

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2618 W. El Paseo, Oracle, AZ 85623

Oracle Elementary 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)

2004-05	Performing Plus
2003-04	Performing
2002-03	Underperforming

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

School Overview

Principal/Administrator : Mr. Dennis Blauser
 Schedule : 07:00 AM to 05:00 PM
 Grades : 1-8
 2005 Enrollment : 334
 Web Address : www.oracle.k12.az.us
 Phone Number : (877) 229-0023
 Fax Number : (520) 896-3062
 E-mail : dblauser@oracle.k12.az.us

Mission

Oracle SD is dedicated to student achievement. We offer traditional classroom programs, as well as many enrichment activities during and after the regular school day. In addition, we have many school-day and after school tutoring programs. We are known for student acceleration! We offer Math lab twice per week as well as Algebra I and Geometry for High School Credit. A full PE and Music program make our school well rounded and able to meet a variety of student needs.

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	Out of Improvement
2002-03	Year 1

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

School / Academic Goals

- ü Oracle students will have expanded learning opportunities. Implementing a new schoolwide reading program, phonics program, and brain-based remedial program.
- ü The school-community team will strive to provide a positive and respectful culture. Implemented a student pledge, a 3Rs program, and positive behavior incentives.

Enrollment

October 1, 2004 School Year Student Enrollment : 330
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 10

Instructional Programs

- ü Computer Lab
- ü Art/Music/PE Programs/Study Skills
- ü Community Outreach, Tutoring
- ü Schoolwide Title I Program
- ü Standards Workshops, Math Lab
- ü Community Based Reading Tutoring
- ü High School Algebra I and Geometry
- ü Over 80 academic volunteers!

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Mountain Vista School provides a safe and intellectually challenging environment for children in grades 1-8. We communicate with parents through conferences, open houses, newsletters, newspapers, calendars, flyers, Title I Meetings and parents as volunteers.

Parents

Parents are responsible for seeing that their child arrives at school each day ready to learn. Parents are encouraged to read to their children, to provide them with a place to study and to assist with learning at home.

Transportation Policy

The Oracle School District transports all students who reside at least one mile from the school they attend. In addition, transportation is provided for all special education students whose Individualized Education Program calls for transportation.

School Honors

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

Award/Honor	Year
ü Pinal County Spelling Bee Placement	2001
ü AAJHSC Master Council	2003
ü 1st Place Girls Soccer Champs, 1st place Boys Soccer	2004
ü AYP 3 straight years and a performing label	2005

