



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

100 School Drive, Huachuca City, AZ 85616

Tombstone 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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Underperforming
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Thomas Yarborough
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-8
 Web Address : www.tombstoneschools.org/huachucacity
 Phone Number : (520) 456-9842
 Fax Number : (520) 456-9811
 E-mail : tyarborough@tombstone.k12.az.us

Mission

Our mission is to establish and maintain a safe and nurturing environment where students, staff and parents cooperate to promote successful learning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Not 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 To increase attendance rates to 96%.
- ü To increase the percentage of students mastering the AZ State Standards in Reading and Language Arts by 5%.
- ü To increase the percentage of students mastering the AZ State Standards in Math by 5%.
- ü Reinstate Art, Music, and P.E. by next school year

Enrollment

October 1, 2005 School Year Student Enrollment : 384
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 7

Instructional Programs

- Ü Full-day Kindergarten
- Ü Special Education Preschool
- Ü Block Schedule for 7th & 8th grades
- Ü Schoolwide Title I
- Ü Computer Classes
- Ü Library Program
- Ü After School Tutoring
- Ü Before and After school care

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Communication between school and home is crucial to the student's success. HCS is committed to providing information to the parent/guardian in order to foster a team approach between parent and school. Parent communication is via newsletters, progress reports, phone calls, student agendas, e-mail, and additional, conferences as needed.

Parent-teacher conferences, open house, and family nights are scheduled throughout the school year.

Parents

We believe that the educational process is a shared responsibility. Parents are encouraged to become actively involved in their child's education by volunteering in the classrooms, joining our parent organizations (PTA), Site Council, attending conferences, and field trips.

Parents are always welcome.

Transportation Policy

It is the intent of the TUSD #1 to provide safe and efficient student transportation to and from school. The district will comply with all state and federal laws governing school bus transportation programs.

Students are required to observe all bus safety rules and maintain order on the bus. Riding the bus is a privelege.

School Honors

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

Award/Honor	Year
Ü Cochise County Special Project Award	2004
Ü Phi Delta Kappa Educator of the Year	2002
Ü Masonic Essay Contest Winners	2003
Ü International Reading Assoc. Exemplary Reading Award	2004

3rd 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	46	72	80010	98	99	99	427	427	447	20	24	10	22	19	18	50	47	53	9	10	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	33	38935	96	97	99	439	436	447	9	15	9	22	18	19	52	52	55	17	15	17
Male	23	39	40974	100	100	98	414	419	448	30	31	11	22	21	18	48	44	52	NA	5	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	13	21	34545	100	100	99	435	423	432	15	29	14	15	14	24	62	52	53	8	5	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	29	46	35142	97	98	99	423	430	465	21	22	5	28	22	11	41	43	56	10	13	28
Students with Disabilities	10	18	10161	91	95	93	NA	392	419	NA	50	28	NA	28	28	NA	17	36	NA	6	8
Students without Disabilities	36	54	69849	100	100	100	433	439	451	17	15	7	17	17	17	58	57	56	8	11	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	40	61	39029	98	98	98	426	428	432	18	21	14	25	21	25	50	48	52	8	10	9
Non-Economically Disadvantaged	NC	11	40981	NC	100	100	NC	424	462	NC	36	6	NC	9	13	NC	45	54	NC	9	27

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	47	73	79438	100	100	98	436	436	451	19	23	9	21	21	24	55	49	56	4	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	33	38775	96	97	99	452	449	457	13	18	7	13	15	22	65	55	58	9	12	13
Male	24	40	40560	100	100	97	421	426	446	25	28	12	29	25	25	46	45	54	NA	3	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	13	21	34297	100	100	98	440	428	434	8	24	14	31	24	31	62	48	50	NA	5	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	30	47	34887	100	100	98	432	440	471	23	21	4	20	21	15	50	49	63	7	9	18
Students with Disabilities	11	19	9588	100	100	88	404	390	416	45	58	30	36	32	32	9	5	34	9	5	5
Students without Disabilities	36	54	69850	100	100	100	446	452	456	11	11	7	17	17	23	69	65	59	3	7	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	40	61	38685	98	98	97	436	437	435	20	25	14	20	18	32	58	51	50	3	7	5
Non-Economically Disadvantaged	NC	12	40753	NC	100	99	NC	433	467	NC	17	5	NC	33	16	NC	42	62	NC	8	17

