

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

11675 W. Encanto Blvd, Avondale, AZ 85323

### Pendergast 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 LEARNS<sup>1</sup>

#### 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.

#### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Not 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 Overview

Principal/Administrator : Mr. Tim Ramsey  
 Schedule : 07:30 AM to 04:45 PM  
 Grades : K-8  
 Web Address : [www.pendergast.k12.az.us/schools/cbreeze/cb%20homepage2/cb](http://www.pendergast.k12.az.us/schools/cbreeze/cb%20homepage2/cb)  
 Phone Number : (623) 772-2610  
 Fax Number : (623) 478-9912  
 E-mail : [tramsey@pesd92.org](mailto:tramsey@pesd92.org)

#### Mission

Canyon Breeze is committed to creating a positive, challenging environment with high expectations and caring relationships between students, staff and community.

#### Shared Beliefs:

All children are capable of success-no exceptions; the whole child is a valued individual; it is vital for students to develop essential knowledge and skills but equally as important to develop the ability to apply, reason, and problem solve; a safe and supportive environment promotes student achievement.

#### School / Academic Goals

- ü To increase reading comprehension at all grade levels. This year's focus: informational text. Supported by classroom reading programs, reading specialist, tutoring, intervention program, technology program, and additional library materials.
- ü To improve student number sense. Supported by hands-on activities, tutoring, math specialists, multiage learning projects, classroom math programs, and staff development conducted by school math committee.
- ü To increase student social skills and foster healthy interactions among all. Supported by school-wide community time, character education, multi-age projects, counseling groups and classroom lessons and bully prevention lessons.
- ü To enhance a sense of community on campus. Supported by multiage projects including creation of three sensory gardens, class buddy program, Student Ambassadors or Hope program, and use of school video announcements and school newspaper.

#### Enrollment

October 1, 2005 School Year Student Enrollment : 815  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 67

Instructional Programs

- ü Reading Intervention Program
- ü Gifted Program
- ü On-site Special Education Program
- ü ELL Language Support Program
- ü Technology - Computer Labs (2)
- ü Character Education
- ü Fine Arts Program
- ü Full Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The school supports the educational needs of all students and respects the values of the community. Needed resources and interventions are provided in accordance to data from ongoing assessment of student work. Student progress is communicated to parents on a frequent basis. Quarterly family nights are hosted by staff members in order to highlight student work and school initiatives. School and classroom newsletters as well as school web pages provide additional information to parents.

Parents

Parents partner with the school in the education of their children. Parents are called upon to volunteer their time, services and/or resources when possible. As active participants in the school's mission, parents also assist in the creation of individualized instruction and behavior plans. In addition, they support the academic and behavior expectations of the school. The school PTA and SET teams allow parents additional voice in the school community decision-making process.

Transportation Policy

Parents are responsible for the transportation of their students to school. Transportation includes walking, bicycling and being driven to school. Students living within the school attendance area and more than a mile from school are provided with bus service as are students with special needs. Bus transportation is a privilege not required by State law. Failure to abide by District behavior expectations may result in loss of this privilege. Safety for all students is the highest priority.

School Honors

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

Award/Honor	Year
ü School received Benchmark School status	2006
ü Westside Teacher of the Year Recognition	2006
ü Pendergast Superintendent's Award	2006
ü Future Cities Award	2006

