

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7470 E Cloud Rd, Tucson, AZ 85750

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	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Mr. John Heidel
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address : www.tusd.k12.az.us/contents/schools/frucht.html
 Phone Number : (520) 731-4400
 Fax Number : (520) 731-4401
 E-mail : john.heidel@tusd1.org

Mission

Our mission is to build a caring community of citizens for the 21st Century by broadening academic, social and community horizons through traditional self-contained classes, full-day Kindergarten, and extra-curricular activities. Our supportive community enables us to offer a well-rounded quality education that includes the Fine Arts, Physical Education, and Spanish instruction.

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 Effective instructional practices create a community of learners in which all students achieve their full potential focusing on the core curriculum subjects of reading, writing, and math.
- ü A well-rounded education is offered by providing a solid curriculum that includes core subjects along with physical education, music, art, and Spanish instruction. School-based reading and math tutors support classroom instruction.

Enrollment

October 1, 2005 School Year Student Enrollment : 441
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 36

Instructional Programs

- Ü Full-day Kindergarten
- Ü On-site Special Education
- Ü Computer/Technology Classes
- Ü Gifted Education
- Ü Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

TUSD Governing Board Policy #1030. Responsibilities of District Personnel, includes maintaining professional relationships; keeping abreast of developments in field, and establishing friendly and intelligent cooperation with community.

Parents

Parents are expected to support learning at school including ensuring student attendance and providing proper clothing, rest and nourishment. Parents may volunteer to work at school as tutors or coaches and provide classroom support in many ways.

Transportation Policy

TUSD Governing Board Policy #3340, School Bus Transportation, is followed. Students attending an elementary school who live one and one-half miles or more from school have school bus transportation provided.

School Honors

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

Award/Honor	Year
Ü Southern Arizona Science Fair Top Elementary School	2002
Ü State Designated 'Excelling' School	2003
Ü Chess Team State Honors	2004
Ü High AIMS Scores	2005

