

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13AZ3**

School Type (Public Schools): Charter  Title 1  Magnet  Choice

Name of Principal: Ms. Annette Barber

Official School Name: Francisco Vasquez de Coronado Elementary School

School Mailing Address: 2301 N. Al Harrison  
Nogales, AZ 85621-3658

County: Santa Cruz State School Code Number\*: 5955

Telephone: (520) 377-2855 E-mail: abarber@nUSD.k12.az.us

Fax: (520) 377-0221 Web site/URL: http://coronado.nUSD.k12.az.us/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

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

Name of Superintendent\*: Mr. Steve Zimmerman Superintendent e-mail: szimmerman@nUSD.k12.az.us

District Name: Nogales Unified School District District Phone: (520) 287-0800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

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

Name of School Board President/Chairperson: Mr. Hector Arana

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

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

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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

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

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)  
2 Middle/Junior high schools  
2 High schools  
0 K-12 schools  
10 Total schools in district
2. District per-pupil expenditure: 7178

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 24
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

| Grade                            | # of Males | # of Females | Grade Total |
|----------------------------------|------------|--------------|-------------|
| PreK                             | 0          | 0            | 0           |
| K                                | 46         | 57           | 103         |
| 1                                | 47         | 49           | 96          |
| 2                                | 49         | 34           | 83          |
| 3                                | 45         | 36           | 81          |
| 4                                | 42         | 44           | 86          |
| 5                                | 56         | 50           | 106         |
| 6                                | 0          | 0            | 0           |
| 7                                | 0          | 0            | 0           |
| 8                                | 0          | 0            | 0           |
| 9                                | 0          | 0            | 0           |
| 10                               | 0          | 0            | 0           |
| 11                               | 0          | 0            | 0           |
| 12                               | 0          | 0            | 0           |
| <b>Total in Applying School:</b> |            |              | <b>555</b>  |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
1 % Black or African American  
97 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
2 % 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 2011-2012 school year: 6%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| Step | Description   | Value |
|------|---|-------|
| (1)  | Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.   | 18    |
| (2)  | Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year. | 16    |
| (3)  | Total of all transferred students [sum of rows (1) and (2)].  | 34    |
| (4)  | Total number of students in the school as of October 1, 2011  | 553   |
| (5)  | Total transferred students in row (3) divided by total students in row (4).                                       | 0.06  |
| (6)  | Amount in row (5) multiplied by 100.  | 6     |

8. Percent of English Language Learners in the school: 32%  
Total number of ELL students in the school: 180  
Number of non-English languages represented: 1  
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 66%  
 Total number of students who qualify: 283

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

10. Percent of students receiving special education services: 6%  
 Total number of students served: 33

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>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>1</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>13</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>5</u> Developmentally Delayed               |

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

|   | <u><b>Full-Time</b></u> | <u><b>Part-Time</b></u> |
|---|-------------------------|-------------------------|
| Administrator(s)  | <u>1</u>                | <u>0</u>                |
| Classroom teachers  | <u>22</u>               | <u>0</u>                |
| Resource teachers/specialists<br>(e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>5</u>                | <u>0</u>                |
| Paraprofessionals   | <u>6</u>                | <u>0</u>                |
| Support staff<br>(e.g., school secretaries, custodians, cafeteria aides, etc.)                              | <u>7</u>                | <u>0</u>                |
| Total number  | <u>41</u>               | <u>0</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.

|                             | <b>2011-2012</b> | <b>2010-2011</b> | <b>2009-2010</b> | <b>2008-2009</b> | <b>2007-2008</b> |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|
| Daily student attendance    | 96%              | 95%              | 94%              | 96%              | 93%              |
| High school graduation rate | %                | %                | %                | %                | %                |

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

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

Graduating class size: \_\_\_\_\_

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?

## **PART III - SUMMARY**

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In the border town of Nogales, Arizona, Francisco Vasquez de Coronado Elementary School, named after the famous Spanish conquistador, has impacted the lives of thousands of students and their families since 1989. Despite many challenges, the school shines brightly and intensely as part of the Nogales Unified School District (NUSD). Francisco Vasquez de Coronado, like its namesake, is also on a mission to exceed among its peers.

Instead of searching for the Seven Cities of Gold, teachers and students embark daily on a shared vision of continuous academic growth and academic success. The spring of 2012 depicts a clear indicator of the school's commitment to success and academic excellence. Ninety-two percent of Coronado School's third through fifth grade students passed the state's standardized achievement test in reading, and ninety-three percent passed in math.

