

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

855 N.Melrose, Tucson, AZ 85745

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
2003-04 Performing
2002-03 Performing

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

School Overview

Principal/Administrator : Mr. Jerome Andrew Gallegos
Schedule : 07:30 AM to 08:00 PM
Grades : Pre-K-5
2005 Enrollment : 310
Web Address : edweb.k12.az.us/Manzo
Phone Number : (520) 225-1900
Fax Number : (928) 225-1901
E-mail : jerry.gallegos@tusd.k12.az.us

Mission

Manzo Elementary School is a connected, capable, contributing community of learners--a place for growth. High academic standards for all students. Standards, Assessment, and Accountability = SUCCESS!

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 A goal is that student learning is monitored and continuously assessed for curricular and instructional planning to improve student achievement.
- ü A goal is to increase reading comprehension, fluency, phrasing, reading and writing skills, vocabulary, processing skills and thinking skills.

Enrollment

October 1, 2004 School Year Student Enrollment : 346
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2004-05 : 40

Instructional Programs

- Full-day Kindergarten
- SEI/Regular Ed. (K-5 Strand)
- Extended-day Program
- Early Childhood PACE Class
- Reach for Reading 2nd grade
- Academic/ELL Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Individual classroom rules will reinforce schoolwide procedures; safeguard the rights of students from violation by other students; to confer with parents, making certain that problems and alternatives are presented in layman's language.

Parents

To help the student to be self-disciplined regarding attendance, having his/her supplies, studying, and respecting rights of others; to help in classrooms or assist school personnel in activities when desirable or possible.

Transportation Policy

Here at Manzo, we have two multiple-disability classes, that require transportation for students. Teachers and special ed. paraprofessionals monitor students at pick-up times and departure.

School Honors

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

Award/Honor	Year
• PACE Program Accepted--NAEYC	1996
• Arts Educators Award--Gold Star Gala	1999
• Title I National Distinguished School	2001
• Recognition Articles in AZ Education Assn	2002

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	43	4755	79306	100	99	99	414	436	445	15	15	10	24	21	18	59	49	51	3	15	20
All Students (Prior Year)	39	4633	75509	83	98	100	493	513	521	25	16	13	25	26	23	43	32	33	7	26	31
Female	23	2272	38691	100	100	99	435	438	446	11	13	10	17	20	18	67	51	52	6	15	20
Male	20	2483	40583	100	99	99	390	433	445	19	16	11	31	22	18	50	46	50	0	16	21
African American	--	317	4041	--	98	99	--	417	426	--	22	17	--	22	23	--	47	50	--	9	10
Hispanic	39	2608	32869	100	99	99	411	426	429	16	17	15	23	25	25	58	48	51	3	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	--	1484	36197	--	100	99	--	457	463	--	8	5	--	14	11	--	52	53	--	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	39	4154	69060	100	99	98	430	445	454	10	12	7	23	20	17	65	51	54	3	17	22
Limited English Proficient Students	17	730	15509	100	100	100	392	400	406	29	23	20	21	30	30	43	41	45	7	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	34	2845	39415	94	97	96	423	428	431	14	18	15	21	25	25	64	48	50	0	9	10
Non-Economically Disadvantaged	NC	1911	39966	NC	100	100	NC	447	459	NC	10	6	NC	16	12	NC	50	52	NC	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	43	4759	79395	100	0	99	411	436	446	12	13	9	47	28	25	41	50	55	0	8	11
All Students (Prior Year)	40	4638	75492	85	98	100	507	514	519	14	16	12	25	19	16	54	44	47	7	21	24
Female	23	2273	38743	100	0	100	431	444	451	11	10	7	44	25	24	44	55	57	0	10	12
Male	20	2486	40618	100	0	99	389	428	440	13	16	11	50	31	27	38	47	53	0	6	9
African American	--	319	4052	--	0	100	--	421	434	--	17	11	--	30	29	--	47	54	--	5	6
Hispanic	39	2612	32915	100	0	99	409	425	426	13	16	15	48	33	35	39	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	--	1480	36221	--	0	99	--	459	465	--	7	4	--	20	15	--	58	63	--	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	39	4159	69139	100	0	99	425	445	454	10	10	7	45	27	24	45	54	58	0	9	11
Limited English Proficient Students	17	734	15545	100	0	100	390	392	399	29	25	21	43	39	42	29	34	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	34	2855	39484	94	0	96	420	426	429	11	17	14	50	33	35	39	46	47	0	4	4
Non-Economically Disadvantaged	NC	1905	39986	NC	0	100	NC	449	461	NC	8	4	NC	21	16	NC	57	63	NC	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	43	4735	78869	100	99	99	425	439	442	9	6	6	24	22	21	56	63	63	12	9	10
All Students (Prior Year)	40	4606	75053	85	97	99	567	612	597	7	6	7	7	11	12	86	73	72	0	11	9
Female	23	2264	38536	100	99	99	471	457	458	0	4	4	11	15	15	67	69	67	22	12	14
Male	20	2471	40302	100	99	99	373	423	428	19	9	8	38	28	26	44	58	60	0	6	7
African American	--	316	4015	--	98	99	--	422	430	--	8	8	--	19	24	--	67	61	--	6	7
Hispanic	39	2602	32606	100	99	98	424	432	426	10	7	8	23	24	27	55	62	60	13	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	--	1470	36078	--	99	99	--	454	459	--	5	4	--	18	16	--	64	66	--	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	39	4139	68697	100	98	98	449	451	454	3	4	4	23	19	18	61	67	67	13	10	11
Limited English Proficient Students	17	730	15339	100	100	100	408	398	399	7	11	11	36	30	31	50	55	54	7	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	34	2835	39106	94	97	95	437	430	427	7	8	8	21	25	28	64	62	59	7	5	5
Non-Economically Disadvantaged	NC	1901	39837	NC	100	100	NC	452	457	NC	4	4	NC	16	14	NC	65	67	NC	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	43	4852	78906	100	100	99	472	488	498	18	17	13	15	22	19	65	46	48	3	15	20
All Students (Prior Year)	62	4819	76019	100	98	100	486	490	499	15	19	14	45	40	39	19	13	14	21	28	33
Female	26	2352	38644	100	100	99	479	491	500	27	15	12	12	23	19	58	48	49	4	15	19
Male	17	2500	40236	100	99	99	459	485	497	0	19	15	21	21	19	79	45	46	0	15	20
African American	--	322	4087	--	98	99	--	473	481	--	26	20	--	27	24	--	38	45	--	9	11
Hispanic	42	2621	31938	100	99	99	471	477	481	18	21	19	15	26	25	64	44	46	3	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	--	1574	36483	--	100	99	--	509	517	--	8	7	--	14	13	--	53	51	--	25	30
Students with Disabilities	10	717	10664	100	100	100	387	421	430	50	47	42	25	24	27	25	24	26	0	4	5
Students without Disabilities	33	4135	68310	100	98	98	494	499	509	9	12	9	13	21	18	75	50	51	3	17	22
Limited English Proficient Students	12	557	12573	100	100	100	437	449	454	31	29	27	0	28	30	69	38	38	0	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	31	2872	38679	100	98	96	464	478	483	21	22	20	17	26	25	62	44	45	0	8	10
Non-Economically Disadvantaged	12	1980	40295	100	100	100	495	501	513	9	9	7	9	17	13	73	50	50	9	25	30

