

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

10237 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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Not Evaluated

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

School Overview

Principal/Administrator : Mrs. LeeAnn Lawlor and Tracy Yslas
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-8
 Web Address : www.pendergast.k12.az.us
 Phone Number : (623) 772-2670
 Fax Number : (623) 478-1972
 E-mail : RVPrincipals@pendergast.k12.az.us

Mission

High academic achievement for all of our students; families and school staff collaborating as partners in education; pride and respect for all; celebrating the diversity of our community; a friendly, positive, and supportive learning environment.

WE BELIEVE ALL CHILDREN ARE CAPABLE OF SUCCESS-
NO EXCEPTIONS

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 Students will demonstrate at least one year's growth in reading, writing, and math.
Vocabulary building, posting of state standards/objectives and emphasizing student engagement strategies were the focus of teacher training.
- ü Students will use draft books for writing while implementing the Topic, Audience, Purpose and Plan model. Students will also be assessed by the Six-Trait writing rubric. Teachers will model examples of quality writing to meet state standards.
- ü In addition to emphasizing basic math skills, students will utilize the Cognitive Guided Instruction (CGI) approach where critical thinking and writing occur daily in math. Math logs and hands on activities are incorporated.
- ü All students and staff will participate and utilize the TRIBES community building process. All staff and students will honor the agreements: mutual respect, attentive listening, no put downs, right to pass, appreciations, and safety.

Enrollment

October 1, 2005 School Year Student Enrollment : 859
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 27

Instructional Programs

- ü Reading Interventions during school day
- ü Tuition-Based Extended Day Kindergarten
- ü TRIBES Community Building Process
- ü CLIP (One-to-One Reading Intervention)
- ü Tutoring/After School Homework Club
- ü Special Education/Speech/EL support
- ü Computer Lab and Wireless Laptops
- ü Gifted Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Rio Vista staff will encourage on-going communication with our parents through use of school agendas, phone calls home, parent/teacher conferences, the marquee, family nights, PTO meetings, SET meetings, school newsletters, Rio Vista website, Parent Email project, and monthly school calendar of events.

Parents

We encourage our parents to participate as partners in their child's education. This can be by helping with homework, attending a family night event, volunteering in the classroom and by keeping an open line of communication with their teachers. In addition, we encourage our parents to become active in our school PTO. We expect our SET parents to communicate and gather input from our community.

Transportation Policy

Transportation of students is a privilege granted by the district. Bus transportation is provided for students who are residents within a school attendance area and live more than a mile from school.

