

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

225 S. Orlando, Florence, AZ 85232

Florence Unified School 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)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Kacy S. Lewis
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 887
 Web Address : florenceusd.org/k8/
 Phone Number : (520) 866-3540
 Fax Number : (520) 868-2312
 E-mail : klewis@florence.k12.az.us

Mission

The mission of the Florence Unified School District is to provide an educational foundation that allows each student to reach his or her individual potential.

School / Academic Goals

- ü To create a positive and safe school environment that fosters independent learning and responsibility.
- ü Increase student achievement as reflected on standardized testing.
- ü Create a strong bond between the school and community by welcoming parent involvement in various activities, events, and school functions.
- ü To have students recognize and be a proactive part of the Peace Building community of Florence K-8.

Enrollment

October 1, 2004 School Year Student Enrollment : 877
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 30

Instructional Programs

- ü Full-day Kindergarten
- ü Special Education/Speech Services
- ü Special Education Preschool
- ü WAVE Technology Program
- ü Title 1 Reading Specialists
- ü Talented and Gifted Program
- ü Inclusive Math Specialist
- ü LionQuest Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	7/25/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Florence K-8 sets high standards and goals for students both academically and with citizenship. A parent/student handbook is distributed annually. Site Council meetings are held monthly to provide parents with a forum for discussion. School and classroom newsletters are sent home each month. Parents are in intragal part of the school community and this year a Parent Teacher Organization has been added to our school.

Parents

Parents are responsible for providing nourishment and appropriate clothing for students. Parents should also ensure that students come to school every day on time, with completed homework, and prepared for class.

The expectation is that our parents will also be an active participant in their child's education on a consistent basis. One of our goals is to make this 'our' school and therefore we ask parents to make a commitment to the school and volunteer whenever possible.

Transportation Policy

Students who live within a one mile radius of the school are usually required to walk. The district buses students who live beyond the one mile radius. Handicapped students are transported by specialized vehicles. Field trips and athletic trips are also transported by the district.

School Honors

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

Award/Honor	Year
ü Students Received Outstanding Woodsman Writing Awards	2004
ü Student Council Received the Master Council Award	2004
ü Students Received Poetry and Spelling Awards	2004
ü Girls Volleyball Teams Placed Regionally	2004

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	90	395	79306	100	99	99	438	442	445	8	8	10	21	21	18	62	55	51	9	16	20
All Students (Prior Year)	101	252	75509	100	100	100	500	508	521	16	15	13	30	28	23	40	38	33	14	19	31
Female	56	194	38691	100	99	99	441	445	446	2	5	10	24	22	18	65	57	52	8	16	20
Male	34	201	40583	100	100	99	434	439	445	19	11	11	15	19	18	56	53	50	11	17	21
African American	NC	19	4041	NC	95	99	NC	426	426	NC	17	17	NC	25	23	NC	50	50	NC	8	10
Hispanic	38	125	32869	100	98	99	437	431	429	10	9	15	16	24	25	68	59	51	6	8	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	47	240	36197	100	100	99	438	449	463	7	7	5	24	19	11	59	53	53	10	21	31
Students with Disabilities	NC	41	10321	NC	100	100	NC	389	389	NC	25	30	NC	25	27	NC	42	34	NC	8	9
Students without Disabilities	82	354	69060	100	97	98	438	447	454	7	7	7	20	20	17	66	56	54	7	17	22
Limited English Proficient Students	NC	23	15509	NC	100	100	NC	376	406	NC	6	20	NC	50	30	NC	44	45	NC	0	5
Migrant Students	NC	NC	118	NC	NC	NA	NC	NC	419	NC	NC	25	NC	NC	21	NC	NC	50	NC	NC	3
Economically Disadvantaged	37	119	39415	95	75	96	431	441	431	8	7	15	24	23	25	59	58	50	8	12	10
Non-Economically Disadvantaged	53	276	39966	100	100	100	445	443	459	8	9	6	18	19	12	64	53	52	10	18	30

