

PART I - ELIGIBILITY CERTIFICATION

11NV3

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. 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.
8. 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.
9. 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.
10. 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

11NV3

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 217 Elementary schools
 (per district designation) 58 Middle/Junior high schools
48 High schools
1 K-12 schools
324 Total schools in district
2. District per-pupil expenditure: 4974

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	175	96	271
3	0	0	0		10	224	140	364
4	0	0	0		11	158	80	238
5	0	0	0		12	120	66	186
Total in Applying School:								1059

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
22 % Asian
9 % Black or African American
27 % Hispanic or Latino
2 % Native Hawaiian or Other Pacific Islander
32 % White
8 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%

This rate is 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, 2009 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	25
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1, 2009	1071
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 2%
Total number of limited English proficient students in the school: 17
Number of languages represented, not including English: 6
Specify languages:

Chinese, Spanish, Korean, Punjabi, Tagalog, Russian, Japanese, Armenian, Vietnamese, and Thai

9. Percent of students eligible for free/reduced-priced meals: 27%
 Total number of students who qualify: 287

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 2%
 Total number of students served: 21

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>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>3</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>59</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>26</u>	<u>1</u>
Total number	<u>102</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	98%	97%	97%	98%	98%
Daily teacher attendance	0%	96%	0%	0%	0%
Teacher turnover rate	0%	0%	0%	0%	0%
High school graduation rate	%	99%	98%	97%	97%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>1071</u>
Enrolled in a 4-year college or university	<u>90%</u>
Enrolled in a community college	<u>5%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>5%</u>
Total	<u>100%</u>

Advanced Technologies Academy (A-Tech) is a magnet high school established in 1994 in Las Vegas, Nevada as the first fully-computer networked technology school in the state of Nevada. It houses approximately 1100 computers with full Internet access. A student-teacher ratio of 19:1 assists with students not only being knowledgeable in curricula but also experienced through hands-on, highly individualized learning techniques. Qualified students participate in product development, business partnerships, and internships during their tenures at the academy.

A-Tech offers eight program areas of study: Architectural Design, Business and Finance, Computer Graphic Design, Computer Science, Engineering, Information Technology, Legal Studies, and Networking Technology. In 2008, A-Tech was included as a Career and Technical Academy by Clark County School District; this reclassification allows A-Tech to receive federal Perkins grants and state CTE grants to partially fund program area courses.

A-Tech's ethnically diverse student enrollment is through an application and lottery process; students are selected for the lottery based on their academic records, eighth-grade criterion-referenced tests in mathematics, reading, and science, daily attendance, and citizenship. Busing is provided to A-Tech students by Clark County School District from all areas within the county. Preference within the lottery is accorded to siblings of current students, students in the geographic area, and students attending a middle school magnet "feeder." Students attend a rigorous, eight-period schedule with block scheduling two days per week. This modified block schedule allows students to engage in project-based studies as course curriculum dictates.

In addition to the program area courses, the A-Tech curriculum offers a rigorous, college-preparatory course of study. Courses are provided in English, science, mathematics, social studies, health/physical education, humanities, and foreign language at regular, honors, and Advanced Placement levels. The level of rigor in all classes requires students to be focused, to develop good study habits, and to be organized. The use of technology in all classes amplifies the math/logic-based thinking activities of the Advanced Technologies Academy student. Creative thinking, problem solving, decision making, and skill expansions are requisite in all subject areas.

Students are supported in their pursuits of individual product and theory development. Teachers facilitate learning within the classroom through group projects and activities that seek to promote a team player environment. Community advisory boards meet with faculty, administration, and students provide access to real-world expectations and experiences.

Although academics are the main focus of A-Tech, athletics and activities are part of the school culture that can motivate students to become involved and successful. Students can be involved in athletics by offering early-release to student athletes who participate in their zoned school's athletics program. The activities program is supported by a schedule that allows club meetings and extra-curricular activities four days each week after school; there is a sufficient variety of clubs to address all manner of student interest; a mechanism is in place that allows new clubs to be chartered as student interest dictates.

Curricular decisions, adjustments, and improvements originate with faculty and administrative input – under the umbrella of CCSD policies and regulations, CCSD Curriculum and Professional Development, and Nevada state law. The staff, within departments, continually reviews data from the National High School Proficiency Examinations in Reading, Writing, Math, and Science; PSAT and SAT; common district assessments in Algebra I/II and Geometry I; common district assessments in English I and II; teacher assessments; and semester exam data. Instructional teaching strategies, targeted tutoring, alignment of standards, instruction, and assessment, and goals, objectives, and action steps from the

Northwest Accreditation Five-Year Plan and current School Improvement Plan are addressed in all four district-granted professional development days.

