

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

38201 W. Indian School Rd, Tonopah, AZ 85354

Saddle Mountain 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. Erik Haarstad  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-8  
 Web Address : www.smusd.com  
 Phone Number : (623) 386-5688  
 Fax Number : (623) 386-3364  
 E-mail : ehaarstad@smusd.com

### Mission

As one of Arizona's outstanding school districts, our primary mission is to provide opportunities for our students to learn as they prepare for life in an informational age. We emphasize basic skills and the ability to acquire knowledge, a strong curriculum and that meets the needs of all students, and effective instruction delivered by a staff that works together to maintain high academic and behavioral standards for all children

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	Out of Improvement

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

### School / Academic Goals

- ü Increase problem-solving skills throughout the curriculum. Develop all students to their full potential, facilitate success for all students.
- ü Continue to intergrate writing throughout the curriculum. Provide enhancement of writing skills through Six Trait Writing skills. Focus on targeted reading interventions using scientifically based strategies assessments.
- ü Provide parents with daily student performance information using Web-based, interactive student data management systems, progress reports and report cards of a standards-based format.
- ü Align curriculum and texts with State standards toward the goal of excellence as a Performing School.

### Enrollment

October 1, 2005 School Year Student Enrollment : 749  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 25

Instructional Programs

- ü Full-day Kindergarten
- ü On-site Special Ed/Gifted Education
- ü Accelerated Reader/Accelerated Math
- ü Pre-Kinder Special Needs Program
- ü Kindermusic
- ü Alternative Education Program
- ü Alternative Delivery/Distance Education
- ü Woodshop/Non-traditional Woodshop

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/4/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Provide a safe, professional educational environment with challenging curricula to advance students academically. Teach basic and higher level problem-solving skills. Develop attitudes and skills that promote lifelong learning. Attract and retain skilled, attentive, caring educators.

Parents

Parents shall encourage their child to attend school every day, assist the child in adhering to school dress code, encourage proper rest/ nutrition, provide a study area for homework, and communicate the importance of being a safe bus rider.

Transportation Policy

Transportation is provided for all students. We provide transportation service for special needs students. Students shall adhere to the transportation guidelines as posted on all buses and listed in the student agenda book.

