

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5001 N Shannon Rd, Tucson, AZ 85705

Flowing Wells Unified District

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

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

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. Aaron E. Ball  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : K-6  
 Web Address : www.flowingwells.k12.az.us  
 Phone Number : (520) 696-8450  
 Fax Number : (520) 690-5616  
 E-mail : balla@flowingwells.k12.az.us

### Mission

At Laguna Elementary school, we are dedicated to providing quality educational opportunities for all students. We provide a safe and caring environment where students are valued for their unique individual worth. Students are expected to reach their highest potential both in behavior and academics and we strive to communicate and celebrate high expectations and high achievement. It is our mission to develop life long learners and PeaceBuilders who are cornerstones of the community.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	Warning Year
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 Demonstrate effective reading comprehension skills, and enjoy and critically analyze quality literature.
- ü Demonstrate effective mathematics basic skills and problem-solving strategies.
- ü Students will develop critical thinking skills through scientific inquiry.
- ü Students will effectively communicate in written language using the six traits of writing model.

### Enrollment

October 1, 2005 School Year Student Enrollment : 467  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 7

Instructional Programs

- Ü Alternative Education
- Ü Reading Lab
- Ü SEI
- Ü Gifted

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Laguna has the responsibility of ensuring the best educational experience that the school can provide occurring in a safe environment. Extensive resources from the school, including handbooks, parenting resources, and regular progress reports and conferences, are available to every parent. The school has established high academic standards that are communicated through stated curricular expectations.

Parents

Parents are expected to send their students to school and to notify the school in the event of absences. Parents are expected to assist their children with homework assignments and to attend parent conferences and school events.

Transportation Policy

The Flowing Wells District Governing Board has developed a comprehensive Transportation Plan which serves all students within our district based upon their needs and location in relation to their schools.

School Honors

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

Award/Honor	Year
Ü National Excellence Blue Ribbon	1986
Ü I Have a Dream Scholarship Program	1994
Ü Arizona Schools Restructuring Grant	1994

