

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2345 S Arizona Ave, 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 : Mr. Chris Clayton
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-6
 Web Address :
 Phone Number : (928) 502-7700
 Fax Number : (928) 782-1395
 E-mail : cclayton@yumaed.org

Mission

We believe that: All children can gain knowledge and skills and develop values; that each individual's potential is unique and that learning is unlimited. We believe that the family is the fundamental foundation of learning and teaching values.

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 Students work toward mastering the Arizona Academic Standards at each grade level.
- ü All students participate in the Yuma District One Level Testing. (STAR Reader, STAR Math, District Writing Assessment)

Enrollment

October 1, 2005 School Year Student Enrollment : 491
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 12

Instructional Programs

- ü Gifted
- ü Advanced Placement/Accelerated Reader
- ü Before School Reading/Writing Program
- ü MOMR Classes
- ü After School Reading/ Writing Program

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	9/6/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

Provide a safe environment; provide a quality education; communicate with families; support student learning; maintain high expectations.

Parents

Create a supportive home environment; establish positive family values; foster respect for our nation; help my child attend school regularly; support the school in challenging my child.

Transportation Policy

No bus transportation is provided for any regular education students. McGraw School is a total walking school with all students within a one-mile radius of school.

School Honors

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

Award/Honor	Year
ü Yuma County Teacher of the Year Nominees	2005

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	57	1139	80010	98	99	99	441	435	447	11	10	10	16	24	18	65	58	53	9	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	579	38935	100	99	99	442	436	447	12	8	9	8	25	19	73	59	55	8	7	17
Male	31	559	40974	97	99	98	440	435	448	10	11	11	23	23	18	58	57	52	10	8	19
African American	--	27	4201	--	93	99	--	449	430	--	NA	17	--	26	23	--	63	51	--	11	9
Hispanic	52	745	34545	98	99	99	441	427	432	12	12	14	13	29	24	65	55	53	10	4	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	451	474	NC	NA	4	NC	33	10	NC	47	50	NC	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	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	53	1043	69849	100	100	100	443	438	451	9	8	7	11	24	17	70	61	56	9	8	19
Limited English Proficient Students	16	288	14013	100	98	97	429	411	413	13	20	24	31	41	34	50	38	39	6	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	50	744	39029	98	98	98	439	428	432	12	11	14	14	29	25	66	55	52	8	4	9
Non-Economically Disadvantaged	NC	395	40981	NC	100	100	NC	449	462	NC	7	6	NC	15	13	NC	64	54	NC	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	57	1146	79438	98	100	98	448	446	451	11	9	9	19	28	24	67	57	56	4	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	583	38775	100	100	99	458	452	457	12	7	7	12	25	22	69	60	58	8	9	13
Male	31	562	40560	97	99	97	440	439	446	10	11	12	26	31	25	65	54	54	NA	4	9
African American	--	28	4178	--	97	98	--	452	439	--	NA	13	--	36	29	--	61	52	--	4	6
Hispanic	52	752	34297	98	100	98	447	436	434	12	11	14	19	34	31	65	53	50	4	3	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	462	475	NC	NA	3	NC	20	15	NC	67	63	NC	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	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	53	1043	69850	100	100	100	451	449	456	9	7	7	17	27	23	70	60	59	4	7	12
Limited English Proficient Students	16	293	13856	100	100	96	427	412	407	13	20	27	38	49	43	50	30	29	NA	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	50	751	38685	98	99	97	445	437	435	12	11	14	18	32	32	68	54	50	2	3	5
Non-Economically Disadvantaged	NC	395	40753	NC	100	99	NC	462	467	NC	5	5	NC	20	16	NC	62	62	NC	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	57	1149	79971	98	100	99	433	423	423	2	5	8	46	47	41	49	47	49	4	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	584	38974	100	100	99	449	434	437	NA	3	5	35	38	33	58	57	57	8	2	4
Male	31	565	40895	97	100	98	419	412	410	3	6	10	55	56	47	42	37	41	NA	1	2
African American	--	28	4203	--	97	99	--	430	411	--	7	11	--	32	45	--	61	43	--	NA	2
Hispanic	52	751	34481	98	100	99	432	419	410	NA	5	10	48	47	46	50	46	43	2	1	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	435	449	NC	NA	4	NC	47	28	NC	53	60	NC	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	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	53	1045	69713	100	100	100	438	427	429	NA	3	5	43	45	39	53	50	52	4	1	3
Limited English Proficient Students	16	293	13985	100	100	97	423	396	382	NA	11	18	50	54	54	50	34	27	NA	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	50	753	38994	98	99	98	430	418	409	2	5	10	48	48	47	46	45	41	4	1	1
Non-Economically Disadvantaged	NC	396	40977	NC	100	100	NC	433	437	NC	3	5	NC	44	34	NC	52	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	86	1117	80147	97	99	99	460	466	482	15	13	11	24	21	17	50	54	49	10	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	548	39281	98	99	99	462	467	483	15	12	9	17	21	17	57	55	50	11	12	24
Male	32	569	40780	94	98	98	456	466	482	16	14	12	38	22	17	38	53	48	9	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	62	722	33494	100	98	99	461	459	466	8	15	15	31	26	23	50	52	49	11	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	NC	19	4117	NC	100	96	NC	466	456	NC	16	19	NC	5	27	NC	68	46	NC	11	8
White	19	322	36122	86	99	99	454	483	501	32	9	5	5	12	10	58	60	50	5	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	83	1003	69852	100	99	100	460	471	488	14	9	7	24	21	16	51	57	51	11	12	26
Limited English Proficient Students	23	278	12722	96	97	97	449	441	441	13	23	27	43	35	33	35	38	37	9	3	3
Migrant Students	12	116	622	100	96	97	450	448	454	NA	17	19	50	34	30	50	46	43	NA	3	8
Economically Disadvantaged	58	765	38371	94	97	97	459	458	465	17	16	15	22	26	23	50	50	49	10	7	13
