

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3228 Saint Andrews, Sierra Vista, AZ 85650

Sierra Vista 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 Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Karen Kukuchka
 Schedule : 07:15 AM to 04:15 PM
 Grades : K-5
 Web Address : sierravistapublicschools.com
 Phone Number : (520) 515-2960
 Fax Number : (520) 515-2966
 E-mail : karen.kukuchka@svps.k12.az.us

Mission

Huachuca Mountain Elementary School is dedicated to educating every child. Our vision is to educate all students to become responsible, literate problem solvers who are contributing members of our society through excellent teaching and learning. We want children to understand the importance of kindness in all settings. We recognize children who contribute positively to the school. We are committed to the program Character Counts to develop the character of our young people.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Reading - To increase the percentage of students who have mastered the Arizona Academic Standards in Reading.
- ü Math - To increase the percentage of students who have mastered the Arizona Academic Standards in Math.
- ü Writing - To increase the percentage of students who have mastered the Arizona Academic Standards in Writing.

Enrollment

October 1, 2005 School Year Student Enrollment : 554
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 27

Instructional Programs

- Ü On-site Special Education
- Ü Off- site Gifted Education
- Ü Sheltered English Immersion
- Ü Collaborative Lit. Intervention Program
- Ü Reading Achievement Program
- Ü Study Island Math
- Ü Science/Technology Robotics Team
- Ü Full Day Kindergarten

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The school is responsible to provide information concerning the district in general and specific information about the school and its programs. The school is responsible to provide an excellent academic program in a safe and orderly environment.

Parents

Parental responsibilities are: ensuring that students arrive to school on time; attend regularly; appropriate clothing is worn; the child is well nourished and maintains a healthy life style. Parents play a major role in supporting their student's success in school by communicating with their child's teacher regularly.

Transportation Policy

The school district provides school bus transportation for students living a mile or more from Huachuca Mountain. Bussing is to be conducted in a safe and timely manner.

