



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3834 S. 91st Ave., Tolleson, AZ 85353

Union Elementary District

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

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2005-06 Failing to Meet Academic Standards Underperforming
2004-05 Underperforming
2003-04 Underperforming

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

School Overview

Principal/Administrator : Mr. Justin Greene
Schedule : 08:00 AM to 04:00 PM
Grades : 5-8
Web Address : www.uesd.org
Phone Number : (623) 478-5000
Fax Number : (623) 478-5026
E-mail : jgreene@uesd.org

Mission

To provide success-oriented learning activities for students. These opportunities are designed to develop potential in academic ability, vocational awareness, cultural appreciation, physical well-being, social development and community contribution.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 Warning Year
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

- To increase student performance in reading, writing and math. To be evaluated by measuring the number of students meeting and exceeding the standard on both district and state assessments.
To provide intensive staff development. On-going teacher training will be provided for individual, small and large group settings throughout the school year.
Focus on a life skills approach to instruction by supporting student growth both academically and socially. As measured by eventual graduation rates of Union Elementary students from high school.
Continue to develop the culture of education towards a true community school. Where the school is the unifying point in the community for meetings, activities and resources.

Enrollment

October 1, 2005 School Year Student Enrollment : 439
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 47

Instructional Programs

- Technology Based Learning
- Economics Program
- Computer Education
- Integrated Specials Program
- On Track Program for At Risk Students
- Weekly Afterschool Tutoring
- Advanced Courses and a Gifted Program
- ESL Program

Calendar Information

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

Shared Responsibilities

School

Maintain high academic standards and expectations of students. Ensure a safe, orderly, productive learning environment. Develop and maintain school calendar, Parent/Student Handbook and consistent home/school communication throughout the year.

Parents

Union Elementary School parents are expected to support the educational program by encouraging regular attendance, providing needed resources and attending regularly scheduled school functions. Parents are the most important resource for a child's success at school.

Transportation Policy

Union Elementary School provides transportation for all students who live within the district's boundaries and for students tutored to outside facilities. This will continue until the necessary improvements including sidewalks, streelights and crosswalks are available.

School Honors

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

Award/Honor	Year
• Master Council Student Council	2005
• Regional Teacher of The Year	2005

