



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2005-06

Altar Valley Elementary District

10105 S Sasabe Rd, Tucson, AZ 85736-

No Child Left Behind

Adequate Yearly Progress¹

2004-05 Not Met
2003-04 Not Met
2002-03 Met

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

Current Administrator²

Title: Superintendent

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District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	728

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	7	0	0
4 to 6 years	3	1	0	0
7 to 9 years	1	0	0	0
10 or more years	9	14	0	0

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

4%

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	3%	3%	N/A	N/A

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	63	79306	98	99	429	445	9	10	32	18	49	51	9	20
All Students (03-04)	--	75509	--	100	--	521	--	13	--	23	--	33	--	31
Female (04-05)	35	38691	97	99	432	446	7	10	37	18	44	52	11	20
Female (03-04)	--	37013	--	100	--	522	--	12	--	24	--	33	--	31
Male (04-05)	28	40583	100	99	425	445	12	11	27	18	54	50	8	21
Male (03-04)	--	38430	--	99	--	521	--	14	--	22	--	33	--	31
African American (04-05)	--	4041	--	99	--	426	--	17	--	23	--	50	--	10
African American (03-04)	--	3660	--	99	--	496	--	24	--	31	--	28	--	18
Hispanic (04-05)	28	32869	100	99	424	429	4	15	42	25	50	51	4	10
Hispanic (03-04)	--	30486	--	99	--	505	--	18	--	29	--	32	--	21
Asian/Pacific Islander (04-05)	--	1935	--	99	--	474	--	3	--	9	--	48	--	40
Asian/Pacific Islander (03-04)	--	1780	--	98	--	549	--	5	--	13	--	33	--	50
American Indian/Alaskan Native (04-05)	NC	4264	NC	100	NC	419	NC	19	NC	30	NC	45	NC	6
American Indian/Alaskan Native (03-04)	--	4075	--	100	--	486	--	28	--	34	--	26	--	12
White (04-05)	33	36197	97	99	436	463	11	5	22	11	52	53	15	31
White (03-04)	--	35192	--	99	--	534	--	8	--	19	--	35	--	39
Students with Disabilities (04-05)	10	10321	100	100	389	389	40	30	40	27	20	34	0	9
Students with Disabilities (03-04)	--	9708	--	100	--	489	--	32	--	27	--	24	--	17
Students without Disabilities (04-05)	54	69060	100	98	438	454	2	7	30	17	57	54	11	22
Students without Disabilities (03-04)	--	65801	--	98	--	525	--	11	--	23	--	34	--	33
Limited English Proficient Students (04-05)	11	15509	100	100	420	406	0	20	45	30	55	45	0	5
Limited English Proficient Students (03-04)	--	16928	--	100	--	485	--	29	--	33	--	26	--	12
Migrant Students (04-05)	--	118	--	NA	--	419	--	25	--	21	--	50	--	3
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Economically Disadvantaged (04-05)	58	39415	97	96	423	431	10	15	35	25	50	50	4	10
Economically Disadvantaged (03-04)	--	36411	--	NA	--	503	--	19	--	29	--	32	--	20
Non-Economically Disadvantaged (04-05)	NC	39966	NC	100	NC	459	NC	6	NC	12	NC	52	NC	30
Non-Economically Disadvantaged (03-04)	--	39040	--	NA	--	534	--	8	--	19	--	34	--	39

