Arizona Academy of Science and Technology

Charter Renewal; Narrative: PMPs

Introduction

The Arizona Academy of Science and Technology, Inc., was **founded in 1998** to offer students K – 8th grades an opportunity to receive a quality education in a small learning environment while focusing on science and technology. Today, the Arizona Academy of Science and Technology has **grown to over 133 students** while intensifying its inquiry based learning program for students in grades K - 8th grades.

Title I

The Arizona Academy of Science and Technology is a Targeted Assistance Title I school with a current **free & reduced lunch population of 72.93%**

Currently, **51.13% of students (K-8) are receiving Title I math assistance** (45.59% of whom are considered 'at-risk'), and **39.10% of students (K-8) are receiving Title I reading assistance** (25.00% of whom are considered 'at-risk').

Student Enrollment Growth: 2010/11 to 2011/12

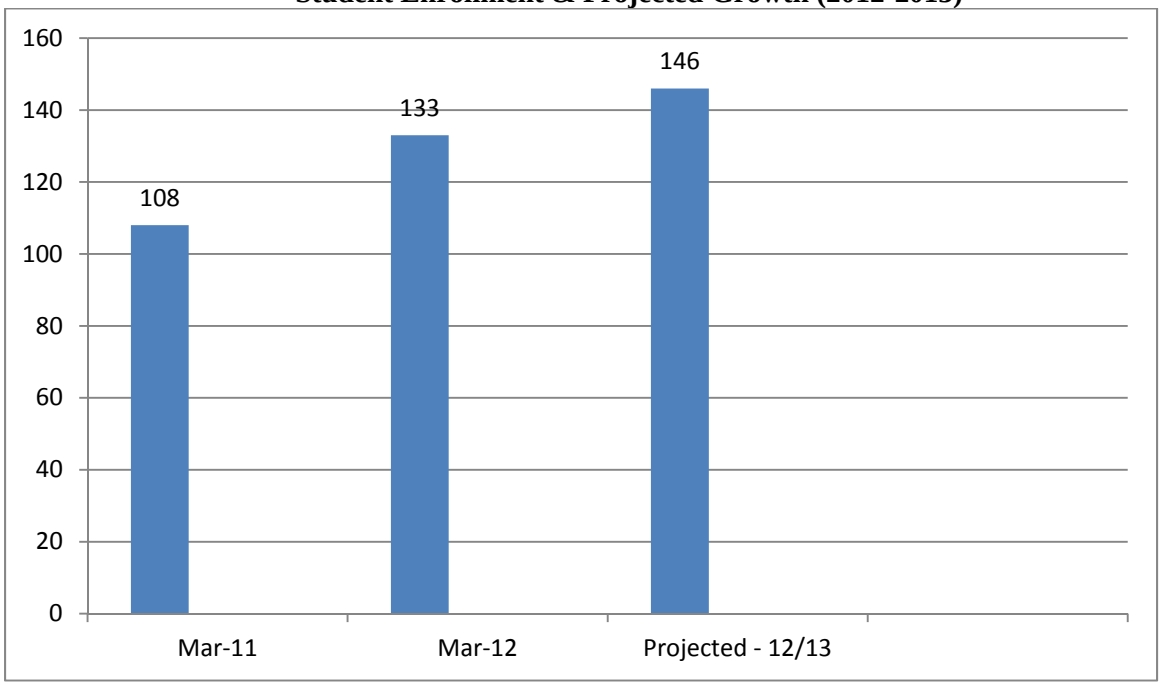
The 2010-2011 school year marked considerable change for the Arizona Academy of Science and Technology, with an emphasis on creating and increasing student and parent programs, as well as an increased presence in the community through participation in and hosting community events.

As a result of positive change, **student enrollment** from 2010-2011 to 2011-2012 has **increased by 23.15%** (108 students in March 2011 to 133 students in March 2012)**.** Please Note: Our enrollment increased following the 100th day due to' late' enrollees, and as such, our current ADM does not reflect our actual enrollment.

Upon a March 29, 2012 review of enrollment requests for 2012-2013 school year, 86.51% of students are scheduled to return, with 8.73% undecided and 4.76% not planning to return.

Additionally to date, we have received completed pre-enrollment forms from 18 new students for 2011-2012. This has occurred in advance of our open enrollment process. With a number of events planned from March through July 2012 (spring family science night (4/13/12), 2012 Science Fair (5/3/12), Spring 2012 Open House, The Art of Broccoli and Taxes Community Event and Open House (4/13/12), Fourth of July booth (7/4/20120, Summer Sizzle 2012 Community & Open House event (7/18/12), and a targeted mailing campaign for open enrollment), we are confident to ***continue our student enrollment growth by at least 10% for the 2012-2013 school year.***

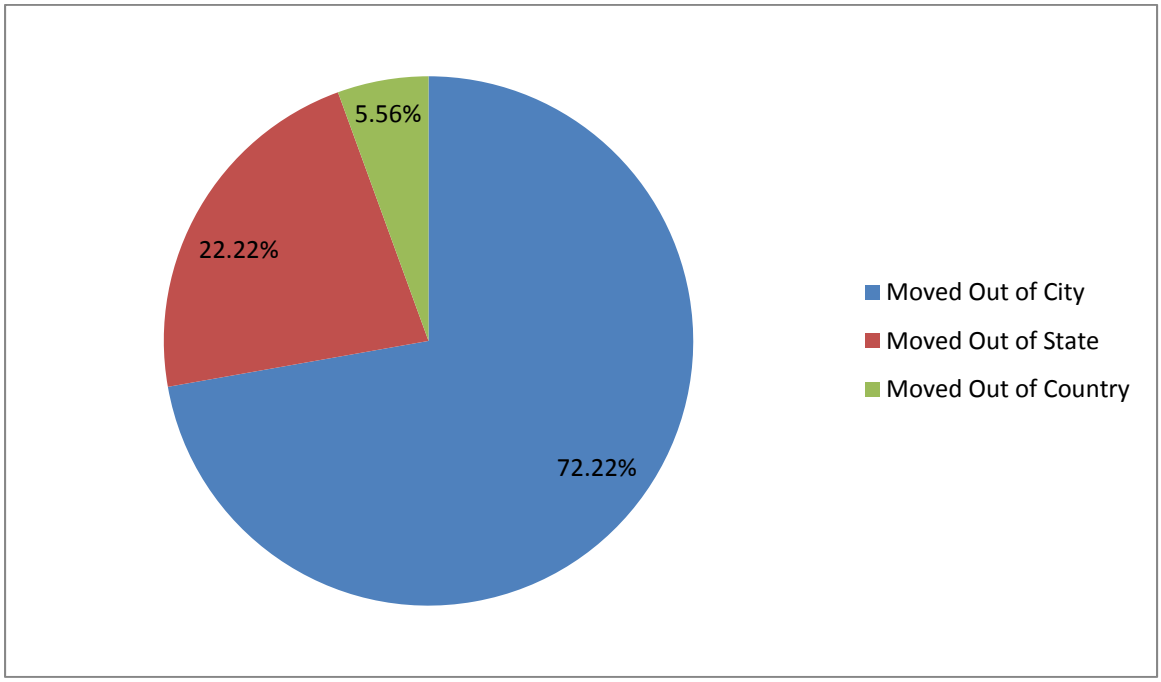
Student Enrollment & Projected Growth (2012-2013)



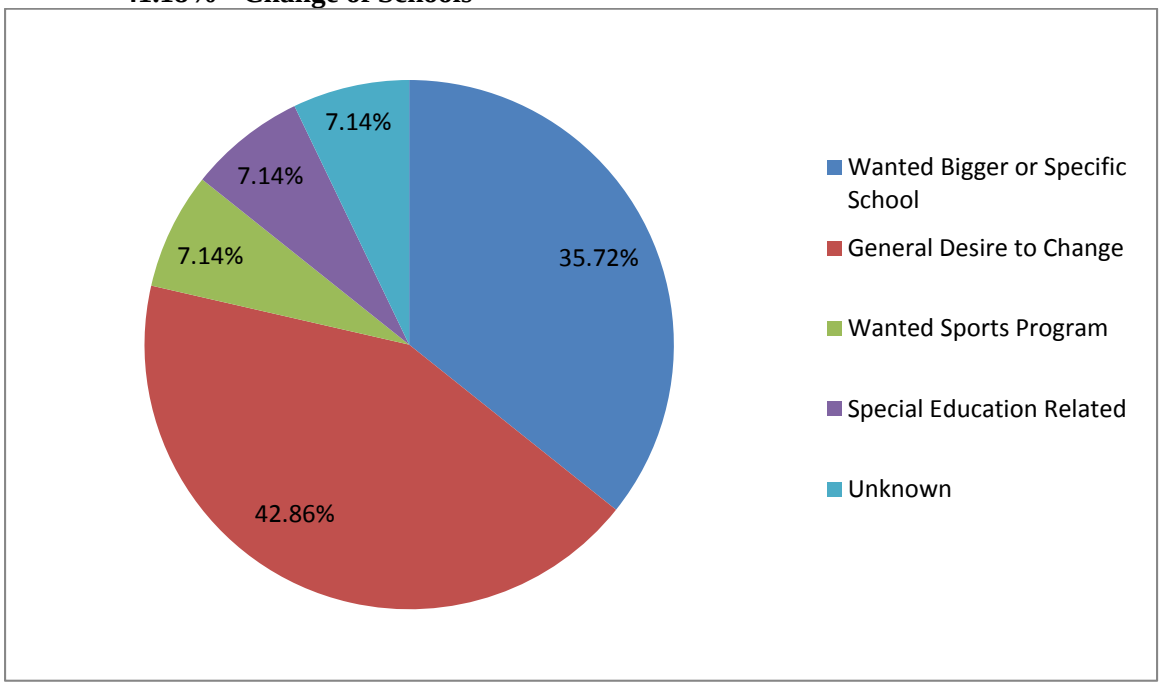
Attrition Rates

From the 2010-2011 school year to 2011-2012 school year, **66.00% of students returned**. **Of those who did not return:**

*** 52.94% - Moved**



*** 41.18% - Change of Schools**



***5.77% - Unknown**

READING

2007 – October 29, 2010

From 2007 – October 2010, under the previous school administration, the Arizona Academy of Science and Technology adopted the Spalding Reading Program. This decision was made through analysis of student performance, which indicated a need to select a stronger curriculum to increase reading comprehension and respective scores. Also adopted during this time was the Dibels assessment. Students were assessed annually, with data analyzed by the classroom teacher as a tool to monitor academic growth. Beginning in SY2010, 4th – 8th grades were scheduled with an additional language arts period each day, thereby creating reading and writing as separate classes and increasing respective instructional time. From 2007 – 2009 a training program was started to ensure teachers understood the Arizona Academic Standards, also instructing teachers on the concepts and process of curriculum mapping. Through increased professional development and through the adoption of the Spalding Reading Program, results from 2010 state assessments showed an increase in the student average proficiency by three percent (3%). This however still fell below the state average proficiency. It is important to note that in three (3) grade levels, student proficiency exceeded the state average by seven (7) points. Also in an effort to improve student achievement from 2007 to October 2010, teachers were engaged in annual professional development, covering effective instructional strategies.

October 29, 2010 – June 30, 2011

October 29, 2010 marked the commencement of new administration at the Arizona Academy of Science and Technology. From this period through June 30, 2011, all aspects of the school were evaluated. It was determined that students lacked opportunities to be further engaged in the area of language arts. To ensure adequate time for reading and writing instruction, the schedule was modified to further increase instructional time in these two areas to 55 minutes per block, daily. In an effort to improve student reading comprehension and writing levels, administration worked with the language arts teacher to begin a monthly student newsletter, *The Bulldog Bark*, as well as the Reading Buddies Program. Reading Buddies proved to be a success in greatly increasing the students' exposure to reading, as well as increased positive behavior – as evidenced by a decrease in student discipline issues in language arts in the spring, when the program commenced. Students seemed to genuinely appreciate reading to and with students of different grade levels as 'buddies.' Additionally, administration worked with language arts staff in the spring to create and commence a Creative Writing Class – also in support of increasing student writing levels.

Although the Spalding Reading Program was academic demonstrating growth amongst students in K-3 as evidenced by Dibels results and internal classroom assessments, administration identified a definite need for a more diverse and targeted curriculum in the areas of reading. Stakeholders also identified the need for a more comprehensive benchmarking reading assessment tool. To facilitate changes with and/or additions to reading curriculum and a reading assessment, administration formed a curriculum team in April. This team included the newly hired Principal (April 2011). Recommendations were made by the team to acquire AIMSweb as a reading assessment tool. Additionally, the team recommended continued use of the Spalding Reading Program, with the introduction and utilization of the Wilson Reading Program and Write One.

July 1, 2011 – Current (March 29, 2012)

The Arizona Academy of Science and Technology took an aggressive step in heading into the 2011-2012 school year by not renewing five (5) of eight (8) teachers (62.50%). Two (2) of the (5) teachers joined the school mid-year as interim staff. This position was taken in an effort to bring in higher caliber and more qualified teachers who were committed to working harder in building a highly engaged and academically masterful school. The school reviewed interest from over 225 candidates. Of these candidates, we hired a hard-working, enthusiastic kindergarten teacher, third grade teacher, and 4th-8th grade language arts teacher, two of the three with their Masters in Education.

Additionally, the school engaged the resources of an experienced and respected school administrator, trainer, and master teacher in offering professional development to our entire teaching staff. Professional development was increased from 1-3 times per year to monthly small group instruction, along with additional individualized instruction throughout each month. Through this initial process, the school created a uniform lesson plan template. Each teacher commenced monthly meetings with Administration in August 2011 to both preview their lesson plans and curriculum map for the month ahead and in review of the preceeding month. For the 2011-2012 school year, the school introduced and utilized the following language arts curriculum programs:

Program	**Targeted Grade**
Mega Words	4th – 8th
Multi-Sensory Grammar	K – 3rd
Spalding Reading	1st - 2nd
Visualizing & Verbalizing	K – 8th
Wilson Reading	K – 8th
Write One	4th – 8th

Given that 47.62% of the 2010-2011 3rd-8th grade student population did not pass the 2011 AIMS Reading assessment, we knew that we needed to make a number of changes in language arts. In addition to the hiring of more qualified staff, increased professional development training, and the introduction of new curriculum programs for language arts, additional changes were necessary and instituted.

In working with teachers in K-8, Administration maintained the Reading Buddies Program in 2011-2012. The program continues to be popular with the students, with a positive correlation in increased student achievement in reading. The Principal created and launched the Principal's Reading Club, whereby students in all grade levels receive t-shirts, prizes, and other recognition for filling up reading logs at home. Student participation in this program has increased since its inception in August 2011. Additionally, our new third grade teacher launched a 'Rock & Read Program' for all students on Tuesdays and Thursdays. Turnout for this reading program has been terrific, with students and parents both excited for it to continue into next school year.

