

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

21419 W. Dove Valley Road, Wittmann, AZ 85361

Nadaburg Elementary 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)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status (b)

2004-05	SI Year 1
2003-04	Year 1
2002-03	N/A

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

School Overview

Principal/Administrator : Mr. Bill J. Collins
 Schedule : 07:00 AM to 04:30 PM
 Grades : Pre-K-8
 2005 Enrollment : 720
 Web Address : nadaburg.maricopa.k12.az.us
 Phone Number : (623) 388-2321
 Fax Number : (623) 388-2204
 E-mail : BillC@mcazschools.org

Mission

Nadaburg is committed to teaching excellence. Our instructional programs provide rigorous academics. We provide exceptional resources for special needs, gifted, or at-risk students. Teachers and staff stress the importance of good character and work diligently to ensure that our school community is a safe and secure place.

School / Academic Goals

- ü Provide opportunities for students to be successful in academic and social settings appropriate for their grade level.
- ü Provide specific and complete instruction and resources for individual needs of special education students.
- ü Provide a safe and secure learning environment where good character, a desire to learn, and strong study habits are emphasized.
- ü Provide opportunities for students to stay current with technology advancements as it relates to academic resources, research, and real-world situations

Enrollment

October 1, 2004 School Year Student Enrollment : 1
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 15

Instructional Programs

- ü Integrated/Thematic Computer Instruction
- ü Structure of Intellect (SOI) Lab
- ü On-site Special Education
- ü Developmental Preschool
- ü Gifted
- ü After School Tutoring/Summer School
- ü Sheltered English Immersion
- ü English Language Learner (ELL) Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

We encourage parental involvement and view parents as partners. We strive for academic success. We also recognize the importance of communication via newsletters, flyers, and teacher contacts. We continually strive to keep up such communication.

Parents

Nadaburg expects parents to support the policies of our school. They are expected to provide proper clothing and nutrition to their children, and meet daily school schedules. Parents are also encouraged to provide a good home learning environment.

Transportation Policy

Our district encompasses 117 square miles. Students living more than one-half mile from school are eligible to ride school buses. Pre-K students are permitted to ride buses. Transportation needs of special education students are fully met. In addition, the Nadaburg Elementary School District provides transportation to area high schools for students who reside in our district.

School Honors

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

Award/Honor	Year
ü US Achievement Academy: All American Scholar	2002
ü Eight Project Venture Teachers	2003
ü Nationally Recognized Tech. Project by Gifted Students	2003
ü Awarded a Safe Schools Grant	2003

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	69	69	79306	100	100	99	422	422	445	11	11	10	31	31	18	49	49	51	8	8	20
All Students (Prior Year)	71	71	75509	100	100	100	495	495	521	25	25	13	20	20	23	41	41	33	15	15	31
Female	40	40	38691	100	100	99	417	417	446	14	14	10	28	28	18	47	47	52	11	11	20
Male	29	29	40583	100	100	99	428	428	445	8	8	11	36	36	18	52	52	50	4	4	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	29	29	32869	100	100	99	403	403	429	13	13	15	35	35	25	48	48	51	4	4	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	37	37	36197	100	100	99	431	431	463	11	11	5	31	31	11	49	49	53	9	9	31
Students with Disabilities	18	18	10321	100	100	100	384	384	389	18	18	30	47	47	27	35	35	34	0	0	9
Students without Disabilities	51	51	69060	98	98	98	437	437	454	9	9	7	25	25	17	55	55	54	11	11	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	51	51	39415	98	98	96	424	424	431	14	14	15	35	35	25	44	44	50	7	7	10
Non-Economically Disadvantaged	18	18	39966	100	100	100	417	417	459	6	6	6	22	22	12	61	61	52	11	11	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	69	79395	100	0	99	429	429	446	11	11	9	28	28	25	54	54	55	7	7	11
All Students (Prior Year)	71	71	75492	100	100	100	500	500	519	23	23	12	21	21	16	44	44	47	11	11	24
Female	40	40	38743	100	0	100	430	430	451	17	17	7	14	14	24	58	58	57	11	11	12
Male	29	29	40618	100	0	99	428	428	440	4	4	11	48	48	27	48	48	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	29	29	32915	100	0	99	412	412	426	17	17	15	26	26	35	57	57	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	37	37	36221	100	0	99	439	439	465	9	9	4	31	31	15	49	49	63	11	11	17
Students with Disabilities	18	18	10331	100	0	100	386	386	388	24	24	25	35	35	37	41	41	34	0	0	4
Students without Disabilities	51	51	69139	98	0	99	446	446	454	7	7	7	25	25	24	59	59	58	9	9	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	51	51	39484	98	0	96	433	433	429	16	16	14	23	23	35	56	56	47	5	5	4
Non-Economically Disadvantaged	18	18	39986	100	0	100	419	419	461	0	0	4	39	39	16	50	50	63	11	11	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	69	69	78869	100	100	99	435	435	442	2	2	6	23	23	21	74	74	63	2	2	10
All Students (Prior Year)	70	70	75053	99	99	99	560	560	597	10	10	7	13	13	12	73	73	72	3	3	9
Female	40	40	38536	100	100	99	439	439	458	3	3	4	17	17	15	78	78	67	3	3	14
Male	29	29	40302	100	100	99	430	430	428	0	0	8	32	32	26	68	68	60	0	0	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	29	29	32606	100	100	98	424	424	426	0	0	8	17	17	27	83	83	60	0	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	37	37	36078	100	100	99	442	442	459	3	3	4	26	26	16	69	69	66	3	3	14
Students with Disabilities	18	18	10246	100	100	100	391	391	367	6	6	18	35	35	39	59	59	40	0	0	4
Students without Disabilities	51	51	68697	98	98	98	453	453	454	0	0	4	18	18	18	80	80	67	2	2	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	51	51	39106	98	98	95	439	439	427	2	2	8	23	23	28	74	74	59	0	0	5
Non-Economically Disadvantaged	18	18	39837	100	100	100	428	428	457	0	0	4	22	22	14	72	72	67	6	6	15

