

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Jennifer Kazmar

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

Official School Name Vistancia Elementary School

(As it should appear in the official records)

School Mailing Address 30009 N. Sunrise Point

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

City Peoria State AZ Zip Code+4 (9 digits total) 85383-7873

County Maricopa State School Code Number* 070211130

Telephone 623-773-6500 Fax 623-773-6507

Web site/URL _____

https://schools.peoriaud.k12.az.us/sites/vistancia/Pages/Default.aspx E-mail jekazmar@peoriaud.k12.az.us

Facebook Page

Twitter Handle hool https://www.facebook.com/VistanciaElementarySc 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. Denton Santarelli

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

E-mail: DSantare@peoriaud.k12.az.us

Other)

District Name Peoria Unified School District Tel. 623-486-6000

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 Mr. Matthew Bullock

(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 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

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):
- 34 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 8 High schools
 - 0 K-12 schools
- 42 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. 7 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	36	24	60
K	58	43	101
1	52	39	91
2	53	56	109
3	49	47	96
4	54	41	95
5	47	51	98
6	65	49	114
7	62	60	122
8	52	58	110
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	528	468	996

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 2 % Black or African American
 - 13 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 78 % White
 - 4 % 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: 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 <i>to</i> the school after October 1, 2013 until the end of the school year	33
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	42
(3) Total of all transferred students [sum of rows (1) and (2)]	75
(4) Total number of students in the school as of October 1	996
(5) Total transferred students in row (3) divided by total students in row (4)	0.075
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 1 %
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Thai
8. Students eligible for free/reduced-priced meals: 10 %
 Total number students who qualify: 94

Information for Public Schools Only - Data Provided by the State

The state has reported that 10 % 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: 11 %
115 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>3</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>9</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>29</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>55</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>14</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:

	Number of Staff
Administrators	3
Classroom teachers	39
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 26:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	95%	96%	96%	95%
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

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

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

15. Please summarize your school mission in 25 words or less: Our mission is to provide each student with an excellent education, including academic, life, and social skills necessary to become a productive and responsible citizen.

PART III – SUMMARY

Located in the far northwest section of the Peoria Unified School District #11 within the city of Peoria, Arizona, Vistancia Elementary School is a large pre-K through eighth grade elementary school with a current enrollment of 996. It is in a master-planned community that was designed to provide a unique environment for residents who choose to be highly involved with their school and have high expectations for their children.

We are proud of our school traditions, and we commemorated our five-year anniversary with a tile collage, created by teachers, parents, and students, proudly displayed on a main wall as you enter the school. This year marks our first eighth grade promotion for students who started here in their kindergarten year. We have many events which take place outside of school hours and promote community fellowship and involvement, including our Back-to-School Ice Cream Social and our fall festival hosted by our Parent Teacher Organization (PTO), as well as Arts in the Park, where our art students to display their creations and our choir, bands, and steel drum group perform. A special point of pride is our annual Veteran's Day celebration, where we host a breakfast for community veterans and hold a ceremony to recognize those who have given of themselves in defense of our country. In addition, we are honored to be able to display Vistancia Teacher, Jody Beltram's, personal collection of badges, medals, uniforms, and other military memorabilia.

Vistancia's primary focus has always been continuous school improvement, consisting of integration of Arizona College Career Ready Standards (AZCCRS) as well as the opportunity for cross curricular/cross team collaboration. We analyze data to determine which students need support on separate curriculum strands and concepts, thus providing small group and individualized support. We are constantly searching for and finding ways to better meet the needs of our students on every level of the learning spectrum. Our State Assessment scores are a testament to that determination and have generally shown consistent improvement every year. Last year, we had one of the highest growth averages in our district of thirty-four elementary schools in reading, math, and language arts. We target student learning, data-driven decision making, community connectedness, and capacity development. Supporting the targets, we focus on student goal-setting, differentiated instruction, Response to Intervention (RTI) strategies, and Thinking Maps/Write from the Beginning utilization. Additionally, we improve technology when possible, such as the iPad lab we added during the 2012-2013 school year to support our teaching and learning objectives, resulting in successful integration of technology throughout our curriculum and school.

In 2011 we added our High Educational Achievement Track (HEAT) program, which provides an extra challenge for our high-performing and gifted students in the core subjects of reading, writing, and math, and currently has an enrollment of over 200. Students who have gifted-level scores are automatically invited to participate in this program. The remaining students admitted to the program are evaluated via our rubric, which consists of state and district assessments, grade level assessments, and classroom performance.