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	63	79395	0	99	421	446	15	9	45	25	38	55	2	11
All Students (03-04)	--	75492	--	100	--	519	--	12	--	16	--	47	--	24
Female (04-05)	35	38691	0	100	431	451	4	7	52	24	41	57	4	12
Female (03-04)	--	37014	--	100	--	523	--	10	--	15	--	48	--	27
Male (04-05)	28	40618	0	99	411	440	27	11	38	27	35	53	0	9
Male (03-04)	--	38400	--	99	--	516	--	14	--	17	--	47	--	21
African American (04-05)	--	4052	--	100	--	434	--	11	--	29	--	54	--	6
African American (03-04)	--	3665	--	99	--	505	--	20	--	22	--	43	--	14
Hispanic (04-05)	28	32915	0	99	412	426	21	15	46	35	33	47	0	4
Hispanic (03-04)	--	30438	--	99	--	508	--	17	--	21	--	47	--	15
Asian/Pacific Islander (04-05)	--	1936	--	99	--	468	--	3	--	14	--	63	--	19
Asian/Pacific Islander (03-04)	--	1773	--	98	--	534	--	4	--	10	--	50	--	36
American Indian/Alaskan Native (04-05)	NC	4271	NC	100	NC	420	NC	15	NC	42	NC	41	NC	2
American Indian/Alaskan Native (03-04)	--	4081	--	100	--	498	--	25	--	26	--	40	--	8
White (04-05)	33	36221	0	99	432	465	7	4	44	15	44	63	4	17
White (03-04)	--	35177	--	99	--	528	--	8	--	13	--	49	--	31
Students with Disabilities (04-05)	10	10331	0	100	390	388	40	25	40	37	20	34	0	4
Students with Disabilities (03-04)	--	9707	--	100	--	495	--	33	--	21	--	33	--	13
Students without Disabilities (04-05)	54	69139	0	99	428	454	9	7	45	24	43	58	2	11
Students without Disabilities (03-04)	--	65785	--	98	--	522	--	10	--	16	--	49	--	26
Limited English Proficient Students (04-05)	11	15545	0	100	410	399	18	21	64	42	18	35	0	1
Limited English Proficient Students (03-04)	--	16905	--	100	--	489	--	34	--	28	--	32	--	6
Migrant Students (04-05)	--	120	--	NA	--	414	--	20	--	45	--	35	--	0
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Economically Disadvantaged (04-05)	58	39484	0	96	415	429	17	14	50	35	33	47	0	4
Economically Disadvantaged (03-04)	--	36302	--	NA	--	507	--	18	--	21	--	46	--	14
Non-Economically Disadvantaged (04-05)	NC	39986	NC	100	NC	461	NC	4	NC	16	NC	63	NC	17
Non-Economically Disadvantaged (03-04)	--	39164	--	NA	--	528	--	8	--	13	--	48	--	31

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	63	78869	98	99	412	442	6	6	42	21	53	63	0	10
All Students (03-04)	--	75053	--	99	--	597	--	7	--	12	--	72	--	9
Female (04-05)	35	38536	97	99	418	458	7	4	30	15	63	67	0	14
Female (03-04)	--	36872	--	99	--	621	--	5	--	9	--	74	--	12
Male (04-05)	28	40302	100	99	407	428	4	8	54	26	42	60	0	7
Male (03-04)	--	38109	--	99	--	573	--	10	--	14	--	69	--	6
African American (04-05)	--	4015	--	99	--	430	--	8	--	24	--	61	--	7
African American (03-04)	--	3636	--	99	--	568	--	12	--	16	--	67	--	6
Hispanic (04-05)	28	32606	100	98	421	426	4	8	33	27	63	60	0	5
Hispanic (03-04)	--	30235	--	98	--	575	--	9	--	14	--	70	--	6
Asian/Pacific Islander (04-05)	--	1925	--	99	--	471	--	3	--	11	--	64	--	22
Asian/Pacific Islander (03-04)	--	1768	--	98	--	651	--	3	--	5	--	72	--	19
American Indian/Alaskan Native (04-05)	NC	4245	NC	100	NC	423	NC	9	NC	26	NC	61	NC	4
American Indian/Alaskan Native (03-04)	--	4044	--	99	--	550	--	13	--	17	--	66	--	4
White (04-05)	33	36078	97	99	414	459	4	4	48	16	48	66	0	14
White (03-04)	--	35028	--	99	--	613	--	6	--	10	--	73	--	11
Students with Disabilities (04-05)	10	10246	100	100	395	367	10	18	70	39	20	40	0	4
Students with Disabilities (03-04)	--	9625	--	100	--	530	--	21	--	21	--	55	--	4
Students without Disabilities (04-05)	54	68697	100	98	418	454	5	4	34	18	61	67	0	11
Students without Disabilities (03-04)	--	65428	--	98	--	604	--	6	--	11	--	73	--	10
Limited English Proficient Students (04-05)	11	15339	100	100	449	399	0	11	9	31	91	54	0	3
Limited English Proficient Students (03-04)	--	16765	--	100	--	525	--	17	--	20	--	60	--	2
Migrant Students (04-05)	--	119	--	NA	--	402	--	16	--	30	--	53	--	1
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Economically Disadvantaged (04-05)	58	39106	97	95	411	427	6	8	42	28	52	59	0	5
Economically Disadvantaged (03-04)	--	36077	--	NA	--	566	--	10	--	16	--	69	--	5
Non-Economically Disadvantaged (04-05)	NC	39837	NC	100	NC	457	NC	4	NC	14	NC	67	NC	15
Non-Economically Disadvantaged (03-04)	--	38950	--	NA	--	618	--	5	--	9	--	73	--	12

