Concordia Charter School – Navajo Mission
¼ E of Hwy 191 and N of Navajo 12
Round Rock, AZ 86547
480-461-0555
December 2013

In 2010 Concordia Charter School - Navajo Mission opened on the site of the Navajo Evangelical Lutheran Mission in Rock Point. The mission had run a private Christian school on the site since the late 1950's. The private school was struggling to educate the children at the mission school for at least the last 5 years. The school administration was in disarray and few of the teachers or staff held a bachelor's degree at the time Concordia was asked to take over. The school had never participated in any Arizona testing so the only students who had ever taken AIMS had transferred in. There was no current testing data for any student. 99% of the students are Native American/Navajo.

In the spring of 2010 Concordia was asked to evaluate the conditions of the private school. On the days of the visit only the kindergarten classroom was working on any form of academic instruction. The other classes were playing and doing art throughout most of the days. When interviewing staff about what their curriculum was we were told that they had been given Core Knowledge books to use. They said they had no training or idea what to do with the materials. The principal would bring in new things every month and change things around. The site had an abundance of outdated trade books, all donated by well meaning folks from across the country. The school was not without supplies of pencils, paper, colored prints, markers, construction paper and every type of art supply one could think of. The school had a nice small library of good reading books for children although it was never organized for use.

After meeting with the mission's board of directors it was decided that Concordia Charter School-Navajo Mission would open in August. Working tirelessly from May through August, Concordia cleaned out the school, hired and trained a teaching staff, had a fire alarm system installed, got internet and telephone connectivity, and acquired computers and furniture.

In late July the teachers were brought on for two weeks of training before school began. The mission school had a partnership with Knox College, located in Galesburg, Illinois. The partnership continues with Concordia, both on the reservation school as well as the Mesa site. Knox professors provided invaluable training in classroom management and reading instruction for all teachers. Reading Horizons, Saxon Math and Core Knowledge training was provided also. The site director had extensive training in Core Knowledge and assisted in aligning the school curriculum to the state standards. A curriculum map was created and a full year teaching calendar was provided to each teacher for planning lessons and assessments.

The majority of the students that were enrolled at the mission school continued on when Concordia took over. School opened at the end of August, 2010 with 67 students and maintained that enrollment for the two years Concordia operated at Rock Point.

Unfortunately the Mission board decided to take the school back to private in the summer of 2012 and Concordia Charter School – Navajo Mission found itself without a home. About 1/3 of the students continued on in 2012/2013 at the private school. Three of the students relocated to Mesa so they could continue at Concordia, and the remaining students enrolled in a Red Mesa School, the Rock Point Community School (BIE) or chose homeschooling.

The board of directors of Concordia was resolute in its desire to reopen a school on the Navajo Reservation and was able to negotiate with the Round Rock Chapter to locate a school on Chapter House

property. Round Rock is approximately 15 miles from Rock Point, and many of the Concordia students live between the two sites. The school was preparing to use the 2013/2014 school year to get a facility built and reestablish a school community. In July 2013 the school was notified by ASBCS staff that it would need to open for the 2013/2014 school year or the site would be closed permanently.

With just seven weeks to get started, Concordia literally built a school from scratch. Two portable classrooms were brought in from Phoenix, all electrical and plumbing lines were installed, the state fire marshal broke all deadlines, inspecting and approving the site with just 5 days notice. All furniture, equipment and supplies were gathered and the school staff hired (the majority being former employees from the Rock Point site). The ASBCS approved the change of location on September 3rd and the school opened officially on September 4th with 10 students. By the end of the second week enrollment doubled and is currently serving 20 students in grades K-3.

The greatest challenge Concordia Navajo Mission has faced this year is being able to maintain internet connectivity. While the school is amply supplied with computers (1 computer/2 student ratio) the telephone and internet service are intermittent. All students have been benchmark tested and will be assessed again the second week of December. Another challenge is the high transient rate for students. With as small a population the school currently has, the school continues to enroll new students and lose students.

There are currently an administrator, two teachers and two classroom aides plus a bus driver and a cook for this site. Staff in-service is held weekly. All instructional staff has been trained in the new Core Knowledge Language Arts program, Renaissance Learning Star programs, and Saxon Math. Teachers review individual student assessments for the week and work on differentiation of instruction.

Because there were no students in the 2012/2013 school year, Concordia has no state testing data to add to its existing DSP. All data and charts provided in this report are from fall 2013 for students newly enrolled. The reopened site is only serving K-3 so of the students currently enrolled, only two were with the school at its previous site. One student was retained in third grade and the other student began school at the new site but has since transferred to Concordia's Mesa site. All other students have just this fall's data points. The transient nature of our population is reflected in our data as some students were assessed in math and not reading and vise-a-versa.

1A Student Median Growth Percentile – Reading and Math

- In accordance with its contract with the Arizona State Board for Charter Schools, Concordia uses the Core Knowledge Sequence. In the summer of 2013, Concordia adopted the new Core Knowledge Language Arts program. In the words of the Core Knowledge Foundation, "The Core Knowledge Language Arts (CKLA) program is based on decades of cognitive science research revealing that reading is a two-lock box, a box that requires two keys to open. The first key is decoding skills, which are addressed in the Skills strand of the CKLA program. The second key is oral language, vocabulary, and background knowledge sufficient to understand what is decoded. These are covered in the Listening & Learning strand. Together, these two strands unlock a lifetime of reading for all children. Using this approach, the CKLA program not only meets the Common Core State Standards, it exceeds them." Individual instruction is also supplemented using Renaissance Learning's STAR Reading program and benchmark assessments are also done through STAR Reading.
- Concordia has adopted the Saxon Math curriculum for all math instruction and is currently teaching one grade level above the actual grade, so Kindergarten is using First Grade math, First grade is using Second Grade math, etc. Student benchmark assessments are done through STAR Math. Individual instruction is also supplemented with ALEKS. ALEKS is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained.

Reading:

- For our primary form of assessment, we use Renaissance Learning's Star Literacy for grades one through third. Kindergarten is assessed using Star Early Literacy. Six of the nine kindergarteners were approaching the bench and three students were considered significantly at risk. Of the three first graders assessed, two were approaching benchmark and one was considered significantly at risk. Three second graders were assessed with one approaching benchmark and two were significantly at risk. The two students in third grade both tested as approaching the benchmark.
- The focus on reading and is to introduce students to Core Knowledge. Core Knowledge gives them a broader knowledge of the world, culture and science at the same time, in order to develop a larger vocabulary.
- Again, using Core Knowledge in History and Science helps the students' comprehension. By following the Core Knowledge outline and introducing students to a rich knowledge of vocabulary helps increase their reading scores. The native students have limited exposure to the outside world and global view points. The Core Knowledge sequence is a culturally rich, rigorous academic curriculum that challenges them. The material taught exposes the students to the same concepts the majority of non-reservation students are being taught.

Below is the Kindergarten Early Literacy assessment. The kindergarten scores are indicative of the lack of comprehensive early childhood instruction. There is no longer a Head Start program in Round Rock. Four of the students met standards overall, three are approaching and two are falling far below. All students display difficulty with using context to determine the meaning of words. Again, we hope to overcome this by providing a culturally rich curriculum as Core Knowledge.

Blue - Meets Green -Approach Red on Watch	Student 1	2	3	4	5	6	7	8	9
With prompting and support, ask and answer questions about key details in a text.									
With prompting and support, retell familiar stories including key details.									
With prompting and support, identify characters, setting, and major events.									
With prompting and support, ask and answer questions about unknown words.									
Identify common types of text and the parts of a book.									
With prompting and support, name and define the roles of a text's author and illustrator.									
With prompting and support, describe the relationship between the illustrations and the text.									
With prompting and support, identify the reasons an author gives to support points in a text.									
With prompting and support, compare and contrast texts on the same topic and characters in familiar stories.									
Actively engage in group reading activities with purpose and understanding.									
Recognizes the sounds of upper case letters: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z									
Recognize the sounds of lower case letters. a b c d e f g h i j k l m n o p q r s t u v w x y z									
Hears and produces individual sounds in words									
Orally breaks words into syllables									
Substitutes, adds and deletes sounds in words									
Uses knowledge that every syllable has a vowel sound									
Knows and uses consonant patterns to read and write									
Forms words through addition/deletion/substitution of sounds and letters									
Knows and uses vowel patterns to read and write									
Recognizes and reads high frequency words									
Reads independent level text with fluency									
Vocabulary/Word Study									
Uses and defines academic vocabulary									
Knows and uses parts of speech									
Uses context clues to determine the meaning of unknown words									
Decode grade level words									
Read high frequency words by sight. (1st -50 by end of year)									
Read emergent-reader texts with purpose and understanding.									
Use a combination of drawing, dictating, and writing to create opinion pieces, informative/explanatory texts, and narratives.									
With guidance and support from adults, add details to strengthen writing in response to questions and suggestions from peers.									
With guidance and support from adults, explore digital tools such as the Internet to produce and publish writing.									
Participate in group research and writing projects.									
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.									
Participate in small and large group conversations about kindergarten topics and texts with peers and adults.									
Confirm understanding of texts read aloud or information presented orally or through other media by asking and answering questions.									

Reading poses the greatest academic challenge. While all but one student in grades 1 – 3 is either meeting or exceeding the trajectory for AIMS passage according to STAR reports, the students continue to struggle with comprehension. All have good decoding skills but their comprehension and foundational writing skills are lacking. Reports from STAR Reading indicate what areas the student is deficient in and individual or small group instruction is directed at those specific skills. All instruction is small group and each student receives one-on-one instruction as well as supplemental computer aided instruction daily.

The Core Knowledge curriculum also introduces authentic classic literature. The exposure to classic literature helps the native students develop a more rounded understanding of literature than previously available. Previously the students only had access to easy reading materials. The materials the students had were often 2-3 levels below grade level and rarely challenged the students. Making the adjustment to the harder materials will take time to scaffold the skills needed to be able to comprehend and comfortably read the new material. The teachers work with the students to bring their skills up primarily through dialog. The teachers also employ question and answer sessions to provide in depth understanding of the subject matter in the readings.

- The STAR Literacy assessment was given to all Grade 1 – 3 students. Below is a graph for each grade.

STAR Reading

Screening Report
Arizona AIMS

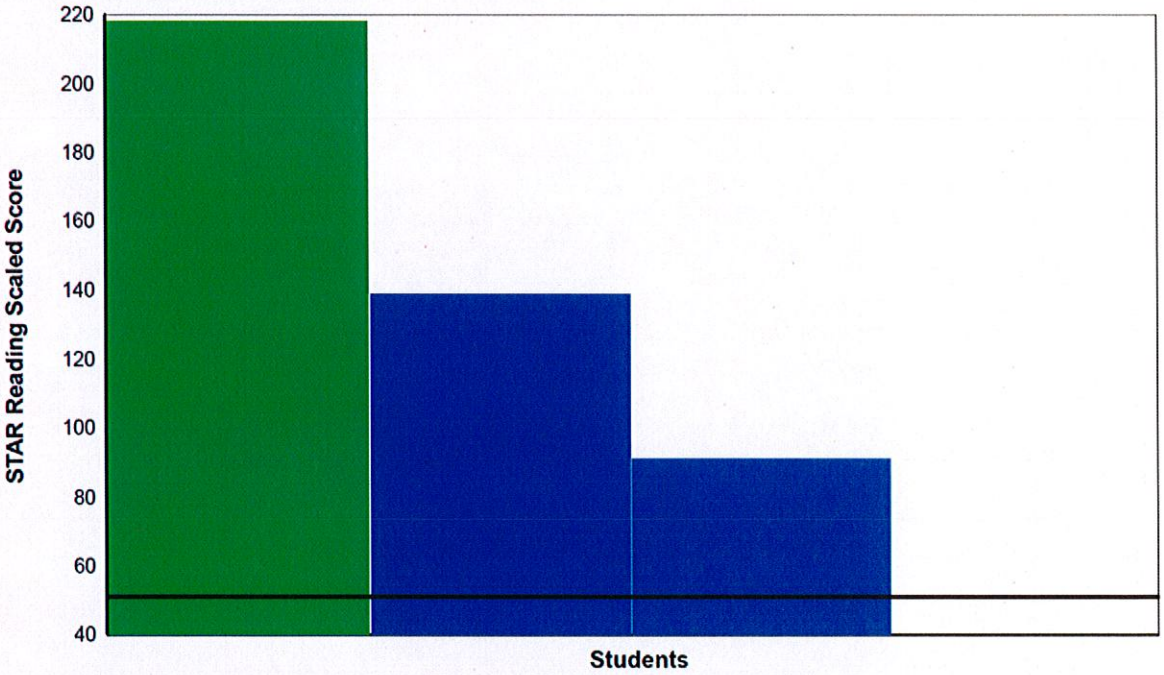
Printed Tuesday, December 10, 2013 2:19:42 PM

School: Concordia Charter School

Reporting Period: 11/25/2013 - 12/25/2013 (December)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 1



Categories / Levels	Current Benchmark[d]	Number	Percent	Benchmark At Time of State Test
Proficient				
Exceeds Standard	At/Above 168 SS	1	33%	At/Above 264 SS
Meets Standard	At/Above 61 SS	2	67%	At/Above 92 SS
Approaches Standard	At/Above 51 SS	0	0%	At/Above 74 SS
Category Total		3	100%	
Less Than Proficient				
Far Below Standard	Below 50 SS	0	0%	Below 74 SS
Category Total		0	0%	
Students Tested		3		

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

[d] Benchmark adjusted for time of year using student growth norms

STAR Reading

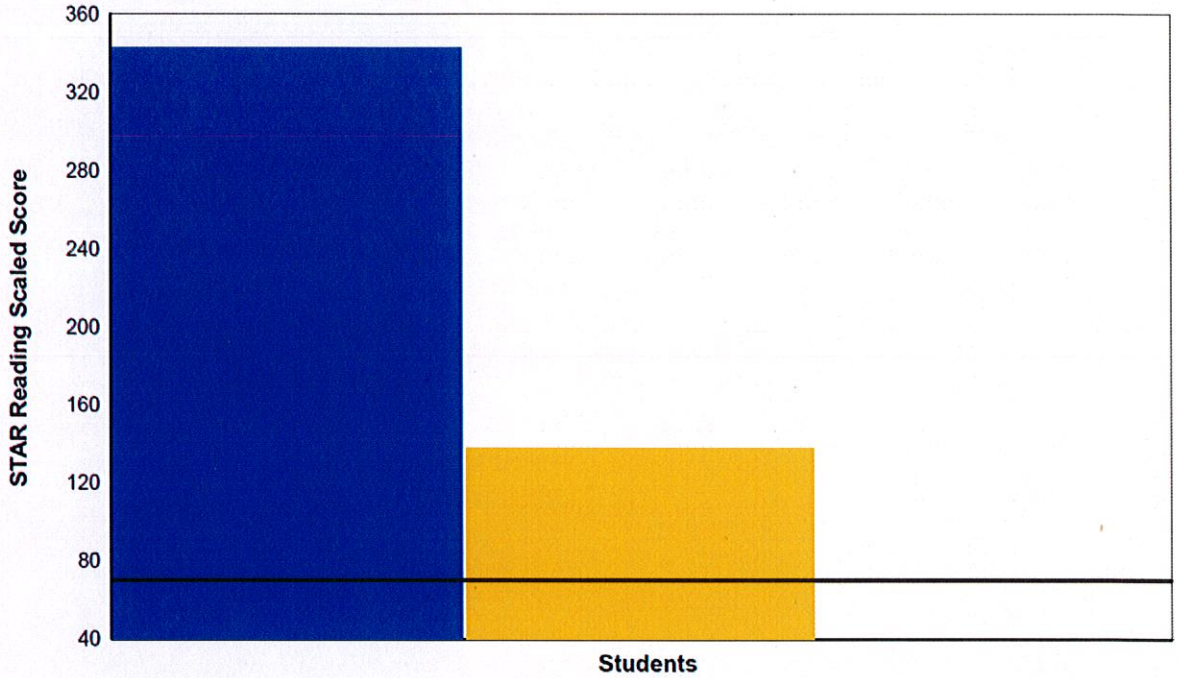
Screening Report
Arizona AIMS

Printed Tuesday, December 10, 2013 2:19:42 PM

School: Concordia Charter School

Reporting Period: 11/25/2013 - 12/25/2013 (December)

