



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4070 Jefferson Road, Elfrida, AZ 85610

Elfrida 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2004-05 Performing Plus
2003-04 Highly Performing
2002-03 Small School

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

School Overview

Principal/Administrator : Ms. Anne English
Schedule : 07:30 AM to 03:30 PM
Grades : K-8
2005 Enrollment : 189
Web Address : www.elfridaelem.org
Phone Number : (520) 642-3428
Fax Number : (520) 642-3236
E-mail : elfridaelem@vtc.net

Mission

Our school philosophy is to give every child an equal opportunity to learn. We provide opportunities and challenges so each student can grow academically, socially and emotionally. We create a safe, learning environment for all children.

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 / Academic Goals

- Reading--Each year, the students will gain 1 full year or more of learning. Students will achieve vocabulary and comprehension level at an 8.0 reading level by graduation from the eighth grade. Students will read for enjoyment.
Math--Each year the students will gain 1 full year of learning. Students will add, subtract, multiply and divide whole numbers, decimals and fractions and will use these skills to problem solve.
All students will gain skills in technology to enhance their learning.
All ELL students will have support and academic opportunity as they grow in English language acquisition.

Enrollment

October 1, 2004 School Year Student Enrollment : 180
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 31

Instructional Programs

- ü Keyboarding for First-Eighth Grades
- ü After School Tutoring
- ü On-Site Special Education
- ü Full-Day Kindergarten
- ü Discover English

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/4/2005
Last Day of School :	5/18/2006

Shared Responsibilities

School

To provide the children with a neat, clean, safe environment conducive to learning and the appropriate materials to complete assignments. To provide Certified teachers and qualified support staff who will provide comprehensive instruction to promote Arizona curriculum standards.

To provide a nutritious breakfast and lunch program for students.

To provide physical education opportunities for all children and promote general good health programs.

Parents

Parents need to be sure children are prepared for school with adequate nourishment, proper clothing, good attendance and a positive attitude toward school and teachers.

Parents need to teach children to respect themselves and others.

Parents need to participate in school activities such as teacher conferences and classroom invitations as much as possible to show children they value the work done by the child.

Transportation Policy

We transport 90 percent of the students. The bus stops are set by the Board of Trustees and consider the very young and handicapped as priority stops. Bus runs are not over one hour. Students are privileged to ride the bus and this privilege is removed for students who do not follow the rules and create unsafe conditions.

