ARIZONA DEPARTMENT OF EDUCATION

Dr. Charles A. Bejarano Elementary School

Tom Horne, Superintendent of Public Instruction

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4635 B East Ragus Road, Miami, AZ 85539

Miami 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 LEARNS[1]

Elementary Achievement Profile (a)

2005-06	Underperforming
2004-05	Underperforming
2003-04	Not Evaluated

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

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 Overview

Principal/Administrator :	Ms. Ann Mangold
Schedule :	07:30 AM to 03:30 PM
Grades :	Pre-K-6
Web Address :	www.miami.az.schoolwebpages.com
Phone Number :	(928) 425-3271
Fax Number :	(928) 425-3051
E-mail :	amangold@gaggle.net

Mission

The mission of Dr. Charles A. Bejarano Elementary School is to ensure that all students in the educational community are prepared for the challenges of the future.

We believe all students:
*deserve a safe, effective community of learning.
*should be provided every opportunity to master State Standards.
*improve based on data driven decisions.

School / Academic Goals

- Our written, taught and tested curriculum is fully aligned to the Arizona Academic Standards, and ensures that instruction is relevant, appropriate, and based on data.
- All students will demonstrate at least one year's growth on achievement tests.
- We will engage the community in the learning process.
- Attendance will increase in turn increasing achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 340

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2005-06 : 70

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Schoolwide Title I Reading/Math
- Accelerated Reader/Math
- Art, Music, Physical Education
- Gifted Education Enrichment/Challenges
- Law Related Education
- Character Education
- Standards Based Curriculum in all areas
- SRA Reading

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We will constantly emphasize the curriculum and attainment of academic skills while providing social and ethical guidelines as well. We will provide a safe, orderly, and pleasant school atmosphere. Discipline is fair, firm and consistent. Student handbooks are given to each child the first day of school which include policies and other materials pertinent to the students success at school. Communication will be sent in a monthly newletter, quarterly progress notes, and phone calls.

Parents

Parents are responsible for students' attendance, and must notify the office in case of absence. Parents are expected to encourage and reinforce high expectations of behavior and achievement. School policies will be supported including dress code and communication with the school as necessary. Parents are welcome to volunteer for school activities.

Transportation Policy

The district operates its own fleet of 13 buses, plus a special education bus, for student transportation. Regular buses are available for special events. Buses run up to 60 plus miles one-way daily. Open enrollment students are bussed to school. Bus transportation is considered a privilege not a right and improper behavior on the bus may result in bus privileges being revoked.

School Honors

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

Award/Honor	Year
Manzanita Garden Club poster contest	2006
Manzanita Garden Club poetry contest	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 [3]

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	64	80010	98	98	99	439	439	447	9	9	10	30	30	18	44	44	53	17	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	37	38935	100	100	99	434	434	447	11	11	9	27	27	19	51	51	55	11	11	17
Male	27	27	40974	96	96	98	445	445	448	7	7	11	33	33	18	33	33	52	26	26	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	23	23	34545	100	100	99	427	427	432	9	9	14	43	43	24	39	39	53	9	9	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	38	38	35142	100	100	99	446	446	465	11	11	5	18	18	11	47	47	56	24	24	28
Students with Disabilities	13	13	10161	87	87	93	411	411	419	23	23	28	38	38	28	31	31	36	8	8	8
Students without Disabilities	51	51	69849	100	100	100	446	446	451	6	6	7	27	27	17	47	47	56	20	20	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	43	43	39029	96	96	98	431	431	432	14	14	14	30	30	25	44	44	52	12	12	9
Non-Economically Disadvantaged	21	21	40981	100	100	100	453	453	462	NA	NA	6	29	29	13	43	43	54	29	29	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	64	64	79438	98	98	98	446	446	451	16	16	9	20	20	24	50	50	56	14	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	37	38775	100	100	99	449	449	457	14	14	7	16	16	22	57	57	58	14	14	13
Male	27	27	40560	96	96	97	442	442	446	19	19	12	26	26	25	41	41	54	15	15	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	23	23	34297	100	100	98	438	438	434	13	13	14	30	30	31	43	43	50	13	13	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	38	38	34887	100	100	98	451	451	471	18	18	4	13	13	15	53	53	63	16	16	18
Students with Disabilities	13	13	9588	87	87	88	401	401	416	62	62	30	15	15	32	15	15	34	8	8	5
Students without Disabilities	51	51	69850	100	100	100	458	458	456	4	4	7	22	22	23	59	59	59	16	16	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	43	43	38685	96	96	97	444	444	435	12	12	14	23	23	32	53	53	50	12	12	5
Non-Economically Disadvantaged	21	21	40753	100	100	99	449	449	467	24	24	5	14	14	16	43	43	62	19	19	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	64	64	79971	98	98	99	407	407	423	11	11	8	45	45	41	44	44	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	37	38974	100	100	99	420	420	437	3	3	5	51	51	33	46	46	57	NA	NA	4
Male	27	27	40895	96	96	98	388	388	410	22	22	10	37	37	47	41	41	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	23	23	34481	100	100	99	403	403	410	13	13	10	52	52	46	35	35	43	NA	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	38	38	35150	100	100	99	408	408	437	11	11	5	39	39	35	50	50	56	NA	NA	5
Students with Disabilities	13	13	10258	87	87	94	347	347	377	38	38	23	46	46	51	15	15	25	NA	NA	1
Students without Disabilities	51	51	69713	100	100	100	422	422	429	4	4	5	45	45	39	51	51	52	NA	NA	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	43	43	38994	96	96	98	396	396	409	12	12	10	53	53	47	35	35	41	NA	NA	1
Non-Economically Disadvantaged	21	21	40977	100	100	100	429	429	437	10	10	5	29	29	34	62	62	56	NA	NA	5