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	77	4704	80010	100	99	99	479	443	447	4	11	10	3	20	18	53	54	53	40	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2282	38935	100	99	99	483	444	447	3	9	9	3	20	19	52	57	55	42	14	17
Male	46	2422	40974	100	99	98	476	441	448	4	12	11	2	21	18	54	52	52	39	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	14	2729	34545	100	99	99	476	435	432	NA	12	14	NA	24	24	79	54	53	21	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	57	1370	35142	100	99	99	479	462	465	4	6	5	4	12	11	51	57	56	42	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	70	4110	69849	100	100	100	483	446	451	1	8	7	1	19	17	56	57	56	41	16	19
Limited English Proficient Students	--	739	14013	--	98	97	--	410	413	--	27	24	--	35	34	--	35	39	--	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	NC	2469	39029	NC	99	98	NC	435	432	NC	12	14	NC	24	25	NC	54	52	NC	9	9
Non-Economically Disadvantaged	74	2235	40981	100	99	100	480	451	462	4	9	6	3	16	13	51	54	54	42	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	77	4701	79438	100	99	98	484	446	451	3	10	9	5	27	24	69	55	56	23	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2284	38775	100	99	99	496	453	457	NA	8	7	10	24	22	58	58	58	32	11	13
Male	46	2417	40560	100	99	97	477	440	446	4	13	12	2	29	25	76	52	54	17	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	14	2723	34297	100	99	98	487	438	434	NA	12	14	NA	30	31	93	52	50	7	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	57	1369	34887	100	99	98	481	465	471	4	5	4	5	18	15	67	62	63	25	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	70	4116	69850	100	100	100	490	451	456	NA	8	7	3	25	23	71	58	59	26	9	12
Limited English Proficient Students	--	734	13856	--	98	96	--	403	407	--	29	27	--	44	43	--	26	29	--	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	NC	2460	38685	NC	98	97	NC	437	435	NC	12	14	NC	30	32	NC	53	50	NC	4	5
Non-Economically Disadvantaged	74	2241	40753	100	99	99	486	456	467	3	8	5	3	23	16	70	57	62	24	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	77	4706	79971	100	99	99	448	420	423	4	7	8	27	43	41	65	48	49	4	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2287	38974	100	99	99	458	432	437	3	5	5	16	36	33	74	57	57	6	2	4
Male	46	2419	40895	100	99	98	441	408	410	4	9	10	35	50	47	59	40	41	2	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	14	2724	34481	100	99	99	457	416	410	NA	7	10	36	46	46	57	46	43	7	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	57	1373	35150	100	99	99	445	430	437	5	5	5	26	38	35	65	54	56	4	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	70	4102	69713	100	99	100	456	426	429	1	5	5	24	41	39	70	52	52	4	2	3
Limited English Proficient Students	--	741	13985	--	99	97	--	378	382	--	19	18	--	56	54	--	25	27	--	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	NC	2467	38994	NC	99	98	NC	414	409	NC	8	10	NC	47	47	NC	45	41	NC	1	1
Non-Economically Disadvantaged	74	2239	40977	100	99	100	452	427	437	3	6	5	27	39	34	66	53	56	4	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	66	4554	80147	99	98	99	520	474	482	NA	13	11	6	20	17	44	48	49	50	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2200	39281	97	98	99	518	475	483	NA	11	9	6	22	17	41	48	50	53	19	24
Male	34	2352	40780	100	97	98	522	473	482	NA	14	12	6	19	17	47	48	48	47	18	24
African American	--	314	4249	--	97	99	--	463	464	--	18	17	--	19	22	--	49	48	--	14	13
Hispanic	NC	2529	33494	NC	98	99	NC	466	466	NC	15	15	NC	24	23	NC	47	49	NC	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	--	219	4117	--	95	96	--	447	456	--	25	19	--	31	27	--	37	46	--	7	8
White	56	1383	36122	98	98	99	522	492	501	NA	7	5	7	14	10	39	51	50	54	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	60	3965	69852	98	100	100	525	479	488	NA	10	7	3	20	16	43	50	51	53	21	26
Limited English Proficient Students	--	669	12722	--	97	97	--	439	441	--	27	27	--	35	33	--	34	37	--	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	2431	38371	NC	97	97	NC	464	465	NC	16	15	NC	24	23	NC	47	49	NC	13	13
Non-Economically Disadvantaged	64	2123	41776	98	98	100	522	485	498	NA	9	6	6	16	11	42	49	49	52	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	66	4563	79686	99	98	98	505	463	470	2	13	11	9	27	24	71	53	57	18	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2214	39163	97	99	99	518	468	475	NA	10	9	NA	25	22	75	57	60	25	8	10
Male	34	2347	40438	100	97	97	493	457	465	3	16	13	18	30	25	68	49	54	12	5	7
African American	--	318	4228	--	98	98	--	454	458	--	19	15	--	27	28	--	49	53	--	5	4
Hispanic	NC	2525	33299	NC	98	98	NC	454	452	NC	16	17	NC	32	32	NC	48	47	NC	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	--	223	4087	--	97	96	--	445	446	--	21	16	--	35	38	--	43	44	--	2	2
White	56	1388	35914	98	99	98	505	482	489	2	6	5	9	19	15	70	63	67	20	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	60	3970	69878	98	100	100	511	468	475	NA	9	8	5	27	23	77	57	61	18	7	9
Limited English Proficient Students	--	666	12594	--	97	96	--	420	422	--	34	34	--	47	45	--	19	21	--	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	2438	38095	NC	98	97	NC	452	452	NC	17	17	NC	32	32	NC	48	48	NC	3	3
Non-Economically Disadvantaged	64	2125	41591	98	98	99	507	475	486	2	9	6	8	23	16	72	59	65	19	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	66	4592	80372	99	99	99	520	474	475	NA	4	4	12	31	30	76	64	64	12	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2219	39452	97	99	99	532	485	488	NA	3	3	3	22	22	81	72	72	16	2	3
Male	34	2371	40836	100	98	98	508	463	464	NA	5	6	21	38	37	71	56	56	9	1	1
African American	--	319	4264	--	98	99	--	459	465	--	8	5	--	33	35	--	57	59	--	2	1
Hispanic	NC	2551	33608	NC	99	99	NC	469	462	NC	5	6	NC	33	36	NC	61	57	NC	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	--	224	4128	--	97	97	--	462	464	--	5	4	--	37	39	--	58	56	--	NA	1
White	56	1388	36213	98	99	99	519	486	489	NA	2	2	13	26	22	75	69	72	13	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	60	3964	69846	98	100	100	525	480	482	NA	3	3	8	27	26	78	69	69	13	2	2
Limited English Proficient Students	--	674	12747	--	98	97	--	426	432	--	14	12	--	51	52	--	34	36	--	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	2454	38521	NC	98	98	NC	463	461	NC	6	6	NC	35	38	NC	59	55	NC	1	1
Non-Economically Disadvantaged	64	2138	41851	98	99	100	521	485	489	NA	2	3	11	26	22	77	69	72	13	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	4552	79306	100	98	99	544	496	504	NA	16	13	6	23	20	54	47	49	41	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2186	38845	100	98	99	538	496	505	NA	14	11	8	24	20	54	49	50	38	14	18
Male	32	2365	40383	100	97	98	551	496	504	NA	18	14	3	22	19	53	45	47	44	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	13	2530	32673	100	98	99	539	485	487	NA	19	18	8	27	25	77	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	--	194	4034	--	100	97	--	469	479	--	31	22	--	27	29	--	41	43	--	2	7
White	52	1420	36234	100	97	99	544	517	523	NA	8	6	6	16	13	48	51	52	46	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	63	3979	69020	100	100	100	547	501	510	NA	12	9	3	22	18	54	50	52	43	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	NC	2380	37437	NC	98	97	NC	484	486	NC	20	19	NC	26	26	NC	45	46	NC	9	9
Non-Economically Disadvantaged	67	2172	41869	100	98	100	545	508	521	NA	11	7	4	18	14	54	49	51	42	21	27

