



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2013 8th Avenue, Safford, AZ 85546

Safford 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Not Evaluated

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

### School Overview

Principal/Administrator : Mr. Michael Moreno  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : Pre-K-6  
 Web Address : www.saffordusd.k12.az.us  
 Phone Number : (928) 348-7010  
 Fax Number : (928) 348-7011  
 E-mail : mmoreno@saffordusd.k12.az.us

### Mission

Stinson's mission is to make all students contributing and responsible citizens. We believe all students can learn and it is our responsibility to help students reach their potential. We strive to make students the driving force behind our decisions.

### 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 at Dorothy Stinson School will make at least one years growth in reading, writing, and math as reflected by the NCE scores on the Dual Purpose Assessment.
- ü Dorothy Stinson will maintain or improve on our 95.3 percent attendance rating achieved at the end of the previous school year.
- ü Kindergarten through third grade students will be on benchmark according to the DIBELS scores in reading.

### Enrollment

October 1, 2005 School Year Student Enrollment : 556  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 14

Instructional Programs

- On-Site Special Education
- Special Education Preschool
- Integrated Curriculum/Instruction
- Full Day Kindergarten
- Fine arts elective program for 6th grade

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Providing a safe environment for students is a top priority. No child is released to an adult unless clearance has been verified. Bullying is not tolerated. PTO and Site Council, allow parents a say in curriculum and other school related decisions.

Parents

Parents are responsible for helping their child come to school nourished, rested, properly clothed and healthy. 100% of parent participation is required at parent/teacher conferences. Parents are responsible for reading to students at home.

Transportation Policy

Buses serve all Stinson students who live more than a mile from school. The district buses cover sixty-three square miles, from eleven miles south to five miles north, two miles west to five miles east. 85% of students are transported by bus.

School Honors

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

Award/Honor	Year
• Graham County Teacher of the Year	2001
• Wal-Mart Teacher of the Year	2001
• Arizona Professional Educators Teacher of the Year	2001

