

# 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

### Cover Sheet

Type of School:  Elementary  Middle  High  K-12

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

Official School Name Liberty Common School  
(As it should appear in the official records)

School Mailing Address 1725 Sharp Point Drive  
(If address is P.O. Box, also include street address)

Fort Collins Colorado 80525-4494  
City State Zip Code+4 (9 digits total)

County Larimer School Code Number\* 5210

Telephone ( 970 ) 482-9800 Fax ( 970 ) 482-8007

Website/URL www.libertycommon.org E-mail info@libertycommon.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Nancy Wright  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Poudre School District Tel. ( 970 ) 490-3604

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Dr. Maureen Schaffer  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2004-2005 school year.
3. If the school includes grades 7 or higher, it has 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the 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.



[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>86</u>         | % White                          |
| <u>2</u>          | % Black or African American      |
| <u>4</u>          | % Hispanic or Latino             |
| <u>7</u>          | % Asian/Pacific Islander         |
| <u>1</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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

7. Student turnover, or mobility rate, during the past year: 10 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	24
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	32
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	56
<b>(4)</b>	Total number of students in the school as of October 1	545
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.102
<b>(6)</b>	Amount in row (5) multiplied by 100	10.2

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: 8 %  
 Total number students who qualify: 41

10. Students receiving special education services:  $\frac{5.46}{29} \%$  Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>  1  </u> Autism	<u>   </u> Orthopedic Impairment
<u>   </u> Deafness	<u>  4  </u> Other Health Impaired
<u>   </u> Deaf-Blindness	<u> 11  </u> Specific Learning Disability
<u>   </u> Emotional Disturbance	<u> 10  </u> Speech or Language Impairment
<u>   </u> Hearing Impairment	<u>   </u> Traumatic Brain Injury
<u>   </u> Mental Retardation	<u>   </u> Visual Impairment Including Blindness
<u>   </u> Multiple Disabilities	<u>  3  </u> Emotional Disturbance

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  2  </u>	<u>  0  </u>
Classroom teachers	<u> 28  </u>	<u>  1  </u>
Special resource teachers/specialists	<u>  3  </u>	<u>  3  </u>
Paraprofessionals	<u>  8  </u>	<u>  1  </u>
Support staff	<u>  8  </u>	<u>  3  </u>
Total number	<u> 49  </u>	<u>  8  </u>

12. Average school student-“classroom teacher” ratio:  19:1

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	95%	97%	96%
Daily teacher attendance	97%	97%	98%	98%	98%
Teacher turnover rate	14%	28%	17%	10%	17%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	**	**	**	**	**

\*\* See discussion of drop-off rate on the following page.

\*\* Discussion of the drop-off rate and the drop out rate

The district's student data system does not allow us to readily track cohorts of students from entry at 7<sup>th</sup> grade through 9<sup>th</sup> grade. Liberty Common School has never had a student drop out of school while attending here. There are students who transfer to other district schools, out of district and to private schools. There are students who transfer into Liberty as well. We do not have the data, however to calculate a drop-off rate.

14. **(High Schools Only)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
<b>Total</b>	<b>100 %</b>

### **PART III – SUMMARY**

Liberty Common School is a parent-driven, public charter school providing a classical education to 530 students in kindergarten through 9<sup>th</sup> grade. Our mission is to provide excellence and fairness in education through a common foundation. This is achieved by successfully teaching a contextual body of organized knowledge, the values of a democratic society, and the skills of learning.

Liberty’s academic program includes five key components designed to ensure students possess basic factual knowledge and the skills to develop the discipline to learn:

**1. Core Knowledge:** Liberty’s curriculum, the Core Knowledge Sequence, encompasses language arts, math, science, history, geography, fine arts, and physical education. The curriculum is characterized by a planned progression of clearly defined, unchanging knowledge which builds on students’ previous knowledge. The curriculum allows *all* children to be included in our national literate culture.

**2. Emphasis on Literacy:** Classic literature appropriate to age and ability is read extensively. Students are exposed to high quality reading materials to stimulate their interests and engage their minds.

**3. Solid Skill Development:** The skills of learning – reading, writing, calculating and speaking – are learned through a combination of curriculum content, modeling, coaching, and sensible practice. Liberty teachers help students develop skills using specific programs including Riggs and Open court Phonics, Open Court Reading, Shurley Grammar, Getty-Dubay Penmanship and Singapore Math.

**4. Thinking Framework:** It is not enough to acquire knowledge. The ability to see patterns and analyze facts is necessary to be able to influence and improve the world around us. At Liberty, progressive thinking skills, unique to each discipline, are used to help students apply discernment to knowledge.

**5. Character Education:** Liberty’s foundation stones – Respect, Responsibility, Cooperation, Self Control, Perseverance, Integrity, and Citizenship – define our school culture and are expected behavior for Liberty students. Character is developed through a coherent program of expectations, modeling, and study of historical and literary figures.

As a charter school, Liberty has the flexibility to make further enhancements to its academic program:

- We have developed a technology program that goes beyond teaching basic computer applications. Students learn the historical impact of technology, the building blocks of a computer, basic hardware and operating system architecture, and the principles that underlie computer programming.
- The acquisition and appreciation of other languages is essential to understanding one’s own. Spanish is taught in kindergarten - 9<sup>th</sup> grade. Latin vocabulary, the root of all Romance languages, is taught throughout the grades with dedicated Latin instruction in 5<sup>th</sup> - 7<sup>th</sup> grades.
- The science curriculum is expanded to include units relevant to today’s advancements in science. Our science lab offers students opportunities to apply thinking skills for science beginning in kindergarten.

Liberty’s dedicated professional teachers are trained in Core Knowledge and have devoted thousands of hours to creating lesson plans that support our curriculum and bring it to life. True leaders in education, our teachers read, study, and collaborate weekly to develop best practices and hone their skills.

