

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1701 W. El Rio Drive, 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
2003-04	Performing
2002-03	Highly Performing

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

### School Overview

Principal/Administrator : Mr. Roman Soltero  
 Schedule : 08:00 AM to 04:30 PM  
 Grades : Pre-K-5  
 2005 Enrollment : 452  
 Web Address : edweb.tusd.k12.az.us/Tully/  
 Phone Number : (520) 225-3400  
 Fax Number : (520) 225-3401  
 E-mail : roman.soltero@tusd.k12.az.us

### Mission

Tully Elementary Magnet School recognizes each child's unique abilities. Tully helps children understand how they learn and provides rich and varied opportunities to engage in the learning process. The curriculum is child centered, emphasizing creativity, effective communication, physical well-being, and the application scientific method. We are dedicated to student success, creating and nurturing a community of learners and responsible citizens in an ever-changing world.

### 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 Continue with Schools Process and determine professional development activities. Hold study groups addressing needs of the staff and our school community.
- ü Execute our Instructional Goals Plan which involves improving attendance/tardies, standardized test scores, and parent participation in the educational process.
- ü Continue to be in compliance with all PHOLTE student monitoring checklist.
- ü Continue to hold partnership with Neighborhood Association Programs.

### Enrollment

October 1, 2004 School Year Student Enrollment : 484  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

## Instructional Programs

- Ü C.A.P.S. Preschool Program
- Ü Full Day Kindergarten
- Ü Self-contained Gifted Program
- Ü On site Special Education Program
- Ü 4-5 Tutorial Program
- Ü K-3 Reading Resource
- Ü On Site Intervention Specialist
- Ü Fine Arts/P.E. Specialist

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 36 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

All children can learn and teachers/administrators are responsible for teaching them. All school support staff are responsible for supporting the learning process. Our school provides a safe and healthy environment for all students to learn.

### Parents

Parents must live within school boundary, provide transportation for Magnet and GATE students. Parents must maintain communication with our school, assist in any academic or behavioral situations concerning their child, provide information that will assist in the academic and social growth of their child.

## Transportation Policy

Tully School serves three categories of students. They include neighborhood, magnet, and gifted students. Our neighborhood students are within walking distance from the school, the Magnet and Gifted students are provided busing.

## School Honors

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

Award/Honor	Year
Ü SARSEF/ National Semi-finalist	2000
Ü Bank of America Art Contest Winner	2002
Ü Exchange Club 'Give Me Liberty' Program Award	2003
Ü Pima County Spelling Bee Participant	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	74	4755	79306	100	99	99	446	436	445	18	15	10	22	21	18	36	49	51	24	15	20
All Students (Prior Year)	75	4633	75509	99	98	100	525	513	521	22	16	13	18	26	23	24	32	33	36	26	31
Female	36	2272	38691	100	100	99	443	438	446	17	13	10	31	20	18	29	51	52	23	15	20
Male	37	2483	40583	97	99	99	450	433	445	17	16	11	14	22	18	44	46	50	25	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	54	2608	32869	100	99	99	433	426	429	21	17	15	27	25	25	38	48	51	13	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	10	1484	36197	100	100	99	512	457	463	10	8	5	0	14	11	0	52	53	90	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	70	4154	69060	100	99	98	448	445	454	19	12	7	19	20	17	37	51	54	25	17	22
Limited English Proficient Students	12	730	15509	100	100	100	406	400	406	43	23	20	29	30	30	29	41	45	0	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	42	2845	39415	100	97	96	441	428	431	15	18	15	20	25	25	53	48	50	13	9	10
Non-Economically Disadvantaged	32	1911	39966	100	100	100	452	447	459	22	10	6	25	16	12	16	50	52	38	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	73	4759	79395	99	0	99	442	436	446	15	13	9	31	28	25	41	50	55	13	8	11
All Students (Prior Year)	74	4638	75492	97	98	100	531	514	519	15	16	12	15	19	16	35	44	47	35	21	24
Female	36	2273	38743	100	0	100	441	444	451	14	10	7	26	25	24	51	55	57	9	10	12
Male	36	2486	40618	95	0	99	444	428	440	14	16	11	37	31	27	31	47	53	17	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	53	2612	32915	98	0	99	431	425	426	20	16	15	33	33	35	37	46	47	10	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	10	1480	36221	100	0	99	499	459	465	0	7	4	10	20	15	50	58	63	40	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	69	4159	69139	99	0	99	444	445	454	15	10	7	30	27	24	42	54	58	13	9	11
Limited English Proficient Students	12	734	15545	100	0	100	396	392	399	43	25	21	43	39	42	14	34	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	41	2855	39484	98	0	96	434	426	429	15	17	14	33	33	35	46	46	47	5	4	4
Non-Economically Disadvantaged	32	1905	39986	100	0	100	451	449	461	16	8	4	28	21	16	34	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	74	4735	78869	100	99	99	458	439	442	4	6	6	19	22	21	63	63	63	14	9	10
All Students (Prior Year)	72	4606	75053	95	97	99	659	612	597	0	6	7	6	11	12	72	73	72	23	11	9
Female	36	2264	38536	100	99	99	464	457	458	3	4	4	14	15	15	71	69	67	11	12	14
Male	37	2471	40302	97	99	99	455	423	428	6	9	8	22	28	26	56	58	60	17	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	54	2602	32606	100	99	98	455	432	426	4	7	8	23	24	27	60	62	60	13	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	10	1470	36078	100	99	99	473	454	459	0	5	4	10	18	16	70	64	66	20	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	70	4139	68697	100	98	98	462	451	454	4	4	4	16	19	18	65	67	67	15	10	11
Limited English Proficient Students	12	730	15339	100	100	100	430	398	399	0	11	11	50	30	31	50	55	54	0	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	42	2835	39106	100	97	95	449	430	427	8	8	8	18	25	28	65	62	59	10	5	5
Non-Economically Disadvantaged	32	1901	39837	100	100	100	471	452	457	0	4	4	22	16	14	59	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	69	4852	78906	100	100	99	485	488	498	34	17	13	13	22	19	35	46	48	18	15	20
All Students (Prior Year)	70	4819	76019	97	98	100	507	490	499	8	19	14	41	40	39	11	13	14	39	28	33
Female	31	2352	38644	100	100	99	484	491	500	33	15	12	19	23	19	30	48	49	19	15	19
Male	38	2500	40236	97	99	99	486	485	497	34	19	15	9	21	19	40	45	46	17	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	45	2621	31938	100	99	99	460	477	481	46	21	19	21	26	25	23	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	14	1574	36483	100	100	99	547	509	517	7	8	7	0	14	13	50	53	51	43	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	63	4135	68310	97	98	98	488	499	509	30	12	9	14	21	18	36	50	51	20	17	22
Limited English Proficient Students	12	557	12573	100	100	100	452	449	454	62	29	27	23	28	30	0	38	38	15	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	40	2872	38679	95	98	96	457	478	483	51	22	20	14	26	25	29	44	45	6	8	10
Non-Economically Disadvantaged	29	1980	40295	100	100	100	521	501	513	11	9	7	11	17	13	44	50	50	33	25	30

