



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1003 North Santa Cruz, Eloy, AZ 85231

Eloy Elementary 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 : Ms. Maria Wood
Schedule : 07:00 AM to 04:00 PM
Grades : 4-6
Web Address :
Phone Number : (520) 466-2130
Fax Number : (520) 466-2114
E-mail : mariawood2001@yahoo.com

Mission

The mission is to provide success-oriented learning for all students. These lessons are designed to develop potential in academics, cultural appreciation, physical well-being, and community contribution. Students will have equal opportunities to achieve these goals. Eloy Intermediate will strive to provide a safe learning environment that encourages students to do their best at all times.

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 Out of Improvement

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

School / Academic Goals

- Students will steadily increase their percentage of mastery in reading, mathematics and language arts as outlined on the District Assessment Plan.
High academic standards will be expected of all students.
85% of the students will pass Reading and Writing cycle assessments with a minimum score of 70%.

Enrollment

October 1, 2005 School Year Student Enrollment : 390
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 32

Instructional Programs

- ü Sheltered English Emergent Education
- ü Character Education
- ü On-site Special Education
- ü SRA Corrective Reading Program
- ü Accelerated Reading Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The school provides for all the academic needs of the student. This includes, and is not limited to, academic standards, classroom materials and a safe environment.

Parents

Parents are responsible to contact the school in the event of their child's absences and illness.

Transportation Policy

We provide regular school bus transportation for students living within a one-mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided; students living more than one mile from school.

School Honors

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

Award/Honor	Year
ü Pinal County Spelling Bee - 5th Place	2005
ü Pinal County Science Olympiad - 3rd Place	2005
ü Pinal County Science Olympiad - 1stPlace	2004
ü Accelerated Reading Master Classroom	2002

