



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

18745 S. Gadsden Street, Gadsden, AZ 85336

Gadsden Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Carmelann Barry
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 Web Address : gesd32.org
 Phone Number : (928) 627-6970
 Fax Number : (928) 627-9771
 E-mail : cbarry@gesd32.org

Mission

Our mission at Gadsden Elementary School is to educate future leaders by providing a safe learning environment where students, teachers, staff and the community work collaboratively to promote student achievement. We are an English Learning Community.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Improve student performance in reading, mathematics, and language as measured by District Benchmark Tests and AIMS.
- ü Improve student performance in writing as measured by the Arizona AIMS and District Personal Narrative Assessments.
- ü To increase Oral English fluency as measured by the district's English Proficiency Test.
- ü To increase student's English vocabulary, and reading comprehension.

Enrollment

October 1, 2005 School Year Student Enrollment : 487
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 5

Instructional Programs

- ü Math Learning Center
- ü Macmillan/McGrawhill Reading
- ü "Write Uo A Storm" by Wilda Storm
- ü Gifted Program
- ü Accelerated Reader
- ü Tutoring/21st Century Grant
- ü Technolgy
- ü Physical Education/Music

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Gadsden Elementary School District is responsible to keep parents informed about school policies, students' progress and current activities through monthly newsletters, parent meetings, school agendas, report cards, contact by parent liaison, parent/teacher conferences.

Parents

Parents are asked to provide school uniforms for their children, send their children to school every day, provide homework support, read and sign policies and procedures listed in student handbook, review student agenda daily, and attend parent meetings and conferences.

Transportation Policy

The school board will provide transportation to and from school for students with disabilities as indicated in their IEP or 504 Plans. Transportation will also be provided to students who otherwise would have to cross the highway to get to school.