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	92	1169	80010	100	99	99	453	437	447	11	14	10	9	21	18	59	54	53	22	11	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	586	38935	100	100	99	456	437	447	11	14	9	11	20	19	53	57	55	24	10	17
Male	47	583	40974	100	99	98	451	437	448	11	14	11	6	23	18	64	51	52	19	12	19
African American	13	105	4201	100	100	99	416	423	430	38	20	17	15	23	23	38	53	51	8	4	9
Hispanic	37	735	34545	100	99	99	449	430	432	5	16	14	8	24	24	76	52	53	11	7	9
Asian/Pacific Islander	NC	24	2068	NC	100	99	NC	457	474	NC	4	4	NC	17	10	NC	50	50	NC	29	36
American Indian/Alaskan Native	NC	15	3979	NC	100	96	NC	440	424	NC	7	17	NC	13	30	NC	73	47	NC	7	6
White	38	290	35142	100	99	99	468	457	465	5	7	5	8	14	11	53	57	56	34	21	28
Students with Disabilities	10	141	10161	100	96	93	NA	396	419	NA	48	28	NA	31	28	NA	19	36	NA	2	8
Students without Disabilities	82	1028	69849	100	100	100	460	442	451	6	9	7	7	20	17	63	58	56	23	12	19
Limited English Proficient Students	NC	210	14013	NC	98	97	NC	402	413	NC	37	24	NC	33	34	NC	30	39	NC	0	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	41	652	39029	100	99	98	439	428	432	15	16	14	17	26	25	51	51	52	17	6	9
Non-Economically Disadvantaged	51	517	40981	100	100	100	465	448	462	8	11	6	2	16	13	65	56	54	25	16	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1163	79438	100	99	98	456	442	451	8	12	9	21	27	24	62	54	56	10	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	584	38775	100	99	99	461	448	457	4	9	7	20	25	22	64	58	58	11	8	13
Male	47	579	40560	100	98	97	452	436	446	11	15	12	21	29	25	60	50	54	9	6	9
African American	13	105	4178	100	100	98	431	435	439	8	13	13	54	32	29	31	51	52	8	3	6
Hispanic	37	731	34297	100	99	98	448	434	434	5	14	14	24	31	31	65	50	50	5	5	5
Asian/Pacific Islander	NC	24	2063	NC	100	99	NC	460	475	NC	8	3	NC	13	15	NC	67	63	NC	13	20
American Indian/Alaskan Native	NC	15	3940	NC	100	95	NC	456	429	NC	7	14	NC	13	36	NC	80	47	NC	NA	3
White	38	288	34887	100	98	98	472	463	471	8	6	4	8	19	15	71	61	63	13	14	18
Students with Disabilities	10	135	9588	100	92	88	NA	389	416	NA	49	30	NA	30	32	NA	21	34	NA	NA	5
Students without Disabilities	82	1028	69850	100	100	100	464	449	456	2	7	7	18	27	23	68	58	59	11	8	12
Limited English Proficient Students	NC	207	13856	NC	96	96	NC	397	407	NC	34	27	NC	43	43	NC	22	29	NC	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	41	647	38685	100	98	97	437	434	435	12	14	14	34	30	32	49	52	50	5	4	5
Non-Economically Disadvantaged	51	516	40753	100	99	99	471	453	467	4	9	5	10	23	16	73	56	62	14	11	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	92	1169	79971	100	99	99	423	413	423	4	9	8	50	48	41	39	41	49	7	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	587	38974	100	100	99	438	427	437	2	6	5	42	40	33	47	51	57	9	3	4
Male	47	582	40895	100	98	98	408	399	410	6	12	10	57	55	47	32	32	41	4	1	2
African American	13	105	4203	100	100	99	406	409	411	NA	8	11	85	50	45	8	40	43	8	2	2
Hispanic	37	733	34481	100	99	99	420	409	410	3	10	10	54	49	46	38	39	43	5	2	1
Asian/Pacific Islander	NC	24	2067	NC	100	99	NC	422	449	NC	8	4	NC	38	28	NC	54	60	NC	NA	8
American Indian/Alaskan Native	NC	15	3995	NC	100	96	NC	412	409	NC	13	10	NC	40	47	NC	47	42	NC	NA	1
White	38	292	35150	100	100	99	436	423	437	5	7	5	34	43	35	53	47	56	8	3	5
Students with Disabilities	10	142	10258	100	97	94	NA	338	377	NA	37	23	NA	49	51	NA	14	25	NA	NA	1
Students without Disabilities	82	1027	69713	100	100	100	431	423	429	2	5	5	48	47	39	43	45	52	7	2	3
Limited English Proficient Students	NC	210	13985	NC	98	97	NC	365	382	NC	23	18	NC	62	54	NC	15	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	41	650	38994	100	98	98	409	406	409	2	10	10	63	51	47	34	38	41	NA	0	1
Non-Economically Disadvantaged	51	519	40977	100	100	100	433	422	437	6	8	5	39	43	34	43	45	56	12	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	101	1182	80147	100	99	99	481	473	482	8	12	11	16	21	17	59	50	49	17	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	602	39281	100	100	99	486	477	483	2	9	9	20	21	17	58	52	50	20	19	24
