

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1412 Frontage Road, Rio Rico, AZ 85648

Santa Cruz Valley 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	Performing Plus
2004-05	Performing Plus
2003-04	Not Evaluated

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

School Overview

Principal/Administrator : Mrs. Gail Rich
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-5
 Web Address : santacruz.k12.az.us
 Phone Number : (520) 375-8300
 Fax Number : (520) 281-7973
 E-mail : grich@santacruz.k12.az.us

Mission

Our mission is to educate students to become active lifelong learners and responsible citizens in a culturally diverse global environment. Fearless Learners, Exceeding Expectations.

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 Institutionalize a strategic, research-based Balanced Literacy and Structured English Immersion Program.
- ü Institutionalize inquiry-based math teaching practices and materials.
- ü Institutionalize a writing program based on the six-trait model and process writing.

Enrollment

October 1, 2005 School Year Student Enrollment : 721
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 25

Instructional Programs

- Ü Balanced Literacy
- Ü Student Publishing
- Ü Standards-Based Math Program
- Ü Early Reading First Preschool/Head Start
- Ü Math Investigations
- Ü FOSS Science

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 17 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The school will provide an excellent education in a healthy and safe environment, treat all children and parents with respect, maintain communication, educate parents to assist their children in learning, meet the needs of special education students.

Parents

Includes discussing work brought home, ensuring completion of work including learning math facts and reading daily with their child, communication with the teacher, attendance at conferences, parent visits, report absences.

Transportation Policy

All students attending SCVUSD No. 35 have the privilege of being bused, according to routes that are in place. Policy states that no buses shall travel on unpaved roadways.

School Honors

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

Award/Honor	Year
Ü Awarded Early First Reading Grant	2003
Ü NAEYC Preschool Certification	2002
Ü Two Annual Rotary Feature - Teachers and Students	2003
Ü Monthly Student Recognition Program	2003