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	79	79	78906	99	99	99	481	481	498	19	19	13	20	20	19	49	49	48	12	12	20
All Students (Prior Year)	79	79	76019	100	100	100	498	498	499	12	12	14	42	42	39	14	14	14	32	32	33
Female	43	43	38644	98	98	99	490	490	500	22	22	12	16	16	19	43	43	49	19	19	19
Male	36	36	40236	100	100	99	471	471	497	16	16	15	25	25	19	56	56	46	3	3	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	29	29	31938	100	100	99	478	478	481	24	24	19	36	36	25	28	28	46	12	12	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	48	48	36483	98	98	99	495	495	517	17	17	7	10	10	13	62	62	51	12	12	30
Students with Disabilities	15	15	10664	94	94	100	413	413	430	57	57	42	14	14	27	21	21	26	7	7	5
Students without Disabilities	64	64	68310	100	100	98	498	498	509	9	9	9	22	22	18	56	56	51	13	13	22
Limited English Proficient Students	10	10	12573	100	100	100	401	401	454	30	30	27	60	60	30	10	10	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	46	46	38679	100	100	96	472	472	483	31	31	20	31	31	25	31	31	45	8	8	10
Non-Economically Disadvantaged	33	33	40295	97	97	100	493	493	513	3	3	7	7	7	13	73	73	50	17	17	30

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	79	79	78908	99	0	99	466	466	484	14	14	10	35	35	23	45	45	58	6	6	9
All Students (Prior Year)	79	79	76020	100	100	100	498	498	503	23	23	25	24	24	23	48	48	40	5	5	12
Female	43	43	38648	98	0	99	478	478	489	16	16	8	27	27	22	54	54	61	3	3	10
Male	36	36	40233	100	0	99	452	452	479	13	13	12	44	44	25	34	34	55	9	9	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	29	29	31940	100	0	99	458	458	465	20	20	16	44	44	32	36	36	49	0	0	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	48	48	36502	98	0	99	481	481	502	12	12	4	31	31	14	50	50	67	7	7	15
Students with Disabilities	15	15	10665	94	0	100	412	412	423	50	50	30	21	21	36	21	21	31	7	7	2
Students without Disabilities	64	64	68312	100	0	98	480	480	493	5	5	7	38	38	21	51	51	62	5	5	10
Limited English Proficient Students	10	10	12556	100	0	100	391	391	436	40	40	24	40	40	40	10	10	35	10	10	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	46	46	38662	100	0	96	454	454	468	26	26	16	38	38	32	33	33	49	3	3	3
Non-Economically Disadvantaged	33	33	40315	97	0	100	481	481	498	0	0	5	30	30	15	60	60	66	10	10	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	79	79	78750	99	99	99	481	481	500	10	10	6	30	30	29	58	58	63	1	1	2
All Students (Prior Year)	79	79	75673	100	100	100	506	506	530	14	14	12	37	37	25	49	49	58	0	0	4
Female	43	43	38586	98	98	99	497	497	515	11	11	4	22	22	22	65	65	71	3	3	3
Male	36	36	40135	100	100	99	463	463	486	9	9	8	41	41	35	50	50	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	29	29	31841	100	100	99	490	490	483	4	4	8	44	44	36	52	52	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	48	48	36440	98	98	99	489	489	516	14	14	3	21	21	22	62	62	71	2	2	4
Students with Disabilities	15	15	10622	94	94	100	388	388	415	43	43	21	29	29	50	29	29	28	0	0	1
Students without Disabilities	64	64	68196	100	100	98	505	505	513	2	2	3	31	31	25	65	65	69	2	2	3
Limited English Proficient Students	10	10	12504	100	100	100	433	433	451	10	10	12	30	30	44	60	60	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	46	46	38558	100	100	96	463	463	485	18	18	8	38	38	37	44	44	54	0	0	1
Non-Economically Disadvantaged	33	33	40260	97	97	100	505	505	514	0	0	3	20	20	21	77	77	72	3	3	4

