

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6320 N. 82nd Street, Scottsdale, AZ 85250

Scottsdale 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 : Ms. Terri L. Kellen
 Schedule : 07:00 AM to 03:30 PM
 Grades : K-6
 Web Address : www.susd.org/schools/elem/Pueblo/
 Phone Number : (480) 484-3100
 Fax Number : (480) 484-3101
 E-mail : terrikellen@susd.org

Mission

We believe each child in our school is unique; therefore, the staff and parents of Pueblo school, working together, are committed to establish and implement high expectations for every child and to assist them in fulfilling his/her roles as responsible citizens in our constantly changing world.

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

- ü We will improve student literacy in the area of writing as evidenced by an increase in the percentage of students passing the 3rd grade AIMS Writing through 6th grade AIMS Writing by at least 5.00%.
- ü We will increase the use of Life Skills and Lifelong Guidelines through consistent recognition and communication at school and home.
- ü 90% of Pueblo's teachers will use the technology of Curriculum Mapper to align reading standards to the curriculum. All students will use Learning.com to assist in mastery of SUSD's Technology Standards
- ü 90% of the Pueblo teaching staff will participate in six hours outside of the regular work day of professional growth activities to provide strategies to more successfully deliver instruction.

Enrollment

October 1, 2005 School Year Student Enrollment : 519
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 46

Instructional Programs

- Ü Gifted Program
- Ü On-site Special Education
- Ü Speech & Language Special Education
- Ü English Immersion Student Program
- Ü After School Tutoring
- Ü Primary Reading Support

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; to communicate openly and regularly and encourage parent participation in the life of the school.

Parents

Parents are urged to provide a home environment conducive to studying and learning; motivate their children to do their best by taking an interest in their work and be role models by valuing education and participating in school-wide events.

Transportation Policy

Transportation is provided for all students grades K-6 who are located at least one mile from the school. All vehicles are maintained to provide safe/efficient transportation. Service is provided for special education students whose IEPs require it.

School Honors

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

Award/Honor	Year
Ü 2004-05 Walmart Teacher of the Year	2005
Ü KNIX Teacher of the Week	2004
Ü 2004 Silver Apple Receptient Award	2004
Ü Honorable Mention in 04-05 State Poetry Contest	2004

