

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

28682 N. Main Street, Queen Creek, AZ 85243

Florence Unified School District

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

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. John Schreur  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : Pre-K-8  
 2005 Enrollment : 1206  
 Web Address :  
 Phone Number : (480) 888-7500  
 Fax Number : (480) 888-2134  
 E-mail : jschreur@florence.k12.az.us

### Mission

The Mission of Copper Basin K-8 School is to provide an educational program of the highest quality that addresses the personal, social, intellectual, and physical development of all students. We shall strive to provide each and every student with a sense of citizenship, knowledge, and skills needed to achieve full potential in our changing and diverse society.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	N/A
2002-03	N/A

#### School Improvement Status (b)

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

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

### School / Academic Goals

### Enrollment

October 1, 2004 School Year Student Enrollment : 714  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 40

Instructional Programs

- ü Integrated Curriculum/Instruction
- ü Gifted Programs
- ü At Risk Programs
- ü Full Day Kindergarten

Calendar Information

Number of Instruction Days : 180  
 Average Daily Instruction Time : 6 hours 15 minutes  
 First Day of School : 7/25/2005  
 Last Day of School : 5/31/2006

Shared Responsibilities

School

Parents

Transportation Policy

The Florence Unified School District wants to ensure the safety of your child.children while on the bus.  
 Remain Properly seated  
 No loud disruptive yelling shouting  
 No eating /drinking  
 No profane language or gestures  
 Always obey the safety instructions given by the driver.  
 No fighting, hitting, pushing, shoving.  
 Do not vandalize, write on district property or parents/guardians will be held liable.  
 No lighters/matches on bus.  
 No weapons,simulated weapons,firearms destructive devices.

