

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1000 S. Greasewood, Tucson, AZ 85745

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	Performing

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

### School Overview

Principal/Administrator : Ms. Maria Figueroa  
 Schedule : 07:54 AM to 04:00 PM  
 Grades : K-5  
 2005 Enrollment : 512  
 Web Address :  
 Phone Number : (520) 225-3300  
 Fax Number : (520) 225-3301  
 E-mail : maria.figueroa@tusd.k12.az.us

### Mission

Staff will create a bilingual community of learners that reason and problem solve. Our expectations are that by 2006, 100% of students will meet and exceed Arizona's Academic Standards. The teaching staff will commit to improve their teaching practice to help increase student achievement.

### School / Academic Goals

- ü 90% of students will demonstrate they are reading at grade level measured by DRA (Developmental Reading Assessment) or Interactive Literacy Assessment Tool for each student and district-adopted reading text.
- ü This year 85% of Tolson students 3rd, 4th and 5th grade will meet and exceed standards as measured by AIMS math exam.
- ü Tolson school will continue to meet Adequate Yearly Progress as measured by the Arizona Department of Education.
- ü 95% of k-3rd grade students will perform at no risk on the DIBELS Spring benchmark.

### Enrollment

October 1, 2004 School Year Student Enrollment : 492  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 27

Instructional Programs

- ü Bilingual/SEI Programs K-5
- ü Full-Day Kindergarten
- ü SEI (Sheltered English Instruction )
- ü On-Site Special Education
- ü On-Site GATE Program
- ü Project ABLE Early Childhood/Special Ed.
- ü After School Title I Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Tolson is responsible for providing an academic and challenging environment. Tolson meets the needs of a bilingual/multicultural community. Tolson staff and administration implements Howard Glassar's Nurtured Heart Approach. Tolson staff is committed to improving their teaching skills during time allocated for professional staff development. We implement TIMSS (Third International Math and Science Study) study recommendations on teaching math.

Parents

Tolson staff ask that students arrive on time and attend school regularly. Parents should conference with teachers and nurture their child's growing knowledge base by supporting the Tolson homework and discipline policy.

Transportation Policy

Students living outside of the one and one-half-mile radius use the school buses provided by TUSD. The general attendance area: north--Speedway, south--36th Street, east--Freeway I-10, west--Tucson Mountains.