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	40	40	79306	98	98	99	427	427	445	18	18	10	16	16	18	47	47	51	18	18	20
All Students (Prior Year)	46	46	75509	100	100	100	536	536	521	14	14	13	14	14	23	36	36	33	36	36	31
Female	19	19	38691	100	100	99	466	466	446	18	18	10	0	0	18	53	53	52	29	29	20
Male	22	22	40583	100	100	99	395	395	445	19	19	11	29	29	18	43	43	50	10	10	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	21	21	32869	100	100	99	445	445	429	11	11	15	21	21	25	58	58	51	11	11	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	16	16	36197	94	94	99	410	410	463	25	25	5	13	13	11	31	31	53	31	31	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	33	33	69060	100	100	98	460	460	454	10	10	7	13	13	17	55	55	54	23	23	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	20	20	39415	95	95	96	421	421	431	22	22	15	22	22	25	56	56	50	0	0	10
Non-Economically Disadvantaged	21	21	39966	100	100	100	432	432	459	15	15	6	10	10	12	40	40	52	35	35	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	40	40	79395	98	0	99	421	421	446	13	13	9	29	29	25	47	47	55	11	11	11
All Students (Prior Year)	46	46	75492	100	100	100	524	524	519	7	7	12	21	21	16	49	49	47	23	23	24
Female	19	19	38743	100	0	100	459	459	451	12	12	7	18	18	24	53	53	57	18	18	12
Male	22	22	40618	100	0	99	391	391	440	14	14	11	38	38	27	43	43	53	5	5	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	21	21	32915	100	0	99	435	435	426	11	11	15	32	32	35	53	53	47	5	5	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	16	16	36221	94	0	99	410	410	465	13	13	4	19	19	15	50	50	63	19	19	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	33	33	69139	100	0	99	454	454	454	3	3	7	35	35	24	48	48	58	13	13	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	20	20	39484	95	0	96	416	416	429	17	17	14	44	44	35	39	39	47	0	0	4
Non-Economically Disadvantaged	21	21	39986	100	0	100	426	426	461	10	10	4	15	15	16	55	55	63	20	20	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	40	40	78869	98	98	99	431	431	442	3	3	6	21	21	21	74	74	63	3	3	10
All Students (Prior Year)	46	46	75053	100	100	99	578	578	597	2	2	7	13	13	12	82	82	72	2	2	9
Female	19	19	38536	100	100	99	482	482	458	0	0	4	6	6	15	94	94	67	0	0	14
Male	22	22	40302	100	100	99	390	390	428	5	5	8	33	33	26	57	57	60	5	5	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	21	21	32606	100	100	98	462	462	426	0	0	8	16	16	27	79	79	60	5	5	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	16	16	36078	94	94	99	398	398	459	6	6	4	19	19	16	75	75	66	0	0	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	33	33	68697	100	100	98	465	465	454	0	0	4	19	19	18	77	77	67	3	3	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	20	20	39106	95	95	95	440	440	427	6	6	8	28	28	28	67	67	59	0	0	5
Non-Economically Disadvantaged	21	21	39837	100	100	100	423	423	457	0	0	4	15	15	14	80	80	67	5	5	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	43	43	78906	100	100	99	478	478	498	21	21	13	38	38	19	36	36	48	5	5	20
All Students (Prior Year)	39	39	76019	100	100	100	478	478	499	19	19	14	51	51	39	14	14	14	16	16	33
Female	18	18	38644	100	100	99	480	480	500	29	29	12	24	24	19	41	41	49	6	6	19
Male	25	25	40236	100	100	99	476	476	497	14	14	15	50	50	19	32	32	46	5	5	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	27	27	31938	100	100	99	475	475	481	20	20	19	44	44	25	32	32	46	4	4	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	15	15	36483	94	94	99	476	476	517	23	23	7	31	31	13	46	46	51	0	0	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	40	40	68310	100	100	98	483	483	509	14	14	9	42	42	18	39	39	51	6	6	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	21	21	38679	88	88	96	466	466	483	21	21	20	53	53	25	26	26	45	0	0	10
Non-Economically Disadvantaged	22	22	40295	100	100	100	488	488	513	20	20	7	25	25	13	45	45	50	10	10	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	43	43	78908	100	0	99	477	477	484	10	10	10	33	33	23	49	49	58	8	8	9
All Students (Prior Year)	39	39	76020	100	100	100	492	492	503	29	29	25	45	45	23	24	24	40	3	3	12
Female	18	18	38648	100	0	99	480	480	489	18	18	8	24	24	22	47	47	61	12	12	10
Male	25	25	40233	100	0	99	474	474	479	5	5	12	41	41	25	50	50	55	5	5	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	27	27	31940	100	0	99	473	473	465	8	8	16	40	40	32	44	44	49	8	8	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	15	15	36502	94	0	99	479	479	502	15	15	4	23	23	14	54	54	67	8	8	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	40	40	68312	100	0	98	483	483	493	3	3	7	36	36	21	53	53	62	8	8	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	21	21	38662	88	0	96	469	469	468	16	16	16	32	32	32	47	47	49	5	5	3
Non-Economically Disadvantaged	22	22	40315	100	0	100	484	484	498	5	5	5	35	35	15	50	50	66	10	10	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	42	42	78750	98	98	99	502	502	500	8	8	6	29	29	29	63	63	63	0	0	2
All Students (Prior Year)	39	39	75673	100	100	100	511	511	530	8	8	12	30	30	25	62	62	58	0	0	4
Female	17	17	38586	94	94	99	531	531	515	6	6	4	13	13	22	81	81	71	0	0	3
Male	25	25	40135	100	100	99	481	481	486	9	9	8	41	41	35	50	50	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	27	27	31841	100	100	99	509	509	483	8	8	8	24	24	36	68	68	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	14	14	36440	88	88	99	480	480	516	8	8	3	42	42	22	50	50	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	40	40	68196	100	100	98	511	511	513	3	3	3	31	31	25	67	67	69	0	0	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	20	20	38558	83	83	96	508	508	485	6	6	8	28	28	37	67	67	54	0	0	1
Non-Economically Disadvantaged	22	22	40260	100	100	100	497	497	514	10	10	3	30	30	21	60	60	72	0	0	4