Male	46	580	40780	100	99	98	475	470	482	15	14	12	11	21	17	61	49	48	13	16	24
African American	NC	101	4249	NC	99	99	NC	456	464	NC	18	17	NC	24	22	NC	50	48	NC	8	13
Hispanic	48	734	33494	100	100	99	479	469	466	10	13	15	13	23	23	63	49	49	15	15	14
Asian/Pacific Islander	NC	23	2103	NC	100	99	NC	492	515	NC	NA	4	NC	26	8	NC	35	44	NC	39	45
American Indian/Alaskan Native	--	18	4117	--	100	96	--	453	456	--	11	19	--	33	27	--	50	46	--	6	8
White	40	306	36122	100	99	99	488	490	501	8	7	5	13	13	10	60	54	50	20	25	35
Students with Disabilities	NC	148	10295	NC	99	92	NC	433	443	NC	36	33	NC	29	26	NC	30	33	NC	5	8
Students without Disabilities	95	1034	69852	100	100	100	483	479	488	6	8	7	16	19	16	60	53	51	18	19	26
Limited English Proficient Students	NC	187	12722	NC	98	97	NC	436	441	NC	26	27	NC	42	33	NC	30	37	NC	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	41	666	38371	100	99	97	480	466	465	2	13	15	20	24	23	66	48	49	12	14	13
Non-Economically Disadvantaged	60	516	41776	100	100	100	482	483	498	12	9	6	13	16	11	55	53	49	20	22	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	101	1176	79686	100	99	98	474	461	470	7	13	11	20	28	24	65	55	57	8	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	602	39163	100	100	99	483	469	475	2	8	9	16	27	22	75	59	60	7	5	10
Male	46	574	40438	100	98	97	464	451	465	13	17	13	24	30	25	54	50	54	9	3	7
African American	NC	101	4228	NC	99	98	NC	447	458	NC	18	15	NC	32	28	NC	50	53	NC	NA	4
Hispanic	48	727	33299	100	99	98	472	455	452	10	14	17	17	31	32	67	52	47	6	2	3
Asian/Pacific Islander	NC	23	2097	NC	100	99	NC	475	490	NC	4	5	NC	17	13	NC	70	68	NC	9	14
American Indian/Alaskan Native	--	18	4087	--	100	96	--	444	446	--	17	16	--	28	38	--	56	44	--	NA	2
White	40	307	35914	100	100	98	483	479	489	5	8	5	15	21	15	68	61	67	13	11	14
Students with Disabilities	NC	141	9808	NC	94	87	NC	425	432	NC	35	35	NC	33	32	NC	30	30	NC	1	3
Students without Disabilities	95	1035	69878	100	100	100	477	465	475	5	9	8	19	28	23	67	58	61	8	5	9
Limited English Proficient Students	NC	183	12594	NC	96	96	NC	418	422	NC	31	34	NC	55	45	NC	14	21	NC	1	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	41	662	38095	100	99	97	473	452	452	5	16	17	22	33	32	68	49	48	5	2	3
Non-Economically Disadvantaged	60	514	41591	100	99	99	476	473	486	8	8	6	18	22	16	63	62	65	10	7	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	101	1186	80372	100	100	99	487	469	475	2	4	4	26	38	30	70	57	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	603	39452	100	100	99	506	485	488	NA	1	3	15	26	22	82	70	72	4	2	3
Male	46	583	40836	100	100	98	465	452	464	4	6	6	39	50	37	57	44	56	NA	0	1
African American	NC	102	4264	NC	100	99	NC	461	465	NC	4	5	NC	38	35	NC	57	59	NC	1	1
Hispanic	48	736	33608	100	100	99	481	463	462	4	5	6	23	41	36	69	53	57	4	1	1
Asian/Pacific Islander	NC	23	2098	NC	100	99	NC	490	500	NC	NA	2	NC	26	16	NC	70	75	NC	4	7
American Indian/Alaskan Native	--	18	4128	--	100	97	--	454	464	--	6	4	--	44	39	--	50	56	--	NA	1
White	40	307	36213	100	100	99	499	484	489	NA	1	2	23	31	22	78	67	72	NA	2	3
Students with Disabilities	NC	153	10526	NC	100	94	NC	421	427	NC	16	15	NC	59	53	NC	25	31	NC	NA	1
Students without Disabilities	95	1033	69846	100	100	100	490	475	482	1	2	3	24	35	26	73	62	69	2	1	2
Limited English Proficient Students	NC	190	12747	NC	99	97	NC	424	432	NC	13	12	NC	63	52	NC	24	36	NC	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	41	669	38521	100	100	98	481	462	461	NA	4	6	32	44	38	68	51	55	NA	0	1
Non-Economically Disadvantaged	60	517	41851	100	100	100	492	478	489	3	3	3	22	30	22	72	65	72	3	2	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1193	79306	97	99	99	499	495	504	7	15	13	28	23	20	54	49	49	11	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	588	38845	98	99	99	495	495	505	5	14	11	30	23	20	58	51	50	8	12	18
Male	49	605	40383	96	99	98	503	495	504	8	16	14	27	23	19	51	48	47	14	14	19
African American	NC	98	4171	NC	98	98	NC	476	485	NC	27	20	NC	28	26	NC	38	44	NC	8	10
Hispanic	55	761	32673	96	99	99	500	490	487	7	16	18	24	25	25	58	49	46	11	10	10