Stakeholders chose to acquire AIMSweb, as a K-8th grade benchmarking assessment tool. Teachers received professional development training in the use and implementation of AIMSweb, as well as analysis of the benchmark data for differentiating instruction to most effectively target and improve student learning opportunities in language arts (and math). Assessments occurred in the Fall and Winter, with the Spring assessment scheduled in May in conclusion of this school year. Teachers have successfully utilized AIMSweb student data to help differentiate instruction in their classrooms this school year. Student scores demonstrate a noticeable improvement since the Spring 2011 AIMS and Stanford 10 assessment (please reference: **Improving Student Achievement in Reading**).

Our school's Targeted Assistance Title I program was benefitted not only by the utilization of new language arts curriculum programs, but also by the hiring of a dedicated Title I teacher. Rank Ordered students in K-8 receive regular small group and individualized instruction with our Title I teacher.

In progressing through the 2011-2012 school year, the language arts curriculum committee with our new staff resumed meetings in review of Common Core ELA Standards. Two (2) of our teacher committee members attended a special training for Common Core ELA Standards. Our language arts committee is working alongside administration and will also be working with an outside consultant to align and map curriculum in K-8 to Common Core ELA Standards. The committee will be making recommendations as early as June 2012 for recommended curriculum materials to purchase. The implementation of Common Core ELA Standards will begin to commence in August 2012, with full K-8 implantation occurring in 2013. Faculty will continue to receive high levels of professional development to ensure a successful transition to the new Common Core ELA Standards. Parents, guardians, and other school stakeholders will continue to be informed of curriculum changes at the Arizona Academy of Science and Technology to ensure the highest levels of student success and involvement possible.

Additionally, the school launched a free, Monday-Friday after school program for students in K- 8th grades where the first hour is dedicated to math and reading based tutorials by our classroom teachers and after school tutors. Although the second hour is directed toward student enrichment activities, identified students continue receiving additional academic tutorials.

AIMS Reading Scores – In Review of the Data

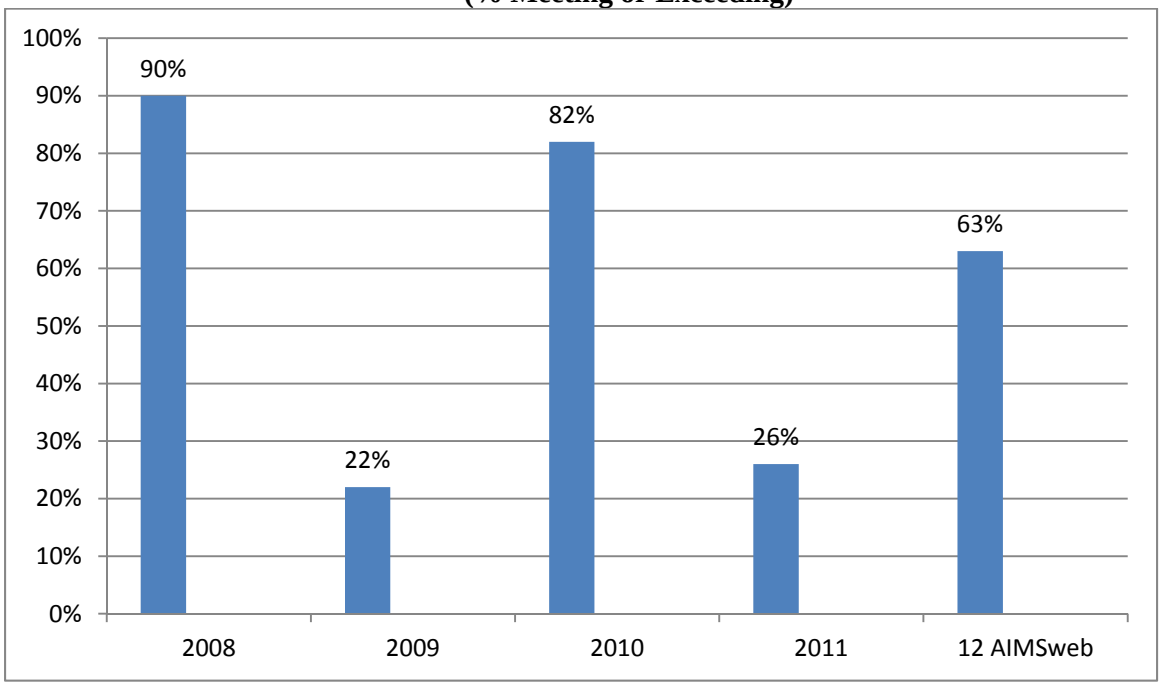
Spring 2011 AIMS Reading scores for students in 3rd – 8th grades, on average, showed a decline from Spring 2010 as follows:

Grade Level	2010 AIMS Reading % Meeting or Exceeding	2011 AIMS Reading % Meeting or Exceeding	Difference from 2010 to 2011
3rd Grade	82%	26%	56% Decrease
4th Grade	50%	50%	No Change
5th Grade	80%	67%	13% Decrease
6th Grade	57%	60%	3% Increase
7th Grade	81%	75%	6% Decrease
8th Grade	64%	80%	16% Increase

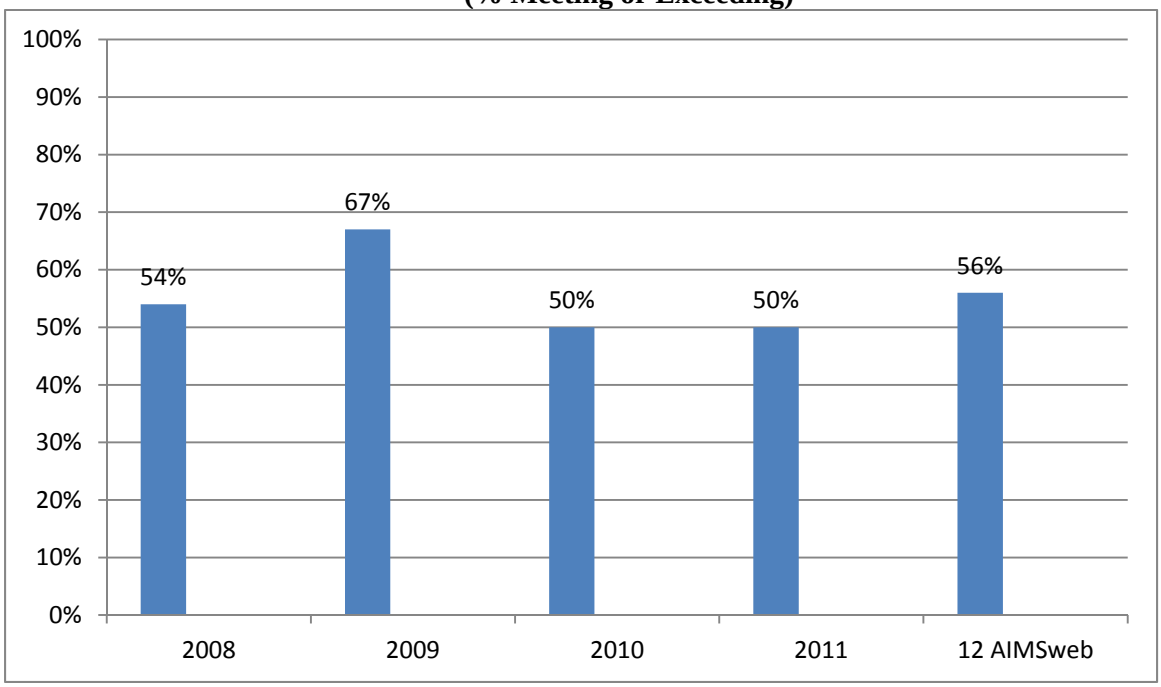
Two (2) of the six (6) grades, or 33.33% showed an increase in growth from 2010 to 2011. One (1) of the six (6) grades assessed, or 16.67% showed a 0% change from 2010 to 2011. This said, 50% of students did show a decrease in AIMS Reading performance from 2010 to 2011. It is the firm belief of stakeholders at the Arizona Academy of Science and Technology that the decline was directly correlated and attributable the following:

* Limited reading curriculum programs (previous administration: prior to October 29, 2010)
* Limited professional development for teaching staff
* Limited assessment tools and limited use of assessment data to modify and improve instruction
* Under-qualified and/or temporary teachers in 2010-2011
* Limited instruction time from (Nov 2010-Apr 2011) for new administration's new programs to have full effect on increasing student outcomes (e.g. Reading Buddies; Bulldog Bark).

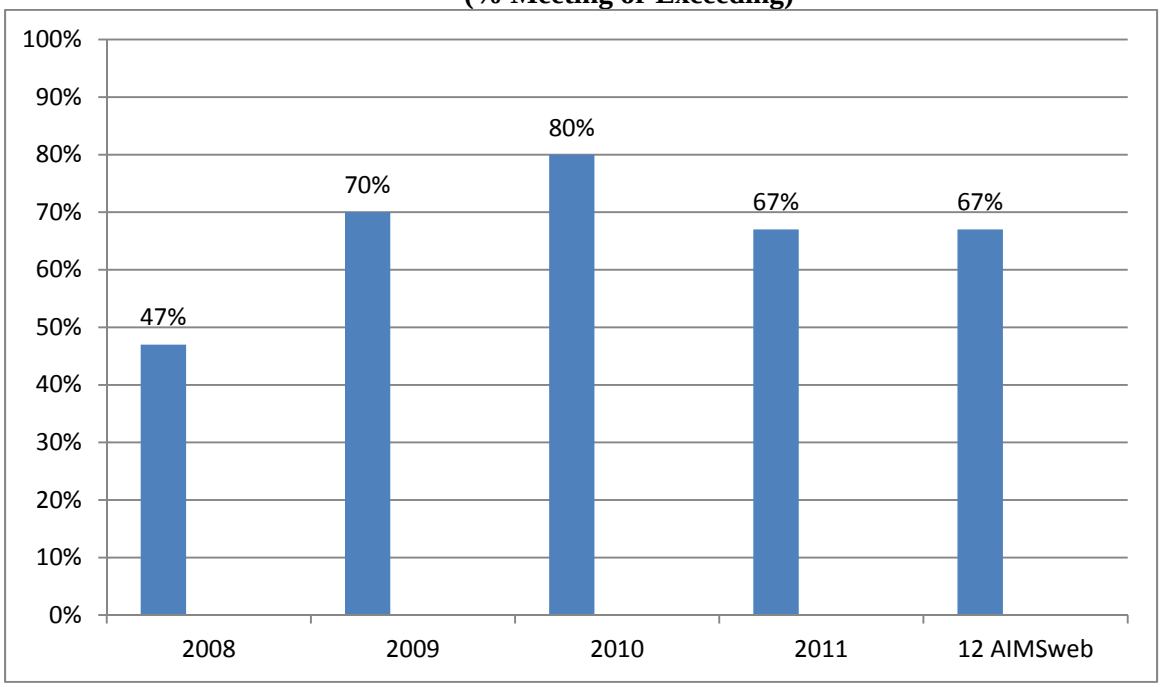
3rd Grade AIMS Reading
(% Meeting or Exceeding)



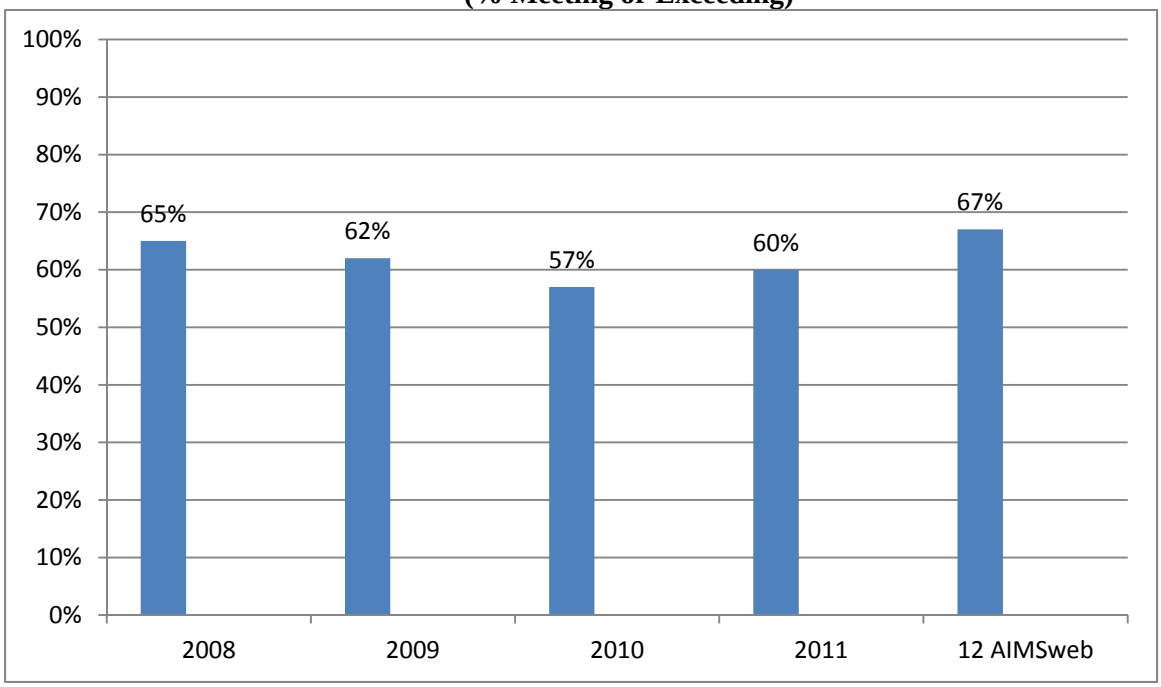
4th Grade AIMS Reading
(% Meeting or Exceeding)



