

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

755 N Magnolia Ave, Tucson, AZ 85711

Tucson 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)

2004-05 Performing
2003-04 Performing
2002-03 Alternative School

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

High School Achievement Profile (a)

2004-05 N/A
2003-04 N/A
2002-03 Alternative School

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

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

School Overview

Principal/Administrator : Ms. Sabrina Hallman
Schedule : 07:30 AM to 04:00 PM
Grades : K-12
2005 Enrollment : 53
Web Address :
Phone Number : (520) 232-8200
Fax Number : (520) 232-8201
E-mail : sabrina.hallman@tUSD.k12.az.us

Mission

Meredith K-12 is a Special Education site for students with severe emotional disabilities. We believe that all students will learn to cope with emotional issues, alter behaviors and become academic learners.

School / Academic Goals

- ü To establish leadership throughout the school on all levels; strengthening leadership team concept. To build an understanding of the expectations needed to be successful in global society.
- ü Continue to implement social development skills and on-the-job training program. To work strongly with transitioning students into the World of Work.

Enrollment

October 1, 2004 School Year Student Enrollment : 37
Accepting New Students in 2005-06 Under Open Enrollment Law :² No
Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Strong Academic/Behavior Programs
- ü Strong Student/Parent Therapeutic Supp.
- ü School-to-Work Program: OJT
- ü Employment Development

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/15/2005
Last Day of School : 4/24/2006

Shared Responsibilities

School

At Meredith K-12 we believe in communication between home and school. This includes a daily point sheet, school newsletter, participation on the School Council, parent groups, parent/teacher conferences, and active parent participation on school committees.

Parents

Parents are expected to get children to school on time, ready to learn; be supportive of school rules/policies; participate in programs and IEPs and meetings; support parent groups; see that medications are given; be active in the classroom/school.

Transportation Policy

TUSD provides transportation as directed by the students' IEPs.

School Honors

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

Award/Honor	Year
ü United Way 2000 Copper Certificate	2000

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	NC	4755	79306	NC	99	99	NC	436	445	NC	15	10	NC	21	18	NC	49	51	NC	15	20
All Students (Prior Year)	NC	4633	75509	NC	98	100	NC	513	521	NC	16	13	NC	26	23	NC	32	33	NC	26	31
Female	--	2272	38691	--	100	99	--	438	446	--	13	10	--	20	18	--	51	52	--	15	20
Male	NC	2483	40583	NC	99	99	NC	433	445	NC	16	11	NC	22	18	NC	46	50	NC	16	21
African American	--	317	4041	--	98	99	--	417	426	--	22	17	--	22	23	--	47	50	--	9	10
Hispanic	NC	2608	32869	NC	99	99	NC	426	429	NC	17	15	NC	25	25	NC	48	51	NC	10	10
Asian/Pacific Islander	--	124	1935	--	100	99	--	467	474	--	5	3	--	10	9	--	45	48	--	40	40
American Indian/Alaskan Native	--	222	4264	--	98	100	--	410	419	--	30	19	--	28	30	--	38	45	--	5	6
White	NC	1484	36197	NC	100	99	NC	457	463	NC	8	5	NC	14	11	NC	52	53	NC	26	31
Students with Disabilities	NC	602	10321	NC	100	100	NC	374	389	NC	36	30	NC	29	27	NC	31	34	NC	5	9
Students without Disabilities	--	4154	69060	--	99	98	--	445	454	--	12	7	--	20	17	--	51	54	--	17	22
Limited English Proficient Students	--	730	15509	--	100	100	--	400	406	--	23	20	--	30	30	--	41	45	--	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	2845	39415	NC	97	96	NC	428	431	NC	18	15	NC	25	25	NC	48	50	NC	9	10
Non-Economically Disadvantaged	--	1911	39966	--	100	100	--	447	459	--	10	6	--	16	12	--	50	52	--	24	30

