

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

10730 W.Campbell, Phoenix, AZ 85037

Pendergast Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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 : Ms. Jane Byrne
 Schedule : 07:00 AM to 05:00 PM
 Grades : K-8
 Web Address : www.pendergast.k12.az.us/schools/cking/Main/CKMain.htm
 Phone Number : (623) 772-2580
 Fax Number : (623) 872-7769
 E-mail : JByrne@pendergast.k12.az.us

Mission

Copper King believes in a positive learning community where teachers, students, and parents are all capable of learning, growing, and achieving success with a strong sense of:

Purpose
 Respect
 Individuality
 Diversity
 Excellence

Together, with compassion and caring for self, others, and community, we make great things happen!

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 To improve student achievement in reading, writing and mathematics. We have a direct instructional focus on the 6 Traits of Writing. We are a balanced Literacy School.
- ü To enhance parent/community relations through effective communication.

Enrollment

October 1, 2005 School Year Student Enrollment : 904
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 48

Instructional Programs

- ü Gifted
- ü Special Education, Autistic, MIMR
- ü Inclusion/Resource LD
- ü Speech-Language, Inclusion
- ü Music, Band and Choir
- ü Art
- ü Physical Education

Calendar Information

Number of Instruction Days :	188
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Copper King provides a safe school where students have the opportunity to receive a quality education in a creative, challenging and caring atmosphere. We will encourage students to become problem-solvers to meet the demands of a fast changing world.

Parents

To be supportive partners with the school. Have students be on time. Set expectations of cooperation, responsibility and respect. Communicate with their children and assist with homework. Come to conferences, curriculum meetings, school functions.

Transportation Policy

All students eligible for transportation have the right to safe and efficient transport. Disciplinary measures will be handled as necessary. If bus privileges are revoked, parents will be responsible for transporting student to and from school.

