



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1100 10th Ave, 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 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. AJ Taylor
Schedule : 07:30 AM to 04:30 PM
Grades : K-6
Web Address : www.saffordusd.k12.az.us
Phone Number : (928) 348-7020
Fax Number : (928) 348-7021
E-mail : ataylor@saffordusd.k12.az.us

Mission

Our mission is to provide the opportunity for each student to grow academically, physically and socially. We believe all children can learn given the correct resources and enough time. We want all students to become productive members of society.

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

- Our goal is to have all students be at or above grade level in reading. To achieve this goal we have at least 90 minutes of direct instruction in reading at all grade levels.
We believe all students can learn if they are in attendance. Our goal is to have at least 95% attendance.

Enrollment

October 1, 2005 School Year Student Enrollment : 467
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 8

Instructional Programs

- Reading First School/Emphasis on Reading
- Special Education/Resource Room
- Title I Team Instruction
- 6th Grade Fine Arts Block

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

LNS has responsibility to inform parents of policies of the district; programs available; parents' educational rights; state-mandated learning outcomes; report student progress; and provide opportunities for involvement through PTO and Site Council.

Parents

Parents are expected to participate in their child's educational program by maintaining communication with the teacher, supporting homework, providing a nurturing home environment, and helping students to understand and abide by school policies.

Transportation Policy

Our district provides transportation for students who reside outside walking distance which is one mile from school. Students must have good behavior while riding the bus.