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	130	130	79306	100	100	99	465	465	504	32	32	13	29	29	20	38	38	49	NA	NA	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	65	38845	100	100	99	463	463	505	32	32	11	32	32	20	35	35	50	NA	NA	18
Male	65	65	40383	100	100	98	467	467	504	32	32	14	26	26	19	42	42	47	NA	NA	19
African American	24	24	4171	100	100	98	457	457	485	29	29	20	50	50	26	21	21	44	NA	NA	10
Hispanic	81	81	32673	100	100	99	468	468	487	31	31	18	25	25	25	44	44	46	NA	NA	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	12	12	36234	100	100	99	476	476	523	25	25	6	25	25	13	50	50	52	NA	NA	28
Students with Disabilities	11	11	10286	100	100	91	421	421	462	91	91	41	9	9	27	NA	NA	27	NA	NA	5
Students without Disabilities	119	119	69020	100	100	100	469	469	510	27	27	9	31	31	18	42	42	52	NA	NA	21
Limited English Proficient Students	24	24	10291	100	100	96	471	471	458	21	21	38	42	42	34	38	38	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	96	96	37437	98	98	97	463	463	486	34	34	19	27	27	26	39	39	46	NA	NA	9
Non-Economically Disadvantaged	34	34	41869	100	100	100	470	470	521	26	26	7	35	35	14	38	38	51	NA	NA	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	130	130	79000	100	100	98	461	461	489	19	19	10	34	34	24	46	46	58	1	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	65	38774	100	100	99	462	462	494	15	15	7	40	40	22	43	43	61	2	2	10
Male	65	65	40150	100	100	98	459	459	485	23	23	12	28	28	25	49	49	55	NA	NA	8
African American	24	24	4153	100	100	98	453	453	476	21	21	13	42	42	30	38	38	53	NA	NA	4
Hispanic	81	81	32508	100	100	98	463	463	472	19	19	15	33	33	33	47	47	49	1	1	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	12	12	36135	100	100	98	465	465	508	25	25	4	NA	NA	14	75	75	67	NA	NA	15
Students with Disabilities	11	11	9991	100	100	88	411	411	449	82	82	33	9	9	36	9	9	29	NA	NA	2
Students without Disabilities	119	119	69009	100	100	100	465	465	495	13	13	6	36	36	22	50	50	62	1	1	10
Limited English Proficient Students	24	24	10199	100	100	95	461	461	439	17	17	35	46	46	47	33	33	18	4	4	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	96	96	37234	98	98	97	458	458	472	22	22	15	33	33	33	44	44	50	1	1	3
Non-Economically Disadvantaged	34	34	41766	100	100	99	467	467	505	12	12	5	35	35	16	53	53	65	NA	NA	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	127	127	79611	100	100	99	452	452	496	17	17	7	55	55	37	28	28	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	63	39016	98	98	99	458	458	511	16	16	4	43	43	29	41	41	66	NA	NA	1
Male	64	64	40519	100	100	98	446	446	482	17	17	10	67	67	44	16	16	46	NA	NA	0
African American	23	23	4188	100	100	98	440	440	486	26	26	9	48	48	40	26	26	50	NA	NA	0
Hispanic	80	80	32855	100	100	99	462	462	481	14	14	10	53	53	43	34	34	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	12	12	36380	100	100	99	428	428	511	17	17	4	75	75	30	8	8	65	NA	NA	1
Students with Disabilities	11	11	10664	100	100	94	356	356	440	64	64	23	36	36	54	NA	NA	22	NA	NA	1
Students without Disabilities	116	116	68947	100	100	100	461	461	504	12	12	4	57	57	34	31	31	61	NA	NA	1
Limited English Proficient Students	24	24	10362	100	100	97	429	429	438	25	25	22	54	54	57	21	21	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	94	94	37626	96	96	98	450	450	479	17	17	10	55	55	45	28	28	45	NA	NA	0
Non-Economically Disadvantaged	33	33	41985	100	100	100	458	458	511	15	15	4	55	55	30	30	30	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	130	130	79327	100	100	98	473	473	518	44	44	19	31	31	20	24	24	46	2	2	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	38961	100	100	98	475	475	520	42	42	16	32	32	20	24	24	48	2	2	16
Male	71	71	40295	100	100	97	470	470	516	45	45	21	30	30	19	24	24	44	1	1	16
African American	22	22	4247	100	100	98	451	451	499	82	82	27	9	9	24	9	9	41	NA	NA	8
Hispanic	73	73	32327	100	100	98	475	475	499	36	36	27	38	38	25	26	26	41	NA	NA	8
Asian/Pacific Islander	10	10	1939	100	100	99	NA	NA	556	NA	NA	6	NA	NA	10	NA	NA	47	NA	NA	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	16	16	36373	94	94	98	484	484	538	19	19	10	50	50	14	31	31	52	NA	NA	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	123	123	70006	100	100	100	475	475	524	41	41	14	33	33	19	25	25	49	2	2	18
Limited English Proficient Students	22	22	9431	100	100	95	472	472	466	45	45	53	27	27	27	27	27	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	97	97	37097	98	98	97	466	466	498	49	49	27	32	32	25	19	19	41	NA	NA	7
Non-Economically Disadvantaged	33	33	42230	100	100	99	492	492	535	27	27	11	27	27	15	39	39	50	6	6	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	130	130	79501	100	100	98	469	469	497	21	21	10	36	36	25	41	41	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	39062	100	100	99	473	473	502	24	24	8	25	25	23	47	47	64	3	3	5
Male	71	71	40368	100	100	98	467	467	491	18	18	13	45	45	27	35	35	57	1	1	3
African American	22	22	4279	100	100	99	445	445	485	41	41	14	41	41	30	18	18	54	NA	NA	2
Hispanic	73	73	32389	100	100	98	472	472	478	19	19	16	33	33	34	47	47	48	1	1	1
Asian/Pacific Islander	10	10	1936	100	100	99	NA	NA	519	NA	NA	3	NA	NA	14	NA	NA	73	NA	NA	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	16	16	36446	94	94	99	486	486	516	13	13	4	19	19	15	69	69	73	NA	NA	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	123	123	70090	100	100	100	472	472	502	17	17	7	37	37	24	43	43	65	2	2	5
Limited English Proficient Students	22	22	9401	100	100	94	472	472	443	9	9	40	55	55	46	36	36	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	97	97	37183	98	98	97	463	463	479	24	24	16	41	41	34	35	35	49	NA	NA	1
Non-Economically Disadvantaged	33	33	42318	100	100	99	489	489	513	12	12	5	21	21	17	58	58	70	9	9	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	130	130	80000	100	100	99	527	527	564	7	7	3	17	17	11	72	72	75	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	39288	100	100	99	540	540	579	7	7	2	8	8	6	76	76	77	8	8	16
Male	71	71	40644	100	100	98	516	516	549	7	7	4	24	24	15	69	69	74	NA	NA	7
African American	22	22	4307	100	100	99	488	488	551	14	14	4	27	27	13	59	59	75	NA	NA	7
Hispanic	73	73	32672	100	100	99	543	543	548	3	3	4	12	12	14	81	81	76	4	4	6
Asian/Pacific Islander	10	10	1945	100	100	99	NA	NA	592	NA	NA	1	NA	NA	4	NA	NA	69	NA	NA	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	16	16	36602	94	94	99	526	526	579	13	13	2	13	13	7	69	69	75	6	6	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	123	123	70081	100	100	100	534	534	571	5	5	2	16	16	7	75	75	79	4	4	12
Limited English Proficient Students	22	22	9571	100	100	96	531	531	502	9	9	10	14	14	29	68	68	60	9	9	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	97	97	37534	98	98	98	523	523	547	7	7	4	19	19	15	71	71	76	3	3	5
Non-Economically Disadvantaged	33	33	42466	100	100	100	538	538	578	6	6	2	12	12	7	76	76	75	6	6	16

