



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2005-06

Union Elementary District

3834 S 91st Ave, Tolleson, AZ 85353-

No Child Left Behind

Adequate Yearly Progress¹

2004-05 Met
2003-04 Not Met
2002-03 Met

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.

Current Administrator²

Title: School Administrator
Name: Justin Greene

Fax: (623) 478-5006
Phone: (623) 478-5005
Email: jgreene@uesd.org

District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	510

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	2	0	0
4 to 6 years	6	8	0	0
7 to 9 years	0	2	0	0
10 or more years	2	1	0	0

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification	17%
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	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	53%	53%	N/A	N/A

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	62	79306	100	99	409	445	23	10	44	18	26	51	8	20
All Students (03-04)	49	75509	98	100	473	521	33	13	40	23	22	33	4	31
Female (04-05)	32	38691	100	99	414	446	15	10	50	18	25	52	10	20
Female (03-04)	26	37013	93	100	482	522	27	12	46	24	19	33	8	31
Male (04-05)	30	40583	100	99	404	445	32	11	37	18	26	50	5	21
Male (03-04)	23	38430	100	99	460	521	42	14	32	22	26	33	0	31
African American (04-05)	NC	4041	NC	99	NC	426	NC	17	NC	23	NC	50	NC	10
African American (03-04)	NC	3660	NC	99	NC	496	NC	24	NC	31	NC	28	NC	18
Hispanic (04-05)	37	32869	100	99	421	429	22	15	26	25	39	51	13	10
Hispanic (03-04)	30	30486	88	99	477	505	21	18	55	29	24	32	0	21
Asian/Pacific Islander (04-05)	--	1935	--	99	--	474	--	3	--	9	--	48	--	40
Asian/Pacific Islander (03-04)	--	1780	--	98	--	549	--	5	--	13	--	33	--	50
American Indian/Alaskan Native (04-05)	NC	4264	NC	100	NC	419	NC	19	NC	30	NC	45	NC	6
American Indian/Alaskan Native (03-04)	NC	4075	NC	100	NC	486	NC	28	NC	34	NC	26	NC	12
White (04-05)	NC	36197	NC	99	NC	463	NC	5	NC	11	NC	53	NC	31
White (03-04)	NC	35192	NC	99	NC	534	NC	8	NC	19	NC	35	NC	39
Students with Disabilities (04-05)	NC	10321	NC	100	NC	389	NC	30	NC	27	NC	34	NC	9
Students with Disabilities (03-04)	NC	9708	NC	100	NC	489	NC	32	NC	27	NC	24	NC	17
Students without Disabilities (04-05)	56	69060	97	98	412	454	22	7	43	17	27	54	8	22
Students without Disabilities (03-04)	47	65801	98	98	473	525	33	11	40	23	22	34	4	33
Limited English Proficient Students (04-05)	17	15509	100	100	410	406	38	20	23	30	31	45	8	5
Limited English Proficient Students (03-04)	--	16928	--	100	--	485	--	29	--	33	--	26	--	12
Migrant Students (04-05)	--	118	--	NA	--	419	--	25	--	21	--	50	--	3
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Economically Disadvantaged (04-05)	35	39415	73	96	402	431	27	15	42	25	31	50	0	10
Economically Disadvantaged (03-04)	--	36411	--	NA	--	503	--	19	--	29	--	32	--	20
Non-Economically Disadvantaged (04-05)	27	39966	100	100	423	459	15	6	46	12	15	52	23	30
Non-Economically Disadvantaged (03-04)	49	39040	NA	NA	473	534	33	8	40	19	22	34	4	39

