



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7841 W Sweetwater, Peoria, AZ 85381

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Tom Corcoran
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-8
 Web Address : www/sites/OasisEI/default.aspx
 Phone Number : (623) 412-4800
 Fax Number : (623) 412-4809
 E-mail : tcorcora@peoriaud.k12.az.us

Mission

Working with our community, Oasis School will provide a secure, positive environment. We will challenge students to develop to their fullest potential, for we believe 'OUR STUDENTS CAN LEARN!'

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 Focus on academic achievement in mathematics by developing and implementing practices to increase student achievement in mathematics.
- ü Focus on academic achievement in reading by developing and implementing practices to increase student achievement in reading.

Enrollment

October 1, 2005 School Year Student Enrollment : 766
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 125

Instructional Programs

- ü Kindergarten Enrichment Program
- ü On-site Special Education
- ü Gifted
- ü All Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe campuses, each school invites parent involvement.

Parents

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. This includes supporting student attendance; completion of assignments and modeling positive attitudes.

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Oasis Elementary School. Additionally, transportation services are provided for eligible special education students.

School Honors

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

Award/Honor	Year
ü Phoenix Magazine Top Ten School	1999
ü Learn and Serve Grant	2002
ü Teacher Awards	2002
ü ITEA Teacher Award , Net Day Honors, Speak Up 100	2006