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	79	78906	100	99	479	498	14	13	39	19	39	48	7	20
All Students (03-04)	73	76019	95	100	490	499	12	14	53	39	8	14	27	33
Female (04-05)	36	38644	100	99	483	500	6	12	44	19	44	49	6	19
Female (03-04)	34	37207	94	100	497	499	4	12	57	41	11	14	29	33
Male (04-05)	43	40236	100	99	476	497	21	15	36	19	36	46	8	20
Male (03-04)	39	38677	95	100	483	498	19	15	50	38	6	13	25	34
African American (04-05)	NC	4087	NC	99	NC	481	NC	20	NC	24	NC	45	NC	11
African American (03-04)	--	3817	--	100	--	475	--	23	--	47	--	11	--	18
Hispanic (04-05)	41	31938	100	99	475	481	11	19	55	25	32	46	3	10
Hispanic (03-04)	41	29458	100	100	471	480	13	20	78	48	3	12	6	20
Asian/Pacific Islander (04-05)	--	1805	--	98	--	536	--	5	--	8	--	45	--	42
Asian/Pacific Islander (03-04)	NC	1673	NC	99	NC	531	NC	4	NC	29	NC	14	NC	53
American Indian/Alaskan Native (04-05)	NC	4593	NC	100	NC	467	NC	26	NC	29	NC	39	NC	6
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	466	NC	28	NC	49	NC	10	NC	13
White (04-05)	31	36483	100	99	482	517	21	7	21	13	46	51	11	30
White (03-04)	26	35880	90	100	516	515	5	7	27	32	18	16	50	45
Students with Disabilities (04-05)	15	10664	100	100	444	430	47	42	47	27	7	26	0	5
Students with Disabilities (03-04)	11	9786	85	100	500	457	0	39	75	40	0	7	25	13
Students without Disabilities (04-05)	64	68310	100	98	489	509	5	9	38	18	48	51	9	22
Students without Disabilities (03-04)	62	66233	97	99	489	503	13	11	52	39	9	14	27	35
Limited English Proficient Students (04-05)	10	12573	100	100	462	454	11	27	78	30	11	38	0	5
Limited English Proficient Students (03-04)	18	15206	100	100	466	459	10	31	90	53	0	7	0	9
Migrant Students (04-05)	--	125	--	NA	--	476	--	18	--	35	--	42	--	5
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Economically Disadvantaged (04-05)	70	38679	100	96	479	483	13	20	42	25	41	45	5	10
Economically Disadvantaged (03-04)	59	35714	NA	NA	483	480	13	20	59	47	9	12	20	20
Non-Economically Disadvantaged (04-05)	NC	40295	NC	100	NC	513	NC	7	NC	13	NC	50	NC	30
Non-Economically Disadvantaged (03-04)	14	40266	NA	NA	510	513	7	9	36	33	7	15	50	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	79	78908	0	99	464	484	20	10	37	23	38	58	6	9
All Students (03-04)	73	76020	95	100	500	503	30	25	27	23	35	40	8	12
Female (04-05)	36	38644	0	99	473	489	9	8	44	22	41	61	6	10
Female (03-04)	34	37213	94	100	501	504	14	22	36	23	43	42	7	13
Male (04-05)	43	40233	0	99	456	479	28	12	31	25	36	55	5	8
Male (03-04)	39	38666	95	100	499	501	44	29	19	22	28	38	9	12
African American (04-05)	NC	4092	NC	99	NC	473	NC	12	NC	28	NC	54	NC	5
African American (03-04)	--	3819	--	100	--	494	--	37	--	26	--	31	--	6
Hispanic (04-05)	41	31940	0	99	459	465	13	16	45	32	42	49	0	3
Hispanic (03-04)	41	29442	100	99	489	494	44	37	31	26	25	31	0	6
Asian/Pacific Islander (04-05)	--	1805	--	98	--	507	--	4	--	13	--	65	--	18
Asian/Pacific Islander (03-04)	NC	1672	NC	99	NC	513	NC	12	NC	19	NC	49	NC	20
American Indian/Alaskan Native (04-05)	NC	4569	NC	100	NC	457	NC	18	NC	39	NC	41	NC	2
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	489	NC	48	NC	25	NC	24	NC	3
White (04-05)	31	36502	0	99	469	502	29	4	29	14	29	67	14	15
White (03-04)	26	35890	90	100	517	511	9	15	18	20	50	48	23	18
Students with Disabilities (04-05)	15	10665	0	100	430	423	60	30	20	36	20	31	0	2
Students with Disabilities (03-04)	11	9784	85	100	539	485	50	58	25	19	0	19	25	4
Students without Disabilities (04-05)	64	68312	0	98	473	493	9	7	41	21	43	62	7	10
Students without Disabilities (03-04)	62	66236	97	99	497	504	29	23	27	23	38	42	7	13
Limited English Proficient Students (04-05)	10	12556	0	100	427	436	33	24	67	40	0	35	0	1
Limited English Proficient Students (03-04)	18	15198	100	100	490	483	40	59	30	25	30	14	0	1
Migrant Students (04-05)	--	125	--	NA	--	457	--	22	--	40	--	38	--	0
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Economically Disadvantaged (04-05)	70	38662	0	96	459	468	20	16	41	32	36	49	3	3
Economically Disadvantaged (03-04)	59	35703	NA	NA	499	494	35	37	28	26	26	31	11	6
Non-Economically Disadvantaged (04-05)	NC	40315	NC	100	NC	498	NC	5	NC	15	NC	66	NC	14
Non-Economically Disadvantaged (03-04)	14	40274	NA	NA	501	509	14	17	21	20	64	47	0	17