School Honors

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

Award/Honor	Year
Ü Presidential Awards	2005
Ü Free Masons Essay Contest	2005
Ü Terrific Kids Awards 5th Grade	2005
Ü Cowboy Poetry Contest	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	95	448	80010	100	100	99	458	455	447	3	5	10	13	13	18	66	62	53	18	20	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	212	38935	100	100	99	458	454	447	NA	2	9	14	16	19	69	64	55	17	18	17
Male	53	236	40974	100	99	98	457	456	448	6	8	11	11	11	18	64	60	52	19	22	19
African American	NC	40	4201	NC	100	99	NC	453	430	NC	10	17	NC	15	23	NC	58	51	NC	18	9
Hispanic	23	157	34545	100	100	99	444	445	432	9	8	14	17	16	24	65	66	53	9	10	9
Asian/Pacific Islander	NC	27	2068	NC	100	99	NC	466	474	NC	11	4	NC	NA	10	NC	59	50	NC	30	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	55	218	35142	100	99	99	460	462	465	2	1	5	11	12	11	65	59	56	22	27	28
Students with Disabilities	NC	46	10161	NC	96	93	NC	407	419	NC	35	28	NC	26	28	NC	35	36	NC	4	8
Students without Disabilities	88	402	69849	100	100	100	461	460	451	NA	1	7	13	12	17	68	65	56	19	22	19
Limited English Proficient Students	NC	23	14013	NC	100	97	NC	427	413	NC	13	24	NC	22	34	NC	61	39	NC	4	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	24	199	39029	100	99	98	440	447	432	8	7	14	21	17	25	67	64	52	4	12	9
Non-Economically Disadvantaged	71	249	40981	100	100	100	463	461	462	1	4	6	10	10	13	66	60	54	23	27	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	95	448	79438	100	100	98	466	462	451	4	5	9	18	18	24	67	66	56	11	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	212	38775	100	100	99	475	466	457	2	3	7	10	16	22	81	71	58	7	10	13
Male	53	236	40560	100	99	97	458	458	446	6	7	12	25	19	25	57	62	54	13	12	9
African American	NC	40	4178	NC	100	98	NC	462	439	NC	5	13	NC	18	29	NC	65	52	NC	13	6
Hispanic	23	157	34297	100	100	98	443	450	434	13	9	14	26	23	31	57	62	50	4	6	5
Asian/Pacific Islander	NC	27	2063	NC	100	99	NC	477	475	NC	4	3	NC	7	15	NC	67	63	NC	22	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	55	218	34887	100	99	98	471	469	471	2	3	4	16	15	15	71	69	63	11	13	18
Students with Disabilities	NC	46	9588	NC	96	88	NC	402	416	NC	35	30	NC	33	32	NC	28	34	NC	4	5
Students without Disabilities	88	402	69850	100	100	100	470	468	456	1	2	7	18	16	23	69	71	59	11	12	12
Limited English Proficient Students	NC	23	13856	NC	100	96	NC	420	407	NC	17	27	NC	43	43	NC	39	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	24	199	38685	100	99	97	435	452	435	13	6	14	38	26	32	50	61	50	NA	8	5
Non-Economically Disadvantaged	71	249	40753	100	100	99	475	470	467	1	5	5	11	11	16	73	71	62	14	13	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	95	449	79971	100	100	99	453	435	423	4	5	8	16	34	41	74	58	49	6	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	212	38974	100	100	99	470	449	437	NA	3	5	12	25	33	81	67	57	7	5	4
Male	53	237	40895	100	100	98	439	424	410	8	7	10	19	41	47	68	50	41	6	2	2
African American	NC	40	4203	NC	100	99	NC	441	411	NC	3	11	NC	33	45	NC	63	43	NC	3	2
Hispanic	23	156	34481	100	99	99	446	427	410	9	7	10	13	37	46	70	53	43	9	3	1
Asian/Pacific Islander	NC	27	2067	NC	100	99	NC	453	449	NC	4	4	NC	19	28	NC	78	60	NC	NA	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	55	220	35150	100	100	99	458	440	437	2	3	5	20	33	35	71	60	56	7	4	5
Students with Disabilities	NC	47	10258	NC	98	94	NC	380	377	NC	21	23	NC	51	51	NC	28	25	NC	NA	1
Students without Disabilities	88	402	69713	100	100	100	458	441	429	1	3	5	16	32	39	76	61	52	7	4	3
Limited English Proficient Students	NC	22	13985	NC	96	97	NC	388	382	NC	18	18	NC	50	54	NC	32	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	24	200	38994	100	100	98	432	427	409	8	6	10	33	43	47	54	49	41	4	3	1
Non-Economically Disadvantaged	71	249	40977	100	100	100	459	442	437	3	4	5	10	27	34	80	65	56	7	4	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	117	434	80147	100	100	99	478	482	482	5	8	11	15	15	17	67	60	49	13	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	202	39281	98	98	99	475	483	483	4	5	9	20	14	17	68	65	50	8	15	24
Male	67	232	40780	100	100	98	481	481	482	6	9	12	12	16	17	66	55	48	16	20	24
African American	15	43	4249	100	100	99	480	484	464	NA	2	17	20	16	22	73	67	48	7	14	13
Hispanic	23	126	33494	100	99	99	462	473	466	4	8	15	22	18	23	70	63	49	4	11	14
Asian/Pacific Islander	11	22	2103	100	100	99	494	489	515	NA	5	4	9	14	8	73	59	44	18	23	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	68	242	36122	100	100	99	481	486	501	7	9	5	13	14	10	63	57	50	16	21	35
Students with Disabilities	NC	63	10295	NC	98	92	NC	447	443	NC	33	33	NC	21	26	NC	38	33	NC	8	8
Students without Disabilities	108	371	69852	100	100	100	481	487	488	4	3	7	15	14	16	68	63	51	14	19	26
Limited English Proficient Students	NC	17	12722	NC	100	97	NC	437	441	NC	18	27	NC	53	33	NC	29	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	34	186	38371	100	99	97	452	469	465	15	12	15	26	20	23	59	58	49	NA	11	13
Non-Economically Disadvantaged	83	248	41776	100	100	100	489	492	498	1	4	6	11	12	11	70	61	49	18	23	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	117	434	79686	100	100	98	487	478	470	3	6	11	14	18	24	74	68	57	9	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	202	39163	98	98	99	484	483	475	4	4	9	12	15	22	80	73	60	4	8	10
Male	67	232	40438	100	100	97	489	474	465	3	7	13	15	21	25	69	63	54	13	9	7
African American	15	43	4228	100	100	98	496	490	458	NA	2	15	7	12	28	87	79	53	7	7	4
Hispanic	23	126	33299	100	99	98	475	468	452	4	6	17	13	22	32	78	67	47	4	5	3
Asian/Pacific Islander	11	22	2097	100	100	99	493	476	490	NA	5	5	9	18	13	82	73	68	9	5	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	68	242	35914	100	100	98	488	481	489	4	6	5	16	17	15	68	66	67	12	10	14
Students with Disabilities	NC	63	9808	NC	98	87	NC	434	432	NC	30	35	NC	27	32	NC	43	30	NC	NA	3
Students without Disabilities	108	371	69878	100	100	100	491	485	475	2	2	8	12	17	23	76	72	61	10	10	9
Limited English Proficient Students	NC	17	12594	NC	100	96	NC	433	422	NC	12	34	NC	53	45	NC	35	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	34	186	38095	100	99	97	467	465	452	9	8	17	21	25	32	68	61	48	3	5	3
Non-Economically Disadvantaged	83	248	41591	100	100	99	495	488	486	1	4	6	11	13	16	76	73	65	12	10	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	117	431	80372	100	99	99	486	482	475	NA	2	4	26	30	30	74	66	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	201	39452	98	98	99	494	494	488	NA	1	3	18	17	22	82	79	72	NA	3	3
Male	67	230	40836	100	100	98	480	472	464	NA	2	6	31	42	37	69	56	56	NA	0	1
African American	15	42	4264	100	98	99	482	481	465	NA	NA	5	27	36	35	73	62	59	NA	2	1
Hispanic	23	125	33608	100	98	99	489	480	462	NA	3	6	17	27	36	83	70	57	NA	NA	1
Asian/Pacific Islander	11	22	2098	100	100	99	510	490	500	NA	NA	2	NA	18	16	100	82	75	NA	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	68	241	36213	100	99	99	483	482	489	NA	1	2	32	32	22	68	64	72	NA	2	3
Students with Disabilities	NC	62	10526	NC	97	94	NC	436	427	NC	10	15	NC	56	53	NC	34	31	NC	NA	1
Students without Disabilities	108	369	69846	100	99	100	489	489	482	NA	0	3	24	26	26	76	72	69	NA	2	2
Limited English Proficient Students	NC	17	12747	NC	100	97	NC	442	432	NC	6	12	NC	47	52	NC	47	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	34	184	38521	100	98	98	469	475	461	NA	2	6	38	36	38	62	60	55	NA	2	1
Non-Economically Disadvantaged	83	247	41851	100	99	100	493	488	489	NA	2	3	20	26	22	80	71	72	NA	1	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	99	451	79306	100	100	99	504	506	504	6	9	13	17	18	20	64	59	49	13	14	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	231	38845	100	100	99	509	506	505	2	9	11	19	17	20	62	60	50	17	14	18
Male	46	220	40383	100	100	98	498	506	504	11	9	14	15	19	19	65	58	47	9	14	19
African American	NC	42	4171	NC	100	98	NC	493	485	NC	19	20	NC	26	26	NC	45	44	NC	10	10
Hispanic	19	122	32673	100	99	99	484	490	487	16	16	18	26	23	25	53	53	46	5	8	10
Asian/Pacific Islander	NC	25	2147	NC	100	99	NC	519	539	NC	NA	5	NC	24	10	NC	52	46	NC	24	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	65	259	36234	100	100	99	510	514	523	3	5	6	15	14	13	65	65	52	17	16	28
Students with Disabilities	12	72	10286	100	99	91	484	468	462	25	33	41	17	29	27	58	35	27	NA	3	5
Students without Disabilities	87	379	69020	100	100	100	506	512	510	3	4	9	17	16	18	64	64	52	15	16	21
Limited English Proficient Students	NC	15	10291	NC	94	96	NC	475	458	NC	20	38	NC	40	34	NC	40	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	26	191	37437	100	99	97	490	491	486	NA	14	19	38	25	26	62	55	46	NA	6	9
Non-Economically Disadvantaged	73	260	41869	100	100	100	509	517	521	8	6	7	10	13	14	64	62	51	18	19	27