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	62	79395	0	99	418	446	15	9	44	25	38	55	3	11
All Students (03-04)	49	75492	98	100	494	519	29	12	31	16	31	47	9	24
Female (04-05)	32	38691	0	100	420	451	20	7	30	24	45	57	5	12
Female (03-04)	26	37014	93	100	504	523	12	10	46	15	27	48	15	27
Male (04-05)	30	40618	0	99	415	440	11	11	58	27	32	53	0	9
Male (03-04)	23	38400	100	99	480	516	53	14	11	17	37	47	0	21
African American (04-05)	NC	4052	NC	100	NC	434	NC	11	NC	29	NC	54	NC	6
African American (03-04)	NC	3665	NC	99	NC	505	NC	20	NC	22	NC	43	NC	14
Hispanic (04-05)	37	32915	0	99	427	426	17	15	30	35	48	47	4	4
Hispanic (03-04)	30	30438	88	99	491	508	28	17	34	21	34	47	3	15
Asian/Pacific Islander (04-05)	--	1936	--	99	--	468	--	3	--	14	--	63	--	19
Asian/Pacific Islander (03-04)	--	1773	--	98	--	534	--	4	--	10	--	50	--	36
American Indian/Alaskan Native (04-05)	NC	4271	NC	100	NC	420	NC	15	NC	42	NC	41	NC	2
American Indian/Alaskan Native (03-04)	NC	4081	NC	100	NC	498	NC	25	NC	26	NC	40	NC	8
White (04-05)	NC	36221	NC	99	NC	465	NC	4	NC	15	NC	63	NC	17
White (03-04)	NC	35177	NC	99	NC	528	NC	8	NC	13	NC	49	NC	31
Students with Disabilities (04-05)	NC	10331	NC	100	NC	388	NC	25	NC	37	NC	34	NC	4
Students with Disabilities (03-04)	NC	9707	NC	100	NC	495	NC	33	NC	21	NC	33	NC	13
Students without Disabilities (04-05)	56	69139	0	99	421	454	11	7	46	24	41	58	3	11
Students without Disabilities (03-04)	47	65785	98	98	494	522	29	10	31	16	31	49	9	26
Limited English Proficient Students (04-05)	17	15545	0	100	410	399	23	21	38	42	38	35	0	1
Limited English Proficient Students (03-04)	--	16905	--	100	--	489	--	34	--	28	--	32	--	6
Migrant Students (04-05)	--	120	--	NA	--	414	--	20	--	45	--	35	--	0
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Economically Disadvantaged (04-05)	35	39484	0	96	414	429	15	14	46	35	38	47	0	4
Economically Disadvantaged (03-04)	--	36302	--	NA	--	507	--	18	--	21	--	46	--	14
Non-Economically Disadvantaged (04-05)	27	39986	0	100	424	461	15	4	38	16	38	63	8	17
Non-Economically Disadvantaged (03-04)	49	39164	NA	NA	494	528	29	8	31	13	31	48	9	31

