

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

506 S. Beaver St., Flagstaff, AZ 86001

Flagstaff Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Frank Garcia
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : 207.246.0.51/south_beaver/
 Phone Number : (928) 773-4050
 Fax Number : (928) 773-4048
 E-mail : fgarcia@fUSD1.org

Mission

We strive to motivate and encourage students to be prepared for the future by being self-directed and lifelong learners in our global changing world. Through quality instruction of academics, character development and the use of technology.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Students will demonstrate at or above grade-level proficiency in language, math, use of reference resources and the use of the Library/Media Center, science, geography, history, current events, health, music, art and physical education.
- ü Students will be provided the opportunity to serve in the community and make meaningful contributions. Staff, families and community members will be full partners in our character education effort.
- ü Staff will promote the advancement for participation in learning opportunities that will assist families to support and enhance student academic success.

Enrollment

October 1, 2005 School Year Student Enrollment : 312
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 161

Instructional Programs

- ü Gifted Program & Basic Skills Lab
- ü Spalding: Language Arts (K-6)
- ü Saxon Math Program (k-6)
- ü Character Education
- ü Environmental Education--Camp Colton
- ü Olweus Bullying Prevention Program
- ü Family & Community Teaming for Students

Calendar Information

Number of Instruction Days :	182
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/22/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Create a safe, warm and supportive environment. Provide handbook outlining policy, yearly calendar, behavioral expectations and discipline policy, staff list, uniform dress code, Parent/Teacher conferences, Parent Nights, keep parents informed.

Parents

Have children to school on time; help with school activities; participate in two workshops each year; provide time and space for quiet, study and homework; provide supportive & safe home environment, dress children appropriately.

Transportation Policy

Bus transportation is available to students within the attendance area who live west of South Milton Road. NAU North campus walk or ride the NAU shuttle. Parents are required to transport students who are out of the attendance area.

School Honors

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

Award/Honor	Year
ü Springer Institute-Moral Courage Award Nominee	2004
ü AEA/Board of Directors/NEA Advisory Committee	2004
ü 6th Grde Coconino County's Math Challenge - 5th Place	2005
ü 3 Staff recognized by KNAZ Ch 2 "Thanks to Teachers"	2006

