

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8950 W. Illini St., Tolleson, AZ 85353

Union 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
2004-05	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Mrs. Melanie Block
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-5
 Web Address : www.uesd.org
 Phone Number : (623) 478-5100
 Fax Number : (623) 742-9625
 E-mail : mblock@uesd.org

Mission

The staff, students and parents work together to establish a safe, standards based learning environment in which all children are treated with respect. Everyone on campus strives to uphold the pillars of character by maintaining a positive attitude and doing their best. We are in the process of developing a school-wide vision that will help address the needs of all our learners at Hurley Ranch.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	N/A
2003-04	N/A

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 Our goal is for the students at Hurley Ranch to meet/exceed the standard in reading. The Four Blocks method is incorporated with the McGraw Hill reading series to teach the components of reading.
- ü The goal is for students at Hurley Ranch to meet/exceed the standards in math. Teachers will implement the Excel math program to spiral concepts and increase basic math facts and student achievement.
- ü Students in 3rd, 4th and 5th grades will use Study Island to enhance their achievement with AZ state standards in reading, writing, and math.
- ü Students at Hurley Ranch will score a 4 or more in the six-traits of writing. Teachers will receive weekly staff development from Master teachers to better assist with our student goal.

Enrollment

October 1, 2005 School Year Student Enrollment : 613
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Study Island Standards Based Grades 3-5
- ü Accelerated Reader Grades 1-5
- ü Excel Math Standards Based Grades K-5
- ü Rosetta Stone ELL Grades K-5
- ü Wilson Reading Program K-5
- ü McGraw-Hill Reading Grades K-5
- ü Character Education Grades K-5
- ü Teacher Advancement Program K-5

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/1/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We believe it is imperative to student development that communication between parents and teachers is frequent. Teachers provide grades eight times a year; four progress and four quarterly grades. Teachers communicate on a weekly basis with school agendas, newsletters, phone calls, e-mail and notes home.

Parents

Families are an integral component to our children's learning. Families are encouraged to help students through homework assistance, checking agendas nightly, attending parent teacher conferences, and encouraging reading. Families participate in school activities, attend assemblies, volunteer in the classroom, attend after school events and PTO meetings.

Transportation Policy

Buses are provided for all students who live within the district boundaries, until walkways, street lights, and sidewalks are built. Transportation is provided for special education students whose IEP require it.

