

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1573 W. Ajo Way, Tucson, AZ 85713

Tucson Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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 : Ms. Pat Flores
Schedule : 07:00 AM to 04:30 PM
Grades : K-5
2005 Enrollment : 921
Web Address : edweb.tusd.k12.az.us/Lynn_Urquides
Phone Number : (520) 908-4000
Fax Number : (520) 908-4001
E-mail : pat.flores@tusd.k12.az.us

Mission

To provide quality education which meets the academic, social, emotional, and developmental needs of our diverse population.

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 Improve academic skills as measured on AIMS and all standardized measures by 5% on all areas.
- ü Improve academic skills as measured by the percentage of students showing mastery on AIMS for all grade levels in all areas.
- ü Acceptable Yearly Progress for all students.
- ü Improved attendance at all grade levels to 94%.

Enrollment

October 1, 2004 School Year Student Enrollment : 963
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2004-05 : 30

Instructional Programs

- Full-day Kindergarten
- Special Education Self-contained Classes
- Sheltered English Immersion K-5
- Success For All Reading Program
- Peace Builders
- Reading First

Calendar Information

Number of Instruction Days :	180
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

Provide educational environment with high expectations for achievement, skilled teaching, a safe and secure environment, sheltered English immersion, materials appropriate to curriculum, and enable parents to participate in their children's education.

Parents

Provide support for homework in a literate environment, regular communication with school, send students to school daily and on time, properly clothed and fed.

Transportation Policy

Special Education students are offered transportation according to their IEPs. Regular students are currently offered transportation if they live along Irvington Road.

School Honors

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

Award/Honor	Year
• Improving School Label by the ADE Under AZ LEARNS	2002
• Arizona CEC Special Education Teacher of the Year	2001
• TUSD Cross Country 2nd Place Girls Team	2004
• TUSD Cross Country 2nd Place Boys Team	2000

