



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

501 N. Maguire Avenue, Tucson, AZ 85710

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
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Dr. Julie Laird  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : Pre-K-5  
 2005 Enrollment : 365  
 Web Address : edweb.tusd.k12.az.us/schumaker  
 Phone Number : (520) 731-5200  
 Fax Number : (520) 731-5201  
 E-mail : Julie.Laird@tusd.k12.az.us

Mission

The mission of Schumaker School is to promote the intellectual and emotional growth of all children in a safe, peaceful learning environment, where diversity is appreciated and the love of learning is fostered.

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

- ü Students will demonstrate at least grade level proficiency in all subjects.
- ü Students will demonstrate continuous improvement in the area of higher order thinking skills.
- ü Students will have the opportunity to master all performance objectives for the state standards at their grade levels.
- ü Students will have the opportunity for reteaching in weak areas and enrichment in other areas.

Enrollment

October 1, 2004 School Year Student Enrollment : 347  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 57

Instructional Programs

- Ü Full-day Kindergarten
- Ü Gifted
- Ü On-site Special Education
- Ü Hearing Impaired Program
- Ü Brain-based Instruction /State Standards
- Ü Emotional Disabilities Class
- Ü Explorer Preschool Program
- Ü Community School After School Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 33 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

High academic standards, quality curriculum and instruction, safe environment, diversity appreciation, open communication; participation in decision making.

Parents

Parent responsibilities include: supporting the educational focus; helping children become self-disciplined; perusing all papers/notices that come home; helping children with homework; assuming a partnership in the educational process.

Transportation Policy

Based on Tucson Unified School District Policy #3340.

School Honors

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

Award/Honor	Year
Ü It Takes A Village Award Nominee by U of A Alumni A	2002
Ü Anti-tobacco Grant Received	2004
Ü Grand Canyon Exploration Grant	2004
Ü Habitat Area New Pond	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	60	4755	79306	100	99	99	449	436	445	8	15	10	22	21	18	57	49	51	12	15	20
All Students (Prior Year)	56	4633	75509	100	98	100	509	513	521	15	16	13	25	26	23	36	32	33	25	26	31
Female	27	2272	38691	100	100	99	459	438	446	4	13	10	28	20	18	52	51	52	16	15	20
Male	33	2483	40583	100	99	99	438	433	445	13	16	11	17	22	18	63	46	50	8	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	16	2608	32869	100	99	99	450	426	429	8	17	15	38	25	25	31	48	51	23	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	34	1484	36197	100	100	99	444	457	463	10	8	5	17	14	11	66	52	53	7	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	52	4154	69060	100	99	98	454	445	454	5	12	7	21	20	17	60	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	32	2845	39415	97	97	96	434	428	431	16	18	15	28	25	25	56	48	50	0	9	10
Non-Economically Disadvantaged	28	1911	39966	100	100	100	464	447	459	0	10	6	17	16	12	58	50	52	25	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	60	4759	79395	100	0	99	443	436	446	8	13	9	27	28	25	63	50	55	2	8	11
All Students (Prior Year)	56	4638	75492	100	98	100	507	514	519	17	16	12	23	19	16	47	44	47	13	21	24
Female	27	2273	38743	100	0	100	454	444	451	4	10	7	16	25	24	76	55	57	4	10	12
Male	33	2486	40618	100	0	99	431	428	440	13	16	11	38	31	27	50	47	53	0	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	16	2612	32915	100	0	99	437	425	426	15	16	15	31	33	35	46	46	47	8	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	34	1480	36221	100	0	99	442	459	465	7	7	4	28	20	15	66	58	63	0	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	52	4159	69139	100	0	99	445	445	454	7	10	7	26	27	24	64	54	58	2	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	97	0	96	435	426	429	8	17	14	36	33	35	56	46	47	0	4	4
Non-Economically Disadvantaged	28	1905	39986	100	0	100	450	449	461	8	8	4	17	21	16	71	57	63	4	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	60	4735	78869	100	99	99	430	439	442	8	6	6	27	22	21	59	63	63	6	9	10
All Students (Prior Year)	56	4606	75053	100	97	99	592	612	597	4	6	7	11	11	12	74	73	72	11	11	9
Female	27	2264	38536	100	99	99	455	457	458	8	4	4	12	15	15	68	69	67	12	12	14
Male	33	2471	40302	100	99	99	405	423	428	8	9	8	42	28	26	50	58	60	0	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	16	2602	32606	100	99	98	416	432	426	15	7	8	31	24	27	46	62	60	8	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	34	1470	36078	100	99	99	428	454	459	7	5	4	24	18	16	66	64	66	3	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	52	4139	68697	100	98	98	439	451	454	7	4	4	24	19	18	62	67	67	7	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	97	97	95	404	430	427	16	8	8	28	25	28	52	62	59	4	5	5
Non-Economically Disadvantaged	28	1901	39837	100	100	100	458	452	457	0	4	4	25	16	14	67	65	67	8	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	57	4852	78906	100	100	99	481	488	498	21	17	13	25	22	19	44	46	48	10	15	20
All Students (Prior Year)	58	4819	76019	100	98	100	492	490	499	11	19	14	46	40	39	23	13	14	21	28	33
Female	25	2352	38644	100	100	99	494	491	500	18	15	12	18	23	19	50	48	49	14	15	19
Male	32	2500	40236	100	99	99	470	485	497	23	19	15	31	21	19	38	45	46	8	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	14	2621	31938	100	99	99	453	477	481	40	21	19	30	26	25	30	44	46	0	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	35	1574	36483	100	100	99	491	509	517	16	8	7	19	14	13	52	53	51	13	25	30
Students with Disabilities	13	717	10664	100	100	100	434	421	430	64	47	42	18	24	27	18	24	26	0	4	5
Students without Disabilities	44	4135	68310	100	98	98	495	499	509	8	12	9	27	21	18	51	50	51	14	17	22
Limited English Proficient Students	--	557	12573	--	100	100	--	449	454	--	29	27	--	28	30	--	38	38	--	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	30	2872	38679	100	98	96	482	478	483	17	22	20	22	26	25	57	44	45	4	8	10
Non-Economically Disadvantaged	27	1980	40295	100	100	100	480	501	513	24	9	7	28	17	13	32	50	50	16	25	30

