

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9500 Lorna Lane, Prescott Valley, AZ 86314

Success School

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)

2004-05	Performing
2003-04	Not Evaluated
2002-03	New School

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

High School Achievement Profile (a)

2004-05	Performing
2003-04	Not Evaluated
2002-03	New School

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Jennifer Mraz
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-12
 2005 Enrollment : 222
 Web Address : www.prescottvalleyschools.com
 Phone Number : (928) 772-8744
 Fax Number : (928) 775-4457
 E-mail : jennim@prescottvalleyschools.com

Mission

Every student will experience success with an individualized curriculum that meets Arizona State Standards based on his/her personal diagnosed level of learning. Each student has control over progress made and is motivated to achieve their maximum potential. Teachers work with the students individually and in small groups to set reasonable goals that can be achieved in a prescribed level of time. Our ultimate goal is to prepare students to become good citizens and lifelong learners.

School / Academic Goals

- ü All students will be proficient in language. They will read with comprehension. They will write with clarity, speak and listen effectively.
- ü All students will become well-informed by mastering a high academic standard of fundamental content-based curriculum in Math, History, Geography, Science, and English.

Enrollment

October 1, 2004 School Year Student Enrollment : 229
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü Individualized Curriculum
- Ü Music /Art/Drama
- Ü Technology-Based Learning Offered
- Ü Girls and Boys Athletic Programs
- Ü After School Sports for High School
- Ü On-Site Special Education
- Ü Tutoring
- Ü Dance

Calendar Information

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

Shared Responsibilities

School

Our school is dedicated to providing a safe and academically challenging environment. Teachers and staff will help students achieve high academic goals. Parents will be advised of student progress through the use of quarterly report cards. Student/Parent Handbooks are sent home. Parents will be called on major disciplinary actions.

Parents

We expect parents to ensure their children are in school everyday and on time. To provide lunch and snacks for their children and to support the dress code and discipline policy. We encourage parents to become actively involved in the school's PTA as well as their child's academic endeavors.

Transportation Policy

Parents need to make the necessary transportation arrangements to and from school. Limited van transportation is available on a first come first serve basis for a fee.

School Honors

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

Award/Honor	Year
Ü Presidential Service Award	2005
Ü 2nd in State Cross Country League	2004
Ü Finalist in National Spelling Bee	2004
Ü (3) Teachers Nominated for Teacher of the Year	2003

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	12	24	79306	92	96	99	449	434	445	9	22	10	9	11	18	64	44	51	18	22	20
All Students (Prior Year)	11	29	75509	100	100	100	526	501	521	20	21	13	20	29	23	30	38	33	30	13	31
Female	NC	NC	38691	NC	NC	99	NC	NC	446	NC	NC	10	NC	NC	18	NC	NC	52	NC	NC	20
Male	NC	15	40583	NC	100	99	NC	444	445	NC	8	11	NC	17	18	NC	58	50	NC	17	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	--	NC	32869	--	NC	99	--	NC	429	--	NC	15	--	NC	25	--	NC	51	--	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	11	17	36197	100	100	99	443	439	463	10	14	5	10	14	11	70	50	53	10	21	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	10	21	69060	91	95	98	464	440	454	0	19	7	0	6	17	78	50	54	22	25	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	12	39415	NC	92	96	NC	414	431	NC	43	15	NC	0	25	NC	43	50	NC	14	10
Non-Economically Disadvantaged	NC	12	39966	NC	100	100	NC	447	459	NC	9	6	NC	18	12	NC	45	52	NC	27	30

