AOE PMP 2006-2011

Beginning in the Fall Term of 2006 the Academy of Excellence (Governing, Administration and Staff) engaged in a School Improvement Process which sought to identify its core beliefs and values and create an empowering framework for monitoring how well the school is doing and whether individual strategies and activities are aligned with the core values.

1. We will teach to the agreed upon Arizona Standards and provide evidence of student achievement of those standards.
2. We will make full use of the instructional time allotted to us.
3. We will demonstrate our belief and expectation that all students can achieve the grade level objectives as identified by the Arizona State standards.
4. We will help to insure an orderly atmosphere that is conducive to learning throughout the school.
5. We will treat all members of the school community with respect.

I. Academy of Excellence implemented a concerted effort and capacity to improve pupil achievement. (2006-2007)

The Academy of Excellence Administration utilized the support of ADE staff to help develop targeted goals and systematically implement them. The Director/Administration was able to understand where the school is relative to the AYP target, how their teachers assess for learning and monitor student progress, and how they can use the data to adjust instruction based on student needs. To accomplish these ends AOE sought to understand and communicate their student achievement target; to engage staff in analyzing state assessment data to determine whether there were any gaps between the AYP targets and their performance; to evaluate school processes to ensure that teachers understand the target and have aligned their teaching and assessments to those standards they are responsible for teaching; to structure time to regularly examine student work to inform instruction; to have teachers collect and analyze formative assessment data to monitor student performance on the content standard indicators on a daily basis; to keep their school focused on their student achievement goals as the primary work of staff.

The critical first step to meeting our instructional target is to understand the target. Understanding the AZ State content standards being assessed and knowing where our students are in relation to those standards was key to AOE hitting the target. Teachers who did not understand the target could not be counted on to teach the necessary knowledge and skills to students.

The state content standards identify what students are expected to know and be able to do. It is also obvious, though not always practiced, that classroom instruction and assessment had to be

aligned with the state content standards if AOE wished to attain state standards. It became critical for staff to understand the state content standards, the state assessments used to measure AYP, and how to recognize proficient student work at their grade level if they are going to fully understand their target.

Action Taken:

- Replaced the school staff relevant to continued Corrective Action.
- Implemented new curriculum, including providing appropriate professional development for relevant staff that is scientifically based research and offers substantial promise for low –achieving students and enabling the school to make AYP. Saxon Math, Saxon Phonics, and 4-Blocks Reading.
- Began Development of Curriculum Maps in all grades for Reading, Math and Writing.
- Developed a Lesson Plan template to be used for all grade levels.

❖ ***Results: The Academy of Excellence remained in Corrective Action but Met AYP Status and Performing under AZ learns.***

II. Developed and implemented a School Improvement Plan

Following the recommendations that Dr Mike Schmoke outlined in his bestseller: FOCUS: Elevating the Essentials to Radically Improve Student Learning: AOE has allowed the School Improvement process to become the single most important business of our school. We worked through a process that to ensure all students were provided the opportunity to achieve at high levels. We acted with due diligence to act on the combination of three concepts he recommended which constituted the foundation for positive improvement results: meaningful teamwork; clear, measurable goals; and the regular collection and analysis of performance data.

The School improvement planning Team was led by the Director and a school improvement team and ultimately must involve the entire staff. We utilized a data-driven process for analyzing data and making instructional decisions based on good data analysis. (See Rubric for School Improvement) and School Improvement Plan 2007-2008)

Action Taken:

- Established an environment which that was open to risk taking, new ideas, and collaboration.
- Ensured that all voices in the school community were heard.
- Implemented "Community Conversations" and Fall and Spring Progress Report Presentations to parents.
- Major effort implemented to seek input from all stakeholders and find ways for individuals to contribute to the School Improvement goals.

Results:

1. **Aligned time, money, and staff development with the goals**.
   AOE devoted considerable time and effort to the continual assessment of the conditions or outcomes of student achievement; in meeting of the Board and Staff we notified all members that the condition or outcome was considered important. Consistency to maintain with a small staff sometimes implied that inattention to monitoring a particular factor indicated that it is less than essential, regardless of how often its importance is verbalized. AOE is continuing to maintain a concerted effort in this area. We are looking at three essential questions:
   - What do we want our students to learn?
   - How do we know students are learning?
   - What do we do about it when they aren't?

