

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1650 Washington Ave., Douglas, AZ 85607

Douglas 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 Performing Plus
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. George B. Watkins
Schedule : 07:00 AM to 04:00 PM
Grades : 6-8
Web Address : www.dusd.k12.az.us/paulhuber
Phone Number : (520) 364-2840
Fax Number : (520) 364-2421
E-mail : gwatkins@dusd.k12.us.az

Mission

All students have the opportunity and responsibility to become proficient in the Arizona State Standards via quality instruction, in a safe and supportive environment, and to become successful at the next academic level. Student progress will be evaluated using common assessments, augmented with intervention and enrichment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Not Met
2003-04 Not Met

School Improvement Status (b)

2005-06 SI Year 2
2004-05 SI Year 1
2003-04 N/A

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

School / Academic Goals

- ü Increase percentage of students meeting/exceeding the State Standards; reduce percentage of students falling below the State Standards and increase the percentage of ELL students meeting/exceeding State Standards in Reading, Writing, and Math.
- ü Employ and retain highly qualified and trained personnel in standards based instruction and researched based instructional methods to increase students' academic progress.
- ü Become a Professional Learning Community by asking four simple questions: 1) what are the students to learn?; 2) How do we know if they have learned it?; 3) What do we do if they do not learn it?; and 4) What do we do if they already know it?
- ü Engage in regular collaboration and communication between students/parents/staff/admin-istration/community to maintain a positive environment conducive to student learning.

Enrollment

October 1, 2005 School Year Student Enrollment : 605
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 23

Instructional Programs

- ü Advanced Placement (Algebra)
- ü On-site Special Education Inclusion Mode
- ü Gifted Program-More Able Student (MAS)
- ü Yearbook
- ü Teaming Concept
- ü Voyager Reading Program
- ü ALEKS Math Computer Program
- ü Rosetta Stone ELL Program

Calendar Information

Number of Instruction Days : 180
 Average Daily Instruction Time : 6 hours 11 minutes
 First Day of School : 8/7/2005
 Last Day of School : 5/23/2006

Shared Responsibilities

School

Provide students a safe/secure environment for learning. Notify parents of students' attendance, special events/activities, school policies/rules/expectations, and academic progress. Allow parent input through Site Council and PTSO group.

Parents

Monitor student progress through school/teacher contact. Ensure students are on time and attend school regularly. Assist child with homework strategies. Help students develop good health habits. Provide nutritional needs for students.

Transportation Policy

DUSD #27 provides bus transportation to and from school for all students in need. Furthermore, special van services are available for the physically challenged child. Vans are available for our MAS (gifted) program, field trips and special events.

School Honors

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

Award/Honor	Year
ü AZ Youth Survey - AZ Criminal Justice System	2005
ü Raised Money for the House of Hope	2006
ü St. Jude's Math-A-Thon Fundraiser	2006

