

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

131 S. Main Street, Pima, AZ 85543

Pima 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 : Mrs. Lynne Jones
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 Web Address : www.pima.k12.az.us
 Phone Number : (928) 485-2570
 Fax Number : (928) 485-8964
 E-mail : ljones@pima.k12.az.us

Mission

We believe that students have the right to an excellent education. We acknowledge our responsibility, along with parents, to provide rich and varied opportunities for learning and academic achievement within a safe and supportive environment. We adhere to high academic standards for all students and will assist them in achieving optimum success through effective daily instruction, outstanding classroom management, accelerated learning opportunities, early and ongoing intervention.

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 Improve student achievement in Reading through early and ongoing assessment and intervention as measured by DIBELLS and AIMS scores.
- ü Improve classroom instruction through the use of research-based instructional strategies for increasing student achievement, as measured by student achievement on school and district assessments and AIMS tests as well as classroom observation.
- ü Improve student behavior through the Student Accountability Positive Behavior Support programs which explicitly identify behavioral expectations for all students, with provisions for positive and negative consequences.
- ü Improve the use of common courtesy throughout the school through explicit instruction and high expectations.

Enrollment

October 1, 2005 School Year Student Enrollment : 370
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 12

Instructional Programs

- ü At-risk Preschool
- ü ELL Support
- ü Tutoring Support
- ü On-Site Special Education
- ü Full-Day Kindergarten
- ü Intensive Reading Intervention

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Pima Elementary adheres to high academic standards for all students and assists them in reaching their goals through various programs such as accelerated learning opportunities, small group tutoring, ELL, special education, and Title I reading and math support.

Parents

Parents are responsible for ensuring that students attend school, arrive at school on time in appropriate attire, with completed homework and ready to learn. For optimum success, parents should be actively involved in their child's education at school and at home.

Transportation Policy

Regular school bus transportation to and from school is provided for the following categories: Special education students whose IEPs require transportation and students living outside a one-mile radius of the school.

School Honors

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

Award/Honor	Year
ü Graham County Teacher of Year Nominee	2004
ü Tobacco Free School of the Year	2002

