

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

811 W. 16th Street, Yuma, AZ 85364

Yuma 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 Plus
2004-05	Highly Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Juli Tate Peach
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-6
 Web Address : www.yumaed.org
 Phone Number : (928) 782-9585
 Fax Number : (928) 782-1942
 E-mail : jpeach@yumaed.org

Mission

Programs and activities at this school are based on a philosophy that believes all children can learn. They are given the opportunity to develop in a warm and caring environment.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Teacher effectiveness will increase as staff development opportunities are provided that teach research based strategies.
- ü Academic achievement will increase as we implement research based strategies that provide an optimal learning environment for each student.
- ü Students will be assessed and this information will be used to develop instruction.
- ü We will strive to help all students achieve grade level status in reading, writing, and math.

Enrollment

October 1, 2005 School Year Student Enrollment : 332
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 69

Instructional Programs

- Gifted Classes
- Reading Intervention Groups
- Tutorials
- Summer School
- Autism Spectrum Disorder

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	8/21/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Alice Byrne provides a caring, secure and safe environment for students. We foster cooperation by teaching students to accept individual differences. We utilize research based strategies, which enable them to meet state and district academic goals.

Parents

Parents are asked to ensure maximum attendance and arrival at school on time. We ask support in requiring that children cooperate in the educational endeavors of the school, and that parents assist in fostering an attitude of respect and responsibility.

Transportation Policy

Transportation by school bus is provided for students living one mile or more from our school, and where it is deemed unsafe to cross a major street. Riding the bus is a privilege and appropriate behavior is expected at all times.

