

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

Official School Name Advanced Technologies Academy (As it should appear in the official records)

School Mailing Address 2501 Vegas Drive (If address is P.O. Box, also include street address)

Las Vegas NV 89106-1643 City State Zip Code+4 (9 digits total)

Tel. (702) 799-7870 Fax (702) 799-0656

Website/URL http://www.atech.org Email mkinnaird@atech.org

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

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

Name of Superintendent Mr. Carlos A. Garcia (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clark County School District Tel. (702) 799-5011

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 Ms. Sheila Moulton (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

Technical Specifications

Please keep the following requirements in mind when completing the application. Failure to comply will result in the school's application not being reviewed.

1. **Eligibility.** To be eligible, the school must completely fill in the cover sheet and all sections of the application. For example, the school must give a street address even if the mailing address is a post office box number, provide the nine-digit zip code, the school's Web address, and the email address.
2. **Paper, Spacing, and Type Size.** All responses must be typed on white paper, single-spaced, with one-inch margins on right, left, top, and bottom. Use normal spacing between lines, as in the example in the box below.

Print size must not be reduced smaller than 11-point computer font, the same physical size as the Times New Roman font used in this box. Do not use condensed or compressed type; the font style used should be easily reproducible.
--

3. **Copies.** Each school submits three copies (the original plus two) of the completed application. The original and copies must be without any additional covers or folders and stapled in the upper left-hand corner. The signed original should be printed on one side. To minimize environmental impact, the two copies may be photocopied on both sides of the paper. The application should have no additional plastic cover page or backing, nor be placed in a folder, nor have attachments other than assessment data.
4. **Electronic Files.** The school also submits the application on a 3.5-inch floppy disk that contains the entire application. The file must be written in Microsoft Word in PC format; the assessment tables may be in either Word or Excel in PC format.
5. **Cover Sheet.** Note that the cover sheet requires the signatures of the principal, the district superintendent, and the president/chairperson of the local school board. These signatures certify that each of the three individuals has reviewed the content of the application, including the statement of eligibility, and has determined that it is accurate. (All of these signatures may not be applicable for private schools; write N/A in the space where the position or its equivalent is not applicable.)
6. **Pagination.** Paginate the application and number all pages consecutively including the appendices.
7. **Format.** Narrative answers to questions are generally limited to one-half page, approximately 200 words. No attachments to the application are allowed except for the school assessment tables and subgroup norms/standards supplied by publishers needed to interpret assessment data. Any other attachments will be discarded.
8. **Submission.** All applications are submitted to the U.S. Department of Education at the following address:

J. Stephen O'Brien
No Child Left Behind – Blue Ribbon Schools Program
Office of Intergovernmental and Interagency Affairs
U.S. Department of Education
400 Maryland Avenue SW, 5E205
Washington, DC 20202-3521

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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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

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

1. Number of schools in the district:
- | | |
|-------|---------------------|
| 172 | Elementary schools |
| 43 | Middle schools |
| -0- | Junior high schools |
| 33 | High schools |
| <hr/> | |
| 248 | TOTAL |

2. District Per Pupil Expenditure: \$5,077
- Average State Per Pupil Expenditure: \$3,660

SCHOOL (To be completed by all schools)

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. 9 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7			
1					8			
2					9	135	79	214
3					10	127	76	203
4					11	112	54	166
5					12	109	70	179
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL								762

6. Racial/ethnic composition of the students in the school:
- 54.7 % White
 - 10.6 % Black or African American
 - 18.9 % Hispanic or Latino
 - 15.7 % Asian/Pacific Islander
 - .009 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 3 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(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.	26
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	26
(4)	Total number of students in the school as of October 1	754
(5)	Subtotal in row (3) divided by total in row (4)	0.034
(6)	Amount in row (5) multiplied by 100	3.44

8. Limited English Proficient students in the school: 5 %
14 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 27 %
226 Total Number Students Who Qualify

If this method is not a reasonably 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: $\frac{2}{15}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 12 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> 2 </u> Visual Impairment Including Blindness

