

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

735 7th Street, Douglas, AZ 85607

Douglas 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	Performing
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Ms. Guadalupe M Mejia
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 Web Address : www.dusd.k12.az.us/sarahmarley/
 Phone Number : (520) 364-3408
 Fax Number : (520) 805-5534
 E-mail : Imejia@dusd.k12.az.us

Mission

It is therefore the mission of Sarah Marley Elementary School to provide its students with opportunities that ensure high levels of learning for all students through clarification of what each student must learn in each area of development, engaging all students, faculty, staff, and parents and community members in an ongoing respectful and collaborative process to build shared knowledge of essential learning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

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 Prepare all students for academic success by teaching to the Arizona Academic Standards and offer support to those students that need extra help so that all subgroups may make one years growth.
- ü Students will increase in math in the areas of geometry, measurement, and structure & logic on the AIMS-DPA by using best practices, ELL strategies and differentiated instruction.
- ü Students will increase in reading in the areas of reading comprehension, decoding, and main idea on the AIMS-DPA. Students will increase in writing in the areas of personal narrative and research skills on the AIMS-DPA assessment.
- ü Technology will be integrated into classroom instruction and utilized as a teacher resource tool by using our new computer lab. for reinforcement and enrichment in the areas of math, reading and ELL.

Enrollment

October 1, 2005 School Year Student Enrollment : 289
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 7

Instructional Programs

- ü Effective ELL Strategies
- ü Full-day Kindergarten
- ü Cooperative Learning Groups
- ü On-site Special Education
- ü Six -Traits Writing
- ü Thinking Maps
- ü Reading Specialist
- ü Library/Computer Lab

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We are responsible for giving all students the opportunities and means to be successful, to maintain a safe and secure environment conducive to learning, and establish a partnership with the parents so that together we will help the students succeed.

Parents

It is the parent's responsibilities to provide the basic needs for their son/daughter such as proper nutrition, clothing (uniforms), medical care and emotional support. Parents should provide a place where students can do their homework and stay in close communication with the school so that we can work together toward the same goal.

Transportation Policy

Policy EE

Transportation of students is a privilege extended to students in the District, and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective individual education programs. The responsibility for the operation of students transportation shall be vested in the Superintendent. Reasonable efforts shall be made to eliminate any particular hazards that might adversely affect the safety and welfare of any student

