

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Dr. Jesús Raúl Celaya, Sr.

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Drachman Montessori Magnet School

(As it should appear in the official records)

School Mailing Address 1085 South Tenth Avenue

(If address is P.O. Box, also include street address.)

City Tucson State AZ Zip Code+4 (9 digits total) 85701-2642

County Pima County State School Code Number\* \_\_\_\_\_

Telephone 520-225-1500 Fax 520-225-1501

Web site/URL  
http://edweb.tusd.k12.az.us/drachman/ E-mail Jesus.Celaya@tusd1.org

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\*Dr. Heliodoro Sanchez

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: heliodoro.sanchez@tusd1.org

Other)

District Name Tucson Unified School District Tel. 520-225-6000

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 Ms. Adelita Grijalva

(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**

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**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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 63 Elementary schools (includes K-8)
  - 10 Middle/Junior high schools
  - 10 High schools
  - 1 K-12 schools
- 84 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
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 9 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	1	0	1
K	29	31	60
1	31	28	59
2	29	12	41
3	26	24	50
4	19	13	32
5	16	19	35
6	18	13	31
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 Students</b>	169	140	309

5. Racial/ethnic composition of the school:
- 4 % American Indian or Alaska Native
  - 0 % Asian
  - 7 % Black or African American
  - 78 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 8 % White
  - 3 % 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 2013 - 2014 year: 16%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	49
(4) Total number of students in the school as of October 1	303
(5) Total transferred students in row (3) divided by total students in row (4)	0.162
(6) Amount in row (5) multiplied by 100	16

7. English Language Learners (ELL) in the school: 12 %  
38 Total number ELL  
 Number of non-English languages represented: 8  
 Specify non-English languages: Spanish, Somali, Kirundi, Arabic, Maay, African May, Swahili, and Dinka
8. Students eligible for free/reduced-priced meals: 77 %  
 Total number students who qualify: 234

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 77 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 15 %  
45 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.

- |                                |  |
|--------------------------------|--|
| <u>23</u> Autism               | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>22</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>18</u> Speech or Language Impairment        |
| <u>0</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>0</u> 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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	14
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., 22:1 271:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	94%	93%	93%	93%	93%
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 2014

<b>Post-Secondary Status</b>	
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

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

15. Please summarize your school mission in 25 words or less: We nurture the whole child, guide, and empower one another toward individual excellence. As responsible and peaceful citizens of the world, we honor our cosmic task.

## **PART III – SUMMARY**

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Centrally located in Tucson, Arizona, Drachman Montessori Magnet School is set in the Barrio Viejo, which in Spanish means "old neighborhood." This area is an important part of the city's rich history and reflects many experiences of life here in Arizona. Since becoming home to a culturally diverse community made of families from America, Europe, Africa, and Asia, the Barrio has also been called "Barrio Libre (Free)." Our student body is made up of Anglo, Hispanic, African American, Native American, Asian, and mixed-race students. This great diversity has decreased racial and socioeconomic isolation as our enrolled population truly reflects the diversity of our District and the city of Tucson. Within the school, these diverse cultural and ethnic backgrounds greatly enhance Drachman Montessori Magnet's community, reinforcing Montessori's goal of creating responsible and peaceful citizens with a global awareness.

Once an early childhood school, Drachman housed Kindergarten through 3rd grade. When Drachman began to face dwindling enrollment numbers, the staff set out to save the school from closure. In 1999, Drachman chose Montessori as the method that would save the school and draw an extended community to the campus. In 2000, Drachman added its first Montessori strand and continued adding one each year until 2006 when the school went full Montessori, expanding its grade levels to Kindergarten through 5th grade. Implementing the Montessori philosophy, Drachman teachers and staff began to "follow the child," supporting the elimination of racial and socioeconomic disparities in student achievement. Opportunities for growth became received by all students on a daily basis within the classroom as they participated in small group lessons and worked independently on their individual work plans tailored to fit their needs.

This transition and Montessori practices have developed Drachman Montessori Magnet School's successful and sustainable program producing high student achievement. During the 2013-2014 school year, Drachman Montessori Magnet students' scores on the Arizona Instrument for Measuring Standards (AIMS) rose significantly and Drachman Montessori Magnet School went from a "C" to an "A" school according to the Arizona Department of Education.