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	69	69	78250	99	99	99	545	545	548	21	21	21	26	26	18	45	45	48	9	9	13
All Students (Prior Year)	56	56	75001	100	100	99	457	457	468	45	45	37	42	42	36	9	9	16	4	4	10
Female	29	29	38071	100	100	99	550	550	549	20	20	20	24	24	19	44	44	49	12	12	12
Male	40	40	40126	98	98	99	541	541	547	21	21	23	27	27	17	45	45	46	6	6	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	21	21	29129	100	100	99	530	530	527	29	29	32	35	35	23	29	29	40	6	6	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	43	43	38320	90	90	99	551	551	568	17	17	12	22	22	14	50	50	55	11	11	19
Students with Disabilities	13	13	9329	100	100	100	505	505	454	55	55	64	27	27	18	9	9	16	9	9	2
Students without Disabilities	56	56	68996	98	98	99	554	554	561	13	13	16	26	26	18	53	53	52	9	9	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	40	40	33388	100	100	94	535	535	530	19	19	32	34	34	22	44	44	40	3	3	5
Non-Economically Disadvantaged	29	29	44937	97	97	100	556	556	561	23	23	13	15	15	15	46	46	54	15	15	18

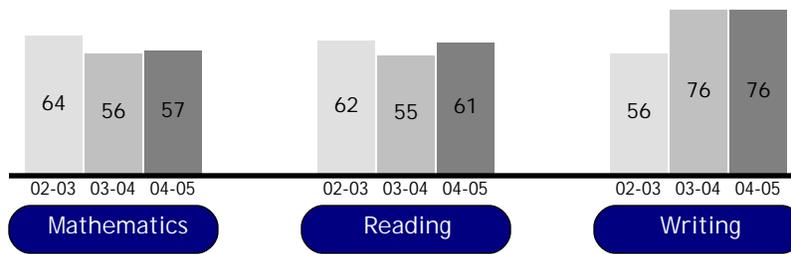
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	69	78302	99	0	99	497	497	512	17	17	11	43	43	25	38	38	57	2	2	7
All Students (Prior Year)	56	56	74918	100	100	99	491	491	497	28	28	32	24	24	19	43	43	35	6	6	15
Female	29	29	38082	100	0	99	509	509	518	8	8	8	44	44	24	44	44	61	4	4	7
Male	40	40	40166	98	0	99	488	488	507	24	24	14	42	42	26	33	33	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	21	21	29152	100	0	99	485	485	492	18	18	17	53	53	34	29	29	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	43	43	38347	90	0	99	504	504	531	19	19	5	36	36	17	42	42	68	3	3	10
Students with Disabilities	13	13	9353	100	0	100	483	483	429	27	27	40	55	55	38	18	18	22	0	0	1
Students without Disabilities	56	56	69024	98	0	99	500	500	524	15	15	7	40	40	23	43	43	62	2	2	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	40	40	33398	100	0	94	488	488	495	19	19	18	53	53	35	28	28	46	0	0	2
Non-Economically Disadvantaged	29	29	44979	97	0	100	508	508	525	15	15	6	31	31	18	50	50	66	4	4	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	69	78094	99	99	99	542	542	545	2	2	3	26	26	18	69	69	77	3	3	2
All Students (Prior Year)	56	56	74503	100	100	99	448	448	491	19	19	9	44	44	32	35	35	51	2	2	8
Female	29	29	38025	100	100	99	554	554	558	0	0	2	28	28	13	68	68	82	4	4	2
Male	40	40	40013	98	98	99	533	533	534	3	3	5	24	24	23	70	70	71	3	3	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	21	21	29068	100	100	99	520	520	523	0	0	5	29	29	27	71	71	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	43	43	38265	90	90	99	555	555	564	3	3	2	22	22	11	69	69	84	6	6	3
Students with Disabilities	13	13	9275	100	100	100	522	522	444	0	0	14	45	45	46	55	55	39	0	0	1
Students without Disabilities	56	56	68892	98	98	98	547	547	559	2	2	2	21	21	14	72	72	82	4	4	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	40	40	33296	100	100	94	530	530	527	0	0	5	31	31	27	69	69	67	0	0	0
Non-Economically Disadvantaged	29	29	44871	97	97	100	558	558	559	4	4	2	19	19	12	69	69	84	8	8	3

