

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5148 Coronado School Drive, Sierra Vista, AZ 85650

Palominas 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	Excelling
2003-04	Excelling
2002-03	Excelling

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

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	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Marylotti Copeland
 Schedule : 07:30 AM to 05:00 PM
 Grades : K-8
 2005 Enrollment : 455
 Web Address : www.palominas.k12.az.us/Coronado/MainCoronado.html
 Phone Number : (520) 378-0616
 Fax Number : (520) 378-4195
 E-mail : copelandm@palominas.k12.az.us

Mission

Our school shares a vision to create and maintain a motivated school community focused on learning. The leadership philosophy is one of shared decision making, teamwork and collaborative planning. Individual styles are appreciated and encouraged.

School / Academic Goals

- ü Expect and teach toward mastery of Arizona Academic Standards.
- ü Actively promote community involvement by sponsoring parent/student activities.
- ü Implement Best Practices through the use of Differentiated Instruction.

Enrollment

October 1, 2004 School Year Student Enrollment : 441
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 176

Instructional Programs

- ü On-site Special Education
- ü Fine Arts, Phys. Ed., Computers
- ü Gifted
- ü At-risk Preschool
- ü Title I/NCLB

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/9/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Our school provides students with abundant educational resources, as well as a safe, secure atmosphere that is drug- and violence-free. Our students receive a variety of opportunities organized to ensure both cognitive and affective successes.

Parents

Coronado School expects parents to support our dress code, homework, behavioral, transportation, and disciplinary policies. We ask that parents ensure their children attend school regularly, avoid tardiness, and be an active home/school partner.

Transportation Policy

Our district has three K-8 schools and covers 192 square miles. Our buses cover 1,500 miles a day. We transport all students since roads in the area do not have sidewalks. Transportation to and from all school activities and programs is provided.

