

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### 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 : Ms. Kacy S. Lewis  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-8  
 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.

### 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 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, 2005 School Year Student Enrollment : 890  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	86	478	80010	97	97	99	444	444	447	5	9	10	20	18	18	65	59	53	10	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	236	38935	96	97	99	439	442	447	7	8	9	25	19	19	59	62	55	9	11	17
Male	42	242	40974	98	98	98	449	446	448	2	11	11	14	17	18	71	55	52	12	17	19
African American	NC	29	4201	NC	100	99	NC	423	430	NC	17	17	NC	24	23	NC	55	51	NC	3	9
Hispanic	22	123	34545	88	94	99	445	433	432	NA	13	14	23	23	24	73	60	53	5	4	9
Asian/Pacific Islander	NC	14	2068	NC	100	99	NC	464	474	NC	7	4	NC	7	10	NC	64	50	NC	21	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	51	303	35142	100	98	99	449	450	465	4	7	5	16	16	11	65	58	56	16	19	28
Students with Disabilities	NC	39	10161	NC	78	93	NC	416	419	NC	31	28	NC	31	28	NC	28	36	NC	10	8
Students without Disabilities	84	439	69849	97	100	100	444	446	451	5	8	7	19	17	17	65	61	56	11	14	19
Limited English Proficient Students	NC	55	14013	NC	93	97	NC	415	413	NC	22	24	NC	31	34	NC	47	39	NC	NA	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	53	223	39029	96	96	98	441	434	432	8	12	14	21	23	25	62	58	52	9	7	9
Non-Economically Disadvantaged	33	255	40981	97	99	100	448	452	462	NA	7	6	18	14	13	70	59	54	12	20	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	88	483	79438	99	98	98	454	453	451	2	8	9	26	21	24	67	63	56	5	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	240	38775	98	99	99	456	458	457	2	7	7	22	18	22	67	65	58	9	10	13
Male	43	243	40560	100	98	97	451	448	446	2	9	12	30	25	25	67	60	54	NA	7	9
African American	NC	28	4178	NC	97	98	NC	447	439	NC	7	13	NC	25	29	NC	64	52	NC	4	6
Hispanic	24	127	34297	96	97	98	449	437	434	4	13	14	29	26	31	67	60	50	NA	2	5
Asian/Pacific Islander	NC	14	2063	NC	100	99	NC	470	475	NC	7	3	NC	14	15	NC	57	63	NC	21	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	51	305	34887	100	99	98	456	459	471	NA	6	4	25	19	15	67	64	63	8	11	18
Students with Disabilities	NC	42	9588	NC	84	88	NC	412	416	NC	38	30	NC	17	32	NC	45	34	NC	NA	5
Students without Disabilities	86	441	69850	99	100	100	454	457	456	2	5	7	26	22	23	67	64	59	5	9	12
Limited English Proficient Students	NC	57	13856	NC	97	96	NC	414	407	NC	21	27	NC	42	43	NC	37	29	NC	NA	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	55	227	38685	100	97	97	452	444	435	4	9	14	29	27	32	62	59	50	5	4	5
Non-Economically Disadvantaged	33	256	40753	97	99	99	457	461	467	NA	6	5	21	16	16	76	66	62	3	12	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	88	482	79971	99	98	99	403	414	423	11	9	8	52	48	41	36	42	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	240	38974	98	99	99	406	424	437	9	6	5	58	43	33	33	49	57	NA	2	4
Male	43	242	40895	100	98	98	400	403	410	14	11	10	47	52	47	40	36	41	NA	2	2
African American	NC	29	4203	NC	100	99	NC	400	411	NC	17	11	NC	41	45	NC	41	43	NC	NA	2
Hispanic	24	125	34481	96	95	99	411	404	410	8	12	10	54	47	46	38	41	43	NA	NA	1
