

2006-2007 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 [x] K-12 [x] Charter

Name of Principal Ms. Terry S. Garza & Mr. Thomas J. Drexel
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Presidio School
(As it should appear in the official records)

School Mailing Address 1695 E. Ft. Lowell Road
(If address is P.O. Box, also include street address.)

Tucson AZ 85719-2319
City State Zip Code+4 (9 digits total)

County Pima State School Code Number* 10-87-78-201

Telephone (520) 881-5222 Fax (520) 881-5522

Web site/URL www.presidiohighschool.com E-mail terryg@presidiohighschool.com

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.

(Principals' Signatures) Date February 8, 2007

Name of Superintendents* Ms. Terry S. Garza & Mr. Thomas J. Drexel
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Presidio School Tel. (520) 881-5222

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.

(Superintendents' Signatures) Date February 8, 2007

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

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.

(School Board President's/Chairperson's Signature) Date February 8, 2007

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 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 2006-2007 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 2001 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.

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

- Number of schools in the district:
 - _____ Elementary schools
 - _____ Middle schools
 - _____ Junior high schools
 - _____ High schools
 - 1 Other – Presidio is a K-12 Charter School
 - 1 TOTAL
- District Per Pupil Expenditure: \$ 6,570
 Average State Per Pupil Expenditure: \$ 5,838

SCHOOL (To be completed by all schools)

- 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
- 10 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?
- 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	0	0	0	7	11	10	21
K	13	21	34	8	12	10	22
1	4	16	20	9	17	25	42
2	7	6	13	10	13	15	28
3	5	9	14	11	11	20	31
4	6	6	12	12	14	11	25
5	9	6	15	*13+	28	24	52
6	12	9	21				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							350

*Students who are 5th or 6th year seniors. Presidio students may attend until the day before their 22nd birthday.

6. Racial/ethnic composition of the school: 60 % White
5 % Black or African American
29 % Hispanic or Latino
1 % Asian/Pacific Islander
5 % American Indian/Alaskan Native
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 year: 37 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	38
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	91
(3)	Total of all transferred students [sum of rows (1) and (2)]	129
(4)	Total number of students in the school as of October 1	350
(5)	Total transferred students in row (3) divided by total students in row (4)	.37
(6)	Amount in row (5) multiplied by 100	37

8. Limited English Proficient students in the school: 3 %
11 Total Number Limited English Proficient
Number of languages represented: 3
Specify languages: Spanish, Vietnamese, Other Indian, and Filipino

9. Students eligible for free/reduced-priced meals: 67 %
Total number students who qualify: 233

10. Students receiving special education services: 6 %
22 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> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u>2</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>17</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>1</u> Mental Retardation | <u> </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>26</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>7</u>	<u> </u>
Support staff	<u>8</u>	<u> </u>
Total number	<u>46</u>	<u>1</u>

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 13:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	93%	94%	92%	87%
Daily teacher attendance	99%	99%	99%	98%	96%
Teacher turnover rate	25%	33%	33%	42%	43%
Student dropout rate (middle school)	0%	0%	0%	Not served	Not served
Student dropout rate (high)	6%	13%	6%	5%	25%
Student drop-off rate (high school)	78%	83%	90%	89%	92%

Presidio has an unusually high student drop-off rate. This is due to the fact that students in Tucson have a multiplicity of schools from which to choose. Even though students entered Presidio in their freshman year, it may not have been their first high school. Often, students have attended four or even five other high schools before enrolling at Presidio. If they leave Presidio before graduating, it does not in most instances mean that they have dropped out of school, it merely means that they have chosen an alternate school to attend. Students change schools for a variety of reasons: they are looking for an easier curriculum, a school with less demanding attendance or discipline policies, or it may be just a search for a school that more closely meets their personal educational goals or interests. The fact that the student drop-off rate is gradually decreasing is evidence that more students are finding what they need at Presidio and no longer feel the need to continue their search for the “perfect school.”

The turnover for Presidio teachers is above the 2001 national average of 15.7%. Although there are a variety of reasons for this, the primary one is lower compensation rates. Presidio is able to offer salaries that are comparable to that of large school districts for beginning teachers, but that is where the parity ends. Teachers with years of experience and masters or doctoral degrees do not make much more than the entry level teachers. In order for the school to keep a low teacher to student ratio, the small budget must stretch to cover a much larger than average number of teachers. The teachers who stay at Presidio indicate that the trade off for small class size, few discipline problems, extensive professional development, and a high level of administrative support is worth it.

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

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>22</u>
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>64</u> %
Enrolled in vocational training	<u>5</u> %
Found employment	<u>27</u> %
Military service	<u>4</u> %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

*At the high school level, Presidio School holds two graduation ceremonies each year. So, the number of students who graduated in Spring 2006 under represents the total number of students who completed graduation requirements in the 2006-2007 school year.

PART III – SUMMARY

Chartered in 1996 and sponsored by the Arizona State Board of Charter Schools, Presidio School has a ten-year history of meeting the needs of a culturally and socially diverse student population. Presidio began its operation in a remodeled mortuary serving 200 of what many considered to be Tucson's most delinquent and troubled high school age youth – the very population that the founders of Presidio hoped to serve. Since that time Presidio has moved to a beautiful new three-acre campus with 25,000 square feet of classrooms, science labs and an auditorium all with access to the newest technology. The new campus was designed to foster a feeling of safety and camaraderie through its traditional Spanish styling where buildings encircle and interior doorways lead to a central gathering place or courtyard. The campus is not the only change that Presidio has experienced over the years – there have also been changes in the makeup of the school's student population. For the first seven years of its operation, Presidio served only high school students. During the last three years a rapid expansion of the program extended services to students in grades Kindergarten through eighth.

Throughout this expansion, Presidio did not abandon its mission to serve what society has taken to calling at-risk children. Many members of the student body continue to live in poverty, experience homelessness, or may be referred to the school by the court systems and social service agencies, but there has been a gradual shift in Presidio's learning community. It has grown from one that is primarily populated with "at-risk" students to one that can best be described as a community of learners – learners with varying backgrounds, styles of learning, abilities and goals. It is believed that this community of learners has evolved as a result of Presidio's educational philosophy that given an opportunity and adequate educational and emotional support, any student who wants to learn can learn.

This philosophy is supported by an instructional program founded on the goals identified in Presidio's charter that state all students will be: 1) enrolled in curriculum that promotes critical thinking, problem solving and life skills acquisition; builds on individual strengths, interests, background, experiences and prior knowledge; lends itself to the integration of disciplines; and promotes active inquiry learning; 2) taught in an environment that promotes development of a positive self-image, a sense of self-worth, individual identity and self-reliance; 3) actively involved in the learning process and demonstrate responsible behavior – students will take responsibility for the consequences of personal actions, accept responsibility for successes as well as failures; 4) able to "future think" in order to set realistic short- and long-range life goals.

