



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

29126 San Jose Avenue, Wellton, AZ 85356

Wellton 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)

2004-05 Performing
2003-04 Performing
2002-03 Performing

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

School Overview

Principal/Administrator : Mrs. Laura Noel
Schedule : 07:00 AM to 04:00 PM
Grades : Pre-K-8
2005 Enrollment : 378
Web Address :
Phone Number : (928) 785-3311
Fax Number : (928) 785-4323
E-mail : lnoel@apsc.org

Mission

We believe that all students can be successful learners, that learning involves taking risks; that investigating and discovering are more important than rote learning & that education is a shared obligation of school, students, family and community.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

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

School / Academic Goals

Enrollment

October 1, 2004 School Year Student Enrollment : 384
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 18

Instructional Programs

- ü Gifted
- ü Full-day Kindergarten
- ü On-site Special Education
- ü Special Education Preschool
- ü Full-day Preschool
- ü After School Program
- ü Summer School Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 14 minutes
First Day of School :	8/22/2005
Last Day of School :	6/7/2006

Shared Responsibilities

School

To provide a safe learning environment for students and enforce high academic standards to achieve higher test scores. To provide student handbooks and notify parents of school activities. To transport students living within the district boundaries.

Parents

To ensure student attendance and punctuality. To assist students with their homework. To support the school's goals and expectations. To support policies including dress code and behavior codes. To communicate regularly with students and the school.

Transportation Policy

Transportation may be provided for students outside a one-mile radius from school. Exceptions are made for students with special needs.

School Honors

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

Award/Honor	Year
ü Junior High Golf Champions	2005
ü Palo Verde Girls Volleyball Tournament Champions	2002

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	46	79306	96	98	99	421	421	445	10	10	10	29	29	18	51	51	51	10	10	20
All Students (Prior Year)	32	32	75509	100	100	100	526	526	521	5	5	13	21	21	23	42	42	33	32	32	31
Female	18	18	38691	95	95	99	434	434	446	7	7	10	20	20	18	67	67	52	7	7	20
Male	28	28	40583	97	100	99	414	414	445	12	12	11	35	35	18	42	42	50	12	12	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	32	32	32869	94	97	99	430	430	429	6	6	15	29	29	25	58	58	51	6	6	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	12	12	36197	100	100	99	443	443	463	13	13	5	25	25	11	38	38	53	25	25	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	40	40	69060	95	98	98	438	438	454	3	3	7	31	31	17	56	56	54	11	11	22
Limited English Proficient Students	19	19	15509	95	100	100	392	392	406	15	15	20	40	40	30	40	40	45	5	5	5
Migrant Students	NC	NC	118	NC	NC	NA	NC	NC	419	NC	NC	25	NC	NC	21	NC	NC	50	NC	NC	3
Economically Disadvantaged	40	40	39415	98	98	96	428	428	431	9	9	15	31	31	25	51	51	50	9	9	10
Non-Economically Disadvantaged	NC	NC	39966	NC	NC	100	NC	NC	459	NC	NC	6	NC	NC	12	NC	NC	52	NC	NC	30

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	46	46	79395	96	0	99	419	419	446	15	15	9	27	27	25	59	59	55	0	0	11
All Students (Prior Year)	32	32	75492	100	100	100	521	521	519	11	11	12	26	26	16	26	26	47	37	37	24
Female	18	18	38743	95	0	100	441	441	451	0	0	7	27	27	24	73	73	57	0	0	12
Male	28	28	40618	97	0	99	406	406	440	23	23	11	27	27	27	50	50	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	32	32	32915	94	0	99	426	426	426	16	16	15	26	26	35	58	58	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	12	12	36221	100	0	99	444	444	465	0	0	4	38	38	15	63	63	63	0	0	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	40	40	69139	95	0	99	437	437	454	8	8	7	25	25	24	67	67	58	0	0	11
Limited English Proficient Students	19	19	15545	95	0	100	385	385	399	30	30	21	35	35	42	35	35	35	0	0	1
Migrant Students	NC	NC	120	NC	NC	NA	NC	NC	414	NC	NC	20	NC	NC	45	NC	NC	35	NC	NC	0
Economically Disadvantaged	40	40	39484	98	0	96	427	427	429	14	14	14	26	26	35	60	60	47	0	0	4
Non-Economically Disadvantaged	NC	NC	39986	NC	NC	100	NC	NC	461	NC	NC	4	NC	NC	16	NC	NC	63	NC	NC	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	46	46	78869	96	98	99	396	396	442	7	7	6	54	54	21	39	39	63	0	0	10
All Students (Prior Year)	32	32	75053	100	100	99	588	588	597	11	11	7	11	11	12	74	74	72	5	5	9
Female	18	18	38536	95	95	99	428	428	458	0	0	4	47	47	15	53	53	67	0	0	14
Male	28	28	40302	97	100	99	377	377	428	12	12	8	58	58	26	31	31	60	0	0	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	32	32	32606	94	97	98	397	397	426	6	6	8	58	58	27	35	35	60	0	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	12	12	36078	100	100	99	434	434	459	0	0	4	50	50	16	50	50	66	0	0	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	40	40	68697	95	98	98	416	416	454	0	0	4	56	56	18	44	44	67	0	0	11
Limited English Proficient Students	19	19	15339	95	100	100	370	370	399	15	15	11	50	50	31	35	35	54	0	0	3
Migrant Students	NC	NC	119	NC	NC	NA	NC	NC	402	NC	NC	16	NC	NC	30	NC	NC	53	NC	NC	1
Economically Disadvantaged	40	40	39106	98	98	95	403	403	427	6	6	8	57	57	28	37	37	59	0	0	5
Non-Economically Disadvantaged	NC	NC	39837	NC	NC	100	NC	NC	457	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15

