

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8000 N Silverbell Rd, Tucson, AZ 85743

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	Highly Performing

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

School Overview

Principal/Administrator : Mr. Dan Johnson
 Schedule : 08:00 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.maranausd.org
 Phone Number : (520) 579-5105
 Fax Number : (520) 579-5098
 E-mail : d.a.johnson@maranausd.org

Mission

We believe that all students will become lifelong learners with the opportunity to do their personal best by improving their intellectual & life skills so they may become contributing members of our society. Motto: Go beyond the path, Blaze a Trail.

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 We will interpret and make instructional decisions based on a variety of indicators such as formal and informal evaluations, attendance, child study team meetings and parent conferences. School safety is also an on-going focus area for our staff.
- ü We will continue to seek community partnerships in an effort to provide before and after school mentoring opportunities. This includes our own active professional parent population as classroom volunteers. We will acknowledge regular attendance.
- ü Recognition of student achievement is vital to our student's success. We also believe that this increases the child's desire to be at school. Recognition is held at the classroom, grade level and school-wide level. Attendance is high as a result.
- ü Adult safety is also key to providing a safe environment for our children. Paid staff, volunteers and substitute staff are vital to our success. Systems are in place for unsafe conditions to be reported to the administration.

Enrollment

October 1, 2005 School Year Student Enrollment : 857
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 48

Instructional Programs

- ü On-site Special Education
- ü Remedial Reading/Literacy Labs
- ü Counseling Sessions
- ü Speech/Language Services
- ü Mild & Moderate Special Education Class
- ü DIBELS evaluation for grades K-3
- ü Gifted classes
- ü All-day kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	7/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school will provide a safe, secure and nurturing environment for students. High academic and behavioral expectations will be maintained, with instruction correlated to the Arizona Academic Standards and district curriculum.

Parents

Parents are expected to oversee the physical care and well-being of students. They should ensure regular attendance and be involved in their child's education to the greatest extent possible. We also require parents to notify the school when a student will be absent.

Transportation Policy

MUSD will provide transportation to students who live over one mile from school. A general description of our boundaries are I-10 to the east, Camino del Cerro to the south, Deserama to the north and the Saguaro National Park to the west.

School Honors

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

Award/Honor	Year
ü A+ School of Excellence - State of Arizona	2003
ü Excelling School Label	2006
ü Excelling School Label	2005
ü National Junior Olympics National Champions- Jump Rope	2006

