



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1818 Avenida Del Sol, Tucson, AZ 85710

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 : Dr. Stacie Cook Emert
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-5
 2005 Enrollment : 430
 Web Address : setmms.tusd.k12.az.us/~wheeler
 Phone Number : (520) 584-5500
 Fax Number : (520) 584-5501
 E-mail : stacie.emert@tusd.k12.az.us

Mission

Wheeler stands united as a safe, resepectful community ensuring growth with varied experiences while promoting tolerance.

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 To improve all student achievement in core content areas.
- ü Provide a positive, child-centered learning environment in a safe, orderly setting.
- ü Increase community and parent involvement.

Enrollment

October 1, 2004 School Year Student Enrollment : 396
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 65

Instructional Programs

- Ü Full-day Kindergarten
- Ü On-site Exceptional Education Support
- Ü Inquiry based learning
- Ü Balanced Literacy
- Ü Writing Across the Curriculum
- Ü Six Traits of Writing
- Ü Gifted and Talented Education
- Ü ABLE

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Assurance that a two-way communication process is happening. That district/state curriculum is taught; regular progress reports and conferences; accurate assessment; safe environment; consistent discipline plan; caring faculty.

Parents

Regular attendance; provide proper nourishment; supervision after school; respond to school contacts; support school discipline, school agendas, and homework; keeping school informed of pertinent information and when possible volunteer at school.

Transportation Policy

Bus riding is a privilege, rules and responsibilities must be followed or can be suspended. Applies to daily use and field trips. If students who normally ride the bus have alternate plans for the day, a written note to the office must be provided.

School Honors

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

Award/Honor	Year
Ü Improving School Status	2005
Ü LINKS Grant participant	2005
Ü Odyssey of the Mind State Winners	2005
Ü State Writing Awards	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	4755	79306	100	99	99	438	436	445	22	15	10	19	21	18	43	49	51	17	15	20
All Students (Prior Year)	54	4633	75509	98	98	100	499	513	521	14	16	13	41	26	23	32	32	33	14	26	31
Female	33	2272	38691	100	100	99	453	438	446	7	13	10	15	20	18	63	51	52	15	15	20
Male	27	2483	40583	100	99	99	422	433	445	37	16	11	22	22	18	22	46	50	19	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	23	2608	32869	100	99	99	420	426	429	29	17	15	24	25	25	48	48	51	0	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	27	1484	36197	100	100	99	453	457	463	20	8	5	12	14	11	36	52	53	32	26	31
Students with Disabilities	13	602	10321	100	100	100	408	374	389	42	36	30	25	29	27	33	31	34	0	5	9
Students without Disabilities	47	4154	69060	100	99	98	446	445	454	17	12	7	17	20	17	45	51	54	21	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	33	2845	39415	97	97	96	427	428	431	25	18	15	21	25	25	43	48	50	11	9	10
Non-Economically Disadvantaged	27	1911	39966	100	100	100	449	447	459	19	10	6	15	16	12	42	50	52	23	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	60	4759	79395	100	0	99	445	436	446	11	13	9	24	28	25	54	50	55	11	8	11
All Students (Prior Year)	54	4638	75492	98	98	100	517	514	519	9	16	12	23	19	16	48	44	47	20	21	24
Female	33	2273	38743	100	0	100	459	444	451	7	10	7	15	25	24	63	55	57	15	10	12
Male	27	2486	40618	100	0	99	432	428	440	15	16	11	33	31	27	44	47	53	7	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	23	2612	32915	100	0	99	435	425	426	19	16	15	24	33	35	48	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	27	1480	36221	100	0	99	452	459	465	8	7	4	24	20	15	52	58	63	16	15	17
Students with Disabilities	13	601	10331	100	0	100	419	371	388	25	35	25	50	34	37	17	28	34	8	3	4
Students without Disabilities	47	4159	69139	100	0	99	453	445	454	7	10	7	17	27	24	64	54	58	12	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	33	2855	39484	97	0	96	438	426	429	14	17	14	25	33	35	54	46	47	7	4	4
Non-Economically Disadvantaged	27	1905	39986	100	0	100	453	449	461	8	8	4	23	21	16	54	57	63	15	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	60	4735	78869	100	99	99	459	439	442	0	6	6	26	22	21	65	63	63	9	9	10
All Students (Prior Year)	54	4606	75053	98	97	99	641	612	597	7	6	7	5	11	12	68	73	72	20	11	9
Female	33	2264	38536	100	99	99	475	457	458	0	4	4	15	15	15	74	69	67	11	12	14
Male	27	2471	40302	100	99	99	443	423	428	0	9	8	37	28	26	56	58	60	7	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	23	2602	32606	100	99	98	447	432	426	0	7	8	24	24	27	71	62	60	5	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	27	1470	36078	100	99	99	465	454	459	0	5	4	32	18	16	56	64	66	12	13	14
Students with Disabilities	13	597	10246	100	100	100	437	354	367	0	20	18	33	40	39	67	38	40	0	2	4
Students without Disabilities	47	4139	68697	100	98	98	465	451	454	0	4	4	24	19	18	64	67	67	12	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	33	2835	39106	97	97	95	449	430	427	0	8	8	32	25	28	61	62	59	7	5	5
Non-Economically Disadvantaged	27	1901	39837	100	100	100	470	452	457	0	4	4	19	16	14	69	65	67	12	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	75	4852	78906	100	100	99	512	488	498	10	17	13	16	22	19	56	46	48	19	15	20
All Students (Prior Year)	83	4819	76019	99	98	100	508	490	499	4	19	14	49	40	39	11	13	14	36	28	33
Female	45	2352	38644	100	100	99	517	491	500	10	15	12	17	23	19	52	48	49	21	15	19
Male	30	2500	40236	100	99	99	505	485	497	11	19	15	14	21	19	61	45	46	14	15	20
African American	10	322	4087	100	98	99	479	473	481	25	26	20	25	27	24	50	38	45	0	9	11
Hispanic	19	2621	31938	100	99	99	500	477	481	18	21	19	18	26	25	47	44	46	18	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	36	1574	36483	100	100	99	526	509	517	3	8	7	14	14	13	61	53	51	22	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	67	4135	68310	100	98	98	518	499	509	6	12	9	15	21	18	60	50	51	19	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	43	2872	38679	98	98	96	499	478	483	15	22	20	18	26	25	59	44	45	8	8	10
Non-Economically Disadvantaged	32	1980	40295	100	100	100	529	501	513	3	9	7	13	17	13	52	50	50	32	25	30

