

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 30 Elementary schools (includes K-8)
7 Middle/Junior high schools
4 High schools
0 K-12 schools
41 Total schools in district
2. District per-pupil expenditure: 5789

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	46	47	93
1	69	46	115
2	51	58	109
3	53	57	110
4	53	57	110
5	60	54	114
6	56	53	109
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			760

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
16 % Asian
5 % Black or African American
13 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
65 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 5%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	18
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	35
(4)	Total number of students in the school as of October 1, 2011	760
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 7

Number of non-English languages represented: 4

Specify non-English languages:

Farsi, Punjabi, Bengali, Korean

9. Percent of students eligible for free/reduced-priced meals: 11%
 Total number of students who qualify: 85

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%
 Total number of students served: 45

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>0</u> Other Health Impaired
<u>2</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>18</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>8</u>
Paraprofessionals	<u>0</u>	<u>6</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>10</u>
Total number	<u>41</u>	<u>24</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

26:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	98%	97%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	_____	0
Enrolled in a 4-year college or university	_____	0%
Enrolled in a community college	_____	0%
Enrolled in vocational training	_____	0%
Found employment	_____	0%
Military service	_____	0%
Other	_____	0%
Total	_____	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Chandler Traditional Academy, Liberty Campus, is one of 30 elementary schools in the Chandler Unified School District, the third largest district in the state of Arizona. CTA-Liberty is tucked away in a quiet Chandler neighborhood situated in the southeastern metropolitan Phoenix area. Addressing the desire of families in the Chandler district who wanted a back-to-basics option, CTA-Liberty was opened in July, 2002, as the first traditional school in the district with 148 students enrolled the first year. Today there are 760 children enrolled at Liberty, 274 living within the square mile parameters of the campus and 486 living outside this square mile and attending on open enrollment status. The popularity of CTA-Liberty has grown over the years because of the outstanding instruction provided by the teachers, the exceptional research-based curriculum, the attractive array of options for extracurricular activities, and the opportunity for parents to become involved in the day-to-day operations of the school.

The mission of CTA-Liberty is to provide a quality traditional program to families who want direct instruction in a whole-group format with strong discipline, a dress code and homework policy, strong parent involvement, and high expectations for successful performance on the part of all students. The families served by Liberty are from diverse backgrounds with Asian, Hispanic, and African American ethnicities represented. The diversity of the student body adds to the rich cultural environment on campus. The educational priorities of the families who send their children to CTA-Liberty are reflected in their support of the direct instruction and whole-group format. Although teachers predominantly teach their entire class using direct instruction, they also provide differentiated and flexible group instruction to students as needed. The accelerated text-based curriculum provides the scope and sequence of objectives and standards that teachers use to develop the critical thinking and problem-solving capabilities of their students. Instructional interventions are provided by the general and special education teacher teams for students who need the additional support. Teachers maintain high expectations for student academic performance and behavior. In addition, specialists and faculty club coordinators provide high-quality music, choir, band, orchestra, physical education, and a variety of extracurricular options, such as Student Council and Running Club, which enhances the students' overall development.

CTA-Liberty was named in honor of the brave Americans who lost their lives in the 9-11 tragedy. The students became known as the Eagles, and the American eagle was chosen as the school mascot. The Eagles have been achieving at high levels since the inception of the school in the community. In recent years the performance levels have soared with student performance on the AIMS, the state standardized assessment, reaching the highest levels to date. In spring of 2012, the school ranked sixth in the state amongst all K-12 schools and was recognized as a 2012 NCEA Arizona Highly Performing School. In addition to pursuing their academics with enthusiasm, Liberty students are honest, caring, and helpful citizens in their school community. Visitors to the campus are impressed with their respectful and focused behavior as well as with the dynamic instruction of the classroom teachers and the total engagement of the students during lessons and activities.

The children, teachers, staff, and families of CTA-Liberty are deserving of the national Blue Ribbon award. They have set their sights on being the best that they can be as members of a dynamic learning community where all participants are honored for their efforts and accomplishments in a wide arena of activities and endeavors. Every child at Liberty is a young scholar who is recognized for his or her successes in civic behavior, academics, and the arts. The curriculum at Liberty is challenging and anchored in the Common Core Standards, foundational skill achievement, traditional values of honesty, a strong work ethic, accuracy, neatness, and precise articulation. The incorporation of thoughtful critical thinking in science, technology, and math are examples of these standards. Due to the teachers' commitment to increase their instructional efficacy while staying committed to the principles of teaching, the quality of education offered to the students remains consistently high.

A strong, fully-functional school is attributable to cohesive, dedicated teams of individuals who share a common vision and work diligently and with unselfish commitment for the good of all the students who are a part of the learning community. CTA-Liberty is blessed with strong, stable, and dedicated teams at each grade level. Also, Liberty's specialty areas, special education, front office, cafeteria, workrooms, lunchroom, and the volunteer positions of parents in PTO, in Dads' Club, and on Site Council are true examples of professional personnel and invested stakeholders. The staff and parents are dedicated to the well-being and total development of each Eagle from the tiniest to the tallest. CTA-Liberty is a dynamic and exciting center of learning and living for the 760 young people who call it "my school."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Arizona's Instrument to Measure Standards (AIMS) has four performance level descriptors. These are Exceeds, Meets, Approaches, and Falls Far Below. Each of these levels describes the student's academic performance on the assessment in relation to the established standards. Since our program is based on a traditional grading scale, students enrolled in the tested grade-levels earn percentage-based scores on classroom assessments. The tables indicate the percentages of students earning a Meets/Exceeds proficiency level, with a separate line detailing the specific percentage of Exceeds. The results show that students at CTA Liberty are successfully passing and exceeding the standard in both areas for all grade levels in reading and math.

