

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6750 E. Stella Road, Tucson, AZ 85730

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 LEARNS<sup>1</sup>

#### 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 : Ms. Helen LePage  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : Pre-K-5  
 2005 Enrollment : 545  
 Web Address : tusd.com  
 Phone Number : (520) 584-5000  
 Fax Number : (520) 584-5001  
 E-mail : helen.lepage@tusd.k12.az.us

### Mission

We believe all children will become lifelong learners developing into ROARing Roadrunners who will have Respect, show Organization, have a healthy Attitude and take personal Responsibility for their learning opportunities.

### 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 Provide the highest quality educational service so that every student learns, exceeds all expected performance standards, graduates, and is able to compete and succeed in the diverse global economy.
- ü Community: Development of a positive working relationship with the Stella/Mann Neighborhood Association and business leaders.
- ü Progressively increase the percentage of students meeting or exceeding the standards in reading, writing and math, as measured by the district quarterly assessments.
- ü Each year, every student will make at least one year's progress in reading, writing, and math as measured by the district annual assessments.

### Enrollment

October 1, 2004 School Year Student Enrollment : 576  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 27

Instructional Programs

- Ü Full-day Kindergarten
- Ü At-risk Preschool (ABLE)
- Ü PACE-Parent and Child Enrichment
- Ü On-site Special Education
- Ü R.O.A.R.ing Approach Program
- Ü Cross Country/Track
- Ü Full Service Health Clinic
- Ü Counseling Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Student Handbook, Rights and Responsibilities, Site-Council, school/community relations, ROARing Roadrunner Review, communication folders. PTA, Friday Family Movies, Counseling Department, Stella/Mann Neighborhood Association, Parent Friday Coffees.

Parents

Attendance of students on a daily basis, student check-in and check-out, homework follow-up, communication with teacher and the office personnel pertaining to absences. On Time Team works with families to address any absence and tardy problems.

Transportation Policy

Students attending this school all walk. Transportation for students with special needs is provided with service in accordance with ARS 15-764 Board Policy #3340. Boundaries: North-Golf Links, South-Escalante, East-Kolb Road, West-Wilmot Road.

School Honors

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

Award/Honor	Year
Ü BridgeBuilders News Recognition	2002
Ü 2 Disney Teacher Nominations	2003
Ü LINKS School	2003
Ü USS Tucson - Adopted School	2000

