

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

11420 E Limberlost Road, Tucson, AZ 85749

Tanque Verde Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Dr. Diane Lemley
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.tanq.org
 Phone Number : (520) 749-2235
 Fax Number : (520) 749-0338
 E-mail : dlemley@tanq.org

Mission

Agua Caliente staff works towards developing lifelong learners who will lead successful lives. Agua Caliente students will be responsible and exhibit appropriate behavior by having a respectful attitude toward self, other children and adults.

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 Teachers will analyze the AIMS Dual Purpose Assessment, the Terra Nova math scores, and other available math scores for students in their current classes. They will pinpoint instructional needs of each grade level in math.
- ü Each classroom teacher will complete curriculum writing maps by December 12, 2005. Specialists will complete another grade level map in their subject areas.
- ü By May, 2006, certified staff will receive at least two training sessions in 21st Century Skills.
- ü Continue providing reading instruction for at-risk students.

Enrollment

October 1, 2005 School Year Student Enrollment : 370
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 43

Instructional Programs

- Ü Enrichment Classes
- Ü Special Education Preschool
- Ü Computer Lab
- Ü Advanced Science Lab
- Ü Art, Music, PE, Spanish
- Ü Accelerated Reading Enrichment
- Ü Gifted Classes
- Ü Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/23/2006

Shared Responsibilities

School

The responsibility of the school revolves around the issues of safety and education. The children must be, and feel safe. An appropriate educational environment must be created that supports productive learning.

Parents

The school expects parents to provide basic physical/emotional needs and to model the importance of education and learning. Discipline guidelines should be understood and supported. Parents must ensure consistent attendance.

Transportation Policy

The School Board authorizes the administration to provide bus service to/from school for students living in a 1 mile radius of school, less than 1 mile of route that is hazardous, and for special needs students with an IEP requiring special busing.