Our school's success is based on the meticulous analysis of assessment data. This information provides our administrators, teachers, and staff with a framework on which to make necessary adjustments from year to year. Administration and teachers meet together to analyze the assessment data at the beginning of each school year to identify objectives which require improvement. In addition, the receiving teachers analyze the data for the new year's group of students, determining the areas of strength and noting weaknesses that need to be addressed. The data is detailed by concept and by student. This allows teachers to formulate detailed plans to support those students scoring in the Falls Far Below or Approaching proficiency categories. Interventions to support student growth may include tutoring or re-teaching during the week.

Teachers continue to improve instruction, thereby positively impacting student achievement, as can be seen in the increasing percentages in the Exceeds proficiency performance label over the past five years (with the exception of the math percentages in 2010). In addition, the program at CTA Liberty supports continued growth and success of subgroups such as those students who are at a lower socioeconomic scale or enrolled in our special education program, as can be seen in the increased percentage growth in reading and math over the past five years as well.

Student performance on the AIMS has shown steady growth over the past five years with stellar gains achieved at third and sixth grade in reading and math proficiency and significant progress demonstrated in the fifth grade reading and math proficiency percentages in 2012. Between 2008 and 2012, the reading and math performance of third through sixth grade CTA-Liberty students consistently surpassed the performance of students at those grades at the district level by an average of 10% in reading and 16% in math. When compared to the AIMS performance of third through sixth grade students in reading and math across Arizona, the average scores of CTA-Liberty students at third through sixth grade were at least 20% higher in reading and 28% higher in math.

From 2008 until 2012, reading proficiency at third grade ranged from 91 to 99% with a 6% proficiency gain in 2012; fourth grade ranged from 93 to 95%; fifth grade ranged from 89 to 98% with a 3% gain in 2012; and sixth grade ranged from 82 to 100% with a 3% gain in 2012. A phenomenal 18% gain over five years at sixth grade is in great part due to the exceptional teaching of the sixth grade reading teacher who taught all departmentalized reading classes over this five-year period. At third grade, a decline of 4% in reading in 2011 was followed by a significant gain of 6% in 2012; third grade teachers diligently tutored their struggling readers that year and have been doing so since then. At fourth grade, a 5% decline in reading in 2009 was followed by two years of significant gains (6% and 4%) with a perplexing 3% drop in performance in 2012. At fifth grade, a decline of 3% in reading (2009) was followed by gains of 3% in 2010, 6% in 2011, and 3% in 2012; fifth grade teachers tutored struggling students in after-school sessions.

Math proficiency gains showed similar growth trends over the same five year period with third grade ranging from 93 to 98% with a 4% proficiency gain in 2012; fourth grade ranging from 97 to 93%; fifth grade ranging from 99 to 97% with a 2% proficiency gain; and sixth grade ranging from 90 to 100%, a 7% gain in 2012 and an impressive 10% gain over five years. The growth of sixth grade students over this time is attributable in great part to the outstanding instruction of the sixth grade math teacher who taught all departmentalized math classes over this five-year period. At third grade, a decline of 4% was seen in 2010; at fourth grade, declines of 4% were seen in 2009 and 5% in 2012; at fifth grade, declines of 7% were revealed in 2009 and 4% in 2010. The fourth grade teachers expressed that although the performance of the 2009 and 2012 fourth grade groups were high (88% and 95%), the decline in growth over those two years needed to be addressed with some type of intervention. The fourth grade team decided to implement a paired-teacher model where two teachers taught math and two teachers taught reading to the four fourth grade classes during the 2012-13 school year. In order to boost instructional efficacy in math and reading, the fifth grade team had decided to implement a modified paired-teacher model during the second semester of the 2011-12 school year. This implementation sparked the fourth grade team and gave them the confidence to introduce a needed modification in instructional delivery. The fifth grade team hopes to experience the same success with this year's fifth graders, who are the fourth graders who had under-performed in 2012.

The 2010 declines in math proficiency seen across all four grade levels at CTA-Liberty were experienced across the district and the state because of changes in the instrument content and scaling. Average district declines of 7% at third and fourth grade, 13% at fifth grade, and 11% at sixth grade juxtaposed against state declines of 8% at third grade, 11% at fourth grade, 14% at fifth grade, and 12% at sixth grade showed a similar downward trend that overarched our declines of 4% at third grade, 3% at fifth grade, and 2% at sixth grade. Our fourth grade math proficiency in 2010 actually showed a 2% gain which attested to the strong performance of the students and superior instruction on the part of their teachers.

In 2012 interesting trends in the performance of the disaggregated groups were revealed for African American and special education third, fourth, and fifth graders. Although African American students attained an average proficiency of 83% in reading and math in 2012, there was a 16% achievement gap in reading and a 15% gap in math for this group. At third grade, the low SES, Hispanic/Latino students, Special Education students, and Asian/Pacific Islander students had attained 100% proficiency and were on par with the overall total group averages of 99% in reading and 98% in math. At fourth grade, there is a similar achievement gap of 17% in reading and 26% in math for the African American students where their reading average of 78% in reading and 68% in math fall significantly below the averages of the other subgroups. At fourth grade, a large achievement gap exists between the AIMS performance of the Special Education students who attained an average proficiency of 60% in reading and 60% in math, yielding a 35% and 33% differential in performance. At fifth grade, the achievement gap was much smaller for the Special Education students who attained an average proficiency of 87% in reading and 87% in math, yielding differentials of 12% and 10% when compared to the total group average of 98% in reading and 97% in math.

While looking at the average five-year data for all tested grade levels, the success of the program at CTA-Liberty is evident. In reading, a growth of 9% occurred over the past five years in the Meets/Exceeds category, with a 13% growth specifically in that of Exceeds. While all subgroups showed growth over the past five years, those showing the most gains are the Hispanic/Latino and Special Education subgroups. The Hispanic/Latino subgroups gained 12% in the Meets/Exceeds category, with an 18% gain in Exceeds alone, while the Special Education subgroup realized an outstanding 41% gain in Meets/Exceeds and a sizeable 20% gain in Exceeds in the past five years. In math, the five-year growth is 2% in Meets/Exceeds and 12% in the Exceeds category. The most significant gain occurred in the past year in the Special Education subgroup, with a 19% gain in Meets/Exceeds and a 23% gain in the Exceeds category.