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	38	38	78906	95	97	99	449	449	498	29	29	13	43	43	19	26	26	48	3	3	20
All Students (Prior Year)	28	28	76019	100	100	100	473	473	499	24	24	14	44	44	39	12	12	14	20	20	33
Female	22	22	38644	92	96	99	463	463	500	21	21	12	47	47	19	32	32	49	0	0	19
Male	16	16	40236	100	100	99	432	432	497	38	38	15	38	38	19	19	19	46	6	6	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	28	28	31938	97	97	99	445	445	481	27	27	19	42	42	25	31	31	46	0	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	34	34	68310	94	97	98	466	466	509	19	19	9	48	48	18	29	29	51	3	3	22
Limited English Proficient Students	11	11	12573	100	100	100	436	436	454	28	28	27	44	44	30	28	28	38	0	0	5
Migrant Students	NC	NC	125	NC	NC	NA	NC	NC	476	NC	NC	18	NC	NC	35	NC	NC	42	NC	NC	5
Economically Disadvantaged	27	27	38679	93	96	96	459	459	483	29	29	20	42	42	25	29	29	45	0	0	10
Non-Economically Disadvantaged	11	11	40295	100	100	100	427	427	513	27	27	7	45	45	13	18	18	50	9	9	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	78908	95	0	99	435	435	484	14	14	10	66	66	23	20	20	58	0	0	9
All Students (Prior Year)	29	29	76020	100	100	100	488	488	503	44	44	25	24	24	23	32	32	40	0	0	12
Female	22	22	38648	92	0	99	452	452	489	5	5	8	68	68	22	26	26	61	0	0	10
Male	16	16	40233	100	0	99	414	414	479	25	25	12	63	63	25	13	13	55	0	0	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	28	28	31940	97	0	99	430	430	465	15	15	16	65	65	32	19	19	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	34	34	68312	94	0	98	450	450	493	10	10	7	68	68	21	23	23	62	0	0	10
Limited English Proficient Students	11	11	12556	100	0	100	415	415	436	22	22	24	67	67	40	11	11	35	0	0	1
Migrant Students	NC	NC	125	NC	NC	NA	NC	NC	457	NC	NC	22	NC	NC	40	NC	NC	38	NC	NC	0
Economically Disadvantaged	27	27	38662	93	0	96	445	445	468	17	17	16	63	63	32	21	21	49	0	0	3
Non-Economically Disadvantaged	11	11	40315	100	0	100	412	412	498	9	9	5	73	73	15	18	18	66	0	0	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	36	36	78750	90	92	99	423	423	500	21	21	6	62	62	29	18	18	63	0	0	2
All Students (Prior Year)	28	28	75673	100	100	100	473	473	530	17	17	12	38	38	25	46	46	58	0	0	4
Female	20	20	38586	83	87	99	434	434	515	11	11	4	78	78	22	11	11	71	0	0	3
Male	16	16	40135	100	100	99	411	411	486	31	31	8	44	44	35	25	25	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	26	26	31841	90	90	99	412	412	483	20	20	8	64	64	36	16	16	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	32	32	68196	89	91	98	445	445	513	13	13	3	67	67	25	20	20	69	0	0	3
Limited English Proficient Students	10	10	12504	100	100	100	388	388	451	29	29	12	53	53	44	18	18	43	0	0	1
Migrant Students	NC	NC	126	NC	NC	NA	NC	NC	464	NC	NC	14	NC	NC	44	NC	NC	41	NC	NC	0
Economically Disadvantaged	25	25	38558	86	89	96	430	430	485	22	22	8	65	65	37	13	13	54	0	0	1
Non-Economically Disadvantaged	11	11	40260	100	100	100	409	409	514	18	18	3	55	55	21	27	27	72	0	0	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	78250	94	98	99	515	515	548	43	43	21	25	25	18	32	32	48	0	0	13
All Students (Prior Year)	52	52	75001	100	100	99	431	431	468	61	61	37	35	35	36	4	4	16	0	0	10
Female	22	22	38071	92	92	99	528	528	549	26	26	20	42	42	19	32	32	49	0	0	12
Male	28	28	40126	97	100	99	505	505	547	56	56	23	12	12	17	32	32	46	0	0	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	30	30	29129	91	97	99	511	511	527	44	44	32	26	26	23	30	30	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	18	18	38320	100	100	99	527	527	568	33	33	12	27	27	14	40	40	55	0	0	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	41	41	68996	93	98	99	529	529	561	31	31	16	31	31	18	39	39	52	0	0	14
Limited English Proficient Students	13	13	10133	100	100	100	493	493	488	59	59	45	24	24	25	18	18	28	0	0	2
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	520	NC	NC	39	NC	NC	28	NC	NC	30	NC	NC	4
Economically Disadvantaged	37	37	33388	93	97	94	510	510	530	52	52	32	21	21	22	27	27	40	0	0	5
Non-Economically Disadvantaged	13	13	44937	100	100	100	532	532	561	18	18	13	36	36	15	45	45	54	0	0	18