School Honors

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

Award/Honor	Year
ü Highly Performing School	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	14	14	79306	100	100	99	465	465	445	0	0	10	14	14	18	64	64	51	21	21	20
All Students (Prior Year)	15	15	75509	94	94	100	536	536	521	0	0	13	9	9	23	55	55	33	36	36	31
Female	NC	NC	38691	NC	NC	99	NC	NC	446	NC	NC	10	NC	NC	18	NC	NC	52	NC	NC	20
Male	NC	NC	40583	NC	NC	99	NC	NC	445	NC	NC	11	NC	NC	18	NC	NC	50	NC	NC	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	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	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	12	12	69060	100	100	98	465	465	454	0	0	7	17	17	17	58	58	54	25	25	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	NC	NC	39415	NC	NC	96	NC	NC	431	NC	NC	15	NC	NC	25	NC	NC	50	NC	NC	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	14	14	79395	100	0	99	467	467	446	0	0	9	14	14	25	64	64	55	21	21	11
All Students (Prior Year)	15	15	75492	94	94	100	513	513	519	9	9	12	27	27	16	55	55	47	9	9	24
Female	NC	NC	38743	NC	NC	100	NC	NC	451	NC	NC	7	NC	NC	24	NC	NC	57	NC	NC	12
Male	NC	NC	40618	NC	NC	99	NC	NC	440	NC	NC	11	NC	NC	27	NC	NC	53	NC	NC	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	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	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	12	12	69139	100	0	99	470	470	454	0	0	7	17	17	24	58	58	58	25	25	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	NC	NC	39484	NC	NC	96	NC	NC	429	NC	NC	14	NC	NC	35	NC	NC	47	NC	NC	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	14	14	78869	100	100	99	462	462	442	0	0	6	21	21	21	71	71	63	7	7	10
All Students (Prior Year)	16	16	75053	100	100	99	536	536	597	0	0	7	7	7	12	93	93	72	0	0	9
Female	NC	NC	38536	NC	NC	99	NC	NC	458	NC	NC	4	NC	NC	15	NC	NC	67	NC	NC	14
Male	NC	NC	40302	NC	NC	99	NC	NC	428	NC	NC	8	NC	NC	26	NC	NC	60	NC	NC	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	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	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	12	12	68697	100	100	98	468	468	454	0	0	4	17	17	18	75	75	67	8	8	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	NC	NC	39106	NC	NC	95	NC	NC	427	NC	NC	8	NC	NC	28	NC	NC	59	NC	NC	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	24	24	78906	100	100	99	515	515	498	4	4	13	13	13	19	52	52	48	30	30	20
All Students (Prior Year)	15	15	76019	94	94	100	518	518	499	7	7	14	21	21	39	14	14	14	57	57	33
Female	13	13	38644	100	100	99	521	521	500	8	8	12	8	8	19	50	50	49	33	33	19
Male	11	11	40236	100	100	99	507	507	497	0	0	15	18	18	19	55	55	46	27	27	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	15	15	36483	100	100	99	530	530	517	0	0	7	7	7	13	50	50	51	43	43	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	21	21	68310	100	100	98	518	518	509	5	5	9	15	15	18	45	45	51	35	35	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	11	11	38679	100	100	96	496	496	483	10	10	20	20	20	25	60	60	45	10	10	10
Non-Economically Disadvantaged	13	13	40295	100	100	100	529	529	513	0	0	7	8	8	13	46	46	50	46	46	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	24	24	78908	100	0	99	487	487	484	4	4	10	17	17	23	74	74	58	4	4	9
All Students (Prior Year)	15	15	76020	94	94	100	504	504	503	14	14	25	14	14	23	64	64	40	7	7	12
Female	13	13	38648	100	0	99	495	495	489	8	8	8	8	8	22	75	75	61	8	8	10
Male	11	11	40233	100	0	99	479	479	479	0	0	12	27	27	25	73	73	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	15	15	36502	100	0	99	503	503	502	0	0	4	7	7	14	86	86	67	7	7	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	21	21	68312	100	0	98	486	486	493	5	5	7	20	20	21	70	70	62	5	5	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	11	11	38662	100	0	96	465	465	468	10	10	16	30	30	32	60	60	49	0	0	3
Non-Economically Disadvantaged	13	13	40315	100	0	100	504	504	498	0	0	5	8	8	15	85	85	66	8	8	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	24	24	78750	100	100	99	476	476	500	9	9	6	61	61	29	30	30	63	0	0	2
All Students (Prior Year)	16	16	75673	100	100	100	526	526	530	0	0	12	47	47	25	53	53	58	0	0	4
Female	13	13	38586	100	100	99	516	516	515	0	0	4	50	50	22	50	50	71	0	0	3
Male	11	11	40135	100	100	99	432	432	486	18	18	8	73	73	35	9	9	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	15	15	36440	100	100	99	484	484	516	14	14	3	36	36	22	50	50	71	0	0	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	21	21	68196	100	100	98	483	483	513	5	5	3	60	60	25	35	35	69	0	0	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	11	11	38558	100	100	96	450	450	485	10	10	8	80	80	37	10	10	54	0	0	1
Non-Economically Disadvantaged	13	13	40260	100	100	100	496	496	514	8	8	3	46	46	21	46	46	72	0	0	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	25	25	78250	100	100	99	573	573	548	0	0	21	39	39	18	39	39	48	22	22	13
All Students (Prior Year)	25	25	75001	100	100	99	470	470	468	30	30	37	43	43	36	22	22	16	4	4	10
Female	17	17	38071	100	100	99	583	583	549	0	0	20	40	40	19	33	33	49	27	27	12
Male	NC	NC	40126	NC	NC	99	NC	NC	547	NC	NC	23	NC	NC	17	NC	NC	46	NC	NC	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	17	17	38320	100	100	99	588	588	568	0	0	12	33	33	14	33	33	55	33	33	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	19	19	68996	100	100	99	587	587	561	0	0	16	29	29	18	41	41	52	29	29	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	18	18	33388	95	95	94	568	568	530	0	0	32	39	39	22	44	44	40	17	17	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