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	47	73	79971	100	100	99	392	392	423	11	12	8	60	53	41	30	34	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	33	38974	96	97	99	419	414	437	NA	3	5	61	55	33	39	42	57	NA	NA	4
Male	24	40	40895	100	100	98	365	374	410	21	20	10	58	53	47	21	28	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	13	21	34481	100	100	99	399	393	410	8	10	10	62	57	46	31	33	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	30	47	35150	100	100	99	390	392	437	10	13	5	67	55	35	23	32	56	NA	NA	5
Students with Disabilities	11	19	10258	100	100	94	360	359	377	27	26	23	45	53	51	27	21	25	NA	NA	1
Students without Disabilities	36	54	69713	100	100	100	402	404	429	6	7	5	64	54	39	31	39	52	NA	NA	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	40	61	38994	98	98	98	397	394	409	10	11	10	60	56	47	30	33	41	NA	NA	1
Non-Economically Disadvantaged	NC	12	40977	NC	100	100	NC	384	437	NC	17	5	NC	42	34	NC	42	56	NC	NA	5

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

4th 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	45	67	80147	94	96	99	444	443	482	16	16	11	40	40	17	44	42	49	NA	1	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	34	39281	96	97	99	442	439	483	13	12	9	46	50	17	42	38	50	NA	NA	24
Male	21	33	40780	91	94	98	446	447	482	19	21	12	33	30	17	48	45	48	NA	3	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	12	18	33494	100	100	99	431	430	466	25	28	15	33	39	23	42	33	49	NA	NA	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	29	44	36122	94	96	99	451	449	501	10	11	5	41	41	10	48	45	50	NA	2	35
Students with Disabilities	NC	11	10295	NC	85	92	NC	427	443	NC	45	33	NC	NA	26	NC	55	33	NC	NA	8
Students without Disabilities	40	56	69852	98	98	100	447	446	488	10	11	7	45	48	16	45	39	51	NA	2	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	38	55	38371	95	96	97	439	438	465	18	20	15	42	40	23	39	40	49	NA	NA	13
Non-Economically Disadvantaged	NC	12	41776	NC	92	100	NC	464	498	NC	NA	6	NC	42	11	NC	50	49	NC	8	33

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	48	70	79686	100	100	98	456	457	470	17	16	11	35	36	24	46	47	57	2	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	35	39163	100	100	99	452	454	475	12	11	9	48	46	22	40	43	60	NA	NA	10
Male	23	35	40438	100	100	97	459	460	465	22	20	13	22	26	25	52	51	54	4	3	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	12	18	33299	100	100	98	440	442	452	25	22	17	42	44	32	33	33	47	NA	NA	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	31	46	35914	100	100	98	469	468	489	6	9	5	35	33	15	55	57	67	3	2	14
Students with Disabilities	NC	13	9808	NC	100	87	NC	447	432	NC	31	35	NC	23	32	NC	46	30	NC	NA	3
Students without Disabilities	41	57	69878	100	100	100	459	459	475	15	12	8	34	39	23	49	47	61	2	2	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	40	57	38095	100	100	97	453	452	452	18	18	17	40	40	32	40	40	48	3	2	3
Non-Economically Disadvantaged	NC	13	41591	NC	100	99	NC	478	486	NC	8	6	NC	15	16	NC	77	65	NC	NA	13