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	88	4755	79306	96	99	99	434	436	445	9	15	10	29	21	18	53	49	51	8	15	20
All Students (Prior Year)	94	4633	75509	98	98	100	503	513	521	25	16	13	17	26	23	34	32	33	24	26	31
Female	42	2272	38691	98	100	99	430	438	446	7	13	10	34	20	18	54	51	52	5	15	20
Male	46	2483	40583	94	99	99	438	433	445	11	16	11	24	22	18	53	46	50	11	16	21
African American	13	317	4041	93	98	99	423	417	426	8	22	17	33	22	23	58	47	50	0	9	10
Hispanic	29	2608	32869	94	99	99	425	426	429	10	17	15	41	25	25	38	48	51	10	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	97	100	99	444	457	463	11	8	5	16	14	11	62	52	53	11	26	31
Students with Disabilities	14	602	10321	100	100	100	408	374	389	21	36	30	36	29	27	43	31	34	0	5	9
Students without Disabilities	74	4154	69060	95	99	98	439	445	454	7	12	7	28	20	17	56	51	54	10	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	48	2845	39415	92	97	96	422	428	431	15	18	15	34	25	25	43	48	50	9	9	10
Non-Economically Disadvantaged	40	1911	39966	100	100	100	449	447	459	3	10	6	23	16	12	67	50	52	8	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	90	4759	79395	98	0	99	424	436	446	18	13	9	36	28	25	43	50	55	2	8	11
All Students (Prior Year)	93	4638	75492	97	98	100	502	514	519	31	16	12	21	19	16	31	44	47	17	21	24
Female	43	2273	38743	100	0	100	432	444	451	10	10	7	43	25	24	45	55	57	2	10	12
Male	47	2486	40618	96	0	99	416	428	440	26	16	11	30	31	27	41	47	53	2	6	9
African American	13	319	4052	93	0	100	423	421	434	17	17	11	42	30	29	42	47	54	0	5	6
Hispanic	29	2612	32915	94	0	99	410	425	426	21	16	15	48	33	35	31	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	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	97	0	99	431	459	465	19	7	4	27	20	15	49	58	63	5	15	17
Students with Disabilities	14	601	10331	100	0	100	382	371	388	50	35	25	36	34	37	14	28	34	0	3	4
Students without Disabilities	76	4159	69139	97	0	99	432	445	454	12	10	7	36	27	24	49	54	58	3	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	50	2855	39484	96	0	96	415	426	429	27	17	14	37	33	35	35	46	47	2	4	4
Non-Economically Disadvantaged	40	1905	39986	100	0	100	435	449	461	8	8	4	36	21	16	54	57	63	3	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	89	4735	78869	97	99	99	429	439	442	5	6	6	34	22	21	57	63	63	3	9	10
All Students (Prior Year)	94	4606	75053	98	97	99	566	612	597	13	6	7	15	11	12	66	73	72	7	11	9
Female	42	2264	38536	98	99	99	453	457	458	2	4	4	20	15	15	71	69	67	7	12	14
Male	47	2471	40302	96	99	99	408	423	428	7	9	8	48	28	26	46	58	60	0	6	7
African American	13	316	4015	93	98	99	428	422	430	0	8	8	33	19	24	67	67	61	0	6	7
Hispanic	29	2602	32606	94	99	98	424	432	426	0	7	8	41	24	27	59	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	95	99	99	423	454	459	11	5	4	36	18	16	44	64	66	8	13	14
Students with Disabilities	14	597	10246	100	100	100	372	354	367	14	20	18	71	40	39	14	38	40	0	2	4
Students without Disabilities	75	4139	68697	96	98	98	440	451	454	3	4	4	27	19	18	66	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	50	2835	39106	96	97	95	422	430	427	6	8	8	37	25	28	55	62	59	2	5	5
Non-Economically Disadvantaged	39	1901	39837	98	100	100	438	452	457	3	4	4	32	16	14	61	65	67	5	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	75	4852	78906	100	100	99	476	488	498	22	17	13	25	22	19	48	46	48	5	15	20
All Students (Prior Year)	94	4819	76019	100	98	100	464	490	499	26	19	14	51	40	39	12	13	14	12	28	33
Female	29	2352	38644	100	100	99	474	491	500	23	15	12	23	23	19	50	48	49	4	15	19
Male	46	2500	40236	100	99	99	477	485	497	21	19	15	26	21	19	47	45	46	5	15	20
African American	14	322	4087	100	98	99	467	473	481	27	26	20	36	27	24	27	38	45	9	9	11
Hispanic	21	2621	31938	100	99	99	465	477	481	37	21	19	21	26	25	42	44	46	0	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	32	1574	36483	94	100	99	492	509	517	8	8	7	23	14	13	62	53	51	8	25	30
Students with Disabilities	NC	717	10664	NC	100	100	NC	421	430	NC	47	42	NC	24	27	NC	24	26	NC	4	5
Students without Disabilities	67	4135	68310	99	98	98	479	499	509	16	12	9	27	21	18	52	50	51	5	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	46	2872	38679	98	98	96	468	478	483	28	22	20	28	26	25	38	44	45	5	8	10
Non-Economically Disadvantaged	29	1980	40295	100	100	100	488	501	513	12	9	7	20	17	13	64	50	50	4	25	30

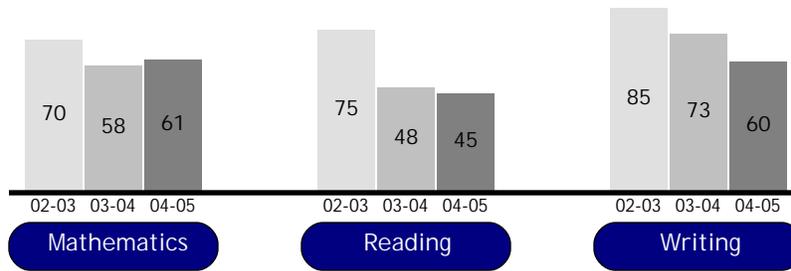
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	4853	78908	100	0	99	471	475	484	11	12	10	39	27	23	45	54	58	5	7	9
All Students (Prior Year)	94	4829	76020	100	98	100	490	498	503	45	33	25	29	24	23	21	34	40	5	9	12
Female	29	2351	38648	100	0	99	476	482	489	12	9	8	38	24	22	42	60	61	8	7	10
Male	46	2502	40233	100	0	99	468	469	479	11	15	12	39	30	25	47	49	55	3	6	8
African American	14	322	4092	100	0	99	463	468	473	9	13	12	36	32	28	55	52	54	0	4	5
Hispanic	21	2622	31940	100	0	99	460	464	465	16	15	16	53	33	32	26	49	49	5	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	32	1576	36502	94	0	99	491	495	502	4	6	4	23	17	14	65	64	67	8	13	15
Students with Disabilities	NC	719	10665	NC	0	100	NC	413	423	NC	38	30	NC	35	36	NC	25	31	NC	2	2
Students without Disabilities	67	4134	68312	99	0	98	477	486	493	5	7	7	39	26	21	50	59	62	5	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	46	2873	38662	98	0	96	467	467	468	13	16	16	44	33	32	38	47	49	5	3	3
Non-Economically Disadvantaged	29	1980	40315	100	0	100	478	486	498	8	6	5	32	20	15	56	63	66	4	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	74	4839	78750	99	99	99	487	499	500	8	6	6	39	28	29	53	64	63	0	2	2
All Students (Prior Year)	93	4790	75673	99	97	100	486	526	530	23	12	12	39	27	25	38	57	58	1	3	4
Female	29	2350	38586	100	100	99	513	515	515	4	4	4	27	20	22	69	72	71	0	3	3
Male	45	2489	40135	98	99	99	470	484	486	11	8	8	47	36	35	42	55	56	0	1	1
African American	14	321	4081	100	98	99	453	488	488	18	10	8	64	30	32	18	59	59	0	1	2
Hispanic	21	2615	31841	100	99	99	488	489	483	11	7	8	32	32	36	58	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	31	1569	36440	91	100	99	512	517	516	0	3	3	27	22	22	73	71	71	0	4	4
Students with Disabilities	NC	710	10622	NC	100	100	NC	414	415	NC	21	21	NC	51	50	NC	28	28	NC	1	1
Students without Disabilities	66	4129	68196	97	98	98	494	514	513	5	3	3	39	24	25	55	70	69	0	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	45	2862	38558	96	98	96	490	490	485	8	8	8	44	33	37	49	57	54	0	1	1
Non-Economically Disadvantaged	29	1977	40260	100	100	100	483	511	514	8	3	3	32	21	21	60	72	72	0	4	4