Asian/Pacific Islander	NC	14	2067	NC	100	99	NC	440	449	NC	NA	4	NC	43	28	NC	50	60	NC	7	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	51	305	35150	100	99	99	402	418	437	12	7	5	53	48	35	35	43	56	NA	2	5
Students with Disabilities	NC	41	10258	NC	82	94	NC	373	377	NC	24	23	NC	54	51	NC	20	25	NC	2	1
Students without Disabilities	86	441	69713	99	100	100	407	417	429	9	7	5	53	47	39	37	44	52	NA	2	3
Limited English Proficient Students	NC	55	13985	NC	93	97	NC	380	382	NC	18	18	NC	58	54	NC	24	27	NC	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	55	226	38994	100	97	98	392	402	409	13	10	10	58	55	47	29	33	41	NA	2	1
Non-Economically Disadvantaged	33	256	40977	97	99	100	423	424	437	9	7	5	42	41	34	48	51	56	NA	2	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	87	465	80147	94	96	99	474	475	482	8	9	11	18	19	17	59	58	49	15	14	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	234	39281	93	97	99	479	474	483	6	9	9	18	20	17	61	57	50	16	14	24
Male	36	231	40780	95	95	98	468	475	482	11	8	12	19	19	17	56	58	48	14	15	24
African American	NC	33	4249	NC	100	99	NC	453	464	NC	15	17	NC	33	22	NC	52	48	NC	NA	13
Hispanic	32	138	33494	97	97	99	466	466	466	9	9	15	19	25	23	66	57	49	6	9	14
Asian/Pacific Islander	NC	11	2103	NC	92	99	NC	500	515	NC	NA	4	NC	9	8	NC	64	44	NC	27	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	51	281	36122	93	95	99	480	480	501	8	8	5	16	16	10	57	58	50	20	18	35
Students with Disabilities	12	45	10295	67	78	92	443	436	443	33	33	33	8	22	26	50	40	33	8	4	8
Students without Disabilities	75	420	69852	100	99	100	479	479	488	4	6	7	20	19	16	60	60	51	16	15	26
Limited English Proficient Students	NC	55	12722	NC	98	97	NC	446	441	NC	20	27	NC	31	33	NC	47	37	NC	2	3
Migrant Students	--	10	622	--	100	97	--	NA	454	--	NA	19	--	NA	30	--	NA	43	--	NA	8
Economically Disadvantaged	48	226	38371	91	95	97	469	469	465	8	11	15	23	23	23	56	54	49	13	13	13
Non-Economically Disadvantaged	39	239	41776	98	97	100	480	480	498	8	7	6	13	16	11	62	62	49	18	15	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	89	466	79686	96	96	98	470	467	470	8	8	11	29	29	24	56	58	57	7	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	237	39163	98	98	99	475	471	475	6	7	9	28	27	22	59	60	60	7	6	10
Male	35	229	40438	92	94	97	463	463	465	11	8	13	31	31	25	51	57	54	6	4	7
African American	NC	33	4228	NC	100	98	NC	460	458	NC	6	15	NC	42	28	NC	52	53	NC	NA	4
Hispanic	32	136	33299	97	95	98	459	454	452	13	12	17	34	38	32	50	45	47	3	5	3
Asian/Pacific Islander	NC	11	2097	NC	92	99	NC	481	490	NC	NA	5	NC	18	13	NC	82	68	NC	NA	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	52	283	35914	95	96	98	478	474	489	6	6	5	23	23	15	62	65	67	10	6	14
Students with Disabilities	15	47	9808	83	81	87	432	428	432	20	28	35	60	47	32	20	23	30	NA	2	3
Students without Disabilities	74	419	69878	99	98	100	478	471	475	5	5	8	23	27	23	64	62	61	8	6	9
Limited English Proficient Students	NC	53	12594	NC	95	96	NC	433	422	NC	25	34	NC	45	45	NC	30	21	NC	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	50	226	38095	94	95	97	461	458	452	8	10	17	38	35	32	50	52	48	4	3	3
Non-Economically Disadvantaged	39	240	41591	98	97	99	482	475	486	8	5	6	18	23	16	64	64	65	10	8	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	88	471	80372	95	97	99	470	473	475	7	4	4	15	28	30	76	67	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	239	39452	96	99	99	492	487	488	2	2	3	8	18	22	87	78	72	4	2	3
