

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2110 W. Brichta Dr., Tucson, AZ 85745

Tucson 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 : Mrs. Sabrina Cruz
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address : brichtabears.com
 Phone Number : (520) 225-1100
 Fax Number : (520) 225-1101
 E-mail : sabrina.cruz@tusd1.org

Mission

Faculty and staff at Brichta are committed to providing a quality education which addresses the academic, physical and social-emotional needs of our individual students. We are a Technology Focus School. We utilize technology to assist us in providing individualized instruction for students. 3rd-5th grade students each have laptops. All of our students have access to interactive white boards, digital cameras and multimedia publishing software. We have a full-time librarian and counselor.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not 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 All students will gain at least one year's growth in reading, writing and math
- ü A variety of cultural practices and perspectives will be integrated in all curricular areas and content instruction.
- ü Technology will be integrated into instruction to optimize each student's individual learning needs and academic experience

Enrollment

October 1, 2005 School Year Student Enrollment : 370
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 61

Instructional Programs

- ü Full-day Kindergarten
- ü Self Contained Exceptional Education
- ü GATE Itinerant Program
- ü SEI Classes Available K-5
- ü Technology-Based Learning
- ü Volunteer Tutors
- ü Happy Hours After School Care
- ü After school clubs and athletic teams

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Responsibilities to families include:

- 1)establishing and maintaining a safe environment
- 2)setting high academic standards
- 3)delivering effective differentiated instruction to meet these standards and
- 4)providing communication to families regarding their child's progress in meeting these standards.

Parents

Parent responsibilities to the school include encouraging students to be at school and on time, communciating with the school on issues affecting the child, and supporting the school's educational efforts.

Transportation Policy

Transportation policy is set at district level.

School Honors

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

Award/Honor	Year
ü AZ Technology Association Librarian of the Year	2006
ü AZ Technology Association Administrator of the Year	2005
ü Wal-Mart Teacher of the Year	2003