Parents are active participants in the educative process supporting children’s academic progress and moral values, volunteering on committees, and assisting teachers in the classroom. Liberty is governed by a Board of Directors, comprised of parents and elected by the school community.

Enrollment is limited to two classes per grade enabling students to build personal relationships with teachers and long-lasting friendships with students. A dress code for students helps set the school apart as a place of academic dignity and minimizes competition among students. Our rich curriculum, well-trained teachers, and standards for behavior combine to create a safe atmosphere where students want to learn.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Assessment Results**

The Colorado Department of Education developed the Colorado Student Assessment Program, also known as CSAP, as a test designed to measure student achievement in relationship to the Colorado Model Content Standards. These standards are expectations specifying what a student should know at particular points in his/her education. As a result, CSAP provides a series of snapshots of student achievement in reading, writing, math, and science as they move through grades 3–10. The following statement can also be found on the CDE website, “Assessment, challenging academic standards, and school and district accountability are the three “legs” supporting Colorado’s comprehensive school reform efforts.” Assessment is one of the three legs mentioned. These CSAP tests are a standard’s based set of assessments measuring student’s performance in the areas of reading, writing, math and science. There are four different performance levels on the CSAP: unsatisfactory, partially proficient, proficient, and advanced. The performance levels established for demonstrating that students are meeting the standard is to be at the proficient or advanced level. More information about the Colorado State Assessment Program may be found at [http://www.cde.state.co.us/index\\_assess.htm](http://www.cde.state.co.us/index_assess.htm).

Since the CSAP’s inception in 1998, Liberty Common School consistently has a high percentage of its students testing in the proficient or advanced level. We score as one of the top three scoring schools in the district on most every test taken on a consistent basis. Those testing at or above proficiency have reliably been higher than the district and state average on all tests. On a few occasions, our students at various grade levels have scored 100% at or above proficient on the CSAP reading tests. For example, last year both the ninth grade and the sixth grade scored 100% at or above proficiency in reading.

In order to move from kindergarten into the first grade, students must demonstrate command of the phonics. Phonics instruction continues into the third grade. Liberty Common School uses the Riggs and Open Court Phonics programs. The kindergarten and 1<sup>st</sup> grade students are assessed using the STAR Early Literacy program starting in kindergarten. The STAR Early Literacy program assesses 41 skills in 7 key literacy domains. These skills are recognized for their critical role in literacy development. The seven domains are: General Readiness, Graphophonemic Knowledge, Phonemic Awareness, Phonics, Comprehension, Structural Analysis, and Vocabulary. The students continue to be assessed after first grade for reading comprehension using the STAR. The STAR reading program helps to determine the reading level of each student, measure individual and class growth, and forecast results on standardized tests. All students in the school are tested at least twice a year in order to identify anyone who may be below grade level in reading skills.

Reading fluency is assessed as well. Every student is tested at least twice a year using the Read Naturally program to ensure that his/her reading level is where it should be. If a student is identified as having a reading fluency problem or if is identified by the STAR as reading below grade level, that student is placed on a LLP (Liberty Learning Plan). These students then are given extra attention by our Special Education team or our Teacher Assistants. The student remains on the LLP until grade level reading, comprehension and fluency can be attained.

Liberty Common School has Math Fact Automaticity goals. Each grade level (1<sup>st</sup> – 6<sup>th</sup>) establishes standards that must be attained by the end of the year. These standards are tested using timed exams with addition, subtraction, multiplication and division problems. Students take weekly exams throughout the year giving them many chances to attain this goal and thus in turn giving them multiple opportunities to practice and learn their math facts. If a student is struggling in this area, he/she is given the opportunity to use a computerized math fact program or is sent home with flashcards for practice.

## **2. Use of Assessment Data to Improve Student and School Performance**

Liberty Common School is interested in students demonstrating consistent growth from year to year. We have contracted the services of a data mining company that provides us with longitudinal CSAP data on each student in each testing area. The purpose of this is to be able to specifically track individual student progress. This data indicates whether a student is progressing in his/her academic skills in the tested areas or at the very least remaining constant. Our goal is for each student to be either proficient or advanced in each category and make at least one year's growth, if not more, in each category. If a student's score has lowered, steps are taken to discover why that has happened, prevent it happening again, and find ways to help that student increase his proficiency. CSAP scores are also analyzed to identify how particular grades or particular teachers are performing. If it appears that a certain grade has consistently lower scores, the curriculum for that grade will be carefully examined. Occasionally, a teacher's techniques and classroom practices may need to be evaluated if his/her class scores unusually lower than previous years.

The 1<sup>st</sup> – 5<sup>th</sup> graders take a comprehensive Core Knowledge test at the end of each year. This test assesses the knowledge retained by the student for the material learned that year. The teacher analyzes these tests and identifies where the students performed well and where they did not perform well. The teachers can then make the adjustments to cover those Core Knowledge topics in greater detail if needed.

The School Improvement Team (SIT) conducts a survey every year of the students, parents and staff to see what the school is doing well and where improvements can be made. The school's strategic plan is developed using the information from this survey.

## **3. Communication of Student Performance**

Because we believe that a student's performance is directly related to the amount of parental involvement in their education, notifying parents of student performance is important at Liberty Common School. Parents receive the print out of their students' CSAP report. The community is informed of our assessment data by the local newspaper, *The Coloradoan*, which publishes the overall assessment scores of each grade at Liberty Common School once the CSAP scores are made public. To ensure that parents know how our school compares with others in our district, a copy of the School Accountability Report is given to each family. Our School Accountability Report is available on our website.

Parents are also made aware of progress on students in the classroom and especially when that progress is below expectations. We send out quarterly report cards. At the end of the first quarter, parent/teacher conferences are conducted on an as needed basis throughout the rest of the year. In the middle of each quarter, a letter is sent to the parents of every student that has a grade below a "B." Many classes send home, on a weekly basis, a progress report for each student that the parents are expected to sign and return the next day. Other classes require parents' signatures only if the student is receiving a "C" or below. Student athletes that have a grade of "C" or below are required to request signatures from their teachers on a daily basis in order to remain on the team.

