

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3900 North Bear Canyon Road, Tucson, AZ 85749

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	Highly 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	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 Overview

Principal/Administrator : Dr. Joyce M Geranis
 Schedule : 7:30 AM to 4:00 PM
 Grades : K-5
 2005 Enrollment : 400
 Web Address : edweb.tusd.k12.az.us/collier
 Phone Number : (520) 584-4800
 Fax Number : (520) 584-4801
 E-mail : joyce.geranis@tusd.k12.az.us

Mission

To provide students with the skills and knowledge to meet state standards for academics and to lay the foundation for active participation as a responsible citizen in Arizona and U.S. We recognize that children have differing needs and learn differently. We set high expectations that lead to high levels of performance and believe that all learners need a positive, supportive environment. Partnerships among parents, staff and students promote success and a sense of community.

School / Academic Goals

- ü Utilize proven research-based effective instructional practices which enable all students to meet or exceed state academic standards.
- ü Promote critical thinking, problem-solving skills and life skills acquisition within the context of an academic environment.
- ü Assess and identify students who do not yet meet prescribed academic grade level standards and provide appropriate interventions to support growth.
- ü Assess and identify students who meet prescribed academic grade level standards and provide enrichment, extensions, and challenges in order for them to exceed the standards.

Enrollment

October 1, 2004 School Year Student Enrollment : 423
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 24

Instructional Programs

- Ü Full-day Kindergarten
- Ü Inclusion Program for Exceptional Educ.
- Ü Gifted and Talented Education Resource
- Ü Physical Education
- Ü Visual Arts Program
- Ü Music Program
- Ü High School Student Assistants
- Ü Strategic Tutoring/Support

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Staff maintains positive and supportive environment. Teachers set high expectations for academic achievement and participation. School provides a handbook and calendar. We summarize curriculum and instructional strategies for attaining state standards. We send monthly newsletters, maintain website, use email and phone access to establish open and continuous communication. Parent groups, site info board, conferences, appointments and site council offer many opportunities for involvement.

Parents

Ensure student attendance; comply with behavior expectations; support learning; communicate; volunteer; participate in site council; and provide input to enrich their children's growth and development at school.

Transportation Policy

Based on Tucson Unified School District Policy #3340. General boundaries include: North--Catalina Mountains; south--Tanque Verde Road; east--Catalina Hwy. and Houghton Road; west--Sabino Creek.

School Honors

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

Award/Honor	Year
Ü TUSD City Track Meet - 1st Place	2004
Ü Wells Fargo Grants	2004
Ü Achieve It- Grant Participant	2004
Ü Tucson Water Gardeners Grant	

