

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2300 E 6th Ave, Flagstaff, AZ 86004

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.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School Overview

Principal/Administrator : Mr. Joseph Gutierrez  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : Pre-K-6  
 Web Address : www.flagstaff.k12.az.us/Killip/  
 Phone Number : (928) 773-4080  
 Fax Number : (928) 773-4086  
 E-mail : jgutierrez@fusd1.org

### Mission

The mission of W.F. Killip Elementary School is to provide all children an equal opportunity to achieve his or her highest potential. We will offer developmentally appropriate challenges and experiences for social and academic growth.

### School / Academic Goals

- ü The district and school principal will serve as educational leaders, that will allow for every child to meet or exceed the Arizona State Standards, as measured by the AIMS by the school year 2013-2014.
- ü All kindergarten - 3rd grade students, will achieve benchmark level using the DIBELS Assessment in the content area of reading, at the end of each academic school year.
- ü All 3rd - 6th grade students will meet the Annual Measureable Objective percentage, as measured by the AIMS, each school year in the content area of reading.
- ü All 3rd - 6th grade students will meet the Annual Measureable Objective percentage, as measured by the AIMS, each school year in the content area of math.

### Enrollment

October 1, 2005 School Year Student Enrollment : 488  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 80

Instructional Programs

- School-Within-a-School - Multiage K-6
- Full-day Kindergarten
- Dual Language Program
- Family Literacy
- 21st Century Community Learning Center

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	7/19/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

It is the goal of Killip Elementary School, in partnership with students, parents, staff and community, to provide our students with the optimal educational and social experiences that will allow them to become contributing members of our society.

Parents

Parents are their child's first and most important teacher. It is the right and the responsibility of the parents to take an active role in their child's education.

Transportation Policy

100% of the students who attend Killip walk. Parents of students who attend Killip using the open enrollment policy must provide transportation for their children.

School Honors

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

Award/Honor	Year
• Weed and Seed - Safe Haven Site	1999
• Teacher of the Year Candidate	2003
• First National Certified Teacher in FUSD	2004
• Century 21st Program National Recognition	2002

