

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing Plus
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. Robert Aldridge  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-8  
 Web Address : www.pvesd.org  
 Phone Number : (623) 327-3680  
 Fax Number : (623) 386-4654  
 E-mail : raldridge@mcazschoools.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.

#### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

#### School / Academic Goals

- ü 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, 2005 School Year Student Enrollment : 394  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	54	54	80010	100	100	99	443	443	447	9	9	10	20	20	18	54	54	53	17	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	38935	100	100	99	441	441	447	11	11	9	15	15	19	63	63	55	11	11	17
Male	27	27	40974	100	100	98	445	445	448	7	7	11	26	26	18	44	44	52	22	22	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	27	27	34545	100	100	99	429	429	432	15	15	14	22	22	24	59	59	53	4	4	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	24	24	35142	100	100	99	458	458	465	4	4	5	17	17	11	46	46	56	33	33	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	47	47	69849	100	100	100	450	450	451	4	4	7	19	19	17	57	57	56	19	19	19
Limited English Proficient Students	10	10	14013	100	100	97	NA	NA	413	NA	NA	24	NA	NA	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	NC	NC	39029	NC	NC	98	NC	NC	432	NC	NC	14	NC	NC	25	NC	NC	52	NC	NC	9
Non-Economically Disadvantaged	45	45	40981	100	100	100	445	445	462	9	9	6	18	18	13	56	56	54	18	18	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	54	54	79438	100	100	98	445	445	451	6	6	9	35	35	24	50	50	56	9	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	38775	100	100	99	449	449	457	7	7	7	26	26	22	56	56	58	11	11	13
Male	27	27	40560	100	100	97	442	442	446	4	4	12	44	44	25	44	44	54	7	7	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	27	27	34297	100	100	98	431	431	434	7	7	14	41	41	31	52	52	50	NA	NA	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	24	24	34887	100	100	98	459	459	471	4	4	4	29	29	15	46	46	63	21	21	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	47	47	69850	100	100	100	450	450	456	4	4	7	32	32	23	53	53	59	11	11	12
Limited English Proficient Students	10	10	13856	100	100	96	NA	NA	407	NA	NA	27	NA	NA	43	NA	NA	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	NC	NC	38685	NC	NC	97	NC	NC	435	NC	NC	14	NC	NC	32	NC	NC	50	NC	NC	5
Non-Economically Disadvantaged	45	45	40753	100	100	99	451	451	467	4	4	5	31	31	16	53	53	62	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	54	54	79971	100	100	99	406	406	423	9	9	8	59	59	41	30	30	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	38974	100	100	99	414	414	437	11	11	5	56	56	33	30	30	57	4	4	4
Male	27	27	40895	100	100	98	397	397	410	7	7	10	63	63	47	30	30	41	NA	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	27	27	34481	100	100	99	399	399	410	7	7	10	67	67	46	22	22	43	4	4	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	24	24	35150	100	100	99	411	411	437	13	13	5	50	50	35	38	38	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	47	47	69713	100	100	100	410	410	429	9	9	5	55	55	39	34	34	52	2	2	3
Limited English Proficient Students	10	10	13985	100	100	97	NA	NA	382	NA	NA	18	NA	NA	54	NA	NA	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	NC	NC	38994	NC	NC	98	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	1
Non-Economically Disadvantaged	45	45	40977	100	100	100	410	410	437	7	7	5	60	60	34	31	31	56	2	2	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	57	57	80147	100	100	99	462	462	482	16	16	11	23	23	17	53	53	49	9	9	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	39281	100	100	99	451	451	483	21	21	9	29	29	17	42	42	50	8	8	24
Male	33	33	40780	100	100	98	470	470	482	12	12	12	18	18	17	61	61	48	9	9	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	30	30	33494	100	100	99	452	452	466	20	20	15	27	27	23	47	47	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	23	23	36122	100	100	99	482	482	501	4	4	5	17	17	10	65	65	50	13	13	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	49	49	69852	100	100	100	467	467	488	12	12	7	22	22	16	55	55	51	10	10	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	NC	NC	38371	NC	NC	97	NC	NC	465	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	13
Non-Economically Disadvantaged	49	49	41776	100	100	100	465	465	498	14	14	6	20	20	11	55	55	49	10	10	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	57	57	79686	100	100	98	459	459	470	16	16	11	23	23	24	56	56	57	5	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	39163	100	100	99	455	455	475	17	17	9	25	25	22	54	54	60	4	4	10
Male	33	33	40438	100	100	97	462	462	465	15	15	13	21	21	25	58	58	54	6	6	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	30	30	33299	100	100	98	444	444	452	13	13	17	40	40	32	47	47	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	23	23	35914	100	100	98	482	482	489	13	13	5	4	4	15	70	70	67	13	13	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	49	49	69878	100	100	100	467	467	475	8	8	8	24	24	23	61	61	61	6	6	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	NC	NC	38095	NC	NC	97	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	49	49	41591	100	100	99	462	462	486	18	18	6	16	16	16	59	59	65	6	6	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	57	57	80372	100	100	99	449	449	475	7	7	4	46	46	30	47	47	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	39452	100	100	99	459	459	488	4	4	3	38	38	22	58	58	72	NA	NA	3
