

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

11141 East Camino Quince, Tucson, AZ 85748

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	Not 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 : Dr. Theresa Ann Sonnleitner
 Schedule : 07:15 AM to 03:45 PM
 Grades : Pre-K-5
 2005 Enrollment : 512
 Web Address : edweb.tusd.k12.az.us/Solengtom/
 Phone Number : (520) 731-5400
 Fax Number : (520) 731-5401
 E-mail : terry.sonnleitner@tusd.k12.az.us

Mission

The Soleng Tom community is committed to providing a safe and secure environment in which children are supported in achieving their optimal potential. Learners are encouraged to investigate, to reflect, and to collaborate as they develop an understanding of their world. Students' respect and responsibility for learning are keys to their development as productive and involved citizens.

School / Academic Goals

- ü Soleng Tom School teachers, parents, staff, and students will promote a learning environment that is safe, stimulating, positive, and productive.
- ü State standards and the CORE curriculum which are reflected in all instructional activities, will support high expectations for student achievement.
- ü Students at Soleng Tom School are involved in instructional activities that are brain compatible and that build on students' strengths.
- ü All Soleng Tom students will be supported in their learning to meet the state and district requirements. Additional assistance in reaching this goals will be available.

Enrollment

October 1, 2004 School Year Student Enrollment : 526
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 135

Instructional Programs

- ü Full-day Kindergarten
- ü Gifted Instruction
- ü Special Education Inclusion
- ü Integrated Thematic Instruction
- ü Balanced Literacy
- ü K-3 Literacy Support
- ü CCBG Guidance Instruction
- ü Art Instruction

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 17 minutes
First Day of School :	8/16/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

To support students in their homework, teachers will give clear homework instructions which state a specific purpose. These assignments are within the ability level of the child.
 To ensure the safety and well being of all students, safety measures have been implemented.
 To provide students with the tools and understanding of how to take responsibility for their learning and their behaviors, instruction and support in the area of lifeskills is provided.

Parents

Parents will schedule homework time, will provide a conducive environment for studying, will be available for assistance without completing the child's homework, and will communicate with the teacher if there is a valid reason for not doing homework. Parents will assume responsibility for ensuring that their child attends school daily and arrives on time.

Transportation Policy

Transportation will be provided to all children who live within the Soleng Tom attendance area and who live at least 1.5 miles away from school.

School Honors

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

Award/Honor	Year
ü TUSD Award for testing 100% of students	2005
ü TUSD Award for 90% Mastery on AIMS in Mathematics	2005
ü AZ PTA Award for Local Unit of the Year	2005
ü 96.1% Attendance Rate	2005

