2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[X] Elementary [ ] MIddle [ ] High [ ] K-12
[X] Charter [ ] Title I [ ] Magnet [ ] Choice

Name of Principal Ms. LeAnne Timpson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Masada Charter School, Inc.
(As it should appear in the official records)

School Mailing Address PO Box 2277 365 West Cannon Avenue
(If address is P.O. Box, also include street address.)

Centennial Park	Arizona	86021-2277
City	State	Zip Code+4(9 digits total)

County Mohave State School Code Number* 088759101

Telephone (928) 875-2525 Fax (928) 875-2526

Web site/URL www.masadaschool.org E-mail leannet@masadaschool.com

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

Principal's Signature

Name of Superintendent Ms. LeAnne Timpson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Masada Charter School Tel. (928) 875-2525

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Alma A. Timpson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 has some configuration that includes 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 each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. 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.

7. 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.

8. 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district:

1	Elementary schools
	Middle schools
	Junior High Schools
	High schools
	Other
1	TOTAL

2. District Per Pupil Expenditure: 5610

   Average State Per Pupil Expenditure: 5610

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban are
[ ] Suburban
[ ] Small city or town in a rural are
[X] Rural

4. 7 Number of years the principal has been in her/his position at this school.

   If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K			0		**7**	17	18	35
K	23	27	50		**8**	11	22	33
1	21	29	50		**9**	16	17	33
2	23	27	50		**10**			0
3	24	18	42		**11**			0
4	22	17	39		**12**			0
5	18	20	38		**Other**			0
6	18	15	33					
TOTAL STUDENTS IN THE APPLYING SCHOOL								403

6. Racial/ethnic composition of the school:

_____ %	American Indian or Alaska Native
_____ %	Asian or Pacific Islander
_____ %	Black or African American
_____ %	Hispanic or Latino
100 %	White
100 %	**TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past yea 0 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	0
(2)	Number of students who transferred from the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	403
(5)	Total transferred students in row (3) divided by total students in row	0.00
(6)	Amount in row (5) multiplied by 100	0

8. Limited English Proficient students in the school: 0 %

0 Total Number Limited English Proficient

Number of languages represented 0

Specify languages:

9. Students eligible for free/reduced-priced meals 75 %

Total number students who qualify: 302

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

34 Total Number of Students Serve

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

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impairment
0	Deaf-Blindnes	15	Specific Learning Disabilit
0	Emotional Disturbanc	19	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	2	1
Classroom teachers	20	3
Special resource teachers/specialist	1	2
Paraprofessionals	10	1
Support Staff	3	2
Total number	36	9

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 — 20 **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	96	%	96	%	96	%	97	%	97	%
Daily teacher attendance	96	%	95	%	95	%	96	%	97	%
Teacher turnover rate	5	%	6	%	0	%	5	%	0	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

PART III - SUMMARY

The vision of Masada Charter School is to unleash the learning power of students.

The mission of Masada is to provide the opportunity for its students to develop their learning skills and be motivated to use them continually in their lives through the close involvement of parents and the use of the most current learning technology. These means will lead to comprehensively literate self fulfilled individuals who will benefit the community.

Philosophy: It is our belief that children have a natural desire to learn and succeed. And it is our responsibility to facilitate a process that identifies the student's individual learning style and creates the intrinsic motivation required to empower the student to strive to do his/her personal best. Education in today's world is a process of developing the student's ability to think, create, problem solve, and interact within diverse social structures and situations. The environment in the classroom must include these components through the incorporation of constantly evolving best practices and current educational research. The teaching of curriculum includes concepts that are interrelated and that must be integrated in order for students to grasp a full understanding of the content. Learning best takes place in an environment where educators, students, and parents share a common set of values and beliefs that provide a consistent focus.

