



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1100 W. Mahoney, Winslow, AZ 86047

Winslow 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. Daniel Troy McReynolds
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 Web Address :
 Phone Number : (928) 288-8500
 Fax Number : (928) 288-8592
 E-mail : tmcreynolds@winslow.k12.az.us

Mission

Education is a partnership among students, parents, staff and community. We will work together to facilitate learning and instruction for all students in the areas of academics, social interaction and emotional health.

No Child Left Behind

Adequate Yearly Progress (b)

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

- ü To acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively.
- ü To develop necessary skills to be successful with higher education and to be employable in the job market.

Enrollment

October 1, 2005 School Year Student Enrollment : 368
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 70

Instructional Programs

- Title I, II, IV, VI, VII
- ELL
- Gifted
- JOM

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Provide a Student Handbook that describes the school's responsibilities, calendar and discipline guide. Communicate in a timely manner any issues of concern. Provide a safe, nurturing and wholesome school environment. Maintain high expectations.

Parents

The Governing Board recognizes the ultimate responsibility for the well-being of each child rests with the parents. All parents are expected to make sure their children attend school regularly and they cooperate with the policies of the district.

Transportation Policy

Students are bused to Jefferson School from a distance of one mile or more. School boundaries for attendance are the Unorganized Territory north of Winslow, north of Fleming to the 1000 block and north of Cherry Street.

