

PART I - ELIGIBILITY CERTIFICATION

12AZ7

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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. 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.
8. 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.
9. 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.
10. 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

12AZ7

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 4 Elementary schools (includes K-8)
 (per district designation): 2 Middle/Junior high schools
1 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 5112

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 12
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	36	46	82		7	0	0	0
1	66	49	115		8	0	0	0
2	63	66	129		9	0	0	0
3	48	60	108		10	0	0	0
4	50	58	108		11	0	0	0
5	48	48	96		12	0	0	0
Total in Applying School:								638

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
13 % Asian
0 % Black or African American
19 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
68 % White
0 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1, 2010	597
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 4%
 Total number of ELL students in the school: 24
 Number of non-English languages represented: 13
 Specify non-English languages:

Arabic, Japanese, Ukrainian, Thai, Spanish, Farsi, Korean, Urdu, Mandarin, German, Russian, Navajo, Filipino

9. Percent of students eligible for free/reduced-priced meals: 9%
 Total number of students who qualify: 59

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

10. Percent of students receiving special education services: 8%
 Total number of students served: 52

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

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>24</u>	<u>4</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>4</u>
Paraprofessionals	<u>1</u>	<u>16</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>2</u>
Total number	<u>40</u>	<u>27</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	94%	95%	96%	96%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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	_____ %
Total	_____ 0%

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

- No
- Yes

If yes, what was the year of the award? Before 2007

PART III - SUMMARY

12AZ7

The beautiful Sonoran desert surrounds Manzanita Elementary School, situated in the foothills of the Catalina Mountains. Serving approximately 640 students, kindergarten through fifth grades, Manzanita celebrated its thirtieth anniversary in 2009.

For many years, Manzanita served predominantly neighborhood and in-boundary residents. However, in recent years, as a result of legislation regarding school choice, the school's demographics have steadily changed. Many families now travel from the surrounding areas in the county or city, clamoring to attend the school, which is known for providing a superior educational experience.

The mission of Manzanita School is aligned with the comprehensive strategic plan of the Catalina Foothills School District: to guarantee that each student achieves academically, emotionally and socially, pursues lifelong learning, and becomes a globally responsible citizen.

For each of the past nine years, Manzanita has been labeled "excelling" by the Arizona Department of Education, an indication that high levels of student achievement are consistently reached and maintained.

Manzanita mindfully prepares students to meet the diverse and difficult challenges facing them as 21st century adults. To achieve success, students must be equipped with the required tools to develop a complex and ever-changing set of skills. Subjects such as reading, writing, math, science, world language instruction, social studies, and the arts comprise the core of the school's comprehensive curriculum. Additionally, Manzanita faculty also assist students in developing the ability to think critically, to apply knowledge at the higher levels of cognition, and to access and judiciously use a wide variety of technological resources.

Students participate in numerous authentic learning experiences. When visiting the campus, one may observe third grade students recording their personal narratives as digital stories; second grade learners using the iPads® to share their reading projects; fourth grade students collaborating on a science presentation using Google Docs®; and kindergartners observing eggs in an incubator and recording the changes in their behavior-over-time journals. Other students might be in the school's garden harvesting winter vegetables, recording observations and data about the process, and discussing their thoughts as to how environmental conditions affect the harvest.

The ability to learn and speak another language, and to understand the cultures of the people who speak the language, is a critical component of the 21st century learner's education. At the elementary level, students participate in Spanish language instruction several times per week. The language becomes an essential aspect of living and working in such close proximity to the international border. In addition, the acquisition of a second language at a young age prepares students to develop cultural and global awareness in order to effectively communicate with people from other countries.

At Manzanita, a highly trained and dedicated staff interacts with students, ensuring success through modification, enrichment, and assessment. Faculty members collaborate with other educators district and nationwide, and have developed key content standards in all curricular areas, including the 21st Century skills. An extensive and rigorous interview and hiring process ensures a committed, highly prepared faculty and staff.

Manzanita families are integral participants in the educational process. They are so dedicated to being a part of the school that many transport their children numerous miles daily to ensure they have access to the highest quality education. Families are involved in every facet of the school community, supporting the school with their volunteer efforts. They support a dynamic home-school collaboration of cooperation

and commitment to support the academic, social, and emotional growth of our students. They are actively involved in classrooms and with school-wide projects. Some of the special family projects and events include supplying additional supplementary materials, art, science and social studies enrichment, a family “fun run,” and family science and arts education evenings.

Our staff and students value the dignity of all members of the school community at all times. A positive, consistent approach to discipline is used, which focuses on safety, respect, communication, self-discipline, and problem solving.

Cooperation, kindness, and honesty are most highly valued, and reinforced in Manzanita’s character education program. Students are expected to respect the rights, feelings, and opinions of fellow students and staff members. They are always expected to conduct themselves in an orderly, polite, and safe manner.

Children can and should be increasingly responsible for their own behavior. Manzanita’s discipline procedures reflect this belief. The faculty respects the rights of students to make choices and to experience the consequences of those choices. Students are taught planning, decision-making, and problem-solving skills to develop their abilities to make sound personal and academic choices.

Manzanita faculty, students, and families treasure the unique sense of community established thirty years ago and today remains as strong as ever. In the words of the school song, “Apple of everyone’s eye, must be Manzanita!” Great pride is taken in the academic and personal growth of students, and in their many achievements during their time at Manzanita.

