



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2945 N. Tucson Blvd., Tucson, AZ 85716

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.

School Overview

Principal/Administrator : Mrs. Pearl I. Miller
Schedule : 07:00 AM to 04:00 PM
Grades : K-5
2005 Enrollment : 553
Web Address : edweb.tusd.k12.az.us/Cragin/
Phone Number : (520) 232-6700
Fax Number : (520) 232-6701
E-mail : pearl.miller@tusd.k12.az.us

Mission

Each individual is honored and valued as diversity is celebrated, potential maximized, curiosity/inquiry encouraged and academic and personal growth is promoted. Best teaching practices are used to build resilient and contributing citizens.

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 Cragin staff, parents and students participate together to increase student achievement and attendance.
Ü Cragin students, parents and staff actively participate to develop strategies which promote responsibility and the development of self-direction as part of the PeaceBuilders/Lifeskills program.

Enrollment

October 1, 2004 School Year Student Enrollment : 583
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 85

Instructional Programs

- ü PeaceBuilders/Lifeskills
- ü Literacy/Math Blocks
- ü Bilingual/SEI K-5
- ü Reading Support/LAP, OASIS, Tutors
- ü Intervention/Enrichment Blocks

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We promote the academic and personal growth of every child, using best teaching practices to develop lifelong learners and build resilient/contributing citizens. Communication: newsletters, phone contacts, conferences and an open door atmosphere.

Parents

Parents are to provide a loving and encouraging home environment for their child, promoting a home/school partnership. Parents are to model a love of learning, support developing good study habits and nurture each child's personal excellence. Parent Policy developed and distributed.

Transportation Policy

We follow the transportation policy of TUSD.

School Honors

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

Award/Honor	Year
ü Outstanding Custodial Services	2005
ü 1 Rodel Exemplary Teacher Award and 1 Rodel Finalist	2004
ü Increased AIMS Math Test Scores	2005
ü EEf Teacher/Librarian Award	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	4755	79306	100	99	99	425	436	445	16	15	10	37	21	18	39	49	51	8	15	20
All Students (Prior Year)	98	4633	75509	99	98	100	495	513	521	19	16	13	32	26	23	38	32	33	12	26	31
Female	58	2272	38691	100	100	99	423	438	446	13	13	10	42	20	18	42	51	52	4	15	20
Male	45	2483	40583	100	99	99	428	433	445	21	16	11	31	22	18	36	46	50	13	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	59	2608	32869	100	99	99	420	426	429	14	17	15	42	25	25	42	48	51	2	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	33	1484	36197	100	100	99	435	457	463	17	8	5	30	14	11	33	52	53	20	26	31
Students with Disabilities	10	602	10321	100	100	100	380	374	389	60	36	30	30	29	27	10	31	34	0	5	9
Students without Disabilities	93	4154	69060	100	99	98	431	445	454	10	12	7	38	20	17	43	51	54	9	17	22
Limited English Proficient Students	11	730	15509	100	100	100	421	400	406	20	23	20	40	30	30	36	41	45	4	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	75	2845	39415	100	97	96	424	428	431	20	18	15	34	25	25	36	48	50	9	9	10
Non-Economically Disadvantaged	28	1911	39966	100	100	100	430	447	459	4	10	6	43	16	12	48	50	52	4	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	103	4759	79395	100	0	99	433	436	446	9	13	9	36	28	25	49	50	55	6	8	11
All Students (Prior Year)	96	4638	75492	97	98	100	507	514	519	16	16	12	22	19	16	52	44	47	10	21	24
Female	58	2273	38743	100	0	100	436	444	451	8	10	7	29	25	24	56	55	57	6	10	12
Male	45	2486	40618	100	0	99	430	428	440	10	16	11	44	31	27	41	47	53	5	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	59	2612	32915	100	0	99	428	425	426	10	16	15	34	33	35	54	46	47	2	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	33	1480	36221	100	0	99	442	459	465	10	7	4	33	20	15	43	58	63	13	15	17
Students with Disabilities	10	601	10331	100	0	100	383	371	388	50	35	25	40	34	37	10	28	34	0	3	4
Students without Disabilities	93	4159	69139	100	0	99	440	445	454	4	10	7	35	27	24	55	54	58	6	9	11
Limited English Proficient Students	11	734	15545	100	0	100	421	392	399	12	25	21	40	39	42	48	34	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	75	2855	39484	100	0	96	431	426	429	9	17	14	33	33	35	52	46	47	6	4	4
Non-Economically Disadvantaged	28	1905	39986	100	0	100	439	449	461	9	8	4	43	21	16	43	57	63	4	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	101	4735	78869	99	99	99	430	439	442	7	6	6	30	22	21	60	63	63	2	9	10
All Students (Prior Year)	96	4606	75053	97	97	99	581	612	597	6	6	7	7	11	12	79	73	72	7	11	9
Female	58	2264	38536	100	99	99	442	457	458	0	4	4	33	15	15	67	69	67	0	12	14
Male	43	2471	40302	98	99	99	414	423	428	16	9	8	26	28	26	53	58	60	5	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	59	2602	32606	100	99	98	429	432	426	6	7	8	32	24	27	62	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	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	429	454	459	10	5	4	28	18	16	55	64	66	7	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	92	4139	68697	100	98	98	436	451	454	4	4	4	29	19	18	65	67	67	3	10	11
Limited English Proficient Students	11	730	15339	100	100	100	435	398	399	8	11	11	24	30	31	68	55	54	0	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	73	2835	39106	97	97	95	431	430	427	8	8	8	32	25	28	57	62	59	3	5	5
Non-Economically Disadvantaged	28	1901	39837	100	100	100	425	452	457	4	4	4	26	16	14	70	65	67	0	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	90	4852	78906	100	100	99	485	488	498	16	17	13	29	22	19	41	46	48	13	15	20
All Students (Prior Year)	105	4819	76019	98	98	100	494	490	499	17	19	14	44	40	39	10	13	14	29	28	33
Female	53	2352	38644	100	100	99	487	491	500	15	15	12	23	23	19	50	48	49	13	15	19
Male	37	2500	40236	100	99	99	482	485	497	18	19	15	39	21	19	29	45	46	14	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	45	2621	31938	98	99	99	484	477	481	17	21	19	33	26	25	39	44	46	11	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	26	1574	36483	100	100	99	503	509	517	0	8	7	21	14	13	63	53	51	16	25	30
Students with Disabilities	14	717	10664	100	100	100	436	421	430	44	47	42	44	24	27	11	24	26	0	4	5
Students without Disabilities	76	4135	68310	100	98	98	492	499	509	12	12	9	27	21	18	46	50	51	15	17	22
Limited English Proficient Students	14	557	12573	100	100	100	471	449	454	21	29	27	42	28	30	32	38	38	5	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	69	2872	38679	100	98	96	479	478	483	22	22	20	28	26	25	40	44	45	10	8	10
Non-Economically Disadvantaged	21	1980	40295	100	100	100	501	501	513	0	9	7	33	17	13	44	50	50	22	25	30

