U.S. Department of Education

2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [X] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Victoria Wilber, M.Ed.
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Reid Traditional Schools' Valley Academy
(As it should appear in the official records)

School Mailing Address 1520 West Rose Garden Lane
(If address is P.O. Box, also include street address.)

City Phoenix State AZ Zip Code+4 (9 digits total) 85027-3529

County Maricopa State School Code Number* 078749000

Telephone 623-516-7747 Fax 623-516-2703

Web site/URL http://www.ValleyAcademy.com E-mail vwilber@valleyacademy.com

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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_____
(Principal's Signature)

Name of Superintendent*Ms. Heidi Mitchell, M.Ed. E-mail: hmitchell@reidtraditional.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Reid Traditional Schools Tel. 623-478-2344
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. Parag Chokshi, M.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

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

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
   1 Elementary schools (includes K-8)
   0 Middle/Junior high schools
   0 High schools
   0 K-12 schools

   1 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

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

3. 4 Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	59	43	102
1	50	56	106
2	58	48	106
3	51	53	104
4	46	54	100
5	28	47	75
6	31	35	66
7	26	30	56
8	20	25	45
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	369	391	760

5. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
38 % Asian
2 % Black or African American
8 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
50 % White
0 % Two or more races
100 % Total

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 8%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred ***to*** the school after October 1, 2012 until the end of the school year	25
(2) Number of students who transferred ***from*** the school after October 1, 2012 until the end of the 2012-2013 school year	35
(3) Total of all transferred students [sum of rows (1) and (2)]	60
(4) Total number of students in the school as of October 1	760
(5) Total transferred students in row (3) divided by total students in row (4)	0.079
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 4 %
30 Total number ELL

Number of non-English languages represented: 30

Specify non-English languages: Ararbic, Bengali, Cantonese, Filipino, Finnish, French, Hindi, Madarin, Polish, Punjabi, Romanian, Russian, Serbo-Croatian, Spanish, Urdu, Vietnamese, Aramaic, Assyrian, Bulgarian, Gujarati, Kannada, Konkani, Malayalam, Marathi, Oriya, Sourashira, Tagalog, Tamil, Telugu, Visayan

8. Students eligible for free/reduced-priced meals: 34 %

Total number students who qualify: 258

If this method is not 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.
The school does not participate in the free and reduced-price meals program.

9. Students receiving special education services: 6 %
46 Total number of students served

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

1 Autism	0 Orthopedic Impairment
0 Deafness	6 Other Health Impaired
0 Deaf-Blindness	5 Specific Learning Disability
0 Emotional Disturbance	33 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	32
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Reid Traditional Schools' Valley Academy is one of the first charter schools established in Arizona. Since 1995, RTS Valley Academy has offered a back-to-basics, traditional education for students in grades K-8. Throughout all these years, the school has consistently earned the best possible annual school rating from the Arizona Department of Education.

The mission statement of Reid Traditional Schools' Valley Academy is to offer back-to-basics, traditional education by providing a challenging, sequential, teacher-directed, standards-based, textbook-driven curriculum supported by individual accountability and high academic and behavioral standards. This mission has not substantially changed since it was first written in 1995, and the students, parents, and staff proudly maintain the schools' tradition of excellence.

RTS Valley Academy has received recognitions throughout the years, including three awards from the Arizona Charter Schools Association: 2011 Arizona Charter School of the Year; 2010 Business Leader of the Year; and 2008 Charter School Teacher of the Year. The school achieved Spalding accreditation in March 2004 and has maintained the status in subsequent years.

The school's years of experience have allowed continuous evaluation and refinement of the curriculum, while always staying true to traditional teaching philosophies. The core curriculum is classic, orderly and sequential. As a Spalding certified school, RTS Valley Academy's Language Arts studies are centered on the scientifically-based Spalding phonics program. Correct spelling, grammar, and punctuation are required across the curriculum. Students read and analyze classical literature, study Greek and Latin word roots, and recite prose and poetry from memory. Mathematics studies include an accelerated Saxon math program. Memorization of basic math facts begins in kindergarten and is mastered by third grade. Students in grades 7 and 8 study algebraic concepts and are well prepared for high school. Science studies stress the logical applications of basic scientific methods. The science laboratory and laboratory kits provide hands-on experience. The curriculum includes collaborative efforts with local institutes such as the Arizona Science Museum. Social Studies courses include geography, history, government, civics, and current events. Teachers relate the curriculum to literature studies. Patriotism is enhanced with the use of significant historical documents and memorization of U.S. presidents, states and capitals. The academic core is supplemented by art, music, physical education, Spanish, and computer training. This classic curriculum is taught by highly qualified teachers in a stable, friendly learning environment.

