

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5130 Paseo Las Palmas, Sierra Vista, AZ 85635

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. John Wilson  
 Schedule : 07:15 AM to 04:15 PM  
 Grades : K-5  
 Web Address : www.sierravistapublicschools.com  
 Phone Number : (520) 515-2970  
 Fax Number : (520) 515-2973  
 E-mail : john.wilson@svps.k12.az.us

### Mission

Pueblo del Sol is a K-5 neighborhood school which strives to develop lifelong independent learners. The dedicated faculty provides an outstanding academic program which is enhanced by trained teachers in special education, hearing impaired and ELL.

### 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 Improve student achievement in Reading Comprehension as measured by pre and post assessments.

### Enrollment

October 1, 2005 School Year Student Enrollment : 479  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 474

Instructional Programs

- ü Hearing Impaired
- ü On-site Special Education
- ü ELL

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Pueblo del Sol strives to offer a developmentally appropriate program which includes many hands-on experiences, daily writing activities, problem solving and computer literacy. Student progress is reported to parents at regular intervals.

Parents

It is critical that children attend regularly and arrive on time. Parents are expected to check student folders daily. Open parent/teacher communication is vital to academic progress. Parents are encouraged to call teachers should questions arise.

Transportation Policy

Students residing in the Cloud Nine, King's Way, Desert Hills and Mission Hills subdivisions are eligible for bus transportation to and from school.

