

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5949 East 29th St., Tucson, AZ 85711

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	Highly Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Ms. Joyce Dillon
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 612
 Web Address : www.corbettschool.org
 Phone Number : (520) 584-4900
 Fax Number : (520) 584-4901
 E-mail : joyce.dillon@tUSD.k12.az.us

Mission

Our purpose is to work with families and the community to meet each child's educational needs, now and in the future. We strive to help all children develop into mature, responsible adults able to cope and thrive in an increasingly complex world.

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 Five percent (5%) increase in the composite reading scores for all students attending Corbett for at least two years.
- ü At least 95% of Corbett students will attend school on a daily basis.
- ü Increase writing scores on district's quarterly writing scores by five percent each quarter.
- ü Five percent increase in the composite math scores for all students attending Corbett for at least two years.

Enrollment

October 1, 2004 School Year Student Enrollment : 608
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 83

Instructional Programs

- Structured English Immersion
- Full-day Kindergarten
- Gifted and Talented Education
- Inclusive Special Education Model
- Success For All Reading Program
- Opening Minds Through Arts Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	7/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

To communicate with parents through newsletters, conferences, home visits, telephone calls, etc. To have clear-cut educational goals and objectives for students and with parents so we can all help students achieve these objectives.

Parents

To become involved in their child's education by helping in classrooms, working with the PTA and attending educational activities. To ensure excellent student attendance. Positive communication between home and school makes for successful students.

Transportation Policy

Students are transported from the far east side of Tucson to attend the GATE program. All other neighborhood students live within the one-square-mile attendance area and walk to school.

School Honors

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

Award/Honor	Year
• 1st Place Best Media Library in US	2001
• Grane Prize Winner Scholastic, Inc. Essay Contest	2004
• 1st Place Poetry Anthology Winner	2003
• 1st Place TUSD/City Track and Field	2001

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	99	4755	79306	99	99	99	473	436	445	7	15	10	22	21	18	33	49	51	38	15	20
All Students (Prior Year)	95	4633	75509	95	98	100	544	513	521	16	16	13	12	26	23	30	32	33	42	26	31
Female	45	2272	38691	100	100	99	473	438	446	10	13	10	19	20	18	29	51	52	43	15	20
Male	54	2483	40583	98	99	99	473	433	445	4	16	11	24	22	18	37	46	50	35	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	53	2608	32869	98	99	99	460	426	429	6	17	15	29	25	25	33	48	51	31	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	NC	222	4264	NC	98	100	NC	410	419	NC	30	19	NC	28	30	NC	38	45	NC	5	6
White	32	1484	36197	100	100	99	493	457	463	3	8	5	10	14	11	42	52	53	45	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	92	4154	69060	100	99	98	477	445	454	5	12	7	20	20	17	35	51	54	40	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	54	2845	39415	98	97	96	446	428	431	6	18	15	27	25	25	50	48	50	17	9	10
Non-Economically Disadvantaged	45	1911	39966	100	100	100	503	447	459	7	10	6	16	16	12	14	50	52	63	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	98	4759	79395	98	0	99	467	436	446	3	13	9	34	28	25	31	50	55	31	8	11
All Students (Prior Year)	95	4638	75492	95	98	100	525	514	519	16	16	12	22	19	16	28	44	47	34	21	24
Female	44	2273	38743	98	0	100	475	444	451	5	10	7	29	25	24	32	55	57	34	10	12
Male	54	2486	40618	98	0	99	461	428	440	2	16	11	39	31	27	31	47	53	29	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	53	2612	32915	98	0	99	455	425	426	2	16	15	42	33	35	35	46	47	21	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	NC	223	4271	NC	0	100	NC	418	420	NC	19	15	NC	36	42	NC	44	41	NC	2	2
White	31	1480	36221	97	0	99	490	459	465	0	7	4	27	20	15	27	58	63	47	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	91	4159	69139	99	0	99	473	445	454	1	10	7	33	27	24	34	54	58	33	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	54	2855	39484	98	0	96	439	426	429	6	17	14	48	33	35	33	46	47	13	4	4
Non-Economically Disadvantaged	44	1905	39986	98	0	100	500	449	461	0	8	4	19	21	16	29	57	63	52	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	98	4735	78869	98	99	99	455	439	442	4	6	6	20	22	21	56	63	63	20	9	10
All Students (Prior Year)	94	4606	75053	94	97	99	676	612	597	4	6	7	6	11	12	60	73	72	31	11	9
Female	45	2264	38536	100	99	99	467	457	458	5	4	4	14	15	15	55	69	67	26	12	14
Male	53	2471	40302	96	99	99	446	423	428	4	9	8	24	28	26	57	58	60	14	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	52	2602	32606	96	99	98	447	432	426	2	7	8	29	24	27	58	62	60	10	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	NC	222	4245	NC	98	100	NC	422	423	NC	8	9	NC	28	26	NC	61	61	NC	4	4
White	32	1470	36078	100	99	99	462	454	459	6	5	4	6	18	16	65	64	66	23	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	91	4139	68697	99	98	98	466	451	454	2	4	4	17	19	18	60	67	67	21	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	53	2835	39106	96	97	95	431	430	427	6	8	8	27	25	28	63	62	59	4	5	5
Non-Economically Disadvantaged	45	1901	39837	100	100	100	483	452	457	2	4	4	12	16	14	49	65	67	37	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	100	4852	78906	100	100	99	502	488	498	19	17	13	23	22	19	29	46	48	30	15	20
All Students (Prior Year)	89	4819	76019	97	98	100	490	490	499	26	19	14	31	40	39	9	13	14	34	28	33
Female	43	2352	38644	100	100	99	510	491	500	15	15	12	21	23	19	28	48	49	36	15	19
Male	57	2500	40236	100	99	99	496	485	497	21	19	15	25	21	19	29	45	46	25	15	20
African American	11	322	4087	100	98	99	532	473	481	10	26	20	10	27	24	30	38	45	50	9	11
Hispanic	46	2621	31938	100	99	99	476	477	481	20	21	19	40	26	25	30	44	46	10	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	37	1574	36483	97	100	99	520	509	517	17	8	7	11	14	13	28	53	51	44	25	30
Students with Disabilities	10	717	10664	100	100	100	431	421	430	67	47	42	33	24	27	0	24	26	0	4	5
Students without Disabilities	90	4135	68310	100	98	98	510	499	509	13	12	9	22	21	18	32	50	51	33	17	22
Limited English Proficient Students	NC	557	12573	NC	100	100	NC	449	454	NC	29	27	NC	28	30	NC	38	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	63	2872	38679	100	98	96	469	478	483	27	22	20	34	26	25	29	44	45	11	8	10
Non-Economically Disadvantaged	37	1980	40295	100	100	100	556	501	513	6	9	7	6	17	13	29	50	50	60	25	30