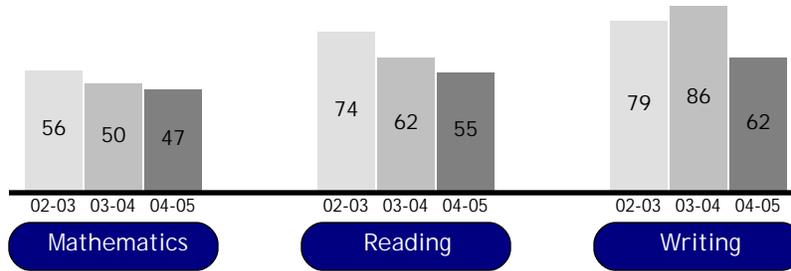
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	4853	78908	100	0	99	476	475	484	7	12	10	37	27	23	51	54	58	4	7	9
All Students (Prior Year)	105	4829	76020	98	98	100	497	498	503	37	33	25	24	24	23	33	34	40	6	9	12
Female	53	2351	38648	100	0	99	479	482	489	5	9	8	33	24	22	60	60	61	3	7	10
Male	37	2502	40233	100	0	99	473	469	479	11	15	12	43	30	25	39	49	55	7	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	45	2622	31940	98	0	99	472	464	465	8	15	16	42	33	32	44	49	49	6	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	26	1576	36502	100	0	99	494	495	502	5	6	4	16	17	14	74	64	67	5	13	15
Students with Disabilities	14	719	10665	100	0	100	431	413	423	33	38	30	56	35	36	11	25	31	0	2	2
Students without Disabilities	76	4134	68312	100	0	98	483	486	493	3	7	7	34	26	21	58	59	62	5	7	10
Limited English Proficient Students	14	558	12556	100	0	100	455	436	436	11	22	24	63	41	40	26	36	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	69	2873	38662	100	0	96	471	467	468	8	16	16	42	33	32	48	47	49	2	3	3
Non-Economically Disadvantaged	21	1980	40315	100	0	100	492	486	498	6	6	5	22	20	15	61	63	66	11	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	90	4839	78750	100	99	99	486	499	500	7	6	6	38	28	29	54	64	63	0	2	2
All Students (Prior Year)	106	4790	75673	99	97	100	504	526	530	16	12	12	30	27	25	53	57	58	1	3	4
Female	53	2350	38586	100	100	99	495	515	515	5	4	4	38	20	22	58	72	71	0	3	3
Male	37	2489	40135	100	99	99	473	484	486	11	8	8	39	36	35	50	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	45	2615	31841	98	99	99	476	489	483	8	7	8	39	32	36	53	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	26	1569	36440	100	100	99	518	517	516	0	3	3	32	22	22	68	71	71	0	4	4
Students with Disabilities	14	710	10622	100	100	100	472	414	415	0	21	21	78	51	50	22	28	28	0	1	1
Students without Disabilities	76	4129	68196	100	98	98	488	514	513	8	3	3	32	24	25	59	70	69	0	2	3
Limited English Proficient Students	14	553	12504	100	100	100	434	453	451	21	13	12	47	39	44	32	47	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	69	2862	38558	100	98	96	480	490	485	8	8	8	40	33	37	52	57	54	0	1	1
Non-Economically Disadvantaged	21	1977	40260	100	100	100	502	511	514	6	3	3	33	21	21	61	72	72	0	4	4