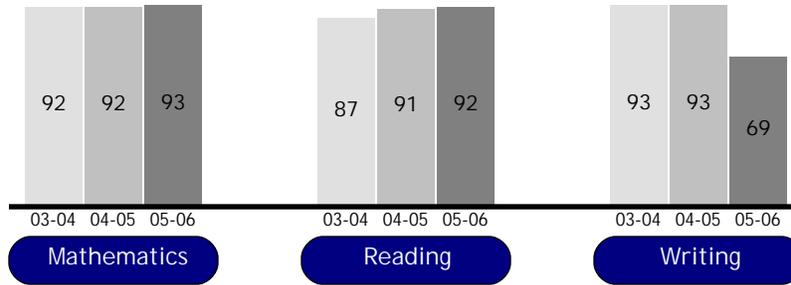
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	4596	79000	100	99	98	522	483	489	NA	11	10	9	28	24	75	54	58	16	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2204	38774	100	99	99	523	488	494	NA	7	7	8	27	22	76	57	61	16	8	10
Male	32	2391	40150	100	98	98	521	479	485	NA	14	12	9	28	25	75	53	55	16	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	13	2553	32508	100	99	98	517	473	472	NA	13	15	15	34	33	69	49	49	15	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	--	195	4016	--	100	96	--	467	467	--	13	14	--	39	37	--	46	46	--	2	2
White	52	1435	36135	100	98	98	524	503	508	NA	6	4	8	17	14	75	64	67	17	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	63	3979	69009	100	100	100	525	489	495	NA	7	6	6	26	22	76	59	62	17	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	NC	2403	37234	NC	98	97	NC	472	472	NC	14	15	NC	34	33	NC	49	50	NC	3	3
Non-Economically Disadvantaged	67	2193	41766	100	99	99	523	495	505	NA	8	5	7	21	16	76	60	65	16	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	4607	79611	100	99	99	531	500	496	NA	5	7	19	36	37	81	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2206	39016	100	99	99	540	514	511	NA	3	4	11	26	29	89	70	66	NA	1	1
Male	32	2400	40519	100	99	98	520	488	482	NA	7	10	28	44	44	72	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	13	2557	32855	100	99	99	536	495	481	NA	6	10	15	39	43	85	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	--	192	3992	--	99	96	--	489	478	--	5	10	--	45	46	--	49	44	--	1	0
White	52	1445	36380	100	99	99	528	510	511	NA	4	4	21	29	30	79	66	65	NA	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	63	3964	68947	100	100	100	535	509	504	NA	3	4	16	32	34	84	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	NC	2415	37626	NC	99	98	NC	492	479	NC	6	10	NC	41	45	NC	52	45	NC	0	0
Non-Economically Disadvantaged	67	2192	41985	100	99	100	532	510	511	NA	4	4	18	30	30	82	65	65	NA	1	1

