

**ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07**

2330 W Glover Rd, Tucson, AZ 85742

Amphitheater 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 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 : Mr. Adrian S. Hannah  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-8  
Web Address : www.amphi.com/~wilson  
Phone Number : (520) 696-5800  
Fax Number : (520) 696-5900  
E-mail : ahannah@amphi.com

**Mission**

To empower students to become confident, contributing individuals, provide a balanced academic foundation in a safe, culturally aware learning environment which enables students to attain their full potential.

**No Child Left Behind**

**Adequate Yearly Progress (b)**

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

**School Improvement Status (b)**

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

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

**School / Academic Goals**

- ü Our focus is literacy, primarily reading in the content areas. We will increase student comprehension and the amount of time they spend reading content material. Staff development will provide CRISS training for enhancing instructional strategies.
- ü We will continue developing our Pyramid of Interventions to provide that no child at Wilson K-8 will be left behind. The interventions listed in this work in progress will continue to be developed at the class level, school level and district level.
- ü Staff meetings will be used to train staff in how to use data to guide instruction. We will use the data from the various reports generated from the AIMS DPA, the Terra Nova, the MAP test and DIBELS assessment to create future instructional goals.
- ü In order to increase student achievement in writing, students will continue to be assessed by using the 6 Traits of Writing Rubric. New and returning staff members will receive ongoing training. AIMS score will be used to monitor our progress.

**Enrollment**

October 1, 2005 School Year Student Enrollment : 1421  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
Number of Students Attending Under Open Enrollment in 2005-06 : 9

Instructional Programs

- ü Elective Choices for 7th & 8t Grade
- ü On-site Special Education
- ü Gifted - MS Humanities / Elem Clustering
- ü Sheltered English Immersion
- ü 8th Grade Honors English
- ü Math lab and Writing Lab
- ü HS Spanish 1, Alg. 1 & Geometry
- ü Elem Art, Music, PE, Technology

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

To provide open communication; consistent discipline; clear objectives for instruction; maximum use of classroom time; materials appropriate for each child; instruction that relates to students; and an atmosphere of safety and mutual respect.

Parents

Volunteer at your child's school; support PTO; ensure that your child has enough sleep; read to your child; discuss school; assist with homework; model educational pursuits; visit the library and community events; and stay in touch with school staff.

Transportation Policy

Students residing in the Wilson attendance area are eligible for transportation. Special education students living outside of the Wilson attendance area are eligible for transportation according to open enrollment guidelines.

School Honors

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

Award/Honor	Year
ü Regional Science Fair Winners	2004
ü All State Choir Participants	2003
ü 64 National Junior Honor Society Inductees 2004-05	2004
ü National Geographic Bee and Math Counts State Level	2004

