



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8950 E. Wrightstown Road, Tucson, AZ 85715

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	Highly Performing
2004-05	Highly Performing
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mr. Jon Ben-Asher  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-6  
 Web Address : edweb.tusd.k12.az.us/wrightstown/  
 Phone Number : (520) 731-7000  
 Fax Number : (520) 731-7001  
 E-mail : jonathan.ben-asher@tusd1.org

Mission

Wrightstown School is committed to providing a high quality educational program for all children. Our goal is to promote a self-directed learner, a collaborative worker, a problem solver, a quality producer, and a responsible citizen.

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

- Effective instructional practices create a community of learners where all students achieve their potential.
- Adopted curriculum is the foundation for teaching and learning.

Enrollment

October 1, 2005 School Year Student Enrollment : 183  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 11

Instructional Programs

- Ü Full-day Kindergarten
- Ü Pull-out Gifted Classes
- Ü Special Education
- Ü Band and Orchestra
- Ü O.M.A. (Opening Minds thru Arts)
- Ü Physical Education

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 :	5/25/2006

Shared Responsibilities

School

Our school maintains a high level of communication between school and parents through a school newsletter and weekly classroom newsletters. We provide a safe environment utilizing monitors.

Parents

Parents are to ensure that student attendance remains high and that the communication level between home and school is frequent and promotes the value of education.

Transportation Policy

Wrightstown is a neighborhood school. Most students walk or are transported by family members. Bus transportation is provided for students living more than one and one-half miles from school.