Asian/Pacific Islander	NC	22	2147	NC	100	99	NC	537	539	NC	5	5	NC	NA	10	NC	64	46	NC	32	40
American Indian/Alaskan Native	--	23	4034	--	100	97	--	485	479	--	17	22	--	13	29	--	65	43	--	4	7
White	26	289	36234	100	99	99	500	513	523	NA	8	6	38	19	13	50	52	52	12	22	28
Students with Disabilities	NC	138	10286	NC	95	91	NC	449	462	NC	52	41	NC	23	27	NC	22	27	NC	3	5
Students without Disabilities	85	1055	69020	100	100	100	502	501	510	5	10	9	27	23	18	56	53	52	12	14	21
Limited English Proficient Students	NC	150	10291	NC	97	96	NC	451	458	NC	43	38	NC	36	34	NC	21	26	NC	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	33	656	37437	94	99	97	498	488	486	6	17	19	27	26	26	58	47	46	9	10	9
Non-Economically Disadvantaged	56	537	41869	98	99	100	500	504	521	7	12	7	29	19	14	52	52	51	13	17	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	92	1190	79000	100	99	98	490	480	489	5	12	10	29	29	24	54	55	58	11	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	590	38774	100	100	99	491	483	494	2	9	7	29	28	22	61	58	61	7	5	10
Male	51	600	40150	100	98	98	490	476	485	8	14	12	29	30	25	49	51	55	14	5	8
African American	NC	97	4153	NC	97	98	NC	465	476	NC	19	13	NC	35	30	NC	45	53	NC	1	4
Hispanic	57	760	32508	100	99	98	490	474	472	5	14	15	32	32	33	51	50	49	12	4	3
Asian/Pacific Islander	NC	22	2142	NC	100	99	NC	507	510	NC	5	4	NC	5	14	NC	77	67	NC	14	16
American Indian/Alaskan Native	--	23	4016	--	100	96	--	477	467	--	4	14	--	39	37	--	57	46	--	NA	2
White	26	288	36135	100	99	98	495	498	508	NA	4	4	27	19	14	65	68	67	8	9	15
Students with Disabilities	NC	135	9991	NC	92	88	NC	439	449	NC	44	33	NC	35	36	NC	19	29	NC	2	2
Students without Disabilities	85	1055	69009	100	100	100	495	484	495	1	7	6	29	28	22	58	59	62	12	5	10
Limited English Proficient Students	NC	152	10199	NC	99	95	NC	433	439	NC	43	35	NC	43	47	NC	14	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	35	651	37234	100	98	97	483	472	472	9	14	15	34	33	33	46	49	50	11	4	3
Non-Economically Disadvantaged	57	539	41766	100	99	99	495	488	505	4	8	5	26	24	16	60	61	65	11	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1202	79611	100	100	99	498	483	496	7	8	7	42	47	37	51	44	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	592	39016	100	100	99	508	498	511	5	5	4	32	39	29	63	55	66	NA	0	1
Male	51	610	40519	100	100	98	490	468	482	8	12	10	51	55	44	41	33	46	NA	0	0
African American	NC	99	4188	NC	99	98	NC	470	486	NC	12	9	NC	52	40	NC	35	50	NC	1	0
Hispanic	57	767	32855	100	100	99	502	480	481	5	9	10	42	48	43	53	43	47	NA	NA	0
Asian/Pacific Islander	NC	22	2149	NC	100	100	NC	510	519	NC	NA	4	NC	36	24	NC	64	70	NC	NA	2
American Indian/Alaskan Native	--	23	3992	--	100	96	--	481	478	--	4	10	--	65	46	--	30	44	--	NA	0
White	26	290	36380	100	99	99	496	492	511	8	7	4	42	43	30	50	50	65	NA	0	1
Students with Disabilities	NC	148	10664	NC	100	94	NC	426	440	NC	28	23	NC	55	54	NC	16	22	NC	1	1
Students without Disabilities	85	1054	68947	100	100	100	504	490	504	5	6	4	41	46	34	54	48	61	NA	0	1
Limited English Proficient Students	NC	155	10362	NC	100	97	NC	435	438	NC	22	22	NC	65	57	NC	14	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	35	659	37626	100	100	98	494	478	479	9	9	10	46	51	45	46	40	45	NA	0	0
Non-Economically Disadvantaged	57	543	41985	100	100	100	501	489	511	5	7	4	40	43	30	54	50	65	NA	0	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	91	1172	79327	96	98	98	506	506	518	14	24	19	32	21	20	47	44	46	7	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	557	38961	97	98	98	499	506	520	14	22	16	39	24	20	42	44	48	6	10	16
Male	55	615	40295	95	98	97	511	506	516	15	26	21	27	19	19	51	44	44	7	12	16
African American	10	131	4247	100	96	98	NA	487	499	NA	38	27	NA	24	24	NA	31	41	NA	6	8
Hispanic	43	694	32327	93	98	98	498	499	499	19	26	27	40	24	25	42	43	41	NA	7	8
Asian/Pacific Islander	NC	16	1939	NC	100	99	NC	527	556	NC	6	6	NC	19	10	NC	56	47	NC	19	36
American Indian/Alaskan Native	NC	14	4391	NC	100	96	NC	492	489	NC	43	32	NC	7	27	NC	43	36	NC	7	4
White	36	317	36373	97	99	98	522	528	538	8	15	10	19	14	14	58	50	52	14	21	25