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	78	78750	100	99	490	500	4	6	36	29	60	63	0	2
All Students (03-04)	73	75673	95	100	491	530	12	12	48	25	40	58	0	4
Female (04-05)	36	38586	100	99	500	515	0	4	34	22	66	71	0	3
Female (03-04)	34	37099	94	100	512	548	7	8	46	22	46	64	0	6
Male (04-05)	42	40135	100	99	481	486	8	8	37	35	55	56	0	1
Male (03-04)	39	38441	95	99	473	513	16	16	50	29	34	52	0	3
African American (04-05)	NC	4081	NC	99	NC	488	NC	8	NC	32	NC	59	NC	2
African American (03-04)	--	3791	--	99	--	506	--	18	--	29	--	50	--	3
Hispanic (04-05)	41	31841	100	99	490	483	5	8	34	36	61	55	0	1
Hispanic (03-04)	41	29305	100	99	469	507	19	16	56	31	25	51	0	2
Asian/Pacific Islander (04-05)	--	1802	--	98	--	533	--	2	--	16	--	75	--	7
Asian/Pacific Islander (03-04)	NC	1665	NC	99	NC	573	NC	6	NC	16	NC	67	NC	10
American Indian/Alaskan Native (04-05)	NC	4586	NC	100	NC	481	NC	8	NC	37	NC	54	NC	1
American Indian/Alaskan Native (03-04)	NC	4707	NC	100	NC	492	NC	19	NC	33	NC	46	NC	1
White (04-05)	30	36440	100	99	487	516	4	3	33	22	63	71	0	4
White (03-04)	26	35760	90	99	529	550	5	9	27	21	68	64	0	6
Students with Disabilities (04-05)	14	10622	100	100	443	415	7	21	71	50	21	28	0	1
Students with Disabilities (03-04)	11	9706	85	100	482	462	25	36	25	32	50	31	0	1
Students without Disabilities (04-05)	64	68196	100	98	501	513	4	3	27	25	70	69	0	3
Students without Disabilities (03-04)	62	65967	97	99	492	536	11	10	50	25	39	60	0	5
Limited English Proficient Students (04-05)	10	12504	100	100	458	451	11	12	56	44	33	43	0	1
Limited English Proficient Students (03-04)	18	15115	100	100	502	471	0	26	70	38	30	35	0	1
Migrant Students (04-05)	--	126	--	NA	--	464	--	14	--	44	--	41	--	0
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Economically Disadvantaged (04-05)	69	38558	100	96	489	485	5	8	33	37	62	54	0	1
Economically Disadvantaged (03-04)	59	35541	NA	NA	483	504	13	17	50	31	37	50	0	2
Non-Economically Disadvantaged (04-05)	NC	40260	NC	100	NC	514	NC	3	NC	21	NC	72	NC	4
Non-Economically Disadvantaged (03-04)	14	40091	NA	NA	517	550	7	9	43	21	50	64	0	6

