

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10700 S. Palo Verde Road, Palo Verde, AZ 85343

### Palo Verde 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

(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	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

#### School Overview

Principal/Administrator : Mr. Robert Aldridge  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-8  
 2005 Enrollment : 408  
 Web Address :  
 Phone Number : (623) 327-3680  
 Fax Number : (623) 386-4654  
 E-mail : raldridg@mcazschool.org

#### Mission

It is the school's responsibility to provide an environment which motivates students to develop academically, physically and socially, developing the values, attitudes and skills required to function successfully in life and occupation. Students share with their parents and the school the responsibility for creating a positive school atmosphere. We believe that the primary purpose of the school is to provide a strong academic foundation for each student within a safe, secure environment.

#### School / Academic Goals

- ü Provide the required academic coursework so that all students graduate prepared for secondary education.
- ü Graduate students with a foundation in technology.
- ü Graduate students literate at or beyond societal level.
- ü Provide alternative learning environments and approaches as needed for student success.

#### Enrollment

October 1, 2004 School Year Student Enrollment : 365  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 72

Instructional Programs

- ü ELL Instruction
- ü Gifted Extension
- ü On-site Special Education
- ü Intellectual Development Lab
- ü Standards-Based Curriculum
- ü Technology-Based Learning
- ü Reading Diagnostic
- ü Visual-Motor Reading Assessment

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/10/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Our primary responsibility is to provide maximum intellectual and social development of each child within a safe and secure environment. We will provide a strong academic and character foundation for each student, and assist students in developing and exercising self-discipline, respect for all citizens and a desire for lifelong learning. The school will supply students with quality teachers and a reasonable amount of materials required for classroom activities and learning.

Parents

Parents will send students to school ready to learn, well-nourished, properly clothed and well-rested. Students will attend regularly. Parents are encouraged to be involved in the school, and will provide for students' completion of homework.

Transportation Policy

Our goal is to provide efficient and safe transportation of students between home and school, and to promote desirable student behavior and respect for traffic safety. Any student living one or more miles from the school will be transported.

School Honors

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

Award/Honor	Year
ü Exemplary Intellectual Development Lab	2003
ü Model School for Visual-motor Reading Assessment	2003
ü Maricopa County Teacher of the Year Rural Schools	2003
ü Arizona Teacher of the Year Rural Schools	2004