School Honors

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

Award/Honor	Year
• Arizona Prof. Educators Teacher of the Year	2002
• Graham County Rotary Teacher of the Year	2000
• Arizona Small/Rural Dist. Assn City Teacher of the Year	2000
• Wal-Mart Teacher of the Year	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	202	80010	100	99	99	435	446	447	12	8	10	26	18	18	53	57	53	9	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	105	38935	97	98	99	431	446	447	11	5	9	29	25	19	53	51	55	8	19	17
Male	36	97	40974	100	100	98	438	445	448	14	12	11	22	11	18	53	63	52	11	13	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	32	90	34545	100	100	99	419	431	432	16	10	14	31	22	24	53	61	53	NA	7	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	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	38	102	35142	100	99	99	449	459	465	11	7	5	16	14	11	55	54	56	18	25	28
Students with Disabilities	10	22	10161	91	92	93	NA	407	419	NA	32	28	NA	23	28	NA	45	36	NA	NA	8
Students without Disabilities	64	180	69849	100	100	100	438	450	451	11	6	7	27	18	17	52	58	56	11	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	74	201	40981	100	99	100	435	446	462	12	8	6	26	18	13	53	57	54	9	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	74	202	79438	100	99	98	450	454	451	5	4	9	24	27	24	64	60	56	7	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	105	38775	97	98	99	454	460	457	3	1	7	21	23	22	66	65	58	11	11	13
Male	36	97	40560	100	100	97	447	448	446	8	7	12	28	31	25	61	56	54	3	6	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	32	90	34297	100	100	98	440	445	434	6	3	14	31	34	31	56	56	50	6	7	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	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	38	102	34887	100	99	98	461	464	471	5	4	4	13	18	15	74	68	63	8	11	18
Students with Disabilities	10	22	9588	91	92	88	NA	404	416	NA	32	30	NA	45	32	NA	23	34	NA	NA	5
Students without Disabilities	64	180	69850	100	100	100	457	460	456	2	1	7	22	24	23	69	65	59	8	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	74	201	40753	100	99	99	450	454	467	5	4	5	24	26	16	64	61	62	7	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	74	201	79971	100	99	99	423	433	423	4	2	8	41	37	41	55	60	49	NA	0	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	106	38974	97	99	99	432	441	437	3	2	5	37	32	33	61	65	57	NA	1	4
Male	36	95	40895	100	98	98	413	424	410	6	3	10	44	42	47	50	55	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	32	90	34481	100	100	99	409	419	410	9	4	10	41	43	46	50	52	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	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	38	102	35150	100	99	99	433	445	437	NA	1	5	42	31	35	58	67	56	NA	1	5
Students with Disabilities	10	20	10258	91	83	94	NA	400	377	NA	10	23	NA	65	51	NA	25	25	NA	NA	1
Students without Disabilities	64	181	69713	100	100	100	427	436	429	3	2	5	36	34	39	61	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	74	200	40977	100	99	100	423	433	437	4	3	5	41	37	34	55	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	57	194	80147	100	99	99	485	492	482	5	6	11	12	12	17	58	52	49	25	29	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	92	39281	100	99	99	486	493	483	10	8	9	10	11	17	48	49	50	31	33	24
Male	28	102	40780	100	100	98	484	491	482	NA	5	12	14	14	17	68	55	48	18	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	24	85	33494	100	99	99	482	482	466	NA	6	15	17	16	23	67	54	49	17	24	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	32	100	36122	100	99	99	487	501	501	9	6	5	9	9	10	50	49	50	31	36	35
Students with Disabilities	NC	28	10295	NC	90	92	NC	445	443	NC	32	33	NC	25	26	NC	36	33	NC	7	8
Students without Disabilities	52	166	69852	100	100	100	489	499	488	2	2	7	10	10	16	63	55	51	25	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	57	194	41776	100	99	100	485	492	498	5	6	6	12	12	11	58	52	49	25	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	57	194	79686	100	99	98	478	476	470	4	8	11	25	20	24	67	65	57	5	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	92	39163	100	99	99	484	484	475	7	7	9	17	17	22	69	65	60	7	11	10
Male	28	102	40438	100	100	97	471	468	465	NA	9	13	32	23	25	64	66	54	4	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	24	85	33299	100	99	98	473	468	452	NA	9	17	33	26	32	67	62	47	NA	2	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	32	100	35914	100	99	98	482	484	489	6	7	5	16	14	15	69	68	67	9	11	14
Students with Disabilities	NC	28	9808	NC	90	87	NC	420	432	NC	39	35	NC	39	32	NC	21	30	NC	NA	3
Students without Disabilities	52	166	69878	100	100	100	483	484	475	NA	2	8	23	17	23	71	73	61	6	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	57	194	41591	100	99	99	478	476	486	4	8	6	25	20	16	67	65	65	5	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	56	193	80372	98	99	99	488	483	475	2	4	4	13	18	30	86	77	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	92	39452	100	99	99	490	493	488	3	4	3	10	8	22	86	86	72	NA	2	3
Male	27	101	40836	96	99	98	486	474	464	NA	3	6	15	27	37	85	69	56	NA	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	23	84	33608	96	98	99	500	478	462	NA	5	6	4	15	36	96	79	57	NA	1	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	32	100	36213	100	99	99	480	487	489	3	3	2	19	18	22	78	77	72	NA	2	3
Students with Disabilities	NC	28	10526	NC	90	94	NC	450	427	NC	4	15	NC	50	53	NC	46	31	NC	NA	1
Students without Disabilities	51	165	69846	98	100	100	490	488	482	2	4	3	12	12	26	86	82	69	NA	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	56	193	41851	98	99	100	488	483	489	2	4	3	13	18	22	86	77	72	NA	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	73	177	79306	99	98	99	503	512	504	8	7	13	21	18	20	58	57	49	14	19	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	93	38845	100	100	99	495	511	505	6	4	11	16	18	20	72	60	50	6	17	18
Male	41	84	40383	98	97	98	508	514	504	10	10	14	24	17	19	46	54	47	20	20	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	37	82	32673	100	100	99	489	496	487	11	10	18	32	29	25	49	50	46	8	11	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	30	86	36234	97	97	99	520	529	523	7	5	6	3	6	13	70	63	52	20	27	28
Students with Disabilities	10	21	10286	91	88	91	NA	474	462	NA	43	41	NA	14	27	NA	38	27	NA	5	5
Students without Disabilities	63	156	69020	100	100	100	506	517	510	3	2	9	22	18	18	60	60	52	14	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	73	177	41869	99	98	100	503	512	521	8	7	7	21	18	14	58	57	51	14	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	73	177	79000	99	98	98	489	492	489	7	6	10	22	23	24	64	63	58	7	9	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	93	38774	100	100	99	489	493	494	6	4	7	25	27	22	66	60	61	3	9	10
Male	41	84	40150	98	97	98	489	491	485	7	7	12	20	18	25	63	65	55	10	10	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	37	82	32508	100	100	98	482	483	472	8	7	15	30	29	33	59	59	49	3	5	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	30	86	36135	97	97	98	500	503	508	7	5	4	7	14	14	77	69	67	10	13	15
Students with Disabilities	10	21	9991	91	88	88	NA	450	449	NA	33	33	NA	33	36	NA	29	29	NA	5	2
Students without Disabilities	63	156	69009	100	100	100	494	497	495	3	2	6	21	21	22	70	67	62	6	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	73	177	41766	99	98	99	489	492	505	7	6	5	22	23	16	64	63	65	7	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	73	177	79611	99	98	99	501	514	496	3	3	7	42	25	37	55	71	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	92	39016	97	99	99	516	527	511	NA	1	4	29	15	29	71	84	66	NA	NA	1
Male	42	85	40519	100	98	98	490	500	482	5	6	10	52	35	44	43	58	46	NA	1	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	37	82	32855	100	100	99	507	514	481	NA	1	10	43	27	43	57	72	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	30	86	36380	97	97	99	498	516	511	3	5	4	40	22	30	57	72	65	NA	1	1
Students with Disabilities	11	22	10664	100	92	94	464	462	440	9	14	23	64	59	54	27	27	22	NA	NA	1
Students without Disabilities	62	155	68947	98	99	100	507	521	504	2	2	4	39	20	34	60	77	61	NA	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	73	177	41985	99	98	100	501	514	511	3	3	4	42	25	30	55	71	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	55	207	79327	100	100	98	522	521	518	15	15	19	18	24	20	55	42	46	13	18	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	90	38961	100	100	98	529	521	520	13	12	16	13	23	20	58	50	48	17	14	16
Male	31	117	40295	100	99	97	516	522	516	16	18	21	23	25	19	52	36	44	10	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	28	102	32327	100	100	98	515	508	499	14	19	27	25	28	25	50	42	41	11	11	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	NC	4391	--	NC	96	--	NC	489	--	NC	32	--	NC	27	--	NC	36	--	NC	4
White	24	92	36373	100	99	98	531	538	538	13	13	10	13	16	14	58	43	52	17	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	51	186	70006	100	99	100	528	528	524	8	11	14	20	23	19	59	46	49	14	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	55	207	42230	100	100	99	522	521	535	15	15	11	18	24	15	55	42	50	13	18	24

