



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2600 S. 8th Ave., Tucson, AZ 85713

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 Underperforming
2003-04 Performing
2002-03 Small School

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

School Overview

Principal/Administrator : Ms. Elizabeth Redondo
Schedule : 07:45 AM to 04:15 PM
Grades : Pre-K-5
2005 Enrollment : 310
Web Address :
Phone Number : (520) 225-2300
Fax Number : (520) 225-2301
E-mail : elizabeth.redondo@tusd.k12.az.us

Mission

To be a community of learners committed to respecting and valuing diversity; building leadership through our integrity, responsibility and democratic character; inspiring everyone to unlimited possibilities through bilingual/bicultural learning.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05 Warning Year
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

- Students will improve to be at or above grade level in reading by third grade.
Students will improve to be at or above grade level in writing by third grade.
Students will improve to be at or above grade level in math by third grade.

Enrollment

October 1, 2004 School Year Student Enrollment : 366
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 36

Instructional Programs

- Ü Dual Language Bilingual Education
- Ü Full-Day Kindergarten
- Ü At-risk Preschool
- Ü Special Education Inclusion Program
- Ü Structured English Immersion
- Ü Opening Minds Through the Arts

Calendar Information

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

Shared Responsibilities

School

Parents are informed of school policy, Arizona State Standards, student progress, and educational opportunities. Providing parents with opportunities to learn and participate in decisions regarding school policy and student learning.

Parents

Parents are expected to comply with the policies stated in the Guide to Rights and Responsibilities and those in the Family Handbook. They are responsible for participating in parent involvement opportunities, student learning and participation in School Council.