Male	33	33	40836	100	100	98	442	442	464	9	9	6	52	52	37	39	39	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	30	30	33608	100	100	99	441	441	462	7	7	6	53	53	36	40	40	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	23	23	36213	100	100	99	460	460	489	9	9	2	30	30	22	61	61	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	49	49	69846	100	100	100	457	457	482	4	4	3	43	43	26	53	53	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	NC	NC	38521	NC	NC	98	NC	NC	461	NC	NC	6	NC	NC	38	NC	NC	55	NC	NC	1
Non-Economically Disadvantaged	49	49	41851	100	100	100	455	455	489	4	4	3	45	45	22	51	51	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	30	30	79306	100	100	99	499	499	504	3	3	13	23	23	20	60	60	49	13	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	38845	100	100	99	494	494	505	6	6	11	24	24	20	59	59	50	12	12	18
Male	13	13	40383	100	100	98	506	506	504	NA	NA	14	23	23	19	62	62	47	15	15	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	19	19	32673	100	100	99	493	493	487	5	5	18	21	21	25	63	63	46	11	11	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	11	11	36234	100	100	99	510	510	523	NA	NA	6	27	27	13	55	55	52	18	18	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	26	26	69020	100	100	100	502	502	510	4	4	9	23	23	18	58	58	52	15	15	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	NC	NC	37437	NC	NC	97	NC	NC	486	NC	NC	19	NC	NC	26	NC	NC	46	NC	NC	9
Non-Economically Disadvantaged	24	24	41869	100	100	100	502	502	521	NA	NA	7	25	25	14	58	58	51	17	17	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	30	30	79000	100	100	98	489	489	489	10	10	10	20	20	24	63	63	58	7	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	38774	100	100	99	486	486	494	12	12	7	18	18	22	65	65	61	6	6	10
Male	13	13	40150	100	100	98	492	492	485	8	8	12	23	23	25	62	62	55	8	8	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	19	19	32508	100	100	98	476	476	472	11	11	15	26	26	33	63	63	49	NA	NA	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	11	11	36135	100	100	98	510	510	508	9	9	4	9	9	14	64	64	67	18	18	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	26	26	69009	100	100	100	492	492	495	8	8	6	19	19	22	65	65	62	8	8	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	NC	NC	37234	NC	NC	97	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	50	NC	NC	3
Non-Economically Disadvantaged	24	24	41766	100	100	99	490	490	505	8	8	5	21	21	16	63	63	65	8	8	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	30	30	79611	100	100	99	506	506	496	3	3	7	33	33	37	63	63	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	39016	100	100	99	503	503	511	6	6	4	24	24	29	71	71	66	NA	NA	1
Male	13	13	40519	100	100	98	509	509	482	NA	NA	10	46	46	44	54	54	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	19	19	32855	100	100	99	493	493	481	5	5	10	32	32	43	63	63	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	11	11	36380	100	100	99	527	527	511	NA	NA	4	36	36	30	64	64	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	26	26	68947	100	100	100	508	508	504	4	4	4	35	35	34	62	62	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	NC	NC	37626	NC	NC	98	NC	NC	479	NC	NC	10	NC	NC	45	NC	NC	45	NC	NC	0
Non-Economically Disadvantaged	24	24	41985	100	100	100	513	513	511	NA	NA	4	38	38	30	63	63	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	47	47	79327	100	100	98	506	506	518	34	34	19	11	11	20	40	40	46	15	15	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	20	38961	100	100	98	495	495	520	30	30	16	20	20	20	45	45	48	5	5	16
Male	27	27	40295	100	100	97	514	514	516	37	37	21	4	4	19	37	37	44	22	22	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	19	19	32327	100	100	98	492	492	499	37	37	27	11	11	25	37	37	41	16	16	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	25	25	36373	100	100	98	517	517	538	32	32	10	8	8	14	48	48	52	12	12	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	42	42	70006	100	100	100	513	513	524	31	31	14	7	7	19	45	45	49	17	17	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	NC	NC	37097	NC	NC	97	NC	NC	498	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	7
Non-Economically Disadvantaged	41	41	42230	100	100	99	506	506	535	34	34	11	10	10	15	41	41	50	15	15	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	47	47	79501	100	100	98	481	481	497	19	19	10	30	30	25	51	51	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	20	39062	100	100	99	480	480	502	25	25	8	25	25	23	50	50	64	NA	NA	5
