Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: International Commerce Secondary Schools, Inc.
School Name: Humanities and Sciences High School – Phoenix
Site Visit Date: December 12, 2014

Required for: Failing School
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome
[D.1]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Math **The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.** **The documents provided demonstrate improved academic performance because:** the data from the GED practice test PA and PC (entry and exit) shows that in FY 13 students had an increase of 88 points within the year, in FY14 students had an increase of 68 points within the year, and in FY15 (to date) students had an increase of 142 points within the year. This data also shows that graduating students in FY14 and FY15 would pass the GED based on scores above the 450 passing score required. While these students are coming in at a lower level, the school is continuing to achieve the same level of academic performance at the end of the student's enrollment, thus growth is increasing.
[D.2]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Reading **The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.** **The documents provided demonstrate improved academic performance because:** the data from the GED practice test PA and PC (entry and exit) shows that in FY 13 students had an increase of 70 points within the year, in FY14 students had an increase of 79 points within the year, and in FY15 (to date) students had an increase of 90 points within the year. This data also shows that graduating students in FY14 and FY15 would pass the GED based on scores above the 450 passing score required. While these students are coming in at a lower level, the school is continuing to achieve the same level of academic performance at the end of the student's enrollment, thus growth is increasing.
[D.3]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Improvement – Math **The documents provided demonstrate evidence of improved academic performance in Improvement – Math.** **The documents provided demonstrate improved academic performance because:** the AIMS data demonstrates that in FY13 32.89% of students improved their math AIMS score and in FY14 35.68% of students improved their math AIMS score. No AIMS data was available for FY15.

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	The data from the GED practice test PA and PC (entry and exit) shows that in FY 13 students had an increase of 88 points within the year, in FY14 students had an increase of 68 points within the year, and in FY15 (to date) students had an increase of 142 points within the year. This data also shows that graduating students in FY14 and FY15 would pass the GED based on scores above the 450 passing score required. While these students are coming in at a lower level, the school is continuing to achieve the same level of academic performance at the end of the student's enrollment, thus growth is increasing.
[D.4]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in **Improvement** – Reading **The documents provided demonstrate evidence of improved academic performance in Improvement – Reading.** **The documents provided demonstrate improved academic performance because:** the AIMS data demonstrates that in FY13 28.57% of students improved their reading AIMS score and in FY14 43% of students improved their math AIMS score. No AIMS data was available for FY15. The data from the GED practice test PA and PC (entry and exit) shows that in FY 13 students had an increase of 70 points within the year, in FY14 students had an increase of 79 points within the year, and in FY15 (to date) students had an increase of 90 points within the year. This data also shows that graduating students in FY14 and FY15 would pass the GED based on scores above the 450 passing score required. While these students are coming in at a lower level, the school is continuing to achieve the same level of academic performance at the end of the student's enrollment, thus growth is increasing.
[D.5]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math.** **The documents provided demonstrate improved academic performance because:** the AIMS data demonstrates that in FY13 32.89% of students improved their math AIMS score and in FY14 35.68% of students improved their math AIMS score. No AIMS data was available for FY15. The data from the GED practice test PA and PC (entry and exit) shows that in FY 13 students had an increase of 88 points within the year, in FY14 students had an increase of 68 points within the year, and in FY15 (to date) students had an increase of 142 points within the year. This data also shows that graduating students in FY14 and FY15 would pass the GED based on scores above the 450 passing score required. While these students are coming in at a lower level, the school is continuing to achieve the same level of academic performance at the end of the student's enrollment, thus growth is increasing.

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[D.6]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.** **The documents provided demonstrate improved academic performance because:** the AIMS data demonstrates that in FY13 28.57% of students improved their reading AIMS score and in FY14 43% of students improved their math AIMS score. No AIMS data was available for FY15. The data from the GED practice test PA and PC (entry and exit) shows that in FY 13 students had an increase of 70 points within the year, in FY14 students had an increase of 79 points within the year, and in FY15 (to date) students had an increase of 90 points within the year. This data also shows that graduating students in FY14 and FY15 would pass the GED based on scores above the 450 passing score required. While these students are coming in at a lower level, the school is continuing to achieve the same level of academic performance at the end of the student's enrollment, thus growth is increasing.
[D.7]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.** **The documents provided demonstrate improved academic performance because:** the data from the GED practice test PA and PC (entry and exit) shows that in FY 13 ELLs had an increase of 10 points within the year, in FY14 ELLs had an increase of 98 points within the year, and in FY15 (to date) ELLs had an increase of 147 points within the year. This data also shows that graduating students in FY14 and FY15 would pass the GED based on scores above the 450 passing score required.
[D.8]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.** **The documents provided demonstrate improved academic performance because:** the data from the GED practice test PA and PC (entry and exit) shows that in FY 13 ELLs had an increase of 2 points within the year, in FY14 ELLs had an increase of 194 points within the year, and in FY15 (to date) ELLs had an increase of 177 points within the year. This data also shows that graduating students in FY14 and FY15 would pass the GED based on scores above the 450 passing score required.
[D.9]	**Not Applicable**

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[D.10]	**Not Applicable**
[D.11]	**Not Applicable**
[D.12]	**Not Applicable**
[D.13]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved performance in High School Graduation Rate **The documents provided demonstrate evidence of improved performance in High School Graduation Rate.** **The documents provided demonstrate improved performance because:** the data shows that the graduation rate for all students (not time bound i.e., 5 year, 4 year, etc.) is 70% in FY13 and 76% in FY14. To date the school has graduated 12.5% of the enrolled students for FY15.

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 12, 2014.

I, DAVID CURD, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 12, 2014.

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