



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

519 Melody Lane, Bisbee, AZ 85603

Bisbee Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Michael May
Schedule : 08:00 AM to 04:00 PM
Grades : 4-6
Web Address : www.bUSD.k12.az.us
Phone Number : (520) 432-6100
Fax Number : (520) 432-6139
E-mail : mmay@busd.k12.az.us

Mission

The mission of the Bisbee Middle School is to produce literate, productive, cultured and responsible citizens who will demonstrate a love of learning and the abilities to think critically and solve problems creatively.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

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

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

School / Academic Goals

Utilize effective instructional practices which enable all students to meet or exceed state academic standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 208
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 8

Instructional Programs

- Ü Advanced Placement
- Ü English Language Learner
- Ü On-site Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/4/2005
Last Day of School :	5/23/2006

Shared Responsibilities

School

The school, through its organization of resources, programs and staff, will endeavor to provide each student with instruction as needed for mastery of the Arizona Academic Standards; and a channel for communication between parents and school staff.

Parents

Develop in their child the responsibility to respect the rights and property of others involved in the educational process; to have regular attendance at school; to ensure completion of all instructional assignments. Provide the necessary materials.

Transportation Policy

All students are eligible for transportation on the district's buses.

School Honors

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

Award/Honor	Year
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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	60	60	80147	98	98	99	469	469	482	12	12	11	18	18	17	57	57	49	13	13	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	39281	100	100	99	472	472	483	13	13	9	17	17	17	54	54	50	17	17	24
Male	36	36	40780	97	97	98	468	468	482	11	11	12	19	19	17	58	58	48	11	11	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	37	37	33494	100	100	99	459	459	466	11	11	15	27	27	23	59	59	49	3	3	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	22	22	36122	96	96	99	484	484	501	14	14	5	5	5	10	55	55	50	27	27	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	54	54	69852	100	100	100	477	477	488	6	6	7	19	19	16	61	61	51	15	15	26
Limited English Proficient Students	15	15	12722	100	100	97	433	433	441	20	20	27	47	47	33	33	33	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	39	39	38371	98	98	97	461	461	465	15	15	15	18	18	23	62	62	49	5	5	13
Non-Economically Disadvantaged	21	21	41776	100	100	100	485	485	498	5	5	6	19	19	11	48	48	49	29	29	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	60	60	79686	98	98	98	455	455	470	18	18	11	28	28	24	50	50	57	3	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	39163	100	100	99	461	461	475	21	21	9	17	17	22	58	58	60	4	4	10
Male	36	36	40438	97	97	97	450	450	465	17	17	13	36	36	25	44	44	54	3	3	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	36	36	33299	97	97	98	439	439	452	22	22	17	42	42	32	36	36	47	NA	NA	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	23	23	35914	100	100	98	476	476	489	13	13	5	9	9	15	70	70	67	9	9	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	54	54	69878	100	100	100	460	460	475	13	13	8	30	30	23	54	54	61	4	4	9
Limited English Proficient Students	14	14	12594	93	93	96	416	416	422	36	36	34	50	50	45	14	14	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	39	39	38095	98	98	97	449	449	452	23	23	17	31	31	32	44	44	48	3	3	3
Non-Economically Disadvantaged	21	21	41591	100	100	99	465	465	486	10	10	6	24	24	16	62	62	65	5	5	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	59	59	80372	97	97	99	466	466	475	7	7	4	29	29	30	64	64	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	39452	100	100	99	489	489	488	NA	NA	3	29	29	22	71	71	72	NA	NA	3
