

## STANDARDIZED TEST DATA

**1999-2000:** It was found that students scored at national norm levels on ITBS/TAP tests (Iowa Test of Basic Skills/Tests of Achievement and Proficiency - the standardized tests given at that time). These same students scored lower on PA (Performance Assessment tests; no multiple-choice test items) tests in verbal and math. Many skill deficiencies were noted.

**2000-2001:** The same trend was noted on ITBS/TAP tests, but PA tests showed significant gains in most skill areas. There were still weaknesses in Verbal and Math. (These skills became strengths by the time these students reached grade 10.)

**2001-2002:** State Direct Writing & Math tests placed Academy students well above State and District data. The scores are based on a 5 point scale.

- 92% of 8th graders scored above a 3 in writing, 65% above a 3 in math and 95% of 11th graders scored above a 3 in writing.
- Longitudinal data from grades 7-9 showed statistically significant gains on PA tests.
- Students in grades 11 and 12 scored significantly above PA national norms – both in Communication Arts and Math.
- This was the first year that “time in the Academy” tended to show significant longitudinal gains.

**2002-2003:** First year for the ISAT tests (Idaho Standards Achievement Test).

- Lexile framework scores (reading) were showing students in all grades scoring reading levels 2-3 grades higher than their resident levels, and most students surpassed the 75% comprehension level set by the state.
- The ISAT Language and Math scores were the highest in the State. Students in 10th grade at the Academy significantly out-performed both State and District scores on “proficient” and “advanced” skill categories. The longer the students were at the Academy, the higher the scores.
- PA test data showed significant gain in longitudinal results (Verbal and Math) with students from grade 7-10.

**2004-2006:** Two PA tests were introduced to the Academy in 2004/2005. These were the Writing Assessment Program (WrAP) and the Comprehensive Testing Program (CTP4). There were several reasons for these selections; one was their close association with the SAT, and the other was their use in private independent schools and selected suburban public schools. Both are performance assessment tests and were given to 10th grade Academy students.

- Average (mean ) Academy score for writing test - 1432 This score is at the 95th national, independent school, and suburban public schools percentile level.
- Average (mean) Academy score for the math test - 387 This score is at the 90th national, independent school, and suburban public schools percentile level, 50% of the rest were in the top 10 percentile range.

## COLLEGE ADMISSION TEST DATA

The data used for the college admission test results is drawn from the graduating classes of 2004, 2005 and 2006. (Mean GPA = 3.3 or B+)

**PSAT:** The average (mean) PSAT score places the Academy students at the 75th percentile. 28% of the students were above the 90th percentile.

**ACT:** The average (mean) ACT score is 26 and places the Academy students at the 86th percentile. The standard deviation is only 8, so the distribution of scores is very tight. 57% of the students were in the top 14% of the national percentile distribution.

**SAT:** 87% of the students took the SAT. The average (mean) SAT scores are 597 verbal (77th national percentile), Math 602 (74th national percentile) and a total score of 1200 (78th national percentile). Note: Writing is not included in these results. Basically, the Academy total SAT score places 55% of the students in the upper 20% of the national percentile distribution.

### **AP DATA**

Total score scale on AP tests is 1 to 5.

In spring of 2006 there were a total of 36 AP tests taken at the Academy. The average (mean) score was 3.3. 81% of the scores were 3+.

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| English Lang/Lit Comp | 3.6 |
| History/Government    | 3.3 |
| Math/Calculus         | 3.0 |

### **SUMMARY**

Dr. Clock's data reveals:

- Students entering the Academy scored at about the average (mean) national percentile level. Skill weaknesses were reported to the teaching staff.
- Significant longitudinal skill gains were seen after 1 year at the Academy.
- PA test results show significant longitudinal gains over time – the longer at the academy, the higher the gain.
- State tests show students significantly above State standards. Most students operating in the upper 10-20 percentile point ranges.
- Most students perform in upper 10 percentile ranges on tests designed for private independent school and selected suburban school norms.
- College admission test scores are consistently averaging in the upper 25 percentile ranges.