2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[ ] Elementary [ ] MIddle [ ] High [X] K-12
[X] Charter [ ] Title I [ ] Magnet [ ] Choice

Name of Principal Ms. Tatyana Chayka
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Academy of Math and Science
(As it should appear in the official records)

School Mailing Address 1557 West Prince Road
(If address is P.O. Box, also include street address.)

Tucson	Arizona	85705-3023
City	State	Zip Code+4(9 digits total)

County Pima State School Code Number* 79961

Telephone (520) 293-2676 Fax (520) 888-1732

Web site/URL www.amstucson.org E-mail tchayka@amstucson.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

Principal's Signature

Name of Superintendent Ms. Tatyana Chayka
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Academy of Math and Science Tel. (520) 293-2676

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(Superintendent's Signature)

Name of School Board President/Chairperson Ms. Jill Rich
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district:
   - _____ Elementary schools
   - _____ Middle schools
   - _____ Junior High Schools
   - _____ High schools
   - 1 Other
   - 1 TOTAL

2. District Per Pupil Expenditure: 7034

   Average State Per Pupil Expenditure: 6232

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located

   [ ] Urban or large central city
   [X] Suburban school with characteristics typical of an urban are
   [ ] Suburban
   [ ] Small city or town in a rural are
   [ ] Rural

4. 7 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0		**7**	17	19	36
K	13	13	26		**8**	13	13	26
1	9	9	18		**9**	11	7	18
2	6	10	16		**10**	7	12	19
3	13	9	22		**11**	4	6	10
4	10	12	22		**12**	4	5	9
5	14	7	21		**Other**			0
6	15	15	30					
TOTAL STUDENTS IN THE APPLYING SCHOOL								273

6. Racial/ethnic composition of the school:

3 %	American Indian or Alaska Native
2 %	Asian or Pacific Islander
7 %	Black or African American
31 %	Hispanic or Latino
57 %	White
100 %	**TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past yea 18 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	9
(2)	Number of students who transferred from the school after October 1 until the end of the year	37
(3)	Total of all transferred students [sum of rows (1) and (2)]	46
(4)	Total number of students in the school as of October 1	260
(5)	Total transferred students in row (3) divided by total students in row	0.18
(6)	Amount in row (5) multiplied by 100	18

8. Limited English Proficient students in the school: 17 %

45 Total Number Limited English Proficient

Number of languages represented 12

Specify languages: Spanish, Turkish, Russian, French, Punjabi, Cantonese, Mandarin, Vietnamese, Romanian, Ukranian, Arabic, Swahili.

9. Students eligible for free/reduced-priced meals 53 %

Total number students who qualify: 144

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

29 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impairment
0	Deaf-Blindnes	16	Specific Learning Disabilit
1	Emotional Disturbanc	11	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	3	0
Classroom teachers	20	0
Special resource teachers/specialist	1	2
Paraprofessionals	1	0
Support Staff	3	0
Total number	28	2

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14 **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	94	%	94	%	95	%	93	%	94	%
Daily teacher attendance	99	%	99	%	99	%	99	%	99	%
Teacher turnover rate	24	%	23	%	32	%	0	%	0	%
Student drop out rate (middle/high	3	%	2	%	1	%	2	%	0	%
Student drop-off rate (high school	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

The 0% in the grid for the 2003-2004 and 2002-2003 SY doesn't mean that the turnover was 0%, but just that we don't submit these data for years prior to 2004-2005. The on-line application form doesn't allow to enter characters such as n/a or '-'.

The rate for 2004- 2005 and beyond is not high for charter schools.
AMS is a charter school, which falls under category of small schools (<300 students). Just a few teachers not continuing into the next year reflect significantly on teachers turnover rate.
There are variety of reasons why these teachers would not continue with AMS, among these are: not continuing contracts with poorly performing teachers, teachers moving out of State, teachers leaving to teach at Universities. The AMS requirement for the teachers to teach the advanced and re-enforcement programs to the high need student population and a sound system of accountability make the teaching experience at AMS very challenging and accessible only for very devoted, talented and skilled teachers. Also, the 25% of the whole AMS teacher turnover, represent teachers, coming back after having completed their studies or other enrichment experiences.

