



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2945 N. Tucson Blvd., Tucson, AZ 85716

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Mrs. Pearl I. Miller
Schedule : 07:00 AM to 04:00 PM
Grades : K-5
Web Address : edweb.tusd.k12.az.us/Cragin/
Phone Number : (520) 232-6700
Fax Number : (520) 232-6701
E-mail : pearl.miller@tusd.k12.az.us

Mission

Cragin Philosophy
Cragin supports a nurturing community where each individual is honored and valued. We celebrate diversity, maximize potential, and encourage curiosity and inquiry.
The staff promotes the academic and personal growth of every child. We will develop life long learners using best teaching practices as we build resilient and contributing citizens.

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 Cragin staff, parents and students participate together to increase student achievement and attendance, and to develop strategies which promote responsibility and the development of self-direction as part of the PeaceBuilders/Lifeskills program.
ü The percentage of students meeting and exceeding the standards in reading will increase each year.
The percentage of students falling far below the standards in reading will decrease each year.
ü The percentage of students meeting and exceeding the standards in math will increase each year.
The percentage of students falling far below the standards in math will decrease each year.
ü The percentage of students meeting and exceeding the standards in writing will increase each year.
The percentage of students falling far below the standards in writing will decrease each year.

Enrollment

October 1, 2005 School Year Student Enrollment : 553
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 80

Instructional Programs

- ü PeaceBuilders/Lifeskills
- ü Reading/Math Blocks
- ü Bilingual Classroom Option
- ü SEI Classrooms
- ü Intervention Block
- ü Reading Support, Tutors, and Reading See
- ü GATE (Gifted Program)
- ü Special Education Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The mission of Cragin School, in partnership with parents and the Cragin community, is to assure each student receives an engaging, rigorous and comprehensive education.

Parents

Parents are to provide a loving and encouraging home environment for their child, promoting a home/school partnership. Parents are to model a love of learning, support developing good study habits and nurture each child's personal excellence. Parent Policy developed and distributed.

Transportation Policy

We follow the transportation policy of TUSD.

