



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1911 W. Valenzuela, Naco, AZ 85620

Naco 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)

2003-04	Performing
2002-03	Performing
2001-02	Underperforming

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

School Overview

Principal/Administrator : Dr. Maureen J. Ward
 Schedule : 7:30 AM to 4:00 PM
 Grades : K-8
 2004 Enrollment : 284
 Web Address : www.naco.k12.az.us
 Phone Number : (520) 432-5060
 Fax Number : (520) 432-4161
 E-mail : mward@naco.k12.az.us

Mission

To facilitate personal and academic excellence for students, to promote professional growth and parental involvement. Our vision is high expectations for success focusing on communication through language, critical thinking, and problem solving.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	Out of Improvement
2002-03	Year 2
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To develop skills in communication, including reading and writing.
- ü To develop skills in computation and problem solving.
- ü To have all students proficient in English within 3 years of attending Naco Elementary School.
- ü To have all students proficient in Arizona Academic Standards by 2010.

Enrollment

October 1, 2003 School Year Student Enrollment : 287
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 30

Instructional Programs

- Curriculum Based on AZ Acad. Standards
- ELL/ILEP
- Language Arts--Composition, Grammar
- Math & Science Experiences

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Provides the parents with: Open House/Parent Nights; student progress reports mailed to the parents quarterly; District-wide Parent/Teacher Conferences; quarterly report cards. Parents are encouraged to be volunteers and participate in PTO.

Parents

Parents are expected to cooperate in the educational effort by: ensuring maximum attendance; requiring children to cooperate in educational process; fostering an attitude recognizing the importance of education. Ultimate responsibility is parents.

Transportation Policy

District provides bus runs for district students: A.M. general bus run to school K-8; P.M. for K-4; P.M. bus run home 5-8; extracurricular and after school academic program bus run home for all grades.

School Honors

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

Award/Honor	Year
• Americorps National Service	1995
• Share America	1996
• Community Learning Center	1999
• AFCEA Computer Olympics-Spreadsheets, Publishing, etc.	2003

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	29	75509	91	91	100	475	475	521	30	30	13	40	40	23	30	30	33	0	0	31
All Students (Prior Year)	25	25	75372	86	86	100	487	487	523	0	0	9	86	86	25	14	14	36	0	0	30
Female	13	13	37013	100	100	100	492	492	522	0	0	12	60	60	24	40	40	33	0	0	31
Male	16	16	38430	84	84	99	459	459	521	60	60	14	20	20	22	20	20	33	0	0	31
African American	--	--	3660	--	--	99	--	--	496	--	--	24	--	--	31	--	--	28	--	--	18
Hispanic	29	29	30486	94	94	99	475	475	505	30	30	18	40	40	29	30	30	32	0	0	21
Asian/Pacific Islander	--	--	1780	--	--	98	--	--	549	--	--	5	--	--	13	--	--	33	--	--	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	--	--	35192	--	--	99	--	--	534	--	--	8	--	--	19	--	--	35	--	--	39
Students with Disabilities	NC	NC	9708	NC	NC	100	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	24	NC	NC	17
Students without Disabilities	27	27	65801	100	100	98	479	479	525	22	22	11	44	44	23	33	33	34	0	0	33
Limited English Proficient Students	18	18	16928	69	69	100	NA	NA	485	NA	NA	29	NA	NA	33	NA	NA	26	NA	NA	12
Migrant Students	--	--	750	--	--	100	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	23	23	36411	--	--	100	466	466	503	50	50	19	33	33	29	17	17	32	0	0	20
Non-Economically Disadvantaged	NC	NC	39040	--	--	100	NC	NC	534	NC	NC	8	NC	NC	19	NC	NC	34	NC	NC	39