## **4. Sharing Successes with Other Schools**

Liberty Common School is involved with sharing our successes in many ways. We have staff that present every year at various conferences. This past year, several teachers presented at the Colorado Core Knowledge conference. The topics generally center on best practices for specific lessons and units that the teachers have developed. This year a teacher will present at the National Core Knowledge conference as well. The Colorado Department of Education asked us to present our formula for success in reading at a state reading summit. Our headmaster and three teachers shared the best practices of our reading program to schools that were identified as having low reading scores.

In 2004, the headmaster presented at the Colorado League of Charter Schools and the Colorado Core Knowledge conference. Liberty Common School has a unique performance pay plan, which was shared with administrators and board members at both of these conferences. The headmaster sat on a panel at the National Charter Schools Conference that addressed the topic “School Leaders on Creating a Culture of Achievement.”

We are working to continually use data driven assessment to improve our educational program. Liberty Common School is part of an Accountability Consortium through the Colorado League of Charter Schools where we share information on data driven assessment including longitudinal analysis. We will be holding five to six meeting/activities a year, including training sessions on data use and sharing information, lessons learned, and best practices with other charter schools.

Because Liberty Common School is an Official Core Knowledge Visitation Site and known for having a successful school, we receive numerous calls from other schools for advice and assistance. We have assisted other schools in getting started by sharing our charter application, curriculum materials, and expertise. On numerous occasions, we have opened up our school to other schools desiring to observe us in action.

Liberty Common School is committed to sharing its information and best practices as often as needed. If we can help any school or teacher succeed in becoming better, we are all for it!

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Curriculum**

The driving force behind our academic curriculum is the Core Knowledge Sequence. Liberty Common School teaches 100% of the Core Knowledge Sequence to its kindergarten through eighth grades. This curriculum consists of a detailed outline of specific content to be taught in language arts, history, geography, mathematics, science, and the fine arts. The following written descriptions of the sequence can be found in the Core Knowledge Sequence produced by the National Core Knowledge Foundation ([www.coreknowledge.org](http://www.coreknowledge.org)).

*The Sequence represents a first and ongoing attempt to state specifically a core of shared knowledge that children should learn in American Schools. It should be emphasized that the Core Knowledge Sequence is not a list of facts to be memorized. Rather, it is a guide to coherent content from grade to grade, designed to encourage steady academic progress as children build their knowledge and skills from one year to the next, while avoiding repetition and gaps. The Core Knowledge Sequence is distinguished by its specificity. The specific content in the Sequence provides a solid foundation on which to build skills instruction. The arts are not a peripheral part of the Core knowledge curriculum, but an essential part of the knowledge children should learn in the early grades. When children are young and receptive, they should be exposed to fine paintings, great music and other inspiring examples of art. As children progress in their knowledge and competencies, they can begin to learn more about the methods and terminology of the different arts, and become familiar with an ever-wider range of great artists and acknowledged masterworks. A good understanding of arts grows out of at least three modes of knowledge- creative, historical, and analytical.”*

We have found this curriculum to be academically challenging, intellectually stimulating, and fundamentally sound. There is no doubt that by the time a student graduates Liberty Common School, he/she will be prepared for high school and be culturally literate. The Core Knowledge Sequence has been cross-referenced with the Colorado Department of Education Standards and found to meet or exceed all of the state standards and benchmarks.

We use a conceptually based math program modeled after the successful math program from Singapore called Singapore math. This meets all expectations of the Core Knowledge Sequence and helps students understand the concepts behind mathematical principles, not just the rules.

Liberty Common School offers foreign language to all grade levels. Kindergarten through fourth grade students receive Spanish instruction. Fifth and sixth grade students receive a semester of Latin and a semester of Spanish instruction. Latin is mandatory for all seventh grade students. Eighth grade students have the option of taking Latin 2 or Spanish 1. Lastly, our ninth grade students have the option to take either Latin 3 or Spanish 2.

Liberty offers a many general and academic electives. The primary grades the students all attend Core Art, Core Music, Physical Education, and Foreign Language. Fifth and Sixth graders also have the option of taking either a band or choir elective. In the seventh grade, students choose from the following electives: Intermediate Band, Concert Band, Orchestra, Choir, Art (Photography, 3-D drawing, Ceramics and Weaving), Wood Shop, Computer Technology, Computer Programming, Physical Education, Meteorology, Astronomy, and Political Science.

Since the Core Knowledge Sequence only goes through the eighth grade, a ninth grade curriculum was designed. The ninth graders take British Literature, Economics, Biology, and Geometry or Algebra II. The ninth grade students also have the option to take ICPE (Introduction of Chemistry, Physics and Earth Sciences), Speech, and Health.

## 2a. Elementary Reading Instruction

Liberty's approach to reading is designed to 1) develop language and 2) provide meaning to students. Our Charter states, "*In the early grades, students will receive explicit, systematic phonemic awareness and phonics instruction.*" This approach was chosen because studies show phonics works. Once decoding skills are introduced, fluency is developed through daily practice. Fluency allows students to focus their mental energies on comprehension rather than decoding. Riggs & Open Court Phonics and Accelerated Reader are used to develop decoding skills and fluency at Liberty. Primary students read at least one hour each day at school and at least 15 minutes each night for homework. Students are assessed regularly to determine whether their skills are progressing appropriately.

In all elementary grades captivating stories, beyond the students' own reading abilities, are read aloud to children. Children who are exposed to complex speech patterns learn to express themselves earlier and more fluently than those spoken to in careful sentences. In addition to the Core Knowledge Literature, classic literature appropriate to the age of the children is read extensively. Literature introduced to students is selected, in part, for its rich use of language.

