

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

855 N.Melrose, Tucson, AZ 85745

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. Jerome Andrew Gallegos  
Schedule : 07:30 AM to 04:00 PM  
Grades : Pre-K-5  
Web Address : edweb.k12.az.us/Manzo  
Phone Number : (520) 225-1900  
Fax Number : (928) 225-1901  
E-mail : jerry.gallegos@tusd1.org

### Mission

Manzo Elementary School is a connected, capable, contributing community of learners--a place for growth. High academic standards for all students. Standards, Assessment, and Accountability = SUCCESS!

### 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 A goal is that student learning is monitored and continuously assessed for curricular and instructional planning to improve student achievement.
- ü A goal is to increase reading comprehension, fluency, phrasing, reading and writing skills, vocabulary, processing skills and thinking skills.

### Enrollment

October 1, 2005 School Year Student Enrollment : 311  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 40

Instructional Programs

- Ü Full-day Kindergarten
- Ü SEI/Regular Ed. (K-5 Strand)
- Ü Extended-day Program
- Ü Early Childhood PACE Class
- Ü Reach for Reading 2/4 grades
- Ü Academic/ELL Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Individual classroom rules will reinforce schoolwide procedures; safeguard the rights of students from violation by other students; to confer with parents, making certain that problems and alternatives are presented in layman's language.

Parents

To help the student to be self-disciplined regarding attendance, having his/her supplies, studying, and respecting rights of others; to help in classrooms or assist school personnel in activities when desirable or possible.

Transportation Policy

Here at Manzo, we have two multiple-disability classes, that require transportation for students. Teachers and special ed. paraprofessionals monitor students at pick-up times and departure.

School Honors

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

Award/Honor	Year
Ü PACE Program Accepted--NAEYC	1996
Ü Arts Educators Award--Gold Star Gala	1999
Ü Title I National Distinguished School	2001
Ü Recognition Articles in AZ Education Assn	2002

