



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

460 S. 7th St., Coolidge, AZ 85228

Coolidge 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	Underperforming
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. John Allee
 Schedule : 07:00 AM to 04:30 PM
 Grades : K-6
 Web Address : www.coolidgeschools.org
 Phone Number : (520) 723-2702
 Fax Number : (520) 723-2707
 E-mail : jallee@coolidgeschools.org

Mission

The mission of the Coolidge Unified School District #21 is to help students realize their potential; to become responsible, productive citizens; and grow into life-long learners who are academically, socially and technologically prepared for the twenty-first century.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü 75% of West Elementary Students will master the required state standards in Reading, Writing and Math.
- ü West Elementary School will maintain or increase student attendance to a level of 94% for the 2005-2006 school year.
- ü Eighty percent of West Elementary students will be at Benchmark on the (DIBELS) Dynamic Indicator of Early Literacy Skills.
- ü West Elementary will continue to require high academic standards through curriculum mapping, systematic instruction, and and professional development to focus on student learning.

Enrollment

October 1, 2005 School Year Student Enrollment : 854
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 4

Instructional Programs

- ü Pull-Out Reading Program Grades K-6
- ü Reading for 2 Hours Each Day
- ü Full-day, AM & PM Kindergarten
- ü Transition Kindergarten School
- ü Music
- ü Art \ Computer Science
- ü Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

West Elementary School does provide timely communication with parents. West also includes timely, periodic feedback to our parents concerning their progress and student needs.
West Elementary School has returned to being a free and reduced breakfast and lunch for students.

Parents

Parents are required to transport children who live in the no-transportation area. Parents are contacted daily in regard to their child's attendance. Parents are expected to contact our staff about their concerns as well as support the staff needs and concerns about the student.

Transportation Policy

The district adheres to the policy of transporting K-8 students who live beyond a one mile radius. It is CUSD #21 policy to make every attempt to ensure the safety and welfare of students in all matters related to transportation to and from school.

School Honors

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

Award/Honor	Year
ü For the Afterschool Programs	
ü Drug & Tobacco Free for the Last 8 Years	
ü Fire Safety Week Student Poster Contest	
ü Perfect Attendance Recognition	