School Honors

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

Award/Honor	Year
ü Rodel Finalist for Exemplary Teacher Award	2006
ü Pennies for the Heart - 5 Star School	2006
ü EEF Teacher/Librarian Award	2005
ü 1 Rodel Exemplary Teacher Award and 1 Rodel Finalist	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	85	4704	80010	100	99	99	425	443	447	19	11	10	26	20	18	46	54	53	9	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2282	38935	97	99	99	424	444	447	16	9	9	24	20	19	54	57	55	5	14	17
Male	48	2422	40974	100	99	98	426	441	448	21	12	11	27	21	18	40	52	52	13	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	46	2729	34545	98	99	99	416	435	432	20	12	14	37	24	24	37	54	53	7	10	9
Asian/Pacific Islander	--	111	2068	--	97	99	--	472	474	--	5	4	--	12	10	--	54	50	--	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	29	1370	35142	100	99	99	446	462	465	7	6	5	10	12	11	69	57	56	14	26	28
Students with Disabilities	14	594	10161	100	94	93	397	415	419	43	30	28	29	27	28	21	37	36	7	6	8
Students without Disabilities	71	4110	69849	100	100	100	431	446	451	14	8	7	25	19	17	51	57	56	10	16	19
Limited English Proficient Students	18	739	14013	95	98	97	402	410	413	33	27	24	33	35	34	33	35	39	NA	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	52	2469	39029	100	99	98	423	435	432	15	12	14	33	24	25	46	54	52	6	9	9
Non-Economically Disadvantaged	33	2235	40981	100	99	100	429	451	462	24	9	6	15	16	13	45	54	54	15	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	85	4701	79438	100	99	98	430	446	451	15	10	9	29	27	24	54	55	56	1	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2284	38775	97	99	99	438	453	457	5	8	7	38	24	22	54	58	58	3	11	13
Male	48	2417	40560	100	99	97	424	440	446	23	13	12	23	29	25	54	52	54	NA	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	46	2723	34297	98	99	99	417	438	434	20	12	14	37	30	31	43	52	50	NA	5	5
Asian/Pacific Islander	--	111	2063	--	97	99	--	474	475	--	4	3	--	14	15	--	65	63	--	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	29	1369	34887	100	99	98	457	465	471	3	5	4	17	18	15	76	62	63	3	15	18
Students with Disabilities	14	585	9588	100	93	88	393	410	416	36	30	30	43	36	32	21	32	34	NA	3	5
Students without Disabilities	71	4116	69850	100	100	100	437	451	456	11	8	7	27	25	23	61	58	59	1	9	12
Limited English Proficient Students	18	734	13856	95	98	96	394	403	407	39	29	27	39	44	43	22	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	52	2460	38685	100	98	97	428	437	435	13	12	14	33	30	32	54	53	50	NA	4	5
Non-Economically Disadvantaged	33	2241	40753	100	99	99	432	456	467	18	8	5	24	23	16	55	57	62	3	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	79	4706	79971	93	99	99	393	420	423	9	7	8	61	43	41	30	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2287	38974	97	99	99	403	432	437	5	5	5	54	36	33	41	57	57	NA	2	4
Male	42	2419	40895	89	99	98	384	408	410	12	9	10	67	50	47	21	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	43	2724	34481	91	99	99	386	416	410	12	7	10	65	46	46	23	46	43	NA	1	1
Asian/Pacific Islander	--	113	2067	--	98	99	--	438	449	--	6	4	--	37	28	--	51	60	--	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	27	1373	35150	93	99	99	408	430	437	4	5	5	48	38	35	48	54	56	NA	3	5
Students with Disabilities	13	604	10258	93	96	94	342	373	377	31	22	23	62	55	51	8	23	25	NA	1	1
Students without Disabilities	66	4102	69713	93	99	100	402	426	429	5	5	5	61	41	39	35	52	52	NA	2	3
Limited English Proficient Students	18	741	13985	95	99	97	341	378	382	28	19	18	67	56	54	6	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	49	2467	38994	94	99	98	394	414	409	8	8	10	65	47	47	27	45	41	NA	1	1
Non-Economically Disadvantaged	30	2239	40977	91	99	100	390	427	437	10	6	5	53	39	34	37	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	97	4554	80147	100	98	99	443	474	482	28	13	11	33	20	17	35	48	49	4	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2200	39281	100	98	99	448	475	483	22	11	9	37	22	17	39	48	50	2	19	24
Male	45	2352	40780	100	97	98	439	473	482	33	14	12	29	19	17	31	48	48	7	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	52	2529	33494	100	98	99	441	466	466	31	15	15	31	24	23	37	47	49	2	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	34	1383	36122	100	98	99	457	492	501	9	7	5	44	14	10	38	51	50	9	28	35
Students with Disabilities	14	589	10295	100	88	92	425	439	443	29	35	33	50	26	26	21	34	33	NA	6	8
Students without Disabilities	83	3965	69852	100	100	100	446	479	488	28	10	7	30	20	16	37	50	51	5	21	26
Limited English Proficient Students	13	669	12722	100	97	97	405	439	441	69	27	27	31	35	33	NA	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	61	2431	38371	100	97	97	440	464	465	30	16	15	36	24	23	31	47	49	3	13	13
Non-Economically Disadvantaged	36	2123	41776	100	98	100	448	485	498	25	9	6	28	16	11	42	49	49	6	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	97	4563	79686	100	98	98	444	463	470	19	13	11	36	27	24	44	53	57	1	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2214	39163	100	99	99	451	468	475	16	10	9	31	25	22	51	57	60	2	8	10
Male	45	2347	40438	100	97	97	438	457	465	20	16	13	42	30	25	38	49	54	NA	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	52	2525	33299	100	98	98	440	454	452	21	16	17	38	32	32	40	48	47	NA	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	34	1388	35914	100	99	98	463	482	489	3	6	5	35	19	15	59	63	67	3	12	14
Students with Disabilities	14	593	9808	100	88	87	421	425	432	21	37	35	64	32	32	14	28	30	NA	3	3
Students without Disabilities	83	3970	69878	100	100	100	448	468	475	18	9	8	31	27	23	49	57	61	1	7	9
Limited English Proficient Students	13	666	12594	100	97	96	409	420	422	54	34	34	38	47	45	8	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	61	2438	38095	100	98	97	441	452	452	16	17	17	39	32	32	43	48	48	2	3	3
Non-Economically Disadvantaged	36	2125	41591	100	98	99	449	475	486	22	9	6	31	23	16	47	59	65	NA	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	94	4592	80372	98	99	99	450	474	475	7	4	4	41	31	30	51	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2219	39452	98	99	99	470	485	488	2	3	3	26	22	22	72	72	72	NA	2	3
Male	43	2371	40836	96	98	98	432	463	464	12	5	6	60	38	37	28	56	56	NA	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	51	2551	33608	98	99	99	450	469	462	6	5	6	37	33	36	57	61	57	NA	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	33	1388	36213	97	99	99	459	486	489	6	2	2	45	26	22	48	69	72	NA	3	3
Students with Disabilities	13	628	10526	93	93	94	379	427	427	31	14	15	62	53	53	8	32	31	NA	1	1
Students without Disabilities	81	3964	69846	99	100	100	461	480	482	4	3	3	38	27	26	58	69	69	NA	2	2
Limited English Proficient Students	12	674	12747	100	98	97	391	426	432	25	14	12	50	51	52	25	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	58	2454	38521	95	98	98	445	463	461	9	6	6	41	35	38	50	59	55	NA	1	1
Non-Economically Disadvantaged	36	2138	41851	100	99	100	458	485	489	6	2	3	42	26	22	53	69	72	NA	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	79	4552	79306	98	98	99	495	496	504	15	16	13	19	23	20	53	47	49	13	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2186	38845	94	98	99	494	496	505	24	14	11	15	24	20	44	49	50	18	14	18
Male	45	2365	40383	100	97	98	496	496	504	9	18	14	22	22	19	60	45	47	9	15	19
African American	10	277	4171	100	99	98	NA	484	485	NA	21	20	NA	24	26	NA	46	44	NA	9	10
Hispanic	47	2530	32673	98	98	99	488	485	487	13	19	18	23	27	25	60	45	46	4	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	20	1420	36234	95	97	99	527	517	523	10	8	6	10	16	13	45	51	52	35	25	28
Students with Disabilities	10	573	10286	91	85	91	NA	456	462	NA	44	41	NA	29	27	NA	23	27	NA	3	5
Students without Disabilities	69	3979	69020	99	100	100	502	501	510	10	12	9	19	22	18	57	50	52	14	16	21
Limited English Proficient Students	15	593	10291	94	96	96	472	456	458	27	41	38	20	32	34	53	26	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	50	2380	37437	100	98	97	485	484	486	20	20	19	18	26	26	56	45	46	6	9	9
Non-Economically Disadvantaged	29	2172	41869	94	98	100	513	508	521	7	11	7	21	18	14	48	49	51	24	21	27

