

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

16651 W. Calle Carmela, Marana, AZ 85653

Marana 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
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Michael A. Hitchcock Sr.
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-6
 Web Address : www.maranausd.org/RR/index.htm
 Phone Number : (520) 616-6363
 Fax Number : (520) 616-6383
 E-mail : M.A.Hitchcock@maranausd.org

Mission

The Roadrunner community envisions students who will become independent, productive citizens. Continually striving to build effective support systems based upon sound leadership and knowledgeable, caring staff in partnership with parents and the community, and efficient utilization of resources will establish a positive, safe, and effective school environment conducive to learning, thereby providing opportunities for all students to achieve their full potential.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

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

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

School / Academic Goals

- ü To support instruction within each academic area with evidence based programs that are aligned with the Arizona State Standards and teaching strategies that provide student achievement at or above adequate yearly progress for each student.
- ü Seventy percent of all students in each grade level will meet or exceed state standards on the AIMS test by providing individualized instruction, flexible grouping and using data to guide instructional decisions.

Enrollment

October 1, 2005 School Year Student Enrollment : 549
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 13

Instructional Programs

- ü Title I--Remedial/ELL
- ü On-Site Special Education
- ü K-3 Intensive Tutoring/Counseling
- ü Positive Behavior Support (schoolwide)
- ü DIBELS
- ü Second Step Violence Prevention
- ü Every Day Math
- ü Houghton Mifflin Reading

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

High academic and behavioral standards are communicated in our student-parent handbook and at parent conferences twice yearly. A quarterly Arizona Standards Report using the FAME scale details individual student's progress towards state standards.

Parents

Our Student-Parent Handbook outlines specific responsibilities of parents to ensure student attendance, provide proper clothing and nourishment, transportation commitments, homework support, and involvement in school goals and expectations.

Transportation Policy

MUSD is dedicated to providing training and supervision of professional staff members who are committed to the operation of a modern, efficient and safe transportation system. The longest traveling time for a one-way trip is one hour.

