

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5301 E. Sunrise Drive, Tucson, AZ 85718

Catalina Foothills 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	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Dr. Julie Sherrill
 Schedule : 07:15 AM to 03:45 PM
 Grades : K-5
 Web Address : www.cfsd.k12.az.us/~sdswww/
 Phone Number : (520) 577-5325
 Fax Number : (520) 577-5049
 E-mail : jsherrill@cfsd.k12.az.us

Mission

SDS is a safe and caring learning community committed to the development of the whole child and providing all students with a solid academic foundation through an innovative, rich curriculum.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü To improve student writing skills through increased experiences in summary, technical and pre-writing while applying the six writing traits.
- ü To expand instructional strategies for our math curriculum so that all learner needs are met to the fullest extent.
- ü To improve reading comprehension skills.

Enrollment

October 1, 2005 School Year Student Enrollment : 462
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 33

Instructional Programs

- Ü Integrated Curriculum
- Ü Reading Support
- Ü Special Education Inclusion
- Ü Gifted
- Ü Extended Math and Reading
- Ü Robotics
- Ü Integration of the Arts

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 :	5/25/2006

Shared Responsibilities

School

SDS provides a safe learning environment, sets high academic standards and works with support staff and parents to ensure positive learning experiences. We are committed to open and continuous communication with parents regarding their child's personal growth and academic progress.

Parents

The parents and staff are partners in the educational process. Parent responsibilities include providing proper clothing/nourishment, supporting school policies, participating in conferences and other school/FFO sponsored events, and advocating for their child. Both communicate re: academic progress, behavioral issues and student attendance.

Transportation Policy

Transportation is provided to in-district students who reside more than one mile from school. Distances are measured 'As the Crow Flies'.

School Honors

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

Award/Honor	Year
Ü Chess National and State Winners	2003
Ü State and National Robotics	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	76	298	80010	94	97	99	486	496	447	1	1	10	7	4	18	45	42	53	47	53	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	167	38935	98	98	99	477	495	447	2	1	9	2	2	19	55	45	55	40	51	17
Male	34	131	40974	89	95	98	497	497	448	NA	2	11	12	6	18	32	37	52	56	55	19
African American	NC	12	4201	NC	100	99	NC	505	430	NC	NA	17	NC	NA	23	NC	50	51	NC	50	9
Hispanic	14	26	34545	88	93	99	491	489	432	NA	4	14	14	15	24	43	35	53	43	46	9
Asian/Pacific Islander	NC	29	2068	NC	100	99	NC	507	474	NC	NA	4	NC	NA	10	NC	38	50	NC	62	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	56	229	35142	95	97	99	485	494	465	2	1	5	5	3	11	45	42	56	48	53	28
Students with Disabilities	19	43	10161	95	88	93	452	461	419	5	7	28	26	16	28	47	51	36	21	26	8
Students without Disabilities	57	255	69849	93	98	100	498	501	451	NA	0	7	NA	2	17	44	40	56	56	58	19
Limited English Proficient Students	NC	11	14013	NC	100	97	NC	455	413	NC	NA	24	NC	27	34	NC	64	39	NC	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	18	39029	NC	86	98	NC	474	432	NC	NA	14	NC	NA	25	NC	67	52	NC	33	9
Non-Economically Disadvantaged	70	280	40981	95	98	100	487	497	462	1	1	6	7	4	13	44	40	54	47	54	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	77	295	79438	95	96	98	488	499	451	3	2	9	13	6	24	53	54	56	31	38	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	167	38775	98	98	99	492	503	457	NA	1	7	12	4	22	57	53	58	31	42	13
Male	35	128	40560	92	93	97	483	492	446	6	2	12	14	9	25	49	55	54	31	34	9
African American	NC	11	4178	NC	92	98	NC	510	439	NC	NA	13	NC	NA	29	NC	45	52	NC	55	6
Hispanic	15	27	34297	94	96	98	492	485	434	NA	4	14	20	19	31	47	41	50	33	37	5
Asian/Pacific Islander	NC	29	2063	NC	100	99	NC	497	475	NC	NA	3	NC	14	15	NC	52	63	NC	34	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	56	226	34887	95	95	98	487	500	471	4	2	4	11	4	15	55	56	63	30	38	18
Students with Disabilities	20	40	9588	100	82	88	448	469	416	10	8	30	40	25	32	25	43	34	25	25	5
Students without Disabilities	57	255	69850	93	98	100	502	503	456	NA	1	7	4	3	23	63	56	59	33	40	12
Limited English Proficient Students	NC	11	13856	NC	100	96	NC	434	407	NC	NA	27	NC	64	43	NC	27	29	NC	9	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	18	38685	NC	86	97	NC	493	435	NC	NA	14	NC	NA	32	NC	61	50	NC	39	5
Non-Economically Disadvantaged	71	277	40753	96	97	99	489	499	467	3	2	5	14	6	16	52	53	62	31	38	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	78	295	79971	96	96	99	461	481	423	1	1	8	33	20	41	45	54	49	21	25	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	167	38974	98	98	99	465	490	437	2	2	5	26	12	33	52	57	57	19	29	4
Male	36	128	40895	95	93	98	455	468	410	NA	NA	10	42	30	47	36	51	41	22	20	2
African American	NC	10	4203	NC	83	99	NC	NA	411	NC	NA	11	NC	NA	45	NC	NA	43	NC	NA	2
Hispanic	15	27	34481	94	96	99	457	468	410	NA	4	10	47	26	46	33	48	43	20	22	1
Asian/Pacific Islander	NC	29	2067	NC	100	99	NC	481	449	NC	NA	4	NC	24	28	NC	48	60	NC	28	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	57	227	35150	97	96	99	462	482	437	2	1	5	30	19	35	46	56	56	23	25	5
Students with Disabilities	20	39	10258	100	80	94	431	430	377	NA	NA	23	65	64	51	20	26	25	15	10	1
Students without Disabilities	58	256	69713	95	99	100	471	488	429	2	1	5	22	13	39	53	59	52	22	27	3
Limited English Proficient Students	NC	11	13985	NC	100	97	NC	434	382	NC	NA	18	NC	36	54	NC	64	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	18	38994	NC	86	98	NC	462	409	NC	NA	10	NC	28	47	NC	67	41	NC	6	1
Non-Economically Disadvantaged	72	277	40977	97	97	100	463	482	437	1	1	5	31	19	34	46	53	56	22	26	5