Masada is a K-9 elementary school including junior high grades 7,8, & 9. The school opened in 2001 with grade K-6 and added junior high grades in 2004. Masada implements a standards based curriculum through a teaching approach that recognizes and promotes the individual and is founded in Brain Compatible Learning. The curriculum is focused around comprehensive literacy and numeracy. Literacy and numeracy provides a framework by which to integrate basic skills into all subject areas. Also included in the curriculum is an emphasis in learning technology. The staff understands that each child is unique and has power to learn. Their goal is to unleash the learning power of students. Because learning is brain compatible, each student has the opportunity to work within their own learning styles as well as expand beyond their own comfort levels. The learning - teaching environment incorporates Hands-On Activities, Collaborative Work, Personal Reflection, Community/Parent Involvement, Technology, and any instructional strategies which are proven to be 'best practice teaching' to produce powerful teaching and learning. The following describes Masada's unique features:

* Unity and cohesiveness is important to our success. Therefore, each day begins with a Morning Salute, a fifteen minute gathering of students and staff with an open invitation to any interested parents.

* Because we believe that parental involvement is imperative to the academic success of students, we involve parents in many different ways. Any parent enrolling a student in Masada is encouraged to volunteer a minimum of fifteen hours per year to the school.

*Technology is the future. Masada uses technology not only as an instructional tool, but also as an avenue through which students will gather information and produce evidence so they understand the role technology can play in acquiring and utilizing knowledge.

*Assessment of students takes place through the examination of student work by teachers working in teams and by a method of inquiry which promotes reflection and intentional teaching.

*In order to create an environment focused upon classwork, Masada enforces a uniformed dress code.

* Character building education - promoting values, knowledge and character skills throughout the curriculum, with opportunities to practice.

* In order to provide a climate for continuous improvement and to facilitate instruction on the teaching methods adopted by Masada, we include intensive and ongoing staff development through the use of an extended faculty calendar.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Masada Elementary School opened its doors in the 2001-2002 school year. In the first year of operation 3rd and 5th grade students were required to take the Arizona (AIMS) state achievement test. The AIMS test is divided into three components reading, writing and mathematics. The state sets the score students must attain in order for the students to be considered proficient in each of the three subject areas: reading, writing and mathematics.

The state reports show how well students have met, or not met, proficiency levels by placing them into one of four achievement categories. These achievement categories include Far Below Proficiency, Approaching Proficiency, Meeting proficiency, and Exceeding Proficiency. Masada tested 100% of students every year. The few years where the percentage of students tested is less than 100 represents a situation where a test was unscorable for some reason and was not counted in the total of students tested.

Although all students in all grades are not tested every year, we can follow their improvement in achievement data over the period of time they attended Masada. It should be mentioned, that students in grades K, 1, and 2 are not tested. Therefore we will begin our discussion of student achievement beginning with the 2001-2002 3rd grade class.

Of the first 3rd grade class to enroll at Masada, only 71% were proficient in writing, 64% were proficient in reading, and 64% in math. And, on average, 10% of the 3rd grade population was functioning at the Far Below Basic Level in at least one of these three subject area tests.

Within five years, this beginning class of 3rd graders (now 8th graders) made significant gains in their performance. In writing they moved from only 71% meeting proficiency to 97% meeting, or exceeding state proficiency levels. In reading they showed even greater improvement from 64% proficient to 94% meeting, or exceeding state proficiency levels. In math, students made the most gains in test scores form 64% to 100% meeting, or exceeding proficiency.

This same trend in improvement can be seen in Masada's original 5th grade class over a three-year period in reading and writing. As 5th graders only 64% of these students were proficient. Three years later as 8th graders 92% of these students met state proficiency levels. In mathematics, only 45% of the students were considered proficient, by 8th grade 77% of the students were proficient. This data includes all students at Masada including special education.

The only subgroup of significance, in terms of numbers, is a population of students identified as special education. Although this subgroup of students is relatively small they too have shown similar gains in achievement. The original 3rdgrade class moved from 33% proficient to 100% proficient in writing and mathematics, and from 33% to 50% in reading. These gains were accomplished over a five-year period from 2002 to 2007. This same trend in improvement can be seen in all groups of special education students every year they are in attendance at Masada. What the data suggests is that the instructional program at Masada and the commitment of the staff has resulted in the closing student achievement gaps in shorter and shorter periods of time.

More information about the Arizona state testing requirements, measurement criteria, and school assessment system can be found online at www.ade.state.az.us/azlearns/azlearns.asp.

2. **Using Assessment Results:**

Masada Charter School is committed to being a data driven institution that gathers, analyzes, and uses data to inform all practices and decisions. We believe there are three purposes for assessment. One purpose is to assess what the student knows and what the student needs to progress. Another purpose is to measure what the student has learned. The last purpose is to gauge the effectiveness of the instructor and the instructional program. Assessment should be ongoing, systematic, reliable, and used to plan instruction.