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	12	24	79395	92	0	99	460	452	446	9	17	9	9	17	25	82	56	55	0	11	11
All Students (Prior Year)	11	29	75492	100	100	100	527	518	519	0	13	12	20	17	16	60	50	47	20	21	24
Female	NC	NC	38743	NC	NC	100	NC	NC	451	NC	NC	7	NC	NC	24	NC	NC	57	NC	NC	12
Male	NC	15	40618	NC	0	99	NC	464	440	NC	8	11	NC	17	27	NC	67	53	NC	8	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	--	NC	32915	--	NC	99	--	NC	426	--	NC	15	--	NC	35	--	NC	47	--	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	11	17	36221	100	0	99	456	456	465	10	14	4	10	14	15	80	57	63	0	14	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	10	21	69139	91	0	99	476	460	454	0	13	7	11	19	24	89	56	58	0	13	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	12	39484	NC	0	96	NC	425	429	NC	29	14	NC	29	35	NC	43	47	NC	0	4
Non-Economically Disadvantaged	NC	12	39986	NC	0	100	NC	469	461	NC	9	4	NC	9	16	NC	64	63	NC	18	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	11	23	78869	85	92	99	401	422	442	0	0	6	64	56	21	27	28	63	9	17	10
All Students (Prior Year)	11	29	75053	100	100	99	587	606	597	0	0	7	10	13	12	90	79	72	0	8	9
Female	NC	NC	38536	NC	NC	99	NC	NC	458	NC	NC	4	NC	NC	15	NC	NC	67	NC	NC	14
Male	NC	15	40302	NC	100	99	NC	425	428	NC	0	8	NC	58	26	NC	25	60	NC	17	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	--	NC	32606	--	NC	98	--	NC	426	--	NC	8	--	NC	27	--	NC	60	--	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	10	16	36078	100	94	99	406	429	459	0	0	4	60	50	16	30	29	66	10	21	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	NC	20	68697	NC	91	98	NC	424	454	NC	0	4	NC	56	18	NC	25	67	NC	19	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	12	39106	NC	92	95	NC	375	427	NC	0	8	NC	86	28	NC	14	59	NC	0	5
Non-Economically Disadvantaged	NC	11	39837	NC	92	100	NC	452	457	NC	0	4	NC	36	14	NC	36	67	NC	27	15

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	15	26	78906	100	100	99	475	473	498	23	29	13	8	10	19	69	62	48	0	0	20
All Students (Prior Year)	14	33	76019	93	100	100	468	443	499	31	54	14	38	32	39	8	4	14	23	11	33
Female	11	17	38644	100	100	99	459	469	500	33	31	12	11	8	19	56	62	49	0	0	19
Male	NC	NC	40236	NC	NC	99	NC	NC	497	NC	NC	15	NC	NC	19	NC	NC	46	NC	NC	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	11	31938	NC	100	99	NC	464	481	NC	30	19	NC	10	25	NC	60	46	NC	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	10	15	36483	100	100	99	476	481	517	25	27	7	13	9	13	63	64	51	0	0	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	14	24	68310	100	100	98	481	479	509	17	21	9	8	11	18	75	68	51	0	0	22
Limited English Proficient Students	--	NC	12573	--	NC	100	--	NC	454	--	NC	27	--	NC	30	--	NC	38	--	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	16	38679	NC	100	96	NC	470	483	NC	33	20	NC	8	25	NC	58	45	NC	0	10
Non-Economically Disadvantaged	NC	10	40295	NC	100	100	NC	475	513	NC	22	7	NC	11	13	NC	67	50	NC	0	30