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	76	4755	79306	100	99	99	444	436	445	11	15	10	18	21	18	58	49	51	14	15	20
All Students (Prior Year)	73	4633	75509	97	98	100	539	513	521	6	16	13	18	26	23	35	32	33	42	26	31
Female	35	2272	38691	100	100	99	448	438	446	10	13	10	13	20	18	63	51	52	13	15	20
Male	41	2483	40583	100	99	99	441	433	445	11	16	11	22	22	18	53	46	50	14	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	12	2608	32869	100	99	99	417	426	429	20	17	15	30	25	25	50	48	51	0	10	10
Asian/Pacific Islander	NC	124	1935	NC	100	99	NC	467	474	NC	5	3	NC	10	9	NC	45	48	NC	40	40
American Indian/Alaskan Native	--	222	4264	--	98	100	--	410	419	--	30	19	--	28	30	--	38	45	--	5	6
White	56	1484	36197	100	100	99	452	457	463	8	8	5	14	14	11	60	52	53	18	26	31
Students with Disabilities	19	602	10321	100	100	100	420	374	389	25	36	30	19	29	27	50	31	34	6	5	9
Students without Disabilities	57	4154	69060	98	99	98	452	445	454	6	12	7	18	20	17	60	51	54	16	17	22
Limited English Proficient Students	NC	730	15509	NC	100	100	NC	400	406	NC	23	20	NC	30	30	NC	41	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	17	2845	39415	100	97	96	430	428	431	11	18	15	22	25	25	67	48	50	0	9	10
Non-Economically Disadvantaged	59	1911	39966	100	100	100	446	447	459	11	10	6	18	16	12	56	50	52	16	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	76	4759	79395	100	0	99	458	436	446	5	13	9	21	28	25	59	50	55	15	8	11
All Students (Prior Year)	74	4638	75492	99	98	100	524	514	519	11	16	12	14	19	16	45	44	47	30	21	24
Female	35	2273	38743	100	0	100	476	444	451	0	10	7	13	25	24	57	55	57	30	10	12
Male	41	2486	40618	100	0	99	443	428	440	8	16	11	28	31	27	61	47	53	3	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	12	2612	32915	100	0	99	436	425	426	10	16	15	20	33	35	70	46	47	0	5	4
Asian/Pacific Islander	NC	125	1936	NC	0	99	NC	457	468	NC	6	3	NC	16	14	NC	68	63	NC	10	19
American Indian/Alaskan Native	--	223	4271	--	0	100	--	418	420	--	19	15	--	36	42	--	44	41	--	2	2
White	56	1480	36221	100	0	99	464	459	465	4	7	4	18	20	15	60	58	63	18	15	17
Students with Disabilities	19	601	10331	100	0	100	419	371	388	19	35	25	50	34	37	25	28	34	6	3	4
Students without Disabilities	57	4159	69139	98	0	99	470	445	454	0	10	7	12	27	24	70	54	58	18	9	11
Limited English Proficient Students	NC	734	15545	NC	0	100	NC	392	399	NC	25	21	NC	39	42	NC	34	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	17	2855	39484	100	0	96	446	426	429	11	17	14	22	33	35	56	46	47	11	4	4
Non-Economically Disadvantaged	59	1905	39986	100	0	100	460	449	461	4	8	4	21	21	16	60	57	63	16	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	75	4735	78869	100	99	99	463	439	442	3	6	6	18	22	21	65	63	63	14	9	10
All Students (Prior Year)	73	4606	75053	97	97	99	653	612	597	8	6	7	1	11	12	67	73	72	24	11	9
Female	35	2264	38536	100	99	99	488	457	458	0	4	4	10	15	15	70	69	67	20	12	14
Male	40	2471	40302	98	99	99	441	423	428	6	9	8	26	28	26	60	58	60	9	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	12	2602	32606	100	99	98	465	432	426	0	7	8	20	24	27	80	62	60	0	7	5
Asian/Pacific Islander	NC	125	1925	NC	100	99	NC	466	471	NC	4	3	NC	11	11	NC	67	64	NC	19	22
American Indian/Alaskan Native	--	222	4245	--	98	100	--	422	423	--	8	9	--	28	26	--	61	61	--	4	4
White	55	1470	36078	100	99	99	468	454	459	2	5	4	16	18	16	65	64	66	16	13	14
Students with Disabilities	19	597	10246	100	100	100	437	354	367	6	20	18	31	40	39	50	38	40	13	2	4
Students without Disabilities	56	4139	68697	97	98	98	471	451	454	2	4	4	14	19	18	69	67	67	14	10	11
Limited English Proficient Students	NC	730	15339	NC	100	100	NC	398	399	NC	11	11	NC	30	31	NC	55	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	17	2835	39106	100	97	95	440	430	427	11	8	8	22	25	28	67	62	59	0	5	5
Non-Economically Disadvantaged	58	1901	39837	100	100	100	466	452	457	2	4	4	18	16	14	64	65	67	16	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	78	4852	78906	100	100	99	527	488	498	7	17	13	10	22	19	51	46	48	33	15	20
All Students (Prior Year)	75	4819	76019	97	98	100	528	490	499	1	19	14	28	40	39	23	13	14	47	28	33
Female	28	2352	38644	100	100	99	530	491	500	4	15	12	7	23	19	52	48	49	37	15	19
Male	50	2500	40236	100	99	99	525	485	497	9	19	15	11	21	19	50	45	46	30	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	11	2621	31938	100	99	99	541	477	481	0	21	19	10	26	25	50	44	46	40	9	10
Asian/Pacific Islander	NC	117	1805	NC	100	98	NC	532	536	NC	6	5	NC	8	8	NC	50	45	NC	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	59	1574	36483	100	100	99	526	509	517	9	8	7	9	14	13	49	53	51	33	25	30
Students with Disabilities	14	717	10664	100	100	100	480	421	430	38	47	42	23	24	27	23	24	26	15	4	5
Students without Disabilities	64	4135	68310	100	98	98	537	499	509	0	12	9	7	21	18	57	50	51	37	17	22
Limited English Proficient Students	--	557	12573	--	100	100	--	449	454	--	29	27	--	28	30	--	38	38	--	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	16	2872	38679	100	98	96	509	478	483	0	22	20	14	26	25	79	44	45	7	8	10
Non-Economically Disadvantaged	62	1980	40295	100	100	100	531	501	513	8	9	7	8	17	13	44	50	50	39	25	30

