Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

Hollinger Elementary School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

150 W. Ajo Way, Tucson, AZ 85713

Tucson Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

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.

School Overview

Principal/Administrator :	Mrs. Kathy Lynn Bolles
Schedule :	08:00 AM to 04:30 PM
Grades :	Pre-K-5
2005 Enrollment :	557
Web Address :	edweb.tusd.k12.az.us/Hollinger/
Phone Number :	(520) 225-1700
Fax Number :	(520) 225-1701
E-mail :	kathy.bolles@tusd.k12.az.us

Mission

Hollinger Elementary is a safe, caring, bilingual multicultural community of children, parents and professionals in partnership to provide the optimal learning experiences.

School / Academic Goals

- The learning and working environment is safe, stimulating, positive and productive. Students, teachers and parents work together to facilitate a learning environment.
- School, home and community collaborate to meet the educational and social needs of students and their families.
- To continue with a 'Performing' label or better under Arizona LEARNS for student achievement and accountability.

Enrollment

October 1, 2004 School Year Student Enrollment : 594

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 59

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Full-day Kindergarten
- Bilingual Gifted
- Bilingual Programs Pre-K-5
- SEI Classes
- Bilingual PACE

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Hollinger is a safe, bilingual elementary school that holds high expectations for all students. Our focus is to prepare all students in the area of student achievement. Student achievement and accountability is foremost in meeting our goals.

Parents

Parents of Hollinger students are responsible for ensuring student attendance, homework support and parental involvement in the school. Parents also support achievement for all students.

Transportation Policy

Self-contained bilingual GATE classes are bused from all schools throughout the district to Hollinger School.
Open enrollment students are transported by parents from out of the attendance area.

School Honors

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

Award/Honor	Year
Spelling Bi-lingual Intermediate 1st Place Winner	2005
Spelling Bi-lingual Primary 2nd Place Winner	2005
Annual Yearly Progress for Title I Schools	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	90	4755	79306	100	99	99	423	436	445	22	15	10	23	21	18	48	49	51	6	15	20
All Students (Prior Year)	87	4633	75509	99	98	100	518	513	521	20	16	13	13	26	23	37	32	33	30	26	31
Female	42	2272	38691	100	100	99	418	438	446	27	13	10	19	20	18	51	51	52	3	15	20
Male	48	2483	40583	100	99	99	427	433	445	18	16	11	27	22	18	45	46	50	9	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	86	2608	32869	100	99	99	423	426	429	23	17	15	23	25	25	47	48	51	6	10	10
Asian/Pacific Islander	--	124	1935	--	100	99	--	467	474	--	5	3	--	10	9	--	45	48	--	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	NC	1484	36197	NC	100	99	NC	457	463	NC	8	5	NC	14	11	NC	52	53	NC	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	86	4154	69060	100	99	98	424	445	454	21	12	7	25	20	17	48	51	54	6	17	22
Limited English Proficient Students	43	730	15509	100	100	100	413	400	406	28	23	20	26	30	30	46	41	45	0	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	77	2845	39415	99	97	96	422	428	431	25	18	15	22	25	25	48	48	50	6	9	10
Non-Economically Disadvantaged	13	1911	39966	100	100	100	432	447	459	8	10	6	33	16	12	50	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	100	0	99	421	436	446	23	13	9	31	28	25	43	50	55	2	8	11
All Students (Prior Year)	88	4638	75492	100	98	100	513	514	519	19	16	12	13	19	16	45	44	47	23	21	24
Female	42	2273	38743	100	0	100	422	444	451	22	10	7	30	25	24	46	55	57	3	10	12
Male	48	2486	40618	100	0	99	421	428	440	25	16	11	32	31	27	41	47	53	2	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	86	2612	32915	100	0	99	421	425	426	25	16	15	30	33	35	43	46	47	3	5	4
Asian/Pacific Islander	--	125	1936	--	0	99	--	457	468	--	6	3	--	16	14	--	68	63	--	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	NC	1480	36221	NC	0	99	NC	459	465	NC	7	4	NC	20	15	NC	58	63	NC	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	86	4159	69139	100	0	99	423	445	454	21	10	7	32	27	24	44	54	58	3	9	11
Limited English Proficient Students	43	734	15545	100	0	100	408	392	399	30	25	21	35	39	42	35	34	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	77	2855	39484	99	0	96	420	426	429	26	17	14	28	33	35	43	46	47	3	4	4
Non-Economically Disadvantaged	13	1905	39986	100	0	100	428	449	461	8	8	4	50	21	16	42	57	63	0	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	99	99	99	446	439	442	8	6	6	16	22	21	73	63	63	4	9	10
All Students (Prior Year)	87	4606	75053	99	97	99	630	612	597	3	6	7	17	11	12	70	73	72	10	11	9
Female	42	2264	38536	100	99	99	455	457	458	3	4	4	19	15	15	76	69	67	3	12	14
Male	47	2471	40302	98	99	99	437	423	428	12	9	8	14	28	26	70	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	85	2602	32606	99	99	98	444	432	426	8	7	8	17	24	27	71	62	60	4	7	5
Asian/Pacific Islander	--	125	1925	--	100	99	--	466	471	--	4	3	--	11	11	--	67	64	--	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	NC	1470	36078	NC	99	99	NC	454	459	NC	5	4	NC	18	16	NC	64	66	NC	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	85	4139	68697	99	98	98	450	451	454	7	4	4	14	19	18	76	67	67	3	10	11
Limited English Proficient Students	43	730	15339	100	100	100	435	398	399	9	11	11	18	30	31	71	55	54	2	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	76	2835	39106	97	97	95	443	430	427	7	8	8	18	25	28	72	62	59	3	5	5
Non-Economically Disadvantaged	13	1901	39837	100	100	100	462	452	457	8	4	4	8	16	14	75	65	67	8	14	15