Male	27	27	40368	100	100	98	483	483	491	15	15	13	33	33	27	52	52	57	NA	NA	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	19	19	32389	100	100	98	469	469	478	26	26	16	32	32	34	42	42	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	25	25	36446	100	100	99	493	493	516	12	12	4	28	28	15	60	60	73	NA	NA	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	42	42	70090	100	100	100	486	486	502	17	17	7	26	26	24	57	57	65	NA	NA	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	NC	NC	37183	NC	NC	97	NC	NC	479	NC	NC	16	NC	NC	34	NC	NC	49	NC	NC	1
Non-Economically Disadvantaged	41	41	42318	100	100	99	482	482	513	20	20	5	29	29	17	51	51	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	47	47	80000	100	100	99	555	555	564	2	2	3	13	13	11	74	74	75	11	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	20	39288	100	100	99	564	564	579	NA	NA	2	15	15	6	65	65	77	20	20	16
Male	27	27	40644	100	100	98	548	548	549	4	4	4	11	11	15	81	81	74	4	4	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	19	19	32672	100	100	99	542	542	548	NA	NA	4	26	26	14	63	63	76	11	11	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	25	25	36602	100	100	99	565	565	579	4	4	2	4	4	7	80	80	75	12	12	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	42	42	70081	100	100	100	560	560	571	2	2	2	12	12	7	74	74	79	12	12	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	NC	NC	37534	NC	NC	98	NC	NC	547	NC	NC	4	NC	NC	15	NC	NC	76	NC	NC	5
Non-Economically Disadvantaged	41	41	42466	100	100	100	558	558	578	2	2	2	12	12	7	73	73	75	12	12	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	46	46	78546	100	100	97	528	528	543	13	13	15	22	22	18	61	61	52	4	4	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	26	38645	100	100	98	530	530	545	12	12	13	23	23	18	62	62	54	4	4	15
Male	20	20	39792	100	100	97	524	524	542	15	15	17	20	20	17	60	60	50	5	5	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	32	32	31177	100	100	97	523	523	524	19	19	22	28	28	23	50	50	48	3	3	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	14	14	36450	100	100	97	538	538	563	NA	NA	7	7	7	12	86	86	57	7	7	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	44	44	70453	100	100	100	525	525	549	14	14	11	20	20	17	64	64	56	2	2	16
Limited English Proficient Students	12	12	9323	92	92	94	510	510	491	25	25	47	33	33	28	42	42	24	NA	NA	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	11	11	34694	92	92	96	512	512	524	36	36	23	9	9	23	55	55	48	NA	NA	7
Non-Economically Disadvantaged	35	35	43852	100	100	99	532	532	559	6	6	10	26	26	13	63	63	56	6	6	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	46	46	79045	100	100	98	495	495	512	9	9	10	35	35	25	57	57	58	NA	NA	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	26	38860	100	100	98	496	496	519	8	8	7	31	31	22	62	62	62	NA	NA	8
Male	20	20	40075	100	100	97	494	494	505	10	10	12	40	40	28	50	50	54	NA	NA	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	32	32	31314	100	100	98	490	490	493	13	13	16	34	34	34	53	53	48	NA	NA	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	14	14	36730	100	100	98	507	507	532	NA	NA	4	36	36	16	64	64	68	NA	NA	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	44	44	70493	100	100	100	495	495	517	9	9	7	34	34	24	57	57	62	NA	NA	8
Limited English Proficient Students	12	12	9355	92	92	95	486	486	456	17	17	37	25	25	48	58	58	15	NA	NA	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	11	11	34922	92	92	96	488	488	493	27	27	15	9	9	34	64	64	48	NA	NA	3
Non-Economically Disadvantaged	35	35	44123	100	100	99	497	497	527	3	3	6	43	43	18	54	54	66	NA	NA	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	46	46	79657	100	100	99	551	551	566	11	11	3	2	2	8	87	87	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	26	39120	100	100	99	572	572	580	4	4	2	NA	NA	4	96	96	92	NA	NA	2
Male	20	20	40423	100	100	98	523	523	553	20	20	5	5	5	12	75	75	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	32	32	31642	100	100	99	538	538	552	16	16	5	NA	NA	11	84	84	84	NA	NA	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	14	14	36929	100	100	99	580	580	579	NA	NA	2	7	7	5	93	93	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	44	44	70588	100	100	100	549	549	573	11	11	2	2	2	5	86	86	91	NA	NA	1
Limited English Proficient Students	12	12	9521	92	92	96	517	517	507	25	25	13	NA	NA	24	75	75	63	NA	NA	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	11	11	35341	92	92	97	505	505	551	27	27	5	NA	NA	12	73	73	83	NA	NA	0
Non-Economically Disadvantaged	35	35	44316	100	100	100	565	565	578	6	6	2	3	3	5	91	91	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	34	34	78400	100	100	97	555	555	554	18	18	21	21	21	19	53	53	47	9	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	19	38686	100	100	98	548	548	554	21	21	20	26	26	20	42	42	49	11	11	12
Male	15	15	39636	100	100	96	564	564	554	13	13	23	13	13	18	67	67	46	7	7	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	16	16	30732	100	100	97	536	536	534	19	19	31	38	38	24	38	38	40	6	6	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	16	16	37038	100	100	97	571	571	575	19	19	11	6	6	14	63	63	56	13	13	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	31	31	70560	100	100	99	561	561	560	13	13	17	19	19	19	58	58	50	10	10	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	NC	NC	33014	NC	NC	95	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	28	28	45386	100	100	99	563	563	569	11	11	15	21	21	15	57	57	52	11	11	18