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	90	396	79395	100	0	99	447	445	446	8	7	9	28	25	25	58	61	55	7	7	11
All Students (Prior Year)	101	254	75492	100	100	100	512	516	519	13	13	12	26	20	16	42	47	47	18	20	24
Female	56	194	38743	100	0	100	452	452	451	4	5	7	29	25	24	57	62	57	10	9	12
Male	34	202	40618	100	0	99	437	437	440	15	9	11	26	26	27	59	60	53	0	4	9
African American	NC	19	4052	NC	0	100	NC	433	434	NC	0	11	NC	50	29	NC	50	54	NC	0	6
Hispanic	38	126	32915	100	0	99	441	433	426	6	10	15	35	27	35	55	57	47	3	6	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	47	240	36221	100	0	99	451	451	465	10	6	4	20	22	15	61	63	63	10	8	17
Students with Disabilities	NC	41	10331	NC	0	100	NC	389	388	NC	13	25	NC	38	37	NC	46	34	NC	4	4
Students without Disabilities	82	355	69139	100	0	99	449	450	454	7	7	7	27	24	24	59	62	58	7	7	11
Limited English Proficient Students	NC	23	15545	NC	0	100	NC	361	399	NC	11	21	NC	44	42	NC	44	35	NC	0	1
Migrant Students	NC	NC	120	NC	NC	NA	NC	NC	414	NC	NC	20	NC	NC	45	NC	NC	35	NC	NC	0
Economically Disadvantaged	37	120	39484	95	0	96	444	442	429	5	10	14	35	27	35	57	59	47	3	4	4
Non-Economically Disadvantaged	53	276	39986	100	0	100	450	446	461	10	6	4	21	25	16	59	62	63	10	8	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	90	395	78869	100	99	99	440	442	442	8	6	6	20	19	21	64	64	63	8	10	10
All Students (Prior Year)	100	251	75053	100	100	99	536	584	597	13	8	7	22	15	12	65	70	72	0	7	9
Female	56	195	38536	100	99	99	465	461	458	2	4	4	16	18	15	69	64	67	12	14	14
Male	34	200	40302	100	99	99	395	423	428	19	9	8	26	20	26	56	65	60	0	7	7
African American	NC	19	4015	NC	95	99	NC	440	430	NC	0	8	NC	50	24	NC	42	61	NC	8	7
Hispanic	38	126	32606	100	99	98	443	433	426	6	9	8	16	17	27	68	63	60	10	10	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	47	239	36078	100	99	99	434	446	459	10	6	4	22	18	16	61	66	66	7	10	14
Students with Disabilities	NC	40	10246	NC	100	100	NC	355	367	NC	21	18	NC	25	39	NC	54	40	NC	0	4
Students without Disabilities	82	355	68697	100	98	98	444	451	454	7	5	4	20	19	18	65	65	67	8	11	11
Limited English Proficient Students	NC	24	15339	NC	100	100	NC	322	399	NC	33	11	NC	22	31	NC	44	54	NC	0	3
Migrant Students	NC	NC	119	NC	NC	NA	NC	NC	402	NC	NC	16	NC	NC	30	NC	NC	53	NC	NC	1
Economically Disadvantaged	37	121	39106	95	77	95	441	440	427	5	7	8	19	22	28	73	65	59	3	7	5
Non-Economically Disadvantaged	53	274	39837	100	100	100	439	444	457	10	6	4	21	18	14	56	64	67	13	12	15

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	93	347	78906	100	100	99	485	490	498	14	15	13	34	23	19	37	48	48	14	14	20
All Students (Prior Year)	97	252	76019	100	100	100	472	478	499	26	20	14	48	49	39	12	12	14	15	19	33
Female	47	171	38644	100	100	99	488	492	500	15	12	12	35	25	19	33	49	49	17	14	19
Male	46	175	40236	100	100	99	481	487	497	11	17	15	35	21	19	43	48	46	11	13	20
African American	NC	23	4087	NC	100	99	NC	481	481	NC	7	20	NC	43	24	NC	50	45	NC	0	11
Hispanic	33	100	31938	100	100	99	465	466	481	31	29	19	34	31	25	31	38	46	3	1	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	46	215	36483	100	100	99	502	500	517	7	10	7	24	17	13	45	54	51	24	19	30
Students with Disabilities	NC	32	10664	NC	100	100	NC	415	430	NC	72	42	NC	11	27	NC	11	26	NC	6	5
Students without Disabilities	88	316	68310	100	100	98	488	495	509	10	11	9	36	24	18	39	51	51	15	15	22
Limited English Proficient Students	NC	14	12573	NC	100	100	NC	400	454	NC	56	27	NC	22	30	NC	22	38	NC	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	29	94	38679	74	74	96	475	479	483	14	20	20	48	34	25	28	39	45	10	7	10
Non-Economically Disadvantaged	65	254	40295	100	100	100	489	494	513	15	13	7	27	19	13	42	51	50	16	17	30