School Honors

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

Award/Honor	Year
ü Performing Plus School	2005-2006

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	1169	80010	99	99	99	428	437	447	15	14	10	26	21	18	56	54	53	4	11	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	586	38935	100	100	99	424	437	447	15	14	9	27	20	19	56	57	55	2	10	17
Male	50	583	40974	98	99	98	433	437	448	14	14	11	24	23	18	56	51	52	6	12	19
African American	13	105	4201	100	100	99	421	423	430	31	20	17	15	23	23	46	53	51	8	4	9
Hispanic	64	735	34545	100	99	99	424	430	432	13	16	14	33	24	24	53	52	53	2	7	9
Asian/Pacific Islander	NC	24	2068	NC	100	99	NC	457	474	NC	4	4	NC	17	10	NC	50	50	NC	29	36
American Indian/Alaskan Native	NC	15	3979	NC	100	96	NC	440	424	NC	7	17	NC	13	30	NC	73	47	NC	7	6
White	29	290	35142	97	99	99	439	457	465	14	7	5	17	14	11	66	57	56	3	21	28
Students with Disabilities	14	141	10161	93	96	93	402	396	419	36	48	28	36	31	28	29	19	36	NA	2	8
Students without Disabilities	95	1028	69849	100	100	100	431	442	451	12	9	7	24	20	17	60	58	56	4	12	19
Limited English Proficient Students	16	210	14013	100	98	97	407	402	413	31	37	24	25	33	34	44	30	39	NA	0	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	59	652	39029	98	99	98	424	428	432	17	16	14	29	26	25	51	51	52	3	6	9
Non-Economically Disadvantaged	50	517	40981	100	100	100	434	448	462	12	11	6	22	16	13	62	56	54	4	16	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	109	1163	79438	99	99	98	431	442	451	14	12	9	37	27	24	50	54	56	NA	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	584	38775	100	99	99	432	448	457	14	9	7	34	25	22	53	58	58	NA	8	13
Male	50	579	40560	98	98	97	429	436	446	14	15	12	40	29	25	46	50	54	NA	6	9
African American	13	105	4178	100	100	98	418	435	439	15	13	13	54	32	29	31	51	52	NA	3	6
Hispanic	64	731	34297	100	99	98	425	434	434	14	14	14	39	31	31	47	50	50	NA	5	5
Asian/Pacific Islander	NC	24	2063	NC	100	99	NC	460	475	NC	8	3	NC	13	15	NC	67	63	NC	13	20
American Indian/Alaskan Native	NC	15	3940	NC	100	95	NC	456	429	NC	7	14	NC	13	36	NC	80	47	NC	NA	3
White	29	288	34887	97	98	98	447	463	471	14	6	4	24	19	15	62	61	63	NA	14	18
Students with Disabilities	14	135	9588	93	92	88	391	389	416	43	49	30	36	30	32	21	21	34	NA	NA	5
Students without Disabilities	95	1028	69850	100	100	100	434	449	456	9	7	7	37	27	23	54	58	59	NA	8	12
Limited English Proficient Students	16	207	13856	100	96	96	396	397	407	38	34	27	50	43	43	13	22	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	59	647	38685	98	98	97	425	434	435	10	14	14	44	30	32	46	52	50	NA	4	5
Non-Economically Disadvantaged	50	516	40753	100	99	99	437	453	467	18	9	5	28	23	16	54	56	62	NA	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	110	1169	79971	100	99	99	403	413	423	13	9	8	49	48	41	37	41	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	587	38974	100	100	99	411	427	437	8	6	5	41	40	33	51	51	57	NA	3	4
Male	51	582	40895	100	98	98	394	399	410	18	12	10	59	55	47	22	32	41	2	1	2
African American	13	105	4203	100	100	99	401	409	411	15	8	11	46	50	45	31	40	43	8	2	2
Hispanic	64	733	34481	100	99	99	402	409	410	14	10	10	50	49	46	36	39	43	NA	2	1
Asian/Pacific Islander	NC	24	2067	NC	100	99	NC	422	449	NC	8	4	NC	38	28	NC	54	60	NC	NA	8
American Indian/Alaskan Native	NC	15	3995	NC	100	96	NC	412	409	NC	13	10	NC	40	47	NC	47	42	NC	NA	1
White	30	292	35150	100	100	99	405	423	437	10	7	5	47	43	35	43	47	56	NA	3	5
Students with Disabilities	15	142	10258	100	97	94	306	338	377	40	37	23	47	49	51	13	14	25	NA	NA	1
Students without Disabilities	95	1027	69713	100	100	100	414	423	429	8	5	5	49	47	39	41	45	52	1	2	3
Limited English Proficient Students	16	210	13985	100	98	97	355	365	382	31	23	18	63	62	54	6	15	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	59	650	38994	98	98	98	402	406	409	14	10	10	51	51	47	36	38	41	NA	0	1
Non-Economically Disadvantaged	51	519	40977	100	100	100	405	422	437	12	8	5	47	43	34	39	45	56	2	4	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	1182	80147	98	99	99	471	473	482	12	12	11	23	21	17	50	50	49	15	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	602	39281	97	100	99	483	477	483	11	9	9	21	21	17	45	52	50	24	19	24
Male	62	580	40780	98	99	98	464	470	482	13	14	12	24	21	17	53	49	48	10	16	24
African American	14	101	4249	93	99	99	467	456	464	NA	18	17	29	24	22	64	50	48	7	8	13
Hispanic	57	734	33494	98	100	99	467	469	466	18	13	15	25	23	23	42	49	49	16	15	14
Asian/Pacific Islander	NC	23	2103	NC	100	99	NC	492	515	NC	NA	4	NC	26	8	NC	35	44	NC	39	45
American Indian/Alaskan Native	NC	18	4117	NC	100	96	NC	453	456	NC	11	19	NC	33	27	NC	50	46	NC	6	8
White	26	306	36122	100	99	99	487	490	501	4	7	5	19	13	10	58	54	50	19	25	35
Students with Disabilities	13	148	10295	87	99	92	441	433	443	46	36	33	23	29	26	23	30	33	8	5	8
Students without Disabilities	87	1034	69852	100	100	100	475	479	488	7	8	7	23	19	16	54	53	51	16	19	26
Limited English Proficient Students	19	187	12722	95	98	97	437	436	441	21	26	27	42	42	33	37	30	37	NA	2	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	53	666	38371	96	99	97	465	466	465	15	13	15	26	24	23	47	48	49	11	14	13
