



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

45022 West Rancho EIDorado Parkway, Maricopa, AZ 85239

Maricopa Unified School District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Mrs. Janelle Rene Lowey
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-6
 Web Address : www.musd20.org
 Phone Number : (520) 568-7152
 Fax Number : (520) 568-7152
 E-mail : JLowey@musd20.org

Mission

Pima Butte elementary school is dedicated to providing an enriching, thorough, practical and thriving education. It is our purpose to provide the highest quality education to all of our students

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	N/A
2003-04	N/A

School Improvement Status (b)

2005-06	Warning Year
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 All students will achieve adequate yearly progress.
- ü All students will learn the six pillars of character and apply them to their lives.
- ü Specific grade level goals are on file in the School Improvement Plan. Located in the Principals and District Office.

Enrollment

October 1, 2005 School Year Student Enrollment : 530
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Houghton Mifflin Reading Program
- Ü Houghton Mifflin Math Program
- Ü Scott Foresman Social Studies
- Ü Foss Science
- Ü Student Council
- Ü Volunteer Program
- Ü Read Naturally Intevention
- Ü Wilson and Fundations Intervention

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/25/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the reponsibility of Pima butte to provide a quality, safe, welcoming, and fun education.

Parents

It is the parents responsibility to support, follow outlined procedures, and assist in any way they can in the education of their child.

Transportation Policy

TRANSPORTATION
SCHOOL BUS PRIVILEGES

Riding a school bus is a privilege and should be treated as such. Students riding district buses are expected to follow the guidelines for bus riders. Remember: bus drivers are authorized to assign seats. All students who ride the bus to school must ride the bus home. Parents must check out their child with the duty teacher before getting them off a bus.

