



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

425 N. Sahuara, 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	Performing
2003-04	Highly Performing
2002-03	Excelling

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

School Overview

Principal/Administrator : Ms. Rosalina Armijo
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 288
 Web Address :
 Phone Number : (520) 584-7200
 Fax Number : (520) 584-7201
 E-mail : lina.armijo@tusd.k12.az.us

Mission

We, the faculty and staff of Sewell, along with the community, are committed to providing a safe and orderly environment where every child reaches their academic potential. Our major goal is to ensure that all students reach maximum achievement.

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 90% of students will demonstrate proficiency in reading and math on Terra Nova tests and score at the top 10% of elementary schools in TUSD.
- ü 90% of students will meet or exceed standards on AIMS results.

Enrollment

October 1, 2004 School Year Student Enrollment : 316
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 150

Instructional Programs

- Advanced Placement
- Opening Minds through the Arts
- Gifted Education
- Exceptional Education Programs

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We are committed to keeping our parents informed through Site Council minutes, PTA minutes, access to curriculum guides, school newsletter, principal letters, telephone hotline, teacher newsletters, parent meetings and family nights.

Parents

Our parents are involved in the following activities: Volunteer work in classrooms, instruction, playground, lunchroom, afterschool activities, extracurricular activities, field trips, fundraising, clubs, sports, tutoring, transportation and support.

Transportation Policy

Based on district policy #6153.

School Honors

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

Award/Honor	Year
• District Recognition - High Achievement/Excelling	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	4755	79306	100	99	99	419	436	445	11	15	10	18	21	18	48	49	51	23	15	20
All Students (Prior Year)	51	4633	75509	96	98	100	535	513	521	0	16	13	23	26	23	44	32	33	33	26	31
Female	21	2272	38691	100	100	99	447	438	446	10	13	10	15	20	18	50	51	52	25	15	20
Male	29	2483	40583	100	99	99	396	433	445	13	16	11	21	22	18	46	46	50	21	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	12	2608	32869	100	99	99	342	426	429	36	17	15	18	25	25	45	48	51	0	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	--	222	4264	--	98	100	--	410	419	--	30	19	--	28	30	--	38	45	--	5	6
White	27	1484	36197	100	100	99	442	457	463	4	8	5	20	14	11	40	52	53	36	26	31
Students with Disabilities	10	602	10321	100	100	100	274	374	389	33	36	30	44	29	27	11	31	34	11	5	9
Students without Disabilities	40	4154	69060	100	99	98	456	445	454	6	12	7	11	20	17	57	51	54	26	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	21	2845	39415	91	97	96	427	428	431	24	18	15	6	25	25	59	48	50	12	9	10
Non-Economically Disadvantaged	29	1911	39966	100	100	100	414	447	459	4	10	6	26	16	12	41	50	52	30	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	436	436	446	11	13	9	20	28	25	45	50	55	23	8	11
All Students (Prior Year)	51	4638	75492	96	98	100	524	514	519	2	16	12	15	19	16	65	44	47	19	21	24
Female	21	2273	38743	100	0	100	477	444	451	10	10	7	5	25	24	60	55	57	25	10	12
Male	29	2486	40618	100	0	99	401	428	440	13	16	11	33	31	27	33	47	53	21	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	12	2612	32915	100	0	99	352	425	426	36	16	15	18	33	35	45	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	--	223	4271	--	0	100	--	418	420	--	19	15	--	36	42	--	44	41	--	2	2
White	27	1480	36221	100	0	99	454	459	465	4	7	4	24	20	15	44	58	63	28	15	17
Students with Disabilities	10	601	10331	100	0	100	275	371	388	33	35	25	44	34	37	11	28	34	11	3	4
Students without Disabilities	40	4159	69139	100	0	99	477	445	454	6	10	7	14	27	24	54	54	58	26	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	21	2855	39484	91	0	96	448	426	429	24	17	14	18	33	35	35	46	47	24	4	4
Non-Economically Disadvantaged	29	1905	39986	100	0	100	428	449	461	4	8	4	22	21	16	52	57	63	22	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	426	439	442	7	6	6	18	22	21	64	63	63	11	9	10
All Students (Prior Year)	51	4606	75053	96	97	99	708	612	597	0	6	7	0	11	12	65	73	72	35	11	9
Female	21	2264	38536	100	99	99	474	457	458	5	4	4	10	15	15	70	69	67	15	12	14
Male	29	2471	40302	100	99	99	386	423	428	8	9	8	25	28	26	58	58	60	8	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	12	2602	32606	100	99	98	351	432	426	18	7	8	18	24	27	55	62	60	9	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	27	1470	36078	100	99	99	445	454	459	4	5	4	24	18	16	56	64	66	16	13	14
Students with Disabilities	10	597	10246	100	100	100	237	354	367	33	20	18	44	40	39	22	38	40	0	2	4
Students without Disabilities	40	4139	68697	100	98	98	475	451	454	0	4	4	11	19	18	74	67	67	14	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	21	2835	39106	91	97	95	424	430	427	12	8	8	24	25	28	65	62	59	0	5	5
Non-Economically Disadvantaged	29	1901	39837	100	100	100	428	452	457	4	4	4	15	16	14	63	65	67	19	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	55	4852	78906	100	100	99	479	488	498	14	17	13	16	22	19	45	46	48	25	15	20
All Students (Prior Year)	40	4819	76019	98	98	100	525	490	499	0	19	14	36	40	39	14	13	14	50	28	33
Female	22	2352	38644	100	100	99	485	491	500	5	15	12	20	23	19	50	48	49	25	15	19
Male	33	2500	40236	100	99	99	476	485	497	19	19	15	13	21	19	42	45	46	26	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	21	2621	31938	100	99	99	479	477	481	11	21	19	22	26	25	44	44	46	22	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	26	1574	36483	100	100	99	472	509	517	20	8	7	8	14	13	40	53	51	32	25	30
Students with Disabilities	12	717	10664	100	100	100	342	421	430	42	47	42	33	24	27	17	24	26	8	4	5
Students without Disabilities	43	4135	68310	98	98	98	521	499	509	5	12	9	10	21	18	54	50	51	31	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	24	2872	38679	92	98	96	501	478	483	15	22	20	15	26	25	50	44	45	20	8	10
Non-Economically Disadvantaged	31	1980	40295	100	100	100	465	501	513	13	9	7	16	17	13	42	50	50	29	25	30

