



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7575 E. Palma Street, Tucson, AZ 85710

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	Underperforming
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Ms. Lisa Marie McCorkle
 Schedule : 07:15 AM to 03:45 PM
 Grades : K-5
 2005 Enrollment : 435
 Web Address : edweb.tusd.k12.az.us/Dietz
 Phone Number : (520) 731-4000
 Fax Number : (520) 731-4001
 E-mail : lisa.mccorkle@tusd.k12.az.us

Mission

The Dietz Community is committed to all students' excellence in academic achievement. Students, staff and parents share responsibility for creating this environment for excellence. The diversity of the Dietz Community is valued and honored.

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 Increase student achievement in the area of math by establishing strong grade level teams, providing focused professional development, establishing school-wide mathematics tutorial/enrichment program and quarterly assessments.
- ü Increase student achievement in the area of reading by establishing strong grade level teams, providing focused professional development and developing extensive intervention programs.
- ü Increase student achievement in the area of writing by establishing strong grade level teams, providing focused professional development and giving students monthly writing prompts.

Enrollment

October 1, 2004 School Year Student Enrollment : 447
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 35

Instructional Programs

- ü Gifted Resource
- ü Self-contained Special Education Program
- ü Full-day Kindergarten - Class ratio 18:1
- ü Opening Minds Through the Arts - OMA
- ü Math Enrichment/Tutorial Program
- ü Literacy Assistance Program
- ü Gifted Cluster Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Weekly newsletter from principal to parents, Dietz Website, PTA newspaper, homework, newsletters from the teacher, and family curriculum nights. At the beginning of the year, Dietz sends a School Community Compact that outlines the teacher, student, principal and parent responsibilities for ensuring academic success. In addition, Dietz has a Parent Involvement Policy developed to encourage parent involvement.

Parents

Dietz School Council, PTA, parents serve as volunteers in the classroom, at school and as community resources as well as volunteers for Career Day.

Transportation Policy

Students must live in a one and one-half mile radius in order to receive bus service, unless they are in Special Education or they are bused for educational service not offered at our school.

School Honors

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

Award/Honor	Year
ü Educational Enrichment Foundations Grants - 2	2005
ü Linking Intervention Networks for Kids In School	2005
ü Artist-in-Residence Grant	2005
ü Two Year Community Partnership With Canyon Ranch	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	74	4755	79306	100	99	99	413	436	445	11	15	10	31	21	18	49	49	51	9	15	20
All Students (Prior Year)	63	4633	75509	91	98	100	493	513	521	19	16	13	43	26	23	26	32	33	12	26	31
Female	30	2272	38691	100	100	99	420	438	446	7	13	10	30	20	18	56	51	52	7	15	20
Male	44	2483	40583	100	99	99	408	433	445	13	16	11	32	22	18	45	46	50	11	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	23	2608	32869	96	99	99	394	426	429	11	17	15	50	25	25	33	48	51	6	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	37	1484	36197	100	100	99	429	457	463	11	8	5	17	14	11	60	52	53	11	26	31
Students with Disabilities	17	602	10321	100	100	100	332	374	389	31	36	30	31	29	27	38	31	34	0	5	9
Students without Disabilities	57	4154	69060	100	99	98	439	445	454	4	12	7	31	20	17	53	51	54	12	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	47	2845	39415	98	97	96	427	428	431	11	18	15	39	25	25	39	48	50	11	9	10
Non-Economically Disadvantaged	27	1911	39966	100	100	100	393	447	459	11	10	6	19	16	12	63	50	52	7	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	74	4759	79395	100	0	99	415	436	446	14	13	9	29	28	25	54	50	55	3	8	11
All Students (Prior Year)	64	4638	75492	93	98	100	497	514	519	32	16	12	15	19	16	41	44	47	12	21	24
Female	30	2273	38743	100	0	100	436	444	451	7	10	7	22	25	24	67	55	57	4	10	12
Male	44	2486	40618	100	0	99	400	428	440	18	16	11	34	31	27	45	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	23	2612	32915	96	0	99	393	425	426	22	16	15	33	33	35	39	46	47	6	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	37	1480	36221	100	0	99	429	459	465	14	7	4	26	20	15	57	58	63	3	15	17
Students with Disabilities	17	601	10331	100	0	100	319	371	388	44	35	25	19	34	37	38	28	34	0	3	4
Students without Disabilities	57	4159	69139	100	0	99	446	445	454	4	10	7	33	27	24	59	54	58	4	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	47	2855	39484	98	0	96	431	426	429	13	17	14	34	33	35	50	46	47	3	4	4
Non-Economically Disadvantaged	27	1905	39986	100	0	100	393	449	461	15	8	4	22	21	16	59	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	73	4735	78869	99	99	99	416	439	442	6	6	6	23	22	21	67	63	63	3	9	10
All Students (Prior Year)	64	4606	75053	93	97	99	560	612	597	20	6	7	19	11	12	58	73	72	3	11	9
Female	30	2264	38536	100	99	99	461	457	458	0	4	4	11	15	15	81	69	67	7	12	14
Male	43	2471	40302	98	99	99	383	423	428	11	9	8	32	28	26	57	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	23	2602	32606	96	99	98	386	432	426	11	7	8	28	24	27	61	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	36	1470	36078	100	99	99	425	454	459	6	5	4	24	18	16	68	64	66	3	13	14
Students with Disabilities	16	597	10246	94	100	100	311	354	367	13	20	18	47	40	39	40	38	40	0	2	4
Students without Disabilities	57	4139	68697	100	98	98	448	451	454	4	4	4	16	19	18	76	67	67	4	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	47	2835	39106	98	97	95	440	430	427	8	8	8	18	25	28	71	62	59	3	5	5
Non-Economically Disadvantaged	26	1901	39837	100	100	100	380	452	457	4	4	4	31	16	14	62	65	67	4	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	469	488	498	20	17	13	23	22	19	50	46	48	6	15	20
All Students (Prior Year)	65	4819	76019	97	98	100	476	490	499	26	19	14	41	40	39	8	13	14	25	28	33
Female	32	2352	38644	100	100	99	464	491	500	21	15	12	21	23	19	54	48	49	4	15	19
Male	46	2500	40236	100	99	99	473	485	497	19	19	15	25	21	19	47	45	46	8	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	25	2621	31938	100	99	99	460	477	481	22	21	19	17	26	25	50	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	--	218	4593	--	99	100	--	461	467	--	30	26	--	29	29	--	38	39	--	3	6
White	44	1574	36483	100	100	99	473	509	517	18	8	7	26	14	13	51	53	51	5	25	30
Students with Disabilities	20	717	10664	100	100	100	391	421	430	61	47	42	11	24	27	22	24	26	6	4	5
Students without Disabilities	58	4135	68310	100	98	98	499	499	509	4	12	9	28	21	18	61	50	51	7	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	41	2872	38679	98	98	96	473	478	483	24	22	20	27	26	25	42	44	45	6	8	10
Non-Economically Disadvantaged	37	1980	40295	100	100	100	465	501	513	16	9	7	19	17	13	58	50	50	6	25	30