- Displayed the progress toward attainment of the goals on a bulletin board and outside banner. The display should allowed staff and stakeholders to quickly see where you are, where you are heading, and how the journey is going. We were also able to communicate progress toward attainment of the student achievement goals in newsletters and other correspondence to staff, parents, and other stakeholders.

2. **Monitored the priority goals**. (Hired a Part-Time Teacher/ Evaluator Monitor)
   Setting the expectations for staff was often the easiest task but not the most consistent in how we monitored them. With the Monitor Teachers soon became clear by what the monitor evaluated, and what the priority expectations were. We identified a number a number of critical times during the school day that the Director/ Monitor needed to be purposeful about communicating a clear and sharp focus on the student achievement target. When conferring with teachers about their instruction and/or discussing a teacher's observation, we wanted to want to affirm through their questions the value they place on use of data to guide instruction. <u>These questions helped the teachers to assess and edit the Student Individual learning Plans.</u>

- How do the students demonstrate for you they are proficient on the indicators I observed you teaching?
- What percent of your students demonstrated proficiency?
- What diagnostic data do you have to help you identify their area of difficulty?
- What strategies did you (or will you) use to help students improve their performance?
- When and how will you reassess their performance on the same indicators?
- What percent of your students improved on the indicators assessed by the scored assessment?
- What are you planning to do for the students who are not improving?

III. Curriculum Design and Instruction:

It became important for AOE to recognize the huge shift that standards-based education requires of classroom teachers, especially in a small school where some classrooms included combined grade levels. Teacher autonomy could no longer be an option, what they taught and the expectation and the manner in which they delivered instruction to all students, how they would be held accountable for all of our students learning it became a priority. AOE's teachers were now expected to take all students to proficient performance on a common set of grade level content standard indicators defined by the state. Everyone (administrators, teachers, parents and students) had to shift their focus from how well teachers are teaching to how well students are learning.

The implementation of the Arizona State Standards changed expectations for what happens in AOE classrooms?	
Before Standards	**After Standards**
Focus on how well teachers taught	Focus on how well students learn
Taught what they thought was important	Teach specified content standards
Different expectations for different groups of students	The same expectations for all groups of students
Students screened for higher level courses and activities	All students have equity of opportunity for higher level courses and activities

Academy of Excellence Curriculum /Instruction Design/Materials 2008-2010

CURRICULUM ALIGNED WITH AZ STATE STANDARDS	ALIGNED INSTRUCTIONAL MATERIALS	ALIGNED INSTRUCTIONAL PRACTICE	ALIGNED STUDENT ASSESSMENT
Curriculum is developed by LEA teachers in keeping with the following principles: • Curriculum enables students to successfully meet or exceed national and state standards and competency requirements. • Curriculum is aligned with Arizona State Standards and current educational research and the best information about adult life and work in the 21st century. • Curriculum is designed from a clear vision of desired student performance after K-8 schooling. • Course and grade level outcomes with aligned unit outcomes and appropriate assessments reflect a balance between the content and application skills students will learn.	Materials are selected and/or created by Administrators and teachers in keeping with the following principles: • Instructional materials serve as resources to teach the curriculum; they do not drive the curriculum. • Instructional materials support the end goals we have for students. • Materials actively and creatively foster higher-level thinking. • Materials are selected and combined to promote multi-sensory experience and varied approaches to learning. • Materials include technological resources as well as printed texts. • All primary and supplemental texts will be approved through the by the AOE Board.	LEA teachers learn, develop, use and improve instructional practices which illustrate the following principles: • Instruction is clearly aligned with state standards, course and unit outcomes and assessments. • Instructional strategies support the end goals we have for students and reflect current best-practices according to research. • Teachers' actions show appropriate decision-making about essential elements of instruction, including intervention and extension strategies as needed. • Instruction fosters higher level thinking, independent and cooperative learning. • Grading procedures follow district guidelines and policies.	Student assessments are used by LEA teachers in keeping with the following principles: • Assessments are aligned with program, course, and unit outcomes. • Assessments call for meaningful demonstrations of identified outcomes and performance objectives. • Assessment design is an integral part of curriculum development. • Assessment is part of instruction. It fosters student self-assessment and self-adjustment. • School-wide assessments are developed for program and course/grade level; within classrooms, tools and procedures vary.