14. ***(High Schools Only. Delete if not used.)***

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	10	
Enrolled in a 4-year college or university	40	%
Enrolled in a community college	40	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	20	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Academy of Math and Science seeks to ensure that all our students are prepared with the skills necessary for future success in a society that is largely shaped by mathematics and science. The need for accurate, rigorous, precise, and logical thinking is more important for people now than at any other time. The mission of Academy of Math and Science states 'we are a public charter school that is dedicated to providing students with a quality education; we emphasize math and science while simultaneously providing a superior education in all other aspects of the school curriculum.' Academy of Math and Science accomplishes this mission through its rigorous curriculum, high-quality teachers, parental involvement and a combination of ideas and principles of education.

The Academy of Math and Science was established to address a broad societal need for higher academic standards in a safe and positive learning environment, particularly with a high need population. We are a public school of choice with 53% students that qualify for free and reduced lunch. We have almost 100% of parental support; AMS maintains an open-door policy wherein parents may stop by or call at any time. Parents are also provided with opportunities to participate in program development through the Parent Advisory Committee and through public input at the Academy of Math and Science Governing Board meetings. Parents often serve on committees that plan, develop, implement or revise school programs and policies.

Academy of Math and Science incorporates essential subjects in a manner that reinforces mathematical and science skills that are essential to the school's mission. By including musical education, foreign language, and other fine arts classes as part of the core curriculum, all students develop various skills associated with an appreciation of the arts. The breadth of exposure to a well-rounded and broad education in earlier school years is essential for developing higher-order thinking skills as well as attainment of new knowledge. The curriculum includes classes in mathematics, science, social studies, English, Spanish, art history, music, technology, physical education/health, journalism, and dance. Students are taught at ever-increasing levels of difficulty, focusing from broad ideas in elementary school to more focused concepts and applications in high school. The program draws from the strengths of both the American and European education systems to enable students to reach rigorous academic standards. For example, Academy of Math and Science combines the hands-on, interdisciplinary, creative methodologies common to the United States with the structure of the European system (75 percent of classroom time towards the development of new topics). The Academy of Math and Science uses national and state standards as guidelines to the content, and also integrates Core Knowledge concepts and goals to stimulate academic achievement.

The Academy of Math and Science offers free, after-school tutoring sessions for all grade levels. Students may receive additional help from teachers, or work on enrichment exercises to further their understanding. The school also offers a variety of after-school activities including athletics, student council, and clubs, as well as numerous partnership activities that allow students to volunteer at local organizations. All of these opportunities give students the chance to improve interpersonal skills, communication skills, and leadership skills, creating well-rounded, responsible world citizens.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The achievements of students at the Academy of Math and Science are measured using a variety of internal and external assessments. The Academy of Math and Science believes that assessments help students remain current with what they are learning, and provide students, parents, and teachers with feedback regarding the success with which students are fulfilling content objectives. Internal assessments may include tests and quizzes (including pre and post tests), portfolios, written and oral presentations, and collaborative assignments. The most recent internal assessment adopted by Academy of Math and Science is Northwest Education Association's Measures of Academic Progress (MAP). In order to use it effectively teachers have received training by Northwest Education Association on their Measures of Academic Progress (MAP) computerized assessment. The data gained from MAP facilitates differentiated instruction for all students, demonstrates growth across time, and promotes student achievement. External assessment tools are the Arizona Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA)for grades 3 - 8 and 10 and TerraNova for grades 2 and 9. The Academy of Math and Science expects students to demonstrate mastery on both internal and external assessments. Proficiency in these academic areas is further enhanced through extracurricular activities, and tutoring that allows students to receive individualized instruction.