School Honors

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

Award/Honor	Year
• Art Contest Winners	1999
• Student Work Published	1999
• Spelling Bee Champions	2001
• Monthly Student Honors	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	62	158	80010	95	88	99	450	449	447	NA	6	10	18	15	18	74	66	53	8	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	90	38935	95	93	99	448	447	447	NA	6	9	18	14	19	74	69	55	8	11	17
Male	23	68	40974	96	82	98	454	453	448	NA	6	11	17	16	18	74	62	52	9	16	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	18	43	34545	95	88	99	449	448	432	NA	2	14	17	16	24	78	70	53	6	12	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	30	60	3979	97	85	96	443	438	424	NA	5	17	23	22	30	70	68	47	7	5	6
White	12	46	35142	100	94	99	464	464	465	NA	9	5	8	7	11	83	63	56	8	22	28
Students with Disabilities	NC	15	10161	NC	44	93	NC	440	419	NC	13	28	NC	13	28	NC	73	36	NC	NA	8
Students without Disabilities	56	143	69849	98	98	100	450	450	451	NA	5	7	18	15	17	73	65	56	9	15	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	34	90	39029	94	88	98	436	438	432	NA	7	14	26	20	25	74	67	52	NA	7	9
Non-Economically Disadvantaged	28	68	40981	97	87	100	467	465	462	NA	4	6	7	9	13	75	65	54	18	22	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	60	157	79438	92	87	98	472	466	451	NA	3	9	10	13	24	77	74	56	13	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	91	38775	98	94	99	474	468	457	NA	1	7	13	15	22	73	73	58	15	11	13
Male	20	66	40560	83	80	97	468	462	446	NA	5	12	5	11	25	85	76	54	10	9	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	16	41	34297	84	84	98	473	465	434	NA	2	14	6	12	31	81	76	50	13	10	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	30	60	3940	97	85	95	462	457	429	NA	2	14	10	13	36	87	83	47	3	2	3
White	11	46	34887	92	94	98	494	477	471	NA	4	4	9	13	15	55	61	63	36	22	18
Students with Disabilities	NC	14	9588	NC	41	88	NC	465	416	NC	NA	30	NC	21	32	NC	71	34	NC	7	5
Students without Disabilities	56	143	69850	98	98	100	471	466	456	NA	3	7	9	13	23	79	74	59	13	10	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	33	89	38685	92	87	97	462	458	435	NA	3	14	15	17	32	79	74	50	6	6	5
Non-Economically Disadvantaged	27	68	40753	93	87	99	484	475	467	NA	1	5	4	9	16	74	74	62	22	16	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	60	160	79971	92	89	99	446	440	423	NA	3	8	33	35	41	67	61	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	91	38974	98	94	99	451	451	437	NA	1	5	23	24	33	78	73	57	NA	2	4
Male	20	68	40895	83	82	98	437	427	410	NA	4	10	55	49	47	45	46	41	NA	1	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	16	42	34481	84	86	99	455	446	410	NA	5	10	25	26	46	75	64	43	NA	5	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	30	61	3995	97	86	96	441	439	409	NA	2	10	43	38	47	57	59	42	NA	2	1
White	11	47	35150	92	96	99	461	447	437	NA	NA	5	9	32	35	91	68	56	NA	NA	5
Students with Disabilities	NC	17	10258	NC	50	94	NC	419	377	NC	NA	23	NC	59	51	NC	41	25	NC	NA	1
Students without Disabilities	56	143	69713	98	98	100	449	443	429	NA	3	5	30	32	39	70	63	52	NA	2	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	33	90	38994	92	88	98	446	434	409	NA	4	10	30	34	47	70	59	41	NA	2	1
Non-Economically Disadvantaged	27	70	40977	93	90	100	446	448	437	NA	NA	5	37	36	34	63	63	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	58	170	80147	100	94	99	490	482	482	NA	1	11	7	18	17	81	66	49	12	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	95	39281	100	94	99	486	481	483	NA	NA	9	8	19	17	83	69	50	8	12	24
Male	22	75	40780	100	94	98	497	482	482	NA	3	12	5	16	17	77	63	48	18	19	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	16	41	33494	100	93	99	495	485	466	NA	NA	15	NA	15	23	81	66	49	19	20	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	21	63	4117	100	94	96	483	473	456	NA	3	19	5	22	27	90	63	46	5	11	8
White	15	56	36122	100	97	99	503	490	501	NA	NA	5	7	14	10	73	68	50	20	18	35
Students with Disabilities	NC	14	10295	NC	56	92	NC	476	443	NC	NA	33	NC	14	26	NC	79	33	NC	7	8
Students without Disabilities	52	156	69852	100	100	100	491	482	488	NA	1	7	8	18	16	79	65	51	13	15	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	33	96	38371	100	91	97	484	478	465	NA	1	15	12	23	23	79	60	49	9	16	13
Non-Economically Disadvantaged	25	74	41776	100	99	100	498	486	498	NA	1	6	NA	11	11	84	74	49	16	14	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	53	164	79686	91	91	98	486	480	470	NA	1	11	15	22	24	77	70	57	8	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	96	39163	97	95	99	484	482	475	NA	1	9	17	20	22	80	72	60	3	7	10
Male	18	68	40438	82	85	97	490	477	465	NA	1	13	11	25	25	72	66	54	17	7	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	15	38	33299	94	86	98	488	481	452	NA	NA	17	13	18	32	80	76	47	7	5	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	19	62	4087	90	93	96	478	466	446	NA	3	16	21	27	38	74	68	44	5	2	2
White	13	54	35914	87	93	98	494	493	489	NA	NA	5	15	22	15	69	61	67	15	17	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	52	156	69878	100	100	100	485	481	475	NA	1	8	15	22	23	77	70	61	8	8	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	31	96	38095	94	91	97	478	471	452	NA	2	17	16	27	32	81	67	48	3	4	3
Non-Economically Disadvantaged	22	68	41591	88	91	99	496	494	486	NA	NA	6	14	15	16	73	74	65	14	12	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	58	175	80372	100	97	99	500	488	475	NA	3	4	12	15	30	84	79	64	3	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	101	39452	100	100	99	510	495	488	NA	3	3	8	10	22	86	83	72	6	4	3
Male	22	74	40836	100	93	98	484	478	464	NA	3	6	18	23	37	82	73	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	16	41	33608	100	93	99	500	486	462	NA	2	6	13	17	36	81	76	57	6	5	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	21	66	4128	100	99	97	501	481	464	NA	3	4	10	17	39	90	80	56	NA	NA	1
White	15	57	36213	100	98	99	504	496	489	NA	4	2	13	12	22	80	81	72	7	4	3
Students with Disabilities	NC	19	10526	NC	76	94	NC	461	427	NC	5	15	NC	26	53	NC	68	31	NC	NA	1
Students without Disabilities	52	156	69846	100	100	100	503	491	482	NA	3	3	12	14	26	85	80	69	4	3	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	33	101	38521	100	95	98	499	484	461	NA	4	6	12	14	38	85	80	55	3	2	1
Non-Economically Disadvantaged	25	74	41851	100	99	100	503	492	489	NA	1	3	12	18	22	84	77	72	4	4	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	47	131	79306	85	87	99	489	498	504	9	6	13	34	25	20	53	58	49	4	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	74	38845	87	93	99	484	495	505	4	4	11	44	28	20	48	59	50	4	8	18
Male	20	57	40383	83	81	98	496	502	504	15	9	14	20	21	19	60	56	47	5	14	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	11	34	32673	79	81	99	482	491	487	9	3	18	55	38	25	36	53	46	NA	6	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	21	52	4034	88	88	97	488	492	479	10	8	22	33	27	29	52	60	43	5	6	7
White	NC	33	36234	NC	89	99	NC	515	523	NC	3	6	NC	9	13	NC	70	52	NC	18	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	42	124	69020	95	98	100	492	500	510	7	5	9	33	25	18	55	59	52	5	11	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	29	78	37437	88	85	97	490	495	486	7	5	19	38	28	26	48	59	46	7	8	9
Non-Economically Disadvantaged	18	53	41869	82	91	100	488	503	521	11	8	7	28	21	14	61	57	51	NA	15	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	46	131	79000	84	87	98	485	490	489	4	2	10	33	29	24	61	63	58	2	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	73	38774	81	91	99	488	493	494	NA	1	7	32	25	22	68	67	61	NA	7	10
Male	21	58	40150	88	83	98	480	486	485	10	3	12	33	34	25	52	57	55	5	5	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	10	34	32508	71	81	98	NA	483	472	NA	3	15	NA	41	33	NA	50	49	NA	6	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	21	52	4016	88	88	96	479	482	467	5	4	14	38	27	37	57	65	46	NA	4	2
White	NC	33	36135	NC	89	98	NC	506	508	NC	NA	4	NC	18	14	NC	73	67	NC	9	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	43	125	69009	98	99	100	484	490	495	5	2	6	35	30	22	58	62	62	2	6	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	28	77	37234	85	84	97	481	485	472	NA	NA	15	39	32	33	61	66	50	NA	1	3
Non-Economically Disadvantaged	18	54	41766	82	93	99	489	497	505	11	6	5	22	24	16	61	57	65	6	13	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	46	136	79611	84	91	99	495	500	496	NA	2	7	50	43	37	50	55	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	76	39016	84	95	99	510	514	511	NA	1	4	31	29	29	69	70	66	NA	NA	1
Male	20	60	40519	83	86	98	476	483	482	NA	3	10	75	60	44	25	37	46	NA	NA	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	NC	34	32855	NC	81	99	NC	491	481	NC	3	10	NC	38	43	NC	59	47	NC	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	22	55	3992	92	93	96	498	502	478	NA	4	10	45	40	46	55	56	44	NA	NA	0
White	NC	35	36380	NC	95	99	NC	507	511	NC	NA	4	NC	49	30	NC	51	65	NC	NA	1
Students with Disabilities	NC	11	10664	NC	46	94	NC	450	440	NC	18	23	NC	64	54	NC	18	22	NC	NA	1
Students without Disabilities	42	125	68947	95	99	100	495	505	504	NA	1	4	48	41	34	52	58	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	28	81	37626	85	88	98	492	493	479	NA	4	10	50	46	45	50	51	45	NA	NA	0
Non-Economically Disadvantaged	18	55	41985	82	95	100	501	510	511	NA	NA	4	50	38	30	50	62	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	44	135	79327	90	88	98	532	520	518	2	7	19	11	25	20	66	53	46	20	15	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	76	38961	100	94	98	531	522	520	4	5	16	4	25	20	72	54	48	20	16	16
Male	19	59	40295	79	82	97	534	519	516	NA	10	21	21	25	19	58	51	44	21	14	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	10	31	32327	83	78	98	NA	516	499	NA	10	27	NA	26	25	NA	55	41	NA	10	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	20	54	4391	87	90	96	529	512	489	NA	7	32	10	28	27	70	54	36	20	11	4
White	10	43	36373	100	93	98	NA	536	538	NA	5	10	NA	19	14	NA	56	52	NA	21	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	41	129	70006	100	98	100	534	522	524	2	7	14	10	26	19	66	52	49	22	16	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	21	68	37097	84	84	97	530	514	498	5	9	27	10	28	25	67	51	41	19	12	7
Non-Economically Disadvantaged	23	67	42230	96	93	99	534	527	535	NA	6	11	13	22	15	65	54	50	22	18	24