Non-Economically Disadvantaged	47	516	41776	100	100	100	478	483	498	9	9	6	19	16	11	53	53	49	19	22	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	100	1176	79686	98	99	98	447	461	470	20	13	11	32	28	24	46	55	57	2	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	602	39163	97	100	99	462	469	475	13	8	9	24	27	22	63	59	60	NA	5	10
Male	62	574	40438	98	98	97	438	451	465	24	17	13	37	30	25	35	50	54	3	3	7
African American	14	101	4228	93	99	98	440	447	458	14	18	15	43	32	28	43	50	53	NA	NA	4
Hispanic	57	727	33299	98	99	98	439	455	452	28	14	17	30	31	32	40	52	47	2	2	3
Asian/Pacific Islander	NC	23	2097	NC	100	99	NC	475	490	NC	4	5	NC	17	13	NC	70	68	NC	9	14
American Indian/Alaskan Native	NC	18	4087	NC	100	96	NC	444	446	NC	17	16	NC	28	38	NC	56	44	NC	NA	2
White	26	307	35914	100	100	98	469	479	489	8	8	5	27	21	15	62	61	67	4	11	14
Students with Disabilities	13	141	9808	87	94	87	414	425	432	62	35	35	15	33	32	15	30	30	8	1	3
Students without Disabilities	87	1035	69878	100	100	100	451	465	475	14	9	8	34	28	23	51	58	61	1	5	9
Limited English Proficient Students	19	183	12594	95	96	96	409	418	422	42	31	34	47	55	45	11	14	21	NA	1	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	53	662	38095	96	99	97	439	452	452	26	16	17	34	33	32	38	49	48	2	2	3
Non-Economically Disadvantaged	47	514	41591	100	99	99	455	473	486	13	8	6	30	22	16	55	62	65	2	7	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	102	1186	80372	100	100	99	446	469	475	13	4	4	42	38	30	45	57	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	603	39452	100	100	99	481	485	488	8	1	3	21	26	22	72	70	72	NA	2	3
Male	63	583	40836	100	100	98	424	452	464	16	6	6	56	50	37	29	44	56	NA	0	1
African American	15	102	4264	100	100	99	422	461	465	20	4	5	40	38	35	40	57	59	NA	1	1
Hispanic	58	736	33608	100	100	99	443	463	462	16	5	6	40	41	36	45	53	57	NA	1	1
Asian/Pacific Islander	NC	23	2098	NC	100	99	NC	490	500	NC	NA	2	NC	26	16	NC	70	75	NC	4	7
American Indian/Alaskan Native	NC	18	4128	NC	100	97	NC	454	464	NC	6	4	NC	44	39	NC	50	56	NC	NA	1
White	26	307	36213	100	100	99	460	484	489	4	1	2	50	31	22	46	67	72	NA	2	3
Students with Disabilities	15	153	10526	100	100	94	409	421	427	40	16	15	53	59	53	7	25	31	NA	NA	1
Students without Disabilities	87	1033	69846	100	100	100	451	475	482	8	2	3	40	35	26	52	62	69	NA	1	2
Limited English Proficient Students	20	190	12747	100	99	97	392	424	432	35	13	12	50	63	52	15	24	36	NA	NA	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	55	669	38521	100	100	98	440	462	461	15	4	6	47	44	38	38	51	55	NA	0	1
Non-Economically Disadvantaged	47	517	41851	100	100	100	452	478	489	11	3	3	36	30	22	53	65	72	NA	2	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	94	1193	79306	98	99	99	494	495	504	15	15	13	28	23	20	49	49	49	9	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	588	38845	96	99	99	485	495	505	17	14	11	30	23	20	45	51	50	9	12	18
Male	47	605	40383	100	99	98	502	495	504	13	16	14	26	23	19	53	48	47	9	14	19
African American	NC	98	4171	NC	98	98	NC	476	485	NC	27	20	NC	28	26	NC	38	44	NC	8	10
Hispanic	66	761	32673	99	99	99	496	490	487	15	16	18	26	25	25	52	49	46	8	10	10
Asian/Pacific Islander	NC	22	2147	NC	100	99	NC	537	539	NC	5	5	NC	NA	10	NC	64	46	NC	32	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	485	479	NC	17	22	NC	13	29	NC	65	43	NC	4	7
White	19	289	36234	95	99	99	494	513	523	16	8	6	37	19	13	32	52	52	16	22	28
Students with Disabilities	10	138	10286	83	95	91	NA	449	462	NA	52	41	NA	23	27	NA	22	27	NA	3	5
Students without Disabilities	84	1055	69020	100	100	100	499	501	510	8	10	9	27	23	18	55	53	52	10	14	21
Limited English Proficient Students	10	150	10291	91	97	96	NA	451	458	NA	43	38	NA	36	34	NA	21	26	NA	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	48	656	37437	98	99	97	489	488	486	19	17	19	31	26	26	42	47	46	8	10	9
Non-Economically Disadvantaged	46	537	41869	98	99	100	498	504	521	11	12	7	24	19	14	57	52	51	9	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	94	1190	79000	98	99	98	480	480	489	11	12	10	28	29	24	59	55	58	3	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	590	38774	98	100	99	480	483	494	6	9	7	29	28	22	63	58	61	2	5	10
Male	46	600	40150	98	98	98	480	476	485	15	14	12	26	30	25	54	51	55	4	5	8
African American	NC	97	4153	NC	97	98	NC	465	476	NC	19	13	NC	35	30	NC	45	53	NC	1	4
Hispanic	66	760	32508	99	99	98	476	474	472	15	14	15	30	32	33	52	50	49	3	4	3
Asian/Pacific Islander	NC	22	2142	NC	100	99	NC	507	510	NC	5	4	NC	5	14	NC	77	67	NC	14	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	477	467	NC	4	14	NC	39	37	NC	57	46	NC	NA	2
White	19	288	36135	95	99	98	495	498	508	NA	4	4	16	19	14	79	68	67	5	9	15
Students with Disabilities	10	135	9991	83	92	88	NA	439	449	NA	44	33	NA	35	36	NA	19	29	NA	2	2
Students without Disabilities	84	1055	69009	100	100	100	484	484	495	6	7	6	27	28	22	63	59	62	4	5	10
Limited English Proficient Students	10	152	10199	91	99	95	NA	433	439	NA	43	35	NA	43	47	NA	14	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	47	651	37234	96	98	97	476	472	472	11	14	15	38	33	33	49	49	50	2	4	3
