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 The site had an abundance of outdated trade books, all donated by well meaning folks from across the country.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

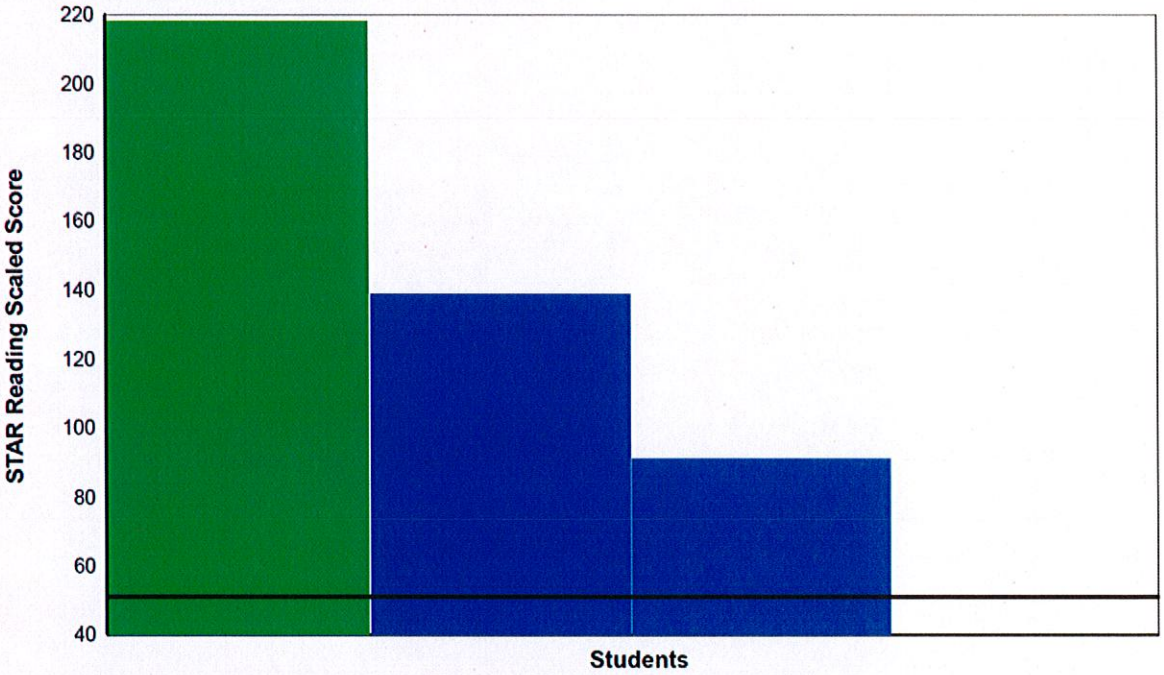
Printed Tuesday, December 10, 2013 2:19:42 PM