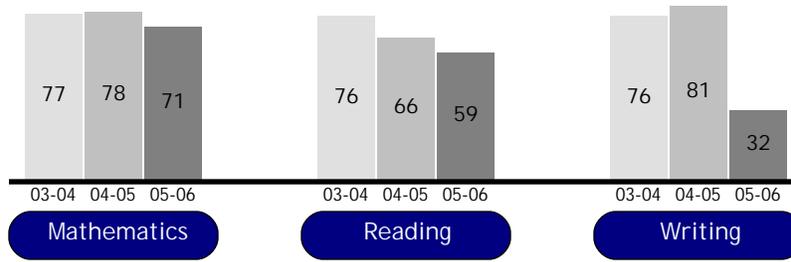
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	34	79179	100	100	98	517	517	519	12	12	11	26	26	27	59	59	58	3	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	19	38974	100	100	99	511	511	524	11	11	8	37	37	25	53	53	61	NA	NA	5
Male	15	15	40124	100	100	97	525	525	513	13	13	13	13	13	28	67	67	54	7	7	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	16	16	30987	100	100	98	490	490	498	25	25	17	44	44	36	31	31	45	NA	NA	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	16	16	37467	100	100	98	539	539	539	NA	NA	5	13	13	17	81	81	70	6	6	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	31	31	70612	100	100	99	521	521	524	10	10	7	26	26	25	61	61	62	3	3	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	NC	NC	33345	NC	NC	96	NC	NC	499	NC	NC	17	NC	NC	36	NC	NC	46	NC	NC	1
Non-Economically Disadvantaged	28	28	45834	100	100	99	522	522	533	11	11	7	25	25	19	61	61	67	4	4	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	34	34	79734	100	100	99	532	532	554	6	6	3	24	24	19	71	71	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	19	39243	100	100	99	541	541	568	5	5	2	21	21	12	74	74	85	NA	NA	1
Male	15	15	40413	100	100	98	522	522	541	7	7	4	27	27	26	67	67	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	16	16	31254	100	100	99	502	502	539	13	13	5	38	38	25	50	50	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	16	16	37668	100	100	99	556	556	569	NA	NA	1	13	13	13	88	88	85	NA	NA	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	31	31	70791	100	100	100	538	538	561	6	6	2	19	19	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	NC	NC	33718	NC	NC	97	NC	NC	538	NC	NC	5	NC	NC	26	NC	NC	69	NC	NC	0
Non-Economically Disadvantaged	28	28	46016	100	100	100	537	537	567	7	7	2	18	18	14	75	75	84	NA	NA	1

