



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9066 E. 29th St., Tucson, AZ 85710

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. Tim Lee Boyd
Schedule : 07:00 AM to 04:00 PM
Grades : Pre-K-5
2005 Enrollment : 390
Web Address : www.tusd.k12.az.us/contents/schools/marshall.html
Phone Number : (520) 731-4900
Fax Number : (520) 731-4901
E-mail : tim.boyd@tusd.k12.az.us

Mission

Marshall is a community school with a culturally diverse population. The school, the home and the community work together to create a safe, nurturing and enriched environment where learning is viewed as an exciting process of knowing and growing.

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 Instruction: Effective instructional practices create a community of learners in which all students achieve their full potential.
- ü Home and Community Partnership: District units, the home and community collaborate to meet the educational and social needs of students and their families.
- ü Academics: we want to make every effort to ensure each student at Marshall makes a minimum of one year's growth in reading, writing and math.

Enrollment

October 1, 2004 School Year Student Enrollment : 391
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 53

Instructional Programs

- State Standards/Core Curriculum
- Gifted/Gate
- Full-day Kindergarten
- Ex. Education (Pre-K to 2nd)
- Ex. Education Resource K-5
- Project ABLE

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

We are committed to providing a safe & enriched school environment where students can achieve their maximum potential in academic & personal growth. We stay involved with parents through personal contact, phone calls, newsletters (office and classroom), conferences, PTA, movie nights, carnivals, Open House and through our volunteers.

Parents

Parents are responsible for ensuring that their child attends school each day ready to learn. Parents support school policies and are encouraged to visit the school and participate in parent/teacher conferences, the classroom, lunch, field trips, PTA and School Council.

Transportation Policy

A school bus is provided for students who live 1 1/2 miles or more from school. Ex. Ed. students are provided transportation in accordance with ARS 15-764. Good conduct is expected and required of students when en route, waiting and departing buses.

School Honors

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

Award/Honor	Year
• Educational Enrichment Foundation Mini Grant	2005
• First Annual African American Read-in Award	2004
• City Wide Science Fair Winners	2003
• First Place 4th Grade Writing Contest Winner	2003