A-Tech, a “Continuing Exemplary” state-designated school, was awarded the Blue Ribbon from the U. S. Department of Education in 2003. At that time, it was the first computer networked school in Clark County School District and the first to offer six college-preparatory programs in technology. Its recognitions and honors include: Magnet Schools of America School of Distinction, *US News and World Report* Silver Medal winner/America’s Best High Schools in 2008 and 2009, Siemens Award for Advanced Placement, Student Council National Gold Council of Excellence Award, Morehead-Cain Scholarship Nominating School, and Nevada Department of Education Exemplary High School. The staff includes three past Milken winners and a current Milken and Presidential Award recipient.

The mission of the Advanced Technologies Academy is to empower a diverse student body to succeed in a competitive world by promoting academic concepts, technological skills, and ethical behavior. The school believes that its students deserve rigor, relevance, and relationships, deserve instruction from highly qualified teachers, should use relevant technology in their educational experiences, should engage in problem-solving and critical thinking, should receive instruction in a climate that values cultural diversity, should receive instructional differentiation, and should receive an education that prepares them for success at a college, university, or career.

A-Tech has a tradition of closing the achievement gap for all students. It has been challenged by the Clark County School District to prepare these students for the global demands of the twenty-first century. It continues to do both.

1. Assessment Results:

Clark County School District requires that students pass Nevada High School Proficiency exams in reading, writing, math, and science to graduate from its public high schools. The writing exam is administered in the fall of the eleventh-grade year; the other three are administered during the spring of the tenth-grade year. It is important to note that proficiency in the NHSPE in science was not a requirement for graduation until the class of 2010 although it was administered with 2007-2008 and 2008-2009.

The reading exam has remained constant for the past five years; a high percentage of students – either 99% or 100% - scores in the ‘meets and exceeds standards’ categories within the first two attempts at taking the exam. The difference between the percentage of proficient white students and the percentage of proficient IEP, LEP, FRL, Hispanic, African-American, and Asian students has never approached ten percentage points and currently measures 0.0% in all subgroups. One-hundred percent of twelfth-graders in the class of 2010 passed this exam.

A look at the data from 2005-2006 to the present found A-Tech starting at 100% proficiency in math. However, a dip to 95.8% proficiency in 2008-2009 challenged the math department to examine test results question by question in the content and ability results and to “drill down” to the exact standard that appeared repeatedly as a missed question by the students. The achievement gap between the percentage of proficient white students and the percentage of proficient students in all of the aforementioned subgroups has been negligible with the exception of African-American subgroup, which in 2009-10 fell to - 3.4%. The data shows that overall, a high percentage of students – greater than 95% - scores in the ‘meets and exceeds standards’ within their first two attempts at taking the examination, and the first time pass rate for 2009-10 was the highest in the school’s history at 97.6%. One-hundred percent of all twelfth-graders in the class of 2010 passed the math proficiency for graduation.

A-Tech continues to celebrate its academic successes with its NHSPE in writing. A five-year review shows that the percentage of students scoring in the ‘meets and exceeds standards’ is greater than 99% in the first attempt at passing this test with no significant differences nor trends in subgroups when data is disaggregated for ethnicity or special populations – IEP, LEP, and FRL. One-hundred percent of twelfth-graders in the class of 2010 passed this exam as required for graduation.

Preparation for success in the Nevada High School Proficiency Exam in science began with a district-revised Principles of Science ninth-grade course that was designed to prepare students for the exam. However, at A-Tech, the push is to begin students in Biology I Honors, then progress to Chemistry I Honors and Physics I Honors in the tenth- and eleventh-grade years, and ideally, into Chemistry II AP or Biology II AP in the twelfth-grade year. With a mix of students in Principles of Science and Biology I Honors as ninth-graders, a high percentage – greater than 90% - scored in the ‘meets and exceeds standards’ in their first attempt at passing the test as tenth-graders. Of special note is an all-school statistic showing a first time pass rate of 93.3% in 2007-08, a 97.4% first time pass rate in 2008-09, and an 89.3% pass rate in 2009-10. There are no significant differences or trends in subgroup data when data is disaggregated for ethnicity or special populations – IEP, LEP, and FRL. One-hundred percent of the twelfth-graders in the class of 2010 passed the science proficiency for graduation.