School Honors

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

Award/Honor	Year
Ü Golden Bell Award, K-3	2005
Ü Labeled 'Excelling School' by Az. Dept. of Education	2005
Ü Labeled 'Excelling School' by Az. Dept. of Education	2004
Ü Golden Bell Award, K-3	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	50	124	80010	98	99	99	477	483	447	2	2	10	2	2	18	56	54	53	40	42	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	56	38935	96	98	99	479	487	447	NA	NA	9	4	2	19	57	55	55	39	43	17
Male	27	68	40974	100	100	98	475	480	448	4	4	11	NA	1	18	56	53	52	41	41	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	NC	14	34545	NC	100	99	NC	470	432	NC	NA	14	NC	7	24	NC	64	53	NC	29	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	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	43	104	35142	100	100	99	477	484	465	2	3	5	NA	1	11	58	52	56	40	44	28
Students with Disabilities	NC	12	10161	NC	92	93	NC	442	419	NC	25	28	NC	8	28	NC	50	36	NC	17	8
Students without Disabilities	43	112	69849	100	100	100	482	488	451	NA	NA	7	NA	1	17	56	54	56	44	45	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	NC	39029	NC	NC	98	NC	NC	432	NC	NC	14	NC	NC	25	NC	NC	52	NC	NC	9
Non-Economically Disadvantaged	49	121	40981	100	100	100	479	484	462	2	2	6	NA	1	13	57	54	54	41	43	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	51	125	79438	100	100	98	484	486	451	NA	1	9	6	5	24	71	68	56	24	26	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	57	38775	100	100	99	494	492	457	NA	NA	7	4	2	22	63	65	58	33	33	13
Male	27	68	40560	100	100	97	476	480	446	NA	1	12	7	7	25	78	71	54	15	21	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	14	34297	NC	100	98	NC	488	434	NC	NA	14	NC	7	31	NC	64	50	NC	29	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	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	43	104	34887	100	100	98	484	486	471	NA	1	4	5	5	15	74	68	63	21	26	18
Students with Disabilities	NC	13	9588	NC	100	88	NC	444	416	NC	8	30	NC	23	32	NC	69	34	NC	NA	5
Students without Disabilities	43	112	69850	100	100	100	491	491	456	NA	NA	7	2	3	23	70	68	59	28	29	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	NC	38685	NC	NC	97	NC	NC	435	NC	NC	14	NC	NC	32	NC	NC	50	NC	NC	5
Non-Economically Disadvantaged	49	121	40753	100	100	99	487	487	467	NA	1	5	4	4	16	71	69	62	24	26	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	51	125	79971	100	100	99	457	466	423	8	3	8	16	11	41	67	77	49	10	9	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	57	38974	100	100	99	473	477	437	4	2	5	8	9	33	67	72	57	21	18	4
Male	27	68	40895	100	100	98	443	457	410	11	4	10	22	13	47	67	81	41	NA	1	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	14	34481	NC	100	99	NC	424	410	NC	14	10	NC	14	46	NC	71	43	NC	NA	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	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	43	104	35150	100	100	99	470	473	437	5	2	5	16	10	35	67	79	56	12	10	5
Students with Disabilities	NC	13	10258	NC	100	94	NC	446	377	NC	NA	23	NC	31	51	NC	69	25	NC	NA	1
Students without Disabilities	43	112	69713	100	100	100	462	468	429	9	4	5	9	9	39	70	78	52	12	10	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	NC	38994	NC	NC	98	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	1
Non-Economically Disadvantaged	49	121	40977	100	100	100	458	466	437	8	3	5	14	11	34	67	77	56	10	9	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	146	80147	98	97	99	520	522	482	NA	1	11	7	5	17	39	40	49	54	53	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	60	39281	95	95	99	521	525	483	NA	2	9	10	5	17	38	33	50	52	60	24
Male	33	86	40780	100	99	98	520	519	482	NA	1	12	6	5	17	39	45	48	55	49	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	10	33494	NC	83	99	NC	NA	466	NC	NA	15	NC	NA	23	NC	NA	49	NC	NA	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	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	46	130	36122	98	98	99	530	526	501	NA	2	5	2	3	10	37	38	50	61	57	35
Students with Disabilities	10	18	10295	91	86	92	NA	477	443	NA	11	33	NA	11	26	NA	61	33	NA	17	8
Students without Disabilities	44	128	69852	100	99	100	529	528	488	NA	NA	7	7	4	16	30	38	51	64	59	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	NC	38371	NC	NC	97	NC	NC	465	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	13
Non-Economically Disadvantaged	52	142	41776	98	97	100	523	524	498	NA	1	6	6	4	11	38	40	49	56	55	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	51	142	79686	93	95	98	513	509	470	NA	1	11	NA	6	24	75	65	57	25	28	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	57	39163	82	90	99	518	516	475	NA	2	9	NA	4	22	61	60	60	39	35	10
Male	33	85	40438	100	98	97	510	505	465	NA	NA	13	NA	7	25	82	69	54	18	24	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	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	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	45	128	35914	96	97	98	518	512	489	NA	1	5	NA	5	15	71	64	67	29	30	14
Students with Disabilities	NC	14	9808	NC	67	87	NC	473	432	NC	7	35	NC	14	32	NC	71	30	NC	7	3
Students without Disabilities	44	128	69878	100	99	100	516	513	475	NA	NA	8	NA	5	23	73	65	61	27	30	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	NC	38095	NC	NC	97	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	49	138	41591	92	95	99	514	511	486	NA	1	6	NA	5	16	73	65	65	27	29	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	54	145	80372	98	97	99	520	522	475	NA	1	4	4	6	30	83	78	64	13	16	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	60	39452	95	95	99	524	532	488	NA	NA	3	5	3	22	76	72	72	19	25	3
Male	33	85	40836	100	98	98	518	515	464	NA	1	6	3	7	37	88	82	56	9	9	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	10	33608	NC	83	99	NC	NA	462	NC	NA	6	NC	NA	36	NC	NA	57	NC	NA	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	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	46	129	36213	98	98	99	525	523	489	NA	1	2	4	6	22	80	77	72	15	16	3
Students with Disabilities	10	17	10526	91	81	94	NA	490	427	NA	NA	15	NA	35	53	NA	53	31	NA	12	1
Students without Disabilities	44	128	69846	100	99	100	524	526	482	NA	1	3	NA	2	26	89	81	69	11	16	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	NC	38521	NC	NC	98	NC	NC	461	NC	NC	6	NC	NC	38	NC	NC	55	NC	NC	1
Non-Economically Disadvantaged	52	141	41851	98	97	100	521	523	489	NA	1	3	4	5	22	83	78	72	13	16	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	54	143	79306	100	97	99	550	558	504	NA	NA	13	11	10	20	44	38	49	44	52	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	68	38845	100	99	99	549	565	505	NA	NA	11	8	4	20	52	40	50	40	56	18
Male	29	75	40383	100	96	98	551	551	504	NA	NA	14	14	15	19	38	37	47	48	48	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	20	32673	NC	95	99	NC	533	487	NC	NA	18	NC	10	25	NC	65	46	NC	25	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	45	114	36234	100	97	99	552	563	523	NA	NA	6	11	10	13	40	32	52	49	58	28
Students with Disabilities	10	17	10286	100	77	91	NA	511	462	NA	NA	41	NA	35	27	NA	47	27	NA	18	5
Students without Disabilities	44	126	69020	100	100	100	555	564	510	NA	NA	9	7	6	18	43	37	52	50	56	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	NC	37437	NC	NC	97	NC	NC	486	NC	NC	19	NC	NC	26	NC	NC	46	NC	NC	9
Non-Economically Disadvantaged	52	139	41869	100	97	100	550	558	521	NA	NA	7	12	10	14	42	38	51	46	52	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	54	146	79000	100	99	98	525	530	489	NA	1	10	9	6	24	63	61	58	28	32	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	69	38774	100	100	99	538	542	494	NA	NA	7	NA	3	22	60	55	61	40	42	10
Male	29	77	40150	100	99	98	513	520	485	NA	3	12	17	9	25	66	66	55	17	22	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	21	32508	NC	100	98	NC	515	472	NC	NA	15	NC	NA	33	NC	81	49	NC	19	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	45	115	36135	100	98	98	526	535	508	NA	1	4	11	8	14	60	55	67	29	37	15
Students with Disabilities	10	20	9991	100	91	88	NA	482	449	NA	5	33	NA	30	36	NA	60	29	NA	5	2
Students without Disabilities	44	126	69009	100	100	100	533	538	495	NA	1	6	5	2	22	61	61	62	34	36	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	NC	37234	NC	NC	97	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	50	NC	NC	3
Non-Economically Disadvantaged	52	142	41766	100	99	99	524	530	505	NA	1	5	10	6	16	62	60	65	29	32	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	53	144	79611	98	98	99	540	547	496	NA	2	7	13	11	37	85	82	56	2	5	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	68	39016	100	99	99	553	561	511	NA	1	4	4	3	29	92	88	66	4	7	1
Male	28	76	40519	97	97	98	529	534	482	NA	3	10	21	18	44	79	76	46	NA	3	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	20	32855	NC	95	99	NC	543	481	NC	NA	10	NC	15	43	NC	80	47	NC	5	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	44	114	36380	98	97	99	540	549	511	NA	2	4	14	11	30	86	82	65	NA	5	1
Students with Disabilities	NC	18	10664	NC	82	94	NC	504	440	NC	NA	23	NC	50	54	NC	50	22	NC	NA	1
Students without Disabilities	44	126	68947	100	100	100	549	553	504	NA	2	4	7	6	34	91	87	61	2	6	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	37626	NC	NC	98	NC	NC	479	NC	NC	10	NC	NC	45	NC	NC	45	NC	NC	0
Non-Economically Disadvantaged	51	140	41985	98	98	100	539	547	511	NA	2	4	14	11	30	84	81	65	2	5	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	60	153	79327	97	98	98	568	561	518	NA	2	19	7	6	20	57	59	46	37	33	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	78	38961	94	96	98	560	561	520	NA	1	16	3	4	20	62	62	48	35	33	16
Male	26	75	40295	100	100	97	577	561	516	NA	3	21	12	8	19	50	57	44	38	32	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	NC	16	32327	NC	94	98	NC	556	499	NC	6	27	NC	6	25	NC	63	41	NC	25	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	--	NC	4391	--	NC	96	--	NC	489	--	NC	32	--	NC	27	--	NC	36	--	NC	4
White	53	133	36373	98	99	98	564	560	538	NA	2	10	8	6	14	55	60	52	38	32	25
Students with Disabilities	NC	16	9321	NC	84	87	NC	519	467	NC	13	54	NC	25	22	NC	50	21	NC	13	3
Students without Disabilities	56	137	70006	100	100	100	568	565	524	NA	1	14	4	4	19	59	61	49	38	35	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	--	37097	--	--	97	--	--	498	--	--	27	--	--	25	--	--	41	--	--	7
Non-Economically Disadvantaged	60	153	42230	97	98	99	568	561	535	NA	2	11	7	6	15	57	59	50	37	33	24

