

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

150 W. Ajo Way, Tucson, AZ 85713

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)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Kathy Lynn Bolles
 Schedule : 08:00 AM to 04:30 PM
 Grades : Pre-K-5
 Web Address : edweb.tusd.k12.az.us/Hollinger/
 Phone Number : (520) 225-1700
 Fax Number : (520) 225-1701
 E-mail : Kathy.Bolles@tusd1.org

Mission

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

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

Enrollment

October 1, 2005 School Year Student Enrollment : 590
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 59

Instructional Programs

- Ü Full-day Kindergarten
- Ü Bilingual Gifted
- Ü Bilingual Programs Pre-K-5
- Ü SEI Classes
- Ü 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
Ü Spelling Bi-lingual Intermediate 1st Place Winner	2005
Ü Spelling Bi-lingual Primary 2nd Place Winner	2005
Ü Annual Yearly Progress for Title I Schools	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	106	4704	80010	100	99	99	429	443	447	24	11	10	21	20	18	42	54	53	13	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	2282	38935	100	99	99	429	444	447	26	9	9	18	20	19	43	57	55	13	14	17
Male	45	2422	40974	100	99	98	429	441	448	20	12	11	24	21	18	42	52	52	13	15	19
African American	--	311	4201	--	98	99	--	426	430	--	20	17	--	23	23	--	49	51	--	8	9
Hispanic	102	2729	34545	100	99	99	429	435	432	24	12	14	22	24	24	41	54	53	14	10	9
Asian/Pacific Islander	--	111	2068	--	97	99	--	472	474	--	5	4	--	12	10	--	54	50	--	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	--	1370	35142	--	99	99	--	462	465	--	6	5	--	12	11	--	57	56	--	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	100	4110	69849	100	100	100	430	446	451	22	8	7	22	19	17	42	57	56	14	16	19
Limited English Proficient Students	52	739	14013	100	98	97	405	410	413	38	27	24	27	35	34	35	35	39	NA	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	84	2469	39029	100	99	98	436	435	432	20	12	14	18	24	25	46	54	52	15	9	9
Non-Economically Disadvantaged	22	2235	40981	100	99	100	402	451	462	36	9	6	32	16	13	27	54	54	5	20	27

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	106	4701	79438	100	99	98	428	446	451	20	10	9	31	27	24	46	55	56	3	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	2284	38775	100	99	99	429	453	457	20	8	7	28	24	22	49	58	58	3	11	13
Male	45	2417	40560	100	99	97	427	440	446	20	13	12	36	29	25	42	52	54	2	6	9
African American	--	311	4178	--	98	98	--	436	439	--	16	13	--	30	29	--	50	52	--	5	6
Hispanic	102	2723	34297	100	99	98	427	438	434	20	12	14	32	30	31	45	52	50	3	5	5
Asian/Pacific Islander	--	111	2063	--	97	99	--	474	475	--	4	3	--	14	15	--	65	63	--	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	--	1369	34887	--	99	98	--	465	471	--	5	4	--	18	15	--	62	63	--	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	100	4116	69850	100	100	100	430	451	456	18	8	7	32	25	23	47	58	59	3	9	12
Limited English Proficient Students	52	734	13856	100	98	96	401	403	407	29	29	27	48	44	43	23	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	84	2460	38685	100	98	97	432	437	435	17	12	14	32	30	32	49	53	50	2	4	5
Non-Economically Disadvantaged	22	2241	40753	100	99	99	412	456	467	32	8	5	27	23	16	36	57	62	5	13	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	105	4706	79971	100	99	99	420	420	423	10	7	8	32	43	41	55	48	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	2287	38974	100	99	99	425	432	437	11	5	5	23	36	33	61	57	57	5	2	4
Male	44	2419	40895	100	99	98	415	408	410	7	9	10	45	50	47	48	40	41	NA	1	2
African American	--	311	4203	--	98	99	--	407	411	--	12	11	--	45	45	--	42	43	--	1	2
Hispanic	102	2724	34481	100	99	99	420	416	410	10	7	10	32	46	46	55	46	43	3	1	1
Asian/Pacific Islander	--	113	2067	--	98	99	--	438	449	--	6	4	--	37	28	--	51	60	--	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	--	1373	35150	--	99	99	--	430	437	--	5	5	--	38	35	--	54	56	--	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	99	4102	69713	100	99	100	426	426	429	8	5	5	31	41	39	58	52	52	3	2	3
Limited English Proficient Students	52	741	13985	100	99	97	391	378	382	15	19	18	42	56	54	42	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	84	2467	38994	100	99	98	421	414	409	10	8	10	32	47	47	55	45	41	4	1	1
Non-Economically Disadvantaged	21	2239	40977	100	99	100	419	427	437	10	6	5	33	39	34	57	53	56	NA	2	5

