



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5145 E 5th Street, 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	Underperforming
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Richard Foster
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address : edweb.tusd.k12.az.us/Duffy
 Phone Number : (520) 232-7000
 Fax Number : (520) 232-7001
 E-mail : richard.foster@tusd1.org

Mission

Committed LIFELONG LEARNERS, focused on family, everyone knows everybody; encouraging, supporting student achievement; high expectations, risk-taking, responsibility for own learning; fostering environment for learning and diversity of others.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü To improve our instructional program to increase student achievement in all areas of the curriculum.
- ü To successfully integrate music throughout the curriculum via Opening Minds Through the Arts - OMA.
- ü Math instructional calendars with weekly assessments to increase student achievement.
- ü To increase student achievement through targeted group interventions, individual learning contracts, after school tutoring and summer academic program.

Enrollment

October 1, 2005 School Year Student Enrollment : 317
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 75

Instructional Programs

- ü Full-day Kindergarten
- ü 90-minute dedicated reading Block
- ü 30-minute ESL/Intervention Block
- ü Quarterly Pacing Calendars rdg & math
- ü Opening Minds Through the Arts - OMA
- ü Gifted & Talented on site
- ü On-site Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Monthly individual classroom and school newsletter; mid-quarter progress reports; participates in leadership programs; PTA; volunteer in education; parent/teacher conferences; school committees; open library; instructional technology training; individual learning contracts for students including student, teacher & parent responsibilities; communicate clear expectations, standards and objectives for academics and behavior.

Parents

Parents are: expected to get children to school on time and ready to learn. To satisfy physical, emotional and medical needs: To take an active role in their child's learning: To volunteer: To inform the school of absences in a reasonable time frame: To assist in the development of individual learning contracts; read all communications from school/teacher; keep all scheduled appointments/conferences.

Transportation Policy

Students living more than one and a half miles qualify for transportation. Students south of Broadway are provided with transportation. Self-contained special education students are provided with transportation.