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	48	70	80372	100	100	99	448	455	475	19	14	4	21	21	30	60	64	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	35	39452	100	100	99	452	452	488	20	17	3	12	11	22	68	71	72	NA	NA	3
Male	23	35	40836	100	100	98	445	457	464	17	11	6	30	31	37	52	57	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	12	18	33608	100	100	99	434	436	462	25	22	6	25	33	36	50	44	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	31	46	36213	100	100	99	460	467	489	16	11	2	16	15	22	68	74	72	NA	NA	3
Students with Disabilities	NC	13	10526	NC	100	94	NC	412	427	NC	31	15	NC	8	53	NC	62	31	NC	NA	1
Students without Disabilities	41	57	69846	100	100	100	461	464	482	12	11	3	24	25	26	63	65	69	NA	NA	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	40	57	38521	100	100	98	442	451	461	20	14	6	25	26	38	55	60	55	NA	NA	1
Non-Economically Disadvantaged	NC	13	41851	NC	100	100	NC	470	489	NC	15	3	NC	NA	22	NC	85	72	NC	NA	4

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

5th 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	32	52	79306	94	96	99	471	474	504	28	25	13	25	21	20	44	52	49	3	2	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	27	38845	100	100	99	471	473	505	30	30	11	25	22	20	45	48	50	NA	NA	18
Male	12	25	40383	86	93	98	471	475	504	25	20	14	25	20	19	42	56	47	8	4	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	16	32673	NC	100	99	NC	467	487	NC	31	18	NC	25	25	NC	44	46	NC	NA	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	20	30	36234	91	94	99	481	481	523	20	20	6	15	17	13	60	60	52	5	3	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	29	44	69020	100	100	100	475	481	510	24	18	9	24	20	18	48	59	52	3	2	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	27	40	37437	93	95	97	473	476	486	33	28	19	19	20	26	44	50	46	4	3	9
Non-Economically Disadvantaged	NC	12	41869	NC	100	100	NC	470	521	NC	17	7	NC	25	14	NC	58	51	NC	NA	27

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	34	54	79000	100	100	98	473	473	489	15	11	10	26	33	24	59	56	58	NA	NA	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	27	38774	100	100	99	481	484	494	10	7	7	25	26	22	65	67	61	NA	NA	10
Male	14	27	40150	100	100	98	461	462	485	21	15	12	29	41	25	50	44	55	NA	NA	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	16	32508	NC	100	98	NC	478	472	NC	13	15	NC	25	33	NC	63	49	NC	NA	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	22	32	36135	100	100	98	476	474	508	14	9	4	27	38	14	59	53	67	NA	NA	15
Students with Disabilities	NC	10	9991	NC	100	88	NC	NA	449	NC	NA	33	NC	NA	36	NC	NA	29	NC	NA	2
Students without Disabilities	29	44	69009	100	100	100	481	483	495	7	5	6	28	30	22	66	66	62	NA	NA	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	29	42	37234	100	100	97	472	471	472	17	14	15	28	36	33	55	50	50	NA	NA	3
Non-Economically Disadvantaged	NC	12	41766	NC	100	99	NC	480	505	NC	NA	5	NC	25	16	NC	75	65	NC	NA	14

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	34	54	79611	100	100	99	470	481	496	12	11	7	56	44	37	32	44	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	27	39016	100	100	99	482	497	511	5	4	4	55	48	29	40	48	66	NA	NA	1
Male	14	27	40519	100	100	98	453	465	482	21	19	10	57	41	44	21	41	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	16	32855	NC	100	99	NC	490	481	NC	13	10	NC	44	43	NC	44	47	NC	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	22	32	36380	100	100	99	466	472	511	14	13	4	50	44	30	36	44	65	NA	NA	1
Students with Disabilities	NC	10	10664	NC	100	94	NC	NA	440	NC	NA	23	NC	NA	54	NC	NA	22	NC	NA	1
Students without Disabilities	29	44	68947	100	100	100	489	505	504	3	2	4	59	43	34	38	55	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	29	42	37626	100	100	98	467	475	479	14	14	10	55	43	45	31	43	45	NA	NA	0
Non-Economically Disadvantaged	NC	12	41985	NC	100	100	NC	503	511	NC	NA	4	NC	50	30	NC	50	65	NC	NA	1