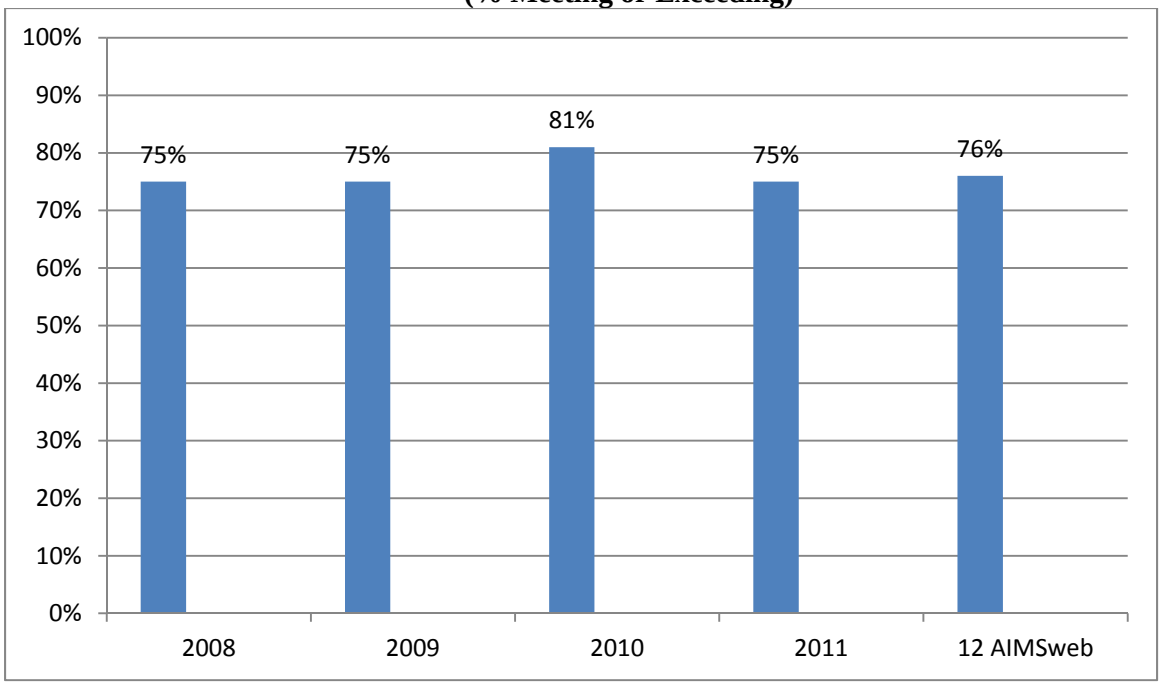
5th Grade AIMS Reading
(% Meeting or Exceeding)



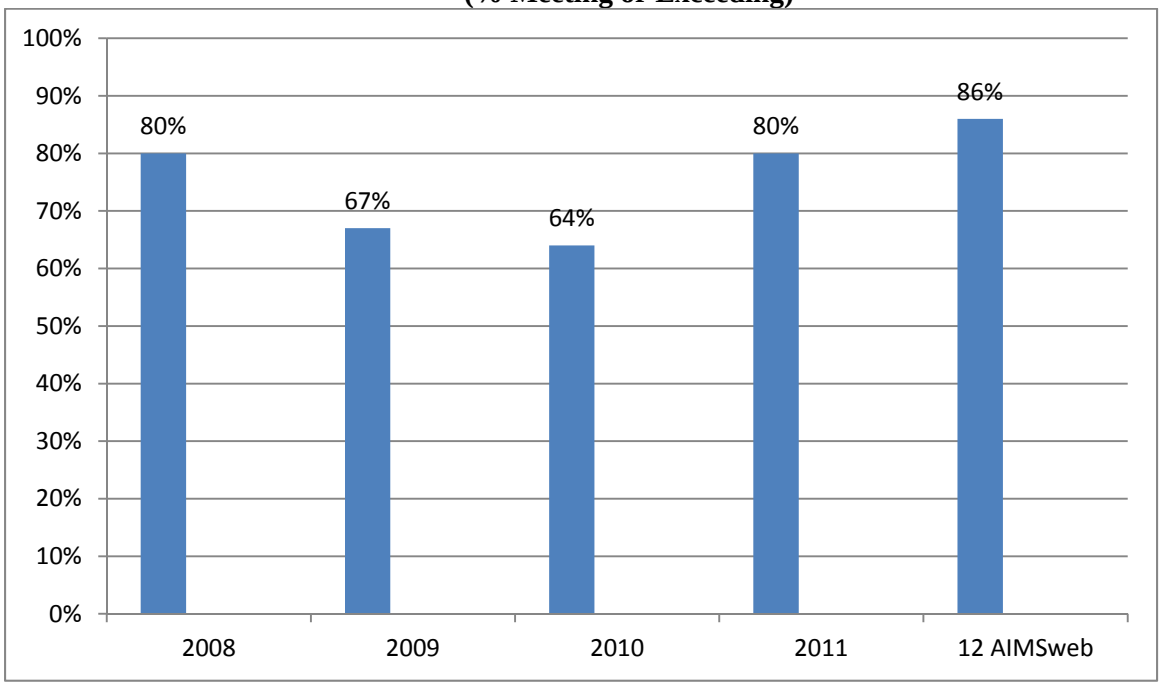
6th Grade AIMS Reading
(% Meeting or Exceeding)



7th Grade AIMS Reading
(% Meeting or Exceeding)



8th Grade AIMS Reading
(% Meeting or Exceeding)



Improving Student Achievement in Reading

In evaluating and comparing student scores from the 2011 AIMS to the Winter 2012 AIMSweb assessment, students demonstrated the following growth in the content area of Reading:

Grade Level	2011 AIMS Reading % Meeting or Exceeding	2012 AIMSweb Reading % Meeting or Exceeding*	**Difference from 2011 to 2012 AIMSweb**
3rd Grade	26%	63%	**37% Increase**
4th Grade	50%	56%	**6% Increase**
5th Grade	67%	67%	**No Change**
6th Grade	60%	67%	**7% Increase**
7th Grade	75%	76%	**1% Increase**
8th Grade	80%	86%	**6% Increase**

*This information is dased on our data from AIMSweb and respective assessment periods in November 2011 and February 2012. AIMSweb utilizes a national target range with different classifications than AIMS (e.g. Falls Far Below, Approaches Meets, & Exceeds v. Well Below Average, Below Average, Average, Above Average, and Well Above Average). For the purposes of AIMSweb and the above figures, students who scored at or above the national target range were correlated to 'Meeting' or 'Exceeding.'

In recognition of the above table and respective data, **students in 3rd – 8th grade have demonstrated an overall Reading passage rate increase of 57% from the 2011 AIMs to 2012 AIMSweb This represents an average increase of 9.50% per grade.**

This increased student performance is believed to be directly correlated to all of the administrative, curricular, instructional, and personnel changes and modifications since October 29, 2010. As a school we are excited at the level and evidence of positive student growth in reading and language arts as a whole.

Several examples from AIMSweb assessments have been attached (Ref: Exhibits E1-E7) both at the individual level and grade level, indicating the increase in student performance and growth from November 2011 – February 2012. For instance, at the grade level, both 6th and 8th grade demonstrate a greater level of student progression than the national target rate (6th grade: 0.5 WRC/wk (AZAOS) v. 0.3 WRC/wk (Target); and 8th grade: 1.6 WRC/wk (AZAOS) v. 0.7 WRC/wk (TargeT)).

MATH

2007 – October 29, 2010

From 2007 – October 29, 2010, under the previous school administration, the Arizona Academy of Science and Technology utilized a curriculum developed by the then-curriculum director and lead math teacher. This also included a special program for high math learners known as the 'Stars Program.' During this period, teachers were engaged in 1-3 professional development trainings per school year. An internally created math assessment served as the basis for evaluating student progression in math by the math teacher. After evaluating internal assessments and the 2009 AIMS, the former administration determined that the weakest area for all students was in the area of problem solving and understanding mathematical vocabulary. Beginning in SY2010 a problem solving component was added to the math curriculum in 3rd – 8th grade. In addition, all grades were scheduled with an additional two periods per week of math review and practice. The former administration began a training program to ensure teachers understood the Arizona Academic Standards and to teach teachers the concept of curriculum mapping. The results of the 2010 AIMS showed an increase in the student average proficiency. This however, still fell below the state average proficiency. To further improve pupil achievement in math, the former administration commenced a concentrated effort of review, drill, and practice in the Fall of 2010 for students in 3rd – 8th grade.

October 29, 2010 – June 30, 2011

October 29, 2010 marked the commencement of new administration at the Arizona Academy of Science and Technology. From this period through June 30, 2011 all aspects of the school were evaluated. Understanding that math was an area of critical care and need for the school, the schedule was modified to increase the amount of instructional time for math to two (2) 55 minute blocks, daily. Just over a month into the new administration's tenure at the Arizona Academy of Science and Technology, the lead math teacher was relieved from their position. Upon taking this action a new math assessment was utilized to better understand the students' math progression in 4th – 8th grades. The assessments revealed that the students were considerably behind grade level. New administration brought in a long-term highly qualified math substitute to take over teaching duties. Lesson plans were differentiated to account for the low, but diverse math needs of the students in 4th – 8th grades. To help facilitate increased student learning in math, Buckle Down (math) was utilized to supplement the current curriculum, along with the use of increased project-based and peer learning activities.

Much like the content area of reading, the October 29, 2010 – June 30, 2011 period indicated an obvious need to: modify the curriculum, add curriculum materials, identify and utilize a new math assessment tool for benchmarking, additional professional development, and a change in personnel. To facilitate changes with and/or in additions to the math curriculum and a math assessment, administration formed a math

curriculum team in April 2011. This team included the newly hired Principal (April 2011). Recommendations were made by the team to acquire AIMSweb as both a math and reading assessment tool for the 2011-2012 school year. Additionally, the team recommended the acquisition of Apangea Math as a effective supplement to the math curriculum.

July 1, 2011 – Current (March 29, 2012)

As stated in the Reading portion of this supplement to our Performance Management Plans, the Arizona Academy of Science took an aggressive step forward in 2011-2012. Only three (3) of eight (8) teachers were retained (37.50%). This decision was made in an effort to bring in higher caliber and more qualified teachers who were committed to a much higher level of dedication and pursuit of academic excellence. Of over 225 interested teaching candidates, the Arizona Academy of Science and Technology hired five (5) hard-working, enthusiastic, and most qualified teachers, with a new lead teacher in math.

As with reading, the school engaged the resources of an experienced and respected former school administrator, master teacher, and current trainer in offering professional development to our new and returning staff. Small group and individualized professional development sessions have been provided monthly, with individualized development from our mentor teachers also occurring throughout each month. In August 2011, each teacher commenced monthly meetings with Administration to both preview lesson plans and a curriculum map for the month ahead, as well as continued review of the month prior. For the 2011-2012 school year the school introduced and utilized the following math curriculum programs:

Program	**Targeted Grade(s)**
Apangea Math (supplemental)	4th – 8th
Beyond Textbooks	4th – 8th
Buckle Down (supplemental)	7th – 8th
SRA Real Math	5th – 6th
Touch Math	K – 3rd

With over 85% of our 2010-2011 students not passing the 2011 AIMS Math assessment, we knew a number of continued changes in addition to the hiring of more qualified staff, increased professional development, and math curriculum programs were needed.

Stakeholders chose to acquire AIMSweb, as a K-8th grade benchmarking assessment tool. Teachers received professional development training in the use and implementation of AIMSweb, as well as analysis of the benchmark data for differentiating instruction to most effectively target and improve student learning opportunities in math (and language arts). Assessments occurred in the Fall and Winter, with the Spring assessment scheduled in May 2012 for conclusion of the school year. Teachers have successfully utilized AIMSweb student data to help differentiate instruction in their classrooms this school year. Student scores demonstrate a noticeable improvement in student scores since the Spring 2011 AIMS and Stanford 10 assessment (please reference: **Improving Student Achievement in Math**).

Our school's Targeted Assistance Title I program was benefitted not only by the utilization of new language arts curriculum programs, but also by the hiring of a dedicated Title I teacher. Rank Ordered students in K-8 received regular small group and individualized instruction with our Title I teacher in math.

Additionally, the school launched a free, Monday-Friday after school program for students in K- 8th grades where the first hour is dedicated to math and reading based tutorials by our classroom teachers and

after school tutors. Although the second hour is directed toward student enrichment activities, identified students continue receiving additional academic tutorials.

In an effort to make math more engaging, our lead math teacher has created a number of exciting math activities for students to practice math in a real world setting where math is both fun and imaginative. For instance, students were featured on Channel 12 in Fall 2011, working out Diamondback World Series math probabilities on television. The students were not prompted with questions prior to the production and worked as small groups to correctly compute the requested probabilities. Additionally, the 5th-6th grade math students made a Michael Jackson 'Thriller' video and song, makeup and all, based on their math vocabulary. Math has additionally been embedded in our science curriculum and through our school-wide garden project. These represent but a few examples of the engaging environment that we have strived to achieve for our students in 2011-2012.

In progressing through the 2011-2012 school year, the math curriculum committee with our new staff resumed meetings in review of Common Core Math Standards. One (1) of our teachers from the math curriculum committee attended a special training of Common Core Math Standards. Our math committee is working alongside administration and will also be working with an outside consultant to align and map curriculum in K-8 to Common Core Math Standards. The committee will be making recommendations as early as June 2012 for recommended curriculum materials to purchase. The implementation of Common Core Math Standards will begin to commence in August 2012, with full K-8 implantation occurring in 2013. Faculty will continue to receive high levels of professional development to ensure a successful transition to the new Common Core Math Standards. Parents, guardians, and other school stakeholders will continue to be informed of curriculum changes at the Arizona Academy of Science and Technology to ensure the highest levels of student success and involvement possible.