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	65	1919	80010	96	99	99	471	473	447	3	5	10	9	10	18	57	48	53	31	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	919	38935	100	99	99	471	471	447	3	5	9	10	12	19	58	49	55	29	35	17
Male	34	1000	40974	92	99	98	470	474	448	3	6	11	9	9	18	56	47	52	32	38	19
African American	--	48	4201	--	98	99	--	438	430	--	10	17	--	25	23	--	52	51	--	13	9
Hispanic	NC	301	34545	NC	100	99	NC	440	432	NC	14	14	NC	23	24	NC	50	53	NC	14	9
Asian/Pacific Islander	NC	91	2068	NC	98	99	NC	492	474	NC	3	4	NC	4	10	NC	37	50	NC	55	36
American Indian/Alaskan Native	--	43	3979	--	100	96	--	421	424	--	19	17	--	33	30	--	44	47	--	5	6
White	53	1436	35142	95	99	99	470	481	465	4	3	5	8	7	11	62	48	56	26	42	28
Students with Disabilities	10	297	10161	83	96	93	NA	448	419	NA	19	28	NA	18	28	NA	42	36	NA	21	8
Students without Disabilities	55	1622	69849	98	100	100	476	477	451	2	3	7	5	9	17	58	49	56	35	40	19
Limited English Proficient Students	NC	169	14013	NC	99	97	NC	418	413	NC	23	24	NC	30	34	NC	42	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	22	413	39029	92	98	98	454	437	432	5	14	14	23	23	25	45	50	52	27	13	9
Non-Economically Disadvantaged	43	1506	40981	98	99	100	479	482	462	2	3	6	2	7	13	63	47	54	33	43	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	67	1921	79438	99	99	98	468	472	451	4	6	9	16	13	24	60	61	56	19	20	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	919	38775	100	99	99	473	477	457	3	4	7	13	11	22	61	61	58	23	23	13
Male	36	1002	40560	97	99	97	463	469	446	6	7	12	19	14	25	58	61	54	17	18	9
African American	--	48	4178	--	98	98	--	445	439	--	17	13	--	19	29	--	58	52	--	6	6
Hispanic	NC	301	34297	NC	100	98	NC	436	434	NC	17	14	NC	25	31	NC	50	50	NC	9	5
Asian/Pacific Islander	NC	91	2063	NC	98	99	NC	487	475	NC	2	3	NC	11	15	NC	59	63	NC	27	20
American Indian/Alaskan Native	--	43	3940	--	100	95	--	426	429	--	16	14	--	33	36	--	49	47	--	2	3
White	55	1438	34887	98	99	98	465	481	471	4	3	4	18	10	15	62	64	63	16	24	18
Students with Disabilities	11	297	9588	92	96	88	425	441	416	18	20	30	45	23	32	36	46	34	NA	11	5
Students without Disabilities	56	1624	69850	100	100	100	476	478	456	2	3	7	11	11	23	64	63	59	23	22	12
Limited English Proficient Students	NC	169	13856	NC	99	96	NC	406	407	NC	31	27	NC	37	43	NC	31	29	NC	1	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	23	414	38685	96	99	97	450	437	435	9	17	14	22	26	32	57	51	50	13	7	5
Non-Economically Disadvantaged	44	1507	40753	100	99	99	477	482	467	2	3	5	14	9	16	61	64	62	23	24	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	68	1922	79971	100	99	99	432	439	423	3	4	8	35	35	41	62	55	49	NA	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	921	38974	100	99	99	448	452	437	NA	3	5	29	27	33	71	63	57	NA	7	4
Male	37	1001	40895	100	99	98	418	427	410	5	5	10	41	43	47	54	48	41	NA	3	2
African American	--	48	4203	--	98	99	--	421	411	--	10	11	--	44	45	--	46	43	--	NA	2
Hispanic	NC	301	34481	NC	100	99	NC	410	410	NC	8	10	NC	54	46	NC	36	43	NC	2	1
Asian/Pacific Islander	NC	91	2067	NC	98	99	NC	448	449	NC	4	4	NC	24	28	NC	63	60	NC	9	8
American Indian/Alaskan Native	--	43	3995	--	100	96	--	408	409	--	9	10	--	58	47	--	33	42	--	NA	1
White	56	1439	35150	100	99	99	430	446	437	4	3	5	38	31	35	59	60	56	NA	6	5
Students with Disabilities	12	301	10258	100	97	94	389	403	377	17	14	23	58	50	51	25	33	25	NA	3	1
Students without Disabilities	56	1621	69713	100	100	100	441	445	429	NA	2	5	30	33	39	70	59	52	NA	6	3
Limited English Proficient Students	NC	169	13985	NC	99	97	NC	378	382	NC	20	18	NC	59	54	NC	21	27	NC	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	24	415	38994	100	99	98	426	406	409	8	10	10	42	53	47	50	36	41	NA	1	1
Non-Economically Disadvantaged	44	1507	40977	100	99	100	435	448	437	NA	2	5	32	31	34	68	61	56	NA	6	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1948	80147	96	99	99	482	505	482	7	6	11	16	10	17	54	44	49	23	40	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	974	39281	96	99	99	479	506	483	4	7	9	19	9	17	59	44	50	19	41	24
Male	43	973	40780	96	99	98	485	504	482	9	6	12	14	10	17	51	44	48	26	39	24
African American	NC	53	4249	NC	100	99	NC	464	464	NC	25	17	NC	11	22	NC	49	48	NC	15	13
Hispanic	NC	291	33494	NC	99	99	NC	464	466	NC	16	15	NC	25	23	NC	45	49	NC	14	14
Asian/Pacific Islander	NC	80	2103	NC	100	99	NC	526	515	NC	5	4	NC	9	8	NC	33	44	NC	54	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	464	456	NC	26	19	NC	15	27	NC	35	46	NC	24	8
White	56	1490	36122	95	99	99	486	514	501	5	4	5	14	6	10	54	44	50	27	46	35
Students with Disabilities	16	282	10295	94	96	92	458	464	443	13	27	33	25	19	26	50	37	33	13	17	8
Students without Disabilities	54	1666	69852	96	100	100	490	512	488	6	3	7	13	8	16	56	45	51	26	44	26
Limited English Proficient Students	NC	138	12722	NC	99	97	NC	444	441	NC	28	27	NC	32	33	NC	34	37	NC	7	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	25	383	38371	100	99	97	476	461	465	12	20	15	16	22	23	52	47	49	20	11	13
Non-Economically Disadvantaged	45	1565	41776	94	99	100	486	516	498	4	3	6	16	7	11	56	43	49	24	47	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	72	1946	79686	99	99	98	482	493	470	7	5	11	18	13	24	65	65	57	10	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	973	39163	100	99	99	483	497	475	4	4	9	25	12	22	64	65	60	7	19	10
Male	44	972	40438	98	99	97	481	490	465	9	6	13	14	14	25	66	64	54	11	16	7
African American	NC	52	4228	NC	98	98	NC	465	458	NC	13	15	NC	23	28	NC	62	53	NC	2	4
Hispanic	NC	290	33299	NC	99	98	NC	459	452	NC	16	17	NC	29	32	NC	50	47	NC	6	3
Asian/Pacific Islander	NC	80	2097	NC	100	99	NC	502	490	NC	6	5	NC	10	13	NC	60	68	NC	24	14
American Indian/Alaskan Native	NC	35	4087	NC	100	96	NC	452	446	NC	14	16	NC	29	38	NC	57	44	NC	NA	2
White	58	1489	35914	98	99	98	485	502	489	9	3	5	14	9	15	66	68	67	12	20	14
Students with Disabilities	17	279	9808	100	95	87	458	457	432	24	19	35	24	30	32	41	42	30	12	9	3
Students without Disabilities	55	1667	69878	98	100	100	489	499	475	2	3	8	16	10	23	73	69	61	9	18	9
Limited English Proficient Students	NC	137	12594	NC	98	96	NC	428	422	NC	31	34	NC	38	45	NC	31	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	25	384	38095	100	99	97	477	455	452	12	16	17	20	31	32	56	52	48	12	2	3
