

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1088 Mahan Lane, Chino Valley, AZ 86323

Chino 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	Highly Performing
2004-05	Highly Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Grant L. Turley
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 Web Address : www.cvsd.k12.az.us
 Phone Number : (928) 636-3842
 Fax Number : (928) 636-0267
 E-mail : gturley@cvsd.k12.az.us

Mission

Our goal is to develop a safe interactive community environment where learning flourishes, collaborative cooperation exists and where traditional American values are taught and respected while keeping pace with an ever-changing world.

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 AAA is our main goal. A=assess each student. A=accept the assessment. A=advance the student from that point. Our ultimate goal is a minimum of one-year advancement. One year advancement for both students and school.
- ü Develop an integrated Media/Technology classroom which enhances the core subjects and helps to support the reading programs.
- ü Develop an advanced class in math to challenge the brightest students through exploration with technology assistance.
- ü To develop a district/site integrated curriculum program for our ELL students.

Enrollment

October 1, 2005 School Year Student Enrollment : 584
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 100

Instructional Programs

- Ü All-day Kindergarten
- Ü ELL/Title I Services
- Ü Assessment-based Reading Groups
- Ü Assessment-based Math Groups
- Ü Advanced Placement Classes
- Ü Media Technology Center
- Ü Before & After School Tutoring
- Ü Quarterly Assessment Tests

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Maintain safe and secure environment; provide effective academic instruction; publicize school events; inform parents of curriculum, classroom procedures and expectations; conduct parent/teacher conferences; maintain confidentiality.

Parents

Support school policies; help develop a positive attitude; shared responsibility of proper behavior; ensure regular attendance and punctuality; communicate with child about homework; communicate any changes affecting physical/emotional well-being.

Transportation Policy

Our district covers approximately 403 square miles. Although transportation is not required, the district transports about 1,700 students to and from school each day. The district follows all state and federal guidelines.

