

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9066 E. 29th St., Tucson, AZ 85710

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	Performing

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

School Overview

Principal/Administrator : Mr. Tim Lee Boyd
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-5
 Web Address : www.tusd.k12.az.us/contents/schools/marshall.html
 Phone Number : (520) 731-4900
 Fax Number : (520) 731-4901
 E-mail : tim.boyd@tusd1.org

Mission

Marshall is a community school with a culturally diverse population. The school, the home and the community work together to create a safe, nurturing and enriched environment where learning is viewed as an exciting process of knowing and growing.

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 Instruction: Effective instructional practices create a community of learners in which all students achieve their full potential. Student Friendly Performance Objectives are posted and communicated to all students.
- ü Home and Community Partnership: District units, the home and community collaborate to meet the educational and social needs of students and their families.
- ü Academics: we want to make every effort to ensure each student at Marshall makes a minimum of one year's growth in all academic content areas.
- ü Professional Learning Community (PLC): Grade level and cross grade level meetings to study instruction and look at student data to "drive instruction."

Enrollment

October 1, 2005 School Year Student Enrollment : 393
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 61

Instructional Programs

- ü State Standards/Core Curriculum
- ü Gifted/Gate
- ü Full-day Kindergarten
- ü Project ABLE
- ü Ex. Education Resource K-5
- ü Ex. Education CCP (K to 2)
- ü Ex. Education CCI (3 to 5)
- ü On grounds private Pre-school

Calendar Information

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

Shared Responsibilities

School

We are committed to providing a safe & enriched school environment where students can achieve their maximum potential in academic & personal growth. We stay involved with parents through personal contact, phone calls, newsletters (office and classroom), conferences, PTA, movie nights, carnivals, Open House and through our volunteers.

Parents

Parents are responsible for ensuring that their child attends school each day ready to learn. Parents support school policies and are encouraged to visit the school and participate in parent/teacher conferences, the classroom, lunch, field trips, PTA and School Council.

Transportation Policy

A school bus is provided for students who live 1 1/2 miles or more from school. Ex. Ed. students are provided transportation in accordance with ARS 15-764. Good conduct is expected and required of students when en route, waiting and departing buses.

School Honors

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

Award/Honor	Year
ü Received a "Performing Plus" designation from AZ Learns	2006
ü Educational Enrichment Foundation Mini Grant	2005
ü First Annual African American Read-in Award	2005
ü City Wide Science Fair Winners	2004

