



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1818 Avenida Del Sol, 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 Plus
2003-04 Performing

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

School Overview

Principal/Administrator : Dr. Stacie Cook Emert
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-5
Web Address : setmms.tusd.k12.az.us/~wheeler
Phone Number : (520) 584-5500
Fax Number : (520) 584-5501
E-mail : stacie.emert@tusd1.org

Mission

Wheeler stands united as a safe, resepectful community ensuring growth with varied experiences while promoting tolerance.

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

- To improve all student achievement in core content areas.
Provide a positive, child-centered learning environment in a safe, orderly setting.
Increase community and parent involvement.

Enrollment

October 1, 2005 School Year Student Enrollment : 366
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 65

Instructional Programs

- Ü Full-day Kindergarten
- Ü On-site Exceptional Education Support
- Ü Inquiry based learning
- Ü Balanced Literacy
- Ü Writing Across the Curriculum
- Ü Six Traits of Writing
- Ü Gifted and Talented Education
- Ü ABLE

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

Assurance that a two-way communication process is happening. That district/state curriculum is taught; regular progress reports and conferences; accurate assessment; safe environment; consistent discipline plan; caring faculty.

Parents

Regular attendance; provide proper nourishment; supervision after school; respond to school contacts; support school discipline, school agendas, and homework; keeping school informed of pertinent information and when possible volunteer at school.

Transportation Policy

Bus riding is a privilege, rules and responsibilities must be followed or can be suspended. Applies to daily use and field trips. If students who normally ride the bus have alternate plans for the day, a written note to the office must be provided.