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> 3 </u>	<u> </u>
Classroom teachers	<u> 60 </u>	<u> </u>
Special resource teachers/specialists	<u> 1 </u>	<u> </u>
Paraprofessionals	<u> 0 </u>	<u> </u>
Support staff	<u> 8 </u>	<u> </u>
Total number	<u> 72 </u>	<u> </u>

12. Student-“classroom teacher” ratio: 21-1

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.1	94.9	97	97.8	97.1
Daily teacher attendance	93	94.9	96	95.6	90.8
Teacher turnover rate	0.07	0.04	0.04	0.04	0.05
Student dropout rate	0.8	0.4	0.1	0.1	0.8
Student drop-off rate	2.5	1.8	2.5	1.5	1.2

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	176
Enrolled in a 4-year college or university	67 %
Enrolled in a community college	18 %
Enrolled in vocational training	1 %
Found employment	4 %
Military service	7 %
Other (travel, staying home, etc.)	0 %
Unknown	3 %
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

The Advanced Technologies Academy in Las Vegas, Nevada, is the public senior high high-tech magnet school in the nation's sixth-largest school district. The mission of Advanced Technologies Academy is to provide an ethnically and otherwise diverse student population with the opportunity to acquire and to apply knowledge, skills, creativity and a sense of responsibility necessary to succeed in a highly competitive and changing technological world.

Since it is a magnet school, students from all over the district apply for admittance each year. As a result, A-TECH students know that they have been selected from a group of gifted, highly motivated applicants.

With a student population of just over a thousand, A-TECH is one of the district's smaller schools. These two facts combine to create an atmosphere in which students know one another and take great pride in their work. A-TECH students are not lost in the crowd. A-TECH students do not buy into the view that achievement "isn't cool."

The educational emphasis is well-documented. This year, 215 schools in our district were rated "adequate." Thirty were rated "inadequate." Two were rated "high achieving." A single school was rated "exemplary." That school is the Advanced Technologies Academy.

This is the sixth year the schools have been rated. One year A-TECH was rated "high achieving." The other five years, it was rated "exemplary."

A-TECH mirrors excellence on many fronts. Each newly admitted student chooses to concentrate in at least one area of specialization from the seven offered: Computer Science, Banking and Finance, Information Technology, Computer Graphics, Law-Related Careers, Systems Technology Support, and Pre-Engineering. The school is comprehensive: students take the six courses per day students would take at any regular high school, and then they attend two additional program-area courses per day to develop their specializations.

The students are highly motivated, and their education is rigorous. Faculty members are encouraged to identify specific behavioral objectives in their instruction and to communicate those objectives to the students. Their lesson plans must include those objectives, as well as to identify teaching strategies and activities and the instructional technology required. Specific rubrics are available whereby the students may assess their own work before it is formally graded.

The students are among the academic elite, but the school assiduously avoids elitism. A-TECH is open to students with a wide range of abilities. Students with special needs are seamlessly accommodated, and provisions are made for those at both ends of the ability spectrum. The one characteristic virtually every student shares is the desire for excellence. To the motivated, wonderful opportunities are daily events.

Whether studying Crime Scene Investigations in the criminalistics course, building online animations in a website course, or achieving advanced certifications in real-world local area network courses, the student at the Advanced Technologies Academy is involved in building a career based on systematic, documented excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

A public school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school may be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance and are achieving at high levels in reading (language arts or English) and mathematics, as measured by state criterion-referenced assessments or assessments that yield national norms.

A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined by the CSSO of each state. All student groups, including disadvantaged students, must show dramatic improvement as shown by disaggregated data. The nomination criteria, including assessments, must pertain equally to all schools that are nominated from the individual state. “High levels” is defined by the CSSO of each state, but at a minimum includes student achievement at the 55th percentile on state assessments. **States must rely on the state accountability system to identify schools for submission to the Secretary.** If the state does not have an accountability system in place, in the letter to the Secretary the CSSO explains in detail the criteria used by the state to nominate the schools.

