

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5949 East 29th St., Tucson, AZ 85711

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
2004-05	Performing
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Ms. Joyce Dillon
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address : www.corbettschool.org
 Phone Number : (520) 584-4900
 Fax Number : (520) 584-4901
 E-mail : joyce.dillon@tusd.k12.az.us

Mission

Our purpose is to work with families and the community to meet each child's educational needs, now and in the future. We strive to help all children develop into mature, responsible adults able to cope and thrive in an increasingly complex world.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

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

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

School / Academic Goals

- ü Five percent (5%) increase in the composite reading scores for all students attending Corbett for at least two years.
- ü At least 95% of Corbett students will attend school on a daily basis.
- ü Increase writing scores on district's quarterly writing scores by five percent each quarter.
- ü Five percent increase in the composite math scores for all students attending Corbett for at least two years.

Enrollment

October 1, 2005 School Year Student Enrollment : 605
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 83

Instructional Programs

- Ü Structured English Immersion
- Ü Full-day Kindergarten
- Ü Gifted and Talented Education
- Ü Inclusive Special Education Model
- Ü Success For All Reading Program
- Ü Opening Minds Through Arts Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	7/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

To communicate with parents through newsletters, conferences, home visits, telephone calls, etc. To have clear-cut educational goals and objectives for students and with parents so we can all help students achieve these objectives.

Parents

To become involved in their child's education by helping in classrooms, working with the PTA and attending educational activities. To ensure excellent student attendance. Positive communication between home and school makes for successful students.

Transportation Policy

Students are transported from the far east side of Tucson to attend the GATE program. All other neighborhood students live within the one-square-mile attendance area and walk to school.

School Honors

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

Award/Honor	Year
Ü 1st Place Best Media Library in US	2001
Ü Grand Prize Winner Scholastic, Inc. Essay Contest	2004
Ü 1st Place Poetry Anthology Winner	2003
Ü 1st Place TUSD/City Track and Field	2001