Male	35	232	40836	92	95	98	437	458	464	14	6	6	26	38	37	60	55	56	NA	1	1
African American	NC	33	4264	NC	100	99	NC	454	465	NC	6	5	NC	36	35	NC	58	59	NC	NA	1
Hispanic	32	137	33608	97	96	99	464	470	462	6	4	6	25	31	36	69	64	57	NA	1	1
Asian/Pacific Islander	NC	12	2098	NC	100	99	NC	501	500	NC	NA	2	NC	17	16	NC	83	75	NC	NA	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	51	286	36213	93	97	99	474	476	489	8	3	2	8	27	22	80	68	72	4	2	3
Students with Disabilities	13	50	10526	72	86	94	421	432	427	15	10	15	38	52	53	46	36	31	NA	2	1
Students without Disabilities	75	421	69846	100	99	100	479	478	482	5	3	3	11	25	26	81	70	69	3	1	2
Limited English Proficient Students	NC	54	12747	NC	96	97	NC	452	432	NC	6	12	NC	46	52	NC	48	36	NC	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	48	225	38521	91	95	98	457	467	461	8	4	6	19	33	38	73	61	55	NA	1	1
Non-Economically Disadvantaged	40	246	41851	100	100	100	487	478	489	5	3	3	10	24	22	80	72	72	5	2	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	445	79306	91	94	99	497	498	504	15	12	13	22	21	20	52	55	49	10	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	219	38845	91	95	99	490	497	505	19	10	11	30	24	20	40	53	50	12	13	18
Male	42	225	40383	89	93	98	504	498	504	12	14	14	14	18	19	64	56	47	10	12	19
African American	NC	33	4171	NC	85	98	NC	501	485	NC	15	20	NC	15	26	NC	55	44	NC	15	10
Hispanic	22	128	32673	96	95	99	491	487	487	14	19	18	27	28	25	55	44	46	5	9	10
Asian/Pacific Islander	NC	12	2147	NC	100	99	NC	513	539	NC	8	5	NC	8	10	NC	67	46	NC	17	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	55	265	36234	93	96	99	500	502	523	15	8	6	20	18	13	51	60	52	15	14	28
Students with Disabilities	NC	42	10286	NC	66	91	NC	467	462	NC	26	41	NC	38	27	NC	33	27	NC	2	5
Students without Disabilities	82	403	69020	98	99	100	497	501	510	16	10	9	22	19	18	51	57	52	11	14	21
Limited English Proficient Students	NC	40	10291	NC	87	96	NC	453	458	NC	45	38	NC	30	34	NC	25	26	NC	NA	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	43	198	37437	83	89	97	491	487	486	21	19	19	23	25	26	47	48	46	9	8	9
Non-Economically Disadvantaged	43	247	41869	100	99	100	503	506	521	9	6	7	21	18	14	58	60	51	12	16	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	453	79000	94	96	98	487	488	489	8	8	10	24	24	24	65	62	58	3	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	226	38774	96	98	99	487	493	494	9	5	7	22	21	22	64	66	61	4	8	10
Male	42	226	40150	89	94	98	488	483	485	7	12	12	24	26	25	67	58	55	2	5	8
African American	NC	36	4153	NC	92	98	NC	481	476	NC	14	13	NC	22	30	NC	61	53	NC	3	4
Hispanic	22	129	32508	96	96	98	481	475	472	9	12	15	23	32	33	68	53	49	NA	3	3
Asian/Pacific Islander	NC	12	2142	NC	100	99	NC	507	510	NC	8	4	NC	8	14	NC	67	67	NC	17	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	57	269	36135	97	97	98	491	494	508	7	6	4	23	20	14	65	67	67	5	8	15
Students with Disabilities	NC	48	9991	NC	75	88	NC	454	449	NC	25	33	NC	40	36	NC	33	29	NC	2	2
Students without Disabilities	83	405	69009	99	100	100	488	492	495	8	6	6	23	22	22	65	65	62	4	7	10
Limited English Proficient Students	NC	40	10199	NC	87	95	NC	445	439	NC	33	35	NC	45	47	NC	23	18	NC	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	44	202	37234	85	91	97	486	478	472	11	12	15	23	31	33	61	53	50	5	4	3
