



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2005-06

Stanfield Elementary District

515 S Stanfield Rd, Stanfield, AZ 85272-

No Child Left Behind

Adequate Yearly Progress¹

2004-05 Met
2003-04 Met
2002-03 Not 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: Superintendent
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District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	804

Highly Qualified

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

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

6%

	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	7%	7%	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)	79	79306	100	99	426	445	13	10	25	18	58	51	4	20
All Students (03-04)	82	75509	100	100	481	521	30	13	38	23	26	33	6	31
Female (04-05)	37	38691	100	99	423	446	13	10	29	18	52	52	6	20
Female (03-04)	44	37013	100	100	466	522	35	12	38	24	27	33	0	31
Male (04-05)	42	40583	100	99	428	445	13	11	21	18	63	50	3	21
Male (03-04)	38	38430	100	99	500	521	24	14	38	22	24	33	14	31
African American (04-05)	NC	4041	NC	99	NC	426	NC	17	NC	23	NC	50	NC	10
African American (03-04)	--	3660	--	99	--	496	--	24	--	31	--	28	--	18
Hispanic (04-05)	54	32869	100	99	422	429	14	15	29	25	53	51	4	10
Hispanic (03-04)	63	30486	100	99	495	505	23	18	33	29	33	32	10	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)	16	36197	100	99	443	463	8	5	8	11	75	53	8	31
White (03-04)	10	35192	91	99	449	534	50	8	40	19	10	35	0	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)	16	9708	100	100	419	489	60	32	40	27	0	24	0	17
Students without Disabilities (04-05)	71	69060	100	98	430	454	10	7	25	17	61	54	5	22
Students without Disabilities (03-04)	66	65801	99	98	489	525	26	11	38	23	29	34	7	33
Limited English Proficient Students (04-05)	45	15509	100	100	420	406	16	20	31	30	49	45	4	5
Limited English Proficient Students (03-04)	30	16928	100	100	NA	485	NA	29	NA	33	NA	26	NA	12
Migrant Students (04-05)	NC	118	NC	NA	NC	419	NC	25	NC	21	NC	50	NC	3
Migrant Students (03-04)	NC	750	NC	NA	NC	499	NC	21	NC	29	NC	30	NC	20
Economically Disadvantaged (04-05)	68	39415	96	96	423	431	15	15	26	25	56	50	3	10
Economically Disadvantaged (03-04)	77	36411	NA	NA	486	503	29	19	38	29	26	32	7	20
Non-Economically Disadvantaged (04-05)	11	39966	100	100	444	459	0	6	13	12	75	52	13	30
Non-Economically Disadvantaged (03-04)	NC	39040	NC	NA	NC	534	NC	8	NC	19	NC	34	NC	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)	78	79395	0	99	421	446	10	9	50	25	40	55	0	11
All Students (03-04)	82	75492	100	100	495	519	28	12	17	16	48	47	7	24
Female (04-05)	37	38691	0	100	423	451	6	7	61	24	32	57	0	12
Female (03-04)	44	37014	100	100	491	523	31	10	15	15	50	48	4	27
Male (04-05)	41	40618	0	99	419	440	14	11	41	27	46	53	0	9
Male (03-04)	38	38400	100	99	500	516	25	14	20	17	45	47	10	21
African American (04-05)	NC	4052	NC	100	NC	434	NC	11	NC	29	NC	54	NC	6
African American (03-04)	--	3665	--	99	--	505	--	20	--	22	--	43	--	14
