

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2120 E. Naco Vista, Tucson, AZ 85713

Tucson Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	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 2

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

School Overview

Principal/Administrator : Ms. Jeanne T. Herron
 Schedule : 07:00 AM to 05:00 PM
 Grades : Pre-K-5
 2005 Enrollment : 427
 Web Address :
 Phone Number : (520) 225-1300
 Fax Number : (520) 225-1301
 E-mail : jeanne.herron@tusd.k12.az.us

Mission

Cavett's mission is to serve the neighborhood students grades PACE-5th grade & to offer students & parents a variety of educational choices including bilingual education classes, SEI classes, etc.). Also, our mission is to raise student achievement for all of the students of Cavett Elementary.

School / Academic Goals

- ü To increase our attendance, as measured by district data, from 93.74% to 94.5% for the 2005-2006 school year.
- ü The number of students who are at grade level in reading will increase by approximately 5% during the 2005-2006 school year. The increase will be from 170 students reading on grade level to 178 students reading on grade level.

Enrollment

October 1, 2004 School Year Student Enrollment : 462
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 7

Instructional Programs

- Ü Head Start and PACE (Pre School)
- Ü Bilingual Classes
- Ü SEI Classes
- Ü Music (Classes General and Instrumental)
- Ü OMA (Opening the Minds through the Arts)

Calendar Information

Number of Instruction Days :	177
Average Daily Instruction Time :	6 hours 7 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Cavett's responsibilities to parents include but are not limited to the following:

- *High academic standards, setting goals & expectations for students
- *Distribution of handbooks/policies/other materials & regular home/school communication home visits.

Parents

Parent's responsibilities include but not limited to the following:

- *student attendance
- *proper clothing/nourishment
- *homework support
- *involvement in school goals and expectations
- *support of school policies
- *regular communication with the teacher/school.

Transportation Policy

TUSD transportation responsibilities include transporting any elementary student who lives more than two miles away from their school to their home school.