School Honors

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

Award/Honor	Year
ü Original Works Prism Award	2001
ü Future Cities Competition Award	2001
ü Distinguished Title I School	2003
ü Future Cities Competition Award	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	43	100	79306	100	100	99	470	466	445	0	1	10	14	14	18	67	65	51	19	20	20
All Students (Prior Year)	57	114	75509	100	100	100	547	540	521	0	4	13	12	16	23	44	40	33	44	40	31
Female	20	46	38691	100	100	99	454	457	446	0	0	10	26	18	18	63	73	52	11	10	20
Male	23	54	40583	100	100	99	483	473	445	0	2	11	4	11	18	70	59	50	26	28	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	12	27	32869	100	100	99	461	452	429	0	5	15	25	27	25	67	59	51	8	9	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	28	65	36197	100	98	99	478	475	463	0	0	5	11	7	11	63	67	53	26	26	31
Students with Disabilities	NC	13	10321	NC	100	100	NC	418	389	NC	8	30	NC	46	27	NC	46	34	NC	0	9
Students without Disabilities	36	87	69060	97	98	98	480	474	454	0	0	7	6	8	17	71	68	54	23	23	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	26	56	39415	96	95	96	456	454	431	0	0	15	20	20	25	72	73	50	8	7	10
Non-Economically Disadvantaged	17	44	39966	100	100	100	490	479	459	0	2	6	6	7	12	59	56	52	35	34	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	43	100	79395	100	0	99	452	463	446	7	5	9	19	17	25	69	64	55	5	14	11
All Students (Prior Year)	57	113	75492	100	99	100	529	530	519	6	5	12	14	11	16	52	52	47	28	32	24
Female	20	46	38743	100	0	100	451	465	451	5	3	7	21	18	24	68	68	57	5	13	12
Male	23	54	40618	100	0	99	452	461	440	9	7	11	17	17	27	70	61	53	4	15	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	12	27	32915	100	0	99	436	447	426	8	9	15	33	23	35	58	59	47	0	9	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	28	65	36221	100	0	99	461	473	465	4	2	4	11	12	15	78	69	63	7	17	17
Students with Disabilities	NC	13	10331	NC	0	100	NC	404	388	NC	31	25	NC	46	37	NC	23	34	NC	0	4
Students without Disabilities	36	87	69139	97	0	99	464	473	454	0	0	7	14	12	24	80	71	58	6	16	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	26	56	39484	96	0	96	442	448	429	12	7	14	16	20	35	72	71	47	0	2	4
Non-Economically Disadvantaged	17	44	39986	100	0	100	465	479	461	0	2	4	24	15	16	65	56	63	12	27	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	43	100	78869	100	100	99	446	457	442	0	2	6	33	20	21	62	65	63	5	13	10
All Students (Prior Year)	57	113	75053	100	99	99	582	625	597	4	3	7	10	10	12	84	76	72	2	11	9
Female	20	46	38536	100	100	99	456	463	458	0	5	4	26	15	15	68	63	67	5	18	14
Male	23	54	40302	100	100	99	438	452	428	0	0	8	39	24	26	57	67	60	4	9	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	12	27	32606	100	100	98	439	455	426	0	0	8	33	18	27	58	64	60	8	18	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	28	65	36078	100	98	99	448	460	459	0	3	4	33	17	16	67	69	66	0	10	14
Students with Disabilities	NC	13	10246	NC	100	100	NC	411	367	NC	0	18	NC	62	39	NC	38	40	NC	0	4
Students without Disabilities	36	87	68697	97	98	98	454	465	454	0	3	4	26	12	18	69	70	67	6	15	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	26	56	39106	96	95	95	433	445	427	0	2	8	44	29	28	56	60	59	0	9	5
Non-Economically Disadvantaged	17	44	39837	100	100	100	465	471	457	0	2	4	18	10	14	71	71	67	12	17	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	55	133	78906	98	99	99	520	506	498	11	11	13	13	20	19	46	51	48	30	18	20
All Students (Prior Year)	51	119	76019	98	98	100	550	522	499	0	5	14	13	26	39	20	21	14	67	48	33
Female	25	61	38644	96	98	99	515	502	500	10	8	12	14	21	19	48	58	49	29	13	19
Male	30	72	40236	100	100	99	525	509	497	12	13	15	12	19	19	44	45	46	32	23	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	21	46	31938	100	100	99	509	495	481	13	11	19	19	27	25	50	51	46	19	11	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	32	79	36483	100	100	99	524	511	517	11	11	7	11	17	13	43	50	51	36	21	30
Students with Disabilities	11	17	10664	100	100	100	461	455	430	40	46	42	40	38	27	10	8	26	10	8	5
Students without Disabilities	44	116	68310	96	98	98	537	512	509	3	6	9	6	18	18	56	56	51	36	20	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	24	64	38679	92	94	96	493	492	483	20	11	20	20	25	25	40	55	45	20	9	10
Non-Economically Disadvantaged	31	69	40295	100	100	100	542	518	513	4	10	7	8	16	13	50	48	50	38	26	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	55	133	78908	98	0	99	504	501	484	4	3	10	15	19	23	63	66	58	17	12	9
All Students (Prior Year)	52	120	76020	100	99	100	517	511	503	2	10	25	17	19	23	54	52	40	27	18	12
Female	25	61	38648	96	0	99	509	505	489	0	0	8	19	19	22	62	69	61	19	12	10
Male	30	72	40233	100	0	99	499	498	479	8	5	12	12	19	25	64	63	55	16	13	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	21	46	31940	100	0	99	476	483	465	13	5	16	25	27	32	56	62	49	6	5	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	32	79	36502	100	0	99	515	510	502	0	0	4	11	17	14	71	69	67	18	14	15
Students with Disabilities	11	17	10665	100	0	100	462	455	423	10	15	30	50	54	36	30	23	31	10	8	2
Students without Disabilities	44	116	68312	96	0	98	516	507	493	3	1	7	6	15	21	72	71	62	19	13	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	24	64	38662	92	0	96	474	490	468	10	6	16	35	25	32	50	62	49	5	8	3
Non-Economically Disadvantaged	31	69	40315	100	0	100	527	510	498	0	0	5	0	15	15	73	69	66	27	16	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	56	132	78750	100	99	99	518	521	500	6	4	6	23	19	29	62	73	63	9	4	2
All Students (Prior Year)	51	120	75673	98	99	100	574	560	530	4	7	12	13	19	25	72	68	58	11	7	4
Female	26	61	38586	100	98	99	543	539	515	5	2	4	9	10	22	73	81	71	14	8	3
Male	30	71	40135	100	99	99	496	506	486	8	5	8	36	27	35	52	66	56	4	2	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	21	44	31841	100	96	99	472	499	483	13	6	8	38	25	36	50	69	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	32	79	36440	100	100	99	540	533	516	4	1	3	18	17	22	68	76	71	11	6	4
Students with Disabilities	11	17	10622	100	100	100	474	475	415	10	15	21	60	46	50	20	31	28	10	8	1
Students without Disabilities	45	115	68196	98	97	98	530	527	513	5	2	3	14	16	25	73	78	69	8	4	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	24	62	38558	92	91	96	489	506	485	10	6	8	35	27	37	50	65	54	5	2	1
Non-Economically Disadvantaged	32	70	40260	100	100	100	539	534	514	4	2	3	15	13	21	70	79	72	11	6	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	55	--	78250	100	--	99	571	--	548	9	--	21	15	--	18	51	--	48	25	--	13
All Students (Prior Year)	49	129	75001	100	98	99	498	491	468	15	15	37	43	44	36	23	28	16	20	14	10
Female	27	--	38071	100	--	99	547	--	549	12	--	20	19	--	19	46	--	49	23	--	12
Male	28	74	40126	100	100	99	593	578	547	7	10	23	11	13	17	56	54	46	26	23	14
African American	--	NC	4058	--	NC	99	--	NC	523	--	NC	32	--	NC	22	--	NC	41	--	NC	5
Hispanic	19	35	29129	100	90	99	568	568	527	11	10	32	17	13	23	61	61	40	11	16	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	34	--	38320	97	--	99	567	--	568	9	--	12	15	--	14	48	--	55	27	--	19
Students with Disabilities	12	--	9329	100	--	100	476	--	454	33	--	64	42	--	18	17	--	16	8	--	2
Students without Disabilities	43	118	68996	98	99	99	599	586	561	2	5	16	7	9	18	61	61	52	29	25	14
Limited English Proficient Students	NC	--	10133	NC	--	100	NC	--	488	NC	--	45	NC	--	25	NC	--	28	NC	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	32	66	33388	100	96	94	570	561	530	10	13	32	19	18	22	58	59	40	13	10	5
Non-Economically Disadvantaged	23	--	44937	100	--	100	573	--	561	9	--	13	9	--	15	41	--	54	41	--	18