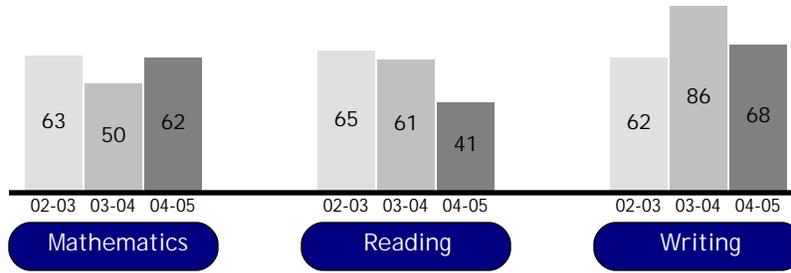
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	4853	78908	100	0	99	463	475	484	13	12	10	28	27	23	55	54	58	5	7	9
All Students (Prior Year)	61	4829	76020	98	98	100	491	498	503	43	33	25	25	24	23	30	34	40	2	9	12
Female	26	2351	38648	100	0	99	470	482	489	19	9	8	23	24	22	50	60	61	8	7	10
Male	17	2502	40233	100	0	99	450	469	479	0	15	12	36	30	25	64	49	55	0	6	8
African American	--	322	4092	--	0	99	--	468	473	--	13	12	--	32	28	--	52	54	--	4	5
Hispanic	42	2622	31940	100	0	99	462	464	465	13	15	16	28	33	32	54	49	49	5	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	--	1576	36502	--	0	99	--	495	502	--	6	4	--	17	14	--	64	67	--	13	15
Students with Disabilities	10	719	10665	100	0	100	384	413	423	38	38	30	38	35	36	25	25	31	0	2	2
Students without Disabilities	33	4134	68312	100	0	98	483	486	493	6	7	7	25	26	21	63	59	62	6	7	10
Limited English Proficient Students	12	558	12556	100	0	100	418	436	436	31	22	24	23	41	40	46	36	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	31	2873	38662	100	0	96	456	467	468	14	16	16	24	33	32	62	47	49	0	3	3
Non-Economically Disadvantaged	12	1980	40315	100	0	100	482	486	498	9	6	5	36	20	15	36	63	66	18	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	43	4839	78750	100	99	99	473	499	500	15	6	6	28	28	29	58	64	63	0	2	2
All Students (Prior Year)	61	4790	75673	98	97	100	508	526	530	17	12	12	23	27	25	58	57	58	2	3	4
Female	26	2350	38586	100	100	99	497	515	515	15	4	4	27	20	22	58	72	71	0	3	3
Male	17	2489	40135	100	99	99	429	484	486	14	8	8	29	36	35	57	55	56	0	1	1
African American	--	321	4081	--	98	99	--	488	488	--	10	8	--	30	32	--	59	59	--	1	2
Hispanic	42	2615	31841	100	99	99	471	489	483	15	7	8	28	32	36	56	60	55	0	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	--	1569	36440	--	100	99	--	517	516	--	3	3	--	22	22	--	71	71	--	4	4
Students with Disabilities	10	710	10622	100	100	100	353	414	415	38	21	21	38	51	50	25	28	28	0	1	1
Students without Disabilities	33	4129	68196	100	98	98	503	514	513	9	3	3	25	24	25	66	70	69	0	2	3
Limited English Proficient Students	12	553	12504	100	100	100	434	453	451	23	13	12	23	39	44	54	47	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	31	2862	38558	100	98	96	463	490	485	17	8	8	28	33	37	55	57	54	0	1	1
Non-Economically Disadvantaged	12	1977	40260	100	100	100	499	511	514	9	3	3	27	21	21	64	72	72	0	4	4