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

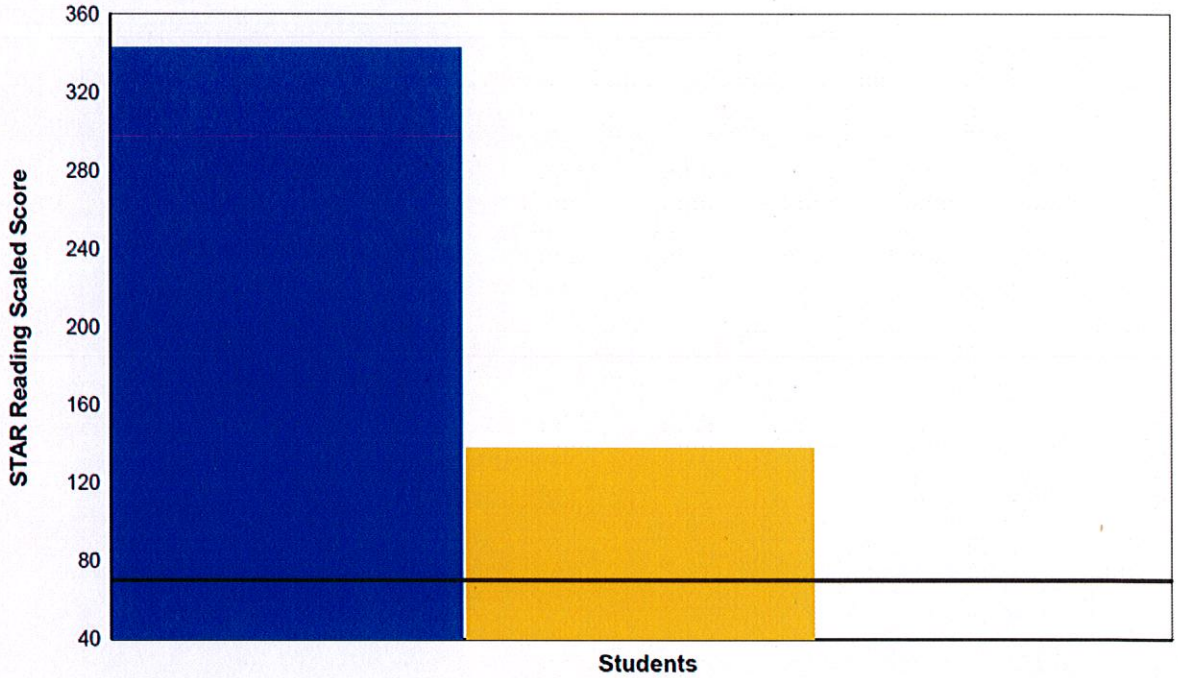
Screening Report
Arizona AIMS

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

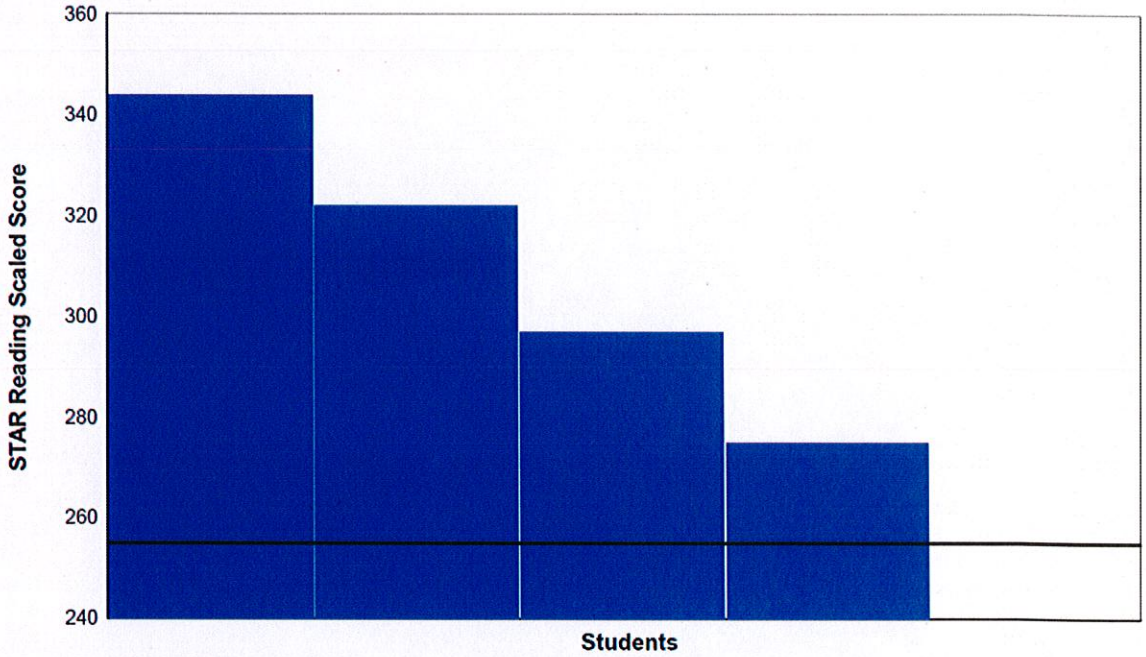
Screening Report
Arizona AIMS

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

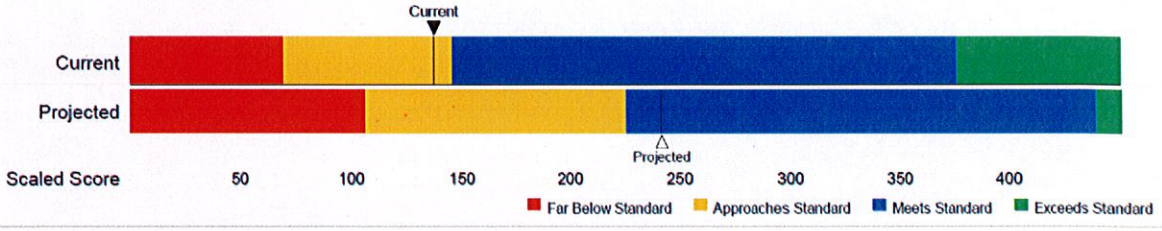
Report Options
Use Trend Score: Use trend score for student's suggested skills