Nevada has current pass rates of: math – 242; reading – 251; and science – 300; these scores are defined as “meeting the standards.” Any score above 322 in math, 306 in reading, and 387 in science is defined as exceeding the standards. The prioritized Content Standards at Grade 10 are the academic expectations that the NHSPE measures – the state’s minimal expectations for the instruction and curriculum that Nevada students should receive at this grade level. Achievement on this test is linked to the prioritized grade-level standards. School and state performance levels in reading are the mean percent correct: C1/Word

Analysis – 80 and 59; C3/Literary Text – 82 and 58; C/4 Expository Text – 86 and 63. Student performance in math at A-Tech and the state are: C1/Numbers – 82 and 54; C2/Algebra – 77 and 44; C3/Measurement – 76 and 44; C4/Geometry – 78 and 46; and C5/Data Analysis – 70 and 50. Finally, student performance in science at A-Tech and the state is compared in four content areas: C1/Physical Science – 74 and 54; C2/Life Science – 75 and 58; C3/Earth/Space Science – 76 and 57; and C4/Nature of Science – 72 and 59. State assessment results may be located at www.nde.doe.nv.gov

2. Using Assessment Results:

Assessment data is fundamental to instruction at A-Tech. All departments at the school – not only the core but also the program areas – receive results from the Nevada High School Proficiency, quarterly exams in math and English, common semester exams, the PSAT, and the SAT. Discussion begins with the department chairs who meet monthly with the administrative team. Weak areas are noted, and targeted instruction begins.

The English department has targeted the eighty-percent school student performance mean score in the Content Standard C1/Word Analysis with PSAT data that revealed that 28% of the students achieved scores that indicated “very good to excellent” college readiness in critical reading and 19.8% in writing. Improvement in those areas became action steps in both the Northwest Accreditation and the School Improvement Plan. The department is focusing on vocabulary at grades nine through twelve and at all levels of student placement. Teachers are utilizing best practices to be creative with vocabulary instruction rather than the older practice of locating the word in the dictionary and using it in a sentence.

New department goals and customized teaching occur when the math departments examines NHSPE, common assessment, and quarterly exam results. Targeted areas are emphasized – for example data analysis – and time is set aside in class and specified for improvement. Assessment results from released semester exams in Algebra I/II and geometry are used as a study tool and used to tailor instruction to weaknesses. Teachers frequent the Regional Professional Development Program’s website for practice tools, review, vocabulary, and Quarterly district exams results are examined immediately so that areas of weakness can be reinforced through warm-up problems and review.

The science department examines results – including p-values for individual science standards and strands on the NHSPE; this allows teachers to focus instruction and include topics not addressed in the typical high school science sequence. This department works collaboratively to develop classroom assessment tools and tutorials that are used in preparation for subsequent exams. Further, data from the School Improvement Plan and the Northwest Accreditation relating to science content knowledge – NHSPE, PSAT, and ACT – are examined annually to identify student abilities and plan instruction using research-based strategies for building knowledge. The science department has developed a tutoring program to assist non-proficient students and address their specific deficiencies.

Teacher/department collaboration is a priority at A-Tech. Tuesdays are set aside for structured teacher planning time weekly.

3. Communicating Assessment Results:

Assessment results from the Nevada High School Proficiency Exam are celebrated throughout the A-Tech Community. Parents receive proficiency information – as well as other testing information – through a parent newsletter that is published five times a year and now is available online and accessible through the school’s website. Clark County School District also publishes an Accountability Report for each of its schools. Within that report, a Summary of Standards-Based Test Performance is published and explained – as is Annual Yearly Progress. The community can view the numbers and percentages of A-Tech students who are emerging, approaching, meeting, and exceeding standards based on proficiency results in reading, writing, science, and math. Further, the district designates a date at the beginning of each school year that the Accountability Report must either be mailed or distributed to students; A-Tech also posts a link to this report on its website.

When proficiency results are posted, the state of Nevada sends letters to parents advising them as to 'pass' or 'fail'; the state also sends a copy of this letter to the school for distribution to parents. Future testing dates for the non-proficient are publicized by the school and the district. A-Tech department chairs also receive testing results, and they share it with their departments. The English, math, and science departments are quite diligent about holding proficiency practices after school and assisting students in appropriate content strand study.

Proficiency results and the Annual Yearly Progress designation of "Continuing Exemplary" are also celebrated and communicated to eighth-graders/future A-Tech students during the recruiting process. A-Tech's Student Ambassadors follow a rigorous recruiting schedule to all of Clark County School District's middle schools. These wonderful students like to say that A-Tech is "not new and shiny as some other the other Career and Technical Academies" but A-Tech students are almost 100% proficient when they graduate. These same eight-grade students – with their parents – are invited to two Parent Information Nights during the recruiting season. At that time, Magnet Theme Coordinator and several hand-selected students stress the academic rigor to a large audience in the gymnasium, and they cite proficiency results and the AYP designation of 'Continuing Exemplary.'