School Honors

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

Award/Honor	Year
ü Westside Impact Teacher of the Year	2005
ü Pendergast Teacher of the Year	2005
ü Pride of Pendergast	2005
ü Pendergast District Ambassador for Excellence	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	96	1169	80010	100	99	99	439	437	447	8	14	10	28	21	18	53	54	53	10	11	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	586	38935	100	100	99	449	437	447	4	14	9	24	20	19	56	57	55	16	10	17
Male	51	583	40974	100	99	98	431	437	448	12	14	11	31	23	18	51	51	52	6	12	19
African American	14	105	4201	100	100	99	423	423	430	14	20	17	29	23	23	57	53	51	NA	4	9
Hispanic	52	735	34545	100	99	99	438	430	432	12	16	14	33	24	24	42	52	53	13	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	23	290	35142	100	99	99	454	457	465	NA	7	5	17	14	11	74	57	56	9	21	28
Students with Disabilities	13	141	10161	100	96	93	404	396	419	15	48	28	62	31	28	23	19	36	NA	2	8
Students without Disabilities	83	1028	69849	100	100	100	445	442	451	7	9	7	23	20	17	58	58	56	12	12	19
Limited English Proficient Students	15	210	14013	100	98	97	413	402	413	27	37	24	47	33	34	20	30	39	7	0	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	44	652	39029	100	99	98	434	428	432	11	16	14	39	26	25	41	51	52	9	6	9
Non-Economically Disadvantaged	52	517	40981	100	100	100	444	448	462	6	11	6	19	16	13	63	56	54	12	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	96	1163	79438	100	99	98	447	442	451	13	12	9	26	27	24	48	54	56	14	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	584	38775	100	99	99	465	448	457	2	9	7	24	25	22	51	58	58	22	8	13
Male	51	579	40560	100	98	97	432	436	446	22	15	12	27	29	25	45	50	54	6	6	9
African American	14	105	4178	100	100	98	444	435	439	21	13	13	14	32	29	57	51	52	7	3	6
Hispanic	52	731	34297	100	99	98	442	434	434	15	14	14	27	31	31	42	50	50	15	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	23	288	34887	100	98	98	458	463	471	4	6	4	30	19	15	52	61	63	13	14	18
Students with Disabilities	13	135	9588	100	92	88	387	389	416	46	49	30	38	30	32	15	21	34	NA	NA	5
Students without Disabilities	83	1028	69850	100	100	100	456	449	456	7	7	7	24	27	23	53	58	59	16	8	12
Limited English Proficient Students	15	207	13856	100	96	96	414	397	407	27	34	27	40	43	43	27	22	29	7	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	44	647	38685	100	98	97	440	434	435	16	14	14	27	30	32	45	52	50	11	4	5
Non-Economically Disadvantaged	52	516	40753	100	99	99	453	453	467	10	9	5	25	23	16	50	56	62	15	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	96	1169	79971	100	99	99	412	413	423	9	9	8	42	48	41	49	41	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	587	38974	100	100	99	441	427	437	2	6	5	27	40	33	71	51	57	NA	3	4
Male	51	582	40895	100	98	98	387	399	410	16	12	10	55	55	47	29	32	41	NA	1	2
African American	14	105	4203	100	100	99	409	409	411	14	8	11	36	50	45	50	40	43	NA	2	2
Hispanic	52	733	34481	100	99	99	409	409	410	10	10	10	44	49	46	46	39	43	NA	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	23	292	35150	100	100	99	425	423	437	4	7	5	43	43	35	52	47	56	NA	3	5
Students with Disabilities	13	142	10258	100	97	94	326	338	377	46	37	23	38	49	51	15	14	25	NA	NA	1
Students without Disabilities	83	1027	69713	100	100	100	426	423	429	4	5	5	42	47	39	54	45	52	NA	2	3
Limited English Proficient Students	15	210	13985	100	98	97	351	365	382	20	23	18	73	62	54	7	15	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	44	650	38994	100	98	98	403	406	409	9	10	10	55	51	47	36	38	41	NA	0	1
Non-Economically Disadvantaged	52	519	40977	100	100	100	420	422	437	10	8	5	31	43	34	60	45	56	NA	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	99	1182	80147	100	99	99	471	473	482	16	12	11	20	21	17	45	50	49	18	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	602	39281	100	100	99	476	477	483	11	9	9	23	21	17	45	52	50	21	19	24
Male	46	580	40780	100	99	98	465	470	482	22	14	12	17	21	17	46	49	48	15	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	468	469	466	17	13	15	21	23	23	50	49	49	13	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	NC	18	4117	NC	100	96	NC	453	456	NC	11	19	NC	33	27	NC	50	46	NC	6	8
