

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2245 S. Arizona Ave, Yuma, AZ 85365

Yuma 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	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Rusty Tyndall
 Schedule : 07:30 AM to 03:30 PM
 Grades : 6-8
 Web Address : www.gilavista.org
 Phone Number : (928) 782-5174
 Fax Number : (928) 782-1483
 E-mail : rtyndall@yumaed.org

Mission

Our mission is to provide outstanding instruction, promote positive social interaction, and produce exemplary students through a cooperative partnership between parents, students and the staff. Our commitment to helping our students master the Arizona Academic Standards is possible through our emphasis on student engagement and helping all students develop a connection with our school. Our progress toward these goals is embodied in our motto, 'You Just Can't Hide That Gila Monster Pride.'

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Corrective Action
2004-05	Corrective Action
2003-04	Corrective Action

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

School / Academic Goals

- ü Gila Vista will continue to provide quality instructional programs that are congruent with the Arizona Academic Standards.
- ü Gila Vista students will demonstrate quality work in reading, writing and mathematics. Our goal is to have all students performing at or above grade level by the end of the eighth grade.
- ü Gila Vista will demonstrate 6% growth in the number of students meeting or exceeding the Arizona Academic Standards as measured by the 2006 AIMS-DPA.

Enrollment

October 1, 2005 School Year Student Enrollment : 600
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 46

Instructional Programs

- ü Advanced Placement Classes
- ü SRA Corrective Reading Program
- ü Two Period Literacy Block
- ü Band, Orchestra, Choir Full Year
- ü Scholastic Reading Counts
- ü On-Site Special Education
- ü Before and After School Program
- ü Highpoints (EL Learners)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	9/6/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

We provide a quality education in a safe environment. Students are given a daily planner to assist in organization, as well as communication between school and home. Frequent parental contact and team conferencing encompass positive events, as well as educational or disciplinary issues.

Parents

We expect parents to communicate family needs to the school, support and participate in the educational program, insist on attendance and set high expectations for their children. We encourage parent-teacher communication through various methods, including student planner, phone calls, email and conferences.

Transportation Policy

Busing is provided for attendance area students living one mile or more from school. Students with IEPs receive district transportation, if specified. Busing is also provided for students who participate in the After-School program.

School Honors

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

Award/Honor	Year
ü Boys Softball Champions, Fiesta Bowl Cheer Champions	2005
ü Boys Track Champions, Fiesta Bowl Cheer Champions	2004
ü Boys and Girls Softball, Girls Volleyball Champions	2003
ü Odyssey of the Mind - 3rd Place in the State	2003

6th 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	99	1192	79327	92	97	98	488	494	518	28	26	19	29	28	20	41	41	46	1	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	593	38961	93	99	98	492	494	520	25	25	16	33	31	20	42	39	48	NA	5	16
Male	44	599	40295	90	94	97	483	495	516	32	27	21	25	25	19	41	43	44	2	6	16
African American	NC	31	4247	NC	97	98	NC	502	499	NC	26	27	NC	26	24	NC	39	41	NC	10	8
Hispanic	71	804	32327	91	97	98	482	486	499	31	30	27	35	32	25	34	35	41	NA	3	8
Asian/Pacific Islander	NC	13	1939	NC	93	99	NC	538	556	NC	8	6	NC	15	10	NC	62	47	NC	15	36
American Indian/Alaskan Native	NC	21	4391	NC	100	96	NC	492	489	NC	29	32	NC	19	27	NC	52	36	NC	NA	4
White	22	323	36373	92	96	98	513	512	538	14	16	10	18	18	14	64	54	52	5	11	25
Students with Disabilities	16	107	9321	73	75	87	464	458	467	38	59	54	25	21	22	38	20	21	NA	1	3
Students without Disabilities	83	1085	70006	97	99	100	490	498	524	27	23	14	30	28	19	42	43	49	1	6	18
Limited English Proficient Students	21	249	9431	88	95	95	458	461	466	57	55	53	29	29	27	14	15	18	NA	1	1
Migrant Students	11	113	635	100	96	94	476	477	488	45	42	31	27	29	29	27	27	36	NA	2	4
Economically Disadvantaged	80	788	37097	92	96	97	486	485	498	29	32	27	31	30	25	39	35	41	1	3	7
Non-Economically Disadvantaged	19	404	42230	90	99	99	499	513	535	26	15	11	21	23	15	53	53	50	NA	10	24

