



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

200 Camp Lincoln Road, Camp Verde, AZ 86322

Camp Verde 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
2004-05 Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Mrs. Jacqueline D. Price
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-5
Web Address : www.cvusd.k12.az.us/
Phone Number : (928) 567-8060
Fax Number : (928) 567-8063
E-mail : jdprice@cvusd.k12.az.us

Mission

The purpose of this school is to help students be prepared for middle school and to become productive, responsible citizens. Learning is a cooperative endeavor between students, parents and staff. It should be meaningful, useful and applicable not only for the present but for the future.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- Provide the resources necessary to improve student achievement.
Emphasize literacy by increasing instructional time in reading and language arts.
Provide a safe learning environment.
Provide technological resources for each learner to continually improve achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 681
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 14

Instructional Programs

- ü At-risk Preschool
- ü Full-day Kindergarten
- ü Gifted
- ü Physical Education
- ü General and Instrumental Music, Art
- ü Title One Reading Pull-out
- ü ELL, Inclusion Model
- ü Special Education, Inclusion Model

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Providing an atmosphere conducive to learning is a primary goal of Camp Verde Elementary School. We encourage and expect the students to show respect, responsibility and cooperation. Parental involvement is encouraged in all school activities.

Parents

The success of our students is dependent upon parental support and we seek to make learning a priority at home. We nurture parent involvement through parent/teacher conferences, parent nights, newsletters, Councils and on-going communications.

Transportation Policy

The Camp Verde Unified School District covers approximately 47 square miles which comprises the town of Camp Verde. The district runs 18 regular bus routes averaging 1100 miles per day, and transports approximately 1,500 students.