Non-Economically Disadvantaged	28	352	41776	100	100	100	461	485	498	11	6	6	29	12	11	50	63	49	11	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	86	1116	79686	97	98	98	453	459	470	17	13	11	29	30	24	50	54	57	3	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	548	39163	98	99	99	460	463	475	15	11	9	24	26	22	57	58	60	4	4	10
Male	32	568	40438	94	98	97	440	455	465	22	14	13	38	33	25	38	51	54	3	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	62	721	33299	100	98	98	451	450	452	13	15	17	35	35	32	50	49	47	2	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	NC	19	4087	NC	100	96	NC	466	446	NC	11	16	NC	21	38	NC	68	44	NC	NA	2
White	19	323	35914	86	99	98	462	481	489	32	7	5	5	19	15	53	66	67	11	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	83	1003	69878	100	99	100	453	464	475	17	9	8	29	30	23	51	58	61	4	4	9
Limited English Proficient Students	23	277	12594	96	97	96	425	425	422	30	27	34	43	48	45	26	24	21	NA	1	0
Migrant Students	12	116	611	100	96	95	418	438	439	42	19	22	33	44	39	25	36	37	NA	1	2
Economically Disadvantaged	58	764	38095	94	97	97	447	450	452	19	16	17	34	35	32	45	47	48	2	2	3
Non-Economically Disadvantaged	28	352	41591	100	100	99	466	480	486	14	6	6	18	18	16	61	70	65	7	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	86	1118	80372	97	99	99	479	478	475	5	3	4	26	26	30	67	70	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	550	39452	98	99	99	485	488	488	4	2	3	19	21	22	76	77	72	2	1	3
Male	32	568	40836	94	98	98	469	469	464	6	5	6	38	31	37	53	64	56	3	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	62	724	33608	100	98	99	479	476	462	3	3	6	26	28	36	68	69	57	3	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	NC	19	4128	NC	100	97	NC	477	464	NC	5	4	NC	11	39	NC	84	56	NC	NA	1
White	19	321	36213	86	99	99	476	486	489	11	2	2	26	22	22	63	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	83	1009	69846	100	100	100	480	484	482	4	2	3	25	23	26	69	74	69	2	1	2
Limited English Proficient Students	23	276	12747	96	96	97	464	456	432	9	7	12	43	40	52	43	53	36	4	0	0
Migrant Students	12	115	621	100	95	97	445	465	452	8	5	9	58	36	40	33	59	51	NA	NA	0
Economically Disadvantaged	58	767	38521	94	97	98	473	473	461	7	4	6	29	30	38	60	66	55	3	0	1
Non-Economically Disadvantaged	28	351	41851	100	100	100	492	489	489	NA	2	3	18	18	22	82	79	72	NA	1	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	1160	79306	91	97	99	494	488	504	6	16	13	25	24	20	62	51	49	6	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	543	38845	97	96	99	490	489	505	7	14	11	25	23	20	61	55	50	7	8	18
Male	35	615	40383	88	97	98	497	487	504	6	18	14	26	25	19	63	49	47	6	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	49	727	32673	92	97	99	493	480	487	6	20	18	27	26	25	63	51	46	4	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	10	367	36234	100	98	99	NA	504	523	NA	9	6	NA	19	13	NA	54	52	NA	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	58	1035	69020	100	98	100	494	492	510	5	13	9	26	24	18	62	55	52	7	9	21
Limited English Proficient Students	11	235	10291	79	95	96	482	458	458	9	40	38	45	29	34	36	30	26	9	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	48	765	37437	91	96	97	493	478	486	6	21	19	29	28	26	58	48	46	6	3	9
Non-Economically Disadvantaged	15	395	41869	94	99	100	497	507	521	7	8	7	13	17	14	73	58	51	7	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	91	98	98	480	478	489	6	13	10	29	28	24	62	55	58	3	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	549	38774	97	98	99	480	484	494	11	11	7	21	24	22	68	60	61	NA	5	10
Male	35	619	40150	88	98	98	481	474	485	3	14	12	34	31	25	57	50	55	6	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	49	733	32508	92	97	98	478	468	472	6	16	15	31	33	33	63	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	10	371	36135	100	99	98	NA	498	508	NA	6	4	NA	17	14	NA	64	67	NA	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	58	1035	69009	100	98	100	481	483	495	7	9	6	26	27	22	64	59	62	3	5	10
Limited English Proficient Students	11	241	10199	79	97	95	452	439	439	9	37	35	73	46	47	18	17	18	NA	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	48	773	37234	91	97	97	478	468	472	6	17	15	31	32	33	58	49	50	4	2	3
Non-Economically Disadvantaged	15	397	41766	94	100	99	488	498	505	7	5	5	20	18	16	73	66	65	NA	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	64	1173	79611	93	98	99	494	495	496	5	7	7	47	37	37	48	56	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	556	39016	100	99	99	506	513	511	3	2	4	41	30	29	55	67	66	NA	1	1
Male	35	615	40519	88	97	98	485	480	482	6	10	10	51	43	44	43	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	49	734	32855	92	97	99	490	486	481	6	8	10	45	42	43	49	50	47	NA	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	10	371	36380	100	99	99	NA	513	511	NA	4	4	NA	29	30	NA	67	65	NA	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	59	1045	68947	100	99	100	494	502	504	5	5	4	46	34	34	49	61	61	NA	0	1
Limited English Proficient Students	11	237	10362	79	96	97	461	446	438	9	19	22	73	57	57	18	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	48	774	37626	91	97	98	492	483	479	6	9	10	44	42	45	50	49	45	NA	0	0
Non-Economically Disadvantaged	16	399	41985	100	100	100	502	518	511	NA	2	4	56	26	30	44	71	65	NA	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	66	1192	79327	90	97	98	496	494	518	14	26	19	41	28	20	44	41	46	2	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	593	38961	95	99	98	495	494	520	14	25	16	41	31	20	46	39	48	NA	5	16
Male	29	599	40295	85	94	97	497	495	516	14	27	21	41	25	19	41	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	51	804	32327	89	97	98	496	486	499	12	30	27	49	32	25	39	35	41	NA	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	10	323	36373	100	96	98	NA	512	538	NA	16	10	NA	18	14	NA	54	52	NA	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	64	1085	70006	100	99	100	496	498	524	14	23	14	42	28	19	42	43	49	2	6	18
Limited English Proficient Students	16	249	9431	84	95	95	478	461	466	19	55	53	63	29	27	19	15	18	NA	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	48	788	37097	89	96	97	486	485	498	19	32	27	46	30	25	35	35	41	NA	3	7
Non-Economically Disadvantaged	18	404	42230	95	99	99	525	513	535	NA	15	11	28	23	15	67	53	50	6	10	24