School Honors

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

Award/Honor	Year
ü Seven Student Embassadors for Washington D.C.	2004
ü U of Arizona Sarsef Science Fair	1997
ü U of Arizona SARSEF Science Awards (1)	2003
ü U of Arizona SARSET Science Fair Awards (3)	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	83	4755	79306	98	99	99	449	436	445	10	15	10	14	21	18	58	49	51	17	15	20
All Students (Prior Year)	75	4633	75509	100	98	100	482	513	521	26	16	13	35	26	23	28	32	33	11	26	31
Female	34	2272	38691	94	100	99	459	438	446	6	13	10	9	20	18	66	51	52	19	15	20
Male	49	2483	40583	100	99	99	442	433	445	13	16	11	18	22	18	53	46	50	16	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	64	2608	32869	94	99	99	446	426	429	10	17	15	18	25	25	56	48	51	16	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	NC	1484	36197	NC	100	99	NC	457	463	NC	8	5	NC	14	11	NC	52	53	NC	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	78	4154	69060	98	99	98	450	445	454	10	12	7	14	20	17	60	51	54	16	17	22
Limited English Proficient Students	16	730	15509	94	100	100	440	400	406	8	23	20	24	30	30	52	41	45	16	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	55	2845	39415	96	97	96	446	428	431	10	18	15	20	25	25	53	48	50	18	9	10
Non-Economically Disadvantaged	28	1911	39966	100	100	100	455	447	459	12	10	6	4	16	12	69	50	52	15	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	84	4759	79395	99	0	99	430	436	446	16	13	9	32	28	25	48	50	55	4	8	11
All Students (Prior Year)	75	4638	75492	100	98	100	497	514	519	23	16	12	19	19	16	53	44	47	6	21	24
Female	35	2273	38743	97	0	100	451	444	451	3	10	7	22	25	24	72	55	57	3	10	12
Male	49	2486	40618	100	0	99	415	428	440	24	16	11	40	31	27	31	47	53	4	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	65	2612	32915	96	0	99	428	425	426	13	16	15	36	33	35	49	46	47	2	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	NC	1480	36221	NC	0	99	NC	459	465	NC	7	4	NC	20	15	NC	58	63	NC	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	79	4159	69139	99	0	99	432	445	454	14	10	7	34	27	24	48	54	58	4	9	11
Limited English Proficient Students	17	734	15545	100	0	100	414	392	399	16	25	21	52	39	42	32	34	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	57	2855	39484	100	0	96	425	426	429	17	17	14	33	33	35	48	46	47	2	4	4
Non-Economically Disadvantaged	27	1905	39986	96	0	100	441	449	461	12	8	4	32	21	16	48	57	63	8	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	83	4735	78869	98	99	99	451	439	442	5	6	6	15	22	21	68	63	63	12	9	10
All Students (Prior Year)	74	4606	75053	99	97	99	591	612	597	4	6	7	12	11	12	78	73	72	6	11	9
Female	35	2264	38536	97	99	99	489	457	458	0	4	4	3	15	15	70	69	67	27	12	14
Male	48	2471	40302	98	99	99	423	423	428	9	9	8	24	28	26	67	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	65	2602	32606	96	99	98	452	432	426	5	7	8	16	24	27	71	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	NC	1470	36078	NC	99	99	NC	454	459	NC	5	4	NC	18	16	NC	64	66	NC	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	79	4139	68697	99	98	98	455	451	454	4	4	4	15	19	18	69	67	67	12	10	11
Limited English Proficient Students	16	730	15339	94	100	100	431	398	399	12	11	11	20	30	31	64	55	54	4	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	55	2835	39106	96	97	95	441	430	427	6	8	8	15	25	28	75	62	59	4	5	5
Non-Economically Disadvantaged	28	1901	39837	100	100	100	472	452	457	4	4	4	15	16	14	54	65	67	27	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	78	4852	78906	100	100	99	485	488	498	10	17	13	38	22	19	44	46	48	8	15	20
All Students (Prior Year)	75	4819	76019	100	98	100	480	490	499	16	19	14	53	40	39	15	13	14	16	28	33
Female	33	2352	38644	100	100	99	489	491	500	10	15	12	33	23	19	43	48	49	13	15	19
Male	45	2500	40236	100	99	99	481	485	497	10	19	15	41	21	19	44	45	46	5	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	68	2621	31938	100	99	99	486	477	481	8	21	19	40	26	25	42	44	46	10	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	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	75	4135	68310	100	98	98	486	499	509	9	12	9	38	21	18	45	50	51	9	17	22
Limited English Proficient Students	12	557	12573	100	100	100	470	449	454	10	29	27	53	28	30	37	38	38	0	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	56	2872	38679	98	98	96	479	478	483	8	22	20	43	26	25	43	44	45	6	8	10
Non-Economically Disadvantaged	22	1980	40295	100	100	100	499	501	513	15	9	7	25	17	13	45	50	50	15	25	30

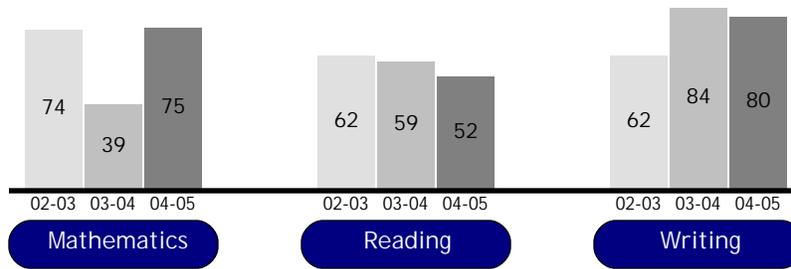
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	4853	78908	100	0	99	475	475	484	3	12	10	46	27	23	48	54	58	3	7	9
All Students (Prior Year)	75	4829	76020	100	98	100	490	498	503	43	33	25	28	24	23	29	34	40	0	9	12
Female	33	2351	38648	100	0	99	478	482	489	3	9	8	37	24	22	60	60	61	0	7	10
Male	45	2502	40233	100	0	99	473	469	479	2	15	12	54	30	25	39	49	55	5	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	68	2622	31940	100	0	99	474	464	465	3	15	16	47	33	32	48	49	49	2	3	3
Asian/Pacific Islander	NC	116	1805	NC	0	98	NC	509	507	NC	6	4	NC	10	13	NC	64	65	NC	19	18
American Indian/Alaskan Native	NC	217	4569	NC	0	100	NC	455	457	NC	20	18	NC	39	39	NC	39	41	NC	3	2
White	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	75	4134	68312	100	0	98	476	486	493	3	7	7	45	26	21	49	59	62	3	7	10
Limited English Proficient Students	12	558	12556	100	0	100	465	436	436	7	22	24	50	41	40	43	36	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	56	2873	38662	98	0	96	472	467	468	4	16	16	47	33	32	47	47	49	2	3	3
Non-Economically Disadvantaged	22	1980	40315	100	0	100	482	486	498	0	6	5	45	20	15	50	63	66	5	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	78	4839	78750	100	99	99	500	499	500	3	6	6	41	28	29	56	64	63	0	2	2
All Students (Prior Year)	75	4790	75673	100	97	100	510	526	530	6	12	12	42	27	25	52	57	58	0	3	4
Female	33	2350	38586	100	100	99	502	515	515	3	4	4	40	20	22	57	72	71	0	3	3
Male	45	2489	40135	100	99	99	498	484	486	2	8	8	41	36	35	56	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	68	2615	31841	100	99	99	499	489	483	3	7	8	42	32	36	55	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	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	75	4129	68196	100	98	98	502	514	513	1	3	3	41	24	25	58	70	69	0	2	3
Limited English Proficient Students	12	553	12504	100	100	100	487	453	451	7	13	12	47	39	44	47	47	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	56	2862	38558	98	98	96	497	490	485	4	8	8	41	33	37	55	57	54	0	1	1
Non-Economically Disadvantaged	22	1977	40260	100	100	100	506	511	514	0	3	3	40	21	21	60	72	72	0	4	4

