

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3375 Buckskin Canyon Road, Heber, AZ 85928

Heber-Overgaard 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 Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Ron Tenney
 Schedule : 07:00 AM to 05:00 PM
 Grades : 4-6
 Web Address : housd.com
 Phone Number : (928) 535-4667
 Fax Number : (928) 535-9044
 E-mail : rtenney@h-o.k12.az.us

Mission

Our mission is to prepare all students for success. All students can learn and will have opportunities to develop in academics, vocational skills, arts, fitness, social and civic responsibilities. Parental support is vital to student success. We will help students prepare to master the AZ State Academic Standards and to do well on mandated high stakes tests.

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 80% of all students will achieve the cut score on grade level (DAP) assessments in reading, writing, and math.
- ü 80% of all students will either meet or exceed the cut score on the state AIMS reading, writing, and math tests.
- ü All students will utilize a student planner to keep track of assignments and school work. Teachers will check planners daily.
- ü Accelerated Reader program will be promoted at our campus. Students will have atleast 45 minutes every day at school to read and expected to read for atleast 15 more minutes at home. Daily log sheets and AR tests will record student progress

Enrollment

October 1, 2005 School Year Student Enrollment : 139
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 1

Instructional Programs

- Emphasis on Math, Reading, & Writing
- Instruction in Keyboarding & Computers
- Accelerated Reader & Math Programs
- After School Tutoring & Remediation
- Orchard Tutotial Software

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/10/2005
Last Day of School : 5/26/2006

Shared Responsibilities

School

Continuously expand each child's educational opportunities. Promote academic and physical performance and socially acceptable behavior. Teach the Arizona Academic Standards, provide opportunities for success on the AIMS test.

Parents

See that your child attends school regularly and that he/she gets sufficient food and sleep & has undisturbed study time. Attend parent/teacher conferences. Always encourage him/her to do his/her best in school. Teach and model responsible behavior.

Transportation Policy

Transportation is provided to students with disabilities as indicated on their IEPs. Transportation is available to students who are residents of the district that live more than one mile from school and live near county or state maintained roadways.

