

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Ms. Julie A. Boles

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

Official School Name Tempe Preparatory Academy

(As it should appear in the official records)

School Mailing Address 1251 E. Southern Avenue

(If address is P.O. Box, also include street address.)

Tempe

Arizona

85282-5605

City

State

Zip Code+4(9 digits total)

County Maricopa

State School Code Number* 078761001

Telephone (480) 839-3402

Fax (480) 755-0546

Web site/URL tempeprep.org

E-mail jboles@tempeprep.org

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

Date _____

Principal's Signature

Name of Superintendent _____

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____

Tel. _____

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. John Hughes

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ 1 Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 2 TOTAL
2. District Per Pupil Expenditure: _____ 6638
 Average State Per Pupil Expenditure: _____ 8397

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 2 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7	30	30	60
K			0	8	20	40	60
1			0	9	30	30	60
2			0	10	19	35	54
3			0	11	25	31	56
4			0	12	15	36	51
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							341

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 10 | % Asian or Pacific Islander |
| 2 | % Black or African American |
| 8 | % Hispanic or Latino |
| 79 | % White |

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past year 1 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	1
(2)	Number of students who transferred from the school after October 1 until the end of the year	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	341
(5)	Total transferred students in row (3) divided by total students in row (4)	0.01
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: 0 %
- 0 Total Number Limited English Proficient

Number of languages represented 0

Specify languages: 0

9. Students eligible for free/reduced-priced meals 0 %

Total number students who qualify: 0

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

10. Students receiving special education services: $\frac{2}{6}$ %
 Total Number of Students Serve

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

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>2</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>4</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</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>0</u>
Classroom teachers	<u>27</u>	<u>4</u>
Special resource teachers/specialist	<u>0</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>3</u>	<u>0</u>
Total number	<u>31</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of $\frac{20}{1}$: 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	96 %	96 %	98 %	98 %
Daily teacher attendance	99 %	98 %	98 %	99 %	98 %
Teacher turnover rate	2 %	3 %	3 %	1 %	2 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

The loss of 1-3 teachers per year has been primarily predicated on the opening of affiliate schools through the Great Hearts Academy. As mentioned in this document, these schools have been modeled after Tempe Preparatory and some of our faculty have

naturally been chosen to begin the leadership of these new schools. Out of the past 4 teachers who have left Tempe Preparatory, 3 of them were named as headmasters of new schools.

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

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

Graduating class size	46	
Enrolled in a 4-year college or university	74	%
Enrolled in a community college	9	%
Enrolled in vocational training	0	%
Found employment	4	%
Military service	2	%
Other (travel, staying home, etc.)	11	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

The mission of Tempe Preparatory Academy (TPA) is to educate students for the lifelong pursuit of truth, goodness, and beauty.

Tempe Preparatory Academy offers a rigorous, college-preparatory liberal arts education in grades 7 through 12 to students in the Phoenix area. As a publicly-financed, open-enrollment charter school, the school has made a prep school education available to all families. Essential to the school's mission is the ethos of a true community of learners. Classes are kept small - no more than twenty students in a class. All students follow a core curriculum based on the great ideas of Western civilization. Students engage in community service in grades 9 through 11. A full range of extracurricular activities in athletics, music, speech and debate (90% of the Tempe Prep's high school students participate in one or more extracurricular programs) extend learning and growth beyond the classroom. Students form enduring bonds of friendship, forged in the common contemplation, and pursuit, of human greatness in the classroom and beyond. Small school size encourages strong communication among families, faculty, and administration.

The Academy believes that every student has a natural affinity for all that is knowable and of lasting value, as summarized by the triad of the school's logo: Truth, Beauty, and Goodness. Tempe Prep's founders wanted every student who desired it to have the opportunity to appropriate these values at the highest level, fully participating in the breadth of human experience. Beginning with grade 7, each Tempe Prep student takes six years of Fine Arts (including drama, music theory, poetry, and visual art); six years of math and science (biology, chemistry, and two years of high school physics; in math, each student finishes with Calculus); foreign language (two years of Latin in junior high school, and four years of a modern language or of Classics in high school); and six years of history and English. In each high school year, the English and history curricula are joined in a daily Socratically-led Humane Letters seminar, in which students read and discuss classic works of philosophy (Plato, Aquinas, Locke, Descartes, and others) and literature (Sophocles, Shakespeare, Cervantes, Dostoevsky, and more). The seminar trains students to read carefully, discuss clearly, and write coherently 'culminating in the year-long preparation of the senior thesis, which the student defends before a three-person panel in the spring of his or her final year.

