

SCIENTIFIC RESEARCH

QUASI-EXPERIMENTAL

Struggling High School Students Using Accelerated Math Pass AIMS Test

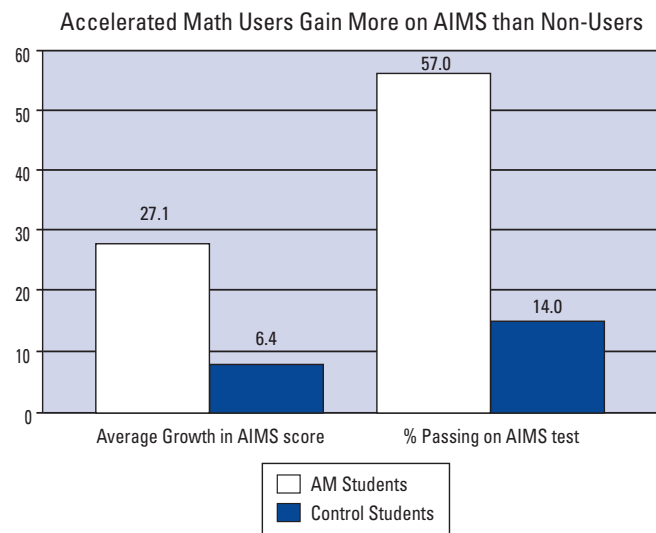
All Students Using Accelerated Math Demonstrate Gains on AIMS

Source: Dr. Marilyn Semones, superintendent, Mammoth-San Manuel School District, and Dr. Robert M. Springer, SaddleBrooke Community Outreach

Research conducted during 2003–2004

Introduction

Four times as many sophomore students at San Manuel High School who did not pass the Arizona Instrument to Measure Standards (AIMS) test, required for graduation, passed after participating in a targeted math course using Accelerated Math. Fifty-seven percent of the students who took the AIMS Accelerated Math Class passed a retest of the AIMS math test during their junior year, compared to 14% for matched students who did not take the class.



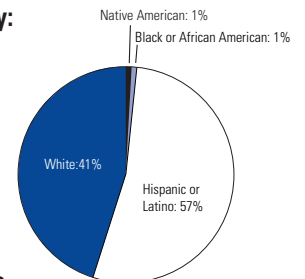
School Profile

San Manuel High School
Students: 398, Grade: 9–12
San Manuel, Ariz.

Demographics

Rural
Free or reduced lunch: 73%

Race/Ethnicity:



Main Findings

- More students using Accelerated Math in a special AIMS math class (57%) passed a retake of the AIMS test than those students who did not use Accelerated Math (14%).

Educator Background

Dr. Marilyn Semones was in education for more than 30 years before retiring in January of 2004 from Mammoth San-Manuel Unified School District #8. She received her Masters degree from Longwood College in Virginia, her Specialist degree from East Carolina University in North Carolina, and her Ph.D. from Iowa State University.

Dr. Robert M. Springer spent 40 years in telecommunications before retiring and entering education. He has since taught at the university level and in 1999 started Project Catapult, a tutoring program, which he started by tutoring math at San Miguel High School.

(more information on back)