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

7th 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	120	120	78546	99	99	97	490	490	543	53	53	15	23	23	18	23	23	52	2	2	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	38645	98	98	98	485	485	545	60	60	13	17	17	18	23	23	54	NA	NA	15
Male	68	68	39792	100	100	97	494	494	542	47	47	17	26	26	17	24	24	50	3	3	15
African American	20	20	4205	95	95	97	478	478	524	60	60	22	25	25	22	15	15	49	NA	NA	7
Hispanic	75	75	31177	99	99	97	489	489	524	53	53	22	24	24	23	20	20	48	3	3	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	11	11	36450	100	100	97	506	506	563	36	36	7	18	18	12	45	45	57	NA	NA	23
Students with Disabilities	11	11	8093	85	85	82	449	449	489	100	100	50	NA	NA	24	NA	NA	23	NA	NA	2
Students without Disabilities	109	109	70453	100	100	100	494	494	549	48	48	11	25	25	17	26	26	56	2	2	16
Limited English Proficient Students	29	29	9323	100	100	94	484	484	491	55	55	47	34	34	28	10	10	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	86	86	34694	97	97	96	483	483	524	59	59	23	22	22	23	17	17	48	1	1	7
Non-Economically Disadvantaged	34	34	43852	100	100	99	507	507	559	35	35	10	24	24	13	38	38	56	3	3	22

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	121	121	79045	100	100	98	477	477	512	23	23	10	43	43	25	33	33	58	1	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	38860	98	98	98	481	481	519	21	21	7	37	37	22	40	40	62	2	2	8
Male	69	69	40075	100	100	97	474	474	505	25	25	12	48	48	28	28	28	54	NA	NA	6
African American	21	21	4250	100	100	98	462	462	500	38	38	12	38	38	31	24	24	54	NA	NA	3
Hispanic	75	75	31314	99	99	98	476	476	493	24	24	16	43	43	34	32	32	48	1	1	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	11	11	36730	100	100	98	496	496	532	18	18	4	36	36	16	45	45	68	NA	NA	12
Students with Disabilities	12	12	8552	92	92	87	434	434	463	67	67	35	33	33	40	NA	NA	23	NA	NA	1
Students without Disabilities	109	109	70493	100	100	100	482	482	517	18	18	7	44	44	24	37	37	62	1	1	8
Limited English Proficient Students	29	29	9355	100	100	95	476	476	456	24	24	37	38	38	48	38	38	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	86	86	34922	97	97	96	471	471	493	24	24	15	49	49	34	26	26	48	1	1	3
Non-Economically Disadvantaged	35	35	44123	100	100	99	491	491	527	20	20	6	29	29	18	51	51	66	NA	NA	11