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	132	343	80010	92	97	99	421	432	447	20	15	10	31	27	18	47	49	53	2	9	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	173	38935	94	98	99	419	430	447	20	14	9	33	29	19	48	49	55	NA	8	17
Male	71	170	40974	91	96	98	424	434	448	21	15	11	30	25	18	46	49	52	3	10	19
African American	11	32	4201	100	100	99	405	403	430	45	41	17	9	22	23	45	34	51	NA	3	9
Hispanic	59	127	34545	97	97	99	420	426	432	24	17	14	32	29	24	42	49	53	2	5	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	17	37	3979	85	93	96	406	416	424	18	11	17	59	57	30	24	30	47	NA	3	6
White	43	140	35142	88	97	99	434	447	465	12	9	5	21	19	11	65	59	56	2	14	28
Students with Disabilities	13	37	10161	59	79	93	414	410	419	31	35	28	31	24	28	38	38	36	NA	3	8
Students without Disabilities	119	306	69849	98	99	100	422	434	451	19	12	7	31	28	17	48	50	56	2	9	19
Limited English Proficient Students	16	34	14013	94	92	97	402	416	413	25	15	24	44	44	34	31	38	39	NA	3	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	39	103	39029	87	92	98	413	421	432	26	18	14	38	37	25	36	38	52	NA	7	9
Non-Economically Disadvantaged	93	240	40981	95	99	100	425	436	462	18	13	6	28	23	13	52	54	54	2	10	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	132	342	79438	92	96	98	431	442	451	8	8	9	42	32	24	49	54	56	1	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	173	38775	94	98	99	434	446	457	5	5	7	44	33	22	49	57	58	2	5	13
Male	71	169	40560	91	95	97	429	438	446	11	12	12	39	32	25	49	51	54	NA	5	9
African American	11	32	4178	100	100	98	433	420	439	9	22	13	45	41	29	45	34	52	NA	3	6
Hispanic	59	126	34297	97	96	98	428	439	434	10	8	14	41	31	31	49	60	50	NA	2	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	17	37	3940	85	93	95	411	423	429	6	3	14	76	65	36	18	32	47	NA	NA	3
White	43	140	34887	88	97	98	445	454	471	7	8	4	26	24	15	65	59	63	2	9	18
Students with Disabilities	13	36	9588	59	77	88	421	415	416	8	22	30	54	44	32	38	31	34	NA	3	5
Students without Disabilities	119	306	69850	98	99	100	432	445	456	8	7	7	40	31	23	50	57	59	1	5	12
Limited English Proficient Students	16	34	13856	94	92	96	407	423	407	19	15	27	63	47	43	19	38	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	39	103	38685	87	92	97	428	433	435	5	9	14	56	45	32	38	44	50	NA	3	5
Non-Economically Disadvantaged	93	239	40753	95	98	99	433	446	467	10	8	5	35	27	16	54	59	62	1	6	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	132	344	79971	92	97	99	386	403	423	15	13	8	58	49	41	26	32	49	2	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	174	38974	94	98	99	413	424	437	3	8	5	59	45	33	36	36	57	2	10	4
Male	71	170	40895	91	96	98	363	382	410	25	19	10	56	52	47	17	28	41	1	2	2
African American	11	32	4203	100	100	99	388	377	411	18	22	11	45	47	45	36	28	43	NA	3	2
Hispanic	59	128	34481	97	98	99	381	394	410	17	14	10	58	52	46	25	30	43	NA	3	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	17	36	3995	85	90	96	379	383	409	18	17	10	71	69	47	12	8	42	NA	6	1
White	43	141	35150	88	97	99	395	422	437	12	10	5	53	40	35	30	41	56	5	9	5
Students with Disabilities	13	39	10258	59	83	94	317	335	377	54	41	23	38	49	51	8	10	25	NA	NA	1
Students without Disabilities	119	305	69713	98	99	100	393	411	429	11	10	5	60	49	39	28	35	52	2	7	3
Limited English Proficient Students	16	34	13985	94	92	97	346	369	382	25	18	18	56	59	54	19	24	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	39	103	38994	87	92	98	384	389	409	13	16	10	64	55	47	23	25	41	NA	4	1
Non-Economically Disadvantaged	93	241	40977	95	99	100	387	409	437	16	12	5	55	46	34	27	35	56	2	7	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	128	373	80147	98	100	99	447	462	482	23	18	11	33	21	17	34	50	49	9	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	185	39281	99	100	99	449	463	483	24	17	9	29	22	17	39	51	50	8	9	24
Male	55	187	40780	95	100	98	446	461	482	22	18	12	38	21	17	29	49	48	11	12	24
African American	12	34	4249	100	97	99	450	447	464	25	26	17	33	29	22	25	29	48	17	15	13
Hispanic	62	134	33494	97	99	99	440	452	466	26	23	15	32	23	23	40	49	49	2	4	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	20	33	4117	95	97	96	435	442	456	30	24	19	30	27	27	35	45	46	5	3	8
White	33	168	36122	97	100	99	468	476	501	12	11	5	36	18	10	27	55	50	24	17	35
Students with Disabilities	20	61	10295	91	95	92	411	426	443	55	48	33	35	25	26	5	23	33	5	5	8
Students without Disabilities	108	312	69852	99	100	100	454	469	488	18	12	7	32	21	16	40	55	51	10	12	26
Limited English Proficient Students	16	30	12722	94	97	97	422	427	441	44	47	27	31	17	33	25	37	37	NA	NA	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	49	120	38371	100	99	97	433	450	465	29	21	15	45	30	23	18	43	49	8	6	13
Non-Economically Disadvantaged	79	253	41776	96	100	100	456	467	498	20	17	6	25	17	11	44	53	49	10	13	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	118	358	79686	90	96	98	448	461	470	20	13	11	33	28	24	43	53	57	3	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	182	39163	96	98	99	447	463	475	21	13	9	31	28	22	44	54	60	3	4	10
Male	47	175	40438	81	94	97	451	460	465	17	13	13	36	29	25	43	52	54	4	6	7
African American	12	33	4228	100	94	98	456	456	458	25	18	15	25	30	28	33	42	53	17	9	4
Hispanic	59	131	33299	92	96	98	439	451	452	22	18	17	39	33	32	36	43	47	3	6	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	16	29	4087	76	85	96	441	449	446	13	14	16	56	41	38	31	45	44	NA	NA	2
White	30	161	35914	88	99	98	467	473	489	17	8	5	13	23	15	70	65	67	NA	4	14
Students with Disabilities	10	47	9808	45	73	87	NA	437	432	NA	23	35	NA	45	32	NA	30	30	NA	2	3
Students without Disabilities	108	311	69878	99	100	100	449	465	475	19	12	8	31	26	23	45	57	61	4	5	9
Limited English Proficient Students	14	28	12594	82	90	96	417	418	422	43	43	34	36	36	45	21	21	21	NA	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	45	116	38095	92	96	97	434	452	452	31	19	17	38	32	32	29	47	48	2	3	3
