



**ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07**

1201W 12th 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 LEARNS<sup>1</sup>**

**Elementary Achievement Profile (a)**

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

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

**School Overview**

Principal/Administrator : Mr. Jose Cazares  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-5  
Web Address : www.yuma.org/ocjohnson.html  
Phone Number : (928) 502-7900  
Fax Number : (928) 502-7879  
E-mail : jcazares@yumaed.org

**Mission**

Faculty, staff and parents work together at OCJ to provide what our children need to be successful learners. Involvement is the norm, and mutual expectations for student growth set a challenging climate in which our students achieve their best.

**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 Parents and staff will work cooperatively to meet each child's academic, social and physical needs through meaningful dialogue.
- ü Administration and teachers will explore, select and implement innovative and effective programs to ensure that all students will progress steadily in skill development

**Enrollment**

October 1, 2005 School Year Student Enrollment : 604  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 30

Instructional Programs

- Ü Gifted/Talented Program
- Ü On-site Resource Program
- Ü Migrant Support
- Ü Counseling

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/21/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

School staff will provide high-quality instruction in a supportive and effective learning environment so that students can master the Arizona State Standards. Opportunities for parents to observe, volunteer and participate at school will be provided.

Parents

Our parents' responsibilities encompass supporting their child through endeavors that promote regular attendance, good study habits, responsibility, and respect for self and others.

Transportation Policy

No transportation is provided by the district for O.C. Johnson students unless stipulated in a student's IEP.

School Honors

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

Award/Honor	Year
Ü Yuma County Current Events Challenge - 2nd Place	2003
Ü City Fire Safety Poster Winner	2002
Ü Dare to Dream Winner/Architectural Structure	2003