School Honors

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

Award/Honor	Year
ü ASU Martin Luther King, Jr. Essay Contest-Two Winners	2001
ü Grand Prize Winner Cochise County Cowboy Poetry Contest	2001
ü First Place Winner Cochise County Cowboy Poetry Contest	2001
ü Nat'l Geographic Distinguished Teaching Achieve. Award	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	73	448	80010	99	100	99	469	455	447	1	5	10	7	13	18	60	62	53	32	20	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	212	38935	100	100	99	466	454	447	NA	2	9	9	16	19	62	64	55	29	18	17
Male	39	236	40974	98	99	98	471	456	448	3	8	11	5	11	18	59	60	52	33	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	24	157	34545	100	100	99	458	445	432	4	8	14	8	16	24	67	66	53	21	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	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	36	218	35142	97	99	99	470	462	465	NA	1	5	8	12	11	56	59	56	36	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	64	402	69849	100	100	100	475	460	451	NA	1	7	3	12	17	61	65	56	36	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	34	199	39029	97	99	98	459	447	432	3	7	14	9	17	25	68	64	52	21	12	9
Non-Economically Disadvantaged	39	249	40981	100	100	100	477	461	462	NA	4	6	5	10	13	54	60	54	41	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	73	448	79438	99	100	98	479	462	451	NA	5	9	14	18	24	64	66	56	22	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	212	38775	100	100	99	478	466	457	NA	3	7	12	16	22	68	71	58	21	10	13
Male	39	236	40560	98	99	97	481	458	446	NA	7	12	15	19	25	62	62	54	23	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	24	157	34297	100	100	99	471	450	434	NA	9	14	21	23	31	63	62	50	17	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	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	36	218	34887	97	99	98	477	469	471	NA	3	4	11	15	15	69	69	63	19	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	64	402	69850	100	100	100	486	468	456	NA	2	7	6	16	23	69	71	59	25	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	34	199	38685	97	99	97	473	452	435	NA	6	14	15	26	32	68	61	50	18	8	5
Non-Economically Disadvantaged	39	249	40753	100	100	99	484	470	467	NA	5	5	13	11	16	62	71	62	26	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	74	449	79971	100	100	99	466	435	423	1	5	8	12	34	41	78	58	49	8	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	212	38974	100	100	99	480	449	437	NA	3	5	3	25	33	85	67	57	12	5	4
Male	40	237	40895	100	100	98	454	424	410	3	7	10	20	41	47	73	50	41	5	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	24	156	34481	100	99	99	468	427	410	4	7	10	4	37	46	79	53	43	13	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	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	37	220	35150	100	100	99	462	440	437	NA	3	5	19	33	35	76	60	56	5	4	5
Students with Disabilities	10	47	10258	100	98	94	NA	380	377	NA	21	23	NA	51	51	NA	28	25	NA	NA	1
Students without Disabilities	64	402	69713	100	100	100	475	441	429	NA	3	5	8	32	39	83	61	52	9	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	35	200	38994	100	100	98	460	427	409	3	6	10	11	43	47	77	49	41	9	3	1
Non-Economically Disadvantaged	39	249	40977	100	100	100	471	442	437	NA	4	5	13	27	34	79	65	56	8	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	69	434	80147	99	100	99	507	482	482	1	8	11	9	15	17	57	60	49	33	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	202	39281	97	98	99	504	483	483	NA	5	9	9	14	17	60	65	50	31	15	24
Male	34	232	40780	100	100	98	510	481	482	3	9	12	9	16	17	53	55	48	35	20	24
African American	NC	43	4249	NC	100	99	NC	484	464	NC	2	17	NC	16	22	NC	67	48	NC	14	13
Hispanic	18	126	33494	95	99	99	500	473	466	NA	8	15	6	18	23	72	63	49	22	11	14
Asian/Pacific Islander	NC	22	2103	NC	100	99	NC	489	515	NC	5	4	NC	14	8	NC	59	44	NC	23	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	43	242	36122	100	100	99	510	486	501	NA	9	5	12	14	10	53	57	50	35	21	35
Students with Disabilities	11	63	10295	92	98	92	492	447	443	NA	33	33	27	21	26	45	38	33	27	8	8
Students without Disabilities	58	371	69852	100	100	100	510	487	488	2	3	7	5	14	16	59	63	51	34	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	30	186	38371	97	99	97	493	469	465	3	12	15	13	20	23	57	58	49	27	11	13
Non-Economically Disadvantaged	39	248	41776	100	100	100	517	492	498	NA	4	6	5	12	11	56	61	49	38	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	69	434	79686	99	100	98	492	478	470	1	6	11	13	18	24	72	68	57	13	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	202	39163	97	98	99	497	483	475	NA	4	9	11	15	22	74	73	60	14	8	10
Male	34	232	40438	100	100	97	487	474	465	3	7	13	15	21	25	71	63	54	12	9	7
African American	NC	43	4228	NC	100	98	NC	490	458	NC	2	15	NC	12	28	NC	79	53	NC	7	4
Hispanic	18	126	33299	95	99	98	488	468	452	NA	6	17	17	22	32	78	67	47	6	5	3
Asian/Pacific Islander	NC	22	2097	NC	100	99	NC	476	490	NC	5	5	NC	18	13	NC	73	68	NC	5	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	43	242	35914	100	100	98	498	481	489	NA	6	5	9	17	15	74	66	67	16	10	14
Students with Disabilities	11	63	9808	92	98	87	476	434	432	NA	30	35	27	27	32	73	43	30	NA	NA	3
Students without Disabilities	58	371	69878	100	100	100	496	485	475	2	2	8	10	17	23	72	72	61	16	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	30	186	38095	97	99	97	483	465	452	3	8	17	13	25	32	73	61	48	10	5	3
Non-Economically Disadvantaged	39	248	41591	100	100	99	499	488	486	NA	4	6	13	13	16	72	73	65	15	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	69	431	80372	99	99	99	499	482	475	NA	2	4	22	30	30	75	66	64	3	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	201	39452	97	98	99	512	494	488	NA	1	3	11	17	22	83	79	72	6	3	3
Male	34	230	40836	100	100	98	486	472	464	NA	2	6	32	42	37	68	56	56	NA	0	1
African American	NC	42	4264	NC	98	99	NC	481	465	NC	NA	5	NC	36	35	NC	62	59	NC	2	1
Hispanic	18	125	33608	95	98	99	507	480	462	NA	3	6	11	27	36	89	70	57	NA	NA	1
Asian/Pacific Islander	NC	22	2098	NC	100	99	NC	490	500	NC	NA	2	NC	18	16	NC	82	75	NC	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	43	241	36213	100	99	99	498	482	489	NA	1	2	23	32	22	72	64	72	5	2	3
Students with Disabilities	11	62	10526	92	97	94	479	436	427	NA	10	15	55	56	53	45	34	31	NA	NA	1
Students without Disabilities	58	369	69846	100	99	100	503	489	482	NA	0	3	16	26	26	81	72	69	3	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	30	184	38521	97	98	98	499	475	461	NA	2	6	20	36	38	80	60	55	NA	2	1
Non-Economically Disadvantaged	39	247	41851	100	99	100	499	488	489	NA	2	3	23	26	22	72	71	72	5	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	84	451	79306	100	100	99	511	506	504	6	9	13	14	18	20	63	59	49	17	14	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	231	38845	100	100	99	504	506	505	7	9	11	12	17	20	72	60	50	9	14	18
Male	41	220	40383	100	100	98	518	506	504	5	9	14	17	19	19	54	58	47	24	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	498	490	487	11	16	18	16	23	25	63	53	46	11	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	53	259	36234	100	100	99	515	514	523	2	5	6	13	14	13	68	65	52	17	16	28
Students with Disabilities	14	72	10286	100	99	91	481	468	462	14	33	41	36	29	27	50	35	27	NA	3	5
Students without Disabilities	70	379	69020	100	100	100	517	512	510	4	4	9	10	16	18	66	64	52	20	16	21
Limited English Proficient Students	--	15	10291	--	94	96	--	475	458	--	20	38	--	40	34	--	40	26	--	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	32	191	37437	100	99	97	493	491	486	13	14	19	25	25	26	53	55	46	9	6	9
Non-Economically Disadvantaged	52	260	41869	100	100	100	522	517	521	2	6	7	8	13	14	69	62	51	21	19	27