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	42	42	78250	98	98	99	555	555	548	13	13	21	23	23	18	55	55	48	10	10	13
All Students (Prior Year)	40	40	75001	100	100	99	457	457	468	42	42	37	45	45	36	8	8	16	5	5	10
Female	19	19	38071	100	100	99	557	557	549	16	16	20	16	16	19	58	58	49	11	11	12
Male	24	24	40126	100	100	99	553	553	547	10	10	23	29	29	17	52	52	46	10	10	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	24	24	29129	100	100	99	553	553	527	17	17	32	17	17	23	54	54	40	13	13	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	16	16	38320	94	94	99	552	552	568	7	7	12	33	33	14	60	60	55	0	0	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	38	38	68996	97	97	99	567	567	561	6	6	16	22	22	18	61	61	52	11	11	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	15	15	33388	83	83	94	571	571	530	13	13	32	7	7	22	60	60	40	20	20	5
Non-Economically Disadvantaged	28	28	44937	100	100	100	545	545	561	12	12	13	32	32	15	52	52	54	4	4	18

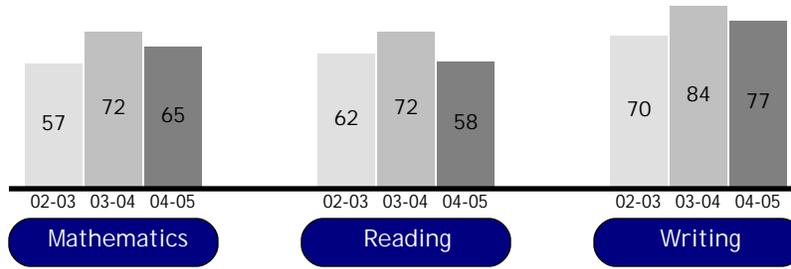
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	42	78302	98	0	99	515	515	512	13	13	11	20	20	25	65	65	57	3	3	7
All Students (Prior Year)	40	40	74918	100	100	99	486	486	497	37	37	32	24	24	19	37	37	35	3	3	15
Female	19	19	38082	100	0	99	524	524	518	5	5	8	26	26	24	63	63	61	5	5	7
Male	24	24	40166	100	0	99	508	508	507	19	19	14	14	14	26	67	67	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	24	24	29152	100	0	99	511	511	492	13	13	17	25	25	34	58	58	46	4	4	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	16	16	38347	94	0	99	521	521	531	13	13	5	13	13	17	73	73	68	0	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	38	38	69024	97	0	99	527	527	524	6	6	7	19	19	23	72	72	62	3	3	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	15	15	33398	83	0	94	527	527	495	13	13	18	13	13	35	67	67	46	7	7	2
Non-Economically Disadvantaged	28	28	44979	100	0	100	508	508	525	12	12	6	24	24	18	64	64	66	0	0	10

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	42	42	78094	98	98	99	546	546	545	0	0	3	25	25	18	75	75	77	0	0	2
All Students (Prior Year)	40	40	74503	100	100	99	489	489	491	11	11	9	37	37	32	47	47	51	5	5	8
Female	19	19	38025	100	100	99	557	557	558	0	0	2	21	21	13	79	79	82	0	0	2
Male	24	24	40013	100	100	99	536	536	534	0	0	5	29	29	23	71	71	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	24	24	29068	100	100	99	541	541	523	0	0	5	25	25	27	75	75	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	16	16	38265	94	94	99	551	551	564	0	0	2	27	27	11	73	73	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	38	38	68892	97	97	98	558	558	559	0	0	2	17	17	14	83	83	82	0	0	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	15	15	33296	83	83	94	542	542	527	0	0	5	27	27	27	73	73	67	0	0	0
Non-Economically Disadvantaged	28	28	44871	100	100	100	549	549	559	0	0	2	24	24	12	76	76	84	0	0	3

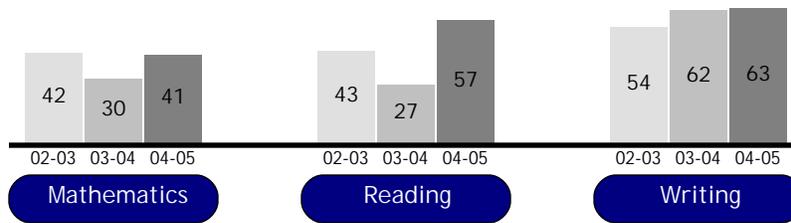
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