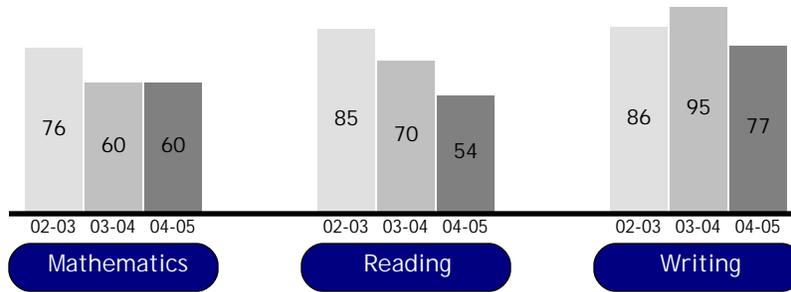
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	4853	78908	100	0	99	479	475	484	23	12	10	26	27	23	39	54	58	13	7	9
All Students (Prior Year)	70	4829	76020	97	98	100	512	498	503	21	33	25	26	24	23	36	34	40	16	9	12
Female	31	2351	38648	100	0	99	477	482	489	22	9	8	30	24	22	37	60	61	11	7	10
Male	38	2502	40233	97	0	99	480	469	479	23	15	12	23	30	25	40	49	55	14	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	45	2622	31940	100	0	99	455	464	465	33	15	16	31	33	32	33	49	49	3	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	14	1576	36502	100	0	99	536	495	502	0	6	4	7	17	14	57	64	67	36	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	63	4134	68312	97	0	98	481	486	493	20	7	7	25	26	21	43	59	62	13	7	10
Limited English Proficient Students	12	558	12556	100	0	100	444	436	436	62	22	24	23	41	40	0	36	35	15	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	40	2873	38662	95	0	96	456	467	468	34	16	16	37	33	32	23	47	49	6	3	3
Non-Economically Disadvantaged	29	1980	40315	100	0	100	509	486	498	7	6	5	11	20	15	59	63	66	22	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	69	4839	78750	100	99	99	498	499	500	8	6	6	24	28	29	61	64	63	6	2	2
All Students (Prior Year)	68	4790	75673	94	97	100	554	526	530	3	12	12	22	27	25	71	57	58	3	3	4
Female	31	2350	38586	100	100	99	512	515	515	4	4	4	33	20	22	48	72	71	15	3	3
Male	38	2489	40135	97	99	99	488	484	486	11	8	8	17	36	35	71	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	45	2615	31841	100	99	99	481	489	483	13	7	8	26	32	36	59	60	55	3	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	14	1569	36440	100	100	99	535	517	516	0	3	3	14	22	22	79	71	71	7	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	63	4129	68196	97	98	98	509	514	513	5	3	3	21	24	25	66	70	69	7	2	3
Limited English Proficient Students	12	553	12504	100	100	100	440	453	451	31	13	12	38	39	44	23	47	43	8	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	40	2862	38558	95	98	96	483	490	485	9	8	8	37	33	37	51	57	54	3	1	1
Non-Economically Disadvantaged	29	1977	40260	100	100	100	519	511	514	7	3	3	7	21	21	74	72	72	11	4	4

