

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

855 N Bautista St, Nogales, AZ 85621

Nogales 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

### School Overview

Principal/Administrator : Ms. Angelina M. Canto  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : K-5  
 Web Address :  
 Phone Number : (520) 287-0840  
 Fax Number : (520) 287-0847  
 E-mail : acanto@nUSD.k12.az.us

### Mission

Our school community will succeed with a partnership formed by students, parents, and staff to promote: peacebuilders, respect and responsibility, integrity, daily effort towards academic excellence, and enhanced lifelong learning.

### 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	Year 2

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

### School / Academic Goals

- ü Improve the proficiency of all students in reading across the content areas by providing a systematic program of instruction with a focus upon phonemic awareness, phonics, comprehension, vocabulary, and fluency.
- ü Increase the level of student proficiency in mathematics by fostering the development of basic mathematical skills for application in critical thinking, geometry, discreet measurement, and problem-solving activities.
- ü Improve the proficiency of all students in writing across the content areas by providing systematic writing instruction and assessment using the six trait writing rubric and instructional activities in our core content areas.

### Enrollment

October 1, 2005 School Year Student Enrollment : 656  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 72

Instructional Programs

- Ü English Immersion Program
- Ü All-school Title I
- Ü Full-day Kindergarten
- Ü On-site Special Education Program
- Ü Research-Based Core Reading Program
- Ü Gifted Program
- Ü Tutorial Program
- Ü In-School Reading Intervention Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We strive to provide parents with: a voice in their child's education, opportunities to receive information about the school and their child's education to forge a strong home-school partnership, and extended hours for student recreation and learning.

Parents

Parents at A.J. Mitchell are asked to: spend quality time at home with their child, read to their child daily, keep in touch with the school about their child's progress, have high expectations for their child, participate in school activities.

Transportation Policy

Through the bus company contracted by the school district, A.J. Mitchell provides bus service for special education students and for all regular education students living one mile or more from the school.