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

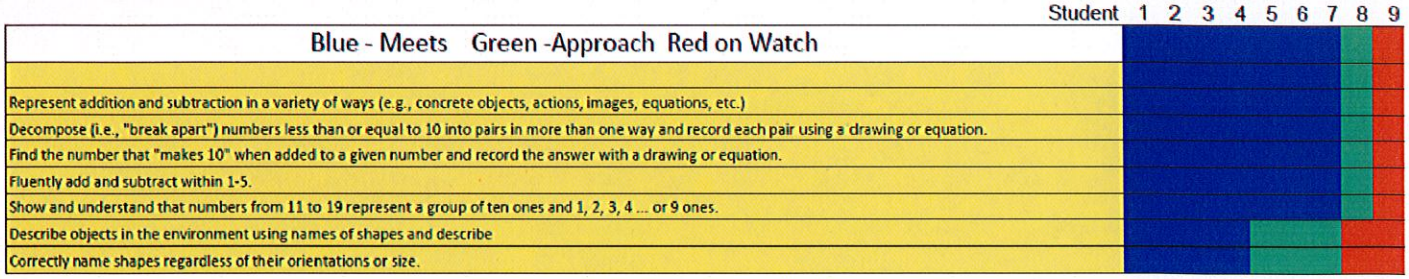
	Vocabulary Acquisition and Use
	This score suggests [redacted] should practice the following skills related to vocabulary acquisition and use.
1	» Use sentence-level context clues, illustrations, and foundational skills to determine or clarify the meanings of unfamiliar words in grade-appropriate texts
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

