

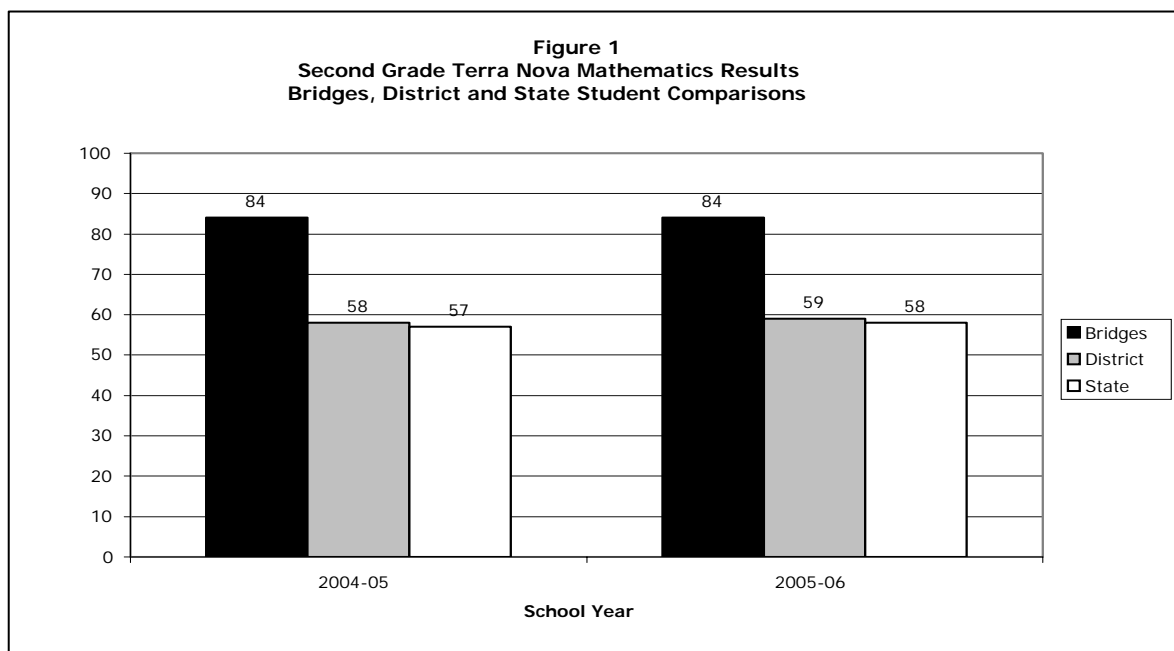
## Peoria, Arizona

A second grade teacher from Peoria, Arizona used the Bridges in Mathematics Grade 2 curriculum for three consecutive school years from 2004-06. She had over 28 years teaching experience and had spent the prior six years working as a reading specialist. Neither the teacher nor her students in this K-8 public school had any previous experience with the Bridges curriculum.

At the time of this study the school enrolled approximately 1,000 students, of which 83% were white, 10% Hispanic, 5% African American and 2% Asian. About 11% of the students were eligible to participate in the free and reduced-price lunch program. Most of the other second grade teachers in the district used a more traditional mathematics curriculum.

The state assessed second grade mathematics achievement in the 2004-05 and 2005-06 school years with the Terra Nova, a nationally norm-referenced achievement test that measured how well students were achieving compared to a national sample of second grade students. Students scoring at the 50<sup>th</sup> national percentile rank (NPR) were considered to be achieving at the national norm.

Figure 1 shows that the Bridges students outperformed their peers in the district and state on the mathematics section of the Terra Nova Test for both school years. During the 2004-05 school year, the Bridges students (N = 28) scored at the 84<sup>th</sup> NPR, compared with 58 for the district and 57 for the state students. During the 2005-06 school year the Bridges students (N = 27) once again scored at the 84<sup>th</sup> NPR, compared with 59 for the district and 58 for the state students.



Sources: Bridges teacher and school district.