

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1700 Louis Ave, Douglas, AZ 85607

Douglas 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	Underperforming
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	Warning Year
2003-04	Out of Improvement
2002-03	Year 1

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

School Overview

Principal/Administrator : Mrs. Patricia Chambers
 Schedule : 07:15 AM to 07:00 PM
 Grades : K-5
 2005 Enrollment : 418
 Web Address : www.dusd.k12.az.us/joecarlson
 Phone Number : (520) 805-4400
 Fax Number : (520) 364-6257
 E-mail : pchambers@dusd.k12.az.us

Mission

The lighthouse is our symbol at Joe Carlson. Our Mission is the light the way to academic and social success for all members of the Joe Carlson family. This responsibility encompasses students, parents, the community, staff and administration.

In lighting the way for our students success we use a wide variety of approaches to learning the standards. We value each ray of light from our lighthouse knowing that the smallest ray of light gives hope and direction.

School / Academic Goals

- ü Students at Joe Carlson Elementary will develop increased mathematical skills and problem solving strategies. This will be done through the use of concrete, manipulative oriented strategies.
- ü Our students will increase vocabulary skills, develop strong decoding skills, demonstrate effective reading comprehension skills and be able to critically analyze a wide variety of literary selections.
- ü Students will develop critical thinking skills through scientific inquiry.

Enrollment

October 1, 2004 School Year Student Enrollment : 446
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 67

Instructional Programs

- ü ELL support for English Language Learner
- ü On-site Special Education
- ü Gifted (MAS)
- ü Technology Training for the 21st century
- ü School-to-Work
- ü Full-day Kindergarten
- ü Thinking Maps & Write From the Beginning

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Communication is a basic focus at Joe Carlson the following regular communication is required: school newsletters, positive parent contact messages; report cards; parent-teacher conferences; progress reports; retention reports. Providing opportunities for parent involvement is a year long goal. To meet this goal we offer: Back to School Nights; PTSO; academic awards; afterschool tutoring program; science fair; counseling services; in-school tutoring; CC work-study Program; Site Council.

Parents

Transport students to and from school. Provide a nurturing home environment supportive of education. Assist, support and participate in Carlson's PTSO; Field Trip Chaperones; Classroom and Library Volunteers; School fund-raising projects. Maintain focus on educational excellence for their child/children. Be involved in all aspects of their educational journey.

Transportation Policy

Transportation for 'MAS' (Gifted Program) and Special Ed. Students. Transportation from a housing area that has no controlled access to the school. Busses come from two schools that have been closed in the past few years to Joe Carlson.