School Honors

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

Award/Honor	Year
ü Faculty Honored by School Board for Stanford 9 Scores	2001
ü History Club won 2nd place in State History Day	2005
ü Recognized in "The Nation's Report Card" for successful	2005
ü Named as a "Benchmark School" for Best Practices	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	29	291	80010	100	98	99	432	448	447	3	5	10	38	21	18	52	56	53	7	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	150	38935	100	99	99	438	455	447	6	3	9	31	18	19	50	58	55	13	21	17
Male	13	141	40974	100	97	98	425	442	448	NA	8	11	46	25	18	54	55	52	NA	13	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	29	286	34545	100	99	99	432	448	432	3	6	14	38	22	24	52	56	53	7	16	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	--	NC	35142	--	NC	99	--	NC	465	--	NC	5	--	NC	11	--	NC	56	--	NC	28
Students with Disabilities	NC	32	10161	NC	89	93	NC	415	419	NC	25	28	NC	41	28	NC	28	36	NC	6	8
Students without Disabilities	28	259	69849	100	100	100	432	452	451	4	3	7	39	19	17	50	60	56	7	18	19
Limited English Proficient Students	22	107	14013	100	96	97	419	425	413	5	11	24	50	36	34	45	50	39	NA	3	3
Migrant Students	NC	18	603	NC	82	96	NC	427	417	NC	17	22	NC	33	32	NC	44	42	NC	6	4
Economically Disadvantaged	27	247	39029	100	98	98	430	446	432	4	6	14	41	22	25	48	56	52	7	16	9
Non-Economically Disadvantaged	NC	44	40981	NC	98	100	NC	462	462	NC	NA	6	NC	18	13	NC	59	54	NC	23	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	28	278	79438	97	94	98	431	449	451	NA	6	9	57	29	24	39	56	56	4	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	145	38775	100	96	99	435	459	457	NA	3	7	56	23	22	38	61	58	6	12	13
Male	12	133	40560	92	92	97	425	438	446	NA	8	12	58	36	25	42	51	54	NA	5	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	28	273	34297	97	94	98	431	448	434	NA	6	14	57	30	31	39	56	50	4	8	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	--	NC	34887	--	NC	98	--	NC	471	--	NC	4	--	NC	15	--	NC	63	--	NC	18
Students with Disabilities	--	18	9588	--	50	88	--	388	416	--	28	30	--	44	32	--	28	34	--	NA	5
Students without Disabilities	28	260	69850	100	100	100	431	452	456	NA	4	7	57	28	23	39	58	59	4	9	12
Limited English Proficient Students	21	98	13856	95	88	96	420	419	407	NA	12	27	67	48	43	33	40	29	NA	NA	1
Migrant Students	NC	19	600	NC	86	96	NC	422	418	NC	11	22	NC	47	38	NC	42	39	NC	NA	2
Economically Disadvantaged	26	234	38685	96	93	97	429	445	435	NA	6	14	58	31	32	38	55	50	4	8	5
Non-Economically Disadvantaged	NC	44	40753	NC	98	99	NC	467	467	NC	2	5	NC	20	16	NC	66	62	NC	11	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	29	294	79971	100	99	99	426	434	423	3	5	8	45	35	41	52	57	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	150	38974	100	99	99	431	447	437	NA	3	5	50	31	33	50	63	57	NA	4	4
Male	13	144	40895	100	99	98	421	421	410	8	8	10	38	40	47	54	51	41	NA	1	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	29	288	34481	100	99	99	426	435	410	3	6	10	45	35	46	52	57	43	NA	2	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	--	NC	35150	--	NC	99	--	NC	437	--	NC	5	--	NC	35	--	NC	56	--	NC	5
Students with Disabilities	NC	34	10258	NC	94	94	NC	369	377	NC	24	23	NC	59	51	NC	18	25	NC	NA	1
Students without Disabilities	28	260	69713	100	100	100	425	442	429	4	3	5	46	32	39	50	62	52	NA	3	3
Limited English Proficient Students	22	109	13985	100	98	97	421	408	382	5	11	18	50	50	54	45	39	27	NA	1	0
Migrant Students	NC	21	608	NC	95	97	NC	392	389	NC	14	16	NC	48	50	NC	38	33	NC	NA	0
Economically Disadvantaged	27	249	38994	100	99	98	424	430	409	4	6	10	48	38	47	48	54	41	NA	2	1
Non-Economically Disadvantaged	NC	45	40977	NC	100	100	NC	459	437	NC	NA	5	NC	22	34	NC	73	56	NC	4	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	50	313	80147	98	99	99	448	474	482	14	11	11	42	22	17	42	49	49	2	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	163	39281	96	98	99	452	475	483	8	12	9	54	25	17	33	42	50	4	21	24
Male	26	150	40780	100	100	98	444	473	482	19	9	12	31	19	17	50	57	48	NA	15	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	50	307	33494	98	99	99	448	473	466	14	11	15	42	22	23	42	50	49	2	17	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	--	NC	36122	--	NC	99	--	NC	501	--	NC	5	--	NC	10	--	NC	50	--	NC	35
Students with Disabilities	NC	38	10295	NC	100	92	NC	422	443	NC	42	33	NC	26	26	NC	29	33	NC	3	8
Students without Disabilities	42	275	69852	98	99	100	455	480	488	7	7	7	43	21	16	48	52	51	2	20	26
Limited English Proficient Students	29	123	12722	97	98	97	432	449	441	21	18	27	59	35	33	21	39	37	NA	8	3
Migrant Students	NC	13	622	NC	100	97	NC	457	454	NC	8	19	NC	38	30	NC	54	43	NC	NA	8
Economically Disadvantaged	50	273	38371	98	99	97	448	470	465	14	12	15	42	25	23	42	48	49	2	15	13
Non-Economically Disadvantaged	--	40	41776	--	100	100	--	500	498	--	5	6	--	5	11	--	55	49	--	35	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	47	301	79686	92	95	98	433	458	470	21	12	11	49	37	24	30	46	57	NA	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	160	39163	92	96	99	442	462	475	13	10	9	48	34	22	39	49	60	NA	6	10
Male	24	141	40438	92	94	97	425	453	465	29	13	13	50	40	25	21	43	54	NA	4	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	47	295	33299	92	95	98	433	457	452	21	12	17	49	38	32	30	46	47	NA	5	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	--	NC	35914	--	NC	98	--	NC	489	--	NC	5	--	NC	15	--	NC	67	--	NC	14
Students with Disabilities	NC	25	9808	NC	66	87	NC	420	432	NC	32	35	NC	52	32	NC	16	30	NC	NA	3
Students without Disabilities	42	276	69878	98	99	100	432	460	475	24	10	8	45	36	23	31	49	61	NA	6	9
Limited English Proficient Students	26	112	12594	87	90	96	410	428	422	38	23	34	54	54	45	8	23	21	NA	NA	0
Migrant Students	NC	13	611	NC	100	95	NC	441	439	NC	23	22	NC	38	39	NC	38	37	NC	NA	2
Economically Disadvantaged	47	261	38095	92	95	97	433	453	452	21	13	17	49	39	32	30	43	48	NA	4	3
Non-Economically Disadvantaged	--	40	41591	--	100	99	--	489	486	--	NA	6	--	23	16	--	65	65	--	13	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	49	313	80372	96	99	99	458	475	475	2	3	4	63	32	30	35	64	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	164	39452	96	99	99	474	487	488	NA	3	3	50	22	22	50	74	72	NA	1	3
Male	25	149	40836	96	99	98	444	462	464	4	3	6	76	43	37	20	53	56	NA	1	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	49	307	33608	96	99	99	458	475	462	2	3	6	63	32	36	35	64	57	NA	1	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	--	NC	36213	--	NC	99	--	NC	489	--	NC	2	--	NC	22	--	NC	72	--	NC	3
Students with Disabilities	NC	36	10526	NC	95	94	NC	433	427	NC	14	15	NC	53	53	NC	33	31	NC	NA	1
Students without Disabilities	43	277	69846	100	100	100	461	479	482	NA	2	3	67	29	26	33	68	69	NA	1	2
Limited English Proficient Students	28	122	12747	93	98	97	445	453	432	4	5	12	71	47	52	25	48	36	NA	NA	0
Migrant Students	NC	13	621	NC	100	97	NC	476	452	NC	NA	9	NC	38	40	NC	62	51	NC	NA	0
Economically Disadvantaged	49	273	38521	96	99	98	458	473	461	2	3	6	63	34	38	35	62	55	NA	0	1
Non-Economically Disadvantaged	--	40	41851	--	100	100	--	491	489	--	3	3	--	15	22	--	78	72	--	5	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	49	334	79306	94	98	99	477	486	504	12	15	13	41	28	20	43	49	49	4	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	146	38845	91	98	99	476	487	505	10	14	11	48	32	20	38	45	50	3	10	18
Male	20	188	40383	100	98	98	480	486	504	15	15	14	30	26	19	50	53	47	5	6	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	49	320	32673	94	98	99	477	486	487	12	15	18	41	28	25	43	49	46	4	8	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	--	11	36234	--	100	99	--	496	523	--	NA	6	--	27	13	--	73	52	--	NA	28
Students with Disabilities	NC	33	10286	NC	85	91	NC	446	462	NC	52	41	NC	21	27	NC	27	27	NC	NA	5
Students without Disabilities	48	301	69020	100	100	100	479	490	510	10	11	9	42	29	18	44	52	52	4	9	21
Limited English Proficient Students	22	79	10291	88	95	96	462	455	458	23	34	38	45	42	34	32	24	26	NA	NA	2
Migrant Students	NC	22	630	NC	96	95	NC	460	478	NC	27	24	NC	45	27	NC	27	43	NC	NA	6
Economically Disadvantaged	48	274	37437	94	98	97	477	484	486	13	17	19	42	29	26	42	47	46	4	7	9
Non-Economically Disadvantaged	NC	60	41869	NC	100	100	NC	499	521	NC	5	7	NC	25	14	NC	58	51	NC	12	27