School Honors

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

Award/Honor	Year
• Yuma County Teacher of the Year K-12 and Gr. 4 - 6	2000
• Yuma County Teacher of the Year Gr. 4-6	2002
• Yuma County Teacher of the Year Gr. K-3	2003
• WalMart Teacher of the Year	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	47	1139	80010	96	99	99	456	435	447	2	10	10	19	24	18	64	58	53	15	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	579	38935	96	99	99	448	436	447	4	8	9	21	25	19	67	59	55	8	7	17
Male	23	559	40974	96	99	98	466	435	448	NA	11	11	17	23	18	61	57	52	22	8	19
African American	NC	27	4201	NC	93	99	NC	449	430	NC	NA	17	NC	26	23	NC	63	51	NC	11	9
Hispanic	28	745	34545	100	99	99	448	427	432	4	12	14	18	29	24	68	55	53	11	4	9
Asian/Pacific Islander	--	15	2068	--	100	99	--	451	474	--	NA	4	--	33	10	--	47	50	--	20	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	14	347	35142	88	100	99	466	452	465	NA	5	5	14	14	11	71	66	56	14	15	28
Students with Disabilities	NC	96	10161	NC	91	93	NC	409	419	NC	33	28	NC	33	28	NC	29	36	NC	4	8
Students without Disabilities	40	1043	69849	98	100	100	455	438	451	NA	8	7	18	24	17	68	61	56	15	8	19
Limited English Proficient Students	NC	288	14013	NC	98	97	NC	411	413	NC	20	24	NC	41	34	NC	38	39	NC	1	3
Migrant Students	NC	112	603	NC	98	96	NC	417	417	NC	15	22	NC	38	32	NC	46	42	NC	1	4
Economically Disadvantaged	30	744	39029	97	98	98	455	428	432	NA	11	14	20	29	25	67	55	52	13	4	9
Non-Economically Disadvantaged	17	395	40981	94	100	100	457	449	462	6	7	6	18	15	13	59	64	54	18	14	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	48	1146	79438	98	100	98	459	446	451	4	9	9	23	28	24	63	57	56	10	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	583	38775	96	100	99	461	452	457	4	7	7	17	25	22	67	60	58	13	9	13
Male	24	562	40560	100	99	97	457	439	446	4	11	12	29	31	25	58	54	54	8	4	9
African American	NC	28	4178	NC	97	98	NC	452	439	NC	NA	13	NC	36	29	NC	61	52	NC	4	6
Hispanic	29	752	34297	100	100	98	447	436	434	7	11	14	24	34	31	66	53	50	3	3	5
Asian/Pacific Islander	--	15	2063	--	100	99	--	462	475	--	NA	3	--	20	15	--	67	63	--	13	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	14	346	34887	88	99	98	480	466	471	NA	5	4	21	15	15	57	65	63	21	15	18
Students with Disabilities	NC	103	9588	NC	97	88	NC	407	416	NC	31	30	NC	38	32	NC	27	34	NC	4	5
Students without Disabilities	40	1043	69850	98	100	100	458	449	456	5	7	7	18	27	23	68	60	59	10	7	12
Limited English Proficient Students	NC	293	13856	NC	100	96	NC	412	407	NC	20	27	NC	49	43	NC	30	29	NC	0	1
Migrant Students	NC	114	600	NC	100	96	NC	421	418	NC	20	22	NC	39	38	NC	39	39	NC	2	2
Economically Disadvantaged	31	751	38685	100	99	97	456	437	435	6	11	14	19	32	32	68	54	50	6	3	5
Non-Economically Disadvantaged	17	395	40753	94	100	99	464	462	467	NA	5	5	29	20	16	53	62	62	18	13	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	1149	79971	100	100	99	435	423	423	2	5	8	39	47	41	59	47	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	584	38974	96	100	99	443	434	437	4	3	5	17	38	33	79	57	57	NA	2	4
Male	25	565	40895	100	100	98	427	412	410	NA	6	10	60	56	47	40	37	41	NA	1	2
African American	NC	28	4203	NC	97	99	NC	430	411	NC	7	11	NC	32	45	NC	61	43	NC	NA	2
Hispanic	29	751	34481	100	100	99	427	419	410	3	5	10	45	47	46	52	46	43	NA	1	1
Asian/Pacific Islander	--	15	2067	--	100	99	--	435	449	--	NA	4	--	47	28	--	53	60	--	NA	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	15	350	35150	94	100	99	446	431	437	NA	3	5	33	48	35	67	48	56	NA	2	5
Students with Disabilities	NC	104	10258	NC	98	94	NC	377	377	NC	16	23	NC	62	51	NC	20	25	NC	2	1
Students without Disabilities	41	1045	69713	100	100	100	434	427	429	2	3	5	37	45	39	61	50	52	NA	1	3
Limited English Proficient Students	NC	293	13985	NC	100	97	NC	396	382	NC	11	18	NC	54	54	NC	34	27	NC	0	0
Migrant Students	NC	113	608	NC	99	97	NC	390	389	NC	15	16	NC	47	50	NC	38	33	NC	NA	0
Economically Disadvantaged	32	753	38994	100	99	98	435	418	409	3	5	10	31	48	47	66	45	41	NA	1	1
Non-Economically Disadvantaged	17	396	40977	94	100	100	436	433	437	NA	3	5	53	44	34	47	52	56	NA	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	37	1117	80147	95	99	99	486	466	482	NA	13	11	16	21	17	70	54	49	14	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	548	39281	94	99	99	485	467	483	NA	12	9	12	21	17	76	55	50	12	12	24
Male	20	569	40780	95	98	98	486	466	482	NA	14	12	20	22	17	65	53	48	15	11	24
African American	--	39	4249	--	98	99	--	449	464	--	18	17	--	31	22	--	46	48	--	5	13