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	63	4704	80010	97	99	99	431	443	447	10	11	10	37	20	18	44	54	53	10	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2282	38935	100	99	99	427	444	447	14	9	9	38	20	19	41	57	55	7	14	17
Male	34	2422	40974	94	99	98	434	441	448	6	12	11	35	21	18	47	52	52	12	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	45	2729	34545	96	99	99	426	435	432	11	12	14	40	24	24	40	54	53	9	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	NC	1370	35142	NC	99	99	NC	462	465	NC	6	5	NC	12	11	NC	57	56	NC	26	28
Students with Disabilities	15	594	10161	88	94	93	405	415	419	13	30	28	60	27	28	27	37	36	NA	6	8
Students without Disabilities	48	4110	69849	100	100	100	435	446	451	8	8	7	29	19	17	50	57	56	13	16	19
Limited English Proficient Students	11	739	14013	100	98	97	404	410	413	18	27	24	55	35	34	18	35	39	9	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	25	2469	39029	96	99	98	430	435	432	12	12	14	28	24	25	56	54	52	4	9	9
Non-Economically Disadvantaged	38	2235	40981	97	99	100	431	451	462	8	9	6	42	16	13	37	54	54	13	20	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	61	4701	79438	94	99	98	447	446	451	8	10	9	21	27	24	66	55	56	5	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2284	38775	93	99	99	451	453	457	7	8	7	15	24	22	74	58	58	4	11	13
Male	34	2417	40560	94	99	97	444	440	446	9	13	12	26	29	25	59	52	54	6	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	43	2723	34297	91	99	98	445	438	434	7	12	14	23	30	31	67	52	50	2	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	NC	1369	34887	NC	99	98	NC	465	471	NC	5	4	NC	18	15	NC	62	63	NC	15	18
Students with Disabilities	13	585	9588	76	93	88	411	410	416	15	30	30	38	36	32	46	32	34	NA	3	5
Students without Disabilities	48	4116	69850	100	100	100	452	451	456	6	8	7	17	25	23	71	58	59	6	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	24	2460	38685	92	98	97	450	437	435	8	12	14	17	30	32	71	53	50	4	4	5
Non-Economically Disadvantaged	37	2241	40753	95	99	99	445	456	467	8	8	5	24	23	16	62	57	62	5	13	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	4706	79971	98	99	99	406	420	423	2	7	8	67	43	41	31	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2287	38974	100	99	99	412	432	437	NA	5	5	62	36	33	38	57	57	NA	2	4
Male	35	2419	40895	97	99	98	401	408	410	3	9	10	71	50	47	26	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	46	2724	34481	98	99	99	405	416	410	2	7	10	65	46	46	33	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	NC	1373	35150	NC	99	99	NC	430	437	NC	5	5	NC	38	35	NC	54	56	NC	3	5
Students with Disabilities	16	604	10258	94	96	94	366	373	377	6	22	23	56	55	51	38	23	25	NA	1	1
Students without Disabilities	48	4102	69713	100	99	100	415	426	429	NA	5	5	71	41	39	29	52	52	NA	2	3
Limited English Proficient Students	11	741	13985	100	99	97	377	378	382	NA	19	18	73	56	54	27	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	25	2467	38994	96	99	98	396	414	409	4	8	10	84	47	47	12	45	41	NA	1	1
Non-Economically Disadvantaged	39	2239	40977	100	99	100	413	427	437	NA	6	5	56	39	34	44	53	56	NA	2	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	65	4554	80147	100	98	99	481	474	482	8	13	11	15	20	17	54	48	49	23	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2200	39281	100	98	99	489	475	483	3	11	9	19	22	17	50	48	50	28	19	24
Male	33	2352	40780	100	97	98	473	473	482	12	14	12	12	19	17	58	48	48	18	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	40	2529	33494	98	98	99	476	466	466	5	15	15	20	24	23	58	47	49	18	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	14	1383	36122	100	98	99	499	492	501	14	7	5	NA	14	10	43	51	50	43	28	35
Students with Disabilities	11	589	10295	100	88	92	415	439	443	27	35	33	36	26	26	36	34	33	NA	6	8
Students without Disabilities	54	3965	69852	100	100	100	492	479	488	4	10	7	11	20	16	57	50	51	28	21	26
Limited English Proficient Students	NC	669	12722	NC	97	97	NC	439	441	NC	27	27	NC	35	33	NC	34	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	38	2431	38371	100	97	97	476	464	465	5	16	15	16	24	23	61	47	49	18	13	13
Non-Economically Disadvantaged	27	2123	41776	100	98	100	487	485	498	11	9	6	15	16	11	44	49	49	30	25	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	65	4563	79686	100	98	98	479	463	470	8	13	11	20	27	24	55	53	57	17	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2214	39163	100	99	99	482	468	475	3	10	9	19	25	22	59	57	60	19	8	10
Male	33	2347	40438	100	97	97	477	457	465	12	16	13	21	30	25	52	49	54	15	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	40	2525	33299	98	98	98	477	454	452	5	16	17	20	32	32	63	48	47	13	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	14	1388	35914	100	99	98	490	482	489	14	6	5	7	19	15	50	63	67	29	12	14
Students with Disabilities	11	593	9808	100	88	87	429	425	432	27	37	35	36	32	32	18	28	30	18	3	3
Students without Disabilities	54	3970	69878	100	100	100	488	468	475	4	9	8	17	27	23	63	57	61	17	7	9
Limited English Proficient Students	NC	666	12594	NC	97	96	NC	420	422	NC	34	34	NC	47	45	NC	19	21	NC	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	38	2438	38095	100	98	97	473	452	452	8	17	17	16	32	32	66	48	48	11	3	3
Non-Economically Disadvantaged	27	2125	41591	100	98	99	488	475	486	7	9	6	26	23	16	41	59	65	26	10	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	63	4592	80372	97	99	99	492	474	475	2	4	4	16	31	30	79	64	64	3	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2219	39452	100	99	99	503	485	488	NA	3	3	6	22	22	91	72	72	3	2	3
Male	31	2371	40836	94	98	98	480	463	464	3	5	6	26	38	37	68	56	56	3	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	40	2551	33608	98	99	99	493	469	462	NA	5	6	13	33	36	85	61	57	3	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	12	1388	36213	92	99	99	509	486	489	NA	2	2	17	26	22	75	69	72	8	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	54	3964	69846	100	100	100	499	480	482	NA	3	3	13	27	26	85	69	69	2	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	37	2454	38521	97	98	98	485	463	461	3	6	6	14	35	38	81	59	55	3	1	1
Non-Economically Disadvantaged	26	2138	41851	96	99	100	501	485	489	NA	2	3	19	26	22	77	69	72	4	3	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	70	4552	79306	100	98	99	486	496	504	19	16	13	29	23	20	43	47	49	10	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2186	38845	100	98	99	489	496	505	17	14	11	33	24	20	37	49	50	13	14	18
Male	40	2365	40383	100	97	98	484	496	504	20	18	14	25	22	19	48	45	47	8	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	52	2530	32673	100	98	99	479	485	487	25	19	18	29	27	25	37	45	46	10	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	NC	1420	36234	NC	97	99	NC	517	523	NC	8	6	NC	16	13	NC	51	52	NC	25	28
Students with Disabilities	12	573	10286	100	85	91	434	456	462	75	44	41	8	29	27	17	23	27	NA	3	5
Students without Disabilities	58	3979	69020	100	100	100	496	501	510	7	12	9	33	22	18	48	50	52	12	16	21
Limited English Proficient Students	NC	593	10291	NC	96	96	NC	456	458	NC	41	38	NC	32	34	NC	26	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	33	2380	37437	100	98	97	474	484	486	24	20	19	30	26	26	42	45	46	3	9	9
Non-Economically Disadvantaged	37	2172	41869	100	98	100	497	508	521	14	11	7	27	18	14	43	49	51	16	21	27