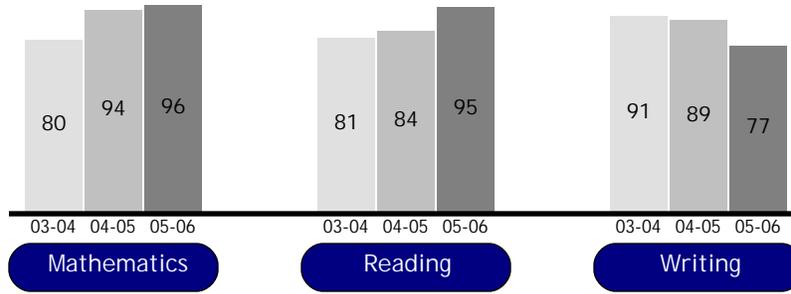
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	154	79501	98	99	98	539	539	497	NA	NA	10	7	7	25	82	80	60	11	13	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	80	39062	97	99	99	537	538	502	NA	NA	8	6	5	23	83	83	64	11	13	5
Male	26	74	40368	100	99	98	541	539	491	NA	NA	13	8	9	27	81	77	57	12	14	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	NC	17	32389	NC	100	98	NC	530	478	NC	NA	16	NC	12	34	NC	82	48	NC	6	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	--	NC	4401	--	NC	96	--	NC	473	--	NC	17	--	NC	40	--	NC	43	--	NC	1
White	53	133	36446	98	99	99	540	539	516	NA	NA	4	6	7	15	81	80	73	13	14	7
Students with Disabilities	NC	17	9411	NC	89	88	NC	491	453	NC	NA	36	NC	35	36	NC	59	26	NC	6	1
Students without Disabilities	56	137	70090	100	100	100	542	544	502	NA	NA	7	4	4	24	84	82	65	13	14	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	--	37183	--	--	97	--	--	479	--	--	16	--	--	34	--	--	49	--	--	1
Non-Economically Disadvantaged	61	154	42318	98	99	99	539	539	513	NA	NA	5	7	7	17	82	80	70	11	13	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	60	154	80000	97	99	99	593	600	564	3	3	3	NA	NA	11	70	66	75	27	31	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	80	39288	97	99	99	612	621	579	NA	NA	2	NA	NA	6	66	60	77	34	40	16
Male	25	74	40644	96	99	98	564	577	549	8	7	4	NA	NA	15	76	73	74	16	20	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	NC	17	32672	NC	100	99	NC	589	548	NC	6	4	NC	NA	14	NC	76	76	NC	18	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	--	NC	4424	--	NC	97	--	NC	549	--	NC	3	--	NC	14	--	NC	77	--	NC	5
White	52	133	36602	96	99	99	597	600	579	2	3	2	NA	NA	7	71	66	75	27	31	16
Students with Disabilities	NC	17	9919	NC	89	93	NC	584	505	NC	NA	9	NC	NA	35	NC	94	54	NC	6	2
Students without Disabilities	56	137	70081	100	100	100	594	602	571	4	4	2	NA	NA	7	68	63	79	29	34	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	--	37534	--	--	98	--	--	547	--	--	4	--	--	15	--	--	76	--	--	5
Non-Economically Disadvantaged	60	154	42466	97	99	100	593	600	578	3	3	2	NA	NA	7	70	66	75	27	31	16