Hispanic	24	722	33494	100	98	99	483	459	466	NA	15	15	13	26	23	75	52	49	13	8	14
Asian/Pacific Islander	NC	13	2103	NC	100	99	NC	528	515	NC	8	4	NC	8	8	NC	31	44	NC	54	45
American Indian/Alaskan Native	--	19	4117	--	100	96	--	466	456	--	16	19	--	5	27	--	68	46	--	11	8
White	11	322	36122	85	99	99	482	483	501	NA	9	5	27	12	10	64	60	50	9	18	35
Students with Disabilities	NC	114	10295	NC	92	92	NC	423	443	NC	46	33	NC	25	26	NC	25	33	NC	3	8
Students without Disabilities	33	1003	69852	100	99	100	487	471	488	NA	9	7	15	21	16	70	57	51	15	12	26
Limited English Proficient Students	NC	278	12722	NC	97	97	NC	441	441	NC	23	27	NC	35	33	NC	38	37	NC	3	3
Migrant Students	NC	116	622	NC	96	97	NC	448	454	NC	17	19	NC	34	30	NC	46	43	NC	3	8
Economically Disadvantaged	19	765	38371	100	97	97	475	458	465	NA	16	15	26	26	23	68	50	49	5	7	13
Non-Economically Disadvantaged	18	352	41776	90	100	100	497	485	498	NA	6	6	6	12	11	72	63	49	22	20	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	38	1116	79686	97	98	98	476	459	470	3	13	11	26	30	24	63	54	57	8	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	548	39163	100	99	99	478	463	475	NA	11	9	17	26	22	78	58	60	6	4	10
Male	20	568	40438	95	98	97	474	455	465	5	14	13	35	33	25	50	51	54	10	3	7
African American	--	38	4228	--	95	98	--	447	458	--	18	15	--	34	28	--	45	53	--	3	4
Hispanic	24	721	33299	100	98	98	473	450	452	4	15	17	17	35	32	79	49	47	NA	1	3
Asian/Pacific Islander	NC	13	2097	NC	100	99	NC	498	490	NC	8	5	NC	8	13	NC	69	68	NC	15	14
American Indian/Alaskan Native	--	19	4087	--	100	96	--	466	446	--	11	16	--	21	38	--	68	44	--	NA	2
White	12	323	35914	92	99	98	475	481	489	NA	7	5	50	19	15	33	66	67	17	9	14
Students with Disabilities	NC	113	9808	NC	91	87	NC	416	432	NC	45	35	NC	29	32	NC	24	30	NC	2	3
Students without Disabilities	33	1003	69878	100	99	100	479	464	475	3	9	8	24	30	23	64	58	61	9	4	9
Limited English Proficient Students	NC	277	12594	NC	97	96	NC	425	422	NC	27	34	NC	48	45	NC	24	21	NC	1	0
Migrant Students	NC	116	611	NC	96	95	NC	438	439	NC	19	22	NC	44	39	NC	36	37	NC	1	2
Economically Disadvantaged	19	764	38095	100	97	97	467	450	452	5	16	17	32	35	32	58	47	48	5	2	3
Non-Economically Disadvantaged	19	352	41591	95	100	99	485	480	486	NA	6	6	21	18	16	68	70	65	11	6	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	1118	80372	90	99	99	488	478	475	NA	3	4	23	26	30	74	70	64	3	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	550	39452	83	99	99	498	488	488	NA	2	3	20	21	22	73	77	72	7	1	3
Male	20	568	40836	95	98	98	481	469	464	NA	5	6	25	31	37	75	64	56	NA	0	1
African American	--	39	4264	--	98	99	--	454	465	--	10	5	--	36	35	--	54	59	--	NA	1
Hispanic	23	724	33608	96	98	99	487	476	462	NA	3	6	22	28	36	74	69	57	4	0	1
Asian/Pacific Islander	NC	13	2098	NC	100	99	NC	509	500	NC	8	2	NC	NA	16	NC	92	75	NC	NA	7
American Indian/Alaskan Native	--	19	4128	--	100	97	--	477	464	--	5	4	--	11	39	--	84	56	--	NA	1
White	10	321	36213	77	99	99	NA	486	489	NA	2	2	NA	22	22	NA	75	72	NA	1	3
Students with Disabilities	NC	109	10526	NC	88	94	NC	420	427	NC	17	15	NC	49	53	NC	33	31	NC	1	1
Students without Disabilities	33	1009	69846	100	100	100	488	484	482	NA	2	3	24	23	26	76	74	69	NA	1	2
Limited English Proficient Students	NC	276	12747	NC	96	97	NC	456	432	NC	7	12	NC	40	52	NC	53	36	NC	0	0
Migrant Students	NC	115	621	NC	95	97	NC	465	452	NC	5	9	NC	36	40	NC	59	51	NC	NA	0
Economically Disadvantaged	18	767	38521	95	97	98	486	473	461	NA	4	6	28	30	38	72	66	55	NA	0	1
Non-Economically Disadvantaged	17	351	41851	85	100	100	490	489	489	NA	2	3	18	18	22	76	79	72	6	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	50	1160	79306	93	97	99	505	488	504	2	16	13	18	24	20	66	51	49	14	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	543	38845	92	96	99	497	489	505	NA	14	11	22	23	20	70	55	50	9	8	18
Male	27	615	40383	93	97	98	511	487	504	4	18	14	15	25	19	63	49	47	19	8	19
African American	NC	36	4171	NC	90	98	NC	479	485	NC	17	20	NC	39	26	NC	33	44	NC	11	10
Hispanic	28	727	32673	97	97	99	500	480	487	4	20	18	21	26	25	68	51	46	7	3	10
Asian/Pacific Islander	NC	16	2147	NC	100	99	NC	514	539	NC	NA	5	NC	25	10	NC	63	46	NC	13	40
American Indian/Alaskan Native	NC	14	4034	NC	100	97	NC	477	479	NC	14	22	NC	43	29	NC	29	43	NC	14	7
White	19	367	36234	86	98	99	509	504	523	NA	9	6	11	19	13	68	54	52	21	17	28
Students with Disabilities	NC	125	10286	NC	86	91	NC	454	462	NC	44	41	NC	29	27	NC	23	27	NC	4	5