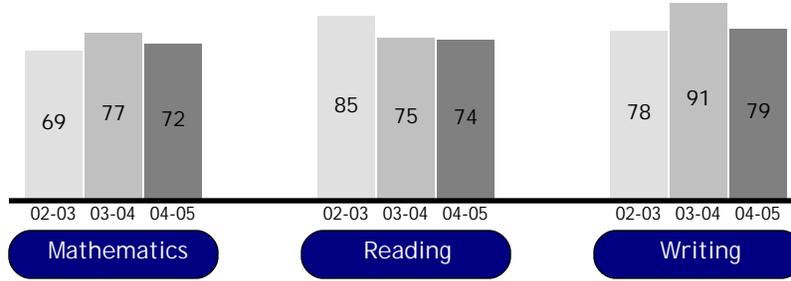
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	4853	78908	100	0	99	506	475	484	3	12	10	18	27	23	63	54	58	16	7	9
All Students (Prior Year)	75	4829	76020	97	98	100	508	498	503	9	33	25	22	24	23	50	34	40	19	9	12
Female	28	2351	38648	100	0	99	516	482	489	0	9	8	7	24	22	74	60	61	19	7	10
Male	50	2502	40233	100	0	99	499	469	479	4	15	12	24	30	25	57	49	55	15	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	11	2622	31940	100	0	99	500	464	465	10	15	16	0	33	32	80	49	49	10	3	3
Asian/Pacific Islander	NC	116	1805	NC	0	98	NC	509	507	NC	6	4	NC	10	13	NC	64	65	NC	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	59	1576	36502	100	0	99	506	495	502	2	6	4	22	17	14	58	64	67	18	13	15
Students with Disabilities	14	719	10665	100	0	100	458	413	423	15	38	30	62	35	36	15	25	31	8	2	2
Students without Disabilities	64	4134	68312	100	0	98	516	486	493	0	7	7	8	26	21	73	59	62	18	7	10
Limited English Proficient Students	--	558	12556	--	0	100	--	436	436	--	22	24	--	41	40	--	36	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	16	2873	38662	100	0	96	497	467	468	0	16	16	21	33	32	71	47	49	7	3	3
Non-Economically Disadvantaged	62	1980	40315	100	0	100	508	486	498	3	6	5	17	20	15	61	63	66	19	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	78	4839	78750	100	99	99	533	499	500	3	6	6	10	28	29	85	64	63	3	2	2
All Students (Prior Year)	75	4790	75673	97	97	100	579	526	530	3	12	12	14	27	25	74	57	58	9	3	4
Female	28	2350	38586	100	100	99	541	515	515	0	4	4	4	20	22	96	72	71	0	3	3
Male	50	2489	40135	100	99	99	528	484	486	4	8	8	13	36	35	78	55	56	4	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	11	2615	31841	100	99	99	525	489	483	0	7	8	10	32	36	90	60	55	0	1	1
Asian/Pacific Islander	NC	117	1802	NC	100	98	NC	540	533	NC	3	2	NC	13	16	NC	79	75	NC	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	59	1569	36440	100	100	99	533	517	516	4	3	3	11	22	22	82	71	71	4	4	4
Students with Disabilities	14	710	10622	100	100	100	489	414	415	15	21	21	31	51	50	54	28	28	0	1	1
Students without Disabilities	64	4129	68196	100	98	98	542	514	513	0	3	3	5	24	25	92	70	69	3	2	3
Limited English Proficient Students	--	553	12504	--	100	100	--	453	451	--	13	12	--	39	44	--	47	43	--	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	16	2862	38558	100	98	96	535	490	485	0	8	8	0	33	37	93	57	54	7	1	1
Non-Economically Disadvantaged	62	1977	40260	100	100	100	532	511	514	3	3	3	12	21	21	83	72	72	2	4	4