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	137	274	80010	99	98	99	432	440	447	9	7	10	31	25	18	52	55	53	8	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	133	38935	100	99	99	432	443	447	8	8	9	29	20	19	56	58	55	8	14	17
Male	71	141	40974	97	97	98	431	438	448	10	7	11	34	30	18	48	52	52	8	11	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	126	256	34545	98	98	99	431	439	432	8	7	14	33	26	24	52	56	53	7	11	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	10	17	35142	100	94	99	NA	462	465	NA	6	5	NA	12	11	NA	47	56	NA	35	28
Students with Disabilities	12	18	10161	86	78	93	400	409	419	17	17	28	50	50	28	33	33	36	NA	NA	8
Students without Disabilities	125	256	69849	100	100	100	434	442	451	8	7	7	30	23	17	54	57	56	9	13	19
Limited English Proficient Students	83	167	14013	99	98	97	420	427	413	10	9	24	46	37	34	41	49	39	4	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	97	194	39029	99	98	98	425	434	432	10	9	14	36	29	25	48	53	52	5	9	9
Non-Economically Disadvantaged	40	80	40981	98	99	100	447	455	462	5	3	6	20	15	13	60	61	54	15	21	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	134	269	79438	96	96	98	436	444	451	9	7	9	35	33	24	54	53	56	2	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	132	38775	98	99	99	440	453	457	9	5	7	26	27	22	62	57	58	3	11	13
Male	69	137	40560	95	94	97	433	434	446	9	9	12	43	39	25	46	50	54	1	1	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	124	252	34297	97	97	98	434	441	434	9	8	14	36	35	31	54	53	50	1	5	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	NC	16	34887	NC	89	98	NC	483	471	NC	NA	4	NC	13	15	NC	63	63	NC	25	18
Students with Disabilities	10	14	9588	71	61	88	NA	408	416	NA	14	30	NA	43	32	NA	43	34	NA	NA	5
Students without Disabilities	124	255	69850	99	100	100	439	445	456	9	7	7	34	33	23	55	54	59	2	7	12
Limited English Proficient Students	81	163	13856	96	96	96	418	425	407	14	10	27	48	48	43	38	42	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	94	189	38685	96	95	97	426	433	435	11	10	14	43	38	32	46	50	50	1	3	5
Non-Economically Disadvantaged	40	80	40753	98	99	99	460	467	467	5	3	5	18	21	16	73	61	62	5	15	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	137	271	79971	99	97	99	410	417	423	7	6	8	47	47	41	44	45	49	1	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	133	38974	100	99	99	419	429	437	6	5	5	38	36	33	55	56	57	2	3	4
Male	71	138	40895	97	95	98	401	405	410	8	7	10	56	57	47	34	34	41	1	2	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	127	254	34481	99	98	99	409	417	410	7	6	10	48	47	46	43	45	43	2	3	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	NC	16	35150	NC	89	99	NC	428	437	NC	NA	5	NC	50	35	NC	50	56	NC	NA	5
Students with Disabilities	12	17	10258	86	74	94	384	384	377	8	12	23	42	47	51	42	35	25	8	6	1
Students without Disabilities	125	254	69713	100	99	100	412	419	429	7	5	5	48	47	39	44	46	52	1	2	3
Limited English Proficient Students	84	166	13985	100	98	97	396	398	382	10	7	18	55	60	54	35	32	27	1	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	97	191	38994	99	96	98	403	408	409	9	7	10	48	51	47	41	41	41	1	2	1
Non-Economically Disadvantaged	40	80	40977	98	99	100	426	438	437	3	3	5	45	38	34	50	55	56	3	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	95	263	80147	96	98	99	478	483	482	7	7	11	16	16	17	64	57	49	13	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	133	39281	96	97	99	485	485	483	4	7	9	13	14	17	71	60	50	11	19	24
Male	50	130	40780	96	98	98	472	480	482	10	8	12	18	18	17	58	55	48	14	20	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	88	245	33494	97	98	99	476	480	466	8	8	15	17	17	23	64	58	49	11	17	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	NC	15	36122	NC	94	99	NC	526	501	NC	NA	5	NC	NA	10	NC	47	50	NC	53	35
Students with Disabilities	NC	16	10295	NC	73	92	NC	429	443	NC	38	33	NC	44	26	NC	19	33	NC	NA	8
Students without Disabilities	89	247	69852	100	100	100	481	486	488	6	5	7	13	14	16	67	60	51	13	21	26
Limited English Proficient Students	54	144	12722	95	97	97	463	466	441	9	10	27	24	22	33	63	59	37	4	8	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	72	197	38371	96	97	97	473	480	465	8	8	15	18	17	23	64	59	49	10	16	13
Non-Economically Disadvantaged	23	66	41776	96	100	100	494	491	498	4	6	6	9	14	11	65	52	49	22	29	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	97	262	79686	98	97	98	449	456	470	19	13	11	29	31	24	52	52	57	1	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	135	39163	100	99	99	456	461	475	15	11	9	26	28	22	60	56	60	NA	4	10
Male	50	127	40438	96	96	97	442	450	465	22	16	13	32	34	25	44	48	54	2	2	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	89	244	33299	98	98	98	447	454	452	18	14	17	30	33	32	52	51	47	NA	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	NC	15	35914	NC	94	98	NC	487	489	NC	13	5	NC	7	15	NC	67	67	NC	13	14
Students with Disabilities	NC	15	9808	NC	68	87	NC	395	432	NC	67	35	NC	27	32	NC	7	30	NC	NA	3
Students without Disabilities	89	247	69878	100	100	100	453	459	475	13	10	8	30	31	23	55	55	61	1	4	9
Limited English Proficient Students	55	143	12594	96	96	96	429	435	422	25	20	34	40	45	45	35	34	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	73	196	38095	97	97	97	445	453	452	21	15	17	32	33	32	47	50	48	1	3	3
Non-Economically Disadvantaged	24	66	41591	100	100	99	459	465	486	13	9	6	21	26	16	67	59	65	NA	6	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	96	263	80372	97	98	99	469	472	475	2	1	4	39	39	30	59	59	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	135	39452	100	99	99	480	482	488	NA	1	3	26	30	22	74	68	72	NA	1	3
Male	49	128	40836	94	97	98	458	462	464	4	2	6	51	49	37	45	49	56	NA	NA	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	89	245	33608	98	98	99	467	470	462	2	1	6	39	41	36	58	57	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	NC	15	36213	NC	94	99	NC	499	489	NC	NA	2	NC	20	22	NC	80	72	NC	NA	3
Students with Disabilities	NC	17	10526	NC	77	94	NC	442	427	NC	NA	15	NC	71	53	NC	29	31	NC	NA	1
Students without Disabilities	88	246	69846	99	100	100	470	474	482	2	1	3	38	37	26	60	61	69	NA	1	2
Limited English Proficient Students	55	144	12747	96	97	97	456	458	432	4	2	12	49	54	52	47	44	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	73	197	38521	97	97	98	468	470	461	1	1	6	41	43	38	58	55	55	NA	1	1
Non-Economically Disadvantaged	23	66	41851	96	100	100	472	479	489	4	2	3	30	27	22	65	70	72	NA	2	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	94	246	79306	98	98	99	507	510	504	11	7	13	13	18	20	55	53	49	21	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	117	38845	100	100	99	505	504	505	10	9	11	13	20	20	63	56	50	15	15	18
Male	54	129	40383	96	96	98	508	516	504	11	5	14	13	16	19	50	50	47	26	29	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	84	223	32673	98	98	99	504	507	487	12	8	18	14	19	25	55	53	46	19	20	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	NC	20	36234	NC	95	99	NC	538	523	NC	NA	6	NC	10	13	NC	50	52	NC	40	28
Students with Disabilities	NC	12	10286	NC	75	91	NC	466	462	NC	25	41	NC	33	27	NC	42	27	NC	NA	5
Students without Disabilities	90	234	69020	98	99	100	510	512	510	8	6	9	13	17	18	57	53	52	22	24	21
Limited English Proficient Students	35	90	10291	95	94	96	488	483	458	29	19	38	20	31	34	29	39	26	23	11	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	68	189	37437	97	97	97	500	505	486	13	8	19	16	21	26	54	50	46	16	20	9
Non-Economically Disadvantaged	26	57	41869	100	98	100	523	527	521	4	2	7	4	7	14	58	61	51	35	30	27