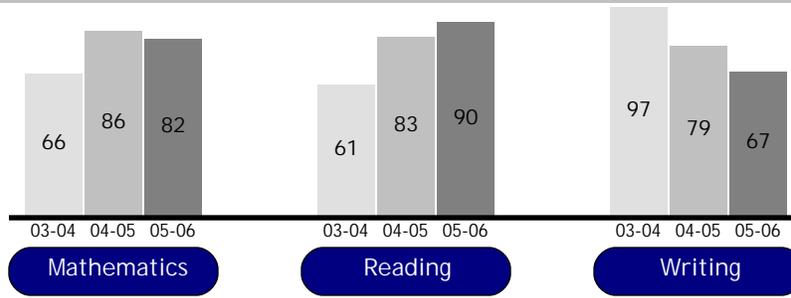
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	135	79501	86	88	98	512	506	497	NA	1	10	24	21	25	71	74	60	5	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	75	39062	96	93	99	516	511	502	NA	NA	8	21	20	23	75	77	64	4	3	5
Male	18	60	40368	75	83	98	507	500	491	NA	3	13	28	23	27	67	70	57	6	3	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	NC	31	32389	NC	78	98	NC	508	478	NC	NA	16	NC	23	34	NC	74	48	NC	3	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	20	54	4401	87	90	96	505	496	473	NA	2	17	25	28	40	70	67	43	5	4	1
White	10	43	36446	100	93	99	NA	519	516	NA	2	4	NA	7	15	NA	88	73	NA	2	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	41	129	70090	100	98	100	512	507	502	NA	2	7	24	20	24	71	75	65	5	3	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	21	69	37183	84	85	97	502	496	479	NA	1	16	33	30	34	62	67	49	5	1	1
Non-Economically Disadvantaged	21	66	42318	88	92	99	522	517	513	NA	2	5	14	12	17	81	82	70	5	5	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	43	140	80000	88	92	99	580	557	564	NA	4	3	NA	7	11	91	79	75	9	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	79	39288	100	98	99	584	571	579	NA	3	2	NA	4	6	88	81	77	12	13	16
Male	18	61	40644	75	85	98	574	540	549	NA	7	4	NA	11	15	94	77	74	6	5	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	NC	32	32672	NC	80	99	NC	555	548	NC	3	4	NC	6	14	NC	78	76	NC	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	20	55	4424	87	92	97	584	554	549	NA	5	3	NA	5	14	95	84	77	5	5	5
White	10	46	36602	100	100	99	NA	570	579	NA	2	2	NA	11	7	NA	74	75	NA	13	16
Students with Disabilities	NC	10	9919	NC	45	93	NC	NA	505	NC	NA	9	NC	NA	35	NC	NA	54	NC	NA	2
Students without Disabilities	41	130	70081	100	99	100	582	561	571	NA	5	2	NA	5	7	90	81	79	10	10	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	21	73	37534	84	90	98	584	545	547	NA	7	4	NA	10	15	90	73	76	10	11	5
Non-Economically Disadvantaged	22	67	42466	92	93	100	576	571	578	NA	1	2	NA	4	7	91	87	75	9	7	16

