

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2745 E. 18th St., Tucson, AZ 85716

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.

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 : Mr. Robert Christopher Pitts
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 370
 Web Address :
 Phone Number : (520) 232-7800
 Fax Number : (520) 232-7801
 E-mail : Robert.Pitts@tUSD.k12.az.us

Mission

All faculty and staff members work together as a family, so that every student, especially our at-risk students, can grow academically, physically and socially in a well-integrated, culturally rich and ethnically balanced environment. Members of the Robison community achieve in an environment of high expectations and aspirations.

School / Academic Goals

- ü Students in grades K-1 learn the basics of good student conduct through the PeaceBuilders Program. It emphasizes good behavior by trying your best; seeking wise people when in trouble; speaking up when it is important and correcting a wrong.
- ü Students in grades 2-3 learn that setting goals and accomplishing them will lead to greater successes. Students gain a greater understanding of what it takes to do well in school, at sports, at home and in the community.
- ü Move 5% of students in 4th grade cohort out of Approaching and into Meets and Exceeds in reading as measured by the AIMS 4th grade test.
- ü Increase the level of mastery in writing at all grades over the 1st quarter writing prompts to 55% as measured by 4th quarter writing prompts.

Enrollment

October 1, 2004 School Year Student Enrollment : 397
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 28

Instructional Programs

- ü Alternative
- ü Gifted Program
- ü 2 Full-Day Kindergartens (1 Bilingual)
- ü On-Site Sp. Ed. K-5 (3 Self-Contained)
- ü Geography Resource
- ü Art Resource
- ü LAP Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 10 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Robison's offers a wide variety of educational opportunities and experiences to students. Teachers model exploration, patience, interest and understanding. The school keeps the community informed about the experiences and opportunities at school.

Parents

Parents must communicate with their children's teacher and school administration to find out what is happening in their child's classroom. Communication allows parents to be active in the learning process.

Transportation Policy

Currently only special education students ride the bus. Students who ride the bus are required to be on time to catch the bus for school and after school. The bus is responsible for being on time, clean, warm in the winter and safe.

School Honors

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

Award/Honor	Year
ü Top 34 Cleanest School Award	2003
ü Top 34 Cleanest School Award	2004
ü Labeled as a Performing school	2004