Test results, both local and national, validate Tempe Prep's approach to education. Tempe Prep has been an 'Excelling' school each year since the first year in which the designation has been used. Virtually all 10th-grade students pass each part of the state graduation test (Arizona's Instrument to Measure Standards) on their first attempt, and the school's performance on the test puts it among the top few public schools in the state. Median scores on tests such as the SAT and ACT place Tempe Prep students alongside those of highly-respected local private schools, as does the percentage of students who qualify as National Merit Semi-Finalists and Finalists (20% of the 2007 graduating class were Finalists). Graduates have been accepted at colleges and universities including Swarthmore, Cornell, Pomona, the University of Chicago, and St. Andrew's University (Scotland). Many receive substantial scholarship offers.

Still, the most valued 'mark' of a Tempe Prep graduate is the orientation toward a lifetime of learning and of service to others. In the humane quality of its graduates, Tempe Prep is most true to its vocation as a school of liberal arts 'the education that makes a person truly free.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

We participate in the Arizona Assessment Program (AIMS). The standards based assessment measures student proficiencies in writing, reading, math and science. These standards ultimately provide the point of which our students respective and collective abilities are measured. The standards also guide the development and alignment of our curriculum. We, in a collaborative effort identify and analyze the data to better understand our strengths and challenges. We do not qualify for sub-group disaggregation and being such a small school, it is difficult to making sweeping statements that should drive changes in the curriculum or instruction. Our students typically are ranked among the top in the state of Arizona. Students (and schools) are identified as exceeding, meeting, approaching or falling far below the standards. Tempe Preparatory is one of the original and remaining schools with an Excelling label indicating that not only do all of our students pass AIMS, most of our students scores are among the highest in the state.

While Tempe Prep has enjoyed a fairly lengthy tradition of high test scores and highly able students, it is directly linked with the high expectations we set of ourselves as professionals, of our students as learners and of our parents as supporters within the community of learners. Our students routinely excel in both language arts and mathematics scoring at or near the top of students in Arizona. It is interesting to be such an accomplished school and yet, we still take every piece of our data to heart in order to not become complacent about the achievement level of our current and prospective students. For us, it is less about the number of students passing the test and instead it is our goal to raise the number of students who exceed the tested standards. Our state information regarding standardized testing can be found at www.ade.state.az.us.

Since our school is structured by grade level with three sections to each grade level we are able to identify where our curriculum needs more depth vs. breadth in order to address our weaknesses per the state standards. Every school/school district makes curricular choices and ensuring that a well developed, rounded and thinking curriculum is in place is critical. While some specific remediations are provided to support students in reaching a higher level of success, generally speaking we aim most of our efforts in ensuring that our curriculum not only meets the state standards but in fact, well exceeds the norm.

Most importantly, we do not emphasize grade reporting at Tempe Preparatory. We do everything we can to teach our students to learn. One of our mantras is to promote the idea of depth of inquiry and sense of wonder. Students are encouraged, if not required to challenge themselves in every task they undertake. Whether it is a great work of philosophy such as Plato or a timeless piece of literature such as Shakespeare, students are continually surrounded with the expectation that they are as responsible for their learning as their teachers. This in itself is a critical component to assessment because it is embedded in the philosophy of self-reflection and the daily guide that this serves to improve the quality of their learning.

2. Using Assessment Results:

Tempe Preparatory utilizes data to not only assess our curriculum, but each student respectively. Our Headmaster utilizes the expertise within our staff to identify our strengths to ensure that we are reinforcing our best practices and curriculum. For those areas that we deem to be in need of additional attention, faculty again review the standards carefully and explore as a collaborative team more effective ways of improving instruction to ensure mastery. It is through the analysis of our data, and our own mature experiences that we continually address ways to embed improvement in our practices.

