

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

320 N Aztec, Flagstaff, AZ 86001

Flagstaff 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 Performing  
2004-05 Underperforming  
2003-04 Performing

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

#### High School Achievement Profile (a)

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

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

### 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 Overview

Principal/Administrator : Mr. Dane Gruver  
Schedule : 07:00 AM to 03:00 PM  
Grades : 7-12  
Web Address :  
Phone Number : (928) 773-8198  
Fax Number : (928) 773-8427  
E-mail : dgruver@apsc.org

### Mission

New Start School is a flexible alternative school with a small supportive learning environment dedicated to helping students realize their capabilities and their own unique path to education and success in adulthood

### School / Academic Goals

- ü Open technology lab for student to increase computer literacy
- ü intrduce PLATO classes to allow additional credit options
- ü Changes in curriculum to reflect state standards
- ü Raise AIMS scores

### Enrollment

October 1, 2005 School Year Student Enrollment : 63  
Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 78

Instructional Programs

Calendar Information

Number of Instruction Days : 183  
Average Daily Instruction Time : 4 hours 0 minutes  
First Day of School : 8/22/2005  
Last Day of School : 6/8/2006

Shared Responsibilities

School

We are responsible for providing a free and appropriate education.

Parents

To have their students at school on time and be ready to participate

Transportation Policy

Bus service is provided to all students

School Honors

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

Award/Honor

Year

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	NC	754	78546	NC	97	97	NC	550	543	NC	13	15	NC	15	18	NC	56	52	NC	16	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	376	38645	NC	98	98	NC	553	545	NC	11	13	NC	17	18	NC	56	54	NC	16	15
Male	NC	378	39792	NC	95	97	NC	547	542	NC	16	17	NC	13	17	NC	55	50	NC	16	15
African American	--	21	4205	--	100	97	--	554	524	--	10	22	--	19	22	--	52	49	--	19	7
Hispanic	NC	156	31177	NC	98	97	NC	526	524	NC	26	22	NC	18	23	NC	48	48	NC	8	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	NC	33
American Indian/Alaskan Native	--	196	4689	--	94	95	--	533	515	--	17	28	--	19	25	--	56	43	--	8	4
White	NC	371	36450	NC	97	97	NC	569	563	NC	6	7	NC	11	12	NC	59	57	NC	24	23
Students with Disabilities	NC	113	8093	NC	84	82	NC	496	489	NC	48	50	NC	23	24	NC	27	23	NC	2	2
Students without Disabilities	NC	641	70453	NC	99	100	NC	559	549	NC	7	11	NC	13	17	NC	61	56	NC	19	16
Limited English Proficient Students	NC	75	9323	NC	91	94	NC	488	491	NC	59	47	NC	19	28	NC	21	24	NC	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	288	34694	NC	95	96	NC	528	524	NC	21	23	NC	20	23	NC	52	48	NC	7	7
Non-Economically Disadvantaged	NC	466	43852	NC	98	99	NC	563	559	NC	9	10	NC	12	13	NC	58	56	NC	22	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	NC	757	79045	NC	97	98	NC	517	512	NC	7	10	NC	24	25	NC	62	58	NC	7	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	375	38860	NC	98	98	NC	525	519	NC	5	7	NC	21	22	NC	67	62	NC	7	8
Male	NC	382	40075	NC	96	97	NC	510	505	NC	10	12	NC	27	28	NC	57	54	NC	6	6
African American	--	21	4250	--	100	98	--	529	500	--	NA	12	--	24	31	--	71	54	--	5	3
Hispanic	NC	157	31314	NC	98	98	NC	496	493	NC	13	16	NC	35	34	NC	50	48	NC	3	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	NC	15
American Indian/Alaskan Native	--	197	4719	--	95	96	--	496	489	--	12	15	--	36	39	--	51	45	--	2	2
White	NC	373	36730	NC	98	98	NC	537	532	NC	3	4	NC	13	16	NC	72	68	NC	11	12
Students with Disabilities	NC	116	8552	NC	87	87	NC	469	463	NC	27	35	NC	44	40	NC	28	23	NC	1	1
Students without Disabilities	NC	641	70493	NC	99	100	NC	525	517	NC	4	7	NC	20	24	NC	68	62	NC	8	8
Limited English Proficient Students	NC	76	9355	NC	93	95	NC	453	456	NC	34	37	NC	57	48	NC	9	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	290	34922	NC	96	96	NC	495	493	NC	12	15	NC	35	34	NC	50	48	NC	2	3
Non-Economically Disadvantaged	NC	467	44123	NC	98	99	NC	531	527	NC	4	6	NC	17	18	NC	69	66	NC	9	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	NC	759	79657	NC	97	99	NC	575	566	NC	2	3	NC	7	8	NC	88	87	NC	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	377	39120	NC	99	99	NC	588	580	NC	1	2	NC	3	4	NC	93	92	NC	3	2