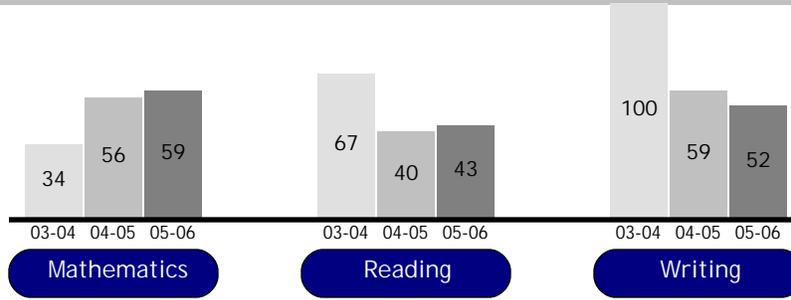
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	322	79000	92	95	98	463	472	489	13	11	10	48	35	24	40	52	58	NA	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	144	38774	91	97	99	462	475	494	14	9	7	41	33	22	45	54	61	NA	3	10
Male	19	178	40150	95	93	98	464	470	485	11	12	12	58	36	25	32	51	55	NA	1	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	48	308	32508	92	95	98	463	472	472	13	11	15	48	36	33	40	51	49	NA	2	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	--	11	36135	--	100	98	--	482	508	--	NA	4	--	9	14	--	91	67	--	NA	15
Students with Disabilities	NC	22	9991	NC	56	88	NC	441	449	NC	36	33	NC	36	36	NC	27	29	NC	NA	2
Students without Disabilities	47	300	69009	98	100	100	463	474	495	13	9	6	47	35	22	40	54	62	NA	2	10
Limited English Proficient Students	21	71	10199	84	86	95	443	437	439	29	34	35	62	58	47	10	8	18	NA	NA	0
Migrant Students	NC	21	629	NC	91	95	NC	451	457	NC	19	22	NC	48	41	NC	33	37	NC	NA	1
Economically Disadvantaged	47	263	37234	92	94	97	462	469	472	13	13	15	49	37	33	38	49	50	NA	2	3
Non-Economically Disadvantaged	NC	59	41766	NC	98	99	NC	486	505	NC	2	5	NC	25	16	NC	69	65	NC	3	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	49	337	79611	94	99	99	492	490	496	4	8	7	45	39	37	51	52	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	147	39016	91	99	99	499	506	511	3	5	4	34	31	29	62	64	66	NA	1	1
Male	20	190	40519	100	99	98	482	477	482	5	11	10	60	46	44	35	43	46	NA	1	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	49	322	32855	94	99	99	492	490	481	4	8	10	45	39	43	51	53	47	NA	1	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	--	11	36380	--	100	99	--	493	511	--	NA	4	--	55	30	--	45	65	--	NA	1
Students with Disabilities	NC	36	10664	NC	92	94	NC	420	440	NC	39	23	NC	42	54	NC	17	22	NC	3	1
Students without Disabilities	48	301	68947	100	100	100	492	497	504	4	4	4	46	39	34	50	56	61	NA	0	1
Limited English Proficient Students	22	80	10362	88	96	97	482	449	438	5	16	22	59	59	57	36	25	21	NA	NA	NA
Migrant Students	NC	22	636	NC	96	96	NC	458	467	NC	23	14	NC	27	47	NC	50	38	NC	NA	0
Economically Disadvantaged	48	277	37626	94	99	98	492	488	479	4	9	10	46	40	45	50	51	45	NA	1	0
Non-Economically Disadvantaged	NC	60	41985	NC	100	100	NC	497	511	NC	5	4	NC	37	30	NC	58	65	NC	NA	1

