

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5741 E Ironwood Street, Tucson, AZ 85708

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 Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Dr. Albert Siqueiros
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address : tusd.k12.az.us/Smith
 Phone Number : (520) 584-7300
 Fax Number : (520) 584-7301
 E-mail : albert.siqueiros@tusd1.org

Mission

All students can learn. Our mission as a staff is to work with parents and the community to see that every child successfully masters the Arizona State Standards for learning.

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 Reading performance for all students will improve as measured by the AIMS in spring 2006.
- ü Writing performance for all students will improve as measured by the AIMS in spring 2006.
- ü Math performance for all students will improve as measured by the AIMS in spring 2006.
- ü Student attendance will continue to improve and student tardies will continue to decline.

Enrollment

October 1, 2005 School Year Student Enrollment : 225
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 62

Instructional Programs

- Full-day Kindergarten
- Gifted Itinerant Program
- ED/SC Intermediate Class
- Speech & Language Resource
- CCS Resource Class

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Smith Elementary School provides a safe, nurturing, and caring learning environment with high expectations. Many positive experiences are provided for students that promote an appreciation toward learning. We provide ongoing communication to parents via quarterly report cards, parent-teacher conferences, newsletters, and a web site. Parental and community participation and involvement is highly encouraged and welcomed.

Parents

Parents are expected to send their child to school regularly, encourage their child to produce quality outcomes, spend quality time with their child daily, read with their child daily, and support the school.

Transportation Policy

All students living within the Smith Elementary School attendance area walk to school. Parents of students attending Smith Elementary School under open enrollment status are required to transport their child.

School Honors

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

Award/Honor	Year
• DMAFB Say No to Drugs Poster Contest Winner	2004
• Who's Who Education	2004
• Who's Who Education	2000