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	64	379	80010	98	98	99	447	447	447	3	8	10	27	20	18	56	56	53	14	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	180	38935	100	99	99	446	449	447	5	6	9	28	22	19	58	58	55	10	15	17
Male	24	199	40974	96	98	98	450	445	448	NA	11	11	25	19	18	54	54	52	21	16	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	37	194	34545	97	97	99	443	444	432	3	10	14	30	20	24	59	59	53	8	11	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	22	162	35142	100	99	99	453	453	465	5	7	5	27	20	11	45	51	56	23	22	28
Students with Disabilities	10	48	10161	100	91	93	NA	417	419	NA	27	28	NA	33	28	NA	35	36	NA	4	8
Students without Disabilities	54	331	69849	98	100	100	449	451	451	2	6	7	24	18	17	59	59	56	15	17	19
Limited English Proficient Students	11	51	14013	100	96	97	414	412	413	9	25	24	45	35	34	45	39	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	51	262	39029	98	98	98	443	442	432	4	10	14	29	23	25	57	56	52	10	11	9
Non-Economically Disadvantaged	13	117	40981	100	99	100	463	459	462	NA	6	6	15	14	13	54	55	54	31	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	58	365	79438	89	95	98	445	448	451	10	10	9	31	25	24	48	55	56	10	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	175	38775	93	97	99	447	453	457	14	7	7	27	24	22	46	58	58	14	11	13
Male	21	190	40560	84	93	97	442	444	446	5	12	12	38	26	25	52	52	54	5	10	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	35	189	34297	92	95	98	433	439	434	17	14	14	31	26	31	49	53	50	3	7	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	19	154	34887	86	94	98	460	459	471	NA	5	4	37	25	15	47	57	63	16	14	18
Students with Disabilities	NC	36	9588	NC	68	88	NC	414	416	NC	25	30	NC	42	32	NC	28	34	NC	6	5
Students without Disabilities	54	329	69850	98	99	100	444	452	456	11	8	7	28	23	23	52	57	59	9	11	12
Limited English Proficient Students	10	47	13856	91	89	96	NA	386	407	NA	45	27	NA	38	43	NA	17	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	46	251	38685	88	94	97	439	439	435	13	14	14	35	29	32	41	50	50	11	8	5
Non-Economically Disadvantaged	12	114	40753	92	97	99	469	468	467	NA	2	5	17	18	16	75	65	62	8	16	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	65	381	79971	100	99	99	423	416	423	9	12	8	38	38	41	45	44	49	8	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	180	38974	100	99	99	443	441	437	8	7	5	28	28	33	53	57	57	13	9	4
Male	25	201	40895	100	99	98	389	394	410	12	17	10	56	48	47	32	33	41	NA	2	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	38	198	34481	100	99	99	422	415	410	8	13	10	37	37	46	53	45	43	3	5	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	22	161	35150	100	99	99	419	417	437	14	12	5	41	40	35	32	41	56	14	7	5
Students with Disabilities	10	53	10258	100	100	94	NA	327	377	NA	42	23	NA	40	51	NA	17	25	NA	2	1
Students without Disabilities	55	328	69713	100	99	100	437	430	429	5	7	5	35	38	39	51	48	52	9	6	3
Limited English Proficient Students	11	53	13985	100	100	97	371	344	382	18	32	18	64	57	54	18	11	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	52	264	38994	100	99	98	420	407	409	10	14	10	40	42	47	42	40	41	8	4	1
Non-Economically Disadvantaged	13	117	40977	100	99	100	432	436	437	8	7	5	31	31	34	54	54	56	8	9	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	63	389	80147	100	98	99	472	481	482	17	11	11	17	12	17	43	55	49	22	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	193	39281	100	97	99	468	477	483	12	11	9	24	13	17	45	54	50	18	22	24
Male	30	196	40780	100	99	98	476	484	482	23	12	12	10	10	17	40	56	48	27	22	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	35	191	33494	100	98	99	469	474	466	17	13	15	20	14	23	46	57	49	17	16	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	28	181	36122	100	98	99	475	488	501	18	9	5	14	9	10	39	54	50	29	29	35
Students with Disabilities	NC	62	10295	NC	91	92	NC	440	443	NC	29	33	NC	26	26	NC	40	33	NC	5	8
Students without Disabilities	54	327	69852	100	100	100	478	488	488	17	8	7	11	9	16	46	57	51	26	25	26
Limited English Proficient Students	NC	44	12722	NC	98	97	NC	436	441	NC	36	27	NC	23	33	NC	39	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	53	264	38371	100	99	97	470	473	465	17	13	15	17	14	23	47	55	49	19	18	13
Non-Economically Disadvantaged	10	125	41776	100	97	100	NA	496	498	NA	8	6	NA	6	11	NA	54	49	NA	31	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	54	367	79686	86	93	98	467	470	470	7	10	11	28	22	24	61	60	57	4	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	185	39163	82	93	99	467	471	475	4	10	9	22	19	22	74	63	60	NA	8	10
Male	27	182	40438	90	92	97	467	468	465	11	10	13	33	25	25	48	58	54	7	7	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	32	181	33299	91	93	98	456	456	452	9	13	17	34	31	32	53	52	47	3	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	22	171	35914	79	92	98	484	483	489	5	6	5	18	13	15	73	69	67	5	11	14
Students with Disabilities	NC	42	9808	NC	62	87	NC	438	432	NC	33	35	NC	31	32	NC	31	30	NC	5	3
Students without Disabilities	53	325	69878	98	99	100	467	474	475	8	7	8	28	21	23	60	64	61	4	7	9
Limited English Proficient Students	NC	40	12594	NC	89	96	NC	409	422	NC	45	34	NC	43	45	NC	13	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	46	247	38095	87	93	97	465	460	452	9	12	17	28	28	32	61	56	48	2	4	3
Non-Economically Disadvantaged	NC	120	41591	NC	93	99	NC	489	486	NC	7	6	NC	11	16	NC	69	65	NC	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	63	394	80372	100	99	99	451	456	475	11	10	4	32	32	30	57	58	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	198	39452	100	99	99	448	466	488	15	9	3	30	26	22	55	64	72	NA	1	3
Male	30	196	40836	100	99	98	455	445	464	7	11	6	33	38	37	60	52	56	NA	NA	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	35	193	33608	100	99	99	448	446	462	11	12	6	31	34	36	57	53	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	28	184	36213	100	99	99	456	465	489	11	7	2	32	29	22	57	63	72	NA	1	3
Students with Disabilities	NC	67	10526	NC	99	94	NC	393	427	NC	28	15	NC	54	53	NC	18	31	NC	NA	1
Students without Disabilities	54	327	69846	100	100	100	459	468	482	9	6	3	26	28	26	65	66	69	NA	1	2
Limited English Proficient Students	NC	46	12747	NC	100	97	NC	389	432	NC	30	12	NC	41	52	NC	28	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	53	267	38521	100	100	98	447	446	461	13	11	6	30	37	38	57	51	55	NA	1	1
Non-Economically Disadvantaged	10	127	41851	100	98	100	NA	476	489	NA	7	3	NA	21	22	NA	72	72	NA	NA	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	81	431	79306	100	98	99	502	504	504	10	11	13	21	19	20	49	52	49	20	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	211	38845	100	97	99	507	507	505	8	7	11	12	17	20	59	58	50	20	18	18
Male	32	220	40383	100	100	98	495	502	504	13	15	14	34	21	19	34	45	47	19	18	19
African American	--	15	4171	--	100	98	--	512	485	--	NA	20	--	20	26	--	67	44	--	13	10
Hispanic	44	205	32673	100	97	99	497	493	487	9	16	18	27	22	25	48	46	46	16	15	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	36	195	36234	100	100	99	509	514	523	11	7	6	14	15	13	50	57	52	25	21	28
Students with Disabilities	15	72	10286	100	89	91	457	466	462	40	36	41	33	28	27	27	32	27	NA	4	5
Students without Disabilities	66	359	69020	100	100	100	512	512	510	3	6	9	18	17	18	55	56	52	24	21	21
Limited English Proficient Students	NC	40	10291	NC	93	96	NC	452	458	NC	40	38	NC	43	34	NC	15	26	NC	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	67	261	37437	100	96	97	499	494	486	10	15	19	24	22	26	46	49	46	19	14	9
Non-Economically Disadvantaged	14	170	41869	100	100	100	518	520	521	7	5	7	7	14	14	64	56	51	21	25	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	69	409	79000	85	93	98	490	489	489	12	10	10	20	22	24	62	59	58	6	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	207	38774	92	95	99	497	495	494	7	4	7	16	21	22	73	65	61	4	10	10
Male	24	202	40150	75	91	98	476	484	485	21	15	12	29	23	25	42	52	55	8	10	8
African American	--	15	4153	--	100	98	--	500	476	--	NA	13	--	20	30	--	73	53	--	7	4
Hispanic	37	193	32508	84	91	98	481	478	472	14	14	15	32	26	33	49	52	49	5	7	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	31	186	36135	86	95	98	500	500	508	10	6	4	6	17	14	77	64	67	6	13	15
Students with Disabilities	NC	52	9991	NC	64	88	NC	454	449	NC	23	33	NC	50	36	NC	23	29	NC	4	2
Students without Disabilities	66	357	69009	100	100	100	491	494	495	11	8	6	18	18	22	65	64	62	6	11	10
Limited English Proficient Students	NC	40	10199	NC	93	95	NC	424	439	NC	55	35	NC	38	47	NC	8	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	57	247	37234	85	91	97	486	479	472	14	15	15	25	26	33	54	54	50	7	6	3
Non-Economically Disadvantaged	12	162	41766	86	97	99	509	506	505	NA	2	5	NA	16	16	100	66	65	NA	16	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	81	438	79611	100	100	99	490	496	496	7	8	7	42	33	37	51	59	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	216	39016	100	100	99	500	510	511	6	6	4	33	24	29	61	70	66	NA	NA	1
Male	32	222	40519	100	100	98	474	482	482	9	9	10	56	43	44	34	48	46	NA	NA	0
African American	--	15	4188	--	100	98	--	536	486	--	NA	9	--	7	40	--	93	50	--	NA	0
Hispanic	44	210	32855	100	100	99	483	484	481	9	11	10	43	37	43	48	52	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	10	3992	--	100	96	--	NA	478	--	NA	10	--	NA	46	--	NA	44	--	NA	0
White	36	196	36380	100	100	99	497	506	511	6	4	4	42	32	30	53	64	65	NA	NA	1
Students with Disabilities	15	80	10664	100	99	94	451	445	440	13	18	23	87	68	54	NA	15	22	NA	NA	1
Students without Disabilities	66	358	68947	100	100	100	498	507	504	6	6	4	32	26	34	62	69	61	NA	NA	1
Limited English Proficient Students	NC	41	10362	NC	95	97	NC	402	438	NC	41	22	NC	46	57	NC	12	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	67	269	37626	100	99	98	490	487	479	7	10	10	43	38	45	49	52	45	NA	NA	0
Non-Economically Disadvantaged	14	169	41985	100	100	100	487	510	511	7	4	4	36	26	30	57	70	65	NA	NA	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	75	452	79327	100	96	98	508	519	518	24	13	19	19	19	20	43	55	46	15	13	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	243	38961	100	98	98	519	521	520	14	12	16	17	16	20	47	59	48	22	13	16
Male	39	209	40295	100	94	97	498	516	516	33	14	21	21	22	19	38	51	44	8	13	16
African American	NC	13	4247	NC	100	98	NC	511	499	NC	15	27	NC	23	24	NC	54	41	NC	8	8
Hispanic	42	221	32327	100	96	98	494	509	499	24	18	27	29	21	25	43	53	41	5	8	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	31	209	36373	100	97	98	524	529	538	26	9	10	6	16	14	42	57	52	26	18	25
Students with Disabilities	13	53	9321	100	76	87	445	475	467	77	42	54	23	34	22	NA	23	21	NA	2	3
Students without Disabilities	62	399	70006	100	100	100	520	524	524	13	10	14	18	17	19	52	59	49	18	14	18
Limited English Proficient Students	10	32	9431	100	100	95	NA	467	466	NA	53	53	NA	28	27	NA	19	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	62	303	37097	100	94	97	501	511	498	26	17	27	19	20	25	44	51	41	11	11	7
Non-Economically Disadvantaged	13	149	42230	100	100	99	544	535	535	15	5	11	15	15	15	38	64	50	31	16	24