Students without Disabilities	49	1035	69020	100	98	100	505	492	510	2	13	9	18	24	18	65	55	52	14	9	21
Limited English Proficient Students	NC	235	10291	NC	95	96	NC	458	458	NC	40	38	NC	29	34	NC	30	26	NC	1	2
Migrant Students	NC	110	630	NC	94	95	NC	469	478	NC	28	24	NC	29	27	NC	42	43	NC	1	6
Economically Disadvantaged	24	765	37437	89	96	97	492	478	486	4	21	19	25	28	26	71	48	46	NA	3	9
Non-Economically Disadvantaged	26	395	41869	96	99	100	516	507	521	NA	8	7	12	17	14	62	58	51	27	17	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	54	1170	79000	100	98	98	486	478	489	6	13	10	22	28	24	70	55	58	2	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	549	38774	100	98	99	488	484	494	8	11	7	24	24	22	68	60	61	NA	5	10
Male	29	619	40150	100	98	98	485	474	485	3	14	12	21	31	25	72	50	55	3	5	8
African American	NC	36	4153	NC	90	98	NC	476	476	NC	6	13	NC	36	30	NC	53	53	NC	6	4
Hispanic	29	733	32508	100	97	98	485	468	472	3	16	15	28	33	33	69	50	49	NA	1	3
Asian/Pacific Islander	NC	16	2142	NC	100	99	NC	496	510	NC	6	4	NC	19	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	14	4016	NC	100	96	NC	472	467	NC	7	14	NC	36	37	NC	57	46	NC	NA	2
White	22	371	36135	100	99	98	487	498	508	9	6	4	18	17	14	68	64	67	5	12	15
Students with Disabilities	NC	135	9991	NC	93	88	NC	443	449	NC	41	33	NC	33	36	NC	23	29	NC	2	2
Students without Disabilities	49	1035	69009	100	98	100	493	483	495	NA	9	6	20	27	22	78	59	62	2	5	10
Limited English Proficient Students	NC	241	10199	NC	97	95	NC	439	439	NC	37	35	NC	46	47	NC	17	18	NC	NA	0
Migrant Students	NC	111	629	NC	95	95	NC	455	457	NC	27	22	NC	38	41	NC	34	37	NC	1	1
Economically Disadvantaged	27	773	37234	100	97	97	471	468	472	11	17	15	33	32	33	56	49	50	NA	2	3
Non-Economically Disadvantaged	27	397	41766	100	100	99	502	498	505	NA	5	5	11	18	16	85	66	65	4	11	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	49	1173	79611	91	98	99	535	495	496	NA	7	7	12	37	37	86	56	56	2	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	556	39016	92	99	99	548	513	511	NA	2	4	9	30	29	87	67	66	4	1	1
Male	26	615	40519	90	97	98	524	480	482	NA	10	10	15	43	44	85	47	46	NA	NA	0
African American	NC	38	4188	NC	95	98	NC	497	486	NC	8	9	NC	26	40	NC	66	50	NC	NA	0
Hispanic	27	734	32855	93	97	99	538	486	481	NA	8	10	7	42	43	89	50	47	4	0	0
Asian/Pacific Islander	NC	16	2149	NC	100	100	NC	526	519	NC	NA	4	NC	25	24	NC	75	70	NC	NA	2
American Indian/Alaskan Native	NC	14	3992	NC	100	96	NC	480	478	NC	14	10	NC	43	46	NC	43	44	NC	NA	0
White	19	371	36380	86	99	99	525	513	511	NA	4	4	21	29	30	79	67	65	NA	1	1
Students with Disabilities	--	128	10664	--	88	94	--	443	440	--	18	23	--	62	54	--	20	22	--	NA	1
Students without Disabilities	49	1045	68947	100	99	100	535	502	504	NA	5	4	12	34	34	86	61	61	2	0	1
Limited English Proficient Students	NC	237	10362	NC	96	97	NC	446	438	NC	19	22	NC	57	57	NC	24	21	NC	NA	NA
Migrant Students	NC	109	636	NC	93	96	NC	470	467	NC	12	14	NC	51	47	NC	37	38	NC	NA	0
Economically Disadvantaged	23	774	37626	85	97	98	524	483	479	NC	9	10	17	42	45	83	49	45	NA	0	0
Non-Economically Disadvantaged	26	399	41985	96	100	100	544	518	511	NA	2	4	8	26	30	88	71	65	4	1	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	39	1192	79327	91	97	98	534	494	518	3	26	19	26	28	20	54	41	46	18	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	593	38961	100	99	98	521	494	520	8	25	16	33	31	20	50	39	48	8	5	16
Male	27	599	40295	87	94	97	540	495	516	NA	27	21	22	25	19	56	43	44	22	6	16
African American	--	31	4247	--	97	98	--	502	499	--	26	27	--	26	24	--	39	41	--	10	8
Hispanic	27	804	32327	93	97	98	520	486	499	4	30	27	37	32	25	48	35	41	11	3	8
Asian/Pacific Islander	--	13	1939	--	93	99	--	538	556	--	8	6	--	15	10	--	62	47	--	15	36
American Indian/Alaskan Native	--	21	4391	--	100	96	--	492	489	--	29	32	--	19	27	--	52	36	--	NA	4
White	12	323	36373	86	96	98	565	512	538	NA	16	10	NA	18	14	67	54	52	33	11	25
Students with Disabilities	NC	107	9321	NC	75	87	NC	458	467	NC	59	54	NC	21	22	NC	20	21	NC	1	3
Students without Disabilities	38	1085	70006	100	99	100	535	498	524	3	23	14	24	28	19	55	43	49	18	6	18
Limited English Proficient Students	NC	249	9431	NC	95	95	NC	461	466	NC	55	53	NC	29	27	NC	15	18	NC	1	1
Migrant Students	NC	113	635	NC	96	94	NC	477	488	NC	42	31	NC	29	29	NC	27	36	NC	2	4
Economically Disadvantaged	22	788	37097	88	96	97	518	485	498	5	32	27	32	30	25	55	35	41	9	3	7
Non-Economically Disadvantaged	17	404	42230	94	99	99	555	513	535	NA	15	11	18	23	15	53	53	50	29	10	24

