

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3000 E. Manzanita Ave., Tucson, AZ 85718

Catalina Foothills Unified District

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

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

#### Elementary Achievement Profile (a)

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

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

### 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 Overview

Principal/Administrator : Ms. Colleen Nichols  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-5  
 Web Address : [www.cfsd.k12.az.us/~mzwww/](http://www.cfsd.k12.az.us/~mzwww/)  
 Phone Number : (520) 577-5320  
 Fax Number : (520) 577-5039  
 E-mail : [cnichols@cfsd.k12.az.us](mailto:cnichols@cfsd.k12.az.us)

### Mission

Motivated learners strive to attain high standards of academic and personal achievement. Challenging, integrated curriculum promotes intellectual development. Dedicated staff and involved parents support students in a safe and nurturing environment.

### School / Academic Goals

- ü Each student will demonstrate responsible citizenship skills. Each student will meet or exceed grade-level standards while striving to achieve personal excellence. We will develop ways to maximize resources to support student learning.
- ü We will strengthen instructional skills and examine strategies in curriculum areas to meet the needs of individual students. We will create guidelines and opportunities for responsible citizenship and service to others.
- ü All students will meet or exceed Catalina Foothills School District academic performance standards and graduate.
- ü Each student will consistently demonstrate the character attributes that exemplify a responsible citizen.

### Enrollment

October 1, 2005 School Year Student Enrollment : 470  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 119

Instructional Programs

- Ü Flexible Grouping
- Ü Gifted Services
- Ü On-site Special Education
- Ü Active Parent/Community Involvement
- Ü Reading Specialist Support, K-5
- Ü Art, Science & Social Studies Enrichment
- Ü Art, Music & Physical Education Classes
- Ü Integrated Curriculum

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/16/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Parent Communication: class and school newsletters, report cards, student handbook, conferences. Safe Environment: discipline plan, school counselor and very involved staff. High Academic Standards: rigorous curriculum and appropriate expectations.

Parents

Parent obligation includes providing a physically and emotionally safe home environment, proper clothing, nourishment and transportation. Parents are encouraged to model a love of learning, support good study habits and nurture each child's individual efforts.

Transportation Policy

Transportation is provided to in-district students who reside more than one mile from school. Distances are measured as the crow flies. When serious safety concerns exist, transportation is also provided for students within those distances.

School Honors

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

Award/Honor	Year
Ü US Dept. of Education Blue Ribbon School/AZ. A+ School	1994
Ü Poetry and Creative Writing Awards	2004
Ü SARSEF Elementary Science Teacher of the Year	2005
Ü SARSEF Winners and National Discovery Science Finalists	2006

