

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7995 W. Twin Peaks Rd., Tucson, AZ 85743

Marana 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	Highly Performing
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Ms. Jane A. Ballesteros
 Schedule : 08:00 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.maranausd.org
 Phone Number : (520) 579-4750
 Fax Number : (520) 579-4785
 E-mail : j.a.ballesteros@maranausd.org

Mission

Welcome to Twin Peaks School, where the staff and community cultivate an environment in which students can reach their highest potential as unique individuals, lifelong learners, and productive citizens - where there is enthusiasm for learning!

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 We will make instructional decisions based on research, formal and informal observations, assessment, and daily work. We will provide programs that assist all students in meeting State Standards.
- ü We will establish open communication with all stakeholders concerning school wide goals, opportunities, services, and activities.
- ü Teachers will implement a comprehensive literacy program in order for students to improve skills and strategies for success in all academic areas.
- ü Staff development opportunities will support areas identified by analyzing student achievement data, current research, best practices, and a survey of staff needs.

Enrollment

October 1, 2005 School Year Student Enrollment : 777
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 53

Instructional Programs

- Ü Standards Based Curriculum
- Ü Competency Based Guidance Counseling
- Ü Gifted and Remedial Programs
- Ü Technology
- Ü Drug Awareness Resistance Education
- Ü Special Education
- Ü Band and Orchestra
- Ü Positive Behavior Support

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We are committed to providing a safe campus and high academic standards. Programs promoting student safety and healthy lifestyles are implemented. A comprehensive curriculum and an assessment program (based on the AZ Academic Standards) are delivered. Remedial programs, materials, and strategies are provided for students requiring additional assistance.

Parents

Parents are asked to comply with Arizona's attendance policy. They are encouraged to provide support and opportunities for students to complete homework, and to dialogue with teachers and staff regarding student needs and progress. We believe that a strong partnership with parents and the community assists us in helping each student reach his/her potential. We encourage parents to volunteer in classrooms, be actively involved in the PTF, and attend school-wide events and student conferences.

Transportation Policy

Transportation is provided for all students except those living immediately adjacent to our school's eastern boundary. Students are asked to follow Rules of Good Conduct while on the bus and at the bus stop, or transportation may be denied.