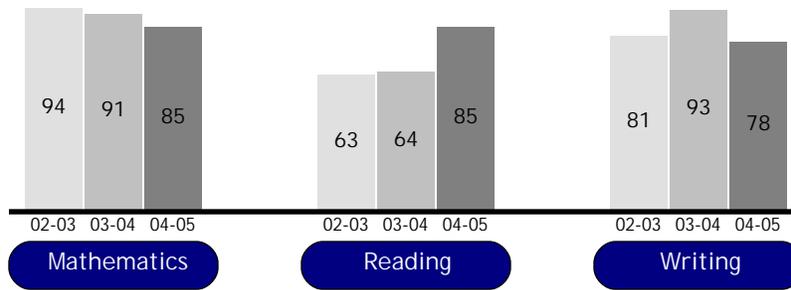
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	78302	100	0	99	529	529	512	0	0	11	17	17	25	74	74	57	9	9	7
All Students (Prior Year)	24	24	74918	96	96	99	521	521	497	6	6	32	17	17	19	50	50	35	28	28	15
Female	17	17	38082	100	0	99	536	536	518	0	0	8	7	7	24	87	87	61	7	7	7
Male	NC	NC	40166	NC	NC	99	NC	NC	507	NC	NC	14	NC	NC	26	NC	NC	54	NC	NC	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	17	17	38347	100	0	99	543	543	531	0	0	5	7	7	17	80	80	68	13	13	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	19	19	69024	100	0	99	540	540	524	0	0	7	6	6	23	82	82	62	12	12	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	18	18	33398	95	0	94	525	525	495	0	0	18	22	22	35	67	67	46	11	11	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	25	25	78094	100	100	99	567	567	545	0	0	3	13	13	18	83	83	77	4	4	2
All Students (Prior Year)	24	24	74503	96	96	99	484	484	491	0	0	9	48	48	32	48	48	51	4	4	8
Female	17	17	38025	100	100	99	584	584	558	0	0	2	7	7	13	87	87	82	7	7	2
Male	NC	NC	40013	NC	NC	99	NC	NC	534	NC	NC	5	NC	NC	23	NC	NC	71	NC	NC	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	17	17	38265	100	100	99	578	578	564	0	0	2	0	0	11	93	93	84	7	7	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	19	19	68892	100	100	98	583	583	559	0	0	2	6	6	14	88	88	82	6	6	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	18	18	33296	95	95	94	566	566	527	0	0	5	17	17	27	78	78	67	6	6	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

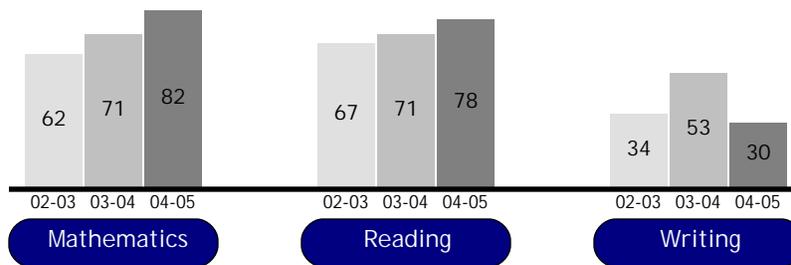
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

