



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

70 W. Patton, St David, AZ 85630

St David 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)

2004-05 Highly Performing
2003-04 Highly Performing
2002-03 Highly Performing

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

School Overview

Principal/Administrator : Mr. Mark Goodman
Schedule : 07:00 AM to 04:00 PM
Grades : Pre-K-8
2005 Enrollment : 368
Web Address : www.stdavidschool.net
Phone Number : (520) 720-4781
Fax Number : (520) 720-4783
E-mail : mgoodman@mail.stdavid.org

Mission

All students will be provided a safe, positive learning environment that challenges and guides them to reach their highest levels of academic achievement, personal growth, and citizenship while developing the knowledge, abilities, and habits needed to meet the demands of a changing world.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

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

School / Academic Goals

- Developing skills in communications, including reading, writing, speaking and listening.
Developing skills in computation, data interpretation and analysis, problem solving and mathematical reasoning skills.
All students will meet or exceed the state standards in reading, writing, and math as measured by the state AIMS tests.

Enrollment

October 1, 2004 School Year Student Enrollment : 295
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 5

Instructional Programs

- ü Preschool
- ü On-site Special Education
- ü Two Half-day Kindergarten
- ü Gifted

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school actively seeks parent support and involvement. We encourage parent participation in our school to improve academic performance. St. David has a dynamic and strong PTO.

Parents

Education is a partnership. Parents are expected to instill positive attitudes toward learning and their school. Parents have the responsibility of ensuring that their children come to school on time, dressed appropriately with completed homework.

Transportation Policy

Transportation of students is a privilege extended to students in the district. It is not a statutory requirement, except for the necessary transportation of handicapped students.

School Honors

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

Award/Honor	Year
ü University of Arizona Presidential Cup	2002
ü University of Arizona Presidential Cup	2001
ü E. A. Row Award Winner	2002
ü Cochise County Rural Teacher of the Year	2005

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	44	44	79306	100	100	99	440	440	445	10	10	10	28	28	18	55	55	51	8	8	20
All Students (Prior Year)	31	31	75509	100	100	100	540	540	521	7	7	13	7	7	23	44	44	33	41	41	31
Female	20	20	38691	100	100	99	429	429	446	11	11	10	37	37	18	47	47	52	5	5	20
Male	24	24	40583	100	100	99	449	449	445	10	10	11	19	19	18	62	62	50	10	10	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	38	38	36197	97	97	99	443	443	463	11	11	5	20	20	11	60	60	53	9	9	31
Students with Disabilities	12	12	10321	100	100	100	405	405	389	33	33	30	25	25	27	33	33	34	8	8	9
Students without Disabilities	32	32	69060	97	97	98	454	454	454	0	0	7	29	29	17	64	64	54	7	7	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	20	20	39415	100	100	96	420	420	431	16	16	15	42	42	25	37	37	50	5	5	10
Non-Economically Disadvantaged	24	24	39966	100	100	100	457	457	459	5	5	6	14	14	12	71	71	52	10	10	30