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

4th 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	92	4554	80147	100	98	99	472	474	482	12	13	11	22	20	17	49	48	49	17	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2200	39281	100	98	99	466	475	483	13	11	9	28	22	17	45	48	50	15	19	24
Male	52	2352	40780	100	97	98	476	473	482	12	14	12	17	19	17	52	48	48	19	18	24
African American	--	314	4249	--	97	99	--	463	464	--	18	17	--	19	22	--	49	48	--	14	13
Hispanic	88	2529	33494	100	98	99	472	466	466	13	15	15	22	24	23	48	47	49	18	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	NC	1383	36122	NC	98	99	NC	492	501	NC	7	5	NC	14	10	NC	51	50	NC	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	85	3965	69852	100	100	100	475	479	488	11	10	7	19	20	16	52	50	51	19	21	26
Limited English Proficient Students	32	669	12722	100	97	97	440	439	441	22	27	27	38	35	33	41	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	78	2431	38371	100	97	97	469	464	465	13	16	15	24	24	23	46	47	49	17	13	13
Non-Economically Disadvantaged	14	2123	41776	100	98	100	484	485	498	7	9	6	7	16	11	64	49	49	21	25	33

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	92	4563	79686	100	98	98	451	463	470	20	13	11	28	27	24	46	53	57	7	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2214	39163	100	99	99	450	468	475	20	10	9	28	25	22	43	57	60	10	8	10
Male	52	2347	40438	100	97	97	451	457	465	19	16	13	29	30	25	48	49	54	4	5	7
African American	--	318	4228	--	98	98	--	454	458	--	19	15	--	27	28	--	49	53	--	5	4
Hispanic	88	2525	33299	100	98	98	451	454	452	20	16	17	27	32	32	45	48	47	7	4	3
Asian/Pacific Islander	--	109	2097	--	99	99	--	484	490	--	6	5	--	12	13	--	73	68	--	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	NC	1388	35914	NC	99	98	NC	482	489	NC	6	5	NC	19	15	NC	63	67	NC	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	85	3970	69878	100	100	100	456	468	475	14	9	8	31	27	23	48	57	61	7	7	9
Limited English Proficient Students	32	666	12594	100	97	96	413	420	422	44	34	34	38	47	45	19	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	78	2438	38095	100	98	97	448	452	452	22	17	17	29	32	32	44	48	48	5	3	3
Non-Economically Disadvantaged	14	2125	41591	100	98	99	469	475	486	7	9	6	21	23	16	57	59	65	14	10	13

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	92	4592	80372	100	99	99	476	474	475	10	4	4	17	31	30	71	64	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2219	39452	100	99	99	470	485	488	13	3	3	15	22	22	70	72	72	3	2	3
Male	52	2371	40836	100	98	98	480	463	464	8	5	6	19	38	37	71	56	56	2	1	1
African American	--	319	4264	--	98	99	--	459	465	--	8	5	--	33	35	--	57	59	--	2	1
Hispanic	88	2551	33608	100	99	99	474	469	462	10	5	6	18	33	36	69	61	57	2	1	1
Asian/Pacific Islander	--	110	2098	--	100	99	--	487	500	--	3	2	--	19	16	--	76	75	--	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	NC	1388	36213	NC	99	99	NC	486	489	NC	2	2	NC	26	22	NC	69	72	NC	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	85	3964	69846	100	100	100	482	480	482	8	3	3	14	27	26	75	69	69	2	2	2
Limited English Proficient Students	32	674	12747	100	98	97	426	426	432	22	14	12	38	51	52	41	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	78	2454	38521	100	98	98	471	463	461	12	6	6	18	35	38	68	59	55	3	1	1
Non-Economically Disadvantaged	14	2138	41851	100	99	100	501	485	489	NA	2	3	14	26	22	86	69	72	NA	3	4