While we do not review the respective standards per se with the students, they are definite participants in the learning process. Tempe Preparatory does not tolerate a passive voice in the learning environment and all students are expected (and supported) to learn at a mastery level. Parent support is critical to this and when a student is struggling within a curriculum (and/or standards area) then additional tutoring from peers, teachers or home is strongly encouraged. Learning outside the classroom environment is a way of life for our students and a high percentage of all of our students seek additional instructional support on occasion. This type of environment influences our students to identify their own weaknesses and given that it is environmentally 'typical' to gain assistance, it is common for students to seek growth in specific skill areas that are not as strong as they would need or wish (standards, etc.).

3. Communicating Assessment Results:

Results of state testing are mailed to each family of our student's with all accompanying information to ensure comprehension. The Headmaster communicates her availability to discuss the assessments if parents desire more information.

At Tempe Preparatory, we employ some unique communication systems regarding student progress that are likely considered atypical for the junior/senior high public/charter school experience. At the mid point of each quarter, every family is provided notice if their student is performing below standard performance. At the end of the 1st and 3rd quarters, our students receive a progress report from every teacher. This progress report provides them with specific grades and/or percentages but is coupled with several paragraphs describing their learning strengths and weaknesses. The reports are not of the cut and paste variety; rather they represent an individual report of every student they serve. At the 2nd and 4th quarters, representing semester ends, families are provided with an in depth narrative description of their learning and academic progress respective to that instructor and subject area. The narratives are generally a page in length and receive high praise from families. Families are then encouraged to discuss them at home and use them as a guide toward improvement. Lastly, we provide our families with parent/teacher conferences mid way through the school year. Parents report that they find the conference to be the most helpful and informative tool they have ever received in educational settings (per survey 2007). Each child's group of teachers meet with the student and parent to discuss their academic strengths and challenges.

The question that has been asked is geared around the spirit of state assessments and standards that typically drive the curriculum and what happens in a classroom. While we definitely embrace the standards and are confident in our approach to teaching them, we have set them merely as a minimum rather than a maximum of what students should be learning. Due to our student's academic success, we felt it was important to share that our view of assessment and communications is a bit more broad.

4. Sharing Success:

A month does not pass us by without requests from other public and charter schools who would like to know more about our school. This year alone I have facilitated in excess of a dozen tours including visitors from surrounding states and a delegation from Egypt. Unlike other charters and private schools who feel it necessary to protect trade secrets, the Tempe Preparatory Board of Directors and myself have instead embraced our role of sharing excellent practices with those who ask. We are open with our practices, procedures and philosophies. We do everything we can to provide a hands-on experience by maximizing visitations directly in classrooms, interactions with our students and staff whenever possible. In addition, we have as of the last few months put together an information folder that provides some sample materials and general school information for those who are interested. Ironically, our current headmaster, Ms. Boles visited our campus (while in her former position) when she was starting a new traditional academy for the local school district. She gathered ideas that then became part of the fabric of that school. She now states that it was because of her lasting impressions that she eventually chose to assume the leadership of our school.

Tempe Preparatory Academy has shared a relationship with The Great Hearts Academy network of schools and is proud to have inspired and provided the opportunity for replication. Great Hearts is expanding rapidly with goals of eventually opening 12 Academies based on the Tempe Preparatory Academy model.

It is critical to share effective practices. While all practices and philosophies may not be well suited for every school, it is incumbent on us as leading members of an education community to assist whenever needed.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The purpose of the core curriculum at Tempe Preparatory Academy is to enable students to think well, live well, and govern well through rigorous academic training and a Socratic study of Truth, Beauty, and Goodness found in the liberal arts of the Western Tradition.

Tempe Preparatory Academy's six-year science program engages students in observation and exploration of the natural world by encouraging and fostering a sense of wonder and depth of inquiry into biological, physical, and chemical processes and events. Students will develop scientific reasoning, writing, and speaking abilities through Socratic questioning, laboratory analyses, and research projects. Starting with a focus on methods of inquiry, observation, experimentation, and the processing and interpretation of collected data via dissections, model building, mechanical and chemical experimentation and the study of life and earth cycles, taxonomy, comparative anatomy, ecology, energy, and evolution.