One of the cornerstones of RTS Valley Academy is strong parental involvement and input in their children's education. The staff respects the role of parents and values their participation. This was made evident recently during architectural programming for a new building. VAPO, the Valley Academy Parent Organization, expressed the need for a place to meet, store materials, and care for young children while working on school-related projects. The school built a VAPO workroom on campus, complete with meeting area, computer, and see-through wall to view the adjacent toddler play area. VAPO members, in turn, are strong supporters of the school. Each year they coordinate numerous major school events, log over 13,000 hours of volunteer time and raise over $30,000 annually.

Students at RTS Valley Academy are held to a high standard of behavior. From the first day of kindergarten, students learn in a nurturing and caring environment that includes the ever-present underlying expectation that the school environment will be orderly and respectful. School uniforms help unite the student body. There is a continual emphasis on academic achievement, and students earn self-esteem through genuine, individual achievement.

RTS Valley Academy has maintained substantial waiting and interest lists since 1996. The student body consists of approximately 800 students and is quite varied. Students come from 41 different zip codes and speak 30 different languages. There are a substantial number of students from other countries who enrich the school community by sharing their culture. The student body is 49% White; 39% Asian; 8% Hispanic or Latino; 2% Black; and 2% other. The school is located in suburban Phoenix. Any student residing in

Arizona is eligible for enrollment. If a grade level is oversubscribed, the applicants are placed on a waiting list in an order determined by a random lottery. As spaces become available, students are admitted based upon their lottery number. Siblings of current students have priority enrollment. No child is denied enrollment because of special need, race, or religion, and the school does not charge any enrollment-related fees.

As one of Arizona's first charter schools, RTS Valley Academy has been instrumental in creating and building strong supports for all charter schools. The founders of the school signed the Arizona Charter Schools Association corporate documents in 1996, and the school has consistently supported the Association throughout the subsequent years, strengthening the charter school industry and assisting students and teachers throughout Arizona. The school freely shares its knowledge and expertise in order to improve academic achievement for all children.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Arizona's Instrument to Measure Standards (AIMS) is the current standards-based assessment used in Arizona. The assessment results are reported at four levels: Exceeds, Meets, Approaches, and Falls Far Below. Scores falling in the Meets and Exceeds ranges are considered passing. Scores in the Approaches and Falls Far Below ranges are considered failing. The results of this annual assessment are reviewed and analyzed at the individual student level, classroom level, grade level, and school wide level. The Principal analyzes results with individual teachers and grade level teams. RTS Valley Academy's Board of Directors analyzes the results in depth with administration, comparing current year data to past trends, statewide results, and other schools' results. A subject area in any grade that falls below 90% meets/exceeds is considered unacceptable and in need of improvement.

Additionally, Arizona has an A –F letter grade accountability system for schools. These letter grades are designed to place equal value on current year achievement and longitudinal academic growth, specifically the growth of all students as well as the school's lowest achieving students. Arizona's school grades are assigned annually with A being the best and F the worst. RTS Valley Academy has always achieved an A rating.

Academic progress is monitored throughout the year with the assistance of Galileo benchmark testing. The school administration analyzes gaps and trends and focuses faculty training on any areas in need of improvement. Grade level teams analyze student-level data and remediate students individually or using small group tutoring. Administrators discuss progress on improvement strategies with the Board of Directors during regularly scheduled board meetings.

At the individual student level, all students are expected to achieve the "meets" level for the standardized assessment and are remediated if they do not achieve that level of performance. Teachers have been trained to identify the standards and strands with which a child is struggling and make good data driven decisions in remediation and lesson planning.

b) An analysis of AIMS reading scores over the five year period show that every grade level achieved the school goal of passing 90% or more of the students without fail. We attribute this success to our phonics-based reading curriculum and strong adherence to our teaching methods and philosophy.

There are only two subgroups large enough to be statistically relevant at RTS Valley Academy, and those subgroups show minimal achievement gaps in reading. In 2009, 5th grade reading scores showed a subgroup achievement gap, but that gap was closed when the students tested in 6th grade in 2010. In 2011 there was an achievement gap in 3rd grade reading, but that gap was closed by the time the students were assessed in 4th grade in 2012. Also in 2012, there was a 12.5% difference between subgroups in 8th grade, but one subgroup had only 5 students and the other had 40 students.

