



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3939 N. Magnetite Lane, 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 Highly 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 : Mrs. Maggie Shafer
Schedule : 07:00 AM to 03:30 PM
Grades : K-5
2005 Enrollment : 496
Web Address : edweb.tusd.k12.az.us/Robins/
Phone Number : (520) 908-4300
Fax Number : (520) 908-4301
E-mail : maggie.shafer@tusd.k12.az.us

Mission

Robins -- the dynamic center of an enthusiastic community of learners where instruction is tailored to each learner and academic excellence is everyone's goal.

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

- To increase student achievement in reading, writing, and mathematics, by focusing on academic writing, with an emphasis on science notebooks and by conducting monthly assessments in all three areas.
To focus learning on state performance objectives so that all students are aware of and focused on the lesson objectives.
Provide differentiated instruction to meet the individual needs of each learner so that each student can meet or exceed the standard.
Provide a balanced fine arts program within the school day to include music for all grades, instrumental music for grades 3,4, & 5, and visual art lessons for grades K-5.

Enrollment

October 1, 2004 School Year Student Enrollment : 490
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

- Ü Standards Based Teaching
- Ü Differentiated Instruction
- Ü Opening Minds Through the Arts
- Ü Instrumental Music Instruction (Gr. 3-5)
- Ü Visual Arts
- Ü Full Inclusion

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Robins Elementary provides needed materials and experiences to ensure success in a standards based program. Our program reflects high academic and social standards. We provide a safe, scholarly environment where student decision making is valued. Instruction is tailored to individual needs so that every student can meet or exceed state standards.

Parents

Parents are responsible for providing the basic needs for each student. They are also responsible for ensuring regular student attendance and getting students to school on time every day. Parents are expected to support classroom efforts, attend PTO meetings, and become involved in community activities and fundraisers.

Transportation Policy

Buses are provided for the transportation of students who live 1.5 miles or more from the school, as are handicapped children (as defined by A.R.S. 15-761). Open enrollment students must provide their own transportation.

School Honors

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

Award/Honor	Year
Ü Cesar Chavez Humanitarian Award	2005
Ü Tucson Museum Poetry Award	2005
Ü Farmers' Youth Photography Award	2003
Ü Odyssey of the Mind Team - 3rd Place in State of AZ	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	77	4755	79306	100	99	99	485	436	445	0	15	10	1	21	18	53	49	51	46	15	20
All Students (Prior Year)	77	4633	75509	100	98	100	537	513	521	8	16	13	10	26	23	50	32	33	32	26	31
Female	34	2272	38691	100	100	99	480	438	446	0	13	10	0	20	18	61	51	52	39	15	20
Male	43	2483	40583	100	99	99	489	433	445	0	16	11	3	22	18	46	46	50	51	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	39	2608	32869	100	99	99	483	426	429	0	17	15	0	25	25	58	48	51	42	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	NC	222	4264	NC	98	100	NC	410	419	NC	30	19	NC	28	30	NC	38	45	NC	5	6
White	32	1484	36197	100	100	99	494	457	463	0	8	5	0	14	11	42	52	53	58	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	72	4154	69060	99	99	98	487	445	454	0	12	7	0	20	17	52	51	54	48	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	29	2845	39415	100	97	96	474	428	431	0	18	15	4	25	25	70	48	50	26	9	10
Non-Economically Disadvantaged	48	1911	39966	100	100	100	490	447	459	0	10	6	0	16	12	44	50	52	56	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	77	4759	79395	100	0	99	478	436	446	0	13	9	19	28	25	59	50	55	22	8	11
All Students (Prior Year)	76	4638	75492	99	98	100	530	514	519	6	16	12	11	19	16	53	44	47	31	21	24
Female	34	2273	38743	100	0	100	479	444	451	0	10	7	18	25	24	64	55	57	18	10	12
Male	43	2486	40618	100	0	99	477	428	440	0	16	11	20	31	27	54	47	53	26	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	39	2612	32915	100	0	99	483	425	426	0	16	15	22	33	35	50	46	47	28	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	NC	223	4271	NC	0	100	NC	418	420	NC	19	15	NC	36	42	NC	44	41	NC	2	2
White	32	1480	36221	100	0	99	477	459	465	0	7	4	12	20	15	69	58	63	19	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	72	4159	69139	99	0	99	481	445	454	0	10	7	15	27	24	62	54	58	23	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	29	2855	39484	100	0	96	467	426	429	0	17	14	39	33	35	43	46	47	17	4	4
Non-Economically Disadvantaged	48	1905	39986	100	0	100	483	449	461	0	8	4	9	21	16	67	57	63	24	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	76	4735	78869	99	99	99	476	439	442	1	6	6	7	22	21	69	63	63	22	9	10
All Students (Prior Year)	77	4606	75053	100	97	99	658	612	597	1	6	7	10	11	12	72	73	72	17	11	9
Female	34	2264	38536	100	99	99	495	457	458	0	4	4	3	15	15	61	69	67	36	12	14
Male	42	2471	40302	98	99	99	457	423	428	3	9	8	11	28	26	77	58	60	9	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	39	2602	32606	100	99	98	486	432	426	0	7	8	8	24	27	64	62	60	28	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	NC	222	4245	NC	98	100	NC	422	423	NC	8	9	NC	28	26	NC	61	61	NC	4	4
White	31	1470	36078	97	99	99	461	454	459	4	5	4	8	18	16	73	64	66	15	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	71	4139	68697	97	98	98	477	451	454	2	4	4	8	19	18	68	67	67	23	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	28	2835	39106	97	97	95	460	430	427	0	8	8	13	25	28	83	62	59	4	5	5
Non-Economically Disadvantaged	48	1901	39837	100	100	100	484	452	457	2	4	4	4	16	14	62	65	67	31	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	75	4852	78906	100	100	99	542	488	498	0	17	13	12	22	19	42	46	48	46	15	20
All Students (Prior Year)	67	4819	76019	100	98	100	507	490	499	9	19	14	39	40	39	10	13	14	42	28	33
Female	42	2352	38644	100	100	99	544	491	500	0	15	12	5	23	19	50	48	49	45	15	19
Male	33	2500	40236	100	99	99	540	485	497	0	19	15	21	21	19	31	45	46	48	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	43	2621	31938	98	99	99	531	477	481	0	21	19	13	26	25	50	44	46	38	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	--	218	4593	--	99	100	--	461	467	--	30	26	--	29	29	--	38	39	--	3	6
White	24	1574	36483	100	100	99	565	509	517	0	8	7	5	14	13	32	53	51	64	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	67	4135	68310	100	98	98	548	499	509	0	12	9	7	21	18	44	50	51	49	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	25	2872	38679	100	98	96	536	478	483	0	22	20	20	26	25	45	44	45	35	8	10
Non-Economically Disadvantaged	50	1980	40295	100	100	100	545	501	513	0	9	7	8	17	13	41	50	50	51	25	30