School Honors

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

Award/Honor	Year
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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	88	280	80010	99	99	99	451	435	447	3	13	10	23	24	18	55	52	53	19	11	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	143	38935	100	100	99	444	432	447	7	14	9	20	25	19	55	51	55	18	10	17
Male	44	137	40974	98	96	98	457	439	448	NA	12	11	25	22	18	55	53	52	20	12	19
African American	NC	12	4201	NC	92	99	NC	437	430	NC	8	17	NC	8	23	NC	75	51	NC	8	9
Hispanic	25	90	34545	93	99	99	434	424	432	4	17	14	32	28	24	56	52	53	8	3	9
Asian/Pacific Islander	NC	13	2068	NC	100	99	NC	457	474	NC	8	4	NC	23	10	NC	31	50	NC	38	36
American Indian/Alaskan Native	NC	34	3979	NC	100	96	NC	398	424	NC	29	17	NC	47	30	NC	24	47	NC	NA	6
White	44	131	35142	100	98	99	463	450	465	2	8	5	16	16	11	57	60	56	25	17	28
Students with Disabilities	NC	26	10161	NC	84	93	NC	419	419	NC	23	28	NC	23	28	NC	46	36	NC	8	8
Students without Disabilities	79	254	69849	99	100	100	453	437	451	4	12	7	20	24	17	56	53	56	20	11	19
Limited English Proficient Students	13	33	14013	93	94	97	418	403	413	8	30	24	38	33	34	46	33	39	8	3	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	38	114	39029	97	97	98	436	421	432	8	19	14	26	29	25	53	46	52	13	6	9
Non-Economically Disadvantaged	50	166	40981	100	99	100	462	444	462	NA	9	6	20	20	13	56	57	54	24	14	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	279	79438	99	98	98	449	439	451	7	14	9	22	26	24	65	55	56	7	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	142	38775	100	100	99	451	444	457	7	13	7	20	25	22	66	56	58	7	7	13
Male	44	137	40560	98	96	97	448	434	446	7	15	12	23	27	25	64	54	54	7	4	9
African American	NC	12	4178	NC	92	98	NC	442	439	NC	8	13	NC	25	29	NC	67	52	NC	NA	6
Hispanic	25	89	34297	93	98	98	428	425	434	4	17	14	40	38	31	56	44	50	NA	1	5
Asian/Pacific Islander	NC	13	2063	NC	100	99	NC	458	475	NC	8	3	NC	23	15	NC	54	63	NC	15	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	404	429	NC	32	14	NC	38	36	NC	29	47	NC	NA	3
White	44	131	34887	100	98	98	463	456	471	7	8	4	11	15	15	73	68	63	9	9	18
Students with Disabilities	NC	26	9588	NC	84	88	NC	409	416	NC	27	30	NC	31	32	NC	42	34	NC	NA	5
Students without Disabilities	79	253	69850	99	100	100	452	442	456	6	13	7	19	25	23	67	56	59	8	6	12
Limited English Proficient Students	13	33	13856	93	94	96	413	400	407	NA	30	27	69	52	43	31	18	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	38	113	38685	97	97	97	435	423	435	11	22	14	29	34	32	58	42	50	3	3	5
Non-Economically Disadvantaged	50	166	40753	100	99	99	460	450	467	4	8	5	16	20	16	70	64	62	10	7	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	88	274	79971	99	96	99	447	424	423	2	7	8	30	40	41	64	50	49	5	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	141	38974	100	99	99	456	444	437	NA	2	5	25	33	33	68	59	57	7	6	4
Male	44	133	40895	98	94	98	438	404	410	5	12	10	34	47	47	59	40	41	2	1	2
African American	NC	11	4203	NC	85	99	NC	422	411	NC	NA	11	NC	55	45	NC	45	43	NC	NA	2
Hispanic	25	88	34481	93	97	99	445	413	410	NA	8	10	28	47	46	68	42	43	4	3	1
Asian/Pacific Islander	NC	13	2067	NC	100	99	NC	446	449	NC	NA	4	NC	31	28	NC	69	60	NC	NA	8
American Indian/Alaskan Native	NC	32	3995	NC	97	96	NC	391	409	NC	13	10	NC	59	47	NC	25	42	NC	3	1
White	44	130	35150	100	97	99	449	438	437	5	6	5	27	30	35	61	59	56	7	5	5
Students with Disabilities	NC	25	10258	NC	81	94	NC	359	377	NC	28	23	NC	56	51	NC	16	25	NC	NA	1
Students without Disabilities	79	249	69713	99	98	100	453	431	429	1	5	5	25	38	39	68	53	52	5	4	3
Limited English Proficient Students	13	33	13985	93	94	97	433	396	382	NA	9	18	54	64	54	38	24	27	8	3	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	38	112	38994	97	96	98	441	412	409	NA	8	10	32	47	47	66	41	41	3	4	1
Non-Economically Disadvantaged	50	162	40977	100	97	100	452	433	437	4	6	5	28	35	34	62	56	56	6	4	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	84	276	80147	100	100	99	496	481	482	4	9	11	15	17	17	49	53	49	32	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	138	39281	100	100	99	497	489	483	5	7	9	16	13	17	44	56	50	35	24	24
Male	41	138	40780	100	100	98	494	473	482	2	12	12	15	20	17	54	51	48	29	17	24