Grade: 2



Categories / Levels	Current Benchmark[d]	Number	Percent	Benchmark At Time of State Test
Proficient				
Exceeds Standard	At/Above 377 SS	0	0%	At/Above 441 SS
Meets Standard	At/Above 146 SS	1	50%	At/Above 227 SS
Approaches Standard	At/Above 70 SS	1	50%	At/Above 108 SS
Category Total		2	100%	
Less Than Proficient				
Far Below Standard	Below 69 SS	0	0%	Below 108 SS
Category Total		0	0%	
Students Tested		2		

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

[d] Benchmark adjusted for time of year using student growth norms

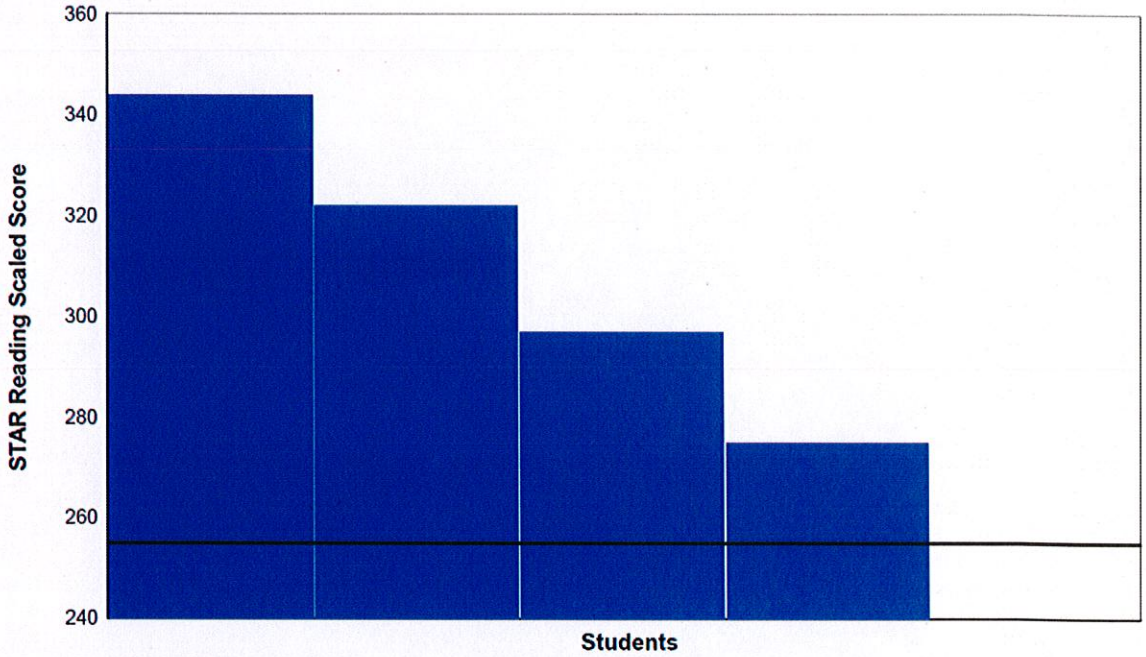
Screening Report
Arizona AIMS

Printed Tuesday, December 10, 2013 2:19:42 PM

School: Concordia Charter School

Reporting Period: 11/25/2013 - 12/25/2013 (December)

Grade: 3



Categories / Levels	Current Benchmark[d]	Number	Percent	Benchmark At Time of State Test
Proficient				
Exceeds Standard	At/Above 496 SS	0	0%	At/Above 551 SS
Meets Standard	At/Above 255 SS	4	100%	At/Above 317 SS
Category Total		4	100%	
Less Than Proficient				
Approaches Standard	Below 254 SS	0	0%	Below 317 SS
Far Below Standard	Below 114 SS	0	0%	Below 176 SS
Category Total		0	0%	
Students Tested		4		

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

[d] Benchmark adjusted for time of year using student growth norms

- Also included is an example of a instructional planning report. The ">>" in front of a skill indicate a student's deficiency. The teacher gears one-on-one instruction specific to the student's needs.

STAR Reading

Instructional Planning Report
for [redacted]

Printed Tuesday, December 10, 2013 2:21:27 PM

School: Concordia Charter School
Class: Ruth 2

Teacher: R. Miller
Grade: 2

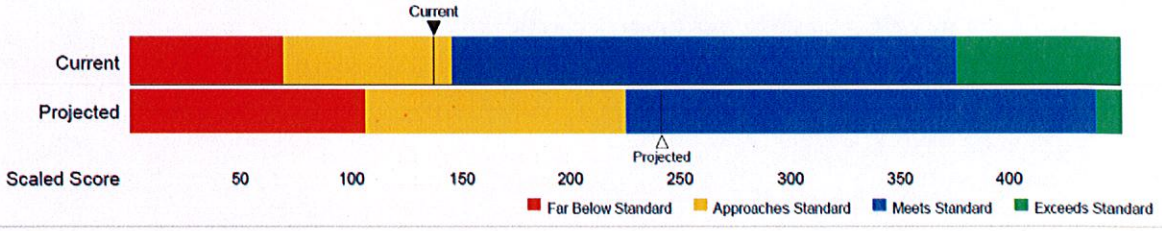
Report Options
Use Trend Score: Use trend score for student's suggested skills

STAR Reading Test Results

Current SS (Scaled Score): 138	Test Date: 12/10/2013
IRL: P	ZPD: 1.6-2.6
Projected SS for 05/23/14: 242	Based on research, 50% of students at this student's level will achieve this much growth.

[redacted] Current Performance

Arizona State Proficiency Levels



Suggested Skills

[redacted] STAR Reading scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for him or her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progresson.

Reading: Foundational Skills

GR	
	Print Concepts
	This score suggests [redacted] should practice the following skills to improve understanding of print concepts.
K	Know the order of the alphabet (e.g., identify letters that come before or after another letter; sing the alphabet song)
1	» Locate the capital letter that begins a sentence, and the period, question mark, or exclamation point that ends it
1	» Distinguish kinds of sentences based on their end punctuation
1	» Identify the dialogue that quotation marks indicate
	Phonological Awareness
	This score suggests [redacted] should practice the following phonological awareness skills, particularly those skills dealing with distinguishing and substituting phonemes in words.
K	» Isolate, say, and distinguish initial or final phonemes in spoken CVC words (e.g., say the initial sound in *hat*, the final sound in *cup*)
K	Recognize, identify, and produce groups of words that begin with the same initial sound (i.e., alliterative words)
K	Isolate, say, match, and distinguish medial short vowel sounds in spoken CVC words (e.g., say the middle vowel sound in *bed*)
K	» Isolate and distinguish short vowel sounds in single-syllable words in spoken language (e.g., from a verbal prompt, identify that *hat* has a different middle vowel sound than *hit*)
K	Identify, match, and distinquish consonant blends
K	» Add or substitute initial or final phonemes in order to produce new one-syllable words in spoken language (e.g., change the /k/ in *cat* to /h/ to make *hat*; change the /g/ in *bug* to /s/ to make *bus*)
1	» Blend phonemes, including consonant blends, to pronounce single-syllable words (e.g., from a verbal prompt, identify the word from blended sounds sl-e-d)

»Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

STAR Reading

Instructional Planning Report
for [redacted]

Printed Tuesday, December 10, 2013 2:21:27 PM

School: Concordia Charter School
Class: Ruth 2

Teacher: R. Miller
Grade: 2

Reading: Foundational Skills

GR	
	Phonological Awareness
1	» Segment single-syllable spoken words into their component phonemes, including consonant blends, in sequence (e.g., the initial, middle, and final sounds of *glad* are /g/ /l/ /a/ /d/)
1	Pronounce single-syllable words by blending and segmenting consonant blends and other phonemes (e.g., /t/ /r/ /i/ /p/ makes the word *trip*)
1	» Isolate and then pronounce the initial, medial, or final sound in single-syllable words including those with long vowels and consonant blends (e.g., what is the middle sound in *goat*?)
1	» Isolate and distinguish medial long vowel phonemes in spoken words (e.g., from a verbal prompt, identify that *drive* has a different middle vowel sound than *drove*)
1	Distinguish long vowel sounds from short vowel sounds in spoken single-syllable words (e.g., pick the picture that has the long /a/ from picture of a mat, cane, and can)
1	» Add or substitute initial, final, or medial vowel phonemes in order to produce new words in spoken language (e.g., change /a/ in pan to /e/ to make pen; change /a/ in race to /i/ to make rice)
	Phonics and Word Recognition
	This score suggests [redacted] should practice the following phonics and word-recognition skills, particularly those skills dealing with long-vowel sounds.
1	» Isolate, identify, and distinguish initial consonant blends to decode regularly spelled words (e.g., pick the word that starts with /bl/ from choices *block*, *brew*, *book*)
1	» Recognize and identify the spelling-sound correspondences for common consonant digraphs in words (e.g., pick the word that has /sh/ from choices *saw*, *wash*, *have*)
1	» Substitute final consonants or consonant blends to create new words
1	» Use sound-symbol correspondence to identify rimes
1	» Decode regularly spelled single-syllable grade-level words by identifying short vowel sounds (e.g., read the words *cup*, *nap*, and *man*; *cup* has the same middle vowel sound as *run*)
1	» Decode regularly spelled grade-appropriate words (e.g., pick the word *last* from *last*, *list*, *lost*)
1	» Identify common spellings of medial long vowel CVCe phonemes in spoken words (e.g., *plane* has the same middle vowel sound as *make*)
1	» Decode words by identifying the correctly spelled CVCe pattern in a word from a spoken sentence (e.g., read the words *drive*, *drove*, and *dove* and recognize that *drove* is the correct spelling of the word)
1	Distinguish common spellings of long vowel phonemes in spoken words (e.g., *phone* has a different middle vowel sound than *like*)
1	» Identify long vowel sounds using common vowel team spellings in order to decode single-syllable words (e.g., pick the word with the same middle vowel sound as *meat* from *feel*, *bed*, and *let*)
1	Decode single-syllable words by recognizing common ways to spell long vowel sounds (e.g., seeing the words *heat*, *let*, and *end*, and recognizing that only *heat* has the long vowel sound)
1	» Segment printed words into syllables, making sure each syllable contains a vowel sound
1	» Segment syllables in VC-CV words to decode basic two-syllable patterns in words
1	» Decode words with long vowel syllable patterns (V-CV and VC-V) by using principles of chunking
1	» Decode words with blends and digraphs by chunking them into syllables
1	» Decode grade-appropriate two-syllable compounds (e.g., bedtime)
1	» Identify the meanings of familiar base words with common inflectional forms (e.g., -ed, -ing, -s, -es) to read grade-appropriate words
1	» Read grade-level sight words automatically (e.g., again, could, every)
1	» Recognize silent letters that represent consonants
1	» Recognize silent letters that represent vowels

»Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

STAR Reading

Instructional Planning Report
for [redacted]

Printed Tuesday, December 10, 2013 2:21:27 PM

School: Concordia Charter School-
Class: Ruth 2

Teacher: R. Miller
Grade: 2

Reading: Foundational Skills

GR	
	Fluency
	This score suggests [redacted] should work on the following to increase fluency and comprehension of texts at [redacted] reading level.
1	» Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks
1	» Read on-level texts aloud with appropriate expression (e.g., moving from word-by-word reading to fewer pauses between words and pausing between sentences)
1	» With assistance, confirm or correct understanding of a word in context through the use of illustrations, phonics (e.g., sounding out words, especially initial and final letters), and by applying repair strategies (e.g., slowing reading pace and/or asking questions)

Reading: Literature

	Key Ideas and Details
	This score suggests [redacted] should practice the following skills to improve comprehension of key ideas and details after listening to a story or reading a story at [redacted] reading level.
1	» Answer simple questions about a story's key details
1	Describe characters using key details
1	Describe where and when a story takes place using key details
	Craft and Structure
	This score suggests [redacted] should practice the following skills after listening to a literary text or reading a literary text at [redacted] reading level.
K	Identify the senses to which specific words or descriptions appeal
K	Identify rhyming words, alliteration, and rhythm in oral language
1	Answer questions to clarify the meanings of words and apply foundational skills and strategies when encountering new vocabulary in grade-appropriate literary texts (e.g., use context clues, apply decoding strategies)
1	Identify who is telling a story when prompted at different points in the text
	Integration of Knowledge and Ideas
	This score suggests [redacted] should practice the following skills after listening to or reading stories at [redacted] reading level.
K	With prompting and support, compare and contrast characters and events in familiar stories (e.g., tell how Snow White's experience is similar to that of Sleeping Beauty)
1	» Describe elements of a story (e.g., characters, setting, events) based on information provided by both its illustrations and words

Reading: Informational Text

	Key Ideas and Details
	This score suggests [redacted] should practice the following skills to improve comprehension of key ideas and details after listening to an informational text or reading an informational text at [redacted] reading level.
K	With prompting and support, sequence events from an informational text (e.g., retell events in order, draw pictures)
K	» With prompting and support, tell how two individuals, events, ideas, or facts in an informational text are alike or different
K	With prompting and support, identify a directly stated cause of an event discussed in an informational text
1	Identify the main topic of an informational text
1	Retell key details of an informational text

»Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

STAR Reading

Instructional Planning Report
for [redacted]

Printed Tuesday, December 10, 2013 2:21:27 PM

School: Concordia Charter School-
Class: Ruth 2

Teacher: R. Miller
Grade: 2

Reading: Informational Text

GR	
	Key Ideas and Details
1	» Answer leading questions about key details to draw simple conclusions about an informational text
1	Sequence events from an informational text (e.g., retell events in order, draw pictures)
1	» Follow or describe basic directions or steps in a process described in an instructional text (e.g., single-step written directions or multiple-step directions with visual cues)
	Craft and Structure
	This score suggests [redacted] should practice the following skills after listening to an informational text or reading an informational text at [redacted]s reading level.
K	» Ask and answer questions to clarify the meanings of words when listening to informational texts, and apply foundational skills and strategies when encountering new vocabulary (e.g., use context clues, apply decoding strategies)
1	Answer questions to clarify the meanings of words and apply foundational skills and strategies when encountering new vocabulary in grade-appropriate informational texts (e.g., use context clues, apply decoding strategies)
1	» Identify and use the parts of an informational book (e.g., covers, title page, table of contents, chapters, illustrations) to find information
	Integration of Knowledge and Ideas
	This score suggests [redacted] should practice the following skills after listening to informational texts or reading informational texts at [redacted]s reading level.
K	» With prompting and support, answer questions about the clearly stated reasons an author gives to support points in a text (e.g., answer the question "why does the author think you should brush your teeth?" after listening to a text about brushing your teeth)
K	With prompting and support, determine how things are alike and different in informational texts on the same topic (e.g., in illustrations, descriptions, or procedures)
1	» Use the information from illustrations and the words in a text to comprehend its key details

Language

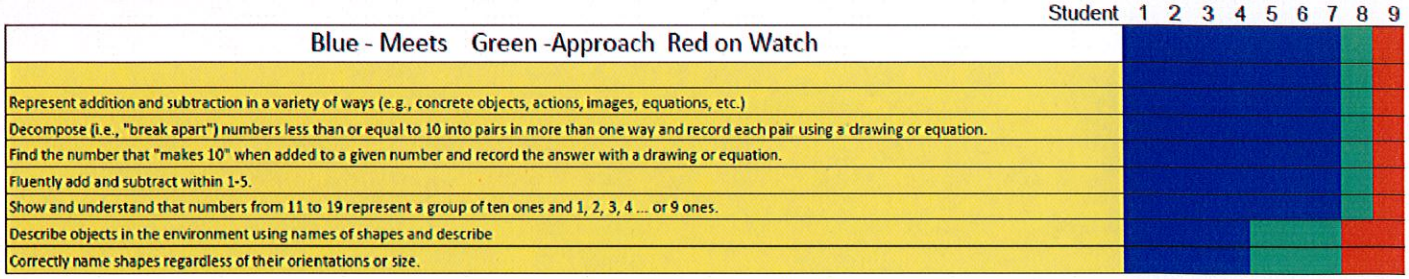
	Vocabulary Acquisition and Use
	This score suggests [redacted] should practice the following skills related to vocabulary acquisition and use.
1	» Use sentence-level context clues, illustrations, and foundational skills to determine or clarify the meanings of unfamiliar words in grade-appropriate texts
1	» Name antonyms for grade-appropriate frequently used words (e.g., before/after) in isolation or in context
1	Name and use synonyms for grade-appropriate high-frequency words (e.g., Dolch: road/street; Fry: look/see)
1	Group or define words by categories and attributes (e.g., use superordinate/subordinate relationships, ducks and swans are birds that swim; robins and crows are birds that don't swim)
1	Apply new vocabulary to real-life objects or places (e.g., use newly learned words such as *cozy* to tell about a place you like to sit)
1	» Use vocabulary acquired from listening, conversing, reading, and responding to text including high-frequency conjunctions to indicate simple relationships (e.g., *because* to show causal relationships; *but* to show contrast)
1	Identify or act out the differences in manner or intensity among closely related verbs and adjectives (e.g., synonyms for *look* such as *peek*, *glance*, *stare*)
1	Use the correct homophones (e.g., to/two, ant/aunt, be/bee) and homographs/multiple-meaning words (e.g., bark, bat, fly), and determine their meanings in grade-appropriate texts using sentence context or prior knowledge of spellings

»Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

Math

- For our primary form of assessment, we use Renaissance Learning's Star Math for grades one through third. Kindergarten is assessed using the Saxon Math assessments. Seven of the kindergarteners are meeting standards across the board while one is approaching and one is falling far below. Of the three first graders assessed, two exceeded the standards and one met the standards. Two second graders were assessed with one is exceeding standards and one meeting standards. Of the four students tested in third grade three met the standards and one exceeded them.
- As indicated earlier, Concordia uses Saxon Math for its instructional program and teaches one grade ahead of actual grade level. While all but one student is tested exceeded or met standards, the common challenge all have is doing "word problems". Our strategies to increase reading comprehension will bring about greater gains in the math assessments.
- All students receive instruction in small group settings and one-on-one instruction and computer assisted instruction is provided on a daily basis.