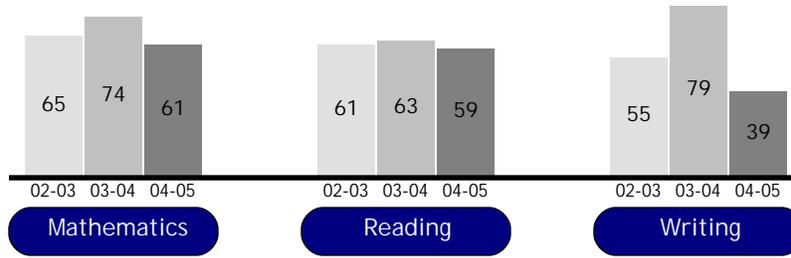
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	78302	94	0	99	482	482	512	30	30	11	32	32	25	39	39	57	0	0	7
All Students (Prior Year)	51	51	74918	98	98	99	469	469	497	51	51	32	16	16	19	31	31	35	2	2	15
Female	22	22	38082	92	0	99	487	487	518	16	16	8	47	47	24	37	37	61	0	0	7
Male	28	28	40166	97	0	99	479	479	507	40	40	14	20	20	26	40	40	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	30	30	29152	91	0	99	475	475	492	26	26	17	41	41	34	33	33	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	18	18	38347	100	0	99	491	491	531	40	40	5	20	20	17	40	40	68	0	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	41	41	69024	93	0	99	492	492	524	19	19	7	33	33	23	47	47	62	0	0	7
Limited English Proficient Students	13	13	10140	100	0	100	462	462	451	41	41	28	47	47	43	12	12	29	0	0	1
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	480	NC	NC	29	NC	NC	36	NC	NC	35	NC	NC	0
Economically Disadvantaged	37	37	33398	93	0	94	477	477	495	27	27	18	36	36	35	36	36	46	0	0	2
Non-Economically Disadvantaged	13	13	44979	100	0	100	499	499	525	36	36	6	18	18	18	45	45	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	49	78094	92	96	99	515	515	545	5	5	3	36	36	18	59	59	77	0	0	2
All Students (Prior Year)	52	52	74503	100	100	99	454	454	491	16	16	9	37	37	32	45	45	51	2	2	8
Female	22	22	38025	92	92	99	547	547	558	0	0	2	16	16	13	84	84	82	0	0	2
Male	27	27	40013	93	100	99	490	490	534	8	8	5	52	52	23	40	40	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	30	30	29068	91	97	99	505	505	523	4	4	5	44	44	27	52	52	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	17	17	38265	100	100	99	526	526	564	7	7	2	27	27	11	67	67	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	41	41	68892	93	98	98	531	531	559	3	3	2	28	28	14	69	69	82	0	0	2
Limited English Proficient Students	13	13	10084	100	100	100	482	482	474	6	6	10	65	65	39	29	29	50	0	0	1
Migrant Students	NC	NC	81	NC	NC	NA	NC	NC	504	NC	NC	12	NC	NC	27	NC	NC	60	NC	NC	0
Economically Disadvantaged	36	36	33296	90	95	94	510	510	527	3	3	5	39	39	27	58	58	67	0	0	0
Non-Economically Disadvantaged	13	13	44871	100	100	100	528	528	559	9	9	2	27	27	12	64	64	84	0	0	3