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	96	4852	78906	97	100	99	469	488	498	30	17	13	25	22	19	39	46	48	6	15	20
All Students (Prior Year)	89	4819	76019	100	98	100	466	490	499	34	19	14	41	40	39	6	13	14	18	28	33
Female	45	2352	38644	100	100	99	471	491	500	24	15	12	31	23	19	38	48	49	7	15	19
Male	51	2500	40236	94	99	99	467	485	497	36	19	15	19	21	19	40	45	46	4	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	92	2621	31938	97	99	99	470	477	481	29	21	19	24	26	25	41	44	46	6	9	10
Asian/Pacific Islander	--	117	1805	--	100	98	--	532	536	--	6	5	--	8	8	--	50	45	--	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	NC	1574	36483	NC	100	99	NC	509	517	NC	8	7	NC	14	13	NC	53	51	NC	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	87	4135	68310	97	98	98	475	499	509	24	12	9	28	21	18	43	50	51	6	17	22
Limited English Proficient Students	38	557	12573	95	100	100	465	449	454	33	29	27	27	28	30	36	38	38	4	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	85	2872	38679	98	98	96	468	478	483	32	22	20	24	26	25	38	44	45	6	8	10
Non-Economically Disadvantaged	11	1980	40295	92	100	100	473	501	513	20	9	7	30	17	13	50	50	50	0	25	30

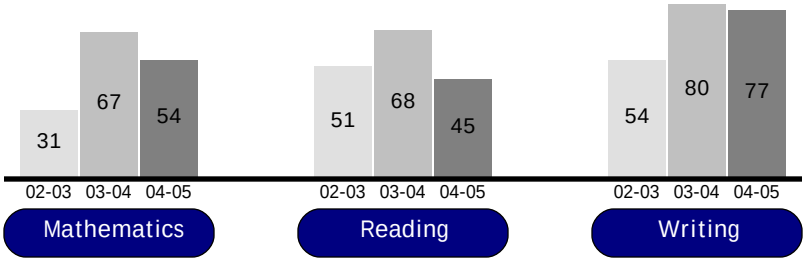
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	4853	78908	95	0	99	464	475	484	23	12	10	32	27	23	39	54	58	6	7	9
All Students (Prior Year)	89	4829	76020	100	98	100	491	498	503	41	33	25	30	24	23	18	34	40	10	9	12
Female	44	2351	38648	98	0	99	474	482	489	20	9	8	29	24	22	44	60	61	7	7	10
Male	50	2502	40233	93	0	99	455	469	479	26	15	12	35	30	25	35	49	55	4	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	90	2622	31940	95	0	99	464	464	465	23	15	16	32	33	32	39	49	49	6	3	3
Asian/Pacific Islander	--	116	1805	--	0	98	--	509	507	--	6	4	--	10	13	--	64	65	--	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	NC	1576	36502	NC	0	99	NC	495	502	NC	6	4	NC	17	14	NC	64	67	NC	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	86	4134	68312	96	0	98	467	486	493	20	7	7	30	26	21	43	59	62	6	7	10
Limited English Proficient Students	37	558	12556	93	0	100	459	436	436	27	22	24	30	41	40	38	36	35	5	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	83	2873	38662	95	0	96	463	467	468	23	16	16	32	33	32	38	47	49	6	3	3
Non-Economically Disadvantaged	11	1980	40315	92	0	100	468	486	498	20	6	5	30	20	15	50	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	98	4839	78750	99	99	99	483	499	500	11	6	6	32	28	29	56	64	63	1	2	2
All Students (Prior Year)	88	4790	75673	99	97	100	509	526	530	15	12	12	32	27	25	53	57	58	0	3	4
Female	45	2350	38586	100	100	99	499	515	515	5	4	4	24	20	22	69	72	71	2	3	3
Male	53	2489	40135	98	99	99	469	484	486	16	8	8	39	36	35	45	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	93	2615	31841	98	99	99	487	489	483	9	7	8	33	32	36	56	60	55	1	1	1
Asian/Pacific Islander	--	117	1802	--	100	98	--	540	533	--	3	2	--	13	16	--	79	75	--	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	NC	1569	36440	NC	100	99	NC	517	516	NC	3	3	NC	22	22	NC	71	71	NC	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	89	4129	68196	99	98	98	496	514	513	6	3	3	30	24	25	62	70	69	1	2	3
Limited English Proficient Students	39	553	12504	98	100	100	475	453	451	12	13	12	35	39	44	54	47	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	86	2862	38558	99	98	96	485	490	485	10	8	8	31	33	37	58	57	54	1	1	1
Non-Economically Disadvantaged	12	1977	40260	100	100	100	468	511	514	18	3	3	36	21	21	45	72	72	0	4	4