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	95	4552	79306	100	98	99	472	496	504	29	16	13	28	23	20	37	47	49	5	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2186	38845	100	98	99	473	496	505	24	14	11	33	24	20	39	49	50	4	14	18
Male	46	2365	40383	100	97	98	472	496	504	35	18	14	24	22	19	35	45	47	7	15	19
African American	--	277	4171	--	99	98	--	484	485	--	21	20	--	24	26	--	46	44	--	9	10
Hispanic	93	2530	32673	100	98	99	473	485	487	29	19	18	28	27	25	38	45	46	5	9	10
Asian/Pacific Islander	--	131	2147	--	98	99	--	532	539	--	5	5	--	11	10	--	49	46	--	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	--	1420	36234	--	97	99	--	517	523	--	8	6	--	16	13	--	51	52	--	25	28
Students with Disabilities	14	573	10286	100	85	91	434	456	462	71	44	41	21	29	27	7	23	27	NA	3	5
Students without Disabilities	81	3979	69020	100	100	100	479	501	510	22	12	9	30	22	18	42	50	52	6	16	21
Limited English Proficient Students	44	593	10291	100	96	96	445	456	458	43	41	38	50	32	34	7	26	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	73	2380	37437	100	98	97	472	484	486	27	20	19	33	26	26	36	45	46	4	9	9
Non-Economically Disadvantaged	22	2172	41869	100	98	100	472	508	521	36	11	7	14	18	14	41	49	51	9	21	27

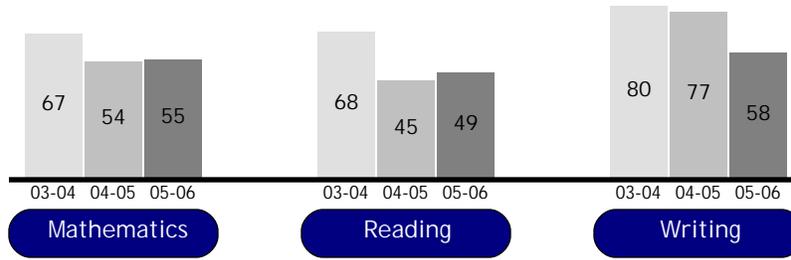
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	4596	79000	100	99	98	463	483	489	19	11	10	44	28	24	28	54	58	8	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2204	38774	100	99	99	471	488	494	10	7	7	49	27	22	31	57	61	10	8	10
Male	46	2391	40150	100	98	98	454	479	485	28	14	12	39	28	25	26	53	55	7	6	8
African American	--	279	4153	--	99	98	--	477	476	--	15	13	--	25	30	--	53	53	--	7	4
Hispanic	93	2553	32508	100	99	98	463	473	472	19	13	15	43	34	33	29	49	49	9	4	3
Asian/Pacific Islander	--	134	2142	--	100	99	--	503	510	--	3	4	--	21	14	--	63	67	--	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	--	1435	36135	--	98	98	--	503	508	--	6	4	--	17	14	--	64	67	--	13	15
Students with Disabilities	14	617	9991	100	91	88	422	442	449	50	38	33	50	37	36	NA	24	29	NA	2	2
Students without Disabilities	81	3979	69009	100	100	100	470	489	495	14	7	6	43	26	22	33	59	62	10	8	10
Limited English Proficient Students	44	604	10199	100	97	95	430	439	439	36	34	35	57	47	47	7	18	18	NA	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	73	2403	37234	100	98	97	464	472	472	18	14	15	44	34	33	32	49	50	7	3	3
Non-Economically Disadvantaged	22	2193	41766	100	99	99	459	495	505	23	8	5	45	21	16	18	60	65	14	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	93	4607	79611	99	99	99	490	500	496	9	5	7	38	36	37	54	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2206	39016	98	99	99	506	514	511	4	3	4	30	26	29	66	70	66	NA	1	1
Male	46	2400	40519	100	99	98	474	488	482	13	7	10	46	44	44	41	48	46	NA	0	0
African American	--	279	4188	--	99	98	--	495	486	--	6	9	--	42	40	--	51	50	--	0	0
Hispanic	92	2557	32855	99	99	99	490	495	481	9	6	10	38	39	43	53	55	47	NA	0	0
Asian/Pacific Islander	--	134	2149	--	100	100	--	524	519	--	2	4	--	28	24	--	69	70	--	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	--	1445	36380	--	99	99	--	510	511	--	4	4	--	29	30	--	66	65	--	1	1
Students with Disabilities	14	643	10664	100	95	94	421	442	440	21	20	23	71	57	54	7	22	22	NA	1	1
Students without Disabilities	79	3964	68947	99	100	100	502	509	504	6	3	4	32	32	34	62	64	61	NA	0	1
Limited English Proficient Students	44	609	10362	100	98	97	446	448	438	18	17	22	59	58	57	23	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	72	2415	37626	99	99	98	494	492	479	8	6	10	38	41	45	54	52	45	NA	0	0
Non-Economically Disadvantaged	21	2192	41985	100	99	100	477	510	511	10	4	4	38	30	30	52	65	65	NA	1	1

