

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

207 N 500 W, Taylor, AZ 85939

Snowflake Unified 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 : Mr. Jess Hughes
 Schedule : 07:00 AM to 03:30 PM
 Grades : 4-6
 Web Address : snowflake.k12.az.us
 Phone Number : (928) 536-4156
 Fax Number : (928) 536-7225
 E-mail : jessh@snowflake.k12.az.us

Mission

The caring, professional staff of Taylor Intermediate School, in partnership with parents and the community, will provide academic opportunities for all students to become responsible, productive citizens.

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 All students will meet Arizona State Writing Standards and will effectively use written language for a variety of purposes in a variety of writing tasks as measured by scoring a '4' or better on a rubric aligned with the 6-Traits of Writing.
- ü All students will meet Arizona math standards with a focus on using geometric methods, properties, and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.
- ü All students will meet or exceed the Arizona reading standards with a focus on reading, comprehending and analyzing fictional and non-fictional information.

Enrollment

October 1, 2005 School Year Student Enrollment : 234
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 6

Instructional Programs

- Ü Traditional Academics
- Ü On-site Special Education
- Ü Fine Arts
- Ü Gifted Education
- Ü Summer School Math and Reading Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school's responsibility is to provide comprehensive, success-oriented learning activities designed to develop each student's academic and personal abilities in a safe environment. Student academic progress is reported to parents every two weeks.

Parents

Parents have the ultimate responsibility for the well-being of a child. All parents/guardians are expected to foster an attitude in their child that recognizes and promotes the importance of learning, regular attendance and appropriate behavior.

Transportation Policy

Transportation of students is a privilege extended to students in the district and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective Individual Education Programs.