School Honors

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

Award/Honor	Year
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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	64	500	80010	90	98	99	411	420	447	28	23	10	30	26	18	42	47	53	NA	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	245	38935	89	99	99	410	424	447	24	18	9	40	27	19	36	50	55	NA	5	17
Male	39	255	40974	91	98	98	412	415	448	31	28	11	23	26	18	46	44	52	NA	2	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	64	500	34545	90	98	99	411	420	432	28	23	14	30	26	24	42	47	53	NA	3	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	--	--	35142	--	--	99	--	--	465	--	--	5	--	--	11	--	--	56	--	--	28
Students with Disabilities	NC	50	10161	NC	89	93	NC	393	419	NC	52	28	NC	28	28	NC	20	36	NC	NA	8
Students without Disabilities	56	450	69849	95	100	100	414	422	451	27	20	7	29	26	17	45	50	56	NA	4	19
Limited English Proficient Students	48	348	14013	89	97	97	407	408	413	31	30	24	33	33	34	35	37	39	NA	1	3
Migrant Students	15	73	603	83	96	96	413	413	417	20	29	22	33	30	32	47	40	42	NA	1	4
Economically Disadvantaged	64	497	39029	90	98	98	411	420	432	28	23	14	30	26	25	42	47	52	NA	3	9
Non-Economically Disadvantaged	--	NC	40981	--	NC	100	--	NC	462	--	NC	6	--	NC	13	--	NC	54	--	NC	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	60	497	79438	85	98	98	406	414	451	28	26	9	48	37	24	22	35	56	2	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	245	38775	89	99	99	397	421	457	28	19	7	48	38	22	24	40	58	NA	3	13
Male	35	252	40560	81	97	97	412	407	446	29	33	12	49	35	25	20	30	54	3	2	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	60	497	34297	85	98	98	406	414	434	28	26	14	48	37	31	22	35	50	2	2	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	--	--	34887	--	--	98	--	--	471	--	--	4	--	--	15	--	--	63	--	--	18
Students with Disabilities	NC	46	9588	NC	82	88	NC	381	416	NC	48	30	NC	41	32	NC	11	34	NC	NA	5
Students without Disabilities	57	451	69850	97	100	100	407	417	456	28	24	7	47	36	23	23	37	59	2	3	12
Limited English Proficient Students	44	345	13856	81	96	96	397	398	407	36	35	27	43	41	43	20	23	29	NA	1	1
Migrant Students	14	72	600	78	95	96	395	403	418	43	32	22	43	43	38	7	24	39	7	1	2
Economically Disadvantaged	60	494	38685	85	97	97	406	414	435	28	26	14	48	37	32	22	34	50	2	2	5
Non-Economically Disadvantaged	--	NC	40753	--	NC	99	--	NC	467	--	NC	5	--	NC	16	--	NC	62	--	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	62	491	79971	87	97	99	352	391	423	31	16	8	60	48	41	10	36	49	NA	0	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	246	38974	96	99	99	356	407	437	30	12	5	52	41	33	19	47	57	NA	0	4
Male	35	245	40895	81	94	98	349	374	410	31	20	10	66	55	47	3	25	41	NA	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	62	491	34481	87	97	99	352	391	410	31	16	10	60	48	46	10	36	43	NA	0	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	--	--	35150	--	--	99	--	--	437	--	--	5	--	--	35	--	--	56	--	--	5
Students with Disabilities	NC	48	10258	NC	86	94	NC	327	377	NC	40	23	NC	46	51	NC	15	25	NC	NA	1
Students without Disabilities	56	443	69713	95	98	100	358	396	429	27	13	5	63	48	39	11	39	52	NA	0	3
Limited English Proficient Students	47	342	13985	87	96	97	338	372	382	36	21	18	57	53	54	6	26	27	NA	NA	0
Migrant Students	16	74	608	89	97	97	330	362	389	44	26	16	56	53	50	NA	22	33	NA	NA	0
Economically Disadvantaged	62	488	38994	87	96	98	352	390	409	31	16	10	60	48	47	10	36	41	NA	0	1
Non-Economically Disadvantaged	--	NC	40977	--	NC	100	--	NC	437	--	NC	5	--	NC	34	--	NC	56	--	NC	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	71	506	80147	95	100	99	435	448	482	31	23	11	32	28	17	34	43	49	3	6	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	256	39281	100	100	99	436	451	483	29	21	9	34	27	17	37	46	50	NA	5	24
Male	33	250	40780	89	100	98	433	446	482	33	25	12	30	29	17	30	39	48	6	7	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	69	504	33494	95	100	99	434	448	466	32	23	15	33	28	23	32	43	49	3	6	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	NC	NC	36122	NC	NC	99	NC	NC	501	NC	NC	5	NC	NC	10	NC	NC	50	NC	NC	35
Students with Disabilities	10	50	10295	77	98	92	NA	406	443	NA	66	33	NA	18	26	NA	14	33	NA	2	8
Students without Disabilities	61	456	69852	98	100	100	440	453	488	26	18	7	31	29	16	39	46	51	3	7	26
Limited English Proficient Students	56	378	12722	93	99	97	427	436	441	36	30	27	36	31	33	29	37	37	NA	2	3
Migrant Students	16	90	622	94	99	97	448	449	454	13	26	19	44	23	30	38	43	43	6	8	8
Economically Disadvantaged	71	503	38371	95	99	97	435	449	465	31	23	15	32	28	23	34	43	49	3	6	13
Non-Economically Disadvantaged	--	NC	41776	--	NC	100	--	NC	498	--	NC	6	--	NC	11	--	NC	49	--	NC	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	66	501	79686	88	99	98	430	430	470	33	30	11	30	37	24	35	32	57	2	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	255	39163	97	100	99	436	436	475	27	25	9	30	36	22	43	37	60	NA	1	10
Male	29	246	40438	78	98	97	423	424	465	41	35	13	31	38	25	24	26	54	3	1	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	64	499	33299	88	99	98	428	430	452	34	30	17	31	37	32	33	31	47	2	1	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	NC	NC	35914	NC	NC	98	NC	NC	489	NC	NC	5	NC	NC	15	NC	NC	67	NC	NC	14
Students with Disabilities	NC	45	9808	NC	88	87	NC	392	432	NC	73	35	NC	13	32	NC	13	30	NC	NA	3
Students without Disabilities	61	456	69878	98	100	100	434	433	475	31	26	8	30	39	23	38	33	61	2	1	9
Limited English Proficient Students	51	373	12594	85	98	96	420	417	422	39	38	34	35	43	45	25	20	21	NA	NA	0
Migrant Students	14	88	611	82	97	95	453	435	439	14	26	22	29	33	39	50	40	37	7	1	2
Economically Disadvantaged	66	498	38095	88	98	97	430	430	452	33	30	17	30	37	32	35	32	48	2	1	3
Non-Economically Disadvantaged	--	NC	41591	--	NC	99	--	NC	486	--	NC	6	--	NC	16	--	NC	65	--	NC	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	67	501	80372	89	99	99	438	439	475	10	12	4	52	43	30	37	45	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	256	39452	100	100	99	456	456	488	5	7	3	47	37	22	47	56	72	NA	NA	3
Male	29	245	40836	78	98	98	415	421	464	17	17	6	59	49	37	24	34	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	65	499	33608	89	99	99	437	439	462	11	12	6	52	43	36	37	45	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	NC	NC	36213	NC	NC	99	NC	NC	489	NC	NC	2	NC	NC	22	NC	NC	72	NC	NC	3
Students with Disabilities	NC	45	10526	NC	88	94	NC	357	427	NC	44	15	NC	40	53	NC	16	31	NC	NA	1
Students without Disabilities	61	456	69846	98	100	100	448	446	482	5	9	3	54	43	26	41	48	69	NA	NA	2
Limited English Proficient Students	52	373	12747	87	98	97	431	425	432	12	15	12	62	51	52	27	35	36	NA	NA	0
Migrant Students	14	88	621	82	97	97	466	439	452	NA	11	9	43	42	40	57	47	51	NA	NA	0
Economically Disadvantaged	67	498	38521	89	98	98	438	439	461	10	12	6	52	43	38	37	45	55	NA	NA	1
Non-Economically Disadvantaged	--	NC	41851	--	NC	100	--	NC	489	--	NC	3	--	NC	22	--	NC	72	--	NC	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	74	544	79306	90	98	99	468	472	504	26	27	13	24	31	20	50	38	49	NA	4	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	266	38845	98	99	99	464	471	505	27	29	11	27	29	20	46	38	50	NA	5	18
Male	33	278	40383	83	97	98	474	473	504	24	25	14	21	33	19	55	38	47	NA	4	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	74	543	32673	90	98	99	468	472	487	26	27	18	24	31	25	50	38	46	NA	4	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	--	NC	36234	--	NC	99	--	NC	523	--	NC	6	--	NC	13	--	NC	52	--	NC	28
Students with Disabilities	NC	59	10286	NC	88	91	NC	434	462	NC	66	41	NC	24	27	NC	10	27	NC	NA	5
Students without Disabilities	67	485	69020	97	99	100	472	476	510	19	22	9	27	32	18	54	42	52	NA	5	21
Limited English Proficient Students	37	345	10291	84	97	96	447	456	458	46	37	38	30	37	34	24	26	26	NA	1	2
Migrant Students	16	89	630	84	96	95	469	471	478	31	30	24	6	25	27	63	40	43	NA	4	6
Economically Disadvantaged	74	541	37437	90	97	97	468	472	486	26	26	19	24	31	26	50	38	46	NA	4	9
Non-Economically Disadvantaged	--	NC	41869	--	NC	100	--	NC	521	--	NC	7	--	NC	14	--	NC	51	--	NC	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	74	545	79000	90	98	98	445	452	489	35	27	10	34	41	24	31	31	58	NA	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	266	38774	98	99	99	444	454	494	32	23	7	39	42	22	29	34	61	NA	1	10
Male	33	279	40150	83	97	98	446	450	485	39	30	12	27	41	25	33	28	55	NA	2	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	74	544	32508	90	98	98	445	452	472	35	27	15	34	41	33	31	31	49	NA	1	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	--	NC	36135	--	NC	98	--	NC	508	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	NC	60	9991	NC	90	88	NC	417	449	NC	63	33	NC	27	36	NC	10	29	NC	NA	2
Students without Disabilities	67	485	69009	97	99	100	447	456	495	31	22	6	34	43	22	34	33	62	NA	1	10
Limited English Proficient Students	37	346	10199	84	97	95	422	436	439	59	38	35	38	47	47	3	14	18	NA	1	0
Migrant Students	16	90	629	84	97	95	440	451	457	25	23	22	50	46	41	25	31	37	NA	NA	1
Economically Disadvantaged	74	542	37234	90	97	97	445	452	472	35	27	15	34	41	33	31	31	50	NA	1	3
Non-Economically Disadvantaged	--	NC	41766	--	NC	99	--	NC	505	--	NC	5	--	NC	16	--	NC	65	--	NC	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	79	548	79611	96	99	99	441	454	496	23	18	7	56	52	37	22	30	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	266	39016	98	99	99	465	475	511	15	10	4	54	53	29	32	37	66	NA	NA	1
Male	38	282	40519	95	98	98	414	434	482	32	26	10	58	51	44	11	23	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	79	547	32855	96	99	99	441	454	481	23	18	10	56	52	43	22	30	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	--	NC	36380	--	NC	99	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1
Students with Disabilities	12	64	10664	92	96	94	408	403	440	33	36	23	67	55	54	NA	9	22	NA	NA	1
Students without Disabilities	67	484	68947	97	99	100	447	460	504	21	15	4	54	52	34	25	33	61	NA	NA	1
Limited English Proficient Students	42	348	10362	95	98	97	416	432	438	31	24	22	64	61	57	5	15	21	NA	NA	NA
Migrant Students	18	91	636	95	98	96	460	451	467	22	19	14	61	55	47	17	26	38	NA	NA	0
Economically Disadvantaged	79	545	37626	96	98	98	441	454	479	23	18	10	56	52	45	22	30	45	NA	NA	0
Non-Economically Disadvantaged	--	NC	41985	--	NC	100	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	566	79327	96	99	98	481	493	518	35	30	19	32	25	20	31	40	46	1	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	291	38961	97	99	98	488	495	520	34	26	16	23	26	20	40	43	48	3	5	16
Male	42	275	40295	95	99	97	475	491	516	36	33	21	40	24	19	24	38	44	NA	5	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	77	564	32327	96	99	98	481	493	499	35	30	27	32	25	25	31	40	41	1	5	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	--	NC	36373	--	NC	98	--	NC	538	--	NC	10	--	NC	14	--	NC	52	--	NC	25
Students with Disabilities	NC	39	9321	NC	93	87	NC	462	467	NC	67	54	NC	13	22	NC	21	21	NC	NA	3
Students without Disabilities	73	527	70006	100	100	100	483	496	524	32	27	14	34	26	19	33	42	49	1	5	18
Limited English Proficient Students	51	336	9431	94	98	95	465	476	466	51	43	53	37	29	27	12	26	18	NA	1	1
Migrant Students	16	102	635	100	98	94	487	488	488	19	30	31	56	29	29	25	39	36	NA	1	4
Economically Disadvantaged	77	563	37097	96	99	97	481	493	498	35	29	27	32	25	25	31	40	41	1	5	7
Non-Economically Disadvantaged	--	NC	42230	--	NC	99	--	NC	535	--	NC	11	--	NC	15	--	NC	50	--	NC	24