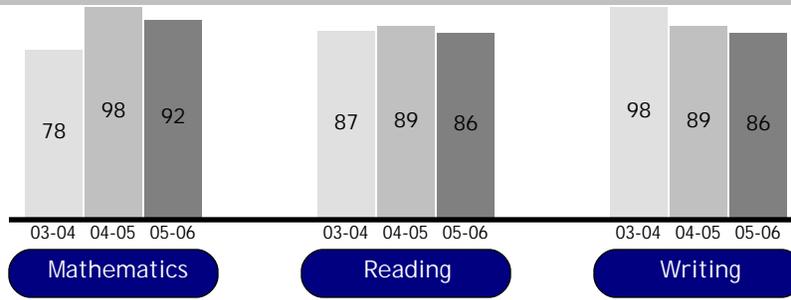
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	451	79000	100	100	98	510	501	489	1	6	10	13	17	24	76	66	58	10	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	231	38774	100	100	99	508	503	494	2	5	7	12	16	22	81	69	61	5	10	10
Male	41	220	40150	100	100	98	512	499	485	NA	7	12	15	18	25	71	64	55	15	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	502	485	472	5	12	15	16	24	33	79	60	49	NA	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	53	259	36135	100	100	98	513	510	508	NA	3	4	9	13	14	79	71	67	11	14	15
Students with Disabilities	14	72	9991	100	99	88	485	465	449	7	24	33	29	31	36	64	42	29	NA	4	2
Students without Disabilities	70	379	69009	100	100	100	515	507	495	NA	2	6	10	15	22	79	71	62	11	12	10
Limited English Proficient Students	--	15	10199	--	94	95	--	444	439	--	33	35	--	47	47	--	20	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	32	191	37234	100	99	97	497	485	472	3	9	15	22	26	33	66	60	50	9	5	3
Non-Economically Disadvantaged	52	260	41766	100	100	99	518	513	505	NA	3	5	8	11	16	83	71	65	10	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	84	450	79611	100	100	99	518	502	496	1	6	7	29	35	37	70	60	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	231	39016	100	100	99	522	512	511	2	4	4	23	28	29	74	68	66	NA	0	1
Male	41	219	40519	100	99	98	514	491	482	NA	7	10	34	42	44	66	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	507	486	481	5	9	10	32	40	43	63	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	53	258	36380	100	100	99	524	511	511	NA	4	4	23	30	30	77	66	65	NA	NA	1
Students with Disabilities	14	71	10664	100	97	94	490	450	440	NA	20	23	64	52	54	36	28	22	NA	NA	1
Students without Disabilities	70	379	68947	100	100	100	524	511	504	1	3	4	21	31	34	77	65	61	NA	0	1
Limited English Proficient Students	--	15	10362	--	94	97	--	453	438	--	7	22	--	73	57	--	20	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	32	191	37626	100	99	98	504	487	479	3	7	10	41	45	45	56	48	45	NA	NA	0
Non-Economically Disadvantaged	52	259	41985	100	100	100	527	513	511	NA	4	4	21	27	30	79	68	65	NA	0	1