Presidio has implemented an instructional program designed to meet these goals. Of utmost importance is the quality of the instructor. Meeting NCLB Highly Qualified Standards is the basis, but Presidio also places a high value on the benefits of a warm, caring instructor who not only provides instruction, but encouragement. Secondly, since students enter Presidio with varied abilities, backgrounds, levels of maturity, and learning styles, individualized or differentiated instruction coupled with mastery learning is provided at all grade levels. The concept of requiring students to reach a level of predetermined mastery on each unit of instruction before being allowed to progress to the next unit was dubbed "Mastery Learning" in 1968 by Benjamin Bloom, the foremost scholar and promoter of the concept. Presidio adopted Bloom's theory and established a 75% mastery level for students in all grade levels. As part of mastery learning, students receive constant feedback and are allowed to progress at their own pace based upon individual ability as determined by the teacher and student. On any assignment where 75% is not achieved, the instructor re-teaches the aspects that the student does not as yet grasp. Mastery learning is based on the concept that all students can learn when the confines of time are eliminated. Mastery learning is the embodiment of the school's educational philosophy as it blends four primary concepts – the importance of the teacher-student relationship, differentiated instruction, demonstrated proficiency, and self-paced learning.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Presidio School administers four state mandated assessments – DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in kindergarten through 3rd grade; AIMS DPA, a dual purpose assessment that combines AIMS and TerraNova items, in grades 3 through 8; TerraNova, a norm referenced test, in grade 9; and AIMS, Arizona’s Instrument to Measure Standards, in grades 10 through 12.

DIBELS is a set of standardized, individually administered measures of early literacy development that are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. Although state performance thresholds have not been established, administration of the test is required as part of NCLB assessment protocols. Although Presidio does not have three years of data to present, of the 14 kindergarten students served in 2005-2006 (The first year Presidio served grades K-3), 100% are still with the school and 100% are reading above grade level by mid year of the 2006-2007 school year. With a score of 35 in Phoneme Segmentation Fluency considered “Advanced” and a score of 20 in Oral Reading Fluency considered “Advanced”, the average scores for this student group in February of 2007 was 55 and 30 in the respective assessment categories. There were only 14 students total in a combined 1st through 3rd grade class making data for these grade level insufficient for any form of analysis either through DIBEL or TerraNova DPA.

The AIMS DPA combines AIMS and TerraNova items into a single test in order to reduce the number of questions students must answer and still allow the state to collect norm referenced data while assessing student ability to meet State Standards in the content that is expected to be taught in a particular grade. AIMS DPA is offered in reading, writing and math. There are four scoring standards on this test: Falls Far Below; Approaches; Meets; and Exceeds. Students must score Meets or Exceeds in order to pass this test. Norm referenced scores are presented as part of the data, but passage is determined by the AIMS portion of the test. Again, Presidio is presenting data primarily on 8th grade students due to a lack of longitudinal data on lower grade levels.

Even though approximately 66% of Presidio students are economically disadvantaged, these students consistently score above state averages on the AIMS DPA in all three assessment areas. For two years in a row, 100% of Presidio’s 7th and 8th grade students “Met or Exceeded” standards on AIMS Writing. From a low of 31% meeting math standards in 2003-2004, Presidio 8th grade students have soared to a 93% passing rate with 13% of those students exceeding the standards. Reading scores have shown a similar gain with a low of 57% passing in 2003-2004 and a high of 94% passing in 2005-2006.

The TerraNova (given in 2005 and 2006) or the Stanford 9 (given in 2002, 2003, and 2004) is given to 9th grade students. TerraNova and Stanford 9 scores are reported as Mean Normal Curve Equivalent (NCE) scores. This refers to a standard bell curve with a mean of 50 and a standard deviation of 21, indicating that the average score of all students taking this test is 50 and that over 68% of all students will score between 29 and 71 on the test. Freshman scores have not shown the growth evidenced by other grade levels. Scores in reading and language have consistently improved over the years with NCE scores going from 40 to 50 in Reading and 37 to 49 in Language. Mathematic scores have been more inconsistent, going up and down a few points from year to year. This variance and lack of significant gains is one of the reasons that Presidio decided to extend services to lower grade levels, so that Presidio can better prepare students for entrance into a rigorous high school curriculum.

AIMS, Arizona’s standards based assessment, is given to high school students commencing in the 10th grade. All students in the State of Arizona are required to pass this test in order to graduate from high school and are given five attempts to pass over four years of attendance. Once a student passes (Meets or Exceeds), he/she is not required to re-take the test. Scores represented for grades 11 and 12 are for students who have not passed on previous attempts. The most significant data is for 10th graders who pass on their first attempt. Presidio’s predominately economically disadvantaged high school students have also evidenced significant gains over the past five years and continue to surpass state averages in AIMS reading, writing and mathematics. The greatest gains have been in mathematics with a low of only 18% of 10th grade students passing in 2002 to a high of 70% in 2005. Reading and Writing passing rates have

increased from 51% to 85% and 55% to 80% respectively. More information on Arizona's assessment system may be found at www.ade.state.org.us/standards and www.ade.state.org/azlearns

2. Using Assessment Results: Throughout Presidio's ten-year history, the importance of careful and comprehensive planning coupled with the inclusion of all stakeholders in the planning, implementation and assessment processes have enabled the school to implement and sustain systemic improvements. The proactive use of assessment data is a key component of this comprehensive planning process. Data is examined on a composite as well as disaggregated level and on a school-wide as well as individual student level. Early test data indicated that regardless of student sub-groupings, all students were performing poorly in all three assessment areas and dramatic pervasive changes were needed. Test data was forwarded to the Director of Curriculum and Instruction and to Department Heads so that needed curriculum changes could be made. In addition to curricular changes, teachers were afforded extensive professional development so that they could better implement the improved curriculum. A search was made for other tools to address the significant needs of the school's academically challenged student body. An example of what this extensive and on-going search rendered is Fast ForWord, a scientifically based reading program founded on more than 30 years of neuroscience research. The addition of this computer technology which targets language and reading skills at all levels has been identified as instrumental in the school's improved reading scores.