In addition to academic growth, Vistancia provides students the opportunity to develop socially and emotionally within a multi-tiered system of social, emotional, and behavioral services. Classroom and school rules along with expectations are posted throughout the campus as reminders of appropriate behaviors and social interactions. Each classroom has a behavior management system designed to reward class-wide positive behaviors. Vistancia also provides small-group opportunities for students who need more intensive instruction to develop socially and emotionally. Small-group behavior and social skill instruction includes teaching, modeling, and role playing emotional regulation strategies, social interactions, and a number of other appropriate behaviors. Counseling and individualized behavior plans and strategies are also available for students who are in need of these services.

We encourage cultural awareness at Vistancia utilizing structured activities in the classroom that highlight diversity, and each grade level embeds diversity within their curriculum. For example, second graders study nine countries during their week-long "cruise around the world," and sixth-grade students explore cultural diversity during their "Greek Week." In addition, our Rosetta Stone partnership, in effect since 2010, is

opening new cultural doors for our students through language. We also offer a Sign Language Club to encourage our children to embrace diversity.

Our physical education department utilizes a research-based program that integrates their lessons to support increased student academic achievement. Our well-balanced program challenges students to set goals and offers diversified activities, providing students with the opportunity to develop an acceptable level of fitness, a broad spectrum of physical skills, and the knowledge necessary to use these skills to maintain fitness for a lifetime of active participation. Each year, third and fourth-graders eagerly anticipate the cross-curricular Academic Olympics, which integrates core subject areas and physical education. During “Olympics Week”, each morning students receive questions to facilitate their status for the afternoon games, competing for medals in many different events.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Core curriculum is developed utilizing Curriculum Frameworks (CFs) which include the following components: big ideas, essential questions, priority standards, supporting standards, learning targets, criteria for success, instructional strategies/suggestions, suggested texts, resources, and assessments. Pacing guides are also utilized along with Districtwide CFs to delineate a reasonable amount of time for in-depth teaching and assessment. With common curriculum frameworks across the district, students are able to maintain consistency in learning the subject matter. These frameworks are built around the Arizona College and Career Readiness Standards (AZCCRS).

Vistancia employs weekly grade level planning to create authentic lesson plans aligned to district curriculum standards and district exit outcomes. During these planning meetings, student engagement, cross-curriculum planning, and data analysis are utilized to ensure vertical alignment between grade levels; and we implement an instructional tiered model to differentiate support for students, which is achieved with well-planned, targeted lessons. Task analysis of standards and curriculum are completed to determine quality, focused initial instruction that includes instructional strategies that engage students in vigorous learning.

Pre-assessments are utilized and provide focus for curriculum compacting; driving initial instruction for whole-group, small groups, and individuals. Formative assessments are utilized throughout instruction to differentiate levels of support and provide opportunities for re-teaching, enrichment, and intervention. Study Island is used throughout our grade levels in math, ELA, and science to provide support for instruction, intervention, extension, and assessment. Our HEAT program is offered to the top quartile of students in Math and ELA, and teachers are provided additional training to understand how best to strategically meet their needs.

Math skills are strengthened utilizing spiral review to provide distributive practice on an ongoing basis, math rotations that include independent fact practice, small group instruction, and partner work. Student learning groups are utilized to engage students in learning conversations regarding multiple strategies to solve problems. Accelerated Math spirals and increases depth of understanding, meeting the practice needs of students throughout the learning spectrum. Interactive math notebooks record a learning target and an example of how to solve a problem, and technology lessons such as Learnzillion.com are utilized to visually demonstrate lessons.

In ELA, primary grades utilize a Balanced Literacy program, permitting teacher focus on print concepts, phonological awareness, spelling, phonics, high-frequency word recognition, and fluency and comprehension. Students who continue to struggle are given intense small-group intervention if needed in reading concepts before advancing. Moving through the continuum, other grades are exposed to reading and writing different types of genres and are encouraged to interact with complex text when making their own choices in literature, providing differentiation. Students use interactive notebooks and reading experiences to master the common core standards in language, reading literature, and reading information. Book reports and group projects demonstrate specific skill sets of ELA standards incorporating presentation and speaking skills. Reading is connected to writing and we integrate writing across curricular areas utilizing Write From the Beginning, Step Up to Writing, and Thinking Maps.

Foundational skills in science are taught using discovery/inquiry methods. Scientific processes are explored through hands-on experiences where students learn to question, test, and explore ideas about the natural world. Vocabulary is developed through the use of interactive notebooks and learning conversations with peers. Students use various technologies to build, share, and revise models and conduct tests in order to gather and organize data into diagrams, charts, and graphs. In upper grades there is an emphasis on using strong evidence and reasoning to support claims made by students. We feel the best way to learn science is by doing science. The nature of science and STEM strategies play a large role in science instruction.

