

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1100 W. Fresno Street, 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	Underperforming

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

School Overview

Principal/Administrator : Ms. Patricia McElroy
 Schedule : 07:45 AM to 04:15 PM
 Grades : Pre-K-5
 2005 Enrollment : 285
 Web Address : edweb.tusd.k12.az.us/Menlo_Park/
 Phone Number : (520) 225-2100
 Fax Number : (520) 225-2101
 E-mail : patricia.mcelroy@tusd.k12.az.us

Mission

We at Menlo Park Elementary School are a diverse, multicultural community of children and adults, committed to ensuring a safe and welcoming environment for everyone. We promote academic excellence, foster creativity and nurture lifelong learning.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Met
2002-03	Met

School Improvement Status (b)

2004-05	Corrective Action
2003-04	Corrective Action
2002-03	Year 2

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase the percentage of students making one year's growth in reading, writing and mathematics by a minimum of 10% over the previous year, as measured by the AIMS/DPA/TerraNova.
- ü Increase the percentage of students meeting or exceeding the reading, writing and mathematics standards in grades 3-5 by a minimum of 5% per year, as measured by the AIMS test; reduce the percentage of students who fall far below standards by 5%.
- ü Increase student attendance by at least .5% over the previous year. Decrease the number of tardies by at least 10% over the previous year.

Enrollment

October 1, 2004 School Year Student Enrollment : 337
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 25

Instructional Programs

- ü Reading First
- ü Six Trait Writing Program
- ü FOSS Science Kits
- ü PACE Pre-School
- ü Full Day Kindergarten
- ü Waterford Kindergarten Literacy Program
- ü SuccessMaker Computerized Interventions
- ü AchievIt Mathematics Interventions

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Faculty and staff hold high expectations for themselves and for each and every one of their students. Parents receive quarterly progress reports and teachers are available for conferences. A newsletter keeps parents informed of current events.

Parents

Parents are responsible for promoting regular attendance and promptness and for ensuring proper rest and nourishment. They assist their children with homework and encourage them to do their personal best each day.

Transportation Policy

Menlo Park is a neighborhood school. All students either walk or are transported in family or day care vehicles. Parking lots are monitored during arrival and dismissal times. Bus evacuation drills are held by the district twice annually.

