

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3505 W. Milton Rd, Tucson, AZ 85746

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 : Mrs. Marianne Hernandez  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-5  
 2005 Enrollment : 313  
 Web Address :  
 Phone Number : (520) 908-4700  
 Fax Number : (520) 908-4701  
 E-mail : mhernan1@tusd.k12.az.us

### Mission

Warren's mission is to provide quality education in which students learn to their maximum potential. Faculty, staff and administration will establish a positive school climate, promote student discipline, collaborate and articulate best practices.

### School / Academic Goals

- Ü Literacy goal: effectively implement the new Harcourt Reading Program in grades K-5. Teachers will administer the DIBELS and DRA two or three times during the school year, as well other informal assessments.
- Ü Data Analysis: disaggregate test scores by school, by teacher, and by student. Data will be used to drive the instruction, and identify students who are not meeting the standards. Students will receive intervention based on deficit areas or skills.
- Ü Writing: Grade level teams to articulate the writing process to bring consistency across grade levels; continue to administer monthly and quarterly writing prompts; discuss anchor papers and the characteristics of a proficient paper.
- Ü SIOP Model: Use Sheltered Instruction Observation Protocol (SIOP) as the framework to make academic content more accessible for English Language learners while at the same time promoting their English language development.

### Enrollment

October 1, 2004 School Year Student Enrollment : 345  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 47

Instructional Programs

- Ü Literacy Block Program
- Ü SEI Program
- Ü Full-Day Kindergarten
- Ü GATE Program
- Ü Exceptional Education Program
- Ü Tutoring Program
- Ü Intervention Program

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

Warren's responsibility is to disaggregate student data to identify which students have met or have not met the standards for reading, writing, and math, teach the CORE Curriculum, and monitor student progress and achievement. Teachers are required to provide some intervention for students who need extra help. Warren also has the responsibility to inform parents about the data and the three systems of accountability.

Parents

Parent's responsibility is to become actively involved in their child's education and in school goals; send them to school daily or call the school when students are out sick; support school policies including uniform dress code and Warren's Bill of Rights; to ensure students have completed their homework; to have open communication with faculty and staff.

Transportation Policy

Transportation is provided under the guidelines established by Tucson Unified School District. Bus transportation is provided for students who live within the Warren attendance area, and for our Special Education self-contained students. Students are required to abide by school bus safety guidelines. Failure to do so will result in suspension of a student's bus riding privileges.