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

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	92	350	80147	99	98	99	518	531	482	1	1	11	4	3	17	54	38	49	40	58	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	169	39281	98	98	99	523	529	483	2	2	9	2	2	17	47	39	50	49	57	24
Male	41	181	40780	100	98	98	512	533	482	NA	1	12	7	5	17	63	36	48	29	58	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	14	45	33494	100	100	99	504	518	466	NA	2	15	NA	2	23	71	47	49	29	49	14
Asian/Pacific Islander	NC	36	2103	NC	95	99	NC	547	515	NC	NA	4	NC	3	8	NC	31	44	NC	67	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	67	258	36122	100	98	99	520	533	501	1	1	5	6	4	10	52	36	50	40	59	35
Students with Disabilities	17	33	10295	94	80	92	492	499	443	6	6	33	12	21	26	71	45	33	12	27	8
Students without Disabilities	75	317	69852	100	100	100	524	534	488	NA	1	7	3	2	16	51	37	51	47	61	26
Limited English Proficient Students	NC	11	12722	NC	100	97	NC	481	441	NC	NA	27	NC	18	33	NC	73	37	NC	9	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	20	38371	NC	91	97	NC	504	465	NC	5	15	NC	NA	23	NC	65	49	NC	30	13
Non-Economically Disadvantaged	86	330	41776	99	99	100	520	533	498	1	1	6	5	4	11	52	36	49	42	59	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	93	351	79686	100	98	98	508	512	470	3	1	11	9	6	24	61	67	57	27	26	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	170	39163	100	99	99	519	518	475	2	2	9	4	2	22	63	66	60	31	30	10
Male	41	181	40438	100	98	97	494	506	465	5	1	13	15	10	25	59	67	54	22	22	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	14	45	33299	100	100	98	493	493	452	NA	2	17	21	11	32	71	78	47	7	9	3
Asian/Pacific Islander	NC	37	2097	NC	97	99	NC	511	490	NC	3	5	NC	5	13	NC	62	68	NC	30	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	67	258	35914	100	98	98	511	515	489	3	1	5	7	5	15	60	65	67	30	29	14
Students with Disabilities	18	34	9808	100	83	87	469	483	432	11	9	35	22	26	32	67	53	30	NA	12	3
Students without Disabilities	75	317	69878	100	100	100	516	514	475	1	1	8	5	4	23	60	68	61	33	27	9
Limited English Proficient Students	NC	11	12594	NC	100	96	NC	447	422	NC	18	34	NC	27	45	NC	55	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	20	38095	NC	91	97	NC	483	452	NC	5	17	NC	15	32	NC	65	48	NC	15	3
Non-Economically Disadvantaged	87	331	41591	100	99	99	511	513	486	2	1	6	8	6	16	63	67	65	26	26	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	91	346	80372	98	97	99	514	525	475	2	1	4	12	8	30	71	73	64	14	18	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	170	39452	98	99	99	540	540	488	NA	NA	3	4	5	22	75	72	72	22	24	3
Male	40	176	40836	98	95	98	480	511	464	5	2	6	23	11	37	68	74	56	5	12	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	14	45	33608	100	100	99	499	511	462	7	2	6	7	9	36	64	76	57	21	13	1
Asian/Pacific Islander	NC	36	2098	NC	95	99	NC	536	500	NC	3	2	NC	6	16	NC	61	75	NC	31	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	66	254	36213	99	97	99	518	528	489	NA	1	2	14	7	22	74	74	72	12	17	3
Students with Disabilities	16	30	10526	89	73	94	484	490	427	NA	3	15	38	30	53	63	63	31	NA	3	1
Students without Disabilities	75	316	69846	100	100	100	519	528	482	3	1	3	7	6	26	73	74	69	17	19	2
Limited English Proficient Students	NC	11	12747	NC	100	97	NC	435	432	NC	18	12	NC	18	52	NC	64	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	21	38521	NC	95	98	NC	489	461	NC	5	6	NC	14	38	NC	81	55	NC	NA	1
Non-Economically Disadvantaged	85	325	41851	98	97	100	518	528	489	1	1	3	13	8	22	71	73	72	15	19	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	90	342	79306	99	98	99	560	562	504	1	1	13	4	7	20	42	38	49	52	54	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	155	38845	100	97	99	571	570	505	NA	1	11	3	5	20	36	38	50	62	57	18
Male	51	187	40383	98	99	98	551	555	504	2	1	14	6	9	19	47	38	47	45	52	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	10	46	32673	91	96	99	NA	541	487	NA	2	18	NA	13	25	NA	41	46	NA	43	10
Asian/Pacific Islander	13	32	2147	100	97	99	559	570	539	NA	NA	5	NA	NA	10	54	44	46	46	56	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	64	254	36234	100	99	99	564	567	523	2	0	6	3	6	13	41	37	52	55	57	28
Students with Disabilities	NC	35	10286	NC	90	91	NC	510	462	NC	6	41	NC	26	27	NC	51	27	NC	17	5
Students without Disabilities	81	307	69020	100	99	100	566	567	510	NA	0	9	4	5	18	40	36	52	57	58	21
Limited English Proficient Students	NC	11	10291	NC	100	96	NC	513	458	NC	NA	38	NC	27	34	NC	45	26	NC	27	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	25	37437	NC	96	97	NC	521	486	NC	4	19	NC	12	26	NC	68	46	NC	16	9
Non-Economically Disadvantaged	82	317	41869	99	98	100	562	565	521	1	1	7	4	7	14	41	36	51	54	57	27