School Honors

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

Award/Honor	Year
ü A + School of Excellence	2002
ü MUSD Support Staff of the Year	2002
ü Three Staff MUSD Heroes 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	77	1002	80010	97	99	99	449	464	447	6	5	10	18	11	18	62	58	53	13	27	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	480	38935	100	100	99	444	465	447	12	4	9	15	10	19	63	59	55	10	27	17
Male	36	522	40974	95	99	98	455	463	448	NA	5	11	22	11	18	61	57	52	17	27	19
African American	NC	37	4201	NC	100	99	NC	441	430	NC	14	17	NC	11	23	NC	62	51	NC	14	9
Hispanic	20	261	34545	95	99	99	433	453	432	10	6	14	30	15	24	60	61	53	NA	18	9
Asian/Pacific Islander	--	23	2068	--	96	99	--	470	474	--	9	4	--	9	10	--	52	50	--	30	36
American Indian/Alaskan Native	NC	22	3979	NC	96	96	NC	461	424	NC	NA	17	NC	14	30	NC	68	47	NC	18	6
White	51	659	35142	100	100	99	454	469	465	6	4	5	12	9	11	65	56	56	18	31	28
Students with Disabilities	13	145	10161	87	96	93	429	434	419	8	16	28	31	24	28	62	48	36	NA	12	8
Students without Disabilities	64	857	69849	100	100	100	452	469	451	6	3	7	16	8	17	63	60	56	16	29	19
Limited English Proficient Students	NC	32	14013	NC	100	97	NC	425	413	NC	19	24	NC	28	34	NC	50	39	NC	3	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	44	317	39029	96	98	98	448	451	432	7	7	14	18	18	25	61	58	52	14	17	9
Non-Economically Disadvantaged	33	685	40981	100	100	100	450	470	462	6	4	6	18	7	13	64	58	54	12	31	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	77	1000	79438	97	99	98	462	469	451	5	3	9	23	17	24	58	64	56	13	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	480	38775	100	100	99	464	476	457	5	3	7	17	14	22	63	65	58	15	19	13
Male	36	520	40560	95	99	97	459	462	446	6	4	12	31	20	25	53	63	54	11	12	9
African American	NC	37	4178	NC	100	98	NC	452	439	NC	5	13	NC	30	29	NC	46	52	NC	19	6
Hispanic	20	262	34297	95	99	98	436	459	434	10	5	14	40	22	31	45	63	50	5	10	5
Asian/Pacific Islander	--	22	2063	--	92	99	--	485	475	--	NA	3	--	14	15	--	45	63	--	41	20
American Indian/Alaskan Native	NC	22	3940	NC	96	95	NC	465	429	NC	NA	14	NC	18	36	NC	82	47	NC	NA	3
White	51	657	34887	100	99	98	467	473	471	4	3	4	20	15	15	63	65	63	14	18	18
Students with Disabilities	13	142	9588	87	94	88	422	428	416	15	14	30	46	39	32	38	39	34	NA	7	5
Students without Disabilities	64	858	69850	100	100	100	468	475	456	3	2	7	19	13	23	63	68	59	16	17	12
Limited English Proficient Students	NC	32	13856	NC	100	96	NC	421	407	NC	22	27	NC	31	43	NC	47	29	NC	NA	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	44	316	38685	96	98	97	456	453	435	7	8	14	23	23	32	66	62	50	5	8	5
Non-Economically Disadvantaged	33	684	40753	100	100	99	469	476	467	3	1	5	24	14	16	48	65	62	24	19	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	74	998	79971	94	99	99	420	431	423	4	4	8	54	40	41	41	53	49	1	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	481	38974	100	100	99	434	446	437	NA	2	5	49	29	33	51	66	57	NA	4	4
Male	33	517	40895	87	98	98	402	417	410	9	6	10	61	50	47	27	42	41	3	2	2
African American	NC	37	4203	NC	100	99	NC	403	411	NC	11	11	NC	51	45	NC	38	43	NC	NA	2
Hispanic	19	262	34481	90	99	99	395	425	410	11	5	10	58	42	46	26	49	43	5	3	1
Asian/Pacific Islander	--	23	2067	--	96	99	--	447	449	--	9	4	--	17	28	--	74	60	--	NA	8
American Indian/Alaskan Native	NC	22	3995	NC	96	96	NC	438	409	NC	NA	10	NC	27	47	NC	73	42	NC	NA	1
White	49	654	35150	96	99	99	425	434	437	2	3	5	57	39	35	41	55	56	NA	3	5
Students with Disabilities	10	140	10258	67	93	94	NA	388	377	NA	16	23	NA	53	51	NA	30	25	NA	1	1
Students without Disabilities	64	858	69713	100	100	100	427	438	429	3	2	5	52	38	39	44	57	52	2	3	3
Limited English Proficient Students	NC	30	13985	NC	94	97	NC	404	382	NC	10	18	NC	53	54	NC	37	27	NC	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	42	314	38994	91	98	98	415	419	409	5	6	10	52	46	47	40	46	41	2	1	1
Non-Economically Disadvantaged	32	684	40977	97	100	100	426	436	437	3	3	5	56	37	34	41	57	56	NA	3	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	83	1005	80147	97	99	99	465	495	482	8	5	11	27	11	17	53	54	49	12	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	486	39281	93	99	99	467	496	483	5	4	9	23	10	17	63	56	50	10	29	24
Male	43	519	40780	100	98	98	464	494	482	12	6	12	30	11	17	44	52	48	14	31	24
African American	NC	41	4249	NC	98	99	NC	473	464	NC	7	17	NC	15	22	NC	71	48	NC	7	13
Hispanic	24	253	33494	96	98	99	454	489	466	17	6	15	21	15	23	58	53	49	4	26	14
Asian/Pacific Islander	NC	24	2103	NC	100	99	NC	499	515	NC	NA	4	NC	8	8	NC	71	44	NC	21	45
American Indian/Alaskan Native	NC	15	4117	NC	94	96	NC	485	456	NC	7	19	NC	20	27	NC	47	46	NC	27	8
White	54	672	36122	96	99	99	470	499	501	6	5	5	30	9	10	48	53	50	17	34	35
Students with Disabilities	17	140	10295	85	92	92	441	453	443	24	24	33	29	25	26	41	41	33	6	9	8
Students without Disabilities	66	865	69852	100	100	100	471	502	488	5	2	7	26	8	16	56	56	51	14	34	26
Limited English Proficient Students	NC	27	12722	NC	93	97	NC	456	441	NC	22	27	NC	19	33	NC	48	37	NC	11	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	58	333	38371	98	99	97	460	479	465	12	8	15	24	18	23	55	56	49	9	17	13
Non-Economically Disadvantaged	25	672	41776	93	99	100	477	503	498	NA	4	6	32	7	11	48	52	49	20	37	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	85	1003	79686	99	99	98	460	484	470	8	5	11	35	16	24	52	69	57	5	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	483	39163	95	98	99	464	490	475	2	3	9	37	14	22	61	71	60	NA	13	10
Male	44	520	40438	100	99	97	457	478	465	14	7	13	34	18	25	43	67	54	9	8	7
African American	NC	41	4228	NC	98	98	NC	474	458	NC	5	15	NC	22	28	NC	66	53	NC	7	4
Hispanic	25	253	33299	100	98	98	449	475	452	8	8	17	48	19	32	44	66	47	NA	7	3
Asian/Pacific Islander	NC	24	2097	NC	100	99	NC	484	490	NC	NA	5	NC	17	13	NC	75	68	NC	8	14
American Indian/Alaskan Native	NC	15	4087	NC	94	96	NC	479	446	NC	13	16	NC	20	38	NC	60	44	NC	7	2
White	55	670	35914	98	99	98	466	487	489	7	4	5	31	14	15	55	70	67	7	12	14
Students with Disabilities	19	137	9808	95	90	87	440	440	432	16	26	35	53	34	32	32	39	30	NA	1	3
Students without Disabilities	66	866	69878	100	100	100	466	490	475	6	2	8	30	13	23	58	73	61	6	12	9
Limited English Proficient Students	NC	29	12594	NC	100	96	NC	435	422	NC	21	34	NC	45	45	NC	34	21	NC	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	59	331	38095	100	98	97	460	470	452	10	9	17	37	23	32	47	63	48	5	6	3