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	794	80010	100	99	99	447	448	447	9	9	10	15	17	18	60	57	53	17	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	386	38935	100	99	99	449	450	447	7	8	9	19	18	19	52	54	55	22	20	17
Male	20	406	40974	100	99	98	445	447	448	10	10	11	10	16	18	70	59	52	10	15	19
African American	NC	15	4201	NC	100	99	NC	432	430	NC	13	17	NC	27	23	NC	53	51	NC	7	9
Hispanic	28	161	34545	100	98	99	450	436	432	7	11	14	14	24	24	61	53	53	18	12	9
Asian/Pacific Islander	--	15	2068	--	100	99	--	482	474	--	7	4	--	7	10	--	47	50	--	40	36
American Indian/Alaskan Native	NC	170	3979	NC	98	96	NC	430	424	NC	17	17	NC	24	30	NC	52	47	NC	7	6
White	NC	431	35142	NC	100	99	NC	460	465	NC	5	5	NC	11	11	NC	61	56	NC	23	28
Students with Disabilities	NC	163	10161	NC	99	93	NC	421	419	NC	25	28	NC	28	28	NC	40	36	NC	7	8
Students without Disabilities	42	631	69849	100	99	100	451	455	451	7	5	7	14	14	17	60	61	56	19	20	19
Limited English Proficient Students	NC	111	14013	NC	97	97	NC	407	413	NC	30	24	NC	38	34	NC	31	39	NC	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	35	346	39029	100	98	98	445	432	432	9	14	14	17	26	25	60	51	52	14	9	9
Non-Economically Disadvantaged	12	448	40981	100	100	100	454	461	462	8	6	6	8	10	13	58	61	54	25	24	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	778	79438	100	97	98	452	455	451	6	8	9	26	22	24	62	57	56	6	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	380	38775	100	97	99	459	462	457	NA	6	7	30	23	22	59	57	58	11	14	13
Male	20	396	40560	100	97	97	443	449	446	15	11	12	20	22	25	65	56	54	NA	10	9
African American	NC	15	4178	NC	100	98	NC	448	439	NC	13	13	NC	13	29	NC	60	52	NC	13	6
Hispanic	28	158	34297	100	96	98	454	441	434	4	11	14	29	30	31	64	54	50	4	4	5
Asian/Pacific Islander	--	14	2063	--	93	99	--	486	475	--	7	3	--	7	15	--	50	63	--	36	20
American Indian/Alaskan Native	NC	167	3940	NC	96	95	NC	433	429	NC	13	14	NC	34	36	NC	51	47	NC	2	3
White	NC	422	34887	NC	98	98	NC	469	471	NC	6	4	NC	16	15	NC	60	63	NC	18	18
Students with Disabilities	NC	147	9588	NC	89	88	NC	418	416	NC	27	30	NC	34	32	NC	35	34	NC	4	5
Students without Disabilities	42	631	69850	100	99	100	456	463	456	5	4	7	24	20	23	64	62	59	7	14	12
Limited English Proficient Students	NC	106	13856	NC	92	96	NC	404	407	NC	26	27	NC	50	43	NC	24	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	35	337	38685	100	95	97	449	435	435	9	14	14	26	33	32	60	48	50	6	5	5
Non-Economically Disadvantaged	12	441	40753	100	99	99	461	471	467	NA	4	5	25	14	16	67	64	62	8	18	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	47	786	79971	100	98	99	448	426	423	6	8	8	17	39	41	72	50	49	4	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	383	38974	100	98	99	461	442	437	4	4	5	15	30	33	74	61	57	7	4	4
Male	20	401	40895	100	98	98	431	410	410	10	10	10	20	48	47	70	39	41	NA	2	2
African American	NC	15	4203	NC	100	99	NC	409	411	NC	13	11	NC	40	45	NC	40	43	NC	7	2
Hispanic	28	163	34481	100	99	99	455	411	410	4	12	10	25	47	46	64	39	43	7	2	1
Asian/Pacific Islander	--	14	2067	--	93	99	--	441	449	--	NA	4	--	43	28	--	43	60	--	14	8
American Indian/Alaskan Native	NC	168	3995	NC	97	96	NC	413	409	NC	10	10	NC	45	47	NC	43	42	NC	1	1
White	NC	424	35150	NC	98	99	NC	437	437	NC	5	5	NC	34	35	NC	58	56	NC	4	5
Students with Disabilities	NC	154	10258	NC	93	94	NC	379	377	NC	25	23	NC	47	51	NC	27	25	NC	1	1
Students without Disabilities	42	632	69713	100	100	100	461	436	429	2	3	5	17	37	39	76	56	52	5	3	3
Limited English Proficient Students	NC	111	13985	NC	97	97	NC	378	382	NC	22	18	NC	54	54	NC	24	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	35	343	38994	100	97	98	450	411	409	6	10	10	17	47	47	74	41	41	3	1	1