Non-Economically Disadvantaged	44	251	41766	100	100	99	489	496	505	5	5	5	25	18	16	68	69	65	2	8	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	90	462	79611	96	98	99	486	487	496	9	9	7	47	43	37	44	48	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	225	39016	96	98	99	495	501	511	4	4	4	47	38	29	49	57	66	NA	1	1
Male	44	236	40519	94	98	98	479	473	482	11	13	10	48	48	44	41	39	46	NA	NA	0
African American	NC	36	4188	NC	92	98	NC	493	486	NC	8	9	NC	39	40	NC	53	50	NC	NA	0
Hispanic	23	134	32855	100	99	99	478	468	481	13	14	10	48	46	43	39	40	47	NA	NA	0
Asian/Pacific Islander	NC	12	2149	NC	100	100	NC	459	519	NC	25	4	NC	33	24	NC	42	70	NC	NA	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	57	272	36380	97	99	99	495	497	511	5	5	4	46	42	30	49	52	65	NA	1	1
Students with Disabilities	NC	57	10664	NC	89	94	NC	453	440	NC	18	23	NC	58	54	NC	25	22	NC	NA	1
Students without Disabilities	84	405	68947	100	100	100	485	491	504	10	8	4	48	41	34	43	51	61	NA	0	1
Limited English Proficient Students	NC	44	10362	NC	96	97	NC	431	438	NC	30	22	NC	55	57	NC	16	21	NC	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	46	211	37626	88	95	98	482	473	479	7	12	10	59	51	45	35	37	45	NA	NA	0
Non-Economically Disadvantaged	44	251	41985	100	100	100	490	498	511	11	6	4	34	36	30	55	57	65	NA	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	425	79327	95	98	98	493	504	518	25	21	19	34	26	20	34	45	46	7	8	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	212	38961	96	99	98	491	505	520	28	21	16	37	26	20	26	44	48	9	8	16
Male	40	212	40295	95	97	97	495	504	516	23	21	21	30	26	19	43	45	44	5	8	16
African American	NC	34	4247	NC	100	98	NC	509	499	NC	24	27	NC	21	24	NC	50	41	NC	6	8
Hispanic	28	120	32327	100	100	98	474	480	499	43	35	27	32	34	25	25	30	41	NA	1	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	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	45	256	36373	94	97	98	513	515	538	4	14	10	36	23	14	47	51	52	13	11	25
Students with Disabilities	NC	28	9321	NC	74	87	NC	452	467	NC	57	54	NC	32	22	NC	11	21	NC	NA	3
Students without Disabilities	80	397	70006	100	100	100	495	508	524	24	19	14	34	26	19	35	47	49	8	9	18
Limited English Proficient Students	NC	41	9431	NC	98	95	NC	466	466	NC	59	53	NC	22	27	NC	20	18	NC	NA	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	46	180	37097	96	97	97	485	490	498	33	33	27	33	27	25	30	38	41	4	2	7
Non-Economically Disadvantaged	37	245	42230	95	99	99	502	515	535	16	13	11	35	26	15	38	49	50	11	12	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	85	430	79501	98	99	98	492	493	497	6	7	10	34	33	25	59	58	60	1	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	216	39062	100	100	99	495	496	502	2	5	8	36	32	23	62	60	64	NA	3	5
Male	40	213	40368	95	98	98	489	489	491	10	8	13	33	34	27	55	56	57	3	2	3
African American	NC	34	4279	NC	100	99	NC	496	485	NC	NA	14	NC	35	30	NC	65	54	NC	NA	2
Hispanic	28	120	32389	100	100	98	479	475	478	11	13	16	39	47	34	50	40	48	NA	1	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	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	47	261	36446	98	98	99	504	501	516	4	5	4	26	27	15	68	65	73	2	4	7
Students with Disabilities	NC	33	9411	NC	87	88	NC	444	453	NC	30	36	NC	58	36	NC	12	26	NC	NA	1
Students without Disabilities	80	397	70090	100	100	100	496	496	502	4	5	7	33	31	24	63	62	65	1	3	5
Limited English Proficient Students	NC	41	9401	NC	98	94	NC	454	443	NC	22	40	NC	59	46	NC	20	14	NC	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	47	182	37183	98	98	97	483	484	479	11	9	16	38	40	34	51	48	49	NA	3	1