School Honors

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

Award/Honor	Year
ü New School	

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	133	395	79306	97	99	99	447	442	445	7	8	10	23	21	18	54	55	51	15	16	20
All Students (Prior Year)	--	252	75509	--	100	100	--	508	521	--	15	13	--	28	23	--	38	33	--	19	31
Female	60	194	38691	98	99	99	444	445	446	5	5	10	27	22	18	56	57	52	12	16	20
Male	73	201	40583	96	100	99	451	439	445	10	11	11	20	19	18	53	53	50	18	17	21
African American	NC	19	4041	NC	95	99	NC	426	426	NC	17	17	NC	25	23	NC	50	50	NC	8	10
Hispanic	42	125	32869	98	98	99	431	431	429	8	9	15	35	24	25	50	59	51	8	8	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	77	240	36197	96	100	99	462	449	463	4	7	5	17	19	11	57	53	53	22	21	31
Students with Disabilities	11	41	10321	100	100	100	419	389	389	33	25	30	17	25	27	50	42	34	0	8	9
Students without Disabilities	122	354	69060	95	97	98	450	447	454	5	7	7	24	20	17	55	56	54	16	17	22
Limited English Proficient Students	12	23	15509	100	100	100	418	376	406	0	6	20	63	50	30	38	44	45	0	0	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	53	119	39415	64	75	96	444	441	431	6	7	15	29	23	25	51	58	50	14	12	10
Non-Economically Disadvantaged	80	276	39966	100	100	100	450	443	459	9	9	6	20	19	12	57	53	52	15	18	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	396	79395	98	0	99	439	445	446	11	7	9	26	25	25	60	61	55	4	7	11
All Students (Prior Year)	--	254	75492	--	100	100	--	516	519	--	13	12	--	20	16	--	47	47	--	20	24
Female	60	194	38743	98	0	100	438	452	451	10	5	7	27	25	24	59	62	57	5	9	12
Male	74	202	40618	97	0	99	441	437	440	12	9	11	24	26	27	61	60	53	2	4	9
African American	NC	19	4052	NC	0	100	NC	433	434	NC	0	11	NC	50	29	NC	50	54	NC	0	6
Hispanic	43	126	32915	100	0	99	427	433	426	19	10	15	22	27	35	56	57	47	4	6	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	77	240	36221	96	0	99	450	451	465	9	6	4	20	22	15	67	63	63	4	8	17
Students with Disabilities	11	41	10331	100	0	100	418	389	388	17	13	25	50	38	37	33	46	34	0	4	4
Students without Disabilities	123	355	69139	96	0	99	441	450	454	11	7	7	24	24	24	62	62	58	4	7	11
Limited English Proficient Students	12	23	15545	100	0	100	398	361	399	25	11	21	50	44	42	25	44	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	54	120	39484	65	0	96	431	442	429	17	10	14	25	27	35	56	59	47	3	4	4
Non-Economically Disadvantaged	80	276	39986	100	0	100	446	446	461	7	6	4	26	25	16	63	62	63	4	8	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	135	395	78869	99	99	99	426	442	442	10	6	6	28	19	21	59	64	63	4	10	10
All Students (Prior Year)	--	251	75053	--	100	99	--	584	597	--	8	7	--	15	12	--	70	72	--	7	9
Female	61	195	38536	100	99	99	432	461	458	7	4	4	34	18	15	54	64	67	5	14	14
Male	74	200	40302	97	99	99	419	423	428	12	9	8	22	20	26	63	65	60	2	7	7
African American	NC	19	4015	NC	95	99	NC	440	430	NC	0	8	NC	50	24	NC	42	61	NC	8	7
Hispanic	44	126	32606	100	99	98	423	433	426	15	9	8	22	17	27	59	63	60	4	10	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	77	239	36078	96	99	99	430	446	459	9	6	4	24	18	16	63	66	66	4	10	14
Students with Disabilities	11	40	10246	100	100	100	350	355	367	33	21	18	33	25	39	33	54	40	0	0	4
Students without Disabilities	124	355	68697	97	98	98	432	451	454	8	5	4	28	19	18	61	65	67	4	11	11
Limited English Proficient Students	13	24	15339	100	100	100	375	322	399	38	33	11	25	22	31	38	44	54	0	0	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	55	121	39106	66	77	95	429	440	427	8	7	8	31	22	28	58	65	59	3	7	5
Non-Economically Disadvantaged	80	274	39837	100	100	100	423	444	457	11	6	4	26	18	14	59	64	67	4	12	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	347	78906	100	100	99	495	490	498	14	15	13	21	23	19	51	48	48	14	14	20
All Students (Prior Year)	--	252	76019	--	100	100	--	478	499	--	20	14	--	49	39	--	12	14	--	19	33
Female	67	171	38644	97	100	99	485	492	500	14	12	12	27	25	19	52	49	49	7	14	19
Male	67	175	40236	100	100	99	502	487	497	15	17	15	15	21	19	50	48	46	20	13	20
African American	NC	23	4087	NC	100	99	NC	481	481	NC	7	20	NC	43	24	NC	50	45	NC	0	11