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	55	794	80010	96	99	99	414	448	447	22	9	10	35	17	18	40	57	53	4	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	386	38935	96	99	99	419	450	447	12	8	9	36	18	19	48	54	55	4	20	17
Male	30	406	40974	97	99	98	410	447	448	30	10	11	33	16	18	33	59	52	3	15	19
African American	NC	15	4201	NC	100	99	NC	432	430	NC	13	17	NC	27	23	NC	53	51	NC	7	9
Hispanic	28	161	34545	97	98	99	416	436	432	14	11	14	46	24	24	36	53	53	4	12	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	482	474	NC	7	4	NC	7	10	NC	47	50	NC	40	36
American Indian/Alaskan Native	15	170	3979	94	98	96	407	430	424	33	17	17	27	24	30	40	52	47	NA	7	6
White	10	431	35142	100	100	99	NA	460	465	NA	5	5	NA	11	11	NA	61	56	NA	23	28
Students with Disabilities	NC	163	10161	NC	99	93	NC	421	419	NC	25	28	NC	28	28	NC	40	36	NC	7	8
Students without Disabilities	47	631	69849	96	99	100	415	455	451	19	5	7	36	14	17	40	61	56	4	20	19
Limited English Proficient Students	26	111	14013	100	97	97	405	407	413	23	30	24	50	38	34	27	31	39	NA	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	48	346	39029	96	98	98	413	432	432	21	14	14	35	26	25	40	51	52	4	9	9
Non-Economically Disadvantaged	NC	448	40981	NC	100	100	NC	461	462	NC	6	6	NC	10	13	NC	61	54	NC	24	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	55	778	79438	96	97	98	417	455	451	18	8	9	49	22	24	29	57	56	4	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	380	38775	96	97	99	428	462	457	12	6	7	44	23	22	36	57	58	8	14	13
Male	30	396	40560	97	97	97	407	449	446	23	11	12	53	22	25	23	56	54	NA	10	9
African American	NC	15	4178	NC	100	98	NC	448	439	NC	13	13	NC	13	29	NC	60	52	NC	13	6
Hispanic	28	158	34297	97	96	98	413	441	434	21	11	14	50	30	31	29	54	50	NA	4	5
Asian/Pacific Islander	NC	14	2063	NC	93	99	NC	486	475	NC	7	3	NC	7	15	NC	50	63	NC	36	20
American Indian/Alaskan Native	15	167	3940	94	96	95	411	433	429	7	13	14	67	34	36	27	51	47	NA	2	3
White	10	422	34887	100	98	98	NA	469	471	NA	6	4	NA	16	15	NA	60	63	NA	18	18
Students with Disabilities	NC	147	9588	NC	89	88	NC	418	416	NC	27	30	NC	34	32	NC	35	34	NC	4	5
Students without Disabilities	47	631	69850	96	99	100	420	463	456	19	4	7	43	20	23	34	62	59	4	14	12
Limited English Proficient Students	26	106	13856	100	92	96	402	404	407	27	26	27	58	50	43	15	24	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	48	337	38685	96	95	97	415	435	435	19	14	14	50	33	32	29	48	50	2	5	5
Non-Economically Disadvantaged	NC	441	40753	NC	99	99	NC	471	467	NC	4	5	NC	14	16	NC	64	62	NC	18	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	55	786	79971	96	98	99	371	426	423	25	8	8	64	39	41	11	50	49	NA	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	383	38974	96	98	99	392	442	437	16	4	5	68	30	33	16	61	57	NA	4	4
Male	30	401	40895	97	98	98	353	410	410	33	10	10	60	48	47	7	39	41	NA	2	2
African American	NC	15	4203	NC	100	99	NC	409	411	NC	13	11	NC	40	45	NC	40	43	NC	7	2
Hispanic	28	163	34481	97	99	99	364	411	410	25	12	10	64	47	46	11	39	43	NA	2	1
Asian/Pacific Islander	NC	14	2067	NC	93	99	NC	441	449	NC	NA	4	NC	43	28	NC	43	60	NC	14	8
American Indian/Alaskan Native	15	168	3995	94	97	96	365	413	409	40	10	10	47	45	47	13	43	42	NA	1	1
White	10	424	35150	100	98	99	NA	437	437	NA	5	5	NA	34	35	NA	58	56	NA	4	5
Students with Disabilities	NC	154	10258	NC	93	94	NC	379	377	NC	25	23	NC	47	51	NC	27	25	NC	1	1
Students without Disabilities	47	632	69713	96	100	100	373	436	429	23	3	5	66	37	39	11	56	52	NA	3	3
Limited English Proficient Students	26	111	13985	100	97	97	363	378	382	38	22	18	42	54	54	19	24	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	48	343	38994	96	97	98	371	411	409	27	10	10	63	47	47	10	41	41	NA	1	1
Non-Economically Disadvantaged	NC	443	40977	NC	99	100	NC	437	437	NC	5	5	NC	33	34	NC	57	56	NC	5	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	72	829	80147	97	99	99	443	478	482	24	12	11	31	16	17	43	50	49	3	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	388	39281	100	99	99	432	482	483	26	11	9	38	16	17	35	48	50	NA	24	24
Male	38	439	40780	95	98	98	454	474	482	21	14	12	24	16	17	50	51	48	5	19	24
African American	--	18	4249	--	95	99	--	460	464	--	6	17	--	28	22	--	56	48	--	11	13
Hispanic	36	186	33494	95	97	99	440	458	466	31	22	15	28	19	23	39	49	49	3	10	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	26	197	4117	96	99	96	437	452	456	23	18	19	38	26	27	38	51	46	NA	4	8
White	NC	418	36122	NC	100	99	NC	499	501	NC	6	5	NC	10	10	NC	50	50	NC	34	35
Students with Disabilities	18	196	10295	90	97	92	422	443	443	44	33	33	33	24	26	22	36	33	NA	8	8
Students without Disabilities	54	633	69852	100	100	100	450	489	488	17	6	7	30	14	16	50	55	51	4	26	26
Limited English Proficient Students	28	127	12722	97	98	97	418	427	441	43	37	27	43	31	33	14	31	37	NA	1	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	61	363	38371	95	98	97	447	455	465	21	20	15	31	23	23	44	50	49	3	7	13
Non-Economically Disadvantaged	11	466	41776	100	100	100	423	496	498	36	7	6	27	10	11	36	50	49	NA	33	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	72	822	79686	97	98	98	429	469	470	29	11	11	43	24	24	28	56	57	NA	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	385	39163	100	98	99	428	478	475	26	8	9	50	22	22	24	60	60	NA	11	10
Male	38	435	40438	95	97	97	430	460	465	32	15	13	37	26	25	32	53	54	NA	6	7
African American	--	18	4228	--	95	98	--	463	458	--	11	15	--	17	28	--	67	53	--	6	4
Hispanic	36	186	33299	95	97	98	425	451	452	33	20	17	47	31	32	19	45	47	NA	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	26	193	4087	96	97	96	426	443	446	27	13	16	46	42	38	27	43	44	NA	1	2
White	NC	415	35914	NC	99	98	NC	488	489	NC	7	5	NC	13	15	NC	67	67	NC	13	14
Students with Disabilities	18	189	9808	90	94	87	400	433	432	56	31	35	44	37	32	NA	30	30	NA	3	3
Students without Disabilities	54	633	69878	100	100	100	438	479	475	20	6	8	43	20	23	37	64	61	NA	10	9
Limited English Proficient Students	28	124	12594	97	95	96	404	418	422	50	34	34	46	51	45	4	15	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	61	358	38095	95	96	97	433	446	452	28	19	17	41	36	32	31	44	48	NA	2	3
