

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6000 E. 15th Street, Tucson, AZ 85711

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.

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. Cricket Gallegos
 Schedule : 08:00 AM to 04:30 PM
 Grades : Pre-K-5
 2005 Enrollment : 291
 Web Address : edweb.tusd.k12.az.us/Rogers/
 Phone Number : (520) 584-7100
 Fax Number : (520) 584-7101
 E-mail : cricket.gallegos@tusd.k12.az.us

Mission

Rogers Elementary School is dedicated to challenging students to reach their full intellectual potential while developing each child's social, emotional, and physical abilities. We are dedicated to creating a community of respectful, responsible, life-long learners.

School / Academic Goals

- ü We focus on a balanced literacy program and use a research-based reading program that includes on-going assessment and interventions to meet the needs of all of our students, and increase their reading achievement as well as their test scores.
- ü We will increase our students' understanding of mathematical concepts and skills with the help of math pacing calendars, our instructional coach, explicit instruction, and effective instructional strategies in the classroom.
- ü We provide a strong and integrated fine arts component (band, orchestra, recorders, art, vocal music, and dance) for all grade levels so that thinking skills are enhanced and students will learn techniques to focus.

Enrollment

October 1, 2004 School Year Student Enrollment : 344
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 78

Instructional Programs

- Ü Full-day Kindergartens
- Ü Self-contained Special Education Classes
- Ü Special Ed and State Funded Preschools
- Ü Gifted and Talented Education
- Ü Fine Arts Program
- Ü Technology: Computer Lab, CPS System

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 37 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The Rogers faculty and staff maintain high academic standards and expectations for all students. Parents are kept well-informed through weekly classroom and school newsletters and a safe and orderly environment that builds on the strengths of all children. Positive actions and responsible choices are the expectations of our students whose diversity is celebrated.

Parents

Parents are expected to value learning and to support the school by their actions, words and energy. They are to provide children with the appropriate space and time for homework and they are to stress the importance of everyday attendance.

Transportation Policy

For information regarding transportation policy, contact (520) 225-4800.

School Honors

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

Award/Honor	Year
Ü Artist in Residence Grant	2005
Ü High Percentage of Students Assessed	2004
Ü LINKS Grant	2003
Ü U of A Teacher Training Site	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	49	4755	79306	100	99	99	449	436	445	11	15	10	16	21	18	44	49	51	29	15	20
All Students (Prior Year)	52	4633	75509	100	98	100	553	513	521	2	16	13	17	26	23	36	32	33	45	26	31
Female	20	2272	38691	100	100	99	450	438	446	11	13	10	21	20	18	47	51	52	21	15	20
Male	29	2483	40583	97	99	99	448	433	445	12	16	11	12	22	18	42	46	50	35	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	19	2608	32869	100	99	99	444	426	429	11	17	15	17	25	25	61	48	51	11	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	22	1484	36197	100	100	99	472	457	463	10	8	5	10	14	11	40	52	53	40	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	41	4154	69060	100	99	98	468	445	454	5	12	7	16	20	17	45	51	54	34	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	32	2845	39415	94	97	96	442	428	431	14	18	15	17	25	25	55	48	50	14	9	10
Non-Economically Disadvantaged	17	1911	39966	100	100	100	461	447	459	6	10	6	13	16	12	25	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	49	4759	79395	100	0	99	439	436	446	9	13	9	27	28	25	56	50	55	9	8	11
All Students (Prior Year)	52	4638	75492	100	98	100	534	514	519	5	16	12	5	19	16	57	44	47	33	21	24
Female	20	2273	38743	100	0	100	456	444	451	11	10	7	16	25	24	63	55	57	11	10	12
Male	29	2486	40618	97	0	99	427	428	440	8	16	11	35	31	27	50	47	53	8	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	19	2612	32915	100	0	99	440	425	426	11	16	15	22	33	35	67	46	47	0	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	22	1480	36221	100	0	99	457	459	465	10	7	4	20	20	15	60	58	63	10	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	41	4159	69139	100	0	99	458	445	454	3	10	7	26	27	24	61	54	58	11	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	32	2855	39484	94	0	96	433	426	429	14	17	14	31	33	35	55	46	47	0	4	4
Non-Economically Disadvantaged	17	1905	39986	100	0	100	449	449	461	0	8	4	19	21	16	56	57	63	25	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	49	4735	78869	100	99	99	436	439	442	9	6	6	20	22	21	56	63	63	16	9	10
All Students (Prior Year)	52	4606	75053	100	97	99	622	612	597	5	6	7	2	11	12	79	73	72	14	11	9
Female	20	2264	38536	100	99	99	478	457	458	5	4	4	5	15	15	74	69	67	16	12	14
Male	29	2471	40302	97	99	99	406	423	428	12	9	8	31	28	26	42	58	60	15	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	19	2602	32606	100	99	98	438	432	426	11	7	8	17	24	27	67	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	NC	222	4245	NC	98	100	NC	422	423	NC	8	9	NC	28	26	NC	61	61	NC	4	4
White	22	1470	36078	100	99	99	443	454	459	10	5	4	25	18	16	40	64	66	25	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	41	4139	68697	100	98	98	468	451	454	3	4	4	18	19	18	61	67	67	18	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	32	2835	39106	94	97	95	432	430	427	10	8	8	24	25	28	55	62	59	10	5	5
Non-Economically Disadvantaged	17	1901	39837	100	100	100	444	452	457	6	4	4	13	16	14	56	65	67	25	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	40	4852	78906	100	100	99	503	488	498	11	17	13	11	22	19	61	46	48	17	15	20
All Students (Prior Year)	28	4819	76019	88	98	100	516	490	499	8	19	14	32	40	39	16	13	14	44	28	33
Female	21	2352	38644	100	100	99	510	491	500	6	15	12	6	23	19	78	48	49	11	15	19
Male	19	2500	40236	100	99	99	496	485	497	17	19	15	17	21	19	44	45	46	22	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	15	2621	31938	100	99	99	501	477	481	14	21	19	7	26	25	64	44	46	14	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	19	1574	36483	100	100	99	513	509	517	6	8	7	12	14	13	59	53	51	24	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	31	4135	68310	97	98	98	523	499	509	0	12	9	11	21	18	67	50	51	22	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	27	2872	38679	100	98	96	495	478	483	13	22	20	9	26	25	70	44	45	9	8	10
Non-Economically Disadvantaged	13	1980	40295	100	100	100	517	501	513	8	9	7	15	17	13	46	50	50	31	25	30