Social studies provides the foundation to teach our students to be effective citizens and ensure they understand social and political connections. Foundational skills are taught using timelines, outlines, and visual representations to understand events in history and promote current connections. Technology and field trips are also utilized to enhance foundation skills. We combine ELA skills to demonstrate knowledge of history through written work, patriotic speeches, and current events. Students research topics and create interactive projects about historical figures, ancient cultures, branches of government, and major historical events.

Our preschool program provides flexible programming in community and developmental preschool, meeting the needs of the whole child through the core curriculum areas of literacy, math, communication, and social/emotional to prepare them to enter kindergarten ready to learn. We use ongoing progress monitoring (Arizona Teaching Strategies GOLD) to guide planning, differentiation, and track performance and growth in the widely held expectations on preschool learning indicators, which assist with more effective placement in general and special education kindergarten. Studies show quality early childhood experiences increase high school graduation rates and college enrollment, which in turn reduce teen pregnancy, unemployment, crime and dependence on social services. We're proud to offer a Quality First 5-star rated program.

2. Other Curriculum Areas:

Several other curriculum area programs have been implemented as a result of our school improvement plan. We entered into a partnership with Rosetta Stone and created our World Language Club in 2012. The World Language Club is available for all students Kindergarten through eighth grade and offers over 20 different languages through an internet based program facilitated by a certified teacher.

The Fine Arts program at Vistancia Elementary is the largest in the district. All students participate in Art beginning in kindergarten, and our general music program begins with full-day kindergarten classes and goes through the fourth grade. After that, the students in the fifth through eighth grade may choose to take Choir and/or Band as their music elective. In addition, we are proud to offer a Steel Drum program to grades four through eighth. Band, Choir and Art are available to our students during the school day as an elective; and the Steel Drum program meets before school 4 days a week, with a total of 140 students involved. The Arts department hosts our annual "Arts in the Park" event each April, and Steel Drum students perform at many public events throughout Arizona.

Music lessons are designed so that the student gets to experience the elements of music, accomplished through singing and the playing of traditional percussion instruments such as xylophones and rhythm sticks, and also non-traditional instruments such as water bottles and brooms as instruments. Additionally, lessons are aligned to skills the students are learning in their regular classroom, such as the incorporation of math skills to learning rhythms.

Physical education is offered beginning in kindergarten with exit outcomes of exhibiting personal wellness practices, solving problems independently and cooperatively, and demonstrating life management and social skills. The program ensures positive achievement, as well as the opportunity to develop an acceptable level of fitness, a broad spectrum of physical skills, and the knowledge necessary to use skills and maintain fitness for a lifetime of active participation. In addition, we offer co-curricular and extra-curricular activities such as physical education field days, Jump Rope for Heart, Turkey Trot Fun Run, Physical Activity Club, and Spirit Line. To expand upon our students' physical education, our competitive sports program includes boys' and girls' cross-country for grades three through eighth and boys' and girls' basketball and softball, girls' volleyball, and boys' flag football for grades seven and eight.

Vistancia is equally proud of our technology department. All grades utilize the computer lab in the library as part of their standard schedule. Other media resources include classroom-assigned iPods, our K-6 Computer Lab, iPad lab, and Technology Life Careers center (TLC) with computers and video taping capabilities. Scanners, classroom performance response systems, and a range of online resources for students and teachers are available within the school. Additionally, there are a multitude of educational websites available for student access to obtain information for research projects or skill development, including Study Island and Raz-Kids.

For students in our primary grades, technical skills including online research, typing, and word processing, are taught by their teachers in the computer lab. Grades fourth through sixth utilize Learning.com for computer based technology lessons encompassing academic support. Our junior high students reinforce these technical skills in the TLC lab, where they focus on the six Peoria Career Fields and the 16 National Career Clusters. These provide students the opportunity to explore the Career Fields and Clusters with classroom instruction and hands-on lab experiences related to specific careers. The program allows students to attain technical skills, life skills, and career exploration necessary for further education and the workplace.

In the classroom, we are fortunate to have document cameras, projectors, and Smart Boards in most classrooms. Additionally, Safari Montage is used to show short video clips to enhance instruction. Software resources include Microsoft Office for all, email for all staff and students in fifth grade and above, World Book Online, and various educational programs. Teachers have access to the internet, district website and board of education website via individual computers in their classrooms.

3. Instructional Methods and Interventions:

Teachers utilize multiple differentiation strategies and approaches to meet the diverse and individual needs of students. At the beginning of each school year, students are assessed using our district reading and math benchmarks and DIBELS based upon grade level. This data, along with the previous year's AIMS and Stanford-10 data, is used to determine need and appropriate instructional levels and intervention placement.