Hispanic (04-05)	54	32915	0	99	414	426	10	15	61	35	29	47	0	4
Hispanic (03-04)	63	30438	100	99	500	508	23	17	17	21	50	47	10	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)	16	36221	0	99	444	465	8	4	25	15	67	63	0	17
White (03-04)	10	35177	91	99	476	528	44	8	22	13	33	49	0	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)	16	9707	100	100	468	495	75	33	0	21	25	33	0	13
Students without Disabilities (04-05)	70	69139	0	99	422	454	10	7	48	24	42	58	0	11
Students without Disabilities (03-04)	66	65785	99	98	498	522	24	10	19	16	50	49	7	26
Limited English Proficient Students (04-05)	45	15545	0	100	413	399	11	21	61	42	27	35	0	1
Limited English Proficient Students (03-04)	30	16905	100	100	NA	489	NA	34	NA	28	NA	32	NA	6
Migrant Students (04-05)	NC	120	NC	NA	NC	414	NC	20	NC	45	NC	35	NC	0
Migrant Students (03-04)	NC	763	NC	NA	NC	499	NC	21	NC	30	NC	40	NC	8
Economically Disadvantaged (04-05)	67	39484	0	96	418	429	12	14	50	35	38	47	0	4
Economically Disadvantaged (03-04)	77	36302	NA	NA	497	507	26	18	17	21	52	46	5	14
Non-Economically Disadvantaged (04-05)	11	39986	0	100	440	461	0	4	50	16	50	63	0	17
Non-Economically Disadvantaged (03-04)	NC	39164	NC	NA	NC	528	NC	8	NC	13	NC	48	NC	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)	78	78869	99	99	414	442	7	6	41	21	52	63	0	10
All Students (03-04)	81	75053	100	99	586	597	11	7	13	12	69	72	7	9
Female (04-05)	37	38536	100	99	419	458	3	4	45	15	52	67	0	14
Female (03-04)	43	36872	100	99	608	621	12	5	4	9	77	74	8	12
Male (04-05)	41	40302	98	99	410	428	11	8	37	26	53	60	0	7
Male (03-04)	38	38109	100	99	555	573	11	10	26	14	58	69	5	6
African American (04-05)	NC	4015	NC	99	NC	430	NC	8	NC	24	NC	61	NC	7
African American (03-04)	--	3636	--	99	--	568	--	12	--	16	--	67	--	6
Hispanic (04-05)	53	32606	98	98	405	426	10	8	45	27	45	60	0	5
Hispanic (03-04)	63	30235	100	98	582	575	13	9	17	14	63	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)	16	36078	100	99	436	459	0	4	25	16	75	66	0	14
White (03-04)	10	35028	91	99	569	613	13	6	0	10	88	73	0	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)	15	9625	100	100	469	530	67	21	0	21	33	55	0	4
Students without Disabilities (04-05)	70	68697	99	98	418	454	8	4	36	18	56	67	0	11
Students without Disabilities (03-04)	66	65428	99	98	594	604	7	6	14	11	71	73	7	10
Limited English Proficient Students (04-05)	45	15339	100	100	405	399	11	11	44	31	44	54	0	3
Limited English Proficient Students (03-04)	30	16765	100	100	NA	525	NA	17	NA	20	NA	60	NA	2
Migrant Students (04-05)	NC	119	NC	NA	NC	402	NC	16	NC	30	NC	53	NC	1
Migrant Students (03-04)	NC	752	NC	NA	NC	562	NC	9	NC	18	NC	68	NC	5
Economically Disadvantaged (04-05)	68	39106	96	95	409	427	8	8	44	28	48	59	0	5
Economically Disadvantaged (03-04)	76	36077	NA	NA	585	566	10	10	15	16	68	69	7	5
Non-Economically Disadvantaged (04-05)	10	39837	100	100	455	457	0	4	13	14	88	67	0	15
Non-Economically Disadvantaged (03-04)	NC	38950	NC	NA	NC	618	NC	5	NC	9	NC	73	NC	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)	79	78906	100	99	461	498	29	13	41	19	29	48	1	20
