



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1701 East Seneca Street, Tucson, AZ 85719

Tucson Unified District

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

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Helen Grijalva  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : Pre-K-5  
 2005 Enrollment : 193  
 Web Address :  
 Phone Number : (520) 232-7500  
 Fax Number : (520) 232-7501  
 E-mail : helen.grijalva@tusd.k12.az.us

Mission

To Improve the Quality of Learning For All.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Student achievement is monitored and continuously assessed for curricular planning and instructional improvement.
- ü Discipline strategies promote responsibility and the development of self-direction.
- ü Our School Accountability Plan calls for a five percent increase in the content areas of mathematics, reading, and writing.
- ü Our research based reading program 'Success For All' will show one grade level growth in reading.

Enrollment

October 1, 2004 School Year Student Enrollment : 202  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 59

Instructional Programs

- Ü Full-Day Kindergarten
- Ü Itinerant Gate (Gifted)
- Ü Success For All (K-5)
- Ü Cross Categorical Primary
- Ü Project ABLE
- Ü Character Counts

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 46 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Our school responsibility is to provide equal access to education for each student in a positive, safe, teaching, and learning environment.

Parents

Our parent's/guardian's responsibility is to ensure their child's attendance in school on a daily basis and support student instructional programs and schoolwide activities.

Transportation Policy

Students living in our extended neighborhood receive transportation services, as do those qualifying for exceptional education services.

School Honors

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

Award/Honor	Year
Ü Awarded Grant Funding Through LINKS	2003
Ü Awarded ProNeighborhood's Neighborhood Successes Award	2004
Ü Awarded Grant for Jefferson Park Historical Video	2003
Ü Cesar Chavez Award (Third Grade)	2003

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	35	4755	79306	97	99	99	411	436	445	36	15	10	18	21	18	46	49	51	0	15	20
All Students (Prior Year)	35	4633	75509	90	98	100	480	513	521	30	16	13	41	26	23	19	32	33	11	26	31
Female	13	2272	38691	93	100	99	414	438	446	36	13	10	9	20	18	55	51	52	0	15	20
Male	22	2483	40583	100	99	99	408	433	445	35	16	11	24	22	18	41	46	50	0	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	16	2608	32869	100	99	99	414	426	429	25	17	15	33	25	25	42	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	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	30	4154	69060	100	99	98	415	445	454	35	12	7	13	20	17	52	51	54	0	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	19	2845	39415	95	97	96	404	428	431	42	18	15	17	25	25	42	48	50	0	9	10
Non-Economically Disadvantaged	16	1911	39966	100	100	100	415	447	459	31	10	6	19	16	12	50	50	52	0	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	35	4759	79395	97	0	99	415	436	446	29	13	9	32	28	25	39	50	55	0	8	11
All Students (Prior Year)	36	4638	75492	92	98	100	507	514	519	19	16	12	15	19	16	59	44	47	7	21	24
Female	13	2273	38743	93	0	100	438	444	451	18	10	7	18	25	24	64	55	57	0	10	12
Male	22	2486	40618	100	0	99	401	428	440	35	16	11	41	31	27	24	47	53	0	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	16	2612	32915	100	0	99	417	425	426	33	16	15	25	33	35	42	46	47	0	5	4
Asian/Pacific Islander	NC	125	1936	NC	0	99	NC	457	468	NC	6	3	NC	16	14	NC	68	63	NC	10	19
American Indian/Alaskan Native	NC	223	4271	NC	0	100	NC	418	420	NC	19	15	NC	36	42	NC	44	41	NC	2	2
White	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	30	4159	69139	100	0	99	420	445	454	26	10	7	30	27	24	43	54	58	0	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	19	2855	39484	95	0	96	388	426	429	50	17	14	33	33	35	17	46	47	0	4	4
Non-Economically Disadvantaged	16	1905	39986	100	0	100	436	449	461	13	8	4	31	21	16	56	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	35	4735	78869	97	99	99	399	439	442	14	6	6	32	22	21	50	63	63	4	9	10
All Students (Prior Year)	35	4606	75053	90	97	99	550	612	597	15	6	7	4	11	12	77	73	72	4	11	9
Female	13	2264	38536	93	99	99	422	457	458	9	4	4	27	15	15	55	69	67	9	12	14
Male	22	2471	40302	100	99	99	385	423	428	18	9	8	35	28	26	47	58	60	0	6	7
African American	NC	316	4015	NC	98	99	NC	422	430	NC	8	8	NC	19	24	NC	67	61	NC	6	7
Hispanic	16	2602	32606	100	99	98	401	432	426	17	7	8	17	24	27	58	62	60	8	7	5
Asian/Pacific Islander	NC	125	1925	NC	100	99	NC	466	471	NC	4	3	NC	11	11	NC	67	64	NC	19	22
American Indian/Alaskan Native	NC	222	4245	NC	98	100	NC	422	423	NC	8	9	NC	28	26	NC	61	61	NC	4	4
White	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	30	4139	68697	100	98	98	403	451	454	17	4	4	26	19	18	52	67	67	4	10	11
Limited English Proficient Students	NC	730	15339	NC	100	100	NC	398	399	NC	11	11	NC	30	31	NC	55	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	19	2835	39106	95	97	95	371	430	427	25	8	8	33	25	28	42	62	59	0	5	5
Non-Economically Disadvantaged	16	1901	39837	100	100	100	421	452	457	6	4	4	31	16	14	56	65	67	6	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	30	4852	78906	100	100	99	491	488	498	19	17	13	19	22	19	52	46	48	11	15	20
All Students (Prior Year)	41	4819	76019	98	98	100	455	490	499	41	19	14	38	40	39	8	13	14	14	28	33
Female	16	2352	38644	100	100	99	481	491	500	29	15	12	14	23	19	50	48	49	7	15	19
Male	14	2500	40236	100	99	99	502	485	497	8	19	15	23	21	19	54	45	46	15	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	12	2621	31938	92	99	99	486	477	481	18	21	19	18	26	25	55	44	46	9	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	12	1574	36483	100	100	99	503	509	517	9	8	7	27	14	13	45	53	51	18	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	25	4135	68310	100	98	98	504	499	509	4	12	9	22	21	18	61	50	51	13	17	22
Limited English Proficient Students	NC	557	12573	NC	100	100	NC	449	454	NC	29	27	NC	28	30	NC	38	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	19	2872	38679	100	98	96	486	478	483	31	22	20	6	26	25	50	44	45	13	8	10
Non-Economically Disadvantaged	11	1980	40295	100	100	100	498	501	513	0	9	7	36	17	13	55	50	50	9	25	30