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	61	78869	98	99	421	442	8	6	26	21	63	63	3	10
All Students (03-04)	47	75053	94	99	614	597	5	7	9	12	74	72	12	9
Female (04-05)	32	38536	100	99	440	458	5	4	20	15	70	67	5	14
Female (03-04)	26	36872	93	99	630	621	0	5	12	9	77	74	12	12
Male (04-05)	29	40302	97	99	400	428	11	8	33	26	56	60	0	7
Male (03-04)	21	38109	95	99	589	573	12	10	6	14	71	69	12	6
African American (04-05)	NC	4015	NC	99	NC	430	NC	8	NC	24	NC	61	NC	7
African American (03-04)	NC	3636	NC	99	NC	568	NC	12	NC	16	NC	67	NC	6
Hispanic (04-05)	37	32606	100	98	429	426	4	8	26	27	65	60	4	5
Hispanic (03-04)	29	30235	85	98	607	575	4	9	11	14	79	70	7	6
Asian/Pacific Islander (04-05)	--	1925	--	99	--	471	--	3	--	11	--	64	--	22
Asian/Pacific Islander (03-04)	--	1768	--	98	--	651	--	3	--	5	--	72	--	19
American Indian/Alaskan Native (04-05)	NC	4245	NC	100	NC	423	NC	9	NC	26	NC	61	NC	4
American Indian/Alaskan Native (03-04)	NC	4044	NC	99	NC	550	NC	13	NC	17	NC	66	NC	4
White (04-05)	NC	36078	NC	99	NC	459	NC	4	NC	16	NC	66	NC	14
White (03-04)	NC	35028	NC	99	NC	613	NC	6	NC	10	NC	73	NC	11
Students with Disabilities (04-05)	NC	10246	NC	100	NC	367	NC	18	NC	39	NC	40	NC	4
Students with Disabilities (03-04)	NC	9625	NC	100	NC	530	NC	21	NC	21	NC	55	NC	4
Students without Disabilities (04-05)	55	68697	95	98	426	454	6	4	25	18	67	67	3	11
Students without Disabilities (03-04)	45	65428	94	98	614	604	5	6	9	11	74	73	12	10
Limited English Proficient Students (04-05)	17	15339	100	100	415	399	8	11	38	31	54	54	0	3
Limited English Proficient Students (03-04)	--	16765	--	100	--	525	--	17	--	20	--	60	--	2
Migrant Students (04-05)	--	119	--	NA	--	402	--	16	--	30	--	53	--	1
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Economically Disadvantaged (04-05)	34	39106	71	95	419	427	8	8	24	28	68	59	0	5
Economically Disadvantaged (03-04)	--	36077	--	NA	--	566	--	10	--	16	--	69	--	5
Non-Economically Disadvantaged (04-05)	27	39837	100	100	425	457	8	4	31	14	54	67	8	15
Non-Economically Disadvantaged (03-04)	47	38950	NA	NA	614	618	5	5	9	9	74	73	12	12

