

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1701 S. Columbus Blvd, Tucson, AZ 85711

Tucson 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)

2005-06	Failing to Meet Academic Standards
2004-05	Underperforming
2003-04	Underperforming

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

### School Overview

Principal/Administrator : Mrs. Alice J McBride  
 Schedule : 07:30 AM to 04:31 PM  
 Grades : 6-8  
 Web Address : setmms.tusd1.org  
 Phone Number : (520) 584-6800  
 Fax Number : (520) 584-6801  
 E-mail : alice.mcbride@tusd1.org

### Mission

Naylor Middle School provides the highest quality educational services in partnership with parents and the greater community so that every student learns, exceeds all expected performance standards, is promoted to the next grade level, and is able to compete and succeed in diverse global economy.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2005-06	Warning Year
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 Cohort scores in district assessments in reading, writing, and math will demonstrate net gains in all areas.
- ü Students will increase their AIMS and DPA scores in all assessed areas by at least five points as compared to the last overall assessment.
- ü The number of unexcused absences will decrease by at least 5 percentage points in comparison with the previous school year.
- ü Dropout Rates will remain at or below 1% for the school year.

### Enrollment

October 1, 2005 School Year Student Enrollment : 624  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 20

Instructional Programs

- Multiage Math Gr. 6-8
- Special Education (CCS, ED, MIMR/MOMR)
- Bilingual/ESL/SEI Programs Grades 6-8
- AP Algebra, Spanish & Gifted Programs
- School-wide Reading Incentive Program
- Newcomer Refugee Education program
- Enhanced instructional technology
- READ 180

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 8 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Naylor students are encouraged to focus on excellence by adhering to school-wide procedures practiced in their classes and planning agenda. The school, celebrating unity in diversity, enhances the strengths of multicultural and multilingual student body and staff.

Parents

Parents will help their children to arrive promptly for school, rested and dressed appropriately for the school environment; attend parent conferences; participate in site council, involve themselves in their child's education, check student homework assignments and review the student planner regularly.

Transportation Policy

Students may walk, ride their bikes or use the city bus system to attend NMS. Only students living on the Davis Monthan Air Force Base, enrolled in Bilingual education living outside the attendance area, and special needs programs use district transportation.

School Honors

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

Award/Honor	Year
• State Orchestra Excellence Rating	2005
• Weed and Seed Grant recipient	2005
• 21st Century Grant recipient	2005
• Cesar Chavez and MESA Award Recipients	2004

