Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

Lineweaver Elementary School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

461 South Bryant, Tucson, AZ 85711

Tucson Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Highly Performing
2002-03	Excelling

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

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

School Overview

Principal/Administrator :	Dr. Jane Klipp
Schedule :	07:30 AM to 04:30 PM
Grades :	K-5
2005 Enrollment :	472
Web Address :	edweb.tusd.k12.az.us/lineweaver
Phone Number :	(520) 232-7700
Fax Number :	(520) 232-7701
E-mail :	jane.klipp@tusd.k12.az.us

Mission

Skills, Character, Knowledge. Excellence in Education.

School / Academic Goals

- Effective instructional practices create a community of learners in which all students achieve their full potential.
- Create an environment where school community feels safe and comfortable working together, meeting the academic objectives and creating personal support that each of our students need.

Enrollment

October 1, 2004 School Year Student Enrollment : 450

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

Number of Students Attending Under Open Enrollment in 2004-05 : 210

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

Instructional Programs

- General Academic K-5
- On-site GATE Self-Contained
- On-site Exceptional Education
- GATE Pullout
- Opening Minds Through the Arts
- Cub Club After School Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Providing a safe, attractive, stimulating environment; quality educational programming designed to meet individual needs; consistent communication; involvement of parents in school activities and decisions; reporting student academic achievement.

Parents

Provide food, shelter, clothing and emotional security; communicate with school; assistance with homework and school projects; support school through decision-making committees, PTA participation, school social events and classroom activities.

Transportation Policy

Neighborhood boundaries: north-Broadway; west-Alvernon; south-22nd Street; east-Swan. Self-contained GATE (Gifted and Talented Education) and self-contained Exceptional Education students are bused from targeted geographic regions of the TUSD.

School Honors

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

Award/Honor	Year
Regional and State Science Fair Winners	2005
Opening Minds Through the Arts Complete Program	2005
State Chess Winners - Second in the State of Arizona	2003
Honored by Local Media	2005

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

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	4755	79306	100	99	99	480	436	445	5	15	10	5	21	18	43	49	51	46	15	20
All Students (Prior Year)	86	4633	75509	97	98	100	524	513	521	17	16	13	18	26	23	29	32	33	36	26	31
Female	31	2272	38691	100	100	99	484	438	446	3	13	10	7	20	18	41	51	52	48	15	20
Male	30	2483	40583	100	99	99	476	433	445	7	16	11	4	22	18	44	46	50	44	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	29	2608	32869	100	99	99	476	426	429	7	17	15	4	25	25	54	48	51	36	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	26	1484	36197	100	100	99	483	457	463	4	8	5	4	14	11	38	52	53	54	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	58	4154	69060	100	99	98	485	445	454	2	12	7	6	20	17	44	51	54	48	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	26	2845	39415	100	97	96	462	428	431	8	18	15	8	25	25	54	48	50	29	9	10
Non-Economically Disadvantaged	35	1911	39966	100	100	100	494	447	459	3	10	6	3	16	12	34	50	52	59	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	100	0	99	483	436	446	5	13	9	11	28	25	50	50	55	34	8	11
All Students (Prior Year)	85	4638	75492	96	98	100	519	514	519	17	16	12	18	19	16	32	44	47	32	21	24
Female	31	2273	38743	100	0	100	492	444	451	0	10	7	17	25	24	38	55	57	45	10	12
Male	30	2486	40618	100	0	99	474	428	440	11	16	11	4	31	27	63	47	53	22	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	29	2612	32915	100	0	99	469	425	426	7	16	15	11	33	35	57	46	47	25	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	26	1480	36221	100	0	99	499	459	465	4	7	4	8	20	15	42	58	63	46	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	58	4159	69139	100	0	99	487	445	454	4	10	7	11	27	24	50	54	58	35	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	26	2855	39484	100	0	96	457	426	429	13	17	14	13	33	35	54	46	47	21	4	4
Non-Economically Disadvantaged	35	1905	39986	100	0	100	503	449	461	0	8	4	9	21	16	47	57	63	44	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	100	99	99	457	439	442	4	6	6	23	22	21	57	63	63	16	9	10
All Students (Prior Year)	85	4606	75053	96	97	99	600	612	597	6	6	7	13	11	12	69	73	72	12	11	9
Female	31	2264	38536	100	99	99	481	457	458	3	4	4	10	15	15	55	69	67	31	12	14
Male	30	2471	40302	100	99	99	431	423	428	4	9	8	37	28	26	59	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	29	2602	32606	100	99	98	453	432	426	0	7	8	32	24	27	57	62	60	11	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	26	1470	36078	100	99	99	461	454	459	8	5	4	13	18	16	58	64	66	21	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	58	4139	68697	100	98	98	462	451	454	2	4	4	22	19	18	59	67	67	17	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	26	2835	39106	100	97	95	422	430	427	8	8	8	29	25	28	54	62	59	8	5	5
Non-Economically Disadvantaged	35	1901	39837	100	100	100	483	452	457	0	4	4	19	16	14	59	65	67	22	14	15