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	44	44	79395	100	0	99	451	451	446	13	13	9	20	20	25	60	60	55	8	8	11
All Students (Prior Year)	32	32	75492	100	100	100	526	526	519	11	11	12	0	0	16	68	68	47	21	21	24
Female	20	20	38743	100	0	100	443	443	451	16	16	7	21	21	24	58	58	57	5	5	12
Male	24	24	40618	100	0	99	458	458	440	10	10	11	19	19	27	62	62	53	10	10	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	38	38	36221	97	0	99	454	454	465	14	14	4	11	11	15	66	66	63	9	9	17
Students with Disabilities	12	12	10331	100	0	100	424	424	388	42	42	25	17	17	37	33	33	34	8	8	4
Students without Disabilities	32	32	69139	97	0	99	462	462	454	0	0	7	21	21	24	71	71	58	7	7	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	20	20	39484	100	0	96	426	426	429	21	21	14	37	37	35	42	42	47	0	0	4
Non-Economically Disadvantaged	24	24	39986	100	0	100	473	473	461	5	5	4	5	5	16	76	76	63	14	14	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	44	44	78869	100	100	99	400	400	442	8	8	6	60	60	21	30	30	63	3	3	10
All Students (Prior Year)	32	32	75053	100	100	99	573	573	597	4	4	7	11	11	12	79	79	72	7	7	9
Female	20	20	38536	100	100	99	404	404	458	11	11	4	53	53	15	37	37	67	0	0	14
Male	24	24	40302	100	100	99	396	396	428	5	5	8	67	67	26	24	24	60	5	5	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	38	38	36078	97	97	99	403	403	459	9	9	4	54	54	16	34	34	66	3	3	14
Students with Disabilities	12	12	10246	100	100	100	377	377	367	25	25	18	50	50	39	17	17	40	8	8	4
Students without Disabilities	32	32	68697	97	97	98	410	410	454	0	0	4	64	64	18	36	36	67	0	0	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	20	20	39106	100	100	95	375	375	427	16	16	8	68	68	28	16	16	59	0	0	5
Non-Economically Disadvantaged	24	24	39837	100	100	100	422	422	457	0	0	4	52	52	14	43	43	67	5	5	15

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	25	25	78906	100	96	99	497	497	498	5	5	13	23	23	19	64	64	48	9	9	20
All Students (Prior Year)	36	36	76019	100	100	100	519	519	499	3	3	14	34	34	39	14	14	14	49	49	33
Female	12	12	38644	100	92	99	508	508	500	0	0	12	10	10	19	80	80	49	10	10	19
Male	13	13	40236	100	100	99	488	488	497	8	8	15	33	33	19	50	50	46	8	8	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	21	21	36483	100	100	99	500	500	517	5	5	7	16	16	13	68	68	51	11	11	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	22	22	68310	100	100	98	504	504	509	0	0	9	21	21	18	68	68	51	11	11	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	16	16	40295	100	100	100	510	510	513	0	0	7	7	7	13	79	79	50	14	14	30

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	25	25	78908	100	0	99	504	504	484	5	5	10	9	9	23	68	68	58	18	18	9
All Students (Prior Year)	36	36	76020	100	100	100	510	510	503	11	11	25	20	20	23	51	51	40	17	17	12
Female	12	12	38648	100	0	99	511	511	489	0	0	8	0	0	22	90	90	61	10	10	10
Male	13	13	40233	100	0	99	498	498	479	8	8	12	17	17	25	50	50	55	25	25	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	21	21	36502	100	0	99	507	507	502	5	5	4	5	5	14	68	68	67	21	21	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	22	22	68312	100	0	98	512	512	493	0	0	7	5	5	21	74	74	62	21	21	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	16	16	40315	100	0	100	517	517	498	0	0	5	7	7	15	71	71	66	21	21	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	25	25	78750	100	96	99	495	495	500	5	5	6	41	41	29	55	55	63	0	0	2
All Students (Prior Year)	36	36	75673	100	100	100	510	510	530	23	23	12	23	23	25	51	51	58	3	3	4
Female	12	12	38586	100	92	99	541	541	515	0	0	4	10	10	22	90	90	71	0	0	3
Male	13	13	40135	100	100	99	456	456	486	8	8	8	67	67	35	25	25	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	21	21	36440	100	100	99	494	494	516	5	5	3	42	42	22	53	53	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	22	22	68196	100	100	98	507	507	513	0	0	3	42	42	25	58	58	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	16	16	40260	100	100	100	517	517	514	0	0	3	29	29	21	71	71	72	0	0	4