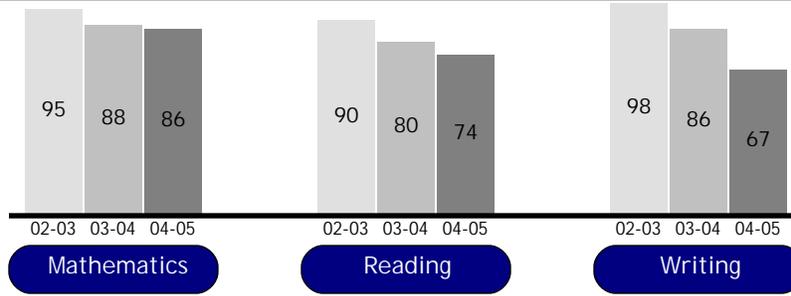
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	--	78302	100	--	99	526	--	512	6	--	11	15	--	25	70	--	57	9	--	7
All Students (Prior Year)	49	128	74918	100	98	99	523	521	497	10	12	32	12	17	19	51	42	35	27	28	15
Female	27	--	38082	100	--	99	508	--	518	8	--	8	19	--	24	69	--	61	4	--	7
Male	28	74	40166	100	0	99	544	537	507	4	3	14	11	19	26	70	68	54	15	10	6
African American	--	NC	4064	--	NC	100	--	NC	498	--	NC	14	--	NC	29	--	NC	54	--	NC	3
Hispanic	19	35	29152	100	0	99	521	530	492	11	6	17	22	16	34	67	74	46	0	3	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	34	--	38347	97	--	99	528	--	531	3	--	5	12	--	17	70	--	68	15	--	10
Students with Disabilities	12	--	9353	100	--	100	451	--	429	25	--	40	25	--	38	50	--	22	0	--	1
Students without Disabilities	43	118	69024	98	0	99	548	542	524	0	1	7	12	13	23	76	77	62	12	9	7
Limited English Proficient Students	NC	--	10140	NC	--	100	NC	--	451	NC	--	28	NC	--	43	NC	--	29	NC	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	32	66	33398	100	0	94	521	520	495	6	5	18	26	25	35	65	69	46	3	2	2
Non-Economically Disadvantaged	23	--	44979	100	--	100	533	--	525	5	--	6	0	--	18	77	--	66	18	--	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	55	--	78094	100	--	99	555	--	545	0	--	3	15	--	18	83	--	77	2	--	2
All Students (Prior Year)	49	129	74503	100	98	99	505	515	491	2	2	9	29	28	32	63	63	51	5	8	8
Female	27	--	38025	100	--	99	534	--	558	0	--	2	23	--	13	77	--	82	0	--	2
Male	28	73	40013	100	100	99	575	570	534	0	0	5	7	9	23	89	87	71	4	4	1
African American	--	NC	4037	--	NC	99	--	NC	532	--	NC	4	--	NC	22	--	NC	73	--	NC	1
Hispanic	19	35	29068	100	90	99	551	561	523	0	0	5	28	19	27	72	81	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	34	--	38265	97	--	99	555	--	564	0	--	2	9	--	11	88	--	84	3	--	3
Students with Disabilities	12	--	9275	100	--	100	475	--	444	0	--	14	33	--	46	67	--	39	0	--	1
Students without Disabilities	43	118	68892	98	99	98	578	577	559	0	0	2	10	7	14	88	90	82	2	3	2
Limited English Proficient Students	NC	--	10084	NC	--	100	NC	--	474	NC	--	10	NC	--	39	NC	--	50	NC	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	32	66	33296	100	96	94	554	558	527	0	0	5	19	11	27	81	89	67	0	0	0
Non-Economically Disadvantaged	23	--	44871	100	--	100	556	--	559	0	--	2	9	--	12	86	--	84	5	--	3