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	49	49	79306	96	96	99	446	446	445	5	5	10	17	17	18	73	73	51	5	5	20
All Students (Prior Year)	29	29	75509	97	97	100	558	558	521	6	6	13	18	18	23	18	18	33	59	59	31
Female	22	22	38691	96	96	99	440	440	446	11	11	10	16	16	18	68	68	52	5	5	20
Male	27	27	40583	96	96	99	452	452	445	0	0	11	18	18	18	77	77	50	5	5	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	21	21	32869	95	95	99	432	432	429	0	0	15	25	25	25	75	75	51	0	0	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	24	24	36197	96	96	99	457	457	463	9	9	5	13	13	11	70	70	53	9	9	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	41	41	69060	93	93	98	447	447	454	6	6	7	14	14	17	74	74	54	6	6	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	30	30	39415	94	94	96	437	437	431	8	8	15	21	21	25	67	67	50	4	4	10
Non-Economically Disadvantaged	19	19	39966	100	100	100	459	459	459	0	0	6	12	12	12	82	82	52	6	6	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	49	49	79395	96	0	99	450	450	446	7	7	9	27	27	25	54	54	55	12	12	11
All Students (Prior Year)	29	29	75492	97	97	100	538	538	519	6	6	12	18	18	16	41	41	47	35	35	24
Female	23	23	38743	100	0	100	439	439	451	15	15	7	25	25	24	55	55	57	5	5	12
Male	26	26	40618	93	0	99	460	460	440	0	0	11	29	29	27	52	52	53	19	19	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	21	21	32915	95	0	99	430	430	426	0	0	15	44	44	35	56	56	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	24	24	36221	96	0	99	461	461	465	13	13	4	17	17	15	48	48	63	22	22	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	41	41	69139	93	0	99	451	451	454	6	6	7	29	29	24	51	51	58	14	14	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	30	30	39484	94	0	96	435	435	429	8	8	14	33	33	35	54	54	47	4	4	4
Non-Economically Disadvantaged	19	19	39986	100	0	100	470	470	461	6	6	4	18	18	16	53	53	63	24	24	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	50	50	78869	98	98	99	450	450	442	0	0	6	19	19	21	79	79	63	2	2	10
All Students (Prior Year)	29	29	75053	97	97	99	576	576	597	6	6	7	18	18	12	76	76	72	0	0	9
Female	23	23	38536	100	100	99	453	453	458	0	0	4	20	20	15	80	80	67	0	0	14
Male	27	27	40302	96	96	99	447	447	428	0	0	8	18	18	26	77	77	60	5	5	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	21	21	32606	95	95	98	443	443	426	0	0	8	25	25	27	75	75	60	0	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	25	25	36078	100	100	99	454	454	459	0	0	4	17	17	16	79	79	66	4	4	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	42	42	68697	95	95	98	450	450	454	0	0	4	19	19	18	78	78	67	3	3	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	30	30	39106	94	94	95	446	446	427	0	0	8	21	21	28	79	79	59	0	0	5
Non-Economically Disadvantaged	20	20	39837	100	100	100	456	456	457	0	0	4	17	17	14	78	78	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	43	43	78906	100	100	99	474	474	498	13	13	13	47	47	19	38	38	48	3	3	20
All Students (Prior Year)	39	39	76019	98	98	100	490	490	499	10	10	14	45	45	39	26	26	14	19	19	33
Female	20	20	38644	100	100	99	469	469	500	19	19	12	50	50	19	25	25	49	6	6	19
Male	23	23	40236	100	100	99	478	478	497	6	6	15	44	44	19	50	50	46	0	0	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	15	15	31938	100	100	99	471	471	481	9	9	19	36	36	25	55	55	46	0	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	22	22	36483	100	100	99	476	476	517	11	11	7	58	58	13	26	26	51	5	5	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	37	37	68310	100	100	98	479	479	509	8	8	9	46	46	18	42	42	51	4	4	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	34	34	38679	97	97	96	471	471	483	12	12	20	48	48	25	40	40	45	0	0	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	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	43	43	78908	100	0	99	456	456	484	28	28	10	38	38	23	31	31	58	3	3	9
All Students (Prior Year)	39	39	76020	98	98	100	493	493	503	42	42	25	19	19	23	35	35	40	3	3	12
Female	20	20	38648	100	0	99	455	455	489	31	31	8	44	44	22	19	19	61	6	6	10
Male	23	23	40233	100	0	99	458	458	479	25	25	12	31	31	25	44	44	55	0	0	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	15	15	31940	100	0	99	449	449	465	36	36	16	36	36	32	27	27	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	22	22	36502	100	0	99	459	459	502	21	21	4	42	42	14	32	32	67	5	5	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	37	37	68312	100	0	98	467	467	493	15	15	7	42	42	21	38	38	62	4	4	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	34	34	38662	97	0	96	450	450	468	32	32	16	36	36	32	32	32	49	0	0	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	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	43	43	78750	100	100	99	492	492	500	3	3	6	44	44	29	53	53	63	0	0	2
All Students (Prior Year)	39	39	75673	98	98	100	501	501	530	19	19	12	13	13	25	68	68	58	0	0	4
Female	20	20	38586	100	100	99	499	499	515	6	6	4	38	38	22	56	56	71	0	0	3
Male	23	23	40135	100	100	99	486	486	486	0	0	8	50	50	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	15	15	31841	100	100	99	493	493	483	0	0	8	64	64	36	36	36	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	22	22	36440	100	100	99	495	495	516	5	5	3	32	32	22	63	63	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	37	37	68196	100	100	98	511	511	513	0	0	3	42	42	25	58	58	69	0	0	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	34	34	38558	97	97	96	482	482	485	4	4	8	52	52	37	44	44	54	0	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	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	45	45	78250	100	100	99	529	529	548	27	27	21	32	32	18	35	35	48	5	5	13
All Students (Prior Year)	50	50	75001	100	100	99	460	460	468	44	44	37	40	40	36	14	14	16	2	2	10
Female	21	21	38071	100	100	99	546	546	549	22	22	20	22	22	19	44	44	49	11	11	12
Male	24	24	40126	100	100	99	512	512	547	32	32	23	42	42	17	26	26	46	0	0	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	18	18	29129	95	95	99	520	520	527	29	29	32	36	36	23	36	36	40	0	0	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	22	22	38320	100	100	99	535	535	568	28	28	12	22	22	14	44	44	55	6	6	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	41	41	68996	100	100	99	534	534	561	21	21	16	35	35	18	38	38	52	6	6	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	32	32	33388	100	100	94	521	521	530	27	27	32	35	35	22	38	38	40	0	0	5
Non-Economically Disadvantaged	13	13	44937	100	100	100	546	546	561	27	27	13	27	27	15	27	27	54	18	18	18