School Honors

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

Award/Honor	Year
ü Westside Impact Teacher of the Year	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	140	140	80010	100	100	99	427	427	447	19	19	10	23	23	18	52	52	53	6	6	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	78	38935	100	100	99	421	421	447	22	22	9	24	24	19	50	50	55	4	4	17
Male	62	62	40974	100	100	98	435	435	448	16	16	11	21	21	18	55	55	52	8	8	19
African American	18	18	4201	95	95	99	411	411	430	22	22	17	39	39	23	39	39	51	NA	NA	9
Hispanic	89	89	34545	100	100	99	425	425	432	22	22	14	20	20	24	52	52	53	6	6	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	15	15	35142	100	100	99	445	445	465	7	7	5	27	27	11	60	60	56	7	7	28
Students with Disabilities	10	10	10161	100	100	93	NA	NA	419	NA	NA	28	NA	NA	28	NA	NA	36	NA	NA	8
Students without Disabilities	130	130	69849	100	100	100	431	431	451	15	15	7	23	23	17	56	56	56	5	5	19
Limited English Proficient Students	38	38	14013	100	100	97	426	426	413	24	24	24	16	16	34	53	53	39	8	8	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	100	100	39029	100	100	98	421	421	432	24	24	14	23	23	25	48	48	52	5	5	9
Non-Economically Disadvantaged	40	40	40981	100	100	100	441	441	462	8	8	6	23	23	13	63	63	54	8	8	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	140	140	79438	100	100	98	424	424	451	18	18	9	36	36	24	45	45	56	1	1	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	78	38775	100	100	99	424	424	457	17	17	7	36	36	22	47	47	58	NA	NA	13
Male	62	62	40560	100	100	97	424	424	446	19	19	12	35	35	25	42	42	54	3	3	9
African American	18	18	4178	95	95	98	418	418	439	22	22	13	44	44	29	28	28	52	6	6	6
Hispanic	89	89	34297	100	100	98	422	422	434	20	20	14	33	33	31	47	47	50	NA	NA	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	15	15	34887	100	100	98	435	435	471	7	7	4	40	40	15	53	53	63	NA	NA	18
Students with Disabilities	10	10	9588	100	100	88	NA	NA	416	NA	NA	30	NA	NA	32	NA	NA	34	NA	NA	5
Students without Disabilities	130	130	69850	100	100	100	427	427	456	15	15	7	36	36	23	48	48	59	2	2	12
Limited English Proficient Students	38	38	13856	100	100	96	422	422	407	18	18	27	32	32	43	50	50	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	99	99	38685	99	99	97	419	419	435	22	22	14	34	34	32	43	43	50	NA	NA	5
Non-Economically Disadvantaged	41	41	40753	100	100	99	437	437	467	7	7	5	39	39	16	49	49	62	5	5	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	141	141	79971	100	100	99	391	391	423	16	16	8	57	57	41	25	25	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	79	38974	100	100	99	397	397	437	16	16	5	51	51	33	30	30	57	3	3	4
Male	62	62	40895	100	100	98	383	383	410	15	15	10	66	66	47	18	18	41	2	2	2
African American	18	18	4203	95	95	99	360	360	411	33	33	11	44	44	45	22	22	43	NA	NA	2
Hispanic	90	90	34481	100	100	99	399	399	410	11	11	10	59	59	46	28	28	43	2	2	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	15	15	35150	100	100	99	399	399	437	13	13	5	67	67	35	20	20	56	NA	NA	5
Students with Disabilities	10	10	10258	100	100	94	NA	NA	377	NA	NA	23	NA	NA	51	NA	NA	25	NA	NA	1
Students without Disabilities	131	131	69713	100	100	100	399	399	429	11	11	5	60	60	39	27	27	52	2	2	3
Limited English Proficient Students	38	38	13985	100	100	97	393	393	382	16	16	18	53	53	54	32	32	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	100	100	38994	100	100	98	385	385	409	17	17	10	59	59	47	23	23	41	1	1	1
Non-Economically Disadvantaged	41	41	40977	100	100	100	404	404	437	12	12	5	54	54	34	29	29	56	5	5	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	140	140	80147	100	100	99	473	473	482	12	12	11	20	20	17	56	56	49	11	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	66	39281	100	100	99	487	487	483	6	6	9	12	12	17	70	70	50	12	12	24
Male	74	74	40780	99	99	98	460	460	482	18	18	12	27	27	17	45	45	48	11	11	24
African American	25	25	4249	100	100	99	451	451	464	24	24	17	36	36	22	32	32	48	8	8	13
Hispanic	86	86	33494	100	100	99	475	475	466	12	12	15	14	14	23	63	63	49	12	12	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	10	10	4117	100	100	96	NA	NA	456	NA	NA	19	NA	NA	27	NA	NA	46	NA	NA	8
White	14	14	36122	93	93	99	502	502	501	NA	NA	5	7	7	10	71	71	50	21	21	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	131	131	69852	100	100	100	476	476	488	11	11	7	18	18	16	59	59	51	12	12	26
Limited English Proficient Students	37	37	12722	100	100	97	476	476	441	14	14	27	19	19	33	46	46	37	22	22	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	100	100	38371	97	97	97	468	468	465	12	12	15	24	24	23	54	54	49	10	10	13
Non-Economically Disadvantaged	40	40	41776	100	100	100	484	484	498	13	13	6	10	10	11	63	63	49	15	15	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	140	140	79686	100	100	98	455	455	470	13	13	11	35	35	24	49	49	57	4	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	66	39163	100	100	99	470	470	475	5	5	9	29	29	22	64	64	60	3	3	10
Male	74	74	40438	99	99	97	442	442	465	20	20	13	41	41	25	35	35	54	4	4	7
African American	25	25	4228	100	100	98	442	442	458	16	16	15	48	48	28	36	36	53	NA	NA	4
Hispanic	86	86	33299	100	100	98	454	454	452	14	14	17	33	33	32	51	51	47	2	2	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	10	10	4087	100	100	96	NA	NA	446	NA	NA	16	NA	NA	38	NA	NA	44	NA	NA	2
White	14	14	35914	93	93	98	480	480	489	NA	NA	5	36	36	15	43	43	67	21	21	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	131	131	69878	100	100	100	457	457	475	14	14	8	32	32	23	50	50	61	4	4	9
Limited English Proficient Students	37	37	12594	100	100	96	453	453	422	19	19	34	32	32	45	46	46	21	3	3	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	100	100	38095	97	97	97	454	454	452	15	15	17	34	34	32	48	48	48	3	3	3
Non-Economically Disadvantaged	40	40	41591	100	100	99	460	460	486	8	8	6	38	38	16	50	50	65	5	5	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	140	140	80372	100	100	99	453	453	475	6	6	4	48	48	30	45	45	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	66	39452	100	100	99	478	478	488	2	2	3	36	36	22	61	61	72	2	2	3
Male	74	74	40836	99	99	98	431	431	464	11	11	6	58	58	37	31	31	56	NA	NA	1
African American	25	25	4264	100	100	99	453	453	465	8	8	5	48	48	35	44	44	59	NA	NA	1
Hispanic	86	86	33608	100	100	99	453	453	462	5	5	6	49	49	36	47	47	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	10	10	4128	100	100	97	NA	NA	464	NA	NA	4	NA	NA	39	NA	NA	56	NA	NA	1
White	14	14	36213	93	93	99	448	448	489	7	7	2	43	43	22	50	50	72	NA	NA	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	131	131	69846	100	100	100	456	456	482	5	5	3	47	47	26	47	47	69	1	1	2
Limited English Proficient Students	37	37	12747	100	100	97	452	452	432	8	8	12	43	43	52	49	49	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	100	100	38521	97	97	98	452	452	461	6	6	6	49	49	38	44	44	55	1	1	1
Non-Economically Disadvantaged	40	40	41851	100	100	100	456	456	489	8	8	3	45	45	22	48	48	72	NA	NA	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	--	130	79306	--	100	99	--	465	504	--	32	13	--	29	20	--	38	49	--	NA	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	65	38845	--	100	99	--	463	505	--	32	11	--	32	20	--	35	50	--	NA	18
Male	--	65	40383	--	100	98	--	467	504	--	32	14	--	26	19	--	42	47	--	NA	19
African American	--	24	4171	--	100	98	--	457	485	--	29	20	--	50	26	--	21	44	--	NA	10
Hispanic	--	81	32673	--	100	99	--	468	487	--	31	18	--	25	25	--	44	46	--	NA	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	--	12	36234	--	100	99	--	476	523	--	25	6	--	25	13	--	50	52	--	NA	28
Students with Disabilities	--	11	10286	--	100	91	--	421	462	--	91	41	--	9	27	--	NA	27	--	NA	5
Students without Disabilities	--	119	69020	--	100	100	--	469	510	--	27	9	--	31	18	--	42	52	--	NA	21
Limited English Proficient Students	--	24	10291	--	100	96	--	471	458	--	21	38	--	42	34	--	38	26	--	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	96	37437	--	98	97	--	463	486	--	34	19	--	27	26	--	39	46	--	NA	9
Non-Economically Disadvantaged	--	34	41869	--	100	100	--	470	521	--	26	7	--	35	14	--	38	51	--	NA	27