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	67	4755	79306	99	99	99	460	436	445	3	15	10	16	21	18	54	49	51	26	15	20
All Students (Prior Year)	55	4633	75509	100	98	100	524	513	521	7	16	13	28	26	23	31	32	33	33	26	31
Female	31	2272	38691	97	100	99	460	438	446	7	13	10	14	20	18	54	51	52	25	15	20
Male	36	2483	40583	100	99	99	460	433	445	0	16	11	18	22	18	55	46	50	27	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	21	2608	32869	95	99	99	454	426	429	6	17	15	12	25	25	71	48	51	12	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	35	1484	36197	100	100	99	469	457	463	3	8	5	12	14	11	50	52	53	35	26	31
Students with Disabilities	10	602	10321	100	100	100	440	374	389	11	36	30	33	29	27	44	31	34	11	5	9
Students without Disabilities	57	4154	69060	98	99	98	463	445	454	2	12	7	13	20	17	56	51	54	29	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	21	2845	39415	95	97	96	449	428	431	6	18	15	22	25	25	50	48	50	22	9	10
Non-Economically Disadvantaged	46	1911	39966	100	100	100	465	447	459	2	10	6	14	16	12	56	50	52	28	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	67	4759	79395	99	0	99	456	436	446	7	13	9	20	28	25	66	50	55	8	8	11
All Students (Prior Year)	55	4638	75492	100	98	100	520	514	519	7	16	12	28	19	16	43	44	47	22	21	24
Female	31	2273	38743	97	0	100	460	444	451	11	10	7	14	25	24	61	55	57	14	10	12
Male	36	2486	40618	100	0	99	453	428	440	3	16	11	24	31	27	70	47	53	3	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	21	2612	32915	95	0	99	456	425	426	12	16	15	12	33	35	65	46	47	12	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	35	1480	36221	100	0	99	462	459	465	3	7	4	21	20	15	68	58	63	9	15	17
Students with Disabilities	10	601	10331	100	0	100	431	371	388	11	35	25	44	34	37	44	28	34	0	3	4
Students without Disabilities	57	4159	69139	98	0	99	460	445	454	6	10	7	15	27	24	69	54	58	10	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	21	2855	39484	95	0	96	441	426	429	6	17	14	39	33	35	56	46	47	0	4	4
Non-Economically Disadvantaged	46	1905	39986	100	0	100	463	449	461	7	8	4	12	21	16	70	57	63	12	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	67	4735	78869	99	99	99	463	439	442	3	6	6	11	22	21	77	63	63	8	9	10
All Students (Prior Year)	55	4606	75053	100	97	99	647	612	597	0	6	7	6	11	12	81	73	72	13	11	9
Female	31	2264	38536	97	99	99	476	457	458	4	4	4	4	15	15	79	69	67	14	12	14
Male	36	2471	40302	100	99	99	452	423	428	3	9	8	18	28	26	76	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	21	2602	32606	95	99	98	436	432	426	12	7	8	12	24	27	76	62	60	0	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	35	1470	36078	100	99	99	478	454	459	0	5	4	12	18	16	74	64	66	15	13	14
Students with Disabilities	10	597	10246	100	100	100	461	354	367	0	20	18	22	40	39	78	38	40	0	2	4
Students without Disabilities	57	4139	68697	98	98	98	463	451	454	4	4	4	10	19	18	77	67	67	10	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	21	2835	39106	95	97	95	460	430	427	6	8	8	11	25	28	83	62	59	0	5	5
Non-Economically Disadvantaged	46	1901	39837	100	100	100	464	452	457	2	4	4	12	16	14	74	65	67	12	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	67	4852	78906	100	100	99	504	488	498	8	17	13	17	22	19	58	46	48	17	15	20
All Students (Prior Year)	69	4819	76019	99	98	100	508	490	499	7	19	14	43	40	39	16	13	14	34	28	33
Female	37	2352	38644	100	100	99	509	491	500	0	15	12	19	23	19	64	48	49	17	15	19
Male	30	2500	40236	100	99	99	497	485	497	18	19	15	14	21	19	50	45	46	18	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	20	2621	31938	100	99	99	501	477	481	11	21	19	16	26	25	58	44	46	16	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	35	1574	36483	100	100	99	510	509	517	6	8	7	14	14	13	57	53	51	23	25	30
Students with Disabilities	10	717	10664	100	100	100	446	421	430	50	47	42	30	24	27	20	24	26	0	4	5
Students without Disabilities	57	4135	68310	98	98	98	515	499	509	0	12	9	15	21	18	65	50	51	20	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	24	2872	38679	100	98	96	496	478	483	5	22	20	27	26	25	64	44	45	5	8	10
Non-Economically Disadvantaged	43	1980	40295	100	100	100	508	501	513	10	9	7	12	17	13	55	50	50	24	25	30

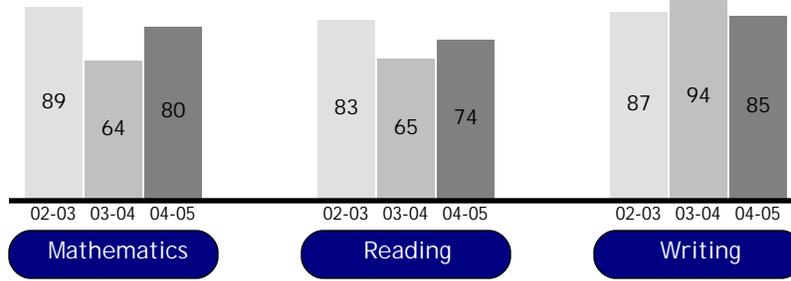
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	4853	78908	100	0	99	486	475	484	2	12	10	33	27	23	61	54	58	5	7	9
All Students (Prior Year)	70	4829	76020	100	98	100	499	498	503	26	33	25	29	24	23	35	34	40	9	9	12
Female	37	2351	38648	100	0	99	493	482	489	0	9	8	25	24	22	69	60	61	6	7	10
Male	30	2502	40233	100	0	99	478	469	479	4	15	12	43	30	25	50	49	55	4	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	20	2622	31940	100	0	99	488	464	465	0	15	16	37	33	32	63	49	49	0	3	3
Asian/Pacific Islander	NC	116	1805	NC	0	99	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	35	1576	36502	100	0	99	489	495	502	3	6	4	31	17	14	57	64	67	9	13	15
Students with Disabilities	10	719	10665	100	0	100	457	413	423	10	38	30	50	35	36	40	25	31	0	2	2
Students without Disabilities	57	4134	68312	98	0	98	492	486	493	0	7	7	30	26	21	65	59	62	6	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	24	2873	38662	100	0	96	487	467	468	0	16	16	23	33	32	73	47	49	5	3	3
Non-Economically Disadvantaged	43	1980	40315	100	0	100	486	486	498	2	6	5	38	20	15	55	63	66	5	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	66	4839	78750	99	99	99	527	499	500	0	6	6	19	28	29	78	64	63	3	2	2
All Students (Prior Year)	70	4790	75673	100	97	100	556	526	530	7	12	12	23	27	25	64	57	58	6	3	4
Female	37	2350	38586	100	100	99	538	515	515	0	4	4	6	20	22	92	72	71	3	3	3
Male	29	2489	40135	97	99	99	512	484	486	0	8	8	37	36	35	59	55	56	4	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	20	2615	31841	100	99	99	519	489	483	0	7	8	26	32	36	74	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	34	1569	36440	97	100	99	531	517	516	0	3	3	18	22	22	76	71	71	6	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	57	4129	68196	98	98	98	535	514	513	0	3	3	11	24	25	85	70	69	4	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	23	2862	38558	96	98	96	526	490	485	0	8	8	14	33	37	86	57	54	0	1	1
Non-Economically Disadvantaged	43	1977	40260	100	100	100	528	511	514	0	3	3	21	21	21	74	72	72	5	4	4