School Honors

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

Award/Honor	Year
ü President's Education Awards	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	111	80010	100	100	99	439	439	447	7	7	10	20	20	18	66	66	53	7	7	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	38935	100	100	99	440	440	447	8	8	9	20	20	19	60	60	55	12	12	17
Male	61	61	40974	100	100	98	438	438	448	7	7	11	20	20	18	70	70	52	3	3	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	19	19	34545	95	95	99	423	423	432	5	5	14	53	53	24	37	37	53	5	5	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	11	11	3979	100	100	96	421	421	424	9	9	17	45	45	30	45	45	47	NA	NA	6
White	78	78	35142	100	100	99	445	445	465	8	8	5	9	9	11	74	74	56	9	9	28
Students with Disabilities	14	14	10161	100	100	93	411	411	419	14	14	28	29	29	28	57	57	36	NA	NA	8
Students without Disabilities	97	97	69849	100	100	100	442	442	451	6	6	7	19	19	17	67	67	56	8	8	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	74	74	39029	100	100	98	432	432	432	8	8	14	27	27	25	59	59	52	5	5	9
Non-Economically Disadvantaged	37	37	40981	100	100	100	452	452	462	5	5	6	5	5	13	78	78	54	11	11	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	111	111	79438	100	100	98	446	446	451	11	11	9	20	20	24	64	64	56	5	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	38775	100	100	99	452	452	457	6	6	7	24	24	22	64	64	58	6	6	13
Male	61	61	40560	100	100	97	442	442	446	15	15	12	16	16	25	64	64	54	5	5	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	19	19	34297	95	95	98	439	439	434	11	11	14	26	26	31	58	58	50	5	5	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	11	11	3940	100	100	95	417	417	429	27	27	14	45	45	36	27	27	47	NA	NA	3
White	78	78	34887	100	100	98	452	452	471	9	9	4	15	15	15	69	69	63	6	6	18
Students with Disabilities	14	14	9588	100	100	88	400	400	416	36	36	30	14	14	32	43	43	34	7	7	5
Students without Disabilities	97	97	69850	100	100	100	452	452	456	7	7	7	21	21	23	67	67	59	5	5	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	74	74	38685	100	100	97	437	437	435	15	15	14	23	23	32	58	58	50	4	4	5
Non-Economically Disadvantaged	37	37	40753	100	100	99	464	464	467	3	3	5	14	14	16	76	76	62	8	8	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	110	110	79971	99	99	99	394	394	423	13	13	8	60	60	41	25	25	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	49	38974	98	98	99	427	427	437	6	6	5	49	49	33	41	41	57	4	4	4
Male	61	61	40895	100	100	98	368	368	410	18	18	10	69	69	47	13	13	41	NA	NA	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	19	19	34481	95	95	99	395	395	410	16	16	10	47	47	46	32	32	43	5	5	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	11	11	3995	100	100	96	385	385	409	9	9	10	73	73	47	18	18	42	NA	NA	1
White	77	77	35150	100	100	99	395	395	437	13	13	5	61	61	35	25	25	56	1	1	5
Students with Disabilities	14	14	10258	100	100	94	326	326	377	43	43	23	29	29	51	29	29	25	NA	NA	1
Students without Disabilities	96	96	69713	99	99	100	402	402	429	8	8	5	65	65	39	25	25	52	2	2	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	74	74	38994	100	100	98	391	391	409	16	16	10	58	58	47	23	23	41	3	3	1
Non-Economically Disadvantaged	36	36	40977	97	97	100	400	400	437	6	6	5	64	64	34	31	31	56	NA	NA	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	116	116	80147	100	100	99	460	460	482	21	21	11	22	22	17	50	50	49	8	8	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	51	39281	100	100	99	456	456	483	24	24	9	25	25	17	43	43	50	8	8	24
Male	65	65	40780	100	100	98	464	464	482	18	18	12	18	18	17	55	55	48	8	8	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	32	32	33494	100	100	99	436	436	466	38	38	15	31	31	23	31	31	49	NA	NA	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	14	14	4117	100	100	96	459	459	456	21	21	19	29	29	27	36	36	46	14	14	8
White	70	70	36122	100	100	99	471	471	501	13	13	5	16	16	10	61	61	50	10	10	35
Students with Disabilities	19	19	10295	100	100	92	421	421	443	53	53	33	32	32	26	16	16	33	NA	NA	8
Students without Disabilities	97	97	69852	100	100	100	467	467	488	14	14	7	20	20	16	57	57	51	9	9	26
Limited English Proficient Students	14	14	12722	100	100	97	424	424	441	36	36	27	43	43	33	21	21	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	61	61	38371	98	98	97	442	442	465	31	31	15	31	31	23	36	36	49	2	2	13
Non-Economically Disadvantaged	55	55	41776	100	100	100	480	480	498	9	9	6	11	11	11	65	65	49	15	15	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	116	116	79686	100	100	98	455	455	470	16	16	11	29	29	24	49	49	57	6	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	51	39163	100	100	99	452	452	475	18	18	9	25	25	22	53	53	60	4	4	10
Male	65	65	40438	100	100	97	458	458	465	14	14	13	32	32	25	46	46	54	8	8	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	32	32	33299	100	100	98	427	427	452	25	25	17	50	50	32	25	25	47	NA	NA	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	14	14	4087	100	100	96	439	439	446	14	14	16	43	43	38	43	43	44	NA	NA	2
White	70	70	35914	100	100	98	471	471	489	11	11	5	17	17	15	61	61	67	10	10	14
Students with Disabilities	19	19	9808	100	100	87	411	411	432	47	47	35	32	32	32	21	21	30	NA	NA	3
Students without Disabilities	97	97	69878	100	100	100	463	463	475	9	9	8	29	29	23	55	55	61	7	7	9
Limited English Proficient Students	14	14	12594	100	100	96	416	416	422	29	29	34	57	57	45	14	14	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	61	61	38095	98	98	97	434	434	452	21	21	17	43	43	32	36	36	48	NA	NA	3
Non-Economically Disadvantaged	55	55	41591	100	100	99	478	478	486	9	9	6	15	15	16	64	64	65	13	13	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	116	116	80372	100	100	99	459	459	475	8	8	4	41	41	30	51	51	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	51	39452	100	100	99	461	461	488	8	8	3	37	37	22	55	55	72	NA	NA	3
Male	65	65	40836	100	100	98	458	458	464	8	8	6	43	43	37	48	48	56	2	2	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	32	32	33608	100	100	99	454	454	462	9	9	6	47	47	36	44	44	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	14	14	4128	100	100	97	455	455	464	7	7	4	36	36	39	57	57	56	NA	NA	1
White	70	70	36213	100	100	99	462	462	489	7	7	2	39	39	22	53	53	72	1	1	3
Students with Disabilities	19	19	10526	100	100	94	395	395	427	26	26	15	63	63	53	11	11	31	NA	NA	1
Students without Disabilities	97	97	69846	100	100	100	470	470	482	4	4	3	36	36	26	59	59	69	1	1	2
Limited English Proficient Students	14	14	12747	100	100	97	438	438	432	14	14	12	50	50	52	36	36	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	61	61	38521	98	98	98	448	448	461	8	8	6	51	51	38	41	41	55	NA	NA	1
Non-Economically Disadvantaged	55	55	41851	100	100	100	471	471	489	7	7	3	29	29	22	62	62	72	2	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	113	113	79306	100	100	99	495	495	504	18	18	13	17	17	20	54	54	49	12	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	57	38845	100	100	99	505	505	505	9	9	11	18	18	20	61	61	50	12	12	18
Male	56	56	40383	100	100	98	485	485	504	27	27	14	16	16	19	46	46	47	11	11	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	15	15	32673	100	100	99	480	480	487	20	20	18	20	20	25	53	53	46	7	7	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	12	12	4034	100	100	97	493	493	479	25	25	22	8	8	29	67	67	43	NA	NA	7
White	82	82	36234	100	100	99	499	499	523	16	16	6	17	17	13	54	54	52	13	13	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	106	106	69020	100	100	100	500	500	510	14	14	9	16	16	18	58	58	52	12	12	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	64	64	37437	100	100	97	480	480	486	28	28	19	19	19	26	45	45	46	8	8	9
Non-Economically Disadvantaged	49	49	41869	100	100	100	515	515	521	4	4	7	14	14	14	65	65	51	16	16	27