School Honors

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

Award/Honor	Year
Ü Wal-Mart Teacher of the Year	2004
Ü Recipient of Grants in Prevention and Art Education	2004
Ü Staff Recognized as MUSD Heroes in Education	2004
Ü Artist in Residence grant offered for 2006 year	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	1002	80010	100	99	99	472	464	447	2	5	10	9	11	18	54	58	53	35	27	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	480	38935	100	100	99	471	465	447	3	4	9	5	10	19	59	59	55	33	27	17
Male	54	522	40974	100	99	98	473	463	448	NA	5	11	13	11	18	50	57	52	37	27	19
African American	NC	37	4201	NC	100	99	NC	441	430	NC	14	17	NC	11	23	NC	62	51	NC	14	9
Hispanic	19	261	34545	100	99	99	468	453	432	5	6	14	16	15	24	47	61	53	32	18	9
Asian/Pacific Islander	NC	23	2068	NC	96	99	NC	470	474	NC	9	4	NC	9	10	NC	52	50	NC	30	36
American Indian/Alaskan Native	NC	22	3979	NC	96	96	NC	461	424	NC	NA	17	NC	14	30	NC	68	47	NC	18	6
White	87	659	35142	100	100	99	472	469	465	1	4	5	8	9	11	55	56	56	36	31	28
Students with Disabilities	15	145	10161	100	96	93	437	434	419	7	16	28	27	24	28	53	48	36	13	12	8
Students without Disabilities	97	857	69849	100	100	100	477	469	451	1	3	7	6	8	17	55	60	56	38	29	19
Limited English Proficient Students	NC	32	14013	NC	100	97	NC	425	413	NC	19	24	NC	28	34	NC	50	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	14	317	39029	100	98	98	464	451	432	7	7	14	21	18	25	36	58	52	36	17	9
Non-Economically Disadvantaged	98	685	40981	100	100	100	473	470	462	1	4	6	7	7	13	57	58	54	35	31	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	112	1000	79438	100	99	98	476	469	451	2	3	9	14	17	24	68	64	56	16	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	480	38775	100	100	99	480	476	457	2	3	7	12	14	22	67	65	58	19	19	13
Male	54	520	40560	100	99	97	471	462	446	2	4	12	17	20	25	69	63	54	13	12	9
African American	NC	37	4178	NC	100	98	NC	452	439	NC	5	13	NC	30	29	NC	46	52	NC	19	6
Hispanic	19	262	34297	100	99	98	475	459	434	NA	5	14	21	22	31	58	63	50	21	10	5
Asian/Pacific Islander	NC	22	2063	NC	92	99	NC	485	475	NC	NA	3	NC	14	15	NC	45	63	NC	41	20
American Indian/Alaskan Native	NC	22	3940	NC	96	95	NC	465	429	NC	NA	14	NC	18	36	NC	82	47	NC	NA	3
White	87	657	34887	100	99	98	475	473	471	2	3	4	14	15	15	70	65	63	14	18	18
Students with Disabilities	15	142	9588	100	94	88	432	428	416	13	14	30	33	39	32	47	39	34	7	7	5
Students without Disabilities	97	858	69850	100	100	100	483	475	456	NA	2	7	11	13	23	71	68	59	18	17	12
Limited English Proficient Students	NC	32	13856	NC	100	96	NC	421	407	NC	22	27	NC	31	43	NC	47	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	14	316	38685	100	98	97	466	453	435	7	8	14	7	23	32	71	62	50	14	8	5
Non-Economically Disadvantaged	98	684	40753	100	100	99	477	476	467	1	1	5	15	14	16	67	65	62	16	19	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	112	998	79971	100	99	99	438	431	423	3	4	8	36	40	41	58	53	49	4	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	481	38974	100	100	99	445	446	437	3	2	5	26	29	33	69	66	57	2	4	4
Male	54	517	40895	100	98	98	431	417	410	2	6	10	46	50	47	46	42	41	6	2	2
African American	NC	37	4203	NC	100	99	NC	403	411	NC	11	11	NC	51	45	NC	38	43	NC	NA	2
Hispanic	19	262	34481	100	99	99	434	425	410	NA	5	10	42	42	46	53	49	43	5	3	1
Asian/Pacific Islander	NC	23	2067	NC	96	99	NC	447	449	NC	9	4	NC	17	28	NC	74	60	NC	NA	8
American Indian/Alaskan Native	NC	22	3995	NC	96	96	NC	438	409	NC	NA	10	NC	27	47	NC	73	42	NC	NA	1
White	87	654	35150	100	99	99	439	434	437	3	3	5	33	39	35	60	55	56	3	3	5
Students with Disabilities	15	140	10258	100	93	94	384	388	377	13	16	23	60	53	51	27	30	25	NA	1	1
Students without Disabilities	97	858	69713	100	100	100	447	438	429	1	2	5	32	38	39	63	57	52	4	3	3
Limited English Proficient Students	NC	30	13985	NC	94	97	NC	404	382	NC	10	18	NC	53	54	NC	37	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	14	314	38994	100	98	98	438	419	409	NA	6	10	43	46	47	57	46	41	NA	1	1
Non-Economically Disadvantaged	98	684	40977	100	100	100	438	436	437	3	3	5	35	37	34	58	57	56	4	3	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1005	80147	100	99	99	511	495	482	3	5	11	3	11	17	50	54	49	44	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	486	39281	100	99	99	507	496	483	2	4	9	4	10	17	58	56	50	36	29	24