School Honors

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

Award/Honor	Year
Ü Reading First Grant Recipient	2005
Ü Lions Club Junior Olympics Champions	2004
Ü North Central Association Accreditation	2004
Ü District Elementary Cheerleading Champions	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	449	80010	100	100	99	445	455	447	12	7	10	17	15	18	58	59	53	13	19	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	221	38935	100	100	99	445	453	447	12	5	9	18	18	19	65	62	55	6	15	17
Male	50	228	40974	100	100	98	446	457	448	12	8	11	16	13	18	52	57	52	20	22	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	101	441	34545	100	100	99	445	455	432	12	7	14	17	15	24	58	59	53	13	19	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	--	NC	35142	--	NC	99	--	NC	465	--	NC	5	--	NC	11	--	NC	56	--	NC	28
Students with Disabilities	NC	35	10161	NC	95	93	NC	427	419	NC	29	28	NC	17	28	NC	43	36	NC	11	8
Students without Disabilities	95	414	69849	100	100	100	447	457	451	9	5	7	18	15	17	59	60	56	14	20	19
Limited English Proficient Students	71	318	14013	100	99	97	438	444	413	11	8	24	24	19	34	54	62	39	11	11	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	92	364	39029	100	99	98	442	451	432	13	8	14	17	15	25	59	62	52	11	15	9
Non-Economically Disadvantaged	NC	85	40981	NC	100	100	NC	472	462	NC	1	6	NC	16	13	NC	46	54	NC	36	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	98	445	79438	98	99	98	449	456	451	8	6	9	26	23	24	58	61	56	8	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	220	38775	98	99	99	453	460	457	4	4	7	28	23	22	58	60	58	10	13	13
Male	48	225	40560	98	99	97	444	452	446	13	8	12	23	24	25	58	62	54	6	7	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	98	438	34297	98	99	98	449	456	434	8	6	14	26	24	31	58	61	50	8	10	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	--	NC	34887	--	NC	98	--	NC	471	--	NC	4	--	NC	15	--	NC	63	--	NC	18
Students with Disabilities	NC	32	9588	NC	86	88	NC	420	416	NC	25	30	NC	34	32	NC	38	34	NC	3	5
Students without Disabilities	94	413	69850	100	100	100	449	459	456	7	4	7	27	22	23	57	63	59	9	10	12
Limited English Proficient Students	70	317	13856	100	99	96	438	444	407	10	7	27	33	30	43	53	59	29	4	4	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	89	361	38685	97	98	97	448	453	435	8	6	14	26	24	32	58	61	50	8	8	5
Non-Economically Disadvantaged	NC	84	40753	NC	100	99	NC	468	467	NC	5	5	NC	18	16	NC	61	62	NC	17	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	101	450	79971	100	100	99	436	443	423	6	3	8	28	27	41	61	68	49	5	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	221	38974	100	100	99	454	453	437	2	1	5	18	20	33	73	75	57	8	4	4
Male	50	229	40895	100	100	98	416	432	410	10	4	10	38	34	47	50	61	41	2	0	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	101	442	34481	100	100	99	436	443	410	6	3	10	28	27	46	61	68	43	5	2	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	--	NC	35150	--	NC	99	--	NC	437	--	NC	5	--	NC	35	--	NC	56	--	NC	5
Students with Disabilities	NC	36	10258	NC	97	94	NC	408	377	NC	11	23	NC	53	51	NC	36	25	NC	NA	1
Students without Disabilities	95	414	69713	100	100	100	439	445	429	4	2	5	28	25	39	62	71	52	5	2	3
Limited English Proficient Students	71	319	13985	100	100	97	428	437	382	6	3	18	32	32	54	59	64	27	3	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	92	365	38994	100	99	98	438	441	409	5	3	10	28	27	47	61	67	41	5	2	1
Non-Economically Disadvantaged	NC	85	40977	NC	100	100	NC	450	437	NC	1	5	NC	27	34	NC	71	56	NC	1	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	112	478	80147	99	100	99	461	483	482	9	7	11	33	18	17	47	54	49	11	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	236	39281	98	100	99	459	484	483	11	6	9	35	19	17	45	54	50	9	20	24
Male	57	242	40780	100	100	98	462	482	482	7	7	12	32	18	17	49	53	48	12	22	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	111	470	33494	99	100	99	461	483	466	9	7	15	33	19	23	47	53	49	11	21	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	NC	NC	36122	NC	NC	99	NC	NC	501	NC	NC	5	NC	NC	10	NC	NC	50	NC	NC	35
Students with Disabilities	NC	31	10295	NC	94	92	NC	439	443	NC	26	33	NC	35	26	NC	35	33	NC	3	8
Students without Disabilities	103	447	69852	99	100	100	464	486	488	6	6	7	33	17	16	50	55	51	12	22	26
Limited English Proficient Students	85	337	12722	99	99	97	455	470	441	11	9	27	38	23	33	44	57	37	8	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	100	403	38371	99	100	97	457	478	465	10	8	15	35	20	23	46	54	49	9	18	13
Non-Economically Disadvantaged	12	75	41776	100	100	100	489	510	498	NA	1	6	17	9	11	58	51	49	25	39	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	108	474	79686	96	99	98	449	462	470	13	11	11	38	28	24	48	55	57	1	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	235	39163	96	99	99	448	465	475	17	10	9	39	29	22	43	54	60	2	7	10
Male	54	239	40438	95	98	97	450	460	465	9	11	13	37	28	25	54	56	54	NA	5	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	107	466	33299	96	99	98	449	463	452	13	10	17	38	29	32	48	55	47	1	6	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	NC	NC	35914	NC	NC	98	NC	NC	489	NC	NC	5	NC	NC	15	NC	NC	67	NC	NC	14
Students with Disabilities	NC	27	9808	NC	82	87	NC	425	432	NC	41	35	NC	26	32	NC	33	30	NC	NA	3
Students without Disabilities	103	447	69878	99	100	100	450	464	475	13	9	8	37	28	23	50	57	61	1	6	9
Limited English Proficient Students	82	334	12594	95	98	96	443	448	422	15	13	34	43	36	45	43	50	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	96	399	38095	95	99	97	445	457	452	14	12	17	40	31	32	47	54	48	NA	3	3
Non-Economically Disadvantaged	12	75	41591	100	100	99	481	492	486	8	4	6	25	15	16	58	60	65	8	21	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	112	478	80372	99	100	99	475	483	475	3	2	4	26	23	30	71	74	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	236	39452	98	100	99	475	484	488	4	4	3	22	16	22	73	79	72	2	1	3
Male	57	242	40836	100	100	98	475	481	464	2	1	6	30	29	37	68	70	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	111	470	33608	99	100	99	475	483	462	3	2	6	26	22	36	70	75	57	1	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	NC	NC	36213	NC	NC	99	NC	NC	489	NC	NC	2	NC	NC	22	NC	NC	72	NC	NC	3
Students with Disabilities	NC	32	10526	NC	97	94	NC	438	427	NC	6	15	NC	69	53	NC	22	31	NC	3	1
Students without Disabilities	103	446	69846	99	100	100	477	486	482	3	2	3	21	20	26	76	78	69	NA	0	2
Limited English Proficient Students	85	337	12747	99	99	97	473	475	432	2	3	12	27	26	52	71	71	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	100	403	38521	99	100	98	472	479	461	3	2	6	26	24	38	70	73	55	1	0	1
Non-Economically Disadvantaged	12	75	41851	100	100	100	496	501	489	NA	1	3	25	16	22	75	81	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	102	438	79306	99	99	99	506	515	504	11	6	13	17	14	20	55	59	49	18	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	242	38845	98	100	99	500	514	505	13	7	11	16	13	20	57	60	50	14	20	18
Male	46	196	40383	100	99	98	513	517	504	9	6	14	17	14	19	52	59	47	22	21	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	102	433	32673	99	99	99	506	515	487	11	6	18	17	14	25	55	60	46	18	20	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	--	NC	36234	--	NC	99	--	NC	523	--	NC	6	--	NC	13	--	NC	52	--	NC	28
Students with Disabilities	NC	33	10286	NC	94	91	NC	447	462	NC	39	41	NC	39	27	NC	21	27	NC	NA	5
Students without Disabilities	93	405	69020	99	100	100	509	519	510	8	3	9	15	12	18	58	62	52	19	22	21
Limited English Proficient Students	58	200	10291	98	98	96	495	493	458	14	10	38	19	24	34	53	58	26	14	9	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	95	368	37437	99	99	97	507	508	486	11	7	19	16	15	26	56	62	46	18	16	9
Non-Economically Disadvantaged	NC	70	41869	NC	100	100	NC	551	521	NC	1	7	NC	7	14	NC	44	51	NC	47	27

