



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

P.O. Box 98, Sacaton, AZ 85247

Sacaton 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)

2005-06 Underperforming
2004-05 Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Dr. Carol Virkler
Schedule : 07:00 AM to 05:30 PM
Grades : Pre-K-5
Web Address : cvirkler@sacatonschools.org
Phone Number : (520) 562-8600
Fax Number : (480) 763-4410
E-mail : cvirkler@sacatonschools.otg

Mission

Sacaton Elementary School will strive to create an inviting school atmosphere by providing a child-oriented, healthy and safe environment in which administration, staff, board members, parents as well as the community are valued participants in shared decision making.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06 Restructure(Impl)
2004-05 Restructure(Impl)
2003-04 Restructuring

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

School / Academic Goals

- To provide effective teaching strategies and techniques in reading, writing, and math in an effort to increase student achievement.
To promote the respect for, and appreciation of, individual and cultural differences that include language, tradition, values and community.

Enrollment

October 1, 2005 School Year Student Enrollment : 291
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Pre-Kindergarten
- ü Full-day Kindergarten
- ü Reading First Program
- ü 21st Century After School Program
- ü Pima Culture

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Sacaton Elementary provides monthly parent trainings based on the needs of our parents. In addition, teachers send home monthly newsletters and conduct quarterly trainings for parents to explain to them the curriculum that is being taught and ways to help their child in the home.

Parents

Parents will ensure that their child attends school regularly, support school and district policies, assist their child at home with homework, as well as reinforce daily concepts taught at school.

Transportation Policy

Sacaton Elementary services an area of slightly more than 272 square miles. District vehicles travel almost 600 miles daily, transporting approximately 385 students to and from school.