Below is the Kindergarten assessment data.



The following pages contain the Grades 1 – 3 Star Math assessment graphs by grade.

Screening Report
Arizona AIMS

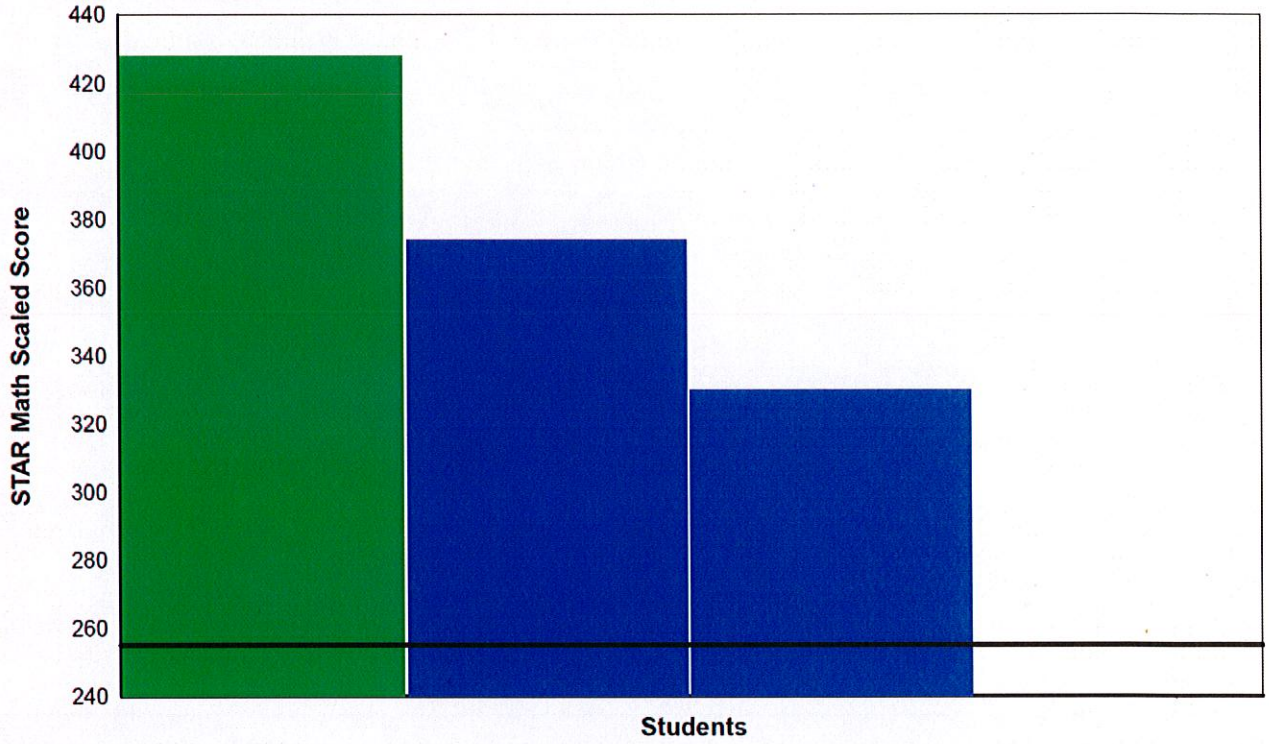
Printed Monday, December 9, 2013 9:59:20 AM

School: Concordia Charter School-

Reporting Period: 11/25/2013 - 12/6/2013 (December)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 1



Categories / Levels	Current Benchmark[d]	Number	Percent	Benchmark At Time of State Test
Proficient				
Exceeds Standard	At/Above 408 SS	1	33%	At/Above 471 SS
Meets Standard	At/Above 327 SS	2	67%	At/Above 400 SS
Approaches Standard	At/Above 255 SS	0	0%	At/Above 335 SS
Category Total		3	100%	
Less Than Proficient				
Far Below Standard	Below 254 SS	0	0%	Below 335 SS
Category Total		0	0%	
Students Tested		3		

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

[d] Benchmark adjusted for time of year using student growth norms.

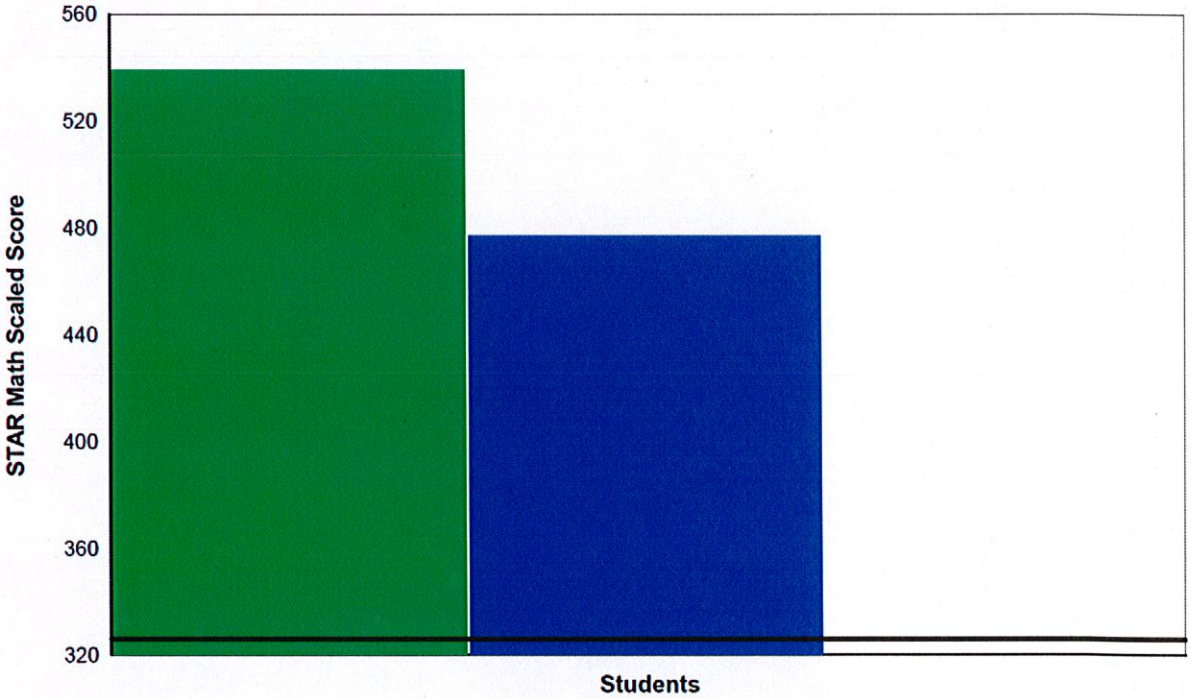
Screening Report
Arizona AIMS

Printed Monday, December 9, 2013 9:59:20 AM

School: Concordia Charter School

Reporting Period: 11/25/2013 - 12/6/2013 (December)

Grade: 2



Categories / Levels	Current Benchmark[d]	Number	Percent	Benchmark At Time of State Test
Proficient				
Exceeds Standard	At/Above 516 SS	1	50%	At/Above 576 SS
Meets Standard	At/Above 373 SS	1	50%	At/Above 445 SS
Approaches Standard	At/Above 326 SS	0	0%	At/Above 399 SS
Category Total		2	100%	
Less Than Proficient				
Far Below Standard	Below 325 SS	0	0%	Below 399 SS
Category Total		0	0%	
Students Tested		2		

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

[d] Benchmark adjusted for time of year using student growth norms.

STAR Math

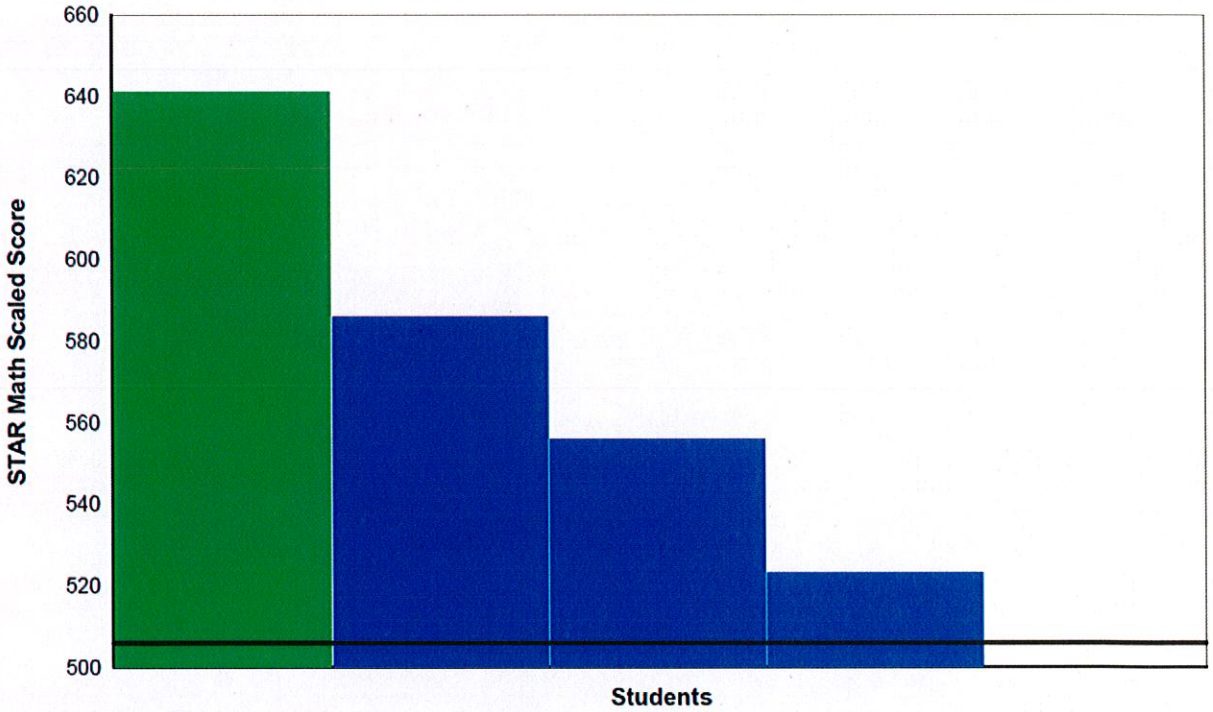
Screening Report
Arizona AIMS

Printed Monday, December 9, 2013 9:59:20 AM

School: Concordia Charter School

Reporting Period: 11/25/2013 - 12/6/2013 (December)

Grade: 3



Categories / Levels	Current Benchmark[d]	Number	Percent	Benchmark At Time of State Test
Proficient				
Exceeds Standard	At/Above 617 SS	1	25%	At/Above 666 SS
Meets Standard	At/Above 506 SS	3	75%	At/Above 569 SS
Category Total		4	100%	
Less Than Proficient				
Approaches Standard	Below 505 SS	0	0%	Below 569 SS
Far Below Standard	Below 407 SS	0	0%	Below 479 SS
Category Total		0	0%	
Students Tested		4		

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

[d] Benchmark adjusted for time of year using student growth norms.

1b SGP Bottom 25%, 2a Percent Passing, 2b Composite School Comparison
There is no state assessment data from which to base the bottom 25%.

2c Subgroup ELL
English is the primary language for all of our students.

2c Subgroup FRL
100% of our students are Free and Reduced Lunch. Please see section 1a for intervention used.

2c Subgroup SPED
There is currently only one special needs student. He was retained in the third grade and is receiving additional assistance due to his visual imparity.

3a State Accountability and Overall Rating
By introducing Core Knowledge, classic literature, history and science, along with a good K-2 phonics program and highly regarded Saxon Math program we expect to see our students grow academically.
The most important instructional strategies for this group of students are a rigorous, clearly defined and articulated curriculum that is taught with fidelity and consistency. Concordia is confident student scores on the state testing will increase and reflect the diligence of our staff to providing a higher level of instruction than they have been exposed to previously.

Demonstration of Sufficient Progress

Concordia Charter School – Mesa
142 North Date Street, Mesa, AZ 85201
480-461-0555
May 2013

Introduction

Concordia Charter School, Inc., founded in 2004, was established as a K-8 public charter school to provide parents in disadvantaged communities with the choice of a high quality education for their children in a small, safe and nurturing environment. Grounded in the belief that education is a social justice issue, Concordia strives to deliver educational excellence and equity to the most vulnerable students in Arizona.

The school operates on the campus of the First Evangelical Lutheran Church in the CANDO neighborhood of northwest Mesa, Arizona. Two years ago Concordia was asked to take over a 50 year old private school at the Navajo Evangelical Lutheran Mission in Rock Point, Navajo Nation. Unfortunately, the school site is no longer available to house Concordia Charter School – Navajo Mission and operations have been temporarily suspended until a new school site can be found.

The school uses the highly acclaimed Core Knowledge curriculum to provide a high expectations, high performance academic environment for its students. 95% of the school's students qualify for Free/Reduced Lunch, a nationally recognized poverty indicator. The school has a minority rate in excess of 90% with over 65% of the children classified as English Language Learners (ELL).

While every effort is made to create an effective and efficient classroom learning experience for the students during the school day, children who live in economically challenged environments require more time to catch up culturally and academically with children who do not face the same challenges.