A comprehensive and ongoing cycle of school improvement is effectively implemented annually. All stakeholders have full involvement in the creation of the school-wide plan that includes data analysis and the development of goals and strategies.

The Spanish style school's impeccable grounds and beautiful courtyards provide the perfect educational setting and clearly demonstrate the school's sense of pride, excitement and enthusiasm for learning. Recognized by the Arizona Department of Education as a 2012-2013 Title I Distinguished School finalist and "Reward" school, Coronado is dedicated to reaching high levels of academic excellence. This success is due to the hard working, driven, and passionate teachers and staff, who work diligently to ensure the best academic environment for every child.

All students are provided the opportunity to meet proficient and advanced levels of performance through a variety of programs that address their varying needs: Structured English Immersion model for language learners, an Individualized Education Program for special needs students, a Gifted Program to address the needs of identified students, Family Resource Center for families in need, and the drug prevention program, Drug Awareness Resistance Education (DARE).

To ensure productive dialogue between the school and the parents, a parental involvement program is implemented which includes a 'Meet and Greet' event at the beginning of the school year. Teachers and parents maintain a strong level of communication through monthly parent meetings, ongoing parent contact and scheduled conferences. Furthermore, the use of student planners, parent volunteerism and the school's monthly newsletter also facilitate informational exchange and dialogue.

Coronado School celebrates diversity and culture by supporting various traditions, which include the "Around the World" musical. Throughout this memorable activity, students learn about different countries and cultures from around the world. Not to mention, students and families enjoy parades to celebrate the school's successes. Parades have been conducted to celebrate the principal's 40 years of service, the 2011 District Superintendent's Cup recipient award and the school's first place standing at the Junior Olympics, a local track and field event.

Coronado school is an active member of its community. In addition to the yearly canned food, sock, and stuffed animal drive; students and families also participate in a Jump Rope for Heart Campaign. In support of this campaign, the school has helped raised \$63,190.00 to date in support of the American Heart Association.

The school's commitment to its students does not end when they transition to middle school and on to new endeavors. Our school supports former students as they graduate high school and progress onto

collegiate academics by funding and sponsoring a scholarship program which to date has raised and awarded \$22,500.

Coronado's parents, students, teachers and staff all share a vision for success. Accountability is a way of life for everyone involved and is best expressed by the schools motto, "Mission Exceed!" Just as Francisco Vasquez de Coronado set out to explore a new world, Coronado's students are inspired and encouraged to set out on their own voyage of exploration and discovery.

The Nogales Unified School District Governing Board, administration, teachers, staff, parents and students are sincerely honored to have been nominated for the National Blue Ribbon Schools Award.



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

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### **1. Assessment Results:**

Arizona's elementary grade 3rd through 5th grade students must undergo Arizona's Instrument to Measure Standards (AIMS) battery of exams. The assessment, which is conducted every spring, measures student proficiency in reading, writing, mathematics, and science. AIMS is comprised of four achievement levels.

Students that are not proficient score either "Falls Far Below" or "Approaches". Proficient students score "Meet" or "Exceed". Exceeding students can also be identified as "Proficient Plus" or "Advanced".

Student achievement, as measured by the AIMS assessments, is consistently high in all grade levels and across all areas. This performance is a direct reflection of the high expectations held for all students. Evaluation results for spring of 2012 depict that Coronado Elementary students scored well above the state's average in reading and math scoring 95%, 89%, 92% in grades 3rd, 4th and 5th respectively and 95%, 90%, 94% in grades 3rd, 4th, 5th.

Additionally, the median student growth scores, calculated for each grade in reading and mathematics, were well above average and demonstrate the growth of all students compared to students who performed similarly to them the previous school year. Strong growth scores are an indication of the concerted effort to move all students to the next achievement level, including those who already meet the standard to now exceeding the standard.

Examining this in greater detail, more than half of the students in the same grades exceed the standard and are at the advanced proficiency level in reading and math. A longitudinal five year growth analysis demonstrates significant growth in reading and math in grade three. This growth represents the average growth percentage in reading of 5 percent from 2007 to 2012 and of 4 percent in mathematics. It should be noted, however, that the Arizona Mathematics standards and assessment changed in the spring of 2010, resulting in a statewide dip in test scores that was not observed in Coronado's third grade mathematics scores but which were evident in grades 4 and 5 scores, which have risen 14% and 24% respectively from 2010 to 2012.

