Math</i>	<i>Eng</i>	<i>Math</i>													
	*	*	*	*	*	*	*	*	*	*	100%	25%	92%	33%	77%	22%	86%	83%	

**Premier High School of Fort Worth**

**(Physical Address) 6411 Camp Bowie #B Fort Worth, TX 76116 (Phone) 817-731-2028**

**Number of Students Served: 140 Grade Levels Served: 6-12 Year Campus Opened: 1999**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
99	70.7%	14	10.0%	35	25.0%	48	34.3%	58	41.4%	30	21.4%	0	0.0%	2	1.4%	0	0.0%	2	1.4%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 86% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	71%	*29%	87%	35%	83%	44%	100%	62%

**State Assessment Results 2009-10 (Total Student Population 92% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	40%	40%	100%	57%	82%	38%	65%	47%	82%	63%

**State Assessment Results 2008-09 (Total Student Population 90% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	40%	80%	*	*	76%	47%	77%	40%	95%	77%

**State Assessment Results 2007-08 (Total Student Population 89% "At Risk of Dropping Out")**

	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	*	*	*	*	100%	100%	76%	42%	60%	27%	100%	67%	
<b>State Assessment Results 2006-07 (Total Student Population 91% "At Risk of Dropping Out")</b>																			
	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	50%	17%	50%	33%	71%	57%	74%	14%	67%	40%	92%	42%	

\*A maximum of 9 students participated in the 2010-11 8th grade Assessment of Mathematics

**Premier High School of Laredo**

**(Physical Address) 2201 Chihuaha St. Laredo, TX 78043 (Phone) 956-723-7788**

**Number of Students Served: 164 Grade Levels Served: 9-12 Year Campus Opened: 1999**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
132	80.5%	12	7.3%	128	78.0%	2	1.2%	162	98.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 99% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	71%	46%	100%	43%	69%	79%

**State Assessment Results 2009-10 (Total Student Population 100% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	67%	67%	55%	60%	94%	76%

**State Assessment Results 2008-09 (Total Student Population 100% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	75%	14%	92%	88%	73%	67%

**State Assessment Results 2007-08 (Total Student Population 99% "At Risk of Dropping Out")**

	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	*	*	*	*	*	*	73%	11%	86%	*	93%	42%	
<b>State Assessment Results 2006-07 (Total Student Population 94% "At Risk of Dropping Out")</b>																			
	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	*	*	*	*	60%	20%	62%	27%	36%	0%	71%	58%	

**Premier High School of Lubbock**

**(Physical Address) 2002 West Loop 289, Ste. 121 Lubbock, TX 79407 (Phone) 806-763-1518**

**Number of Students Served: 140 Grade Levels Served: 6-12 Year Campus Opened: 1999**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
65	46.4%	13	9.3%	1	0.7%	76	54.3%	54	38.6%	5	3.6%	0	0.0%	1	0.7%	0	0.0%	4	2.9%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 82% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	86%	63%	65%	27%	100%	43%	96%	90%

**State Assessment Results 2009-10 (Total Student Population 88% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	86%	43%	100%	63%	100%	75%	91%	100%

**State Assessment Results 2008-09 (Total Student Population 92% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	64%	44%	60%	50%	83%	45%

**State Assessment Results 2007-08 (Total Student Population 85% "At Risk of Dropping Out")**

	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	*	*	*	*	*	*	92%	36%	70%	0%	100%	55%	
<b>State Assessment Results 2006-07 (Total Student Population 78% "At Risk of Dropping Out")</b>																			
	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	*	*	*	*	71%	29%	100%	0%	50%	25%	82%	56%	

**Premier High School of Midland**

**(Physical Address) 1900 N. Big Spring St. Midland, TX 79705 (Phone) 432-682-0384**

**Number of Students Served: 143 Grade Levels Served: 6-12 Year Campus Opened: 1999**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
66	46.2%	13	9.1%	45	31.5%	65	45.5%	71	49.7%	5	3.5%	0	0.0%	1	0.7%	0	0.0%	1	0.7%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 94% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	63%	63%	67%	44%	67%	31%	89%	61%	93%	46%

**State Assessment Results 2009-10 (Total Student Population 85% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	100%	44%	73%	80%	85%	88%

**State Assessment Results 2008-09 (Total Student Population 83% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	100%	63%	71%	47%	72%	37%	91%	65%

**State Assessment Results 2007-08 (Total Student Population 90% "At Risk of Dropping Out")**

<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>**9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	
*	*	*	*	*	*	*	*	*	*	88%	100%	100%	21%	84%	48%	83%	72%	
<b>State Assessment Results 2006-07 (Total Student Population 93% "At Risk of Dropping Out")</b>																		
<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	
*	*	*	*	*	*	*	*	80%	40%	85%	*23%	86%	31%	73%	25%	94%	82%	

\*A maximum of 15 students participated in the 2006-07 8th grade Assessment of Mathematics

**Premier High School of Austin/Miracle Farm**

**(Physical Address) 1701 W. Ben White # 100A Austin, TX 78704 (Phone) 512-444-8442**

**Number of Students Served: 242 Grade Levels Served: 7-12 Year Campus Opened: 2002**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
157	64.9%	21	8.7%	41	16.9%	74	30.6%	148	61.2%	13	5.4%	2	0.8%	0	0.0%	0	0.0%	5	2.1%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 86% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	96%	53%	97%	74%	94%	88%

**State Assessment Results 2009-10 (Total Student Population 88% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	95%	57%	93%	60%	95%	94%

**State Assessment Results 2008-09 (Total Student Population 92% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	91%	61%	96%	79%	95%	86%

**State Assessment Results 2007-08 (Total Student Population 88% "At Risk of Dropping Out")**

	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<i>Eng</i>	<i>Math</i>	<i>Eng</i>	<i>Math</i>	<i>Eng</i>	<i>Math</i>													
	*	*	*	*	*	*	*	*	*	*	*	*	87%	44%	85%	63%	96%	83%	
<b>State Assessment Results 2006-07 (Total Student Population 94% "At Risk of Dropping Out")</b>																			
	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<i>Eng</i>	<i>Math</i>	<i>Eng</i>	<i>Math</i>	<i>Eng</i>	<i>Math</i>													
	*	*	*	*	*	*	*	*	*	*	75%	*13%	71%	36%	58%	47%	100%	69%	

\*A maximum of 9 students participated in the 2007-08 8th grade Assessment of Mathematics

**Premier High School of Pharr**

**(Physical Address) 200 E. Expressway 83, Ste. E Pharr, TX 78577 (Phone) 956-781-8800**

**Number of Students Served: 191 Grade Levels Served: 6-12 Year Campus Opened: 1999**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
161	84.3%	7	3.7%	132	69.1%	2	1.0%	189	99.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 97% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	88%	50%	100%	100%	93%	79%	89%	62%	100%	74%	100%	91%

**State Assessment Results 2009-10 (Total Student Population 96% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	60%	80%	83%	83%	100%	92%	100%	50%	100%	68%	98%	90%

**State Assessment Results 2008-09 (Total Student Population 95% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	80%	80%	100%	83%	69%	58%	95%	78%	87%	64%

<b>State Assessment Results 2007-08 (Total Student Population 98% "At Risk of Dropping Out")</b>																			
	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	*	*	*	*	*	*	100%	31%	93%	70%	84%	48%	
<b>State Assessment Results 2006-07 (Total Student Population 100% "At Risk of Dropping Out")</b>																			
	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	*	*	*	*	*	*	71%	33%	100%	44%	76%	44%	

**Premier High School of Mission**

**(Physical Address) 1203 Saint Claire St. Mission, TX 78572 (Phone) 956-424-9290**

**Number of Students Served: 193 Grade Levels Served: 6-12 Year Campus Opened: 2004**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
130	67.4%	6	3.1%	126	65.3%	3	1.6%	190	98.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 95% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	100%	80%	*	*	83%	69%	79%	65%	84%	73%

**State Assessment Results 2009-10 (Total Student Population 91% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	100%	67%	88%	75%	77%	73%	94%	81%

**State Assessment Results 2008-09 (Total Student Population 95% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	89%	63%	85%	50%	93%	61%

**State Assessment Results 2007-08 (Total Student Population 91% "At Risk of Dropping Out")**

	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	*	*	*	*	100%	86%	91%	67%	91%	54%	100%	75%	
<b>State Assessment Results 2006-07</b>																			
	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	*	*	67%	50%	*	*	82%	43%	76%	44%	91%	64%	

**Premier High School of San Antonio**

**(Physical Address) 502 E. Ramsey San Antonio, TX 78216 (Phone) 210-524-8103**

**Number of Students Served: 114 Grade Levels Served: 9-12 Year Campus Opened: 1999**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
92	80.7%	12	10.5%	41	36.0%	16	14.0%	93	81.6%	3	2.6%	0	0.0%	0	0.0%	0	0.0%	2	1.8%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 97% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	75%	71%	100%	67%	100%	75%

**State Assessment Results 2009-10 (Total Student Population 93% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	43%	57%	67%	67%	79%	50%	100%	80%	75%	58%

**State Assessment Results 2008-09 (Total Student Population 97% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	50%	86%	88%	88%	60%	36%	67%	73%	88%	63%

**State Assessment Results 2007-08 (Total Student Population 98% "At Risk of Dropping Out")**

	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	100%	63%	*	*	100%	67%	56%	19%	87%	36%	71%	40%	
<b>State Assessment Results 2006-07 (Total Student Population 92% "At Risk of Dropping Out")</b>																			
	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	*	*	44%	33%	62%	15%	74%	17%	50%	4%	84%	52%	

**Premier High School of Tyler/Lindale**

*(Physical Address) 1106 N. Glenwood Blvd. Tyler, TX 75702 (Phone) 903-592-5222*

**Number of Students Served: 169 Grade Levels Served: 6-12 Year Campus Opened: 1999**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
138	81.7%	14	8.3%	51	30.2%	38	22.5%	81	47.9%	48	28.4%	0	0.0%	0	0.0%	0	0.0%	2	1.2%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 89% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	80%	40%	83%	40%	100%	83%	76%	69%

**State Assessment Results 2009-10 (Total Student Population 94% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	83%	50%	81%	33%	73%	47%	89%	67%

**State Assessment Results 2008-09 (Total Student Population 95% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	89%	80%	60%	30%	81%	5%	94%	60%

**State Assessment Results 2007-08 (Total Student Population 92% "At Risk of Dropping Out")**

	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>			
	<i>Eng</i>	<i>Math</i>	<i>Eng</i>	<i>Math</i>	<i>Eng</i>	<i>Math</i>														
	*	*	*	*	*	*	*	*	*	*	100%	70%	93%	47%	95%	47%	88%	73%		
<b>State Assessment Results 2006-07 (Total Student Population 93% "At Risk of Dropping Out")</b>																				
	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>			
	<i>Eng</i>	<i>Math</i>	<i>Eng</i>	<i>Math</i>	<i>Eng</i>	<i>Math</i>														
	*	*	*	*	*	*	*	*	*	*	100%	56%	50%	20%	75%	50%	76%	44%		

**Premier High School of Waco**

**(Physical Address) 4720 N. 19th St. Waco, TX 76708 (Phone) 254-752-0441**

**Number of Students Served: 191 Grade Levels Served: 6-12 Year Campus Opened: 1999**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
140	73.3%	13	6.8%	37	19.4%	84	44.0%	81	42.4%	20	10.5%	0	0.0%	1	0.5%	0	0.0%	5	2.6%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 89% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	88%	75%	63%	63%	61%	33%	60%	56%	76%	75%

**State Assessment Results 2009-10 (Total Student Population 87% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	80%	100%	60%	40%	100%	60%	91%	41%	76%	62%	77%	82%

**State Assessment Results 2008-09 (Total Student Population 91% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	80%	50%	83%	50%	73%	33%	88%	58%

**State Assessment Results 2007-08 (Total Student Population 87% "At Risk of Dropping Out")**

	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	*	*	38%	13%	*	50%	56%	13%	100%	45%	85%	54%	
<b>State Assessment Results 2006-07 (Total Student Population 96% "At Risk of Dropping Out")</b>																			
	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>	<b>Eng</b>	<b>Math</b>													
	*	*	*	*	*	*	*	*	*	*	60%	40%	55%	18%	55%	29%	81%	53%	

**Premier High School of North Austin**

**(Physical Address) 1835-A Kramer Ln. Ste. 600 Austin, TX 78758 (Phone) 512-832-0965**

**Number of Students Served: 259 Grade Levels Served: 9-12 Year Campus Opened: 2008**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
141	54.4%	23	8.9%	40	15.4%	90	34.7%	131	50.6%	24	9.3%	4	1.5%	1	0.4%	0	0.0%	9	3.5%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 85% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	90%	51%	81%	63%	97%	85%

**State Assessment Results 2009-10 (Total Student Population 85% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	85%	38%	80%	66%	93%	93%

**State Assessment Results 2008-09 (Total Student Population 90% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	71%	50%	74%	50%	95%	100%

**State Assessment Results 2007-08**



**Premier High School of El Paso**

**(Physical Address) 1035 Belvidere Ste. 116 El Paso, TX 79912 (Phone) 915-581-4300**

**Number of Students Served: 166 Grade Levels Served: 9-12 Year Campus Opened: 2008**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
166	100.0%	14	8.4%	65	39.2%	19	11.4%	143	86.1%	2	1.2%	1	0.6%	0	0.0%	0	0.0%	1	1.6%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 99% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	78%	21%	100%	38%	100%	73%

**State Assessment Results 2009-10 (Total Student Population 100% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	82%	13%	95%	65%	96%	71%

**State Assessment Results 2008-09 (Total Student Population 100% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	*	*	81%	58%	80%	*

**State Assessment Results 2007-08**



**Premier High School of San Juan**

**(Physical Address) 1202 E. Business Hwy 83 San Juan, TX 78589 (Phone) 956-961-4721**

**Number of Students Served: 140 Grade Levels Served: 6-12 Year Campus Opened: 2008**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
129	92.1%	3	2.1%	111	79.3%	1	0.7%	139	99.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 99% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	60%	40%	*	*	100%	83%	91%	18%	79%	36%	77%	75%

**State Assessment Results 2009-10 (Total Student Population 99% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	71%	71%	100%	90%	90%	20%	89%	38%	96%	81%

**State Assessment Results 2008-09 (Total Student Population 95% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	100%	80%	80%	50%	92%	*	85%	67%

**State Assessment Results 2007-08**



**Premier High School North Texas Job Corps**

**(Physical Address) 1701 N. Church St. McKinney, TX 75069 (Phone) 972-547-7901**

**Number of Students Served: 108 Grade Levels Served: 9-12 Year Campus Opened: 2010**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/ Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
108	100.0%	6	5.6%	6	5.6%	13	12.0%	22	20.4%	59	54.6%	2	1.9%	0	0.0%	1	0.9%	11	10.2%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 100% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade		
Eng	Math	Eng	Math	Eng	Math													
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	88%	60%	

**State Assessment Results 2009-10**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade		
Eng	Math	Eng	Math	Eng	Math													
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	

**State Assessment Results 2008-09**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade		
Eng	Math	Eng	Math	Eng	Math													
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	

**State Assessment Results 2007-08**



**Premier High School of Huntsville/Dayton**

**(Physical Address) 2407 Sam Houston Ave. Ste. C Huntsville, TX 77340 (Phone) 936-439-5204**

**Number of Students Served: 242 Grade Levels Served: 7-12 Year Campus Opened: 2009**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
162	66.9%	20	8.3%	11	4.5%	176	72.7%	25	10.3%	35	14.5%	0	0.0%	0	0.0%	0	0.0%	6	2.5%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 82% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	82%	82%	94%	72%	91%	52%	92%	67%	100%	86%

**State Assessment Results 2009-10 (Total Student Population 76% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	92%	70%	76%	65%	73%	64%

**State Assessment Results 2008-09**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2007-08**



**Premier High School of New Braunfels**

**(Physical Address) 1928 S. Seguin Ave. Ste. 100A New Braunfels, TX 78130 (Phone) 830-609-6606**

**Number of Students Served: 128 Grade Levels Served: 9-12 Year Campus Opened: 2009**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
79	61.7%	13	10.2%	3	2.3%	53	41.4%	72	56.3%	1	0.8%	0	0.0%	0	0.0%	0	0.0%	2	1.6%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 95% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	91%	45%	87%	64%	96%	88%

**State Assessment Results 2009-10 (Total Student Population 95% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	*	*	89%	71%	83%	60%

**State Assessment Results 2008-09**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2007-08**



**Premier High School of Granbury**

**(Physical Address) 919 E. Hwy 377 Ste. 1 Granbury, TX 76048 (Phone) 817-573-0435**

**Number of Students Served: 151 Grade Levels Served: 6-12 Year Campus Opened: 2010**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
92	60.9%	14	9.3%	2	1.3%	124	82.1%	23	15.2%	0	0.0%	0	0.0%	1	0.7%	0	0.0%	3	2.0%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11 (Total Student Population 79% "At Risk of Dropping Out")**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	91%	67%	80%	57%	98%	89%

**State Assessment Results 2009-10**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2008-09**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2007-08**



**Premier High School of Dublin/Comanche/Early**

**(Physical Address) 112 S. Grafton St. Dublin, TX 76446 (Phone) 254-445-4844**

**Number of Students Served: 175 Grade Levels Served: 6-12 Year Campus Opened: 2006**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
105	60.0%	33	18.9%	2	1.1%	113	64.6%	54	30.9%	4	2.3%	0	0.0%	0	0.0%	0	0.0%	4	2.3%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	40%	20%	93%	57%	75%	41%	58%	61%	97%	58%

**State Assessment Results 2009-10**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2008-09**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2007-08**



**Vista Academy of Huntsville/Crockett**

**(Physical Address) 2407 Sam Houston Ave. Ste. B Huntsville, TX 77340 (Phone) 936-291-0203**

**Number of Students Served: 257 Grade Levels Served: K-6 Year Campus Opened: 2006**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
144	56.0%	16	6.2%	0	0.0%	133	51.8%	38	14.8%	69	26.8%	6	2.3%	3	1.2%	0	0.0%	8	3.1%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
61%	57%	86%	84%	86%	86%	93%	81%	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2009-10**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
83%	77%	83%	95%	80%	85%	88%	88%	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2008-09**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
100%	100%	70%	85%	94%	93%	100%	75%	94%	75%	100%	76%	90%	68%	87%	29%	94%	65%

**State Assessment Results 2007-08**

	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<i>Eng</i>	<i>Math</i>	<i>Eng</i>	<i>Math</i>	<i>Eng</i>	<i>Math</i>													
	100%	71%	81%	75%	85%	70%	95%	70%	100%	80%	100%	100%	73%	27%	69%	31%	92%	55%	
<b>State Assessment Results 2006-07</b>																			
	<b>3rd Grade</b>		<b>4th Grade</b>		<b>5th Grade</b>		<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>		<b>9th Grade</b>		<b>10th Grade</b>		<b>11th Grade</b>		
	<i>Eng</i>	<i>Math</i>	<i>Eng</i>	<i>Math</i>	<i>Eng</i>	<i>Math</i>													
	81%	13%	45%	50%	72%	94%	100%	50%	82%	45%	79%	50%	73%	20%	100%	50%	100%	53%	

**Vista Academy of Dallas**

**(Physical Address) 7300 Bruton Rd. Dallas, TX 75217 (Phone) 214-792-9331**

**Number of Students Served: 213 Grade Levels Served: K-6 Year Campus Opened: 2008**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
207	97.2%	26	12.2%	0	0.0%	2	0.9%	181	85.0%	29	13.6%	0	0.0%	0	0.0%	1	0.5%	0	0.0%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11**

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade		
	Eng	Math	Eng	Math	Eng	Math													
	65%	77%	83%	83%	82%	76%	72%	78%	*	*	*	*	*	*	*	*	*	*	

**State Assessment Results 2009-10**

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade		
	Eng	Math	Eng	Math	Eng	Math													
	80%	80%	93%	100%	85%	85%	93%	87%	*	*	*	*	*	*	*	*	*	*	

**State Assessment Results 2008-09**

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade		
	Eng	Math	Eng	Math	Eng	Math													
	79%	79%	83%	83%	38%	69%	*	*	*	*	*	*	*	*	*	*	*	*	

**State Assessment Results 2007-08**



**Vista Academy of Amarillo**

**(Physical Address) 3242 Hobbs Ste. F Amarillo, TX 79109 (Phone) 806-367-5447**

**Number of Students Served: 212 Grade Levels Served: K-10 Year Campus Opened: 2007**

Special Populations					Race / Ethnic Populations														
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
75	35.4%	12	5.7%	0	0.0%	149	70.3%	48	22.6%	4	1.9%	2	0.9%	1	0.5%	0	0.0%	8	3.8%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
100%	95%	89%	100%	100%	92%	100%	100%	100%	100%	100%	100%	100%	100%	*	*	*	*

**State Assessment Results 2009-10**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
100%	100%	90%	90%	100%	85%	92%	92%	91%	100%	100%	100%	*	*	*	*	*	*

**State Assessment Results 2008-09**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
100%	91%	100%	100%	100%	100%	100%	86%	92%	92%	*	*	*	*	*	*	*	*

**State Assessment Results 2007-08**



**Vista Academy of Coppell**

**(Physical Address) 140 S. Hertz Rd. Coppell, TX 75019 (Phone) 972-393-3077**

**Number of Students Served: 205 Grade Levels Served: K-5 Year Campus Opened: 2007**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
17	8.3%	13	6.3%	0	0.0%	53	25.9%	39	19.0%	39	19.0%	63	30.7%	1	0.5%	0	0.0%	10	4.9%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
100%	92%	95%	89%	100%	100%	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2009-10**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
10%	100%	93%	100%	*	*	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2008-09**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
83%	64%	100%	100%	91%	100%	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2007-08**



**Vista Academy of Hickory Creek/Lewisville**

**(Physical Address) 800 Point Vista Dr. Ste. 518 Hickory Creek, TX 75065 (Phone) 940-321-1144**

**Number of Students Served: 540 Grade Levels Served: K-5 Year Campus Opened: 2007**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
70	13.0%	55	10.2%	0	0.0%	358	66.3%	74	13.7%	66	12.2%	20	3.7%	3	0.6%	3	0.6%	16	3.0%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
96%	97%	93%	93%	98%	87%	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2009-10**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
100%	97%	95%	92%	88%	100%	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2008-09**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
100%	86%	87%	100%	100%	71%	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2007-08**



**Texas Virtual Academy**

**(Physical Address) 1800 Lakeway Dr. Ste. 100 Lewisville, TX 75057 (Phone) 888-644-4789**

**Number of Students Served: 3,665 Grade Levels Served: 3-11 Year Campus Opened: 2009**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
1632	44.5%	187	5.1%	6	0.2%	2016	55.0%	826	22.5%	457	12.5%	174	4.7%	29	0.8%	12	0.3%	151	4.1%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11**

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade		
	Eng	Math	Eng	Math	Eng	Math													
	90%	75%	85%	69%	88%	62%	91%	83%	94%	76%	97%	79%	100%	82%	*	*	*	*	

**State Assessment Results 2009-10**

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade		
	Eng	Math	Eng	Math	Eng	Math													
	92%	91%	89%	67%	91%	91%	89%	84%	91%	82%	100%	88%	*	*	*	*	*	*	

**State Assessment Results 2008-09**

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade		
	Eng	Math	Eng	Math	Eng	Math													
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	

**State Assessment Results 2007-08**



**Vista Academy of Carrollton**

*(Physical Address) 2400 North Josey Lane Carrollton, TX 75006 (Phone) 972-245-2900*

**Number of Students Served: 257 Grade Levels Served: K-5 Year Campus Opened: 2008**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
54	21.0%	35	13.6%	0	0.0%	135	52.5%	59	23.0%	27	10.5%	16	6.2%	2	0.8%	0	0.0%	18	7.0%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
97%	97%	100%	97%	94%	91%	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2009-10**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
97%	89%	95%	95%	100%	100%	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2008-09**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
99%	89%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2007-08**



**Vista Academy of Willis/The Woodlands**

*(Physical Address) 202 South Thomason St. Willis, TX 77378 (Phone) 936-890-0100*

**Number of Students Served: 332 Grade Levels Served: K-8 Year Campus Opened: 2008**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
107	32.2%	21	6.3%	0	0.0%	219	66.0%	67	20.2%	17	5.1%	13	3.9%	0	0.0%	0	0.0%	16	4.8%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11**

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
	Eng	Math	Eng	Math	Eng	Math												
	96%	96%	94%	81%	95%	95%	91%	91%	100%	87%	100%	100%	*	*	*	*	*	*

**State Assessment Results 2009-10**

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
	Eng	Math	Eng	Math	Eng	Math												
	88%	88%	90%	100%	84%	79%	73%	73%	82%	64%	100%	89%	*	*	*	*	*	*

**State Assessment Results 2008-09**

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
	Eng	Math	Eng	Math	Eng	Math												
	89%	67%	83%	94%	75%	75%	100%	89%	67%	67%	89%	89%	*	*	*	*	*	*

**State Assessment Results 2007-08**



**Vista Academy of Garland**

**(Physical Address) 3024 Anita Dr. Garland, TX 75041 (Phone) 972-840-1100**

**Number of Students Served: 253 Grade Levels Served: K-8 Year Campus Opened: 2008**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
126	49.8%	31	12.3%	0	0.0%	111	43.9%	104	41.1%	25	9.9%	2	0.8%	2	0.8%	0	0.0%	9	3.6%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
79%	68%	88%	75%	83%	89%	94%	89%	100%	81%	*	*	*	*	*	*	*	*

**State Assessment Results 2009-10**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
92%	88%	81%	94%	78%	100%	94%	94%	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2008-09**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	100%	100%	100%	100%	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2007-08**



**iSchool High Lewisville/Media Arts/University Park**

**(Physical Address) 1800 Lakeway Dr. Lewisville, TX 75057 (Phone) 972-317-2470**

**Number of Students Served: 378 Grade Levels Served: 8-12 Year Campus Opened: 2008**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
10	2.6%	22	5.8%	0	0.0%	280	74.1%	41	10.8%	26	6.9%	8	2.1%	3	0.8%	1	0.3%	19	5.0%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	100%	83%	97%	80%	100%	100%

**State Assessment Results 2009-10**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	100%	78%	100%	83%	100%	97%

**State Assessment Results 2008-09**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	100%	54%	94%	82%	100%	91%

**State Assessment Results 2007-08**



**Vista Academy of Jasper/Beaumont**

**(Physical Address) 1501B South Wheeler Jasper, TX 75951 (Phone) 409-489-9222**

**Number of Students Served: 272 Grade Levels Served: K-8 Year Campus Opened: 2009**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
83	30.5%	15	5.5%	0	0.0%	194	71.3%	33	12.1%	36	13.2%	3	1.1%	1	0.4%	0	0.0%	5	1.8%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
88%	88%	100%	100%	85%	90%	100%	95%	73%	63%	100%	100%	*	*	*	*	*	*

**State Assessment Results 2009-10**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
71%	79%	82%	82%	89%	89%	100%	69%	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2008-09**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2007-08**



**Quest Middle School Lewisville/Coppell**

**(Physical Address) 1301 Waters Ridge Dr. Lewisville, TX 75057 (Phone) 972-316-6700**

**Number of Students Served: 318 Grade Levels Served: 6-8 Year Campus Opened: 2009**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
42	13.2%	32	10.1%	0	0.0%	229	72.0%	46	14.5%	19	6.0%	11	3.5%	2	0.6%	2	0.6%	9	2.8%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	93%	97%	95%	95%	100%	100%	*	*	*	*	*	*

**State Assessment Results 2009-10**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	96%	96%	100%	91%	100%	89%	*	*	*	*	*	*

**State Assessment Results 2008-09**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2007-08**



**Clay Academy/Vista Academy of DeSoto**

**(Physical Address) 3303 Potter's House Way Dallas, TX 75236 (Phone) 214-467-4143**

**Number of Students Served: 311 Grade Levels Served: K-7 Year Campus Opened: 2010**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
220	70.7%	18	5.8%	0	0.0%	4	1.3%	23	7.4%	276	88.7%	1	0.3%	0	0.0%	0	0.0%	7	2.3%

***This Data Does Not Take Into Consideration Student Performance Growth***

**State Assessment Results 2010-11**

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
	Eng	Math	Eng	Math	Eng	Math												
	68%	66%	87%	73%	*	*	94%	71%	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2009-10**

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
	Eng	Math	Eng	Math	Eng	Math												
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2008-09**

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
	Eng	Math	Eng	Math	Eng	Math												
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2007-08**



**The Foundation School for Autism**

**(Physical Address) 2235 Thousand Oaks Ste. 130 San Antonio, TX 78232 (Phone) 210-402-0253**

**Number of Students Served: 46 Grade Levels Served: PreK - 1 Year Campus Opened: 2010**

Special Populations						Race / Ethnic Populations													
Free-Reduced Price Lunch Status		Special Education Population		English Language Learner Population		White		Hispanic		African American		Asian		Am Indian/Alaskan Native		Native Hawaiian/Oth Pacific Is		Two or More	
29	63.0%	46	100.0%	0	0.0%	10	21.7%	30	65.2%	3	6.5%	3	6.5%	0	0.0%	0	0.0%	0	0.0%

**State Assessment Results 2010-11**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math	Eng	Math	Eng	Math	Eng	Math	Eng	Math	Eng	Math	Eng	Math
No Assessments Given. Student grade levels PK through 2																	

**State Assessment Results 2009-10**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2008-09**

3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
Eng	Math	Eng	Math	Eng	Math												
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

**State Assessment Results 2007-08**



# ATTACHMENT 22



INDIANA SCHOOL FINANCIALS

## **Attachment 22: Indiana School Financials**

This attachment is not applicable. Responsive Education Solutions does not currently operate any schools in Indiana.