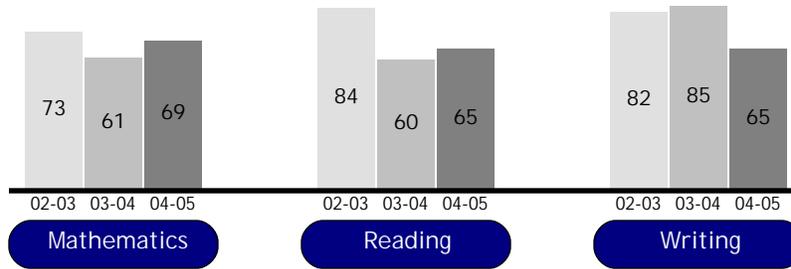
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	4853	78908	100	0	99	492	475	484	6	12	10	29	27	23	52	54	58	13	7	9
All Students (Prior Year)	58	4829	76020	100	98	100	497	498	503	25	33	25	26	24	23	47	34	40	2	9	12
Female	25	2351	38648	100	0	99	508	482	489	0	9	8	23	24	22	64	60	61	14	7	10
Male	32	2502	40233	100	0	99	479	469	479	12	15	12	35	30	25	42	49	55	12	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	14	2622	31940	100	0	99	458	464	465	20	15	16	40	33	32	40	49	49	0	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	35	1576	36502	100	0	99	505	495	502	3	6	4	23	17	14	58	64	67	16	13	15
Students with Disabilities	13	719	10665	100	0	100	443	413	423	18	38	30	73	35	36	9	25	31	0	2	2
Students without Disabilities	44	4134	68312	100	0	98	507	486	493	3	7	7	16	26	21	65	59	62	16	7	10
Limited English Proficient Students	--	558	12556	--	0	100	--	436	436	--	22	24	--	41	40	--	36	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	30	2873	38662	100	0	96	504	467	468	0	16	16	22	33	32	65	47	49	13	3	3
Non-Economically Disadvantaged	27	1980	40315	100	0	100	482	486	498	12	6	5	36	20	15	40	63	66	12	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	56	4839	78750	98	99	99	507	499	500	6	6	6	28	28	29	60	64	63	6	2	2
All Students (Prior Year)	57	4790	75673	98	97	100	528	526	530	11	12	12	28	27	25	58	57	58	4	3	4
Female	24	2350	38586	96	100	99	528	515	515	0	4	4	24	20	22	71	72	71	5	3	3
Male	32	2489	40135	100	99	99	491	484	486	12	8	8	31	36	35	50	55	56	8	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	100	99	99	495	489	483	0	7	8	50	32	36	50	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	--	217	4586	--	99	100	--	480	481	--	7	8	--	43	37	--	49	54	--	1	1
White	35	1569	36440	100	100	99	509	517	516	10	3	3	16	22	22	68	71	71	6	4	4
Students with Disabilities	13	710	10622	100	100	100	418	414	415	27	21	21	64	51	50	9	28	28	0	1	1
Students without Disabilities	43	4129	68196	98	98	98	535	514	513	0	3	3	17	24	25	75	70	69	8	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	29	2862	38558	97	98	96	509	490	485	9	8	8	23	33	37	64	57	54	5	1	1
Non-Economically Disadvantaged	27	1977	40260	100	100	100	506	511	514	4	3	3	32	21	21	56	72	72	8	4	4