Instructional Materials:
Saxon Phonics K-4
Saxon Math K-8
Thinking Maps K-8
Harcourt Science K-8
Houghton Mufflin Reading 1-4
Scholastic Scope Literature 5-8
Academy of Reading/Math 3-8
Effective Reading Intervention,

Assessment Materials:
AIMS/DPA
DIBELS
WRAT
Star Reader/Math Technology Base)
Academy of Reading/Math(Technology Based)

The Academy of Excellence Administrative Team and teachers have developed an Arizona Standards based, well articulated and implemented Mathematics program for the previous five years. (the 2005- 2011 school years)

For the 2006-2007 school year the focus was on math curriculum mapping. The teachers in each grade level math team mapped the curriculum in alignment with the state standards. Each Strand (e.g. grade 1, Number Sense and operations) developed lesson plans based on Data analysis and Probability, Math Patterns and Functions, Structure and Logic.

The School Profile for this period based on AIMS scores indicated that AOE met AYP status, AZ learns Performing and for Federal Improvement Status, Corrective Action was implemented.

For the 2008-2009 school year the math standards were again articulated by grade level. The teachers assessed student performance and prioritized appropriate lesson plans to maximum student achievement. All lesson plans in The Saxon Math Model were aligned with Arizona State Math Standards. Lesson plans were divided into four Benchmark periods of compatibility with state math standards (assessment, performance objective, and materials mapping for each period) and a post assessment of student learning.

The School Profile for this period based on AIMS scores indicated that AOE met AYP status, AZ learns Performing Plus, and showed Upward Mobility in the Federal Improvement Status.

For the 2009-2010 school year the Academy of Excellence continued use of the Saxon Math Model. Lesson plans were aligned with Arizona State Math Standards. Priority was given to teachers with special training in math to assist the math teams in the planning and application of concepts for maximum student achievement.

The School Profile for this period based on AIMS scores indicated that AOE met AYP status, AZ learns Performing Plus, and showed Upward Mobility in the Federal Improvement Status.

For the 2010 -2011 school year a continuation of the Saxon Math Model was kept in place. The teachers continued to create lesson plans applying concepts to build high performance learning

that aligned with the Arizona State Math Standards. Additional resources continued to be implemented utilizing several technology sources (e.g. computer programs, SMART BOARD).

School Improvement Status based on AIMS

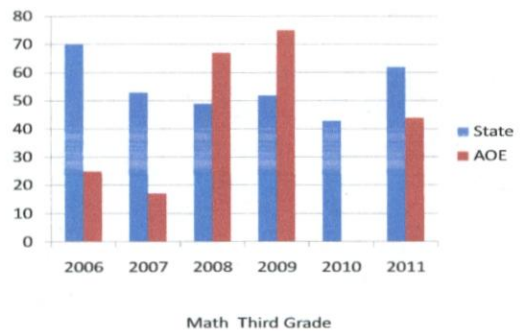
School Profile	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
AYP Status	Met	Met	Met	Met	TBA
AZ Learns	Performing	Performing	Performing Plus	Performing	TBA
Fed. Improvement Status	Corrective Action	Corrective Action	None	None	TBA

As of this report The State and Federal School Profile is not available.

Analysis of Math Proficiency:

- It is important to note that only 2 students maintained consistent enrollment from third grade 2006 to eighth grade 2011.
- AOE continues to serve a highly transient population moving two to three students forward to the next passing grade.)
- School personnel need to focus increased attention Math achievement by all students.

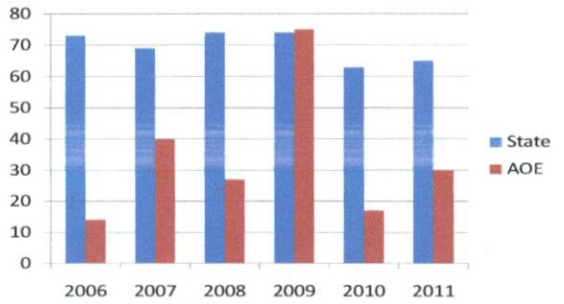
See Appendix A. (2006 AIMS)



- School is above the State proficiency in 2008 and 2009 but below the state average in 2010 gained 44% achievement in 2011.
- 56% of the student fell with the Approaches category with no one falling in FFB (Falls far below).

- School wide for all students the team decided to do a strand review to decide which area students showed deficiency. Students were then grouped with students with similar strand deficiency and were given re-teaching of concept in small group environment.

