



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6750 E. Stella Road, Tucson, AZ 85730

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	Performing

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

School Overview

Principal/Administrator : Ms. Helen LePage
 Schedule : 07:00 AM to 05:00 PM
 Grades : Pre-K-5
 Web Address : tusd.com
 Phone Number : (520) 584-5000
 Fax Number : (520) 584-5001
 E-mail : helen.lepage@tusd.k12.az.us

Mission

We believe all children will become lifelong learners developing into ROARing Roadrunners who will have Respect, show Organization, have a healthy Attitude and take personal Responsibility for their learning opportunities.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

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

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

School / Academic Goals

- ü Provide the highest quality educational service so that every student learns, exceeds all expected performance standards, graduates, and is able to compete and succeed in the diverse global economy.
- ü Community: Development of a positive working relationship with the Stella/Mann Neighborhood Association and business leaders.
- ü Progressively increase the percentage of students meeting or exceeding the standrds in reading, writing and math, as measured by the district quarterly assessments.
- ü Each year, every student will make at least one year's progress in reading, writing, and math as measured by the district anual assessments.

Enrollment

October 1, 2005 School Year Student Enrollment : 542
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 35

Instructional Programs

- Ü Full-day Kindergarten
- Ü At-risk Preschool (ABLE)
- Ü PACE-Parent and Child Enrichment
- Ü On-site Special Education
- Ü R.O.A.R.ing Approach Program
- Ü Cross Country/Track
- Ü Full Service Health Clinic
- Ü Counseling Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Student Handbook, Rights and Responsibilities, Site-Council, school/community relations, ROARing Roadrunner Review, communication folders. PTA, Friday Family Movies, Counseling Department, Stella/Mann Neighborhood Association, Parent Friday Coffees.

Parents

Attendance of students on a daily basis, student check-in and check-out, homework follow-up, communication with teacher and the office personnel pertaining to absences. On Time Team works with families to address any absence and tardy problems.

Transportation Policy

Students attending this school all walk. Transportation for students with special needs is provided with service in accordance with ARS 15-764 Board Policy #3340. Boundaries: North-Golf Links, South-Escalante, East-Kolb Road, West-Wilmot Road.

School Honors

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

Award/Honor	Year
Ü BridgeBuilders News Recognition	2002
Ü 2 Disney Teacher Nominations	2003
Ü LINKS School	2003
Ü USS Tucson - Adopted School	2000

