

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

150 west 2nd st., Eagar, AZ 85925

Round Valley Unified District

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.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Alan Bingham  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 6-8  
 Web Address : www.elks.net/rvms.htm  
 Phone Number : (928) 333-6700  
 Fax Number : (928) 333-5252  
 E-mail : abingham@elks.net

### Mission

Our schoolwide mission statement is: Do what's best for kids, help them learn and grow.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Mathematics: Students will learn basic mathematics skills. Students will develop higher-order problem-solving skills. We desire all students to achieve proficiency with Arizona's Instrument to Measure Standards (AIMS).
- ü Vocational: Students will increase basic technological skills.
- ü Every parent will receive a positive contact by each teacher each quarter. This could be in the form of grade sheets, telephone, postcards, personal conference, etc.
- ü Our staff will work on a ongoing revision of our current curriculum and align our teaching with state standards.

### Enrollment

October 1, 2005 School Year Student Enrollment : 329  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Interdisciplinary
- Ü Team Concept
- Ü Traditional
- Ü Gifted
- Ü AIMS Prep

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Round Valley Middle School has the responsibility to provide a safe learning environment for all students. RVMS will be clean, beautiful and thus encourage an appropriate learning environment. RVMS will work to meet the needs of all students.

Parents

We recognize that the responsibility of childrens well-being rests with the parent. Parents/guardians are expected to cultivate an attitude in their children that promotes the importance of acceptable academic, social and behavior skills.

Transportation Policy

All students living beyond one-half mile of the school are bused. All severe and profound special education students are bused to the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü MathCounts Champions	2004
Ü Outstanding Drama/Music Programs	2004
Ü Arizona Rural School of the Month	2005
Ü County Spelling Bee Champion	2004