Male	NC	381	40423	NC	96	98	NC	562	553	NC	3	5	NC	12	12	NC	83	83	NC	1	1
African American	--	21	4290	--	100	99	--	579	560	--	NA	4	--	10	9	--	90	86	--	NA	1
Hispanic	NC	158	31642	NC	99	99	NC	563	552	NC	3	5	NC	11	11	NC	86	84	NC	1	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	NC	4
American Indian/Alaskan Native	NC	198	4760	NC	95	97	NC	555	547	NC	6	5	NC	12	14	NC	83	81	NC	NA	0
White	NC	372	36929	NC	97	99	NC	590	579	NC	1	2	NC	3	5	NC	92	91	NC	3	2
Students with Disabilities	NC	114	9069	NC	85	92	NC	523	508	NC	6	11	NC	30	30	NC	64	58	NC	NA	1
Students without Disabilities	NC	645	70588	NC	100	100	NC	583	573	NC	2	2	NC	3	5	NC	93	91	NC	2	1
Limited English Proficient Students	NC	76	9521	NC	93	96	NC	501	507	NC	14	13	NC	29	24	NC	57	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	290	35341	NC	96	97	NC	555	551	NC	5	5	NC	12	12	NC	83	83	NC	0	0
Non-Economically Disadvantaged	NC	469	44316	NC	98	100	NC	587	578	NC	1	2	NC	5	5	NC	92	90	NC	3	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	NC	865	78400	NC	97	97	NC	571	554	NC	14	21	NC	15	19	NC	52	47	NC	19	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	416	38686	NC	96	98	NC	571	554	NC	12	20	NC	15	20	NC	55	49	NC	18	12
Male	NC	449	39636	NC	98	96	NC	570	554	NC	16	23	NC	14	18	NC	50	46	NC	20	13
African American	--	17	4193	--	94	97	--	545	533	--	24	32	--	12	23	--	59	40	--	6	5
Hispanic	NC	142	30732	NC	99	97	NC	550	534	NC	25	31	NC	15	24	NC	49	40	NC	10	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	--	221	4536	--	95	95	--	545	528	--	21	35	--	24	25	--	50	37	--	5	4
White	NC	477	37038	NC	97	97	NC	590	575	NC	7	11	NC	10	14	NC	55	56	NC	28	19
Students with Disabilities	--	148	7840	--	88	81	--	520	498	--	39	60	--	22	18	--	36	20	--	3	2
Students without Disabilities	NC	717	70560	NC	99	99	NC	580	560	NC	9	17	NC	13	19	NC	56	50	NC	22	14
Limited English Proficient Students	--	77	8956	--	91	95	--	500	502	--	58	56	--	21	25	--	19	18	--	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	278	33014	NC	96	95	NC	547	534	NC	22	31	NC	21	24	NC	51	40	NC	7	5
Non-Economically Disadvantaged	NC	587	45386	NC	97	99	NC	582	569	NC	10	15	NC	12	15	NC	53	52	NC	25	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	NC	875	79179	NC	98	98	NC	530	519	NC	7	11	NC	20	27	NC	67	58	NC	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	421	38974	NC	97	99	NC	536	524	NC	5	8	NC	17	25	NC	72	61	NC	6	5
Male	NC	454	40124	NC	99	97	NC	525	513	NC	9	13	NC	23	28	NC	63	54	NC	5	4
African American	--	17	4243	--	94	98	--	540	506	--	6	14	--	12	32	--	76	51	--	6	3
Hispanic	NC	142	30987	NC	99	98	NC	510	498	NC	15	17	NC	27	36	NC	54	45	NC	3	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	NC	226	4573	NC	97	96	NC	504	494	NC	11	16	NC	35	41	NC	53	42	NC	0	1
White	NC	482	37467	NC	98	98	NC	548	539	NC	2	5	NC	11	17	NC	78	70	NC	9	8
Students with Disabilities	--	156	8567	--	93	88	--	486	467	--	22	39	--	38	38	--	39	22	--	1	1
Students without Disabilities	NC	719	70612	NC	99	99	NC	539	524	NC	4	7	NC	16	25	NC	74	62	NC	7	5
Limited English Proficient Students	--	80	9013	--	94	95	--	457	461	--	40	40	--	48	48	--	13	12	--	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	282	33345	NC	97	96	NC	507	499	NC	11	17	NC	32	36	NC	55	46	NC	1	1
Non-Economically Disadvantaged	NC	593	45834	NC	98	99	NC	541	533	NC	5	7	NC	14	19	NC	73	67	NC	8	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	NC	864	79734	NC	97	99	NC	565	554	NC	2	3	NC	13	19	NC	84	78	NC	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	421	39243	NC	97	99	NC	579	568	NC	2	2	NC	6	12	NC	92	85	NC	1	1
Male	NC	443	40413	NC	97	98	NC	552	541	NC	3	4	NC	19	26	NC	77	70	NC	0	0
African American	--	17	4285	--	94	99	--	563	548	--	6	3	--	18	22	--	76	74	--	NA	0
Hispanic	NC	142	31254	NC	99	99	NC	551	539	NC	5	5	NC	15	25	NC	80	70	NC	NA	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	NC	223	4613	NC	96	97	NC	545	535	NC	4	4	NC	22	29	NC	73	67	NC	1	0
White	NC	474	37668	NC	97	99	NC	579	569	NC	1	1	NC	8	13	NC	91	85	NC	0	1
Students with Disabilities	--	143	8943	--	85	92	--	506	495	--	8	11	--	41	51	--	50	38	--	1	1
Students without Disabilities	NC	721	70791	NC	99	100	NC	576	561	NC	1	2	NC	7	15	NC	91	83	NC	0	0
Limited English Proficient Students	--	77	9138	--	91	97	--	485	492	--	17	13	--	40	46	--	42	40	--	1	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	280	33718	NC	97	97	NC	542	538	NC	6	5	NC	21	26	NC	73	69	NC	0	0
Non-Economically Disadvantaged	NC	584	46016	NC	97	100	NC	576	567	NC	1	2	NC	9	14	NC	90	84	NC	1	1