Drachman Montessori Magnet School accepts students through our District's neighborhood assignments, open-enrollment, and by magnet application. In an effort to maximize student diversity Drachman Montessori Magnet School recruits students from all over our city through our participation in citywide events, hosting a number of our own informational sessions, maintaining our community partnerships, and working to establish new partnerships with community organizations. Drachman Montessori Magnet School's doors are proudly open to any student within the city of Tucson and surrounding suburbs of Marana, Vail, and Sahuarita.

Drachman's Montessori focus encourages an educational model where academic presentations are given with an overall "big picture" approach. For children who are approaching, or newly reaching, complex thinking and logical skills, this approach makes information fit easily into the students' understanding.

Our vision statement, "Drachman Montessori's community nurtures the whole child. Together we guide and empower one another toward individual excellence. As responsible and peaceful citizens of the world, we honor our cosmic task," explains the overall goal of the work done at Drachman Montessori Magnet School. Teachers, staff, and community members are guided by Dr. Montessori's belief that in order for students to reach their fullest potential, the "whole child" must be nurtured. This means it is necessary to give attention to the reader, mathematician, athlete, artist, and musician in each child. Drachman Montessori Magnet School's teachers and staff honor each student's interest by designing specialized lessons, differentiating instruction and allowing the students choice throughout their day. The choice, or freedom, is guided by responsible direction built on a foundation of trust, established by a community of teachers, staff, and community members fulfilling their own "cosmic task," to teach our students peace, responsibility and of course, academics.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Drachman uses Montessori curricular materials from the North American Montessori Center (NAMC) in our classrooms. Our teachers receive Montessori training to follow the curriculum through instruction provided by the school's principal/director (AMS trained) and formal AMS Montessori training from Khalsa Montessori. In addition, as a public school in Arizona, we are required to follow the Arizona's College and Career Ready Standards for all academic areas.

In describing the Arizona's College and Career Ready Standards, the Arizona Department of Education states, "State standards help ensure that every Arizona child has a set of benchmarks that they must meet as they advance through elementary, middle and high school with the expectation that as an adult they will be ready for college or a career of their choice." At Drachman, we align our instruction and Montessori instructional Scope and Sequence to ensure that we use our Montessori training albums in a manner that provides fidelity to the requirements of the state standards and the Montessori curriculum.

NAMC Descriptions of Montessori Curriculum Albums that are Used at Drachman

#### Montessori Great Lessons

"The Five Great Lessons are detailed in a series of stories and lessons that are designed to provide an understanding of the history of the universe with a focus on humankind's place in that continuing story. The Lessons are divided into five unique parts: A. The Story of the Universe; B. Life Comes to Earth; C. The Coming of Humans; D. The Story of Writing (or Language); E. The Story of Numbers (Mathematics). Cosmic education in the Montessori curriculum sets the stage to develop more caring and peaceful citizens. Throughout all subjects, the Montessori teacher has the opportunity to instill in her students a sense of being connected to all things in the universe. This cosmic view, especially the view that the Earth must be respected and preserved, leads humankind in our search for meaning and purpose. The answer is the cosmic task - to help our children become adults who strive to achieve a peaceful coexistence in a sustainable environment.

As the Montessori teacher sets the framework for the understanding that all living creatures are important and interconnected, the next step is to encourage in each child the skill and ability to become the peacemaker. The Cosmic Education and Peace curriculum provides helpful lessons to guide the educator through this ongoing endeavor."

#### Language Arts

"Our Language Arts program builds on the foundation laid in preschool, which sets the stage for the children to master tasks such as: Reading, Writing, Spelling, Dictionary Skills, Poetry, Novel Studies, Penmanship & Handwriting, Parts of Speech and the Junior Great Books. Each skill builds on another and forms a solid base, which leads to ease of integration with other subjects. Writing a research project on whales or explaining how a math equation is worked out is easily achieved as a result."

#### Mathematics

"All activities incorporate the use of concrete materials at the kindergarten level. Children first learn to count to ten, and systematically progress to solving complex addition, subtraction, multiplication and division questions. In grades 1st - 3rd, the four operations are taught in detail building on skills learned in preschool. A fair portion of the curriculum is devoted to Geometry and related lessons including use of the Geometry Cabinet, Constructive Triangles, sticks and nomenclatures and multiplication and division. Rounding it off is the introduction to fractions and factors & multiples. In grades 4th - 6th, Montessori math continues with the hands-on approach, moving further into critical thinking and problem-solving skills, covering everything from the decimal system to graphs, statistics, practical applications, pre-algebra, and geometry."

