

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6606 E. Lehigh Drive, 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	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Dr. Pamela Brown Clarridge
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-5
 2005 Enrollment : 352
 Web Address : edweb.tusd.k12.az.us/Kellond
 Phone Number : (520) 584-5100
 Fax Number : (520) 584-5101
 E-mail : pamela.clarridge@tusd.k12.az.us

Mission

Teachers, school staff and parents work together in a collaborative partnership to nurture responsible, skilled and productive students.

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 continually assessed for curricular planning and instructional improvement.
- ü Curriculum promotes critical thinking, problem solving and life skills acquisition. Students learn the value of respect and responsibility to achieve positive results.

Enrollment

October 1, 2004 School Year Student Enrollment : 352
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 65

Instructional Programs

- Ü Full-day Kindergarten
- Ü Opening Minds Through the Arts
- Ü Breakthru Program (Special Education)
- Ü Full-time counselor

Calendar Information

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

Shared Responsibilities

School

A School Handbook is sent home in August. Parents also receive a monthly newsletter. Teachers send home class newsletters. Collaborative decision making with Council and parent group set academic standards and expectations for social and emotional growth.

Parents

Parents will ensure students attend school daily and on time. Parents need to communicate with teachers to become knowledgeable of their child's academic curriculum. Parents will support the teacher's efforts and school discipline policy.

Transportation Policy

Kellond buses students in all grades for desegregation and extended neighborhoods. Parents are given passenger rules at the beginning of the year which state consequences for conduct and also expected bus behavior.

School Honors

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

Award/Honor	Year
Ü Artist-in-Residence Grants	2004
Ü UA Presents Grant	2004
Ü Tucson LINKS Grant	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	70	4755	79306	100	99	99	437	436	445	18	15	10	22	21	18	38	49	51	22	15	20
All Students (Prior Year)	52	4633	75509	100	98	100	525	513	521	5	16	13	27	26	23	44	32	33	24	26	31
Female	39	2272	38691	100	100	99	442	438	446	12	13	10	18	20	18	45	51	52	24	15	20
Male	31	2483	40583	100	99	99	431	433	445	26	16	11	26	22	18	30	46	50	19	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	42	2608	32869	100	99	99	430	426	429	24	17	15	29	25	25	29	48	51	18	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	21	1484	36197	100	100	99	460	457	463	0	8	5	15	14	11	55	52	53	30	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	63	4154	69060	97	99	98	440	445	454	19	12	7	19	20	17	40	51	54	23	17	22
Limited English Proficient Students	12	730	15509	100	100	100	416	400	406	38	23	20	25	30	30	25	41	45	13	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	51	2845	39415	100	97	96	428	428	431	24	18	15	27	25	25	29	48	50	20	9	10
Non-Economically Disadvantaged	19	1911	39966	100	100	100	456	447	459	5	10	6	11	16	12	58	50	52	26	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	70	4759	79395	100	0	99	445	436	446	12	13	9	23	28	25	55	50	55	10	8	11
All Students (Prior Year)	52	4638	75492	100	98	100	521	514	519	12	16	12	15	19	16	39	44	47	34	21	24
Female	39	2273	38743	100	0	100	448	444	451	12	10	7	18	25	24	58	55	57	12	10	12
Male	31	2486	40618	100	0	99	440	428	440	11	16	11	30	31	27	52	47	53	7	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	42	2612	32915	100	0	99	438	425	426	12	16	15	29	33	35	50	46	47	9	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	21	1480	36221	100	0	99	466	459	465	0	7	4	20	20	15	65	58	63	15	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	63	4159	69139	97	0	99	446	445	454	13	10	7	21	27	24	55	54	58	11	9	11
Limited English Proficient Students	12	734	15545	100	0	100	423	392	399	25	25	21	25	39	42	44	34	35	6	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	51	2855	39484	100	0	96	434	426	429	15	17	14	29	33	35	51	46	47	5	4	4
Non-Economically Disadvantaged	19	1905	39986	100	0	100	468	449	461	5	8	4	11	21	16	63	57	63	21	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	70	4735	78869	100	99	99	452	439	442	8	6	6	15	22	21	58	63	63	18	9	10
All Students (Prior Year)	52	4606	75053	100	97	99	649	612	597	2	6	7	2	11	12	85	73	72	10	11	9
Female	39	2264	38536	100	99	99	463	457	458	9	4	4	12	15	15	55	69	67	24	12	14
Male	31	2471	40302	100	99	99	439	423	428	7	9	8	19	28	26	63	58	60	11	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	42	2602	32606	100	99	98	439	432	426	9	7	8	26	24	27	47	62	60	18	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	21	1470	36078	100	99	99	497	454	459	0	5	4	0	18	16	80	64	66	20	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	63	4139	68697	97	98	98	458	451	454	8	4	4	13	19	18	60	67	67	19	10	11
Limited English Proficient Students	12	730	15339	100	100	100	400	398	399	19	11	11	31	30	31	38	55	54	13	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	51	2835	39106	100	97	95	435	430	427	10	8	8	22	25	28	59	62	59	10	5	5
Non-Economically Disadvantaged	19	1901	39837	100	100	100	491	452	457	5	4	4	0	16	14	58	65	67	37	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	68	4852	78906	100	100	99	515	488	498	8	17	13	15	22	19	53	46	48	24	15	20
All Students (Prior Year)	65	4819	76019	100	98	100	497	490	499	10	19	14	43	40	39	22	13	14	24	28	33
Female	36	2352	38644	100	100	99	512	491	500	10	15	12	13	23	19	58	48	49	19	15	19
Male	32	2500	40236	100	99	99	518	485	497	7	19	15	18	21	19	46	45	46	29	15	20
African American	--	322	4087	--	98	99	--	473	481	--	26	20	--	27	24	--	38	45	--	9	11
Hispanic	34	2621	31938	97	99	99	502	477	481	17	21	19	17	26	25	50	44	46	17	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	29	1574	36483	100	100	99	533	509	517	0	8	7	8	14	13	58	53	51	35	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	64	4135	68310	98	98	98	515	499	509	7	12	9	15	21	18	56	50	51	22	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	41	2872	38679	100	98	96	500	478	483	9	22	20	23	26	25	60	44	45	9	8	10
Non-Economically Disadvantaged	27	1980	40295	100	100	100	537	501	513	8	9	7	4	17	13	42	50	50	46	25	30

