



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1701 East Seneca Street, Tucson, AZ 85719

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 Plus
2004-05	Performing
2003-04	Underperforming

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

School Overview

Principal/Administrator : Dr. Deborah Anders
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-6
 Web Address : edweb.tusd.k12.az.us/jp/
 Phone Number : (520) 232-7500
 Fax Number : (520) 232-7501
 E-mail : deborah.anders@tusd1.org

Mission

To Improve the Quality of Learning For All.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not 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 Student achievement is monitored and continuously assessed for curricular planning and instructional improvement.
- ü Discipline strategies promote responsibility and the development of self-direction.
- ü Our School Accountability Plan calls for a five percent increase in the content areas of mathematics, reading, and writing.
- ü Our research based reading program 'Success For All' will show one grade level growth in reading.

Enrollment

October 1, 2005 School Year Student Enrollment : 207
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 59

Instructional Programs

- ü Full-Day Kindergarten
- ü Itinerant GATE (Gifted)
- ü Success For All (K-5)
- ü Cross Categorical Primary
- ü Character Counts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 46 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Our school responsibility is to provide equal access to education for each student in a positive, safe, teaching and learning environment.

Parents

Our parent's/guardian's responsibility is to ensure their child's attendance in school on a daily basis and support student instructional programs and schoolwide activities.

Transportation Policy

Students living in our extended neighborhood receive transportation services as do those qualifying for exceptional education services.