Through the years, 2004-2007, Academy of Math and Science has received high school and elementary school achievement profiles of Highly Performing for meeting the Annual Yearly Performance (AYP) according to NCLB. This ranking is based on the School's performance on the State goals and a significant number of students who exceeded the standards on the AIMS test. (www.ade.az.gov/azlearns).

In addition to the Achievement Profile, AMS has witnessed student proficiency scores consistently rise above the Arizona state average in mathematics, reading, and writing at all grade levels. For example, this last year (2007) a comparison of grade 3 and grade 10 show similar performance on the tests: Grade 3/10 Reading 100/94; Writing 94/87; Math 100/94. This is significant for a school that serves a high population of disadvantaged youth, which typically report much lower scores in the high school years than in the elementary school years.

The most recent state-mandated assessment, the Arizona Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA) provides a norm-referenced test score (NRT) and an AIMS score www.ade.az.gov/standards/). Classroom teachers, to guide instruction and improve student learning, use the results of the tests. The results are also linked to teachers' performance based pay.

Arizona Instrument to Measure Standards (AIMS), a Criterion-Referenced Test (CRT), is designed to measure each student's progress in learning the Arizona Academic Standards. The main purpose of AIMS is to assess whether the students have mastered the appropriate grade level standards. The AIMS test is scored on the percentage of students falling into each of the following descriptive categories: falling far below standards (FFB), approaching (A), meeting (M), or exceeding (E).

Exceeds the Standard denotes superior academic performance on challenging subject matter reflected by the content standards.

Meets the Standard denotes solid academic performance and understanding of the state content standards.
Approaches the Standard denotes partial understanding of the skills and knowledge necessary for proficient work at grade level.

Falls Far Below the Standard denotes insufficient understanding of the prerequisite skills; students who achieve at this level have serious gaps in knowledge and skills.

TerraNova, administered to students in 2nd and 9th grade, is a standardized test that contains the same questions administered under the same conditions and scored the same way for every student. It can be used to make comparisons regardless of geographical location in the country.

2. **Using Assessment Results:**

The results are then used by Academy of Math and Science to guide student achievement towards mastering national and state objectives. Academy of Math and Science uses disaggregated data in order

to track the performance based on ethnicity and gender. State-mandated tests and the state student reporting system, Student Information Accountability System (SAIS), also includes reports that include disaggregated data on the basis of race, ethnicity, language, income, and other variables. Given the AMS small student enrollment, subgroups of 30 are not currently enrolled in most categories defined by NCLB. However, AMS does monitor student achievement by these subgroups internally. The Academy of Math and Science can disaggregate subgroup achievement information using the Arizona Department of Education website (www.ade.az.gov/standards/) and the Academy's student management system software. Subgroups of particular interest include migrant status, English language proficiency, gender, racial/ethnic background, special education, and free or reduced-price lunch eligibility.
The faculty and staff of Academy of Math and Science believe that assessments not only reflect learning, but also enhance the learning process. We do not underestimate the value of standards-based assessments in successful instructional practices, because, we believe that if a topic is important enough to teach, then it is important enough to assess. The Academy of Math and Science has developed a comprehensive school assessment plan that includes a variety of authentic performance-based assessments, pre/post tests, as well as school and statewide criterion-referenced assessments, activities, and rubrics for all core curricular content areas. Each component of the School Assessment Plan (SAP) is aimed at one of three goals: diagnosing prior knowledge, providing feedback and making judgments as to how well students are doing on key instructional objectives. The plan analyzes and measures students' performance and school instructional effectiveness towards fulfilling our goals and objectives.

3. **Communicating Assessment Results:**

The teachers and administrators of Academy of Math and Science compare the scores of previous years, performance of other schools in Arizona, and the results of Arizona as a whole to ensure that it is meeting its objectives, and reports this analysis to the larger community.