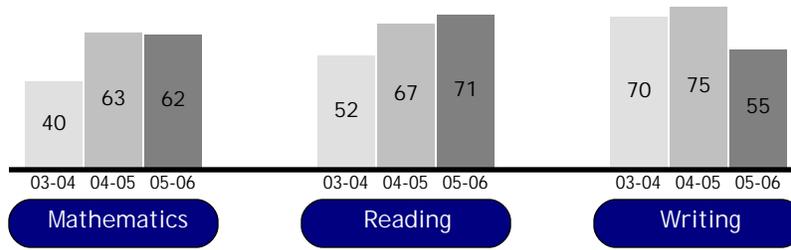
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	207	79501	100	100	98	513	501	497	NA	4	10	25	27	25	67	65	60	7	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	90	39062	100	100	99	524	505	502	NA	NA	8	13	22	23	75	73	64	13	4	5
Male	31	117	40368	100	99	98	505	498	491	NA	8	13	35	30	27	61	59	57	3	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	28	102	32389	100	100	98	509	492	478	NA	6	16	29	31	34	68	62	48	4	1	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	NC	4401	--	NC	96	--	NC	473	--	NC	17	--	NC	40	--	NC	43	--	NC	1
White	24	92	36446	100	99	99	519	511	516	NA	3	4	21	21	15	67	68	73	13	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	51	186	70090	100	99	100	518	505	502	NA	2	7	20	25	24	73	69	65	8	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	55	207	42318	100	100	99	513	501	513	NA	4	5	25	27	17	67	65	70	7	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	55	208	80000	100	100	99	590	575	564	NA	0	3	NA	6	11	84	85	75	16	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	90	39288	100	100	99	601	584	579	NA	1	2	NA	2	6	71	80	77	29	17	16
Male	31	118	40644	100	100	98	581	567	549	NA	NA	4	NA	9	15	94	88	74	6	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	28	102	32672	100	100	99	584	570	548	NA	1	4	NA	7	14	89	85	76	11	7	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	NC	4424	--	NC	97	--	NC	549	--	NC	3	--	NC	14	--	NC	77	--	NC	5
White	24	93	36602	100	100	99	597	579	579	NA	NA	2	NA	5	7	75	85	75	25	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	51	187	70081	100	99	100	593	580	571	NA	1	2	NA	4	7	82	86	79	18	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	55	208	42466	100	100	100	590	575	578	NA	0	2	NA	6	7	84	85	75	16	9	16