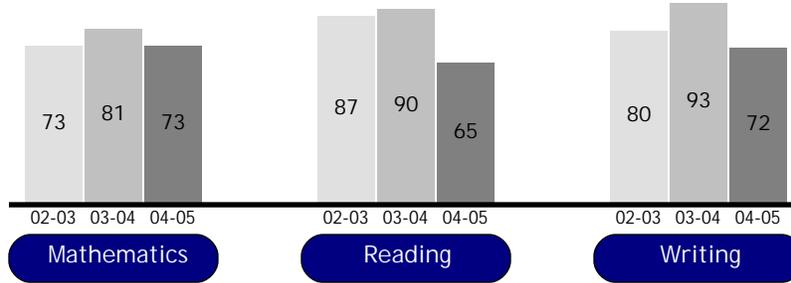
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	4853	78908	100	0	99	488	475	484	11	12	10	19	27	23	61	54	58	8	7	9
All Students (Prior Year)	28	4829	76020	88	98	100	502	498	503	8	33	25	32	24	23	60	34	40	0	9	12
Female	21	2351	38648	100	0	99	494	482	489	6	9	8	11	24	22	78	60	61	6	7	10
Male	19	2502	40233	100	0	99	481	469	479	17	15	12	28	30	25	44	49	55	11	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	15	2622	31940	100	0	99	490	464	465	14	15	16	7	33	32	64	49	49	14	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	NC	217	4569	NC	0	100	NC	455	457	NC	20	18	NC	39	39	NC	39	41	NC	3	2
White	19	1576	36502	100	0	99	491	495	502	6	6	4	24	17	14	65	64	67	6	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	31	4134	68312	97	0	98	506	486	493	0	7	7	11	26	21	78	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	27	2873	38662	100	0	96	483	467	468	13	16	16	22	33	32	61	47	49	4	3	3
Non-Economically Disadvantaged	13	1980	40315	100	0	100	496	486	498	8	6	5	15	20	15	62	63	66	15	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	39	4839	78750	98	99	99	497	499	500	9	6	6	29	28	29	63	64	63	0	2	2
All Students (Prior Year)	28	4790	75673	88	97	100	544	526	530	8	12	12	24	27	25	60	57	58	8	3	4
Female	21	2350	38586	100	100	99	501	515	515	11	4	4	17	20	22	72	72	71	0	3	3
Male	18	2489	40135	95	99	99	492	484	486	6	8	8	41	36	35	53	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	14	2615	31841	93	99	99	511	489	483	8	7	8	23	32	36	69	60	55	0	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	19	1569	36440	100	100	99	500	517	516	6	3	3	29	22	22	65	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	31	4129	68196	97	98	98	523	514	513	4	3	3	19	24	25	78	70	69	0	2	3
Limited English Proficient Students	--	553	12504	--	100	100	--	453	451	--	13	12	--	39	44	--	47	43	--	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	26	2862	38558	96	98	96	495	490	485	9	8	8	23	33	37	68	57	54	0	1	1
Non-Economically Disadvantaged	13	1977	40260	100	100	100	500	511	514	8	3	3	38	21	21	54	72	72	0	4	4