African American	10	24	4249	100	100	99	NA	465	464	NA	4	17	NA	29	22	NA	54	48	NA	13	13
Hispanic	23	72	33494	100	100	99	469	468	466	4	11	15	26	22	23	61	58	49	9	8	14
Asian/Pacific Islander	NC	15	2103	NC	100	99	NC	523	515	NC	NA	4	NC	7	8	NC	40	44	NC	53	45
American Indian/Alaskan Native	NC	23	4117	NC	92	96	NC	440	456	NC	30	19	NC	26	27	NC	39	46	NC	4	8
White	44	142	36122	100	100	99	508	493	501	5	7	5	11	11	10	43	54	50	41	27	35
Students with Disabilities	NC	22	10295	NC	100	92	NC	440	443	NC	36	33	NC	23	26	NC	36	33	NC	5	8
Students without Disabilities	78	254	69852	100	100	100	499	484	488	3	7	7	14	16	16	49	55	51	35	22	26
Limited English Proficient Students	10	23	12722	91	96	97	NA	436	441	NA	22	27	NA	48	33	NA	30	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	24	90	38371	96	97	97	479	463	465	4	13	15	21	24	23	54	52	49	21	10	13
Non-Economically Disadvantaged	60	186	41776	100	100	100	503	490	498	3	8	6	13	13	11	47	54	49	37	26	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	84	276	79686	100	100	98	484	474	470	2	8	11	18	22	24	69	61	57	11	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	138	39163	100	100	99	488	484	475	2	6	9	16	17	22	67	65	60	14	12	10
Male	41	138	40438	100	100	97	480	465	465	2	11	13	20	27	25	71	56	54	7	7	7
African American	10	24	4228	100	100	98	NA	460	458	NA	8	15	NA	33	28	NA	58	53	NA	NA	4
Hispanic	23	72	33299	100	100	98	456	462	452	9	13	17	35	31	32	52	50	47	4	7	3
Asian/Pacific Islander	NC	15	2097	NC	100	99	NC	507	490	NC	NA	5	NC	NA	13	NC	87	68	NC	13	14
American Indian/Alaskan Native	NC	23	4087	NC	92	96	NC	442	446	NC	26	16	NC	22	38	NC	52	44	NC	NA	2
White	44	142	35914	100	100	98	499	485	489	NA	4	5	9	18	15	73	65	67	18	13	14
Students with Disabilities	NC	22	9808	NC	100	87	NC	431	432	NC	36	35	NC	32	32	NC	27	30	NC	5	3
Students without Disabilities	78	254	69878	100	100	100	487	478	475	1	6	8	15	21	23	72	63	61	12	10	9
Limited English Proficient Students	10	23	12594	91	96	96	NA	432	422	NA	26	34	NA	39	45	NA	35	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	24	90	38095	96	97	97	462	455	452	4	13	17	29	31	32	67	51	48	NA	4	3
Non-Economically Disadvantaged	60	186	41591	100	100	99	492	484	486	2	6	6	13	17	16	70	65	65	15	12	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	84	278	80372	100	100	99	498	485	475	4	4	4	7	21	30	88	75	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	139	39452	100	100	99	507	497	488	2	3	3	5	10	22	93	86	72	NA	1	3
Male	41	139	40836	100	100	98	489	472	464	5	4	6	10	32	37	83	63	56	2	1	1
African American	10	24	4264	100	100	99	NA	475	465	NA	4	5	NA	25	35	NA	71	59	NA	NA	1
Hispanic	23	72	33608	100	100	99	477	476	462	9	7	6	9	21	36	83	72	57	NA	NA	1
Asian/Pacific Islander	NC	15	2098	NC	100	99	NC	531	500	NC	NA	2	NC	NA	16	NC	93	75	NC	7	7
American Indian/Alaskan Native	NC	25	4128	NC	100	97	NC	464	464	NC	4	4	NC	32	39	NC	64	56	NC	NA	1
White	44	142	36213	100	100	99	511	490	489	NA	2	2	7	20	22	91	77	72	2	1	3
Students with Disabilities	NC	22	10526	NC	100	94	NC	411	427	NC	23	15	NC	50	53	NC	27	31	NC	NA	1
Students without Disabilities	78	256	69846	100	100	100	505	490	482	1	2	3	5	18	26	92	79	69	1	1	2
Limited English Proficient Students	10	23	12747	91	96	97	NA	430	432	NA	22	12	NA	30	52	NA	48	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	24	92	38521	96	99	98	491	466	461	4	5	6	13	29	38	83	65	55	NA	NA	1
Non-Economically Disadvantaged	60	186	41851	100	100	100	501	494	489	3	3	3	5	17	22	90	80	72	2	1	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	81	271	79306	96	98	99	509	494	504	7	15	13	19	24	20	49	47	49	25	14	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	142	38845	98	97	99	509	495	505	9	11	11	16	27	20	51	49	50	24	13	18
Male	36	129	40383	95	100	98	508	492	504	6	20	14	22	19	19	47	46	47	25	15	19
African American	NC	19	4171	NC	90	98	NC	490	485	NC	11	20	NC	32	26	NC	47	44	NC	11	10
Hispanic	35	104	32673	97	98	99	492	480	487	11	19	18	29	34	25	43	38	46	17	9	10
Asian/Pacific Islander	NC	13	2147	NC	100	99	NC	518	539	NC	NA	5	NC	15	10	NC	62	46	NC	23	40
American Indian/Alaskan Native	NC	26	4034	NC	100	97	NC	465	479	NC	38	22	NC	31	29	NC	27	43	NC	4	7
White	36	109	36234	97	99	99	524	511	523	NA	8	6	14	12	13	56	59	52	31	21	28
Students with Disabilities	NC	32	10286	NC	97	91	NC	445	462	NC	53	41	NC	25	27	NC	22	27	NC	NA	5