School Honors

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

Award/Honor	Year
Ü Az Bench Mark School	2005
Ü Highley Performing School	2006
Ü Rodel Yavapai County Pilot School	2006
Ü Yavapai County Teacher Of The Year Finalist Cross Catag	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	215	80010	100	100	99	442	446	447	9	7	10	19	18	18	63	63	53	10	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	98	38935	100	100	99	441	444	447	6	5	9	25	22	19	58	61	55	10	11	17
Male	64	116	40974	100	100	98	443	448	448	11	9	11	14	14	18	66	65	52	9	13	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	38	53	34545	100	100	99	430	430	432	11	15	14	24	23	24	66	58	53	NA	4	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	71	158	35142	100	100	99	447	450	465	8	5	5	17	16	11	61	64	56	14	15	28
Students with Disabilities	15	24	10161	100	100	93	387	397	419	60	46	28	27	29	28	13	25	36	NA	NA	8
Students without Disabilities	97	191	69849	100	100	100	449	451	451	1	3	7	18	16	17	70	68	56	11	14	19
Limited English Proficient Students	17	21	14013	94	95	97	428	422	413	NA	10	24	35	33	34	65	57	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	74	126	39029	96	98	98	438	440	432	11	10	14	20	20	25	61	63	52	8	8	9
Non-Economically Disadvantaged	38	89	40981	100	100	100	450	454	462	5	4	6	16	15	13	66	63	54	13	18	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	112	215	79438	100	100	98	438	449	451	15	11	9	25	22	24	57	61	56	3	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	98	38775	100	100	99	441	453	457	13	8	7	29	23	22	54	60	58	4	8	13
Male	64	116	40560	100	100	97	435	446	446	17	13	12	22	20	25	59	63	54	2	4	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	38	53	34297	100	100	98	422	426	434	21	21	14	34	30	31	45	47	50	NA	2	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	71	158	34887	100	100	98	446	456	471	13	8	4	21	20	15	62	66	63	4	7	18
Students with Disabilities	15	24	9588	100	100	88	366	382	416	67	50	30	27	38	32	7	13	34	NA	NA	5
Students without Disabilities	97	191	69850	100	100	100	447	456	456	7	6	7	25	20	23	65	68	59	3	7	12
Limited English Proficient Students	17	21	13856	94	95	96	414	407	407	18	29	27	47	38	43	35	33	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	74	126	38685	96	98	97	431	437	435	16	14	14	31	28	32	51	55	50	1	3	5
Non-Economically Disadvantaged	38	89	40753	100	100	99	451	464	467	13	6	5	13	13	16	68	71	62	5	10	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	111	214	79971	99	100	99	425	427	423	10	6	8	32	38	41	57	55	49	2	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	98	38974	100	100	99	439	438	437	2	1	5	35	38	33	63	61	57	NA	NA	4
Male	63	115	40895	98	99	98	414	417	410	16	10	10	29	38	47	52	50	41	3	3	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	37	52	34481	97	100	99	403	413	410	14	10	10	35	35	46	51	56	43	NA	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	71	158	35150	100	100	99	436	430	437	7	4	5	31	41	35	59	54	56	3	2	5
Students with Disabilities	14	23	10258	93	100	94	349	366	377	29	17	23	57	70	51	14	13	25	NA	NA	1
Students without Disabilities	97	191	69713	100	100	100	435	433	429	7	4	5	28	35	39	63	60	52	2	2	3
Limited English Proficient Students	17	21	13985	94	95	97	377	379	382	24	19	18	41	48	54	29	29	27	6	5	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	73	125	38994	95	97	98	420	420	409	12	7	10	32	41	47	55	51	41	1	1	1
Non-Economically Disadvantaged	38	89	40977	100	100	100	436	436	437	5	3	5	32	35	34	61	60	56	3	2	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	104	213	80147	100	100	99	496	497	482	7	5	11	13	9	17	49	54	49	32	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	99	39281	100	99	99	512	508	483	2	1	9	6	6	17	53	55	50	38	38	24
Male	57	114	40780	100	100	98	483	488	482	11	8	12	18	11	17	46	53	48	26	28	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	37	49	33494	100	100	99	500	497	466	3	2	15	11	8	23	54	59	49	32	31	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	62	159	36122	98	99	99	496	498	501	10	6	5	13	9	10	44	51	50	34	35	35
Students with Disabilities	10	18	10295	91	95	92	NA	438	443	NA	39	33	NA	22	26	NA	28	33	NA	11	8
Students without Disabilities	94	195	69852	100	100	100	502	503	488	3	2	7	11	8	16	52	56	51	34	35	26
Limited English Proficient Students	17	18	12722	100	100	97	488	488	441	NA	NA	27	18	17	33	71	72	37	12	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	62	104	38371	97	98	97	489	491	465	8	7	15	11	11	23	53	51	49	27	32	13
Non-Economically Disadvantaged	42	109	41776	100	100	100	506	504	498	5	3	6	14	7	11	43	56	49	38	34	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	104	213	79686	100	100	98	466	477	470	12	8	11	23	18	24	60	66	57	6	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	99	39163	100	99	99	487	491	475	2	2	9	15	11	22	72	75	60	11	12	10
Male	57	114	40438	100	100	97	448	464	465	19	13	13	30	24	25	49	58	54	2	5	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	37	49	33299	100	100	98	455	461	452	11	8	17	32	31	32	54	57	47	3	4	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	62	159	35914	98	99	98	475	483	489	11	8	5	16	13	15	65	69	67	8	10	14
Students with Disabilities	10	18	9808	91	95	87	NA	414	432	NA	44	35	NA	33	32	NA	22	30	NA	NA	3
Students without Disabilities	94	195	69878	100	100	100	472	482	475	7	5	8	22	16	23	64	70	61	6	9	9
Limited English Proficient Students	17	18	12594	100	100	96	430	430	422	18	17	34	53	56	45	29	28	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	62	104	38095	97	98	97	455	465	452	15	12	17	29	25	32	53	57	48	3	7	3
Non-Economically Disadvantaged	42	109	41591	100	100	99	482	488	486	7	5	6	14	11	16	69	74	65	10	10	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	102	210	80372	98	99	99	499	499	475	2	1	4	18	18	30	72	74	64	9	7	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	99	39452	100	99	99	524	518	488	NA	NA	3	9	10	22	77	78	72	15	12	3
Male	55	111	40836	96	98	98	478	483	464	4	2	6	25	24	37	67	71	56	4	3	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	37	49	33608	100	100	99	496	494	462	3	2	6	14	16	36	76	76	57	8	6	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	60	156	36213	95	98	99	506	503	489	NA	NA	2	22	19	22	68	74	72	10	8	3
Students with Disabilities	NC	15	10526	NC	79	94	NC	437	427	NC	7	15	NC	53	53	NC	40	31	NC	NA	1
Students without Disabilities	94	195	69846	100	100	100	505	504	482	1	1	3	16	15	26	73	77	69	10	8	2
Limited English Proficient Students	17	18	12747	100	100	97	484	484	432	NA	NA	12	24	22	52	76	78	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	61	103	38521	95	97	98	493	489	461	2	1	6	20	24	38	70	70	55	8	5	1
Non-Economically Disadvantaged	41	107	41851	100	100	100	509	509	489	2	1	3	15	11	22	73	79	72	10	9	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	100	215	79306	100	100	99	516	523	504	9	6	13	16	13	20	55	54	49	20	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	116	38845	98	99	99	519	524	505	4	4	11	15	11	20	60	59	50	21	26	18
Male	47	99	40383	100	100	98	513	523	504	15	7	14	17	16	19	49	49	47	19	27	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	26	38	32673	100	100	99	508	510	487	8	5	18	12	11	25	69	74	46	12	11	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	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	69	170	36234	100	100	99	520	527	523	9	5	6	19	14	13	49	51	52	23	30	28
Students with Disabilities	12	29	10286	100	100	91	468	469	462	42	28	41	42	38	27	8	31	27	8	3	5
Students without Disabilities	88	186	69020	100	100	100	521	531	510	5	2	9	13	10	18	61	58	52	22	30	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	59	115	37437	95	97	97	511	513	486	14	9	19	17	17	26	49	54	46	20	21	9
Non-Economically Disadvantaged	41	100	41869	100	100	100	522	535	521	2	2	7	15	10	14	63	55	51	20	33	27