AIMS Math Scores – In Review of the Data

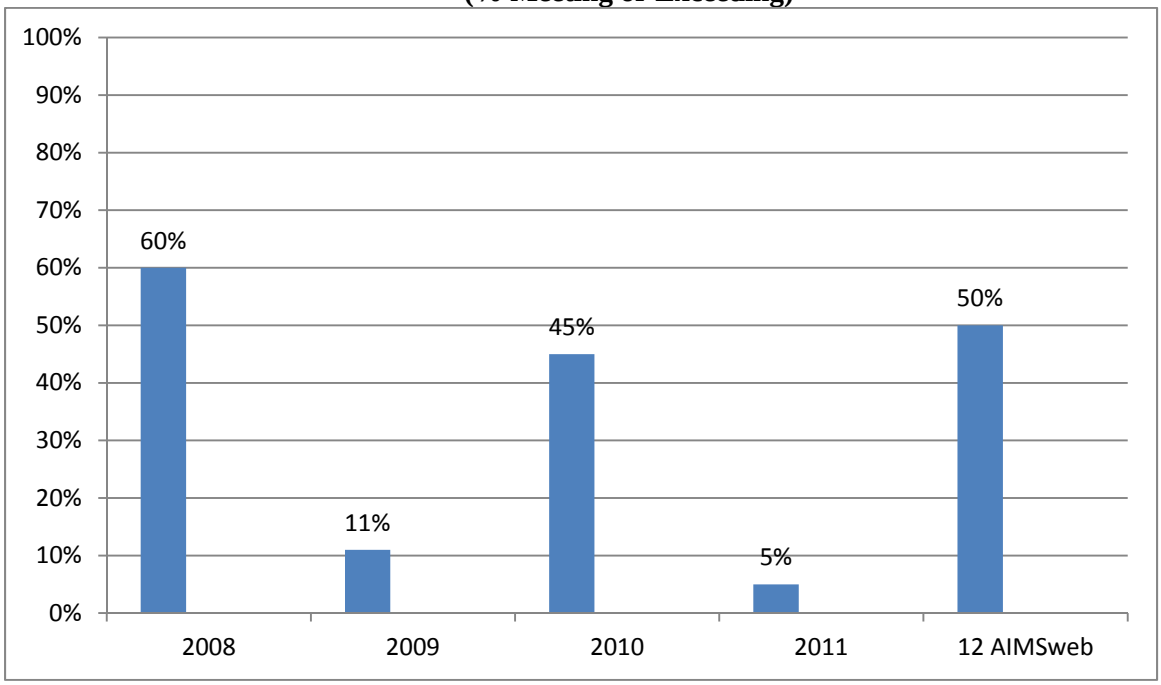
Spring 2011 AIMS Math scores for students in 3rd – 8th grades, on average and weighting the grade levels, showed a decline from Spring 2010 as follows:

Grade Level	2010 AIMS Math % Meeting or Exceeding	2011 AIMS Math % Meeting or Exceeding	Difference from 2010 to 2011
3rd Grade	45%	5%	40% Decrease
4th Grade	0%	75%	75% Increase
5th Grade	20%	0%	20% Decrease
6th Grade	29%	20%	9% Decrease
7th Grade	44%	75%	31% Increase
8th Grade	29%	20%	9% Decrease

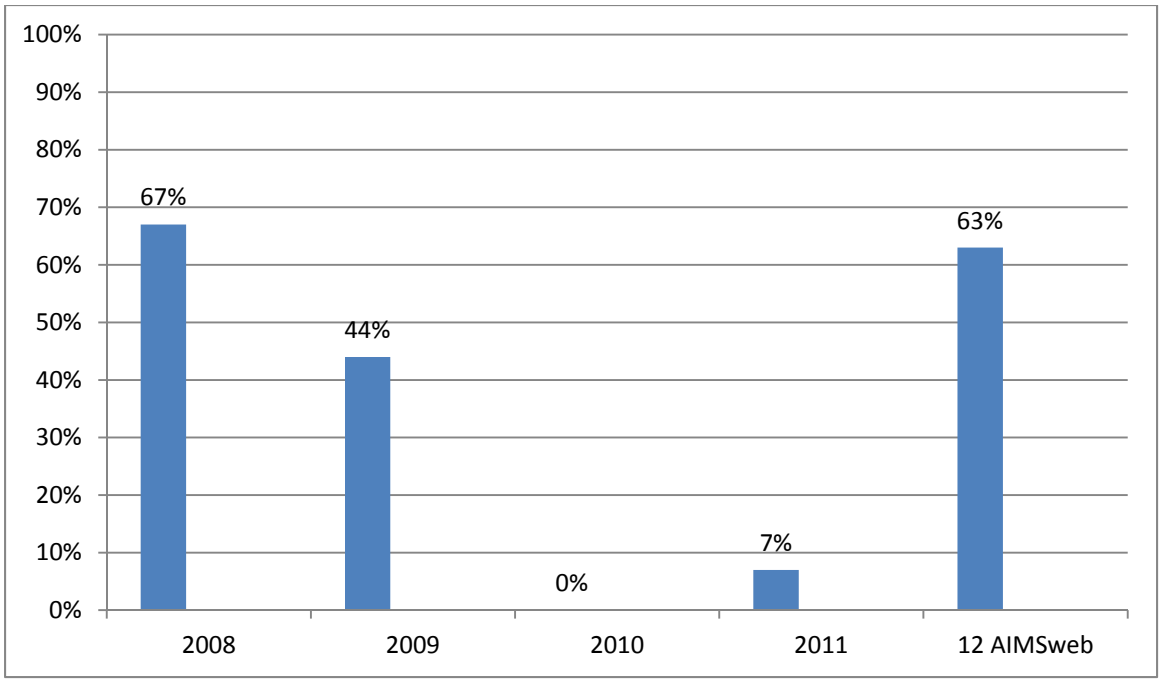
Two (2) of the six (6) grades, or 33.33% showed an increase in growth from 2010 to 2011. This said, 66.67%% of students did show a decrease in AIMS Reading performance from 2010 to 2011. It is the firm belief of stakeholders at the Arizona Academy of Science and Technology that the decline was directly correlated and attributable the following:

* Limited math curriculum programs (previous administration: prior to October 29, 2010)
* Limited professional development for teaching staff
* Limited assessment tools and limited use of assessment data to modify and improve instruction
* Under-qualified and/or temporary teachers in 2010-2011
* Limited instruction time from (Nov 2010-Apr 2011) for new administration's new programs to have full effect on increasing student outcomes (e.g. Project Based Math Groups).

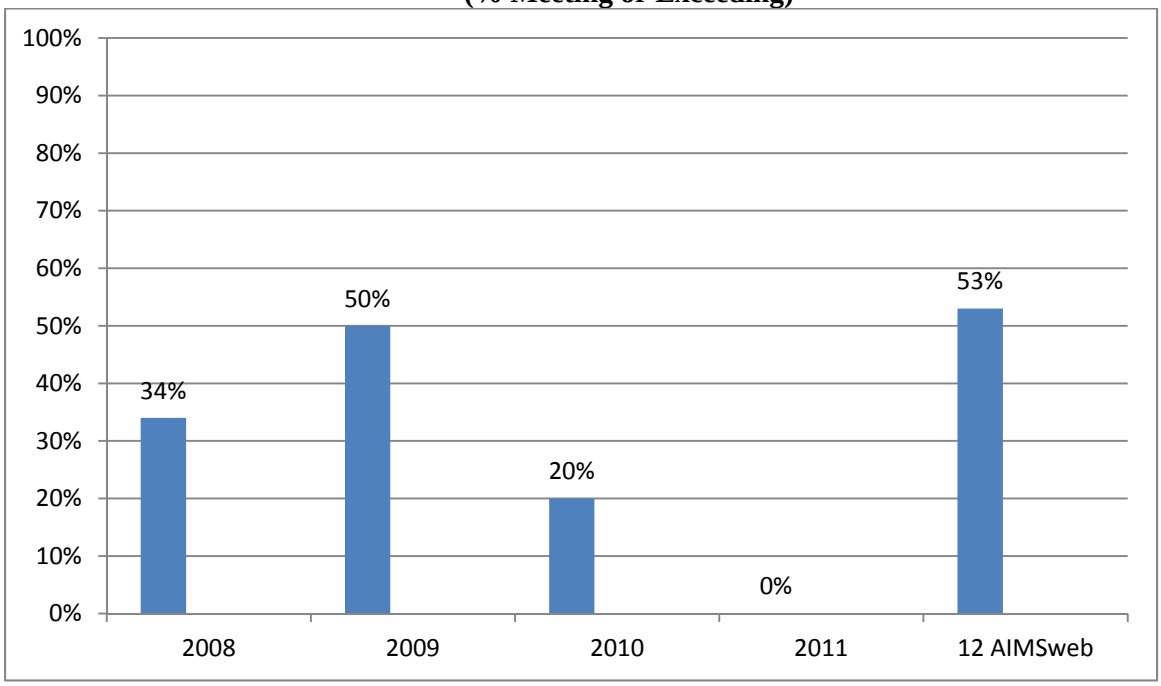
3rd Grade AIMS Math
(% Meeting or Exceeding)



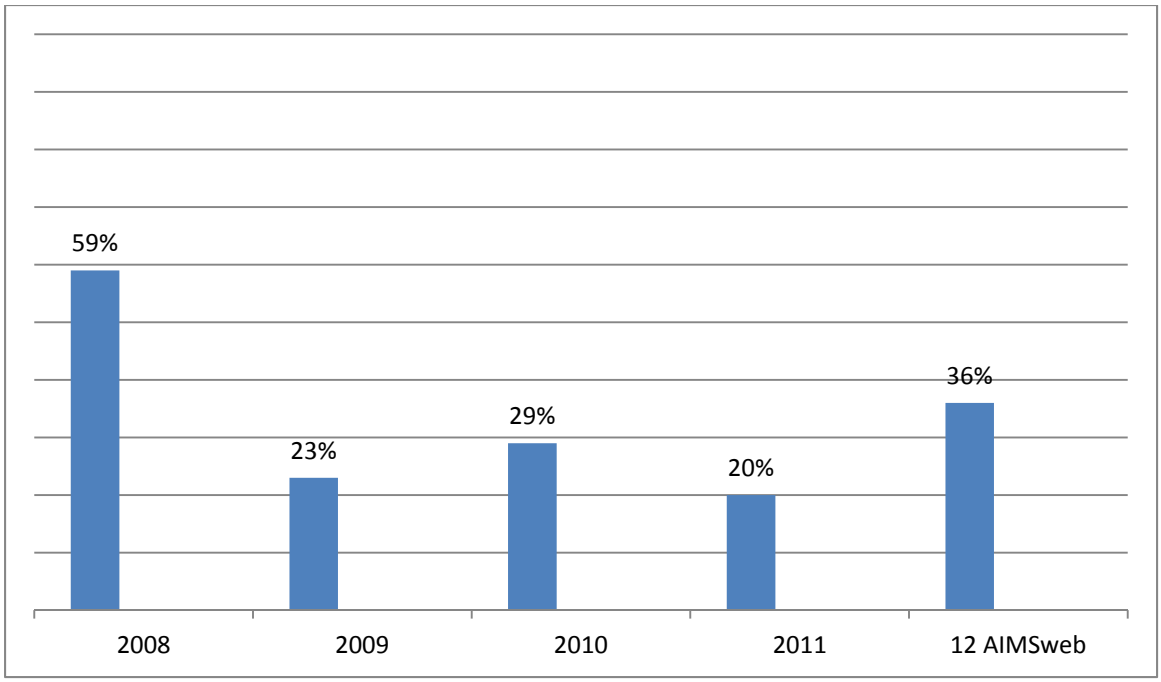
4th Grade AIMS Math
(% Meeting or Exceeding)



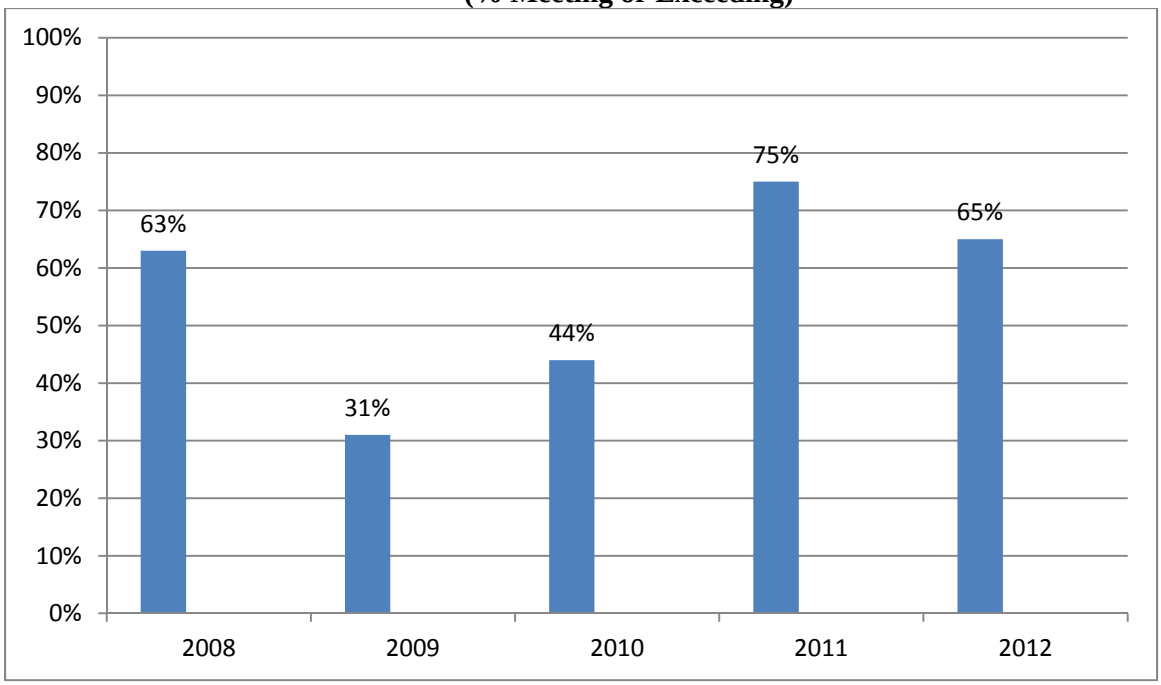
5th Grade AIMS Math
(% Meeting or Exceeding)



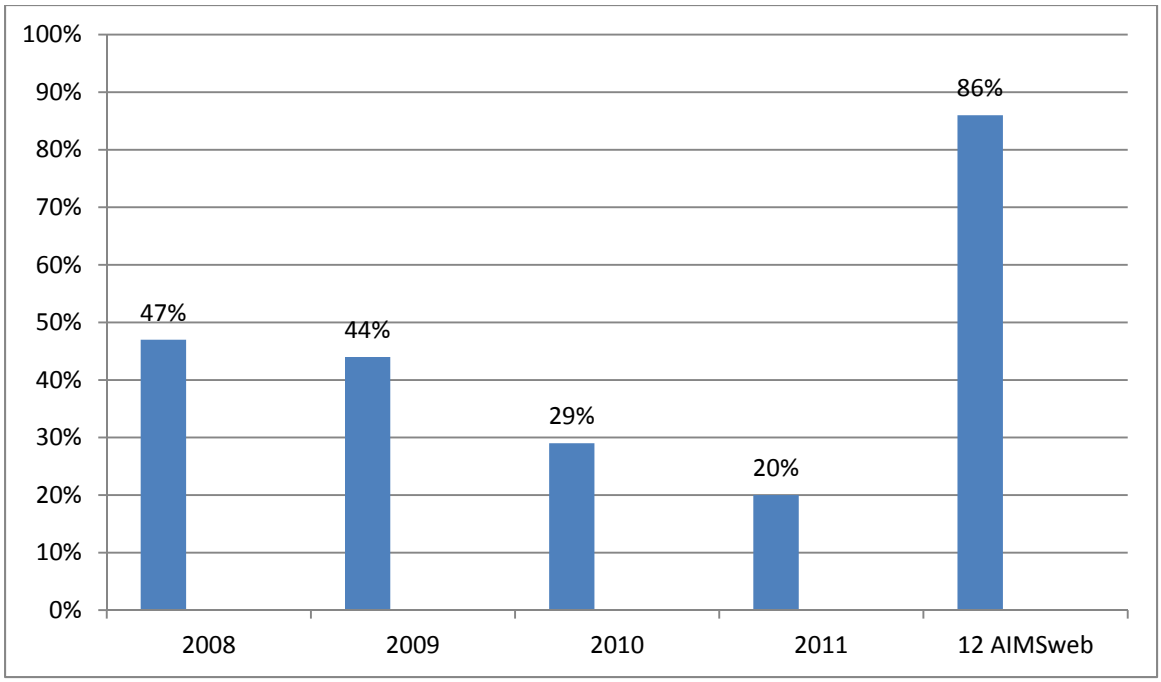
6th Grade AIMS Math
(% Meeting or Exceeding)



7th Grade AIMS Math
(% Meeting or Exceeding)



8th Grade AIMS Math
(% Meeting or Exceeding)



Improving Student Achievement in Math

In evaluating and comparing student scores from the 2011 AIMS to the Winter 2012 AIMSweb assessment, students demonstrated the following growth in the content area of Math:

Grade Level	2011 AIMS Math % Meeting or Exceeding	2012 AIMSweb Math % Meeting or Exceeding*	**Difference from 2011 to 2012 AIMSweb**
3rd Grade	5%	50%	**45% Increase**
4th Grade	7%	63%	**56% Increase**
5th Grade	0%	53%	**53% Increase**
6th Grade	20%	36%	**16% Increase**
7th Grade	75%	65%	**10% Decrease**
8th Grade	20%	86%	**66% Increase**

*This information is dased on our data from AIMSweb and respective assessment periods in November 2011 and February 2012. AIMSweb utilizes a national target range with difference classifications than AIMS (e.g. Falls Far Below, Approaches Meets, & Exceeds v. Well Below Average, Below Average, Average, Above Average, and Well Above Average). For the purposes of AIMSweb and the above figures, students who scored at or above the national target range were correlated to 'Meeting' or 'Exceeding.'

