

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

650 North Igo Way, Tucson, AZ 85710

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Highly Performing
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.

School Overview

Principal/Administrator : Ms. Mary Ann Jackson
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 307
 Web Address : www.tusd.k12.az.us/contents/schools/henry.html
 Phone Number : (520) 731-4700
 Fax Number : (520) 731-4701
 E-mail : ann.jackson@tusd.k12.az.us

Mission

Anna Henry Elementary School will nurture the intellectual, physical, social, emotional, and aesthetic needs of children by using developmentally appropriate practices, while providing a secure and culturally sensitive environment.

School / Academic Goals

- ü To design an effective academic intervention program to meet the needs of all Henry students with participation by the Henry staff and community.
- ü To increase student achievement in curriculum areas by analyzing student test data and using that information to drive our instructional program.
- ü To continue implementing Positive Behavior Support Program that creates an environment to support academic learning.
- ü Math, reading and writing instructional calendars with on-going assessments to increase student learning and achievement.

Enrollment

October 1, 2004 School Year Student Enrollment : 369
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 19

Instructional Programs

- Ü On-site Special Education
- Ü Special Education Preschool
- Ü Gifted
- Ü Music and PE Instruction
- Ü LINKS After School Tutoring Program
- Ü K-3 Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Our school exists for the purpose of educating children. All people connected with the school are holding their present positions as a means to assist with providing the best possible educational opportunity which can be offered to our children.

Parents

To communicate needs and how best those needs can be met; to volunteer in a variety of ways using their skills and talents; to participate in PTA/school-sponsored programs and activities and to provide resources at home for academic enrichment.

Transportation Policy

Henry Elementary does not provide bus service to and from school. Parents, teachers and other authorized persons may be permitted to ride school buses when supervising students on scheduled field trips and excursions.

School Honors

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

Award/Honor	Year
Ü Two winning essays for Celebrate America Essay Contest	2005
Ü TUSD All District Elementary Honors Orchestra	2005
Ü Recognized as Being in Top Third of TUSD Custodians	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	61	4755	79306	98	99	99	451	436	445	7	15	10	9	21	18	65	49	51	18	15	20
All Students (Prior Year)	48	4633	75509	96	98	100	520	513	521	11	16	13	24	26	23	29	32	33	36	26	31
Female	33	2272	38691	100	100	99	449	438	446	10	13	10	7	20	18	69	51	52	14	15	20
Male	28	2483	40583	97	99	99	453	433	445	4	16	11	12	22	18	62	46	50	23	16	21
African American	--	317	4041	--	98	99	--	417	426	--	22	17	--	22	23	--	47	50	--	9	10
Hispanic	16	2608	32869	100	99	99	431	426	429	21	17	15	7	25	25	71	48	51	0	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	--	222	4264	--	98	100	--	410	419	--	30	19	--	28	30	--	38	45	--	5	6
White	43	1484	36197	98	100	99	454	457	463	3	8	5	10	14	11	67	52	53	21	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	55	4154	69060	100	99	98	457	445	454	4	12	7	6	20	17	69	51	54	20	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	17	2845	39415	94	97	96	451	428	431	7	18	15	0	25	25	79	48	50	14	9	10
Non-Economically Disadvantaged	44	1911	39966	100	100	100	451	447	459	7	10	6	12	16	12	61	50	52	20	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	61	4759	79395	98	0	99	455	436	446	5	13	9	16	28	25	71	50	55	7	8	11
All Students (Prior Year)	47	4638	75492	94	98	100	512	514	519	18	16	12	27	19	16	24	44	47	31	21	24
Female	33	2273	38743	100	0	100	458	444	451	3	10	7	17	25	24	69	55	57	10	10	12
Male	28	2486	40618	97	0	99	452	428	440	8	16	11	15	31	27	73	47	53	4	6	9
African American	--	319	4052	--	0	100	--	421	434	--	17	11	--	30	29	--	47	54	--	5	6
Hispanic	16	2612	32915	100	0	99	430	425	426	14	16	15	29	33	35	57	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	--	223	4271	--	0	100	--	418	420	--	19	15	--	36	42	--	44	41	--	2	2
White	43	1480	36221	98	0	99	462	459	465	3	7	4	13	20	15	74	58	63	10	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	55	4159	69139	100	0	99	460	445	454	4	10	7	14	27	24	73	54	58	8	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	17	2855	39484	94	0	96	463	426	429	0	17	14	7	33	35	93	46	47	0	4	4
Non-Economically Disadvantaged	44	1905	39986	100	0	100	453	449	461	7	8	4	20	21	16	63	57	63	10	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	61	4735	78869	98	99	99	465	439	442	5	6	6	9	22	21	73	63	63	13	9	10
All Students (Prior Year)	48	4606	75053	96	97	99	664	612	597	4	6	7	9	11	12	64	73	72	22	11	9
Female	33	2264	38536	100	99	99	474	457	458	7	4	4	3	15	15	72	69	67	17	12	14
Male	28	2471	40302	97	99	99	455	423	428	4	9	8	15	28	26	73	58	60	8	6	7
African American	--	316	4015	--	98	99	--	422	430	--	8	8	--	19	24	--	67	61	--	6	7
Hispanic	16	2602	32606	100	99	98	410	432	426	21	7	8	7	24	27	71	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	--	222	4245	--	98	100	--	422	423	--	8	9	--	28	26	--	61	61	--	4	4
White	43	1470	36078	98	99	99	480	454	459	0	5	4	10	18	16	77	64	66	13	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	55	4139	68697	100	98	98	481	451	454	0	4	4	8	19	18	78	67	67	14	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	17	2835	39106	94	97	95	461	430	427	7	8	8	0	25	28	79	62	59	14	5	5
Non-Economically Disadvantaged	44	1901	39837	100	100	100	466	452	457	5	4	4	12	16	14	71	65	67	12	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	56	4852	78906	98	100	99	543	488	498	4	17	13	10	22	19	37	46	48	49	15	20
All Students (Prior Year)	65	4819	76019	100	98	100	505	490	499	11	19	14	35	40	39	14	13	14	40	28	33
Female	34	2352	38644	100	100	99	530	491	500	3	15	12	16	23	19	39	48	49	42	15	19
Male	22	2500	40236	96	99	99	563	485	497	5	19	15	0	21	19	35	45	46	60	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	NC	2621	31938	NC	99	99	NC	477	481	NC	21	19	NC	26	25	NC	44	46	NC	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	39	1574	36483	98	100	99	550	509	517	0	8	7	12	14	13	32	53	51	56	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	54	4135	68310	98	98	98	547	499	509	2	12	9	10	21	18	37	50	51	51	17	22
Limited English Proficient Students	--	557	12573	--	100	100	--	449	454	--	29	27	--	28	30	--	38	38	--	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	12	2872	38679	92	98	96	506	478	483	22	22	20	0	26	25	56	44	45	22	8	10
Non-Economically Disadvantaged	44	1980	40295	100	100	100	551	501	513	0	9	7	12	17	13	33	50	50	55	25	30