School Honors

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

Award/Honor	Year
Ü Improving Student Achievement in AIMS Writing	2004
Ü Improving Student Achievement in CCSA	2003
Ü Improving Student Achievement in Stanford 9	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	47	4755	79306	98	99	99	390	436	445	14	15	10	36	21	18	48	49	51	2	15	20
All Students (Prior Year)	52	4633	75509	93	98	100	499	513	521	10	16	13	49	26	23	31	32	33	10	26	31
Female	20	2272	38691	100	100	99	407	438	446	11	13	10	26	20	18	58	51	52	5	15	20
Male	27	2483	40583	96	99	99	377	433	445	17	16	11	43	22	18	39	46	50	0	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	38	2608	32869	100	99	99	404	426	429	15	17	15	38	25	25	44	48	51	3	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	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	41	4154	69060	100	99	98	422	445	454	14	12	7	30	20	17	54	51	54	3	17	22
Limited English Proficient Students	NC	730	15509	NC	100	100	NC	400	406	NC	23	20	NC	30	30	NC	41	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	32	2845	39415	94	97	96	422	428	431	7	18	15	37	25	25	52	48	50	4	9	10
Non-Economically Disadvantaged	15	1911	39966	100	100	100	333	447	459	27	10	6	33	16	12	40	50	52	0	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	47	4759	79395	98	0	99	395	436	446	10	13	9	45	28	25	45	50	55	0	8	11
All Students (Prior Year)	53	4638	75492	95	98	100	510	514	519	11	16	12	33	19	16	39	44	47	17	21	24
Female	20	2273	38743	100	0	100	416	444	451	5	10	7	21	25	24	74	55	57	0	10	12
Male	27	2486	40618	96	0	99	377	428	440	13	16	11	65	31	27	22	47	53	0	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	38	2612	32915	100	0	99	410	425	426	9	16	15	41	33	35	50	46	47	0	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	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	41	4159	69139	100	0	99	428	445	454	3	10	7	46	27	24	51	54	58	0	9	11
Limited English Proficient Students	NC	734	15545	NC	0	100	NC	392	399	NC	25	21	NC	39	42	NC	34	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	32	2855	39484	94	0	96	424	426	429	11	17	14	44	33	35	44	46	47	0	4	4
Non-Economically Disadvantaged	15	1905	39986	100	0	100	342	449	461	7	8	4	47	21	16	47	57	63	0	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	46	4735	78869	96	99	99	436	439	442	5	6	6	17	22	21	62	63	63	17	9	10
All Students (Prior Year)	53	4606	75053	95	97	99	675	612	597	0	6	7	6	11	12	74	73	72	20	11	9
Female	20	2264	38536	100	99	99	452	457	458	5	4	4	11	15	15	63	69	67	21	12	14
Male	26	2471	40302	93	99	99	423	423	428	4	9	8	22	28	26	61	58	60	13	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	37	2602	32606	97	99	98	451	432	426	3	7	8	18	24	27	62	62	60	18	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	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	40	4139	68697	98	98	98	474	451	454	3	4	4	11	19	18	68	67	67	19	10	11
Limited English Proficient Students	NC	730	15339	NC	100	100	NC	398	399	NC	11	11	NC	30	31	NC	55	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	31	2835	39106	91	97	95	461	430	427	4	8	8	19	25	28	63	62	59	15	5	5
Non-Economically Disadvantaged	15	1901	39837	100	100	100	390	452	457	7	4	4	13	16	14	60	65	67	20	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	74	4852	78906	97	100	99	426	488	498	15	17	13	25	22	19	59	46	48	1	15	20
All Students (Prior Year)	60	4819	76019	90	98	100	487	490	499	12	19	14	56	40	39	17	13	14	15	28	33
Female	34	2352	38644	100	100	99	442	491	500	6	15	12	33	23	19	58	48	49	3	15	19
Male	40	2500	40236	95	99	99	410	485	497	23	19	15	17	21	19	60	45	46	0	15	20
African American	--	322	4087	--	98	99	--	473	481	--	26	20	--	27	24	--	38	45	--	9	11
Hispanic	53	2621	31938	98	99	99	432	477	481	15	21	19	29	26	25	54	44	46	2	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	15	1574	36483	100	100	99	408	509	517	21	8	7	14	14	13	64	53	51	0	25	30
Students with Disabilities	16	717	10664	89	100	100	225	421	430	38	47	42	13	24	27	50	24	26	0	4	5
Students without Disabilities	58	4135	68310	100	98	98	487	499	509	8	12	9	29	21	18	62	50	51	2	17	22
Limited English Proficient Students	13	557	12573	100	100	100	303	449	454	23	29	27	23	28	30	50	38	38	5	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	48	2872	38679	86	98	96	481	478	483	12	22	20	29	26	25	57	44	45	2	8	10
Non-Economically Disadvantaged	26	1980	40295	100	100	100	336	501	513	19	9	7	19	17	13	62	50	50	0	25	30

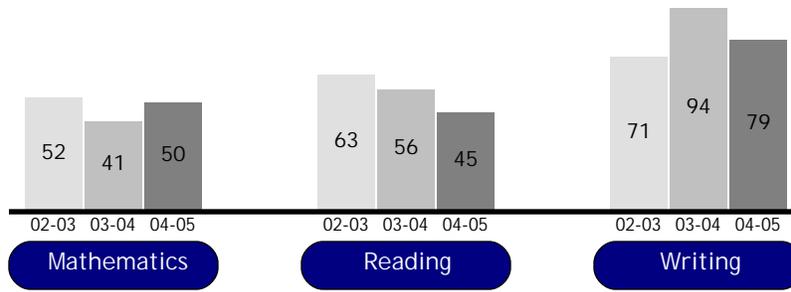
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	4853	78908	99	0	99	426	475	484	4	12	10	26	27	23	65	54	58	4	7	9
All Students (Prior Year)	58	4829	76020	87	98	100	496	498	503	22	33	25	37	24	23	37	34	40	4	9	12
Female	34	2351	38648	100	0	99	439	482	489	6	9	8	18	24	22	76	60	61	0	7	10
Male	41	2502	40233	98	0	99	414	469	479	3	15	12	33	30	25	56	49	55	8	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	53	2622	31940	98	0	99	432	464	465	2	15	16	31	33	32	65	49	49	2	3	3
Asian/Pacific Islander	NC	116	1805	NC	0	99	NC	509	507	NC	6	4	NC	10	13	NC	64	65	NC	19	18
American Indian/Alaskan Native	NC	217	4569	NC	0	100	NC	455	457	NC	20	18	NC	39	39	NC	39	41	NC	3	2
White	15	1576	36502	100	0	99	400	495	502	14	6	4	14	17	14	71	64	67	0	13	15
Students with Disabilities	17	719	10665	94	0	100	240	413	423	12	38	30	35	35	36	53	25	31	0	2	2
Students without Disabilities	58	4134	68312	100	0	98	487	486	493	2	7	7	23	26	21	69	59	62	6	7	10
Limited English Proficient Students	13	558	12556	100	0	100	298	436	436	5	22	24	36	41	40	59	36	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	49	2873	38662	88	0	96	481	467	468	5	16	16	28	33	32	63	47	49	5	3	3
Non-Economically Disadvantaged	26	1980	40315	100	0	100	336	486	498	4	6	5	23	20	15	69	63	66	4	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	75	4839	78750	99	99	99	445	499	500	4	6	6	30	28	29	62	64	63	3	2	2
All Students (Prior Year)	59	4790	75673	88	97	100	559	526	530	6	12	12	18	27	25	72	57	58	4	3	4
Female	34	2350	38586	100	100	99	482	515	515	0	4	4	15	20	22	79	72	71	6	3	3
Male	41	2489	40135	98	99	99	412	484	486	8	8	8	44	36	35	47	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	53	2615	31841	98	99	99	456	489	483	2	7	8	31	32	36	65	60	55	2	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	15	1569	36440	100	100	99	429	517	516	7	3	3	29	22	22	57	71	71	7	4	4
Students with Disabilities	17	710	10622	94	100	100	214	414	415	18	21	21	35	51	50	47	28	28	0	1	1
Students without Disabilities	58	4129	68196	100	98	98	521	514	513	0	3	3	29	24	25	67	70	69	4	2	3
Limited English Proficient Students	13	553	12504	100	100	100	304	453	451	5	13	12	41	39	44	55	47	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	49	2862	38558	88	98	96	496	490	485	7	8	8	33	33	37	58	57	54	2	1	1
Non-Economically Disadvantaged	26	1977	40260	100	100	100	361	511	514	0	3	3	27	21	21	69	72	72	4	4	4