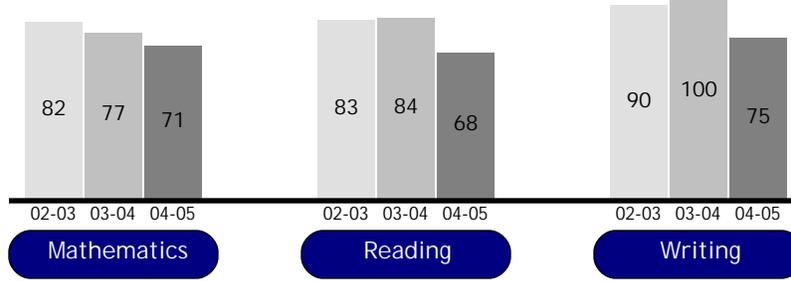
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	4853	78908	100	0	99	464	475	484	12	12	10	20	27	23	57	54	58	12	7	9
All Students (Prior Year)	40	4829	76020	98	98	100	517	498	503	11	33	25	14	24	23	64	34	40	11	9	12
Female	22	2351	38648	100	0	99	474	482	489	10	9	8	15	24	22	60	60	61	15	7	10
Male	33	2502	40233	100	0	99	457	469	479	13	15	12	23	30	25	55	49	55	10	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	21	2622	31940	100	0	99	458	464	465	17	15	16	17	33	32	61	49	49	6	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	26	1576	36502	100	0	99	457	495	502	8	6	4	24	17	14	52	64	67	16	13	15
Students with Disabilities	12	719	10665	100	0	100	331	413	423	25	38	30	50	35	36	25	25	31	0	2	2
Students without Disabilities	43	4134	68312	98	0	98	505	486	493	8	7	7	10	26	21	67	59	62	15	7	10
Limited English Proficient Students	NC	558	12556	NC	0	100	NC	436	436	NC	22	24	NC	41	40	NC	36	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	24	2873	38662	92	0	96	483	467	468	20	16	16	20	33	32	50	47	49	10	3	3
Non-Economically Disadvantaged	31	1980	40315	100	0	100	451	486	498	6	6	5	19	20	15	61	63	66	13	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	4839	78750	100	99	99	471	499	500	6	6	6	31	28	29	63	64	63	0	2	2
All Students (Prior Year)	39	4790	75673	95	97	100	603	526	530	3	12	12	9	27	25	77	57	58	11	3	4
Female	22	2350	38586	100	100	99	500	515	515	0	4	4	20	20	22	80	72	71	0	3	3
Male	33	2489	40135	100	99	99	452	484	486	10	8	8	39	36	35	52	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	21	2615	31841	100	99	99	460	489	483	11	7	8	22	32	36	67	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	26	1569	36440	100	100	99	459	517	516	4	3	3	44	22	22	52	71	71	0	4	4
Students with Disabilities	12	710	10622	100	100	100	295	414	415	25	21	21	50	51	50	25	28	28	0	1	1
Students without Disabilities	43	4129	68196	98	98	98	525	514	513	0	3	3	26	24	25	74	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	24	2862	38558	92	98	96	481	490	485	10	8	8	30	33	37	60	57	54	0	1	1
Non-Economically Disadvantaged	31	1977	40260	100	100	100	464	511	514	3	3	3	32	21	21	65	72	72	0	4	4