Non-Economically Disadvantaged	47	1562	41591	98	99	99	484	503	486	4	3	6	17	8	16	70	68	65	9	21	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	73	1954	80372	100	100	99	486	495	475	1	2	4	27	19	30	71	76	64	NA	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	976	39452	100	100	99	488	505	488	4	1	3	18	13	22	79	80	72	NA	6	3
Male	45	977	40836	100	99	98	485	485	464	NA	3	6	33	24	37	67	71	56	NA	2	1
African American	NC	53	4264	NC	100	99	NC	462	465	NC	6	5	NC	36	35	NC	58	59	NC	NA	1
Hispanic	NC	291	33608	NC	99	99	NC	468	462	NC	5	6	NC	32	36	NC	64	57	NC	NA	1
Asian/Pacific Islander	NC	79	2098	NC	99	99	NC	506	500	NC	NA	2	NC	18	16	NC	75	75	NC	8	7
American Indian/Alaskan Native	NC	35	4128	NC	100	97	NC	467	464	NC	3	4	NC	40	39	NC	57	56	NC	NA	1
White	59	1496	36213	100	100	99	492	501	489	NA	1	2	29	15	22	71	79	72	NA	4	3
Students with Disabilities	17	288	10526	100	98	94	471	453	427	NA	8	15	47	46	53	53	46	31	NA	1	1
Students without Disabilities	56	1666	69846	100	100	100	491	502	482	2	1	3	21	14	26	77	81	69	NA	4	2
Limited English Proficient Students	NC	138	12747	NC	99	97	NC	443	432	NC	10	12	NC	47	52	NC	41	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	25	386	38521	100	100	98	477	463	461	4	6	6	24	35	38	72	58	55	NA	1	1
Non-Economically Disadvantaged	48	1568	41851	100	100	100	491	503	489	NA	1	3	29	15	22	71	80	72	NA	4	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	72	2007	79306	100	100	99	522	536	504	4	6	13	11	9	20	56	47	49	29	38	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	966	38845	100	100	99	528	536	505	4	5	11	11	9	20	57	48	50	29	39	18
Male	44	1041	40383	100	100	98	518	535	504	5	6	14	11	10	19	55	46	47	30	38	19
African American	NC	59	4171	NC	98	98	NC	499	485	NC	15	20	NC	19	26	NC	51	44	NC	15	10
Hispanic	NC	282	32673	NC	100	99	NC	498	487	NC	17	18	NC	21	25	NC	46	46	NC	16	10
Asian/Pacific Islander	NC	83	2147	NC	100	99	NC	550	539	NC	4	5	NC	2	10	NC	41	46	NC	53	40
American Indian/Alaskan Native	--	29	4034	--	100	97	--	489	479	--	28	22	--	17	29	--	41	43	--	14	7
White	57	1554	36234	100	100	99	526	544	523	2	3	6	9	7	13	60	47	52	30	43	28
Students with Disabilities	10	270	10286	100	99	91	NA	492	462	NA	24	41	NA	22	27	NA	38	27	NA	16	5
Students without Disabilities	62	1737	69020	100	100	100	528	542	510	NA	3	9	8	7	18	60	48	52	32	42	21
Limited English Proficient Students	--	118	10291	--	98	96	--	460	458	--	35	38	--	32	34	--	31	26	--	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	19	394	37437	100	99	97	509	497	486	5	15	19	16	21	26	68	49	46	11	14	9
Non-Economically Disadvantaged	53	1613	41869	100	100	100	527	545	521	4	3	7	9	7	14	51	46	51	36	44	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	1994	79000	100	99	98	498	517	489	3	4	10	21	11	24	71	64	58	6	21	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	963	38774	100	99	99	514	522	494	NA	2	7	11	10	22	79	64	61	11	24	10
Male	44	1031	40150	100	99	98	487	512	485	5	5	12	27	13	25	66	63	55	2	19	8
African American	NC	58	4153	NC	97	98	NC	487	476	NC	10	13	NC	21	30	NC	57	53	NC	12	4
Hispanic	NC	278	32508	NC	99	98	NC	481	472	NC	12	15	NC	31	33	NC	50	49	NC	6	3
Asian/Pacific Islander	NC	81	2142	NC	98	99	NC	523	510	NC	4	4	NC	7	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	--	28	4016	--	97	96	--	494	467	--	11	14	--	18	37	--	57	46	--	14	2
White	57	1549	36135	100	99	98	500	525	508	2	2	4	19	7	14	72	66	67	7	25	15
Students with Disabilities	10	258	9991	100	94	88	NA	479	449	NA	14	33	NA	29	36	NA	50	29	NA	7	2
Students without Disabilities	62	1736	69009	100	100	100	504	522	495	2	2	6	15	8	22	77	66	62	6	24	10
Limited English Proficient Students	--	114	10199	--	95	95	--	444	439	--	32	35	--	46	47	--	23	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	19	389	37234	100	98	97	490	481	472	5	13	15	26	26	33	68	55	50	NA	6	3
Non-Economically Disadvantaged	53	1605	41766	100	99	99	500	526	505	2	1	5	19	8	16	72	66	65	8	25	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	2007	79611	100	100	99	515	524	496	1	3	7	28	22	37	71	73	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	967	39016	100	100	99	534	537	511	NA	2	4	14	14	29	86	81	66	NA	3	1
Male	44	1040	40519	100	100	98	503	511	482	2	3	10	36	29	44	61	67	46	NA	1	0
African American	NC	59	4188	NC	98	98	NC	501	486	NC	5	9	NC	31	40	NC	64	50	NC	NA	0
Hispanic	NC	282	32855	NC	100	99	NC	491	481	NC	7	10	NC	38	43	NC	54	47	NC	1	0
Asian/Pacific Islander	NC	83	2149	NC	100	100	NC	526	519	NC	NA	4	NC	27	24	NC	71	70	NC	2	2
American Indian/Alaskan Native	--	29	3992	--	100	96	--	496	478	--	10	10	--	28	46	--	62	44	--	NA	0
White	57	1554	36380	100	100	99	519	531	511	2	2	4	28	19	30	70	78	65	NA	2	1
Students with Disabilities	10	271	10664	100	99	94	NA	471	440	NA	13	23	NA	49	54	NA	36	22	NA	2	1
Students without Disabilities	62	1736	68947	100	100	100	524	532	504	NA	1	4	21	18	34	79	79	61	NA	2	1
Limited English Proficient Students	--	119	10362	--	99	97	--	447	438	--	18	22	--	56	57	--	25	21	--	1	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	19	393	37626	100	99	98	514	492	479	5	8	10	32	37	45	63	54	45	NA	1	0
Non-Economically Disadvantaged	53	1614	41985	100	100	100	515	532	511	NA	1	4	26	19	30	74	78	65	NA	2	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	97	2048	79327	98	100	98	521	547	518	11	8	19	19	11	20	53	53	46	18	29	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	996	38961	96	100	98	520	547	520	11	6	16	21	11	20	55	54	48	13	28	16
Male	50	1052	40295	100	99	97	522	547	516	12	9	21	16	10	19	50	51	44	22	30	16
African American	NC	61	4247	NC	98	98	NC	516	499	NC	16	27	NC	16	24	NC	59	41	NC	8	8
Hispanic	11	301	32327	92	100	98	513	514	499	18	19	27	27	21	25	27	47	41	27	12	8
Asian/Pacific Islander	NC	70	1939	NC	100	99	NC	562	556	NC	3	6	NC	11	10	NC	49	47	NC	37	36
American Indian/Alaskan Native	NC	33	4391	NC	100	96	NC	498	489	NC	27	32	NC	18	27	NC	52	36	NC	3	4
White	78	1583	36373	99	100	98	525	555	538	10	5	10	15	8	14	56	54	52	18	33	25
Students with Disabilities	19	243	9321	95	100	87	472	490	467	53	35	54	16	23	22	26	33	21	5	8	3
Students without Disabilities	78	1805	70006	99	100	100	533	554	524	1	4	14	19	9	19	59	55	49	21	32	18
Limited English Proficient Students	NC	95	9431	NC	99	95	NC	474	466	NC	42	53	NC	29	27	NC	28	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	27	401	37097	96	99	97	510	509	498	15	20	27	30	22	25	37	48	41	19	9	7
Non-Economically Disadvantaged	70	1647	42230	99	100	99	526	556	535	10	5	11	14	8	15	59	54	50	17	34	24