White	31	306	36122	100	99	99	487	490	501	3	7	5	16	13	10	58	54	50	23	25	35
Students with Disabilities	14	148	10295	100	99	92	424	433	443	57	36	33	21	29	26	14	30	33	7	5	8
Students without Disabilities	85	1034	69852	100	100	100	479	479	488	9	8	7	20	19	16	51	53	51	20	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	49	666	38371	100	99	97	467	466	465	18	13	15	22	24	23	39	48	49	20	14	13
Non-Economically Disadvantaged	50	516	41776	100	100	100	474	483	498	14	9	6	18	16	11	52	53	49	16	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	99	1176	79686	100	99	98	462	461	470	11	13	11	30	28	24	52	55	57	7	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	602	39163	100	100	99	472	469	475	8	8	9	26	27	22	57	59	60	9	5	10
Male	46	574	40438	100	98	97	451	451	465	15	17	13	35	30	25	46	50	54	4	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	457	455	452	10	14	17	35	31	32	50	52	47	4	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	NC	18	4087	NC	100	96	NC	444	446	NC	17	16	NC	28	38	NC	56	44	NC	NA	2
White	31	307	35914	100	100	98	479	479	489	6	8	5	19	21	15	61	61	67	13	11	14
Students with Disabilities	14	141	9808	100	94	87	408	425	432	43	35	35	43	33	32	14	30	30	NA	1	3
Students without Disabilities	85	1035	69878	100	100	100	471	465	475	6	9	8	28	28	23	58	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	49	662	38095	100	99	97	453	452	452	14	16	17	37	33	32	43	49	48	6	2	3
Non-Economically Disadvantaged	50	514	41591	100	99	99	471	473	486	8	8	6	24	22	16	60	62	65	8	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	99	1186	80372	100	100	99	467	469	475	6	4	4	30	38	30	63	57	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	603	39452	100	100	99	477	485	488	6	1	3	21	26	22	72	70	72	2	2	3
Male	46	583	40836	100	100	98	456	452	464	7	6	6	41	50	37	52	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	456	463	462	8	5	6	35	41	36	56	53	57	NA	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	NC	18	4128	NC	100	97	NC	454	464	NC	6	4	NC	44	39	NC	50	56	NC	NA	1
White	31	307	36213	100	100	99	491	484	489	NA	1	2	19	31	22	81	67	72	NA	2	3
Students with Disabilities	14	153	10526	100	100	94	408	421	427	21	16	15	50	59	53	29	25	31	NA	NA	1
Students without Disabilities	85	1033	69846	100	100	100	477	475	482	4	2	3	27	35	26	68	62	69	1	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	49	669	38521	100	100	98	455	462	461	10	4	6	37	44	38	51	51	55	2	0	1
Non-Economically Disadvantaged	50	517	41851	100	100	100	479	478	489	2	3	3	24	30	22	74	65	72	NA	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	101	1193	79306	100	99	99	500	495	504	14	15	13	20	23	20	52	49	49	14	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	588	38845	100	99	99	502	495	505	9	14	11	16	23	20	64	51	50	11	12	18
Male	56	605	40383	100	99	98	498	495	504	18	16	14	23	23	19	43	48	47	16	14	19
African American	10	98	4171	100	98	98	NA	476	485	NA	27	20	NA	28	26	NA	38	44	NA	8	10
Hispanic	57	761	32673	100	99	99	492	490	487	12	16	18	25	25	25	54	49	46	9	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	NC	23	4034	NC	100	97	NC	485	479	NC	17	22	NC	13	29	NC	65	43	NC	4	7
White	27	289	36234	100	99	99	522	513	523	7	8	6	15	19	13	52	52	52	26	22	28
Students with Disabilities	13	138	10286	100	95	91	460	449	462	46	52	41	23	23	27	31	22	27	NA	3	5
Students without Disabilities	88	1055	69020	100	100	100	505	501	510	9	10	9	19	23	18	56	53	52	16	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	40	656	37437	100	99	97	485	488	486	20	17	19	28	26	26	45	47	46	8	10	9
Non-Economically Disadvantaged	61	537	41869	100	99	100	509	504	521	10	12	7	15	19	14	57	52	51	18	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	101	1190	79000	100	99	98	482	480	489	9	12	10	28	29	24	57	55	58	6	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	590	38774	100	100	99	486	483	494	2	9	7	29	28	22	64	58	61	4	5	10
Male	56	600	40150	100	98	98	478	476	485	14	14	12	27	30	25	52	51	55	7	5	8
African American	10	97	4153	100	97	98	NA	465	476	NA	19	13	NA	35	30	NA	45	53	NA	1	4
Hispanic	57	760	32508	100	99	98	475	474	472	9	14	15	37	32	33	49	50	49	5	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	NC	23	4016	NC	100	96	NC	477	467	NC	4	14	NC	39	37	NC	57	46	NC	NA	2