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

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 [3]

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	69	69	80147	97	97	99	455	455	482	19	19	11	26	26	17	51	51	49	4	4	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	39281	97	97	99	463	463	483	23	23	9	10	10	17	60	60	50	7	7	24
Male	39	39	40780	98	98	98	449	449	482	15	15	12	38	38	17	44	44	48	3	3	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	28	28	33494	97	97	99	455	455	466	21	21	15	21	21	23	50	50	49	7	7	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	37	37	36122	97	97	99	457	457	501	14	14	5	32	32	10	51	51	50	3	3	35
Students with Disabilities	13	13	10295	87	87	92	414	414	443	54	54	33	38	38	26	8	8	33	NA	NA	8
Students without Disabilities	56	56	69852	100	100	100	464	464	488	11	11	7	23	23	16	61	61	51	5	5	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	47	47	38371	89	89	97	449	449	465	23	23	15	30	30	23	40	40	49	6	6	13
Non-Economically Disadvantaged	22	22	41776	100	100	100	468	468	498	9	9	6	18	18	11	73	73	49	NA	NA	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	69	69	79686	97	97	98	463	463	470	10	10	11	28	28	24	55	55	57	7	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	39163	97	97	99	475	475	475	10	10	9	10	10	22	70	70	60	10	10	10
Male	39	39	40438	98	98	97	454	454	465	10	10	13	41	41	25	44	44	54	5	5	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	28	28	33299	97	97	98	463	463	452	11	11	17	32	32	32	50	50	47	7	7	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	37	37	35914	97	97	98	465	465	489	11	11	5	22	22	15	59	59	67	8	8	14
Students with Disabilities	13	13	9808	87	87	87	416	416	432	31	31	35	62	62	32	8	8	30	NA	NA	3
Students without Disabilities	56	56	69878	100	100	100	473	473	475	5	5	8	20	20	23	66	66	61	9	9	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	47	47	38095	89	89	97	457	457	452	13	13	17	32	32	32	49	49	48	6	6	3
Non-Economically Disadvantaged	22	22	41591	100	100	99	476	476	486	5	5	6	18	18	16	68	68	65	9	9	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	69	69	80372	97	97	99	451	451	475	7	7	4	49	49	30	43	43	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	39452	97	97	99	479	479	488	NA	NA	3	27	27	22	73	73	72	NA	NA	3
Male	39	39	40836	98	98	98	429	429	464	13	13	6	67	67	37	21	21	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	28	28	33608	97	97	99	445	445	462	11	11	6	46	46	36	43	43	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	37	37	36213	97	97	99	453	453	489	5	5	2	51	51	22	43	43	72	NA	NA	3
Students with Disabilities	13	13	10526	87	87	94	402	402	427	23	23	15	62	62	53	15	15	31	NA	NA	1
Students without Disabilities	56	56	69846	100	100	100	461	461	482	4	4	3	46	46	26	50	50	69	NA	NA	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	47	47	38521	89	89	98	449	449	461	9	9	6	51	51	38	40	40	55	NA	NA	1
Non-Economically Disadvantaged	22	22	41851	100	100	100	453	453	489	5	5	3	45	45	22	50	50	72	NA	NA	4

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

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 [3]