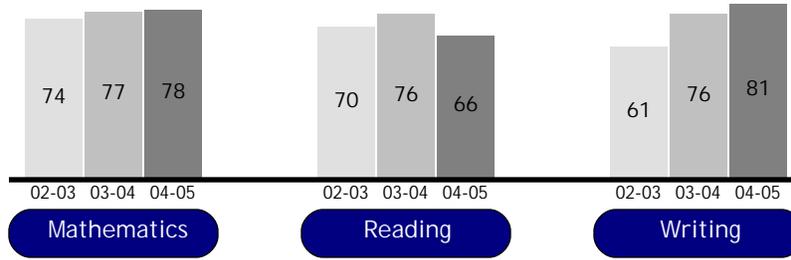
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	45	78302	100	0	99	490	490	512	16	16	11	43	43	25	41	41	57	0	0	7
All Students (Prior Year)	50	50	74918	100	100	99	499	499	497	33	33	32	23	23	19	30	30	35	14	14	15
Female	21	21	38082	100	0	99	505	505	518	6	6	8	39	39	24	56	56	61	0	0	7
Male	24	24	40166	100	0	99	476	476	507	26	26	14	47	47	26	26	26	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	18	18	29152	95	0	99	481	481	492	21	21	17	50	50	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	22	22	38347	100	0	99	497	497	531	6	6	5	44	44	17	50	50	68	0	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	41	41	69024	100	0	99	495	495	524	9	9	7	47	47	23	44	44	62	0	0	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	32	32	33398	100	0	94	485	485	495	19	19	18	46	46	35	35	35	46	0	0	2
Non-Economically Disadvantaged	13	13	44979	100	0	100	502	502	525	9	9	6	36	36	18	55	55	66	0	0	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	45	45	78094	100	100	99	520	520	545	11	11	3	27	27	18	62	62	77	0	0	2
All Students (Prior Year)	50	50	74503	100	100	99	482	482	491	5	5	9	42	42	32	51	51	51	2	2	8
Female	21	21	38025	100	100	99	558	558	558	0	0	2	22	22	13	78	78	82	0	0	2
Male	24	24	40013	100	100	99	484	484	534	21	21	5	32	32	23	47	47	71	0	0	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	18	18	29068	95	95	99	510	510	523	14	14	5	29	29	27	57	57	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	22	22	38265	100	100	99	531	531	564	6	6	2	28	28	11	67	67	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	41	41	68892	100	100	98	531	531	559	9	9	2	24	24	14	68	68	82	0	0	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	32	32	33296	100	100	94	507	507	527	15	15	5	27	27	27	58	58	67	0	0	0
Non-Economically Disadvantaged	13	13	44871	100	100	100	550	550	559	0	0	2	27	27	12	73	73	84	0	0	3

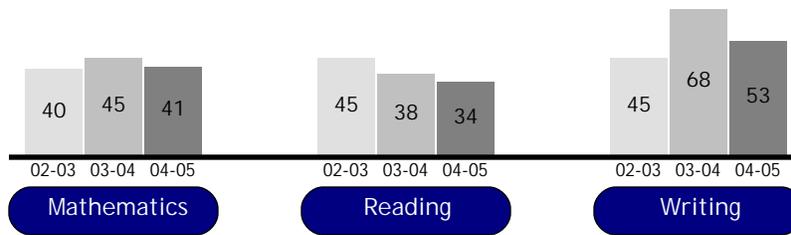
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