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	56	56	80010	98	98	99	452	452	447	NA	NA	10	21	21	18	63	63	53	16	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	38935	100	100	99	453	453	447	NA	NA	9	21	21	19	64	64	55	15	15	17
Male	23	23	40974	92	92	98	451	451	448	NA	NA	11	22	22	18	61	61	52	17	17	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	14	14	34545	100	100	99	433	433	432	NA	NA	14	43	43	24	50	50	53	7	7	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	42	42	35142	98	98	99	459	459	465	NA	NA	5	14	14	11	67	67	56	19	19	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	50	50	69849	100	100	100	454	454	451	NA	NA	7	20	20	17	62	62	56	18	18	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	38	38	39029	100	100	98	449	449	432	NA	NA	14	24	24	25	61	61	52	16	16	9
Non-Economically Disadvantaged	18	18	40981	95	95	100	459	459	462	NA	NA	6	17	17	13	67	67	54	17	17	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	56	56	79438	98	98	98	460	460	451	4	4	9	20	20	24	66	66	56	11	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	38775	100	100	99	463	463	457	3	3	7	18	18	22	67	67	58	12	12	13
Male	23	23	40560	92	92	97	455	455	446	4	4	12	22	22	25	65	65	54	9	9	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	14	14	34297	100	100	98	448	448	434	7	7	14	21	21	31	57	57	50	14	14	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	42	42	34887	98	98	98	463	463	471	2	2	4	19	19	15	69	69	63	10	10	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	50	50	69850	100	100	100	461	461	456	4	4	7	16	16	23	68	68	59	12	12	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	38	38	38685	100	100	97	456	456	435	3	3	14	24	24	32	68	68	50	5	5	5
Non-Economically Disadvantaged	18	18	40753	95	95	99	468	468	467	6	6	5	11	11	16	61	61	62	22	22	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	56	56	79971	98	98	99	429	429	423	4	4	8	45	45	41	52	52	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	38974	100	100	99	437	437	437	3	3	5	39	39	33	58	58	57	NA	NA	4
Male	23	23	40895	92	92	98	417	417	410	4	4	10	52	52	47	43	43	41	NA	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	14	14	34481	100	100	99	427	427	410	NA	NA	10	50	50	46	50	50	43	NA	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	42	42	35150	98	98	99	429	429	437	5	5	5	43	43	35	52	52	56	NA	NA	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	50	50	69713	100	100	100	435	435	429	2	2	5	44	44	39	54	54	52	NA	NA	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	38	38	38994	100	100	98	427	427	409	5	5	10	45	45	47	50	50	41	NA	NA	1
Non-Economically Disadvantaged	18	18	40977	95	95	100	432	432	437	NA	NA	5	44	44	34	56	56	56	NA	NA	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	44	44	80147	96	96	99	496	496	482	5	5	11	11	11	17	52	52	49	32	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	39281	100	100	99	493	493	483	7	7	9	20	20	17	40	40	50	33	33	24
Male	29	29	40780	94	94	98	498	498	482	3	3	12	7	7	17	59	59	48	31	31	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	13	13	33494	93	93	99	465	465	466	8	8	15	31	31	23	54	54	49	8	8	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	30	30	36122	97	97	99	513	513	501	NA	NA	5	3	3	10	53	53	50	43	43	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	41	41	69852	100	100	100	497	497	488	5	5	7	10	10	16	54	54	51	32	32	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	28	28	38371	93	93	97	501	501	465	4	4	15	7	7	23	57	57	49	32	32	13
Non-Economically Disadvantaged	16	16	41776	100	100	100	489	489	498	6	6	6	19	19	11	44	44	49	31	31	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	44	44	79686	96	96	98	490	490	470	5	5	11	18	18	24	64	64	57	14	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	39163	100	100	99	500	500	475	7	7	9	20	20	22	47	47	60	27	27	10
Male	29	29	40438	94	94	97	485	485	465	3	3	13	17	17	25	72	72	54	7	7	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	13	13	33299	93	93	98	456	456	452	8	8	17	46	46	32	46	46	47	NA	NA	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	30	30	35914	97	97	98	508	508	489	NA	NA	5	7	7	15	73	73	67	20	20	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	41	41	69878	100	100	100	490	490	475	5	5	8	17	17	23	63	63	61	15	15	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	28	28	38095	93	93	97	491	491	452	4	4	17	21	21	32	61	61	48	14	14	3
Non-Economically Disadvantaged	16	16	41591	100	100	99	489	489	486	6	6	6	13	13	16	69	69	65	13	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	44	44	80372	96	96	99	471	471	475	2	2	4	32	32	30	66	66	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	39452	100	100	99	466	466	488	7	7	3	7	7	22	87	87	72	NA	NA	3
Male	29	29	40836	94	94	98	474	474	464	NA	NA	6	45	45	37	55	55	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	13	13	33608	93	93	99	443	443	462	8	8	6	46	46	36	46	46	57	NA	NA	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	30	30	36213	97	97	99	484	484	489	NA	NA	2	23	23	22	77	77	72	NA	NA	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	41	41	69846	100	100	100	471	471	482	2	2	3	32	32	26	66	66	69	NA	NA	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	28	28	38521	93	93	98	468	468	461	NA	NA	6	43	43	38	57	57	55	NA	NA	1
Non-Economically Disadvantaged	16	16	41851	100	100	100	476	476	489	6	6	3	13	13	22	81	81	72	NA	NA	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	50	50	79306	100	100	99	522	522	504	4	4	13	22	22	20	48	48	49	26	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	21	38845	100	100	99	531	531	505	5	5	11	19	19	20	43	43	50	33	33	18
Male	29	29	40383	100	100	98	515	515	504	3	3	14	24	24	19	52	52	47	21	21	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	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	40	40	36234	100	100	99	532	532	523	NA	NA	6	18	18	13	53	53	52	30	30	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	46	46	69020	100	100	100	524	524	510	4	4	9	17	17	18	50	50	52	28	28	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	30	30	37437	97	97	97	524	524	486	3	3	19	17	17	26	53	53	46	27	27	9
Non-Economically Disadvantaged	20	20	41869	100	100	100	517	517	521	5	5	7	30	30	14	40	40	51	25	25	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	50	50	79000	100	100	98	496	496	489	6	6	10	30	30	24	50	50	58	14	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	20	38774	95	95	99	505	505	494	5	5	7	30	30	22	40	40	61	25	25	10
Male	30	30	40150	100	100	98	489	489	485	7	7	12	30	30	25	57	57	55	7	7	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	10	10	32508	100	100	98	NA	NA	472	NA	NA	15	NA	NA	33	NA	NA	49	NA	NA	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	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	38	38	36135	100	100	98	506	506	508	NA	NA	4	26	26	14	58	58	67	16	16	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	46	46	69009	100	100	100	499	499	495	4	4	6	26	26	22	54	54	62	15	15	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	31	31	37234	100	100	97	498	498	472	3	3	15	23	23	33	58	58	50	16	16	3
Non-Economically Disadvantaged	19	19	41766	100	100	99	491	491	505	11	11	5	42	42	16	37	37	65	11	11	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	49	49	79611	98	98	99	505	505	496	2	2	7	35	35	37	63	63	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	20	39016	95	95	99	508	508	511	5	5	4	20	20	29	75	75	66	NA	NA	1
Male	29	29	40519	100	100	98	503	503	482	NA	NA	10	45	45	44	55	55	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	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	38	38	36380	100	100	99	514	514	511	NA	NA	4	29	29	30	71	71	65	NA	NA	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	46	46	68947	100	100	100	507	507	504	2	2	4	30	30	34	67	67	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	31	31	37626	100	100	98	508	508	479	NA	NA	10	35	35	45	65	65	45	NA	NA	0
Non-Economically Disadvantaged	18	18	41985	95	95	100	500	500	511	6	6	4	33	33	30	61	61	65	NA	NA	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	56	57	79327	95	97	98	521	521	518	16	16	19	21	23	20	46	46	46	16	16	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	28	38961	93	97	98	513	513	520	19	18	16	30	32	20	37	36	48	15	14	16
Male	29	29	40295	97	97	97	528	528	516	14	14	21	14	14	19	55	55	44	17	17	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	17	17	32327	94	94	98	481	481	499	41	41	27	24	24	25	35	35	41	NA	NA	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	38	39	36373	95	98	98	539	539	538	5	5	10	21	23	14	50	49	52	24	23	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	51	51	70006	98	98	100	522	522	524	16	16	14	22	22	19	45	45	49	18	18	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	40	40	37097	98	98	97	509	509	498	20	20	27	18	18	25	53	53	41	10	10	7
Non-Economically Disadvantaged	16	17	42230	89	94	99	550	550	535	6	6	11	31	35	15	31	29	50	31	29	24