Students without Disabilities	73	239	69020	96	98	100	515	500	510	4	10	9	15	23	18	53	51	52	27	16	21
Limited English Proficient Students	10	28	10291	91	93	96	NA	453	458	NA	50	38	NA	21	34	NA	29	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	34	109	37437	97	97	97	492	479	486	12	23	19	21	28	26	53	41	46	15	7	9
Non-Economically Disadvantaged	47	162	41869	96	99	100	520	504	521	4	10	7	17	20	14	47	51	51	32	19	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	82	273	79000	98	99	98	498	487	489	1	10	10	28	26	24	62	57	58	9	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	143	38774	98	97	99	497	492	494	2	6	7	27	24	22	64	62	61	7	8	10
Male	37	130	40150	97	100	98	499	483	485	NA	13	12	30	28	25	59	52	55	11	7	8
African American	NC	19	4153	NC	90	98	NC	494	476	NC	5	13	NC	32	30	NC	58	53	NC	5	4
Hispanic	35	105	32508	97	99	98	479	474	472	3	12	15	43	33	33	54	51	49	NA	3	3
Asian/Pacific Islander	NC	13	2142	NC	100	99	NC	507	510	NC	NA	4	NC	8	14	NC	85	67	NC	8	16
American Indian/Alaskan Native	NC	26	4016	NC	100	96	NC	457	467	NC	23	14	NC	42	37	NC	35	46	NC	NA	2
White	37	110	36135	100	100	98	515	504	508	NA	5	4	14	16	14	70	65	67	16	14	15
Students with Disabilities	NC	32	9991	NC	97	88	NC	431	449	NC	47	33	NC	41	36	NC	13	29	NC	NA	2
Students without Disabilities	74	241	69009	97	99	100	504	495	495	NA	5	6	22	24	22	69	63	62	9	8	10
Limited English Proficient Students	10	28	10199	91	93	95	NA	447	439	NA	29	35	NA	46	47	NA	25	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	34	110	37234	97	98	97	484	473	472	3	15	15	35	30	33	59	52	50	3	3	3
Non-Economically Disadvantaged	48	163	41766	98	99	99	508	497	505	NA	6	5	23	23	16	65	61	65	13	10	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	82	273	79611	98	99	99	517	506	496	5	7	7	23	25	37	72	68	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	143	39016	98	97	99	526	523	511	4	3	4	16	16	29	80	80	66	NA	NA	1
Male	37	130	40519	97	100	98	506	487	482	5	11	10	32	35	44	62	55	46	NA	NA	0
African American	NC	19	4188	NC	90	98	NC	506	486	NC	5	9	NC	21	40	NC	74	50	NC	NA	0
Hispanic	35	105	32855	97	99	99	495	492	481	11	12	10	29	27	43	60	61	47	NA	NA	0
Asian/Pacific Islander	NC	13	2149	NC	100	100	NC	532	519	NC	NA	4	NC	NA	24	NC	100	70	NC	NA	2
American Indian/Alaskan Native	NC	26	3992	NC	100	96	NC	475	478	NC	12	10	NC	46	46	NC	42	44	NC	NA	0
White	37	110	36380	100	100	99	533	523	511	NA	2	4	19	22	30	81	76	65	NA	NA	1
Students with Disabilities	NC	32	10664	NC	97	94	NC	446	440	NC	25	23	NC	56	54	NC	19	22	NC	NA	1
Students without Disabilities	74	241	68947	97	99	100	524	513	504	3	5	4	19	21	34	78	75	61	NA	NA	1
Limited English Proficient Students	10	28	10362	91	93	97	NA	441	438	NA	32	22	NA	29	57	NA	39	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	34	110	37626	97	98	98	497	486	479	12	13	10	26	31	45	62	56	45	NA	NA	0
Non-Economically Disadvantaged	48	163	41985	98	99	100	531	519	511	NA	3	4	21	21	30	79	76	65	NA	NA	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	50	225	79327	86	98	98	532	514	518	8	22	19	20	18	20	56	47	46	16	13	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	104	38961	93	100	98	536	518	520	7	20	16	19	13	20	56	52	48	19	14	16
Male	23	120	40295	79	96	97	527	510	516	9	23	21	22	23	19	57	43	44	13	13	16
African American	NC	14	4247	NC	93	98	NC	515	499	NC	14	27	NC	14	24	NC	64	41	NC	7	8
Hispanic	25	74	32327	89	97	98	513	501	499	8	26	27	28	19	25	56	47	41	8	8	8
Asian/Pacific Islander	NC	15	1939	NC	100	99	NC	532	556	NC	20	6	NC	13	10	NC	47	47	NC	20	36
American Indian/Alaskan Native	NC	28	4391	NC	100	96	NC	494	489	NC	39	32	NC	18	27	NC	36	36	NC	7	4
White	17	92	36373	77	96	98	551	527	538	12	14	10	6	18	14	53	48	52	29	20	25
Students with Disabilities	NC	27	9321	NC	75	87	NC	448	467	NC	78	54	NC	11	22	NC	11	21	NC	NA	3
Students without Disabilities	49	198	70006	100	100	100	534	522	524	6	14	14	20	19	19	57	52	49	16	15	18
Limited English Proficient Students	NC	18	9431	NC	90	95	NC	467	466	NC	39	53	NC	39	27	NC	22	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	23	95	37097	88	97	97	511	499	498	9	27	27	39	26	25	43	39	41	9	7	7
Non-Economically Disadvantaged	27	130	42230	84	99	99	549	524	535	7	18	11	4	12	15	67	52	50	22	18	24