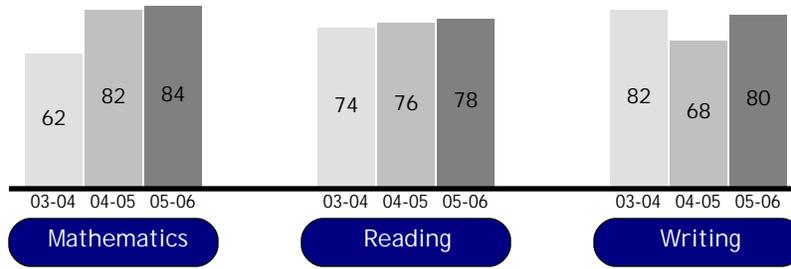
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	451	79000	100	100	98	506	501	489	4	6	10	14	17	24	68	66	58	14	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	231	38774	100	100	99	514	503	494	2	5	7	15	16	22	64	69	61	19	10	10
Male	46	220	40150	100	100	98	497	499	485	7	7	12	13	18	25	72	64	55	9	11	8
African American	NC	42	4153	NC	100	98	NC	492	476	NC	7	13	NC	26	30	NC	57	53	NC	10	4
Hispanic	19	122	32508	100	99	98	472	485	472	21	12	15	26	24	33	47	60	49	5	4	3
Asian/Pacific Islander	NC	25	2142	NC	100	99	NC	498	510	NC	4	4	NC	20	14	NC	60	67	NC	16	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	65	259	36135	100	100	98	517	510	508	NA	3	4	9	13	14	72	71	67	18	14	15
Students with Disabilities	12	72	9991	100	99	88	473	465	449	17	24	33	8	31	36	75	42	29	NA	4	2
Students without Disabilities	87	379	69009	100	100	100	510	507	495	2	2	6	15	15	22	67	71	62	16	12	10
Limited English Proficient Students	NC	15	10199	NC	94	95	NC	444	439	NC	33	35	NC	47	47	NC	20	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	26	191	37234	100	99	97	477	485	472	8	9	15	27	26	33	65	60	50	NA	5	3
Non-Economically Disadvantaged	73	260	41766	100	100	99	516	513	505	3	3	5	10	11	16	68	71	65	19	15	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	98	450	79611	99	100	99	507	502	496	3	6	7	35	35	37	62	60	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	231	39016	100	100	99	520	512	511	NA	4	4	32	28	29	68	68	66	NA	0	1
Male	45	219	40519	98	99	98	491	491	482	7	7	10	38	42	44	56	51	46	NA	NA	0
African American	NC	42	4188	NC	100	98	NC	485	486	NC	5	9	NC	52	40	NC	43	50	NC	NA	0
Hispanic	19	122	32855	100	99	99	470	486	481	5	9	10	63	40	43	32	50	47	NA	1	0
Asian/Pacific Islander	NC	25	2149	NC	100	100	NC	508	519	NC	4	4	NC	24	24	NC	72	70	NC	NA	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	64	258	36380	98	100	99	520	511	511	2	4	4	27	30	30	72	66	65	NA	NA	1
Students with Disabilities	11	71	10664	92	97	94	442	450	440	18	20	23	36	52	54	45	28	22	NA	NA	1
Students without Disabilities	87	379	68947	100	100	100	513	511	504	1	3	4	34	31	34	64	65	61	NA	0	1
Limited English Proficient Students	NC	15	10362	NC	94	97	NC	453	438	NC	7	22	NC	73	57	NC	20	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	26	191	37626	100	99	98	491	487	479	NA	7	10	58	45	45	42	48	45	NA	NA	0
Non-Economically Disadvantaged	72	259	41985	99	100	100	512	513	511	4	4	4	26	27	30	69	68	65	NA	0	1