Non-Economically Disadvantaged	38	248	42318	97	100	99	503	499	513	NA	5	5	29	27	17	68	65	70	3	2	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	82	429	80000	94	99	99	554	557	564	2	3	3	13	10	11	79	79	75	5	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	213	39288	93	99	99	575	570	579	NA	2	2	2	5	6	90	82	77	7	11	16
Male	40	216	40644	95	99	98	533	543	549	5	4	4	25	15	15	68	75	74	3	6	7
African American	NC	35	4307	NC	100	99	NC	569	551	NC	NA	4	NC	3	13	NC	86	75	NC	11	7
Hispanic	28	120	32672	100	100	99	540	542	548	4	4	4	21	15	14	71	76	76	4	5	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	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	44	259	36602	92	98	99	564	561	579	2	3	2	11	9	7	80	79	75	7	8	16
Students with Disabilities	NC	34	9919	NC	89	93	NC	501	505	NC	3	9	NC	44	35	NC	53	54	NC	NA	2
Students without Disabilities	79	395	70081	99	100	100	556	561	571	3	3	2	11	7	7	81	81	79	5	9	12
Limited English Proficient Students	NC	42	9571	NC	100	96	NC	511	502	NC	10	10	NC	24	29	NC	64	60	NC	2	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	46	184	37534	96	99	98	541	548	547	4	4	4	20	13	15	74	77	76	2	6	5
Non-Economically Disadvantaged	36	245	42466	92	99	100	571	563	578	NA	2	2	6	8	7	86	80	75	8	10	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	95	424	78546	97	98	97	535	544	543	17	11	15	15	17	18	65	61	52	3	11	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	221	38645	98	100	98	531	548	545	19	8	13	19	17	18	57	64	54	4	11	15
Male	48	200	39792	96	94	97	539	538	542	15	15	17	10	18	17	73	57	50	2	11	15
African American	NC	38	4205	NC	100	97	NC	520	524	NC	18	22	NC	29	22	NC	47	49	NC	5	7
Hispanic	28	117	31177	97	94	97	530	536	524	21	14	22	18	23	23	54	51	48	7	12	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	11	4689	NC	92	95	NC	537	515	NC	18	28	NC	18	25	NC	45	43	NC	18	4
White	54	248	36450	98	99	97	541	551	563	13	8	7	11	14	12	76	67	57	NA	11	23
Students with Disabilities	NC	33	8093	NC	69	82	NC	505	489	NC	27	50	NC	27	24	NC	45	23	NC	NA	2
Students without Disabilities	94	391	70453	100	100	100	536	546	549	16	9	11	15	17	17	66	62	56	3	12	16
Limited English Proficient Students	NC	23	9323	NC	88	94	NC	503	491	NC	22	47	NC	52	28	NC	22	24	NC	4	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	46	179	34694	96	95	96	534	532	524	17	16	23	20	23	23	59	54	48	4	7	7
Non-Economically Disadvantaged	49	245	43852	98	100	99	536	552	559	16	7	10	10	13	13	71	65	56	2	14	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	99	432	79045	100	100	98	514	516	512	3	5	10	24	24	25	69	64	58	4	7	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	223	38860	100	100	98	510	523	519	2	3	7	29	19	22	65	70	62	4	8	8
Male	51	206	40075	100	97	97	519	509	505	4	7	12	20	30	28	73	58	54	4	6	6
African American	NC	37	4250	NC	100	98	NC	503	500	NC	5	12	NC	35	31	NC	54	54	NC	5	3
Hispanic	30	121	31314	100	98	98	501	503	493	7	8	16	30	31	34	63	60	48	NA	2	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	13	4719	NC	100	96	NC	520	489	NC	NA	15	NC	15	39	NC	69	45	NC	15	2
White	55	251	36730	100	100	98	523	525	532	2	3	4	18	20	16	75	67	68	5	10	12
Students with Disabilities	NC	41	8552	NC	85	87	NC	476	463	NC	12	35	NC	46	40	NC	41	23	NC	NA	1