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	70	2757	80010	100	97	99	442	455	447	9	6	10	23	15	18	53	59	53	16	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	1317	38935	100	97	99	444	454	447	8	5	9	23	15	19	54	59	55	15	20	17
Male	44	1437	40974	100	96	98	441	456	448	9	7	11	23	14	18	52	58	52	16	21	19
African American	NC	152	4201	NC	95	99	NC	445	430	NC	8	17	NC	16	23	NC	64	51	NC	12	9
Hispanic	12	752	34545	100	95	99	430	439	432	NA	10	14	42	22	24	50	58	53	8	11	9
Asian/Pacific Islander	NC	98	2068	NC	98	99	NC	463	474	NC	4	4	NC	14	10	NC	55	50	NC	27	36
American Indian/Alaskan Native	NC	40	3979	NC	98	96	NC	450	424	NC	10	17	NC	10	30	NC	63	47	NC	18	6
White	50	1714	35142	100	97	99	450	463	465	8	4	5	18	11	11	54	59	56	20	25	28
Students with Disabilities	15	447	10161	100	84	93	413	433	419	27	19	28	27	24	28	47	44	36	NA	12	8
Students without Disabilities	55	2310	69849	100	100	100	450	459	451	4	4	7	22	13	17	55	62	56	20	22	19
Limited English Proficient Students	NC	144	14013	NC	93	97	NC	410	413	NC	21	24	NC	43	34	NC	34	39	NC	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	17	838	39029	100	95	98	427	439	432	18	11	14	24	22	25	47	56	52	12	11	9
Non-Economically Disadvantaged	53	1919	40981	100	98	100	447	462	462	6	4	6	23	11	13	55	60	54	17	25	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	70	2732	79438	100	96	98	447	465	451	7	4	9	33	19	24	47	62	56	13	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	1311	38775	100	97	99	461	470	457	8	3	7	23	17	22	42	62	58	27	18	13
Male	44	1418	40560	100	95	97	439	460	446	7	6	12	39	21	25	50	62	54	5	10	9
African American	NC	151	4178	NC	94	98	NC	454	439	NC	6	13	NC	24	29	NC	63	52	NC	7	6
Hispanic	12	743	34297	100	94	98	442	448	434	NA	7	14	42	27	31	50	59	50	8	6	5
Asian/Pacific Islander	NC	98	2063	NC	98	99	NC	464	475	NC	5	3	NC	20	15	NC	58	63	NC	16	20
American Indian/Alaskan Native	NC	39	3940	NC	95	95	NC	463	429	NC	8	14	NC	13	36	NC	69	47	NC	10	3
White	50	1700	34887	100	97	98	454	473	471	4	3	4	32	16	15	50	64	63	14	18	18
Students with Disabilities	15	422	9588	100	80	88	410	441	416	27	14	30	40	32	32	33	46	34	NA	8	5
Students without Disabilities	55	2310	69850	100	100	100	458	469	456	2	3	7	31	17	23	51	65	59	16	15	12
Limited English Proficient Students	NC	139	13856	NC	90	96	NC	412	407	NC	21	27	NC	50	43	NC	29	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	17	818	38685	100	92	97	422	447	435	18	8	14	41	30	32	41	56	50	NA	7	5
Non-Economically Disadvantaged	53	1914	40753	100	97	99	456	472	467	4	3	5	30	15	16	49	65	62	17	17	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	70	2759	79971	100	97	99	427	437	423	4	5	8	36	33	41	59	60	49	1	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	1318	38974	100	97	99	440	451	437	4	3	5	31	23	33	65	69	57	NA	5	4
Male	44	1439	40895	100	96	98	420	424	410	5	6	10	39	41	47	55	51	41	2	1	2
African American	NC	154	4203	NC	96	99	NC	432	411	NC	6	11	NC	31	45	NC	61	43	NC	2	2
Hispanic	12	752	34481	100	95	99	442	428	410	NA	6	10	42	38	46	58	54	43	NA	1	1
Asian/Pacific Islander	NC	98	2067	NC	98	99	NC	442	449	NC	3	4	NC	33	28	NC	60	60	NC	4	8
American Indian/Alaskan Native	NC	40	3995	NC	98	96	NC	427	409	NC	10	10	NC	25	47	NC	63	42	NC	3	1
White	50	1714	35150	100	97	99	427	441	437	6	4	5	30	30	35	62	62	56	2	4	5
Students with Disabilities	15	455	10258	100	86	94	370	403	377	20	14	23	53	47	51	27	37	25	NA	2	1
Students without Disabilities	55	2304	69713	100	99	100	443	443	429	NA	3	5	31	30	39	67	64	52	2	4	3
Limited English Proficient Students	NC	145	13985	NC	94	97	NC	395	382	NC	10	18	NC	59	54	NC	31	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	17	838	38994	100	95	98	388	424	409	12	6	10	47	40	47	41	52	41	NA	2	1