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	15	26	78908	100	0	99	479	472	484	23	19	10	8	29	23	62	48	58	8	5	9
All Students (Prior Year)	14	33	76020	93	100	100	520	499	503	15	46	25	15	14	23	38	25	40	31	14	12
Female	11	17	38648	100	0	99	465	473	489	33	23	8	11	23	22	44	46	61	11	8	10
Male	NC	NC	40233	NC	NC	99	NC	NC	479	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	11	31940	NC	0	99	NC	466	465	NC	20	16	NC	40	32	NC	30	49	NC	10	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	10	15	36502	100	0	99	470	477	502	25	18	4	13	18	14	63	64	67	0	0	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	14	24	68312	100	0	98	486	477	493	17	16	7	8	26	21	67	53	62	8	5	10
Limited English Proficient Students	--	NC	12556	--	NC	100	--	NC	436	--	NC	24	--	NC	40	--	NC	35	--	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	16	38662	NC	0	96	NC	464	468	NC	25	16	NC	33	32	NC	33	49	NC	8	3
Non-Economically Disadvantaged	NC	10	40315	NC	0	100	NC	482	498	NC	11	5	NC	22	15	NC	67	66	NC	0	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	15	26	78750	100	100	99	469	467	500	15	14	6	46	38	29	38	48	63	0	0	2
All Students (Prior Year)	14	32	75673	93	100	100	484	473	530	23	32	12	38	36	25	38	32	58	0	0	4
Female	11	17	38586	100	100	99	463	479	515	22	15	4	33	23	22	44	62	71	0	0	3
Male	NC	NC	40135	NC	NC	99	NC	NC	486	NC	NC	8	NC	NC	35	NC	NC	56	NC	NC	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	11	31841	NC	100	99	NC	466	483	NC	10	8	NC	50	36	NC	40	55	NC	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	10	15	36440	100	100	99	450	468	516	25	18	3	38	27	22	38	55	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	14	24	68196	100	100	98	487	490	513	8	5	3	50	42	25	42	53	69	0	0	3
Limited English Proficient Students	--	NC	12504	--	NC	100	--	NC	451	--	NC	12	--	NC	44	--	NC	43	--	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	16	38558	NC	100	96	NC	445	485	NC	25	8	NC	33	37	NC	42	54	NC	0	1
Non-Economically Disadvantaged	NC	10	40260	NC	100	100	NC	496	514	NC	0	3	NC	44	21	NC	56	72	NC	0	4

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	14	36	78250	100	100	99	546	516	548	18	45	21	27	23	18	45	29	48	9	3	13
All Students (Prior Year)	15	39	75001	100	100	99	443	426	468	53	67	37	27	25	36	20	8	16	0	0	10
Female	NC	18	38071	NC	100	99	NC	521	549	NC	29	20	NC	36	19	NC	36	49	NC	0	12
Male	NC	18	40126	NC	100	99	NC	513	547	NC	59	23	NC	12	17	NC	24	46	NC	6	14
African American	--	NC	4058	--	NC	99	--	NC	523	--	NC	32	--	NC	22	--	NC	41	--	NC	5
Hispanic	NC	15	29129	NC	100	99	NC	488	527	NC	87	32	NC	0	23	NC	13	40	NC	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	11	20	38320	92	95	99	560	551	568	0	0	12	38	47	14	50	47	55	13	7	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	12	30	68996	100	100	99	554	524	561	11	36	16	22	24	18	56	36	52	11	4	14
Limited English Proficient Students	--	NC	10133	--	NC	100	--	NC	488	--	NC	45	--	NC	25	--	NC	28	--	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	22	33388	NC	96	94	NC	518	530	NC	48	32	NC	19	22	NC	29	40	NC	5	5
Non-Economically Disadvantaged	NC	14	44937	NC	100	100	NC	514	561	NC	40	13	NC	30	15	NC	30	54	NC	0	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	14	36	78302	100	0	99	525	502	512	0	10	11	18	42	25	82	45	57	0	3	7
All Students (Prior Year)	15	39	74918	100	100	99	481	467	497	53	56	32	7	22	19	40	19	35	0	3	15
Female	NC	18	38082	NC	0	99	NC	499	518	NC	7	8	NC	43	24	NC	50	61	NC	0	7
Male	NC	18	40166	NC	0	99	NC	504	507	NC	12	14	NC	41	26	NC	41	54	NC	6	6
African American	--	NC	4064	--	NC	100	--	NC	498	--	NC	14	--	NC	29	--	NC	54	--	NC	3
Hispanic	NC	15	29152	NC	0	99	NC	482	492	NC	20	17	NC	47	34	NC	33	46	NC	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	11	20	38347	92	0	99	530	523	531	0	0	5	13	33	17	88	60	68	0	7	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	12	30	69024	100	0	99	529	506	524	0	4	7	11	44	23	89	48	62	0	4	7
Limited English Proficient Students	--	NC	10140	--	NC	100	--	NC	451	--	NC	28	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	22	33398	NC	0	94	NC	499	495	NC	10	18	NC	43	35	NC	48	46	NC	0	2
Non-Economically Disadvantaged	NC	14	44979	NC	0	100	NC	508	525	NC	10	6	NC	40	18	NC	40	66	NC	10	10