Transportation Policy

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	52	4755	79306	95	99	99	392	436	445	42	15	10	24	21	18	33	49	51	0	15	20
All Students (Prior Year)	57	4633	75509	98	98	100	479	513	521	19	16	13	52	26	23	30	32	33	0	26	31
Female	25	2272	38691	96	100	99	378	438	446	42	13	10	32	20	18	26	51	52	0	15	20
Male	27	2483	40583	93	99	99	402	433	445	42	16	11	19	22	18	38	46	50	0	16	21
African American	--	317	4041	--	98	99	--	417	426	--	22	17	--	22	23	--	47	50	--	9	10
Hispanic	47	2608	32869	94	99	99	391	426	429	41	17	15	24	25	25	34	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	--	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	44	4154	69060	94	99	98	406	445	454	37	12	7	24	20	17	39	51	54	0	17	22
Limited English Proficient Students	23	730	15509	96	100	100	381	400	406	48	23	20	28	30	30	24	41	45	0	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	41	2845	39415	89	97	96	405	428	431	44	18	15	14	25	25	42	48	50	0	9	10
Non-Economically Disadvantaged	11	1911	39966	100	100	100	339	447	459	33	10	6	67	16	12	0	50	52	0	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	54	4759	79395	98	0	99	388	436	446	38	13	9	36	28	25	26	50	55	0	8	11
All Students (Prior Year)	57	4638	75492	98	98	100	505	514	519	7	16	12	33	19	16	56	44	47	4	21	24
Female	26	2273	38743	100	0	100	377	444	451	35	10	7	35	25	24	30	55	57	0	10	12
Male	28	2486	40618	97	0	99	397	428	440	41	16	11	37	31	27	22	47	53	0	6	9
African American	--	319	4052	--	0	100	--	421	434	--	17	11	--	30	29	--	47	54	--	5	6
Hispanic	49	2612	32915	98	0	99	387	425	426	37	16	15	37	33	35	26	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	46	4159	69139	98	0	99	404	445	454	30	10	7	40	27	24	30	54	58	0	9	11
Limited English Proficient Students	25	734	15545	100	0	100	376	392	399	45	25	21	35	39	42	19	34	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	43	2855	39484	93	0	96	398	426	429	37	17	14	34	33	35	29	46	47	0	4	4
Non-Economically Disadvantaged	11	1905	39986	100	0	100	346	449	461	44	8	4	44	21	16	11	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	53	4735	78869	96	99	99	393	439	442	15	6	6	33	22	21	52	63	63	0	9	10
All Students (Prior Year)	57	4606	75053	98	97	99	601	612	597	0	6	7	15	11	12	81	73	72	4	11	9
Female	26	2264	38536	100	99	99	382	457	458	20	4	4	25	15	15	55	69	67	0	12	14
Male	27	2471	40302	93	99	99	402	423	428	12	9	8	38	28	26	50	58	60	0	6	7
African American	--	316	4015	--	98	99	--	422	430	--	8	8	--	19	24	--	67	61	--	6	7
Hispanic	48	2602	32606	96	99	98	390	432	426	17	7	8	31	24	27	52	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	--	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	46	4139	68697	98	98	98	414	451	454	8	4	4	35	19	18	58	67	67	0	10	11
Limited English Proficient Students	24	730	15339	100	100	100	377	398	399	20	11	11	30	30	31	50	55	54	0	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	43	2835	39106	93	97	95	400	430	427	16	8	8	34	25	28	50	62	59	0	5	5
Non-Economically Disadvantaged	10	1901	39837	100	100	100	361	452	457	13	4	4	25	16	14	63	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	54	4852	78906	100	100	99	432	488	498	40	17	13	43	22	19	17	46	48	0	15	20
All Students (Prior Year)	50	4819	76019	100	98	100	461	490	499	33	19	14	47	40	39	8	13	14	11	28	33
Female	24	2352	38644	100	100	99	436	491	500	45	15	12	50	23	19	5	48	49	0	15	19
Male	30	2500	40236	100	99	99	428	485	497	36	19	15	36	21	19	28	45	46	0	15	20
African American	--	322	4087	--	98	99	--	473	481	--	26	20	--	27	24	--	38	45	--	9	11
Hispanic	49	2621	31938	100	99	99	428	477	481	44	21	19	40	26	25	16	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	NC	1574	36483	NC	100	99	NC	509	517	NC	8	7	NC	14	13	NC	53	51	NC	25	30
Students with Disabilities	19	717	10664	100	100	100	393	421	430	59	47	42	35	24	27	6	24	26	0	4	5
Students without Disabilities	35	4135	68310	95	98	98	454	499	509	30	12	9	47	21	18	23	50	51	0	17	22
Limited English Proficient Students	20	557	12573	100	100	100	424	449	454	45	29	27	39	28	30	15	38	38	0	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	48	2872	38679	98	98	96	441	478	483	41	22	20	44	26	25	15	44	45	0	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

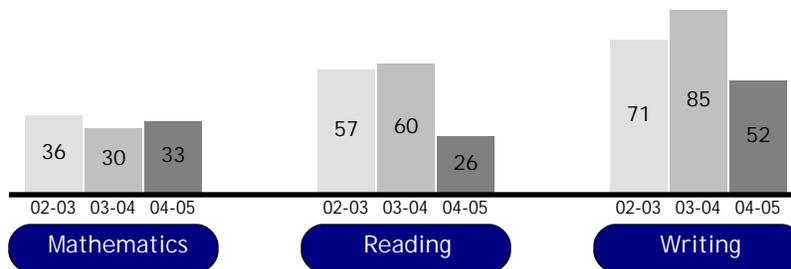
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	4853	78908	100	0	99	430	475	484	30	12	10	49	27	23	19	54	58	2	7	9
All Students (Prior Year)	50	4829	76020	100	98	100	486	498	503	58	33	25	19	24	23	22	34	40	0	9	12
Female	24	2351	38648	100	0	99	436	482	489	27	9	8	55	24	22	18	60	61	0	7	10
Male	30	2502	40233	100	0	99	425	469	479	32	15	12	44	30	25	20	49	55	4	6	8
African American	--	322	4092	--	0	99	--	468	473	--	13	12	--	32	28	--	52	54	--	4	5
Hispanic	49	2622	31940	100	0	99	426	464	465	33	15	16	47	33	32	21	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	19	719	10665	100	0	100	390	413	423	59	38	30	35	35	36	6	25	31	0	2	2
Students without Disabilities	35	4134	68312	95	0	98	452	486	493	13	7	7	57	26	21	27	59	62	3	7	10
Limited English Proficient Students	20	558	12556	100	0	100	420	436	436	33	22	24	48	41	40	18	36	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	48	2873	38662	98	0	96	440	467	468	32	16	16	49	33	32	17	47	49	2	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	53	4839	78750	98	99	99	430	499	500	24	6	6	39	28	29	37	64	63	0	2	2
All Students (Prior Year)	49	4790	75673	98	97	100	482	526	530	20	12	12	37	27	25	40	57	58	3	3	4
Female	23	2350	38586	96	100	99	447	515	515	19	4	4	43	20	22	38	72	71	0	3	3
Male	30	2489	40135	100	99	99	415	484	486	28	8	8	36	36	35	36	55	56	0	1	1
African American	--	321	4081	--	98	99	--	488	488	--	10	8	--	30	32	--	59	59	--	1	2
Hispanic	48	2615	31841	98	99	99	426	489	483	26	7	8	38	32	36	36	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	18	710	10622	100	100	100	362	414	415	50	21	21	31	51	50	19	28	28	0	1	1
Students without Disabilities	35	4129	68196	95	98	98	466	514	513	10	3	3	43	24	25	47	70	69	0	2	3
Limited English Proficient Students	19	553	12504	95	100	100	418	453	451	28	13	12	34	39	44	38	47	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	47	2862	38558	96	98	96	439	490	485	25	8	8	40	33	37	35	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