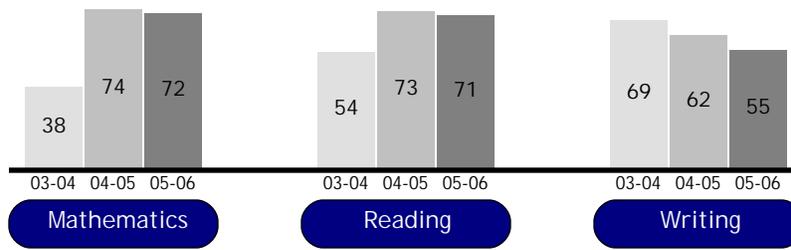
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	49	NA	58	100	43	47	47	100	59	54	46
	Language	97	30	34	50	100	39	44	47	100	59	52	48
	Mathematics	100	37	48	64	100	35	45	50	100	52	54	52
3	Reading	98	36	NA	55	100	45	46	44	100	43	46	46
	Language	100	34	46	61	100	46	47	44	100	41	46	46
	Mathematics	100	34	49	61	100	44	51	51	100	39	48	52
4	Reading	96	60	NA	56	100	47	51	48	100	58	56	52
	Language	100	53	51	52	100	47	52	49	100	65	61	52
	Mathematics	99	53	57	61	100	48	53	53	100	63	63	58
5	Reading	97	45	NA	55	100	59	54	50	100	61	58	56
	Language	99	42	42	49	100	53	51	50	100	56	56	54
	Mathematics	96	52	55	63	100	48	47	49	100	48	52	52
6	Reading	97	57	NA	56	100	56	56	51	100	68	61	56
	Language	100	51	43	48	100	49	51	47	100	54	50	50
	Mathematics	99	64	67	66	100	44	50	52	100	61	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Increase Student Achievement
- Ü Curriculum Development
- Ü Instructional Strategies
- Ü Design Learning Models
- Ü Shared Vision Between School/Community
- Ü Meeting Unique Learning Needs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.75
Other Professional Staff	2.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	4	1	0	0
7 to 9 years	1	0	0	0
10 or more years	8	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	17%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Title I Learning Center
- Ü Media Center

Extracurricular Activities

- Ü Band
- Ü Strings Program
- Ü Title I Love of Reading
- Ü Walking the Dogs Walking Club

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services
- Ü Family Resources Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Lafe Nelson School continues to meet its goal in the area of parent satisfaction as measured by a district administered survey.

ü We applied for a competitive grant to allow us to become a Reading First School. We were awarded the grant which provided \$230,000 for resources and training in the area of reading for our K-3 teachers. This was our 2nd year of implementation.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	96	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

We have controlled access to the campus. We have a school safety officer on campus. Our Student Support Provider gives class instruction on issues relating to anger management, getting along with others, and accepting individual differences.

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	AJ Taylor	(928) 348-7020
Transportation Policy	Mickey Wilson	(928) 348-7000
Community Resources	Olivia Sainz	(928) 348-7000
School Nutrition Programs	Sharon Bradley	(928) 348-7000
Parent Organization	Traci Taylor	(928) 348-7020
Student Health/Nurse	Charleen Green	(928) 348-7020

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.