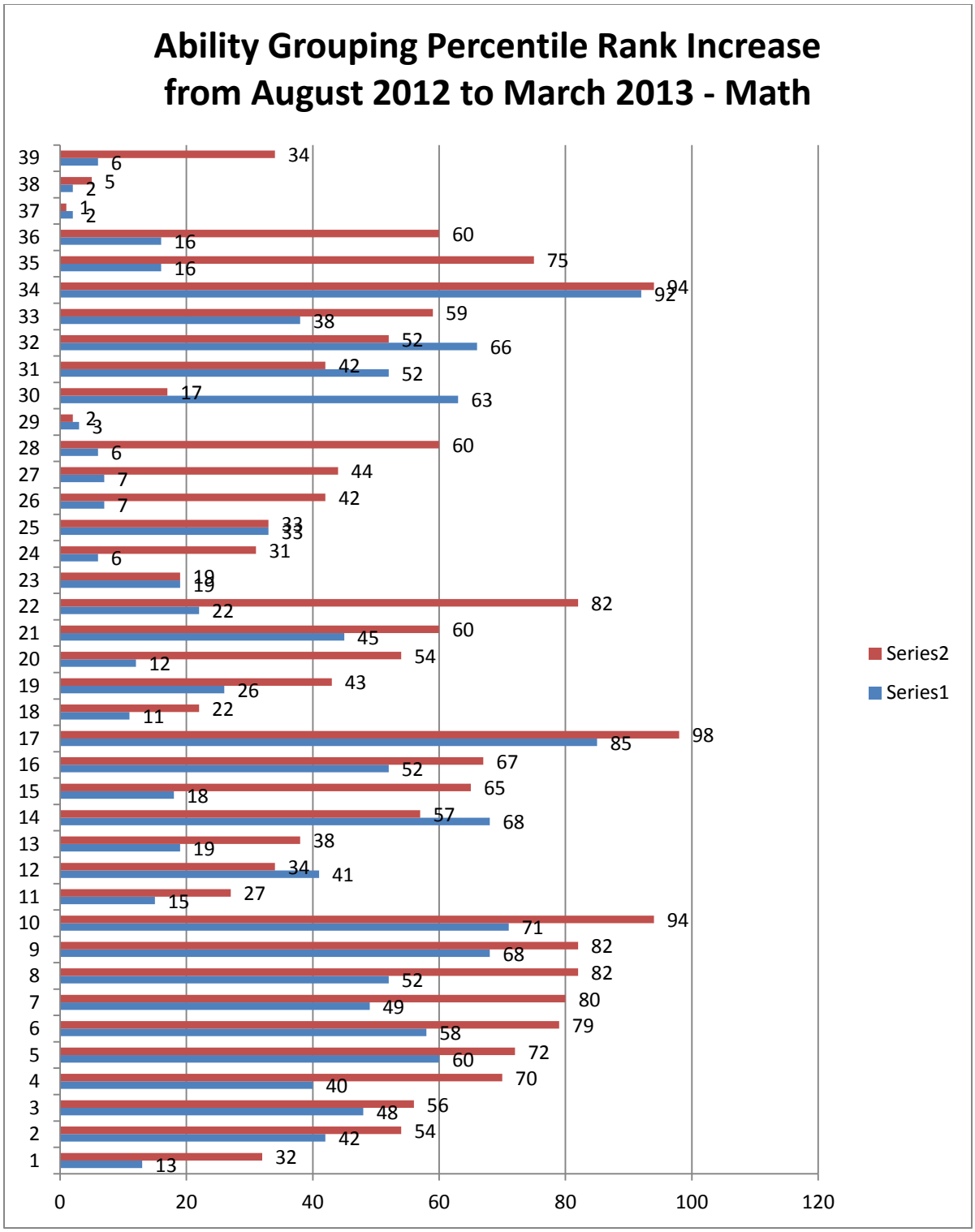
1a. Overall Student Growth Percentile

One of our primary focuses this year was to improve our math scores. To increase student growth in mathematics, we introduced additional teaching tools and strengthened our existing strategies. Our existing strategies include using the Saxon Math curriculum and teaching the students a year above grade level to align with Arizona state standards. Teaching Saxon a full grade level higher began during 2011-2012 school year. We saw significant improvement in our math scores according to STAR Math from Renaissance Learning 2011-2012 from 2010-2011. The increase ranged from 12% to 27% (Appendix A) in our normal curve equivalent percentile in all grades with the exception of 2011-2012's Grade 3. Third grade saw a drop off of 7% (Appendix A –Class of 2022) from 2010-2011. The drop-off in third grade was a result of 30% of that year's 10 students requiring more effective educational and behavioral plans being

developed and implemented throughout the year. Mathematics data shows 3% growth from spring 2011 to 2012 in overall percentile for our 2013's 5th Grade class. We also had growth of 5.75% overall percentile in math from spring 2011 4th graders to spring 2012 4th graders (see Appendix B - Math AIMS 2011 4th Grade and Math AIMS 2012 4th Grade).

In addition to the full implementation of Saxon math now aligning more closely to state standards, Renaissance Learning software program and assessments continued. The programs used were Accelerated Math, Math in a Flash, and the assessments were done using STAR math. In addition to these computerized methods of instruction, we added ALEKS Math. ALEKS is designed to quickly assess current knowledge and skills of a student and design questions to further and develop new skills. ALEKS tests on past content to ensure students have retained topics considered to be mastered. In 2012-2013, more attention and focus was given to raise individual standards not just overall performance. Since almost all of the students entering 2012 were behind grade level in every mathematics standard, attention was first paid to the standards that were our students' greatest strengths. Appendix E has the graphs from 2012-2013 STAR testing for 2nd and 3rd grades. (Please note that the total number of students changed from the beginning of the year for several reasons including moving out of state, transfers and absences during the testing date window.)

Our strengths for second grade were AZ 1.1, AZ 1.2, AZ 2.3 and AZ 3.1. In most standards, we were able to move almost all students except 1.3, 2.1, 3.2, 3.3, and 4.4 where students continue to struggle throughout the grades. As the newly revamped curriculum committee meets this year, a concerted effort will be made to supplement the Saxon material in those areas as well as providing Professional Development, teacher resources to have more growth across all the standards.
Students entered into a new model of differential learning by ability groups this year as well. In this pilot grouping program, we saw the growth listed below in the chart labeled "**Ability Grouping Percentile Rank Increase from August 2012 to March 2013 – Math**"



As you can see 30 of the 39 students in the pilot math program improved their percentile ranking. In one case a student increased by 60%.

Student Growth Percentile in Mathematics is improving each year. Now as we continue to maintain the areas we are strong in and give a solid foundation at the younger grades, we will see great improvement overall in the next coming years. To monitor growth, we will be continuing our regular testing windows to monitor the students' performance. Each of those testing sessions was followed by data review and differentiated instruction review with teachers. More time for review of the data with both teachers and students following each testing period is needed. We will also be implementing a more rigorous approach to innovation and strategy sharing to improve teaching in areas not well covered in current curriculum. Teachers will be attending the Core Knowledge Conference in Phoenix this June as their first of many professional development opportunities for 2013-2014 academic year. Some of the learning goals for the conference will be an emphasis on improving innovation and more readily identifying areas where more scaffolding will be needed for our students to fully master a standard.

1b. Student Growth Percentile Bottom 25%

There are three main factors for our students who perform in the bottom 25% of student growth percentile. Those factors are SPED population, English Language Learners, and poverty. Since Concordia class sizes range from a maximum of 23 students to 10 students often we are talking about only 2-3 students per grade being in this category. Since each of these categories is given their own section, greater details will be provided in section 2c Subgroup ELL, Subgroup FRL, and Subgroup SPED.

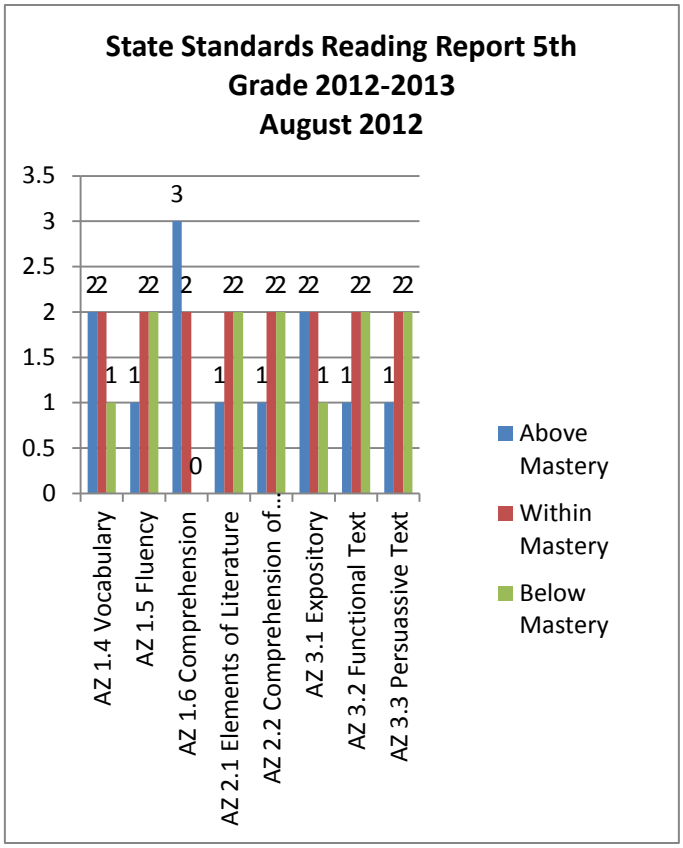
Determining which of the three factors are impacting a student's learning takes a lot of time. Each student in the SGP bottom 25% has to be worked with individually at great length. In a few cases, it has taken multiple years to finally see significant and at grade level performance.

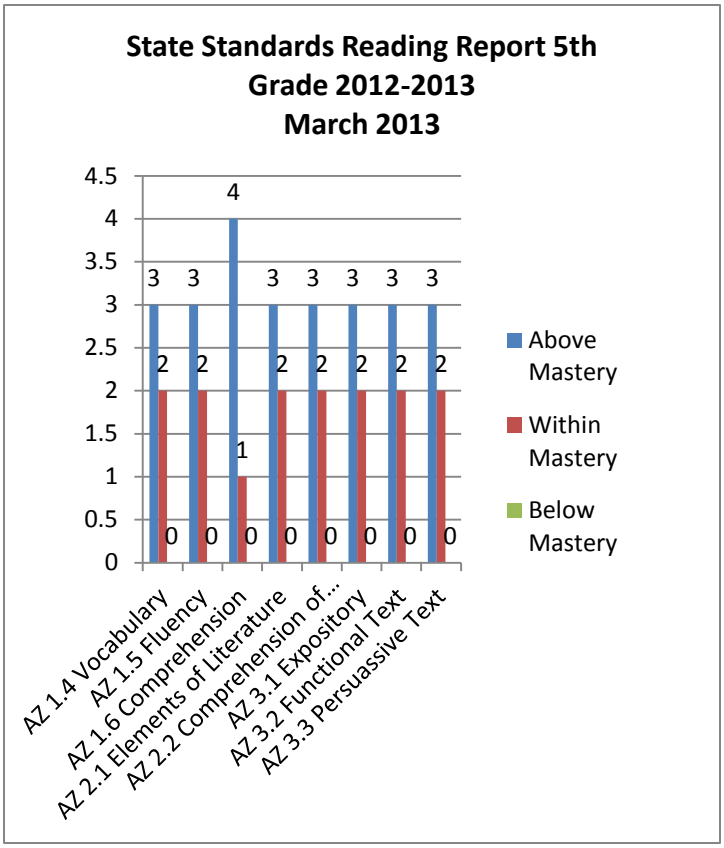
Professional development of our teachers has been around the three factors. Teachers spent a great deal of time learning adjust teaching styles, attitudes, and expectations to meet the SPED, ELL and poverty needs of students. Our SPED director has spent a tremendous amount of hours this year educating teachers on signs to identify and mitigate the factors. The SPED director also worked directly with teachers to implement in class and pull-out strategies for students as well as hire a SPED Aide. Our Director of Development works closely with the community to ensure the basics of clothing, food and shelter are met as well as the more advanced needs that our families cannot afford such as basic dental, eyeglasses and medical treatment to increase well-being. We are also very fortunate to have a very loving and supportive group of parents. Our parents' group has begun meeting regularly this past year. With the parents meeting regularly, an increase in communication with the school has occurred. The conversation has led to greater understanding and broader approaches to meet the needs their children face. The increased parental involvement has also lead to greater partnership in how we can work together to provide for those needs.

Overcoming the struggles faced by our students in the SGP bottom 25% group are often very complex and take years of consistency, diagnosis and several strategies to see real student growth and performance increases.

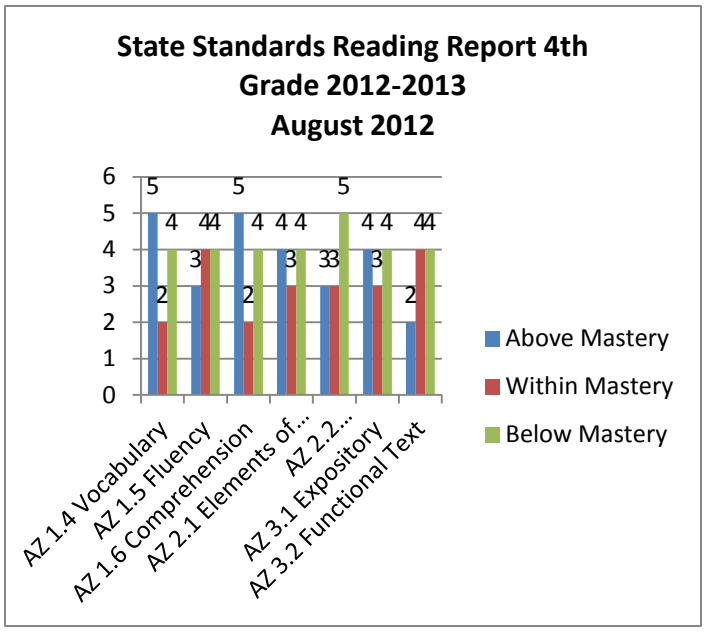
2a. Percent Passing

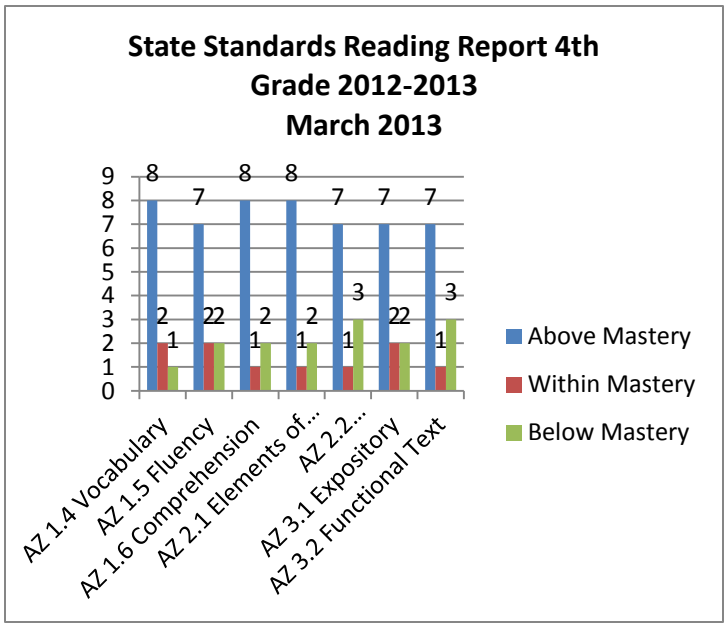
Most of the strategies we are using to increase student performance were covered in section 1a. However that information only covered mathematics. We have also seen great progress in our reading program as well. In Appendix D, we have our AIMS reading results for 2010-2011 and 2011-2012 school years. Comparing 2010-2011 3rd graders to 2011-2012 3rd graders, you can see we improved greatly in 9 out of the 11 standard areas. Comparing 2010-2011 4th graders to 2011-2012 4th graders, you can see we improved greatly in 8 out of 9 standard areas. Comparing 2010-2011 4th graders to 2011-2012 5th graders, you can see we improved in 6 out of 9 standard areas. This year we have continued to see growth in reading based on our STAR testing. Below we have the results from our 5th Grade Class. As you can clearly see all students by March 2013 in the 5th grade were performing at or above mastery expectation in all standards.





Our fourth grade also made great progress as well. Below are their results from STAR reading tests. With the exception of a few students, the 4th graders improved significantly and with the majority going above mastery.