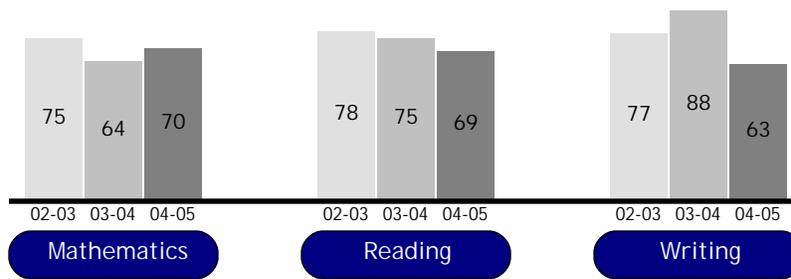
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	87	60	42	50	94	70	NA	58	96	58	43	47
	Language	89	72	39	43	94	76	45	50	96	49	42	47
	Mathematics	83	74	49	57	94	81	56	64	96	63	48	50
3	Reading	98	65	41	47	94	54	NA	55	96	52	41	44
	Language	94	71	48	54	94	65	56	61	96	48	40	44
	Mathematics	98	68	46	54	94	60	53	61	96	49	47	51
4	Reading	100	76	47	52	93	67	NA	56	100	53	43	48
	Language	100	65	44	48	93	54	45	52	100	52	44	49
	Mathematics	97	78	49	57	93	65	50	61	100	57	48	53
5	Reading	100	79	45	50	100	69	NA	55	95	57	46	50
	Language	94	73	41	46	100	56	41	49	95	53	46	50
	Mathematics	97	79	49	57	100	79	53	63	95	53	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)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Student Achievement
- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Budget Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	16.00
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	2	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	5	0	0	0
10 or more years	5	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	15
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Mini-computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Band
- Ü Art and Music Education
- Ü Orchestra
- Ü Student Council

Social Services

- Ü After School Services
- Ü Health Services
- Ü Breakfast/Lunch Program
- Ü Counseling Services
- Ü Social Worker Services

School Achievements/Accomplishments 2004-05

ü Sewell Terra Nova scores exceeded the national averages in all grade levels.

ü Math scores on AIMS were above the top 10% of the district and the state.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	90	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

We provide a high quality educational curriculum. Our counselor conducts classroom lessons that promote positive peer relations and problem solving strategies. We have initiated school wide common expectations for students.

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
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The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.