



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5495 S Liberty Ave, 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 LEARNS¹

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. Bernard Cohn
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 Web Address :
 Phone Number : (520) 545-3100
 Fax Number : (520) 545-3116
 E-mail : berniec@susd12.org

Mission

The mission of Liberty Elementary School is to ensure that all students achieve academic success and contribute positively to a diverse, changing, democratic society.

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

- Instructional Staff will align curriculum with State Standards.
- All teachers at Liberty will use effective practices when teaching math, reading, and language arts to positively impact student achievement as assessed using AIMS and the Terra Nova test.

Enrollment

October 1, 2005 School Year Student Enrollment : 747
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 53

Instructional Programs

- Reading: Success For All
- Math: Everyday Math
- Writing: Write Source
- SEI
- At-risk Preschool/All-day Kindergarten
- On-site Special Education

Calendar Information

Number of Instruction Days :	179
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

Our school will provide a quality education to our students in order to develop lifelong learners. We will maintain a safe environment, and communicate with parents on a regular basis. Communication from school to home may be in English or Spanish.

Parents

Parents are responsible for ensuring that children are punctual and prepared, attend school daily and complete homework assignments. Parents should maintain open lines of communication with the school.

Transportation Policy

According to Board Policy #E280, transportation is provided to special education students who require transportation and to K-8 students living beyond a one-mile radius.