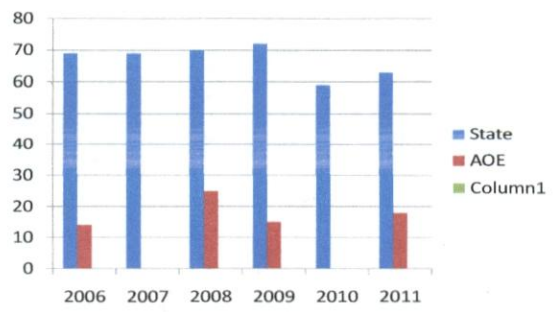
See Appendix B: (2007 AIMS Scores)



Math Fourth Grade

- School made a significant gain in progress from 2008 to 2009 with a disappointing drop in 2010 with a 15% gain in achievement in 2011.
- School Wide: It was decide that we would continue using small group interventions. However for students that fall FFB we added an additional intervention time to work on the mastery of basic skills such as basic math facts.

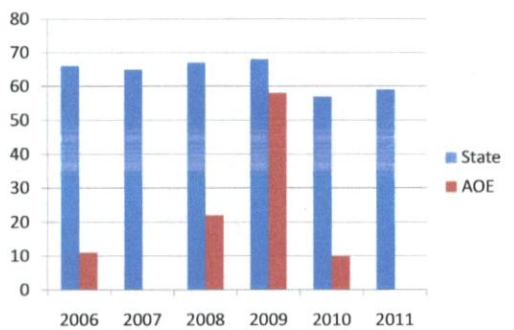
See Appendix C: 2008 AIMS Scores



Math Fifth Grade

- Fifth and sixths grades have experience high teacher turnover.
- A review of data indicates that a large percentage of instruction needs to spent on number sense.
- Periodic professional development is provided for Saxon math and Instructional classroom assessment has been routinely facilitated using protocols to constructively evaluate curriculum throughout the year, as well as receive direct instruction on research-based curricular support.
- Professional development was routinely provided in these areas and opportunities for outside-of-school professional development when the budget allowed.

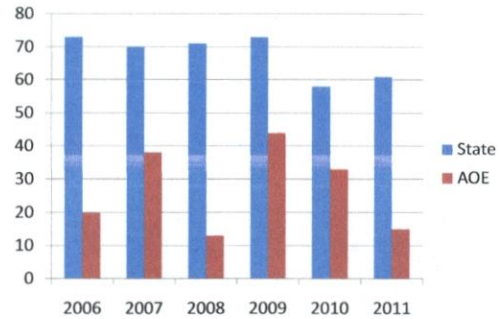
See Appendix D: 2009 AIMS Scores



Math Sixth Grade

- Sixth Grade made 20% achievement progress over the 2007 school year.
- Most children haven't been properly prepared. In fact, many students haven't even mastered basic multiplication and division yet.
- New Certified Teacher hired in 5th/6th Grade combination
- School Wide: It was decide that we would continue using small group interventions. However for students that fall FFB we added an additional intervention time to work on the mastery of basic skills such as basic math facts.
- Professional development for Math techniques offered weekly. Teacher portfolios document developments. Professional development ongoing and incorporated into the non-teaching Wednesday afternoons. Teachers often have the opportunity to collaborate as a team. New teachers are assigned Pod mentors whom also meet during this time.

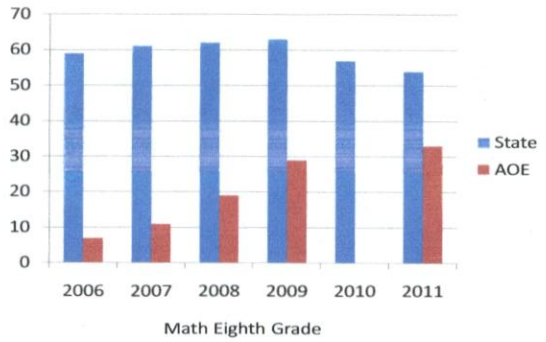
See Appendix E: 2010 AIMS Scores



Math Seventh Grade

- Second classroom to show some proficiency in consistent years.
- It was decided that we would continue using small group interventions. However, for students that fall FFB we added an additional intervention time to work on the mastery of basic skills such as basic math facts.
- Students also used Academy of Reading and Math to increase mastery of basic skills. One-on-one tutoring in afterschool implemented to help academically and intellectually challenged students become challenged—and, therefore, interested in their education—and, because it was customized, one-to-one instruction, private tutoring was experienced at the appropriate pace necessary for such students.