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	127	1002	80010	100	99	99	461	464	447	6	5	10	10	11	18	62	58	53	22	27	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	480	38935	100	100	99	461	465	447	5	4	9	10	10	19	62	59	55	24	27	17
Male	64	522	40974	100	99	98	461	463	448	6	5	11	11	11	18	63	57	52	20	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	33	261	34545	100	99	99	450	453	432	6	6	14	12	15	24	70	61	53	12	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	NC	22	3979	NC	96	96	NC	461	424	NC	NA	17	NC	14	30	NC	68	47	NC	18	6
White	84	659	35142	100	100	99	468	469	465	4	4	5	10	9	11	61	56	56	26	31	28
Students with Disabilities	16	145	10161	100	96	93	433	434	419	25	16	28	13	24	28	44	48	36	19	12	8
Students without Disabilities	111	857	69849	100	100	100	464	469	451	3	3	7	10	8	17	65	60	56	23	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	19	317	39029	100	98	98	457	451	432	5	7	14	21	18	25	53	58	52	21	17	9
Non-Economically Disadvantaged	108	685	40981	100	100	100	462	470	462	6	4	6	8	7	13	64	58	54	22	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	127	1000	79438	100	99	98	471	469	451	2	3	9	17	17	24	64	64	56	17	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	480	38775	100	100	99	479	476	457	NA	3	7	17	14	22	59	65	58	24	19	13
Male	64	520	40560	100	99	97	463	462	446	3	4	12	17	20	25	69	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	33	262	34297	100	99	98	464	459	434	NA	5	14	21	22	31	70	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	NC	22	3940	NC	96	95	NC	465	429	NC	NA	14	NC	18	36	NC	82	47	NC	NA	3
White	84	657	34887	100	99	98	478	473	471	1	3	4	14	15	15	63	65	63	21	18	18
Students with Disabilities	16	142	9588	100	94	88	445	428	416	6	14	30	31	39	32	56	39	34	6	7	5
Students without Disabilities	111	858	69850	100	100	100	475	475	456	1	2	7	15	13	23	65	68	59	19	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	19	316	38685	100	98	97	465	453	435	5	8	14	26	23	32	47	62	50	21	8	5
Non-Economically Disadvantaged	108	684	40753	100	100	99	472	476	467	1	1	5	16	14	16	67	65	62	17	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	126	998	79971	99	99	99	438	431	423	4	4	8	33	40	41	60	53	49	3	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	481	38974	100	100	99	448	446	437	3	2	5	25	29	33	67	66	57	5	4	4
Male	63	517	40895	98	98	98	428	417	410	5	6	10	41	50	47	52	42	41	2	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	33	262	34481	100	99	99	429	425	410	6	5	10	36	42	46	55	49	43	3	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	NC	22	3995	NC	96	96	NC	438	409	NC	NA	10	NC	27	47	NC	73	42	NC	NA	1
White	83	654	35150	99	99	99	446	434	437	1	3	5	34	39	35	61	55	56	4	3	5
Students with Disabilities	16	140	10258	100	93	94	379	388	377	25	16	23	38	53	51	31	30	25	6	1	1
Students without Disabilities	110	858	69713	99	100	100	446	438	429	1	2	5	33	38	39	64	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	19	314	38994	100	98	98	417	419	409	11	6	10	47	46	47	37	46	41	5	1	1
Non-Economically Disadvantaged	107	684	40977	99	100	100	442	436	437	3	3	5	31	37	34	64	57	56	3	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	131	1005	80147	98	99	99	505	495	482	5	5	11	5	11	17	56	54	49	34	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	486	39281	98	99	99	511	496	483	4	4	9	2	10	17	51	56	50	44	29	24
Male	76	519	40780	99	98	98	500	494	482	5	6	12	8	11	17	59	52	48	28	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	33	253	33494	100	98	99	494	489	466	6	6	15	6	15	23	64	53	49	24	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	86	672	36122	98	99	99	512	499	501	5	5	5	5	9	10	49	53	50	42	34	35
Students with Disabilities	16	140	10295	100	92	92	457	453	443	31	24	33	25	25	26	31	41	33	13	9	8
Students without Disabilities	115	865	69852	98	100	100	510	502	488	1	2	7	3	8	16	59	56	51	37	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	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	14	333	38371	93	99	97	459	479	465	14	8	15	14	18	23	64	56	49	7	17	13
Non-Economically Disadvantaged	117	672	41776	99	99	100	510	503	498	3	4	6	4	7	11	55	52	49	38	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	130	1003	79686	98	99	98	496	484	470	2	5	11	10	16	24	75	69	57	13	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	483	39163	96	98	99	508	490	475	NA	3	9	6	14	22	74	71	60	20	13	10
Male	76	520	40438	99	99	97	487	478	465	4	7	13	13	18	25	75	67	54	8	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	33	253	33299	100	98	98	492	475	452	NA	8	17	12	19	32	79	66	47	9	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	85	670	35914	97	99	98	500	487	489	4	4	5	7	14	15	73	70	67	16	12	14
Students with Disabilities	15	137	9808	94	90	87	455	440	432	20	26	35	20	34	32	60	39	30	NA	1	3
Students without Disabilities	115	866	69878	98	100	100	501	490	475	NA	2	8	9	13	23	77	73	61	15	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	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	13	331	38095	87	98	97	465	470	452	8	9	17	23	23	32	69	63	48	NA	6	3
Non-Economically Disadvantaged	117	672	41591	99	99	99	499	490	486	2	3	6	9	12	16	75	72	65	15	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	132	998	80372	99	98	99	500	486	475	2	3	4	20	25	30	73	70	64	4	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	484	39452	98	99	99	521	498	488	NA	2	3	5	17	22	89	78	72	5	3	3
Male	77	514	40836	100	98	98	485	474	464	4	3	6	31	33	37	62	62	56	3	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	33	252	33608	100	97	99	497	482	462	NA	2	6	30	31	36	70	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	87	666	36213	99	98	99	500	487	489	3	3	2	18	23	22	74	72	72	5	2	3
Students with Disabilities	16	132	10526	100	87	94	429	443	427	19	11	15	63	56	53	19	31	31	NA	2	1
Students without Disabilities	116	866	69846	99	100	100	509	492	482	NA	1	3	15	21	26	81	76	69	4	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	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	14	329	38521	93	98	98	468	470	461	7	4	6	29	33	38	64	62	55	NA	1	1
Non-Economically Disadvantaged	118	669	41851	100	98	100	504	493	489	2	2	3	19	22	22	75	74	72	4	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	1027	79306	99	99	99	520	512	504	7	8	13	14	17	20	51	54	49	28	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	486	38845	100	99	99	512	509	505	8	8	11	15	18	20	58	54	50	19	20	18
Male	90	541	40383	99	99	98	524	514	504	7	8	14	13	15	19	47	54	47	33	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	35	243	32673	97	98	99	510	504	487	6	9	18	11	17	25	66	58	46	17	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	88	699	36234	100	99	99	521	515	523	8	7	6	14	16	13	48	53	52	31	23	28
Students with Disabilities	28	169	10286	100	95	91	479	471	462	18	28	41	32	31	27	43	35	27	7	6	5
Students without Disabilities	110	858	69020	99	100	100	529	519	510	5	4	9	9	14	18	53	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	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	14	283	37437	100	98	97	495	490	486	21	16	19	14	22	26	50	52	46	14	10	9
Non-Economically Disadvantaged	124	744	41869	99	100	100	522	520	521	6	5	7	14	15	14	51	55	51	30	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	138	1016	79000	99	98	98	502	502	489	3	4	10	19	18	24	67	66	58	12	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	482	38774	100	99	99	504	504	494	2	4	7	17	16	22	71	69	61	10	12	10
Male	90	534	40150	99	97	98	501	500	485	3	5	12	20	20	25	64	63	55	12	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	35	236	32508	97	95	98	499	494	472	NA	5	15	17	25	33	71	61	49	11	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	88	694	36135	100	99	98	502	505	508	5	4	4	18	16	14	66	67	67	11	13	15
Students with Disabilities	28	159	9991	100	90	88	461	461	449	7	16	33	46	45	36	46	38	29	NA	NA	2
Students without Disabilities	110	857	69009	99	100	100	512	509	495	2	2	6	12	13	22	72	71	62	15	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	14	274	37234	100	94	97	473	482	472	14	9	15	29	29	33	57	57	50	NA	5	3
Non-Economically Disadvantaged	124	742	41766	99	99	99	505	509	505	2	2	5	18	14	16	68	69	65	13	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	138	1028	79611	99	99	99	509	509	496	6	3	7	31	32	37	62	64	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	487	39016	100	100	99	525	524	511	2	2	4	25	22	29	73	75	66	NA	2	1
Male	90	541	40519	99	99	98	500	497	482	8	4	10	34	41	44	57	54	46	1	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	35	244	32855	97	98	99	511	503	481	NA	5	10	37	32	43	63	62	47	NA	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	88	699	36380	100	99	99	505	511	511	9	3	4	31	32	30	59	64	65	1	1	1
Students with Disabilities	28	171	10664	100	97	94	453	465	440	21	11	23	61	64	54	18	26	22	NA	NA	1
Students without Disabilities	110	857	68947	99	100	100	522	518	504	2	2	4	24	25	34	74	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	14	286	37626	100	99	98	478	492	479	14	7	10	50	42	45	36	51	45	NA	NA	0
Non-Economically Disadvantaged	124	742	41985	99	99	100	512	516	511	5	2	4	29	28	30	65	69	65	1	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	102	1019	79327	98	100	98	571	530	518	6	12	19	5	16	20	32	51	46	57	21	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	502	38961	98	100	98	561	532	520	9	12	16	7	15	20	37	53	48	48	21	16
Male	56	516	40295	98	99	97	580	529	516	4	12	21	4	18	19	29	49	44	64	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	22	263	32327	96	99	98	550	519	499	5	16	27	9	18	25	36	49	41	50	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	--	17	4391	--	100	96	--	483	489	--	47	32	--	12	27	--	41	36	--	NA	4
White	73	692	36373	99	100	98	579	535	538	5	9	10	4	16	14	30	52	52	60	23	25
Students with Disabilities	NC	131	9321	NC	97	87	NC	471	467	NC	46	54	NC	31	22	NC	21	21	NC	3	3
Students without Disabilities	97	888	70006	99	100	100	578	538	524	2	7	14	4	14	19	34	56	49	60	24	18
Limited English Proficient Students	--	21	9431	--	95	95	--	470	466	--	43	53	--	33	27	--	24	18	--	NA	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	18	305	37097	100	99	97	553	512	498	11	18	27	NA	23	25	44	46	41	44	13	7
Non-Economically Disadvantaged	84	714	42230	98	100	99	576	538	535	5	9	11	6	14	15	30	53	50	60	24	24

