

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

800 N. 9th Street, 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	Performing
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. Macon Thompson
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 Web Address : cusd.k12.az.us
 Phone Number : (520) 723-2202
 Fax Number : (520) 723-2203
 E-mail : mthompson@cusd.k12.az.us

Mission

Hohokam School is dedicated to putting students first by becoming a learning community with staff who are unified to promote quality education, while continually emphasizing the characteristics of respect, professionalism and accountability.

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 Utilize a variety of instructional techniques to ensure all students the greatest amount of academic success. Students will receive a minimum of 90 minutes of uninterrupted reading instruction daily.
- ü Promote a safe environment, conducive to learning that is free from disruption and violence by utilizing assertive discipline and proactive counseling.
- ü Plan instruction based on state standards and data obtained from on-going assessments. Provide reteaching and enrichment activities based on results of continuous progress monitoring.
- ü Continue to provide teachers with inservice training that will familiarize them with the tools to make instructional plans based upon data and ways to actively engage all types of learners.

Enrollment

October 1, 2005 School Year Student Enrollment : 661
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 26

Instructional Programs

- Reading Counts Program
- 21st Century Grant...After school
- Title I Services
- ELL Services
- Reading First
- DARE grade 5

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Assure a safe/nurturing environment. Provide all learning materials, such as textbooks, paper, pencils, art supplies--free of charge. Make a healthy breakfast and lunch available. Provide an open-door policy to parent's concerns and ideas.

Parents

Ensure students attend school on a regular basis. Provide a safe and nurturing environment that will enable students to complete homework. Provide appropriate clothing for students. Teach students a sense of right and wrong and to be responsible.

Transportation Policy

Transportation is provided to those students who live outside a one-mile radius of their school. Student discipline on buses is strictly enforced. Transportation is also provided to all handicapped students who need it.