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	204	4286	79327	97	94	98	471	500	518	45	28	19	29	24	20	24	39	46	2	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	2076	38961	98	95	98	471	501	520	46	25	16	28	26	20	22	40	48	3	9	16
Male	115	2208	40295	97	94	97	472	499	516	43	31	21	30	22	19	25	38	44	2	10	16
African American	32	300	4247	97	95	98	463	484	499	53	38	27	19	25	24	25	34	41	3	4	8
Hispanic	137	2354	32327	97	93	98	470	488	499	45	34	27	32	27	25	21	35	41	2	5	8
Asian/Pacific Islander	NC	106	1939	NC	98	99	NC	544	556	NC	11	6	NC	11	10	NC	49	47	NC	28	36
American Indian/Alaskan Native	NC	195	4391	NC	97	96	NC	477	489	NC	41	32	NC	29	27	NC	29	36	NC	2	4
White	26	1331	36373	96	95	98	480	524	538	42	15	10	23	19	14	31	48	52	4	19	25
Students with Disabilities	31	539	9321	89	79	87	438	457	467	65	61	54	26	22	22	10	15	21	NA	1	3
Students without Disabilities	173	3747	70006	99	97	100	476	505	524	41	23	14	29	24	19	27	42	49	3	11	18
Limited English Proficient Students	66	483	9431	96	88	95	452	454	466	68	66	53	24	23	27	8	10	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	151	2195	37097	97	94	97	472	487	498	44	35	27	29	26	25	24	34	41	3	5	7
Non-Economically Disadvantaged	53	2091	42230	98	95	99	471	512	535	45	20	11	28	22	15	25	44	50	2	14	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	205	4423	79501	98	97	98	450	485	497	38	15	10	36	31	25	26	52	60	NA	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	2144	39062	99	98	99	454	490	502	36	11	8	37	30	23	28	56	64	NA	3	5
Male	115	2277	40368	97	97	98	448	480	491	39	18	13	36	31	27	25	49	57	NA	2	3
African American	33	309	4279	100	97	99	450	475	485	39	20	14	30	32	30	30	47	54	NA	1	2
Hispanic	137	2452	32389	97	97	98	447	474	478	42	19	16	36	36	34	22	45	48	NA	1	1
Asian/Pacific Islander	NC	107	1936	NC	99	99	NC	512	519	NC	3	3	NC	21	14	NC	67	73	NC	8	9
American Indian/Alaskan Native	NC	195	4401	NC	97	96	NC	469	473	NC	21	17	NC	41	40	NC	38	43	NC	1	1
White	26	1360	36446	96	97	99	467	506	516	19	7	4	38	21	15	42	68	73	NA	5	7
Students with Disabilities	31	601	9411	89	88	88	426	443	453	39	41	36	42	40	36	19	19	26	NA	1	1
Students without Disabilities	174	3822	70090	99	99	100	454	491	502	37	11	7	35	29	24	28	58	65	NA	3	5
Limited English Proficient Students	67	513	9401	97	94	94	426	434	443	69	51	40	24	39	46	7	10	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	152	2266	37183	97	97	97	449	473	479	40	19	16	35	36	34	25	44	49	NA	1	1
Non-Economically Disadvantaged	53	2157	42318	98	98	99	454	497	513	30	10	5	40	25	17	30	61	70	NA	4	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	208	4464	80000	99	98	99	518	560	564	10	3	3	21	11	11	69	80	75	0	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	2164	39288	99	99	99	516	574	579	13	2	2	17	6	6	70	83	77	NA	9	16
Male	118	2297	40644	99	98	98	520	546	549	7	4	4	25	16	15	68	77	74	1	3	7
African American	33	315	4307	100	99	99	469	539	551	33	8	4	9	13	13	58	74	75	NA	4	7
Hispanic	139	2475	32672	99	98	99	525	553	548	6	3	4	24	13	14	71	81	76	NA	4	6
Asian/Pacific Islander	NC	106	1945	NC	98	99	NC	596	592	NC	1	1	NC	4	4	NC	70	69	NC	25	25
American Indian/Alaskan Native	NC	197	4424	NC	98	97	NC	551	549	NC	3	3	NC	15	14	NC	79	77	NC	3	5
White	27	1370	36602	100	98	99	532	575	579	4	2	2	22	7	7	70	80	75	4	11	16
Students with Disabilities	34	640	9919	97	93	93	494	504	505	3	10	9	44	34	35	53	55	54	NA	1	2
Students without Disabilities	174	3824	70081	99	99	100	522	568	571	11	2	2	17	7	7	72	84	79	1	7	12
Limited English Proficient Students	69	524	9571	100	96	96	473	498	502	22	11	10	32	31	29	46	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	154	2296	37534	99	98	98	513	548	547	10	4	4	23	14	15	66	78	76	NA	4	5
Non-Economically Disadvantaged	54	2168	42466	100	98	100	532	572	578	7	2	2	15	8	7	76	82	75	2	9	16

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

7th 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	181	4399	78546	99	97	97	509	528	543	39	22	15	28	21	18	24	48	52	9	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	2183	38645	100	97	98	499	531	545	43	20	13	28	20	18	26	51	54	3	9	15
Male	91	2209	39792	97	96	97	518	526	542	35	25	17	27	22	17	23	44	50	14	9	15
African American	26	289	4205	100	97	97	508	518	524	46	26	22	23	24	22	15	45	49	15	4	7
Hispanic	100	2347	31177	99	97	97	498	516	524	45	27	22	28	24	23	23	44	48	4	4	7
Asian/Pacific Islander	NC	113	1940	NC	98	99	NC	560	580	NC	9	5	NC	13	9	NC	57	53	NC	21	33
American Indian/Alaskan Native	NC	193	4689	NC	96	95	NC	511	515	NC	34	28	NC	23	25	NC	39	43	NC	4	4
White	41	1448	36450	98	97	97	538	550	563	20	13	7	24	16	12	39	54	57	17	18	23
Students with Disabilities	34	530	8093	100	84	82	471	480	489	65	58	50	26	24	24	9	18	23	NA	1	2
Students without Disabilities	147	3869	70453	98	99	100	516	534	549	33	17	11	28	21	17	28	52	56	11	10	16
Limited English Proficient Students	67	584	9323	100	95	94	481	483	491	58	56	47	28	25	28	13	19	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	125	2090	34694	100	96	96	503	516	524	44	28	23	26	25	23	23	43	48	7	5	7
Non-Economically Disadvantaged	56	2309	43852	97	98	99	521	539	559	29	17	10	32	17	13	27	52	56	13	13	22

