

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2114 Sandstone Road, Clay Springs, 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Small School

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

### School Overview

Principal/Administrator : Mr. Kevin Hall  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : K-6  
 2005 Enrollment : 69  
 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

Clay Spring's Schools, 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.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

### School / Academic Goals

- ü Our math goal is to increase student's AIMS math scores by a minimum of 5%. We will use the district assessment tool and benchmark testing to measure our students' success.
- ü Our writing goal is to increase our students' AIMS writing scores by a minimum of 5%. We will use the district assessment tool, 6 Traits to Writing, Step Up to Writing Program and benchmark testing to measure our students' success.
- ü Our reading goal is to increase students' AIMS reading scores by a minimum of 5%. We will use the district assessment tool, benchmark testing, and Accelerated Reader to measure our students' 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 student curriculum and throughout the school.

### Enrollment

October 1, 2004 School Year Student Enrollment : 70  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü On-site Special Education
- Ü Character Counts
- Ü Music
- Ü On-site Physical Education
- Ü Bridges
- Ü Accelerated Reader

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 community are partners, and it is our duty to assist them in education 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 an 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. All rules on the bus must be followed. A special bus is provided for special needs students. Bus evacuation drills are practiced once a year. Safety is our first responsibility.

School Honors

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

Award/Honor	Year
Ü Arizona State Fair Blue Ribbon Winner	2001
Ü Arizona State Fair Blue Ribbon Winner	2001
Ü Young Author Awards	2004
Ü Science Fair Winners	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	NC	146	79306	NC	100	99	NC	464	445	NC	4	10	NC	12	18	NC	52	51	NC	31	20
All Students (Prior Year)	13	191	75509	100	99	100	501	516	521	31	15	13	15	24	23	23	34	33	31	27	31
Female	NC	68	38691	NC	99	99	NC	464	446	NC	2	10	NC	9	18	NC	60	52	NC	29	20
Male	NC	78	40583	NC	100	99	NC	464	445	NC	7	11	NC	15	18	NC	44	50	NC	33	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	--	20	32869	--	100	99	--	465	429	--	0	15	--	22	25	--	50	51	--	28	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	NC	115	36197	NC	100	99	NC	467	463	NC	5	5	NC	9	11	NC	52	53	NC	34	31
Students with Disabilities	NC	27	10321	NC	100	100	NC	410	389	NC	13	30	NC	46	27	NC	29	34	NC	13	9
Students without Disabilities	NC	119	69060	NC	99	98	NC	475	454	NC	3	7	NC	5	17	NC	57	54	NC	35	22
Limited English Proficient Students	--	NC	15509	--	NC	100	--	NC	406	--	NC	20	--	NC	30	--	NC	45	--	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	81	39415	NC	100	96	NC	457	431	NC	7	15	NC	13	25	NC	59	50	NC	21	10
Non-Economically Disadvantaged	--	65	39966	--	100	100	--	472	459	--	2	6	--	11	12	--	43	52	--	44	30

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	NC	146	79395	NC	0	99	NC	460	446	NC	4	9	NC	20	25	NC	64	55	NC	13	11
All Students (Prior Year)	13	191	75492	100	99	100	490	513	519	38	13	12	15	18	16	31	54	47	15	14	24
Female	NC	68	38743	NC	0	100	NC	465	451	NC	2	7	NC	17	24	NC	63	57	NC	18	12
Male	NC	78	40618	NC	0	99	NC	455	440	NC	6	11	NC	22	27	NC	64	53	NC	8	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	--	20	32915	--	0	99	--	465	426	--	0	15	--	28	35	--	50	47	--	22	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	NC	115	36221	NC	0	99	NC	462	465	NC	3	4	NC	17	15	NC	69	63	NC	12	17
Students with Disabilities	NC	27	10331	NC	0	100	NC	407	388	NC	4	25	NC	63	37	NC	33	34	NC	0	4
Students without Disabilities	NC	119	69139	NC	0	99	NC	471	454	NC	4	7	NC	11	24	NC	70	58	NC	16	11
Limited English Proficient Students	--	NC	15545	--	NC	100	--	NC	399	--	NC	21	--	NC	42	--	NC	35	--	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	81	39484	NC	0	96	NC	453	429	NC	5	14	NC	25	35	NC	59	47	NC	11	4
Non-Economically Disadvantaged	--	65	39986	--	0	100	--	468	461	--	2	4	--	13	16	--	69	63	--	16	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	NC	147	78869	NC	100	99	NC	455	442	NC	4	6	NC	15	21	NC	71	63	NC	10	10
All Students (Prior Year)	13	191	75053	100	99	99	560	580	597	31	10	7	15	14	12	38	71	72	15	5	9
Female	NC	69	38536	NC	100	99	NC	471	458	NC	2	4	NC	6	15	NC	75	67	NC	17	14
Male	NC	78	40302	NC	100	99	NC	441	428	NC	6	8	NC	23	26	NC	68	60	NC	4	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	--	20	32606	--	100	98	--	460	426	--	0	8	--	22	27	--	72	60	--	6	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	NC	116	36078	NC	100	99	NC	461	459	NC	3	4	NC	11	16	NC	75	66	NC	11	14
Students with Disabilities	NC	27	10246	NC	100	100	NC	367	367	NC	13	18	NC	54	39	NC	33	40	NC	0	4
Students without Disabilities	NC	120	68697	NC	100	98	NC	474	454	NC	2	4	NC	6	18	NC	79	67	NC	13	11
Limited English Proficient Students	--	NC	15339	--	NC	100	--	NC	399	--	NC	11	--	NC	31	--	NC	54	--	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	82	39106	NC	100	95	NC	449	427	NC	5	8	NC	17	28	NC	68	59	NC	9	5
Non-Economically Disadvantaged	--	65	39837	--	100	100	--	462	457	--	2	4	--	12	14	--	75	67	--	12	15