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	105	1207	79501	97	98	98	474	486	497	13	12	10	42	32	25	44	54	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	595	39062	98	99	99	479	489	502	14	9	8	38	33	23	47	55	64	2	3	5
Male	47	612	40368	96	97	98	468	483	491	13	14	13	47	32	27	40	53	57	NA	2	3
African American	NC	31	4279	NC	97	99	NC	493	485	NC	6	14	NC	39	30	NC	52	54	NC	3	2
Hispanic	76	814	32389	97	98	98	468	476	478	13	14	16	50	39	34	37	46	48	NA	1	1
Asian/Pacific Islander	NC	13	1936	NC	93	99	NC	523	519	NC	8	3	NC	15	14	NC	77	73	NC	NA	9
American Indian/Alaskan Native	NC	21	4401	NC	100	96	NC	493	473	NC	NA	17	NC	38	40	NC	62	43	NC	NA	1
White	23	328	36446	96	98	99	498	510	516	9	6	4	22	16	15	65	72	73	4	6	7
Students with Disabilities	22	121	9411	100	85	88	470	452	453	18	35	36	36	36	36	45	29	26	NA	1	1
Students without Disabilities	83	1086	70090	97	100	100	475	490	502	12	9	7	43	32	24	43	57	65	1	3	5
Limited English Proficient Students	23	253	9401	96	97	94	446	446	443	26	32	40	65	55	46	9	13	14	NA	NA	0
Migrant Students	11	115	642	100	97	95	456	460	465	27	26	24	55	44	41	18	30	35	NA	NA	0
Economically Disadvantaged	85	800	37183	98	97	97	471	474	479	16	16	16	44	39	34	39	45	49	1	1	1
Non-Economically Disadvantaged	20	407	42318	95	100	99	491	509	513	NA	4	5	35	18	17	65	72	70	NA	6	7

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	105	1216	80000	97	99	99	565	561	564	3	3	3	9	8	11	85	82	75	4	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	598	39288	98	100	99	576	575	579	3	2	2	3	6	6	88	82	77	5	10	16
Male	47	618	40644	96	97	98	551	549	549	2	5	4	15	11	15	81	81	74	2	3	7
African American	NC	31	4307	NC	97	99	NC	562	551	NC	3	4	NC	3	13	NC	84	75	NC	10	7
Hispanic	76	820	32672	97	99	99	564	555	548	1	4	4	9	9	14	87	83	76	3	4	6
Asian/Pacific Islander	NC	14	1945	NC	100	99	NC	594	592	NC	7	1	NC	NA	4	NC	71	69	NC	21	25
American Indian/Alaskan Native	NC	21	4424	NC	100	97	NC	583	549	NC	NA	3	NC	5	14	NC	90	77	NC	5	5
White	23	330	36602	96	99	99	574	575	579	4	2	2	4	7	7	83	79	75	9	11	16
Students with Disabilities	22	126	9919	100	88	93	510	498	505	14	11	9	9	29	35	77	60	54	NA	NA	2
Students without Disabilities	83	1090	70081	97	100	100	573	568	571	NA	3	2	8	6	7	87	84	79	5	7	12
Limited English Proficient Students	23	257	9571	96	98	96	538	519	502	NA	10	10	17	18	29	83	72	60	NA	1	1
Migrant Students	11	115	654	100	97	97	549	528	534	NA	10	7	36	16	16	55	70	74	9	4	3
Economically Disadvantaged	85	805	37534	98	98	98	561	554	547	4	4	4	9	10	15	85	82	76	2	4	5
Non-Economically Disadvantaged	20	411	42466	95	100	100	583	576	578	NA	2	2	5	5	7	85	82	75	10	11	16