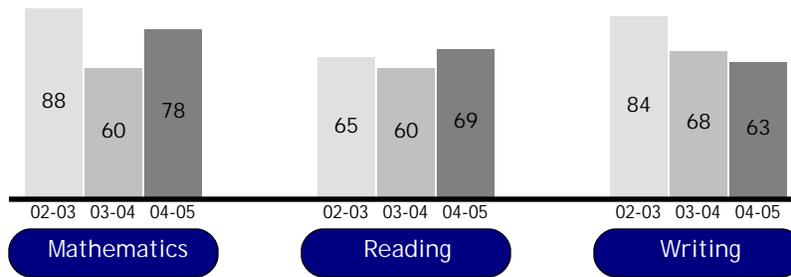
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	90	53	42	50	87	51	NA	58	95	40	43	47
	Language	94	47	39	43	92	51	45	50	95	39	42	47
	Mathematics	96	63	49	57	92	61	56	64	95	43	48	50
3	Reading	100	55	41	47	100	62	NA	55	98	48	41	44
	Language	100	57	48	54	100	66	56	61	98	43	40	44
	Mathematics	100	57	46	54	100	69	53	61	98	57	47	51
4	Reading	100	65	47	52	95	57	NA	56	94	58	43	48
	Language	97	57	44	48	95	52	45	52	94	61	44	49
	Mathematics	100	75	49	57	92	59	50	61	94	66	48	53
5	Reading	97	65	45	50	91	56	NA	55	100	54	46	50
	Language	97	58	41	46	91	50	41	49	100	54	46	50
	Mathematics	97	71	49	57	91	67	53	63	100	50	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

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

Council Duties

- Ü Increase Student Achievement
- Ü Approve School Accountability Plan
- Ü Support Parental Involvement
- Ü Monitor Curriculum Development
- Ü Advise and Approve 301 Goals for Site

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	.75	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	6	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
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 Library Media Center with Computers
- Ü Multipurpose Building
- Ü Full Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Life Skills Learning Lab
- Ü Chorus
- Ü Fine Arts Program (Art, Orchestra, Band)
- Ü After School Tutoring
- Ü Track Team

Social Services

- Ü Rogers Comm. Sch Before and After School
- Ü Love and Logic Training
- Ü Parenting Classes
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Our school serves as a model school for ADE's Arizona Behavioral Initiative Grant. We are using positive behavior supports and have created an orderly, positive, enriched environment, which is emulated district and state wide.

- ü All students receive a rich fine arts education with vocal music, art, orchestra, and band featured. Fourth and fifth grade students were given private lessons after school from high school music mentors.

- ü An instructional coach and an intervention specialist were brought on board to assist with the creation and implementation our academic plan/goals and student interventions where needed.

- ü An accredited Reggio Emilio four-year-old classroom serves as a model for early childhood programs. Parents, teachers and children interact in a rich environment that stimulates children's curiosity and language development.

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	12	12	12	17
Transfers In Rate ⁶	25	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	92	96	95	81
Retention Rate ⁹	5	1	1	3
Dropout Rate ¹⁰	1	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

School-wide plan focuses on the Rogers ABC's: Always be safe; Be respectful and responsible; Care for others.

The school has a Life Skills Lab that teaches students behaviors that promote success in academic and social skills.

Rogers holds a 'lunchtime lab' for students that receive referrals and need to understand their undesirable behavior and learn from their mistakes.

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	C. Gallegos/M. Wolf	(520) 584-7100
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Todd Brown	(520) 584-7100
School Nutrition Programs	Pamela Palmo	(520) 225-4720
Parent Organization	Adrienne Magee	(520) 584-7100
Student Health/Nurse	Sonia Reeder	(520) 584-7117

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.