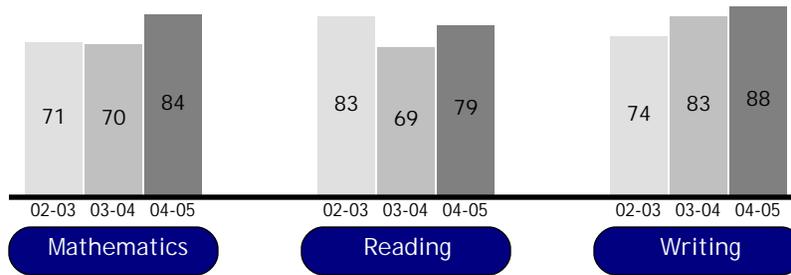
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	92	57	42	50	97	50	NA	58	98	62	43	47
	Language	96	55	39	43	95	46	45	50	98	55	42	47
	Mathematics	95	65	49	57	95	63	56	64	98	65	48	50
3	Reading	89	64	41	47	96	64	NA	55	100	51	41	44
	Language	90	67	48	54	97	66	56	61	100	50	40	44
	Mathematics	99	61	46	54	97	64	53	61	100	47	47	51
4	Reading	93	77	47	52	96	62	NA	56	97	56	43	48
	Language	94	71	44	48	96	61	45	52	97	58	44	49
	Mathematics	94	78	49	57	96	68	50	61	97	65	48	53
5	Reading	78	78	45	50	99	73	NA	55	100	61	46	50
	Language	86	67	41	46	99	60	41	49	100	61	46	50
	Mathematics	94	75	49	57	99	74	53	63	100	63	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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Site Accountability Plan & Goals
- Ü Student Achievement
- Ü School Safety Issues
- Ü Budget
- Ü Parent/Community Involvement
- Ü Hiring

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	1.40	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	20
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 Library
- Ü Multipurpose room
- Ü Mini Lab/Pod of Computers in Library

Extracurricular Activities

- Ü Student Council
- Ü Track Team Grades 3-5
- Ü Before/After School 'Happy Hours' Prog.

Social Services

- Ü Private After School Program
- Ü Lunch Program
- Ü Health Services
- Ü Before School Program

School Achievements/Accomplishments 2004-05

- ü Provided music education enrichment experience for K-5 classrooms.

- ü Provided visual arts program through trained parent volunteers.

- ü Participated and received a Grant to create a water garden in atrium.

- ü Designed and delivered a strategic tutoring program through Educational Technology district office to support intermediate students in grades 3-5.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	12	28	28	37
Stability Rate ⁷	88	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

Developed, implemented, & practiced Emergency Procedures to include lockdown, in-vacuation, evacuation. Sponsored a Safety Day with free fingerprinting. DARE program. Monitors are trained in safety procedures. Check-in policy for all visitors/volunteers. Surveyed students in grades 35-, teachers, and parents regarding their experiences and opinions on bullying and plan to analyze the data to incorporate a schoolwide response.

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	Joyce M. Geranis	(520) 584-4800
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Cami Calendrella	(520) 584-4800
School Nutrition Programs	Christine Lopez	(520) 584-4800
Parent Organization	Lori Emrich or Craig Walker	(520) 584-4800
Student Health/Nurse	Eva Damschroeder	(520) 584-4817

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.