School Honors

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

Award/Honor	Year
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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	66	4755	79306	100	99	99	433	436	445	12	15	10	27	21	18	52	49	51	10	15	20
All Students (Prior Year)	54	4633	75509	100	98	100	484	513	521	19	16	13	42	26	23	29	32	33	10	26	31
Female	31	2272	38691	100	100	99	426	438	446	13	13	10	29	20	18	54	51	52	4	15	20
Male	35	2483	40583	100	99	99	439	433	445	11	16	11	25	22	18	50	46	50	14	16	21
African American	--	317	4041	--	98	99	--	417	426	--	22	17	--	22	23	--	47	50	--	9	10
Hispanic	62	2608	32869	100	99	99	436	426	429	8	17	15	27	25	25	55	48	51	10	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	NC	1484	36197	NC	100	99	NC	457	463	NC	8	5	NC	14	11	NC	52	53	NC	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	63	4154	69060	100	99	98	435	445	454	10	12	7	26	20	17	54	51	54	10	17	22
Limited English Proficient Students	29	730	15509	100	100	100	426	400	406	15	23	20	26	30	30	56	41	45	4	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	48	2845	39415	98	97	96	429	428	431	15	18	15	28	25	25	49	48	50	8	9	10
Non-Economically Disadvantaged	18	1911	39966	100	100	100	447	447	459	0	10	6	23	16	12	62	50	52	15	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	66	4759	79395	100	0	99	424	436	446	13	13	9	42	28	25	42	50	55	2	8	11
All Students (Prior Year)	54	4638	75492	100	98	100	492	514	519	39	16	12	16	19	16	39	44	47	6	21	24
Female	31	2273	38743	100	0	100	423	444	451	8	10	7	54	25	24	38	55	57	0	10	12
Male	35	2486	40618	100	0	99	424	428	440	18	16	11	32	31	27	46	47	53	4	6	9
African American	--	319	4052	--	0	100	--	421	434	--	17	11	--	30	29	--	47	54	--	5	6
Hispanic	62	2612	32915	100	0	99	426	425	426	14	16	15	39	33	35	45	46	47	2	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	NC	1480	36221	NC	0	99	NC	459	465	NC	7	4	NC	20	15	NC	58	63	NC	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	63	4159	69139	100	0	99	426	445	454	12	10	7	42	27	24	44	54	58	2	9	11
Limited English Proficient Students	29	734	15545	100	0	100	411	392	399	22	25	21	48	39	42	30	34	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	48	2855	39484	98	0	96	421	426	429	18	17	14	44	33	35	36	46	47	3	4	4
Non-Economically Disadvantaged	18	1905	39986	100	0	100	433	449	461	0	8	4	38	21	16	62	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	66	4735	78869	100	99	99	433	439	442	4	6	6	29	22	21	63	63	63	4	9	10
All Students (Prior Year)	54	4606	75053	100	97	99	553	612	597	16	6	7	19	11	12	58	73	72	6	11	9
Female	31	2264	38536	100	99	99	457	457	458	0	4	4	13	15	15	83	69	67	4	12	14
Male	35	2471	40302	100	99	99	412	423	428	7	9	8	43	28	26	46	58	60	4	6	7
African American	--	316	4015	--	98	99	--	422	430	--	8	8	--	19	24	--	67	61	--	6	7
Hispanic	62	2602	32606	100	99	98	432	432	426	4	7	8	29	24	27	63	62	60	4	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	NC	1470	36078	NC	99	99	NC	454	459	NC	5	4	NC	18	16	NC	64	66	NC	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	63	4139	68697	100	98	98	434	451	454	4	4	4	26	19	18	66	67	67	4	10	11
Limited English Proficient Students	29	730	15339	100	100	100	432	398	399	0	11	11	41	30	31	56	55	54	4	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	48	2835	39106	98	97	95	427	430	427	5	8	8	33	25	28	56	62	59	5	5	5
Non-Economically Disadvantaged	18	1901	39837	100	100	100	450	452	457	0	4	4	15	16	14	85	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	46	4852	78906	100	100	99	475	488	498	24	17	13	27	22	19	39	46	48	10	15	20
All Students (Prior Year)	52	4819	76019	98	98	100	447	490	499	48	19	14	40	40	39	3	13	14	10	28	33
Female	26	2352	38644	100	100	99	477	491	500	18	15	12	27	23	19	50	48	49	5	15	19
Male	20	2500	40236	100	99	99	472	485	497	32	19	15	26	21	19	26	45	46	16	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	40	2621	31938	98	99	99	474	477	481	29	21	19	26	26	25	34	44	46	11	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	NC	1574	36483	NC	100	99	NC	509	517	NC	8	7	NC	14	13	NC	53	51	NC	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	40	4135	68310	100	98	98	479	499	509	22	12	9	25	21	18	42	50	51	11	17	22
Limited English Proficient Students	10	557	12573	100	100	100	461	449	454	43	29	27	21	28	30	29	38	38	7	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	37	2872	38679	100	98	96	468	478	483	30	22	20	27	26	25	36	44	45	6	8	10
Non-Economically Disadvantaged	NC	1980	40295	NC	100	100	NC	501	513	NC	9	7	NC	17	13	NC	50	50	NC	25	30