School Honors

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

Award/Honor	Year
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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	69	343	80010	99	97	99	418	432	447	17	15	10	39	27	18	39	49	53	4	9	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	173	38935	100	98	99	417	430	447	21	14	9	42	29	19	32	49	55	5	8	17
Male	31	170	40974	97	96	98	420	434	448	13	15	11	35	25	18	48	49	52	3	10	19
African American	12	32	4201	100	100	99	390	403	430	42	41	17	33	22	23	25	34	51	NA	3	9
Hispanic	27	127	34545	96	97	99	418	426	432	11	17	14	44	29	24	41	49	53	4	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	15	37	3979	100	93	96	432	416	424	7	11	17	47	57	30	40	30	47	7	3	6
White	14	140	35142	100	97	99	428	447	465	21	9	5	21	19	11	50	59	56	7	14	28
Students with Disabilities	NC	37	10161	NC	79	93	NC	410	419	NC	35	28	NC	24	28	NC	38	36	NC	3	8
Students without Disabilities	61	306	69849	98	99	100	423	434	451	13	12	7	39	28	17	43	50	56	5	9	19
Limited English Proficient Students	10	34	14013	91	92	97	NA	416	413	NA	15	24	NA	44	34	NA	38	39	NA	3	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	42	103	39029	98	92	98	413	421	432	21	18	14	40	37	25	33	38	52	5	7	9
Non-Economically Disadvantaged	27	240	40981	100	99	100	426	436	462	11	13	6	37	23	13	48	54	54	4	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	69	342	79438	99	96	98	433	442	451	12	8	9	36	32	24	52	54	56	NA	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	173	38775	100	98	99	433	446	457	11	5	7	39	33	22	50	57	58	NA	5	13
Male	31	169	40560	97	95	97	433	438	446	13	12	12	32	32	25	55	51	54	NA	5	9
African American	12	32	4178	100	100	98	408	420	439	33	22	13	42	41	29	25	34	52	NA	3	6
Hispanic	27	126	34297	96	96	98	435	439	434	7	8	14	30	31	31	63	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	15	37	3940	100	93	95	441	423	429	NA	3	14	53	65	36	47	32	47	NA	NA	3
White	14	140	34887	100	97	98	440	454	471	14	8	4	29	24	15	57	59	63	NA	9	18
Students with Disabilities	NC	36	9588	NC	77	88	NC	415	416	NC	22	30	NC	44	32	NC	31	34	NC	3	5
Students without Disabilities	61	306	69850	98	99	100	438	445	456	7	7	7	36	31	23	57	57	59	NA	5	12
Limited English Proficient Students	10	34	13856	91	92	96	NA	423	407	NA	15	27	NA	47	43	NA	38	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	42	103	38685	98	92	97	424	433	435	17	9	14	43	45	32	40	44	50	NA	3	5
Non-Economically Disadvantaged	27	239	40753	100	98	99	446	446	467	4	8	5	26	27	16	70	59	62	NA	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	69	344	79971	99	97	99	372	403	423	19	13	8	67	49	41	12	32	49	3	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	174	38974	100	98	99	393	424	437	13	8	5	66	45	33	16	36	57	5	10	4
Male	31	170	40895	97	96	98	346	382	410	26	19	10	68	52	47	6	28	41	NA	2	2
African American	12	32	4203	100	100	99	373	377	411	17	22	11	67	47	45	17	28	43	NA	3	2
Hispanic	27	128	34481	96	98	99	387	394	410	7	14	10	81	52	46	11	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	15	36	3995	100	90	96	380	383	409	20	17	10	67	69	47	NA	8	42	13	6	1
White	14	141	35150	100	97	99	345	422	437	36	10	5	43	40	35	21	41	56	NA	9	5
Students with Disabilities	NC	39	10258	NC	83	94	NC	335	377	NC	41	23	NC	49	51	NC	10	25	NC	NA	1
Students without Disabilities	61	305	69713	98	99	100	378	411	429	16	10	5	67	49	39	13	35	52	3	7	3
Limited English Proficient Students	10	34	13985	91	92	97	NA	369	382	NA	18	18	NA	59	54	NA	24	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	42	103	38994	98	92	98	368	389	409	19	16	10	67	55	47	12	25	41	2	4	1
Non-Economically Disadvantaged	27	241	40977	100	99	100	377	409	437	19	12	5	67	46	34	11	35	56	4	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	82	373	80147	100	100	99	459	462	482	22	18	11	18	21	17	52	50	49	7	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	185	39281	100	100	99	460	463	483	18	17	9	21	22	17	58	51	50	3	9	24
Male	44	187	40780	100	100	98	457	461	482	25	18	12	16	21	17	48	49	48	11	12	24
African American	10	34	4249	100	97	99	NA	447	464	NA	26	17	NA	29	22	NA	29	48	NA	15	13
Hispanic	35	134	33494	97	99	99	454	452	466	26	23	15	17	23	23	54	49	49	3	4	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	12	33	4117	100	97	96	449	442	456	17	24	19	25	27	27	58	45	46	NA	3	8
White	25	168	36122	100	100	99	473	476	501	20	11	5	16	18	10	48	55	50	16	17	35
Students with Disabilities	19	61	10295	100	95	92	444	426	443	42	48	33	11	25	26	42	23	33	5	5	8
Students without Disabilities	63	312	69852	100	100	100	463	469	488	16	12	7	21	21	16	56	55	51	8	12	26
Limited English Proficient Students	NC	30	12722	NC	97	97	NC	427	441	NC	47	27	NC	17	33	NC	37	37	NC	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	42	120	38371	100	99	97	456	450	465	24	21	15	19	30	23	52	43	49	5	6	13
Non-Economically Disadvantaged	40	253	41776	100	100	100	461	467	498	20	17	6	18	17	11	53	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	82	358	79686	100	96	98	460	461	470	18	13	11	24	28	24	52	53	57	5	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	182	39163	100	98	99	465	463	475	13	13	9	26	28	22	58	54	60	3	4	10
Male	44	175	40438	100	94	97	455	460	465	23	13	13	23	29	25	48	52	54	7	6	7
African American	10	33	4228	100	94	98	NA	456	458	NA	18	15	NA	30	28	NA	42	53	NA	9	4
Hispanic	35	131	33299	97	96	98	455	451	452	17	18	17	29	33	32	49	43	47	6	6	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	12	29	4087	100	85	96	461	449	446	17	14	16	17	41	38	67	45	44	NA	NA	2
White	25	161	35914	100	99	98	467	473	489	24	8	5	16	23	15	52	65	67	8	4	14
Students with Disabilities	19	47	9808	100	73	87	450	437	432	26	23	35	26	45	32	42	30	30	5	2	3
Students without Disabilities	63	311	69878	100	100	100	463	465	475	16	12	8	24	26	23	56	57	61	5	5	9
Limited English Proficient Students	NC	28	12594	NC	90	96	NC	418	422	NC	43	34	NC	36	45	NC	21	21	NC	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	42	116	38095	100	96	97	459	452	452	17	19	17	33	32	32	45	47	48	5	3	3