School Honors

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

Award/Honor	Year
Ü Top 10 in District Scores	2005
Ü Attendance Rate is Over 95%	2005
Ü American Heart Association	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	38	4704	80010	100	99	99	463	443	447	NA	11	10	18	20	18	61	54	53	21	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	2282	38935	100	99	99	464	444	447	NA	9	9	9	20	19	74	57	55	17	14	17
Male	15	2422	40974	100	99	98	460	441	448	NA	12	11	33	21	18	40	52	52	27	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	--	111	2068	--	97	99	--	472	474	--	5	4	--	12	10	--	54	50	--	29	36
American Indian/Alaskan Native	--	182	3979	--	97	96	--	425	424	--	15	17	--	26	30	--	54	47	--	5	6
White	33	1370	35142	100	99	99	464	462	465	NA	6	5	15	12	11	64	57	56	21	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	31	4110	69849	100	100	100	467	446	451	NA	8	7	13	19	17	68	57	56	19	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	NC	2469	39029	NC	99	98	NC	435	432	NC	12	14	NC	24	25	NC	54	52	NC	9	9
Non-Economically Disadvantaged	32	2235	40981	100	99	100	463	451	462	NA	9	6	19	16	13	59	54	54	22	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	38	4701	79438	100	99	98	461	446	451	3	10	9	24	27	24	71	55	56	3	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	2284	38775	100	99	99	470	453	457	NA	8	7	13	24	22	83	58	58	4	11	13
Male	15	2417	40560	100	99	97	447	440	446	7	13	12	40	29	25	53	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	--	111	2063	--	97	99	--	474	475	--	4	3	--	14	15	--	65	63	--	17	20
American Indian/Alaskan Native	--	186	3940	--	99	95	--	432	429	--	14	14	--	34	36	--	49	47	--	3	3
White	33	1369	34887	100	99	98	464	465	471	NA	5	4	24	18	15	73	62	63	3	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	31	4116	69850	100	100	100	470	451	456	NA	8	7	16	25	23	81	58	59	3	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	NC	2460	38685	NC	98	97	NC	437	435	NC	12	14	NC	30	32	NC	53	50	NC	4	5
Non-Economically Disadvantaged	32	2241	40753	100	99	99	459	456	467	3	8	5	28	23	16	66	57	62	3	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	38	4706	79971	100	99	99	456	420	423	NA	7	8	18	43	41	79	48	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	2287	38974	100	99	99	462	432	437	NA	5	5	9	36	33	91	57	57	NA	2	4
Male	15	2419	40895	100	99	98	447	408	410	NA	9	10	33	50	47	60	40	41	7	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	NC	2724	34481	NC	99	99	NC	416	410	NC	7	10	NC	46	46	NC	46	43	NC	1	1
Asian/Pacific Islander	--	113	2067	--	98	99	--	438	449	--	6	4	--	37	28	--	51	60	--	5	8
American Indian/Alaskan Native	--	185	3995	--	98	96	--	414	409	--	9	10	--	43	47	--	49	42	--	NA	1
White	33	1373	35150	100	99	99	458	430	437	NA	5	5	18	38	35	79	54	56	3	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	31	4102	69713	100	99	100	459	426	429	NA	5	5	10	41	39	90	52	52	NA	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	NC	2467	38994	NC	99	98	NC	414	409	NC	8	10	NC	47	47	NC	45	41	NC	1	1
Non-Economically Disadvantaged	32	2239	40977	100	99	100	454	427	437	NA	6	5	22	39	34	78	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	33	4554	80147	100	98	99	490	474	482	9	13	11	18	20	17	48	48	49	24	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	2200	39281	100	98	99	483	475	483	6	11	9	24	22	17	53	48	50	18	19	24
Male	16	2352	40780	100	97	98	497	473	482	13	14	12	13	19	17	44	48	48	31	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	13	2529	33494	100	98	99	486	466	466	8	15	15	31	24	23	38	47	49	23	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	15	1383	36122	100	98	99	500	492	501	7	7	5	7	14	10	53	51	50	33	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	27	3965	69852	100	100	100	501	479	488	NA	10	7	22	20	16	48	50	51	30	21	26
Limited English Proficient Students	--	669	12722	--	97	97	--	439	441	--	27	27	--	35	33	--	34	37	--	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	25	2123	41776	100	98	100	492	485	498	12	9	6	12	16	11	48	49	49	28	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	33	4563	79686	100	98	98	478	463	470	9	13	11	21	27	24	64	53	57	6	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	2214	39163	100	99	99	484	468	475	6	10	9	24	25	22	59	57	60	12	8	10
Male	16	2347	40438	100	97	97	471	457	465	13	16	13	19	30	25	69	49	54	NA	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	13	2525	33299	100	98	98	472	454	452	8	16	17	38	32	32	46	48	47	8	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	15	1388	35914	100	99	98	484	482	489	13	6	5	7	19	15	73	63	67	7	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	27	3970	69878	100	100	100	489	468	475	NA	9	8	22	27	23	74	57	61	4	7	9
Limited English Proficient Students	--	666	12594	--	97	96	--	420	422	--	34	34	--	47	45	--	19	21	--	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	25	2125	41591	100	98	99	479	475	486	12	9	6	16	23	16	64	59	65	8	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	33	4592	80372	100	99	99	472	474	475	3	4	4	27	31	30	70	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	2219	39452	100	99	99	482	485	488	NA	3	3	18	22	22	82	72	72	NA	2	3
Male	16	2371	40836	100	98	98	461	463	464	6	5	6	38	38	37	56	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	13	2551	33608	100	99	99	484	469	462	NA	5	6	23	33	36	77	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	--	224	4128	--	97	97	--	462	464	--	5	4	--	37	39	--	58	56	--	NA	1
White	15	1388	36213	100	99	99	464	486	489	7	2	2	27	26	22	67	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	27	3964	69846	100	100	100	487	480	482	NA	3	3	22	27	26	78	69	69	NA	2	2
Limited English Proficient Students	--	674	12747	--	98	97	--	426	432	--	14	12	--	51	52	--	34	36	--	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	25	2138	41851	100	99	100	473	485	489	4	2	3	24	26	22	72	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	28	4552	79306	100	98	99	511	496	504	7	16	13	18	23	20	46	47	49	29	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	2186	38845	100	98	99	511	496	505	NA	14	11	36	24	20	43	49	50	21	14	18
Male	14	2365	40383	100	97	98	511	496	504	14	18	14	NA	22	19	50	45	47	36	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	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	503	517	523	11	8	6	21	16	13	42	51	52	26	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	25	3979	69020	100	100	100	519	501	510	NA	12	9	20	22	18	48	50	52	32	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	23	2172	41869	100	98	100	511	508	521	9	11	7	17	18	14	43	49	51	30	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	28	4596	79000	100	99	98	499	483	489	4	11	10	14	28	24	68	54	58	14	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	2204	38774	100	99	99	510	488	494	NA	7	7	7	27	22	71	57	61	21	8	10
Male	14	2391	40150	100	98	98	488	479	485	7	14	12	21	28	25	64	53	55	7	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	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	495	503	508	5	6	4	16	17	14	68	64	67	11	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	25	3979	69009	100	100	100	506	489	495	NA	7	6	12	26	22	72	59	62	16	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	23	2193	41766	100	99	99	497	495	505	4	8	5	17	21	16	61	60	65	17	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	28	4607	79611	100	99	99	516	500	496	4	5	7	25	36	37	71	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	2206	39016	100	99	99	524	514	511	NA	3	4	21	26	29	79	70	66	NA	1	1
Male	14	2400	40519	100	99	98	508	488	482	7	7	10	29	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	NC	2557	32855	NC	99	99	NC	495	481	NC	6	10	NC	39	43	NC	55	47	NC	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	511	510	511	5	4	4	32	29	30	63	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	25	3964	68947	100	100	100	522	509	504	NA	3	4	24	32	34	76	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	23	2192	41985	100	99	100	514	510	511	4	4	4	26	30	30	70	65	65	NA	1	1