Intimately tied to the science program is the mathematics curriculum, which also emphasizes the acquisition of analytic skills and organized and effective communication, as well as the application of abstract concepts. Beginning with the mastery of numerical operations, the students go on to explore geometric proofs, quadratic, polynomial, exponential, logarithmic, rational, and radical functions, and conclude the six-year program with an examination of limits, derivatives, integrals, and logic.

Precision is also the focus of the humanities curricula in the junior high, as the students focus on the mastery of grammar, punctuation, and writing. Their reading, listening, speaking, vocabulary, and comprehension skills are further developed through the close reading of American, ancient, and medieval histories, as well as significant and inspiring works of literature that span many centuries. Eighth graders must demonstrate readiness for the rigors of high school Humane Letters through mastery of these foundational themes and basic skills. Humane Letters is a two-hour daily seminar in which the students, led by the faculty in Socratic discussion, examine primary documents of history and political theory, analyze and comprehend the works of the West's foremost philosophers, and think, speak, and write critically about some of the greatest works of literature from the 7th c. BCE to the modern age.

Tempe Preparatory Academy junior high students learn elementary and intermediate classical Latin in whole-year courses. They are trained in grammar, inflected language, attention to detail, memorization, and translation skills, thereby enriching their English vocabulary and composition skills. The students' only curricular choice is made at the end of their eighth grade year concerning the language they will take in high school: Spanish, French, German, or a Classics track consisting of two additional years of Latin and concluding with two of classical Greek. In all language courses, after an accelerated study of the grammar, the students translate, analyze, and discuss significant works of literature and history written in the original tongue.

Additionally, the modern language classes are conducted in the target language, and frequent participation is required of all students in order to build their communication skills.

Immersion is also a theme of Tempe Preparatory Academy's six-year fine arts program in which students not only learn the history of art, poetry, drama, and music, but also play an instrument for two years, sing in a chorus and compose their own music for two, practice and experiment with a wide variety of artistic media for four, write and analyze poetry for two, and act in and serve as the stage crew for several plays, culminating in writing and producing their own scripts.

Tempe Preparatory Academy fosters an enthusiasm for learning that lasts a lifetime. Our students are inspired not only to see the true, the beautiful, and the good in our world, but to practice it themselves, and finally to share the vision with others.

2b. (Secondary Schools) English:

In all grade levels at Tempe Prep, the art of language is taught by closely joining the exercise of writing with the contemplation of great literature. In the junior high years, the fundamentals of writing ' grammar, mechanics, and basic style and structure ' are reviewed at length, and students hone their understanding through written responses to significant works of literature, such as *Shane*, *To Kill a Mockingbird*, and

Romeo and Juliet. Ongoing classroom discussion of each book builds skills of analysis and appreciation for the author's craft, preparing students for the daily Socratic discussions of the high school Humane Letters seminar. Small class sizes and the availability of all teachers for tutoring mean that students having difficulty in any area of the language curriculum can receive one-on-one remediation. The effectiveness of close instruction and availability of teachers for additional help is seen in the results of standardized tests. Every Tempe Prep student has passed the reading and writing sections of Arizona's annual high school proficiency exam, given in tenth grade, since the test was first given. Scores for the SAT and ACT tests, comparable to those of students in local high-achieving private schools, further demonstrate the high level of language skill developed by Tempe Prep students.

The daily Humane Letters seminar forms the core of the high school English curriculum. Students read and discuss outstanding works of literature, drama, and philosophy- in almost all cases, in their complete form ' by authors such as Sophocles, Shakespeare, Cervantes, and Melville. Seminar participants must make frequent, appropriate references to the author's actual words in the text being considered. Students thereby develop a deep capacity for thorough analysis of themes and style based upon careful and sensitive reading of the written word. Additionally, they learn to express themselves carefully by writing a five-paragraph analytical essay after each major work, using the written word with ever-increasing precision and sophistication as they progress through the curriculum. Meanwhile, the more creative side of writing is developed in ninth and tenth grades, where the study and writing of poetry forms part of the fine arts curriculum.