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	93	349	78908	100	0	99	470	475	484	13	11	10	36	30	23	46	54	58	5	5	9
All Students (Prior Year)	97	252	76020	100	100	100	496	496	503	35	32	25	30	29	23	29	34	40	6	5	12
Female	47	171	38648	100	0	99	473	481	489	9	8	8	37	26	22	50	60	61	4	5	10
Male	46	176	40233	100	0	99	467	469	479	16	13	12	38	35	25	41	49	55	5	4	8
African American	NC	23	4092	NC	0	99	NC	455	473	NC	7	12	NC	50	28	NC	43	54	NC	0	5
Hispanic	33	100	31940	100	0	99	454	454	465	24	24	16	34	35	32	41	41	49	0	0	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	46	217	36502	100	0	99	487	486	502	7	5	4	29	26	14	55	62	67	10	7	15
Students with Disabilities	NC	32	10665	NC	0	100	NC	403	423	NC	44	30	NC	44	36	NC	11	31	NC	0	2
Students without Disabilities	88	318	68312	100	0	98	473	481	493	9	8	7	39	29	21	48	58	62	5	5	10
Limited English Proficient Students	NC	14	12556	NC	0	100	NC	372	436	NC	56	24	NC	33	40	NC	11	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	29	94	38662	74	0	96	469	467	468	7	12	16	52	39	32	38	46	49	3	3	3
Non-Economically Disadvantaged	65	256	40315	100	0	100	470	479	498	16	10	5	29	27	15	49	58	66	5	6	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	93	346	78750	100	100	99	476	488	500	11	7	6	41	34	29	47	58	63	1	1	2
All Students (Prior Year)	97	251	75673	100	100	100	484	503	530	23	17	12	31	33	25	43	48	58	3	2	4
Female	47	170	38586	100	99	99	508	515	515	0	0	4	35	29	22	65	70	71	0	1	3
Male	46	174	40135	100	99	99	440	462	486	22	14	8	51	40	35	24	45	56	3	1	1
African American	NC	23	4081	NC	100	99	NC	482	488	NC	7	8	NC	43	32	NC	50	59	NC	0	2
Hispanic	33	98	31841	100	99	99	457	464	483	21	16	8	34	34	36	45	49	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	46	216	36440	100	100	99	496	498	516	2	4	3	45	34	22	50	61	71	2	1	4
Students with Disabilities	NC	32	10622	NC	100	100	NC	398	415	NC	28	21	NC	56	50	NC	17	28	NC	0	1
Students without Disabilities	88	315	68196	100	99	98	478	495	513	10	6	3	40	32	25	49	61	69	1	1	3
Limited English Proficient Students	NC	13	12504	NC	100	100	NC	355	451	NC	33	12	NC	56	44	NC	11	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	29	93	38558	74	73	96	472	479	485	7	8	8	45	38	37	48	54	54	0	0	1
Non-Economically Disadvantaged	65	254	40260	100	100	100	477	491	514	13	7	3	40	32	21	45	59	72	2	1	4

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	93	293	78250	100	99	99	536	535	548	26	24	21	19	23	18	48	46	48	7	7	13
All Students (Prior Year)	78	229	75001	100	100	99	435	444	468	62	54	37	35	38	36	3	6	16	0	2	10
Female	43	127	38071	100	99	99	540	535	549	20	21	20	20	23	19	53	50	49	8	6	12
Male	50	166	40126	100	99	99	533	535	547	31	26	23	18	22	17	44	44	46	7	8	14
African American	NC	20	4058	NC	100	99	NC	472	523	NC	50	32	NC	21	22	NC	29	41	NC	0	5
Hispanic	32	91	29129	100	96	99	535	531	527	27	26	32	17	28	23	50	42	40	7	4	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	52	175	38320	100	100	99	542	545	568	22	18	12	20	21	14	50	52	55	9	9	19
Students with Disabilities	NC	28	9329	NC	100	100	NC	431	454	NC	71	64	NC	19	18	NC	10	16	NC	0	2
Students without Disabilities	85	265	68996	100	98	99	543	546	561	21	19	16	19	23	18	52	50	52	8	8	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	22	71	33388	92	82	94	523	524	530	41	38	32	9	21	22	45	36	40	5	6	5
Non-Economically Disadvantaged	71	222	44937	100	100	100	541	538	561	21	19	13	22	23	15	49	50	54	8	7	18