Finally, A-Tech holds seven Parent Advisory Council meetings with parents and has both community partnerships and advisory boards. Each of these entities receives proficiency information and celebrates student achievement.

4. Sharing Lessons Learned:

A-Tech's faculty has shared its successful strategies with other teachers at the school, the district and at the state level.

The English department shares ideas in the Curriculum and Professional Development and Regional Professional Development Programs. They have presented AVID strategies through RPDP – a major contributor to the district-wide implementation of Cornell Notes and summarization strategies. Teachers have served as the National Council of Teachers of English Writing Achievement Award Coordinator for Nevada as well as teacher-consultant for the Southern Nevada Writing Project. Two additional teachers have submitted multi-genre instructions for research projects to include in the CPD activity bank, which is accessible to the entire district. Finally, a large percentage of the department attends trainings for writing improvement offered by CCSD; in this setting, ideas are exchanged, and instruction is discussed. And, the English department is one of the best resources for on-site teacher training and staff development in writing and vocabulary development.

At district math department meetings, A-Tech's math department chair shares successful strategies that close the achievement gap on the proficiency exam. He has also presented at the Southern Nevada Math Conference regarding the use of games as a teaching methodology in proof and logic, and he has created e-zgeometry.com as a support vehicle to share with a national community of geometry teachers who are using the site daily. Another math teacher has presented at International T³ Conference from 2003-present, has taught Sketchpad online for Keypress and University of California at Berkeley for middle school teachers, and has reviewed the Backwards Assessment Model to A-Tech at staff development. Math teachers also present at staff development and teacher trainings so that proficiency is seen as a school initiative, not a math initiative.

A-Tech's science teachers have presented a workshop at the National Science Teachers Association annual convention each year. Another hosts workshops through RPDP, whose purpose is "to offer professional development focused on the content teachers teach, how they teach it, student performance, and changes in instructional strategies that results in increased student achievement." A majority of the science faculty actively contributes ideas and experiences through membership in the Southern Nevada Science Teachers Association; many have memberships at national levels including. The current department chair works with Curriculum and Professional Development on Project VISIO NS – a three-year project that assists elementary teachers in building science content knowledge.

1. Curriculum:

A-Tech aligns its curricula to state standards. All A-Tech teachers must be proficient with these standards; this adherence is included in faculty training, department meetings, and department chair/leadership meetings. Weekly lesson plans must reference the state standards on which the daily objective(s), instructional activities, and homework are based. All instruction must include rich content that is standards-based.

Similarly, assessments at A-Tech are based on state standards and the accompanying instruction. Student behavior and attendance are never included in academic grades, and teachers must be able to define "participation" objectively. Many teachers take late work with no penalty and/or allow students to resubmit multiple times because they prefer that their grading truly reflects mastery rather than effort.

A-Tech has also incorporated training and use of the Depth of Knowledge module in its delivery of curriculum. DOK I - Recall and Reproduction of Facts is used minimally. DOK 2 - Basic Application of Skills and Concepts; DOK 3 - Strategic Thinking; and DOK 4 - Extended Thinking are incorporated in all courses.

The English sequence includes English I/II, regular and honors levels, American Literature, regular and honors level, World Literature at Honors, Composition Honors, English Literature Honors, AP English Language and Composition, and AP English Literature and Composition. Instruction is delivered through direct instruction, small group instruction, research and discovery, multiple models of good writing, and use of computer templates that organize paragraphs for younger students. Students have 24/7 access to A-Tech's media-rich library. Teachers implement Marzano's compare and contrast strategies, student-driven discussion prompts, Socratic Seminars, and alternate assessment opportunities.

The math sequence includes Algebra I and Geometry, regular and honors levels, Algebra II and Algebra II/Trigonometry Honors, Trigonometry and Probability, Pre-Calculus Honors, AP Calculus AB, AP Statistics, and Topics in Modern Mathematics. A-Tech teachers use accumulative assessments to build and reinforce knowledge, teach above and beyond the standards, practice with district-released materials for both common and proficiency assessments, note the objective of each lesson on the front board, engage students from bell to bell, offer warm-up questions as a review or as a response to prior data, and incorporate both project-based learning, technology, and higher-level thinking and processing.