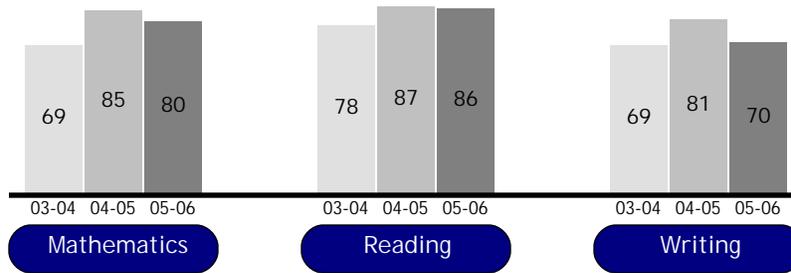
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	70	NA	58	100	61	54	47	100	63	54	46
	Language	100	62	53	50	100	58	55	47	100	58	54	48
	Mathematics	100	71	67	64	100	56	54	50	100	54	50	52
3	Reading	99	65	NA	55	100	62	50	44	97	63	54	46
	Language	100	67	58	61	100	56	49	44	99	65	54	46
	Mathematics	100	68	55	61	100	71	55	51	97	70	59	52
4	Reading	99	69	NA	56	100	60	55	48	99	68	59	52
	Language	99	67	57	52	100	57	54	49	99	63	59	52
	Mathematics	99	77	67	61	99	69	59	53	99	75	61	58
5	Reading	100	72	NA	55	99	65	58	50	100	72	65	56
	Language	100	65	55	49	99	60	56	50	100	68	61	54
	Mathematics	100	77	64	63	99	57	55	49	100	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/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Instructional Strategies
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	2.00	Teacher Aide	11.00

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	6	1	0	0
7 to 9 years	2	2	0	0
10 or more years	20	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü CHAMPS
- Ü Science Week
- Ü Band
- Ü Young Authors Day

Social Services

- Ü DARE
- Ü Before/After School Programs
- Ü Breakfast Program
- Ü Counseling Services

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	82	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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

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

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

School Safety

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

A safe and orderly environment requires teaching children appropriate behavior and conflict resolution skills. Our counseling program includes regularly scheduled classes which focus on decision-making skills and conflict resolution.

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	John Wilson	(520) 515-2977
Transportation Policy	Tia Faulconer	(520) 515-2773
Community Resources	Fran Atkinson	(520) 515-2979
School Nutrition Programs	Dawn Marino	(520) 515-2780
Parent Organization	Lori Silk	(520) 515-2970
Student Health/Nurse	Sandra Dalby	(520) 515-2974

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

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

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

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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.