Students with Disabilities	NC	130	9321	NC	90	87	NC	450	467	NC	75	54	NC	12	22	NC	12	21	NC	1	3
Students without Disabilities	85	1042	70006	99	99	100	508	513	524	12	18	14	32	22	19	49	48	49	7	12	18
Limited English Proficient Students	NC	148	9431	NC	96	95	NC	463	466	NC	57	53	NC	26	27	NC	16	18	NC	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	37	629	37097	93	98	97	499	495	498	14	29	27	43	24	25	41	41	41	3	6	7
Non-Economically Disadvantaged	54	543	42230	98	99	99	511	520	535	15	18	11	24	18	15	52	47	50	9	17	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	96	1180	79501	100	99	98	487	485	497	13	12	10	27	33	25	57	53	60	3	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	557	39062	100	98	99	493	489	502	8	10	8	27	30	23	59	57	64	5	3	5
Male	59	623	40368	100	100	98	484	481	491	15	14	13	27	36	27	56	49	57	2	1	3
African American	11	135	4279	100	99	99	466	475	485	27	16	14	36	40	30	36	43	54	NA	1	2
Hispanic	46	697	32389	100	98	98	480	478	478	13	13	16	30	37	34	54	48	48	2	1	1
Asian/Pacific Islander	NC	16	1936	NC	100	99	NC	505	519	NC	NA	3	NC	19	14	NC	75	73	NC	6	9
American Indian/Alaskan Native	NC	14	4401	NC	100	96	NC	465	473	NC	29	17	NC	50	40	NC	21	43	NC	NA	1
White	37	318	36446	100	100	99	504	504	516	8	7	4	19	21	15	68	69	73	5	4	7
Students with Disabilities	10	136	9411	100	94	88	NA	435	453	NA	49	36	NA	40	36	NA	11	26	NA	NA	1
Students without Disabilities	86	1044	70090	100	100	100	494	491	502	9	7	7	23	32	24	64	59	65	3	2	5
Limited English Proficient Students	NC	148	9401	NC	96	94	NC	439	443	NC	40	40	NC	53	46	NC	7	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	40	635	37183	100	99	97	480	475	479	18	16	16	30	39	34	53	45	49	NA	1	1
Non-Economically Disadvantaged	56	545	42318	100	99	99	493	496	513	9	7	5	25	26	17	61	63	70	5	3	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	96	1186	80000	100	99	99	562	550	564	1	3	3	8	15	11	77	73	75	14	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	565	39288	100	100	99	586	564	579	NA	2	2	NA	10	6	81	75	77	19	13	16
Male	59	621	40644	100	99	98	548	537	549	2	3	4	14	20	15	75	72	74	10	5	7
African American	11	136	4307	100	100	99	548	543	551	NA	4	4	27	15	13	64	74	75	9	7	7
Hispanic	46	702	32672	100	99	99	553	546	548	2	3	4	9	17	14	78	74	76	11	6	6
Asian/Pacific Islander	NC	16	1945	NC	100	99	NC	544	592	NC	6	1	NC	NA	4	NC	88	69	NC	6	25
American Indian/Alaskan Native	NC	13	4424	NC	93	97	NC	569	549	NC	NA	3	NC	23	14	NC	62	77	NC	15	5
White	37	319	36602	100	100	99	577	560	579	NA	2	2	3	13	7	78	72	75	19	13	16
Students with Disabilities	10	143	9919	100	99	93	NA	480	505	NA	10	9	NA	49	35	NA	38	54	NA	2	2
Students without Disabilities	86	1043	70081	100	99	100	569	559	571	1	2	2	5	11	7	79	78	79	15	9	12
Limited English Proficient Students	NC	153	9571	NC	99	96	NC	492	502	NC	10	10	NC	37	29	NC	52	60	NC	1	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	40	640	37534	100	99	98	545	543	547	3	3	4	5	17	15	93	75	76	NA	5	5
Non-Economically Disadvantaged	56	546	42466	100	99	100	575	558	578	NA	2	2	11	13	7	66	72	75	23	12	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	74	1151	78546	100	99	97	559	540	543	7	14	15	15	20	18	59	54	52	19	12	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	567	38645	100	100	98	568	544	545	9	12	13	9	19	18	62	56	54	21	13	15
Male	40	584	39792	100	98	97	551	537	542	5	17	17	20	21	17	58	52	50	18	11	15
African American	15	116	4205	100	98	97	546	528	524	13	16	22	27	28	22	47	53	49	13	4	7
Hispanic	36	685	31177	100	99	97	562	535	524	6	17	22	11	21	23	61	52	48	22	10	7
Asian/Pacific Islander	NC	24	1940	NC	100	99	NC	559	580	NC	8	5	NC	8	9	NC	58	53	NC	25	33
American Indian/Alaskan Native	NC	14	4689	NC	93	95	NC	526	515	NC	21	28	NC	NA	25	NC	79	43	NC	NA	4
White	19	312	36450	100	99	97	565	557	563	5	8	7	16	16	12	63	57	57	16	19	23
Students with Disabilities	NC	122	8093	NC	95	82	NC	489	489	NC	44	50	NC	35	24	NC	20	23	NC	NA	2
Students without Disabilities	70	1029	70453	100	100	100	561	546	549	4	11	11	14	18	17	61	58	56	20	13	16