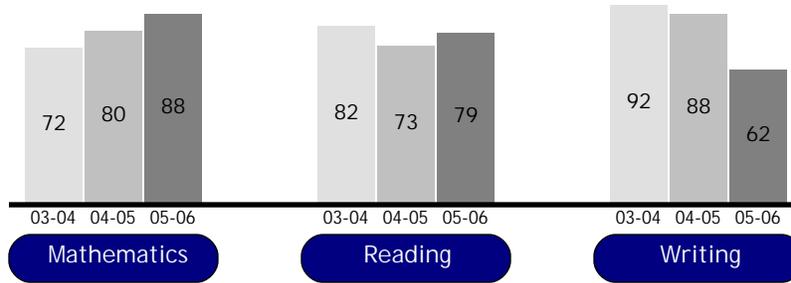
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2047	79501	98	100	98	509	520	497	5	4	10	16	14	25	74	73	60	4	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	995	39062	98	100	99	513	526	502	2	2	8	19	11	23	73	75	64	6	11	5
Male	49	1052	40368	98	99	98	506	514	491	8	6	13	14	16	27	76	71	57	2	7	3
African American	NC	61	4279	NC	98	99	NC	501	485	NC	5	14	NC	26	30	NC	66	54	NC	3	2
Hispanic	12	302	32389	100	100	98	496	488	478	17	15	16	NA	27	34	83	54	48	NA	4	1
Asian/Pacific Islander	NC	70	1936	NC	100	99	NC	521	519	NC	1	3	NC	13	14	NC	76	73	NC	10	9
American Indian/Alaskan Native	NC	33	4401	NC	100	96	NC	479	473	NC	12	17	NC	39	40	NC	48	43	NC	NA	1
White	77	1581	36446	97	99	99	514	528	516	4	2	4	17	10	15	74	78	73	5	10	7
Students with Disabilities	19	244	9411	95	100	88	466	470	453	26	23	36	37	34	36	37	41	26	NA	1	1
Students without Disabilities	78	1803	70090	99	100	100	520	527	502	NA	2	7	12	11	24	83	78	65	5	10	5
Limited English Proficient Students	NC	95	9401	NC	99	94	NC	447	443	NC	37	40	NC	44	46	NC	19	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	27	401	37183	96	99	97	492	487	479	7	13	16	26	30	34	67	55	49	NA	1	1
Non-Economically Disadvantaged	70	1646	42318	99	100	99	516	528	513	4	2	5	13	10	17	77	78	70	6	11	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	98	2045	80000	99	100	99	574	592	564	2	1	3	10	5	11	78	70	75	10	24	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	996	39288	98	100	99	588	608	579	2	1	2	4	2	6	81	65	77	13	32	16
Male	50	1049	40644	100	99	98	561	577	549	2	1	4	16	7	15	74	75	74	8	16	7
African American	NC	61	4307	NC	98	99	NC	576	551	NC	NA	4	NC	8	13	NC	80	75	NC	11	7
Hispanic	12	302	32672	100	100	99	562	563	548	NA	3	4	17	11	14	83	76	76	NA	10	6
Asian/Pacific Islander	NC	70	1945	NC	100	99	NC	600	592	NC	NA	1	NC	3	4	NC	67	69	NC	30	25
American Indian/Alaskan Native	NC	32	4424	NC	97	97	NC	576	549	NC	NA	3	NC	3	14	NC	81	77	NC	16	5
White	78	1580	36602	99	99	99	578	598	579	3	1	2	9	3	7	76	69	75	13	27	16
Students with Disabilities	20	239	9919	100	98	93	534	544	505	5	3	9	30	22	35	65	71	54	NA	4	2
Students without Disabilities	78	1806	70081	99	100	100	585	598	571	1	1	2	5	2	7	81	70	79	13	27	12
Limited English Proficient Students	NC	94	9571	NC	98	96	NC	513	502	NC	9	10	NC	28	29	NC	64	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	28	403	37534	100	100	98	564	562	547	NA	2	4	18	11	15	79	79	76	4	8	5
Non-Economically Disadvantaged	70	1642	42466	99	100	100	578	600	578	3	1	2	7	3	7	77	68	75	13	28	16