White	27	288	36135	100	99	98	502	498	508	NA	4	4	19	19	14	70	68	67	11	9	15
Students with Disabilities	13	135	9991	100	92	88	434	439	449	46	44	33	46	35	36	8	19	29	NA	2	2
Students without Disabilities	88	1055	69009	100	100	100	489	484	495	3	7	6	25	28	22	65	59	62	7	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	40	651	37234	100	98	97	462	472	472	18	14	15	38	33	33	43	49	50	3	4	3
Non-Economically Disadvantaged	61	539	41766	100	99	99	495	488	505	3	8	5	21	24	16	67	61	65	8	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	101	1202	79611	100	100	99	485	483	496	9	8	7	45	47	37	47	44	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	592	39016	100	100	99	503	498	511	4	5	4	33	39	29	62	55	66	NA	0	1
Male	56	610	40519	100	100	98	470	468	482	13	12	10	54	55	44	34	33	46	NA	0	0
African American	10	99	4188	100	99	98	NA	470	486	NA	12	9	NA	52	40	NA	35	50	NA	1	0
Hispanic	57	767	32855	100	100	99	474	480	481	11	9	10	49	48	43	40	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	NC	23	3992	NC	100	96	NC	481	478	NC	4	10	NC	65	46	NC	30	44	NC	NA	0
White	27	290	36380	100	99	99	514	492	511	4	7	4	37	43	30	59	50	65	NA	0	1
Students with Disabilities	13	148	10664	100	100	94	391	426	440	38	28	23	62	55	54	NA	16	22	NA	1	1
Students without Disabilities	88	1054	68947	100	100	100	499	490	504	5	6	4	42	46	34	53	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	40	659	37626	100	100	98	474	478	479	10	9	10	55	51	45	35	40	45	NA	0	0
Non-Economically Disadvantaged	61	543	41985	100	100	100	492	489	511	8	7	4	38	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	101	1172	79327	100	98	98	497	506	518	27	24	19	25	21	20	43	44	46	6	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	557	38961	98	98	98	490	506	520	26	22	16	30	24	20	43	44	48	NA	10	16
Male	55	615	40295	100	98	97	503	506	516	27	26	21	20	19	19	42	44	44	11	12	16
African American	15	131	4247	100	96	98	476	487	499	40	38	27	33	24	24	27	31	41	NA	6	8
Hispanic	52	694	32327	98	98	98	493	499	499	29	26	27	31	24	25	35	43	41	6	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	28	317	36373	100	99	98	514	528	538	14	15	10	14	14	14	68	50	52	4	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	93	1042	70006	100	99	100	503	513	524	20	18	14	27	22	19	46	48	49	6	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	46	629	37097	100	98	97	495	495	498	22	29	27	33	24	25	43	41	41	2	6	7
Non-Economically Disadvantaged	55	543	42230	100	99	99	500	520	535	31	18	11	18	18	15	42	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	101	1180	79501	100	99	98	488	485	497	9	12	10	35	33	25	55	53	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	557	39062	98	98	99	487	489	502	9	10	8	33	30	23	59	57	64	NA	3	5
Male	55	623	40368	100	100	98	488	481	491	9	14	13	36	36	27	53	49	57	2	1	3
African American	15	135	4279	100	99	99	466	475	485	7	16	14	67	40	30	27	43	54	NA	1	2
Hispanic	52	697	32389	98	98	98	485	478	478	8	13	16	37	37	34	56	48	48	NA	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	28	318	36446	100	100	99	503	504	516	7	7	4	18	21	15	71	69	73	4	4	7
Students with Disabilities	NC	136	9411	NC	94	88	NC	435	453	NC	49	36	NC	40	36	NC	11	26	NC	NA	1
Students without Disabilities	93	1044	70090	100	100	100	493	491	502	5	7	7	33	32	24	60	59	65	1	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	46	635	37183	100	99	97	486	475	479	7	16	16	43	39	34	48	45	49	2	1	1
Non-Economically Disadvantaged	55	545	42318	100	99	99	489	496	513	11	7	5	27	26	17	62	63	70	NA	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	101	1186	80000	100	99	99	568	550	564	NA	3	3	12	15	11	76	73	75	12	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	565	39288	98	100	99	578	564	579	NA	2	2	13	10	6	67	75	77	20	13	16
Male	55	621	40644	100	99	98	560	537	549	NA	3	4	11	20	15	84	72	74	5	5	7
African American	15	136	4307	100	100	99	562	543	551	NA	4	4	13	15	13	73	74	75	13	7	7
Hispanic	52	702	32672	98	99	99	566	546	548	NA	3	4	13	17	14	79	74	76	8	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	28	319	36602	100	100	99	577	560	579	NA	2	2	4	13	7	79	72	75	18	13	16