In recognition of the above table and respective data, **students in 3rd – 8th grade have demonstrated an overall Reading passage rate increase of 226% from the 2011 AIMs to 2012 AIMSweb This represents an average increase of 37.67% per grade.**

Arizona Academy of Science and Technology

Charter Renewal

Exhibits Page

A. Time Line of Change & Development (2010-2011):

B. Time Line of Change & Development (2011-2012:

C. School Notables (October 2010 – March 2012):

D. Five Randomized Parent Letters of Support

E. 2012 AIMSweb Reading Scoring Samples

F. 2012 AIMSweb Math Scoring Samples

G. Letter from Central United Methodist Church
(attached with Financial Narrative, Part B)

Arizona Academy of Science and Technology
A Time Line of Change and Development
2010 - 2011

	11/2010	01/2011	03/2011	05/2011	07/2011
10/2010	12/2010	02/2011	04/2011	06/2011	

10/2010:	Principal resigns in learning of administration change
10/29/2010:	Grant Creech takes over for Joan Miller as Executive Director for the Arizona Academy of Science while also acting as an interim Principal
11/2010:	(a) 4th-8th grade math & history teacher and academic director terminated from position
	(b) Student Council, Student Alumni Council, and Parent Teacher Organization formed
	(c) School puts resources into developing a K-8, school-wide garden for science instruction
11/2010:	Long-term substitute for math & history brought in to fill void left by terminated teacher
12/2010	(a) 4th-8th grade language arts teacher goes on maternity leave
	(b) 1st grade teacher terminated
	(c) Office remodeled – dedicated staff training room and teacher workrooms created
01/2011	(a) Long-term substitute for language arts brought in to temporarily replace teacher out on maternity leave
01/2011:	(b) Certified teacher hired to replace terminated first grade teacher
02/2011:	(a) Long-term language arts teacher contracted to act as 4th-8th grade language arts teacher for the remainder of the 2010-2011 year
	(b) Teacher returning from maternity leave takes role as lead art teacher and creative writing teacher
03/2011:	Search for math teacher ends; long term math substitute contracted to act as 4th-8th grade math teacher for the remainder of the 2010-2011 year
04/2011:	(a) Students sit the Spring 2011 AIMS and Stanford 10 Assessment
	(b) School hires Principal; Grant Creech no longer serving as acting Principal
	(c) Curriculum committees (language arts and math) commence meetings
05/2011:	(a) School renews three (3) of eight (8) teachers
	(b) Schools receives recognition as Western Regional Runners-Up in the 2011 Planet Disney Challenge
06/2011:	(a) School commences hiring campaign: receives over 225 inquiries for five (5) openings
	(b) School remits application for North Central Accreditation
06/13/2011:	Transfer of School Charter from ADE to ASBCS approved by the ASBCS Board

Please Note: Timelines are maintained to constantly do a self-monitoring of the progress of the school, as well as note any visible gaps, and these timelines support the serious intent of the school stakeholders as we continue our school-wide endeavor of putting the school on the map as among the A-rated charter schools in Arizona.

A

Arizona Academy of Science and Technology
A Time Line of Change and Development
2011 – March 2012

8/2011 10/2011 12/2011 2/2012

7/2011 9/2011 11/2011 1/2012 3/2011

07/2011: (a) School hires five (5) new teachers from an applicant pool of over 225 candidates; teachers receive initial training
(b) School cleans out and paints all classrooms (paintings uniform w/message wall); Installed carpeted areas in K-3 classrooms; Took down chalk boards and installed white boards in designated rooms

08/2011: (a) School begins utilizing new curriculum programs in language arts and math
(b) School commences the Principal's Reading Club
(c) Mentor Teacher program commences
(d) School commences free M-F After School Program (academic tutorials and enrichment) open to all students K-8

09/2011: Parent Volunteer Program commences

10/2011: Teachers receive training in AIMSweb

11/2011: (a) Students in K-8 take Fall AIMSweb Assessments in math and reading
(b) School submits North Central Accreditation Readiness Survey to NCA

01/2012: (a) Teachers begin differentiating instruction based on AIMSweb benchmark data
(b) Rock & Read Program launched school-wide on Tuesdays and Thursdays
(c) School hosts NCA Site Visit

02/2012: School begins developing a blueprint to receive NCA – Candidate Status in Fall 2012

03/2012: (a) School submits Charter Renewal to ASBCS
(b) School distributes desktop computers from computer lab to K-3 classrooms for student use
(c) Mobile laptop station, phase I, acquired for 4th-8th grades in mobilizing our technology
(d) Playground remodel and updated commenced – new equipment, updated/painted old equipment – phase I & II
(e) Commence pond project in school garden (K-8 project)
(f) Prepared playground wall for school-wide mural project

Please Note: Timelines are maintained to constantly do a self-monitoring of the progress of the school, as well as note any visible gaps, and these timelines support the serious intent of the school stakeholders as we continue our school-wide endeavor of putting the school on the map as among the A-rated charter schools in Arizona.

C

Arizona Academy of Science

October 2010 – March 2012

NOTABLES

- 1 of 8 schools in Arizona awarded the UnitedHealth Heroes Grant
  *Featured on News Channel 3
- Featured on Channel 12 News: Diamondbacks Math Probability (10/6/2011)
- Channel 10 News Anchor Woman, Kristy Siepken visited Kindergarten Class (3/8/2012)
- Arizona author, Conrad Storad to visit with students (3/29/2012)

- Awarded Runner-Up Status in the 2011 Disney Planet Challenge
  *Students presented project to students at Telios and All Aboard Charter Schools
  *Reduced school waste by over 55%
  *Intensive K-8 student recycling & composting program

- Partnered with various community companies and organizations, as follows:
  * Culture Cup Food Bank
  * Keep Phoenix Beautiful
  * College Hunks Hauling Junk
  * Lowe's Home Improvement
  * Grand Canyon University Baseball Team
  * Shred-It
  * United Healthcare
  * Beat-Street

- Non-School/Community Events hosted by Arizona Academy of Science:
  * Fall Festival (October 2010 & 2011) – Over 250 attendees
  * Thanksgiving Meal (November 2010 & 2011) – All students & 100% of PTO
  * Turkey Trot (November 2010 & 2011)** - Food raised for 10 families in 2011
  * Winter Event (December 2010 & 2011) – 48 families attended
  * Willow Home Tour (February 2011) - 16 interested families; 3 new students
  * Valentine's Dance (February 2011 & 2012) –85%students;100% PTO; 45% families
  * Coronado Home Tour (March 2011 & 2012) – 8 interested families; 3 new students
  * Family Movie Night (March 2011)
  * Broccoli & Taxes Community Event (April 2011)**; Scheduled for April 2012
  * Family Science Night (April 2011); Scheduled for April 2012
  * Science Fair (May 2011); Scheduled for May 2012
  **Denotes fundraising drives for community organizations

- Creation of School Groups & Organizations
  * Student Council
  * Parent Teacher Organization (PTO)
  - Over 16% of school's parents/guardians regularly participated in functions (2010/11)
  - Over 27% of school's parents/guardians regularly participate in functions (2011/12)
  * Principal's Reading Club
  * Student Alumni Council

- North Central Accreditation
  -June 2011: Submitted application to NCA; Site Visit (Jan 2012); 2nd Site Visit (Fall 2012)

PLEASE NOTE: PRIOR TO OCTOBER 2010, THE ABOVE GROUPS & ORGANIZATIONS, COMMUNITY PARTNERSHIPS, AND EVENTS (accept for the Fall Festival & Science Fair) DID NOT EXIST AT THE ARIZONA ACADEMY OF SCIENCE. We will continue building on making these events (and others to be created) apart of our school culture.

D1

March 20, 2012

To whom it may concern,

My daughter Dagny attends Kindergarten at Arizona Academy of Science (AZAOS) this year in 2012. My husband Robert and I live a few blocks away in the Willo District. We also have three younger children, Robert 4 yrs., Genevieve 3 yrs, and Thomas 1 yr. I am writing to tell you how happy we have been with Dagny's experiences at this school. We researched many private, public, and charter school options as well as homeschooling before deciding on AZAOS. Some options we looked at included St. Francis, Faith North Montesorri, All Saints, Veritas, Basis, and a Waldorf school in South Phoenix.

After taking a tour and speaking with Grant Creech, we decided to learn more about AZAOS. We attended several school events in the spring and felt an immediate kinship with the other families and teachers at this school. We decided to enroll Dagny in Kindergarten starting in 2011. Although we liked the first teacher Mrs. Mac, when she left in October we were open to the next teacher, Mrs. Davis. Mrs. Davis is an incredible teacher of young children and a wonderful person. She consistently amazes us with her teaching skills. Examples? Her class is infused with hands on math and science, which she seems to incorporate naturally into the curriculum at every turn. The children are constantly measuring, graphing, doing experiments, and graphing results. During a special event "Teddy Bear Tea Party" that families attended she and the children used the white board to graph out how many children liked sweet tea, lemon tea, and sun tea. The kids loved it.

I would say Mrs. Davis puts 110% effort into creating a wonderful learning environment for her classroom. From the smallest details like math manipulatives she has on hand, to planning special events like a reading festival with outside speakers, she makes the class a place that I would want to spend my days in if I was five again. I think the AZAOS Kindergarten is probably one of the best I could imagine, and this is all from a small charter school in the middle of the city. We feel blessed to have found it and her.

Robert and I have also talked with every teacher in all of the other grades and find them all a professional, warm, caring group of people. We are confident that Dagny's 1st grade experience will be lovely, and plan on enrolling our other children when they are old enough.

My only hope is that the board seriously considers creating a high school nearby. How beautiful if the relationships these children create in elementary school could be extended to the older grades 9 - 12. With the recent baby boom in Willo and downtown, there will be a continuing need for good schools close by. We can promise at least four pupils in the future.

Some things we like about AZAOS in no particular order:

1. The diversity of the classroom is a real reflection of our child's environment.

2. The campus is simple, peaceful, and beautiful.

D1

3. There is a focus on hands on inquiry based science learning instead of a lot of "screen" time that is trendy and in our opinion, damaging to learning.

4. We like the no cell phones in the classroom policy.

5. The family events are great. We liked Science Night, Movie Night, the Thanksgiving Turkey trot, and the Holiday party too.

6. The administration is "parent centered". We feel like they really listen and respect our opinions. We feel learning is a true parternship with the teachers.

7. The older kids watch out for the younger kids and there is a real sense of community and kindness.

8. This is a safe and comfortable school.

Thank you,

Michelle C Howard

Michelle and Robert Howard

510 West Almeria Rd. Phoenix, AZ 85003

(602) 253-4898

D2

March 19, 2012

Arizona Academy of Science
1875 North Central Avenue
Phoenix, AZ 85004
602-253-1199

To whom it may concern,

I am pleased to write a letter of recommendation for Arizona Academy of Science. In the Fall of 2011, Arizona Academy of Science welcome our children, Matthew Henderson and Clinton Henderson to attend school for the 2011 and 2012 school year. As such, the school is very responsible for our children to teaching and learning all general studies. They have learned enormously, comparing to another larger school, they have attended In the previous years. Thanks to Arizona Academy of Science with exceeding my expectation.

I would proudly recommend Arizona Academy of Science. Thank you for all your hard work and educating our children!

Sincerely,

Delmar Tsosie

Parent of Clinton & Matthew Henderson

D3

March 21, 2012

To Whom It May Concern;

This letter is in regards to Arizona Academy of Science School in Phoenix Az., my children have been to a private school which the tuition was way too high to keep up with in today's economy and to public school, I feel they get more of one on one attention from the teacher than they did in public school and the teacher has a better understanding of what my children need, I like that the classroom's are small and I know the school is growing every year just by seeing the parking lot getting fuller in the morning when dropping my children off to school, and by far I find this school (AAS) to be the best they have been too.

We have been to this school for nearly 3 years now and have noticed the difference in what they have learned, not just the regular academics but things like science of gardening, the literature, and in math, things that I don't remember reading or learning until I was in high school, I also like the fact that they have an EIP program for my son who does need it and the lunch program is great, giving the students the choice to bringing in their own lunch or to buy their lunch if they wish too, also the after school program, not many schools have an after school program that is open till 5pm.

I feel the staff is very professional and caring of all students, and very knowledge of what they are teaching to the students, I feel as though If I have any concerns or any questions I can always relay on the staff to help or to provide the answer that I am needing to hear or looking for, I know when a very important situation happens in school I know that the staff is ready to take charge of it and are right on top of it.

I have been to several PTO meetings in the past and knowing that the door is always open for anyone to join in is such a great feeling, and always knowing that the main topic is the students. That always brings a comfort to me.