All Students (03-04)	93	76019	95	100	454	499	40	14	42	39	3	14	15	33
Female (04-05)	40	38644	100	99	465	500	14	12	57	19	29	49	0	19
Female (03-04)	52	37207	100	100	462	499	35	12	41	41	6	14	18	33
Male (04-05)	39	40236	100	99	456	497	43	15	26	19	29	46	3	20
Male (03-04)	41	38677	89	100	444	498	46	15	43	38	0	13	11	34
African American (04-05)	--	4087	--	99	--	481	--	20	--	24	--	45	--	11
African American (03-04)	NC	3817	NC	100	NC	475	NC	23	NC	47	NC	11	NC	18
Hispanic (04-05)	49	31938	100	99	457	481	30	19	43	25	24	46	2	10
Hispanic (03-04)	57	29458	95	100	453	480	35	20	47	48	3	12	15	20
Asian/Pacific Islander (04-05)	--	1805	--	98	--	536	--	5	--	8	--	45	--	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)	12	4735	80	100	446	466	60	28	20	49	10	10	10	13
White (04-05)	21	36483	100	99	491	517	0	7	44	13	56	51	0	30
White (03-04)	23	35880	100	100	460	515	39	7	44	32	0	16	17	45
Students with Disabilities (04-05)	11	10664	100	100	420	430	78	42	22	27	0	26	0	5
Students with Disabilities (03-04)	23	9786	96	100	414	457	83	39	17	40	0	7	0	13
Students without Disabilities (04-05)	68	68310	99	98	467	509	21	9	44	18	33	51	2	22
Students without Disabilities (03-04)	70	66233	95	99	458	503	36	11	45	39	4	14	16	35
Limited English Proficient Students (04-05)	27	12573	100	100	457	454	29	27	48	30	19	38	3	5
Limited English Proficient Students (03-04)	33	15206	94	100	447	459	36	31	55	53	0	7	9	9
Migrant Students (04-05)	--	125	--	NA	--	476	--	18	--	35	--	42	--	5
Migrant Students (03-04)	17	745	NA	NA	446	473	56	22	22	53	0	11	22	15
Economically Disadvantaged (04-05)	68	38679	96	96	461	483	27	20	43	25	28	45	2	10
Economically Disadvantaged (03-04)	84	35714	NA	NA	452	480	41	20	43	47	4	12	13	20
Non-Economically Disadvantaged (04-05)	11	40295	100	100	457	513	40	7	30	13	30	50	0	30
Non-Economically Disadvantaged (03-04)	NC	40266	NC	NA	NC	513	NC	9	NC	33	NC	15	NC	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)	79	78908	0	99	454	484	21	10	41	23	34	58	3	9
All Students (03-04)	93	76020	95	100	483	503	60	25	17	23	18	40	5	12
Female (04-05)	40	38644	0	99	457	489	14	8	46	22	40	61	0	10
Female (03-04)	52	37213	100	100	489	504	45	22	27	23	18	42	9	13
Male (04-05)	39	40233	0	99	452	479	29	12	37	25	29	55	6	8
Male (03-04)	41	38666	89	100	476	501	78	29	4	22	19	38	0	12
African American (04-05)	--	4092	--	99	--	473	--	12	--	28	--	54	--	5
African American (03-04)	NC	3819	NC	100	NC	494	NC	37	NC	26	NC	31	NC	6
Hispanic (04-05)	49	31940	0	99	446	465	24	16	48	32	26	49	2	3
Hispanic (03-04)	57	29442	95	99	481	494	67	37	15	26	12	31	6	6
Asian/Pacific Islander (04-05)	--	1805	--	98	--	507	--	4	--	13	--	65	--	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)	12	4735	80	100	481	489	70	48	10	25	20	24	0	3
White (04-05)	21	36502	0	99	490	502	6	4	13	14	75	67	6	15
White (03-04)	23	35890	100	100	489	511	41	15	24	20	29	48	6	18
Students with Disabilities (04-05)	11	10665	0	100	432	423	33	30	67	36	0	31	0	2
