



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

901 Palmcroft Drive, 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. Patrick Koppinger  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : K-5  
 Web Address : www.yuma.org/palmcroft.html  
 Phone Number : (928) 502-8000  
 Fax Number : (928) 314-0685  
 E-mail : pkoppinger@yumaed.org

Mission

Palmcroft is a diverse and enriched community, which continues to maintain the neighborhood school atmosphere. Active learning is encouraged by providing programs which address the whole child and all aspects of child development. The mission of Palmcroft School is to create fluent readers who understand what they read, enjoy, reading, read at grade level by the end of the third grade and remain at grade level.

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	Out of Improvement

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

School / Academic Goals

- ü The mission of Palmcroft School is to create fluent readers who understand what they read, enjoy reading, read at grade level by the end of third grade and remain at grade level.
- ü Create an atmosphere for social, physical, emotional and academic growth.

Enrollment

October 1, 2005 School Year Student Enrollment : 579  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 15

Instructional Programs

- Ü Gifted
- Ü EL
- Ü Title I
- Ü Migrant Program
- Ü Reading First School
- Ü Olweus - Anti-bullying program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/21/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

The school should be open and be accepting of our community in order to promote a sense of mutual respect and responsibility for all children. We should teach children to be responsible adults.

Parents

Parents should ensure consistent student attendance and support their child's education by daily talking with the child about the school day. They should maintain regular communication with the school and provide accurate information to the school.

Transportation Policy

Students must live a mile, or more, from the school and within the attendance area of Palmcroft Elementary school to be eligible for district transportation. Students with an IEP requiring transportation are picked up from their home.

School Honors

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

Award/Honor	Year
Ü Made AYP	2006
Ü ADE label - Performing	2005
Ü ADE label- Performing Plus	2006

