



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7555 E. Dogwood, Tucson, AZ 85730

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. Sheila P. Govern
 Schedule : 07:15 AM to 03:45 PM
 Grades : Pre-K-5
 2005 Enrollment : 359
 Web Address : edweb.tusd.k12.az.us/lyons
 Phone Number : (520) 584-6600
 Fax Number : (520) 584-6601
 E-mail : sheila.govern@tusd.k12.az.us

Mission

Our mission is to educate all students. We are committed to fostering an environment in which excellent teaching and high expectations instill lifelong learning, critical thinking and prepare students to meet the expectations of a democratic society.

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

- Teachers will implement the components of a balanced literacy program through the Harcourt/Brace Reading Adoption with interventions given by grade level team. Zoo-Phonics provides a systematic introduction of phonics concepts in Kindergarten.
- Teachers and students will participate in FOSS, an inquiry-based science and teacher education program. Student achievement in mathematics will improve as measured on the AIMS, and district CCSA.
- A strong focus for literacy will continue in writing, utilizing the six traits of writing. Students will be assessed quarterly using district prompts and use these to identify areas of strengths and weakness to provide intervention.

Enrollment

October 1, 2004 School Year Student Enrollment : 436
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 42

Instructional Programs

- ü Full-day Kindergarten
- ü Interventions in Literacy
- ü Special Education Preschool
- ü Library Literacy Centers
- ü TERC Mathematics
- ü Mini Computer Lab for Research
- ü Second Step Violence Prevention Program
- ü Zoo-Phonics for Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Lyons staff works with parents and the community to provide a safe, positive environment, set high expectations and follow a standards-based instructional program for our students. We communicate often and directly with our parents through weekly and monthly newsletters as well as family nights each quarter.

Parents

Lyons parents support the school mission by their strong commitment to their children, the PTO, the teachers and the instructional program. Parents monitor their child's work, communicate regularly with teachers and school, and volunteer at school.

Transportation Policy

Students who live within one and one-half miles walk to school. All others are transported by the TUSD buses.