Non-Economically Disadvantaged	47	539	41766	100	99	99	485	488	505	11	8	5	17	24	16	68	61	65	4	6	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	96	1202	79611	100	100	99	459	483	496	16	8	7	53	47	37	31	44	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	592	39016	100	100	99	459	498	511	14	5	4	53	39	29	33	55	66	NA	0	1
Male	47	610	40519	100	100	98	459	468	482	17	12	10	53	55	44	30	33	46	NA	0	0
African American	NC	99	4188	NC	99	98	NC	470	486	NC	12	9	NC	52	40	NC	35	50	NC	1	0
Hispanic	67	767	32855	100	100	99	460	480	481	16	9	10	54	48	43	30	43	47	NA	NA	0
Asian/Pacific Islander	NC	22	2149	NC	100	100	NC	510	519	NC	NA	4	NC	36	24	NC	64	70	NC	NA	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	481	478	NC	4	10	NC	65	46	NC	30	44	NC	NA	0
White	20	290	36380	100	99	99	442	492	511	20	7	4	45	43	30	35	50	65	NA	0	1
Students with Disabilities	12	148	10664	100	100	94	302	426	440	58	28	23	42	55	54	NA	16	22	NA	1	1
Students without Disabilities	84	1054	68947	100	100	100	474	490	504	10	6	4	55	46	34	36	48	61	NA	0	1
Limited English Proficient Students	11	155	10362	100	100	97	377	435	438	55	22	22	45	65	57	NA	14	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	49	659	37626	100	100	98	458	478	479	18	9	10	51	51	45	31	40	45	NA	0	0
Non-Economically Disadvantaged	47	543	41985	100	100	100	460	489	511	13	7	4	55	43	30	32	50	65	NA	0	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	108	1172	79327	97	98	98	497	506	518	28	24	19	24	21	20	42	44	46	6	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	557	38961	98	98	98	489	506	520	31	22	16	27	24	20	38	44	48	4	10	16
Male	60	615	40295	97	98	97	503	506	516	25	26	21	22	19	19	45	44	44	8	12	16
African American	19	131	4247	95	96	98	487	487	499	42	38	27	21	24	24	32	31	41	5	6	8
Hispanic	60	694	32327	97	98	98	493	499	499	27	26	27	27	24	25	40	43	41	7	7	8
Asian/Pacific Islander	NC	16	1939	NC	100	99	NC	527	556	NC	6	6	NC	19	10	NC	56	47	NC	19	36
American Indian/Alaskan Native	NC	14	4391	NC	100	96	NC	492	489	NC	43	32	NC	7	27	NC	43	36	NC	7	4
White	26	317	36373	100	99	98	512	528	538	19	15	10	23	14	14	50	50	52	8	21	25
Students with Disabilities	14	130	9321	82	90	87	434	450	467	79	75	54	14	12	22	7	12	21	NA	1	3
Students without Disabilities	94	1042	70006	100	99	100	505	513	524	20	18	14	26	22	19	47	48	49	7	12	18
Limited English Proficient Students	10	148	9431	91	96	95	NA	463	466	NA	57	53	NA	26	27	NA	16	18	NA	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	61	629	37097	95	98	97	483	495	498	39	29	27	23	24	25	33	41	41	5	6	7
Non-Economically Disadvantaged	47	543	42230	100	99	99	516	520	535	13	18	11	26	18	15	53	47	50	9	17	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	108	1180	79501	97	99	98	489	485	497	9	12	10	31	33	25	57	53	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	557	39062	98	98	99	484	489	502	15	10	8	29	30	23	54	57	64	2	3	5
Male	60	623	40368	97	100	98	494	481	491	5	14	13	33	36	27	60	49	57	2	1	3
African American	19	135	4279	95	99	99	485	475	485	16	16	14	26	40	30	53	43	54	5	1	2
Hispanic	60	697	32389	97	98	98	484	478	478	8	13	16	38	37	34	52	48	48	2	1	1
Asian/Pacific Islander	NC	16	1936	NC	100	99	NC	505	519	NC	NA	3	NC	19	14	NC	75	73	NC	6	9
American Indian/Alaskan Native	NC	14	4401	NC	100	96	NC	465	473	NC	29	17	NC	50	40	NC	21	43	NC	NA	1
White	26	318	36446	100	100	99	505	504	516	8	7	4	23	21	15	69	69	73	NA	4	7
Students with Disabilities	14	136	9411	82	94	88	448	435	453	50	49	36	36	40	36	14	11	26	NA	NA	1
Students without Disabilities	94	1044	70090	100	100	100	495	491	502	3	7	7	31	32	24	64	59	65	2	2	5
Limited English Proficient Students	10	148	9401	91	96	94	NA	439	443	NA	40	40	NA	53	46	NA	7	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	61	635	37183	95	99	97	482	475	479	13	16	16	34	39	34	51	45	49	2	1	1
Non-Economically Disadvantaged	47	545	42318	100	99	99	498	496	513	4	7	5	28	26	17	66	63	70	2	3	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	109	1186	80000	98	99	99	550	550	564	4	3	3	10	15	11	82	73	75	5	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	565	39288	100	100	99	558	564	579	4	2	2	12	10	6	73	75	77	10	13	16
Male	60	621	40644	97	99	98	544	537	549	3	3	4	8	20	15	88	72	74	NA	5	7
African American	18	136	4307	90	100	99	552	543	551	NA	4	4	11	15	13	89	74	75	NA	7	7
Hispanic	62	702	32672	100	99	99	555	546	548	3	3	4	10	17	14	79	74	76	8	6	6
Asian/Pacific Islander	NC	16	1945	NC	100	99	NC	544	592	NC	6	1	NC	NA	4	NC	88	69	NC	6	25
American Indian/Alaskan Native	NC	13	4424	NC	93	97	NC	569	549	NC	NA	3	NC	23	14	NC	62	77	NC	15	5
White	26	319	36602	100	100	99	537	560	579	8	2	2	12	13	7	81	72	75	NA	13	16
Students with Disabilities	15	143	9919	88	99	93	466	480	505	20	10	9	40	49	35	40	38	54	NA	2	2
Students without Disabilities	94	1043	70081	100	99	100	563	559	571	1	2	2	5	11	7	88	78	79	5	9	12
Limited English Proficient Students	11	153	9571	100	99	96	519	492	502	9	10	10	18	37	29	73	52	60	NA	1	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	63	640	37534	98	99	98	549	543	547	3	3	4	13	17	15	79	75	76	5	5	5