Non-Economically Disadvantaged	12	443	40977	100	99	100	443	437	437	8	5	5	17	33	34	67	57	56	8	5	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	829	80147	96	99	99	472	478	482	19	12	11	4	16	17	57	50	49	19	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	388	39281	100	99	99	473	482	483	22	11	9	NA	16	17	59	48	50	19	24	24
Male	20	439	40780	91	98	98	471	474	482	15	14	12	10	16	17	55	51	48	20	19	24
African American	NC	18	4249	NC	95	99	NC	460	464	NC	6	17	NC	28	22	NC	56	48	NC	11	13
Hispanic	28	186	33494	97	97	99	462	458	466	29	22	15	4	19	23	54	49	49	14	10	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	10	197	4117	91	99	96	NA	452	456	NA	18	19	NA	26	27	NA	51	46	NA	4	8
White	NC	418	36122	NC	100	99	NC	499	501	NC	6	5	NC	10	10	NC	50	50	NC	34	35
Students with Disabilities	NC	196	10295	NC	97	92	NC	443	443	NC	33	33	NC	24	26	NC	36	33	NC	8	8
Students without Disabilities	41	633	69852	95	100	100	482	489	488	10	6	7	5	14	16	63	55	51	22	26	26
Limited English Proficient Students	11	127	12722	92	98	97	426	427	441	45	37	27	NA	31	33	55	31	37	NA	1	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	33	363	38371	97	98	97	472	455	465	15	20	15	6	23	23	67	50	49	12	7	13
Non-Economically Disadvantaged	14	466	41776	93	100	100	473	496	498	29	7	6	NA	10	11	36	50	49	36	33	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	822	79686	96	98	98	468	469	470	17	11	11	17	24	24	53	56	57	13	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	385	39163	100	98	99	468	478	475	11	8	9	26	22	22	52	60	60	11	11	10
Male	20	435	40438	91	97	97	467	460	465	25	15	13	5	26	25	55	53	54	15	6	7
African American	NC	18	4228	NC	95	98	NC	463	458	NC	11	15	NC	17	28	NC	67	53	NC	6	4
Hispanic	28	186	33299	97	97	98	460	451	452	21	20	17	25	31	32	43	45	47	11	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	10	193	4087	91	97	96	NA	443	446	NA	13	16	NA	42	38	NA	43	44	NA	1	2
White	NC	415	35914	NC	99	98	NC	488	489	NC	7	5	NC	13	15	NC	67	67	NC	13	14
Students with Disabilities	NC	189	9808	NC	94	87	NC	433	432	NC	31	35	NC	37	32	NC	30	30	NC	3	3
Students without Disabilities	41	633	69878	95	100	100	477	479	475	12	6	8	15	20	23	59	64	61	15	10	9
Limited English Proficient Students	11	124	12594	92	95	96	420	418	422	36	34	34	55	51	45	9	15	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	33	358	38095	97	96	97	461	446	452	15	19	17	21	36	32	58	44	48	6	2	3
Non-Economically Disadvantaged	14	464	41591	93	100	99	483	486	486	21	6	6	7	15	16	43	66	65	29	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	824	80372	100	98	99	469	474	475	12	4	4	14	31	30	73	63	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	387	39452	100	99	99	481	491	488	7	2	3	19	21	22	74	74	72	NA	3	3
Male	22	435	40836	100	97	98	454	460	464	18	6	6	9	40	37	73	53	56	NA	1	1
African American	NC	17	4264	NC	89	99	NC	480	465	NC	NA	5	NC	29	35	NC	71	59	NC	NA	1
Hispanic	29	187	33608	100	98	99	453	457	462	21	9	6	17	36	36	62	55	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	11	198	4128	100	99	97	492	461	464	NA	4	4	9	39	39	91	56	56	NA	1	1
White	NC	412	36213	NC	98	99	NC	488	489	NC	2	2	NC	26	22	NC	70	72	NC	3	3
Students with Disabilities	NC	192	10526	NC	95	94	NC	441	427	NC	8	15	NC	56	53	NC	35	31	NC	1	1
Students without Disabilities	43	632	69846	100	99	100	477	484	482	9	2	3	9	24	26	81	72	69	NA	2	2
Limited English Proficient Students	12	127	12747	100	98	97	401	435	432	42	10	12	25	56	52	33	33	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	34	365	38521	100	98	98	468	458	461	12	5	6	15	41	38	74	54	55	NA	0	1
Non-Economically Disadvantaged	15	459	41851	100	98	100	472	487	489	13	3	3	13	24	22	73	70	72	NA	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	833	79306	100	99	99	497	505	504	17	11	13	15	18	20	54	53	49	13	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	408	38845	100	100	99	497	507	505	21	9	11	7	18	20	57	54	50	14	18	18