School Honors

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

Award/Honor	Year
ü County Fair Exhibits	2004
ü Red Cross Penny Drive Fun-Raiser	2005
ü Muscular Dystrophy Fun- Raiser	2005
ü DUSD Teacher of the Year Award (Fourth Grade)	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	58	291	79306	100	100	99	432	435	445	17	11	10	9	17	18	54	56	51	20	17	20
All Students (Prior Year)	52	304	75509	96	98	100	507	515	521	10	9	13	35	29	23	45	39	33	10	22	31
Female	25	144	38691	100	100	99	424	438	446	18	12	10	9	17	18	50	53	52	23	18	20
Male	33	147	40583	100	100	99	437	432	445	16	10	11	9	17	18	56	58	50	19	16	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	55	287	32869	100	100	99	429	434	429	18	11	15	10	17	25	55	56	51	18	16	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	NC	36	10321	NC	100	100	NC	345	389	NC	44	30	NC	29	27	NC	21	34	NC	6	9
Students without Disabilities	49	255	69060	100	100	98	449	448	454	7	6	7	9	15	17	62	61	54	22	18	22
Limited English Proficient Students	27	127	15509	100	100	100	398	416	406	31	15	20	14	22	30	52	55	45	3	8	5
Migrant Students	NC	11	118	NC	NA	NA	NC	440	419	NC	0	25	NC	18	21	NC	73	50	NC	9	3
Economically Disadvantaged	48	236	39415	100	100	96	431	439	431	20	12	15	9	19	25	57	54	50	14	15	10
Non-Economically Disadvantaged	10	55	39966	100	100	100	433	419	459	0	4	6	10	6	12	40	63	52	50	27	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	58	291	79395	100	0	99	426	428	446	7	6	9	41	39	25	44	51	55	7	4	11
All Students (Prior Year)	53	305	75492	98	99	100	499	508	519	19	15	12	42	23	16	29	49	47	10	12	24
Female	25	144	38743	100	0	100	426	434	451	0	4	7	36	37	24	55	54	57	9	5	12
Male	33	147	40618	100	0	99	426	422	440	13	8	11	44	40	27	38	48	53	6	4	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	55	287	32915	100	0	99	422	426	426	8	6	15	43	39	35	43	51	47	6	3	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	NC	36	10331	NC	0	100	NC	349	388	NC	15	25	NC	56	37	NC	29	34	NC	0	4
Students without Disabilities	49	255	69139	100	0	99	441	439	454	4	5	7	38	36	24	49	54	58	9	5	11
Limited English Proficient Students	27	127	15545	100	0	100	396	407	399	10	8	21	66	52	42	21	40	35	3	1	1
Migrant Students	NC	11	120	NC	NA	NA	NC	425	414	NC	0	20	NC	73	45	NC	27	35	NC	0	0
Economically Disadvantaged	48	236	39484	100	0	96	424	431	429	9	7	14	48	42	35	39	48	47	5	3	4
Non-Economically Disadvantaged	10	55	39986	100	0	100	437	413	461	0	2	4	10	24	16	70	65	63	20	8	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	58	290	78869	100	100	99	438	435	442	11	5	6	9	20	21	69	69	63	11	6	10
All Students (Prior Year)	53	306	75053	98	99	99	602	617	597	3	3	7	10	9	12	81	79	72	6	9	9
Female	25	144	38536	100	100	99	435	445	458	14	5	4	0	16	15	68	68	67	18	11	14
Male	33	146	40302	100	100	99	440	427	428	9	5	8	16	24	26	69	69	60	6	1	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	55	286	32606	100	100	98	432	434	426	12	5	8	10	20	27	71	69	60	8	5	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	36	10246	NC	100	100	NC	325	367	NC	26	18	NC	38	39	NC	35	40	NC	0	4
Students without Disabilities	49	254	68697	100	100	98	465	451	454	2	2	4	9	18	18	76	74	67	13	7	11
Limited English Proficient Students	27	127	15339	100	100	100	395	413	399	21	8	11	10	28	31	69	61	54	0	3	3
Migrant Students	NC	11	119	NC	NA	NA	NC	427	402	NC	0	16	NC	36	30	NC	64	53	NC	0	1
Economically Disadvantaged	48	235	39106	100	100	95	432	438	427	14	6	8	11	23	28	68	65	59	7	6	5
Non-Economically Disadvantaged	10	55	39837	100	100	100	464	422	457	0	2	4	0	6	14	70	86	67	30	6	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	83	340	78906	99	100	99	476	481	498	15	15	13	37	23	19	48	52	48	1	9	20
All Students (Prior Year)	50	322	76019	100	98	100	493	483	499	13	17	14	41	48	39	25	13	14	22	22	33
Female	36	157	38644	97	99	99	473	492	500	11	10	12	36	23	19	53	56	49	0	10	19
Male	47	183	40236	100	100	99	478	473	497	17	19	15	37	23	19	43	49	46	2	9	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	83	333	31938	99	100	99	476	483	481	15	15	19	37	23	25	48	52	46	1	10	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	--	NC	36483	--	NC	99	--	NC	517	--	NC	7	--	NC	13	--	NC	51	--	NC	30
Students with Disabilities	15	40	10664	100	100	100	438	388	430	60	53	42	27	30	27	13	18	26	0	0	5
Students without Disabilities	68	300	68310	99	100	98	484	494	509	4	10	9	39	22	18	55	57	51	1	11	22
Limited English Proficient Students	28	105	12573	97	100	100	464	459	454	22	22	27	44	31	30	33	44	38	0	2	5
Migrant Students	12	24	125	NA	NA	NA	480	484	476	8	8	18	50	33	35	42	54	42	0	4	5
Economically Disadvantaged	74	266	38679	99	99	96	474	485	483	16	16	20	36	25	25	46	51	45	1	8	10
Non-Economically Disadvantaged	NC	74	40295	NC	100	100	NC	467	513	NC	13	7	NC	17	13	NC	55	50	NC	14	30