CTA-Liberty teachers are actively working to identify struggling students early and apply intervention strategies as soon as possible to help students successfully navigate through the reading and math

curriculum. Small group tutoring and re-teaching of reading objectives to students needing this type of assistance is begun as early as kindergarten and is continued through third grade with the BURST small groups and one-on-one tutoring on phonograms, spelling, fluency, and comprehension strategy application. Similarly, teachers are tutoring students who are struggling in math on a daily basis in small groups at recess or before and after school.

Looking at the reading and math gains of common cohorts in the Meets/Exceeds categories at third to sixth grade and evaluating the gains in the Exceeds category provides strong support for departmentalizing at the upper intermediate grades as CTA-Liberty has been doing over the past seven years at sixth grade. For example, the common cohort of third graders in 2008 showed uneven growth on AIMS reading in 2009 and 2010. In 2011, these students as sixth graders showed gains of 7% when they reached 96% proficiency in the Meets/Exceeds category in reading. An even more impressive gain of 14% growth in the Exceeds category in reading can be seen with 20% of the sixth graders performing at this level. Similarly, this 2008 cohort showed 93% of the sixth graders attained proficiency in the Meets/Exceeds category in math in 2012. Within this group, 72% of the students achieved at the Exceeds level which is a phenomenal increase of 21% from their prior year's performance on the AIMS math.

In reading, the third grade common cohort in 2009 that stayed at 94% and 95% proficiency between 2010 and 2011 demonstrated an exceptional 5% growth in sixth grade when 100% of the students reached proficiency and 41% of them exceeded in 2012. Likewise in math, this common cohort of 2009 third graders dropped from 98% proficiency in 2009 to 94% and 93% in 2010 and 2011, but reached 100% proficiency in 2012, a gain of 7%. A phenomenal 78% of these sixth graders exceeded on the AIMS math in 2012 which was a 23% gain in this category from the prior year. Looking at the exceptional growth in reading and math of these two cohorts of students in sixth grade lends strong support to the decision to continue departmentalizing at sixth grade at CTA-Liberty and to extend this model of instructional delivery to fifth grade in the 2013-2014 school year.

2. Using Assessment Results:

CTA-Liberty's success is based on the meticulous analysis of assessment data from the Dynamic Indicator of Basic Literacy Skills (DIBELS), the Arizona Instrument to Measure Standards (AIMS), the Stanford Achievement Test-10 (SAT-10), monthly, and quarterly assessments. Since CTA-Liberty is a Spalding Certified School, Spalding materials, and specific assessments are also used to determine how to make students more successful. The specific Spalding assessments used are, McCall Crabbs, Morrison McCall, 70 Phonograms, and sentence dictation. For math, weekly and monthly assessments are given, including math facts in addition, subtraction, multiplication, and division. This information provides administrators, teachers, and staff with a framework on which to make necessary adjustments from year to year and within the year. Administration and teachers meet together to analyze the assessment data at the beginning of each school year to identify objectives that require improvement. In addition, the receiving teachers analyze the data for its new group of students, determining the areas of strength and noting weaknesses that need to be addressed.

The DIBELS reading assessment is administered three times each year to K-3 students. Results are used to assess students' reading ability in oral reading fluency and retelling of the story. Test results are used to place students into leveled reading groups and for tutoring placement. Students that reach the DIBELS benchmark continue classroom instruction for ongoing success. Students that do not meet benchmark require intervention using the BURST intervention strategies to gain skills needed to meet the benchmark goal.

Each spring, students in third grade through sixth grade are given the AIMS assessment in reading, writing, math, and science. The results are analyzed for each student, determining which students did or did not make a one-year academic growth. Students needing assistance will be given extra help to make additional gains in their learning. Further, these results help classroom teachers improve instructional strategies. Students in second grade take the SAT-10 assessment in reading and math. Results are also

analyzed for each student to determine their growth and to give underperforming students the assistance they need to make additional gains in their learning. Classroom teachers also analyze the results to strengthen their instructional strategies, each year the teachers and principal work to focus on an academic area that will be a benefit to all students.

CTA-Liberty is participating in the Move on When Ready School K-3 literacy plan. This plan is intended to collect data for the 2012-2013 school year. It allows teachers to indicate the programs that are being used for each grade level in grades K-3. This plan also allows for instructional time for a 90-minute block of K-3 core reading to be used. This is called Tier 1. Reading intervention programs begin in Tier 2, using the Spalding Methodology for 30 minutes, five days a week. Tier 3 reading intervention uses the Wilson program for 60 minutes, five days a week. The DIBELS assessment, SAT-10, and AIMS are assessments used to record and analyze student data. Upon analysis, teachers can identify students needing remediation and acceleration. This information is shared with parents throughout the year.

Parents, students, and the community are informed in various ways of assessment data. Students are given their assessment information and with the help of their teacher, analyze their own information at the appropriate grade level to determine their successes and academic growth. Parents are given copies of all school, district, and state assessment results. During parent-teacher conferences and on an individualized basis, teachers work with parents to help them analyze their child's growth while also comparing it with other students of like abilities. The ways the community can access Sat-10 and AIMS information is through the site council, PTO, district, and state websites. Local newspapers are also welcomed to publish the Sat-10 and AIMS data. Not only does it communicate the successes at Liberty, it also fosters open lines of communication that allow for continuous educational support from the community. This support has helped CTA Liberty become a successful school as has been shown by being ranked #6 in the state among K-12 public, private, and charter schools and #1 among all elementary schools in Arizona.

