

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

250 W Elvira Rd, Tucson, AZ 85706

Sunnyside 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
2003-04	Performing

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

### School Overview

Principal/Administrator : Mr. Thomas Hubbard  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-5  
 Web Address : tomh@suds12.org  
 Phone Number : (520) 545-2800  
 Fax Number : (520) 545-2890  
 E-mail : tomh@susd12.org

### Mission

Our mission is to make a difference in the lives entrusted to us. We recognize and respect individual differences. We pledge our professional skills to educating all of our children so they become caring, competent, responsible citizens who value education as a life-long process.

Our core values embrace the following essential character traits: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

### 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 Elvira students will meet or exceed the Arizona Academic Standards in Reading, Writing and Math.
- ü Elvira students will be supported in their learning to meet State and District academic expectations.
- ü Elvira teachers, parents, staff, and students will promote a learning environment that is safe, orderly, positive, productive and challenging.
- ü Elvira will meet AYP requirements.

### Enrollment

October 1, 2005 School Year Student Enrollment : 696  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 20

Instructional Programs

- Ü Full-day Kindergarten
- Ü SEI
- Ü Family Literacy
- Ü Fine Arts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We commit to preparing our students both academically and affectively for their next level of learning. We will provide a safe and secure learning environment where high academic standards are evident. Our desire is that through an effective partnership between the school and home, we can work together to provide the support and encouragement each child needs to be successful.

Parents

Parents must ensure that their child is punctual and attends school regularly. They should monitor homework assignments and ensure their child is turning in quality work. Parents should stay aware of school events and attend conferences. Parents should support the school in its efforts to maintain a safe and secure learning environment by supporting our established student code of conduct.

Transportation Policy

Transportation is provided to special education qualifying students and K-8 students beyond a one-mile radius (Bd Policy 8280). Boundaries are from the south side of Valencia Road.; east side of 12th Ave.; south to Corona Road. and west to 12th Ave.; north to Valencia Rd.