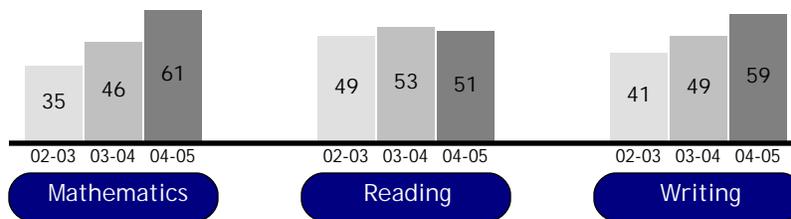
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

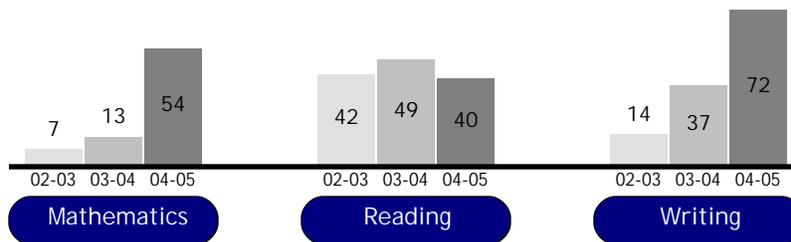
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	40	40	50	98	54	NA	58	98	53	53	47
	Language	100	43	43	43	98	43	43	50	98	54	54	47
	Mathematics	95	63	63	57	98	76	76	64	98	61	61	50
3	Reading	94	39	39	47	93	45	NA	55	100	34	34	44
	Language	96	36	36	54	97	49	49	61	100	36	36	44
	Mathematics	92	31	31	54	97	52	52	61	100	39	39	51
4	Reading	93	39	39	52	99	44	NA	56	100	42	42	48
	Language	93	33	33	48	97	41	41	52	100	42	42	49
	Mathematics	86	47	47	57	99	59	59	61	100	46	46	53
5	Reading	82	48	48	50	100	41	NA	55	98	45	45	50
	Language	84	40	40	46	100	37	37	49	98	41	41	50
	Mathematics	96	60	60	57	100	59	59	63	98	43	43	49
6	Reading	93	38	38	53	97	51	NA	56	99	41	41	51
	Language	96	34	34	45	99	37	37	48	99	35	35	47
	Mathematics	98	63	63	62	97	67	67	66	99	42	42	52
7	Reading	98	40	40	51	93	46	NA	54	100	54	54	50
	Language	98	37	37	54	93	44	44	58	100	49	49	52
	Mathematics	98	49	49	58	92	52	52	62	100	50	50	50
8	Reading	93	47	47	53	98	50	NA	55	99	44	44	51
	Language	90	32	32	49	96	35	35	52	99	42	42	50
	Mathematics	100	48	48	58	96	59	59	61	99	46	46	53

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

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	36.00
Other Professional Staff	13.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	3	3	0	0
7 to 9 years	5	3	0	0
10 or more years	12	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	91
Teachers with Emergency Certificaton.	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 with Internet Connectivity
- Ü Multi-purpose Room
- Ü Media Center/Library

Extracurricular Activities

- Ü Instrumental Band (Gr. 7-8) & Chorus
- Ü Basketball (Grades 6-8)
- Ü Student Council
- Ü Volleyball (Grades 6-8)
- Ü Softball(Grades 6-8)
- Ü National Junior Honor Society
- Ü Art/Drama/Chess Clubs

Social Services

- Ü Community Technology Classes
- Ü Parenting Classes
- Ü In-school Student Counseling Services
- Ü Family Counseling Assistance
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We communicate with families to ensure consistent attendance. We provide after-school tutoring sessions for all grade levels. We also employ additional paraprofessionals to help in the classroom. We strive to reduce class sizes at each grade level.

- ü The majority of our professional staff have received extensive computer training via Project Venture. They also attend many teaching-related workshops and conferences throughout the school year and during the summer.

- ü Certified staff developed and implemented a year long curriculum plan that was aligned with state standards. Their plans were reviewed, updated, and modified accordingly.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	31	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

All students are required to wear uniforms. Re-direct programs work toward assigning a disposition to a student for unacceptable behavior. We continually research ways to promote a positive school climate, while maintaining safety and order. A Safe Schools Program has been initiated that includes counseling services for students and parents, peer mediation, character education, and staff development to ensure a safe and secure school environment.

Total number of incidents that occurred on the school grounds for school year 2004-05 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	William J. Collins (Will be initiating this year.)	(623) 388-2321
Transportation Policy	Sara DiPasquale	(623) 388-2321
Community Resources	William J. Collins	(623) 388-2321
School Nutrition Programs	Martie Lyle	(623) 388-2321
Parent Organization	Sarah Welch	(623) 388-2321
Student Health/Nurse	Christine Florendo	(623) 388-2321

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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