The beauty of the Montessori Method is that Montessori classrooms allow for intervention and academic acceleration to coexist in a single classroom. As a result, traditional practices of sending children for pull out intervention, and pull out academic acceleration, are unnecessary losses of learning times through the required transitions. In Montessori, individualized academic plans in combination with multiage learning environments allow for teachers to provide developmentally appropriate lessons for all simultaneously. For example, in our 1st – 3rd Montessori Classrooms, lessons can be observed that driven by the needs of children and not unnecessary barriers (i.e. a Multiplication math lesson, happening in April, including children in grades 1st, 2nd, and 3rd graders in a small group). In this group, the 1st grader would be receiving content instruction beyond her/his typical “first grade standards”, the 2nd grader would be receiving content at or just beyond her/his typical “second grade standards,” and the 3rd grader would be receiving instruction at a point lower than the typical “third grade standards”. This would happen at once and seamlessly without judgment or competition for the benefit of each child and ultimately, the world.

## **2. Other Curriculum Areas:**

At Drachman Montessori we offer a wide variety of other curriculum areas.

Our Music program is offered to all our students, Kindergarten – 6th grade. The Kinder -3rd grade students receive instruction on violin and general music, once a week for 45 minutes. Kindergarten students start off the year on a cardboard “box” violin where they learn how to hold, stand, and take care of their instrument. As they continue in their music careers they learning on real violins. In 1st, 2nd, and 3rd grade they learn the basics and fundamentals of violin and music. They are introduced to the different instrument families, comprehending and reading music, singing, audience manners, and performance manners. Students also participate in concerts where they preform simple patterns and songs on the violin. Our 4th – 6th grade students who wish to continue music are offered Orchestra classes. Orchestra meets twice a week and is split up into 3 groups, beginning, intermediate, and advanced. They continue to expand their note reading ability and build a large repertoire of music. In addition to orchestra, Mariachi is also offered to the 4th-6th graders. They are split into beginning and advanced, who meet after school on 2 separate days and a 3rd day where the whole group works on vocals. The Orchestra and Mariachi also participate in performances throughout the year.

Our Ecology program consist of multiple projects that all students participate in. We have a water harvesting and composting system in which the children help maintain. Our large water cistern collects storm water which contributes to the majority of our ecology projects. Our composting system consists of our students taking their left over food from the cafeteria and placing it into our composting bins for decomposition. We then use that soil in our Food Production Garden. Drachman has a beautiful garden that is maintained by students, staff and families. We have had multiple Garden Work Days where the students, staff and families come together to help beautify and harvest such produce as eggplant, lettuce, tomatoes, and radishes. We also have our Aquaponics gardening system. This system requires only 20% of the water that a typical ground garden needs. In this garden the students have harvested such items as kale, mint, and basil. Another project that our students are involved in is our Chicken Coop. They help maintain the coop by feeding and supplying the chickens with water as needed. They also collect eggs which are sold along with our produce at our school framers market.

Our Spanish program was implemented this school year 2014-2015. It is offered to all students, K-6th grade, once a week. By implementing a second language we are able to enrich many students and their families with a different culture. Students acquire knowledge of different cultural events such as Dia De Los Muertos, Cinco De Mayo and were exposed to a Matachines presentation. Knowing a second language has been benefits many students socially. Being able to interact with other students who speak a different language can be very helpful and comforting in a school surrounding as well as in the community. By our students being able to speak a second language and have an understanding of a different culture they will have many opportunities in the future.

In addition to these programs we also offer a variety of after school classes. In Art History students research an artist and their work and create their own interpretation of that style. Students participate in Folklorico, Dance, and Zumba where they learn different strategies for stretching, exercising, and choreography to

perform. In our Nutrition and Cooking classes students learn multiple facts on food groups and are taught how to prepare simple dishes. We also have our championship sports teams where all students are welcomed to participate in. All sports are coached by our principal with support and help from staff.