School Honors

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

Award/Honor	Year
-------------	------

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	62	174	80147	100	100	99	471	478	482	11	10	11	18	16	17	58	57	49	13	17	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	77	39281	100	99	99	463	472	483	7	10	9	19	17	17	70	58	50	4	14	24
Male	35	96	40780	100	100	98	477	481	482	14	9	12	17	15	17	49	57	48	20	19	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	NC	12	33494	NC	100	99	NC	465	466	NC	17	15	NC	17	23	NC	67	49	NC	NA	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	NC	14	4117	NC	100	96	NC	469	456	NC	7	19	NC	14	27	NC	71	46	NC	7	8
White	52	143	36122	100	99	99	473	480	501	10	10	5	19	13	10	58	57	50	13	20	35
Students with Disabilities	16	30	10295	100	97	92	442	444	443	25	23	33	44	33	26	25	37	33	6	7	8
Students without Disabilities	46	144	69852	100	100	100	481	484	488	7	7	7	9	12	16	70	62	51	15	19	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	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	42	109	38371	100	99	97	469	475	465	14	14	15	19	15	23	50	54	49	17	17	13
Non-Economically Disadvantaged	20	65	41776	100	100	100	473	482	498	5	3	6	15	17	11	75	63	49	5	17	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	62	174	79686	100	100	98	473	481	470	10	6	11	21	19	24	63	64	57	6	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	77	39163	100	99	99	475	482	475	7	5	9	22	22	22	59	61	60	11	12	10
Male	35	96	40438	100	100	97	472	479	465	11	7	13	20	17	25	66	68	54	3	8	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	NC	12	33299	NC	100	98	NC	461	452	NC	8	17	NC	25	32	NC	67	47	NC	NA	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	NC	14	4087	NC	100	96	NC	465	446	NC	NA	16	NC	43	38	NC	57	44	NC	NA	2
White	52	143	35914	100	99	98	476	484	489	10	7	5	17	15	15	65	66	67	8	12	14
Students with Disabilities	16	30	9808	100	97	87	435	438	432	38	30	35	31	33	32	31	37	30	NA	NA	3
Students without Disabilities	46	144	69878	100	100	100	486	490	475	NA	1	8	17	16	23	74	70	61	9	13	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	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	42	109	38095	100	99	97	467	476	452	12	8	17	24	21	32	57	61	48	7	10	3
Non-Economically Disadvantaged	20	65	41591	100	100	99	486	490	486	5	3	6	15	15	16	75	71	65	5	11	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	62	174	80372	100	100	99	477	484	475	NA	3	4	31	23	30	69	71	64	NA	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	77	39452	100	99	99	486	495	488	NA	1	3	22	18	22	78	77	72	NA	4	3
Male	35	96	40836	100	100	98	471	475	464	NA	4	6	37	27	37	63	66	56	NA	3	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	NC	12	33608	NC	100	99	NC	476	462	NC	NA	6	NC	25	36	NC	75	57	NC	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	14	4128	NC	100	97	NC	482	464	NC	NA	4	NC	36	39	NC	64	56	NC	NA	1
White	52	143	36213	100	99	99	478	485	489	NA	3	2	31	22	22	69	71	72	NA	4	3
Students with Disabilities	16	30	10526	100	97	94	464	452	427	NA	10	15	50	40	53	50	47	31	NA	3	1
Students without Disabilities	46	144	69846	100	100	100	482	490	482	NA	1	3	24	19	26	76	76	69	NA	3	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	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	42	109	38521	100	99	98	474	478	461	NA	5	6	33	25	38	67	68	55	NA	3	1
Non-Economically Disadvantaged	20	65	41851	100	100	100	485	493	489	NA	NA	3	25	20	22	75	75	72	NA	5	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	81	204	79306	99	100	99	487	493	504	16	13	13	27	25	20	48	52	49	9	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	97	38845	98	99	99	497	495	505	7	10	11	32	26	20	46	52	50	15	12	18
Male	40	107	40383	100	100	98	476	492	504	25	15	14	23	23	19	50	52	47	3	9	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	12	28	32673	100	100	99	468	476	487	25	25	18	33	25	25	42	43	46	NA	7	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	NC	16	4034	NC	100	97	NC	486	479	NC	6	22	NC	38	29	NC	50	43	NC	6	7
White	64	159	36234	98	99	99	491	497	523	16	11	6	23	23	13	50	54	52	11	12	28
Students with Disabilities	10	36	10286	91	97	91	NA	465	462	NA	39	41	NA	22	27	NA	39	27	NA	NA	5
Students without Disabilities	71	168	69020	100	100	100	492	499	510	10	7	9	28	25	18	52	55	52	10	13	21
Limited English Proficient Students	NC	14	10291	NC	100	96	NC	456	458	NC	50	38	NC	21	34	NC	29	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	40	100	37437	95	98	97	475	480	486	15	14	19	38	34	26	48	51	46	NA	1	9
Non-Economically Disadvantaged	41	104	41869	100	100	100	498	506	521	17	12	7	17	15	14	49	53	51	17	20	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	81	204	79000	99	100	98	490	494	489	10	7	10	20	21	24	67	66	58	4	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	97	38774	98	99	99	503	501	494	2	4	7	15	16	22	76	72	61	7	7	10
Male	40	107	40150	100	100	98	476	488	485	18	10	12	25	25	25	58	61	55	NA	4	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	12	28	32508	100	100	98	476	475	472	17	11	15	42	39	33	42	50	49	NA	NA	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	NC	16	4016	NC	100	96	NC	487	467	NC	6	14	NC	25	37	NC	63	46	NC	6	2
White	64	159	36135	98	99	98	493	498	508	9	7	4	16	17	14	70	70	67	5	6	15
Students with Disabilities	10	36	9991	91	97	88	NA	465	449	NA	22	33	NA	44	36	NA	31	29	NA	3	2
Students without Disabilities	71	168	69009	100	100	100	497	500	495	7	4	6	14	16	22	75	74	62	4	6	10
Limited English Proficient Students	NC	14	10199	NC	100	95	NC	445	439	NC	21	35	NC	71	47	NC	7	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	40	100	37234	95	98	97	482	483	472	13	8	15	23	30	33	63	60	50	3	2	3
Non-Economically Disadvantaged	41	104	41766	100	100	99	497	504	505	7	7	5	17	13	16	71	72	65	5	9	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	81	204	79611	99	100	99	482	484	496	7	10	7	48	41	37	44	49	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	97	39016	98	99	99	512	507	511	NA	4	4	39	34	29	61	62	66	NA	NA	1
Male	40	107	40519	100	100	98	450	463	482	15	15	10	58	48	44	28	37	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	12	28	32855	100	100	99	468	483	481	8	7	10	50	50	43	42	43	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	NC	16	3992	NC	100	96	NC	486	478	NC	13	10	NC	31	46	NC	56	44	NC	NA	0
White	64	159	36380	98	99	99	483	484	511	8	10	4	48	40	30	44	50	65	NA	NA	1
Students with Disabilities	10	36	10664	91	97	94	NA	428	440	NA	31	23	NA	42	54	NA	28	22	NA	NA	1
Students without Disabilities	71	168	68947	100	100	100	488	496	504	6	5	4	48	41	34	46	54	61	NA	NA	1
Limited English Proficient Students	NC	14	10362	NC	100	97	NC	441	438	NC	14	22	NC	64	57	NC	21	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	40	100	37626	95	98	98	463	469	479	10	10	10	55	51	45	35	39	45	NA	NA	0
Non-Economically Disadvantaged	41	104	41985	100	100	100	500	498	511	5	10	4	41	32	30	54	59	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	95	191	79327	100	100	98	507	515	518	15	12	19	31	25	20	48	53	46	6	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	110	38961	98	100	98	510	517	520	11	11	16	31	25	20	50	54	48	7	10	16
Male	41	81	40295	100	100	97	502	512	516	20	14	21	29	25	19	46	52	44	5	10	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	10	18	32327	100	100	98	NA	494	499	NA	28	27	NA	17	25	NA	50	41	NA	6	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	NC	18	4391	NC	100	96	NC	492	489	NC	22	32	NC	44	27	NC	28	36	NC	6	4
White	76	155	36373	100	100	98	511	520	538	12	9	10	30	24	14	50	56	52	8	11	25
Students with Disabilities	12	22	9321	100	100	87	477	474	467	42	41	54	25	32	22	33	27	21	NA	NA	3
Students without Disabilities	83	169	70006	100	100	100	511	520	524	11	8	14	31	24	19	51	56	49	7	11	18
Limited English Proficient Students	NC	12	9431	NC	100	95	NC	481	466	NC	42	53	NC	25	27	NC	25	18	NC	8	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	51	106	37097	100	100	97	494	509	498	18	15	27	39	29	25	41	47	41	2	8	7
Non-Economically Disadvantaged	44	85	42230	100	100	99	521	523	535	11	8	11	20	20	15	57	60	50	11	12	24