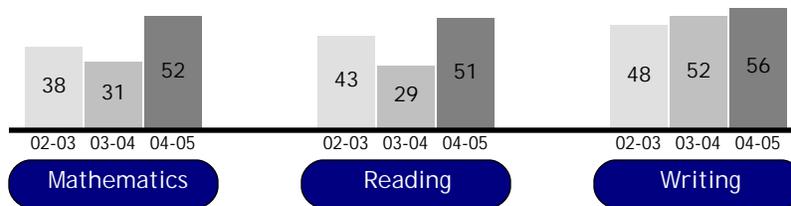
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	67	22	42	50	95	43	NA	58	98	37	43	47
	Language	100	19	39	43	95	48	45	50	98	36	42	47
	Mathematics	97	32	49	57	96	54	56	64	98	46	48	50
3	Reading	94	30	41	47	100	31	NA	55	99	35	41	44
	Language	95	33	48	54	100	37	56	61	99	35	40	44
	Mathematics	98	33	46	54	100	32	53	61	98	50	47	51
4	Reading	96	29	47	52	100	36	NA	56	99	38	43	48
	Language	96	34	44	48	100	39	45	52	99	37	44	49
	Mathematics	96	38	49	57	100	39	50	61	99	45	48	53
5	Reading	96	25	45	50	100	35	NA	55	100	46	46	50
	Language	98	25	41	46	100	30	41	49	100	45	46	50
	Mathematics	98	31	49	57	100	46	53	63	100	40	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

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

Council Duties

- Ü Budget/K3/Title I and Tax Credit
- Ü School Safety Issues/Student Population
- Ü Instructional Program
- Ü Teacher professional development
- Ü School Goals Planning
- Ü Disseminating Tax Credit Information

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	5.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	7	1	0	0
7 to 9 years	2	0	0	0
10 or more years	2	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	1
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	100%

Resources Available at School Site

Special Facilities

- Ü In Class 5 to 6 Computer Mini-Labs (19)
- Ü Enclosed Primary Playground
- Ü In School Library
- Ü New Multi-Purpose room

Extracurricular Activities

- Ü Student Council
- Ü Lunch Time-Student Activity Helpers
- Ü Band/Orchestra
- Ü After School Tutoring Title One Program
- Ü Safety Patrols and Peer Mediators
- Ü Movie Night
- Ü Reading Is Fundamental (RIF)

Social Services

- Ü Community Representative
- Ü PTSO events (monthly)
- Ü Clothing/Food Banks
- Ü Internet Access Throughout Building
- Ü Health Services

School Achievements/Accomplishments 2004-05

- ü Reading Is Fundamental Grant distributing 2,175 books in 2002-03 to students.
  
- ü All teachers participate in TIMSS study math professional development training. All teachers will participate in professional development to improve their math instruction.
  
- ü Seven of Tolson's students were nominated and selected to attend the fall 2004 People to People World Leadership Forum as student ambassadors. Conference held in Washington D.C., in the Eisenhower Building.

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>	9	12	12	17
Transfers In Rate <sup>6</sup>	25	28	28	37
Stability Rate <sup>7</sup>	90	87	87	82
Promotion Rate <sup>8</sup>	94	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	1	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

All children get immediate consequences for their actions and constant praise for appropriate behavior. During the lunch recess, three student activity helpers and three monitors engage students in sports and activities.

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) :

2

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	Herminia Personette	(520) 225-3305
Transportation Policy	Bill Ball	(520) 225-4802
Community Resources	Diana Pena	(520) 225-3300
School Nutrition Programs	Anna Alvarado	(520) 225-3323
Parent Organization	Wendy Wallace, Sylvia Jacques	(520) 225-3300
Student Health/Nurse	Mrs. Vasko	(520) 225-3317

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.