### **3. Instructional Methods and Interventions:**

#### Simultaneous Tier 1 – Tier 3 Instruction/Intervention/Academic Acceleration

The beauty of the Montessori Method is that Montessori classrooms allow for intervention and academic acceleration to coexist in a single classroom. As a result, traditional practices of sending children for pull out intervention, and pull out academic acceleration, are unnecessary losses of learning times through the required transitions. In Montessori, individualized academic plans in combination with multiage learning environments allow for teachers to provide developmentally appropriate lessons for all simultaneously. For example, in our 1st – 3rd Montessori Classrooms, lessons can be observed that driven by the needs of children and not unnecessary barriers (i.e. a Multiplication math lesson, happening in April, including children in grades 1st, 2nd, and 3rd graders in a small group). In this group, the 1st grader would be receiving content instruction beyond her/his typical “first grade standards”, the 2nd grader would be receiving content at or just beyond her/his typical “second grade standards,” and the 3rd grader would be receiving instruction at a point lower than the typical “third grader standards”. This would happen at once and seamlessly without judgment or competition for the benefit of each child and ultimately, the world.

In addition, the “Walk to Math Spring 2015 Program” was designed to run from 01/26/15 until 04/20/15 which includes:

- A 45 minute math intervention time four days a week in the afternoons for grades 3rd – 6th.
- Students from our multiage classrooms will be grouped by their individual grade levels and math ability levels in group sizes of 8-12 students to receive targeted math instruction during this time.
- 12 certified staff members will teach in the program and form their groups from a total of approximately 90 students.
- Specific standards will be focused on each week of the program and students will receive a formative ATI assessment at the end of each week that will inform further practice during the students’ regular work days and during future weeks of the Walk to Math Program.

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

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### **1. Assessment Results Narrative Summary:**

Drachman Montessori Magnet adopted the Montessori philosophy school-wide during the 2006-2007 school year. One of the fundamental philosophies of the Montessori approach is to “follow the child at her/his own pace of learning.” As a result, there was an overextended amount of student choice and instructional patience implemented from 2006 – 2010. A few of Maria Montessori’s quotes that explain this philosophy are listed below:

"She (the directress) understands and believes that the children must be free to choose their own occupations just as they must never be interrupted in their spontaneous activities."

- The Absorbent Mind : Clio Montessori Press, 1994: p240, "We must give the child relaxation from the continuous direction of adults. So we give them the right environment, relaxation and freedom from orders."
- The Child, Society and the World :: Clio Press, 1998: p. 78

Since the 2010-2011 school year, Drachman increasingly implemented “controlled choices” for each child based on their individual developmental levels. Children who were not meeting or exceeding academic standards had their academic experiences planned and accelerated to ensure that they were working toward reaching standards.

Additional root causes for Drachman’s underperformance and placement in school improvement included that the school did not implement a structured reading block, or specific scientifically based reading intervention for children not meeting standards, because such instructional methods were not deemed to be appropriate to follow in a Montessori based school by the leadership of TUSD from 2008-2010. In addition, the minutes of specific math instruction provided to each child on a daily basis were not regulated or prescribed because that was also deemed to be in contradiction to authentic Montessori practice by the aforementioned leadership.

Over the past five years, Drachman has found the appropriate structures for a successful Montessori program in an urban public school. Our alignment of the Montessori curriculum with state standards that are tested has been at the foundation of our success. We went from having the lowest math scores in our district five years ago to having the highest in the district at this point in time.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

At Drachman, 2nd – 6th Grade Students take Assessment Technology Incorporated benchmark assessments three times a year. The Dynamic Indicators of Basic Early Literacy Skills reading screener is also administered to children in grades K-3rd three times a year, and for students who perform below reading standards in grades 4th and 5th. The benchmark assessments are administered in the same manner as Stanford 10/AIMS/AZMerit tests in regards to student groupings, facilitating accommodations for children in need, and setting up a specific time frame for the assessments.

We make it a priority to share the results of the assessments soon after the data is available. The data is shared with staff, students, and parents within five school days once it is available. Annually, we conference with all parents and guardians by the end of September and assessment data from the end of the previous year and initial data from the current year is presented.