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	81	298	80010	100	97	99	506	496	447	NA	1	10	2	4	18	38	42	53	59	53	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	167	38935	100	98	99	503	495	447	NA	1	9	2	2	19	38	45	55	60	51	17
Male	31	131	40974	100	95	98	510	497	448	NA	2	11	3	6	18	39	37	52	58	55	19
African American	NC	12	4201	NC	100	99	NC	505	430	NC	NA	17	NC	NA	23	NC	50	51	NC	50	9
Hispanic	NC	26	34545	NC	93	99	NC	489	432	NC	4	14	NC	15	24	NC	35	53	NC	46	9
Asian/Pacific Islander	NC	29	2068	NC	100	99	NC	507	474	NC	NA	4	NC	NA	10	NC	38	50	NC	62	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	72	229	35142	100	97	99	506	494	465	NA	1	5	3	3	11	38	42	56	60	53	28
Students with Disabilities	NC	43	10161	NC	88	93	NC	461	419	NC	7	28	NC	16	28	NC	51	36	NC	26	8
Students without Disabilities	74	255	69849	100	98	100	506	501	451	NA	0	7	3	2	17	38	40	56	59	58	19
Limited English Proficient Students	--	11	14013	--	100	97	--	455	413	--	NA	24	--	27	34	--	64	39	--	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	18	39029	NC	86	98	NC	474	432	NC	NA	14	NC	NA	25	NC	67	52	NC	33	9
Non-Economically Disadvantaged	76	280	40981	100	98	100	507	497	462	NA	1	6	3	4	13	37	40	54	61	54	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	81	295	79438	100	96	98	502	499	451	1	2	9	2	6	24	59	54	56	37	38	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	167	38775	100	98	99	506	503	457	2	1	7	NA	4	22	60	53	58	38	42	13
Male	31	128	40560	100	93	97	496	492	446	NA	2	12	6	9	25	58	55	54	35	34	9
African American	NC	11	4178	NC	92	98	NC	510	439	NC	NA	13	NC	NA	29	NC	45	52	NC	55	6
Hispanic	NC	27	34297	NC	96	98	NC	485	434	NC	4	14	NC	19	31	NC	41	50	NC	37	5
Asian/Pacific Islander	NC	29	2063	NC	100	99	NC	497	475	NC	NA	3	NC	14	15	NC	52	63	NC	34	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	72	226	34887	100	95	98	502	500	471	1	2	4	3	4	15	60	56	63	36	38	18
Students with Disabilities	NC	40	9588	NC	82	88	NC	469	416	NC	8	30	NC	25	32	NC	43	34	NC	25	5
Students without Disabilities	74	255	69850	100	98	100	503	503	456	1	1	7	1	3	23	58	56	59	39	40	12
Limited English Proficient Students	--	11	13856	--	100	96	--	434	407	--	NA	27	--	64	43	--	27	29	--	9	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	18	38685	NC	86	97	NC	493	435	NC	NA	14	NC	NA	32	NC	61	50	NC	39	5
Non-Economically Disadvantaged	76	277	40753	100	97	99	500	499	467	1	2	5	3	6	16	62	53	62	34	38	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	81	295	79971	100	96	99	495	481	423	1	1	8	14	20	41	51	54	49	35	25	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	167	38974	100	98	99	505	490	437	2	2	5	6	12	33	50	57	57	42	29	4
Male	31	128	40895	100	93	98	478	468	410	NA	NA	10	26	30	47	52	51	41	23	20	2
African American	NC	10	4203	NC	83	99	NC	NA	411	NC	NA	11	NC	NA	45	NC	NA	43	NC	NA	2
Hispanic	NC	27	34481	NC	96	99	NC	468	410	NC	4	10	NC	26	46	NC	48	43	NC	22	1
Asian/Pacific Islander	NC	29	2067	NC	100	99	NC	481	449	NC	NA	4	NC	24	28	NC	48	60	NC	28	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	72	227	35150	100	96	99	495	482	437	1	1	5	15	19	35	49	56	56	35	25	5
Students with Disabilities	NC	39	10258	NC	80	94	NC	430	377	NC	NA	23	NC	64	51	NC	26	25	NC	10	1
Students without Disabilities	74	256	69713	100	99	100	501	488	429	1	1	5	7	13	39	54	59	52	38	27	3
Limited English Proficient Students	--	11	13985	--	100	97	--	434	382	--	NA	18	--	36	54	--	64	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	18	38994	NC	86	98	NC	462	409	NC	NA	10	NC	28	47	NC	67	41	NC	6	1
Non-Economically Disadvantaged	76	277	40977	100	97	100	496	482	437	1	1	5	14	19	34	49	53	56	36	26	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	97	350	80147	100	98	99	534	531	482	2	1	11	4	3	17	27	38	49	67	58	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	169	39281	100	98	99	537	529	483	2	2	9	NA	2	17	28	39	50	70	57	24
Male	50	181	40780	100	98	98	532	533	482	2	1	12	8	5	17	26	36	48	64	58	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	10	45	33494	100	100	99	NA	518	466	NA	2	15	NA	2	23	NA	47	49	NA	49	14
Asian/Pacific Islander	11	36	2103	100	95	99	560	547	515	NA	NA	4	NA	3	8	27	31	44	73	67	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	74	258	36122	100	98	99	533	533	501	1	1	5	5	4	10	26	36	50	68	59	35
Students with Disabilities	11	33	10295	100	80	92	502	499	443	9	6	33	36	21	26	9	45	33	45	27	8
Students without Disabilities	86	317	69852	100	100	100	538	534	488	1	1	7	NA	2	16	29	37	51	70	61	26
Limited English Proficient Students	--	11	12722	--	100	97	--	481	441	--	NA	27	--	18	33	--	73	37	--	9	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	20	38371	NC	91	97	NC	504	465	NC	5	15	NC	NA	23	NC	65	49	NC	30	13
Non-Economically Disadvantaged	96	330	41776	100	99	100	535	533	498	2	1	6	4	4	11	26	36	49	68	59	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	97	351	79686	100	98	98	513	512	470	1	1	11	6	6	24	70	67	57	23	26	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	170	39163	100	99	99	519	518	475	2	2	9	NA	2	22	68	66	60	30	30	10
Male	50	181	40438	100	98	97	507	506	465	NA	1	13	12	10	25	72	67	54	16	22	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	10	45	33299	100	100	98	NA	493	452	NA	2	17	NA	11	32	NA	78	47	NA	9	3
Asian/Pacific Islander	11	37	2097	100	97	99	524	511	490	NA	3	5	NA	5	13	73	62	68	27	30	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	74	258	35914	100	98	98	513	515	489	1	1	5	7	5	15	68	65	67	24	29	14
Students with Disabilities	11	34	9808	100	83	87	489	483	432	9	9	35	36	26	32	36	53	30	18	12	3
Students without Disabilities	86	317	69878	100	100	100	515	514	475	NA	1	8	2	4	23	74	68	61	23	27	9
Limited English Proficient Students	--	11	12594	--	100	96	--	447	422	--	18	34	--	27	45	--	55	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	20	38095	NC	91	97	NC	483	452	NC	5	17	NC	15	32	NC	65	48	NC	15	3
Non-Economically Disadvantaged	96	331	41591	100	99	99	513	513	486	1	1	6	6	6	16	70	67	65	23	26	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	97	346	80372	100	97	99	530	525	475	1	1	4	5	8	30	77	73	64	16	18	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	170	39452	100	99	99	540	540	488	NA	NA	3	2	5	22	74	72	72	23	24	3
Male	50	176	40836	100	95	98	520	511	464	2	2	6	8	11	37	80	74	56	10	12	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	10	45	33608	100	100	99	NA	511	462	NA	2	6	NA	9	36	NA	76	57	NA	13	1
Asian/Pacific Islander	11	36	2098	100	95	99	549	536	500	NA	3	2	NA	6	16	73	61	75	27	31	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	74	254	36213	100	97	99	529	528	489	1	1	2	5	7	22	76	74	72	18	17	3
Students with Disabilities	11	30	10526	100	73	94	495	490	427	9	3	15	18	30	53	64	63	31	9	3	1
Students without Disabilities	86	316	69846	100	100	100	533	528	482	NA	1	3	3	6	26	79	74	69	17	19	2
Limited English Proficient Students	--	11	12747	--	100	97	--	435	432	--	18	12	--	18	52	--	64	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	21	38521	NC	95	98	NC	489	461	NC	5	6	NC	14	38	NC	81	55	NC	NA	1
Non-Economically Disadvantaged	96	325	41851	100	97	100	530	528	489	1	1	3	5	8	22	77	73	72	17	19	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	104	342	79306	100	98	99	550	562	504	NA	1	13	11	7	20	43	38	49	46	54	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	155	38845	100	97	99	559	570	505	NA	1	11	7	5	20	49	38	50	44	57	18
Male	61	187	40383	100	99	98	543	555	504	NA	1	14	13	9	19	39	38	47	48	52	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	14	46	32673	100	96	99	520	541	487	NA	2	18	29	13	25	43	41	46	29	43	10
Asian/Pacific Islander	NC	32	2147	NC	97	99	NC	570	539	NC	NA	5	NC	NA	10	NC	44	46	NC	56	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	81	254	36234	100	99	99	555	567	523	NA	0	6	9	6	13	42	37	52	49	57	28
Students with Disabilities	NC	35	10286	NC	90	91	NC	510	462	NC	6	41	NC	26	27	NC	51	27	NC	17	5
Students without Disabilities	96	307	69020	100	99	100	551	567	510	NA	0	9	9	5	18	43	36	52	48	58	21
Limited English Proficient Students	NC	11	10291	NC	100	96	NC	513	458	NC	NA	38	NC	27	34	NC	45	26	NC	27	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	25	37437	NC	96	97	NC	521	486	NC	4	19	NC	12	26	NC	68	46	NC	16	9
Non-Economically Disadvantaged	99	317	41869	100	98	100	553	565	521	NA	1	7	9	7	14	42	36	51	48	57	27