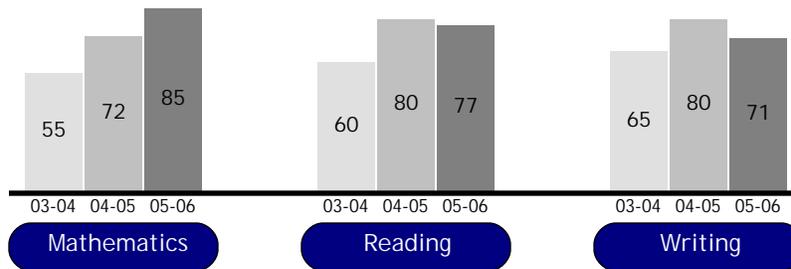
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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
2	Reading	72	66	NA	58	96	58	62	47	99	59	65	46
	Language	100	59	68	50	96	67	64	47	99	73	70	48
	Mathematics	100	63	79	64	96	65	67	50	99	59	72	52
3	Reading	97	65	NA	55	98	48	57	44	99	59	63	46
	Language	96	73	77	61	98	51	57	44	100	59	59	46
	Mathematics	97	69	76	61	98	61	65	51	97	63	70	52
4	Reading	97	65	NA	56	96	57	61	48	100	58	68	52
	Language	99	54	69	52	96	59	64	49	100	59	70	52
	Mathematics	99	61	79	61	97	62	66	53	97	61	70	58
5	Reading	99	67	NA	55	95	54	64	50	99	63	73	56
	Language	99	55	69	49	95	55	65	50	99	61	73	54
	Mathematics	98	73	83	63	99	47	65	49	99	68	72	52
6	Reading	95	63	NA	56	99	59	64	51	98	61	70	56
	Language	100	53	64	48	99	55	63	47	99	54	67	50
	Mathematics	100	69	78	66	99	61	66	52	98	58	75	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)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü School Safety Issues
- Ü School Climate
- Ü Extracurricular Activities
- Ü Technology
- Ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	38.00
Other Professional Staff	2.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	1	3	0	0
10 or more years	18	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
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 Library/Media Center
- Ü Multi-Purpose Room
- Ü DELL Computer Lab
- Ü Media Studio

