

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4311 E. Linden, Tucson, AZ 85712

Tucson Unified District

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

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

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Ms. Lisa Howells  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-5  
 Web Address : edweb.tusd1.org/Wright/  
 Phone Number : (520) 232-8100  
 Fax Number : (520) 232-8101  
 E-mail : lisa.howells@tusd1.org

### Mission

We are committed to increasing student achievement; making school a place where students learn to take responsibility for their actions and become responsible community members; communicating clearly, openly and honestly; promoting parent involvement; demonstrating learning as a life long habit.

### 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	Year 2

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

### School / Academic Goals

- ü Third grade students, with the exception of English Language Learner (ELL) students who have been in the United States less than two years, at John B. Wright will achieve a 5% increase on AIMS-DPA 2007 Writing tests.
- ü Fourth grade students, with the exception of English Language Learner (ELL) students who have been in the United States less than two years, at John B. Wright will achieve a 5% increase on AIMS-DPA 2007 Math tests.
- ü Fifth grade students, with the exception of English Language Learner (ELL) students who have been in the United States less than two years, at John B. Wright will achieve a 5% increase on AIMS-DPA 2007 Reading tests.

### Enrollment

October 1, 2005 School Year Student Enrollment : 529  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 45

Instructional Programs

- ü CORE - State Standards
- ü MAC-Ro Math 3rd and 4th grade
- ü OMA- Opening Mind through the Arts
- ü FOSS Science
- ü Gifted Education
- ü Special Education Resource

Calendar Information

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

Shared Responsibilities

School

At John B. Wright our primary responsibility to parents is to provide a safe learning environment for students with high expectations and quality instruction to support success. We value communication and believe in working with parents as partners. We also offer classes and workshops such as ESL classes to support parent growth. Many opportunities for parent participation are available including family activities, volunteering during the day and inclusion in site decision-making.

Parents

Parents see that students eat breakfast and attend school. Parents will hold high academic, social and behavioral expectations for children and demonstrate these through their own actions. Parents will be partners in the education of their children by providing homework help, volunteering, listening to students, discussing the school day and work, attending conferences, and communicating openly in the spirit of improving our school. Parents serve on school/district committees.

Transportation Policy

Based on district policy #4030.