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	79	4704	80010	99	99	99	454	443	447	9	11	10	16	20	18	56	54	53	19	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2282	38935	100	99	99	459	444	447	5	9	9	13	20	19	64	57	55	18	14	17
Male	40	2422	40974	98	99	98	450	441	448	13	12	11	20	21	18	48	52	52	20	15	19
African American	14	311	4201	100	98	99	442	426	430	7	20	17	21	23	23	57	49	51	14	8	9
Hispanic	26	2729	34545	100	99	99	447	435	432	12	12	14	19	24	24	54	54	53	15	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	37	1370	35142	97	99	99	463	462	465	8	6	5	14	12	11	54	57	56	24	26	28
Students with Disabilities	13	594	10161	93	94	93	438	415	419	15	30	28	31	27	28	38	37	36	15	6	8
Students without Disabilities	66	4110	69849	100	100	100	457	446	451	8	8	7	14	19	17	59	57	56	20	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	40	2469	39029	95	99	98	459	435	432	5	12	14	15	24	25	60	54	52	20	9	9
Non-Economically Disadvantaged	39	2235	40981	100	99	100	449	451	462	13	9	6	18	16	13	51	54	54	18	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	79	4701	79438	99	99	98	441	446	451	9	10	9	34	27	24	51	55	56	6	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2284	38775	100	99	99	451	453	457	3	8	7	31	24	22	59	58	58	8	11	13
Male	40	2417	40560	98	99	97	430	440	446	15	13	12	38	29	25	43	52	54	5	6	9
African American	14	311	4178	100	98	98	444	436	439	14	16	13	7	30	29	79	50	52	NA	5	6
Hispanic	26	2723	34297	100	99	98	430	438	434	8	12	14	42	30	31	46	52	50	4	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	37	1369	34887	97	99	98	446	465	471	8	5	4	41	18	15	41	62	63	11	15	18
Students with Disabilities	13	585	9588	93	93	88	409	410	416	15	30	30	62	36	32	23	32	34	NA	3	5
Students without Disabilities	66	4116	69850	100	100	100	447	451	456	8	8	7	29	25	23	56	58	59	8	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	40	2460	38685	95	98	97	442	437	435	5	12	14	35	30	32	55	53	50	5	4	5
Non-Economically Disadvantaged	39	2241	40753	100	99	99	439	456	467	13	8	5	33	23	16	46	57	62	8	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	99	99	99	409	420	423	6	7	8	58	43	41	34	48	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2287	38974	100	99	99	430	432	437	NA	5	5	56	36	33	41	57	57	3	2	4
Male	40	2419	40895	98	99	98	389	408	410	13	9	10	60	50	47	28	40	41	NA	1	2
African American	14	311	4203	100	98	99	412	407	411	NA	12	11	71	45	45	29	42	43	NA	1	2
Hispanic	26	2724	34481	100	99	99	390	416	410	12	7	10	69	46	46	19	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	37	1373	35150	97	99	99	420	430	437	5	5	5	49	38	35	43	54	56	3	3	5
Students with Disabilities	13	604	10258	93	96	94	375	373	377	15	22	23	62	55	51	23	23	25	NA	1	1
Students without Disabilities	66	4102	69713	100	99	100	416	426	429	5	5	5	58	41	39	36	52	52	2	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	40	2467	38994	95	99	98	409	414	409	5	8	10	60	47	47	33	45	41	3	1	1
Non-Economically Disadvantaged	39	2239	40977	100	99	100	409	427	437	8	6	5	56	39	34	36	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	82	4554	80147	100	98	99	462	474	482	13	13	11	20	20	17	61	48	49	6	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2200	39281	100	98	99	466	475	483	10	11	9	21	22	17	62	48	50	8	19	24
Male	43	2352	40780	100	97	98	458	473	482	16	14	12	19	19	17	60	48	48	5	18	24
African American	13	314	4249	100	97	99	437	463	464	31	18	17	23	19	22	46	49	48	NA	14	13
Hispanic	27	2529	33494	100	98	99	453	466	466	11	15	15	33	24	23	56	47	49	NA	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	479	492	501	10	7	5	6	14	10	71	51	50	13	28	35
Students with Disabilities	14	589	10295	100	88	92	430	439	443	43	35	33	29	26	26	29	34	33	NA	6	8
Students without Disabilities	68	3965	69852	100	100	100	469	479	488	7	10	7	18	20	16	68	50	51	7	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	45	2431	38371	98	97	97	463	464	465	11	16	15	22	24	23	62	47	49	4	13	13
Non-Economically Disadvantaged	37	2123	41776	100	98	100	461	485	498	16	9	6	16	16	11	59	49	49	8	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	82	4563	79686	100	98	98	447	463	470	21	13	11	32	27	24	43	53	57	5	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2214	39163	100	99	99	458	468	475	13	10	9	31	25	22	49	57	60	8	8	10
Male	43	2347	40438	100	97	97	437	457	465	28	16	13	33	30	25	37	49	54	2	5	7
African American	13	318	4228	100	98	98	436	454	458	23	19	15	46	27	28	31	49	53	NA	5	4
Hispanic	27	2525	33299	100	98	98	439	454	452	30	16	17	26	32	32	41	48	47	4	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	460	482	489	13	6	5	32	19	15	45	63	67	10	12	14
Students with Disabilities	14	593	9808	100	88	87	408	425	432	57	37	35	21	32	32	21	28	30	NA	3	3
Students without Disabilities	68	3970	69878	100	100	100	455	468	475	13	9	8	34	27	23	47	57	61	6	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	45	2438	38095	98	98	97	445	452	452	20	17	17	31	32	32	47	48	48	2	3	3
Non-Economically Disadvantaged	37	2125	41591	100	98	99	450	475	486	22	9	6	32	23	16	38	59	65	8	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	82	4592	80372	100	99	99	453	474	475	9	4	4	40	31	30	50	64	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2219	39452	100	99	99	473	485	488	5	3	3	21	22	22	72	72	72	3	2	3
Male	43	2371	40836	100	98	98	435	463	464	12	5	6	58	38	37	30	56	56	NA	1	1
African American	13	319	4264	100	98	99	441	459	465	15	8	5	46	33	35	38	57	59	NA	2	1
Hispanic	27	2551	33608	100	99	99	451	469	462	11	5	6	44	33	36	44	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	31	1388	36213	100	99	99	454	486	489	6	2	2	39	26	22	52	69	72	3	3	3
Students with Disabilities	14	628	10526	100	93	94	403	427	427	36	14	15	50	53	53	14	32	31	NA	1	1
Students without Disabilities	68	3964	69846	100	100	100	463	480	482	3	3	3	38	27	26	57	69	69	1	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	45	2454	38521	98	98	98	455	463	461	4	6	6	49	35	38	47	59	55	NA	1	1
Non-Economically Disadvantaged	37	2138	41851	100	99	100	451	485	489	14	2	3	30	26	22	54	69	72	3	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	80	4552	79306	100	98	99	490	496	504	18	16	13	21	23	20	50	47	49	11	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2186	38845	100	98	99	504	496	505	6	14	11	14	24	20	66	49	50	14	14	18
Male	45	2365	40383	100	97	98	479	496	504	27	18	14	27	22	19	38	45	47	9	15	19
African American	13	277	4171	100	99	98	464	484	485	38	21	20	15	24	26	46	46	44	NA	9	10
Hispanic	27	2530	32673	100	98	99	482	485	487	26	19	18	19	27	25	41	45	46	15	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	34	1420	36234	100	97	99	505	517	523	6	8	6	24	16	13	56	51	52	15	25	28
Students with Disabilities	12	573	10286	100	85	91	441	456	462	58	44	41	33	29	27	8	23	27	NA	3	5
Students without Disabilities	68	3979	69020	100	100	100	498	501	510	10	12	9	19	22	18	57	50	52	13	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	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	41	2380	37437	100	98	97	491	484	486	12	20	19	24	26	26	56	45	46	7	9	9
Non-Economically Disadvantaged	39	2172	41869	100	98	100	489	508	521	23	11	7	18	18	14	44	49	51	15	21	27