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	50	4755	79306	93	99	99	380	436	445	15	15	10	42	21	18	38	49	51	6	15	20
All Students (Prior Year)	56	4633	75509	92	98	100	518	513	521	5	16	13	34	26	23	34	32	33	27	26	31
Female	19	2272	38691	95	100	99	438	438	446	5	13	10	32	20	18	53	51	52	11	15	20
Male	31	2483	40583	91	99	99	343	433	445	21	16	11	48	22	18	28	46	50	3	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	37	2608	32869	93	99	99	409	426	429	14	17	15	44	25	25	39	48	51	3	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	NC	1484	36197	NC	100	99	NC	457	463	NC	8	5	NC	14	11	NC	52	53	NC	26	31
Students with Disabilities	15	602	10321	88	100	100	261	374	389	14	36	30	50	29	27	36	31	34	0	5	9
Students without Disabilities	35	4154	69060	95	99	98	429	445	454	15	12	7	38	20	17	38	51	54	9	17	22
Limited English Proficient Students	14	730	15509	100	100	100	283	400	406	13	23	20	63	30	30	25	41	45	0	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	35	2845	39415	88	97	96	426	428	431	15	18	15	36	25	25	42	48	50	6	9	10
Non-Economically Disadvantaged	15	1911	39966	100	100	100	280	447	459	13	10	6	53	16	12	27	50	52	7	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	52	4759	79395	96	0	99	383	436	446	10	13	9	47	28	25	37	50	55	6	8	11
All Students (Prior Year)	59	4638	75492	97	98	100	517	514	519	11	16	12	22	19	16	43	44	47	24	21	24
Female	20	2273	38743	100	0	100	449	444	451	5	10	7	30	25	24	55	55	57	10	10	12
Male	32	2486	40618	94	0	99	339	428	440	14	16	11	59	31	27	24	47	53	3	6	9
African American	NC	319	4052	NC	0	100	NC	421	434	NC	17	11	NC	30	29	NC	47	54	NC	5	6
Hispanic	38	2612	32915	95	0	99	414	425	426	11	16	15	46	33	35	41	46	47	3	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	NC	1480	36221	NC	0	99	NC	459	465	NC	7	4	NC	20	15	NC	58	63	NC	15	17
Students with Disabilities	16	601	10331	94	0	100	255	371	388	14	35	25	64	34	37	21	28	34	0	3	4
Students without Disabilities	36	4159	69139	97	0	99	435	445	454	9	10	7	40	27	24	43	54	58	9	9	11
Limited English Proficient Students	14	734	15545	100	0	100	284	392	399	13	25	21	50	39	42	38	34	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	37	2855	39484	93	0	96	428	426	429	12	17	14	47	33	35	35	46	47	6	4	4
Non-Economically Disadvantaged	15	1905	39986	100	0	100	283	449	461	7	8	4	47	21	16	40	57	63	7	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	48	4735	78869	89	99	99	400	439	442	4	6	6	15	22	21	74	63	63	7	9	10
All Students (Prior Year)	56	4606	75053	92	97	99	635	612	597	2	6	7	7	11	12	82	73	72	9	11	9
Female	20	2264	38536	100	99	99	464	457	458	5	4	4	0	15	15	85	69	67	10	12	14
Male	28	2471	40302	82	99	99	351	423	428	4	9	8	27	28	26	65	58	60	4	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	36	2602	32606	90	99	98	434	432	426	6	7	8	14	24	27	74	62	60	6	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	NC	1470	36078	NC	99	99	NC	454	459	NC	5	4	NC	18	16	NC	64	66	NC	13	14
Students with Disabilities	13	597	10246	76	100	100	214	354	367	17	20	18	25	40	39	58	38	40	0	2	4
Students without Disabilities	35	4139	68697	95	98	98	466	451	454	0	4	4	12	19	18	79	67	67	9	10	11
Limited English Proficient Students	14	730	15339	100	100	100	310	398	399	0	11	11	19	30	31	81	55	54	0	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	34	2835	39106	85	97	95	454	430	427	3	8	8	16	25	28	78	62	59	3	5	5
Non-Economically Disadvantaged	14	1901	39837	100	100	100	277	452	457	7	4	4	14	16	14	64	65	67	14	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	69	4852	78906	97	100	99	466	488	498	14	17	13	28	22	19	55	46	48	3	15	20
All Students (Prior Year)	49	4819	76019	92	98	100	480	490	499	25	19	14	42	40	39	11	13	14	22	28	33
Female	33	2352	38644	97	100	99	471	491	500	10	15	12	39	23	19	48	48	49	3	15	19
Male	36	2500	40236	97	99	99	462	485	497	18	19	15	18	21	19	61	45	46	3	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	55	2621	31938	96	99	99	473	477	481	9	21	19	31	26	25	56	44	46	4	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	NC	1574	36483	NC	100	99	NC	509	517	NC	8	7	NC	14	13	NC	53	51	NC	25	30
Students with Disabilities	14	717	10664	100	100	100	326	421	430	45	47	42	36	24	27	18	24	26	0	4	5
Students without Disabilities	55	4135	68310	96	98	98	495	499	509	8	12	9	26	21	18	62	50	51	4	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	53	2872	38679	88	98	96	489	478	483	14	22	20	26	26	25	56	44	45	4	8	10
Non-Economically Disadvantaged	16	1980	40295	100	100	100	385	501	513	14	9	7	36	17	13	50	50	50	0	25	30

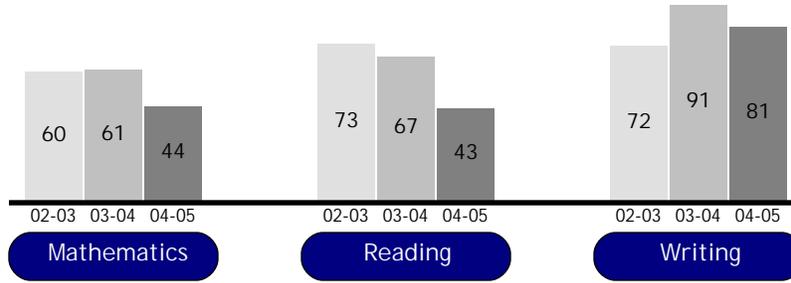
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	4853	78908	97	0	99	455	475	484	2	12	10	39	27	23	58	54	58	2	7	9
All Students (Prior Year)	48	4829	76020	91	98	100	500	498	503	34	33	25	29	24	23	29	34	40	9	9	12
Female	33	2351	38648	97	0	99	458	482	489	0	9	8	48	24	22	48	60	61	3	7	10
Male	36	2502	40233	97	0	99	452	469	479	3	15	12	30	30	25	67	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	55	2622	31940	96	0	99	460	464	465	0	15	16	41	33	32	57	49	49	2	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	NC	1576	36502	NC	0	99	NC	495	502	NC	6	4	NC	17	14	NC	64	67	NC	13	15
Students with Disabilities	14	719	10665	100	0	100	339	413	423	9	38	30	36	35	36	55	25	31	0	2	2
Students without Disabilities	55	4134	68312	96	0	98	479	486	493	0	7	7	40	26	21	58	59	62	2	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	53	2873	38662	88	0	96	478	467	468	0	16	16	40	33	32	60	47	49	0	3	3
Non-Economically Disadvantaged	16	1980	40315	100	0	100	373	486	498	7	6	5	36	20	15	50	63	66	7	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	68	4839	78750	96	99	99	489	499	500	3	6	6	22	28	29	73	64	63	2	2	2
All Students (Prior Year)	49	4790	75673	92	97	100	495	526	530	8	12	12	42	27	25	50	57	58	0	3	4
Female	33	2350	38586	97	100	99	507	515	515	0	4	4	13	20	22	84	72	71	3	3	3
Male	35	2489	40135	95	99	99	472	484	486	6	8	8	30	36	35	64	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	55	2615	31841	96	99	99	500	489	483	2	7	8	17	32	36	80	60	55	2	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	NC	1569	36440	NC	100	99	NC	517	516	NC	3	3	NC	22	22	NC	71	71	NC	4	4
Students with Disabilities	13	710	10622	93	100	100	340	414	415	9	21	21	36	51	50	55	28	28	0	1	1
Students without Disabilities	55	4129	68196	96	98	98	520	514	513	2	3	3	19	24	25	77	70	69	2	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	52	2862	38558	87	98	96	512	490	485	4	8	8	22	33	37	72	57	54	2	1	1
Non-Economically Disadvantaged	16	1977	40260	100	100	100	407	511	514	0	3	3	21	21	21	79	72	72	0	4	4