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	137	137	80147	100	100	99	461	461	482	13	13	11	28	28	17	50	50	49	9	9	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	63	39281	100	100	99	451	451	483	14	14	9	37	37	17	44	44	50	5	5	24
Male	74	74	40780	100	100	98	469	469	482	12	12	12	20	20	17	54	54	48	14	14	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	111	111	33494	100	100	99	462	462	466	13	13	15	26	26	23	51	51	49	10	10	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	12	12	36122	100	100	99	480	480	501	8	8	5	25	25	10	50	50	50	17	17	35
Students with Disabilities	23	23	10295	100	100	92	422	422	443	43	43	33	30	30	26	26	26	33	NA	NA	8
Students without Disabilities	114	114	69852	100	100	100	468	468	488	7	7	7	27	27	16	54	54	51	11	11	26
Limited English Proficient Students	42	42	12722	100	100	97	437	437	441	24	24	27	31	31	33	45	45	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	NC	NC	38371	NC	NC	97	NC	NC	465	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	13
Non-Economically Disadvantaged	133	133	41776	100	100	100	461	461	498	13	13	6	28	28	11	50	50	49	10	10	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	137	137	79686	100	100	98	460	460	470	11	11	11	23	23	24	64	64	57	2	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	63	39163	100	100	99	460	460	475	11	11	9	25	25	22	59	59	60	5	5	10
Male	74	74	40438	100	100	97	460	460	465	11	11	13	22	22	25	68	68	54	NA	NA	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	111	111	33299	100	100	98	461	461	452	10	10	17	25	25	32	63	63	47	2	2	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	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	12	12	35914	100	100	98	481	481	489	8	8	5	NA	NA	15	83	83	67	8	8	14
Students with Disabilities	23	23	9808	100	100	87	416	416	432	48	48	35	22	22	32	30	30	30	NA	NA	3
Students without Disabilities	114	114	69878	100	100	100	469	469	475	4	4	8	24	24	23	70	70	61	3	3	9
Limited English Proficient Students	42	42	12594	100	100	96	437	437	422	19	19	34	45	45	45	36	36	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	NC	NC	38095	NC	NC	97	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	133	133	41591	100	100	99	461	461	486	11	11	6	23	23	16	65	65	65	2	2	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	137	137	80372	100	100	99	456	456	475	7	7	4	40	40	30	53	53	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	63	39452	100	100	99	464	464	488	5	5	3	30	30	22	65	65	72	NA	NA	3
Male	74	74	40836	100	100	98	450	450	464	8	8	6	49	49	37	43	43	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	111	111	33608	100	100	99	456	456	462	6	6	6	39	39	36	55	55	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	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	12	12	36213	100	100	99	465	465	489	8	8	2	42	42	22	50	50	72	NA	NA	3
Students with Disabilities	23	23	10526	100	100	94	391	391	427	26	26	15	52	52	53	22	22	31	NA	NA	1
Students without Disabilities	114	114	69846	100	100	100	469	469	482	3	3	3	38	38	26	60	60	69	NA	NA	2
Limited English Proficient Students	42	42	12747	100	100	97	432	432	432	14	14	12	43	43	52	43	43	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	NC	NC	38521	NC	NC	98	NC	NC	461	NC	NC	6	NC	NC	38	NC	NC	55	NC	NC	1
Non-Economically Disadvantaged	133	133	41851	100	100	100	457	457	489	6	6	3	41	41	22	53	53	72	NA	NA	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	120	120	79306	100	100	99	469	469	504	23	23	13	38	38	20	35	35	49	3	3	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	58	38845	100	100	99	470	470	505	21	21	11	40	40	20	38	38	50	2	2	18
Male	62	62	40383	100	100	98	468	468	504	26	26	14	37	37	19	32	32	47	5	5	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	107	107	32673	100	100	99	469	469	487	22	22	18	41	41	25	33	33	46	4	4	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	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	NC	NC	36234	NC	NC	99	NC	NC	523	NC	NC	6	NC	NC	13	NC	NC	52	NC	NC	28
Students with Disabilities	17	17	10286	100	100	91	437	437	462	65	65	41	35	35	27	NA	NA	27	NA	NA	5
Students without Disabilities	103	103	69020	100	100	100	474	474	510	17	17	9	39	39	18	41	41	52	4	4	21
Limited English Proficient Students	38	38	10291	100	100	96	455	455	458	37	37	38	42	42	34	21	21	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	NC	NC	37437	NC	NC	97	NC	NC	486	NC	NC	19	NC	NC	26	NC	NC	46	NC	NC	9
Non-Economically Disadvantaged	115	115	41869	100	100	100	470	470	521	22	22	7	39	39	14	36	36	51	3	3	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	120	120	79000	100	100	98	466	466	489	15	15	10	38	38	24	43	43	58	3	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	58	38774	100	100	99	475	475	494	7	7	7	34	34	22	55	55	61	3	3	10
Male	62	62	40150	100	100	98	458	458	485	23	23	12	42	42	25	32	32	55	3	3	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	107	107	32508	100	100	98	465	465	472	15	15	15	38	38	33	44	44	49	3	3	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	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	NC	NC	36135	NC	NC	98	NC	NC	508	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	17	17	9991	100	100	88	425	425	449	53	53	33	35	35	36	12	12	29	NA	NA	2
Students without Disabilities	103	103	69009	100	100	100	472	472	495	9	9	6	39	39	22	49	49	62	4	4	10
Limited English Proficient Students	38	38	10199	100	100	95	444	444	439	26	26	35	50	50	47	24	24	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	NC	NC	37234	NC	NC	97	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	50	NC	NC	3
Non-Economically Disadvantaged	115	115	41766	100	100	99	468	468	505	14	14	5	38	38	16	44	44	65	3	3	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	120	120	79611	100	100	99	464	464	496	11	11	7	66	66	37	23	23	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	58	39016	100	100	99	486	486	511	5	5	4	57	57	29	38	38	66	NA	NA	1
Male	62	62	40519	100	100	98	443	443	482	16	16	10	74	74	44	10	10	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	107	107	32855	100	100	99	460	460	481	12	12	10	67	67	43	21	21	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	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	NC	NC	36380	NC	NC	99	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1
Students with Disabilities	17	17	10664	100	100	94	417	417	440	41	41	23	59	59	54	NA	NA	22	NA	NA	1
Students without Disabilities	103	103	68947	100	100	100	471	471	504	6	6	4	67	67	34	27	27	61	NA	NA	1
Limited English Proficient Students	38	38	10362	100	100	97	438	438	438	24	24	22	61	61	57	16	16	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	NC	NC	37626	NC	NC	98	NC	NC	479	NC	NC	10	NC	NC	45	NC	NC	45	NC	NC	0
Non-Economically Disadvantaged	115	115	41985	100	100	100	465	465	511	10	10	4	66	66	30	23	23	65	NA	NA	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	148	79327	100	100	98	491	491	518	27	28	19	29	28	20	38	38	46	6	6	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	69	38961	100	100	98	499	499	520	22	23	16	29	29	20	43	42	48	6	6	16
Male	79	79	40295	100	100	97	483	483	516	32	32	21	28	28	19	34	34	44	6	6	16
African American	11	11	4247	100	100	98	483	483	499	27	27	27	18	18	24	55	55	41	NA	NA	8
Hispanic	124	125	32327	100	100	98	492	492	499	26	26	27	30	30	25	38	38	41	6	6	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	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	NC	NC	36373	NC	NC	98	NC	NC	538	NC	NC	10	NC	NC	14	NC	NC	52	NC	NC	25
Students with Disabilities	30	31	9321	100	100	87	427	427	467	80	81	54	13	13	22	7	6	21	NA	NA	3
Students without Disabilities	117	117	70006	100	100	100	506	506	524	14	14	14	32	32	19	46	46	49	8	8	18
Limited English Proficient Students	41	41	9431	100	100	95	464	464	466	41	41	53	39	39	27	20	20	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	NC	NC	37097	NC	NC	97	NC	NC	498	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	7
Non-Economically Disadvantaged	140	141	42230	100	100	99	491	491	535	27	28	11	29	28	15	39	38	50	6	6	24