3. Sharing Lessons Learned:

Each year all the CTA traditional schools get together by grade levels to specifically discuss and share their successes and problem areas. CTA principals meet on a weekly basis to also discuss and share their views on matters pertaining to the curriculum and handbook. Being that all of Chandler Unified School District's CTA schools use the Spalding Language Arts Methodology and the Saxon Math program, it is essential to collaborate with each other. An example of sharing, second grade teachers at CTA-Independence made power points of the Saxon Math lessons from lesson one to lesson 135 and have shared them with their second grade CTA colleagues. These power points allow for a more multi-sensory atmosphere for second grade students. One of Spalding's requirements is that teachers attend yearly in-services. Therefore, Spalding in-services not only happen on the individual campuses of all CTA schools, it also takes place among all CTA's together. Grade level teachers of each school get together for a couple of days to plan out an in-service that they put on for all the CTA schools, by grade level, and as a group. Getting together with the other CTA's is a powerful tool. CTA fifth grade teachers provided CTA Humphrey (CUSD's newest CTA school) with a curriculum map and yearly lesson plans to help them get started and feel prepared. Teachers of various grade levels from other CTA schools have come and observed teaching practices. In this way, teachers can use what information they have gathered and use it in their own classroom to make their students successful. At CTA Liberty, there are many teachers who take on a coaching role to train staff on new educational strategies obtained at conferences. These conferences include training and updates in Thinking Maps, Write From the Beginning, Teacher Evaluation Instrument, and Spalding. Liberty's teachers feel confident collaborating with their colleagues because of the extensive training everyone has gone through and continues to pursue.

4. Engaging Families and Communities:

The Chandler Traditional Academy-Liberty Campus program was founded on the principle that parents, community, and staff shall work as partners to provide an education that encourages students to pursue

academic excellence. CTA-Liberty provides numerous opportunities that engages its families and communities to work together to educate our students.

Liberty's staff members work diligently to promote a positive home-school relationship so that parents become active members of the learning community. Parents are able to access teachers' individual websites for specific information and check grades through the online grading program to monitor their child's academic progress. CTA-Liberty's students, staff, families, and community participate in monthly award assemblies where students' accomplishments are celebrated and recognized.

One of the key components of the CTA program is family involvement. It is encouraged by offering a wide variety of occasions for which families can volunteer throughout the year. There are various ways for parents to be involved. These include working alongside the teachers, helping their child with homework, and volunteering in other areas. When parents and family members are involved in the students' educational experiences, it fosters a love for learning.

CTA-Liberty's Site Council meets on a monthly basis to establish and uphold the educational foundation of the school. The participants of the Site Council consists of parents, community members, and staff who want to be involved in discussing and problem-solving issues that concern the school. The Parent-Teacher Organization plays an important role as they plan and promote activities that enhance programs and provide families with social events that foster community building within the school. PTO and Dad's Club host amazing events such as Movie Night, Fall Festival, and monthly Family Fun Nights at local restaurants which benefit both the school and neighborhood businesses.

The Art Masterpiece program provides an opportunity for students to explore new subjects on a monthly basis. Parents and community members act as "Art Guides" and teach Liberty's students about famous artists, their techniques. Students also participate in "hands on" art activities. Through this program students learn problem solving skills, self-discipline, and creative thinking skills.

Students are given several opportunities throughout the year to give back to the community through service projects (i.e. Chandler Care Center Toiletries Drive and The Giving Tree). By participating in these programs, students gain an understanding of their civic responsibilities, which encompasses an awareness of their community and its needs.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

CTA-Liberty teachers align their curriculum with the English Language Arts and Math Common Core Standards and provide the instruction and guided practice necessary for their students to think critically across all content areas. The delicate balance between the program demands of a basic skills curriculum and a technologically advanced and progressive framework that requires analytical and inferential processing is sustained by the CTA-Liberty teachers. Teachers incorporate the recommendations they receive from their district Common Core Standards training with the philosophy and guidelines they embrace during their CTA Spalding coursework and their Saxon Math program implementation.

The Saxon Math program includes daily instruction, investigations, problem solving, and a focus on mastering basic facts. The spiral nature of the program allows for continuous practice of essential skills all year long. In the primary grades, counting and cardinality, calendar skills, and math warm-ups are taught during the initial part of the math lesson. From kindergarten through fifth grade, students are taught operations and algebraic thinking, numbers and operations in base ten, fractions, measurement and data, and geometry while sixth graders are taught ratios, proportional relationships, algebraic expressions and equations, statistics, probability, and geometry.

With the Spalding Method, students learn the 70 phonograms and enter 30 words per week into their spelling notebooks. Each word is marked and further analyzed allowing students to apply the rules of the English language. Reading instruction focuses on applying mental actions to aid comprehension, identifying text structure, point of view, and purpose of narrative, informative-narrative, and informative texts. Literary appreciation is also incorporated in the reading program. In writing, thinking maps are used school wide to organize ideas. Each teacher at Liberty has been trained in Write from the Beginning and instructs students using this program.

Spalding strategies and methods are also incorporated in science and social studies. Students use the mental actions to understand the complex expository text found in science and social studies textbooks. At each grade level, social studies and science concepts are aligned with Arizona state standards. In science, students learn about the world around them and how things work. The scientific method is taught and applied at an appropriate developmental level in each grade. Liberty students participate in a site-based science fair competition in which top performers advance to the Hamilton International Science and Engineering Festival district level competition. Math concepts are incorporated in this event as students collect and analyze data, and then communicate results by creating charts and graphs.