See Appendix F and G: 2011 AIMS Scores



- We continued using small group interventions. However for students that fall FFB we added an additional intervention time to work on the mastery of basic skills such as basic math facts and decoding. This strategy was introduced with the expectation that fluency in these areas will result in more time to for students to master the concept. Teachers also received more training in differentiated instruction.

- The assessment evaluation showed math skills continue to be as an area of concern. Using data from previous testing years, students across the grade levels struggled with Number Sense, Concepts, and Operations; Identifying operations (addition, subtraction, multiplication, division) and the effects of operations. Key words remain a challenge. Because students can't identify the key words in open response problems they don't know how to go about finding an answer.

Action Taken:

Teachers need to identify opportunities for students to demonstrate proficiency and understand how to interpret each student's performance. They had to monitor the progress of each student in their classroom over time and regularly examine the monitoring data to determine who is getting it and who is not. They needed to use the data to make instructional decisions.

- **Results: This shift in focus was particularly painful for the teachers because they had to learn how to develop lesson plans and student centered strategic activities, as well as align classroom instruction and assessment with the state content indicators. For most teachers, this meant that they had to learn new content, learn how to assess and interpret student proficiency, collect classroom data to monitor progress,**

and regularly examine student work and data as a collaborative team process. It became extremely difficult to maintain teacher attendance and work ethics, resulting in more teacher turnover while attempting to make student learning progress. In 2007-2008 AOE remained in Corrective action and met AYP and performing under AZ Learns.

- Implemented Differentiated Instruction activities at all Grade levels.
- Implemented 21st Century Learning Center After School Program.
- Implemented SES Tutoring to lowest achieving students
- Increased the length of school day
- Increased time on task for teacher contracts
- Implemented 90 minute uninterrupted Reading Blocks and progress monitoring
- Implemented uninterrupted 60 minute Math Blocks
- Assign Title 1 Teacher Aide staff to support small group classroom reading instruction at "core" time
- Use assessments (formative, summative, and progress monitoring) to identify student strengths and needs and plan for instruction
- Increase supplemental and book libraries to use with at risk students
- Increased classrooms instruction to 45 minutes per day for writing in addition to the scheduled "core" literacy time.
- Strengthen classroom libraries and technology equipment support for reading and Math instruction. (Smart Boards and Document Camera, and Video)

IV. Monitoring Student Progress: Analysis of relevant of relevant pupil achievement data

Annual data from the state assessments only gives AOE a snapshot of where students are at a single point in time. Daily instruction continues between when the tests are given and when the results are returned to our school. Teachers must know on a day to day basis where their students are in relation to the content standards to have the necessary information to inform instruction.

This on-going monitoring is also the way for teachers to determine whether their instructional strategies are working for all students and which students need instructional interventions. Regular examinations of student performance on assignments and assessments have enabled teachers to make informed instructional decisions regarding teaching and re-teaching specific indicators/objectives. Classroom instruction and assessment must be aligned with the state's content standards if we wish to attain state standards and meet their AYP target.

Action Taken/Results

- Instituted and fully implemented Standards and Rubrics for School Improvement needs assessment with annual review and evaluation.
- Solicited volunteers of Community and Staff to implement School Improvement Team.
- Implemented DIBELS, WRAT, STAR Reader/Math, Academy of Reading/Math Assessments instruments.
- Utilized ADE relevant Staff Development Training to assist teachers in use of assessment data.
- Continue Primary and Middle school level "data team" meetings to develop assessments and plan effective classroom instruction
-

V. High Quality Professional Development:

After a careful review of research and lessons from successful practice and with input from ADE Training Resources the AOE Board and Administration has articulated a set of standards for teacher professional development and recommended full implementation and use of these standards to guide future professional development. The standards offer a bold vision of professional development and recognize that responsibility and accountability for ensuring that professional development is of the highest quality rests with all stakeholders.

