



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2600 S. 8th Ave., Tucson, AZ 85713

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 Underperforming
2003-04 Performing

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

School Overview

Principal/Administrator : Ms. Elizabeth Redondo
Schedule : 07:45 AM to 04:15 PM
Grades : Pre-K-5
Web Address :
Phone Number : (520) 225-2300
Fax Number : (520) 225-2301
E-mail : elizabeth.redondo@tusd1.org

Mission

To be a community of learners committed to respecting and valuing diversity; building leadership through our integrity, responsibility and democratic character; inspiring everyone to unlimited possibilities through bilingual/bicultural learning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Not Met
2003-04 Met

School Improvement Status (b)

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

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

School / Academic Goals

- ü Students will improve to be at or above grade level in reading by third grade.
- ü Students will improve to be at or above grade level in writing by third grade.
- ü Students will improve to be at or above grade level in math by third grade.

Enrollment

October 1, 2005 School Year Student Enrollment : 325
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 37

Instructional Programs

- ü Dual Language Bilingual Education
- ü Full-Day Kindergarten
- ü At-risk Preschool
- ü Special Education Inclusion Program
- ü Structured English Immersion
- ü Opening Minds Through the Arts
- ü English As A Second Language

Calendar Information

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

Shared Responsibilities

School

Parents are informed of school policy, Arizona State Standards, student progress, and educational opportunities. Providing parents with opportunities to learn and participate in decisions regarding school policy and student learning.

Parents

Parents are expected to comply with the policies stated in the Guide to Rights and Responsibilities and those in the Family Handbook. They are responsible for participating in parent involvement opportunities, student learning and participation in School Council.