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	208	346	79327	97	94	98	491	495	518	27	23	19	31	31	20	39	42	46	3	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	172	38961	99	95	98	493	497	520	19	17	16	39	37	20	40	41	48	2	5	16
Male	110	174	40295	96	93	97	489	494	516	34	30	21	24	24	19	39	42	44	4	4	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	198	333	32327	98	94	98	491	496	499	26	23	27	31	31	25	40	42	41	3	4	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	NC	11	36373	NC	92	98	NC	489	538	NC	36	10	NC	18	14	NC	36	52	NC	9	25
Students with Disabilities	17	20	9321	77	50	87	443	447	467	76	70	54	18	25	22	6	5	21	NA	NA	3
Students without Disabilities	191	326	70006	99	99	100	495	498	524	23	21	14	32	31	19	42	44	49	3	5	18
Limited English Proficient Students	51	90	9431	96	84	95	461	463	466	53	51	53	37	37	27	10	12	18	NA	NA	1
Migrant Students	10	26	635	91	84	94	NA	494	488	NA	23	31	NA	31	29	NA	42	36	NA	4	4
Economically Disadvantaged	155	283	37097	97	93	97	484	491	498	30	25	27	33	32	25	37	40	41	NA	3	7
Non-Economically Disadvantaged	53	63	42230	98	97	99	511	514	535	17	17	11	25	24	15	47	48	50	11	11	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	202	340	79501	94	92	98	484	482	497	8	10	10	37	36	25	52	52	60	2	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	172	39062	99	95	99	488	485	502	7	9	8	32	32	23	60	59	64	1	1	5
Male	104	168	40368	90	89	98	480	479	491	10	11	13	42	40	27	45	46	57	3	2	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	194	329	32389	96	93	98	484	482	478	8	10	16	38	37	34	53	52	48	2	1	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	NC	NC	36446	NC	NC	99	NC	NC	516	NC	NC	4	NC	NC	15	NC	NC	73	NC	NC	7
Students with Disabilities	11	14	9411	50	35	88	437	438	453	36	43	36	64	57	36	NA	NA	26	NA	NA	1
Students without Disabilities	191	326	70090	99	99	100	487	484	502	7	9	7	36	35	24	55	55	65	2	2	5
Limited English Proficient Students	49	88	9401	92	82	94	444	445	443	27	28	40	69	63	46	4	9	14	NA	NA	0
Migrant Students	10	26	642	91	84	95	NA	472	465	NA	19	24	NA	42	41	NA	38	35	NA	NA	0
Economically Disadvantaged	151	279	37183	94	92	97	475	477	479	10	11	16	45	41	34	44	47	49	1	1	1
Non-Economically Disadvantaged	51	61	42318	94	94	99	510	507	513	4	7	5	14	13	17	76	75	70	6	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	212	364	80000	99	99	99	554	554	564	2	2	3	12	12	11	83	84	75	4	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	99	180	39288	100	99	99	571	566	579	NA	1	2	5	6	6	90	89	77	5	3	16
Male	113	184	40644	98	98	98	539	543	549	4	3	4	18	17	15	76	78	74	3	2	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	201	350	32672	99	99	99	556	555	548	1	1	4	12	12	14	83	84	76	4	3	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	NC	12	36602	NC	100	99	NC	526	579	NC	17	2	NC	8	7	NC	75	75	NC	NA	16
Students with Disabilities	22	38	9919	100	95	93	485	490	505	9	8	9	32	39	35	59	53	54	NA	NA	2
Students without Disabilities	190	326	70081	99	99	100	562	561	571	1	1	2	9	8	7	85	87	79	4	3	12
Limited English Proficient Students	53	104	9571	100	97	96	512	517	502	4	4	10	34	30	29	62	66	60	NA	NA	1
Migrant Students	10	29	654	91	94	97	NA	549	534	NA	NA	7	NA	17	16	NA	83	74	NA	NA	3
Economically Disadvantaged	158	299	37534	99	98	98	547	550	547	3	2	4	12	12	15	84	84	76	2	2	5
Non-Economically Disadvantaged	54	65	42466	100	100	100	572	572	578	NA	2	2	11	9	7	80	82	75	9	8	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	191	299	78546	91	91	97	525	527	543	19	16	15	24	23	18	53	57	52	5	5	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	143	38645	95	94	98	524	529	545	18	14	13	25	24	18	51	56	54	6	6	15
Male	95	156	39792	87	88	97	525	526	542	20	17	17	22	22	17	55	57	50	3	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	178	285	31177	92	91	97	522	526	524	20	16	22	24	23	23	53	57	48	3	4	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	11	11	36450	79	73	97	561	561	563	9	9	7	9	9	12	55	55	57	27	27	23
Students with Disabilities	10	12	8093	36	29	82	NA	465	489	NA	83	50	NA	17	24	NA	NA	23	NA	NA	2
Students without Disabilities	181	287	70453	99	100	100	528	530	549	15	13	11	24	23	17	56	59	56	5	5	16
Limited English Proficient Students	30	59	9323	79	78	94	490	498	491	47	36	47	33	34	28	20	31	24	NA	NA	1
Migrant Students	NC	20	674	NC	91	95	NC	505	515	NC	35	28	NC	25	27	NC	40	40	NC	NA	5
Economically Disadvantaged	148	249	34694	91	91	96	519	525	524	21	16	23	26	25	23	50	55	48	3	4	7
Non-Economically Disadvantaged	43	50	43852	90	91	99	542	539	559	12	14	10	14	12	13	63	64	56	12	10	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	190	298	79045	90	90	98	497	496	512	9	8	10	40	41	25	49	49	58	2	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	143	38860	95	94	98	500	499	519	7	8	7	38	36	22	52	54	62	3	3	8
Male	94	155	40075	86	87	97	494	492	505	11	9	12	43	46	28	46	45	54	1	1	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	177	284	31314	91	91	98	495	495	493	9	8	16	41	42	34	49	49	48	1	1	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	11	11	36730	79	73	98	534	534	532	NA	NA	4	18	18	16	64	64	68	18	18	12
Students with Disabilities	10	12	8552	36	29	87	NA	453	463	NA	33	35	NA	58	40	NA	8	23	NA	NA	1
Students without Disabilities	180	286	70493	99	99	100	499	498	517	8	7	7	38	40	24	51	51	62	2	2	8
Limited English Proficient Students	29	58	9355	76	76	95	452	459	456	38	31	37	52	53	48	10	16	15	NA	NA	0
Migrant Students	NC	20	682	NC	91	96	NC	477	480	NC	25	23	NC	35	37	NC	40	39	NC	NA	1
Economically Disadvantaged	147	248	34922	91	90	96	492	493	493	12	10	15	44	42	34	43	46	48	1	1	3
Non-Economically Disadvantaged	43	50	44123	90	91	99	515	510	527	NA	NA	6	26	34	18	70	62	66	5	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	209	325	79657	100	98	99	563	559	566	2	2	3	9	8	8	89	89	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	149	39120	100	98	99	574	572	580	1	1	2	2	4	4	97	95	92	NA	NA	2
Male	108	176	40423	99	99	98	552	549	553	3	4	5	15	12	12	82	84	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	193	307	31642	99	98	99	562	559	552	2	3	5	9	8	11	89	89	84	NA	NA	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	14	15	36929	100	100	99	569	565	579	NA	NA	2	7	7	5	93	93	91	NA	NA	2
Students with Disabilities	27	40	9069	96	95	92	492	476	508	7	15	11	41	40	30	52	45	58	NA	NA	1
Students without Disabilities	182	285	70588	100	99	100	573	571	573	1	1	2	4	4	5	95	95	91	NA	NA	1
Limited English Proficient Students	38	75	9521	100	99	96	512	512	507	8	9	13	26	23	24	66	68	63	NA	NA	0
Migrant Students	NC	21	694	NC	95	98	NC	532	546	NC	10	5	NC	10	12	NC	81	82	NC	NA	1
Economically Disadvantaged	160	268	35341	99	97	97	559	557	551	3	3	5	9	9	12	88	88	83	NA	NA	0
Non-Economically Disadvantaged	49	57	44316	100	100	100	574	570	578	NA	NA	2	6	5	5	94	95	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	187	310	78400	100	93	97	564	554	554	12	16	21	19	23	19	57	51	47	12	10	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	154	38686	100	94	98	559	550	554	10	16	20	27	28	20	54	49	49	9	7	12
Male	96	155	39636	99	92	96	569	559	554	14	17	23	11	17	18	59	54	46	16	12	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	175	295	30732	99	93	97	562	552	534	13	17	31	20	23	24	55	51	40	12	9	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	11	14	37038	100	100	97	597	595	575	NA	NA	11	NA	7	14	82	71	56	18	21	19
Students with Disabilities	14	15	7840	100	42	81	487	487	498	71	73	60	21	20	18	7	7	20	NA	NA	2
Students without Disabilities	173	295	70560	100	100	99	570	557	560	7	13	17	19	23	19	61	54	50	13	10	14
Limited English Proficient Students	40	69	8956	100	82	95	515	514	502	45	42	56	28	33	25	25	23	18	3	1	1
Migrant Students	NC	23	676	NC	100	95	NC	540	523	NC	26	38	NC	22	25	NC	43	36	NC	9	1
Economically Disadvantaged	118	228	33014	99	92	95	557	547	534	16	20	31	20	25	24	54	47	40	9	8	5
Non-Economically Disadvantaged	69	82	45386	100	99	99	576	573	569	4	6	15	17	16	15	61	63	52	17	15	18