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	87	79327	100	100	98	510	510	518	16	16	19	29	29	20	48	48	46	7	7	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	47	38961	100	100	98	502	502	520	19	19	16	30	30	20	47	47	48	4	4	16
Male	40	40	40295	100	100	97	520	520	516	13	13	21	28	28	19	50	50	44	10	10	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	19	19	32327	100	100	98	495	495	499	21	21	27	32	32	25	47	47	41	NA	NA	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	61	61	36373	98	98	98	513	513	538	16	16	10	25	25	14	51	51	52	8	8	25
Students with Disabilities	14	14	9321	100	100	87	482	482	467	57	57	54	21	21	22	7	7	21	14	14	3
Students without Disabilities	73	73	70006	100	100	100	514	514	524	8	8	14	30	30	19	56	56	49	5	5	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	NC	37097	NC	NC	97	NC	NC	498	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	7
Non-Economically Disadvantaged	86	86	42230	100	100	99	509	509	535	16	16	11	29	29	15	49	49	50	6	6	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	86	79501	99	99	98	513	513	497	5	5	10	17	17	25	73	73	60	5	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	47	39062	100	100	99	507	507	502	9	9	8	11	11	23	81	81	64	NA	NA	5
Male	39	39	40368	98	98	98	519	519	491	NA	NA	13	26	26	27	64	64	57	10	10	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	19	19	32389	100	100	98	502	502	478	5	5	16	21	21	34	74	74	48	NA	NA	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	60	60	36446	97	97	99	517	517	516	5	5	4	15	15	15	73	73	73	7	7	7
Students with Disabilities	13	13	9411	93	93	88	463	463	453	31	31	36	46	46	36	23	23	26	NA	NA	1
Students without Disabilities	73	73	70090	100	100	100	519	519	502	NA	NA	7	12	12	24	82	82	65	5	5	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	37183	NC	NC	97	NC	NC	479	NC	NC	16	NC	NC	34	NC	NC	49	NC	NC	1
Non-Economically Disadvantaged	85	85	42318	99	99	99	512	512	513	5	5	5	18	18	17	73	73	70	5	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	86	80000	99	99	99	595	595	564	3	3	3	5	5	11	67	67	75	24	24	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	47	39288	100	100	99	603	603	579	2	2	2	2	2	6	74	74	77	21	21	16
Male	39	39	40644	98	98	98	584	584	549	5	5	4	8	8	15	59	59	74	28	28	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	19	19	32672	100	100	99	595	595	548	5	5	4	NA	NA	14	63	63	76	32	32	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	60	60	36602	97	97	99	593	593	579	3	3	2	5	5	7	70	70	75	22	22	16
Students with Disabilities	13	13	9919	93	93	93	546	546	505	8	8	9	23	23	35	62	62	54	8	8	2
Students without Disabilities	73	73	70081	100	100	100	601	601	571	3	3	2	1	1	7	68	68	79	27	27	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	NC	37534	NC	NC	98	NC	NC	547	NC	NC	4	NC	NC	15	NC	NC	76	NC	NC	5
Non-Economically Disadvantaged	85	85	42466	99	99	100	595	595	578	4	4	2	5	5	7	67	67	75	25	25	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	100	78546	92	92	97	545	545	543	8	8	15	19	19	18	64	64	52	9	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	51	38645	91	91	98	550	550	545	6	6	13	16	16	18	67	67	54	12	12	15
Male	49	49	39792	92	92	97	539	539	542	10	10	17	22	22	17	61	61	50	6	6	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	17	17	31177	94	94	97	540	540	524	6	6	22	24	24	23	71	71	48	NA	NA	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	75	75	36450	95	95	97	548	548	563	8	8	7	17	17	12	64	64	57	11	11	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	92	92	70453	99	99	100	549	549	549	7	7	11	15	15	17	68	68	56	10	10	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	--	--	34694	--	--	96	--	--	524	--	--	23	--	--	23	--	--	48	--	--	7
Non-Economically Disadvantaged	100	100	43852	92	92	99	545	545	559	8	8	10	19	19	13	64	64	56	9	9	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	103	79045	94	94	98	512	512	512	6	6	10	24	24	25	66	66	58	4	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	54	38860	96	96	98	519	519	519	6	6	7	19	19	22	72	72	62	4	4	8
Male	49	49	40075	92	92	97	504	504	505	6	6	12	31	31	28	59	59	54	4	4	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	18	18	31314	100	100	98	502	502	493	11	11	16	17	17	34	72	72	48	NA	NA	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	10	10	4719	83	83	96	NA	NA	489	NA	NA	15	NA	NA	39	NA	NA	45	NA	NA	2
White	75	75	36730	95	95	98	519	519	532	3	3	4	23	23	16	69	69	68	5	5	12
Students with Disabilities	11	11	8552	69	69	87	458	458	463	27	27	35	55	55	40	18	18	23	NA	NA	1
Students without Disabilities	92	92	70493	99	99	100	518	518	517	3	3	7	21	21	24	72	72	62	4	4	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	--	--	34922	--	--	96	--	--	493	--	--	15	--	--	34	--	--	48	--	--	3
Non-Economically Disadvantaged	103	103	44123	94	94	99	512	512	527	6	6	6	24	24	18	66	66	66	4	4	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	107	79657	98	98	99	581	581	566	1	1	3	6	6	8	92	92	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	53	39120	95	95	99	599	599	580	NA	NA	2	4	4	4	92	92	92	4	4	2
Male	54	54	40423	100	100	98	563	563	553	2	2	5	7	7	12	91	91	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	19	19	31642	100	100	99	576	576	552	NA	NA	5	11	11	11	84	84	84	5	5	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	12	12	4760	100	100	97	545	545	547	8	8	5	17	17	14	75	75	81	NA	NA	0
White	76	76	36929	96	96	99	588	588	579	NA	NA	2	3	3	5	96	96	91	1	1	2
Students with Disabilities	16	16	9069	100	100	92	529	529	508	6	6	11	25	25	30	69	69	58	NA	NA	1
Students without Disabilities	91	91	70588	98	98	100	590	590	573	NA	NA	2	2	2	5	96	96	91	2	2	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	--	--	35341	--	--	97	--	--	551	--	--	5	--	--	12	--	--	83	--	--	0
Non-Economically Disadvantaged	107	107	44316	98	98	100	581	581	578	1	1	2	6	6	5	92	92	90	2	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	106	78400	93	95	97	562	562	554	7	7	21	20	20	19	64	64	47	9	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	51	38686	98	98	98	557	557	554	6	6	20	24	24	20	63	63	49	8	8	12
Male	55	55	39636	89	92	96	566	566	554	7	7	23	16	16	18	65	65	46	11	11	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	14	14	30732	88	93	97	567	567	534	NA	NA	31	14	14	24	79	79	40	7	7	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	85	85	37038	93	94	97	564	564	575	6	6	11	21	21	14	62	62	56	11	11	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	100	100	70560	98	99	99	563	563	560	5	5	17	20	20	19	65	65	50	10	10	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	--	--	33014	--	--	95	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Non-Economically Disadvantaged	106	106	45386	93	95	99	562	562	569	7	7	15	20	20	15	64	64	52	9	9	18