Non-Economically Disadvantaged	53	1921	40977	100	98	100	440	443	437	2	4	5	32	29	34	64	63	56	2	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	81	2799	80147	100	97	99	481	490	482	10	7	11	17	14	17	56	53	49	17	26	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1350	39281	100	98	99	481	491	483	11	6	9	16	14	17	55	54	50	18	26	24
Male	43	1447	40780	100	96	98	481	489	482	9	7	12	19	14	17	56	52	48	16	27	24
African American	NC	152	4249	NC	97	99	NC	471	464	NC	15	17	NC	20	22	NC	51	48	NC	14	13
Hispanic	NC	657	33494	NC	96	99	NC	473	466	NC	10	15	NC	20	23	NC	55	49	NC	14	14
Asian/Pacific Islander	NC	95	2103	NC	99	99	NC	508	515	NC	2	4	NC	12	8	NC	49	44	NC	37	45
American Indian/Alaskan Native	--	38	4117	--	95	96	--	478	456	--	13	19	--	13	27	--	55	46	--	18	8
White	64	1856	36122	100	97	99	488	497	501	6	5	5	14	12	10	59	52	50	20	31	35
Students with Disabilities	17	350	10295	100	80	92	431	454	443	41	26	33	29	24	26	29	40	33	NA	10	8
Students without Disabilities	64	2449	69852	100	100	100	494	495	488	2	4	7	14	13	16	63	55	51	22	29	26
Limited English Proficient Students	NC	114	12722	NC	92	97	NC	434	441	NC	28	27	NC	39	33	NC	32	37	NC	1	3
Migrant Students	--	11	622	--	100	97	--	439	454	--	27	19	--	45	30	--	27	43	--	NA	8
Economically Disadvantaged	17	760	38371	100	93	97	460	474	465	18	10	15	18	21	23	59	54	49	6	15	13
Non-Economically Disadvantaged	64	2039	41776	100	98	100	487	496	498	8	5	6	17	12	11	55	52	49	20	31	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	81	2782	79686	100	96	98	474	483	470	7	5	11	19	18	24	64	67	57	10	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1348	39163	100	98	99	478	489	475	3	3	9	26	15	22	58	69	60	13	13	10
Male	43	1432	40438	100	95	97	471	478	465	12	7	13	12	20	25	70	65	54	7	8	7
African American	NC	152	4228	NC	97	98	NC	470	458	NC	11	15	NC	20	28	NC	62	53	NC	7	4
Hispanic	NC	650	33299	NC	95	98	NC	468	452	NC	9	17	NC	26	32	NC	60	47	NC	6	3
Asian/Pacific Islander	NC	95	2097	NC	99	99	NC	487	490	NC	3	5	NC	17	13	NC	63	68	NC	17	14
American Indian/Alaskan Native	--	38	4087	--	95	96	--	473	446	--	5	16	--	26	38	--	61	44	--	8	2
White	64	1846	35914	100	97	98	481	489	489	5	3	5	16	15	15	69	70	67	11	12	14
Students with Disabilities	17	332	9808	100	76	87	423	451	432	29	21	35	47	32	32	24	42	30	NA	5	3
Students without Disabilities	64	2450	69878	100	100	100	488	487	475	2	3	8	11	16	23	75	70	61	13	11	9
Limited English Proficient Students	NC	109	12594	NC	88	96	NC	424	422	NC	28	34	NC	48	45	NC	25	21	NC	NA	0
Migrant Students	--	10	611	--	91	95	--	NA	439	--	NA	22	--	NA	39	--	NA	37	--	NA	2
Economically Disadvantaged	17	748	38095	100	92	97	460	468	452	18	8	17	18	26	32	59	61	48	6	5	3
Non-Economically Disadvantaged	64	2034	41591	100	98	99	478	488	486	5	4	6	19	15	16	66	69	65	11	12	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	80	2808	80372	99	97	99	464	484	475	5	2	4	33	24	30	63	71	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1356	39452	100	98	99	485	497	488	3	1	3	18	15	22	79	80	72	NA	4	3
Male	42	1450	40836	98	96	98	444	472	464	7	3	6	45	33	37	48	62	56	NA	1	1
African American	NC	152	4264	NC	97	99	NC	469	465	NC	5	5	NC	28	35	NC	66	59	NC	1	1
Hispanic	NC	665	33608	NC	97	99	NC	473	462	NC	4	6	NC	29	36	NC	66	57	NC	1	1
Asian/Pacific Islander	NC	95	2098	NC	99	99	NC	497	500	NC	2	2	NC	20	16	NC	68	75	NC	9	7
American Indian/Alaskan Native	--	38	4128	--	95	97	--	481	464	--	NA	4	--	32	39	--	68	56	--	NA	1
White	63	1857	36213	98	97	99	472	489	489	3	2	2	29	23	22	68	73	72	NA	2	3
Students with Disabilities	16	361	10526	94	82	94	435	445	427	6	9	15	69	51	53	25	39	31	NA	1	1
Students without Disabilities	64	2447	69846	100	100	100	471	489	482	5	1	3	23	21	26	72	76	69	NA	2	2
Limited English Proficient Students	NC	116	12747	NC	94	97	NC	436	432	NC	12	12	NC	51	52	NC	37	36	NC	NA	0
Migrant Students	--	11	621	--	100	97	--	456	452	--	9	9	--	27	40	--	64	51	--	NA	0
Economically Disadvantaged	17	772	38521	100	95	98	466	471	461	6	4	6	18	31	38	76	64	55	NA	1	1
