



George Washington Carver Elementary School

Tom Horne, Superintendent of Public Instruction

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1347 W. 5th 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
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Deb Drysdale-Elias
 Schedule : 08:00 AM to 04:15 PM
 Grades : K-6
 Web Address :
 Phone Number : (928) 502-7600
 Fax Number : (928) 782-4094
 E-mail : ddrysdale@yumaed.org

Mission

The child who crosses the threshold of Carver School is assured of an exemplary program of education. Students are valued as unique. To this end, many innovative and supportive programs have been developed in a direct effort to serve the child and the family.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	SI Year 1
2004-05	SI Year 1
2003-04	Year 1

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

School / Academic Goals

- ü One hundred percent (100%) of Carver students will be at grade level in reading by June 2014, per NCLB.
- ü One hundred percent (100%) of Carver students will be at grade level in writing by June 2014, per NCLB.
- ü Carver staff will present a welcoming environment to parents and the community at all times.
- ü One hundred percent (100%) of Carver students will be at grade level in math by June 2014, per NCLB.

Enrollment

October 1, 2005 School Year Student Enrollment : 446
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 25

Visit <http://www.ade.az.gov/azlearns/> for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Ü Full day Kindergarten
- Ü Inclusive Special Education
- Ü Parent Programs
- Ü Literature and Art Literacy Block
- Ü Core Reading Program
- Ü Algebra Project
- Ü Intervention Block
- Ü Extended Day

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	9/6/2005
Last Day of School :	6/14/2006

Shared Responsibilities

School

The school will assure parents that their child will be instructed within the confines of a safe and nurturing environment. Students will be regarded with dignity and fairness and each child's culture, family & language values will be held precious.

Parents

Carver parents are responsible for sending their children to school prepared to learn. This includes their transportation decisions, clothing and shelter assurances and availability to respond to the school's inquiries.

Transportation Policy

While all our resident students reside within walking distance from school, transportation is offered to students who live north of 1st Street and south of 8th Street to assist them safely to and from school.

School Honors

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

Award/Honor	Year
Ü Outstanding First Year Teacher of the Year, Yuma County	2003
Ü Governor's award: Housing Hero of the Year	2004
Ü Yuma County Teacher of the Year	2003
Ü National Laubach Tutor of the Year	2002