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	1139	80010	100	99	99	425	435	447	11	10	10	31	24	18	53	58	53	5	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	579	38935	100	99	99	425	436	447	8	8	9	33	25	19	54	59	55	4	7	17
Male	53	559	40974	100	99	98	426	435	448	13	11	11	28	23	18	53	57	52	6	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	58	745	34545	100	99	99	419	427	432	16	12	14	31	29	24	50	55	53	3	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	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	40	347	35142	100	100	99	432	452	465	5	5	5	30	14	11	60	66	56	5	15	28
Students with Disabilities	10	96	10161	100	91	93	NA	409	419	NA	33	28	NA	33	28	NA	29	36	NA	4	8
Students without Disabilities	91	1043	69849	100	100	100	429	438	451	5	8	7	32	24	17	57	61	56	5	8	19
Limited English Proficient Students	19	288	14013	100	98	97	404	411	413	32	20	24	26	41	34	42	38	39	NA	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	64	744	39029	100	98	98	416	428	432	14	11	14	38	29	25	47	55	52	2	4	9
Non-Economically Disadvantaged	37	395	40981	100	100	100	442	449	462	5	7	6	19	15	13	65	64	54	11	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	101	1146	79438	100	100	98	449	446	451	8	9	9	29	28	24	54	57	56	9	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	583	38775	100	100	99	459	452	457	2	7	7	27	25	22	58	60	58	13	9	13
Male	53	562	40560	100	99	97	440	439	446	13	11	12	30	31	25	51	54	54	6	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	58	752	34297	100	100	99	437	436	434	10	11	14	34	34	31	50	53	50	5	3	5
Asian/Pacific Islander	NC	15	2063	NC	100	98	NC	462	475	NC	NA	3	NC	20	15	NC	67	63	NC	13	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	40	346	34887	100	99	98	464	466	471	5	5	4	23	15	15	60	65	63	13	15	18
Students with Disabilities	10	103	9588	100	97	88	NA	407	416	NA	31	30	NA	38	32	NA	27	34	NA	4	5
Students without Disabilities	91	1043	69850	100	100	100	455	449	456	3	7	7	29	27	23	58	60	59	10	7	12
Limited English Proficient Students	19	293	13856	100	100	96	411	412	407	26	20	27	42	49	43	32	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	64	751	38685	100	99	97	440	437	435	11	11	14	30	32	32	53	54	50	6	3	5
Non-Economically Disadvantaged	37	395	40753	100	100	99	465	462	467	3	5	5	27	20	16	57	62	62	14	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	101	1149	79971	100	100	99	424	423	423	2	5	8	47	47	41	51	47	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	584	38974	100	100	99	436	434	437	2	3	5	35	38	33	63	57	57	NA	2	4
Male	53	565	40895	100	100	98	412	412	410	2	6	10	57	56	47	42	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	58	751	34481	100	100	99	420	419	410	3	5	10	45	47	46	52	46	43	NA	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	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	40	350	35150	100	100	99	428	431	437	NA	3	5	50	48	35	50	48	56	NA	2	5
Students with Disabilities	10	104	10258	100	98	94	NA	377	377	NA	16	23	NA	62	51	NA	20	25	NA	2	1
Students without Disabilities	91	1045	69713	100	100	100	427	427	429	2	3	5	44	45	39	54	50	52	NA	1	3
Limited English Proficient Students	19	293	13985	100	100	97	395	396	382	11	11	18	58	54	54	32	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	64	753	38994	100	99	98	420	418	409	3	5	10	47	48	47	50	45	41	NA	1	1
Non-Economically Disadvantaged	37	396	40977	100	100	100	429	433	437	NA	3	5	46	44	34	54	52	56	NA	1	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	1117	80147	100	99	99	481	466	482	9	13	11	13	21	17	59	54	49	20	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	548	39281	100	99	99	477	467	483	13	12	9	11	21	17	58	55	50	18	12	24
Male	44	569	40780	100	98	98	485	466	482	5	14	12	16	22	17	59	53	48	20	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	53	722	33494	100	98	99	474	459	466	9	15	15	15	26	23	64	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	100	99	99	502	483	501	5	9	5	16	12	10	37	60	50	42	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	76	1003	69852	100	99	100	487	471	488	5	9	7	12	21	16	62	57	51	21	12	26
Limited English Proficient Students	14	278	12722	100	97	97	457	441	441	7	23	27	36	35	33	50	38	37	7	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	64	765	38371	100	97	97	471	458	465	11	16	15	17	26	23	61	50	49	11	7	13
Non-Economically Disadvantaged	18	352	41776	100	100	100	518	485	498	NA	6	6	NA	12	11	50	63	49	50	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	81	1116	79686	100	98	98	468	459	470	9	13	11	28	30	24	57	54	57	6	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	548	39163	97	99	99	464	463	475	11	11	9	24	26	22	62	58	60	3	4	10
Male	44	568	40438	100	98	97	471	455	465	7	14	13	32	33	25	52	51	54	9	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	53	721	33299	100	98	98	460	450	452	9	15	17	32	35	32	55	49	47	4	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	100	99	98	490	481	489	5	7	5	26	19	15	58	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	75	1003	69878	100	99	100	473	464	475	5	9	8	27	30	23	61	58	61	7	4	9
Limited English Proficient Students	14	277	12594	100	97	96	425	425	422	14	27	34	71	48	45	7	24	21	7	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	64	764	38095	100	97	97	458	450	452	11	16	17	33	35	32	52	47	48	5	2	3
Non-Economically Disadvantaged	17	352	41591	100	100	99	503	480	486	NA	6	6	12	18	16	76	70	65	12	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	81	1118	80372	100	99	99	483	478	475	1	3	4	25	26	30	74	70	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	550	39452	100	99	99	488	488	488	3	2	3	13	21	22	84	77	72	NA	1	3
Male	43	568	40836	100	98	98	479	469	464	NA	5	6	35	31	37	65	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	52	724	33608	98	98	99	486	476	462	NA	3	6	21	28	36	79	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	19	321	36213	100	99	99	486	486	489	NA	2	2	32	22	22	68	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	76	1009	69846	100	100	100	488	484	482	NA	2	3	25	23	26	75	74	69	NA	1	2
Limited English Proficient Students	13	276	12747	93	96	97	473	456	432	NA	7	12	38	40	52	62	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	63	767	38521	98	97	98	475	473	461	2	4	6	30	30	38	68	66	55	NA	0	1
Non-Economically Disadvantaged	18	351	41851	100	100	100	511	489	489	NA	2	3	6	18	22	94	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	98	1160	79306	98	97	99	493	488	504	13	16	13	21	24	20	56	51	49	9	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	543	38845	98	96	99	499	489	505	8	14	11	18	23	20	64	55	50	10	8	18
Male	48	615	40383	98	97	98	487	487	504	19	18	14	25	25	19	48	49	47	8	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	55	727	32673	98	97	99	481	480	487	18	20	18	25	26	25	51	51	46	5	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	36	367	36234	97	98	99	508	504	523	6	9	6	14	19	13	69	54	52	11	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	90	1035	69020	98	98	100	497	492	510	9	13	9	23	24	18	58	55	52	10	9	21
Limited English Proficient Students	18	235	10291	95	95	96	460	458	458	39	40	38	22	29	34	39	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	71	765	37437	96	96	97	487	478	486	13	21	19	27	28	26	56	48	46	4	3	9
Non-Economically Disadvantaged	27	395	41869	100	99	100	508	507	521	15	8	7	7	17	14	56	58	51	22	17	27

