

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2200 11th Street, 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

### School Overview

Principal/Administrator : Mrs. Lina A. Susee  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-5  
 2005 Enrollment : 430  
 Web Address : [www.dusd.k12.az.us/stevenson/](http://www.dusd.k12.az.us/stevenson/)  
 Phone Number : (520) 364-2442  
 Fax Number : (520) 364-6492  
 E-mail : [lsusee@dusd.k12.az.us](mailto:lsusee@dusd.k12.az.us)

### Mission

It is the mission of Stevenson Elementary School to provide our students with many opportunities to meet their individual needs and reach their highest potential. Through mutual respect and cooperation among staff, parents, students and community our children will grow and learn in a safe, supportive and positive environment.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School / Academic Goals

- ü Student achievement in reading, writing, and math will improve each year so that students are proficient in the state's academic standards.
- ü Reduce the number of students 'falling far below' in reading, writing, and math.
- ü Improve students skills by utilizing innovative programs and effective teaching strategies and practices.

### Enrollment

October 1, 2004 School Year Student Enrollment : 413  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 8

Instructional Programs

- ü Integrated Curriculum/Instruction
- ü Gifted
- ü On-site Special Education
- ü Structured English Immersion
- ü All Day Kindergarten (two classrooms)
- ü Tutorial

Calendar Information

Number of Instruction Days :	180
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

We are responsible for providing a safe, educational environment. We provide supervision on the playground/crosswalks. We are dedicated in helping students attain academic success, and making parents an integral partner in the education of the child.

Parents

Parents have a responsibility in providing a home environment that is conducive to, and supportive of, education. They must also be actively involved with their child's education by communicating with the school, and attending school functions.

Transportation Policy

Bus transportation to/from school is provided to special education students whose handicapping condition requires transportation. There is no bus transportation for students in our regular education program.

School Honors

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

Award/Honor	Year
ü 21st Century Grant Recipient	2000
ü Literacy Grant -Through the Evelyn Jay Fund	2004

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	66	291	79306	99	100	99	464	435	445	2	11	10	8	17	18	59	56	51	31	17	20
All Students (Prior Year)	69	304	75509	97	98	100	534	515	521	5	9	13	22	29	23	38	39	33	35	22	31
Female	37	144	38691	100	100	99	462	438	446	3	12	10	9	17	18	53	53	52	35	18	20
Male	29	147	40583	97	100	99	466	432	445	0	10	11	7	17	18	67	58	50	26	16	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	66	287	32869	99	100	99	464	434	429	2	11	15	8	17	25	59	56	51	31	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	36197	--	NC	99	--	NC	463	--	NC	5	--	NC	11	--	NC	53	--	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	62	255	69060	98	100	98	468	448	454	0	6	7	5	15	17	61	61	54	33	18	22
Limited English Proficient Students	17	127	15509	94	100	100	452	416	406	0	15	20	11	22	30	68	55	45	21	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	98	100	96	458	439	431	2	12	15	11	19	25	56	54	50	31	15	10
Non-Economically Disadvantaged	18	55	39966	100	100	100	478	419	459	0	4	6	0	6	12	69	63	52	31	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	66	291	79395	99	0	99	459	428	446	2	6	9	21	39	25	70	51	55	7	4	11
All Students (Prior Year)	69	305	75492	97	99	100	521	508	519	5	15	12	14	23	16	65	49	47	16	12	24
Female	37	144	38743	100	0	100	457	434	451	3	4	7	21	37	24	68	54	57	9	5	12
Male	29	147	40618	97	0	99	461	422	440	0	8	11	22	40	27	74	48	53	4	4	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	66	287	32915	99	0	99	459	426	426	2	6	15	21	39	35	70	51	47	7	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	36221	--	NC	99	--	NC	465	--	NC	4	--	NC	15	--	NC	63	--	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	62	255	69139	98	0	99	462	439	454	0	5	7	21	36	24	72	54	58	7	5	11
Limited English Proficient Students	17	127	15545	94	0	100	446	407	399	0	8	21	32	52	42	68	40	35	0	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	98	0	96	453	431	429	2	7	14	27	42	35	64	48	47	7	3	4
Non-Economically Disadvantaged	18	55	39986	100	0	100	473	413	461	0	2	4	6	24	16	88	65	63	6	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	66	290	78869	99	100	99	469	435	442	0	5	6	11	20	21	79	69	63	10	6	10
All Students (Prior Year)	69	306	75053	97	99	99	650	617	597	0	3	7	14	9	12	69	79	72	17	9	9
Female	37	144	38536	100	100	99	472	445	458	0	5	4	15	16	15	68	68	67	18	11	14
Male	29	146	40302	97	100	99	465	427	428	0	5	8	7	24	26	93	69	60	0	1	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	66	286	32606	99	100	98	469	434	426	0	5	8	11	20	27	79	69	60	10	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	36078	--	NC	99	--	NC	459	--	NC	4	--	NC	16	--	NC	66	--	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	62	254	68697	98	100	98	472	451	454	0	2	4	9	18	18	81	74	67	11	7	11
Limited English Proficient Students	17	127	15339	94	100	100	459	413	399	0	8	11	14	28	31	79	61	54	7	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	98	100	95	469	438	427	0	6	8	13	23	28	73	65	59	13	6	5
Non-Economically Disadvantaged	18	55	39837	100	100	100	469	422	457	0	2	4	6	6	14	94	86	67	0	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	79	340	78906	100	100	99	486	481	498	22	15	13	19	23	19	45	52	48	13	9	20
All Students (Prior Year)	76	322	76019	100	98	100	490	483	499	7	17	14	55	48	39	10	13	14	27	22	33
Female	33	157	38644	100	99	99	494	492	500	13	10	12	22	23	19	50	56	49	16	10	19
Male	46	183	40236	100	100	99	481	473	497	29	19	15	18	23	19	42	49	46	11	9	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	75	333	31938	100	100	99	487	483	481	22	15	19	19	23	25	45	52	46	14	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	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	40	10664	NC	100	100	NC	388	430	NC	53	42	NC	30	27	NC	18	26	NC	0	5
Students without Disabilities	75	300	68310	100	100	98	489	494	509	21	10	9	18	22	18	48	57	51	14	11	22
Limited English Proficient Students	13	105	12573	100	100	100	456	459	454	36	22	27	32	31	30	32	44	38	0	2	5
Migrant Students	NC	24	125	NC	NA	NA	NC	484	476	NC	8	18	NC	33	35	NC	54	42	NC	4	5
Economically Disadvantaged	40	266	38679	100	99	96	468	485	483	31	16	20	26	25	25	36	51	45	8	8	10
Non-Economically Disadvantaged	39	74	40295	100	100	100	506	467	513	13	13	7	13	17	13	55	55	50	18	14	30