Transportation Policy

School Honors

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

Award/Honor	Year
ü Outstanding Educator Award/Counselor	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	4704	80010	100	99	99	431	443	447	4	11	10	29	20	18	67	54	53	NA	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	2282	38935	100	99	99	424	444	447	4	9	9	39	20	19	57	57	55	NA	14	17
Male	26	2422	40974	100	99	98	437	441	448	4	12	11	19	21	18	77	52	52	NA	15	19
African American	--	311	4201	--	98	99	--	426	430	--	20	17	--	23	23	--	49	51	--	8	9
Hispanic	45	2729	34545	100	99	99	429	435	432	4	12	14	29	24	24	67	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	--	1370	35142	--	99	99	--	462	465	--	6	5	--	12	11	--	57	56	--	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	434	446	451	2	8	7	27	19	17	70	57	56	NA	16	19
Limited English Proficient Students	25	739	14013	100	98	97	423	410	413	4	27	24	44	35	34	52	35	39	NA	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	37	2469	39029	100	99	98	434	435	432	3	12	14	24	24	25	73	54	52	NA	9	9
Non-Economically Disadvantaged	12	2235	40981	100	99	100	421	451	462	8	9	6	42	16	13	50	54	54	NA	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	49	4701	79438	100	99	98	430	446	451	14	10	9	37	27	24	47	55	56	2	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	2284	38775	100	99	99	424	453	457	26	8	7	35	24	22	35	58	58	4	11	13
Male	26	2417	40560	100	99	97	436	440	446	4	13	12	38	29	25	58	52	54	NA	6	9
African American	--	311	4178	--	98	98	--	436	439	--	16	13	--	30	29	--	50	52	--	5	6
Hispanic	45	2723	34297	100	99	99	425	438	434	16	12	14	40	30	31	44	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	--	1369	34887	--	99	98	--	465	471	--	5	4	--	18	15	--	62	63	--	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	434	451	456	11	8	7	39	25	23	48	58	59	2	9	12
Limited English Proficient Students	25	734	13856	100	98	96	406	403	407	24	29	27	52	44	43	24	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	37	2460	38685	100	98	97	430	437	435	14	12	14	35	30	32	49	53	50	3	4	5
Non-Economically Disadvantaged	12	2241	40753	100	99	99	432	456	467	17	8	5	42	23	16	42	57	62	NA	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	49	4706	79971	100	99	99	415	420	423	4	7	8	51	43	41	45	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	2287	38974	100	99	99	408	432	437	9	5	5	43	36	33	48	57	57	NA	2	4
Male	26	2419	40895	100	99	98	421	408	410	NA	9	10	58	50	47	42	40	41	NA	1	2
African American	--	311	4203	--	98	99	--	407	411	--	12	11	--	45	45	--	42	43	--	1	2
Hispanic	45	2724	34481	100	99	99	412	416	410	4	7	10	53	46	46	42	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	--	1373	35150	--	99	99	--	430	437	--	5	5	--	38	35	--	54	56	--	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	420	426	429	2	5	5	52	41	39	45	52	52	NA	2	3
Limited English Proficient Students	25	741	13985	100	99	97	399	378	382	8	19	18	52	56	54	40	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	37	2467	38994	100	99	98	415	414	409	5	8	10	46	47	47	49	45	41	NA	1	1
Non-Economically Disadvantaged	12	2239	40977	100	99	100	416	427	437	NA	6	5	67	39	34	33	53	56	NA	2	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	4554	80147	98	98	99	448	474	482	17	13	11	31	20	17	48	48	49	4	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2200	39281	96	98	99	439	475	483	20	11	9	36	22	17	44	48	50	NA	19	24
Male	23	2352	40780	100	97	98	459	473	482	13	14	12	26	19	17	52	48	48	9	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	42	2529	33494	98	98	99	447	466	466	17	15	15	33	24	23	45	47	49	5	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	--	1383	36122	--	98	99	--	492	501	--	7	5	--	14	10	--	51	50	--	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	43	3965	69852	100	100	100	450	479	488	16	10	7	33	20	16	47	50	51	5	21	26
Limited English Proficient Students	20	669	12722	95	97	97	435	439	441	15	27	27	50	35	33	35	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	36	2431	38371	97	97	97	441	464	465	22	16	15	31	24	23	47	47	49	NA	13	13
Non-Economically Disadvantaged	12	2123	41776	100	98	100	470	485	498	NA	9	6	33	16	11	50	49	49	17	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	48	4563	79686	98	98	98	433	463	470	19	13	11	50	27	24	31	53	57	NA	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2214	39163	96	99	99	432	468	475	16	10	9	56	25	22	28	57	60	NA	8	10
Male	23	2347	40438	100	97	97	434	457	465	22	16	13	43	30	25	35	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	42	2525	33299	98	98	98	431	454	452	19	16	17	52	32	32	29	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	--	1388	35914	--	99	98	--	482	489	--	6	5	--	19	15	--	63	67	--	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	43	3970	69878	100	100	100	435	468	475	19	9	8	53	27	23	28	57	61	NA	7	9
Limited English Proficient Students	20	666	12594	95	97	96	422	420	422	25	34	34	55	47	45	20	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	36	2438	38095	97	98	97	423	452	452	25	17	17	58	32	32	17	48	48	NA	3	3
Non-Economically Disadvantaged	12	2125	41591	100	98	99	462	475	486	NA	9	6	25	23	16	75	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	49	4592	80372	100	99	99	458	474	475	2	4	4	47	31	30	51	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2219	39452	100	99	99	455	485	488	4	3	3	54	22	22	42	72	72	NA	2	3
Male	23	2371	40836	100	98	98	462	463	464	NA	5	6	39	38	37	61	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	43	2551	33608	100	99	99	458	469	462	2	5	6	44	33	36	53	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	--	1388	36213	--	99	99	--	486	489	--	2	2	--	26	22	--	69	72	--	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	43	3964	69846	100	100	100	460	480	482	NA	3	3	53	27	26	47	69	69	NA	2	2
Limited English Proficient Students	21	674	12747	100	98	97	445	426	432	5	14	12	57	51	52	38	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	37	2454	38521	100	98	98	455	463	461	3	6	6	49	35	38	49	59	55	NA	1	1
Non-Economically Disadvantaged	12	2138	41851	100	99	100	468	485	489	NA	2	3	42	26	22	58	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	56	4552	79306	95	98	99	469	496	504	16	16	13	48	23	20	32	47	49	4	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2186	38845	97	98	99	477	496	505	14	14	11	40	24	20	40	49	50	6	14	18
Male	21	2365	40383	91	97	98	456	496	504	19	18	14	62	22	19	19	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	52	2530	32673	96	98	99	469	485	487	15	19	18	50	27	25	31	45	46	4	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	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	50	3979	69020	100	100	100	470	501	510	18	12	9	48	22	18	30	50	52	4	16	21
Limited English Proficient Students	18	593	10291	90	96	96	458	456	458	22	41	38	50	32	34	28	26	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	41	2380	37437	95	98	97	472	484	486	17	20	19	44	26	26	34	45	46	5	9	9
Non-Economically Disadvantaged	15	2172	41869	94	98	100	462	508	521	13	11	7	60	18	14	27	49	51	NA	21	27