The Academy of Math and Science utilizes a variety of methods to provide parents, guardians, and community members with access to high-quality information about school programs and student achievement. Newsletters are sent directly to parents, telephone contact, flyers, and posted signs are also used. The School Report Card is made available to all parents and to the community. It is an excellent source for school level information and presents the Academy's mission and academic goals, test scores (AIMS DPA), special programs, and available transportation. School achievement results are also published in the Academy of Math and Science brochure, and are available from the school office. Handouts are produced in Spanish and Russian as needed to reach our broader community.

4. **Sharing Success:**

Based on the success of the Academy of Math and Science, the Arizona State Board of Charter Schools granted it the authority to open a new school, the Math and Science Success Academy, in South Tucson in a high poverty area. It is anticipated that this school will have 76% of its students qualifying for free and reduced lunch. The school anticipates opening in the fall of 2008. This replication process will help to further identify the components of the Academy of Math and Science that led to its success and will result in the enhanced ability to provide information to the educational community.

Under the leadership of Tatyana Chayka, the school has formed close partnerships with other schools in the Tucson area, including BASIS Academy (one of Newsweek's top ten high schools in the nation) and Pima Vocational High School. The leaders of these schools meet monthly to exchange ideas and strategies.

Ms. Chayka is a graduate of the Arizona State University, Leadership for Educational Entrepreneurs, a U.S. Department of Education funded Master program. LEE provides a national network of more than 70 educators across the country including classroom teachers, administrators, and educational leaders who work in state departments and national organizations. Her resulting indvidual research project, Increasing Math Achievement of Title I Middle School Students, will be included in an upcoming book on action research edited by Richard Schmuck.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The Academy of Math and Science provides students with valuable opportunities to learn at an accelerated pace, and integrate themes and connections among various branches of mathematics, science, and liberal arts. The Academy of Math and Science uses the national and state standards as guidelines to the content. The educational philosophy underlining this curriculum is that broad content knowledge and the development of cognitive skills should be the focus of education. By adding vocabulary, foreign languages, and musical education to all grades, students develop an appreciation for life-long learning, a quest for challenging and extensive knowledge, and application of critical thinking skills. The students are assessed during the first part of the school year, and then are placed into groups that will benefit them the most. Students are then evaluated using classroom assessments and teacher observations to ensure that they have been placed in a group that challenges them, and affords them the best education. The students are then assessed at the end of the year through comprehensive finals, in which the students are expected to show 80 percent mastery of the concepts and material taught during the year.

The mathematics program uses Saxon Math for grades first through seventh, and McDougal-Littell Series starting Algebra 1. Depending on the student's experience and skill level, he or she is placed in one of several math programs upon enrolling at AMS: Basic Math (grade level appropriate), Algebra 1/2, Algebra 1, Algebra II, , Pre-Calculus, Proof based Geometry, Calculus (including Advanced Placement courses). Using direct instruction to complement the text standards beginning with number recognition and basic calculation in primary grades and pre-algebra/algebra in middle school and high school mathematics curriculum, again seeks to prepare students for higher education through advanced classes.

The science program is designed to give students a solid foundation in biology, chemistry, physics and earth science. Students at all grade levels are taught to relate science to everyday life. The science program uses a combination of texts including Harcourt at the primary grades, Glencoe in middle school and Holt Rinehart & Winston in high school. Students are also expected to take advantage of the advanced placement classes offered: biology, chemistry, physics, and environmental science.

In social studies, students are expected to develop the knowledge and awareness necessary to become respectable world citizens. Students study world history, American history, geography, European history, government and economics all in an effort to relate to and accept the world around them.

AMS incorporates Spanish as a mandatory subject in all grades. Students in the primary grades are introduced to simple vocabulary and conversational phrases as well as basic cultural idiosyncrasies of world nations. In the middle school, students begin to develop and communicate skills in the target language through presentation and conversations with both teacher and peers. In high school, contrary to the fact that it is not required by state graduation requirements, AMS students are required to take at least two years of foreign language. During this class, students prepare for the advanced placement exam by mastering grammatical concepts, cultural perspectives and literary awareness of Latin American authors.