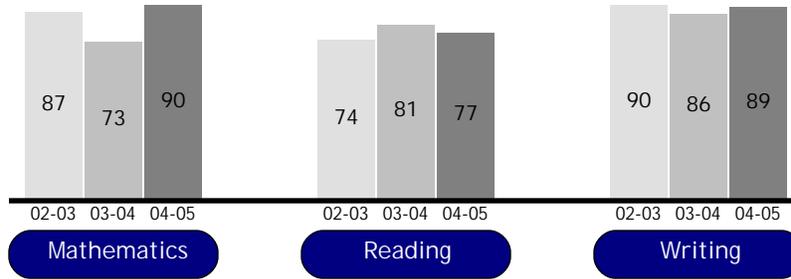
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	340	78908	100	0	99	481	464	484	17	10	10	17	38	23	56	49	58	10	3	9
All Students (Prior Year)	75	319	76020	99	97	100	499	494	503	25	35	25	24	28	23	41	33	40	10	4	12
Female	33	157	38648	100	0	99	495	476	489	13	8	8	6	33	22	63	53	61	19	6	10
Male	46	183	40233	100	0	99	471	454	479	20	12	12	24	41	25	51	45	55	4	1	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	75	333	31940	100	0	99	481	466	465	16	10	16	16	38	32	56	49	49	11	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	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	40	10665	NC	0	100	NC	387	423	NC	25	30	NC	60	36	NC	15	31	NC	0	2
Students without Disabilities	75	300	68312	100	0	98	483	475	493	16	8	7	15	35	21	58	54	62	11	4	10
Limited English Proficient Students	13	105	12556	100	0	100	449	440	436	29	15	24	32	55	40	39	30	35	0	0	1
Migrant Students	NC	24	125	NC	NA	NA	NC	468	457	NC	4	22	NC	54	40	NC	42	38	NC	0	0
Economically Disadvantaged	40	266	38662	100	0	96	461	467	468	28	10	16	21	42	32	46	46	49	5	1	3
Non-Economically Disadvantaged	39	74	40315	100	0	100	502	456	498	5	9	5	13	22	15	66	59	66	16	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	78	339	78750	99	100	99	490	482	500	7	7	6	41	39	29	53	54	63	0	0	2
All Students (Prior Year)	75	322	75673	99	98	100	524	498	530	6	13	12	27	38	25	63	49	58	3	1	4
Female	33	157	38586	100	99	99	520	501	515	0	4	4	25	31	22	75	65	71	0	0	3
Male	45	182	40135	98	100	99	469	467	486	11	9	8	52	46	35	36	45	56	0	1	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	74	332	31841	100	100	99	493	484	483	6	6	8	40	39	36	54	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	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	40	10622	NC	100	100	NC	373	415	NC	30	21	NC	48	50	NC	20	28	NC	3	1
Students without Disabilities	74	299	68196	99	100	98	493	498	513	6	3	3	39	38	25	56	59	69	0	0	3
Limited English Proficient Students	13	106	12504	100	100	100	449	456	451	14	10	12	61	51	44	25	38	43	0	1	1
Migrant Students	NC	25	126	NC	NA	NA	NC	476	464	NC	12	14	NC	44	44	NC	44	41	NC	0	0
Economically Disadvantaged	40	266	38558	100	99	96	464	486	485	13	7	8	51	41	37	36	52	54	0	0	1
Non-Economically Disadvantaged	38	73	40260	97	100	100	518	467	514	0	6	3	30	31	21	70	62	72	0	1	4