Male	45	519	40780	100	98	98	516	494	482	4	6	12	2	11	17	40	52	48	53	31	24
African American	NC	41	4249	NC	98	99	NC	473	464	NC	7	17	NC	15	22	NC	71	48	NC	7	13
Hispanic	23	253	33494	100	98	99	511	489	466	4	6	15	4	15	23	52	53	49	39	26	14
Asian/Pacific Islander	NC	24	2103	NC	100	99	NC	499	515	NC	NA	4	NC	8	8	NC	71	44	NC	21	45
American Indian/Alaskan Native	--	15	4117	--	94	96	--	485	456	--	7	19	--	20	27	--	47	46	--	27	8
White	69	672	36122	100	99	99	513	499	501	3	5	5	1	9	10	48	53	50	48	34	35
Students with Disabilities	10	140	10295	100	92	92	NA	453	443	NA	24	33	NA	25	26	NA	41	33	NA	9	8
Students without Disabilities	88	865	69852	100	100	100	517	502	488	NA	2	7	2	8	16	50	56	51	48	34	26
Limited English Proficient Students	NC	27	12722	NC	93	97	NC	456	441	NC	22	27	NC	19	33	NC	48	37	NC	11	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	18	333	38371	100	99	97	499	479	465	NA	8	15	6	18	23	67	56	49	28	17	13
Non-Economically Disadvantaged	80	672	41776	100	99	100	514	503	498	4	4	6	3	7	11	46	52	49	48	37	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	98	1003	79686	100	99	98	492	484	470	4	5	11	12	16	24	71	69	57	12	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	483	39163	100	98	99	495	490	475	2	3	9	13	14	22	70	71	60	15	13	10
Male	45	520	40438	100	99	97	488	478	465	7	7	13	11	18	25	73	67	54	9	8	7
African American	NC	41	4228	NC	98	98	NC	474	458	NC	5	15	NC	22	28	NC	66	53	NC	7	4
Hispanic	23	253	33299	100	98	98	491	475	452	4	8	17	13	19	32	65	66	47	17	7	3
Asian/Pacific Islander	NC	24	2097	NC	100	99	NC	484	490	NC	NA	5	NC	17	13	NC	75	68	NC	8	14
American Indian/Alaskan Native	--	15	4087	--	94	96	--	479	446	--	13	16	--	20	38	--	60	44	--	7	2
White	69	670	35914	100	99	98	495	487	489	4	4	5	10	14	15	74	70	67	12	12	14
Students with Disabilities	10	137	9808	100	90	87	NA	440	432	NA	26	35	NA	34	32	NA	39	30	NA	1	3
Students without Disabilities	88	866	69878	100	100	100	499	490	475	NA	2	8	10	13	23	76	73	61	14	12	9
Limited English Proficient Students	NC	29	12594	NC	100	96	NC	435	422	NC	21	34	NC	45	45	NC	34	21	NC	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	18	331	38095	100	98	97	481	470	452	NA	9	17	22	23	32	72	63	48	6	6	3
Non-Economically Disadvantaged	80	672	41591	100	99	99	495	490	486	5	3	6	10	12	16	71	72	65	14	13	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	98	998	80372	100	98	99	498	486	475	NA	3	4	22	25	30	74	70	64	3	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	484	39452	100	99	99	506	498	488	NA	2	3	15	17	22	79	78	72	6	3	3
Male	45	514	40836	100	98	98	490	474	464	NA	3	6	31	33	37	69	62	56	NA	1	1
African American	NC	41	4264	NC	98	99	NC	472	465	NC	2	5	NC	29	35	NC	68	59	NC	NA	1
Hispanic	23	252	33608	100	97	99	489	482	462	NA	2	6	26	31	36	70	64	57	4	2	1
Asian/Pacific Islander	NC	24	2098	NC	100	99	NC	495	500	NC	NA	2	NC	25	16	NC	67	75	NC	8	7
American Indian/Alaskan Native	--	15	4128	--	94	97	--	495	464	--	NA	4	--	13	39	--	87	56	--	NA	1
White	69	666	36213	100	98	99	502	487	489	NA	3	2	20	23	22	77	72	72	3	2	3
Students with Disabilities	10	132	10526	100	87	94	NA	443	427	NA	11	15	NA	56	53	NA	31	31	NA	2	1
Students without Disabilities	88	866	69846	100	100	100	504	492	482	NA	1	3	17	21	26	80	76	69	3	2	2
Limited English Proficient Students	NC	27	12747	NC	93	97	NC	439	432	NC	4	12	NC	67	52	NC	30	36	NC	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	18	329	38521	100	98	98	480	470	461	NA	4	6	33	33	38	67	62	55	NA	1	1
Non-Economically Disadvantaged	80	669	41851	100	98	100	503	493	489	NA	2	3	20	22	22	76	74	72	4	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	1027	79306	99	99	99	531	512	504	5	8	13	9	17	20	52	54	49	34	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	486	38845	100	99	99	525	509	505	5	8	11	13	18	20	51	54	50	31	20	18
Male	58	541	40383	98	99	98	536	514	504	5	8	14	5	15	19	53	54	47	36	23	19
African American	NC	33	4171	NC	97	98	NC	499	485	NC	12	20	NC	24	26	NC	45	44	NC	18	10
Hispanic	19	243	32673	95	98	99	533	504	487	NA	9	18	16	17	25	47	58	46	37	16	10
Asian/Pacific Islander	NC	28	2147	NC	100	99	NC	523	539	NC	4	5	NC	21	10	NC	43	46	NC	32	40
American Indian/Alaskan Native	NC	24	4034	NC	100	97	NC	499	479	NC	17	22	NC	8	29	NC	58	43	NC	17	7
White	84	699	36234	100	99	99	531	515	523	6	7	6	8	16	13	51	53	52	35	23	28