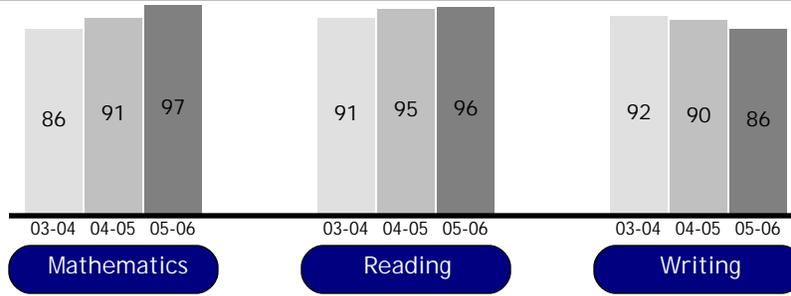
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	339	79000	100	97	98	528	535	489	NA	NA	10	9	7	24	63	60	58	29	33	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	153	38774	100	96	99	535	544	494	NA	NA	7	7	5	22	53	53	61	40	42	10
Male	61	186	40150	100	98	98	523	528	485	NA	NA	12	10	9	25	69	65	55	21	26	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	14	44	32508	100	92	98	515	521	472	NA	NA	15	29	18	33	50	57	49	21	25	3
Asian/Pacific Islander	NC	32	2142	NC	97	99	NC	530	510	NC	NA	4	NC	3	14	NC	66	67	NC	31	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	81	254	36135	100	99	98	532	539	508	NA	NA	4	4	6	14	67	59	67	30	35	15
Students with Disabilities	NC	33	9991	NC	85	88	NC	494	449	NC	NA	33	NC	42	36	NC	48	29	NC	9	2
Students without Disabilities	96	306	69009	100	99	100	530	539	495	NA	NA	6	6	4	22	64	61	62	30	36	10
Limited English Proficient Students	NC	10	10199	NC	91	95	NC	NA	439	NC	NA	35	NC	NA	47	NC	NA	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	24	37234	NC	92	97	NC	501	472	NC	NA	15	NC	29	33	NC	63	50	NC	8	3
Non-Economically Disadvantaged	99	315	41766	100	98	99	531	538	505	NA	NA	5	7	6	16	63	59	65	30	35	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	104	336	79611	100	97	99	552	559	496	1	1	7	9	10	37	80	79	56	11	11	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	154	39016	100	97	99	578	575	511	NA	1	4	NA	5	29	86	81	66	14	14	1
Male	61	182	40519	100	96	98	533	545	482	2	1	10	15	14	44	75	77	46	8	8	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	14	44	32855	100	92	99	553	550	481	NA	2	10	14	20	43	86	68	47	NA	9	0
Asian/Pacific Islander	NC	32	2149	NC	97	100	NC	563	519	NC	NA	4	NC	13	24	NC	72	70	NC	16	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	81	251	36380	100	98	99	551	561	511	1	0	4	6	7	30	81	82	65	11	11	1
Students with Disabilities	NC	27	10664	NC	69	94	NC	496	440	NC	NA	23	NC	56	54	NC	44	22	NC	NA	1
Students without Disabilities	96	309	68947	100	100	100	554	564	504	1	1	4	7	6	34	80	82	61	11	12	1
Limited English Proficient Students	NC	10	10362	NC	91	97	NC	NA	438	NC	NA	22	NC	NA	57	NC	NA	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	25	37626	NC	96	98	NC	537	479	NC	NA	10	NC	20	45	NC	76	45	NC	4	0
Non-Economically Disadvantaged	99	311	41985	100	97	100	553	561	511	1	1	4	8	9	30	80	79	65	11	11	1