School Honors

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

Award/Honor	Year
• Students did awesome on the state AIMS test	2002

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	37	37	80147	95	95	99	476	476	482	5	5	11	24	24	17	57	57	49	14	14	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	18	39281	90	90	99	479	479	483	NA	NA	9	22	22	17	67	67	50	11	11	24
Male	19	19	40780	100	100	98	473	473	482	11	11	12	26	26	17	47	47	48	16	16	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	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	33	33	36122	94	94	99	476	476	501	3	3	5	27	27	10	58	58	50	12	12	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	33	33	69852	97	97	100	479	479	488	3	3	7	24	24	16	58	58	51	15	15	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	24	24	38371	96	96	97	475	475	465	4	4	15	29	29	23	54	54	49	13	13	13
Non-Economically Disadvantaged	13	13	41776	93	93	100	478	478	498	8	8	6	15	15	11	62	62	49	15	15	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	34	79686	87	87	98	476	476	470	NA	NA	11	24	24	24	71	71	57	6	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	16	39163	80	80	99	481	481	475	NA	NA	9	19	19	22	75	75	60	6	6	10
Male	18	18	40438	95	95	97	472	472	465	NA	NA	13	28	28	25	67	67	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	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	30	30	35914	86	86	98	479	479	489	NA	NA	5	20	20	15	73	73	67	7	7	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	32	32	69878	94	94	100	476	476	475	NA	NA	8	25	25	23	69	69	61	6	6	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	23	23	38095	92	92	97	473	473	452	NA	NA	17	26	26	32	70	70	48	4	4	3
Non-Economically Disadvantaged	11	11	41591	79	79	99	483	483	486	NA	NA	6	18	18	16	73	73	65	9	9	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	39	39	80372	100	100	99	469	469	475	3	3	4	33	33	30	64	64	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	20	39452	100	100	99	477	477	488	NA	NA	3	30	30	22	70	70	72	NA	NA	3
Male	19	19	40836	100	100	98	461	461	464	5	5	6	37	37	37	58	58	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	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	35	35	36213	100	100	99	468	468	489	3	3	2	34	34	22	63	63	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	34	34	69846	100	100	100	475	475	482	NA	NA	3	32	32	26	68	68	69	NA	NA	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	25	25	38521	100	100	98	474	474	461	NA	NA	6	28	28	38	72	72	55	NA	NA	1
Non-Economically Disadvantaged	14	14	41851	100	100	100	462	462	489	7	7	3	43	43	22	50	50	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	49	49	79306	98	98	99	496	496	504	12	12	13	24	24	20	55	55	49	8	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	29	38845	100	100	99	505	505	505	14	14	11	17	17	20	59	59	50	10	10	18
Male	20	20	40383	95	95	98	485	485	504	10	10	14	35	35	19	50	50	47	5	5	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	45	45	36234	98	98	99	496	496	523	13	13	6	27	27	13	51	51	52	9	9	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	42	42	69020	98	98	100	498	498	510	10	10	9	21	21	18	62	62	52	7	7	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	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	32	32	37437	100	100	97	500	500	486	9	9	19	25	25	26	56	56	46	9	9	9
Non-Economically Disadvantaged	17	17	41869	94	94	100	488	488	521	18	18	7	24	24	14	53	53	51	6	6	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	49	49	79000	98	98	98	490	490	489	6	6	10	35	35	24	51	51	58	8	8	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	29	38774	100	100	99	502	502	494	7	7	7	31	31	22	48	48	61	14	14	10
Male	20	20	40150	95	95	98	473	473	485	5	5	12	40	40	25	55	55	55	NA	NA	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	45	45	36135	98	98	98	490	490	508	7	7	4	33	33	14	51	51	67	9	9	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	42	42	69009	98	98	100	493	493	495	2	2	6	33	33	22	55	55	62	10	10	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	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	32	32	37234	100	100	97	492	492	472	3	3	15	38	38	33	53	53	50	6	6	3
Non-Economically Disadvantaged	17	17	41766	94	94	99	486	486	505	12	12	5	29	29	16	47	47	65	12	12	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	50	50	79611	100	100	99	477	477	496	10	10	7	50	50	37	40	40	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	29	39016	100	100	99	504	504	511	7	7	4	34	34	29	59	59	66	NA	NA	1
Male	21	21	40519	100	100	98	442	442	482	14	14	10	71	71	44	14	14	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	46	46	36380	100	100	99	476	476	511	9	9	4	52	52	30	39	39	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	43	43	68947	100	100	100	483	483	504	7	7	4	49	49	34	44	44	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	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	32	32	37626	100	100	98	483	483	479	9	9	10	44	44	45	47	47	45	NA	NA	0
Non-Economically Disadvantaged	18	18	41985	100	100	100	467	467	511	11	11	4	61	61	30	28	28	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	44	44	79327	88	88	98	535	535	518	7	7	19	11	11	20	61	61	46	20	20	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	38961	87	87	98	535	535	520	4	4	16	15	15	20	59	59	48	22	22	16
Male	17	17	40295	89	89	97	535	535	516	12	12	21	6	6	19	65	65	44	18	18	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	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	34	34	36373	87	87	98	536	536	538	9	9	10	12	12	14	59	59	52	21	21	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	37	37	70006	95	95	100	535	535	524	5	5	14	8	8	19	70	70	49	16	16	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	28	28	37097	85	85	97	541	541	498	NA	NA	27	14	14	25	61	61	41	25	25	7
Non-Economically Disadvantaged	16	16	42230	94	94	99	525	525	535	19	19	11	6	6	15	63	63	50	13	13	24