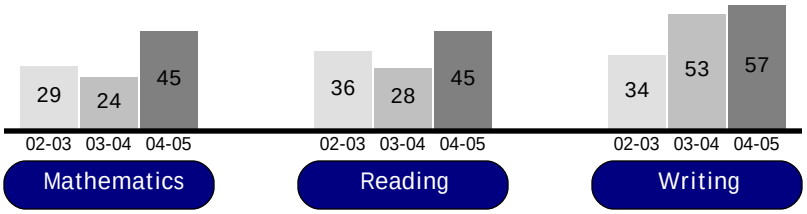
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	34	42	50	99	38	NA	58	99	35	43	47
	Language	92	29	39	43	100	40	45	50	99	35	42	47
	Mathematics	99	48	49	57	100	44	56	64	97	43	48	50
3	Reading	90	20	41	47	99	36	NA	55	100	30	41	44
	Language	92	28	48	54	98	51	56	61	100	33	40	44
	Mathematics	99	22	46	54	98	52	53	61	100	39	47	51
4	Reading	93	30	47	52	100	30	NA	56	96	30	43	48
	Language	95	34	44	48	100	33	45	52	96	37	44	49
	Mathematics	98	38	49	57	100	35	50	61	96	42	48	53
5	Reading	94	25	45	50	100	32	NA	55	95	35	46	50
	Language	99	23	41	46	99	33	41	49	95	40	46	50
	Mathematics	99	33	49	57	100	49	53	63	97	36	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	Council Duties
1 School Administrator(s)	ü Focus is on Student Achievement
3 Non-certified Employee(s)	ü Reviews Instructional Strategies
4 Teacher(s)	ü Curriculum Development Reviewed
4 Parent(s)	ü Parent/Educator Concerns Are Reviewed
1 Community Member(s)	ü School Safety Issues Reviewed Yearly
0 Student(s)	ü Recommend Title I Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	32.00
Other Professional Staff	5.00	Teacher Aide	18.00

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	8	0	0	0
7 to 9 years	1	4	0	0
10 or more years	8	7	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
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 Computers in Classrooms
- ü Compensatory Tutoring for ELL's.
- ü Afterschool Program--2:45 to 6:00 p.m.

Extracurricular Activities

- ü Tutoring in Kidco.
- ü Girl Scouts
- ü Sports in Kidco.
- ü Boy Scouts
- ü Arts and Crafts in Kidco.
- ü Student Council

Social Services

- ü Kidco After-School Program
- ü School Counselor
- ü Clothing/Food Banks--Family Support Ofc.
- ü Community Representative
- ü English Classes Through Pima College
- ü Family Resource Teacher
- ü La Frontera Referrals
- ü Operation School Bell

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Summer enrichment classes in reading, math and writing. SEI classes. Bilingual classrooms at every grade level.
- Provide math/science support program through Title I. Desert Project Grant using FOSS Science Kits at every grade level.
- Bilingual Gifted and Talented Program.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	94	95	94	95
Transfers Out Rate [5]	13	12	12	17
Transfers In Rate [6]	41	28	28	37
Stability Rate [7]	86	87	87	82
Promotion Rate [8]	95	96	95	81
Retention Rate [9]	0	1	1	3
Dropout Rate [10]	4	0	1	6
Status Unknown [11]	2	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 follow a Hollinger school safety plan. We provide bus evacuation training and monthly fire drills for childrens' protection. We have a school resource officer who provides safety classes as needed to students and parents. We continue to work on school safety and achievement as our priorities.

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	Gloria Suarez	(520) 225-1700
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Alicia Robles	(520) 225-1722
School Nutrition Programs	Pam Palmo	(520) 225-4702
Parent Organization	ASPE	(520) 225-1700
Student Health/Nurse	Sarah Roberts	(520) 225-1717

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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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** Due to booklet size printing, print copies are produced in multiples of 4.