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	116	1211	80010	99	99	99	491	456	447	2	8	10	5	15	18	41	55	53	52	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	581	38935	100	100	99	493	453	447	2	7	9	4	18	19	40	55	55	53	20	17
Male	69	628	40974	99	98	98	489	460	448	1	8	11	6	13	18	42	54	52	51	26	19
African American	NC	63	4201	NC	98	99	NC	432	430	NC	22	17	NC	16	23	NC	51	51	NC	11	9
Hispanic	22	450	34545	100	99	99	480	434	432	5	13	14	9	25	24	41	53	53	45	10	9
Asian/Pacific Islander	NC	52	2068	NC	100	99	NC	477	474	NC	4	4	NC	2	10	NC	60	50	NC	35	36
American Indian/Alaskan Native	NC	35	3979	NC	100	96	NC	441	424	NC	11	17	NC	14	30	NC	66	47	NC	9	6
White	83	609	35142	100	99	99	492	474	465	1	2	5	2	9	11	42	55	56	54	33	28
Students with Disabilities	28	203	10161	97	98	93	457	431	419	7	18	28	14	27	28	50	44	36	29	11	8
Students without Disabilities	88	1008	69849	100	99	100	501	461	451	NA	6	7	2	13	17	39	57	56	59	25	19
Limited English Proficient Students	NC	117	14013	NC	97	97	NC	404	413	NC	32	24	NC	35	34	NC	32	39	NC	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	16	574	39029	100	96	98	458	434	432	13	13	14	19	23	25	38	56	52	31	8	9
Non-Economically Disadvantaged	100	637	40981	99	100	100	496	477	462	NA	3	6	3	8	13	42	53	54	55	36	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	116	1213	79438	99	99	98	482	458	451	1	8	9	9	20	24	69	57	56	22	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	583	38775	100	100	99	492	461	457	NA	7	7	9	20	22	64	58	58	28	15	13
Male	69	628	40560	99	98	97	476	456	446	1	9	12	9	20	25	72	57	54	17	14	9
African American	NC	64	4178	NC	100	98	NC	435	439	NC	20	13	NC	20	29	NC	55	52	NC	5	6
Hispanic	22	451	34297	100	99	98	469	435	434	NA	13	14	23	33	31	64	49	50	14	5	5
Asian/Pacific Islander	NC	52	2063	NC	100	99	NC	477	475	NC	4	3	NC	8	15	NC	65	63	NC	23	20
American Indian/Alaskan Native	NC	35	3940	NC	100	95	NC	434	429	NC	11	14	NC	46	36	NC	40	47	NC	3	3
White	83	609	34887	100	99	98	486	478	471	1	3	4	4	11	15	71	64	63	24	22	18
Students with Disabilities	28	202	9588	97	98	88	454	428	416	NA	22	30	29	28	32	61	44	34	11	7	5
Students without Disabilities	88	1011	69850	100	100	100	491	464	456	1	5	7	2	19	23	72	60	59	25	16	12
Limited English Proficient Students	NC	118	13856	NC	98	96	NC	393	407	NC	43	27	NC	33	43	NC	24	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	16	575	38685	100	96	97	451	434	435	NA	13	14	38	33	32	56	50	50	6	4	5
Non-Economically Disadvantaged	100	638	40753	99	100	99	487	480	467	1	4	5	4	9	16	71	64	62	24	24	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	115	1212	79971	98	99	99	467	434	423	4	7	8	21	35	41	52	50	49	23	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	581	38974	100	100	99	486	447	437	4	5	5	11	27	33	51	58	57	34	10	4
Male	68	629	40895	97	99	98	454	422	410	4	9	10	28	42	47	53	43	41	15	6	2
African American	NC	64	4203	NC	100	99	NC	395	411	NC	22	11	NC	38	45	NC	34	43	NC	6	2
Hispanic	22	449	34481	100	99	99	460	419	410	9	10	10	23	42	46	41	44	43	27	4	1
Asian/Pacific Islander	NC	52	2067	NC	100	99	NC	458	449	NC	4	4	NC	21	28	NC	60	60	NC	15	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	410	409	NC	9	10	NC	49	47	NC	40	42	NC	3	1
White	82	610	35150	99	99	99	468	448	437	4	4	5	17	30	35	60	56	56	20	10	5
Students with Disabilities	27	202	10258	93	98	94	420	394	377	11	17	23	33	44	51	52	38	25	4	1	1
Students without Disabilities	88	1010	69713	100	100	100	480	441	429	2	5	5	17	33	39	52	53	52	28	9	3
Limited English Proficient Students	NC	115	13985	NC	95	97	NC	368	382	NC	30	18	NC	42	54	NC	28	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	16	575	38994	100	96	98	425	413	409	19	10	10	31	45	47	31	42	41	19	3	1
Non-Economically Disadvantaged	99	637	40977	98	100	100	473	452	437	2	4	5	19	25	34	56	58	56	23	12	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	130	1230	80147	99	97	99	520	492	482	2	7	11	5	15	17	45	47	49	47	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	595	39281	100	98	99	520	492	483	1	6	9	6	15	17	44	48	50	49	31	24
Male	60	634	40780	98	96	98	519	492	482	3	8	12	5	15	17	47	47	48	45	30	24
African American	NC	54	4249	NC	96	99	NC	478	464	NC	11	17	NC	13	22	NC	56	48	NC	20	13
Hispanic	20	451	33494	95	97	99	508	473	466	5	10	15	15	23	23	40	50	49	40	17	14
Asian/Pacific Islander	NC	41	2103	NC	100	99	NC	526	515	NC	NA	4	NC	5	8	NC	37	44	NC	59	45
American Indian/Alaskan Native	NC	25	4117	NC	100	96	NC	465	456	NC	8	19	NC	32	27	NC	56	46	NC	4	8
White	99	658	36122	100	97	99	522	505	501	2	5	5	3	10	10	46	46	50	48	39	35
Students with Disabilities	23	190	10295	96	88	92	493	459	443	13	24	33	13	26	26	43	36	33	30	14	8
Students without Disabilities	107	1040	69852	100	99	100	525	498	488	NA	4	7	4	13	16	46	50	51	50	33	26
Limited English Proficient Students	NC	150	12722	NC	96	97	NC	442	441	NC	21	27	NC	37	33	NC	39	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	12	568	38371	100	96	97	492	469	465	NA	12	15	25	23	23	50	51	49	25	14	13