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	106	1139	80010	100	99	99	447	435	447	6	10	10	9	24	18	77	58	53	8	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	579	38935	100	99	99	449	436	447	2	8	9	11	25	19	82	59	55	5	7	17
Male	49	559	40974	100	99	98	444	435	448	10	11	11	8	23	18	71	57	52	10	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	67	745	34545	100	99	99	443	427	432	6	12	14	12	29	24	76	55	53	6	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	35	347	35142	100	100	99	456	452	465	3	5	5	6	14	11	80	66	56	11	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	100	1043	69849	100	100	100	449	438	451	5	8	7	8	24	17	79	61	56	8	8	19
Limited English Proficient Students	21	288	14013	100	98	97	442	411	413	10	20	24	14	41	34	71	38	39	5	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	61	744	39029	100	98	98	448	428	432	5	11	14	11	29	25	75	55	52	8	4	9
Non-Economically Disadvantaged	45	395	40981	100	100	100	445	449	462	7	7	6	7	15	13	80	64	54	7	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	105	1146	79438	100	100	98	457	446	451	6	9	9	17	28	24	70	57	56	8	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	583	38775	100	100	99	466	452	457	NA	7	7	14	25	22	75	60	58	11	9	13
Male	48	562	40560	100	99	97	446	439	446	13	11	12	21	31	25	63	54	54	4	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	67	752	34297	100	100	98	452	436	434	7	11	14	19	34	31	69	53	50	4	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	34	346	34887	97	99	98	470	466	471	NA	5	4	12	15	15	74	65	63	15	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	100	1043	69850	100	100	100	459	449	456	5	7	7	17	27	23	70	60	59	8	7	12
Limited English Proficient Students	21	293	13856	100	100	96	436	412	407	14	20	27	29	49	43	57	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	61	751	38685	100	99	97	456	437	435	7	11	14	15	32	32	74	54	50	5	3	5
Non-Economically Disadvantaged	44	395	40753	100	100	99	458	462	467	5	5	5	20	20	16	64	62	62	11	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	107	1149	79971	100	100	99	434	423	423	2	5	8	42	47	41	54	47	49	2	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	584	38974	100	100	99	451	434	437	NA	3	5	33	38	33	64	57	57	3	2	4
Male	49	565	40895	100	100	98	414	412	410	4	6	10	53	56	47	43	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	68	751	34481	100	100	99	435	419	410	3	5	10	38	47	46	57	46	43	1	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	35	350	35150	100	100	99	432	431	437	NA	3	5	51	48	35	46	48	56	3	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	101	1045	69713	100	100	100	438	427	429	NA	3	5	42	45	39	56	50	52	2	1	3
Limited English Proficient Students	21	293	13985	100	100	97	428	396	382	NA	11	18	52	54	54	48	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	61	753	38994	100	99	98	432	418	409	2	5	10	41	48	47	56	45	41	2	1	1
Non-Economically Disadvantaged	46	396	40977	100	100	100	437	433	437	2	3	5	43	44	34	52	52	56	2	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	103	1117	80147	98	99	99	477	466	482	9	13	11	19	21	17	54	54	49	17	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	548	39281	100	99	99	476	467	483	7	12	9	23	21	17	54	55	50	16	12	24
Male	47	569	40780	96	98	98	478	466	482	11	14	12	15	22	17	55	53	48	19	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	76	722	33494	97	98	99	470	459	466	9	15	15	24	26	23	53	52	49	14	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	23	322	36122	100	99	99	507	483	501	NA	9	5	4	12	10	65	60	50	30	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	94	1003	69852	98	99	100	481	471	488	7	9	7	16	21	16	57	57	51	19	12	26
Limited English Proficient Students	22	278	12722	100	97	97	443	441	441	14	23	27	45	35	33	41	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	71	765	38371	97	97	97	474	458	465	10	16	15	23	26	23	51	50	49	17	7	13
Non-Economically Disadvantaged	32	352	41776	100	100	100	484	485	498	6	6	6	13	12	11	63	63	49	19	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	103	1116	79686	98	98	98	462	459	470	11	13	11	29	30	24	57	54	57	3	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	548	39163	100	99	99	463	463	475	11	11	9	23	26	22	63	58	60	4	4	10
Male	47	568	40438	96	98	97	460	455	465	11	14	13	36	33	25	51	51	54	2	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	76	721	33299	97	98	98	458	450	452	13	15	17	32	35	32	53	49	47	3	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	23	323	35914	100	99	98	482	481	489	NA	7	5	13	19	15	83	66	67	4	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	95	1003	69878	99	99	100	466	464	475	7	9	8	29	30	23	60	58	61	3	4	9
Limited English Proficient Students	21	277	12594	95	97	96	428	425	422	24	27	34	52	48	45	24	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	71	764	38095	97	97	97	457	450	452	13	16	17	31	35	32	54	47	48	3	2	3
Non-Economically Disadvantaged	32	352	41591	100	100	99	472	480	486	6	6	6	25	18	16	66	70	65	3	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	105	1118	80372	100	99	99	481	478	475	3	3	4	29	26	30	67	70	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	550	39452	100	99	99	487	488	488	4	2	3	25	21	22	70	77	72	2	1	3
Male	49	568	40836	100	98	98	473	469	464	2	5	6	33	31	37	63	64	56	2	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	78	724	33608	100	98	99	478	476	462	4	3	6	29	28	36	67	69	57	NA	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	23	321	36213	100	99	99	498	486	489	NA	2	2	22	22	22	70	75	72	9	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	96	1009	69846	100	100	100	488	484	482	1	2	3	25	23	26	72	74	69	2	1	2
Limited English Proficient Students	22	276	12747	100	96	97	444	456	432	14	7	12	41	40	52	45	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	73	767	38521	100	97	98	475	473	461	4	4	6	30	30	38	66	66	55	NA	0	1
Non-Economically Disadvantaged	32	351	41851	100	100	100	494	489	489	NA	2	3	25	18	22	69	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	90	1160	79306	97	97	99	503	488	504	7	16	13	24	24	20	57	51	49	12	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	543	38845	94	96	99	499	489	505	7	14	11	28	23	20	54	55	50	11	8	18
Male	44	615	40383	100	97	98	507	487	504	7	18	14	20	25	19	59	49	47	14	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	59	727	32673	92	97	99	501	480	487	7	20	18	24	26	25	59	51	46	10	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	25	367	36234	100	98	99	513	504	523	4	9	6	20	19	13	56	54	52	20	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	81	1035	69020	99	98	100	507	492	510	7	13	9	19	24	18	60	55	52	14	9	21
Limited English Proficient Students	13	235	10291	87	95	96	488	458	458	15	40	38	15	29	34	69	30	26	NA	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	95	96	97	498	478	486	9	21	19	25	28	26	55	48	46	11	3	9
Non-Economically Disadvantaged	34	395	41869	100	99	100	512	507	521	3	8	7	24	17	14	59	58	51	15	17	27