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	63	78906	100	99	457	498	41	13	24	19	35	48	0	20
All Students (03-04)	44	76019	100	100	457	499	34	14	47	39	11	14	8	33
Female (04-05)	31	38644	100	99	458	500	39	12	22	19	39	49	0	19
Female (03-04)	21	37207	91	100	451	499	32	12	53	41	5	14	11	33
Male (04-05)	31	40236	100	99	456	497	42	15	26	19	32	46	0	20
Male (03-04)	23	38677	100	100	462	498	37	15	42	38	16	13	5	34
African American (04-05)	14	4087	100	99	442	481	50	20	50	24	0	45	0	11
African American (03-04)	NC	3817	NC	100	NC	475	NC	23	NC	47	NC	11	NC	18
Hispanic (04-05)	30	31938	100	99	461	481	33	19	24	25	43	46	0	10
Hispanic (03-04)	28	29458	85	100	459	480	38	20	42	48	8	12	13	20
Asian/Pacific Islander (04-05)	NC	1805	NC	98	NC	536	NC	5	NC	8	NC	45	NC	42
Asian/Pacific Islander (03-04)	--	1673	--	99	--	531	--	4	--	29	--	14	--	53
American Indian/Alaskan Native (04-05)	NC	4593	NC	100	NC	467	NC	26	NC	29	NC	39	NC	6
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	466	NC	28	NC	49	NC	10	NC	13
White (04-05)	10	36483	100	99	455	517	60	7	20	13	20	51	0	30
White (03-04)	NC	35880	NC	100	NC	515	NC	7	NC	32	NC	16	NC	45
Students with Disabilities (04-05)	NC	10664	NC	100	NC	430	NC	42	NC	27	NC	26	NC	5
Students with Disabilities (03-04)	NC	9786	NC	100	NC	457	NC	39	NC	40	NC	7	NC	13
Students without Disabilities (04-05)	55	68310	100	98	462	509	31	9	28	18	41	51	0	22
Students without Disabilities (03-04)	37	66233	100	99	458	503	32	11	49	39	11	14	8	35
Limited English Proficient Students (04-05)	14	12573	100	100	463	454	27	27	27	30	45	38	0	5
Limited English Proficient Students (03-04)	--	15206	--	100	--	459	--	31	--	53	--	7	--	9
Migrant Students (04-05)	--	125	--	NA	--	476	--	18	--	35	--	42	--	5
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Economically Disadvantaged (04-05)	37	38679	74	96	456	483	39	20	26	25	35	45	0	10
Economically Disadvantaged (03-04)	--	35714	--	NA	--	480	--	20	--	47	--	12	--	20
Non-Economically Disadvantaged (04-05)	26	40295	100	100	458	513	43	7	21	13	36	50	0	30
Non-Economically Disadvantaged (03-04)	44	40266	NA	NA	457	513	34	9	47	33	11	15	8	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	62	78908	0	99	463	484	23	10	26	23	51	58	0	9
All Students (03-04)	44	76020	100	100	491	503	45	25	16	23	34	40	5	12
Female (04-05)	32	38644	0	99	469	489	17	8	22	22	61	61	0	10
Female (03-04)	21	37213	91	100	491	504	47	22	5	23	42	42	5	13
Male (04-05)	29	40233	0	99	456	479	29	12	29	25	41	55	0	8
Male (03-04)	23	38666	100	100	492	501	42	29	26	22	26	38	5	12
African American (04-05)	14	4092	0	99	445	473	33	12	33	28	33	54	0	5
African American (03-04)	NC	3819	NC	100	NC	494	NC	37	NC	26	NC	31	NC	6
Hispanic (04-05)	29	31940	0	99	467	465	20	16	20	32	60	49	0	3
Hispanic (03-04)	28	29442	85	99	493	494	50	37	4	26	38	31	8	6
Asian/Pacific Islander (04-05)	NC	1805	NC	98	NC	507	NC	4	NC	13	NC	65	NC	18
Asian/Pacific Islander (03-04)	--	1672	--	99	--	513	--	12	--	19	--	49	--	20
American Indian/Alaskan Native (04-05)	NC	4569	NC	100	NC	457	NC	18	NC	39	NC	41	NC	2
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	489	NC	48	NC	25	NC	24	NC	3
White (04-05)	10	36502	0	99	462	502	40	4	0	14	60	67	0	15
White (03-04)	NC	35890	NC	100	NC	511	NC	15	NC	20	NC	48	NC	18
Students with Disabilities (04-05)	NC	10665	NC	100	NC	423	NC	30	NC	36	NC	31	NC	2
Students with Disabilities (03-04)	NC	9784	NC	100	NC	485	NC	58	NC	19	NC	19	NC	4
Students without Disabilities (04-05)	56	68312	0	98	469	493	19	7	25	21	56	62	0	10
Students without Disabilities (03-04)	37	66236	100	99	492	504	43	23	16	23	35	42	5	13
Limited English Proficient Students (04-05)	14	12556	0	100	468	436	18	24	27	40	55	35	0	1
Limited English Proficient Students (03-04)	--	15198	--	100	--	483	--	59	--	25	--	14	--	1
Migrant Students (04-05)	--	125	--	NA	--	457	--	22	--	40	--	38	--	0
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Economically Disadvantaged (04-05)	36	38662	0	96	462	468	19	16	33	32	48	49	0	3
Economically Disadvantaged (03-04)	--	35703	--	NA	--	494	--	37	--	26	--	31	--	6
Non-Economically Disadvantaged (04-05)	26	40315	0	100	464	498	29	5	14	15	57	66	0	14
Non-Economically Disadvantaged (03-04)	44	40274	NA	NA	491	509	45	17	16	20	34	47	5	17