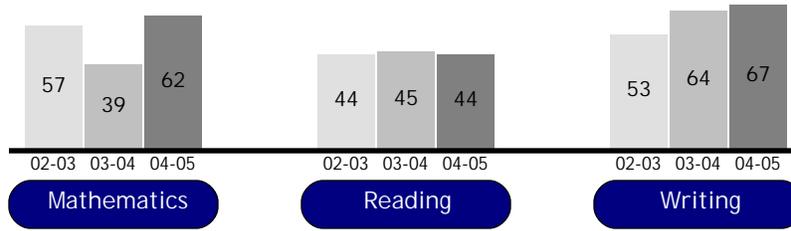
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	4853	78908	100	0	99	461	475	484	17	12	10	44	27	23	39	54	58	0	7	9
All Students (Prior Year)	52	4829	76020	98	98	100	474	498	503	78	33	25	15	24	23	8	34	40	0	9	12
Female	26	2351	38648	100	0	99	465	482	489	9	9	8	45	24	22	45	60	61	0	7	10
Male	20	2502	40233	100	0	99	455	469	479	26	15	12	42	30	25	32	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	40	2622	31940	98	0	99	457	464	465	17	15	16	49	33	32	34	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	NC	1576	36502	NC	0	99	NC	495	502	NC	6	4	NC	17	14	NC	64	67	NC	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	40	4134	68312	100	0	98	460	486	493	17	7	7	42	26	21	42	59	62	0	7	10
Limited English Proficient Students	10	558	12556	100	0	100	449	436	436	21	22	24	50	41	40	29	36	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	37	2873	38662	100	0	96	456	467	468	21	16	16	45	33	32	33	47	49	0	3	3
Non-Economically Disadvantaged	NC	1980	40315	NC	0	100	NC	486	498	NC	6	5	NC	20	15	NC	63	66	NC	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	46	4839	78750	100	99	99	459	499	500	12	6	6	49	28	29	39	64	63	0	2	2
All Students (Prior Year)	52	4790	75673	98	97	100	453	526	530	35	12	12	43	27	25	20	57	58	3	3	4
Female	26	2350	38586	100	100	99	472	515	515	9	4	4	50	20	22	41	72	71	0	3	3
Male	20	2489	40135	100	99	99	445	484	486	16	8	8	47	36	35	37	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	40	2615	31841	98	99	99	462	489	483	11	7	8	49	32	36	40	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	NC	1569	36440	NC	100	99	NC	517	516	NC	3	3	NC	22	22	NC	71	71	NC	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	40	4129	68196	100	98	98	461	514	513	11	3	3	47	24	25	42	70	69	0	2	3
Limited English Proficient Students	10	553	12504	100	100	100	441	453	451	14	13	12	57	39	44	29	47	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	37	2862	38558	100	98	96	450	490	485	15	8	8	48	33	37	36	57	54	0	1	1
Non-Economically Disadvantaged	NC	1977	40260	NC	100	100	NC	511	514	NC	3	3	NC	21	21	NC	72	72	NC	4	4

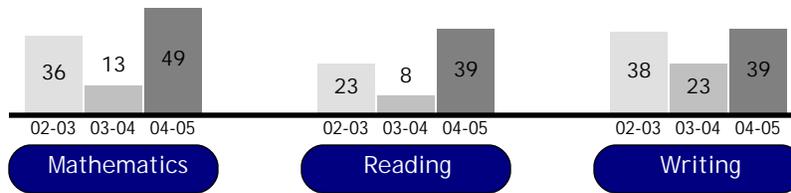
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	98	23	42	50	94	38	NA	58	100	25	43	47
	Language	98	19	39	43	95	32	45	50	100	26	42	47
	Mathematics	98	50	49	57	95	47	56	64	100	33	48	50
3	Reading	95	19	41	47	96	26	NA	55	100	31	41	44
	Language	96	26	48	54	96	33	56	61	100	30	40	44
	Mathematics	98	34	46	54	94	31	53	61	100	41	47	51
4	Reading	94	14	47	52	96	26	NA	56	100	25	43	48
	Language	94	17	44	48	98	28	45	52	100	26	44	49
	Mathematics	100	24	49	57	98	33	50	61	100	37	48	53
5	Reading	94	23	45	50	93	18	NA	55	100	35	46	50
	Language	94	24	41	46	94	15	41	49	100	36	46	50
	Mathematics	100	34	49	57	94	29	53	63	100	33	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 Curriculum and Instruction
- Ü Environment and Safety
- Ü ASIP
- Ü Implementation of 301
- Ü Title I Program
- Ü 21st Century Community Learning Center

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	15.50
Other Professional Staff	7.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	17
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	5%

Resources Available at School Site

Special Facilities

- Ü iMac Internet Media Center
- Ü Mobile Computer Lab

Extracurricular Activities

- Ü KIDCO
- Ü 21st Century Community Learning Center
- Ü Chicanos por la Causa Mentoring Program

Social Services

- Ü LINKS (Intervention Network)
- Ü Counseling Services
- Ü Clothing/Food Bank

ü Made AYP in 2004-2005.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	20	12	12	17
Transfers In Rate ⁶	52	28	28	37
Stability Rate ⁷	79	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	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

Our Positive Behavior Supports system introduces the school rules: 'Be Safe, Be Responsible, Be Respectful', Students are trained and receive recognition to reinforce appropriate behavior. The campus is monitored throughout the school day, with additional support provided before and after school and during lunch periods. Site administrator and School Resource Officer maintain high visibility. Visitors and volunteers are required to check in at the office and wear identification badges.

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) :

4

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	Matthew Lannuzzi	(520) 225-2100
Transportation Policy	Bill Ball	(520) 225-4802
Community Resources	Domitila Morales	(520) 225-2100
School Nutrition Programs	Betina Gonzalez	(520) 225-2123
Parent Organization	TBA	(520) 225-2100
Student Health/Nurse	Eileen Vasko	(520) 225-2117

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.