School Honors

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

Award/Honor	Year
ü Tracey Brooks, GRIC Third Grade Teacher of the Year	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	37	37	80010	84	84	99	399	399	447	38	38	10	38	38	18	22	22	53	3	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	18	38935	86	86	99	396	396	447	33	33	9	50	50	19	17	17	55	NA	NA	17
Male	18	18	40974	78	78	98	403	403	448	39	39	11	28	28	18	28	28	52	6	6	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	36	36	3979	84	84	96	398	398	424	39	39	17	36	36	30	22	22	47	3	3	6
White	--	--	35142	--	--	99	--	--	465	--	--	5	--	--	11	--	--	56	--	--	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	35	35	69849	100	100	100	399	399	451	37	37	7	37	37	17	23	23	56	3	3	19
Limited English Proficient Students	10	10	14013	77	77	97	NA	NA	413	NA	NA	24	NA	NA	34	NA	NA	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	19	19	39029	86	86	98	398	398	432	37	37	14	42	42	25	21	21	52	NA	NA	9
Non-Economically Disadvantaged	18	18	40981	82	82	100	399	399	462	39	39	6	33	33	13	22	22	54	6	6	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	37	37	79438	84	84	98	403	403	451	27	27	9	43	43	24	27	27	56	3	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	18	38775	86	86	99	395	395	457	39	39	7	33	33	22	28	28	58	NA	NA	13
Male	18	18	40560	78	78	97	413	413	446	11	11	12	56	56	25	28	28	54	6	6	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	NC	NC	34297	NC	NC	98	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	36	36	3940	84	84	95	401	401	429	28	28	14	44	44	36	25	25	47	3	3	3
White	--	--	34887	--	--	98	--	--	471	--	--	4	--	--	15	--	--	63	--	--	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	35	35	69850	100	100	100	404	404	456	29	29	7	40	40	23	29	29	59	3	3	12
Limited English Proficient Students	10	10	13856	77	77	96	NA	NA	407	NA	NA	27	NA	NA	43	NA	NA	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	19	19	38685	86	86	97	404	404	435	21	21	14	47	47	32	32	32	50	NA	NA	5
Non-Economically Disadvantaged	18	18	40753	82	82	99	401	401	467	33	33	5	39	39	16	22	22	62	6	6	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	38	38	79971	86	86	99	363	363	423	29	29	8	50	50	41	18	18	49	3	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	18	38974	86	86	99	370	370	437	28	28	5	50	50	33	22	22	57	NA	NA	4
Male	19	19	40895	83	83	98	355	355	410	32	32	10	47	47	47	16	16	41	5	5	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	37	37	3995	86	86	96	361	361	409	30	30	10	49	49	47	19	19	42	3	3	1
White	--	--	35150	--	--	99	--	--	437	--	--	5	--	--	35	--	--	56	--	--	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	35	35	69713	100	100	100	360	360	429	31	31	5	46	46	39	20	20	52	3	3	3
Limited English Proficient Students	11	11	13985	85	85	97	338	338	382	45	45	18	45	45	54	9	9	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	19	19	38994	86	86	98	339	339	409	42	42	10	37	37	47	21	21	41	NA	NA	1
Non-Economically Disadvantaged	19	19	40977	86	86	100	387	387	437	16	16	5	63	63	34	16	16	56	5	5	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	35	35	80147	76	76	99	433	433	482	31	31	11	40	40	17	29	29	49	NA	NA	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	21	39281	91	91	99	428	428	483	38	38	9	33	33	17	29	29	50	NA	NA	24
Male	14	14	40780	61	61	98	441	441	482	21	21	12	50	50	17	29	29	48	NA	NA	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	33	33	4117	75	75	96	431	431	456	33	33	19	39	39	27	27	27	46	NA	NA	8
White	--	--	36122	--	--	99	--	--	501	--	--	5	--	--	10	--	--	50	--	--	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	34	34	69852	100	100	100	434	434	488	29	29	7	41	41	16	29	29	51	NA	NA	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	25	25	38371	78	78	97	438	438	465	28	28	15	32	32	23	40	40	49	NA	NA	13
Non-Economically Disadvantaged	10	10	41776	71	71	100	NA	NA	498	NA	NA	6	NA	NA	11	NA	NA	49	NA	NA	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	35	35	79686	76	76	98	437	437	470	11	11	11	54	54	24	34	34	57	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	21	39163	91	91	99	438	438	475	10	10	9	57	57	22	33	33	60	NA	NA	10
Male	14	14	40438	61	61	97	434	434	465	14	14	13	50	50	25	36	36	54	NA	NA	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	33	33	4087	75	75	96	434	434	446	12	12	16	58	58	38	30	30	44	NA	NA	2
White	--	--	35914	--	--	98	--	--	489	--	--	5	--	--	15	--	--	67	--	--	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	34	34	69878	100	100	100	437	437	475	12	12	8	53	53	23	35	35	61	NA	NA	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	25	25	38095	78	78	97	439	439	452	12	12	17	48	48	32	40	40	48	NA	NA	3
Non-Economically Disadvantaged	10	10	41591	71	71	99	NA	NA	486	NA	NA	6	NA	NA	16	NA	NA	65	NA	NA	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	46	46	80372	100	100	99	441	441	475	9	9	4	54	54	30	37	37	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	23	39452	100	100	99	458	458	488	NA	NA	3	52	52	22	48	48	72	NA	NA	3
Male	23	23	40836	100	100	98	424	424	464	17	17	6	57	57	37	26	26	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	44	44	4128	100	100	97	440	440	464	9	9	4	57	57	39	34	34	56	NA	NA	1
White	--	--	36213	--	--	99	--	--	489	--	--	2	--	--	22	--	--	72	--	--	3
Students with Disabilities	12	12	10526	100	100	94	417	417	427	25	25	15	58	58	53	17	17	31	NA	NA	1
Students without Disabilities	34	34	69846	100	100	100	449	449	482	3	3	3	53	53	26	44	44	69	NA	NA	2
Limited English Proficient Students	11	11	12747	100	100	97	416	416	432	27	27	12	36	36	52	36	36	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	32	32	38521	100	100	98	453	453	461	6	6	6	44	44	38	50	50	55	NA	NA	1
Non-Economically Disadvantaged	14	14	41851	100	100	100	413	413	489	14	14	3	79	79	22	7	7	72	NA	NA	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	40	44	79306	73	80	99	465	465	504	30	27	13	30	30	20	38	41	49	3	2	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	25	38845	72	78	99	471	471	505	22	20	11	35	36	20	39	40	50	4	4	18
Male	17	19	40383	74	83	98	456	456	504	41	37	14	24	21	19	35	42	47	NA	NA	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	38	42	4034	72	79	97	466	466	479	29	26	22	32	31	29	37	40	43	3	2	7
White	NC	NC	36234	NC	NC	99	NC	NC	523	NC	NC	6	NC	NC	13	NC	NC	52	NC	NC	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	39	39	69020	98	98	100	466	466	510	28	28	9	31	31	18	38	38	52	3	3	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	21	21	37437	70	70	97	464	464	486	29	29	19	29	29	26	43	43	46	NA	NA	9
Non-Economically Disadvantaged	19	23	41869	76	92	100	466	466	521	32	26	7	32	30	14	32	39	51	5	4	27