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

7th 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	244	1184	78546	97	97	97	522	525	543	21	21	15	28	24	18	48	48	52	4	6	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	130	583	38645	97	97	98	525	527	545	18	18	13	26	24	18	54	53	54	2	5	15
Male	113	599	39792	97	95	97	519	522	542	24	24	17	29	25	17	41	44	50	6	7	15
African American	NC	38	4205	NC	90	97	NC	520	524	NC	21	22	NC	26	22	NC	53	49	NC	NA	7
Hispanic	154	775	31177	97	97	97	512	514	524	26	26	22	33	28	23	40	42	48	1	3	7
Asian/Pacific Islander	NC	12	1940	NC	86	99	NC	571	580	NC	NA	5	NC	17	9	NC	67	53	NC	17	33
American Indian/Alaskan Native	NC	12	4689	NC	100	95	NC	522	515	NC	42	28	NC	17	25	NC	25	43	NC	17	4
White	80	347	36450	96	96	97	539	547	563	13	9	7	20	16	12	59	62	57	9	13	23
Students with Disabilities	29	119	8093	91	81	82	486	480	489	48	59	50	28	21	24	24	20	23	NA	NA	2
Students without Disabilities	215	1065	70453	98	99	100	526	530	549	17	17	11	28	25	17	51	51	56	4	7	16
Limited English Proficient Students	56	274	9323	95	95	94	493	489	491	43	48	47	34	32	28	23	19	24	NA	1	1
Migrant Students	23	136	674	100	96	95	503	503	515	39	36	28	30	32	27	30	30	40	NA	2	5
Economically Disadvantaged	149	744	34694	98	97	96	516	514	524	26	27	23	30	27	23	41	43	48	3	3	7
Non-Economically Disadvantaged	95	440	43852	96	96	99	533	542	559	13	11	10	25	20	13	58	58	56	4	12	22

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	249	1199	79045	99	98	98	508	506	512	8	10	10	27	27	25	60	58	58	4	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	132	591	38860	99	99	98	516	514	519	6	7	7	20	23	22	69	66	62	5	4	8
Male	116	606	40075	99	96	97	497	498	505	11	14	12	35	32	28	50	50	54	3	5	6
African American	NC	41	4250	NC	98	98	NC	506	500	NC	10	12	NC	24	31	NC	61	54	NC	5	3
Hispanic	156	782	31314	99	98	98	494	494	493	12	13	16	34	33	34	54	51	48	1	2	2
Asian/Pacific Islander	NC	12	1949	NC	86	99	NC	539	536	NC	NA	4	NC	17	15	NC	75	66	NC	8	15
American Indian/Alaskan Native	NC	11	4719	NC	100	96	NC	522	489	NC	NA	15	NC	18	39	NC	82	45	NC	NA	2
White	83	353	36730	100	98	98	530	530	532	2	4	4	17	16	16	70	70	68	11	10	12
Students with Disabilities	34	136	8552	100	93	87	478	464	463	18	38	35	47	36	40	35	26	23	NA	NA	1
Students without Disabilities	215	1063	70493	98	99	100	512	511	517	7	7	7	24	26	24	64	62	62	5	5	8
Limited English Proficient Students	58	279	9355	98	97	95	469	462	456	21	30	37	55	50	48	24	20	15	NA	NA	0
Migrant Students	23	137	682	100	97	96	482	480	480	22	25	23	35	36	37	43	37	39	NA	1	1
Economically Disadvantaged	151	751	34922	99	98	96	496	495	493	9	13	15	35	32	34	55	53	48	1	2	3
Non-Economically Disadvantaged	98	448	44123	99	98	99	526	524	527	8	5	6	15	20	18	68	66	66	8	9	11