Non-Economically Disadvantaged	40	242	41591	100	97	99	460	466	486	20	11	6	15	27	16	60	56	65	5	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	82	372	80372	100	100	99	444	452	475	10	7	4	50	45	30	40	48	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	186	39452	100	100	99	457	466	488	5	4	3	47	39	22	47	56	72	NA	1	3
Male	44	185	40836	100	99	98	433	439	464	14	9	6	52	51	37	34	39	56	NA	NA	1
African American	10	34	4264	100	97	99	NA	453	465	NA	6	5	NA	47	35	NA	47	59	NA	NA	1
Hispanic	35	135	33608	97	99	99	440	445	462	11	9	6	51	49	36	37	41	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	12	33	4128	100	97	97	442	435	464	8	6	4	58	64	39	33	30	56	NA	NA	1
White	25	166	36213	100	100	99	448	461	489	8	5	2	44	39	22	48	56	72	NA	NA	3
Students with Disabilities	19	60	10526	100	94	94	403	394	427	21	23	15	47	52	53	32	25	31	NA	NA	1
Students without Disabilities	63	312	69846	100	100	100	456	463	482	6	4	3	51	44	26	43	52	69	NA	1	2
Limited English Proficient Students	NC	29	12747	NC	94	97	NC	408	432	NC	21	12	NC	55	52	NC	24	36	NC	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	42	119	38521	100	98	98	446	449	461	7	5	6	52	51	38	40	44	55	NA	NA	1
Non-Economically Disadvantaged	40	253	41851	100	100	100	442	453	489	13	8	3	48	42	22	40	49	72	NA	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	110	385	79306	100	100	99	469	477	504	31	25	13	28	29	20	35	38	49	6	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	190	38845	100	100	99	468	481	505	32	19	11	27	31	20	34	43	50	6	7	18
Male	48	194	40383	98	100	98	471	473	504	29	30	14	29	28	19	35	35	47	6	8	19
African American	15	36	4171	100	100	98	461	475	485	33	28	20	33	28	26	33	39	44	NA	6	10
Hispanic	45	133	32673	100	100	99	468	471	487	31	29	18	27	29	25	36	38	46	7	4	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	22	57	4034	100	100	97	452	449	479	45	47	22	36	37	29	18	16	43	NA	NA	7
White	28	153	36234	100	100	99	490	492	523	18	12	6	21	27	13	46	47	52	14	13	28
Students with Disabilities	19	64	10286	100	100	91	433	437	462	68	66	41	26	23	27	5	9	27	NA	2	5
Students without Disabilities	91	321	69020	100	100	100	477	485	510	23	17	9	29	31	18	41	44	52	8	9	21
Limited English Proficient Students	NC	36	10291	NC	97	96	NC	451	458	NC	42	38	NC	36	34	NC	22	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	67	143	37437	97	99	97	466	464	486	37	36	19	22	29	26	34	31	46	6	3	9
Non-Economically Disadvantaged	43	242	41869	100	100	100	475	485	521	21	18	7	37	30	14	35	43	51	7	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	110	378	79000	100	99	98	461	472	489	22	16	10	35	30	24	43	48	58	1	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	189	38774	100	100	99	463	478	494	16	8	7	39	33	22	44	53	61	2	5	10
Male	48	188	40150	98	98	98	458	465	485	29	24	12	29	28	25	42	43	55	NA	5	8
African American	15	35	4153	100	97	98	455	466	476	13	9	13	60	49	30	27	40	53	NA	3	4
Hispanic	45	132	32508	100	100	98	453	460	472	31	24	15	36	37	33	31	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	22	55	4016	100	100	96	452	451	467	27	29	14	36	33	37	36	38	46	NA	NA	2
White	28	151	36135	100	99	98	482	489	508	7	7	4	18	21	14	75	64	67	NA	9	15
Students with Disabilities	19	56	9991	100	89	88	427	432	449	58	52	33	26	34	36	16	13	29	NA	2	2
Students without Disabilities	91	322	69009	100	100	100	468	478	495	14	10	6	36	30	22	48	54	62	1	6	10
Limited English Proficient Students	NC	35	10199	NC	95	95	NC	431	439	NC	49	35	NC	40	47	NC	11	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	67	140	37234	97	97	97	451	456	472	27	24	15	40	41	33	33	31	50	NA	3	3
Non-Economically Disadvantaged	43	238	41766	100	100	99	475	481	505	14	12	5	26	24	16	58	58	65	2	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	110	386	79611	100	100	99	463	473	496	16	13	7	47	46	37	36	41	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	190	39016	100	100	99	481	495	511	10	7	4	44	39	29	47	53	66	NA	1	1
Male	48	195	40519	98	100	98	439	451	482	25	19	10	52	51	44	23	29	46	NA	NA	0
African American	15	36	4188	100	100	98	438	470	486	27	14	9	60	53	40	13	33	50	NA	NA	0
Hispanic	45	133	32855	100	100	99	452	458	481	20	15	10	47	52	43	33	33	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	22	57	3992	100	100	96	460	435	478	23	25	10	32	49	46	45	26	44	NA	NA	0
White	28	154	36380	100	100	99	495	500	511	NA	7	4	54	38	30	46	54	65	NA	1	1
Students with Disabilities	19	63	10664	100	100	94	381	391	440	53	51	23	42	41	54	5	8	22	NA	NA	1
Students without Disabilities	91	323	68947	100	100	100	480	489	504	9	6	4	48	46	34	43	47	61	NA	0	1
Limited English Proficient Students	NC	36	10362	NC	97	97	NC	420	438	NC	28	22	NC	58	57	NC	14	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	67	143	37626	97	99	98	454	453	479	19	20	10	51	53	45	30	27	45	NA	NA	0
Non-Economically Disadvantaged	43	243	41985	100	100	100	476	485	511	12	9	4	42	41	30	47	49	65	NA	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	134	364	79327	99	99	98	485	492	518	35	27	19	28	31	20	31	37	46	5	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	182	38961	100	100	98	489	496	520	34	24	16	30	35	20	30	34	48	6	8	16
Male	70	181	40295	99	98	97	482	488	516	36	30	21	27	27	19	33	40	44	4	3	16
African American	18	33	4247	100	100	98	466	474	499	56	45	27	22	27	24	11	21	41	11	6	8
Hispanic	47	122	32327	98	100	98	489	482	499	34	33	27	28	34	25	34	31	41	4	2	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	30	57	4391	100	97	96	481	485	489	37	30	32	37	42	27	27	26	36	NA	2	4
White	38	148	36373	100	98	98	491	506	538	26	18	10	26	25	14	42	49	52	5	9	25
Students with Disabilities	21	59	9321	100	94	87	440	454	467	67	63	54	29	27	22	5	8	21	NA	2	3
Students without Disabilities	113	305	70006	99	100	100	494	499	524	29	20	14	28	31	19	36	42	49	6	6	18
Limited English Proficient Students	NC	30	9431	NC	100	95	NC	464	466	NC	47	53	NC	40	27	NC	13	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	75	132	37097	99	97	97	481	482	498	37	33	27	31	39	25	28	26	41	4	3	7
Non-Economically Disadvantaged	59	232	42230	100	100	99	491	498	535	32	24	11	25	26	15	36	43	50	7	7	24