The Fine and Visual Arts curriculum at AMS invites students to enjoy an in-depth exploration of the arts and gives students the opportunity to realize their own artistic challenges. Using a variety of media, students explore the use of line, color, shape, texture and pattern. Students learn and study art history, art design and expressive art making.

2a. **(Elementary Schools) Reading:**

Students begin their schooling with a comprehensive phonics program developed by Houghton Mifflin. They will develop the necessary reading skills and decoding strategies, as well as, a fundamental vocabulary that will be progressively enhanced as they advance in grade. The English curriculum also uses the Prentice Hall textbooks in middle and high school and Glencoe writing texts. The English curriculum incorporates all national and state standards and seeks to surpass expectations of student performance by offering advanced placement courses. The English curriculum for writing is developed in all grades and uses the graduated concepts, literature selection and vocabulary recommendations of Core Knowledge.

The Academy of Math and Science chose this curriculum based on the research that indicates the success of this program with similar population. School results based on year one of implementation were strong and were supported by additional professional development activities which increased teacher buy-in and

resulted in school-wide implementation of this curriculum.

The AMS offers additional instructional time in language arts and mathematics, reduced classroom size, and after-school tutoring to provide regular and effective additional assistance for students who have difficulty in mastering the standards. Additionally, AMS offers a special education and English language learner program for students who qualify to receive additional services.

2b. **(Secondary Schools) English:**

The English curriculum incorporates all national and state standards in teaching writing skills, reading comprehension skills, speaking, and listening skills. Concepts and skills learned earlier are fine-tuned through a comprehensive curriculum that prepares students for the future. In high school, the students begin relating literature to their personal experiences, historical events, current social issues, and world cultures. Students at this level continue to use the Prentice Hall Literature books as an introduction, but also read additional novels and plays such as: Julius Caesar, Black Boy, Grapes of Wrath, The Scarlet Letter, Pride and Prejudice, The Glass Menagerie, Heart of Darkness, Candide, and Crime and Punishment. The students explore world literature in both ninth and twelfth grades and American literature in their tenth and eleventh grades. Their study of literature also includes essays, poems, articles, songs, myths, and letters that have helped shape the world. The students are expected to become proficient in the mechanics of writing, and focus on developing complex themes and ideas into a variety of writings. Students in eleventh and twelfth grade will be utilizing their knowledge of the English language to enhance their delivery of formal writings such as resumes, cover letters, and entrance applications to universities and colleges. The curriculum also challenges the students through the offering of Advanced Placement and Honors English classes.

The AMS offers additional instructional time in language arts and mathematics, reduced classroom size and after-school tutoring to provide regular and effective additional assistance for students who have difficulty in mastering the standards. Additionally, AMS offers a special education and English language learner program for students who qualify to receive additional services.

3. **Additional Curriculum Area:**

In addition, to help disadvantaged students achieve rigorous state academic standards, the Academy of Math and Science teachers use music as a part of everyday instruction. Recent studies reveal that exposure to music in school improves students' discipline, self-esteem, thinking and listening skills, and creative abilities. Students taking music lessons perform better on reading and math achievement tests. Studies show that just 15 minutes per week of piano instruction develops abilities needed for high-level math and science (Lehtonen, Nordic Journal of Music Therapy, 1994).
The music program at the high school is used to enhance student performance ability on a select instrument. Students have already developed the necessary skills for basic playing and site reading, and must now focus on reading and interpreting complex materials, and perform at a level of distinction. AMS offers a comprehensive music program starting in kindergarten. Student's skills and knowledge are reinforced as they progess through their years of schooling.

Music is taught using guided practice and hands-on activities. Students are monitored by a teacher, and are expected to play at school recitals and functions throughout the year. This level of music challenges students to attempt newer and more intricate pieces of music from a variety of genres.