Students with Disabilities (03-04)	23	9784	96	100	474	485	75	58	0	19	25	19	0	4
Students without Disabilities (04-05)	68	68312	0	98	458	493	20	7	38	21	39	62	3	10
Students without Disabilities (03-04)	70	66236	95	99	484	504	59	23	18	23	18	42	5	13
Limited English Proficient Students (04-05)	27	12556	0	100	445	436	29	24	42	40	26	35	3	1
Limited English Proficient Students (03-04)	33	15198	94	100	473	483	82	59	18	25	0	14	0	1
Migrant Students (04-05)	--	125	--	NA	--	457	--	22	--	40	--	38	--	0
Migrant Students (03-04)	17	743	NA	NA	479	488	67	50	0	28	22	19	11	3
Economically Disadvantaged (04-05)	68	38662	0	96	454	468	23	16	40	32	33	49	3	3
Economically Disadvantaged (03-04)	84	35703	NA	NA	482	494	62	37	17	26	17	31	4	6
Non-Economically Disadvantaged (04-05)	11	40315	0	100	456	498	10	5	50	15	40	66	0	14
Non-Economically Disadvantaged (03-04)	NC	40274	NC	NA	NC	509	NC	17	NC	20	NC	47	NC	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)	78	78750	100	99	475	500	9	6	46	29	46	63	0	2
All Students (03-04)	90	75673	92	100	469	530	25	12	32	25	43	58	0	4
Female (04-05)	40	38586	100	99	488	515	6	4	37	22	57	71	0	3
Female (03-04)	49	37099	94	100	502	548	16	8	23	22	61	64	0	6
Male (04-05)	38	40135	100	99	463	486	11	8	54	35	34	56	0	1
Male (03-04)	41	38441	89	99	428	513	36	16	44	29	20	52	0	3
African American (04-05)	--	4081	--	99	--	488	--	8	--	32	--	59	--	2
African American (03-04)	NC	3791	NC	99	NC	506	NC	18	NC	29	NC	50	NC	3
Hispanic (04-05)	49	31841	100	99	465	483	9	8	52	36	39	55	0	1
Hispanic (03-04)	55	29305	92	99	445	507	35	16	32	31	32	51	0	2
Asian/Pacific Islander (04-05)	--	1802	--	98	--	533	--	2	--	16	--	75	--	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)	11	4707	73	100	456	492	22	19	44	33	33	46	0	1
White (04-05)	20	36440	95	99	522	516	0	3	38	22	63	71	0	4
White (03-04)	23	35760	100	99	522	550	6	9	25	21	69	64	0	6
Students with Disabilities (04-05)	11	10622	100	100	430	415	11	21	89	50	0	28	0	1
Students with Disabilities (03-04)	23	9706	96	100	490	462	0	36	50	32	50	31	0	1
Students without Disabilities (04-05)	67	68196	97	98	482	513	8	3	39	25	52	69	0	3
Students without Disabilities (03-04)	67	65967	91	99	468	536	26	10	31	25	43	60	0	5
Limited English Proficient Students (04-05)	27	12504	100	100	456	451	13	12	48	44	39	43	0	1
Limited English Proficient Students (03-04)	31	15115	89	100	429	471	40	26	40	38	20	35	0	1
Migrant Students (04-05)	--	126	--	NA	--	464	--	14	--	44	--	41	--	0
Migrant Students (03-04)	17	738	NA	NA	410	488	33	23	33	33	33	43	0	1
Economically Disadvantaged (04-05)	67	38558	94	96	474	485	8	8	45	37	47	54	0	1
Economically Disadvantaged (03-04)	81	35541	NA	NA	464	504	27	17	33	31	41	50	0	2
Non-Economically Disadvantaged (04-05)	11	40260	100	100	481	514	10	3	50	21	40	72	0	4
Non-Economically Disadvantaged (03-04)	NC	40091	NC	NA	NC	550	NC	9	NC	21	NC	64	NC	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)	85	78250	100	99	509	548	55	21	23	18	18	48	4	13