Non-Economically Disadvantaged	63	2036	41851	98	98	100	463	489	489	5	2	3	37	22	22	59	74	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	77	2833	79306	100	97	99	504	515	504	13	8	13	13	16	20	60	54	49	14	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1390	38845	100	98	99	511	515	505	8	6	11	14	17	20	61	55	50	17	22	18
Male	41	1439	40383	100	96	98	498	515	504	17	9	14	12	15	19	59	53	47	12	23	19
African American	--	174	4171	--	96	98	--	500	485	--	7	20	--	28	26	--	50	44	--	14	10
Hispanic	NC	685	32673	NC	96	99	NC	497	487	NC	14	18	NC	21	25	NC	52	46	NC	14	10
Asian/Pacific Islander	NC	92	2147	NC	100	99	NC	535	539	NC	4	5	NC	16	10	NC	42	46	NC	37	40
American Indian/Alaskan Native	NC	33	4034	NC	94	97	NC	496	479	NC	15	22	NC	27	29	NC	45	43	NC	12	7
White	65	1849	36234	100	97	99	506	522	523	11	5	6	9	12	13	68	56	52	12	26	28
Students with Disabilities	12	368	10286	100	80	91	465	479	462	50	29	41	17	25	27	25	36	27	8	10	5
Students without Disabilities	65	2465	69020	100	100	100	511	520	510	6	4	9	12	14	18	66	57	52	15	24	21
Limited English Proficient Students	NC	96	10291	NC	91	96	NC	450	458	NC	47	38	NC	29	34	NC	23	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	16	752	37437	100	94	97	490	493	486	25	15	19	19	24	26	50	48	46	6	12	9
Non-Economically Disadvantaged	61	2081	41869	100	98	100	508	523	521	10	5	7	11	13	14	62	56	51	16	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	76	2813	79000	100	96	98	494	499	489	7	5	10	21	18	24	63	67	58	9	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1384	38774	100	97	99	506	503	494	3	3	7	22	17	22	61	68	61	14	11	10
Male	40	1425	40150	100	95	98	484	496	485	10	7	12	20	20	25	65	65	55	5	9	8
African American	--	172	4153	--	95	98	--	488	476	--	5	13	--	26	30	--	63	53	--	6	4
Hispanic	NC	677	32508	NC	95	98	NC	483	472	NC	9	15	NC	27	33	NC	58	49	NC	5	3
Asian/Pacific Islander	NC	92	2142	NC	100	99	NC	502	510	NC	3	4	NC	17	14	NC	65	67	NC	14	16
American Indian/Alaskan Native	NC	32	4016	NC	91	96	NC	487	467	NC	3	14	NC	31	37	NC	56	46	NC	9	2
White	64	1840	36135	100	97	98	499	506	508	3	4	4	19	14	14	69	70	67	9	12	15
Students with Disabilities	11	348	9991	100	75	88	461	468	449	27	19	33	36	32	36	36	46	29	NA	3	2
Students without Disabilities	65	2465	69009	100	100	100	499	503	495	3	3	6	18	17	22	68	70	62	11	11	10
Limited English Proficient Students	NC	90	10199	NC	86	95	NC	437	439	NC	39	35	NC	41	47	NC	20	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	16	742	37234	100	93	97	483	480	472	13	9	15	38	29	33	44	58	50	6	4	3
Non-Economically Disadvantaged	60	2071	41766	100	98	99	497	506	505	5	4	5	17	15	16	68	70	65	10	12	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	77	2841	79611	100	97	99	482	503	496	13	5	7	32	33	37	55	61	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1393	39016	100	98	99	513	517	511	8	3	4	19	23	29	72	72	66	NA	1	1
Male	41	1444	40519	100	96	98	455	490	482	17	7	10	44	43	44	39	50	46	NA	0	0
African American	--	173	4188	--	96	98	--	497	486	--	6	9	--	34	40	--	59	50	--	1	0
Hispanic	NC	692	32855	NC	97	99	NC	487	481	NC	8	10	NC	41	43	NC	51	47	NC	1	0
Asian/Pacific Islander	NC	92	2149	NC	100	100	NC	511	519	NC	2	4	NC	29	24	NC	68	70	NC	NA	2
American Indian/Alaskan Native	NC	33	3992	NC	94	96	NC	491	478	NC	9	10	NC	36	46	NC	52	44	NC	3	0
White	65	1851	36380	100	97	99	489	510	511	11	4	4	34	30	30	55	65	65	NA	1	1
Students with Disabilities	12	378	10664	100	82	94	442	456	440	25	17	23	50	52	54	25	30	22	NA	1	1
Students without Disabilities	65	2463	68947	100	100	100	489	510	504	11	3	4	29	30	34	60	66	61	NA	1	1
Limited English Proficient Students	NC	101	10362	NC	96	97	NC	429	438	NC	23	22	NC	64	57	NC	13	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	16	761	37626	100	95	98	484	483	479	6	9	10	50	43	45	44	48	45	NA	0	0