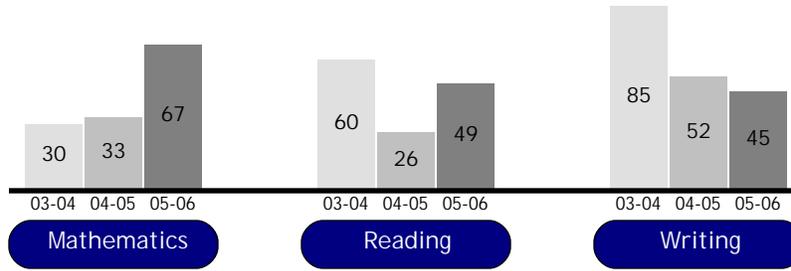
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	4596	79000	100	99	98	459	483	489	14	11	10	41	28	24	46	54	58	NA	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	2204	38774	100	99	99	464	488	494	11	7	7	36	27	22	53	57	61	NA	8	10
Male	23	2391	40150	100	98	98	450	479	485	17	14	12	48	28	25	35	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	54	2553	32508	100	99	98	458	473	472	13	13	15	41	34	33	46	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	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	50	3979	69009	100	100	100	462	489	495	10	7	6	42	26	22	48	59	62	NA	8	10
Limited English Proficient Students	20	604	10199	100	97	95	440	439	439	15	34	35	70	47	47	15	18	18	NA	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	43	2403	37234	100	98	97	458	472	472	14	14	15	42	34	33	44	49	50	NA	3	3
Non-Economically Disadvantaged	16	2193	41766	100	99	99	459	495	505	13	8	5	38	21	16	50	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	59	4607	79611	100	99	99	492	500	496	3	5	7	47	36	37	49	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	2206	39016	100	99	99	506	514	511	NA	3	4	47	26	29	53	70	66	NA	1	1
Male	23	2400	40519	100	99	98	469	488	482	9	7	10	48	44	44	43	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	54	2557	32855	100	99	99	490	495	481	4	6	10	48	39	43	48	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	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	50	3964	68947	100	100	100	495	509	504	4	3	4	44	32	34	52	64	61	NA	0	1
Limited English Proficient Students	20	609	10362	100	98	97	463	448	438	5	17	22	70	58	57	25	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	43	2415	37626	100	99	98	488	492	479	5	6	10	49	41	45	47	52	45	NA	0	0
Non-Economically Disadvantaged	16	2192	41985	100	99	100	502	510	511	NA	4	4	44	30	30	56	65	65	NA	1	1

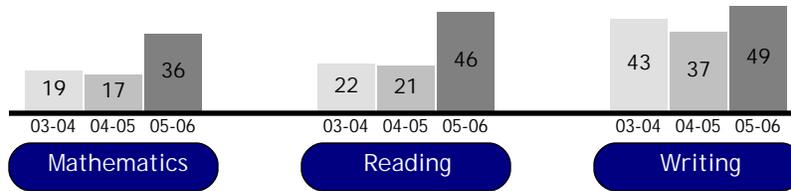
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	86	26	NA	58	93	23	43	47	95	21	44	46
	Language	89	18	45	50	93	18	42	47	95	21	44	48
	Mathematics	89	40	56	64	93	28	48	50	97	21	50	52
3	Reading	93	32	NA	55	96	21	41	44	98	32	43	46
	Language	90	38	56	61	96	24	40	44	98	37	43	46
	Mathematics	92	23	53	61	93	30	47	51	98	37	48	52
4	Reading	91	18	NA	56	96	27	43	48	92	30	46	52
	Language	91	20	45	52	96	26	44	49	94	28	48	52
	Mathematics	91	23	50	61	96	25	48	53	92	32	52	58
5	Reading	100	23	NA	55	98	24	46	50	95	28	50	56
	Language	100	21	41	49	98	27	46	50	95	25	50	54
	Mathematics	100	18	53	63	98	23	45	49	90	34	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)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum Development
- ü Instructional Strategies
- ü Parent/Educator Relations
- ü Attendance
- ü Budget
- ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	3.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

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

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	9%

Resources Available at School Site

Special Facilities

- ü Parent Room
- ü Library
- ü Music Room
- ü Resource Book Room

Extracurricular Activities

- ü Reading Club
- ü Chorus Group

Social Services

- ü Lunch Program
- ü Breakfast Program
- ü ESL Classes
- ü Adult Education
- ü Optimist Club

ü Performing Plus School

Student Activity Rates for School Year 2005-06

	% School	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

We update and communicate our Site Emergency Management Plan with faculty and staff to ensure student safety. We practice evacuations and invacuations regularly including monthly fire drills. We teach parents and students about stranger danger. Our Resource Team prevents and alleviates all student crises. We maintain a staff emergency phone tree.

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	Manuela Quintero	(520) 225-2300
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Claudia Leon	(520) 225-2318
School Nutrition Programs	Pam Palmo	(520) 225-4702
Parent Organization	Claudia Leon	(520) 225-2322
Student Health/Nurse	Deanna Valdez	(520) 225-2317

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.