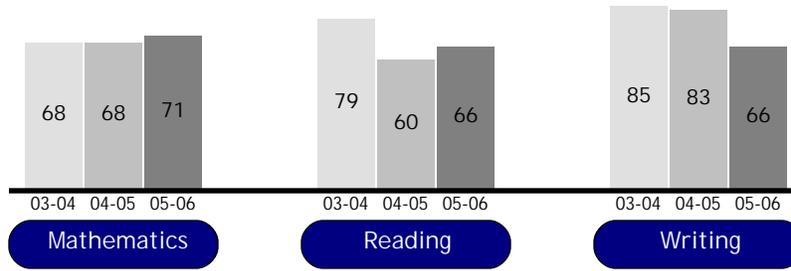
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	435	79000	95	99	98	475	488	489	8	6	10	35	26	24	56	63	58	1	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	239	38774	95	98	99	475	489	494	7	7	7	37	25	22	54	62	61	2	6	10
Male	44	196	40150	96	99	98	475	487	485	9	6	12	32	26	25	59	65	55	NA	4	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	98	430	32508	95	99	98	475	488	472	8	7	15	35	26	33	56	63	49	1	5	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	--	NC	36135	--	NC	98	--	NC	508	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	NC	30	9991	NC	86	88	NC	425	449	NC	43	33	NC	47	36	NC	10	29	NC	NA	2
Students without Disabilities	93	405	69009	99	100	100	475	492	495	8	4	6	33	24	22	58	67	62	1	5	10
Limited English Proficient Students	55	198	10199	93	97	95	463	464	439	11	12	35	45	42	47	44	46	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	92	366	37234	96	98	97	474	482	472	9	8	15	35	29	33	55	60	50	1	3	3
Non-Economically Disadvantaged	NC	69	41766	NC	100	99	NC	519	505	NC	NA	5	NC	7	16	NC	78	65	NC	14	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	102	440	79611	99	100	99	505	515	496	4	4	7	34	26	37	62	70	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	242	39016	98	100	99	506	522	511	5	3	4	29	21	29	66	76	66	NA	0	1
Male	46	198	40519	100	100	98	504	507	482	2	5	10	41	32	44	57	62	46	NA	1	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	102	435	32855	99	100	99	505	515	481	4	4	10	34	26	43	62	70	47	NA	0	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	--	NC	36380	--	NC	99	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1
Students with Disabilities	NC	35	10664	NC	100	94	NC	457	440	NC	14	23	NC	71	54	NC	14	22	NC	NA	1
Students without Disabilities	93	405	68947	99	100	100	507	519	504	3	3	4	31	22	34	66	74	61	NA	0	1
Limited English Proficient Students	58	202	10362	98	99	97	495	493	438	5	6	22	40	41	57	55	52	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	95	370	37626	99	99	98	506	510	479	4	4	10	33	29	45	63	67	45	NA	0	0
Non-Economically Disadvantaged	NC	70	41985	NC	100	100	NC	542	511	NC	1	4	NC	13	30	NC	84	65	NC	1	1