Students with Disabilities	16	169	10286	100	95	91	478	471	462	25	28	41	25	31	27	38	35	27	13	6	5
Students without Disabilities	97	858	69020	99	100	100	539	519	510	2	4	9	6	14	18	55	58	52	37	24	21
Limited English Proficient Students	NC	23	10291	NC	100	96	NC	455	458	NC	35	38	NC	39	34	NC	26	26	NC	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	15	283	37437	100	98	97	492	490	486	7	16	19	33	22	26	53	52	46	7	10	9
Non-Economically Disadvantaged	98	744	41869	99	100	100	537	520	521	5	5	7	5	15	14	52	55	51	38	26	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	112	1016	79000	98	98	98	508	502	489	5	4	10	11	18	24	71	66	58	13	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	482	38774	98	99	99	511	504	494	6	4	7	9	16	22	70	69	61	15	12	10
Male	58	534	40150	98	97	98	504	500	485	5	5	12	12	20	25	72	63	55	10	12	8
African American	NC	34	4153	NC	100	98	NC	489	476	NC	6	13	NC	26	30	NC	62	53	NC	6	4
Hispanic	18	236	32508	90	95	98	499	494	472	6	5	15	17	25	33	72	61	49	6	9	3
Asian/Pacific Islander	NC	28	2142	NC	100	99	NC	521	510	NC	NA	4	NC	7	14	NC	79	67	NC	14	16
American Indian/Alaskan Native	NC	24	4016	NC	100	96	NC	490	467	NC	8	14	NC	25	37	NC	63	46	NC	4	2
White	84	694	36135	100	99	98	508	505	508	6	4	4	10	16	14	70	67	67	14	13	15
Students with Disabilities	15	159	9991	94	90	88	468	461	449	33	16	33	20	45	36	47	38	29	NA	NA	2
Students without Disabilities	97	857	69009	99	100	100	514	509	495	1	2	6	9	13	22	75	71	62	14	14	10
Limited English Proficient Students	NC	21	10199	NC	91	95	NC	440	439	NC	29	35	NC	62	47	NC	10	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	14	274	37234	93	94	97	492	482	472	14	9	15	14	29	33	64	57	50	7	5	3
Non-Economically Disadvantaged	98	742	41766	99	99	99	510	509	505	4	2	5	10	14	16	72	69	65	13	14	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	113	1028	79611	99	99	99	527	509	496	NA	3	7	19	32	37	81	64	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	487	39016	100	100	99	538	524	511	NA	2	4	13	22	29	87	75	66	NA	2	1
Male	58	541	40519	98	99	98	516	497	482	NA	4	10	24	41	44	76	54	46	NA	0	0
African American	NC	33	4188	NC	97	98	NC	508	486	NC	NA	9	NC	36	40	NC	64	50	NC	NA	0
Hispanic	19	244	32855	95	98	99	525	503	481	NA	5	10	16	32	43	84	62	47	NA	0	0
Asian/Pacific Islander	NC	28	2149	NC	100	100	NC	531	519	NC	NA	4	NC	14	24	NC	79	70	NC	7	2
American Indian/Alaskan Native	NC	24	3992	NC	100	96	NC	503	478	NC	4	10	NC	33	46	NC	63	44	NC	NA	0
White	84	699	36380	100	99	99	527	511	511	NA	3	4	18	32	30	82	64	65	NA	1	1
Students with Disabilities	16	171	10664	100	97	94	489	465	440	NA	11	23	56	64	54	44	26	22	NA	NA	1
Students without Disabilities	97	857	68947	99	100	100	533	518	504	NA	2	4	12	25	34	88	72	61	NA	1	1
Limited English Proficient Students	NC	23	10362	NC	100	97	NC	453	438	NC	13	22	NC	74	57	NC	13	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	15	286	37626	100	99	98	522	492	479	NA	7	10	33	42	45	67	51	45	NA	NA	0
Non-Economically Disadvantaged	98	742	41985	99	99	100	527	516	511	NA	2	4	16	28	30	84	69	65	NA	1	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	104	1019	79327	99	100	98	551	530	518	4	12	19	9	16	20	58	51	46	30	21	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	502	38961	100	100	98	548	532	520	5	12	16	7	15	20	60	53	48	28	21	16
Male	47	516	40295	98	99	97	554	529	516	2	12	21	11	18	19	55	49	44	32	21	16
African American	NC	25	4247	NC	89	98	NC	516	499	NC	20	27	NC	16	24	NC	56	41	NC	8	8
Hispanic	24	263	32327	100	99	98	544	519	499	4	16	27	17	18	25	50	49	41	29	17	8
Asian/Pacific Islander	NC	21	1939	NC	100	99	NC	557	556	NC	5	6	NC	NA	10	NC	52	47	NC	43	36
American Indian/Alaskan Native	NC	17	4391	NC	100	96	NC	483	489	NC	47	32	NC	12	27	NC	41	36	NC	NA	4
White	74	692	36373	100	100	98	555	535	538	3	9	10	5	16	14	62	52	52	30	23	25
Students with Disabilities	10	131	9321	100	97	87	NA	471	467	NA	46	54	NA	31	22	NA	21	21	NA	3	3
Students without Disabilities	94	888	70006	99	100	100	559	538	524	NA	7	14	6	14	19	61	56	49	33	24	18
Limited English Proficient Students	NC	21	9431	NC	95	95	NC	470	466	NC	43	53	NC	33	27	NC	24	18	NC	NA	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	15	305	37097	100	99	97	557	512	498	NA	18	27	13	23	25	47	46	41	40	13	7
Non-Economically Disadvantaged	89	714	42230	99	100	99	550	538	535	4	9	11	8	14	15	60	53	50	28	24	24