In math, these subgroups had no statistically relevant gap in 2009. In 2010, there was a gap in 4th, 6th and 7th grades. The 6th grade gap persisted into 2011 but was resolved by 2012. In 2012 and 2013, there was greater than 10% achievement gap between the subgroups in 5th grade. As noted below, the 5th grade team has focused on math this year, with additional training and a strong focus on targeting strands and objectives that have not been met.

An analysis of all math scores over the five year period show that some grade levels failed to achieve the school goal of passing 90% of more of the students. Specifically, in 2010 grade 6 passed only 83% and grade 8 passed only 86% of students. Despite remediation and professional development efforts, an analysis of cross-level grade trends shows that the 2011 7th grade passing rates remained approximately the same. Math scores from 2011 showed 87% passing in 3rd grade and 89% passing in 5th grade, but a cross-level analysis shows the passing rate raised to 92% the next year. In 2013, the 5th grade passing rate was 85%, so

that team has focused this year on math performance and the 6th grade team is watching for trends and remediation needs.

Although the school goal of a 90% passing rate has not been met with 100% success and although the passing rate has on occasion dropped to the low to mid 80% range, RTS students and staff have achieved a high level of academic success. That success is attributed to the strong curriculum, strong leadership, and unwavering commitment to our mission and core beliefs.

2. Using Assessment Results:

Reid Traditional Schools' Valley Academy uses a variety of assessment data to constantly measure academic progress. At the classroom level, teachers use formative assessments such as quizzes, problem sets, and concept quizzes to improve student learning and adjust the curriculum or pacing. Classroom lessons are reinforced with nightly homework, and homework grades give teachers additional insight into student performance. Formative tests are used to challenge students to meet individual goals such as specific math learning objectives, then achievement is celebrated and the student's bar is raised. Summative assessments include chapter tests, final exams, final projects, and portfolios. The results of summative assessments provide students and teachers with measurements with which to judge the student's ability. The parents are kept informed of student achievement in a variety of ways, including daily review of homework; daily signature in student's planner; signed review of any assessment with a grade less than 80%; calls or emails to discuss any concerns or successes; awards at parent-attended assemblies; honor roll ceremonies; progress reports; report cards; and parent-teacher conferences. Maintaining strong parent-teacher communication helps the teacher connect with the student.

Academic data drives the grade level teams. The Principal meets with grade level chairs each month, then meets with grade level teams. Together, they analyze the results of teacher-created assessments, school-created quarterly assessments, and Galileo assessments to ensure that all teachers in a grade level are meeting objectives, analyzing performance issues, looking for trends, and receiving support when in need of assistance.

The Galileo pre-test gives us a baseline to measure student growth. The first and second benchmarks show which standards are in need of attention and gives insight to remediate individual students. The team analyzes data to see if lesson plans are aligned with standards tested, and check the mechanics or vocabulary of the test. Students are assigned individualized work based on their particular needs. The Galileo post-test provides the means to measure student growth, and thus assess teacher and curriculum effectiveness.

Analysis of whole-school performance takes place regularly. Academic committees of faculty members work to improve student and teacher skills in writing and math. Grade levels meet not only horizontally but vertically, ensuring that no gaps exist within or between grades. The principal meets with the entire faculty each month to monitor progress toward goals, reward achievements, and discuss concerns. By maintaining open and honest communication, the team bonds and continuously focuses on the school's mission.

Assessment results are reviewed and discussed regularly at meetings with the Board of Directors. Together with administrators, board members analyze Galileo and AIMS results. Any subject matter in any grade that falls below 90% mastery is discussed and an improvement plan is put in place. For instance, the percent of students meeting and/or exceeding the AIMS writing assessment dropped below 90% and the principal contracted with a writing coach and scheduled a workshop for the grade level.

When we communicate assessment results with parents and other stakeholders, we tie the results back to our school goal and mission.

3. Sharing Lessons Learned:

RTS Valley Academy was instrumental in creating the Arizona Charter Schools Association in 1996, and the school has consistently supported the Association and the education industry throughout the subsequent

years. School administrators have mentored new charter operators, presented operational and educational topics at state conferences, served on various review panels for the State Association and the Arizona State Board for Charter Schools, and assisted struggling charter operators when possible.

Academically, the school principal is an Executive Trainer with Spalding International, RTS Valley Academy's phonics-based integrated reading program. This is an elite group of Master-level instructors that travel to train teachers in other schools, states and countries. The school has worked closely with the Spalding program in order to share this time-tested program with all students. The school participated in the field test of reading comprehension materials and also participated in a 3-year long study of the integrated language arts program in conjunction with Arizona State University. This helped in revising and updating the Spalding curriculum and provided reliability data to ensure Spalding meets the needs of children.