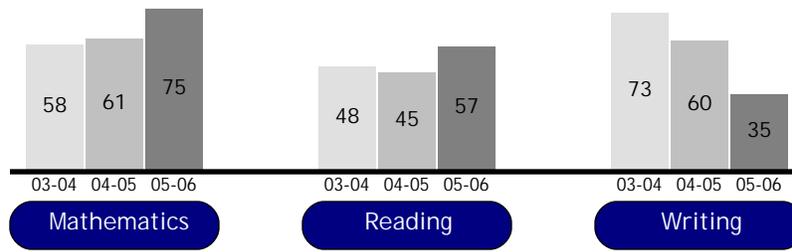
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	4596	79000	100	99	98	477	483	489	18	11	10	25	28	24	51	54	58	6	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2204	38774	100	99	99	494	488	494	6	7	7	20	27	22	66	57	61	9	8	10
Male	45	2391	40150	100	98	98	464	479	485	27	14	12	29	28	25	40	53	55	4	6	8
African American	13	279	4153	100	99	98	467	477	476	38	15	13	15	25	30	38	53	53	8	7	4
Hispanic	27	2553	32508	100	99	98	468	473	472	19	13	15	37	34	33	41	49	49	4	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	34	1435	36135	100	98	98	490	503	508	9	6	4	18	17	14	65	64	67	9	13	15
Students with Disabilities	12	617	9991	100	91	88	431	442	449	50	38	33	42	37	36	8	24	29	NA	2	2
Students without Disabilities	68	3979	69009	100	100	100	485	489	495	12	7	6	22	26	22	59	59	62	7	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	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	41	2403	37234	100	98	97	479	472	472	20	14	15	20	34	33	56	49	50	5	3	3
Non-Economically Disadvantaged	39	2193	41766	100	99	99	476	495	505	15	8	5	31	21	16	46	60	65	8	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	80	4607	79611	100	99	99	475	500	496	6	5	7	61	36	37	33	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2206	39016	100	99	99	494	514	511	3	3	4	49	26	29	49	70	66	NA	1	1
Male	45	2400	40519	100	99	98	460	488	482	9	7	10	71	44	44	20	48	46	NA	0	0
African American	13	279	4188	100	99	98	456	495	486	23	6	9	46	42	40	31	51	50	NA	0	0
Hispanic	27	2557	32855	100	99	99	471	495	481	4	6	10	74	39	43	22	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	34	1445	36380	100	99	99	485	510	511	NA	4	4	59	29	30	41	66	65	NA	1	1
Students with Disabilities	12	643	10664	100	95	94	432	442	440	8	20	23	92	57	54	NA	22	22	NA	1	1
Students without Disabilities	68	3964	68947	100	100	100	483	509	504	6	3	4	56	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	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	41	2415	37626	100	99	98	475	492	479	7	6	10	63	41	45	29	52	45	NA	0	0
Non-Economically Disadvantaged	39	2192	41985	100	99	100	476	510	511	5	4	4	59	30	30	36	65	65	NA	1	1