School Honors

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

Award/Honor	Year
ü Increased AIMS Scores	2003
ü Administered new assessments (Terra Nova & AIMS/DPA)	2002
ü Increased Writing Scores	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	52	4704	80010	100	99	99	427	443	447	19	11	10	19	20	18	54	54	53	8	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2282	38935	100	99	99	423	444	447	21	9	9	25	20	19	43	57	55	11	14	17
Male	24	2422	40974	100	99	98	432	441	448	17	12	11	13	21	18	67	52	52	4	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	22	2729	34545	100	99	99	421	435	432	18	12	14	27	24	24	50	54	53	5	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	--	182	3979	--	97	96	--	425	424	--	15	17	--	26	30	--	54	47	--	5	6
White	25	1370	35142	100	99	99	436	462	465	20	6	5	12	12	11	56	57	56	12	26	28
Students with Disabilities	11	594	10161	100	94	93	414	415	419	27	30	28	9	27	28	55	37	36	9	6	8
Students without Disabilities	41	4110	69849	100	100	100	430	446	451	17	8	7	22	19	17	54	57	56	7	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	31	2469	39029	100	99	98	422	435	432	19	12	14	26	24	25	48	54	52	6	9	9
Non-Economically Disadvantaged	21	2235	40981	100	99	100	435	451	462	19	9	6	10	16	13	62	54	54	10	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	52	4701	79438	100	99	98	433	446	451	19	10	9	19	27	24	60	55	56	2	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2284	38775	100	99	99	435	453	457	11	8	7	29	24	22	57	58	58	4	11	13
Male	24	2417	40560	100	99	97	431	440	446	29	13	12	8	29	25	63	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	22	2723	34297	100	99	98	422	438	434	27	12	14	18	30	31	55	52	50	NA	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	--	186	3940	--	99	95	--	432	429	--	14	14	--	34	36	--	49	47	--	3	3
White	25	1369	34887	100	99	98	446	465	471	12	5	4	16	18	15	68	62	63	4	15	18
Students with Disabilities	11	585	9588	100	93	88	382	410	416	55	30	30	NA	36	32	45	32	34	NA	3	5
Students without Disabilities	41	4116	69850	100	100	100	443	451	456	10	8	7	24	25	23	63	58	59	2	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	31	2460	38685	100	98	97	422	437	435	23	12	14	26	30	32	52	53	50	NA	4	5
Non-Economically Disadvantaged	21	2241	40753	100	99	99	449	456	467	14	8	5	10	23	16	71	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	51	4706	79971	98	99	99	414	420	423	10	7	8	35	43	41	53	48	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2287	38974	100	99	99	417	432	437	11	5	5	25	36	33	64	57	57	NA	2	4
Male	23	2419	40895	96	99	98	411	408	410	9	9	10	48	50	47	39	40	41	4	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	21	2724	34481	95	99	99	426	416	410	5	7	10	48	46	46	48	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	--	185	3995	--	98	96	--	414	409	--	9	10	--	43	47	--	49	42	--	NA	1
White	25	1373	35150	100	99	99	403	430	437	16	5	5	24	38	35	56	54	56	4	3	5
Students with Disabilities	11	604	10258	100	96	94	378	373	377	9	22	23	55	55	51	36	23	25	NA	1	1
Students without Disabilities	40	4102	69713	98	99	100	422	426	429	10	5	5	30	41	39	58	52	52	3	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	30	2467	38994	97	99	98	419	414	409	7	8	10	43	47	47	50	45	41	NA	1	1
Non-Economically Disadvantaged	21	2239	40977	100	99	100	407	427	437	14	6	5	24	39	34	57	53	56	5	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	51	4554	80147	96	98	99	450	474	482	29	13	11	16	20	17	43	48	49	12	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2200	39281	100	98	99	448	475	483	31	11	9	14	22	17	52	48	50	3	19	24
Male	22	2352	40780	92	97	98	452	473	482	27	14	12	18	19	17	32	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	26	2529	33494	100	98	99	443	466	466	27	15	15	19	24	23	50	47	49	4	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	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	18	1383	36122	90	98	99	456	492	501	33	7	5	11	14	10	33	51	50	22	28	35
Students with Disabilities	16	589	10295	89	88	92	413	439	443	56	35	33	13	26	26	31	34	33	NA	6	8
Students without Disabilities	35	3965	69852	100	100	100	464	479	488	17	10	7	17	20	16	49	50	51	17	21	26
Limited English Proficient Students	12	669	12722	100	97	97	445	439	441	25	27	27	8	35	33	67	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	34	2431	38371	94	97	97	447	464	465	26	16	15	21	24	23	44	47	49	9	13	13
Non-Economically Disadvantaged	17	2123	41776	100	98	100	455	485	498	35	9	6	6	16	11	41	49	49	18	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	48	4563	79686	91	98	98	448	463	470	21	13	11	23	27	24	56	53	57	NA	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2214	39163	97	99	99	444	468	475	25	10	9	18	25	22	57	57	60	NA	8	10
Male	20	2347	40438	83	97	97	452	457	465	15	16	13	30	30	25	55	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	24	2525	33299	92	98	98	437	454	452	25	16	17	17	32	32	58	48	47	NA	4	3
Asian/Pacific Islander	--	109	2097	--	99	99	--	484	490	--	6	5	--	12	13	--	73	68	--	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	17	1388	35914	85	99	98	459	482	489	12	6	5	35	19	15	53	63	67	NA	12	14
Students with Disabilities	13	593	9808	72	88	87	416	425	432	31	37	35	46	32	32	23	28	30	NA	3	3
Students without Disabilities	35	3970	69878	100	100	100	458	468	475	17	9	8	14	27	23	69	57	61	NA	7	9
Limited English Proficient Students	12	666	12594	100	97	96	418	420	422	33	34	34	33	47	45	33	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	34	2438	38095	94	98	97	445	452	452	21	17	17	26	32	32	53	48	48	NA	3	3
Non-Economically Disadvantaged	14	2125	41591	82	98	99	455	475	486	21	9	6	14	23	16	64	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	53	4592	80372	100	99	99	444	474	475	13	4	4	30	31	30	57	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2219	39452	100	99	99	455	485	488	10	3	3	21	22	22	69	72	72	NA	2	3
Male	24	2371	40836	100	98	98	431	463	464	17	5	6	42	38	37	42	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	26	2551	33608	100	99	99	440	469	462	15	5	6	19	33	36	65	61	57	NA	1	1
Asian/Pacific Islander	--	110	2098	--	100	99	--	487	500	--	3	2	--	19	16	--	76	75	--	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	20	1388	36213	100	99	99	446	486	489	10	2	2	45	26	22	45	69	72	NA	3	3
Students with Disabilities	18	628	10526	100	93	94	410	427	427	22	14	15	44	53	53	33	32	31	NA	1	1
Students without Disabilities	35	3964	69846	100	100	100	460	480	482	9	3	3	23	27	26	69	69	69	NA	2	2
Limited English Proficient Students	12	674	12747	100	98	97	399	426	432	25	14	12	25	51	52	50	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	36	2454	38521	100	98	98	441	463	461	14	6	6	31	35	38	56	59	55	NA	1	1
Non-Economically Disadvantaged	17	2138	41851	100	99	100	451	485	489	12	2	3	29	26	22	59	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	50	4552	79306	96	98	99	464	496	504	30	16	13	32	23	20	38	47	49	NA	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2186	38845	100	98	99	475	496	505	17	14	11	38	24	20	46	49	50	NA	14	18
Male	26	2365	40383	93	97	98	453	496	504	42	18	14	27	22	19	31	45	47	NA	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	21	2530	32673	100	98	99	460	485	487	33	19	18	38	27	25	29	45	46	NA	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	91	97	99	463	517	523	30	8	6	25	16	13	45	51	52	NA	25	28
Students with Disabilities	11	573	10286	85	85	91	422	456	462	73	44	41	18	29	27	9	23	27	NA	3	5
Students without Disabilities	39	3979	69020	100	100	100	473	501	510	18	12	9	36	22	18	46	50	52	NA	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	31	2380	37437	97	98	97	471	484	486	23	20	19	29	26	26	48	45	46	NA	9	9
Non-Economically Disadvantaged	19	2172	41869	95	98	100	452	508	521	42	11	7	37	18	14	21	49	51	NA	21	27