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

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	43	64	79327	100	100	98	481	487	518	28	25	19	37	34	20	35	41	46	NA	NA	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	26	38961	100	100	98	490	493	520	13	19	16	47	35	20	40	46	48	NA	NA	16
Male	28	38	40295	100	100	97	475	484	516	36	29	21	32	34	19	32	37	44	NA	NA	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	NC	12	32327	NC	100	98	NC	484	499	NC	17	27	NC	58	25	NC	25	41	NC	NA	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	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	32	46	36373	100	100	98	484	490	538	28	26	10	28	26	14	44	48	52	NA	NA	25
Students with Disabilities	NC	10	9321	NC	100	87	NC	NA	467	NC	NA	54	NC	NA	22	NC	NA	21	NC	NA	3
Students without Disabilities	36	54	70006	100	100	100	488	495	524	19	17	14	39	35	19	42	48	49	NA	NA	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	28	41	37097	100	100	97	478	481	498	32	29	27	39	39	25	29	32	41	NA	NA	7
Non-Economically Disadvantaged	15	23	42230	100	100	99	485	499	535	20	17	11	33	26	15	47	57	50	NA	NA	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	43	64	79501	100	100	98	488	494	497	14	13	10	26	25	25	60	59	60	NA	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	26	39062	100	100	99	510	507	502	NA	NA	8	27	31	23	73	69	64	NA	NA	5
Male	28	38	40368	100	100	98	476	486	491	21	21	13	25	21	27	54	53	57	NA	5	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	NC	12	32389	NC	100	98	NC	494	478	NC	17	16	NC	17	34	NC	58	48	NC	8	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	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	32	46	36446	100	100	99	483	493	516	19	13	4	25	26	15	56	59	73	NA	2	7
Students with Disabilities	NC	10	9411	NC	100	88	NC	NA	453	NC	NA	36	NC	NA	36	NC	NA	26	NC	NA	1
Students without Disabilities	36	54	70090	100	100	100	501	507	502	3	2	7	25	24	24	72	70	65	NA	4	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	28	41	37183	100	100	97	485	490	479	14	10	16	32	34	34	54	54	49	NA	2	1
Non-Economically Disadvantaged	15	23	42318	100	100	99	494	501	513	13	17	5	13	9	17	73	70	70	NA	4	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	43	64	80000	100	100	99	535	549	564	12	8	3	7	5	11	70	78	75	12	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	26	39288	100	100	99	578	579	579	7	4	2	NA	NA	6	67	77	77	27	19	16
Male	28	38	40644	100	100	98	513	529	549	14	11	4	11	8	15	71	79	74	4	3	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	NC	12	32672	NC	100	99	NC	548	548	NC	8	4	NC	NA	14	NC	83	76	NC	8	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	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	32	46	36602	100	100	99	535	546	579	13	9	2	9	7	7	63	74	75	16	11	16
Students with Disabilities	NC	10	9919	NC	100	93	NC	NA	505	NC	NA	9	NC	NA	35	NC	NA	54	NC	NA	2
Students without Disabilities	36	54	70081	100	100	100	548	560	571	8	6	2	6	4	7	72	80	79	14	11	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	28	41	37534	100	100	98	531	546	547	11	7	4	11	7	15	71	78	76	7	7	5
Non-Economically Disadvantaged	15	23	42466	100	100	100	544	555	578	13	9	2	NA	NA	7	67	78	75	20	13	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	49	70	78546	100	99	97	506	513	543	31	24	15	33	30	18	35	44	52	2	1	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	33	38645	100	100	98	511	516	545	21	18	13	33	30	18	46	52	54	NA	NA	15