Non-Economically Disadvantaged	46	546	42466	98	99	100	552	558	578	4	2	2	7	13	7	85	72	75	4	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	105	1151	78546	98	99	97	529	540	543	16	14	15	25	20	18	52	54	52	7	12	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	567	38645	100	100	98	534	544	545	13	12	13	25	19	18	56	56	54	6	13	15
Male	53	584	39792	93	98	97	525	537	542	19	17	17	25	21	17	49	52	50	8	11	15
African American	13	116	4205	100	98	97	526	528	524	15	16	22	31	28	22	54	53	49	NA	4	7
Hispanic	63	685	31177	100	99	97	523	535	524	19	17	22	29	21	23	49	52	48	3	10	7
Asian/Pacific Islander	NC	24	1940	NC	100	99	NC	559	580	NC	8	5	NC	8	9	NC	58	53	NC	25	33
American Indian/Alaskan Native	--	14	4689	--	93	95	--	526	515	--	21	28	--	NA	25	--	79	43	--	NA	4
White	28	312	36450	93	99	97	544	557	563	11	8	7	14	16	12	57	57	57	18	19	23
Students with Disabilities	NC	122	8093	NC	95	82	NC	489	489	NC	44	50	NC	35	24	NC	20	23	NC	NA	2
Students without Disabilities	97	1029	70453	100	100	100	533	546	549	14	11	11	24	18	17	55	58	56	7	13	16
Limited English Proficient Students	11	146	9323	100	97	94	478	494	491	64	42	47	36	30	28	NA	27	24	NA	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	58	622	34694	95	98	96	523	533	524	17	15	23	28	23	23	52	52	48	3	9	7
Non-Economically Disadvantaged	47	529	43852	100	100	99	537	549	559	15	13	10	21	15	13	53	57	56	11	15	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	104	1152	79045	97	99	98	505	505	512	7	11	10	36	27	25	55	59	58	3	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	569	38860	100	100	98	512	513	519	6	9	7	29	21	22	60	65	62	6	5	8
Male	52	583	40075	91	98	97	498	498	505	8	13	12	42	33	28	50	52	54	NA	3	6
African American	12	115	4250	92	97	98	504	500	500	NA	12	12	50	26	31	42	60	54	8	2	3
Hispanic	63	686	31314	100	100	98	496	498	493	10	14	16	38	30	34	52	53	48	NA	2	2
Asian/Pacific Islander	NC	24	1949	NC	100	99	NC	528	536	NC	4	4	NC	21	15	NC	63	66	NC	13	15
American Indian/Alaskan Native	--	14	4719	--	93	96	--	495	489	--	14	15	--	21	39	--	64	45	--	NA	2
White	28	313	36730	93	99	98	524	523	532	4	4	4	25	21	16	64	69	68	7	6	12
Students with Disabilities	NC	123	8552	NC	95	87	NC	456	463	NC	38	35	NC	43	40	NC	19	23	NC	NA	1
Students without Disabilities	97	1029	70493	100	100	100	508	511	517	6	7	7	33	25	24	58	63	62	3	4	8
Limited English Proficient Students	11	146	9355	100	97	95	448	457	456	27	36	37	73	49	48	NA	15	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	58	623	34922	95	98	96	496	497	493	10	13	15	34	32	34	55	53	48	NA	2	3
Non-Economically Disadvantaged	46	529	44123	100	100	99	515	515	527	2	8	6	37	22	18	54	65	66	7	5	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	105	1151	79657	98	99	99	569	567	566	3	3	3	8	9	8	89	86	87	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	568	39120	100	100	99	595	582	580	NA	2	2	NA	4	4	98	91	92	2	3	2
Male	54	583	40423	95	98	98	544	552	553	6	4	5	15	14	12	80	82	83	NA	1	1
African American	13	115	4290	100	97	99	567	564	560	NA	3	4	8	10	9	92	88	86	NA	NA	1
Hispanic	62	686	31642	98	100	99	567	561	552	3	4	5	8	10	11	89	85	84	NA	1	0
Asian/Pacific Islander	NC	23	1948	NC	96	99	NC	588	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	--	14	4760	--	93	97	--	562	547	--	NA	5	--	14	14	--	86	81	--	NA	0
White	29	313	36929	97	99	99	571	581	579	3	1	2	7	7	5	86	88	91	3	4	2
Students with Disabilities	10	128	9069	91	99	92	NA	511	508	NA	14	11	NA	30	30	NA	56	58	NA	NA	1
Students without Disabilities	95	1023	70588	99	99	100	576	573	573	2	1	2	5	7	5	92	90	91	1	2	1
Limited English Proficient Students	11	146	9521	100	97	96	494	512	507	18	12	13	27	27	24	55	61	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	58	622	35341	95	98	97	562	560	551	3	4	5	9	10	12	88	86	83	NA	1	0
Non-Economically Disadvantaged	47	529	44316	100	100	100	577	575	578	2	2	2	6	8	5	89	87	90	2	3	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	103	1150	78400	99	99	97	537	548	554	24	22	21	32	21	19	38	49	47	6	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	561	38686	98	99	98	540	549	554	24	20	20	33	22	20	39	50	49	4	8	12
Male	54	589	39636	100	99	96	535	547	554	24	23	23	31	20	18	37	48	46	7	9	13
African American	13	133	4193	100	100	97	548	536	533	15	28	32	46	27	23	23	38	40	15	7	5
Hispanic	61	680	30732	98	99	97	534	542	534	23	25	31	38	24	24	34	46	40	5	6	5
Asian/Pacific Islander	NC	27	1827	NC	93	99	NC	578	594	NC	7	8	NC	11	12	NC	63	49	NC	19	31
American Indian/Alaskan Native	--	NC	4536	--	NC	95	--	NC	528	--	NC	35	--	NC	25	--	NC	37	--	NC	4
White	27	301	37038	100	99	97	540	567	575	30	14	11	15	13	14	52	58	56	4	14	19
Students with Disabilities	14	105	7840	93	96	81	480	494	498	57	58	60	36	26	18	7	16	20	NA	NA	2
Students without Disabilities	89	1045	70560	100	99	99	544	553	560	19	18	17	31	21	19	43	52	50	7	9	14
Limited English Proficient Students	12	130	8956	100	98	95	496	500	502	67	53	56	17	30	25	17	17	18	NA	NA	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	56	569	33014	98	99	95	532	540	534	27	25	31	32	23	24	38	45	40	4	6	5
Non-Economically Disadvantaged	47	581	45386	100	99	99	543	556	569	21	18	15	32	19	15	38	52	52	9	10	18