School Honors

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

Award/Honor	Year
ü Learn and Serve Arizona Grant	2003
ü Linking Intervention Networks for Kids in Schools	2003
ü Very Special Arts of Arizona Grant	2003
ü CAPPs Grant for Counseling Services	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	4755	79306	98	99	99	445	436	445	7	15	10	22	21	18	53	49	51	17	15	20
All Students (Prior Year)	65	4633	75509	97	98	100	499	513	521	14	16	13	38	26	23	33	32	33	16	26	31
Female	29	2272	38691	100	100	99	453	438	446	8	13	10	8	20	18	69	51	52	15	15	20
Male	33	2483	40583	97	99	99	439	433	445	6	16	11	34	22	18	41	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	24	2608	32869	96	99	99	436	426	429	13	17	15	26	25	25	48	48	51	13	10	10
Asian/Pacific Islander	NC	124	1935	NC	100	99	NC	467	474	NC	5	3	NC	10	9	NC	45	48	NC	40	40
American Indian/Alaskan Native	--	222	4264	--	98	100	--	410	419	--	30	19	--	28	30	--	38	45	--	5	6
White	29	1484	36197	100	100	99	454	457	463	4	8	5	23	14	11	50	52	53	23	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	56	4154	69060	98	99	98	450	445	454	4	12	7	19	20	17	60	51	54	17	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	28	2845	39415	97	97	96	438	428	431	12	18	15	23	25	25	50	48	50	15	9	10
Non-Economically Disadvantaged	34	1911	39966	100	100	100	452	447	459	3	10	6	22	16	12	56	50	52	19	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	63	4759	79395	100	0	99	443	436	446	7	13	9	32	28	25	56	50	55	5	8	11
All Students (Prior Year)	67	4638	75492	100	98	100	514	514	519	14	16	12	26	19	16	44	44	47	17	21	24
Female	29	2273	38743	100	0	100	459	444	451	0	10	7	23	25	24	65	55	57	12	10	12
Male	34	2486	40618	100	0	99	430	428	440	12	16	11	39	31	27	48	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	25	2612	32915	100	0	99	441	425	426	8	16	15	29	33	35	50	46	47	13	5	4
Asian/Pacific Islander	NC	125	1936	NC	0	99	NC	457	468	NC	6	3	NC	16	14	NC	68	63	NC	10	19
American Indian/Alaskan Native	--	223	4271	--	0	100	--	418	420	--	19	15	--	36	42	--	44	41	--	2	2
White	29	1480	36221	100	0	99	441	459	465	8	7	4	35	20	15	58	58	63	0	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	57	4159	69139	100	0	99	445	445	454	8	10	7	28	27	24	58	54	58	6	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	29	2855	39484	100	0	96	442	426	429	4	17	14	37	33	35	52	46	47	7	4	4
Non-Economically Disadvantaged	34	1905	39986	100	0	100	443	449	461	9	8	4	28	21	16	59	57	63	3	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	63	4735	78869	100	99	99	453	439	442	0	6	6	25	22	21	69	63	63	5	9	10
All Students (Prior Year)	66	4606	75053	99	97	99	586	612	597	2	6	7	14	11	12	85	73	72	0	11	9
Female	29	2264	38536	100	99	99	478	457	458	0	4	4	15	15	15	73	69	67	12	12	14
Male	34	2471	40302	100	99	99	434	423	428	0	9	8	33	28	26	67	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	25	2602	32606	100	99	98	444	432	426	0	7	8	33	24	27	63	62	60	4	7	5
Asian/Pacific Islander	NC	125	1925	NC	100	99	NC	466	471	NC	4	3	NC	11	11	NC	67	64	NC	19	22
American Indian/Alaskan Native	--	222	4245	--	98	100	--	422	423	--	8	9	--	28	26	--	61	61	--	4	4
White	29	1470	36078	100	99	99	460	454	459	0	5	4	19	18	16	73	64	66	8	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	57	4139	68697	100	98	98	459	451	454	0	4	4	19	19	18	75	67	67	6	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	29	2835	39106	100	97	95	442	430	427	0	8	8	37	25	28	59	62	59	4	5	5
Non-Economically Disadvantaged	34	1901	39837	100	100	100	463	452	457	0	4	4	16	16	14	78	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	74	4852	78906	99	100	99	489	488	498	17	17	13	27	22	19	46	46	48	10	15	20
All Students (Prior Year)	64	4819	76019	98	98	100	495	490	499	18	19	14	37	40	39	11	13	14	34	28	33
Female	44	2352	38644	98	100	99	486	491	500	17	15	12	33	23	19	40	48	49	10	15	19
Male	30	2500	40236	100	99	99	493	485	497	18	19	15	18	21	19	54	45	46	11	15	20
African American	10	322	4087	91	98	99	475	473	481	13	26	20	38	27	24	50	38	45	0	9	11
Hispanic	26	2621	31938	96	99	99	476	477	481	19	21	19	35	26	25	42	44	46	4	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	31	1574	36483	100	100	99	499	509	517	17	8	7	23	14	13	43	53	51	17	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	67	4135	68310	99	98	98	492	499	509	16	12	9	27	21	18	46	50	51	11	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	42	2872	38679	98	98	96	485	478	483	15	22	20	34	26	25	44	44	45	7	8	10
Non-Economically Disadvantaged	32	1980	40295	100	100	100	495	501	513	21	9	7	17	17	13	48	50	50	14	25	30

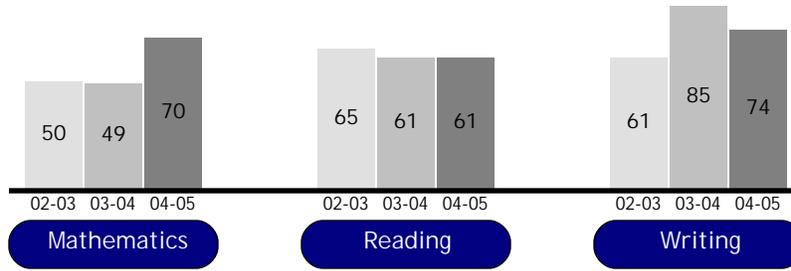
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	4853	78908	99	0	99	481	475	484	6	12	10	26	27	23	66	54	58	3	7	9
All Students (Prior Year)	64	4829	76020	98	98	100	500	498	503	29	33	25	24	24	23	42	34	40	5	9	12
Female	44	2351	38648	98	0	99	481	482	489	5	9	8	24	24	22	69	60	61	2	7	10
Male	30	2502	40233	100	0	99	481	469	479	7	15	12	29	30	25	61	49	55	4	6	8
African American	10	322	4092	91	0	99	461	468	473	0	13	12	50	32	28	50	52	54	0	4	5
Hispanic	26	2622	31940	96	0	99	467	464	465	12	15	16	31	33	32	58	49	49	0	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	31	1576	36502	100	0	99	494	495	502	3	6	4	17	17	14	77	64	67	3	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	67	4134	68312	99	0	98	485	486	493	2	7	7	27	26	21	68	59	62	3	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	42	2873	38662	98	0	96	478	467	468	7	16	16	27	33	32	63	47	49	2	3	3
Non-Economically Disadvantaged	32	1980	40315	100	0	100	486	486	498	3	6	5	24	20	15	69	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	74	4839	78750	99	99	99	521	499	500	1	6	6	19	28	29	77	64	63	3	2	2
All Students (Prior Year)	64	4790	75673	98	97	100	537	526	530	10	12	12	26	27	25	61	57	58	3	3	4
Female	44	2350	38586	98	100	99	523	515	515	2	4	4	19	20	22	74	72	71	5	3	3
Male	30	2489	40135	100	99	99	518	484	486	0	8	8	18	36	35	82	55	56	0	1	1
African American	10	321	4081	91	98	99	523	488	488	0	10	8	25	30	32	75	59	59	0	1	2
Hispanic	26	2615	31841	96	99	99	508	489	483	4	7	8	15	32	36	81	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	31	1569	36440	100	100	99	524	517	516	0	3	3	23	22	22	73	71	71	3	4	4
Students with Disabilities	NC	710	10622	NC	100	100	NC	414	415	NC	21	21	NC	51	50	NC	28	28	NC	1	1
Students without Disabilities	67	4129	68196	99	98	98	526	514	513	2	3	3	14	24	25	81	70	69	3	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	42	2862	38558	98	98	96	514	490	485	2	8	8	27	33	37	66	57	54	5	1	1
Non-Economically Disadvantaged	32	1977	40260	100	100	100	531	511	514	0	3	3	7	21	21	93	72	72	0	4	4