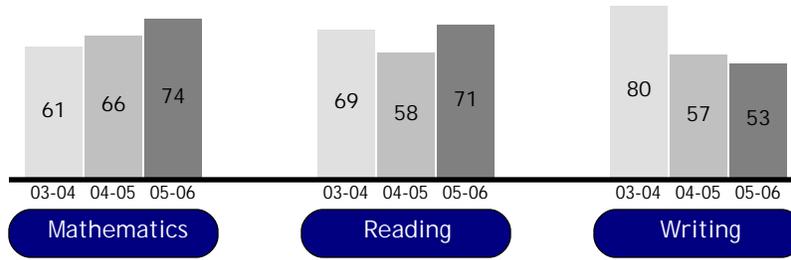
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	1207	79501	90	98	98	493	486	497	8	12	10	23	32	25	65	54	60	5	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	595	39062	95	99	99	500	489	502	5	9	8	16	33	23	76	55	64	3	3	5
Male	29	612	40368	85	97	98	484	483	491	10	14	13	31	32	27	52	53	57	7	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	51	814	32389	89	98	98	492	476	478	6	14	16	25	39	34	63	46	48	6	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	10	328	36446	100	98	99	NA	510	516	NA	6	4	NA	16	15	NA	72	73	NA	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	64	1086	70090	100	100	100	493	490	502	8	9	7	23	32	24	64	57	65	5	3	5
Limited English Proficient Students	16	253	9401	84	97	94	464	446	443	13	32	40	44	55	46	44	13	14	NA	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	48	800	37183	89	97	97	482	474	479	10	16	16	27	39	34	60	45	49	2	1	1
Non-Economically Disadvantaged	18	407	42318	95	100	99	524	509	513	NA	4	5	11	18	17	78	72	70	11	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	66	1216	80000	90	99	99	577	561	564	2	3	3	5	8	11	86	82	75	8	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	598	39288	95	100	99	590	575	579	NA	2	2	3	6	6	84	82	77	14	10	16
Male	29	618	40644	85	97	98	560	549	549	3	5	4	7	11	15	90	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	51	820	32672	89	99	99	575	555	548	2	4	4	4	9	14	88	83	76	6	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	10	330	36602	100	99	99	NA	575	579	NA	2	2	NA	7	7	NA	79	75	NA	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	64	1090	70081	100	100	100	577	568	571	2	3	2	5	6	7	86	84	79	8	7	12
Limited English Proficient Students	16	257	9571	84	98	96	557	519	502	6	10	10	6	18	29	88	72	60	NA	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	48	805	37534	89	98	98	571	554	547	2	4	4	6	10	15	88	82	76	4	4	5
Non-Economically Disadvantaged	18	411	42466	95	100	100	594	576	578	NA	2	2	NA	5	7	83	82	75	17	11	16