Students who arrive at A-Tech in the ninth-grade, who meet or exceed standards in proficiency testing, are placed in Biology I Honors rather than Principles of Science; beginning in 2011-12, ninth-graders will be automatically placed in Biology I Honors. Additional courses include Biology I, Chemistry I/I Honors, Physics I/I Honors, AP Biology, AP Physics, and AP Environmental Science. Instruction is delivered through a direct approach, inquiry, differentiated instruction, the use of laboratory experiments with hands-on experimentation, Socratic dialogue, cooperative learning, and computer-aided instruction.

Clark County School District requires World History, US History, and US Government, either regular or honors levels, be completed for graduation. A-Tech also offers those three classes at the advanced placement levels along with AP Psychology. Classes begin with a bell-ringer that is either a SAT/college-level analogy or a content-based writing assignment that coincides with current lessons. The AP and honors and second-semester regular-level students write document-based question essays, and all students have regularly assigned research projects. Art and music are incorporated when appropriate, and role-play and simulation activities are used regularly to engage students. Teachers also use fish bowl, debating forums, and Socratic seminars as well as Internet-based forums and blogs.

The visual arts program at A-Tech operates under the umbrella of Computer Graphic Design and requires successful completion of Computer Graphics, Graphic Design I, Graphic Design II, and Senior Graphic Design. Students begin by learning the elements and principles of design, then move to skills needed to create a variety of advertising and promotional products with print media and manipulation of multimedia graphics. The third year promotes on-going portfolio development for application and entry into senior internship programs, art schools, college graphic design programs, and the workplace. The last year emphasizes the marketing of oneself and finalizing knowledge in the use of upper-end multimedia and presentation software. The percentage of students participating in the fine arts increased from 22.3% in 2008-09 to 31.7% in 2009-10.

Clark County School District requires PE I and II and health for graduation. Health is included in the ninth-grade curriculum for one semester; it alternates with a study skills semester course during that year. Attention to nutrition guidelines is not only addressed in PE, but also in health.

As expected, Spanish I begins with basic listening, speaking, reading, and writing Spanish within a limited scope and progresses to communication in authentic oral and written context and an increase in the ease and confidence with which students use the language. All levels - Spanish II Honors, Spanish II Honors for Spanish Speakers, and Spanish III Honors promote a better understanding and appreciation of Hispanic cultures.

2. Reading/English:

The English sequence in grades nine through twelve follows CCSD guidelines. Vocabulary and composition are requisite at all levels; research begins at grade nine. A variety of literature, with an eye toward cultural diversity, is used for the improvement of reading strategies, literary appreciation, and literary interpretation and serves as models to develop writing skills. Instruction is delivered through direct instruction, small group instruction, research and discovery, multiple models of good writing, use of computer templates that organize paragraphs for younger students, student-created rubrics, 24/7 access to A-Tech's library, unfiltered access, implementation of Marzano's best strategies, student-driven discussion prompts, and alternate assessment opportunities. The honors levels are distinguished from regular levels by the instructional pacing and the delivery of advanced content. Instruction at the Advanced Placement level still follows state standards and is under the auspices of College Board.

The English Department is instrumental in the improvement of reading. Skimming and scanning techniques are used when introducing a new piece of literature. Background and hints regarding new materials assist students with context skills. Cornell notes are required on homework; this allows students to synthesize knowledge and bring questions to class. During the Northwest Accreditation inquiry process, a primary concern was that only 28% of A-Tech students scored in the 55-80 range on the PSAT in critical reading and 19.8% scored in this same range for writing skills. Thus, it was determined that teachers should develop common core subject and program area content vocabulary lists, including vocabulary for PSAT, ACT, and SAT. Further, teachers were to create and share activities that include proof of student understanding of content vocabulary for definition and context. Lesson plans include vocabulary activities that are integrated and used as part of classroom instruction, and staff development supports "The Plan" by training faculty in research-based instructional strategies to build reading and content knowledge. The current School Improvement Plan is based on the Northwest Accreditation five-year plan.

3. Mathematics:

A-Tech's mathematics curriculum follows Clark County School District's progression of choices from Algebra I to the Advanced Placement courses of AP Calculus AB and AP Statistics as outlined at the beginning of Part V. All courses follow Nevada State Standards; the district provides benchmarks for these standards so that there is equal footing when all students participate in common semester assessments in algebra and geometry. As in all subjects and courses at A-Tech, teachers have high expectations for their students and incorporate a high degree of rigor.