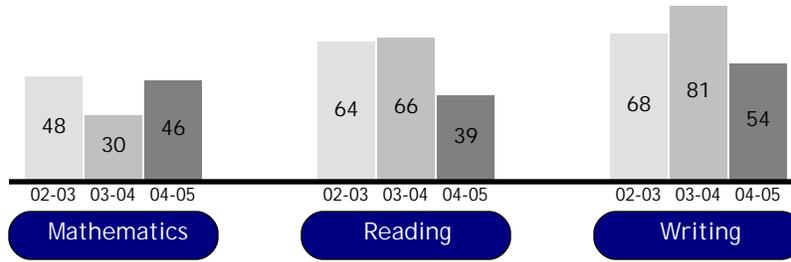
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	4853	78908	100	0	99	470	475	484	19	12	10	26	27	23	52	54	58	4	7	9
All Students (Prior Year)	40	4829	76020	95	98	100	486	498	503	54	33	25	14	24	23	32	34	40	0	9	12
Female	16	2351	38648	100	0	99	477	482	489	14	9	8	14	24	22	64	60	61	7	7	10
Male	14	2502	40233	100	0	99	463	469	479	23	15	12	38	30	25	38	49	55	0	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	12	2622	31940	92	0	99	468	464	465	18	15	16	18	33	32	64	49	49	0	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	12	1576	36502	100	0	99	482	495	502	18	6	4	18	17	14	55	64	67	9	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	25	4134	68312	100	0	98	480	486	493	9	7	7	26	26	21	61	59	62	4	7	10
Limited English Proficient Students	NC	558	12556	NC	0	100	NC	436	436	NC	22	24	NC	41	40	NC	36	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	19	2873	38662	100	0	96	464	467	468	25	16	16	19	33	32	56	47	49	0	3	3
Non-Economically Disadvantaged	11	1980	40315	100	0	100	480	486	498	9	6	5	36	20	15	45	63	66	9	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	30	4839	78750	100	99	99	485	499	500	7	6	6	48	28	29	44	64	63	0	2	2
All Students (Prior Year)	40	4790	75673	95	97	100	458	526	530	32	12	12	41	27	25	27	57	58	0	3	4
Female	16	2350	38586	100	100	99	495	515	515	0	4	4	50	20	22	50	72	71	0	3	3
Male	14	2489	40135	100	99	99	475	484	486	15	8	8	46	36	35	38	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	12	2615	31841	92	99	99	475	489	483	9	7	8	45	32	36	45	60	55	0	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	12	1569	36440	100	100	99	493	517	516	9	3	3	55	22	22	36	71	71	0	4	4
Students with Disabilities	NC	710	10622	NC	100	100	NC	414	415	NC	21	21	NC	51	50	NC	28	28	NC	1	1
Students without Disabilities	25	4129	68196	100	98	98	488	514	513	9	3	3	43	24	25	48	70	69	0	2	3
Limited English Proficient Students	NC	553	12504	NC	100	100	NC	453	451	NC	13	12	NC	39	44	NC	47	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	19	2862	38558	100	98	96	475	490	485	13	8	8	50	33	37	38	57	54	0	1	1
Non-Economically Disadvantaged	11	1977	40260	100	100	100	500	511	514	0	3	3	45	21	21	55	72	72	0	4	4