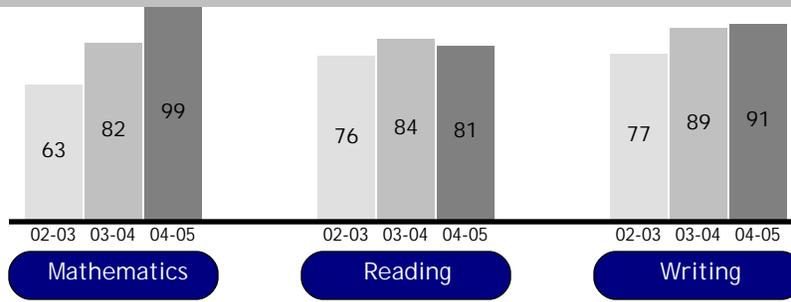
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	4853	78908	99	0	99	502	475	484	4	12	10	16	27	23	66	54	58	13	7	9
All Students (Prior Year)	67	4829	76020	100	98	100	502	498	503	21	33	25	28	24	23	40	34	40	10	9	12
Female	42	2351	38648	100	0	99	507	482	489	5	9	8	13	24	22	63	60	61	20	7	10
Male	32	2502	40233	97	0	99	494	469	479	4	15	12	21	30	25	71	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	43	2622	31940	98	0	99	492	464	465	8	15	16	20	33	32	65	49	49	8	3	3
Asian/Pacific Islander	NC	116	1805	NC	0	98	NC	509	507	NC	6	4	NC	10	13	NC	64	65	NC	19	18
American Indian/Alaskan Native	--	217	4569	--	0	100	--	455	457	--	20	18	--	39	39	--	39	41	--	3	2
White	24	1576	36502	100	0	99	522	495	502	0	6	4	5	17	14	73	64	67	23	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	66	4134	68312	99	0	98	506	486	493	3	7	7	13	26	21	68	59	62	15	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	25	2873	38662	100	0	96	488	467	468	10	16	16	25	33	32	50	47	49	15	3	3
Non-Economically Disadvantaged	49	1980	40315	98	0	100	508	486	498	2	6	5	13	20	15	73	63	66	13	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	74	4839	78750	99	99	99	529	499	500	1	6	6	15	28	29	79	64	63	4	2	2
All Students (Prior Year)	67	4790	75673	100	97	100	535	526	530	7	12	12	25	27	25	61	57	58	6	3	4
Female	42	2350	38586	100	100	99	548	515	515	0	4	4	8	20	22	85	72	71	8	3	3
Male	32	2489	40135	97	99	99	503	484	486	4	8	8	25	36	35	71	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	42	2615	31841	95	99	99	531	489	483	0	7	8	18	32	36	74	60	55	8	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	--	217	4586	--	99	100	--	480	481	--	7	8	--	43	37	--	49	54	--	1	1
White	24	1569	36440	100	100	99	535	517	516	0	3	3	5	22	22	95	71	71	0	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	66	4129	68196	99	98	98	530	514	513	2	3	3	12	24	25	82	70	69	5	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	25	2862	38558	100	98	96	535	490	485	0	8	8	15	33	37	80	57	54	5	1	1
Non-Economically Disadvantaged	49	1977	40260	98	100	100	527	511	514	2	3	3	15	21	21	79	72	72	4	4	4