Non-Economically Disadvantaged	11	464	41591	100	100	99	407	486	486	36	6	6	55	15	16	9	66	65	NA	13	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	72	824	80372	97	98	99	447	474	475	7	4	4	47	31	30	46	63	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	387	39452	97	99	99	468	491	488	NA	2	3	42	21	22	58	74	72	NA	3	3
Male	39	435	40836	98	97	98	431	460	464	13	6	6	51	40	37	36	53	56	NA	1	1
African American	--	17	4264	--	89	99	--	480	465	--	NA	5	--	29	35	--	71	59	--	NA	1
Hispanic	36	187	33608	95	98	99	445	457	462	8	9	6	44	36	36	47	55	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	26	198	4128	96	99	97	444	461	464	8	4	4	58	39	39	35	56	56	NA	1	1
White	NC	412	36213	NC	98	99	NC	488	489	NC	2	2	NC	26	22	NC	70	72	NC	3	3
Students with Disabilities	20	192	10526	100	95	94	392	441	427	20	8	15	75	56	53	5	35	31	NA	1	1
Students without Disabilities	52	632	69846	96	99	100	469	484	482	2	2	3	37	24	26	62	72	69	NA	2	2
Limited English Proficient Students	27	127	12747	93	98	97	422	435	432	11	10	12	67	56	52	22	33	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	62	365	38521	97	98	98	450	458	461	8	5	6	40	41	38	52	54	55	NA	0	1
Non-Economically Disadvantaged	10	459	41851	100	98	100	NA	487	489	NA	3	3	NA	24	22	NA	70	72	NA	3	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	71	833	79306	100	99	99	478	505	504	20	11	13	30	18	20	46	53	49	4	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	408	38845	100	100	99	480	507	505	9	9	11	38	18	20	47	54	50	6	18	18
Male	39	425	40383	100	99	98	477	503	504	28	13	14	23	17	19	46	52	47	3	17	19
African American	NC	21	4171	NC	95	98	NC	486	485	NC	24	20	NC	19	26	NC	52	44	NC	5	10
Hispanic	44	174	32673	100	100	99	476	484	487	18	22	18	34	21	25	43	49	46	5	7	10
Asian/Pacific Islander	--	17	2147	--	100	99	--	541	539	--	6	5	--	NA	10	--	41	46	--	53	40
American Indian/Alaskan Native	25	192	4034	100	99	97	479	486	479	24	16	22	24	27	29	48	49	43	4	8	7
White	NC	429	36234	NC	99	99	NC	521	523	NC	4	6	NC	13	13	NC	57	52	NC	26	28
Students with Disabilities	10	150	10286	100	97	91	NA	462	462	NA	38	41	NA	31	27	NA	28	27	NA	3	5
Students without Disabilities	61	683	69020	100	100	100	484	514	510	11	6	9	31	15	18	52	59	52	5	21	21
Limited English Proficient Students	17	83	10291	100	99	96	453	446	458	29	46	38	47	36	34	24	18	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	64	363	37437	98	98	97	478	484	486	20	19	19	30	25	26	45	50	46	5	7	9
Non-Economically Disadvantaged	NC	470	41869	NC	100	100	NC	521	521	NC	6	7	NC	13	14	NC	56	51	NC	26	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	71	830	79000	100	99	98	467	495	489	14	8	10	31	20	24	54	61	58	1	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	407	38774	100	99	99	476	500	494	9	6	7	31	17	22	56	63	61	3	14	10
Male	39	423	40150	100	99	98	460	489	485	18	10	12	31	22	25	51	59	55	NA	9	8
African American	NC	21	4153	NC	95	98	NC	470	476	NC	14	13	NC	33	30	NC	52	53	NC	NA	4
Hispanic	44	173	32508	100	100	98	465	475	472	16	15	15	36	29	33	45	50	49	2	5	3
Asian/Pacific Islander	--	17	2142	--	100	99	--	524	510	--	NA	4	--	12	14	--	76	67	--	12	16
American Indian/Alaskan Native	25	190	4016	100	98	96	470	473	467	12	14	14	24	32	37	64	53	46	NA	2	2
White	NC	429	36135	NC	99	98	NC	513	508	NC	3	4	NC	10	14	NC	69	67	NC	18	15
Students with Disabilities	10	147	9991	100	95	88	NA	449	449	NA	33	33	NA	37	36	NA	29	29	NA	1	2
Students without Disabilities	61	683	69009	100	100	100	473	504	495	8	3	6	31	16	22	59	68	62	2	13	10
Limited English Proficient Students	17	80	10199	100	95	95	441	433	439	24	41	35	53	46	47	24	13	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	64	360	37234	98	97	97	466	474	472	14	14	15	31	30	33	53	53	50	2	3	3
Non-Economically Disadvantaged	NC	470	41766	NC	100	99	NC	511	505	NC	4	5	NC	12	16	NC	67	65	NC	17	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	71	834	79611	100	100	99	457	498	496	18	6	7	52	38	37	30	56	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	412	39016	100	100	99	469	513	511	9	4	4	59	29	29	31	66	66	NA	1	1
Male	39	422	40519	100	99	98	447	483	482	26	9	10	46	46	44	28	45	46	NA	NA	0
African American	NC	21	4188	NC	95	98	NC	452	486	NC	19	9	NC	52	40	NC	29	50	NC	NA	0
Hispanic	44	173	32855	100	100	99	451	478	481	20	12	10	50	44	43	30	45	47	NA	NA	0
Asian/Pacific Islander	--	17	2149	--	100	100	--	526	519	--	NA	4	--	35	24	--	59	70	--	6	2
American Indian/Alaskan Native	25	191	3992	100	99	96	463	481	478	16	10	10	56	45	46	28	45	44	NA	NA	0
White	NC	432	36380	NC	100	99	NC	515	511	NC	3	4	NC	31	30	NC	66	65	NC	0	1
Students with Disabilities	10	148	10664	100	96	94	NA	445	440	NA	20	23	NA	59	54	NA	21	22	NA	NA	1
Students without Disabilities	61	686	68947	100	100	100	471	509	504	10	3	4	56	33	34	34	63	61	NA	0	1
Limited English Proficient Students	17	81	10362	100	96	97	407	429	438	35	25	22	59	59	57	6	16	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	64	362	37626	98	98	98	453	479	479	19	10	10	55	47	45	27	44	45	NA	NA	0
Non-Economically Disadvantaged	NC	472	41985	NC	100	100	NC	513	511	NC	4	4	NC	31	30	NC	65	65	NC	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	742	79327	100	98	98	481	516	518	38	18	19	31	20	20	28	48	46	3	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	377	38961	100	98	98	478	519	520	37	15	16	40	22	20	20	48	48	3	15	16
Male	30	365	40295	100	98	97	484	513	516	40	21	21	20	19	19	37	48	44	3	13	16
African American	NC	17	4247	NC	100	98	NC	490	499	NC	29	27	NC	29	24	NC	35	41	NC	6	8
Hispanic	29	153	32327	97	97	98	478	497	499	41	31	27	31	22	25	24	43	41	3	5	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	23	169	4391	100	97	96	470	495	489	39	21	32	43	33	27	17	40	36	NA	6	4
White	NC	395	36373	NC	99	98	NC	533	538	NC	11	10	NC	15	14	NC	53	52	NC	21	25
Students with Disabilities	10	142	9321	100	95	87	NA	464	467	NA	54	54	NA	28	22	NA	17	21	NA	1	3
Students without Disabilities	55	600	70006	100	99	100	486	528	524	33	9	14	31	19	19	33	55	49	4	17	18
Limited English Proficient Students	14	63	9431	100	94	95	452	458	466	71	59	53	29	33	27	NA	8	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	51	306	37097	100	97	97	480	498	498	39	24	27	29	26	25	27	44	41	4	6	7
Non-Economically Disadvantaged	14	436	42230	100	99	99	483	529	535	36	14	11	36	17	15	29	50	50	NA	20	24