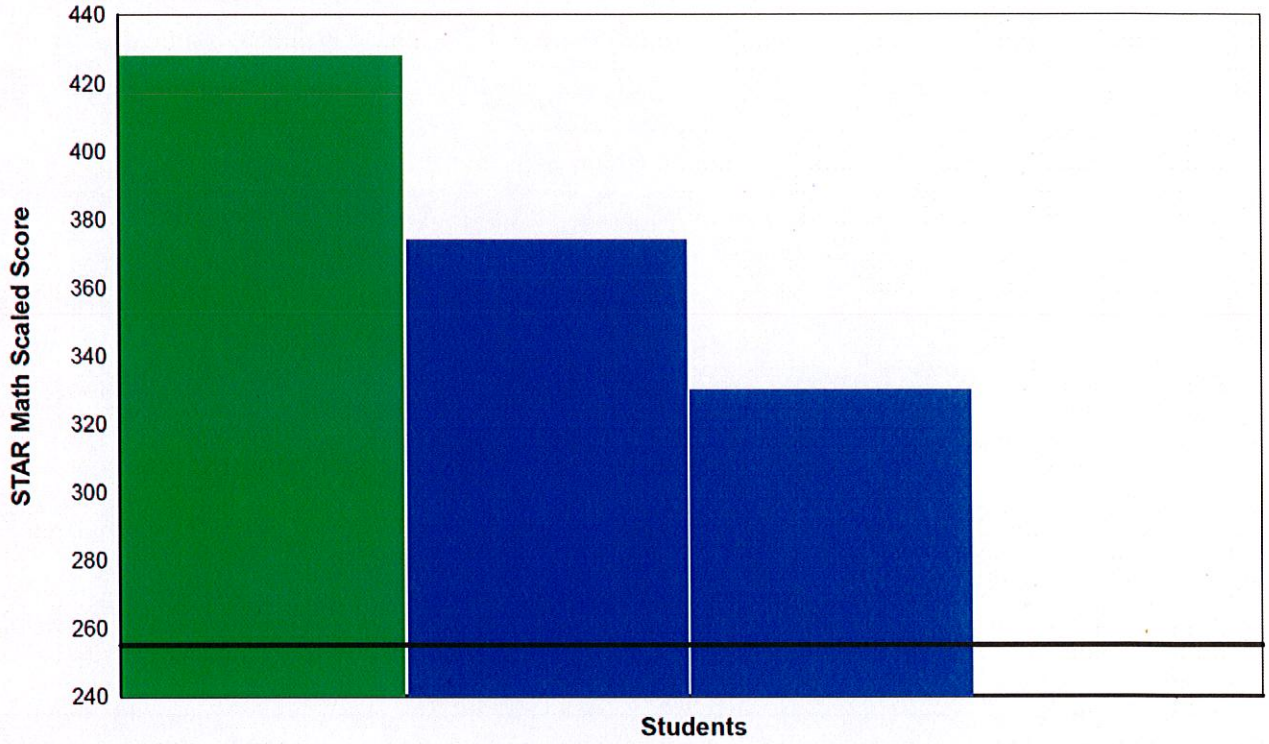
Printed Monday, December 9, 2013 9:59:20 AM

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.