1. Assessment Results:

A. Arizona's Instrument to Measure Standards (AIMS) is a state test that measures how well students are learning Arizona's state standards. It includes reading (grades 3-5), writing (grade 5), science (grade 4) and mathematics (grades 3-5). Four performance level descriptors are used to describe the general performance of a student within a performance range (Exceeds, Meets, Approaches, and Falls Far Below). A print copy of each student's SAT 10 and AIMS results and a cover letter are mailed home to parents.

Arizona schools are measured using three accountability systems. The first is a federal system that assesses Adequate Yearly Progress (AYP). Manzanita has met AYP for each of the last 9 years, indicating that students are consistently meeting and exceeding the annual measurable objectives targeted for improvement in reading and mathematics.

The second system, AZ LEARNS (Legacy), awards points to schools based on the percent of students passing AIMS, improvement in the percentage of students passing AIMS, and individual student growth. Schools receive "Excelling" through "Failing" school labels. For each of the past 9 years, Manzanita has been consistently ranked as an "Excelling" school, demonstrating a required three-year average of students exceeding the standard on AIMS across all subject and grade combinations.

The third system, new A-F letter grades instituted by the state in 2011, compares the change in AIMS test scores from year to year for similarly achieving students. Fifty percent of the score is based on the individual growth of students and the growth of the lowest performing students, and 50% of the score is based on percent passing AIMS and ELL reclassification. Manzanita received a letter grade of "A" in its first year of the A-F Accountability system.

B. Overall, Manzanita test scores on the Arizona Instrument to Measure Standards (AIMS) are characterized by consistently high performance in both reading and mathematics for the past five years. Aggregate scores show 90% or more of students meeting and exceeding the standard, with the exception of three cases. At third grade, 86% of third grade students met or exceeded the standard in 2011 in math. At fifth grade 82% and 89% of students met or exceeded the standard in 2010 and 2011, respectively, in math. In the case of fifth grade, there was 7% growth from 2010 to 2011.

A new math test was administered in 2010 and 2011 to align with Arizona's 2008 mathematics standard. There were notable differences in the math standard at these two grade levels. Objectives previously taught at fourth grade, such as division, are now assessed at third grade. Similarly, at fifth grade, objectives previously measured at the middle school level were shifted to fifth grade, such as ratios and unit rates, and operations in fractions, decimals, and percents.

Manzanita takes seriously the growth of each student and disaggregates scores to the student level. This is done not only to improve growth at the school level, but also to analyze students performing in the bottom 25% and the growth of specific subgroups at each grade level. In all cases, it is important to note that that AIMS scores reflect different groups of students each year. Therefore, Manzanita analyzes the progress that individual students make from year-to-year to measure improvement. Manzanita staff uses disaggregation and analysis to point the way towards improving mathematics achievement. For example, as a result of careful monitoring and interpretation of data, the school has placed students in appropriate flexible groups and classes; increased the number of informal, frequent assessments to guide instruction; more purposefully used technology tools in the classroom; as well as provided students with technology resources for additional targeted practice at home; implemented a more collaborative teaching approach between the general education and special education teachers to present instruction effectively; and increased the time spent focusing on higher-order thinking skills.

Overall, subgroup scores are consistently high and parallel that of the grade level, with the exception of special education. In 2010-2011, third grade test results indicate a discrepancy of greater than 10 percentage points on AIMS scores in both reading and mathematics. Only 55% of special education students met or exceeded in reading, compared to 90% of all students. In Mathematics, only 45% met or exceeded compared to 86% of all students.

In response to this significant gap, special education teachers have been working extensively with general education teachers to provide more targeted instruction to these students in the form of pull-out and in-class support. Either a special education teacher or trained classroom assistant is present in the general classroom to provide modifications, accommodations, or additional supports to this population. In addition, students are more frequently provided with small-group instruction in the special education setting to enhance the acquisition of skills. In the area of reading, the research-based software program Imagine Learning, tailored to each student's individual needs, has been implemented as an additional intervention. In many cases, the student's Individualized Education Plan, IEP, is reviewed after analyzing the data to better meet the needs of the child. The close partnership of special education and regular classroom teachers, as well as collaboration with families is expected to lead to greater growth on the 2011-2012 AIMS.

2. Using Assessment Results:

In addition to state assessments, Manzanita also administers formal reading assessments to students. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) and Developmental Reading Assessment (DRA2) are common district assessments that measure progress in reading. They are administered to all K-5 students.

DIBELS Next is a set of standardized, individually administered measures (tests) of early literacy development. It is designed to be a short, quick way to regularly monitor the development of pre-reading and early reading skills. Each measure is predictive of the future success of readers. Students who perform below expected levels of mastery are provided with additional small group instruction from the school reading specialist up to 5 times weekly.

The DRA2 measures and pinpoints students' independent and instructional levels from Level 0 (kindergarten) through 80 (8th grade). DRA2 data are collected and analyzed two times per year to observe, record, and evaluate changes in student performance in reading.

In addition to using results from outside assessments, Manzanita School uses formative and summative assessment results to plan optimal instruction and inform all decisions regarding student learning. These assessments are aligned to the Catalina Foothills School District (CFSD) curriculum standards and benchmarks, and provide ongoing feedback and progress reports to students, parents, and teachers about what students know and are able to do. Student interviews, teacher observations, checklists, rubrics, exhibitions, presentations, technology applications, such as student response systems, simulations, traditional tests and quizzes, and performance tasks are used at every grade level.