Male	24	425	40383	100	99	98	497	503	504	13	13	14	25	17	19	50	52	47	13	17	19
African American	NC	21	4171	NC	95	98	NC	486	485	NC	24	20	NC	19	26	NC	52	44	NC	5	10
Hispanic	33	174	32673	100	100	99	496	484	487	18	22	18	9	21	25	64	49	46	9	7	10
Asian/Pacific Islander	NC	17	2147	NC	100	99	NC	541	539	NC	6	5	NC	NA	10	NC	41	46	NC	53	40
American Indian/Alaskan Native	11	192	4034	100	99	97	497	486	479	9	16	22	27	27	29	45	49	43	18	8	7
White	NC	429	36234	NC	99	99	NC	521	523	NC	4	6	NC	13	13	NC	57	52	NC	26	28
Students with Disabilities	NC	150	10286	NC	97	91	NC	462	462	NC	38	41	NC	31	27	NC	28	27	NC	3	5
Students without Disabilities	49	683	69020	100	100	100	501	514	510	14	6	9	14	15	18	57	59	52	14	21	21
Limited English Proficient Students	10	83	10291	100	99	96	NA	446	458	NA	46	38	NA	36	34	NA	18	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	36	363	37437	100	98	97	487	484	486	22	19	19	17	25	26	50	50	46	11	7	9
Non-Economically Disadvantaged	16	470	41869	100	100	100	520	521	521	6	6	7	13	13	14	63	56	51	19	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	830	79000	100	99	98	483	495	489	12	8	10	25	20	24	63	61	58	NA	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	407	38774	100	99	99	489	500	494	11	6	7	18	17	22	71	63	61	NA	14	10
Male	24	423	40150	100	99	98	476	489	485	13	10	12	33	22	25	54	59	55	NA	9	8
African American	NC	21	4153	NC	95	98	NC	470	476	NC	14	13	NC	33	30	NC	52	53	NC	NA	4
Hispanic	33	173	32508	100	100	98	480	475	472	12	15	15	24	29	33	64	50	49	NA	5	3
Asian/Pacific Islander	NC	17	2142	NC	100	99	NC	524	510	NC	NA	4	NC	12	14	NC	76	67	NC	12	16
American Indian/Alaskan Native	11	190	4016	100	98	96	489	473	467	9	14	14	27	32	37	64	53	46	NA	2	2
White	NC	429	36135	NC	99	98	NC	513	508	NC	3	4	NC	10	14	NC	69	67	NC	18	15
Students with Disabilities	NC	147	9991	NC	95	88	NC	449	449	NC	33	33	NC	37	36	NC	29	29	NC	1	2
Students without Disabilities	49	683	69009	100	100	100	487	504	495	8	3	6	24	16	22	67	68	62	NA	13	10
Limited English Proficient Students	10	80	10199	100	95	95	NA	433	439	NA	41	35	NA	46	47	NA	13	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	36	360	37234	100	97	97	473	474	472	14	14	15	33	30	33	53	53	50	NA	3	3
Non-Economically Disadvantaged	16	470	41766	100	100	99	508	511	505	6	4	5	6	12	16	88	67	65	NA	17	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	52	834	79611	100	100	99	500	498	496	10	6	7	25	38	37	65	56	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	412	39016	100	100	99	507	513	511	11	4	4	14	29	29	75	66	66	NA	1	1
Male	24	422	40519	100	99	98	491	483	482	8	9	10	38	46	44	54	45	46	NA	NA	0
African American	NC	21	4188	NC	95	98	NC	452	486	NC	19	9	NC	52	40	NC	29	50	NC	NA	0
Hispanic	33	173	32855	100	100	99	498	478	481	6	12	10	30	44	43	64	45	47	NA	NA	0
Asian/Pacific Islander	NC	17	2149	NC	100	100	NC	526	519	NC	NA	4	NC	35	24	NC	59	70	NC	6	2
American Indian/Alaskan Native	11	191	3992	100	99	96	506	481	478	9	10	10	27	45	46	64	45	44	NA	NA	0
White	NC	432	36380	NC	100	99	NC	515	511	NC	3	4	NC	31	30	NC	66	65	NC	0	1
Students with Disabilities	NC	148	10664	NC	96	94	NC	445	440	NC	20	23	NC	59	54	NC	21	22	NC	NA	1
Students without Disabilities	49	686	68947	100	100	100	512	509	504	4	3	4	27	33	34	69	63	61	NA	0	1
Limited English Proficient Students	10	81	10362	100	96	97	NA	429	438	NA	25	22	NA	59	57	NA	16	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	36	362	37626	100	98	98	489	479	479	8	10	10	36	47	45	56	44	45	NA	NA	0
Non-Economically Disadvantaged	16	472	41985	100	100	100	525	513	511	13	4	4	NA	31	30	88	65	65	NA	1	1