Individual student assessment results are given careful attention and a variety of interventions are put into place. Students may be required to enroll in a variety of specialized remedial classes such as reading lab and math lab. Students who perform poorly across all levels may be temporarily enrolled in Academic Boot Camp which is an extended day program which focuses entirely on reading, writing and mathematics. Presidio also offers all students who want to accelerate through course work or who need additional academic assistance tutoring in the school's Academic Lab which is open after school everyday until 5:00 PM and on Saturdays from 8:00 AM to 3:30 PM. At the regular classroom level, teachers are provided individual scores of the students in their classes. Because Presidio has a teacher to student ratio of 1:16, individualized instruction can be provided on a daily basis.

3. Communicating Assessment Results: A variety of avenues are utilized for the communication of assessment results. First, and foremost, individual test results are mailed to each student's home with a letter offering to go over the results with the parents should they so desire. If a student is underperforming the letter includes recommendations for how the student might seek additional academic assistance. As previously stated, test scores are also discussed with students by their teachers. Presidio also presents school-wide data in a more global manner. Results are published in the school's quarterly newsletter, The Presidio Press, which is disseminated to not only student families but also to the neighboring community. Because Presidio is a charter school, students from anywhere in the county may and do attend, so Presidio tries to make sure that as many people as possible are kept abreast of the school's progress. Currently the newsletter is mailed to approximately 11,000 households. Additionally, assessment results are presented at the school's bi-annual open houses, Board Meetings, and NCLB Advisory Meetings. Presidio's performance data along with all other Arizona schools' data are published free of charge in Tucson's two daily newspapers, The Arizona Daily Star and The Tucson Citizen. Presidio also posts a link to the Arizona Department of Education's assessment system on its web site, www.presidiohighschool.com

4. Sharing Success: As one of the oldest charter schools in Arizona, Presidio has a history of leadership in the charter school community and as such views the improvement of all schools, and in particular charter schools, as a self-imposed obligation. Presidio's Co-Directors have served and are currently serving on a variety of educational advisory boards and committees such as the University of Arizona Professional Preparation Board, Arizona Superintendent of Public Instruction's Charter School Advisory Board and Superintendents' Advisory Board; Pima County Superintendent of Public School's Advisory Board, Arizona State Board for Charter School's Advisory Round Table for Prospective Applicants, Arizona Math and Science Partnership Planning Committee and GreatSchools.net Advisory Board. The school's Directors and teachers have also participated in several studies of charter schools including

NYU's Institute for Education and Social Policy's three-year study, The Opportunity to Learn in Urban Charter Schools and the University of Wisconsin's Charter High Schools & Real World Practices study. As a result of Presidio's participation in the study, Presidio was listed by the University of Wisconsin as an online resource to support charter schools at www.cew.wisc.edu/charterSchools.

Presidio has received several federal and local grants which have provided opportunities to share successful strategies and programs. Through PRISM (Partnership to Reform Instruction in Science and Math), a U.S. Department of Education Public Charter School Dissemination Program Grant, Presidio was able to develop and disseminate "Science Labs for First Timers," a manual addressing how to start the process for building a science lab. Also through PRISM, Presidio, in conjunction with the University of Arizona, and the Arizona-Sonora Desert Museum, offered two PRISM/GLOBE Science trainings for science and math teachers from Arizona, New Mexico and Mexico. PRISM also offered a conference titled "Enliven Your Science Program!" which was attended by almost fifty educators representing charter, private, public and home schooling educational centers from all areas of Arizona. Through a grant received by the Arizona Heritage Project, Presidio students created Preserving Traditions-A Study of Native American Traditional Medicine. At the end of the year long project, the students' study was presented to Arizona legislators, government leaders and state school officials in Phoenix, Arizona and at a reception for federal officials in Washington, DC. The final project is currently on file at the Library of Congress.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Presidio’s curriculum is designed to guide students from kindergarten to twelfth grade through increasingly challenging, varied and comprehensive course work that not only prepares them for college entrance, but also to be informed and constructive citizens. As Professor James Comer of Yale University wrote in a review of E.D. Hirsch’s Cultural Literacy, “In order for a truly democratic and economically sound society to be maintained, young people must have access to the best knowledge available so that they can understand issues, express their view points, and act accordingly.” At Presidio, the provision of knowledge is intertwined with character building and creativity so that graduates are not only knowledgeable young adults but also inspired and caring leaders in whatever future endeavor they choose. The kindergarten through 8th grade curriculum is developed around E.D. Hirsch’s Core Knowledge Sequence. The Core Knowledge Sequence provides a framework for strong, sequential, and specific content to be taught in language arts, history, geography, mathematics, science, and the fine arts. The Core Knowledge Sequence lends itself to be readily aligned with Arizona State Standards and provides for fun, innovative and inquiry based learning to be utilized when teaching to the standards. At the high school level, the curriculum has been developed by a cadre of highly qualified instructors who have managed to develop a rigorous curriculum that is aligned with State standards that fully prepares every graduate for entrance into college. The curriculum at all levels is also infused with character building lessons. Samples of this type of lesson include: The Effects of a Stimulant and a Depressant on Heart Rate, Breathing Rate and Physical Coordination in Daphnia, taught in Biology; decision making in “The Pied Piper of Tucson”, developed for Sophomore Language Arts; and in The Great Gatsby, where this classic piece of literature teaches about the consequences of personal choice in Junior Language Arts.

Science With Arizona Standards in place, the faculty brings the enthusiasm of their particular field of study to the classroom. Fully equipped science labs offer students an opportunity for hands-on lessons that illuminate principles of the scientific method. Labs lead to student lab reports that emphasize the methods by which scientific data is communicated. Higher level thinking skills are developed through critical thinking exercises and lessons designed to engage analytical skills while providing relevancy to the student. The Core Knowledge Sequence ensures that K-8 students learn science through cross-curricular lessons that provide the historical context of scientific discovery and subsequent technological advancement. A benefit of a K-12 campus is that high school students teach their younger counterparts and lead laboratory lessons incorporating peer-to-peer instruction. High school offerings include Integrated Science, Biology, Earth Science, Chemistry, Honors Environmental Science, and Physics.

Social Studies At Presidio social studies emulates the goal of the National Council of Social Studies which is “to help young people to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.” The Social Studies curriculum envelopes the study of the social sciences while including the integration of humanities, math and the natural sciences. Cross curricular study enhances student performance in the attainment of research skills, critical thinking, understanding current events and participation as a citizen. At the High School level the continuation of study becomes more specialized in each of the five strands while variety of experiences continues through the use of technology, literature, primary and secondary sources, and graphic representations. Course offerings at this level include World History, World Geography, American History, Arizona History, US/AZ Government, Multicultural Studies, and Life Skills.