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	153	4755	79306	99	99	99	403	436	445	17	15	10	25	21	18	49	49	51	9	15	20
All Students (Prior Year)	131	4633	75509	93	98	100	523	513	521	13	16	13	27	26	23	30	32	33	30	26	31
Female	80	2272	38691	100	100	99	410	438	446	13	13	10	26	20	18	47	51	52	13	15	20
Male	73	2483	40583	99	99	99	396	433	445	20	16	11	23	22	18	52	46	50	5	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	134	2608	32869	100	99	99	397	426	429	18	17	15	26	25	25	48	48	51	8	10	10
Asian/Pacific Islander	--	124	1935	--	100	99	--	467	474	--	5	3	--	10	9	--	45	48	--	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	14	1484	36197	93	100	99	452	457	463	8	8	5	8	14	11	58	52	53	25	26	31
Students with Disabilities	26	602	10321	100	100	100	210	374	389	59	36	30	23	29	27	18	31	34	0	5	9
Students without Disabilities	127	4154	69060	98	99	98	442	445	454	8	12	7	25	20	17	55	51	54	11	17	22
Limited English Proficient Students	62	730	15509	100	100	100	370	400	406	21	23	20	30	30	30	40	41	45	9	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	124	2845	39415	99	97	96	396	428	431	17	18	15	24	25	25	52	48	50	7	9	10
Non-Economically Disadvantaged	29	1911	39966	100	100	100	438	447	459	17	10	6	29	16	12	38	50	52	17	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	154	4759	79395	100	0	99	394	436	446	18	13	9	36	28	25	44	50	55	2	8	11
All Students (Prior Year)	131	4638	75492	93	98	100	513	514	519	13	16	12	25	19	16	48	44	47	14	21	24
Female	80	2273	38743	100	0	100	405	444	451	10	10	7	35	25	24	50	55	57	4	10	12
Male	74	2486	40618	100	0	99	383	428	440	26	16	11	37	31	27	37	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	135	2612	32915	100	0	99	387	425	426	20	16	15	36	33	35	42	46	47	1	5	4
Asian/Pacific Islander	--	125	1936	--	0	99	--	457	468	--	6	3	--	16	14	--	68	63	--	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	14	1480	36221	93	0	99	455	459	465	0	7	4	33	20	15	50	58	63	17	15	17
Students with Disabilities	26	601	10331	100	0	100	210	371	388	41	35	25	41	34	37	18	28	34	0	3	4
Students without Disabilities	128	4159	69139	98	0	99	431	445	454	14	10	7	35	27	24	49	54	58	3	9	11
Limited English Proficient Students	63	734	15545	100	0	100	354	392	399	26	25	21	37	39	42	35	34	35	1	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	125	2855	39484	100	0	96	384	426	429	18	17	14	39	33	35	41	46	47	2	4	4
Non-Economically Disadvantaged	29	1905	39986	100	0	100	441	449	461	17	8	4	25	21	16	54	57	63	4	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	150	4735	78869	97	99	99	408	439	442	8	6	6	24	22	21	63	63	63	5	9	10
All Students (Prior Year)	131	4606	75053	93	97	99	618	612	597	7	6	7	11	11	12	73	73	72	9	11	9
Female	77	2264	38536	96	99	99	422	457	458	5	4	4	18	15	15	72	69	67	5	12	14
Male	73	2471	40302	99	99	99	393	423	428	12	9	8	29	28	26	54	58	60	5	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	132	2602	32606	99	99	98	402	432	426	9	7	8	23	24	27	62	62	60	5	7	5
Asian/Pacific Islander	--	125	1925	--	100	99	--	466	471	--	4	3	--	11	11	--	67	64	--	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	13	1470	36078	87	99	99	453	454	459	0	5	4	27	18	16	73	64	66	0	13	14
Students with Disabilities	26	597	10246	100	100	100	209	354	367	23	20	18	41	40	39	36	38	40	0	2	4
Students without Disabilities	124	4139	68697	95	98	98	448	451	454	6	4	4	20	19	18	69	67	67	6	10	11
Limited English Proficient Students	63	730	15339	100	100	100	365	398	399	15	11	11	26	30	31	53	55	54	6	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	122	2835	39106	98	97	95	396	430	427	9	8	8	25	25	28	61	62	59	4	5	5
Non-Economically Disadvantaged	28	1901	39837	97	100	100	458	452	457	4	4	4	17	16	14	71	65	67	8	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	135	4852	78906	97	100	99	481	488	498	19	17	13	21	22	19	46	46	48	13	15	20
All Students (Prior Year)	121	4819	76019	93	98	100	500	490	499	13	19	14	42	40	39	12	13	14	34	28	33
Female	81	2352	38644	96	100	99	494	491	500	15	15	12	22	23	19	47	48	49	16	15	19
Male	54	2500	40236	98	99	99	460	485	497	25	19	15	21	21	19	46	45	46	8	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	116	2621	31938	97	99	99	475	477	481	21	21	19	22	26	25	46	44	46	11	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	12	1574	36483	100	100	99	528	509	517	10	8	7	20	14	13	30	53	51	40	25	30
Students with Disabilities	36	717	10664	100	100	100	420	421	430	34	47	42	28	24	27	38	24	26	0	4	5
Students without Disabilities	99	4135	68310	80	98	98	502	499	509	13	12	9	19	21	18	49	50	51	18	17	22
Limited English Proficient Students	38	557	12573	97	100	100	465	449	454	23	29	27	19	28	30	47	38	38	11	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	102	2872	38679	95	98	96	475	478	483	19	22	20	22	26	25	48	44	45	11	8	10
Non-Economically Disadvantaged	33	1980	40295	100	100	100	498	501	513	20	9	7	20	17	13	40	50	50	20	25	30

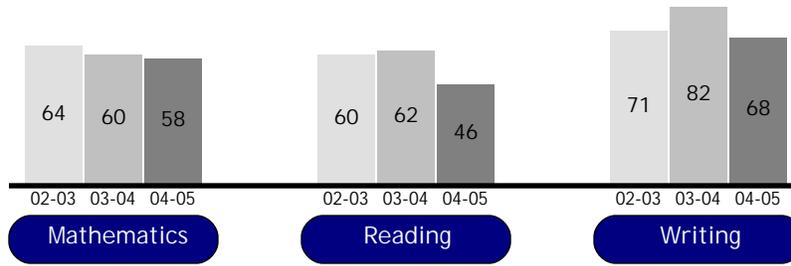
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	4853	78908	99	0	99	459	475	484	19	12	10	28	27	23	51	54	58	2	7	9
All Students (Prior Year)	121	4829	76020	93	98	100	499	498	503	27	33	25	29	24	23	37	34	40	8	9	12
Female	82	2351	38648	98	0	99	473	482	489	16	9	8	26	24	22	55	60	61	3	7	10
Male	56	2502	40233	100	0	99	438	469	479	22	15	12	32	30	25	44	49	55	2	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	119	2622	31940	99	0	99	454	464	465	19	15	16	29	33	32	50	49	49	2	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	12	1576	36502	100	0	99	503	495	502	10	6	4	20	17	14	60	64	67	10	13	15
Students with Disabilities	36	719	10665	100	0	100	403	413	423	38	38	30	28	35	36	34	25	31	0	2	2
Students without Disabilities	102	4134	68312	83	0	98	478	486	493	12	7	7	28	26	21	57	59	62	3	7	10
Limited English Proficient Students	40	558	12556	100	0	100	441	436	436	23	22	24	32	41	40	42	36	35	3	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	105	2873	38662	98	0	96	454	467	468	19	16	16	28	33	32	51	47	49	2	3	3
Non-Economically Disadvantaged	33	1980	40315	100	0	100	472	486	498	17	6	5	30	20	15	50	63	66	3	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	137	4839	78750	99	99	99	476	499	500	12	6	6	30	28	29	58	64	63	0	2	2
All Students (Prior Year)	116	4790	75673	89	97	100	504	526	530	9	12	12	40	27	25	51	57	58	0	3	4
Female	82	2350	38586	98	100	99	502	515	515	8	4	4	24	20	22	68	72	71	0	3	3
Male	55	2489	40135	100	99	99	437	484	486	18	8	8	38	36	35	44	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	118	2615	31841	98	99	99	471	489	483	14	7	8	29	32	36	57	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	12	1569	36440	100	100	99	510	517	516	0	3	3	40	22	22	60	71	71	0	4	4
Students with Disabilities	35	710	10622	100	100	100	409	414	415	28	21	21	34	51	50	38	28	28	0	1	1
Students without Disabilities	102	4129	68196	83	98	98	499	514	513	7	3	3	28	24	25	65	70	69	0	2	3
Limited English Proficient Students	39	553	12504	100	100	100	456	453	451	14	13	12	32	39	44	54	47	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	104	2862	38558	97	98	96	467	490	485	14	8	8	27	33	37	60	57	54	0	1	1
Non-Economically Disadvantaged	33	1977	40260	100	100	100	505	511	514	7	3	3	40	21	21	53	72	72	0	4	4