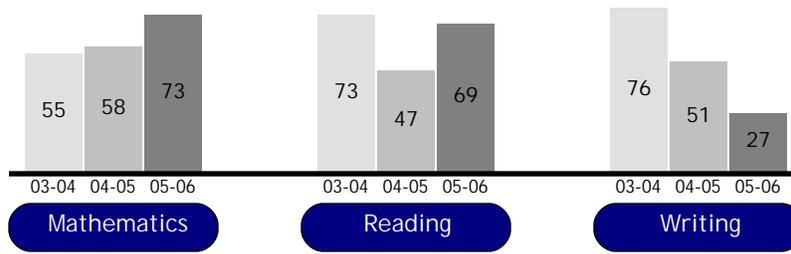
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	113	79000	100	100	98	482	482	489	12	12	10	25	25	24	58	58	58	4	4	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	57	38774	100	100	99	492	492	494	5	5	7	19	19	22	72	72	61	4	4	10
Male	56	56	40150	100	100	98	472	472	485	20	20	12	30	30	25	45	45	55	5	5	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	15	15	32508	100	100	99	459	459	472	20	20	15	40	40	33	40	40	49	NA	NA	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	12	12	4016	100	100	96	470	470	467	25	25	14	17	17	37	58	58	46	NA	NA	2
White	82	82	36135	100	100	98	487	487	508	10	10	4	23	23	14	61	61	67	6	6	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	106	106	69009	100	100	100	486	486	495	9	9	6	24	24	22	62	62	62	5	5	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	64	64	37234	100	100	97	467	467	472	22	22	15	30	30	33	45	45	50	3	3	3
Non-Economically Disadvantaged	49	49	41766	100	100	99	501	501	505	NA	NA	5	18	18	16	76	76	65	6	6	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	113	113	79611	100	100	99	478	478	496	8	8	7	50	50	37	42	42	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	57	39016	100	100	99	495	495	511	5	5	4	40	40	29	54	54	66	NA	NA	1
Male	56	56	40519	100	100	98	461	461	482	11	11	10	61	61	44	29	29	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	15	15	32855	100	100	99	448	448	481	20	20	10	40	40	43	40	40	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	12	12	3992	100	100	96	439	439	478	25	25	10	50	50	46	25	25	44	NA	NA	0
White	82	82	36380	100	100	99	491	491	511	2	2	4	55	55	30	43	43	65	NA	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	106	106	68947	100	100	100	486	486	504	5	5	4	51	51	34	44	44	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	64	64	37626	100	100	98	460	460	479	14	14	10	52	52	45	34	34	45	NA	NA	0
Non-Economically Disadvantaged	49	49	41985	100	100	100	502	502	511	NA	NA	4	49	49	30	51	51	65	NA	NA	1