Students with Disabilities	NC	143	9919	NC	99	93	NC	480	505	NC	10	9	NC	49	35	NC	38	54	NC	2	2
Students without Disabilities	93	1043	70081	100	99	100	576	559	571	NA	2	2	6	11	7	81	78	79	13	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	46	640	37534	100	99	98	566	543	547	NA	3	4	11	17	15	85	75	76	4	5	5
Non-Economically Disadvantaged	55	546	42466	100	99	100	570	558	578	NA	2	2	13	13	7	69	72	75	18	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	90	1151	78546	100	99	97	547	540	543	11	14	15	13	20	18	63	54	52	12	12	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	567	38645	100	100	98	549	544	545	9	12	13	13	19	18	66	56	54	13	13	15
Male	34	584	39792	100	98	97	543	537	542	15	17	17	15	21	17	59	52	50	12	11	15
African American	11	116	4205	100	98	97	539	528	524	18	16	22	NA	28	22	82	53	49	NA	4	7
Hispanic	47	685	31177	100	99	97	539	535	524	13	17	22	17	21	23	60	52	48	11	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	26	312	36450	100	99	97	567	557	563	4	8	7	12	16	12	62	57	57	23	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	81	1029	70453	100	100	100	554	546	549	6	11	11	11	18	17	69	58	56	14	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	48	622	34694	100	98	96	544	533	524	17	15	23	13	23	23	56	52	48	15	9	7
Non-Economically Disadvantaged	42	529	43852	100	100	99	551	549	559	5	13	10	14	15	13	71	57	56	10	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	90	1152	79045	100	99	98	515	505	512	6	11	10	23	27	25	69	59	58	2	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	569	38860	100	100	98	519	513	519	5	9	7	18	21	22	73	65	62	4	5	8
Male	34	583	40075	100	98	97	508	498	505	6	13	12	32	33	28	62	52	54	NA	3	6
African American	11	115	4250	100	97	98	509	500	500	NA	12	12	18	26	31	82	60	54	NA	2	3
Hispanic	47	686	31314	100	100	99	508	498	493	9	14	16	30	30	34	60	53	48	2	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	26	313	36730	100	99	98	531	523	532	NA	4	4	15	21	16	81	69	68	4	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	81	1029	70493	100	100	100	521	511	517	4	7	7	17	25	24	77	63	62	2	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	48	623	34922	100	98	96	507	497	493	10	13	15	27	32	34	58	53	48	4	2	3
Non-Economically Disadvantaged	42	529	44123	100	100	99	524	515	527	NA	8	6	19	22	18	81	65	66	NA	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	90	1151	79657	100	99	99	586	567	566	1	3	3	NA	9	8	96	86	87	3	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	568	39120	100	100	99	592	582	580	2	2	2	NA	4	4	95	91	92	4	3	2
Male	34	583	40423	100	98	98	576	552	553	NA	4	5	NA	14	12	97	82	83	3	1	1
African American	11	115	4290	100	97	99	593	564	560	NA	3	4	NA	10	9	100	88	86	NA	NA	1
Hispanic	47	686	31642	100	100	99	583	561	552	2	4	5	NA	10	11	91	85	84	6	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	26	313	36929	100	99	99	591	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	81	1023	70588	100	99	100	588	573	573	1	1	2	NA	7	5	95	90	91	4	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	48	622	35341	100	98	97	584	560	551	2	4	5	NA	10	12	92	86	83	6	1	0
Non-Economically Disadvantaged	42	529	44316	100	100	100	588	575	578	NA	2	2	NA	8	5	100	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	103	1150	78400	100	99	97	561	548	554	9	22	21	19	21	19	62	49	47	10	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	561	38686	100	99	98	564	549	554	6	20	20	20	22	20	67	50	49	7	8	12
Male	49	589	39636	100	99	96	558	547	554	12	23	23	18	20	18	57	48	46	12	9	13
African American	13	133	4193	93	100	97	575	536	533	NA	28	32	31	27	23	54	38	40	15	7	5
Hispanic	62	680	30732	100	99	97	556	542	534	13	25	31	21	24	24	58	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	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	22	301	37038	100	99	97	570	567	575	NA	14	11	14	13	14	73	58	56	14	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	96	1045	70560	100	99	99	565	553	560	6	18	17	18	21	19	66	52	50	10	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	57	569	33014	100	99	95	565	540	534	11	25	31	18	23	24	60	45	40	12	6	5
Non-Economically Disadvantaged	46	581	45386	100	99	99	557	556	569	7	18	15	22	19	15	65	52	52	7	10	18