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	50	4704	80010	100	99	99	434	443	447	12	11	10	18	20	18	68	54	53	2	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	2282	38935	100	99	99	443	444	447	5	9	9	19	20	19	76	57	55	NA	14	17
Male	29	2422	40974	100	99	98	428	441	448	17	12	11	17	21	18	62	52	52	3	15	19
African American	--	311	4201	--	98	99	--	426	430	--	20	17	--	23	23	--	49	51	--	8	9
Hispanic	46	2729	34545	100	99	99	435	435	432	11	12	14	20	24	24	67	54	53	2	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	44	4110	69849	100	100	100	439	446	451	7	8	7	18	19	17	73	57	56	2	16	19
Limited English Proficient Students	16	739	14013	100	98	97	423	410	413	19	27	24	13	35	34	69	35	39	NA	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	41	2469	39029	100	99	98	433	435	432	12	12	14	17	24	25	68	54	52	2	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	50	4701	79438	100	99	98	433	446	451	12	10	9	28	27	24	60	55	56	NA	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	2284	38775	100	99	99	441	453	457	5	8	7	29	24	22	67	58	58	NA	11	13
Male	29	2417	40560	100	99	97	427	440	446	17	13	12	28	29	25	55	52	54	NA	6	9
African American	--	311	4178	--	98	98	--	436	439	--	16	13	--	30	29	--	50	52	--	5	6
Hispanic	46	2723	34297	100	99	99	433	438	434	13	12	14	26	30	31	61	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	44	4116	69850	100	100	100	437	451	456	11	8	7	23	25	23	66	58	59	NA	9	12
Limited English Proficient Students	16	734	13856	100	98	96	423	403	407	19	29	27	44	44	43	38	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	41	2460	38685	100	98	97	431	437	435	15	12	14	24	30	32	61	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	50	4706	79971	100	99	99	416	420	423	8	7	8	46	43	41	44	48	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	2287	38974	100	99	99	444	432	437	NA	5	5	38	36	33	57	57	57	5	2	4
Male	29	2419	40895	100	99	98	396	408	410	14	9	10	52	50	47	34	40	41	NA	1	2
African American	--	311	4203	--	98	99	--	407	411	--	12	11	--	45	45	--	42	43	--	1	2
Hispanic	46	2724	34481	100	99	99	419	416	410	7	7	10	48	46	46	43	46	43	2	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	44	4102	69713	100	99	100	430	426	429	2	5	5	48	41	39	48	52	52	2	2	3
Limited English Proficient Students	16	741	13985	100	99	97	419	378	382	6	19	18	56	56	54	31	25	27	6	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	41	2467	38994	100	99	98	418	414	409	7	8	10	44	47	47	46	45	41	2	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	42	4554	80147	100	98	99	451	474	482	17	13	11	36	20	17	43	48	49	5	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	2200	39281	100	98	99	458	475	483	12	11	9	41	22	17	35	48	50	12	19	24
Male	25	2352	40780	100	97	98	446	473	482	20	14	12	32	19	17	48	48	48	NA	18	24
African American	--	314	4249	--	97	99	--	463	464	--	18	17	--	19	22	--	49	48	--	14	13
Hispanic	38	2529	33494	100	98	99	449	466	466	16	15	15	37	24	23	45	47	49	3	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	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	36	3965	69852	100	100	100	458	479	488	8	10	7	36	20	16	50	50	51	6	21	26
Limited English Proficient Students	16	669	12722	100	97	97	437	439	441	19	27	27	56	35	33	25	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	32	2431	38371	100	97	97	451	464	465	22	16	15	31	24	23	41	47	49	6	13	13
Non-Economically Disadvantaged	10	2123	41776	100	98	100	NA	485	498	NA	9	6	NA	16	11	NA	49	49	NA	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	42	4563	79686	100	98	98	446	463	470	5	13	11	55	27	24	40	53	57	NA	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	2214	39163	100	99	99	450	468	475	NA	10	9	53	25	22	47	57	60	NA	8	10
Male	25	2347	40438	100	97	97	444	457	465	8	16	13	56	30	25	36	49	54	NA	5	7
African American	--	318	4228	--	98	98	--	454	458	--	19	15	--	27	28	--	49	53	--	5	4
Hispanic	38	2525	33299	100	98	98	445	454	452	5	16	17	55	32	32	39	48	47	NA	4	3
Asian/Pacific Islander	--	109	2097	--	99	99	--	484	490	--	6	5	--	12	13	--	73	68	--	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	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	36	3970	69878	100	100	100	451	468	475	NA	9	8	56	27	23	44	57	61	NA	7	9
Limited English Proficient Students	16	666	12594	100	97	96	434	420	422	6	34	34	69	47	45	25	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	32	2438	38095	100	98	97	446	452	452	6	17	17	50	32	32	44	48	48	NA	3	3
Non-Economically Disadvantaged	10	2125	41591	100	98	99	NA	475	486	NA	9	6	NA	23	16	NA	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	42	4592	80372	100	99	99	443	474	475	5	4	4	64	31	30	31	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	2219	39452	100	99	99	463	485	488	NA	3	3	53	22	22	47	72	72	NA	2	3
Male	25	2371	40836	100	98	98	430	463	464	8	5	6	72	38	37	20	56	56	NA	1	1
African American	--	319	4264	--	98	99	--	459	465	--	8	5	--	33	35	--	57	59	--	2	1
Hispanic	38	2551	33608	100	99	99	442	469	462	5	5	6	66	33	36	29	61	57	NA	1	1
Asian/Pacific Islander	--	110	2098	--	100	99	--	487	500	--	3	2	--	19	16	--	76	75	--	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	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	36	3964	69846	100	100	100	457	480	482	NA	3	3	67	27	26	33	69	69	NA	2	2
Limited English Proficient Students	16	674	12747	100	98	97	438	426	432	6	14	12	69	51	52	25	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	32	2454	38521	100	98	98	441	463	461	6	6	6	59	35	38	34	59	55	NA	1	1
Non-Economically Disadvantaged	10	2138	41851	100	99	100	NA	485	489	NA	2	3	NA	26	22	NA	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	47	4552	79306	100	98	99	465	496	504	30	16	13	38	23	20	32	47	49	NA	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2186	38845	100	98	99	464	496	505	27	14	11	43	24	20	30	49	50	NA	14	18
Male	17	2365	40383	100	97	98	468	496	504	35	18	14	29	22	19	35	45	47	NA	15	19
African American	--	277	4171	--	99	98	--	484	485	--	21	20	--	24	26	--	46	44	--	9	10
Hispanic	43	2530	32673	100	98	99	466	485	487	28	19	18	40	27	25	33	45	46	NA	9	10
Asian/Pacific Islander	--	131	2147	--	98	99	--	532	539	--	5	5	--	11	10	--	49	46	--	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	10	573	10286	100	85	91	NA	456	462	NA	44	41	NA	29	27	NA	23	27	NA	3	5
Students without Disabilities	37	3979	69020	100	100	100	468	501	510	24	12	9	38	22	18	38	50	52	NA	16	21
Limited English Proficient Students	14	593	10291	100	96	96	442	456	458	50	41	38	36	32	34	14	26	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	32	2380	37437	100	98	97	468	484	486	31	20	19	31	26	26	38	45	46	NA	9	9
Non-Economically Disadvantaged	15	2172	41869	100	98	100	458	508	521	27	11	7	53	18	14	20	49	51	NA	21	27