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	108	4704	80010	100	99	99	464	443	447	12	11	10	20	20	18	35	54	53	32	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2282	38935	100	99	99	482	444	447	4	9	9	22	20	19	33	57	55	41	14	17
Male	57	2422	40974	100	99	98	448	441	448	19	12	11	19	21	18	37	52	52	25	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	52	2729	34545	100	99	99	446	435	432	10	12	14	31	24	24	38	54	53	21	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	41	1370	35142	100	99	99	486	462	465	12	6	5	10	12	11	32	57	56	46	26	28
Students with Disabilities	10	594	10161	100	94	93	NA	415	419	NA	30	28	NA	27	28	NA	37	36	NA	6	8
Students without Disabilities	98	4110	69849	100	100	100	469	446	451	7	8	7	21	19	17	38	57	56	34	16	19
Limited English Proficient Students	14	739	14013	100	98	97	408	410	413	21	27	24	36	35	34	43	35	39	NA	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	57	2469	39029	100	99	98	451	435	432	7	12	14	25	24	25	44	54	52	25	9	9
Non-Economically Disadvantaged	51	2235	40981	100	99	100	478	451	462	18	9	6	16	16	13	25	54	54	41	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	108	4701	79438	100	99	98	460	446	451	17	10	9	22	27	24	36	55	56	25	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2284	38775	100	99	99	480	453	457	6	8	7	20	24	22	41	58	58	33	11	13
Male	57	2417	40560	100	99	97	441	440	446	26	13	12	25	29	25	32	52	54	18	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	52	2723	34297	100	99	98	444	438	434	19	12	14	27	30	31	37	52	50	17	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	41	1369	34887	100	99	98	479	465	471	12	5	4	20	18	15	32	62	63	37	15	18
Students with Disabilities	10	585	9588	100	93	88	NA	410	416	NA	30	30	NA	36	32	NA	32	34	NA	3	5
Students without Disabilities	98	4116	69850	100	100	100	467	451	456	12	8	7	21	25	23	40	58	59	27	9	12
Limited English Proficient Students	14	734	13856	100	98	96	400	403	407	36	29	27	43	44	43	21	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	57	2460	38685	100	98	97	448	437	435	16	12	14	26	30	32	42	53	50	16	4	5
Non-Economically Disadvantaged	51	2241	40753	100	99	99	473	456	467	18	8	5	18	23	16	29	57	62	35	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	106	4706	79971	98	99	99	437	420	423	3	7	8	36	43	41	58	48	49	4	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2287	38974	96	99	99	457	432	437	NA	5	5	22	36	33	71	57	57	6	2	4
Male	57	2419	40895	100	99	98	420	408	410	5	9	10	47	50	47	46	40	41	2	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	51	2724	34481	98	99	99	439	416	410	2	7	10	37	46	46	59	46	43	2	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	41	1373	35150	100	99	99	437	430	437	5	5	5	29	38	35	63	54	56	2	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	97	4102	69713	99	99	100	444	426	429	NA	5	5	34	41	39	63	52	52	3	2	3
Limited English Proficient Students	13	741	13985	93	99	97	415	378	382	NA	19	18	69	56	54	31	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	56	2467	38994	98	99	98	438	414	409	2	8	10	34	47	47	63	45	41	2	1	1
Non-Economically Disadvantaged	50	2239	40977	98	99	100	436	427	437	4	6	5	38	39	34	52	53	56	6	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	98	4554	80147	100	98	99	479	474	482	21	13	11	24	20	17	24	48	49	30	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2200	39281	100	98	99	494	475	483	22	11	9	22	22	17	16	48	50	41	19	24
Male	61	2352	40780	100	97	98	470	473	482	21	14	12	26	19	17	30	48	48	23	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	55	2529	33494	100	98	99	457	466	466	24	15	15	35	24	23	22	47	49	20	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	31	1383	36122	100	98	99	504	492	501	19	7	5	10	14	10	35	51	50	35	28	35
Students with Disabilities	11	589	10295	100	88	92	439	439	443	45	35	33	27	26	26	18	34	33	9	6	8
Students without Disabilities	87	3965	69852	100	100	100	484	479	488	18	10	7	24	20	16	25	50	51	32	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	50	2431	38371	100	97	97	440	464	465	32	16	15	34	24	23	24	47	49	10	13	13
Non-Economically Disadvantaged	48	2123	41776	100	98	100	520	485	498	10	9	6	15	16	11	25	49	49	50	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	98	4563	79686	100	98	98	467	463	470	16	13	11	36	27	24	30	53	57	18	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2214	39163	100	99	99	481	468	475	14	10	9	30	25	22	30	57	60	27	8	10
Male	61	2347	40438	100	97	97	458	457	465	18	16	13	39	30	25	30	49	54	13	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	55	2525	33299	100	98	98	450	454	452	20	16	17	45	32	32	24	48	47	11	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	31	1388	35914	100	99	98	485	482	489	16	6	5	23	19	15	29	63	67	32	12	14
Students with Disabilities	11	593	9808	100	88	87	417	425	432	45	37	35	36	32	32	9	28	30	9	3	3
Students without Disabilities	87	3970	69878	100	100	100	473	468	475	13	9	8	36	27	23	32	57	61	20	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	50	2438	38095	100	98	97	438	452	452	26	17	17	46	32	32	20	48	48	8	3	3
Non-Economically Disadvantaged	48	2125	41591	100	98	99	496	475	486	6	9	6	25	23	16	40	59	65	29	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	97	4592	80372	99	99	99	480	474	475	1	4	4	36	31	30	57	64	64	6	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2219	39452	100	99	99	498	485	488	NA	3	3	27	22	22	59	72	72	14	2	3
Male	60	2371	40836	98	98	98	468	463	464	2	5	6	42	38	37	55	56	56	2	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	55	2551	33608	100	99	99	473	469	462	NA	5	6	44	33	36	55	61	57	2	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	30	1388	36213	97	99	99	485	486	489	3	2	2	27	26	22	57	69	72	13	3	3
Students with Disabilities	11	628	10526	100	93	94	419	427	427	9	14	15	73	53	53	18	32	31	NA	1	1
Students without Disabilities	86	3964	69846	99	100	100	487	480	482	NA	3	3	31	27	26	62	69	69	7	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	50	2454	38521	100	98	98	457	463	461	NA	6	6	48	35	38	52	59	55	NA	1	1
Non-Economically Disadvantaged	47	2138	41851	98	99	100	504	485	489	2	2	3	23	26	22	62	69	72	13	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	103	4552	79306	100	98	99	493	496	504	20	16	13	31	23	20	29	47	49	19	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2186	38845	100	98	99	496	496	505	21	14	11	31	24	20	31	49	50	18	14	18
Male	64	2365	40383	100	97	98	491	496	504	20	18	14	31	22	19	28	45	47	20	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	53	2530	32673	100	98	99	477	485	487	26	19	18	40	27	25	21	45	46	13	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	39	1420	36234	100	97	99	517	517	523	8	8	6	21	16	13	44	51	52	28	25	28
Students with Disabilities	17	573	10286	100	85	91	450	456	462	41	44	41	53	29	27	6	23	27	NA	3	5
Students without Disabilities	86	3979	69020	100	100	100	502	501	510	16	12	9	27	22	18	34	50	52	23	16	21
Limited English Proficient Students	14	593	10291	100	96	96	447	456	458	43	41	38	50	32	34	7	26	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	67	2380	37437	100	98	97	479	484	486	21	20	19	42	26	26	27	45	46	10	9	9
Non-Economically Disadvantaged	36	2172	41869	100	98	100	520	508	521	19	11	7	11	18	14	33	49	51	36	21	27