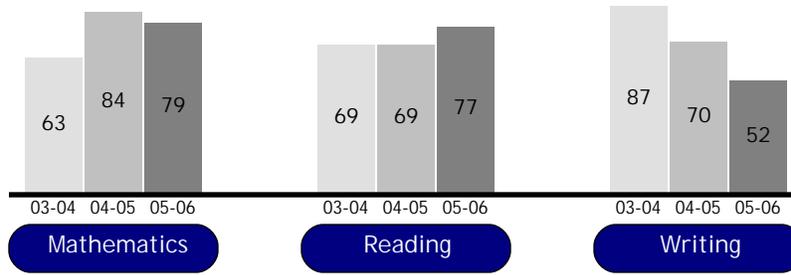
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	56	79501	93	95	98	502	502	497	5	5	10	33	34	25	53	52	60	9	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	28	39062	93	97	99	502	502	502	7	7	8	33	36	23	52	50	64	7	7	5
Male	28	28	40368	93	93	98	502	502	491	4	4	13	32	32	27	54	54	57	11	11	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	16	16	32389	89	89	98	468	468	478	19	19	16	44	44	34	38	38	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	38	39	36446	95	98	99	516	516	516	NA	NA	4	29	31	15	58	56	73	13	13	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	51	51	70090	98	98	100	502	502	502	6	6	7	33	33	24	51	51	65	10	10	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	39	39	37183	95	95	97	493	493	479	8	8	16	36	36	34	51	51	49	5	5	1
Non-Economically Disadvantaged	16	17	42318	89	94	99	524	524	513	NA	NA	5	25	29	17	56	53	70	19	18	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	54	55	80000	92	93	99	576	576	564	NA	NA	3	13	15	11	69	67	75	19	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	28	39288	93	97	99	587	587	579	NA	NA	2	4	7	6	70	68	77	26	25	16
Male	27	27	40644	90	90	98	565	565	549	NA	NA	4	22	22	15	67	67	74	11	11	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	16	16	32672	89	89	99	557	557	548	NA	NA	4	13	13	14	75	75	76	13	13	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	37	38	36602	93	95	99	584	584	579	NA	NA	2	14	16	7	65	63	75	22	21	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	51	51	70081	98	98	100	578	578	571	NA	NA	2	12	12	7	71	71	79	18	18	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	38	38	37534	93	93	98	571	571	547	NA	NA	4	13	13	15	71	71	76	16	16	5
Non-Economically Disadvantaged	16	17	42466	89	94	100	588	588	578	NA	NA	2	13	18	7	63	59	75	25	24	16