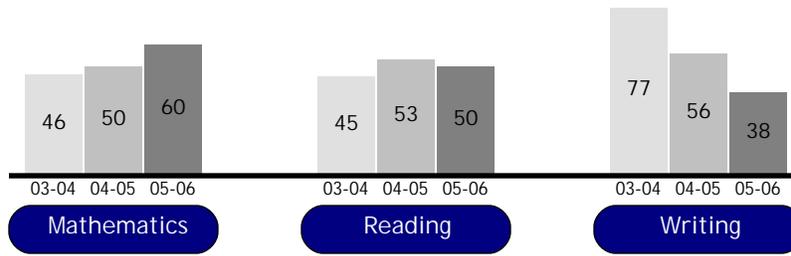
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	1153	79179	98	99	98	503	511	519	16	11	11	32	33	27	50	54	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	563	38974	100	99	99	508	517	524	10	9	8	26	30	25	64	58	61	NA	3	5
Male	52	590	40124	96	99	97	499	506	513	21	13	13	38	36	28	37	50	54	4	1	4
African American	12	132	4243	100	100	98	520	510	506	8	11	14	25	30	32	58	56	51	8	2	3
Hispanic	61	682	30987	98	99	98	498	503	498	15	14	17	36	36	36	49	49	45	NA	1	1
Asian/Pacific Islander	NC	27	1832	NC	93	99	NC	524	543	NC	NA	4	NC	33	17	NC	63	69	NC	4	10
American Indian/Alaskan Native	--	NC	4573	--	NC	96	--	NC	494	--	NC	16	--	NC	41	--	NC	42	--	NC	1
White	27	303	37467	100	99	98	510	529	539	22	6	5	22	26	17	52	63	70	4	5	8
Students with Disabilities	12	106	8567	80	97	88	461	465	467	42	34	39	58	48	38	NA	18	22	NA	NA	1
Students without Disabilities	90	1047	70612	100	100	99	507	515	524	12	9	7	29	32	25	57	57	62	2	2	5
Limited English Proficient Students	12	131	9013	100	98	95	450	460	461	42	44	40	58	48	48	NA	8	12	NA	NA	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	55	569	33345	96	99	96	497	503	499	18	14	17	31	36	36	51	48	46	NA	2	1
Non-Economically Disadvantaged	47	584	45834	100	99	99	510	519	533	13	8	7	34	30	19	49	59	67	4	3	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	103	1154	79734	99	99	99	557	561	554	2	2	3	18	16	19	80	82	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	563	39243	100	99	99	574	574	568	2	1	2	4	9	12	94	89	85	NA	1	1
Male	53	591	40413	98	100	98	540	548	541	2	3	4	32	23	26	66	75	70	NA	0	0
African American	13	133	4285	100	100	99	568	559	548	NA	1	3	15	18	22	85	80	74	NA	1	0
Hispanic	62	683	31254	100	99	99	558	553	539	2	2	5	18	19	25	81	79	70	NA	NA	0
Asian/Pacific Islander	NC	27	1837	NC	93	99	NC	581	579	NC	NA	1	NC	15	9	NC	85	87	NC	NA	2
American Indian/Alaskan Native	--	NC	4613	--	NC	97	--	NC	535	--	NC	4	--	NC	29	--	NC	67	--	NC	0
White	26	302	37668	96	99	99	548	579	569	4	1	1	23	9	13	73	89	85	NA	1	1
Students with Disabilities	14	108	8943	93	99	92	485	507	495	7	4	11	79	56	51	14	40	38	NA	NA	1
Students without Disabilities	89	1046	70791	100	100	100	565	565	561	1	2	2	9	12	15	90	86	83	NA	0	0
Limited English Proficient Students	12	131	9138	100	98	97	511	495	492	8	13	13	42	44	46	50	44	40	NA	NA	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	57	571	33718	100	100	97	549	551	538	2	2	5	26	20	26	72	77	69	NA	NA	0
Non-Economically Disadvantaged	46	583	46016	98	99	100	566	570	567	2	1	2	9	12	14	89	86	84	NA	1	1

