



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3535 W. Messala way, Tucson, AZ 85746

Tucson Unified District

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

**AZ LEARNS<sup>1</sup>**

**Elementary Achievement Profile (a)**

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

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

School Overview

Principal/Administrator : Ms. Yolanda Saldate  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-5  
 2005 Enrollment : 586  
 Web Address : edweb.tusd.k12.az.us/maldonado  
 Phone Number : (520) 908-4100  
 Fax Number : (520) 908-4101  
 E-mail : ysaldate@tusd.k12.az.us

Mission

Maldonado is a safe place where students, staff and parents of diverse cultures and abilities are empowered to be self-confident and creative citizens who are able to participate fully in school, work and home life.

No Child Left Behind

**Adequate Yearly Progress (b)**

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

School / Academic Goals

- ü Increase student achievement in reading, writing and mathematics.
- ü Develop social competence that creates a supportive and safe environment.

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.

Enrollment

October 1, 2004 School Year Student Enrollment : 561  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 6

Instructional Programs

- Ü Full-day Kindergarten
- Ü Gifted Resource
- Ü Special Education Resource
- Ü Counselor

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Maintain open communication. Provide a safe environment. Maintain high standards for academic and social competence.

Parents

Ensure regular student attendance. Provide time and attention to school activities and homework. Ensure students arrive on time.

Transportation Policy

Students who live beyond a two-mile radius are bused to Maldonado. The boundaries are Cardinal north to Valencia; east onto Westover; Westover south to Herman Road; Herman Road west to Setler; Setler north to Los Reales; Los Reales to Cardinal.

School Honors

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

Award/Honor

Year

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	85	4755	79306	100	99	99	411	436	445	27	15	10	38	21	18	32	49	51	3	15	20
All Students (Prior Year)	90	4633	75509	99	98	100	485	513	521	33	16	13	31	26	23	23	32	33	13	26	31
Female	40	2272	38691	100	100	99	407	438	446	29	13	10	35	20	18	35	51	52	0	15	20
Male	45	2483	40583	100	99	99	414	433	445	25	16	11	40	22	18	30	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	64	2608	32869	100	99	99	403	426	429	31	17	15	44	25	25	25	48	51	0	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	16	1484	36197	100	100	99	429	457	463	13	8	5	27	14	11	53	52	53	7	26	31
Students with Disabilities	15	602	10321	100	100	100	415	374	389	14	36	30	57	29	27	29	31	34	0	5	9
Students without Disabilities	70	4154	69060	99	99	98	410	445	454	30	12	7	33	20	17	33	51	54	3	17	22
Limited English Proficient Students	20	730	15509	100	100	100	398	400	406	29	23	20	58	30	30	13	41	45	0	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	67	2845	39415	100	97	96	411	428	431	25	18	15	40	25	25	33	48	50	2	9	10
Non-Economically Disadvantaged	18	1911	39966	100	100	100	410	447	459	35	10	6	29	16	12	29	50	52	6	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	85	4759	79395	100	0	99	419	436	446	20	13	9	42	28	25	38	50	55	0	8	11
All Students (Prior Year)	91	4638	75492	100	98	100	504	514	519	18	16	12	26	19	16	45	44	47	11	21	24
Female	40	2273	38743	100	0	100	424	444	451	12	10	7	44	25	24	44	55	57	0	10	12
Male	45	2486	40618	100	0	99	414	428	440	28	16	11	40	31	27	33	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	64	2612	32915	100	0	99	412	425	426	24	16	15	45	33	35	31	46	47	0	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	16	1480	36221	100	0	99	430	459	465	13	7	4	33	20	15	53	58	63	0	15	17
Students with Disabilities	15	601	10331	100	0	100	406	371	388	21	35	25	64	34	37	14	28	34	0	3	4
Students without Disabilities	70	4159	69139	99	0	99	422	445	454	20	10	7	37	27	24	43	54	58	0	9	11
Limited English Proficient Students	20	734	15545	100	0	100	393	392	399	33	25	21	54	39	42	13	34	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	67	2855	39484	100	0	96	414	426	429	23	17	14	44	33	35	33	46	47	0	4	4
Non-Economically Disadvantaged	18	1905	39986	100	0	100	435	449	461	12	8	4	35	21	16	53	57	63	0	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	4735	78869	100	99	99	430	439	442	8	6	6	22	22	21	68	63	63	3	9	10
All Students (Prior Year)	90	4606	75053	99	97	99	597	612	597	6	6	7	14	11	12	69	73	72	11	11	9
Female	40	2264	38536	100	99	99	443	457	458	3	4	4	15	15	15	79	69	67	3	12	14
Male	45	2471	40302	100	99	99	419	423	428	13	9	8	28	28	26	58	58	60	3	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	64	2602	32606	100	99	98	420	432	426	9	7	8	25	24	27	65	62	60	0	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	16	1470	36078	100	99	99	453	454	459	7	5	4	13	18	16	67	64	66	13	13	14
Students with Disabilities	15	597	10246	100	100	100	402	354	367	21	20	18	36	40	39	36	38	40	7	2	4
Students without Disabilities	70	4139	68697	99	98	98	436	451	454	5	4	4	18	19	18	75	67	67	2	10	11
Limited English Proficient Students	20	730	15339	100	100	100	403	398	399	13	11	11	29	30	31	58	55	54	0	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	67	2835	39106	100	97	95	428	430	427	9	8	8	23	25	28	65	62	59	4	5	5
Non-Economically Disadvantaged	18	1901	39837	100	100	100	435	452	457	6	4	4	18	16	14	76	65	67	0	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	97	4852	78906	100	100	99	468	488	498	23	17	13	33	22	19	41	46	48	4	15	20
All Students (Prior Year)	97	4819	76019	95	98	100	475	490	499	25	19	14	50	40	39	7	13	14	18	28	33
Female	43	2352	38644	100	100	99	474	491	500	16	15	12	34	23	19	47	48	49	3	15	19
Male	54	2500	40236	100	99	99	462	485	497	29	19	15	32	21	19	34	45	46	5	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	75	2621	31938	100	99	99	461	477	481	27	21	19	34	26	25	39	44	46	0	9	10
Asian/Pacific Islander	--	117	1805	--	100	98	--	532	536	--	6	5	--	8	8	--	50	45	--	36	42
American Indian/Alaskan Native	NC	218	4593	NC	99	100	NC	461	467	NC	30	26	NC	29	29	NC	38	39	NC	3	6
White	17	1574	36483	100	100	99	494	509	517	8	8	7	17	14	13	58	53	51	17	25	30
Students with Disabilities	23	717	10664	100	100	100	446	421	430	48	47	42	33	24	27	10	24	26	10	4	5
Students without Disabilities	74	4135	68310	100	98	98	475	499	509	14	12	9	33	21	18	52	50	51	2	17	22
Limited English Proficient Students	12	557	12573	100	100	100	458	449	454	32	29	27	32	28	30	36	38	38	0	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	65	2872	38679	98	98	96	469	478	483	27	22	20	31	26	25	38	44	45	4	8	10
Non-Economically Disadvantaged	32	1980	40295	100	100	100	465	501	513	15	9	7	37	17	13	44	50	50	4	25	30