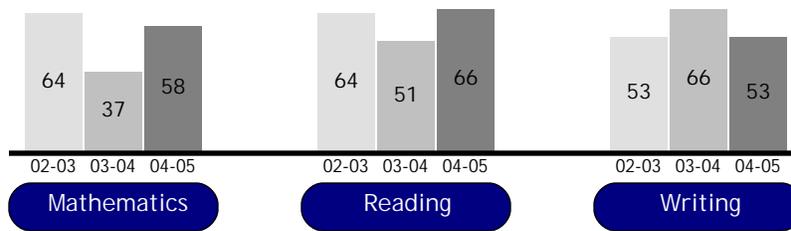
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	60	46	50	97	66	NA	58	100	52	39	47
	Language	97	54	32	43	100	45	38	50	100	54	49	47
	Mathematics	98	70	50	57	100	62	60	64	100	49	45	50
3	Reading	100	52	40	47	96	56	NA	55	99	45	36	44
	Language	100	66	53	54	96	63	54	61	99	50	38	44
	Mathematics	100	78	64	54	96	76	65	61	99	57	46	51
4	Reading	100	55	41	52	100	53	NA	56	99	51	40	48
	Language	97	59	43	48	100	52	43	52	99	45	39	49
	Mathematics	97	71	55	57	100	66	57	61	99	52	46	53
5	Reading	96	44	38	50	99	50	NA	55	100	48	42	50
	Language	100	52	43	46	99	55	45	49	100	48	43	50
	Mathematics	99	60	56	57	99	62	57	63	100	43	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/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Safety Issues/Playground Modifications
- Ü Funding Issues
- Ü Parent/Educator Relations
- Ü Health Issues Advisory on Various Issues
- Ü School Improvement
- Ü Advisory on Various Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	5
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Classroom Computers
- Ü Multi-Purpose Building
- Ü Library with Computer Center

Extracurricular Activities

- Ü Physical Fitness Program
- Ü Basketball
- Ü Student Council

Social Services

- Ü Peer Mediation
- Ü Breakfast /Lunch Programs
- Ü Clothing/Food Banks
- Ü Off Campus Counseling Services (SEABHS)
- Ü Counseling Services
- Ü Crisis Intervention

School Achievements/Accomplishments 2004-05

Ü The Elementary Achievement Profile for Stevenson was labled as a 'Performing' school, and adademic progress was made for the 2004-2005 academic year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	4	12	12	17
Transfers In Rate <sup>6</sup>	13	28	28	37
Stability Rate <sup>7</sup>	95	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

We have a Safety Committee comprised of certified and classified staff. The committee meets monthly and is responsible for reporting and mediating safety issues. Parents are informed via the site council and PTSO group. Surveys are also distributed to students, parents, and staff at the end of the school year to assess the needs of the school and make modifications if necessary. The school has a bullying committee comprised of certified staff. Students are informed on bullying and reporting.

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) :

5
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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	Lina Susee	(520) 364-2442
Transportation Policy	Gilbert Gutierrez	(520) 364-8476
Community Resources	Lina Susee	(520) 364-2442
School Nutrition Programs	Jose Natividad	(520) 364-5641
Parent Organization	Alvina Hoyack	(520) 364-5417
Student Health/Nurse	Yolanda Caruso	(520) 364-3462

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

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

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

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

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

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

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

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

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

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

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

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

5 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](http://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.