Hispanic	38	100	31938	97	100	99	464	466	481	31	29	19	35	31	25	35	38	46	0	1	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	91	215	36483	100	100	99	506	500	517	8	10	7	16	17	13	56	54	51	21	19	30
Students with Disabilities	10	32	10664	100	100	100	424	415	430	80	72	42	20	11	27	0	11	26	0	6	5
Students without Disabilities	125	316	68310	100	100	98	499	495	509	10	11	9	21	24	18	53	51	51	15	15	22
Limited English Proficient Students	NC	14	12573	NC	100	100	NC	400	454	NC	56	27	NC	22	30	NC	22	38	NC	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	51	94	38679	73	74	96	484	479	483	22	20	20	30	34	25	43	39	45	5	7	10
Non-Economically Disadvantaged	84	254	40295	100	100	100	502	494	513	9	13	7	15	19	13	56	51	50	20	17	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	349	78908	100	0	99	479	475	484	14	11	10	27	30	23	52	54	58	7	5	9
All Students (Prior Year)	--	252	76020	--	100	100	--	496	503	--	32	25	--	29	23	--	34	40	--	5	12
Female	67	171	38648	97	0	99	478	481	489	14	8	8	23	26	22	59	60	61	5	5	10
Male	67	176	40233	100	0	99	477	469	479	15	13	12	33	35	25	46	49	55	7	4	8
African American	NC	23	4092	NC	0	99	NC	455	473	NC	7	12	NC	50	28	NC	43	54	NC	0	5
Hispanic	38	100	31940	97	0	99	446	454	465	31	24	16	35	35	32	35	41	49	0	0	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	91	217	36502	100	0	99	491	486	502	8	5	4	25	26	14	57	62	67	10	7	15
Students with Disabilities	10	32	10665	100	0	100	416	403	423	80	44	30	20	44	36	0	11	31	0	0	2
Students without Disabilities	125	318	68312	100	0	98	482	481	493	10	8	7	28	29	21	55	58	62	7	5	10
Limited English Proficient Students	NC	14	12556	NC	0	100	NC	372	436	NC	56	24	NC	33	40	NC	11	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	51	94	38662	73	0	96	468	467	468	16	12	16	30	39	32	51	46	49	3	3	3
Non-Economically Disadvantaged	84	256	40315	100	0	100	486	479	498	13	10	5	26	27	15	52	58	66	9	6	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	135	346	78750	100	100	99	487	488	500	9	7	6	32	34	29	59	58	63	0	1	2
All Students (Prior Year)	--	251	75673	--	100	100	--	503	530	--	17	12	--	33	25	--	48	58	--	2	4
Female	67	170	38586	97	99	99	509	515	515	0	0	4	32	29	22	68	70	71	0	1	3
Male	67	174	40135	100	99	99	464	462	486	17	14	8	33	40	35	50	45	56	0	1	1
African American	NC	23	4081	NC	100	99	NC	482	488	NC	7	8	NC	43	32	NC	50	59	NC	0	2
Hispanic	38	98	31841	97	99	99	453	464	483	19	16	8	35	34	36	46	49	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	91	216	36440	100	100	99	499	498	516	5	4	3	32	34	22	63	61	71	0	1	4
Students with Disabilities	10	32	10622	100	100	100	374	398	415	60	28	21	40	56	50	0	17	28	0	0	1
Students without Disabilities	125	315	68196	100	99	98	493	495	513	6	6	3	31	32	25	63	61	69	0	1	3
Limited English Proficient Students	NC	13	12504	NC	100	100	NC	355	451	NC	33	12	NC	56	44	NC	11	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	51	93	38558	73	73	96	483	479	485	11	8	8	30	38	37	59	54	54	0	0	1
Non-Economically Disadvantaged	84	254	40260	100	100	100	489	491	514	7	7	3	33	32	21	59	59	72	0	1	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	293	78250	--	99	99	--	535	548	--	24	21	--	23	18	--	46	48	--	7	13
All Students (Prior Year)	--	229	75001	--	100	99	--	444	468	--	54	37	--	38	36	--	6	16	--	2	10
Female	--	127	38071	--	99	99	--	535	549	--	21	20	--	23	19	--	50	49	--	6	12
Male	--	166	40126	--	99	99	--	535	547	--	26	23	--	22	17	--	44	46	--	8	14
African American	--	20	4058	--	100	99	--	472	523	--	50	32	--	21	22	--	29	41	--	0	5
Hispanic	--	91	29129	--	96	99	--	531	527	--	26	32	--	28	23	--	42	40	--	4	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	--	175	38320	--	100	99	--	545	568	--	18	12	--	21	14	--	52	55	--	9	19
Students with Disabilities	--	28	9329	--	100	100	--	431	454	--	71	64	--	19	18	--	10	16	--	0	2
Students without Disabilities	--	265	68996	--	98	99	--	546	561	--	19	16	--	23	18	--	50	52	--	8	14
Limited English Proficient Students	--	NC	10133	--	NC	100	--	NC	488	--	NC	45	--	NC	25	--	NC	28	--	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	71	33388	--	82	94	--	524	530	--	38	32	--	21	22	--	36	40	--	6	5
Non-Economically Disadvantaged	--	222	44937	--	100	100	--	538	561	--	19	13	--	23	15	--	50	54	--	7	18