Second, regardless of a school’s demographics, it may be recognized if its students achieve at the highest levels, that is, the school is in the top 10 percent in the state in reading (language arts or English) and mathematics. This achievement is measured by state criterion-referenced assessments or assessments that yield national norms. If the state uses only assessments referenced against national norms at a particular grade, the state should explain how these tests measure the depth and breadth of the state’s academic content standards.

The CSSO of each state certifies in a letter to the U.S. Secretary of Education that accompanies the list of nominated schools that the schools have all met the minimum requirements established by the CSSO for “dramatically improved” and achieving at “high levels.” The letter from the CSSO to the Secretary explains the criteria used by the state to nominate the schools. **States may not submit schools that have been in school improvement status within the last two years.**

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.
 - a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state’s interpretation of

- statistical significance. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
- b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
 - c. Attach all test data to the end of this application and continue to number the pages consecutively.

Private Schools

A private school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school can be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance in the past three years in reading (language arts or English) and mathematics, and are achieving at high levels. A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined as an increase of at least one-half standard deviation over at least three years and includes the disadvantaged students as shown by disaggregated data. “High levels” is defined as student achievement at or above the 55th percentile on assessments referenced against national norms at a particular grade, or at or above the 55th percentile on state tests.

Second, regardless of the school’s demographics, it may be recognized if its students achieve at the highest levels, that is, if the school is in the top 10 percent of the schools in the nation in reading (language arts or English) and mathematics in the last grade tested, as measured by an assessment referenced against national norms at a particular grade or in the top 10 percent in its state as measured by a state test.

1. Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school. If at least 90 percent of the students take the SAT or ACT, high schools should include the data. If fewer than 90 percent of the students in the appropriate classes take the SAT or ACT, *do not report the data*. Limit the narrative to one page.
 - a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant (generally 10 percent or more of the student body of the school). Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
 - b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
 - c. Attach all test data to the end of this application and continue to number the pages consecutively.

The State of Nevada mandate of statewide testing in grades four, eight, and ten for accountability purposes was enacted by the Nevada legislature in 1977. The test data provided for the reporting years is from the TerraNova Achievement Test (CTBS/5th Edition). The State Board of Education adopted the TerraNova as the test for the fourth and eighth grades, and the legislature subsequently mandated it as the test for the tenth grade. At the high school, all students other than those in the tenth grade are excluded from this statewide testing.

Students are required to pass proficiency tests at a designated level in math, reading, and writing. These proficiency tests, which together function as an exit exam, are administered for the first time during the eleventh grade, and are repeated that year and the next for those who have not passed. Ninth grade students take a practice level of the TerraNova test that provides high schools with assessment information of the skill base of that particular class of students and with direction for any necessary remediation.

Reviewing the disaggregated test data for the subgroups for the reporting years would indicate no significant disparities among the percentile scores in math, language, and reading. While there is a difference in each subgroup's percentile scores, all are above the average scores of both the district and the state. The differences among the subgroup disaggregated test data can be attributed to differences in retention of skills taught previously, as well as differences in test-taking skills.

For Public and Private Schools

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Assessment results come from the classroom, mandated exams, and elective exams. Classroom assessment is an ongoing daily process used to determine the students' level of understanding and their readiness for new material. It also indicates a need for additional teaching strategies.

The mandated exams include the Nevada Proficiency Exams in the areas of Math, Reading, Writing, and Science and TerraNova test. Proficiency results are mailed to the student at the home address. Non-proficient students are notified of tutoring programs available for them to increase their skill level. A breakdown each student's scores is provided to the school's tutor so that the instruction will meet the individual needs of each student.

For the TerraNova, the results are mailed to the home. The department coordinators review the results to determine area objectives to address test deficiencies. A plan is developed based on the objectives. The plan is then implemented followed, by reassessment and evaluation to determine if additional objectives are needed.