All Students (03-04)	75	75001	99	99	441	468	56	37	40	36	5	16	0	10
Female (04-05)	40	38071	100	99	508	549	51	20	28	19	18	49	3	12
Female (03-04)	38	36846	100	99	438	468	64	36	27	38	9	16	0	10
Male (04-05)	45	40126	100	99	510	547	58	23	18	17	18	46	5	14
Male (03-04)	37	37974	97	99	443	467	48	39	52	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)	62	29129	100	99	505	527	59	32	22	23	16	40	3	6
Hispanic (03-04)	50	26675	98	98	440	448	55	52	41	34	3	10	0	4
Asian/Pacific Islander (04-05)	--	1747	--	100	--	589	--	9	--	9	--	50	--	32
Asian/Pacific Islander (03-04)	--	1575	--	99	--	504	--	18	--	33	--	20	--	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)	13	4731	100	98	439	438	63	61	25	30	13	7	0	2
White (04-05)	12	38320	100	99	544	568	17	12	42	14	33	55	8	19
White (03-04)	NC	37785	NC	99	NC	482	NC	25	NC	39	NC	21	NC	15
Students with Disabilities (04-05)	19	9329	100	100	477	454	81	64	19	18	0	16	0	2
Students with Disabilities (03-04)	19	8802	95	100	433	418	50	79	50	16	0	3	0	1
Students without Disabilities (04-05)	66	68996	99	99	518	561	48	16	25	18	23	52	5	14
Students without Disabilities (03-04)	56	66199	100	99	441	472	56	34	39	38	5	17	0	11
Limited English Proficient Students (04-05)	25	10133	100	100	498	488	64	45	17	25	17	28	2	2
Limited English Proficient Students (03-04)	26	11710	100	100	438	429	83	70	17	25	0	4	0	1
Migrant Students (04-05)	--	83	--	NA	--	520	--	39	--	28	--	30	--	4
Migrant Students (03-04)	13	709	NA	NA	421	442	100	57	0	34	0	7	0	2
Economically Disadvantaged (04-05)	75	33388	100	94	508	530	54	32	24	22	17	40	4	5
Economically Disadvantaged (03-04)	69	29814	NA	NA	439	448	57	53	41	33	3	10	0	4
Non-Economically Disadvantaged (04-05)	10	44937	100	100	519	561	57	13	14	15	29	54	0	18
Non-Economically Disadvantaged (03-04)	NC	45170	NC	NA	NC	479	NC	28	NC	38	NC	20	NC	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)	84	78302	0	99	479	512	30	11	39	25	28	57	3	7
All Students (03-04)	76	74918	100	99	474	497	52	32	27	19	18	35	2	15
Female (04-05)	39	38071	0	99	484	518	18	8	47	24	32	61	3	7
Female (03-04)	38	36805	100	99	483	501	41	28	32	19	23	37	5	16
Male (04-05)	45	40166	0	99	474	507	42	14	32	26	24	54	3	6
Male (03-04)	38	37936	100	99	465	493	64	35	23	18	14	33	0	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)	62	29152	0	99	473	492	33	17	38	34	29	46	0	2
Hispanic (03-04)	51	26645	100	98	469	478	59	46	21	20	21	27	0	6
Asian/Pacific Islander (04-05)	--	1746	--	100	--	542	--	5	--	13	--	66	--	16
Asian/Pacific Islander (03-04)	--	1571	--	99	--	521	--	18	--	15	--	38	--	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)	13	4729	100	98	478	468	63	57	25	19	0	19	13	4
White (04-05)	11	38347	0	99	517	531	9	5	55	17	18	68	18	10
White (03-04)	NC	37773	NC	99	NC	511	NC	20	NC	18	NC	41	NC	21
Students with Disabilities (04-05)	18	9353	0	100	445	429	67	40	20	38	13	22	0	1
Students with Disabilities (03-04)	20	8801	100	100	477	448	67	75	0	13	33	10	0	2
Students without Disabilities (04-05)	66	69024	0	99	487	524	21	7	44	23	31	62	3	7