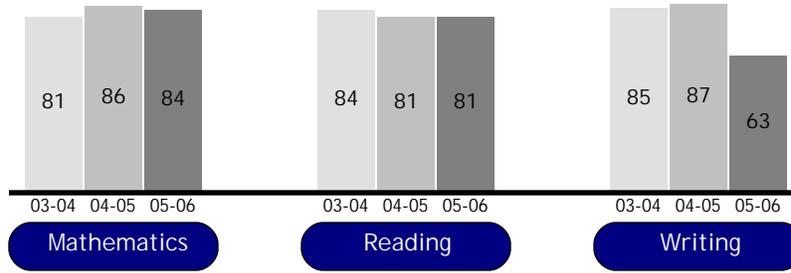
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	1012	79501	98	99	98	545	513	497	NA	5	10	5	19	25	77	69	60	18	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	498	39062	98	99	99	539	520	502	NA	4	8	7	16	23	78	72	64	15	8	5
Male	56	513	40368	98	98	98	550	507	491	NA	7	13	4	22	27	77	66	57	20	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	22	257	32389	96	97	98	535	503	478	NA	7	16	5	25	34	82	63	48	14	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	--	16	4401	--	94	96	--	473	473	--	25	17	--	25	40	--	50	43	--	NA	1
White	73	691	36446	99	100	99	550	518	516	NA	4	4	4	17	15	75	71	73	21	8	7
Students with Disabilities	NC	124	9411	NC	92	88	NC	464	453	NC	26	36	NC	44	36	NC	31	26	NC	NA	1
Students without Disabilities	97	888	70090	99	100	100	549	519	502	NA	2	7	1	15	24	80	74	65	19	8	5
Limited English Proficient Students	--	21	9401	--	95	94	--	437	443	--	43	40	--	57	46	--	NA	14	--	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	18	299	37183	100	97	97	533	501	479	NA	8	16	6	27	34	89	62	49	6	4	1
Non-Economically Disadvantaged	84	713	42318	98	100	99	548	518	513	NA	4	5	5	15	17	75	72	70	20	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	101	1019	80000	97	100	99	612	577	564	NA	2	3	3	8	11	62	75	75	35	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	502	39288	98	100	99	615	593	579	NA	2	2	2	3	6	61	73	77	37	22	16
Male	55	516	40644	96	99	98	610	562	549	NA	3	4	4	12	15	64	77	74	33	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	22	263	32672	96	99	99	611	570	548	NA	3	4	NA	10	14	68	76	76	32	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	--	17	4424	--	100	97	--	554	549	--	NA	3	--	6	14	--	94	77	--	NA	5
White	72	690	36602	97	100	99	615	580	579	NA	2	2	3	7	7	58	74	75	39	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	96	887	70081	98	100	100	617	586	571	NA	1	2	2	4	7	61	78	79	36	17	12
Limited English Proficient Students	--	21	9571	--	95	96	--	498	502	--	10	10	--	33	29	--	57	60	--	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	18	305	37534	100	99	98	591	562	547	NA	4	4	11	10	15	67	76	76	22	10	5
Non-Economically Disadvantaged	83	714	42466	97	100	100	617	584	578	NA	1	2	1	7	7	61	75	75	37	17	16

