

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

21180 North 87th Avenue, Peoria, AZ 85382

Peoria Unified School 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 Highly Performing

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

School Overview

Principal/Administrator : Mrs. Candace Diehl
Schedule : 07:20 AM to 03:40 PM
Grades : K-8
Web Address : www/sites/CoyoteHillsEL/default.aspx
Phone Number : (623) 412-5225
Fax Number : (623) 412-5232
E-mail : cdiehl@peoriaud.k12.az.us

Mission

The mission of Coyote Hills, along with the Peoria Unified School District, is to provide students with a quality education that includes the knowledge, skills, and attitudes to become lifelong learners and responsible citizens. The Coyote Hills staff believes that each child is unique and capable of success in a changing global society through the cooperative efforts of students, parents, community, staff.

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 Increase the achievement of all students in reading, math and writing as measured by the Terra Nova, DPA, district and classroom assessments.
- ü Build the school community through our character education program.

Enrollment

October 1, 2005 School Year Student Enrollment : 1438
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 72

Instructional Programs

- Ü Special Education
- Ü ELL
- Ü Gifted Program
- Ü PAL Program
- Ü Arts Education
- Ü Kindergarden Enrichment
- Ü Technology
- Ü Honors Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the responsibility of PUSD employees to provide all students with the best learning environment and opportunities to learn. In addition to providing a safe, attractive school campus, each school invites and maintains high parental involvement.

Parents

Parents should work cooperatively with the school and staff members to educate their children. This includes promoting attendance; monitoring completion of assignments; positive attitudes; attending school activities; respecting rules and property.

Transportation Policy

Transportation is provided for students who reside within the attendance boundary but are beyond one mile of Coyote Hills. Additionally, transportation is provided for special education students at Coyote Hills or to other facilities as noted in the IEP.