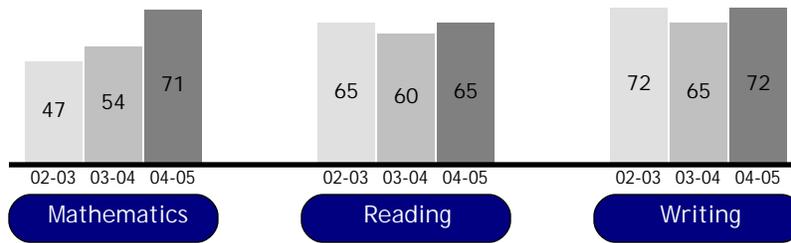
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	293	78302	100	0	99	503	504	512	16	10	11	28	32	25	53	55	57	2	3	7
All Students (Prior Year)	78	228	74918	100	100	99	480	488	497	44	38	32	21	22	19	26	27	35	9	14	15
Female	43	127	38082	100	0	99	508	505	518	18	12	8	18	27	24	63	58	61	3	3	7
Male	50	166	40166	100	0	99	499	503	507	16	9	14	38	37	26	44	52	54	2	2	6
African American	NC	20	4064	NC	0	100	NC	449	498	NC	21	14	NC	50	29	NC	29	54	NC	0	3
Hispanic	32	90	29152	100	0	99	502	501	492	17	12	17	27	33	34	57	55	46	0	0	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	52	176	38347	100	0	99	509	512	531	13	7	5	26	30	17	57	59	68	4	4	10
Students with Disabilities	NC	28	9353	NC	0	100	NC	417	429	NC	43	40	NC	52	38	NC	5	22	NC	0	1
Students without Disabilities	85	265	69024	100	0	99	508	513	524	10	7	7	29	30	23	58	60	62	3	3	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	22	70	33398	92	0	94	496	499	495	27	19	18	23	30	35	50	49	46	0	2	2
Non-Economically Disadvantaged	71	223	44979	100	0	100	505	505	525	13	7	6	30	33	18	54	57	66	3	3	10

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	92	289	78094	100	98	99	537	535	545	4	4	3	26	23	18	70	72	77	0	1	2
All Students (Prior Year)	77	221	74503	100	100	99	463	483	491	16	11	9	37	33	32	45	50	51	3	5	8
Female	42	124	38025	100	97	99	556	553	558	0	2	2	23	19	13	77	77	82	0	2	2
Male	50	165	40013	100	99	99	520	521	534	7	6	5	29	26	23	64	67	71	0	0	1
African American	NC	20	4037	NC	100	99	NC	454	532	NC	14	4	NC	36	22	NC	50	73	NC	0	1
Hispanic	31	89	29068	97	94	99	530	527	523	7	7	5	24	25	27	69	67	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	52	173	38265	100	99	99	547	549	564	2	2	2	22	20	11	76	77	84	0	1	3
Students with Disabilities	NC	28	9275	NC	100	100	NC	424	444	NC	14	14	NC	52	46	NC	33	39	NC	0	1
Students without Disabilities	84	261	68892	99	96	98	545	547	559	3	3	2	22	20	14	75	76	82	0	1	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	22	69	33296	92	79	94	521	524	527	9	10	5	23	17	27	68	73	67	0	0	0
Non-Economically Disadvantaged	70	220	44871	100	100	100	542	539	559	2	3	2	27	25	12	71	71	84	0	1	3

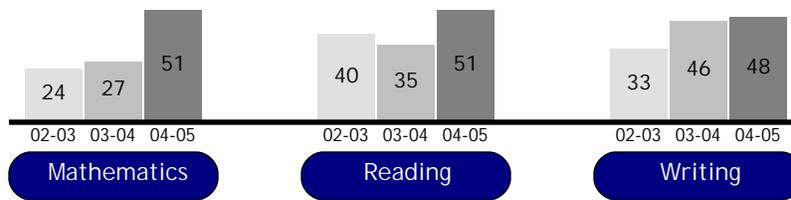
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