School Honors

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

Award/Honor	Year
ü Awarded Grant Funding Through LINKS	2003
ü Awarded ProNeighborhood's Neighborhood Successes Award	2004
ü Awarded Grant for Jefferson Park Historical Video	2003
ü Cesar Chavez Award (Third Grade)	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	29	4704	80010	100	99	99	430	443	447	17	11	10	10	20	18	69	54	53	3	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	2282	38935	100	99	99	441	444	447	NA	9	9	7	20	19	93	57	55	NA	14	17
Male	15	2422	40974	100	99	98	420	441	448	33	12	11	13	21	18	47	52	52	7	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	13	2729	34545	100	99	99	418	435	432	23	12	14	8	24	24	69	54	53	NA	10	9
Asian/Pacific Islander	--	111	2068	--	97	99	--	472	474	--	5	4	--	12	10	--	54	50	--	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	NC	1370	35142	NC	99	99	NC	462	465	NC	6	5	NC	12	11	NC	57	56	NC	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	25	4110	69849	100	100	100	426	446	451	16	8	7	12	19	17	72	57	56	NA	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	21	2469	39029	100	99	98	428	435	432	19	12	14	14	24	25	62	54	52	5	9	9
Non-Economically Disadvantaged	NC	2235	40981	NC	99	100	NC	451	462	NC	9	6	NC	16	13	NC	54	54	NC	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	29	4701	79438	100	99	98	438	446	451	14	10	9	28	27	24	59	55	56	NA	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	2284	38775	100	99	99	456	453	457	NA	8	7	21	24	22	79	58	58	NA	11	13
Male	15	2417	40560	100	99	97	421	440	446	27	13	12	33	29	25	40	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	13	2723	34297	100	99	99	426	438	434	15	12	14	38	30	31	46	52	50	NA	5	5
Asian/Pacific Islander	--	111	2063	--	97	99	--	474	475	--	4	3	--	14	15	--	65	63	--	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	NC	1369	34887	NC	99	98	NC	465	471	NC	5	4	NC	18	15	NC	62	63	NC	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	25	4116	69850	100	100	100	437	451	456	12	8	7	32	25	23	56	58	59	NA	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	21	2460	38685	100	98	97	434	437	435	14	12	14	33	30	32	52	53	50	NA	4	5
Non-Economically Disadvantaged	NC	2241	40753	NC	99	99	NC	456	467	NC	8	5	NC	23	16	NC	57	62	NC	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	29	4706	79971	100	99	99	403	420	423	3	7	8	69	43	41	28	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	2287	38974	100	99	99	424	432	437	NA	5	5	64	36	33	36	57	57	NA	2	4
Male	15	2419	40895	100	99	98	383	408	410	7	9	10	73	50	47	20	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	13	2724	34481	100	99	99	403	416	410	8	7	10	54	46	46	38	46	43	NA	1	1
Asian/Pacific Islander	--	113	2067	--	98	99	--	438	449	--	6	4	--	37	28	--	51	60	--	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	NC	1373	35150	NC	99	99	NC	430	437	NC	5	5	NC	38	35	NC	54	56	NC	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	25	4102	69713	100	99	100	405	426	429	NA	5	5	80	41	39	20	52	52	NA	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	21	2467	38994	100	99	98	398	414	409	5	8	10	71	47	47	24	45	41	NA	1	1
Non-Economically Disadvantaged	NC	2239	40977	NC	99	100	NC	427	437	NC	6	5	NC	39	34	NC	53	56	NC	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	24	4554	80147	96	98	99	482	474	482	4	13	11	21	20	17	54	48	49	21	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	2200	39281	93	98	99	490	475	483	NA	11	9	15	22	17	62	48	50	23	19	24
Male	11	2352	40780	100	97	98	472	473	482	9	14	12	27	19	17	45	48	48	18	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	12	2529	33494	92	98	99	483	466	466	NA	15	15	17	24	23	75	47	49	8	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	NC	1383	36122	NC	98	99	NC	492	501	NC	7	5	NC	14	10	NC	51	50	NC	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	18	3965	69852	100	100	100	497	479	488	6	10	7	NA	20	16	67	50	51	28	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	10	2431	38371	91	97	97	NA	464	465	NA	16	15	NA	24	23	NA	47	49	NA	13	13
Non-Economically Disadvantaged	14	2123	41776	100	98	100	492	485	498	NA	9	6	21	16	11	50	49	49	29	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	24	4563	79686	96	98	98	456	463	470	8	13	11	29	27	24	63	53	57	NA	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	2214	39163	93	99	99	469	468	475	NA	10	9	31	25	22	69	57	60	NA	8	10
Male	11	2347	40438	100	97	97	440	457	465	18	16	13	27	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	12	2525	33299	92	98	98	455	454	452	8	16	17	33	32	32	58	48	47	NA	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	--	223	4087	--	97	96	--	445	446	--	21	16	--	35	38	--	43	44	--	2	2
White	NC	1388	35914	NC	99	98	NC	482	489	NC	6	5	NC	19	15	NC	63	67	NC	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	18	3970	69878	100	100	100	468	468	475	6	9	8	11	27	23	83	57	61	NA	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	10	2438	38095	91	98	97	NA	452	452	NA	17	17	NA	32	32	NA	48	48	NA	3	3
Non-Economically Disadvantaged	14	2125	41591	100	98	99	466	475	486	NA	9	6	36	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	25	4592	80372	100	99	99	470	474	475	NA	4	4	40	31	30	60	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	2219	39452	100	99	99	485	485	488	NA	3	3	21	22	22	79	72	72	NA	2	3
Male	11	2371	40836	100	98	98	451	463	464	NA	5	6	64	38	37	36	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	13	2551	33608	100	99	99	468	469	462	NA	5	6	46	33	36	54	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	--	224	4128	--	97	97	--	462	464	--	5	4	--	37	39	--	58	56	--	NA	1
White	NC	1388	36213	NC	99	99	NC	486	489	NC	2	2	NC	26	22	NC	69	72	NC	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	18	3964	69846	100	100	100	487	480	482	NA	3	3	17	27	26	83	69	69	NA	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	11	2454	38521	100	98	98	458	463	461	NA	6	6	45	35	38	55	59	55	NA	1	1
Non-Economically Disadvantaged	14	2138	41851	100	99	100	480	485	489	NA	2	3	36	26	22	64	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	28	4552	79306	100	98	99	502	496	504	14	16	13	14	23	20	61	47	49	11	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	2186	38845	100	98	99	506	496	505	8	14	11	33	24	20	33	49	50	25	14	18
Male	16	2365	40383	100	97	98	499	496	504	19	18	14	NA	22	19	81	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	14	2530	32673	100	98	99	487	485	487	21	19	18	21	27	25	50	45	46	7	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	NC	1420	36234	NC	97	99	NC	517	523	NC	8	6	NC	16	13	NC	51	52	NC	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	21	3979	69020	100	100	100	519	501	510	NA	12	9	10	22	18	76	50	52	14	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	20	2380	37437	100	98	97	503	484	486	15	20	19	15	26	26	60	45	46	10	9	9
Non-Economically Disadvantaged	NC	2172	41869	NC	98	100	NC	508	521	NC	11	7	NC	18	14	NC	49	51	NC	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	27	4596	79000	96	99	98	479	483	489	4	11	10	26	28	24	70	54	58	NA	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	2204	38774	92	99	99	488	488	494	NA	7	7	27	27	22	73	57	61	NA	8	10
Male	16	2391	40150	100	98	98	473	479	485	6	14	12	25	28	25	69	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	13	2553	32508	93	99	98	473	473	472	8	13	15	23	34	33	69	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	NC	1435	36135	NC	98	98	NC	503	508	NC	6	4	NC	17	14	NC	64	67	NC	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	21	3979	69009	100	100	100	492	489	495	NA	7	6	14	26	22	86	59	62	NA	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	20	2403	37234	100	98	97	477	472	472	5	14	15	30	34	33	65	49	50	NA	3	3
Non-Economically Disadvantaged	NC	2193	41766	NC	99	99	NC	495	505	NC	8	5	NC	21	16	NC	60	65	NC	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	28	4607	79611	100	99	99	496	500	496	NA	5	7	50	36	37	50	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	2206	39016	100	99	99	503	514	511	NA	3	4	33	26	29	67	70	66	NA	1	1
Male	16	2400	40519	100	99	98	491	488	482	NA	7	10	63	44	44	38	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	14	2557	32855	100	99	99	489	495	481	NA	6	10	57	39	43	43	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	NC	1445	36380	NC	99	99	NC	510	511	NC	4	4	NC	29	30	NC	66	65	NC	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	21	3964	68947	100	100	100	514	509	504	NA	3	4	33	32	34	67	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	20	2415	37626	100	99	98	494	492	479	NA	6	10	55	41	45	45	52	45	NA	0	0
Non-Economically Disadvantaged	NC	2192	41985	NC	99	100	NC	510	511	NC	4	4	NC	30	30	NC	65	65	NC	1	1