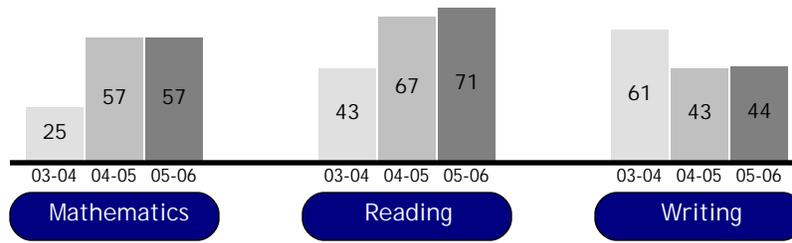
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	191	79501	100	100	98	498	505	497	3	4	10	29	24	25	64	69	60	3	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	110	39062	98	100	99	504	510	502	2	3	8	30	21	23	63	72	64	6	5	5
Male	41	81	40368	100	100	98	490	498	491	5	5	13	29	28	27	66	65	57	NA	1	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	10	18	32389	100	100	98	NA	473	478	NA	11	16	NA	39	34	NA	50	48	NA	NA	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	NC	18	4401	NC	100	96	NC	479	473	NC	17	17	NC	44	40	NC	39	43	NC	NA	1
White	76	155	36446	100	100	99	504	511	516	NA	1	4	28	20	15	68	75	73	4	4	7
Students with Disabilities	12	22	9411	100	100	88	460	464	453	17	18	36	58	50	36	25	32	26	NA	NA	1
Students without Disabilities	83	169	70090	100	100	100	504	510	502	1	2	7	25	21	24	70	74	65	4	4	5
Limited English Proficient Students	NC	12	9401	NC	100	94	NC	457	443	NC	25	40	NC	50	46	NC	25	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	51	106	37183	100	100	97	482	494	479	6	7	16	37	29	34	57	62	49	NA	2	1
Non-Economically Disadvantaged	44	85	42318	100	100	99	517	518	513	NA	NA	5	20	18	17	73	78	70	7	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	191	80000	100	100	99	573	570	564	NA	3	3	4	6	11	89	83	75	6	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	110	39288	98	100	99	581	578	579	NA	4	2	4	4	6	87	79	77	9	14	16
Male	41	81	40644	100	100	98	564	560	549	NA	1	4	5	9	15	93	88	74	2	2	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	10	18	32672	100	100	99	NA	558	548	NA	NA	4	NA	17	14	NA	78	76	NA	6	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	NC	18	4424	NC	100	97	NC	537	549	NC	6	3	NC	22	14	NC	72	77	NC	NA	5
White	76	155	36602	100	100	99	577	575	579	NA	3	2	3	3	7	89	85	75	8	10	16
Students with Disabilities	12	22	9919	100	100	93	540	532	505	NA	5	9	17	23	35	83	68	54	NA	5	2
Students without Disabilities	83	169	70081	100	100	100	578	575	571	NA	2	2	2	4	7	90	85	79	7	9	12
Limited English Proficient Students	NC	12	9571	NC	100	96	NC	524	502	NC	NA	10	NC	42	29	NC	58	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	51	106	37534	100	100	98	565	565	547	NA	3	4	4	7	15	94	83	76	2	8	5
Non-Economically Disadvantaged	44	85	42466	100	100	100	583	576	578	NA	2	2	5	5	7	84	82	75	11	11	16

