

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

16701 S. Houghton Road, Corona, AZ 85641

Vail Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Highly Performing
2003-04	N/A

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

School Overview

Principal/Administrator : Mr. Ken Graff
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-5
 Web Address : syc.k12.az.us
 Phone Number : (520) 762-2500
 Fax Number : (520) 762-9031
 E-mail : graffk@vail.k12.az.us

Mission

Our mission is to provide a safe and caring learning environment designed to assess and meet the individual needs of all students and properly ensure mastery of State and Vail School District standards.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	N/A

School Improvement Status (b)

2005-06	Warning Year
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 Promote growth in math through instruction aligned to the Arizona and Vail School District Academic Standards. Implement curriculum measures to monitor learning and apply appropriate interventions through tutoring, remediation, and enrichment.
- ü Promote growth in reading through instruction aligned to the Arizona and Vail School District Academic Standards. Implement curriculum measures to monitor learning and guide instruction through Balanced Literacy and Flexible Ability Grouping.
- ü Promote growth in writing through implementation of grade level writing curriculum calendars and instruction in the Six Traits of Writing. Student achievement will be monitored by Benchmark and Correct Writing Sequence assessments.

Enrollment

October 1, 2005 School Year Student Enrollment : 653
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 30

Instructional Programs

- ü Curriculum Based Measurement
- ü Standards Based Instruction
- ü Flexible Ability Reading Groups
- ü Title I Reading Support
- ü Reteach and Enrich Instruction
- ü Afterschool Math and Reading tutoring
- ü Math and Reading Intersession classes
- ü Students Understanding Math and Science

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	7/17/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is our responsibility to provide parents with a safe learning environment where the academic and social needs of their children are met. We believe in promoting a partnership with parents and community while maintaining high character standards.

Parents

It is the parents' responsibility to ensure that their child has regular attendance, follows the established code of conduct and communicates with teachers regarding the progress of their child.

Transportation Policy

Regular school bus transportation is provided to students who live outside a one-mile radius of the school. Alternative transportation is provided for students with special needs.