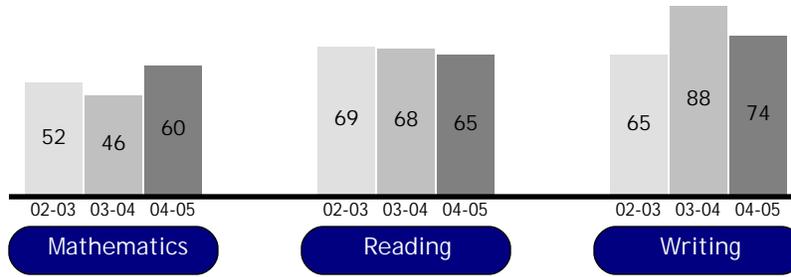
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	4853	78908	100	0	99	489	475	484	10	12	10	14	27	23	69	54	58	7	7	9
All Students (Prior Year)	84	4829	76020	100	98	100	515	498	503	14	33	25	22	24	23	45	34	40	19	9	12
Female	45	2351	38648	100	0	99	493	482	489	10	9	8	12	24	22	69	60	61	10	7	10
Male	30	2502	40233	100	0	99	482	469	479	11	15	12	18	30	25	68	49	55	4	6	8
African American	10	322	4092	100	0	99	477	468	473	0	13	12	38	32	28	63	52	54	0	4	5
Hispanic	19	2622	31940	100	0	99	486	464	465	24	15	16	18	33	32	41	49	49	18	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	36	1576	36502	100	0	99	494	495	502	6	6	4	6	17	14	86	64	67	3	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	67	4134	68312	100	0	98	496	486	493	3	7	7	15	26	21	74	59	62	8	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	43	2873	38662	98	0	96	481	467	468	10	16	16	18	33	32	72	47	49	0	3	3
Non-Economically Disadvantaged	32	1980	40315	100	0	100	498	486	498	10	6	5	10	20	15	65	63	66	16	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	100	99	99	513	499	500	7	6	6	17	28	29	73	64	63	3	2	2
All Students (Prior Year)	84	4790	75673	100	97	100	585	526	530	6	12	12	15	27	25	67	57	58	12	3	4
Female	45	2350	38586	100	100	99	526	515	515	5	4	4	17	20	22	74	72	71	5	3	3
Male	30	2489	40135	100	99	99	494	484	486	11	8	8	18	36	35	71	55	56	0	1	1
African American	10	321	4081	100	98	99	480	488	488	13	10	8	25	30	32	63	59	59	0	1	2
Hispanic	19	2615	31841	100	99	99	508	489	483	6	7	8	29	32	36	59	60	55	6	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	36	1569	36440	100	100	99	532	517	516	3	3	3	11	22	22	83	71	71	3	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	67	4129	68196	100	98	98	527	514	513	3	3	3	15	24	25	79	70	69	3	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	43	2862	38558	98	98	96	497	490	485	10	8	8	15	33	37	74	57	54	0	1	1
Non-Economically Disadvantaged	32	1977	40260	100	100	100	534	511	514	3	3	3	19	21	21	71	72	72	6	4	4