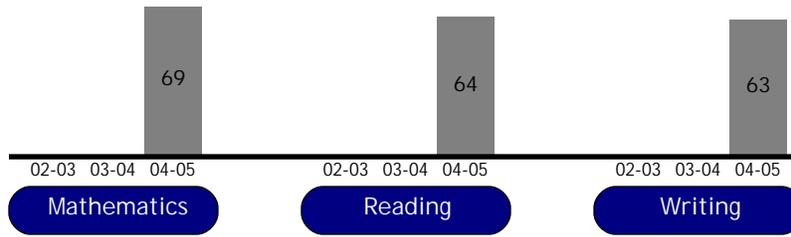
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	293	78302	--	0	99	--	504	512	--	10	11	--	32	25	--	55	57	--	3	7
All Students (Prior Year)	--	228	74918	--	100	99	--	488	497	--	38	32	--	22	19	--	27	35	--	14	15
Female	--	127	38082	--	0	99	--	505	518	--	12	8	--	27	24	--	58	61	--	3	7
Male	--	166	40166	--	0	99	--	503	507	--	9	14	--	37	26	--	52	54	--	2	6
African American	--	20	4064	--	0	100	--	449	498	--	21	14	--	50	29	--	29	54	--	0	3
Hispanic	--	90	29152	--	0	99	--	501	492	--	12	17	--	33	34	--	55	46	--	0	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	--	176	38347	--	0	99	--	512	531	--	7	5	--	30	17	--	59	68	--	4	10
Students with Disabilities	--	28	9353	--	0	100	--	417	429	--	43	40	--	52	38	--	5	22	--	0	1
Students without Disabilities	--	265	69024	--	0	99	--	513	524	--	7	7	--	30	23	--	60	62	--	3	7
Limited English Proficient Students	--	NC	10140	--	NC	100	--	NC	451	--	NC	28	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	70	33398	--	0	94	--	499	495	--	19	18	--	30	35	--	49	46	--	2	2
Non-Economically Disadvantaged	--	223	44979	--	0	100	--	505	525	--	7	6	--	33	18	--	57	66	--	3	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	289	78094	--	98	99	--	535	545	--	4	3	--	23	18	--	72	77	--	1	2
All Students (Prior Year)	--	221	74503	--	100	99	--	483	491	--	11	9	--	33	32	--	50	51	--	5	8
Female	--	124	38025	--	97	99	--	553	558	--	2	2	--	19	13	--	77	82	--	2	2
Male	--	165	40013	--	99	99	--	521	534	--	6	5	--	26	23	--	67	71	--	0	1
African American	--	20	4037	--	100	99	--	454	532	--	14	4	--	36	22	--	50	73	--	0	1
Hispanic	--	89	29068	--	94	99	--	527	523	--	7	5	--	25	27	--	67	67	--	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	--	173	38265	--	99	99	--	549	564	--	2	2	--	20	11	--	77	84	--	1	3
Students with Disabilities	--	28	9275	--	100	100	--	424	444	--	14	14	--	52	46	--	33	39	--	0	1
Students without Disabilities	--	261	68892	--	96	98	--	547	559	--	3	2	--	20	14	--	76	82	--	1	2
Limited English Proficient Students	--	NC	10084	--	NC	100	--	NC	474	--	NC	10	--	NC	39	--	NC	50	--	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	69	33296	--	79	94	--	524	527	--	10	5	--	17	27	--	73	67	--	0	0
Non-Economically Disadvantaged	--	220	44871	--	100	100	--	539	559	--	3	2	--	25	12	--	71	84	--	1	3