School Honors

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

Award/Honor	Year
Ü National Spalding Certification	2003
Ü List of top Arizona Schools / Stanford 9 Reading scores	2004
Ü Girls' Basketball District Champions	2004
Ü 3 Pride of Peoria Winners	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	156	2757	80010	99	97	99	460	455	447	4	6	10	11	15	18	63	59	53	22	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	1317	38935	100	97	99	462	454	447	3	5	9	14	15	19	59	59	55	25	20	17
Male	76	1437	40974	97	96	98	459	456	448	5	7	11	8	14	18	68	58	52	18	21	19
African American	NC	152	4201	NC	95	99	NC	445	430	NC	8	17	NC	16	23	NC	64	51	NC	12	9
Hispanic	13	752	34545	100	95	99	436	439	432	15	10	14	8	22	24	77	58	53	NA	11	9
Asian/Pacific Islander	NC	98	2068	NC	98	99	NC	463	474	NC	4	4	NC	14	10	NC	55	50	NC	27	36
American Indian/Alaskan Native	NC	40	3979	NC	98	96	NC	450	424	NC	10	17	NC	10	30	NC	63	47	NC	18	6
White	130	1714	35142	98	97	99	462	463	465	3	4	5	11	11	11	62	59	56	24	25	28
Students with Disabilities	28	447	10161	100	84	93	437	433	419	21	19	28	21	24	28	32	44	36	25	12	8
Students without Disabilities	128	2310	69849	98	100	100	466	459	451	NA	4	7	9	13	17	70	62	56	21	22	19
Limited English Proficient Students	NC	144	14013	NC	93	97	NC	410	413	NC	21	24	NC	43	34	NC	34	39	NC	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	13	838	39029	100	95	98	437	439	432	15	11	14	31	22	25	38	56	52	15	11	9
Non-Economically Disadvantaged	143	1919	40981	99	98	100	462	462	462	3	4	6	9	11	13	66	60	54	22	25	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	156	2732	79438	99	96	98	471	465	451	2	4	9	20	19	24	59	62	56	19	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	1311	38775	100	97	99	475	470	457	1	3	7	16	17	22	60	62	58	23	18	13
Male	76	1418	40560	97	95	97	466	460	446	3	6	12	24	21	25	58	62	54	16	10	9
African American	NC	151	4178	NC	94	98	NC	454	439	NC	6	13	NC	24	29	NC	63	52	NC	7	6
Hispanic	13	743	34297	100	94	98	447	448	434	15	7	14	23	27	31	62	59	50	NA	6	5
Asian/Pacific Islander	NC	98	2063	NC	98	99	NC	464	475	NC	5	3	NC	20	15	NC	58	63	NC	16	20
American Indian/Alaskan Native	NC	39	3940	NC	95	95	NC	463	429	NC	8	14	NC	13	36	NC	69	47	NC	10	3
White	130	1700	34887	98	97	98	473	473	471	1	3	4	19	16	15	59	64	63	21	18	18
Students with Disabilities	28	422	9588	100	80	88	445	441	416	11	14	30	36	32	32	39	46	34	14	8	5
Students without Disabilities	128	2310	69850	98	100	100	477	469	456	NA	3	7	16	17	23	63	65	59	20	15	12
Limited English Proficient Students	NC	139	13856	NC	90	96	NC	412	407	NC	21	27	NC	50	43	NC	29	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	13	818	38685	100	92	97	445	447	435	15	8	14	31	30	32	38	56	50	15	7	5
Non-Economically Disadvantaged	143	1914	40753	99	97	99	473	472	467	1	3	5	19	15	16	61	65	62	20	17	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	157	2759	79971	99	97	99	447	437	423	5	5	8	22	33	41	70	60	49	3	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	1318	38974	100	97	99	467	451	437	NA	3	5	16	23	33	79	69	57	5	5	4
Male	77	1439	40895	99	96	98	427	424	410	10	6	10	29	41	47	61	51	41	NA	1	2
African American	NC	154	4203	NC	96	99	NC	432	411	NC	6	11	NC	31	45	NC	61	43	NC	2	2
Hispanic	13	752	34481	100	95	99	442	428	410	8	6	10	31	38	46	62	54	43	NA	1	1
Asian/Pacific Islander	NC	98	2067	NC	98	99	NC	442	449	NC	3	4	NC	33	28	NC	60	60	NC	4	8
American Indian/Alaskan Native	NC	40	3995	NC	98	96	NC	427	409	NC	10	10	NC	25	47	NC	63	42	NC	3	1
White	131	1714	35150	99	97	99	448	441	437	5	4	5	21	30	35	73	62	56	2	4	5
Students with Disabilities	28	455	10258	100	86	94	426	403	377	14	14	23	29	47	51	57	37	25	NA	2	1
Students without Disabilities	129	2304	69713	99	99	100	452	443	429	3	3	5	21	30	39	73	64	52	3	4	3
Limited English Proficient Students	NC	145	13985	NC	94	97	NC	395	382	NC	10	18	NC	59	54	NC	31	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	13	838	38994	100	95	98	430	424	409	15	6	10	38	40	47	38	52	41	8	2	1