In addition to increased standard awareness and data analysis by teacher monitoring, we also tried a pilot program for both Math and Reading for ability grouping across grade levels for grades 3rd – 6th grade. For the most students we saw good growth. See the graph on the next page labeled "**Ability Grouping Percentile Rank Increase from August 2012 to March 2013 - Reading".** The data is taken from STAR reading testing from Renaissance Learning. There were 39 total students in the program. 30 of the 39 students increased their percentile ranking in reading in this differentiated, small group learning environment.

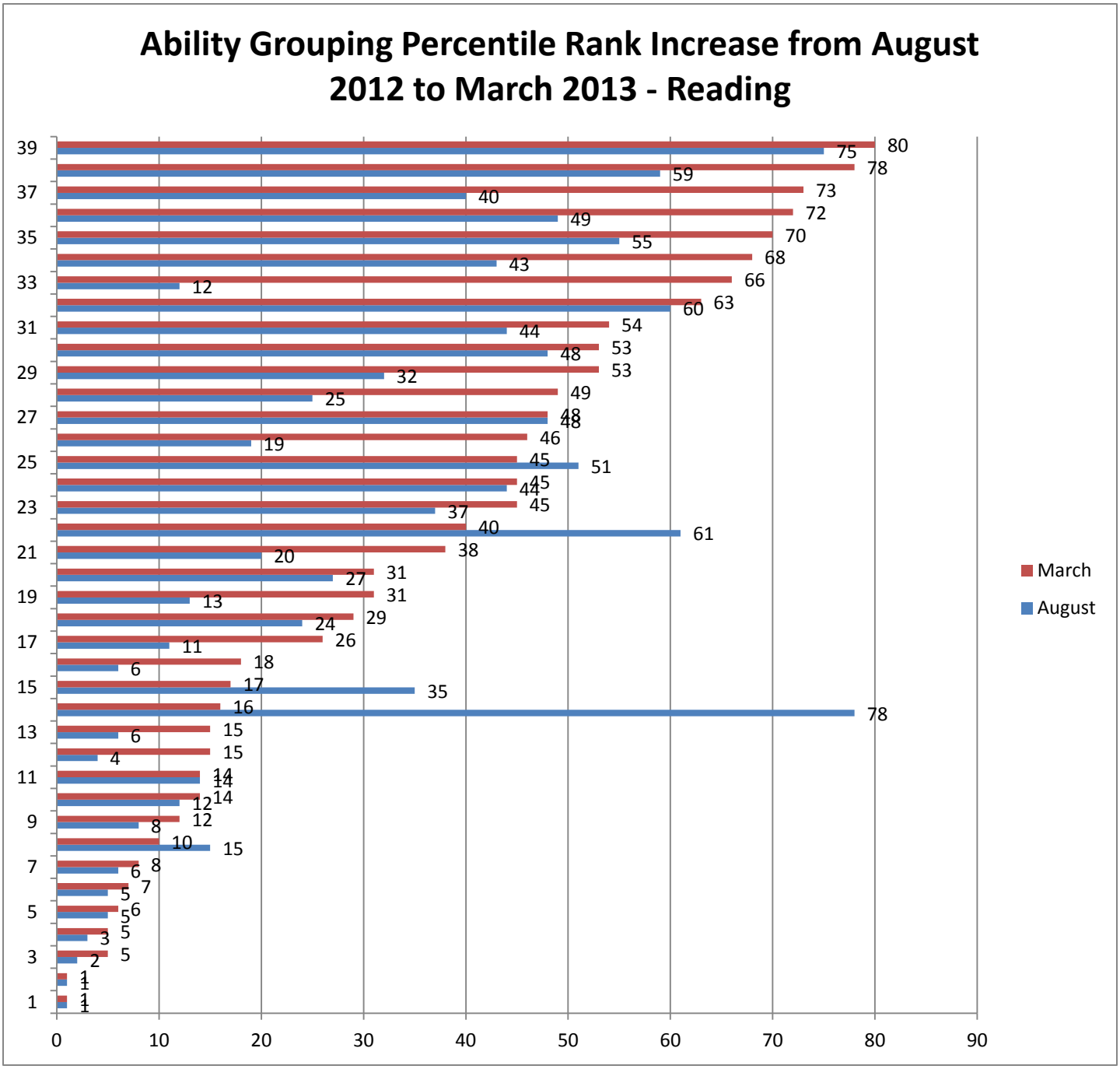
To also improve reading scores this year, the school library was ordered by Accelerated Reading level. The reordering made it easier for the students to find books at their reading level. It was also an easier way for the students to see the improvements they were making as they got to move to new sections of the library. In a couple of cases, the students were more motivated to improve to be able to check out a particular book. Therefore, they worked harder to get to a higher level where that book was located.

Reading scores were also impacted by donations from private individuals and organizations. Once again Concordia held a Scholastic Book fair thanks to a grant. The grant money provided the opportunity for each of our students to buy $10 worth of books at no cost to their families. Several times during the year, the school received donations of used books that were passed out to the students to take home to increase recreational reading.

Thanks to our active parents' group and several of our teachers' willingness to work longer hours, we started a homework club and parents' self-guided English classes. Several of our parents suggested the homework club, we call Aspire, because they felt unable to help their children at home in the way they would like. Some of our parents felt inadequate in their ability to understand and speak English. Therefore, helping their children do their homework was hard for them. By providing the homework club, we have seen a rise in homework being more effective and allowing for more individualization with

students who struggle with a particular concept. The parents also got together to form a self-guided computer English course. This is the same course many of our students use -- called My Reading Coach. The parents started in the winter coming for 30 minutes a day Monday to Friday. Just seeing the parents take an interest in learning English and being able to practice reading with their children provided further encouragement to both students and parents.

Our reading program has also been enhanced this year by our volunteer program. While the program is still just in beginning stages, even working with the volunteers as little as 2 hours per week we saw great improvement for one of our ELL, SPED students.



2b. Composite School Comparison

Please see ways we are implementing strategies to improve in sections 1a, 1b, 2a

2c. Subgroup ELL

We have implemented several strategies to improve mathematics as seen in section 1a. Since 65% of our students are ELL, much of the strategies are the same. For our ELL students especially, and for all of our students, we have been focusing on getting more manipulatives used, and by having more visual and tactile learning lessons incorporated each day. Since many of the ELL students come to us so far behind, we have started providing basic English vocabulary flash cards for students to take home and practice with their families. We regularly check to make sure the flash cards have not been lost to provide more if needed. We hosted a family math night this year whose sole purpose was to teach families different math games they can play together at home. We have been incorporating more time into the academic day to access computer based learning games. We obtained 10 kindle fire tablets to provide more opportunity for students to practice learning with technology. We have also been providing lists of the games and suggested websites to parents for the students to continue at home. The three lowest students in math in kindergarten are all ELL. Each of their parents reported that their child was not able to attend Headstart. Therefore, we have been making sure all incoming kindergarteners and incoming/continuing first graders are invited and encouraged to come to summer school. This year will be our 3rd year of offering 4 extra weeks during June to help bring our students' skill levels up to their peers. We currently have over 60 students registered with over 20 of them being incoming kindergarteners. Our main goal is to improve skills and bring students up to mastery at a younger age. Therefore we will have less catching up to do as the students advance through the years and are being held to higher expectations without the basics to build upon.

2c. Subgroup FRL

We again employ all the strategies mentioned above in the other sections to improve math and reading scores for the 95% of our students who are qualified to receive Free and Reduced Lunch. For many of those 95%, there are also basic needs that are not met such as lack of adequate clothing, food, school supplies and in some cases sleep. The students also lack proper medical care and limited knowledge of social services available. Often poverty is not only financial for our students but it also includes a poverty of life experiences.

We provide uniforms for our students to wear during the academic day and often we also provide donated clothes for home. Most of our students' school supplies are donated by local organizations and individuals as well as the teachers. We provide our students with two healthy meals every school day. In addition to our breakfast and lunch programs, we also

participate in the Fresh Fruits and Vegetable Program which not only raises awareness about proper nutrition it also exposes the students to fruits and vegetables from around the world again helping them with their reading when learning about other cultures. The students have had the opportunity to learn about everything from the usual cucumbers, apples and melons to longan berry, persimmons, and dragon fruit each week for their snack time.

Opportunities such as access to a regular doctor, dental care, eye exams, are limited for our students. We provide family nights once a month to address medical care issues as well as have contacts with area dental clinics, doctors and eye care professionals to provide free check-ups, dental work and eyeglasses for our students. Also there are many needs the students and families encounter from legal services to social services of various kinds. Two times a week there is a social worker on site at the Food Bank which is housed in another part of the church we rent space from. The social worker is available for families to visit. Also on the church site this year is another social worker who works with our families as well as those in the community to provide classes on nutrition, financial management, etc.

To help increase exposure to life outside of Mesa, Arizona, we employ several strategies. Many of our students have never travelled outside of Mesa let alone out of state. We especially see an impact on reading comprehension when concepts, metaphors and ideas have to be explained at great length from lack of exposure to the larger world. One of the ways we address this is on a daily basis is by using Core Knowledge Curriculum. Core Knowledge curriculum enriches our students' cultural, historical, scientific and social knowledge. Field trips are employed to increase cultural awareness and exposure. Last year the students travelled to Rock Point, Arizona to experience life on the Navajo Reservation. Educational field trips are the typical museum, farm, science museum, musical concerts, and other similar trips.

2c. Subgroup SPED

Special Education Overview - 2012 – 2013 school year.

> For the 2011 – 2012 school year, Concordia Charter School had a total of 81 students; 11 of those students were classified as special education for a of 14% special education students.
>
> For the 2012 – 2013 school year, Concordia Charter School has a total of 89 students; 14 of those students were classified as special education for a percentage of 16% special education students.

The state of Arizona has an average of 10 % of special education students, Concordia has 14-16 percent. A higher than average percentage of special education students is a significant financial challenge to a small school. Since state and federal monies do not fully fund the costs of providing special education to

students, it is much more difficult for a small school to spread the costs of educating special needs students over a larger general education population.

Prior to the 2012-2013 school year, Concordia used an outsourced related service provider model to provide special education services for students.

Where this model provided 100% statutory compliance with both federal and state ESA and IDEA mandates, services to students were dictated by a visiting professional's schedule rather than the ebb of and flow of daily student life.

For the 2012 – 2103 school year, the school board and administration made the decision to invest in an in-house special educator. This staff member was on campus five days a week and was able to be more responsive to student and teacher needs while still providing all mandated services. The school continued to use an outside vendor for related service providers including speech and language services, occupational therapy and school psychology services.

In addition, the in-house staff member became responsible for all special education documentation and paperwork. Prior to this, the paperwork was completed by the out-sourced staff using a Microsoft Word based program.

With a desire to increase monitoring of student growth and compliance, the school determined it should purchase a web-based electronic software program for IEPs. After an investigation and comparison of various products that provide electronic IEP services, the school purchased The IEzP program from InTerfy Solutions, Inc. http://www.interfy.com/. This web-based electronic system provides the school a manageable and workable tool to monitor the progress of special education students and provide a seamless, continuous monitoring of student growth.

Partially as a result of hiring the in-house staff and purchasing the IEP program, the school earned 100% compliance on the annual ADE audit of special education services and programs.

2. Special Education Curriculum –

The majority of Concordia's special education students are provided education in a fully inclusive placement as their LRE (least restrictive environment) as determined by their IEP. During the 2012 – 2013 school year the school began an ability group model for providing instruction in math and language arts. The special education students are grouped with their peers in ability-leveled groups. The curriculum in those groups is the same for the special education students and their peers. (1a, 1b, and 2a) Additionally, the special educator has assisted the regular educators with ways to differentiate within the small groups.

Two students are provided an alternative curriculum for reading. The school uses Nanci Bell's Seeing Stars and Visualizing and Verbalizing as the primary intervention for those two students. Explode the Code by School Specialty, Inc. is used for guided practice.

Instruction –

System of Monitoring – no different for special education than regular education, see sections 1a, 1b, and 2a.

Assessment –

Each special education student is progress monitored via the Renaissance Learning Assessments, both the STAR Reading and STAR Math products. In addition, the special educator uses the data from the SRA McGraw Hill's Open Court Reading Intervention program's assessments to create the special education progress notes.

Professional Development –

Comprehensive Plan and assessments of PD implementation is the same for the special education teacher and regular education, see sections 1a, 1b, and 2a. In addition, the special education teacher is a member of SEAA – Special Education Administrators of Arizona, and of the local and national councils for Exceptional Children. She has participated in the at least one specific PD opportunity for special educators each quarter.

Accountability

Curriculum criteria, instruction, assessment, are no different for special education than regular education, see sections 1a, 1b, and 2a.

Academic Persistence –

All except one of the special education students enrolled on the first day of school were still enrolled on the day this report was submitted. One other student joined the school after the first 10 days, stayed about 3 months, and then moved on.

Growth of special education students during the 2012 – 2013 school year.

In 2011- 2012 the school had 11 special education students enrolled. In the 2012 – 2013 school year, one student was exited from special education and 4 were identified as eligible for special education. The school currently provides special education to 14 students.

AIMS Data:

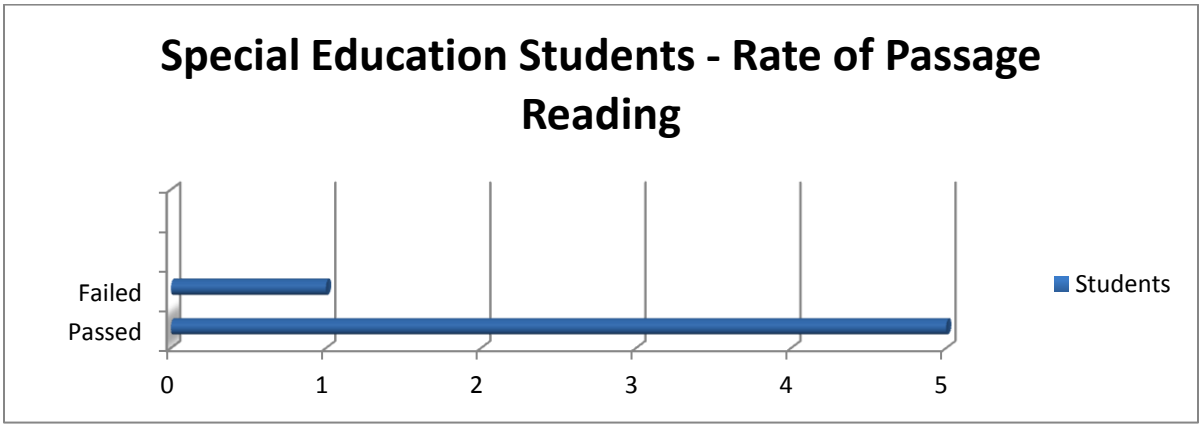
On the spring 2012 AIMS test 6 Special Education Students took the AIMS exam. Having an "n" of 6 makes data analysis challenging. Nonetheless, the data is presented in the charts on the following pages.

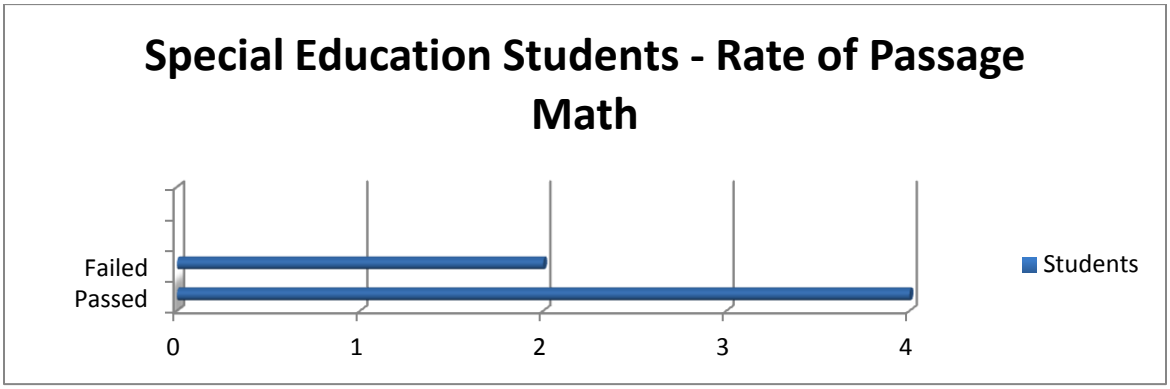
2012 Spring AIMS Pass/Fail for Special Education Students: Reading: 5 of the 6 students passed reading.

