



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5005 S. Butts Road, Tucson, AZ 85757

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mrs. Editsa R. Michel
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 638
 Web Address : edweb.tusd.k12.az.us/vesey/
 Phone Number : (520) 908-4600
 Fax Number : (520) 908-4601
 E-mail : emichel@tusd.k12.az.us

Mission

Every child can learn. Our educational team's commitment is to create an effective learning environment by providing programs to meet their needs.

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 / Academic Goals

- ü Maintain our attendance percentage of 94%.
- ü An increase of 5% in our Writing scores as evidenced by AIMS/CCSA.
- ü An increase of 3% in our Reading scores as evidenced by AIMS/CCSA.
- ü An increase of 3% in our Mathematics scores as evidenced by AIMS/CCSA.

Enrollment

October 1, 2004 School Year Student Enrollment : 580
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 23

Instructional Programs

- Ü GATE
- Ü Reading
- Ü Writing
- Ü Mathematics
- Ü Special Education Resource
- Ü Speech
- Ü Science

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Vesey Elementary School has the responsibility of communicating with our parents in a frequent and informative manner, as well as in making sure that any information be provided in the appropriate language necessary. In addition, Vesey Elementary School has an active PTA, School Community Partnership Council and School Site Council that are active in our programmatic efforts and development.

Parents

Parents of Vesey Elementary School students need to play a key role in the education of their children. They must provide encouragement, show interest, and make a presence at school to show their interest in developing vital and open communications with the school and the teacher. They must also keep us informed of any changes in address, phone number, etc. Parents of our school need to notify us of any absence(s) for their child(ren) as well as the reason(s) for the absence(s).

Transportation Policy

The transportation policy adopted by our school district is followed.