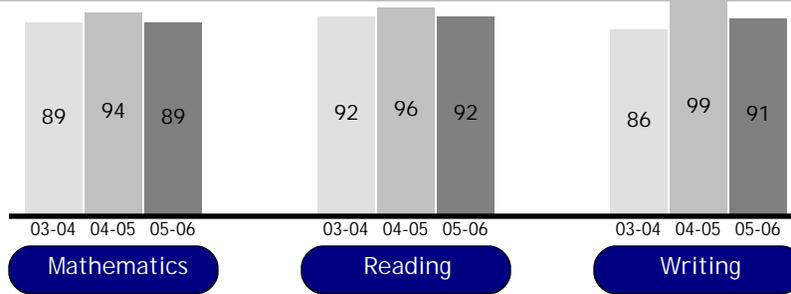
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	78	NA	58	96	79	73	47	100	79	82	46
	Language	99	77	79	50	96	75	71	47	100	75	80	48
	Mathematics	97	88	88	64	98	79	77	50	100	85	86	52
3	Reading	98	79	NA	55	97	69	68	44	99	83	79	46
	Language	98	80	83	61	97	64	66	44	99	76	76	46
	Mathematics	94	82	88	61	97	73	74	51	99	87	83	52
4	Reading	99	86	NA	56	98	72	72	48	98	78	79	52
	Language	99	76	76	52	98	71	71	49	98	75	79	52
	Mathematics	98	88	86	61	99	80	75	53	98	85	84	58
5	Reading	99	89	NA	55	98	74	75	50	99	79	84	56
	Language	99	78	78	49	98	77	76	50	99	82	85	54
	Mathematics	99	92	90	63	99	79	76	49	99	82	84	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Student Achievement
- ü School Climate
- ü Develop Decision-making Structures
- ü School Improvement Plan
- ü Parent Education/Communication
- ü School Facilities Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.25
Other Professional Staff	2.03	Teacher Aide	9.75

