



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1350 N. Central Avenue, Show Low, AZ 85901

Show Low 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 Highly Performing
2004-05 Highly Performing
2003-04 Underperforming

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

School Overview

Principal/Administrator : Mr. Kim J Pearce
Schedule : 07:00 AM to 04:00 PM
Grades : K-3
Web Address : www.show-low.k12.az.us
Phone Number : (928) 537-6050
Fax Number : (928) 537-6099
E-mail : kimp@show-low.k12.az.us

Mission

Show Low Primary School uses a traditional educational approach. Coupled with this approach are a variety of creative measures that address a diverse student population. These include: Spalding Language Arts, DIBELS, CHARACTER COUNTS!, Accelerated Reader, Saxon Math, Computer Lab, After School Tutoring and Step Up To Writing. Our goal is to help each child become successful in an ever-changing world.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Provide scientifically proven methods to teach reading, writing and mathematics.
- ü Provide a character education program that enhances our traditional american values of trustworthiness, respect, responsibility, fairness, caring and citizenship.
- ü Raise student performance levels so they can become life long learners. This includes: communication skills, problem-solving skills and critical-thinking skills.
- ü Provide instruction that fulfills the requirements of the No Child Left Behind Act.

Enrollment

October 1, 2005 School Year Student Enrollment : 557
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 33

Instructional Programs

- ü Spalding
- ü On-Site Special Education
- ü Bridges Program
- ü CHARACTER COUNTS!
- ü Step Up To Writing
- ü Music/Physical Education
- ü DARE
- ü Accelerated Reading

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Show Low Primary School strives to maintain a positive parent/school rapport by providing teacher news letters, principal letters and a family handbook. The school provides parent conferences, report cards and information on high stakes testing. The school is also responsible to provide guidelines regarding behavioral issues, attendance and day-to-day operations.

Parents

Parents play a vital roll by actively serving on our PTSO and School Council. They also may become classroom volunteers. Parents ensure immunization records and emergency contact information are up to date. They promote good attendance and proper grooming standards. Parents are expected to keep the school informed on student absences by telephone or written communication.

Transportation Policy

Transportation is not a right, it is a privilege. Students must adhere to the district guidelines regarding transportation. The bus driver may ticket a student for poor behavior and the may student lose transportation privileges. The transportation department publishes an annual report for all bus routes.

School Honors

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

Award/Honor	Year
ü Working Woman of the Year	2001
ü ASU Outstanding Student	2001
ü Trained CHARACTER COUNTS! Coordinator	2003
ü Carol White Pep Grant (PE) \$3500,000	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	191	80010	98	99	99	472	471	447	3	2	10	8	7	18	57	59	53	33	32	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	85	38935	100	100	99	474	472	447	3	2	9	10	8	19	49	53	55	38	36	17
Male	75	106	40974	96	97	98	471	470	448	3	2	11	7	7	18	63	63	52	28	28	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	23	26	34545	96	96	99	455	453	432	NA	NA	14	22	27	24	61	54	53	17	19	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	105	155	35142	98	99	99	477	475	465	4	3	5	6	5	11	52	57	56	38	35	28
Students with Disabilities	17	29	10161	89	97	93	437	438	419	12	7	28	24	21	28	47	59	36	18	14	8
Students without Disabilities	121	162	69849	99	99	100	477	477	451	2	1	7	6	5	17	58	59	56	35	35	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	14	16	39029	88	89	98	447	444	432	14	13	14	14	19	25	50	50	52	21	19	9
Non-Economically Disadvantaged	124	175	40981	99	100	100	475	474	462	2	1	6	7	6	13	57	59	54	34	33	27