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	181	4467	79045	99	98	98	478	501	512	25	14	10	39	31	25	33	51	58	3	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	2206	38860	100	98	98	477	509	519	26	9	7	36	28	22	38	57	62	1	6	8
Male	91	2254	40075	97	98	97	479	493	505	24	18	12	43	34	28	29	45	54	4	4	6
African American	26	295	4250	100	99	98	477	494	500	31	16	12	31	33	31	35	50	54	4	1	3
Hispanic	100	2386	31314	99	98	98	463	488	493	33	18	16	41	36	34	26	45	48	NA	2	2
Asian/Pacific Islander	NC	114	1949	NC	99	99	NC	523	536	NC	6	4	NC	19	15	NC	62	66	NC	12	15
American Indian/Alaskan Native	NC	196	4719	NC	98	96	NC	490	489	NC	13	15	NC	38	39	NC	48	45	NC	1	2
White	41	1467	36730	98	98	98	515	521	532	10	7	4	32	22	16	49	60	68	10	11	12
Students with Disabilities	34	588	8552	100	93	87	449	455	463	35	43	35	56	37	40	9	19	23	NA	1	1
Students without Disabilities	147	3879	70493	98	99	100	483	507	517	22	9	7	35	30	24	39	56	62	3	5	8
Limited English Proficient Students	67	602	9355	100	98	95	448	450	456	49	44	37	39	44	48	12	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	125	2126	34922	100	98	96	473	489	493	25	17	15	44	36	34	30	44	48	1	3	3
Non-Economically Disadvantaged	56	2341	44123	97	99	99	489	511	527	25	10	6	29	26	18	39	57	66	7	7	11

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	183	4459	79657	100	98	99	539	569	566	7	2	3	15	8	8	79	89	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	2207	39120	100	98	99	544	582	580	4	1	2	16	4	4	80	93	92	NA	1	2
Male	93	2245	40423	99	98	98	534	557	553	9	4	5	14	12	12	77	84	83	NA	0	1
African American	26	296	4290	100	99	99	498	566	560	23	4	4	4	7	9	73	87	86	NA	1	1
Hispanic	101	2371	31642	100	98	99	534	561	552	6	3	5	18	10	11	76	87	84	NA	0	0
Asian/Pacific Islander	NC	115	1948	NC	100	99	NC	588	589	NC	1	1	NC	4	3	NC	90	91	NC	4	4
American Indian/Alaskan Native	NC	200	4760	NC	100	97	NC	560	547	NC	3	5	NC	7	14	NC	91	81	NC	NA	0
White	42	1468	36929	100	98	99	568	582	579	NA	1	2	19	5	5	81	92	91	NA	2	2
Students with Disabilities	34	583	9069	100	92	92	512	517	508	3	10	11	41	28	30	56	61	58	NA	1	1
Students without Disabilities	149	3876	70588	99	99	100	544	576	573	7	1	2	9	5	5	84	93	91	NA	1	1
Limited English Proficient Students	67	594	9521	100	96	96	503	518	507	15	9	13	22	23	24	63	67	63	NA	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	126	2116	35341	100	97	97	537	560	551	6	3	5	17	12	12	76	86	83	NA	0	0
Non-Economically Disadvantaged	57	2343	44316	98	99	100	544	577	578	7	2	2	9	5	5	84	92	90	NA	1	2