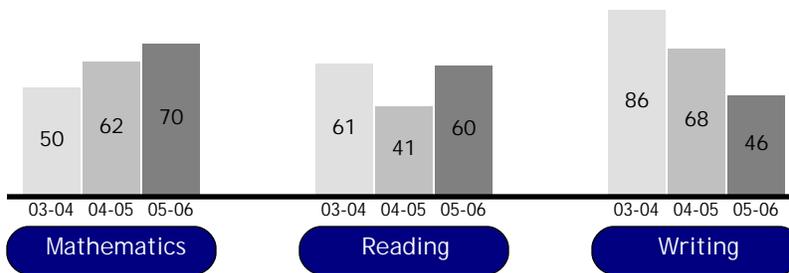
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	4596	79000	100	99	98	470	483	489	6	11	10	49	28	24	45	54	58	NA	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2204	38774	100	99	99	471	488	494	3	7	7	47	27	22	50	57	61	NA	8	10
Male	17	2391	40150	100	98	98	467	479	485	12	14	12	53	28	25	35	53	55	NA	6	8
African American	--	279	4153	--	99	98	--	477	476	--	15	13	--	25	30	--	53	53	--	7	4
Hispanic	43	2553	32508	100	99	98	471	473	472	5	13	15	51	34	33	44	49	49	NA	4	3
Asian/Pacific Islander	--	134	2142	--	100	99	--	503	510	--	3	4	--	21	14	--	63	67	--	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	10	617	9991	100	91	88	NA	442	449	NA	38	33	NA	37	36	NA	24	29	NA	2	2
Students without Disabilities	37	3979	69009	100	100	100	473	489	495	NA	7	6	54	26	22	46	59	62	NA	8	10
Limited English Proficient Students	14	604	10199	100	97	95	454	439	439	14	34	35	57	47	47	29	18	18	NA	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	32	2403	37234	100	98	97	469	472	472	6	14	15	53	34	33	41	49	50	NA	3	3
Non-Economically Disadvantaged	15	2193	41766	100	99	99	472	495	505	7	8	5	40	21	16	53	60	65	NA	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	47	4607	79611	100	99	99	493	500	496	11	5	7	32	36	37	57	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2206	39016	100	99	99	492	514	511	7	3	4	30	26	29	63	70	66	NA	1	1
Male	17	2400	40519	100	99	98	493	488	482	18	7	10	35	44	44	47	48	46	NA	0	0
African American	--	279	4188	--	99	98	--	495	486	--	6	9	--	42	40	--	51	50	--	0	0
Hispanic	43	2557	32855	100	99	99	495	495	481	12	6	10	28	39	43	60	55	47	NA	0	0
Asian/Pacific Islander	--	134	2149	--	100	100	--	524	519	--	2	4	--	28	24	--	69	70	--	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	10	643	10664	100	95	94	NA	442	440	NA	20	23	NA	57	54	NA	22	22	NA	1	1
Students without Disabilities	37	3964	68947	100	100	100	500	509	504	5	3	4	27	32	34	68	64	61	NA	0	1
Limited English Proficient Students	14	609	10362	100	98	97	460	448	438	21	17	22	43	58	57	36	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	32	2415	37626	100	99	98	503	492	479	6	6	10	38	41	45	56	52	45	NA	0	0
Non-Economically Disadvantaged	15	2192	41985	100	99	100	467	510	511	20	4	4	20	30	30	60	65	65	NA	1	1

