



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

200 E. 13th Street, Tucson, AZ 85701

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Small School

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

School Overview

Principal/Administrator : Ms. Theresa Ross  
 Schedule : 07:30 AM to 04:31 PM  
 Grades : K-5  
 2005 Enrollment : 198  
 Web Address :  
 Phone Number : (520) 225-3000  
 Fax Number : (520) 225-3001  
 E-mail : terry.ross@tusd.k12.az.us

Mission

To create an educational community where all students become literate and numerate. To provide a developmentally and linguistically appropriate curriculum. To provide educational opportunities and experiences to prepare student for life.

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	Out of Improvement
2002-03	Year 1

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To raise student achievement in reading as determined by AIMS, district-wide testing, and Stanford 9.
- ü To raise student achievement in mathematics as determined by AIMS, district-wide testing, and Stanford 9.

Enrollment

October 1, 2004 School Year Student Enrollment : 204  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 40

Instructional Programs

- Ü Full-day Kindergarten
- Ü GATE Pull-out Classes
- Ü LAP Program for Primary
- Ü Balanced Literacy
- Ü Title 1

Calendar Information

Number of Instruction Days : 180  
 Average Daily Instruction Time : 5 hours 32 minutes  
 First Day of School : 8/15/2005  
 Last Day of School : 5/24/2006

Shared Responsibilities

School

To provide: A safe learning environment; developmentally-appropriate instruction that follows state; a caring, nurturing atmosphere; frequent communication home; district/school handbook, Students' Rights and Responsibilities.

Parents

To ensure regular student attendance; provide proper clothing and nourishment; support homework policies; be involved in developing student and school goals; support school and district policies and procedures; communicate regularly with teachers.

Transportation Policy

Transportation is determined by TUSD School Board policy.

School Honors

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

Award/Honor	Year
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3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	4755	79306	97	99	99	445	436	445	8	15	10	8	21	18	71	49	51	13	15	20
All Students (Prior Year)	31	4633	75509	100	98	100	540	513	521	8	16	13	12	26	23	42	32	33	38	26	31
Female	16	2272	38691	100	100	99	441	438	446	7	13	10	14	20	18	71	51	52	7	15	20
Male	13	2483	40583	93	99	99	451	433	445	10	16	11	0	22	18	70	46	50	20	16	21
African American	--	317	4041	--	98	99	--	417	426	--	22	17	--	22	23	--	47	50	--	9	10
Hispanic	28	2608	32869	100	99	99	444	426	429	9	17	15	9	25	25	70	48	51	13	10	10
Asian/Pacific Islander	--	124	1935	--	100	99	--	467	474	--	5	3	--	10	9	--	45	48	--	40	40
American Indian/Alaskan Native	NC	222	4264	NC	98	100	NC	410	419	NC	30	19	NC	28	30	NC	38	45	NC	5	6
White	--	1484	36197	--	100	99	--	457	463	--	8	5	--	14	11	--	52	53	--	26	31
Students with Disabilities	NC	602	10321	NC	100	100	NC	374	389	NC	36	30	NC	29	27	NC	31	34	NC	5	9
Students without Disabilities	25	4154	69060	100	99	98	453	445	454	0	12	7	10	20	17	76	51	54	14	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	18	2845	39415	90	97	96	439	428	431	14	18	15	7	25	25	64	48	50	14	9	10
Non-Economically Disadvantaged	11	1911	39966	100	100	100	454	447	459	0	10	6	10	16	12	80	50	52	10	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	29	4759	79395	97	0	99	428	436	446	4	13	9	54	28	25	42	50	55	0	8	11
All Students (Prior Year)	31	4638	75492	100	98	100	519	514	519	8	16	12	15	19	16	54	44	47	23	21	24
Female	16	2273	38743	100	0	100	426	444	451	7	10	7	50	25	24	43	55	57	0	10	12
Male	13	2486	40618	93	0	99	431	428	440	0	16	11	60	31	27	40	47	53	0	6	9
African American	--	319	4052	--	0	100	--	421	434	--	17	11	--	30	29	--	47	54	--	5	6
Hispanic	28	2612	32915	100	0	99	427	425	426	4	16	15	57	33	35	39	46	47	0	5	4
Asian/Pacific Islander	--	125	1936	--	0	99	--	457	468	--	6	3	--	16	14	--	68	63	--	10	19
American Indian/Alaskan Native	NC	223	4271	NC	0	100	NC	418	420	NC	19	15	NC	36	42	NC	44	41	NC	2	2
White	--	1480	36221	--	0	99	--	459	465	--	7	4	--	20	15	--	58	63	--	15	17
Students with Disabilities	NC	601	10331	NC	0	100	NC	371	388	NC	35	25	NC	34	37	NC	28	34	NC	3	4
Students without Disabilities	25	4159	69139	100	0	99	433	445	454	5	10	7	48	27	24	48	54	58	0	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	18	2855	39484	90	0	96	423	426	429	0	17	14	71	33	35	29	46	47	0	4	4
Non-Economically Disadvantaged	11	1905	39986	100	0	100	436	449	461	10	8	4	30	21	16	60	57	63	0	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	4735	78869	97	99	99	449	439	442	4	6	6	17	22	21	79	63	63	0	9	10
All Students (Prior Year)	30	4606	75053	97	97	99	629	612	597	8	6	7	0	11	12	76	73	72	16	11	9
Female	16	2264	38536	100	99	99	465	457	458	0	4	4	14	15	15	86	69	67	0	12	14
Male	13	2471	40302	93	99	99	427	423	428	10	9	8	20	28	26	70	58	60	0	6	7
African American	--	316	4015	--	98	99	--	422	430	--	8	8	--	19	24	--	67	61	--	6	7
Hispanic	28	2602	32606	100	99	98	447	432	426	4	7	8	17	24	27	78	62	60	0	7	5
Asian/Pacific Islander	--	125	1925	--	100	99	--	466	471	--	4	3	--	11	11	--	67	64	--	19	22
American Indian/Alaskan Native	NC	222	4245	NC	98	100	NC	422	423	NC	8	9	NC	28	26	NC	61	61	NC	4	4
White	--	1470	36078	--	99	99	--	454	459	--	5	4	--	18	16	--	64	66	--	13	14
Students with Disabilities	NC	597	10246	NC	100	100	NC	354	367	NC	20	18	NC	40	39	NC	38	40	NC	2	4
Students without Disabilities	25	4139	68697	100	98	98	463	451	454	0	4	4	10	19	18	90	67	67	0	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	18	2835	39106	90	97	95	446	430	427	7	8	8	14	25	28	79	62	59	0	5	5
Non-Economically Disadvantaged	11	1901	39837	100	100	100	455	452	457	0	4	4	20	16	14	80	65	67	0	14	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	4852	78906	100	100	99	475	488	498	16	17	13	37	22	19	42	46	48	5	15	20
All Students (Prior Year)	32	4819	76019	97	98	100	460	490	499	19	19	14	68	40	39	3	13	14	10	28	33
Female	18	2352	38644	100	100	99	473	491	500	19	15	12	38	23	19	44	48	49	0	15	19
Male	26	2500	40236	100	99	99	477	485	497	14	19	15	36	21	19	41	45	46	9	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	39	2621	31938	100	99	99	469	477	481	18	21	19	41	26	25	38	44	46	3	9	10
Asian/Pacific Islander	--	117	1805	--	100	98	--	532	536	--	6	5	--	8	8	--	50	45	--	36	42
American Indian/Alaskan Native	NC	218	4593	NC	99	100	NC	461	467	NC	30	26	NC	29	29	NC	38	39	NC	3	6
White	NC	1574	36483	NC	100	99	NC	509	517	NC	8	7	NC	14	13	NC	53	51	NC	25	30
Students with Disabilities	NC	717	10664	NC	100	100	NC	421	430	NC	47	42	NC	24	27	NC	24	26	NC	4	5
Students without Disabilities	41	4135	68310	100	98	98	477	499	509	14	12	9	34	21	18	46	50	51	6	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	29	2872	38679	100	98	96	473	478	483	17	22	20	33	26	25	50	44	45	0	8	10
Non-Economically Disadvantaged	15	1980	40295	100	100	100	478	501	513	14	9	7	43	17	13	29	50	50	14	25	30