From 2003 to 2005, the school was granted a $300,000 Federal CSP Grant to disseminate its phonics program to a consortium of six schools. This consortium included schools with high Hispanic and American Indian student count, under-performing schools, rural schools, charter schools, and district schools. The grant trained parents so they could assist in their child's learning process. The grant trained school administrators, a key to implementing any successful program. And the grant trained teachers to train teachers, thus ensuring continued exponential growth of this program, and associated student success, long after grant funding expired.

In 2012, the RTS Valley Academy staff shared lesson plans and trained its new sister school, RTS Painted Rock Academy. The RTS Valley Academy faculty dedicated a great deal of time and effort to mentor the new staff and share best practices, helping RTS Painted Rock Academy earn an "A" rating in its first year.

4. Engaging Families and Community:

RTS Valley Academy is a school that was created by parents. From its inception, strong parent involvement and input in their child's education was a cornerstone. Parents and faculty work together to create the caring, supportive environment in which students learn. RTS Valley Academy encouraged parents to form VAPO, the Valley Academy Parent Organization, which operates with the full support of the administration. Together with the faculty group, the parent group has a permanent place on the Board of Directors agenda, ensuring open lines of communication. The balanced relationship between VAPO and the school is a model of what parent-school cooperation can and should be.

The staff respects the role of parents and values their participation. This was made evident recently during architectural programming for a new building. When it was their chance to meet with the architect, VAPO, the Valley Academy Parent Organization, expressed the need for a place to meet, store materials, and care for young children while working on school-related projects. In response to these needs, the school built a VAPO workroom on campus, complete with meeting area, computer, and see-through wall to view the adjacent toddler play area. VAPO members, in turn, are strong supporters of the school. Each year they log over 13,000 hours of volunteer time and raise over $30,000. The success of the parent/school partnership is further evidenced by the fact that most new enrollees apply to the school because they have been referred by existing Valley parents.

VAPO assists school administration in reviewing new curriculum and reading materials. They help honor and support academic achievement by coordinating high school visitation night, honor roll celebrations and promotion ceremonies. VAPO organizes most school community events, including spring carnivals, book fairs, fall festivals, and family event nights. Whether the parents are working on academic-related tasks or community events, their contribution to our school is evident in the strong sense of community and engaged children on campus.

RTS Valley Academy connects with the community in general as well. The school hosts an annual Read-In, inviting community leaders, television personalities, legislators, policemen, firemen, authors, and members from other professions to our school. These individuals discuss their professions with the students and then read a book to the class.

Each year, the school principal teaches a nighttime 10-week Spalding training course design specifically for parents, so that they will be to assist their child with homework. Many parents take the course, surrounding the child with knowledgeable, trained adults to help on the road to reading.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The core curriculum is classic, orderly, sequential and aligned to state standards. RTS Valley Academy teachers are highly qualified professionals who teach in a stable, friendly learning environment. The school's regular homework policy, personal accountability, and high expectations help students to develop the work ethic needed to succeed in future studies and careers.

Language Arts studies begin in kindergarten with Spalding phonics. Our phonics based language arts approach provides explicit, sequential, multi-sensory instruction in spelling, writing and listening/reading comprehension. The focus is on phoneme awareness and is aligned to standards. Students do not progress to the next grade level without achieving appropriate reading skills. As students move through the grades, they gain the tools that all good readers need through reading age-appropriate classical and meritorious literature. Students learn sentence structure, grammar, punctuation, composition and, in middle school, study of Greek and Latin word roots. Correct spelling, grammar, and punctuation are required across the curriculum. Classical literature is analyzed, and students gain an early introduction to public speaking by memorizing and publicly reciting prose and poetry in the classroom.

Mathematics studies include an accelerated Saxon math program which is aligned to standards. The math program is designed to be sequential and spiraling, reintroducing skills at regular intervals to reinforce previous lessons. The memorization of basic math facts begins in kindergarten and is mastered by third grade. An early introduction to multiplication, division, fractions and geometry helps students excel. In addition to computation skills, students gain a thorough understanding of decimals, basic geometry concepts, integers, consumer math, ratios and percentages in the middle grades. Algebraic concepts are introduced with increasing difficulty as students move through the grades

Science studies stress the logical applications of basic scientific methods. The science laboratory and laboratory kits provide hands-on experience. The curriculum is aligned with state standards and includes collaborative efforts with local institutes such as the Arizona Science Museum.