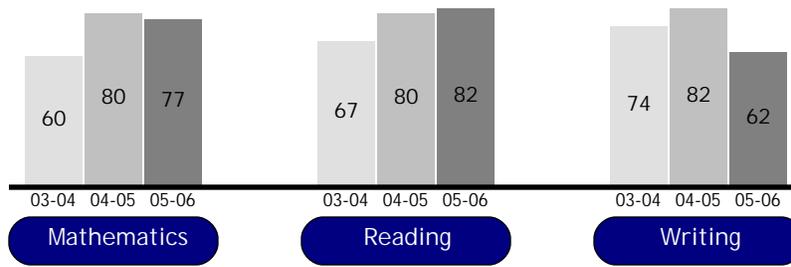
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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?	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	99	66	NA	58	99	54	54	47	99	61	54	46
	Language	100	61	53	50	99	60	55	47	99	67	54	48
	Mathematics	100	78	67	64	100	60	54	50	99	58	50	52
3	Reading	95	58	NA	55	100	48	50	44	98	56	54	46
	Language	97	63	58	61	100	49	49	44	98	58	54	46
	Mathematics	97	60	55	61	100	53	55	51	98	63	59	52
4	Reading	100	66	NA	56	100	60	55	48	97	65	59	52
	Language	100	60	57	52	100	62	54	49	97	65	59	52
	Mathematics	100	66	67	61	100	65	59	53	97	65	61	58
5	Reading	100	72	NA	55	99	62	58	50	98	68	65	56
	Language	100	64	55	49	99	62	56	50	97	67	61	54
	Mathematics	100	71	64	63	99	56	55	49	98	61	56	52