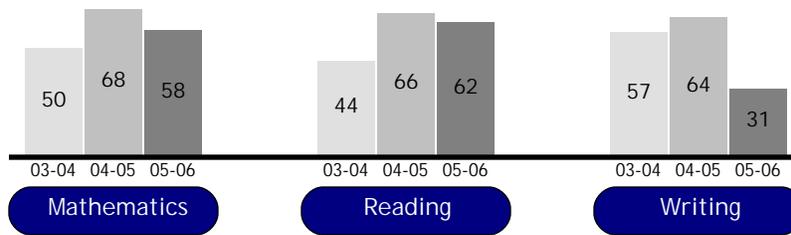
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

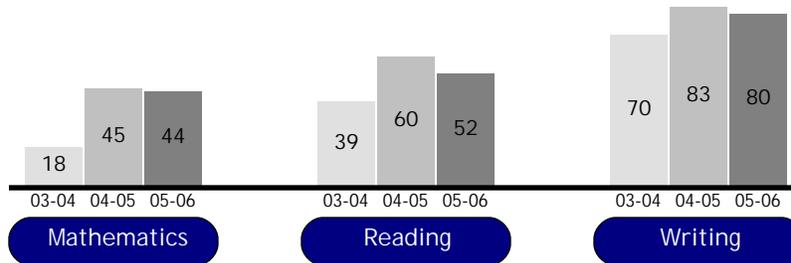
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	42	NA	58	91	41	42	47	97	30	39	46
	Language	97	28	37	50	91	39	40	47	97	27	41	48
	Mathematics	97	53	54	64	92	45	47	50	97	35	46	52
3	Reading	99	36	NA	55	97	35	41	44	95	32	39	46
	Language	99	47	58	61	97	35	42	44	95	34	41	46
	Mathematics	99	39	55	61	97	39	47	51	95	39	44	52
4	Reading	94	46	NA	56	93	46	46	48	97	37	46	52
	Language	94	46	47	52	93	46	46	49	99	41	48	52
	Mathematics	94	48	56	61	93	47	49	53	97	52	54	58
5	Reading	98	44	NA	55	98	43	45	50	94	46	48	56
	Language	98	40	44	49	98	44	47	50	96	39	46	54
	Mathematics	98	62	57	63	97	46	45	49	94	44	44	52
6	Reading	96	48	NA	56	97	53	48	51	97	52	48	56
	Language	97	44	42	48	97	46	44	47	98	43	43	50
	Mathematics	97	68	60	66	97	57	49	52	97	48	50	58
7	Reading	95	51	NA	54	95	37	47	50	95	48	50	54
	Language	95	59	53	58	95	45	50	52	98	56	56	58
	Mathematics	93	56	53	62	94	42	48	50	96	50	50	54
8	Reading	94	57	NA	55	98	43	50	51	94	46	54	58
	Language	94	56	51	52	98	41	49	50	96	50	52	56
	Mathematics	94	58	56	61	96	38	50	53	96	48	54	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Improve Student Achievement
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Parental Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	53.00
Other Professional Staff	4.00	Teacher Aide	24.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	3	0	0
4 to 6 years	8	2	0	0
7 to 9 years	9	7	0	0
10 or more years	6	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Kids at Hope School
- Ü Girls and Boys Town