Students conduct research and create projects to deepen their understanding of living things, communities, key people in history, and important events. Kinders write about their families, friends, neighborhoods, and holidays just as first graders write on Johnny Appleseed, spiders, penguins, George Washington, and Abraham Lincoln. Second graders compose narratives on dinosaurs, the weather, and Ellis Island while their third grade classmates write research reports on a favorite animal and its habitat and rock categories. Students in fourth grade write research reports on a famous Arizonan and put on a wax museum presentation for their parents. Fifth graders create timelines that situate the important events in their own lives with national and international events. They make life-size personal paper replicas that depict their internal organs and write carefully researched reports on a favorite president and state. Sixth grade students create a Greek newspaper, a Middle Ages scrapbook, a country report, and a virtual cross-country vacation that requires them to stay within the constraints of a budget for lodging, food, gas, and entertainment expenses while visiting famous destinations they are studying in Social Studies. All students participate in field trips that are tied into their studies so that visits to the Mesa Museum, the Phoenix Zoo, the Wells Fargo Museum, the Science Center, and the Broadway Palms Theatre are both

relevant and exciting. Furthermore, the school community participates in current events such as celebrating Arizona's centennial and voting in the presidential election.

Each classroom goes to the computer lab and the library on a six-day rotation where students learn typing and apply the research and study skills they learn during their library lessons. Students use Microsoft programs such as PowerPoint, Publisher, Word, and Excel to create reports, brochures, newsletters, and presentations.

Students actively engage in physical education twice in a six-day rotation where they learn about health topics, including muscle groups, aerobic and muscle exercise, and nutrition as well as participate in sports and athletic activities. In addition, students participate in music class every three days when they learn about music theory, important figures in music history, and instruments as well as sing, dance, play a recorder, become familiar with instruments, and create their own songs and rondos.

2. Reading/English:

The Spalding Method is the heart of the traditional model of teaching at CTA Liberty in grades K-6. It is a total language arts program that encompasses all parts of literacy from phonemic awareness and phonics, to writing multi-paragraph compositions. Spalding's philosophy includes a child-centered approach, high expectations, and teacher improvements. Its methodology includes explicit, interactive, and diagnostic instruction that is sequential, multi-sensory and integrated. Spalding's curriculum and instructional methods are aligned to the Arizona State Common Core standards. Daily observations and assessments enable teachers to tailor instruction to meet each child's individual needs, while differentiated instruction is embedded in this methodology, reaching English Language Learners, special needs students, and those who are gifted.

Beginning with kindergarten, students are taught phonemic awareness, phonics, fluency, vocabulary, and comprehension skills using mental actions and text structure analysis. Students use thinking maps to deepen their understanding of written text and to organize writing assignments. The supplemental programs used at CTA Liberty for language arts include: Thinking Maps, Write From the Beginning, Open Court readers, literature studies, and the integration of social studies and science. Students from second through sixth grade at CTA Liberty are also expected to participate in the Accelerated Reader (AR) program. This allows students to take ownership of their own reading development. Parents are partners in the AR program and are key to helping their student becoming a successful reader. Students, K-6, are required to read at least twenty-minutes at home each night. Students in second through sixth grade are also responsible for meeting their quarterly goal set by the teacher and student.

Teachers use whole group instruction as well as guided reading instruction that meets the academic needs of each student. Students in K-3 are tested in DIBELS three times a year. The data is used to identify students who require intervention. Teachers use DIBELS and BURST strategies for students that need the additional support. Groups are created according to needs and are given intervention instruction five days a week until students have demonstrated sufficient growth. Fourth, fifth, and sixth grade students are placed in flexible groups based on their performance on the previous years' AIMS reading and writing scores. All students below grade level or those who have a specific reading need, receive additional support in small groups before school, during lunch, and after school.

3. Mathematics:

The mathematics program and curriculum utilized by CTA Liberty is Saxon Math, combined with Common Core emphasis and instruction to meet the AZ State Standards. Saxon Math utilizes a pedagogical approach, based on instruction, practice, and assessment across the grade levels in a systematic way in grades K-6. Students are taught at a grade level ahead starting in kindergarten. When students reach fifth and sixth grade they are placed in challenging and appropriate academic level math classes as determined by test scores, abilities, and skills. Teachers provide differentiated instruction

through the use of small groups, tutoring before and after school, and the use of supplemental tools in order to remediate or challenge students.

The spiraling nature of Saxon Math allows students to continuously practice essential skills throughout the year. Using an innovative instructional approach, daily standards and complex concepts are taught in smaller pieces or “chunks” making mastery of foundational skills easier to achieve. An emphasis on problem solving and rich mathematical conversations actively engage students in the learning process. Students are provided opportunities to make mathematical connections in real world situations. They are encouraged to communicate their findings and justify their thinking. Students experience the success of moving from the concrete to the abstract of each new concept and standard being taught. Math processes are an integral component of instruction; if students understand a process and are able to explain it to someone else, they will be able to apply that process in a variety of situations. Because of the continuity across grade levels and the focus on math processes, students develop a confidence that allows for a higher level of learning to take place. Math instruction at Liberty places an emphasis on student reasoning that is aimed at moving students to more-advanced mathematical strategies.

Through the use of frequent assessments, teachers modify and adjust instruction to meet the needs of individual students. Though teachers continuously evaluate their students in order to provide the most effective instruction, students are also expected to analyze and evaluate their progress in math throughout the year. This analysis helps students become more active participants in their learning; they are able to identify areas in which they may be having difficulties in order to guide their questions and nightly practice. Saxon Math and its implementation at CTA Liberty has equipped students with the strong mathematical skills needed to be life-long learners.

4. Additional Curriculum Area:

Science is an essential component at CTA Liberty; students utilize the scientific method to help them better understand the world around them. Through an inquiry based, hands-on science program in which students dive deep into concepts, students’ understanding of the state science standards are enhanced.

Throughout the year, students work individually in addition to cooperatively. Through interactions with others, students are challenged to explain their thinking and defend their conjectures. Students think critically as they experiment and create science based projects including reports and models. Students’ engineering skills are fostered through the many projects created as they continuously solve problems. Furthermore, projects enhance students’ interest in different career paths in the sciences. In many grades, science is integrated into both reading and writing. Students learn the content and complete labs within their science class, and are supported with science-themed articles in reading class, and research-based assignments relating to the subject matter in language arts. Using various technologies, students create graphs, data tables, presentations, and reports.