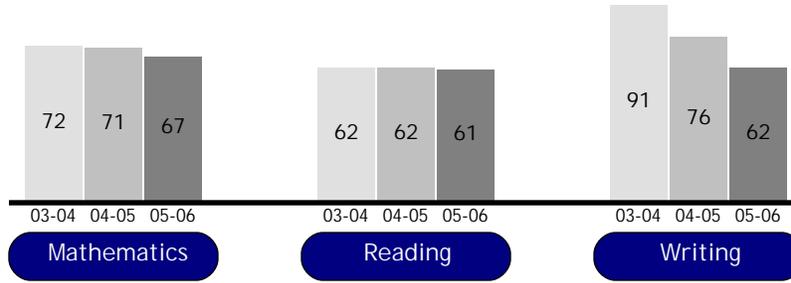
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	4596	79000	100	99	98	489	483	489	7	11	10	32	28	24	48	54	58	14	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2204	38774	100	99	99	500	488	494	3	7	7	33	27	22	51	57	61	13	8	10
Male	64	2391	40150	100	98	98	482	479	485	9	14	12	31	28	25	45	53	55	14	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	53	2553	32508	100	99	98	474	473	472	8	13	15	45	34	33	42	49	49	6	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	39	1435	36135	100	98	98	514	503	508	3	6	4	15	17	14	59	64	67	23	13	15
Students with Disabilities	17	617	9991	100	91	88	446	442	449	24	38	33	65	37	36	12	24	29	NA	2	2
Students without Disabilities	86	3979	69009	100	100	100	497	489	495	3	7	6	26	26	22	55	59	62	16	8	10
Limited English Proficient Students	14	604	10199	100	97	95	448	439	439	7	34	35	64	47	47	29	18	18	NA	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	67	2403	37234	100	98	97	477	472	472	7	14	15	40	34	33	48	49	50	4	3	3
Non-Economically Disadvantaged	36	2193	41766	100	99	99	512	495	505	6	8	5	17	21	16	47	60	65	31	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	102	4607	79611	99	99	99	509	500	496	1	5	7	36	36	37	61	58	56	2	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2206	39016	100	99	99	525	514	511	NA	3	4	23	26	29	72	70	66	5	1	1
Male	63	2400	40519	98	99	98	499	488	482	2	7	10	44	44	44	54	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	52	2557	32855	98	99	99	501	495	481	2	6	10	44	39	43	52	55	47	2	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	39	1445	36380	100	99	99	521	510	511	NA	4	4	18	29	30	79	66	65	3	1	1
Students with Disabilities	17	643	10664	100	95	94	463	442	440	6	20	23	76	57	54	18	22	22	NA	1	1
Students without Disabilities	85	3964	68947	99	100	100	518	509	504	NA	3	4	28	32	34	69	64	61	2	0	1
Limited English Proficient Students	13	609	10362	93	98	97	480	448	438	8	17	22	54	58	57	38	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	66	2415	37626	99	99	98	499	492	479	2	6	10	41	41	45	58	52	45	NA	0	0
Non-Economically Disadvantaged	36	2192	41985	100	99	100	527	510	511	NA	4	4	28	30	30	67	65	65	6	1	1