Because of the experiences Manzanita teachers have had with assessments and analyzing assessments, they were selected to facilitate the redesign of district curriculum, including common assessments in writing and math to reflect the new Common Core State Standards. In addition, Manzanita teachers are field testing science inquiry assessments this year at grades K-5.

All Manzanita teachers provide leadership in or participate as a member of a Data Team. Data Teams meet a minimum of 14 times per year to collaboratively analyze assessment results, set goals for improvement, and monitor results. Specifically, each Data Team pre-assesses student learning, defines proficiency for assessments, analyzes results, and identifies strengths and obstacles to learning. Teams then develop a student achievement goal, collaboratively determine research-based instructional strategies

to attain the goal, and implement them in the classroom. Student achievement goals are changed, modified, or extended, as assessment results direct.

Parents play an important role in assessment. The Parent Internet Viewer (PIV) is a web-based communication tool that allows parents/guardians and students secure access to grades, assignments, and attendance information. Assignments and student performance can be viewed as soon as entries are made by teachers into their electronic grade-books. Teachers are expected to regularly update the grades/scores. As a result, parents are able to access timely feedback regarding their child's performance. Doing so enables them to make more informed decisions as to what types of supports would assist their child in achieving academic success.

Assessment results are communicated through a standards-referenced report card. This report provides targeted information on each child's progress in attaining the standards in each subject for his or her grade. Progress levels, linked to each measurement topic, identify specific subject area information and skills that a student must master. Indicators of progress are based on a four-point rubric to show how well students are mastering skills/concepts in those areas. Grades/scores are the result of a number of factors (tests, assignments, observations, projects, etc.), with the recognition that some concepts and skills may not be attained until at or near the end of a school year. Manzanita's goal is to identify, for every student, the next appropriate "stretch" to move students toward higher levels of learning.

In addition to reporting academic progress, the report provides students and parents with a separate score, also using a four-point rubric, for 21st century skills and personal and social responsibility. The following skill areas are measured and reported on: work completion/effort, class participation, teamwork, self-direction, behavior, leadership, critical thinking, and teamwork. Progress levels for these indicators assist teachers in identifying the emotional and social achievement of their students. This information guides teachers in the development of specific, individualized plans for students who demonstrate the need for support in these areas.

Each fall, aggregate scores on AIMS and SAT10 and an assessment summary are shared and discussed at a board meeting. Manzanita teachers then review AIMS and SAT10 results at the beginning of each school year to reflect on areas of strength and weakness to improve instruction in the current school year. In addition, individual student test scores are mailed home to parents and aggregate scores are posted on the district website and updated annually.

3. Sharing Lessons Learned:

CFSD and Manzanita School have developed a reputation in the state and in the nation that has resulted in a number of opportunities for them to share successes. The school and district are frequently visited by educators from schools and districts that want to learn more about work on 21st century skills, curriculum and assessment design, and technology implementation.

Organizations such as the Partnership for 21st Century Skills, EdLeader21, and the Arizona Department of Education reference district work and the successful results CFSD and Manzanita achieve with students. Recently, the Pearson Foundation highlighted CFSD as one of three districts in the nation that is providing its students with a robust 21st century education. Manzanita classrooms are featured in Pearson's videotape, which is to be debuted at the American Association for School Administrators (AASA) conference in Houston, Texas on February 18, 2012.

Classroom teachers and specialists have opportunities to meet with their respective counterparts district-wide to collaborate on designing lessons and units that address district curriculum and measurement topics. In addition, Manzanita teachers frequently share best practices in cross-district curricular and common assessment design work as well as lesson design in technology integration and unit planning.

For the last three years, teachers have participated in week-long technology camps to learn about and share practices with other teachers in Pima County and throughout the state of Arizona. Manzanita teachers regularly share effective lessons with others through the use of a district-wide repository of comprehensive lessons and units in a variety of subject areas.

In addition, Manzanita is often recognized for its innovative practices. For example, second and third grade students, as well as an extracurricular group, participate in Lego Robotics instruction where they learn how to design, build, and program interactive robots to complete tasks. A selected group of students is chosen to participate in a competition at the state level, with an opportunity to advance to the national level. Each year Manzanita students take part in the Southern Arizona Science and Engineering Fair (SARSEF). Manzanita students have been selected several times to go on to the national Discovery Education Science Fair. Manzanita was chosen as the top elementary school in Science in 2008, and one of the faculty as the SARSEF science teacher of the year in 2010.

4. Engaging Families and Communities:

A major contribution to the success of Manzanita has been the passionate dedication of families and community members in partnering with teachers and administrators to foster student growth. Manzanita prides itself on parent and family involvement. Primary classrooms provide opportunities daily and/or weekly for parents to support students in the classroom, while intermediate teachers rely heavily on parents to assist with project- and experiential-based learning opportunities.

The FFO, the Family Faculty Organization, is an integral part of Manzanita, made up of families and staff members, to support numerous enrichment programs, make special purchases to enhance instruction, provide curriculum-based field trip opportunities, and much more. The Site Council, made up of faculty, parents, and community members, additionally promotes student success by planning and hosting family evenings highlighting various academic areas; sponsoring other parent education opportunities; and conducting an annual school survey, which Manzanita faculty use to reflect upon current practices and implement change to enhance the educational experience for students.