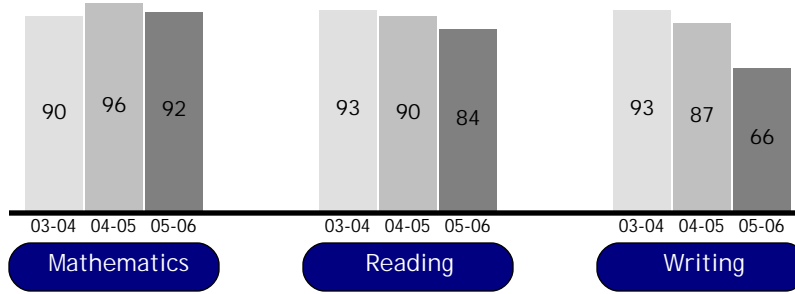
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	339	79000	99	97	98	535	535	489	NA	NA	10	7	7	24	63	60	58	30	33	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	153	38774	100	96	99	543	544	494	NA	NA	7	3	5	22	62	53	61	36	42	10
Male	51	186	40150	98	98	98	529	528	485	NA	NA	12	10	9	25	65	65	55	25	26	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	10	44	32508	91	92	98	NA	521	472	NA	NA	15	NA	18	33	NA	57	49	NA	25	3
Asian/Pacific Islander	13	32	2142	100	97	99	520	530	510	NA	NA	4	NA	3	14	85	66	67	15	31	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	64	254	36135	100	99	98	541	539	508	NA	NA	4	6	6	14	58	59	67	36	35	15
Students with Disabilities	NC	33	9991	NC	85	88	NC	494	449	NC	NA	33	NC	42	36	NC	48	29	NC	9	2
Students without Disabilities	81	306	69009	100	99	100	540	539	495	NA	NA	6	4	4	22	64	61	62	32	36	10
Limited English Proficient Students	NC	10	10199	NC	91	95	NC	NA	439	NC	NA	35	NC	NA	47	NC	NA	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	24	37234	NC	92	97	NC	501	472	NC	NA	15	NC	29	33	NC	63	50	NC	8	3
Non-Economically Disadvantaged	82	315	41766	99	98	99	536	538	505	NA	NA	5	5	6	16	63	59	65	32	35	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	90	336	79611	99	97	99	552	559	496	1	1	7	10	10	37	82	79	56	7	11	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	154	39016	100	97	99	567	575	511	3	1	4	3	5	29	87	81	66	8	14	1
Male	51	182	40519	98	96	98	541	545	482	NA	1	10	16	14	44	78	77	46	6	8	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	10	44	32855	91	92	99	NA	550	481	NA	2	10	NA	20	43	NA	68	47	NA	9	0
Asian/Pacific Islander	13	32	2149	100	97	100	544	563	519	NA	NA	4	15	13	24	85	72	70	NA	16	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	64	251	36380	100	98	99	558	561	511	NA	0	4	9	7	30	81	82	65	9	11	1
Students with Disabilities	NC	27	10664	NC	69	94	NC	496	440	NC	NA	23	NC	56	54	NC	44	22	NC	NA	1
Students without Disabilities	81	309	68947	100	100	100	561	564	504	1	1	4	2	6	34	89	82	61	7	12	1
Limited English Proficient Students	NC	10	10362	NC	91	97	NC	NA	438	NC	NA	22	NC	NA	57	NC	NA	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	25	37626	NC	96	98	NC	537	479	NC	NA	10	NC	20	45	NC	76	45	NC	4	0
Non-Economically Disadvantaged	82	311	41985	99	97	100	551	561	511	1	1	4	10	9	30	83	79	65	6	11	1