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	NC	4759	79395	NC	0	99	NC	436	446	NC	13	9	NC	28	25	NC	50	55	NC	8	11
All Students (Prior Year)	NC	4638	75492	NC	98	100	NC	514	519	NC	16	12	NC	19	16	NC	44	47	NC	21	24
Female	--	2273	38743	--	0	100	--	444	451	--	10	7	--	25	24	--	55	57	--	10	12
Male	NC	2486	40618	NC	0	99	NC	428	440	NC	16	11	NC	31	27	NC	47	53	NC	6	9
African American	--	319	4052	--	0	100	--	421	434	--	17	11	--	30	29	--	47	54	--	5	6
Hispanic	NC	2612	32915	NC	0	99	NC	425	426	NC	16	15	NC	33	35	NC	46	47	NC	5	4
Asian/Pacific Islander	--	125	1936	--	0	99	--	457	468	--	6	3	--	16	14	--	68	63	--	10	19
American Indian/Alaskan Native	--	223	4271	--	0	100	--	418	420	--	19	15	--	36	42	--	44	41	--	2	2
White	NC	1480	36221	NC	0	99	NC	459	465	NC	7	4	NC	20	15	NC	58	63	NC	15	17
Students with Disabilities	NC	601	10331	NC	0	100	NC	371	388	NC	35	25	NC	34	37	NC	28	34	NC	3	4
Students without Disabilities	--	4159	69139	--	0	99	--	445	454	--	10	7	--	27	24	--	54	58	--	9	11
Limited English Proficient Students	--	734	15545	--	0	100	--	392	399	--	25	21	--	39	42	--	34	35	--	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	2855	39484	NC	0	96	NC	426	429	NC	17	14	NC	33	35	NC	46	47	NC	4	4
Non-Economically Disadvantaged	--	1905	39986	--	0	100	--	449	461	--	8	4	--	21	16	--	57	63	--	14	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	NC	4735	78869	NC	99	99	NC	439	442	NC	6	6	NC	22	21	NC	63	63	NC	9	10
All Students (Prior Year)	NC	4606	75053	NC	97	99	NC	612	597	NC	6	7	NC	11	12	NC	73	72	NC	11	9
Female	--	2264	38536	--	99	99	--	457	458	--	4	4	--	15	15	--	69	67	--	12	14
Male	NC	2471	40302	NC	99	99	NC	423	428	NC	9	8	NC	28	26	NC	58	60	NC	6	7
African American	--	316	4015	--	98	99	--	422	430	--	8	8	--	19	24	--	67	61	--	6	7
Hispanic	NC	2602	32606	NC	99	98	NC	432	426	NC	7	8	NC	24	27	NC	62	60	NC	7	5
Asian/Pacific Islander	--	125	1925	--	100	99	--	466	471	--	4	3	--	11	11	--	67	64	--	19	22
American Indian/Alaskan Native	--	222	4245	--	98	100	--	422	423	--	8	9	--	28	26	--	61	61	--	4	4
White	NC	1470	36078	NC	99	99	NC	454	459	NC	5	4	NC	18	16	NC	64	66	NC	13	14
Students with Disabilities	NC	597	10246	NC	100	100	NC	354	367	NC	20	18	NC	40	39	NC	38	40	NC	2	4
Students without Disabilities	--	4139	68697	--	98	98	--	451	454	--	4	4	--	19	18	--	67	67	--	10	11
Limited English Proficient Students	--	730	15339	--	100	100	--	398	399	--	11	11	--	30	31	--	55	54	--	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	2835	39106	NC	97	95	NC	430	427	NC	8	8	NC	25	28	NC	62	59	NC	5	5
Non-Economically Disadvantaged	--	1901	39837	--	100	100	--	452	457	--	4	4	--	16	14	--	65	67	--	14	15