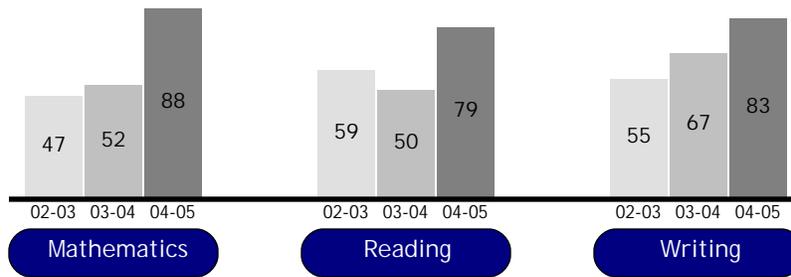
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	92	56	42	50	96	68	NA	58	100	57	43	47
	Language	98	48	39	43	94	62	45	50	100	53	42	47
	Mathematics	98	52	49	57	96	75	56	64	100	64	48	50
3	Reading	100	41	41	47	97	63	NA	55	100	60	41	44
	Language	100	54	48	54	97	69	56	61	100	59	40	44
	Mathematics	100	50	46	54	97	74	53	61	100	70	47	51
4	Reading	100	58	47	52	100	59	NA	56	100	52	43	48
	Language	97	55	44	48	100	60	45	52	100	52	44	49
	Mathematics	98	63	49	57	100	70	50	61	100	58	48	53
5	Reading	98	55	45	50	98	62	NA	55	99	54	46	50
	Language	98	42	41	46	100	53	41	49	99	58	46	50
	Mathematics	98	53	49	57	98	73	53	63	100	64	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)
- 6 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement Support
- Ü School Data Analysis
- Ü School Accountability Plan
- Ü Budget Input
- Ü Community Building Activities
- Ü Personnel Hiring

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.50
Other Professional Staff	1.40	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
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 Technology Learning/Resource Center
- Ü Fully Equipped Library

Extracurricular Activities

- Ü Folklorico
- Ü Reading Seed
- Ü 4th and 5th Grade Chorus
- Ü 4th and 5th GradeTrack Team

Social Services

- Ü Child & Family Resources Program
- Ü Counseling Classes
- Ü Community/School Events
- Ü Parent Education @ PTO Meetings
- Ü Love and Logic Parent Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü All faculty members monitored school-wide reading levels for each student through thorough, ongoing assessment and provided information about reading levels to our parent community.

- ü All 3rd, 4th, and 5th graders learned to play an instrument last year.

- ü All students, from grades K-5, participated in a visual arts course and had their work on display at our annual art festival.

- ü Our Folklorico dance group has danced at community events in Tucson throughout the year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

Robins School has Standards of Excellence for which students are held accountable. Students are protected from any outside harm by maintaining a closed campus, monitoring outside visitors, and having well established emergency procedures. Discipline matters are handled swiftly, involve parents and authorities whenever necessary.

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) :

3

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	Kirsten Cook	(520) 908-4371
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Child and Family Resources Inc.	(520) 881-8940
School Nutrition Programs	TUSD Food Services	(520) 225-4700
Parent Organization	Yasel Bishoff	(520) 908-4300
Student Health/Nurse	Michele Bennett	(520) 908-4317

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.