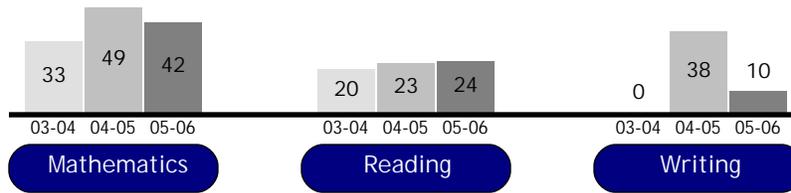
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	567	79501	96	99	98	459	467	497	26	23	10	45	40	25	27	37	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	292	39062	97	100	99	468	471	502	17	20	8	43	38	23	40	42	64	NA	0	5
Male	42	275	40368	95	99	98	451	462	491	33	27	13	48	42	27	17	31	57	2	1	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	77	565	32389	96	99	98	459	466	478	26	23	16	45	40	34	27	36	48	1	1	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	--	NC	36446	--	NC	99	--	NC	516	--	NC	4	--	NC	15	--	NC	73	--	NC	7
Students with Disabilities	NC	39	9411	NC	93	88	NC	431	453	NC	56	36	NC	33	36	NC	10	26	NC	NA	1
Students without Disabilities	73	528	70090	100	100	100	461	469	502	25	21	7	45	40	24	29	38	65	1	1	5
Limited English Proficient Students	51	337	9401	94	99	94	438	445	443	39	37	40	55	49	46	6	14	14	NA	NA	0
Migrant Students	16	102	642	100	98	95	461	462	465	19	22	24	56	48	41	19	29	35	6	1	0
Economically Disadvantaged	77	564	37183	96	99	97	459	467	479	26	23	16	45	40	34	27	36	49	1	1	1
Non-Economically Disadvantaged	--	NC	42318	--	NC	99	--	NC	513	--	NC	5	--	NC	17	--	NC	70	--	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	569	80000	100	100	99	518	542	564	11	6	3	19	15	11	68	73	75	3	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	294	39288	100	100	99	536	556	579	8	5	2	8	8	6	78	79	77	6	9	16
Male	44	275	40644	100	99	98	503	526	549	14	7	4	27	22	15	59	68	74	NA	4	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	80	567	32672	100	100	99	518	541	548	11	6	4	19	15	14	68	73	76	3	6	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	--	NC	36602	--	NC	99	--	NC	579	--	NC	2	--	NC	7	--	NC	75	--	NC	16
Students with Disabilities	NC	42	9919	NC	100	93	NC	485	505	NC	14	9	NC	36	35	NC	48	54	NC	2	2
Students without Disabilities	73	527	70081	100	100	100	524	546	571	10	5	2	16	13	7	71	75	79	3	7	12
Limited English Proficient Students	54	339	9571	100	99	96	487	513	502	17	9	10	28	23	29	56	67	60	NA	1	1
Migrant Students	16	102	654	100	98	97	531	537	534	6	7	7	19	15	16	75	75	74	NA	4	3
Economically Disadvantaged	80	566	37534	100	99	98	518	542	547	11	6	4	19	15	15	68	73	76	3	7	5
Non-Economically Disadvantaged	--	NC	42466	--	NC	100	--	NC	578	--	NC	2	--	NC	7	--	NC	75	--	NC	16