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

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	4852	78906	100	100	99	500	488	498	17	17	13	14	22	19	39	46	48	30	15	20
All Students (Prior Year)	70	4819	76019	97	98	100	518	490	499	14	19	14	26	40	39	14	13	14	47	28	33
Female	36	2352	38644	100	100	99	504	491	500	19	15	12	17	23	19	33	48	49	31	15	19
Male	45	2500	40236	100	99	99	496	485	497	15	19	15	12	21	19	44	45	46	29	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	27	2621	31938	90	99	99	500	477	481	8	21	19	23	26	25	46	44	46	23	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	41	1574	36483	100	100	99	513	509	517	18	8	7	8	14	13	39	53	51	34	25	30
Students with Disabilities	11	717	10664	100	100	100	410	421	430	50	47	42	10	24	27	30	24	26	10	4	5
Students without Disabilities	70	4135	68310	100	98	98	513	499	509	12	12	9	15	21	18	40	50	51	33	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	28	2872	38679	97	98	96	482	478	483	28	22	20	24	26	25	28	44	45	20	8	10
Non-Economically Disadvantaged	53	1980	40295	100	100	100	508	501	513	12	9	7	10	17	13	44	50	50	35	25	30

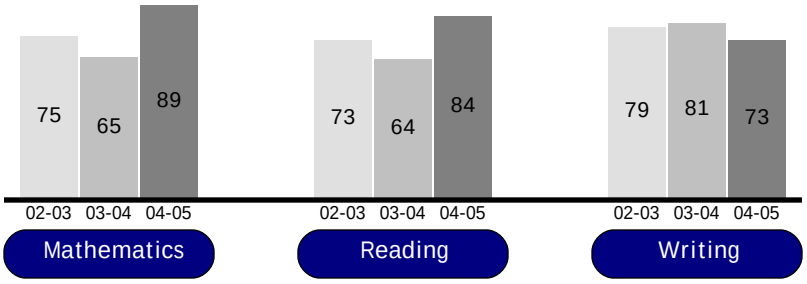
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	4853	78908	100	0	99	493	475	484	10	12	10	19	27	23	56	54	58	14	7	9
All Students (Prior Year)	69	4829	76020	96	98	100	511	498	503	25	33	25	18	24	23	32	34	40	25	9	12
Female	36	2351	38648	100	0	99	503	482	489	14	9	8	19	24	22	50	60	61	17	7	10
Male	45	2502	40233	100	0	99	484	469	479	7	15	12	20	30	25	61	49	55	12	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	27	2622	31940	90	0	99	485	464	465	12	15	16	19	33	32	65	49	49	4	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	41	1576	36502	100	0	99	507	495	502	5	6	4	24	17	14	53	64	67	18	13	15
Students with Disabilities	11	719	10665	100	0	100	409	413	423	50	38	30	0	35	36	40	25	31	10	2	2
Students without Disabilities	70	4134	68312	100	0	98	506	486	493	4	7	7	22	26	21	58	59	62	15	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	28	2873	38662	97	0	96	478	467	468	24	16	16	24	33	32	40	47	49	12	3	3
Non-Economically Disadvantaged	53	1980	40315	100	0	100	500	486	498	4	6	5	17	20	15	63	63	66	15	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	81	4839	78750	100	99	99	515	499	500	5	6	6	23	28	29	64	64	63	8	2	2
All Students (Prior Year)	67	4790	75673	93	97	100	541	526	530	16	12	12	22	27	25	56	57	58	6	3	4
Female	36	2350	38586	100	100	99	536	515	515	8	4	4	11	20	22	67	72	71	14	3	3
Male	45	2489	40135	100	99	99	497	484	486	2	8	8	34	36	35	61	55	56	2	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	27	2615	31841	90	99	99	523	489	483	0	7	8	31	32	36	69	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	41	1569	36440	100	100	99	525	517	516	8	3	3	13	22	22	68	71	71	11	4	4
Students with Disabilities	11	710	10622	100	100	100	393	414	415	30	21	21	30	51	50	40	28	28	0	1	1
Students without Disabilities	70	4129	68196	100	98	98	533	514	513	1	3	3	22	24	25	67	70	69	9	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	28	2862	38558	97	98	96	502	490	485	12	8	8	28	33	37	56	57	54	4	1	1
Non-Economically Disadvantaged	53	1977	40260	100	100	100	522	511	514	2	3	3	21	21	21	67	72	72	10	4	4