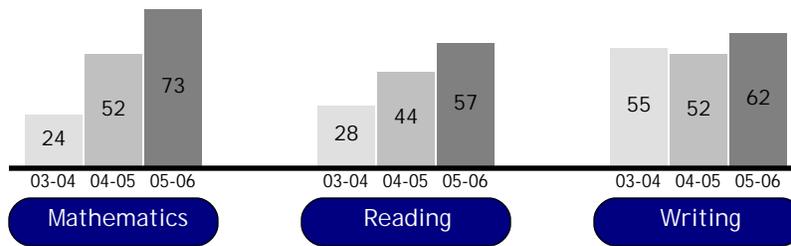
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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
2	Reading	99	57	NA	58	98	35	41	47	93	35	39	46
	Language	100	36	46	50	98	34	49	47	93	37	54	48
	Mathematics	100	38	64	64	98	37	47	50	93	37	50	52
3	Reading	100	41	NA	55	98	36	40	44	95	43	44	46
	Language	100	55	67	61	98	39	45	44	98	39	46	46
	Mathematics	100	62	67	61	98	42	49	51	98	48	54	52
4	Reading	99	32	NA	56	98	38	44	48	93	37	44	52
	Language	100	34	50	52	98	40	49	49	96	43	48	52
	Mathematics	100	46	61	61	98	48	56	53	96	43	56	58
5	Reading	100	30	NA	55	98	37	45	50	91	43	50	56
	Language	100	31	48	49	98	40	49	50	95	41	56	54
	Mathematics	100	42	60	63	98	41	49	49	95	46	54	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Campus Improvement
- Ü Curriculum and Instructional Issues
- Ü Budget
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	3.50	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü K-5 Library/Media Center
- Ü Two PC Computer Labs

Extracurricular Activities

- Ü Tutoring
- Ü Choir
- Ü Environmental Club
- Ü Journalism
- Ü Yearbook Club
- Ü Junior Olympics

Social Services

- Ü DES Services
- Ü After School Programs
- Ü Crisis Intervention
- Ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü As a site, we are applying for a School Improvement Grant that will allow our staff to implement our School Improvement Plan by providing professional development opportunities, supplementary materials, and after school tutoring.
  
- ü We have earned the label of 'performing plus' from the State of Arizona due to our increasing levels of academic achievement in the areas of reading, mathematics, and writing as measured on the AIMS/DPA assessment.
  
- ü We completed the third year of implementation of our Reading First Grant. This three year grant enabled our K-3 teachers to select and implement a core reading and assessment program to increase reading achievement, intervention, and remediation.
  
- ü Our site completed implementation of a School Improvement Grant that complemented our Reading First Grant and enabled our site to hire and work with school facilitators to proceed with curriculum mapping in the areas of reading, math, and science.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	89	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We are continuously revising, evaluating, and updating our school's Incident Response Plan and Procedures. We also conduct monthly safety meetings at our site, participate in monthly District safety meetings, attend Emergency Management trainings on an annual basis, and practice a variety of emergency procedures/drills throughout the school year as required by both District and State regulations.

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) :

2

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	Ms. Angelina Canto	(520) 287-0840
Transportation Policy	Ms. Anna Maria Velasquez	(520) 287-0922
Community Resources	Ms. Karen Copley	(520) 287-0800
School Nutrition Programs	Mr. James Tanner	(520) 377-9175
Parent Organization	Ms. Angelina Canto	(520) 287-0840
Student Health/Nurse	Ms. Cornelia O'Conner	(520) 287-0840

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

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

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

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

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

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