School Honors

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

Award/Honor	Year
ü 1st Place Southern AZ Reg Science and Engineering Fair	2004
ü Exceptional Educator of the Year Natl Ctr Disability	2003
ü 1st Place Southern AZ Reg Science and Engineering Fair	2006
ü 1 st Place Discovery Channel Science Fair	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	88	514	80010	86	97	99	473	481	447	NA	2	10	9	5	18	63	57	53	28	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	246	38935	88	96	99	471	485	447	NA	1	9	9	4	19	61	55	55	30	39	17
Male	44	267	40974	85	98	98	475	478	448	NA	2	11	9	5	18	64	59	52	27	34	19
African American	NC	20	4201	NC	95	99	NC	463	430	NC	5	17	NC	5	23	NC	65	51	NC	25	9
Hispanic	18	102	34545	78	94	99	448	463	432	NA	3	14	33	11	24	56	64	53	11	23	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	488	474	NC	NA	4	NC	13	10	NC	40	50	NC	47	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	64	373	35142	88	98	99	479	487	465	NA	1	5	3	3	11	63	55	56	34	41	28
Students with Disabilities	NC	38	10161	NC	66	93	NC	471	419	NC	3	28	NC	13	28	NC	53	36	NC	32	8
Students without Disabilities	81	476	69849	96	100	100	474	482	451	NA	2	7	6	4	17	63	57	56	31	37	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	18	82	39029	69	85	98	474	470	432	NA	4	14	11	4	25	67	67	52	22	26	9
Non-Economically Disadvantaged	70	432	40981	92	100	100	472	483	462	NA	1	6	9	5	13	61	55	54	30	39	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	88	513	79438	86	97	98	477	481	451	1	1	9	13	11	24	66	65	56	20	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	246	38775	88	96	99	479	487	457	NA	1	7	14	8	22	66	63	58	20	28	13
Male	44	266	40560	85	97	97	475	476	446	2	2	12	11	13	25	66	66	54	20	19	9
African American	NC	19	4178	NC	90	98	NC	474	439	NC	NA	13	NC	21	29	NC	58	52	NC	21	6
Hispanic	18	102	34297	78	94	98	454	467	434	6	2	14	22	18	31	72	68	50	NA	13	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	490	475	NC	NA	3	NC	13	15	NC	53	63	NC	33	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	64	373	34887	88	98	98	484	485	471	NA	1	4	9	8	15	66	65	63	25	26	18
Students with Disabilities	NC	37	9588	NC	64	88	NC	478	416	NC	NA	30	NC	11	32	NC	73	34	NC	16	5
Students without Disabilities	81	476	69850	96	100	100	478	481	456	1	1	7	11	11	23	65	64	59	22	24	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	18	81	38685	69	84	97	466	469	435	NA	NA	14	22	19	32	72	65	50	6	16	5
Non-Economically Disadvantaged	70	432	40753	92	100	99	480	483	467	1	2	5	10	9	16	64	65	62	24	25	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	89	524	79971	87	99	99	427	434	423	4	3	8	43	40	41	53	56	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	251	38974	90	98	99	443	450	437	2	2	5	27	28	33	71	69	57	NA	2	4
Male	44	272	40895	85	100	98	410	419	410	7	4	10	59	51	47	34	44	41	NA	0	2
African American	NC	21	4203	NC	100	99	NC	420	411	NC	5	11	NC	38	45	NC	57	43	NC	NA	2
Hispanic	19	106	34481	83	97	99	418	434	410	11	3	10	42	42	46	47	53	43	NA	3	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	445	449	NC	NA	4	NC	33	28	NC	67	60	NC	NA	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	64	378	35150	88	99	99	431	434	437	3	3	5	41	40	35	56	56	56	NA	1	5
Students with Disabilities	NC	45	10258	NC	78	94	NC	416	377	NC	4	23	NC	53	51	NC	38	25	NC	4	1
Students without Disabilities	82	479	69713	98	100	100	427	435	429	5	3	5	41	39	39	54	58	52	NA	1	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	18	85	38994	69	89	98	417	432	409	6	4	10	44	36	47	50	60	41	NA	NA	1
Non-Economically Disadvantaged	71	439	40977	93	100	100	429	434	437	4	3	5	42	41	34	54	55	56	NA	1	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	88	556	80147	95	98	99	528	523	482	NA	2	11	3	4	17	39	42	49	58	52	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	290	39281	96	98	99	526	520	483	NA	1	9	2	5	17	42	47	50	56	48	24
Male	43	265	40780	93	99	98	530	528	482	NA	3	12	5	3	17	35	37	48	60	57	24
African American	NC	31	4249	NC	94	99	NC	516	464	NC	NA	17	NC	10	22	NC	45	48	NC	45	13
Hispanic	18	134	33494	86	99	99	497	506	466	NA	4	15	17	10	23	56	46	49	28	41	14
Asian/Pacific Islander	NC	16	2103	NC	100	99	NC	532	515	NC	NA	4	NC	NA	8	NC	44	44	NC	56	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	67	368	36122	97	98	99	537	530	501	NA	1	5	NA	2	10	33	40	50	67	57	35
Students with Disabilities	NC	43	10295	NC	75	92	NC	495	443	NC	14	33	NC	16	26	NC	37	33	NC	33	8
Students without Disabilities	84	513	69852	98	100	100	527	526	488	NA	1	7	4	3	16	40	43	51	56	54	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	19	95	38371	83	91	97	521	504	465	NA	5	15	11	12	23	37	42	49	53	41	13
Non-Economically Disadvantaged	69	461	41776	99	100	100	530	527	498	NA	1	6	1	3	11	39	42	49	59	54	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	88	551	79686	95	97	98	498	499	470	2	2	11	10	10	24	70	72	57	17	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	292	39163	96	98	99	495	501	475	2	1	9	11	9	22	73	73	60	13	17	10
Male	43	258	40438	93	96	97	502	497	465	2	2	13	9	11	25	67	70	54	21	17	7
African American	NC	32	4228	NC	97	98	NC	493	458	NC	3	15	NC	19	28	NC	59	53	NC	19	4
Hispanic	18	129	33299	86	96	98	482	486	452	6	2	17	11	13	32	78	77	47	6	9	3
Asian/Pacific Islander	NC	16	2097	NC	100	99	NC	501	490	NC	NA	5	NC	6	13	NC	88	68	NC	6	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	67	367	35914	97	98	98	503	504	489	1	2	5	9	8	15	70	70	67	19	20	14
Students with Disabilities	NC	40	9808	NC	70	87	NC	470	432	NC	10	35	NC	20	32	NC	65	30	NC	5	3
Students without Disabilities	84	511	69878	98	100	100	499	501	475	2	1	8	11	9	23	69	72	61	18	18	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	19	91	38095	83	88	97	492	482	452	5	4	17	11	19	32	63	62	48	21	15	3
Non-Economically Disadvantaged	69	460	41591	99	100	99	500	502	486	1	1	6	10	8	16	72	74	65	16	17	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	89	570	80372	96	100	99	502	496	475	NA	1	4	13	18	30	84	78	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	301	39452	98	100	99	507	506	488	NA	1	3	11	13	22	85	83	72	4	4	3
Male	43	268	40836	93	100	98	496	485	464	NA	1	6	16	25	37	84	73	56	NA	1	1
African American	NC	32	4264	NC	97	99	NC	492	465	NC	NA	5	NC	25	35	NC	75	59	NC	NA	1
Hispanic	19	136	33608	90	100	99	500	488	462	NA	1	6	16	21	36	79	76	57	5	1	1
Asian/Pacific Islander	NC	16	2098	NC	100	99	NC	507	500	NC	NA	2	NC	6	16	NC	94	75	NC	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	67	379	36213	97	100	99	502	499	489	NA	1	2	13	18	22	85	78	72	1	3	3
Students with Disabilities	NC	55	10526	NC	96	94	NC	456	427	NC	5	15	NC	45	53	NC	45	31	NC	4	1
Students without Disabilities	85	515	69846	99	100	100	501	500	482	NA	1	3	14	16	26	84	82	69	2	2	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	19	100	38521	83	96	98	496	474	461	NA	3	6	5	25	38	95	71	55	NA	1	1
Non-Economically Disadvantaged	70	470	41851	100	100	100	503	501	489	NA	1	3	16	17	22	81	80	72	3	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	571	79306	91	97	99	544	546	504	5	3	13	3	6	20	53	46	49	40	45	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	273	38845	89	96	99	546	547	505	2	1	11	2	6	20	55	48	50	41	45	18
Male	52	297	40383	93	98	98	541	545	504	8	4	14	4	6	19	50	45	47	38	44	19
African American	NC	28	4171	NC	100	98	NC	537	485	NC	NA	20	NC	4	26	NC	57	44	NC	39	10
Hispanic	21	120	32673	78	93	99	512	533	487	10	5	18	5	10	25	76	51	46	10	34	10
Asian/Pacific Islander	NC	17	2147	NC	94	99	NC	558	539	NC	NA	5	NC	6	10	NC	29	46	NC	65	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	81	400	36234	94	98	99	551	550	523	4	3	6	2	5	13	48	45	52	46	48	28
Students with Disabilities	NC	39	10286	NC	70	91	NC	503	462	NC	15	41	NC	26	27	NC	38	27	NC	21	5
Students without Disabilities	100	532	69020	99	100	100	547	548	510	3	2	9	1	5	18	54	47	52	42	46	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	19	102	37437	79	91	97	524	523	486	5	7	19	NA	8	26	74	58	46	21	27	9
Non-Economically Disadvantaged	89	469	41869	94	99	100	548	551	521	4	2	7	3	6	14	48	44	51	44	48	27