Standards of High-Quality Professional Development

Content Standards	
Standard 1: Content knowledge and quality teaching	Effective professional development deepens all teachers 'content knowledge and the knowledge and skills necessary to provide effective instruction and assess student progress
Standard 2: Research-based	Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to apply research to decision making
Standard 3: Collaboration	Effective professional development ensures that teachers have the knowledge, skills, and dispositions to collaborate with others to improve instruction
Standard 4: Diverse learning needs	Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to meet the diverse learning needs of all of their students
Standard 5: Student learning environments	Effective professional development ensures that all teachers are able to create safe, secure, and supportive learning environments for all students
Standard 6: Family involvement	Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to involve families and other community members as active partners in their children's education

Process Standards	
Standard 7: Data-driven	Effective teacher professional development relies on rigorous analysis of data
Standard 8: Evaluation	Rigorous evaluations assess the impact of professional development on teaching and student learning
Standard 9: Design and teacher learning	*Effective professional development content and process reflect best practices in workplace learning and in-depth*

(Resource provided by ADE School Improvement Coach)

Action Taken/Results:

- Implemented staff development literacy program for new staff
- Implemented on site structured Staff Development and explicitly taught effective reading strategies.
- Supported new teachers in all facets of teaching and classroom management
- Continue to research effecting writing strategies and programs
- "Unwrap" writing standards and develop formative writing assessments
- Provided for staff training in using interactive technology
- Used staff development activities
    - Ensured that all staff development activities were aligned to student achievement goals and state standards
- Used the physical environment
    - Used bulletin boards to communicate AOE School's progress
    - Made sure that entry way signs and signboards reflected AOE priorities
- Used recognition activities
    - Identified strategies to recognize those activities and staff that support school improvement goals
    - Showcased at staff meetings promising practices in using data to monitor individual student progress or to inform instruction

VI. Family and Community Involvement:

As part of the AOE School Improvement Plan all parents were provided a copy of the written Parent, Family and Community Involvement policy, including the required Parent Compact. They were also provided a copy of the written notice that was sent to parents notifying them of the school's improvement status and the option they have for Public School Choice.

- Implemented welcoming and meaningful open house and beginning of school activities for families

- Translate all school newsletters and documents into Spanish.
- Developed and improving the school website to facilitate parent communication. (Continuing progress)
- Provided periodic "family nights" tied to curriculum areas to improve academic achievement and improve family involvement. "Help @ Home"

VII. Developed Strategies for Keeping a Sharp focus: Keep the Focus on Student Achievement

The allocation of time has become one of the truest tests of what is really important in our school organization. The time we are able to devote to an issue on both the annual calendar and within the daily schedule continues to tell our Staff, students and community what we really value as a school. The following lists of strategies summarize many ideas already presented but most importantly they identify how we have vowed to keep a sharp focus on becoming a school of excellence.

Action/Results:

- Using regularly scheduled time with staff (Monday Meeting, to include subject matter and team time for student achievement.)

    a. Identified on the monthly school calendar, work that will be completed during staff, team, and department meeting times to examine student work and monitoring data
    b. Planed monthly staff meeting agendas that focus on evidence of learning of student achievement
    c. Structured team meetings to focus on an examination of student work
    d. Defined end products for ongoing team meetings that focus on student learning
    e. Carefully monitored the percent of meeting time we spent on student achievement versus other topics
    f. Still need to find other forums for delivering administrivia

- Using written and oral communications
    a. Included staff progress updates on your school improvement goals (Board and Staff Meetings)
    b. Use back-to-school paperwork, end-of-year paperwork, and other correspondence to staff and parents to focus on school improvement goals and progress
    c. Ensured that expectations and priorities given orally to staff are also given to them in a written format for later reference
    d. Monitored PA announcements to ensure they promote school achievement priorities

2006 AIMs Scores	3rd Grade		
Math	Met: 22%:	Approach: 50	FFB: 28%
Reading	Met: 21%	Approach: 50%	FFB: 21%
Writing	Met: 7%	Approach: 64%	FFB: 29%
		4th Grade	
Math	Met: 14%	Approach: 50%	FFB: 36%
Reading	Met: 23%	Approach: 54%	FFB: 23%
Writing	Met: 29%	Approach: 64%	FFB: 7%
		5th Grade	
Math	Met: 14	Approach: 29%	FFB: 57%
Reading	Met: 25%	Approach: 38%	FFB: 38%
Writing	Met: 43%	Approach: 57%	FFB: 0%
		6th Grade	
Math	Met: 11%	Approach: 67%	FFB: 22%
Reading	Met: 44%	Approach: 56%	FFB: 0%
Writing	Met: 100%		
		7th Grade	
Math	Met: 20%	Approach: 10%	FFB: 70%
Reading	Met: 30%	Approach: 40%	FFB: 30%
Writing	Met: 70%	Approach: 30%	FFB: 0%
		8th Grade	
Math	Met: 7%	Approach: 36%	FFB: 57%
Reading	Met: 13%	Approach: 71%	FFB: 25%
Writing	Met: 50%	Approach: 44%	FFB: 6%