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	84	78250	100	99	527	548	30	21	24	18	45	48	1	13
All Students (03-04)	80	75001	100	99	469	468	27	37	50	36	18	16	5	10
Female (04-05)	37	38071	97	99	533	549	28	20	24	19	45	49	3	12
Female (03-04)	39	36846	100	99	470	468	27	36	47	38	20	16	7	10
Male (04-05)	47	40126	100	99	523	547	32	23	24	17	45	46	0	14
Male (03-04)	41	37974	100	99	467	467	27	39	53	34	17	16	3	11
African American (04-05)	NC	4058	NC	99	NC	523	NC	32	NC	22	NC	41	NC	5
African American (03-04)	NC	3720	NC	98	NC	446	NC	53	NC	33	NC	9	NC	4
Hispanic (04-05)	47	29129	100	99	529	527	29	32	18	23	53	40	0	6
Hispanic (03-04)	39	26675	98	98	470	448	17	52	59	34	17	10	7	4
Asian/Pacific Islander (04-05)	--	1747	--	100	--	589	--	9	--	9	--	50	--	32
Asian/Pacific Islander (03-04)	NC	1575	NC	99	NC	504	NC	18	NC	33	NC	20	NC	29
American Indian/Alaskan Native (04-05)	NC	4996	NC	100	NC	518	NC	36	NC	25	NC	36	NC	4
American Indian/Alaskan Native (03-04)	--	4731	--	98	--	438	--	61	--	30	--	7	--	2
White (04-05)	28	38320	100	99	531	568	25	12	33	14	38	55	4	19
White (03-04)	36	37785	100	99	470	482	31	25	46	39	19	21	4	15
Students with Disabilities (04-05)	24	9329	100	100	483	454	63	64	32	18	5	16	0	2
Students with Disabilities (03-04)	17	8802	100	100	447	418	50	79	50	16	0	3	0	1
Students without Disabilities (04-05)	60	68996	97	99	544	561	17	16	21	18	60	52	2	14
Students without Disabilities (03-04)	63	66199	100	99	469	472	26	34	50	38	19	17	5	11
Limited English Proficient Students (04-05)	10	10133	91	100	497	488	56	45	11	25	33	28	0	2
Limited English Proficient Students (03-04)	NC	11710	NC	100	NC	429	NC	70	NC	25	NC	4	NC	1
Migrant Students (04-05)	--	83	--	NA	--	520	--	39	--	28	--	30	--	4
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Economically Disadvantaged (04-05)	66	33388	100	94	523	530	30	32	26	22	44	40	0	5
Economically Disadvantaged (03-04)	61	29814	NA	NA	468	448	29	53	49	33	18	10	4	4
Non-Economically Disadvantaged (04-05)	18	44937	100	100	539	561	29	13	18	15	47	54	6	18
Non-Economically Disadvantaged (03-04)	19	45170	NA	NA	471	479	20	28	53	38	20	20	7	14

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	84	78302	0	99	493	512	21	11	36	25	43	57	0	7
All Students (03-04)	81	74918	100	99	486	497	37	32	22	19	36	35	5	15
Female (04-05)	37	38071	0	99	501	518	14	8	28	24	59	61	0	7
Female (03-04)	39	36805	100	99	491	501	37	28	13	19	43	37	7	16
Male (04-05)	47	40166	0	99	487	507	26	14	42	26	32	54	0	6
Male (03-04)	42	37936	100	99	481	493	38	35	31	18	28	33	3	14
African American (04-05)	NC	4064	NC	100	NC	498	NC	14	NC	29	NC	54	NC	3
African American (03-04)	NC	3719	NC	98	NC	481	NC	43	NC	21	NC	29	NC	7
Hispanic (04-05)	47	29152	0	99	494	492	13	17	45	34	42	46	0	2
Hispanic (03-04)	40	26645	100	98	488	478	39	46	14	20	43	27	4	6
Asian/Pacific Islander (04-05)	--	1746	--	100	--	542	--	5	--	13	--	66	--	16
Asian/Pacific Islander (03-04)	NC	1571	NC	99	NC	521	NC	18	NC	15	NC	38	NC	30
American Indian/Alaskan Native (04-05)	NC	4993	NC	100	NC	484	NC	19	NC	38	NC	42	NC	1
American Indian/Alaskan Native (03-04)	--	4729	--	98	--	468	--	57	--	19	--	19	--	4
White (04-05)	28	38347	0	99	498	531	25	5	21	17	54	68	0	10
White (03-04)	36	37773	100	99	486	511	38	20	23	18	31	41	8	21
Students with Disabilities (04-05)	24	9353	0	100	456	429	53	40	37	38	11	22	0	1
Students with Disabilities (03-04)	18	8801	100	100	443	448	100	75	0	13	0	10	0	2
Students without Disabilities (04-05)	60	69024	0	99	507	524	8	7	35	23	56	62	0	7
Students without Disabilities (03-04)	63	66117	100	99	487	501	36	28	22	19	36	37	5	16
Limited English Proficient Students (04-05)	10	10140	0	100	446	451	44	28	56	43	0	29	0	1
Limited English Proficient Students (03-04)	10	11706	100	100	442	454	100	71	0	16	0	12	0	1
Migrant Students (04-05)	--	83	--	NA	--	480	--	29	--	36	--	35	--	0
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Economically Disadvantaged (04-05)	66	33398	0	94	490	495	22	18	38	35	40	46	0	2
Economically Disadvantaged (03-04)	62	29785	NA	NA	483	477	42	47	20	20	31	26	7	6
Non-Economically Disadvantaged (04-05)	18	44979	0	100	501	525	18	6	29	18	53	66	0	10
Non-Economically Disadvantaged (03-04)	19	45115	NA	NA	495	508	21	23	29	18	50	39	0	20