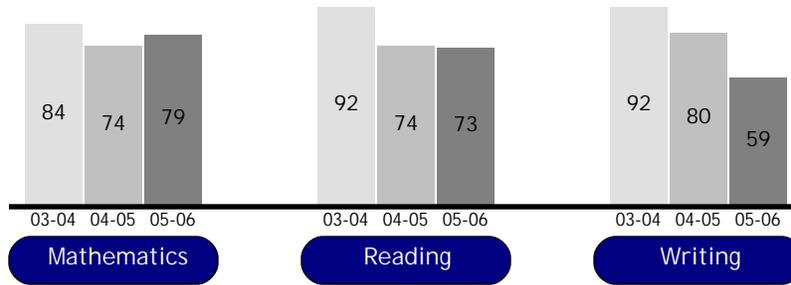
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	1207	79501	100	98	98	504	486	497	7	12	10	23	32	25	63	54	60	7	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	595	39062	100	99	99	499	489	502	8	9	8	25	33	23	58	55	64	8	3	5
Male	31	612	40368	100	97	98	506	483	491	6	14	13	23	32	27	65	53	57	6	2	3
African American	--	31	4279	--	97	99	--	493	485	--	6	14	--	39	30	--	52	54	--	3	2
Hispanic	29	814	32389	100	98	98	492	476	478	7	14	16	34	39	34	55	46	48	3	1	1
Asian/Pacific Islander	--	13	1936	--	93	99	--	523	519	--	8	3	--	15	14	--	77	73	--	NA	9
American Indian/Alaskan Native	--	21	4401	--	100	96	--	493	473	--	NA	17	--	38	40	--	62	43	--	NA	1
White	14	328	36446	100	98	99	530	510	516	7	6	4	NA	16	15	79	72	73	14	6	7
Students with Disabilities	NC	121	9411	NC	85	88	NC	452	453	NC	35	36	NC	36	36	NC	29	26	NC	1	1
Students without Disabilities	38	1086	70090	100	100	100	511	490	502	3	9	7	21	32	24	68	57	65	8	3	5
Limited English Proficient Students	NC	253	9401	NC	97	94	NC	446	443	NC	32	40	NC	55	46	NC	13	14	NC	NA	0
Migrant Students	NC	115	642	NC	97	95	NC	460	465	NC	26	24	NC	44	41	NC	30	35	NC	NA	0
Economically Disadvantaged	25	800	37183	100	97	97	483	474	479	12	16	16	32	39	34	56	45	49	NA	1	1
Non-Economically Disadvantaged	18	407	42318	100	100	99	533	509	513	NA	4	5	11	18	17	72	72	70	17	6	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	38	1216	80000	88	99	99	590	561	564	NA	3	3	3	8	11	82	82	75	16	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	598	39288	100	100	99	598	575	579	NA	2	2	NA	6	6	75	82	77	25	10	16
Male	26	618	40644	84	97	98	586	549	549	NA	5	4	4	11	15	85	81	74	12	3	7
African American	--	31	4307	--	97	99	--	562	551	--	3	4	--	3	13	--	84	75	--	10	7
Hispanic	26	820	32672	90	99	99	585	555	548	NA	4	4	NA	9	14	92	83	76	8	4	6
Asian/Pacific Islander	--	14	1945	--	100	99	--	594	592	--	7	1	--	NA	4	--	71	69	--	21	25
American Indian/Alaskan Native	--	21	4424	--	100	97	--	583	549	--	NA	3	--	5	14	--	90	77	--	5	5
White	12	330	36602	86	99	99	601	575	579	NA	2	2	8	7	7	58	79	75	33	11	16
Students with Disabilities	--	126	9919	--	88	93	--	498	505	--	11	9	--	29	35	--	60	54	--	NA	2
Students without Disabilities	38	1090	70081	100	100	100	590	568	571	NA	3	2	3	6	7	82	84	79	16	7	12
Limited English Proficient Students	NC	257	9571	NC	98	96	NC	519	502	NC	10	10	NC	18	29	NC	72	60	NC	1	1
Migrant Students	NC	115	654	NC	97	97	NC	528	534	NC	10	7	NC	16	16	NC	70	74	NC	4	3
Economically Disadvantaged	21	805	37534	84	98	98	584	554	547	NA	4	4	5	10	15	90	82	76	5	4	5
Non-Economically Disadvantaged	17	411	42466	94	100	100	597	576	578	NA	2	2	NA	5	7	71	82	75	29	11	16