4. **Instructional Methods:**

Instructional methods utilized in the AMS program promote valuable skills that will facilitate life-long learning. The program is designed to test student mastery of select concepts and information in all areas of academics. The program supports a variety of teaching styles, and encourages teachers and students to strive for excellence. The curriculum at AMS will provide knowledge taught concept by concept, at ever increasing levels of difficulty each year, in an environment that stimulates student achievement through its cooperation and impenetrability.
The Academy of Math and Science implements these instructional strategies:

- Cooperative/collaborative learning in which students work in teams to master academic material
- Discovery learning in which students interact with their environment through the use and exploration of the physical world
- Socratic methods to help foster students' learning by creating a two-way dialogue
- Gagne's 'direct instruction,' which includes gaining students' attention; informing students of objectives; recalling strategies; presenting new material; guiding student practice; eliciting performance, feedback, and assessment; and enhancing retention and reviewing through closure activities

- Project learning through which students work to cognitively connect information and skills to create a product that denotes the topics covered, skills reviewed, and higher-order thinking concepts

All teachers are required to submit lesson plans tied to the Arizona Academic Standards. These lesson plans are checked by the principal and program level coordinators. Additionally, student achievement results, parent satisfaction surveys, and classroom observations are used to evaluate the effectiveness of these strategies.

5. **Professional Development:**

All Academy of Math and Science teachers (100%) are receiving on-going, high quality professional development. Academy of Math and Science administrators ensure that all staff, including teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, receive high quality and ongoing professional development in order to enable all children in the school to meet the State academic standards. Teachers are encouraged to actively engage in high quality professional development opportunities provided by the school.

Teachers use an action research process to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions. This method uses both quantitative and qualitative analysis of data to determine priorities and act upon them. Teachers completed a Professional Development Goals survey, the results of which were analyzed by the school Professional Development Team, whose members contained teachers and outside professionals. Teachers' professional development needs are assessed using a variety of additional measurement tools, including but not limited to surveys, classroom observations, student assessment data, staff interviews, parent feedback, and an external needs assessment evaluation. For example, when student test data indicated needs in the area of writing instruction the language arts department chair was sent to 6-Trait writing workshop. He returned with materials and strategies for improving student writing which were shared with all teachers. Additionally, an outside consultant conducted a needs assessment based on classroom observations and an analysis of student test data. The consultant recommended ongoing training for staff on the appropriate usage of the Houghton Mifflin reading series. The consultant also recommended intervention for students performing below grade level in the form of a comprehensive and intensive curriculum that addresses all strands of reading/language arts. As a result, teachers have been extensively trained by Houghton Mifflin consultants and the school has purchased all books, workbooks, and other components of the Houghton Mifflin program, which was found by the Arizona Department of Education to be a research-based proven effective program.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test Arizona Instrument to Measure Standanrds

Edition/Publication Year Publisher Developed by arizona teachers, owned by Arizona

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	75		36	
% "Exceeding" State Standards	69	19		18	
Number of students tested	20	16	4	14	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA) Grade 3 Test Arizona Instrument to Mesure Standards

Edition/Publication Year Publisher Developed by Arizona teachers, owned by Arizona

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	47		54	
% "Exceeding" State Standards	38	0		9	
Number of students tested	20	15	4	14	
Percent of total students tested	100	94	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 4 Test Arizona Instrument to Measure Standards

Edition/Publication Year Publisher Developed by Arizona teachers, owned by arizona

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	90	74			
% "Exceeding" State Standards	41	21			
Number of students tested	20	15	9		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard		63			
% "Exceeding" State Standards		18			
Number of students tested		11			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA) Grade 4 Test Arizona Instrument to Measure Standards

Edition/Publication Year Publisher Developed by Arizona teachers, owned by Arizona