School Honors

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

Award/Honor	Year
• Wal-Mart Teacher of the Year Award	2001
• Rodel Finalist	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	121	1372	80010	99	99	99	447	442	447	9	9	10	20	21	18	51	57	53	20	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	674	38935	100	99	99	449	443	447	8	9	9	20	19	19	53	59	55	18	13	17
Male	61	697	40974	98	99	98	445	441	448	10	9	11	20	22	18	49	56	52	21	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	117	1215	34545	99	99	99	449	442	432	8	9	14	21	21	24	51	57	53	21	13	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	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	--	78	35142	--	100	99	--	457	465	--	6	5	--	14	11	--	55	56	--	24	28
Students with Disabilities	11	201	10161	100	98	93	402	409	419	36	32	28	36	30	28	18	34	36	9	3	8
Students without Disabilities	110	1171	69849	99	99	100	452	447	451	6	5	7	18	19	17	55	61	56	21	14	19
Limited English Proficient Students	38	518	14013	100	99	97	422	426	413	18	15	24	34	31	34	39	47	39	8	6	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	110	1217	39029	99	99	98	445	440	432	9	10	14	21	22	25	52	56	52	18	12	9
Non-Economically Disadvantaged	11	155	40981	100	100	100	468	453	462	9	6	6	9	13	13	45	65	54	36	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	120	1369	79438	98	99	98	435	438	451	11	12	9	37	31	24	50	52	56	3	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	674	38775	100	99	99	442	444	457	10	9	7	28	28	22	58	57	58	3	5	13
Male	60	694	40560	97	98	97	428	431	446	12	15	12	45	35	25	42	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	116	1212	34297	98	99	98	437	436	434	10	13	14	35	32	31	52	51	50	3	4	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	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	--	78	34887	--	100	98	--	461	471	--	4	4	--	23	15	--	60	63	--	13	18
Students with Disabilities	11	200	9588	100	97	88	392	394	416	55	39	30	18	39	32	27	21	34	NA	2	5
Students without Disabilities	109	1169	69850	98	99	100	439	445	456	6	7	7	39	30	23	52	58	59	3	5	12
Limited English Proficient Students	38	515	13856	100	99	96	401	412	407	24	23	27	58	44	43	18	33	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	109	1214	38685	98	98	97	432	435	435	11	13	14	40	33	32	46	50	50	3	4	5
Non-Economically Disadvantaged	11	155	40753	100	100	99	465	456	467	9	6	5	NA	18	16	91	67	62	NA	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	122	1378	79971	100	100	99	433	430	423	4	5	8	34	35	41	62	57	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	677	38974	100	100	99	448	443	437	2	4	5	18	28	33	80	65	57	NA	4	4
Male	62	700	40895	100	99	98	419	417	410	6	7	10	48	43	47	45	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	118	1220	34481	100	99	99	435	429	410	4	6	10	31	35	46	64	57	43	NA	2	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	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	--	78	35150	--	100	99	--	440	437	--	3	5	--	35	35	--	60	56	--	3	5
Students with Disabilities	11	202	10258	100	98	94	413	385	377	NA	14	23	64	56	51	36	29	25	NA	0	1
Students without Disabilities	111	1176	69713	100	100	100	435	437	429	5	4	5	31	32	39	65	62	52	NA	3	3
Limited English Proficient Students	38	516	13985	100	99	97	400	407	382	11	8	18	55	49	54	34	42	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	111	1221	38994	100	99	98	432	428	409	4	6	10	35	37	47	61	55	41	NA	2	1
Non-Economically Disadvantaged	11	157	40977	100	100	100	446	446	437	9	4	5	18	24	34	73	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	123	1368	80147	100	99	99	482	470	482	13	13	11	14	22	17	49	50	49	24	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	692	39281	100	100	99	482	470	483	11	12	9	15	22	17	50	51	50	24	15	24
Male	69	676	40780	100	98	98	482	470	482	14	14	12	13	22	17	48	48	48	25	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	112	1205	33494	100	99	99	485	470	466	11	13	15	13	22	23	50	49	49	26	16	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	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	29	202	10295	100	94	92	426	429	443	48	38	33	28	34	26	21	26	33	3	2	8
Students without Disabilities	94	1166	69852	100	100	100	500	477	488	2	8	7	10	20	16	57	54	51	31	18	26
Limited English Proficient Students	46	534	12722	100	99	97	457	448	441	17	20	27	26	32	33	52	43	37	4	5	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	109	1225	38371	100	99	97	482	469	465	12	13	15	16	23	23	49	49	49	24	15	13
Non-Economically Disadvantaged	14	143	41776	100	100	100	489	485	498	21	9	6	NA	14	11	50	56	49	29	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	123	1368	79686	100	99	98	452	451	470	21	17	11	27	34	24	46	46	57	7	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	692	39163	100	100	99	453	454	475	15	12	9	28	35	22	56	50	60	2	2	10
Male	69	676	40438	100	98	97	452	447	465	26	21	13	26	34	25	38	42	54	10	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	112	1205	33299	100	99	98	455	450	452	19	17	17	28	35	32	46	45	47	7	3	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	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	29	203	9808	100	94	87	404	411	432	66	47	35	31	39	32	3	12	30	NA	2	3
Students without Disabilities	94	1165	69878	100	100	100	467	457	475	7	11	8	26	34	23	59	52	61	9	3	9
Limited English Proficient Students	46	534	12594	100	99	96	423	425	422	37	29	34	35	49	45	28	22	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	109	1225	38095	100	99	97	451	448	452	21	17	17	29	36	32	43	44	48	6	3	3
Non-Economically Disadvantaged	14	143	41591	100	100	99	463	471	486	21	11	6	7	22	16	64	59	65	7	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	123	1375	80372	100	99	99	476	468	475	7	6	4	21	29	30	70	64	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	694	39452	100	100	99	491	478	488	2	3	3	15	24	22	83	71	72	NA	1	3
Male	69	681	40836	100	99	98	465	458	464	12	8	6	26	35	37	59	56	56	3	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	112	1212	33608	100	99	99	478	468	462	8	6	6	18	29	36	72	65	57	2	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	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	29	206	10526	100	95	94	415	419	427	21	19	15	48	49	53	31	30	31	NA	2	1
Students without Disabilities	94	1169	69846	100	100	100	495	476	482	3	3	3	13	26	26	82	70	69	2	1	2
Limited English Proficient Students	46	536	12747	100	99	97	444	447	432	17	8	12	28	43	52	54	48	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	109	1232	38521	100	99	98	478	466	461	7	6	6	20	30	38	71	63	55	2	1	1
Non-Economically Disadvantaged	14	143	41851	100	100	100	466	485	489	7	4	3	29	22	22	64	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	99	99	99	511	492	504	11	18	13	19	23	20	46	47	49	24	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	596	38845	100	100	99	507	492	505	15	16	11	15	23	20	46	49	50	24	13	18
Male	63	688	40383	98	99	98	514	492	504	8	19	14	22	23	19	46	46	47	24	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	100	1122	32673	99	99	99	511	491	487	12	18	18	18	23	25	46	47	46	24	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	21	240	10286	95	98	91	453	448	462	38	52	41	43	28	27	19	18	27	NA	2	5
Students without Disabilities	88	1044	69020	100	100	100	525	501	510	5	10	9	14	22	18	52	54	52	30	15	21
Limited English Proficient Students	14	363	10291	100	99	96	470	463	458	36	34	38	21	33	34	43	28	26	NA	4	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	94	1130	37437	99	99	97	509	490	486	13	19	19	21	23	26	41	46	46	24	12	9
Non-Economically Disadvantaged	15	154	41869	100	100	100	521	504	521	NA	8	7	7	19	14	73	59	51	20	14	27