The Parent Internet Viewer (PIV) keeps parents informed of their child's progress regularly. In addition, teachers regularly communicate with parents using email, classroom websites or weekly newsletters. A bi-weekly school-wide newsletter and the school website inform families about upcoming events, curriculum updates, and other important information.

Manzanita hosts a school-wide open house just before the first day of school to welcome families to the new academic year. This is an opportunity for students and families to meet teachers, become familiar with classrooms, and ease any discomfort they might have about the impending school year. In addition, all grade levels host a back-to-school evening early in the year to familiarize parents with the curriculum, classroom expectations and procedures, and other important information. This event fosters a collaborative partnership with families to ensure that each student reaches academic and personal excellence during the school year. Parents are also welcome and encouraged to conference with the teacher(s) their student(s) have twice per year, as well as on an as-needed basis.

Manzanita also values the ongoing commitment of the school's community to support student success. Community members annually sponsor family friendly events and various field trips to local businesses that enrich student acquisition of the curriculum. These efforts provide learning opportunities to students that they find personally meaningful and engaging, thus enhancing academic success.

1. Curriculum:

A quality education, which prepares students to meet the challenges and address the changes of the 21st century is top priority at Manzanita. Manzanita uses the district's curricular framework, designed around Arizona's State Standards, the Common Core State Standards, where applicable, and the recommendations of experts in the field. Curriculum is frequently reviewed and revised to proactively address changes in education.

The reading/English language arts curriculum actively engages students in the communication skills of reading, writing, listening, speaking, and language. Faculty select program resources to provide for continuous, integrated learning that extends and enhances thinking skills, and builds on students' prior knowledge and past experiences.

The mathematics standards provide students with a solid foundation to successfully apply demanding math concepts and procedures, and move into applications. CFSD and Manzanita standards emphasize not only procedural skills, but also conceptual understanding to make sure students are learning the critical information they need to succeed at higher levels.

Scientific Inquiry establishes the basis for students' learning of standards in the science curriculum. Students use scientific processes: generating questions, predicting and hypothesizing, designing investigations, observation and data collection, analysis, conclusion, and communicating results as a basis for learning science content and developing the ability to think and act in ways associated with inquiry in each domain such as life and physical science.

The standards and skills of the social studies curriculum focus on the content areas of American history, world history, civics/government, geography, and economics/financial literacy. Although each standard provides its own unique perspective of the world, it is not taught in isolation. Each offers distinct approaches and develops specific skills for examining subject matter that can be integrated when addressing a particular issue or event. For example, the fifth grade curriculum addresses the events of the Civil War. Teachers designed an in-depth study that integrates language arts, technology, social studies, and theater arts, promoting higher order thinking skills. Students research, develop their own scripts, and bring the Civil War to life via simulation.

Students receive art and music instruction weekly, taught by highly qualified specialists. Four important arts concepts are highlighted from K-5: Developing an appreciation for art and music, learning ways to discuss the unique qualities of pieces, creating individual work, and self-assessment. For example, an annual art exhibit features student work, periodic school-wide assemblies showcase students' creative talents, and the music teacher frequently collaborates with classroom teachers to integrate curriculum. In addition, Manzanita's partnership with "Artists in Residence," affords students the opportunity to work with professional artists in a variety of creative fields.

Classes that support physical education and health standards are vital components of the school program. Manzanita's goal is for students to understand factors that impact a healthy lifestyle and develop skills necessary to make beneficial choices. All students participate in physical education weekly, as well as a variety of enrichment activities, such as: Jump Rope for Heart, a lunchtime walking club, and an annual family "fun run."

Technology is at the fingertips of all Manzanita students. Classroom sets of student laptops and iPads®, individual student email accounts, and numerous web-based software programs are just a small sampling of ways for students demonstrate their learning. They regularly use and apply these and other

technologies to develop skills that encourage creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving and decision-making, digital citizenship, and personal productivity in the classroom and in daily life.

All K-5 students participate in a continuous study of Spanish. Students use the language in a variety of real-life meaningful, and culturally accurate contexts designed to promote relevant communication.

2. Reading/English:

Manzanita implements a balanced approach to reading, including phonemic awareness, phonics instruction, reading fluency, vocabulary development, and comprehension comprises the total core reading program. Shared reading, guided reading/literature circles, independent reading, and read aloud are the major components of the core reading program. Time spent on each approach changes as students develop into independent readers.

This curriculum also provides a hierarchy of research-based interventions, focusing on early intervention, diagnosis of difficulties, and frequent assessment and monitoring.

The reading curriculum addresses comprehension and higher-level thinking skills as students read and discuss quality fiction and nonfiction selections. The reading standards establish a “staircase” of increasing complexity as to what students must be able to read.

Flexible instructional reading groups move each child from the present level of instruction to a more advanced one. A school Book Room, complete with leveled texts ranging from early emergent to fluent reading levels, is provided in order to facilitate instruction in small groups. Access to a wide variety of literature, leveled according to difficulty and incorporating many genres, time periods, and cultures is easily available. A variety of tradebooks are used to reinforce skills and concepts.