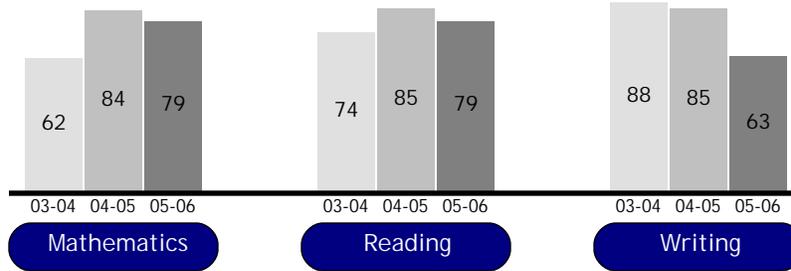
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	92	64	NA	58	97	58	53	47	96	65	58	46
	Language	92	58	50	50	97	54	50	47	96	59	50	48
	Mathematics	92	67	67	64	98	66	59	50	96	70	61	52
3	Reading	100	73	NA	55	100	59	52	44	99	59	56	46
	Language	99	68	64	61	100	52	48	44	99	54	50	46
	Mathematics	99	75	68	61	99	68	61	51	99	63	65	52
4	Reading	96	78	NA	56	98	61	54	48	97	68	59	52
	Language	98	68	56	52	98	57	55	49	98	68	59	52
	Mathematics	98	76	66	61	98	59	59	53	98	70	65	58
5	Reading	99	74	NA	55	99	63	57	50	99	67	65	56
	Language	99	64	51	49	99	59	56	50	99	63	59	54
	Mathematics	99	75	67	63	99	62	56	49	99	63	59	52
6	Reading	92	66	NA	56	99	67	59	51	98	84	67	56
	Language	94	62	51	48	99	61	53	47	98	76	59	50
	Mathematics	94	80	71	66	99	72	60	52	98	86	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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Strategies for Communicating with Public
- ü Volunteer Assistance
- ü Student Achievement
- ü Financial Support
- ü DAP, AIMS and Terra Nova Test Support
- ü Increase Business&School Partnerships