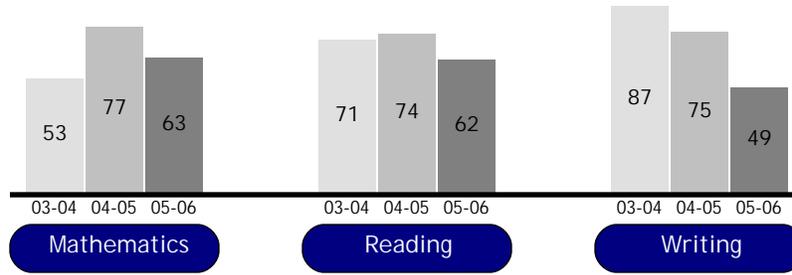
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1153	79179	100	99	98	514	511	519	6	11	11	32	33	27	60	54	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	563	38974	100	99	99	515	517	524	6	9	8	31	30	25	59	58	61	4	3	5
Male	49	590	40124	100	99	97	514	506	513	6	13	13	33	36	28	61	50	54	NA	1	4
African American	13	132	4243	93	100	98	526	510	506	NA	11	14	31	30	32	62	56	51	8	2	3
Hispanic	62	682	30987	100	99	98	509	503	498	8	14	17	35	36	36	56	49	45	NA	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	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	22	303	37467	100	99	98	528	529	539	NA	6	5	23	26	17	73	63	70	5	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	96	1047	70612	100	100	99	518	515	524	3	9	7	31	32	25	64	57	62	2	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	57	569	33345	100	99	96	513	503	499	7	14	17	35	36	36	56	48	46	2	2	1
Non-Economically Disadvantaged	46	584	45834	100	99	99	515	519	533	4	8	7	28	30	19	65	59	67	2	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	103	1154	79734	100	99	99	569	561	554	1	2	3	9	16	19	89	82	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	563	39243	100	99	99	586	574	568	NA	1	2	2	9	12	96	89	85	2	1	1
Male	49	591	40413	100	100	98	550	548	541	2	3	4	16	23	26	82	75	70	NA	0	0
African American	13	133	4285	93	100	99	575	559	548	NA	1	3	8	18	22	92	80	74	NA	1	0
Hispanic	62	683	31254	100	99	99	565	553	539	2	2	5	8	19	25	90	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	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	22	302	37668	100	99	99	579	579	569	NA	1	1	9	9	13	86	89	85	5	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	96	1046	70791	100	100	100	572	565	561	1	2	2	6	12	15	92	86	83	1	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	57	571	33718	100	100	97	566	551	538	2	2	5	11	20	26	88	77	69	NA	NA	0
Non-Economically Disadvantaged	46	583	46016	100	99	100	574	570	567	NA	1	2	7	12	14	91	86	84	2	1	1