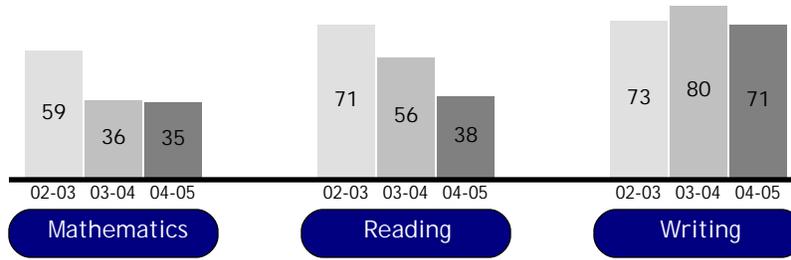
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	4853	78908	100	0	99	464	475	484	18	12	10	28	27	23	53	54	58	1	7	9
All Students (Prior Year)	97	4829	76020	95	98	100	490	498	503	42	33	25	30	24	23	25	34	40	3	9	12
Female	43	2351	38648	100	0	99	477	482	489	8	9	8	24	24	22	66	60	61	3	7	10
Male	54	2502	40233	100	0	99	451	469	479	27	15	12	32	30	25	41	49	55	0	6	8
African American	NC	322	4092	NC	0	99	NC	468	473	NC	13	12	NC	32	28	NC	52	54	NC	4	5
Hispanic	75	2622	31940	100	0	99	456	464	465	23	15	16	31	33	32	47	49	49	0	3	3
Asian/Pacific Islander	--	116	1805	--	0	98	--	509	507	--	6	4	--	10	13	--	64	65	--	19	18
American Indian/Alaskan Native	NC	217	4569	NC	0	100	NC	455	457	NC	20	18	NC	39	39	NC	39	41	NC	3	2
White	17	1576	36502	100	0	99	488	495	502	0	6	4	17	17	14	83	64	67	0	13	15
Students with Disabilities	23	719	10665	100	0	100	440	413	423	38	38	30	43	35	36	14	25	31	5	2	2
Students without Disabilities	74	4134	68312	100	0	98	472	486	493	10	7	7	22	26	21	67	59	62	0	7	10
Limited English Proficient Students	12	558	12556	100	0	100	447	436	436	27	22	24	41	41	40	32	36	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	65	2873	38662	98	0	96	461	467	468	21	16	16	25	33	32	52	47	49	2	3	3
Non-Economically Disadvantaged	32	1980	40315	100	0	100	468	486	498	11	6	5	33	20	15	56	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	97	4839	78750	100	99	99	496	499	500	6	6	6	33	28	29	59	64	63	1	2	2
All Students (Prior Year)	97	4790	75673	95	97	100	527	526	530	14	12	12	22	27	25	65	57	58	0	3	4
Female	43	2350	38586	100	100	99	517	515	515	3	4	4	24	20	22	71	72	71	3	3	3
Male	54	2489	40135	100	99	99	475	484	486	10	8	8	41	36	35	49	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	75	2615	31841	100	99	99	492	489	483	8	7	8	32	32	36	58	60	55	2	1	1
Asian/Pacific Islander	--	117	1802	--	100	98	--	540	533	--	3	2	--	13	16	--	79	75	--	6	7
American Indian/Alaskan Native	NC	217	4586	NC	99	100	NC	480	481	NC	7	8	NC	43	37	NC	49	54	NC	1	1
White	17	1569	36440	100	100	99	514	517	516	0	3	3	25	22	22	75	71	71	0	4	4
Students with Disabilities	23	710	10622	100	100	100	443	414	415	24	21	21	57	51	50	19	28	28	0	1	1
Students without Disabilities	74	4129	68196	100	98	98	515	514	513	0	3	3	24	24	25	74	70	69	2	2	3
Limited English Proficient Students	12	553	12504	100	100	100	487	453	451	5	13	12	45	39	44	50	47	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	65	2862	38558	98	98	96	497	490	485	4	8	8	40	33	37	56	57	54	0	1	1
Non-Economically Disadvantaged	32	1977	40260	100	100	100	493	511	514	11	3	3	19	21	21	67	72	72	4	4	4