Mathematics Presidio uses a variety of methods to ensure students are on a path to success. With the State Standards providing the framework, Presidio uses a multitude of supplementary materials for enhancement. Textbooks offer three levels of instruction which facilitates differentiated instruction to better meet student needs. Students performing below grade level learn the basics they are missing to achieve success while those at grade level are kept interested and those above grade level are given enrichment activities to supplement their learning. Classrooms are equipped with a variety of math manipulatives and teachers strive to introduce students to many real-world situations involving math thus

allowing the students a learning experience that they view as relevant to their lives. Students also have access to a computerized math program, ilearn, which supplements math instruction. Presidio's math instruction is designed to address the varied learning styles of the diverse student population.

Fine Arts Presidio offers Visual Arts and Theater Arts, both of which are aligned to State Standards. Visual Arts provides students with exposure to a variety of media. Assignments that call for storytelling through visual imagery encourage artistic and stylized works—even from students who previously did not consider themselves “artistic”. One result of a curriculum that highlights the joy of self expression in a non-threatening environment is that most Presidio High School students elect to participate in Visual Arts. Theater Arts collaborates with the Visual Arts program to create multidimensional performances. The students are exposed to all facets of theater including: Stage production, lighting, sound, costume and set design, and performance experience. Students develop skills to explore cultural experiences and universal themes while gaining a deeper understanding of the dramatic process. A strong sense of community and camaraderie is developed amongst the students as they work together on all aspects of production. Bi-annual performances are presented to the student body and members of the community.

Foreign Language Beginning a foreign language early in life promotes the achievement of being language proficient. The incorporation of foreign language at Presidio is offered at the K-12 levels to facilitate the opportunity for our students to reach this proficiency. Spanish is the primary language offered within the core curriculum; however, students also have an opportunity to take American Sign Language (ASL) in the after school enrichment program. The curriculum in K-8 utilizes the natural/communicative approach in the five strands of Communication, Culture, Connections, Comparisons and Communities of the Foreign Language Standards endorsed through the State of Arizona and the American Council of Teachers of Foreign Languages. In high school, students continue to develop their language skills based on the five strands of the Foreign Language Standards with emphasis placed upon reading and writing proficiency. Course offerings include Spanish I-IV.

2a. (Elementary Schools) Reading: The reading program is designed to ensure that all children are literate. In order to achieve this Presidio focuses not just on reading ability, but also on writing, listening, and speaking abilities. By focusing on total literacy Presidio is able to show children the importance literacy has on their everyday lives. Presidio achieves this by working on each component individually as well as giving opportunities for them to be used in conjunction.

Presidio ensures that continuity is being met through the grades by using comprehensive programs that fit a variety of learning styles and needs. The Scholastic Guided Reading Program allows books to be read that are leveled to the students' current reading ability. As the students' reading improves, teachers have access to high interest books at each subsequent reading level. The guided reading program also ensures that students have access to individual books allowing each student to participate in the important book handling experience. The guided reading program also provides many styles of literature in fiction and non-fiction, giving equal chances to everyone to find books that are appealing, and ensuring that all readers are engaged during reading. An extensive listening library is also used to give students daily opportunity to listen to books on tape while also having the books in print to reference. Lastly, all grades provide many opportunities for students to participate in oral speaking. Through inter-grade collaborations with correlated thematic units students give presentations and reports to other classes. The curriculum also provide opportunities such as sharing days, class animal journals, book reports, Flat Stanley correspondence, and other reports. The final component of the reading program is Fast ForWord. Fast ForWord is a scientifically based program that allows for daily phonics practice in the lower grades and allows for skill building in comprehension, spelling, and literary and English terms in the higher grades. The Fast ForWord program can be used in a less intensive format for reinforcement and practice of skills, or in a high intensive format for remediation and strengthening of skills. The Fast ForWord works with listening skills as well as builds phonics skills.

2b. (Secondary Schools) English: The English curriculum is designed to promote literacy in all students, enhance core knowledge of American and world literature and produce critical thinkers who are able to make connections between literary works and the human experience. Students are expected to analyze a variety of genres, develop argumentation skills, distinguish fact from opinion, and become proficient in formal communication. Through these skills, the students are required to use higher order thinking, specifically, synthesis and evaluation. Additionally, the students are taught to formulate ideas and opinions that can be expressed through writing and speaking and the awareness that each student has a voice in the world that can be recognized and valued. Presidio's Language Arts content is designed to address all of the state standards as well as prepare students for college level coursework. Technology is an integral component of the high school Language Arts program and includes Power Point, research, evaluation of technical documents, and analysis. The six-trait rubric is used to assess every writing assignment so students become proficient in all aspects of writing. In order to accommodate the variety of levels in the classroom, teachers are required to be knowledgeable in a variety of instructional strategies including Differentiated Instruction and Structured English Immersion (SEI).

3. Additional Curriculum Area: Although Presidio does not have the fields or play areas of traditional public schools, the importance of physical education is still an important part of the school's curriculum. Presidio offers physical education at all grade levels in two unique forms – Tae Kwon Do and Dance. Tae Kwon Do - Tae Kwon Do taken as pure exercise develops cardiovascular fitness as well as muscular strength and balance. One of the least renowned and most important benefits of martial arts training is the mental workout. Students need to concentrate under pressure; whether they are directing energy into a difficult task such as breaking a board with their bare hands or ensuring that a special kick is executed correctly. Students who study martial arts indicate that this required ability to focus transfers to academic areas. Tae Kwon Do also requires extensive memorization of terms and techniques, most of which are in a foreign language. Dance - Movement in dance is the intelligence that allows our bodies—or parts of our bodies—to solve problems, create, and discover. Through a developmentally appropriate movement program, instructors help nurture the bodily/kinesthetic intelligence possessed in varying degrees by all children. Though society tends to grant greater value to other of the intelligences, children who use and continue to use their bodies in innovative ways often become successful actors, athletes, crafts people, dancers, or surgeons.

4. Instructional Methods: Unlike other countries that focus their efforts on elite groups, the United States provides educational opportunities for all children. Prevailing wisdom is that all children can learn, but not all children learn in the same way or at the same pace. Unfortunately, prevalent instructional modalities do not take this premise to heart. Teachers are expected to successfully teach students of widely differing abilities, preparation, and home lives – all in the same classroom. The traditional didactic lecture format is rigid and geared to meet the needs of a small range of students. Some students need more help than average; some need less. It is impossible for a teacher to provide relevant instruction solely utilizing a lecture format. In a purely lecture format, the teacher is forced to teach at a certain level and pace that does not necessarily agree with the learning pace or style of many of the students. The few “average” students are reached while the gifted and more challenged often miss needed instruction. Presidio offers a new approach to teaching that incorporates this variability into an effective learning tool so that not only is no student is left behind, but no student is held back from reaching his or her full potential.