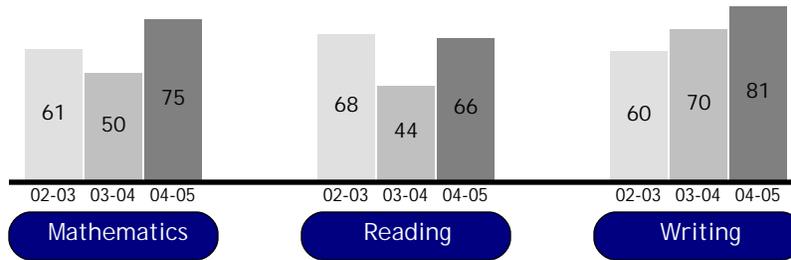
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	35	42	50	93	44	NA	58	100	47	43	47
	Language	100	30	39	43	96	43	45	50	100	44	42	47
	Mathematics	98	40	49	57	97	62	56	64	100	55	48	50
3	Reading	97	62	41	47	100	51	NA	55	99	50	41	44
	Language	100	70	48	54	100	63	56	61	99	46	40	44
	Mathematics	98	69	46	54	100	70	53	61	99	63	47	51
4	Reading	99	59	47	52	100	63	NA	56	100	49	43	48
	Language	100	56	44	48	100	66	45	52	100	51	44	49
	Mathematics	100	72	49	57	100	75	50	61	100	51	48	53
5	Reading	99	61	45	50	100	58	NA	55	100	48	46	50
	Language	99	52	41	46	100	47	41	49	100	51	46	50
	Mathematics	99	71	49	57	100	70	53	63	100	51	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)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü School Improvement
- Ü School and Community Relations
- Ü Data Analysis & Site Goal Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	17.50
Other Professional Staff	1.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	2	0	0	0
10 or more years	4	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	18
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/Media Center
- Ü Multipurpose Room/Cafeteria

Extracurricular Activities

- Ü Student Council/Safety Patrol
- Ü Girl Scouts
- Ü YMCA--Afterschool Program
- Ü Good News Club
- Ü Track Team
- Ü After School Tutoring

Social Services

- Ü YMCA After School Program
- Ü Preschool on Campus
- Ü Breakfast Program
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We increased the percent of students meeting/exceeding Math on the AIMS in grades 3 -5 by 21.1%. We increased the number of 3rd - 5th grade students scoring meet/exceed on AIMS Reading by 14.3%.
- ü Increased overall K-5 Student Mastery on district quarterly assessments by 32% from 1st quarter to 4th quarter.
- ü We continued to increase our attendance rates.
- ü We have an emphasis on life skills with monthly award ceremonies and bridebuilders.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	94	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

We are constantly updating and evaluating our discipline and school safety plans and our instructional practices to improve our school. We have School Council, safety, discipline and curriculum committees which meet regularly to address this issue.

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) :

5

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	TBA	
Transportation Policy	Bill Ball	(520) 225-4801
Community Resources	Toni Cordova	(520) 225-6437
School Nutrition Programs	Pamela Palmo	(520) 225-4720
Parent Organization	Amy Coons	(520) 731-4900
Student Health/Nurse	Lynn Kahler	(520) 731-4947

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.