

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7450 E. Stella Road, Tucson, AZ 85730

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 Plus
2003-04	Performing
2002-03	Performing

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

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 Overview

Principal/Administrator : Mrs. Janet E. Jordan
 Schedule : 07:00 AM to 05:00 PM
 Grades : K-5
 2005 Enrollment : 470
 Web Address : edweb.tusd.k12.az.us/Reynolds
 Phone Number : (520) 584-6900
 Fax Number : (520) 584-6901
 E-mail : janet.jordan@tusd.k12.az.us

Mission

Reynolds Elementary School is a nurturing community where each individual is honored and valued. We celebrate diversity, maximize potential, and encourage academic and personal excellence.

School / Academic Goals

- ü Reynolds School promotes effective instructional practices which increase achievement across all grade levels and content areas. The site goals for 2004-05 are designed to continue to improve the writing skills of our students in grades K-5.
- ü Reynolds School provides a variety of teaching strategies which meets the needs of our diverse multicultural student population.
- ü The DRA reading assessment is administered quarterly to measure our students's growth and progress in reading. Based on those scores students are then provided with effective reading instruction to ensure continued success in learning to read.

Enrollment

October 1, 2004 School Year Student Enrollment : 515
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 70

Instructional Programs

- Ü Intervention Program
- Ü Full-day Kindergarten
- Ü Special Ed. (Full Inclusion & Gifted)
- Ü Science Inquiry-Based Learning
- Ü ESL/Bilingual Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 41 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Reynolds Elementary provides a safe and productive environment where every student may achieve his/her potential. Reynolds Elementary distributes a monthly newsletter, quarterly progress reports, and monthly teacher letters.

Parents

Parents are expected to support their children's education by being involved in our school. Parents are responsible for the regular attendance of their children. Parents are encouraged to maintain on-going communication with school staff.

Transportation Policy

District transportation policy is available from TUSD. Students in the Bilingual Education program are provided transportation by TUSD if not living in the Reynolds attendance area.

School Honors

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

Award/Honor	Year
Ü Geo Pals Award	2001
Ü Sherrill Teacher Scholar Participants	2001
Ü MarsGrams Letters to Military Personnel	2003
Ü Recycling Award - Student Council	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	87	4755	79306	98	99	99	446	436	445	12	15	10	22	21	18	46	49	51	20	15	20
All Students (Prior Year)	86	4633	75509	100	98	100	494	513	521	20	16	13	39	26	23	23	32	33	18	26	31
Female	37	2272	38691	97	100	99	442	438	446	17	13	10	20	20	18	54	51	52	9	15	20
Male	50	2483	40583	98	99	99	449	433	445	9	16	11	24	22	18	39	46	50	28	16	21
African American	11	317	4041	100	98	99	448	417	426	0	22	17	20	22	23	70	47	50	10	9	10
Hispanic	38	2608	32869	95	99	99	439	426	429	14	17	15	31	25	25	39	48	51	17	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	446	457	463	16	8	5	16	14	11	50	52	53	19	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	78	4154	69060	95	99	98	447	445	454	12	12	7	21	20	17	47	51	54	21	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	49	2845	39415	96	97	96	444	428	431	9	18	15	31	25	25	38	48	50	22	9	10
Non-Economically Disadvantaged	38	1911	39966	100	100	100	447	447	459	17	10	6	11	16	12	56	50	52	17	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	89	4759	79395	100	0	99	435	436	446	13	13	9	34	28	25	49	50	55	4	8	11
All Students (Prior Year)	85	4638	75492	99	98	100	496	514	519	22	16	12	32	19	16	37	44	47	10	21	24
Female	38	2273	38743	100	0	100	441	444	451	11	10	7	28	25	24	53	55	57	8	10	12
Male	51	2486	40618	100	0	99	430	428	440	15	16	11	38	31	27	47	47	53	0	6	9
African American	11	319	4052	100	0	100	436	421	434	0	17	11	30	30	29	70	47	54	0	5	6
Hispanic	40	2612	32915	100	0	99	426	425	426	18	16	15	39	33	35	37	46	47	5	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	441	459	465	13	7	4	31	20	15	53	58	63	3	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	80	4159	69139	98	0	99	439	445	454	12	10	7	32	27	24	52	54	58	4	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	51	2855	39484	100	0	96	434	426	429	15	17	14	32	33	35	49	46	47	4	4	4
Non-Economically Disadvantaged	38	1905	39986	100	0	100	436	449	461	11	8	4	36	21	16	50	57	63	3	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	89	4735	78869	100	99	99	456	439	442	0	6	6	22	22	21	73	63	63	5	9	10
All Students (Prior Year)	85	4606	75053	99	97	99	609	612	597	3	6	7	12	11	12	73	73	72	12	11	9
Female	38	2264	38536	100	99	99	476	457	458	0	4	4	14	15	15	75	69	67	11	12	14
Male	51	2471	40302	100	99	99	441	423	428	0	9	8	28	28	26	72	58	60	0	6	7
African American	11	316	4015	100	98	99	447	422	430	0	8	8	30	19	24	70	67	61	0	6	7
Hispanic	40	2602	32606	100	99	98	458	432	426	0	7	8	26	24	27	63	62	60	11	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	455	454	459	0	5	4	16	18	16	84	64	66	0	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	80	4139	68697	98	98	98	458	451	454	0	4	4	21	19	18	73	67	67	5	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	51	2835	39106	100	97	95	459	430	427	0	8	8	17	25	28	79	62	59	4	5	5
Non-Economically Disadvantaged	38	1901	39837	100	100	100	453	452	457	0	4	4	28	16	14	67	65	67	6	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	80	4852	78906	100	100	99	501	488	498	8	17	13	19	22	19	60	46	48	13	15	20
All Students (Prior Year)	103	4819	76019	100	98	100	481	490	499	20	19	14	43	40	39	15	13	14	22	28	33
Female	40	2352	38644	100	100	99	509	491	500	8	15	12	13	23	19	58	48	49	21	15	19
Male	40	2500	40236	100	99	99	493	485	497	8	19	15	24	21	19	62	45	46	5	15	20
African American	NC	322	4087	NC	98	99	NC	473	481	NC	26	20	NC	27	24	NC	38	45	NC	9	11
Hispanic	33	2621	31938	100	99	99	494	477	481	13	21	19	23	26	25	48	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	31	1574	36483	100	100	99	513	509	517	0	8	7	14	14	13	72	53	51	14	25	30
Students with Disabilities	14	717	10664	100	100	100	459	421	430	36	47	42	27	24	27	36	24	26	0	4	5
Students without Disabilities	66	4135	68310	97	98	98	509	499	509	3	12	9	17	21	18	64	50	51	16	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	46	2872	38679	100	98	96	505	478	483	9	22	20	14	26	25	63	44	45	14	8	10
Non-Economically Disadvantaged	34	1980	40295	100	100	100	497	501	513	6	9	7	25	17	13	56	50	50	13	25	30