Non-Economically Disadvantaged	73	242	41591	89	97	99	456	466	486	14	11	6	30	27	16	52	56	65	4	6	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	128	372	80372	98	100	99	440	452	475	7	7	4	53	45	30	39	48	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	186	39452	100	100	99	453	466	488	4	4	3	49	39	22	45	56	72	1	1	3
Male	54	185	40836	93	99	98	425	439	464	9	9	6	59	51	37	31	39	56	NA	NA	1
African American	12	34	4264	100	97	99	461	453	465	NA	6	5	58	47	35	42	47	59	NA	NA	1
Hispanic	63	135	33608	98	99	99	433	445	462	10	9	6	56	49	36	33	41	57	2	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	20	33	4128	95	97	97	429	435	464	5	6	4	70	64	39	25	30	56	NA	NA	1
White	32	166	36213	94	100	99	457	461	489	3	5	2	38	39	22	59	56	72	NA	NA	3
Students with Disabilities	19	60	10526	86	94	94	392	394	427	21	23	15	63	52	53	16	25	31	NA	NA	1
Students without Disabilities	109	312	69846	100	100	100	448	463	482	5	4	3	51	44	26	43	52	69	1	1	2
Limited English Proficient Students	15	29	12747	88	94	97	414	408	432	13	21	12	60	55	52	27	24	36	NA	NA	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	48	119	38521	98	98	98	438	449	461	4	5	6	54	51	38	42	44	55	NA	NA	1
Non-Economically Disadvantaged	80	253	41851	98	100	100	440	453	489	9	8	3	53	42	22	38	49	72	1	1	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	131	385	79306	100	100	99	461	477	504	34	25	13	37	29	20	26	38	49	3	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	190	38845	100	100	99	467	481	505	21	19	11	45	31	20	32	43	50	2	7	18
Male	78	194	40383	99	100	98	458	473	504	42	30	14	32	28	19	22	35	47	4	8	19
African American	NC	36	4171	NC	100	98	NC	475	485	NC	28	20	NC	28	26	NC	39	44	NC	6	10
Hispanic	58	133	32673	100	100	99	464	471	487	33	29	18	33	29	25	33	38	46	2	4	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	29	57	4034	100	100	97	448	449	479	48	47	22	38	37	29	14	16	43	NA	NA	7
White	35	153	36234	97	100	99	471	492	523	20	12	6	49	27	13	26	47	52	6	13	28
Students with Disabilities	27	64	10286	96	100	91	432	437	462	67	66	41	26	23	27	7	9	27	NA	2	5
Students without Disabilities	104	321	69020	100	100	100	469	485	510	25	17	9	40	31	18	31	44	52	4	9	21
Limited English Proficient Students	20	36	10291	100	97	96	449	451	458	40	42	38	40	36	34	20	22	26	NA	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	47	143	37437	100	99	97	452	464	486	45	36	19	34	29	26	21	31	46	NA	3	9
Non-Economically Disadvantaged	84	242	41869	100	100	100	466	485	521	27	18	7	39	30	14	29	43	51	5	10	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	124	378	79000	95	99	98	460	472	489	20	16	10	39	30	24	37	48	58	4	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	189	38774	100	100	99	471	478	494	8	8	7	46	33	22	42	53	61	4	5	10
Male	72	188	40150	91	98	98	453	465	485	29	24	12	33	28	25	33	43	55	4	5	8
African American	NC	35	4153	NC	97	98	NC	466	476	NC	9	13	NC	49	30	NC	40	53	NC	3	4
Hispanic	57	132	32508	98	100	98	455	460	472	25	24	15	42	37	33	32	36	49	2	3	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	27	55	4016	100	100	96	448	451	467	26	29	14	37	33	37	37	38	46	NA	NA	2
White	32	151	36135	89	99	98	480	489	508	13	7	4	25	21	14	53	64	67	9	9	15
Students with Disabilities	21	56	9991	75	89	88	430	432	449	48	52	33	38	34	36	14	13	29	NA	2	2
Students without Disabilities	103	322	69009	100	100	100	467	478	495	15	10	6	39	30	22	42	54	62	5	6	10
Limited English Proficient Students	19	35	10199	95	95	95	431	431	439	42	49	35	47	40	47	11	11	18	NA	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	140	37234	94	97	97	449	456	472	25	24	15	55	41	33	16	31	50	5	3	3
Non-Economically Disadvantaged	80	238	41766	95	100	99	467	481	505	18	12	5	30	24	16	49	58	65	4	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	131	386	79611	100	100	99	445	473	496	18	13	7	60	46	37	21	41	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	190	39016	100	100	99	470	495	511	11	7	4	55	39	29	32	53	66	2	1	1
Male	78	195	40519	99	100	98	427	451	482	23	19	10	63	51	44	14	29	46	NA	NA	0
African American	NC	36	4188	NC	100	98	NC	470	486	NC	14	9	NC	53	40	NC	33	50	NC	NA	0
Hispanic	58	133	32855	100	100	99	440	458	481	17	15	10	62	52	43	21	33	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	29	57	3992	100	100	96	429	435	478	17	25	10	66	49	46	17	26	44	NA	NA	0
White	35	154	36380	97	100	99	461	500	511	23	7	4	49	38	30	26	54	65	3	1	1
Students with Disabilities	27	63	10664	96	100	94	380	391	440	56	51	23	37	41	54	7	8	22	NA	NA	1
Students without Disabilities	104	323	68947	100	100	100	461	489	504	9	6	4	65	46	34	25	47	61	1	0	1
Limited English Proficient Students	20	36	10362	100	97	97	420	420	438	30	28	22	60	58	57	10	14	21	NA	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	47	143	37626	100	99	98	428	453	479	26	20	10	60	53	45	15	27	45	NA	NA	0
Non-Economically Disadvantaged	84	243	41985	100	100	100	454	485	511	14	9	4	60	41	30	25	49	65	1	0	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	107	364	79327	95	99	98	489	492	518	27	27	19	34	31	20	36	37	46	3	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	182	38961	96	100	98	495	496	520	17	24	16	43	35	20	36	34	48	4	8	16
Male	54	181	40295	93	98	97	483	488	516	37	30	21	24	27	19	37	40	44	2	3	16
African American	NC	33	4247	NC	100	98	NC	474	499	NC	45	27	NC	27	24	NC	21	41	NC	6	8
Hispanic	43	122	32327	96	100	98	477	482	499	35	33	27	35	34	25	28	31	41	2	2	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	24	57	4391	92	97	96	485	485	489	25	30	32	46	42	27	29	26	36	NA	2	4
White	34	148	36373	97	98	98	508	506	538	18	18	10	21	25	14	56	49	52	6	9	25
Students with Disabilities	19	59	9321	79	94	87	474	454	467	53	63	54	32	27	22	11	8	21	5	2	3
Students without Disabilities	88	305	70006	99	100	100	492	499	524	22	20	14	34	31	19	42	42	49	2	6	18
Limited English Proficient Students	15	30	9431	100	100	95	464	464	466	47	47	53	47	40	27	7	13	18	NA	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	39	132	37097	95	97	97	487	482	498	26	33	27	46	39	25	26	26	41	3	3	7
Non-Economically Disadvantaged	68	232	42230	94	100	99	490	498	535	28	24	11	26	26	15	43	43	50	3	7	24