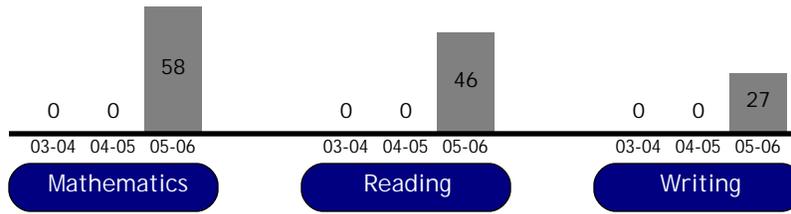
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	130	79000	--	100	98	--	461	489	--	19	10	--	34	24	--	46	58	--	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	65	38774	--	100	99	--	462	494	--	15	7	--	40	22	--	43	61	--	2	10
Male	--	65	40150	--	100	98	--	459	485	--	23	12	--	28	25	--	49	55	--	NA	8
African American	--	24	4153	--	100	98	--	453	476	--	21	13	--	42	30	--	38	53	--	NA	4
Hispanic	--	81	32508	--	100	98	--	463	472	--	19	15	--	33	33	--	47	49	--	1	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	--	12	36135	--	100	98	--	465	508	--	25	4	--	NA	14	--	75	67	--	NA	15
Students with Disabilities	--	11	9991	--	100	88	--	411	449	--	82	33	--	9	36	--	9	29	--	NA	2
Students without Disabilities	--	119	69009	--	100	100	--	465	495	--	13	6	--	36	22	--	50	62	--	1	10
Limited English Proficient Students	--	24	10199	--	100	95	--	461	439	--	17	35	--	46	47	--	33	18	--	4	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	96	37234	--	98	97	--	458	472	--	22	15	--	33	33	--	44	50	--	1	3
Non-Economically Disadvantaged	--	34	41766	--	100	99	--	467	505	--	12	5	--	35	16	--	53	65	--	NA	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	--	127	79611	--	100	99	--	452	496	--	17	7	--	55	37	--	28	56	--	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	63	39016	--	98	99	--	458	511	--	16	4	--	43	29	--	41	66	--	NA	1
Male	--	64	40519	--	100	98	--	446	482	--	17	10	--	67	44	--	16	46	--	NA	0
African American	--	23	4188	--	100	98	--	440	486	--	26	9	--	48	40	--	26	50	--	NA	0
Hispanic	--	80	32855	--	100	99	--	462	481	--	14	10	--	53	43	--	34	47	--	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	--	12	36380	--	100	99	--	428	511	--	17	4	--	75	30	--	8	65	--	NA	1
Students with Disabilities	--	11	10664	--	100	94	--	356	440	--	64	23	--	36	54	--	NA	22	--	NA	1
Students without Disabilities	--	116	68947	--	100	100	--	461	504	--	12	4	--	57	34	--	31	61	--	NA	1
Limited English Proficient Students	--	24	10362	--	100	97	--	429	438	--	25	22	--	54	57	--	21	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	94	37626	--	96	98	--	450	479	--	17	10	--	55	45	--	28	45	--	NA	0
Non-Economically Disadvantaged	--	33	41985	--	100	100	--	458	511	--	15	4	--	55	30	--	30	65	--	NA	1