2012 Spring AIMS Pass/Pail for Special Education Students: Mathematics 4 of the 6 special education students passed math.

Student Growth based on STAR data.

The student growth based on the STAR data is shown on the labeled charts below. Closer examination of the data indicates that those special education students within 2 standard deviations of the norm made significant growth. However, for the three students outside the two-standard deviations from the norm showed little or no growth. This data poses the question how does a school help students in the lowest first or second percentile? Although Concordia has not determined a way to achieve this, neither have most of the schools in Arizona. However, this poses a significant challenge to the school when one out of five students in the 6th grade fall in the first percentile, the data appears that 20% of the students Falling Far Below.





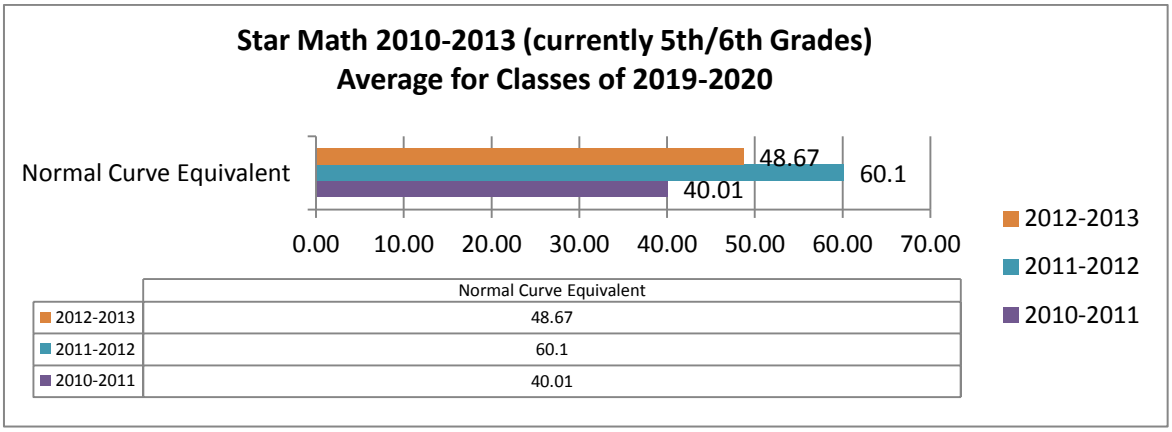
3a. State Accountability and Overall Rating

Our current overall rating is 57.1875. We are very close to the 63 mark. With our tweaks to professional development in data analysis and scaffolding, the hiring of a full-time principal, continuing a strong program of parent communication, better and earlier detection of the three factors of SPED, ELL and poverty that touch many of our students' lives, we predict even greater improvement each year to come.

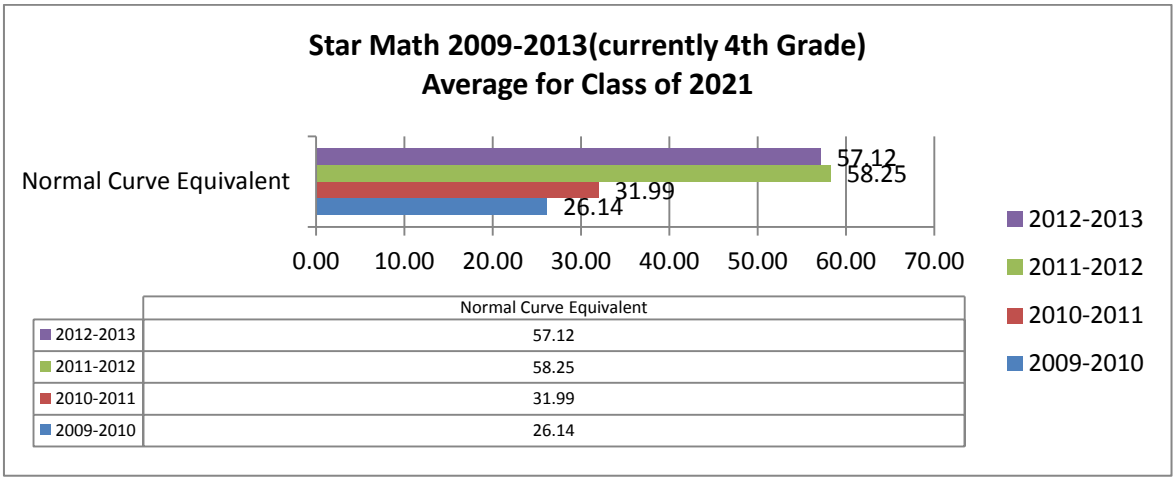
To improve our overall school opportunities many new programs were also introduced this year. A regular 30 minute Physical Education Program began in the spring for our 5th and 6th grades with 4th grade joining in a few weeks later. Also introduced were violin lessons for 11 of our students in 3rd to 6th grade in the spring. Our 4th-6th grades participated in the first ever Concordia Charter School Science Fair. Three students placed first and grand champion. Those students went on to compete at the Fountain Hills Regional Science Fair taking first place in Elementary Level Engineering and Elementary Level Chemistry. Winning first place in their division made them eligible to compete in the Intel Arizona State Science Fair where both projects and all 3 students received fourth place in their divisions.

Concordia continues to strive to provide the best education possible to our students who face many challenges. The growth we have seen has been tremendous from where we started. Each year the students are a little less behind when starting a new academic year. In the 2013-2014 school year, we will finally be seeing many of our students at grade level when entering into the new academic year.

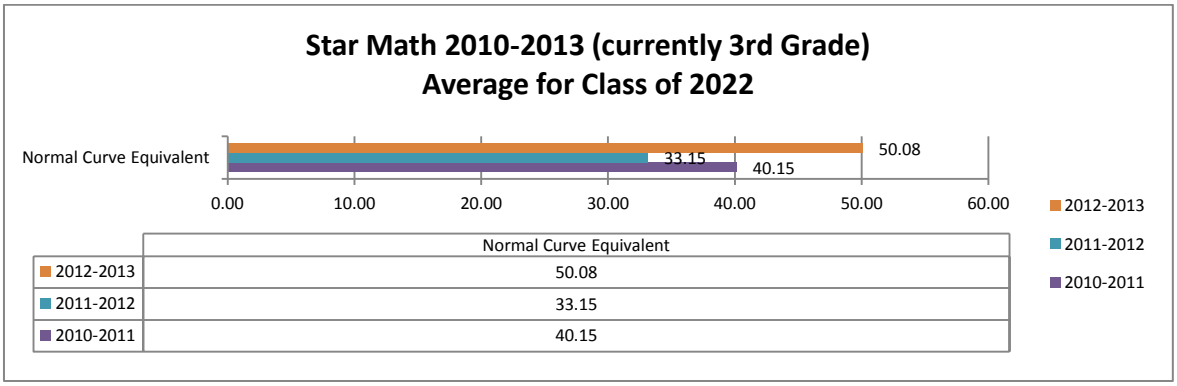
Appendix A



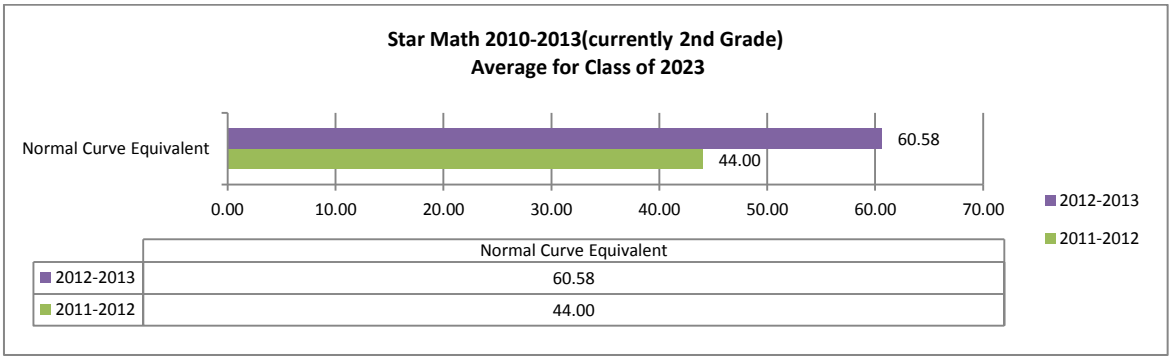
	Normal Curve Equivalent
2012-2013	48.67
2011-2012	60.1
2010-2011	40.01



	Normal Curve Equivalent
2012-2013	57.12
2011-2012	58.25
2010-2011	31.99
2009-2010	26.14



	Normal Curve Equivalent
2012-2013	50.08
2011-2012	33.15
2010-2011	40.15



	Normal Curve Equivalent
2012-2013	60.58
2011-2012	44.00

Appendix B

Math AIMS 2011 3rd Grade

Overall	**330.25**
Number and Operations	**56**
Number Sense	**57.25**
Numerical Operations	**59.75**
Estimation	**43.75**
Data Analysis	**40.75**
Statistics	**68.75**
Systematic Listing, Counting, vertex	**12.5**
Patterns, Algebra and Functions	**63.75**
Patterns	**81.25**
Functions, Relationships	**53.75**
Geometry and Measurement	**52**
Geometric Properties	**79.25**
Measurement	**25**
Structure and Logic	**68**
Algorithms	**68**
Total	**56**
National Percentile Math	**38.25**
National Stanine Math	**4.25**

Math AIMS 2011 4th Grade

Overall	**352.25**
Number and Operations	**54.25**
Number Sense	**57.00**
Numerical Operations	**55.25**
Estimation	**43.75**
Data Analysis	**52.25**
Statistics	**62.50**
Probability, Counting, Vertex	**43.75**
Patterns, Algebra and Functions	**52.00**
Patterns	**61.50**
Algebraic Representations	**49.00**
Geometry and Measurement	**56.75**
Geometric Properties	**67.50**
Coordinate Geometry	**30.00**
Measurement	**63.75**
Structure and Logic	**58.25**
Algorithms	**58.25**
Total	**53.25**
National Percentile Math	**28.75**
National Stanine Math	**3.75**

Math AIMS 2012 3rd Grade

Overall	**336.3**
Number and Operations	**60.3**
Number Sense	**61.0**
Numerical Operations	**65.1**
Estimation	**44.4**
Data Analysis	**58.8**
Statistics	**77.3**
Systematic Listing, Counting, vertex	**39.8**
Patterns, Algebra and Functions	**54.3**
Patterns	**53.1**
Functions, Relationships	**54.9**
Geometry and Measurement	**46.5**
Geometric Properties	**50.2**
Measurement	**42.8**
Structure and Logic	**47.0**
Algorithms	**48.1**
Averge of Concepts	**53.6**
Total	**55.2**
National Percentile Math	**31.4**
National Stanine Math	**3.9**

Math AIMS 2012 4th Grade

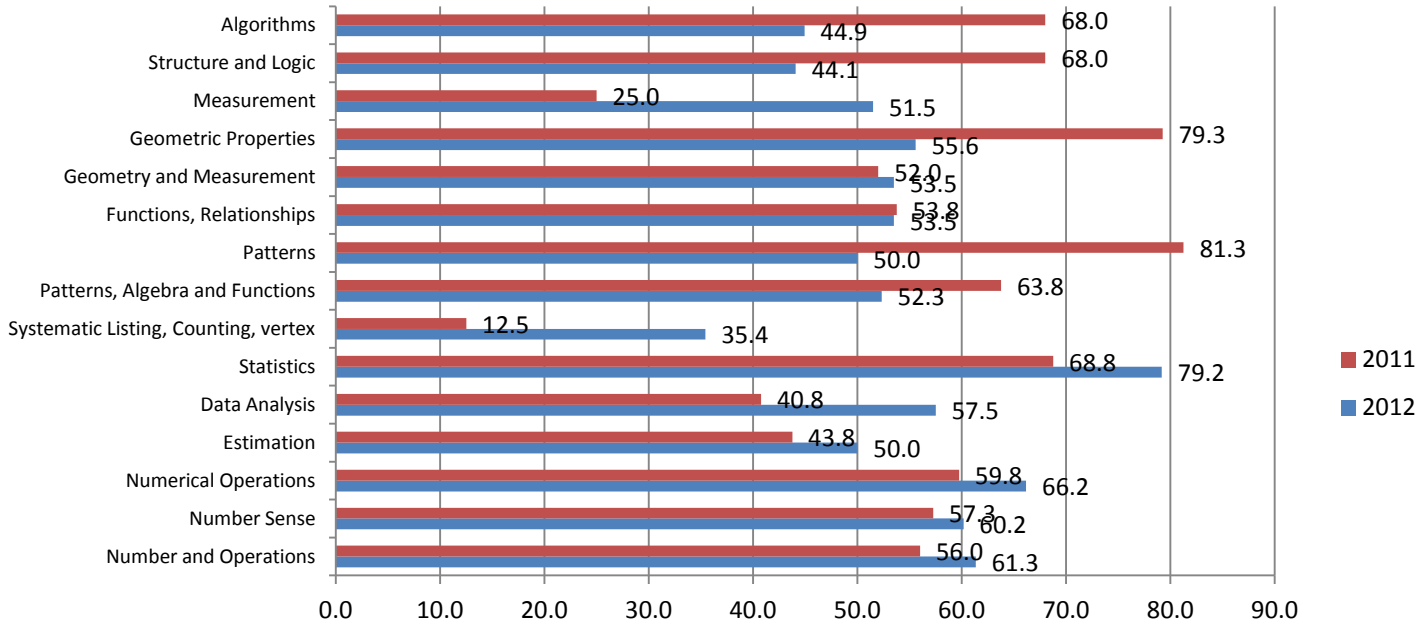
Overall	**364.8**
Number and Operations	**57**
Number Sense	**60.4**
Numerical Operations	**51.8**
Estimation	**65**
Data Analysis	**52.8**
Statistics	**85**
Probability, Counting, Vertex	**20**
Patterns, Algebra and Functions	**70**
Patterns	**52**
Algebraic Representations	**82.8**
Geometry and Measurement	**60**
Geometric Properties	**48**
Coordinate Geometry	**80**
Measurement	**55**
Structure and Logic	**52.8**
Algorithms	**52.8**
Overall Average	**59.09**
Total	**59**
National Percentile Math	**43.8**
National Stanine Math	**4.8**

Math AIMS 2012 5th Grade

Overall	**356.50**
Number and Operations	**44.67**
Number Sense	**48.83**
Numerical Operations	**41.67**
Estimation	**41.67**
Data Analysis	**44.67**
Statistics	**33.33**
Probability, Counting, Vertex	**50.00**
Patterns, Algebra and Functions	**50.00**
Patterns	**44.00**
Algebraic Representations	**41.67**
Geometry and Measurement	**45.17**
Geometric Properties	**66.67**
Coordinate Geometry	**56.67**
Measurement	**76.67**
Structure and Logic	**40.67**
Algorithms	**40.67**
Total	**47.33**
National Percentile Math	**31.50**
National Stanine Math	**3.83**