Male	25	37	39792	100	97	97	501	510	542	40	30	17	32	30	17	24	38	50	4	3	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	13	20	31177	100	100	97	503	508	524	31	30	22	23	20	23	38	45	48	8	5	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	30	44	36450	100	98	97	505	515	563	33	23	7	37	34	12	30	43	57	NA	NA	23
Students with Disabilities	NC	10	8093	NC	100	82	NC	NA	489	NC	NA	50	NC	NA	24	NC	NA	23	NC	NA	2
Students without Disabilities	40	60	70453	100	98	100	514	520	549	23	18	11	33	28	17	43	52	56	3	2	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	30	42	34694	100	98	96	498	506	524	37	31	23	30	29	23	33	40	48	NA	NA	7
Non-Economically Disadvantaged	19	28	43852	100	100	99	518	523	559	21	14	10	37	32	13	37	50	56	5	4	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	49	70	79045	100	99	98	501	503	512	8	7	10	41	37	25	43	49	58	8	7	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	33	38860	100	100	98	514	514	519	4	6	7	29	24	22	58	61	62	8	9	8
Male	25	37	40075	100	97	97	487	493	505	12	8	12	52	49	28	28	38	54	8	5	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	13	20	31314	100	100	98	495	498	493	23	15	16	23	25	34	46	55	48	8	5	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	30	44	36730	100	98	98	501	504	532	3	5	4	53	45	16	33	41	68	10	9	12
Students with Disabilities	NC	10	8552	NC	100	87	NC	NA	463	NC	NA	35	NC	NA	40	NC	NA	23	NC	NA	1
Students without Disabilities	40	60	70493	100	98	100	510	511	517	5	5	7	35	32	24	50	55	62	10	8	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	30	42	34922	100	98	96	492	495	493	10	10	15	43	36	34	40	50	48	7	5	3
Non-Economically Disadvantaged	19	28	44123	100	100	99	515	515	527	5	4	6	37	39	18	47	46	66	11	11	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	49	71	79657	100	100	99	525	540	566	16	13	3	10	8	8	73	79	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	33	39120	100	100	99	539	552	580	13	9	2	NA	3	4	88	88	92	NA	NA	2
Male	25	38	40423	100	100	98	511	529	553	20	16	5	20	13	12	60	71	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	13	20	31642	100	100	99	508	534	552	23	15	5	15	10	11	62	75	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	30	45	36929	100	100	99	523	538	579	17	13	2	10	9	5	73	78	91	NA	NA	2
Students with Disabilities	NC	10	9069	NC	100	92	NC	NA	508	NC	NA	11	NC	NA	30	NC	NA	58	NC	NA	1
Students without Disabilities	40	61	70588	100	100	100	539	554	573	15	10	2	3	3	5	83	87	91	NA	NA	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	30	43	35341	100	100	97	516	531	551	17	14	5	13	12	12	70	74	83	NA	NA	0
Non-Economically Disadvantaged	19	28	44316	100	100	100	538	553	578	16	11	2	5	4	5	79	86	90	NA	NA	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	50	76	78400	100	100	97	533	537	554	24	24	21	24	25	19	48	46	47	4	5	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	34	38686	100	100	98	541	546	554	20	24	20	25	21	20	50	47	49	5	9	12
Male	30	42	39636	100	100	96	528	530	554	27	24	23	23	29	18	47	45	46	3	2	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	12	19	30732	100	100	97	540	535	534	17	21	31	33	37	24	42	37	40	8	5	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	--	NC	4536	--	NC	95	--	NC	528	--	NC	35	--	NC	25	--	NC	37	--	NC	4
White	28	45	37038	100	100	97	540	541	575	21	22	11	11	16	14	64	58	56	4	4	19
Students with Disabilities	NC	12	7840	NC	100	81	NC	477	498	NC	75	60	NC	17	18	NC	8	20	NC	NA	2
Students without Disabilities	42	64	70560	100	100	99	541	547	560	17	14	17	24	27	19	55	53	50	5	6	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	32	47	33014	100	100	95	532	534	534	28	28	31	22	28	24	44	38	40	6	6	5
Non-Economically Disadvantaged	18	29	45386	100	100	99	535	541	569	17	17	15	28	21	15	56	59	52	NA	3	18