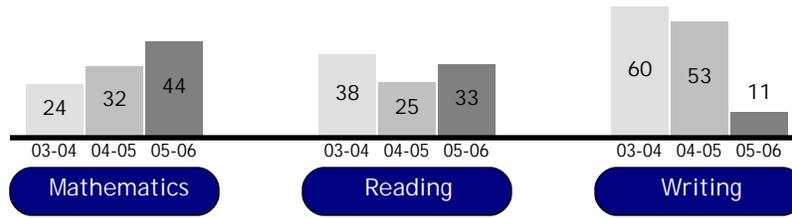
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	742	79501	100	98	98	472	501	497	23	9	10	28	24	25	49	62	60	NA	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	377	39062	100	98	99	470	506	502	23	7	8	29	20	23	49	67	64	NA	6	5
Male	30	365	40368	100	98	98	476	496	491	23	10	13	27	28	27	50	57	57	NA	5	3
African American	NC	17	4279	NC	100	99	NC	483	485	NC	6	14	NC	41	30	NC	47	54	NC	6	2
Hispanic	29	153	32389	97	97	98	473	484	478	21	16	16	28	29	34	52	52	48	NA	2	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	23	169	4401	100	97	96	460	477	473	30	13	17	30	38	40	39	47	43	NA	1	1
White	NC	395	36446	NC	99	99	NC	518	516	NC	4	4	NC	15	15	NC	73	73	NC	8	7
Students with Disabilities	10	142	9411	100	95	88	NA	455	453	NA	31	36	NA	46	36	NA	23	26	NA	1	1
Students without Disabilities	55	600	70090	100	99	100	481	511	502	15	4	7	27	19	24	58	71	65	NA	6	5
Limited English Proficient Students	14	64	9401	100	96	94	422	439	443	71	44	40	29	48	46	NA	8	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	51	306	37183	100	97	97	471	483	479	24	13	16	27	31	34	49	55	49	NA	1	1
Non-Economically Disadvantaged	14	436	42318	100	99	99	476	514	513	21	6	5	29	19	17	50	67	70	NA	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	65	724	80000	100	96	99	540	577	564	6	3	3	12	6	11	78	74	75	3	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	372	39288	100	97	99	551	590	579	6	2	2	6	3	6	86	71	77	3	23	16
Male	30	352	40644	100	95	98	528	563	549	7	3	4	20	10	15	70	78	74	3	9	7
African American	NC	17	4307	NC	100	99	NC	559	551	NC	NA	4	NC	18	13	NC	76	75	NC	6	7
Hispanic	29	151	32672	97	96	99	543	554	548	3	7	4	14	8	14	76	75	76	7	11	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	23	167	4424	100	95	97	534	560	549	9	2	3	13	8	14	78	85	77	NA	5	5
White	NC	381	36602	NC	95	99	NC	594	579	NC	2	2	NC	4	7	NC	70	75	NC	24	16
Students with Disabilities	10	124	9919	100	83	93	NA	525	505	NA	6	9	NA	27	35	NA	65	54	NA	2	2
Students without Disabilities	55	600	70081	100	99	100	549	587	571	5	2	2	7	2	7	84	76	79	4	20	12
Limited English Proficient Students	14	62	9571	100	93	96	470	490	502	21	18	10	21	19	29	57	63	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	51	303	37534	100	96	98	542	557	547	6	4	4	12	8	15	80	82	76	2	6	5
Non-Economically Disadvantaged	14	421	42466	100	96	100	536	591	578	7	2	2	14	5	7	71	69	75	7	24	16

