

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4600 W Cortaro Farms Rd, Tucson, AZ 85742

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	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Ms. Pennie A. Harcus
 Schedule : 06:30 AM to 03:00 PM
 Grades : Pre-K-6
 Web Address : www.maranausd.org
 Phone Number : (520) 579-4700
 Fax Number : (520) 744-3693
 E-mail : P.A.Harcus@maranausd.org

Mission

All Quail Run student leaders will be lifelong learners prepared with superior academic knowledge, technology abilities, and a keen understanding of mutual respect, acceptance and caring of others.

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 Improve student use of oral and written language by implementing specific language strategies in each classroom. Provide in-service training to staff members on language development and processing, as well as student mastery for writing outcomes.
- ü Improve student achievement in reading through implementation of research- based reading practices. Incorporate the Houghton Mifflin Reading series and the Accelerated Reading program to enhance/enrich reading strategies for all reading formats.
- ü Engage students in discussion about their mathematical thinking and problem solving strategies. Implementation of the Everyday Math Series has developed a common language that has increased processing skills grades K-6.
- ü Enhance social studies and science curriculum by updating materials. New materials will better prepare students to master the Arizona Academic Standards. Teacher collaboration/workshops will assist with implementation of new standards and medium.

Enrollment

October 1, 2005 School Year Student Enrollment : 697
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 123

Instructional Programs

- Gifted Education
- Remedial Reading
- On-site Special Education
- Speech/Language Services
- English Second Language services
- Houghton Mifflin Reading series
- Everyday Math Chicago Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

School provides a safe, secure, caring environment with high academic growth. Instruction is aligned to the Arizona Academic Standards and district curriculum. School maintains regular communication, reports progress and recognizes students for their academic achievements. Services are provided to assist those students in need, and parent support for successful learning is a priority.

Parents

Parents are to provide physical care and well-being of students, regular attendance and be involved with their child's education. Parents responsibility is to maintain close communication, attend parent conferences and support homework. Parents who reinforce policies and procedures help to develop positive, productive and responsible young adults.

Transportation Policy

Safe transportation of children is vital concern. The Marana Unified School District Transportation Department is dedicated to the selection, training, supervision and retention of professional staff members. Student safety comes first. Open enrollment students are to have their transportation provided to and from school.

School Honors

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

Award/Honor	Year
• National Blue Ribbon School of Excellence	2001
• Arizona A+ Elementary School	1999
• MUSD Heroes in Education (5)	2001
• Presidential Award for Ed. Excellence (28)	2001