Students without Disabilities (03-04)	56	66117	100	99	474	501	51	28	29	19	17	37	2	16
Limited English Proficient Students (04-05)	25	10140	0	100	463	451	40	28	40	43	19	29	0	1
Limited English Proficient Students (03-04)	26	11706	100	100	475	454	40	71	40	16	20	12	0	1
Migrant Students (04-05)	--	83	--	NA	--	480	--	29	--	36	--	35	--	0
Migrant Students (03-04)	13	706	NA	NA	445	467	50	55	50	22	0	20	0	4
Economically Disadvantaged (04-05)	74	33398	0	94	477	495	30	18	39	35	29	46	1	2
Economically Disadvantaged (03-04)	69	29785	NA	NA	473	477	55	47	26	20	16	26	3	6
Non-Economically Disadvantaged (04-05)	10	44979	0	100	500	525	29	6	43	18	14	66	14	10
Non-Economically Disadvantaged (03-04)	NC	45115	NC	NA	NC	508	NC	23	NC	18	NC	39	NC	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)	83	78094	100	99	499	545	4	3	56	18	40	77	0	2
All Students (03-04)	75	74503	99	99	435	491	19	9	40	32	42	51	0	8
Female (04-05)	39	38025	98	99	510	558	3	2	45	13	53	82	0	2
Female (03-04)	37	36686	97	99	461	506	9	5	27	29	64	57	0	9
Male (04-05)	44	40013	100	99	487	534	5	5	68	23	27	71	0	1
Male (03-04)	38	37644	100	98	408	476	29	13	52	36	19	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)	61	29068	100	99	495	523	5	5	58	27	37	67	0	1
Hispanic (03-04)	50	26500	98	97	423	467	24	13	41	39	34	44	0	4
Asian/Pacific Islander (04-05)	--	1743	--	100	--	577	--	2	--	9	--	82	--	8
Asian/Pacific Islander (03-04)	--	1566	--	99	--	537	--	5	--	23	--	55	--	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)	13	4695	100	97	492	464	0	14	29	39	71	44	0	3
White (04-05)	11	38265	92	99	518	564	0	2	36	11	64	84	0	3
White (03-04)	NC	37606	NC	99	NC	508	NC	6	NC	28	NC	56	NC	10
Students with Disabilities (04-05)	17	9275	100	100	455	444	7	14	79	46	14	39	0	1
Students with Disabilities (03-04)	20	8662	100	100	430	409	50	37	0	42	50	20	0	1
Students without Disabilities (04-05)	66	68892	99	98	509	559	3	2	51	14	46	82	0	2
Students without Disabilities (03-04)	55	65841	98	98	435	499	17	7	41	32	41	53	0	8
Limited English Proficient Students (04-05)	24	10084	100	100	480	474	7	10	63	39	29	50	0	1
Limited English Proficient Students (03-04)	25	11608	100	100	415	430	0	23	80	47	20	28	0	1
Migrant Students (04-05)	--	81	--	NA	--	504	--	12	--	27	--	60	--	0
Migrant Students (03-04)	12	701	NA	NA	430	449	50	17	0	43	50	38	0	1
Economically Disadvantaged (04-05)	73	33296	100	94	497	527	4	5	57	27	38	67	0	0
Economically Disadvantaged (03-04)	68	29587	NA	NA	434	465	19	14	38	40	43	43	0	4
Non-Economically Disadvantaged (04-05)	10	44871	100	100	513	559	0	2	43	12	57	84	0	3
Non-Economically Disadvantaged (03-04)	NC	44898	NC	NA	NC	507	NC	7	NC	28	NC	55	NC	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

Stanfield Elementary District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Stanfield Elementary School	Performing	N/A	Met

Footnotes

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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