Students without Disabilities	94	391	70493	100	100	100	518	520	517	1	4	7	22	22	24	72	67	62	4	8	8
Limited English Proficient Students	NC	24	9355	NC	92	95	NC	472	456	NC	21	37	NC	58	48	NC	21	15	NC	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	48	183	34922	100	97	96	506	501	493	NA	7	15	38	34	34	60	56	48	2	3	3
Non-Economically Disadvantaged	51	249	44123	100	100	99	522	528	527	6	3	6	12	16	18	76	70	66	6	10	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	98	432	79657	100	100	99	578	577	566	1	2	3	5	5	8	94	91	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	225	39120	100	100	99	590	593	580	NA	1	2	NA	0	4	100	97	92	NA	1	2
Male	50	204	40423	100	96	98	567	560	553	2	4	5	10	11	12	88	85	83	NA	0	1
African American	NC	37	4290	NC	100	99	NC	579	560	NC	NA	4	NC	8	9	NC	92	86	NC	NA	1
Hispanic	29	121	31642	100	98	99	565	563	552	3	6	5	10	9	11	86	84	84	NA	1	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	12	4760	NC	100	97	NC	576	547	NC	NA	5	NC	8	14	NC	92	81	NC	NA	0
White	55	253	36929	100	100	99	583	584	579	NA	1	2	4	3	5	96	94	91	NA	1	2
Students with Disabilities	NC	40	9069	NC	83	92	NC	533	508	NC	5	11	NC	18	30	NC	78	58	NC	NA	1
Students without Disabilities	94	392	70588	100	100	100	581	581	573	1	2	2	4	4	5	95	93	91	NA	1	1
Limited English Proficient Students	NC	24	9521	NC	92	96	NC	513	507	NC	21	13	NC	8	24	NC	71	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	48	182	35341	100	97	97	581	571	551	NA	3	5	2	6	12	98	91	83	NA	NA	0
Non-Economically Disadvantaged	50	250	44316	100	100	100	576	582	578	2	2	2	8	5	5	90	92	90	NA	2	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	95	369	78400	96	97	97	532	530	554	35	32	21	23	24	19	37	40	47	5	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	170	38686	98	99	98	539	534	554	30	30	20	23	24	20	41	41	49	7	5	12
Male	51	199	39636	94	95	96	527	526	554	39	34	23	24	25	18	33	39	46	4	2	13
African American	NC	29	4193	NC	97	97	NC	506	533	NC	55	32	NC	14	23	NC	31	40	NC	NA	5
Hispanic	34	112	30732	94	95	97	531	521	534	38	41	31	24	25	24	29	31	40	9	3	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	51	212	37038	96	97	97	537	538	575	31	25	11	20	24	14	45	47	56	4	4	19
Students with Disabilities	NC	38	7840	NC	76	81	NC	491	498	NC	55	60	NC	24	18	NC	21	20	NC	NA	2
Students without Disabilities	89	331	70560	100	100	99	534	533	560	34	30	17	21	24	19	39	42	50	6	4	14
Limited English Proficient Students	NC	26	8956	NC	84	95	NC	490	502	NC	73	56	NC	19	25	NC	8	18	NC	NA	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	47	142	33014	94	92	95	530	521	534	43	42	31	13	21	24	40	35	40	4	3	5
Non-Economically Disadvantaged	48	227	45386	98	100	99	535	535	569	27	26	15	33	26	15	33	44	52	6	4	18

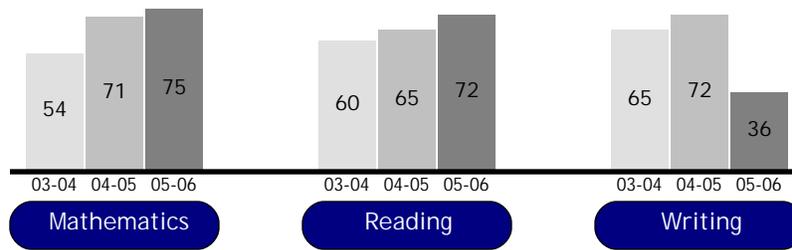
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	373	79179	98	98	98	502	505	519	13	12	11	35	34	27	51	52	58	1	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	173	38974	100	100	99	507	509	524	11	10	8	35	33	25	54	55	61	NA	2	5
Male	51	200	40124	94	95	97	498	502	513	16	14	13	35	36	28	47	49	54	2	2	4
African American	NC	28	4243	NC	93	98	NC	479	506	NC	36	14	NC	29	32	NC	36	51	NC	NA	3
Hispanic	36	117	30987	100	99	98	495	494	498	17	14	17	36	44	36	47	43	45	NA	NA	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	51	213	37467	96	98	98	511	515	539	10	8	5	29	29	17	59	59	70	2	4	8
Students with Disabilities	NC	40	8567	NC	80	88	NC	468	467	NC	35	39	NC	33	38	NC	33	22	NC	NA	1