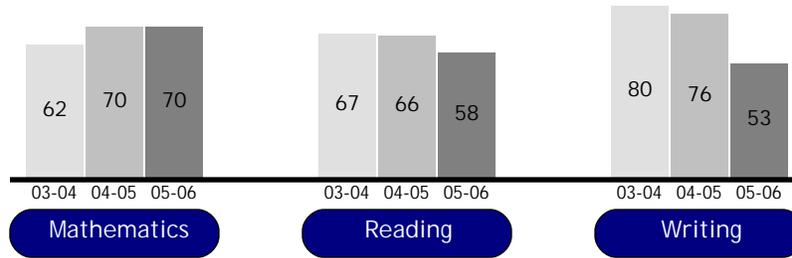
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	446	79501	89	95	98	503	503	497	3	4	10	28	24	25	63	68	60	6	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	241	39062	94	98	99	509	506	502	3	4	8	24	21	23	65	71	64	9	4	5
Male	33	205	40368	85	92	98	498	498	491	3	5	13	33	28	27	61	64	57	3	3	3
African American	NC	13	4279	NC	100	99	NC	499	485	NC	8	14	NC	23	30	NC	69	54	NC	NA	2
Hispanic	35	215	32389	83	93	98	492	493	478	NA	7	16	37	32	34	63	58	48	NA	3	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	30	209	36446	97	97	99	515	512	516	7	1	4	20	17	15	60	77	73	13	5	7
Students with Disabilities	NC	47	9411	NC	67	88	NC	470	453	NC	15	36	NC	43	36	NC	43	26	NC	NA	1
Students without Disabilities	62	399	70090	100	100	100	506	506	502	2	3	7	27	22	24	65	71	65	6	4	5
Limited English Proficient Students	NC	28	9401	NC	88	94	NC	447	443	NC	32	40	NC	57	46	NC	11	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	54	299	37183	87	93	97	497	496	479	2	6	16	33	29	34	61	61	49	4	4	1
Non-Economically Disadvantaged	13	147	42318	100	99	99	531	516	513	8	1	5	8	15	17	69	81	70	15	3	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	74	469	80000	99	100	99	549	552	564	3	3	3	19	16	11	74	71	75	4	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	248	39288	100	100	99	566	569	579	NA	1	2	8	10	6	83	75	77	8	14	16
Male	38	221	40644	97	100	98	532	533	549	5	5	4	29	23	15	66	67	74	NA	5	7
African American	NC	13	4307	NC	100	99	NC	575	551	NC	NA	4	NC	8	13	NC	85	75	NC	8	7
Hispanic	42	232	32672	100	100	99	539	545	548	2	3	4	26	19	14	69	72	76	2	6	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	30	214	36602	97	100	99	560	558	579	3	3	2	10	14	7	80	68	75	7	14	16
Students with Disabilities	12	69	9919	92	99	93	497	492	505	8	7	9	58	54	35	33	38	54	NA	1	2
Students without Disabilities	62	400	70081	100	100	100	558	562	571	2	2	2	11	10	7	82	77	79	5	12	12
Limited English Proficient Students	10	33	9571	100	100	96	NA	465	502	NA	15	10	NA	39	29	NA	45	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	61	320	37534	98	100	98	543	542	547	2	3	4	21	19	15	75	73	76	2	5	5
Non-Economically Disadvantaged	13	149	42466	100	100	100	574	575	578	8	1	2	8	10	7	69	68	75	15	21	16