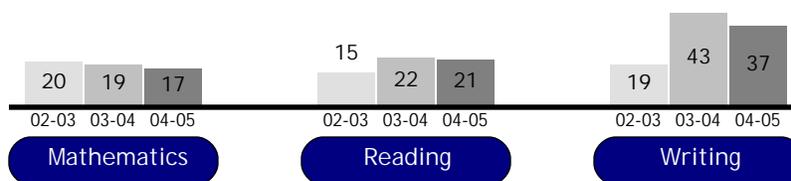
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	53	21	42	50	86	26	NA	58	93	23	43	47
	Language	93	19	39	43	89	18	45	50	93	18	42	47
	Mathematics	40	17	49	57	89	40	56	64	93	28	48	50
3	Reading	66	30	41	47	93	32	NA	55	96	21	41	44
	Language	69	41	48	54	90	38	56	61	96	24	40	44
	Mathematics	72	29	46	54	92	23	53	61	93	30	47	51
4	Reading	69	28	47	52	91	18	NA	56	96	27	43	48
	Language	76	25	44	48	91	20	45	52	96	26	44	49
	Mathematics	65	31	49	57	91	23	50	61	96	25	48	53
5	Reading	86	25	45	50	100	23	NA	55	98	24	46	50
	Language	92	21	41	46	100	21	41	49	98	27	46	50
	Mathematics	89	30	49	57	100	18	53	63	98	23	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."

Mission View Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Development
- Ü Instructional Strategies
- Ü Parent/Educator Relations
- Ü Attendance
- Ü Budget
- Ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	3.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	3	2	0	0
10 or more years	4	11	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Parent Room
- Ü Library
- Ü Music Room
- Ü Resource Book Room

Extracurricular Activities

- Ü Reading Club
- Ü Chorus Group
- Ü Tutoring

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü ESL Classes
- Ü Adult Education
- Ü Optimist Club

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	16	12	12	17
Transfers In Rate ⁶	46	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	94	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

We update and communicate our Comprehensive Safety Plan with faculty and staff to ensure student safety. We practice evacuation and invacuation regularly and monthly fire drills. We teach parents and students about stranger danger. Our Resource Team prevents and alleviates student crises. We maintain a staff emergency phone tree.

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	Lily Olivas	(520) 225-2300
Transportation Policy	Ron Stacy	(520) 225-4800
Community Resources	Claudia Leon	(520) 225-2318
School Nutrition Programs	Pam Palmo	(520) 225-4702
Parent Organization	Claudia Leon	(520) 225-2322
Student Health/Nurse	Deanna Valdez	(520) 225-2317

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.