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	NC	4852	78906	NC	100	99	NC	488	498	NC	17	13	NC	22	19	NC	46	48	NC	15	20
All Students (Prior Year)	NC	4819	76019	NC	98	100	NC	490	499	NC	19	14	NC	40	39	NC	13	14	NC	28	33
Female	--	2352	38644	--	100	99	--	491	500	--	15	12	--	23	19	--	48	49	--	15	19
Male	NC	2500	40236	NC	99	99	NC	485	497	NC	19	15	NC	21	19	NC	45	46	NC	15	20
African American	NC	322	4087	NC	98	99	NC	473	481	NC	26	20	NC	27	24	NC	38	45	NC	9	11
Hispanic	NC	2621	31938	NC	99	99	NC	477	481	NC	21	19	NC	26	25	NC	44	46	NC	9	10
Asian/Pacific Islander	--	117	1805	--	100	98	--	532	536	--	6	5	--	8	8	--	50	45	--	36	42
American Indian/Alaskan Native	--	218	4593	--	99	100	--	461	467	--	30	26	--	29	29	--	38	39	--	3	6
White	--	1574	36483	--	100	99	--	509	517	--	8	7	--	14	13	--	53	51	--	25	30
Students with Disabilities	--	717	10664	--	100	100	--	421	430	--	47	42	--	24	27	--	24	26	--	4	5
Students without Disabilities	NC	4135	68310	NC	98	98	NC	499	509	NC	12	9	NC	21	18	NC	50	51	NC	17	22
Limited English Proficient Students	--	557	12573	--	100	100	--	449	454	--	29	27	--	28	30	--	38	38	--	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	2872	38679	NC	98	96	NC	478	483	NC	22	20	NC	26	25	NC	44	45	NC	8	10
Non-Economically Disadvantaged	--	1980	40295	--	100	100	--	501	513	--	9	7	--	17	13	--	50	50	--	25	30