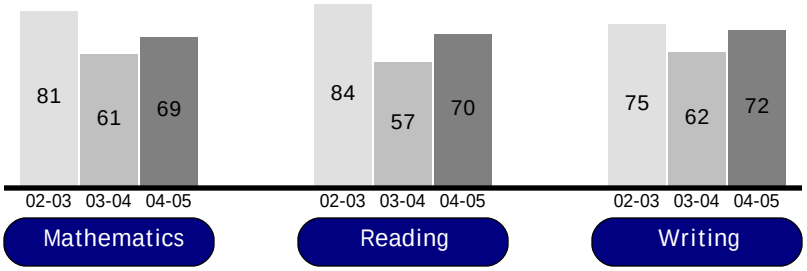
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	51	42	50	91	60	NA	58	100	59	43	47
	Language	97	56	39	43	96	63	45	50	100	60	42	47
	Mathematics	93	66	49	57	91	78	56	64	100	68	48	50
3	Reading	99	53	41	47	93	62	NA	55	100	61	41	44
	Language	100	59	48	54	96	62	56	61	100	60	40	44
	Mathematics	99	51	46	54	91	64	53	61	100	67	47	51
4	Reading	97	73	47	52	98	69	NA	56	98	51	43	48
	Language	97	61	44	48	99	56	45	52	98	53	44	49
	Mathematics	97	73	49	57	99	70	50	61	98	54	48	53
5	Reading	95	81	45	50	96	67	NA	55	99	59	46	50
	Language	94	65	41	46	97	56	41	49	99	59	46	50
	Mathematics	92	83	49	57	96	74	53	63	99	56	45	49

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

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

School Site Council

Council Composition	Council Duties
1 School Administrator(s)	ü 301 Funds
2 Non-certified Employee(s)	ü Student Discipline/Safety
5 Teacher(s)	ü Parent/Educator Relations
5 Parent(s)	ü Instructional Strategies
1 Community Member(s)	ü Curriculum/Professional Development
0 Student(s)	ü Technology Integration

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
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 K-5 Computer Lab
- ü K-5 Classroom Computer Workstations
- ü K-5 Music Program

Extracurricular Activities

- ü Student Council
- ü Chess Club
- ü Cross Country Team
- ü Community School Program Classes

Social Services

- ü Breakfast Program
- ü Lunch Program
- ü Community School Program Classes
- ü After School Care

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Lineweaver has been awarded Arizona Department of Education's Excelling School status as result of our 2000-03 student AIMS and Stanford 9 scores in reading, writing and math.

- Two programs demonstrating Lineweaver's commitment to meet the educational and social needs of families, after school program with 100+ students, and our LINKS Grant.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	95	95	94	95
Transfers Out Rate [5]	5	12	12	17
Transfers In Rate [6]	17	28	28	37
Stability Rate [7]	94	87	87	82
Promotion Rate [8]	98	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

We have developed safety procedures to insure a safe environment for all students. Access by visitors is monitored. Students practice emergency drills on a regular basis. We account for all students in an emergency, and we have a procedure in place to contact the proper authorities if necessary.

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	Shannon Turnage	(520) 232-7700
Transportation Policy	Jane Klipp	(520) 232-7700
Community Resources	Beth Mooney	(520) 232-7700
School Nutrition Programs	Angelica Custer	(602) 232-7700
Parent Organization	Anna Mc Garrigle	(520) 232-7700
Student Health/Nurse	Jeanne Cozine	(520) 232-7700

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

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

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

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

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

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

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

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

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

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

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

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

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

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

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