Non-Economically Disadvantaged	144	1921	40977	99	98	100	449	443	437	4	4	5	21	29	34	73	63	56	2	4	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	182	2799	80147	99	97	99	499	490	482	3	7	11	8	14	17	62	53	49	27	26	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	1350	39281	100	98	99	505	491	483	NA	6	9	8	14	17	59	54	50	33	26	24
Male	91	1447	40780	99	96	98	493	489	482	7	7	12	8	14	17	65	52	48	21	27	24
African American	NC	152	4249	NC	97	99	NC	471	464	NC	15	17	NC	20	22	NC	51	48	NC	14	13
Hispanic	17	657	33494	94	96	99	494	473	466	NA	10	15	12	20	23	59	55	49	29	14	14
Asian/Pacific Islander	NC	95	2103	NC	99	99	NC	508	515	NC	2	4	NC	12	8	NC	49	44	NC	37	45
American Indian/Alaskan Native	--	38	4117	--	95	96	--	478	456	--	13	19	--	13	27	--	55	46	--	18	8
White	152	1856	36122	100	97	99	501	497	501	3	5	5	7	12	10	62	52	50	28	31	35
Students with Disabilities	18	350	10295	95	80	92	489	454	443	6	26	33	17	24	26	50	40	33	28	10	8
Students without Disabilities	164	2449	69852	100	100	100	500	495	488	3	4	7	7	13	16	63	55	51	27	29	26
Limited English Proficient Students	NC	114	12722	NC	92	97	NC	434	441	NC	28	27	NC	39	33	NC	32	37	NC	1	3
Migrant Students	--	11	622	--	100	97	--	439	454	--	27	19	--	45	30	--	27	43	--	NA	8
Economically Disadvantaged	NC	760	38371	NC	93	97	NC	474	465	NC	10	15	NC	21	23	NC	54	49	NC	15	13
Non-Economically Disadvantaged	174	2039	41776	99	98	100	500	496	498	3	5	6	8	12	11	61	52	49	28	31	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	182	2782	79686	99	96	98	494	483	470	1	5	11	12	18	24	77	67	57	10	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	1348	39163	100	98	99	502	489	475	NA	3	9	11	15	22	77	69	60	12	13	10
Male	91	1432	40438	99	95	97	486	478	465	2	7	13	13	20	25	77	65	54	8	8	7
African American	NC	152	4228	NC	97	98	NC	470	458	NC	11	15	NC	20	28	NC	62	53	NC	7	4
Hispanic	17	650	33299	94	95	98	498	468	452	NA	9	17	12	26	32	71	60	47	18	6	3
Asian/Pacific Islander	NC	95	2097	NC	99	99	NC	487	490	NC	3	5	NC	17	13	NC	63	68	NC	17	14
American Indian/Alaskan Native	--	38	4087	--	95	96	--	473	446	--	5	16	--	26	38	--	61	44	--	8	2
White	152	1846	35914	100	97	98	496	489	489	1	3	5	11	15	15	79	70	67	9	12	14
Students with Disabilities	18	332	9808	95	76	87	483	451	432	NA	21	35	22	32	32	72	42	30	6	5	3
Students without Disabilities	164	2450	69878	100	100	100	495	487	475	1	3	8	11	16	23	77	70	61	10	11	9
Limited English Proficient Students	NC	109	12594	NC	88	96	NC	424	422	NC	28	34	NC	48	45	NC	25	21	NC	NA	0
Migrant Students	--	10	611	--	91	95	--	NA	439	--	NA	22	--	NA	39	--	NA	37	--	NA	2
Economically Disadvantaged	NC	748	38095	NC	92	97	NC	468	452	NC	8	17	NC	26	32	NC	61	48	NC	5	3
Non-Economically Disadvantaged	174	2034	41591	99	98	99	495	488	486	1	4	6	12	15	16	77	69	65	10	12	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	183	2808	80372	100	97	99	507	484	475	1	2	4	10	24	30	85	71	64	4	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	1356	39452	100	98	99	519	497	488	NA	1	3	4	15	22	90	80	72	5	4	3
Male	92	1450	40836	100	96	98	495	472	464	1	3	6	16	33	37	80	62	56	2	1	1
African American	NC	152	4264	NC	97	99	NC	469	465	NC	5	5	NC	28	35	NC	66	59	NC	1	1
Hispanic	18	665	33608	100	97	99	497	473	462	6	4	6	22	29	36	67	66	57	6	1	1
Asian/Pacific Islander	NC	95	2098	NC	99	99	NC	497	500	NC	2	2	NC	20	16	NC	68	75	NC	9	7
American Indian/Alaskan Native	--	38	4128	--	95	97	--	481	464	--	NA	4	--	32	39	--	68	56	--	NA	1
White	152	1857	36213	100	97	99	508	489	489	NA	2	2	10	23	22	87	73	72	3	2	3
Students with Disabilities	19	361	10526	100	82	94	487	445	427	5	9	15	26	51	53	68	39	31	NA	1	1
Students without Disabilities	164	2447	69846	100	100	100	510	489	482	NA	1	3	9	21	26	87	76	69	4	2	2
Limited English Proficient Students	NC	116	12747	NC	94	97	NC	436	432	NC	12	12	NC	51	52	NC	37	36	NC	NA	0
Migrant Students	--	11	621	--	100	97	--	456	452	--	9	9	--	27	40	--	64	51	--	NA	0