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	63	1139	80010	86	99	99	415	435	447	13	10	10	43	24	18	41	58	53	3	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	579	38935	88	99	99	419	436	447	6	8	9	44	25	19	47	59	55	3	7	17
Male	27	559	40974	84	99	98	410	435	448	22	11	11	41	23	18	33	57	52	4	8	19
African American	--	27	4201	--	93	99	--	449	430	--	NA	17	--	26	23	--	63	51	--	11	9
Hispanic	59	745	34545	87	99	99	413	427	432	14	12	14	44	29	24	41	55	53	2	4	9
Asian/Pacific Islander	--	15	2068	--	100	99	--	451	474	--	NA	4	--	33	10	--	47	50	--	20	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	NC	347	35142	NC	100	99	NC	452	465	NC	5	5	NC	14	11	NC	66	56	NC	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	62	1043	69849	97	100	100	414	438	451	13	8	7	44	24	17	42	61	56	2	8	19
Limited English Proficient Students	32	288	14013	84	98	97	401	411	413	22	20	24	50	41	34	28	38	39	NA	1	3
Migrant Students	10	112	603	91	98	96	NA	417	417	NA	15	22	NA	38	32	NA	46	42	NA	1	4
Economically Disadvantaged	63	744	39029	86	98	98	415	428	432	13	11	14	43	29	25	41	55	52	3	4	9
Non-Economically Disadvantaged	--	395	40981	--	100	100	--	449	462	--	7	6	--	15	13	--	64	54	--	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	69	1146	79438	95	100	98	417	446	451	13	9	9	54	28	24	33	57	56	NA	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	583	38775	98	100	99	425	452	457	5	7	7	55	25	22	40	60	58	NA	9	13
Male	29	562	40560	91	99	97	406	439	446	24	11	12	52	31	25	24	54	54	NA	4	9
African American	--	28	4178	--	97	98	--	452	439	--	NA	13	--	36	29	--	61	52	--	4	6
Hispanic	65	752	34297	96	100	98	416	436	434	14	11	14	55	34	31	31	53	50	NA	3	5
Asian/Pacific Islander	--	15	2063	--	100	99	--	462	475	--	NA	3	--	20	15	--	67	63	--	13	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	NC	346	34887	NC	99	98	NC	466	471	NC	5	4	NC	15	15	NC	65	63	NC	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	62	1043	69850	97	100	100	420	449	456	10	7	7	55	27	23	35	60	59	NA	7	12
Limited English Proficient Students	37	293	13856	97	100	96	399	412	407	22	20	27	62	49	43	16	30	29	NA	0	1
Migrant Students	11	114	600	100	100	96	417	421	418	18	20	22	45	39	38	36	39	39	NA	2	2
Economically Disadvantaged	69	751	38685	95	99	97	417	437	435	13	11	14	54	32	32	33	54	50	NA	3	5
Non-Economically Disadvantaged	--	395	40753	--	100	99	--	462	467	--	5	5	--	20	16	--	62	62	--	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	69	1149	79971	95	100	99	408	423	423	9	5	8	45	47	41	46	47	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	584	38974	98	100	99	413	434	437	8	3	5	40	38	33	53	57	57	NA	2	4
Male	29	565	40895	91	100	98	401	412	410	10	6	10	52	56	47	38	37	41	NA	1	2
African American	--	28	4203	--	97	99	--	430	411	--	7	11	--	32	45	--	61	43	--	NA	2
Hispanic	65	751	34481	96	100	99	406	419	410	9	5	10	46	47	46	45	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	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	NC	350	35150	NC	100	99	NC	431	437	NC	3	5	NC	48	35	NC	48	56	NC	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	62	1045	69713	97	100	100	410	427	429	10	3	5	40	45	39	50	50	52	NA	1	3
Limited English Proficient Students	37	293	13985	97	100	97	390	396	382	14	11	18	57	54	54	30	34	27	NA	0	0
Migrant Students	11	113	608	100	99	97	397	390	389	9	15	16	55	47	50	36	38	33	NA	NA	0
Economically Disadvantaged	69	753	38994	95	99	98	408	418	409	9	5	10	45	48	47	46	45	41	NA	1	1
Non-Economically Disadvantaged	--	396	40977	--	100	100	--	433	437	--	3	5	--	44	34	--	52	56	--	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	43	1117	80147	91	99	99	449	466	482	21	13	11	26	21	17	53	54	49	NA	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	548	39281	88	99	99	443	467	483	29	12	9	24	21	17	48	55	50	NA	12	24
Male	22	569	40780	96	98	98	454	466	482	14	14	12	27	22	17	59	53	48	NA	11	24
African American	NC	39	4249	NC	98	99	NC	449	464	NC	18	17	NC	31	22	NC	46	48	NC	5	13
Hispanic	39	722	33494	91	98	99	450	459	466	21	15	15	26	26	23	54	52	49	NA	8	14
Asian/Pacific Islander	--	13	2103	--	100	99	--	528	515	--	8	4	--	8	8	--	31	44	--	54	45
American Indian/Alaskan Native	NC	19	4117	NC	100	96	NC	466	456	NC	16	19	NC	5	27	NC	68	46	NC	11	8
White	NC	322	36122	NC	99	99	NC	483	501	NC	9	5	NC	12	10	NC	60	50	NC	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	40	1003	69852	91	99	100	450	471	488	20	9	7	25	21	16	55	57	51	NA	12	26
Limited English Proficient Students	28	278	12722	97	97	97	441	441	441	29	23	27	29	35	33	43	38	37	NA	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	43	765	38371	91	97	97	449	458	465	21	16	15	26	26	23	53	50	49	NA	7	13
Non-Economically Disadvantaged	--	352	41776	--	100	100	--	485	498	--	6	6	--	12	11	--	63	49	--	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	43	1116	79686	91	98	98	440	459	470	21	13	11	37	30	24	42	54	57	NA	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	548	39163	88	99	99	445	463	475	24	11	9	29	26	22	48	58	60	NA	4	10
Male	22	568	40438	96	98	97	436	455	465	18	14	13	45	33	25	36	51	54	NA	3	7
African American	NC	38	4228	NC	95	98	NC	447	458	NC	18	15	NC	34	28	NC	45	53	NC	3	4
Hispanic	39	721	33299	91	98	98	440	450	452	21	15	17	36	35	32	44	49	47	NA	1	3
Asian/Pacific Islander	--	13	2097	--	100	99	--	498	490	--	8	5	--	8	13	--	69	68	--	15	14
American Indian/Alaskan Native	NC	19	4087	NC	100	96	NC	466	446	NC	11	16	NC	21	38	NC	68	44	NC	NA	2
White	NC	323	35914	NC	99	98	NC	481	489	NC	7	5	NC	19	15	NC	66	67	NC	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	40	1003	69878	91	99	100	442	464	475	20	9	8	38	30	23	43	58	61	NA	4	9
Limited English Proficient Students	28	277	12594	97	97	96	428	425	422	29	27	34	39	48	45	32	24	21	NA	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	43	764	38095	91	97	97	440	450	452	21	16	17	37	35	32	42	47	48	NA	2	3
Non-Economically Disadvantaged	--	352	41591	--	100	99	--	480	486	--	6	6	--	18	16	--	70	65	--	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	43	1118	80372	91	99	99	471	478	475	5	3	4	23	26	30	72	70	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	550	39452	88	99	99	481	488	488	NA	2	3	29	21	22	71	77	72	NA	1	3