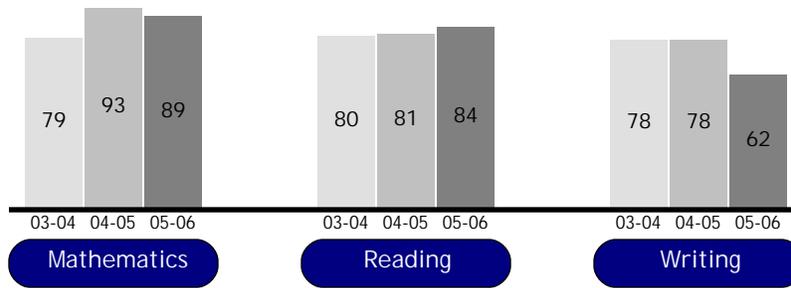
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1012	79501	99	99	98	526	513	497	2	5	10	6	19	25	81	69	60	12	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	498	39062	100	99	99	525	520	502	4	4	8	5	16	23	82	72	64	9	8	5
Male	47	513	40368	98	98	98	526	507	491	NA	7	13	6	22	27	79	66	57	15	6	3
African American	NC	26	4279	NC	93	99	NC	509	485	NC	8	14	NC	12	30	NC	77	54	NC	4	2
Hispanic	24	257	32389	100	97	98	522	503	478	4	7	16	8	25	34	83	63	48	4	5	1
Asian/Pacific Islander	NC	21	1936	NC	100	99	NC	528	519	NC	NA	3	NC	10	14	NC	81	73	NC	10	9
American Indian/Alaskan Native	NC	16	4401	NC	94	96	NC	473	473	NC	25	17	NC	25	40	NC	50	43	NC	NA	1
White	74	691	36446	100	100	99	528	518	516	1	4	4	4	17	15	80	71	73	15	8	7
Students with Disabilities	10	124	9411	100	92	88	NA	464	453	NA	26	36	NA	44	36	NA	31	26	NA	NA	1
Students without Disabilities	94	888	70090	99	100	100	530	519	502	1	2	7	3	15	24	83	74	65	13	8	5
Limited English Proficient Students	NC	21	9401	NC	95	94	NC	437	443	NC	43	40	NC	57	46	NC	NA	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	15	299	37183	100	97	97	522	501	479	7	8	16	NA	27	34	80	62	49	13	4	1
Non-Economically Disadvantaged	89	713	42318	99	100	99	526	518	513	1	4	5	7	15	17	81	72	70	11	9	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	104	1019	80000	99	100	99	588	577	564	NA	2	3	5	8	11	80	75	75	15	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	502	39288	100	100	99	602	593	579	NA	2	2	2	3	6	74	73	77	25	22	16
Male	47	516	40644	98	99	98	570	562	549	NA	3	4	9	12	15	87	77	74	4	8	7
African American	NC	27	4307	NC	96	99	NC	567	551	NC	4	4	NC	15	13	NC	74	75	NC	7	7
Hispanic	24	263	32672	100	99	99	571	570	548	NA	3	4	8	10	14	92	76	76	NA	11	6
Asian/Pacific Islander	NC	21	1945	NC	100	99	NC	612	592	NC	NA	1	NC	NA	4	NC	67	69	NC	33	25
American Indian/Alaskan Native	NC	17	4424	NC	100	97	NC	554	549	NC	NA	3	NC	6	14	NC	94	77	NC	NA	5
White	74	690	36602	100	100	99	595	580	579	NA	2	2	4	7	7	74	74	75	22	16	16
Students with Disabilities	10	132	9919	100	98	93	NA	516	505	NA	9	9	NA	33	35	NA	56	54	NA	2	2
Students without Disabilities	94	887	70081	99	100	100	592	586	571	NA	1	2	3	4	7	80	78	79	17	17	12
Limited English Proficient Students	NC	21	9571	NC	95	96	NC	498	502	NC	10	10	NC	33	29	NC	57	60	NC	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	15	305	37534	100	99	98	588	562	547	NA	4	4	NA	10	15	87	76	76	13	10	5
Non-Economically Disadvantaged	89	714	42466	99	100	100	588	584	578	NA	1	2	6	7	7	79	75	75	16	17	16