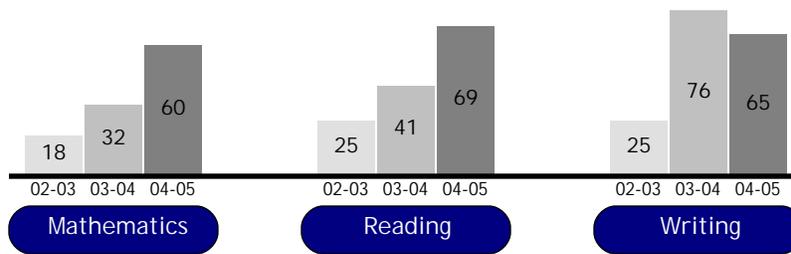
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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	60	18	42	50	89	29	NA	58	100	46	43	47
	Language	91	19	39	43	93	30	45	50	100	48	42	47
	Mathematics	89	22	49	57	93	26	56	64	100	44	48	50
3	Reading	98	35	41	47	95	39	NA	55	92	27	41	44
	Language	100	47	48	54	95	48	56	61	92	31	40	44
	Mathematics	98	43	46	54	95	46	53	61	92	35	47	51
4	Reading	100	42	47	52	85	49	NA	56	97	35	43	48
	Language	98	45	44	48	85	48	45	52	97	34	44	49
	Mathematics	98	35	49	57	85	46	50	61	94	36	48	53
5	Reading	98	23	45	50	88	48	NA	55	88	47	46	50
	Language	98	24	41	46	88	46	41	49	88	47	46	50
	Mathematics	98	29	49	57	88	50	53	63	87	47	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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Focus on increasing Student Achievement
- Ü How to increase Parent Involvement
- Ü Budget
- Ü Hiring Committee
- Ü Amend Constitution Bylaws, if needed

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	17.00
Other Professional Staff	5.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Librarian collaborates with staff.
- Ü Families Can Check Out Library Books.

Extracurricular Activities

- Ü After School Recreation
- Ü Community Service Opportunities
- Ü Student Council
- Ü Girls Scout

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü After School Program
- Ü Clothing/Food Banks
- Ü Full Time Counselor
- Ü Part-time Social Worker

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Warren has met attendance goal. For seven years our attendance goal was in the 92% range. Our attendance record at the end of 2004-05 school year was 93.5% This is a major accomplishment for Warren.
  
- ü The students, parents, teachers and support staff have created a learning environment that is friendly, productive, and successful. Warren has implemented a school-wide discipline plan that is working.

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>	7	12	12	17
Transfers In Rate <sup>6</sup>	20	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	3	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

Warren provides an environment that is safe and positive for learning; students receive a copy of the Guidelines for Student Rights and Responsibilities including Warren School Handbook; schoolwide discipline plan; Hall monitors; D.A.R.E. officer presents weekly lessons with all students from K-5; teachers continue to work on Life Skills on a daily basis.

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	Marianne Hernandez	(520) 908-4700
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Patricia Aranda-Avalos	(520) 908-4700
School Nutrition Programs	Lori Bolin	(520) 908-4700
Parent Organization	Boosters	(520) 908-4700
Student Health/Nurse	Rita Bradford	(520) 908-4700

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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 313 Copies = \$119.00

\*\* 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.