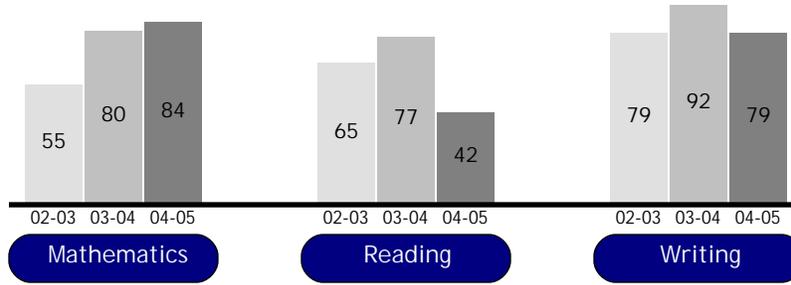
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	4853	78908	100	0	99	463	475	484	13	12	10	37	27	23	50	54	58	0	7	9
All Students (Prior Year)	32	4829	76020	97	98	100	490	498	503	32	33	25	32	24	23	35	34	40	0	9	12
Female	18	2351	38648	100	0	99	471	482	489	19	9	8	6	24	22	75	60	61	0	7	10
Male	26	2502	40233	100	0	99	457	469	479	9	15	12	59	30	25	32	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	39	2622	31940	100	0	99	460	464	465	15	15	16	41	33	32	44	49	49	0	3	3
Asian/Pacific Islander	--	116	1805	--	0	98	--	509	507	--	6	4	--	10	13	--	64	65	--	19	18
American Indian/Alaskan Native	NC	217	4569	NC	0	100	NC	455	457	NC	20	18	NC	39	39	NC	39	41	NC	3	2
White	NC	1576	36502	NC	0	99	NC	495	502	NC	6	4	NC	17	14	NC	64	67	NC	13	15
Students with Disabilities	NC	719	10665	NC	0	100	NC	413	423	NC	38	30	NC	35	36	NC	25	31	NC	2	2
Students without Disabilities	41	4134	68312	100	0	98	465	486	493	14	7	7	31	26	21	54	59	62	0	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	29	2873	38662	100	0	96	462	467	468	13	16	16	38	33	32	50	47	49	0	3	3
Non-Economically Disadvantaged	15	1980	40315	100	0	100	465	486	498	14	6	5	36	20	15	50	63	66	0	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	43	4839	78750	98	99	99	483	499	500	3	6	6	46	28	29	51	64	63	0	2	2
All Students (Prior Year)	32	4790	75673	97	97	100	512	526	530	19	12	12	19	27	25	61	57	58	0	3	4
Female	18	2350	38586	100	100	99	497	515	515	0	4	4	44	20	22	56	72	71	0	3	3
Male	25	2489	40135	96	99	99	473	484	486	5	8	8	48	36	35	48	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	38	2615	31841	97	99	99	481	489	483	3	7	8	45	32	36	52	60	55	0	1	1
Asian/Pacific Islander	--	117	1802	--	100	98	--	540	533	--	3	2	--	13	16	--	79	75	--	6	7
American Indian/Alaskan Native	NC	217	4586	NC	99	100	NC	480	481	NC	7	8	NC	43	37	NC	49	54	NC	1	1
White	NC	1569	36440	NC	100	99	NC	517	516	NC	3	3	NC	22	22	NC	71	71	NC	4	4
Students with Disabilities	NC	710	10622	NC	100	100	NC	414	415	NC	21	21	NC	51	50	NC	28	28	NC	1	1
Students without Disabilities	40	4129	68196	98	98	98	485	514	513	3	3	3	44	24	25	53	70	69	0	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	29	2862	38558	100	98	96	478	490	485	4	8	8	50	33	37	46	57	54	0	1	1
Non-Economically Disadvantaged	14	1977	40260	93	100	100	493	511	514	0	3	3	38	21	21	62	72	72	0	4	4