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

6th 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	13	4286	79327	93	94	98	546	500	518	8	28	19	8	24	20	62	39	46	23	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2076	38961	NC	95	98	NC	501	520	NC	25	16	NC	26	20	NC	40	48	NC	9	16
Male	NC	2208	40295	NC	94	97	NC	499	516	NC	31	21	NC	22	19	NC	38	44	NC	10	16
African American	NC	300	4247	NC	95	98	NC	484	499	NC	38	27	NC	25	24	NC	34	41	NC	4	8
Hispanic	NC	2354	32327	NC	93	98	NC	488	499	NC	34	27	NC	27	25	NC	35	41	NC	5	8
Asian/Pacific Islander	--	106	1939	--	98	99	--	544	556	--	11	6	--	11	10	--	49	47	--	28	36
American Indian/Alaskan Native	NC	195	4391	NC	97	96	NC	477	489	NC	41	32	NC	29	27	NC	29	36	NC	2	4
White	NC	1331	36373	NC	95	98	NC	524	538	NC	15	10	NC	19	14	NC	48	52	NC	19	25
Students with Disabilities	NC	539	9321	NC	79	87	NC	457	467	NC	61	54	NC	22	22	NC	15	21	NC	1	3
Students without Disabilities	11	3747	70006	100	97	100	558	505	524	NA	23	14	9	24	19	64	42	49	27	11	18
Limited English Proficient Students	--	483	9431	--	88	95	--	454	466	--	66	53	--	23	27	--	10	18	--	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	2195	37097	NC	94	97	NC	487	498	NC	35	27	NC	26	25	NC	34	41	NC	5	7
Non-Economically Disadvantaged	10	2091	42230	91	95	99	NA	512	535	NA	20	11	NA	22	15	NA	44	50	NA	14	24

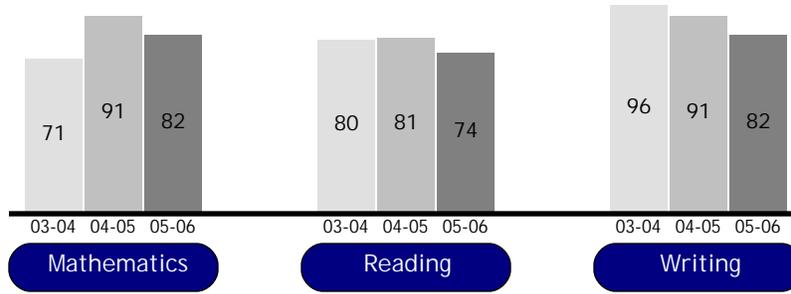
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	4423	79501	93	97	98	517	485	497	NA	15	10	23	31	25	69	52	60	8	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2144	39062	NC	98	99	NC	490	502	NC	11	8	NC	30	23	NC	56	64	NC	3	5
Male	NC	2277	40368	NC	97	98	NC	480	491	NC	18	13	NC	31	27	NC	49	57	NC	2	3
African American	NC	309	4279	NC	97	99	NC	475	485	NC	20	14	NC	32	30	NC	47	54	NC	1	2
Hispanic	NC	2452	32389	NC	97	98	NC	474	478	NC	19	16	NC	36	34	NC	45	48	NC	1	1
Asian/Pacific Islander	--	107	1936	--	99	99	--	512	519	--	3	3	--	21	14	--	67	73	--	8	9
American Indian/Alaskan Native	NC	195	4401	NC	97	96	NC	469	473	NC	21	17	NC	41	40	NC	38	43	NC	1	1
White	NC	1360	36446	NC	97	99	NC	506	516	NC	7	4	NC	21	15	NC	68	73	NC	5	7
Students with Disabilities	NC	601	9411	NC	88	88	NC	443	453	NC	41	36	NC	40	36	NC	19	26	NC	1	1
Students without Disabilities	11	3822	70090	100	99	100	529	491	502	NA	11	7	9	29	24	82	58	65	9	3	5
Limited English Proficient Students	--	513	9401	--	94	94	--	434	443	--	51	40	--	39	46	--	10	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	2266	37183	NC	97	97	NC	473	479	NC	19	16	NC	36	34	NC	44	49	NC	1	1
Non-Economically Disadvantaged	10	2157	42318	91	98	99	NA	497	513	NA	10	5	NA	25	17	NA	61	70	NA	4	7