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	64	78750	100	99	495	500	3	6	41	29	57	63	0	2
All Students (03-04)	44	75673	100	100	515	530	13	12	32	25	53	58	3	4
Female (04-05)	32	38586	100	99	509	515	0	4	39	22	61	71	0	3
Female (03-04)	21	37099	91	100	512	548	11	8	32	22	58	64	0	6
Male (04-05)	31	40135	100	99	482	486	5	8	42	35	53	56	0	1
Male (03-04)	23	38441	100	99	517	513	16	16	32	29	47	52	5	3
African American (04-05)	14	4081	100	99	486	488	0	8	50	32	50	59	0	2
African American (03-04)	NC	3791	NC	99	NC	506	NC	18	NC	29	NC	50	NC	3
Hispanic (04-05)	30	31841	100	99	496	483	5	8	43	36	52	55	0	1
Hispanic (03-04)	28	29305	85	99	534	507	4	16	29	31	63	51	4	2
Asian/Pacific Islander (04-05)	NC	1802	NC	98	NC	533	NC	2	NC	16	NC	75	NC	7
Asian/Pacific Islander (03-04)	--	1665	--	99	--	573	--	6	--	16	--	67	--	10
American Indian/Alaskan Native (04-05)	NC	4586	NC	100	NC	481	NC	8	NC	37	NC	54	NC	1
American Indian/Alaskan Native (03-04)	NC	4707	NC	100	NC	492	NC	19	NC	33	NC	46	NC	1
White (04-05)	10	36440	100	99	491	516	0	3	20	22	80	71	0	4
White (03-04)	NC	35760	NC	99	NC	550	NC	9	NC	21	NC	64	NC	6
Students with Disabilities (04-05)	NC	10622	NC	100	NC	415	NC	21	NC	50	NC	28	NC	1
Students with Disabilities (03-04)	NC	9706	NC	100	NC	462	NC	36	NC	32	NC	31	NC	1
Students without Disabilities (04-05)	56	68196	100	98	510	513	0	3	38	25	63	69	0	3
Students without Disabilities (03-04)	37	65967	100	99	517	536	14	10	30	25	54	60	3	5
Limited English Proficient Students (04-05)	14	12504	100	100	486	451	9	12	45	44	45	43	0	1
Limited English Proficient Students (03-04)	--	15115	--	100	--	471	--	26	--	38	--	35	--	1
Migrant Students (04-05)	--	126	--	NA	--	464	--	14	--	44	--	41	--	0
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Economically Disadvantaged (04-05)	38	38558	76	96	502	485	0	8	48	37	52	54	0	1
Economically Disadvantaged (03-04)	--	35541	--	NA	--	504	--	17	--	31	--	50	--	2
Non-Economically Disadvantaged (04-05)	26	40260	100	100	484	514	7	3	29	21	64	72	0	4
Non-Economically Disadvantaged (03-04)	44	40091	NA	NA	515	550	13	9	32	21	53	64	3	6