Economically Disadvantaged	NC	772	38521	NC	95	98	NC	471	461	NC	4	6	NC	31	38	NC	64	55	NC	1	1
Non-Economically Disadvantaged	175	2036	41851	100	98	100	509	489	489	1	2	3	9	22	22	87	74	72	4	3	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	166	2833	79306	100	97	99	526	515	504	2	8	13	14	16	20	57	54	49	28	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	1390	38845	100	98	99	524	515	505	1	6	11	13	17	20	60	55	50	25	22	18
Male	83	1439	40383	100	96	98	528	515	504	2	9	14	14	15	19	53	53	47	30	23	19
African American	NC	174	4171	NC	96	98	NC	500	485	NC	7	20	NC	28	26	NC	50	44	NC	14	10
Hispanic	24	685	32673	100	96	99	525	497	487	NA	14	18	17	21	25	50	52	46	33	14	10
Asian/Pacific Islander	NC	92	2147	NC	100	99	NC	535	539	NC	4	5	NC	16	10	NC	42	46	NC	37	40
American Indian/Alaskan Native	NC	33	4034	NC	94	97	NC	496	479	NC	15	22	NC	27	29	NC	45	43	NC	12	7
White	129	1849	36234	100	97	99	526	522	523	2	5	6	13	12	13	59	56	52	26	26	28
Students with Disabilities	22	368	10286	100	80	91	484	479	462	14	29	41	45	25	27	36	36	27	5	10	5
Students without Disabilities	144	2465	69020	100	100	100	532	520	510	NA	4	9	9	14	18	60	57	52	31	24	21
Limited English Proficient Students	NC	96	10291	NC	91	96	NC	450	458	NC	47	38	NC	29	34	NC	23	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	NC	752	37437	NC	94	97	NC	493	486	NC	15	19	NC	24	26	NC	48	46	NC	12	9
Non-Economically Disadvantaged	158	2081	41869	100	98	100	527	523	521	2	5	7	13	13	14	56	56	51	28	26	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	166	2813	79000	100	96	98	505	499	489	4	5	10	11	18	24	75	67	58	10	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	1384	38774	100	97	99	512	503	494	1	3	7	8	17	22	78	68	61	12	11	10
Male	83	1425	40150	100	95	98	499	496	485	7	7	12	14	20	25	71	65	55	7	9	8
African American	NC	172	4153	NC	95	98	NC	488	476	NC	5	13	NC	26	30	NC	63	53	NC	6	4
Hispanic	24	677	32508	100	95	98	505	483	472	NA	9	15	17	27	33	75	58	49	8	5	3
Asian/Pacific Islander	NC	92	2142	NC	100	99	NC	502	510	NC	3	4	NC	17	14	NC	65	67	NC	14	16
American Indian/Alaskan Native	NC	32	4016	NC	91	96	NC	487	467	NC	3	14	NC	31	37	NC	56	46	NC	9	2
White	129	1840	36135	100	97	98	506	506	508	5	4	4	10	14	14	74	70	67	11	12	15
Students with Disabilities	22	348	9991	100	75	88	467	468	449	27	19	33	23	32	36	45	46	29	5	3	2
Students without Disabilities	144	2465	69009	100	100	100	511	503	495	1	3	6	10	17	22	79	70	62	10	11	10
Limited English Proficient Students	NC	90	10199	NC	86	95	NC	437	439	NC	39	35	NC	41	47	NC	20	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	NC	742	37234	NC	93	97	NC	480	472	NC	9	15	NC	29	33	NC	58	50	NC	4	3
Non-Economically Disadvantaged	158	2071	41766	100	98	99	506	506	505	4	4	5	11	15	16	74	70	65	10	12	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	166	2841	79611	100	97	99	519	503	496	1	5	7	28	33	37	70	61	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	1393	39016	100	98	99	531	517	511	NA	3	4	13	23	29	86	72	66	1	1	1
Male	83	1444	40519	100	96	98	508	490	482	2	7	10	42	43	44	55	50	46	NA	0	0
African American	NC	173	4188	NC	96	98	NC	497	486	NC	6	9	NC	34	40	NC	59	50	NC	1	0
Hispanic	24	692	32855	100	97	99	522	487	481	NA	8	10	21	41	43	75	51	47	4	1	0
Asian/Pacific Islander	NC	92	2149	NC	100	100	NC	511	519	NC	2	4	NC	29	24	NC	68	70	NC	NA	2
American Indian/Alaskan Native	NC	33	3992	NC	94	96	NC	491	478	NC	9	10	NC	36	46	NC	52	44	NC	3	0
White	129	1851	36380	100	97	99	520	510	511	2	4	4	28	30	30	71	65	65	NA	1	1
Students with Disabilities	22	378	10664	100	82	94	478	456	440	9	17	23	59	52	54	32	30	22	NA	1	1
Students without Disabilities	144	2463	68947	100	100	100	526	510	504	NA	3	4	23	30	34	76	66	61	1	1	1
Limited English Proficient Students	NC	101	10362	NC	96	97	NC	429	438	NC	23	22	NC	64	57	NC	13	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	NC	761	37626	NC	95	98	NC	483	479	NC	9	10	NC	43	45	NC	48	45	NC	0	0
Non-Economically Disadvantaged	158	2080	41985	100	98	100	520	511	511	1	3	4	27	30	30	71	66	65	1	1	1

