



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mrs. Patricia Marsh
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 255
 Web Address : www.naco.k12.az.us
 Phone Number : (520) 432-5060
 Fax Number : (520) 432-4161
 E-mail : pmarsh@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)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	Out of Improvement
2002-03	Year 2

(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, 2004 School Year Student Enrollment : 294
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 44

Instructional Programs

- Ü Curriculum Based on AZ Acad. Standards
- Ü English Language Learner Program
- Ü Language Arts--Composition, Grammar
- Ü Math & Science Experiences
- Ü On-site special education
- Ü Summer school

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	9/8/2005
Last Day of School :	5/25/2006

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.

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. Transportation provided for district high school students attending Bisbee High School.

School Honors

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

Award/Honor	Year
Ü AFCEA Computer Olympics-Spreadsheets, Publishing, etc.	2005
Ü Valedictorian Bisbee High	2005
Ü Valedictorian Bisbee High	2004

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	30	30	79306	100	100	99	398	398	445	14	14	10	18	18	18	64	64	51	4	4	20
All Students (Prior Year)	29	29	75509	91	91	100	475	475	521	30	30	13	40	40	23	30	30	33	0	0	31
Female	15	15	38691	100	100	99	371	371	446	7	7	10	20	20	18	73	73	52	0	0	20
Male	15	15	40583	100	100	99	429	429	445	23	23	11	15	15	18	54	54	50	8	8	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	29	29	32869	97	97	99	394	394	429	15	15	15	19	19	25	67	67	51	0	0	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	25	25	69060	100	100	98	432	432	454	13	13	7	17	17	17	67	67	54	4	4	22
Limited English Proficient Students	23	23	15509	100	100	100	387	387	406	17	17	20	21	21	30	63	63	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	26	26	39415	100	100	96	392	392	431	8	8	15	21	21	25	71	71	50	0	0	10
Non-Economically Disadvantaged	NC	NC	39966	NC	NC	100	NC	NC	459	NC	NC	6	NC	NC	12	NC	NC	52	NC	NC	30

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	30	30	79395	100	0	99	394	394	446	21	21	9	21	21	25	57	57	55	0	0	11
All Students (Prior Year)	29	29	75492	91	91	100	502	502	519	0	0	12	40	40	16	60	60	47	0	0	24
Female	15	15	38743	100	0	100	369	369	451	20	20	7	13	13	24	67	67	57	0	0	12
Male	15	15	40618	100	0	99	423	423	440	23	23	11	31	31	27	46	46	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	29	29	32915	97	0	99	390	390	426	22	22	15	22	22	35	56	56	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	25	25	69139	100	0	99	429	429	454	17	17	7	25	25	24	58	58	58	0	0	11
Limited English Proficient Students	23	23	15545	100	0	100	382	382	399	25	25	21	25	25	42	50	50	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	26	26	39484	100	0	96	384	384	429	25	25	14	17	17	35	58	58	47	0	0	4
Non-Economically Disadvantaged	NC	NC	39986	NC	NC	100	NC	NC	461	NC	NC	4	NC	NC	16	NC	NC	63	NC	NC	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	30	30	78869	100	100	99	404	404	442	0	0	6	32	32	21	68	68	63	0	0	10
All Students (Prior Year)	28	28	75053	88	88	99	558	558	597	0	0	7	20	20	12	80	80	72	0	0	9
Female	15	15	38536	100	100	99	384	384	458	0	0	4	27	27	15	73	73	67	0	0	14
Male	15	15	40302	100	100	99	428	428	428	0	0	8	38	38	26	62	62	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	29	29	32606	97	97	98	401	401	426	0	0	8	33	33	27	67	67	60	0	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	25	25	68697	100	100	98	440	440	454	0	0	4	29	29	18	71	71	67	0	0	11
Limited English Proficient Students	23	23	15339	100	100	100	393	393	399	0	0	11	38	38	31	63	63	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	26	26	39106	100	100	95	398	398	427	0	0	8	29	29	28	71	71	59	0	0	5
Non-Economically Disadvantaged	NC	NC	39837	NC	NC	100	NC	NC	457	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15

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	23	23	78906	100	100	99	422	422	498	17	17	13	52	52	19	30	30	48	0	0	20
All Students (Prior Year)	38	38	76019	100	100	100	489	489	499	18	18	14	55	55	39	0	0	14	27	27	33
Female	13	13	38644	100	100	99	433	433	500	8	8	12	46	46	19	46	46	49	0	0	19
Male	10	10	40236	100	100	99	407	407	497	30	30	15	60	60	19	10	10	46	0	0	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	22	22	31938	100	100	99	419	419	481	18	18	19	55	55	25	27	27	46	0	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	17	17	68310	100	100	98	465	465	509	12	12	9	59	59	18	29	29	51	0	0	22
Limited English Proficient Students	11	11	12573	100	100	100	397	397	454	25	25	27	50	50	30	25	25	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	21	21	38679	100	100	96	418	418	483	19	19	20	48	48	25	33	33	45	0	0	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