Non-Economically Disadvantaged	118	662	41776	99	99	100	522	512	498	3	3	6	3	9	11	45	45	49	49	44	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	1231	79686	99	97	98	501	477	470	2	9	11	11	21	24	68	58	57	18	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	594	39163	100	98	99	503	482	475	1	8	9	13	19	22	67	61	60	19	13	10
Male	60	636	40438	98	97	97	499	473	465	3	10	13	8	24	25	70	56	54	18	10	7
African American	NC	54	4228	NC	96	98	NC	463	458	NC	19	15	NC	17	28	NC	61	53	NC	4	4
Hispanic	20	450	33299	95	97	98	488	457	452	5	13	17	15	34	32	70	50	47	10	4	3
Asian/Pacific Islander	NC	41	2097	NC	100	99	NC	489	490	NC	5	5	NC	10	13	NC	78	68	NC	7	14
American Indian/Alaskan Native	NC	25	4087	NC	100	96	NC	461	446	NC	8	16	NC	36	38	NC	52	44	NC	4	2
White	99	660	35914	100	98	98	505	492	489	2	5	5	9	14	15	68	63	67	21	18	14
Students with Disabilities	23	190	9808	96	88	87	473	440	432	13	31	35	17	27	32	57	37	30	13	5	3
Students without Disabilities	107	1041	69878	100	100	100	507	484	475	NA	5	8	9	20	23	71	62	61	20	12	9
Limited English Proficient Students	NC	149	12594	NC	95	96	NC	419	422	NC	34	34	NC	50	45	NC	15	21	NC	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	12	567	38095	100	96	97	477	453	452	NA	16	17	42	33	32	50	49	48	8	3	3
Non-Economically Disadvantaged	118	664	41591	99	99	99	504	498	486	3	3	6	8	11	16	70	67	65	19	19	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	129	1231	80372	98	97	99	507	480	475	1	4	4	12	29	30	80	64	64	7	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	595	39452	100	98	99	518	491	488	NA	4	3	9	22	22	86	70	72	6	5	3
Male	59	635	40836	97	97	98	494	470	464	2	4	6	17	35	37	73	58	56	8	3	1
African American	NC	54	4264	NC	96	99	NC	465	465	NC	6	5	NC	31	35	NC	61	59	NC	2	1
Hispanic	19	450	33608	90	97	99	495	463	462	5	6	6	11	39	36	68	52	57	16	3	1
Asian/Pacific Islander	NC	41	2098	NC	100	99	NC	504	500	NC	2	2	NC	12	16	NC	78	75	NC	7	7
American Indian/Alaskan Native	NC	25	4128	NC	100	97	NC	460	464	NC	8	4	NC	40	39	NC	44	56	NC	8	1
White	99	660	36213	100	98	99	509	492	489	NA	3	2	12	22	22	82	72	72	6	4	3
Students with Disabilities	22	192	10526	92	88	94	486	441	427	NA	11	15	18	46	53	68	41	31	14	2	1
Students without Disabilities	107	1039	69846	100	99	100	512	486	482	1	3	3	11	25	26	82	68	69	6	4	2
Limited English Proficient Students	NC	148	12747	NC	94	97	NC	419	432	NC	14	12	NC	58	52	NC	28	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	12	569	38521	100	96	98	499	457	461	NA	6	6	25	41	38	75	51	55	NA	1	1
Non-Economically Disadvantaged	117	662	41851	98	99	100	508	499	489	1	2	3	11	18	22	80	75	72	8	6	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	143	1240	79306	99	98	99	546	518	504	2	8	13	8	17	20	48	48	49	41	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	640	38845	98	98	99	542	519	505	4	7	11	5	16	20	51	49	50	40	28	18
Male	58	598	40383	100	97	98	551	516	504	NA	10	14	14	18	19	43	46	47	43	26	19
African American	NC	50	4171	NC	96	98	NC	480	485	NC	20	20	NC	32	26	NC	38	44	NC	10	10
Hispanic	22	440	32673	96	97	99	530	497	487	5	14	18	14	25	25	64	47	46	18	15	10
Asian/Pacific Islander	NC	42	2147	NC	95	99	NC	543	539	NC	2	5	NC	10	10	NC	45	46	NC	43	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	498	479	NC	13	22	NC	30	29	NC	35	43	NC	22	7
White	109	682	36234	99	98	99	548	533	523	2	4	6	8	11	13	44	49	52	46	35	28
Students with Disabilities	18	157	10286	95	87	91	495	470	462	17	28	41	33	40	27	44	27	27	6	4	5
Students without Disabilities	125	1083	69020	100	100	100	552	524	510	NA	5	9	5	14	18	49	51	52	46	30	21
Limited English Proficient Students	NC	79	10291	NC	95	96	NC	450	458	NC	38	38	NC	38	34	NC	24	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	498	37437	NC	95	97	NC	489	486	NC	14	19	NC	30	26	NC	45	46	NC	11	9
Non-Economically Disadvantaged	135	742	41869	99	99	100	547	537	521	2	4	7	7	9	14	47	49	51	43	38	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	143	1242	79000	99	98	98	519	498	489	1	6	10	8	20	24	71	62	58	20	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	643	38774	98	98	99	520	503	494	1	4	7	6	17	22	71	66	61	21	13	10
Male	58	597	40150	100	97	98	516	493	485	2	8	12	10	23	25	69	59	55	19	10	8
African American	NC	50	4153	NC	96	98	NC	465	476	NC	16	13	NC	36	30	NC	48	53	NC	NA	4
Hispanic	22	438	32508	96	97	98	501	478	472	9	11	15	NA	29	33	86	56	49	5	4	3
Asian/Pacific Islander	NC	42	2142	NC	95	99	NC	510	510	NC	5	4	NC	10	14	NC	69	67	NC	17	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	485	467	NC	4	14	NC	30	37	NC	57	46	NC	9	2
White	109	686	36135	99	98	98	522	513	508	NA	2	4	9	13	14	67	67	67	24	17	15
Students with Disabilities	18	160	9991	95	88	88	479	459	449	11	19	33	33	44	36	44	32	29	11	6	2
Students without Disabilities	125	1082	69009	100	99	100	524	504	495	NA	4	6	4	16	22	74	67	62	22	13	10
Limited English Proficient Students	NC	77	10199	NC	93	95	NC	431	439	NC	40	35	NC	52	47	NC	8	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	497	37234	NC	95	97	NC	474	472	NC	12	15	NC	32	33	NC	53	50	NC	3	3