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

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	155	2877	79327	99	96	98	541	538	518	6	10	19	16	14	20	52	51	46	26	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	1415	38961	100	97	98	544	538	520	4	9	16	17	14	20	50	53	48	29	24	16
Male	77	1461	40295	97	96	97	537	538	516	8	10	21	16	14	19	55	48	44	22	27	16
African American	NC	145	4247	NC	94	98	NC	515	499	NC	15	27	NC	26	24	NC	48	41	NC	12	8
Hispanic	14	659	32327	100	96	98	521	518	499	7	17	27	14	18	25	71	50	41	7	15	8
Asian/Pacific Islander	NC	103	1939	NC	97	99	NC	564	556	NC	5	6	NC	7	10	NC	48	47	NC	41	36
American Indian/Alaskan Native	--	37	4391	--	100	96	--	528	489	--	8	32	--	19	27	--	57	36	--	16	4
White	131	1933	36373	99	97	98	542	546	538	5	7	10	18	13	14	51	51	52	27	29	25
Students with Disabilities	13	339	9321	100	78	87	498	486	467	31	36	54	23	25	22	31	31	21	15	8	3
Students without Disabilities	142	2538	70006	99	99	100	544	544	524	4	6	14	15	13	19	54	53	49	27	28	18
Limited English Proficient Students	NC	94	9431	NC	89	95	NC	470	466	NC	51	53	NC	23	27	NC	24	18	NC	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	NC	752	37097	NC	93	97	NC	515	498	NC	18	27	NC	19	25	NC	49	41	NC	14	7
Non-Economically Disadvantaged	146	2125	42230	99	97	99	543	546	535	4	7	11	16	13	15	53	51	50	27	29	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	155	2872	79501	99	96	98	510	509	497	2	5	10	19	20	25	77	69	60	3	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	1413	39062	100	97	99	515	514	502	NA	4	8	13	18	23	85	72	64	3	6	5
Male	77	1458	40368	97	96	98	505	505	491	4	6	13	25	23	27	69	67	57	3	5	3
African American	NC	145	4279	NC	94	99	NC	491	485	NC	8	14	NC	30	30	NC	61	54	NC	1	2
Hispanic	14	658	32389	100	96	98	489	493	478	NA	10	16	43	28	34	57	61	48	NA	1	1
Asian/Pacific Islander	NC	103	1936	NC	97	99	NC	521	519	NC	4	3	NC	12	14	NC	77	73	NC	8	9
American Indian/Alaskan Native	--	37	4401	--	100	96	--	494	473	--	11	17	--	19	40	--	70	43	--	NA	1
White	131	1929	36446	99	96	99	511	516	516	2	3	4	16	18	15	79	72	73	3	7	7
Students with Disabilities	13	334	9411	100	77	88	495	469	453	NA	19	36	46	40	36	46	40	26	8	1	1
Students without Disabilities	142	2538	70090	99	99	100	511	514	502	2	3	7	16	18	24	80	73	65	2	6	5
Limited English Proficient Students	NC	90	9401	NC	85	94	NC	448	443	NC	36	40	NC	48	46	NC	17	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	NC	754	37183	NC	94	97	NC	491	479	NC	10	16	NC	31	34	NC	57	49	NC	3	1
Non-Economically Disadvantaged	146	2118	42318	99	97	99	512	516	513	2	3	5	15	17	17	80	74	70	3	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	155	2901	80000	99	97	99	596	577	564	NA	2	3	3	6	11	72	78	75	25	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	1431	39288	100	98	99	615	592	579	NA	1	2	1	2	6	56	77	77	42	20	16
Male	77	1469	40644	97	96	98	577	563	549	NA	2	4	4	9	15	88	80	74	8	8	7
African American	NC	149	4307	NC	96	99	NC	562	551	NC	3	4	NC	8	13	NC	83	75	NC	6	7
Hispanic	14	665	32672	100	97	99	577	566	548	NA	2	4	7	8	14	71	83	76	21	7	6
Asian/Pacific Islander	NC	104	1945	NC	98	99	NC	594	592	NC	NA	1	NC	3	4	NC	69	69	NC	28	25
American Indian/Alaskan Native	--	37	4424	--	100	97	--	578	549	--	NA	3	--	5	14	--	84	77	--	11	5
White	131	1946	36602	99	97	99	598	582	579	NA	2	2	2	5	7	73	77	75	25	16	16
Students with Disabilities	13	357	9919	100	82	93	542	526	505	NA	5	9	23	27	35	69	65	54	8	3	2
Students without Disabilities	142	2544	70081	99	100	100	601	584	571	NA	1	2	1	3	7	73	80	79	27	15	12
Limited English Proficient Students	NC	96	9571	NC	91	96	NC	518	502	NC	5	10	NC	31	29	NC	64	60	NC	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	NC	769	37534	NC	96	98	NC	560	547	NC	3	4	NC	10	15	NC	80	76	NC	7	5
Non-Economically Disadvantaged	146	2132	42466	99	98	100	597	584	578	NA	1	2	3	5	7	73	78	75	25	16	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	160	2923	78546	99	96	97	580	561	543	2	7	15	6	12	18	58	60	52	35	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	1449	38645	100	97	98	576	562	545	3	5	13	8	12	18	58	61	54	32	22	15
Male	84	1472	39792	99	95	97	583	561	542	1	8	17	4	12	17	57	59	50	38	21	15
African American	NC	152	4205	NC	94	97	NC	549	524	NC	9	22	NC	18	22	NC	59	49	NC	14	7
Hispanic	NC	656	31177	NC	95	97	NC	547	524	NC	11	22	NC	17	23	NC	58	48	NC	15	7
Asian/Pacific Islander	NC	103	1940	NC	96	99	NC	585	580	NC	2	5	NC	12	9	NC	52	53	NC	34	33
American Indian/Alaskan Native	NC	34	4689	NC	85	95	NC	545	515	NC	6	28	NC	6	25	NC	88	43	NC	NA	4