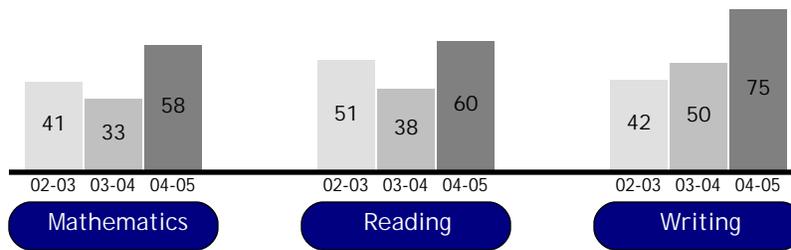
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	88	44	42	50	80	39	NA	58	95	43	43	47
	Language	96	47	39	43	84	33	45	50	95	37	42	47
	Mathematics	95	65	49	57	86	48	56	64	95	46	48	50
3	Reading	96	34	41	47	98	48	NA	55	87	32	41	44
	Language	100	47	48	54	98	57	56	61	87	32	40	44
	Mathematics	99	39	46	54	95	62	53	61	83	36	47	51
4	Reading	91	23	47	52	94	47	NA	56	97	41	43	48
	Language	91	25	44	48	94	43	45	52	97	40	44	49
	Mathematics	96	30	49	57	94	49	50	61	98	45	48	53
5	Reading	98	44	45	50	91	40	NA	55	93	46	46	50
	Language	98	36	41	46	93	32	41	49	93	47	46	50
	Mathematics	94	51	49	57	93	43	53	63	93	45	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 Balanced Literacy Program
- Ü Science Night
- Ü School Newsletter
- Ü Science Program Schoolwide
- Ü Family Math Program
- Ü Fund Raising

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	5.00	Teacher Aide	8.00

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	3	3	0	0
7 to 9 years	1	1	0	0
10 or more years	2	9	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 Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multipurpose Room
- Ü Library

Extracurricular Activities

- Ü After-School Softball
- Ü Soccer Practice/Reid Park Soccer League
- Ü Basketball
- Ü Track and Field

Social Services

- Ü Boy Scouts
- Ü Girl Scouts
- Ü Parent/Teacher Site Council
- Ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Mastery of reading (57.0%), writing (67.4) and math (60.2) skills in the 3rd, 4th and 5th grades, as measures by AIMS, increased by 3.3% and 11.4% in reading and math respectively. There was 5.1% decrease in writing scores.
- ü Robison earned the 'Thirty-four point' award for being one of the five cleanest schools of the 106 schools in the district.
- ü Attendance remained above the district average at 93.8%

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	7	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	99	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

In order to promote a safe and orderly climate for learning, Robison Elementary has a safety, emergency and crisis procedure plan. Schoolwide and classroom lessons on behavioral issues such as aggression and problem solving skills. Robison is a Peacebuilders school and implements an Anti-bullying curriculum through the counselor.

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	Robert Pitts	(520) 232-7800
Transportation Policy	Nick Makres	(520) 225-4800
Community Resources	Shelly Duran	(520) 225-6430
School Nutrition Programs	Pam Palmo	(520) 225-4700
Parent Organization	Meg Gebert	(520) 232-7800
Student Health/Nurse	Patricia Lamparzyk	(520) 232-7800

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.