Non-Economically Disadvantaged	135	745	41766	99	100	99	520	515	505	1	2	5	7	12	16	70	69	65	21	18	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	139	1238	79611	97	98	99	556	515	496	NA	4	7	7	29	37	86	64	56	6	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	644	39016	98	98	99	566	532	511	NA	2	4	2	21	29	89	74	66	8	3	1
Male	54	592	40519	93	96	98	539	496	482	NA	7	10	15	39	44	81	54	46	4	1	0
African American	NC	50	4188	NC	96	98	NC	479	486	NC	14	9	NC	30	40	NC	56	50	NC	NA	0
Hispanic	22	438	32855	96	97	99	550	497	481	NA	7	10	5	39	43	95	53	47	NA	1	0
Asian/Pacific Islander	NC	42	2149	NC	95	100	NC	541	519	NC	NA	4	NC	24	24	NC	67	70	NC	10	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	505	478	NC	4	10	NC	30	46	NC	65	44	NC	NA	0
White	105	682	36380	95	98	99	557	528	511	NA	3	4	7	23	30	86	71	65	8	3	1
Students with Disabilities	14	155	10664	74	86	94	520	453	440	NA	17	23	21	55	54	79	27	22	NA	1	1
Students without Disabilities	125	1083	68947	100	100	100	560	523	504	NA	3	4	6	26	34	87	69	61	7	2	1
Limited English Proficient Students	NC	77	10362	NC	93	97	NC	427	438	NC	26	22	NC	56	57	NC	18	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	498	37626	NC	95	98	NC	487	479	NC	7	10	NC	45	45	NC	47	45	NC	1	0
Non-Economically Disadvantaged	131	740	41985	96	99	100	557	534	511	NA	2	4	6	19	30	88	76	65	6	3	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	239	1244	79327	99	95	98	548	528	518	5	11	19	9	19	20	61	51	46	25	19	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	118	631	38961	99	97	98	552	530	520	3	10	16	8	18	20	62	54	48	26	18	16
Male	121	610	40295	98	93	97	544	527	516	7	12	21	10	20	19	60	48	44	24	19	16
African American	NC	42	4247	NC	88	98	NC	503	499	NC	24	27	NC	24	24	NC	43	41	NC	10	8
Hispanic	30	418	32327	97	94	98	539	503	499	10	20	27	10	27	25	57	45	41	23	7	8
Asian/Pacific Islander	15	41	1939	100	98	99	562	548	556	NA	5	6	13	7	10	47	59	47	40	29	36
American Indian/Alaskan Native	NC	28	4391	NC	85	96	NC	511	489	NC	21	32	NC	21	27	NC	50	36	NC	7	4
White	191	714	36373	99	97	98	548	544	538	5	6	10	8	15	14	63	54	52	24	26	25
Students with Disabilities	27	146	9321	90	72	87	498	476	467	30	39	54	26	36	22	33	20	21	11	5	3
Students without Disabilities	212	1098	70006	100	100	100	554	534	524	2	8	14	7	17	19	64	55	49	27	21	18
Limited English Proficient Students	NC	86	9431	NC	90	95	NC	466	466	NC	48	53	NC	34	27	NC	19	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	10	487	37097	100	90	97	NA	502	498	NA	21	27	NA	27	25	NA	45	41	NA	6	7
Non-Economically Disadvantaged	229	757	42230	99	99	99	550	545	535	3	5	11	9	14	15	62	54	50	26	27	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	241	1271	79501	100	97	98	529	505	497	2	8	10	7	21	25	81	65	60	10	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	639	39062	100	98	99	535	512	502	1	6	8	5	18	23	80	68	64	14	8	5
Male	122	628	40368	99	96	98	523	499	491	3	9	13	10	25	27	82	62	57	5	4	3
African American	NC	47	4279	NC	98	99	NC	484	485	NC	15	14	NC	30	30	NC	51	54	NC	4	2
Hispanic	31	432	32389	100	97	98	516	479	478	3	16	16	16	35	34	71	47	48	10	2	1
Asian/Pacific Islander	15	41	1936	100	98	99	528	516	519	NA	5	3	13	10	14	80	83	73	7	2	9
American Indian/Alaskan Native	NC	30	4401	NC	91	96	NC	487	473	NC	17	17	NC	27	40	NC	57	43	NC	NA	1
White	192	719	36446	99	98	99	531	523	516	2	2	4	6	13	15	82	76	73	10	8	7
Students with Disabilities	29	172	9411	97	85	88	496	466	453	10	22	36	24	45	36	62	33	26	3	1	1
Students without Disabilities	212	1099	70090	100	100	100	533	511	502	1	6	7	5	18	24	83	70	65	10	7	5
Limited English Proficient Students	NC	90	9401	NC	94	94	NC	430	443	NC	54	40	NC	38	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	10	509	37183	100	94	97	NA	478	479	NA	16	16	NA	35	34	NA	48	49	NA	1	1
Non-Economically Disadvantaged	231	762	42318	100	100	99	530	523	513	1	2	5	8	12	17	81	77	70	10	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	239	1268	80000	99	97	99	591	573	564	2	2	3	5	9	11	62	70	75	31	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	644	39288	100	99	99	612	589	579	1	1	2	3	4	6	52	68	77	45	26	16
Male	120	622	40644	98	95	98	570	557	549	3	4	4	8	13	15	71	72	74	18	11	7
African American	NC	46	4307	NC	96	99	NC	552	551	NC	4	4	NC	11	13	NC	74	75	NC	11	7
Hispanic	30	430	32672	97	96	99	580	550	548	3	4	4	7	13	14	63	75	76	27	9	6
Asian/Pacific Islander	15	40	1945	100	95	99	608	590	592	NA	3	1	7	8	4	53	60	69	40	30	25
American Indian/Alaskan Native	NC	30	4424	NC	91	97	NC	544	549	NC	7	3	NC	13	14	NC	73	77	NC	7	5
White	191	721	36602	99	98	99	592	589	579	2	1	2	4	6	7	62	67	75	31	25	16
Students with Disabilities	27	170	9919	90	84	93	551	523	505	4	5	9	19	30	35	59	59	54	19	6	2
Students without Disabilities	212	1098	70081	100	100	100	596	580	571	2	2	2	3	5	7	62	72	79	33	21	12
Limited English Proficient Students	NC	91	9571	NC	95	96	NC	482	502	NC	14	10	NC	35	29	NC	51	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	506	37534	NC	94	98	NC	546	547	NC	4	4	NC	14	15	NC	76	76	NC	6	5
Non-Economically Disadvantaged	230	762	42466	99	100	100	594	591	578	2	2	2	4	5	7	62	66	75	32	27	16