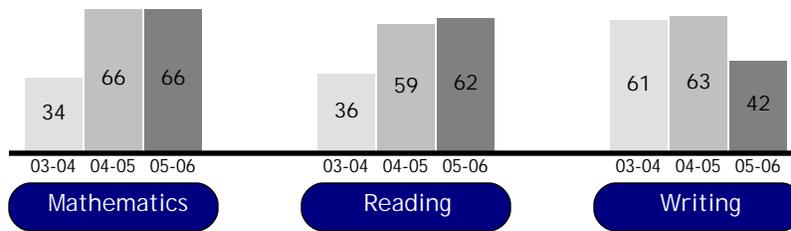
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	43	NA	58	97	49	49	47	98	54	54	46
	Language	95	28	28	50	97	48	48	47	98	56	56	48
	Mathematics	93	45	45	64	97	56	56	50	98	54	54	52
3	Reading	95	51	NA	55	98	37	37	44	97	46	46	46
	Language	95	56	56	61	98	34	34	44	97	43	43	46
	Mathematics	95	60	60	61	98	39	39	51	97	48	48	52
4	Reading	95	55	NA	56	99	48	48	48	98	44	44	52
	Language	97	50	50	52	99	51	51	49	98	41	41	52
	Mathematics	98	61	61	61	99	51	51	53	98	46	46	58
5	Reading	96	43	NA	55	98	47	47	50	100	54	54	56
	Language	96	40	40	49	98	42	42	50	100	44	44	54
	Mathematics	96	54	54	63	98	47	47	49	100	44	44	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Promote School Activities
- Ü Monitor School Safety Issues
- Ü Encourage Parent/Educator Relations
- Ü Sponsor Annual Bookfairs
- Ü Advisory capacity

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	46.00
Other Professional Staff	2.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	6	0	0	0
10 or more years	14	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	62
Teachers with Emergency Certification.	16
Percent of teachers in the school with Emergency/Provisional Certification	34%
Percent of core classes not taught by Highly Qualified Teachers	17%

Resources Available at School Site

Special Facilities

- Ü Media Center/Computer Lab/Cafeteria
- Ü Auditorium
- Ü Gym/ Music/ Art Rooms

Extracurricular Activities

- Ü Band
- Ü Basketball
- Ü Cross Country
- Ü Intramurals
- Ü Chess Club
- Ü Summer School
- Ü After School Tutoring

Social Services

- Ü Breakfast/Lunch Programs
- Ü After School Program
- Ü Counseling Services
- Ü Health Services

Student Activity Rates for School Year 2005-06

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

We have an established Safe Schools Committee funded through an Arizona grant. The grant supports our safe schools programs and provides additional adult supervision of students. Our recess and lunch schedules are revised to ensure student safety.

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) :

6

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	Jacqueline Price	(928) 567-8060
Transportation Policy	Stacey Barker	(928) 567-8050
Community Resources	Donna Metzler	(928) 567-8069
School Nutrition Programs	Ida Pieratt	(928) 567-8025
Parent Organization	Jacqueline Price	(928) 567-8060
Student Health/Nurse	Donna Metzler	(928) 567-8069

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 100 Copies = \$39.00

** 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.