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	41	4704	80010	100	99	99	445	443	447	7	11	10	17	20	18	61	54	53	15	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	2282	38935	100	99	99	457	444	447	5	9	9	14	20	19	57	57	55	24	14	17
Male	20	2422	40974	100	99	98	433	441	448	10	12	11	20	21	18	65	52	52	5	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	NC	2729	34545	NC	99	99	NC	435	432	NC	12	14	NC	24	24	NC	54	53	NC	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	25	1370	35142	100	99	99	451	462	465	4	6	5	16	12	11	60	57	56	20	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	36	4110	69849	100	100	100	452	446	451	3	8	7	14	19	17	67	57	56	17	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	15	2469	39029	100	99	98	433	435	432	13	12	14	20	24	25	53	54	52	13	9	9
Non-Economically Disadvantaged	26	2235	40981	100	99	100	452	451	462	4	9	6	15	16	13	65	54	54	15	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	41	4701	79438	100	99	98	455	446	451	5	10	9	22	27	24	61	55	56	12	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	2284	38775	100	99	99	470	453	457	5	8	7	19	24	22	52	58	58	24	11	13
Male	20	2417	40560	100	99	97	438	440	446	5	13	12	25	29	25	70	52	54	NA	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	NC	2723	34297	NC	99	99	NC	438	434	NC	12	14	NC	30	31	NC	52	50	NC	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	25	1369	34887	100	99	98	459	465	471	4	5	4	16	18	15	64	62	63	16	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	36	4116	69850	100	100	100	460	451	456	3	8	7	22	25	23	61	58	59	14	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	15	2460	38685	100	98	97	441	437	435	7	12	14	27	30	32	60	53	50	7	4	5
Non-Economically Disadvantaged	26	2241	40753	100	99	99	462	456	467	4	8	5	19	23	16	62	57	62	15	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	41	4706	79971	100	99	99	427	420	423	5	7	8	44	43	41	49	48	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	2287	38974	100	99	99	453	432	437	NA	5	5	24	36	33	71	57	57	5	2	4
Male	20	2419	40895	100	99	98	399	408	410	10	9	10	65	50	47	25	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	NC	2724	34481	NC	99	99	NC	416	410	NC	7	10	NC	46	46	NC	46	43	NC	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	25	1373	35150	100	99	99	422	430	437	8	5	5	48	38	35	40	54	56	4	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	36	4102	69713	100	99	100	432	426	429	3	5	5	39	41	39	56	52	52	3	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	15	2467	38994	100	99	98	407	414	409	13	8	10	40	47	47	47	45	41	NA	1	1
Non-Economically Disadvantaged	26	2239	40977	100	99	100	438	427	437	NA	6	5	46	39	34	50	53	56	4	2	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	4554	80147	90	98	99	490	474	482	7	13	11	7	20	17	63	48	49	22	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	2200	39281	93	98	99	492	475	483	15	11	9	8	22	17	46	48	50	31	19	24
Male	14	2352	40780	88	97	98	488	473	482	NA	14	12	7	19	17	79	48	48	14	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	NC	2529	33494	NC	98	99	NC	466	466	NC	15	15	NC	24	23	NC	47	49	NC	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	39	45
American Indian/Alaskan Native	--	219	4117	--	95	96	--	447	456	--	25	19	--	31	27	--	37	46	--	7	8
White	20	1383	36122	87	98	99	498	492	501	5	7	5	5	14	10	60	51	50	30	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	25	3965	69852	100	100	100	491	479	488	8	10	7	4	20	16	68	50	51	20	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	NC	2431	38371	NC	97	97	NC	464	465	NC	16	15	NC	24	23	NC	47	49	NC	13	13
Non-Economically Disadvantaged	19	2123	41776	90	98	100	487	485	498	5	9	6	11	16	11	68	49	49	16	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	28	4563	79686	93	98	98	479	463	470	4	13	11	25	27	24	57	53	57	14	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	2214	39163	100	99	99	489	468	475	NA	10	9	14	25	22	71	57	60	14	8	10
Male	14	2347	40438	88	97	97	469	457	465	7	16	13	36	30	25	43	49	54	14	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	NC	2525	33299	NC	98	99	NC	454	452	NC	16	17	NC	32	32	NC	48	47	NC	4	3
Asian/Pacific Islander	--	109	2097	--	99	99	--	484	490	--	6	5	--	12	13	--	73	68	--	8	14
American Indian/Alaskan Native	--	223	4087	--	97	96	--	445	446	--	21	16	--	35	38	--	43	44	--	2	2
White	21	1388	35914	91	99	98	479	482	489	5	6	5	24	19	15	52	63	67	19	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	25	3970	69878	100	100	100	476	468	475	4	9	8	24	27	23	60	57	61	12	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	NC	2438	38095	NC	98	97	NC	452	452	NC	17	17	NC	32	32	NC	48	48	NC	3	3
Non-Economically Disadvantaged	20	2125	41591	95	98	99	468	475	486	5	9	6	25	23	16	65	59	65	5	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	27	4592	80372	90	99	99	476	474	475	NA	4	4	48	31	30	52	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	2219	39452	100	99	99	482	485	488	NA	3	3	36	22	22	64	72	72	NA	2	3
Male	13	2371	40836	81	98	98	470	463	464	NA	5	6	62	38	37	38	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	NC	2551	33608	NC	99	99	NC	469	462	NC	5	6	NC	33	36	NC	61	57	NC	1	1
Asian/Pacific Islander	--	110	2098	--	100	99	--	487	500	--	3	2	--	19	16	--	76	75	--	2	7
American Indian/Alaskan Native	--	224	4128	--	97	97	--	462	464	--	5	4	--	37	39	--	58	56	--	NA	1
White	20	1388	36213	87	99	99	476	486	489	NA	2	2	50	26	22	50	69	72	NA	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	25	3964	69846	100	100	100	477	480	482	NA	3	3	44	27	26	56	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	NC	2454	38521	NC	98	98	NC	463	461	NC	6	6	NC	35	38	NC	59	55	NC	1	1
Non-Economically Disadvantaged	19	2138	41851	90	99	100	481	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	21	4552	79306	81	98	99	515	496	504	NA	16	13	24	23	20	57	47	49	19	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2186	38845	NC	98	99	NC	496	505	NC	14	11	NC	24	20	NC	49	50	NC	14	18
Male	12	2365	40383	71	97	98	516	496	504	NA	18	14	25	22	19	58	45	47	17	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	NC	2530	32673	NC	98	99	NC	485	487	NC	19	18	NC	27	25	NC	45	46	NC	9	10
Asian/Pacific Islander	--	131	2147	--	98	99	--	532	539	--	5	5	--	11	10	--	49	46	--	35	40
American Indian/Alaskan Native	--	194	4034	--	100	97	--	469	479	--	31	22	--	27	29	--	41	43	--	2	7
White	12	1420	36234	71	97	99	520	517	523	NA	8	6	17	16	13	67	51	52	17	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	20	3979	69020	100	100	100	517	501	510	NA	12	9	20	22	18	60	50	52	20	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	NC	2380	37437	NC	98	97	NC	484	486	NC	20	19	NC	26	26	NC	45	46	NC	9	9
Non-Economically Disadvantaged	19	2172	41869	90	98	100	517	508	521	NA	11	7	26	18	14	53	49	51	21	21	27