Due to the demographic composition of Coronado, minimum disparities have been identified. For the past four years, the largest subgroups, economically disadvantaged and Hispanic ethnicity, assessment results are almost identical to that of all students. This past year, students of Hispanic ethnicity scored 95%, 89%, 92% in grades 3rd through 5th respectively and 95%, 90%, 94% in grades 3rd through 5th in reading and math. In addition, economically disadvantaged students are averaging only 7% less than the whole population. During the most recent academic year, English Language Learners and special education students at grades 3 through 5 had an n-count of less than ten and were so small that even one student's score could impact the data by more than 20%, creating an achievement gap for the subgroup of more than 10 percentage points. Coronado will continue to monitor student progress and provide targeted tiered intervention for these students to help close this gap in achievement.

The focused effort and commitment of all staff to the ongoing analysis of formative assessment data, intervention to move all students to higher levels of achievement, and implementation of school-wide instructional strategies have enabled Coronado to maintain a steady trajectory of increasingly higher academic achievement. Parent and student support of these efforts have also been vital for success.

These consistently strong assessment results discussed in the section are a direct reflection of the high levels of academic achievement expected from Coronado's students and have inspired a continual pursuit of excellence.

## **2. Using Assessment Results:**

Assessment results are a fundamental part of instruction and learning at Coronado. High student achievement scores reflect the quality and depth of curriculum. A curriculum as part of a comprehensive and ongoing cycle of school improvement is effectively implemented annually. For that purpose, a variety of additional assessments are administered that allow for the collection and analyses of summative, formative, and diagnostic data. These are administered as part of the school's ongoing improvement process.

Coronado Elementary School utilizes various methodologies to communicate student assessment performance with parents, students and the community. The Arizona Department of Education assists the process by providing a school report card, which includes state standardized assessment as well as the school's letter grade determination. The school report card and state assessment data are also made available on the Arizona Department of Education's website.

Every fall, NUSD principals provide the community with a detailed and televised evaluation of their school improvement plan as they share their school's state standardized test scores, goal attainment or non-attainment summary, needs assessment results and goals for the new school year. Principals also share their success stories and emphasize their school's successful strategies and processes. Summative data reports are also available on the school and district's website.

While staff utilizes summative data for the development of the school improvement plan and goals, formative data is relied upon to measure not only the progress of a grade level or class towards the attainment of goals, but also informs staff of progress at the student level. This data, in conjunction with diagnostic assessments to pinpoint student strengths and weaknesses, is the basis on which intervention groups at all levels are formed and reformed. All data is stored electronically so that reports can be printed to aid analysis and provide printed reports for parents.

Formal discussion of formative data at grade level data meetings, conducted every two weeks is the way in which instructional successes and needs are articulated. During these meetings, instructional changes are identified at the grade level, classroom level, intervention group level, and student level. Responsiveness to data is a hallmark of Coronado. Staffs have come to not only embrace formative data but depend upon its analysis to provide instructional direction. Grade level teachers also meet outside regularly scheduled data meetings to plan instruction, study student data, share academic successes, seek advice to improve student mastery of standards, and to identify new strategies that they wish to incorporate to improve student understanding.

Parents are provided individual student reports for state standardized, quarterly district benchmarks, early literacy, English language proficiency assessments and formal classroom assessments during parent conferences and meetings. These reports are also available on the school and district's websites. Students also share in the examination of their assessment results and are aware of their progress towards benchmark goals.

The ultimate goal is to inform all stakeholders of the academic status of each student as part of an effective school improvement process. Success is celebrated and breeds a desire for continued success and improvement.

## **3. Sharing Lessons Learned:**

Sharing success is essential in highlighting the many accomplishments of Coronado Elementary School. The teachers and staff recognize that sharing is vital to continued improvement and productivity.

NUSD's school improvement team includes a district director, elementary principals, and lead teachers from each elementary school who all work collaboratively in a focused effort to promote ownership of the academic success of all children in the community. During meetings of elementary administrators,

Coronado's principal is able to share and discuss those school improvement strategies, instructional strategies, and practices which contribute to Coronado's success and would be useful for other schools to examine and consider implementing.

Regular meetings of school improvement staff with lead teachers from the elementary school also provide an opportunity for sharing of successful strategies and practices. Grade level meetings between elementary schools each quarter also provide a venue in which information can be shared and exchanged.

Teacher leaders from Coronado provide their expertise and assistance in developing district professional development training and materials which can be shared at all elementary schools to support all elementary staff in instructional improvement.

Additionally, as a finalist for the 2012-2013 Distinguished School selection, Arizona Department of Education staff invited the staff of Coronado to share its practices and strategies with schools outside of our district who are struggling academically and have been identified as priority or focus schools. The site accepted this invitation without hesitation as the success of students – whether attending Coronado or another school – is the reason the Coronado staff choose education as their vocation and purpose for which they have dedicated their professional life.