School Honors

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

Award/Honor	Year
ü Outstanding Teacher of the Year - Westside Impact Group	2001
ü Outstanding Teacher of the Year - Westside Impact Group	2002
ü Outstanding Wal-Mart Teacher of the Year	
ü Outstanding Teacher of the Year - Westside Impact Group	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	87	87	80010	96	96	99	433	433	447	14	14	10	23	23	18	54	54	53	9	9	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	36	38935	95	95	99	424	424	447	11	11	9	33	33	19	50	50	55	6	6	17
Male	50	50	40974	94	94	98	441	441	448	14	14	11	16	16	18	58	58	52	12	12	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	29	29	34545	97	97	99	426	426	432	17	17	14	28	28	24	48	48	53	7	7	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	52	52	35142	96	96	99	437	437	465	10	10	5	21	21	11	58	58	56	12	12	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	78	78	69849	100	100	100	435	435	451	13	13	7	24	24	17	53	53	56	10	10	19
Limited English Proficient Students	11	11	14013	92	92	97	391	391	413	36	36	24	64	64	34	NA	NA	39	NA	NA	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	42	42	39029	93	93	98	428	428	432	19	19	14	26	26	25	48	48	52	7	7	9
Non-Economically Disadvantaged	45	45	40981	98	98	100	437	437	462	9	9	6	20	20	13	60	60	54	11	11	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	82	82	79438	90	90	98	447	447	451	10	10	9	24	24	24	60	60	56	6	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	38775	92	92	99	440	440	457	11	11	7	29	29	22	57	57	58	3	3	13
Male	46	46	40560	87	87	97	454	454	446	7	7	12	22	22	25	63	63	54	9	9	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	29	29	34297	97	97	98	438	438	434	14	14	14	28	28	31	55	55	50	3	3	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	47	47	34887	87	87	98	453	453	471	9	9	4	19	19	15	66	66	63	6	6	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	78	78	69850	100	100	100	448	448	456	9	9	7	24	24	23	60	60	59	6	6	12
Limited English Proficient Students	11	11	13856	92	92	96	403	403	407	36	36	27	36	36	43	27	27	29	NA	NA	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	40	40	38685	89	89	97	443	443	435	13	13	14	28	28	32	58	58	50	3	3	5
Non-Economically Disadvantaged	42	42	40753	91	91	99	450	450	467	7	7	5	21	21	16	62	62	62	10	10	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	83	83	79971	91	91	99	388	388	423	17	17	8	54	54	41	29	29	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	38974	92	92	99	398	398	437	6	6	5	69	69	33	26	26	57	NA	NA	4
Male	47	47	40895	89	89	98	385	385	410	23	23	10	45	45	47	32	32	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	29	29	34481	97	97	99	372	372	410	24	24	10	48	48	46	28	28	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	48	48	35150	89	89	99	394	394	437	13	13	5	60	60	35	27	27	56	NA	NA	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	78	78	69713	100	100	100	390	390	429	15	15	5	54	54	39	31	31	52	NA	NA	3
Limited English Proficient Students	11	11	13985	92	92	97	338	338	382	27	27	18	64	64	54	9	9	27	NA	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	41	41	38994	91	91	98	375	375	409	27	27	10	51	51	47	22	22	41	NA	NA	1
Non-Economically Disadvantaged	42	42	40977	91	91	100	402	402	437	7	7	5	57	57	34	36	36	56	NA	NA	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	82	82	80147	94	94	99	469	469	482	15	15	11	21	21	17	51	51	49	13	13	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	46	39281	94	94	99	476	476	483	17	17	9	13	13	17	52	52	50	17	17	24
Male	36	36	40780	95	95	98	460	460	482	11	11	12	31	31	17	50	50	48	8	8	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	27	27	33494	100	100	99	460	460	466	15	15	15	22	22	23	56	56	49	7	7	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	51	51	36122	91	91	99	475	475	501	12	12	5	22	22	10	51	51	50	16	16	35
Students with Disabilities	10	10	10295	67	67	92	NA	NA	443	NA	NA	33	NA	NA	26	NA	NA	33	NA	NA	8
Students without Disabilities	72	72	69852	100	100	100	472	472	488	11	11	7	22	22	16	51	51	51	15	15	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	49	49	38371	94	94	97	462	462	465	20	20	15	18	18	23	49	49	49	12	12	13
Non-Economically Disadvantaged	33	33	41776	94	94	100	478	478	498	6	6	6	24	24	11	55	55	49	15	15	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	79	79	79686	91	91	98	452	452	470	15	15	11	34	34	24	48	48	57	3	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	44	39163	90	90	99	456	456	475	16	16	9	27	27	22	55	55	60	2	2	10
Male	35	35	40438	92	92	97	448	448	465	14	14	13	43	43	25	40	40	54	3	3	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	25	25	33299	93	93	98	446	446	452	16	16	17	36	36	32	48	48	47	NA	NA	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	50	50	35914	89	89	98	456	456	489	14	14	5	34	34	15	48	48	67	4	4	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	71	71	69878	99	99	100	453	453	475	13	13	8	37	37	23	48	48	61	3	3	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	46	46	38095	88	88	97	445	445	452	20	20	17	41	41	32	37	37	48	2	2	3