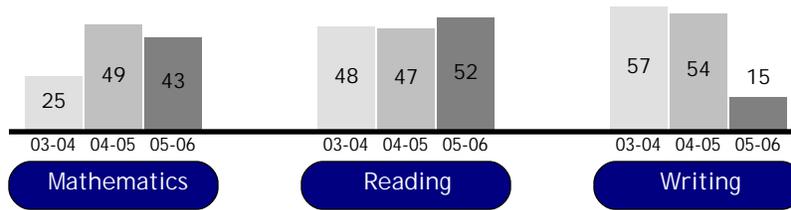
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	356	79501	99	97	98	479	483	497	15	13	10	33	31	25	51	55	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	179	39062	100	98	99	484	489	502	11	11	8	33	28	23	55	59	64	2	2	5
Male	70	176	40368	99	95	98	474	478	491	19	15	13	33	34	27	49	51	57	NA	1	3
African American	18	32	4279	100	100	99	460	475	485	28	19	14	44	41	30	28	38	54	NA	3	2
Hispanic	47	118	32389	98	97	98	478	471	478	19	22	16	32	32	34	47	44	48	2	2	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	30	56	4401	100	95	96	476	479	473	7	9	17	43	41	40	50	50	43	NA	NA	1
White	38	146	36446	100	97	99	490	497	516	11	6	4	21	24	15	68	69	73	NA	1	7
Students with Disabilities	21	52	9411	100	83	88	438	446	453	52	40	36	33	38	36	14	21	26	NA	NA	1
Students without Disabilities	113	304	70090	99	100	100	487	490	502	8	8	7	33	30	24	58	61	65	1	1	5
Limited English Proficient Students	NC	28	9401	NC	93	94	NC	441	443	NC	39	40	NC	54	46	NC	7	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	75	130	37183	99	96	97	473	473	479	19	18	16	35	36	34	47	46	49	NA	NA	1
Non-Economically Disadvantaged	59	226	42318	100	98	99	486	489	513	10	10	5	31	28	17	58	60	70	2	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	134	366	80000	99	100	99	520	528	564	4	4	3	28	26	11	65	66	75	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	183	39288	100	100	99	540	550	579	2	2	2	20	15	6	75	77	77	3	6	16
Male	70	182	40644	99	98	98	501	506	549	7	7	4	36	37	15	56	55	74	1	2	7
African American	18	33	4307	100	100	99	489	512	551	6	3	4	67	48	13	22	45	75	6	3	7
Hispanic	47	122	32672	98	100	99	527	512	548	4	7	4	17	30	14	77	62	76	2	2	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	30	57	4424	100	97	97	528	530	549	NA	NA	3	30	26	14	70	74	77	NA	NA	5
White	38	150	36602	100	99	99	517	542	579	8	4	2	24	19	7	66	70	75	3	7	16
Students with Disabilities	21	59	9919	100	94	93	453	464	505	14	15	9	62	58	35	24	27	54	NA	NA	2
Students without Disabilities	113	307	70081	99	100	100	532	540	571	3	2	2	22	20	7	73	73	79	3	5	12
Limited English Proficient Students	NC	30	9571	NC	100	96	NC	478	502	NC	10	10	NC	47	29	NC	43	60	NC	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	75	133	37534	99	98	98	514	510	547	4	5	4	32	36	15	63	58	76	1	1	5
Non-Economically Disadvantaged	59	233	42466	100	100	100	527	538	578	5	3	2	24	21	7	68	70	75	3	6	16