School Honors

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

Award/Honor	Year
Ü Performing Plu School Status	2006
Ü LINKS Grant participant	2005
Ü Vista Grant	2006
Ü State Writing Awards	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	60	4704	80010	100	99	99	445	443	447	12	11	10	17	20	18	60	54	53	12	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2282	38935	100	99	99	447	444	447	8	9	9	16	20	19	64	57	55	12	14	17
Male	35	2422	40974	100	99	98	443	441	448	14	12	11	17	21	18	57	52	52	11	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	22	2729	34545	100	99	99	427	435	432	27	12	14	23	24	24	41	54	53	9	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	462	462	465	4	6	5	8	12	11	68	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	51	4110	69849	100	100	100	453	446	451	6	8	7	16	19	17	65	57	56	14	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	31	2469	39029	100	99	98	437	435	432	13	12	14	26	24	25	55	54	52	6	9	9
Non-Economically Disadvantaged	29	2235	40981	100	99	100	453	451	462	10	9	6	7	16	13	66	54	54	17	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	58	4701	79438	97	99	98	451	446	451	9	10	9	22	27	24	60	55	56	9	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2284	38775	100	99	99	456	453	457	4	8	7	16	24	22	72	58	58	8	11	13
Male	33	2417	40560	94	99	97	447	440	446	12	13	12	27	29	25	52	52	54	9	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	91	99	98	433	438	434	20	12	14	35	30	31	35	52	50	10	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	462	465	471	4	5	4	12	18	15	80	62	63	4	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	51	4116	69850	100	100	100	459	451	456	6	8	7	18	25	23	67	58	59	10	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	30	2460	38685	97	98	97	437	437	435	13	12	14	23	30	32	60	53	50	3	4	5
Non-Economically Disadvantaged	28	2241	40753	97	99	99	466	456	467	4	8	5	21	23	16	61	57	62	14	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	60	4706	79971	100	99	99	444	420	423	3	7	8	32	43	41	60	48	49	5	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2287	38974	100	99	99	461	432	437	NA	5	5	20	36	33	72	57	57	8	2	4
Male	35	2419	40895	100	99	98	431	408	410	6	9	10	40	50	47	51	40	41	3	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	22	2724	34481	100	99	99	427	416	410	9	7	10	41	46	46	45	46	43	5	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	450	430	437	NA	5	5	36	38	35	56	54	56	8	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	51	4102	69713	100	99	100	452	426	429	NA	5	5	27	41	39	67	52	52	6	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	31	2467	38994	100	99	98	428	414	409	3	8	10	45	47	47	52	45	41	NA	1	1
Non-Economically Disadvantaged	29	2239	40977	100	99	100	461	427	437	3	6	5	17	39	34	69	53	56	10	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	54	4554	80147	100	98	99	486	474	482	4	13	11	22	20	17	54	48	49	20	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2200	39281	100	98	99	493	475	483	3	11	9	20	22	17	51	48	50	26	19	24
Male	19	2352	40780	100	97	98	474	473	482	5	14	12	26	19	17	58	48	48	11	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	481	466	466	5	15	15	25	24	23	45	47	49	25	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	23	1383	36122	100	98	99	495	492	501	4	7	5	13	14	10	61	51	50	22	28	35
Students with Disabilities	11	589	10295	100	88	92	458	439	443	NA	35	33	27	26	26	64	34	33	9	6	8
Students without Disabilities	43	3965	69852	100	100	100	494	479	488	5	10	7	21	20	16	51	50	51	23	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	26	2431	38371	100	97	97	477	464	465	4	16	15	31	24	23	50	47	49	15	13	13
Non-Economically Disadvantaged	28	2123	41776	100	98	100	495	485	498	4	9	6	14	16	11	57	49	49	25	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	53	4563	79686	98	98	98	475	463	470	4	13	11	25	27	24	60	53	57	11	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2214	39163	100	99	99	481	468	475	3	10	9	20	25	22	63	57	60	14	8	10
Male	18	2347	40438	95	97	97	462	457	465	6	16	13	33	30	25	56	49	54	6	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	474	454	452	5	16	17	20	32	32	60	48	47	15	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	22	1388	35914	96	99	98	481	482	489	5	6	5	18	19	15	64	63	67	14	12	14
Students with Disabilities	10	593	9808	91	88	87	NA	425	432	NA	37	35	NA	32	32	NA	28	30	NA	3	3
Students without Disabilities	43	3970	69878	100	100	100	479	468	475	5	9	8	19	27	23	65	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	25	2438	38095	96	98	97	469	452	452	4	17	17	28	32	32	60	48	48	8	3	3
Non-Economically Disadvantaged	28	2125	41591	100	98	99	480	475	486	4	9	6	21	23	16	61	59	65	14	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	54	4592	80372	100	99	99	485	474	475	NA	4	4	24	31	30	76	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2219	39452	100	99	99	494	485	488	NA	3	3	17	22	22	83	72	72	NA	2	3
Male	19	2371	40836	100	98	98	468	463	464	NA	5	6	37	38	37	63	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	489	469	462	NA	5	6	25	33	36	75	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	23	1388	36213	100	99	99	488	486	489	NA	2	2	22	26	22	78	69	72	NA	3	3
Students with Disabilities	11	628	10526	100	93	94	469	427	427	NA	14	15	36	53	53	64	32	31	NA	1	1
Students without Disabilities	43	3964	69846	100	100	100	489	480	482	NA	3	3	21	27	26	79	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	26	2454	38521	100	98	98	479	463	461	NA	6	6	31	35	38	69	59	55	NA	1	1
Non-Economically Disadvantaged	28	2138	41851	100	99	100	490	485	489	NA	2	3	18	26	22	82	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	51	4552	79306	100	98	99	523	496	504	4	16	13	10	23	20	59	47	49	27	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2186	38845	100	98	99	520	496	505	NA	14	11	10	24	20	66	49	50	24	14	18
Male	22	2365	40383	100	97	98	527	496	504	9	18	14	9	22	19	50	45	47	32	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	16	2530	32673	100	98	99	520	485	487	6	19	18	NA	27	25	75	45	46	19	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	22	1420	36234	100	97	99	529	517	523	NA	8	6	18	16	13	45	51	52	36	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	44	3979	69020	100	100	100	533	501	510	NA	12	9	7	22	18	61	50	52	32	16	21
Limited English Proficient Students	NC	593	10291	NC	96	96	NC	456	458	NC	41	38	NC	32	34	NC	26	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	20	2380	37437	100	98	97	525	484	486	10	20	19	10	26	26	40	45	46	40	9	9
Non-Economically Disadvantaged	31	2172	41869	100	98	100	522	508	521	NA	11	7	10	18	14	71	49	51	19	21	27