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	23	23	78908	100	0	99	427	427	484	9	9	10	39	39	23	52	52	58	0	0	9
All Students (Prior Year)	38	38	76020	100	100	100	498	498	503	27	27	25	27	27	23	45	45	40	0	0	12
Female	13	13	38648	100	0	99	441	441	489	0	0	8	46	46	22	54	54	61	0	0	10
Male	10	10	40233	100	0	99	410	410	479	20	20	12	30	30	25	50	50	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	22	22	31940	100	0	99	423	423	465	9	9	16	41	41	32	50	50	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	17	17	68312	100	0	98	473	473	493	0	0	7	47	47	21	53	53	62	0	0	10
Limited English Proficient Students	11	11	12556	100	0	100	396	396	436	13	13	24	50	50	40	38	38	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	21	21	38662	100	0	96	422	422	468	10	10	16	43	43	32	48	48	49	0	0	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	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	23	23	78750	100	100	99	454	454	500	9	9	6	35	35	29	57	57	63	0	0	2
All Students (Prior Year)	38	38	75673	100	100	100	551	551	530	0	0	12	18	18	25	82	82	58	0	0	4
Female	13	13	38586	100	100	99	471	471	515	8	8	4	23	23	22	69	69	71	0	0	3
Male	10	10	40135	100	100	99	431	431	486	10	10	8	50	50	35	40	40	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	22	22	31841	100	100	99	449	449	483	9	9	8	36	36	36	55	55	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	17	17	68196	100	100	98	510	510	513	0	0	3	35	35	25	65	65	69	0	0	3
Limited English Proficient Students	11	11	12504	100	100	100	419	419	451	13	13	12	38	38	44	50	50	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	21	21	38558	100	100	96	444	444	485	10	10	8	38	38	37	52	52	54	0	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

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	27	27	78250	100	100	99	533	533	548	15	15	21	44	44	18	37	37	48	4	4	13
All Students (Prior Year)	39	39	75001	100	100	99	446	446	468	50	50	37	46	46	36	4	4	16	0	0	10
Female	12	12	38071	100	100	99	525	525	549	17	17	20	42	42	19	42	42	49	0	0	12
Male	15	15	40126	100	100	99	540	540	547	13	13	23	47	47	17	33	33	46	7	7	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	26	26	29129	100	100	99	533	533	527	15	15	32	46	46	23	35	35	40	4	4	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	26	26	68996	100	100	99	534	534	561	15	15	16	42	42	18	38	38	52	4	4	14
Limited English Proficient Students	15	15	10133	100	100	100	527	527	488	20	20	45	50	50	25	25	25	28	5	5	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	22	22	33388	100	100	94	532	532	530	18	18	32	45	45	22	32	32	40	5	5	5
Non-Economically Disadvantaged	NC	NC	44937	NC	NC	100	NC	NC	561	NC	NC	13	NC	NC	15	NC	NC	54	NC	NC	18

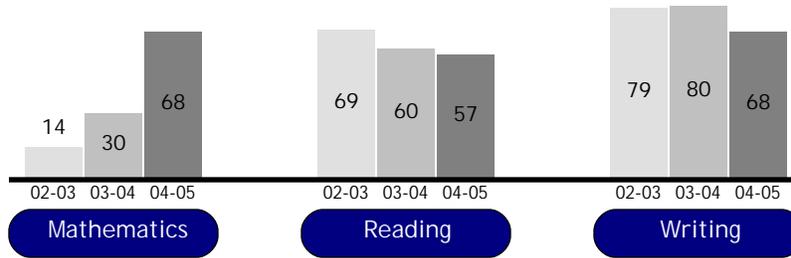
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	27	78302	100	0	99	498	498	512	11	11	11	44	44	25	44	44	57	0	0	7
All Students (Prior Year)	39	39	74918	100	100	99	494	494	497	22	22	32	30	30	19	43	43	35	4	4	15
Female	12	12	38082	100	0	99	515	515	518	0	0	8	42	42	24	58	58	61	0	0	7
Male	15	15	40166	100	0	99	485	485	507	20	20	14	47	47	26	33	33	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	26	26	29152	100	0	99	495	495	492	12	12	17	46	46	34	42	42	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	26	26	69024	100	0	99	499	499	524	12	12	7	42	42	23	46	46	62	0	0	7
Limited English Proficient Students	15	15	10140	100	0	100	482	482	451	15	15	28	60	60	43	25	25	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	22	22	33398	100	0	94	493	493	495	14	14	18	45	45	35	41	41	46	0	0	2
Non-Economically Disadvantaged	NC	NC	44979	NC	NC	100	NC	NC	525	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	10