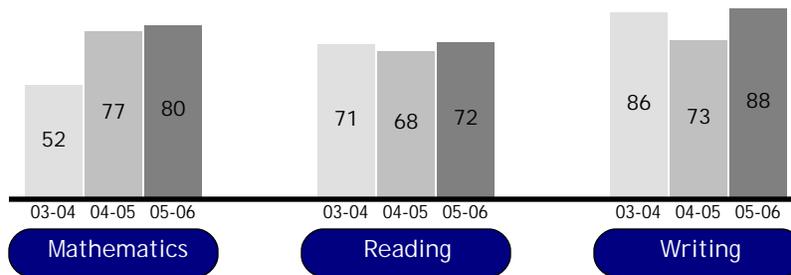
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	69	NA	58	93	57	43	47	91	58	41	46
	Language	91	61	41	50	93	67	45	47	91	65	44	48
	Mathematics	91	73	60	64	93	59	43	50	91	65	44	52
3	Reading	98	63	NA	55	93	49	39	44	94	56	41	46
	Language	98	73	48	61	93	47	40	44	94	58	41	46
	Mathematics	98	78	54	61	93	49	44	51	92	58	44	52
4	Reading	90	70	NA	56	100	51	43	48	95	58	43	52
	Language	98	57	44	52	100	53	44	49	87	44	44	52
	Mathematics	98	69	54	61	100	60	48	53	92	58	52	58
5	Reading	100	60	NA	55	98	52	46	50	100	54	48	56
	Language	100	61	44	49	98	54	44	50	91	58	44	54
	Mathematics	100	78	55	63	98	51	42	49	93	50	43	52
6	Reading	92	63	NA	56	100	60	47	51	100	65	48	56
	Language	91	48	42	48	100	56	42	47	88	61	39	50
	Mathematics	92	73	61	66	100	60	44	52	91	70	43	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)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Advisory Committee for Budget Concerns
- Ü School Visionaries
- Ü Parent Liaisons
- Ü Community Liaisons
- Ü Curriculum