Non-Economically Disadvantaged	33	33	41591	94	94	99	463	463	486	9	9	6	24	24	16	64	64	65	3	3	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	80	80372	92	92	99	473	473	475	3	3	4	35	35	30	63	63	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	45	39452	92	92	99	486	486	488	2	2	3	29	29	22	69	69	72	NA	NA	3
Male	35	35	40836	92	92	98	457	457	464	3	3	6	43	43	37	54	54	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	27	27	33608	100	100	99	466	466	462	4	4	6	41	41	36	56	56	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	49	49	36213	88	88	99	477	477	489	2	2	2	31	31	22	67	67	72	NA	NA	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	72	72	69846	100	100	100	475	475	482	NA	NA	3	35	35	26	65	65	69	NA	NA	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	48	48	38521	92	92	98	462	462	461	4	4	6	44	44	38	52	52	55	NA	NA	1
Non-Economically Disadvantaged	32	32	41851	91	91	100	489	489	489	NA	NA	3	22	22	22	78	78	72	NA	NA	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	87	87	79306	100	100	99	474	474	504	22	22	13	37	37	20	38	38	49	3	3	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	41	38845	100	100	99	474	474	505	24	24	11	34	34	20	41	41	50	NA	NA	18
Male	45	45	40383	98	98	98	474	474	504	20	20	14	38	38	19	36	36	47	7	7	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	25	25	32673	100	100	99	474	474	487	12	12	18	48	48	25	36	36	46	4	4	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	58	58	36234	100	100	99	472	472	523	28	28	6	33	33	13	36	36	52	3	3	28
Students with Disabilities	12	12	10286	92	92	91	461	461	462	42	42	41	42	42	27	8	8	27	8	8	5
Students without Disabilities	75	75	69020	100	100	100	475	475	510	19	19	9	36	36	18	43	43	52	3	3	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	42	42	37437	98	98	97	469	469	486	19	19	19	43	43	26	38	38	46	NA	NA	9
Non-Economically Disadvantaged	45	45	41869	100	100	100	478	478	521	24	24	7	31	31	14	38	38	51	7	7	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	84	79000	97	97	98	471	471	489	17	17	10	35	35	24	46	46	58	2	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	38774	98	98	99	475	475	494	13	13	7	40	40	22	45	45	61	3	3	10
Male	43	43	40150	93	93	98	466	466	485	21	21	12	30	30	25	47	47	55	2	2	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	24	24	32508	96	96	98	461	461	472	17	17	15	46	46	33	38	38	49	NA	NA	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	56	56	36135	98	98	98	473	473	508	18	18	4	30	30	14	50	50	67	2	2	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	75	75	69009	100	100	100	472	472	495	13	13	6	36	36	22	49	49	62	1	1	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	41	41	37234	95	95	97	464	464	472	22	22	15	32	32	33	44	44	50	2	2	3
Non-Economically Disadvantaged	43	43	41766	98	98	99	477	477	505	12	12	5	37	37	16	49	49	65	2	2	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	84	79611	97	97	99	490	490	496	4	4	7	40	40	37	56	56	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	41	39016	100	100	99	498	498	511	7	7	4	24	24	29	68	68	66	NA	NA	1
Male	42	42	40519	91	91	98	483	483	482	NA	NA	10	55	55	44	45	45	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	24	24	32855	96	96	99	493	493	481	NA	NA	10	42	42	43	58	58	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	56	56	36380	98	98	99	488	488	511	5	5	4	39	39	30	55	55	65	NA	NA	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	75	75	68947	100	100	100	491	491	504	1	1	4	43	43	34	56	56	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	40	40	37626	93	93	98	490	490	479	3	3	10	38	38	45	60	60	45	NA	NA	0
Non-Economically Disadvantaged	44	44	41985	100	100	100	490	490	511	5	5	4	43	43	30	52	52	65	NA	NA	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	62	62	79327	95	95	98	507	507	518	21	21	19	27	27	20	47	47	46	5	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	29	38961	97	97	98	509	509	520	14	14	16	28	28	20	55	55	48	3	3	16
Male	33	33	40295	94	94	97	505	505	516	27	27	21	27	27	19	39	39	44	6	6	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	21	21	32327	95	95	98	501	501	499	24	24	27	29	29	25	43	43	41	5	5	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	40	40	36373	95	95	98	509	509	538	20	20	10	28	28	14	48	48	52	5	5	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	56	56	70006	100	100	100	512	512	524	16	16	14	29	29	19	50	50	49	5	5	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	36	36	37097	95	95	97	501	501	498	25	25	27	31	31	25	39	39	41	6	6	7
Non-Economically Disadvantaged	26	26	42230	96	96	99	515	515	535	15	15	11	23	23	15	58	58	50	4	4	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	62	62	79501	95	95	98	486	486	497	11	11	10	34	34	25	53	53	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	29	39062	97	97	99	488	488	502	7	7	8	34	34	23	59	59	64	NA	NA	5