White	140	1978	36450	100	97	97	580	566	563	2	5	7	6	10	12	58	61	57	34	24	23
Students with Disabilities	NC	309	8093	NC	76	82	NC	513	489	NC	29	50	NC	28	24	NC	37	23	NC	5	2
Students without Disabilities	154	2614	70453	99	100	100	582	567	549	1	4	11	6	10	17	58	63	56	35	23	16
Limited English Proficient Students	NC	91	9323	NC	90	94	NC	505	491	NC	31	47	NC	35	28	NC	32	24	NC	2	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	NC	756	34694	NC	92	96	NC	546	524	NC	10	23	NC	17	23	NC	61	48	NC	12	7
Non-Economically Disadvantaged	152	2167	43852	99	98	99	581	567	559	2	6	10	5	10	13	58	60	56	35	25	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	160	2936	79045	99	97	98	538	523	512	3	5	10	16	19	25	73	68	58	9	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	1453	38860	100	98	98	548	530	519	1	3	7	12	16	22	74	72	62	13	9	8
Male	84	1481	40075	99	96	97	529	517	505	4	7	12	19	22	28	73	64	54	5	7	6
African American	NC	152	4250	NC	94	98	NC	516	500	NC	6	12	NC	24	31	NC	61	54	NC	9	3
Hispanic	NC	661	31314	NC	95	98	NC	509	493	NC	9	16	NC	26	34	NC	61	48	NC	4	2
Asian/Pacific Islander	NC	104	1949	NC	97	99	NC	532	536	NC	6	4	NC	15	15	NC	67	66	NC	12	15
American Indian/Alaskan Native	NC	35	4719	NC	88	96	NC	512	489	NC	9	15	NC	6	39	NC	86	45	NC	NA	2
White	140	1984	36730	100	98	98	535	528	532	2	4	4	17	17	16	76	70	68	5	9	12
Students with Disabilities	NC	320	8552	NC	78	87	NC	479	463	NC	22	35	NC	41	40	NC	36	23	NC	2	1
Students without Disabilities	154	2616	70493	99	100	100	541	528	517	1	3	7	15	16	24	75	72	62	9	9	8
Limited English Proficient Students	NC	92	9355	NC	91	95	NC	457	456	NC	32	37	NC	58	48	NC	10	15	NC	1	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	NC	763	34922	NC	93	96	NC	506	493	NC	8	15	NC	30	34	NC	60	48	NC	3	3
Non-Economically Disadvantaged	152	2173	44123	99	98	99	538	529	527	3	5	6	15	15	18	74	71	66	9	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	159	2957	79657	99	98	99	592	578	566	1	2	3	2	5	8	95	92	87	3	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	1462	39120	100	98	99	598	589	580	1	1	2	1	2	4	95	95	92	3	1	2
Male	83	1493	40423	98	97	98	586	566	553	NA	3	5	2	8	12	95	88	83	2	1	1
African American	NC	156	4290	NC	97	99	NC	570	560	NC	5	4	NC	4	9	NC	89	86	NC	1	1
Hispanic	NC	667	31642	NC	96	99	NC	568	552	NC	3	5	NC	7	11	NC	90	84	NC	0	0
Asian/Pacific Islander	NC	104	1948	NC	97	99	NC	585	589	NC	3	1	NC	5	3	NC	88	91	NC	5	4
American Indian/Alaskan Native	NC	35	4760	NC	88	97	NC	570	547	NC	3	5	NC	11	14	NC	86	81	NC	NA	0
White	139	1995	36929	99	98	99	591	581	579	1	2	2	2	4	5	96	93	91	1	1	2
Students with Disabilities	NC	341	9069	NC	84	92	NC	530	508	NC	7	11	NC	26	30	NC	67	58	NC	0	1
Students without Disabilities	153	2616	70588	99	100	100	595	583	573	1	1	2	1	2	5	96	95	91	3	1	1
Limited English Proficient Students	NC	95	9521	NC	94	96	NC	509	507	NC	12	13	NC	23	24	NC	65	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	NC	775	35341	NC	95	97	NC	567	551	NC	3	5	NC	8	12	NC	89	83	NC	1	0
Non-Economically Disadvantaged	151	2182	44316	99	99	100	591	581	578	1	2	2	2	4	5	95	93	90	2	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	137	3051	78400	99	96	97	573	575	554	12	10	21	8	14	19	67	59	47	13	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1502	38686	100	97	98	577	576	554	8	9	20	8	13	20	66	61	49	18	18	12
Male	72	1547	39636	97	96	96	570	575	554	15	10	23	8	14	18	68	56	46	8	19	13
African American	NC	168	4193	NC	96	97	NC	552	533	NC	20	32	NC	22	23	NC	49	40	NC	9	5
Hispanic	12	747	30732	100	95	97	586	559	534	8	13	31	17	21	24	50	55	40	25	11	5
Asian/Pacific Islander	NC	103	1827	NC	100	99	NC	594	594	NC	5	8	NC	6	12	NC	62	49	NC	27	31
American Indian/Alaskan Native	NC	33	4536	NC	100	95	NC	566	528	NC	18	35	NC	12	25	NC	58	37	NC	12	4
White	114	1998	37038	100	96	97	573	582	575	11	8	11	7	11	14	71	60	56	11	21	19
Students with Disabilities	11	233	7840	100	68	81	511	519	498	64	44	60	NA	18	18	36	28	20	NA	9	2
Students without Disabilities	126	2818	70560	99	100	99	579	579	560	7	7	17	9	13	19	70	61	50	14	19	14
Limited English Proficient Students	NC	85	8956	NC	96	95	NC	512	502	NC	42	56	NC	29	25	NC	28	18	NC	NA	1
Migrant Students	--	10	676	--	100	95	--	NA	523	--	NA	38	--	NA	25	--	NA	36	--	NA	1
Economically Disadvantaged	15	706	33014	100	92	95	565	556	534	13	16	31	7	20	24	73	53	40	7	11	5
Non-Economically Disadvantaged	122	2345	45386	99	98	99	574	581	569	11	8	15	8	12	15	66	60	52	14	20	18