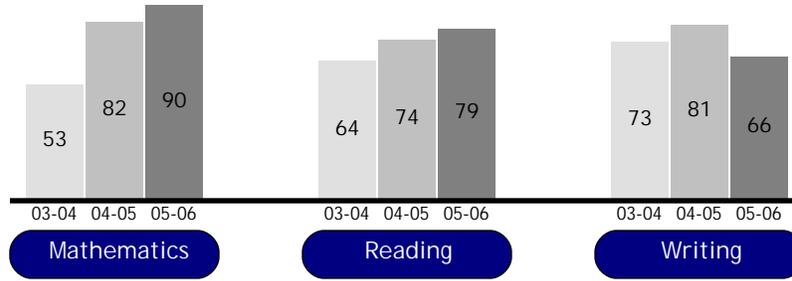
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	184	79438	96	95	98	465	470	451	5	4	9	16	15	24	67	66	56	12	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	83	38775	98	99	99	472	476	457	3	2	7	10	8	22	73	71	58	15	18	13
Male	73	101	40560	94	93	97	460	465	446	7	5	12	21	21	25	63	61	54	10	13	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	23	25	34297	96	93	98	437	441	434	4	4	14	43	40	31	52	56	50	NA	NA	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	103	150	34887	96	96	98	473	476	471	5	3	4	10	11	15	71	67	63	15	18	18
Students with Disabilities	14	22	9588	74	73	88	421	429	416	29	18	30	29	41	32	43	32	34	NA	9	5
Students without Disabilities	121	162	69850	99	99	100	470	475	456	2	2	7	14	12	23	70	70	59	13	16	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	14	15	38685	88	83	97	437	440	435	21	20	14	14	13	32	64	67	50	NA	NA	5
Non-Economically Disadvantaged	121	169	40753	97	97	99	469	472	467	3	2	5	16	15	16	68	66	62	13	17	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	139	192	79971	99	99	99	440	436	423	2	2	8	32	38	41	63	59	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	85	38974	100	100	99	462	455	437	NA	NA	5	16	21	33	78	74	57	6	5	4
Male	76	107	40895	97	98	98	422	420	410	4	3	10	45	50	47	51	47	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	23	26	34481	96	96	99	431	432	410	NA	NA	10	48	46	46	52	54	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	106	156	35150	99	100	99	445	438	437	2	1	5	27	36	35	67	60	56	4	3	5
Students with Disabilities	18	30	10258	95	100	94	368	379	377	17	10	23	67	77	51	17	13	25	NA	NA	1
Students without Disabilities	121	162	69713	99	99	100	451	446	429	NA	NA	5	26	30	39	70	67	52	3	2	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	14	16	38994	88	89	98	399	402	409	7	6	10	57	56	47	36	38	41	NA	NA	1
Non-Economically Disadvantaged	125	176	40977	100	100	100	445	439	437	2	1	5	29	36	34	66	61	56	3	2	5

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



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

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	65	NA	58	98	63	62	47	82	65	67	46
	Language	96	58	62	50	98	71	69	47	82	76	79	48
	Mathematics	97	73	73	64	98	67	68	50	83	73	76	52
3	Reading	100	44	NA	55	98	52	55	44	96	59	61	46
	Language	99	51	56	61	98	58	57	44	99	58	59	46
	Mathematics	100	48	55	61	98	61	63	51	98	68	70	52

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."

Show Low Primary School

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relations
- Ü District Wide Character Education
- Ü Extracurricular Activities
- Ü Board Goals Implementation
- Ü Annual Parent Survey
- Ü Curriculum Development/Select Textbooks

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	4.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	4	1	0	1
7 to 9 years	2	1	0	0
10 or more years	12	9	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Updated Tencnology in each class
- Ü Library

Extracurricular Activities

- Ü CHARACTER COUNTS!
- Ü Parent/Teacher/Student Organization
- Ü After School Tutoring

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Parenting Resource Center
- Ü School Resource Officer
- Ü PTSO

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students are monitored with DIBELS and they use the Accelerated Reader program to make significant gains in reading. Students also make significant gains in language arts and reading by being immersed into the phonics based Spalding method.
- ü Values education is implemented in all areas of our educational environment using 'CHARACTER COUNTS!' which is based upon the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.
- ü Teachers articulate curriculum across grade levels in order to improve AIMS scores and fulfill the guidelines of the No Child Left Behind Act.
- ü Our Bridges program improves comprehension, memory, problem solving, sensory integration, visual perception, etc. Bridges is a scientifically based program of cognitive and perceptual exercises that assess and develop learning abilities.

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	87	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 have an emergency crisis intervention plan. We have an SRO. We require all visitors to sign-in/out, wear visitor badges, become familiar with crisis intervention plan. Conduct monthly evacuation drills. Provide DARE education.

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) :

2

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	Kim J. Pearce	(928) 537-6050
Transportation Policy	Dave Cooper	(928) 537-6048
Community Resources	Sandy Brimhall	(928) 537-6033
School Nutrition Programs	Fredda Garvin	(928) 537-6014
Parent Organization	Shay Lusk	(928) 537-6054
Student Health/Nurse	Barbara Lacy	(928) 537-6057

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.

Footnotes

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: 12 Pages X .0243 Per page X 534 Copies = \$156.00

** 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.