Social Studies courses include geography, history, government, civics, and current events. Teachers relate the curriculum to literature studies. Patriotism is enhanced by memorization of U.S. presidents, states and capitals, and portions of significant historical documents.

Spanish students learn basic communication skills with a focus on conversational Spanish. They develop an appreciation for the cultural differences in Spanish-speaking countries. The curriculum begins with simple vocabulary such as numbers and phrases. As students progress through the grades, reading, writing, verb conjugation, and listening comprehension are added to the course of study.

Art courses have two main purposes: to instill a love of the creative process and to impart an appreciation of great works of art and art history. Like the great masters, students acquire skills by studying techniques of other artists. They employ a variety of media, including pencils, pastels, pottery, and acrylic and watercolor paints. Direct instruction in technique and style teaches the importance of vision, perspective, and motivation. Through art history studies, students identify many great masterpieces and artists.

Technology courses begin technology in third grade. Students first learn proper keyboarding techniques, then word processing and file manipulation. Later they master spreadsheet and database usage and move on to desktop publishing using graphic arts and digital photographs. In the upper grades, students begin to design multimedia presentations, explore basic programming concepts, and learn about designing and creating web pages. Computer lab time is coordinated with classroom assignments so the students can apply their knowledge in real-world applications.

The music curriculum is designed to help students acquire knowledge about a diverse range of musical styles. They are taught to critique music independently and with others. They learn to read and notate music

and put this knowledge to use by composing short pieces of music. Students also gain public performance experience by singing and playing instruments at school-wide concerts. For students interested in further instrumental or vocal instruction, RTS Valley Academy offers band and chorus outside of the regular school day.

The major goals of the physical education curriculum are to develop personal activity and fitness habits and to enhance motor skills. Students learn skills and rules to play basketball, volleyball, softball, and flag football. They participate in the Presidential Fitness Contest, run a timed mile, and enjoy a track and field day each year.

2. Reading/English:

RTS Valley Academy uses the Spalding Method, an integrated total language arts program. This method was founded in 1957 as an adaptation of a program designed to teach dyslexic and other children with disabilities. It soon became apparent that the program is effective with all students. This program is research-based and shows a well-established record of continuous success. It is explicit, sequential, multisensory and diagnostic. The RTS reading curriculum develops higher-level thinking. It teaches students to reason as they learn how the language works.

Reading lesson objectives include literary appreciation, text fluency, text structure, and listening and reading comprehension strategies. Kindergarten students master all 70 phonograms in both written and oral practice and are able to read short chapter books before progressing to first grade. The understanding of phonograms lays the foundation to spelling and reading. Our students expand their vocabulary by creating quality oral sentences. Spelling tests begin in the second quarter, and the skill of sentence dictation is added in the fourth quarter. The Spalding Method also includes clear instruction for handwriting.

Students are constantly assessed through classroom assignments, written work, verbal reading skills, and formal DIBELS (diagnostic reading) assessments. Struggling students are assigned small group or individualized tutoring sessions with either the classroom Aide, Academic Tutor, or classroom teacher. Advanced students are easily challenged with higher level reading books. By the end of the school year, Valley Academy kindergarten students can read. By the third quarter, students read weekly books in class, with a home reading program required in the fourth quarter. They begin learning to distinguish fact from fiction, as well as to identify character, setting, plot, problems, and resolutions.

One of the keys to Spalding success is specific, specialized training of explicit, exact teaching techniques. This training includes extensive instruction and personal follow-up by administration that includes classroom monitoring, lesson review and instructional refinement.

Many parents attend the 10-week Spalding parent training course in order to be able to assist their child with homework, surrounding the child with knowledgeable, trained adults to help on the road to reading.

3. Mathematics:

Reid Traditional Schools' Valley Academy uses Saxon Math as the primary math curriculum, and teachers supplement with Singapore Math. This time-tested curriculum has been well researched during the past 30 years and is used by many top-scoring schools in the country. The RTS Math curriculum is designed to support long-term mastery and applications. Incremental concepts are taught in small, approachable progressions. Distributed increments are spread throughout the year, building in complexity, so that by the end of the year students have reached deep understanding and fluency. Cumulative practice and assessments include concepts from the most recent lessons as well as from earlier in the year, ensuring students retain all concepts and can make connections between them. This spiraling curriculum easily enables teachers to challenge top-performing students, and the cumulative practice helps bring up struggling students. Students in need of additional assistance work individually or in small groups with the Academic Tutor or the classroom teacher during scheduled tutoring sessions.