Our Charter further states, "*Mature literacy develops as students become acquainted with a broad and rich body of knowledge and become familiar with many well-written, diverse and meaningful works of literature.*" Children who read regularly develop more powerful, healthy and discerning imaginations. For a child to get hooked on books, the books must contain meaning. The frequent vicarious practice and identification with virtuous and victorious heroes allow children to rehearse and strengthen their commitment to goodness.

With these ideas in mind, classic literature reading lists have been developed for each grade level. These books are intended to nudge students toward higher levels, not just in matters of syntax and vocabulary, but also in sophistication of plot, character development, conflict and resolution, etc. Students in 4<sup>th</sup> – 6<sup>th</sup> grades are required to read from their grade level reading lists or the Core Knowledge Literature Sequence at least 20 minutes each night. In addition, all students (K-6) are assigned books from the classic literature reading lists to read, or be read to them, during the summer.

## 2b. English Language Curriculum

The Core Knowledge Sequence has a detailed outline of specific content to be taught in language arts, grades 7-8. According to our Charter, the development of literacy is of utmost importance. Students are challenged to read poems, novels, dramas, essays, speeches, and short stories. Grammar study, spelling, literary devices, Greek/Latin roots, and vocabulary are all taught as the students are exposed to the literature. In addition to regular homework assignments, students are required to read assigned literature for at least thirty minutes per night, including weekends. Students are required to participate in our summer reading program. The assigned literature is from the Core Knowledge Sequence or student selected books from the approved upper school reading list. Our goal is to expose the students to quality literature they might not otherwise encounter.

In addition the English Department addresses the development of writing according to *Teaching Writing: Structure and Style*, which is a complete syllabus for teaching writing skills to children to grades two through ten. Students are given the opportunity to write fiction, poetry, or drama, but instruction emphasizes repeated expository writing. *Teaching Writing: Structure and Style* offers a way to assist teachers in developing competency, independence, and creativity in their students, all within a system that provides for concrete evaluation and measurable achievement.

All ninth graders take British Literature as the required English class. This is a chronological survey of literature from Bede and *Beowulf* up through the most important writers of the early twentieth century.

This course includes a detailed study of Old English and Medieval literature (in modern English translation), Renaissance literature (especially focusing on Shakespeare), and continuing on through the Neoclassical, Romantic, and Victorian periods. Outside reading follows school-wide protocol. Composition and vocabulary are linked to the literature read.

### **3. Other Curriculum**

The class that we are proudest of here at Liberty Common School (LCS) is our 9th grade Economics World History class. It is truly a capstone class that first and foremost teaches thinking by applying economic analysis to the rich nine years of World and US history and geography the students have learned from the Core Knowledge curriculum.

LCS was established the same year that the voluntary National Economic Education Standards were established. These were taken and turned into a course outline covering the role and nature of prices, profits and losses, productivity and pay, labor markets, investment and speculation, risk and insurance, national output, money and the banking system, international trade, effects of government regulation, capitalism vs. socialism, and the economics of energy and the environment. Also taught is the role and function of property rights, the role of human capital in the creation of wealth, the relationship between political and economic freedom, superiority of free markets vs. central planning and the entire notion and analysis of trade-offs. Our outline was reviewed, improved and approved by the Colorado Council on Economic Education.

Our ninth graders read *The Law* by Frederic Bastiat, *Mainspring of Human Progress* by Henry Grady Weaver, *Economics in One Lesson* by Henry Hazlitt and *Basic Economics* by Thomas Sowell. Most of our graduation ninth graders cite this class as the one from which they learned the most.

After implementation of the ninth grade course we added a mini-society unit to fifth grade and six economic lessons to each grade 1-8. The addition of economics to our curriculum has demonstrably improved the understanding of history and effects of geography of our students. They also enjoy it more. It has shown itself to be a natural orienting influence and aid to the development of thinking skills.

### **4. Different Instructional Methods**

Liberty Common School consistently utilizes a strong and consistent set of teaching techniques to enhance and increase student learning. The teachers understand that everything they teach is for the purpose of supporting the content. A great deal of thought and effort goes into making the best use of time and resources. One efficient method is direct instruction (lecture). Understanding that direct instruction is not the only instructional method, Liberty Common School trains its teachers in the Quantum method as well. Our teachers have described Quantum Teaching as “giving a multi-vitamin” to their lessons. The underlying principle in this methodology is to address all modalities in lessons, thus incorporating visual, auditory, and kinesthetic learning patterns consistently.

Quantum methodology is evident throughout the school in every classroom. While every teacher does not incorporate the same techniques on a daily basis, the teachers’ vast repertoire allows for great variation throughout subjects and/or topics. Teachers are often seen addressing the visual modality by doing such things as standing close to the information they are teaching and /or using iconic posters. Understanding that children benefit from auditory input as well, it is not unusual to hear students singing songs about Florence Nightingale and performing rap songs about the circulatory system. By allowing children to “record” new information through rhythm and song, learning and retention are increased. Our teachers are also adept at teaching kinesthetically. Using frequent “state changes” is one way this type of learning is supported. Acknowledging children’s need for movement, teachers take time to allow for frequent, yet planned movement. Examples of this include utilizing specific songs to signal a clean up time or quiet

work time as well as incorporating the use of movements and signals to signify key concepts and information. By combining thoughtful and creative planning of visual, auditory, and kinesthetic lessons with direct instruction, our teachers provide the students at Liberty Common School with a solid, intellectually stimulating classroom.