School Honors

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

Award/Honor	Year
Ü American Heart Association	2004
Ü CCSA Reading, Writing, and Math	2002
Ü Stanford 9 Reading, Writing, and Math	2002
Ü Jump For Heart Participant	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	4755	79306	100	99	99	438	436	445	19	15	10	19	21	18	48	49	51	14	15	20
All Students (Prior Year)	85	4633	75509	100	98	100	511	513	521	19	16	13	25	26	23	32	32	33	25	26	31
Female	41	2272	38691	100	100	99	436	438	446	23	13	10	14	20	18	51	51	52	11	15	20
Male	60	2483	40583	100	99	99	440	433	445	16	16	11	22	22	18	45	46	50	16	16	21
African American	--	317	4041	--	98	99	--	417	426	--	22	17	--	22	23	--	47	50	--	9	10
Hispanic	81	2608	32869	100	99	99	440	426	429	14	17	15	21	25	25	53	48	51	13	10	10
Asian/Pacific Islander	--	124	1935	--	100	99	--	467	474	--	5	3	--	10	9	--	45	48	--	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	17	1484	36197	100	100	99	435	457	463	38	8	5	13	14	11	25	52	53	25	26	31
Students with Disabilities	11	602	10321	100	100	100	373	374	389	80	36	30	20	29	27	0	31	34	0	5	9
Students without Disabilities	90	4154	69060	100	99	98	447	445	454	11	12	7	19	20	17	54	51	54	16	17	22
Limited English Proficient Students	10	730	15509	100	100	100	431	400	406	14	23	20	24	30	30	52	41	45	10	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	67	2845	39415	99	97	96	438	428	431	17	18	15	19	25	25	50	48	50	14	9	10
Non-Economically Disadvantaged	34	1911	39966	100	100	100	439	447	459	22	10	6	19	16	12	44	50	52	16	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	101	4759	79395	100	0	99	434	436	446	28	13	9	17	28	25	48	50	55	8	8	11
All Students (Prior Year)	85	4638	75492	100	98	100	506	514	519	19	16	12	25	19	16	45	44	47	12	21	24
Female	41	2273	38743	100	0	100	443	444	451	23	10	7	14	25	24	49	55	57	14	10	12
Male	60	2486	40618	100	0	99	429	428	440	31	16	11	18	31	27	47	47	53	4	6	9
African American	--	319	4052	--	0	100	--	421	434	--	17	11	--	30	29	--	47	54	--	5	6
Hispanic	81	2612	32915	100	0	99	433	425	426	26	16	15	19	33	35	47	46	47	7	5	4
Asian/Pacific Islander	--	125	1936	--	0	99	--	457	468	--	6	3	--	16	14	--	68	63	--	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	17	1480	36221	100	0	99	442	459	465	31	7	4	6	20	15	50	58	63	13	15	17
Students with Disabilities	11	601	10331	100	0	100	359	371	388	80	35	25	20	34	37	0	28	34	0	3	4
Students without Disabilities	90	4159	69139	100	0	99	444	445	454	21	10	7	16	27	24	54	54	58	9	9	11
Limited English Proficient Students	10	734	15545	100	0	100	411	392	399	43	25	21	10	39	42	43	34	35	5	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	67	2855	39484	99	0	96	429	426	429	33	17	14	14	33	35	47	46	47	7	4	4
Non-Economically Disadvantaged	34	1905	39986	100	0	100	443	449	461	19	8	4	22	21	16	50	57	63	9	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	101	4735	78869	100	99	99	436	439	442	7	6	6	27	22	21	58	63	63	9	9	10
All Students (Prior Year)	84	4606	75053	99	97	99	577	612	597	3	6	7	10	11	12	84	73	72	3	11	9
Female	41	2264	38536	100	99	99	454	457	458	6	4	4	23	15	15	54	69	67	17	12	14
Male	60	2471	40302	100	99	99	424	423	428	7	9	8	29	28	26	60	58	60	4	6	7
African American	--	316	4015	--	98	99	--	422	430	--	8	8	--	19	24	--	67	61	--	6	7
Hispanic	81	2602	32606	100	99	98	436	432	426	7	7	8	24	24	27	61	62	60	8	7	5
Asian/Pacific Islander	--	125	1925	--	100	99	--	466	471	--	4	3	--	11	11	--	67	64	--	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	17	1470	36078	100	99	99	434	454	459	6	5	4	38	18	16	44	64	66	13	13	14
Students with Disabilities	11	597	10246	100	100	100	323	354	367	40	20	18	50	40	39	10	38	40	0	2	4
Students without Disabilities	90	4139	68697	100	98	98	450	451	454	3	4	4	24	19	18	64	67	67	10	10	11
Limited English Proficient Students	10	730	15339	100	100	100	419	398	399	10	11	11	29	30	31	57	55	54	5	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	67	2835	39106	99	97	95	424	430	427	9	8	8	31	25	28	55	62	59	5	5	5
Non-Economically Disadvantaged	34	1901	39837	100	100	100	459	452	457	3	4	4	19	16	14	63	65	67	16	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	98	4852	78906	100	100	99	490	488	498	16	17	13	29	22	19	41	46	48	14	15	20
All Students (Prior Year)	87	4819	76019	100	98	100	476	490	499	24	19	14	44	40	39	14	13	14	19	28	33
Female	40	2352	38644	100	100	99	485	491	500	11	15	12	42	23	19	33	48	49	14	15	19
Male	58	2500	40236	100	99	99	493	485	497	19	19	15	20	21	19	46	45	46	15	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	70	2621	31938	100	99	99	492	477	481	15	21	19	25	26	25	45	44	46	15	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	22	1574	36483	100	100	99	487	509	517	15	8	7	40	14	13	30	53	51	15	25	30
Students with Disabilities	10	717	10664	100	100	100	443	421	430	56	47	42	22	24	27	22	24	26	0	4	5
Students without Disabilities	88	4135	68310	100	98	98	495	499	509	11	12	9	30	21	18	43	50	51	16	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	65	2872	38679	100	98	96	481	478	483	21	22	20	33	26	25	34	44	45	12	8	10
Non-Economically Disadvantaged	33	1980	40295	100	100	100	506	501	513	6	9	7	22	17	13	53	50	50	19	25	30