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

6th 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	--	4286	79327	--	94	98	--	500	518	--	28	19	--	24	20	--	39	46	--	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2076	38961	--	95	98	--	501	520	--	25	16	--	26	20	--	40	48	--	9	16
Male	--	2208	40295	--	94	97	--	499	516	--	31	21	--	22	19	--	38	44	--	10	16
African American	--	300	4247	--	95	98	--	484	499	--	38	27	--	25	24	--	34	41	--	4	8
Hispanic	--	2354	32327	--	93	98	--	488	499	--	34	27	--	27	25	--	35	41	--	5	8
Asian/Pacific Islander	--	106	1939	--	98	99	--	544	556	--	11	6	--	11	10	--	49	47	--	28	36
American Indian/Alaskan Native	--	195	4391	--	97	96	--	477	489	--	41	32	--	29	27	--	29	36	--	2	4
White	--	1331	36373	--	95	98	--	524	538	--	15	10	--	19	14	--	48	52	--	19	25
Students with Disabilities	--	539	9321	--	79	87	--	457	467	--	61	54	--	22	22	--	15	21	--	1	3
Students without Disabilities	--	3747	70006	--	97	100	--	505	524	--	23	14	--	24	19	--	42	49	--	11	18
Limited English Proficient Students	--	483	9431	--	88	95	--	454	466	--	66	53	--	23	27	--	10	18	--	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	2195	37097	--	94	97	--	487	498	--	35	27	--	26	25	--	34	41	--	5	7
Non-Economically Disadvantaged	--	2091	42230	--	95	99	--	512	535	--	20	11	--	22	15	--	44	50	--	14	24

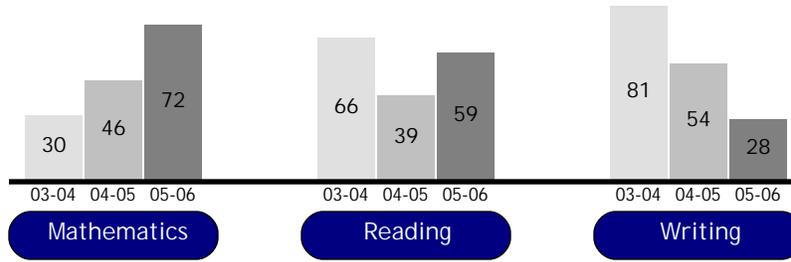
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	4423	79501	--	97	98	--	485	497	--	15	10	--	31	25	--	52	60	--	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2144	39062	--	98	99	--	490	502	--	11	8	--	30	23	--	56	64	--	3	5
Male	--	2277	40368	--	97	98	--	480	491	--	18	13	--	31	27	--	49	57	--	2	3
African American	--	309	4279	--	97	99	--	475	485	--	20	14	--	32	30	--	47	54	--	1	2
Hispanic	--	2452	32389	--	97	98	--	474	478	--	19	16	--	36	34	--	45	48	--	1	1
Asian/Pacific Islander	--	107	1936	--	99	99	--	512	519	--	3	3	--	21	14	--	67	73	--	8	9
American Indian/Alaskan Native	--	195	4401	--	97	96	--	469	473	--	21	17	--	41	40	--	38	43	--	1	1
White	--	1360	36446	--	97	99	--	506	516	--	7	4	--	21	15	--	68	73	--	5	7
Students with Disabilities	--	601	9411	--	88	88	--	443	453	--	41	36	--	40	36	--	19	26	--	1	1
Students without Disabilities	--	3822	70090	--	99	100	--	491	502	--	11	7	--	29	24	--	58	65	--	3	5
Limited English Proficient Students	--	513	9401	--	94	94	--	434	443	--	51	40	--	39	46	--	10	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	2266	37183	--	97	97	--	473	479	--	19	16	--	36	34	--	44	49	--	1	1
Non-Economically Disadvantaged	--	2157	42318	--	98	99	--	497	513	--	10	5	--	25	17	--	61	70	--	4	7