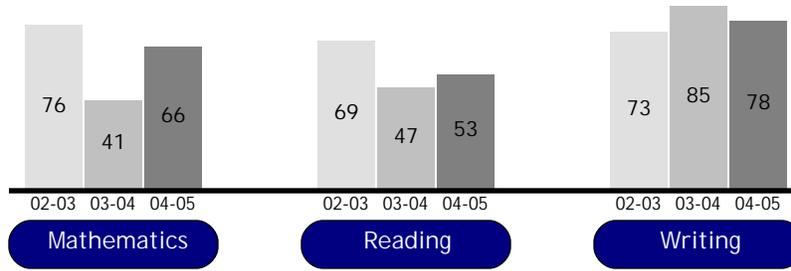
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	4853	78908	100	0	99	481	475	484	11	12	10	25	27	23	55	54	58	9	7	9
All Students (Prior Year)	103	4829	76020	100	98	100	495	498	503	38	33	25	22	24	23	27	34	40	12	9	12
Female	40	2351	38648	100	0	99	489	482	489	5	9	8	26	24	22	55	60	61	13	7	10
Male	40	2502	40233	100	0	99	473	469	479	16	15	12	24	30	25	54	49	55	5	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	33	2622	31940	100	0	99	477	464	465	13	15	16	26	33	32	55	49	49	6	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	31	1576	36502	100	0	99	488	495	502	3	6	4	31	17	14	52	64	67	14	13	15
Students with Disabilities	14	719	10665	100	0	100	431	413	423	36	38	30	55	35	36	9	25	31	0	2	2
Students without Disabilities	66	4134	68312	97	0	98	490	486	493	6	7	7	20	26	21	63	59	62	11	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	46	2873	38662	100	0	96	479	467	468	12	16	16	28	33	32	51	47	49	9	3	3
Non-Economically Disadvantaged	34	1980	40315	100	0	100	484	486	498	9	6	5	22	20	15	59	63	66	9	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	80	4839	78750	100	99	99	516	499	500	5	6	6	21	28	29	71	64	63	3	2	2
All Students (Prior Year)	103	4790	75673	100	97	100	552	526	530	7	12	12	21	27	25	68	57	58	4	3	4
Female	40	2350	38586	100	100	99	536	515	515	3	4	4	16	20	22	76	72	71	5	3	3
Male	40	2489	40135	100	99	99	496	484	486	8	8	8	27	36	35	65	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	33	2615	31841	100	99	99	513	489	483	6	7	8	13	32	36	77	60	55	3	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	31	1569	36440	100	100	99	523	517	516	3	3	3	28	22	22	66	71	71	3	4	4
Students with Disabilities	14	710	10622	100	100	100	446	414	415	18	21	21	64	51	50	18	28	28	0	1	1
Students without Disabilities	66	4129	68196	97	98	98	528	514	513	3	3	3	14	24	25	80	70	69	3	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	46	2862	38558	100	98	96	514	490	485	7	8	8	21	33	37	67	57	54	5	1	1
Non-Economically Disadvantaged	34	1977	40260	100	100	100	520	511	514	3	3	3	22	21	21	75	72	72	0	4	4