Additionally, students are assessed on our HEAT Rubric to determine eligibility for this program. The model promotes social development, stimulation of thought, and high academic achievement. It offers gifted strategies, differentiation, student choice, acceleration, curriculum compacting, and peer collaboration. The HEAT program creates passion, increases motivation and interest level, and expands productivity of students.

Classroom instructional approaches begin with reviewing the district curriculum frameworks and utilizing pre-assessment data to plan for task analysis of the standard to determine the focus for initial instruction. Teachers compose instructional units and lesson plans that include instructional strategies to engage students in rigorous learning, such as teacher-led writing conferences, differentiated spelling lists, self-paced Accelerated Math, and Study Island.

Grade level teams collaborate with the Response to Intervention (RTI) team to determine which students need extension or intervention. RTI guides instructional practice and student success in all curricular areas. Students having difficulty are identified as needing interventions and their progress is monitored. Teachers then provide targeted small-group instruction or one-on-one support. Students receive a mixture of “pull out” and “push in” support depending on units of study, grade level, student needs, and resources available. If students are not showing progress, they continue to move through the RTI tiers of more intensive support such as supplemental reading intervention services by our Reading Specialist.

ELL students are accommodated through an Individualized Language Learning Plan. Students with special education needs are instructed via an Individualized Education Plan (IEP), with additional support as needed, but remain exposed to the general education curriculum and are able to keep up with the rest of their class. Our resource classes follow grade-level curriculum, providing additional instructional support as required. Other accommodating services are provided as outlined on 504 plans, with students taught targeted skills and closely monitored for improvement.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Since its inception, Vistancia Elementary has maintained an “A” rating under the Arizona Department of Education’s A-F Accountability Labels. The last five years of state criterion-referenced tests show no significant gains or losses. Vistancia students perform overall at a very high level of proficiency on standardized tests. This past year, our overall proficiency scores were 94.6% in reading and 85.1% in math.

Math scores show minimal negative growth across the board in 2012-2013, attributed to an increase in the challenge and rigor on the test coupled with our practice of advancing excelling students beyond current grade level via our self-paced Accelerated Math program. We identified a gap in this area, and students now spend additional time reviewing current year standards while exploring future grade level concepts. Our reading scores reflect growth in 2013, with the exception of our fifth grade students. Due to the increased responsibility and pressure faced by students in their fifth grade year, historically there is a slight dip in test scores that is typically regained the following year.

In the 2013-2014 school year, three subgroups per grade level had 10 or more percentage point gaps between their scores compared with those of all students. These subgroups are Hispanic or Latino students, students receiving special education, and disadvantaged students. We closely review their data in PLCs to discuss current results from formative assessments to diagnose deficits and plan focused instruction. Special education teachers utilize a research-based math program called V-Math; and teachers receive ongoing training, coaching, support, and collaboration from special education teachers and curriculum coaches across the district. Our additional subgroups also receive tiered interventions and progress monitoring. Intervention supports, such as the Program to Accelerate Literacy (PAL), RTI, and Study Hall, as well as after school tutoring and Reading Zone are implemented depending on student need.

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

Data from standardized tests, including AIMS, SAT-10, DIBELS, and district benchmark assessments are utilized to qualitatively and quantitatively judge instruction and programs. Our administrators meet with district administrators and specialists to analyze data and then disaggregate via Professional Learning Community meetings with grade level teams. The teams of teachers and administrators monitor progress from individual teachers via teacher-developed assessments and the running records and grades for individual courses and information collected on Individualized Learning Plans in teachers’ data binders. Additionally, our RTI and Literacy teams collect data to analyze the effectiveness of instruction and programs.

Pre-assessments are utilized to differentiate, utilizing curriculum compacting to allow students with high scores to progress further with enrichment and extension activities to apply concepts to real-life activities while more effectively focusing on the specific needs of students not performing as well. Correspondingly, we follow formative and summative assessment data to make instructional decisions for the future. We disaggregate benchmark scores to increase the effectiveness and efficiency of instructional time for our students and allow real-time changes to our instructional focus.

Formative and summative assessment data is gathered through classroom work, district benchmark tests, and curriculum frameworks tests. Teachers frequently utilize Study Island assessment data and Accelerated Math data to improve instruction and student learning. This data informs our daily instructional decisions as we look at student achievement to help with the design and structure of our lesson plans; and it guides us to make decisions regarding student support, which may include additional teacher instruction, review of specific curriculum areas, or RTI team assessment.

Parents have real time access to grades on our Synergy Gradebook Parent View. Report cards are sent home quarterly, with mid progress reports also sent home in each quarter. Parent teacher conferences are held twice yearly to discuss student achievement, and our community is notified yearly of our school label.

