

Revised March 7, 2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

Official School Name American Indian Public Charter School
(As it should appear in the official records)

School Mailing Address 3637 Magee Ave.
(If address is P.O. Box, also include street address)

Oakland California 94619-1427
City State Zip Code+4 (9 digits total)

County Alameda State School Code Number*01-61259-6113807 Charter # 0106

Telephone (510) 482-6000 Fax (510) 482-6002

Website/URL www.aipcs.org E-mail aipcs@sbcglobal.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Randolph Ward, State Administrator
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Oakland Unified School District Tel. (510) 879-8200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 school year.
3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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.

DISTRICT- Oakland Unified School District

1. Number of schools in the district:
- | | |
|------------|---------------------|
| <u>66</u> | Elementary schools |
| <u>19</u> | Middle schools |
| <u>1</u> | Junior high schools |
| <u>24</u> | High schools |
| <u>13</u> | Other |
| <u>123</u> | TOTAL |

2. District Per Pupil Expenditure: \$8,675.00
- Average State Per Pupil Expenditure: \$7,077.00
- AIPCS Per Pupil Expenditure: \$6,271.29**

SCHOOL – American Indian Public Charter School

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

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 6 Number of years the principal has been in her/his position at this school.

NA 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
PreK				7	26	29	55
K				8	31	24	55
1				9	17	14	31
2				10			
3				11			
4				12			
5				Other			
6	24	31	55				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							196

6. Racial/ethnic composition of the students in the school: 02% White
27% Black or African American
23% Hispanic or Latino
33% Asian/Pacific Islander
15% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 11%

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	148
(5)	Total transferred students in row (3) divided by total students in row (4)	.11
(6)	Amount in row (5) multiplied by 100	11%

8. Limited English Proficient students in the school: 54%
80 Total Number Limited English Proficient
Number of languages represented: 6
Specify languages: Spanish, Cantonese, Mandarin, Sioux, Navajo, Apache, Portuguese, and Hindi

9. Students eligible for free/reduced-priced meals: 83 %
Total number students who qualify: 123

10. Students receiving special education services: 9%
13 = Total Number of Students Served

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

- | | |
|-----------------------------------|--|
| <u> 1 </u> Autism | <u> 3 </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> 4 </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 2 </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> 1 </u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> 2 </u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 6 </u>	<u> </u>
Special resource teachers/specialists	<u> </u>	<u> 2 </u>
Paraprofessionals	<u> NA </u>	<u> </u>
Support staff	<u> 1 </u>	<u> </u>
Total number	<u> 8 </u>	<u> 2 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 25:1
13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	99%	99%	99%	98%	95%
Daily teacher attendance	99%	99%	99%	98%	97%
Teacher turnover rate	0%	17%	20%	18%	25%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III – SUMMARY

The American Indian Public Charter School (AIPCS) is a part of the Oakland Unified School District. We are a charter school that currently (2005-2006) works with 190 inner-city students with over 85% qualifying for the Free and Reduced Lunch Program. The American Indian Public Charter School's Academic Performance Index has more than doubled in the last five years, increasing from 436 in 2001 to 880 in 2005. AIPCS has met the No Child Left Behind Act each year since it was implemented in 2001.

AIPCS Mission Statement: The focus of AIPCS is excellent student attendance (99%) which helps to ensure that the academic needs of American Indian students and others interested in attending our school are met. Our mission is to provide students with an education to enhance their academic skills in reading, writing, spelling, mathematics, science, social science, business, and humanities in order to compete and be productive members in a capitalistic society. This goal is reached through a collaborative effort between school, family, and community.

AIPCS provides a rigorous, standards-based curriculum with a focus on language arts and mathematics. We have increased instructional minutes so teachers have more time to concentrate on core subjects. Each student has a minimum of an hour and a half of language arts and the same amount of time for mathematics each day. Students spend an average of 45 minutes each day for science, social studies, foreign language, and physical education. We have extremely high academic expectations for all students which includes all special education students. This is exemplified by the fact that all eighth graders are required to take and pass algebra before being promoted to high school.