The math program begins in kindergarten with supportive manipulatives and moves on to concepts and skills with sufficient practice and understanding. Students can count and write to 100 by ones, twos, fives, and tens. They become familiar with the addition and subtraction combinations to 10 and the concepts of halves and symmetry. They are introduced to basic geometry, measuring time, length, and weight. Kindergarteners practice patterning, ordinals, and become accustomed to story problems for mental math. All this is achieved through repetitive practice and kind corrections in a nurturing, gentle environment.

As the students move through the primary grades, emphasis is placed on the memorization of basic math facts in the early grades. Timed tests of addition and subtraction math facts are used to track student progress. With the help of manipulatives and assessments, students also learn about time and money. An early introduction to multiplication, division, fractions, and geometry skills helps our students excel.

In the middle and upper grades, students gain a thorough understanding of fractions, decimals, basic geometry concepts, integers, consumer math, ratios, and percentages. Algebraic concepts are introduced, and periodic timed tests in basic math ensure retention. Previous lessons are reinforced by regular review, and students learn algebraic concepts such as operations with signed numbers, uses of formulas, inequalities, linear and quadratic equations and graphing, complex algebraic fractions, and algebraic word problems involving uniform motion and mixtures.

4. Additional Curriculum Area:

The mission of Reid Traditional Schools is to offer back-to-basics, traditional education by providing a challenging, sequential curriculum featuring high academic standards. The study of history and social studies provides students with an overarching framework which is used to analyze and connect the movements, trends, and styles they learn about in their other classes. Our faculty works in concert to integrate lessons throughout the entire school curriculum. For instance, in history students may learn the facts and geography related to World War II and the Holocaust. In literature, the class may read the Diary of Ann Frank. Writing prompts during that period will relate to topics about the Holocaust. This immersive technique brings history alive for students.

In the early grades, students are introduced to Mesopotamia, Egypt, Three World Regions, Mexico, and Early Civilizations of the Americas. They learn the history of the United States beginning with early explorers and settlers and progressing to the colonies, independence, and exploring the West. Arizona history and mapping skills are introduced. Proven historical facts and geographic knowledge lay a traditional foundation for the understanding of our nation.

In the middle grades, the social studies curriculum (history and geography) is designed to enhance students' understanding of the world and provide students with valuable tools for future studies. Proven historical fact and geographic knowledge lay a traditional foundation for the understanding of the world. Students memorize and recite all the Presidents of the United States in order. They also memorize all 50 U.S. states and capitals. Lessons in Arizona, American, and world history are brought alive with special curriculum additions including projects based on the countries of students' ancestors.

Upper grade students enjoy high school level instruction in world history, American history, Arizona history, civics, and world geography. Students learn in a dynamic classroom environment that places emphasis on higher-level cognitive development. They have the opportunity to test their knowledge in the annual National Geographic Geography Bee, where RTS Valley Academy students routinely compete at the state level.

5. Instructional Methods:

Reid Traditional Schools' Valley Academy uses direct instruction as the primary instructional method. This method is skills-oriented and teacher directed, with the teacher imparting knowledge to the students. Teachers use carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly. Teachers in a grade level meet regularly to ensure pacing and

instructional methods are uniform across the grade level, and the principal monitors the pacing and teaching methods.

Lessons are purposefully organized and sequenced into a series of lessons designed to move students toward stronger understanding and achievement of specific goals. Students are provided with clear explanations and objectives to help them meet learning goals. Teachers regularly ask questions to ensure that students have understood what is taught.

Each classroom at RTS Valley Academy is equipped with a document camera and projector, enabling teachers to bring lessons to life with the use of technology. Common uses of these tools include projecting maps and documents and reviewing math homework via the projector, saving the academic time it would otherwise have taken for the student to write his work on the chalkboard.

RTS Valley Academy teaches generally in whole group settings with lessons aimed at the mid to high range of academic achievement. Whole group instruction is not the only method, however. Small group instruction, scaffolding, and differentiation techniques are also used in the classroom. For example, a teacher may use whole group direct instruction to prepare for an activity, and then instruct students to work collaboratively in group projects with guidance from the teacher.

Struggling students are assisted in a variety of ways. One method is to pre-teach concepts to students, enabling the students to be introduced to the lesson multiple times for increased comprehension. This pre-teaching may happen during tutoring sessions or before or after school. Teachers also differentiate instruction and assignments based on individual needs. High achieving students may receive additional assignments designed to challenge them, or the lesson may be adjusted to suit their academic level. For instance, students may be asked critical thinking questions instead of direct fact questions.