Part VI School Support

1. School Climate/Culture

Vistancia fosters a friendly, enthusiastic atmosphere by recognizing the accomplishments of both students and staff. Each week the Silver Star Staff award, recognizing outstanding performance as identified by an individual's peers, is passed on to a new recipient by the winner the previous week. In addition, the Student of the Month presentation celebrates kindergarten through sixth grade students' behaviors and efforts; and junior high students receive Student of the Quarter rewards.

We understand part of becoming a responsible individual is taking responsibility for one's own learning and behavior. Each August, third through eighth-grade students receive an agenda and begin academic goal setting with input from teachers and parents. These tools teach self-management by tracking homework, upcoming tests, and goal progress.

To increase student engagement and deeper understanding, teachers use cooperative learning, learning conversations, technology, and kinesthetic methods and manipulatives. Accelerated Math, a self-paced, technology-based math program that spirals concepts throughout the year, enables students to review challenging concepts or move ahead of their grade level. Math Jeopardy is a math review highlight which keeps students actively engaged.

We encourage sustainable and caring relationships by promoting individual ownership of students' accomplishments and responsibility for their actions and teaching respect for others. Through character cards in third through eighth-grades and a color-scale rating for behavior in kindergarten through second grade, we help teach students acceptable behavior as a responsible citizen. Our National Junior Honors Society and Student Council members are leaders among the campus, organizing events, community service projects, and supporting their peers as needed through practices like after school tutoring.

We further encourage student relationships through the Buddy Reader program, pairing higher grade student volunteers with lower grade students to encourage and improve reading. Additionally, fifth grade students partner with second grade buddies, providing assistance with reading and other projects. Vistancia embraces a participative approach to learning. PAL Teacher Karolyn Corey says, "Vistancia works to boost student achievement through ongoing collaboration with teachers and staff, goal setting activities, and a myriad of student activities designed to teach a variety of learners."

We are fortunate to have a full time service dog that has been used to motivate students to achieve their academic goals and support students with social or emotional needs through behavioral de-escalation, encouragement of appropriate self-regulation, and support of social skills.

2. Engaging Families and Community

Our greatest success in working with our families and community has come from looking at relationships as partnerships that require nurturing and communication. We believe it is our responsibility to ensure two-way communication and involve families in decision-making; and we invite our community members into our school to work with our children through programs and volunteer hours, strengthening this sense of partnership.

Recognizing the critical part volunteers play in our students' educational experience, Vistancia works hard to recruit these individuals. Along with the PTO recruitment efforts, teachers request parent volunteers at curriculum night and send home volunteer information with students. Our administration continues these efforts by distributing volunteer information via parent newsletters and the aforementioned Vistancia and community e-blasts. Vistancia volunteers range from parents and grandparents of both current and former students to retired district teachers to retirees in our community.

One of the school's greatest successes has been embracing the influence and financial power of the PTO. The administration's consistent presence at meetings and open door invitation for parents to provide input and feedback has created a strong partnership for the sole purpose of giving our students the best educational experience. Together we are impacting every part of the school site: landscape improvements, shade structures, iPad lab, bulletin boards, classroom curriculum grants, PE equipment, library books, and annual family events. All are coordinated projects selected to continually enrich the education of our students.

Another successful strategy has been our outreach program, where we regularly reach out to local businesses and government agencies to provide supplemental educational activities. Our Green Team, started by one of our students to encourage recycling efforts on campus, now works in conjunction with the City of Peoria. Arizona Game and Fish sends presenters to classrooms, and the Maricopa County Asthma Coalition provided the flags we hang on campus to inform our school family of the daily air quality. In addition, the Vistancia Community Center sponsors a ladybug release each year for first and second graders, providing a fun and exciting educational experience. Another example is Hailey's Book Club (HBC). As a memorial program, HBC allows donors to purchase books from a wish list created by the librarian and to dedicate the books they purchase to students and teachers. Currently HBC includes three Peoria District Schools, and the Rhodes family hopes to expand to other schools as funds become available.

3. Professional Development

Vistancia's approach to professional development is teacher-oriented and data-driven. "Activities are designed to promote collaboration of grade levels to insure that students' needs are addressed in a diverse way, using innovative teaching strategies to engage students in targeted learning that is aligned to state standards and district approved curriculum," says Dede Reichart, Jr High science teacher. Each year we have distributed a needs survey to determine current training desires, and we utilize several methods to cover them. Our principal offers instructional practices and strategies in his weekly newsletters derived from his review of professional journals. During site-based professional development days, we address identified training needs and actions to promote growth of student achievement.

Our school and district differentiates professional development to accommodate the needs of teachers that is specific to their content areas. They can choose from a menu of options allowing training in the areas they feel is needed most to increase their capacity as teachers. Off campus professional development allows teachers to collaborate with fellow colleagues within the same grade level and/or content area. This permits unification within our cluster and provides collaborative time to plan, share lessons, and create formative assessments.