Extracurricular Activities

- Ü Art Club, Media
- Ü Intramuarl sports
- Ü Gen Y Program (Technology)
- Ü Choir and Band, 5th-8th Grades
- Ü Media Club
- Ü Student Council

Social Services

- Ü Child Care Before and After school
- Ü Health Services
- Ü Counseling Services
- Ü Cummings Community Center
- Ü Dental Program
- Ü Vision and Hearing screenings
- Ü Sex Education grades 5-8

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü On Parent Satisfaction survey, Copper King received high, positive ratings which included the highly skilled and caring teachers: responsive teachers and administrators; well-kept, beautiful facilities.

- ü We are proud to have an Intel Teach to the Future trainer and 12 teachers who have completed the technology program. Currently, we have 8 teachers in training. We also are very fortunate to have an AZCOTT classroom on our campus.

- ü We are A Kids at Hope School where we believe All Children are capable of success-No Exceptions!

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

Vistors sign in and wear a badge on campus. We have an anti-bully program and 'Second Step'. A DRUG-/TOBACCO-FREE SCHOOL. We practice Lifeskills that are taught through the Girls and Boys Town model.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jane Byrne	(623) 772-2580
Transportation Policy	Dean Humphrey	(623) 772-2275
Community Resources	Jami Christianson	(623) 772-2580
School Nutrition Programs	David Carochi	(623) 772-2270
Parent Organization		
Student Health/Nurse	Ellen Reynolds	(623) 772-2580

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 750 Copies = \$292.00

** 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.