The American Indian Public Charter School operates in a self-contained classroom model in which teachers move up each year with their students from one grade to the next. This has created a stable learning environment where an extended family concept of education helps maintain discipline and academic focus at AIPCS.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** The main student academic assessment taken by all 6th, 7th, and 8th Graders at the American Indian Public Charter School is the California Standards Test (CST). The CST is a criterion-referenced examination which is aligned with the California State Content Standards for each grade level. CST proficiency is reported in these five categories: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. State criteria for having mastered the standards requires students to score in the Proficient or Advanced categories.

The American Indian Public Charter School has consistently out-performed the state of California on the California State Content Standards for both reading and mathematics:

- In reading, the AIPCS sixth grade increased the amount of students scoring proficient or higher from 36% in 2003 to 45% in 2004 to 70% in 2005. The amount of sixth-grade students in the state of California scoring proficient or higher went from 36% in 2003 to 36% in 2004 to 38% in 2005. Similar results can be found for the seventh and eighth grades.
- In mathematics, the AIPCS sixth grade increased the amount of students scoring proficient or higher from 48% in 2003 to 70% in 2004 to 78% in 2005. The amount of sixth grade students

in the state of California scoring proficient or higher went from 34% in 2003 to 35% in 2004 to 40% in 2005. Once again, similar results can be found for the seventh and eighth grades.

- In the demographic of economically disadvantaged students, the amount of AIPCS seventh graders scoring proficient or higher in reading went from 35% in 2003 to 44% in 2004 to 69% in 2005. The amount of economically disadvantaged in the state of California scoring proficient or higher in reading went from 19% in 2003 to 20% in 2004 to 28% in 2005. Once again, similar results can be seen in the sixth and eighth grades.
- In reading, AIPCS sixth-grade African-American students scoring proficient or higher went from 27% in 2003 to 31% in 2004 to 77% in 2005. The amount of sixth-grade African American students scoring proficient or higher in the state of California went from 22% in 2003 to 23% in 2004 to 24% in 2005.

The American Indian Public Charter School is committed to consistently improving student achievement on the California Standards Test. AIPCS uses the California Standards Test to measure student achievement for individual students, as well as sub-groups, in order to create strategies for academic improvement. Teachers and staff analyze this data and search for new methodology in order to address students' academic weaknesses.

<http://data1.cde.ca.gov/dataquest/>

2. **Using Assessment Results:** Student Assessment is viewed as a positive tool to assist our school in a number of ways. The American Indian Public Charter School utilizes the California State Content Standards Examination test scores, Grade Point Averages, and California English Language Development Test results to measure students' academic preparedness. The scores from all student assessments are charted so that students' progress can be continuously monitored and reviewed at all times. All AIPCS staff critically analyze student data, identify strengths and define goals for students. The frequent monitoring of homework and weekly tests diagnose student strengths as well as weaknesses. Student academic assessment strategies include learning logs, parent-student-teacher conferences, progress reports and student report cards.

Students who enroll below grade level in either language arts or mathematics will be immediately identified by the Student Success Team (SST) as low-achieving and a personalized learning plan will be created to allow them to improve their academic skills. A teacher, parent, special education teacher and the director serve on this committee. Any student who is failing a class will be identified immediately and enrolled in a tutorial program. An Individualized Learning Plan (IEP) will be developed for them to enhance their skills in a particular subject. This will require the student to spend an additional 3-5 hours a week after school to ensure the student is getting the academic assistance necessary to be successful at AIPCS.

3. **Communicating Assessment Results:** AIPCS believes that its success is due to the collaborative effort between the administration, teachers, students, family, and community members. Student progress reports are sent to families every three weeks for students who receive a C- or lower in any subject. The students who receive progress reports for low academic performance also participate in conferences with their family representative and the teacher. Every six weeks each student's family receives an official report card that assesses student progress and gives a GPA on a 4.0 scale.

AIPCS has important relationships in the community that help the school to succeed in its academic goals. The relationship with the American Indian Child Resource Center provides extra after-school tutoring for four hours a week to all students interested in joining the program. The relationship with

the Native American Health Center provides free health care to all AIPCS students. These relationships combined with our rigorous, structured learning process has made American Indian Public Charter School one of the top academic middle schools in California.