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

10th 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	16	871	71130	100	91	95	651	708	701	75	15	23	13	11	13	13	59	51	NA	14	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	439	35465	NC	95	96	NC	707	702	NC	14	21	NC	13	13	NC	57	53	NC	15	13
Male	NC	432	35648	NC	88	94	NC	709	701	NC	16	24	NC	8	12	NC	62	50	NC	14	14
African American	--	17	3868	--	89	95	--	690	686	--	41	33	--	12	17	--	29	45	--	18	6
Hispanic	NC	150	25103	NC	91	95	NC	694	685	NC	25	34	NC	15	16	NC	49	45	NC	11	5
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	731	--	NC	9	--	NC	7	--	NC	50	--	NC	34
American Indian/Alaskan Native	NC	220	4241	NC	89	90	NC	693	679	NC	23	39	NC	15	19	NC	57	39	NC	5	3
White	NC	477	36075	NC	92	95	NC	719	715	NC	8	12	NC	7	9	NC	65	58	NC	19	21
Students with Disabilities	--	47	5862	--	39	71	--	672	658	--	38	63	--	17	15	--	40	20	--	4	2
Students without Disabilities	16	824	65268	100	99	98	651	709	705	75	14	19	13	11	12	13	61	54	NA	15	15
Limited English Proficient Students	NC	54	4859	NC	77	93	NC	662	662	NC	61	64	NC	15	15	NC	24	20	NC	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	NC	190	22957	NC	87	93	NC	692	685	NC	24	34	NC	16	17	NC	56	44	NC	5	5
Non-Economically Disadvantaged	10	681	48173	100	93	96	NA	712	709	NA	13	17	NA	10	11	NA	60	55	NA	17	18