# ATTACHMENT 23



OPERATOR FINANCIALS

**RESPONSIVE EDUCATION SOLUTIONS**

**COMBINED  
ANNUAL FINANCIAL AND  
COMPLIANCE REPORT**

**FOR THE YEAR ENDED AUGUST 31, 2011**



**RESPONSIVE EDUCATION SOLUTIONS**

**COMBINED**  
**ANNUAL FINANCIAL AND**  
**COMPLIANCE REPORT**

**FOR THE YEAR ENDED AUGUST 31, 2011.**

**RESPONSIVE EDUCATION SOLUTIONS  
 COMBINED  
 ANNUAL FINANCIAL AND COMPLIANCE REPORT  
 FOR THE YEAR ENDED AUGUST 31, 2011**

**TABLE OF CONTENTS**

	<u>Reference</u>
<b>Certificate of Board of Directors</b> .....	
<b>Independent Auditor’s Report-</b> Unqualified Opinion on Financial Statements .....	
<b>General-Purpose Financial Statements:</b>	
Statement of Financial Position .....	Exhibit A-1
Statement of Activities .....	Exhibit A-2
Statement of Cash Flows.....	Exhibit A-3
<b>Notes to Financial Statements</b> .....	
<b>Specific-Purpose Financial Statements</b>	
Statement of Financial Position .....	Exhibit B-1
Statement of Activities.....	Exhibit B-2
Statement of Cash Flows.....	Exhibit B-3
<b>Supplementary Schedules:</b>	
Schedule of Expenses.....	Exhibit C-1
Schedule of Capital Assets.....	Exhibit D-1
Budgetary Comparison Schedules .....	Exhibit E-1
 <b>Compliance and Other Reports:</b>	
Independent Auditor’s Report- Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on and Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i> .....	
Independent Auditor’s Report- Report on Compliance with Requirements Applicable to Each Major Program Internal Control over Compliance with OMB Circular A-133 .....	
Schedule of Findings and Questioned Costs .....	Exhibit F-1
Schedule of Prior Year Audit Findings .....	
Corrective Action Plan .....	Exhibit G-1
Schedule of Expenditures of Federal Awards .....	Exhibit H-1
Notes to Schedule of Expenditures of Federal Awards .....	

RESPONSIVE EDUCATION SOLUTIONS CHARTER SCHOOLS  
COUNTY-DISTRICT NUMBER: 221801  
FEDERAL EMPLOYER IDENTIFICATION NUMBER: 75-2748762

AND

PREMIER HIGH SCHOOLS  
COUNTY-DISTRICT NUMBER: 072801  
FEDERAL EMPLOYER IDENTIFICATION NUMBER: 31-1571510

COMBINED  
ANNUAL FINANCIAL AND COMPLIANCE REPORT  
FOR THE YEAR ENDED AUGUST 31, 2011

CERTIFICATE OF BOARD OF DIRECTORS

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Responsive Education Solutions was reviewed and (check one)  approved \_\_\_\_\_ disapproved for the year ended August 31, 2011, at a meeting of the governing body of said charter holder on the 19th day of January, 2012.



Signature of Board Secretary



Signature of Board President

**NOTE:** If the governing body of the charter school does not approve the independent auditors' report, it must forward a written statement discussing the reason(s) for not approving the report.



**GREGORY S. DELK**



**CERTIFIED PUBLIC ACCOUNTANT  
CERTIFIED FINANCIAL PLANNER™**

**INDEPENDENT AUDITOR'S REPORT**

Unqualified Opinion on Financial Statements

Board of Directors  
Responsive Education Solutions  
Lewisville, Texas

I have audited the accompanying financial statements listed in the table of contents of Responsive Education Solutions as of and for the year ended August 31, 2011. These financial statements are the responsibility of the Responsive Education Solutions' management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Responsive Education Solutions as of August 31, 2011, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, I have also issued my report dated January 18, 2012 on my consideration of Responsive Education Solutions' internal control over financial reporting and on my tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of my testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of my audit.

My audit was performed for the purpose of forming an opinion on the financial statements taken as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U. S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. The other supplementary information is likewise presented for purposes of additional analysis and not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in my opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Gregory S. Delk, CPA, CFP  
January 18, 2012

**GENERAL-PURPOSE  
FINANCIAL STATEMENTS**

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Financial Position**  
**August 31, 2011**

**ASSETS**

**Current Assets**

Cash in Banks and On Hand	\$ 15,785,448.20
Due from State-Texas Education Agency	2,924,574.70
Other Receivables	162,325.88
Inventory	410,675.95
Prepaid Expenses	1,650.00
Total Current Assets	19,284,674.73

**Property and Equipment**

Land	3,903,602.59
Buildings and Improvements	7,400,465.33
Vehicles	220,139.27
Furniture and Equipment	3,045,728.98
Leasehold Improvements	1,242,517.76
Library Books & Media	559,914.79
Accumulated Depreciation	(4,014,863.99)
Total Property and Equipment	12,357,504.73

**Other Assets**

Other Assets	323,818.75
Total Other Assets	323,818.75

TOTAL ASSETS	\$ 31,965,998.21
--------------	------------------

**LIABILITIES AND NET ASSETS**

**Current Liabilities**

Accounts Payable	\$ 1,007,077.79
Other Payables	10,713.31
Loans Payable-Current Year	228,418.69
Payroll Tax and Other Payables	1,083,344.17
Accrued Wages Payable	1,441,206.63
Accrued Expenses	2,728,407.46
Total Current Liabilities	6,499,168.05

**Long-Term Liabilities**

Loans Payable-Long Term	8,473,890.62
Total Long-Term Liabilities	8,473,890.62

**Net Assets**

Unrestricted Net Assets (Deficiency)	55,704.43
Temporarily Restricted Net Assets (Deficiency)	16,937,235.11
Total Net Assets	16,992,939.54

TOTAL LIABILITIES AND NET ASSETS	\$ 31,965,998.21
----------------------------------	------------------

The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Activities**  
**For the Year Ended August 31, 2011**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Totals</u>
<b><u>REVENUE AND OTHER SUPPORT</u></b>			
Local Support--			
Revenue from Svcs to Other School Districts	\$	\$ 245,904.06	\$ 245,904.06
Interest Income		90,778.67	90,778.67
Gifts and Bequests	142.16	81,487.37	81,629.53
Curriculum Sales	12,424.50		12,424.50
Other Revenue	212,840.21	82,840.32	295,680.53
Food Service Fees		59,150.77	59,150.77
Extracurricular/Cocurricular Activities		968.46	968.46
Enterprising Services Revenue	2,078.72	25,714.97	27,793.69
Cocurricular Enterprising Services	(130.00)	29,492.60	29,362.60
Total Local Support	<u>227,355.59</u>	<u>616,337.22</u>	<u>843,692.81</u>
State Program Revenues--			
State Foundation Program		50,800,232.00	50,800,232.00
Electronic Course Pilot Program		3,047,189.00	3,047,189.00
Intensive Technology		104,538.77	104,538.77
Student Success Initiative		14,739.15	14,739.15
Breakfast Program Matching		2,133.88	2,133.88
Technology Allotment		179,103.00	179,103.00
Total State Program Revenues		<u>54,147,935.80</u>	<u>54,147,935.80</u>
Federal Program Revenues--			
Breakfast Program		190,915.58	190,915.58
National School Lunch		279,361.70	279,361.70
Title IV, Part A		3,782.24	3,782.24
Title I, Part A		1,016,080.78	1,016,080.78
IDEA-Part B Formula		609,077.78	609,077.78
Title II, Part A		207,569.04	207,569.04
Title III LEP		172,749.27	172,749.27
ARRA SFSP		880,253.96	880,253.96
ARRA Title II, Part D		9,455.94	9,455.94
ARRA IDEA-B		533,136.57	533,136.57
ARRA IDEA-B Preschool		18,055.57	18,055.57
ARRA Title I, Part A		306,693.09	306,693.09
Education Jobs Fund		399,527.66	399,527.66
SLDS Classroom Link		4,430.00	4,430.00
Total Federal Program Revenues		<u>4,631,089.18</u>	<u>4,631,089.18</u>
Net Assets Released from Restrictions	<u>52,181,209.18</u>	<u>(52,181,209.18)</u>	
Total Revenue and Other Support	<u>52,408,564.77</u>	<u>7,214,153.02</u>	<u>59,622,717.79</u>
<b><u>EXPENSES</u></b>			
Program Services:			
Instructional and Instructional Related Services	34,741,033.96	----	34,741,033.96
Instructional and School Leadership	7,626,713.84	----	7,626,713.84
Support Services:			
Administrative Support Services	3,061,682.54	----	3,061,682.54
Support Services-Non-Student Based	4,487,334.39	----	4,487,334.39
Support Services-Student (Pupil)	1,539,105.19	----	1,539,105.19
Ancillary Services	280,950.80	----	280,950.80
Debt Service	468,609.90	----	468,609.90
Fund Raising	230,039.89	----	230,039.89
Total Expenses	<u>52,435,470.51</u>	<u>7,214,153.02</u>	<u>52,435,470.51</u>
<b>Change in Net Assets</b>	<b>(26,905.74)</b>	<b>7,214,153.02</b>	<b>7,187,247.28</b>
Net Assets (Deficiency), Beginning of Year	<u>82,610.17</u>	<u>9,723,082.09</u>	<u>9,805,692.26</u>
Net Assets (Deficiency), End of Year	<u>\$ 55,704.43</u>	<u>\$ 16,937,235.11</u>	<u>\$ 16,992,939.54</u>

The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Cash Flows**  
**For the Year Ended August 31, 2011**

<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Cash Received from Government Contracts	\$ 57,151,957.21
Cash from Local Sources	843,692.81
Cash Paid to Suppliers for Goods and Services	(25,003,756.62)
Cash Paid to Employees for Services	(24,056,403.00)
Cash Paid for Income Taxes	
Cash Paid for Interest Expense	(468,609.90)
Net Cash Provided By (Used By) Operating Activities	<u>8,466,880.50</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>	
Purchase of Property and Equipment	(3,329,779.39)
Transfer of Assets to Premier Charter Schools	6,747.88
Purchase of Other Assets	(35,687.74)
Net Cash Provided By (Used By) Investing Activities	<u>(3,358,719.25)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>	
Proceeds from New Debt	3,892,724.17
Payments on Debt	(1,814,667.78)
Net Cash Provided By (Used By) Financing Activities	<u>2,078,056.39</u>
Net Increase (Decrease) in Cash	7,186,217.64
Cash at Beginning of Year	<u>8,599,230.56</u>
Cash at End of Year	<u><u>\$ 15,785,448.20</u></u>

**RECONCILIATION OF CHANGE IN NET ASSETS TO NET  
CASH PROVIDED BY (USED BY) OPERATING ACTIVITIES**

Change in Net Assets	\$ 7,187,247.28
Adjustments to Reconcile Change in Net Assets to Net Cash Provided By (Used By) Operating Activities:	
Depreciation	511,159.21
(Increase) Decrease in Operating Assets--	
Due from State-Texas Education Agency	(1,270,812.55)
Due from Federal Government	15,104.78
Other Receivables	235,120.55
Inventory	(60,606.70)
Prepaid Expenses	8,830.00
Increase (Decrease) in Operating Liabilities--	
Accounts Payable	(114,706.42)
Payroll Tax and Other Payables	517,277.54
Accrued Wages Payable	409,544.66
Due to State-Texas Education Agency	(371,360.00)
Accrued Expenses	1,400,082.15
Net Adjustments	<u>1,279,633.22</u>
Net Cash Provided By (Used By) Operating Activities	<u><u>\$ 8,466,880.50</u></u>

The accompanying notes are an integral part of these financial statements

**NOTES TO  
FINANCIAL STATEMENTS**

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2011

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### A. Organization and Nature of Activities –

Responsive Education Solutions, Inc., a Texas non-profit corporation (The Organization), recognized as an organization exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Service. During the 2011 fiscal year Paradigm Alternative School, Inc., which operates Paradigm Accelerated School, an open enrollment charter school, was merged into Responsive Education Solutions, Inc. Responsive Education Solutions, Inc. is now the charter holder for both charters, Responsive Education Solutions Charter Schools and Premier High Schools (formerly Paradigm Accelerated School), granted by the State of Texas Board of Education.

The Organization provides curricula and operates schools for students in grades K-12 through the operation of elementary schools (doing business as Vista Academies of Texas), intermediate schools (doing business as Quest Middle Schools), high schools (doing business as Premier High Schools, iSchool High and Eagle Academies of Texas) as well as school administration services.

The Organization is authorized to operate schools (The Schools) under open enrollment charters granted by the State of Texas Board of Education.

#### B. Accounting Policies –

The financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America. The Financial Accounting Standards Board is the accepted standard setting body for establishing not-for-profit accounting and financial reporting principles. The accounting system is organized under the *Special Supplement to Financial Accounting and Reporting – Nonprofit Charter School Chart of Accounts*, a module of the Texas Education Agency Financial Accountability Resource Guide. The significant accounting policies are as follows:

To insure observance of limitations and restrictions placed on the use of resources available to the School, the accounts are maintained in accordance with the principles of fund accounting during the year. Resources for various purposes are classified into funds according to their nature and purposes. Separate accounts are maintained for each fund; however, the accompanying statements of financial position and of activities focus on the organization as a whole and reports the amounts of its total assets, liabilities, net assets and changes in net assets in accordance with Financial Accounting Standards Board Statement No. 117.

The statement of financial position reports the amounts of each of three classes of net assets: temporarily restricted, unrestricted net assets and permanently restricted net assets (currently zero).

- ❖ Temporarily restricted net assets result from contributions and other inflows of assets that are limited by donor imposed stipulations that can be fulfilled and removed by actions of the School pursuant to those stipulations.

When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

- ❖ Unrestricted net assets are the remaining part of the School's net assets that is neither permanently restricted nor temporarily restricted by donor imposed stipulations. Property and equipment are included in unrestricted net assets.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2011

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

- ❖ Permanently restricted net assets result from contributions and other inflows of assets that are required to be maintained in perpetuity with only the income to be used for the School's activities due to donor-imposed restrictions.

#### C. Cash and Cash Equivalents –

For purposes of the statement of cash flows, cash and cash equivalents are comprised of cash on hand and in banks including highly liquid investments with short term maturities.

#### D. Fixed Assets and Depreciation –

All assets acquired with a value of \$2,500.00 or greater (\$5,000.00 for leasehold improvements) are recorded as fixed assets and are valued at cost or estimated cost. Donated assets are reported at the fair market value at the time of acquisition. Depreciation of building improvements and equipment is provided over the estimated useful lives of the assets on a straight line basis.

#### E. Revenues –

Each school's revenues from the State of Texas available school fund are earned based on reported attendance.

Contributions received are recognized as revenue in the period received and are reported as either restricted or unrestricted support, in accordance with Statement of Financial Accounting Standards (SFAS) No. 116, *Accounting for Contributions Received and Contributions Made*.

- ❖ Contributions with donor imposed restrictions are reported as restricted support. Restricted support increases temporarily restricted net assets.
- ❖ Contributions without donor imposed restrictions are reported as unrestricted support. Unrestricted support increases unrestricted net assets.

Government grant contracts that are entered into by the Organization are recognized as revenue when services are rendered or when expenses in connection with those services are incurred.

#### F. Donated Goods and Services –

Donated goods and services that can be measured and meet certain other requirements are recorded in the financial statements as in kind contributions and expenses of a like amount.

#### G. Sick Leave, Personal Leave and Vacation --

All employees earn five days of paid sick leave. However, unused balances are not paid at termination. Therefore, there is no liability accrued on the financial statements. All employees earn two days of paid personal leave per year that is paid no later than the last paycheck of the school year. Therefore, there is no liability accrued on the financial statements. Accrued wages payable includes an accrual for accumulated liability for employee vacation time.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2011

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

#### H. Estimates –

In preparation of the financial statements and in conformity with generally accepted accounting principles, management's estimated useful lives of asset classes were used in the calculation of depreciation.

#### I. Functional Allocation of Expenses –

The expense of the various programs and other activities has been presented on a functional basis in the statement of activities. Accordingly, certain expenses and supporting service costs have been allocated among the various programs.

### 2. BUILDING IMPROVEMENTS AND EQUIPMENT

An analysis of building improvements and equipment at August 31, 2011, is presented as follows:

Asset	Cost	Accumulated Depreciation	Net	Straight Line Depr. Rate
Land	\$ 3,903,602.59	0.00	3,903,602.59	N/A
Building & Improvements	7,400,465.33	395,097.95	7,005,367.38	2.56%
Vehicles	220,139.27	138,510.53	81,628.74	20.00%
Furniture & Equipment	3,045,728.98	2,504,462.66	541,266.32	14.29%
Leasehold Improvements	1,242,517.76	470,564.98	771,952.78	14.29%
Licenses & Media	559,914.79	506,227.88	53,686.91	6.67%
Total	\$ 16,372,368.72	4,014,864.00	12,357,504.72	

Depreciation expense for the year ended August 31, 2011 was \$511,159.21.

### 3. PENSION PLAN

#### Plan Description

The Associated Schools contribute to the Teacher Retirement System of Texas (the "System"), a public employee retirement system. It is a cost-sharing, multiple-employer defined benefit pension plan with one exception: all risks and costs are not shared by the Schools, but are the liability of the State of Texas. The System provides service retirement and disability benefits, and death benefits to plan members and beneficiaries. The System operates primarily under the provisions of the Texas Constitution and Texas Government Code, Title 8, Subtitle C. The Texas legislature has the authority to establish or amend benefit provisions. The System issues a publicly available financial report that includes financial statements and required supplementary information for the Schools. That report may be obtained by writing the Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698 or by calling (800) 877-0123.

#### Funding Policy

Under provisions of State law, plan members are required to contribute 6.4% of their annual covered salary and the State of Texas contributes an amount equal to 6.0% of the Schools' covered payroll. The Schools' employees' contributions to the System for the year ending August 31, 2011 were \$1,458,219.02 and were

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2011

### 3. PENSION PLAN (continued)

equal to the required contributions for each year. The State of Texas' contributions should approximate \$1,368,000.00.

### 4. HEALTH CARE COVERAGE

Employees of the Organization are covered by a group insurance plan with TRS Active Care. The Organization pays the employee's premium (currently \$232.00) and the employee pays the premiums for dependent coverage through payroll deductions through a Cafeteria Plan. See Note 5 for a summary of Section 125 Cafeteria Plan coverage.

### 5. SECTION 125 CAFETERIA PLAN

The organization has adopted a "cafeteria plan" within the meaning of Section 125(a) of the Internal Revenue Code which allows employees to choose among certain "tax free" benefits in lieu of taxable compensation. The choices include medical insurance premium, dental and vision insurance premium, cancer insurance premium, disability insurance premium, voluntary term life insurance premium and accidental death & dismemberment (AD&D) insurance premium among others. The company pays \$19.90 towards the dental premium, \$2.20 toward the life premium and \$.40 toward the AD&D premium. The employees' portion of the costs to provide any of these benefits are paid by the employees from payroll deductions.

### 6. INVENTORY

At August 31, 2011 the Organization had on hand curriculum packet inventory, IT inventory and other inventory that had original costs totaling \$410,675.95.

### 7. DUE FROM STATE-TEXAS EDUCATION AGENCY

At August 31, 2011, the Organization was to receive \$2,924,574.70 in entitlements as follows:

Title I, Part A	\$ 83,116.34
IDEA-Part B Formula	65,037.37
Title II, Part A	89,492.53
Education Jobs fund	399,527.66
Title III, LEP	23,657.76
ARRA Title XIV SFSF	112,155.70
ARRA Title II, Part D	2,221.94
ARRA IDEA-B	79,518.94
ARRA Title I, Part A	98,251.46
Texas Virtual Academy	1,971,561.00
Student Success Initiative	34.00

These amounts will be received from the Texas Education Agency in the 2011-2012 school year.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2011

### 8. OPERATING LEASES

#### **Responsive Education Solutions Administration Office Copiers**

The Organization's administrative offices are located at Waters Ridge, Lewisville, TX 75057 in a facility being purchased by the Organization. However, at that location there are various copiers leased at an approximate annual cost of \$13,000.

#### **Responsive Education Solutions -Austin**

The School has entered into a lease agreement for office and classroom space at 1701 Ben White Blvd., Austin, Texas (17,118 square feet) is leased at a rate of \$14,635.89 per month plus common area maintenance estimated to be \$3,566.25 through July 2012.

#### **Responsive Education Solutions -Beaumont**

The School has entered into a lease agreement for office and classroom space at 205 and 209 North Eleventh Street, Beaumont, Texas. The lease rental rate is \$11,950 per month plus common area maintenance, taxes and insurance of \$3,610 per month through June 30, 2013.

#### **Responsive Education Solutions -Beaumont (Vista)**

The School entered into a 34 months and 15 days lease agreement for office and classroom space at 10255 Eastex Freeway, Beaumont, Texas, commencing August 15, 2011 through June 2014. The lease covers approximately 28,000 square feet of floor space. The monthly rental rate is based on the greater of a base minimum monthly rental rate of \$2,000 per month or the average daily attendance (ADA) as documented on the most current Public Education Information Management System (PEIMS) report: \$60 per student per month for 1 to 200 student ADA and \$70 per student per month for 201 and above student ADA. All taxes, insurance, and maintenance are included in the base monthly rent.

#### **Responsive Education Solutions -Brownsville**

The School entered into a lease agreement for office and classroom space at 15 Lakeshore Drive, Brownsville, Texas. The agreement commenced July 2011 for 36 months through June 2014. The lease covers approximately 3,584 square feet of floor space. The rental rate is \$3,880 per month.

#### **Responsive Education Solutions -Carrollton**

The School has entered into a lease agreement for office and classroom space at 2400 N Josey Ln., Carrollton, Texas. This agreement commenced July 2010 and covers 24 months through June 2012. The lease rental rate is \$20,000 per month.

#### **Responsive Education Solutions -Clay Academy**

The School has entered into a lease agreement for office and classroom space at 3303 Potter's House Way, Dallas, Texas. This agreement commenced July 2010 for a period of 10 years. The lease rental rate is \$20,000 per month of occupancy for the first floor. Upon occupancy of second floor, the base monthly rent shall immediately increase to \$40,000 per month.

#### **Responsive Education Solutions -Coppell**

The School has entered into a lease agreement for office and classroom space at 140 S. Hartz Road, Coppell, Texas. This agreement commenced July 2011 and covers 36 months through June 2014. The lease covers approximately 31,224 square feet. The monthly lease rate is \$14,325 for 24 months and \$15,000 per month starting July 2013 through July 2014. If the average daily attendance (ADA) exceeds 300 students, an additional rent supplement of \$60 per month per student above the 300 ADA, as documented on the most current Public Education Information Management System (PEIMS) report for each month, will be due.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2011

### 8. OPERATING LEASES (continued)

#### Responsive Education Solutions –Crockett

The School has entered into a lease agreement for office and classroom space at 1303 East Houston Ave., Crockett, Texas. This agreement commenced July 2010 and covers 36 months through June 2013. The school will receive abated rent for the first twelve (12) months of the lease commencing on July 1, 2010. July 2011, the monthly rent rate is \$60 per average daily attendance (ADA) per month of occupancy adjusted quarterly based on actual ADA. July 2012, the monthly rent rate will increase to \$65 per ADA per month of occupancy adjusted quarterly based on actual ADA. A minimum monthly rent of \$5,000 per month shall apply.

#### Responsive Education Solutions -Dallas

The School has entered into a lease agreement for office and classroom space at 7300 Bruton Rd, Dallas, Texas. This agreement was executed in July 2010 and covers 24 months through June 2012. The lease is at a rental rate of \$4,000 per month if average daily attendance is at or below 50 students, \$6,000 per month if average daily attendance is between 51 and 100 students, \$8,000 per month if average daily attendance is between 101 and 150 students, \$10,000 per month if average daily attendance is between 151 and 200 students, and \$12,000 per month if average daily attendance is between 201 and 250 students.

#### Responsive Education Solutions -Dayton

The School has entered into a lease agreement for office and classroom space at 1707 CR 611, Dayton, Texas. This agreement was executed on July 1, 2010, and covers 36 months through June 2013. The lease is for 8,750 square feet of classroom & office space and approximately 7,000 square feet of shared space consisting of the gym, kitchen, and fellowship hall. On June 30, 2011 the lease was amended to reflect a minimum rental rate of \$2,000 per month plus \$40 per student if the average daily attendance (ADA) is at or below 70; \$50 per student if ADA is between 71 and 80; \$60 per student if ADA is between 81 and 100; and \$65 per student if ADA is in excess of 100. In addition to rent, common area utilities of \$20 per ADA will be paid.