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	108	1002	80010	100	99	99	476	464	447	4	5	10	3	11	18	59	58	53	34	27	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	480	38935	100	100	99	477	465	447	4	4	9	2	10	19	62	59	55	32	27	17
Male	61	522	40974	100	99	98	475	463	448	3	5	11	3	11	18	57	57	52	36	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	23	261	34545	100	99	99	467	453	432	4	6	14	NA	15	24	70	61	53	26	18	9
Asian/Pacific Islander	NC	23	2068	NC	96	99	NC	470	474	NC	9	4	NC	9	10	NC	52	50	NC	30	36
American Indian/Alaskan Native	--	22	3979	--	96	96	--	461	424	--	NA	17	--	14	30	--	68	47	--	18	6
White	76	659	35142	100	100	99	481	469	465	3	4	5	4	9	11	55	56	56	38	31	28
Students with Disabilities	NC	145	10161	NC	96	93	NC	434	419	NC	16	28	NC	24	28	NC	48	36	NC	12	8
Students without Disabilities	100	857	69849	100	100	100	476	469	451	4	3	7	2	8	17	60	60	56	34	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	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	30	317	39029	100	98	98	455	451	432	13	7	14	3	18	25	67	58	52	17	17	9
Non-Economically Disadvantaged	78	685	40981	100	100	100	484	470	462	NA	4	6	3	7	13	56	58	54	41	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	108	1000	79438	100	99	98	480	469	451	2	3	9	11	17	24	66	64	56	21	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	480	38775	100	100	99	481	476	457	NA	3	7	11	14	22	70	65	58	19	19	13
Male	61	520	40560	100	99	97	479	462	446	3	4	12	11	20	25	62	63	54	23	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	23	262	34297	100	99	98	475	459	434	4	5	14	9	22	31	78	63	50	9	10	5
Asian/Pacific Islander	NC	22	2063	NC	92	99	NC	485	475	NC	NA	3	NC	14	15	NC	45	63	NC	41	20
American Indian/Alaskan Native	--	22	3940	--	96	95	--	465	429	--	NA	14	--	18	36	--	82	47	--	NA	3
White	76	657	34887	100	99	98	483	473	471	1	3	4	11	15	15	64	65	63	24	18	18
Students with Disabilities	NC	142	9588	NC	94	88	NC	428	416	NC	14	30	NC	39	32	NC	39	34	NC	7	5
Students without Disabilities	100	858	69850	100	100	100	482	475	456	2	2	7	10	13	23	65	68	59	23	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	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	30	316	38685	100	98	97	464	453	435	7	8	14	17	23	32	63	62	50	13	8	5
Non-Economically Disadvantaged	78	684	40753	100	100	99	486	476	467	NA	1	5	9	14	16	67	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	108	998	79971	100	99	99	449	431	423	4	4	8	19	40	41	75	53	49	3	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	481	38974	100	100	99	468	446	437	NA	2	5	9	29	33	85	66	57	6	4	4
Male	61	517	40895	100	98	98	434	417	410	7	6	10	26	50	47	67	42	41	NA	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	23	262	34481	100	99	99	450	425	410	4	5	10	17	42	46	70	49	43	9	3	1
Asian/Pacific Islander	NC	23	2067	NC	96	99	NC	447	449	NC	9	4	NC	17	28	NC	74	60	NC	NA	8
American Indian/Alaskan Native	--	22	3995	--	96	96	--	438	409	--	NA	10	--	27	47	--	73	42	--	NA	1
White	76	654	35150	100	99	99	451	434	437	4	3	5	16	39	35	79	55	56	1	3	5
Students with Disabilities	NC	140	10258	NC	93	94	NC	388	377	NC	16	23	NC	53	51	NC	30	25	NC	1	1
Students without Disabilities	100	858	69713	100	100	100	449	438	429	4	2	5	18	38	39	75	57	52	3	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	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	30	314	38994	100	98	98	440	419	409	3	6	10	33	46	47	63	46	41	NA	1	1
Non-Economically Disadvantaged	78	684	40977	100	100	100	452	436	437	4	3	5	13	37	34	79	57	56	4	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	100	1005	80147	99	99	99	523	495	482	NA	5	11	2	11	17	43	54	49	55	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	486	39281	98	99	99	524	496	483	NA	4	9	4	10	17	43	56	50	54	29	24
Male	46	519	40780	100	98	98	523	494	482	NA	6	12	NA	11	17	43	52	48	57	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	18	253	33494	100	98	99	519	489	466	NA	6	15	NA	15	23	50	53	49	50	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	75	672	36122	99	99	99	527	499	501	NA	5	5	3	9	10	39	53	50	59	34	35
Students with Disabilities	11	140	10295	92	92	92	481	453	443	NA	24	33	9	25	26	64	41	33	27	9	8
Students without Disabilities	89	865	69852	100	100	100	529	502	488	NA	2	7	1	8	16	40	56	51	58	34	26
Limited English Proficient Students	--	27	12722	--	93	97	--	456	441	--	22	27	--	19	33	--	48	37	--	11	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	16	333	38371	100	99	97	509	479	465	NA	8	15	6	18	23	63	56	49	31	17	13
Non-Economically Disadvantaged	84	672	41776	99	99	100	526	503	498	NA	4	6	1	7	11	39	52	49	60	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	100	1003	79686	99	99	98	499	484	470	NA	5	11	4	16	24	81	69	57	15	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	483	39163	98	98	99	503	490	475	NA	3	9	4	14	22	78	71	60	19	13	10
Male	46	520	40438	100	99	97	495	478	465	NA	7	13	4	18	25	85	67	54	11	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	18	253	33299	100	98	98	500	475	452	NA	8	17	NA	19	32	94	66	47	6	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	75	670	35914	99	99	98	501	487	489	NA	4	5	5	14	15	76	70	67	19	12	14
Students with Disabilities	11	137	9808	92	90	87	469	440	432	NA	26	35	18	34	32	82	39	30	NA	1	3
Students without Disabilities	89	866	69878	100	100	100	503	490	475	NA	2	8	2	13	23	81	73	61	17	12	9
Limited English Proficient Students	--	29	12594	--	100	96	--	435	422	--	21	34	--	45	45	--	34	21	--	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	16	331	38095	100	98	97	491	470	452	NA	9	17	NA	23	32	94	63	48	6	6	3
Non-Economically Disadvantaged	84	672	41591	99	99	99	501	490	486	NA	3	6	5	12	16	79	72	65	17	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	99	998	80372	98	98	99	516	486	475	NA	3	4	9	25	30	85	70	64	6	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	484	39452	98	99	99	522	498	488	NA	2	3	7	17	22	85	78	72	7	3	3
Male	45	514	40836	98	98	98	509	474	464	NA	3	6	11	33	37	84	62	56	4	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	18	252	33608	100	97	99	518	482	462	NA	2	6	NA	31	36	94	64	57	6	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	74	666	36213	97	98	99	516	487	489	NA	3	2	11	23	22	82	72	72	7	2	3
Students with Disabilities	11	132	10526	92	87	94	504	443	427	NA	11	15	9	56	53	82	31	31	9	2	1
Students without Disabilities	88	866	69846	99	100	100	518	492	482	NA	1	3	9	21	26	85	76	69	6	2	2
Limited English Proficient Students	--	27	12747	--	93	97	--	439	432	--	4	12	--	67	52	--	30	36	--	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	16	329	38521	100	98	98	493	470	461	NA	4	6	19	33	38	81	62	55	NA	1	1
Non-Economically Disadvantaged	83	669	41851	98	98	100	520	493	489	NA	2	3	7	22	22	86	74	72	7	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	102	1027	79306	100	99	99	530	512	504	2	8	13	10	17	20	57	54	49	31	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	486	38845	100	99	99	532	509	505	2	8	11	8	18	20	59	54	50	31	20	18
Male	51	541	40383	100	99	98	528	514	504	2	8	14	12	15	19	55	54	47	31	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	23	243	32673	100	98	99	514	504	487	4	9	18	17	17	25	57	58	46	22	16	10
Asian/Pacific Islander	NC	28	2147	NC	100	99	NC	523	539	NC	4	5	NC	21	10	NC	43	46	NC	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	72	699	36234	100	99	99	535	515	523	1	7	6	8	16	13	54	53	52	36	23	28
Students with Disabilities	14	169	10286	100	95	91	498	471	462	NA	28	41	43	31	27	43	35	27	14	6	5
Students without Disabilities	88	858	69020	100	100	100	535	519	510	2	4	9	5	14	18	59	58	52	34	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	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	18	283	37437	100	98	97	489	490	486	11	16	19	28	22	26	50	52	46	11	10	9
Non-Economically Disadvantaged	84	744	41869	100	100	100	539	520	521	NA	5	7	6	15	14	58	55	51	36	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	102	1016	79000	100	98	98	517	502	489	3	4	10	10	18	24	69	66	58	19	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	482	38774	100	99	99	521	504	494	4	4	7	6	16	22	69	69	61	22	12	10
Male	51	534	40150	100	97	98	512	500	485	2	5	12	14	20	25	69	63	55	16	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	23	236	32508	100	95	98	505	494	472	4	5	15	17	25	33	65	61	49	13	9	3
Asian/Pacific Islander	NC	28	2142	NC	100	99	NC	521	510	NC	NA	4	NC	7	14	NC	79	67	NC	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	72	694	36135	100	99	98	521	505	508	1	4	4	8	16	14	68	67	67	22	13	15
Students with Disabilities	14	159	9991	100	90	88	473	461	449	14	16	33	36	45	36	50	38	29	NA	NA	2
Students without Disabilities	88	857	69009	100	100	100	524	509	495	1	2	6	6	13	22	72	71	62	22	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	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	18	274	37234	100	94	97	479	482	472	17	9	15	22	29	33	56	57	50	6	5	3
Non-Economically Disadvantaged	84	742	41766	100	99	99	525	509	505	NA	2	5	7	14	16	71	69	65	21	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	102	1028	79611	100	99	99	528	509	496	NA	3	7	22	32	37	75	64	56	3	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	487	39016	100	100	99	542	524	511	NA	2	4	12	22	29	82	75	66	6	2	1
Male	51	541	40519	100	99	98	515	497	482	NA	4	10	31	41	44	69	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	23	244	32855	100	98	99	520	503	481	NA	5	10	30	32	43	65	62	47	4	0	0
Asian/Pacific Islander	NC	28	2149	NC	100	100	NC	531	519	NC	NA	4	NC	14	24	NC	79	70	NC	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	72	699	36380	100	99	99	532	511	511	NA	3	4	18	32	30	79	64	65	3	1	1
Students with Disabilities	14	171	10664	100	97	94	488	465	440	NA	11	23	64	64	54	36	26	22	NA	NA	1
Students without Disabilities	88	857	68947	100	100	100	535	518	504	NA	2	4	15	25	34	82	72	61	3	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	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	18	286	37626	100	99	98	499	492	479	NA	7	10	61	42	45	39	51	45	NA	NA	0
Non-Economically Disadvantaged	84	742	41985	100	99	100	535	516	511	NA	2	4	13	28	30	83	69	65	4	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	113	1019	79327	100	100	98	527	530	518	7	12	19	18	16	20	68	51	46	7	21	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	502	38961	100	100	98	523	532	520	13	12	16	19	15	20	60	53	48	8	21	16
Male	60	516	40295	100	99	97	530	529	516	2	12	21	17	18	19	75	49	44	7	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	27	263	32327	100	99	98	515	519	499	19	16	27	15	18	25	59	49	41	7	17	8
Asian/Pacific Islander	NC	21	1939	NC	100	99	NC	557	556	NC	5	6	NC	NA	10	NC	52	47	NC	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	82	692	36373	100	100	98	531	535	538	4	9	10	20	16	14	70	52	52	7	23	25
Students with Disabilities	10	131	9321	100	97	87	NA	471	467	NA	46	54	NA	31	22	NA	21	21	NA	3	3
Students without Disabilities	103	888	70006	100	100	100	531	538	524	5	7	14	17	14	19	71	56	49	8	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	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	27	305	37097	100	99	97	499	512	498	22	18	27	30	23	25	48	46	41	NA	13	7
Non-Economically Disadvantaged	86	714	42230	100	100	99	536	538	535	2	9	11	14	14	15	74	53	50	9	24	24