In addition, the Teacher Leadership Team is responsible for driving change and best practices for professional development. The team meets regularly to brainstorm ideas; weigh programs, strategies, and techniques; review program success; and look for practical ways to meet challenges and identify areas for improvement. First grade teacher Rachel MacDonald says, "The Thinking Maps and Write from the Beginning Training have been a huge boost to our students' reading comprehension and writing skills. The gifted training summer workshops helped encourage us to think 'outside the box' for ways to help our children learn."

This year the major school initiatives regarding professional development are directed through our Monitoring Quality Instruction (MQI) team and through Professional Learning Communities (PLC's). The MQI team has brought professional development to the staff on instructional rounds and how to improve our collective teaching practices. Staff works together to improve instruction through classroom observation and collaborative conversations. This is done during scheduled PLC's, along with additional collaborative work. PLC's are an ongoing cycle of team discussion and learning to improve student achievement. We utilize a systematic process to work together to analyze and improve classroom practice through data analysis, collaborative planning, intervention and extension strategy building, and classroom observation.

4. School Leadership

Our principals believe that to lead the school population, they must take special care to interweave the vision of the educators with the hopes and dreams of our students and families, creating a climate where all stakeholders feel they are of the utmost importance. Our principals utilize a cooperative method of leadership to identify and implement exciting programs at Vistancia. Brian Mabee, fifth-grade teacher, believes “The leadership helps create a Professional Learning Community who strive to put student educational needs first. Our administration guides us through reflective conversations to improve our instructional practices goals at weekly meetings. Our principal provides weekly instructional strategies focusing on best practices in teaching, and our assistant principals provide instructional support and assistance with student discipline. Each is supportive and focused on student achievement.”

We utilize our Site Council, consisting of teachers, community members, and parents chosen through recommendation and self-nomination, for valuable input regarding current programming, visions for the future; and approval of expenditures from the “greatest need” tax-credit fund. For example, the Council recently approved full-time Kindergarten funding for a student who was not progressing at appropriate academic levels, and their feedback was instrumental in the development of the HEAT program in which our top quartile participates.

Vistancia’s leadership team is comprised of individuals representing each grade level of the school. They believe all stakeholders must have a voice in our direction if we are to have continuous improvement. Each year we conduct a review and analysis of all data with our grade level teams, discuss key indicators revealed through this analysis, and respond to issues highlighted at grade level, classroom, and individual levels. We are thus able to identify where differentiation of student curriculum is necessary to meet the needs of the students. The feedback from our Grade Level Teams helps drive improvement in the programs we offer our students, such as Words Their Way and Study Island, where teachers review performance and modify the program to the specific needs of the child to provide additional skill reinforcement.

Leadership’s commitment to continuous improvement flows through to staff performance assessments. We meet with teachers regarding their personal development goals in January to review progress, make adjustments, and provide additional support. We evaluate new teachers four times yearly, and teachers and staff with more than three years’ experience are observed for a period of at least 70 minutes throughout the year. All teachers participate in pre- and post-conferences after observation for directed feedback regarding areas of strength and opportunities for improvement.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	87	82	88	87	86
Exceeds Standards	53	33	54	43	42
Number of students tested	97	91	101	118	111
Percent of total students tested	100	100	100	95	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	70	50	79	75	73
Exceeds Standards	20	33	50	35	18
Number of students tested	10	6	14	20	11
2. Students receiving Special Education					
Meets Standards and above	57	67	45	68	60
Exceeds Standards	29	27	27	32	24
Number of students tested	14	15	11	19	25
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	80	70	92	78	67
Exceeds Standards	40	30	50	22	22
Number of students tested	10	10	12	9	9
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	87	81	88	87	90
Exceeds Standards	54	34	58	47	45
Number of students tested	84	80	95	95	96
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: In the 2012-2013 school year, the state standardized test for math was reformatted, adding additional rigor to include multi-step problems, resulting in a statewide drop in scores.

The following ethnic groups were excluded due to their making up less than 10% of total student population: African-American, Asian, ELL, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races Identified.

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	83	80	88	90	83
Exceeds Standards	45	43	53	59	32
Number of students tested	100	103	121	104	107
Percent of total students tested	100	100	100	95	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	57	67	81	90	81
Exceeds Standards	29	33	43	50	50
Number of students tested	9	21	10	16	7
2. Students receiving Special Education					
Meets Standards and above	58	50	56	60	55
Exceeds Standards	25	43	44	20	18
Number of students tested	12	14	16	10	22
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	67	67	86	100	71
Exceeds Standards	44	40	29	57	29
Number of students tested	9	15	14	7	7
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	84	81	88	90	83
Exceeds Standards	44	44	52	58	32
Number of students tested	88	98	105	93	88
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: In the 2012-2013 school year, the state standardized test for math was reformatted, adding additional rigor to include multi-step problems, resulting in a statewide drop in scores.