6. Professional Development:

Reid Traditional Schools' Valley Academy has a comprehensive approach to professional development. For the past three years, the school has partnered with the Arizona Charter Schools Association's Center for Student Achievement to train the faculty to compile and analyze student data using the Galileo system to monitor achievement toward standards. Galileo is a standards-based, research supported assessment system that assists educators and administrators in tracking student progress toward achieving each standard. This focused approach to data analysis has given teachers and administrators the tools needed to ensure all students are achieving to their full potential.

In year one of the program, teachers learned the basics about the testing system and how to analyze data and use it in the classroom. These lessons were reinforced with regular professional development sessions in which the faculty learned the technology in whole group sessions, small groups, and individually. Year two of this partnership provided onsite professional development, coaching and support to continuously refine and implement these practices. This professional development focused on using student data to evaluate the impact of instruction on student learning, evaluate the alignment of the curriculum and assessments, and monitor the effectiveness of interventions and enrichments. The principal has received support in analyzing academic performance at the classroom and grade level.

The data collected by these professional development sessions have helped teachers become reflective about their own professional development needs. Together, teachers have analyzed projected needs and requested professional development sessions based on their findings. This has strengthened the faculty and the sessions are more effective because teachers have more buy-in.

The school adapts to changes and employees keep abreast of new technology and trends, but one of the keys to the school's past and future success is the adherence to the school's mission, curriculum and high expectations. Each professional development session is tailored to conform to our methods and curriculum. This adherence to our philosophy has helped minimize staff turnover and has helped us developed a seasoned, knowledgeable faculty.

7. School Leadership

In keeping with RTS Valley Academy's mission and overarching philosophy, the leadership has high expectations for staff performance. Throughout the organization, there is a strong commitment to the mission and philosophy of the school and this unwavering belief in excellence must be consistent in both the students and the staff. This commitment starts with focused leadership.

The Principal and Assistant Principal form the administrative team on campus. Each grade level has a grade level chairperson who organizes its team and represents the team at grade level meetings. There are specialized teams to support learning such as the writing team, and there are committees that support community needs such as the employee morale committee and volunteer appreciation committee.

There is strong accountability at RTS Valley Academy, but the working and learning environment is loving, nurturing, and team-oriented. The leadership team works to ensure that opportunities exist in which employees can develop relationships with peers on campus. Grade level teams meet weekly and the faculty meets together as a whole group each month. Class schedules are organized in order to provide group planning time. Teams that know each other work better together.

The team concept is further supported with segmented teams such as writing groups or lead teachers. These teams meet regularly and share their knowledge or leadership skills in a professional learning community which focuses on learning rather than teaching and on working collaboratively to improve student achievement.

The staff and Principal hold the shared mission of the school. This solid structure, which includes well-defined roles, helps the entire team maintain appropriate focus. For instance, the Valley Academy Parent Organization recently asked to contract with a company for a two-week P.E. morale booster and fundraiser. This exciting event was enticing, but the school leadership held true to the philosophy and minimized the length and classroom disruption of this event. The leadership allowed for some fun, but did not contradict the core belief of structure, uniformity, and unwavering commitment to academic achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Arizona's Instrument to Measure Standards

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	96	93	87	91	98
% Exceeds	48	51	45	39	38
Number of students tested	103	105	103	99	100
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds	98	90	91	97	100
% Exceeds	57	53	54	55	55
Number of students tested	47	40	35	31	29

7. American Indian or Alaska Native Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	94	97	85	88	97
% Exceeds	39	53	38	31	32
Number of students tested	54	60	68	65	68
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Arizona's Instrument to Measure Standards (AIMS)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	93	92	94	93	95
% Exceeds	49	56	62	55	59
Number of students tested	104	107	99	96	85
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds	95	97	100	100	100
% Exceeds	71	71	82	71	100
Number of students tested	38	35	33	31	11
7. American Indian or Alaska Native Students					
% Meets % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	92	89	90	89	96
% Exceeds	36	49	49	48	53
Number of students tested	61	71	63	62	72
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Arizona's Instrument to Measure Standards (AIMS)

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	85	92	89	94	95
% Exceeds	43	42	40	43	42
Number of students tested	75	85	83	83	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds	100	100	100	100	100
% Exceeds	78	53	39	70	94
Number of students tested	9	15	23	10	17
7. American Indian or Alaska Native Students					
% Meets % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	84	89	86	94	93
% Exceeds	39	40	41	41	25
Number of students tested	64	65	58	71	56
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Arizona's Instrument to Measure Standards (AIMS)