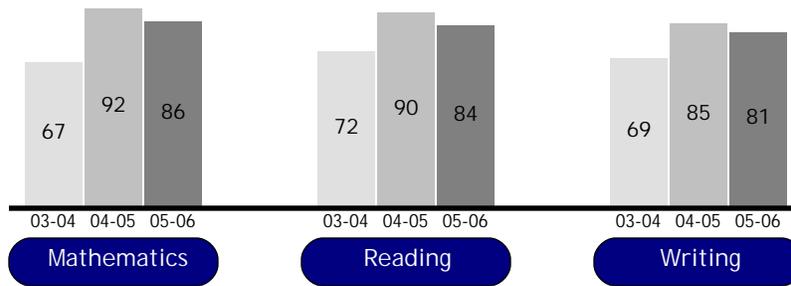
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	100	66	NA	58	98	56	53	47	99	67	58	46
	Language	100	64	50	50	98	55	50	47	99	58	50	48
	Mathematics	100	77	67	64	100	65	59	50	99	61	61	52
3	Reading	97	65	NA	55	99	51	52	44	100	61	56	46
	Language	100	64	64	61	99	50	48	44	100	56	50	46
	Mathematics	100	71	68	61	100	71	61	51	100	70	65	52
4	Reading	99	77	NA	56	99	59	54	48	100	65	59	52
	Language	100	69	56	52	99	62	55	49	100	68	59	52
	Mathematics	99	76	66	61	99	66	59	53	100	72	65	58
5	Reading	97	70	NA	55	100	62	57	50	98	72	65	56
	Language	100	56	51	49	100	63	56	50	99	67	59	54
	Mathematics	100	79	67	63	100	68	56	49	99	70	59	52
6	Reading	95	70	NA	56	99	65	59	51	98	78	67	56
	Language	97	60	51	48	99	61	53	47	98	72	59	50
	Mathematics	97	81	71	66	100	71	60	52	98	78	67	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)
- 1 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Community Involvement and Partnerships
- Ü School Improvement - Strategic Planning
- Ü School Environment/Safety
- Ü Professional Development
- Ü Literacy and Lifelong Learning
- Ü Student Learning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	.50	Teacher Aide	6.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	9	2	0	0
7 to 9 years	4	7	0	0
10 or more years	2	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer Lab with 35 PCs
- Ü Networked Computers in All Classrooms
- Ü Library/Media Center