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	52	202	80010	98	99	99	451	446	447	8	8	10	13	18	18	58	57	53	21	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	105	38935	100	98	99	448	446	447	4	5	9	30	25	19	39	51	55	26	19	17
Male	29	97	40974	97	100	98	453	445	448	10	12	11	NA	11	18	72	63	52	17	13	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	23	90	34545	100	100	99	440	431	432	13	10	14	13	22	24	57	61	53	17	7	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	27	102	35142	96	99	99	458	459	465	4	7	5	15	14	11	59	54	56	22	25	28
Students with Disabilities	NC	22	10161	NC	92	93	NC	407	419	NC	32	28	NC	23	28	NC	45	36	NC	NA	8
Students without Disabilities	49	180	69849	100	100	100	453	450	451	6	6	7	14	18	17	57	58	56	22	18	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	NC	39029	--	NC	98	--	NC	432	--	NC	14	--	NC	25	--	NC	52	--	NC	9
Non-Economically Disadvantaged	52	201	40981	98	99	100	451	446	462	8	8	6	13	18	13	58	57	54	21	16	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	202	79438	98	99	98	463	454	451	NA	4	9	21	27	24	63	60	56	15	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	105	38775	100	98	99	469	460	457	NA	1	7	13	23	22	74	65	58	13	11	13
Male	29	97	40560	97	100	97	459	448	446	NA	7	12	28	31	25	55	56	54	17	6	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	23	90	34297	100	100	98	458	445	434	NA	3	14	26	34	31	61	56	50	13	7	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	27	102	34887	96	99	98	467	464	471	NA	4	4	15	18	15	70	68	63	15	11	18
Students with Disabilities	NC	22	9588	NC	92	88	NC	404	416	NC	32	30	NC	45	32	NC	23	34	NC	NA	5
Students without Disabilities	49	180	69850	100	100	100	466	460	456	NA	1	7	18	24	23	65	65	59	16	10	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	NC	38685	--	NC	97	--	NC	435	--	NC	14	--	NC	32	--	NC	50	--	NC	5
Non-Economically Disadvantaged	52	201	40753	98	99	99	463	454	467	NA	4	5	21	26	16	63	61	62	15	9	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	52	201	79971	98	99	99	430	433	423	NA	2	8	48	37	41	52	60	49	NA	0	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	106	38974	100	99	99	434	441	437	NA	2	5	39	32	33	61	65	57	NA	1	4
Male	29	95	40895	97	98	98	426	424	410	NA	3	10	55	42	47	45	55	41	NA	NA	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	23	90	34481	100	100	99	421	419	410	NA	4	10	61	43	46	39	52	43	NA	NA	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	27	102	35150	96	99	99	439	445	437	NA	1	5	33	31	35	67	67	56	NA	1	5
Students with Disabilities	NC	20	10258	NC	83	94	NC	400	377	NC	10	23	NC	65	51	NC	25	25	NC	NA	1
Students without Disabilities	49	181	69713	100	100	100	430	436	429	NA	2	5	47	34	39	53	64	52	NA	1	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	NC	38994	--	NC	98	--	NC	409	--	NC	10	--	NC	47	--	NC	41	--	NC	1
Non-Economically Disadvantaged	52	200	40977	98	99	100	430	433	437	NA	3	5	48	37	34	52	61	56	NA	1	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	80	194	80147	98	99	99	482	492	482	9	6	11	15	12	17	56	52	49	20	29	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	92	39281	97	99	99	481	493	483	8	8	9	14	11	17	61	49	50	17	33	24
Male	44	102	40780	98	100	98	482	491	482	9	5	12	16	14	17	52	55	48	23	26	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	41	85	33494	98	99	99	484	482	466	10	6	15	15	16	23	49	54	49	27	24	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	34	100	36122	97	99	99	482	501	501	6	6	5	15	9	10	65	49	50	15	36	35
Students with Disabilities	12	28	10295	75	90	92	433	445	443	42	32	33	25	25	26	33	36	33	NA	7	8
Students without Disabilities	68	166	69852	100	100	100	490	499	488	3	2	7	13	10	16	60	55	51	24	33	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	--	--	38371	--	--	97	--	--	465	--	--	15	--	--	23	--	--	49	--	--	13
Non-Economically Disadvantaged	80	194	41776	98	99	100	482	492	498	9	6	6	15	12	11	56	52	49	20	29	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	80	194	79686	98	99	98	465	476	470	14	8	11	19	20	24	65	65	57	3	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	92	39163	97	99	99	468	484	475	11	7	9	19	17	22	67	65	60	3	11	10
Male	44	102	40438	98	100	97	462	468	465	16	9	13	18	23	25	64	66	54	2	3	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	41	85	33299	98	99	98	463	468	452	17	9	17	20	26	32	61	62	47	2	2	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	34	100	35914	97	99	98	470	484	489	12	7	5	15	14	15	71	68	67	3	11	14
Students with Disabilities	12	28	9808	75	90	87	401	420	432	67	39	35	25	39	32	8	21	30	NA	NA	3
Students without Disabilities	68	166	69878	100	100	100	476	484	475	4	2	8	18	17	23	75	73	61	3	8	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	--	38095	--	--	97	--	--	452	--	--	17	--	--	32	--	--	48	--	--	3
Non-Economically Disadvantaged	80	194	41591	98	99	99	465	476	486	14	8	6	19	20	16	65	65	65	3	7	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	80	193	80372	98	99	99	467	483	475	6	4	4	26	18	30	66	77	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	92	39452	97	99	99	482	493	488	6	4	3	11	8	22	83	86	72	NA	2	3
Male	44	101	40836	98	99	98	455	474	464	7	3	6	39	27	37	52	69	56	2	1	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	41	84	33608	98	98	99	458	478	462	10	5	6	24	15	36	63	79	57	2	1	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	34	100	36213	97	99	99	477	487	489	3	3	2	26	18	22	71	77	72	NA	2	3
Students with Disabilities	12	28	10526	75	90	94	427	450	427	8	4	15	75	50	53	17	46	31	NA	NA	1
Students without Disabilities	68	165	69846	100	100	100	475	488	482	6	4	3	18	12	26	75	82	69	1	2	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	--	--	38521	--	--	98	--	--	461	--	--	6	--	--	38	--	--	55	--	--	1
Non-Economically Disadvantaged	80	193	41851	98	99	100	467	483	489	6	4	3	26	18	22	66	77	72	1	2	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	54	177	79306	95	98	99	523	512	504	6	7	13	13	18	20	56	57	49	26	19	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	93	38845	97	100	99	516	511	505	6	4	11	17	18	20	54	60	50	23	17	18
Male	19	84	40383	90	97	98	537	514	504	5	10	14	5	17	19	58	54	47	32	20	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	25	82	32673	100	100	99	504	496	487	12	10	18	24	29	25	48	50	46	16	11	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	29	86	36234	91	97	99	540	529	523	NA	5	6	3	6	13	62	63	52	34	27	28
Students with Disabilities	NC	21	10286	NC	88	91	NC	474	462	NC	43	41	NC	14	27	NC	38	27	NC	5	5
Students without Disabilities	50	156	69020	100	100	100	529	517	510	2	2	9	12	18	18	58	60	52	28	21	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	--	37437	--	--	97	--	--	486	--	--	19	--	--	26	--	--	46	--	--	9
Non-Economically Disadvantaged	54	177	41869	95	98	100	523	512	521	6	7	7	13	18	14	56	57	51	26	19	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	54	177	79000	95	98	98	498	492	489	6	6	10	22	23	24	57	63	58	15	9	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	93	38774	97	100	99	492	493	494	6	4	7	29	27	22	51	60	61	14	9	10
Male	19	84	40150	90	97	98	508	491	485	5	7	12	11	18	25	68	65	55	16	10	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	25	82	32508	100	100	98	480	483	472	12	7	15	32	29	33	48	59	49	8	5	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	29	86	36135	91	97	98	513	503	508	NA	5	4	14	14	14	66	69	67	21	13	15
Students with Disabilities	NC	21	9991	NC	88	88	NC	450	449	NC	33	33	NC	33	36	NC	29	29	NC	5	2
Students without Disabilities	50	156	69009	100	100	100	502	497	495	2	2	6	22	21	22	60	67	62	16	10	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	--	37234	--	--	97	--	--	472	--	--	15	--	--	33	--	--	50	--	--	3
Non-Economically Disadvantaged	54	177	41766	95	98	99	498	492	505	6	6	5	22	23	16	57	63	65	15	9	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	54	177	79611	95	98	99	540	514	496	NA	3	7	11	25	37	87	71	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	92	39016	97	99	99	541	527	511	NA	1	4	6	15	29	94	84	66	NA	NA	1
Male	19	85	40519	90	98	98	537	500	482	NA	6	10	21	35	44	74	58	46	5	1	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	25	82	32855	100	100	99	530	514	481	NA	1	10	16	27	43	84	72	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	29	86	36380	91	97	99	548	516	511	NA	5	4	7	22	30	90	72	65	3	1	1
Students with Disabilities	NC	22	10664	NC	92	94	NC	462	440	NC	14	23	NC	59	54	NC	27	22	NC	NA	1
Students without Disabilities	50	155	68947	100	99	100	545	521	504	NA	2	4	4	20	34	94	77	61	2	1	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	--	37626	--	--	98	--	--	479	--	--	10	--	--	45	--	--	45	--	--	0
Non-Economically Disadvantaged	54	177	41985	95	98	100	540	514	511	NA	3	4	11	25	30	87	71	65	2	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	77	207	79327	100	100	98	522	521	518	18	15	19	22	24	20	40	42	46	19	18	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	90	38961	100	100	98	514	521	520	19	12	16	25	23	20	44	50	48	13	14	16
Male	45	117	40295	100	99	97	528	522	516	18	18	21	20	25	19	38	36	44	24	21	16
African American	NC	12	4247	NC	100	98	NC	513	499	NC	8	27	NC	50	24	NC	25	41	NC	17	8
Hispanic	37	102	32327	100	100	98	510	508	499	22	19	27	24	28	25	41	42	41	14	11	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	36	92	36373	100	99	98	537	538	538	17	13	10	17	16	14	39	43	52	28	27	25
Students with Disabilities	NC	21	9321	NC	100	87	NC	455	467	NC	57	54	NC	33	22	NC	10	21	NC	NA	3
Students without Disabilities	68	186	70006	99	99	100	531	528	524	15	11	14	18	23	19	46	46	49	22	20	18
Limited English Proficient Students	--	NC	9431	--	NC	95	--	NC	466	--	NC	53	--	NC	27	--	NC	18	--	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	--	37097	--	--	97	--	--	498	--	--	27	--	--	25	--	--	41	--	--	7
Non-Economically Disadvantaged	77	207	42230	100	100	99	522	521	535	18	15	11	22	24	15	40	42	50	19	18	24