Non-Economically Disadvantaged	61	2080	41985	100	98	100	481	511	511	15	3	4	28	30	30	57	66	65	NA	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	92	2877	79327	99	96	98	542	538	518	10	10	19	9	14	20	59	51	46	23	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1415	38961	98	97	98	547	538	520	10	9	16	13	14	20	48	53	48	29	24	16
Male	44	1461	40295	100	96	97	537	538	516	9	10	21	5	14	19	70	48	44	16	27	16
African American	--	145	4247	--	94	98	--	515	499	--	15	27	--	26	24	--	48	41	--	12	8
Hispanic	17	659	32327	94	96	98	543	518	499	NA	17	27	6	18	25	82	50	41	12	15	8
Asian/Pacific Islander	NC	103	1939	NC	97	99	NC	564	556	NC	5	6	NC	7	10	NC	48	47	NC	41	36
American Indian/Alaskan Native	NC	37	4391	NC	100	96	NC	528	489	NC	8	32	NC	19	27	NC	57	36	NC	16	4
White	72	1933	36373	100	97	98	542	546	538	13	7	10	10	13	14	51	51	52	26	29	25
Students with Disabilities	13	339	9321	93	78	87	473	486	467	54	36	54	23	25	22	23	31	21	NA	8	3
Students without Disabilities	79	2538	70006	100	99	100	553	544	524	3	6	14	6	13	19	65	53	49	27	28	18
Limited English Proficient Students	--	94	9431	--	89	95	--	470	466	--	51	53	--	23	27	--	24	18	--	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	NC	752	37097	NC	93	97	NC	515	498	NC	18	27	NC	19	25	NC	49	41	NC	14	7
Non-Economically Disadvantaged	85	2125	42230	99	97	99	544	546	535	9	7	11	8	13	15	58	51	50	25	29	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	92	2872	79501	99	96	98	517	509	497	1	5	10	21	20	25	71	69	60	8	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1413	39062	98	97	99	522	514	502	NA	4	8	23	18	23	67	72	64	10	6	5
Male	44	1458	40368	100	96	98	512	505	491	2	6	13	18	23	27	75	67	57	5	5	3
African American	--	145	4279	--	94	99	--	491	485	--	8	14	--	30	30	--	61	54	--	1	2
Hispanic	17	658	32389	94	96	98	529	493	478	NA	10	16	6	28	34	88	61	48	6	1	1
Asian/Pacific Islander	NC	103	1936	NC	97	99	NC	521	519	NC	4	3	NC	12	14	NC	77	73	NC	8	9
American Indian/Alaskan Native	NC	37	4401	NC	100	96	NC	494	473	NC	11	17	NC	19	40	NC	70	43	NC	NA	1
White	72	1929	36446	100	96	99	515	516	516	1	3	4	24	18	15	67	72	73	8	7	7
Students with Disabilities	13	334	9411	93	77	88	475	469	453	8	19	36	54	40	36	38	40	26	NA	1	1
Students without Disabilities	79	2538	70090	100	99	100	524	514	502	NA	3	7	15	18	24	76	73	65	9	6	5
Limited English Proficient Students	--	90	9401	--	85	94	--	448	443	--	36	40	--	48	46	--	17	14	--	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	NC	754	37183	NC	94	97	NC	491	479	NC	10	16	NC	31	34	NC	57	49	NC	3	1
Non-Economically Disadvantaged	85	2118	42318	99	97	99	520	516	513	1	3	5	16	17	17	74	74	70	8	6	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	92	2901	80000	99	97	99	585	577	564	NA	2	3	2	6	11	86	78	75	12	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1431	39288	98	98	99	596	592	579	NA	1	2	NA	2	6	79	77	77	21	20	16
Male	44	1469	40644	100	96	98	574	563	549	NA	2	4	5	9	15	93	80	74	2	8	7
African American	--	149	4307	--	96	99	--	562	551	--	3	4	--	8	13	--	83	75	--	6	7
Hispanic	17	665	32672	94	97	99	582	566	548	NA	2	4	NA	8	14	100	83	76	NA	7	6
Asian/Pacific Islander	NC	104	1945	NC	98	99	NC	594	592	NC	NA	1	NC	3	4	NC	69	69	NC	28	25
American Indian/Alaskan Native	NC	37	4424	NC	100	97	NC	578	549	NC	NA	3	NC	5	14	NC	84	77	NC	11	5
White	72	1946	36602	100	97	99	586	582	579	NA	2	2	3	5	7	82	77	75	15	16	16
Students with Disabilities	13	357	9919	93	82	93	554	526	505	NA	5	9	15	27	35	77	65	54	8	3	2
Students without Disabilities	79	2544	70081	100	100	100	590	584	571	NA	1	2	NA	3	7	87	80	79	13	15	12
Limited English Proficient Students	--	96	9571	--	91	96	--	518	502	--	5	10	--	31	29	--	64	60	--	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	NC	769	37534	NC	96	98	NC	560	547	NC	3	4	NC	10	15	NC	80	76	NC	7	5
Non-Economically Disadvantaged	85	2132	42466	99	98	100	586	584	578	NA	1	2	2	5	7	85	78	75	13	16	16