Presidio's instructional method embraces key aspects of mastery, inquiry-based, and differentiated learning that is effective in today's heterogeneous classrooms. Presidio has stepped outside the box when determining appropriate groupings of learners. Students do not naturally fit into a rigid class structure based upon age and the date that they happened to enter school. Students begin school with varied abilities, backgrounds, levels of maturity, and learning styles. Instead of the traditional class structure, Presidio places students in learning cohorts based upon Arizona's pre-established learning levels – Readiness, Kindergarten (ages 4 to 5); Foundations, grades 1 through 3; Low Essentials, grades 4 and 5; and High Essentials, grades 6 through 8. Within each of these learning cohorts students are “clustered”

into groupings based upon skill level within the subject being taught. This transforms rigid, graded classrooms into multi-age and ability learning centers. “Cluster groupings” allow students who may have a better grasp of math to receive instruction in 5th grade math while receiving reading instruction at the 4th grade level until proficiency is attained. Students who are gifted in a particular subject area allowed to move outside of pre-established learning cohorts. When making the determination to move a student outside of a learning cohort, the student’s personal maturity level is also taken into consideration.

Within each level of instruction students are taught utilizing mastery learning. In mastery learning, subject matter is divided into units that have predetermined objectives or unit expectations; therefore, there is a requirement that the student reach a level of predetermined mastery on each unit of instruction before being allowed to progress to the next unit. Presidio uses a mastery level of 75%. Studies have shown that mastery learning is most useful when learning basic skills, and is particularly beneficial to slow learners. Mastery learning allows students to progress at their own pace and receive constant feedback on their level of mastery. The feedback helps students identify what they have learned and what they still need to master. On any assignment where a student does not achieve a 75%, the teacher provides individualized instruction. This process assures that “no child is left behind” in the educational process. According to mastery learning researcher John Carroll, “Learning is a function of time spent divided by time needed. One important variable related to time needed is student aptitude. If a student is allowed the time he/she needs to achieve a particular level and if he/she spends the amount of time needed, he/she should achieve that level.” Mastery level instruction is based on the concept that all students can learn when the confines of time are eliminated – mastery level instruction insures that no child is left behind.

By removing the possibility of failure from learning – all students receive either an A, a B or a C on every assignment – mastery level instruction improves self-esteem and builds the self-confidence of all students. According to over 46 separate studies, mastery learning strategies have a significant effect upon students’ retention of instructional material. It was also discovered that the number of student assignments that fell below the 75% level on the first attempt, requiring additional instruction or remediation time, significantly decreased in frequency as the student progressed through course work and the longer the students was taught within the mastery system.

According to *Mastery Learning in Public Schools*, written by Denese Davis and Jackie Sorrell, schools that have implemented mastery learning have reported several important outcomes: “Mastery learning provides a model of instruction that is effective for a wide range of students; mastery learning reduces the academic spread between slower and faster students without slowing down the faster students; and academic gains, student attitude and self-image have also improved.” Instructional modalities such as mastery learning, cluster groupings, differentiation, and inquiry-based instruction play the primary role in Presidio’s educational plan. But not only instructional elements contribute to a student’s academic success. Mastery learning is most effective when class size remains small. As such, Presidio maintains a 1:16 teacher to student ratio at all grade levels.

5. Professional Development: Presidio provides all faculty members with high quality, relevant, and scientifically proven professional development opportunities through the implementation of Presidio School’s NCLB Professional Development Plan. The plan was developed by a sub-committee of the Presidio School Advisory Board/NCLB Schoolwide Planning Committee. Two primary components were identified under the plan – first, training in Core Knowledge and differentiated instruction and second, the implementation of TEAMS, a teacher driven professional development concept directed at helping teachers effectively implement mastery learning as well as reduce teacher turnover.

On a rotating basis, all teachers in grades K-8 are given the opportunity to attend Core Knowledge training either at one of the national conferences or through smaller group training opportunities. Teachers at all grade levels are trained in the effective implementation of differentiated instruction. Differentiated instruction training is offered through state, regional and national conferences as well as on the Presidio campus during teacher planning days. These specified trainings are augmented by other training opportunities that improve the knowledge base of teachers or will enhance instruction directed at

remediating student academic deficiencies.

Presidio is also in the process of implementing TEAMS, Teaching Excellence and Mentoring for Success. TEAMS has four primary goals: to improve the quality of instruction, to facilitate teacher teambuilding, to increase teacher motivation, and to reduce teacher turnover. At the beginning of the year teachers met and establish annual instructional goals based upon. After goals are set, TEAM groupings are established. The role of the TEAMS groupings is to improve instructional performance through teacher directed evaluations of each other. Members observe instruction, provide input and support needed changes within their group. TEAM groupings consist of 4 or 5 teachers with each member bringing a different level of teaching experience and/or subject area to the group. The groups design rubrics for peer evaluations based upon what they think are their areas most in need of strengthening. Each member of the group is observed at least once by each of the other members of the group before the end of the school year. Time is also allocated for group meetings in order to discuss the evaluations and devise personal and school-wide teaching improvement plans. The groups' school-wide teaching improvement plans are periodically discussed by the faculty as a whole and are used in the on-going development of the professional development plan. Through this system Presidio is able to address critical professional development needs in a timely fashion and can adapt training to meet the needs of teachers working within a mastery learning educational framework.

PART VII - ASSESSMENT RESULTS

After consulting with the state liaison, it was determined that Presidio would not present data for kindergarten through 7th grades because three years of service have not as yet been provided.

In grades 3 through 8 students are given the AIMS DPA – Dual Purpose Assessment. The AIMS DPA is a combination of The Arizona Instrument to Measure Standards or AIMS and TerraNova which is a norm referenced test.

Subject: Reading Grade: 8 Test: AIMS DPA – Dual Purpose Assessment

Sub-test: The Arizona Instrument to Measure Standards

Edition/Publication Year(s): 2005 & 2004 Publisher: CTB McGraw-Hill

2003 & 2002 Publisher: Harcourt

*The Arizona Instrument to Measure Standards (AIMS) is Arizona owned and developed. Test versions are changed with each subsequent year.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
Type of Test Administered	AIMS DPA	AIMS DPA	AIMS		
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	94%	82%	57%		
% “Exceeding” State Standards	7%	0%	36%		
Number of students tested	15	17	14	8 th Grade not served	
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					
Economically Disadvantaged			No subgroups of 10 or more		
% “Meeting” plus “Exceeding” State Standards	91%	80%			
% “Exceeding” State Standards	0%	0%			
Number of students tested	11	15		8 th Grade not served	
	There are no other subgroups of 10 or more students.				

