

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2315 W. Canada St., 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	Underperforming

(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 : Mr. David Dodge  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : K-5  
 2005 Enrollment : 666  
 Web Address : edweb.tusd.k12.az.us/White/  
 Phone Number : (520) 908-5300  
 Fax Number : (520) 908-5301  
 E-mail : david.dodge@tusd.k12.az.us

### Mission

White Elementary School community members will work collaboratively to inspire every student to set and achieve academic and social goals in a clean, safe, diverse and enriching environment.

### School / Academic Goals

- ü Improving student achievement in writing. Students are assessed quarterly using the six trait of writing. Interventions are provided for students not meeting the standard on the quarterly writing prompt.
- ü Improvement of student achievement in math. Students take a quarterly math assesment that is developed by the teachers in each grade level. Interventions are provided for students not meeting the standard on the quarterly math assesment.
- ü Improving student achievement in reading. All students are assessed using the Developmental Reading Assesment. Students are provided with individualized instruction based on assessment data.

### Enrollment

October 1, 2004 School Year Student Enrollment : 658  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 158

Instructional Programs

- Ü Full-day Kindergarten
- Ü Self Contained Gifted
- Ü On-site Special Education Self-contained
- Ü Opening Minds Through The Arts
- Ü Pull Out Gifted Classes
- Ü Tucson Links
- Ü Positive Behavioral Supports

Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 5 hours 52 minutes  
First Day of School : 8/15/2005  
Last Day of School : 5/24/2006

Shared Responsibilities

School

To guarantee that each student receives the skills, services and support required for an excellent education.

Parents

To support their childrens' learning by being actively involved in activities at school.

Transportation Policy

Controlled through central administration.

School Honors

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

Award/Honor	Year
Ü Science & Engineering Fair Winners	2000
Ü Native American Studies Recognition	2000
Ü Tucson Museum of Art	2000
Ü Pima County Clean Air Program	2000

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	107	4755	79306	100	99	99	444	436	445	9	15	10	28	21	18	46	49	51	18	15	20
All Students (Prior Year)	104	4633	75509	100	98	100	521	513	521	11	16	13	27	26	23	31	32	33	31	26	31
Female	58	2272	38691	100	100	99	442	438	446	8	13	10	30	20	18	42	51	52	21	15	20
Male	49	2483	40583	100	99	99	447	433	445	10	16	11	25	22	18	50	46	50	15	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	80	2608	32869	100	99	99	437	426	429	8	17	15	32	25	25	50	48	51	9	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	18	1484	36197	100	100	99	465	457	463	11	8	5	17	14	11	33	52	53	39	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	98	4154	69060	100	99	98	449	445	454	4	12	7	28	20	17	48	51	54	20	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	75	2845	39415	100	97	96	437	428	431	10	18	15	28	25	25	49	48	50	13	9	10
Non-Economically Disadvantaged	32	1911	39966	100	100	100	459	447	459	6	10	6	28	16	12	38	50	52	28	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	107	4759	79395	100	0	99	449	436	446	8	13	9	28	28	25	53	50	55	11	8	11
All Students (Prior Year)	104	4638	75492	100	98	100	511	514	519	16	16	12	21	19	16	42	44	47	21	21	24
Female	58	2273	38743	100	0	100	451	444	451	6	10	7	28	25	24	55	55	57	11	10	12
Male	49	2486	40618	100	0	99	446	428	440	10	16	11	27	31	27	52	47	53	10	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	80	2612	32915	100	0	99	441	425	426	8	16	15	34	33	35	53	46	47	5	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	18	1480	36221	100	0	99	472	459	465	11	7	4	6	20	15	56	58	63	28	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	98	4159	69139	100	0	99	454	445	454	5	10	7	27	27	24	55	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	75	2855	39484	100	0	96	441	426	429	10	17	14	33	33	35	49	46	47	7	4	4
Non-Economically Disadvantaged	32	1905	39986	100	0	100	466	449	461	3	8	4	16	21	16	63	57	63	19	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	106	4735	78869	100	99	99	451	439	442	3	6	6	20	22	21	70	63	63	7	9	10
All Students (Prior Year)	102	4606	75053	98	97	99	589	612	597	4	6	7	18	11	12	69	73	72	8	11	9
Female	57	2264	38536	98	99	99	463	457	458	0	4	4	19	15	15	71	69	67	10	12	14
Male	49	2471	40302	100	99	99	438	423	428	6	9	8	21	28	26	69	58	60	4	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	79	2602	32606	100	99	98	447	432	426	4	7	8	21	24	27	66	62	60	10	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	18	1470	36078	100	99	99	465	454	459	0	5	4	17	18	16	83	64	66	0	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	97	4139	68697	100	98	98	453	451	454	3	4	4	18	19	18	71	67	67	8	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	74	2835	39106	99	97	95	451	430	427	3	8	8	22	25	28	66	62	59	9	5	5
Non-Economically Disadvantaged	32	1901	39837	100	100	100	451	452	457	3	4	4	16	16	14	78	65	67	3	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	108	4852	78906	100	100	99	492	488	498	17	17	13	25	22	19	43	46	48	15	15	20
All Students (Prior Year)	113	4819	76019	100	98	100	481	490	499	25	19	14	38	40	39	13	13	14	24	28	33
Female	45	2352	38644	100	100	99	496	491	500	13	15	12	23	23	19	50	48	49	15	15	19
Male	63	2500	40236	100	99	99	489	485	497	19	19	15	27	21	19	39	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	87	2621	31938	99	99	99	487	477	481	17	21	19	25	26	25	46	44	46	12	9	10
Asian/Pacific Islander	--	117	1805	--	100	98	--	532	536	--	6	5	--	8	8	--	50	45	--	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	12	1574	36483	100	100	99	533	509	517	0	8	7	20	14	13	40	53	51	40	25	30
Students with Disabilities	14	717	10664	100	100	100	444	421	430	50	47	42	36	24	27	14	24	26	0	4	5
Students without Disabilities	94	4135	68310	100	98	98	499	499	509	11	12	9	24	21	18	48	50	51	17	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	63	2872	38679	100	98	96	480	478	483	22	22	20	29	26	25	41	44	45	7	8	10
Non-Economically Disadvantaged	45	1980	40295	100	100	100	508	501	513	9	9	7	20	17	13	45	50	50	25	25	30