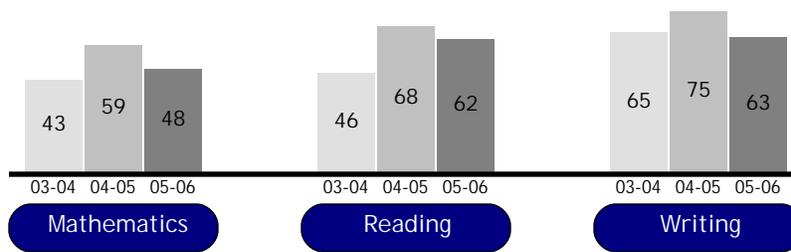
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

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	94	61	NA	58	99	46	43	47	100	54	44	46
	Language	100	54	45	50	99	43	42	47	100	54	44	48
	Mathematics	99	65	56	64	99	45	48	50	100	56	50	52
3	Reading	100	69	NA	55	98	51	41	44	100	50	43	46
	Language	100	74	56	61	98	48	40	44	100	48	43	46
	Mathematics	100	74	53	61	99	56	47	51	100	58	48	52
4	Reading	100	63	NA	56	99	47	43	48	100	56	46	52
	Language	100	58	45	52	99	48	44	49	100	56	48	52
	Mathematics	100	67	50	61	98	45	48	53	100	56	52	58
5	Reading	97	63	NA	55	100	55	46	50	100	56	50	56
	Language	99	52	41	49	100	56	46	50	100	58	50	54
	Mathematics	98	63	53	63	100	49	45	49	100	46	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

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

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Staff Development
- Ü School Environment
- Ü Tax Credit Allocations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	5.00	Teacher Aide	5.00

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	5	0	0	0
7 to 9 years	2	0	0	0
10 or more years	7	22	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
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	3%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Head Start
- Ü Library
- Ü Music Room

Extracurricular Activities

- Ü Project Shine Fine Arts/Literacy
- Ü Chess
- Ü Mentoring
- Ü Read 'N Eat
- Ü Basketball
- Ü Softball
- Ü Afterschool Tutoring
- Ü Curriculum Nights

Social Services

- Ü Afterschool Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Parent Literacy Links
- Ü Adult ESL Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Eighty-eight percent (88%) of our students are reading at or above grade level in reading.

- ü Students are continuing to show increased growth in written language development, including meaningful sentences, paragraph development and research skills. Students are developing inquiry-based science notebooks.

Student Activity Rates for School Year 2005-06

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

Students participate in individual, small group and total class instruction in decision-making and life skills choices. Older students/classes are paired with younger students/classes to foster responsibility and caring amongst 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) :

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	Joyce Dillon	(520) 584-4900
Transportation Policy	Ron Stacey	(520) 225-4800
Community Resources	Kathi Finfrock	(520) 584-4492
School Nutrition Programs	Pam Palmo	(520) 225-4720
Parent Organization	Jennifer Guillen	(520) 584-4900
Student Health/Nurse	Janet Lew	(520) 584-4900

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.