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	85
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 Learning Resources
- ü Computer Lab
- ü Art Studio/ Music Classroom
- ü School Garden

Extracurricular Activities

- ü Chess Club
- ü Band Program
- ü Before/After School CARE Program
- ü Community Schools Education Program
- ü Parent Education Program
- ü Special Family Events Throughout Year
- ü Walking Track
- ü Odyssey of the Mind Program

Social Services

- ü Extended Kindergarten Program
- ü Afterschool Programs
- ü Health Services
- ü Community Schools Classes
- ü Crisis Intervention
- ü Family Faculty Organization
- ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The school community embraced a number of community service projects- collecting books and supplies for other schools and sponsoring a holiday food collection drive, 'Snack Packs' to assist the families at two sister schools within the Tucson area .
- ü The Family Faculty Organization, school council members and community worked together to facilitate and sponsor special projects, such as a parent education evening, school beautification, visiting authors and a variety of facilities improvements.
- ü Students continue to demonstrate high levels of academic achievement on the Terra Nova test and the AIMS/DPA (Arizona Instrument to Measure Standards Dual Purpose Assessment).
- ü The district unveiled a new five year strategic plan which will be realized at the school campus with a focus on student achievement, the identification of essential learning and teacher education.

Student Activity Rates for School Year 2005-06

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

Safety of students and staff is of the utmost importance. Information is consistently shared with parents. A full time counselor teaches classes and works with individuals and groups. Students have learned strategies for peaceful problem solving. A system of positive discipline reinforces desired behavior. Monthly assemblies focus on character issues and appropriate choices. A security picture badge is required for staff. All campus visitors are required to sign in at the school office.

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

4
---

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	Colleen Nichols	(520) 577-5320
Transportation Policy	Terry Downey	(520) 299-6446
Community Resources	Mary Grodman	(520) 577-5038
School Nutrition Programs	Claude Chatelain	(520) 577-5078
Parent Organization	Dian Jazyuka & Lisa Barnes	(520) 577-5320
Student Health/Nurse	Kathy Benson	(520) 577-5320

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

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

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

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