#### Responsive Education Solutions –Del Rio

The School has entered into a lease agreement for office and classroom space at 4300 Highway 90 East, Del Rio, Texas. This agreement was executed in July 2009 and covers 36 months through June 2012. The lease is at a rental rate of \$6,500 per month

#### Responsive Education Solutions –Desoto (Vista)

The School entered into a lease agreement for office and classroom space at 1121 East Pleasant Run Road, Desoto, Texas. This agreement was executed on August 2011 and covers 59 months through June 2016. The school will receive abated rent for months 1 and 2 commencing on August 1, 2011; then, the rental rate is \$12,000 per month for months 3 through 24. For months 25 through 60, the rental rate is the greater of \$12,000 per month or, \$60 per student per month if the average daily attendance (ADA) as documented on the most current Public Education Information Management System (PEIMS) report exceeds 200 students. The ADA calculation shall begin August 1, 2013. All taxes, insurance, and common area maintenance is included in base monthly rent.

#### Responsive Education Solutions –El Paso

The School has entered into a lease agreement for office and classroom space at 1035 Belvedere, Suite 116, El Paso, Texas. This agreement was executed in July 2008 and covers 60 months through June 2013. The lease is at a rental rate of \$7,437.50 per month plus common area expenses.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2011

### 8. OPERATING LEASES (continued)

#### **Responsive Education Solutions -Ft. Worth**

The School has entered into a lease agreement for office and classroom space at 6411B Camp Bowie Blvd., Ft. Worth, Texas. This agreement was executed July 2011 and extends through June 2014. The lease covered approximately 11,772 square feet of floor space at a rental rate of \$9,427 per month plus common area maintenance, insurance and taxes estimated to be \$3,090.15 per month.

#### **Responsive Education Solutions –Garland**

The School has entered into a lease agreement for office and classroom space at 3024 Anita Dr, Garland, Texas. This agreement was executed in July 2011 and covers 36 months through June 2014. The lease is at a rental rate of \$7,000 per month if average daily attendance is at or below 100 students, \$9,000 per month if average daily attendance is between 101 and 150 students, \$11,000 per month if average daily attendance is between 151 and 200 students, \$13,000 per month if average daily attendance is between 201 and 250 students and \$16,000 per month if average daily attendance is between 251 and 300 students. Maximum rent shall be \$16,000 per month.

#### **Responsive Education Solutions –Granbury**

The School has entered into a lease agreement for office and classroom space at 919 East Hwy. 377, Suite 1, Granbury, Texas. The agreement commenced February 2010 and extends through June 2013. The lease covered approximately 7,766 square feet of floor space at a rental rate of \$5,824.50 per month plus estimated operating expenses and taxes not to exceed \$1.92 per square foot. In August 2011, the school leased additional 2,751 square feet of space at 915 East Hwy. 377, Suite 2, Granbury, Texas. Beginning September 2011 through June 2013, the combined rent expense for suites 1 and 2 is \$7,773.13 per month.

#### **Responsive Education Solutions –Hickory Creek**

The School has entered into a lease agreement for office and classroom space at, 800 Point Vista Rd, Hickory Creek, Texas. The agreement commenced July 2009 and extends through June 2014. The lease covered approximately 23,204 square feet of floor space at a rental rate of \$22,394 per month plus common area maintenance of approximately \$9,919.

#### **Responsive Education Solutions –Houston (iSchool)**

The School entered into a lease agreement for office and classroom space at 5000 Research Forest Drive, Bldg. 11, The Woodlands, Texas, starting January 1, 2012 and expiring on June 30, 2017. The lease covers 4,193 square feet of temporary space effective August 22, 2011 with monthly rent of \$5,152. Beginning January 2012, the temporary lease space shall end and permanent space of 4,193 square feet (Bldg. 11) and 11,905 square feet (Bldg. 13) shall be a specific site with rent of \$23,810 per month.

#### **Responsive Education Solutions –Huntsville**

The School has entered into a lease agreement for office and classroom space at 2407 Sam Houston Ave, Huntsville, Texas. This agreement commenced July 2009 and covers 36 months through June 2012. The lease covered approximately 55,046 square feet of floor space at a rental rate of \$80.00 per student per month for attendance up to 200 and \$100.00 per student per month for attendance above 200. Minimum rent is \$5,000 and maximum rent is \$26,000 per month.

#### **Responsive Education Solutions -Jasper**

The School has entered into a lease agreement for office and classroom space at 1501 South Wheeler, Jasper, Texas. The agreement commenced July 2009 and extends through June 2012. The lease covered approximately 11,508 square feet (31,508 square feet starting year 2) of floor space at a rental rate of \$70 per student per month with a minimum of \$4,000.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2011

### 8. OPERATING LEASES (continued)

#### **Responsive Education Solutions -Laredo**

The School has entered into a lease agreement for office and classroom space at 2201 Chihuahua Street, Laredo, Texas. This agreement commenced July 2010 and covers 36 months through June 2013. The monthly rental rate is \$7,975.

#### **Responsive Education Solutions –Lewisville (Vista)**

A lease was signed in July 2009 for 12,970 square feet of office and classroom space at 1511 FM 407, Suite B-100, Lewisville, Texas, covering 60 months at \$18,914.59 until June 2014.

#### **Responsive Education Solutions –Lewisville (iSchool)**

The Organization's Lewisville iSchool (TSTEM Academy) is located at 1800 Lakeway Dr. Suite 100, Lewisville, TX 75057. This lease is for approximately 34,431 square feet at a monthly rental of \$41,374.59 for 60 months through July 2013.

#### **Responsive Education Solutions -Lubbock**

A lease was signed in August 2009 for 16,179 square feet of office and classroom space at 2002 W. Loop 289, Suite 121, Lubbock, Texas, covering 35 months at \$12,134.25 per month plus approximately \$3,800 for common area maintenance, insurance and taxes until June 2012.

#### **Responsive Education Solutions -Midland**

A lease agreement was executed with ASI Texas, LLC, for 16,678 square feet of office and classroom space at 1900 North Big Springs and 1900 N. Main Street, Midland, Texas, beginning July 2010 for 36 months ending June 2013. The lease base rental rate is \$10,480 per month starting October 2010, as the first three months' rent was abated.

#### **Responsive Education Solutions –Mission**

The School has entered into a lease agreement for office and classroom space at 1313 St. Claire, Mission, Texas. The lease agreement is for 15,000 square feet at a monthly rental rate of \$15,000 starting July 2010 through June 2013.

#### **Responsive Education Solutions –New Braunfels**

The School entered into a lease agreement for office and classroom space at 1928 S. Seguin Ave., Suite 100A & B, New Braunfels, Texas, for the period November 2009 through June 2013. These premises (4,300 square feet) are leased at a rate of \$3,913 per month. In May 2010, 825 square feet at 1928 S. Seguin Ave., Suite 102, New Braunfels, Texas, was leased at a rate of \$965.25 per month. The school also pays approximately \$1,587 for common area maintenance, insurance and taxes.

#### **Responsive Education Solutions –North Austin**

The School has entered into a lease agreement for office and classroom space at 1835-A Kramer Lane, Austin, Texas, for the period from August 2008 through July 2013. These premises (9,300 square feet) were leased at a base rental rate of \$9,300 per month, \$9,579 per month effective August 2009, \$9,858 per month effective August 2010, and \$10,137 per month effective August 2011 plus estimated operating expenses including taxes. On June 9, 2010, the lease was amended to extend the lease until June 2015 and to include 6,327 square feet of expansion space at a rental rate of \$.90 per expansion square foot beginning October 2010.

#### **Responsive Education Solutions –Palmview**

The School has entered into a lease agreement for office and classroom space at 406 W. Veterans Blvd, Palmview, Texas for the period from July 2009 through June 2012. These premises (8,500 square feet plus gymnasium) are leased at a rate of \$12,000 per month.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2011

### 8. OPERATING LEASES (continued)

#### Responsive Education Solutions –Pharr-McAllen

The School entered into a 36 month lease agreement for office and classroom space at 200A, B, C, D, E, F and G East Expressway 83, Pharr, Texas, commencing July 1, 2009, and ending June 30, 2012. The first 12 months' lease rate is \$8,519.17 per month, \$8,646.95 per month for the 2<sup>nd</sup> 12 months, and \$8,776.65 per month for the final 12 months.

#### Responsive Education Solutions - San Antonio

The School entered into a lease agreement for office and classroom space at 502 Ramsey, San Antonio, Texas 78216, commencing December 15, 2010 and ending June 30, 2014. The first three years rental rate is \$11,020 per month and \$11,500 per month thereafter. The lease covers approximately 11,500 square feet of floor space.

#### Responsive Education Solutions - San Antonio-Austin (Vista)

The School entered into a lease agreement for office and classroom space at 85 NE Loop 410, Suite 100, San Antonio, Texas. This agreement was executed February 2011 and covers 65 months through June 2016. The lease covers approximately 8,894 square feet of floor space. The rental rate is \$5,929.33 per month for months 1 through 24 and \$6,670 per month for months 25 through 65, plus common area maintenance, taxes, and insurance.

#### Responsive Education Solutions – San Juan

The School has entered into a lease agreement for office and classroom space at 1200 E Bus 83, San Juan, Texas. This agreement was executed in August 2008 and covers 58 months through June 2013. The lease is at a rental rate of \$12,800 per month with a 3% increase annually.

#### Responsive Education Solutions –The Woodlands

The School has entered into a sublease agreement for office and classroom space at 6565 Research Forest Drive, The Woodlands, Texas. This agreement commenced August 2010 for 23 months ending June 2012. The monthly base rental rate is the amount greater of \$75 per average daily attendance (ADA) per month or \$4,000 plus common area utilities.

#### Responsive Education Solutions –Willis

The School has entered into a lease agreement for office and classroom space at 202 Thomason, Willis, Texas. This agreement was executed in June 2008 and covers 60 months through June 2013. The lease is at a minimum rental rate of \$4,000 per month plus \$60 per student if average daily attendance is at or below 100, \$70 per student if average daily attendance is between 101 and 225, and \$80 per student if average daily attendance is between 226 and 300. Maximum rent shall be \$25,000 per month.

### FUTURE MINIMUM LEASE PAYMENTS

Future minimum lease payments under the leases above are as follows:

8/31/2012	\$4,935,372.42
8/31/2013	3,727,376.30
8/31/2014	2,235,609.52
8/31/2015	973,153.02
8/31/2016	773,254.60
Thereafter	1,158,223.00

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2011

### 9. COMMITMENTS AND CONTINGENCIES

The Organization receives funds through federal programs which are governed by various rules and regulations of the grantor. Expenses charged to the grant program are subject to audit and adjustment by the grantor agency. In the opinion of management, there are no contingent liabilities relating to compliance with rules and regulations governing the grants; therefore, no provision has been made in the accompanying financial statements for such contingencies.

### 10. ECONOMIC DEPENDENCY

During the year the Schools received the majority of its revenues from the Texas Education Agency and the Federal Government through a Charter Agreement. The loss of this Charter Agreement would have a material effect on the ability of the Schools to continue to provide the current level of services to its students.

### 11. NOTES PAYABLE

The Organization purchased a building at 955 Paredes Line Road, Brownsville, Texas for the Brownsville school location on September 24, 2007. Previously they were leasing space at this location. The purchase was for \$840,000.00 with a resulting note payable (lien on the building) of \$672,000.00 payable by payments of \$6,174.49 including interest at 7.25%.

The Organization purchased a building at 3236 Hobbs Rd. Amarillo, Texas for the Amarillo school location on February 15, 2008. The purchase was for \$379,323.44 with a resulting note payable (lien on the building) of \$303,792.00 payable by payments of \$3,421.20 including interest at 6.3165%.

The Organization purchased a building at 4720 N 19<sup>th</sup> Street, Waco, Texas for the Waco school location on July 28, 2008. The purchase was for \$505,675.83 with a resulting note payable (lien on the building) of \$478,550.00 payable in a lump sum payment July 28, 2009. The note was refinanced and has 294 payments of \$3,258.13 remaining including 6.5% interest.

The Organization purchased a building at 4633 S. 14<sup>th</sup> St, Abilene, TX for the Abilene school location on September 24, 2008. The purchase was for \$840,070.58 with a resulting note payable (lien on the building) of \$786,250.00 payable by payments of \$5,355.46 including interest at 6.5%.

The Organization purchased a building at 1106 Glenwood Blvd., Tyler, TX for the Tyler school location on June 24, 2009. The purchase was for \$432,604.95 with a resulting note payable (lien on the building) of \$361,250.00 payable June 24, 2010 including interest at 6.5%.

The Organization purchased a building at 1301 Waters Ridge Drive, Lewisville, Texas for the School Administration location on June 11, 2010. The purchase was for \$4,650,000.00 with a resulting note payable (lien on the building) of \$4,122,500.00 payable by payments of \$28,081.84 including interest at 6.5%.

The Organization purchased a building at 1010 Bellaire Blvd, Denton, TX for the Denton/Lewisville location on July 29, 2011. The purchase was for \$2,625,000.00 with a resulting mortgage of \$2,231,250.00 payable in monthly payments of \$13,370.71 including interest at 5.25%.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2011

### 11. NOTES PAYABLE (continued)

The note payments are scheduled as follows:

<b>August 31,</b>	<b>Principal</b>	<b>Interest</b>	<b>Total</b>
2012	206,855.03	532,441.89	739,296.92
2013	220,497.76	518,799.16	739,296.92
2014	234,896.80	504,400.12	739,296.92
2015	250,246.56	489,050.36	739,296.92
2016	266,610.45	472,686.47	739,296.92
Thereafter	<u>7,501,639.05</u>	<u>5,069,907.72</u>	<u>12,571,546.77</u>
Totals	8,680,745.65	7,587,285.72	16,268,031.37

### 12. TEMPORARILY RESTRICTED NET ASSETS

At August, 31 2011, the Organization had temporarily restricted net assets of \$16,937,235.11. These funds represent funds that are restricted as to their expendability in certain Federal, State and Local programs. The funds are not free to be expended in any way the Organization desires. The temporarily restricted funds at year end are as follows:

Miscellaneous Local Restricted Funds	\$ 829,826.16
State Foundation Program	13,580,537.54
State Career and Technical Fund	150,077.79
State Compensatory Education Fund	176,682.05
State High School Allotment	1,948,487.49
State Ltd English Proficiency	22.17
State Technology Allotment	113,412.17
State Automated External Defibrillators	42,630.00
State Read to Succeed	110.00
State Campus Awards	736.00
Federal Title IV, Part A	358.60
Federal Title I, Part A	283.81
Federal IDEA-B Program	28,388.42
Federal Title II, Part A	54,344.47
Federal Title III, Part A	11,338.44
Total	<u>\$16,937,235.11</u>

### 13. CASH DEPOSIT RISK

At August 31, 2011 and throughout the school year, the Organization's cash in bank accounts was not entirely covered by Federal Deposit Insurance Corporation (FDIC) insurance but has been fully covered during the year by pledged collateral held by the Organization's agent banks instead

**SPECIFIC-PURPOSE  
FINANCIAL STATEMENTS**

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statements of Financial Position by Charter**  
**August 31, 2011**

	<u>Responsive Education Solutions Charter Schools</u>	<u>Premier Charter Schools</u>	<u>Combined</u>
<b>ASSETS</b>			
<b><u>Current Assets</u></b>			
Cash in Banks and On Hand	\$ 13,215,438.34	\$ 2,570,009.86	\$ 15,785,448.20
Due from State-Texas Education Agency	2,842,729.84	81,844.86	2,924,574.70
Other Receivables	147,912.18	14,413.70	162,325.88
Inventory	261,460.44	149,215.51	410,675.95
Prepaid Expenses		1,650.00	1,650.00
Total Current Assets	16,467,540.80	2,817,133.93	19,284,674.73
<b><u>Property and Equipment</u></b>			
Land	3,245,864.69	657,737.90	3,903,602.59
Buildings and Improvements	4,776,686.80	2,623,778.53	7,400,465.33
Vehicles	101,643.27	118,496.00	220,139.27
Furniture and Equipment	1,038,849.12	2,006,879.86	3,045,728.98
Leasehold Improvements	546,321.93	696,195.83	1,242,517.76
Library Books & Media	355,198.48	204,716.31	559,914.79
Accumulated Depreciation	(1,207,105.26)	(2,807,758.73)	(4,014,863.99)
Total Property and Equipment	8,857,459.03	3,500,045.70	12,357,504.73
<b><u>Other Assets</u></b>			
Other Assets	173,383.12	150,435.63	323,818.75
Total Other Assets	173,383.12	150,435.63	323,818.75
<b>TOTAL ASSETS</b>	<b>\$ 25,498,382.95</b>	<b>\$ 6,467,615.26</b>	<b>\$ 31,965,998.21</b>
<b>LIABILITIES AND NET ASSETS</b>			
<b><u>Current Liabilities</u></b>			
Accounts Payable	\$ 743,623.23	\$ 263,454.56	\$ 1,007,077.79
Other Payables	10,713.31		10,713.31
Loans Payable-Current Year	144,002.58	84,416.11	228,418.69
Payroll Tax and Other Payables	830,673.63	252,670.54	1,083,344.17
Accrued Wages Payable	1,278,570.73	162,635.90	1,441,206.63
Accrued Expenses	2,728,407.46		2,728,407.46
Total Current Liabilities	5,735,990.94	763,177.11	6,499,168.05
<b><u>Long-Term Liabilities</u></b>			
Loans Payable-Long Term	6,419,197.10	2,054,693.52	8,473,890.62
Due To (From) Other Funds	(1,715,771.97)	1,715,771.97	0.00
Total Long-Term Liabilities	4,703,425.13	3,770,465.49	8,473,890.62
<b><u>Net Assets</u></b>			
Unrestricted Net Assets (Deficiency)	54,870.78	833.65	55,704.43
Temporarily Restricted Net Assets (Deficiency)	15,004,096.10	1,933,139.01	16,937,235.11
Total Net Assets	15,058,966.88	1,933,972.66	16,992,939.54
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 25,498,382.95</b>	<b>\$ 6,467,615.26</b>	<b>\$ 31,965,998.21</b>

The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statements of Activities by Charter**  
**For the Year Ended August 31, 2011**

	Responsive Education Solutions Charter Schools			Premier Charter Schools			Combined		
	Unrestricted	Temporarily Restricted	Totals	Unrestricted	Temporarily Restricted	Totals	Unrestricted	Temporarily Restricted	Totals
<b>REVENUE AND OTHER SUPPORT</b>									
Local Support--									
5729 Revenue from Svcs to Other School Districts	\$	\$	\$	\$	\$	\$	\$	\$	\$
5742 Interest Income	90,100.47		90,100.47			90,100.47			90,100.47
5744 Gifts and Bequests	(167.84)		77,817.09	310.00	3,502.44	78,200.00			78,200.00
5748 Curriculum Sales	12,424.50		282,485.25	191.23	13,004.05	13,195.28	142.16		142.16
5749 Other Revenue	212,648.98		56,555.53		2,585.24	2,585.24	212,840.21		212,840.21
5751 Food Service Fees					968.46	968.46			968.46
5752 Athletic Activities					11,823.19	11,823.19			11,823.19
5755 Enterprise Services Revenue	1,711.48		29,342.60	367.24	13,891.78	14,259.02	2,078.72		2,078.72
5759 Cocurricular Enterprise Services	(130.00)		335,642.99	868.47	280,694.23	150.00	(130.00)		29,492.60
Total Local Support	228,487.12		562,130.11	868.47	280,694.23	281,562.70	227,355.59		618,937.22
State Program Revenues--									
5812 State Foundation Program	49,191,509.00		49,191,509.00		1,608,723.00	1,608,723.00			50,800,232.00
5818 Electronic Course Pilot Program	3,047,189.00		3,047,189.00						3,047,189.00
5819 Intensive Technology	104,538.77		104,538.77						104,538.77
5829 Student Success Initiative	14,739.15		14,739.15						14,739.15
5829 Breakfast Program Matching	2,017.54		174,474.00		4,629.00	4,629.00			2,133.88
5829 Technology Allotment	174,474.00		174,474.00		1,613,468.34	1,613,468.34			179,103.00
Total State Program Revenues	52,534,467.46		52,534,467.46		1,613,468.34	1,613,468.34			54,147,935.80
Federal Program Revenues--									
5921 Breakfast Program	176,894.58		176,894.58		14,021.00	14,021.00			190,915.58
5922 National School Lunch	265,677.28		265,677.28		13,684.42	13,684.42			279,361.70
5929 Title IV, Part A	3,782.24		3,782.24						3,782.24
5929 Title I, Part A	957,807.42		957,807.42		58,273.36	58,273.36			1,016,080.78
5929 IDEA-Part B Formula	577,441.55		577,441.55		31,636.23	31,636.23			609,077.78
5929 Title II, Part A	160,229.57		160,229.57		47,339.47	47,339.47			207,569.04
5929 Title III LEP	160,874.22		160,874.22		11,875.05	11,875.05			172,749.27
5929 ARRA SFSF	852,277.39		852,277.39		27,976.57	27,976.57			880,253.96
5929 ARRA Title II, Part D	9,455.94		9,455.94						9,455.94
5929 ARRA IDEA-B	533,136.57		533,136.57		533,136.57	533,136.57			1,066,273.14
5929 ARRA IDEA-B Preschool	18,055.57		18,055.57						18,055.57
5929 ARRA Title I, Part A	306,693.09		306,693.09						306,693.09
5929 Education Jobs Fund	399,527.66		399,527.66						399,527.66
5929 SLDS Classroom Link	4,430.00		4,430.00						4,430.00
Total Federal Program Revenues	4,426,283.08		4,426,283.08		204,806.10	204,806.10			4,631,089.18
Net Assets Released from Restrictions	47,894,656.48		(47,894,656.48)	4,286,552.70	(4,286,552.70)	52,181,209.18	(52,181,209.18)		59,622,717.79
Total Revenue and Other Support	48,121,143.60		57,522,880.65	4,287,421.17	(2,187,584.03)	2,099,837.14	52,408,564.77		7,214,153.02
<b>EXPENSES</b>									
11 Instruction	30,594,903.70		30,594,903.70	2,390,763.26		2,390,763.26	32,985,666.96		32,985,666.96
12 Instructional Resources and Media Services	2,180.43		2,180.43				2,180.43		2,180.43
13 Curriculum Dev. & Instructional Staff Dev.	1,584,729.45		1,584,729.45	168,457.12		168,457.12	1,753,186.57		1,753,186.57
21 Instructional Leadership	1,549,065.69		1,549,065.69	139,655.31		139,655.31	1,688,721.00		1,688,721.00
23 School Leadership	5,188,411.03		5,188,411.03	749,581.81		749,581.81	5,937,992.84		5,937,992.84
31 Guidance, Counseling and Evaluation Svcs.	526,612.00		526,612.00	22,148.59		22,148.59	548,760.59		548,760.59
33 Health Services	33,066.30		33,066.30	7,372.28		7,372.28	40,438.58		40,438.58
34 Student (Pupil) Transportation	57,279.00		57,279.00	2,707.68		2,707.68	59,986.68		59,986.68
35 Food Services	715,960.59		715,960.59	117,597.16		117,597.16	833,557.75		833,557.75
36 Cocurricular/Extracurricular Activities	14,235.05		14,235.05	42,106.54		42,106.54	56,361.59		56,361.59
41 General Administration	2,909,023.25		2,909,023.25	152,659.29		152,659.29	3,061,682.54		3,061,682.54
51 Plant Maintenance and Operations	3,425,060.95		3,425,060.95	446,110.05		446,110.05	3,871,171.00		3,871,171.00
52 Security and Monitoring Services	33,101.51		33,101.51	1,194.52		1,194.52	34,296.03		34,296.03
53 Data Processing Services	562,964.52		562,964.52	18,902.84		18,902.84	581,867.36		581,867.36
61 Community Services	280,407.17		280,407.17	543.63		543.63	280,950.80		280,950.80
71 Debt Service	441,822.46		441,822.46	26,787.44		26,787.44	468,609.90		468,609.90
81 Fundraising	230,039.89		230,039.89				230,039.89		230,039.89
Total Expenses	48,148,882.99		48,148,882.99	4,286,587.52		4,286,587.52	52,435,470.51		52,435,470.51
<b>Change in Net Assets</b>									
Net Assets (Deficiency), Beginning of Year	82,610.17		5,602,359.05	833.65	(2,187,584.03)	4,120,723.04	(26,905.74)		7,214,153.02
Net Assets (Deficiency), End of Year	54,870.78		15,004,096.10	833.65	1,933,139.01	1,933,972.66	55,704.43		16,992,939.54

The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statements of Cash Flows by Charter**  
**For the Year Ended August 31, 2011**

	<u>Responsive Education Solutions Charter Schools</u>	<u>Premier Charter Schools</u>	<u>Combined</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Cash Received from Government Contracts	\$ 55,423,457.63	\$ 1,728,499.58	\$ 57,151,957.21
Cash from Local Sources	562,130.11	281,562.70	843,692.81
Cash Paid to Suppliers for Goods and Services	(22,269,826.48)	(2,733,930.14)	(25,003,756.62)
Cash Paid to Employees for Services	(23,328,843.00)	(727,560.00)	(24,056,403.00)
Cash Paid for Income Taxes	0	0	0
Cash Paid for Interest Expense	(441,822.46)	(26,787.44)	(468,609.90)
Net Cash Provided By (Used By) Operating Activities	<u>9,945,095.80</u>	<u>(1,478,215.30)</u>	<u>8,466,880.50</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Purchase of Property and Equipment	(3,175,401.46)	(154,377.93)	(3,329,779.39)
Transfer of Assets to Premier Charter Schools	3,357,687.56	(3,350,939.68)	6,747.88
Transfer of Cash to Premier Charter Schools	(3,500,000.00)	3,500,000.00	
Purchase of Other Assets	(32,637.74)	(3,050.00)	(35,687.74)
Net Cash Provided By (Used By) Investing Activities	<u>(3,350,351.64)</u>	<u>(8,367.61)</u>	<u>(3,358,719.25)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Proceeds from New Debt		3,892,724.17	3,892,724.17
Payments on Debt	(1,701,722.52)	(112,945.26)	(1,814,667.78)
Net Cash Provided By (Used By) Financing Activities	<u>(1,701,722.52)</u>	<u>3,779,778.91</u>	<u>2,078,056.39</u>
Net Increase (Decrease) in Cash	4,893,021.64	2,293,196.00	7,186,217.64
Cash at Beginning of Year	<u>8,322,416.70</u>	<u>276,813.86</u>	<u>8,599,230.56</u>
Cash at End of Year	<u>\$ 13,215,438.34</u>	<u>\$ 2,570,009.86</u>	<u>\$ 15,785,448.20</u>
<b>RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY (USED BY) OPERATING ACTIVITIES</b>			
Change in Net Assets	\$ 9,373,997.66	\$ (2,186,750.38)	\$ 7,187,247.28
Adjustments to Reconcile Change in Net Assets to Net Cash Provided By (Used By) Operating Activities:			
Depreciation	292,305.27	218,853.94	511,159.21
(Increase) Decrease in Operating Assets--			
Due from State-Texas Education Agency	(1,189,061.69)	(81,750.86)	(1,270,812.55)
Due from Federal Government	15,104.78		15,104.78
Other Receivables	249,534.25	(14,413.70)	235,120.55
Inventory	(10,731.69)	(49,875.01)	(60,606.70)
Prepaid Expenses	10,480.00	(1,650.00)	8,830.00
Increase (Decrease) in Operating Liabilities--			
Accounts Payable	(345,307.23)	230,600.81	(114,706.42)
Payroll Tax and Other Payables	265,119.54	252,158.00	517,277.54
Accrued Wages Payable	246,908.76	162,635.90	409,544.66
Due to State-Texas Education Agency	(363,336.00)	(8,024.00)	(371,360.00)
Accrued Expenses	1,400,082.15		1,400,082.15
Net Adjustments	<u>571,098.14</u>	<u>708,535.08</u>	<u>1,279,633.22</u>
Net Cash Provided By (Used By) Operating Activities	<u>\$ 9,945,095.80</u>	<u>\$ (1,478,215.30)</u>	<u>\$ 8,466,880.50</u>