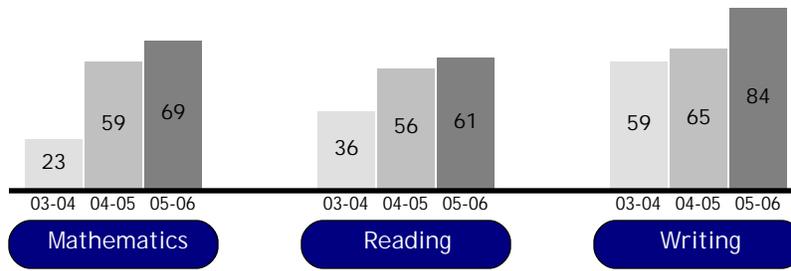
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	186	309	79179	99	93	98	512	506	519	8	9	11	32	37	27	61	54	58	NA	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	154	38974	100	94	99	515	508	524	3	6	8	34	36	25	62	57	61	NA	1	5
Male	95	154	40124	98	91	97	509	503	513	12	12	13	29	38	28	59	50	54	NA	1	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	174	294	30987	99	92	98	511	504	498	8	9	17	33	38	36	59	53	45	NA	NA	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	11	14	37467	100	100	98	524	535	539	NA	NA	5	18	21	17	82	64	70	NA	14	8
Students with Disabilities	13	14	8567	93	39	88	450	450	467	54	50	39	46	50	38	NA	NA	22	NA	NA	1
Students without Disabilities	173	295	70612	100	100	99	517	508	524	4	7	7	31	36	25	65	56	62	NA	1	5
Limited English Proficient Students	39	68	9013	98	81	95	465	464	461	33	32	40	56	57	48	10	10	12	NA	NA	0
Migrant Students	NC	23	680	NC	100	96	NC	486	487	NC	22	20	NC	39	43	NC	39	36	NC	NA	1
Economically Disadvantaged	117	227	33345	98	91	96	503	498	499	12	12	17	33	40	36	55	48	46	NA	0	1
Non-Economically Disadvantaged	69	82	45834	100	99	99	527	528	533	NA	NA	7	29	28	19	71	71	67	NA	1	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	186	328	79734	99	99	99	556	545	554	3	4	3	13	19	19	83	77	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	161	39243	100	99	99	571	556	568	2	3	2	9	14	12	89	83	85	NA	NA	1
Male	95	166	40413	98	98	98	542	534	541	4	4	4	18	24	26	77	71	70	1	1	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	175	314	31254	99	99	99	555	544	539	3	4	5	14	20	25	82	76	70	1	0	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	10	13	37668	91	93	99	NA	568	569	NA	NA	1	NA	NA	13	NA	100	85	NA	NA	1
Students with Disabilities	14	33	8943	100	92	92	449	460	495	29	18	11	57	73	51	14	9	38	NA	NA	1
Students without Disabilities	172	295	70791	99	100	100	565	554	561	1	2	2	10	13	15	88	85	83	1	0	0
Limited English Proficient Students	40	82	9138	100	98	97	500	490	492	15	13	13	33	46	46	53	40	40	NA	NA	NA
Migrant Students	NC	23	687	NC	100	97	NC	519	528	NC	9	6	NC	22	28	NC	70	65	NC	NA	NA
Economically Disadvantaged	118	245	33718	99	98	97	546	537	538	5	5	5	17	22	26	78	73	69	NA	NA	0
Non-Economically Disadvantaged	68	83	46016	100	100	100	575	570	567	NA	NA	2	7	11	14	91	88	84	1	1	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 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	100	44	NA	56	98	45	43	51	95	44	46	56
	Language	100	42	37	48	98	41	40	47	100	37	39	50
	Mathematics	100	57	53	66	98	47	46	52	98	41	43	58
7	Reading	100	40	NA	54	98	49	43	50	92	44	43	54
	Language	100	51	51	58	98	51	46	52	100	43	44	58
	Mathematics	99	61	60	62	98	48	45	50	92	44	44	54
8	Reading	100	50	NA	55	99	47	42	51	100	54	48	58
	Language	100	54	52	52	99	48	45	50	100	54	48	56
	Mathematics	100	62	61	61	99	50	50	53	100	58	54	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