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	47	58			
% "Exceeding" State Standards	0	5			
Number of students tested	20	19	9		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disavantaged					
% "Meeting" plus % "Exceeding" State Standard		55			
% "Exceeding" State Standards		0			
Number of students tested		11			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 5 Test Arisona Instrument to measure standards

Edition/Publication Year Publisher Developed by Arizona teachers, owned by Arizona

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	82	95	60	65	
% "Exceeding" State Standards	14	24	13	47	
Number of students tested	19	17	17	20	
Percent of total students tested	100	95	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA) Grade 5 Test Arizona instrument to Measure standards

Edition/Publication Year Publisher Developed by arizona teachers, owned by Arizona

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	81	89	73	71	
% "Exceeding" State Standards	0	17	0	12	
Number of students tested	19	18	17	20	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 6 Test arizona Instrument to Measure Standards

Edition/Publication Year Publisher Developed by Arizona teachers, owned by Arizona

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	76	56	75		
% "Exceeding" State Standards	24	17	19		
Number of students tested	34	23	12		
Percent of total students tested	100	92	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	69	33			
% "Exceeding" State Standards	15	0			
Number of students tested	13	12			
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA) Grade 6 Test Arizona Instrument to Measure standards

Edition/Publication Year Publisher Developed by arizona teachers, owned by Arizona

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	77	44	81		
% "Exceeding" State Standards	10	0	6		
Number of students tested	34	25	12		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	54	36			
% "Exceeding" State Standards	0	0			
Number of students tested	13	14			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 7 Test Arizona instrument to Measure standards

Edition/Publication Year Publisher Developed by Arizons teachers, owned by Arizona

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	88	60	88		
% "Exceeding" State Standards	14	24	23		
Number of students tested	26	33	31		
Percent of total students tested	100	94	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	83	40			
% "Exceeding" State Standards	0	13			
Number of students tested	12	15			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 7 Test Arizona instrument to Measure standards

Edition/Publication Year Publisher Developed by Arizons teachers, owned by Arizona

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	88	60	88		
% "Exceeding" State Standards	14	24	23		
Number of students tested	26	33	31		
Percent of total students tested	100	94	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	83	40			
% "Exceeding" State Standards	0	13			
Number of students tested	12	15			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA) Grade 7 Test Arizona Instruments to Measure Standards

Edition/Publication Year Publisher Developed by Arizona teachers. owned by Arizona

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	87	66	65		
% "Exceeding" State Standards	5	0	13		
Number of students tested	26	35	31		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	67	53			
% "Exceeding" State Standards	8	0			
Number of students tested	12	17			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 8 Test Arizona instrument to measure Standards

Edition/Publication Year Publisher Developed by Arizona teachers, owned by Arizona

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	79	59	69	46	
% "Exceeding" State Standards	19	12	26	21	
Number of students tested	29	34	25	27	
Percent of total students tested	100	97	100	96	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	64				
% "Exceeding" State Standards	0				
Number of students tested	11				
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA) Grade 8 Test Arizona instrument to measure Standards

Edition/Publication Year Publisher Developed by Arizona teachers, owned by Arizona

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	68	63	70	60	
% "Exceeding" State Standards	7	3	9	16	
Number of students tested	29	35	25	28	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economicaly Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	36	50	45	47	
% "Exceeding" State Standards	0	0	0	6	
Number of students tested	11	14	12	18	
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	36				
% "Exceeding" State Standards	0				
Number of students tested	11				
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 10 Test Arizona Instrument to Measure Standards

Edition/Publication Year Publisher Developed by Arizona teachers, owned by Arizona

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	94	69		58	
% "Exceeding" State Standards	47	23		25	
Number of students tested	17	13	9	12	
Percent of total students tested	100	87	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA) Grade 10 Test Arizona instrument to Measure Standards

Edition/Publication Year Publisher Developed by Arizona teachers, owned by Arizona

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	94	60		78	
% "Exceeding" State Standards	6	7		7	
Number of students tested	17	15	9	14	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (E) Grade 10 Test _____