Sincerely,

Annette Galarza

Annette Galarza
(parent of Daniel and Angela Galarza)

D4

To Whom It May Concern:

I am writing to recommend and support the Arizona Academy of Science as an exemplary educational institution. I can not see my daughter, Tiare Goss, attending any other school. This charter school provides a wonderful academic curriculum with focus on science, math and technology. These subjects are the most important to my child in this age of Information Technology. The school campus is beautiful and the class room sizes are small which adds to my child's positive education. The central location and diversity of the school is also very important factors why I entrust my daughter to this School. Everyday is exciting for my daughter who loves her school. She enjoys the staff, her pupils and the challenges that the school provides. I would recommend this school without reservation. Thank you for your time in this matter.

Sincerely,

Paul Goss

D5

Jeannine Hicks
7101 N. 36th Avenue, #101
Phoenix, AZ 85051
(602) 349-5218

March 19, 2012

Dear Sir/Ma'am:

My son Treyvon Johnson has attended Arizona Academy of Science since Kindergarten, he is now in the third grade. Over the past 4 years I have seen a lot of changes, all for the better with the school. My son loves attending school and we both love not only the teachers, but also the staff of the school. I feel my son is being challenged with the daily assignments he completes in school, but he is able to complete the work with little or no help from me and I believe this has much to do with the small class sizes at the school where each student receives individual attention to help the student learn at their own pace.

The Principal's reading program has him looking forward to reading as many books as possible, the reading has also helped in completing daily homework assignments. This year I noticed the monthly student assemblies where I personally receive a call from the front office letting me know that my son is up for an award and to give me the date and time of the assembly. I believe the assemblies also make the other students work harder so they may be recognized the following month in from of the other students and parents for their hard work.

The after school program on campus is also a great change this year. My son remains at the school where teachers and staff are available to help with homework and he also has more time to spend with his classmates which tends to help with his social skills. My son looks forward to school each and every day, he tells me about his day and all of the things he has learned and I am glad that I made the decision to enroll him in this school, if you have any questions or would like to speak with me directly, please feel free to contact me at the number above.

Thank you,

Jeannine Hicks

AIMSweb®

Arizona Academy of Science and Technology

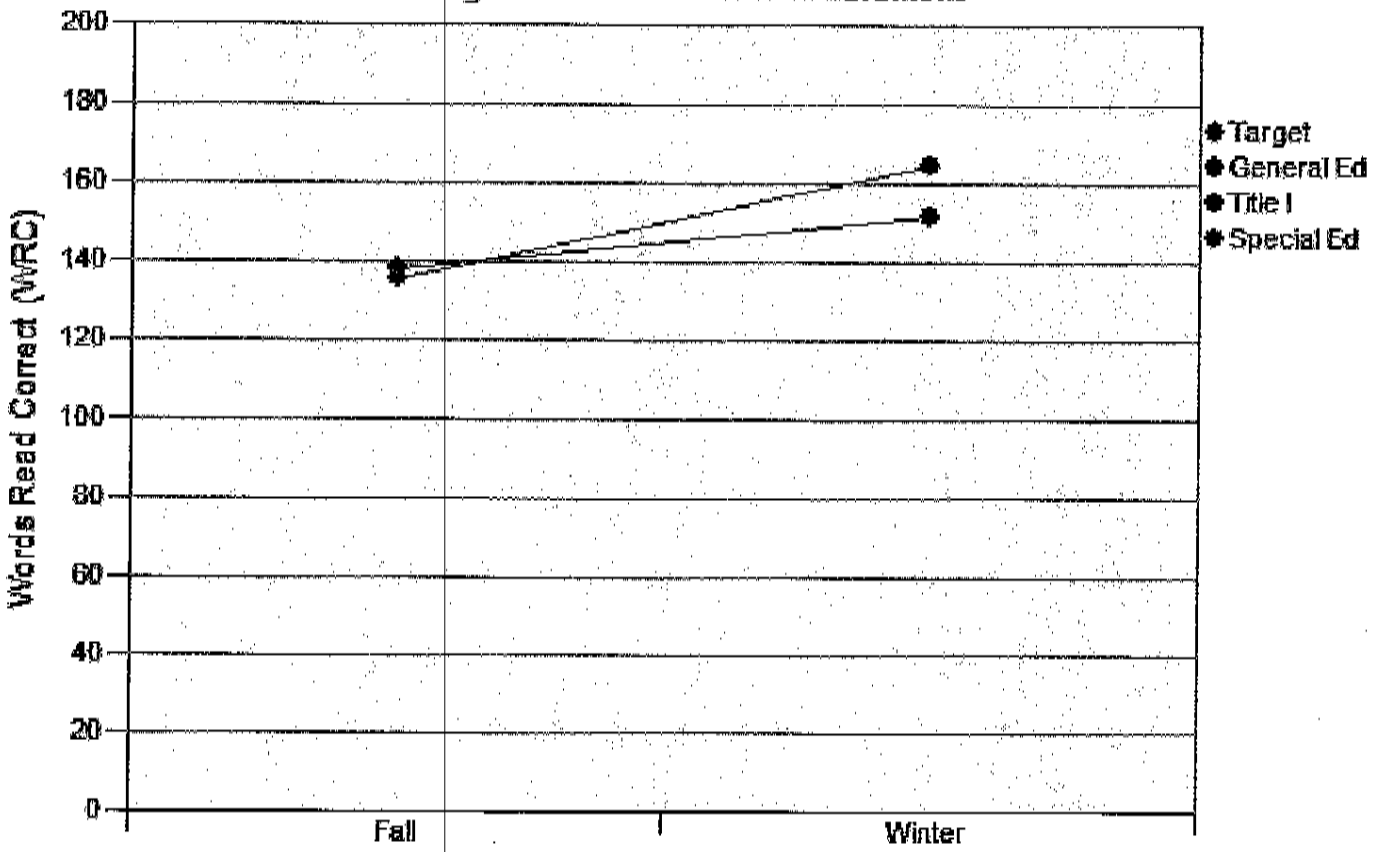
Year: 2011-2012

E1

FILTER:
Display: Current Year
Target Sets: AIMSweb Defaults 2011-2012
Correlation Point: Service Code

Average Score by Service Code

Arizona Academy of Science and Technology - Arizona Academy of Science and Technology
Grade 8 : 2011-2012 School Year
Reading - Curriculum Based Measurement



Benchmark Period

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	Fall	Winter	Growth Rate
Target	138.0	151.0	0.7 WRC/week
General Ed	135.3	164.2	1.6 WRC/week
Title I	N/A	N/A	N/A
Special Ed	N/A	N/A	N/A

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AIMSweb®

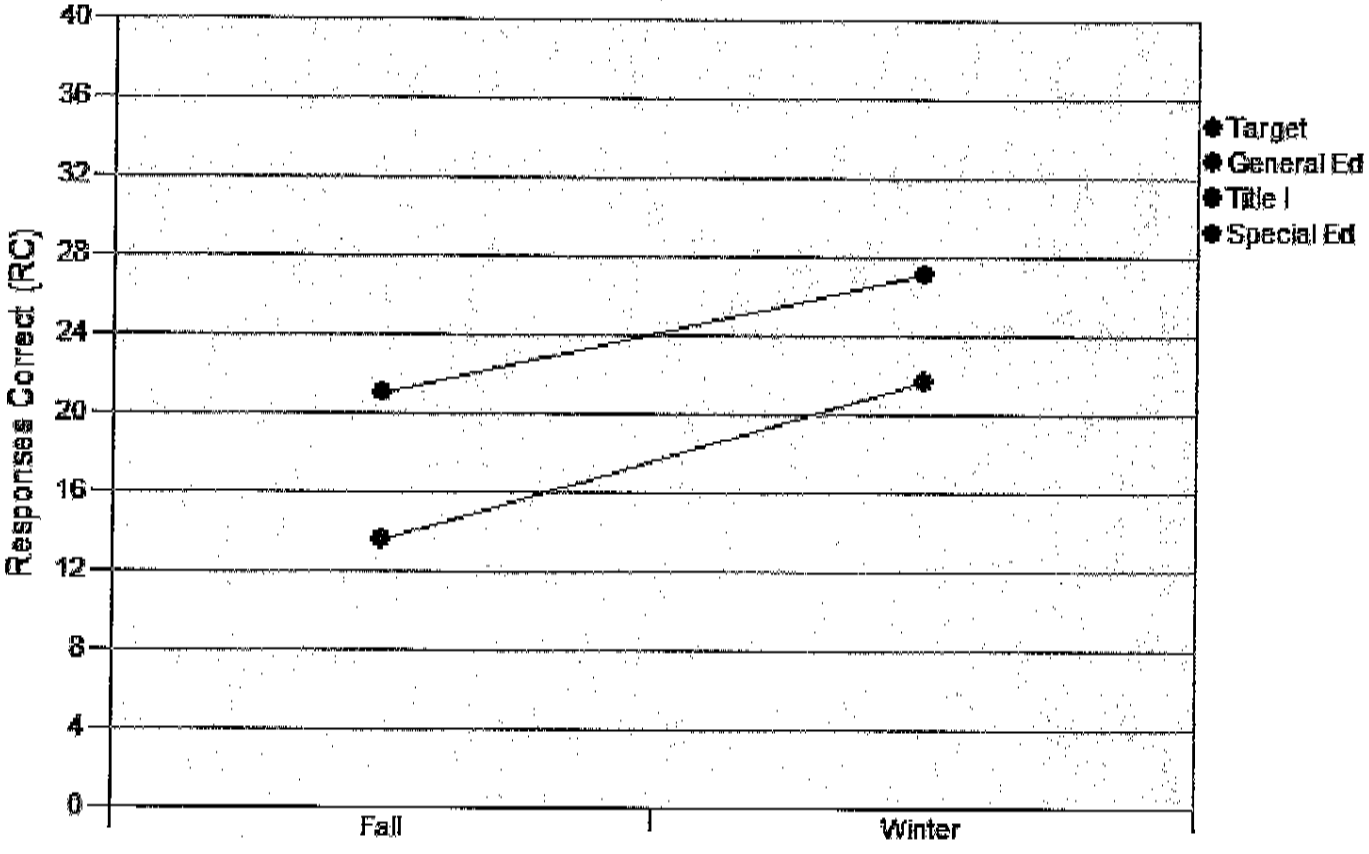
Arizona Academy of Science and Technology
Year: 2011-2012

E2

FILTER:
Display: Current Year
Target Sets: AIMSweb Defaults 2011-2012
Correlation Point: Service Code

Average Score by Service Code

Arizona Academy of Science and Technology - Arizona Academy of Science and Technology
Grade 6 : 2011-2012 School Year
MAZE - Comprehension



Benchmark Period

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	Fall	Winter	Growth Rate
Target	21.0	27.0	0.3 RC/week
General Ed	13.5	21.7	0.5 RC/week
Title I	N/A	N/A	N/A
Special Ed	N/A	N/A	N/A

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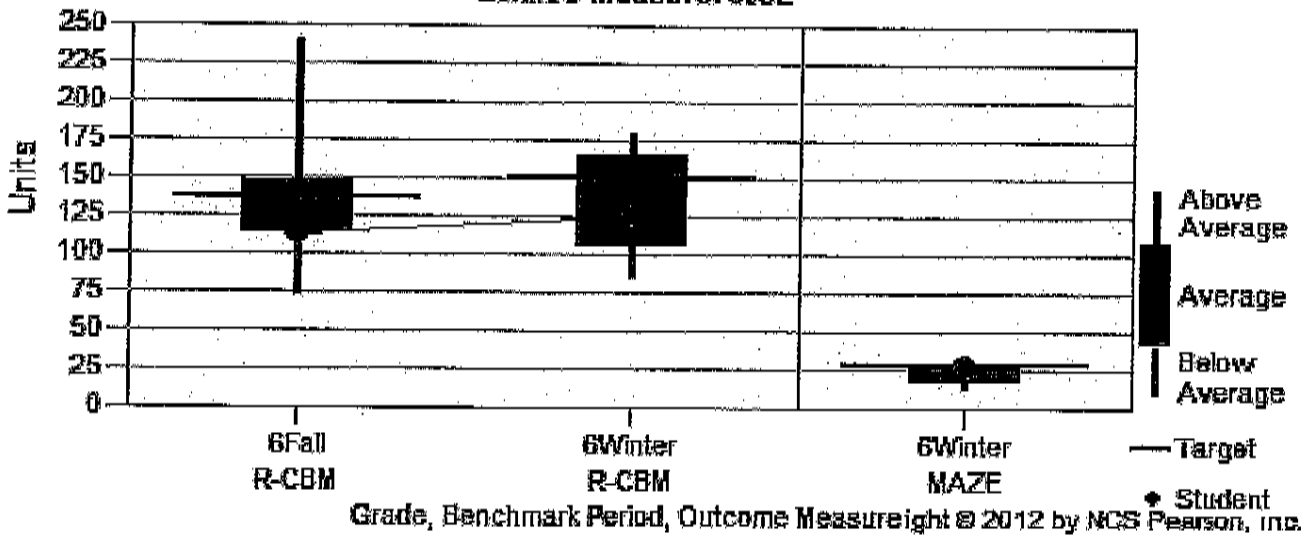
E3

Aggregate (non-stratified) norms will be used when stratified norms are unavailable.

Reading Improvement Report for 2011-2012 School Year

Arizona Academy of Science and Technology - Arizona Academy of Science and Technology
[redacted] (Grade 6)
Compared To: Arizona Academy of Science and Technology
All Measures
Lexile® Measure: 805L



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Benchmark Comparison: Arizona Academy of Science and Technology

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Lexile Measure	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2011-2012	6	113	125		Average	805L	Continue Current Program
MAZE - Comprehension (MAZE)	2011-2012	6		26		Above Average	805L*	Consider Need for Individualized Instruction

*Note: Visit **Find a Book, AIMSweb** (http://www.lexile.com/fab/aimsweb/?lexile_m=805L) to search for books at the student's reading level. Lexile measures are only reported for the most recent Benchmarking period. If a student has both R-CBM and MAZE scores for this benchmark period, only the Lexile measure based on R-CBM is reported as it is the more accurate estimate.