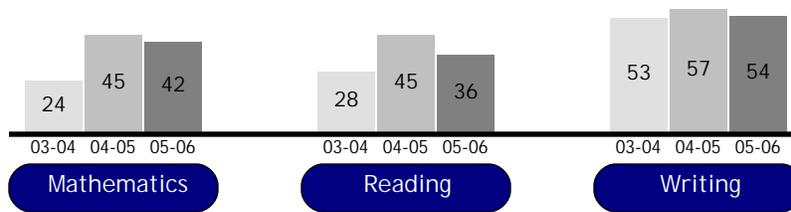
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	38	NA	58	99	35	43	47	100	24	44	46
	Language	100	40	45	50	99	35	42	47	100	22	44	48
	Mathematics	100	44	56	64	97	43	48	50	100	30	50	52
3	Reading	99	36	NA	55	100	30	41	44	100	27	43	46
	Language	98	51	56	61	100	33	40	44	100	28	43	46
	Mathematics	98	52	53	61	100	39	47	51	100	39	48	52
4	Reading	100	30	NA	56	96	30	43	48	100	35	46	52
	Language	100	33	45	52	96	37	44	49	100	41	48	52
	Mathematics	100	35	50	61	96	42	48	53	100	50	52	58
5	Reading	100	32	NA	55	95	35	46	50	100	34	50	56
	Language	99	33	41	49	95	40	46	50	100	35	50	54
	Mathematics	100	49	53	63	97	36	45	49	100	34	48	52

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)
- 3 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Focus is on Student Achievement
- Ü Reviews Instructional Strategies
- Ü Curriculum Development Reviewed
- Ü Parent/Educator Concerns Are Reviewed
- Ü School Safety Issues Reviewed Yearly
- 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 Certification.	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 Computers in Classrooms
- Ü Afterschool Program--2:45 to 6:00 p.m.
- Ü Compensatory Tutoring for ELL's.

Extracurricular Activities

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

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Summer enrichment classes in reading, math and writing. SEI classes. Bilingual classrooms at every grade level.

- ü Provide math/science support program through Title I. Desert Project Grant using FOSS Science Kits at every grade level.

- ü Bilingual Gifted and Talented Program.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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 2005-06 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."

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 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.

6 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.