4. **Sharing Success:** The American Indian Public Charter school has an open campus which continually hosts educators, families, and children from other schools. The experienced staff of AIPCS continually offers support and guidance to other educators by leading professional development workshops for teachers in neighboring schools. Our principal shares highly successful practices with other schools on district, state, and national levels. In addition, the principal has started the Oakland Charter School Consortium to help struggling charter schools improve their social and academic achievements.

The most obvious contribution was the work AIPCS did for the Oakland Charter Academy (OCA). OCA is the oldest charter school in Oakland. For most of its ten years of existence, the school struggled both academically and financially. Prior to the 2004-2005 school year, Oakland Charter Academy was in Program Improvement Status Year Three. Before the start of the 2004-2005 school year, the Oakland Charter Academy Board of Governance decided to reorganize the school by firing the principal, hiring new staff, and seeking out assistance from other successful schools in the nearby area.

After one year of working with the American Indian Public Charter School and adopting its model, Oakland Charter Academy met their Annual Yearly Progress (AYP) for every subgroup for the first time since its inception in 1993. OCA's API score rose by 94 points to a present 744, making it the most improved school in the city of Oakland and second in the state of California. Moreover, Oakland Charter Academy had the second highest test score gain in 2005, among all middle schools in the state of California. Presently, Oakland Charter Academy continues to work with American Indian Public Charter School, and is no longer in Program Improvement Status. The American Indian Public Charter School is currently working with two other Oakland charter schools.

PART V – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:** The American Indian Public Charter School provides a rigorous, standards-based curriculum with a focus on reading, writing, mathematics, social science and social interaction. The curriculum serves as a road map for teachers, students, and community members to ensure our students are provided the academic and social skills needed to succeed in society. The core subjects of the curriculum include: language arts, mathematics, history, science, and Spanish.

We believe that part of our academic success is built on our emphasis on English and the language arts. Students in sixth through eighth grades are required to take ninety instructional minutes each day. We believe that the ability to understand and analyze the written word is central to all academic subjects. By focusing on English and the language arts, AIPCS students will be better equipped to understand the material covered in other core academic subjects, such as history and science. Through a rigorous study of literature, students acquire the ability to comprehend difficult text and to transmit their ideas and insights with clarity and logic. In order to be a competent member of society and to succeed in post-middle school education, students must be competent readers.

American Indian Public Charter School families believe that in order to be a truly educated person in the 21st Century, students need to be provided with a rigorous curriculum in mathematics. We have

recently increased our mathematics instruction from sixty to ninety minutes to meet these demands. The high expectations in math require all eighth graders to take algebra. Curriculum and instruction development are ongoing in mathematics to address academic needs and to enhance student mastery of mathematical concepts.

The science and history programs are aligned with the California State Content Standards. Both science and history are structured around the Glencoe, McGraw Hill *National Geographic* series, which are state-approved textbooks. The history curriculum teaches culture, both ancient and modern, through archaeology, anthropology, history and geography. The AIPCS science curriculum focuses on earth, life, and physical sciences. This curriculum teaches students to use the scientific method to identify a problem and pose relevant questions, state a hypothesis, conduct an experiment, understand the variables, analyze the data, and reach a solution.

The AIPCS foreign language program is focused primarily on Spanish, although Mandarin is also offered. The Spanish curriculum is structured around the California State Content Standards. This curriculum teaches content and learning experiences that allow students to develop the skills, knowledge, and attitudes necessary to master both Spanish language and culture. The curriculum puts an emphasis on correct pronunciation, listening comprehension, vocabulary development, learning the fundamentals of verb conjugations, and the formation of grammatically-correct Spanish sentences.

The AIPCS Visual and Performing Arts Program is a comprehensive, curriculum-based educational component designed to introduce art, music, and culture in the classroom setting. AIPCS provides an effective visual and performing arts curriculum by using the grade-level considerations, the instructional strategies, and assessment guidelines outlined in *Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2003). For example, AIPCS offers violin, flute, clarinet, and art classes on Wednesdays, Thursdays, Fridays, and Saturdays.