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	NC	4853	78908	NC	0	99	NC	475	484	NC	12	10	NC	27	23	NC	54	58	NC	7	9
All Students (Prior Year)	NC	4829	76020	NC	98	100	NC	498	503	NC	33	25	NC	24	23	NC	34	40	NC	9	12
Female	--	2351	38648	--	0	99	--	482	489	--	9	8	--	24	22	--	60	61	--	7	10
Male	NC	2502	40233	NC	0	99	NC	469	479	NC	15	12	NC	30	25	NC	49	55	NC	6	8
African American	NC	322	4092	NC	0	99	NC	468	473	NC	13	12	NC	32	28	NC	52	54	NC	4	5
Hispanic	NC	2622	31940	NC	0	99	NC	464	465	NC	15	16	NC	33	32	NC	49	49	NC	3	3
Asian/Pacific Islander	--	116	1805	--	0	98	--	509	507	--	6	4	--	10	13	--	64	65	--	19	18
American Indian/Alaskan Native	--	217	4569	--	0	100	--	455	457	--	20	18	--	39	39	--	39	41	--	3	2
White	--	1576	36502	--	0	99	--	495	502	--	6	4	--	17	14	--	64	67	--	13	15
Students with Disabilities	--	719	10665	--	0	100	--	413	423	--	38	30	--	35	36	--	25	31	--	2	2
Students without Disabilities	NC	4134	68312	NC	0	98	NC	486	493	NC	7	7	NC	26	21	NC	59	62	NC	7	10
Limited English Proficient Students	--	558	12556	--	0	100	--	436	436	--	22	24	--	41	40	--	36	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	2873	38662	NC	0	96	NC	467	468	NC	16	16	NC	33	32	NC	47	49	NC	3	3
Non-Economically Disadvantaged	--	1980	40315	--	0	100	--	486	498	--	6	5	--	20	15	--	63	66	--	11	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	NC	4839	78750	NC	99	99	NC	499	500	NC	6	6	NC	28	29	NC	64	63	NC	2	2
All Students (Prior Year)	NC	4790	75673	NC	97	100	NC	526	530	NC	12	12	NC	27	25	NC	57	58	NC	3	4
Female	--	2350	38586	--	100	99	--	515	515	--	4	4	--	20	22	--	72	71	--	3	3
Male	NC	2489	40135	NC	99	99	NC	484	486	NC	8	8	NC	36	35	NC	55	56	NC	1	1
African American	NC	321	4081	NC	98	99	NC	488	488	NC	10	8	NC	30	32	NC	59	59	NC	1	2
Hispanic	NC	2615	31841	NC	99	99	NC	489	483	NC	7	8	NC	32	36	NC	60	55	NC	1	1
Asian/Pacific Islander	--	117	1802	--	100	98	--	540	533	--	3	2	--	13	16	--	79	75	--	6	7
American Indian/Alaskan Native	--	217	4586	--	99	100	--	480	481	--	7	8	--	43	37	--	49	54	--	1	1
White	--	1569	36440	--	100	99	--	517	516	--	3	3	--	22	22	--	71	71	--	4	4
Students with Disabilities	--	710	10622	--	100	100	--	414	415	--	21	21	--	51	50	--	28	28	--	1	1
Students without Disabilities	NC	4129	68196	NC	98	98	NC	514	513	NC	3	3	NC	24	25	NC	70	69	NC	2	3
Limited English Proficient Students	--	553	12504	--	100	100	--	453	451	--	13	12	--	39	44	--	47	43	--	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	2862	38558	NC	98	96	NC	490	485	NC	8	8	NC	33	37	NC	57	54	NC	1	1
Non-Economically Disadvantaged	--	1977	40260	--	100	100	--	511	514	--	3	3	--	21	21	--	72	72	--	4	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	4765	78250	NC	99	99	NC	536	548	NC	26	21	NC	21	18	NC	45	48	NC	8	13
All Students (Prior Year)	13	4553	75001	93	98	99	397	455	468	100	46	37	0	35	36	0	12	16	0	7	10
Female	NC	2364	38071	NC	99	99	NC	537	549	NC	24	20	NC	23	19	NC	45	49	NC	8	12
Male	NC	2400	40126	NC	99	99	NC	534	547	NC	28	23	NC	19	17	NC	45	46	NC	9	14
African American	--	331	4058	--	100	99	--	509	523	--	36	32	--	26	22	--	33	41	--	5	5
Hispanic	--	2423	29129	--	99	99	--	521	527	--	32	32	--	24	23	--	40	40	--	4	6
Asian/Pacific Islander	--	122	1747	--	100	100	--	585	589	--	10	9	--	14	9	--	48	50	--	29	32
American Indian/Alaskan Native	--	197	4996	--	99	100	--	512	518	--	40	36	--	28	25	--	28	36	--	3	4
White	NC	1692	38320	NC	99	99	NC	560	568	NC	14	12	NC	15	14	NC	56	55	NC	15	19
Students with Disabilities	NC	659	9329	NC	100	100	NC	445	454	NC	65	64	NC	17	18	NC	16	16	NC	1	2
Students without Disabilities	NC	4107	68996	NC	99	99	NC	550	561	NC	20	16	NC	22	18	NC	49	52	NC	9	14
Limited English Proficient Students	--	587	10133	--	100	100	--	485	488	--	43	45	--	28	25	--	28	28	--	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	2431	33388	NC	96	94	NC	525	530	NC	35	32	NC	24	22	NC	37	40	NC	4	5
Non-Economically Disadvantaged	NC	2335	44937	NC	100	100	NC	546	561	NC	17	13	NC	18	15	NC	52	54	NC	13	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	4767	78302	NC	0	99	NC	499	512	NC	15	11	NC	30	25	NC	52	57	NC	4	7
All Students (Prior Year)	13	4522	74918	93	97	99	426	485	497	92	41	32	8	19	19	0	29	35	0	11	15
Female	NC	2366	38082	NC	0	99	NC	504	518	NC	12	8	NC	29	24	NC	55	61	NC	4	7
Male	NC	2401	40166	NC	0	99	NC	494	507	NC	17	14	NC	31	26	NC	49	54	NC	3	6
African American	--	331	4064	--	0	100	--	482	498	--	17	14	--	39	29	--	42	54	--	3	3
Hispanic	NC	2425	29152	NC	0	99	NC	486	492	NC	19	17	NC	36	34	NC	44	46	NC	2	2
Asian/Pacific Islander	--	122	1746	--	0	100	--	533	542	--	5	5	--	21	13	--	64	66	--	10	16
American Indian/Alaskan Native	--	198	4993	--	0	100	--	486	484	--	17	19	--	41	38	--	40	42	--	2	1
White	NC	1691	38347	NC	0	99	NC	520	531	NC	8	5	NC	19	17	NC	66	68	NC	7	10
Students with Disabilities	NC	662	9353	NC	0	100	NC	416	429	NC	46	40	NC	36	38	NC	18	22	NC	0	1
Students without Disabilities	NC	4107	69024	NC	0	99	NC	512	524	NC	10	7	NC	29	23	NC	57	62	NC	4	7
Limited English Proficient Students	--	586	10140	--	0	100	--	450	451	--	27	28	--	42	43	--	30	29	--	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	2434	33398	NC	0	94	NC	488	495	NC	20	18	NC	39	35	NC	40	46	NC	1	2
Non-Economically Disadvantaged	NC	2335	44979	NC	0	100	NC	510	525	NC	9	6	NC	21	18	NC	64	66	NC	6	10