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	43	43	78250	100	100	99	564	564	548	18	18	21	18	18	18	55	55	48	10	10	13
All Students (Prior Year)	47	47	75001	100	100	99	478	478	468	27	27	37	38	38	36	24	24	16	11	11	10
Female	20	20	38071	100	100	99	552	552	549	18	18	20	24	24	19	59	59	49	0	0	12
Male	23	23	40126	100	100	99	573	573	547	17	17	23	13	13	17	52	52	46	17	17	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	40	40	38320	100	100	99	568	568	568	14	14	12	19	19	14	57	57	55	11	11	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	34	34	68996	97	97	99	576	576	561	10	10	16	16	16	18	61	61	52	13	13	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	13	13	33388	93	93	94	544	544	530	27	27	32	18	18	22	55	55	40	0	0	5
Non-Economically Disadvantaged	30	30	44937	100	100	100	572	572	561	14	14	13	17	17	15	55	55	54	14	14	18

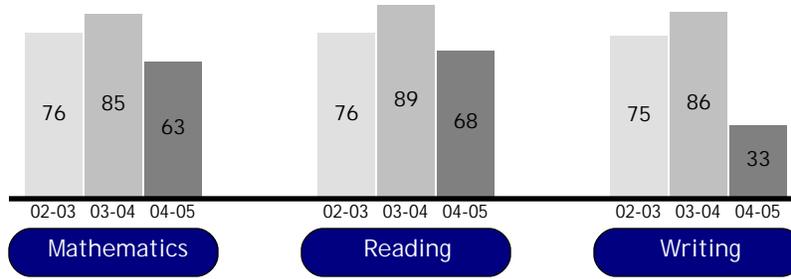
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	43	78302	100	0	99	534	534	512	3	3	11	8	8	25	80	80	57	10	10	7
All Students (Prior Year)	48	48	74918	100	100	99	512	512	497	18	18	32	13	13	19	47	47	35	21	21	15
Female	20	20	38082	100	0	99	530	530	518	0	0	8	6	6	24	88	88	61	6	6	7
Male	23	23	40166	100	0	99	538	538	507	4	4	14	9	9	26	74	74	54	13	13	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	40	40	38347	100	0	99	538	538	531	0	0	5	8	8	17	81	81	68	11	11	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	34	34	69024	97	0	99	543	543	524	3	3	7	3	3	23	81	81	62	13	13	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	13	13	33398	93	0	94	522	522	495	9	9	18	0	0	35	91	91	46	0	0	2
Non-Economically Disadvantaged	30	30	44979	100	0	100	539	539	525	0	0	6	10	10	18	76	76	66	14	14	10

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	43	78094	100	100	99	580	580	545	0	0	3	5	5	18	90	90	77	5	5	2
All Students (Prior Year)	48	48	74503	100	100	99	526	526	491	0	0	9	16	16	32	79	79	51	5	5	8
Female	20	20	38025	100	100	99	581	581	558	0	0	2	0	0	13	94	94	82	6	6	2
Male	23	23	40013	100	100	99	579	579	534	0	0	5	9	9	23	87	87	71	4	4	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	40	40	38265	100	100	99	582	582	564	0	0	2	3	3	11	92	92	84	5	5	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	34	34	68892	97	97	98	590	590	559	0	0	2	3	3	14	90	90	82	6	6	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	13	13	33296	93	93	94	560	560	527	0	0	5	18	18	27	82	82	67	0	0	0
Non-Economically Disadvantaged	30	30	44871	100	100	100	587	587	559	0	0	2	0	0	12	93	93	84	7	7	3

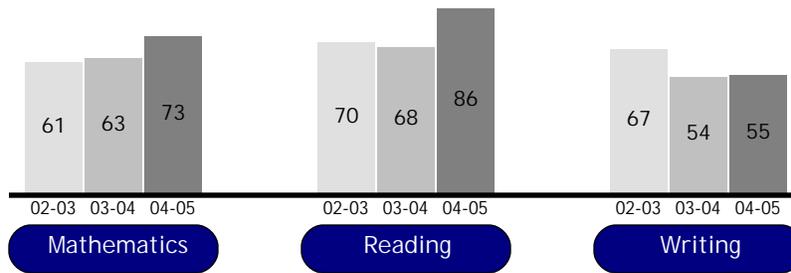
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