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

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2923	78546	100	96	97	565	561	543	6	7	15	12	12	18	57	60	52	25	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1449	38645	100	97	98	571	562	545	2	5	13	11	12	18	56	61	54	31	22	15
Male	62	1472	39792	98	95	97	561	561	542	8	8	17	13	12	17	58	59	50	21	21	15
African American	NC	152	4205	NC	94	97	NC	549	524	NC	9	22	NC	18	22	NC	59	49	NC	14	7
Hispanic	14	656	31177	100	95	97	552	547	524	7	11	22	14	17	23	57	58	48	21	15	7
Asian/Pacific Islander	NC	103	1940	NC	96	99	NC	585	580	NC	2	5	NC	12	9	NC	52	53	NC	34	33
American Indian/Alaskan Native	NC	34	4689	NC	85	95	NC	545	515	NC	6	28	NC	6	25	NC	88	43	NC	NA	4
White	83	1978	36450	100	97	97	567	566	563	4	5	7	12	10	12	59	61	57	25	24	23
Students with Disabilities	14	309	8093	100	76	82	514	513	489	29	29	50	21	28	24	50	37	23	NA	5	2
Students without Disabilities	93	2614	70453	100	100	100	572	567	549	2	4	11	11	10	17	58	63	56	29	23	16
Limited English Proficient Students	NC	91	9323	NC	90	94	NC	505	491	NC	31	47	NC	35	28	NC	32	24	NC	2	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	15	756	34694	100	92	96	532	546	524	13	10	23	27	17	23	53	61	48	7	12	7
Non-Economically Disadvantaged	92	2167	43852	100	98	99	570	567	559	4	6	10	10	10	13	58	60	56	28	25	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	107	2936	79045	100	97	98	526	523	512	4	5	10	16	19	25	77	68	58	4	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1453	38860	100	98	98	538	530	519	2	3	7	7	16	22	84	72	62	7	9	8
Male	62	1481	40075	98	96	97	517	517	505	5	7	12	23	22	28	71	64	54	2	7	6
African American	NC	152	4250	NC	94	98	NC	516	500	NC	6	12	NC	24	31	NC	61	54	NC	9	3
Hispanic	14	661	31314	100	95	98	513	509	493	NA	9	16	29	26	34	71	61	48	NA	4	2
Asian/Pacific Islander	NC	104	1949	NC	97	99	NC	532	536	NC	6	4	NC	15	15	NC	67	66	NC	12	15
American Indian/Alaskan Native	NC	35	4719	NC	88	96	NC	512	489	NC	9	15	NC	6	39	NC	86	45	NC	NA	2
White	83	1984	36730	100	98	98	528	528	532	4	4	4	14	17	16	78	70	68	4	9	12
Students with Disabilities	14	320	8552	100	78	87	477	479	463	21	22	35	57	41	40	21	36	23	NA	2	1
Students without Disabilities	93	2616	70493	100	100	100	532	528	517	1	3	7	10	16	24	85	72	62	4	9	8
Limited English Proficient Students	NC	92	9355	NC	91	95	NC	457	456	NC	32	37	NC	58	48	NC	10	15	NC	1	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	15	763	34922	100	93	96	494	506	493	7	8	15	40	30	34	53	60	48	NA	3	3
Non-Economically Disadvantaged	92	2173	44123	100	98	99	531	529	527	3	5	6	12	15	18	80	71	66	4	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	107	2957	79657	100	98	99	588	578	566	3	2	3	NA	5	8	97	92	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1462	39120	100	98	99	603	589	580	2	1	2	NA	2	4	98	95	92	NA	1	2
Male	62	1493	40423	98	97	98	578	566	553	3	3	5	NA	8	12	97	88	83	NA	1	1
African American	NC	156	4290	NC	97	99	NC	570	560	NC	5	4	NC	4	9	NC	89	86	NC	1	1
Hispanic	14	667	31642	100	96	99	581	568	552	NA	3	5	NA	7	11	100	90	84	NA	0	0
Asian/Pacific Islander	NC	104	1948	NC	97	99	NC	585	589	NC	3	1	NC	5	3	NC	88	91	NC	5	4
American Indian/Alaskan Native	NC	35	4760	NC	88	97	NC	570	547	NC	3	5	NC	11	14	NC	86	81	NC	NA	0
White	83	1995	36929	100	98	99	590	581	579	4	2	2	NA	4	5	96	93	91	NA	1	2
Students with Disabilities	14	341	9069	100	84	92	564	530	508	7	7	11	NA	26	30	93	67	58	NA	0	1
Students without Disabilities	93	2616	70588	100	100	100	592	583	573	2	1	2	NA	2	5	98	95	91	NA	1	1
Limited English Proficient Students	NC	95	9521	NC	94	96	NC	509	507	NC	12	13	NC	23	24	NC	65	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	15	775	35341	100	95	97	548	567	551	7	3	5	NA	8	12	93	89	83	NA	1	0
Non-Economically Disadvantaged	92	2182	44316	100	99	100	595	581	578	2	2	2	NA	4	5	98	93	90	NA	1	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	125	3051	78400	100	96	97	588	575	554	10	10	21	5	14	19	61	59	47	24	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1502	38686	100	97	98	594	576	554	6	9	20	6	13	20	63	61	49	26	18	12
Male	71	1547	39636	100	96	96	583	575	554	14	10	23	4	14	18	59	56	46	23	19	13
African American	NC	168	4193	NC	96	97	NC	552	533	NC	20	32	NC	22	23	NC	49	40	NC	9	5
Hispanic	18	747	30732	100	95	97	595	559	534	6	13	31	NA	21	24	67	55	40	28	11	5
Asian/Pacific Islander	NC	103	1827	NC	100	99	NC	594	594	NC	5	8	NC	6	12	NC	62	49	NC	27	31
American Indian/Alaskan Native	NC	33	4536	NC	100	95	NC	566	528	NC	18	35	NC	12	25	NC	58	37	NC	12	4
White	96	1998	37038	100	96	97	586	582	575	10	8	11	6	11	14	63	60	56	21	21	19
Students with Disabilities	13	233	7840	100	68	81	509	519	498	62	44	60	23	18	18	15	28	20	NA	9	2
Students without Disabilities	112	2818	70560	100	100	99	597	579	560	4	7	17	3	13	19	66	61	50	27	19	14
Limited English Proficient Students	--	85	8956	--	96	95	--	512	502	--	42	56	--	29	25	--	28	18	--	NA	1
Migrant Students	--	10	676	--	100	95	--	NA	523	--	NA	38	--	NA	25	--	NA	36	--	NA	1
Economically Disadvantaged	NC	706	33014	NC	92	95	NC	556	534	NC	16	31	NC	20	24	NC	53	40	NC	11	5
Non-Economically Disadvantaged	116	2345	45386	100	98	99	591	581	569	9	8	15	4	12	15	62	60	52	25	20	18