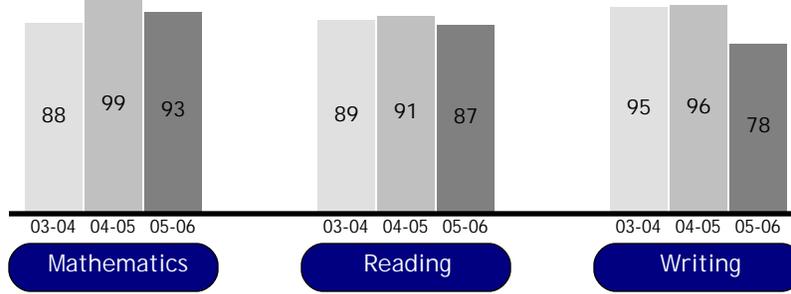
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	1012	79501	100	99	98	516	513	497	NA	5	10	24	19	25	70	69	60	6	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	498	39062	100	99	99	521	520	502	NA	4	8	26	16	23	62	72	64	11	8	5
Male	60	513	40368	100	98	98	511	507	491	NA	7	13	22	22	27	77	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	499	503	478	NA	7	16	33	25	34	67	63	48	NA	5	1
Asian/Pacific Islander	NC	21	1936	NC	100	99	NC	528	519	NC	NA	3	NC	10	14	NC	81	73	NC	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	82	691	36446	100	100	99	520	518	516	NA	4	4	22	17	15	70	71	73	9	8	7
Students with Disabilities	10	124	9411	100	92	88	NA	464	453	NA	26	36	NA	44	36	NA	31	26	NA	NA	1
Students without Disabilities	103	888	70090	100	100	100	519	519	502	NA	2	7	19	15	24	74	74	65	7	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	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	27	299	37183	100	97	97	491	501	479	NA	8	16	44	27	34	56	62	49	NA	4	1
Non-Economically Disadvantaged	86	713	42318	100	100	99	523	518	513	NA	4	5	17	15	17	74	72	70	8	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	112	1019	80000	99	100	99	589	577	564	NA	2	3	3	8	11	82	75	75	15	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	502	39288	100	100	99	601	593	579	NA	2	2	NA	3	6	74	73	77	26	22	16
Male	59	516	40644	98	99	98	578	562	549	NA	3	4	5	12	15	90	77	74	5	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	27	263	32672	100	99	99	587	570	548	NA	3	4	NA	10	14	89	76	76	11	11	6
Asian/Pacific Islander	NC	21	1945	NC	100	99	NC	612	592	NC	NA	1	NC	NA	4	NC	67	69	NC	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	81	690	36602	99	100	99	589	580	579	NA	2	2	4	7	7	81	74	75	15	16	16
Students with Disabilities	NC	132	9919	NC	98	93	NC	516	505	NC	9	9	NC	33	35	NC	56	54	NC	2	2
Students without Disabilities	103	887	70081	100	100	100	592	586	571	NA	1	2	3	4	7	81	78	79	17	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	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	26	305	37534	96	99	98	575	562	547	NA	4	4	12	10	15	73	76	76	15	10	5
Non-Economically Disadvantaged	86	714	42466	100	100	100	593	584	578	NA	1	2	NA	7	7	85	75	75	15	17	16