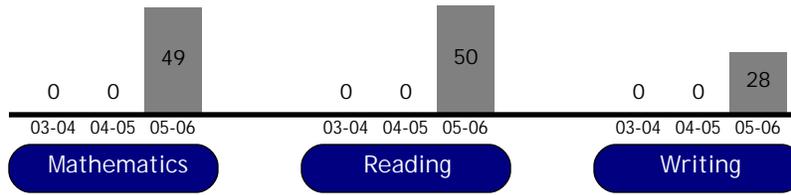
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	356	79501	88	97	98	481	483	497	17	13	10	30	31	25	51	55	60	2	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	179	39062	93	98	99	486	489	502	14	11	8	25	28	23	59	59	64	2	2	5
Male	49	176	40368	84	95	98	476	478	491	20	15	13	35	34	27	43	51	57	2	1	3
African American	NC	32	4279	NC	100	99	NC	475	485	NC	19	14	NC	41	30	NC	38	54	NC	3	2
Hispanic	39	118	32389	87	97	98	464	471	478	28	22	16	31	32	34	41	44	48	NA	2	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	23	56	4401	88	95	96	480	479	473	13	9	17	35	41	40	52	50	43	NA	NA	1
White	33	146	36446	94	97	99	499	497	516	9	6	4	24	24	15	64	69	73	3	1	7
Students with Disabilities	13	52	9411	54	83	88	466	446	453	23	40	36	38	38	36	38	21	26	NA	NA	1
Students without Disabilities	87	304	70090	98	100	100	484	490	502	16	8	7	29	30	24	53	61	65	2	1	5
Limited English Proficient Students	13	28	9401	87	93	94	441	441	443	38	39	40	54	54	46	8	7	14	NA	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	37	130	37183	90	96	97	474	473	479	16	18	16	35	36	34	49	46	49	NA	NA	1
Non-Economically Disadvantaged	63	226	42318	88	98	99	485	489	513	17	10	5	27	28	17	52	60	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	107	366	80000	95	100	99	519	528	564	4	4	3	35	26	11	61	66	75	1	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	183	39288	96	100	99	540	550	579	2	2	2	21	15	6	75	77	77	2	6	16
Male	54	182	40644	93	98	98	499	506	549	6	7	4	48	37	15	46	55	74	NA	2	7
African American	NC	33	4307	NC	100	99	NC	512	551	NC	3	4	NC	48	13	NC	45	75	NC	3	7
Hispanic	43	122	32672	96	100	99	496	512	548	9	7	4	44	30	14	47	62	76	NA	2	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	24	57	4424	92	97	97	529	530	549	NA	NA	3	25	26	14	75	74	77	NA	NA	5
White	34	150	36602	97	99	99	542	542	579	NA	4	2	26	19	7	71	70	75	3	7	16
Students with Disabilities	19	59	9919	79	94	93	483	464	505	11	15	9	58	58	35	32	27	54	NA	NA	2
Students without Disabilities	88	307	70081	99	100	100	527	540	571	2	2	2	30	20	7	67	73	79	1	5	12
Limited English Proficient Students	15	30	9571	100	100	96	468	478	502	13	10	10	53	47	29	33	43	60	NA	NA	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	39	133	37534	95	98	98	512	510	547	5	5	4	41	36	15	54	58	76	NA	1	5
Non-Economically Disadvantaged	68	233	42466	94	100	100	524	538	578	3	3	2	31	21	7	65	70	75	1	6	16