School Honors

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

Award/Honor

Year

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	69	4755	79306	100	99	99	409	436	445	27	15	10	37	21	18	32	49	51	3	15	20
All Students (Prior Year)	72	4633	75509	100	98	100	598	513	521	0	16	13	7	26	23	17	32	33	76	26	31
Female	31	2272	38691	100	100	99	414	438	446	33	13	10	15	20	18	52	51	52	0	15	20
Male	38	2483	40583	100	99	99	405	433	445	22	16	11	56	22	18	16	46	50	6	16	21
African American	NC	317	4041	NC	98	99	NC	417	426	NC	22	17	NC	22	23	NC	47	50	NC	9	10
Hispanic	63	2608	32869	100	99	99	410	426	429	26	17	15	39	25	25	31	48	51	4	10	10
Asian/Pacific Islander	--	124	1935	--	100	99	--	467	474	--	5	3	--	10	9	--	45	48	--	40	40
American Indian/Alaskan Native	--	222	4264	--	98	100	--	410	419	--	30	19	--	28	30	--	38	45	--	5	6
White	NC	1484	36197	NC	100	99	NC	457	463	NC	8	5	NC	14	11	NC	52	53	NC	26	31
Students with Disabilities	NC	602	10321	NC	100	100	NC	374	389	NC	36	30	NC	29	27	NC	31	34	NC	5	9
Students without Disabilities	63	4154	69060	100	99	98	411	445	454	24	12	7	39	20	17	35	51	54	2	17	22
Limited English Proficient Students	31	730	15509	100	100	100	408	400	406	29	23	20	39	30	30	26	41	45	5	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	58	2845	39415	100	97	96	408	428	431	26	18	15	40	25	25	32	48	50	2	9	10
Non-Economically Disadvantaged	11	1911	39966	100	100	100	414	447	459	33	10	6	22	16	12	33	50	52	11	24	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	4759	79395	100	0	99	401	436	446	34	13	9	36	28	25	31	50	55	0	8	11
All Students (Prior Year)	72	4638	75492	100	98	100	566	514	519	3	16	12	0	19	16	21	44	47	76	21	24
Female	31	2273	38743	100	0	100	409	444	451	22	10	7	37	25	24	41	55	57	0	10	12
Male	38	2486	40618	100	0	99	394	428	440	44	16	11	34	31	27	22	47	53	0	6	9
African American	NC	319	4052	NC	0	100	NC	421	434	NC	17	11	NC	30	29	NC	47	54	NC	5	6
Hispanic	63	2612	32915	100	0	99	400	425	426	35	16	15	33	33	35	31	46	47	0	5	4
Asian/Pacific Islander	--	125	1936	--	0	99	--	457	468	--	6	3	--	16	14	--	68	63	--	10	19
American Indian/Alaskan Native	--	223	4271	--	0	100	--	418	420	--	19	15	--	36	42	--	44	41	--	2	2
White	NC	1480	36221	NC	0	99	NC	459	465	NC	7	4	NC	20	15	NC	58	63	NC	15	17
Students with Disabilities	NC	601	10331	NC	0	100	NC	371	388	NC	35	25	NC	34	37	NC	28	34	NC	3	4
Students without Disabilities	63	4159	69139	100	0	99	403	445	454	31	10	7	37	27	24	31	54	58	0	9	11
Limited English Proficient Students	31	734	15545	100	0	100	392	392	399	39	25	21	37	39	42	24	34	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	58	2855	39484	100	0	96	397	426	429	36	17	14	36	33	35	28	46	47	0	4	4
Non-Economically Disadvantaged	11	1905	39986	100	0	100	418	449	461	22	8	4	33	21	16	44	57	63	0	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	4735	78869	100	99	99	408	439	442	14	6	6	37	22	21	46	63	63	3	9	10
All Students (Prior Year)	72	4606	75053	100	97	99	635	612	597	7	6	7	10	11	12	69	73	72	14	11	9
Female	31	2264	38536	100	99	99	435	457	458	7	4	4	26	15	15	59	69	67	7	12	14
Male	38	2471	40302	100	99	99	384	423	428	19	9	8	47	28	26	34	58	60	0	6	7
African American	NC	316	4015	NC	98	99	NC	422	430	NC	8	8	NC	19	24	NC	67	61	NC	6	7
Hispanic	63	2602	32606	100	99	98	408	432	426	15	7	8	33	24	27	48	62	60	4	7	5
Asian/Pacific Islander	--	125	1925	--	100	99	--	466	471	--	4	3	--	11	11	--	67	64	--	19	22
American Indian/Alaskan Native	--	222	4245	--	98	100	--	422	423	--	8	9	--	28	26	--	61	61	--	4	4
White	NC	1470	36078	NC	99	99	NC	454	459	NC	5	4	NC	18	16	NC	64	66	NC	13	14
Students with Disabilities	NC	597	10246	NC	100	100	NC	354	367	NC	20	18	NC	40	39	NC	38	40	NC	2	4
Students without Disabilities	63	4139	68697	100	98	98	419	451	454	9	4	4	39	19	18	48	67	67	4	10	11
Limited English Proficient Students	31	730	15339	100	100	100	409	398	399	13	11	11	37	30	31	45	55	54	5	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	58	2835	39106	100	97	95	405	430	427	14	8	8	36	25	28	48	62	59	2	5	5
Non-Economically Disadvantaged	11	1901	39837	100	100	100	419	452	457	11	4	4	44	16	14	33	65	67	11	14	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	4852	78906	99	100	99	452	488	498	46	17	13	31	22	19	22	46	48	1	15	20
All Students (Prior Year)	61	4819	76019	100	98	100	488	490	499	20	19	14	37	40	39	13	13	14	30	28	33
Female	45	2352	38644	98	100	99	449	491	500	46	15	12	36	23	19	15	48	49	3	15	19
Male	32	2500	40236	100	99	99	454	485	497	45	19	15	24	21	19	31	45	46	0	15	20
African American	NC	322	4087	NC	98	99	NC	473	481	NC	26	20	NC	27	24	NC	38	45	NC	9	11
Hispanic	66	2621	31938	100	99	99	452	477	481	46	21	19	27	26	25	25	44	46	2	9	10
Asian/Pacific Islander	--	117	1805	--	100	98	--	532	536	--	6	5	--	8	8	--	50	45	--	36	42
American Indian/Alaskan Native	NC	218	4593	NC	99	100	NC	461	467	NC	30	26	NC	29	29	NC	38	39	NC	3	6
White	NC	1574	36483	NC	100	99	NC	509	517	NC	8	7	NC	14	13	NC	53	51	NC	25	30
Students with Disabilities	NC	717	10664	NC	100	100	NC	421	430	NC	47	42	NC	24	27	NC	24	26	NC	4	5
Students without Disabilities	75	4135	68310	99	98	98	452	499	509	44	12	9	32	21	18	23	50	51	2	17	22
Limited English Proficient Students	21	557	12573	95	100	100	444	449	454	53	29	27	30	28	30	16	38	38	0	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	67	2872	38679	99	98	96	455	478	483	41	22	20	31	26	25	26	44	45	2	8	10
Non-Economically Disadvantaged	10	1980	40295	100	100	100	432	501	513	70	9	7	30	17	13	0	50	50	0	25	30