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	120	120	79657	99	99	99	534	534	566	8	8	3	13	13	8	79	79	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	39120	98	98	99	543	543	580	8	8	2	4	4	4	88	88	92	NA	NA	2
Male	68	68	40423	100	100	98	528	528	553	7	7	5	21	21	12	72	72	83	NA	NA	1
African American	20	20	4290	95	95	99	507	507	560	15	15	4	20	20	9	65	65	86	NA	NA	1
Hispanic	75	75	31642	99	99	99	535	535	552	7	7	5	13	13	11	80	80	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	11	11	36929	100	100	99	543	543	579	9	9	2	9	9	5	82	82	91	NA	NA	2
Students with Disabilities	11	11	9069	85	85	92	497	497	508	9	9	11	27	27	30	64	64	58	NA	NA	1
Students without Disabilities	109	109	70588	100	100	100	538	538	573	7	7	2	12	12	5	81	81	91	NA	NA	1
Limited English Proficient Students	29	29	9521	100	100	96	523	523	507	10	10	13	14	14	24	76	76	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	86	86	35341	97	97	97	531	531	551	7	7	5	14	14	12	79	79	83	NA	NA	0
Non-Economically Disadvantaged	34	34	44316	100	100	100	543	543	578	9	9	2	12	12	5	79	79	90	NA	NA	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	128	78400	98	98	97	518	518	554	42	42	21	24	24	19	33	33	47	1	1	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	56	38686	98	98	98	524	524	554	34	34	20	27	27	20	38	38	49	2	2	12
Male	72	72	39636	99	99	96	514	514	554	49	49	23	22	22	18	29	29	46	NA	NA	13
African American	26	26	4193	96	96	97	494	494	533	73	73	32	12	12	23	15	15	40	NA	NA	5
Hispanic	76	76	30732	100	100	97	524	524	534	34	34	31	28	28	24	38	38	40	NA	NA	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	14	14	4536	100	100	95	511	511	528	43	43	35	21	21	25	36	36	37	NA	NA	4
White	NC	NC	37038	NC	NC	97	NC	NC	575	NC	NC	11	NC	NC	14	NC	NC	56	NC	NC	19
Students with Disabilities	15	15	7840	88	88	81	480	480	498	87	87	60	NA	NA	18	13	13	20	NA	NA	2
Students without Disabilities	113	113	70560	100	100	99	523	523	560	36	36	17	27	27	19	35	35	50	1	1	14
Limited English Proficient Students	15	15	8956	94	94	95	532	532	502	20	20	56	33	33	25	47	47	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	84	84	33014	97	97	95	514	514	534	44	44	31	21	21	24	35	35	40	NA	NA	5
Non-Economically Disadvantaged	44	44	45386	100	100	99	525	525	569	39	39	15	30	30	15	30	30	52	2	2	18

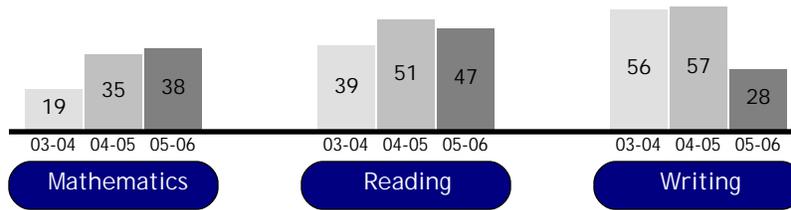
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	129	79179	99	99	98	490	490	519	18	18	11	46	46	27	36	36	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	57	38974	100	100	99	497	497	524	16	16	8	42	42	25	42	42	61	NA	NA	5
Male	72	72	40124	99	99	97	484	484	513	19	19	13	49	49	28	31	31	54	1	1	4
African American	26	26	4243	96	96	98	480	480	506	15	15	14	65	65	32	19	19	51	NA	NA	3
Hispanic	77	77	30987	100	100	98	493	493	498	14	14	17	43	43	36	42	42	45	1	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	14	14	4573	100	100	96	480	480	494	43	43	16	29	29	41	29	29	42	NA	NA	1
White	NC	NC	37467	NC	NC	98	NC	NC	539	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	8
Students with Disabilities	16	16	8567	94	94	88	453	453	467	31	31	39	69	69	38	NA	NA	22	NA	NA	1
Students without Disabilities	113	113	70612	100	100	99	495	495	524	16	16	7	42	42	25	41	41	62	1	1	5
Limited English Proficient Students	16	16	9013	100	100	95	489	489	461	25	25	40	31	31	48	38	38	12	6	6	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	85	85	33345	98	98	96	489	489	499	19	19	17	46	46	36	34	34	46	1	1	1
Non-Economically Disadvantaged	44	44	45834	100	100	99	490	490	533	16	16	7	45	45	19	39	39	67	NA	NA	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	128	128	79734	98	98	99	540	540	554	4	4	3	20	20	19	77	77	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	57	39243	100	100	99	543	543	568	5	5	2	14	14	12	81	81	85	NA	NA	1
Male	71	71	40413	97	97	98	538	538	541	3	3	4	24	24	26	73	73	70	NA	NA	0
African American	26	26	4285	96	96	99	534	534	548	4	4	3	38	38	22	58	58	74	NA	NA	0
Hispanic	76	76	31254	100	100	99	547	547	539	3	3	5	16	16	25	82	82	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	14	14	4613	100	100	97	526	526	535	7	7	4	14	14	29	79	79	67	NA	NA	0
White	NC	NC	37668	NC	NC	99	NC	NC	569	NC	NC	1	NC	NC	13	NC	NC	85	NC	NC	1
Students with Disabilities	16	16	8943	94	94	92	474	474	495	19	19	11	38	38	51	44	44	38	NA	NA	1
Students without Disabilities	112	112	70791	99	99	100	550	550	561	2	2	2	17	17	15	81	81	83	NA	NA	0
Limited English Proficient Students	15	15	9138	94	94	97	534	534	492	13	13	13	20	20	46	67	67	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	84	84	33718	97	97	97	538	538	538	6	6	5	15	15	26	79	79	69	NA	NA	0
Non-Economically Disadvantaged	44	44	46016	100	100	100	545	545	567	NA	NA	2	27	27	14	73	73	84	NA	NA	1