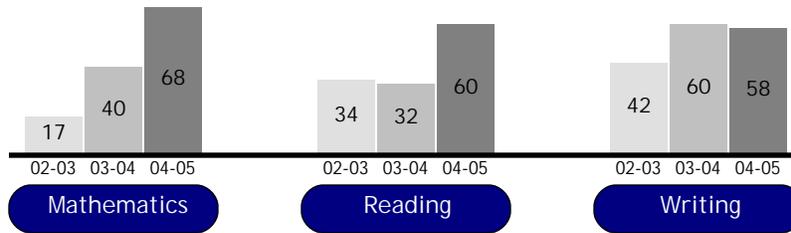
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	89	30	42	50	92	35	NA	58	98	41	43	47
	Language	92	19	39	43	89	30	45	50	98	45	42	47
	Mathematics	89	30	49	57	89	49	56	64	98	55	48	50
3	Reading	95	36	41	47	83	42	NA	55	100	28	41	44
	Language	100	44	48	54	81	52	56	61	100	33	40	44
	Mathematics	100	46	46	54	83	46	53	61	100	36	47	51
4	Reading	98	33	47	52	94	33	NA	56	87	32	43	48
	Language	96	32	44	48	94	40	45	52	87	33	44	49
	Mathematics	98	41	49	57	94	45	50	61	87	36	48	53
5	Reading	91	29	45	50	100	42	NA	55	98	41	46	50
	Language	93	24	41	46	100	33	41	49	98	39	46	50
	Mathematics	89	29	49	57	100	48	53	63	98	40	45	49

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Review School Quality Survey
- Ü Review School Test Scores
- Ü Approve School Accountability Plan
- Ü Review School Accountability Plan
- Ü Communicate Information-Parents/Teachers
- Ü Support School/Teachers & Administration

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	.75	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	1	1	0	0
7 to 9 years	0	2	0	0
10 or more years	20	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü MPR room

Extracurricular Activities

- Ü Student Council
- Ü Extended-day Activities (Varies)
- Ü After School Sports
- Ü KidCo After School Program

Social Services

- Ü After School Program
- Ü Clothing/Food Banks
- Ü Social Worker
- Ü Parent Booster Assistance
- Ü Counselor

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Seven teachers wrote a Fine Arts Grant and it was accepted. Involves over 175 students and involves many parents.

- ü Received a Community Development Block grant. Plan to develop a vacant block into a community park and area for students to study native desert habitat.

- ü 2000-2001 Awarded Distinguished Title 1 School. One of two school to receive this honor in the state of Arizona. 95 schools in the United states received this award.

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	11	12	12	17
Transfers In Rate ⁶	31	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

We have 4 monitors. Ratio of 1 to 75 students. We have monitors supervising morning, lunch and after school. Building is secured 20 minutes after school starts. Visitors must enter through front doors and sign-in. They are issued a visitor badge. School-wide safety plan.

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	Jerome Gallegos	(602) 225-1900
Transportation Policy	Bill Ball	(602) 225-4801
Community Resources	Dolores Gomez	(520) 225-1900
School Nutrition Programs	Pamela Palimo	(520) 225-4700
Parent Organization	Dolores Gomez	(520) 225-1900
Student Health/Nurse	Ms. Michelle Bennett	(520) 225-1917

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.