Extracurricular Activities

- Ü Student Council
- Ü Peer Mediation
- Ü Jumping Jack Rabbits - Jump Rope Club
- Ü Community Schools Classes
- Ü Cool Cub Chorus
- Ü Mentoring
- Ü Library Club

Social Services

- Ü Clothing Bank
- Ü Before/After School Day Care
- Ü Crisis Intervention
- Ü Counseling Services
- Ü Health Office
- Ü After School Recreation Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü A Positive Behavior Support Program was extended. Students were trained in appropriate behavior expectations in all parts of the school campus. As a result, there was an increase in appropriate behavior and a decrease in disciplinary referrals.

- ü School partnerships were maintained in many areas. Community services were provided by students and the PTF to assist hurricane victims , a local hospital's program for terminally ill children, homeless shelters, and an assisted living care facility.

- ü Teachers and students made gains in the areas of Reading and writing. A school-wide Reading program was adopted and implemented. Staff development was conducted that supported the use of the new Reading materials.

- ü Student achievement continued to improve , school-wide, in the area of Mathematics. Support was provided to students in an after-school tutoring program, funded with grant money.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	91	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

Twin Peaks provides instruction in conflict management, bullying, and problem solving. High expectations for appropriate behavior at school are maintained. A campus-wide communication process and our District Comprehensive Discipline policy are used. In the 2004-05 year, we established a Positive Behavior Support System requiring the same, clear, consistent boundaries in all parts of the school community, expecting and teaching desired behaviors, and recognizing positive behaviors.

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

0

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

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

Contacts

	Name	Phone Number
School Site Council	Jane Ballesteros	(520) 579-4750
Transportation Policy	Donald Powers	(520) 682-1055
Community Resources	Tami Terpstra	(520) 579-4750
School Nutrition Programs	James Remete	(520) 682-4737
Parent Organization	Monica Sutton	(520) 579-4750
Student Health/Nurse	Kris Walker	(520) 682-4770

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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** 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.