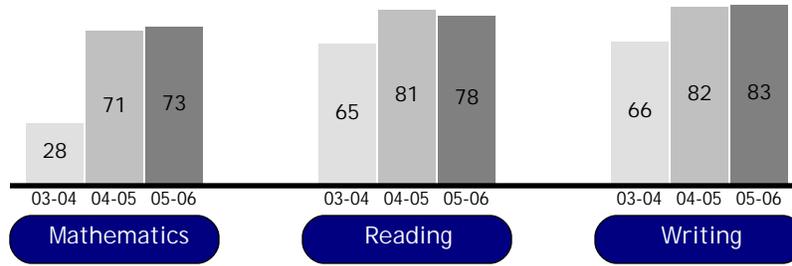
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	110	79179	96	98	98	531	531	519	3	3	11	19	19	27	76	76	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	38974	100	100	99	535	535	524	NA	NA	8	17	17	25	81	81	61	2	2	5
Male	58	58	40124	94	97	97	527	527	513	5	5	13	21	21	28	72	72	54	2	2	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	14	14	30987	88	93	98	519	519	498	NA	NA	17	43	43	36	57	57	45	NA	NA	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	89	89	37467	98	99	98	534	534	539	3	3	5	12	12	17	82	82	70	2	2	8
Students with Disabilities	10	10	8567	83	91	88	NA	NA	467	NA	NA	39	NA	NA	38	NA	NA	22	NA	NA	1
Students without Disabilities	100	100	70612	98	99	99	536	536	524	NA	NA	7	16	16	25	82	82	62	2	2	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	--	--	33345	--	--	96	--	--	499	--	--	17	--	--	36	--	--	46	--	--	1
Non-Economically Disadvantaged	110	110	45834	96	98	99	531	531	533	3	3	7	19	19	19	76	76	67	2	2	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	112	79734	98	100	99	573	573	554	2	2	3	15	15	19	83	83	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	53	39243	100	100	99	595	595	568	NA	NA	2	9	9	12	91	91	85	NA	NA	1
Male	59	59	40413	95	98	98	554	554	541	3	3	4	20	20	26	76	76	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	14	14	31254	88	93	99	564	564	539	NA	NA	5	29	29	25	71	71	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	91	91	37668	100	100	99	576	576	569	2	2	1	14	14	13	84	84	85	NA	NA	1
Students with Disabilities	12	12	8943	100	100	92	498	498	495	8	8	11	58	58	51	33	33	38	NA	NA	1
Students without Disabilities	100	100	70791	98	99	100	581	581	561	1	1	2	10	10	15	89	89	83	NA	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	--	--	33718	--	--	97	--	--	538	--	--	5	--	--	26	--	--	69	--	--	0
Non-Economically Disadvantaged	112	112	46016	98	100	100	573	573	567	2	2	2	15	15	14	83	83	84	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. 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.

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	58	NA	56	100	55	55	51	95	67	67	56
	Language	99	50	50	48	100	50	50	47	95	54	54	50
	Mathematics	98	67	67	66	100	47	47	52	97	54	54	58
7	Reading	97	67	NA	54	98	58	58	50	94	58	58	54
	Language	98	65	65	58	98	56	56	52	98	58	58	58
	Mathematics	98	74	74	62	98	52	52	50	88	59	59	54
8	Reading	97	66	NA	55	98	61	61	51	96	67	67	58
	Language	96	62	62	52	98	55	55	50	97	59	59	56
	Mathematics	97	73	73	61	98	61	61	53	93	63	63	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. 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 students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Development
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Instructional Strategies
- Ü Special School Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	2.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	67
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Athletics
- Ü Drama - Music
- Ü School Newspaper

Social Services

- Ü Lunch Program
- Ü Community Classes
- Ü Recreational Activities
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Implementation of developed curriculum aligned with the Arizona Academic Standards in the areas of math, reading and language arts are considered of highest priority. Our student test scores are continually rising.
  
- ü Our faculty is committed to evaluating our curriculum and making improvements. Critical analysis of test scores to prepare student for instruction are accomplished through effective communication and planning strategies for improvement.
  
- ü Named Rural School of the Month by the Arizona Department of Education
  
- ü Performing Plus School.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have high expectations for students; one is high academic achievement. Another is in the area of citizenship. We have implemented a schoolwide Character Counts curriculum. Our expectations are: High Academics And Excellence in Student Behavior.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Alan Bingham	(928) 333-6700
Transportation Policy	Art Eagar	(928) 333-5195
Community Resources	Alan Bingham	(928) 333-6700
School Nutrition Programs	Denise Gilliam	(928) 333-2672
Parent Organization	Karalea Kowren	(928) 333-6712
Student Health/Nurse	Candy Cook	(928) 333-6500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

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 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.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. 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. MSS = Mean Scaled Score. The federal law, No Child Left Behind, 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.