Strategies based on the results of the PSAT and PLAN are provided to the students to implement in order to best prepare themselves for taking the SAT and/or ACT. Students are encouraged to complete the SAT and/or ACT early enough to implement strategies to improve their results if desired.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

All tested students receive individual test profile cards, which are mailed to their homes. Accompanying the profile card is an explanation for parents/guardians about how to interpret the test assessment information on the card. Students and their parents that desire further assistance in understanding the results are invited to consult with the student's academic counselor.

When the school district receives the test results, it conducts a press conference and publishes the results in a local newspaper to inform the community about the overall student performance by school, using percentile scores. In this way, parents/guardians of students at individual schools are able to compare their child's test scores with those of students at other district schools.

On a day-to-day basis, student grades are posted by student number on the school's website in an effort to keep the students and parents apprised of the students' current status. In addition, parents are given teachers' voice mail and email contact information in order to cultivate an ongoing communication with the home front.

Parent/guardians who attend the monthly Parent Advisory Council meeting when the school's test assessment is reviewed have the opportunity to hear from the principal the overall analysis of the test results and their impact on the school's curriculum.

4. Describe in one-half page how the school will share its successes with other schools.

Ever since the Advanced Technologies opened in 1994, we have opened our doors to a steady stream of interested educators from all over the world who have requested tours of our facility. Each tour typically goes beyond a simple walk-through, however. The visitor is supplied with the story behind this singular institution and his or her questions are answered. A special cadre of students is assembled and trained each year to conduct the tours and to provide the visitors with a view from the student point of view. We are proud of our successes, and we believe that our positive and productive educational environment can be replicated in other locations. To that end, we are happy to consult with interested colleagues.

In addition, our school website (<http://atech.org>) provides access to information about our programs and approaches, as well as supplying contact information to those who might seek to investigate further.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

As a magnet school, A-TECH’s curriculum includes courses to meet graduation requirements, courses which meet the requirements but are at the Honors level or Advanced Placement level, and courses related to a student’s selected program area. Students attend all eight periods on Mondays, Tuesdays, and Fridays. On Wednesdays and Thursdays, block days, only four of the eight classes are held each day with the length of the period being doubled. Freshmen have seven required courses including math, science, English, physical education, health, computer fundamentals, and the first course in their program area, and one elective. The number one elective selected by the students is foreign language. Sophomores have seven required classes including math, science, English, physical education, world history, and two classes in their selected program area. Sophomores also have one elective class. Juniors have four or five required courses depending on the number of math credits they have earned. The required areas are U.S. History, English, and two program credits. In addition to the required courses, students are encouraged to enroll in math all four years and in science for at least three years.

Advanced placement classes are available to students in Chemistry, Physics, Calculus, Statistics, U.S. History, U.S. Government, English Literature and Composition, Spanish, and Computer Science. In addition, to the Advanced Placement courses, Honors classes are available to students at each grade level:

English I, II Honors	Geometry Honors	U.S. Government	Spanish for Spanish
American Literature	PreCalculus Honors	Honors	Speakers II, III Honors
Honors	Biology Honors	World History Honors	Computer Science II
World Literature	Chemistry I, II Honors	French II Honors	Honors
Honors	Physics I Honors	Spanish II, III, IV	
Algebra I, II Honors	U.S. History Honors	Honors	

Average level classes include

English I, II	Journalism I, II	Weight Training	U.S. Government
American	Spanish I	Principles of Science	Psychology
Literature	French I	Biology I	Sociology
World Literature	Algebra I A	Chemistry I	Advanced Band
Creative Writing	Algebra I, II	Marine Science	Advanced Orchestra
Business	Geometry	Applied Physics	Principles of
Communications	Trigonometry	Physics I	Leadership
Speech I, II	Statistics	World History	Publications I, II
Forensics I, II	Physical Education I, II	U.S. History	Theater I

A minimum of seven credits is required for each of the seven program areas. The seven program areas are Business and Finance, Computer Art and Graphic Design which includes an emphasis in Graphic Design and an emphasis in Computer Aided Design, Computer Science, Engineering Technology, Information Technology, Law Related Education, and Systems Technology Support. Articulation programs with the community college and art institutes allow students to earn up to 15 college credits for courses completed while at A-TECH. In addition, students in Engineering Technology complete a three-credit engineering course through the university in both the junior and senior year. Students may also elect to take other courses at the community college and/or university as juniors and seniors for dual credit.

2. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

(Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

Students accepted at A-TECH have a minimum G.P.A. of 2.0. Using information such as 8th grade report cards, standardized tests, and teacher recommendations, counselors place students in classes designed for specific abilities.

During the first week of school, teachers administer reading pretests to determine the reading level of each student. The resulting information is used in planning lessons and to select the appropriate level from available study guides.

Our students are high achievers, and they are immersed in writing strategies that combine the analytic traits learned in their middle schools, with the sophisticated essays expected from them in the first semester. In the second semester of the freshman year, all students are taught the elements of the research paper, gradually increasing from 5 to 12 pages in length.

When weaknesses are identified through standardized tests, the English Department implements strategies throughout the classes, including vocabulary study and specific usage drills. When spelling difficulties were noted, the department implemented direct instruction of spelling rules to eliminate errors in those words that follow the rules of our English language.

More than half of our students graduate from A-TECH having completed our honors English curriculum, and in the last 5 years, 18 percent of the seniors have enrolled in the Advanced Placement course.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Business and Finance Course Sequence: Introduction to Business and Finance; Accounting I; Computer Business Applications II; Economics and Global Finance; Financial Services; Marketing; Entrepreneurship; Financial Planning; College Based Accounting (elective); Business Communications (elective); Speech (recommended)

For example: *Financial Services* is structured as a competency-based course taught in a professional, simulated office environment for students desiring training along with instruction in the financial services industry. This course empowers students through choice, accountability, and training for the development of "life" skills--goal setting, organization, time management, prioritization, and responsibility.

The Business and Finance department maintains its own web site where teachers communicate course objectives, course expectations, contact information, grade reports, course training modules and assignments. <http://www.atech.org/faculty/harmon/bf/index.htm>

Upon completion of all Internet lessons, students generate a completed company manual (portfolio) of their work. Marketing, Entrepreneurship and Financial Planning offered as a block course is structured to facilitate the research and development of an individualized, detailed, operational Business Plan by each Senior of the Business and Finance program area.

Instructional Methods: Work/Office Simulations; Teacher Multimedia presentations; Team Multimedia Presentations. Students utilize a combination of website and links to multimedia presentations by team members to the class. Students are able to access chapter presentations via the network for independent study.

Online instructional modules: <http://www.atech.org/faculty/harmon/bf/fsroutline.htm>

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

The A-TECH science curriculum is representative of the school's multi-faceted instructional approach. To keep current with students' strengths and deficiencies, the science department has instituted a school-wide, broad-based pre-test to track needed improvements.

In the past two years, , the U.S. Department of Education recognized the A-TECH modeling physics program as one of the 7 best K-12 educational technology programs out of 134 programs evaluated, and as one of two exemplary programs in Science Education for the year. According to the *Force Concept Inventory*, A-TECH Applied Physics students score on average 47%; other Las Vegas schools averaged 38%. A-TECH honors students score 75%; college students at ASU and Harvard regular students scored 64% and 77% respectively.

Teachers are encouraged to present lessons through multiple approaches, including written, aural, and visual. Many routinely use online labs. Students explore realistic situations in science with interactive programs. Technology provides students with tools for them to perform laboratories, computations and simulations.

The forensic science program also promotes involvement among typically under-representative minorities. At the university level, female, Hispanic, and Black enrollment in science, particularly the physical sciences, is disproportionately low. Outreach efforts included forensic science workshops for minority groups and students from inner city schools. Demographics of students in the forensic science program are similar to those of the Las Vegas community.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

The thrust of professional development at the Advanced Technologies Academy has always been to allow individuals to participate in training they feel will increase their expertise and which they will find useful in developing their courses. A-TECH's professional development program has always endeavored to capitalize on the strengths of its faculty and to seek to ameliorate its weaknesses. The richest source of ideas for professional development opportunities has been the members of the faculty themselves.