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	63	63	79306	97	97	99	483	483	504	21	21	13	22	22	20	52	52	49	5	5	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	34	38845	97	97	99	490	490	505	12	12	11	24	24	20	59	59	50	6	6	18
Male	29	29	40383	97	97	98	475	475	504	31	31	14	21	21	19	45	45	47	3	3	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	27	27	32673	100	100	99	474	474	487	26	26	18	26	26	25	44	44	46	4	4	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	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	35	35	36234	95	95	99	490	490	523	17	17	6	20	20	13	57	57	52	6	6	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	60	60	69020	100	100	100	485	485	510	17	17	9	23	23	18	55	55	52	5	5	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	38	38	37437	90	90	97	478	478	486	21	21	19	29	29	26	47	47	46	3	3	9
Non-Economically Disadvantaged	25	25	41869	100	100	100	490	490	521	20	20	7	12	12	14	60	60	51	8	8	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	63	63	79000	97	97	98	489	489	489	5	5	10	25	25	24	59	59	58	11	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	34	38774	97	97	99	501	501	494	NA	NA	7	15	15	22	68	68	61	18	18	10
Male	29	29	40150	97	97	98	475	475	485	10	10	12	38	38	25	48	48	55	3	3	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	27	27	32508	100	100	98	481	481	472	4	4	15	22	22	33	67	67	49	7	7	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	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	35	35	36135	95	95	98	496	496	508	6	6	4	29	29	14	51	51	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	60	60	69009	100	100	100	491	491	495	3	3	6	25	25	22	60	60	62	12	12	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	38	38	37234	90	90	97	485	485	472	5	5	15	24	24	33	63	63	50	8	8	3
Non-Economically Disadvantaged	25	25	41766	100	100	99	495	495	505	4	4	5	28	28	16	52	52	65	16	16	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	62	62	79611	95	95	99	479	479	496	10	10	7	48	48	37	42	42	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	34	39016	97	97	99	493	493	511	3	3	4	50	50	29	47	47	66	NA	NA	1
Male	28	28	40519	93	93	98	461	461	482	18	18	10	46	46	44	36	36	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	26	26	32855	100	100	99	473	473	481	15	15	10	42	42	43	42	42	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	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	35	35	36380	95	95	99	482	482	511	6	6	4	54	54	30	40	40	65	NA	NA	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	60	60	68947	100	100	100	479	479	504	10	10	4	47	47	34	43	43	61	NA	NA	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	37	37	37626	88	88	98	476	476	479	11	11	10	49	49	45	41	41	45	NA	NA	0
Non-Economically Disadvantaged	25	25	41985	100	100	100	484	484	511	8	8	4	48	48	30	44	44	65	NA	NA	1

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

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 [3]

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	92	92	79327	100	100	98	488	488	518	33	33	19	28	28	20	37	37	46	2	2	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	49	38961	100	100	98	492	492	520	24	24	16	31	31	20	43	43	48	2	2	16
Male	43	43	40295	100	100	97	483	483	516	42	42	21	26	26	19	30	30	44	2	2	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	25	25	32327	100	100	98	489	489	499	36	36	27	24	24	25	32	32	41	8	8	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	62	62	36373	100	100	98	490	490	538	31	31	10	27	27	14	42	42	52	NA	NA	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	84	84	70006	100	100	100	489	489	524	30	30	14	30	30	19	38	38	49	2	2	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	53	53	37097	98	98	97	478	478	498	42	42	27	32	32	25	25	25	41	2	2	7
Non-Economically Disadvantaged	39	39	42230	100	100	99	502	502	535	21	21	11	23	23	15	54	54	50	3	3	24