The Assessment Technology Incorporated system also allows teachers to create formative assessments in math and reading. An example of Drachman responding to assessment data with a plan of action can be seen in the Walk to Math program we have developed recently based on data from the December 2014 benchmark assessment. Teachers were provided with a substitute for a day to work with the principal to analyze the ATI Math data to find specific standards that they needed to emphasize in their instruction that showed weak student performance in the fall semester, and they reviewed the TUSD Scope and Sequence of

Math Standards for the spring semester. As a result, the lesson planning and instruction for the spring semester will address what needed to be focused on again and what the standards are in relation to the spring TUSD Scope and Sequence. In addition, the “Walk to Math Spring 2015 Program” which was previously mentioned.

## Part VI School Support

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### 1. School Climate/Culture

At Drachman, the intrapersonal connections and our shared movement towards our cosmic task constitutes our motivation and recognition system. That is the essence of a Montessori school with at positive school climate and culture and that is what we have at Drachman. It can also be seen in the words of our academic pride song that is shared with the students at assemblies and before assessments on the intercom system that reads as follows:

Drachman Soar! Dragons Roar!  
(Drachman's Academic Pride Song)  
Written By: Jesús Celaya

Drachman Soar! Dragons Roar!  
We live our life strong.  
Dream this...sing this  
academic pride song.

Set your sights on  
what we learn in class,  
our timelines are primetime  
and cosmic's our tasks.

With skills unsurpassed  
we think with swift speed.  
Our passion's for math n'  
with passion we read.

We believe to succeed  
to proceed together.  
True and tried you and I  
unified forever.

We know no never.  
We live life with no doubts.  
Our smarts start sparks  
that ignite, not blow out.

Our insights show routes  
for thoughts to live correct.  
Our minds define  
intensive intellect.

Confidence in effect  
makes our points profound.  
Our writing's exciting  
and fundamentally sound.

We're champions all around  
Four score for more.  
With pride within our eyes  
Flyin' high our roars soar!

Above all, we believe in intrinsic motivation in our Montessori classrooms. As described on the

International Montessori School website, “An intrinsically motivated student likes to work at school, contribute to lessons and discussions and collaborates with others. At the Montessori school and in the IB sections, we work on the development of intrinsic motivation. This reaches much further than extrinsic motivation, since the latter is very short lived and the child does not feel responsible for the outcome. Intrinsic motivation goes hand in hand with responsibility for self and others. It leads to life long learning and success in one’s career.”

At Drachman, staff has a close relationship. When new individuals are hired, they are welcomed to the “Drachman Family” that is a collection of certified staff who have an average of 7 years working at Drachman. There is very little teacher turnover, and this is a challenge in a state such as Arizona that funds public education at low levels traditionally. Over the past five years, more than 95% of teachers surveyed at Drachman indicate that they are satisfied with how they are respected and honored with their employment at Drachman. We are a true community of life-long learners and we follow our vision well.

## **2. Engaging Families and Community**

In the Drachman school community families are considered partners in their children’s education. Working together, school staff, families and the greater community to plan, construct and evaluate how to engage families we believe that we can help our students to achieve their greatest potential. This partnership will promote the importance of daily attendance, good grades and a positive feeling about being at school so that our children are prepared to go on to middle school and high school creating a college culture. Our policy outlines the ways that we will establish a strong partnership to help students succeed as we build a cohesive collaboration:

- Every year Drachman school will offer a meeting for families to give input about the Title I budget. This will be done twice once in the spring, again in the fall and a written record will be available for those unable to attend.

- Drachman school will offer a variety of meeting times making information available to all parents. Parents will be notified of meetings at least one week in advance, and childcare will be provided. Meeting sponsored by the school will request parental input, ideas and decisions concerning parental involvement activities and their child’s educational program. Information will also be made available through the Drachman school web site and the school will work towards creating a listserv for families using the internet.

- Drachman school will use a student, teacher parent compact describing the responsibilities of each for high student academic achievement. This compact will be reviewed annually for its effectiveness
- Drachman school will annually review this parent involvement policy to ensure that the components described within are occurring and are adjusted to support student success.
- Drachman school will offer parents the following 6 ways to be involved in the Drachman community:

1. Parenting-a survey will be used to find out the most convenient days, times and locations for parents to meet. Considerations for childcare and interpretation will also be taken into account. Parents may request workshops about child development, discipline or other areas of interest.

2. Communication-the school will make information available to families in a variety of formats including postings on campus in highly visible areas, electronic format in addition to announcements sent home with students. Additionally parents will be asked to communicate with the school and staff to work together through newsletters, phone calls, email and surveys.