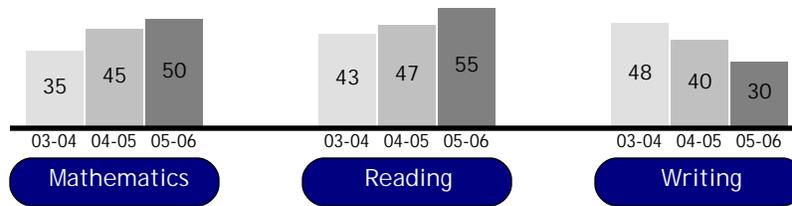
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	23	NA	58	100	32	52	47	100	18	50	46
	Language	94	23	52	50	100	32	51	47	100	21	52	48
	Mathematics	96	52	68	64	100	28	55	50	100	18	50	52
3	Reading	89	26	NA	55	98	28	48	44	96	22	52	46
	Language	92	27	63	61	98	26	43	44	96	27	46	46
	Mathematics	99	30	65	61	98	28	50	51	96	24	56	52
4	Reading	95	40	NA	56	100	33	55	48	97	22	50	52
	Language	96	40	56	52	100	31	54	49	100	20	50	52
	Mathematics	99	42	63	61	100	33	56	53	97	30	56	58
5	Reading	100	44	NA	55	99	41	54	50	100	37	63	56
	Language	100	39	55	49	99	41	52	50	100	32	58	54
	Mathematics	100	57	69	63	99	38	49	49	100	37	54	52
6	Reading	96	54	NA	56	100	41	56	51	100	41	58	56
	Language	98	35	58	48	100	36	50	47	100	37	50	50
	Mathematics	98	55	76	66	100	40	57	52	100	37	58	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 3 Community Member(s)
- 0 Student(s)