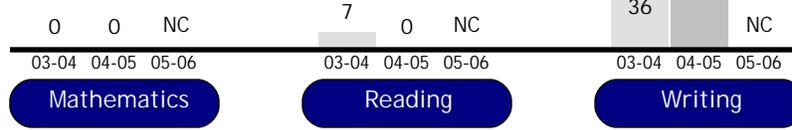
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	916	73018	100	95	97	672	710	703	13	3	6	44	18	23	44	70	64	NA	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	457	36181	NC	97	97	NC	714	708	NC	3	4	NC	17	21	NC	70	65	NC	10	9
Male	NC	458	36816	NC	92	96	NC	707	699	NC	3	7	NC	19	24	NC	70	62	NC	8	7
African American	--	18	3976	--	90	96	--	702	689	--	6	8	--	33	29	--	61	59	--	NA	3
Hispanic	NC	159	25801	NC	95	96	NC	697	683	NC	6	10	NC	22	34	NC	70	53	NC	3	3
Asian/Pacific Islander	--	NC	1812	--	NC	98	--	NC	722	--	NC	3	--	NC	15	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	241	4389	NC	94	93	NC	685	675	NC	5	9	NC	32	42	NC	61	47	NC	2	1
White	NC	494	37024	NC	95	97	NC	727	721	NC	1	2	NC	9	12	NC	76	73	NC	14	13
Students with Disabilities	--	80	7170	--	64	85	--	656	654	--	10	23	--	53	47	--	35	29	--	3	1
Students without Disabilities	16	836	65848	100	99	98	672	715	708	13	2	4	44	15	20	44	74	67	NA	10	9
Limited English Proficient Students	NC	61	5099	NC	84	95	NC	647	641	NC	25	29	NC	57	59	NC	18	12	NC	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	NC	210	23912	NC	93	94	NC	684	681	NC	7	10	NC	33	36	NC	59	52	NC	1	2
Non-Economically Disadvantaged	10	706	49106	100	95	98	NA	718	714	NA	2	4	NA	14	16	NA	74	69	NA	11	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	902	72810	100	93	96	662	693	685	13	4	6	56	24	30	31	64	58	NA	8	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	455	36111	NC	97	97	NC	702	695	NC	4	4	NC	17	23	NC	68	65	NC	11	8
Male	NC	446	36678	NC	90	95	NC	684	674	NC	5	9	NC	31	36	NC	59	52	NC	5	3
African American	--	18	3962	--	90	96	--	693	675	--	6	8	--	39	33	--	39	55	--	17	3
Hispanic	NC	155	25735	NC	92	96	NC	675	669	NC	9	10	NC	30	41	NC	59	48	NC	2	2
Asian/Pacific Islander	--	NC	1809	--	NC	97	--	NC	704	--	NC	4	--	NC	19	--	NC	65	--	NC	13
American Indian/Alaskan Native	NC	237	4370	NC	92	92	NC	681	670	NC	6	9	NC	30	39	NC	59	50	NC	4	2
White	NC	486	36915	NC	94	97	NC	705	697	NC	2	3	NC	19	21	NC	69	67	NC	11	8
Students with Disabilities	--	68	7071	--	54	84	--	647	634	--	12	24	--	56	53	--	28	21	--	4	1
Students without Disabilities	16	834	65739	100	99	98	662	696	689	13	4	4	56	22	27	31	67	62	NA	8	6
Limited English Proficient Students	NC	57	5046	NC	78	94	NC	627	621	NC	28	31	NC	51	56	NC	21	12	NC	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	NC	204	23814	NC	90	94	NC	676	667	NC	6	10	NC	38	41	NC	53	47	NC	2	2
Non-Economically Disadvantaged	10	698	48996	100	94	97	NA	698	693	NA	4	4	NA	20	24	NA	67	64	NA	9	7

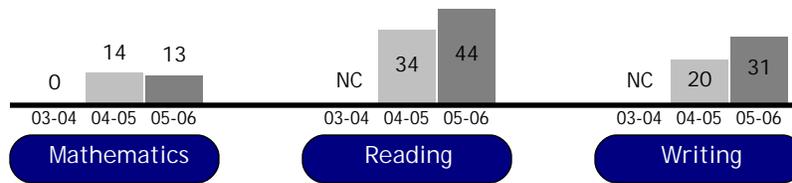
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	NC	NC	NA	54	--	--	56	50	NC	NC	59	54
	Language	NC	NC	65	58	--	--	57	52	NC	NC	61	58
	Mathematics	NC	NC	69	62	--	--	56	50	NC	NC	56	54
8	Reading	86	19	NA	55	100	41	55	51	NC	NC	65	58
	Language	86	5	57	52	100	32	53	50	NC	NC	61	56
	Mathematics	86	14	67	61	92	29	61	53	NC	NC	67	58
9	Reading	100	28	NA	42	67	10	56	51	71	15	58	52
	Language	100	11	46	42	NC	NC	53	50	71	13	56	50
	Mathematics	100	21	70	63	67	22	55	50	71	20	54	50

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."

# Project New Start

## School Site Council

### Council Composition

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

### Council Duties

- Ü special events
- Ü how we spend our money
- Ü curriculum
- Ü student handbook

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	5.00
Other Professional Staff	1.00	Teacher Aide	1.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	1	0	0
10 or more years	0	1	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	8
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	40%
Percent of core classes not taught by Highly Qualified Teachers	100%

## Resources Available at School Site

### Special Facilities

- Ü Computer lab with 15 computers

### Extracurricular Activities

- Ü None

### Social Services

- Ü After school program

- ü Increase attendance
  
- ü increase Reading level
  
- ü Increase number of students taking proficiency tests
  
- ü increase safety at school and strengthened community partnerships

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	82	95	94	95
Promotion Rate <sup>5</sup>	53	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

Closed campus, eliminated smoking, meeting with police officers regularly. We have also changed our dress code to eliminate gang dress

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) :

11

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	Dane Gruver	(928) 773-8198
Transportation Policy	Susan Tanner	(928) 773-8198
Community Resources	Kathleen Day	(928) 773-8198
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization	Dane Gruver	(928) 773-8198
Student Health/Nurse	Marilyn Morgan	(928) 773-4032

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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* 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.