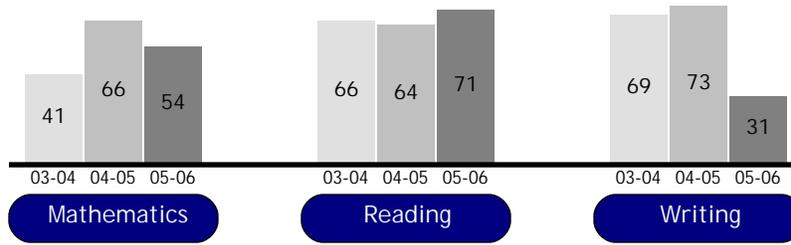
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	4596	79000	93	99	98	491	483	489	6	11	10	23	28	24	63	54	58	8	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2204	38774	93	99	99	493	488	494	NA	7	7	29	27	22	68	57	61	4	8	10
Male	37	2391	40150	93	98	98	490	479	485	11	14	12	19	28	25	59	53	55	11	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	48	2553	32508	92	99	98	481	473	472	8	13	15	27	34	33	63	49	49	2	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	NC	1435	36135	NC	98	98	NC	503	508	NC	6	4	NC	17	14	NC	64	67	NC	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	58	3979	69009	100	100	100	497	489	495	2	7	6	22	26	22	67	59	62	9	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	30	2403	37234	91	98	97	477	472	472	10	14	15	27	34	33	63	49	50	NA	3	3
Non-Economically Disadvantaged	35	2193	41766	95	99	99	502	495	505	3	8	5	20	21	16	63	60	65	14	11	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	69	4607	79611	99	99	99	498	500	496	4	5	7	38	36	37	58	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2206	39016	100	99	99	512	514	511	3	3	4	20	26	29	77	70	66	NA	1	1
Male	39	2400	40519	98	99	98	488	488	482	5	7	10	51	44	44	44	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	51	2557	32855	98	99	99	490	495	481	6	6	10	41	39	43	53	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	NC	1445	36380	NC	99	99	NC	510	511	NC	4	4	NC	29	30	NC	66	65	NC	1	1
Students with Disabilities	11	643	10664	92	95	94	405	442	440	18	20	23	73	57	54	9	22	22	NA	1	1
Students without Disabilities	58	3964	68947	100	100	100	514	509	504	2	3	4	31	32	34	67	64	61	NA	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	32	2415	37626	97	99	98	495	492	479	6	6	10	34	41	45	59	52	45	NA	0	0
Non-Economically Disadvantaged	37	2192	41985	100	99	100	501	510	511	3	4	4	41	30	30	57	65	65	NA	1	1