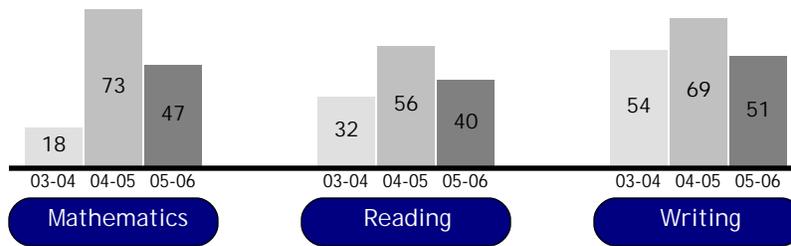
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	91	NA	NA	58	97	28	39	47	100	28	35	46
	Language	96	NA	38	50	97	38	49	47	100	39	50	48
	Mathematics	100	NA	60	64	97	39	45	50	100	48	44	52
3	Reading	94	NA	NA	55	100	23	36	44	97	28	41	46
	Language	94	NA	54	61	100	29	38	44	100	32	41	46
	Mathematics	94	NA	65	61	100	35	46	51	100	34	54	52
4	Reading	98	36	NA	56	98	30	40	48	94	28	43	52
	Language	98	48	43	52	98	31	39	49	96	28	48	52
	Mathematics	100	62	57	61	100	35	46	53	100	32	52	58
5	Reading	100	32	NA	55	98	40	42	50	92	32	41	56
	Language	100	39	45	49	98	47	43	50	94	35	39	54
	Mathematics	100	50	57	63	98	47	44	49	94	32	39	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)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent-Teacher Partnership
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Community Service
- Ü Assistance to Children/Families in Need
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	.50	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	1	1	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.	12
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Leveled Book Room
- Ü Library/Media Center
- Ü Multipurpose Room
- Ü Reading Specialist