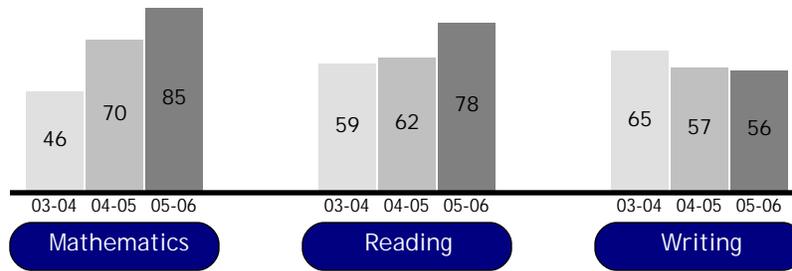
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	1170	79000	97	98	98	483	478	489	6	13	10	30	28	24	61	55	58	3	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	549	38774	92	98	99	481	484	494	7	11	7	27	24	22	62	60	61	4	5	10
Male	45	619	40150	100	98	98	486	474	485	4	14	12	33	31	25	60	50	55	2	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	59	733	32508	92	97	98	479	468	472	5	16	15	34	33	33	61	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	25	371	36135	100	99	98	495	498	508	8	6	4	20	17	14	60	64	67	12	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	81	1035	69009	99	98	100	486	483	495	5	9	6	27	27	22	64	59	62	4	5	10
Limited English Proficient Students	14	241	10199	93	97	95	452	439	439	14	37	35	57	46	47	29	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	55	773	37234	93	97	97	476	468	472	7	17	15	36	32	33	55	49	50	2	2	3
Non-Economically Disadvantaged	35	397	41766	100	100	99	495	498	505	3	5	5	20	18	16	71	66	65	6	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	94	1173	79611	100	98	99	503	495	496	NA	7	7	48	37	37	52	56	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	556	39016	100	99	99	505	513	511	NA	2	4	45	30	29	55	67	66	NA	1	1
Male	45	615	40519	100	97	98	500	480	482	NA	10	10	51	43	44	49	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	63	734	32855	98	97	99	500	486	481	NA	8	10	52	42	43	48	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	25	371	36380	100	99	99	510	513	511	NA	4	4	40	29	30	60	67	65	NA	1	1
Students with Disabilities	11	128	10664	100	88	94	472	443	440	NA	18	23	82	62	54	18	20	22	NA	NA	1
Students without Disabilities	83	1045	68947	100	99	100	507	502	504	NA	5	4	43	34	34	57	61	61	NA	0	1
Limited English Proficient Students	15	237	10362	100	96	97	479	446	438	NA	19	22	80	57	57	20	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	59	774	37626	100	97	98	496	483	479	NA	9	10	56	42	45	44	49	45	NA	0	0
Non-Economically Disadvantaged	35	399	41985	100	100	100	515	518	511	NA	2	4	34	26	30	66	71	65	NA	1	1

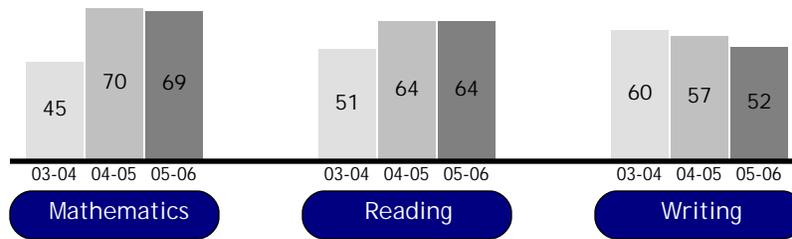
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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	98	49	NA	58	98	43	43	47	100	44	41	46
	Language	100	41	41	50	98	48	45	47	100	58	44	48
	Mathematics	100	63	60	64	97	52	43	50	100	67	44	52
3	Reading	100	39	NA	55	99	41	39	44	100	46	41	46
	Language	100	42	48	61	99	43	40	44	100	50	41	46
	Mathematics	100	47	54	61	99	50	44	51	100	52	44	52
4	Reading	95	56	NA	56	100	41	43	48	98	46	43	52
	Language	99	44	44	52	100	45	44	49	99	50	44	52
	Mathematics	99	64	54	61	100	51	48	53	99	58	52	58
5	Reading	97	54	NA	55	98	50	46	50	100	50	48	56
	Language	97	55	44	49	98	47	44	50	100	48	44	54
	Mathematics	97	64	55	63	98	47	42	49	100	48	43	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Decision Making
- Ü Students Activities Planning and Support
- Ü Communication - School/Community
- Ü Calendaring Events

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	4.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Computer Lab

Extracurricular Activities

- Ü Band Classes at Woodard Junior High
- Ü 21st century grant
- Ü Ambassadors
- Ü Current Events Challenge Team
- Ü Family Nights - 7 Events

Social Services

- Ü Health Services
- Ü Parent Outreach Migrant Program
- Ü Recreational Activities
- Ü School Year/Summer Breakfast/Lunch

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü The Title I Site Plan was drafted, approved and implemented. The process involved extensive participation among parents and staff.

ü At-risk students were identified and placed in extended day reading, math and tutoring programs.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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

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

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

School Safety

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

On-site safety drills are conducted with students and staff monthly, to provide opportunities to practice procedures. All infractions that relate to our District Discipline Matrix are dealt with. We are also initiating 'POPS' - Parents on 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) :

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	Jose L. Cazares	(928) 502-7900
Transportation Policy	Tom Dyson	(928) 782-1010
Community Resources	Carol Bickford	(928) 580-1267
School Nutrition Programs	Karen Johnson	(928) 502-4311
Parent Organization	Diana Wise	(928) 782-6581
Student Health/Nurse	Elia Gonzalez	(928) 502-7900

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

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

#### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

#### TITLE I TERMS

##### Title I School Improvement Year 1

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

##### Title I School Improvement Year 2

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

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

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

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

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

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

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

Footnotes

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

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

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

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

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

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

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

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