The accompanying notes are an integral part of these financial statements

**SUPPLEMENTARY  
SCHEDULES**

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statements of Expenses And Other Losses by Charter**  
**For the Year Ended August 31, 2011**

	<b>Responsive Education Solutions Charter Schools</b>	<b>Premier Charter Schools</b>
	<u>                    </u>	<u>                    </u>
<b><u>EXPENSES AND OTHER LOSSES</u></b>		
6100 Payroll Costs	\$ 30,551,183.80	\$ 2,352,160.15
6200 Professional and Contracted Svcs.	12,464,173.46	961,208.23
6300 Supplies and Materials	3,196,459.06	490,740.28
6400 Other Operating Costs	1,495,244.21	455,691.42
6500 Debt Expense	441,822.46	26,787.44
	<u>\$ 48,148,882.99</u>	<u>\$ 4,286,587.52</u>

The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Schedules of Capital Assets by Charter**  
**August 31, 2011**

	Responsive Education Solutions Charter Schools				Premier Charter Schools			
	Local	Ownership State	Interest Federal	Totals	Local	Ownership State	Interest Federal	Totals
<b>CAPITAL ASSETS</b>								
1100 Cash	\$ 814,413.94	\$ 12,306,310.66	\$ 94,713.74	\$ 13,215,438.34	\$ 15,412.22	\$ 2,554,597.64	\$	\$ 2,570,009.86
1510 Land		3,245,864.69		3,245,864.69		657,737.90		657,737.90
1520 Buildings and Improvements	74,925.78	4,670,097.41	31,663.61	4,776,686.80		2,623,778.53		2,623,778.53
1531 Vehicles		101,643.27		101,643.27		16,303.00	102,193.00	118,496.00
1539 Furniture and Equipment	505,634.21	242,323.47	290,891.44	1,038,849.12		1,946,114.81	60,765.05	2,006,879.86
1550 Leasehold Improvements	546,321.93			546,321.93		696,195.83		696,195.83
1569 Licenses and Media	328,198.48	27,000.00		355,198.48		204,716.31		204,716.31
Total Capital Assets	\$ 2,269,494.34	\$ 20,593,239.50	\$ 417,268.79	\$ 23,280,002.63	\$ 15,412.22	\$ 8,699,444.02	\$ 162,958.05	\$ 8,877,814.29

The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Budgetary Comparison Schedules by Charter**  
**For the Year Ended August 31, 2011**

	Responsive Education Solutions Charter Schools				Premier Charter Schools				
	Budgeted Amounts		Actual Amounts	Variance from Final Budget	Budgeted Amounts		Actual Amounts	Variance from Final Budget	
	Original	Final			Original	Final			
<b>REVENUE AND OTHER SUPPORT</b>									
Local Support--									
5720 Other Revenues from Local Sources	\$	\$	\$	\$	\$	\$	\$	\$	\$
5740 Other Revenues from Local Sources		462,827.31	462,827.31				245,904.06		17,685.92
5750 Other Revenues from Local Sources		99,302.80	99,302.80				17,972.72		17,972.72
Total Local Revenues		200,000.00	562,130.11	362,130.11		280,000.00	281,562.70		1,562.70
State Program Revenues--									
5810 State Program Revenues			52,343,236.77				1,608,723.00		
5820 State Program Revenues from TEA			191,230.69				4,745.34		
Total State Revenues	47,991,495.00	49,491,495.00	52,534,467.46	3,042,972.46	2,340,250.00	2,340,250.00	1,613,468.34		(726,781.66)
Federal Program Revenues--									
5920 Federal Program Revenues			4,426,283.08				204,806.10		
5930 Federal Program Revenues									
5940 Federal Program Revenues									
Total Federal Revenues	2,453,088.00	2,453,088.00	4,426,283.08	1,973,195.08	35,794.00	35,794.00	204,806.10		169,012.10
Total Revenue and Other Support	50,444,583.00	52,144,583.00	57,522,880.65	5,378,297.65	2,376,044.00	2,656,044.00	2,099,837.14		(556,206.86)
<b>EXPENSES</b>									
11 Instruction	29,960,527.00	30,690,527.00	30,594,903.70	(95,623.30)	1,002,026.00	2,397,026.00	2,390,763.26		(6,262.74)
12 Instructional Resources and Media Svcs.	42,000.00	42,000.00	2,180.43	(39,819.57)					
13 Curriculum Dev. & Instructional Staff Dev.	1,754,378.00	1,754,378.00	1,584,729.45	(169,648.55)	44,390.00	169,390.00	168,457.12		(932.88)
21 Instructional Leadership	849,607.00	1,574,607.00	1,549,065.69	(25,541.31)	25,000.00	140,000.00	139,655.31		(344.69)
23 School Leadership	5,975,238.00	5,355,238.00	5,188,411.03	(166,826.97)	310,399.00	755,399.00	749,581.81		(5,817.19)
31 Guidance, Counseling and Evaluation Svcs.	119,710.00	529,710.00	526,612.00	(3,098.00)	10,000.00	25,000.00	22,148.59		(2,851.41)
32 Social Work	47,000.00	47,000.00		(47,000.00)					
33 Health Services	118,980.00	118,980.00	33,066.30	(85,913.70)	14,485.00	14,485.00	7,372.28		(7,112.72)
34 Student (Pupil) Transportation	118,980.00	118,980.00	57,279.00	(61,701.00)	30,636.00	20,636.00	2,707.68		(17,928.32)
35 Food Services	624,645.00	719,645.00	715,960.59	(3,684.41)	50,549.00	120,549.00	117,597.16		(2,951.84)
36 Occurricular/Extracurricular Activities	43,000.00	43,000.00	14,255.05	(28,744.95)	41,903.00	42,403.00	42,106.54		(296.46)
41 General Administration	3,189,114.00	2,924,114.00	2,909,023.25	(15,090.75)	150,518.00	153,018.00	152,659.29		(358.71)
51 Plant Maintenance and Operations	3,897,062.00	3,897,062.00	3,425,060.95	(472,001.05)	280,892.00	450,892.00	446,110.05		(4,781.95)
52 Security and Monitoring Services	43,000.00	43,000.00	33,101.51	(9,898.49)	4,600.00	4,600.00	1,194.52		(3,405.48)
53 Data Processing Services	488,826.00	588,826.00	562,964.52	(25,861.48)	91,823.00	21,823.00	18,902.84		(2,920.16)
61 Community Services	42,000.00	282,000.00	280,407.17	(1,592.83)		5,000.00	543.63		(4,456.37)
71 Debt Service	459,950.00	459,950.00	441,822.46	(18,127.54)	75,902.00	30,902.00	26,787.44		(4,114.56)
81 Fundraising	131,681.00	231,681.00	230,039.89	(1,641.11)	5,523.00	5,523.00			(5,523.00)
Total Expenses	47,905,698.00	49,420,698.00	48,148,882.99	(1,271,815.01)	2,138,646.00	4,356,646.00	4,286,587.52		(70,058.48)
<b>Change in Net Assets</b>	<b>2,538,885.00</b>	<b>2,723,885.00</b>	<b>9,373,997.66</b>	<b>6,650,112.66</b>	<b>237,398.00</b>	<b>(1,700,602.00)</b>	<b>(2,186,750.38)</b>		<b>(486,148.38)</b>
Net Assets (Deficiency), Beginning of Year	5,684,989.22	5,684,989.22	5,684,989.22	----	4,120,723.04	4,120,723.04	4,120,723.04		----
Net Assets (Deficiency), End of Year	\$ 8,223,854.22	\$ 8,408,854.22	\$ 15,058,966.88	\$ 6,650,112.66	\$ 4,358,121.04	\$ 2,420,121.04	\$ 1,933,972.66	\$	(486,148.38)

The accompanying notes are an integral part of these financial statements

# **COMPLIANCE AND INTERNAL CONTROL**



**GREGORY S. DELK**



**CERTIFIED PUBLIC ACCOUNTANT  
CERTIFIED FINANCIAL PLANNER™**

**INDEPENDENT AUDITOR'S REPORT**

Report on Internal Control over Financial Reporting and on Compliance and Other Matters  
Based on an Audit of Financial Statements Performed in Accordance  
With *Government Auditing Standards*

Board of Directors  
Responsive Education Solutions  
Lewisville, Texas

I have audited the financial statements of Responsive Education Solutions as of and for the year ended August 31, 2011, and have issued my report thereon dated January 18, 2012. I conducted my audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

**Internal Control Over Financial Reporting**

In planning and performing my audit, I considered Responsive Education Solutions' internal control over financial reporting as a basis for designing my auditing procedures for the purpose of expressing my opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Responsive Education Solutions' internal control over financial reporting.

A deficiency in control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis.

A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis.

My consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. I did not identify any deficiencies in internal control over financial reporting that I consider to be material weaknesses, as defined above.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Responsive Education Solutions' financial statements are free of material misstatement, I performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of my audit and accordingly, I do not express such an opinion. The results of my tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Directors, management, others within the entity, The Texas Education Agency, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Gregory S. Delk, CPA, CFP  
January 18, 2012



**GREGORY S. DELK**



**CERTIFIED PUBLIC ACCOUNTANT  
CERTIFIED FINANCIAL PLANNER™**

**INDEPENDENT AUDITOR'S REPORT**

Report on Compliance with Requirements Applicable to Each Major  
Program and on Internal Control over Compliance in Accordance with  
OMB Circular A-133

Board of Directors  
Responsive Education Solutions  
Lewisville, Texas

**Compliance**

I have audited the compliance of Responsive Education Solutions (a non-profit organization) with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended August 31, 2011. Responsive Education Solutions' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of Responsive Education Solutions' management. My responsibility is to express an opinion on Responsive Education Solutions' compliance based on my audit.

I conducted my audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that I plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Responsive Education Solutions' compliance with those requirements and performing such other procedures as I considered necessary in the circumstances. I believe that my audit provides a reasonable basis for my opinion. My audit does not provide a legal determination on Responsive Education Solutions' compliance with those requirements.

In my opinion, Responsive Education Solutions complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended August 31, 2011.

**Internal Control Over Compliance**

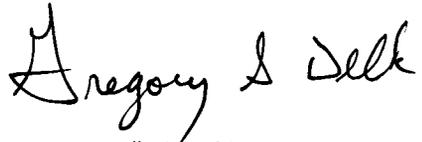
The management of Responsive Education Solutions is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing my audit, I considered Responsive Education Solutions' internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine my auditing procedures for the purpose of expressing my opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, I do not express an opinion on the effectiveness of Responsive Education Solutions' internal control over compliance.

A control deficiency in an entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the entity's internal control.

My consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. I did not identify any deficiencies in internal control over compliance that I consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the Board of Directors, management, others within the entity, The Texas Education Agency, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in black ink that reads "Gregory S. Delk". The signature is written in a cursive style with a large initial 'G'.

Gregory S. Delk, CPA, CFP  
January 18, 2012

**RESPONSIVE EDUCATION SOLUTIONS**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
For the Year Ended August 31, 2011**

**SECTION I – SUMMARY OF AUDITOR’S RESULTS**

**Exhibit F-1**

**FINANCIAL STATEMENTS**

Type of auditor’s report issued: Unqualified

Internal control over financial reporting:

Material weaknesses identified? \_\_\_\_\_ Yes  X  No

Significant deficiencies identified that are not considered to be material weaknesses? \_\_\_\_\_ Yes  X  No

Noncompliance material to financial statements noted? \_\_\_\_\_ Yes  X  No

**FEDERAL AWARDS**

Internal control over major programs:

Material weaknesses identified? \_\_\_\_\_ Yes  X  No

Significant deficiencies identified that are not considered to be material weaknesses? \_\_\_\_\_ Yes  X  No

Type of auditor’s report issued on compliance for major programs: Unqualified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133? \_\_\_\_\_ Yes  X  No

Identification of major programs:  
CFDA 84.389A ARRA Title I  
CFDA 84.391A ARRA IDEA-B  
CFDA 84.394A ARRA Title XIV SFSF  
CFDA 84.410A Education Jobs Fund

Dollar threshold used to distinguish between type A and type B programs: \$300,000.00

Auditee qualified as low-risk auditee?  X  Yes \_\_\_\_\_ No

**SECTION II – FINANCIAL STATEMENT FINDINGS**

None Identified

**SECTION III – STATE AND FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

None Identified

**RESPONSIVE EDUCATION SOLUTIONS**

**STATUS OF PRIOR AUDIT FINDINGS**

**For the Year Ended August 31, 2011**

**No prior audit findings**

**RESPONSIVE EDUCATION SOLUTIONS  
CORRECTIVE ACTION PLAN  
FOR THE YEAR ENDED AUGUST 31, 2011**

**No Corrective Action Plan Needed**

**RESPONSIVE EDUCATION SOLUTIONS**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
For the year ended August 31, 2011**

	<b>Federal Catalog Number</b>	<b>Pass-through Entity Identifying Number</b>	<b>Federal Expenditures</b>
<b><u>U.S. DEPARTMENT OF AGRICULTURE</u></b>			
<b>Passed through State Department of Education</b>			
School Breakfast Program	10.553 & 10.555	71301101 & 71401101 71301101 & 71401101	695,861.44 <u>113,807.98</u>
<b>TOTAL U.S. DEPARTMENT OF AGRICULTURE</b>			<b><u><u>809,669.42</u></u></b>
<b><u>U.S. DEPARTMENT OF EDUCATION</u></b>			
<b>Passed through State Department of Education</b>			
Title I, Part A Program	84.010A	11610101221801 11610101072801	956,042.56 140,064.47
IDEA-B Program	84.027A	116600012218016600 116600010728016600	577,441.55 31,708.10
Title IV Program	84.186A	10691001221801	3,782.24
Rural & Low Income Schools	84.358B	n/a	9,657.88
Title III Bilingual/ELA Program	84.365A	11671001221801	172,749.27
Title II, Part A Program	84.367A	11694501221801	207,765.94
SLDS Classroom Link to ISDS	84.372A	10635002221801	4,430.00
ARRA, Title II, D Program	84.386A	11553001221801	9,455.94
ARRA, Title I Program	84.389A	11551001221801	306,693.09
ARRA, IDEA-B Program	84.391A	11554001221801	587,024.73
ARRA, IDEA-B Preschool Program	84.392A	10555001221801	18,055.57
ARRA, Title XIV SFSF Program	84.394A	11557001221801 11557001072801	851,746.69 27,976.57
Education Jobs Fund	84.410A	11550101221801	<u>399,527.66</u>
<b>Total U.S. Department of Education passed through State Dept. of Education</b>			<b>4,304,122.26</b>
<b>Direct Awards (no pass through entity)</b>			
Advanced Placement Fee Payment Grant	84.330C	n/a	<u>1,421.23</u>
<b>Total U.S. Department of Education directly awarded</b>			<b>1,421.23</b>
<b>TOTAL U.S. DEPARTMENT OF EDUCATION</b>			<b><u><u>4,305,543.49</u></u></b>
<b>TOTAL EXPENDITURES OF FEDERAL AWARDS</b>			<b><u><u>5,115,212.91</u></u></b>

## RESPONSIVE EDUCATION SOLUTIONS

### NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

August 31, 2011

#### NOTE 1 – STANDARD FINANCIAL ACCOUNTING SYSTEM

For all federal programs, the corporation used the net asset classes and codes specified by the Texas Education Agency in the *Special Supplement to Financial Accounting and Reporting, Nonprofit Charter School Chart of Accounts*. Temporarily restricted net asset codes are used to account for resources restricted to or designated for specific purposes by a grantor. Federal and state financial assistance is generally accounted for in temporarily restricted net asset codes.

#### NOTE 2 – BASIS OF ACCOUNTING

The schedule of expenditures of federal awards is prepared on the accrual basis of accounting. The information is presented in accordance with the requirements of OMB Circular A-133. Therefore, some amounts presented may differ from amounts presented in, or used in preparation of the basic financial statements.

#### NOTE 3 – RELATIONSHIP TO BASIC FINANCIAL STATEMENTS

Expenditures of federal financial assistance per accompanying schedule of expenditures of federal awards included in total expenses	\$5,115,212.91
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**RESPONSIVE EDUCATION SOLUTIONS**

**COMBINED**  
**ANNUAL FINANCIAL AND**  
**COMPLIANCE REPORT**

**FOR THE YEAR ENDED AUGUST 31, 2010**

**RESPONSIVE EDUCATION SOLUTIONS  
 COMBINED  
 ANNUAL FINANCIAL AND COMPLIANCE REPORT  
 FOR THE YEAR ENDED AUGUST 31, 2010**

**TABLE OF CONTENTS**

**Reference**

<b>Certificate of Board of Directors .....</b>	
<b>Independent Auditor’s Report-</b>	
Unqualified Opinion on Financial Statements .....	
<b>General-Purpose Financial Statements:</b>	
Statement of Financial Position .....	Exhibit A-1
Statement of Activities .....	Exhibit A-2
Statement of Cash Flows.....	Exhibit A-3
<b>Notes to Financial Statements.....</b>	
<b>Specific-Purpose Financial Statements</b>	
Statement of Financial Position .....	Exhibit B-1
Statement of Activities .....	Exhibit B-2
Statement of Cash Flows.....	Exhibit B-3
<b>Supplementary Schedules:</b>	
Schedule of Expenses.....	Exhibit C-1
Schedule of Capital Assets.....	Exhibit D-1
Budgetary Comparison Schedules .....	Exhibit E-1
<b>Compliance and Other Reports:</b>	
Independent Auditor’s Report-	
Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on and Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i> .....	
Independent Auditor’s Report-	
Report on Compliance with Requirements Applicable to Each Major Program Internal Control over Compliance with OMB Circular A-133 .....	
Schedule of Findings and Questioned Costs .....	Exhibit F-1
Schedule of Prior Year Audit Findings .....	
Corrective Action Plan .....	Exhibit G-1
Schedule of Expenditures of Federal Awards .....	Exhibit H-1
Notes to Schedule of Expenditures of Federal Awards .....	

RESPONSIVE EDUCATION SOLUTIONS  
COUNTY-DISTRICT NUMBER: 221801  
FEDERAL EMPLOYER IDENTIFICATION NUMBER: 75-2748762

COMBINED  
ANNUAL FINANCIAL AND COMPLIANCE REPORT  
FOR THE YEAR ENDED AUGUST 31, 2010

CERTIFICATE OF BOARD OF DIRECTORS

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Responsive Education Solutions was reviewed and (check one)  approved  disapproved for the year ended August 31, 2010, at a meeting of the governing body of said charter holder on the 20<sup>th</sup> day of January, 2011.



Signature of Board Secretary



Signature of Board President

**NOTE:** If the governing body of the charter school does not approve the independent auditors' report, it must forward a written statement discussing the reason(s) for not approving the report.



**GREGORY S. DELK**



**CERTIFIED PUBLIC ACCOUNTANT  
CERTIFIED FINANCIAL PLANNER™**

**INDEPENDENT AUDITOR'S REPORT**

Unqualified Opinion on Financial Statements

Board of Directors  
Responsive Education Solutions  
Lewisville, Texas

I have audited the accompanying financial statements listed in the table of contents of Responsive Education Solutions as of and for the year ended August 31, 2010. These financial statements are the responsibility of the Responsive Education Solutions' management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Responsive Education Solutions as of August 31, 2010, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, I have also issued my report dated January 10, 2011 on my consideration of Responsive Education Solutions' internal control over financial reporting and on my tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of my testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of my audit.

My audit was performed for the purpose of forming an opinion on the financial statements taken as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U. S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. The other supplementary information is likewise presented for purposes of additional analysis and not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in my opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Gregory S. Delk, CPA, CFP  
January 10, 2011

**GENERAL-PURPOSE  
FINANCIAL STATEMENTS**

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Financial Position**  
**August 31, 2010**

**ASSETS**

**Current Assets**

Cash in Banks and On Hand	\$ 8,322,416.70
Due from State-Texas Education Agency	1,653,668.15
Due from Federal Government	15,104.78
Other Receivables	397,446.43
Inventory	350,069.25
Prepaid Expenses	10,480.00
Total Current Assets	<u>10,749,185.31</u>

**Property and Equipment**

Land	2,323,252.85
Buildings and Improvements	6,860,560.23
Vehicles	34,559.27
Furniture and Equipment	3,311,307.32
Library Books & Media	27,000.00
Accumulated Depreciation	<u>(3,318,063.88)</u>
Total Property and Equipment	<u>9,238,615.79</u>

**Other Assets**

Other Assets	<u>288,131.01</u>
Total Other Assets	<u>288,131.01</u>

**TOTAL ASSETS** **\$ 20,275,932.11**

**LIABILITIES AND NET ASSETS**

**Current Liabilities**

Accounts Payable	\$ 1,088,930.46
Loans Payable-Current Year	96,075.43
Payroll Tax and Other Payables	576,267.40
Accrued Wages Payable	1,031,661.97
Due to State	363,336.00
Accrued Expenses	<u>1,328,325.31</u>
Total Current Liabilities	<u>4,484,596.57</u>

**Long-Term Liabilities**

Loans Payable-Long Term	<u>6,453,074.80</u>
Total Long-Term Liabilities	<u>6,453,074.80</u>

**Net Assets**

Unrestricted Net Assets (Deficiency)	82,610.17
Temporarily Restricted Net Assets (Deficiency)	<u>9,255,650.57</u>
Total Net Assets	<u>9,338,260.74</u>

**TOTAL LIABILITIES AND NET ASSETS** **\$ 20,275,932.11**

The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Activities**  
**For the Year Ended August 31, 2010**

	<b>Unrestricted</b>	<b>Temporarily Restricted</b>	<b>Totals</b>
<b><u>REVENUE AND OTHER SUPPORT</u></b>			
Local Support--			
Interest Income	\$	\$ 58,426.73	\$ 58,426.73
Gifts and Bequests	16,903.25	6,766.75	23,670.00
Other Revenue	202,402.98	80,131.33	282,534.31
Food Service Fees		17,822.51	17,822.51
Extracurricular/Cocurricular Activities		2,838.00	2,838.00
Enterprising Services Revenue	1,995.86	15,223.28	17,219.14
Cocurricular Enterprising Services		24,811.17	24,811.17
Total Local Support	221,302.09	206,019.77	427,321.86
State Program Revenues--			
State Foundation Program		36,997,075.23	36,997,075.23
Electronic Course Pilot Program		1,465,003.00	1,465,003.00
Intensive Technology		20,461.23	20,461.23
Ltd English Proficient Student Success Initiative		125,010.37	125,010.37
Breakfast Program Matching		1,725.00	1,725.00
Technology Allotment		136,019.00	136,019.00
Campus Awards		736.00	736.00
Total State Program Revenues		38,746,029.83	38,746,029.83
Federal Program Revenues--			
Breakfast Program		157,886.00	157,886.00
National School Lunch		200,992.00	200,992.00
Title IV, Part A		8,691.66	8,691.66
Title I, Part A		912,906.64	912,906.64
IDEA-Part B Formula		667,557.36	667,557.36
Title II, Part A		192,299.43	192,299.43
Title II, Part D		13,930.28	13,930.28
Title III LEP		140,576.65	140,576.65
ARRA SFSF		541,667.57	541,667.57
ARRA Title II, Part D		13,518.06	13,518.06
ARRA IDEA-B		220,442.33	220,442.33
ARRA Title I, Part A		426,103.93	426,103.93
School Health & Related Services		53.00	53.00
Advanced Placement Fee Payment Grant		428,866.07	428,866.07
Total Federal Program Revenues		3,925,490.98	3,925,490.98
Net Assets Released from Restrictions	38,880,297.77	(38,880,297.77)	
Total Revenue and Other Support	39,101,599.86	3,997,242.81	43,098,842.67
<b><u>EXPENSES</u></b>			
Program Services:			
Instructional and Instructional Related Services	26,118,653.18	---	26,118,653.18
Instructional and School Leadership	5,826,819.05	---	5,826,819.05
Support Services:			
Administrative Support Services	2,296,909.02	---	2,296,909.02
Support Services-Non-Student Based	3,144,316.44	---	3,144,316.44
Support Services-Student (Pupil)	1,116,074.69	---	1,116,074.69
Ancillary Services	147,481.28	---	147,481.28
Debt Service	220,401.02	---	220,401.02
Fund Raising	155,634.19	---	155,634.19
Total Expenses	39,026,288.87	---	39,026,288.87
<b>Change in Net Assets</b>	<b>75,310.99</b>	<b>3,997,242.81</b>	<b>4,072,553.80</b>
Net Assets (Deficiency), Beginning of Year	7,299.18	5,258,407.76	5,265,706.94
Net Assets (Deficiency), End of Year	\$ 82,610.17	\$ 9,255,650.57	\$ 9,338,260.74

The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Cash Flows**  
**For the Year Ended August 31, 2010**

<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Cash Received from Government Contracts	\$ 41,708,684.22
Cash from Local Sources	427,321.86
Cash Paid to Suppliers for Goods and Services	(14,846,671.88)
Cash Paid to Employees for Services	(21,760,748.61)
Cash Paid for Income Taxes	0
Cash Paid for Interest Expense	(220,401.02)
Net Cash Provided By (Used By) Operating Activities	<u>5,308,184.57</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>	
Purchase of Property and Equipment	(5,139,467.49)
Purchase of Other Assets	(48,849.25)
Net Cash Provided By (Used By) Investing Activities	<u>(5,188,316.74)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>	
Proceeds from New Debt	4,881,752.29
Payments on Debt	(847,284.57)
Net Cash Provided By (Used By) Financing Activities	<u>4,034,467.72</u>
Net Increase (Decrease) in Cash	4,154,335.55
Cash at Beginning of Year	<u>4,168,081.15</u>
Cash at End of Year	<u><u>\$ 8,322,416.70</u></u>

**RECONCILIATION OF CHANGE IN NET ASSETS TO NET  
CASH PROVIDED BY (USED BY) OPERATING ACTIVITIES**

Change in Net Assets	\$ 4,072,553.80
Adjustments to Reconcile Change in Net Assets to Net Cash Provided By (Used By) Operating Activities:	
Depreciation	382,932.48
(Increase) Decrease in Operating Assets--	
Due from State-Texas Education Agency	(1,011,753.56)
Due from Federal Government	99,332.72
Other Receivables	(372,396.22)
Inventory	(69,293.03)
Prepaid Expenses	12,934.59
Increase (Decrease) in Operating Liabilities--	
Accounts Payable	217,953.96
Payroll Tax and Other Payables	119,045.76
Accrued Wages Payable	304,753.22
Due to State-Texas Education Agency	321,980.47
Accrued Expenses	1,230,140.38
Deferred Revenue	
Net Adjustments	<u>1,235,630.77</u>
Net Cash Provided By (Used By) Operating Activities	<u><u>\$ 5,308,184.57</u></u>

The accompanying notes are an integral part of these financial statements

**NOTES TO  
FINANCIAL STATEMENTS**

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2010

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### A. Organization and Nature of Activities –

Responsive Education Solutions (The Organization) provides curricula for students in grades K–12 through the operation of elementary schools (doing business as Vista Academies of Texas), high schools (doing business as Premier High Schools, iSchool High and Eagle Academies of Texas) as well as school administration services. The Organization is authorized to operate schools (The Schools) under an open enrollment charter granted by the State of Texas Board of Education in November 1998. The original charter was issued for a period of five years and was renewed for an additional 10 years. The Schools are part of the public school system of the State of Texas and are therefore entitled to distributions from the State's available school fund. The Schools do not have the authority to impose ad valorem taxes or to charge tuition.