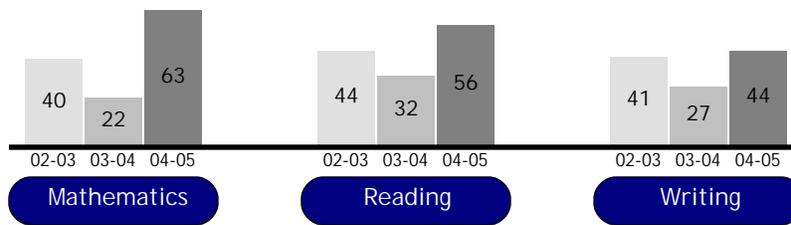
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	83	38	42	50	70	28	NA	58	97	62	43	47
	Language	94	29	39	43	78	23	45	50	97	67	42	47
	Mathematics	91	54	49	57	81	21	56	64	97	72	48	50
3	Reading	93	43	41	47	90	35	NA	55	97	30	41	44
	Language	100	41	48	54	90	40	56	61	97	31	40	44
	Mathematics	100	36	46	54	87	38	53	61	97	31	47	51
4	Reading	95	46	47	52	100	40	NA	56	92	37	43	48
	Language	90	37	44	48	97	37	45	52	92	33	44	49
	Mathematics	95	44	49	57	100	34	50	61	92	52	48	53
5	Reading	100	41	45	50	100	27	NA	55	100	39	46	50
	Language	93	38	41	46	98	23	41	49	100	36	46	50
	Mathematics	100	54	49	57	100	25	53	63	100	43	45	49

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Student Discipline
- Ü Instructional Strategies
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Student Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	2.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	2	0	0
10 or more years	6	5	0	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 Computer Lab
- Ü Library
- Ü Multipurpose Room

Extracurricular Activities

- Ü Neighborhood Playground/Park
- Ü Basketball
- Ü Big Sisters/Big Brothers
- Ü Creative Spirit
- Ü Happy Hour

Social Services

- Ü Day Care
- Ü Family Support Team
- Ü Social Worker
- Ü Community Representative
- Ü Full-Time Counselor
- Ü Part-Time Psychologist
- Ü Speech Pathologist

School Achievements/Accomplishments 2004-05

- ü Goals accomplished for School Accountability Plan which called for increased achievement in all content areas.
  
- ü Teachers awarded 301 monies for having achieved site goals in the areas of improved attendance, increased scores in mathematics and reading.
  
- ü We are into our third year of a LINKS Grant which we utilized for protective school strategies.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	28	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

Common language school-wide addresses desired behaviors and actions. School Counselor uses community forum to recognize positive character traits via daily announcements, class visitations, and outdoor play emphasizing cooperation over competition.

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	Helen Grijalva	(520) 232-7500
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Saul Ostroff	(520) 232-7518
School Nutrition Programs	Lydia Sellers	(520) 232-7523
Parent Organization	Cindy Padilla / Maria Frieden	(520) 232-7500
Student Health/Nurse	Judy Knapp	(520) 232-7517

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

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

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

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

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

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

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

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

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

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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.