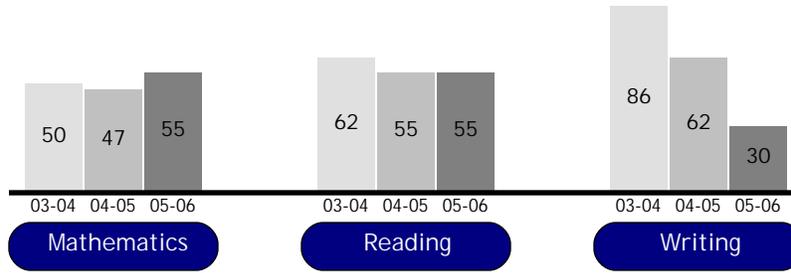
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	4596	79000	99	99	98	481	483	489	11	11	10	26	28	24	56	54	58	6	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2204	38774	97	99	99	483	488	494	11	7	7	23	27	22	60	57	61	6	8	10
Male	45	2391	40150	100	98	98	480	479	485	11	14	12	29	28	25	53	53	55	7	6	8
African American	10	279	4153	100	99	98	NA	477	476	NA	15	13	NA	25	30	NA	53	53	NA	7	4
Hispanic	47	2553	32508	98	99	98	470	473	472	15	13	15	26	34	33	57	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	21	1435	36135	100	98	98	515	503	508	5	6	4	14	17	14	62	64	67	19	13	15
Students with Disabilities	11	617	9991	100	91	88	429	442	449	45	38	33	55	37	36	NA	24	29	NA	2	2
Students without Disabilities	69	3979	69009	99	100	100	490	489	495	6	7	6	22	26	22	65	59	62	7	8	10
Limited English Proficient Students	15	604	10199	94	97	95	441	439	439	40	34	35	33	47	47	27	18	18	NA	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	50	2403	37234	100	98	97	474	472	472	14	14	15	32	34	33	48	49	50	6	3	3
Non-Economically Disadvantaged	30	2193	41766	97	99	99	493	495	505	7	8	5	17	21	16	70	60	65	7	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	77	4607	79611	95	99	99	481	500	496	12	5	7	43	36	37	45	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2206	39016	89	99	99	488	514	511	9	3	4	41	26	29	50	70	66	NA	1	1
Male	45	2400	40519	100	99	98	476	488	482	13	7	10	44	44	44	42	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	46	2557	32855	96	99	99	472	495	481	15	6	10	43	39	43	41	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	20	1445	36380	95	99	99	507	510	511	5	4	4	35	29	30	60	66	65	NA	1	1
Students with Disabilities	10	643	10664	91	95	94	NA	442	440	NA	20	23	NA	57	54	NA	22	22	NA	1	1
Students without Disabilities	67	3964	68947	96	100	100	497	509	504	4	3	4	43	32	34	52	64	61	NA	0	1
Limited English Proficient Students	16	609	10362	100	98	97	446	448	438	19	17	22	63	58	57	19	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	50	2415	37626	100	99	98	474	492	479	12	6	10	46	41	45	42	52	45	NA	0	0
Non-Economically Disadvantaged	27	2192	41985	87	99	100	495	510	511	11	4	4	37	30	30	52	65	65	NA	1	1