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	94	4755	79306	100	99	99	475	436	445	0	15	10	10	21	18	60	49	51	30	15	20
All Students (Prior Year)	82	4633	75509	100	98	100	537	513	521	9	16	13	15	26	23	37	32	33	40	26	31
Female	47	2272	38691	100	100	99	475	438	446	0	13	10	7	20	18	65	51	52	28	15	20
Male	47	2483	40583	100	99	99	475	433	445	0	16	11	13	22	18	56	46	50	31	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	13	2608	32869	100	99	99	448	426	429	0	17	15	23	25	25	69	48	51	8	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	74	1484	36197	100	100	99	480	457	463	0	8	5	6	14	11	60	52	53	34	26	31
Students with Disabilities	12	602	10321	100	100	100	428	374	389	0	36	30	42	29	27	50	31	34	8	5	9
Students without Disabilities	82	4154	69060	100	99	98	483	445	454	0	12	7	5	20	17	62	51	54	33	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	16	2845	39415	100	97	96	452	428	431	0	18	15	14	25	25	71	48	50	14	9	10
Non-Economically Disadvantaged	78	1911	39966	100	100	100	480	447	459	0	10	6	9	16	12	58	50	52	32	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	94	4759	79395	100	0	99	478	436	446	2	13	9	9	28	25	65	50	55	24	8	11
All Students (Prior Year)	82	4638	75492	100	98	100	528	514	519	9	16	12	11	19	16	47	44	47	33	21	24
Female	47	2273	38743	100	0	100	484	444	451	0	10	7	7	25	24	63	55	57	30	10	12
Male	47	2486	40618	100	0	99	473	428	440	4	16	11	11	31	27	67	47	53	18	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	13	2612	32915	100	0	99	457	425	426	0	16	15	23	33	35	62	46	47	15	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	74	1480	36221	100	0	99	483	459	465	1	7	4	6	20	15	68	58	63	25	15	17
Students with Disabilities	12	601	10331	100	0	100	422	371	388	17	35	25	33	34	37	42	28	34	8	3	4
Students without Disabilities	82	4159	69139	100	0	99	487	445	454	0	10	7	5	27	24	68	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	16	2855	39484	100	0	96	457	426	429	0	17	14	36	33	35	50	46	47	14	4	4
Non-Economically Disadvantaged	78	1905	39986	100	0	100	483	449	461	3	8	4	4	21	16	68	57	63	26	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	94	4735	78869	100	99	99	483	439	442	0	6	6	14	22	21	65	63	63	22	9	10
All Students (Prior Year)	82	4606	75053	100	97	99	626	612	597	4	6	7	11	11	12	72	73	72	14	11	9
Female	47	2264	38536	100	99	99	499	457	458	0	4	4	7	15	15	67	69	67	26	12	14
Male	47	2471	40302	100	99	99	469	423	428	0	9	8	20	28	26	62	58	60	18	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	13	2602	32606	100	99	98	475	432	426	0	7	8	15	24	27	62	62	60	23	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	74	1470	36078	100	99	99	485	454	459	0	5	4	15	18	16	63	64	66	22	13	14
Students with Disabilities	12	597	10246	100	100	100	437	354	367	0	20	18	42	40	39	42	38	40	17	2	4
Students without Disabilities	82	4139	68697	100	98	98	491	451	454	0	4	4	9	19	18	68	67	67	22	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	16	2835	39106	100	97	95	464	430	427	0	8	8	21	25	28	71	62	59	7	5	5
Non-Economically Disadvantaged	78	1901	39837	100	100	100	487	452	457	0	4	4	12	16	14	64	65	67	24	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	86	4852	78906	100	100	99	527	488	498	1	17	13	5	22	19	63	46	48	31	15	20
All Students (Prior Year)	83	4819	76019	100	98	100	518	490	499	5	19	14	30	40	39	20	13	14	45	28	33
Female	39	2352	38644	100	100	99	537	491	500	3	15	12	5	23	19	50	48	49	42	15	19
Male	47	2500	40236	100	99	99	519	485	497	0	19	15	4	21	19	73	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	17	2621	31938	100	99	99	517	477	481	0	21	19	12	26	25	59	44	46	29	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	59	1574	36483	100	100	99	532	509	517	2	8	7	3	14	13	60	53	51	34	25	30
Students with Disabilities	11	717	10664	100	100	100	496	421	430	9	47	42	0	24	27	82	24	26	9	4	5
Students without Disabilities	75	4135	68310	99	98	98	532	499	509	0	12	9	6	21	18	60	50	51	35	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	14	2872	38679	100	98	96	512	478	483	0	22	20	0	26	25	79	44	45	21	8	10
Non-Economically Disadvantaged	72	1980	40295	100	100	100	531	501	513	1	9	7	6	17	13	59	50	50	33	25	30

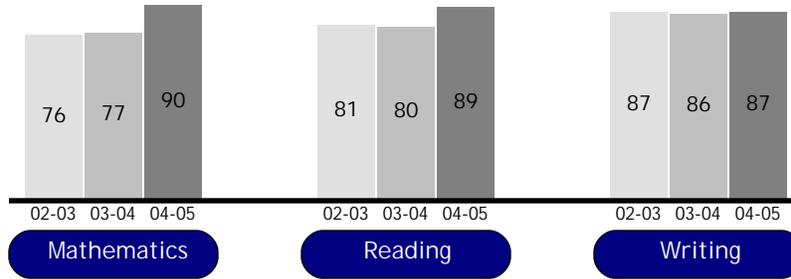
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	4853	78908	100	0	99	512	475	484	0	12	10	10	27	23	76	54	58	14	7	9
All Students (Prior Year)	83	4829	76020	100	98	100	505	498	503	15	33	25	23	24	23	49	34	40	13	9	12
Female	39	2351	38648	100	0	99	521	482	489	0	9	8	8	24	22	76	60	61	16	7	10
Male	47	2502	40233	100	0	99	505	469	479	0	15	12	11	30	25	76	49	55	13	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	17	2622	31940	100	0	99	517	464	465	0	15	16	6	33	32	76	49	49	18	3	3
Asian/Pacific Islander	NC	116	1805	NC	0	99	NC	509	507	NC	6	4	NC	10	13	NC	64	65	NC	19	18
American Indian/Alaskan Native	NC	217	4569	NC	0	100	NC	455	457	NC	20	18	NC	39	39	NC	39	41	NC	3	2
White	59	1576	36502	100	0	99	511	495	502	0	6	4	12	17	14	76	64	67	12	13	15
Students with Disabilities	11	719	10665	100	0	100	485	413	423	0	38	30	9	35	36	82	25	31	9	2	2
Students without Disabilities	75	4134	68312	99	0	98	516	486	493	0	7	7	10	26	21	75	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	14	2873	38662	100	0	96	496	467	468	0	16	16	14	33	32	71	47	49	14	3	3
Non-Economically Disadvantaged	72	1980	40315	100	0	100	515	486	498	0	6	5	9	20	15	77	63	66	14	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	86	4839	78750	100	99	99	544	499	500	0	6	6	8	28	29	87	64	63	5	2	2
All Students (Prior Year)	83	4790	75673	100	97	100	566	526	530	5	12	12	13	27	25	74	57	58	7	3	4
Female	39	2350	38586	100	100	99	562	515	515	0	4	4	5	20	22	84	72	71	11	3	3
Male	47	2489	40135	100	99	99	528	484	486	0	8	8	11	36	35	89	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	17	2615	31841	100	99	99	535	489	483	0	7	8	6	32	36	94	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	59	1569	36440	100	100	99	545	517	516	0	3	3	10	22	22	83	71	71	7	4	4
Students with Disabilities	11	710	10622	100	100	100	504	414	415	0	21	21	45	51	50	55	28	28	0	1	1
Students without Disabilities	75	4129	68196	99	98	98	550	514	513	0	3	3	3	24	25	92	70	69	6	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	14	2862	38558	100	98	96	522	490	485	0	8	8	29	33	37	64	57	54	7	1	1
Non-Economically Disadvantaged	72	1977	40260	100	100	100	548	511	514	0	3	3	4	21	21	91	72	72	4	4	4