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

Council Duties

- Ü Curriculum Awareness
- Ü Instructional Strategies/Report Cards
- Ü Parent/Educator Relations/Communications
- Ü School Projects
- Ü School Safety
- Ü Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	2.50	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	5	3	0	0
10 or more years	10	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Art Room with Kiln
- Ü Resource Center
- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü DARE
- Ü Elementary Band
- Ü Cross Country/Track and Field
- Ü Reading Club
- Ü Champs
- Ü Terrific Kids
- Ü Knitting/Crocheting Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Before/After School Program
- Ü Recreational Activities
- Ü Counseling
- Ü Nurse

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We have a Reading Achievement Program (RAP) that focuses on young readers in first and second grade. They work with an instructor for 30 minutes a day in small groups

- ü Our fifth grade band program is an extracurricular program that takes place before school. Forty students are taught three days a week by a band teacher. They participate in two excellent evening band concerts each year.

- ü We have a Collaborative Literacy Intervention Program (CLIP) to assist primary students in reading.

- ü We uses a web based program called Study Island in reading for 3rd, 4th, and 5th grade students. This program is aligned to the Arizona State Standards.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	90	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 practice safety procedures with our staff and students. All doors and gates are locked during school hours. We teach the six pillars of character which are trustworthiness, respect, responsibility, fairness, caring, and citizenship. We notify parents through our handbook on our discipline policies.

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) :

0

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	Karen Kukuchka	(520) 515-2960
Transportation Policy	Susan Durbin	(520) 515-2770
Community Resources	Evie Plummer	(520) 515-2960
School Nutrition Programs	Dawn Marino	(520) 515-2780
Parent Organization	Julie Black	(520) 515-2960
Student Health/Nurse	Misty Decker	(520) 515-2960

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.