Manzanita provides structures for support and extensions in reading to ensure all students the opportunity to learn challenging content and achieve at high levels. For example, classroom teachers provide differentiation through the Extended Reading program, which addresses the needs of identified verbally gifted and high achieving students. Emphasis is placed on reading more complex texts for information, handling conflicting information and viewpoints, synthesizing information, and using the principles of critical thinking to evaluate the validity of theories and explanations.

The Read Strong Program provides supplemental intervention for the lowest performing students, typically those students who are “intensive” based on DIBELS Next. A highly qualified reading specialist provides one-on-one or small group intervention assistance, 4-5 times a week, in addition to classroom reading instruction. Diagnostic information in the form of progress monitoring from DIBELS Next is used in addition to other assessments to determine intermittent progress.

In June and July, no-cost reading instruction is offered for Read Strong students who benefit from additional reading support. Students are recommended based on highest need, as determined by several assessments and classroom performance. Students meet with a certified elementary or reading teacher for 12-14 hours in small groups or one-on-one.

3. Mathematics:

Mathematics instruction is organized around the grade level domains delineated in the Common Core State Standards: counting and cardinality, operations and algebraic thinking, number and operations in base 10, number & operations – fractions, measurement and data, and geometry. The K-5 standards provide students with a solid grounding in whole numbers, basic operations, fractions and decimals, all of which help learners prepare to encounter more demanding math concepts and procedures, and move into applications. The Standards for Mathematical Practice are also critical to mathematical growth. These

practices describe the attributes of mathematically proficient students, such as: Making sense of problems and persevering in solving them, and using appropriate tools strategically. These standards are taught as intentionally as the content standards.

Concrete models, algorithms and symbolic representations, technology applications, and print resources are used to support mathematics learning. Students are grouped for instruction based on demonstrated need. Each year, faculty examine SAT 10 and AIMS results, district common assessments, and classroom performance data for trends and patterns in student performance. Students who demonstrate specific levels of proficiency may participate in Extended Math or out-of-level placement.

The Extended Math Program addresses the needs of identified mathematically gifted students and those students who have demonstrated knowledge and skill on assessments and classroom performance exceeding their grade level. For example, fifth grade students are assessed before each unit and placed accordingly for that concept, whether it is in the extended or general math classes. A group of students whose performance far exceeds even the highest level of extended math at the elementary level are placed in the appropriate math classes at the nearby middle school.

For students who are performing below grade level, teachers use assessment data to determine their area of need and revise their instruction. With access to and use of technology tools, such as “clickers,” teachers are able to track student responses in “real time” and address misunderstandings immediately. Teachers might instruct a small differentiated group of learners who demonstrate the need to revisit content and concepts. Students are also placed with another adult for support.

A variety of high interest and engaging computer and web-based programs are employed to increase and enhance math skills, including MangaHigh, Math Magic, Kidspiration, and Sum Dog. Some intermediate classes take part in American Math Challenge and World Math Day. These programs provide the opportunity for students to compete against their peers from around the world.

4. Additional Curriculum Area:

Science engenders great interest at Manzanita. Consistently excellent scores on 4th grade AIMS Science, with an average of 95% of our students meeting or exceeding the standards, reflects that enthusiasm and curiosity.

The science curriculum encompasses three measurement topics designed to (1) promote curiosity and a positive attitude about science, (2) emphasize critical and creative thinking, and (3) engage in investigation and inquiry.

As students progress through the grades, they engage in a study of systems thinking. For example, first grade students use stock flow charts to explain how scarcity affects the environment and the subsequent diminishing supply of natural resources. Fifth grade learners, during hands-on inquiry based lessons at a three-day overnight science camp, use both behavior-over-time graphs and causal loops to understand predator/prey relationships and population fluctuations during each season of the year. These studies help students identify common links among objects or situations and recognize the interdependence of science, society, and the environment.

Reference materials, informational texts, and a variety of media are available at all reading levels to support inquiry and research. A well-stocked science closet provides a wealth of materials for students to experience hands-on scientific investigations. Teachers plan for meaningful integration of science with other areas of the curriculum.

As first graders plant and maintain a garden, they investigate seeds, growth patterns, and weather and soil conditions. Fourth graders study various rock samples and use Internet resources to determine how the earth was formed. This study provides the foundation for investigations into natural disasters.

Kindergarten learners explore the surrounding desert environment including wildlife through multiple experiences, culminating in a field trip to a nearby canyon area.

Each year, Manzanita fifth grade teachers methodically guide students through the entire scientific inquiry process. Students investigate a variety of topics and produce science projects according to the requirements of the Southern Arizona Regional Science and Engineering Fair, SARSEF. Manzanita students are consistently awarded top prizes. In 2008, Manzanita was selected as the SARSEF Elementary Science School of the Year. In addition, two Manzanita teachers have been named elementary science educators of the year, the latest in 2010.

A group of dedicated students meets with the library assistant to supervise an extensive school-wide recycling project, Terra Cycle. They place bins in strategic places, collect, sort and recycle many items, such as chip bags and old glue sticks. Recycled goods are used in new products.

5. Instructional Methods:

Effective, engaging instruction for every student is the most powerful resource to ensure achievement at high levels.