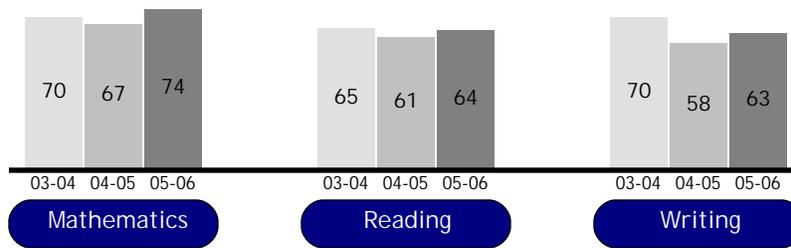
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	88	66	NA	58	100	53	53	47	96	52	52	46
	Language	95	40	40	50	100	50	50	47	96	52	52	48
	Mathematics	95	63	63	64	100	41	41	50	96	56	56	52
3	Reading	94	56	NA	55	100	49	49	44	98	50	50	46
	Language	94	58	58	61	100	51	51	44	98	48	48	46
	Mathematics	96	54	54	61	100	54	54	51	98	54	54	52
4	Reading	100	51	NA	56	100	51	51	48	96	61	61	52
	Language	100	45	45	52	100	53	53	49	96	54	54	52
	Mathematics	100	57	57	61	100	58	58	53	96	61	61	58
5	Reading	98	69	NA	55	100	48	48	50	98	58	58	56
	Language	100	54	54	49	100	49	49	50	96	63	63	54
	Mathematics	100	71	71	63	100	49	49	49	98	59	59	52
6	Reading	93	57	NA	56	100	56	56	51	93	54	54	56
	Language	95	46	46	48	100	54	54	47	92	46	46	50
	Mathematics	96	64	64	66	100	57	57	52	95	54	54	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)
- 3 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent Involvement
- Ü Student Discipline
- Ü School Improvement
- Ü Tax Credit Funds
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	3.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	20
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	17%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Gymnasium
- Ü Library Media Center
- Ü Computer Lab

Extracurricular Activities

- Ü Gifted Program (Must Qualify)
- Ü Summer School K-6
- Ü Band (Grades 5-6)
- Ü Bantam Basketball (Grades 4-6)
- Ü Strings Program (Grades 4-6)

Social Services

- Ü Breakfast/Lunch Programs
- Ü Parenting Classes
- Ü Adult ESL Classes
- Ü Food/Clothing Bank
- Ü On Site Counseling
- Ü Early Intervention for At-Risk Students
- Ü GED/Literacy Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Improved student achievement in all core subjects.

- ü Improved student behavior in and outside of the classroom through explicit instruction and positive behavior support.

- ü Improved classroom climate through effective instruction and classroom management.

- ü Four students made a perfect score on the AIMS Reading Test.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	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 are implementing Positive Behavior Intervention Support in our school. We have clearly identified expected behavior for all students and shared it in our student handbook. The standard for behavior is supported by parents and staff. We have also defined what misbehaviors are to be handled by the teacher or supervisor and which misbehaviors are to be referred to the office. Student behavior has improved as evidenced by a reduction in student office referrals.

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	Lynne Jones	(928) 485-2570
Transportation Policy	Troy Thygerson	(928) 485-0529
Community Resources	Lynne Jones	(928) 485-2570
School Nutrition Programs	Norma Miller	(928) 485-2570
Parent Organization	Cynthia Thompson	(928) 485-2570
Student Health/Nurse	Linda Peru	(928) 485-2570

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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** 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.