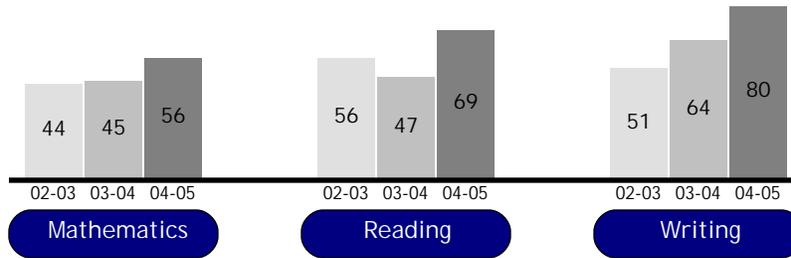
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	92	53	42	50	92	45	NA	58	98	57	43	47
	Language	98	55	39	43	97	50	45	50	98	63	42	47
	Mathematics	98	76	49	57	97	70	56	64	98	70	48	50
3	Reading	96	43	41	47	100	50	NA	55	100	42	41	44
	Language	97	45	48	54	100	53	56	61	100	43	40	44
	Mathematics	100	41	46	54	100	53	53	61	98	50	47	51
4	Reading	93	51	47	52	96	55	NA	56	98	47	43	48
	Language	94	41	44	48	100	44	45	52	98	47	44	49
	Mathematics	99	39	49	57	100	51	50	61	98	45	48	53
5	Reading	98	54	45	50	100	49	NA	55	99	49	46	50
	Language	97	39	41	46	100	35	41	49	99	51	46	50
	Mathematics	98	52	49	57	100	52	53	63	99	44	45	49

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Advisory Board for CAPPs Grant Counselor
- Ü Decides Budget Issues for Tax Credit
- Ü Advises with Hiring Staff
- Ü Advises with 301 Allocations
- Ü Follows Open Meeting Law
- Ü Involves Parents, Community in School

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	4.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
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 Computers in Each Classroom
- Ü Music Instruction for All Students
- Ü Library with Mini Research Computer Lab
- Ü Art Instruction for all students

Extracurricular Activities

- Ü Folklorico Dancing
- Ü Student Council
- Ü Basketball

Social Services

- Ü After School Program
- Ü Breakfast Program
- Ü LINKS Program
- Ü Clothing/Food Banks
- Ü Dental Screening
- Ü Vision and Hearing Screenings

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü DIBELS and Reading, Writing and Math quarterly assessments are used schoolwide to monitor progress in Reading, Math and Writing in all K-5 grades. Intervention services are provided in grade level teams.

- ü Second Step, Talk It Out, Class Meetings, and Creative Spirit are used schoolwide to provide a safe and caring environment. Visual and Musical Fine Arts programs are provided for all students.

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	9	12	12	17
Transfers In Rate ⁶	14	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

Second Step, Talk it Out, Class Meetings and Positive Behavior Support Programs are in place to ensure a pro-active, safe and orderly climate for learning. Life skills are taught, celebrated and reinforced.

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) :

2

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	Sheila Govern	(520) 584-6600
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Heather Lotti	(520) 584-6619
School Nutrition Programs	Ann Yovanov	(520) 584-6623
Parent Organization	Emily Hubbard	(520) 584-6600
Student Health/Nurse	Anita Sellers	(520) 584-6617

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.