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	52	78250	100	99	509	548	42	21	35	18	23	48	0	13
All Students (03-04)	51	75001	100	99	424	468	76	37	22	36	0	16	2	10
Female (04-05)	22	38071	96	99	519	549	38	20	23	19	38	49	0	12
Female (03-04)	21	36846	91	99	433	468	68	36	26	38	0	16	5	10
Male (04-05)	30	40126	100	99	502	547	44	23	44	17	11	46	0	14
Male (03-04)	30	37974	100	99	417	467	81	39	19	34	0	16	0	11
African American (04-05)	NC	4058	NC	99	NC	523	NC	32	NC	22	NC	41	NC	5
African American (03-04)	NC	3720	NC	98	NC	446	NC	53	NC	33	NC	9	NC	4
Hispanic (04-05)	34	29129	100	99	506	527	40	32	40	23	20	40	0	6
Hispanic (03-04)	34	26675	92	98	424	448	74	52	23	34	0	10	3	4
Asian/Pacific Islander (04-05)	--	1747	--	100	--	589	--	9	--	9	--	50	--	32
Asian/Pacific Islander (03-04)	NC	1575	NC	99	NC	504	NC	18	NC	33	NC	20	NC	29
American Indian/Alaskan Native (04-05)	NC	4996	NC	100	NC	518	NC	36	NC	25	NC	36	NC	4
American Indian/Alaskan Native (03-04)	NC	4731	NC	98	NC	438	NC	61	NC	30	NC	7	NC	2
White (04-05)	NC	38320	NC	99	NC	568	NC	12	NC	14	NC	55	NC	19
White (03-04)	NC	37785	NC	99	NC	482	NC	25	NC	39	NC	21	NC	15
Students with Disabilities (04-05)	NC	9329	NC	100	NC	454	NC	64	NC	18	NC	16	NC	2
Students with Disabilities (03-04)	NC	8802	NC	100	NC	418	NC	79	NC	16	NC	3	NC	1
Students without Disabilities (04-05)	46	68996	100	99	513	561	35	16	42	18	23	52	0	14
Students without Disabilities (03-04)	46	66199	100	99	424	472	76	34	22	38	0	17	2	11
Limited English Proficient Students (04-05)	16	10133	100	100	509	488	33	45	42	25	25	28	0	2
Limited English Proficient Students (03-04)	--	11710	--	100	--	429	--	70	--	25	--	4	--	1
Migrant Students (04-05)	--	83	--	NA	--	520	--	39	--	28	--	30	--	4
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Economically Disadvantaged (04-05)	35	33388	90	94	504	530	45	32	36	22	18	40	0	5
Economically Disadvantaged (03-04)	--	29814	--	NA	--	448	--	53	--	33	--	10	--	4
Non-Economically Disadvantaged (04-05)	17	44937	100	100	523	561	33	13	33	15	33	54	0	18
Non-Economically Disadvantaged (03-04)	51	45170	NA	NA	424	479	76	28	22	38	0	20	2	14

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	52	78302	0	99	480	512	13	11	55	25	32	57	0	7
All Students (03-04)	51	74918	100	99	465	497	56	32	22	19	20	35	2	15
Female (04-05)	22	38071	0	99	487	518	8	8	54	24	38	61	0	7
Female (03-04)	21	36805	91	99	463	501	53	28	21	19	26	37	0	16
Male (04-05)	30	40166	0	99	475	507	17	14	56	26	28	54	0	6
Male (03-04)	30	37936	100	99	466	493	58	35	23	18	15	33	4	14
African American (04-05)	NC	4064	NC	100	NC	498	NC	14	NC	29	NC	54	NC	3
African American (03-04)	NC	3719	NC	98	NC	481	NC	43	NC	21	NC	29	NC	7
Hispanic (04-05)	34	29152	0	99	476	492	15	17	60	34	25	46	0	2
Hispanic (03-04)	34	26645	92	98	465	478	55	46	23	20	23	27	0	6
Asian/Pacific Islander (04-05)	--	1746	--	100	--	542	--	5	--	13	--	66	--	16
Asian/Pacific Islander (03-04)	NC	1571	NC	99	NC	521	NC	18	NC	15	NC	38	NC	30
American Indian/Alaskan Native (04-05)	NC	4993	NC	100	NC	484	NC	19	NC	38	NC	42	NC	1
American Indian/Alaskan Native (03-04)	NC	4729	NC	98	NC	468	NC	57	NC	19	NC	19	NC	4
White (04-05)	NC	38347	NC	99	NC	531	NC	5	NC	17	NC	68	NC	10
White (03-04)	NC	37773	NC	99	NC	511	NC	20	NC	18	NC	41	NC	21
Students with Disabilities (04-05)	NC	9353	NC	100	NC	429	NC	40	NC	38	NC	22	NC	1
Students with Disabilities (03-04)	NC	8801	NC	100	NC	448	NC	75	NC	13	NC	10	NC	2
Students without Disabilities (04-05)	46	69024	0	99	487	524	4	7	58	23	38	62	0	7
Students without Disabilities (03-04)	46	66117	100	99	465	501	56	28	22	19	20	37	2	16
Limited English Proficient Students (04-05)	16	10140	0	100	475	451	17	28	67	43	17	29	0	1
Limited English Proficient Students (03-04)	--	11706	--	100	--	454	--	71	--	16	--	12	--	1
Migrant Students (04-05)	--	83	--	NA	--	480	--	29	--	36	--	35	--	0
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Economically Disadvantaged (04-05)	35	33398	0	94	475	495	14	18	64	35	23	46	0	2
Economically Disadvantaged (03-04)	--	29785	--	NA	--	477	--	47	--	20	--	26	--	6
Non-Economically Disadvantaged (04-05)	17	44979	0	100	493	525	11	6	33	18	56	66	0	10
Non-Economically Disadvantaged (03-04)	51	45115	NA	NA	465	508	56	23	22	18	20	39	2	20