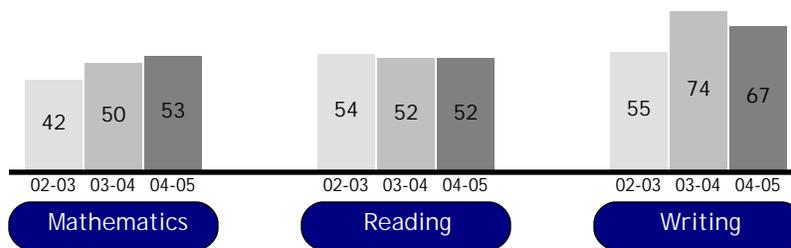
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	71	42	50	92	69	NA	58	100	50	43	47
	Language	92	63	39	43	95	63	45	50	100	46	42	47
	Mathematics	92	74	49	57	96	73	56	64	100	56	48	50
3	Reading	97	56	41	47	97	73	NA	55	99	43	41	44
	Language	97	70	48	54	99	77	56	61	99	48	40	44
	Mathematics	99	65	46	54	93	75	53	61	100	53	47	51
4	Reading	95	76	47	52	100	66	NA	56	100	49	43	48
	Language	90	63	44	48	100	60	45	52	100	47	44	49
	Mathematics	94	75	49	57	100	65	50	61	100	48	48	53
5	Reading	93	59	45	50	97	64	NA	55	100	44	46	50
	Language	99	58	41	46	99	50	41	49	100	48	46	50
	Mathematics	95	66	49	57	99	63	53	63	100	46	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)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Site Based Decision Making
- Ü School Safety
- Ü Community Resources
- Ü Make hiring recommendations
- Ü Constitutional ByLaws and Guidelines

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	3.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	2	5	0	0
7 to 9 years	3	5	1	0
10 or more years	14	4	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Extensive Bilingual Library Collection
- Ü Curriculum Room
- Ü Library Book Room

Extracurricular Activities

- Ü Afterschool Intervention Tutoring Prog.
- Ü Extracurricular Sports Programs
- Ü Intermediate Drama Program
- Ü Student Council

Social Services

- Ü After School Program
- Ü Preschool Program (Self-funded)
- Ü State Funded Preschool
- Ü Boys & Girls Club of America
- Ü On Site Counseling
- Ü Barrio Family Program Parenting Work Shop
- Ü E.E.F. Enrichment Educ. Foundation

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Listed in the 'Southwest Comprehensive Center - Region IX' document as a featured school in the Guide to Comprehensive School Reform Models Addressing the Needs of English Language Learners.
- ü Recognized by the Nat'l Accelerated Schools Proj. as a Model Accelerated School. Named in the 'Directory of Innovations in Elementary Schools,' by Eye on Education. Listed in 'Live Guide' published by the Institute for Research & Reform in Education.
- ü Participants and multiwinning classrooms of the Southern Arizona Regional Science and Engineering Fair.
- ü Participants and winners of the "Este es Mi Mexico" Art Program and the Southern Arizona Spanish Spelling Bee Contest.

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>	14	12	12	17
Transfers In Rate <sup>6</sup>	21	28	28	37
Stability Rate <sup>7</sup>	85	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

School Site Council and the School Staff adopted a comprehensive safety/evacuation plan. The plan is practiced throughout the school year, and is revised as needed. We also have our Positive Reinforcement Cadre/Committee working with Student Council in implementing a school wide Respect and Responsibility Program. Our School Counselor has Monthly Projects in the classroom that deal with anti-bullying and keeping a safe school.

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	Roman Soltero	(520) 225-3400
Transportation Policy	Bill Ball	(520) 225-4820
Community Resources	Lucy Wimberly	(520) 225-3400
School Nutrition Programs	Guadalupe Quintero	(520) 225-3423
Parent Organization	TBA	(520) 225-3400
Student Health/Nurse	Michelle Bennett	(520) 225-3400

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.