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	29	29	75492	91	91	100	502	502	519	0	0	12	40	40	16	60	60	47	0	0	24
All Students (Prior Year)	28	28	75221	97	97	100	519	519	523	0	0	8	31	31	16	50	50	56	19	19	21
Female	13	13	37014	100	100	100	508	508	523	0	0	10	20	20	15	80	80	48	0	0	27
Male	16	16	38400	84	84	99	495	495	516	0	0	14	60	60	17	40	40	47	0	0	21
African American	--	--	3665	--	--	99	--	--	505	--	--	20	--	--	22	--	--	43	--	--	14
Hispanic	29	29	30438	94	94	99	502	502	508	0	0	17	40	40	21	60	60	47	0	0	15
Asian/Pacific Islander	--	--	1773	--	--	98	--	--	534	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	--	--	35177	--	--	99	--	--	528	--	--	8	--	--	13	--	--	49	--	--	31
Students with Disabilities	NC	NC	9707	NC	NC	100	NC	NC	495	NC	NC	33	NC	NC	21	NC	NC	33	NC	NC	13
Students without Disabilities	27	27	65785	100	100	98	503	503	522	0	0	10	33	33	16	67	67	49	0	0	26
Limited English Proficient Students	18	18	16905	69	69	100	NA	NA	489	NA	NA	34	NA	NA	28	NA	NA	32	NA	NA	6
Migrant Students	--	--	763	--	--	100	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	23	23	36302	--	--	100	498	498	507	0	0	18	50	50	21	50	50	46	0	0	14
Non-Economically Disadvantaged	NC	NC	39164	--	--	100	NC	NC	528	NC	NC	8	NC	NC	13	NC	NC	48	NC	NC	31

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	28	28	75053	88	88	99	558	558	597	0	0	7	20	20	12	80	80	72	0	0	9
All Students (Prior Year)	25	25	73654	86	86	99	523	523	530	0	0	9	21	21	13	79	79	70	0	0	7
Female	13	13	36872	100	100	99	561	561	621	0	0	5	20	20	9	80	80	74	0	0	12
Male	15	15	38109	79	79	99	554	554	573	0	0	10	20	20	14	80	80	69	0	0	6
African American	--	--	3636	--	--	99	--	--	568	--	--	12	--	--	16	--	--	67	--	--	6
Hispanic	28	28	30235	90	90	98	558	558	575	0	0	9	20	20	14	80	80	70	0	0	6
Asian/Pacific Islander	--	--	1768	--	--	98	--	--	651	--	--	3	--	--	5	--	--	72	--	--	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	--	--	35028	--	--	99	--	--	613	--	--	6	--	--	10	--	--	73	--	--	11
Students with Disabilities	NC	NC	9625	NC	NC	100	NC	NC	530	NC	NC	21	NC	NC	21	NC	NC	55	NC	NC	4
Students without Disabilities	26	26	65428	96	96	98	550	550	604	0	0	6	22	22	11	78	78	73	0	0	10
Limited English Proficient Students	17	17	16765	65	65	100	NA	NA	525	NA	NA	17	NA	NA	20	NA	NA	60	NA	NA	2
Migrant Students	--	--	752	--	--	100	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	22	22	36077	--	--	100	572	572	566	0	0	10	0	0	16	100	100	69	0	0	5
Non-Economically Disadvantaged	NC	NC	38950	--	--	100	NC	NC	618	NC	NC	5	NC	NC	9	NC	NC	73	NC	NC	12

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	38	38	76019	100	100	100	489	489	499	18	18	14	55	55	39	0	0	14	27	27	33
All Students (Prior Year)	33	33	76230	87	87	100	477	477	498	5	5	12	70	70	38	10	10	12	15	15	37
Female	21	21	37207	100	100	100	514	514	499	17	17	12	33	33	41	0	0	14	50	50	33
Male	17	17	38677	100	100	100	460	460	498	20	20	15	80	80	38	0	0	13	0	0	34
African American	--	--	3817	--	--	100	--	--	475	--	--	23	--	--	47	--	--	11	--	--	18
Hispanic	36	36	29458	100	100	100	474	474	480	22	22	20	56	56	48	0	0	12	22	22	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	466	--	--	28	--	--	49	--	--	10	--	--	13
White	NC	NC	35880	NC	NC	100	NC	NC	515	NC	NC	7	NC	NC	32	NC	NC	16	NC	NC	45
Students with Disabilities	NC	NC	9786	NC	NC	100	NC	NC	457	NC	NC	39	NC	NC	40	NC	NC	7	NC	NC	13
Students without Disabilities	31	31	66233	97	97	99	476	476	503	20	20	11	60	60	39	0	0	14	20	20	35
Limited English Proficient Students	27	27	15206	87	87	100	NA	NA	459	NA	NA	31	NA	NA	53	NA	NA	7	NA	NA	9
Migrant Students	--	--	745	--	--		--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	26	26	35714	--	--		471	471	480	29	29	20	57	57	47	0	0	12	14	14	20
Non-Economically Disadvantaged	12	12	40266	--	--		522	522	513	0	0	9	50	50	33	0	0	15	50	50	43