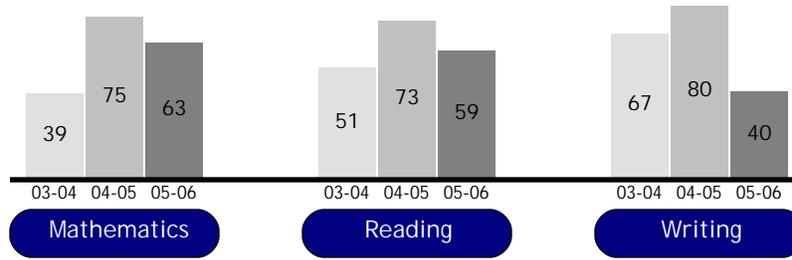
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	44	79501	88	88	98	507	507	497	2	2	10	27	27	25	68	68	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	39062	87	87	99	506	506	502	4	4	8	26	26	23	70	70	64	NA	NA	5
Male	17	17	40368	89	89	98	509	509	491	NA	NA	13	29	29	27	65	65	57	6	6	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	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	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	33	33	36446	85	85	99	504	504	516	3	3	4	27	27	15	67	67	73	3	3	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	37	37	70090	95	95	100	509	509	502	NA	NA	7	27	27	24	73	73	65	NA	NA	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	29	29	37183	88	88	97	510	510	479	3	3	16	21	21	34	76	76	49	NA	NA	1
Non-Economically Disadvantaged	15	15	42318	88	88	99	502	502	513	NA	NA	5	40	40	17	53	53	70	7	7	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	46	46	80000	92	92	99	571	571	564	4	4	3	2	2	11	85	85	75	9	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	28	39288	90	90	99	570	570	579	7	7	2	NA	NA	6	82	82	77	11	11	16
Male	18	18	40644	95	95	98	573	573	549	NA	NA	4	6	6	15	89	89	74	6	6	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	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	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	35	35	36602	90	90	99	576	576	579	3	3	2	NA	NA	7	91	91	75	6	6	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	37	37	70081	95	95	100	574	574	571	5	5	2	NA	NA	7	86	86	79	8	8	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	30	30	37534	91	91	98	575	575	547	3	3	4	3	3	15	80	80	76	13	13	5
Non-Economically Disadvantaged	16	16	42466	94	94	100	565	565	578	6	6	2	NA	NA	7	94	94	75	NA	NA	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	93	59	NA	56	100	49	49	48	90	61	61	52
	Language	93	58	58	52	100	52	52	49	100	52	52	52
	Mathematics	93	62	62	61	100	52	52	53	97	56	56	58
5	Reading	100	59	NA	55	98	59	59	50	90	56	56	56
	Language	100	54	54	49	98	52	52	50	90	56	56	54
	Mathematics	100	70	70	63	98	50	50	49	90	50	50	52
6	Reading	95	58	NA	56	100	63	63	51	94	65	65	56
	Language	95	47	47	48	100	56	56	47	98	56	56	50
	Mathematics	95	73	73	66	100	55	55	52	94	68	68	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

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	1.00	Teacher	7.50
Other Professional Staff	.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	8
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 Media Center
- Ü New Cafeteria Program

Extracurricular Activities

- Ü Boys Football, Wrestling
- Ü Girls Softball, Volleyball
- Ü Boys & Girls Basketball and Track
- Ü 4-H Club

Social Services

- Ü Community Library
- Ü Community Health Center/Physicals
- Ü Concerts/Patriotic Programs
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students at our school raised over \$3,000 to benefit the tsunami victims

- ü Student Council became an integral part of our school. Student Council sponsored many assemblies. School spirit was increased and we started selling school t-shirts and sweaters.

- ü Our school participated in the project citizen competition. Every team was invited to the state finals were one of our teams tied for first place.

- ü Several of our students competed in the Navajo County Spelling Bee and did very well. One student placed as high as eighth.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	96	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

Capps School works through a School Resource Officer to create a safe environment. We have implemented an alternative to suspension program, with an In School Suspension Coordinator. Students are expected to obey specific rules regarding safety. Students are given points for every referral. At certain point levels students either miss out on special events or they have to complete assigned consequences.

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) :

6

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	Jim Lester	(928) 535-5160
Community Resources	Chamber of Commerce	(928) 535-5777
School Nutrition Programs	Claudia Cochran	(928) 535-4667
Parent Organization	Elisa Hall	(928) 535-6353
Student Health/Nurse	Alicia Acedo	(928) 535-4238

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.

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