Appendix A

2007 AIMs Scores	3rd Grade		
Math	Met: 17%;	Approach: 33%	FFB: 58%
Reading	Met: 10%	Approach: 81%	FFB: 9%
Writing	Met: 27%	Approach: 27%	FFB: 54%
		4th Grade	
Math	Met: 40%	Approach: 20%	FFB: 40%
Reading	Met: 30%	Approach: 40%	FFB: 30%
Writing	Met: 20%	Approach: 30%	FFB: 50%
		5th Grade	
Math	Met: 0%	Approach: 50%	FFB: 50%
Reading	Met: 25%	Approach: 50%	FFB: 25%
Writing	Met: 38%	Approach: 38%	FFB: 24%
		6th Grade	
Math	Met: 0%	Approach: 16%	FFB: 83%
Reading	Met: 17%	Approach: 17%	FFB: 67%
Writing	Met: 33%	Approach: 50%	FFB: 17%
		7th Grade	
Math	Met: 38%	Approach: 25%	FFB: 38%
Reading	Met: 25%	Approach: 63%	FFB: 13%
Writing	Met: 50%	Approach: 50%	FFB: 0%
		8th Grade	
Math	Met: 11%	Approach: 11%	FFB: 78%
Reading	Met: 33%	Approach: 44%	FFB: 22%
Writing	Met: 44%	Approach: 56%	FFB: 0%

Appendix B

2008	3rd Grade		
Math	Met: 67%;	Approach: 11%	FFB: 22%
Reading	Exceed 11% Met:45%	Approach: 44%	
Writing	Met: 22%	Approach: 44%	FFB: 33%
		4th Grade	
Math	Exceed 9% Met 27%	Approach: 9%	FFB: 64%
Reading	Met: 17%	Approach: 58%	FFB: 25%
Science	Met: 18%	Approach 27%	FFB: 55%
Writing	Met: 27%	Approach: 55%	FFB: 7%
		5th Grade	
Math	Met: 25%	Approach: 25%	FFB: 50%
Reading	Met: 0%	Approach: 63%	FFB:38 %
Writing	Met: 43%	Approach: 57%	FFB: 0%
		6th Grade	
Math	Met: 22%	Approach: 33%	FFB: 44%
Reading	Met: 33%	Approach: 56%	FFB: 11%
Writing	Met 22%	Approach 44%	FFB 33%
		7th Grade	
Math	Met: 13%	Approach: 25%	FFB: 38%
Reading	Met: 50%	Approach: 50%	FFB: 0%
Writing	Met: 25%	Approach: 63%	FFB: 13%
		8th Grade	
Math	Met: 19%	Approach: 25%	FFB: 56%
Reading	Met: 50%	Approach: 25%	FFB: 25%
Science		Approach: 50%	FFB: 50%
Writing	Met 50%	Approach: 50%	

Appendix C

2009 AIMs Scores	3rd Grade		
Math	Met 75%	Approach: 27%	FFB: 18%
Reading	Met: 54%	Approach: 27%	FFB: 18%
Writing	Met 64%	Approach: 36%	FFB:0%
		4th Grade	
Math	Met 75%	Approach 33%	FFB 17%
Reading	Met 50%,	Approach 33%,	FFB 17%
Writing	Met 50%	Approach 50%	
		5th Grade	
Math	Met 50%	Approach 21%	FFB 29%
Reading	Met 15%	Approach 46%	FFB 46%
Writing	Met 43%	Approach 50%	FFB 7%
		6th Grade	
Math	Met 58%	Approach 15%	FFB 31%
Reading	Met 47%	Approach 38%	FFB 15%
Writing	Met 62%	Approach 38%	
		7th Grade	
Math	Met:41%	Approach 35%	FFB 24%
Reading	Met 75%	Approach 19%	FFB 13%
Writing	Met 81%	Approach 19%	FFB 6%
		8th Grade	
Math	Met 29%	Approach 43%	FFB 29%
Reading	Met 43%	Approach 57%	
Writing	Met 71%	Approach 29%	