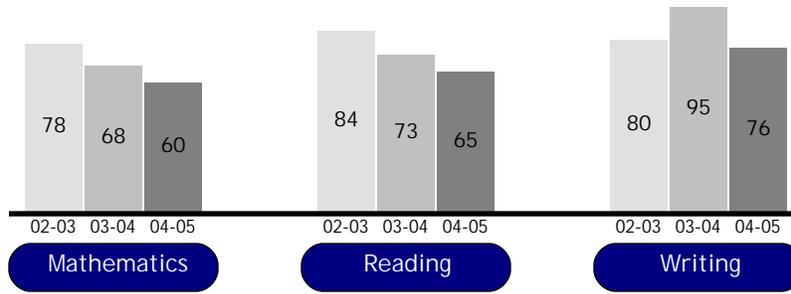
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	4853	78908	100	0	99	496	475	484	2	12	10	20	27	23	78	54	58	0	7	9
All Students (Prior Year)	65	4829	76020	100	98	100	502	498	503	24	33	25	24	24	23	36	34	40	16	9	12
Female	36	2351	38648	100	0	99	495	482	489	0	9	8	23	24	22	77	60	61	0	7	10
Male	32	2502	40233	100	0	99	496	469	479	4	15	12	18	30	25	79	49	55	0	6	8
African American	--	322	4092	--	0	99	--	468	473	--	13	12	--	32	28	--	52	54	--	4	5
Hispanic	34	2622	31940	97	0	99	488	464	465	3	15	16	23	33	32	73	49	49	0	3	3
Asian/Pacific Islander	NC	116	1805	NC	0	99	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	29	1576	36502	100	0	99	506	495	502	0	6	4	15	17	14	85	64	67	0	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	64	4134	68312	98	0	98	496	486	493	2	7	7	20	26	21	78	59	62	0	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	41	2873	38662	100	0	96	485	467	468	0	16	16	26	33	32	74	47	49	0	3	3
Non-Economically Disadvantaged	27	1980	40315	100	0	100	511	486	498	4	6	5	13	20	15	83	63	66	0	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	4839	78750	100	99	99	523	499	500	5	6	6	15	28	29	78	64	63	2	2	2
All Students (Prior Year)	65	4790	75673	100	97	100	532	526	530	5	12	12	31	27	25	64	57	58	0	3	4
Female	36	2350	38586	100	100	99	531	515	515	6	4	4	6	20	22	84	72	71	3	3	3
Male	32	2489	40135	100	99	99	514	484	486	4	8	8	25	36	35	71	55	56	0	1	1
African American	--	321	4081	--	98	99	--	488	488	--	10	8	--	30	32	--	59	59	--	1	2
Hispanic	34	2615	31841	97	99	99	502	489	483	10	7	8	20	32	36	70	60	55	0	1	1
Asian/Pacific Islander	NC	117	1802	NC	100	98	NC	540	533	NC	3	2	NC	13	16	NC	79	75	NC	6	7
American Indian/Alaskan Native	NC	217	4586	NC	99	100	NC	480	481	NC	7	8	NC	43	37	NC	49	54	NC	1	1
White	29	1569	36440	100	100	99	545	517	516	0	3	3	12	22	22	85	71	71	4	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	64	4129	68196	98	98	98	522	514	513	5	3	3	15	24	25	78	70	69	2	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	41	2862	38558	100	98	96	516	490	485	3	8	8	23	33	37	74	57	54	0	1	1
Non-Economically Disadvantaged	27	1977	40260	100	100	100	533	511	514	8	3	3	4	21	21	83	72	72	4	4	4