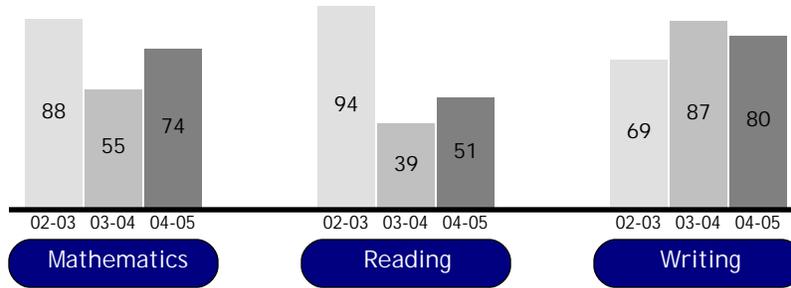
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	340	78908	99	0	99	464	464	484	6	10	10	51	38	23	43	49	58	0	3	9
All Students (Prior Year)	50	319	76020	100	97	100	486	494	503	53	35	25	22	28	23	25	33	40	0	4	12
Female	36	157	38648	97	0	99	461	476	489	3	8	8	56	33	22	42	53	61	0	6	10
Male	47	183	40233	100	0	99	467	454	479	9	12	12	48	41	25	43	45	55	0	1	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	83	333	31940	99	0	99	464	466	465	6	10	16	51	38	32	43	49	49	0	3	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	--	NC	36502	--	NC	99	--	NC	502	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	15	40	10665	100	0	100	441	387	423	13	25	30	73	60	36	13	15	31	0	0	2
Students without Disabilities	68	300	68312	99	0	98	470	475	493	4	8	7	46	35	21	49	54	62	0	4	10
Limited English Proficient Students	28	105	12556	97	0	100	451	440	436	9	15	24	69	55	40	22	30	35	0	0	1
Migrant Students	12	24	125	NA	NA	NA	473	468	457	0	4	22	50	54	40	50	42	38	0	0	0
Economically Disadvantaged	74	266	38662	99	0	96	463	467	468	7	10	16	51	42	32	42	46	49	0	1	3
Non-Economically Disadvantaged	NC	74	40315	NC	0	100	NC	456	498	NC	9	5	NC	22	15	NC	59	66	NC	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	83	339	78750	99	100	99	479	482	500	10	7	6	44	39	29	46	54	63	0	0	2
All Students (Prior Year)	50	322	75673	100	98	100	492	498	530	16	13	12	34	38	25	50	49	58	0	1	4
Female	36	157	38586	97	99	99	479	501	515	8	4	4	42	31	22	50	65	71	0	0	3
Male	47	182	40135	100	100	99	479	467	486	11	9	8	46	46	35	43	45	56	0	1	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	83	332	31841	99	100	99	479	484	483	10	6	8	44	39	36	46	54	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	--	NC	36440	--	NC	99	--	NC	516	--	NC	3	--	NC	22	--	NC	71	--	NC	4
Students with Disabilities	15	40	10622	100	100	100	423	373	415	33	30	21	53	48	50	13	20	28	0	3	1
Students without Disabilities	68	299	68196	99	100	98	491	498	513	4	3	3	42	38	25	54	59	69	0	0	3
Limited English Proficient Students	28	106	12504	97	100	100	467	456	451	9	10	12	62	51	44	29	38	43	0	1	1
Migrant Students	12	25	126	NA	NA	NA	479	476	464	8	12	14	58	44	44	33	44	41	0	0	0
Economically Disadvantaged	74	266	38558	99	99	96	478	486	485	9	7	8	47	41	37	43	52	54	0	0	1
Non-Economically Disadvantaged	NC	73	40260	NC	100	100	NC	467	514	NC	6	3	NC	31	21	NC	62	72	NC	1	4