The Organization was incorporated in May 1999 and has been recognized as an organization exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code.

#### B. Accounting Policies –

The financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America. The Financial Accounting Standards Board is the accepted standard setting body for establishing not-for-profit accounting and financial reporting principles. The accounting system is organized under the *Special Supplement to Financial Accounting and Reporting – Nonprofit Charter School Chart of Accounts*, a module of the Texas Education Agency Financial Accountability Resource Guide. The significant accounting policies are as follows:

To insure observance of limitations and restrictions placed on the use of resources available to the School, the accounts are maintained in accordance with the principles of fund accounting during the year. Resources for various purposes are classified into funds according to their nature and purposes. Separate accounts are maintained for each fund; however, the accompanying statements of financial position and of activities focus on the organization as a whole and reports the amounts of its total assets, liabilities, net assets and changes in net assets in accordance with Financial Accounting Standards Board Statement No. 117.

The statement of financial position reports the amounts of each of three classes of net assets: temporarily restricted and unrestricted net assets.

- ❖ Temporarily restricted net assets result from contributions and other inflows of assets that are limited by donor imposed stipulations that can be fulfilled and removed by actions of the School pursuant to those stipulations.

When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

- ❖ Unrestricted net assets are the remaining part of the School's net assets that is neither permanently restricted nor temporarily restricted by donor imposed stipulations. Property and equipment are included in unrestricted net assets.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2010

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

- ❖ Permanently restricted net assets result from contributions and other inflows of assets that are required to be maintained in perpetuity with only the income to be used for the School's activities due to donor-imposed restrictions.

#### C. Cash and Cash Equivalents –

For purposes of the statement of cash flows, cash and cash equivalents are comprised of cash on hand and in banks including highly liquid investments with short term maturities.

#### D. Fixed Assets and Depreciation –

All assets acquired with a value of \$2,500.00 or greater (\$5,000.00 for leasehold improvements) are recorded as fixed assets and are valued at cost or estimated cost. Donated assets are reported at the fair market value at the time of acquisition. Depreciation of building improvements and equipment is provided over the estimated useful lives of the assets on a straight line basis.

#### E. Revenues –

Each school's revenues from the State of Texas available school fund are earned based on reported attendance.

Contributions received are recognized as revenue in the period received and are reported as either restricted or unrestricted support, in accordance with Statement of Financial Accounting Standards (SFAS) No. 116, *Accounting for Contributions Received and Contributions Made*.

- ❖ Contributions with donor imposed restrictions are reported as restricted support. Restricted support increases temporarily restricted net assets.
- ❖ Contributions without donor imposed restrictions are reported as unrestricted support. Unrestricted support increases unrestricted net assets.

Government grant contracts that are entered into by the Organization are recognized as revenue when services are rendered or when expenses in connection with those services are incurred.

#### F. Donated Goods and Services –

Donated goods and services that can be measured and meet certain other requirements are recorded in the financial statements as in kind contributions and expenses of a like amount.

#### G. Sick Leave, Personal Leave and Vacation --

All employees earn five days of paid sick leave. However, unused balances are not paid at termination. Therefore, there is no liability accrued on the financial statements. All employees earn two days of paid personal leave per year that is paid no later than the last paycheck of the school year. Therefore, there is no liability accrued on the financial statements. Accrued wages payable includes an accrual for accumulated liability for employee vacation time.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2010

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

#### H. Estimates –

In preparation of the financial statements and in conformity with generally accepted accounting principles, management's estimated useful lives of asset classes were used in the calculation of depreciation.

#### I. Functional Allocation of Expenses –

The expense of the various programs and other activities has been presented on a functional basis in the statement of activities. Accordingly, certain expenses and supporting service costs have been allocated among the various programs.

### 2. BUILDING IMPROVEMENTS AND EQUIPMENT

An analysis of building improvements and equipment at August 31, 2010, is presented as follows:

Asset	Cost	Accumulated Depreciation	Net	Straight Line Depr. Rate
Land	\$ 2,323,252.85	0.00	2,323,252.85	N/A
Building & Improvements	6,860,560.23	599,576.67	6,260,983.56	2.56%
Vehicles	34,559.27	17,651.26	16,908.01	20.00%
Furniture & Equipment	3,311,307.32	2,692,585.95	618,721.37	14.29%
Licenses & Media	27,000.00	8,250.00	18,750.00	6.67%
Total	\$ 12,556,679.67	3,318,063.88	9,238,615.79	

Depreciation expense for the year ended August 31, 2010 was \$382,932.48.

### 3. PENSION PLAN

#### Plan Description

The Associated Schools contribute to the Teacher Retirement System of Texas (the "System"), a public employee retirement system. It is a cost-sharing, multiple-employer defined benefit pension plan with one exception: all risks and costs are not shared by the Schools, but are the liability of the State of Texas. The System provides service retirement and disability benefits, and death benefits to plan members and beneficiaries. The System operates primarily under the provisions of the Texas Constitution and Texas Government Code, Title 8, Subtitle C. The Texas legislature has the authority to establish or amend benefit provisions. The System issues a publicly available financial report that includes financial statements and required supplementary information for the Schools. That report may be obtained by writing the Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698 or by calling (800) 877-0123.

#### Funding Policy

Under provisions of State law, plan members are required to contribute 6.4% of their annual covered salary and the State of Texas contributes an amount equal to 6.0% of the Schools' covered payroll. The Schools' employees' contributions to the System for the year ending August 31, 2010 were \$1,227,212.90 and were

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2010

### 3. PENSION PLAN (continued)

equal to the required contributions for each year. The State of Texas' contributions should approximate \$1,150,000.00.

### 4. HEALTH CARE COVERAGE

Employees of the Organization are covered by a group insurance plan with TRS Active Care. The Organization pays the employee's premium (currently \$232.00) and the employee pays the premiums for dependent coverage through payroll deductions through a Cafeteria Plan. See Note 5 for a summary of Section 125 Cafeteria Plan coverage.

### 5. SECTION 125 CAFETERIA PLAN

The organization has adopted a "cafeteria plan" within the meaning of Section 125(a) of the Internal Revenue Code which allows employees to choose among certain "tax free" benefits in lieu of taxable compensation. The choices include medical insurance premium, dental and vision insurance premium, cancer insurance premium, disability insurance premium, voluntary term life insurance premium and accidental death & dismemberment (AD&D) insurance premium among others. The company pays \$19.90 towards the dental premium, \$2.20 toward the life premium and \$.40 toward the AD&D premium. The employees' portion of the costs to provide any of these benefits are paid by the employees from payroll deductions.

### 6. INVENTORY

At August 31, 2010 the Organization had on hand curriculum packet inventory, IT inventory and other inventory that had original costs totaling \$350,069.25.

### 7. DUE FROM STATE-TEXAS EDUCATION AGENCY

At August 31, 2010, the Organization was to receive \$1,653,668.15 in entitlements as follows:

Title I, Part A	\$ 98,547.55
IDEA-Part B Formula	55,290.10
Title II, Part A	72,028.59
Title II, Part D	10,255.52
Title III, LEP	13,124.98
ARRA Title XIV SFSP	62,120.57
ARRA Title II, Part D	13,518.06
ARRA IDEA-B	126,768.05
ARRA Title I, Part A	65,228.73
Electronic Course Pilot	1,136,691.00
Technology Allotment	95.00

These amounts will be received from the Texas Education Agency in the 2010-2011 school year.

### 8. DUE FROM FEDERAL GOVERNMENT

At August 31, 2010, the Organization, was due \$15,104.78 in Advanced Placement Fee Payment Grant monies. This amount will be received from the government in the 2010-2011 school year.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2010

### 9. DUE TO STATE-TEXAS EDUCATION AGENCY

At August 31, 2010, the Organization owed \$363,336.00 in overpaid State Foundation Program entitlements. This amount will be recouped by the Texas Education Agency in the 2010-2011 school year.

### 10. OPERATING LEASES

#### **Responsive Education Solutions Administration Office Copiers**

The Organization's administrative offices are located at Waters Ridge, Lewisville, TX 75057 in a facility being purchased by the Organization. However, at that location there are various copiers leased at an approximate annual cost of \$13,000.

#### **Responsive Education Solutions Administration- Denton**

The Organization entered into a lease agreement with Woodhill Square for general office space located at 1100 Dallas Drive, Denton, Texas. This lease is for approximately 3,420 square feet commencing November 1, 2009, for 12 months. The monthly rental rate is \$2,850 per month plus common costs of \$1,063.06 per month.

#### **Responsive Education Solutions -Austin**

The School has entered into a lease agreement for office and classroom space at 1701 Ben White Blvd., Austin, Texas (17,118 square feet) is leased at a rate of \$14,635.89 per month plus common area maintenance estimated to be \$3,566.25 through July 2012.

#### **Responsive Education Solutions -Beaumont**

The School has entered into a lease agreement for office and classroom space at 205 and 209 North Eleventh Street, Beaumont, Texas. The lease rental rate is \$11,950 per month plus common area maintenance, taxes and insurance of \$3,610 per month through June 30, 2012.

#### **Responsive Education Solutions -Carrollton**

The School has entered into a lease agreement for office and classroom space at 2400 N Josey Ln., Carrollton, Texas. This agreement commenced July 2010 and covers 24 months through June 2012. The lease rental rate is \$20,000 per month.

#### **Responsive Education Solutions -Clay Academy**

The School has entered into a lease agreement for office and classroom space at 3303 Potter's House Way, Dallas, Texas. This agreement commenced July 2010 for a period of 10 years. The lease rental rate is \$20,000 per month of occupancy for the first floor. Upon occupancy of second floor, the base monthly rent shall immediately increase to \$40,000 per month.

#### **Responsive Education Solutions -Coppell**

The School has entered into a lease agreement for office and classroom space at 1615 W. Beltline Rd., Carrollton, Texas. This agreement commenced July 2009 and covers 24 months through June 2011. The lease covered approximately 8,730 square feet of floor space at a base rental rate of \$8,000 per month which shall be due on the first day of each month, beginning July 1, 2009, for an average daily attendance (ADA) of 1 to 125 students. If the ADA increases to more than 125 students, an additional rent supplement of \$70 per month per student above the 125 ADA will be due. Also charged is \$3,000 per month for common area maintenance, taxes and insurance.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2010

### 10. OPERATING LEASES (continued)

#### **Responsive Education Solutions –Corpus Christi**

The School has entered into a lease agreement for office and classroom space at 2121 Mary St., Corpus Christi, Texas. This agreement commenced July 2009 and covers 36 months through June 2012. The lease rental rate is \$60 per student per month for attendance under 100 and \$70 per student per month for attendance over 100.

#### **Responsive Education Solutions –Crockett**

The School has entered into a lease agreement for office and classroom space at 1303 East Houston Ave., Crockett, Texas. This agreement commenced July 2010 and covers 36 months through June 2013. The school will receive abated rent for the first twelve (12) months of the lease commencing on July 1, 2010. July 2011, the monthly rent rate is \$60 per average daily attendance (ADA) per month of occupancy adjusted quarterly based on actual ADA. July 2012, the monthly rent rate will increase to \$65 per ADA per month of occupancy adjusted quarterly based on actual ADA. A minimum monthly rent of \$5,000 per month shall apply.

#### **Responsive Education Solutions -Dallas**

The School has entered into a lease agreement for office and classroom space at 7300 Bruton Rd, Dallas, Texas. This agreement was executed in July 2010 and covers 24 months through June 2012. The lease is at a rental rate of \$4,000 per month if average daily attendance is at or below 50 students, \$6,000 per month if average daily attendance is between 51 and 100 students, \$8,000 per month if average daily attendance is between 101 and 150 students, \$10,000 per month if average daily attendance is between 151 and 200 students, and \$12,000 per month if average daily attendance is between 201 and 250 students.

#### **Responsive Education Solutions -Dayton**

The School has entered into a lease agreement for office and classroom space at 1707 CR 611, Dayton, Texas. This agreement was executed on July 1, 2010, and covers 36 months through June 2013. The lease is for 8,750 classroom & office space and approximately 7,000 square feet of shared space consisting of the gym, kitchen, and fellowship hall. The monthly rent rate is \$65 per average daily attendance (ADA) per month of occupancy adjusted quarterly based on actual ADA. A minimum monthly rent of \$4,000 per month shall apply. In addition to rent, common area utilities of \$20 per ADA will be paid.

#### **Responsive Education Solutions -Del Rio**

The School has entered into a lease agreement for office and classroom space at 4300 Highway 90 East, Del Rio, Texas. This agreement was executed in July 2009 and covers 36 months through June 2012. The lease is at a rental rate of \$6,500 per month.

#### **Responsive Education Solutions –El Paso**

The School has entered into a lease agreement for office and classroom space at 1035 Belvedere, Suite 116, El Paso, Texas. This agreement was executed in July 2008 and covers 60 months through June 2013. The lease is at a rental rate of \$8,977.50 per month. (NOTE: PAYMENTS DIFFERED)

#### **Responsive Education Solutions -Ft. Worth**

The School has entered into a lease agreement for office and classroom space at 6411B Camp Bowie Blvd., Ft. Worth, Texas. This agreement was executed in mid June 2008 and extends through June 2011. The lease covered approximately 11,772 square feet of floor space at a rental rate of \$7,857.50 per month plus common area maintenance, insurance and taxes estimated to be \$3,090.15 per month.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2010

### 10. OPERATING LEASES (continued)

#### Responsive Education Solutions –Garland

The School has entered into a lease agreement for office and classroom space at 3024 Anita Dr, Garland, Texas. This agreement was executed in July 2008 and covers 36 months through June 2011. The lease is at a rental rate of \$7,000 per month if average daily attendance is at or below 100 students, \$9,000 per month if average daily attendance is between 101 and 150 students, \$11,000 per month if average daily attendance is between 151 and 200 students, \$13,000 per month if average daily attendance is between 201 and 250 students and \$16,000 per month if average daily attendance is between 251 and 300 students. Maximum rent shall be \$16,000 per month.

#### Responsive Education Solutions –Granbury

The School has entered into a lease agreement for office and classroom space at 919 East Hwy. 377, Suite 1, Granbury, Texas. The agreement commenced February 2010 and extends through June 2013. The lease covered approximately 7,766 square feet of floor space at a rental rate of \$5,824.50 per month plus estimated operating expenses and taxes not to exceed \$1.92 per square foot.

#### Responsive Education Solutions –Hickory Creek

The School has entered into a lease agreement for office and classroom space at, 800 Point Vista Rd, Hickory Creek, Texas. The agreement commenced July 2009 and extends through June 2014. The lease covered approximately 23,204 square feet of floor space at a rental rate of \$19,630 per month plus common area maintenance of approximately \$9,668.

#### Responsive Education Solutions –Huntsville

The School has entered into a lease agreement for office and classroom space at 2407 Sam Houston Ave, Huntsville, Texas. This agreement commenced July 2009 and covers 36 months through June 2012. The lease covered approximately 55,046 square feet of floor space at a rental rate of \$80.00 per student per month for attendance up to 200 and \$100.00 per student per month for attendance above 200. Minimum rent is \$5,000 and maximum rent is \$26,000 per month.

#### Responsive Education Solutions -Jasper

The School has entered into a lease agreement for office and classroom space at 1501 South Wheeler, Jasper, Texas. The agreement commenced July 2009 and extends through June 2012. The lease covered approximately 11,508 square feet (31,508 square feet starting year 2) of floor space at a rental rate of \$70 per student per month with a minimum of \$4,000.

#### Responsive Education Solutions -Lancaster

The School has entered into a lease agreement for office and classroom space at 643 West Wintergreen, Lancaster, Texas. This agreement was executed in June 2008 and covers 36 months through June 2011. The lease is at a rental rate of \$5,000.00 per month if average daily attendance is at or below 100 students, \$8,820.00 per month if average daily attendance is over 100 students, \$10,000.00 per month if average daily attendance is over 100 students after May 2009.

#### Responsive Education Solutions -Laredo

The School has entered into a lease agreement for office and classroom space at 1720 East Hillside Road, Laredo, Texas. The agreement commenced July 2009 and extended through June 2010. The lease covered approximately 9,164 square feet of floor space at a rental rate of \$10,527.10 per month. A new lease agreement was executed for office and classroom space at 2201 Chihuahua Street, Laredo, Texas. This new agreement commenced July 2010 and covers 36 months through June 2013, and the monthly rental rate is \$7,975.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2010

### 10. OPERATING LEASES (continued)

#### **Responsive Education Solutions –Lewisville (Vista)**

A lease was signed in July 2009 for 12,970 square feet of office and classroom space at 1511 FM 407, Ste B-100, Lewisville, Texas, covering 60 months at \$18,914.59 until June 2014.

#### **Responsive Education Solutions –Lewisville (iSchool)**

The Organization's Lewisville iSchool (TSTEM Academy) is located at 1800 Lakeway Dr. Suite 100, Lewisville, TX 75057. This lease is for approximately 34,431 square feet at a monthly rental of \$41,374.59 for 60 months through July 2013.

#### **Responsive Education Solutions -Lubbock**

A lease was signed in August 2009 for 16,179 square feet of office and classroom space at 2002 W. Loop 289, Suite 121, Lubbock, Texas, covering 35 months at \$12,134.25 per month plus approximately \$4,700 for common area maintenance, insurance and taxes until June 2012.

#### **Responsive Education Solutions -Midland**

The School entered into a lease agreement for office and classroom space at 2500 West Illinois Avenue, Midland, Texas. These premises (16,520 square feet) were leased at a rate of \$9,636.67 per month from the Black Family Partnership through July 2010. A new lease agreement was executed with ASI Texas, LLC, for 16,678 square feet of office and classroom space at 1900 North Big Springs and 1900 N. Main Street, Midland, Texas, beginning July 2010 for 36 months ending June 2013. The new lease base rental rate is \$10,480 per month starting October 2010, as the first three months' rent was abated.

#### **Responsive Education Solutions –Mission**

The School has entered into a lease agreement for office and classroom space at 1313 St. Claire, Mission, Texas. The lease agreement is for 15,000 square feet at a monthly rental rate of \$15,000 starting July 2010 through June 2013. escalating to \$17,010 October 2008 through August 2010.

#### **Responsive Education Solutions –New Braunfels**

The School has entered into a lease agreement for office and classroom space at 1928 S. Seguin Ave., Suite 100A & B, New Braunfels, Texas, for the period from November 2009 through June 2013. These premises (4,300 square feet) are leased at a rate of \$3,913 per month plus approximately \$1,168 for common area maintenance, insurance and taxes.

#### **Responsive Education Solutions –North Austin**

The School has entered into a lease agreement for office and classroom space at 1835-A Kramer Lane, Austin, Texas, for the period from July 2008 through June 2013. These premises (9,300 square feet) were leased at a base rental rate of \$9,300 per month \$9,579 per month effective August 2009, and \$9,858 per month effective August 2010 plus estimated operating expenses including taxes. On June 9, 2010, the lease was amended to extend the lease until June 2015 and to include 6,327 square feet of expansion space at a rental rate of \$.90 per expansion square foot beginning October 2010.

#### **Responsive Education Solutions –Palmview**

The School has entered into a lease agreement for office and classroom space at 406 W. Veterans Blvd, Palmview, Texas for the period from July 2009 through June 2012. These premises (8,500 square feet plus gymnasium) are leased at a rate of \$12,000 per month.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2010

### 10. OPERATING LEASES (continued)

#### Responsive Education Solutions –Pharr-McAllen

The School has entered into a lease agreement for office and classroom space at 200A, B, C, D, E, F and G East Expressway 83, Pharr, Texas. The lease expires June 2014. The monthly lease rate is \$8,519.17 for 12 months, \$8,646.95 for 12 months, \$8,776.65 for 12 months, \$8,908.30 for 12 months, \$9,041.93 for 12 months.

#### Responsive Education Solutions -San Antonio

The School has entered into a lease agreement for office and classroom space of 24,497 square feet with S&S Shopping Centers, Ltd., June 2009 for 37 months through June 2012 at a rental rate of \$11,020 plus estimated common area maintenance and taxes. On May 14, 2010, the County of Bexar initiated a condemnation proceeding, and the lease agreement was amended to expire August 31, 2010, at which time the lease was to become month to month. The School has entered into a lease agreement for office and classroom space at 502 Ramsey, San Antonio, Texas 78216, commencing December 15, 2010 and ending June 30, 2014. The first three years rental rate is \$11,020.00 and thereafter is \$11,500.00.

#### Responsive Education Solutions –San Juan

The School has entered into a lease agreement for office and classroom space at 1200 E Bus 83, San Juan, Texas. This agreement was executed in August 2008 and covers 58 months through June 2013. The lease is at a rental rate of \$12,800 per month with a 3% increase annually.

#### Responsive Education Solutions –The Woodlands

The School has entered into a sublease agreement for office and classroom space at 6565 Research Forest Drive, The Woodlands, Texas. This agreement commenced August 2010 for 23 months ending June 2012. The monthly base rental rate is the amount greater of \$75 per average daily attendance (ADA) per month or \$4,000 plus common area utilities.

#### Responsive Education Solutions –Willis

The School has entered into a lease agreement for office and classroom space at 202 Thomason, Willis, Texas. This agreement was executed in June 2008 and covers 60 months through June 2013. The lease is at a minimum rental rate of \$4,000 per month plus \$60 per student if average daily attendance is at or below 100, \$70 per student if average daily attendance is between 101 and 225, and \$80 per student if average daily attendance is between 226 and 300. Maximum rent shall be \$25,000 per month.

#### FUTURE MINIMUM LEASE PAYMENTS

Future minimum lease payments under the leases above are as follows:

8/31/2011	\$4,579,252.78
8/31/2012	4,029,156.82
8/31/2013	2,599,710.83
8/31/2014	1,176,908.00
8/31/2015	419,191.50
Thereafter	1,160,000.00

### 11. COMMITMENTS AND CONTINGENCIES

The Organization receives funds through federal programs which are governed by various rules and regulations of the grantor. Expenses charged to the grant program are subject to audit and adjustment by the grantor agency. In the opinion of management, there are no contingent liabilities relating to compliance with rules and regulations governing the grants; therefore, no provision has been made in the accompanying financial statements for such contingencies.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2010

### 12. ECONOMIC DEPENDENCY

During the year the Schools received the majority of its revenues from the Texas Education Agency and the Federal Government through a Charter Agreement. The loss of this Charter Agreement would have a material effect on the ability of the Schools to continue to provide the current level of services to its students.

### 13. NOTES PAYABLE

The Organization purchased a building at 955 Paredes Line Road, Brownsville, Texas for the Brownsville school location on September 24, 2007. Previously they were leasing space at this location. The purchase was for \$840,000.00 with a resulting note payable (lien on the building) of \$672,000.00 payable by payments of \$6,174.49 including interest at 7.25%.

The Organization purchased a building at 3236 Hobbs Rd. Amarillo, Texas for the Amarillo school location on February 15, 2008. The purchase was for \$379,323.44 with a resulting note payable (lien on the building) of \$303,792.00 payable by payments of \$3,421.20 including interest at 6.3165%.

The Organization purchased a building at 4720 N 19<sup>th</sup> Street, Waco, Texas for the Waco school location on July 28, 2008. The purchase was for \$505,675.83 with a resulting note payable (lien on the building) of \$478,550.00 payable in a lump sum payment July 28, 2009. The note was refinanced and has 294 payments of \$3,258.13 remaining including 6.5% interest.

The Organization purchased a building at 4633 S. 14<sup>th</sup> St, Abilene, TX for the Abilene school location on September 24, 2008. The purchase was for \$840,070.58 with a resulting note payable (lien on the building) of \$786,250.00 payable by payments of \$5,355.46 including interest at 6.5%.

The Organization purchased a building at 1106 Glenwood Blvd., Tyler, TX for the Tyler school location on June 24, 2009. The purchase was for \$432,604.95 with a resulting note payable (lien on the building) of \$361,250.00 payable June 24, 2010 including interest at 6.5%.

The Organization purchased a building at 1301 Waters Ridge Drive, Lewisville, Texas for the School Administration location on June 11, 2010. The purchase was for \$4,650,000.00 with a resulting note payable (lien on the building) of \$4,122,500.00 payable by payments of \$28,081.84 including interest at 6.5%.