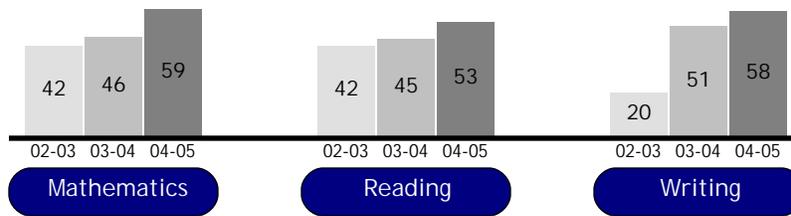
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	80	28	42	50	84	33	NA	58	95	37	43	47
	Language	90	26	39	43	87	27	45	50	95	35	42	47
	Mathematics	87	52	49	57	91	50	56	64	96	39	48	50
3	Reading	85	24	41	47	95	47	NA	55	94	34	41	44
	Language	91	35	48	54	94	54	56	61	94	36	40	44
	Mathematics	82	42	46	54	96	58	53	61	93	46	47	51
4	Reading	81	26	47	52	97	28	NA	56	97	42	43	48
	Language	90	30	44	48	98	33	45	52	97	40	44	49
	Mathematics	88	41	49	57	97	47	50	61	97	46	48	53
5	Reading	85	24	45	50	92	34	NA	55	97	37	46	50
	Language	94	18	41	46	91	24	41	49	97	38	46	50
	Mathematics	90	44	49	57	93	50	53	63	95	45	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

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

Council Duties

- Ü Academic Goals and Curricular Choices
- Ü School Safety Issues
- Ü Budget
- Ü Procedural
- Ü Personnel

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	65.00
Other Professional Staff	5.00	Teacher Aide	26.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	1	0	0
4 to 6 years	16	5	0	0
7 to 9 years	14	8	0	0
10 or more years	18	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	64
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Success For All Resource
- Ü Movement Room for OT/PT Services
- Ü 5 Self Contained Special Education Rooms

Extracurricular Activities

- Ü Student Council
- Ü Softball
- Ü Cross Country Team
- Ü Boys and Girls Scouts
- Ü Basketball Teams
- Ü 'Coyote' Folklorico

Social Services

- Ü Afterschool Program (KidCo)
- Ü Community Outreach
- Ü Clothing/Food Banks
- Ü Dentist Partnership
- Ü Immunization and Health Services
- Ü Community Rep
- Ü Day Care for Kids of Parents in Classes
- Ü Family Liaison

School Achievements/Accomplishments 2004-05

ü Labeled a 'Performing' school under Arizona LEARNS.

ü Consistent improvement in standardized test scores.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	4	0	1	6
Status Unknown ¹¹	1	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

PeaceBuilders Program schoolwide. School Uniforms for all students and a staff dress code. High expectations for student behavior and academic achievement.

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	Dora Martinez	(520) 908-4000
Transportation Policy	Nick Makres	(520) 225-4800
Community Resources	Dora Martinez	(520) 908-4000
School Nutrition Programs	Pam Palmo	(520) 225-4700
Parent Organization	Tanya Speagle	(520) 908-4000
Student Health/Nurse	Terry Sparich	(520) 908-4000

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.

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.