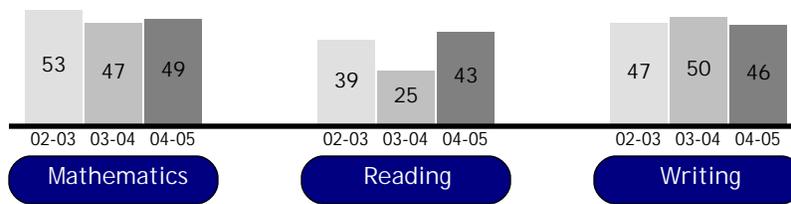
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2004-05

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?	N
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	40	46	50	94	59	NA	58	99	32	39	47
	Language	100	27	32	43	96	50	38	50	99	43	49	47
	Mathematics	100	44	50	57	96	77	60	64	99	42	45	50
3	Reading	100	37	40	47	98	39	NA	55	100	37	36	44
	Language	98	46	53	54	98	42	54	61	100	36	38	44
	Mathematics	98	67	64	54	100	63	65	61	100	47	46	51
4	Reading	57	27	41	52	89	34	NA	56	100	36	40	48
	Language	96	28	43	48	100	31	43	52	100	35	39	49
	Mathematics	98	37	55	57	100	51	57	61	100	44	46	53
5	Reading	100	34	38	50	100	31	NA	55	99	41	42	50
	Language	98	43	43	46	100	37	45	49	99	40	43	50
	Mathematics	100	55	56	57	100	57	57	63	99	37	44	49

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

Council Duties

1 School Administrator(s)	Ü Advisory
1 Non-certified Employee(s)	Ü Parent/Educator Relations
3 Teacher(s)	Ü School Safety Issues
3 Parent(s)	Ü Extracurricular Activities
2 Community Member(s)	Ü Fundraising Projects
0 Student(s)	Ü School Improvement Program

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer lab staffed with Computer Tech
- Ü Library and literary opportunities
- Ü Special Services (District Office)

Extracurricular Activities

- Ü Physical Fitness
- Ü Chior
- Ü Basketball (Coed)
- Ü Soccer
- Ü Track and track meets

Social Services

- Ü Counseling Services/SEABHS
- Ü Migrant education
- Ü Health Services
- Ü Breakfast/lunch programs
- Ü Crisis Intervention
- Ü Parenting Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü See gains on the State AIMS tests that reflect the current instructional strategies used in math and language arts.

- ü Continue improvements for all students in written and expressive language through use of structured programs and excellent literature.

- ü Reduce playground discipline referrals by 10%, by use of Second Step program.

- ü Accomplish 95% Book-It schoolwide reading program participation.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	28	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	1	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

This year we continue our focus on health issues. There are no soda or snack machines. Teacher are restricted in the types of rewards given to students being sure no sweets are used for academic rewards.

For the physical plant early dismissal for kindergartners to reduce traffic congestion after school; extra after school supervision for traffic and student protection; District-wide Safety Committee. Installed playground equipment for K-2 students.

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) :

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	Patricia Chambers	(520) 805-4400
Transportation Policy	Jon Clem	(520) 364-2447
Community Resources	Patricia Chambers	(520) 805-4400
School Nutrition Programs	Beverly Jackson	(520) 364-2447
Parent Organization	Julie Johnson Romero	(520) 805-4400
Student Health/Nurse	Gloria Reyes	(520) 805-4400

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 300 Copies = \$114.00

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

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