Non-Economically Disadvantaged	26	672	41591	96	99	99	462	490	486	4	3	6	31	12	16	62	72	65	4	13	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	74	998	80372	86	98	99	457	486	475	7	3	4	36	25	30	57	70	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	484	39452	88	99	99	470	498	488	5	2	3	34	17	22	61	78	72	NA	3	3
Male	36	514	40836	84	98	98	443	474	464	8	3	6	39	33	37	53	62	56	NA	1	1
African American	NC	41	4264	NC	98	99	NC	472	465	NC	2	5	NC	29	35	NC	68	59	NC	NA	1
Hispanic	21	252	33608	84	97	99	446	482	462	5	2	6	57	31	36	38	64	57	NA	2	1
Asian/Pacific Islander	NC	24	2098	NC	100	99	NC	495	500	NC	NA	2	NC	25	16	NC	67	75	NC	8	7
American Indian/Alaskan Native	NC	15	4128	NC	94	97	NC	495	464	NC	NA	4	NC	13	39	NC	87	56	NC	NA	1
White	48	666	36213	86	98	99	460	487	489	8	3	2	29	23	22	63	72	72	NA	2	3
Students with Disabilities	NC	132	10526	NC	87	94	NC	443	427	NC	11	15	NC	56	53	NC	31	31	NC	2	1
Students without Disabilities	66	866	69846	100	100	100	465	492	482	5	1	3	35	21	26	61	76	69	NA	2	2
Limited English Proficient Students	NC	27	12747	NC	93	97	NC	439	432	NC	4	12	NC	67	52	NC	30	36	NC	NA	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	52	329	38521	88	98	98	454	470	461	8	4	6	38	33	38	54	62	55	NA	1	1
Non-Economically Disadvantaged	22	669	41851	81	98	100	465	493	489	5	2	3	32	22	22	64	74	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	93	1027	79306	100	99	99	501	512	504	11	8	13	23	17	20	51	54	49	16	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	486	38845	100	99	99	502	509	505	9	8	11	20	18	20	57	54	50	15	20	18
Male	47	541	40383	100	99	98	500	514	504	13	8	14	26	15	19	45	54	47	17	23	19
African American	NC	33	4171	NC	97	98	NC	499	485	NC	12	20	NC	24	26	NC	45	44	NC	18	10
Hispanic	16	243	32673	100	98	99	484	504	487	19	9	18	31	17	25	44	58	46	6	16	10
Asian/Pacific Islander	--	28	2147	--	100	99	--	523	539	--	4	5	--	21	10	--	43	46	--	32	40
American Indian/Alaskan Native	NC	24	4034	NC	100	97	NC	499	479	NC	17	22	NC	8	29	NC	58	43	NC	17	7
White	74	699	36234	100	99	99	506	515	523	9	7	6	18	16	13	54	53	52	19	23	28
Students with Disabilities	21	169	10286	100	95	91	464	471	462	29	28	41	33	31	27	33	35	27	5	6	5
Students without Disabilities	72	858	69020	100	100	100	510	519	510	6	4	9	19	14	18	56	58	52	19	24	21
Limited English Proficient Students	NC	23	10291	NC	100	96	NC	455	458	NC	35	38	NC	39	34	NC	26	26	NC	NA	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	52	283	37437	100	98	97	493	490	486	15	16	19	23	22	26	50	52	46	12	10	9
Non-Economically Disadvantaged	41	744	41869	100	100	100	510	520	521	5	5	7	22	15	14	51	55	51	22	26	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	1016	79000	100	98	98	489	502	489	5	4	10	27	18	24	61	66	58	6	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	482	38774	100	99	99	497	504	494	2	4	7	24	16	22	63	69	61	11	12	10
Male	47	534	40150	100	97	98	482	500	485	9	5	12	30	20	25	60	63	55	2	12	8
African American	NC	34	4153	NC	100	98	NC	489	476	NC	6	13	NC	26	30	NC	62	53	NC	6	4
Hispanic	16	236	32508	100	95	98	478	494	472	13	5	15	44	25	33	31	61	49	13	9	3
Asian/Pacific Islander	--	28	2142	--	100	99	--	521	510	--	NA	4	--	7	14	--	79	67	--	14	16
American Indian/Alaskan Native	NC	24	4016	NC	100	96	NC	490	467	NC	8	14	NC	25	37	NC	63	46	NC	4	2
White	74	694	36135	100	99	98	494	505	508	3	4	4	22	16	14	70	67	67	5	13	15
Students with Disabilities	21	159	9991	100	90	88	452	461	449	14	16	33	62	45	36	24	38	29	NA	NA	2
Students without Disabilities	72	857	69009	100	100	100	498	509	495	3	2	6	17	13	22	72	71	62	8	14	10
Limited English Proficient Students	NC	21	10199	NC	91	95	NC	440	439	NC	29	35	NC	62	47	NC	10	18	NC	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	52	274	37234	100	94	97	483	482	472	10	9	15	25	29	33	58	57	50	8	5	3
Non-Economically Disadvantaged	41	742	41766	100	99	99	496	509	505	NA	2	5	29	14	16	66	69	65	5	14	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	92	1028	79611	99	99	99	499	509	496	8	3	7	36	32	37	55	64	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	487	39016	100	100	99	506	524	511	9	2	4	24	22	29	65	75	66	2	2	1
Male	46	541	40519	98	99	98	492	497	482	7	4	10	48	41	44	46	54	46	NA	0	0
African American	NC	33	4188	NC	97	98	NC	508	486	NC	NA	9	NC	36	40	NC	64	50	NC	NA	0
Hispanic	16	244	32855	100	98	99	485	503	481	13	5	10	31	32	43	56	62	47	NA	0	0
Asian/Pacific Islander	--	28	2149	--	100	100	--	531	519	--	NA	4	--	14	24	--	79	70	--	7	2
American Indian/Alaskan Native	NC	24	3992	NC	100	96	NC	503	478	NC	4	10	NC	33	46	NC	63	44	NC	NA	0
White	73	699	36380	99	99	99	503	511	511	5	3	4	37	32	30	56	64	65	1	1	1
Students with Disabilities	20	171	10664	95	97	94	448	465	440	20	11	23	45	64	54	35	26	22	NA	NA	1
Students without Disabilities	72	857	68947	100	100	100	511	518	504	4	2	4	33	25	34	61	72	61	1	1	1
Limited English Proficient Students	NC	23	10362	NC	100	97	NC	453	438	NC	13	22	NC	74	57	NC	13	21	NC	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	51	286	37626	98	99	98	493	492	479	12	7	10	29	42	45	59	51	45	NA	NA	0
Non-Economically Disadvantaged	41	742	41985	100	99	100	506	516	511	2	2	4	44	28	30	51	69	65	2	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	87	1019	79327	100	100	98	485	530	518	32	12	19	23	16	20	43	51	46	2	21	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	502	38961	100	100	98	490	532	520	26	12	16	26	15	20	46	53	48	3	21	16
Male	48	516	40295	98	99	97	482	529	516	38	12	21	21	18	19	40	49	44	2	21	16
African American	NC	25	4247	NC	89	98	NC	516	499	NC	20	27	NC	16	24	NC	56	41	NC	8	8
Hispanic	26	263	32327	96	99	98	482	519	499	31	16	27	23	18	25	46	49	41	NA	17	8
Asian/Pacific Islander	--	21	1939	--	100	99	--	557	556	--	5	6	--	NA	10	--	52	47	--	43	36
American Indian/Alaskan Native	NC	17	4391	NC	100	96	NC	483	489	NC	47	32	NC	12	27	NC	41	36	NC	NA	4
White	58	692	36373	100	100	98	488	535	538	31	9	10	24	16	14	41	52	52	3	23	25
Students with Disabilities	19	131	9321	100	97	87	444	471	467	63	46	54	26	31	22	11	21	21	NA	3	3
Students without Disabilities	68	888	70006	100	100	100	495	538	524	24	7	14	22	14	19	51	56	49	3	24	18
Limited English Proficient Students	NC	21	9431	NC	95	95	NC	470	466	NC	43	53	NC	33	27	NC	24	18	NC	NA	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	41	305	37097	98	99	97	483	512	498	32	18	27	24	23	25	41	46	41	2	13	7
Non-Economically Disadvantaged	46	714	42230	100	100	99	488	538	535	33	9	11	22	14	15	43	53	50	2	24	24