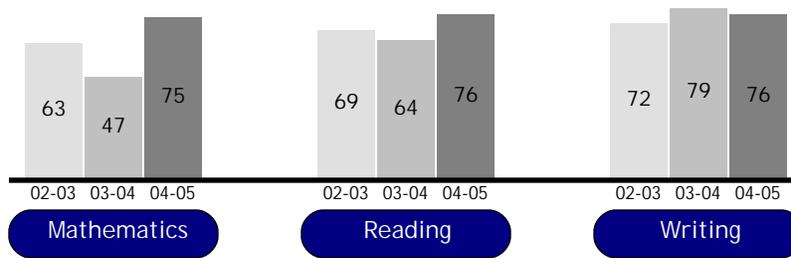
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	81	53	42	50	89	55	NA	58	100	55	43	47
	Language	92	44	39	43	95	56	45	50	100	50	42	47
	Mathematics	86	50	49	57	87	62	56	64	100	60	48	50
3	Reading	97	38	41	47	95	50	NA	55	100	44	41	44
	Language	97	45	48	54	95	60	56	61	100	44	40	44
	Mathematics	97	40	46	54	93	44	53	61	100	46	47	51
4	Reading	99	60	47	52	97	51	NA	56	100	48	43	48
	Language	100	61	44	48	97	51	45	52	100	49	44	49
	Mathematics	99	58	49	57	96	51	50	61	100	52	48	53
5	Reading	98	57	45	50	100	63	NA	55	100	51	46	50
	Language	98	55	41	46	100	59	41	49	100	53	46	50
	Mathematics	98	67	49	57	100	68	53	63	100	53	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)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü School MAP Planning
- Ü Instructional Programs
- Ü School Climate
- Ü Facilities
- Ü 301 Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.50
Other Professional Staff	4.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Resource Center
- Ü Stand alone computer lab
- Ü ABLE classrooms

Extracurricular Activities

- Ü Tutoring/Mentoring
- Ü Odyssey of the Mind
- Ü Conflict Managers
- Ü Girl Scouts/Brownies
- Ü Boy Scouts/Cub Scouts

Social Services

- Ü Before/After School YMCA Programs
- Ü Terra del Sol Senior's Group
- Ü Counseling Services
- Ü Adult Education

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We have improved our attendance. We have decreased the number of retentions and suspensions. Created a bookroom. Support and training for Balanced Literacy and Science FOSS materials.
- ü 400-plus volunteers participated in classroom and school events.
- ü Students have increased on the monthly writing scores based on the six traits six point rubric.
- ü Second Step Program incorporated taught in all classrooms throughout the school. Parent classes offered. A participant with the LINKS grant.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	24	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	90	96	95	81
Retention Rate ⁹	7	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

The school has a lock-down policy during regular school hours. The only door that is accessible is the main entrance. Safety Plan in place. Monthly fire drills. Second Step Violence Prevention Program. Clear expectations for appropriate behavior.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Office	(520) 584-5500
Transportation Policy	Bill Ball	(520) 731-6704
Community Resources	Elizabeth Day	(520) 584-5529
School Nutrition Programs	Lois Wilhite	(520) 584-5523
Parent Organization	Kelly Espenson	(520) 584-5500
Student Health/Nurse	Anita Sellers	(520) 584-5517

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.