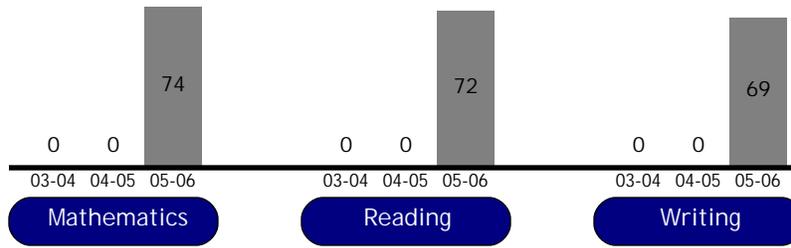
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	225	79501	86	98	98	503	492	497	4	9	10	24	28	25	72	61	60	NA	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	104	39062	93	100	99	506	498	502	4	6	8	26	28	23	70	64	64	NA	2	5
Male	23	120	40368	79	96	98	500	487	491	4	13	13	22	28	27	74	58	57	NA	1	3
African American	NC	14	4279	NC	93	99	NC	508	485	NC	7	14	NC	NA	30	NC	93	54	NC	NA	2
Hispanic	25	74	32389	89	97	98	496	479	478	4	12	16	32	42	34	64	46	48	NA	NA	1
Asian/Pacific Islander	NC	15	1936	NC	100	99	NC	491	519	NC	13	3	NC	33	14	NC	53	73	NC	NA	9
American Indian/Alaskan Native	NC	28	4401	NC	100	96	NC	476	473	NC	11	17	NC	43	40	NC	46	43	NC	NA	1
White	17	92	36446	77	96	99	516	506	516	6	7	4	12	16	15	82	74	73	NA	3	7
Students with Disabilities	NC	27	9411	NC	75	88	NC	442	453	NC	52	36	NC	37	36	NC	7	26	NC	4	1
Students without Disabilities	49	198	70090	100	100	100	505	498	502	2	4	7	24	27	24	73	68	65	NA	1	5
Limited English Proficient Students	NC	18	9401	NC	90	94	NC	448	443	NC	28	40	NC	56	46	NC	17	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	23	95	37183	88	97	97	487	477	479	4	13	16	43	42	34	52	44	49	NA	1	1
Non-Economically Disadvantaged	27	130	42318	84	99	99	518	503	513	4	7	5	7	18	17	89	73	70	NA	2	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	49	222	80000	84	97	99	584	563	564	NA	2	3	2	9	11	82	82	75	16	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	103	39288	90	99	99	600	583	579	NA	1	2	NA	3	6	73	83	77	27	14	16
Male	23	118	40644	79	94	98	566	546	549	NA	3	4	4	14	15	91	81	74	4	3	7
African American	NC	14	4307	NC	93	99	NC	555	551	NC	7	4	NC	14	13	NC	71	75	NC	7	7
Hispanic	25	72	32672	89	95	99	571	553	548	NA	3	4	4	13	14	84	79	76	12	6	6
Asian/Pacific Islander	NC	14	1945	NC	100	99	NC	578	592	NC	NA	1	NC	7	4	NC	79	69	NC	14	25
American Indian/Alaskan Native	NC	28	4424	NC	100	97	NC	546	549	NC	NA	3	NC	21	14	NC	75	77	NC	4	5
White	17	92	36602	77	96	99	597	576	579	NA	1	2	NA	2	7	82	87	75	18	10	16
Students with Disabilities	NC	25	9919	NC	69	93	NC	482	505	NC	8	9	NC	44	35	NC	44	54	NC	4	2
Students without Disabilities	48	197	70081	100	100	100	587	573	571	NA	1	2	NA	5	7	83	86	79	17	8	12
Limited English Proficient Students	NC	18	9571	NC	90	96	NC	512	502	NC	11	10	NC	17	29	NC	72	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	23	95	37534	88	97	98	573	550	547	NA	3	4	NA	11	15	91	82	76	9	4	5
Non-Economically Disadvantaged	26	127	42466	81	97	100	594	573	578	NA	1	2	4	8	7	73	81	75	23	10	16