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	249	1216	79657	99	99	99	578	570	566	2	3	3	4	6	8	93	90	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	132	595	39120	99	99	99	592	588	580	NA	1	2	2	3	4	97	95	92	2	1	2
Male	116	619	40423	99	99	98	563	554	553	3	5	5	8	9	12	89	86	83	NA	NA	1
African American	NC	42	4290	NC	100	99	NC	576	560	NC	2	4	NC	10	9	NC	88	86	NC	NA	1
Hispanic	156	794	31642	99	99	99	576	565	552	2	4	5	4	7	11	92	89	84	1	1	0
Asian/Pacific Islander	NC	12	1948	NC	86	99	NC	595	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	NC	11	4760	NC	100	97	NC	587	547	NC	NA	5	NC	NA	14	NC	100	81	NC	NA	0
White	83	357	36929	100	99	99	581	582	579	1	1	2	4	5	5	95	93	91	NA	1	2
Students with Disabilities	34	144	9069	100	98	92	549	508	508	3	10	11	18	28	30	79	62	58	NA	NA	1
Students without Disabilities	215	1072	70588	98	99	100	582	579	573	1	2	2	2	3	5	95	94	91	1	1	1
Limited English Proficient Students	58	285	9521	98	99	96	552	530	507	3	9	13	9	13	24	88	78	63	NA	NA	0
Migrant Students	23	141	694	100	100	98	566	548	546	NA	7	5	17	11	12	83	81	82	NA	1	1
Economically Disadvantaged	151	762	35341	99	99	97	577	564	551	1	4	5	5	7	12	93	88	83	1	0	0
Non-Economically Disadvantaged	98	454	44316	99	100	100	580	582	578	3	2	2	3	4	5	93	94	90	1	1	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	230	1179	78400	99	98	97	529	530	554	33	33	21	28	24	19	35	39	47	4	4	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	102	583	38686	100	98	98	525	531	554	34	32	20	30	25	20	32	40	49	3	3	12
Male	128	596	39636	98	98	96	533	530	554	31	34	23	27	23	18	38	38	46	5	4	13
African American	NC	32	4193	NC	100	97	NC	534	533	NC	28	32	NC	25	23	NC	47	40	NC	NA	5
Hispanic	155	775	30732	99	98	97	521	522	534	37	38	31	31	27	24	30	33	40	3	2	5
Asian/Pacific Islander	NC	14	1827	NC	100	99	NC	565	594	NC	14	8	NC	7	12	NC	71	49	NC	7	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	68	350	37038	100	99	97	547	546	575	24	23	11	21	19	14	49	51	56	7	7	19
Students with Disabilities	28	121	7840	74	86	81	484	488	498	64	74	60	25	10	18	7	15	20	4	1	2
Students without Disabilities	202	1058	70560	100	100	99	533	535	560	28	29	17	29	26	19	39	42	50	4	4	14
Limited English Proficient Students	52	234	8956	90	96	95	496	494	502	62	63	56	29	26	25	8	10	18	2	0	1
Migrant Students	22	123	676	92	95	95	515	517	523	41	44	38	32	24	25	27	31	36	NA	1	1
Economically Disadvantaged	145	725	33014	95	96	95	522	522	534	39	39	31	28	25	24	31	33	40	3	2	5
Non-Economically Disadvantaged	85	454	45386	100	100	99	541	544	569	22	24	15	29	22	15	42	48	52	6	6	18

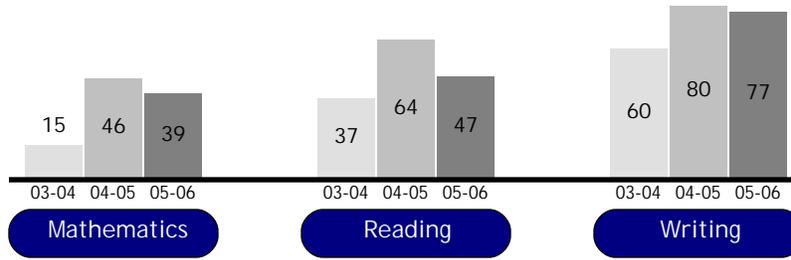
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	239	1189	79179	100	99	98	501	505	519	18	13	11	35	35	27	44	50	58	3	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	588	38974	100	99	99	502	509	524	16	10	8	38	34	25	42	53	61	4	3	5
Male	133	601	40124	100	99	97	500	502	513	20	15	13	33	35	28	45	48	54	2	1	4
African American	NC	32	4243	NC	100	98	NC	505	506	NC	6	14	NC	38	32	NC	53	51	NC	3	3
Hispanic	162	781	30987	100	98	98	491	496	498	22	16	17	38	39	36	39	44	45	1	1	1
Asian/Pacific Islander	NC	14	1832	NC	100	99	NC	531	543	NC	7	4	NC	14	17	NC	79	69	NC	NA	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	70	354	37467	100	100	98	525	525	539	10	7	5	26	27	17	56	62	70	9	5	8
Students with Disabilities	37	131	8567	97	94	88	456	460	467	51	47	39	27	34	38	19	18	22	3	1	1
Students without Disabilities	202	1058	70612	100	100	99	507	511	524	12	9	7	37	35	25	49	54	62	3	2	5
Limited English Proficient Students	58	239	9013	100	98	95	461	461	461	43	37	40	43	52	48	14	11	12	NA	NA	0
Migrant Students	24	125	680	100	97	96	489	485	487	17	20	20	46	44	43	33	35	36	4	1	1
Economically Disadvantaged	152	732	33345	100	97	96	494	496	499	20	16	17	38	39	36	41	45	46	1	1	1
Non-Economically Disadvantaged	87	457	45834	100	100	99	514	520	533	15	9	7	31	28	19	48	59	67	6	4	7

