

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1050 W Cimarron 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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
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. Fernando Parra
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 Web Address : www.nusd.k12.az.us/welty
 Phone Number : (520) 287-0880
 Fax Number : (520) 287-6955
 E-mail : fparra@nusd.k12.az.us

Mission

Mission Statement: The mission of Mary L. Welty Elementary School is to provide a positive, caring quality educational program for all students where ALL are expected to learn.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

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

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

School / Academic Goals

- ü All 3rd, 4th and 5th grade levels will have specific annual target passing percentages for the AIMS Assessments in Reading, Writing, and Math. (Annual Measurable Goals- Target Percentages)
- ü All 1st and 2nd grade levels will improve student achievement in Reading, Writing, and Mathematics within the target percentages. (Will improve by scoring within the average and above average ranges)
- ü Through effective instruction and district wide quarterly assessments, all students will be introduced to the articulated standards concepts and performance objectives.
- ü All k-5 levels will improve reading/reading comprehension through the Reading First implementation program- Benchmark (DIBELS) testing and individual student benchmark progress monitoring.

Enrollment

October 1, 2005 School Year Student Enrollment : 286
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 29

Instructional Programs

- ü Houghton Mifflin-Reading /Math Program
- ü Full-Day Kindergarten
- ü Music in Education
- ü On-site Special Education
- ü Reading First School
- ü Arts in Education
- ü Character Counts
- ü ELL Daily Intervention Instruction

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

It will be through our hard effort and commitment that Mary L. Welty will continue to improve, achieve and perform positively on District and State accountability measures. Together as a school community of students, parents, teachers, staff and principal we will be involved with our school instruction, take on our academic challenges and confront the issues with effectiveness, togetherness, and consistence.

Parents

As Mary L. Welty parents the assistance and support at home and school is appreciated. We are all responsible in the teaching and learning of our Welty students. Parents will be involved, communicated and encouraged to participate in the following:

- Open House/parent conferences
- Parent Volunteer program
- Newsletters/school calendars
- Homevisits
- Parent/Principal meetings (translation available)
- PTC/Senate meetings
- School seasonal/AIMS celebrations
- Truancy/attendance communications.

Transportation Policy

The board may provide school bus transportation for elementary school children who live one mile or more from their school. Buses for Mariposa Manor, International Street, Elm Street, Burger King and Crawford will be run. Busses are also provided for afterschool interventions, activity programs, and educational field trips.

School Honors

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

Award/Honor	Year
ü Labeled as 'Performing Plus' by ADE	2006
ü Reading First Kinders ranked 1st in Benchmark	2005
ü First Place at Santa Cruz County Fair Best of Show	2006
ü AZ Reads 'Reading First' Recognition For 2003-2006	2006