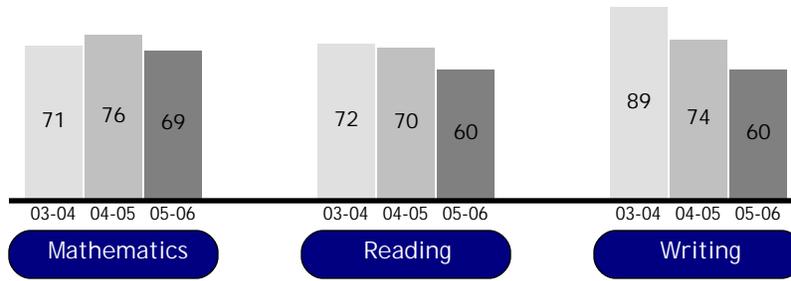
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	3080	79179	100	97	98	541	535	519	4	5	11	13	19	27	77	70	58	6	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1518	38974	100	98	99	547	542	524	2	4	8	7	15	25	85	73	61	6	8	5
Male	71	1560	40124	100	97	97	536	528	513	6	6	13	17	23	28	70	67	54	7	5	4
African American	NC	168	4243	NC	96	98	NC	524	506	NC	8	14	NC	23	32	NC	67	51	NC	3	3
Hispanic	18	757	30987	100	96	98	535	521	498	NA	7	17	28	27	36	67	64	45	6	3	1
Asian/Pacific Islander	NC	101	1832	NC	98	99	NC	540	543	NC	4	4	NC	13	17	NC	73	69	NC	10	10
American Indian/Alaskan Native	NC	33	4573	NC	100	96	NC	530	494	NC	3	16	NC	21	41	NC	73	42	NC	3	1
White	96	2019	37467	100	97	98	541	541	539	5	4	5	11	16	17	76	72	70	7	8	8
Students with Disabilities	13	261	8567	100	77	88	476	479	467	23	28	39	46	40	38	31	28	22	NA	5	1
Students without Disabilities	112	2819	70612	100	100	99	548	539	524	2	3	7	9	17	25	82	74	62	7	7	5
Limited English Proficient Students	--	85	9013	--	96	95	--	471	461	--	27	40	--	49	48	--	24	12	--	NA	0
Migrant Students	--	10	680	--	100	96	--	NA	487	--	NA	20	--	NA	43	--	NA	36	--	NA	1
Economically Disadvantaged	NC	725	33345	NC	95	96	NC	516	499	NC	8	17	NC	29	36	NC	61	46	NC	2	1
Non-Economically Disadvantaged	116	2355	45834	100	98	99	542	541	533	3	4	7	12	16	19	78	73	67	7	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	125	3097	79734	100	98	99	579	573	554	1	1	3	7	11	19	91	87	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1524	39243	100	98	99	592	585	568	NA	1	2	6	7	12	93	91	85	2	1	1
Male	71	1571	40413	100	98	98	570	561	541	1	1	4	8	16	26	90	83	70	NA	0	0
African American	NC	169	4285	NC	97	99	NC	571	548	NC	1	3	NC	14	22	NC	85	74	NC	NA	0
Hispanic	18	762	31254	100	97	99	589	563	539	NA	1	5	NA	16	25	100	83	70	NA	0	0
Asian/Pacific Islander	NC	102	1837	NC	99	99	NC	581	579	NC	2	1	NC	10	9	NC	85	87	NC	3	2
American Indian/Alaskan Native	NC	33	4613	NC	100	97	NC	586	535	NC	NA	4	NC	9	29	NC	88	67	NC	3	0
White	96	2029	37668	100	98	99	576	576	569	1	1	1	9	10	13	89	88	85	1	1	1
Students with Disabilities	13	277	8943	100	81	92	544	517	495	NA	5	11	23	44	51	77	48	38	NA	3	1
Students without Disabilities	112	2820	70791	100	100	100	583	578	561	1	1	2	5	8	15	93	90	83	1	1	0
Limited English Proficient Students	--	85	9138	--	96	97	--	513	492	--	7	13	--	40	46	--	53	40	--	NA	NA
Migrant Students	--	10	687	--	100	97	--	NA	528	--	NA	6	--	NA	28	--	NA	65	--	NA	NA
Economically Disadvantaged	NC	729	33718	NC	95	97	NC	559	538	NC	2	5	NC	18	26	NC	80	69	NC	1	0
Non-Economically Disadvantaged	116	2368	46016	100	99	100	579	577	567	1	1	2	7	9	14	91	89	84	1	1	1