School Honors

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

Award/Honor	Year
Ü National Blue Ribbon School Of Excellence	2001
Ü Fulbright Scholar	2002
Ü Elvira Eight Step to Achievement Program Grant	2002
Ü NCA CASI Accreditation	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	1372	80010	98	99	99	432	442	447	16	9	10	18	21	18	55	57	53	11	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	674	38935	100	99	99	431	443	447	18	9	9	20	19	19	45	59	55	17	13	17
Male	59	697	40974	97	99	98	434	441	448	14	9	11	17	22	18	64	56	52	5	12	19
African American	NC	22	4201	NC	92	99	NC	443	430	NC	5	17	NC	18	23	NC	68	51	NC	9	9
Hispanic	106	1215	34545	98	99	99	434	442	432	15	9	14	18	21	24	55	57	53	12	13	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	51	3979	NC	100	96	NC	424	424	NC	18	17	NC	25	30	NC	55	47	NC	2	6
White	NC	78	35142	NC	100	99	NC	457	465	NC	6	5	NC	14	11	NC	55	56	NC	24	28
Students with Disabilities	19	201	10161	100	98	93	379	409	419	68	32	28	21	30	28	11	34	36	NA	3	8
Students without Disabilities	100	1171	69849	98	99	100	442	447	451	6	5	7	18	19	17	63	61	56	13	14	19
Limited English Proficient Students	25	518	14013	100	99	97	404	426	413	40	15	24	24	31	34	32	47	39	4	6	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	99	1217	39029	98	99	98	430	440	432	17	10	14	18	22	25	55	56	52	10	12	9
Non-Economically Disadvantaged	20	155	40981	100	100	100	442	453	462	10	6	6	20	13	13	55	65	54	15	17	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	119	1369	79438	98	99	98	436	438	451	14	12	9	28	31	24	55	52	56	3	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	674	38775	100	99	99	439	444	457	13	9	7	25	28	22	58	57	58	3	5	13
Male	59	694	40560	97	98	97	434	431	446	15	15	12	31	35	25	53	47	54	2	3	9
African American	NC	22	4178	NC	92	98	NC	438	439	NC	5	13	NC	41	29	NC	50	52	NC	5	6
Hispanic	106	1212	34297	98	99	98	437	436	434	13	13	14	29	32	31	55	51	50	3	4	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	51	3940	NC	100	95	NC	431	429	NC	10	14	NC	35	36	NC	55	47	NC	NA	3
White	NC	78	34887	NC	100	98	NC	461	471	NC	4	4	NC	23	15	NC	60	63	NC	13	18
Students with Disabilities	19	200	9588	100	97	88	375	394	416	68	39	30	21	39	32	11	21	34	NA	2	5
Students without Disabilities	100	1169	69850	98	99	100	448	445	456	4	7	7	29	30	23	64	58	59	3	5	12
Limited English Proficient Students	25	515	13856	100	99	96	399	412	407	40	23	27	36	44	43	24	33	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	99	1214	38685	98	98	97	433	435	435	15	13	14	29	33	32	55	50	50	1	4	5
Non-Economically Disadvantaged	20	155	40753	100	100	99	452	456	467	10	6	5	20	18	16	60	67	62	10	9	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	120	1378	79971	99	100	99	429	430	423	4	5	8	41	35	41	52	57	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	677	38974	100	100	99	442	443	437	5	4	5	27	28	33	62	65	57	7	4	4
Male	60	700	40895	98	99	98	416	417	410	3	7	10	55	43	47	42	49	41	NA	1	2
African American	NC	23	4203	NC	96	99	NC	434	411	NC	4	11	NC	30	45	NC	65	43	NC	NA	2
Hispanic	107	1220	34481	99	99	99	429	429	410	5	6	10	41	35	46	50	57	43	4	2	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	51	3995	NC	100	96	NC	425	409	NC	4	10	NC	45	47	NC	47	42	NC	4	1
White	NC	78	35150	NC	100	99	NC	440	437	NC	3	5	NC	35	35	NC	60	56	NC	3	5
Students with Disabilities	19	202	10258	100	98	94	366	385	377	16	14	23	79	56	51	5	29	25	NA	0	1
Students without Disabilities	101	1176	69713	99	100	100	441	437	429	2	4	5	34	32	39	60	62	52	4	3	3
Limited English Proficient Students	25	516	13985	100	99	97	386	407	382	12	8	18	56	49	54	32	42	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	100	1221	38994	99	99	98	424	428	409	5	6	10	45	37	47	46	55	41	4	2	1
Non-Economically Disadvantaged	20	157	40977	100	100	100	454	446	437	NA	4	5	20	24	34	80	69	56	NA	3	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	1368	80147	100	99	99	453	470	482	17	13	11	23	22	17	53	50	49	7	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	692	39281	100	100	99	450	470	483	19	12	9	24	22	17	54	51	50	4	15	24
Male	47	676	40780	100	98	98	456	470	482	15	14	12	21	22	17	53	48	48	11	16	24
African American	NC	18	4249	NC	100	99	NC	476	464	NC	17	17	NC	11	22	NC	56	48	NC	17	13
Hispanic	91	1205	33494	99	99	99	455	470	466	14	13	15	23	22	23	55	49	49	8	16	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	58	4117	NC	98	96	NC	457	456	NC	16	19	NC	31	27	NC	50	46	NC	3	8
White	NC	81	36122	NC	99	99	NC	471	501	NC	14	5	NC	20	10	NC	52	50	NC	15	35
Students with Disabilities	13	202	10295	100	94	92	392	429	443	69	38	33	23	34	26	8	26	33	NA	2	8
Students without Disabilities	88	1166	69852	100	100	100	462	477	488	9	8	7	23	20	16	60	54	51	8	18	26
Limited English Proficient Students	32	534	12722	100	99	97	430	448	441	31	20	27	28	32	33	38	43	37	3	5	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	87	1225	38371	100	99	97	449	469	465	20	13	15	23	23	23	51	49	49	7	15	13
Non-Economically Disadvantaged	14	143	41776	100	100	100	473	485	498	NA	9	6	21	14	11	71	56	49	7	21	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	101	1368	79686	100	99	98	443	451	470	18	17	11	41	34	24	42	46	57	NA	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	692	39163	100	100	99	442	454	475	13	12	9	44	35	22	43	50	60	NA	2	10
Male	47	676	40438	100	98	97	443	447	465	23	21	13	36	34	25	40	42	54	NA	4	7
African American	NC	18	4228	NC	100	98	NC	476	458	NC	6	15	NC	33	28	NC	44	53	NC	17	4
Hispanic	91	1205	33299	99	99	98	445	450	452	16	17	17	40	35	32	44	45	47	NA	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	58	4087	NC	98	96	NC	448	446	NC	21	16	NC	22	38	NC	57	44	NC	NA	2
White	NC	81	35914	NC	99	98	NC	459	489	NC	11	5	NC	33	15	NC	53	67	NC	2	14
Students with Disabilities	13	203	9808	100	94	87	394	411	432	69	47	35	31	39	32	NA	12	30	NA	2	3
Students without Disabilities	88	1165	69878	100	100	100	450	457	475	10	11	8	42	34	23	48	52	61	NA	3	9
Limited English Proficient Students	32	534	12594	100	99	96	422	425	422	28	29	34	53	49	45	19	22	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	87	1225	38095	100	99	97	440	448	452	20	17	17	41	36	32	39	44	48	NA	3	3
Non-Economically Disadvantaged	14	143	41591	100	100	99	461	471	486	7	11	6	36	22	16	57	59	65	NA	8	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	101	1375	80372	100	99	99	451	468	475	10	6	4	28	29	30	62	64	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	694	39452	100	100	99	451	478	488	9	3	3	30	24	22	61	71	72	NA	1	3
Male	47	681	40836	100	99	98	451	458	464	11	8	6	26	35	37	64	56	56	NA	1	1
African American	NC	18	4264	NC	100	99	NC	502	465	NC	NA	5	NC	22	35	NC	61	59	NC	17	1
Hispanic	91	1212	33608	99	99	99	450	468	462	10	6	6	29	29	36	62	65	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	58	4128	NC	98	97	NC	473	464	NC	2	4	NC	40	39	NC	59	56	NC	NA	1
White	NC	81	36213	NC	99	99	NC	468	489	NC	5	2	NC	37	22	NC	54	72	NC	4	3
Students with Disabilities	13	206	10526	100	95	94	375	419	427	38	19	15	54	49	53	8	30	31	NA	2	1
Students without Disabilities	88	1169	69846	100	100	100	462	476	482	6	3	3	24	26	26	70	70	69	NA	1	2
Limited English Proficient Students	32	536	12747	100	99	97	416	447	432	22	8	12	38	43	52	41	48	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	87	1232	38521	100	99	98	447	466	461	11	6	6	29	30	38	60	63	55	NA	1	1
Non-Economically Disadvantaged	14	143	41851	100	100	100	475	485	489	NA	4	3	21	22	22	79	70	72	NA	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	1284	79306	100	99	99	489	492	504	18	18	13	21	23	20	50	47	49	10	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	596	38845	100	100	99	489	492	505	14	16	11	25	23	20	51	49	50	10	13	18
Male	58	688	40383	100	99	98	489	492	504	22	19	14	17	23	19	50	46	47	10	12	19
African American	NC	31	4171	NC	100	98	NC	488	485	NC	19	20	NC	26	26	NC	45	44	NC	10	10
Hispanic	97	1122	32673	100	99	99	491	491	487	19	18	18	19	23	25	52	47	46	11	12	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	56	4034	NC	100	97	NC	484	479	NC	16	22	NC	30	29	NC	43	43	NC	11	7
White	NC	71	36234	NC	100	99	NC	506	523	NC	14	6	NC	18	13	NC	51	52	NC	17	28
Students with Disabilities	17	240	10286	100	98	91	446	448	462	59	52	41	24	28	27	12	18	27	6	2	5
Students without Disabilities	92	1044	69020	100	100	100	497	501	510	11	10	9	21	22	18	58	54	52	11	15	21
Limited English Proficient Students	32	363	10291	100	99	96	473	463	458	34	34	38	22	33	34	38	28	26	6	4	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	94	1130	37437	100	99	97	487	490	486	21	19	19	19	23	26	49	46	46	11	12	9
Non-Economically Disadvantaged	15	154	41869	100	100	100	505	504	521	NA	8	7	33	19	14	60	59	51	7	14	27