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

7th 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	233	1252	78546	97	94	97	582	558	543	3	9	15	6	14	18	58	55	52	33	22	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	109	618	38645	99	96	98	580	558	545	5	8	13	6	13	18	56	58	54	34	20	15
Male	124	633	39792	95	91	97	583	559	542	2	10	17	6	14	17	60	52	50	32	23	15
African American	NC	52	4205	NC	88	97	NC	531	524	NC	19	22	NC	15	22	NC	56	49	NC	10	7
Hispanic	19	423	31177	90	91	97	580	535	524	5	17	22	NA	22	23	79	50	48	16	11	7
Asian/Pacific Islander	NC	35	1940	NC	95	99	NC	577	580	NC	9	5	NC	9	9	NC	46	53	NC	37	33
American Indian/Alaskan Native	--	16	4689	--	84	95	--	549	515	--	13	28	--	19	25	--	56	43	--	13	4
White	199	726	36450	98	96	97	583	573	563	3	4	7	6	9	12	58	58	57	34	29	23
Students with Disabilities	19	93	8093	76	57	82	528	506	489	26	35	50	11	28	24	58	34	23	5	2	2
Students without Disabilities	214	1159	70453	100	99	100	586	562	549	1	7	11	5	13	17	58	57	56	36	23	16
Limited English Proficient Students	NC	86	9323	NC	86	94	NC	494	491	NC	43	47	NC	34	28	NC	22	24	NC	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	11	456	34694	79	87	96	536	534	524	18	17	23	18	23	23	55	50	48	9	10	7
Non-Economically Disadvantaged	222	796	43852	98	98	99	584	572	559	2	5	10	5	8	13	59	58	56	34	29	22