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	59	4704	80010	100	99	99	470	443	447	3	11	10	10	20	18	54	54	53	32	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2282	38935	100	99	99	459	444	447	7	9	9	20	20	19	47	57	55	27	14	17
Male	29	2422	40974	100	99	98	482	441	448	NA	12	11	NA	21	18	62	52	52	38	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	20	2729	34545	100	99	99	459	435	432	NA	12	14	15	24	24	65	54	53	20	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	27	1370	35142	100	99	99	486	462	465	NA	6	5	7	12	11	48	57	56	44	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	57	4110	69849	100	100	100	472	446	451	2	8	7	11	19	17	56	57	56	32	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	18	2469	39029	100	99	98	465	435	432	NA	12	14	11	24	25	61	54	52	28	9	9
Non-Economically Disadvantaged	41	2235	40981	100	99	100	473	451	462	5	9	6	10	16	13	51	54	54	34	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	59	4701	79438	100	99	98	466	446	451	NA	10	9	22	27	24	68	55	56	10	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2284	38775	100	99	99	459	453	457	NA	8	7	30	24	22	63	58	58	7	11	13
Male	29	2417	40560	100	99	97	474	440	446	NA	13	12	14	29	25	72	52	54	14	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	20	2723	34297	100	99	98	463	438	434	NA	12	14	25	30	31	70	52	50	5	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	27	1369	34887	100	99	98	475	465	471	NA	5	4	22	18	15	59	62	63	19	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	57	4116	69850	100	100	100	467	451	456	NA	8	7	21	25	23	68	58	59	11	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	18	2460	38685	100	98	97	460	437	435	NA	12	14	22	30	32	67	53	50	11	4	5
Non-Economically Disadvantaged	41	2241	40753	100	99	99	469	456	467	NA	8	5	22	23	16	68	57	62	10	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	59	4706	79971	100	99	99	441	420	423	2	7	8	39	43	41	56	48	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2287	38974	100	99	99	446	432	437	NA	5	5	33	36	33	67	57	57	NA	2	4
Male	29	2419	40895	100	99	98	435	408	410	3	9	10	45	50	47	45	40	41	7	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	20	2724	34481	100	99	99	446	416	410	NA	7	10	45	46	46	45	46	43	10	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	27	1373	35150	100	99	99	442	430	437	NA	5	5	37	38	35	63	54	56	NA	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	57	4102	69713	100	99	100	442	426	429	2	5	5	37	41	39	58	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	18	2467	38994	100	99	98	443	414	409	NA	8	10	44	47	47	50	45	41	6	1	1
Non-Economically Disadvantaged	41	2239	40977	100	99	100	439	427	437	2	6	5	37	39	34	59	53	56	2	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	63	4554	80147	100	98	99	499	474	482	2	13	11	13	20	17	56	48	49	30	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2200	39281	100	98	99	489	475	483	NA	11	9	22	22	17	52	48	50	26	19	24
Male	36	2352	40780	100	97	98	506	473	482	3	14	12	6	19	17	58	48	48	33	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	20	2529	33494	100	98	99	485	466	466	5	15	15	20	24	23	55	47	49	20	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	34	1383	36122	100	98	99	508	492	501	NA	7	5	12	14	10	50	51	50	38	28	35
Students with Disabilities	12	589	10295	100	88	92	461	439	443	8	35	33	33	26	26	50	34	33	8	6	8
Students without Disabilities	51	3965	69852	100	100	100	507	479	488	NA	10	7	8	20	16	57	50	51	35	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	18	2431	38371	100	97	97	486	464	465	NA	16	15	28	24	23	50	47	49	22	13	13
Non-Economically Disadvantaged	45	2123	41776	100	98	100	504	485	498	2	9	6	7	16	11	58	49	49	33	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	63	4563	79686	100	98	98	480	463	470	5	13	11	21	27	24	73	53	57	2	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2214	39163	100	99	99	484	468	475	4	10	9	22	25	22	70	57	60	4	8	10
Male	36	2347	40438	100	97	97	476	457	465	6	16	13	19	30	25	75	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	20	2525	33299	100	98	98	475	454	452	5	16	17	35	32	32	55	48	47	5	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	34	1388	35914	100	99	98	485	482	489	6	6	5	9	19	15	85	63	67	NA	12	14
Students with Disabilities	12	593	9808	100	88	87	445	425	432	17	37	35	42	32	32	42	28	30	NA	3	3
Students without Disabilities	51	3970	69878	100	100	100	488	468	475	2	9	8	16	27	23	80	57	61	2	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	18	2438	38095	100	98	97	475	452	452	11	17	17	22	32	32	61	48	48	6	3	3
Non-Economically Disadvantaged	45	2125	41591	100	98	99	482	475	486	2	9	6	20	23	16	78	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	63	4592	80372	100	99	99	487	474	475	NA	4	4	27	31	30	73	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2219	39452	100	99	99	493	485	488	NA	3	3	22	22	22	78	72	72	NA	2	3
Male	36	2371	40836	100	98	98	482	463	464	NA	5	6	31	38	37	69	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	20	2551	33608	100	99	99	482	469	462	NA	5	6	35	33	36	65	61	57	NA	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	34	1388	36213	100	99	99	491	486	489	NA	2	2	24	26	22	76	69	72	NA	3	3
Students with Disabilities	12	628	10526	100	93	94	473	427	427	NA	14	15	50	53	53	50	32	31	NA	1	1
Students without Disabilities	51	3964	69846	100	100	100	490	480	482	NA	3	3	22	27	26	78	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	18	2454	38521	100	98	98	489	463	461	NA	6	6	17	35	38	83	59	55	NA	1	1
Non-Economically Disadvantaged	45	2138	41851	100	99	100	486	485	489	NA	2	3	31	26	22	69	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	59	4552	79306	98	98	99	508	496	504	7	16	13	15	23	20	63	47	49	15	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2186	38845	96	98	99	515	496	505	4	14	11	7	24	20	74	49	50	15	14	18
Male	32	2365	40383	100	97	98	501	496	504	9	18	14	22	22	19	53	45	47	16	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	15	2530	32673	100	98	99	513	485	487	NA	19	18	13	27	25	60	45	46	27	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	37	1420	36234	97	97	99	503	517	523	11	8	6	16	16	13	65	51	52	8	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	55	3979	69020	98	100	100	513	501	510	4	12	9	13	22	18	67	50	52	16	16	21
Limited English Proficient Students	--	593	10291	--	96	96	--	456	458	--	41	38	--	32	34	--	26	26	--	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	26	2380	37437	100	98	97	504	484	486	12	20	19	15	26	26	58	45	46	15	9	9
Non-Economically Disadvantaged	33	2172	41869	97	98	100	510	508	521	3	11	7	15	18	14	67	49	51	15	21	27