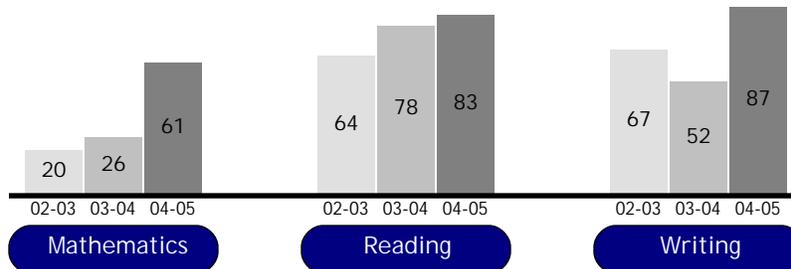
3rd Grade Proficiency



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	100	28	28	50	94	57	NA	58	95	43	43	47
	Language	100	23	23	43	100	34	34	50	95	51	51	47
	Mathematics	94	63	63	57	100	65	65	64	95	49	49	50
3	Reading	94	62	62	47	94	54	NA	55	100	54	54	44
	Language	100	57	57	54	94	64	64	61	100	49	49	44
	Mathematics	100	81	81	54	94	80	80	61	100	51	51	51
4	Reading	NC	NC	NC	52	85	49	NA	56	100	47	47	48
	Language	100	40	40	48	90	48	48	52	100	48	48	49
	Mathematics	100	60	60	57	95	71	71	61	100	47	47	53
5	Reading	90	50	50	50	100	51	NA	55	100	56	56	50
	Language	100	42	42	46	100	48	48	49	100	47	47	50
	Mathematics	100	66	66	57	100	76	76	63	100	55	55	49
6	Reading	83	43	43	53	96	55	NA	56	93	57	57	51
	Language	92	34	34	45	96	52	52	48	93	51	51	47
	Mathematics	96	49	49	62	96	67	67	66	93	65	65	52
7	Reading	90	74	74	51	100	57	NA	54	100	64	64	50
	Language	90	74	74	54	100	53	53	58	100	59	59	52
	Mathematics	100	67	67	58	100	58	58	62	100	55	55	50
8	Reading	100	60	60	53	100	71	NA	55	100	61	61	51
	Language	100	62	62	49	100	62	62	52	100	59	59	50
	Mathematics	100	61	61	58	100	64	64	61	100	56	56	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/](http://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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	10.00
Other Professional Staff	3.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	10
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Volleyball, Basketball, Soft(Grades 6-8)
- Ü Student Council
- Ü Yearbook
- Ü Band

Social Services

- Ü Lunch Program
- Ü Free Breakfast Program
- Ü Counseling/Psychological Services
- Ü After School Tutorial
- Ü Chiricahua Community Health Screenings

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Yearly improvements in standardized testing scores.  
Teaching goals are met by having continuous professional development for teachers.  
Met AYP (Annual Yearly Progress) again...
- ü Small Schools Conference Championship, Boys basketball, softball, volleyball. Small Schools Conference Championship, Girls volleyball, softball.
- ü Receive several monetary grants each year to enhance the staffing and technology for the students and staff.  
Government organizations give us computer hardware for utilization by the students here and at home.
- ü All teachers completed the Intel Teach To The Future, technology integration project.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	8	28	28	37
Stability Rate <sup>7</sup>	88	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

Rules are specific and consequences are based upon the rule. 'No Touch Policy' and 'Zero-Tolerance for Fighting' lets students know that all fighters will be suspended. All drug and tobacco users will be suspended. Public gates to the street are locked at all times and all visitors wear badges. We have an emergency plan in place for evacuation or lock down if necessary.

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) :

0

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		
Transportation Policy	Lupe de La Cruz	(520) 642-3428
Community Resources	Ann English	(520) 642-3428
School Nutrition Programs	Curt Kelly	(520) 642-3428
Parent Organization		
Student Health/Nurse	Chiricahua Community Health Center	(520) 642-2222

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](http://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](http://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](http://www.ade.az.gov/researchpolicy/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.