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	239	1305	79045	100	98	98	543	523	512	2	7	10	10	21	25	78	62	58	10	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	109	637	38860	99	99	98	554	530	519	1	5	7	6	19	22	77	64	62	16	12	8
Male	130	667	40075	100	96	97	532	515	505	3	9	12	12	24	28	78	61	54	6	6	6
African American	NC	56	4250	NC	95	98	NC	511	500	NC	7	12	NC	34	31	NC	54	54	NC	5	3
Hispanic	20	446	31314	95	96	98	537	499	493	5	13	16	15	33	34	70	50	48	10	4	2
Asian/Pacific Islander	NC	36	1949	NC	97	99	NC	525	536	NC	8	4	NC	14	15	NC	72	66	NC	6	15
American Indian/Alaskan Native	--	19	4719	--	100	96	--	501	489	--	16	15	--	32	39	--	47	45	--	5	2
White	203	748	36730	100	99	98	544	538	532	1	3	4	8	14	16	79	70	68	11	13	12
Students with Disabilities	25	145	8552	100	90	87	499	469	463	8	28	35	32	46	40	56	23	23	4	3	1
Students without Disabilities	214	1160	70493	100	99	100	547	529	517	1	4	7	7	18	24	80	67	62	11	10	8
Limited English Proficient Students	NC	91	9355	NC	91	95	NC	453	456	NC	41	37	NC	45	48	NC	14	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	13	493	34922	93	94	96	505	498	493	23	14	15	23	32	34	54	51	48	NA	4	3
Non-Economically Disadvantaged	226	812	44123	100	100	99	544	537	527	1	3	6	9	15	18	79	69	66	11	13	11

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	238	1297	79657	99	97	99	594	580	566	1	2	3	3	5	8	91	90	87	5	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	109	631	39120	99	98	99	605	593	580	NA	1	2	1	2	4	91	93	92	8	4	2
Male	129	665	40423	99	96	98	584	567	553	2	3	5	4	8	12	91	86	83	3	2	1
African American	NC	54	4290	NC	92	99	NC	580	560	NC	NA	4	NC	9	9	NC	91	86	NC	NA	1
Hispanic	20	444	31642	95	95	99	597	562	552	5	4	5	NA	8	11	90	86	84	5	1	0
Asian/Pacific Islander	NC	37	1948	NC	100	99	NC	581	589	NC	3	1	NC	8	3	NC	84	91	NC	5	4
American Indian/Alaskan Native	--	19	4760	--	100	97	--	563	547	--	NA	5	--	16	14	--	79	81	--	5	0
White	202	743	36929	100	98	99	593	590	579	0	1	2	2	3	5	92	92	91	5	4	2
Students with Disabilities	25	128	9069	100	79	92	566	531	508	4	10	11	8	16	30	88	73	58	NA	1	1
Students without Disabilities	213	1169	70588	99	99	100	597	585	573	0	1	2	2	4	5	92	92	91	6	3	1
Limited English Proficient Students	NC	91	9521	NC	91	96	NC	504	507	NC	15	13	NC	25	24	NC	59	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	13	486	35341	93	93	97	555	560	551	8	4	5	8	9	12	85	86	83	NA	1	0
Non-Economically Disadvantaged	225	811	44316	100	100	100	596	591	578	0	1	2	2	3	5	92	92	90	6	4	2

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

8th 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	256	1247	78400	93	92	97	598	568	554	4	14	21	8	17	19	58	52	47	30	17	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	126	609	38686	95	94	98	590	562	554	5	16	20	10	19	20	61	51	49	25	15	12
Male	130	636	39636	92	91	96	606	574	554	2	11	23	7	16	18	55	54	46	36	19	13
African American	NC	53	4193	NC	87	97	NC	536	533	NC	25	32	NC	28	23	NC	43	40	NC	4	5
Hispanic	37	386	30732	86	89	97	586	544	534	8	24	31	11	25	24	54	44	40	27	8	5
Asian/Pacific Islander	11	36	1827	100	100	99	620	615	594	NA	3	8	NA	19	12	73	36	49	27	42	31
American Indian/Alaskan Native	--	14	4536	--	88	95	--	569	528	--	7	35	--	21	25	--	57	37	--	14	4
White	199	756	37038	94	94	97	601	580	575	3	8	11	7	12	14	58	58	56	33	21	19
Students with Disabilities	13	100	7840	42	53	81	538	516	498	31	43	60	23	24	18	46	32	20	NA	1	2
Students without Disabilities	243	1147	70560	100	99	99	601	572	560	2	11	17	7	17	19	58	54	50	32	18	14
Limited English Proficient Students	NC	70	8956	NC	84	95	NC	492	502	NC	64	56	NC	21	25	NC	14	18	NC	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	14	414	33014	78	86	95	586	540	534	NA	25	31	14	23	24	64	45	40	21	6	5
Non-Economically Disadvantaged	242	833	45386	94	96	99	599	581	569	4	8	15	8	14	15	57	56	52	31	22	18