Extracurricular Activities

- Ü Band/Orchestra/Chorus (Grades 4-6)
- Ü After School Tutoring
- Ü Yearbook (Grade 6)
- Ü After School Care
- Ü Student Council (Grades 4-6)
- Ü All Day Kindergarten
- Ü Oasis (Senior Citizen) Tutors Grades 1-4
- Ü Media Club

Social Services

- Ü Health Services
- Ü Prevention Specialist (.5)
- Ü Breakfast and Lunch Program
- Ü Community Specialist
- Ü After School Program on Site

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 2004-2005 school year student academic goal of increasing writing achievement as evident by AIMS was reached.

- ü Tardies decreased by 11% school climate goal exceeded.

- ü 100% of Pueblo's teachers created curriculum maps using the tool 'Curriculum Mapper.'
100% of K-6th students used Learning.com to assist in mastery of SUSD's Technology Standards.

- ü 100% of the Pueblo teaching staff participated in six hours of professional development outside the regular work day.

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	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

We have a District Crisis Plan that includes lock-downs, fire drills and a communication plan. We work closely with the community should an alternate safe environment become necessary. We have a school-wide phone tree to notify parents if necessary.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Terri Kellen	(480) 484-3110
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Angela Hayworth	(480) 484-3100
School Nutrition Programs	Susan Bettenhausen	(480) 484-6208
Parent Organization	Tom Venberg/Laura Couty	(480) 484-3100
Student Health/Nurse	Darlene Hahn	(480) 484-3100

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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