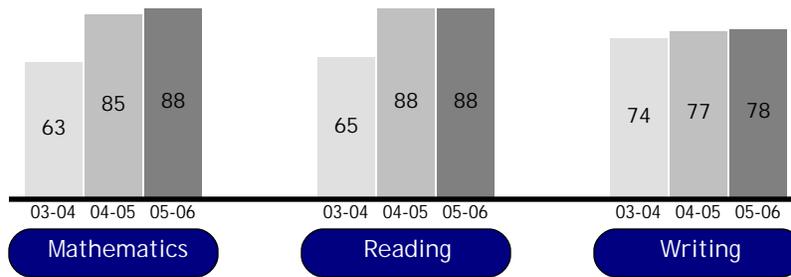
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	74	NA	58	100	59	53	47	100	67	58	46
	Language	98	67	50	50	100	54	50	47	100	56	50	48
	Mathematics	98	84	67	64	100	67	59	50	100	72	61	52
3	Reading	98	72	NA	55	100	64	52	44	100	65	56	46
	Language	96	81	64	61	100	61	48	44	100	59	50	46
	Mathematics	98	84	68	61	100	74	61	51	100	73	65	52
4	Reading	92	67	NA	56	100	57	54	48	99	70	59	52
	Language	97	56	56	52	100	61	55	49	99	68	59	52
	Mathematics	96	70	66	61	100	70	59	53	99	83	65	58
5	Reading	96	69	NA	55	98	62	57	50	100	76	65	56
	Language	95	59	51	49	98	59	56	50	100	68	59	54
	Mathematics	95	77	67	63	97	60	56	49	100	65	59	52
6	Reading	96	70	NA	56	98	65	59	51	100	67	67	56
	Language	94	63	51	48	98	62	53	47	99	63	59	50
	Mathematics	96	82	71	66	98	70	60	52	100	65	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