School Honors

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

Award/Honor	Year
ü Top 6 of 76 TUSD Elementary Schools in Math	2006
ü OMA-Opening Minds Through the Arts Program	2006
ü MAC-Ro Math from the Rodel Foundation	2006
ü LINKS Grant	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	94	4704	80010	100	99	99	433	443	447	23	11	10	14	20	18	51	54	53	12	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2282	38935	100	99	99	437	444	447	19	9	9	13	20	19	57	57	55	11	14	17
Male	47	2422	40974	100	99	98	430	441	448	28	12	11	15	21	18	45	52	52	13	15	19
African American	15	311	4201	100	98	99	395	426	430	60	20	17	13	23	23	27	49	51	NA	8	9
Hispanic	54	2729	34545	100	99	99	439	435	432	15	12	14	19	24	24	56	54	53	11	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	22	1370	35142	100	99	99	446	462	465	18	6	5	5	12	11	59	57	56	18	26	28
Students with Disabilities	14	594	10161	100	94	93	397	415	419	50	30	28	14	27	28	36	37	36	NA	6	8
Students without Disabilities	80	4110	69849	100	100	100	440	446	451	19	8	7	14	19	17	54	57	56	14	16	19
Limited English Proficient Students	28	739	14013	100	98	97	398	410	413	43	27	24	29	35	34	25	35	39	4	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	59	2469	39029	100	99	98	431	435	432	20	12	14	20	24	25	51	54	52	8	9	9
Non-Economically Disadvantaged	35	2235	40981	100	99	100	436	451	462	29	9	6	3	16	13	51	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	93	4701	79438	99	99	98	428	446	451	29	10	9	23	27	24	45	55	56	3	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2284	38775	100	99	99	438	453	457	26	8	7	21	24	22	49	58	58	4	11	13
Male	46	2417	40560	98	99	97	419	440	446	33	13	12	24	29	25	41	52	54	2	6	9
African American	15	311	4178	100	98	98	388	436	439	60	16	13	27	30	29	13	50	52	NA	5	6
Hispanic	54	2723	34297	100	99	98	434	438	434	26	12	14	24	30	31	44	52	50	6	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	21	1369	34887	95	99	98	445	465	471	19	5	4	10	18	15	71	62	63	NA	15	18
Students with Disabilities	13	585	9588	93	93	88	394	410	416	38	30	30	38	36	32	23	32	34	NA	3	5
Students without Disabilities	80	4116	69850	100	100	100	434	451	456	28	8	7	20	25	23	49	58	59	4	9	12
Limited English Proficient Students	27	734	13856	96	98	96	381	403	407	67	29	27	22	44	43	11	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	58	2460	38685	98	98	97	431	437	435	28	12	14	26	30	32	41	53	50	5	4	5
Non-Economically Disadvantaged	35	2241	40753	100	99	99	424	456	467	31	8	5	17	23	16	51	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	93	4706	79971	99	99	99	357	420	423	32	7	8	51	43	41	17	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2287	38974	100	99	99	370	432	437	26	5	5	49	36	33	26	57	57	NA	2	4
Male	46	2419	40895	98	99	98	343	408	410	39	9	10	52	50	47	9	40	41	NA	1	2
African American	15	311	4203	100	98	99	310	407	411	53	12	11	47	45	45	NA	42	43	NA	1	2
Hispanic	53	2724	34481	98	99	99	372	416	410	26	7	10	51	46	46	23	46	43	NA	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	22	1373	35150	100	99	99	354	430	437	27	5	5	55	38	35	18	54	56	NA	3	5
Students with Disabilities	14	604	10258	100	96	94	326	373	377	57	22	23	36	55	51	7	23	25	NA	1	1
Students without Disabilities	79	4102	69713	99	99	100	362	426	429	28	5	5	53	41	39	19	52	52	NA	2	3
Limited English Proficient Students	28	741	13985	100	99	97	300	378	382	61	19	18	36	56	54	4	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	59	2467	38994	100	99	98	354	414	409	32	8	10	54	47	47	14	45	41	NA	1	1
Non-Economically Disadvantaged	34	2239	40977	97	99	100	361	427	437	32	6	5	44	39	34	24	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	68	4554	80147	97	98	99	443	474	482	31	13	11	26	20	17	38	48	49	4	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2200	39281	100	98	99	448	475	483	31	11	9	24	22	17	34	48	50	10	19	24
Male	39	2352	40780	95	97	98	439	473	482	31	14	12	28	19	17	41	48	48	NA	18	24
African American	13	314	4249	100	97	99	400	463	464	69	18	17	23	19	22	8	49	48	NA	14	13
Hispanic	33	2529	33494	94	98	99	451	466	466	18	15	15	30	24	23	48	47	49	3	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	19	1383	36122	100	98	99	455	492	501	21	7	5	26	14	10	47	51	50	5	28	35
Students with Disabilities	12	589	10295	100	88	92	425	439	443	50	35	33	17	26	26	33	34	33	NA	6	8
Students without Disabilities	56	3965	69852	97	100	100	447	479	488	27	10	7	29	20	16	39	50	51	5	21	26
Limited English Proficient Students	15	669	12722	100	97	97	412	439	441	47	27	27	33	35	33	20	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	45	2431	38371	96	97	97	436	464	465	36	16	15	24	24	23	38	47	49	2	13	13
Non-Economically Disadvantaged	23	2123	41776	100	98	100	456	485	498	22	9	6	30	16	11	39	49	49	9	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	69	4563	79686	99	98	98	431	463	470	35	13	11	33	27	24	30	53	57	1	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2214	39163	100	99	99	437	468	475	34	10	9	34	25	22	28	57	60	3	8	10
Male	40	2347	40438	98	97	97	427	457	465	35	16	13	33	30	25	33	49	54	NA	5	7
African American	13	318	4228	100	98	98	397	454	458	77	19	15	15	27	28	8	49	53	NA	5	4
Hispanic	34	2525	33299	97	98	98	434	454	452	24	16	17	47	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	19	1388	35914	100	99	98	450	482	489	21	6	5	26	19	15	47	63	67	5	12	14
Students with Disabilities	12	593	9808	100	88	87	399	425	432	67	37	35	25	32	32	8	28	30	NA	3	3
Students without Disabilities	57	3970	69878	98	100	100	438	468	475	28	9	8	35	27	23	35	57	61	2	7	9
Limited English Proficient Students	15	666	12594	100	97	96	401	420	422	67	34	34	33	47	45	NA	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	46	2438	38095	98	98	97	422	452	452	41	17	17	30	32	32	28	48	48	NA	3	3
Non-Economically Disadvantaged	23	2125	41591	100	98	99	449	475	486	22	9	6	39	23	16	35	59	65	4	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	70	4592	80372	100	99	99	422	474	475	17	4	4	49	31	30	33	64	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2219	39452	100	99	99	437	485	488	17	3	3	41	22	22	38	72	72	3	2	3
Male	41	2371	40836	100	98	98	412	463	464	17	5	6	54	38	37	29	56	56	NA	1	1
African American	13	319	4264	100	98	99	341	459	465	54	8	5	38	33	35	8	57	59	NA	2	1
Hispanic	35	2551	33608	100	99	99	433	469	462	11	5	6	43	33	36	46	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	19	1388	36213	100	99	99	455	486	489	5	2	2	63	26	22	26	69	72	5	3	3
Students with Disabilities	12	628	10526	100	93	94	415	427	427	25	14	15	42	53	53	33	32	31	NA	1	1
Students without Disabilities	58	3964	69846	100	100	100	424	480	482	16	3	3	50	27	26	33	69	69	2	2	2
Limited English Proficient Students	15	674	12747	100	98	97	337	426	432	53	14	12	33	51	52	13	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	47	2454	38521	100	98	98	409	463	461	23	6	6	45	35	38	32	59	55	NA	1	1
Non-Economically Disadvantaged	23	2138	41851	100	99	100	449	485	489	4	2	3	57	26	22	35	69	72	4	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	67	4552	79306	100	98	99	463	496	504	36	16	13	21	23	20	43	47	49	NA	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2186	38845	100	98	99	469	496	505	32	14	11	12	24	20	56	49	50	NA	14	18
Male	33	2365	40383	100	97	98	457	496	504	39	18	14	30	22	19	30	45	47	NA	15	19
African American	11	277	4171	100	99	98	442	484	485	73	21	20	9	24	26	18	46	44	NA	9	10
Hispanic	29	2530	32673	100	98	99	458	485	487	38	19	18	24	27	25	38	45	46	NA	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	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	19	1420	36234	100	97	99	475	517	523	16	8	6	26	16	13	58	51	52	NA	25	28
Students with Disabilities	11	573	10286	100	85	91	429	456	462	82	44	41	18	29	27	NA	23	27	NA	3	5
Students without Disabilities	56	3979	69020	100	100	100	470	501	510	27	12	9	21	22	18	52	50	52	NA	16	21
Limited English Proficient Students	14	593	10291	100	96	96	431	456	458	86	41	38	7	32	34	7	26	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	48	2380	37437	100	98	97	463	484	486	38	20	19	19	26	26	44	45	46	NA	9	9
Non-Economically Disadvantaged	19	2172	41869	100	98	100	463	508	521	32	11	7	26	18	14	42	49	51	NA	21	27