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	85	78094	100	99	526	545	6	3	26	18	68	77	0	2
All Students (03-04)	80	74503	100	99	470	491	7	9	46	32	42	51	5	8
Female (04-05)	38	38025	100	99	540	558	3	2	27	13	70	82	0	2
Female (03-04)	39	36686	100	99	474	506	3	5	43	29	50	57	3	9
Male (04-05)	47	40013	100	99	515	534	8	5	26	23	66	71	0	1
Male (03-04)	41	37644	100	98	465	476	10	13	48	36	34	45	7	6
African American (04-05)	NC	4037	NC	99	NC	532	NC	4	NC	22	NC	73	NC	1
African American (03-04)	NC	3677	NC	97	NC	475	NC	12	NC	36	NC	46	NC	5
Hispanic (04-05)	48	29068	100	99	536	523	3	5	21	27	77	67	0	1
Hispanic (03-04)	40	26500	100	97	476	467	11	13	39	39	39	44	11	4
Asian/Pacific Islander (04-05)	--	1743	--	100	--	577	--	2	--	9	--	82	--	8
Asian/Pacific Islander (03-04)	NC	1566	NC	99	NC	537	NC	5	NC	23	NC	55	NC	18
American Indian/Alaskan Native (04-05)	NC	4981	NC	100	NC	526	NC	4	NC	25	NC	70	NC	0
American Indian/Alaskan Native (03-04)	--	4695	--	97	--	464	--	14	--	39	--	44	--	3
White (04-05)	28	38265	100	99	527	564	8	2	25	11	67	84	0	3
White (03-04)	35	37606	100	99	467	508	4	6	46	28	50	56	0	10
Students with Disabilities (04-05)	24	9275	100	100	485	444	11	14	53	46	37	39	0	1
Students with Disabilities (03-04)	17	8662	100	100	388	409	0	37	100	42	0	20	0	1
Students without Disabilities (04-05)	61	68892	98	98	542	559	4	2	16	14	80	82	0	2
Students without Disabilities (03-04)	63	65841	100	98	471	499	7	7	45	32	43	53	5	8
Limited English Proficient Students (04-05)	11	10084	100	100	497	474	10	10	40	39	50	50	0	1
Limited English Proficient Students (03-04)	10	11608	100	100	352	430	33	23	67	47	0	28	0	1
Migrant Students (04-05)	--	81	--	NA	--	504	--	12	--	27	--	60	--	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Economically Disadvantaged (04-05)	67	33296	100	94	524	527	4	5	31	27	65	67	0	0
Economically Disadvantaged (03-04)	62	29587	NA	NA	466	465	7	14	47	40	42	43	4	4
Non-Economically Disadvantaged (04-05)	18	44871	100	100	532	559	12	2	12	12	76	84	0	3
Non-Economically Disadvantaged (03-04)	18	44898	NA	NA	484	507	7	7	43	28	43	55	7	10

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Robles Elementary School

Warning Year

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

Title I School Improvement - Year 1 - A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement - Year 2 - A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement - Year 3 or Corrective Action - A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement - Year 4 or Restructuring (Planning Phase) - A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement - Year 5 or Restructuring (Implementation Phase) - A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Altar Valley Elementary District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Altar Valley Middle School	Performing	N/A	Met
Robles Elementary School	Underperforming	N/A	Not Met

Footnotes

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard, and Exceeds (E) the standard. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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