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)

5th 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
4	Reading	99	66	NA	56	99	48	53	48	100	56	59	52
	Language	100	57	56	52	99	52	53	49	100	46	56	52
	Mathematics	100	60	59	61	99	50	54	53	100	50	58	58
5	Reading	96	47	NA	55	100	52	52	50	99	61	63	56
	Language	96	44	50	49	100	46	47	50	99	54	56	54
	Mathematics	96	42	57	63	100	48	49	49	99	46	48	52
6	Reading	99	63	NA	56	93	51	56	51	99	58	61	56
	Language	99	61	58	48	93	51	51	47	99	44	54	50
	Mathematics	97	65	72	66	93	53	55	52	99	54	59	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

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

Council Duties

- Ü School Improvement
- Ü Instructional Strategies
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Assist in Meeting Districtwide Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	12.00
Other Professional Staff	.00	Teacher Aide	3.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	11
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 Media Center
- Ü Computer Labs in Each Classroom

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Orchestra

Social Services

- Ü Family/Community Liaison
- Ü Community Counseling
- Ü DES
- Ü Arizona Baptist Children's Services

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	94	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

We actively enforce the sign-in policy to monitor visitors; conduct monthly evacuation drills; and focus on monthly values to promote appropriate behaviors. We have DARE and a School Resource Officer available through our local police department.

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

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	Jess Hughes	(928) 536-4156
Transportation Policy	Lynn Ortega	(928) 536-2185
Community Resources	Mark Ollerton	(928) 536-4156
School Nutrition Programs	Shelli Graham	(928) 536-4156
Parent Organization		
Student Health/Nurse	Kim Stevens	(928) 536-4156

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 235 Copies = \$91.00

** 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.