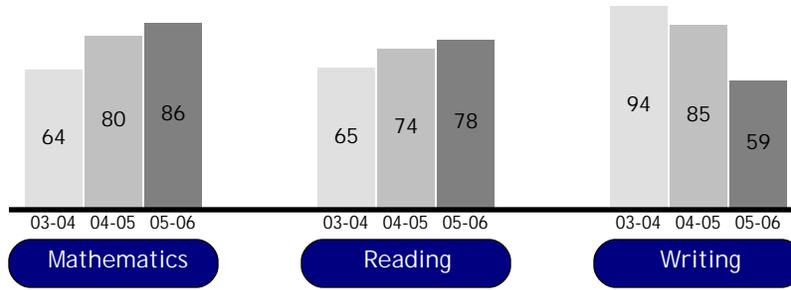
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	4596	79000	98	99	98	482	483	489	2	11	10	37	28	24	56	54	58	5	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2204	38774	96	99	99	498	488	494	NA	7	7	22	27	22	67	57	61	11	8	10
Male	32	2391	40150	100	98	98	468	479	485	3	14	12	50	28	25	47	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	15	2553	32508	100	99	98	478	473	472	NA	13	15	40	34	33	60	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	--	195	4016	--	100	96	--	467	467	--	13	14	--	39	37	--	46	46	--	2	2
White	37	1435	36135	97	98	98	485	503	508	3	6	4	35	17	14	54	64	67	8	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	55	3979	69009	98	100	100	485	489	495	NA	7	6	36	26	22	58	59	62	5	8	10
Limited English Proficient Students	--	604	10199	--	97	95	--	439	439	--	34	35	--	47	47	--	18	18	--	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	26	2403	37234	100	98	97	474	472	472	4	14	15	46	34	33	46	49	50	4	3	3
Non-Economically Disadvantaged	33	2193	41766	97	99	99	488	495	505	NA	8	5	30	21	16	64	60	65	6	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	59	4607	79611	98	99	99	503	500	496	3	5	7	44	36	37	53	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2206	39016	100	99	99	516	514	511	NA	3	4	36	26	29	64	70	66	NA	1	1
Male	31	2400	40519	97	99	98	491	488	482	6	7	10	52	44	44	42	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	93	99	99	488	495	481	7	6	10	64	39	43	29	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	--	192	3992	--	99	96	--	489	478	--	5	10	--	45	46	--	49	44	--	1	0
White	38	1445	36380	100	99	99	508	510	511	3	4	4	37	29	30	61	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	55	3964	68947	98	100	100	507	509	504	4	3	4	40	32	34	56	64	61	NA	0	1
Limited English Proficient Students	--	609	10362	--	98	97	--	448	438	--	17	22	--	58	57	--	25	21	--	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	25	2415	37626	96	99	98	501	492	479	NA	6	10	48	41	45	52	52	45	NA	0	0
Non-Economically Disadvantaged	34	2192	41985	100	99	100	504	510	511	6	4	4	41	30	30	53	65	65	NA	1	1