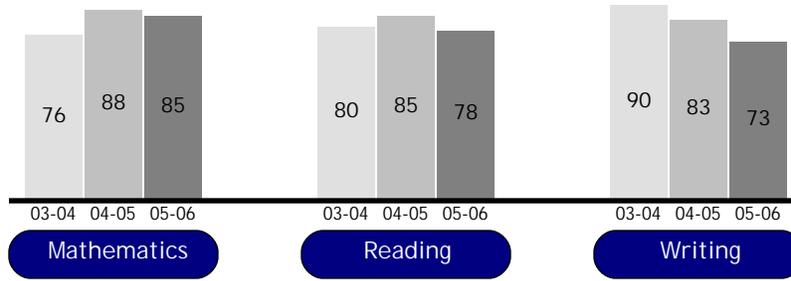
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	3080	79179	100	97	98	531	535	519	4	5	11	20	19	27	72	70	58	3	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1518	38974	100	98	99	542	542	524	3	4	8	14	15	25	78	73	61	5	8	5
Male	73	1560	40124	99	97	97	521	528	513	5	6	13	26	23	28	67	67	54	1	5	4
African American	NC	168	4243	NC	96	98	NC	524	506	NC	8	14	NC	23	32	NC	67	51	NC	3	3
Hispanic	12	757	30987	100	96	98	546	521	498	NA	7	17	17	27	36	83	64	45	NA	3	1
Asian/Pacific Islander	NC	101	1832	NC	98	99	NC	540	543	NC	4	4	NC	13	17	NC	73	69	NC	10	10
American Indian/Alaskan Native	NC	33	4573	NC	100	96	NC	530	494	NC	3	16	NC	21	41	NC	73	42	NC	3	1
White	115	2019	37467	100	97	98	528	541	539	3	4	5	22	16	17	73	72	70	2	8	8
Students with Disabilities	12	261	8567	100	77	88	459	479	467	33	28	39	50	40	38	17	28	22	NA	5	1
Students without Disabilities	126	2819	70612	99	100	99	538	539	524	2	3	7	17	17	25	78	74	62	3	7	5
Limited English Proficient Students	NC	85	9013	NC	96	95	NC	471	461	NC	27	40	NC	49	48	NC	24	12	NC	NA	0
Migrant Students	--	10	680	--	100	96	--	NA	487	--	NA	20	--	NA	43	--	NA	36	--	NA	1
Economically Disadvantaged	15	725	33345	100	95	96	536	516	499	7	8	17	13	29	36	80	61	46	NA	2	1
Non-Economically Disadvantaged	123	2355	45834	100	98	99	530	541	533	4	4	7	21	16	19	72	73	67	3	8	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	137	3097	79734	99	98	99	575	573	554	1	1	3	9	11	19	90	87	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1524	39243	100	98	99	591	585	568	NA	1	2	6	7	12	94	91	85	NA	1	1
Male	72	1571	40413	97	98	98	561	561	541	1	1	4	13	16	26	86	83	70	NA	0	0
African American	NC	169	4285	NC	97	99	NC	571	548	NC	1	3	NC	14	22	NC	85	74	NC	NA	0
Hispanic	12	762	31254	100	97	99	591	563	539	NA	1	5	8	16	25	92	83	70	NA	0	0
Asian/Pacific Islander	NC	102	1837	NC	99	99	NC	581	579	NC	2	1	NC	10	9	NC	85	87	NC	3	2
American Indian/Alaskan Native	NC	33	4613	NC	100	97	NC	586	535	NC	NA	4	NC	9	29	NC	88	67	NC	3	0
White	114	2029	37668	100	98	99	573	576	569	1	1	1	10	10	13	89	88	85	NA	1	1
Students with Disabilities	12	277	8943	100	81	92	504	517	495	8	5	11	50	44	51	42	48	38	NA	3	1
Students without Disabilities	125	2820	70791	98	100	100	582	578	561	NA	1	2	6	8	15	94	90	83	NA	1	0
Limited English Proficient Students	NC	85	9138	NC	96	97	NC	513	492	NC	7	13	NC	40	46	NC	53	40	NC	NA	NA
Migrant Students	--	10	687	--	100	97	--	NA	528	--	NA	6	--	NA	28	--	NA	65	--	NA	NA
Economically Disadvantaged	15	729	33718	100	95	97	591	559	538	NA	2	5	NA	18	26	100	80	69	NA	1	0
Non-Economically Disadvantaged	122	2368	46016	99	99	100	573	577	567	1	1	2	11	9	14	89	89	84	NA	1	1