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	91	92	95	83	94
% Exceeds	38	58	53	37	57
Number of students tested	69	64	75	75	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds	100	100	100	100	100
% Exceeds	50	88	80	78	61
Number of students tested	8	8	10	18	18
7. American Indian or Alaska Native Students					
% Meets % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	90	93	94	75	93
% Exceeds	33	56	49	23	54
Number of students tested	58	54	65	53	54
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Arizona's Instrument to Measure Standards (AIMS)

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	92	100	85	92	95
% Exceeds	58	73	56	73	37
Number of students tested	52	66	54	59	60
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds	100	100	100	100	100
% Exceeds	75	100	83	75	70
Number of students tested	4	2	12	16	10
7. American Indian or Alaska Native Students					
% Meets % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	92	100	80	89	96
% Exceeds	56	72	46	72	32
Number of students tested	48	64	41	46	47
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Arizona's Instrument to Measure Standards (AIMS)

All Students Tested/Grade: 8

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	92	85	95	86	100
% Exceeds	42	46	74	47	58
Number of students tested	62	46	57	57	48
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds	100	80	100	90	100
% Exceeds	0	40	93	70	82
Number of students tested	1	5	15	10	11
7. American Indian or Alaska Native Students					
% Meets % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	92	85	93	89	100
% Exceeds	43	45	68	48	53
Number of students tested	61	40	44	44	34
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES: In 2011, three 8th grade students identified themselves as both White and Asian.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Arizona's Instrument to Measure Standards (AIMS)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	100	97	92	93	95
% Exceeds	24	21	19	24	24
Number of students tested	103	105	103	99	100
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds	100	95	100	94	97
% Exceeds	26	40	20	29	24
Number of students tested	47	40	35	31	29
7. American Indian or Alaska Native Students					
% Meets % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	100	98	88	92	94
% Exceeds	24	12	18	22	25
Number of students tested	54	60	68	65	68
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Arizona's Instrument to Measure Standards (AIMS)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	39	95	99	96	96
% Exceeds	97	38	44	35	40
Number of students tested	104	107	99	96	85
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds	100	100	100	100	100
% Exceeds	53	49	48	42	36
Number of students tested	38	35	33	31	11
7. American Indian or Alaska Native Students					
% Meets % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	95	93	98	95	96
% Exceeds	33	32	41	32	40
Number of students tested	61	71	63	62	72
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Arizona's Instrument to Measure Standards (AIMS)

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	96	98	96	96	92
% Exceeds	23	27	19	7	18
Number of students tested	75	85	83	83	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds	100	100	100	90	100
% Exceeds	33	27	17	10	24
Number of students tested	9	15	23	10	17
7. American Indian or Alaska Native Students					
% Meets % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	95	97	97	97	89
% Exceeds	22	25	21	7	16
Number of students tested	64	65	58	71	56
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Arizona's Instrument to Measure Standards (AIMS)

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	99	97	99	96	96
% Exceeds	22	20	19	8	16
Number of students tested	69	64	75	75	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds	100	100	90	94	100
% Exceeds	38	25	20	11	17
Number of students tested	8	8	10	18	18
7. American Indian or Alaska Native Students					
% Meets % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	98	98	100	96	94
% Exceeds	21	20	18	8	17
Number of students tested	58	54	65	53	54
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Arizona's Instrument to Measure Standards (AIMS)

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	96	100	98	98	95
% Exceeds	31	38	30	47	20
Number of students tested	52	66	54	59	60
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds	100	100	100	100	100
% Exceeds	0	50	67	56	30
Number of students tested	4	2	12	16	10
7. American Indian or Alaska Native Students					
% Meets % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	96	100	98	98	96
% Exceeds	33	38	20	43	17
Number of students tested	48	64	41	46	47
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Arizona's Instrument to Measure Standards (AIMS)

All Students Tested/Grade: 8

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	98	91	96	98	100
% Exceeds	10	2	35	14	38
Number of students tested	62	46	57	57	48
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds	100	80	100	100	100
% Exceeds	0	0	53	20	45
Number of students tested	1	5	15	10	11
7. American Indian or Alaska Native Students					
% Meets % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	98	93	95	100	100
% Exceeds	10	3	30	14	35
Number of students tested	61	40	44	44	34
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES: In 2011, three 8th grade students identified themselves as both White and Asian.