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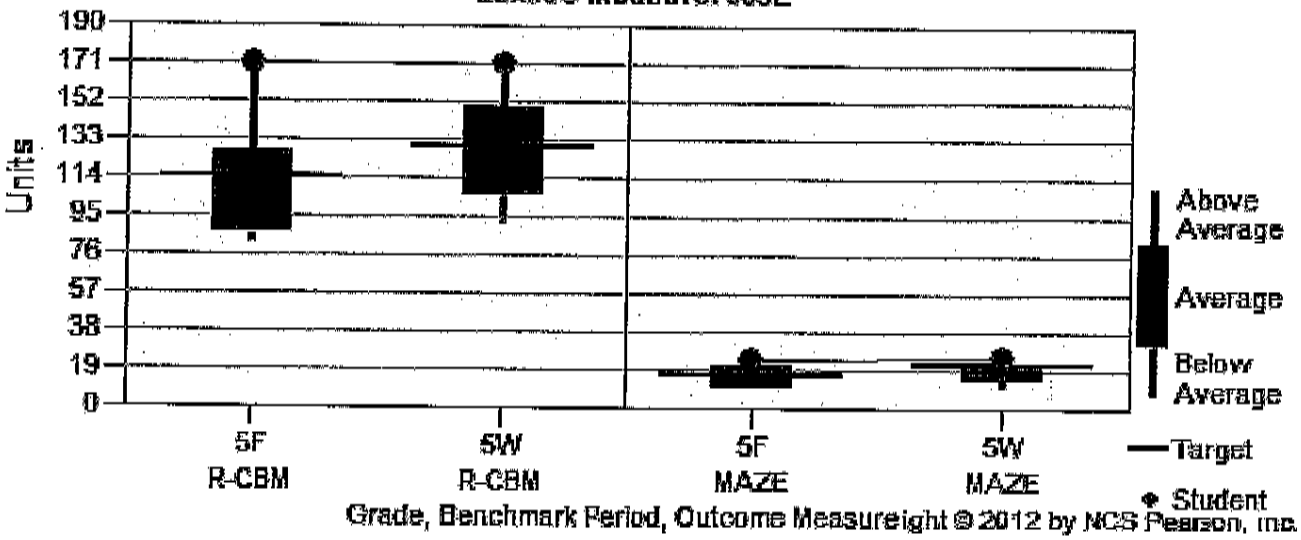
E4

Aggregate (non-stratified) norms will be used when stratified norms are unavailable.

Reading Improvement Report for 2011-2012 School Year

Arizona Academy of Science and Technology - Arizona Academy of Science and Technology
[redacted] (Grade 5)
Compared To: Arizona Academy of Science and Technology
All Measures
Lexile® Measure: 905L



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Benchmark Comparison: Arizona Academy of Science and Technology

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Lexile Measure	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2011-2012	5	170	170		Above Average	905L	Consider Need for Individualized Instruction
MAZE - Comprehension (MAZE)	2011-2012	5	24	25		Above Average	905L*	Consider Need for Individualized Instruction

*Note: Visit **Find a Book, AIMSweb** (http://www.lexile.com/fab/aimsweb/?lexile_m=905L) to search for books at the student's reading level. Lexile measures are only reported for the most recent Benchmarking period. If a student has both R-CBM and MAZE scores for this benchmark period, only the Lexile measure based on R-CBM is reported as it is the more accurate estimate.

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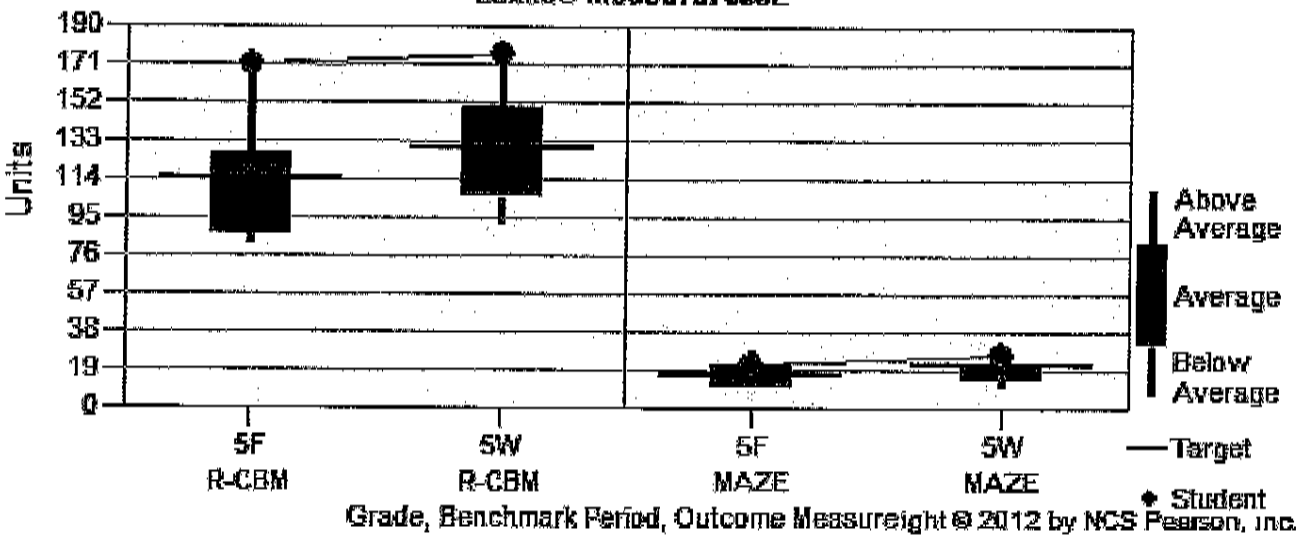
E5

Aggregate (non-stratified) norms will be used when stratified norms are unavailable.

Reading Improvement Report for 2011-2012 School Year

Arizona Academy of Science and Technology - Arizona Academy of Science and Technology
[redacted] (Grade 5)
Compared To: Arizona Academy of Science and Technology
All Measures
Lexile® Measure: 935L



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Benchmark Comparison: Arizona Academy of Science and Technology

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Lexile Measure	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2011-2012	5	170	176		Well Above Average	935L	Consider Need for Individualized Instruction
MAZE - Comprehension (MAZE)	2011-2012	5	21	26		Well Above Average	935L*	Consider Need for Individualized Instruction

*Note: Visit **Find a Book, AIMSweb** (http://www.lexile.com/fab/aimsweb/?lexile_m=935L) to search for books at the student's reading level. Lexile measures are only reported for the most recent Benchmarking period. If a student has both R-CBM and MAZE scores for this benchmark period, only the Lexile measure based on R-CBM is reported as it is the more accurate estimate.

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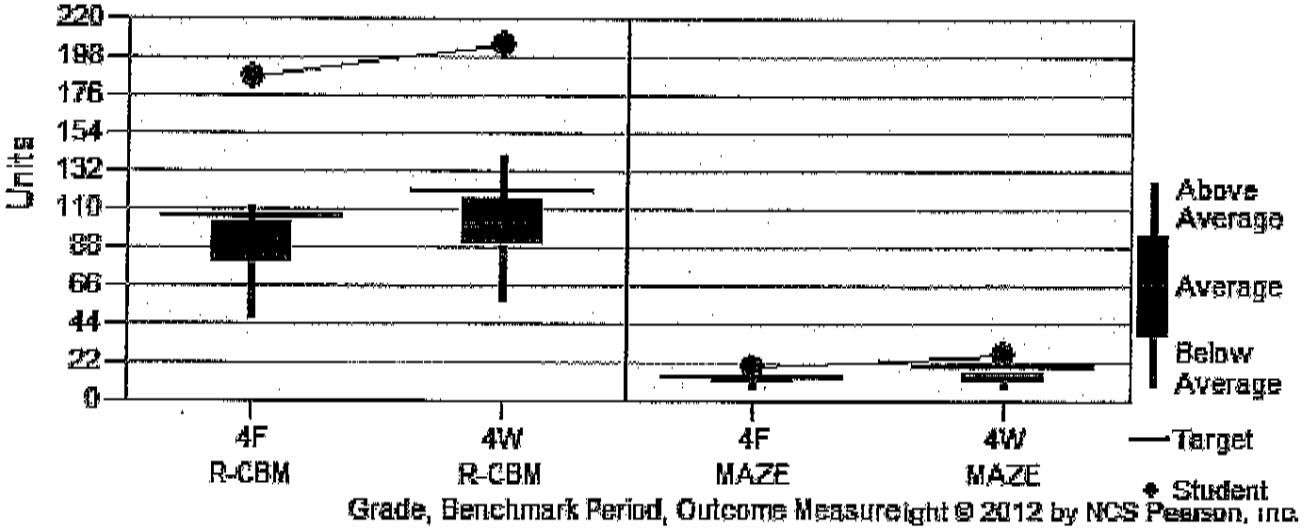
E6

Aggregate (non-stratified) norms will be used when stratified norms are unavailable.

Reading Improvement Report for 2011-2012 School Year

Arizona Academy of Science and Technology - Arizona Academy of Science and Technology
[redacted] (Grade 4)
Compared To: Arizona Academy of Science and Technology
All Measures
Lexile® Measure: 1025L



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Benchmark Comparison: Arizona Academy of Science and Technology

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Lexile Measure	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2011-2012	4	186	205		Well Above Average	1025L	Consider Need for Individualized Instruction
MAZE - Comprehension (MAZE)	2011-2012	4	19	26		Well Above Average	1025L*	Consider Need for Individualized Instruction

*Note: Visit **Find a Book, AIMSweb** (http://www.lexile.com/fab/aimsweb/?lexile_m=1025L) to search for books at the student's reading level. Lexile measures are only reported for the most recent Benchmarking period. If a student has both R-CBM and MAZE scores for this benchmark period, only the Lexile measure based on R-CBM is reported as it is the more accurate estimate.

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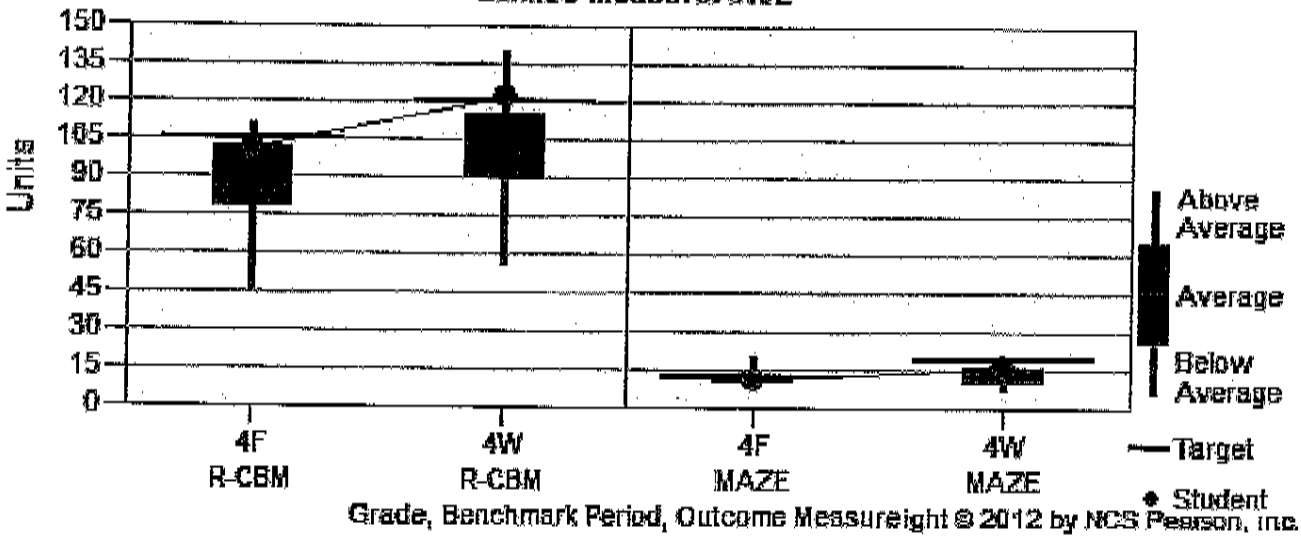
E7

Aggregate (non-stratified) norms will be used when stratified norms are unavailable.

Reading Improvement Report for 2011-2012 School Year

Arizona Academy of Science and Technology – Arizona Academy of Science and Technology
[redacted] (Grade 4)
Compared To: Arizona Academy of Science and Technology
All Measures
Lexile® Measure: 610L



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Benchmark Comparison: Arizona Academy of Science and Technology

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Lexile Measure	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2011-2012	4	101	122		Above Average	610L	Consider Need for Individualized Instruction
MAZE - Comprehension (MAZE)	2011-2012	4	11	16		Above Average	610L*	Consider Need for Individualized Instruction

*Note: Visit **Find a Book, AIMSweb** (http://www.lexile.com/fab/aimsweb/?lexile_m=610L) to search for books at the student's reading level. Lexile measures are only reported for the most recent Benchmarking period. If a student has both R-CBM and MAZE scores for this benchmark period, only the Lexile measure based on R-CBM is reported as it is the more accurate estimate.

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AIMSweb®

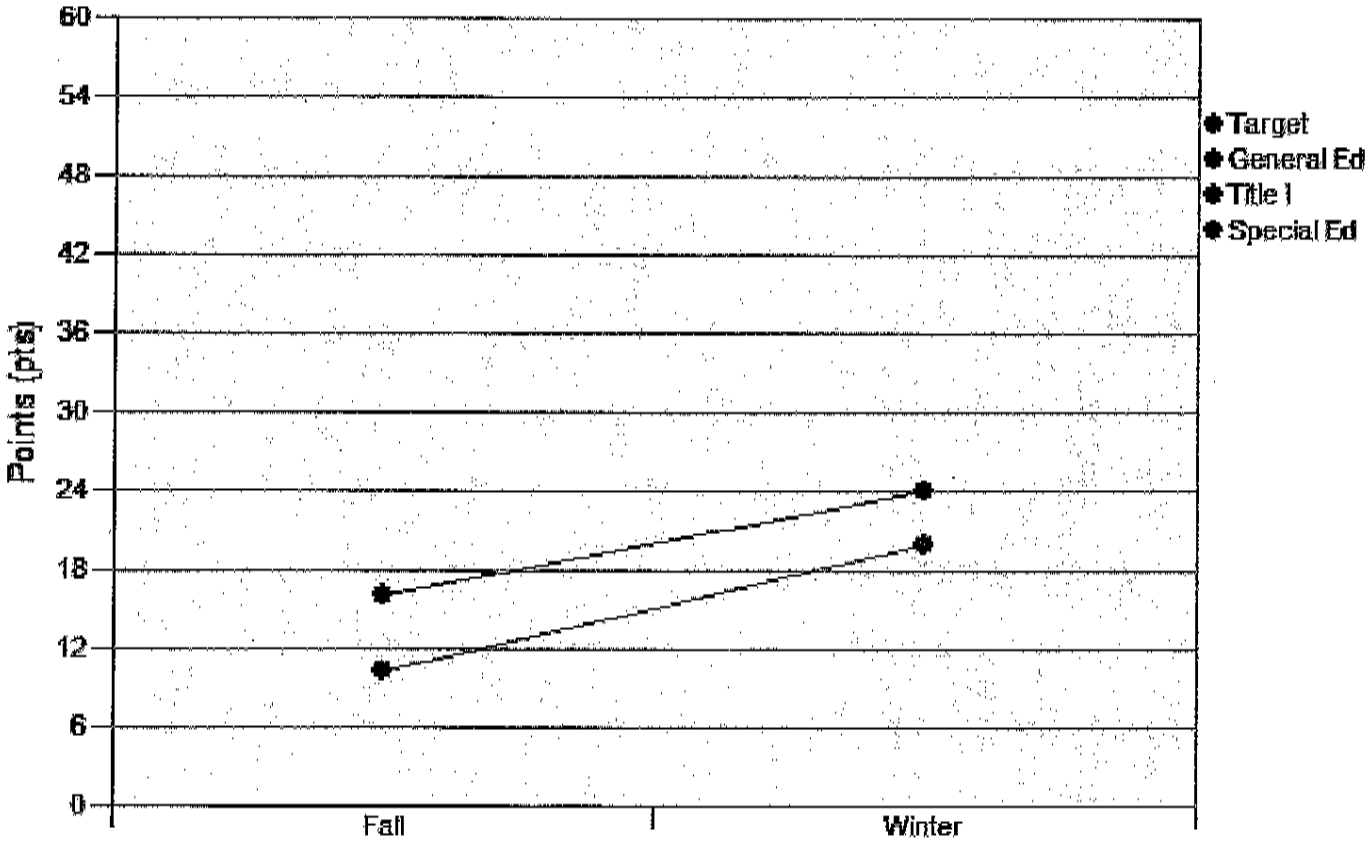
Arizona Academy of Science and Technology
Year: 2011-2012