Council Duties

- ü Parent/Educator Relations
- ü School Safety Issues
- ü Extracurricular Activities
- ü Textbook Selection
- ü Curriculum Development
- ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	2.50	Teacher Aide	8.00

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	8	1	0	0
7 to 9 years	3	7	0	1
10 or more years	4	9	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Learning Community Center

Extracurricular Activities

- ü After School Tutoring
- ü Alternative Learning Classroom Facilitator
- ü After School Athletic Program
- ü FACTS - Before and After School Care
- ü K-CATS Community Service Club
- ü 21st Century Community Learning Center

Social Services

- ü Adult Education
- ü Literacy Classes
- ü Guidance Center Resiliency Program
- ü The Alternative Center Referral Agency
- ü Parents Anonymous
- ü Operation School Bell
- ü Big Brothers/Big Sisters Mentoring
- ü YMCA

ü Teacher Advancement Program demonstration site.

ü Governor's Initiative grant recipient with the Northland Family Help Center.

ü 21st Century Community Learning Center

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>	86	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

As an Arizona Behavioral Initiative grant recipient, we have developed and implemented a school-wide positive interaction program - SMART.

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) :

10
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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	Joseph M. Gutierrez	(928) 773-4080
Transportation Policy	Joseph M. Gutierrez	(928) 773-4080
Community Resources	Joseph M. Gutierrez	(928) 773-4080
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization	Martha Gorman	(928) 773-4080
Student Health/Nurse	Molly Cole	(928) 773-4082

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.