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	14	36	78094	100	100	99	559	526	545	0	10	3	9	23	18	91	68	77	0	0	2
All Students (Prior Year)	15	39	74503	100	100	99	402	417	491	33	25	9	53	47	32	13	28	51	0	0	8
Female	NC	18	38025	NC	100	99	NC	532	558	NC	14	2	NC	7	13	NC	79	82	NC	0	2
Male	NC	18	40013	NC	100	99	NC	521	534	NC	6	5	NC	35	23	NC	59	71	NC	0	1
African American	--	NC	4037	--	NC	99	--	NC	532	--	NC	4	--	NC	22	--	NC	73	--	NC	1
Hispanic	NC	15	29068	NC	100	99	NC	477	523	NC	20	5	NC	47	27	NC	33	67	NC	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	11	20	38265	92	95	99	570	568	564	0	0	2	0	0	11	100	100	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	12	30	68892	100	100	98	568	541	559	0	8	2	0	12	14	100	80	82	0	0	2
Limited English Proficient Students	--	NC	10084	--	NC	100	--	NC	474	--	NC	10	--	NC	39	--	NC	50	--	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	22	33296	NC	96	94	NC	508	527	NC	14	5	NC	29	27	NC	57	67	NC	0	0
Non-Economically Disadvantaged	NC	14	44871	NC	100	100	NC	563	559	NC	0	2	NC	10	12	NC	90	84	NC	0	3

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

10th 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	29	56	69846	100	100	100	701	682	699	14	41	21	19	14	11	57	41	49	10	5	18
All Students (Prior Year)	24	70	65934	100	100	100	482	462	492	67	80	43	4	5	18	21	12	24	8	3	15
Female	17	32	34328	100	100	99	705	685	702	17	38	19	8	10	12	58	43	51	17	10	18
Male	12	24	35509	100	100	100	695	677	696	11	44	23	33	19	11	56	38	48	0	0	18
African American	--	NC	3535	--	NC	100	--	NC	677	--	NC	31	--	NC	15	--	NC	46	--	NC	8
Hispanic	--	12	23363	--	92	100	--	646	680	--	88	32	--	13	16	--	0	45	--	0	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	28	41	36421	100	100	99	700	691	714	15	30	12	20	15	8	55	48	54	10	7	26
Students with Disabilities	NC	11	7690	NC	100	100	NC	650	593	NC	89	64	NC	0	14	NC	11	21	NC	0	2
Students without Disabilities	26	45	62220	100	100	99	707	692	712	5	25	16	21	18	11	63	50	53	11	7	20
Limited English Proficient Students	--	NC	5834	--	NC	100	--	NC	612	--	NC	46	--	NC	20	--	NC	31	--	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	10	28	21421	100	100	92	712	675	686	0	50	35	14	6	15	71	39	43	14	6	7
Non-Economically Disadvantaged	19	28	48489	100	100	100	695	688	704	21	32	15	21	21	10	50	42	52	7	5	23