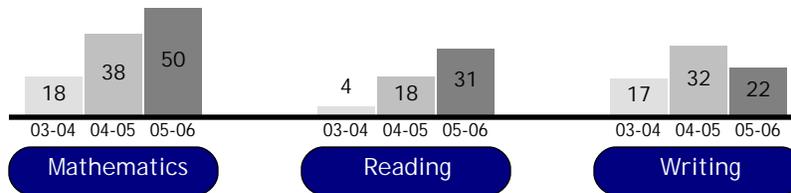
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	NA	NA	58	100	20	22	47	100	18	21	46
	Language	99	NA	9	50	100	20	28	47	100	28	27	48
	Mathematics	97	NA	29	64	100	34	36	50	100	25	30	52
3	Reading	68	10	NA	55	98	18	19	44	85	16	18	46
	Language	68	22	31	61	98	21	22	44	89	17	21	46
	Mathematics	68	27	44	61	98	31	31	51	92	24	28	52
4	Reading	94	13	NA	56	100	23	24	48	88	27	24	52
	Language	98	20	23	52	100	24	28	49	89	25	27	52
	Mathematics	98	27	43	61	100	30	35	53	95	32	35	58
5	Reading	97	28	NA	55	99	22	27	50	91	21	24	56
	Language	96	28	25	49	99	30	33	50	98	27	28	54
	Mathematics	97	40	45	63	99	30	34	49	91	30	32	52
6	Reading	93	27	NA	56	100	29	31	51	96	27	34	56
	Language	94	26	27	48	100	27	33	47	100	25	34	50
	Mathematics	94	63	62	66	100	34	42	52	96	43	44	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Curriculum
- Ü Parent Involvement
- Ü Community Representation
- Ü Title I School-Wide Plan
- Ü School Improvement Plan
- Ü School Public Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	2.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab
- Ü Gymnasium