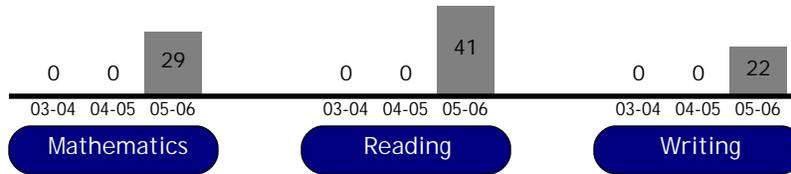
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	42	NA	58	96	38	44	47	96	46	41	46
	Language	98	39	42	50	96	38	43	47	96	48	43	48
	Mathematics	99	44	44	64	96	42	45	50	96	48	43	52
3	Reading	--	--	NA	55	--	--	40	44	91	32	39	46
	Language	--	--	34	61	--	--	38	44	92	32	37	46
	Mathematics	--	--	29	61	--	--	42	51	92	30	39	52
4	Reading	--	--	NA	56	--	--	41	48	90	41	46	52
	Language	--	--	33	52	--	--	41	49	99	35	43	52
	Mathematics	--	--	37	61	--	--	44	53	99	37	46	58
5	Reading	--	--	NA	55	--	--	41	50	95	34	41	56
	Language	--	--	34	49	--	--	40	50	100	25	34	54
	Mathematics	--	--	42	63	--	--	39	49	100	21	30	52
6	Reading	--	--	NA	56	--	--	39	51	88	48	48	56
	Language	--	--	26	48	--	--	36	47	95	30	37	50
	Mathematics	--	--	42	66	--	--	39	52	95	32	35	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Input of Hiring of Personnel
- Ü Safety Issues and Student Discipline
- Ü Input to Develop Action Plans
- Ü Understanding and Using Data
- Ü Extracurricular Activities
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	6.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	8	2	0	0
7 to 9 years	2	4	0	0
10 or more years	6	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	22%
Percent of core classes not taught by Highly Qualified Teachers	25%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center - Reading Counts
- Ü Gymnasium in Progress
- Ü Multipurpose\Cafeteria, in progress