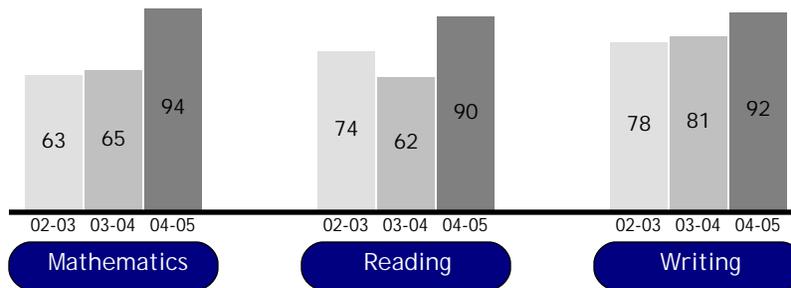
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	54	42	50	100	60	NA	58	100	59	43	47
	Language	97	61	39	43	100	64	45	50	100	62	42	47
	Mathematics	93	72	49	57	100	66	56	64	100	74	48	50
3	Reading	94	66	41	47	100	67	NA	55	100	63	41	44
	Language	95	68	48	54	100	72	56	61	100	59	40	44
	Mathematics	91	70	46	54	100	71	53	61	100	70	47	51
4	Reading	95	64	47	52	100	67	NA	56	99	64	43	48
	Language	97	58	44	48	100	60	45	52	99	64	44	49
	Mathematics	99	69	49	57	100	73	50	61	99	65	48	53
5	Reading	99	64	45	50	100	64	NA	55	100	63	46	50
	Language	99	60	41	46	100	57	41	49	100	62	46	50
	Mathematics	97	71	49	57	100	72	53	63	100	67	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

Council Duties

1 School Administrator(s)	Ü Review Site MAP
1 Non-certified Employee(s)	Ü Approve Site 301 Goals
6 Teacher(s)	Ü Support School Accountability Plan
6 Parent(s)	Ü Participate in the Hiring of Staff
1 Community Member(s)	Ü Serve as Voice for Stakeholders
1 Student(s)	Ü Support Student Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	6.00	Teacher Aide	4.00

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	0	1	0	0
7 to 9 years	1	1	0	0
10 or more years	1	16	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
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	Ü Desert Habitat
Ü Multi-purpose Room	Ü Pre-school

Extracurricular Activities

Ü Student Council	Ü STEP - before and after school program
Ü Bridgebuilders	Ü Chess Club
Ü Wright Flight	Ü Scouts
Ü Challenger Program	Ü Track

Social Services

Ü Before School Program (STEP)	Ü Counseling Program
Ü After School Program (STEP)	Ü Love and Logic Parent Training
Ü Summer Enrichment (STEP)	
Ü Pre-School Program	

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Parents are highly involved in their children's education at Soleng Tom. Our School Quality Survey indicated a 98% rate of satisfaction.

- ü Students who attended Soleng Tom for three consecutive years, achieved one year growth (OYG) in all areas. Also, 100% of all students were tested for the AIMS and Terra Nova. 90% of students achieved mastery on the AIMS mathematics test.

- ü The attendance rate for Soleng Tom is 96.1% which ranks as the highest for elementary schools in TUSD.

- ü An effective Gifted and Talented Program provides enrichment activities for sixty-three students.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	8	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	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

Safety is a top priority and is engrained in our daily responsibilities. Our school facility and campus were inspected by TUSD School Safety Officers and Risk Management personnel this summer. Their recommendations were followed and improvements made. Our building and grounds are closed during the school day with one entrance available for visitors to check in.

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	Melinda Radon	(520) 731-5400
Transportation Policy	Linda Tone	(520) 731-6706
Community Resources	Arlene Doran	(520) 731-5400
School Nutrition Programs	Mirielle Bearden	(520) 731-5400
Parent Organization	Jerry Weygint	(520) 731-5400
Student Health/Nurse	Gena Boyd	(520) 731-5400

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.