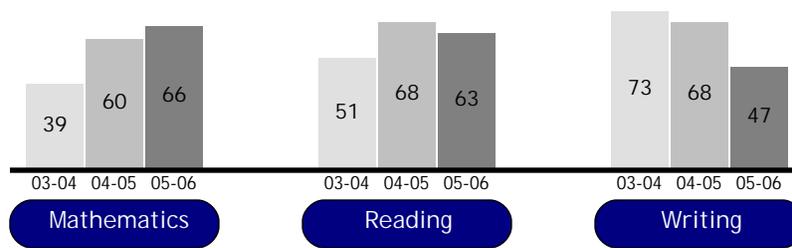
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

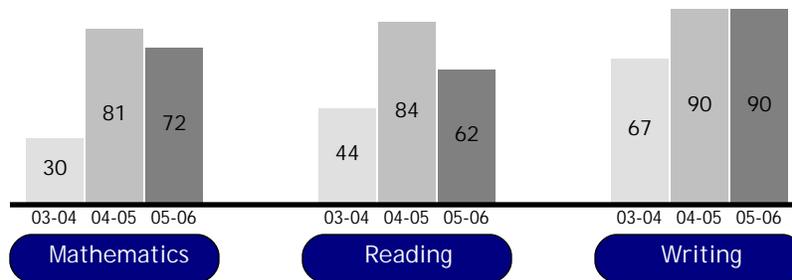
3rd Grade Proficiency



5th Grade Proficiency



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	96	53	NA	58	99	41	42	47	100	39	39	46
	Language	99	41	37	50	99	37	40	47	100	39	41	48
	Mathematics	99	49	54	64	99	53	47	50	100	50	46	52
3	Reading	96	50	NA	55	99	48	41	44	100	41	39	46
	Language	100	44	58	61	99	55	42	44	100	39	41	46
	Mathematics	100	49	55	61	99	53	47	51	100	43	44	52
4	Reading	100	52	NA	56	99	46	46	48	99	46	46	52
	Language	100	46	47	52	99	48	46	49	99	50	48	52
	Mathematics	100	56	56	61	99	49	49	53	99	54	54	58
5	Reading	100	47	NA	55	99	50	45	50	100	48	48	56
	Language	100	54	44	49	99	53	47	50	100	43	46	54
	Mathematics	100	61	57	63	99	42	45	49	100	46	44	52
6	Reading	100	45	NA	56	99	51	48	51	99	50	48	56
	Language	100	39	42	48	99	48	44	47	99	46	43	50
	Mathematics	100	60	60	66	100	48	49	52	99	44	50	58
7	Reading	100	52	NA	54	100	51	47	50	100	54	50	54
	Language	100	57	53	58	100	55	50	52	100	63	56	58
	Mathematics	100	58	53	62	99	56	48	50	100	52	50	54
8	Reading	100	44	NA	55	100	59	50	51	100	58	54	58
	Language	100	38	51	52	100	58	49	50	100	58	52	56
	Mathematics	100	62	56	61	100	61	50	53	100	61	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/

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

School Site Council

Council Composition

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

Council Duties

- Ü Student Achievement
- Ü Parental Involvement
- Ü Student Safety
- Ü Community Involvement
- Ü Curriculum Overview
- Ü Testing Data/301 Strategic Plan Review

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	4.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	0	0	0
4 to 6 years	8	3	0	0
7 to 9 years	3	2	0	0
10 or more years	5	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer and Science Labs
- Ü Band/Choir/Art Rooms
- Ü Media Center
- Ü Broadcasting Studio

Extracurricular Activities

- Ü Yearbook
- Ü National Junior Honor Society
- Ü Homework Club/Tutoring
- Ü Caring Kids Club
- Ü Band 5-8 and Choir 4-8
- Ü Guitar/Strings 5-8
- Ü Art Club
- Ü Student Council K-8

Social Services

- Ü On-Site Counselor and Psychologist
- Ü Health Center with Registered Nurse
- Ü Cummings Center Before/After School Care
- Ü Dental Program through Health Center
- Ü Calderwood Alternative School
- Ü Safe Schools Department

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Rio Vista's 2005-2006 AIMS scores showed improvements in reading, math, and writing over 2004-2005 scores.

- ü Rio Vista students met the school wide goal of improving writing because of our school wide emphasis on daily writing and the use of a consistent writing model in all grades-by middle school, 92-99% of students met or exceeded the standards on AIMS.

- ü PARENTS ARE HAPPY WITH RIO VISTA TEACHERS! Teachers scored over 90 percent in all areas of parental approval on the district parent satisfaction survey given in the spring.

- ü Rio Vista achieved Annual Yearly Progress.

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	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

School gates are locked during the day. All visitors must come through the office to obtain a visitor's pass showing proper ID. In the classrooms all students and teachers build community using the school citizenship agreements. We have a full time counselor who provides lessons to the students on safety, bullying prevention, tobacco prevention, and making good choices. Our school effectiveness team is in charge of updating the school-wide safety plan that we practice annually.

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) :

0

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	LeeAnn Aguilar Lawlor	(623) 772-2670
Transportation Policy	Dean Humphrey	(623) 772-2275
Community Resources	Ann Marie Corson	(623) 772-2670
School Nutrition Programs	James Capen	(623) 772-2270
Parent Organization	Laura Jack	(623) 772-2670
Student Health/Nurse	Karen Tadlock	(623) 772-2670

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.