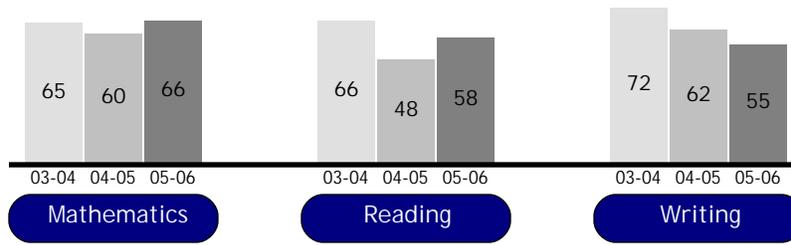
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	1271	79000	100	98	98	469	471	489	17	14	10	32	33	24	49	49	58	2	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	590	38774	100	99	99	469	476	494	18	11	7	31	32	22	49	55	61	2	2	10
Male	58	681	40150	100	98	98	469	466	485	17	18	12	33	35	25	48	45	55	2	3	8
African American	NC	29	4153	NC	97	98	NC	461	476	NC	14	13	NC	52	30	NC	31	53	NC	3	4
Hispanic	97	1114	32508	100	98	98	471	470	472	19	14	15	29	34	33	51	50	49	2	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	56	4016	NC	100	96	NC	462	467	NC	18	14	NC	32	37	NC	48	46	NC	2	2
White	NC	68	36135	NC	97	98	NC	490	508	NC	12	4	NC	24	14	NC	53	67	NC	12	15
Students with Disabilities	17	227	9991	100	93	88	428	432	449	65	44	33	24	39	36	12	17	29	NA	NA	2
Students without Disabilities	92	1044	69009	100	100	100	477	478	495	9	8	6	34	32	22	55	57	62	2	3	10
Limited English Proficient Students	32	359	10199	100	98	95	440	442	439	41	33	35	34	48	47	25	18	18	NA	1	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	94	1118	37234	100	98	97	465	468	472	19	15	15	34	35	33	46	47	50	1	2	3
Non-Economically Disadvantaged	15	153	41766	100	100	99	491	486	505	7	7	5	20	22	16	67	67	65	7	5	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	109	1288	79611	100	100	99	495	492	496	6	7	7	42	35	37	52	57	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	596	39016	100	100	99	507	505	511	4	5	4	35	28	29	61	67	66	NA	0	1
Male	58	692	40519	100	99	98	485	481	482	7	9	10	48	42	44	45	49	46	NA	NA	0
African American	NC	30	4188	NC	100	98	NC	483	486	NC	13	9	NC	37	40	NC	50	50	NC	NA	0
Hispanic	97	1126	32855	100	100	99	495	493	481	6	7	10	39	34	43	55	59	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	57	3992	NC	100	96	NC	492	478	NC	5	10	NC	46	46	NC	49	44	NC	NA	0
White	NC	71	36380	NC	100	99	NC	491	511	NC	6	4	NC	49	30	NC	44	65	NC	1	1
Students with Disabilities	17	241	10664	100	99	94	453	439	440	18	22	23	71	59	54	12	20	22	NA	NA	1
Students without Disabilities	92	1047	68947	100	100	100	503	504	504	3	4	4	37	30	34	60	66	61	NA	0	1
Limited English Proficient Students	32	364	10362	100	99	97	464	458	438	16	15	22	47	54	57	38	31	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	94	1134	37626	100	99	98	493	490	479	6	8	10	40	36	45	53	56	45	NA	0	0
Non-Economically Disadvantaged	15	154	41985	100	100	100	509	510	511	NA	3	4	53	31	30	47	66	65	NA	NA	1