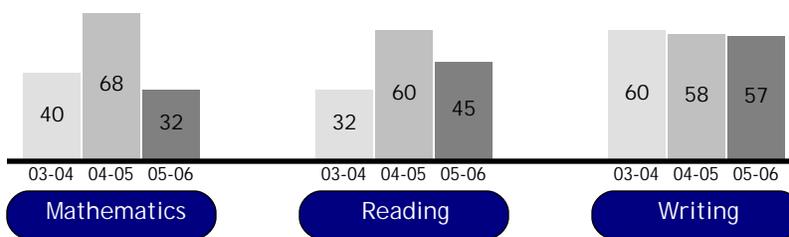
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	35	NA	58	98	41	43	47	98	37	44	46
	Language	89	30	45	50	98	45	42	47	98	50	44	48
	Mathematics	89	49	56	64	98	55	48	50	98	59	50	52
3	Reading	83	42	NA	55	100	28	41	44	100	34	43	46
	Language	81	52	56	61	100	33	40	44	100	35	43	46
	Mathematics	83	46	53	61	100	36	47	51	100	35	48	52
4	Reading	94	33	NA	56	87	32	43	48	98	32	46	52
	Language	94	40	45	52	87	33	44	49	98	25	48	52
	Mathematics	94	45	50	61	87	36	48	53	98	30	52	58
5	Reading	100	42	NA	55	98	41	46	50	87	37	50	56
	Language	100	33	41	49	98	39	46	50	87	35	50	54
	Mathematics	100	48	53	63	98	40	45	49	87	27	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

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

Council Duties

- Ü Review School Quality Survey
- Ü Review School Test Scores
- Ü Approve School Accountability Plan
- Ü Review School Accountability Plan
- Ü Communicate Information-Parents/Teachers
- Ü Support School/Teachers & Administration

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	1.75	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	0	0	0	0
10 or more years	13	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü MPR room
- Ü Art room

Extracurricular Activities

- Ü Student Council
- Ü Extended-day Activities (Varies)
- Ü After School Sports
- Ü KidCo After School Program

Social Services

- Ü After School Program
- Ü Clothing/Food Banks
- Ü Social Worker
- Ü Parent Booster Assistance
- Ü Counselor
- Ü Parent education classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Seven teachers wrote a Fine Arts Grant and it was accepted. Involves over 175 students and involves many parents.
  
- ü Received a Community Development Block grant. Plan to develop a vacant block into a community park and area for students to study native desert habitat.
  
- ü 2000-2001 Awarded Distinguished Title 1 School. One of two school to receive this honor in the state of Arizona. 95 schools in the United states received this award.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	96	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have 4 monitors. Ratio of 1 to 75 students. We have monitors supervising morning, lunch and after school. Building is secured 20 minutes after school starts. Visitors must enter through front doors and sign-in. They are issued a visitor badge. School-wide safety plan.

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	Jerome Gallegos	(520) 225-1900
Transportation Policy	Bill Ball	(520) 225-4801
Community Resources	Dolores Gomez	(520) 225-1906
School Nutrition Programs	Pamela Palimo	(520) 225-4700
Parent Organization	Dolores Gomez	(520) 225-1906
Student Health/Nurse	Ms. Gail Jackson-Brown	(520) 225-1917

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

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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

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