Male	22	568	40836	96	98	98	462	469	464	9	5	6	18	31	37	73	64	56	NA	0	1
African American	NC	39	4264	NC	98	99	NC	454	465	NC	10	5	NC	36	35	NC	54	59	NC	NA	1
Hispanic	39	724	33608	91	98	99	475	476	462	3	3	6	26	28	36	72	69	57	NA	0	1
Asian/Pacific Islander	--	13	2098	--	100	99	--	509	500	--	8	2	--	NA	16	--	92	75	--	NA	7
American Indian/Alaskan Native	NC	19	4128	NC	100	97	NC	477	464	NC	5	4	NC	11	39	NC	84	56	NC	NA	1
White	NC	321	36213	NC	99	99	NC	486	489	NC	2	2	NC	22	22	NC	75	72	NC	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	40	1009	69846	91	100	100	473	484	482	5	2	3	18	23	26	78	74	69	NA	1	2
Limited English Proficient Students	28	276	12747	97	96	97	467	456	432	4	7	12	29	40	52	68	53	36	NA	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	43	767	38521	91	97	98	471	473	461	5	4	6	23	30	38	72	66	55	NA	0	1
Non-Economically Disadvantaged	--	351	41851	--	100	100	--	489	489	--	2	3	--	18	22	--	79	72	--	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	56	1160	79306	89	97	99	491	488	504	11	16	13	23	24	20	55	51	49	11	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	543	38845	80	96	99	497	489	505	10	14	11	10	23	20	70	55	50	10	8	18
Male	36	615	40383	95	97	98	488	487	504	11	18	14	31	25	19	47	49	47	11	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	50	727	32673	89	97	99	486	480	487	12	20	18	26	26	25	58	51	46	4	3	10
Asian/Pacific Islander	--	16	2147	--	100	99	--	514	539	--	NA	5	--	25	10	--	63	46	--	13	40
American Indian/Alaskan Native	--	14	4034	--	100	97	--	477	479	--	14	22	--	43	29	--	29	43	--	14	7
White	NC	367	36234	NC	98	99	NC	504	523	NC	9	6	NC	19	13	NC	54	52	NC	17	28
Students with Disabilities	--	125	10286	--	86	91	--	454	462	--	44	41	--	29	27	--	23	27	--	4	5
Students without Disabilities	56	1035	69020	98	98	100	491	492	510	11	13	9	23	24	18	55	55	52	11	9	21
Limited English Proficient Students	28	235	10291	88	95	96	477	458	458	18	40	38	25	29	34	50	30	26	7	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	56	765	37437	89	96	97	491	478	486	11	21	19	23	28	26	55	48	46	11	3	9
Non-Economically Disadvantaged	--	395	41869	--	99	100	--	507	521	--	8	7	--	17	14	--	58	51	--	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	63	1170	79000	100	98	98	463	478	489	21	13	10	37	28	24	43	55	58	NA	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	549	38774	100	98	99	473	484	494	16	11	7	32	24	22	52	60	61	NA	5	10
Male	38	619	40150	100	98	98	457	474	485	24	14	12	39	31	25	37	50	55	NA	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	56	733	32508	100	97	98	459	468	472	23	16	15	38	33	33	39	50	49	NA	1	3
Asian/Pacific Islander	--	16	2142	--	100	99	--	496	510	--	6	4	--	19	14	--	63	67	--	13	16
American Indian/Alaskan Native	--	14	4016	--	100	96	--	472	467	--	7	14	--	36	37	--	57	46	--	NA	2
White	NC	371	36135	NC	99	98	NC	498	508	NC	6	4	NC	17	14	NC	64	67	NC	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	57	1035	69009	100	98	100	467	483	495	19	9	6	33	27	22	47	59	62	NA	5	10
Limited English Proficient Students	32	241	10199	100	97	95	449	439	439	28	37	35	44	46	47	28	17	18	NA	NA	0
Migrant Students	10	111	629	100	95	95	NA	455	457	NA	27	22	NA	38	41	NA	34	37	NA	1	1
Economically Disadvantaged	63	773	37234	100	97	97	463	468	472	21	17	15	37	32	33	43	49	50	NA	2	3
Non-Economically Disadvantaged	--	397	41766	--	100	99	--	498	505	--	5	5	--	18	16	--	66	65	--	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	62	1173	79611	98	98	99	458	495	496	15	7	7	45	37	37	40	56	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	556	39016	100	99	99	498	513	511	NA	2	4	40	30	29	60	67	66	NA	1	1
Male	37	615	40519	97	97	98	430	480	482	24	10	10	49	43	44	27	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	55	734	32855	98	97	99	455	486	481	15	8	10	47	42	43	38	50	47	NA	0	0
Asian/Pacific Islander	--	16	2149	--	100	100	--	526	519	--	NA	4	--	25	24	--	75	70	--	NA	2
American Indian/Alaskan Native	--	14	3992	--	100	96	--	480	478	--	14	10	--	43	46	--	43	44	--	NA	0
White	NC	371	36380	NC	99	99	NC	513	511	NC	4	4	NC	29	30	NC	67	65	NC	1	1
Students with Disabilities	NC	128	10664	NC	88	94	NC	443	440	NC	18	23	NC	62	54	NC	20	22	NC	NA	1
Students without Disabilities	56	1045	68947	98	99	100	462	502	504	14	5	4	41	34	34	45	61	61	NA	0	1
Limited English Proficient Students	31	237	10362	97	96	97	432	446	438	23	19	22	45	57	57	32	24	21	NA	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	62	774	37626	98	97	98	458	483	479	15	9	10	45	42	45	40	49	45	NA	0	0
Non-Economically Disadvantaged	--	399	41985	--	100	100	--	518	511	--	2	4	--	26	30	--	71	65	--	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	74	1192	79327	100	97	98	485	494	518	31	26	19	28	28	20	39	41	46	1	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	593	38961	100	99	98	489	494	520	24	25	16	30	31	20	46	39	48	NA	5	16
Male	37	599	40295	100	94	97	480	495	516	38	27	21	27	25	19	32	43	44	3	6	16
African American	NC	31	4247	NC	97	98	NC	502	499	NC	26	27	NC	26	24	NC	39	41	NC	10	8
Hispanic	70	804	32327	100	97	98	484	486	499	31	30	27	29	32	25	39	35	41	1	3	8
Asian/Pacific Islander	--	13	1939	--	93	99	--	538	556	--	8	6	--	15	10	--	62	47	--	15	36
American Indian/Alaskan Native	NC	21	4391	NC	100	96	NC	492	489	NC	29	32	NC	19	27	NC	52	36	NC	NA	4
White	NC	323	36373	NC	96	98	NC	512	538	NC	16	10	NC	18	14	NC	54	52	NC	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	65	1085	70006	100	99	100	488	498	524	26	23	14	32	28	19	40	43	49	2	6	18
Limited English Proficient Students	24	249	9431	100	95	95	469	461	466	54	55	53	13	29	27	33	15	18	NA	1	1
Migrant Students	10	113	635	100	96	94	NA	477	488	NA	42	31	NA	29	29	NA	27	36	NA	2	4
Economically Disadvantaged	74	788	37097	100	96	97	485	485	498	31	32	27	28	30	25	39	35	41	1	3	7
Non-Economically Disadvantaged	--	404	42230	--	99	99	--	513	535	--	15	11	--	23	15	--	53	50	--	10	24