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

8th 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	221	4533	78400	100	96	97	522	545	554	40	26	21	21	21	19	35	44	47	5	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	121	2289	38686	99	97	98	528	544	554	33	24	20	23	22	20	40	45	49	3	8	12
Male	100	2240	39636	100	95	96	516	545	554	48	28	23	18	19	18	28	42	46	6	11	13
African American	43	339	4193	100	96	97	503	527	533	58	35	32	14	24	23	23	37	40	5	5	5
Hispanic	117	2362	30732	100	95	97	521	531	534	38	33	31	26	24	24	31	39	40	4	5	5
Asian/Pacific Islander	NC	117	1827	NC	98	99	NC	584	594	NC	9	8	NC	17	12	NC	46	49	NC	27	31
American Indian/Alaskan Native	NC	178	4536	NC	98	95	NC	519	528	NC	41	35	NC	25	25	NC	30	37	NC	4	4
White	50	1534	37038	100	96	97	538	570	575	30	14	11	16	15	14	48	54	56	6	17	19
Students with Disabilities	31	520	7840	97	76	81	473	494	498	74	63	60	16	18	18	6	17	20	3	1	2
Students without Disabilities	190	4013	70560	100	99	99	529	551	560	34	21	17	22	21	19	39	47	50	5	10	14
Limited English Proficient Students	60	533	8956	98	93	95	493	498	502	63	62	56	13	20	25	23	17	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	135	2056	33014	99	94	95	522	531	534	39	33	31	24	24	24	35	39	40	2	4	5
Non-Economically Disadvantaged	86	2477	45386	100	97	99	523	556	569	42	21	15	15	18	15	35	47	52	8	14	18

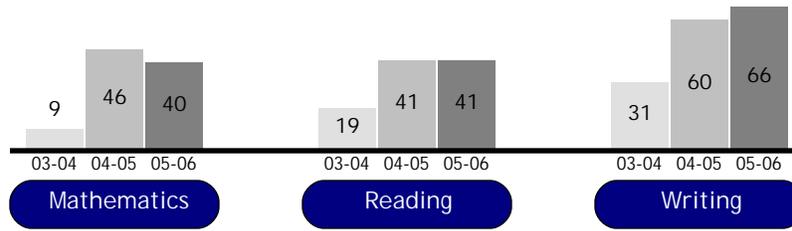
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	220	4640	79179	100	98	98	488	509	519	27	14	11	32	31	27	40	52	58	1	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	121	2327	38974	99	98	99	494	514	524	21	11	8	31	29	25	45	57	61	2	4	5
Male	99	2309	40124	100	98	97	481	504	513	34	16	13	32	33	28	33	48	54	NA	3	4
African American	43	348	4243	100	98	98	471	499	506	49	20	14	23	31	32	26	45	51	2	3	3
Hispanic	116	2414	30987	100	97	98	484	497	498	28	17	17	34	37	36	38	45	45	1	1	1
Asian/Pacific Islander	NC	118	1832	NC	99	99	NC	530	543	NC	4	4	NC	25	17	NC	62	69	NC	8	10
American Indian/Alaskan Native	NC	182	4573	NC	100	96	NC	494	494	NC	19	16	NC	38	41	NC	43	42	NC	NA	1
White	50	1574	37467	100	99	98	510	530	539	12	7	5	30	21	17	56	66	70	2	6	8
Students with Disabilities	30	626	8567	94	91	88	459	462	467	43	41	39	40	42	38	17	17	22	NA	0	1
Students without Disabilities	190	4014	70612	100	99	99	492	516	524	24	9	7	31	29	25	44	58	62	2	4	5
Limited English Proficient Students	59	546	9013	97	95	95	452	457	461	56	43	40	29	47	48	15	10	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	134	2108	33345	99	97	96	483	496	499	31	18	17	34	37	36	34	43	46	1	2	1
Non-Economically Disadvantaged	86	2532	45834	100	99	99	496	520	533	21	10	7	28	25	19	50	60	67	1	4	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	221	4654	79734	100	98	99	527	555	554	8	3	3	26	18	19	66	79	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	122	2341	39243	100	99	99	541	568	568	7	2	2	19	11	12	75	87	85	NA	0	1
Male	99	2309	40413	100	98	98	509	542	541	10	3	4	34	25	26	56	72	70	NA	0	0
African American	43	350	4285	100	99	99	483	544	548	30	6	3	21	19	22	49	75	74	NA	0	0
Hispanic	118	2433	31254	100	98	99	531	547	539	4	3	5	31	22	25	64	75	70	NA	0	0
Asian/Pacific Islander	NC	118	1837	NC	99	99	NC	580	579	NC	NA	1	NC	8	9	NC	91	87	NC	1	2
American Indian/Alaskan Native	NC	181	4613	NC	100	97	NC	538	535	NC	5	4	NC	24	29	NC	70	67	NC	1	0
White	49	1568	37668	98	98	99	550	571	569	NA	1	1	18	11	13	82	88	85	NA	0	1
Students with Disabilities	30	627	8943	94	91	92	482	499	495	3	10	11	70	49	51	27	40	38	NA	1	1
Students without Disabilities	191	4027	70791	100	100	100	533	563	561	9	1	2	19	13	15	72	85	83	NA	0	0
Limited English Proficient Students	61	551	9138	100	96	97	469	492	492	23	13	13	44	45	46	33	42	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	135	2117	33718	99	97	97	525	545	538	7	4	5	29	23	26	64	73	69	NA	0	0
Non-Economically Disadvantaged	86	2537	46016	100	100	100	530	564	567	9	2	2	21	14	14	70	84	84	NA	0	1