Subject: Mathematics Grade: 8

Test: AIMS DPA – Dual Purpose Assessment

Sub-test: The Arizona Instrument to Measure Standards

Edition/Publication Year(s): 2005 & 2004

Publisher: CTB McGraw-Hill

2003 & 2002

Publisher: Harcourt

*The Arizona Instrument to Measure Standards (AIMS) is Arizona owned and developed. Test versions are changed with each subsequent year.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
Type of Test Administered	AIMS DPA	AIMS DPA	AIMS		
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	93%	71%	31%		
% “Exceeding” State Standards	13%	6%	31%		
Number of students tested	15	17	13	8 th Grade not served	
Percent of total students tested	100%	100%	93%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0%	0%	0%		
SUBGROUP SCORES			No subgroups of 10 or more		
Economically Disadvantaged					
% “Meeting” plus “Exceeding” State Standards	100%	67%			
% “Exceeding” State Standards	9%	7%			
Number of students tested	11	15		8 th Grade not served	
There are no other subgroups of 10 or more students.					

Beginning in 10th grade and continuing until the student attains at least a “Meets” score, students are given the Arizona Instrument to Measure Standards or AIMS. Students who meet AIMS may choose to continue to test until they reach “Exceeds”. The results presented do not include students who are attempting to improve scores from “Meets” to “Exceeds”.

Subject: Reading Grade: 10 Test: Arizona Instrument to Measure Standards (AIMS)
Edition/Publication Year: 2005 & 2004 Publisher: CTB McGraw-Hill
Edition/Publication Year: 2003 & 2002 Publisher: Harcourt

*The Arizona Instrument to Measure Standards (AIMS) is Arizona owned and developed.
Test versions are changed with each subsequent year.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	February	February	February	February	February
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	85%	63%	59%	51%	57%
% “Exceeding” State Standards	10%	5%	9%	3%	7%
Number of students tested	20	43	58	61	88
Percent of total students tested	91%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
	No subgroups of 10 or more				
Economically Disadvantaged					
% “Meeting” plus “Exceeding” State Standards		53%	No data available	58%	Not coded by State test analyst
% “Exceeding” State Standards		3%		5%	
Number of students tested		34		38	
White (Not Hispanic)					
% “Meeting” plus “Exceeding” State Standards		74%	61%	59%	Not coded by State test analyst
% “Exceeding” State Standards		7%	11%	0%	
Number of students tested		27	38	29	
Hispanic or Latino					
% “Meeting” plus “Exceeding” State Standards		50%	62%	46%	Not coded by State test analyst
% “Exceeding” State Standards		0%	8%	8%	
Number of students tested		12	13	24	

Subject: Writing Grade: 10
 Edition/Publication Year: 2005 & 2004
 Edition/Publication Year: 2003 & 2002

Test: Arizona Instrument to Measure Standards (AIMS)
 Publisher: CTB McGraw-Hill
 Publisher: Harcourt

*The Arizona Instrument to Measure Standards (AIMS) is Arizona owned and developed.
 Test versions are changed with each subsequent year.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	February	February	February	February	February
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	80%	76%	55%	63%	65%
% "Exceeding" State Standards	5%	2%	0%	0%	0%
Number of students tested	20	43	58	49	71
Percent of total students tested	100%	100%	100%	80%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
	No subgroups of 10 or more				
Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards		69%	No data available	63%	63%
% "Exceeding" State Standards		0%		0%	0%
Number of students tested		35		27	24
White (Not Hispanic)					
% "Meeting" plus "Exceeding" State Standards		74%	58%	65%	Not coded by State test analyst
% "Exceeding" State Standards		4%	0%	0%	
Number of students tested		27	38	26	
Hispanic or Latino					
% "Meeting" plus "Exceeding" State Standards		75%	62%	56%	Not coded by State test analyst
% "Exceeding" State Standards		0%	0%	0%	
Number of students tested		12	13	16	

Subject: Mathematics Grade: 10
 Edition/Publication Year: 2005 & 2004
 Edition/Publication Year: 2003 & 2002

Test: Arizona Instrument to Measure Standards (AIMS)
 Publisher: CTB McGraw-Hill
 Publisher: Harcourt

*The Arizona Instrument to Measure Standards (AIMS) is Arizona owned and developed.
 Test versions are changed with each subsequent year.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	70%	49%	15%	12%	18%
% "Exceeding" State Standards	0%	3%	5%	2%	3%
Number of students tested	23	35	58	61	88
Percent of total students tested	100%	100%	100%	98%	97%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
	No subgroups of 10 or more				
Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards		46%	No data available	12%	Not coded by State test analyst
% "Exceeding" State Standards		0%		2%	
Number of students tested		26		41	
White (Not Hispanic)					
% "Meeting" plus "Exceeding" State Standards		64%	20%	3%	Not coded by State test analyst
% "Exceeding" State Standards		5%	6%	0%	
Number of students tested		22	35	30	
Hispanic or Latino					
% "Meeting" plus "Exceeding" State Standards		23%	6%	22%	Not coded by State test analyst
% "Exceeding" State Standards		0%	6%	0%	
Number of students tested		10	16	23	

Those students who take the AIMS in grade 11 are only those who did not pass the test or “Meet the Standards” in grade 10. Students are required to take the Arizona Instrument to Measure Standards (AIMS) each year until they attain at least a “Meets” score. Students who meet AIMS may choose to continue to test until they reach “Exceeds”. The results presented do not include students who are attempting to improve scores from “Meets” to “Exceeds”.