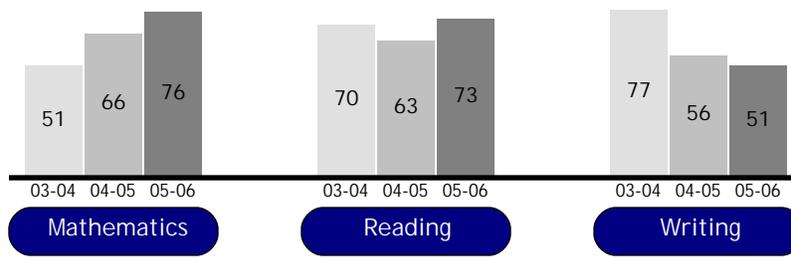
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	4596	79000	81	99	98	505	483	489	5	11	10	14	28	24	67	54	58	14	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2204	38774	NC	99	99	NC	488	494	NC	7	7	NC	27	22	NC	57	61	NC	8	10
Male	12	2391	40150	71	98	98	502	479	485	NA	14	12	17	28	25	83	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	NC	2553	32508	NC	99	98	NC	473	472	NC	13	15	NC	34	33	NC	49	49	NC	4	3
Asian/Pacific Islander	--	134	2142	--	100	99	--	503	510	--	3	4	--	21	14	--	63	67	--	13	16
American Indian/Alaskan Native	--	195	4016	--	100	96	--	467	467	--	13	14	--	39	37	--	46	46	--	2	2
White	12	1435	36135	71	98	98	509	503	508	NA	6	4	8	17	14	83	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	20	3979	69009	100	100	100	508	489	495	5	7	6	10	26	22	70	59	62	15	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	NC	2403	37234	NC	98	97	NC	472	472	NC	14	15	NC	34	33	NC	49	50	NC	3	3
Non-Economically Disadvantaged	19	2193	41766	90	99	99	507	495	505	5	8	5	11	21	16	68	60	65	16	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	4607	79611	100	99	99	517	500	496	4	5	7	27	36	37	69	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2206	39016	NC	99	99	NC	514	511	NC	3	4	NC	26	29	NC	70	66	NC	1	1
Male	17	2400	40519	100	99	98	499	488	482	6	7	10	35	44	44	59	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	NC	2557	32855	NC	99	99	NC	495	481	NC	6	10	NC	39	43	NC	55	47	NC	0	0
Asian/Pacific Islander	--	134	2149	--	100	100	--	524	519	--	2	4	--	28	24	--	69	70	--	1	2
American Indian/Alaskan Native	--	192	3992	--	99	96	--	489	478	--	5	10	--	45	46	--	49	44	--	1	0
White	17	1445	36380	100	99	99	503	510	511	6	4	4	29	29	30	65	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	20	3964	68947	100	100	100	541	509	504	NA	3	4	15	32	34	85	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	NC	2415	37626	NC	99	98	NC	492	479	NC	6	10	NC	41	45	NC	52	45	NC	0	0
Non-Economically Disadvantaged	21	2192	41985	100	99	100	523	510	511	5	4	4	14	30	30	81	65	65	NA	1	1

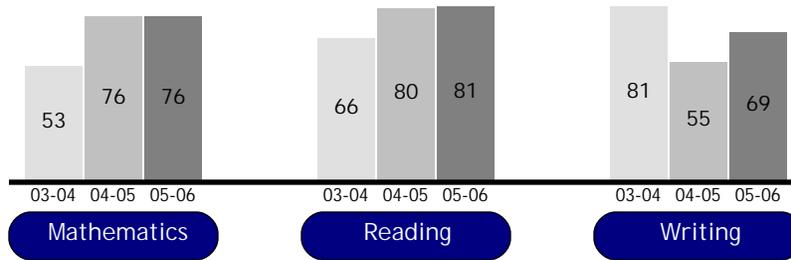
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	58	NA	58	100	51	43	47	95	56	44	46
	Language	100	54	45	50	100	52	42	47	95	41	44	48
	Mathematics	100	55	56	64	100	50	48	50	98	54	50	52
3	Reading	100	45	NA	55	100	45	41	44	100	54	43	46
	Language	100	55	56	61	100	41	40	44	100	50	43	46
	Mathematics	100	40	53	61	100	43	47	51	100	48	48	52
4	Reading	100	60	NA	56	100	49	43	48	93	61	46	52
	Language	100	55	45	52	100	49	44	49	90	67	48	52
	Mathematics	100	59	50	61	100	52	48	53	90	65	52	58
5	Reading	100	75	NA	55	100	58	46	50	81	63	50	56
	Language	100	63	41	49	100	50	46	50	100	56	50	54
	Mathematics	100	78	53	63	100	57	45	49	81	61	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement Goals Setting
- Ü School Safety
- Ü Curriculum Development
- Ü Personnel Decisions
- Ü Budget
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	10.00
Other Professional Staff	6.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
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 with Mini Computer Lab
- Ü New Multi Purpose Room
- Ü Classroom Internet Access

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü Girl Scouts
- Ü School Safety Patrol

Social Services

- Ü Family Support Center
- Ü DMAFB Civil Engineering
- Ü DMAFB Dental Clinic
- Ü DMAFB Fire Department
- Ü DMAFB Before/After School Youth Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Student attendance improved to 95.6%.

- ü As part of a school-wide effort school tardies were reduced by 18% from the previous school year.

- ü Smith implemented a before school tutoring program to support students needing assistance in math.

- ü Smith implemented a counseling program to support students whose parents have been deployed on a military assignment.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	81	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

Smith Elementary School promotes and expects positive behavior from all students. Class meetings are held with the principal throughout the year to inform students of expectations. A school-wide bullying program was implemented during the 2004-05 school year. The Smith staff provides appropriate recognition for students exhibiting positive behavior while dealing with disciplinary situations swiftly in an effort to maintain a positive learning environment for our students.

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) :

3

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	Jim Pankratz	(520) 584-7300
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Albert Siqueiros	(520) 584-7300
School Nutrition Programs	Pamela Palmo	(520) 225-4720
Parent Organization	Raquel Taylor	(520) 584-7300
Student Health/Nurse	Elizabeth Larson	(520) 584-7300

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

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

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