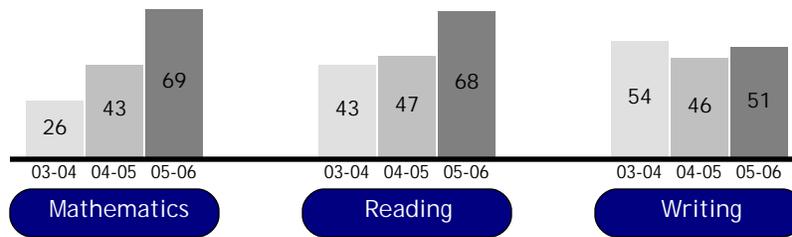
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**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	93	52	NA	58	100	41	43	47	96	43	39	46
	Language	100	47	54	50	100	39	46	47	96	52	44	48
	Mathematics	100	70	69	64	100	42	50	50	96	54	46	52
3	Reading	100	47	NA	55	97	40	44	44	86	44	44	46
	Language	100	55	59	61	97	40	41	44	97	35	41	46
	Mathematics	100	57	63	61	97	46	51	51	95	50	50	52
4	Reading	85	42	NA	56	99	46	48	48	84	52	52	52
	Language	93	38	52	52	99	46	50	49	98	41	48	52
	Mathematics	91	41	62	61	99	53	56	53	98	50	58	58
5	Reading	100	52	NA	55	99	43	49	50	84	58	58	56
	Language	100	40	47	49	99	41	47	50	99	54	52	54
	Mathematics	99	47	59	63	99	36	47	49	99	52	52	52
6	Reading	94	42	NA	56	100	48	52	51	88	58	58	56
	Language	95	29	48	48	100	46	47	47	97	44	48	50
	Mathematics	92	70	67	66	100	46	52	52	99	46	58	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Textbook Selection
- Ü School Safety Issues
- Ü Student Discipline
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	2.50	Teacher Aide	18.00