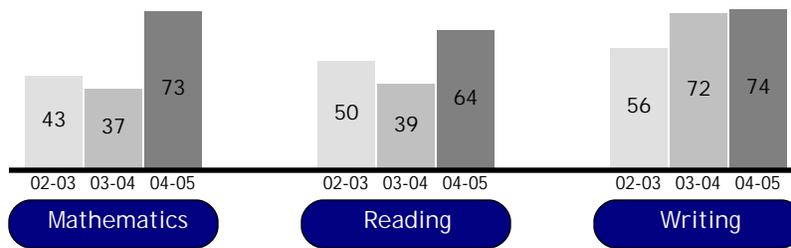
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	87	29	42	50	90	41	NA	58	100	41	43	47
	Language	97	33	39	43	100	30	45	50	100	39	42	47
	Mathematics	90	41	49	57	98	47	56	64	100	55	48	50
3	Reading	96	43	41	47	93	33	NA	55	100	37	41	44
	Language	98	52	48	54	96	43	56	61	100	40	40	44
	Mathematics	96	55	46	54	94	42	53	61	98	50	47	51
4	Reading	99	38	47	52	94	45	NA	56	100	36	43	48
	Language	98	45	44	48	98	43	45	52	100	38	44	49
	Mathematics	95	50	49	57	94	54	50	61	100	42	48	53
5	Reading	97	43	45	50	98	42	NA	55	100	47	46	50
	Language	98	42	41	46	98	40	41	49	100	46	46	50
	Mathematics	98	47	49	57	98	53	53	63	100	49	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)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Instructional Strategies
- Ü School Safety Issues
- Ü Home/Community Partnerships
- Ü Positive Recognition Programs
- Ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	5.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	2	1	0	0
7 to 9 years	4	2	0	0
10 or more years	2	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
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

Extracurricular Activities

- Ü Wright Flight Program
- Ü Tennis Club
- Ü Student Council
- Ü Homework Helper Tutoring
- Ü Strategic Tutoring

Social Services

- Ü YMCA Afterschool Program
- Ü McDonalds Partnership
- Ü LINKS Grant
- Ü Clothing Bank Available - District
- Ü Optimist Club
- Ü Dad's Project

School Achievements/Accomplishments 2004-05

- ü Reynolds Elementary was selected to participate in a Music Program funded by a grant from the OHMA Project (TUSD). All students will receive vocal and/or instrumental music instruction.

- ü Fourth and fifth grade students participate in the Wright Flight Program with emphasis on goal setting and improved achievement in academics. This program is designed to motivate students for higher levels of achievement.

- ü Reynolds is one of five schools selected nationally to receive an award for having an outstanding counseling program through the American School Counselor Association.

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	15	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	98	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

Reynolds Elementary School promotes a safe and peaceful environment conducive to teaching and learning by demonstrating concern and sensitivity for the feelings, backgrounds and views of students, parents and staff. At the start of the 2004-05 school year, all students were taught the expectations for behavior at our school. All adults have received PBS training (Positive Behavior Supports) to reinforce good behavior and to allow for more time devoted to instruction and learning.

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) :

20

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	Cheryl Beran	(520) 584-6900
Transportation Policy	Gloria Huerta	(520) 584-6902
Community Resources	Janet Jordan	(520) 584-6900
School Nutrition Programs	Linda Olewnik	(520) 584-6923
Parent Organization	Tammie Eader, President PTA	(520) 584-6900
Student Health/Nurse	Anita Sellers	(520) 584-6917

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