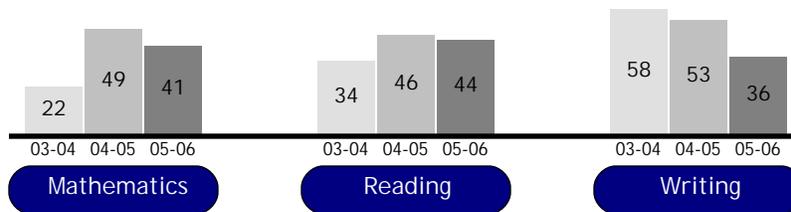
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	--	--	NA	58	--	--	44	47	100	34	41	46
	Language	--	--	42	50	--	--	43	47	100	35	43	48
	Mathematics	--	--	44	64	--	--	45	50	100	43	43	52
3	Reading	95	31	NA	55	100	36	40	44	99	30	39	46
	Language	98	31	34	61	100	34	38	44	99	32	37	46
	Mathematics	98	23	29	61	98	36	42	51	99	28	39	52
4	Reading	93	35	NA	56	100	37	41	48	100	41	46	52
	Language	95	32	33	52	100	37	41	49	100	37	43	52
	Mathematics	97	32	37	61	100	41	44	53	100	39	46	58
5	Reading	97	39	NA	55	98	38	41	50	100	34	41	56
	Language	100	34	34	49	98	35	40	50	100	28	34	54
	Mathematics	99	41	42	63	98	35	39	49	100	27	30	52
6	Reading	--	--	NA	56	--	--	39	51	99	44	48	56
	Language	--	--	26	48	--	--	36	47	99	35	37	50
	Mathematics	--	--	42	66	--	--	39	52	99	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)
- 3 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Student Discipline
- ü Student Attendance
- ü School Safety Issues
- ü Promotion/Retention Issues
- ü Student Uniform Issues
- ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	33.00
Other Professional Staff	3.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	6	1	0	0
7 to 9 years	1	1	0	0
10 or more years	11	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

- ü Library/Media Center

Extracurricular Activities

- ü After School Computer Lab
- ü Intramural Sports for 4th, 5th, and 6th
- ü Tutor.com
- ü Student Council
- ü 21 Century Program

Social Services

- ü After School Tutoring
- ü Counseling Services
- ü Breakfast/Lunch Programs
- ü Health Services
- ü Family Resource Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü This school configuration has just started for the 2005-2006 school year and as such we have no last year accomplishments to report.

Student Activity Rates for School Year 2005-06

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

Zero-tolerance is the philosophy of CUSD when it comes to misbehavior that may jeopardize the safety of our students. We are taking a very proactive stance on student discipline. Students in 5th and 6th grade are trained in peer-mediation and conflict resolution.

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) :

12

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	Macon Thompson	(520) 723-2202
Transportation Policy	Nellie Palacios	(520) 723-2053
Community Resources	Bonnie Palmer	(520) 723-2088
School Nutrition Programs	Johnny Jones	(520) 723-2083
Parent Organization	Mary Ivanoff	(520) 723-2202
Student Health/Nurse	Darlene Jordan	(520) 723-2285

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