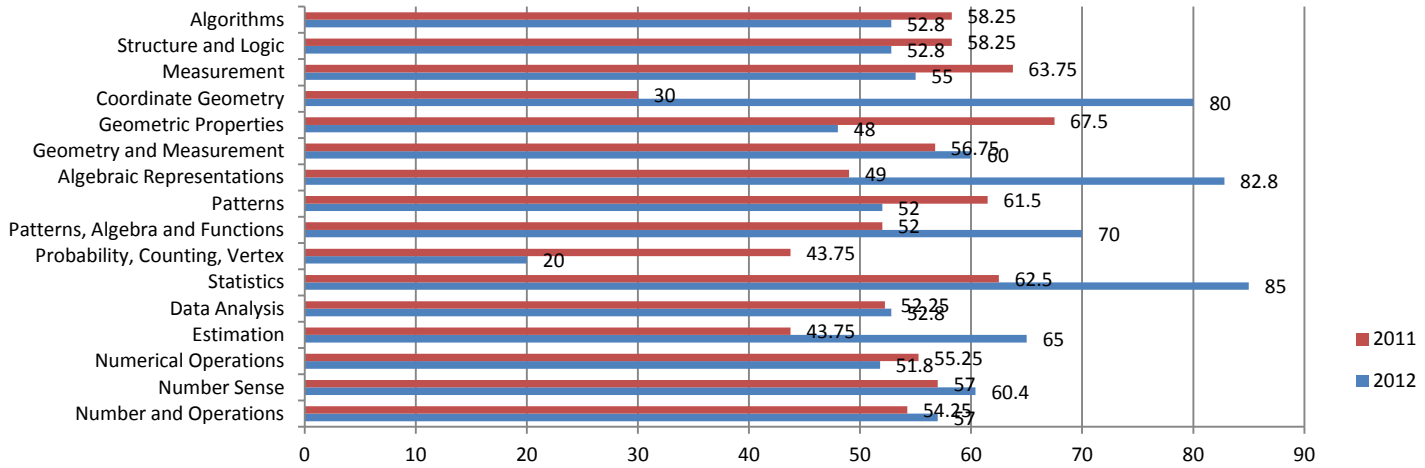
Appendix C – Mathematics AIMS

AIMS - Math 3rd Grade 2011 and 2012

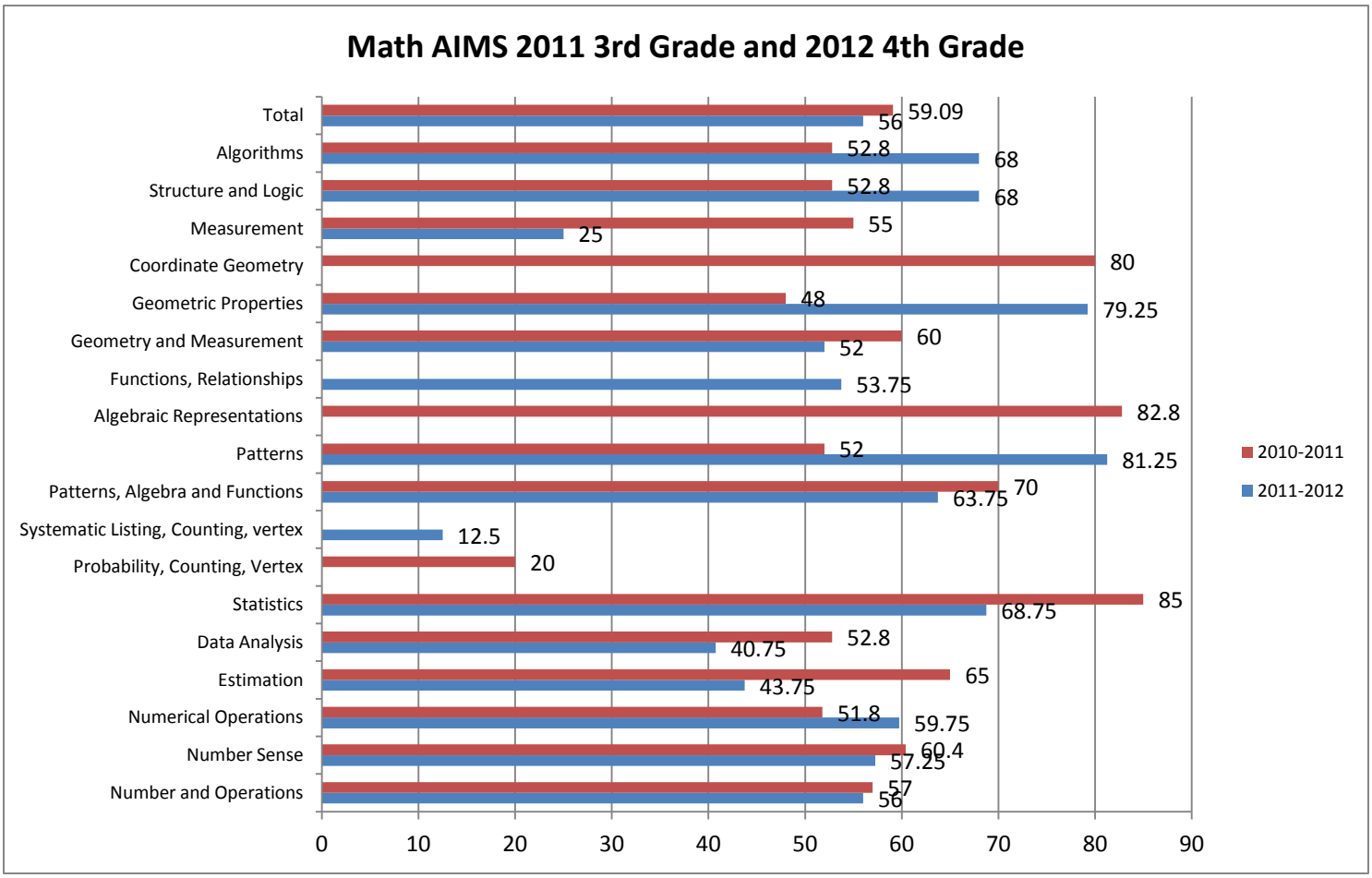


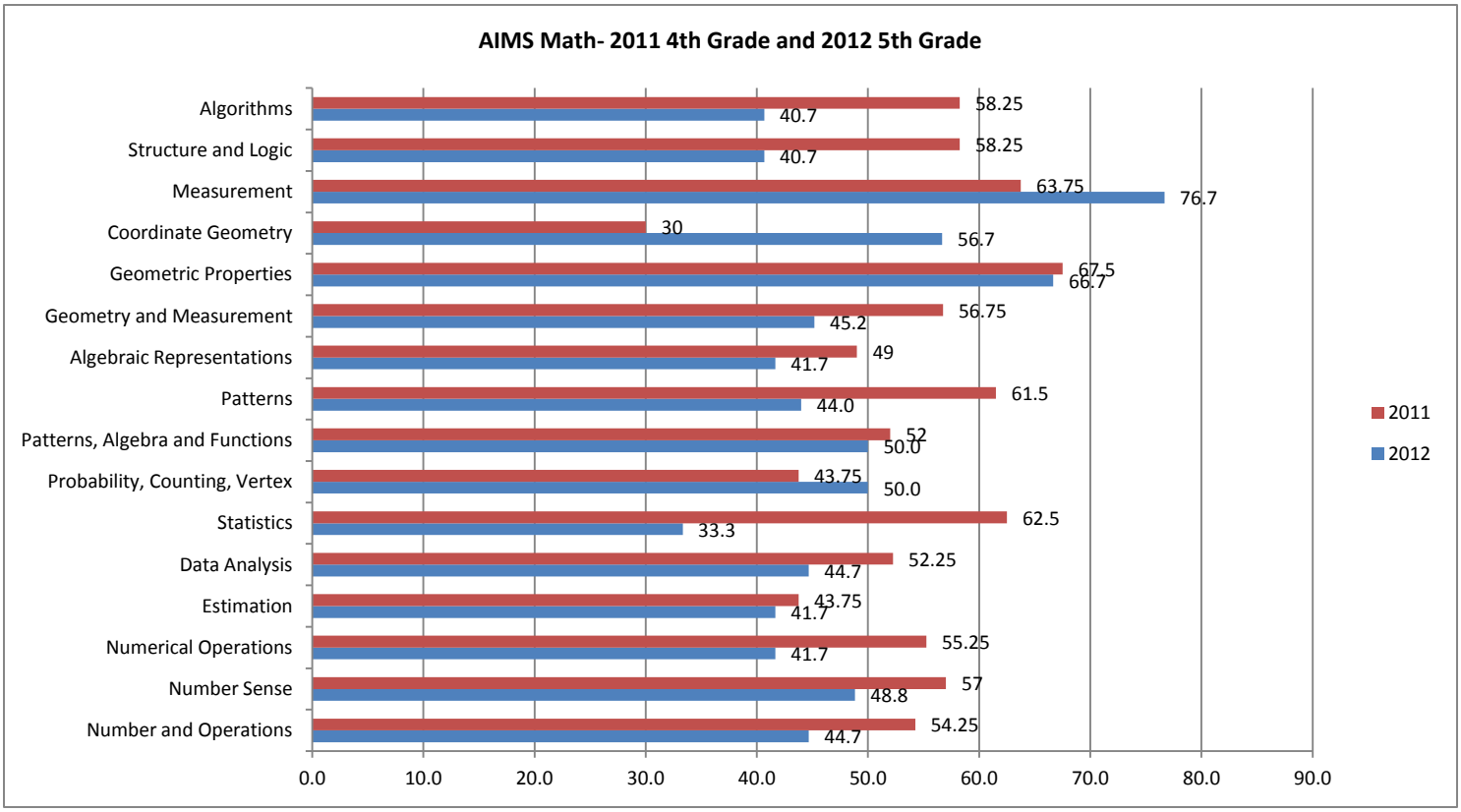
	Number and Operations	Number Sense	Numerical Operations	Estimation	Data Analysis	Statistics	Systematic Listing, Counting, vertex	Patterns, Algebra and Functions	Patterns	Functions, Relationships	Geometry and Measurement	Geometric Properties	Measurement	Structure and Logic	Algorithms
2011	56.0	57.3	59.8	43.8	40.8	68.8	12.5	63.8	81.3	53.8	52.0	79.3	25.0	68.0	68.0
2012	61.3	60.2	66.2	50.0	57.5	79.2	35.4	52.3	50.0	53.5	53.5	55.6	51.5	44.1	44.9

AIMS - Math 4th Grade 2011 and 2012

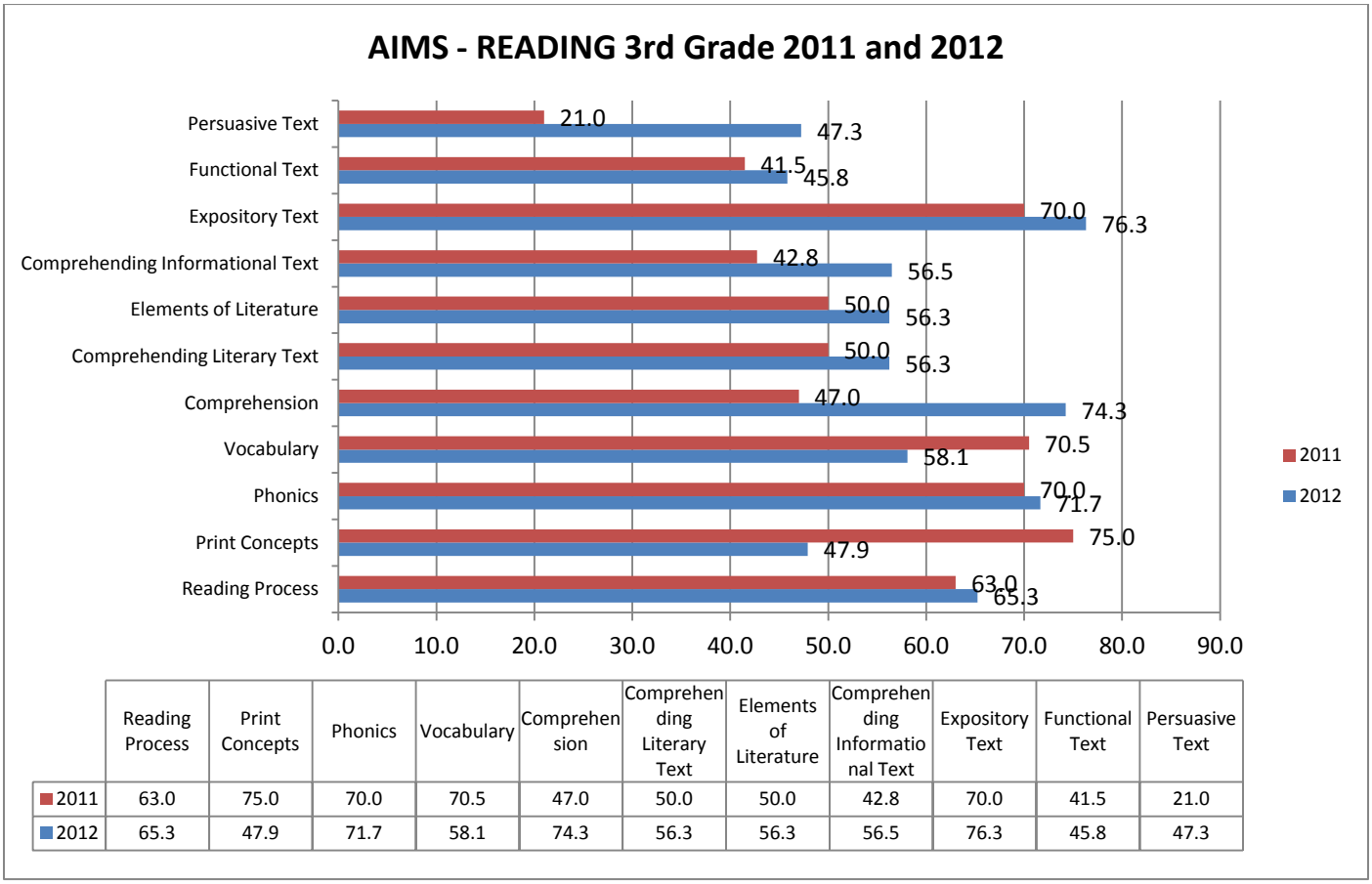


	Number and Operations	Number Sense	Numerical Operations	Estimation	Data Analysis	Statistics	Probability, Counting, Vertex	Patterns, Algebra and Functions	Patterns	Algebraic Representations	Geometry and Measurement	Geometric Properties	Coordinate Geometry	Measurement	Structure and Logic	Algorithms
2011	54.25	57	55.25	43.75	52.25	62.5	43.75	52	61.5	49	56.75	67.5	30	63.75	58.25	58.25
2012	57	60.4	51.8	65	52.8	85	20	70	52	82.8	60	48	80	55	52.8	52.8