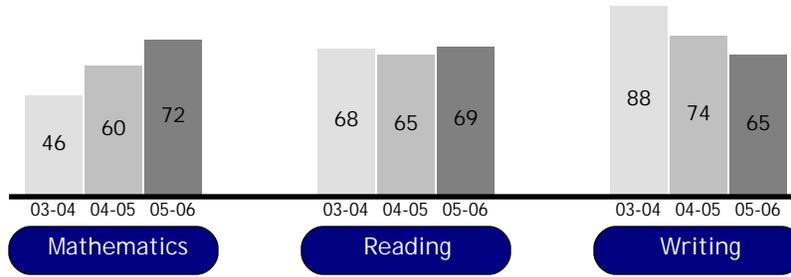
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	4596	79000	100	99	98	496	483	489	4	11	10	29	28	24	53	54	58	14	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2204	38774	100	99	99	492	488	494	NA	7	7	34	27	22	52	57	61	14	8	10
Male	22	2391	40150	100	98	98	502	479	485	9	14	12	23	28	25	55	53	55	14	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	16	2553	32508	100	99	98	499	473	472	6	13	15	25	34	33	63	49	49	6	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	22	1435	36135	100	98	98	500	503	508	NA	6	4	32	17	14	50	64	67	18	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	44	3979	69009	100	100	100	505	489	495	NA	7	6	25	26	22	59	59	62	16	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	20	2403	37234	100	98	97	502	472	472	10	14	15	25	34	33	45	49	50	20	3	3
Non-Economically Disadvantaged	31	2193	41766	100	99	99	493	495	505	NA	8	5	32	21	16	58	60	65	10	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	51	4607	79611	100	99	99	530	500	496	NA	5	7	22	36	37	78	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2206	39016	100	99	99	534	514	511	NA	3	4	10	26	29	90	70	66	NA	1	1
Male	22	2400	40519	100	99	98	525	488	482	NA	7	10	36	44	44	64	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	16	2557	32855	100	99	99	529	495	481	NA	6	10	13	39	43	88	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	22	1445	36380	100	99	99	537	510	511	NA	4	4	14	29	30	86	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	44	3964	68947	100	100	100	535	509	504	NA	3	4	16	32	34	84	64	61	NA	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	20	2415	37626	100	99	98	528	492	479	NA	6	10	20	41	45	80	52	45	NA	0	0
Non-Economically Disadvantaged	31	2192	41985	100	99	100	531	510	511	NA	4	4	23	30	30	77	65	65	NA	1	1

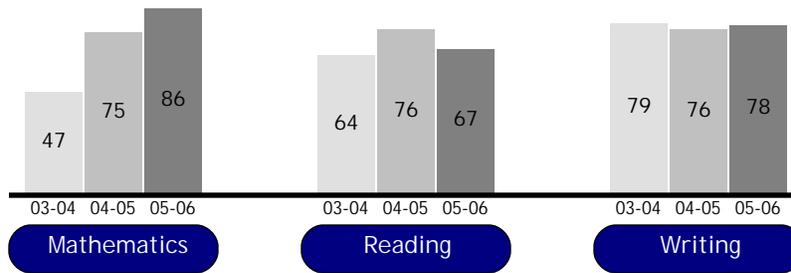
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	89	55	NA	58	100	55	43	47	100	56	44	46
	Language	95	56	45	50	100	50	42	47	100	59	44	48
	Mathematics	87	62	56	64	100	60	48	50	100	70	50	52
3	Reading	95	50	NA	55	100	44	41	44	97	50	43	46
	Language	95	60	56	61	100	44	40	44	100	48	43	46
	Mathematics	93	44	53	61	100	46	47	51	100	48	48	52
4	Reading	97	51	NA	56	100	48	43	48	98	54	46	52
	Language	97	51	45	52	100	49	44	49	100	52	48	52
	Mathematics	96	51	50	61	100	52	48	53	100	58	52	58
5	Reading	100	63	NA	55	100	51	46	50	100	61	50	56
	Language	100	59	41	49	100	53	46	50	100	58	50	54
	Mathematics	100	68	53	63	100	53	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)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü School MAP Planning
- Ü Instructional Programs
- Ü School Climate
- Ü Facilities
- Ü 301 Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	3	1	0	0
10 or more years	8	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Resource Center
- Ü Stand alone computer lab
- Ü ABLE classrooms

Extracurricular Activities

- Ü Tutoring/Mentoring
- Ü Conflict Managers
- Ü Girl Scouts/Brownies
- Ü Boy Scouts/Cub Scouts

Social Services

- Ü Before/After School YMCA Programs
- Ü Terra del Sol Senior's Group
- Ü Counseling Services
- Ü Adult Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We have improved our attendance. We have decreased the number of retentions and suspensions. Created a bookroom. Support and training for Balanced Literacy and Science FOSS materials.

- ü 400-plus volunteers participated in classroom and school events.

- ü Students have increased on the monthly writing scores based on the six traits six point rubric.

- ü Second Step Program incorporated taught in all classrooms throughout the school. Parent classes offered. A participant with the LINKS grant.

Student Activity Rates for School Year 2005-06

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

The school has a lock-down policy during regular school hours. The only door that is accessible is the main entrance. Safety Plan in place. Monthly fire drills. Second Step Violence Prevention Program. Clear expectations for appropriate behavior.

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	Office	(520) 584-5500
Transportation Policy	Bill Ball	(520) 731-6704
Community Resources	Elizabeth Day	(520) 584-5529
School Nutrition Programs	Lois Wilhite	(520) 584-5523
Parent Organization	Stacy Skarison	(520) 584-5500
Student Health/Nurse	Anita Sellers	(520) 584-5517

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.