Manzanita offers unique classroom structures to meet the needs of learners. Four primary classrooms of mixed-age groups and ranges of abilities afford teachers and students the freedom to group according to needs, as well as opportunities to build upon individual experiences. Intermediate students change teachers for different core areas of instruction, allowing teachers and students increased time to focus on content instruction while also preparing students for changes encountered in middle school.

Teachers use a balanced literacy approach among all grades to ensure that instruction is differentiated to meet individual learning needs. Students engage in whole class, small, guided group, and individualized instruction daily. Students frequently participate in literature discussions within peer groups to activate higher-order thinking skills. Struggling readers, as identified by a number of measures, receive additional small-group reading instruction from a highly qualified reading specialist. Many struggling readers also take part in Imagine Learning, a before-school research-based computer program that helps students strengthen their literacy skills.

A combined focus on general mathematics and the development of problem-solving skills drives our math instruction. Excelling students participate in accelerated and/or extended instruction. Teachers regularly employ a variety of opportunities for whole, small, and guided-group instruction to enhance student learning. Additionally, they use a variety of web-based mathematics programs across grade levels for students to practice mathematic skills.

Technology is regularly used as a tool to support instruction. Classrooms have access to student response systems enabling teachers to quickly assess students' understanding of concepts before moving forward. SMARTboards® and document cameras promote interactive learning opportunities. Additionally, teachers and students regularly use Google Accounts for project-based learning. This allows teachers to provide frequent feedback and engage students in self-assessment, ensuring better understanding and acquisition of the intended learning goal.

An inclusion approach is in place for special education students who receive supports primarily within the general education classroom. When appropriate, a pull-out model is used to better meet the needs of students. Classroom and special education teachers work collaboratively to modify content and provide accommodations that enable students to be successful. English Language Learners receive one-to-one and small group support to enhance language development both in the general education classroom and in small group settings.

6. Professional Development:

Catalina Foothills School District is committed to ensuring student achievement. Educators consider themselves a learning community comprised of both students and adults; they understand that teachers who are learners and thinkers have students who exhibit the same traits. To ensure that reality, adult learning in the Manzanita community is paramount. As Manzanita teachers strive to achieve this collective mission, they focus on developing the specific knowledge and skills needed for the complexities of the 21st century.

Professional learning at the site and the district level provides opportunities for teachers to cultivate strong instructional and assessment strategies. Professional learning opportunities are designed for teachers with different experience levels through training, coaching, site-based and district-level learning cadres, and collegial work. All teachers new to the district are trained in Studying Skillful Teaching, which includes follow-up sessions and coaching. New teachers participate in Professional Learning Groups (PLG's) that meet monthly for three years and work one-to-one with a district instructional coach. Experienced Manzanita teachers have often been asked to help design and facilitate the work of the new teacher PLG's.

Other professional development opportunities such as collegial coaching, Art & Science of Teaching, Marzano's Highly Engaged Classroom, authentic assessment design, technology camp, balanced literacy, teacher mentoring, common unit development, and Data Team participation, all of which foster teacher collaboration and dialogue about effective practices with a focus on increasing student achievement. Two Manzanita teachers have also received National Board for Professional Teaching Standards Certification.

At Manzanita, faculty consistently participate in professional development, consisting of Data Teams, engagement, technology trainings, district offerings and/or university courses in order to enhance and update their skills.

Data Teams, which study student achievement utilizing specific protocols, are embedded in the professional development schedule and provide grade and subject level teams the opportunity to delve into student performance and achievement. For example, fourth and fifth grade math and science teachers comprise a Data Team, which looks for trends of performance and chooses specific goals in science based upon needs of the students.

The passage of a technology bond has afforded every school technology tools including SMARTboards®, computer labs on wheels, and iPads®. These technologies have required teachers to focus on using technology for student achievement.

Research indicates that engaging students in their learning is essential to their success. Manzanita teachers participate in a continual process of studying and implementing research-based strategies to increase motivation and engagement in students.

7. School Leadership:

Each member of the Manzanita community plays an important leadership role. Working in unison, the faculty and staff are dedicated to the individual success of every child. Differentiated instruction, "hands-on" learning, unique classroom structures, technology tools, and a positive discipline system are all keys to meeting individual needs.

Students' emotional, social, and academic development are of paramount importance at Manzanita. School-wide, grade-level, and content-area teams help children develop the skills necessary to meet those needs. Inclusion of classes, such as regular Art and Spanish, further supports the growth of the whole child.

The leadership team at Manzanita is comprised of a principal, and this year, a half-time assistant principal. The principal, having been with Manzanita and CFSD for 24 years, served first as an art specialist before becoming the principal 12 years ago. Her extensive history with and understanding of the goals and mission of the district provide a foundation and a guiding force for the school community. Her dedication and commitment to the students, staff, school, and families are visible every day.

The principal and assistant principal actively engage in every aspect of campus life, from greeting families to helping in classrooms, participating in daily activities, and attending special presentations. This year, to date, they have logged approximately 300 classroom visits and observations. They confer regularly with teachers and staff to discuss and address a myriad of student needs. They maintain an open-door policy, welcoming staff, students and parents to share thoughts, concerns, and issues.

Shared leadership opportunities and growing those capabilities in Manzanita's teachers and staff is encouraged and expected. Staff serve in a variety of roles that contribute to the success of students, whether it's to serve on curriculum revision teams, as a professional development presenter, or to lead a technology training.

