

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

500 W. Old Linden Rd, 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	Performing Plus
2004-05	Performing
2003-04	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Not 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 Overview

Principal/Administrator : Mr. Kevin Hall
 Schedule : 07:30 AM to 03:30 PM
 Grades : 4-6
 Web Address : show-low.k12.az.us
 Phone Number : (928) 537-6150
 Fax Number : (928) 537-6199
 E-mail : kevinh@show-low.k12.az.us

Mission

Show Low Intermediate School's mission statement is to provide opportunities for all students to acquire knowledge, academic skills, and character traits needed to be self-reliant, responsible, caring, and contributing members of our diverse society. All members of the school community work collaboratively to encourage and develop self-directed, life-long learners in a changing environment which is creative, challenging, responsive, and nurturing.

School / Academic Goals

- ü Our math goal is to increase students AIMS math scores by giving a pre and post test aligned to state standards. We will use the Accelerated Math program, district assessment tool, and benchmark testing to measure our students' success.
- ü Our writing goal is to increase our students AIMS writing scores by giving a pre and post-test aligned to state standards. We will use 6-Trait writing, Step Up to Writing and benchmark testing to measure our students' success.
- ü Our reading goal is that we will increase students AIMS reading scores by giving a pre and post-test aligned to state standards. We will use the district assessment tool, benchmark testing, Fast ForWord and Accelerated Reader to measure success.
- ü The Character Counts Program has become part of our curriculum and we are focusing on values and character traits that will benefit students for life. We are implementing these character traits in our curriculum, and through student council.

Enrollment

October 1, 2005 School Year Student Enrollment : 426
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 9

Instructional Programs

- Ü On-site Special Education and Counseling
- Ü On-site Gifted
- Ü On-site Music/Choir/Band
- Ü On-site Physical Education
- Ü Accelerated Reader
- Ü Character Counts
- Ü Bridges
- Ü On-site ELL (English Language Learner)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

It is our responsibility to provide the very best education for our students in a safe, pleasant environment. Parents and the community are our partners, and it is our duty to assist them in educating our students. Back to School Night, bi-annual Parent/Teacher Conferences, phone communication and progress reports are all used to communicate student achievement, academic growth, and to encourage parents to be involved.

Parents

The parent is the most important teacher that a child has. It is the parents responsibility to teach a love of and a respect for education. Home is the foundation for instilling character traits such as honesty, trustworthiness, caring, citizenship, kindness, fairness, and respect. These traits are enriched through education with continued parent support. Parents must understand the success of a school is dependent on their support of school rules and guidelines, attendance, and participation.

Transportation Policy

Show Low School District will provide bus transportation for students residing within the district. Safety is our first responsibility. All bus rules must be followed. A special bus is provided for special needs students. Bus evacuation drills occur on each campus annually.

School Honors

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

Award/Honor	Year
Ü State Science Fair Winners	2004
Ü Nomination for World Leadership Forum	2004
Ü Arizona Health Services Art Poster Winner	2003
Ü Various School-wide Essay Winners	2004