### **5. Professional Development**

Liberty Common School believes in professional development in order for our teachers to do their best at what they do and are encouraged and supported in these activities. New teachers to Liberty Common School go through a weeklong orientation program designed to familiarize them with the philosophy of the school and the Core Knowledge Sequence. A teacher on our staff is a trainer for the Core Knowledge Foundation and thus administers the Core Knowledge training for the new teachers. The new teachers are also assigned a mentor teacher that is at or near the same grade level or teaches the same subject matter. The mentor teacher meets with the new teacher on a weekly basis at the beginning of the year and then on a bi-weekly or monthly basis after the first semester as needed. The returning staff also will receive specific training on a topic of emphasis determined by the Board or Directors and administration before the school year begins. Last year a writing expert trained us on the “Writing with Structure and Style” program.

At the weekly staff meetings, professional development workshops or presentations occur that help support the programs at Liberty Common School. Outside speakers often present to our staff and the experts on our own staff are called upon to present at these staff trainings.

Each year all of the teachers attend the Colorado Core Knowledge conference. This conference brings together all Core Knowledge schools in the state and offers workshops and training on Core Knowledge topics. Each year Liberty Common School also sends approximately 2- 3 teachers to the National Core Knowledge conference.

Numerous other teachers have been encouraged to attend professional conferences and workshops that relate to their specific area such as Physical Education, Music, Art, Spanish, Science, Literacy, Economics, History, Math, etc. If the training is beneficial for the teacher and our school, we will support it.

**PART VII - ASSESSMENT RESULTS**

**STATE CRITERION-REFERENCED TESTS**

Grade: **3**  
(CSAP)

Test: **Colorado Student Assessment Program**

Edition/Publication Year: **Annual**

Publisher: **CTB/McGraw Hill**

Ethnicity and Socioeconomic status are not included on the state assessment reports for our school. Due to the small percentage of students at our school in each of these categories, the disaggregation of test scores is not possible. Colorado started the state assessments in 1998. Initial testing occurred for 3<sup>rd</sup> and 4<sup>th</sup> grade reading and 4<sup>th</sup> grade writing. Now the testing has been expanded to 3<sup>rd</sup> – 12<sup>th</sup> grades and includes math and science assessments as well. The goal for students on the Colorado state assessments is to be in the “at or above proficient” level.

3<sup>rd</sup> grade will start testing math in the 2004-2005

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>READING</b>					
Testing month	February	February	February	February	February
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	100%	100%	100%	100%	100%
% At or Above Partially Proficient	98%	100%	100%	100%	100%
% At or Above Proficient	96%	96%	95%	100%	84%
% At Advanced	24%	25%	42%	28%	5%
Number of students tested	58	56	57	57	58
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	98%	99%	99%	99%	99%
% At or Above Partially Proficient	90%	92%	90%	91%	90%
% At or Above Proficient	73%	75%	72%	63%	70%
% At Advanced	8%	10%	11%	10%	7%
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>WRITING</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	99%	100%	100%	N/A	N/A
% At or Above Partially Proficient	96%	100%	99%	N/A	N/A
% At or Above Proficient	79%	87%	82%	N/A	N/A
% At Advanced	43%	30%	23%	N/A	N/A
Number of students tested	58	56	57	N/A	N/A
Percent of total students tested	100%	100%	100%	N/A	N/A
Number of students excluded	0	0	0	N/A	N/A
Percent of students excluded	0%	0%	0%	N/A	N/A
<b>STATE SCORES</b>				N/A	N/A
% At or Above Unsatisfactory	99%	99%	98%	N/A	N/A
% At or Above Partially Proficient	92%	93%	91%	N/A	N/A
% At or Above Proficient	52%	57%	51%	N/A	N/A
% At Advanced	12%	16%	8%	N/A	N/A

## STATE CRITERION-REFERENCED TESTS

Grade: **4**  
(CSAP)

Test: **Colorado Student Assessment Program**

Edition/Publication Year: **Annual**

Publisher: **CTB/McGraw Hill**

Ethnicity and Socioeconomic status are not included on the state assessment reports for our school. Due to the small percentage of students at our school in each of these categories, the disaggregation of test scores is not possible. Colorado started the state assessments in 1998. Initial testing occurred for 3<sup>rd</sup> and 4<sup>th</sup> grade reading and 4<sup>th</sup> grade writing. Now the testing has been expanded to 3<sup>rd</sup> – 12<sup>th</sup> grades and includes math and science assessments as well. The goal for students on the Colorado state assessments is to be in the “at or above proficient” level.

4<sup>th</sup> Grade will begin testing math in 2004-2005

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>READING</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	100%	100%	100%	100%	100%
% At or Above Partially Proficient	100%	100%	100%	100%	98%
% At or Above Proficient	95%	95%	96%	93%	89%
% At Advanced	18%	16%	30%	29%	25%
Number of students tested	57	56	56	56	56
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	98%	99%	98%	99%	97%
% At or Above Partially Proficient	87%	87%	85%	86%	89%
% At or Above Proficient	63%	63%	61%	63%	62%
% At Advanced	5%	7%	6%	7%	9%
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>WRITING</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	100%	100%	100%	100%	100%
% At or Above Partially Proficient	100%	100%	100%	100%	99%
% At or Above Proficient	89%	77%	87%	80%	63%
% At Advanced	19%	18%	32%	21%	18%
Number of students tested	57	56	56	56	56
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	99%	100%	98%	97%	95%
% At or Above Partially Proficient	92%	91%	90%	88%	91%
% At or Above Proficient	53%	52%	50%	46%	53%
% At Advanced	10%	10%	8%	7%	10%

**STATE CRITERION-REFERENCED TESTS**

Grade: **5**  
(CSAP)