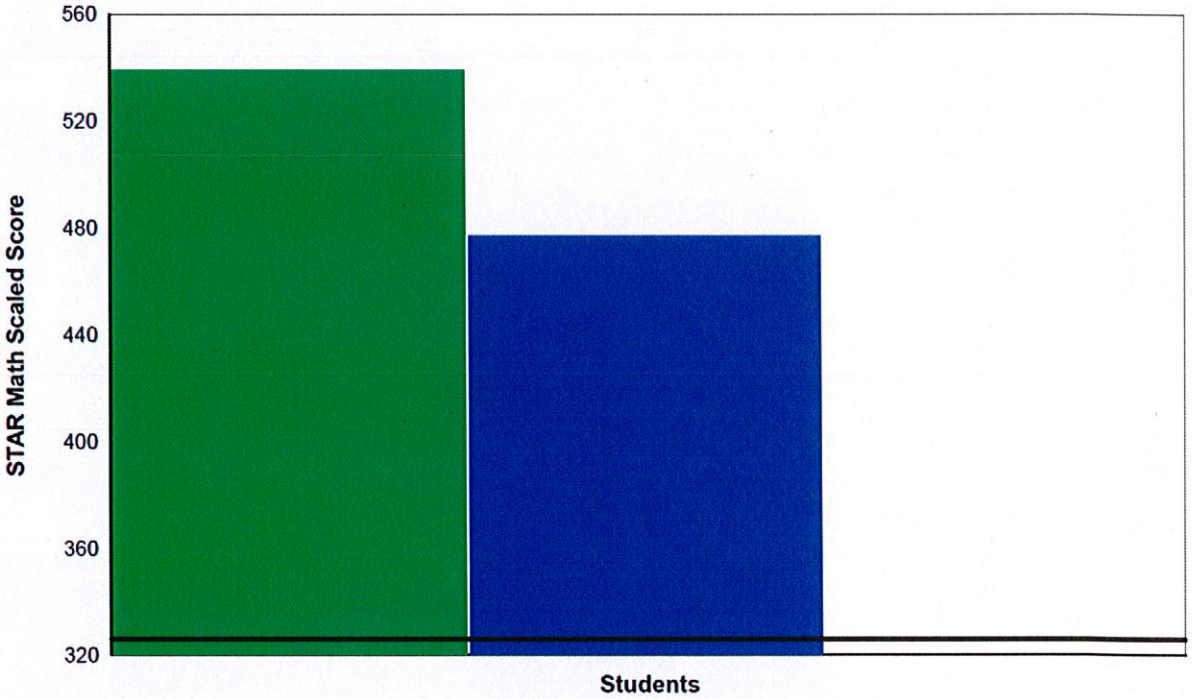
Screening Report
Arizona AIMS

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

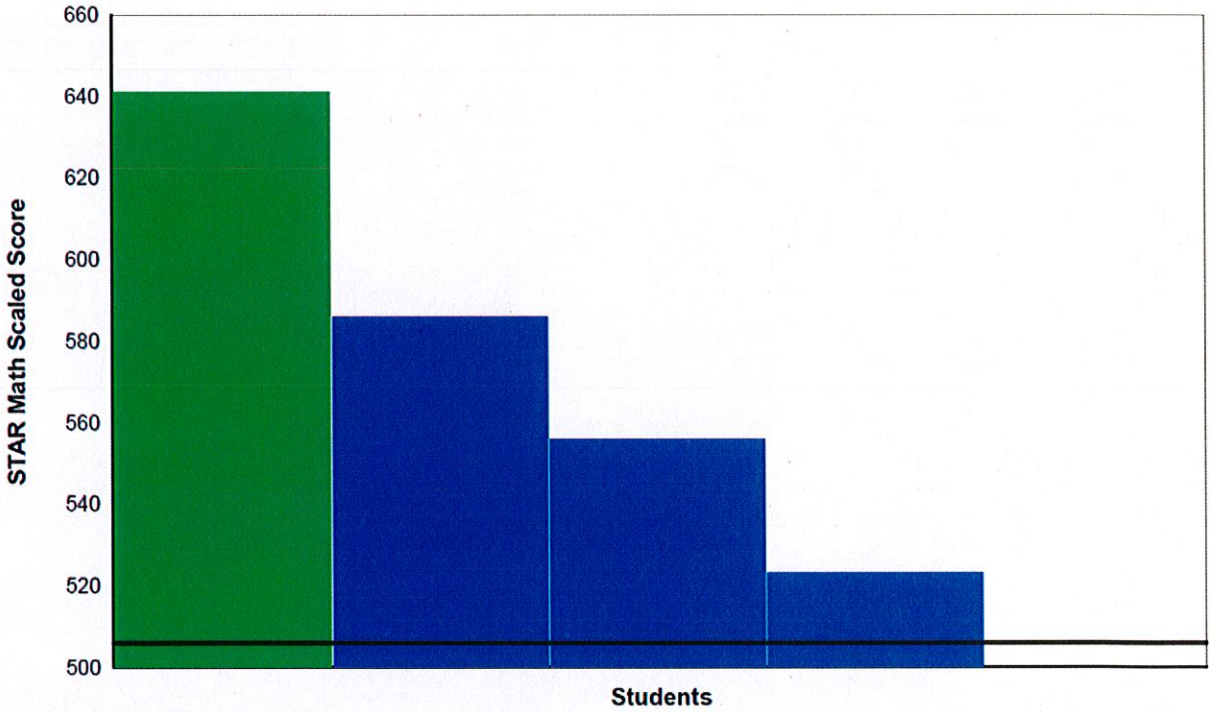
Screening Report
Arizona AIMS

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.