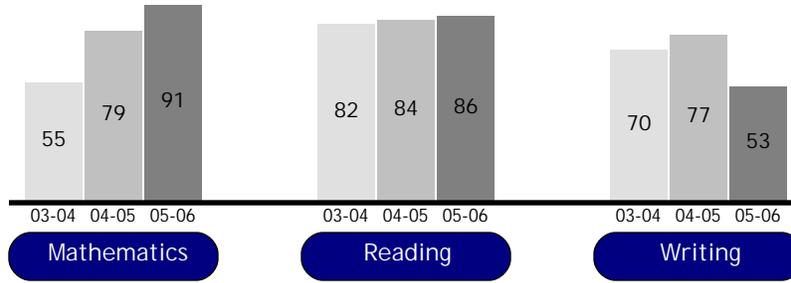
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	573	79000	92	98	98	524	520	489	1	3	10	10	9	24	64	68	58	25	20	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	275	38774	90	96	99	531	525	494	NA	1	7	7	7	22	68	69	61	25	23	10
Male	52	297	40150	93	98	98	517	515	485	2	4	12	13	10	25	60	68	55	25	18	8
African American	NC	28	4153	NC	100	98	NC	510	476	NC	NA	13	NC	11	30	NC	79	53	NC	11	4
Hispanic	22	121	32508	81	94	98	505	510	472	NA	6	15	14	10	33	82	69	49	5	15	3
Asian/Pacific Islander	NC	17	2142	NC	94	99	NC	524	510	NC	NA	4	NC	NA	14	NC	88	67	NC	12	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	81	401	36135	94	99	98	529	524	508	1	2	4	10	8	14	59	66	67	30	23	15
Students with Disabilities	NC	42	9991	NC	75	88	NC	479	449	NC	14	33	NC	26	36	NC	60	29	NC	NA	2
Students without Disabilities	100	531	69009	99	100	100	529	522	495	NA	2	6	7	7	22	66	69	62	27	22	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	20	102	37234	83	91	97	515	505	472	NA	5	15	15	12	33	60	68	50	25	16	3
Non-Economically Disadvantaged	89	471	41766	94	99	99	526	523	505	1	3	5	9	8	16	65	68	65	25	21	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	110	582	79611	92	99	99	530	526	496	2	1	7	16	20	37	80	77	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	280	39016	90	98	99	544	537	511	NA	1	4	11	11	29	86	85	66	4	3	1
Male	53	301	40519	95	100	98	514	516	482	4	2	10	23	28	44	74	70	46	NA	0	0
African American	NC	28	4188	NC	100	98	NC	524	486	NC	NA	9	NC	18	40	NC	82	50	NC	NA	0
Hispanic	22	126	32855	81	98	99	519	524	481	5	1	10	18	22	43	77	76	47	NA	1	0
Asian/Pacific Islander	NC	18	2149	NC	100	100	NC	522	519	NC	6	4	NC	17	24	NC	78	70	NC	NA	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	82	403	36380	95	99	99	531	528	511	1	1	4	16	20	30	80	77	65	2	1	1
Students with Disabilities	10	48	10664	56	86	94	NA	473	440	NA	8	23	NA	50	54	NA	38	22	NA	4	1
Students without Disabilities	100	534	68947	99	100	100	535	530	504	1	1	4	14	18	34	83	81	61	2	1	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	20	107	37626	83	96	98	521	509	479	5	3	10	20	31	45	75	65	45	NA	1	0
Non-Economically Disadvantaged	90	475	41985	95	100	100	532	530	511	1	1	4	16	18	30	81	80	65	2	1	1