Masada is dedicated to collaboration and reflection at all levels. At the local level we use a variety of formal and informal assessment tools. The majority of these assessments are teacher made designed to assess student performance toward mastery of academic standards. Teachers collaboratively design assessments around the state academic standards. These assessments may include performance tasks,

open ended questions, skill development, and/or other forms of assessments. Once designed, the teacher administers the assessment, collects samples of student work, and then collaboratively analyzes the samples to determine validity of the test and student levels of mastery. Other assessments teachers use regularly to monitor student progress in class are the DIBELS for reading fluency, Accelerated Reader, and Saxon Math assessments.

From the assessment data, teachers create watch lists of students to receive specific interventions; teachers then design the interventions around student specific needs. Examples of interventions may include, but are not limited to, timed fluency practice, small group instruction, performance tracking, peer tutoring, technological assistance through laptops & other tools, behavior coaching, audio books, etc. Teachers strive to implement interventions during the first trimester of school and then track student improvement through an asset development portfolio. All students have an asset development portfolio to maintain and guide teachers' and students' use of achievement data. The portfolio serves as a tool to guide student goals and performance toward those goals. The teacher, parent, and student meet three times a year in an SEP (Student Education Plan) to set, track, and review student progress toward goal completion and to help design in home supports to encourage the child's progress toward their academic goals. The portfolio hosts important data and performance samples of student work throughout their years at Masada.

Teachers also use assessment data to inform their own performance as an instructor. From the data, each teacher chooses an area of focus for the upcoming year and creates an action research project around their particular area of need. This process provides the foundation for staff development work for the year. Teachers are provided with intensive support from administration, professional consultants, and peer review to guide them through their action research work. The action research project is completed with an oral presentation of the project and a written case summary of teacher work and important learning.

3. **Communicating Assessment Results:**

Masada believes that education best takes place when parents, students, schools, and communities work together. Hence, appropriate and effective communication systems and processes are imperative to the education process. Masada provides four different methods for communicating school and student assessment results to parents and community members.

First, we believe that parents must understand the purposes and results of assessments in order to support their student in the school system. To facilitate this learning for parents, Masada hosts parent education classes where we teach parents about formal and informal assessment tools and help them understand how the school uses them to educate their child. We give parents the tools they need to read and track their child's performance on standardized and criterion referenced tests from year to year. We also use these sessions to help parents understand the need for, and benefit of, their support of school initiatives regarding these assessments.

Secondly, Masada hosts (SEP's) Student Educational Plan meetings three times a year. An SEP is a meeting where the teacher, parent, and student collectively review and analyze student achievement results. The first SEP is a goal making session where the teacher and parent help the student recognize strengths and weaknesses and then make an academic learning goal for the year. The second SEP meeting reviews the learning processes, tracks and charts progress, and rejuvenates the learner for the next semester. Finally, the third SEP is a collaborative celebration of student learning for the year and look towards a possible learning goal next year..

Finally, Masada communicates assessment results through mass mailers of district and state issued reports of the school's progress toward state performance requirements for schools. These mailers include state issued school report cards, standards based report cards for students, and individual student achievement results on state and national tests.

4. **Sharing Success:**

Masada is located in a very remote and geographically isolated area of Northern Arizona. In order to attend any regional Charter Association meetings or training sessions, Masada staff must drive approximately four hours. This geographical barrier poses many challenges to overcome.

The majority of the networking efforts of Masada administration are focused in the vicinity of Northern Arizona. From the inception of the school, Masada administration has worked diligently to build cooperative relationships with surrounding schools.

The local public district school is currently under state supervision due to mismanagement of previous administration. The school is facing financial crisis and an overall cultural breakdown. In an effort to help the new leadership team, Masada administration organized monthly meetings for leadership and administration to collaborate over issues and brainstorm acceptable solutions. We are coaching them through policy development and implementation, positive program elements, and parent relations.

There is also a local private high school where many of Masada's students go after completing their nine years at Masada. The intensive nature of Masada's curriculum is forcing a schoolwide curricular change at this private school; too many of the students have had exposure to the concepts. In an effort to help Masada's students continue on with a challenging high school program, and help the private school, Masada's junior high staff is meeting regularly with the private high school staff to work on curriculum development and concept alignment. Masada is ultimately pushing this school to focus on state standards and spiral the concepts deep.