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	49	449	80010	100	100	99	428	455	447	12	7	10	33	15	18	53	59	53	2	19	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	221	38935	100	100	99	436	453	447	NA	5	9	43	18	19	57	62	55	NA	15	17
Male	28	228	40974	100	100	98	422	457	448	21	8	11	25	13	18	50	57	52	4	22	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	47	441	34545	100	100	99	425	455	432	13	7	14	34	15	24	53	59	53	NA	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	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	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	45	414	69849	100	100	100	428	457	451	11	5	7	33	15	17	56	60	56	NA	20	19
Limited English Proficient Students	40	318	14013	100	99	97	421	444	413	15	8	24	38	19	34	48	62	39	NA	11	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	43	364	39029	100	99	98	428	451	432	12	8	14	33	15	25	53	62	52	2	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	49	445	79438	100	99	98	433	456	451	10	6	9	37	23	24	51	61	56	2	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	220	38775	100	99	99	444	460	457	NA	4	7	38	23	22	57	60	58	5	13	13
Male	28	225	40560	100	99	97	424	452	446	18	8	12	36	24	25	46	62	54	NA	7	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	47	438	34297	100	99	98	429	456	434	11	6	14	38	24	31	51	61	50	NA	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	NC	34887	NC	NC	98	NC	NC	471	NC	NC	4	NC	NC	15	NC	NC	63	NC	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	45	413	69850	100	100	100	434	459	456	11	4	7	36	22	23	51	63	59	2	10	12
Limited English Proficient Students	40	317	13856	100	99	96	423	444	407	13	7	27	43	30	43	45	59	29	NA	4	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	43	361	38685	100	98	97	434	453	435	7	6	14	40	24	32	51	61	50	2	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	49	450	79971	100	100	99	438	443	423	NA	3	8	39	27	41	59	68	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	221	38974	100	100	99	454	453	437	NA	1	5	19	20	33	76	75	57	5	4	4
Male	28	229	40895	100	100	98	426	432	410	NA	4	10	54	34	47	46	61	41	NA	0	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	47	442	34481	100	100	99	436	443	410	NA	3	10	38	27	46	62	68	43	NA	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	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	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	45	414	69713	100	100	100	441	445	429	NA	2	5	33	25	39	64	71	52	2	2	3
Limited English Proficient Students	40	319	13985	100	100	97	433	437	382	NA	3	18	45	32	54	55	64	27	NA	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	43	365	38994	100	99	98	439	441	409	NA	3	10	37	27	47	60	67	41	2	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	50	478	80147	100	100	99	451	483	482	20	7	11	32	18	17	40	54	49	8	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	236	39281	100	100	99	444	484	483	24	6	9	38	19	17	29	54	50	10	20	24
Male	29	242	40780	100	100	98	456	482	482	17	7	12	28	18	17	48	53	48	7	22	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	48	470	33494	100	100	99	453	483	466	19	7	15	31	19	23	42	53	49	8	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	48	447	69852	100	100	100	452	486	488	21	6	7	29	17	16	42	55	51	8	22	26
Limited English Proficient Students	39	337	12722	100	99	97	445	470	441	23	9	27	33	23	33	41	57	37	3	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	47	403	38371	100	100	97	453	478	465	21	8	15	28	20	23	43	54	49	9	18	13
Non-Economically Disadvantaged	NC	75	41776	NC	100	100	NC	510	498	NC	1	6	NC	9	11	NC	51	49	NC	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	50	474	79686	100	99	98	436	462	470	28	11	11	44	28	24	26	55	57	2	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	235	39163	100	99	99	432	465	475	33	10	9	43	29	22	24	54	60	NA	7	10
Male	29	239	40438	100	98	97	438	460	465	24	11	13	45	28	25	28	56	54	3	5	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	48	466	33299	100	99	98	437	463	452	25	10	17	46	29	32	27	55	47	2	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	48	447	69878	100	100	100	436	464	475	27	9	8	44	28	23	27	57	61	2	6	9
Limited English Proficient Students	39	334	12594	100	98	96	429	448	422	31	13	34	49	36	45	21	50	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	47	399	38095	100	99	97	436	457	452	28	12	17	45	31	32	26	54	48	2	3	3
Non-Economically Disadvantaged	NC	75	41591	NC	100	99	NC	492	486	NC	4	6	NC	15	16	NC	60	65	NC	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	50	478	80372	100	100	99	460	483	475	6	2	4	40	23	30	54	74	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	236	39452	100	100	99	451	484	488	14	4	3	29	16	22	57	79	72	NA	1	3
Male	29	242	40836	100	100	98	466	481	464	NA	1	6	48	29	37	52	70	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	48	470	33608	100	100	99	460	483	462	6	2	6	38	22	36	56	75	57	NA	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	48	446	69846	100	100	100	460	486	482	6	2	3	38	20	26	56	78	69	NA	0	2
Limited English Proficient Students	39	337	12747	100	99	97	454	475	432	8	3	12	38	26	52	54	71	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	47	403	38521	100	100	98	459	479	461	6	2	6	40	24	38	53	73	55	NA	0	1
Non-Economically Disadvantaged	NC	75	41851	NC	100	100	NC	501	489	NC	1	3	NC	16	22	NC	81	72	NC	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	55	438	79306	100	99	99	506	515	504	5	6	13	15	14	20	65	59	49	15	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	242	38845	100	100	99	509	514	505	NA	7	11	15	13	20	62	60	50	23	20	18
Male	29	196	40383	100	99	98	503	517	504	10	6	14	14	14	19	69	59	47	7	21	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	55	433	32673	100	99	99	506	515	487	5	6	18	15	14	25	65	60	46	15	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	50	405	69020	100	100	100	509	519	510	6	3	9	14	12	18	64	62	52	16	22	21
Limited English Proficient Students	31	200	10291	100	98	96	480	493	458	10	10	38	23	24	34	68	58	26	NA	9	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	54	368	37437	100	99	97	502	508	486	6	7	19	15	15	26	67	62	46	13	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