Test: **Colorado Student Assessment Program**

Edition/Publication Year: **Annual**

Publisher: **CTB/McGraw Hill**

Ethnicity and Socioeconomic status are not included on the state assessment reports for our school. Due to the small percentage of students at our school in each of these categories, the disaggregation of test scores is not possible. Colorado started the state assessments in 1998. Initial testing occurred for 3<sup>rd</sup> and 4<sup>th</sup> grade reading and 4<sup>th</sup> grade writing. Now the testing has been expanded to 3<sup>rd</sup> – 12<sup>th</sup> grades and includes math and science assessments as well. The goal for students on the Colorado state assessments is to be in the “at or above proficient” level.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>READING</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	99%	99%	100%	100%	N/A
% At or Above Partially Proficient	99%	99%	98%	98%	N/A
% At or Above Proficient	97%	95%	80%	79%	N/A
% At Advanced	17%	27%	16%	14%	N/A
Number of students tested	59	56	56	57	N/A
Percent of total students tested	98%	98%	100%	100%	N/A
Number of students excluded	1	1	0	0	N/A
Percent of students excluded	2%	2%	0%	0%	N/A
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	98%	98%	97%	98%	N/A
% At or Above Partially Proficient	87%	85%	83%	86%	N/A
% At or Above Proficient	69%	66%	63%	64%	N/A
% At Advanced	9%	8%	7%	8%	N/A
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>MATH</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	100%	98%	100%	100%	100%
% At or Above Partially Proficient	100%	96%	100%	100%	98%
% At or Above Proficient	85%	82%	75%	79%	85%
% At Advanced	24%	39%	27%	35%	21%
Number of students tested	59	56	56	57	56
Percent of total students tested	100%	98%	100%	100%	100%
Number of students excluded	0	1	0	0	0
Percent of students excluded	0%	2%	0%	0%	0%
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	98%	98%	98%	98%	98%
% At or Above Partially Proficient	87%	86%	86%	84%	85%
% At or Above Proficient	58%	56%	55%	52%	47%
% At Advanced	22%	20%	20%	17%	13%

**STATE CRITERION-REFERENCED TESTS**

Grade: **5 (Continued)**  
(CSAP)

Test: **Colorado Student Assessment Program**

Edition/Publication Year: **Annual**

Publisher: **CTB/McGraw Hill**

Ethnicity and Socioeconomic status are not included on the state assessment reports for our school. Due to the small percentage of students at our school in each of these categories, the disaggregation of test scores is not possible. Colorado started the state assessments in 1998. Initial testing occurred for 3<sup>rd</sup> and 4<sup>th</sup> grade reading and 4<sup>th</sup> grade writing. Now the testing has been expanded to 3<sup>rd</sup> – 12<sup>th</sup> grades and includes math and science assessments as well. The goal for students on the Colorado state assessments is to be in the “at or above proficient” level.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>WRITING</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	100%	98%	100%	N/A	N/A
% At or Above Partially Proficient	98%	98%	100%	N/A	N/A
% At or Above Proficient	78%	94%	77%	N/A	N/A
% At Advanced	12%	39%	14%	N/A	N/A
Number of students tested	59	56	56	N/A	N/A
Percent of total students tested	100%	98%	100%	N/A	N/A
Number of students excluded	0	1	0	N/A	N/A
Percent of students excluded	0%	2%	0%	N/A	N/A
<b>STATE SCORES</b>				N/A	N/A
% At or Above Unsatisfactory	99%	98%	96%	N/A	N/A
% At or Above Partially Proficient	93%	91%	89%	N/A	N/A
% At or Above Proficient	55%	53%	50%	N/A	N/A
% At Advanced	10%	8%	8%	N/A	N/A

## STATE CRITERION-REFERENCED TESTS

Grade: **6**  
(CSAP)

Test: **Colorado Student Assessment Program**

Edition/Publication Year: **Annual**

Publisher: **CTB/McGraw Hill**

Ethnicity and Socioeconomic status are not included on the state assessment reports for our school. Due to the small percentage of students at our school in each of these categories, the disaggregation of test scores is not possible. Colorado started the state assessments in 1998. Initial testing occurred for 3<sup>rd</sup> and 4<sup>th</sup> grade reading and 4<sup>th</sup> grade writing. Now the testing has been expanded to 3<sup>rd</sup> – 12<sup>th</sup> grades and includes math and science assessments as well. The goal for students on the Colorado state assessments is to be in the “at or above proficient” level.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>READING</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	100%	100%	100%	100%	N/A
% At or Above Partially Proficient	100%	100%	98%	96%	N/A
% At or Above Proficient	100%	96%	91%	89%	N/A
% At Advanced	33%	19%	27%	18%	N/A
Number of students tested	57	57	56	57	N/A
Percent of total students tested	100%	100%	100%	100%	N/A
Number of students excluded	0	0	0	0	N/A
Percent of students excluded	0%	0%	0%	0%	N/A
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	98%	97%	96%	97%	N/A
% At or Above Partially Proficient	87%	87%	86%	85%	N/A
% At or Above Proficient	67%	66%	65%	63%	N/A
% At Advanced	12%	8%	9%	8%	N/A
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>MATH</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	99%	100%	100%	N/A	N/A
% At or Above Partially Proficient	91%	100%	96%	N/A	N/A
% At or Above Proficient	72%	86%	87%	N/A	N/A
% At Advanced	34%	33%	39%	N/A	N/A
Number of students tested	57	57	56	N/A	N/A
Percent of total students tested	100%	100%	100%	N/A	N/A
Number of students excluded	0	0	0	N/A	N/A
Percent of students excluded	0%	0%	0%	N/A	N/A
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	98%	97%	97%	N/A	N/A
% At or Above Partially Proficient	81%	80%	81%	N/A	N/A
% At or Above Proficient	53%	50%	51%	N/A	N/A
% At Advanced	18%	18%	16%	N/A	N/A