Appendix D

2010 AIMs Scores	3rd Grade		
Math	Met 0%	Approach 63%	FFB 36%
Reading	Met 18%	Approach 46%	FFB 36%
Writing			
		4th Grade	
Math	Exceed: 8% Met 8%	Approach 33%	FFB 50%
Reading	Exceed 8% Met 17%	Approach 58%	FFB 17%
Science	Exceed 8% Met 17%	Approach 25%	FFB 50%
		5th Grade	
Math	Met 0%	Approach 29%	FFB 71%
Reading	Met 29%	Approach 29%	FFB 43%
Writing	Met 50%	Approach 14%	FFB 29%
		6th Grade	
Math	Met 10%	Approach 10%	FFB 80%
Reading	Met 10%	Approach 60%	FFB 30%
Writing	Met 20%	Approach 80%	FFB 0%
		7th Grade	
Math	Met 33%	Approach 22%	FFB 44%
Reading	Met 78%	approach 11%	FFB 11%
Writing	Met 33%	Approach 67%	
		8th Grade	
Math	Met 0%	Approach 22%	FFB 78%
Reading	Met 44%	Approach 56%	
Science	Met 33%	Approach 11%	FFB 56%

Appendix E

2011 AIMs Scores	3rd Grade		
Math	Exceed 11% Met 33%	Approach 56%	
Reading	Met 56%	Approach 33%	FFB 11%
Writing			
		4th Grade	
Math	Exceed: 6% Met 17%	Approach 44%	FFB 33%
Reading	Exceed 6% Met 44%	Approach 50%	
Science	Exceed 11% Met 6%	Approach 56%	FFB 28%
		5th Grade	
Math	Exceed 9% Met 9%	Approach 18%	FFB 64%
Reading	Exceed 9% Met 36%	Approach 36%	FFB 18%
Writing			
		6th Grade	
Math	Met 0%	Approach 17%	FFB 83%
Reading	Met 67%	Approach 17%	FFB 17%
Writing			
		7th Grade	
Math	Exceed 8% Met 8%	Approach 38%	FFB 46%
Reading	Exceed 8% Met 54%	Approach 31%	FFB 8%
Writing			
		8th Grade	
Math	Met 33%	Approach 17%	FFB 50%
Reading	Met 50%	Approach 33%	FFB 17%
Science	Met 25%	Approach 25%	FFB 50%

Appendix F

2011 AIMs Scores		3rd Grade	
Math	Exceed 11% Met 33% (+44)	Approach 56% (-7%)	(-36%)
Reading	Met 56% (+38%)	Approach 33% (-13%	FFB 11% (-25%)
Writing			
		4th Grade	
Math	Exceed: 6% Met 17% (+ 7%)	Approach 44% (-11 %)	FFB 33% (-17%)
Reading	Exceed 6% Met 44% (+25%)	Approach 50% (- 8%)	(-17)
Science	Exceed 11% Met 6% (-8%)	Approach 56% (+31)	FFB 28% (-22%)
		5th Grade	
Math	Exceed 9% Met 9% (+18%)	Approach 18% (-11%)	FFB 64% (-7%)
Reading	Exceed 9% Met 36% (+16%)	Approach 36% (+7)	FFB 18% (-18%)
Writing			
		6th Grade	
Math	Met 0% (-10%)	Approach 17% (+7%)	FFB 83% (+3%)
Reading	Met 67% (+57%)	Approach 17% (-43)	FFB 17% (-13%)
Writing			
		7th Grade	
Math	Exceed 8% Met 8% (-17%)	Approach 38% (-16%)	FFB 46% (-2%)
Reading	Exceed 8% Met 54% (-16%)	Approach 31% (+20%)	FFB 8% (-3%)
Writing			
		8th Grade	
Math	Met 33% (+33%)	Approach 17% (-5%)	FFB 50% (- 23%)
Reading	Met 50% (+6%)	Approach 33% (+23%)	FFB 17% (-17%)
Science	Met 25% (-8%)	Approach 25% (+14%)	FFB 50% (-6%)

Appendix G

+ or – Changes form 2010 to 2011