Each year students in grades K-6 participate in Liberty’s site-based science fair where teachers team together with Intel Corporation employees to help judge student projects. Because of the different modalities used in the science program, students are well prepared for this anticipated event. They thoroughly enjoy being able to research something about which they are curious and the steps involved in finding an answer. Writing like scientists, students are able to communicate their analysis of the data in a clear and concise manner. Top performers go on to the District level competition, Hamilton Invitational Science and Engineering Fair (HISEF). This year two Liberty groups advanced passed the HISEF level going on to the Arizona Science and Engineering Fair, which will be held in April.

Science is valued at CTA Liberty. Liberty’s science program prepares students for a greater level of difficulty throughout the grade levels and fosters skills needed in all subject areas. Not only are the students outfitted with life-long skills, they develop a valuable curiosity regarding the world around them as well as a love for science.

5. Instructional Methods:

CTA-Liberty utilizes various methods to differentiate learning for all students. The expectation for student achievement is high. Parents coming into CTA-Liberty know that the program requires a commitment. However, support is provided to ensure success for all students.

The math program taught at CTA-Liberty is Saxon Math. All teachers, K-6, teach a grade level above. The Saxon Math program is very cyclical, allowing many opportunities for students to gain mastery. Students in fifth and sixth grade groups rotate for all content classes. In math, students are ability grouped according to their needs. Students enjoy using school computers to practice math concepts appropriate for each grade level. It also allows extra practice for students struggling in a certain math concept. Struggling students at each grade level are tutored based on their needs.

CTA-Liberty has used the Spalding Language Arts Methodology in grades K-6 since it opened its doors in 2002. The text used is the Writing Road to Reading, which was created by Romalda Spalding. This methodology is a total language arts program that is multi-sensory, meeting the needs of all learners. Originally, the Spalding Methodology was designed to help special needs students struggling in spelling and reading. This program was officially approved as a state reading program for Arizona in 2010, after a five-year study of the Spalding Method was conducted by Arizona State University. Differentiated instruction is embedded in this methodology. Beginning with kindergarten, students are taught phonemic awareness through the use of 70 phonograms, blending, segmenting word parts, and sounds in words. Phonics is taught through letter-sound correspondence of the 70 phonograms, sounding and writing phonograms, blending and segmenting words during spelling dictation, applying rules of the language, learned syllabication patterns, and reading spelling words for spelling and reading. Fluency is taught by blending and segmenting words during spelling dictation, reading decodable books, short stories, and other literature. Vocabulary and comprehension is taught using mental actions and text structure analysis and writing sentences and paragraphs using familiar and unfamiliar vocabulary. Thinking Maps are used to deepen the understanding of written text and in writing assignments. The use of Write From the Beginning strategies construct rich sentences and paragraphs.

Reading intervention is implemented in small groups. Students in kindergarten through third grade are diagnostically tested using DIBELS three times a year. Intervention strategies are put in place for struggling students using the BURST intervention strategies.

6. Professional Development:

CTA-Liberty is committed to professional development for all teachers' specific goals and professional growth. The Chandler Unified School District (CUSD) provides many opportunities for professional development. All district employees use a portfolio process called "MyLearningPlan" to find classes being offered (including district required courses, in-services implemented, and for record keeping).

CUSD selects cadre members for each site. They attend district meetings throughout the year, and then share the information with staff members.

New teachers hired by CUSD attend orientation classes and are assigned a district mentor teacher they work with throughout the year. All teachers attend a refresher in-service on special education before each year begins, reviewing the processes for RTI, our Teacher Assistance Team (TAT), and MET1.

With the implementation of the Common Core Standards, teachers are required to attend all in-district phases of training for ELA and math. These workshops are designed to ensure a smooth and effective transition to the Common Core Standards. These are conducted by CUSD's Instructional Resource Center.

Arizona recently implemented a new evaluation instrument for all teachers. CUSD chose to use the text, *The Art and Science of Teaching* and the iObservation evaluation tool by Dr. Marzano. Each school has two to three teacher leaders on campus. They attend district-wide meetings and hold school in-services for staff members.

Teachers at Liberty are required to complete a 45 hour Spalding I class prior to their first year of instruction, and a second 45 hour class prior to their second year of instruction. Additionally, CTA Liberty has three teacher instructors who hold in-services and teach Spalding to adult learners. There are also 10 Spalding Certified Teachers who have been evaluated by Spalding Education International for their fidelity to the program. CTA Liberty is considered a Spalding Certified School because there is at least one Spalding Certified Teacher at each grade level.

Teachers and administration enhanced their methods of teaching by attending training in Thinking Maps and Write from the Beginning. Students were then taught how to implement the Thinking Maps and Write From the Beginning strategies to refine their organizational and writing skills. Student growth was enhanced due to the implementation of these two programs.

Teachers at levels K-3 have been trained in and implement DIBELS and BURST intervention groups to enhance students' foundational reading skills. Staff members go above and beyond, seeking out trainings and seminars to evolve and hone their teaching skills.

7. School Leadership:

CTA-Liberty is anchored in leadership shared amongst administration, faculty, staff, and parents with the express purpose of supporting the academic achievement and total development of the students. The principal of CTA-Liberty takes responsibility for the daily decision-making at an administrative level and espouses the position that she is a support and a resource for all her teachers and staff members. The principal is accountable and accessible to her certified and classified teams at all times, yet relies on them to exercise their expertise and experience in their specific roles.

The collaborative leadership provided by the grade level chairpersons, the content area cadre reps, the Spalding teacher trainers, the Marzano teacher assessment coaches, committee coordinators, and the special education specialists enables teachers to become the best that they can be at their grade levels. These faculty leaders not only provide training and support for their colleagues, they also uplift each others' spirits and provide encouragement during stressful times. Grade level teams meet weekly to plan instruction and prepare materials. The principal provides her teachers with the materials and resources they need to successfully deliver the CTA and CUSD programs. She organizes monthly general faculty meetings where training, information, and discussion is provided on initiatives and projects that range from Common Core Standards concerns and grade book technology to differentiated instructional interventions and situational issues like bullying.