Furthermore, as finalist for Arizona teacher of the year last year, one of Coronado's teachers has shared successful strategies with others across the state during the past year.

Coronado staff welcomes opportunities to collaborate with other schools and educators, both within and outside of the district, to increase academic achievement of all students.

#### **4. Engaging Families and Communities:**

A shared vision of success is evident at Coronado Elementary School. Teachers and staff value the importance of engaging families and the community. Their involvement is essential to the school's success. The promotion of parental engagement is constant through numerous opportunities during the school year in which all stakeholders partake in and contribute to the success of our school.

The Title I Open House provides teachers the opportunity to communicate their expectations and classroom requirements to the parent. This meeting also informs parents of the school's continuous improvement plan and educational support programs. Parents are presented with the school-parent compact and encouraged to voice their ideas and or concerns. They are also encouraged to work collaboratively with the students and their teachers to individualize the compact which will provide the responsibilities of each stakeholder to enable the student to be successful.

To ensure successful sharing and productive communication between parents and teachers, monthly meetings are conducted to discuss various topics that educate parents on how to help their child at home. These meetings enable teacher and parents to become educational partners who support the efforts of one another in the education of the student they share.

Student planners are provided annually to students and serve as an effective communication tool between parents and teachers. Volunteer opportunities for parents are provided in which parents are encouraged to assist in classrooms or on campus during the school day. To keep parents informed of these types of opportunities, the Coronado monthly newsletter "Coronado in Action" provides parents with information regarding school events and learning. Televised school board meetings, assessment reports shared through mailings or parent-teacher conferences are used to provide parents with information concerning their child and their educational program at Coronado.

Coronado also participates in city parades, conducts the school's Cinco de Mayo fiesta, and hosts a fall carnival which enable the school to connect to the community it serves. Coronado Elementary School

takes pride in the success of students and seeks every opportunity to share and promote success for all its children as well as to engage parents and community members. At Coronado, we really do believe that it takes a whole village to raise a child.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Coronado Elementary School teachers instruct per the Arizona Academic Standards in the content areas of Reading, Writing, Math, Science, and English Language Proficiency. Under the direction of the district's school improvement director, the curriculum has been aligned to state standards using district adopted, research based programs such as Houghton Mifflin Reading and Math. The school implements the Arizona Department of Education's Structured English Immersion (SEI) Model, which provides English Language Learners with a four hour block of SEI instruction and the grouping of students by English language proficiency.

Coronado Elementary teachers enjoy the freedom to collaborate in team efforts to supplement and enrich curriculum as they deem fit, allowing for the instruction of thematic units that stretch beyond each particular grade level, therefore focusing on the instruction of the whole child by setting high expectations and fostering a nurturing and caring environment. All stakeholders have full involvement in the creation of the school-wide plan, encompassing data analysis and the development of goals and strategies. A comprehensive needs assessment is conducted using the Arizona Department of Education's Standards and Rubrics to develop, evaluate, and revise the school-wide plan, along with the necessary research and continuous process of comparing options and determining the best methodologies applicable for each individual student.

Students are identified, in this systematic process, by implementing a variety of formal and informal assessment tools. A comprehensive focus is placed on the use of effective methods and strategies that are grounded in scientifically based research to strengthen academic instruction for students experiencing difficulties mastering the Common Core Standards in the timeliest of manners. A variety of assessments are administered such as AIMS, Galileo, Basic Early Literacy Success (DIBELS), and Theme Tests etc. Support and supplemental instruction is provided to students during the school day or with afterschool tutoring. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are analyzed and used to drive instruction. The implementation of Response to Intervention (RTI) and SEI allow the implementation of efficient progress monitoring measures to track the progress of students receiving intervention towards critical academic outcomes.

Curriculum and instructional methods are successful due to staff and parent commitment, high levels of collaboration and communication, frequent monitoring of learning and teaching, instruction and assessments aligned with state standards, and a supportive learning environment.

## **2. Reading/English:**

Coronado Elementary School's goal is to inspire all students to become proficient readers and skillful writers. Teachers fully implement district adopted, research based Reading, Grammar, and Writing programs.

In kindergarten through second grade, instruction for all students is focused upon phonemic awareness, phonics, fluency, and comprehension. Simultaneously, students' English language proficiency and academic vocabulary are addressed. Students develop these skills through a rich curriculum that is aligned to the Common Core State Standards and the Arizona English Language Proficiency Standards. Teachers have the ability to supplement the curriculum creatively through the use of thematic units and art.