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	130	168	80147	100	100	99	474	478	482	8	7	11	22	20	17	52	54	49	18	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	82	39281	100	100	99	476	479	483	8	6	9	21	21	17	52	54	50	19	20	24
Male	67	85	40780	97	98	98	473	477	482	9	8	12	24	20	17	51	53	48	16	19	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	26	28	33494	100	100	99	463	461	466	8	7	15	31	32	23	58	57	49	4	4	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	13	13	4117	100	100	96	438	438	456	31	31	19	23	23	27	38	38	46	8	8	8
White	90	125	36122	98	99	99	483	486	501	6	5	5	20	18	10	51	54	50	23	24	35
Students with Disabilities	27	31	10295	96	100	92	437	441	443	26	23	33	37	42	26	33	29	33	4	6	8
Students without Disabilities	103	137	69852	100	100	100	484	486	488	4	4	7	18	15	16	56	59	51	21	22	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	10	12	38371	100	100	97	NA	447	465	NA	17	15	NA	25	23	NA	58	49	NA	NA	13
Non-Economically Disadvantaged	120	156	41776	100	100	100	477	481	498	8	6	6	23	20	11	51	53	49	19	21	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	123	160	79686	95	96	98	473	478	470	10	8	11	19	16	24	63	67	57	9	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	79	39163	97	99	99	479	482	475	8	6	9	14	13	22	68	71	60	10	10	10
Male	63	80	40438	91	92	97	468	474	465	11	10	13	24	19	25	57	63	54	8	9	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	26	28	33299	100	100	98	452	454	452	27	25	17	12	11	32	58	61	47	4	4	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	10	10	4087	83	83	96	NA	NA	446	NA	NA	16	NA	NA	38	NA	NA	44	NA	NA	2
White	86	120	35914	93	95	98	483	487	489	3	3	5	19	15	15	66	70	67	12	12	14
Students with Disabilities	21	24	9808	75	77	87	434	440	432	24	21	35	52	54	32	24	21	30	NA	4	3
Students without Disabilities	102	136	69878	100	100	100	481	484	475	7	6	8	12	9	23	71	75	61	11	10	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	NC	10	38095	NC	83	97	NC	NA	452	NC	NA	17	NC	NA	32	NC	NA	48	NC	NA	3
Non-Economically Disadvantaged	115	150	41591	96	97	99	474	479	486	10	8	6	20	17	16	61	65	65	10	10	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	129	167	80372	99	100	99	461	462	475	5	5	4	39	40	30	54	54	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	82	39452	100	100	99	478	477	488	5	4	3	21	28	22	71	66	72	3	2	3
Male	66	84	40836	96	97	98	445	449	464	6	6	6	55	51	37	39	43	56	NA	NA	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	26	28	33608	100	100	99	449	450	462	8	7	6	50	50	36	42	43	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	12	12	4128	100	100	97	428	428	464	17	17	4	42	42	39	42	42	56	NA	NA	1
White	90	125	36213	98	99	99	469	469	489	3	3	2	34	37	22	60	58	72	2	2	3
Students with Disabilities	26	30	10526	93	97	94	413	411	427	19	20	15	65	67	53	15	13	31	NA	NA	1
Students without Disabilities	103	137	69846	100	100	100	473	473	482	2	1	3	32	34	26	64	63	69	2	1	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	NC	11	38521	NC	92	98	NC	444	461	NC	9	6	NC	45	38	NC	45	55	NC	NA	1
Non-Economically Disadvantaged	120	156	41851	100	100	100	462	464	489	5	4	3	39	40	22	54	54	72	2	1	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	148	197	79306	98	99	99	503	508	504	8	8	13	16	14	20	62	62	49	14	16	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	86	105	38845	98	97	99	505	507	505	8	7	11	13	12	20	65	66	50	14	15	18
Male	61	91	40383	97	100	98	500	508	504	8	9	14	21	16	19	57	57	47	13	18	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	27	31	32673	100	100	99	491	495	487	15	16	18	22	19	25	52	48	46	11	16	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	113	157	36234	97	98	99	507	512	523	6	6	6	14	13	13	65	64	52	15	17	28
Students with Disabilities	19	33	10286	83	89	91	457	478	462	47	33	41	21	18	27	32	42	27	NA	6	5
Students without Disabilities	129	164	69020	100	100	100	510	514	510	2	2	9	16	13	18	67	66	52	16	18	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	14	15	37437	93	94	97	490	485	486	14	20	19	14	13	26	64	60	46	7	7	9
Non-Economically Disadvantaged	134	182	41869	99	99	100	504	510	521	7	7	7	16	14	14	62	62	51	14	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	148	196	79000	98	98	98	493	496	489	4	4	10	18	16	24	73	73	58	5	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	86	105	38774	98	97	99	497	498	494	2	3	7	17	15	22	73	74	61	7	8	10
Male	61	90	40150	97	99	98	489	493	485	7	6	12	20	18	25	72	72	55	2	4	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	27	31	32508	100	100	98	477	481	472	11	10	15	22	23	33	63	61	49	4	6	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	113	156	36135	97	98	98	498	500	508	3	3	4	16	14	14	76	76	67	5	6	15
Students with Disabilities	19	32	9991	83	86	88	453	468	449	11	13	33	53	34	36	37	53	29	NA	NA	2
Students without Disabilities	129	164	69009	100	100	100	499	501	495	3	2	6	13	13	22	78	77	62	5	7	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	14	15	37234	93	94	97	485	482	472	14	13	15	14	20	33	64	60	50	7	7	3
Non-Economically Disadvantaged	134	181	41766	99	99	99	494	497	505	3	3	5	19	16	16	74	75	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	149	199	79611	99	100	99	485	487	496	4	5	7	54	50	37	42	45	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	107	39016	99	99	99	495	494	511	2	4	4	44	42	29	54	54	66	NA	NA	1
Male	61	91	40519	97	100	98	470	477	482	7	5	10	69	60	44	25	34	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	27	31	32855	100	100	99	473	479	481	11	10	10	37	35	43	52	55	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	113	158	36380	97	99	99	489	490	511	2	3	4	58	53	30	41	44	65	NA	NA	1
Students with Disabilities	19	34	10664	83	92	94	450	464	440	16	15	23	53	50	54	32	35	22	NA	NA	1
Students without Disabilities	130	165	68947	100	100	100	490	491	504	2	2	4	54	50	34	44	47	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	14	15	37626	93	94	98	455	454	479	14	13	10	64	67	45	21	20	45	NA	NA	0
Non-Economically Disadvantaged	135	184	41985	99	100	100	488	489	511	3	4	4	53	49	30	44	47	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	153	193	79327	99	98	98	522	531	518	9	8	19	22	19	20	53	50	46	16	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	91	38961	100	100	98	514	528	520	11	9	16	24	22	20	56	51	48	8	19	16
Male	82	102	40295	98	95	97	528	533	516	7	8	21	21	17	19	50	50	44	22	25	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	21	26	32327	100	96	98	499	519	499	19	15	27	29	23	25	48	46	41	5	15	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	11	12	4391	100	100	96	495	505	489	18	17	32	27	25	27	55	50	36	NA	8	4
White	117	151	36373	100	99	98	527	534	538	7	7	10	21	18	14	54	51	52	19	25	25
Students with Disabilities	20	26	9321	95	90	87	477	482	467	30	31	54	40	38	22	30	27	21	NA	4	3
Students without Disabilities	133	167	70006	100	99	100	528	538	524	6	5	14	20	16	19	56	54	49	18	25	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	11	11	37097	85	73	97	472	472	498	36	36	27	45	45	25	18	18	41	NA	NA	7
Non-Economically Disadvantaged	142	182	42230	100	100	99	525	534	535	7	7	11	20	18	15	56	52	50	17	24	24