The note payments are scheduled as follows:

<b>August 31,</b>	<b>Principal</b>	<b>Interest</b>	<b>Total</b>
2011	96,075.43	425,256.68	521,332.11
2012	162,631.93	416,216.46	578,848.39
2013	173,754.02	405,094.38	578,848.40
2014	185,639.09	393,209.31	578,848.40
2015	198,339.68	380,508.72	578,848.40
Thereafter	<u>5,732,710.08</u>	<u>4,221,117.69</u>	<u>9,953,827.77</u>
Totals	6,549,150.23	6,241,403.24	12,790,553.47

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2010

### 14. TEMPORARILY RESTRICTED NET ASSETS

At August, 31 2010, the Organization had temporarily restricted net assets of \$9,255,650.57. These funds represent funds that are restricted as to their expendability in certain Federal, State and Local programs. The funds are not free to be expended in any way the Organization desires. The temporarily restricted funds at year end are as follows:

Miscellaneous Local Restricted Funds	\$ 677,374.10
State Foundation Program	6,667,889.81
State Career and Technical Fund	150,077.79
State Compensatory Education Fund	136,289.61
State High School Allotment	1,387,035.30
State Ltd English Proficiency	22.17
State Technology Allotment	43,726.02
State Automated External Defibrillators	42,630.00
State Read to Succeed	110.00
State Campus Awards	736.00
Federal Advanced Placement Grant	1,421.23
Federal Title IV, Part A	358.60
Federal IDEA-B Program	28,388.42
Federal Title II, Part A	54,490.37
Federal ARRA IDEA-B	53,762.71
Federal Title III, Part A	11,338.44
Total	<u>\$9,255,650.57</u>

### 15. CASH DEPOSIT RISK

At August 31, 2010 and throughout the school year, the Organization's cash in bank accounts was not entirely covered by Federal Deposit Insurance Corporation (FDIC) insurance but has been fully covered during the year by pledged collateral held by the Organization's agent banks instead

**SPECIFIC-PURPOSE  
FINANCIAL STATEMENTS**

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Financial Position**  
**August 31, 2010**

**ASSETS**

**Current Assets**

Cash in Banks and On Hand	\$ 8,322,416.70
Due from State-Texas Education Agency	1,653,668.15
Due from Federal Government	15,104.78
Other Receivables	397,446.43
Inventory	350,069.25
Prepaid Expenses	10,480.00
Total Current Assets	10,749,185.31

**Property and Equipment**

Land	2,323,252.85
Buildings and Improvements	6,860,560.23
Vehicles	34,559.27
Furniture and Equipment	3,311,307.32
Library Books & Media	27,000.00
Accumulated Depreciation	(3,318,063.88)
Total Property and Equipment	9,238,615.79

**Other Assets**

Other Assets	288,131.01
Total Other Assets	288,131.01

TOTAL ASSETS	\$ 20,275,932.11
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**LIABILITIES AND NET ASSETS**

**Current Liabilities**

Accounts Payable	\$ 1,088,930.46
Loans Payable-Current Year	96,075.43
Payroll Tax and Other Payables	576,267.40
Accrued Wages Payable	1,031,661.97
Due to State	363,336.00
Accrued Expenses	1,328,325.31
Total Current Liabilities	4,484,596.57

**Long-Term Liabilities**

Loans Payable-Long Term	6,453,074.80
Total Long-Term Liabilities	6,453,074.80

**Net Assets**

Unrestricted Net Assets (Deficiency)	82,610.17
Temporarily Restricted Net Assets (Deficiency)	9,255,650.57
Total Net Assets	9,338,260.74

TOTAL LIABILITIES AND NET ASSETS	\$ 20,275,932.11
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The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Activities**  
**For the Year Ended August 31, 2010**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Totals</u>
<b>REVENUE AND OTHER SUPPORT</b>			
Local Support--			
5742 Interest Income	\$	\$ 58,426.73	\$ 58,426.73
5744 Gifts and Bequests	16,903.25	6,766.75	23,670.00
5749 Other Revenue	202,402.98	80,131.33	282,534.31
5751 Food Service Fees		17,822.51	17,822.51
5753 Extracurricular/Cocurricular Activities		2,838.00	2,838.00
5755 Enterprising Services Revenue	1,995.86	15,223.28	17,219.14
5759 Cocurricular Enterprising Services		24,811.17	24,811.17
Total Local Support	<u>221,302.09</u>	<u>206,019.77</u>	<u>427,321.86</u>
State Program Revenues--			
5812 State Foundation Program		36,997,075.23	36,997,075.23
5818 Electronic Course Pilot Program		1,465,003.00	1,465,003.00
5819 Intensive Technology		20,461.23	20,461.23
5819 Ltd English Proficient Student Success Initiative		125,010.37	125,010.37
5829 Breakfast Program Matching		1,725.00	1,725.00
5829 Technology Allotment		136,019.00	136,019.00
5829 Campus Awards		736.00	736.00
Total State Program Revenues		<u>38,746,029.83</u>	<u>38,746,029.83</u>
Federal Program Revenues--			
5921 Breakfast Program		157,886.00	157,886.00
5922 National School Lunch		200,992.00	200,992.00
5929 Title IV, Part A		8,691.66	8,691.66
5929 Title I, Part A		912,906.64	912,906.64
5929 IDEA-Part B Formula		667,557.36	667,557.36
5929 Title II, Part A		192,299.43	192,299.43
5929 Title II, Part D		13,930.28	13,930.28
5929 Title III LEP		140,576.65	140,576.65
5929 ARRA SFSF		541,667.57	541,667.57
5929 ARRA Title II, Part D		13,518.06	13,518.06
5929 ARRA IDEA-B		220,442.33	220,442.33
5929 ARRA Title I, Part A		426,103.93	426,103.93
5931 School Health & Related Services		53.00	53.00
5949 Advanced Placement Fee Payment Grant		428,866.07	428,866.07
Total Federal Program Revenues		<u>3,925,490.98</u>	<u>3,925,490.98</u>
Net Assets Released from Restrictions	<u>38,880,297.77</u>	<u>(38,880,297.77)</u>	
Total Revenue and Other Support	<u>39,101,599.86</u>	<u>3,997,242.81</u>	<u>43,098,842.67</u>
<b>EXPENSES</b>			
11 Instruction	24,375,444.14	---	24,375,444.14
12 Instructional Resources and Media Services	9,239.65	---	9,239.65
13 Curriculum Dev. & Instructional Staff Dev.	1,733,969.39	---	1,733,969.39
21 Instructional Leadership	1,275,165.79	---	1,275,165.79
23 School Leadership	4,551,653.26	---	4,551,653.26
31 Guidance, Counseling and Evaluation Svcs.	597,593.29	---	597,593.29
33 Health Services	36,056.73	---	36,056.73
34 Student (Pupil) Transportation	54,797.26	---	54,797.26
35 Food Services	419,507.16	---	419,507.16
36 Cocurricular/Extracurricular Activities	8,120.25	---	8,120.25
41 General Administration	2,296,909.02	---	2,296,909.02
51 Plant Maintenance and Operations	2,586,350.14	---	2,586,350.14
52 Security and Monitoring Services	30,899.21	---	30,899.21
53 Data Processing Services	527,067.09	---	527,067.09
61 Community Services	147,481.28	---	147,481.28
71 Debt Service	220,401.02	---	220,401.02
81 Fundraising	155,634.19	---	155,634.19
	<u>39,026,288.87</u>	<u>---</u>	<u>39,026,288.87</u>
Change in Net Assets	<u>75,310.99</u>	<u>3,997,242.81</u>	<u>4,072,553.80</u>
Net Assets (Deficiency), Beginning of Year	<u>7,299.18</u>	<u>5,258,407.76</u>	<u>5,265,706.94</u>
Net Assets (Deficiency), End of Year	<u>\$ 82,610.17</u>	<u>\$ 9,255,650.57</u>	<u>\$ 9,338,260.74</u>

The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Cash Flows**  
**For the Year Ended August 31, 2010**

<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Cash Received from Government Contracts	\$ 41,708,684.22
Cash from Local Sources	427,321.86
Cash Paid to Suppliers for Goods and Services	(14,846,671.88)
Cash Paid to Employees for Services	(21,760,748.61)
Cash Paid for Income Taxes	0
Cash Paid for Interest Expense	<u>(220,401.02)</u>
Net Cash Provided By (Used By) Operating Activities	5,308,184.57
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>	
Purchase of Property and Equipment	(5,139,467.49)
Purchase of Other Assets	<u>(48,849.25)</u>
Net Cash Provided By (Used By) Investing Activities	(5,188,316.74)
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>	
Proceeds from New Debt	4,881,752.29
Payments on Debt	<u>(847,284.57)</u>
Net Cash Provided By (Used By) Financing Activities	4,034,467.72
Net Increase (Decrease) in Cash	4,154,335.55
Cash at Beginning of Year	<u>4,168,081.15</u>
Cash at End of Year	<u><u>\$ 8,322,416.70</u></u>
<b>RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY (USED BY) OPERATING ACTIVITIES</b>	
Change in Net Assets	\$ 4,072,553.80
Adjustments to Reconcile Change in Net Assets to Net Cash Provided By (Used By) Operating Activities:	
Depreciation	382,932.48
(Increase) Decrease in Operating Assets--	
Due from State-Texas Education Agency	(1,011,753.56)
Due from Federal Government	99,332.72
Other Receivables	(372,396.22)
Inventory	(69,293.03)
Prepaid Expenses	12,934.59
Increase (Decrease) in Operating Liabilities--	
Accounts Payable	217,953.96
Payroll Tax and Other Payables	119,045.76
Accrued Wages Payable	304,753.22
Due to State-Texas Education Agency	321,980.47
Accrued Expenses	<u>1,230,140.38</u>
Net Adjustments	<u>1,235,630.77</u>
Net Cash Provided By (Used By) Operating Activities	<u><u>\$ 5,308,184.57</u></u>

The accompanying notes are an integral part of these financial statements

**SUPPLEMENTARY  
SCHEDULES**

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Expenses And Other Losses**  
**For the Year Ended August 31, 2010**

**EXPENSES AND OTHER LOSSES**

6100 Payroll Costs	\$ 24,336,020.08
6200 Professional and Contracted Svcs.	10,111,290.23
6300 Supplies and Materials	2,770,217.61
6400 Other Operating Costs	1,588,359.93
6500 Debt Expense	220,401.02
	<u>\$ 39,026,288.87</u>

The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Schedule of Capital Assets**  
**August 31, 2010**

	Ownership Interest			Totals
	Local	State	Federal	
<b><u>CAPITAL ASSETS</u></b>				
1510 Land	\$	\$ 2,323,252.85	\$	\$ 2,323,252.85
1520 Buildings and Improvements	74,925.78	6,753,970.84	31,663.61	6,860,560.23
1531 Vehicles		34,559.27		34,559.27
1539 Furniture and Equipment	1,380,154.62	1,640,261.26	290,891.44	3,311,307.32
1569 Licenses and Media		27,000.00		27,000.00
Total Capital Assets	\$ <u>1,455,080.40</u>	\$ <u>10,779,044.22</u>	\$ <u>322,555.05</u>	\$ <u>12,556,679.67</u>

The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Budgetary Comparison Schedule**  
**For the Year Ended August 31, 2010**

	<u>Budgeted Amounts</u>		<u>Actual Amounts</u>	<u>Variance from Final Budget</u>
	<u>Original</u>	<u>Final</u>		
<b><u>REVENUE AND OTHER SUPPORT</u></b>				
Local Support--				
5740 Other Revenues from Local Sources	\$	\$	\$ 364,631.04	\$ 364,631.04
5750 Other Revenues from Local Sources			62,690.82	62,690.82
Total Local Revenues			427,321.86	427,321.86
State Program Revenues--				
5810 State Program Revenues	36,394,473.00	37,779,473.00	38,607,549.83	828,076.83
5820 State Program Revenues from TEA	132,426.00	132,426.00	138,480.00	6,054.00
Total State Revenues	36,526,899.00	37,911,899.00	38,746,029.83	834,130.83
Federal Program Revenues--				
5920 Federal Program Revenues	4,615,040.00	4,798,402.00	3,496,571.91	(1,301,830.09)
5930 Federal Program Revenues			53.00	53.00
5940 Federal Program Revenues			428,866.07	428,866.07
Total Federal Revenues	4,615,040.00	4,798,402.00	3,925,490.98	(872,911.02)
Total Revenue and Other Support	41,141,939.00	42,710,301.00	43,098,842.67	388,541.67
<b><u>EXPENSES</u></b>				
11 Instruction	24,025,441.00	24,461,093.00	24,375,444.14	(85,648.86)
12 Instructional Resources and Media Svcs.	29,000.00	29,000.00	9,239.65	(19,760.35)
13 Curriculum Dev. & Instructional Staff Dev.	1,949,256.00	2,075,018.00	1,733,969.39	(341,048.61)
21 Instructional Leadership	763,547.00	1,325,047.00	1,275,165.79	(49,881.21)
23 School Leadership	4,272,841.00	4,595,841.00	4,551,653.26	(44,187.74)
31 Guidance, Counseling and Evaluation Svcs.	968,963.00	895,021.00	597,593.29	(297,427.71)
32 Social Work	40,000.00	40,000.00		(40,000.00)
33 Health Services	94,000.00	94,000.00	36,056.73	(57,943.27)
34 Student (Pupil) Transportation	94,000.00	94,000.00	54,797.26	(39,202.74)
35 Food Services	514,684.00	514,684.00	419,507.16	(95,176.84)
36 Cocurricular/Extracurricular Activities	29,000.00	29,000.00	8,120.25	(20,879.75)
41 General Administration	2,875,397.00	2,516,947.00	2,296,909.02	(220,037.98)
51 Plant Maintenance and Operations	2,756,757.00	2,873,257.00	2,586,350.14	(286,906.86)
52 Security and Monitoring Services	33,000.00	35,000.00	30,899.21	(4,100.79)
53 Data Processing Services	767,505.00	748,445.00	527,067.09	(221,377.91)
61 Community Services	29,000.00	149,000.00	147,481.28	(1,518.72)
71 Debt Service		244,000.00	220,401.02	(23,598.98)
81 Fundraising	70,800.00	162,200.00	155,634.19	(6,565.81)
Total Expenses	39,313,191.00	40,881,553.00	39,026,288.87	(1,855,264.13)
Change in Net Assets	1,828,748.00	1,828,748.00	4,072,553.80	2,243,805.80
Net Assets (Deficiency), Beginning of Year	5,265,706.94	5,265,706.94	5,265,706.94	—
Net Assets (Deficiency), End of Year	\$ 7,094,454.94	\$ 7,094,454.94	\$ 9,338,260.74	\$ 2,243,805.80

The accompanying notes are an integral part of these financial statements

# **COMPLIANCE AND INTERNAL CONTROL**



**GREGORY S. DELK**



**CERTIFIED PUBLIC ACCOUNTANT  
CERTIFIED FINANCIAL PLANNER™**

**INDEPENDENT AUDITOR'S REPORT**

Report on Internal Control over Financial Reporting and on Compliance and Other Matters  
Based on an Audit of Financial Statements Performed in Accordance  
With *Government Auditing Standards*

Board of Directors  
Responsive Education Solutions  
Lewisville, Texas

I have audited the financial statements of Responsive Education Solutions as of and for the year ended August 31, 2010, and have issued my report thereon dated January 10, 2011. I conducted my audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

**Internal Control Over Financial Reporting**

In planning and performing my audit, I considered Responsive Education Solutions' internal control over financial reporting as a basis for designing my auditing procedures for the purpose of expressing my opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Responsive Education Solutions' internal control over financial reporting.

A deficiency in control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis.

A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis.

My consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. I did not identify any deficiencies in internal control over financial reporting that I consider to be material weaknesses, as defined above.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Responsive Education Solutions' financial statements are free of material misstatement, I performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of my audit and accordingly, I do not express such an opinion. The results of my tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Directors, management, others within the entity, The Texas Education Agency, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.



Gregory S. Delk, CPA, CFP  
January 10, 2011



**GREGORY S. DELK**



**CERTIFIED PUBLIC ACCOUNTANT  
CERTIFIED FINANCIAL PLANNER™**

**INDEPENDENT AUDITOR'S REPORT**

Report on Compliance with Requirements Applicable to Each Major  
Program and on Internal Control over Compliance in Accordance with  
OMB Circular A-133

Board of Directors  
Responsive Education Solutions  
Lewisville, Texas

**Compliance**

I have audited the compliance of Responsive Education Solutions (a non-profit organization) with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended August 31, 2010. Responsive Education Solutions' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of Responsive Education Solutions' management. My responsibility is to express an opinion on Responsive Education Solutions' compliance based on my audit.

I conducted my audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that I plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Responsive Education Solutions' compliance with those requirements and performing such other procedures as I considered necessary in the circumstances. I believe that my audit provides a reasonable basis for my opinion. My audit does not provide a legal determination on Responsive Education Solutions' compliance with those requirements.

In my opinion, Responsive Education Solutions complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended August 31, 2010.

**Internal Control Over Compliance**

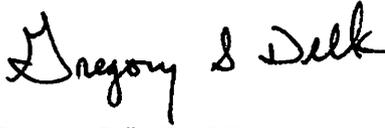
The management of Responsive Education Solutions is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing my audit, I considered Responsive Education Solutions' internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine my auditing procedures for the purpose of expressing my opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, I do not express an opinion on the effectiveness of Responsive Education Solutions' internal control over compliance.

A control deficiency in an entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the entity's internal control.

My consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. I did not identify any deficiencies in internal control over compliance that I consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the Board of Directors, management, others within the entity, The Texas Education Agency, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in black ink that reads "Gregory S. Delk". The signature is written in a cursive style with a large initial 'G'.

Gregory S. Delk, CPA, CFP  
January 10, 2011

**RESPONSIVE EDUCATION SOLUTIONS**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**

**For the Year Ended August 31, 2009**

**SECTION I – SUMMARY OF AUDITOR’S RESULTS**

**Exhibit F-1**

**FINANCIAL STATEMENTS**

Type of auditor’s report issued:

Unqualified

Internal control over financial reporting:

Material weaknesses identified?

\_\_\_\_\_ Yes  X  No

Significant deficiencies identified that are not considered to be material weaknesses?

\_\_\_\_\_ Yes  X  No

Noncompliance material to financial statements noted?

\_\_\_\_\_ Yes  X  No

**FEDERAL AWARDS**

Internal control over major programs:

Material weaknesses identified?

\_\_\_\_\_ Yes  X  No

Significant deficiencies identified that are not considered to be material weaknesses?

\_\_\_\_\_ Yes  X  No

Type of auditor’s report issued on compliance for major programs:

Unqualified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?

\_\_\_\_\_ Yes  X  No

Identification of major programs:

CFDA 84.010A Title I

CFDA 84.027 IDEA-B

CFDA 84.389A ARRA Title I

CFDA 84.391A ARRA IDEA-B

CFDA 84.394A ARRA Title XIV SFSF

Dollar threshold used to distinguish between type A and type B programs:

\$300,000.00

Auditee qualified as low-risk auditee?

X  Yes \_\_\_\_\_ No

**SECTION II – FINANCIAL STATEMENT FINDINGS**

None Identified

**SECTION III – STATE AND FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

None Identified

**RESPONSIVE EDUCATION SOLUTIONS**

**STATUS OF PRIOR AUDIT FINDINGS**

**For the Year Ended August 31, 2010**

**No prior audit findings**

**RESPONSIVE EDUCATION SOLUTIONS  
CORRECTIVE ACTION PLAN  
FOR THE YEAR ENDED AUGUST 31, 2010**

**No Corrective Action Plan Needed**

**RESPONSIVE EDUCATION SOLUTIONS**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
For the year ended August 31, 2010**

	<b>Federal Catalog Number</b>	<b>Pass-through Entity Identifying Number</b>	<b>Federal Expenditures</b>
<b><u>U.S. DEPARTMENT OF AGRICULTURE</u></b>			
<b>Passed through State Department of Education</b>			
School Breakfast Program	10.553	71301001-71401001	402,308.89
<b>TOTAL U.S. DEPARTMENT OF AGRICULTURE</b>			<b><u>402,308.89</u></b>
<b><u>U.S. DEPARTMENT OF EDUCATION</u></b>			
<b>Passed through State Department of Education</b>			
Title I, Part A Program	84.010A	10610101221801	914,387.69
IDEA-B Program	84.027	106600012218016000	667,557.36
Title IV Program	84.186A	10691001221801	8,691.66
Title II, Part D Program	84.318X	10630001221801	13,930.28
Title III Bilingual/ELA Program	84.365A	10671001221801	140,576.65
Title II, Part A Program	84.367A	10694501221801	192,436.58
ARRA, Title II, D Program	84.386A	10553001221801	13,518.06
ARRA, Title I Program	84.389A	10551001221801	426,103.93
ARRA, IDEA-B Program	84.391A	10554001221801	166,679.62
ARRA, Title XIV SFSF Program	84.394A	10557001221801	542,198.27
<b>Total U.S. Department of Education     passed through State Dept. of Education</b>			<b>3,086,080.10</b>
<b>Direct Awards (no pass through entity)</b>			
Advanced Placement Fee Payment Grant	84.330C	n/a	427,444.84
<b>Total U.S. Department of Education     directly awarded</b>			<b>427,444.84</b>
<b>TOTAL U.S. DEPARTMENT OF EDUCATION</b>			<b><u>3,513,524.94</u></b>
<b>TOTAL EXPENDITURES OF FEDERAL AWARDS</b>			<b><u>3,915,833.83</u></b>

# RESPONSIVE EDUCATION SOLUTIONS

## NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

August 31, 2010

### NOTE 1 – STANDARD FINANCIAL ACCOUNTING SYSTEM

For all federal programs, the corporation used the net asset classes and codes specified by the Texas Education Agency in the *Special Supplement to Financial Accounting and Reporting, Nonprofit Charter School Chart of Accounts*. Temporarily restricted net asset codes are used to account for resources restricted to or designated for specific purposes by a grantor. Federal and state financial assistance is generally accounted for in temporarily restricted net asset codes.

### NOTE 2 – BASIS OF ACCOUNTING

The schedule of expenditures of federal awards is prepared on the accrual basis of accounting. The information is presented in accordance with the requirements of OMB Circular A-133. Therefore, some amounts presented may differ from amounts presented in, or used in preparation of the basic financial statements.

### NOTE 3 – RELATIONSHIP TO BASIC FINANCIAL STATEMENTS

Expenditures of federal financial assistance per accompanying schedule of expenditures of federal awards included in total expenses	\$3,915,833.83
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**RESPONSIVE EDUCATION SOLUTIONS**

**COMBINED**  
**ANNUAL FINANCIAL AND**  
**COMPLIANCE REPORT**

**FOR THE YEAR ENDED AUGUST 31, 2009**

**RESPONSIVE EDUCATION SOLUTIONS  
COMBINED  
ANNUAL FINANCIAL AND COMPLIANCE REPORT  
FOR THE YEAR ENDED AUGUST 31, 2009**

**TABLE OF CONTENTS**

	<u>Reference</u>
<b>Certificate of Board of Directors</b> .....	
<b>Independent Auditor's Report-</b> Unqualified Opinion on Financial Statements .....	
<b>General-Purpose Financial Statements:</b>	
Statement of Financial Position .....	Exhibit A-1
Statement of Activities .....	Exhibit A-2
Statement of Cash Flows.....	Exhibit A-3
<b>Notes to Financial Statements</b> .....	
<b>Specific-Purpose Financial Statements</b>	
Statement of Financial Position .....	Exhibit B-1
Statement of Activities .....	Exhibit B-2
Statement of Cash Flows.....	Exhibit B-3
<b>Supplementary Schedules:</b>	
Schedule of Expenses.....	Exhibit C-1
Schedule of Capital Assets.....	Exhibit D-1
Budgetary Comparison Schedules .....	Exhibit E-1
<b>Compliance and Other Reports:</b>	
Independent Auditor's Report-	
Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on and Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i> .....	
Independent Auditor's Report-	
Report on Compliance with Requirements Applicable to Each Major Program Internal Control over Compliance with OMB Circular A-133 .....	
Schedule of Findings and Questioned Costs .....	Exhibit F-1
Schedule of Prior Year Audit Findings .....	
Corrective Action Plan .....	Exhibit G-1
Schedule of Expenditures of Federal Awards .....	Exhibit H-1
Notes to Schedule of Expenditures of Federal Awards .....	

RESPONSIVE EDUCATION SOLUTIONS  
COUNTY-DISTRICT NUMBER: 221801  
FEDERAL EMPLOYER IDENTIFICATION NUMBER: 75-2748762

COMBINED  
ANNUAL FINANCIAL AND COMPLIANCE REPORT  
FOR THE YEAR ENDED AUGUST 31, 2009

CERTIFICATE OF BOARD OF DIRECTORS

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Responsive Education Solutions was reviewed and (check one)  approved \_\_\_\_\_ disapproved for the year ended August 31, 2009, at a meeting of the governing body of said charter holder on the 22nd day of January, 2010.



Signature of Board Secretary



Signature of Board President

**NOTE:** If the governing body of the charter school does not approve the independent auditors' report, it must forward a written statement discussing the reason(s) for not approving the report.



**GREGORY S. DELK**



**CERTIFIED PUBLIC ACCOUNTANT  
CERTIFIED FINANCIAL PLANNER**

**INDEPENDENT AUDITOR'S REPORT**

**Unqualified Opinion on Financial Statements**

Board of Directors  
Responsive Education Solutions  
Lewisville, Texas

I have audited the accompanying financial statements listed in the table of contents of Responsive Education Solutions as of and for the year ended August 31, 2009. These financial statements are the responsibility of the Responsive Education Solutions' management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Responsive Education Solutions as of August 31, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, I have also issued my report dated January 15, 2010 on my consideration of Responsive Education Solutions' internal control over financial reporting and on my tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of my testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of my audit.