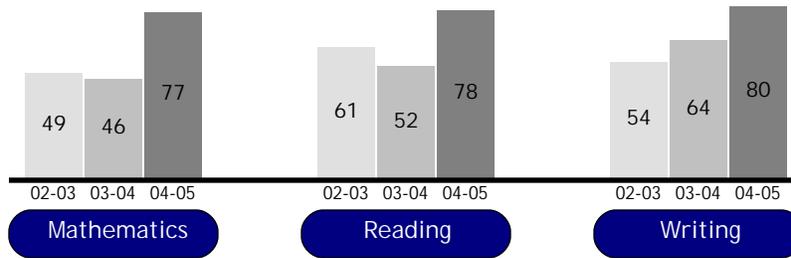
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	43	42	50	100	74	NA	58	98	36	43	47
	Language	97	45	39	43	100	75	45	50	98	37	42	47
	Mathematics	97	39	49	57	100	69	56	64	100	41	48	50
3	Reading	95	42	41	47	98	59	NA	55	100	41	41	44
	Language	98	52	48	54	98	62	56	61	100	44	40	44
	Mathematics	98	52	46	54	100	57	53	61	100	50	47	51
4	Reading	95	38	47	52	100	62	NA	56	100	45	43	48
	Language	95	40	44	48	98	54	45	52	100	46	44	49
	Mathematics	100	41	49	57	100	61	50	61	100	49	48	53
5	Reading	98	49	45	50	95	52	NA	55	100	53	46	50
	Language	97	48	41	46	100	46	41	49	100	56	46	50
	Mathematics	98	57	49	57	100	58	53	63	100	54	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)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Management Action Plan
- Ü Instructional Progress
- Ü School Safety Issues
- Ü School Improvement
- Ü Parent & Community Involvement
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	16.00
Other Professional Staff	8.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	2	1	0	0
7 to 9 years	0	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.	18
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 Counselor's Peace Place
- Ü Art Resource Room
- Ü Computer Lab
- Ü Music Room

Extracurricular Activities

- Ü Good Choices Academic Support
- Ü Good Choices Enrichment

Social Services

- Ü Counseling Services
- Ü Breakfast & Lunch Programs
- Ü Clothing/Food Banks/Glasses-Hearing Aids
- Ü Preschool and Before/AfterSchool Program

School Achievements/Accomplishments 2004-05

- ü Participant in Opening Minds through the Arts (OMA) programs at all grade levels. Recipient of Artist-in-Residence grant and grant with UAPresents.

- ü Full implementation of Balanced Literacy at all grade levels.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	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

Kellond has a Safety Team; each team member is ready to assume specific responsibilities in an emergency. Teachers are prepared for evacuation or lock-down. Safety plans are reviewed regularly. An emergency drill is practiced each month.

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) :

1

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	Sally Evans	(520) 584-5100
Transportation Policy	Department of Transportation	(520) 225-4800
Community Resources	Gina Rodriguez	(520) 584-5100
School Nutrition Programs	Food Services	(520) 225-4700
Parent Organization	Belinda Hiscox	(520) 584-5100
Student Health/Nurse	Janet Lew	(520) 584-5100

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.