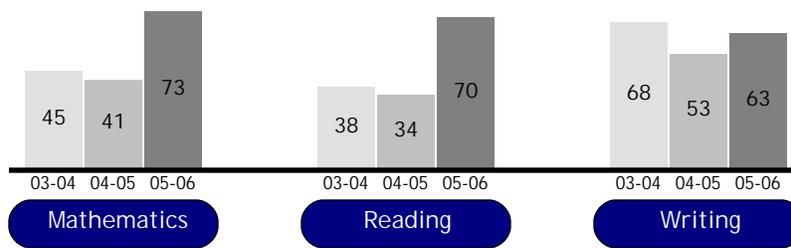
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

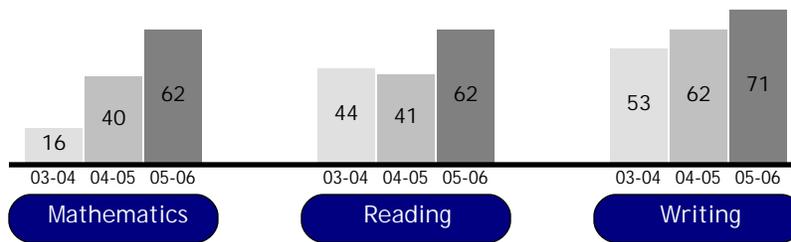
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	70	NA	58	94	52	52	47	100	56	56	46
	Language	100	75	75	50	94	63	63	47	100	73	73	48
	Mathematics	100	79	79	64	94	65	65	50	100	73	73	52
3	Reading	85	64	NA	55	96	42	42	44	100	44	44	46
	Language	85	75	75	61	96	42	42	44	100	43	43	46
	Mathematics	85	81	81	61	96	52	52	51	100	44	44	52
4	Reading	100	35	NA	56	97	42	42	48	100	48	48	52
	Language	100	38	38	52	97	37	37	49	100	46	46	52
	Mathematics	100	34	34	61	97	50	50	53	100	52	52	58
5	Reading	100	39	NA	55	100	37	37	50	97	54	54	56
	Language	100	43	43	49	100	36	36	50	97	50	50	54
	Mathematics	100	54	54	63	100	37	37	49	97	48	48	52
6	Reading	100	48	NA	56	100	35	35	51	100	39	39	56
	Language	100	44	44	48	100	34	34	47	100	35	35	50
	Mathematics	100	62	62	66	100	38	38	52	100	39	39	58
7	Reading	100	36	NA	54	100	53	53	50	100	48	48	54
	Language	100	36	36	58	100	54	54	52	100	39	39	58
	Mathematics	100	42	42	62	100	44	44	50	100	39	39	54
8	Reading	100	54	NA	55	100	41	41	51	100	58	58	58
	Language	100	50	50	52	100	41	41	50	100	52	52	56
	Mathematics	100	63	63	61	100	43	43	53	100	56	56	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

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	20.00
Other Professional Staff	1.00	Teacher Aide	9.00

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	4	1	0	0
7 to 9 years	1	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.	100
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Computer Lab/Internet
- Ü Intellectual Development Lab
- Ü Automated Library/Teacher Resource
- 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 Lunch Program
- Ü Arizona Rural Health Team
- Ü Summer Recreation
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	90	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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1
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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		
Transportation Policy	Sandi Wilson	(623) 327-3690
Community Resources	Bryan McCleney	(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.

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.