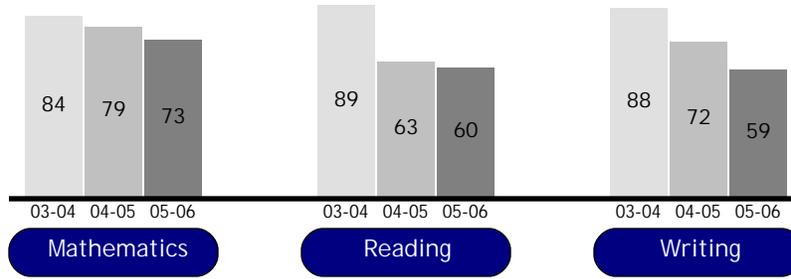
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	215	79000	100	100	98	506	506	489	6	5	10	15	15	24	63	65	58	16	15	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	116	38774	98	99	99	517	512	494	4	4	7	8	11	22	70	67	61	19	17	10
Male	47	99	40150	100	100	98	492	499	485	9	5	12	23	19	25	55	63	55	13	13	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	26	38	32508	100	100	98	493	492	472	8	5	15	15	18	33	69	68	49	8	8	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	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	69	170	36135	100	100	98	511	510	508	6	5	4	13	13	14	61	65	67	20	18	15
Students with Disabilities	12	29	9991	100	100	88	461	452	449	25	24	33	25	38	36	42	34	29	8	3	2
Students without Disabilities	88	186	69009	100	100	100	510	514	495	3	2	6	14	11	22	66	70	62	17	17	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	59	115	37234	95	97	97	500	498	472	10	8	15	17	18	33	54	58	50	19	16	3
Non-Economically Disadvantaged	41	100	41766	100	100	99	513	515	505	NA	1	5	12	11	16	76	73	65	12	15	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	100	214	79611	100	100	99	518	518	496	4	4	7	26	24	37	69	72	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	116	39016	98	99	99	539	531	511	2	3	4	11	14	29	85	82	66	2	1	1
Male	47	98	40519	100	100	98	494	503	482	6	4	10	43	36	44	51	60	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	26	38	32855	100	100	99	508	501	481	12	11	10	15	24	43	73	66	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	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	69	169	36380	100	99	99	523	522	511	1	2	4	29	24	30	68	73	65	1	1	1
Students with Disabilities	12	28	10664	100	97	94	466	468	440	8	11	23	67	57	54	25	32	22	NA	NA	1
Students without Disabilities	88	186	68947	100	100	100	524	525	504	3	3	4	20	19	34	75	78	61	1	1	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	59	115	37626	95	97	98	510	509	479	7	6	10	29	28	45	64	66	45	NA	NA	0
Non-Economically Disadvantaged	41	99	41985	100	100	100	530	529	511	NA	1	4	22	19	30	76	79	65	2	1	1