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	10	181	78906	100	100	99	510	508	498	10	7	13	10	21	19	50	51	48	30	21	20
All Students (Prior Year)	NC	177	76019	NC	100	100	NC	487	499	NC	13	14	NC	51	39	NC	13	14	NC	22	33
Female	NC	82	38644	NC	100	99	NC	511	500	NC	5	12	NC	18	19	NC	58	49	NC	19	19
Male	NC	99	40236	NC	100	99	NC	506	497	NC	8	15	NC	23	19	NC	46	46	NC	23	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	--	19	31938	--	100	99	--	516	481	--	6	19	--	6	25	--	59	46	--	29	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	15	4593	--	94	100	--	486	467	--	7	26	--	43	29	--	43	39	--	7	6
White	10	143	36483	100	100	99	510	509	517	10	7	7	10	21	13	50	51	51	30	22	30
Students with Disabilities	NC	29	10664	NC	100	100	NC	464	430	NC	11	42	NC	59	27	NC	30	26	NC	0	5
Students without Disabilities	NC	152	68310	NC	100	98	NC	516	509	NC	6	9	NC	13	18	NC	56	51	NC	25	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	101	38679	NC	99	96	NC	503	483	NC	6	20	NC	23	25	NC	53	45	NC	18	10
Non-Economically Disadvantaged	NC	80	40295	NC	100	100	NC	515	513	NC	7	7	NC	18	13	NC	50	50	NC	26	30

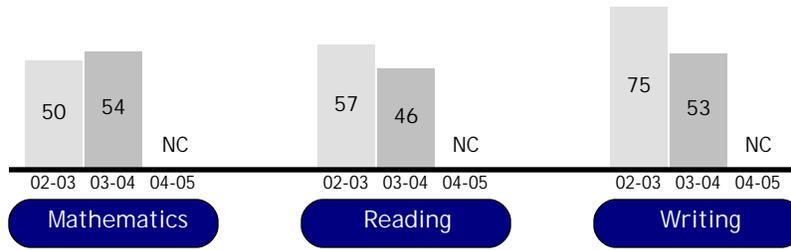
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	181	78908	100	0	99	492	495	484	10	4	10	10	16	23	80	75	58	0	6	9
All Students (Prior Year)	NC	177	76020	NC	100	100	NC	499	503	NC	29	25	NC	24	23	NC	38	40	NC	9	12
Female	NC	82	38648	NC	0	99	NC	500	489	NC	3	8	NC	15	22	NC	72	61	NC	10	10
Male	NC	99	40233	NC	0	99	NC	492	479	NC	4	12	NC	16	25	NC	77	55	NC	2	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	--	19	31940	--	0	99	--	493	465	--	0	16	--	29	32	--	71	49	--	0	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	15	4569	--	0	100	--	488	457	--	0	18	--	21	39	--	79	41	--	0	2
White	10	143	36502	100	0	99	492	497	502	10	4	4	10	14	14	80	74	67	0	7	15
Students with Disabilities	NC	29	10665	NC	0	100	NC	468	423	NC	0	30	NC	48	36	NC	52	31	NC	0	2
Students without Disabilities	NC	152	68312	NC	0	98	NC	501	493	NC	4	7	NC	10	21	NC	79	62	NC	7	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	101	38662	NC	0	96	NC	490	468	NC	3	16	NC	17	32	NC	78	49	NC	2	3
Non-Economically Disadvantaged	NC	80	40315	NC	0	100	NC	502	498	NC	4	5	NC	15	15	NC	70	66	NC	11	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	10	181	78750	100	100	99	484	495	500	10	5	6	30	36	29	60	58	63	0	1	2
All Students (Prior Year)	NC	176	75673	NC	100	100	NC	514	530	NC	16	12	NC	24	25	NC	58	58	NC	2	4
Female	NC	82	38586	NC	100	99	NC	503	515	NC	6	4	NC	24	22	NC	67	71	NC	3	3
Male	NC	99	40135	NC	100	99	NC	488	486	NC	4	8	NC	45	35	NC	51	56	NC	0	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	--	19	31841	--	100	99	--	510	483	--	0	8	--	18	36	--	82	55	--	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	15	4586	--	94	100	--	487	481	--	7	8	--	29	37	--	64	54	--	0	1
White	10	143	36440	100	100	99	484	494	516	10	6	3	30	38	22	60	54	71	0	1	4
Students with Disabilities	NC	29	10622	NC	100	100	NC	440	415	NC	15	21	NC	70	50	NC	15	28	NC	0	1
Students without Disabilities	NC	152	68196	NC	100	98	NC	506	513	NC	4	3	NC	29	25	NC	66	69	NC	1	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	101	38558	NC	99	96	NC	491	485	NC	4	8	NC	39	37	NC	57	54	NC	0	1
Non-Economically Disadvantaged	NC	80	40260	NC	100	100	NC	501	514	NC	7	3	NC	31	21	NC	59	72	NC	3	4