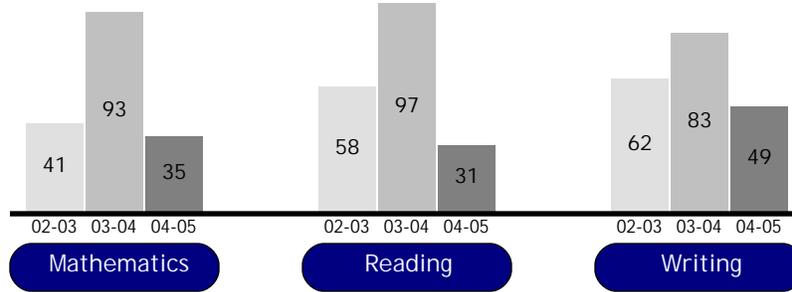
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	4853	78908	99	0	99	457	475	484	13	12	10	50	27	23	37	54	58	0	7	9
All Students (Prior Year)	61	4829	76020	100	98	100	508	498	503	22	33	25	11	24	23	50	34	40	17	9	12
Female	45	2351	38648	98	0	99	456	482	489	13	9	8	56	24	22	31	60	61	0	7	10
Male	32	2502	40233	100	0	99	458	469	479	14	15	12	41	30	25	45	49	55	0	6	8
African American	NC	322	4092	NC	0	99	NC	468	473	NC	13	12	NC	32	28	NC	52	54	NC	4	5
Hispanic	66	2622	31940	100	0	99	458	464	465	14	15	16	47	33	32	39	49	49	0	3	3
Asian/Pacific Islander	--	116	1805	--	0	98	--	509	507	--	6	4	--	10	13	--	64	65	--	19	18
American Indian/Alaskan Native	NC	217	4569	NC	0	100	NC	455	457	NC	20	18	NC	39	39	NC	39	41	NC	3	2
White	NC	1576	36502	NC	0	99	NC	495	502	NC	6	4	NC	17	14	NC	64	67	NC	13	15
Students with Disabilities	NC	719	10665	NC	0	100	NC	413	423	NC	38	30	NC	35	36	NC	25	31	NC	2	2
Students without Disabilities	75	4134	68312	99	0	98	458	486	493	12	7	7	50	26	21	38	59	62	0	7	10
Limited English Proficient Students	21	558	12556	95	0	100	451	436	436	19	22	24	51	41	40	30	36	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	67	2873	38662	99	0	96	459	467	468	14	16	16	47	33	32	40	47	49	0	3	3
Non-Economically Disadvantaged	10	1980	40315	100	0	100	444	486	498	10	6	5	70	20	15	20	63	66	0	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	4839	78750	97	99	99	464	499	500	15	6	6	41	28	29	44	64	63	0	2	2
All Students (Prior Year)	60	4790	75673	98	97	100	495	526	530	22	12	12	33	27	25	38	57	58	7	3	4
Female	45	2350	38586	98	100	99	457	515	515	13	4	4	49	20	22	38	72	71	0	3	3
Male	31	2489	40135	97	99	99	474	484	486	17	8	8	31	36	35	52	55	56	0	1	1
African American	NC	321	4081	NC	98	99	NC	488	488	NC	10	8	NC	30	32	NC	59	59	NC	1	2
Hispanic	66	2615	31841	100	99	99	464	489	483	15	7	8	39	32	36	46	60	55	0	1	1
Asian/Pacific Islander	--	117	1802	--	100	98	--	540	533	--	3	2	--	13	16	--	79	75	--	6	7
American Indian/Alaskan Native	NC	217	4586	NC	99	100	NC	480	481	NC	7	8	NC	43	37	NC	49	54	NC	1	1
White	NC	1569	36440	NC	100	99	NC	517	516	NC	3	3	NC	22	22	NC	71	71	NC	4	4
Students with Disabilities	NC	710	10622	NC	100	100	NC	414	415	NC	21	21	NC	51	50	NC	28	28	NC	1	1
Students without Disabilities	74	4129	68196	97	98	98	466	514	513	14	3	3	41	24	25	45	70	69	0	2	3
Limited English Proficient Students	20	553	12504	91	100	100	457	453	451	16	13	12	42	39	44	42	47	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	66	2862	38558	97	98	96	464	490	485	16	8	8	36	33	37	48	57	54	0	1	1
Non-Economically Disadvantaged	10	1977	40260	100	100	100	465	511	514	10	3	3	70	21	21	20	72	72	0	4	4