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)

8th 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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
6	Reading	98	23	NA	56	94	34	44	51	95	24	46	56
	Language	98	16	38	48	94	29	41	47	96	17	41	50
	Mathematics	98	32	52	66	94	28	44	52	95	24	44	58
7	Reading	94	26	NA	54	98	34	44	50	95	27	44	54
	Language	95	21	48	58	98	37	48	52	95	30	50	58
	Mathematics	92	35	49	62	98	36	44	50	95	27	44	54
8	Reading	96	23	NA	55	95	37	46	51	98	35	50	58
	Language	97	16	41	52	95	40	47	50	97	34	50	56
	Mathematics	96	33	50	61	95	41	48	53	98	34	50	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/](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)
- 6 Teacher(s)
- 6 Parent(s)
- 2 Community Member(s)
- 4 Student(s)

Council Duties

- Ü School Management Plan
- Ü Capital / Staffing / Grant Budgets
- Ü Student Achievement
- Ü Parent Involvement
- Ü School Safety Issues
- Ü Staff Development Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	4.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	2	7	0	0
7 to 9 years	4	7	0	0
10 or more years	13	10	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	148
Teachers with Emergency Certification.	2
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 Two Computer Labs
- Ü Library
- Ü Parent Area/cafetorium
- Ü Wellness Center

Extracurricular Activities

- Ü Sewing & Cooking Club
- Ü Adopt-A-School/Business Partnership
- Ü Martial Arts
- Ü Interscholastic Athletics
- Ü MESA Club
- Ü ELL / Math / Language Arts Tutoring
- Ü TechGYRLS Program
- Ü Special Interest clubs

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü After School Programs
- Ü Imagine Project/Information Referral
- Ü Clothing Bank
- Ü Eyeglasses Referral Transportation
- Ü On-site Sport Physicals & Immun Clinic
- Ü Meaningful Access Translation Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Made significant reductions in Dropout numbers over previous years.
  
- ü Honored over 45% of student body on the Honor Roll. Students are recognized publicly at a breakfast for themselves and their parents 3 times yearly.
  
- ü Significant gains made in 8th grade AIMS scores: more than doubled Reading and Writing - quintupled Math scores
  
- ü Awards family dinner recognized over half of student body for academic, athletic, community service and performance excellence.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	92	95	94	95
Promotion Rate <sup>5</sup>	86	89	88	73
Graduation Rate <sup>6</sup>	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

All available funding is channeled to increase number of campus monitor hours and a teacher for alternative to suspension program. Parents, students, community and Naylor staff instituted portions of nationally recognized best practice at all grades. Incidents involving controlled substances are closely followed by probation officer with frequent justice system checks for use. Students also receive frequent anti-drug messages as a result of high incidence this past year.

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) :

38
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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	Vicki Brders	(520) 584-6800
Transportation Policy	K. Fitzgerald	(623) 584-6805
Community Resources	W. Josephs/J. Freitag	(520) 584-6800
School Nutrition Programs	Tania Courtney	(520) 584-6800
Parent Organization	Theresa Bagwell	(520) 584-6800
Student Health/Nurse	Nancy Kowalski	(520) 584-6800

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 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](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.