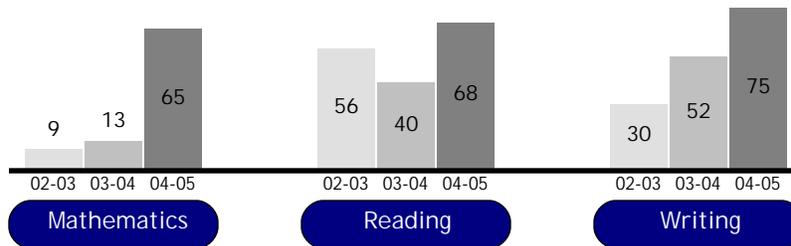
3rd Grade Proficiency



5th Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	100	60	60	50	95	62	NA	58	98	51	51	47
	Language	100	46	46	43	100	44	44	50	98	51	51	47
	Mathematics	100	70	70	57	100	60	60	64	98	52	52	50
3	Reading	97	51	51	47	95	58	NA	55	95	42	42	44
	Language	100	51	51	54	98	56	56	61	95	47	47	44
	Mathematics	100	45	45	54	98	65	65	61	95	51	51	51
4	Reading	94	52	52	52	100	48	NA	56	98	56	56	48
	Language	100	41	41	48	100	39	39	52	98	54	54	49
	Mathematics	100	42	42	57	100	41	41	61	98	58	58	53
5	Reading	100	42	42	50	100	39	NA	55	100	49	49	50
	Language	100	36	36	46	100	28	28	49	100	44	44	50
	Mathematics	100	45	45	57	100	35	35	63	100	39	39	49
6	Reading	100	44	44	53	100	53	NA	56	97	48	48	51
	Language	100	32	32	45	100	45	45	48	97	39	39	47
	Mathematics	100	55	55	62	100	70	70	66	97	55	55	52
7	Reading	97	38	38	51	98	48	NA	54	100	58	58	50
	Language	97	33	33	54	100	49	49	58	100	56	56	52
	Mathematics	94	42	42	58	100	51	51	62	100	51	51	50
8	Reading	100	56	56	53	97	50	NA	55	100	55	55	51
	Language	98	45	45	49	100	49	49	52	100	49	49	50
	Mathematics	98	49	49	58	100	53	53	61	100	56	56	53

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

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	2.50	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	4	1	0
4 to 6 years	8	2	0	0
7 to 9 years	2	0	0	0
10 or more years	7	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Laboratory
- Ü Math Lab
- Ü Multimedia Library
- Ü Fully Loaded Music Room

Extracurricular Activities

- Ü Student Council/Dances/Educ. Field Trips
- Ü 21st Century After School Programs
- Ü Basketball/Softball/Volleyball/Soccer/FB
- Ü Cheerleading/Pep Squad/Flag Football

Social Services

- Ü Breakfast/Lunch Programs
- Ü DES Services
- Ü After School Child Care Program
- Ü Counseling Services/Peer Mediation

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Enhanced security and safety through a number our initiatives which emphasized a community school concept. Improved learning opportunities by focusing on prevention instead of remediation.
- ü Built a positive culture bringing pride back to the school. Highlighted fiscal accountability and tied spending to District/School Goals.
- ü Instituted a new music and physical education program. Created a math lab, literature lab and school day reading tutoring program. Hired a K-3 reading specialist and introduced standards workshops as part of our afterschool program.
- ü Mountain Vista is a performing school that has made AYP 3 consecutive years!

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	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

School resource officer. Full-time counselor and a partnership with San Pedro Behavioral Health. Through this partnership we work on crisis intervention as well as behavioral education. Building respect, responsibility and relationships through our daily morning ceremonies. Rewarding positive behavior. Expanded lifeskills curriculum. Increasing after school activities, peer mediation as well as a new re-structured school wide discipline program. Intramural sports during lunch times.

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) :

5

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

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

Contacts

	Name	Phone Number
School Site Council	Dennis Blausen	(520) 896-3003
Transportation Policy	Maria Croci	(520) 896-3052
Community Resources		(520) 896-3049
School Nutrition Programs	Cheryl Clinton	(520) 896-3029
Parent Organization	Genell Day	(520) 896-2811
Student Health/Nurse	Lydia Smith	(520) 896-3004

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

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

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

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

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

5 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.

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