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	27	27	78094	100	100	99	542	542	545	0	0	3	22	22	18	78	78	77	0	0	2
All Students (Prior Year)	39	39	74503	100	100	99	475	475	491	13	13	9	39	39	32	48	48	51	0	0	8
Female	12	12	38025	100	100	99	551	551	558	0	0	2	17	17	13	83	83	82	0	0	2
Male	15	15	40013	100	100	99	535	535	534	0	0	5	27	27	23	73	73	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	26	26	29068	100	100	99	541	541	523	0	0	5	23	23	27	77	77	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	26	26	68892	100	100	98	544	544	559	0	0	2	19	19	14	81	81	82	0	0	2
Limited English Proficient Students	15	15	10084	100	100	100	538	538	474	0	0	10	25	25	39	75	75	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	22	22	33296	100	100	94	537	537	527	0	0	5	27	27	27	73	73	67	0	0	0
Non-Economically Disadvantaged	NC	NC	44871	NC	NC	100	NC	NC	559	NC	NC	2	NC	NC	12	NC	NC	84	NC	NC	3

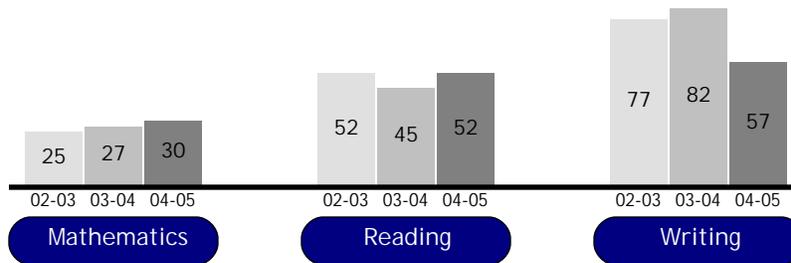
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

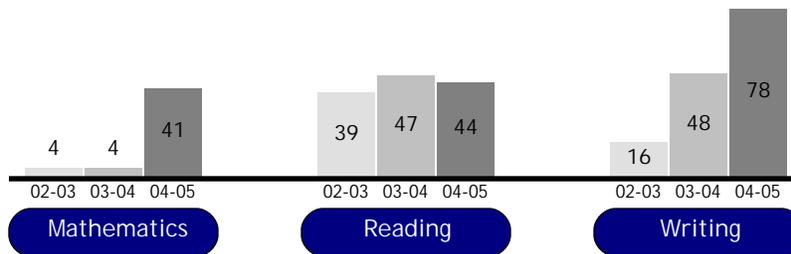
3rd Grade Proficiency



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.

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	87	23	23	50	88	32	NA	58	100	23	23	47
	Language	100	30	30	43	88	13	13	50	100	18	18	47
	Mathematics	100	44	44	57	88	39	39	64	100	30	30	50
3	Reading	88	31	31	47	88	NA	NA	55	93	30	30	44
	Language	96	40	40	54	91	NA	NA	61	93	33	33	44
	Mathematics	92	27	27	54	91	16	16	61	93	48	48	51
4	Reading	96	38	38	52	92	NA	NA	56	97	35	35	48
	Language	100	27	27	48	92	NA	NA	52	97	37	37	49
	Mathematics	100	41	41	57	92	NA	NA	61	97	30	30	53
5	Reading	97	49	49	50	92	45	NA	55	91	40	40	50
	Language	94	42	42	46	97	41	41	49	91	40	40	50
	Mathematics	94	40	40	57	97	52	52	63	91	34	34	49
6	Reading	100	37	37	53	97	67	NA	56	100	34	34	51
	Language	100	33	33	45	97	60	60	48	100	25	25	47
	Mathematics	100	59	59	62	97	70	70	66	100	31	31	52
7	Reading	94	31	31	51	94	50	NA	54	97	44	44	50
	Language	100	35	35	54	100	59	59	58	97	45	45	52
	Mathematics	97	45	45	58	100	43	43	62	97	34	34	50
8	Reading	100	46	46	53	100	45	NA	55	100	49	49	51
	Language	100	46	46	49	100	42	42	52	100	46	46	50
	Mathematics	100	43	43	58	100	49	49	61	100	45	45	53

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)
- 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	.50	Teacher Aide	10.00

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	2	1	0	0
7 to 9 years	3	0	0	0
10 or more years	11	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Hightly Qualified Teachers	0%

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
- Ü SADD, Project ALERT

Social Services

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

School Achievements/Accomplishments 2004-05

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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	91	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	3	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

8

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	Patricia Marsh	(520) 432-5060
Transportation Policy	Patricia Marsh	(520) 432-5060
Community Resources	Patricia Marsh	(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.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.