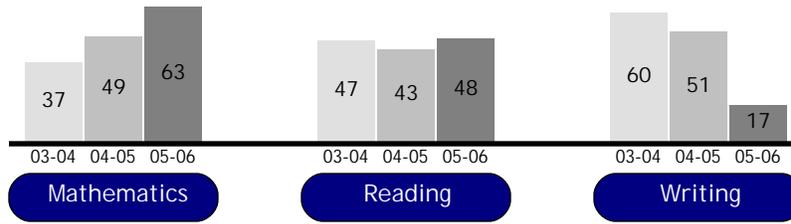
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	4596	79000	100	99	98	456	483	489	25	11	10	33	28	24	40	54	58	1	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2204	38774	100	99	99	468	488	494	18	7	7	29	27	22	50	57	61	3	8	10
Male	33	2391	40150	100	98	98	445	479	485	33	14	12	36	28	25	30	53	55	NA	6	8
African American	11	279	4153	100	99	98	432	477	476	55	15	13	9	25	30	36	53	53	NA	7	4
Hispanic	29	2553	32508	100	99	98	454	473	472	28	13	15	38	34	33	31	49	49	3	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	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	19	1435	36135	100	98	98	464	503	508	16	6	4	32	17	14	53	64	67	NA	13	15
Students with Disabilities	11	617	9991	100	91	88	417	442	449	73	38	33	18	37	36	9	24	29	NA	2	2
Students without Disabilities	56	3979	69009	100	100	100	464	489	495	16	7	6	36	26	22	46	59	62	2	8	10
Limited English Proficient Students	14	604	10199	100	97	95	415	439	439	71	34	35	29	47	47	NA	18	18	NA	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	48	2403	37234	100	98	97	454	472	472	25	14	15	33	34	33	42	49	50	NA	3	3
Non-Economically Disadvantaged	19	2193	41766	100	99	99	462	495	505	26	8	5	32	21	16	37	60	65	5	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	67	4607	79611	100	99	99	457	500	496	13	5	7	60	36	37	27	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2206	39016	100	99	99	482	514	511	12	3	4	44	26	29	44	70	66	NA	1	1
Male	33	2400	40519	100	99	98	431	488	482	15	7	10	76	44	44	9	48	46	NA	0	0
African American	11	279	4188	100	99	98	411	495	486	27	6	9	64	42	40	9	51	50	NA	0	0
Hispanic	29	2557	32855	100	99	99	459	495	481	14	6	10	59	39	43	28	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	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	19	1445	36380	100	99	99	464	510	511	11	4	4	58	29	30	32	66	65	NA	1	1
Students with Disabilities	11	643	10664	100	95	94	400	442	440	36	20	23	55	57	54	9	22	22	NA	1	1
Students without Disabilities	56	3964	68947	100	100	100	468	509	504	9	3	4	61	32	34	30	64	61	NA	0	1
Limited English Proficient Students	14	609	10362	100	98	97	387	448	438	43	17	22	57	58	57	NA	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	48	2415	37626	100	99	98	459	492	479	13	6	10	60	41	45	27	52	45	NA	0	0
Non-Economically Disadvantaged	19	2192	41985	100	99	100	451	510	511	16	4	4	58	30	30	26	65	65	NA	1	1