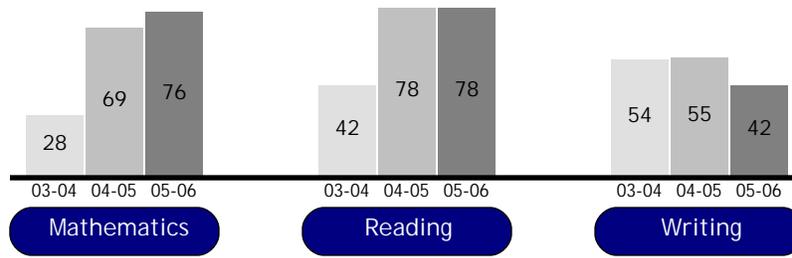
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	188	79501	97	95	98	503	510	497	6	5	10	19	18	25	69	71	60	5	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	91	39062	100	100	99	505	515	502	4	3	8	20	16	23	72	74	64	4	7	5
Male	78	97	40368	93	91	98	502	504	491	8	6	13	19	19	27	67	68	57	6	7	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	20	25	32389	95	93	98	469	484	478	25	20	16	35	28	34	40	52	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	11	12	4401	100	100	96	489	496	473	NA	NA	17	45	42	40	45	50	43	9	8	1
White	114	147	36446	97	96	99	510	515	516	4	3	4	15	14	15	75	75	73	6	8	7
Students with Disabilities	17	22	9411	81	76	88	462	463	453	12	9	36	59	64	36	29	27	26	NA	NA	1
Students without Disabilities	132	166	70090	99	99	100	509	516	502	5	4	7	14	11	24	74	77	65	6	8	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	11	11	37183	85	73	97	456	456	479	36	36	16	27	27	34	27	27	49	9	9	1
Non-Economically Disadvantaged	138	177	42318	98	97	99	507	513	513	4	3	5	19	17	17	72	73	70	5	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	150	192	80000	97	97	99	565	572	564	3	3	3	6	7	11	87	80	75	4	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	91	39288	100	100	99	573	587	579	4	3	2	3	2	6	87	77	77	6	18	16
Male	79	101	40644	94	94	98	558	558	549	1	2	4	9	11	15	87	82	74	3	5	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	20	25	32672	95	93	99	527	543	548	15	12	4	15	12	14	65	68	76	5	8	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	11	12	4424	100	100	97	543	551	549	9	8	3	NA	NA	14	82	75	77	9	17	5
White	115	151	36602	98	99	99	573	578	579	NA	1	2	5	7	7	92	82	75	3	11	16
Students with Disabilities	18	26	9919	86	90	93	532	523	505	NA	4	9	17	23	35	83	73	54	NA	NA	2
Students without Disabilities	132	166	70081	99	99	100	569	579	571	3	2	2	5	4	7	88	81	79	5	13	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	12	13	37534	92	87	98	514	503	547	17	23	4	17	15	15	58	54	76	8	8	5
Non-Economically Disadvantaged	138	179	42466	98	98	100	569	577	578	1	1	2	5	6	7	90	82	75	4	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	96	50	NA	56	99	50	53	48	95	56	58	52
	Language	97	46	50	52	99	48	52	49	100	50	56	52
	Mathematics	97	58	61	61	99	49	54	53	100	54	59	58
5	Reading	98	44	NA	55	99	57	59	50	99	59	63	56
	Language	100	37	41	49	99	53	55	50	99	50	52	54
	Mathematics	100	54	60	63	99	50	53	49	99	50	54	52
6	Reading	98	50	NA	56	100	54	57	51	97	63	67	56
	Language	99	46	49	48	100	46	51	47	97	56	61	50
	Mathematics	99	66	70	66	100	53	58	52	100	63	70	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."