Male	35	35	40836	95	95	98	450	450	464	11	11	6	29	29	37	60	60	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	36	36	33608	97	97	99	464	464	462	6	6	6	28	28	36	67	67	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	22	22	36213	96	96	99	465	465	489	9	9	2	32	32	22	59	59	72	NA	NA	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	54	54	69846	100	100	100	480	480	482	2	2	3	28	28	26	70	70	69	NA	NA	2
Limited English Proficient Students	14	14	12747	93	93	97	428	428	432	14	14	12	50	50	52	36	36	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	38	38	38521	95	95	98	460	460	461	8	8	6	32	32	38	61	61	55	NA	NA	1
Non-Economically Disadvantaged	21	21	41851	100	100	100	476	476	489	5	5	3	24	24	22	71	71	72	NA	NA	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	73	73	79306	100	100	99	493	493	504	15	15	13	16	16	20	56	56	49	12	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	36	38845	100	100	99	500	500	505	17	17	11	11	11	20	56	56	50	17	17	18
Male	37	37	40383	100	100	98	486	486	504	14	14	14	22	22	19	57	57	47	8	8	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	39	39	32673	100	100	99	484	484	487	23	23	18	15	15	25	51	51	46	10	10	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	30	30	36234	100	100	99	503	503	523	7	7	6	17	17	13	63	63	52	13	13	28
Students with Disabilities	10	10	10286	100	100	91	NA	NA	462	NA	NA	41	NA	NA	27	NA	NA	27	NA	NA	5
Students without Disabilities	63	63	69020	100	100	100	502	502	510	6	6	9	16	16	18	63	63	52	14	14	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	48	48	37437	100	100	97	487	487	486	17	17	19	23	23	26	48	48	46	13	13	9
Non-Economically Disadvantaged	25	25	41869	100	100	100	505	505	521	12	12	7	4	4	14	72	72	51	12	12	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	72	72	79000	99	99	98	489	489	489	11	11	10	25	25	24	56	56	58	8	8	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	36	38774	100	100	99	497	497	494	11	11	7	19	19	22	58	58	61	11	11	10
Male	36	36	40150	97	97	98	480	480	485	11	11	12	31	31	25	53	53	55	6	6	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	39	39	32508	100	100	98	477	477	472	15	15	15	31	31	33	49	49	49	5	5	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	29	29	36135	97	97	98	505	505	508	7	7	4	14	14	14	66	66	67	14	14	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	63	63	69009	100	100	100	498	498	495	5	5	6	22	22	22	63	63	62	10	10	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	47	47	37234	98	98	97	483	483	472	13	13	15	28	28	33	51	51	50	9	9	3
Non-Economically Disadvantaged	25	25	41766	100	100	99	499	499	505	8	8	5	20	20	16	64	64	65	8	8	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	72	72	79611	99	99	99	501	501	496	6	6	7	33	33	37	58	58	56	3	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	36	39016	100	100	99	518	518	511	6	6	4	17	17	29	72	72	66	6	6	1
Male	36	36	40519	97	97	98	484	484	482	6	6	10	50	50	44	44	44	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	38	38	32855	97	97	99	506	506	481	5	5	10	32	32	43	61	61	47	3	3	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	30	30	36380	100	100	99	493	493	511	7	7	4	37	37	30	53	53	65	3	3	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	63	63	68947	100	100	100	514	514	504	2	2	4	32	32	34	63	63	61	3	3	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	47	47	37626	98	98	98	497	497	479	6	6	10	34	34	45	55	55	45	4	4	0
Non-Economically Disadvantaged	25	25	41985	100	100	100	509	509	511	4	4	4	32	32	30	64	64	65	NA	NA	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	70	70	79327	99	99	98	503	503	518	17	17	19	17	17	20	61	61	46	4	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	38961	100	100	98	507	507	520	15	15	16	15	15	20	65	65	48	5	5	16
Male	30	30	40295	97	97	97	498	498	516	20	20	21	20	20	19	57	57	44	3	3	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	45	45	32327	98	98	98	498	498	499	18	18	27	16	16	25	67	67	41	NA	NA	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	24	24	36373	100	100	98	514	514	538	17	17	10	17	17	14	54	54	52	13	13	25
Students with Disabilities	13	13	9321	100	100	87	461	461	467	62	62	54	NA	NA	22	38	38	21	NA	NA	3
Students without Disabilities	57	57	70006	98	98	100	512	512	524	7	7	14	21	21	19	67	67	49	5	5	18
Limited English Proficient Students	11	11	9431	92	92	95	475	475	466	45	45	53	9	9	27	45	45	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	53	53	37097	98	98	97	497	497	498	23	23	27	15	15	25	58	58	41	4	4	7
Non-Economically Disadvantaged	17	17	42230	100	100	99	524	524	535	NA	NA	11	24	24	15	71	71	50	6	6	24