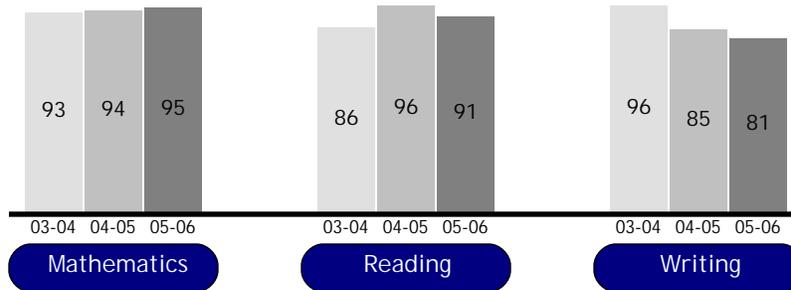
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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
2	Reading	96	80	NA	58	99	66	43	47	95	75	44	46
	Language	97	67	45	50	99	61	42	47	95	72	44	48
	Mathematics	97	77	56	64	99	75	48	50	95	85	50	52
3	Reading	99	76	NA	55	100	69	41	44	100	73	43	46
	Language	99	81	56	61	100	67	40	44	100	70	43	46
	Mathematics	99	77	53	61	100	73	47	51	100	72	48	52
4	Reading	100	81	NA	56	100	69	43	48	99	73	46	52
	Language	100	74	45	52	100	70	44	49	99	79	48	52
	Mathematics	100	81	50	61	100	72	48	53	99	80	52	58
5	Reading	100	89	NA	55	100	71	46	50	100	78	50	56
	Language	99	81	41	49	100	72	46	50	100	82	50	54
	Mathematics	99	90	53	63	100	68	45	49	100	79	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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School & Community Liaison
- Ü Management & Assessment Plan
- Ü School Safety
- Ü Tax Credit Money Budget
- Ü School Goal Setting
- Ü Designation of 301 Funds

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	5.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
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 Media Center
- Ü Multi-Purpose Room
- Ü Computer Lab

Extracurricular Activities

- Ü Band/Orchestra
- Ü Chess Club
- Ü After School Intramural Sports Program
- Ü Community Council
- Ü Geography Club
- Ü After School Chorus

Social Services

- Ü Before/After School Programs
- Ü Clothing/Food Banks
- Ü Crisis Intervention
- Ü Health Services

- ü Consistently high achievement test scores and attendance.

- ü A majority of students in grades three and five met or exceeded the Arizona Academic Standards.

- ü High numbers of students consistently achieve honors and awards outside the school community. These include Science Fair entries, local and state writing contests, and chess and track meets.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	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

Peer Mediation training continues to promote independent, cooperative and peaceful students. A Safety Plan for general use and in times of crisis is completed and in use. There is a well-established Safety Net program at the site which utilizes parents before and after school to ensure safety.

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

0

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

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

Contacts

	Name	Phone Number
School Site Council	Jason Beckmann	(520) 731-4400
Transportation Policy	Ron Stacy	(520) 225-4800
Community Resources	Shari Sutherland	(520) 731-4400
School Nutrition Programs	TBA	(520) 731-4400
Parent Organization	Katrina McNerney	(520) 731-4400
Student Health/Nurse	Jeanne Dunbar	(520) 731-4417

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 441 Copies = \$171.00

** 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.