As with A-Tech's reading, math proficiency is currently at 100%, and the first-time pass rate has increased from 95.8% in 2008-09 to 97.6% in 2009-10. Accordingly, the school has decreased the percent difference between white percent proficient and the percent proficient LEP from the baseline -1.8% to 0.0%, has decreased the percent difference between white percent proficient and the percent proficient FRL students from .1.5% to 0.0%, has decreased the percent difference between white percent proficient and the percent proficient Hispanic students from -3.1% to 0.0%, and has decreased the percent difference between white percent proficient and the percent proficient Asian students from -1.9% to 0.0%. Only in the area of decreasing the percent difference between white percent proficient and the percent proficient black students did the 2009-10 results fall from the 2008-09 baseline – from -3.4% to -6.7%.

Teachers and administrators study the data from proficiency exams, commons semester exams, and quarterly exams. Targeted instruction is included in reviews, assignments, and homework. Interactive notebooks are constructed by Algebra I and Geometry I students and teachers; these notebooks contain all notes, examples, homework, quizzes, and vocabulary. Teachers use accumulative assessments to build and reinforce knowledge, teach above and beyond the standards, note in written and verbal form the objective of each lesson at the front board, engage students from bell to bell, offer warm-up questions as a review or as a response to prior data, and incorporate project-based learning, technology, and higher-level thinking and processing.

4. Additional Curriculum Area:

The skills and hands-on, real-world learning experiences in the Architectural Design program at A-Tech exemplify the vision and mission of the school. Formerly known as CADD – Computer Aided Drafting and Design, this program has been through revisions and updates due to industry standards, community advisors, and new Carl Perkins/CTE requirements. It has, and continues to be, one of A-Tech's flag ship, outstanding programs.

The ninth-grade journey begins with an introductory CADD course that introduces the fundamentals of mechanical, technical, and architectural drawings. Students learn to analyze multi-view drawings, pictorial drawings, dimensioning, auxiliary views, and intersections.

Tenth-graders are placed in a blocked, two-period Architectural Design I class. Here, engineering drawing, perspectives fasteners, cams, gears, and 3D solid modeling and rendering are practiced using AutoCAD software.

At the eleventh-grade, the blocked class continues with Architectural Design II. This course explains construction methods, describes building materials, and presents advanced architectural drafting information and methods. Students are required to prepare specifications and working drawings of building systems to meet standards and codes. They also learn the design and drawing of structural, heating, cooling, plumbing and electrical components. 3D modeling, rendering, and animation related to the presentation of construction proposals and projects are included.

The twelfth-grade year refines the skills needed for students to enter the world of work as a CADD operator. Prior skills are enhanced with geographic information systems, software for mapping and geographic study, and programming for custom operations in AutoCAD. Preparation for the AutoCAD certification exam also occurs in this senior blocked class.

Architectural Design is very hands-on, and creativity flourishes within tasks; project-based learning is an integral part of instruction. Completed projects are evaluated by professionals in the field to ascertain merit and quality. This year, students designed a residence for a family of five with a handicapped child for the local National Association of Women in Construction chapter and placed first, second, and third respectively. They have worked with architects from Kittrell Garlock and Associates to design homes for Habitat for Humanity. Student interest and teacher participation started A-Tech's own American Institute of Architecture Students chapter of AIA. Reviews from supervisors in the internship program placements consistently state that A-Tech students know more during high school than second-year college students!

5. Instructional Methods:

Instruction is presented in multiple modes so that student learning and achievement occur – both in the core areas and in the college-preparatory program areas. Students are offered a variety of learning modes to meet diverse needs.

The Socratic Seminar allows students to speak freely and express ideas and interpretations without judgment. This format is especially advantageous for the less-prepared or the more challenged students in all subjects. Alternative assignments from the normal ‘read the chapter and answer the questions’ allow a student to demonstrate mastery through power points, drawing, newspaper articles, and renderings. Technology in the core classes is appropriate; indeed ninth-grade students in English I often do better when allowed to compose, rewrite, and edit their written works on the computer. Often classes use role-play and simulation activities to directly engage students; the Fish Bowl allows discussion without teacher comment. Debating forums on key issues or literary works requires reading of the text; the debate itself is a student-directed mode. Internet-based forums and blogs are a natural to keep teenagers engaged and enhance their technology skills and language usage. When assigned as a collaborative event, the forums and blogs combine social networking and address the Twenty-first Century Curriculum.

A-Tech has a climate of care for students as individuals. The program area classes allow for individuality and differentiation of pace that may not exist in a core class. Students are creating while they are learning; the student who has trouble with paragraph construction may soar in website design. All students are treated as professionals; often they are working with professionals from the community so a professional attitude is inherent. They are spending time with engineering professors from the University of Nevada, Las Vegas and are receiving hands-on instruction in fuel cell cars by an electro-chemical society. They are touring the First Solar power plant near Boulder City, Nevada and are the recipients of presentations by the plant manager on renewable energy.