Male	33	33	40368	94	94	98	484	484	491	15	15	13	33	33	27	48	48	57	3	3	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	21	21	32389	95	95	98	478	478	478	14	14	16	38	38	34	48	48	48	NA	NA	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	40	40	36446	95	95	99	488	488	516	10	10	4	33	33	15	55	55	73	3	3	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	56	56	70090	100	100	100	491	491	502	7	7	7	34	34	24	57	57	65	2	2	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	36	36	37183	95	95	97	476	476	479	14	14	16	39	39	34	44	44	49	3	3	1
Non-Economically Disadvantaged	26	26	42318	96	96	99	499	499	513	8	8	5	27	27	17	65	65	70	NA	NA	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	65	80000	100	100	99	544	544	564	5	5	3	15	15	11	69	69	75	11	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	39288	100	100	99	555	555	579	3	3	2	13	13	6	67	67	77	17	17	16
Male	35	35	40644	100	100	98	534	534	549	6	6	4	17	17	15	71	71	74	6	6	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	22	22	32672	100	100	99	531	531	548	5	5	4	18	18	14	73	73	76	5	5	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	42	42	36602	100	100	99	549	549	579	5	5	2	14	14	7	67	67	75	14	14	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	56	56	70081	100	100	100	562	562	571	2	2	2	7	7	7	79	79	79	13	13	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	38	38	37534	100	100	98	524	524	547	8	8	4	16	16	15	74	74	76	3	3	5
Non-Economically Disadvantaged	27	27	42466	100	100	100	572	572	578	NA	NA	2	15	15	7	63	63	75	22	22	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	109	109	78546	96	96	97	535	535	543	11	11	15	33	33	18	43	43	52	13	13	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	46	38645	98	98	98	530	530	545	9	9	13	43	43	18	37	37	54	11	11	15
Male	63	63	39792	95	95	97	538	538	542	13	13	17	25	25	17	48	48	50	14	14	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	32	32	31177	91	91	97	531	531	524	13	13	22	34	34	23	41	41	48	13	13	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	71	71	36450	99	99	97	540	540	563	10	10	7	30	30	12	46	46	57	14	14	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	105	105	70453	99	99	100	536	536	549	10	10	11	31	31	17	45	45	56	13	13	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	54	54	34694	93	93	96	529	529	524	15	15	23	35	35	23	37	37	48	13	13	7
Non-Economically Disadvantaged	55	55	43852	100	100	99	541	541	559	7	7	10	31	31	13	49	49	56	13	13	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	112	112	79045	99	99	98	515	515	512	4	4	10	29	29	25	61	61	58	5	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	48	38860	100	100	98	512	512	519	4	4	7	33	33	22	58	58	62	4	4	8
Male	64	64	40075	97	97	97	517	517	505	5	5	12	27	27	28	63	63	54	6	6	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	33	33	31314	94	94	98	505	505	493	3	3	16	36	36	34	61	61	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	73	73	36730	100	100	98	522	522	532	5	5	4	25	25	16	62	62	68	8	8	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	108	108	70493	100	100	100	516	516	517	4	4	7	28	28	24	63	63	62	6	6	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	56	56	34922	97	97	96	508	508	493	5	5	15	38	38	34	55	55	48	2	2	3
Non-Economically Disadvantaged	56	56	44123	100	100	99	522	522	527	4	4	6	21	21	18	66	66	66	9	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	115	115	79657	100	100	99	569	569	566	NA	NA	3	9	9	8	91	91	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	49	39120	100	100	99	577	577	580	NA	NA	2	6	6	4	94	94	92	NA	NA	2
Male	66	66	40423	100	100	98	562	562	553	NA	NA	5	11	11	12	89	89	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	34	34	31642	97	97	99	563	563	552	NA	NA	5	12	12	11	88	88	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	75	75	36929	100	100	99	571	571	579	NA	NA	2	8	8	5	92	92	91	NA	NA	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	107	107	70588	100	100	100	573	573	573	NA	NA	2	4	4	5	96	96	91	NA	NA	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	57	57	35341	98	98	97	565	565	551	NA	NA	5	12	12	12	88	88	83	NA	NA	0
Non-Economically Disadvantaged	58	58	44316	100	100	100	572	572	578	NA	NA	2	5	5	5	95	95	90	NA	NA	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	87	87	78400	94	94	97	540	540	554	29	29	21	23	23	19	41	41	47	7	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	46	38686	94	94	98	548	548	554	24	24	20	22	22	20	46	46	49	9	9	12
Male	41	41	39636	93	93	96	530	530	554	34	34	23	24	24	18	37	37	46	5	5	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	24	24	30732	100	100	97	536	536	534	38	38	31	13	13	24	42	42	40	8	8	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	52	52	37038	90	90	97	548	548	575	19	19	11	27	27	14	46	46	56	8	8	19
Students with Disabilities	13	13	7840	68	68	81	507	507	498	38	38	60	46	46	18	15	15	20	NA	NA	2
Students without Disabilities	74	74	70560	100	100	99	545	545	560	27	27	17	19	19	19	46	46	50	8	8	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	46	46	33014	92	92	95	528	528	534	37	37	31	24	24	24	35	35	40	4	4	5
Non-Economically Disadvantaged	41	41	45386	95	95	99	553	553	569	20	20	15	22	22	15	49	49	52	10	10	18