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	NC	4758	78094	NC	99	99	NC	536	545	NC	4	3	NC	20	18	NC	74	77	NC	1	2
All Students (Prior Year)	13	4511	74503	93	97	99	326	485	491	91	10	9	9	34	32	0	50	51	0	6	8
Female	NC	2364	38025	NC	99	99	NC	548	558	NC	3	2	NC	16	13	NC	80	82	NC	2	2
Male	NC	2393	40013	NC	99	99	NC	524	534	NC	6	5	NC	25	23	NC	69	71	NC	1	1
African American	--	325	4037	--	98	99	--	519	532	--	7	4	--	19	22	--	73	73	--	1	1
Hispanic	--	2424	29068	--	99	99	--	521	523	--	6	5	--	26	27	--	68	67	--	0	1
Asian/Pacific Islander	--	122	1743	--	100	100	--	574	577	--	1	2	--	12	9	--	78	82	--	9	8
American Indian/Alaskan Native	--	198	4981	--	99	100	--	527	526	--	4	4	--	23	25	--	72	70	--	1	0
White	NC	1689	38265	NC	99	99	NC	559	564	NC	1	2	NC	13	11	NC	84	84	NC	2	3
Students with Disabilities	NC	651	9275	NC	100	100	NC	433	444	NC	17	14	NC	44	46	NC	39	39	NC	1	1
Students without Disabilities	NC	4108	68892	NC	99	98	NC	552	559	NC	2	2	NC	17	14	NC	80	82	NC	2	2
Limited English Proficient Students	--	586	10084	--	100	100	--	472	474	--	11	10	--	38	39	--	51	50	--	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	2424	33296	NC	96	94	NC	523	527	NC	6	5	NC	27	27	NC	66	67	NC	1	0
Non-Economically Disadvantaged	NC	2335	44871	NC	100	100	NC	549	559	NC	2	2	NC	13	12	NC	82	84	NC	2	3

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

10th 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	--	4134	69846	--	98	100	--	694	699	--	23	21	--	13	11	--	48	49	--	17	18
All Students (Prior Year)	NC	4071	65934	NC	98	100	NC	490	492	NC	46	43	NC	17	18	NC	22	24	NC	15	15
Female	--	2050	34328	--	98	99	--	697	702	--	21	19	--	14	12	--	50	51	--	16	18
Male	--	2083	35509	--	97	100	--	691	696	--	24	23	--	12	11	--	46	48	--	18	18
African American	--	268	3535	--	96	100	--	682	677	--	27	31	--	15	15	--	48	46	--	10	8
Hispanic	--	1822	23363	--	97	100	--	678	680	--	33	32	--	17	16	--	44	45	--	7	7
Asian/Pacific Islander	--	132	1742	--	100	99	--	723	733	--	14	8	--	11	7	--	45	46	--	30	38
American Indian/Alaskan Native	--	122	4785	--	93	100	--	659	671	--	34	39	--	23	17	--	39	39	--	4	5
White	--	1790	36421	--	99	99	--	712	714	--	12	12	--	8	8	--	53	54	--	27	26
Students with Disabilities	--	485	7690	--	97	100	--	578	593	--	62	64	--	16	14	--	20	21	--	1	2
Students without Disabilities	--	3649	62220	--	98	99	--	709	712	--	17	16	--	12	11	--	52	53	--	19	20
Limited English Proficient Students	--	369	5834	--	100	100	--	613	612	--	48	46	--	20	20	--	31	31	--	1	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	1384	21421	--	91	92	--	686	686	--	35	35	--	14	15	--	43	43	--	7	7
Non-Economically Disadvantaged	--	2750	48489	--	100	100	--	698	704	--	16	15	--	12	10	--	50	52	--	22	23