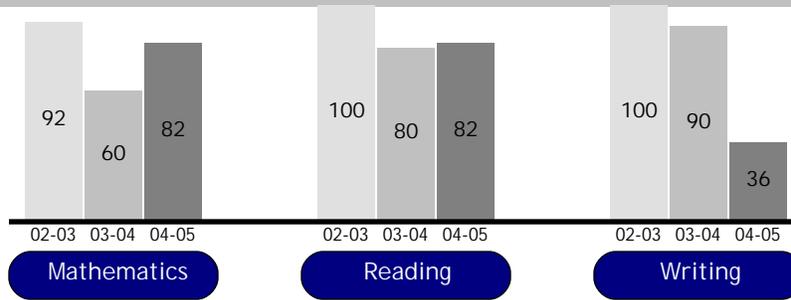
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	57	71311	100	100	100	707	685	694	0	11	7	19	29	21	76	58	63	5	3	9
All Students (Prior Year)	23	69	68162	100	100	100	508	494	509	9	23	18	35	39	24	48	32	51	9	7	8
Female	17	32	34899	100	100	100	716	694	700	0	5	5	8	24	19	83	67	66	8	5	10
Male	12	25	36430	100	100	100	696	674	688	0	18	9	33	35	22	67	47	61	0	0	8
African American	--	NC	3573	--	NC	100	--	NC	676	--	NC	9	--	NC	26	--	NC	60	--	NC	4
Hispanic	--	12	24056	--	92	100	--	660	672	--	13	13	--	50	31	--	38	53	--	0	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	28	41	36841	100	100	99	706	694	713	0	7	3	20	22	12	75	67	72	5	4	13
Students with Disabilities	NC	11	8021	NC	100	100	NC	661	590	NC	0	27	NC	67	42	NC	33	29	NC	0	1
Students without Disabilities	26	46	63379	100	100	100	712	692	707	0	14	5	16	17	18	79	66	68	5	3	10
Limited English Proficient Students	--	NC	6402	--	NC	100	--	NC	596	--	NC	25	--	NC	44	--	NC	30	--	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	10	29	22243	100	100	93	704	669	677	0	21	14	29	37	32	71	42	51	0	0	3
Non-Economically Disadvantaged	19	28	49157	100	100	100	709	700	702	0	0	4	14	21	16	79	74	69	7	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	29	57	70868	100	100	100	685	672	688	5	11	5	38	39	23	48	45	63	10	5	9
All Students (Prior Year)	23	69	67629	100	100	100	532	506	524	13	23	22	17	28	16	70	49	59	0	0	3
Female	17	32	34710	100	100	99	688	677	697	8	10	3	33	43	19	42	38	66	17	10	12
Male	12	25	36176	100	100	100	681	666	678	0	12	7	44	35	27	56	53	59	0	0	7
African American	--	NC	3557	--	NC	99	--	NC	675	--	NC	7	--	NC	25	--	NC	62	--	NC	6
Hispanic	--	12	23868	--	92	100	--	652	670	--	25	9	--	38	33	--	38	55	--	0	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	28	41	36710	100	100	99	686	676	702	5	7	2	40	41	15	45	44	69	10	7	13
Students with Disabilities	NC	11	7900	NC	100	100	NC	639	580	NC	33	22	NC	44	49	NC	22	28	NC	0	1
Students without Disabilities	26	46	63054	100	100	99	691	682	701	0	3	3	37	38	20	53	52	67	11	7	10
Limited English Proficient Students	--	NC	6308	--	NC	100	--	NC	591	--	NC	19	--	NC	47	--	NC	33	--	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	10	29	21994	100	100	92	693	666	673	0	11	10	29	42	36	71	47	52	0	0	3
Non-Economically Disadvantaged	19	28	48960	100	100	100	682	677	694	7	11	3	43	37	18	36	42	67	14	11	12

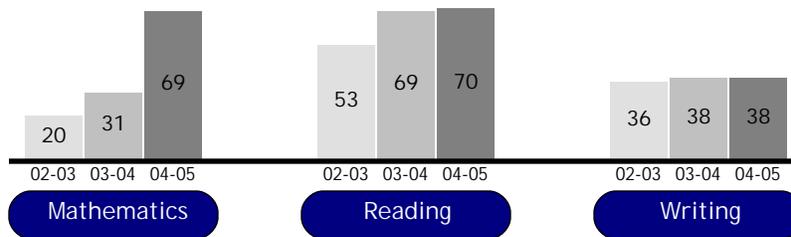
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