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	2.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	43
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Small Neighborhood School/Family Environ
- Ü Media Center/Computers in classrooms
- Ü Music Room
- Ü Art Room

Extracurricular Activities

- Ü Band for fifth and sixth Grades
- Ü Student Council
- Ü Gifted Programs

Social Services

- Ü Health Services
- Ü School Guidance Counselor
- Ü Voter Registration
- Ü Girl Scout/Brownie Troops

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Highly involved and active parent participation as evidenced by attendance at evening conferences, and schoolwide functions.

- ü Our focus on the Arizona Academic Standards as it relates to instruction and ongoing professional development has increased student achievement. AIMS and Terra Nova scores among the highest in the county and exceed state averages.

- ü Sixth Grade placed second in Current Events Challenge in May 2005

- ü Sixth Grade placed First in Current Events Challenge in May 2006

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	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

Crisis Management Meetings with staff are held yearly to review procedures that will be implemented in a crisis situation. Safety drills are conducted monthly to practice procedures. Students are held accountable for their choices in behavior. Two Safety Specialists and a School Resource Officer are now present on campus. Initiating Olweus anti-bullying program 06-07 school year.

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) :

1

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	Juli Peach	(928) 782-9585
Transportation Policy	Robert Lawson	(928) 341-9076
Community Resources	Alyssa Fraser	(928) 782-9585
School Nutrition Programs	Karen Johnson	(928) 502-4312
Parent Organization	Anne Pakulniewicz	(928) 782-9585
Student Health/Nurse	Shirley Rodriguez	(928) 782-9585

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.

Footnotes

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.