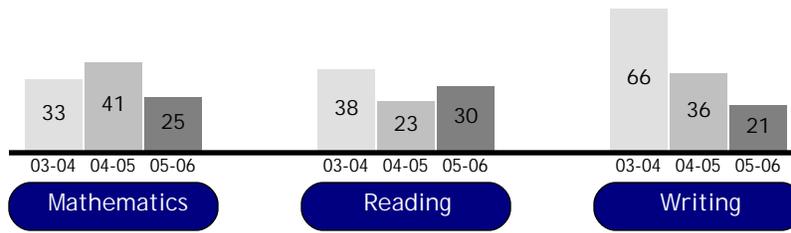
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	44	79000	73	80	98	462	462	489	13	11	10	43	41	24	45	48	58	NA	NA	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	25	38774	72	78	99	462	462	494	17	16	7	39	40	22	43	44	61	NA	NA	10
Male	17	19	40150	74	83	98	462	462	485	6	5	12	47	42	25	47	53	55	NA	NA	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	38	42	4016	72	79	96	463	463	467	13	12	14	39	38	37	47	50	46	NA	NA	2
White	NC	NC	36135	NC	NC	98	NC	NC	508	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	39	39	69009	98	98	100	463	463	495	10	10	6	44	44	22	46	46	62	NA	NA	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	21	21	37234	70	70	97	460	460	472	5	5	15	52	52	33	43	43	50	NA	NA	3
Non-Economically Disadvantaged	19	23	41766	76	92	99	464	464	505	21	17	5	32	30	16	47	52	65	NA	NA	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	51	55	79611	93	100	99	453	453	496	14	13	7	63	60	37	24	27	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	32	39016	94	100	99	474	474	511	10	9	4	53	53	29	37	38	66	NA	NA	1
Male	21	23	40519	91	100	98	423	423	482	19	17	10	76	70	44	5	13	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	49	53	3992	92	100	96	450	450	478	14	13	10	65	62	46	20	25	44	NA	NA	0
White	NC	NC	36380	NC	NC	99	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1
Students with Disabilities	11	15	10664	73	100	94	424	424	440	27	20	23	73	60	54	NA	20	22	NA	NA	1
Students without Disabilities	40	40	68947	100	100	100	461	461	504	10	10	4	60	60	34	30	30	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	26	26	37626	87	87	98	464	464	479	8	8	10	58	58	45	35	35	45	NA	NA	0
Non-Economically Disadvantaged	25	29	41985	100	100	100	442	442	511	20	17	4	68	62	30	12	21	65	NA	NA	1

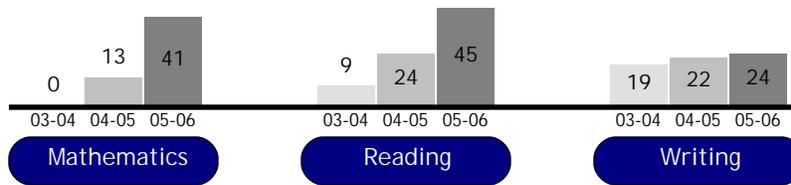
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	N
	Met Test Objectives?	Not Evaluated
	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
2	Reading	79	21	NA	58	100	29	29	47	98	25	25	46
	Language	84	12	12	50	100	25	25	47	98	25	25	48
	Mathematics	88	14	14	64	100	26	26	50	98	24	24	52
3	Reading	87	22	NA	55	100	23	23	44	84	17	17	46
	Language	89	29	29	61	100	25	25	44	86	20	20	46
	Mathematics	91	22	22	61	98	31	31	51	84	16	16	52
4	Reading	92	19	NA	56	92	39	39	48	76	32	32	52
	Language	100	18	18	52	92	36	35	49	100	28	28	52
	Mathematics	100	31	31	61	92	55	55	53	76	28	28	58
5	Reading	85	17	NA	55	98	23	23	50	73	35	35	56
	Language	91	13	13	49	98	20	20	50	93	27	27	54
	Mathematics	92	13	13	63	98	20	20	49	73	27	27	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)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Bullying
- Ü Increasing Student Attendance
- Ü Increasing Student Achievement
- Ü Parental Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	3.50	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Gym/Stage
- Ü Teacher Training Center
- Ü Cafeteria

Extracurricular Activities

- Ü Student Council
- Ü 21st Century Enrichment Program
- Ü NASA Program
- Ü Gear-Up Program
- Ü 5th Grade Only After School Sports

Social Services

- Ü Lunch/Breakfast Programs
- Ü Immunization/Nursing Program
- Ü Counseling/Crisis Intervention Services
- Ü Boys/Girls Club Activities

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Standardized test scores increased by teachers collaborating to plan for instruction and by implementing our Focused Learning Program which allows for 45 minutes of daily, uninterrupted instruction to teach test taking skills and testing format.

- ü Rural Systemic Initiative: The Rural Systemic Initiative Program is committed to the improvement of science, mathematics, and technology education in rural and Tribal areas of America.

- ü The 21st Century Program addresses the academic and recreational needs of our students by providing activities which focus on education, health, fitness and leadership development.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	90	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A comprehensive Emergency Response Plan is in place. An annual school evacuation is conducted along with quarterly emergency response trainings. A full-time School Resource Officer is stationed on-site. She teaches prevention of substance abuse, alcoholism and law related issues.

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) :

10

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	Carol Virkler	(520) 562-8600
Transportation Policy	C.T. Davis	(520) 562-8600
Community Resources	Tonya Pedro-Molina	(480) 540-6620
School Nutrition Programs	Barbara Clark	(520) 562-8600
Parent Organization	Matilda Pratt	(520) 562-8600
Student Health/Nurse	KathleenFrost	(520) 562-8600

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.