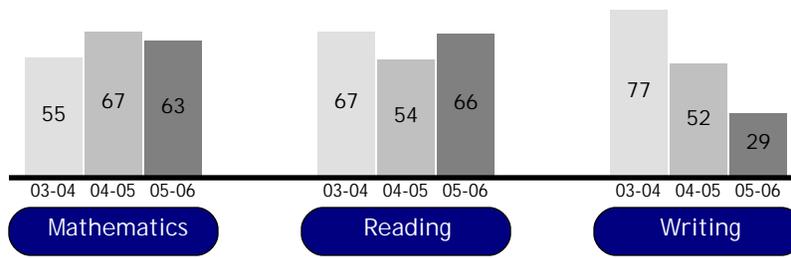
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	86	79179	92	92	98	506	506	519	12	12	11	40	40	27	45	45	58	3	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	46	38974	94	94	99	515	515	524	9	9	8	33	33	25	54	54	61	4	4	5
Male	40	40	40124	91	91	97	496	496	513	15	15	13	48	48	28	35	35	54	3	3	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	23	23	30987	96	96	98	509	509	498	4	4	17	43	43	36	48	48	45	4	4	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	52	52	37467	90	90	98	509	509	539	15	15	5	33	33	17	48	48	70	4	4	8
Students with Disabilities	12	12	8567	63	63	88	461	461	467	42	42	39	58	58	38	NA	NA	22	NA	NA	1
Students without Disabilities	74	74	70612	100	100	99	513	513	524	7	7	7	36	36	25	53	53	62	4	4	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	46	46	33345	92	92	96	495	495	499	13	13	17	46	46	36	39	39	46	2	2	1
Non-Economically Disadvantaged	40	40	45834	93	93	99	520	520	533	10	10	7	33	33	19	53	53	67	5	5	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	93	93	79734	100	100	99	532	532	554	3	3	3	33	33	19	63	63	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	49	39243	100	100	99	548	548	568	2	2	2	24	24	12	73	73	85	NA	NA	1
Male	44	44	40413	100	100	98	514	514	541	5	5	4	43	43	26	52	52	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	24	24	31254	100	100	99	538	538	539	NA	NA	5	33	33	25	67	67	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	58	58	37668	100	100	99	534	534	569	3	3	1	34	34	13	62	62	85	NA	NA	1
Students with Disabilities	19	19	8943	100	100	92	483	483	495	11	11	11	68	68	51	21	21	38	NA	NA	1
Students without Disabilities	74	74	70791	100	100	100	544	544	561	1	1	2	24	24	15	74	74	83	NA	NA	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	50	50	33718	100	100	97	527	527	538	2	2	5	38	38	26	60	60	69	NA	NA	0
Non-Economically Disadvantaged	43	43	46016	100	100	100	539	539	567	5	5	2	28	28	14	67	67	84	NA	NA	1