The principal works closely with her faculty on refining instruction and classroom management through classroom observation and the subsequent evaluations that are enhanced by pre- and post-conferencing. The principal has encouraged her teachers to incorporate the elements of the Marzano teaching framework to positively impact student learning. Teachers provide clear learning goals and scales during lessons and have increased the level and depth of student articulation of their understanding in pair-and-share and small group settings.

The principal believes that the parents are an integral part of the CTA-Liberty team, relying heavily on their contributions to the total school program. She works closely with the Parent Teacher Organization, the Dads' Club, and the Site Council on safety, curricular, campus enhancement, and student support needs. The parent leaders and their teams help find solutions to problems and coordinate volunteer efforts for fund-raising endeavors and for daily assistance in the classrooms, lunchroom, and workroom.

The principal is also a leader to the students who see her in a variety of roles. She helps out at lunchtime, crosses children at the crosswalks, congratulates students on their academic accomplishments at award ceremonies, negotiates conflict resolution, or works at the Fall Festival, Ice Cream Social, or other special events. Her most important leadership role is to model respect, integrity, good judgment, and compassion towards all children who are a part of the CTA-Liberty community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: AIMS DPA

Edition/Publication Year: 2010 / 1997 Publisher: Pearson / McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Meets/Exceeds Proficiency	98	94	94	98	93
Exceeds Proficiency	65	47	59	60	63
Number of students tested	115	133	133	107	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Proficiency	100	90	94	Masked	
Exceeds Proficiency	64	50	72	Masked	
Number of students tested	14	10	18	4	
2. African American Students					
Meets/Exceeds Proficiency	Masked	83	80	91	Masked
Exceeds Proficiency	Masked	17	30	36	Masked
Number of students tested	6	12	10	11	5
3. Hispanic or Latino Students					
Meets/Exceeds Proficiency	100	92	93	Masked	82
Exceeds Proficiency	62	69	40	Masked	64
Number of students tested	13	13	15	7	11
4. Special Education Students					
Meets/Exceeds Proficiency	Masked	62	93	Masked	Masked
Exceeds Proficiency	Masked	8	50	Masked	Masked
Number of students tested	7	13	14	3	8
5. English Language Learner Students					
Meets/Exceeds Proficiency				Masked	Masked
Exceeds Proficiency				Masked	Masked
Number of students tested				1	3
6. Asian/Pacific Islander					
Meets/Exceeds Proficiency	100	90	100	Masked	Masked
Exceeds Proficiency	67	37	75	Masked	Masked
Number of students tested	18	19	16	8	7
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13AZ1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: AIMS DPA

Edition/Publication Year: 2010 / 1997 Publisher: Pearson / McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Meets/Exceeds Proficiency	99	93	97	95	91
Exceeds Proficiency	37	26	35	34	28
Number of students tested	115	133	133	107	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Proficiency	100	80	100	Masked	
Exceeds Proficiency	29	10	33	Masked	
Number of students tested	14	10	18	4	
2. African American Students					
Meets/Exceeds Proficiency	Masked	75	100	91	Masked
Exceeds Proficiency	Masked	8	20	27	Masked
Number of students tested	6	12	10	11	5
3. Hispanic or Latino Students					
Meets/Exceeds Proficiency	100	92	93	Masked	73
Exceeds Proficiency	46	31	47	Masked	46
Number of students tested	13	13	15	7	11
4. Special Education Students					
Meets/Exceeds Proficiency	Masked	46	93	Masked	Masked
Exceeds Proficiency	Masked	0	7	Masked	Masked
Number of students tested	7	13	14	3	8
5. English Language Learner Students					
Meets/Exceeds Proficiency				Masked	Masked
Exceeds Proficiency				Masked	Masked
Number of students tested				1	3
6. Asian/Pacific Islander					
Meets/Exceeds Proficiency	100	95	100	Masked	Masked
Exceeds Proficiency	28	26	31	Masked	Masked
Number of students tested	18	19	16	8	7
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13AZ1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: AIMS DPA

Edition/Publication Year: 2010 / 1997 Publisher: Pearson / McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Meets/Exceeds Proficiency	93	98	94	93	97
Exceeds Proficiency	62	74	55	64	56
Number of students tested	130	125	104	94	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Proficiency	93	100	Masked	Masked	
Exceeds Proficiency	43	64	Masked	Masked	
Number of students tested	14	22	6	4	
2. African American Students					
Meets/Exceeds Proficiency	Masked	Masked	100	Masked	Masked
Exceeds Proficiency	Masked	Masked	30	Masked	Masked
Number of students tested	9	8	10	6	9
3. Hispanic or Latino Students					
Meets/Exceeds Proficiency	100	93	Masked	82	100
Exceeds Proficiency	64	86	Masked	55	50
Number of students tested	14	14	7	11	16
4. Special Education Students					
Meets/Exceeds Proficiency	60	82	Masked	Masked	Masked
Exceeds Proficiency	30	41	Masked	Masked	Masked
Number of students tested	10	17	2	8	6
5. English Language Learner Students					
Meets/Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	2	2	2
6. Asian/Pacific Islander					
Meets/Exceeds Proficiency	89	100	Masked	Masked	100
Exceeds Proficiency	50	57	Masked	Masked	71
Number of students tested	18	14	8	7	14
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13AZ1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: AIMS DPA