- 2. English Language Curriculum:** The AIPCS English curriculum is aligned with the California State Content Standards and reflects the national standards as established by the National Council of Teachers of English. The Language Arts program is structured around the Holt *Literature and Language Arts, Mastering the California Standards* series, which are California state-approved textbooks. The AIPCS language arts program concentrates on the fundamentals of grammar, spelling, writing, and reading comprehension. Students are also taught the necessary skills of researching information, taking notes, organizing ideas, developing an outline, using dictionaries, and editing essays. In addition, the mechanics of writing are taught through creative essays, poetry, journalism, business communication, and scientific writing.

Students who are reading below grade level receive two extra hours of language arts tutoring per week. In this program, students use the Houghton Mifflin, *Soar to Success* curriculum which is designed for struggling readers. These books are leveled, gradually increasing in difficulty until students are reading at grade level. This program teaches valuable reading strategies such as decoding with phonics, summarizing, and using context clues to decipher word meanings.

- 3. Mathematics Curriculum:** To meet the demands of the 21st century, students need to be provided with a rigorous curriculum in mathematics. All AIPCS students are required to take 90 minutes of math each day. Students begin 6th grade studying general mathematics, 7th grade studying Pre-Algebra, and end 8th grade with a comprehensive algebra course. The AIPCS mathematics curriculum is aligned with the California State Content Standards and reflects the national standards as

established by the National Council of Mathematics Teachers. The mathematics curriculum is structured around the McDougal Little, *Mathematics: Concepts and Skills* textbooks, which are state-approved textbooks utilizing California state standards for each level.

The main approach of the AIPCS mathematics program is to integrate the California Standards into classroom subject matter. Students continuously practice basic computational skills, problem solving, abstract thinking, and asking mathematical question. In addition, the AIPCS mathematics program extends student understanding through the application of knowledge to real-world circumstances. A popular activity when learning fractions is to study the stock market so students can comprehend how small fractions of a point can have enormous affects on financial gains or losses.

- 4. Instructional Methods:** Teachers use a combination of portfolios, projects, exhibitions, and criterion-referenced assessments to enhance student learning. Matching these instructional strategies with the state-approved textbooks provides an outstanding standards-based instruction with contemporary learning styles. Teachers establish language arts and math portfolios that follow students from 6th – 8th grades. Students who are working below grade level are identified and developmentally appropriate intervention strategies are created. Students performing above grade level are also identified so that challenging curriculum can be created to meet student needs.

Teachers are trained to use the best instructional methods to meet the needs of all students. Practices such as reciprocal teaching, interactive writing, and guided reading are consistent components of all grade levels. AIPCS has also implemented a peer tutoring program which allows exceptional 8th grade students to be both social and academic role models for younger students.

Another approach we use is the concept of a “clan system” which is emphasized by most American Indian tribes. This approach stresses the importance of working with a group to establish systems of relationships and boundaries. Individuals are encouraged through peer relationships to work together in order to achieve academic success. This is reflected in AIPCS’s self-contained classrooms that reinforce the concept of an extended family and community to our students. This creates a safe and comfortable learning environment for all our students to excel.

- 5. Professional Development:** Teachers, support staff, and the principl take advantage of extensive opportunities to expand their knowledge and share educational research and instructional practices. Staff members participate in an in-service session based on their professional needs, as well as school priorities. Most of the in-service sessions for AIPCS teachers concentrate on language arts and mathematics. The in-service provides teachers the opportunity to share ideas on how to increase student academic performance.

An important theme of this year has been how to raise students standardized test scores for those who scored below basic. AIPCS created the Stanford Academic Institute and Language (SAIL) Program which specifically concentrates on improving mathematics test scores for students scoring below grade level. Teachers were trained to use visuals, charts, and graphic organizers to provide a wider range of learning styles for those students who may miss information when it is only presented verbally.

Each summer, before the school year begins, we have an in-service in an outside destination (Vancouver, Oregon, etc.) where faculty discuss important school issues in an open-forum. This enables teachers and staff to begin the year supporting and collaborating one another by sharing ideas

for the up-coming school year. This collaboration continues throughout the school year during bi-weekly staff meetings in which teachers share lesson plans, discipline systems, review assessment data, and reflect on effective teaching practices.