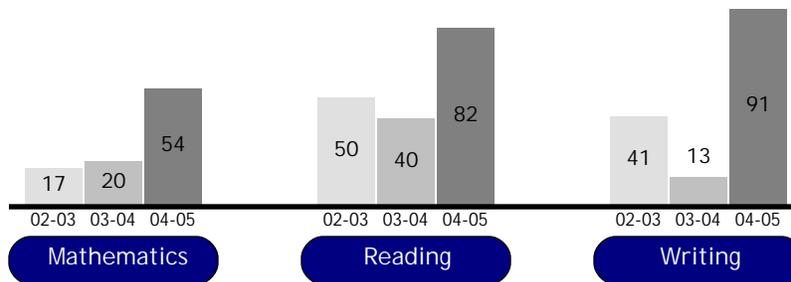
3rd Grade Proficiency



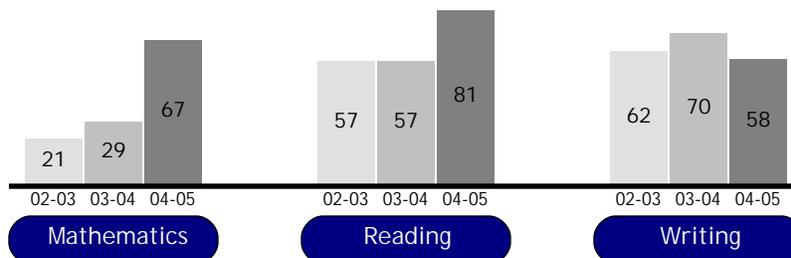
5th Grade Proficiency



8th Grade Proficiency



10th 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?	Not Evaluated
	Met Graduation Rate?	Y
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	65	47	50	100	NA	NA	58	100	37	27	47
	Language	100	59	42	43	100	NA	26	50	100	37	27	47
	Mathematics	100	58	40	57	NC	NC	32	64	100	36	24	50
3	Reading	100	61	39	47	91	NA	NA	55	92	55	46	44
	Language	100	61	40	54	91	NA	49	61	92	52	40	44
	Mathematics	100	48	31	54	91	NA	43	61	92	52	41	51
4	Reading	93	53	34	52	85	NA	NA	56	NC	NC	46	48
	Language	100	39	32	48	100	36	28	52	NC	NC	45	49
	Mathematics	100	32	28	57	100	48	29	61	NC	NC	40	53
5	Reading	100	48	42	50	88	40	NA	55	100	58	51	50
	Language	100	37	34	46	88	26	20	49	100	52	48	50
	Mathematics	100	35	34	57	88	31	21	63	100	45	41	49
6	Reading	94	53	38	53	95	48	NA	56	90	53	40	51
	Language	100	41	31	45	100	31	23	48	90	44	34	47
	Mathematics	100	58	47	62	100	47	36	66	95	39	31	52
7	Reading	100	47	39	51	94	65	NA	54	100	62	58	50
	Language	100	41	30	54	94	69	56	58	100	56	53	52
	Mathematics	100	48	40	58	94	61	52	62	100	47	42	50
8	Reading	100	59	39	53	79	39	NA	55	100	54	44	51
	Language	95	56	35	49	74	38	21	52	100	59	45	50
	Mathematics	95	66	44	58	79	43	35	61	100	56	42	53
9	Reading	100	50	31	41	96	44	NA	42	100	54	43	51
	Language	95	52	30	42	96	41	27	42	100	54	44	50
	Mathematics	95	52	41	60	96	61	44	63	100	48	40	50

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	10.00
Other Professional Staff	3.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	17%
Percent of core classes not taught by Highly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

Ü Library	Ü Dance Studio
Ü Computer Lab	Ü Gymnasium

Extracurricular Activities

Ü Big Brothers Big Sisters	Ü Yearbook
Ü Basketball/Volleyball/Softball	Ü Student Council
Ü Cross Country	Ü Choir/Drama/Dance
Ü Newspaper	Ü Art

Social Services

Ü Big Brothers and Big Sisters

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Adoption of a specialized reading program and an on-site reading specialist to assure that all students read with proficiency.

- ü All Staff trained in Six Trait Writing. Math specialist on site to tutor students. All teachers trained to use ASU/ASSET.

- ü Character Education integrated into daily curriculum.

- ü 100% graduation rate for this years seniors.
96% attendance rate.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	26	12	12	17
Transfers In Rate ⁶	48	28	28	37
Stability Rate ⁷	73	87	87	82
Promotion Rate ⁸	83	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	100	NA	NA	79

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

We provide an atmosphere for learning by maintaining low teacher-to-student ratios. We strive to get to know each student and to build positive relationships. Emphasis is placed on educating students on traditional moral values and related subjects.

Total number of incidents that occurred on the school grounds for school year 2004-05 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	
Transportation Policy	
Community Resources	
School Nutrition Programs	
Parent Organization	
Student Health/Nurse	

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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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