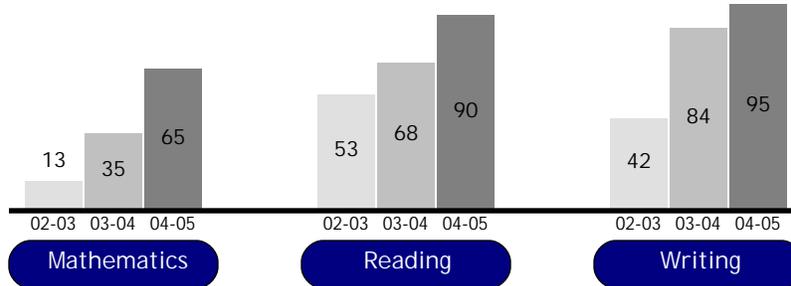
3rd Grade Proficiency



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.

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

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	69	69	50	95	57	NA	58	100	44	44	47
	Language	96	52	52	43	95	47	47	50	100	45	45	47
	Mathematics	96	73	73	57	95	66	66	64	100	50	50	50
3	Reading	100	65	65	47	100	59	NA	55	100	55	55	44
	Language	100	68	68	54	100	62	62	61	100	49	49	44
	Mathematics	100	73	73	54	100	64	64	61	100	54	54	51
4	Reading	100	72	72	52	96	61	NA	56	94	58	58	48
	Language	100	65	65	48	96	54	54	52	94	59	59	49
	Mathematics	100	78	78	57	96	71	71	61	94	62	62	53
5	Reading	100	64	64	50	100	65	NA	55	100	63	63	50
	Language	96	58	58	46	100	56	56	49	100	51	51	50
	Mathematics	100	84	84	57	100	82	82	63	100	58	58	49
6	Reading	100	65	65	53	100	73	NA	56	98	64	64	51
	Language	100	58	58	45	100	65	65	48	98	59	59	47
	Mathematics	100	91	91	62	100	91	91	66	98	72	72	52
7	Reading	100	68	68	51	100	65	NA	54	94	47	47	50
	Language	94	75	75	54	100	70	70	58	94	50	50	52
	Mathematics	100	79	79	58	100	80	80	62	94	53	53	50
8	Reading	100	55	55	53	100	63	NA	55	100	63	63	51
	Language	100	60	60	49	100	64	64	52	100	58	58	50
	Mathematics	100	62	62	58	100	70	70	61	100	63	63	53

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

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.50	Teacher	14.00
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	2	0	0	0
10 or more years	3	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Hightly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Three Mobile Technology Labs
- Ü Extensive Accelerated Reader Library
- Ü Theater-style Auditorium

Extracurricular Activities

- Ü San Pedro Valley Fair
- Ü Volleyball 6-8
- Ü Instrumental/Vocal Music
- Ü Track 6-8
- Ü Basketball 6-8
- Ü Baseball 6-8

Social Services

- Ü Lunch Program
- Ü Counseling Services
- Ü DES Services
- Ü Health Services

School Achievements/Accomplishments 2004-05

- ü Annual Career Day hosting over 50 presenters from a variety of career areas.
  
- ü Charcter Development focusing on Drug prevention bullying prevention, personal integrity and responsibility.
  
- ü All students were instructed in 6-trait writing and had multiple opportunities to write and demonstrate improvement.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	6	12	12	17
Transfers In Rate <sup>6</sup>	20	28	28	37
Stability Rate <sup>7</sup>	93	87	87	82
Promotion Rate <sup>8</sup>	88	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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 created a school vision from student and staff surveys. Based on the results of the survey, new policies and procedures have been implemented, i.e., additional playground coverage, with new schoolwide policy for entering and leaving campus.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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		
Transportation Policy	Vickie Bradford	(520) 720-4492
Community Resources	Susan Pollock	(520) 720-4781
School Nutrition Programs	Betty Scott	(520) 720-4492
Parent Organization	Kerry Vansickle	(520) 720-4094
Student Health/Nurse	Patsy Thomas	(520) 720-4781

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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).

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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.