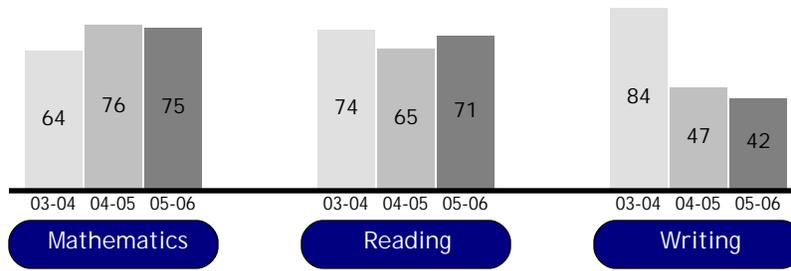
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1012	79501	100	99	98	481	513	497	15	5	10	39	19	25	45	69	60	1	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	498	39062	100	99	99	493	520	502	3	4	8	41	16	23	56	72	64	NA	8	5
Male	50	513	40368	100	98	98	471	507	491	24	7	13	38	22	27	36	66	57	2	6	3
African American	NC	26	4279	NC	93	99	NC	509	485	NC	8	14	NC	12	30	NC	77	54	NC	4	2
Hispanic	27	257	32389	100	97	98	474	503	478	15	7	16	48	25	34	33	63	48	4	5	1
Asian/Pacific Islander	--	21	1936	--	100	99	--	528	519	--	NA	3	--	10	14	--	81	73	--	10	9
American Indian/Alaskan Native	NC	16	4401	NC	94	96	NC	473	473	NC	25	17	NC	25	40	NC	50	43	NC	NA	1
White	58	691	36446	100	100	99	483	518	516	16	4	4	36	17	15	48	71	73	NA	8	7
Students with Disabilities	21	124	9411	100	92	88	438	464	453	43	26	36	43	44	36	14	31	26	NA	NA	1
Students without Disabilities	68	888	70090	100	100	100	492	519	502	6	2	7	38	15	24	54	74	65	1	8	5
Limited English Proficient Students	NC	21	9401	NC	95	94	NC	437	443	NC	43	40	NC	57	46	NC	NA	14	NC	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	42	299	37183	100	97	97	477	501	479	14	8	16	48	27	34	38	62	49	NA	4	1
Non-Economically Disadvantaged	47	713	42318	100	100	99	485	518	513	15	4	5	32	15	17	51	72	70	2	9	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	88	1019	80000	100	100	99	534	577	564	7	2	3	19	8	11	69	75	75	5	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	502	39288	100	100	99	561	593	579	3	2	2	13	3	6	77	73	77	8	22	16
Male	49	516	40644	100	99	98	513	562	549	10	3	4	24	12	15	63	77	74	2	8	7
African American	NC	27	4307	NC	96	99	NC	567	551	NC	4	4	NC	15	13	NC	74	75	NC	7	7
Hispanic	26	263	32672	96	99	99	526	570	548	8	3	4	15	10	14	73	76	76	4	11	6
Asian/Pacific Islander	--	21	1945	--	100	99	--	612	592	--	NA	1	--	NA	4	--	67	69	--	33	25
American Indian/Alaskan Native	NC	17	4424	NC	100	97	NC	554	549	NC	NA	3	NC	6	14	NC	94	77	NC	NA	5
White	58	690	36602	100	100	99	538	580	579	7	2	2	21	7	7	67	74	75	5	16	16
Students with Disabilities	20	132	9919	100	98	93	467	516	505	20	9	9	45	33	35	35	56	54	NA	2	2
Students without Disabilities	68	887	70081	100	100	100	550	586	571	3	1	2	12	4	7	79	78	79	6	17	12
Limited English Proficient Students	NC	21	9571	NC	95	96	NC	498	502	NC	10	10	NC	33	29	NC	57	60	NC	NA	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	41	305	37534	98	99	98	522	562	547	10	4	4	20	10	15	66	76	76	5	10	5
Non-Economically Disadvantaged	47	714	42466	100	100	100	545	584	578	4	1	2	19	7	7	72	75	75	4	17	16