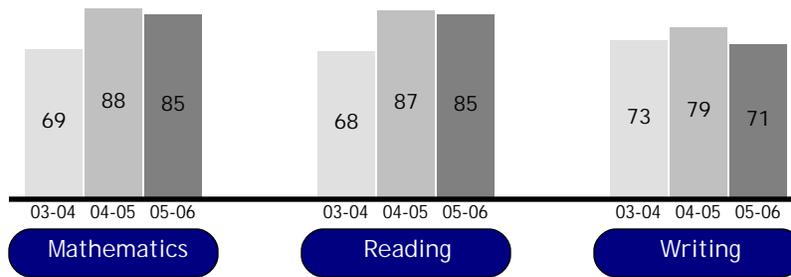
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

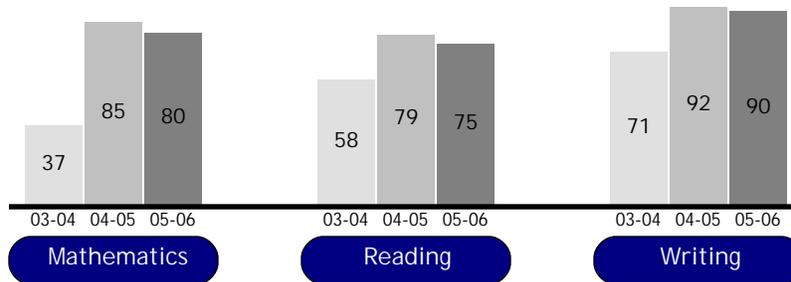
3rd Grade Proficiency



5th Grade Proficiency



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?	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	93	76	NA	58	97	63	53	47	99	61	56	46
	Language	98	76	60	50	97	61	53	47	99	73	59	48
	Mathematics	98	81	72	64	98	67	53	50	99	72	58	52
3	Reading	99	66	NA	55	99	55	52	44	100	56	56	46
	Language	98	71	70	61	99	51	50	44	100	58	54	46
	Mathematics	98	78	71	61	99	59	55	51	100	63	58	52
4	Reading	99	71	NA	56	94	60	54	48	100	67	59	52
	Language	99	65	60	52	94	60	55	49	100	70	59	52
	Mathematics	99	78	69	61	94	66	58	53	100	72	63	58
5	Reading	98	70	NA	55	99	62	56	50	100	65	63	56
	Language	99	67	56	49	99	62	56	50	100	63	61	54
	Mathematics	98	79	67	63	99	60	52	49	100	61	56	52
6	Reading	98	87	NA	56	96	68	58	51	99	65	65	56
	Language	100	68	60	48	96	64	55	47	99	63	58	50
	Mathematics	100	79	75	66	96	69	59	52	99	68	65	58
7	Reading	99	67	NA	54	93	60	59	50	99	73	63	54
	Language	100	71	67	58	93	63	62	52	99	75	67	58
	Mathematics	100	75	68	62	93	59	57	50	99	70	61	54
8	Reading	98	64	NA	55	100	60	58	51	100	63	67	58
	Language	96	67	64	52	100	60	56	50	100	61	63	56
	Mathematics	98	74	69	61	100	64	59	53	99	67	70	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

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

Council Duties

- Ü Community Involvement
- Ü Parent/Educator Relations
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	70.00
Other Professional Staff	11.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	2	0	0
4 to 6 years	12	6	0	0
7 to 9 years	2	2	0	0
10 or more years	14	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	202
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 7th-8th Grade Tech Lab
- Ü K-6 Computer Lab
- Ü Lap Top Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Support Group/Character Counts
- Ü Peer Tutoring
- Ü Intervention Team/Peer Mediators
- Ü National Junior Honor Society
- Ü Chess Club
- Ü Outdoor Education
- Ü Athletics

Social Services

- Ü Lunch Programs
- Ü Recreational Activities
- Ü Health Services
- Ü AM/PM Program
- Ü Crisis Intervention

School Achievements/Accomplishments 2005-06

- ü Two Pride of Peoria Recipients

- ü Recognition for letter writing campaign for the soldiers in Iraq

- ü First 'Future Business Leaders in America' Club in an Arizona Junior High

- ü 3rd place - Amount of money raised by Coyote Hills for the Leukemia Society (\$6300)

Student Activity Rates for School Year 2005-06

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

Crisis/Emergency/Security Plans; Fire Safety; Stranger Danger; Student Intervention Specialist; Zero tolerance policy to weapons, gangs, bullying, and harrassment; Truancy Policy; 24-hour Safe School Phoneline; Prevention Instruction; Peer Mediation; Support Groups.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mrs. Candace Diehl	(623) 412-5225
Transportation Policy	Transportation Department	(623) 486-6168
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Ms. Willie Gentry	(623) 487-5183
Parent Organization	Donna Schuster	(623) 412-5225
Student Health/Nurse	Laura Horne	(623) 412-5229

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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