Show Low Intermediate School

School Site Council

Council Composition

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

Council Duties

- Ü School Improvement
- Ü School Safety
- Ü Extracurricular Activities
- Ü Instructional Strategies
- Ü Cafeteria Improvement
- Ü Community Communication

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	4.00	Teacher Aide	3.00

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	4	2	0	0
7 to 9 years	3	0	0	0
10 or more years	6	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Auditorium/Gym
- Ü Library
- Ü Computer lab
- Ü Music Room

Extracurricular Activities

- Ü Student Council
- Ü Band and Choir
- Ü Track and Field
- Ü Field Trips
- Ü Science Fairs
- Ü Navajo County Fair
- Ü Wrestling
- Ü Spelling Bee

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Parenting Classes
- Ü DARE Classes
- Ü DEAL After School Program
- Ü Bullying Intervention Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 30% of students achieved their Accelerated Reader goal and qualified for a reward trip to Bank One Ballpark. This correlated with our goal to improve AIMS reading scores.

- ü Organized and succeeded in implementing a Student Council Program for 4-6 grades. Students collected funds that were in-part donated to the Lukemia Foundation. The program also contributed to character education through Character Counts.

- ü 6th grade participated in a field trip to Sea Camp San Diego. Camp consisted of hands-on labs, marine education, and ocean exploration. This was an enriched learning experience that aided in our goal to provide extracurricular learning activities.

- ü Participated with the City of Show Low to organize an after school program known as DEAL. The on-site program gave students the opportunity to explore the arts, recreation, job exploration, and assisted in educational tutoring.

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	90	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

Regular practice of building evacuation. All outer doors are locked during school hours except the main entrance. We have a school resource officer often on campus or on call. We will be practicing 'Lock Down Drills' throughout the year, and we are developing a crisis response team.

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) :

5

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	Kevin Hall	(928) 537-6150
Transportation Policy	Dannette Wagner	(928) 537-6048
Community Resources	Detective Walden	(928) 537-5091
School Nutrition Programs	Bonnie Shipatalo	(928) 537-6014
Parent Organization	Site Council / PTSO	(928) 537-6150
Student Health/Nurse	Shelley Lopez	(928) 537-6150

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.

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