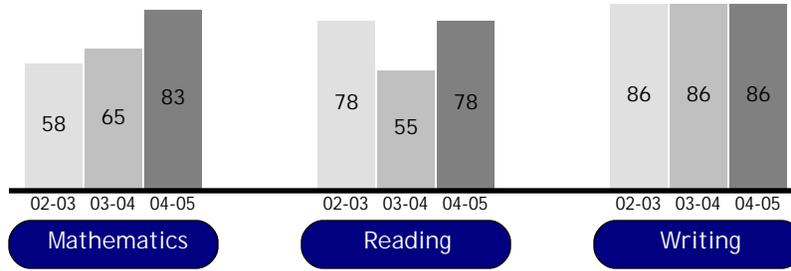
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	4853	78908	98	0	99	520	475	484	0	12	10	8	27	23	71	54	58	22	7	9
All Students (Prior Year)	65	4829	76020	100	98	100	505	498	503	22	33	25	20	24	23	48	34	40	11	9	12
Female	34	2351	38648	100	0	99	512	482	489	0	9	8	10	24	22	74	60	61	16	7	10
Male	22	2502	40233	96	0	99	533	469	479	0	15	12	5	30	25	65	49	55	30	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	NC	2622	31940	NC	0	99	NC	464	465	NC	15	16	NC	33	32	NC	49	49	NC	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	39	1576	36502	98	0	99	522	495	502	0	6	4	9	17	14	65	64	67	26	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	54	4134	68312	98	0	98	521	486	493	0	7	7	8	26	21	69	59	62	22	7	10
Limited English Proficient Students	--	558	12556	--	0	100	--	436	436	--	22	24	--	41	40	--	36	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	12	2873	38662	92	0	96	501	467	468	0	16	16	11	33	32	89	47	49	0	3	3
Non-Economically Disadvantaged	44	1980	40315	100	0	100	524	486	498	0	6	5	7	20	15	67	63	66	26	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	56	4839	78750	98	99	99	553	499	500	0	6	6	2	28	29	96	64	63	2	2	2
All Students (Prior Year)	65	4790	75673	100	97	100	551	526	530	12	12	12	9	27	25	75	57	58	3	3	4
Female	34	2350	38586	100	100	99	561	515	515	0	4	4	3	20	22	94	72	71	3	3	3
Male	22	2489	40135	96	99	99	541	484	486	0	8	8	0	36	35	100	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	NC	2615	31841	NC	99	99	NC	489	483	NC	7	8	NC	32	36	NC	60	55	NC	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	39	1569	36440	98	100	99	552	517	516	0	3	3	3	22	22	94	71	71	3	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	54	4129	68196	98	98	98	556	514	513	0	3	3	0	24	25	98	70	69	2	2	3
Limited English Proficient Students	--	553	12504	--	100	100	--	453	451	--	13	12	--	39	44	--	47	43	--	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	12	2862	38558	92	98	96	547	490	485	0	8	8	11	33	37	89	57	54	0	1	1
Non-Economically Disadvantaged	44	1977	40260	100	100	100	554	511	514	0	3	3	0	21	21	98	72	72	2	4	4