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	4.50	Teacher Aide	10.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	4	0	0
4 to 6 years	2	1	0	0
7 to 9 years	0	0	0	0
10 or more years	6	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
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 Computer Lab
- ü Before/After School Day Care
- ü After School Tutoring
- ü Excellent Library

Extracurricular Activities

- ü Student Council
- ü Good News Club
- ü Peer Mediators
- ü Girl/Boy Scouts
- ü Jump Rope Team
- ü Miler's Club
- ü After-School Homework Help
- ü Fieldtrips after-hours

Social Services

- ü Before/After School Day Care
- ü Counseling Services
- ü Afterschool Recreational Activities
- ü Parent, Teacher & Friends (PTF) Meetings
- ü Food baskets at the Holidays
- ü Clothing and food bank donations avail.

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü All grade levels have the opportunity to participate in our school science fair, literacy night, spelling bee, and science night activities. Often these opportunities feature parents from our community who share their vocations with our students.

- ü We have trained 25 students to handle minor conflicts between students. The Peer Mediator program has had a positive impact on playground behaviors. We address playground behavior-related issues before they become major classroom issues.

- ü Our jump rope team has competed locally and nationally. This past summer they competed in the AAU Junior Olympics. This group started as a student run after-school activity club nine years ago.

- ü We are pleased to reach high academic standing through the AIMS and TerraNova tests. It is through a self-evaluation process that we learn more about our student's strengths and weaknesses. We are pleased to work with parents as we serve students

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	90	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 are promoting and teaching character education through our three B's program. Be Safe, Be Respectful and Be Responsible. We also utilize the talents of youth in problem solving. We have also updated our Emergency Procedures Manual working with local agencies so that we are prepared for emergency situations. Our involvement with the LINKS Grant has provided us with funding for tutors and a Behavior Coach that will help reduce disruptive behavior in class.

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) :

1

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	Mr. Dan Johnson	(520) 579-5105
Transportation Policy	Mr. Don Powers	(520) 682-4707
Community Resources	Cindy Ruich - Counselor	(520) 579-5105
School Nutrition Programs	Laura Woolbright - Cafeteria Manager	(520) 579-5105
Parent Organization	Joe Koellisch	(520) 579-5105
Student Health/Nurse	Cathy Larter	(520) 579-5105

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.