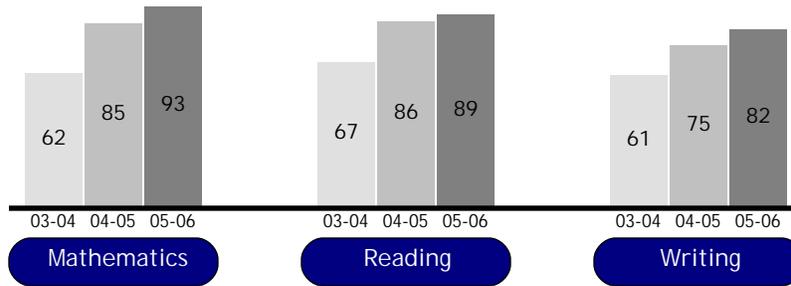
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	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	100	56	NA	58	96	50	59	47	100	61	63	46
	Language	100	47	60	50	96	44	60	47	100	52	65	48
	Mathematics	100	68	80	64	94	55	62	50	100	56	63	52
3	Reading	97	57	NA	55	100	54	58	44	84	61	67	46
	Language	97	55	71	61	100	49	55	44	84	61	63	46
	Mathematics	97	59	76	61	100	58	64	51	84	67	73	52
4	Reading	98	63	NA	56	96	56	62	48	96	68	70	52
	Language	99	52	59	52	96	55	60	49	96	67	67	52
	Mathematics	99	69	75	61	97	55	66	53	96	75	76	58
5	Reading	100	73	NA	55	100	63	61	50	91	75	76	56
	Language	100	60	59	49	100	61	61	50	92	73	73	54
	Mathematics	100	69	75	63	100	61	63	49	90	70	72	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition

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

Council Duties

- Ü Approve Annual School Goals and Budget
- Ü Approve Student and Parent Handbooks
- Ü Approve Educational Enrichment Plans
- Ü Approve Field Trips and Fundraisers
- Ü Approve School Mission Statement
- Ü Approve Dress Code and Code of Conduct

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.50
Other Professional Staff	4.00	Teacher Aide	28.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	0	0	0
4 to 6 years	5	2	0	0
7 to 9 years	4	6	0	0
10 or more years	3	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
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	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Broadcast Studio
- Ü Math and Science Lab

Extracurricular Activities

- Ü Peer Mediation
- Ü Band and Choir
- Ü Student Council
- Ü Science Fair
- Ü Junior Optimists Club
- Ü Higher Level Thinking Club
- Ü Wright Flight
- Ü Family Math, Science, and Reading Nights

Social Services

- Ü Day Care/After School Program
- Ü Student Services Specialist
- Ü Tutoring/Intersession Courses
- Ü Breakfast/Lunch Programs
- Ü Parent Education Evenings
- Ü Food and Clothing Assistance
- Ü Extended Library Hours
- Ü Family Reading Nights

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Maintain high academic standards across the curriculum through the attainment of all school goals in the areas of reading, writing, math, and parent communication.

- ü Administered formative and benchmark assessments to monitor student growth and guide instruction in the areas of reading, writing, and math.

- ü Developed and organized SUMS (Students Understanding Math and Science) class to reinforce math and science instruction in the regular classroom.

- ü Faculty data teams meet to review student performance on grade level standards. Information is analyzed to guide instruction, identify individual learning needs, and assign students to reteach and enrichment classes.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	84	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

Students are expected to be respectful of each other and follow established rules and procedures. Our goal is for each student to learn to be responsible for his or her own actions. Monthly award assemblies recognize outstanding student attendance, character, citizenship, and achievement. Individual students from each grade level are recognized weekly for their outstanding citizenship and academic performance.

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	Ken Graff	(520) 762-2504
Transportation Policy	Al Flores	(520) 762-2050
Community Resources	Rosemary McCain	(520) 762-2031
School Nutrition Programs	Marilyn Bennett	(520) 762-2409
Parent Organization	Greg Peters	(520) 762-2500
Student Health/Nurse	Chris Conte	(520) 762-2270

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.