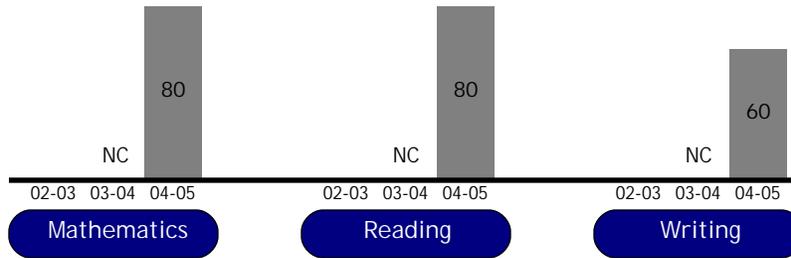
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	63	50	NC	NC	NA	58	86	48	62	47
	Language	100	40	53	43	NC	NC	62	50	86	48	69	47
	Mathematics	NC	NC	63	57	NC	NC	73	64	93	74	68	50
3	Reading	93	39	50	47	100	41	NA	55	NC	NC	55	44
	Language	86	34	49	54	100	61	56	61	NC	NC	57	44
	Mathematics	93	27	51	54	100	49	55	61	NC	NC	63	51
4	Reading	NC	NC	51	52	92	50	NA	56	NC	NC	53	48
	Language	NC	NC	48	48	100	51	50	52	NC	NC	52	49
	Mathematics	NC	NC	56	57	92	51	61	61	NC	NC	54	53
5	Reading	--	--	56	50	NC	NC	NA	55	100	63	59	50
	Language	--	--	51	46	NC	NC	41	49	100	52	55	50
	Mathematics	--	--	65	57	NC	NC	60	63	100	57	53	49
6	Reading	--	--	60	53	NC	NC	NA	56	NC	NC	57	51
	Language	--	--	53	45	100	NA	49	48	NC	NC	51	47
	Mathematics	--	--	77	62	100	NA	70	66	NC	NC	58	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/](http://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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü Cafeteria Improvement
- Ü School / Community Relations
- Ü Library
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	4.00
Other Professional Staff	.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	2	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	5
Teachers with Emergency Certificaton.	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 Country School House
- Ü Large Playground
- Ü Library
- Ü Gym

Extracurricular Activities

- Ü Musical Performances
- Ü Choir
- Ü Band
- Ü Field Trips
- Ü Young Authors Fair

Social Services

- Ü Parent Involvement
- Ü Library
- Ü Community Activities and Events

School Achievements/Accomplishments 2004-05

ü On Native American Day the students learn how to bake in outdoor ovens. They learn about the Indian culture in our area.

ü Take students to Young Authors conference. They write poems and short stories and we compile them into books for the children. A few children are selected to attend the conference.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	5	12	12	17
Transfers In Rate <sup>6</sup>	11	28	28	37
Stability Rate <sup>7</sup>	94	87	87	82
Promotion Rate <sup>8</sup>	91	96	95	81
Retention Rate <sup>9</sup>	4	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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. CPR Certified staff members.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

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

Contacts

	Name	Phone Number
School Site Council	Kevin Hall	(928) 537-6152
Transportation Policy	Dave Cooper	(928) 537-6048
Community Resources	Kevin Hall	(928) 537-6150
School Nutrition Programs	Fredda Garvin	(928) 537-6014
Parent Organization	Teresa Bollschweier	(928) 739-4308
Student Health/Nurse	Tina Stabenow	(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](http://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](http://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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* 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.