Finally, Masada has developed a collaborative relationship with the local community college to the point where the two schools provide significant benefit to each other. Masada's health program allows for student nurses to complete practicum hours; the college provides custom tailored courses for Masada teachers and staff; and the schools work together to provide cultural and performing arts opportunities for students and community members.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

At Masada the Arizona State Standards dictate the curriculum for each subject area. We use the standards as a guide, provide resources for teachers to create lessons, but do not follow textbook programs except in Math K-9, Social Studies 7-9, and Science 7-9. Saxon is the program that we use in Math; however, grade level teams have analyzed Saxon to see what needs to be added to instruction to ensure a well-rounded and thorough Math education for students. Students are engaged in hands-on activities and in using Math in every day applications and contexts. As a rule of thumb, we look at any score less than 90% on a Math assessment as an indication that there are conceptual errors and misunderstandings. We have a regular Math track, a fast Math track, and a super fast Math track. By the end of 9th grade, our super fast Math track has completed a High School Geometry requirement.

In Reading we use the Arizona State Standards in conjunction with the National Reading Panel Report to achieve our goal of having all students at grade level by the end of the 3rd grade. We do this using the Balanced Literacy Model which emphasizes the gradual release of responsibility beginning with modeling and ending with independence. Students learn to read using authentic literature. Teachers are expected to integrate the teaching of reading into content areas so that students learn to use reading as a way to inform their thinking. We approach Writing as way to express thinking and as the complement to Reading.

We use the Reading, Writing, Thinking triangle in teaching both reading informational text and expository writing. We emphasize thinking because education is about learning to think critically. Because Writing is an expression of thought, teachers show students how the writing process is used to organize thinking and uncover the thinking of the author for the reader. Creative writing is taught in conjunction with reading, also, by using 'reading like a writer' strategies. Writing is taught using the Balanced Literacy Model.

In Science we emphasize the scientific process. Our goal is to teach students to think like a scientist. We also integrate Reading, Writing, Speaking, and Listening into content areas. Teachers are responsible to teach students how to use these skills within content areas to think and communicate based on the mode of thinking for that subject area. Thinking skills are formally taught in content areas as well. Social Studies instruction is similar to Science in terms of the integration of basic skills instruction and the formal teaching of thinking.

Masada provides every junior high student an option for foreign language in spanish, german, and french. Although we do not have a formal foreign language program requirement, we do provide the opportunity and encourage students to learn and practice a language as project learning in their project class. Project class is a junior high class where students choose a subject of their choice, design a learning project around this subject, and present their learning in project format to the community. Teachers of project class serve as managers and students recruit experts from the community to serve as mentors for project design and execution. Many students have chosen learning a foreign language as their project and have developed successful learning projects and presented their learnings to the community.

At Masada we believe that the teaching of curriculum includes foundational concepts and modes of thinking in each subject area and that these concepts must be made known to students and teachers. Therefore, teachers hang Social Studies instruction on this frame. The visual and performing arts are integrated throughout all areas of the curriculum. Almost 50% of our teachers are getting a Master's degree in teaching curriculum through the arts. Teachers use the arts as a vehicle to increase both the depth and retention of learning. Another important element of curriculum in our school is technology. Our vision for technology is that it be transparent as a tool for learning the way books, paper, and pencils are. We integrate the use of technology throughout all areas of our curriculum.

2a. **(Elementary Schools) Reading:**

The National Reading Panel Report shows that reading instruction is successful when that instruction is delivered consistently in five areas: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. In the report, specific methods and approaches are recommended based upon studies showing that they are effective and that they caused growth in a large number of students. Masada's approach to teaching reading springs from the findings in the National Reading Panel Report. Classrooms at Masada are designed as 'literacy rich' environments. The literature available for students is authentic and widely varied for both level and interest. We require teachers to have a three hour literacy block during