A-Tech believes all students can learn; this is part of the school’s belief system, and it is shared by all the A-Tech community.

6. Professional Development:

Strong and innovative staff development is one strategy which guarantees the quality and relevance of education in a changing society. Schools face very diverse economic and cultural challenges, but the overall aim for education is strikingly similar, namely, to ensure the production of skilled students whose education and training makes them competitive in the work force or prepares them academically to pursue higher education. Advanced Technologies Academy professional development goes beyond the term ‘training’ with its implications of learning skills, and encompasses a definition that includes formal and informal means of helping teachers not only learn new skills but also develop new insights into pedagogy and their own practice. It also impacts teaching and learning over a sustained period of time and includes developing knowledge, skills, attitudes, and behaviors, and also provides intensive support for implementation within the classroom. This form of support includes coaching, peer observation and feedback, principal support for creating conditions for changing practice, and time for collaboration and reflection to assess the effectiveness of the new learning on teaching practices and student learning.

Procedure:

Step I: Analysis of students’ standardized test scores

Step II: Use of testing data to set specific, measurable targets for student learning

Each year, the School Improvement Team, which has representatives from each academic and program department, special education, paraprofessionals, and other support staff, develops the School

Improvement Plan. This team reviews student data, meets with department members, and drafts a School Improvement Plan to improve student learning and achievement.

Step III: Selection of staff development activities

School wide professional development is aligned and embedded in the school improvement plan. Grade-level and individual professional development is also aligned with school goals, district goals, state standards, and student needs. The school Staff Development Committee plans learning activities that supports measurable targets for student learning and increases student achievement.

Step IV: Staff Development Activities

Specific changes a teacher will make based on the learning experience during staff development and collaborating with colleagues. Major emphasis placed on collaboration within departments during staff development training.

Step V: Analysis of students' standardized test scores

Effectiveness of Staff Development-Returning to the targets set in the first step and analyzing student achievement data based on student standardized test scores.

7. School Leadership:

Leadership at A-Tech is a shared responsibility. This shared responsibility – teachers, administration, parents, and students, resides in a professional culture of continuous improvement.

We at A-Tech have become quite proficient at analyzing data, targeting improvements, addressing proficiency results, teaching our classes, and all the while nurturing, assisting, and preparing students for the real world of college or work.

All departments have department chairs who disseminate information, head meetings, study data, prepare for testing, and account for myriads of text and technological equipment. They attend district meetings and keep all of us informed. The principal feels that they are on the front lines; they are the barometer prior to testing results, and their instincts are usually right on. They prepare department budgets; if their teachers' requests support instruction and improve student achievement, their supplies are ordered. We meet once a month as a leadership team, and they have become a well-oiled machine. These chairs ensure that their departments are apprised of current policies, changes to the regulations, opportunities for students, and resources available from CCSD or from the Career and Technical Education office. Collegial relationships for the good of the students have been the answer to minimal personnel issues.

The faculty meets once a month after school and four times during the school year for staff development. A committee of teachers and support staff composes the agendas – based on needs and action steps identified in the Northwest Accreditation Plan and the School Improvement Plan. We are so fortunate to have spent the last two years on Northwest Accreditation. The Steering Committee felt empowered and thus empowered all of the teachers to examine Standards 1 – 4 and 8 and to define areas of strength and weakness and determine solutions.

Because of strong teachers, hard-working and well-versed counselors, an excellent assistant principal and dean of students, parents who commit time to our planning, and support from CCSD, A-Tech works. The principal ensures that the curricula follow CCSD Scope and Goals and that the content is aligned to state standards. She focuses on teaching and learning. But the staff shares all of the work. And the responsibility!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: Nevada High School Proficiency Exam
Edition/Publication Year: 1998 Publisher: Nevada State Board of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds Standards	97	96	92	94	94
Exceeds Standards	74	68	50	53	47
Number of students tested	253	238	271	270	205
Percent of total students tested	98	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Standards	97	90	88	89	96
Exceeds Standards	65	55	35	34	50
Number of students tested	63	49	68	44	24
2. African American Students					
Meets/Exceeds Standards	92	94	88	99	85
Exceeds Standards	56	50	26	28	26
Number of students tested	25	16	34	18	24
3. Hispanic or Latino Students					
Meets/Exceeds Standards	98	90	84	95	94
Exceeds Standards	53	57	41	40	47
Number of students tested	51	60	70	40	31
4. Special Education Students					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
5. English Language Learner Students					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
6. White					
Meets/Exceeds Standards	100	100	96	93	97
Exceeds Standards	87	77	53	60	50
Number of students tested	76	107	115	154	104
NOTES: Asian Students: %Proficient plus % Advanced-Meets/Exceeds Standards: April 09-10=97; April 08-09=96; April 07-08=96; April 06-07=94; April 05-06=95; % Advanced-Exceeds Standards: April 09-10=80; April 08-09=69; April 07-08=69; April 06-07=47; April 05-06=60 Number of Students Tested: April 09-10=100; April 08-09 = 52; April 07-08=52; April 06-07=57; April 05-06=43 *NOTE: All 10th grade students are tested for math proficiency. Proficiency is required to graduate.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 10 Test: Nevada High School Proficiency Exam