In addition, those who plan and implement professional development try to make sure that individual teachers are allowed to spend time further developing professional expertise by working directly with community practitioners of the various careers for which A-TECH provides training. Students benefit directly when their teachers are regular recipients of real-world perspectives and real-world skills.

The administration at A-TECH allows time for planning. Individuals work together in curricular groups to facilitate resource planning, compare curricular successes (and disasters), and to plan and develop course materials. Students benefit from a well-coordinated program whose team members each contribute his or her expertise to the overall program.

A-TECH administrators have high expectations for instructional quality and accountability. To that end, they offer a high degree of support to achieve the expected levels of instruction by delivering the professional development opportunities the teachers have identified as productive.

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____ K	\$ _____ 1 st	\$ _____ 2 nd	\$ _____ 3 rd	\$ _____ 4 th	\$ _____ 5 th
\$ _____ 6 th	\$ _____ 7 th	\$ _____ 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

2. What is the educational cost per student? \$ _____
(School budget divided by enrollment)

3. What is the average financial aid per student? \$ _____

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? _____%

5. What percentage of the student body receives scholarship assistance, including tuition reduction? _____%

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade _____ Test _____

Edition/publication year _____ Publisher _____

What groups were excluded from testing? Why, and how were they assessed? _____

Number excluded _____ Percent excluded _____

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The only criterion referenced test taken by students in our district is a writing test taken in the eighth grade. No criterion referenced data are available for A-TECH students.

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 10 Test Math TN

Edition/publication year 5th Edition Publisher McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? The State of Nevada mandates tenth-grade testing at high schools for accountability purposes. _____

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	10	10	10	10	10
SCHOOL SCORES					
Total Score	84	85	90	86	82
Number of students tested	799	188	200	186	201
Percent of total students tested	100	99.5	99.5	100	
Number of students excluded	0	1	1	0	0
Percent of students excluded		.0053	.005		
SUBGROUP SCORES					
1Native American (specify subgroup)	-	88	93		95
2Asian (specify subgroup)	88	84	94		82
3Hispanic (specify subgroup)	76	68	76		76
4African American (specify subgroup)	76	68	68		56
5White (specify subgroup)	89	78	90		85

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 10 Test Reading TN

Edition/publication year 5th Edition Publisher McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? The State of Nevada mandates tenth-grade testing at high schools for accountability purposes. _____

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	10	10	10	10	10
SCHOOL SCORES					
Total Score	84	85	90	86	82
Number of students tested	799	188	200	186	201
Percent of total students tested	100	99.5	99.5	100	
Number of students excluded	0	1	1	0	0
Percent of students excluded		.0053	.005		
SUBGROUP SCORES					
1Native American (specify subgroup)	-	89	87		57
2Asian (specify subgroup)	74	76	75		76
3Hispanic (specify subgroup)	82	68	83		60
4African American (specify subgroup)	61	62	88		65
5White (specify subgroup)	87	77	88		88

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 10 Test Language TN

Edition/publication year 5th Edition Publisher McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? The State of Nevada mandates tenth-grade testing at high schools for accountability purposes. _____

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	10	10	10	10	10
SCHOOL SCORES					
Total Score	84	85	90	86	82
Number of students tested	799	188	200	186	201
Percent of total students tested	100	99.5	99.5	100	
Number of students excluded	0	1	1	0	0
Percent of students excluded		.0053	.005		
SUBGROUP SCORES					
1Native American (specify subgroup)	-	91	75		56
2Asian (specify subgroup)	76	84	83		84
3Hispanic (specify subgroup)	80	72	66		66
4African American (specify subgroup)	74	70	82		73
5White (specify subgroup)	84	69	81		79

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					