Limited English Proficient Students	NC	146	9323	NC	97	94	NC	494	491	NC	42	47	NC	30	28	NC	27	24	NC	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	41	622	34694	95	98	96	560	533	524	5	15	23	15	23	23	54	52	48	27	9	7
Non-Economically Disadvantaged	33	529	43852	100	100	99	557	549	559	9	13	10	15	15	13	67	57	56	9	15	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	75	1152	79045	100	99	98	511	505	512	8	11	10	25	27	25	63	59	58	4	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	569	38860	100	100	98	526	513	519	11	9	7	9	21	22	77	65	62	3	5	8
Male	40	583	40075	100	98	97	499	498	505	5	13	12	40	33	28	50	52	54	5	3	6
African American	15	115	4250	100	97	98	512	500	500	7	12	12	27	26	31	67	60	54	NA	2	3
Hispanic	37	686	31314	100	100	98	510	498	493	14	14	16	19	30	34	62	53	48	5	2	2
Asian/Pacific Islander	NC	24	1949	NC	100	99	NC	528	536	NC	4	4	NC	21	15	NC	63	66	NC	13	15
American Indian/Alaskan Native	NC	14	4719	NC	93	96	NC	495	489	NC	14	15	NC	21	39	NC	64	45	NC	NA	2
White	19	313	36730	100	99	98	519	523	532	NA	4	4	26	21	16	68	69	68	5	6	12
Students with Disabilities	NC	123	8552	NC	95	87	NC	456	463	NC	38	35	NC	43	40	NC	19	23	NC	NA	1
Students without Disabilities	70	1029	70493	100	100	100	515	511	517	3	7	7	27	25	24	66	63	62	4	4	8
Limited English Proficient Students	NC	146	9355	NC	97	95	NC	457	456	NC	36	37	NC	49	48	NC	15	15	NC	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	42	623	34922	98	98	96	510	497	493	10	13	15	24	32	34	62	53	48	5	2	3
Non-Economically Disadvantaged	33	529	44123	100	100	99	514	515	527	6	8	6	27	22	18	64	65	66	3	5	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	74	1151	79657	100	99	99	574	567	566	1	3	3	7	9	8	92	86	87	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	568	39120	100	100	99	580	582	580	3	2	2	6	4	4	91	91	92	NA	3	2
Male	39	583	40423	98	98	98	568	552	553	NA	4	5	8	14	12	92	82	83	NA	1	1
African American	14	115	4290	93	97	99	575	564	560	NA	3	4	7	10	9	93	88	86	NA	NA	1
Hispanic	37	686	31642	100	100	99	573	561	552	3	4	5	8	10	11	89	85	84	NA	1	0
Asian/Pacific Islander	NC	23	1948	NC	96	99	NC	588	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	NC	14	4760	NC	93	97	NC	562	547	NC	NA	5	NC	14	14	NC	86	81	NC	NA	0
White	19	313	36929	100	99	99	579	581	579	NA	1	2	NA	7	5	100	88	91	NA	4	2
Students with Disabilities	NC	128	9069	NC	99	92	NC	511	508	NC	14	11	NC	30	30	NC	56	58	NC	NA	1
Students without Disabilities	69	1023	70588	99	99	100	578	573	573	NA	1	2	4	7	5	96	90	91	NA	2	1
Limited English Proficient Students	NC	146	9521	NC	97	96	NC	512	507	NC	12	13	NC	27	24	NC	61	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	42	622	35341	98	98	97	570	560	551	NA	4	5	7	10	12	93	86	83	NA	1	0
Non-Economically Disadvantaged	32	529	44316	100	100	100	578	575	578	3	2	2	6	8	5	91	87	90	NA	3	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	81	1150	78400	98	99	97	567	548	554	12	22	21	16	21	19	58	49	47	14	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	561	38686	95	99	98	570	549	554	12	20	20	17	22	20	57	50	49	14	8	12
Male	39	589	39636	100	99	96	563	547	554	13	23	23	15	20	18	59	48	46	13	9	13
African American	10	133	4193	100	100	97	NA	536	533	NA	28	32	NA	27	23	NA	38	40	NA	7	5
Hispanic	37	680	30732	97	99	97	564	542	534	14	25	31	16	24	24	62	46	40	8	6	5
Asian/Pacific Islander	NC	27	1827	NC	93	99	NC	578	594	NC	7	8	NC	11	12	NC	63	49	NC	19	31
American Indian/Alaskan Native	--	NC	4536	--	NC	95	--	NC	528	--	NC	35	--	NC	25	--	NC	37	--	NC	4
White	33	301	37038	97	99	97	576	567	575	6	14	11	12	13	14	64	58	56	18	14	19
Students with Disabilities	NC	105	7840	NC	96	81	NC	494	498	NC	58	60	NC	26	18	NC	16	20	NC	NA	2
Students without Disabilities	77	1045	70560	99	99	99	567	553	560	12	18	17	17	21	19	57	52	50	14	9	14
Limited English Proficient Students	NC	130	8956	NC	98	95	NC	500	502	NC	53	56	NC	30	25	NC	17	18	NC	NA	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	31	569	33014	97	99	95	548	540	534	16	25	31	32	23	24	39	45	40	13	6	5
Non-Economically Disadvantaged	50	581	45386	98	99	99	578	556	569	10	18	15	6	19	15	70	52	52	14	10	18