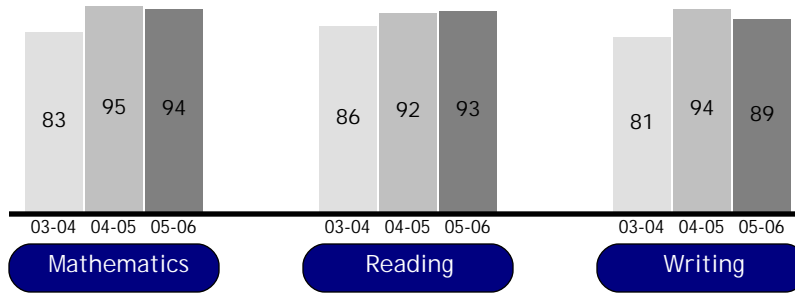
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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.

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	83	NA	58	97	70	73	47	95	76	82	46
	Language	100	85	79	50	97	67	71	47	95	78	80	48
	Mathematics	100	87	88	64	99	71	77	50	95	90	86	52
3	Reading	98	84	NA	55	95	63	68	44	96	72	79	46
	Language	99	82	83	61	95	64	66	44	96	68	76	46
	Mathematics	98	92	88	61	96	77	74	51	96	79	83	52
4	Reading	96	86	NA	56	98	69	72	48	98	75	79	52
	Language	98	76	76	52	98	73	71	49	96	78	79	52
	Mathematics	98	82	86	61	98	75	75	53	97	80	84	58
5	Reading	100	87	NA	55	98	72	75	50	99	84	84	56
	Language	99	80	78	49	98	73	76	50	99	83	85	54
	Mathematics	100	92	90	63	98	75	76	49	99	86	84	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Student Climate
- Ü Character Development
- Ü Community Relations
- Ü Compact Agreement
- Ü Tax credit dollars

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.50
Other Professional Staff	1.30	Teacher Aide	15.78

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	2	1	0	0
7 to 9 years	1	1	0	0
10 or more years	6	13	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	63
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Learning Resource/Media Center
- Ü Robotics Lab
- Ü Computer Lab/EMacs

Extracurricular Activities

- Ü Chess Club
- Ü Robotics
- Ü Community Schools Program
- Ü Band
- Ü Art Club

Social Services

- Ü After School Program
- Ü Day Care
- Ü Counseling Services
- Ü Health Services

School Achievements/Accomplishments 2005-06

Ü Love of writing celebration in May recognizes all students' work--writing collections of each individual student's work from K-5.

Ü Math skills, as measured by district-wide pre and post assessments, and AIMS, increased during the 04-05 school year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	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

Our new Crisis Response Manual is in place to help ensure student well-being and safety.

The Purple Hands Project is designed to work in partnership with all violence prevention, conflict resolution and character building skills programs. The Purple Hands, together with the Hands Pledge, are used as the visual and verbal reminders that reinforce a personal commitment of nonviolence.

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) :

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	Julie Sherrill	(520) 577-5325
Transportation Policy	Sue DeLuca	(520) 299-6446
Community Resources	Mary Grodman	(520) 577-5038
School Nutrition Programs	Claude Chatelain	(520) 577-5046
Parent Organization	Terry Shapiro/Carol Thomas	(520) 577-5325
Student Health/Nurse	Pat Moore	(520) 577-5090

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** 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.