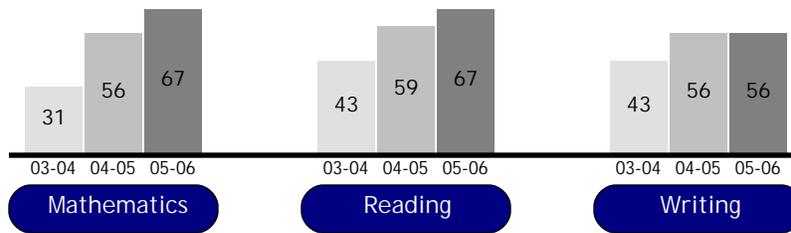
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	88	42	NA	58	95	44	53	47	100	43	58	46
	Language	97	30	50	50	95	35	50	47	100	34	50	48
	Mathematics	97	45	67	64	96	48	59	50	100	52	61	52
3	Reading	96	55	NA	55	100	40	52	44	95	52	56	46
	Language	99	59	64	61	100	39	48	44	91	48	50	46
	Mathematics	98	61	68	61	100	48	61	51	95	52	65	52
4	Reading	93	46	NA	56	97	48	54	48	98	44	59	52
	Language	92	40	56	52	97	48	55	49	85	46	59	52
	Mathematics	93	52	66	61	97	49	59	53	95	44	65	58
5	Reading	95	44	NA	55	94	45	57	50	99	59	65	56
	Language	97	37	51	49	94	41	56	50	98	50	59	54
	Mathematics	96	53	67	63	94	42	56	49	99	54	59	52
6	Reading	94	40	NA	56	99	47	59	51	99	46	67	56
	Language	96	30	51	48	99	42	53	47	98	37	59	50
	Mathematics	95	44	71	66	99	44	60	52	97	35	67	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/