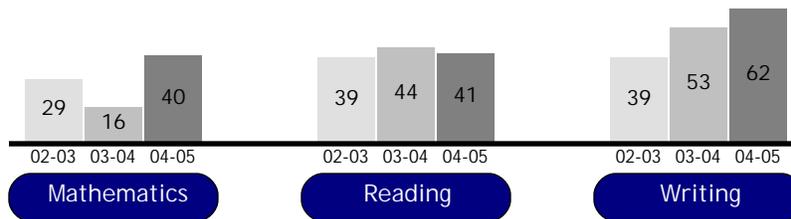
3rd Grade Proficiency



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.

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	56	56	50	100	70	NA	58	94	52	52	47
	Language	100	65	65	43	100	75	75	50	94	63	63	47
	Mathematics	100	77	77	57	100	79	79	64	94	65	65	50
3	Reading	100	47	47	47	85	64	NA	55	96	42	42	44
	Language	100	50	50	54	85	75	75	61	96	42	42	44
	Mathematics	100	53	53	54	85	81	81	61	96	52	52	51
4	Reading	98	33	33	52	100	35	NA	56	97	42	42	48
	Language	100	33	33	48	100	38	38	52	97	37	37	49
	Mathematics	100	44	44	57	100	34	34	61	97	50	50	53
5	Reading	95	48	48	50	100	39	NA	55	100	37	37	50
	Language	100	42	42	46	100	43	43	49	100	36	36	50
	Mathematics	100	53	53	57	100	54	54	63	100	37	37	49
6	Reading	100	31	31	53	100	48	NA	56	100	35	35	51
	Language	100	26	26	45	100	44	44	48	100	34	34	47
	Mathematics	100	54	54	62	100	62	62	66	100	38	38	52
7	Reading	98	57	57	51	100	36	NA	54	100	53	53	50
	Language	100	62	62	54	100	36	36	58	100	54	54	52
	Mathematics	95	65	65	58	100	42	42	62	100	44	44	50
8	Reading	97	45	45	53	100	54	NA	55	100	41	41	51
	Language	97	44	44	49	100	50	50	52	100	41	41	50
	Mathematics	97	62	62	58	100	63	63	61	100	43	43	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/](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

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	19.00
Other Professional Staff	1.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	3	0	0	0
7 to 9 years	2	1	0	0
10 or more years	2	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	95
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Hightly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

Ü Computer Lab/Internet	Ü Automated Library/Teacher Resource
Ü Intellectual Development Lab	Ü Intra-School Broadcasting/Satellite

Extracurricular Activities

- Ü Student Council
- Ü Organized Athletics
- Ü 4-H Club in Community
- Ü National Junior Honor Society

Social Services

- |                             |                       |
|-----------------------------|-----------------------|
| Ü Breakfast Program         | Ü Counseling Services |
| Ü Lunch Program             |                       |
| Ü Arizona Rural Health Team |                       |
| Ü Summer Recreation         |                       |

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Alignment of the curriculum and instruction corresponding to the Arizona Academic Standards in all content areas.
  
- ü In depth analysis of assessment scores, leading to continuous improvement and student achievement growth.
  
- ü Implementation of a successful learning development lab to address student's individual learning ability levels and methods.
  
- ü Development and implementation of instruction approaches to teaching technology and providing access to all students.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	11	12	12	17
Transfers In Rate <sup>6</sup>	47	28	28	37
Stability Rate <sup>7</sup>	88	87	87	82
Promotion Rate <sup>8</sup>	94	96	95	81
Retention Rate <sup>9</sup>	4	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

A safe and orderly learning environment is maintained in the classrooms and throughout the campus through use of a structured schoolwide discipline program which provides for less disruption of the learning environment through alternative placement.

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) :

1

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		
Transportation Policy	Sandi Wilson	(623) 327-3690
Community Resources	Teresa Kennedy	(623) 327-3690
School Nutrition Programs	Natalie Parker	(623) 327-3680
Parent Organization		
Student Health/Nurse	Shelly Narramore	(623) 327-3680

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

5 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](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.