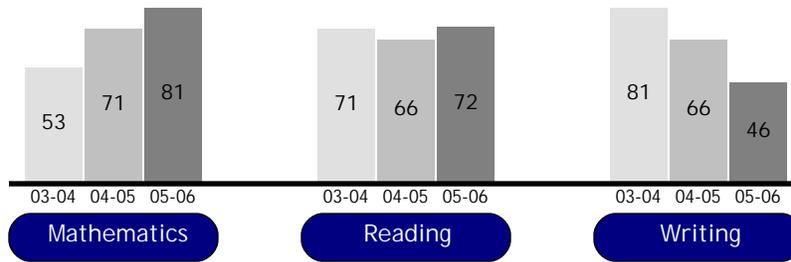
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	1153	79179	99	99	98	534	511	519	4	11	11	22	33	27	67	54	58	7	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	563	38974	98	99	99	537	517	524	5	9	8	21	30	25	63	58	61	12	3	5
Male	39	590	40124	100	99	97	531	506	513	3	13	13	23	36	28	72	50	54	3	1	4
African American	10	132	4243	100	100	98	NA	510	506	NA	11	14	NA	30	32	NA	56	51	NA	2	3
Hispanic	38	682	30987	100	99	98	527	503	498	8	14	17	26	36	36	58	49	45	8	1	1
Asian/Pacific Islander	NC	27	1832	NC	93	99	NC	524	543	NC	NA	4	NC	33	17	NC	63	69	NC	4	10
American Indian/Alaskan Native	--	NC	4573	--	NC	96	--	NC	494	--	NC	16	--	NC	41	--	NC	42	--	NC	1
White	33	303	37467	97	99	98	542	529	539	NA	6	5	18	26	17	76	63	70	6	5	8
Students with Disabilities	NC	106	8567	NC	97	88	NC	465	467	NC	34	39	NC	48	38	NC	18	22	NC	NA	1
Students without Disabilities	77	1047	70612	99	100	99	535	515	524	4	9	7	21	32	25	68	57	62	8	2	5
Limited English Proficient Students	NC	131	9013	NC	98	95	NC	460	461	NC	44	40	NC	48	48	NC	8	12	NC	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	32	569	33345	100	99	96	519	503	499	6	14	17	28	36	36	59	48	46	6	2	1
Non-Economically Disadvantaged	50	584	45834	98	99	99	543	519	533	2	8	7	18	30	19	72	59	67	8	3	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	82	1154	79734	99	99	99	563	561	554	1	2	3	11	16	19	88	82	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	563	39243	98	99	99	579	574	568	NA	1	2	5	9	12	95	89	85	NA	1	1
Male	39	591	40413	100	100	98	544	548	541	3	3	4	18	23	26	79	75	70	NA	0	0
African American	10	133	4285	100	100	99	NA	559	548	NA	1	3	NA	18	22	NA	80	74	NA	1	0
Hispanic	38	683	31254	100	99	99	553	553	539	NA	2	5	21	19	25	79	79	70	NA	NA	0
Asian/Pacific Islander	NC	27	1837	NC	93	99	NC	581	579	NC	NA	1	NC	15	9	NC	85	87	NC	NA	2
American Indian/Alaskan Native	--	NC	4613	--	NC	97	--	NC	535	--	NC	4	--	NC	29	--	NC	67	--	NC	0
White	33	302	37668	97	99	99	570	579	569	3	1	1	3	9	13	94	89	85	NA	1	1
Students with Disabilities	NC	108	8943	NC	99	92	NC	507	495	NC	4	11	NC	56	51	NC	40	38	NC	NA	1
Students without Disabilities	77	1046	70791	99	100	100	564	565	561	1	2	2	10	12	15	88	86	83	NA	0	0
Limited English Proficient Students	NC	131	9138	NC	98	97	NC	495	492	NC	13	13	NC	44	46	NC	44	40	NC	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	32	571	33718	100	100	97	548	551	538	3	2	5	16	20	26	81	77	69	NA	NA	0
Non-Economically Disadvantaged	50	583	46016	98	99	100	572	570	567	NA	1	2	8	12	14	92	86	84	NA	1	1