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	1	0	0
7 to 9 years	2	0	0	0
10 or more years	5	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Family Resource Center
- Ü On-site Day Care, 6:30 AM-6 PM
- Ü Computer Center
- Ü Library

Extracurricular Activities

- Ü Intramural Athletics
- Ü Chorus
- Ü Study Hall
- Ü Skills for Success
- Ü Book Club
- Ü Plant Club
- Ü IBM partnership
- Ü MacRo Math Club

Social Services

- Ü Day Care
- Ü Afterschool Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Family Resource Center
- Ü English classes for parents
- Ü PeaceBuilders Family Nights
- Ü Dental Clinic

- ü North Central Association accreditation.
  
- ü A state-of-the-art computer lab assists in the delivery of a K-6 technology curriculum.
  
- ü Built, with the assistance of community partnerships, a natural water habitat consisting of a 40 foot pond with landscaping, pond plants, fish, waterfall, and benches. The majority of the work was done by students.
  
- ü Raised \$5000 for Heifer International which provided an Ark of food producing animals to victims of the Tsunami. National recognition for our efforts were received.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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

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

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

School Safety

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

Enforce a zero-tolerance violence and drug-free policy. Enforce a dress code that promotes appropriate choices for the school environment. Employ a full-time school counselor to work with students, families, and classes. Prevent disruption in the classroom and on campus by promoting and teaching PeaceBuilding principles.

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) :

2
---

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	Aaron Ball	(520) 696-8451
Transportation Policy	David Krogstad	(520) 696-8871
Community Resources	Martha Molina	(520) 696-8485
School Nutrition Programs	Susan Beaudry	(520) 696-8623
Parent Organization	Patricia Courney	(520) 696-8451
Student Health/Nurse	Katie Geist	(520) 696-8452

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 483 Copies = \$188.00

\*\* 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.