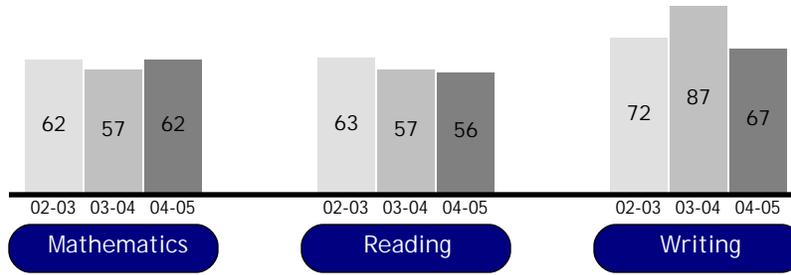
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	4853	78908	100	0	99	472	475	484	11	12	10	37	27	23	49	54	58	3	7	9
All Students (Prior Year)	86	4829	76020	99	98	100	490	498	503	43	33	25	25	24	23	27	34	40	5	9	12
Female	40	2351	38648	100	0	99	473	482	489	8	9	8	33	24	22	56	60	61	3	7	10
Male	58	2502	40233	100	0	99	471	469	479	13	15	12	39	30	25	44	49	55	4	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	70	2622	31940	100	0	99	472	464	465	12	15	16	35	33	32	48	49	49	5	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	22	1576	36502	100	0	99	473	495	502	10	6	4	30	17	14	60	64	67	0	13	15
Students with Disabilities	10	719	10665	100	0	100	418	413	423	67	38	30	33	35	36	0	25	31	0	2	2
Students without Disabilities	88	4134	68312	100	0	98	478	486	493	5	7	7	37	26	21	54	59	62	4	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	65	2873	38662	100	0	96	462	467	468	16	16	16	41	33	32	40	47	49	3	3	3
Non-Economically Disadvantaged	33	1980	40315	100	0	100	490	486	498	3	6	5	28	20	15	66	63	66	3	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	98	4839	78750	100	99	99	494	499	500	7	6	6	29	28	29	64	64	63	0	2	2
All Students (Prior Year)	85	4790	75673	98	97	100	545	526	530	1	12	12	27	27	25	67	57	58	5	3	4
Female	40	2350	38586	100	100	99	517	515	515	3	4	4	17	20	22	81	72	71	0	3	3
Male	58	2489	40135	100	99	99	479	484	486	9	8	8	37	36	35	54	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	70	2615	31841	100	99	99	493	489	483	9	7	8	25	32	36	66	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	22	1569	36440	100	100	99	492	517	516	0	3	3	45	22	22	55	71	71	0	4	4
Students with Disabilities	10	710	10622	100	100	100	415	414	415	22	21	21	67	51	50	11	28	28	0	1	1
Students without Disabilities	88	4129	68196	100	98	98	503	514	513	5	3	3	25	24	25	70	70	69	0	2	3
Limited English Proficient Students	NC	553	12504	NC	100	100	NC	453	451	NC	13	12	NC	39	44	NC	47	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	65	2862	38558	100	98	96	484	490	485	10	8	8	28	33	37	62	57	54	0	1	1
Non-Economically Disadvantaged	33	1977	40260	100	100	100	511	511	514	0	3	3	31	21	21	69	72	72	0	4	4

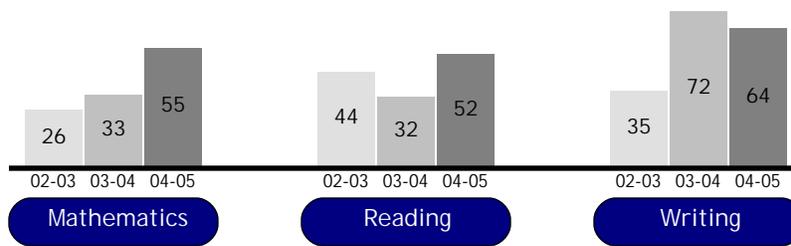
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	88	31	42	50	97	40	NA	58	100	37	43	47
	Language	94	29	39	43	100	37	45	50	100	37	42	47
	Mathematics	95	37	49	57	99	47	56	64	100	43	48	50
3	Reading	95	31	41	47	96	42	NA	55	100	39	41	44
	Language	93	41	48	54	99	49	56	61	100	40	40	44
	Mathematics	95	44	46	54	99	47	53	61	100	46	47	51
4	Reading	100	32	47	52	98	30	NA	56	100	40	43	48
	Language	99	32	44	48	99	28	45	52	100	39	44	49
	Mathematics	100	38	49	57	99	34	50	61	100	43	48	53
5	Reading	91	37	45	50	100	37	NA	55	100	44	46	50
	Language	91	36	41	46	100	38	41	49	100	42	46	50
	Mathematics	94	38	49	57	100	49	53	63	100	42	45	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Budget
- Ü Student Discipline
- Ü Textbook Selection
- Ü Curriculum Development
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	5.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	28%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab

Extracurricular Activities

- Ü Drug Abuse Resistance Education
- Ü Drug Abuse Resistance Education
- Ü Student Council
- Ü After School Tutoring

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü School Hoe Down during Rodeo Week and Love of Reading Week involving all students, staff and community, the Vesey Family Sock Hop, and Fourth Grade Movie. In addition, there were enrichment programs scheduled throughout the year.
- ü Improving student achievement as measured by AIMS and CCSA in the areas of Reading, Writing, and Mathematics.
- ü Collected over 3000 cans of food for the Community Food Drive as well as raising Pennies for Patients.
- ü Participated in and raised over \$2,600.00 for the American Heart Association for participating in the Jump for Heart Program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

To ensure that we have a safe and healthy learning environment, Vesey Elementary School has a schoolwide discipline policy in place. We also utilize the Tucson Unified District Rights and Responsibilities Handbook as well as the Vesey Elementary School Student/Parent Handbook. Our goal is to provide a program that will nurture and cultivate each student's intellectual curiosity and academic potential.

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	Edidtsa R. Michel	(520) 908-4600
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Pam Fine	(520) 225-6400
School Nutrition Programs	Camilla Loehrer	(520) 225-4758
Parent Organization	Darcie Revay	(520) 908-4600
Student Health/Nurse	Hazel Ivey	(520) 908-4617

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.