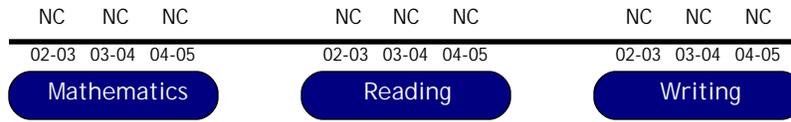
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	4182	71311	--	98	100	--	691	694	--	8	7	--	22	21	--	62	63	--	9	9
All Students (Prior Year)	--	4214	68162	--	98	100	--	505	509	--	22	18	--	23	24	--	47	51	--	8	8
Female	--	2058	34899	--	98	100	--	697	700	--	6	5	--	21	19	--	64	66	--	10	10
Male	--	2124	36430	--	97	100	--	685	688	--	10	9	--	22	22	--	60	61	--	8	8
African American	--	267	3573	--	95	100	--	681	676	--	6	9	--	27	26	--	63	60	--	4	4
Hispanic	--	1842	24056	--	97	100	--	671	672	--	12	13	--	31	31	--	53	53	--	3	3
Asian/Pacific Islander	--	133	1731	--	100	98	--	709	717	--	5	3	--	17	13	--	66	68	--	12	16
American Indian/Alaskan Native	--	130	5110	--	94	100	--	652	661	--	12	14	--	35	38	--	51	46	--	1	2
White	--	1810	36841	--	99	99	--	712	713	--	3	3	--	11	12	--	70	72	--	16	13
Students with Disabilities	--	488	8021	--	95	100	--	571	590	--	28	27	--	44	42	--	28	29	--	1	1
Students without Disabilities	--	3694	63379	--	98	100	--	706	707	--	5	5	--	19	18	--	66	68	--	10	10
Limited English Proficient Students	--	391	6402	--	100	100	--	594	596	--	25	25	--	47	44	--	27	30	--	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	1415	22243	--	91	93	--	677	677	--	14	14	--	31	32	--	51	51	--	3	3
Non-Economically Disadvantaged	--	2767	49157	--	100	100	--	698	702	--	4	4	--	17	16	--	67	69	--	12	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	4168	70868	--	97	100	--	684	688	--	5	5	--	23	23	--	66	63	--	6	9
All Students (Prior Year)	--	4179	67629	--	97	100	--	523	524	--	22	22	--	16	16	--	59	59	--	3	3
Female	--	2053	34710	--	98	99	--	693	697	--	4	3	--	19	19	--	69	66	--	8	12
Male	--	2115	36176	--	97	100	--	674	678	--	6	7	--	26	27	--	63	59	--	4	7
African American	--	265	3557	--	95	99	--	681	675	--	5	7	--	24	25	--	66	62	--	5	6
Hispanic	--	1839	23868	--	97	100	--	671	670	--	8	9	--	31	33	--	59	55	--	2	4
Asian/Pacific Islander	--	133	1732	--	100	98	--	702	713	--	5	2	--	13	12	--	75	64	--	7	22
American Indian/Alaskan Native	--	131	5001	--	95	100	--	660	661	--	5	9	--	30	41	--	61	48	--	4	2
White	--	1800	36710	--	98	99	--	697	702	--	2	2	--	16	15	--	72	69	--	10	13
Students with Disabilities	--	481	7900	--	94	100	--	568	580	--	18	22	--	50	49	--	32	28	--	1	1
Students without Disabilities	--	3687	63054	--	98	99	--	698	701	--	3	3	--	20	20	--	70	67	--	7	10
Limited English Proficient Students	--	389	6308	--	100	100	--	594	591	--	19	19	--	44	47	--	37	33	--	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	1404	21994	--	91	92	--	674	673	--	10	10	--	33	36	--	55	52	--	2	3
Non-Economically Disadvantaged	--	2764	48960	--	100	100	--	688	694	--	2	3	--	18	18	--	71	67	--	8	12

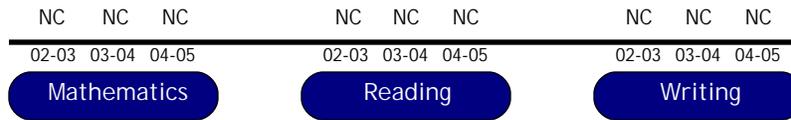
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