Students without Disabilities	90	333	70612	100	100	99	504	509	524	11	9	7	34	35	25	53	54	62	1	2	5
Limited English Proficient Students	NC	29	9013	NC	94	95	NC	463	461	NC	38	40	NC	52	48	NC	10	12	NC	NA	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	48	145	33345	96	94	96	500	496	499	17	16	17	35	37	36	48	47	46	NA	NA	1
Non-Economically Disadvantaged	49	228	45834	100	100	99	504	511	533	10	9	7	35	32	19	53	55	67	2	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	377	79734	100	99	99	538	542	554	5	4	3	27	23	19	68	73	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	174	39243	100	100	99	558	559	568	7	3	2	13	12	12	80	84	85	NA	NA	1
Male	54	203	40413	100	97	98	522	529	541	4	4	4	39	33	26	57	64	70	NA	NA	0
African American	NC	29	4285	NC	97	99	NC	519	548	NC	10	3	NC	24	22	NC	66	74	NC	NA	0
Hispanic	37	116	31254	100	98	99	531	534	539	8	5	5	19	28	25	73	66	70	NA	NA	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	53	217	37668	100	100	99	544	549	569	2	2	1	34	20	13	64	77	85	NA	NA	1
Students with Disabilities	11	46	8943	100	92	92	487	486	495	9	13	11	82	54	51	9	33	38	NA	NA	1
Students without Disabilities	89	331	70791	100	100	100	544	549	561	4	2	2	20	19	15	75	79	83	NA	NA	0
Limited English Proficient Students	NC	30	9138	NC	97	97	NC	489	492	NC	13	13	NC	50	46	NC	37	40	NC	NA	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	50	148	33718	100	96	97	538	540	538	8	5	5	22	25	26	70	70	69	NA	NA	0
Non-Economically Disadvantaged	50	229	46016	100	100	100	539	544	567	2	3	2	32	22	14	66	75	84	NA	NA	1

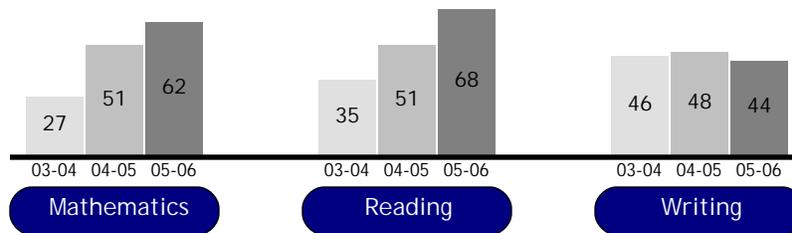
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

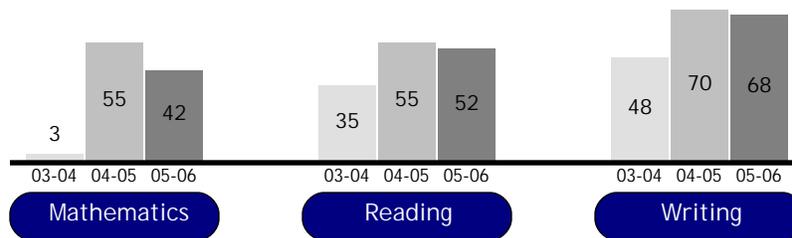
3rd Grade Proficiency



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?	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	85	46	NA	58	99	55	46	47	--	--	--	46
	Language	98	34	33	50	99	51	44	47	--	--	--	48
	Mathematics	100	36	42	64	100	54	50	50	--	--	--	52
3	Reading	100	44	NA	55	100	48	44	44	98	54	48	46
	Language	100	50	55	61	100	42	43	44	98	48	48	46
	Mathematics	100	49	50	61	100	48	51	51	98	58	56	52
4	Reading	98	46	NA	56	97	46	46	48	97	52	50	52
	Language	100	44	46	52	97	44	47	49	95	48	52	52
	Mathematics	100	50	50	61	100	43	49	53	94	44	52	58
5	Reading	100	43	NA	55	100	39	45	50	95	54	58	56
	Language	100	35	37	49	100	36	45	50	96	50	56	54
	Mathematics	100	35	40	63	100	40	47	49	94	50	50	52
6	Reading	99	37	NA	56	99	41	50	51	98	50	52	56
	Language	100	28	34	48	99	35	46	47	95	44	44	50
	Mathematics	100	38	47	66	99	50	53	52	95	43	48	58
7	Reading	97	41	NA	54	100	39	43	50	100	56	58	54
	Language	97	44	49	58	100	41	47	52	100	52	59	58
	Mathematics	97	38	49	62	100	39	44	50	98	46	52	54
8	Reading	100	44	NA	55	100	48	49	51	96	43	50	58
	Language	100	41	46	52	100	47	49	50	100	43	46	56
	Mathematics	100	39	46	61	100	42	47	53	94	43	44	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."

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 Certification.	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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5
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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](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.

Footnotes

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.