3. Additional Curriculum Area:

See #4 as we have chosen to combine 3 and 4. The Humane Letters area class is both unique as a piece of curriculum and best represents our integration of the Socratic approach to teaching, learning and thinking. Thus, we felt it made more sense to combine the two questions.

4. Instructional Methods:

The teaching strategies actively used at Tempe Preparatory include direct instruction, lecture, socratic instruction as well as activities that meaningfully foster the integration of inter-disciplinary subjects and materials. One example of this would be the TPA Humane Letters curriculum. It is a high school program in which students are trained in the habits of rational thought about the humanities' history, literature, and philosophy. Students read primary texts central to the Western tradition in order to learn how to think clearly, logically, and critically. In addition to reading these primary texts and writing critical essays about them, Humane Letters students engage in a daily two-hour seminar in which students discuss key issues through a Socratic approach. The teachers are trained and implement an instructional method that not only guides the students in their thought process, but facilitates their own abilities to bring forth important questions and topics. Humane Letters is, therefore, a synthesis of both academic disciplines as well as key skills and the socratic method of thinking (and instruction).

A basic assumption of the course is that thinking is not a finite skill to be mastered. Rather, it is an activity that becomes ever broader and deeper through constant practice. The ability to possess the instructional skills to promote the importance and application of complex thinking is not an easy one to describe. Questioning strategies, critical thinking skills that expect comprehension mastery, application knowledge mastery as well as analysis, evaluation and synthesis are all instructional strategies and expectations of every teacher and student. One of the primary goals of seminar discussion is to train students in analysis, that is: to break ideas into parts, to compare and to contrast, and to give reasons. While analysis can involve a variety of expressions, students are taught to go into detail in their comments and questions, to restate an author's idea in their own words, to provide detailed evidence from more than one part of the text to support more general comments, to draw upon previously read texts, and to evaluate the thinking of the author and of other seminar participants.

Paramount among the many goals of Humane Letters is to help students foster an appreciation for beauty in literature, history and philosophy: i.e. to note not only what is being said by an author, but how it is being said, noting particularly lyrical language, proportion in the text, or particular kinds of literary devices. The aesthetic element of education is treated as an equal partner to the analytical, as the school's motto suggests.

Students are trained in the habits of rational thought from the time they enter Tempe Preparatory. All students actively take notes, engage in active listening and are expected to not only participate but to be prepared with a cited source opinion. Opinions are not merely stated, but are always supported with citations from the text of which they are studying. Over time, this guides students from 'wild hair' type of opinions to one those that can be defended and supported from the materials that are being studied.

5. Professional Development:

The school has chosen to implement a staff development schedule that is supported with two early release days per month. During the spring, the staff assesses the strengths and weaknesses of our curriculum, schedule, staffing assignments and other areas of the school that are in need of improvement. This is done through anecdotal observations, two community surveys a year and board feedback. We take all of this information along with the testing data that has been compiled and prioritize it into goals that will drive our practices for the next year. We are amidst that process at the moment and being the vital process that it is, we are making some changes that we believe will further enhance the learning environment for our students and our effectiveness as instructors. Connecting our actions to student performance is an ongoing challenge, given the consistent high values of our test scores. However, we will continue to progress monitor our student's academic achievement to better assess that our practice is consistent with improvement.

Developing a common vocabulary has become necessary to ensure that while we have many content experts in our school, the actual number of certified teachers are few in number. Balancing expert, content knowledge with identifying the qualities of effective teaching has been a critical goal this past year. Helping those who have never had instruction in the methodology of teaching have welcomed the many discussions about everything from student engagement to the varied forms of assessment. Educators are inundated in the typical jargon such as, Marzano's studies or the basics of EEI. It became apparent that a joining of the two worlds of content experts and best practices of educators is helping us become an even better school. This is done through many one on one discussions between the headmaster and the teacher, the department chair and the teacher and teacher to teacher. On occasion, we hold workshops to introduce an idea and then myself and the school leadership team follows up to ensure the new skill it is being practiced and applied.