Edition/Publication Year: 2010 / 1997 Publisher: Pearson / McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Meets/Exceeds Proficiency	95	98	94	88	93
Exceeds Proficiency	27	36	33	23	23
Number of students tested	130	125	104	94	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Proficiency	86	100	Masked	Masked	
Exceeds Proficiency	7	41	Masked	Masked	
Number of students tested	14	22	6	4	
2. African American Students					
Meets/Exceeds Proficiency	Masked	Masked	80	Masked	Masked
Exceeds Proficiency	Masked	Masked	10	Masked	Masked
Number of students tested	9	8	10	6	9
3. Hispanic or Latino Students					
Meets/Exceeds Proficiency	100	100	Masked	82	100
Exceeds Proficiency	29	36	Masked	27	13
Number of students tested	14	14	7	11	16
4. Special Education Students					
Meets/Exceeds Proficiency	60	88	Masked	Masked	Masked
Exceeds Proficiency	20	12	Masked	Masked	Masked
Number of students tested	10	17	2	8	6
5. English Language Learner Students					
Meets/Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	2	2	2
6. Asian/Pacific Islander					
Meets/Exceeds Proficiency	100	100	Masked	Masked	93
Exceeds Proficiency	28	7	Masked	Masked	21
Number of students tested	18	14	8	7	14
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13AZ1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: AIMS DPA

Edition/Publication Year: 2010 / 1997 Publisher: Pearson / McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Meets/Exceeds Proficiency	97	93	88	92	99
Exceeds Proficiency	64	55	51	62	51
Number of students tested	126	110	94	95	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Proficiency	96	Masked	73	Masked	
Exceeds Proficiency	55	Masked	46	Masked	
Number of students tested	22	6	11	4	
2. African American Students					
Meets/Exceeds Proficiency	Masked	90	Masked	Masked	100
Exceeds Proficiency	Masked	40	Masked	Masked	50
Number of students tested	5	10	8	8	12
3. Hispanic or Latino Students					
Meets/Exceeds Proficiency	100	Masked	75	92	100
Exceeds Proficiency	50	Masked	50	54	40
Number of students tested	14	9	12	13	10
4. Special Education Students					
Meets/Exceeds Proficiency	87	Masked	Masked	Masked	Masked
Exceeds Proficiency	40	Masked	Masked	Masked	Masked
Number of students tested	15	3	9	8	9
5. English Language Learner Students					
Meets/Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	2	2	1
6. Asian/Pacific Islander					
Meets/Exceeds Proficiency	100	Masked	Masked	82	Masked
Exceeds Proficiency	60	Masked	Masked	73	Masked
Number of students tested	15	7	6	11	7
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13AZ1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: AIMS DPA

Edition/Publication Year: 2010 / 1997 Publisher: Pearson / McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Meets/Exceeds Proficiency	98	95	89	86	89
Exceeds Proficiency	39	20	6	26	13
Number of students tested	126	110	94	95	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Proficiency	100	Masked	91	Masked	
Exceeds Proficiency	46	Masked	9	Masked	
Number of students tested	22	6	11	4	
2. African American Students					
Meets/Exceeds Proficiency	Masked	100	Masked	Masked	92
Exceeds Proficiency	Masked	20	Masked	Masked	17
Number of students tested	5	10	8	8	12
3. Hispanic or Latino Students					
Meets/Exceeds Proficiency	100	Masked	83	100	80
Exceeds Proficiency	29	Masked	17	15	0
Number of students tested	14	9	12	13	10
4. Special Education Students					
Meets/Exceeds Proficiency	87	Masked	Masked	Masked	Masked
Exceeds Proficiency	27	Masked	Masked	Masked	Masked
Number of students tested	15	3	9	8	9
5. English Language Learner Students					
Meets/Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	2	2	1
6. Asian/Pacific Islander					
Meets/Exceeds Proficiency	100	Masked	Masked	82	Masked
Exceeds Proficiency	33	Masked	Masked	36	Masked
Number of students tested	15	7	6	11	7
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13AZ1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: AIMS DPA

Edition/Publication Year: 2010 / 1997 Publisher: Pearson / McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Meets/Exceeds Proficiency	100	93	96	99	90
Exceeds Proficiency	78	72	76	51	38
Number of students tested	86	82	82	69	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Proficiency	Masked	85	Masked	Masked	
Exceeds Proficiency	Masked	77	Masked	Masked	
Number of students tested	7	13	9	7	
2. African American Students					
Meets/Exceeds Proficiency	Masked	Masked	Masked	91	Masked
Exceeds Proficiency	Masked	Masked	Masked	55	Masked
Number of students tested	6	7	7	11	6
3. Hispanic or Latino Students					
Meets/Exceeds Proficiency	Masked	91	100	Masked	91
Exceeds Proficiency	Masked	82	64	Masked	46
Number of students tested	8	11	11	9	11
4. Special Education Students					
Meets/Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	6	8	5	9
5. English Language Learner Students					
Meets/Exceeds Proficiency			Masked		
Exceeds Proficiency			Masked		
Number of students tested			2		
6. Asian/Pacific Islander					
Meets/Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	9	5	3
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13AZ1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: AIMS DPA

Edition/Publication Year: 2010 / 1997 Publisher: Pearson / McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Meets/Exceeds Proficiency	100	96	96	91	82
Exceeds Proficiency	41	20	21	15	21
Number of students tested	86	82	82	69	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Proficiency	Masked	92	Masked	Masked	
Exceeds Proficiency	Masked	31	Masked	Masked	
Number of students tested	7	13	9	7	
2. African American Students					
Meets/Exceeds Proficiency	Masked	Masked	Masked	91	Masked
Exceeds Proficiency	Masked	Masked	Masked	9	Masked
Number of students tested	6	7	7	11	6
3. Hispanic or Latino Students					
Meets/Exceeds Proficiency	Masked	100	100	Masked	91
Exceeds Proficiency	Masked	27	9	Masked	0
Number of students tested	8	11	11	9	11
4. Special Education Students					
Meets/Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	6	8	5	9
5. English Language Learner Students					
Meets/Exceeds Proficiency			Masked		
Exceeds Proficiency			Masked		
Number of students tested			2		
6. Asian/Pacific Islander					
Meets/Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	9	5	3
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13AZ1