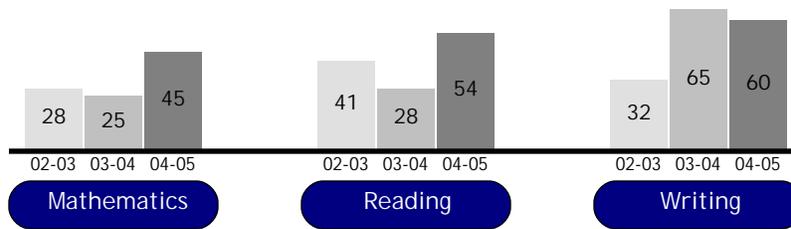
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	87	41	42	50	89	45	NA	58	100	37	43	47
	Language	87	43	39	43	94	43	45	50	100	39	42	47
	Mathematics	84	44	49	57	95	45	56	64	100	42	48	50
3	Reading	98	30	41	47	96	35	NA	55	100	29	41	44
	Language	95	38	48	54	94	44	56	61	100	31	40	44
	Mathematics	98	30	46	54	96	35	53	61	100	34	47	51
4	Reading	92	38	47	52	100	36	NA	56	100	36	43	48
	Language	96	35	44	48	100	37	45	52	100	38	44	49
	Mathematics	96	41	49	57	100	35	50	61	100	46	48	53
5	Reading	95	38	45	50	95	39	NA	55	100	37	46	50
	Language	93	33	41	46	95	33	41	49	100	34	46	50
	Mathematics	96	39	49	57	94	41	53	63	100	35	45	49

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü Student Achievement
- Ü Parent/Educator Relations
- Ü Professional Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	6.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Student Council

Social Services

- Ü After School Program

School Achievements/Accomplishments 2004-05

ü The School Counseling Department at Maldonado recieved the RAMP (Recognized American School Counselor Model Program) Award.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	11	12	12	17
Transfers In Rate <sup>6</sup>	18	28	28	37
Stability Rate <sup>7</sup>	88	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

Maldonado Elementary is implementing the Second Step program, DARE program, Tobacco Prevention program, and the Bully Proofing Your School Program.

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

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

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

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

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

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

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

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

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

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

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

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

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

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

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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