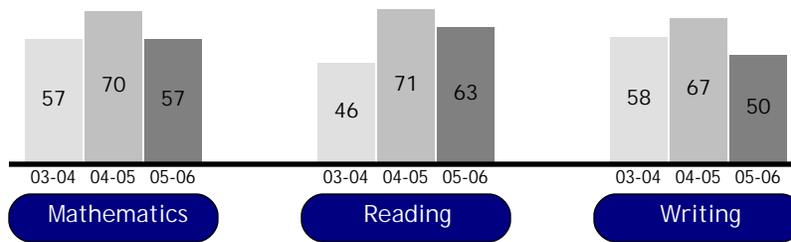
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	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
2	Reading	100	52	NA	58	98	44	47	47	100	46	48	46
	Language	100	41	41	50	98	43	45	47	100	35	41	48
	Mathematics	100	63	60	64	97	41	44	50	100	41	46	52
3	Reading	100	39	NA	55	95	52	51	44	92	58	58	46
	Language	100	59	55	61	95	45	44	44	92	58	54	46
	Mathematics	100	66	57	61	95	52	50	51	95	56	54	52
4	Reading	92	45	NA	56	96	45	48	48	91	67	61	52
	Language	100	32	43	52	96	49	48	49	100	65	59	52
	Mathematics	98	41	46	61	96	49	47	53	100	72	61	58
5	Reading	100	48	NA	55	98	50	52	50	84	54	58	56
	Language	100	48	47	49	98	48	47	50	84	52	50	54
	Mathematics	100	60	60	63	98	47	46	49	85	48	46	52
6	Reading	100	48	NA	56	100	55	52	51	86	70	65	56
	Language	100	50	51	48	100	45	45	47	88	58	56	50
	Mathematics	98	64	67	66	100	51	50	52	90	65	61	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)
- 2 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- ü Curriculum Development
- ü Budget Concerns
- ü Parent/Educator Relations
- ü Student Expectations/Achievement
- ü Staff Development/Improvement
- ü Building a Learning Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.33
Other Professional Staff	1.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	5	3	0	0
10 or more years	0	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	48
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	22%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Music Room
- ü Art Room
- ü Library