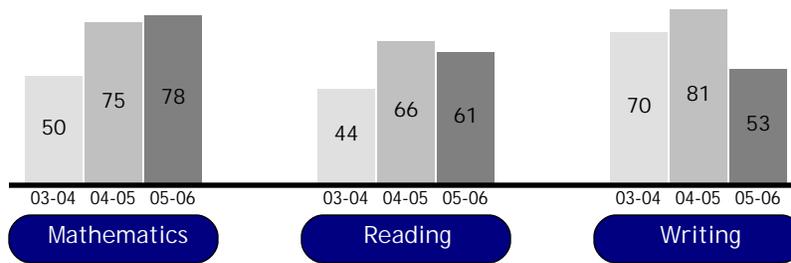
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	44	NA	58	100	47	43	47	96	48	44	46
	Language	96	43	45	50	100	44	42	47	96	46	44	48
	Mathematics	97	62	56	64	100	55	48	50	96	54	50	52
3	Reading	100	51	NA	55	99	50	41	44	100	56	43	46
	Language	100	63	56	61	99	46	40	44	100	56	43	46
	Mathematics	100	70	53	61	99	63	47	51	100	63	48	52
4	Reading	100	63	NA	56	100	49	43	48	100	59	46	52
	Language	100	66	45	52	100	51	44	49	100	52	48	52
	Mathematics	100	75	50	61	100	51	48	53	100	63	52	58
5	Reading	100	58	NA	55	100	48	46	50	100	48	50	56
	Language	100	47	41	49	100	51	46	50	100	46	50	54
	Mathematics	100	70	53	63	100	51	45	49	100	54	48	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Instructional Strategies
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü School Improvement
- Ü School and Community Relations
- Ü Data Analysis & Site Goal Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	17.50
Other Professional Staff	1.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	2	0	0	0
10 or more years	4	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
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/Media Center
- Ü Multipurpose Room/Cafeteria
- Ü On grounds private Pre-School

Extracurricular Activities

- Ü Student Council/Safety Patrol
- Ü Girl Scouts
- Ü MASK (Marshall After School Kids)
- Ü Track Team
- Ü After School Tutoring
- Ü Music Teacher
- Ü PE teacher

Social Services

- Ü MASK (Marshall After School Kids)
- Ü Preschool on Campus grounds
- Ü Breakfast Program
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We increased the percent of students meeting/exceeding Math on the AIMS in grades 3 -5 by 5.9%. We increased the number of 3rd - 5th grade students scoring meet/exceed on AIMS Reading by 3.4%.

- ü Increased overall K-5 Student Mastery on district quarterly Writing assessments by 18.6% from 1st quarter to 4th quarter.

- ü We continued to increase our attendance rates.

- ü We have an emphasis on life skills with monthly award ceremonies and bridebuilders.

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

We are constantly updating and evaluating our discipline and school safety plans and our instructional practices to improve our school. We have School Council, safety, discipline and curriculum committees which meet regularly to address this issue.

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) :

5

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	Leva Daly	(520) 731-4900
Transportation Policy	Bill Ball	(520) 617-4315
Community Resources	Estella Zavala	(520) 225-6187
School Nutrition Programs	Pamela Palmo	(520) 225-4720
Parent Organization	Jennifer Pena	(520) 731-4900
Student Health/Nurse	Lynn Kahler	(520) 731-4947

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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