Manzanita's Family Faculty Organization's, FFO, support of instruction, activities, and fundraisers contributes greatly to the school's vision and to the superior education provided to students. As a result of their efforts, more than \$30,000 is raised yearly to provide additional learning opportunities, to supply the school library and classrooms with new books and materials, and to partner in the updating of school facilities.

The entire Manzanita community, from administrators and teachers to custodial staff and bus drivers, are committed to the core belief that students, staff, parents, and community members are equal partners and all share a personal responsibility for the success of students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Arizona Instrument to Measure
3 Standards (AIMS)

Edition/Publication Year: 2007-2008 & 2009-2011

Publisher: 2007-2008: CTB McGraw-Hill; 2009-
2011: NCS Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	86	93	91	90	97
Exceeds	37	57	49	58	63
Number of students tested	109	92	76	77	84
Percent of total students tested	100	99	97	100	99
Number of students alternatively assessed			1		
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds					
Exceeds					
Number of students tested	9	7	3	4	
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	1	1	1	
3. Hispanic or Latino Students					
Meets/Exceeds	81	94	93	79	
Exceeds			23	36	
Number of students tested	21	20	14	14	6
4. Special Education Students					
Meets/Exceeds	45			36	
Exceeds				9	
Number of students tested	11	4	3	11	7
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					2
6. Asian					
Meets/Exceeds	100	90	91	100	100
Exceeds	44	60	69	70	69
Number of students tested	16	10	12	10	13
NOTES: The subgroup data not entered into the fields are due to the small number of students in the subgroup(s). Those subgroups each total less than 10 students and less than 10% of the population. The school has not reported students alternatively assessed due to the small number of students in that subgroup (less than 1%). The Arizona For the years 2010 and 2011, the Arizona Department of Education did not provide districts or schools with a breakdown of the percent Exceeds by subgroup. A new mathematics test was administered beginning in 2010.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Arizona Instrument to Measure
3 Standards (AIMS)

Edition/Publication Year: 2007-2008 & 2009-2011

Publisher: 2007-2008: CTB McGraw-Hill; 2009-2011: NCS Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/ Exceeds	90	97	93	90	97
Exceeds	20	42	41	43	63
Number of students tested	109	93	76	77	84
Percent of total students tested	100	100	97	100	99
Number of students alternatively assessed			1		
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/ Exceeds					
Exceeds					
Number of students tested	9	7	3	4	
2. African American Students					
Meets/ Exceeds					
Exceeds					
Number of students tested	1	1	1	1	
3. Hispanic or Latino Students					
Meets/ Exceeds	86	100	93	64	
Exceeds	10		31	21	
Number of students tested	21	20	14	14	6
4. Special Education Students					
Meets/ Exceeds	55			36	
Exceeds				9	
Number of students tested	11	4	3	11	7
5. English Language Learner Students					
Meets/ Exceeds					
Exceeds					
Number of students tested					2
6. Asian					
Meets/ Exceeds	100	90	100	100	93
Exceeds	44	30	46	50	31
Number of students tested	16	10	12	10	13
NOTES: Subgroups not reported are due to the small number of students in the subgroup(s). Those subgroups each total less than 10 students and less than 10% of the population. The school has not reported students alternatively assessed due to the small number of students in that subgroup (less than 1%). The Arizona For the years 2010 and 2011, the Arizona Department of Education did not provide districts or schools with a breakdown of the percent Exceeds by subgroup. A new mathematics test was administered beginning in 2010.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Arizona Instrument to Measure Standards (AIMS)

Edition/Publication Year: 2007-2008 & 2009-2011

Publisher: 2007-2008: CTB McGraw-Hill; 2009-2011: NCS Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	95	90	92	95	99
Exceeds	70	48	70	53	77
Number of students tested	98	95	77	86	89
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed		1			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds					
Exceeds					
Number of students tested	7	6	1	9	
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested		2			1
3. Hispanic or Latino Students					
Meets/Exceeds	96	87	87		
Exceeds			63		
Number of students tested	24	15	16	6	6
4. Special Education Students					
Meets/Exceeds			60		
Exceeds			40		
Number of students tested	4	7	10	8	7
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested				1	
6. Asian					
Meets/Exceeds	80	86	100	92	
Exceeds			100	50	
Number of students tested	11	15	11	12	8
NOTES: Subgroup data not reported due to the small number of students in the subgroup(s). Those subgroups each total less than 10 students and less than 10% of the population. The school has not reported students alternatively assessed due to the small number of students in that subgroup (less than 1%). The Arizona For the years 2010 and 2011, the Arizona Department of Education did not provide districts or schools with a breakdown of the percent Exceeds by subgroup. A new mathematics test was administered beginning in 2010.					