Subject: Reading Grade: 11 Test: Arizona Instrument to Measure Standards (AIMS)
Edition/Publication Year: 2005 & 2004 Publisher: CTB McGraw-Hill
Edition/Publication Year: 2003 & 2002 Publisher: Harcourt

*The Arizona Instrument to Measure Standards (AIMS) is Arizona owned and developed.
Test versions are changed with each subsequent year.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	February	February	February	February	February
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	77%	62%	66%	50%	Only 10 th Grade students tested
% “Exceeding” State Standards	0%	0%	9%	5%	
Number of students tested	13	21	47	42	
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	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
	No subgroups of 10 or more	No subgroups of 10 or more			
Economically Disadvantaged					
% “Meeting” plus “Exceeding” State Standards			No data available	52%	Only 10 th Grade students tested
% “Exceeding” State Standards				6%	
Number of students tested				33	
White (Not Hispanic)					
% “Meeting” plus “Exceeding” State Standards			65%	50%	Only 10 th Grade students tested
% “Exceeding” State Standards			17%	10%	
Number of students tested			23	20	
Hispanic or Latino					
% “Meeting” plus “Exceeding” State Standards			67%	56%	Only 10 th Grade students tested
% “Exceeding” State Standards			0%	0%	
Number of students tested			21	16	

Subject: Writing Grade: 11
Edition/Publication Year: 2005 & 2004
Edition/Publication Year: 2003 & 2002

Test: Arizona Instrument to Measure Standards (AIMS)
Publisher: CTB McGraw-Hill
Publisher: Harcourt

*The Arizona Instrument to Measure Standards (AIMS) is Arizona owned and developed.
Test versions are changed with each subsequent year.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	February	February	February	February	February
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	85%	93%	71%	66%	Only 10 th Grade students tested
% "Exceeding" State Standards	0%	0%	0%	0%	
Number of students tested	13	14	45	38	
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					
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
	No subgroups of 10 or more	No subgroups of 10 or more			
Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards			No data available	63%	Only 10 th Grade students tested
% "Exceeding" State Standards				0%	
Number of students tested				30	
White (Not Hispanic)					
% "Meeting" plus "Exceeding" State Standards			72%	67%	Only 10 th Grade students tested
% "Exceeding" State Standards			0%	0%	
Number of students tested			25	15	
Hispanic or Latino					
% "Meeting" plus "Exceeding" State Standards			72%	72%	Only 10 th Grade students tested
% "Exceeding" State Standards			0%	0%	
Number of students tested			18	18	

Subject: Mathematics Grade: 11
 Edition/Publication Year: 2005 & 2004
 Edition/Publication Year: 2003 & 2002

Test: Arizona Instrument to Measure Standards (AIMS)
 Publisher: CTB McGraw-Hill
 Publisher: Harcourt

*The Arizona Instrument to Measure Standards (AIMS) is Arizona owned and developed.
 Test versions are changed with each subsequent year.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	40%	63%	21%	14%	Only 10 th Grade students tested
% "Exceeding" State Standards	0%	7%	5%	7%	
Number of students tested	15	41	43	42	
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					
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
	No subgroups of 10 or more	No subgroups of 10 or more			
Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards			No data available	13%	Only 10 th Grade students tested
% "Exceeding" State Standards				7%	
Number of students tested				31	
White (Not Hispanic)					
% "Meeting" plus "Exceeding" State Standards			29%	22%	Only 10 th Grade students tested
% "Exceeding" State Standards			5%	11%	
Number of students tested			21	18	
Hispanic or Latino					
% "Meeting" plus "Exceeding" State Standards			18%	6%	Only 10 th Grade students tested
% "Exceeding" State Standards			6%	0%	
Number of students tested			17	16	

Those students who take the AIMS in grade 12 are not only those who did not pass the test or “Meet the Standards” in grade 10 or grade 11, but also those students who have failed to meet the standard multiple times as 12th grade students. Students are required to take the Arizona Instrument to Measure Standards (AIMS) each year until they attain at least a “Meets” score. Students who meet AIMS may choose to continue to test until they reach “Exceeds”. The results presented do not include students who are attempting to improve scores from “Meets” to “Exceeds”.

Subject: Reading Grade: 12 Test: Arizona Instrument to Measure Standards (AIMS)
 Edition/Publication Year: 2005 & 2004 Publisher: CTB McGraw-Hill
 Edition/Publication Year: 2003 & 2002 Publisher: Harcourt

*The Arizona Instrument to Measure Standards (AIMS) is Arizona owned and developed.
 Test versions are changed with each subsequent year.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	February	February	February	February	February
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	Fewer than 10 students who had not as yet “Met” Standards	71%	60%	64%	Only 10 th Grade students tested
% “Exceeding” State Standards		14%	3%	7%	
Number of students tested		14	35	14	
Percent of total students tested		100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0%	0%	0%	0%	
SUBGROUP SCORES	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
	No subgroups of 10 or more	No subgroups of 10 or more		No subgroups of 10 or more	
Economically Disadvantaged			No data available		Only 10 th Grade students tested
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					
White (Not Hispanic)					Only 10 th Grade students tested
% “Meeting” plus “Exceeding” State Standards			77%		
% “Exceeding” State Standards			8%		
Presidio students tested			13		
Hispanic or Latino					Only 10 th Grade students tested
% “Meeting” plus “Exceeding” State Standards			56%		
% “Exceeding” State Standards			0%		
Number of students tested			18		

Subject: Writing Grade: 12
 Edition/Publication Year: 2005 & 2004
 Edition/Publication Year: 2003 & 2002

Test: Arizona Instrument to Measure Standards (AIMS)
 Publisher: CTB McGraw-Hill
 Publisher: Harcourt

*The Arizona Instrument to Measure Standards (AIMS) is Arizona owned and developed.
 Test versions are changed with each subsequent year.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	February	February	February	February	February
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	Fewer than 10 students who had not as yet "Met" Standards	Fewer than 10 students who had not as yet "Met" Standards	68%	85%	Only 10 th Grade students tested
% "Exceeding" State Standards			0%	0%	
Presidio students tested			28	26	
Percent of total students tested			100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0%	0%	0%	0%	
SUBGROUP SCORES					
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
	No subgroups of 10 or more	No subgroups of 10 or more			
Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards			No data available		Only 10 th Grade students tested
% "Exceeding" State Standards					
Number of students tested					
White (Not Hispanic)					
% "Meeting" plus "Exceeding" State Standards			Fewer than 10 students who had not as yet "Met" Standards	92%	Only 10 th Grade students tested
% "Exceeding" State Standards				0%	
Number of students tested				13	
Hispanic or Latino					
% "Meeting" plus "Exceeding" State Standards			53%	Fewer than 10 students who had not as yet "Met" Standards	Only 10 th Grade students tested
% "Exceeding" State Standards			0%		
Number of students tested			15		

Subject: Mathematics Grade: 12
 Edition/Publication Year: 2005 & 2004
 Edition/Publication Year: 2003 & 2002

Test: Arizona Instrument to Measure Standards (AIMS)
 Publisher: CTB McGraw-Hill
 Publisher: Harcourt