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	--	4464	80000	--	98	99	--	560	564	--	3	3	--	11	11	--	80	75	--	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2164	39288	--	99	99	--	574	579	--	2	2	--	6	6	--	83	77	--	9	16
Male	--	2297	40644	--	98	98	--	546	549	--	4	4	--	16	15	--	77	74	--	3	7
African American	--	315	4307	--	99	99	--	539	551	--	8	4	--	13	13	--	74	75	--	4	7
Hispanic	--	2475	32672	--	98	99	--	553	548	--	3	4	--	13	14	--	81	76	--	4	6
Asian/Pacific Islander	--	106	1945	--	98	99	--	596	592	--	1	1	--	4	4	--	70	69	--	25	25
American Indian/Alaskan Native	--	197	4424	--	98	97	--	551	549	--	3	3	--	15	14	--	79	77	--	3	5
White	--	1370	36602	--	98	99	--	575	579	--	2	2	--	7	7	--	80	75	--	11	16
Students with Disabilities	--	640	9919	--	93	93	--	504	505	--	10	9	--	34	35	--	55	54	--	1	2
Students without Disabilities	--	3824	70081	--	99	100	--	568	571	--	2	2	--	7	7	--	84	79	--	7	12
Limited English Proficient Students	--	524	9571	--	96	96	--	498	502	--	11	10	--	31	29	--	57	60	--	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	2296	37534	--	98	98	--	548	547	--	4	4	--	14	15	--	78	76	--	4	5
Non-Economically Disadvantaged	--	2168	42466	--	98	100	--	572	578	--	2	2	--	8	7	--	82	75	--	9	16

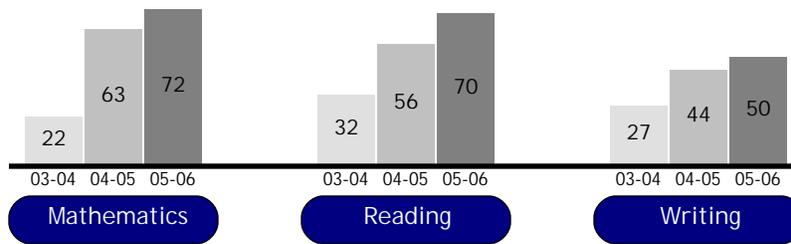
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	70	28	NA	58	97	62	43	47	100	44	44	46
	Language	78	23	45	50	97	67	42	47	100	44	44	48
	Mathematics	81	21	56	64	97	72	48	50	100	50	50	52
3	Reading	90	35	NA	55	97	30	41	44	100	28	43	46
	Language	90	40	56	61	97	31	40	44	100	35	43	46
	Mathematics	87	38	53	61	97	31	47	51	100	39	48	52
4	Reading	100	40	NA	56	92	37	43	48	96	39	46	52
	Language	97	37	45	52	92	33	44	49	100	48	48	52
	Mathematics	100	34	50	61	92	52	48	53	96	44	52	58
5	Reading	100	27	NA	55	100	39	46	50	96	46	50	56
	Language	98	23	41	49	100	36	46	50	100	41	50	54
	Mathematics	100	25	53	63	100	43	45	49	100	43	48	52
6	Reading	--	--	NA	56	--	--	44	51	--	--	46	56
	Language	--	--	38	48	--	--	41	47	--	--	41	50
	Mathematics	--	--	52	66	--	--	44	52	--	--	44	58

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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Student Discipline
- ü Instructional Strategies
- ü Extracurricular Activities
- ü Parent/Educator Relations
- ü Curriculum Development
- ü Student Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	2.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Library
- ü Multipurpose Room

Extracurricular Activities

- ü Neighborhood Playground/Park
- ü Basketball
- ü Big Sisters/Big Brothers
- ü Creative Spirit
- ü Happy Hours After School Program

Social Services

- ü Day Care
- ü Family Support Team
- ü Social Worker
- ü Community Representative
- ü Full-Time Counselor
- ü Part-Time Psychologist
- ü Speech Pathologist

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Goals accomplished for School Accountability Plan which called for increased achievement in all content areas.

- ü Teachers awarded 301 monies for having achieved site goals in the areas of improved attendance, increased scores in mathematics and reading.

- ü AZ LEARNS designation of Performing Plus!

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	96	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

Common language school-wide addresses desired behaviors and actions. School Counselor uses community forum to recognize positive character traits via daily announcements, class visitations, and outdoor play emphasizing cooperation over competition.

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) :

1

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	Deborah Anders	(520) 232-7500
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Saul Ostroff	(520) 232-7518
School Nutrition Programs	Pamela Palmo	(520) 225-7400
Parent Organization	Cindy Padilla / Maria Frieden	(520) 232-7500
Student Health/Nurse	Jean Cosine	(520) 232-7517

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.