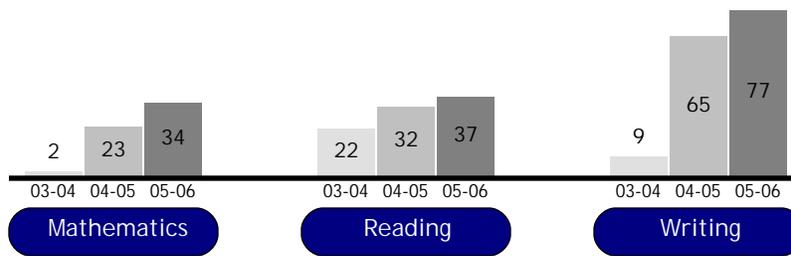
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

5th Grade Proficiency



8th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
5	Reading	91	23	NA	55	100	35	35	50	100	34	34	56
	Language	98	25	25	49	100	33	33	50	100	30	30	54
	Mathematics	98	23	23	63	100	27	27	49	100	25	25	52
6	Reading	94	32	NA	56	100	36	36	51	100	39	39	56
	Language	94	26	26	48	100	33	33	47	100	34	34	50
	Mathematics	94	39	39	66	100	34	34	52	100	28	28	58
7	Reading	100	28	NA	54	100	35	35	50	100	27	27	54
	Language	100	28	28	58	100	36	36	52	100	32	32	58
	Mathematics	100	29	29	62	100	37	37	50	100	18	18	54
8	Reading	98	29	NA	55	100	38	38	51	100	41	41	58
	Language	98	17	17	52	100	36	36	50	100	41	41	56
	Mathematics	98	32	32	61	100	32	32	53	100	34	34	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."

# Union Elementary School

## School Site Council

### Council Composition

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

### Council Duties

- Ü Textbook Adoption
- Ü School Scheduling
- Ü Increasing Parental Involvement
- Ü Designing Cultural Programs
- Ü Community Involvement
- Ü Program Review and Evaluation

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	.50	Teacher Aide	3.00

## Years of Teaching Experience for School Year 2005-06

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

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	17
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	52%

## Resources Available at School Site

### Special Facilities

- Ü Library
- Ü Student Weight Room
- Ü Computer Lab
- Ü Dance Room

### Extracurricular Activities

- Ü Student Council
- Ü Girl's Choir
- Ü Dance/Basketball/Volleyball/Intramurals
- Ü Chess Club
- Ü Students on Track Program
- Ü Step Team
- Ü Science Club
- Ü Band and Music

### Social Services

- Ü Gila River Social Services
- Ü On Site Counselor
- Ü Community Referral Coordinator
- Ü Parenting Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The school has increased the level of technology in the media center and the number of student computers to 1 ratio 8 to 1.
  
- ü Students' test scores on Stanford 9 and AIMS have improved over the last three years. The enrollment has increased from 100 to 400.
  
- ü Nationally Recognized Student Council which earned the Master Council Rating.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	92	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

Union Elementary School has developed a secure campus by implementing programs (i.e., Character Education, Learn and Serve and Safe and Drug Free School) to develop a safe environment conducive to learning. A Crisis Management Plan is in place including an emergency response protocol. The school will continue to implement facility and procedural changes to insure a safe and healthy learning environment.

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	Justin Greene	(623) 478-5000
Transportation Policy	Eric Issac	(623) 478-5000
Community Resources	Bessie Foster	(623) 478-5000
School Nutrition Programs	Kendall Paty	(623) 478-5000
Parent Organization	Kristi Layman	(623) 478-5000
Student Health/Nurse	Susan Sonnichsen	(623) 478-5000

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.