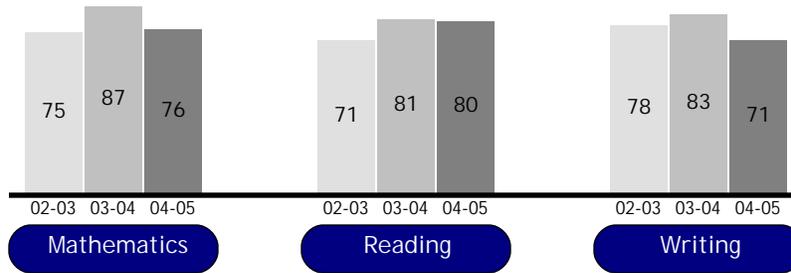
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

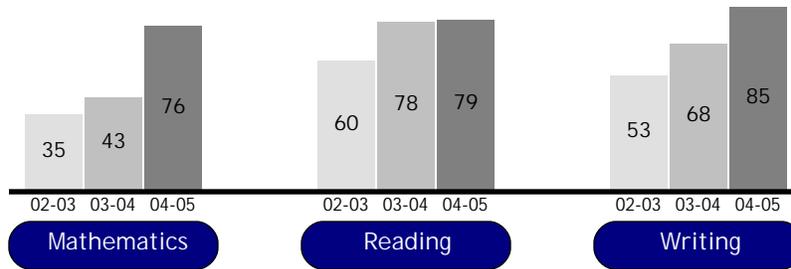
3rd Grade Proficiency



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.

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

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	88	54	58	50	85	50	NA	58	96	48	53	47
	Language	100	44	51	43	96	39	50	50	96	49	54	47
	Mathematics	100	46	54	57	98	43	52	64	98	62	59	50
3	Reading	100	61	59	47	96	60	NA	55	100	48	52	44
	Language	98	65	61	54	100	66	68	61	100	54	52	44
	Mathematics	100	76	59	54	100	72	63	61	100	63	58	51
4	Reading	100	73	72	52	96	63	NA	56	100	55	58	48
	Language	100	66	65	48	96	61	58	52	100	56	56	49
	Mathematics	100	71	69	57	98	67	62	61	100	56	58	53
5	Reading	98	68	66	50	100	74	NA	55	98	63	61	50
	Language	100	66	60	46	96	73	63	49	98	58	59	50
	Mathematics	100	76	68	57	98	84	69	63	98	55	50	49
6	Reading	100	68	68	53	96	63	NA	56	100	66	60	51
	Language	100	61	57	45	96	59	59	48	100	66	57	47
	Mathematics	100	80	75	62	96	77	74	66	100	66	60	52
7	Reading	100	64	67	51	100	70	NA	54	100	61	66	50
	Language	100	64	69	54	100	79	74	58	100	62	65	52
	Mathematics	100	72	71	58	100	84	75	62	100	56	58	50
8	Reading	100	61	66	53	100	69	NA	55	98	67	62	51
	Language	100	56	61	49	100	66	65	52	98	62	62	50
	Mathematics	100	68	73	58	100	71	71	61	98	65	63	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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü Family-School Activities
- Ü Staff Recognition
- Ü Extracurricular Tax Credits
- Ü School/Business/Community Relations
- Ü Volunteerism

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	2.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	4	0	0	0
7 to 9 years	1	1	0	0
10 or more years	11	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Science Lab
- Ü Library

Extracurricular Activities

- Ü Comprehensive Sports Program
- Ü Instrumental Band
- Ü National Junior Honor Society
- Ü Karate
- Ü Archery
- Ü Pep Club

Social Services

- Ü Preschool Screening
- Ü Child Study Team
- Ü Counseling Services
- Ü Before/After Program

School Achievements/Accomplishments 2004-05

- ü Continued high scores on Terra Nova, in reading, math and language.

- ü Student attendance improved due to various incentive programs.

- ü AIMS scores above the state average in almost all areas.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	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

We are committed to maintaining a safe, orderly environment for staff and students. A Safety Plan has been developed to include drills and protocols for emergencies. There is a clear district discipline policy for dealing with disruptive students.

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) :

3

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	Marylotti Copeland	(520) 378-0616
Transportation Policy	Sherry Tester	(520) 366-6204
Community Resources	Marylotti Copeland	(520) 378-0616
School Nutrition Programs	Martin Ellsworth	(520) 366-5508
Parent Organization	Sarah Nunez	(520) 378-0616
Student Health/Nurse	Janell Raymond	(520) 378-0616

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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