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

Council Duties

- Ü Extracurricular Activities
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Planning Strategies
- Ü Discipline Procedures

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	31.00
Other Professional Staff	1.50	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	1	1	0	0
7 to 9 years	3	1	0	0
10 or more years	6	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	128
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	17%

Resources Available at School Site

Special Facilities

- Ü Wireless Laptop Computer Lab
- Ü Keyboarding Lab
- Ü Library and Library Computer Lab
- Ü Science Lab

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Shining Stars
- Ü Student Council
- Ü Football, Bktball, Wrestling, Track-Boys
- Ü Wrestling Club
- Ü Volleyball, Basketball, Track-Girs

Social Services

- Ü Peer Mediation
- Ü Anti-Bullying Curriculum
- Ü Breakfast Program
- Ü Anger Management Classes
- Ü Lunch Program
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Increased the percentage of students meeting/exceeding the state standards in Reading at the 8th grade level.

- ü Increased the percentage of students meeting/exceeding the state standards in Math at the 8th grade level.

- ü Significantly increased the percentage of students meeting/exceeding the state standards in Writing at all grade levels. All grade levels are at or above 90% meeting/exceeding the state standards.

- ü Identified as a Benchmark School by the Arizona Department of Education.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	95	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

We have a zero-tolerance policy toward gang activity and drug/alcohol abuse on campus. We offer anger management counseling. Peer mediators help students work out their differences to avoid violence. Teachers have duty before and after school throughout the campus. Closed campus allows for close supervision of students. Visitors must sign in at the front office upon arriving on school grounds. Passes are provided to visitors for recognition. All students have ID's.

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) :

7

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	George B. Watkins	(520) 364-2840
Transportation Policy	Gilbert Gutierrez	(520) 364-8476
Community Resources		
School Nutrition Programs	Beverly Jackson	(520) 364-5641
Parent Organization	Gina Tartaglia	(520) 364-2840
Student Health/Nurse	Yolanda Caruso	(520) 364-2840

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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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