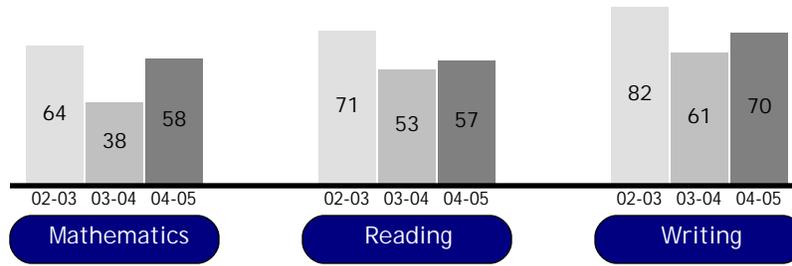
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	4853	78908	100	0	99	455	475	484	19	12	10	25	27	23	55	54	58	2	7	9
All Students (Prior Year)	65	4829	76020	97	98	100	489	498	503	44	33	25	18	24	23	36	34	40	2	9	12
Female	32	2351	38648	100	0	99	458	482	489	11	9	8	25	24	22	64	60	61	0	7	10
Male	46	2502	40233	100	0	99	453	469	479	25	15	12	25	30	25	47	49	55	3	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	25	2622	31940	100	0	99	445	464	465	22	15	16	22	33	32	50	49	49	6	3	3
Asian/Pacific Islander	NC	116	1805	NC	0	99	NC	509	507	NC	6	4	NC	10	13	NC	64	65	NC	19	18
American Indian/Alaskan Native	--	217	4569	--	0	100	--	455	457	--	20	18	--	39	39	--	39	41	--	3	2
White	44	1576	36502	100	0	99	460	495	502	15	6	4	28	17	14	56	64	67	0	13	15
Students with Disabilities	20	719	10665	100	0	100	391	413	423	44	38	30	28	35	36	28	25	31	0	2	2
Students without Disabilities	58	4134	68312	100	0	98	480	486	493	9	7	7	24	26	21	65	59	62	2	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	41	2873	38662	98	0	96	460	467	468	27	16	16	24	33	32	45	47	49	3	3	3
Non-Economically Disadvantaged	37	1980	40315	100	0	100	450	486	498	10	6	5	26	20	15	65	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	78	4839	78750	100	99	99	466	499	500	9	6	6	47	28	29	41	64	63	3	2	2
All Students (Prior Year)	65	4790	75673	97	97	100	498	526	530	23	12	12	26	27	25	49	57	58	2	3	4
Female	32	2350	38586	100	100	99	473	515	515	11	4	4	39	20	22	46	72	71	4	3	3
Male	46	2489	40135	100	99	99	461	484	486	8	8	8	53	36	35	36	55	56	3	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	25	2615	31841	100	99	99	464	489	483	11	7	8	44	32	36	39	60	55	6	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	--	217	4586	--	99	100	--	480	481	--	7	8	--	43	37	--	49	54	--	1	1
White	44	1569	36440	100	100	99	466	517	516	10	3	3	46	22	22	41	71	71	3	4	4
Students with Disabilities	20	710	10622	100	100	100	385	414	415	28	21	21	50	51	50	22	28	28	0	1	1
Students without Disabilities	58	4129	68196	100	98	98	498	514	513	2	3	3	46	24	25	48	70	69	4	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	41	2862	38558	98	98	96	468	490	485	15	8	8	48	33	37	33	57	54	3	1	1
Non-Economically Disadvantaged	37	1977	40260	100	100	100	464	511	514	3	3	3	45	21	21	48	72	72	3	4	4