In grades two through five, the curriculum emphasizes a more complex text requirement, vocabulary and higher order thinking skills while continuing to address reading fluency and comprehension. Progress of all students is monitored closely with the use of a variety of assessments which includes DIBELS benchmarks, DIBELS progress monitoring, diagnostic measures, and district benchmarks. This data

identifies students that require additional instruction and provides the necessary intervention as part of a school-wide Reading Intervention program that utilizes a three tiered intervention model.

The Response to Intervention model provides students with differentiated instruction in a whole group, small group, and or individual setting. Students receive at least 90 minutes of Reading instruction in the mainstream classroom in grades kindergarten through 3rd grade.

In addition to classroom instruction, students with reading difficulties receive instruction during the extended day tutoring program, established to assist those students working to strengthen their reading skills. Student in kindergarten through 5th grade in advanced levels are challenged with curriculum enrichment opportunities. Special emphasis in writing across all grade levels continue to receive special attention since writing continues to be an area of need and because its performance is so closely related to reading achievement.

### **3. Mathematics:**

Coronado Elementary intends for all students to become proficient in mathematics and view mathematics as exciting, relevant, and real. Teachers achieve this by fully implementing the district adopted, research based curriculum while supplementing and enriching as necessary using their own creativity.

Student progress is monitored closely using district benchmarks, classroom formal and informal assessments. Response to Intervention (RTI) is implemented in all grades, allowing for the effective identification of students who may be struggling. Instruction is provided in whole group, small group, and individual settings.

In order to maintain high standards, teachers in each grade level provide instruction to students assigned to other teachers. An example of such an exchange can be seen when fourth and fifth grade students regroup and receive supplemental and enrichment instruction in mathematics by teachers other than their own. The process allows for increased collaboration between teachers, being that lessons are designed as a cohesive team. The main focus is to provide students with and in-depth understanding of math problem solving, by providing students with a hands-on approach to solving real problems. Additionally, modeling is utilized to promote a deep understanding of concepts and provide students with multiple ways to solve a problem. The focus is upon the process and demonstrating an ability to explain how the results were achieved. Additionally, attention at each grade level is given to the fluency expectations which are outlined in the common core to be sure that students are at or above where they are expected to be.

Lastly, the implementation of web-based and computer-based software utilized at Coronado is engaging and encouraging for students. These computer programs supplement classroom instruction with individualized instruction for math enrichment or remediation.

### **4. Additional Curriculum Area:**

#### **Social Studies**

Coronado Elementary provides students with rich social studies curriculum that fosters and provides students with learning opportunities in geography, culture, history and government. Lessons are taught through thematic units and reinforced during trips outside the school to museums. This approach not only eases the transition to the Common Core State Standards, but enables teachers to expose students to history and culture outside of the border community in which they live. The engaging curriculum also assists students in developing robust academic vocabularies which are necessary to become college and career ready.

#### **Science**

Coronado Elementary provides students with a strong science curriculum, which focuses on concepts that are hands on and exciting for students in an attempt to inspire them with lessons that allow them to predict, investigate, create, and discover. Science instruction begins with the use of the district adopted science curriculum which emphasizes observation, inquiry, higher-level thinking, the development of a hypotheses, and analysis. Projects and activities include the solar system, weather, desert animals, and the water and plant cycle. Student learning is reinforced with field trips to various locations such as the University of Arizona's Flandrau Science Center and Planetarium. Other students participate in an electricity themed science fair. Again, academic vocabulary development is facilitated by extending the English Language instruction to the science content area and students are prepared to not only become college and career ready but to engage in Science Technology Engineering and Mathematics (STEM) curricular and extra-curricular pursuits when they transition to secondary school.

#### Other

A team of specialists at Coronado provide students with supplemental and enrichment activities such as instruction in reading enrichment, physical education, music, technology instruction , and library instructional lessons as a part of students' weekly instruction. The reading enrichment instruction is provided by a reading specialist and provides students with activities that reinforce phonological awareness, phonics, word fluency, and comprehension. The librarian, computer lab specialist, and music teacher plan collaboratively with grade level teachers to provide a seamless instructional transition between what they are learning in their classroom and in their specialized classes.

#### **5. Instructional Methods:**

It is essential that students are guided beyond the curricular basics to help them develop as caring, contributing, and responsible members of the school community. Several different methods of instruction are utilized, among them are Madeline Hunter's essential elements of instruction, Howard Gardner's Multiple Intelligences, and Marzano's Classroom Instruction that Works.