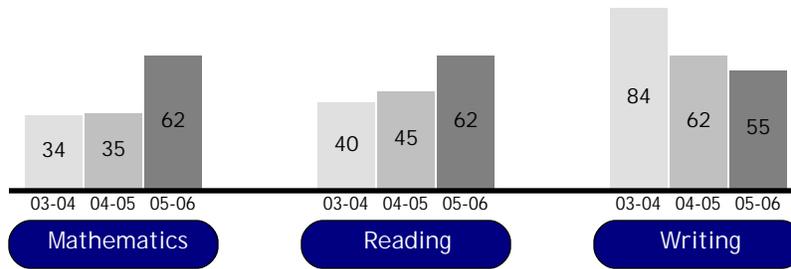
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	4596	79000	100	99	98	461	483	489	23	11	10	35	28	24	40	54	58	2	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2204	38774	100	99	99	484	488	494	NA	7	7	46	27	22	50	57	61	4	8	10
Male	28	2391	40150	100	98	98	440	479	485	43	14	12	25	28	25	32	53	55	NA	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	21	2553	32508	100	99	98	455	473	472	29	13	15	33	34	33	38	49	49	NA	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	22	1435	36135	100	98	98	463	503	508	23	6	4	32	17	14	41	64	67	5	13	15
Students with Disabilities	13	617	9991	100	91	88	415	442	449	46	38	33	46	37	36	8	24	29	NA	2	2
Students without Disabilities	39	3979	69009	100	100	100	473	489	495	15	7	6	31	26	22	51	59	62	3	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	32	2403	37234	100	98	97	465	472	472	22	14	15	28	34	33	50	49	50	NA	3	3
Non-Economically Disadvantaged	20	2193	41766	100	99	99	454	495	505	25	8	5	45	21	16	25	60	65	5	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	52	4607	79611	100	99	99	451	500	496	17	5	7	48	36	37	35	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2206	39016	100	99	99	498	514	511	4	3	4	46	26	29	50	70	66	NA	1	1
Male	28	2400	40519	100	99	98	410	488	482	29	7	10	50	44	44	21	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	21	2557	32855	100	99	99	443	495	481	19	6	10	52	39	43	29	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	22	1445	36380	100	99	99	457	510	511	18	4	4	41	29	30	41	66	65	NA	1	1
Students with Disabilities	13	643	10664	100	95	94	396	442	440	31	20	23	46	57	54	23	22	22	NA	1	1
Students without Disabilities	39	3964	68947	100	100	100	465	509	504	13	3	4	49	32	34	38	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	100	99	98	464	492	479	13	6	10	47	41	45	41	52	45	NA	0	0
Non-Economically Disadvantaged	20	2192	41985	100	99	100	430	510	511	25	4	4	50	30	30	25	65	65	NA	1	1