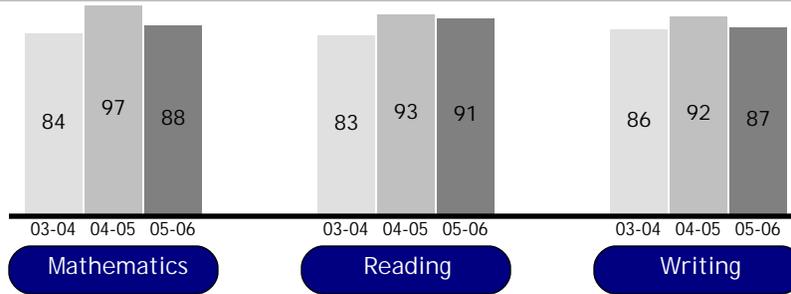
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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	89	77	NA	58	100	78	68	47	81	83	79	46
	Language	96	77	69	50	100	76	70	47	81	83	84	48
	Mathematics	96	88	84	64	100	83	72	50	81	87	82	52
3	Reading	98	79	NA	55	100	65	68	44	100	76	76	46
	Language	98	82	79	61	100	63	64	44	100	75	73	46
	Mathematics	100	84	81	61	100	71	71	51	98	76	79	52
4	Reading	94	85	NA	56	100	68	68	48	93	80	79	52
	Language	94	74	75	52	100	64	65	49	98	73	76	52
	Mathematics	94	82	83	61	100	70	71	53	98	80	79	58
5	Reading	100	84	NA	55	95	70	71	50	100	83	83	56
	Language	100	73	73	49	95	68	69	50	98	78	80	54
	Mathematics	100	90	86	63	95	76	72	49	100	79	82	52
6	Reading	97	83	NA	56	100	75	75	51	95	76	80	56
	Language	97	79	75	48	100	68	69	47	94	73	75	50
	Mathematics	97	91	87	66	100	80	74	52	94	85	80	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relations
- Ü Tax Credit Expenditures
- Ü Budget Issues and Tax Credit
- Ü School Safety Issues
- Ü New Program Input
- Ü Parent Surveys