Extracurricular Activities

- Ü Afterschool Computer Class
- Ü AM & Afterschool At-Risk Tutoring
- Ü AM Computer Lab
- Ü PM Kindergarten Reading Program
- Ü Intramural Sports

Social Services

- Ü Afterschool Program
- Ü Breakfast Program
- Ü Prenatal/Parenting Assistance
- Ü Clothing/Food Banks
- Ü Family Resource Center
- Ü Nutrition
- Ü Tobacco/Asthma Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü West Elementary School continues to use data to drive our instruction. This includes academic calendars.

- ü West Elementary School is an active Reading First school. West Elementary is also compliant with the state mandated Arizona Reads.

- ü West Elementary maintained a ninety-four percent attendance rate.

- ü West Elementary met all of their site and academic goals for the school year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	90	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

West Elementary School has a Student Study Team and an Action Team whose objective is to promote attendance, health and safety. They meet at least twice a month to discuss issues that effect the school.

The purpose of the SST Teams is to provide teacher support for:

- *Gifted Students
- *Behavior Intervention Strategies
- *Special Education

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	John Allee	(520) 723-2702
Transportation Policy	Lori Garcia	(520) 723-2067
Community Resources	Bonnie Palmer	(520) 723-4711
School Nutrition Programs	Johnny Jones	(520) 723-2083
Parent Organization	Dulice Guy	(480) 474-2237
Student Health/Nurse	Brenda Moeller	(520) 723-2706

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.