which each area of the 'Big 5' is addressed. We also require teachers to design instruction according to the Balanced Literacy Model which emphasizes a gradual release of responsibility beginning with modeling and ending with independence. The model also requires instruction to be explicit. Therefore, phonemic awareness and phonics instruction are explicit and systematic with hands on application to authentic texts. Explicit and consistent fluency instruction is part of the daily schedule and achievement is measured by the Dibels several times a year. Vocabulary is a big part of reading instruction. Students have an opportunity on a regular basis to learn new words through a program called SAFMEDS (say all facts one minute each day shuffled). SAFMEDS is a quick, easy, and effective fluency strategy where students practive one specific skill for one minute each day to improve accuracy and fluency. Through this approach the student becomes facile with the words and can inculcate them into every day reading and writing.
Teacher modeling (think aloud), explicit instruction, guided practice, and application through practice are critical strategies for effective text comprehension instruction. Our teachers have attended study sessions around the book Strategies That Work by Anne Goudvis and Stephanie Harvey. This book outlines the strategies that good readers use and gives explicit instruction for teachers in the gradual release of responsibility as well as how to design explicit instruction for students.

3. **Additional Curriculum Area:**

Technology is an important tool in today's world, so important that a person who does not understand how to use technology effectively is seriously disadvantaged. Masada's mission is to facilitate the development of students' learning skills using current educational technologies and to motivate the students to use these skills consistently throughout their lives. We take the responsibility to teach the use of technology as a tool seriously. We want technology to become transparent for students. Therefore, instruction in keyboarding, word-processing, inter net research, data presentation, slide presentations, movies, etc. is a part of every student's experience. Teachers assign projects throughout other areas of the curriculum that require students to use these skills. Formal instruction in these skills is provided, and guided practice is given. Masada has purchased laptop carts for every classroom 7-9 and a laptop cart for every two classrooms for grades 3-6. We also have a lab where students receive formal group instruction in keyboarding and software use from a lab teacher. We have supplied these laptops because we believe that technology cannot become transparent and be used as a tool unless it is available for students to use in their regular classroom to do daily work the way it is available in the work place. Computers are also used as learning tools to take advantage of instructional technology. Every classroom K-2 has a Waterford computer lab. Students use the Waterford labs to receive individualized instruction through instructional programs in Reading, Math, and Science. The regular lab is available for work in the previously mentioned areas. Other students, school wide take on line tests and participate in other educational experiences through instructional programs. The teaching and use of technology is not limited only to computers. We provide digital cameras (video and still shot), projectors, calculators, etc., indeed, anything that may be considered educational technology.

4. **Instructional Methods:**

Masada's instructional model is based in best practice teaching. We provide a learner-centered environment where the goal is to do what is effective for students in order to maximize learning; Masada's vision is to unleash the learning power of students. Our methods of instruction are anchored in brain compatible learning, integrated instruction, constructivism, metacognition, and collaborative work. We expect teachers to utilize brain compatible strategies to create classroom activities that are centered around the individual learning styles of students and to create a safe learning environment where individual thinking is respected and valued. Teachers design for understanding by integrating instruction. Students are required to utilize and connect the skills and concepts they have learned in one discipline to the skills and concepts they have learned in another. Working from a philosophy based in Constructivism helps teachers structure a classroom environment that allows students to come to knowledge through a process of discovery. Our students are also involved in activities that require them to act on a level of self-knowledge. This metacognition allows students to become aware of their own learning and thinking processes so that they can have control over their own learning. In order to accomplish this, we teach students to be data-centered and make decisions about their learning by analyzing data from their personal portfolio of assessments and classroom work. Working collaboratively is an important part of effective classroom instruction. Our teachers use cooperative learning structures and strategies to design instruction that gets the students doing the thinking and, therefore, the learning. The goal is to promote student processing of information as opposed to students taking in and spitting back information. In order to become proficient at working collaboratively, students must learn norms of collaboration and utilize them in working with a team.