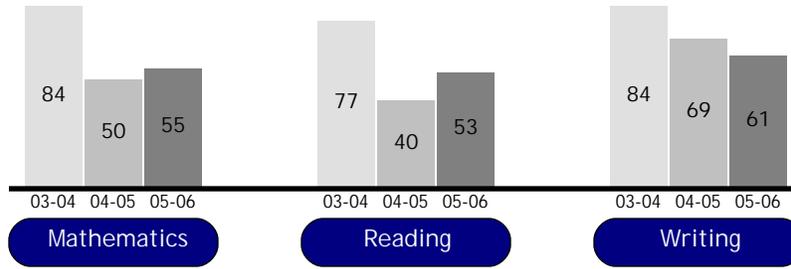
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	435	79000	100	99	98	476	488	489	13	6	10	27	26	24	58	63	58	2	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	239	38774	100	98	99	475	489	494	19	7	7	23	25	22	54	62	61	4	6	10
Male	29	196	40150	100	99	98	476	487	485	7	6	12	31	26	25	62	65	55	NA	4	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	55	430	32508	100	99	98	476	488	472	13	7	15	27	26	33	58	63	49	2	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	50	405	69009	100	100	100	483	492	495	6	4	6	28	24	22	64	67	62	2	5	10
Limited English Proficient Students	31	198	10199	100	97	95	450	464	439	23	12	35	42	42	47	35	46	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	54	366	37234	100	98	97	475	482	472	13	8	15	28	29	33	57	60	50	2	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	55	440	79611	100	100	99	499	515	496	5	4	7	31	26	37	64	70	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	242	39016	100	100	99	515	522	511	NA	3	4	31	21	29	69	76	66	NA	0	1
Male	29	198	40519	100	100	98	485	507	482	10	5	10	31	32	44	59	62	46	NA	1	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	55	435	32855	100	100	99	499	515	481	5	4	10	31	26	43	64	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	50	405	68947	100	100	100	502	519	504	6	3	4	26	22	34	68	74	61	NA	0	1
Limited English Proficient Students	31	202	10362	100	99	97	475	493	438	10	6	22	45	41	57	45	52	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	54	370	37626	100	99	98	499	510	479	6	4	10	31	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

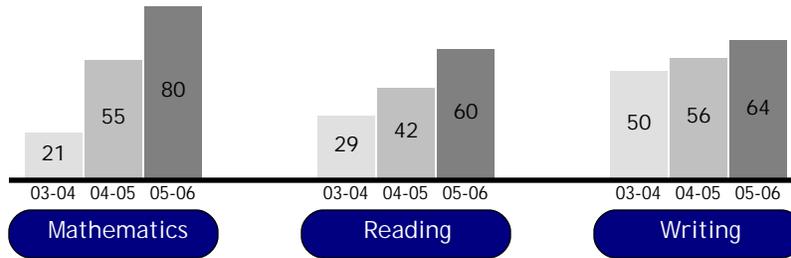
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	NA	NA	58	98	28	41	47	100	28	39	46
	Language	96	NA	46	50	98	26	49	47	100	46	54	48
	Mathematics	100	NA	64	64	98	36	47	50	100	39	50	52
3	Reading	97	44	NA	55	100	25	40	44	100	27	44	46
	Language	97	55	67	61	100	30	45	44	100	28	46	46
	Mathematics	97	66	67	61	100	38	49	51	100	30	54	52
4	Reading	98	37	NA	56	98	34	44	48	100	27	44	52
	Language	100	43	50	52	98	35	49	49	100	25	48	52
	Mathematics	100	59	61	61	100	44	56	53	100	32	56	58
5	Reading	100	30	NA	55	100	33	45	50	100	39	50	56
	Language	100	39	48	49	100	36	49	50	100	50	56	54
	Mathematics	100	53	60	63	100	44	49	49	100	48	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/

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)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Title I wide plan implementation team
- Ü Fundraising activities and events
- Ü Plan extracurricular activities
- Ü Purchasing and distribution of funds
- Ü Senate/PTC budgeting
- Ü Promote Public relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	17.00
Other Professional Staff	2.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	17
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Mac Computer Lab (Word Process/Internet)
- Ü Yamaha Music in Education Lab
- Ü Media/Multipurpose Center
- Ü PC Lab

Extracurricular Activities

- Ü Student Council
- Ü Chess
- Ü Chorus
- Ü Homework Club
- Ü Band
- Ü Reading Club
- Ü Pep Squad

Social Services

- Ü Clothing/Food Banks
- Ü Parenting Workshops
- Ü Counseling Services
- Ü Guest Speaker presentations
- Ü Health Services
- Ü Community Leaders presentations
- Ü Afterschool Programs (Tutoring)
- Ü Lion's/Rotary Food/Clothing Donations

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü State Superintendent Tom Horne visit September 21, 2006 and school recognized for Reading First and Character Counts Educational programs.

ü Classified as 'Performing Plus' by Arizona Department of Education.

ü K-3 Benchmark Goals Accomplished/Recognition received in reading for the past 3 years.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	93	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

Conduct School site monthly Safety meetings. Strictly enforcing the rule stating that all visitors must report to the office, sign-in, and wear a badge identifying them as a volunteer. Documented/evaluate fire, lock-down, and evacuation drills. Security cameras have been installed with monitoring taking place at the reception area and the principal's office. Implementing a new school safety plan for the 2006-2007 school year. We have added a full time Security Guard and Safety Committee.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Fernando Parra/Luis Durazo	(520) 287-0880
Transportation Policy	Alva Jean Diaz	(520) 281-0400
Community Resources	Alexis Campbell	(520) 287-0880
School Nutrition Programs	James Tanner	(520) 377-9175
Parent Organization	Carmen Villegas	(520) 287-0880
Student Health/Nurse	Gloria Alvarez	(520) 287-0880

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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