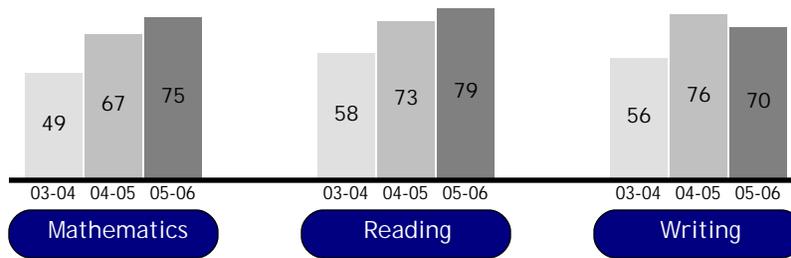
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	98	61	NA	58	98	40	50	47	99	43	48	46
	Language	100	50	57	50	98	48	55	47	99	54	59	48
	Mathematics	100	69	74	64	98	50	58	50	99	54	58	52
3	Reading	96	63	NA	55	99	42	51	44	98	35	46	46
	Language	96	70	69	61	99	43	50	44	97	39	43	46
	Mathematics	96	77	73	61	99	54	57	51	98	43	50	52
4	Reading	100	57	NA	56	97	52	55	48	100	46	54	52
	Language	100	48	53	52	97	53	54	49	98	46	56	52
	Mathematics	100	63	65	61	97	64	62	53	100	63	68	58
5	Reading	100	53	NA	55	98	48	57	50	96	65	68	56
	Language	100	52	62	49	98	43	55	50	96	59	65	54
	Mathematics	100	62	70	63	98	45	54	49	96	58	63	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."

Territorial Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Maintain an atmosphere of communication
- Ü Facilities - Safety Concerns
- Ü Facilities - Beautification Projects
- Ü Technology - Acquire and Upgrade
- Ü Parent/Educator Relations
- Ü Student/School Recognition Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.50
Other Professional Staff	1.00	Teacher Aide	12.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	7	5	0	0
7 to 9 years	1	2	0	0
10 or more years	8	12	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media/Technology Classroom
- Ü Math Lab
- Ü Art, Music & PE
- Ü Wireless Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Intramural Sports
- Ü Clubs--Music/Art/Dance
- Ü Before School Tutoring
- Ü After School Tutoring

Social Services

- Ü Breakfast Program
- Ü Quarterly Family Math Fun Nights
- Ü YRMC Partners For Healthy Students
- Ü Lunch Program
- Ü Dental Care
- Ü Partnership w/ Big Brothers & Big Sister

School Achievements/Accomplishments 2005-06

- ü Students read, tested and passed over 23,000 books using the 'Reading Counts' program.

- ü Third through fifth grades have integrated 'Accelerated Math' into their math curriculum. 'Accelerated Math' is being used on a daily basis.

- ü Students will be learning and using Read Natural program. Students will use Read Natural for both remediation and enrichment purposes.

- ü Had an increase in the number of ELL students reaching the level of proficiency (FEP).

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	88	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

First establish a warm and friendly atmosphere. Use a discipline model that allows a child to acknowledge error and a vehicle to correct the error. Place responsibility of behavior back onto the child. Above all, try to be friendly.

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) :

3

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	Elanna Jackson	(928) 636-3842
Transportation Policy	Jeff Lambert	(928) 636-2305
Community Resources	Steve Owings	(928) 636-4437
School Nutrition Programs	Beth Williams	(928) 636-7461
Parent Organization	Rhonda McMillen	(928) 583-0542
Student Health/Nurse	Donna McBroom District R.N.	(928) 636-3842

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.