**STATE CRITERION-REFERENCED TESTS**

Grade: **6 (Continued)**  
**(CSAP)**

Test: **Colorado Student Assessment Program**

Edition/Publication Year: **Annual**

Publisher: **CTB/McGraw Hill**

Ethnicity and Socioeconomic status are not included on the state assessment reports for our school. Due to the small percentage of students at our school in each of these categories, the disaggregation of test scores is not possible. Colorado started the state assessments in 1998. Initial testing occurred for 3<sup>rd</sup> and 4<sup>th</sup> grade reading and 4<sup>th</sup> grade writing. Now the testing has been expanded to 3<sup>rd</sup> – 12<sup>th</sup> grades and includes math and science assessments as well. The goal for students on the Colorado state assessments is to be in the “at or above proficient” level.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>WRITING</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	100%	100%	100%	N/A	N/A
% At or Above Partially Proficient	100%	100%	100%	N/A	N/A
% At or Above Proficient	96%	91%	82%	N/A	N/A
% At Advanced	35%	28%	25%	N/A	N/A
Number of students tested	57	57	56	N/A	N/A
Percent of total students tested	100%	100%	100%	N/A	N/A
Number of students excluded	0	0	0	N/A	N/A
Percent of students excluded	0%	0%	0%	N/A	N/A
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	98%	98%	96%	N/A	N/A
% At or Above Partially Proficient	93%	92%	89%	N/A	N/A
% At or Above Proficient	56%	55%	50%	N/A	N/A
% At Advanced	10%	9%	8%	N/A	N/A

**STATE CRITERION-REFERENCED TESTS**

Grade: **7**  
(CSAP)

Test: **Colorado Student Assessment Program**

Edition/Publication Year: **Annual**

Publisher: **CTB/McGraw Hill**

Ethnicity and Socioeconomic status are not included on the state assessment reports for our school. Due to the small percentage of students at our school in each of these categories, the disaggregation of test scores is not possible. Colorado started the state assessments in 1998. Initial testing occurred for 3<sup>rd</sup> and 4<sup>th</sup> grade reading and 4<sup>th</sup> grade writing. Now the testing has been expanded to 3<sup>rd</sup> – 12<sup>th</sup> grades and includes math and science assessments as well. The goal for students on the Colorado state assessments is to be in the “at or above proficient” level.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>READING</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	99%	98%	100%	100%	100%
% At or Above Partially Proficient	99%	96%	96%	98%	100%
% At or Above Proficient	88%	87%	94%	93%	94%
% At Advanced	21%	21%	23%	32%	10%
Number of students tested	61	55	56	56	50
Percent of total students tested	100%	98%	100%	100%	100%
Number of students excluded	0	1	0	0	0
Percent of students excluded	0%	2%	0%	0%	0%
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	98%	97%	97%	96%	97%
% At or Above Partially Proficient	84%	83%	83%	85%	85%
% At or Above Proficient	61%	61%	60%	63%	59%
% At Advanced	7%	7%	8%	8%	4%
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>MATH</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	100%	100%	99%	N/A	N/A
% At or Above Partially Proficient	97%	96%	97%	N/A	N/A
% At or Above Proficient	81%	61%	76%	N/A	N/A
% At Advanced	33%	25%	30%	N/A	N/A
Number of students tested	61	55	56	N/A	N/A
Percent of total students tested	100%	100%	100%	N/A	N/A
Number of students excluded	0	0	0	N/A	N/A
Percent of students excluded	0%	0%	0%	N/A	N/A
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	99%	98%	95%	N/A	N/A
% At or Above Partially Proficient	77%	79%	74%	N/A	N/A
% At or Above Proficient	42%	41%	38%	N/A	N/A
% At Advanced	15%	13%	11%	N/A	N/A

**STATE CRITERION-REFERENCED TESTS**

Grade: **7 (Continued)**  
**(CSAP)**

Test: **Colorado Student Assessment Program**

Edition/Publication Year: **Annual**

Publisher: **CTB/McGraw Hill**

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	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>WRITING</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	100%	100%	99%	100%	100%
% At or Above Partially Proficient	100%	100%	99%	100%	100%
% At or Above Proficient	92%	85%	92%	89%	92%
% At Advanced	38%	18%	21%	30%	16%
Number of students tested	61	55	56	56	50
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	98%	98%	96%	96%	95%
% At or Above Partially Proficient	92%	93%	92%	92%	91%
% At or Above Proficient	52%	53%	50%	53%	53%
% At Advanced	10%	9%	8%	9%	10%

**STATE CRITERION-REFERENCED TESTS**

Grade: **8**  
(CSAP)

Test: **Colorado Student Assessment Program**

Edition/Publication Year: **Annual**

Publisher: **CTB/McGraw Hill**

Ethnicity and Socioeconomic status are not included on the state assessment reports for our school. Due to the small percentage of students at our school in each of these categories, the disaggregation of test scores is not possible. Colorado started the state assessments in 1998. Initial testing occurred for 3<sup>rd</sup> and 4<sup>th</sup> grade reading and 4<sup>th</sup> grade writing. Now the testing has been expanded to 3<sup>rd</sup> – 12<sup>th</sup> grades and includes math and science assessments as well. The goal for students on the Colorado state assessments is to be in the “at or above proficient” level.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>READING</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	100%	100%	100%	93%	N/A
% At or Above Partially Proficient	95%	100%	100%	91%	N/A
% At or Above Proficient	90%	100%	96%	71%	N/A
% At Advanced	33%	27%	29%	14%	N/A
Number of students tested	42	49	48	49	N/A
Percent of total students tested	100%	100%	100%	94%	N/A
Number of students excluded	0	0	0	3	N/A
Percent of students excluded	0%	0%	0%	6%	N/A
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	98%	96%	96%	97%	N/A
% At or Above Partially Proficient	86%	86%	85%	86%	N/A
% At or Above Proficient	64%	66%	65%	64%	N/A
% At Advanced	10%	10%	8%	8%	N/A
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>MATH</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	100%	100%	100%	100%	98%
% At or Above Partially Proficient	95%	98%	100%	84%	91%
% At or Above Proficient	69%	76%	84%	41%	47%
% At Advanced	33%	27%	38%	18%	14%
Number of students tested	42	49	48	49	43
Percent of total students tested	100%	100%	100%	100%	98%
Number of students excluded	0	0	0	0	1
Percent of students excluded	0%	0%	0%	0%	2%
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	98%	98%	96%	96%	93%
% At or Above Partially Proficient	70%	68%	70%	69%	66%
% At or Above Proficient	41%	39%	39%	39%	33%
% At Advanced	16%	13%	13%	14%	10%