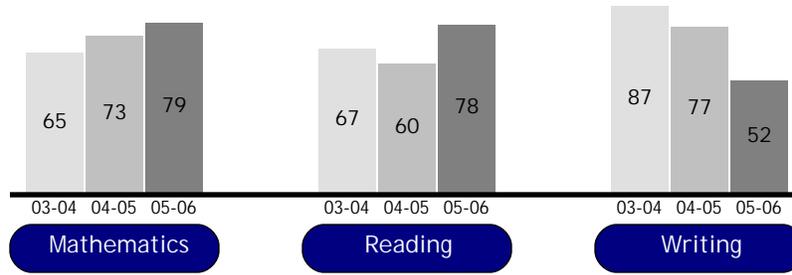
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	207	79501	100	100	98	495	501	497	5	4	10	29	27	25	66	65	60	NA	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	90	39062	100	100	99	497	505	502	NA	NA	8	28	22	23	72	73	64	NA	4	5
Male	45	117	40368	100	99	98	494	498	491	9	8	13	29	30	27	62	59	57	NA	3	3
African American	NC	12	4279	NC	100	99	NC	508	485	NC	NA	14	NC	25	30	NC	75	54	NC	NA	2
Hispanic	37	102	32389	100	100	98	491	492	478	8	6	16	24	31	34	68	62	48	NA	1	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	36	92	36446	100	99	99	502	511	516	3	3	4	28	21	15	69	68	73	NA	8	7
Students with Disabilities	NC	21	9411	NC	100	88	NC	458	453	NC	29	36	NC	43	36	NC	29	26	NC	NA	1
Students without Disabilities	68	186	70090	99	99	100	499	505	502	1	2	7	28	25	24	71	69	65	NA	4	5
Limited English Proficient Students	--	NC	9401	--	NC	94	--	NC	443	--	NC	40	--	NC	46	--	NC	14	--	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	--	37183	--	--	97	--	--	479	--	--	16	--	--	34	--	--	49	--	--	1
Non-Economically Disadvantaged	77	207	42318	100	100	99	495	501	513	5	4	5	29	27	17	66	65	70	NA	4	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	77	208	80000	100	100	99	570	575	564	1	0	3	6	6	11	87	85	75	5	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	90	39288	100	100	99	579	584	579	3	1	2	3	2	6	81	80	77	13	17	16
Male	45	118	40644	100	100	98	564	567	549	NA	NA	4	9	9	15	91	88	74	NA	3	7
African American	NC	12	4307	NC	100	99	NC	585	551	NC	NA	4	NC	8	13	NC	75	75	NC	17	7
Hispanic	37	102	32672	100	100	99	564	570	548	3	1	4	5	7	14	86	85	76	5	7	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	36	93	36602	100	100	99	577	579	579	NA	NA	2	6	5	7	92	85	75	3	10	16
Students with Disabilities	NC	21	9919	NC	100	93	NC	528	505	NC	NA	9	NC	29	35	NC	71	54	NC	NA	2
Students without Disabilities	68	187	70081	99	99	100	575	580	571	1	1	2	4	4	7	88	86	79	6	10	12
Limited English Proficient Students	--	NC	9571	--	NC	96	--	NC	502	--	NC	10	--	NC	29	--	NC	60	--	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	--	37534	--	--	98	--	--	547	--	--	4	--	--	15	--	--	76	--	--	5
Non-Economically Disadvantaged	77	208	42466	100	100	100	570	575	578	1	0	2	6	6	7	87	85	75	5	9	16