Edition/Publication Year _____ Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (E) Grade 2 Test AIMS DPA/TerraNova and Stanford9

Edition/Publication Year _____ Publisher CTB/McGraw-Hill

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	53	44	40		
Number of students tested	16	16	12		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 2 Test AIMS DPA/TerraNova/Standford9

Edition/Publication Year Publisher CTB/McGraw-Hill

Scores are reported here as

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	51	48	44		
Number of students tested	16	16	12		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (E) Grade 3 Test AIMS DPA/TerraNova/Stanford9

Edition/Publication Year Publisher CTB/McGraw-Hill

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	73	32		29	
Number of students tested	20	16	4	18	
Percent of total students tested	100	100	100	93	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 3 Test AIMS DPA/TerraNova/Stanford9

Edition/Publication Year Publisher CTB/McGraw-Hill

Scores are reported here as

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	88	59		48	
Number of students tested	20	16	4	18	
Percent of total students tested	100	100	100	93	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (E) Grade 4 Test AIMS DPA/TerraNova/Stanford9

Edition/Publication Year Publisher CTB/MsGraw-Hill

Scores are reported here as

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	35	48	42	44	
Number of students tested	20	15	9	9	
Percent of total students tested	100	100	100	94	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 4 Test AIMS DPA/TerraNova/Stanford9

Edition/Publication Year Publisher CTB/MsGraw-Hill

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	63	61	44	62	
Number of students tested	20	15	9	8	
Percent of total students tested	100	100	100	88	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (E) Grade 5 Test AIMS DPA/TerraNova/Stanford9

Edition/Publication Year Publisher CTB?McGraw-Hill

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	59	72	54	59	
Number of students tested	18	16	12	20	
Percent of total students tested	100	95	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 5 Test AIMS DPA/TerraNova/Stanford9

Edition/Publication Year Publisher CTB/MsGraw-Hill

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	63	59	49	78	
Number of students tested	18	16	12	20	
Percent of total students tested	100	95	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (E) Grade 6 Test AIMS DPA/TerraNova/Stanford9

Edition/Publication Year Publisher CTB/McGraw-Hill

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	57	46	52	50	
Number of students tested	34	19	12	9	
Percent of total students tested	100	100	100	92	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 6 Test AIMS DPA/TerraNova/Stanford9

Edition/Publication Year Publisher CTB/McGraw-Hill

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	63	50	62	61	
Number of students tested	34	19	12	9	
Percent of total students tested	100	100	100	92	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (E) Grade 7 Test AIMS DPA/TerraNova/Stanford9

Edition/Publication Year Publisher CTB/MsGraw-Hill

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	57	56	54	49	
Number of students tested	26	33	31	9	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 7 Test AIMS DPA/TerraNova/Stanford9

Edition/Publication Year Publisher CTB/McGraw-Hill

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	53	63	58	68	
Number of students tested	26	33	31	9	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (E) Grade 8 Test AIMS DPA/TerraNova/Stanford9

Edition/Publication Year Publisher CTB/McGraw-Hill

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	69	52	59	57	
Number of students tested	29	34	25	27	
Percent of total students tested	100	100	100	86	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 8 Test AIMS DPA/TerraNova/Stanford9

Edition/Publication Year Publisher CTB/McGraw-Hill

Scores are reported here as

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	69	56	58	66	
Number of students tested	29	34	25	27	
Percent of total students tested	100	100	100	86	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (E) Grade 9 Test AIMS DPA/Terra Nova/Stanford9

Edition/Publication Year Publisher CTB/McGraw-Hill

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	48	56	52	54	
Number of students tested	21	18	16	12	
Percent of total students tested	100	100	100	95	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 9 Test AIMS DPA/TerraNova/Stanford9

Edition/Publication Year Publisher CTB/McGraw-Hill

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	48	65	54	68	
Number of students tested	21	18	16	12	
Percent of total students tested	100	100	100	95	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					