**STATE CRITERION-REFERENCED TESTS**

Grade: **8 (Continued)**  
**(CSAP)**

Test: **Colorado Student Assessment Program**

Edition/Publication Year: **Annual**

Publisher: **CTB/McGraw Hill**

Ethnicity and Socioeconomic status are not included on the state assessment reports for our school. Due to the small percentage of students at our school in each of these categories, the disaggregation of test scores is not possible. Colorado started the state assessments in 1998. Initial testing occurred for 3<sup>rd</sup> and 4<sup>th</sup> grade reading and 4<sup>th</sup> grade writing. Now the testing has been expanded to 3<sup>rd</sup> – 12<sup>th</sup> grades and includes math and science assessments as well. The goal for students on the Colorado state assessments is to be in the “at or above proficient” level.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>WRITING</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	100%	100%	100%	N/A	N/A
% At or Above Partially Proficient	100%	100%	100%	N/A	N/A
% At or Above Proficient	88%	90%	90%	N/A	N/A
% At Advanced	29%	24%	17%	N/A	N/A
Number of students tested	42	49	48	N/A	N/A
Percent of total students tested	100%	100%	100%	N/A	N/A
Number of students excluded	0	0	0	N/A	N/A
Percent of students excluded	0%	0%	0%	N/A	N/A
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	98%	97%	96%	N/A	N/A
% At or Above Partially Proficient	92%	92%	91%	N/A	N/A
% At or Above Proficient	49%	49%	50%	N/A	N/A
% At Advanced	8%	9%	8%	N/A	N/A

## STATE CRITERION-REFERENCED TESTS

Grade: **9**  
(CSAP)

Test: **Colorado Student Assessment Program**

Edition/Publication Year: **Annual**

Publisher: **CTB/McGraw Hill**

Ethnicity and Socioeconomic status are not included on the state assessment reports for our school. Due to the small percentage of students at our school in each of these categories, the disaggregation of test scores is not possible. Colorado started the state assessments in 1998. Initial testing occurred for 3<sup>rd</sup> and 4<sup>th</sup> grade reading and 4<sup>th</sup> grade writing. Now the testing has been expanded to 3<sup>rd</sup> – 12<sup>th</sup> grades and includes math and science assessments as well. The goal for students on the Colorado state assessments is to be in the “at or above proficient” level.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>READING</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	100%	100%	100%	99%	N/A
% At or Above Partially Proficient	100%	100%	100%	99%	N/A
% At or Above Proficient	100%	96%	96%	92%	N/A
% At Advanced	55%	14%	8%	24%	N/A
Number of students tested	31	28	25	41	N/A
Percent of total students tested	100%	100%	100%	100%	N/A
Number of students excluded	0	0	0	0	N/A
Percent of students excluded	0%	0%	0%	0%	N/A
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	97%	95%	94%	95%	N/A
% At or Above Partially Proficient	88%	86%	85%	86%	N/A
% At or Above Proficient	67%	66%	66%	64%	N/A
% At Advanced	6%	5%	7%	8%	N/A
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>MATH</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	100%	99%	100%	N/A	N/A
% At or Above Partially Proficient	100%	92%	84%	N/A	N/A
% At or Above Proficient	71%	60%	44%	N/A	N/A
% At Advanced	32%	14%	24%	N/A	N/A
Number of students tested	31	28	25	N/A	N/A
Percent of total students tested	100%	100%	100%	N/A	N/A
Number of students excluded	0	0	0	N/A	N/A
Percent of students excluded	0%	0%	0%	N/A	N/A
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	98%	95%	94%	N/A	N/A
% At or Above Partially Proficient	63%	61%	60%	N/A	N/A
% At or Above Proficient	33%	31%	31%	N/A	N/A
% At Advanced	10%	8%	9%	N/A	N/A

**STATE CRITERION-REFERENCED TESTS**

Grade: **9 (Continued)**  
**(CSAP)**

Test: **Colorado Student Assessment Program**

Edition/Publication Year: **Annual**

Publisher: **CTB/McGraw Hill**

Ethnicity and Socioeconomic status are not included on the state assessment reports for our school. Due to the small percentage of students at our school in each of these categories, the disaggregation of test scores is not possible. Colorado started the state assessments in 1998. Initial testing occurred for 3<sup>rd</sup> and 4<sup>th</sup> grade reading and 4<sup>th</sup> grade writing. Now the testing has been expanded to 3<sup>rd</sup> – 12<sup>th</sup> grades and includes math and science assessments as well. The goal for students on the Colorado state assessments is to be in the “at or above proficient” level.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>WRITING</b>					
Testing month	March	March	March	March	March
<b>CLASS SCORES</b>					
% At or Above Unsatisfactory	100%	100%	100%	N/A	N/A
% At or Above Partially Proficient	100%	100%	100%	N/A	N/A
% At or Above Proficient	94%	93%	68%	N/A	N/A
% At Advanced	13%	14%	12%	N/A	N/A
Number of students tested	31	28	25	N/A	N/A
Percent of total students tested	100%	100%	100%	N/A	N/A
Number of students excluded	0	0	0	N/A	N/A
Percent of students excluded	0%	0%	0%	N/A	N/A
<b>STATE SCORES</b>					
% At or Above Unsatisfactory	96%	96%	95%	N/A	N/A
% At or Above Partially Proficient	92%	91%	89%	N/A	N/A
% At or Above Proficient	53%	51%	49%	N/A	N/A
% At Advanced	7%	8%	8%	N/A	N/A