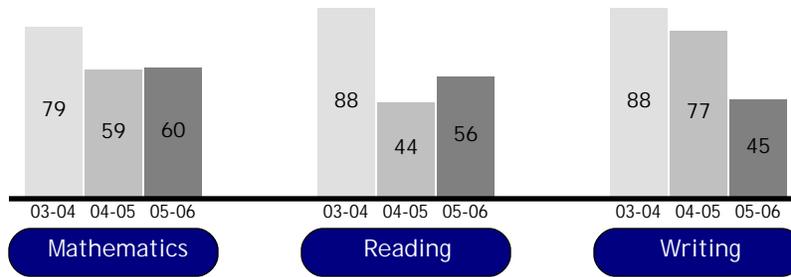
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	244	79000	98	97	98	489	488	489	9	4	10	18	25	24	68	66	58	5	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	116	38774	98	99	99	499	489	494	5	3	7	13	26	22	74	65	61	8	6	10
Male	55	128	40150	98	95	98	481	487	485	11	5	12	22	24	25	64	67	55	4	4	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	84	221	32508	98	97	98	486	486	472	10	5	15	20	26	33	65	65	49	5	5	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	NC	20	36135	NC	95	98	NC	513	508	NC	NA	4	NC	10	14	NC	80	67	NC	10	15
Students with Disabilities	NC	10	9991	NC	63	88	NC	NA	449	NC	NA	33	NC	NA	36	NC	NA	29	NC	NA	2
Students without Disabilities	90	234	69009	98	99	100	491	489	495	7	3	6	18	24	22	70	67	62	6	5	10
Limited English Proficient Students	35	88	10199	95	92	95	468	461	439	23	11	35	26	49	47	51	40	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	69	188	37234	99	97	97	482	482	472	12	5	15	22	29	33	64	63	50	3	3	3
Non-Economically Disadvantaged	25	56	41766	96	97	99	509	508	505	NA	NA	5	8	13	16	80	77	65	12	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	243	79611	99	96	99	505	504	496	3	2	7	34	37	37	63	61	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	114	39016	98	97	99	511	507	511	5	3	4	21	31	29	74	67	66	NA	NA	1
Male	56	129	40519	100	96	98	501	502	482	2	1	10	43	43	44	55	56	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	85	220	32855	99	96	99	503	503	481	4	2	10	35	39	43	61	60	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	NC	20	36380	NC	95	99	NC	521	511	NC	NA	4	NC	25	30	NC	75	65	NC	NA	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	91	235	68947	99	100	100	510	506	504	2	1	4	32	37	34	66	62	61	NA	NA	1
Limited English Proficient Students	36	87	10362	97	91	97	479	483	438	8	5	22	47	54	57	44	41	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	70	187	37626	100	96	98	498	499	479	4	2	10	40	44	45	56	54	45	NA	NA	0
Non-Economically Disadvantaged	25	56	41985	96	97	100	527	524	511	NA	NA	4	16	16	30	84	84	65	NA	NA	1