Furthermore, Coronado provides various opportunities for all students to meet proficient and advanced levels of performance, such as through an SEI model for language learners and an IEP for special needs students. A gifted program is offered to students in grades 1 and 2. This program exposes all students to gifted activities which develop verbal quantitative, non-verbal/spatial giftedness and is provided along with a traditional pull-out offered to students in grades 3 through 5. Students meet weekly to receive instruction in a thematic approach. As also mentioned, the RTI approach is utilized in which tiered interventions are provided to students who are identified as struggling academically. Regrouping within a grade level is another way to meet the needs of students, at whatever level they are at, and moving them to the next level. Teachers are cognizant of the need to approach instructional activities using more than one modality as well.

Teachers and staff also recognize the role of technology in today's classrooms. With the guidance and assistance of NUSD leadership, classrooms are being equipped with the latest technological advances. Most classrooms now display an interactive promethean board allowing for endless opportunities to enhance lessons visually and interactively. A computer lab and two mobile computer labs and a student response system provide students who have diverse needs with state of the art software and web-based opportunities to engage in learning.

Coronado employs all of these techniques and programs to address the varied learner needs, engage all students, and provide the necessary support to enable them to experience the highest levels of academic success.

## **6. Professional Development:**

Professional development needs are aligned with the school and district vision and are identified by utilizing assessment results as well as data which we obtain from the implementation of a new teacher evaluation system. A district wide survey and a thorough needs assessment are conducted at the site to identify professional development needs to increase student achievement.

The needs identified are being met with professional development in: Common Core State Standards, Structured English Immersion, integration of technology, data driven instruction, English Language Development, and Differentiated Instruction. New teachers participate in a district wide new teacher preparation program, which is implemented before the start of their first year of teaching. New teacher mentoring continues throughout the first two years of teaching with continued professional development and onsite mentoring. Onsite mentoring provides peer coaching opportunities as well as professional development opportunities which continue to influence the school's educational program.

District Grade level meetings in which teachers from each elementary grade level meet for a number of professional development trainings likewise provide an opportunity to share best practices and success stories as we collaborate and share data between schools.

Administrators similarly receive training related to the Common Core Standards, Marzano's Teacher Performance Model, English Language Proficiency Standards, and much more as they are still learners and have a deep desire for professional growth to support their teachers and the academic achievement of their students-this is especially true of Coronado.

## **7. School Leadership:**

Everyone at Coronado shares a vision for success. Team work and collaboration is at the heart of the school's productivity goals and the leadership. It is evident in the many accomplishments throughout the years where district and school leadership contribute immensely to the success of our students.

District directors and program coordinators work closely with school leadership to enhance academic achievement and address the adherence of guidelines and policy. The principal of Coronado works closely with all stakeholders to maximize student learning and instill a vision of success. She is the cheerleader, instructional coach, and academic learner and leader for the staff at Coronado. The principal cultivates shared leadership by motivating and empowering stakeholders to take responsibility for student success.

The school staff is organized into grade level leadership teams that allow for increased collaboration throughout all phases of the school improvement process. The team emphasizes data analysis, curriculum planning, and peer coaching while also focusing on educating the whole child by fostering a nurturing and caring environment.

Through this effective leadership model the staff at Coronado Elementary School's goal is established to continue to provide its students with the highest quality education.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Arizona's Instrument to Measure Standards

Edition/Publication Year: Spring AIMS 2010 Publisher: Pearson

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard  | 95        | 93        | 91        | 91        | 79        |
| % Exceeds   | 48        | 54        | 32        | 20        | 24        |
| Number of students tested   | 74        | 104       | 83        | 101       | 80        |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>                                |           |           |           |           |           |
| % Meets and Exceeds the Standard  | 89        | 82        | 88        | 78        | 72        |
| % Exceeds   | 40        | 42        | 28        | 13        | 18        |
| Number of students tested   | 47        | 71        | 58        | 69        | 78        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| % Meets and Exceeds the Standard  |           |           |           |           |           |
| % Exceeds   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| % Meets and Exceeds the Standard  | 95        | 93        | 91        | 91        | 78        |
| % Exceeds   | 49        | 53        | 34        | 21        | 22        |
| Number of students tested   | 74        | 100       | 78        | 100       | 104       |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard  | Masked    | Masked    | Masked    | Masked    | Masked    |
| % Exceeds   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested   | 6         | 5         | 4         | 8         | 9         |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| % Meets and Exceeds the Standard  | Masked    | Masked    | 74        | 72        | 64        |
| % Exceeds   | Masked    | Masked    | 1         | 6         | 6         |
| Number of students tested   | 9         | 7         | 24        | 32        | 47        |
| <b>6.</b>   |           |           |           |           |           |
| % Meets and Exceeds the Standard  |           |           |           |           |           |
| % Exceeds   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>NOTES:</b><br>Masked indicates data were not made public because fewer than 10 students were tested. |           |           |           |           |           |