Edition/Publication Year: 1998 Publisher: Nevada State Board of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds Standards	99	100	99	100	100
Exceeds Standards	90	95	84	82	86
Number of students tested	253	237	271	270	205
Percent of total students tested	98	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Standards	97	100	98	100	0
Exceeds Standards	65	88	74	64	0
Number of students tested	63	49	68	44	24
2. African American Students					
Meets/Exceeds Standards	99	94	100	100	100
Exceeds Standards	83	94	85	78	74
Number of students tested	63	16	34	18	24
3. Hispanic or Latino Students					
Meets/Exceeds Standards	98	100	97	100	100
Exceeds Standards	80	87	71	75	87
Number of students tested	51	60	70	40	31
4. Special Education Students					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
5. English Language Learner Students					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
6. White					
Meets/Exceeds Standards	100	100	100	99	100
Exceeds Standards	95	98	90	86	88
Number of students tested	76	107	115	154	104
NOTES: Asian Students: %Proficient plus % Advanced-Meets/Exceeds Standards: April 09-10=100; April 08-09=98; April 07-08=100; April 06-07=100; April 05-06=100; % Advanced-Exceeds Standards: April 09-10 =94; April 08-09 = 96; April 07-08=87; April 06-07=77; April 05-06=88 Number of Students Tested: April 09-10=100; April 08-09 = 52; April 07-08=52; April 06-07=57; April 05-06=43 *Note: All 10th grade students are tested for reading proficiency. Proficiency is required to graduate. **Note re: FRL. No scores are available because information is suppressed with fewer than 10 students.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
meets/exceeds	97	96	92	94	94
Exceeds	74	68	50	53	47
Number of students tested	253	238	271	270	205
Percent of total students tested	98	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
meets/exceeds	97	90	88	89	96
Exceeds	65	55	35	34	50
Number of students tested	63	49	68	44	24
2. African American Students					
meets/exceeds	92	94	88	99	85
Exceeds	56	50	26	28	26
Number of students tested	25	16	34	18	24
3. Hispanic or Latino Students					
meets/exceeds	98	90	84	95	94
Exceeds	53	57	41	40	47
Number of students tested	51	60	70	40	31
4. Special Education Students					
meets/exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
meets/exceeds					
Exceeds					
Number of students tested					
6. White					
meets/exceeds	100	100	96	93	97
Exceeds	87	77	53	60	50
Number of students tested	76	107	115	154	104
NOTES: Asian Students %Proficient plus % Advanced April 09-10=97 April 08-09=96 April 07-08=96 April 06-07=94 April 05-06=95 % Advanced April 09-10=80 April 08-09=69 April 07-08=69 April 06-07=47 April 05-06=60 Number of Students Tested April 09-10=100 April 08-09 = 52 April 07-08=52 April 06-07=57 April 05-06=43					

11NV3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	99	100	99	100	100
Exceeds	90	95	84	82	86
Number of students tested	253	237	271	270	205
Percent of total students tested	98	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	97	100	98	100	
Exceeds	65	88	74	64	
Number of students tested	63	49	68	44	
2. African American Students					
Meets/Exceeds	99	94	100	100	100
Exceeds	83	94	85	78	74
Number of students tested	63	16	34	18	24
3. Hispanic or Latino Students					
Meets/Exceeds	98	100	97	100	100
Exceeds	80	87	71	75	87
Number of students tested	51	60	70	40	31
4. Special Education Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets/Exceeds	100	100	100	99	100
Exceeds	95	98	90	86	88
Number of students tested	76	100	100	100	100
NOTES: Asian Students %Proficient plus % Advanced April 09-10=100 April 08-09=98 April 07-08=100 April 06-07=100 April 05-06=100 % Advanced April 09-10 =94 April 08-09 = 96 April 07-08=87 April 06-07=77 April 05-06=88 Number of Students Tested April 09-10=100 April 08-09 = 52 April 07-08=52 April 06-07=57 April 05-06=43					

11NV3