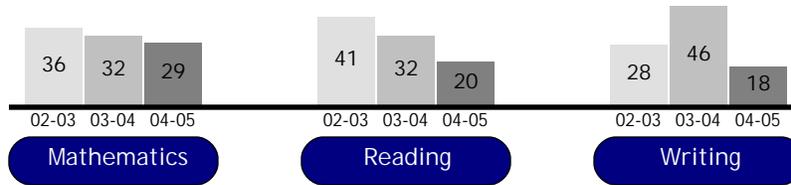
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

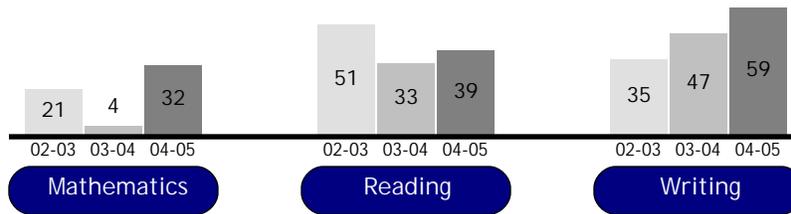
3rd Grade Proficiency



5th Grade Proficiency



8th 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 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	52	44	44	50	81	48	NA	58	94	46	46	47
	Language	100	47	47	43	90	30	30	50	94	55	55	47
	Mathematics	100	79	79	57	90	55	55	64	92	52	52	50
3	Reading	100	39	39	47	94	59	NA	55	94	32	32	44
	Language	100	51	51	54	97	63	63	61	94	37	37	44
	Mathematics	100	50	50	54	97	62	62	61	94	43	43	51
4	Reading	100	35	35	52	100	29	NA	56	90	34	34	48
	Language	100	27	27	48	100	31	31	52	90	39	39	49
	Mathematics	100	50	50	57	100	61	61	61	90	41	41	53
5	Reading	85	28	28	50	100	38	NA	55	93	27	27	50
	Language	96	35	35	46	100	40	40	49	93	27	27	50
	Mathematics	100	39	39	57	100	57	57	63	93	25	25	49
6	Reading	93	34	34	53	100	35	NA	56	100	56	56	51
	Language	98	26	26	45	98	27	27	48	100	46	46	47
	Mathematics	100	41	41	62	98	53	53	66	100	52	52	52
7	Reading	100	46	46	51	94	30	NA	54	98	36	36	50
	Language	98	48	48	54	92	29	29	58	98	44	44	52
	Mathematics	100	53	53	58	92	35	35	62	98	40	40	50
8	Reading	100	49	49	53	100	41	NA	55	94	35	35	51
	Language	100	44	44	49	100	31	31	52	94	38	38	50
	Mathematics	100	57	57	58	100	49	49	61	94	35	35	53

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)
- 4 Teacher(s)
- 0 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü School Improvement
- Ü School Safety Issues
- Ü Instructional Programs/Strategies
- Ü Extra Curricular Activities
- Ü Improving Parent Communication

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	2.00	Teacher Aide	17.00

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	2	0	0	0
7 to 9 years	3	2	0	0
10 or more years	1	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Interscholastic Athletics
- Ü Yearbook
- Ü Cheerleading
- Ü Supper Club

Social Services

- Ü Behavioral Health Services
- Ü DES Services
- Ü Health Services
- Ü WIC Services
- Ü WACOG Head Start
- Ü Food Service Program
- Ü County Library Services

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	4	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	95	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

Since 1995 the Law Related Education program has instructed students in the areas of responsible citizenship; the U.S./Arizona legal system; protective and risk factors; conflict resolution; gang resistance; and alcohol, drugs and tobacco prevention.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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	Laura Noel	(928) 785-3311
Transportation Policy	Henrietta Ruiz	(928) 785-3311
Community Resources	Laura Noel	(928) 785-3311
School Nutrition Programs	Angela Peralta	(928) 785-3311
Parent Organization	Laura Noel	(928) 785-3311
Student Health/Nurse	Lavonne Hankins	(928) 785-3311

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

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