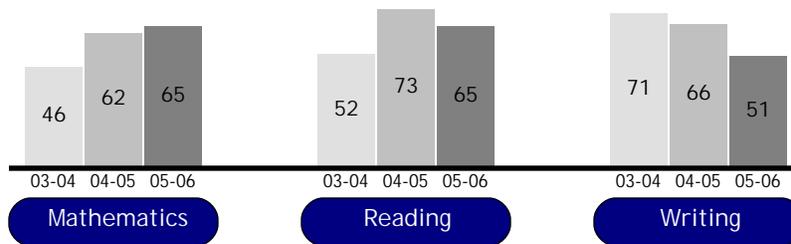
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

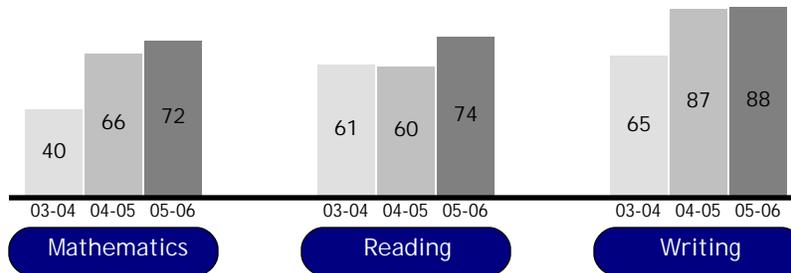
3rd Grade Proficiency



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.

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?	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
2	Reading	97	52	NA	58	98	52	42	47	94	48	39	46
	Language	98	53	37	50	98	51	40	47	94	48	41	48
	Mathematics	98	65	54	64	98	60	47	50	95	54	46	52
3	Reading	97	50	NA	55	98	42	41	44	100	48	39	46
	Language	99	64	58	61	98	42	42	44	100	46	41	46
	Mathematics	98	53	55	61	98	44	47	51	100	50	44	52
4	Reading	99	52	NA	56	100	48	46	48	100	56	46	52
	Language	100	45	47	52	100	50	46	49	100	54	48	52
	Mathematics	100	56	56	61	100	47	49	53	100	58	54	58
5	Reading	100	57	NA	55	98	53	45	50	100	58	48	56
	Language	100	53	44	49	98	52	47	50	100	59	46	54
	Mathematics	100	65	57	63	98	43	45	49	97	48	44	52
6	Reading	97	51	NA	56	99	54	48	51	100	50	48	56
	Language	97	45	42	48	99	50	44	47	100	44	43	50
	Mathematics	97	60	60	66	99	54	49	52	96	54	50	58
7	Reading	100	48	NA	54	100	53	47	50	100	46	50	54
	Language	100	57	53	58	100	51	50	52	100	52	56	58
	Mathematics	99	61	53	62	100	49	48	50	99	61	50	54
8	Reading	100	62	NA	55	100	48	50	51	99	67	54	58
	Language	100	68	51	52	100	50	49	50	99	61	52	56
	Mathematics	100	70	56	61	100	50	50	53	98	65	54	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/](http://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)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Improved Student Achievement
- Ü Data-driven Instruction
- Ü Character Education - Kids at Hope
- Ü OLWEUS Bullying Prevention
- Ü Increased Parent Involvement
- Ü Increased Parent-Teacher Communication

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.50
Other Professional Staff	2.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	102
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Reading Intervention Laptop Lab
- Ü Library/Media Center
- Ü AV Broadcasting Center

Extracurricular Activities

- Ü Intramural Sports
- Ü Student Council
- Ü Band and Choir
- Ü National Honor Society
- Ü Art Club
- Ü Yearbook
- Ü Conservation Club
- Ü Future Cities Club

Social Services

- Ü Family Support Program
- Ü Crisis Intervention
- Ü School Counseling
- Ü Full-day Kindergarten
- Ü Before/After School Program
- Ü Student Ambassadors of Hope Program
- Ü Family Referral Service
- Ü Dental Health Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Two reading specialists provided resources & staff development to teachers. Instructional aides manned a new reading intervention center supporting small groups of students who have reading difficulties but do not qualify for special education.
- ü The leadership team worked with a consulting firm and district mentors to increase levels of student engagement across campus. Team members practiced effective coaching techniques with teachers and shared data collected during classroom visits.
- ü The school obtained and made extensive use of its new Smart Board, computer projectors, and laptop computers. Teachers used Class Server and Accelerated Reading for individualized instruction and Scantron and Inform for data collection and analysis.
- ü Grade level teams met twice monthly to analyze assessment data and to share teaching ideas and resources. Teachers collaborated in the creation of materials and identification of interventions for students in need of support.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	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

An integral part of the school safety plan is prevention. All classrooms meet in community time at the start of each day. Students receive instruction in character education, bullying prevention, safety education and service leadership. Discipline is respectful; students focus on positive behaviors. Counseling services include immediate intervention and support group assistance. The school also maintains a strong, positive working relationship with the Avondale Police and Fire Departments.

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
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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	Tim Ramsey	(623) 772-2610
Transportation Policy	Dean Humphrey	(623) 772-2275
Community Resources	Heather Webb	(623) 772-2610
School Nutrition Programs	James Capen	(623) 772-2272
Parent Organization	Mary Farnsley	(623) 772-2610
Student Health/Nurse	Nicole Johnson	(623) 772-2610

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](http://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](http://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](http://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.