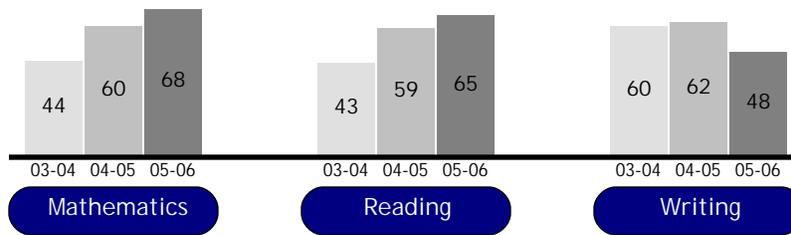
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	N
	Met Test Objectives?	Y
	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	69	NA	58	97	43	43	47	99	56	41	46
	Language	95	60	41	50	97	61	45	47	99	83	44	48
	Mathematics	95	74	60	64	97	53	43	50	100	61	44	52
3	Reading	85	48	NA	55	96	40	39	44	97	39	41	46
	Language	86	63	48	61	96	45	40	44	97	43	41	46
	Mathematics	86	63	54	61	96	50	44	51	97	48	44	52
4	Reading	92	47	NA	56	91	41	43	48	96	35	43	52
	Language	94	49	44	52	91	41	44	49	96	41	44	52
	Mathematics	94	59	54	61	91	46	48	53	96	44	52	58
5	Reading	99	52	NA	55	99	50	46	50	87	52	48	56
	Language	99	44	44	49	99	47	44	50	87	50	44	54
	Mathematics	99	63	55	63	99	42	42	49	87	46	43	52
6	Reading	93	41	NA	56	98	48	47	51	89	58	48	56
	Language	93	36	42	48	98	46	42	47	89	43	39	50
	Mathematics	93	50	61	66	98	49	44	52	89	50	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)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü School Safety Issues
- ü Promotion/Retention Issues
- ü Student Discipline
- ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	2.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	2	2	0	0
10 or more years	3	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Media Center/School Library
- ü Multimedia Computer Center

Extracurricular Activities

- ü Student Council
- ü Sports Programs
- ü Art History
- ü Orchestra Program
- ü Band

Social Services

- ü Counseling Services
- ü Crisis Intervention
- ü Community Classes
- ü Clothing/Food Banks
- ü Healthy Kids School Dental Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We are pleased with the academic progress children have made the past three years at C.W. Mcgraw School. A close look at State and District assessment data reveals an increase in the number of students on or above grade level.

- ü Thru the efforts of a veteran teaching staff, close to 80 percent of the children who attend C.W. McGraw School continue to make a year or more growth in Reading. This shows in our AIMS data.

Student Activity Rates for School Year 2005-06

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

We have created a new drop-off and pick-up area for our students who are brought to school by car. Our School Resource Officer is on our campus nearly on a daily basis. We have aides who are spread among our students and campus throughout our school day. We also have two "School Safety Specialists" who work here every day to help ensure school safety. They are funded under the "Safe Schools Healthy Students" grant.

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	Chris Clayton	(928) 502-7700
Transportation Policy	Robert Lawson	(928) 782-1010
Community Resources	Carolyn McClusky	(928) 782-3828
School Nutrition Programs	Karen Johnson	(928) 502-4312
Parent Organization	Monica Molinar	(928) 782-3828
Student Health/Nurse	Jessica Taylor	(928) 502-7700

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."

ACHIEVEMENT PROFILES

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 486 Copies = \$189.00

** 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.