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.90
Other Professional Staff	2.00	Teacher Aide	25.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	57
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 Science Laboratory
- Ü Nature Trail
- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Art Club
- Ü Student Council
- Ü Jump Rope Club
- Ü After School Activity Programs
- Ü Science Lab
- Ü Lunch Enrichment Programs
- Ü Social Skills
- Ü After School Extensions

Social Services

- Ü Hot Lunch Program
- Ü Preschool Program
- Ü Afterschool Care Program
- Ü Nurse on Staff
- Ü Parent-Teacher Group Activities
- Ü Fall Festival
- Ü Star Party
- Ü Ice Cream Social

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Integrated new science curriculum into our hands-on science lab lessons.

- ü Received a Golden Bell Award for the 2nd grade review and test prep program written by our teachers, 'Thinking Allowed - Thinking Aloud'.

- ü High test scores are a reflection of the application of math and language arts as well as our science lab program.

- ü Young Authors' Celebration had students read the books they wrote during the year to other students and visitors. Most students wrote three or more books.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	95	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

DARE Program with Resource Officer. Student Council with Safety Awareness Campaign. Parent Safety Committee. Ident-A-Kid. Crisis Committee keeping staff aware of safety concerns.

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

2

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

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

Contacts

	Name	Phone Number
School Site Council	Diane Lemley	(520) 749-2235
Transportation Policy	Carolyn Gould	(520) 749-9640
Community Resources	Kathy Fostiak	(520) 749-2235
School Nutrition Programs	Denise Fortunato	(520) 749-5322
Parent Organization	Jennifer Haack	(520) 749-2235
Student Health/Nurse	Karen Murphy	(520) 749-2236

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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