The following ethnic groups were excluded due to their making up less than 10% of total student population: African-American, Asian, ELL, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races Identified.

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	79	83	87	81	86
Exceeds Standards	36	31	52	32	40
Number of students tested	111	119	100	109	96
Percent of total students tested	100	100	100	95	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	90	89	86	79	100
Exceeds Standards	30	21	64	37	33
Number of students tested	10	19	14	19	9
2. Students receiving Special Education					
Meets Standards and above	38	44	42	39	20
Exceeds Standards	23	11	33	22	0
Number of students tested	13	18	12	18	10
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	67	83	92	57	40
Exceeds Standards	33	17	50	43	40
Number of students tested	15	12	12	7	10
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	82	84	88	83	87
Exceeds Standards	37	30	54	31	38
Number of students tested	106	104	97	87	79
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: In the 2012-2013 school year, the state standardized test for math was reformatted, adding additional rigor to include multi-step problems, resulting in a statewide drop in scores.

The following ethnic groups were excluded due to their making up less than 10% of total student population: African-American, Asian, ELL, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races Identified.

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	90	85	89	83	80
Exceeds Standards	47	40	49	67	51
Number of students tested	123	95	105	99	85
Percent of total students tested	100	100	100	95	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	90	86	95	89	60
Exceeds Standards	30	14	48	56	40
Number of students tested	20	7	21	9	10
2. Students receiving Special Education					
Meets Standards and above	56	36	38	38	32
Exceeds Standards	17	0	25	13	16
Number of students tested	18	11	16	8	19
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	75	100	88	82	80
Exceeds Standards	31	36	50	55	50
Number of students tested	16	11	8	11	10
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	91	86	87	94	77
Exceeds Standards	44	41	49	67	48
Number of students tested	108	91	95	82	61
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: In the 2012-2013 school year, the state standardized test for math was reformatted, adding additional rigor to include multi-step problems, resulting in a statewide drop in scores.

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Arizona Instrument to Measure the Standards (AIMS)</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson AIMS</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	87	85	91	88	88
Exceeds Standards	53	30	67	52	61
Number of students tested	103	117	95	81	74
Percent of total students tested	100	100	100	95	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	100	94	93	80	90
Exceeds Standards	43	44	71	40	50
Number of students tested	7	16	14	10	10
2. Students receiving Special Education					
Meets Standards and above	45	45	17	33	54
Exceeds Standards	0	18	0	17	15
Number of students tested	11	11	6	12	13
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	100	89	89	100	40
Exceeds Standards	45	56	67	50	40
Number of students tested	11	9	9	8	10
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	88	88	90	84	95
Exceeds Standards	54	31	66	47	63
Number of students tested	99	105	88	58	59
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: In the 2012-2013 school year, the state standardized test for math was reformatted, adding additional rigor to include multi-step problems, resulting in a statewide drop in scores.

The following ethnic groups were excluded due to their making up less than 10% of total student population: African-American, Asian, ELL, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races Identified.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Arizona Instrument to Measure the Standards (AIMS)</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson AIMS</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	83	86	85	88	84
Exceeds Standards	42	56	51	59	39
Number of students tested	125	104	78	78	134
Percent of total students tested	100	100	100	95	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	89	88	82	100	71
Exceeds Standards	42	63	55	46	29
Number of students tested	19	8	11	13	28
2. Students receiving Special Education					
Meets Standards and above	22	17	22	33	33
Exceeds Standards	0	0	11	0	7
Number of students tested	9	6	9	9	15
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	77	70	82	82	54
Exceeds Standards	62	30	55	55	15
Number of students tested	13	10	11	11	13
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	82	85	83	89	88
Exceeds Standards	40	54	48	60	43
Number of students tested	112	98	66	62	104
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: In the 2012-2013 school year, the state standardized test for math was reformatted, adding additional rigor to include multi-step problems, resulting in a statewide drop in scores.

The following ethnic groups were excluded due to their making up less than 10% of total student population: African-American, Asian, ELL, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races Identified.