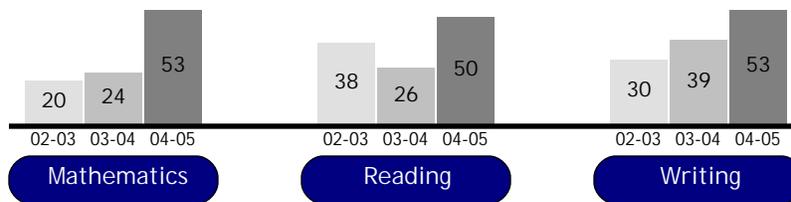
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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
3	Reading	96	43	41	47	96	36	NA	55	98	32	41	44
	Language	95	48	48	54	96	42	56	61	98	37	40	44
	Mathematics	100	53	46	54	94	44	53	61	96	44	47	51
4	Reading	96	41	47	52	100	38	NA	56	100	46	43	48
	Language	98	36	44	48	99	34	45	52	100	47	44	49
	Mathematics	100	38	49	57	99	43	50	61	100	53	48	53
5	Reading	94	43	45	50	96	41	NA	55	100	44	46	50
	Language	91	33	41	46	98	30	41	49	100	42	46	50
	Mathematics	96	38	49	57	98	34	53	63	100	41	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/](http://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)
- 7 Teacher(s)
- 7 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Home/Community Partnerships
- Ü School Accountability Plan
- Ü Staff Development Calendar
- Ü Pyramid of Interventions
- Ü Interview Process
- Ü Site-based decision making

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	4.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	7	5	0	0
7 to 9 years	5	3	0	0
10 or more years	17	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Full Service Health Clinic for Community
- Ü Cross-categorical Special Education

Extracurricular Activities

- Ü Student Council
- Ü Afterschool Bowling Club
- Ü YMCA - activity classes beginning 1-05

Social Services

- Ü Counseling Services
- Ü Erickson Health Clinic
- Ü Breakfast/Lunch Programs
- Ü Academic Nights/Honors Nights
- Ü YMCA Afterschool Care

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Breakaway Program, ROARing Approach Student Leadership, Peer Mediation Program, BridgeBuilders 03, Student Leadership Workshops.
- ü Improvement on both District and AIMS testing of standards. Moving out of 'under-performing' label as set in AZ Learns.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	26	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	90	96	95	81
Retention Rate <sup>9</sup>	5	1	1	3
Dropout Rate <sup>10</sup>	3	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	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

Our school has organized a Safety Committee and a published Safety Handbook for the entire faculty that includes all school safety procedures. We We practice and evaluate the procedures on a regular basis.

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) :

12
----

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	Jaye Alexander	(520) 584-5075
Transportation Policy	Helen LePage	(520) 584-5000
Community Resources	Welcome Center (TUSD)	(520) 225-6400
School Nutrition Programs	Food Service (TUSD)	(520) 225-4700
Parent Organization	Terry Galbreath	(520) 584-5000
Student Health/Nurse	Elizabeth Larson	(520) 584-5017

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](http://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](http://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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.