Extracurricular Activities

- ü Christmas Help to the Needy
- ü Before/After School Study Hall
- ü Sixth Grade End of Year Reward Trip
- ü Student Recognition Trips
- ü Halloween Carnival
- ü Battle of the Bands
- ü Climb the Mountain

Social Services

- ü Citizenship and Character Education
- ü Clothing/Food Banks
- ü Community Counseling
- ü Counseling Services
- ü Cafeteria Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Continue to improve test scores and student achievement with Dibels, Galileo and AIMS. Focus on the No Child Left Behind laws.
- ü Greater parent involvement - Open House, Conferences, Carnival, special events. Invite parents to get involved and participate in the educational process.
- ü Create high student achievement for all students by having qualified teachers using research-based instructional practices.
- ü Create a positive, safe climate and culture at school to facilitate learning

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

'Character Education' programs, bullies/victims workshops, new student handbook, schoolwide emergency plans are complete. Children's safety is our #1 priority. Training of all staff in dealing with defiant behaviors. Full time counselor staff is being trained in 'Seven Habits of Highly Effective People.'

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

0

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

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

Contacts

	Name	Phone Number
School Site Council	D. Troy McReynolds	(928) 288-8500
Transportation Policy	Pam ferkin	(928) 288-8107
Community Resources	D. Troy McReynolds	(928) 288-8500
School Nutrition Programs	Pam Potter	(928) 288-8104
Parent Organization	Cyndie Mattox	(928) 288-8109
Student Health/Nurse	Sinda Montoya	(928) 288-8500

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.