5. **Professional Development:**

Staff development is an integral part of our program at Masada. We believe in intensive staff development that is systemic, ongoing, and supported. All teachers are involved in a rigorous staff development program regardless of their expertise, and staff development permeates every area of classroom instruction. We bring in seminars and institutes that address those elements that characterize the methods of instruction we use in our school and provide consultants that coach our teachers individually to address their specific needs. This coaching provides support for the strategies they learn during staff development sessions as well as helping them to grow in areas of weakness. In order to provide a high level of support and collaboration among the staff, we have trained all teachers to be peer coaches as well. Teachers are also involved in action research. At the beginning of each year, our staff looks at the test data from the previous year. This shows us what areas we need to work on to improve as an institution. From this data, each teacher chooses a problem that she needs to work on and goes through the Plan/Do/Study/Act cycle to find what strategies best solve the problem. She completes a reflective summary every six weeks on which the lead teacher provides feedback. Twice a year she presents her learning to all other teachers and the administration. At the end of the school year, each teacher completes a case study abstract that shows the process she went through to solve the problem she chose to work on and the results of that work. At Masada we are continually evaluating our programs to ensure that teachers and administration are involved in practices that are highly effective. The administration leads out in this work to design the next year's staff development based on the data from the previous year. Because staff development is data driven and designed around effective practices, it has greatly affected our student achievement.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Arizona Instrument to Measure Standards

Edition/Publication Year Spring 2007 Ed Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meeting' 'Exceeding'	75	95	84	45	68
% "Exceeding" State Standards 'Exceeding	7	11	15	0	18
Number of students tested	30	37	26	32	22
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 3 Test Arizona Instrument to Measure Standards

Edition/Publication Year Spring 2007 Ed Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meeting' 'Exceeding'	90	92	95	28	91
% "Exceeding" State Standards 'Exceeding'	14	14	27	0	50
Number of students tested	30	37	26	32	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 5 Test Arizona Instrument to Measure Standards

Edition/Publication Year Spring 2007 Ed Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meeting' 'Exceeding'	89	85	82	38	79
% "Exceeding" State Standards 'Exceeding'	21	6	13	0	5
Number of students tested	28	35	34	25	19
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 5 Test Arizona Instrument to Measure Standards

Edition/Publication Year Spring 2007 Ed Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meeting' 'Exceeding'	97	100	91	8	58
% "Exceeding" State Standards 'Exceeding'	43	24	41	0	42
Number of students tested	28	35	34	25	19
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 4 Test Arizona Instrument to Measure Standards

Edition/Publication Year Spring 2007 Ed Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meeting' 'Exceeding'	86	75	60	0	0
% "Exceeding" State Standards 'Exceeding'	11	7	3	0	0
Number of students tested	36	28	35	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 4 Test Arizona Instrument to Measure Standards

Edition/Publication Year Spring 2007 Ed Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meeting' 'Exceeding'	89	68	74	0	0
% "Exceeding" State Standards 'Exceeding'	22	14	20	0	0
Number of students tested	36	28	35	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 6 Test Arizona Instrument to Measure Standards

Edition/Publication Year Spring 2007 Ed Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meeting' 'Exceeding'	82	89	83	0	0
% "Exceeding" State Standards 'Exceeding'	11	17	9	0	0
Number of students tested	36	36	34	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 6 Test Arizona Instrument to Measure Standards

Edition/Publication Year Spring 2007 Ed Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meeting' 'Exceeding'	97	100	94	0	0
% "Exceeding" State Standards 'Exceeding'	44	66	41	0	0
Number of students tested	36	35	34	0	0
Percent of total students tested	100	97	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 7 Test Arizona Instrument to Measure Standards

Edition/Publication Year Spring 2007 Ed Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meeting' 'Exceeding'	97	91	92	0	0
% "Exceeding" State Standards 'Exceeding'	32	9	13	0	0
Number of students tested	37	33	24	0	0
Percent of total students tested	100	97	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 7 Test Arizona Instrument to Measure Standards

Edition/Publication Year Spring 2007 Ed Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meeting' 'Exceeding'	97	91	84	0	0
% "Exceeding" State Standards 'Exceeding'	54	24	21	0	0
Number of students tested	37	33	24	0	0
Percent of total students tested	100	97	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 8 Test Arizona Instrument to Measure Standards

Edition/Publication Year Spring 2007 Ed Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meeting' 'Exceeding'	94	84	88	0	0
% "Exceeding" State Standards 'Exceeding'	15	15	0	0	0
Number of students tested	34	26	26	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 8 Test Arizona Instrument to Measure Standards

Edition/Publication Year Spring 2007 Ed Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meeting' 'Exceeding'	100	77	77	0	0
% "Exceeding" State Standards 'Exceeding'	24	15	0	0	0
Number of students tested	33	26	26	0	0
Percent of total students tested	97	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					