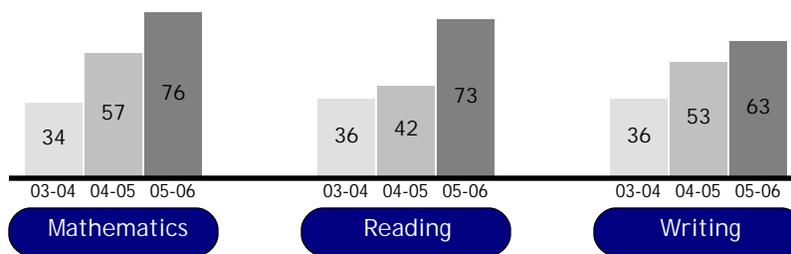
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	92	46	NA	58	99	32	31	47	98	37	34	46
	Language	92	36	34	50	99	28	31	47	98	35	35	48
	Mathematics	92	50	58	64	98	40	40	50	99	46	39	52
3	Reading	97	56	NA	55	100	33	33	44	94	30	35	46
	Language	99	64	66	61	100	34	36	44	96	30	37	46
	Mathematics	100	56	59	61	100	43	45	51	96	35	41	52
4	Reading	100	35	NA	56	100	44	43	48	98	35	39	52
	Language	100	33	37	52	100	46	45	49	98	43	44	52
	Mathematics	100	46	47	61	100	54	52	53	96	52	54	58
5	Reading	96	44	NA	55	98	38	39	50	98	52	50	56
	Language	98	39	38	49	98	37	39	50	98	50	52	54
	Mathematics	100	49	54	63	98	39	41	49	98	52	54	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)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Parent/Educator Relations
- Ü Academic Progress
- Ü School Safety Issues
- Ü Curriculum Development
- Ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	1.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü A Beautiful Children's Library
- Ü Computer Lab
- Ü Second Computer Lab
- Ü Literacy Center

Extracurricular Activities

- Ü Band
- Ü Math Club
- Ü Student Council
- Ü Chess Club

Social Services

- Ü SEABHS
- Ü Literacy Classes
- Ü Parenting Classes
- Ü Food Bank
- Ü School Counselor

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Implementation of a balanced literacy program in conjunction with English Language Development practices to fulfill the recommendations made in a recent literacy audit.

- ü Implementation of standards- based math teaching methodology is being supported through monthly staff development trainings with a math consultant in response to a recent math audit.

- ü Every teacher trained in strategies to support English language learners. (SIOP)

Student Activity Rates for School Year 2005-06

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

Full-time counselor; Character Counts program fully implemented with classroom presentations and all-school assemblies ; staff with radios monitor the campus; students must be signed out by parents if being picked up; children closely supervised on playground and at dismissal time; additional dean position added to enhance safety of students

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) :

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	Gail Rich	(520) 375-8302
Transportation Policy	Fred Laguna	(520) 375-8278
Community Resources	Gail Rich	(520) 375-8302
School Nutrition Programs	Debbie Harris	(520) 375-8276
Parent Organization	Elizabeth Hobson	(520) 375-8300
Student Health/Nurse	Nina Coe	(520) 375-8600

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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** Due to booklet size printing, print copies are produced in multiples of 4.