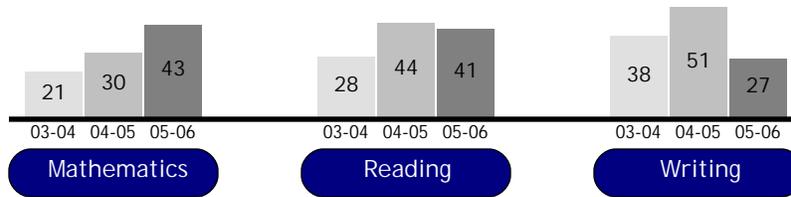
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	36	NA	58	99	32	43	47	100	20	44	46
	Language	96	35	45	50	99	29	42	47	100	18	44	48
	Mathematics	95	45	56	64	99	35	48	50	100	30	50	52
3	Reading	100	35	NA	55	99	27	41	44	100	25	43	46
	Language	99	40	56	61	99	29	40	44	100	27	43	46
	Mathematics	100	30	53	61	99	37	47	51	100	39	48	52
4	Reading	99	36	NA	56	100	29	43	48	100	25	46	52
	Language	99	34	45	52	100	29	44	49	100	27	48	52
	Mathematics	98	32	50	61	100	36	48	53	100	27	52	58
5	Reading	100	32	NA	55	100	34	46	50	100	30	50	56
	Language	100	25	41	49	100	30	46	50	100	32	50	54
	Mathematics	100	30	53	63	100	29	45	49	100	28	48	52

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

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

School Site Council

Council Composition

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

Council Duties

- ü Student Achievement
- ü 301 monies and budget
- ü Various Reports on School Concerns
- ü School Safety Issues
- ü Parent/educator relations
- ü Professional development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	29.50
Other Professional Staff	5.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	5	0	0
4 to 6 years	0	3	0	0
7 to 9 years	2	2	0	0
10 or more years	2	3	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
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 Head Start/PACE
- ü Library
- ü Family Literacy

Extracurricular Activities

- ü Project Shine
- ü After School Tutoring
- ü Student Council
- ü Intramural Sports
- ü Lucky Strike Bowling

Social Services

- ü Breakfast/Lunch Programs
- ü Assistance League
- ü Counseling Services
- ü Project Specialist Advisor
- ü Payless Shoes
- ü Wellness Center
- ü Immunization Clinics
- ü Dental/ Flouride Clinics

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 3rd grade Math scores show that 76.8 meet and exceed the standards on the AIMS Assessment.
  
- ü We also saw an increase in third grade Reading scores in 2005-2006 with an overall increase of 14.6%.
  
- ü This year we maintained our AYP status and became a Performing School.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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

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

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

School Safety

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

A Safety Policy is in place. Fire and evacuation drills occur monthly. John B. Wright has increased our supervision by administrators and monitors to prevent incidents. Radios keep personnel advised to handle problems immediately. School routines build a sense of community and belonging. Opportunities for excellence are offered in academic and fine arts.

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	Robin Hayes	(520) 232-8100
Transportation Policy	Nick Makres	(520) 225-4800
Community Resources	Mary Flores	(520) 232-8100
School Nutrition Programs	Frances Seekins	(520) 232-8100
Parent Organization	Belinda Wyatt	(520) 232-8100
Student Health/Nurse	Barbara Cook	(520) 232-8100

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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