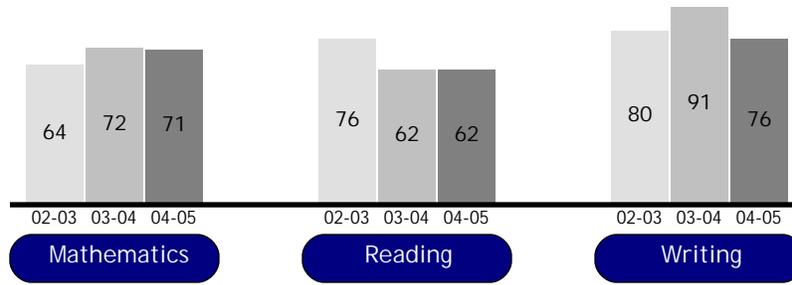
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	4853	78908	100	0	99	498	475	484	8	12	10	24	27	23	47	54	58	21	7	9
All Students (Prior Year)	91	4829	76020	99	98	100	505	498	503	35	33	25	19	24	23	30	34	40	16	9	12
Female	43	2351	38648	100	0	99	512	482	489	3	9	8	23	24	22	46	60	61	28	7	10
Male	57	2502	40233	100	0	99	487	469	479	12	15	12	25	30	25	48	49	55	15	6	8
African American	11	322	4092	100	0	99	512	468	473	0	13	12	20	32	28	60	52	54	20	4	5
Hispanic	46	2622	31940	100	0	99	475	464	465	10	15	16	38	33	32	43	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	37	1576	36502	97	0	99	520	495	502	8	6	4	8	17	14	50	64	67	33	13	15
Students with Disabilities	10	719	10665	100	0	100	438	413	423	33	38	30	56	35	36	11	25	31	0	2	2
Students without Disabilities	90	4134	68312	100	0	98	505	486	493	5	7	7	21	26	21	51	59	62	23	7	10
Limited English Proficient Students	NC	558	12556	NC	0	100	NC	436	436	NC	22	24	NC	41	40	NC	36	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	63	2873	38662	100	0	96	473	467	468	9	16	16	39	33	32	45	47	49	7	3	3
Non-Economically Disadvantaged	37	1980	40315	100	0	100	538	486	498	6	6	5	0	20	15	51	63	66	43	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	100	4839	78750	100	99	99	518	499	500	3	6	6	21	28	29	71	64	63	4	2	2
All Students (Prior Year)	90	4790	75673	98	97	100	563	526	530	7	12	12	28	27	25	56	57	58	9	3	4
Female	43	2350	38586	100	100	99	531	515	515	0	4	4	13	20	22	82	72	71	5	3	3
Male	57	2489	40135	100	99	99	507	484	486	6	8	8	27	36	35	63	55	56	4	1	1
African American	11	321	4081	100	98	99	533	488	488	0	10	8	20	30	32	70	59	59	10	1	2
Hispanic	46	2615	31841	100	99	99	504	489	483	5	7	8	23	32	36	73	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	37	1569	36440	97	100	99	526	517	516	3	3	3	19	22	22	69	71	71	8	4	4
Students with Disabilities	10	710	10622	100	100	100	431	414	415	11	21	21	89	51	50	0	28	28	0	1	1
Students without Disabilities	90	4129	68196	100	98	98	527	514	513	2	3	3	13	24	25	79	70	69	5	2	3
Limited English Proficient Students	NC	553	12504	NC	100	100	NC	453	451	NC	13	12	NC	39	44	NC	47	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	63	2862	38558	100	98	96	492	490	485	5	8	8	29	33	37	64	57	54	2	1	1
Non-Economically Disadvantaged	37	1977	40260	100	100	100	558	511	514	0	3	3	9	21	21	83	72	72	9	4	4