12AZ7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Arizona Instrument to Measure Standards (AIMS)

Edition/Publication Year: 2007-2008 & 2009-2011

Publisher: 2007-2008: CTB McGraw-Hill; 2009-2011: NCS Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/ Exceeds	98	98	93	97	99
Exceeds	45	37	34	33	36
Number of students tested	98	94	77	86	89
Percent of total students tested	100	99	99	99	100
Number of students alternatively assessed		1			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/ Exceeds					
Exceeds					
Number of students tested	7	6	1	9	
2. African American Students					
Meets/ Exceeds					
Exceeds					
Number of students tested		2			1
3. Hispanic or Latino Students					
Meets/ Exceeds	96	93	93		
Exceeds			38		
Number of students tested	24	15	16	6	6
4. Special Education Students					
Meets/ Exceeds					
Exceeds					
Number of students tested	4	7	10	8	7
5. English Language Learner Students					
Meets/ Exceeds					
Exceeds					
Number of students tested				1	
6. Asian					
Meets/ Exceeds	100	100	100	83	
Exceeds			36	33	
Number of students tested	11	15	11	12	8
<p>NOTES: Subgroup data not reported are due to the small number of students in the subgroup(s). Those subgroups each total less than 10 students and less than 10% of the population. The school has not reported students alternatively assessed due to the small number of students in that subgroup (less than 1%). The Arizona For the years 2010 and 2011, the Arizona Department of Education did not provide districts or schools with a breakdown of the percent Exceeds by subgroup. A new mathematics test was administered beginning in 2010.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Arizona Instrument to Measure Standards (AIMS)

Edition/Publication Year: 2007-2008 & 2009-2011

Publisher: 2007-2008: CTB McGraw-Hill; 2009-2011: NCS Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	89	82	90	98	94
Exceeds	35	46	51	66	49
Number of students tested	89	80	92	87	98
Percent of total students tested	100	99	100	99	100
Number of students alternatively assessed	1	1			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds					
Exceeds					
Number of students tested	6		5	4	
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1			1	
3. Hispanic or Latino Students					
Meets/Exceeds	72	72			
Exceeds					
Number of students tested	18	19	7	6	9
4. Special Education Students					
Meets/Exceeds		33	75		
Exceeds			0		
Number of students tested	7	10	12	7	8
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested		1	2		
6. Asian					
Meets/Exceeds	91	100	100		100
Exceeds			58		80
Number of students tested	11	8	12	8	10
NOTES: Some subgroup data are not reported due to the small number of students in the subgroup(s). Those subgroups each total less than 10 students and less than 10% of the population. The school has not reported students alternatively assessed due to the small number of students in that subgroup (less than 1%). The Arizona For the years 2010 and 2011, the Arizona Department of Education did not provide districts or schools with a breakdown of the percent Exceeds by subgroup. A new mathematics test was administered beginning in 2010.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Arizona Instrument to Measure Standards (AIMS)

Edition/Publication Year: 2007-2008 & 2009-2011

Publisher: 2007-2008: CTB McGraw-Hill; 2009-2011: NCS Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	98	94	97	96	94
Exceeds	17	25	40	36	28
Number of students tested	89	80	92	87	98
Percent of total students tested	100	99	100	99	100
Number of students alternatively assessed	1	1			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds					
Exceeds					
Number of students tested	6		5	4	
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1			1	
3. Hispanic or Latino Students					
Meets/Exceeds	94	89			
Exceeds					
Number of students tested	18	19	7	6	9
4. Special Education Students					
Meets/Exceeds		67	92		
Exceeds			10		
Number of students tested	7	10	12	7	8
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested		1	2		
6. Asian					
Meets/Exceeds	100		90		100
Exceeds			42		10
Number of students tested	11	8	12	8	10
NOTES: Some subgroup data are not reported due to the small number of students in the subgroup(s). Those subgroups each total less than 10 students and less than 10% of the population. The school has not reported students alternatively assessed due to the small number of students in that subgroup (less than 1%). The Arizona Department of Education did not provide districts or schools with subgroup data or % Exceeds data for 2010 and 2011.					

12AZ7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets/Exceeds	89	88	90	94	96
Exceeds	47	50	56	59	62
Number of students tested	296	267	245	250	271
Percent of total students tested	100	99	98	99	99
Number of students alternatively assessed	1	2	1	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	0	0		0	
Exceeds	0	0		0	
Number of students tested	22	13	9	17	0
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2	3	1	2	1
3. Hispanic or Latino Students					
Meets/Exceeds	84	84	72	42	0
Exceeds	0	0	35	19	0
Number of students tested	63	54	37	26	21
4. Special Education Students					
Meets/Exceeds	22	15	60	15	0
Exceeds	0	0	16	3	0
Number of students tested	22	21	25	26	22
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	0	1	2	1	2
6.					
Meets/Exceeds	91	90	96	96	100
Exceeds	18	18	74	66	71
Number of students tested	38	33	35	30	31
NOTES:					

12AZ7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets/Exceeds	95	96	94	94	96
Exceeds	27	35	38	37	41
Number of students tested	296	267	245	250	271
Percent of total students tested	100	99	98	99	99
Number of students alternatively assessed	1	2	1	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	0	0	0	0	
Exceeds	0	0	0	0	
Number of students tested	22	13	9	17	0
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2	3	1	2	1
3. Hispanic or Latino Students					
Meets/Exceeds	92	94	75	34	0
Exceeds	3	0	28	11	0
Number of students tested	63	54	37	26	21
4. Special Education Students					
Meets/Exceeds	27	31	44	15	0
Exceeds	0	0	4	3	0
Number of students tested	22	21	25	26	22
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	0	1	2	1	2
6.					
Meets/Exceeds	100	96	96	93	97
Exceeds	18	9	41	33	22
Number of students tested	38	33	35	30	31
NOTES:					

12AZ7