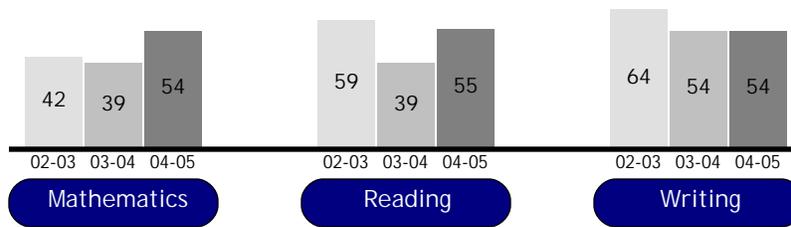
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	93	43	42	50	98	41	NA	58	100	41	43	47
	Language	99	34	39	43	98	33	45	50	100	36	42	47
	Mathematics	98	43	49	57	98	38	56	64	100	39	48	50
3	Reading	96	32	41	47	99	44	NA	55	100	40	41	44
	Language	95	44	48	54	100	49	56	61	100	38	40	44
	Mathematics	98	34	46	54	100	40	53	61	100	41	47	51
4	Reading	98	36	47	52	94	41	NA	56	100	39	43	48
	Language	98	35	44	48	100	37	45	52	100	36	44	49
	Mathematics	99	39	49	57	100	37	50	61	100	38	48	53
5	Reading	98	47	45	50	96	46	NA	55	100	42	46	50
	Language	96	42	41	46	96	40	41	49	100	43	46	50
	Mathematics	99	44	49	57	98	47	53	63	100	40	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)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum/Instruction
- Ü Student Handbook
- Ü Student Achievement
- Ü School Environment and Safety
- Ü Diversity Competence/Appreciation
- Ü Develop and Monitor School Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	4.00	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	1	0	0
4 to 6 years	5	1	0	0
7 to 9 years	2	0	0	0
10 or more years	9	16	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
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 with Media/Technology Center
- Ü Environment Educ. Courtyard/Habitat

Extracurricular Activities

- Ü Cougar Clubs - Sports/Arts/Tech/etc.
- Ü Orchestra/Band
- Ü Student Council
- Ü Peace Patrol
- Ü Bowling
- Ü Tutoring

Social Services

- Ü KIDCO Afterschool Program
- Ü Clothing/Food Banks
- Ü JFCS Counseling
- Ü Counseling Services
- Ü Community Representative
- Ü Social Worker
- Ü Strengthening Families Program
- Ü Health Office

School Achievements/Accomplishments 2004-05

- ü Seven students received President's Education Award for Outstanding Academic Achievement.

- ü PeaceBuilders Program, and Parent Art Partnership.

- ü Quarterly Award Assemblies honoring academics, attendance, improvement, and citizenship.

- ü Schoolwide recycling program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	35	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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 emphasize and implement a school-wide PeaceBuilder Program. Monitors and Peer Peace Patrol are in place to oversee safety and encourage positive behavior. The School Safety/Crisis team works to monitor current safety drills and procedures. We also have a School Resource Officer and a School Safety Officer assigned part-time to our school who are available when requested.

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) :

3

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	Saralinda Mendivil	(520) 232-6700
Transportation Policy	Bill Ball	(520) 617-4315
Community Resources	Rosie Mares	(520) 232-6700
School Nutrition Programs	Debbie Raether	(520) 232-6723
Parent Organization	Ken Harris	(520) 232-6700
Student Health/Nurse	Eva Damschroeder	(520) 232-6700

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.