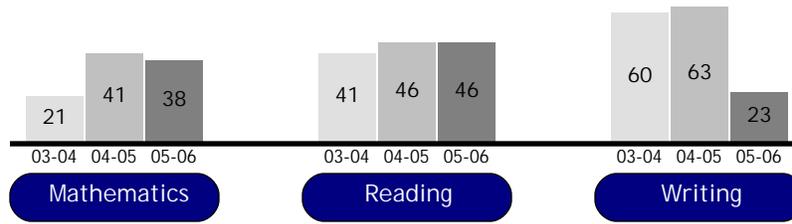
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	148	149	79501	100	100	98	473	473	497	20	21	10	34	34	25	45	44	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	69	39062	100	100	99	483	483	502	15	16	8	32	32	23	51	51	64	1	1	5
Male	80	80	40368	100	100	98	464	464	491	25	25	13	36	36	27	39	39	57	NA	NA	3
African American	11	11	4279	100	100	99	472	472	485	18	18	14	27	27	30	55	55	54	NA	NA	2
Hispanic	125	126	32389	100	100	98	474	474	478	21	21	16	34	33	34	45	44	48	1	1	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	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	NC	NC	36446	NC	NC	99	NC	NC	516	NC	NC	4	NC	NC	15	NC	NC	73	NC	NC	7
Students with Disabilities	31	32	9411	100	100	88	420	420	453	71	72	36	26	25	36	3	3	26	NA	NA	1
Students without Disabilities	117	117	70090	100	100	100	487	487	502	7	7	7	37	37	24	56	56	65	1	1	5
Limited English Proficient Students	41	41	9401	100	100	94	445	445	443	41	41	40	39	39	46	20	20	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	NC	NC	37183	NC	NC	97	NC	NC	479	NC	NC	16	NC	NC	34	NC	NC	49	NC	NC	1
Non-Economically Disadvantaged	141	142	42318	100	100	99	473	473	513	20	20	5	35	35	17	45	44	70	1	1	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	148	149	80000	100	100	99	536	536	564	3	3	3	23	23	11	73	72	75	1	1	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	69	39288	100	100	99	554	554	579	1	3	2	18	17	6	78	77	77	3	3	16
Male	80	80	40644	100	100	98	521	521	549	4	4	4	28	28	15	69	69	74	NA	NA	7
African American	11	11	4307	100	100	99	548	548	551	NA	NA	4	27	27	13	73	73	75	NA	NA	7
Hispanic	125	126	32672	100	100	99	536	536	548	2	3	4	23	23	14	74	73	76	1	1	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	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	NC	NC	36602	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16
Students with Disabilities	31	32	9919	100	100	93	457	457	505	6	9	9	74	72	35	19	19	54	NA	NA	2
Students without Disabilities	117	117	70081	100	100	100	557	557	571	2	2	2	9	9	7	87	87	79	2	2	12
Limited English Proficient Students	41	41	9571	100	100	96	494	494	502	7	7	10	39	39	29	54	54	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	NC	NC	37534	NC	NC	98	NC	NC	547	NC	NC	4	NC	NC	15	NC	NC	76	NC	NC	5
Non-Economically Disadvantaged	141	142	42466	100	100	100	538	538	578	2	3	2	23	23	7	73	73	75	1	1	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)

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.

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
4	Reading	99	47	NA	56	100	37	37	48	99	46	46	52
	Language	100	49	49	52	100	35	35	49	99	46	46	52
	Mathematics	100	47	47	61	100	35	35	53	99	46	46	58
5	Reading	100	38	NA	55	97	40	40	50	100	34	34	56
	Language	100	37	37	49	97	40	40	50	100	32	32	54
	Mathematics	100	39	39	63	97	37	37	49	100	28	28	52
6	Reading	100	39	NA	56	97	40	40	51	100	39	39	56
	Language	100	32	32	48	97	40	40	47	100	37	37	50
	Mathematics	100	48	48	66	97	37	37	52	100	41	41	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Student Concerns/Decisions
- Ü Curriculum Development
- Ü Instructional Strategies
- Ü Extracurricular Activities
- Ü Fundraising
- Ü Volunteer

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certification.	8
Percent of teachers in the school with Emergency/Provisional Certification	34%
Percent of core classes not taught by Highly Qualified Teachers	50%

Resources Available at School Site

Special Facilities

- Ü Dell Computer Lab
- Ü Accelerated Reading lab
- Ü Library

Extracurricular Activities

- Ü Science Club
- Ü Hands Across The Border
- Ü Yearbook
- Ü Student Council
- Ü Safety Patrol

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services
- Ü Clothing/Food Banks

ü Increased number of students who showed mastery in Language Arts - Writing.

ü Students demonstrated achievement of high academic standards by increasing scores on district benchmarks.

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	0	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

All guests must check-in at the front office. Intermediate Safety Patrol. All students wear uniforms that must adhere to a strictly enforced code.

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) :

15

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	Francis Salazar	(520) 466-2130
Transportation Policy	Jaime Lara	(520) 466-2106
Community Resources	Beatrice Juarez	(520) 466-2121
School Nutrition Programs	Gloria Edie	(520) 466-2125
Parent Organization	Michelle Robertson	(520) 466-2130
Student Health/Nurse	Diane Wright	(520) 466-2140

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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