My audit was performed for the purpose of forming an opinion on the financial statements taken as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U. S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. The other supplementary information is likewise presented for purposes of additional analysis and not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in my opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Gregory S. Delk, CPA, CFP  
January 15, 2010

**GENERAL-PURPOSE  
FINANCIAL STATEMENTS**

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Financial Position**  
**August 31, 2009**

**ASSETS**

**Current Assets**

Cash in Banks and On Hand	\$ 4,168,081.15
Due from State-Texas Education Agency	641,914.59
Due from Federal Government	114,437.50
Other Receivables	25,050.21
Inventory	280,776.22
Prepaid Expenses	23,414.59
Total Current Assets	<u>5,253,674.26</u>

**Property and Equipment**

Land	703,252.85
Buildings and Improvements	3,616,672.10
Work in Progress	15,583.15
Vehicles	17,470.95
Furniture and Equipment	3,037,233.13
Library Books & Media	27,000.00
Accumulated Depreciation	<u>(2,935,131.40)</u>
Total Property and Equipment	<u>4,482,080.78</u>

**Other Assets**

Other Assets	<u>239,281.76</u>
Total Other Assets	<u>239,281.76</u>

<b>TOTAL ASSETS</b>	<b>\$ <u><u>9,975,036.80</u></u></b>
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**LIABILITIES AND NET ASSETS**

**Current Liabilities**

Accounts Payable	\$ 870,976.50
Loans Payable-Current Year	440,671.18
Payroll Tax and Other Payables	457,221.64
Accrued Wages Payable	726,908.75
Due to State-Texas Education Agency	41,355.53
Accrued Expenses	98,184.93
Total Current Liabilities	<u>2,635,318.53</u>

**Long-Term Liabilities**

Loans Payable-Long Term	<u>2,074,011.33</u>
Total Long-Term Liabilities	<u>2,074,011.33</u>

**Net Assets**

Unrestricted Net Assets (Deficiency)	7,299.18
Temporarily Restricted Net Assets (Deficiency)	<u>5,258,407.76</u>
Total Net Assets	<u>5,265,706.94</u>

<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ <u><u>9,975,036.80</u></u></b>
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The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Activities**  
**For the Year Ended August 31, 2009**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Totals</u>
<b><u>REVENUE AND OTHER SUPPORT</u></b>			
Local Support--			
Interest Income	\$	\$ 52,045.01	\$ 52,045.01
Rent		25.00	25.00
Gifts and Bequests	48,839.55	3,436.57	52,276.12
Other Revenue	93,603.42	49,639.47	143,242.89
Food Service Fees		21,295.11	21,295.11
Extracurricular/Cocurricular Activities		412.00	412.00
Enterprising Services Revenue		38,112.48	38,112.48
Cocurricular Enterprising Services		6,258.86	6,258.86
Miscellaneous Revenues		33,523.76	33,523.76
Gain on Sale of Property	9,255.00		9,255.00
Total Local Support	<u>151,697.97</u>	<u>204,748.26</u>	<u>356,446.23</u>
State Program Revenues--			
Optional Extended Year Program		14,235.52	14,235.52
State Foundation Program		27,001,191.00	27,001,191.00
High School Allotment		612,823.00	612,823.00
Texas HS Initiative-Tstem Network Accel		31,195.06	31,195.06
Ltd English Proficient Student Success Initiative		553,556.65	553,556.65
Breakfast Program Matching		1,289.00	1,289.00
Advanced Placement Incentives		59.90	59.90
Accelerated Reading & Math		13,340.41	13,340.41
Technology Allotment		97,638.00	97,638.00
Accelerated Science		114,037.59	114,037.59
Read to Succeed		110.00	110.00
Gain on Sale of Property		6,016.44	6,016.44
Total State Program Revenues		<u>28,445,492.57</u>	<u>28,445,492.57</u>
Federal Program Revenues--			
Breakfast Program		133,248.00	133,248.00
National School Lunch		146,389.00	146,389.00
Title IV, Part A		7,134.10	7,134.10
Title I, Part A		1,320,865.15	1,320,865.15
IDEA-Part B Formula		688,360.40	688,360.40
Title II, Part A		179,146.39	179,146.39
Title II, Part D		3,450.00	3,450.00
Title III LEP		142,156.64	142,156.64
Advanced Placement Fee Payment Grant		699,998.36	699,998.36
Total Federal Program Revenues		<u>3,320,748.04</u>	<u>3,320,748.04</u>
Net Assets Released from Restrictions	31,957,034.27	(31,957,034.27)	
Total Revenue and Other Support	<u>32,108,732.24</u>	<u>13,954.60</u>	<u>32,122,686.84</u>
<b><u>EXPENSES</u></b>			
Program Services:			
Instructional and Instructional Related Services	20,588,204.10	---	20,588,204.10
Instructional and School Leadership	4,839,683.08	---	4,839,683.08
Support Services:			
Administrative Support Services	2,127,374.91	---	2,127,374.91
Support Services-Non-Student Based	2,798,099.30	---	2,798,099.30
Support Services-Student (Pupil)	536,141.74	---	536,141.74
Ancillary Services	81,735.01	---	81,735.01
Debt Service	158,318.53	---	158,318.53
Fund Raising	73,474.90	---	73,474.90
Total Expenses	<u>31,203,031.57</u>	<u>---</u>	<u>31,203,031.57</u>
Change in Net Assets	905,700.67	13,954.60	919,655.27
Net Assets (Deficiency), Beginning of Year	(898,401.49)	5,244,453.16	4,346,051.67
Net Assets (Deficiency), End of Year	<u>\$ 7,299.18</u>	<u>\$ 5,258,407.76</u>	<u>\$ 5,265,706.94</u>

The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Cash Flows**  
**For the Year Ended August 31, 2009**

**CASH FLOWS FROM OPERATING ACTIVITIES**

Cash Received from Government Contracts	\$ 31,254,956.61
Cash from Local Sources	299,645.23
Cash Paid to Suppliers for Goods and Services	(13,271,753.34)
Cash Paid to Employees for Services	(17,510,441.30)
Cash Paid for Income Taxes	0
Cash Paid for Interest Expense	(158,318.53)
Net Cash Provided By (Used By) Operating Activities	<u>614,088.67</u>

**CASH FLOWS FROM INVESTING ACTIVITIES**

Disposition of Other Assets	27,348.27
Proceeds from Sale of Property and Equipment	48,794.07
Purchase of Property and Equipment	(1,785,886.76)
Net Cash Provided By (Used By) Investing Activities	<u>(1,709,744.42)</u>

**CASH FLOWS FROM FINANCING ACTIVITIES**

Proceeds from New Debt	1,095,456.19
Payments on Debt	-
Net Cash Provided By (Used By) Financing Activities	<u>1,095,456.19</u>

Net Increase (Decrease) in Cash (199.56)

Cash at Beginning of Year 4,168,280.71

Cash at End of Year \$ 4,168,081.15

**RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY (USED BY) OPERATING ACTIVITIES**

Change in Net Assets	\$ 919,655.27
Adjustments to Reconcile Change in Net Assets to Net Cash Provided By (Used By) Operating Activities:	
Depreciation	335,918.25
Gain on Sale of Assets	(15,271.44)
Loss on Sale of Assets	12,970.20
Donation of Equipment Recorded as Donation Revenue	(2,000.00)
(Increase) Decrease in Operating Assets--	
Due from State-Texas Education Agency	(343,037.59)
Due from Federal Government	50,134.43
Other Receivables	(14,692.25)
Prepaid Expenses	(4,896.42)
Inventory	31,900.84
Increase (Decrease) in Operating Liabilities--	
Accounts Payable	(316,077.54)
Payroll Tax and Other Payables	283,456.80
Accrued Wages Payable	(43,214.11)
Due to State-Texas Education Agency	(201,457.50)
Accrued Expenses	(68,393.37)
Deferred Revenue	(10,906.90)
Net Adjustments	<u>(305,566.60)</u>
Net Cash Provided By (Used By) Operating Activities	<u><u>\$ 614,088.67</u></u>

The accompanying notes are an integral part of these financial statements

**NOTES TO  
FINANCIAL STATEMENTS**

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2009

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### A. Organization and Nature of Activities –

Responsive Education Solutions (The Organization) provides curricula for students in grades K–12 through the operation of elementary schools (doing business as Vista Academies of Texas), high schools (doing business as Premier High Schools, iSchool High and Eagle Academies of Texas) as well as school administration services. The Organization is authorized to operate 32 schools (The Schools) under an open enrollment charter granted by the State of Texas Board of Education in November 1998. The original charter was issued for a period of five years and was renewed for an additional 10 years. The Schools are part of the public school system of the State of Texas and are therefore entitled to distributions from the State's available school fund. The Schools do not have the authority to impose ad valorem taxes or to charge tuition.

The Organization was incorporated in May 1999 and has been recognized as an organization exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code.

#### B. Accounting Policies –

The financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America. The Financial Accounting Standards Board is the accepted standard setting body for establishing not-for-profit accounting and financial reporting principles. The accounting system is organized under the *Special Supplement to Financial Accounting and Reporting – Nonprofit Charter School Chart of Accounts*, a module of the Texas Education Agency Financial Accountability Resource Guide. The significant accounting policies are as follows:

To insure observance of limitations and restrictions placed on the use of resources available to the School, the accounts are maintained in accordance with the principles of fund accounting during the year. Resources for various purposes are classified into funds according to their nature and purposes. Separate accounts are maintained for each fund; however, the accompanying statements of financial position and of activities focus on the organization as a whole and reports the amounts of its total assets, liabilities, net assets and changes in net assets in accordance with Financial Accounting Standards Board Statement No. 117.

The statement of financial position reports the amounts of each of three classes of net assets: temporarily restricted and unrestricted net assets.

- ❖ Temporarily restricted net assets result from contributions and other inflows of assets that are limited by donor imposed stipulations that can be fulfilled and removed by actions of the School pursuant to those stipulations.

When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

- ❖ Unrestricted net assets are the remaining part of the School's net assets that is neither permanently restricted nor temporarily restricted by donor imposed stipulations. Property and equipment are included in unrestricted net assets.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2009

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

- ❖ Permanently restricted net assets result from contributions and other inflows of assets that are required to be maintained in perpetuity with only the income to be used for the School's activities due to donor-imposed restrictions.

#### C. Cash and Cash Equivalents –

For purposes of the statement of cash flows, cash and cash equivalents are comprised of cash on hand and in banks including highly liquid investments with short term maturities.

#### D. Fixed Assets and Depreciation –

All assets acquired with a value of \$2,500.00 or greater (\$5,000.00 for leasehold improvements) are recorded as fixed assets and are valued at cost or estimated cost. Donated assets are reported at the fair market value at the time of acquisition. Depreciation of building improvements and equipment is provided over the estimated useful lives of the assets on a straight line basis.

#### E. Revenues –

Each school's revenues from the State of Texas available school fund are earned based on reported attendance.

Contributions received are recognized as revenue in the period received and are reported as either restricted or unrestricted support, in accordance with Statement of Financial Accounting Standards (SFAS) No. 116, *Accounting for Contributions Received and Contributions Made*.

- ❖ Contributions with donor imposed restrictions are reported as restricted support. Restricted support increases temporarily restricted net assets.
- ❖ Contributions without donor imposed restrictions are reported as unrestricted support. Unrestricted support increases unrestricted net assets.

Government grant contracts that are entered into by the Organization are recognized as revenue when services are rendered or when expenses in connection with those services are incurred.

#### F. Donated Goods and Services –

Donated goods and services that can be measured and meet certain other requirements are recorded in the financial statements as in kind contributions and expenses of a like amount.

#### G. Sick Leave, Personal Leave and Vacation --

All employees earn five days of paid sick leave. However, unused balances are not paid at termination. Therefore, there is no liability accrued on the financial statements. All employees earn two days of paid personal leave per year that is paid no later than the last paycheck of the school year. Therefore, there is no liability accrued on the financial statements. Accrued wages payable includes an accrual for accumulated liability for employee vacation time.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2009

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

#### H. Estimates –

In preparation of the financial statements and in conformity with generally accepted accounting principles, management's estimated useful lives of asset classes were used in the calculation of depreciation.

#### I. Eliminations –

Certain inter-organization transactions have been eliminated in the combined financial statements to prevent overstating receivables, payables, revenues and expenses on a combined organization basis.

#### J. Functional Allocation of Expenses –

The expense of the various programs and other activities has been presented on a functional basis in the statement of activities. Accordingly, certain expenses and supporting service costs have been allocated among the various programs.

### 2. BUILDING IMPROVEMENTS AND EQUIPMENT

An analysis of building improvements and equipment at August 31, 2009, is presented as follows:

Asset	Cost	Accumulated Depreciation	Net	Straight Line Depr. Rate
Land	\$ 703,252.85	0.00	703,252.85	N/A
Building & Improvements	3,616,672.10	380,098.80	3,236,573.30	2.56%
Work in Progress	15,583.15	0.00	15,583.15	
Vehicles	17,470.95	13,328.16	4,142.79	20.00%
Furniture & Equipment	3,037,233.13	2,535,254.44	501,978.69	14.29%
Licenses & Media	27,000.00	6,450.00	20,550.00	6.67%
Total	\$ 7,417,212.18	2,935,131.40	4,482,080.78	

Depreciation expense for the year ended August 31, 2009 was \$335,918.25.

### 3. PENSION PLAN

#### Plan Description

The Associated 32 Schools contribute to the Teacher Retirement System of Texas (the "System"), a public employee retirement system. It is a cost-sharing, multiple-employer defined benefit pension plan with one exception: all risks and costs are not shared by the Schools, but are the liability of the State of Texas. The System provides service retirement and disability benefits, and death benefits to plan members and beneficiaries. The System operates primarily under the provisions of the Texas Constitution and Texas Government Code, Title 8, Subtitle C. The Texas legislature has the authority to establish or amend benefit provisions. The System issues a publicly available financial report that includes financial statements and required supplementary information for the Schools. That report may be obtained by writing the Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698 or by calling (800) 877-0123.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2009

### 3. PENSION PLAN (continued)

#### Funding Policy

Under provisions of State law, plan members are required to contribute 6.4% of their annual covered salary and the State of Texas contributes an amount equal to 6.0% of the Schools' covered payroll. The Schools' employees' contributions to the System for the year ending August 31, 2009 were \$965,698.00 and were equal to the required contributions for each year. The State of Texas' contributions should approximate \$905,000.00.

### 4. HEALTH CARE COVERAGE

Employees of the Organization are covered by a group insurance plan with TRS Active Care. The Organization pays the employee's premium (currently \$232.00) and the employee pays the premiums for dependent coverage through payroll deductions through a Cafeteria Plan. See Note 5 for a summary of Section 125 Cafeteria Plan coverage.

### 5. SECTION 125 CAFETERIA PLAN

The organization has adopted a "cafeteria plan" within the meaning of Section 125(a) of the Internal Revenue Code which allows employees to choose among certain "tax free" benefits in lieu of taxable compensation. The choices include medical insurance premium, dental and vision insurance premium, cancer insurance premium, disability insurance premium, voluntary term life insurance premium and accidental death & dismemberment (AD&D) insurance premium among others. The company pays \$19.90 towards the dental premium, \$2.20 toward the life premium and \$.40 toward the AD&D premium. The employees' portion of the costs to provide any of these benefits are paid by the employees from payroll deductions.

### 6. INVENTORY

At August 31, 2009 the Organization had on hand curriculum packet inventory, IT inventory and other inventory that had original costs totaling \$280,776.22.

### 7. DUE FROM STATE-TEXAS EDUCATION AGENCY

At August 31, 2009, the Organization was to receive \$98,825.69 in Title I entitlement, \$63,307.30 in IDEA-B entitlement, \$86,495.29 in Title II, Part A entitlement, \$6,462.23 in Title III entitlement, \$191,195.48 in LEP entitlement, \$9,583.60 in Optional Extended Year Payments, and \$186,045.00 in State Foundation Payments that it had not yet received. These amounts were received from the Texas Education Agency in the 2009-2010 school year.

### 8. DUE FROM FEDERAL GOVERNMENT

At August 31, 2009, the Organization, was due \$114,437.50 in Advanced Placement Fee Payment Grant monies. This amount was received from the government in the 2009-2010 school year.

### 9. DUE TO STATE-TEXAS EDUCATION AGENCY

At August 31, 2009, the Organization owed \$1,874.47 in overpaid Title I entitlement, \$34,708.13 in overpaid Title II entitlement, \$4,772.93 in overpaid IDEA-B entitlement. These amounts were recouped by the Texas Education Agency in the 2009-2010 school year.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2009

### 10. OPERATING LEASES

#### **Responsive Education Solutions Administration Offices**

The Organization's administrative offices are located at 1800 Lakeway Dr. Suite 100, Lewisville, TX 75057. This lease is for approximately 33,000 square feet at a monthly rental of \$41,374.59 for 60 months through July 2013. This lease also covers the iSchool High (TSTEM Academy) location housed on the same premises. There are also various copier leases at approximately an annual cost of \$13,000.00.

#### **Responsive Education Solutions -Austin**

The School has entered into a lease agreement for office and classroom space at 1701 Ben White Blvd., Austin, Texas (17,118 square feet) is leased at a rate of \$14,635.89 per month plus common area maintenance estimated to be \$3,566.25 through July 2012.

#### **Responsive Education Solutions -Beaumont**

The School has entered into a lease agreement for office and classroom space at 205 and 209 North Eleventh Street, Beaumont, Texas. The lease rental rate is \$11,950.00 per month plus common area maintenance, taxes and insurance of \$3,610.00 per month through June 30, 2009.

#### **Responsive Education Solutions -Carrollton**

The School has entered into a lease agreement for office and classroom space at 2400 N Josey Ln., Carrollton, Texas. This agreement commenced August 2009 and covers 11 months through June 2010. The lease rental rate is \$20,000.00 per month.

#### **Responsive Education Solutions -Coppell**

The School has entered into a lease agreement for office and classroom space at 1615 W. Beltline Rd., Carrollton, Texas. This agreement commenced July 2007 and covers 24 months through June 2009. The lease covered approximately 8,730 square feet of floor space at a base rental rate of \$8,000 per month escalating to \$11,500 when average daily attendance reaches 101 to 150 students and escalating to \$15,000 when average daily attendance reaches 151 to 200 students. Also charged is \$3,000 per month for common area maintenance, taxes and insurance.

#### **Responsive Education Solutions -Corpus Christi**

The School has entered into a lease agreement for office and classroom space at 2121 Mary St., Corpus Christi, Texas. This agreement commenced July 2009 and covers 36 months through June 2012. The lease rental rate is \$60.00 per student per month for attendance under 100 and \$70.00 per student per month for attendance over 100.

#### **Responsive Education Solutions -Dallas**

The School has entered into a lease agreement for office and classroom space at 7300 Bruton Rd, Dallas, Texas. This agreement was executed in August 2008 and covers 23 months through June 2010. The lease is at a rental rate of \$4,000.00 per month if average daily attendance is at or below 50 students, \$6,000.00 per month if average daily attendance is between 51 and 100 students, \$8,000.00 per month if average daily attendance is between 101 and 150 students, \$10,000.00 per month if average daily attendance is between 151 and 200 students.

#### **Responsive Education Solutions -Del Rio**

The School has entered into a lease agreement for office and classroom space at 4300 Highway 90 East, Del Rio, Texas. This agreement was executed in August 2006 and covers 35 months through June 2009. The lease is at a rental rate of \$6,000.00 per month.

## RESPONSIVE EDUCATION SOLUTIONS

### Notes To Financial Statements For the Year Ended August 31, 2009

#### 10. OPERATING LEASES (continued)

##### Responsive Education Solutions –El Paso

The School has entered into a lease agreement for office and classroom space at 1035 Belvedere, Suite 116, El Paso, Texas. This agreement was executed in July 2008 and covers 60 months through June 2013. The lease is at a rental rate of \$8,977.50 per month.

##### Responsive Education Solutions -Ft. Worth

The School has entered into a lease agreement for office and classroom space at 6411B Camp Bowie Blvd., Ft. Worth, Texas. This agreement was executed in mid June 2008 and extends through June 2011. The lease covered approximately 11,772 square feet of floor space at a rental rate of \$7,857.50 per month plus common area maintenance, insurance and taxes estimated to be \$3,090.15 per month.

##### Responsive Education Solutions –Garland

The School has entered into a lease agreement for office and classroom space at 3024 Anita Dr, Garland, Texas. This agreement was executed in July 2008 and covers 36 months through June 2011. The lease is at a rental rate of \$7,000.00 per month if average daily attendance is at or below 100 students, \$9,000.00 per month if average daily attendance is between 101 and 150 students, \$11,000.00 per month if average daily attendance is between 151 and 200 students, \$13,000.00 per month if average daily attendance is between 201 and 250 students and \$16,000.00 per month if average daily attendance is between 251 and 300 students. Maximum rent shall be \$16,000.00 per month.

##### Responsive Education Solutions –Hickory Creek

The School has entered into a lease agreement for office and classroom space at, 800 Point Vista Rd, Hickory Creek, Texas. The agreement commenced July 2009 and extends through June 2014. The lease covered approximately 23,204 square feet of floor space at a rental rate of \$19,630.00 per month plus common area maintenance of approximately \$9,668.00.

##### Responsive Education Solutions –Huntsville

The School has entered into a lease agreement for office and classroom space at 2407 Sam Houston Ave, Huntsville, Texas. This agreement commenced July 2009 and covers 36 months through June, 2009. The lease covered approximately 55,046 square feet of floor space at a rental rate of \$80.00 per student per month for attendance up to 200 and \$100.00 per student per month for attendance above 200. Minimum rent is \$5,000 and maximum rent is \$26,000 per month.

##### Responsive Education Solutions -Jasper

The School has entered into a lease agreement for office and classroom space at 1501 South Wheeler, Jasper, Texas. The agreement commenced July 2009 and extends through June 2012. The lease covered approximately 11,508 square feet (31,508 square feet starting year 2) of floor space at a rental rate of \$70.00 per student per month with a minimum of \$4,000.00

##### Responsive Education Solutions -Lancaster

The School has entered into a lease agreement for office and classroom space at 643 West Wintergreen, Lancaster, Texas. This agreement was executed in June 2008 and covers 36 months through June 2011. The lease is at a rental rate of \$5,000.00 per month if average daily attendance is at or below 100 students, \$8,820.00 per month if average daily attendance is over 100 students, \$10,000.00 per month if average daily attendance is over 100 students after May 2009.

##### Responsive Education Solutions -Laredo

The School has entered into a lease agreement for office and classroom space at 1720 East Hillside Road, Laredo, Texas. The agreement commenced July 2009 and extends through June 2010. The lease covered approximately 9,164 square feet of floor space at a rental rate of \$10,527.10 per month.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2009

### 10. OPERATING LEASES (continued)

#### **Responsive Education Solutions –Lewisville (Quest Middle School)**

A lease was signed in July 2009 for 12,970 square feet of office and classroom space at 1511 FM 407, Ste B-100, Lewisville, Texas, covering 60 months at \$18,914.59 until June 2014.

#### **Responsive Education Solutions -Lubbock**

A lease was signed in August 2009 for 16,179 square feet of office and classroom space at 2002 W. Loop 289, Suite 121, Lubbock, Texas, covering 35 months at \$12,134.25 per month plus approximately \$4,700.00 for common area maintenance, insurance and taxes until June 2012.

#### **Responsive Education Solutions -Midland**

The School has entered into a lease agreement for office and classroom space at 2500 West Illinois Avenue, Midland. These premises (16,520 square feet) are leased at a rate of \$9,825.00 per month from the Black Family Partnership through July 2010.

#### **Responsive Education Solutions –Mission**

The School has entered into a lease agreement for office and classroom space at 1313 St. Claire, Mission, Texas. The lease agreement is for 15,000 square feet at a monthly rental rate of \$15,000.00 escalating to \$17,010 October 2008 through August 2010.

#### **Responsive Education Solutions –New Braunfels**

The School has entered into a lease agreement for office and classroom space at 1928 S. Seguin Ave., Suite 100A & B, New Braunfels, Texas for the period from November 2009 through June 2013. These premises (4,300 square feet) are leased at a rate of \$3,913.00 per month plus approximately \$1,168.00 for common area maintenance, insurance and taxes. The organization is temporarily renting from North Point Church until January 2010 for \$3,900.00 per month.

#### **Responsive Education Solutions –North Austin**

The School has entered into a lease agreement for office and classroom space at 1835-A Kramer Lane, Austin, Texas for the period from July 2008 through June 2013. These premises (9,300 square feet) are leased at a rate of \$12,224.85 per month.

#### **Responsive Education Solutions –Palmview**

The School has entered into a lease agreement for office and classroom space at 406 W. Veterans Blvd, Palmview, Texas for the period from July 2007 through June 2009. These premises (8,500 square feet plus gymnasium) are leased at a rate of \$12,000.00 per month.

#### **Responsive Education Solutions –Pharr-McAllen**

The School has entered into a lease agreement for office and classroom space at 200A, B, C, D, E, F and G East Expressway 83, Pharr, Texas. The lease expires June 2014. The monthly lease rate is \$8,519.17 for 12 months, \$8,646.95 for 12 months, \$8,776.65 for 12 months, \$8,908.30 for 12 months, \$9,041.93 for 12 months.

#### **Responsive Education Solutions -San Antonio**

The School has entered into a lease agreement for office and classroom space of 24,497 square feet at Northwest Plaza Shopping Center June 2009 for 37 months through June 2012 at a rental rate of \$13,568.00 plus common area maintenance and taxes of \$3,093.78.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2009

### 10. OPERATING LEASES (continued)

#### Responsive Education Solutions –San Juan

The School has entered into a lease agreement for office and classroom space at 1200 E Bus 83, San Juan, Texas. This agreement was executed in August 2008 and covers 58 months through June 2013. The lease is at a rental rate of \$12,800.00 per month with a 3% increase annually.

#### Responsive Education Solutions –Willis

The School has entered into a lease agreement for office and classroom space at 202 Thomason, Willis, Texas. This agreement was executed in June 2008 and covers 60 months through June 2013. The lease is at a minimum rental rate of \$4,000.00 per month plus \$60.00 per student if average daily attendance is at or below 100, \$70.00 per student if average daily attendance is between 101 and 225, and \$80.00 per student if average daily attendance is between 226 and 300. Maximum rent shall be \$25,000.00 per month.

#### FUTURE MINIMUM LEASE PAYMENTS

Future minimum lease payments under the leases above are as follows:

8/31/2010	\$4,185,890.24
8/31/2011	3,479,278.94
8/31/2012	2,807,705.24
8/31/2013	1,802,356.96
8/31/2014	603,090.60
8/31/2015	-0-

### 11. COMMITMENTS AND CONTINGENCIES

The Organization receives funds through federal programs which are governed by various rules and regulations of the grantor. Expenses charged to the grant program are subject to audit and adjustment by the grantor agency. In the opinion of management, there are no contingent liabilities relating to compliance with rules and regulations governing the grants; therefore, no provision has been made in the accompanying financial statements for such contingencies.

### 12. ECONOMIC DEPENDENCY

During the year the Schools received the majority of its revenues from the Texas Education Agency and the Federal Government through a Charter Agreement. The loss of this Charter Agreement would have a material effect on the ability of the Schools to continue to provide the current level of services to its students.

### 13. NOTES PAYABLE

The Organization purchased a building at 955 Paredes Line Road, Brownsville, Texas for the Brownsville school location on September 24, 2007. Previously they were leasing space at this location. The purchase was for \$840,000.00 with a resulting note payable (lien on the building) of \$672,000.00 payable by payments of \$6,174.49 including interest at 7.25%.

The Organization purchased a building at 3236 Hobbs Rd. Amarillo, Texas for the Amarillo school location on February 15, 2008. The purchase was for \$379,323.44 with a resulting note payable (lien on the building) of \$303,792.00 payable by payments of \$3,421.20 including interest at 6.3165%.

The Organization purchased a building at 4720 N 19<sup>th</sup> Street, Waco, Texas for the Waco school location on July 28, 2008. The purchase was for \$505,675.83 with a resulting note payable (lien on the building) of \$478,550.00 payable in a lump sum payment July 28, 2009. The note was refinanced and has 294 payments of \$3,258.13 remaining including 6.5% interest.

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2009

### 13. NOTES PAYABLE (continued)

The Organization purchased a building at 4633 S. 14<sup>th</sup> St, Abilene, TX for the Abilene school location on September 24, 2008. The purchase was for \$840,070.58 with a resulting note payable (lien on the building) of \$786,250.00 payable by payments of \$5,355.46 including interest at 6.5%.

The Organization purchased a building at 1106 Glenwood Blvd., Tyler, TX for the Tyler school location on June 24, 2009. The purchase was for \$432,604.95 with a resulting note payable (lien on the building) of \$361,250.00 payable June 24, 2010 including interest at 6.5%.