3. Volunteering-families have the opportunity to serve in a volunteer capacity both on and off campus. The following ways are available for families to participate:

- Working in the classroom or library helping by listening to children read
- Attending student performances
- Participating in the Parent-Teacher Association (PTA)
- Being a member of the school council
- Helping raise tax credit money
- School beautification
- Helping with after school programs
- Monitoring the safety on campus
- Seeking donations that will provide incentives for improving student attendance or reading goals
- Creating a school culture that promotes parental involvement

4. Learning at home-families may request workshops about the school program or specific areas of interest such as AIMS information, parental access page, Arizona State Standards or other topics of interest.

5. Decision making-families will have the opportunity to help the school make decisions through the school council, PTA and participation in the annual Title I budget meeting.

6. Collaborating with the community-families will be able to request information about services, resources, activities in the community including summer programs for students.

7. Student Attendance-families can help by sending their children to school on time every day. Students who are excessively absent miss valuable classroom time, and when students enter their classroom late it disrupts the class routine and the educational environment. TUSD administrative regulations number 5110-B Attendance states: The minimum attendance standard is 85% of the total number of days the student is enrolled in the Tucson Unified School District. A student's promotion to the next grade at the end of the year is at risk if absences exceed 15% of the school year. A tardy is considered an absence of one sixth of the school day. In addition, if your child is a Magnet or Open Enrolled student, your child's placement at Drachman may become in jeopardy if attendance concerns continue (if your child totals 10 or more absences and/or 15 or more tardies by the end of the year), and your child's enrollment at Drachman may end as a result.

This policy was created by Drachman school staff and parents together. It also was reviewed by all staff and families in addition to the school council. Information will be made available in the languages of the Drachman families.

### **3. Professional Development**

According to Maria Montessori, "The secret of good teaching is to regard the child's intelligence as a fertile field in which seeds may be sown, to grow under the heat of a flaming imagination."

At Drachman, the principal and curriculum facilitator attend District-Led professional development sessions on the Curriculum Roll-Out of the Arizona College and Career Readiness State Standards. Together, they plan and implement professional development sessions with the staff. Feedback will be collected from the sessions and it will be used to strengthen professional development overall. Professional development that examine data take place monthly. Performance on specific standards by specific students will be analyzed and acted upon during these sessions. Data Charts that are color coded based on the FAME (Falling Far Below, Approaching, Meets, and Exceeds standards) scale and that include student performance on up to seven previous Math and Reading assessments will be constructed by the Principal and distributed to all classroom and resource staff for professional development use.

Teachers also work in their Professional Learning Communities with grade level team members on a weekly basis for 85 minutes outside of their weekly professional development school-wide sessions while on their contract time. During their PLC sessions, at least Bi-Monthly, they will discuss plans and data

related to the ELA implementation in their classrooms.

We are also fortunate to have Magnet funds to send teachers to formal Montessori training to obtain their Montessori credentials for teaching in Tucson at the Khalsa Montessori Teacher Training organization. We send 1-3 teachers to the training annually so that they can accomplish the following goals according to the training organization, The components of this course include:

The Academic phase (350 hours comprising 329 hours of scheduled classes for lectures and materials demonstrations plus 21 hours of observations) includes lectures on Montessori Principles and Philosophy, Child Development, Class Leadership, Curriculum Design, demonstrations of Montessori materials and preparation of material albums. The Practicum phase (1080 hours of paid or volunteer internship in a 6-9 classroom of a Montessori school) is a practice teaching experience which includes observations, assignments and evaluations by the supervising teacher and the Practicum supervisor. The Final Evaluation includes 7 hours of Oral and Written examinations. Graduates of the Elementary 1 Course will receive an "Elementary 1" Montessori Teaching Credential.

Our ultimate goal is to become an accredited Montessori school with 100% of staff teaching with Montessori Credentials.