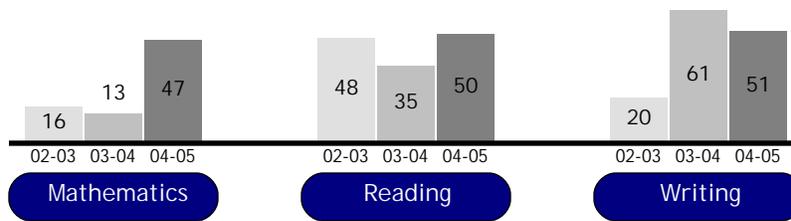
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	46	42	50	100	37	NA	58	100	29	43	47
	Language	90	44	39	43	100	33	45	50	100	30	42	47
	Mathematics	90	79	49	57	100	59	56	64	100	30	48	50
3	Reading	100	22	41	47	97	48	NA	55	97	33	41	44
	Language	100	28	48	54	97	56	56	61	97	34	40	44
	Mathematics	93	27	46	54	97	62	53	61	97	52	47	51
4	Reading	100	50	47	52	97	24	NA	56	100	43	43	48
	Language	100	38	44	48	97	28	45	52	100	45	44	49
	Mathematics	97	40	49	57	97	29	50	61	100	53	48	53
5	Reading	100	33	45	50	100	31	NA	55	100	36	46	50
	Language	100	30	41	46	100	34	41	49	100	36	46	50
	Mathematics	100	38	49	57	100	37	53	63	100	37	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/](http://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

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

Council Duties

- ü School Council Records & Documentation
- ü Professional Development Needs
- ü Recommendations such as school uniforms
- ü Selection of Hiring Committee
- ü Recommendations for Budgetary Needs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	11.00
Other Professional Staff	1.50	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	11
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 Two-story Historic Building
- ü Computer Lab
- ü After School Tutoring
- ü Summer School

Extracurricular Activities

Social Services

- ü Located in Downtown Tucson
- ü Partnership with Armory Park Seniors
- ü TUSD Clothing Bank Access
- ü School Resource Officer

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Toward our goal of raising reading scores during, primary students receive LAP tutoring. Students receive instruction and tutoring at their instructional level.
  
- ü To provide more individual instruction at the primary level, enrollment in grades one and two are each under twenty (20) students.
  
- ü To provide a teacher:pupil ratio of 1:18.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	21	12	12	17
Transfers In Rate <sup>6</sup>	35	28	28	37
Stability Rate <sup>7</sup>	78	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

Provides a safe, orderly climate: Provides visible, trained campus monitors; restricts entrances; requires visitors to check-in at main office; provides visitors with Visitor Passes; makes all adults available to assist students with problems.

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	David Davies	(520) 225-3000
Transportation Policy	Susan Sellen	(520) 225-3000
Community Resources	Pat Ponce	(520) 225-3000
School Nutrition Programs	Sandi Freeman	(520) 225-3000
Parent Organization	Cindy Rivera	(520) 225-3000
Student Health/Nurse	Maggie Rodriguez	(520) 225-3000

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](http://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](http://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](http://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.