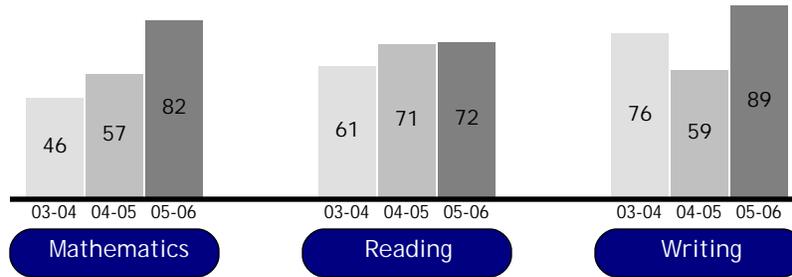
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	97	52	NA	58	100	50	47	47	100	54	54	46
	Language	99	37	34	50	100	50	44	47	100	52	52	48
	Mathematics	99	51	48	64	100	52	45	50	100	54	54	52
3	Reading	94	52	NA	55	100	43	46	44	98	52	46	46
	Language	95	58	46	61	100	45	47	44	98	52	46	46
	Mathematics	95	65	49	61	100	50	51	51	98	54	48	52
4	Reading	93	57	NA	56	100	51	51	48	98	46	56	52
	Language	97	48	51	52	100	55	52	49	98	50	61	52
	Mathematics	96	58	57	61	100	55	53	53	98	56	63	58
5	Reading	96	52	NA	55	100	49	54	50	95	59	58	56
	Language	97	43	42	49	100	46	51	50	95	56	56	54
	Mathematics	96	58	55	63	99	44	47	49	95	54	52	52
6	Reading	96	53	NA	56	100	59	56	51	100	59	61	56
	Language	94	39	43	48	100	55	51	47	100	48	50	50
	Mathematics	96	71	67	66	100	55	50	52	100	54	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/](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