Both faculty meetings and early release time has afforded us the opportunity to not only grow professionally, but to deal with pressing school issues. We have been dedicating a fair amount of our time this year to reflection and improvement of school practices. Examples have included an updating of our expectations of teacher written student narratives, child abuse protocols, sexual harrassment in the classroom and workplace guidelines, and general school policies. We have implemented a new faculty evaluation system and much of our energies have been devoted to developing a common vocabulary and understanding of effective teaching. In addition, we incentivize summer studies for our faculty and highly encourage them to seek diverse, liberal arts experiences that will broaden their knowledge as a teacher of our school.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 7 Test Arizona Instrument to Measure Standards--Dual Purpose Asses
 Edition/Publication Year Spring 02-05 Publisher Harcourt CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	98	98			
% "Exceeding" State Standards	40	20			
Number of students tested	58	59			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	98	99			
% "Exceeding" State Standards	62	53			
Number of students tested	58	59			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100	96	88	83
% "Exceeding" State Standards	27	15	20	53	43
Number of students tested	59	60	60	60	58
Percent of total students tested	98	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	99	96	71	46
% "Exceeding" State Standards	47	57	47	33	12
Number of students tested	59	60	60	60	58
Percent of total students tested	98	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100	100	100	100
% "Exceeding" State Standards	27	37	40	45	49
Number of students tested	56	57	54	56	39
Percent of total students tested	100	98	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					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100	100	100	100
% "Exceeding" State Standards	79	79	75	88	90
Number of students tested	56	58	54	56	40
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					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

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

Subject Math Grade 9 Test Stanford Achievement Test

Edition/Publication Year 9th Publisher Harcourt Brace

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month				March	March
SCHOOL SCORES*					
Total Score				88	90
Number of students tested				58	60
Percent of total students tested				96	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

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

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

Subject Reading (LA) Grade 7 Test Stanford Achievement Test

Edition/Publication Year 9th Edition Publisher Harcourt Brace

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month				March	March
SCHOOL SCORES*					
Total Score				83	90
Number of students tested				59	60
Percent of total students tested				98	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

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

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

Subject Math Grade 7 Test Stanford Achievement Test

Edition/Publication Year 9th Publisher Harcourt Brace

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month				March	March
SCHOOL SCORES*					
Total Score				89	91
Number of students tested				59	60
Percent of total students tested				98	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

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

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

Subject Reading (LA) Grade 8 Test Stanford Achievement Test

Edition/Publication Year 9th Publisher Harcourt Brace

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month				March	March
SCHOOL SCORES*					
Total Score				90	84
Number of students tested				60	60
Percent of total students tested				100	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

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

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

Subject Math Grade 8 Test Stanford Achievement Test

Edition/Publication Year 9th Publisher Harcourt Brace

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month				March	March
SCHOOL SCORES*					
Total Score				93	85
Number of students tested				60	60
Percent of total students tested				100	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

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

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

Subject Reading (LA) Grade 9 Test Stanford Achievement Test

Edition/Publication Year 9th Publisher Harcourt Brace

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month				March	March
SCHOOL SCORES*					
Total Score				81	84
Number of students tested				58	60
Percent of total students tested				96	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

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

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

Subject Reading (LA) Grade 11 Test Preliminary SAT/National Merit Scholarship

Edition/Publication Year n/a Publisher College Board and the National Merit Scholar

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	October	October
SCHOOL SCORES*					
Total Score	60	59	60	57	56
Number of students tested	52	42	38	31	27
Percent of total students tested	96	91	79	82	87
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	48	48	47	47	48
NATIONAL STANDARD DEVIATIO	11	11	11	11	11

Subject Math Grade 11 Test Preliminary SAT/National Merit Scholarship

Edition/Publication Year n/a Publisher College Board and the National Merit Scholar

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	October	October
SCHOOL SCORES*					
Total Score	61	61	61	60	58
Number of students tested	52	42	38	31	27
Percent of total students tested	96	91	79	82	87
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	49	49	49	48	49
NATIONAL STANDARD DEVIATIO	11	11	11	11	11