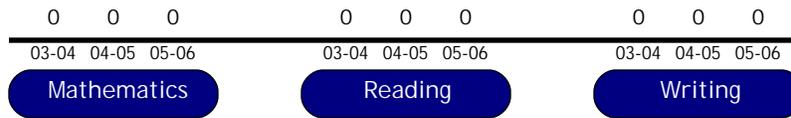
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	--	--	NA	58	--	--	34	47	100	30	30	46
	Language	--	--	28	50	--	--	42	47	100	28	28	48
	Mathematics	--	--	27	64	--	--	47	50	100	39	39	52
3	Reading	--	--	NA	55	--	--	28	44	99	28	28	46
	Language	--	--	29	61	--	--	31	44	99	28	28	46
	Mathematics	--	--	25	61	--	--	33	51	99	39	39	52
4	Reading	--	--	NA	56	--	--	33	48	99	46	46	52
	Language	--	--	30	52	--	--	29	49	99	50	50	52
	Mathematics	--	--	39	61	--	--	34	53	99	56	56	58
5	Reading	--	--	NA	55	--	--	35	50	--	--	34	56
	Language	--	--	25	49	--	--	33	50	--	--	30	54
	Mathematics	--	--	23	63	--	--	27	49	--	--	25	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

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	44.00
Other Professional Staff	3.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	25	2	0	0
4 to 6 years	5	5	0	0
7 to 9 years	1	1	0	0
10 or more years	1	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
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	21%

Resources Available at School Site

Special Facilities

Ü Dell Computer Lab	Ü Music Room/Art Room
Ü Library Media Center	Ü Multipurpose auditorium

Extracurricular Activities

Ü Homework Tutoring 1-5
Ü Chorus
Ü Student Council

Social Services

Ü ELL Parenting classes	Ü Counseling Services
Ü Parent workshops	Ü Home-School Liason
Ü Child Study Team	Ü Before/After School Care Program
Ü Dental Clinic	Ü Breakfast/Lunch Program

School Achievements/Accomplishments 2005-06

- ü The advanced technology within the Hurley Ranch classrooms has been highlighted in both the West Valley View and Arizona Republic newspapers.

- ü Hurley Ranch was featured in an Arizona Republic article. The article focused on our Master teachers and the positive affects of consistent staff development for teachers and students.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	86	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

We have a locked and secure campus that surrounds the school. Any visitors must wear a visitor pass and sign-in/out when exiting. School rules are posted and reviewed daily through morning announcements. Students are expected to follow district and school wide policies and procedures. Students are recognized in a proactive manner by highlighting positive choices and through the use of character education.

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	Melanie Block	(623) 478-5100
Transportation Policy	Eric Isaac	(623) 734-8008
Community Resources	Bessie Foster	(623) 478-5016
School Nutrition Programs	Kendall Paty	(623) 478-5005
Parent Organization	Kristi Layman	(623) 478-5100
Student Health/Nurse	Lisa Elias	(623) 478-5100

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.