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	52	78094	100	99	527	545	3	3	32	18	65	77	0	2
All Students (03-04)	51	74503	100	99	388	491	36	9	56	32	9	51	0	8
Female (04-05)	22	38025	96	99	536	558	0	2	38	13	62	82	0	2
Female (03-04)	21	36686	91	99	399	506	21	5	63	29	16	57	0	9
Male (04-05)	30	40013	100	99	521	534	6	5	28	23	67	71	0	1
Male (03-04)	30	37644	100	98	380	476	46	13	50	36	4	45	0	6
African American (04-05)	NC	4037	NC	99	NC	532	NC	4	NC	22	NC	73	NC	1
African American (03-04)	NC	3677	NC	97	NC	475	NC	12	NC	36	NC	46	NC	5
Hispanic (04-05)	34	29068	100	99	516	523	5	5	35	27	60	67	0	1
Hispanic (03-04)	34	26500	92	97	390	467	35	13	55	39	10	44	0	4
Asian/Pacific Islander (04-05)	--	1743	--	100	--	577	--	2	--	9	--	82	--	8
Asian/Pacific Islander (03-04)	NC	1566	NC	99	NC	537	NC	5	NC	23	NC	55	NC	18
American Indian/Alaskan Native (04-05)	NC	4981	NC	100	NC	526	NC	4	NC	25	NC	70	NC	0
American Indian/Alaskan Native (03-04)	NC	4695	NC	97	NC	464	NC	14	NC	39	NC	44	NC	3
White (04-05)	NC	38265	NC	99	NC	564	NC	2	NC	11	NC	84	NC	3
White (03-04)	NC	37606	NC	99	NC	508	NC	6	NC	28	NC	56	NC	10
Students with Disabilities (04-05)	NC	9275	NC	100	NC	444	NC	14	NC	46	NC	39	NC	1
Students with Disabilities (03-04)	NC	8662	NC	100	NC	409	NC	37	NC	42	NC	20	NC	1
Students without Disabilities (04-05)	46	68892	100	98	540	559	0	2	27	14	73	82	0	2
Students without Disabilities (03-04)	46	65841	100	98	388	499	36	7	56	32	9	53	0	8
Limited English Proficient Students (04-05)	16	10084	100	100	511	474	8	10	42	39	50	50	0	1
Limited English Proficient Students (03-04)	--	11608	--	100	--	430	--	23	--	47	--	28	--	1
Migrant Students (04-05)	--	81	--	NA	--	504	--	12	--	27	--	60	--	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Economically Disadvantaged (04-05)	35	33296	90	94	522	527	5	5	32	27	64	67	0	0
Economically Disadvantaged (03-04)	--	29587	--	NA	--	465	--	14	--	40	--	43	--	4
Non-Economically Disadvantaged (04-05)	17	44871	100	100	541	559	0	2	33	12	67	84	0	3
Non-Economically Disadvantaged (03-04)	51	44898	NA	NA	388	507	36	7	56	28	9	55	0	10

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Union Elementary District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Union Elementary School	Underperforming	N/A	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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