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

Council Duties

- Ü School Safety Issues
- Ü Curriculum
- Ü Reporting Student Progress
- Ü Instructional Strategies
- Ü Student Achievement
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	29.50
Other Professional Staff	1.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	5	4	0	0
10 or more years	14	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	50
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü PC Lab
- Ü Media Center
- Ü Computer/Telephone in All Rooms
- Ü Activity Center for PE and Performances

Extracurricular Activities

- Ü 6th Graders Can Participate in Wrestling
- Ü 3rd-6th Graders Can Join Orchestra
- Ü 6th Graders Can Participate in Band

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 60% of students in grades 3rd-6th made a year's growth in math according to the AIMS dual purpose assessment. Just over 50 percent of the same students made one years growth in reading and writing.
  
- ü Fourth through sixth grade writing scores were well above the state average on the AIMS test. Our sixth grade reading and writing scores were well above the state average on the AIMS test.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	97	89	88	73
Graduation Rate <sup>6</sup>	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

Our school has a system where all visitors are required to sign-in at the office and receive a visitor's pass to be on campus. Any adult on campus without a pass is escorted to the office for verification by the principal. We now have a safety resource officer on campus to help monitor as well as teach lessons.

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) :

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	Mike Moreno	(928) 348-7010
Transportation Policy	Mickey Wilson	(928) 348-7080
Community Resources	Olivia Sainz	(928) 348-7000
School Nutrition Programs	Sharon Bradley	(928) 348-7000
Parent Organization	Susan Vlassis	(928) 348-7010
Student Health/Nurse	Marilyn Allen	(928) 348-7010

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 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](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.