#### **4. School Leadership**

Over the past two years, Drachman has been able to retain 100% of its Highly Qualified Teachers except for staff who have retired (with the exception of one teacher who left Drachman because she had expected it to become a K-7 school this year and a K-8 next year in which her own son would attend...since that was not granted, she and her two Drachman students left for this school year). We were awarded four grants this year (Target Corporation, EEF, & Green Apple Days of Service). We had high levels of volunteer service as well (as documented by Community Representatives). Positive SQS results related to this area are as follows:

- 2014 Staff SQS Response to "Operating as a professional learning community helps to improve instruction at this school" shows that 2.2% of the staff disagree.
- 2014 Staff SQS Response to "The general climate for diversity at my school is welcoming" shows that 2% of the staff disagree.
- 2014 Staff SQS Response to "My professional growth is valued, supported and encouraged as part of my job" shows that 6.4% of the staff disagree.
- 2014 Staff SQS Response to "Overall, I am very satisfied with my school" shows that 4.2% of the staff disagree.
- 2014 Staff SQS Response to "I'm very satisfied with my current position in TUSD" shows that 4.2% of the staff disagree.

Drachman's Leadership Team (Which includes the Magnet Team, School Council, and PTA) meets monthly to author and review the school's Continuous Improvement Plan (CIP), assess the CIP, and develop ways to share successes with the CIP. Specific members of the team are responsible for representing and informing specific stakeholders. This is measured by SQS responses. The team, as well as the principal, communicates its actions, in alignment with CIP goals, during meetings, through hard copies of newsletters, and on Drachman's Email Listserv. The CIP will be a living document that is valued and acted upon by the staff with pride.

On a daily basis, the principal examines individualized staff data to know how to better support and respond to the needs of staff. He does not make staff wait more than 12 hours to get a response from him on any issue, and with most cases, he responds within 1-2 hours. He connects with staff on professionally personal levels to keep them motivated and continually willing to contribute to Drachman's Mission and Vision.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Arizona Instrument to Measure Standards</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standards and above	27	30	36	30	30
Exceeds Standards	6	7	10	8	7
Number of students tested	32	44	44	39	65
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	100				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standards and above	25	20	27	19	17
Exceeds Standards	5	5	3	6	4
Number of students tested	28	32	34	25	41
<b>5. African- American Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standards and above					
Exceeds Standards					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Arizona Instrument to Measure Standards</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standards and above	30	23	19	25	7
Exceeds Standards	9	6	4	5	1
Number of students tested	35	43	41	48	50
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	100				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standards and above	19	19	13	12	5
Exceeds Standards	5	3	4	2	0
Number of students tested	23	35	28	28	41
<b>5. African- American Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Arizona Instrument to Measure Standards</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standards and above	23	21	19	16	11
Exceeds Standards	6	5	4	2	0
Number of students tested	41	40	49	45	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standards and above	25	16	11	14	10
Exceeds Standards	4	4	1	2	0
Number of students tested	31	26	30	40	34
<b>5. African- American Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Arizona Instrument to Measure Standards</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standards and above	23	10	16	13	1
Exceeds Standards	8	2	8	4	0
Number of students tested	25	28	32	31	17
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standards and above	15	7	15	12	0
Exceeds Standards	8	2	7	3	0
Number of students tested	17	18	29	24	12
<b>5. African- American Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Arizona Instrument to Measure Standards</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standards and above	30	31	37	34	38
Exceeds Standards	5	2	5	0	6
Number of students tested	32	44	45	39	65
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	100				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standards and above	23	21	28	23	23
Exceeds Standards	4	1	2	0	3
Number of students tested	28	32	35	25	41
<b>5. African- American Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Arizona Instrument to Measure Standards</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standards and above	23	30	28	29	23
Exceeds Standards	0	4	1	4	1
Number of students tested	32	43	41	48	50
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	100				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standards and above	15	23	21	16	18
Exceeds Standards	0	3	0	1	0
Number of students tested	23	35	28	28	41
<b>5. African- American Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Arizona Instrument to Measure Standards</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standards and above	33	27	31	28	24
Exceeds Standards	6	0	5	2	0
Number of students tested	41	40	49	45	45
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standards and above	25	19	18	25	18
Exceeds Standards	4	0	2	2	0
Number of students tested	31	26	30	40	34
<b>5. African- American Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Arizona Instrument to Measure Standards</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standards and above	24	20	24	20	9
Exceeds Standards	5	0	5	1	0
Number of students tested	25	28	32	31	17
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standards and above	16	13	21	16	6
Exceeds Standards	5	0	4	1	0
Number of students tested	17	18	27	24	12
<b>5. African- American Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

**NOTES:**