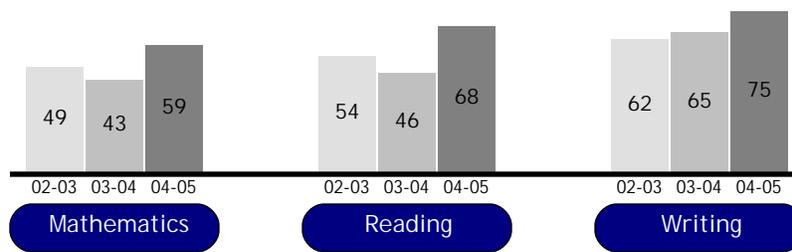
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	91	56	42	50	94	61	NA	58	99	46	43	47
	Language	97	55	39	43	100	54	45	50	99	43	42	47
	Mathematics	98	55	49	57	99	65	56	64	99	45	48	50
3	Reading	99	61	41	47	100	69	NA	55	98	51	41	44
	Language	99	64	48	54	100	74	56	61	98	48	40	44
	Mathematics	99	61	46	54	100	74	53	61	99	56	47	51
4	Reading	99	60	47	52	100	63	NA	56	99	47	43	48
	Language	99	54	44	48	100	58	45	52	99	48	44	49
	Mathematics	98	58	49	57	100	67	50	61	98	45	48	53
5	Reading	98	59	45	50	97	63	NA	55	100	55	46	50
	Language	100	49	41	46	99	52	41	49	100	56	46	50
	Mathematics	100	59	49	57	98	63	53	63	100	49	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

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

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Staff Development
- Ü School Environment
- Ü Tax Credit Allocations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	5.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	1	0	0	0
10 or more years	7	22	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Head Start
- Ü Library
- Ü Music Room

Extracurricular Activities

- Ü Project Shine Fine Arts/Literacy
- Ü Chess
- Ü Mentoring
- Ü KIDCO
- Ü Basketball
- Ü Softball
- Ü Afterschool Tutoring

Social Services

- Ü Afterschool Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks

School Achievements/Accomplishments 2004-05

- ü Eighty-eight percent (88%) of our students are reading at or above grade level in reading.

- ü Students are continuing to show increased growth in written language development, including meaningful sentences, paragraph development and research skills. Students are developing inquiry-based science notebooks.

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	10	12	12	17
Transfers In Rate ⁶	22	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	1	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

Students participate in individual, small group and total class instruction in decision-making and life skills choices. Older students/classes are paired with younger students/classes to foster responsibility and caring amongst 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) :

0

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 Dillon	(520) 584-4900
Transportation Policy	Ron Stacey	(520) 225-4800
Community Resources	Kathi Finfrock	(520) 584-4492
School Nutrition Programs	Pam Palmo	(520) 225-4720
Parent Organization	Jennifer Guillen	(520) 584-4900
Student Health/Nurse	Janet Lew	(520) 584-4900

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.