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

Council Duties

- ü Student Respect/Discipline/Safety
- ü School Improvement
- ü Instructional Strategies
- ü Parent/Educator Relations
- ü Budget/Alternative Funding Issues
- ü Parent and Staff Training

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	35.50
Other Professional Staff	1.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	5	0	0	0
7 to 9 years	2	0	0	0
10 or more years	25	19	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	157
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 Media Center
- ü Computer Lab
- ü Outdoor Amphitheater
- ü Multipurpose Facility

Extracurricular Activities

- ü Student Council
- ü Sixth Grade Leaders
- ü Positive Behavior System
- ü Jump Roping Club
- ü Community Schools
- ü Fine Arts opportunities
- ü Talent Show
- ü Creative Spirit Character Building

Social Services

- ü Breakfast/Lunch Programs
- ü Day Care/L.E.A.P.
- ü After School Program
- ü Recreational Activities
- ü Counseling Services
- ü PreSchool
- ü D.A.R.E.
- ü Oasis Volunteer Tutors

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü A section of desert land has been developed as an Environmental Exploration Habitat through a grant from the Arizona State Land Department. It was designed by staff members, students, and parents with assistance from the U of AZ Geography Department.
- ü Computer-Assisted Instruction is used to diagnose and prescribe practice on specific academic skills related to the Arizona Academic Standards. Math, reading, and language arts are assessed weekly and are correlated to student growth.
- ü Quail Run is an educational site for the development of potential teachers. This partnership with numerous educational institutes has allowed many mentor teachers/ student teachers opportunity to share expertise and develop their teaching skills.
- ü The recent adoption of Everyday Math is being utilized in the classrooms. The new Houghton Mifflin reading program will be a focus point for K-6. The consistency of such programs across the district provides for successful student learning.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	93	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

As a PeaceBuilders/PBS school, staff promotes a caring climate. Teachers follow a plan for an orderly atmosphere and positive learning environment. District discipline policy is in effect. Campus is secured throughout the day. Staff/visitors wear name tags. Students are only released to authorized adults. Positive character building and life skills are promoted daily. Teacher climate is professional and communication is imperative. Bully prevention is implemented.

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	Pennie Harcus	(520) 579-4700
Transportation Policy	Bob Thomas	(520) 682-4789
Community Resources	Linda Bell	(520) 579-4700
School Nutrition Programs	James Remete	(520) 682-4737
Parent Organization	Casey Compernelle	(520) 579-4700
Student Health/Nurse	Julia Younggren	(520) 579-4700

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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