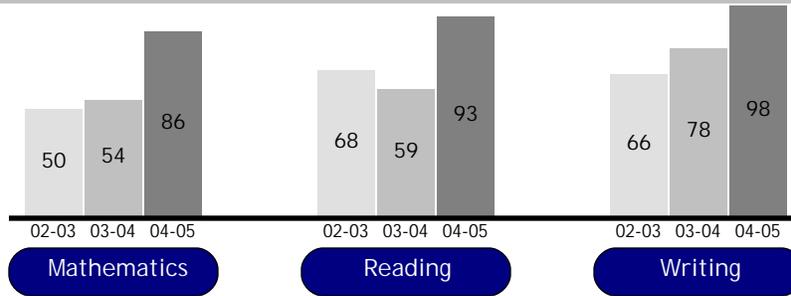
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	42	42	50	100	49	NA	58	98	50	43	47
	Language	94	46	39	43	100	39	45	50	98	44	42	47
	Mathematics	92	54	49	57	98	71	56	64	100	57	48	50
3	Reading	96	57	41	47	96	56	NA	55	98	53	41	44
	Language	98	61	48	54	96	60	56	61	98	46	40	44
	Mathematics	94	53	46	54	96	61	53	61	98	51	47	51
4	Reading	89	64	47	52	91	74	NA	56	100	51	43	48
	Language	93	61	44	48	96	60	45	52	100	49	44	49
	Mathematics	96	63	49	57	92	70	50	61	100	52	48	53
5	Reading	98	61	45	50	96	57	NA	55	98	67	46	50
	Language	98	54	41	46	96	48	41	49	98	65	46	50
	Mathematics	100	68	49	57	94	61	53	63	98	69	45	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Approves School Accountability Plan
- Ü Expenditures of Discretionary Tax Money
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Diversity Appreciation
- Ü Environment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	17.00
Other Professional Staff	4.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	1	0	0
10 or more years	5	8	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
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 Compaq Computer Lab
- Ü Classroom Compaq Computer Workstations
- Ü Library Computer Center

Extracurricular Activities

- Ü Student Council
- Ü Physical Education Instruction
- Ü Choir Club
- Ü Music Instruction
- Ü Track & Field

Social Services

- Ü Afterschool Program
- Ü Breakfast/Lunch Programs
- Ü Clothing/Food Banks
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Henry Student Body received an award for their participation in the Southern Arizona AIDS Foundation Holiday project for collecting toys for children and donating \$250.
- ü Henry School was recognized by TUSD Governing Board for improving in AIMS Reading in the 2004-05 school year.
- ü Henry students received first and second place honors in the 2005 Southern Arizona Regional Science and Engineering Fair.
- ü Henry received EXXON grant for \$2000 to assist in our after-school tutoring program

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	14	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All TUSD sites have developed School Safety Plans that include fire, safety, emergency and crisis procedures. Our School Resource Officer provides prevention activities for our students including the GREAT Program and Stranger Danger for grades K-5.

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	Judy Thompson	(520) 731-4700
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Pamela Fine	(520) 225-6400
School Nutrition Programs	Pamela Palmo	(520) 225-4720
Parent Organization	Sandra Crystal	(520) 731-4700
Student Health/Nurse	Donna Johnson	(520) 731-4717

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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