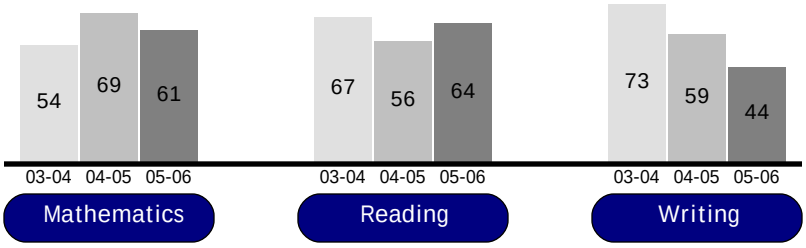
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	92	79501	100	100	98	485	485	497	7	7	10	36	36	25	58	58	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	49	39062	100	100	99	492	492	502	4	4	8	33	33	23	63	63	64	NA	NA	5
Male	43	43	40368	100	100	98	476	476	491	9	9	13	40	40	27	51	51	57	NA	NA	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	25	25	32389	100	100	98	481	481	478	8	8	16	44	44	34	48	48	48	NA	NA	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	62	62	36446	100	100	99	487	487	516	6	6	4	31	31	15	63	63	73	NA	NA	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	84	84	70090	100	100	100	487	487	502	5	5	7	36	36	24	60	60	65	NA	NA	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	53	53	37183	98	98	97	478	478	479	8	8	16	42	42	34	51	51	49	NA	NA	1
Non-Economically Disadvantaged	39	39	42318	100	100	99	493	493	513	5	5	5	28	28	17	67	67	70	NA	NA	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	92	92	80000	100	100	99	539	539	564	3	3	3	18	18	11	76	76	75	2	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	49	39288	100	100	99	562	562	579	NA	NA	2	8	8	6	88	88	77	4	4	16
Male	43	43	40644	100	100	98	513	513	549	7	7	4	30	30	15	63	63	74	NA	NA	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	25	25	32672	100	100	99	536	536	548	4	4	4	24	24	14	72	72	76	NA	NA	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	62	62	36602	100	100	99	539	539	579	3	3	2	18	18	7	76	76	75	3	3	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	84	84	70081	100	100	100	546	546	571	1	1	2	17	17	7	80	80	79	2	2	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	53	53	37534	98	98	98	528	528	547	6	6	4	17	17	15	77	77	76	NA	NA	5
Non-Economically Disadvantaged	39	39	42466	100	100	100	553	553	578	NA	NA	2	21	21	7	74	74	75	5	5	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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
3	Reading	98	39	NA	55	98	42	42	44	98	44	44	46
	Language	97	46	46	61	98	40	40	44	98	35	35	46
	Mathematics	97	47	47	61	98	51	51	51	98	39	39	52
4	Reading	100	49	NA	56	98	48	48	48	96	50	50	52
	Language	100	44	44	52	98	47	47	49	96	39	39	52
	Mathematics	100	41	41	61	98	47	47	53	96	44	44	58
5	Reading	98	53	NA	55	99	50	50	50	97	58	58	56
	Language	98	43	43	49	99	42	42	50	97	48	48	54
	Mathematics	98	50	50	63	99	37	37	49	97	41	41	52
6	Reading	98	44	NA	56	96	49	49	51	100	46	46	56
	Language	98	37	37	48	96	42	42	47	100	35	35	50
	Mathematics	99	49	49	66	96	43	43	52	100	32	32	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	Council Duties
1 School Administrator(s)	ü Student Achievement
1 Non-certified Employee(s)	ü Instructional Overview
2 Teacher(s)	ü Community Relations
4 Parent(s)	ü Parent/Educator Relations
1 Community Member(s)	ü School Safety Issues
0 Student(s)	ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	1.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	0	0
4 to 6 years	2	0	0	0
7 to 9 years	2	0	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.	7
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Compass Odyssey Learning Lab
- ü Media Center

Extracurricular Activities

- ü Grade level field trips
- ü Art Exhibitions
- ü Environment Council
- ü Chorus

Social Services

- ü Counseling Services
- ü Law-related Education
- ü Lunch/Breakfast Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Students have demonstrated mastery of State Standards on district assessments. Students in grades 3-6 read books at the appropriate level and demonstrate comprehension. Support programs add to student achievement.
- Board-approved community organizations conduct a variety of student groups based on themes such as bullying, teasing, safety, and environment management. A student-run environment council has been established to address campus issues.
- Curriculum revision is ongoing and continuously improving. Students are engaged in a schoolwide tutoring program on Wednesdays after late-start. Teachers address curriculum planning and instructional strategies during collaboration time.
- The attendance rate at our school is improving. We have added breakfast in the classroom that has resulted in improved attendance.

Student Activity Rates for School Year 2005-06

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

The Responsible Thinking Process is used school-wide to help students in the decision-making process. Teachers and other staff are fair and consistent in the application of rules and consequences. In addition, our School Resource Officer and school counselor meets with groups and individuals to help resolve issues of inappropriate behavior. These programs have decreased the number of office referrals.

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) : 8

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	Ann L. Mangold	(928) 425-3271
Transportation Policy	Lori Galvon	(928) 425-3271
Community Resources	Sherry Dorathy	(928) 425-3271
School Nutrition Programs	Deborah Steele	(928) 425-3271
Parent Organization	Delores Gonzales	(928) 425-3271
Student Health/Nurse	Jo Ann Pelzer	(928) 425-3271

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.

Footnotes

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.