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	38	38	76020	100	100	100	498	498	503	27	27	25	27	27	23	45	45	40	0	0	12
All Students (Prior Year)	34	34	76202	89	89	100	506	506	505	0	0	19	48	48	24	38	38	46	14	14	11
Female	21	21	37213	100	100	100	502	502	504	17	17	22	17	17	23	67	67	42	0	0	13
Male	17	17	38666	100	100	100	493	493	501	40	40	29	40	40	22	20	20	38	0	0	12
African American	--	--	3819	--	--	100	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Hispanic	36	36	29442	100	100	99	494	494	494	33	33	37	33	33	26	33	33	31	0	0	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	489	--	--	48	--	--	25	--	--	24	--	--	3
White	NC	NC	35890	NC	NC	100	NC	NC	511	NC	NC	15	NC	NC	20	NC	NC	48	NC	NC	18
Students with Disabilities	NC	NC	9784	NC	NC	100	NC	NC	485	NC	NC	58	NC	NC	19	NC	NC	19	NC	NC	4
Students without Disabilities	31	31	66236	97	97	99	496	496	504	30	30	23	30	30	23	40	40	42	0	0	13
Limited English Proficient Students	27	27	15198	87	87	100	NA	NA	483	NA	NA	59	NA	NA	25	NA	NA	14	NA	NA	1
Migrant Students	--	--	743	--	--		--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	26	26	35703	--	--		495	495	494	29	29	37	29	29	26	43	43	31	0	0	6
Non-Economically Disadvantaged	12	12	40274	--	--		503	503	509	25	25	17	25	25	20	50	50	47	0	0	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	38	38	75673	100	100	100	551	551	530	0	0	12	18	18	25	82	82	58	0	0	4
All Students (Prior Year)	33	33	74692	87	87	99	517	517	502	10	10	18	14	14	27	67	67	47	10	10	8
Female	21	21	37099	100	100	100	586	586	548	0	0	8	0	0	22	100	100	64	0	0	6
Male	17	17	38441	100	100	99	509	509	513	0	0	16	40	40	29	60	60	52	0	0	3
African American	--	--	3791	--	--	99	--	--	506	--	--	18	--	--	29	--	--	50	--	--	3
Hispanic	36	36	29305	100	100	99	553	553	507	0	0	16	11	11	31	89	89	51	0	0	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	--	--	4707	--	--	100	--	--	492	--	--	19	--	--	33	--	--	46	--	--	1
White	NC	NC	35760	NC	NC	99	NC	NC	550	NC	NC	9	NC	NC	21	NC	NC	64	NC	NC	6
Students with Disabilities	NC	NC	9706	NC	NC	100	NC	NC	462	NC	NC	36	NC	NC	32	NC	NC	31	NC	NC	1
Students without Disabilities	31	31	65967	97	97	99	546	546	536	0	0	10	20	20	25	80	80	60	0	0	5
Limited English Proficient Students	27	27	15115	87	87	100	NA	NA	471	NA	NA	26	NA	NA	38	NA	NA	35	NA	NA	1
Migrant Students	--	--	738	--	--		--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	26	26	35541	--	--		553	553	504	0	0	17	14	14	31	86	86	50	0	0	2
Non-Economically Disadvantaged	12	12	40091	--	--		547	547	550	0	0	9	25	25	21	75	75	64	0	0	6

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

8th 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	39	39	75001	100	100	99	446	446	468	50	50	37	46	46	36	4	4	16	0	0	10
All Students (Prior Year)	39	39	71167	95	95	99	439	439	463	62	62	38	35	35	41	4	4	14	0	0	7
Female	19	19	36846	100	100	99	452	452	468	50	50	36	42	42	38	8	8	16	0	0	10
Male	20	20	37974	100	100	99	439	439	467	50	50	39	50	50	34	0	0	16	0	0	11
African American	--	--	3720	--	--	98	--	--	446	--	--	53	--	--	33	--	--	9	--	--	4
Hispanic	38	38	26675	100	100	98	445	445	448	52	52	52	43	43	34	4	4	10	0	0	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	--	--	4731	--	--	98	--	--	438	--	--	61	--	--	30	--	--	7	--	--	2
White	NC	NC	37785	NC	NC	99	NC	NC	482	NC	NC	25	NC	NC	39	NC	NC	21	NC	NC	15
Students with Disabilities	NC	NC	8802	NC	NC	100	NC	NC	418	NC	NC	79	NC	NC	16	NC	NC	3	NC	NC	1
Students without Disabilities	34	34	66199	100	100	99	447	447	472	48	48	34	48	48	38	4	4	17	0	0	11
Limited English Proficient Students	15	15	11710	79	79	100	NA	NA	429	NA	NA	70	NA	NA	25	NA	NA	4	NA	NA	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	29	29	29814				442	442	448	63	63	53	31	31	33	6	6	10	0	0	4
Non-Economically Disadvantaged	10	10	45170				453	453	479	25	25	28	75	75	38	0	0	20	0	0	14