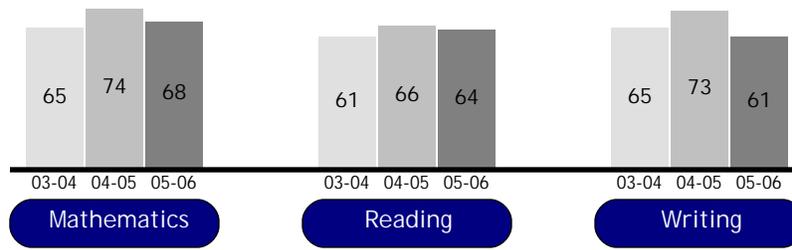
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	70	79501	99	99	98	501	501	497	9	9	10	14	14	25	73	73	60	4	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	39062	100	100	99	513	513	502	5	5	8	10	10	23	78	78	64	8	8	5
Male	30	30	40368	97	97	98	487	487	491	13	13	13	20	20	27	67	67	57	NA	NA	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	45	45	32389	98	98	98	495	495	478	9	9	16	13	13	34	78	78	48	NA	NA	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	24	24	36446	100	100	99	515	515	516	8	8	4	13	13	15	67	67	73	13	13	7
Students with Disabilities	13	13	9411	100	100	88	459	459	453	38	38	36	23	23	36	38	38	26	NA	NA	1
Students without Disabilities	57	57	70090	98	98	100	510	510	502	2	2	7	12	12	24	81	81	65	5	5	5
Limited English Proficient Students	11	11	9401	92	92	94	468	468	443	18	18	40	18	18	46	64	64	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	53	53	37183	98	98	97	499	499	479	11	11	16	11	11	34	74	74	49	4	4	1
Non-Economically Disadvantaged	17	17	42318	100	100	99	508	508	513	NA	NA	5	24	24	17	71	71	70	6	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	70	80000	99	99	99	574	574	564	NA	NA	3	11	11	11	83	83	75	6	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	39288	100	100	99	588	588	579	NA	NA	2	10	10	6	80	80	77	10	10	16
Male	30	30	40644	97	97	98	556	556	549	NA	NA	4	13	13	15	87	87	74	NA	NA	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	45	45	32672	98	98	99	570	570	548	NA	NA	4	11	11	14	87	87	76	2	2	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	24	24	36602	100	100	99	580	580	579	NA	NA	2	13	13	7	75	75	75	13	13	16
Students with Disabilities	13	13	9919	100	100	93	504	504	505	NA	NA	9	38	38	35	62	62	54	NA	NA	2
Students without Disabilities	57	57	70081	98	98	100	589	589	571	NA	NA	2	5	5	7	88	88	79	7	7	12
Limited English Proficient Students	11	11	9571	92	92	96	568	568	502	NA	NA	10	NA	NA	29	100	100	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	53	53	37534	98	98	98	569	569	547	NA	NA	4	15	15	15	79	79	76	6	6	5
Non-Economically Disadvantaged	17	17	42466	100	100	100	589	589	578	NA	NA	2	NA	NA	7	94	94	75	6	6	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)

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
4	Reading	96	56	NA	56	100	49	49	48	98	46	46	52
	Language	99	53	53	52	100	49	49	49	98	46	46	52
	Mathematics	97	57	57	61	100	44	44	53	100	48	48	58
5	Reading	98	65	NA	55	99	50	50	50	99	52	52	56
	Language	98	58	58	49	99	51	51	50	100	52	52	54
	Mathematics	98	71	71	63	99	45	45	49	100	46	46	52
6	Reading	100	61	NA	56	98	59	59	51	97	56	56	56
	Language	100	48	48	48	98	54	54	47	97	46	46	50
	Mathematics	100	66	66	66	98	55	55	52	97	50	50	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)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Extracurricular Activities
- Ü School Safety
- Ü Parent/School Relations
- Ü School Site Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	11.00
Other Professional Staff	1.00	Teacher Aide	3.25

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	56
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab

Extracurricular Activities

- Ü Athletic Programs
- Ü Hands Across The Border Exchange Program

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Health Services
- Ü Multi-Agency Program

Ü Designated as a Performing Plus School

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	1	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

Development of emergency procedures. Has Access to School Resource Officer.

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) :

3

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	Michael May	(520) 432-6100
Transportation Policy	Steve Kemery	(520) 432-6112
Community Resources	Michael May	(520) 432-6100
School Nutrition Programs	Susan Leindecker	(520) 432-6110
Parent Organization		
Student Health/Nurse	Charlaine Munsey	(520) 432-6100

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

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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