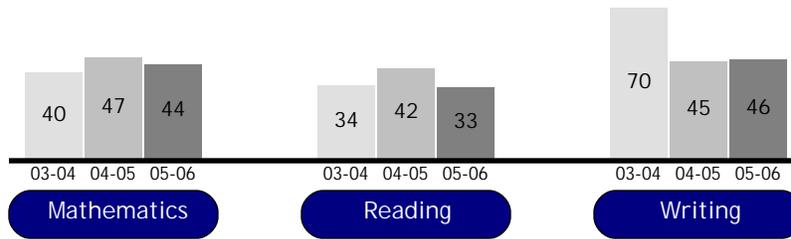
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	1207	79501	100	98	98	458	486	497	15	12	10	66	32	25	19	54	60	NA	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	595	39062	100	99	99	463	489	502	8	9	8	68	33	23	24	55	64	NA	3	5
Male	37	612	40368	100	97	98	453	483	491	22	14	13	65	32	27	14	53	57	NA	2	3
African American	NC	31	4279	NC	97	99	NC	493	485	NC	6	14	NC	39	30	NC	52	54	NC	3	2
Hispanic	70	814	32389	100	98	98	458	476	478	16	14	16	64	39	34	20	46	48	NA	1	1
Asian/Pacific Islander	--	13	1936	--	93	99	--	523	519	--	8	3	--	15	14	--	77	73	--	NA	9
American Indian/Alaskan Native	NC	21	4401	NC	100	96	NC	493	473	NC	NA	17	NC	38	40	NC	62	43	NC	NA	1
White	NC	328	36446	NC	98	99	NC	510	516	NC	6	4	NC	16	15	NC	72	73	NC	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	65	1086	70090	100	100	100	460	490	502	14	9	7	66	32	24	20	57	65	NA	3	5
Limited English Proficient Students	24	253	9401	100	97	94	444	446	443	25	32	40	75	55	46	NA	13	14	NA	NA	0
Migrant Students	10	115	642	100	97	95	NA	460	465	NA	26	24	NA	44	41	NA	30	35	NA	NA	0
Economically Disadvantaged	74	800	37183	100	97	97	458	474	479	15	16	16	66	39	34	19	45	49	NA	1	1
Non-Economically Disadvantaged	--	407	42318	--	100	99	--	509	513	--	4	5	--	18	17	--	72	70	--	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	74	1216	80000	100	99	99	537	561	564	5	3	3	14	8	11	80	82	75	1	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	598	39288	100	100	99	547	575	579	5	2	2	8	6	6	84	82	77	3	10	16
Male	37	618	40644	100	97	98	526	549	549	5	5	4	19	11	15	76	81	74	NA	3	7
African American	NC	31	4307	NC	97	99	NC	562	551	NC	3	4	NC	3	13	NC	84	75	NC	10	7
Hispanic	70	820	32672	100	99	99	536	555	548	6	4	4	14	9	14	79	83	76	1	4	6
Asian/Pacific Islander	--	14	1945	--	100	99	--	594	592	--	7	1	--	NA	4	--	71	69	--	21	25
American Indian/Alaskan Native	NC	21	4424	NC	100	97	NC	583	549	NC	NA	3	NC	5	14	NC	90	77	NC	5	5
White	NC	330	36602	NC	99	99	NC	575	579	NC	2	2	NC	7	7	NC	79	75	NC	11	16
Students with Disabilities	NC	126	9919	NC	88	93	NC	498	505	NC	11	9	NC	29	35	NC	60	54	NC	NA	2
Students without Disabilities	65	1090	70081	100	100	100	543	568	571	6	3	2	8	6	7	85	84	79	2	7	12
Limited English Proficient Students	24	257	9571	100	98	96	504	519	502	8	10	10	25	18	29	67	72	60	NA	1	1
Migrant Students	10	115	654	100	97	97	NA	528	534	NA	10	7	NA	16	16	NA	70	74	NA	4	3
Economically Disadvantaged	74	805	37534	100	98	98	537	554	547	5	4	4	14	10	15	80	82	76	1	4	5
Non-Economically Disadvantaged	--	411	42466	--	100	100	--	576	578	--	2	2	--	5	7	--	82	75	--	11	16