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

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

Council Duties

- Ü Partnership and Involvement
- Ü Safe Environment
- Ü Extracurricular Activities
- Ü Student Learning
- Ü Lifelong Learning
- Ü Positive Behavior Support

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	40.50
Other Professional Staff	2.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	7	3	0	0
7 to 9 years	2	0	0	0
10 or more years	3	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü LEAP (Day Care Program)
- Ü TOTS (Preschool Program)
- Ü Two Computer Labs
- Ü Library and Technology Resource Center

Extracurricular Activities

- Ü Student Council (Grades 5-6)
- Ü Peer Mediators/Tutors
- Ü Leadership Training (Grade 6)
- Ü Student Afterschool Tutoring
- Ü After School Clubs

Social Services

- Ü Free Breakfast in the Classroom
- Ü Student Study Team
- Ü Counseling Services
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Teachers had input into the development and implementation of the MUSD Standards Based On-Line Student Reporting System documenting student achievement according to the FAME scale and communicated this report to parents each quarter.

- ü Teachers had input into the development and implementation of the MUSD On-Line DAP's Assessment of student achievement at grade-level of the Arizona State Standards. Students took their tests on-line and results were available for parents on-line.

- ü The entire staff has been trained on using positive behavior support to increase the safety and the positive learning environment of the school.

Student Activity Rates for School Year 2005-06

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

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

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

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

School Safety

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

We have developed a comprehensive discipline plan that includes parents, teachers, students and community members using the evidenced based Positive Behavior Support program and Second Step Violence Prevention program. We have increased the amount of staff at recess from two to a minimum of three. We also have an alternative recess inside for kids who need help with social skills or for kids who want to play board games instead of going outside.

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	Myke Hitchcock	(520) 616-6363
Transportation Policy	Don Powers	(520) 682-
Community Resources	Kristen Jacobsen	(520) 616-6363
School Nutrition Programs	Aramark (James Remete)	(520) 682-4737
Parent Organization	Tina Rowe	(520) 616-6363
Student Health/Nurse	Mary Bustamante	(520) 616-3079

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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