Extracurricular Activities

- Ü Peer Mediation
- Ü Drama Club
- Ü Choir
- Ü Kickball
- Ü Student Council
- Ü Physical Fitness Program
- Ü History Club
- Ü Homework Club

Social Services

- Ü Choices: Family/Child Resources
- Ü Parenting Classes Sessions
- Ü After School Study Halls
- Ü Girl Scouts
- Ü Migrant Education
- Ü Breakfast/Lunch Program
- Ü SEABHS/Counseling Services
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Reduced the number of retentions by putting in place intervention programs with a Child Study Team.

- ü We were able to hire a Reading Specialist.

- ü History Club competed in Region History Day in Sierra Vista and they qualified to compete in History Day at the State Capitol.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	96	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

The students are closely supervised by all personnel at all times. Effective classroom procedures are in place in all classrooms. Character programs such as Peer Mediation are in place. We have implemented and trained the teachers on the program 'Bully Proofing Your School' and Character Education. Our District Officer works closely with the school.

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) :

2

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	Guadalupe Mejía	(520) 364-3408
Transportation Policy	Joan Clem	(520) 364-2447
Community Resources	Guadalupe Mejía	(520) 364-3408
School Nutrition Programs	Beverly Jackson	(520) 364-5641
Parent Organization	Del Cabarga	(520) 364-3173
Student Health/Nurse	Gloria Reyes	(520) 364-3408

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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** Due to booklet size printing, print copies are produced in multiples of 4.