Extracurricular Activities

- Ü Student Council
- Ü Folkloric Dance
- Ü Band/Recorder Group
- Ü Cheerleading/Soccer/Basketball
- Ü Chess Club
- Ü Sewing Club

Social Services

- Ü Health Services: School-based Clinic
- Ü Migrant Program
- Ü Counseling Services
- Ü School Bell: Clothes Needy Students

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Implemented after school tutoring program to help students improve in academic areas. Ninety percent (90%) of the students who were referred to the program attend on a regular basis.

- ü District Mariachi group has members from 6th, 7th and 8th grade. They are invited to play around Yuma County and attend the annual Mariachi Festival in Tucson, Arizona.

- ü Received the 21st Century Grant for Tutoring before and after school.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

Parent Project program for parents, presentations by local law enforcement agencies, gate guard that monitors school visitors, visitor passes, staff wears ID badges, closed campus, character ed. classes, peer mediation.

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) :

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	Carmelann Barry	(928) 627-6970
Transportation Policy	Connie Rutherford	(928) 627-6559
Community Resources	Carmelann Barry	(928) 627-6970
School Nutrition Programs	Dee Gradias	(928) 627-6928
Parent Organization	Raquel Arteaga	(928) 627-6970
Student Health/Nurse	Rosie Figueroa	(928) 627-6974

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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