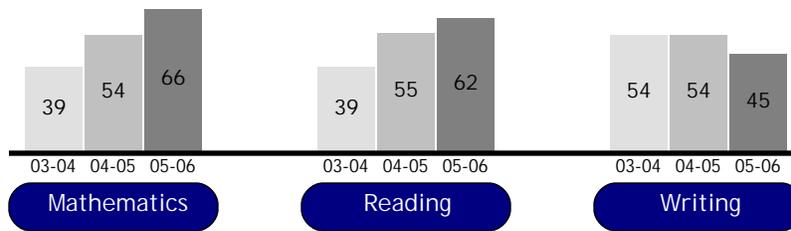
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	98	41	NA	58	100	41	43	47	93	48	44	46
	Language	98	33	45	50	100	36	42	47	93	44	44	48
	Mathematics	98	38	56	64	100	39	48	50	93	48	50	52
3	Reading	99	44	NA	55	100	40	41	44	100	35	43	46
	Language	100	49	56	61	100	38	40	44	100	34	43	46
	Mathematics	100	40	53	61	100	41	47	51	100	37	48	52
4	Reading	94	41	NA	56	100	39	43	48	100	35	46	52
	Language	100	37	45	52	100	36	44	49	100	34	48	52
	Mathematics	100	37	50	61	100	38	48	53	100	32	52	58
5	Reading	96	46	NA	55	100	42	46	50	100	46	50	56
	Language	96	40	41	49	100	43	46	50	99	43	50	54
	Mathematics	98	47	53	63	100	40	45	49	99	50	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/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum/Instruction
- Ü Student Handbook
- Ü Student Achievement
- Ü School Environment and Safety
- Ü Use of Tax Credit Money
- Ü Develop and Monitor School Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	4.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	5	1	0	0
7 to 9 years	2	0	0	0
10 or more years	9	16	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
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 with Media/Technology Center
- Ü Reading Resource Bookroom
- Ü Environment Educ. Courtyard/Habitat

Extracurricular Activities

- Ü Cougar Clubs - Sports/Arts/Tech/etc.
- Ü Bowling
- Ü Orchestra/Band
- Ü Tutoring
- Ü Student Council
- Ü Family Library/Math Night
- Ü Peace Patrol
- Ü Family ESL Program

Social Services

- Ü KIDCO Afterschool Program
- Ü Community Representative
- Ü Clothing/Food Banks
- Ü Social Worker
- Ü JFCS Counseling
- Ü Strengthening Families Program
- Ü Counseling Services
- Ü Health Office

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Nine students received President's Education Award for Outstanding Academic Achievement.
  
- ü PeaceBuilders Program, Strengthening Families Program and Parent Art Partnership.
  
- ü Quarterly Award Assemblies honoring academics, attendance, improvement, and citizenship.
  
- ü Schoolwide recycling program.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	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 emphasize and implement a school-wide PeaceBuilder Program. Monitors and Peer Peace Patrol are in place to oversee safety and encourage positive behavior. The School Safety/Crisis team works to monitor current safety drills and procedures. We also have a School Resource Officer and a School Safety Officer assigned part-time to our school who are available when requested.

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) :

4

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	Saralinda Mendivil	(520) 232-6700
Transportation Policy	Bill Ball	(520) 617-4315
Community Resources	Rosie Mares	(520) 232-6700
School Nutrition Programs	Debbie Raether	(520) 232-6723
Parent Organization	Ken Harris	(520) 232-6700
Student Health/Nurse	Connie Scott	(520) 232-6700

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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