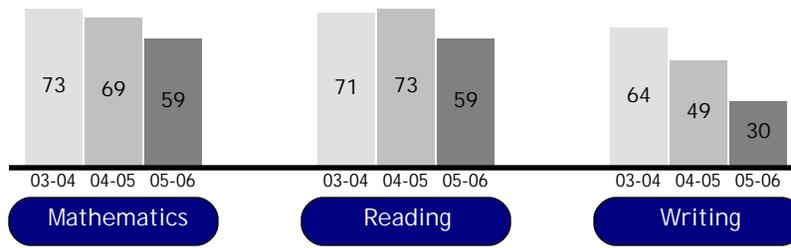
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	76	79179	100	100	98	511	514	519	6	7	11	36	30	27	58	63	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	34	38974	100	100	99	527	526	524	NA	3	8	20	18	25	80	79	61	NA	NA	5
Male	30	42	40124	100	100	97	501	504	513	10	10	13	47	40	28	43	50	54	NA	NA	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	12	19	30987	100	100	98	514	513	498	NA	NA	17	42	37	36	58	63	45	NA	NA	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	--	NC	4573	--	NC	96	--	NC	494	--	NC	16	--	NC	41	--	NC	42	--	NC	1
White	28	45	37467	100	100	98	516	516	539	4	7	5	32	27	17	64	67	70	NA	NA	8
Students with Disabilities	NC	12	8567	NC	100	88	NC	460	467	NC	25	39	NC	67	38	NC	8	22	NC	NA	1
Students without Disabilities	42	64	70612	100	100	99	518	523	524	5	3	7	29	23	25	67	73	62	NA	NA	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	32	47	33345	100	100	96	509	509	499	6	6	17	41	36	36	53	57	46	NA	NA	1
Non-Economically Disadvantaged	18	29	45834	100	100	99	516	522	533	6	7	7	28	21	19	67	72	67	NA	NA	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	49	75	79734	98	99	99	551	561	554	2	1	3	22	19	19	76	79	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	34	39243	100	100	99	585	589	568	NA	NA	2	5	3	12	95	94	85	NA	3	1
Male	29	41	40413	97	98	98	530	539	541	3	2	4	34	32	26	62	66	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	12	19	31254	100	100	99	559	566	539	NA	NA	5	17	16	25	83	84	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	--	NC	4613	--	NC	97	--	NC	535	--	NC	4	--	NC	29	--	NC	67	--	NC	0
White	28	45	37668	100	100	99	555	562	569	NA	NA	1	29	22	13	71	78	85	NA	NA	1
Students with Disabilities	NC	12	8943	NC	100	92	NC	483	495	NC	8	11	NC	58	51	NC	33	38	NC	NA	1
Students without Disabilities	41	63	70791	98	98	100	566	575	561	NA	NA	2	15	11	15	85	87	83	NA	2	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	31	46	33718	97	98	97	544	553	538	3	2	5	26	22	26	71	76	69	NA	NA	0
Non-Economically Disadvantaged	18	29	46016	100	100	100	564	574	567	NA	NA	2	17	14	14	83	83	84	NA	3	1

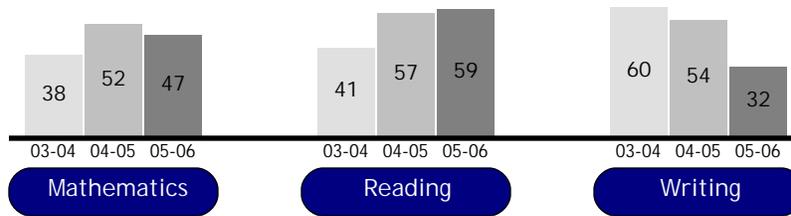
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