13AZ3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Arizona Instrument to Measure Standards

Edition/Publication Year: Spring AIMS 2010 Publisher: Pearson

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Meets and Exceeds  | 95        | 92        | 86        | 81        | 75        |
| Exceeds  | 19        | 26        | 21        | 6         | 12        |
| Number of students tested  | 74        | 104       | 83        | 101       | 80        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>               |           |           |           |           |           |
| Meets and Exceeds  | 89        | 80        | 79        | 67        | 65        |
| Exceeds  | 15        | 15        | 19        | 4         | 8         |
| Number of students tested  | 47        | 71        | 58        | 69        | 78        |
| <b>2. African American Students</b>  |           |           |           |           |           |
| Meets and Exceeds  |           |           |           |           |           |
| Exceeds  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Meets and Exceeds  | 95        | 92        | 86        | 81        | 96        |
| Exceeds  | 20        | 25        | 23        | 6         | 15        |
| Number of students tested  | 74        | 100       | 78        | 100       | 80        |
| <b>4. Special Education Students</b>   |           |           |           |           |           |
| Meets and Exceeds  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Exceeds  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested  | 6         | 5         | 4         | 8         | 9         |
| <b>5. English Language Learner Students</b>  |           |           |           |           |           |
| Meets and Exceeds  | Masked    | Masked    | 63        | 47        | 47        |
| Exceeds  | Masked    | Masked    | 0         | 0         | 4         |
| Number of students tested  | 9         | 7         | 24        | 32        | 47        |
| <b>6.</b>  |           |           |           |           |           |
| Meets and Exceeds  |           |           |           |           |           |
| Exceeds  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>NOTES:</b>  |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested. |           |           |           |           |           |

13AZ3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Arizona's Instrument to Measure Standards

Edition/Publication Year: Spring AIMS 2010 Publisher: Pearson

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| % Meets and Exceeds the Standard   | 90        | 91        | 76        | 90        | 93        |
| % Exceeds  | 62        | 50        | 28        | 39        | 43        |
| Number of students tested  | 103       | 79        | 107       | 92        | 127       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed   | 0         | 0         | 0         | 100       | 100       |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>               |           |           |           |           |           |
| % Meets and Exceeds the Standard   | 83        | 85        | 67        | 82        | 85        |
| % Exceeds  | 51        | 38        | 12        | 29        | 35        |
| Number of students tested  | 70        | 55        | 66        | 73        | 81        |
| <b>2. African American Students</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard   |           |           |           |           |           |
| % Exceeds  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard   | 91        | 91        | 79        | 89        | 92        |
| % Exceeds  | 63        | 50        | 27        | 35        | 43        |
| Number of students tested  | 101       | 77        | 106       | 89        | 125       |
| <b>4. Special Education Students</b>   |           |           |           |           |           |
| % Meets and Exceeds the Standard   | Masked    | Masked    | Masked    | Masked    | 75        |
| % Exceeds  | Masked    | Masked    | Masked    | Masked    | 1         |
| Number of students tested  | 5         | 2         | 7         | 6         | 12        |
| <b>5. English Language Learner Students</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard   | Masked    | 62        | 33        | 70        | 84        |
| % Exceeds  | Masked    | 0         | 0         | 4         | 16        |
| Number of students tested  | 7         | 13        | 18        | 24        | 37        |
| <b>6.</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard   |           |           |           |           |           |
| % Exceeds  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>NOTES:</b>  |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested. |           |           |           |           |           |

13AZ3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Arizona's Instrument to Measure Standards