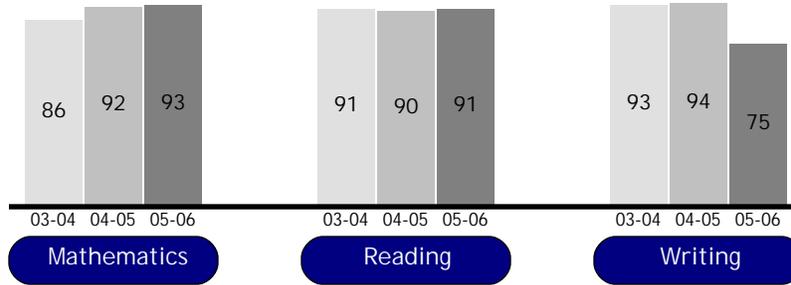
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	274	1319	79179	100	98	98	552	527	519	3	9	11	12	22	27	73	62	58	12	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	133	635	38974	100	98	99	556	530	524	1	8	8	11	21	25	74	63	61	14	7	5
Male	141	682	40124	99	97	97	548	525	513	4	11	13	13	22	28	73	62	54	10	6	4
African American	NC	56	4243	NC	92	98	NC	502	506	NC	20	14	NC	23	32	NC	57	51	NC	NA	3
Hispanic	42	423	30987	98	97	98	538	501	498	7	17	17	17	36	36	67	45	45	10	2	1
Asian/Pacific Islander	11	36	1832	100	100	99	545	555	543	NA	3	4	18	17	17	73	61	69	9	19	10
American Indian/Alaskan Native	--	15	4573	--	94	96	--	538	494	--	7	16	--	13	41	--	73	42	--	7	1
White	212	787	37467	100	98	98	557	542	539	2	5	5	10	14	17	75	72	70	13	9	8
Students with Disabilities	31	175	8567	100	93	88	480	471	467	19	35	39	52	40	38	29	24	22	NA	1	1
Students without Disabilities	243	1144	70612	100	98	99	561	535	524	0	6	7	7	19	25	79	68	62	14	7	5
Limited English Proficient Students	NC	79	9013	NC	95	95	NC	445	461	NC	59	40	NC	35	48	NC	5	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	18	455	33345	100	94	96	503	498	499	17	19	17	22	34	36	61	47	46	NA	1	1
Non-Economically Disadvantaged	256	864	45834	100	99	99	555	543	533	2	5	7	11	16	19	74	71	67	13	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	271	1308	79734	99	97	99	589	564	554	0	2	3	6	16	19	93	81	78	0	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	133	633	39243	100	98	99	598	573	568	1	1	2	3	12	12	96	86	85	NA	0	1
Male	138	673	40413	97	96	98	581	555	541	NA	3	4	9	19	26	91	77	70	1	1	0
African American	NC	56	4285	NC	92	99	NC	537	548	NC	9	3	NC	21	22	NC	70	74	NC	NA	0
Hispanic	41	415	31254	95	95	99	588	541	539	NA	4	5	10	26	25	90	70	70	NA	0	0
Asian/Pacific Islander	11	36	1837	100	100	99	597	581	579	NA	3	1	9	11	9	82	83	87	9	3	2
American Indian/Alaskan Native	--	14	4613	--	88	97	--	560	535	--	NA	4	--	21	29	--	79	67	--	NA	0
White	210	785	37668	99	98	99	589	577	569	0	1	1	5	10	13	94	88	85	NA	1	1
Students with Disabilities	28	152	8943	90	81	92	517	505	495	4	7	11	43	51	51	54	41	38	NA	1	1
Students without Disabilities	243	1156	70791	100	99	100	597	571	561	NA	2	2	2	11	15	98	87	83	0	1	0
Limited English Proficient Students	NC	77	9138	NC	93	97	NC	461	492	NC	22	13	NC	56	46	NC	22	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	18	450	33718	100	93	97	565	534	538	6	5	5	11	29	26	83	66	69	NA	0	0
Non-Economically Disadvantaged	253	858	46016	98	99	100	591	579	567	NA	1	2	6	9	14	94	90	84	0	1	1

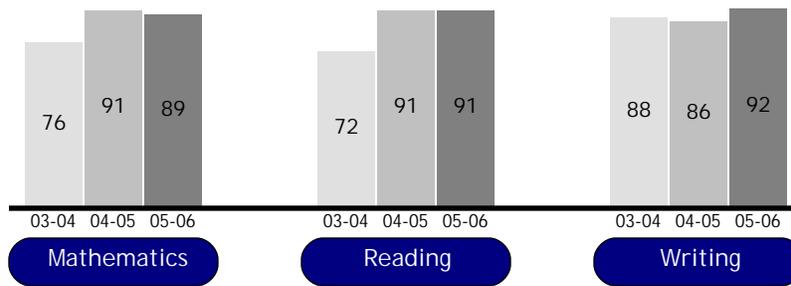
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