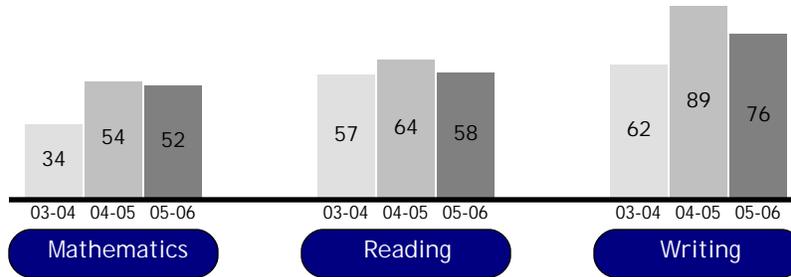
3rd Grade Proficiency



5th Grade Proficiency



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
2	Reading	70	60	NA	58	94	54	52	47	100	50	52	46
	Language	67	53	43	50	94	56	49	47	100	61	61	48
	Mathematics	67	63	57	64	94	51	47	50	100	56	54	52
3	Reading	100	59	NA	55	100	53	51	44	100	39	37	46
	Language	100	62	57	61	100	46	47	44	100	41	37	46
	Mathematics	100	68	64	61	100	47	45	51	98	37	35	52
4	Reading	96	68	NA	56	100	42	44	48	100	41	43	52
	Language	100	60	60	52	100	45	46	49	100	43	41	52
	Mathematics	100	65	67	61	100	44	46	53	94	34	37	58
5	Reading	98	61	NA	55	100	48	50	50	100	44	46	56
	Language	97	48	46	49	100	42	45	50	100	34	37	54
	Mathematics	98	61	59	63	100	41	43	49	94	34	37	52
6	Reading	100	57	NA	56	91	53	50	51	100	56	59	56
	Language	100	54	54	48	91	45	42	47	100	37	44	50
	Mathematics	100	76	72	66	89	46	43	52	100	34	35	58
7	Reading	96	61	NA	54	98	63	59	50	100	50	52	54
	Language	96	62	62	58	98	60	59	52	100	48	48	58
	Mathematics	94	56	56	62	98	54	52	50	100	39	43	54
8	Reading	96	55	NA	55	94	52	56	51	98	61	59	58
	Language	91	58	55	52	94	52	55	50	98	56	58	56
	Mathematics	95	64	63	61	98	48	50	53	98	46	46	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/

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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Reading First goals
- Ü Extracurricular Activities
- Ü Curriculum and Instruction
- Ü Title 1 Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	2.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	52
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Special Needs Preschool
- Ü Media Center
- Ü Gym

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Hands Across the Border
- Ü Athletic Programs
- Ü Student Council
- Ü Yearbook
- Ü Student Recognition Assemblies

Social Services

- Ü Breakfast/Lunch Programs
- Ü Food/Clothing Bank
- Ü Counseling Services/Crisis Intervention
- Ü Health Services
- Ü Bullying Prevention
- Ü SRO

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The Hands Across the Border Program to Mexico has been part of an intercultural exchange program that we have been doing with Intermediate/Junior High students for 15 years. It is a highly successful educational program.

- ü Exemplary Reading Award from the international Reading Association in May, 2004.

- ü Huachuca City School made Adequate Yearly Progress (AYP)

Student Activity Rates for School Year 2005-06

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

Our school has an on site part-time SRO officer that teaches law related education classes.

A district wide bullying prevention policy is in place.

We are continually training and practicing with our students on safety procedures to follow in case of emergencies. HCS has a written emergency plan.

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	Thomas Yarborough	(520) 456-9842
Transportation Policy	Cheryl Leonard	(520) 457-4000
Community Resources		(520) 456-9842
School Nutrition Programs	Stephanie Stepanek	(520) 457-4000
Parent Organization	Liza Graves	(520) 456-9842
Student Health/Nurse	Tara Chavez	(520) 456-9842

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 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.

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.

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** 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.