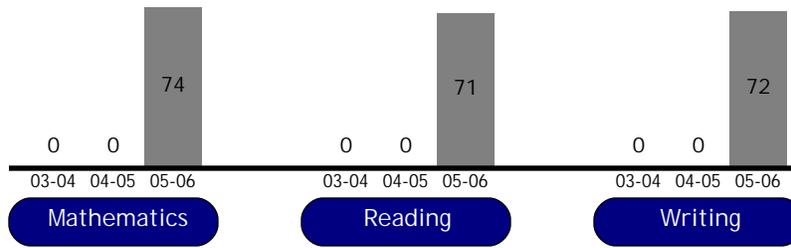
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	--	--	NA	58	--	--	41	47	100	43	35	46
	Language	--	--	49	50	--	--	44	47	100	41	34	48
	Mathematics	--	--	58	64	--	--	48	50	100	46	44	52
3	Reading	--	--	NA	55	--	--	46	44	98	41	37	46
	Language	--	--	48	61	--	--	43	44	98	44	39	46
	Mathematics	--	--	50	61	--	--	52	51	98	56	43	52
4	Reading	--	--	NA	56	--	--	46	48	100	65	58	52
	Language	--	--	44	52	--	--	48	49	100	63	58	52
	Mathematics	--	--	53	61	--	--	50	53	100	65	56	58
5	Reading	--	--	NA	55	--	--	48	50	100	59	52	56
	Language	--	--	31	49	--	--	48	50	100	59	52	54
	Mathematics	--	--	36	63	--	--	43	49	100	50	43	52
6	Reading	--	--	NA	56	--	--	47	51	88	63	56	56
	Language	--	--	35	48	--	--	41	47	88	56	46	50
	Mathematics	--	--	49	66	--	--	47	52	88	63	59	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Educational Programing
- Ü Safety Issues
- Ü Budget Prioities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	24.00
Other Professional Staff	1.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Multi Purpose Room
- Ü Computer lab

Extracurricular Activities

Social Services

- Ü Health Services
- Ü Counseling Services
- Ü Before School Programs
- Ü After School Programs

ü 80% of fourth graders in 2005-2006 meet or exceeded the standards in reading.

Student Activity Rates for School Year 2005-06

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

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

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

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

School Safety

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

We have outlined specific procedures for dismissal and parents have been very receptive to these rules. All staff have been trained on effective lock downs and evacuation procedures.

Our one incident involving the SRO office centered around sexual harrassment and was quickly handled.

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) :

1

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	Janelle Lowey	(520) 568-7152
Transportation Policy	John Sampson	(520) 568-5120
Community Resources	Julie Jimenez	(520) 568-8147
School Nutrition Programs	Suzette Moe	(520) 568-5125
Parent Organization	Melody Hunsaker	(520) 568-7152
Student Health/Nurse	Ana Zaragoza	(520) 568-7154

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.