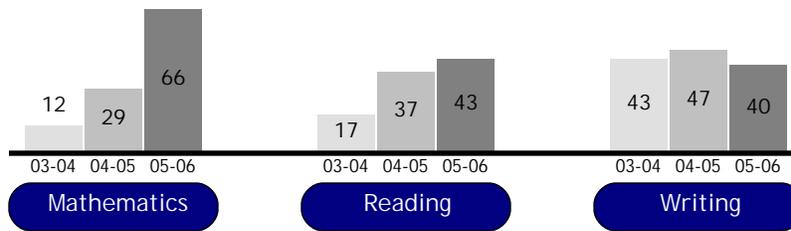
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	91	53	NA	58	100	29	43	47	100	28	41	46
	Language	97	37	41	50	100	34	45	47	100	39	44	48
	Mathematics	97	48	60	64	100	38	43	50	100	39	44	52
3	Reading	96	36	NA	55	98	29	39	44	95	24	41	46
	Language	97	39	48	61	98	27	40	44	95	24	41	46
	Mathematics	97	37	54	61	98	35	44	51	86	27	44	52
4	Reading	95	36	NA	56	100	30	43	48	91	32	43	52
	Language	94	38	44	52	100	32	44	49	91	27	44	52
	Mathematics	94	45	54	61	100	34	48	53	91	37	52	58
5	Reading	96	31	NA	55	100	35	46	50	100	34	48	56
	Language	97	28	44	49	100	31	44	50	100	37	44	54
	Mathematics	97	29	55	63	100	32	42	49	89	43	43	52
6	Reading	99	46	NA	56	95	37	47	51	100	28	48	56
	Language	99	34	42	48	95	36	42	47	100	20	39	50
	Mathematics	100	53	61	66	95	34	44	52	100	34	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)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Receive and Share Assessment Information
- ü Receive and Share Legislative Updates
- ü Receive and Share Facility Updates
- ü Serve on School Improvement Committee