*The Arizona Instrument to Measure Standards (AIMS) is Arizona owned and developed.
 Test versions are changed with each subsequent year.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	38%	62%	30%	12%	Only 10 th Grade students tested
% "Exceeding" State Standards	0%	0%	4%	2%	
Number of students tested	16	34	27	61	
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					
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
	No subgroups of 10 or more				
Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards		63%	No data available	25%	Only 10 th Grade students tested
% "Exceeding" State Standards		0%		8%	
Presidio students tested		24		12	
White (Not Hispanic)					
% "Meeting" plus "Exceeding" State Standards		78%	46%	Fewer than 10 students who had not as yet "Met" Standards	Only 10 th Grade students tested
% "Exceeding" State Standards		0%	0%		
Number of students tested		18	13		
Hispanic or Latino					
% "Meeting" plus "Exceeding" State Standards		42%	Fewer than 10 students who had not as yet "Met" Standards	Fewer than 10 students who had not as yet "Met" Standards	Only 10 th Grade students tested
% "Exceeding" State Standards		0%			
Number of students tested		12			

Subject: Reading Grade: 8 Test: AIMS DPA – Dual Purpose Assessment
 Sub-test: TerraNova
 Edition/Publication Year(s): 2nd Edition/2003 & 2002 Publisher: Harcourt Given: 2005- Present

Subtest: Stanford 9 *Eighth grade students were also administered the Stanford 9, only seven students were enrolled at that time. Data is not presented since group membership was less than ten students
 Edition/Publication Year: 4th Edition Publisher: Harcourt Educational Measurement Given: 2004

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
Type of Test Administered	AIMS DPA	AIMS DPA	*Stanford 9		
SCHOOL SCORES					
Total Score/ Mean NCE	65.6	56.6	*		
Number of students tested	15	17	14	8 th Grade not served	
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	No subgroups of 10 or more				

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
National Mean Score	50	50	50	50	50
National Standard Deviation	21	21	21	21	21

Subject: Language Grade: 8 Test: AIMS DPA – Dual Purpose Assessment
 Sub-test: TerraNova
 Edition/Publication Year(s): 2nd Edition/2003 & 2002 Publisher: Harcourt Given: 2005- Present

Subtest: Stanford 9 *Eighth grade students were also administered the Stanford 9, only seven students were enrolled at that time. Data is not presented since the group membership was less than ten students
 Edition/Publication Year: 4th Edition Publisher: Harcourt Educational Measurement Given: 2004

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
Type of Test Administered	AIMS DPA	AIMS DPA	*Stanford 9		
SCHOOL SCORES					
Total Score/ Mean NCE	62.2	51.7	*		
Number of students tested	15	17	14	8 th Grade not served	
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	No subgroups of 10 or more				

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
National Mean Score	50	50	50	50	50
National Standard Deviation	21	21	21	21	21

Subject: Mathematics Grade: 8

Test: AIMS DPA – Dual Purpose Assessment

Sub-test: TerraNova

Edition/Publication Year(s): 2nd Edition/2003 & 2002 Publisher: Harcourt Given: 2005- Present

Subtest: Stanford 9 *Eighth grade students were also administered the Stanford 9, only seven students were enrolled at that time. Data is not presented since the group membership was less than ten students.

Edition/Publication Year: 4th Edition Publisher: Harcourt Educational Measurement Given: 2004

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
Type of Test Administered	AIMS DPA	AIMS DPA	*Stanford 9		
SCHOOL SCORES					
Total Score/ Mean NCE	58.0	53.2	*		
Number of students tested	15	17	13	8 th Grade not served	
Percent of total students tested	100%	100%	93%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0%	0%	0%		
SUBGROUP SCORES	No subgroups of 10 or more				

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
National Mean Score	50	50	50	50	50
National Standard Deviation	21	21	21	21	21

Students in 9th grade were given the Stanford 9 from 2002 until 2004. Starting in 2005 the state adopted the TerraNova as the official norm-referenced test to be given on an annual basis to all 9th grade students.

Subject: Reading Grade: 9
Edition/Publication Year: 2nd Edition

Test: TerraNova 2005 to Present
Publisher: CTB McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
Test	TerraNova	TerraNova	Stanford 9	Stanford 9	Stanford 9
SCHOOL SCORES					
Total Score/ Mean NCE	50	56	43	42	40
Number of students tested	23	17	27	49	54
Percent of total students tested	100%	100%	100%	96%	95%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
SUBGROUP SCORES	Disaggregated data is not provided on TerraNova				
Economically Disadvantaged NCE			Not coded by State test analyst	42	40
Number of students tested				35	38
White (Not Hispanic) NCE			51	50	42
Number of students tested			13	26	26
Hispanic or Latino NCE			36	35	38
Number of students tested			11	13	19
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
National Mean Score	50	50	50	50	50
National Standard Deviation	21	21	21	21	21

Subject: Language Grade: 9
Edition/Publication Year: 4th Edition

Test: Stanford 9 2002 through 2004
Publisher: Harcourt Educational Measurement

Subject: Language Grade: 9
Edition/Publication Year: 2nd Edition

Test: TerraNova 2005 to Present
Publisher: CTB McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
Test	TerraNova	TerraNova	Stanford 9	Stanford 9	Stanford 9
SCHOOL SCORES					
Total Score/ Mean NCE	49	55	41	41	37
Number of students tested	23	17	27	51	57
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
	Disaggregated data is not provided on TerraNova				
Economically Disadvantaged NCE			Not coded by State test analyst	40	40
Number of students tested				36	38
White (Not Hispanic) NCE			51	46	42
Number of students tested			13	28	26
Hispanic or Latino NCE			33	37	38
Number of students tested			11	13	19
NATIONAL SCORES					
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
National Mean Score	50	50	50	50	50
National Standard Deviation	21	21	21	21	21

Subject: Mathematics Grade: 9
Edition/Publication Year: 4th Edition

Test: Stanford 9 2002 through 2004
Publisher: Harcourt Educational Measurement

Subject: Mathematics Grade: 9
Edition/Publication Year: 2nd Edition

Test: TerraNova 2005 to Present
Publisher: CTB McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
Test	TerraNova	TerraNova	Stanford 9	Stanford 9	Stanford 9
SCHOOL SCORES					
Total Score/ Mean NCE	45	52	47	42	46
Number of students tested	23	16	27	49	53
Percent of total students tested	100%	100%	100%	96%	93%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
	Disaggregated data is not provided on TerraNova				
Economically Disadvantaged NCE			Not coded by State test analyst	42	40
Number of students tested				35	38
White (Not Hispanic) NCE			51	50	42
Number of students tested			13	26	26
Hispanic or Latino NCE			33	35	38
Number of students tested			11	13	19
NATIONAL SCORES					
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
National Mean Score	50	50	50	50	50
National Standard Deviation	21	21	21	21	21