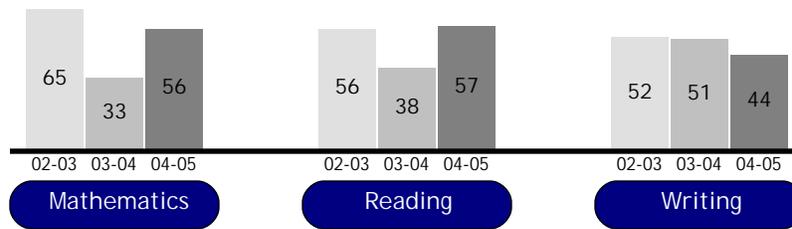
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	88	31	42	50	100	37	NA	58	100	36	43	47
	Language	96	30	39	43	100	41	45	50	100	37	42	47
	Mathematics	95	22	49	57	100	66	56	64	100	36	48	50
3	Reading	97	35	41	47	88	32	NA	55	96	38	41	44
	Language	100	45	48	54	90	39	56	61	96	34	40	44
	Mathematics	98	42	46	54	88	41	53	61	96	46	47	51
4	Reading	93	45	47	52	96	49	NA	56	94	35	43	48
	Language	96	40	44	48	96	50	45	52	94	32	44	49
	Mathematics	96	48	49	57	96	64	50	61	93	36	48	53
5	Reading	98	47	45	50	97	44	NA	55	97	42	46	50
	Language	98	41	41	46	97	35	41	49	97	38	46	50
	Mathematics	98	57	49	57	97	39	53	63	97	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

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

Council Duties

- Ü School Improvement
- Ü Constitution/Bylaws
- Ü 301 Monies
- Ü School Achievement Data Analysis
- Ü Other Duties as Assigned

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	3.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
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	0%

Resources Available at School Site

Special Facilities

- Ü Opening Minds Through the Arts Music Roo
- Ü Library
- Ü Media Technology Center

Extracurricular Activities

- Ü Webmasters Club
- Ü Homework Help Club
- Ü Culture Club
- Ü After School Strategic Tutoring Program
- Ü Student Council

Social Services

- Ü Afterschool YMCA Program
- Ü Tutoring/Study Hall Program
- Ü Lunch and Breakfast Program
- Ü Dietz Neighborhood Association

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Continued to make Adequate Yearly Progress by the federal government's No Child Left Behind legislation.

- ü Recognition by United Way of Tucson (Bronze Award) for generous donations to this agency.

- ü Received the Artist In Residence Grant from the Arizona Commission for the Arts.

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	13	12	12	17
Transfers In Rate ⁶	26	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	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

Dietz is a PeaceBuilders School with a full-time counselor for all students. Lessons include problem solving, decision making and conflict resolution. Love and Logic principles are being applied in the school as well to help students be responsible for solving their own problems in their own way with adult guidance.

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	Lisa M. McCorkle	(520) 731-4000
Transportation Policy	William Ball	(520) 225-4800
Community Resources	Joyce Anderson	(520) 731-4000
School Nutrition Programs	TUSD Food Services	(520) 225-4700
Parent Organization	Judy Robinson	(520) 731-4000
Student Health/Nurse	Donna Johnson	(520) 731-4000

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.