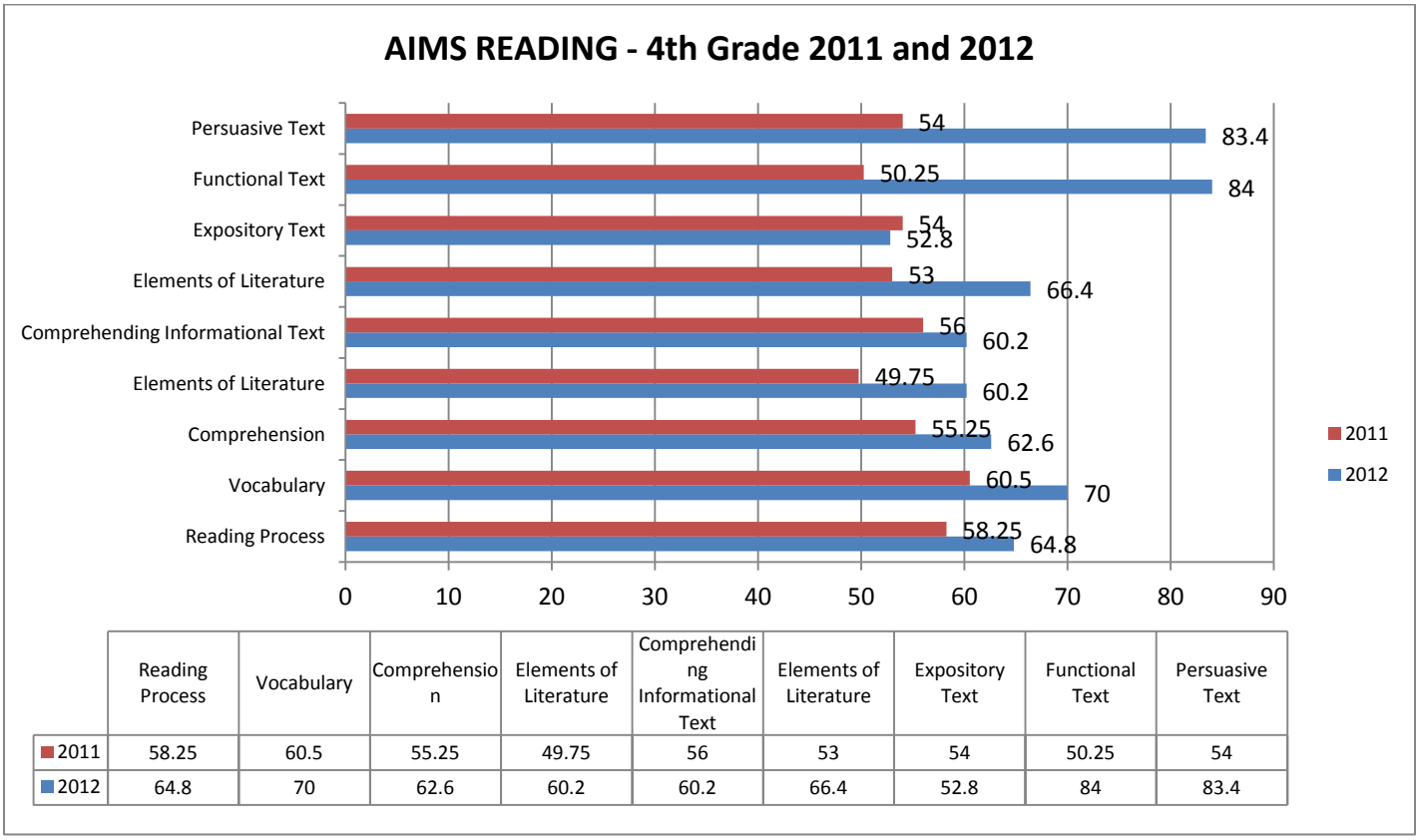

Math AIMS 2011 3rd Grade and 2012 4th Grade
Total
Algorithms
Structure and Logic
Measurement
Coordinate Geometry
Geometric Properties
Geometry and Measurement
Functions, Relationships
Algebraic Representations
Patterns
Patterns, Algebra and Functions
Systematic Listing, Counting, vertex
Probability, Counting, Vertex
Statistics
Data Analysis
Estimation
Numerical Operations
Number Sense
Number and Operations
59.09
56
52.8
68
52.8
68
55
25
80
48
79.25
60
52
53.75
82.8
52
81.25
70
63.75
12.5
20
85
68.75
52.8
40.75
65
43.75
51.8
59.75
60.4
57.25
57
56
0
10
20
30
40
50
60
70
80
90
2010-2011
2011-2012


AIMS Math- 2011 4th Grade and 2012 5th Grade
Algorithms
Structure and Logic
Measurement
Coordinate Geometry
Geometric Properties
Geometry and Measurement
Algebraic Representations
Patterns
Patterns, Algebra and Functions
Probability, Counting, Vertex
Statistics
Data Analysis
Estimation
Numerical Operations
Number Sense
Number and Operations
58.25
40.7
58.25
40.7
63.75
76.7
30
56.7
67.5
66.7
56.75
45.2
49
41.7
61.5
44.0
52
50.0
43.75
50.0
62.5
33.3
52.25
44.7
43.75
41.7
55.25
41.7
57
48.8
54.25
44.7
0.0
10.0
20.0
30.0
40.0
50.0
60.0
70.0
80.0
90.0
2011
2012

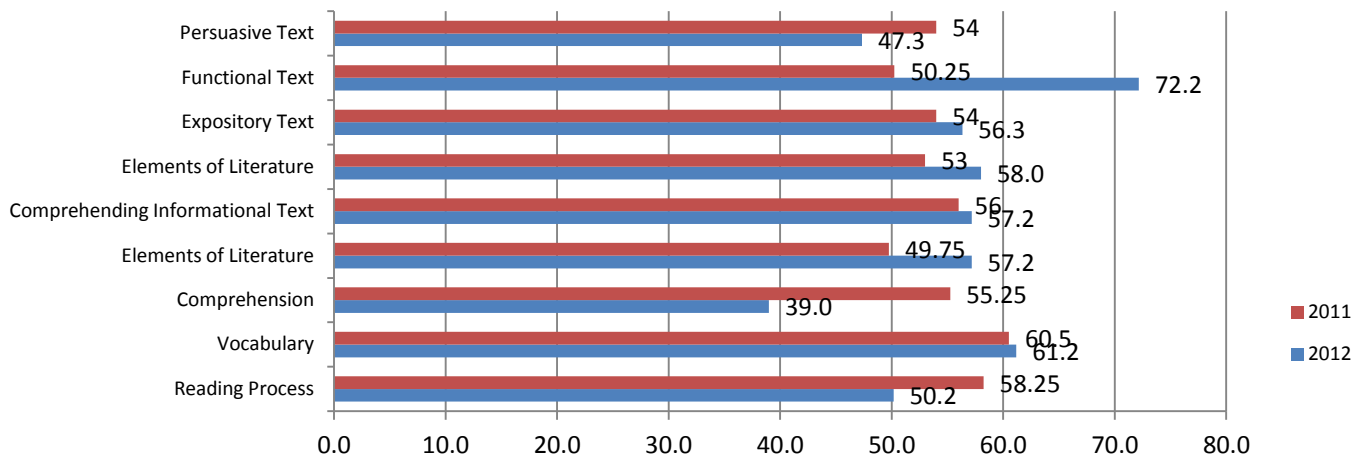
Appendix D – Reading AIMS



	Reading Process	Print Concepts	Phonics	Vocabulary	Comprehension	Comprehending Literary Text	Elements of Literature	Comprehending Informational Text	Expository Text	Functional Text	Persuasive Text
2011	63.0	75.0	70.0	70.5	47.0	50.0	50.0	42.8	70.0	41.5	21.0
2012	65.3	47.9	71.7	58.1	74.3	56.3	56.3	56.5	76.3	45.8	47.3

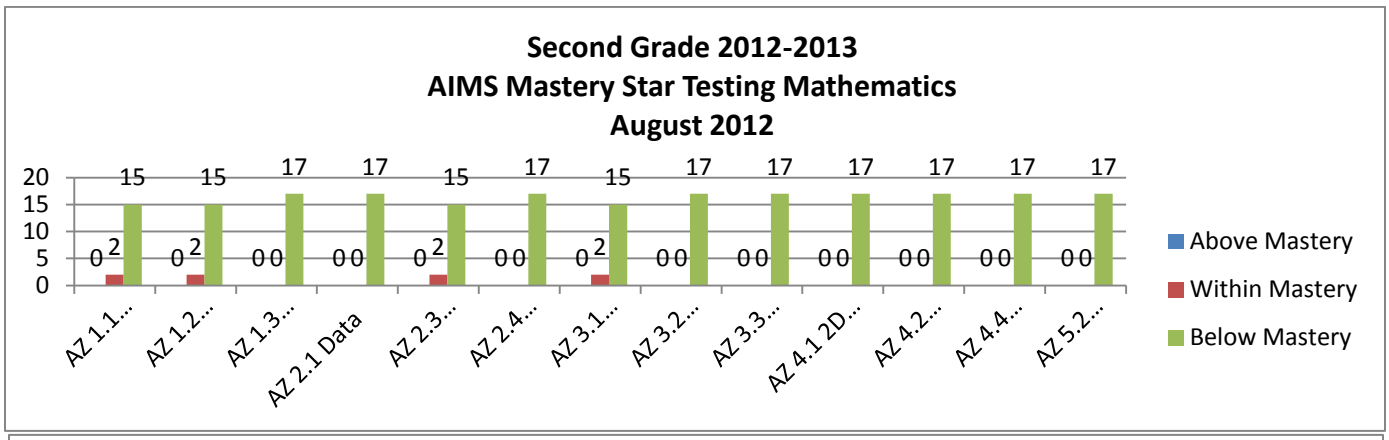


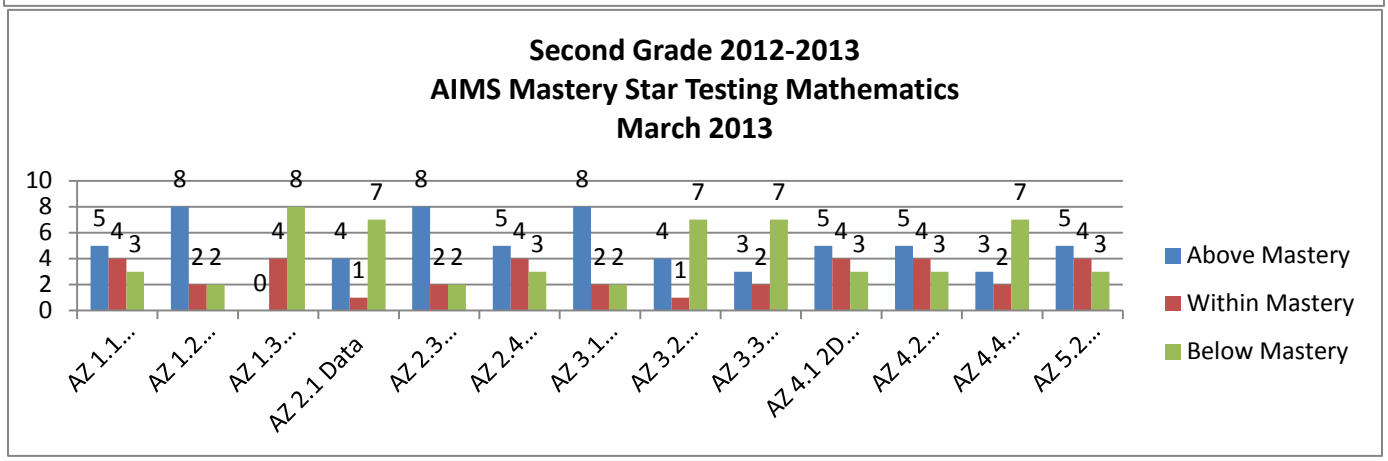
	Reading Process	Vocabulary	Comprehension	Elements of Literature	Comprehending Informational Text	Elements of Literature	Expository Text	Functional Text	Persuasive Text
2011	58.25	60.5	55.25	49.75	56	53	54	50.25	54
2012	64.8	70	62.6	60.2	60.2	66.4	52.8	84	83.4

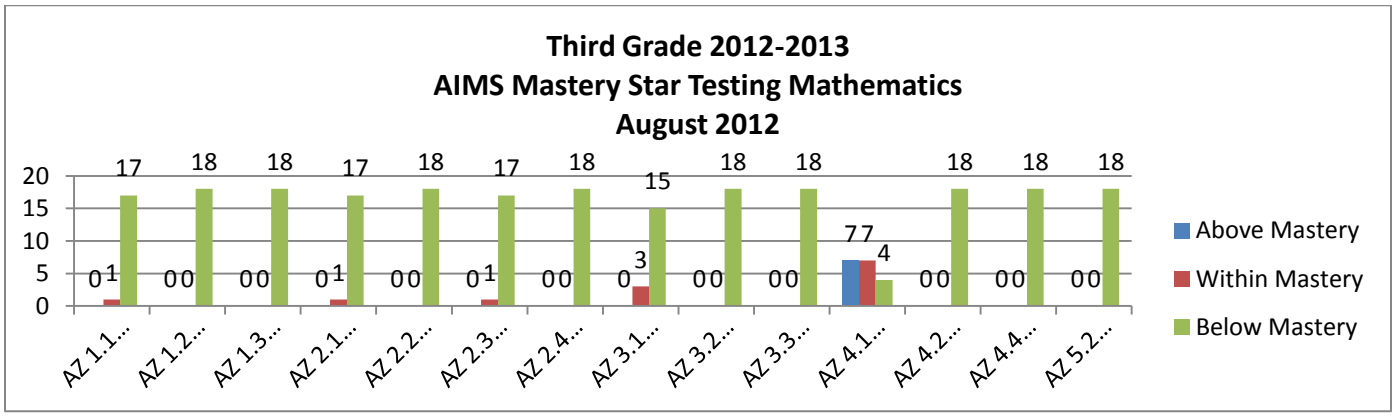


	Reading Process	Vocabulary	Comprehension	Elements of Literature	Comprehending Informational Text	Elements of Literature	Expository Text	Functional Text	Persuasive Text
2011	58.25	60.5	55.25	49.75	56	53	54	50.25	54
2012	50.2	61.2	39.0	57.2	57.2	58.0	56.3	72.2	47.3

Appendix E


Second Grade 2012-2013
AIMS Mastery Star Testing Mathematics
August 2012
20
15
10
5
0
AZ 1.1...
AZ 1.2...
AZ 1.3...
AZ 2.1 Data
AZ 2.3...
AZ 2.4...
AZ 3.1...
AZ 3.2...
AZ 3.3...
AZ 4.1 2D...
AZ 4.2...
AZ 4.4...
AZ 5.2...
Above Mastery
Within Mastery
Below Mastery


Second Grade 2012-2013
AIMS Mastery Star Testing Mathematics
March 2013
10
8
6
4
2
0
AZ 1.1...
AZ 1.2...
AZ 1.3...
AZ 2.1 Data
AZ 2.3...
AZ 2.4...
AZ 3.1...
AZ 3.2...
AZ 3.3...
AZ 4.1 2D...
AZ 4.2...
AZ 4.4...
AZ 5.2...
Above Mastery
Within Mastery
Below Mastery


Third Grade 2012-2013
AIMS Mastery Star Testing Mathematics
August 2012
20
15
10
5
0
AZ 1.1...
AZ 1.2...
AZ 1.3...
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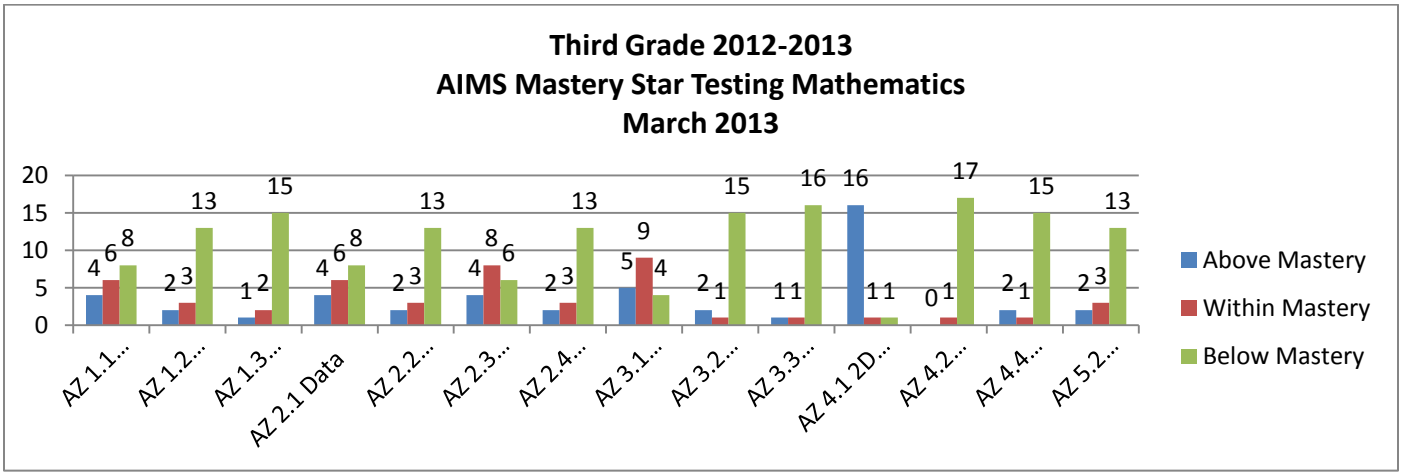
AZ 2.2...
AZ 2.3...
AZ 2.4...
AZ 3.1...
AZ 3.2...
AZ 3.3...
AZ 4.1...
AZ 4.2...
AZ 4.4...
AZ 5.2...
Above Mastery
Within Mastery
Below Mastery


Third Grade 2012-2013
AIMS Mastery Star Testing Mathematics
March 2013
20
15
10
5
0
AZ 1.1...
AZ 1.2...
AZ 1.3...
AZ 2.1 Data
AZ 2.2...
AZ 2.3...
AZ 2.4...
AZ 3.1...
AZ 3.2...
AZ 3.3...
AZ 4.1 2D...
AZ 4.2...
AZ 4.4...
AZ 5.2...
Above Mastery
Within Mastery
Below Mastery