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	239	1204	79734	100	100	99	548	549	554	4	3	3	19	20	19	77	76	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	599	39243	100	100	99	558	559	568	3	3	2	13	13	12	84	84	85	NA	0	1
Male	133	605	40413	100	100	98	541	538	541	5	4	4	23	27	26	71	69	70	1	0	0
African American	NC	31	4285	NC	97	99	NC	557	548	NC	NA	3	NC	23	22	NC	77	74	NC	NA	0
Hispanic	162	795	31254	100	100	99	538	543	539	4	4	5	22	22	25	73	74	70	NA	NA	0
Asian/Pacific Islander	NC	14	1837	NC	100	99	NC	565	579	NC	NA	1	NC	7	9	NC	93	87	NC	NA	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	70	356	37668	100	100	99	570	560	569	3	2	1	11	16	13	84	82	85	1	1	1
Students with Disabilities	37	137	8943	97	98	92	511	497	495	11	11	11	43	52	51	43	36	38	3	1	1
Students without Disabilities	202	1067	70791	100	100	100	554	555	561	2	2	2	14	16	15	83	82	83	NA	0	0
Limited English Proficient Students	58	244	9138	100	100	97	498	501	492	9	11	13	40	41	46	52	49	40	NA	NA	NA
Migrant Students	24	127	687	100	98	97	534	528	528	NA	4	6	38	35	28	63	61	65	NA	NA	NA
Economically Disadvantaged	152	746	33718	100	99	97	540	544	538	4	4	5	20	22	26	76	75	69	NA	NA	0
Non-Economically Disadvantaged	87	458	46016	100	100	100	564	557	567	3	3	2	17	17	14	78	79	84	1	0	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)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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?	Y
	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
6	Reading	82	50	NA	56	100	40	47	51	88	39	48	56
	Language	89	43	42	48	100	35	42	47	88	34	39	50
	Mathematics	88	65	61	66	100	36	44	52	82	35	43	58
7	Reading	93	48	NA	54	97	44	46	50	98	50	48	54
	Language	97	57	55	58	97	48	49	52	98	50	50	58
	Mathematics	98	46	48	62	97	41	44	50	96	43	43	54
8	Reading	98	44	NA	55	96	47	47	51	99	46	48	58
	Language	98	39	39	52	96	44	47	50	99	43	48	56
	Mathematics	98	46	45	61	96	43	45	53	95	37	41	58

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

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

Council Duties

- Ü Budget
- Ü Communication Issues
- Ü Curriculum Support
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü School Climate

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	3.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	3	3	0	0
7 to 9 years	4	3	0	0
10 or more years	1	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	184
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

- Ü Cafeteria/Multipurpose Room
- Ü Library/Media Center
- Ü Computer Lab
- Ü Gymnasium

Extracurricular Activities

- Ü Interscholastic Athletics
- Ü Odyssey of the Mind
- Ü National Junior Honor Society
- Ü Before and After-School Program
- Ü Clubs
- Ü Intramurals
- Ü Cheerleaders
- Ü Student Council/Tobacco Prevention

Social Services

- Ü Breakfast/Lunch Programs
- Ü Peer Mediation
- Ü Recreational Activities
- Ü Community Use of All Facilities
- Ü Athletic Physicals
- Ü Student Assistance Team

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Fifty-two percent of our students made honor roll with a 3.0 or better GPA each of the four quarters for the 2004-05 school year.

- ü Fifteen percent of our students had perfect attendance for the 2004-05 school year. The overall attendance rate was ninety-six percent for the entire school year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	92	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 Crisis Management plan provides procedures in crisis situations and gives directives regarding actions to be taken. A School Resource Officer and a Probation Officer promote safety; provide law-related education; and assist with security issues. 2 School Safety Specialists will be added to the staff this year to assist with security patrols on campus and in the surrounding neighborhoods.

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) :

60

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	Rusty Tyndall	(928) 782-5174
Transportation Policy	Bob Lawson	(928) 341-9076
Community Resources	Rusty Tyndall	(928) 782-5174
School Nutrition Programs	Karen Johnson	(928) 782-6581
Parent Organization	Nathan Portman	(928) 782-5174
Student Health/Nurse	Linda Winters	(928) 782-5174

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 200 Copies = \$78.00

** 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.