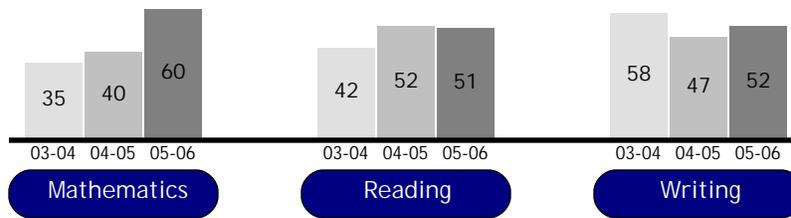
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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	91	48	NA	58	98	41	38	47	100	39	35	46
	Language	91	33	28	50	98	41	39	47	100	41	37	48
	Mathematics	91	50	49	64	98	42	42	50	100	46	43	52
3	Reading	95	50	NA	55	100	31	33	44	99	32	34	46
	Language	94	57	53	61	100	34	34	44	99	35	35	46
	Mathematics	96	61	54	61	100	41	41	51	99	41	46	52
4	Reading	96	45	NA	56	99	37	39	48	100	32	37	52
	Language	96	44	41	52	99	37	38	49	100	30	37	52
	Mathematics	96	56	50	61	99	44	44	53	100	37	48	58
5	Reading	98	42	NA	55	100	40	40	50	100	39	39	56
	Language	99	40	39	49	100	36	39	50	100	41	37	54
	Mathematics	99	53	52	63	100	34	39	49	100	44	41	52

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)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Goal Setting
- Ü Shared Decision Making
- Ü School Improvement Plan - Review
- Ü School Improvement Plan - Monitoring
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	4.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library--LRC Computer Hub

Extracurricular Activities

- Ü Student Council
- Ü Fine Arts: Drama/Art/Music
- Ü After School Sports
- Ü School Newspaper
- Ü After School Tutoring

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Lunch Program
- Ü Breakfast Program
- Ü Full Time School Nurse
- Ü Family Literacy

ü Arizona Learns Achievement Profile: Performing School

ü North Central Association Accredited School

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>	95	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

Students are expected to be respectful to each other and follow established rules and procedures. We have embraced the Character Counts program and are integrating the Six Pillars of Character into classroom lessons on a daily basis. We have a special recognition program to recognize and honor students exhibiting pro-social behaviors. All staff work closely with our students to create an environment of respect and responsibility.

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	Thomas Hubbard	(520) 545-2800
Transportation Policy	Rick Pederson	(520) 545-2113
Community Resources	Monique Soria	(520) 545-2093
School Nutrition Programs	Kenny Alexander	(520) 545-2078
Parent Organization	Mike Arais	(520) 545-2800
Student Health/Nurse	Linda Krienitz	(520) 545-2800

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).

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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.