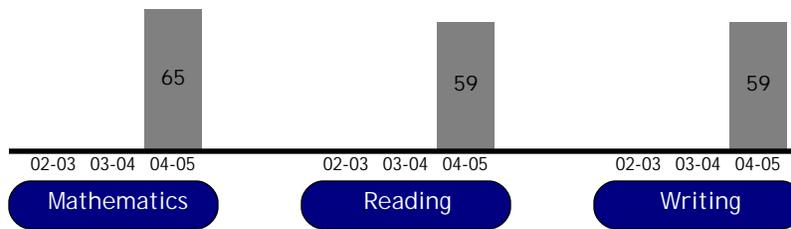
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

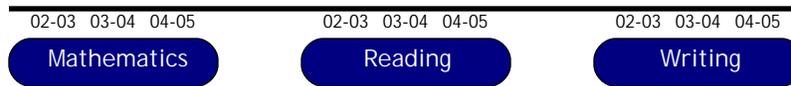
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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?	Y
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	41	50	--	--	NA	58	98	39	46	47
	Language	--	--	34	43	--	--	33	50	98	38	44	47
	Mathematics	--	--	45	57	--	--	42	64	99	45	50	50
3	Reading	--	--	37	47	--	--	NA	55	98	40	44	44
	Language	--	--	43	54	--	--	55	61	98	40	43	44
	Mathematics	--	--	38	54	--	--	50	61	97	52	51	51
4	Reading	--	--	45	52	--	--	NA	56	96	48	46	48
	Language	--	--	42	48	--	--	46	52	96	49	47	49
	Mathematics	--	--	44	57	--	--	50	61	96	54	49	53
5	Reading	--	--	41	50	--	--	NA	55	100	49	45	50
	Language	--	--	37	46	--	--	37	49	100	48	45	50
	Mathematics	--	--	38	57	--	--	40	63	100	50	47	49
6	Reading	--	--	46	53	--	--	NA	56	95	55	50	51
	Language	--	--	37	45	--	--	34	48	95	51	46	47
	Mathematics	--	--	48	62	--	--	47	66	95	55	53	52
7	Reading	--	--	51	51	--	--	NA	54	--	--	43	50
	Language	--	--	51	54	--	--	49	58	--	--	47	52
	Mathematics	--	--	57	58	--	--	49	62	--	--	44	50
8	Reading	--	--	46	53	--	--	NA	55	--	--	49	51
	Language	--	--	38	49	--	--	46	52	--	--	49	50
	Mathematics	--	--	35	58	--	--	46	61	--	--	47	53

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

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

School Site Council

Council Composition

- 3 School Administrator(s)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academics
- Ü Community Involvement
- Ü Parent Satisfaction
- Ü Rules , consequences, rewards

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	54.00
Other Professional Staff	6.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Distance Learning Lab
- Ü Library, Media Center
- Ü Computers in classrooms

Extracurricular Activities

- Ü Newspaper Club
- Ü Football
- Ü Cheerleading
- Ü Volleyball
- Ü Basketball
- Ü Tutoring
- Ü Choir/ Drama

Social Services

- Ü Counseling
- Ü Support Groups
- Ü After school care YMCA

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

New School - No Data Available

Student Activity Rates for School Year 2004-05

New School - No Data Available

School Safety

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

New school

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

0

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		
Transportation Policy	Florence Unified School District	(520) 866-3527
Community Resources		
School Nutrition Programs	Sheba Granillo	(520) 866-3500
Parent Organization	Jennifer Fuller PTO President	(480) 987-1062
Student Health/Nurse	Patti Harris	(480) 888-7505

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

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

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

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

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

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

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

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

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

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.