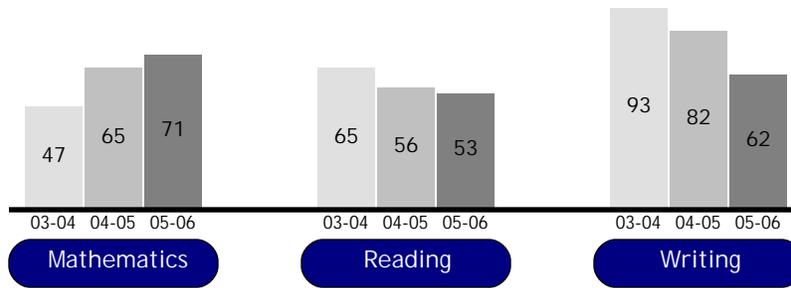
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	1271	79000	99	98	98	472	471	489	9	14	10	39	33	24	49	49	58	4	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	590	38774	100	99	99	473	476	494	4	11	7	35	32	22	59	55	61	2	2	10
Male	63	681	40150	98	98	98	471	466	485	13	18	12	41	35	25	41	45	55	5	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	100	1114	32508	99	98	98	473	470	472	9	14	15	38	34	33	50	50	49	3	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	21	227	9991	95	93	88	427	432	449	38	44	33	57	39	36	5	17	29	NA	NA	2
Students without Disabilities	88	1044	69009	100	100	100	483	478	495	2	8	6	34	32	22	59	57	62	5	3	10
Limited English Proficient Students	14	359	10199	100	98	95	442	442	439	21	33	35	64	48	47	14	18	18	NA	1	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	94	1118	37234	99	98	97	471	468	472	10	15	15	40	35	33	47	47	50	3	2	3
Non-Economically Disadvantaged	15	153	41766	100	100	99	481	486	505	7	7	5	27	22	16	60	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	110	1288	79611	100	100	99	498	492	496	4	7	7	33	35	37	64	57	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	596	39016	100	100	99	509	505	511	NA	5	4	30	28	29	70	67	66	NA	0	1
Male	64	692	40519	100	99	98	491	481	482	6	9	10	34	42	44	59	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	101	1126	32855	100	100	99	500	493	481	3	7	10	33	34	43	64	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	22	241	10664	100	99	94	447	439	440	14	22	23	82	59	54	5	20	22	NA	NA	1
Students without Disabilities	88	1047	68947	100	100	100	511	504	504	1	4	4	20	30	34	78	66	61	NA	0	1
Limited English Proficient Students	14	364	10362	100	99	97	453	458	438	14	15	22	57	54	57	29	31	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	95	1134	37626	100	99	98	494	490	479	4	8	10	37	36	45	59	56	45	NA	0	0
Non-Economically Disadvantaged	15	154	41985	100	100	100	526	510	511	NA	3	4	7	31	30	93	66	65	NA	NA	1

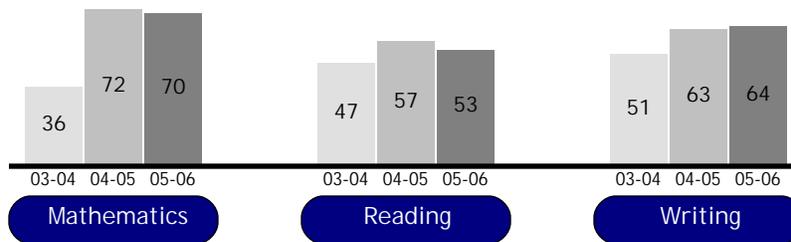
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	44	NA	58	100	42	38	47	100	35	35	46
	Language	100	40	28	50	100	39	39	47	100	34	37	48
	Mathematics	99	64	49	64	100	46	42	50	100	41	43	52
3	Reading	96	41	NA	55	100	35	33	44	100	34	34	46
	Language	98	52	53	61	100	34	34	44	100	37	35	46
	Mathematics	99	42	54	61	100	42	41	51	100	46	46	52
4	Reading	98	53	NA	56	100	42	39	48	100	39	37	52
	Language	100	48	41	52	100	40	38	49	100	39	37	52
	Mathematics	100	75	50	61	100	58	44	53	100	54	48	58
5	Reading	98	44	NA	55	99	43	40	50	100	41	39	56
	Language	100	43	39	49	99	42	39	50	100	41	37	54
	Mathematics	100	59	52	63	99	46	39	49	100	48	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/

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)
- 0 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Instructional Strategies
- ü Goal Setting
- ü Student Achievement Objectives
- ü Parent/Educator Relations
- 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	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	11	0	0	0
7 to 9 years	5	2	0	0
10 or more years	9	16	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
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 and Small Computer Center
- ü Dark Room within the Art Classroom

Extracurricular Activities

- ü After School Recreation Program
- ü Student Council
- ü Safety Patrols/Peace Coaches
- ü After School Tutoring

Social Services

- ü Counseling Services
- ü Crisis Intervention
- ü Lunch Program
- ü Breakfast Program

ü 1997-98 Title I State Distinguished School.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

We communicate school rules and discipline procedures to students/parents, and use visitor's sign-in passes. Monitor and supervisory staff wear orange vests, use two-way radios, and are strategically positioned for student supervision. SRO on call.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Bernard Cohn	(520) 545-3100
Transportation Policy	Rick Pederson	(520) 545-2113
Community Resources	Cecilia Enriquez	(520) 545-3100
School Nutrition Programs	Marisela Felix	(520) 545-3100
Parent Organization	Elizabeth Greenlee	(520) 545-3100
Student Health/Nurse	Paula Fisher	(520) 545-3100

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

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.

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

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

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

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

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

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

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