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

6th 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	37	742	79327	100	98	98	521	516	518	14	18	19	16	20	20	62	48	46	8	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	377	38961	100	98	98	521	519	520	13	15	16	13	22	20	67	48	48	7	15	16
Male	22	365	40295	100	98	97	521	513	516	14	21	21	18	19	19	59	48	44	9	13	16
African American	NC	17	4247	NC	100	98	NC	490	499	NC	29	27	NC	29	24	NC	35	41	NC	6	8
Hispanic	22	153	32327	100	97	98	516	497	499	18	31	27	23	22	25	50	43	41	9	5	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	169	4391	NC	97	96	NC	495	489	NC	21	32	NC	33	27	NC	40	36	NC	6	4
White	NC	395	36373	NC	99	98	NC	533	538	NC	11	10	NC	15	14	NC	53	52	NC	21	25
Students with Disabilities	NC	142	9321	NC	95	87	NC	464	467	NC	54	54	NC	28	22	NC	17	21	NC	1	3
Students without Disabilities	34	600	70006	100	99	100	525	528	524	9	9	14	18	19	19	65	55	49	9	17	18
Limited English Proficient Students	NC	63	9431	NC	94	95	NC	458	466	NC	59	53	NC	33	27	NC	8	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	26	306	37097	100	97	97	519	498	498	12	24	27	19	26	25	62	44	41	8	6	7
Non-Economically Disadvantaged	11	436	42230	100	99	99	525	529	535	18	14	11	9	17	15	64	50	50	9	20	24

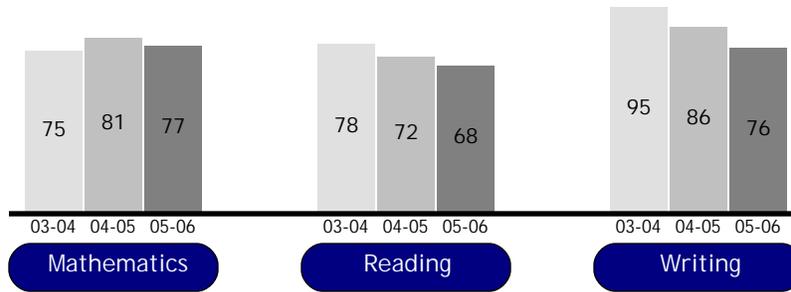
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	742	79501	100	98	98	499	501	497	14	9	10	16	24	25	68	62	60	3	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	377	39062	100	98	99	498	506	502	13	7	8	13	20	23	73	67	64	NA	6	5
Male	22	365	40368	100	98	98	500	496	491	14	10	13	18	28	27	64	57	57	5	5	3
African American	NC	17	4279	NC	100	99	NC	483	485	NC	6	14	NC	41	30	NC	47	54	NC	6	2
Hispanic	22	153	32389	100	97	98	490	484	478	18	16	16	18	29	34	64	52	48	NA	2	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	169	4401	NC	97	96	NC	477	473	NC	13	17	NC	38	40	NC	47	43	NC	1	1
White	NC	395	36446	NC	99	99	NC	518	516	NC	4	4	NC	15	15	NC	73	73	NC	8	7
Students with Disabilities	NC	142	9411	NC	95	88	NC	455	453	NC	31	36	NC	46	36	NC	23	26	NC	1	1
Students without Disabilities	34	600	70090	100	99	100	502	511	502	9	4	7	18	19	24	71	71	65	3	6	5
Limited English Proficient Students	NC	64	9401	NC	96	94	NC	439	443	NC	44	40	NC	48	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	26	306	37183	100	97	97	499	483	479	12	13	16	19	31	34	65	55	49	4	1	1
Non-Economically Disadvantaged	11	436	42318	100	99	99	500	514	513	18	6	5	9	19	17	73	67	70	NA	8	7

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	37	724	80000	100	96	99	586	577	564	3	3	3	NA	6	11	86	74	75	11	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	372	39288	100	97	99	584	590	579	7	2	2	NA	3	6	80	71	77	13	23	16
Male	22	352	40644	100	95	98	586	563	549	NA	3	4	NA	10	15	91	78	74	9	9	7
African American	NC	17	4307	NC	100	99	NC	559	551	NC	NA	4	NC	18	13	NC	76	75	NC	6	7
Hispanic	22	151	32672	100	96	99	578	554	548	5	7	4	NA	8	14	82	75	76	14	11	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	167	4424	NC	95	97	NC	560	549	NC	2	3	NC	8	14	NC	85	77	NC	5	5
White	NC	381	36602	NC	95	99	NC	594	579	NC	2	2	NC	4	7	NC	70	75	NC	24	16
Students with Disabilities	NC	124	9919	NC	83	93	NC	525	505	NC	6	9	NC	27	35	NC	65	54	NC	2	2
Students without Disabilities	34	600	70081	100	99	100	589	587	571	3	2	2	NA	2	7	85	76	79	12	20	12
Limited English Proficient Students	NC	62	9571	NC	93	96	NC	490	502	NC	18	10	NC	19	29	NC	63	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	26	303	37534	100	96	98	591	557	547	NA	4	4	NA	8	15	88	82	76	12	6	5
Non-Economically Disadvantaged	11	421	42466	100	96	100	572	591	578	9	2	2	NA	5	7	82	69	75	9	24	16