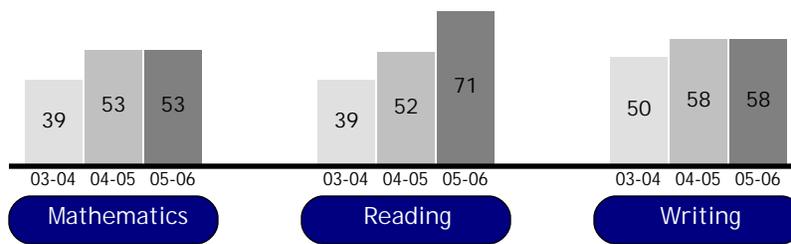
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	59	NA	58	93	48	43	47	98	46	44	46
	Language	100	63	45	50	93	47	42	47	98	56	44	48
	Mathematics	98	73	56	64	94	54	48	50	98	65	50	52
3	Reading	98	51	NA	55	98	41	41	44	85	43	43	46
	Language	100	53	56	61	98	42	40	44	91	39	43	46
	Mathematics	100	38	53	61	98	44	47	51	91	43	48	52
4	Reading	100	43	NA	56	98	45	43	48	97	54	46	52
	Language	100	42	45	52	98	46	44	49	97	56	48	52
	Mathematics	100	39	50	61	98	45	48	53	97	56	52	58
5	Reading	98	48	NA	55	99	43	46	50	93	56	50	56
	Language	98	39	41	49	99	42	46	50	100	43	50	54
	Mathematics	98	53	53	63	99	37	45	49	100	43	48	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Establishment of School Goals
- Ü Promoting Academic Achievement
- Ü Site Improvements
- Ü School Safety Issues
- Ü Oversee Deseg, Tax Credit & LINKS Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	3.50	Teacher Aide	4.00

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	2	0	0
7 to 9 years	0	2	0	0
10 or more years	6	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	20
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	5%

Resources Available at School Site

Special Facilities

- Ü Library/Informational Technology Center
- Ü Separate Multipurpose Room/Gymnasium

Extracurricular Activities

- Ü After School Sports (Seasonal)
- Ü Yearbook Club
- Ü Multimedia/Technology Club
- Ü After School program (fee)

Social Services

- Ü Counseling Services
- Ü Breakfast /Lunch Program
- Ü Crisis Intervention
- Ü Making Mealtime Family Time

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We are the TUSD Technology Focus School. We provide take home laptops to our 5th graders. Our 3rd and 4th graders have assigned laptops to use at school. All students have access to interactive white boards and digital cameras

- ü EEf Grant
Gardening Grant

- ü 5th Graders participate in the Wright Flight Program and a study of landforms which includes a trip to the Grand Canyon.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	92	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

Brichta uses the Caring School Community and Positive Behavior Support programs to promote healthy solutions to situations and resiliency among our students.

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) :

5

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	Sabrina Cruz	(520) 225-1100
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Sabrina Cruz	(520) 225-1100
School Nutrition Programs	Pamela Palmo	(520) 225-4720
Parent Organization	Brenda Gallardo	(520) 225-1100
Student Health/Nurse	Michele Bennett	(520) 225-1117

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.