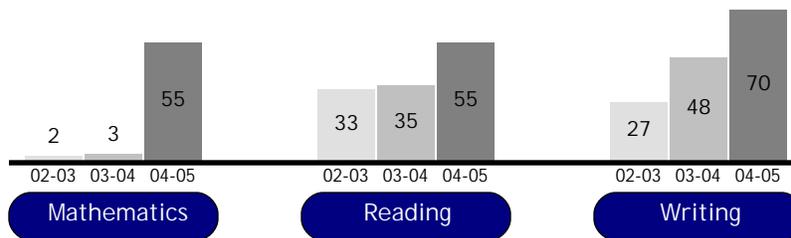
3rd Grade Proficiency



5th Grade Proficiency



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?	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	38	41	50	85	46	NA	58	99	55	46	47
	Language	97	32	34	43	98	34	33	50	99	51	44	47
	Mathematics	99	40	45	57	100	36	42	64	100	54	50	50
3	Reading	100	41	37	47	100	44	NA	55	100	48	44	44
	Language	97	47	43	54	100	50	55	61	100	42	43	44
	Mathematics	98	46	38	54	100	49	50	61	100	48	51	51
4	Reading	97	43	45	52	98	46	NA	56	97	46	46	48
	Language	96	39	42	48	100	44	46	52	97	44	47	49
	Mathematics	97	42	44	57	100	50	50	61	100	43	49	53
5	Reading	89	37	41	50	100	43	NA	55	100	39	45	50
	Language	96	32	37	46	100	35	37	49	100	36	45	50
	Mathematics	98	38	38	57	100	35	40	63	100	40	47	49
6	Reading	89	39	46	53	99	37	NA	56	99	41	50	51
	Language	96	31	37	45	100	28	34	48	99	35	46	47
	Mathematics	96	46	48	62	100	38	47	66	99	50	53	52
7	Reading	96	42	51	51	97	41	NA	54	100	39	43	50
	Language	96	43	51	54	97	44	49	58	100	41	47	52
	Mathematics	94	41	57	58	97	38	49	62	100	39	44	50
8	Reading	100	45	46	53	100	44	NA	55	100	48	49	51
	Language	98	34	38	49	100	41	46	52	100	47	49	50
	Mathematics	100	40	35	58	100	39	46	61	100	42	47	53

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

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

Council Duties

- Ü School Events
- Ü Curriculum Exploration
- Ü Textbook Selection and Adoption
- Ü School Safety Issues
- Ü Library Events and Programs
- Ü Maintaining School Traditions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	55.00
Other Professional Staff	1.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	2	0	0
4 to 6 years	6	2	0	0
7 to 9 years	10	3	0	0
10 or more years	5	4	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	1
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	NC

Resources Available at School Site

Special Facilities

- Ü Primary Library
- Ü Intermediate Library
- Ü Multipurpose/Gymnasium
- Ü State of the art Lunch Facilities

Extracurricular Activities

- Ü Reading Contests
- Ü Athletic Programs
- Ü Academic Clubs
- Ü Tutoring
- Ü Extended Day
- Ü Second Grade Science Club
- Ü Band

Social Services

- Ü After School Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Florence K-8 implemented an afterschool tutoring program, specialized in early reading intervention and participated in the creation and implementation of a reading curriculum using Arizona State Standards.

- ü Florence K-8 became part of a Rural System Initiative that researched math strategies and did cluster analysis for math on the Stanford 9. Teachers participated in math workshops and students were exposed to problem solving/application problems.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	24	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	92	96	95	81
Retention Rate ⁹	6	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

Teachers, students, and administrators are building a school of mutual respect, responsibility, and tolerance. Parents and students are given a procedural guide with appropriate and safe rules of conduct.

This year we have implemented the Peace Builder Program. It is an anti-violence program that encourages students to use a positive language with each other and encourage each other as opposed to mistreating each other.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

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	Kacy S. Lewis & Manuel Hernandez	(520) 866-3540
Transportation Policy	Mark Lamas	(520) 866-3527
Community Resources	Jeff Strand	(520) 866-3500
School Nutrition Programs	Sheaba Granillo	(520) 866-3500
Parent Organization	Tabitha Chisholm	(520) 866-3540
Student Health/Nurse	Melinda Islas	(520) 866-3545

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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 2005

Total cost of printing: 16 Pages X .0318 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.