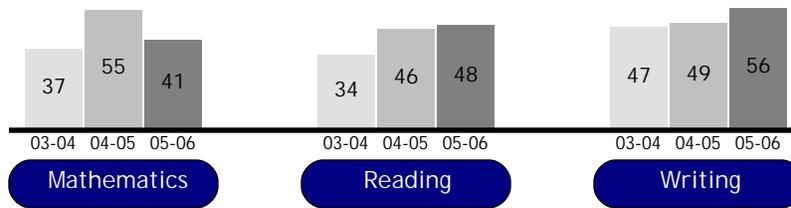
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

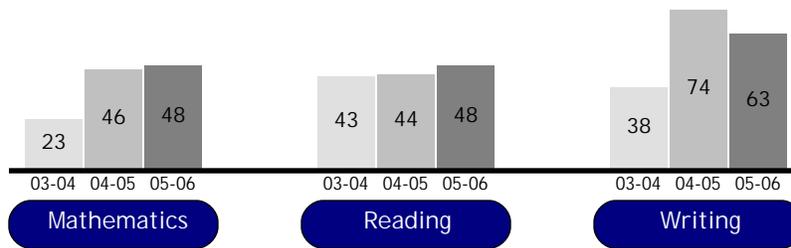
3rd Grade Proficiency



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?	N
	Met Test Objectives?	Y
	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	93	47	NA	58	100	42	42	47	90	48	48	46
	Language	93	51	51	50	100	40	40	47	90	46	46	48
	Mathematics	97	57	57	64	99	45	45	50	96	50	50	52
3	Reading	98	45	NA	55	100	41	41	44	91	44	44	46
	Language	100	53	53	61	100	37	37	44	92	41	41	46
	Mathematics	100	49	49	61	100	45	45	51	97	43	43	52
4	Reading	91	44	NA	56	97	43	43	48	91	43	43	52
	Language	96	40	40	52	97	40	40	49	91	41	41	52
	Mathematics	98	58	58	61	95	46	46	53	93	41	41	58
5	Reading	100	46	NA	55	100	42	42	50	94	39	39	56
	Language	100	40	40	49	100	40	40	50	94	37	37	54
	Mathematics	100	52	52	63	100	40	40	49	98	32	32	52
6	Reading	100	52	NA	56	98	48	48	51	95	46	46	56
	Language	100	36	36	48	98	42	42	47	100	35	35	50
	Mathematics	100	53	53	66	99	49	49	52	95	52	52	58
7	Reading	100	43	NA	54	98	50	50	50	96	56	56	54
	Language	100	41	41	58	98	47	47	52	99	54	54	58
	Mathematics	100	49	49	62	98	39	39	50	96	50	50	54
8	Reading	99	50	NA	55	100	43	43	51	91	52	52	58
	Language	99	45	45	52	100	42	42	50	99	46	46	56
	Mathematics	99	55	55	61	100	42	42	53	92	46	46	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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Curriculum Development/Review
- Ü School Calendar
- Ü Discipline/Dress Code
- Ü Community Relations
- Ü Preschool Program Development
- Ü Program Selection/Review

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	8.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	23	12	0	0
4 to 6 years	5	1	0	0
7 to 9 years	1	0	0	0
10 or more years	1	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	190
Teachers with Emergency Certification.	13
Percent of teachers in the school with Emergency/Provisional Certification	42%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Athl. Facilities - Olympic Pool
- Ü Media/Broadcast Studio
- Ü Computer Laboratory/Classroom Pods
- Ü Woodshop

Extracurricular Activities

- Ü Student Council
- Ü Kindermusic
- Ü Team Sports; Karate; Gymnastics
- Ü Civil Air Patrol
- Ü Band/Choir; Children's Theatre
- Ü Career and Technical Education--Jr. High

Social Services

- Ü Breakfast Program
- Ü Health Services
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Development of early entry vocational offerings to all students via Junior Achievement, Exchange City, Career and Technical Education.
  
- ü Consistent progress made on standardized testing throughout the grade levels.
  
- ü 80% of eighth graders met the AIMS writing standard.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	85	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

Ruth Fisher provides a safe, healthy education on a closed campus-visitors are welcomed at the office to show ID & sign-in for a visitor badge. Staff are CPR instructors, a Registered Nurse, Nurse Assistant, caring educators with First-Aid experience. Health involves curriculum, Community resources, Rural Health Team & Tonopah Valley Fire Department including CPR instruction. Campus safety is ensured by attentive staff, responsible daily student-agenda/hall pass use, drills & character counts.

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) :

2
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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	Erik Haarstad	(623) 386-5688
Transportation Policy	Galen Waterson	(623) 474-5108
Community Resources	Ana Miglio	(623) 386-5688
School Nutrition Programs	Yolanda Gonzalez	(623) 386-5688
Parent Organization	Kathy Mayfield	(623) 386-5688
Student Health/Nurse	Geraldine Teixeira	(623) 474-5207

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.

Footnotes

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.