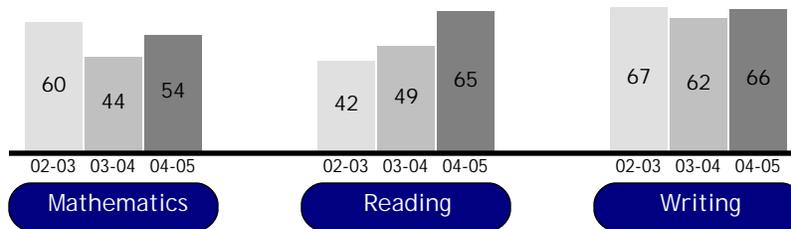
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	48	42	50	98	50	NA	58	97	48	43	47
	Language	100	45	39	43	100	55	45	50	97	42	42	47
	Mathematics	98	65	49	57	100	68	56	64	97	51	48	50
3	Reading	94	59	41	47	100	47	NA	55	100	38	41	44
	Language	96	58	48	54	100	57	56	61	100	35	40	44
	Mathematics	92	55	46	54	96	60	53	61	100	47	47	51
4	Reading	95	56	47	52	98	67	NA	56	98	47	43	48
	Language	95	54	44	48	98	60	45	52	98	46	44	49
	Mathematics	94	60	49	57	98	70	50	61	98	50	48	53
5	Reading	98	48	45	50	98	58	NA	55	100	53	46	50
	Language	98	42	41	46	100	47	41	49	100	50	46	50
	Mathematics	100	52	49	57	98	60	53	63	100	42	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

Council Duties

1 School Administrator(s)	Ü School Accountability Plan
3 Non-certified Employee(s)	Ü Parent/Educator Relations
6 Teacher(s)	Ü School Safety Issues
7 Parent(s)	Ü Curriculum
1 Community Member(s)	Ü Finances
0 Student(s)	Ü Staff Interviews

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	1.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	18
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 Library
- Ü Computer Lab
- Ü Habitat Area

Extracurricular Activities

- Ü Alpha Club
- Ü Schumaker Reading Club
- Ü Track Team
- Ü Community School Program
- Ü Student Council
- Ü Parent Teacher Committee

Social Services

- Ü Community School Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Counseling Services

ü Schumaker AIMS scores improved significantly in reading and math.

ü Schumaker has a 89% parent satisfaction rate.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	24	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	3	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

We continue to strengthen our Safety Program. All monitors wear identifying clothing and carry two-way radios. Adults are required to wear an identity badge. All teaching assistants are being trained in first aid and CPR. We have a part-time counselor. All students and staff have practiced emergency lock-down procedures.

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) :

1

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	Julie Laird, PhD	(520) 731-5200
Transportation Policy	Bill Ball	(520) 225-6700
Community Resources	Pam Fine	(520) 225-6400
School Nutrition Programs	Lynn Evenson	(520) 731-5200
Parent Organization	Karen Bettenhausen	(520) 731-5200
Student Health/Nurse	Sulfa Brauner	(520) 731-5200

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.