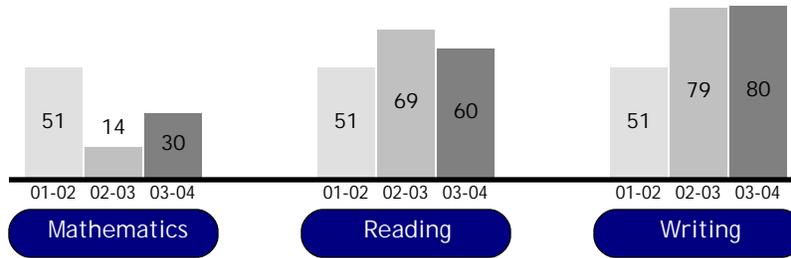
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	74918	100	100	99	494	494	497	22	22	32	30	30	19	43	43	35	4	4	15
All Students (Prior Year)	39	39	71100	95	95	99	489	489	502	35	35	25	27	27	21	31	31	40	8	8	15
Female	19	19	36805	100	100	99	494	494	501	25	25	28	25	25	19	50	50	37	0	0	16
Male	20	20	37936	100	100	99	495	495	493	18	18	35	36	36	18	36	36	33	9	9	14
African American	--	--	3719	--	--	98	--	--	481	--	--	43	--	--	21	--	--	29	--	--	7
Hispanic	38	38	26645	100	100	98	494	494	478	23	23	46	27	27	20	45	45	27	5	5	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	--	--	4729	--	--	98	--	--	468	--	--	57	--	--	19	--	--	19	--	--	4
White	NC	NC	37773	NC	NC	99	NC	NC	511	NC	NC	20	NC	NC	18	NC	NC	41	NC	NC	21
Students with Disabilities	NC	NC	8801	NC	NC	100	NC	NC	448	NC	NC	75	NC	NC	13	NC	NC	10	NC	NC	2
Students without Disabilities	34	34	66117	100	100	99	494	494	501	22	22	28	30	30	19	43	43	37	4	4	16
Limited English Proficient Students	15	15	11706	79	79	100	NA	NA	454	NA	NA	71	NA	NA	16	NA	NA	12	NA	NA	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	29	29	29785				490	490	477	20	20	47	33	33	20	47	47	26	0	0	6
Non-Economically Disadvantaged	10	10	45115				503	503	508	25	25	23	25	25	18	38	38	39	13	13	20

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	39	39	74503	100	100	99	475	475	491	13	13	9	39	39	32	48	48	51	0	0	8
All Students (Prior Year)	37	37	69001	90	90	96	474	474	490	20	20	17	64	64	37	16	16	45	0	0	1
Female	19	19	36686	100	100	99	478	478	506	8	8	5	50	50	29	42	42	57	0	0	9
Male	20	20	37644	100	100	98	472	472	476	18	18	13	27	27	36	55	55	45	0	0	6
African American	--	--	3677	--	--	97	--	--	475	--	--	12	--	--	36	--	--	46	--	--	5
Hispanic	38	38	26500	100	100	97	473	473	467	14	14	13	41	41	39	45	45	44	0	0	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	--	--	4695	--	--	97	--	--	464	--	--	14	--	--	39	--	--	44	--	--	3
White	NC	NC	37606	NC	NC	99	NC	NC	508	NC	NC	6	NC	NC	28	NC	NC	56	NC	NC	10
Students with Disabilities	NC	NC	8662	NC	NC	100	NC	NC	409	NC	NC	37	NC	NC	42	NC	NC	20	NC	NC	1
Students without Disabilities	34	34	65841	100	100	98	475	475	499	13	13	7	39	39	32	48	48	53	0	0	8
Limited English Proficient Students	15	15	11608	79	79	100	NA	NA	430	NA	NA	23	NA	NA	47	NA	NA	28	NA	NA	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	29	29	29587				471	471	465	20	20	14	40	40	40	40	40	43	0	0	4
Non-Economically Disadvantaged	10	10	44898				483	483	507	0	0	7	38	38	28	63	63	55	0	0	10