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	94	92	92	93	91
Exceeds Standards	21	21	29	28	22
Number of students tested	97	91	101	118	111
Percent of total students tested	100	100	100	95	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	90	67	79	85	73
Exceeds Standards	0	17	14	15	0
Number of students tested	10	6	14	20	11
2. Students receiving Special Education					
Meets Standards and above	64	67	64	74	68
Exceeds Standards	0	13	9	21	12
Number of students tested	14	15	11	19	25
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	90	80	100	100	78
Exceeds Standards	0	20	33	11	22
Number of students tested	10	10	12	9	9
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	94	93	93	92	93
Exceeds Standards	20	23	31	32	23
Number of students tested	84	80	95	95	96
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: The following ethnic groups were excluded due to their making up less than 10% of total student population: African-American, Asian, ELL, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races Identified.

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Aug	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	97	92	91	96	93
Exceeds Standards	22	31	24	40	21
Number of students tested	100	103	121	104	107
Percent of total students tested	100	100	100	95	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	86	78	86	90	94
Exceeds Standards	29	11	19	40	19
Number of students tested	7	9	21	10	16
2. Students receiving Special Education					
Meets Standards and above	83	71	69	70	82
Exceeds Standards	17	21	25	30	14
Number of students tested	12	14	16	10	22
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	100	100	86	100	100
Exceeds Standards	22	33	7	43	14
Number of students tested	9	15	14	7	7
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	97	93	90	97	92
Exceeds Standards	23	33	27	40	23
Number of students tested	88	89	105	93	88
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: The following ethnic groups were excluded due to their making up less than 10% of total student population: African-American, Asian, ELL, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races Identified.

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	96	92	95	95	92
Exceeds Standards	22	18	29	14	16
Number of students tested	111	119	100	109	96
Percent of total students tested	100	100	100	95	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	100	89	86	95	100
Exceeds Standards	10	5	14	5	33
Number of students tested	10	19	14	19	9
2. Students receiving Special Education					
Meets Standards and above	77	61	75	78	30
Exceeds Standards	8	0	0	17	0
Number of students tested	13	18	12	18	0
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	93	83	100	100	82
Exceeds Standards	20	17	17	0	9
Number of students tested	15	12	12	7	11
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	98	90	96	94	92
Exceeds Standards	23	20	29	14	15
Number of students tested	106	104	97	87	79
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: The following ethnic groups were excluded due to their making up less than 10% of total student population: African-American, Asian, ELL, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races Identified.

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	98	96	96	95	93
Exceeds Standards	22	16	19	24	14
Number of students tested	123	95	105	99	85
Percent of total students tested	100	100	100	95	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	100	100	100	100	90
Exceeds Standards	10	0	5	33	20
Number of students tested	20	7	21	9	10
2. Students receiving Special Education					
Meets Standards and above	89	64	81	38	68
Exceeds Standards	6	0	6	0	5
Number of students tested	18	11	16	8	19
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	100	100	100	73	90
Exceeds Standards	19	9	38	18	30
Number of students tested	16	11	8	11	10
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	98	97	96	98	93
Exceeds Standards	22	16	19	26	11
Number of students tested	108	91	95	82	61
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: The following ethnic groups were excluded due to their making up less than 10% of total student population: African-American, Asian, ELL, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races Identified.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Arizona Instrument to Measure the Standards (AIMS)</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson AIMS</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	95	96	96	94	93
Exceeds Standards	19	14	18	30	24
Number of students tested	103	117	95	81	74
Percent of total students tested	100	100	100	95	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	100	94	100	80	90
Exceeds Standards	0	19	7	30	20
Number of students tested	7	16	14	10	10
2. Students receiving Special Education					
Meets Standards and above	64	91	100	80	90
Exceeds Standards	0	0	0	17	0
Number of students tested	11	11	6	12	13
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	100	100	89	100	70
Exceeds Standards	9	11	11	38	29
Number of students tested	11	9	9	8	10
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	96	96	95	93	97
Exceeds Standards	19	14	18	24	24
Number of students tested	99	105	88	58	59
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1 X: No Designation in File					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: The following ethnic groups were excluded due to their making up less than 10% of total student population: African-American, Asian, ELL, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races Identified.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Arizona Instrument to Measure the Standards (AIMS)</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson AIMS</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	89	91	88	95	93
Exceeds Standards	6	10	10	14	13
Number of students tested	125	104	78	78	134
Percent of total students tested	100	100	100	95	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	95	100	82	100	93
Exceeds Standards	5	0	0	0	4
Number of students tested	19	8	11	13	28
2. Students receiving Special Education					
Meets Standards and above	56	33	22	56	60
Exceeds Standards	0	0	0	0	0
Number of students tested	9	6	9	9	15
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	100	90	91	82	92
Exceeds Standards	0	0	0	0	0
Number of students tested	13	10	11	11	13
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	90	91	88	97	93
Exceeds Standards	5	9	8	18	14
Number of students tested	112	98	66	62	104
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: The following ethnic groups were excluded due to their making up less than 10% of total student population: African-American, Asian, ELL, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races Identified.