The note payments are scheduled as follows:

<b>August 31,</b>	<b>Principal</b>	<b>Interest</b>	<b>Total</b>
2010	440,671.18	161,627.24	602,298.42
2011	82,389.27	136,122.09	218,511.36
2012	88,095.09	130,416.27	218,511.36
2013	94,197.92	124,313.44	218,511.36
2014	100,725.47	117,785.89	218,511.36
Thereafter	<u>1,708,603.58</u>	<u>1,009,807.62</u>	<u>2,718,411.20</u>
<b>Totals</b>	<b>2,514,682.51</b>	<b>1,680,072.55</b>	<b>4,194,755.06</b>

### 14. TEMPORARILY RESTRICTED NET ASSETS

At August, 31 2009, the Organization had temporarily restricted net assets of \$5,258,407.76. These funds represent funds that are restricted as to their expendability in certain Federal, State and Local programs. The funds are not free to be expended in any way the Organization desires. The temporarily restricted funds at year end are as follows:

Miscellaneous Local Restricted Funds	\$ 601,227.04
State Foundation Program	3,180,951.73
State Career and Technical Fund	143,095.59
State Compensatory Education Fund	79,885.61
State Bilingual Education Fund	39,868.27
State High School Allotment	1,075,841.75
State Ltd English Proficiency	24.89
State Automated External Defibrillators	42,630.00
State Read to Succeed	110.00
State Advanced Placement Incentives	59.90
Federal Title IV, Part A	358.60
Federal IDEA-B Program	28,388.42
Federal Title II, Part A	54,627.52
Federal Title III, Part A	<u>11,338.44</u>
Total	<u>\$5,258,407.76</u>

# RESPONSIVE EDUCATION SOLUTIONS

## Notes To Financial Statements For the Year Ended August 31, 2009

### 15. CASH DEPOSIT RISK

At August 31, 2009 and throughout the school year, the Organization's cash in bank accounts was not entirely covered by Federal Deposit Insurance Corporation (FDIC) insurance but has been fully covered part of the year by pledged collateral held by the Organization's agent banks instead. The organization changed agent banks late in the school year. The combined balance in the Organization's bank accounts at August 31, 2009 was \$4,680,126.88. The FDIC insurance coverage was limited to \$1,057,952.97 and therefore there was a potential loss that would not have been fully covered by pledged bank securities at that time of \$3,622,173.91. One of the agent bank's pledged bank securities for the Organization's bank account balances that exceed the FDIC insurance coverage were valued at \$4,816,119.46 on that day. However, there was a minimal balance within that bank. The majority of the bank balances were with another bank which pledged no securities on that date. That bank pledged \$4,400,000.00 in collateral on September 25, 2009 and increased it to \$5,500,000.00 on October 26, 2009.

### 16. UNUSED LINE OF CREDIT

The Organization has an unused line of credit (zero balance) at Capital One with a credit limit of \$500,000.00 that accrues interest on the balance at 2.25%. The line of credit matured November 2, 2009 and was not renewed.

**SPECIFIC-PURPOSE  
FINANCIAL STATEMENTS**

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Financial Position**  
**August 31, 2009**

**ASSETS**

**Current Assets**

Cash in Banks and On Hand	\$ 4,168,081.15
Due from State-Texas Education Agency	641,914.59
Due from Federal Government	114,437.50
Other Receivables	25,050.21
Inventory	280,776.22
Prepaid Expenses	23,414.59
<b>Total Current Assets</b>	<b><u>5,253,674.26</u></b>

**Property and Equipment**

Land	703,252.85
Buildings and Improvements	3,616,672.10
Work in Progress	15,583.15
Vehicles	17,470.95
Furniture and Equipment	3,037,233.13
Library Books & Media	27,000.00
Accumulated Depreciation	<u>(2,935,131.40)</u>
<b>Total Property and Equipment</b>	<b><u>4,482,080.78</u></b>

**Other Assets**

Other Assets	<u>239,281.76</u>
<b>Total Other Assets</b>	<b><u>239,281.76</u></b>

<b>TOTAL ASSETS</b>	<b>\$ <u><u>9,975,036.80</u></u></b>
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**LIABILITIES AND NET ASSETS**

**Current Liabilities**

Accounts Payable	\$ 870,976.50
Loans Payable-Current Year	440,671.18
Payroll Tax and Other Payables	457,221.64
Accrued Wages Payable	726,908.75
Due to State-Texas Education Agency	41,355.53
Accrued Expenses	98,184.93
<b>Total Current Liabilities</b>	<b><u>2,635,318.53</u></b>

**Long-Term Liabilities**

Loans Payable-Long Term	<u>2,074,011.33</u>
<b>Total Long-Term Liabilities</b>	<b><u>2,074,011.33</u></b>

**Net Assets**

Unrestricted Net Assets (Deficiency)	7,299.18
Temporarily Restricted Net Assets (Deficiency)	<u>5,258,407.76</u>
<b>Total Net Assets</b>	<b><u>5,265,706.94</u></b>

<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ <u><u>9,975,036.80</u></u></b>
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The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Activities**  
**For the Year Ended August 31, 2009**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Totals</u>
<b>REVENUE AND OTHER SUPPORT</b>			
Local Support--			
5742 Interest Income	\$	\$ 52,045.01	\$ 52,045.01
5743 Rent		25.00	25.00
5744 Gifts and Bequests	48,839.55	3,436.57	52,276.12
5749 Other Revenue	93,603.42	49,639.47	143,242.89
5751 Food Service Fees		21,295.11	21,295.11
5753 Extracurricular/Cocurricular Activities		412.00	412.00
5755 Enterprising Services Revenue		38,112.48	38,112.48
5759 Cocurricular Enterprising Services		6,258.86	6,258.86
5769 Miscellaneous Revenues		33,523.76	33,523.76
7951 Gain on Sale of Property	9,255.00		9,255.00
Total Local Support	<u>151,697.97</u>	<u>204,748.28</u>	<u>356,446.23</u>
State Program Revenues--			
5812 Optional Extended Year Program		14,235.52	14,235.52
5812 State Foundation Program		27,001,191.00	27,001,191.00
5812 High School Allotment		612,823.00	612,823.00
5819 Texas HS Initiative-Tstem Network Accel		31,195.06	31,195.06
5819 Ltd English Proficient Student Success Initiative		553,556.65	553,556.65
5829 Breakfast Program Matching		1,289.00	1,289.00
5829 Advanced Placement Incentives		59.90	59.90
5829 Accelerated Reading & Math		13,340.41	13,340.41
5829 Technology Allotment		97,638.00	97,638.00
5829 Accelerated Science		114,037.59	114,037.59
5829 Read to Succeed		110.00	110.00
7951 Gain on Sale of Property		6,016.44	6,016.44
Total State Program Revenues		<u>28,445,492.57</u>	<u>28,445,492.57</u>
Federal Program Revenues--			
5921 Breakfast Program		133,248.00	133,248.00
5922 National School Lunch		146,389.00	146,389.00
5929 Title IV, Part A		7,134.10	7,134.10
5929 Title I, Part A		1,320,865.15	1,320,865.15
5929 IDEA-Part B Formula		688,360.40	688,360.40
5929 Title II, Part A		179,146.39	179,146.39
5929 Title II, Part D		3,450.00	3,450.00
5929 Title III LEP		142,156.64	142,156.64
5949 Advanced Placement Fee Payment Grant		699,998.36	699,998.36
Total Federal Program Revenues		<u>3,320,748.04</u>	<u>3,320,748.04</u>
Net Assets Released from Restrictions	<u>31,957,034.27</u>	<u>(31,957,034.27)</u>	
Total Revenue and Other Support	<u>32,108,732.24</u>	<u>13,954.60</u>	<u>32,122,686.84</u>
<b>EXPENSES</b>			
11 Instruction	19,031,270.27	---	19,031,270.27
12 Instructional Resources and Media Services	7,295.22	---	7,295.22
13 Curriculum Dev. & Instructional Staff Dev.	1,549,638.61	---	1,549,638.61
21 Instructional Leadership	1,228,522.86	---	1,228,522.86
23 School Leadership	3,611,160.22	---	3,611,160.22
31 Guidance, Counseling and Evaluation Svcs.	66,378.17	---	66,378.17
32 Social Work Services	258.46	---	258.46
33 Health Services	9,371.25	---	9,371.25
34 Student (Pupil) Transportation	44,377.73	---	44,377.73
35 Food Services	366,717.66	---	366,717.66
36 Cocurricular/Extracurricular Activities	49,038.47	---	49,038.47
41 General Administration	2,127,374.91	---	2,127,374.91
51 Plant Maintenance and Operations	2,176,754.87	---	2,176,754.87
52 Security and Monitoring Services	26,273.98	---	26,273.98
53 Data Processing Services	595,070.45	---	595,070.45
61 Community Services	81,735.01	---	81,735.01
71 Debt Service	158,318.53	---	158,318.53
81 Fundraising	73,474.90	---	73,474.90
	<u>31,203,031.57</u>	<u>---</u>	<u>31,203,031.57</u>
Change in Net Assets	<u>905,700.67</u>	<u>13,954.60</u>	<u>919,655.27</u>
Net Assets (Deficiency), Beginning of Year	<u>(898,401.49)</u>	<u>5,244,453.16</u>	<u>4,346,051.67</u>
Net Assets (Deficiency), End of Year	<u>\$ 7,299.18</u>	<u>\$ 5,258,407.76</u>	<u>\$ 5,265,706.94</u>

The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Cash Flows**  
**For the Year Ended August 31, 2009**

**CASH FLOWS FROM OPERATING ACTIVITIES**

Cash Received from Government Contracts	\$ 31,254,956.61
Cash from Local Sources	299,645.23
Cash Paid to Suppliers for Goods and Services	(13,271,753.34)
Cash Paid to Employees for Services	(17,510,441.30)
Cash Paid for Income Taxes	0
Cash Paid for Interest Expense	(158,318.53)
Net Cash Provided By (Used By) Operating Activities	<u>614,088.67</u>

**CASH FLOWS FROM INVESTING ACTIVITIES**

Disposition of Other Assets	27,348.27
Proceeds from Sale of Property and Equipment	48,794.07
Purchase of Property and Equipment	(1,785,886.76)
Net Cash Provided By (Used By) Investing Activities	<u>(1,709,744.42)</u>

**CASH FLOWS FROM FINANCING ACTIVITIES**

Proceeds from New Debt	1,095,456.19
Payments on Debt	(1,095,456.19)
Net Cash Provided By (Used By) Financing Activities	<u>1,095,456.19</u>

Net Increase (Decrease) in Cash	(199.56)
Cash at Beginning of Year	<u>4,168,280.71</u>
Cash at End of Year	<u>\$ 4,168,081.15</u>

**RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY (USED BY) OPERATING ACTIVITIES**

Change in Net Assets	\$ 919,655.27
Adjustments to Reconcile Change in Net Assets to Net Cash Provided By (Used By) Operating Activities:	
Depreciation	335,918.25
Gain on Sale of Assets	(15,271.44)
Loss on Sale of Assets	12,970.20
Donation of Equipment Recorded as Donation Revenue	(2,000.00)
(Increase) Decrease in Operating Assets--	
Due from State-Texas Education Agency	(343,037.59)
Due from Federal Government	50,134.43
Other Receivables	(14,692.25)
Prepaid Expenses	(4,896.42)
Inventory	31,900.84
Increase (Decrease) in Operating Liabilities--	
Accounts Payable	(316,077.54)
Payroll Tax and Other Payables	283,456.80
Accrued Wages Payable	(43,214.11)
Due to State-Texas Education Agency	(201,457.50)
Accrued Expenses	(68,393.37)
Deferred Revenue	(10,906.90)
Net Adjustments	<u>(305,566.60)</u>
Net Cash Provided By (Used By) Operating Activities	<u>\$ 614,088.67</u>

The accompanying notes are an integral part of these financial statements

**SUPPLEMENTARY  
SCHEDULES**

**RESPONSIVE EDUCATION SOLUTIONS**  
**Statement of Expenses And Other Losses**  
**For the Year Ended August 31, 2009**

**EXPENSES AND OTHER LOSSES**

6100 Payroll Costs	\$ 19,285,136.75
6200 Professional and Contracted Svcs.	7,083,302.37
6300 Supplies and Materials	3,302,093.14
6400 Other Operating Costs	1,358,424.33
6500 Debt Expense	161,104.78
8951 Losses on Disposition of Assets	12,970.20
	<u>\$ 31,203,031.57</u>

The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Schedule of Capital Assets**  
**For the Year Ended August 31, 2009**

	Ownership Interest			Totals
	Local	State	Federal	
<b><u>CAPITAL ASSETS</u></b>				
1510 Land	\$	\$ 703,252.85	\$	\$ 703,252.85
1520 Buildings and Improvements	74,925.78	2,823,905.75	717,840.57	3,616,672.10
1521 Work in Progress		15,583.15		15,583.15
1531 Vehicles		17,470.95		17,470.95
1539 Furniture and Equipment	1,328,772.13	1,100,662.17	607,798.83	3,037,233.13
1569 Licenses and Media		27,000.00		27,000.00
Total Capital Assets	<u>\$ 1,403,697.91</u>	<u>\$ 4,687,874.87</u>	<u>\$ 1,325,639.40</u>	<u>\$ 7,417,212.18</u>

The accompanying notes are an integral part of these financial statements

**RESPONSIVE EDUCATION SOLUTIONS**  
**Budgetary Comparison Schedule**  
**For the Year Ended August 31, 2009**

	<u>Budgeted Amounts</u>		<u>Actual Amounts</u>	<u>Variance from Final Budget</u>
	<u>Original</u>	<u>Final</u>		
<b><u>REVENUE AND OTHER SUPPORT</u></b>				
Local Support--				
5740 Other Revenues from Local Sources	\$ 42,000.00	\$ 42,000.00	\$ 247,589.02	\$ 205,589.02
5750 Other Revenues from Local Sources			66,078.45	66,078.45
5760 Other Revenues from Local Sources			33,523.76	33,523.76
7951 Other Revenues from Local Sources			9,255.00	9,255.00
State Program Revenues--				
5810 State Program Revenues	31,127,318.00	31,127,318.00	28,213,001.23	(2,914,316.77)
5820 State Program Revenues from TEA			226,474.90	226,474.90
5830 Other State Program Revenues				
7951 Gain on Sale of Assets			6,016.44	6,016.44
Federal Program Revenues--				
5920 Federal Program Revenues	2,468,083.00	2,468,083.00	2,620,749.68	152,666.68
5940 Federal Program Revenues			699,998.36	699,998.36
Total Revenue and Other Support	<u>33,637,401.00</u>	<u>33,637,401.00</u>	<u>32,122,686.84</u>	<u>(1,514,714.16)</u>
<b><u>EXPENSES</u></b>				
11 Instruction	19,566,061.00	19,045,463.00	19,031,270.27	(14,192.73)
12 Instructional Resources and Media Svcs.	32,000.00	32,000.00	7,295.22	(24,704.78)
13 Curriculum Dev. & Instructional Staff Dev.	1,919,470.00	1,729,870.00	1,549,638.61	(180,231.39)
21 Instructional Leadership	454,652.00	1,250,250.00	1,228,522.86	(21,727.14)
23 School Leadership	3,206,369.00	3,611,369.00	3,611,160.22	(208.78)
31 Guidance, Counseling and Evaluation Svcs.	12,400.00	67,000.00	66,378.17	(621.83)
32 Social Work	32,000.00	32,000.00	258.46	(31,741.54)
33 Health Services	79,160.00	79,160.00	9,371.25	(69,788.75)
34 Student (Pupil) Transportation	87,076.00	87,076.00	44,377.73	(42,698.27)
35 Food Services	415,590.00	375,590.00	366,717.66	(8,872.34)
36 Cocurricular/Extracurricular Activities	32,000.00	50,000.00	49,038.47	(961.53)
41 General Administration	2,598,265.00	2,225,265.00	2,127,374.91	(97,890.09)
51 Plant Maintenance and Operations	2,557,426.00	2,307,426.00	2,176,754.87	(130,671.13)
52 Security and Monitoring Services	32,000.00	32,000.00	26,273.98	(5,726.02)
53 Data Processing Services	686,313.00	622,313.00	595,070.45	(27,242.55)
61 Community Services	89,288.00	89,288.00	81,735.01	(7,552.99)
71 Debt Service		164,000.00	158,318.53	(5,681.47)
81 Fundraising	148,800.00	148,800.00	73,474.90	(75,325.10)
Total Expenses	<u>31,948,870.00</u>	<u>31,948,870.00</u>	<u>31,203,031.57</u>	<u>(745,838.43)</u>
<b>Change in Net Assets</b>	<b>1,688,531.00</b>	<b>1,688,531.00</b>	<b>919,655.27</b>	<b>(768,875.73)</b>
Net Assets (Deficiency), Beginning of Year	<u>4,346,051.67</u>	<u>4,346,051.67</u>	<u>4,346,051.67</u>	<u>---</u>
Net Assets (Deficiency), End of Year	<u>\$ 6,034,582.67</u>	<u>\$ 6,034,582.67</u>	<u>\$ 5,265,706.94</u>	<u>\$ (768,875.73)</u>

The accompanying notes are an integral part of these financial statements

# **COMPLIANCE AND INTERNAL CONTROL**



**GREGORY S. DELK**



**CERTIFIED PUBLIC ACCOUNTANT  
CERTIFIED FINANCIAL PLANNER**

**INDEPENDENT AUDITOR'S REPORT**

**Report on Internal Control over Financial Reporting and on Compliance and Other Matters  
Based on an Audit of Financial Statements Performed in Accordance  
With *Government Auditing Standards***

Board of Directors  
Responsive Education Solutions  
Lewisville, Texas

I have audited the financial statements of Responsive Education Solutions as of and for the year ended August 31, 2009, and have issued my report thereon dated January 15, 2010. I conducted my audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

**Internal Control Over Financial Reporting**

In planning and performing my audit, I considered Responsive Education Solutions' internal control over financial reporting as a basis for designing my auditing procedures for the purpose of expressing my opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the entity's internal control.

My consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. I did not identify any deficiencies in internal control over financial reporting that I consider to be material weaknesses, as defined above.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Responsive Education Solutions' financial statements are free of material misstatement, I performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of my audit and accordingly, I do not express such an opinion. The results of my tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Directors, management, others within the entity, The Texas Education Agency, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Gregory S. Delk, CPA, CFP  
January 15, 2010



**GREGORY S. DELK**



**CERTIFIED PUBLIC ACCOUNTANT  
CERTIFIED FINANCIAL PLANNER**

**INDEPENDENT AUDITOR'S REPORT**

Report on Compliance with requirements applicable to each major  
Program and on Internal Control over Compliance in Accordance with  
OMB Circular A-133

Board of Directors  
Responsive Education Solutions  
Lewisville, Texas

**Compliance**

I have audited the compliance of Responsive Education Solutions (a non-profit organization) with the types of compliance requirements described in the *U. S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended August 31, 2009. Responsive Education Solutions' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of Responsive Education Solutions' management. My responsibility is to express an opinion on Responsive Education Solutions' compliance based on my audit.

I conducted my audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that I plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Responsive Education Solutions' compliance with those requirements and performing such other procedures as I considered necessary in the circumstances. I believe that my audit provides a reasonable basis for my opinion. My audit does not provide a legal determination on Responsive Education Solutions' compliance with those requirements.

In my opinion, Responsive Education Solutions complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended August 31, 2009.

**Internal Control Over Compliance**

The management of Responsive Education Solutions is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing my audit, I considered Responsive Education Solutions' internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine my auditing procedures for the purpose of expressing my opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, I do not express an opinion on the effectiveness of Responsive Education Solutions' internal control over compliance.

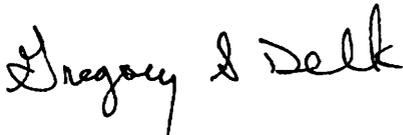
A control deficiency in an entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the entity's internal control.

My consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. I did not identify any deficiencies in internal control over compliance that I consider to be material weaknesses, as defined above.

I have audited the general-purpose financial statements of Responsive Education Solutions as of and for the year ended August 31, 2009, and have issued my report thereon dated January 15, 2010. My audit was performed for the purpose of forming an opinion on the general-purpose financial statements taken as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U. S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the general-purpose financial statements. The other supplementary information is likewise presented for purposes of additional analysis and not a required part of the general-purpose financial statements. Such information has been subjected to the auditing procedures applied in the audit of the general-purpose financial statements and, in my opinion, is fairly stated, in all material respects, in relation to the general-purpose financial statements taken as a whole.

This report is intended solely for the information and use of the Board of Directors, management, others within the entity, The Texas Education Agency, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in black ink that reads "Gregory S. Delk". The signature is written in a cursive, flowing style.

Gregory S. Delk, CPA, CFP  
January 15, 2010

**RESPONSIVE EDUCATION SOLUTIONS**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
For the Year Ended August 31, 2009**

**SECTION I – SUMMARY OF AUDITOR’S RESULTS**

*FINANCIAL STATEMENTS*

Type of auditor's report issued:	Unqualified
Internal control over financial reporting:	
Significant deficiencies identified?	None
Significant deficiencies identified that are considered to be material weaknesses?	None
Noncompliance material to financial statements noted?	None

*FEDERAL AWARDS*

Internal control over major programs:	
Significant deficiencies identified?	None
Significant deficiencies identified that are considered to be material weaknesses?	None
Type of auditor's report issued on compliance for major programs:	Unqualified
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?	None
Identification of major programs:	
CFDA # 10.553	SCHOOL BREAKFAST PROGRAM
CFDA # 84.330C	ADVANCED PLACEMENT FEE PAYMENT GRANT
Dollar threshold used to distinguish between type A and type B Programs:	\$300,000
Auditee qualified as low-risk auditee?	Yes

**SECTION II – FINANCIAL STATEMENT FINDINGS**

Findings related to the financial statements required to be reported under generally accepted government auditing standards	None
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**SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

Audit findings and questioned costs for federal awards as required To be reported by section 510(a) of Circular A-133:	None
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**RESPONSIVE EDUCATION SOLUTIONS**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
For the Year Ended August 31, 2009**

**STATUS OF PRIOR AUDIT FINDINGS**

No Prior Audit Findings

**RESPONSIVE EDUCATION SOLUTIONS  
CORRECTIVE ACTION PLAN  
FOR THE YEAR ENDED AUGUST 31, 2009**

**No Corrective Action Plan Needed**

**RESPONSIVE EDUCATION SOLUTIONS**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

For the year ended August 31, 2009

	<b>Federal Catalog Number</b>	<b>Pass-through Entity Identifying Number</b>	<b>Federal Expenditures</b>
<b><u>U.S. DEPARTMENT OF AGRICULTURE</u></b>			
Passed through State Department of Education School Breakfast Program	10.553	n/a	336,395.63
<b>TOTAL U.S. DEPARTMENT OF AGRICULTURE</b>			<b><u>336,395.63</u></b>
<b><u>U.S. DEPARTMENT OF EDUCATION</u></b>			
<b>Passed through State Department of Education</b>			
Title I, Part A Program	84.010A	09610101221801	807,182.29
Title I, School Improvement Program	84.010A	09610104221801018	77,889.49
Title I, School Improvement Program	84.010A	09610104221801017	139,115.82
Title I, School Improvement Program	84.010A	09610104221801009	49,357.94
Title I, School Improvement Program	84.010A	10610101221801	87,192.04
Title I, School Improvement Program	84.010A	09610104221801002	160,127.57
<b>Total Title I</b>			<b><u>1,320,865.15</u></b>
IDEA-B Program	84.027	096600012218016600	688,360.40
Title IV Program	84.186A	09691001221801	7,134.10
Title II, Part D Program	84.318X	09630001221801	3,450.00
Title III Bilingual/ELA Program	84.365A	09671001221801	142,156.64
Title II, Part A Program	84.367A	09694501221801	179,227.28
<b>Total U.S. Department of Education passed through State Dept. of Education</b>			<b><u>2,341,193.57</u></b>
<b>Direct Awards (no pass through entity)</b>			
Advanced Placement Fee Payment Grant	84.330C	n/a	699,998.36
<b>Total U.S. Department of Education directly awarded</b>			<b><u>699,998.36</u></b>
<b>TOTAL U.S. DEPARTMENT OF EDUCATION</b>			<b><u>3,041,191.93</u></b>
<b>TOTAL EXPENDITURES OF FEDERAL AWARDS</b>			<b><u>3,377,587.56</u></b>

**RESPONSIVE EDUCATION SOLUTIONS**

**NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

**August 31, 2009**

**NOTE 1 – STANDARD FINANCIAL ACCOUNTING SYSTEM**

For all federal programs, the corporation used the net asset classes and codes specified by the Texas Education Agency in the *Special Supplement to Financial Accounting and Reporting, Nonprofit Charter School Chart of Accounts*. Temporarily restricted net asset codes are used to account for resources restricted to or designated for specific purposes by a grantor. Federal and state financial assistance is generally accounted for in temporarily restricted net asset codes.

**NOTE 2 – BASIS OF ACCOUNTING**

The schedule of expenditures of federal awards is prepared on the accrual basis of accounting. The information is presented in accordance with the requirements of OMB Circular A-133. Therefore, some amounts presented may differ from amounts presented in, or used in preparation of the basic financial statements.

**NOTE 3 – RELATIONSHIP TO BASIC FINANCIAL STATEMENTS**

Expenditures of federal financial assistance per accompanying schedule of expenditures of federal awards included in total expenses	\$3,377,587.56
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# ATTACHMENT 24



LITIGATION DOCUMENTATION

## Attachment 24: Litigation Documentation

Date of Suit	Style of Case	Issue	Status	Corrective Action
12/20/04	Sherrally Haskin v. Eagle Academies of Texas; Mr. Alan Wimberley, Superintendent; Mr. Jon Froelich, Asst. Superintendent; Ms. Keisha Binder, Principal; and Linda Emesih, Special Ed Teacher	Allegation that named parties committed employment discrimination (i.e. racial discrimination, disparate treatment, hostile working environment, retaliation, and defamation of character).	Closed: Case was dismissed on March 6, 2006.	N/A
9/20/05	Dana Titus v. UNUM Life Ins Co. of America and Eagle Academy of Waco	Allegation that named parties committed a breach of contract and of fiduciary duty, as well as fraud regarding Ms. Titus' disability policy and coverage.	Closed: Case was settled on February 1, 2010.	N/A
1/11/07	JSW Diversified, LLC v. Eagle Academies of Texas	Allegation of debt concerning alleged invoice for alleged labor, materials and/or services at or benefiting Eagle Academies of Texas' charter school in Mission, TX.	Closed: Case was settled on August 3, 2007.	N/A
1/30/09	Davita Solorzano v. Responsive Education Solutions	Allegation that ResponsiveEd owed Ms. Solorzano unpaid overtime as required by the Fair Labor Standards Act ("FLSA").	Closed: Case was settled on January 6, 2010.	Mandatory training provided to all Campus Directors regarding FLSA compliance.
5/14/10	County of Bexar v. S & S Shopping Centers, Ltd., et al.	Condemnation proceeding, condemning the property leased by ResponsiveEd at 3622 Fredricksburg Road, San Antonio Texas, resides.	Closed: Disclaimer of Interest filed with the court on January 27, 2011.	N/A

<b>Date of Suit</b>	<b>Style of Case</b>	<b>Issue</b>	<b>Status</b>	<b>Corrective Action</b>
5/20/10	303 Office Condominiums Owners' Association, Inc. v. Olive Grove Partners II, Ltd. and Responsive Education Solutions	Allegation that lease of space at condominium at 1011 San Jacinto, Austin Texas, violates the owners' association rules in that the presence of a school: (1) makes the building less desirable for business use, and (2) affects the insurance rates for the association.	Closed: Case was dismissed on December 19, 2011.	N/A
1/3/11	Fighting to Rid Gangs in America Foundation, Inc. v. Responsive Education Solutions and God's Gym	Allegation that ResponsiveEd breached a contract with Plaintiff by not paying any rent and utilities (except some electricity) or reimbursing Plaintiff's expenses to pressure wash exterior of building, strip and wax floors, clean and replace carpet, and paint offices and classrooms.	Closed: Case was dismissed on September 26, 2011.	N/A
5/24/11	Carlos E. Hernandez v. Responsive Education Solutions	Allegation that Mr. Hernandez was discriminated against because of his sex and disability.	Closed: Case was settled on June 14, 2012.	Mandatory annual sexual harassment training for all employees.