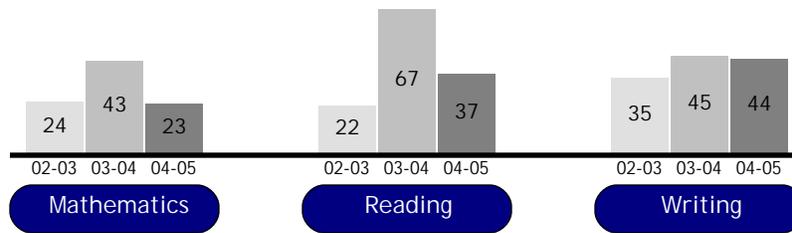
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	87	14	42	50	100	75	NA	58	99	20	43	47
	Language	97	12	39	43	100	52	45	50	99	23	42	47
	Mathematics	99	34	49	57	100	76	56	64	99	32	48	50
3	Reading	99	21	41	47	100	54	NA	55	100	22	41	44
	Language	99	30	48	54	100	73	56	61	100	24	40	44
	Mathematics	97	33	46	54	100	71	53	61	100	26	47	51
4	Reading	96	30	47	52	100	61	NA	56	100	29	43	48
	Language	98	28	44	48	100	66	45	52	100	33	44	49
	Mathematics	98	32	49	57	99	65	50	61	100	33	48	53
5	Reading	97	21	45	50	100	51	NA	55	99	36	46	50
	Language	100	23	41	46	100	52	41	49	99	31	46	50
	Mathematics	100	30	49	57	100	63	53	63	99	26	45	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

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

Council Duties

- Ü Literacy
- Ü Attendance
- Ü Parent Involvement
- Ü Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	5.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Computer Lab (Mini Lab)
- Ü Music Room
- Ü After School Tutoring
- Ü Library

Extracurricular Activities

- Ü After School Tutoring
- Ü Choir

Social Services

- Ü Parenting Assistance
- Ü Crisis Intervention
- Ü Clothing Bank
- Ü Communtty Representative

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	36	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

We have an School Resource Office from the Tucson Police Department assigned to Cavett. We currently employ Mediation Coaches (i.e. monitors) who monitor the playground, parking lots, bus bay, parent drop off bay and the streets surrounding the school. The Tucson Police Department and TUSD's security department are both available at a moment's notice to assist the site should we need it.

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

10

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

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

Contacts

	Name	Phone Number
School Site Council	TyLene Perkins	(520) 225-1300
Transportation Policy	Jeanne Herron	(520) 225-1300
Community Resources	Marisela Dominguez	(520) 225-1300
School Nutrition Programs	Liz Smith	(520) 225-1300
Parent Organization	Manual Arenas	(520) 225-1300
Student Health/Nurse	Office	(520) 225-1300

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

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

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

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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

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