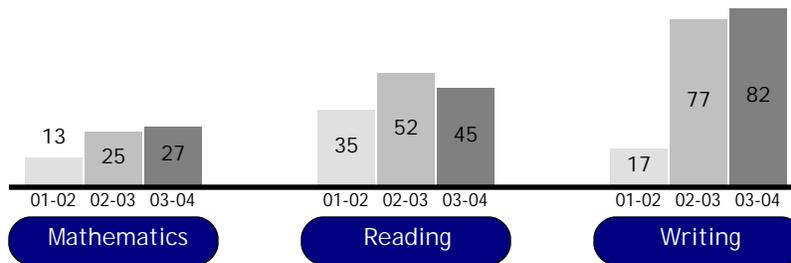
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

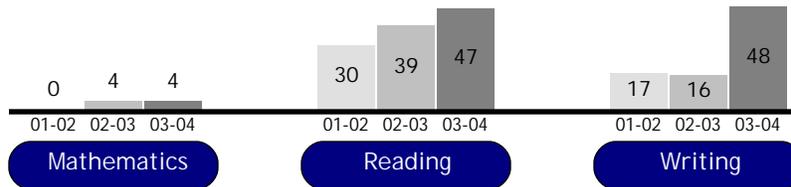
3rd Grade Proficiency



5th Grade Proficiency



8th 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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	24	24	44	87	23	23	50	88	32	NA	58
	Language	96	14	14	39	100	30	30	43	88	13	13	50
	Mathematics	100	30	30	52	100	44	44	57	88	39	39	64
3	Reading	81	10	10	43	88	31	31	47	88	NA	NA	55
	Language	81	12	12	50	96	40	40	54	91	NA	NA	61
	Mathematics	96	24	24	50	92	27	27	54	91	16	16	61
4	Reading	95	21	21	47	96	38	38	52	92	NA	NA	56
	Language	95	23	23	45	100	27	27	48	92	NA	NA	52
	Mathematics	100	27	27	52	100	41	41	57	92	NA	NA	61
5	Reading	100	18	18	46	97	49	49	50	92	45	NA	55
	Language	100	24	24	43	94	42	42	46	97	41	41	49
	Mathematics	100	23	23	54	94	40	40	57	97	52	52	63
6	Reading	86	30	30	49	100	37	37	53	97	67	NA	56
	Language	89	32	32	42	100	33	33	45	97	60	60	48
	Mathematics	92	37	37	58	100	59	59	62	97	70	70	66
7	Reading	92	27	27	48	94	31	31	51	94	50	NA	54
	Language	87	33	33	51	100	35	35	54	100	59	59	58
	Mathematics	92	31	31	54	97	45	45	58	100	43	43	62
8	Reading	80	19	19	49	100	46	46	53	100	45	NA	55
	Language	80	16	16	46	100	46	46	49	100	42	42	52
	Mathematics	88	21	21	54	100	43	43	58	100	49	49	61

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

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü After School Programs
- Ü Technology Recommendations
- Ü Communication and Community Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	5.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	16
Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü 2 Networked Computer Labs (Mac & PC)
- Ü School Library w/Internet Connectivity

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Interscholastic Sports
- Ü Student Council, Cheerleading
- Ü SADD, Project ALERT

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Students have been published in The High School Writer, A Celebration of Young Poets, and The Children's Magazine.

ü Students have written histories of local families published in the Cochise County Historical Journal.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	8	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	5	10	9	9
Promotion Rate ⁸	93	98	98	94
Retention Rate ⁹	6	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	53	11
Grades 3-4	76	65
Grades 4-5	100	65
Grades 5-6	100	100
Grades 6-7	71	44
Grades 7-8	83	73

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Staff, students, and parents are responsible for the safety of students on campus. Promote a drug- and tobacco-free campus. Programs in: conflict resolution, Peer Mediation, demystifying adolescence, Anger Management for students, Youth Advocacy.

Total number of incidents that occurred on the school grounds 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.

Contacts

	Name	Phone Number
School Site Council	Maureen Ward	(520) 432-5060
Transportation Policy	Maureen Ward	(520) 432-5060
Community Resources	Maureen Ward	(520) 432-5060
School Nutrition Programs	Sally Valenzuela	(520) 432-5060
Parent Organization	Gloria Hoyos	(520) 432-5060
Student Health/Nurse	Gloria Hoyos	(520) 432-5060

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.