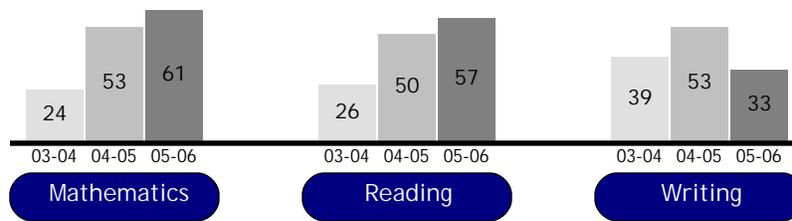
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	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
3	Reading	96	36	NA	55	98	32	41	44	100	35	43	46
	Language	96	42	56	61	98	37	40	44	100	39	43	46
	Mathematics	94	44	53	61	96	44	47	51	100	56	48	52
4	Reading	100	38	NA	56	100	46	43	48	99	34	46	52
	Language	99	34	45	52	100	47	44	49	99	39	48	52
	Mathematics	99	43	50	61	100	53	48	53	99	46	52	58
5	Reading	96	41	NA	55	100	44	46	50	100	46	50	56
	Language	98	30	41	49	100	42	46	50	100	43	50	54
	Mathematics	98	34	53	63	100	41	45	49	100	44	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)
- 7 Teacher(s)
- 7 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Home/Community Partnerships
- Ü School Accountability Plan
- Ü Staff Development Calendar
- Ü Pyramid of Interventions
- Ü Interview Process
- Ü Site-based decision making

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	4.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	7	5	0	0
7 to 9 years	5	3	0	0
10 or more years	17	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Full Service Health Clinic for Community
- Ü Cross-categorical Special Education

Extracurricular Activities

- Ü Student Council
- Ü Afterschool Bowling Club
- Ü YMCA - activity classes beginning 1-05

Social Services

- Ü Counseling Services
- Ü Erickson Health Clinic
- Ü Breakfast/Lunch Programs
- Ü Academic Nights/Honors Nights
- Ü YMCA Afterschool Care

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Breakaway Program, ROARing Approach Student Leadership, Peer Mediation Program, BridgeBuilders 03, Student Leadership Workshops.
- ü Improvement on both District and AIMS testing of standards. Moving out of 'under-performing' label as set in AZ Learns.

Student Activity Rates for School Year 2005-06

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

Our school has organized a Safety Committee and a published Safety Handbook for the entire faculty that includes all school safety and emergency preparedness procedures. We practice and evaluate the procedures on a monthly.

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) :

7

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	Clarine Haslag	(520) 584-5055
Transportation Policy	Helen LePage	(520) 584-5000
Community Resources	Welcome Center (TUSD)	(520) 225-6400
School Nutrition Programs	Food Service (TUSD)	(520) 225-4700
Parent Organization	Martin Pier	(520) 584-5000
Student Health/Nurse	Elizabeth Larson	(520) 584-5017

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.