PART VII - ASSESSMENT RESULTS

American Indian Public Charter School

Test: California Standards Test
Publisher: CTB McGraw-Hill
Subject: English-Language Arts
Grade: 6

Test Year	2004-2005	2004-2003	2003-2002
Testing Month	April	April	April
SCHOOL SCORES			
% Advanced	35	12	0
% Proficient or above	70	45	36
Number of Students Tested	51	49	25
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			
African American (% of Total Population)	26	27	28
Number of Students Tested	13	13	11
% Proficient or Above	77	31	27
Economically Disadvantaged (% of Total)	88	92	92
Number of Students Tested	45	45	23
% Proficient or Above	69	44	35

American Indian Public Charter School

Test: California Standards Test
Publisher: CTB McGraw-Hill
Subject: English-Language Arts
Grade: 7

Test Year	2004-2005	2004-2003	2003-2002
Testing Month	April	April	April
SCHOOL SCORES			
% Advanced	34	14	8
Proficient or Above	81	55	29
Percent of Total Students Tested	100	100	96
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0

SUBGROUP SCORES

Hispanic (% of Total Population)	23	21	56
Number of Students Tested	12	11	14
% Proficient or Above	92	34	21
 Economically Disadvantaged (% of Total)	 87	 87	 88
Number of Students Tested	46	25	22
% Proficient or Above	78	52	27

American Indian Public Charter School

Test: California Standards Test
Publisher: CTB McGraw-Hill
Subject: English-Language Arts
Grade: 8

Test Year	2004-2005	2004-2003	2003-2002
Testing Month	April	April	April
SCHOOL SCORES			
% Advanced	23	14	4
% Proficient or above	65	41	26
Number of Students Tested	26	22	27
Percent of Total Students Tested	100	95.7	96
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0

SUBGROUP SCORES

Hispanic (% of Total Population)	19	52	43
Number of Students Tested	10	12	12
% Proficient or Above	50	33	17
 Economically Disadvantaged (% of Total)	 92	 83	 86
Number of Students Tested	24	19	24
% Proficient or Above	67	42	25

American Indian Public Charter School

Test: California Standards Test
Publisher: CTB McGraw-Hill
Subject: Mathematics
Grade: 6

Test Year	2004-2005	2004-2003	2003-2002
Testing Month	April	April	April
SCHOOL SCORES			
% Advanced	45	29	0
% Proficient or above	78	70	48
Number of Students Tested	51	49	25
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

African American (% of Total Population)	26	27	28
Number of Students Tested	13	13	10
% Proficient or Above	69	46	20
 Economically Disadvantaged (% of Total)	 88	 92	 92
Number of Students Tested	45	45	23
% Proficient or Above	80	71	48

American Indian Public Charter School

Test: California Standards Test
Publisher: CTB McGraw-Hill
Subject: Mathematics
Grade: 7

Test Year	2004-2005	2004-2003	2003-2002
Testing Month	April	April	April
SCHOOL SCORES			
% Advanced	30	17	8
% Proficient or above	79	55	29
Number of Students Tested	53	29	24
Percent of Total Students Tested	100	100	96
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0

SUBGROUP SCORES

Hispanic (% of Total Population)	23	21	56
Number of Students Tested	12	11	14
% Proficient or Above	83	41	21
 Economically Disadvantaged (% of Total)	 87	 87	 88
Number of Students Tested	46	25	22
% Proficient or Above	80	56	27

American Indian Public Charter School

Test: California Standards Test

Publisher: CTB McGraw-Hill

Subject: Mathematics

Grade: 8

***All students in 8th Grade are required to take the Algebra Standardized Test.**

Test Year	2004-2005	2004-2003	2003-2002
Testing Month	April	April	April
SCHOOL SCORES			
% Advanced	0	5	0
% Proficient or above	38	32	27
Number of Students Tested	26	22	27
Percent of Total Students Tested	100	95.7	96
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0

SUBGROUP SCORES

Hispanic (% of Total Population)	19	52	43
Number of Students Tested	12	12	12
% Proficient or Above	43	33	17
 Economically Disadvantaged (% of Total)	 92	 83	 86
Number of Students Tested	24	19	24
% Proficient or Above	42	37	21