Edition/Publication Year: Spring AIMS 2010 Publisher: Pearson

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| % Meets and Exceeds the Standard   | 89        | 87        | 80        | 85        | 74        |
| % Exceeds  | 20        | 16        | 12        | 16        | 9         |
| Number of students tested  | 103       | 79        | 107       | 92        | 127       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>               |           |           |           |           |           |
| % Meets and Exceeds the Standard   | 81        | 80        | 70        | 77        | 67        |
| % Exceeds  | 13        | 11        | 6         | 11        | 4         |
| Number of students tested  | 70        | 55        | 66        | 73        | 81        |
| <b>2. African American Students</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard   |           |           |           |           |           |
| % Exceeds  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard   | 90        | 87        | 81        | 84        | 73        |
| % Exceeds  | 19        | 16        | 1         | 12        | 8         |
| Number of students tested  | 101       | 77        | 106       | 89        | 125       |
| <b>4. Special Education Students</b>   |           |           |           |           |           |
| % Meets and Exceeds the Standard   | Masked    | Masked    | Masked    | Masked    | 8         |
| % Exceeds  | Masked    | Masked    | Masked    | Masked    | 0         |
| Number of students tested  | 5         | 2         | 7         | 6         | 12        |
| <b>5. English Language Learner Students</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard   | Masked    | 62        | 39        | 54        | 30        |
| % Exceeds  | Masked    | 0         | 0         | 4         | 0         |
| Number of students tested  | 7         | 13        | 18        | 24        | 37        |
| <b>6.</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard   |           |           |           |           |           |
| % Exceeds  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>NOTES:</b>  |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested. |           |           |           |           |           |

13AZ3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Arizona's Instrument to Measure Standards

Edition/Publication Year: Spring AIMS 2010 Publisher: Pearson

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| % Meets and Exceeds the Standard   | 94        | 87        | 71        | 90        | 92        |
| % Exceeds  | 53        | 39        | 30        | 35        | 43        |
| Number of students tested  | 79        | 108       | 93        | 114       | 99        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>               |           |           |           |           |           |
| % Meets and Exceeds the Standard   | 84        | 77        | 64        | 83        | 76        |
| % Exceeds  | 40        | 22        | 24        | 24        | 24        |
| Number of students tested  | 58        | 74        | 72        | 78        | 66        |
| <b>2. African American Students</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard   |           |           |           |           |           |
| % Exceeds  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard   | 94        | 87        | 70        | 90        | 92        |
| % Exceeds  | 52        | 37        | 27        | 31        | 43        |
| Number of students tested  | 77        | 105       | 91        | 112       | 99        |
| <b>4. Special Education Students</b>   |           |           |           |           |           |
| % Meets and Exceeds the Standard   | Masked    | Masked    | Masked    | 50        | Masked    |
| % Exceeds  | Masked    | Masked    | Masked    | 0         | Masked    |
| Number of students tested  | 4         | 6         | 3         | 10        | 4         |
| <b>5. English Language Learner Students</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard   | Masked    | 45        | Masked    | 56        | 65        |
| % Exceeds  | Masked    | 0         | Masked    | 0         | 12        |
| Number of students tested  | 3         | 11        | 9         | 25        | 17        |
| <b>6.</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard   |           |           |           |           |           |
| % Exceeds  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>NOTES:</b>  |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested. |           |           |           |           |           |

13AZ3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Arizona's Instrument to Measure Standards

Edition/Publication Year: Spring AIMS 2010 Publisher: Pearson

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| % Meets and Exceeds the Standard   | 92        | 88        | 80        | 88        | 81        |
| % Exceeds  | 22        | 12        | 4         | 9         | 8         |
| Number of students tested  | 79        | 108       | 93        | 114       | 99        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>               |           |           |           |           |           |
| % Meets and Exceeds the Standard   | 81        | 77        | 76        | 79        | 67        |
| % Exceeds  | 17        | 9         | 3         | 4         | 3         |
| Number of students tested  | 58        | 74        | 72        | 78        | 66        |
| <b>2. African American Students</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard   |           |           |           |           |           |
| % Exceeds  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard   | 92        | 88        | 79        | 88        | 81        |
| % Exceeds  | 22        | 11        | 2         | 9         | 8         |
| Number of students tested  | 77        | 105       | 91        | 112       | 99        |
| <b>4. Special Education Students</b>   |           |           |           |           |           |
| % Meets and Exceeds the Standard   | Masked    | Masked    | Masked    | 40        | Masked    |
| % Exceeds  | Masked    | Masked    | Masked    | 0         | Masked    |
| Number of students tested  | 4         | 6         | 3         | 10        | 4         |
| <b>5. English Language Learner Students</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard   | Masked    | 45        | Masked    | 44        | 35        |
| % Exceeds  | Masked    | 0         | Masked    | 0         | 0         |
| Number of students tested  | 3         | 11        | 9         | 25        | 17        |
| <b>6.</b>  |           |           |           |           |           |
| % Meets and Exceeds the Standard   |           |           |           |           |           |
| % Exceeds  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>NOTES:</b>  |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested. |           |           |           |           |           |

13AZ3