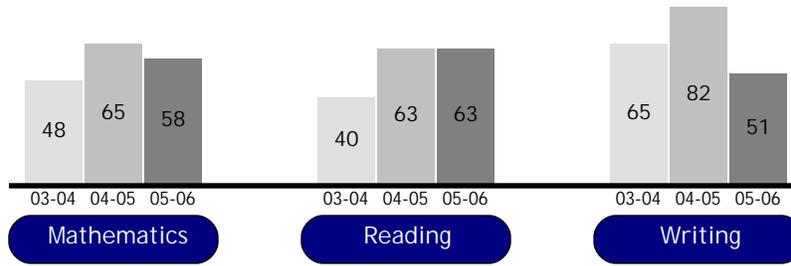
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1170	79000	98	98	98	484	478	489	15	13	10	14	28	24	66	55	58	4	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	549	38774	98	98	99	494	484	494	12	11	7	12	24	22	70	60	61	6	5	10
Male	48	619	40150	98	98	98	474	474	485	19	14	12	17	31	25	63	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	55	733	32508	98	97	98	471	468	472	24	16	15	22	33	33	49	50	49	5	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	36	371	36135	97	99	98	502	498	508	6	6	4	3	17	14	89	64	67	3	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	90	1035	69009	98	98	100	489	483	495	12	9	6	12	27	22	71	59	62	4	5	10
Limited English Proficient Students	18	241	10199	95	97	95	440	439	439	50	37	35	22	46	47	28	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	71	773	37234	96	97	97	480	468	472	18	17	15	15	32	33	62	49	50	4	2	3
Non-Economically Disadvantaged	27	397	41766	100	100	99	495	498	505	7	5	5	11	18	16	78	66	65	4	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	1173	79611	100	98	99	511	495	496	NA	7	7	33	37	37	67	56	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	556	39016	100	99	99	526	513	511	NA	2	4	18	30	29	82	67	66	NA	1	1
Male	49	615	40519	100	97	98	496	480	482	NA	10	10	49	43	44	51	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	56	734	32855	100	97	99	502	486	481	NA	8	10	43	42	43	57	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	37	371	36380	100	99	99	524	513	511	NA	4	4	22	29	30	78	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	93	1045	68947	100	99	100	515	502	504	NA	5	4	30	34	34	70	61	61	NA	0	1
Limited English Proficient Students	18	237	10362	95	96	97	484	446	438	NA	19	22	61	57	57	39	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	73	774	37626	99	97	98	511	483	479	NA	9	10	34	42	45	66	49	45	NA	0	0
Non-Economically Disadvantaged	27	399	41985	100	100	100	513	518	511	NA	2	4	30	26	30	70	71	65	NA	1	1

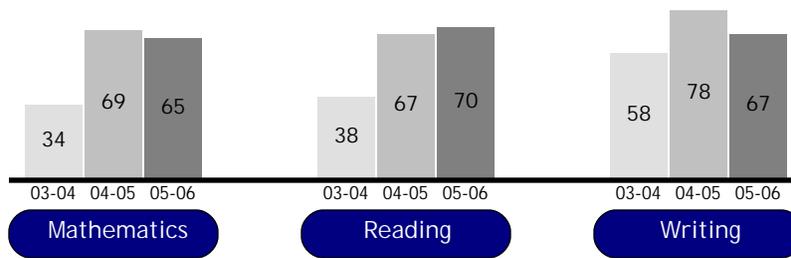
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	89	49	NA	58	99	44	43	47	100	39	41	46
	Language	93	33	41	50	99	48	45	47	100	41	44	48
	Mathematics	93	66	60	64	99	42	43	50	100	43	44	52
3	Reading	99	30	NA	55	100	41	39	44	100	43	41	46
	Language	100	36	48	61	100	43	40	44	100	39	41	46
	Mathematics	100	45	54	61	98	51	44	51	100	39	44	52
4	Reading	95	51	NA	56	99	51	43	48	100	52	43	52
	Language	96	44	44	52	99	49	44	49	100	46	44	52
	Mathematics	95	59	54	61	99	54	48	53	100	59	52	58
5	Reading	97	44	NA	55	100	49	46	50	100	52	48	56
	Language	100	40	44	49	100	48	44	50	100	52	44	54
	Mathematics	98	46	55	63	100	45	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)
- 1 Non-certified Employee(s)
- 11 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Instructional Strategies
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Assessment
- Ü Review of School Improvement Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	2.50	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	8	1	0	0
7 to 9 years	3	1	0	0
10 or more years	5	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Cafeteria/Auditorium
- Ü Library/Media Center
- Ü Computer Lab

Extracurricular Activities

- Ü Student Ambassadors
- Ü Gifted Education Program
- Ü Current Events Challenge Team

Social Services

- Ü Discovery Club
- Ü School Counselor
- Ü Migrant Outreach Program
- Ü School Bell/Food Banks
- Ü Safe Schools/Healthy Kids

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We honor a citizen of the month from each class promoting self-discipline, responsibility and a safe environment.
  
- ü We recognize Honor Roll both quarterly and yearly, promoting academic achievement.
  
- ü The Palmcroft School has made AYP and considered Performing Plus for the 2005-06 School Year.
  
- ü Students are recognized for reading achievements in the Reading Counts program.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	88	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

Schoolwide programs such as the Life Skills program. Provides monthly emphasis and recognition of positive behavior. PATHS program presented by the school counselor in all classrooms. A school resource officer will be assigned two days per week at Palmcroft. An Olweus anti-bullying program has been implemented this school year. Two School Safety Specialists assist with school and playground supervision. The Palmcroft students routinely practice safety and fire drills.

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	Patrick Koppinger	(928) 502-8000
Transportation Policy	Bob Lawson	(928) 580-1080
Community Resources	Patrick Koppinger	(928) 502-8000
School Nutrition Programs	Karen Johnson	(928) 502-4312
Parent Organization	Shelly Hook	
Student Health/Nurse	Peggy Jessen	(928) 502-8000

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.

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.