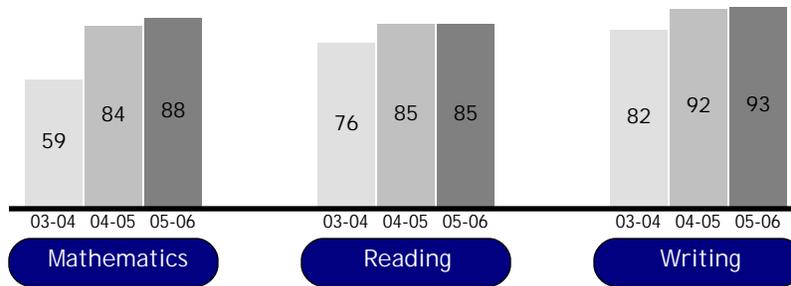
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	76	NA	58	97	65	54	47	96	70	56	46
	Language	98	76	59	50	97	66	55	47	96	68	54	48
	Mathematics	98	83	72	64	97	67	58	50	96	76	58	52
3	Reading	98	81	NA	55	99	71	49	44	98	68	54	46
	Language	98	87	68	61	99	66	48	44	98	61	52	46
	Mathematics	97	89	71	61	99	73	57	51	98	76	63	52
4	Reading	99	81	NA	56	99	70	54	48	99	76	58	52
	Language	99	74	59	52	99	71	54	49	98	75	58	52
	Mathematics	99	87	72	61	99	75	59	53	99	79	65	58
5	Reading	100	78	NA	55	99	70	55	50	99	78	63	56
	Language	100	73	60	49	99	70	55	50	96	79	61	54
	Mathematics	99	89	78	63	99	68	56	49	99	76	61	52
6	Reading	98	79	NA	56	99	70	57	51	99	76	61	56
	Language	98	74	61	48	99	67	55	47	98	72	58	50
	Mathematics	98	87	80	66	99	74	61	52	98	76	65	58
7	Reading	97	78	NA	54	99	71	53	50	100	75	61	54
	Language	97	83	70	58	99	75	58	52	100	79	67	58
	Mathematics	97	83	74	62	99	71	57	50	97	79	67	54
8	Reading	100	78	NA	55	98	66	54	51	99	78	63	58
	Language	100	85	67	52	98	67	56	50	98	75	63	56
	Mathematics	100	82	71	61	98	71	59	53	93	80	68	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

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

Council Duties

- Ü Develop Strategic Plan
- Ü Review Budget
- Ü Public Policy and Awareness Committee
- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	82.00
Other Professional Staff	5.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	7	0	0
4 to 6 years	6	1	0	0
7 to 9 years	12	6	0	0
10 or more years	16	24	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	216
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	99%

Resources Available at School Site

Special Facilities

- Ü 3 Computer Labs
- Ü 3 Multipurpose Rooms
- Ü Library K-8
- Ü Band/Orchestra and Vocal Music Rooms

Extracurricular Activities

- Ü After School Sports / TAAG
- Ü MS & Elem Chorus
- Ü Science Club
- Ü MS & Elem Orchestra/Band
- Ü Student Council
- Ü Math Counts
- Ü Geography Bee
- Ü Odyssey of the Mind

Social Services

- Ü Day Care
- Ü After School Programs
- Ü Clothing Bank
- Ü Counseling Services
- Ü Silent Witness Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The students met Goal 1 by increasing the amount of time they spent reading content materials. Throughout the year, teachers developed and taught at least four content reading assignments to each of their classes.
- ü The students were also successful on the site selected assessment for goal 2. 80% of our continuously enrolled students maintained or increased their stanine level, according to the Stanford 9 assessment, from the prior year in the area of reading.
- ü We continued to incorporate the newly adopted areas of the Arizona State Academic Standards into the school instructional program. We specifically concentrated on the new Science standards and the proposed Social Studies standards.
- ü Reading and 6-traits writing assessments for all K-8 students were conducted in both the fall and spring. A staff selected assessment was use to provide data. Both assessments were used to determine strengths and weaknesses and to guide instruction.

Student Activity Rates for School Year 2005-06

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

Wilson School has a safety committee that meets monthly to deal with safety concerns including the fine tuning of our lockdown, evacuation and fire drill procedures which are practiced with the students and staff. The district provides the school a quarterly discipline report that includes student incidents and consequences. The administration uses this data to assess our strenghts and weaknesses and to determine future direction. We have staff supervise our students throughout the day.

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) :

4
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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	Adrian S. Hannah	(520) 696-5800
Transportation Policy	Marc Lappitt	(520) 696-3780
Community Resources	Phyllis Nasta	(520) 696-5816
School Nutrition Programs	Karen Martin	(520) 696-5134
Parent Organization	Lisa Powell	(520) 696-5914
Student Health/Nurse	Penny Valeski	(520) 696-5806

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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

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

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

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

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

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

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

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