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	13	4464	80000	93	98	99	593	560	564	NA	3	3	NA	11	11	77	80	75	23	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2164	39288	NC	99	99	NC	574	579	NC	2	2	NC	6	6	NC	83	77	NC	9	16
Male	NC	2297	40644	NC	98	98	NC	546	549	NC	4	4	NC	16	15	NC	77	74	NC	3	7
African American	NC	315	4307	NC	99	99	NC	539	551	NC	8	4	NC	13	13	NC	74	75	NC	4	7
Hispanic	NC	2475	32672	NC	98	99	NC	553	548	NC	3	4	NC	13	14	NC	81	76	NC	4	6
Asian/Pacific Islander	--	106	1945	--	98	99	--	596	592	--	1	1	--	4	4	--	70	69	--	25	25
American Indian/Alaskan Native	NC	197	4424	NC	98	97	NC	551	549	NC	3	3	NC	15	14	NC	79	77	NC	3	5
White	NC	1370	36602	NC	98	99	NC	575	579	NC	2	2	NC	7	7	NC	80	75	NC	11	16
Students with Disabilities	NC	640	9919	NC	93	93	NC	504	505	NC	10	9	NC	34	35	NC	55	54	NC	1	2
Students without Disabilities	11	3824	70081	100	99	100	602	568	571	NA	2	2	NA	7	7	73	84	79	27	7	12
Limited English Proficient Students	--	524	9571	--	96	96	--	498	502	--	11	10	--	31	29	--	57	60	--	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	2296	37534	NC	98	98	NC	548	547	NC	4	4	NC	14	15	NC	78	76	NC	4	5
Non-Economically Disadvantaged	10	2168	42466	91	98	100	NA	572	578	NA	2	2	NA	8	7	NA	82	75	NA	9	16

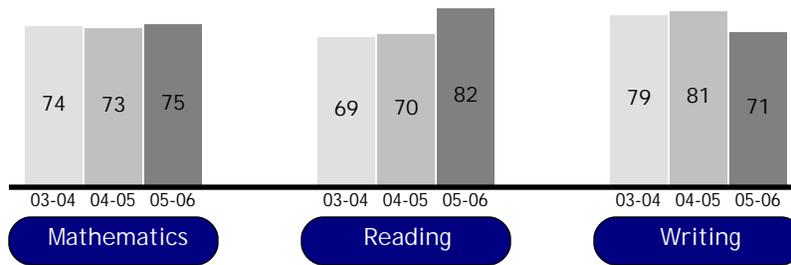
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	70	NA	58	100	56	43	47	100	61	44	46
	Language	97	59	45	50	100	63	42	47	100	65	44	48
	Mathematics	97	72	56	64	100	70	48	50	100	82	50	52
3	Reading	100	65	NA	55	100	49	41	44	100	56	43	46
	Language	100	58	56	61	100	48	40	44	100	59	43	46
	Mathematics	100	62	53	61	100	64	47	51	100	61	48	52
4	Reading	100	58	NA	56	100	61	43	48	100	58	46	52
	Language	100	48	45	52	100	60	44	49	100	48	48	52
	Mathematics	100	59	50	61	100	65	48	53	100	61	52	58
5	Reading	98	77	NA	55	100	49	46	50	100	67	50	56
	Language	100	60	41	49	100	53	46	50	100	56	50	54
	Mathematics	98	84	53	63	100	62	45	49	100	65	48	52
6	Reading	--	--	NA	56	--	--	44	51	93	68	46	56
	Language	--	--	38	48	--	--	41	47	93	65	41	50
	Mathematics	--	--	52	66	--	--	44	52	93	80	44	58

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)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Development of School Goals
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Instructional Strategies
- Ü Increase Student Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	8.00
Other Professional Staff	4.00	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	1	0	0
4 to 6 years	4	0	0	0
7 to 9 years	1	0	0	0
10 or more years	0	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	12
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	25%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Orchestra
- Ü PE
- Ü Track

Social Services

- Ü Parent Education Workshops
- Ü Lunch Program
- Ü Recreational Activities
- Ü Counseling Services

School Achievements/Accomplishments 2005-06

- ü Improved student achievement in Reading, and Math on AIMS.
  
- ü Improved student achievement in writing on CCSA Test.
  
- ü Recognition as a 'Highly Performing' school under Arizona Learns.

Student Activity Rates for School Year 2005-06

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

Our school recognizes student accomplishments and positive behavior. Our counselor provides a comprehensive competency guidance-based program. A monthly newsletter is sent to parents. We have an emergency procedure in place to keep students safe.

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	David A. Overstreet	(520) 731-7000
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Pam Fine	(520) 225-6401
School Nutrition Programs	Pamela Palmo	(520) 225-4700
Parent Organization	Lori Perolla	(520) 721-1179
Student Health/Nurse	Janet Stein Health Clerk / Kelly Slife R.N.	(520) 731-7017

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.