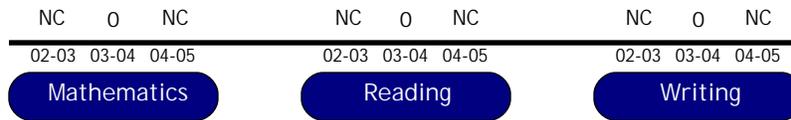
3rd Grade Proficiency



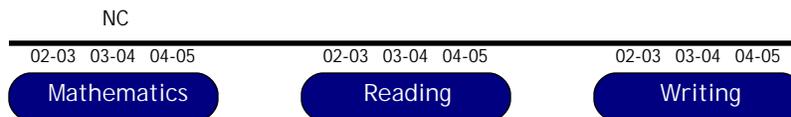
5th Grade Proficiency



8th Grade Proficiency



10th 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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	42	50	NC	NC	NA	58	--	--	43	47
	Language	--	--	39	43	NC	NC	45	50	--	--	42	47
	Mathematics	--	--	49	57	NC	NC	56	64	--	--	48	50
3	Reading	NC	NC	41	47	NC	NC	NA	55	NC	NC	41	44
	Language	NC	NC	48	54	NC	NC	56	61	NC	NC	40	44
	Mathematics	NC	NC	46	54	NC	NC	53	61	NC	NC	47	51
4	Reading	NC	NC	47	52	NC	NC	NA	56	NC	NC	43	48
	Language	NC	NC	44	48	NC	NC	45	52	NC	NC	44	49
	Mathematics	NC	NC	49	57	NC	NC	50	61	NC	NC	48	53
5	Reading	NC	NC	45	50	NC	NC	NA	55	NC	NC	46	50
	Language	NC	NC	41	46	NC	NC	41	49	NC	NC	46	50
	Mathematics	NC	NC	49	57	NC	NC	53	63	NC	NC	45	49
6	Reading	NC	NC	45	53	NC	NC	NA	56	NC	NC	44	51
	Language	NC	NC	38	45	NC	NC	38	48	NC	NC	41	47
	Mathematics	NC	NC	52	62	NC	NC	52	66	NC	NC	44	52
7	Reading	NC	NC	44	51	100	NA	NA	54	92	17	44	50
	Language	NC	NC	48	54	100	NA	48	58	92	14	48	52
	Mathematics	NC	NC	47	58	100	NA	49	62	100	20	44	50
8	Reading	--	--	49	53	83	NA	NA	55	NC	NC	46	51
	Language	--	--	46	49	100	5	41	52	NC	NC	47	50
	Mathematics	--	--	53	58	92	14	50	61	NC	NC	48	53
9	Reading	--	--	40	41	--	--	NA	42	--	--	48	51
	Language	--	--	40	42	--	--	37	42	--	--	46	50
	Mathematics	--	--	57	60	--	--	57	63	--	--	46	50

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

Council Duties

- Ü Curriculum Development
- Ü Instructional Strategies
- Ü Shared Decision Making - Phase 2
- Ü Student Achievement
- Ü Planning Strategies
- Ü Home-School Partnership

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	5.50
Other Professional Staff	2.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	22%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Learning Resource Ctr Computer Library
- Ü Living Skills/Science & Math Center

Extracurricular Activities

- Ü On-the-Job Training
- Ü Very Special Arts of Arizona
- Ü Service Learning
- Ü Boys and Girls Club League

Social Services

- Ü Counseling Services
- Ü Service Learning - On the Job Training
- Ü Breakfast Program
- Ü Lunch Program
- Ü Crisis Intervention services
- Ü Clothing Bank

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Establishing site leadership throughout the school; strengthening leadership team empowerment. Build an understanding of how to become successful in a changing educational environment.

- ü Increasing academic success in the area of language arts. Successfully transitioning students to a less restrictive placement. Successful placement of students in work world.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	89	95	94	95
Transfers Out Rates ⁵	28	12	12	17
Transfers In Rate ⁶	100	28	28	37
Stability Rate ⁷	71	87	87	82
Promotion Rate ⁸	90	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

Law-related education and student responsibility. Students are monitored at all times; low student/teacher ratios; social worker and psychologist; Health Services; training Therapeutic Crisis Intervention practices.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10

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	Sabrina Hallman	(520) 232-8200
Transportation Policy	Bill Ball	(520) 232-4800
Community Resources	Brenda Reeves	(520) 232-8200
School Nutrition Programs	Marcia Little	(520) 232-7000
Parent Organization	Amy Ray	(520) 232-8200
Student Health/Nurse	B.Cook/N. Dunlap	(520) 232-8217

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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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** 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.