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	3.20	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	2	4	0	0
7 to 9 years	1	2	0	0
10 or more years	6	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	67
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	4%

Resources Available at School Site

Special Facilities

- ü Library Media Center
- ü iMac Lab
- ü Amphitheater Stage

Extracurricular Activities

- ü Model Migrant Program
- ü Afterschool Literacy
- ü Accelerated Reader Program
- ü Current Events Challenge
- ü Art Club
- ü Breakfast Club
- ü Intramural Sports
- ü Suzuki Violin Orchestra

Social Services

- ü Breakfast/Lunch Programs
- ü Carver Neighborhood Revitalization Plan
- ü Neighborhood Justice Program
- ü Farm to Family Produce Distribution
- ü Safe Schools/Healthy Students Program
- ü School based Clinic Availability
- ü Behavior Health Therapist
- ü Migrant Parent Advocate on Staff

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 100% of Carver's kindergarteners met or exceeded the district standards in writing.

- ü Carver's fifth grade scores in reading showed a change of 56% less students in the falls far below category of the AIMS/DPA test compared to the previous school year. This is the largest movement in Yuma District One in reading.

- ü 18% more students met state standards in reading than the previous year in 3rd grade.

- ü Carver's fifth grade scores in maths showed a change of 15% less students in the falls far below category of the AIMS/DPA test compared to the previous year.

Student Activity Rates for School Year 2005-06

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

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

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

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

School Safety

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

All teachers escort their students to the front of the school at dismissal and remain watching until each child goes home. Carver School has written and implemented a Crisis Management Plan which sets in place a remedy plan to ensure student safety. Carver has written and implemented a Bully Prevention Policy. An SRO has been assigned to Carver School one day per week, including daily access if needed. Two school safety specialists will be hired to provide neighborhood bicycle patrol.

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) :

7

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	Deb Drysdale Elias	(928) 502-7600
Transportation Policy	Deb Drysdale Elias	(928) 502-7600
Community Resources	Leticia Anaya	(928) 502-7600
School Nutrition Programs	Karen Johnson	(928) 502-4300
Parent Organization	Leticia Anaya	(928) 502-7600
Student Health/Nurse	Nancy Cook	(928) 502-7573

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.