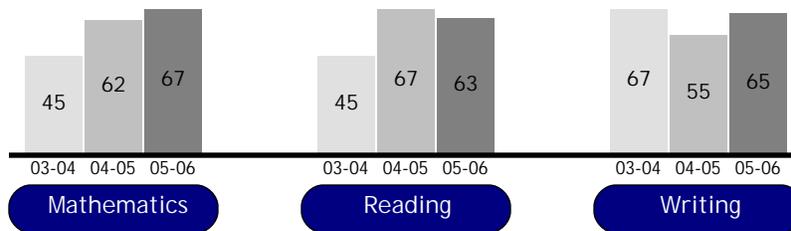
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	79	NA	58	100	57	52	47	100	50	50	46
	Language	100	64	52	50	100	62	51	47	100	59	52	48
	Mathematics	100	83	68	64	100	61	55	50	100	43	50	52
3	Reading	100	63	NA	55	100	48	48	44	100	46	52	46
	Language	100	73	63	61	100	44	43	44	100	39	46	46
	Mathematics	100	77	65	61	100	52	50	51	100	54	56	52
4	Reading	100	65	NA	56	100	50	55	48	100	44	50	52
	Language	100	57	56	52	100	50	54	49	100	48	50	52
	Mathematics	100	69	63	61	100	52	56	53	100	46	56	58
5	Reading	100	50	NA	55	100	51	54	50	100	48	63	56
	Language	97	56	55	49	100	49	52	50	100	54	58	54
	Mathematics	100	74	69	63	100	45	49	49	100	44	54	52
6	Reading	93	49	NA	56	100	46	56	51	100	59	58	56
	Language	98	47	58	48	100	41	50	47	100	46	50	50
	Mathematics	100	67	76	66	100	54	57	52	100	59	58	58

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)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Parent/Educator/Business Relations
- Ü Professional/Staff Development
- Ü Curriculum Development
- Ü Programs/Pilots
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.90
Other Professional Staff	1.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	3	3	0	0
7 to 9 years	1	0	0	0
10 or more years	3	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	20
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Video/Data Network/Internet
- Ü 30-Station Computer Lab/
- Ü Basic Skills Lab/Homework Help
- Ü Library/ Media Room

Extracurricular Activities

- Ü Homework Club
- Ü Tutorial/Activity Program 8:00-8:25 A.M.
- Ü Adopt-a-Block Program/DARE
- Ü FACTS--Communitywide AfterSchool Program
- Ü MACRO Math for 2nd, 3rd, & 4th
- Ü Big Brothers/Sisters (Mentoring program)

Social Services

- Ü Morning/After School Program (FACTS)
- Ü Breakfast/Lunch Programs
- Ü Sealant & Dental Program
- Ü Nutrition Network Program
- Ü County Guidance Program
- Ü Family Resource Center-Dist.Wide

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü South Beaver Magnet Program. Emphasis on ACT (Academics, Character, Technology). All students required to be in uniform dress (navy blue, khaki, white).

- ü STAR Team is composed of 5th-6th grade students. Three heterogeneously mixed groups for Technology, Character, Writing. Reading and math are ability grouped. Science and social studies are taught by grade level. Emphasis on Teamwork & School Pride.

- ü Governor Janet Napolitano kicked off the "Don't Trash AZ" campaign at South Beaver.
 First Place exhibit of student's artwork at the Coconino County Fair.

- ü Selected by the Rodel Foundation to participate in the MACRO Math program. Grades selected are 2nd, 3rd, and 4th.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Character Education is incorporated into all aspects of school life by example, explanation, environment and experience. Staff helps students with understanding the basic boundaries of right and wrong, and teaches them skills to make good choices.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Frank Garcia	(928) 773-4050
Transportation Policy	Dan McCoy	(928) 773-4171
Community Resources	Sylvia Bojorquez	(928) 773-4050
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization		
Student Health/Nurse	Margaret Douglas	(928) 773-4052

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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