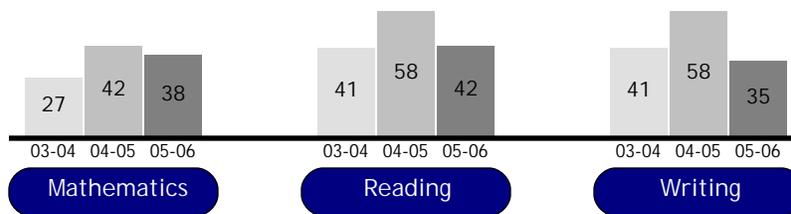
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	83	30	NA	58	96	43	43	47	96	32	44	46
	Language	81	31	45	50	96	34	42	47	96	30	44	48
	Mathematics	83	32	56	64	96	48	48	50	96	32	50	52
3	Reading	81	36	NA	55	81	29	41	44	94	44	43	46
	Language	84	34	56	61	81	28	40	44	94	43	43	46
	Mathematics	84	33	53	61	89	25	47	51	94	39	48	52
4	Reading	89	49	NA	56	98	41	43	48	87	39	46	52
	Language	60	38	45	52	98	43	44	49	96	34	48	52
	Mathematics	89	43	50	61	98	44	48	53	92	37	52	58
5	Reading	85	53	NA	55	90	44	46	50	94	39	50	56
	Language	71	32	41	49	90	39	46	50	94	37	50	54
	Mathematics	88	42	53	63	88	36	45	49	90	27	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)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement/School Safety Issues
- Ü Curric./Instruct. Focus - Reading & Math
- Ü Title I allocation and program review
- Ü Tax-credit Collection and Allocations
- Ü Home/School/Community Partnerships
- Ü Leadership Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	1.70	Teacher Aide	12.00

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	1	1	0	0
7 to 9 years	1	0	0	0
10 or more years	4	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	18
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 Computer Lab
- Ü Media Resource Center (library)
- Ü Multi-purpose OMA Room

Extracurricular Activities

- Ü Band and Orchestra
- Ü Student Council & Student Advisory Board
- Ü Strings - Violin
- Ü Recorders
- Ü Dance
- Ü Opera

Social Services

- Ü Counseling Services
- Ü Afterschool Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Family Supporting Families
- Ü Clothing/Food Bank

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Established consistent leadership throughout the school on all levels: administration, parents, teachers and students. We are truly becoming a community school.

- ü Received the label of PERFORMING according to AZ LEARNS. Met our Average Yearly Progress according to No Child Left Behind.

- ü Full implementation of Opening Minds Through the ARTS, at all grade levels.

- ü Designed and implemented an intervention and tutoring program to assist with student achievement

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

Review and revise School Safety Plan. Involve School Resource Officer with instruction and on a one-to-one basis with students. Preventative actions teams for the well-being of the entire school. Intervene with parental support of issues and concerns.

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

2

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

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

Contacts

	Name	Phone Number
School Site Council	Richard A. Foster	(520) 232-7000
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Dana Free	(520) 232-7018
School Nutrition Programs	Marcia Little	(520) 232-7023
Parent Organization	Jeanne Dugan	(520) 232-7000
Student Health/Nurse	Barbara Cook	(520) 232-7017

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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** 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.