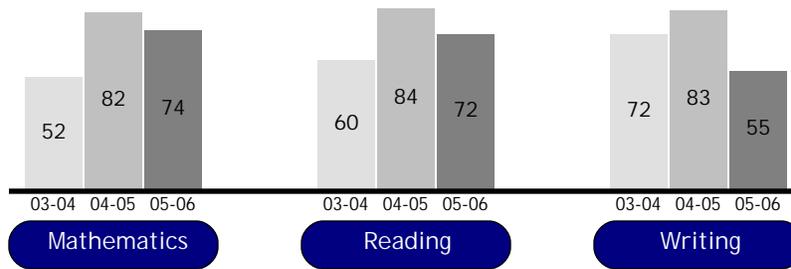
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

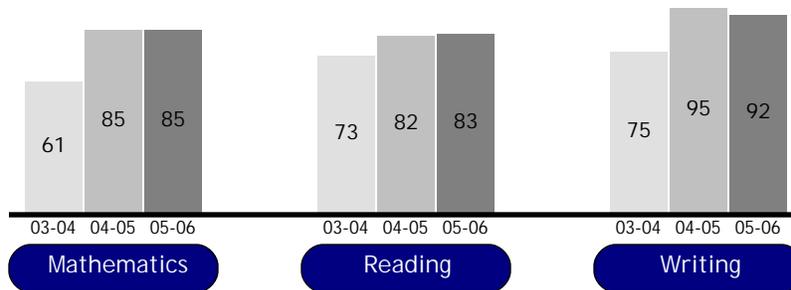
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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	91	63	NA	58	100	51	53	47	100	58	56	46
	Language	95	52	60	50	100	50	53	47	100	50	59	48
	Mathematics	97	72	72	64	100	54	53	50	100	59	58	52
3	Reading	100	64	NA	55	100	50	52	44	100	43	56	46
	Language	99	71	70	61	100	50	50	44	100	43	54	46
	Mathematics	100	75	71	61	100	50	55	51	100	44	58	52
4	Reading	88	68	NA	56	100	55	54	48	100	52	59	52
	Language	97	60	60	52	100	52	55	49	100	56	59	52
	Mathematics	98	63	69	61	100	53	58	53	100	56	63	58
5	Reading	98	59	NA	55	100	58	56	50	100	63	63	56
	Language	99	54	56	49	100	63	56	50	100	54	61	54
	Mathematics	100	59	67	63	100	55	52	49	100	54	56	52
6	Reading	98	69	NA	56	99	61	58	51	100	67	65	56
	Language	98	68	60	48	99	59	55	47	100	63	58	50
	Mathematics	98	80	75	66	99	63	59	52	100	65	65	58
7	Reading	98	60	NA	54	100	62	59	50	100	65	63	54
	Language	94	71	67	58	100	65	62	52	100	72	67	58
	Mathematics	99	66	68	62	100	58	57	50	100	58	61	54
8	Reading	100	72	NA	55	100	62	58	51	100	68	67	58
	Language	100	75	64	52	100	60	56	50	100	68	63	56
	Mathematics	100	83	69	61	100	68	59	53	100	76	70	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Curriculum Support
- Ü Technological Support
- Ü Instructional Materials and Support
- Ü Community Involvement
- Ü Communication

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	5.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	5	0	0	0
7 to 9 years	4	1	0	0
10 or more years	16	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
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 Technology Lab
- Ü Computer Lab
- Ü Full Library
- Ü Science Lab

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Athletics
- Ü Peer Tutoring

Social Services

- Ü Lunch Program
- Ü Health Services
- Ü Before/After School Program
- Ü Study Skills and Wellness Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students scored at, or above, district, county, state and national averages on the AIMS/Terranova Test in mathematics, reading and language arts.

- ü Student scored at, or above, school district averages on district-generated criterion-referenced math assessments.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	97	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

Our school campus is monitored throughout the school day by school-based staff. Visitors check-in with the office staff and display a visitor badge while on campus. Emergency procedures were updated and reviewed with all staff members.

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	Tom Corcoran	(623) 412-4800
Transportation Policy	Steve Highlen	(623) 486-6040
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Mindy Cuthbertson	(623) 412-4800
Student Health/Nurse	Sheri Lunski	(623) 412-4803

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.