F1

FILTER:
Display: Current Year
Target Sets: AIMSweb Defaults 2011-2012
Correlation Point: Service Code

Average Score by Service Code

Arizona Academy of Science and Technology - Arizona Academy of Science and Technology
Grade 6 : 2011-2012 School Year
Math Computation



Benchmark Period

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	Fall	Winter	Growth Rate
Target	16.0	24.0	0.4 pts/week
General Ed	10.1	19.9	0.5 pts/week
Title I	N/A	N/A	N/A
Special Ed	N/A	N/A	N/A

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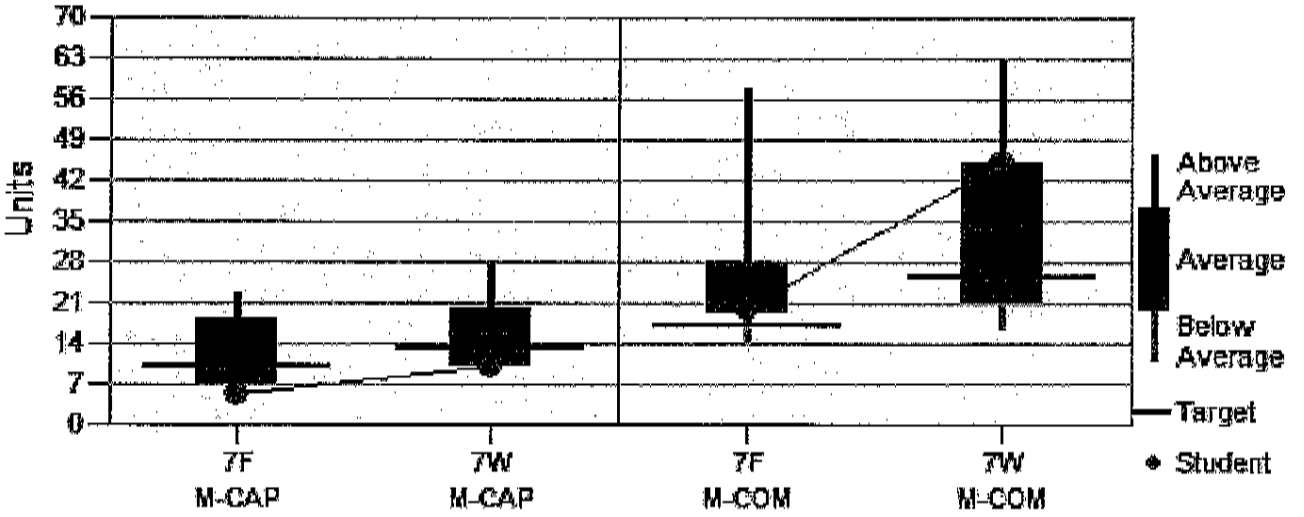
F2

Mathematics Improvement Report for 2011-2012 School Year

rizona Academy of Science and Technology - Arizona Academy of Science and Technology
[redacted] (Grade 7)
Compared To: Arizona Academy of Science and Technology
All Measures



Grade, Benchmark Period, Outcome Measureright © 2012 by NCS Pearson, Inc.

Benchmark Comparison: Arizona Academy of Science and Technology

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Instructional Recommendation
Mathematics Concepts and Applications (M-CAP)	2011-2012	7	5	10		Average	Continue Current Program
Math Computation (M-COMP)	2011-2012	7	20	45		Above Average	Consider Need for Individualized Instruction

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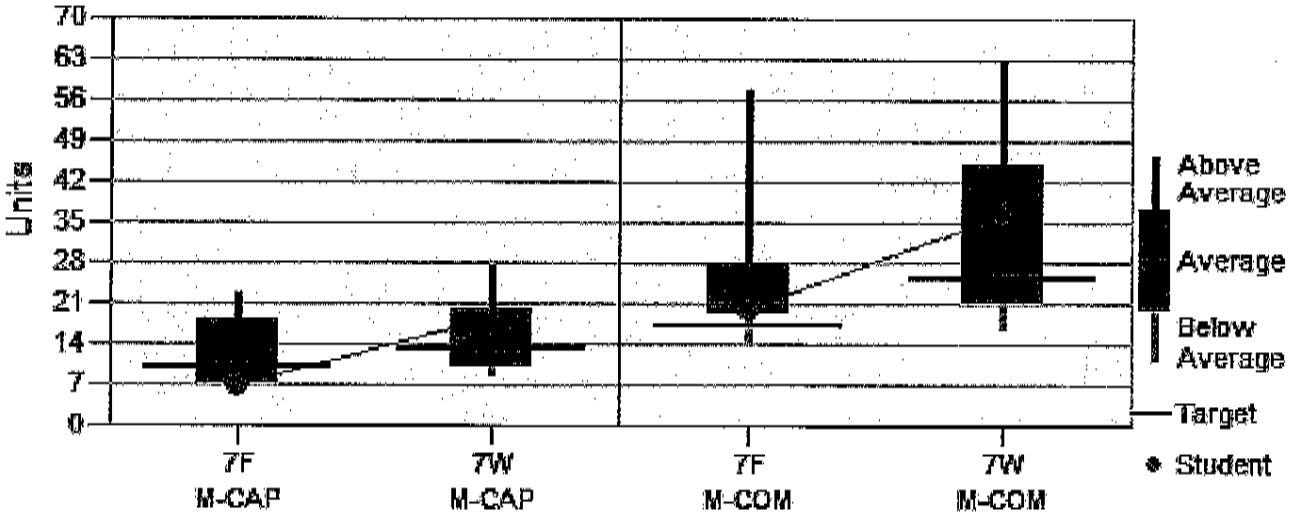
F3

Mathematics Improvement Report for 2011-2012 School Year

rizona Academy of Science and Technology - Arizona Academy of Science and Technology
[redacted](Grade 7)
Compared To: Arizona Academy of Science and Technology
All Measures



Grade, Benchmark Period, Outcome Measureright © 2012 by NCS Pearson, Inc.

Benchmark Comparison: Arizona Academy of Science and Technology

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Instructional Recommendation
Mathematics Concepts and Applications (M-CAP)	2011-2012	7	7	18		Average	Continue Current Program
Math Computation (M-COMP)	2011-2012	7	20	36		Average	Continue Current Program

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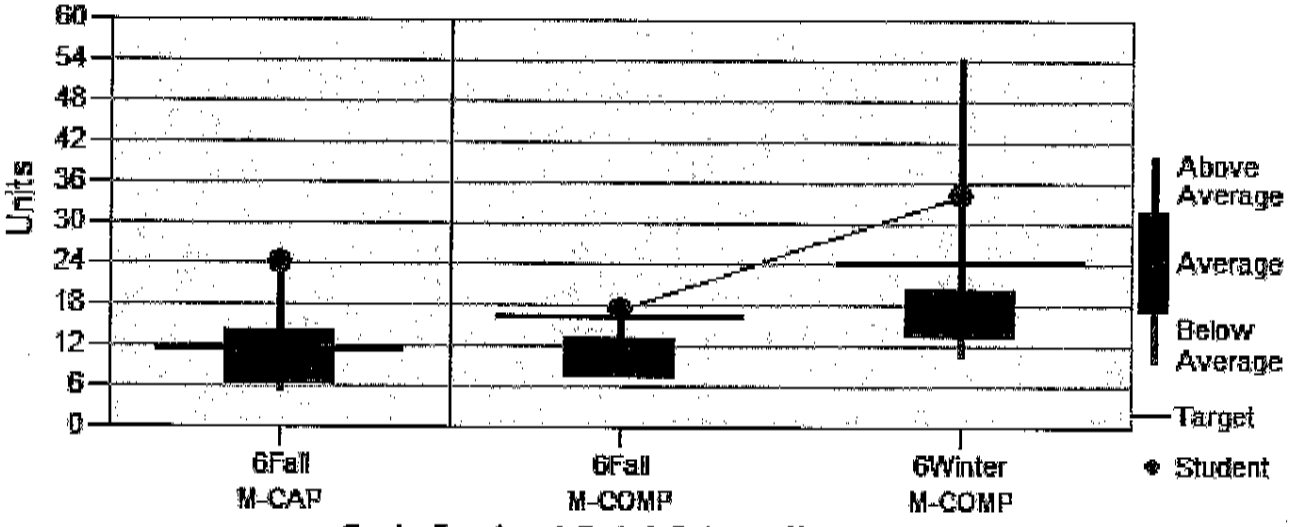
F4

Mathematics Improvement Report for 2011-2012 School Year

rizona Academy of Science and Technology - Arizona Academy of Science and Technology
[redacted](Grade 6)
Compared To: Arizona Academy of Science and Technology
All Measures



Grade, Benchmark Period, Outcome Measure

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Benchmark Comparison: Arizona Academy of Science and Technology

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Instructional Recommendation
Mathematics Concepts and Applications (M-CAP)	2011-2012	6	24			Well Above Average	Consider Need for Individualized Instruction
Math Computation (M-COMP)	2011-2012	6	17	34		Above Average	Consider Need for Individualized Instruction

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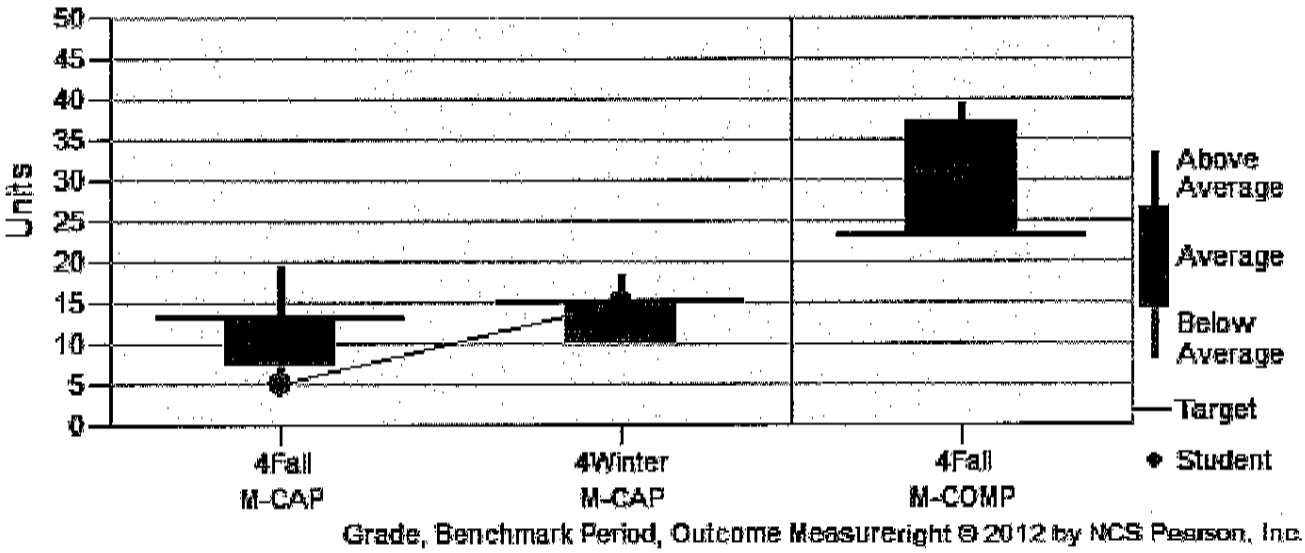
F5

Mathematics Improvement Report for 2011-2012 School Year

rizona Academy of Science and Technology - Arizona Academy of Science and Technology
[redacted] (Grade 4)
Compared To: Arizona Academy of Science and Technology
All Measures



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Benchmark Comparison: Arizona Academy of Science and Technology

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Instructional Recommendation
Mathematics Concepts and Applications (M-CAP)	2011-2012	4	5	15		Above Average	Consider Need for Individualized Instruction
Math Computation (M-COMP)	2011-2012	4	31			Average	Continue Current Program

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This increased student performance is believed to be directly correlated to all of the administrative, instructional, and personnel changes and modifications since October 29, 2010. As a school we are excited at the level and evidence of positive student growth in reading and language arts as a whole.

Several examples from AIMSweb assessments have been attached (Ref: Exhibits F1-F6) both at the individual level and grade level, indicating the increase in student performance and growth from November 2011 – February 2012. For instance, very similar to our reading scores, at the grade level, the 6th grade demonstrated a greater level of student progression than the national target rate (6th grade (computation): 0.5 WRC/wk (AZAOS) v. 0.4 WRC/wk (Target)).

Professional Development: 2011-2012

Month	**Development / Training**	**Audience**
August 2011	* Spalding Reading Workshop * Classroom Management * Effective Classroom Strategies	All Staff
September 2011	*North Central Accreditation *School Improvement	All Staff
October 2011	* AIMSweb Training * McKinney-Vento Training	All Staff
November 2011	* Engaging Students & Adults * Teacher Responsibilities * Time on Task * Reviewing Testing Data	All Staff
January 2012	*AIMS Preparation I * Charter School Responsibilities * North Central Accreditation * Successful Report Card Commentary	All Staff
February 2012	* AIMS Preparation II * Interventions & Strategies I	All Staff
March 2012	*AIMS Preparation III * Interventions & Strategies II	All Staff