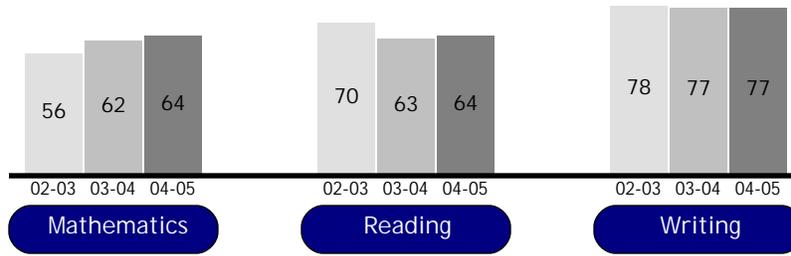
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	4853	78908	100	0	99	477	475	484	16	12	10	27	27	23	54	54	58	3	7	9
All Students (Prior Year)	113	4829	76020	100	98	100	496	498	503	45	33	25	16	24	23	29	34	40	10	9	12
Female	45	2351	38648	100	0	99	493	482	489	10	9	8	13	24	22	70	60	61	8	7	10
Male	63	2502	40233	100	0	99	467	469	479	19	15	12	37	30	25	44	49	55	0	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	87	2622	31940	99	0	99	473	464	465	17	15	16	27	33	32	55	49	49	1	3	3
Asian/Pacific Islander	--	116	1805	--	0	98	--	509	507	--	6	4	--	10	13	--	64	65	--	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	12	1576	36502	100	0	99	525	495	502	0	6	4	20	17	14	60	64	67	20	13	15
Students with Disabilities	14	719	10665	100	0	100	434	413	423	43	38	30	43	35	36	14	25	31	0	2	2
Students without Disabilities	94	4134	68312	100	0	98	484	486	493	11	7	7	25	26	21	60	59	62	3	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	63	2873	38662	100	0	96	466	467	468	26	16	16	29	33	32	43	47	49	2	3	3
Non-Economically Disadvantaged	45	1980	40315	100	0	100	493	486	498	2	6	5	25	20	15	68	63	66	5	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	4839	78750	98	99	99	503	499	500	3	6	6	36	28	29	59	64	63	2	2	2
All Students (Prior Year)	113	4790	75673	100	97	100	495	526	530	14	12	12	41	27	25	45	57	58	0	3	4
Female	44	2350	38586	98	100	99	528	515	515	0	4	4	18	20	22	79	72	71	3	3	3
Male	62	2489	40135	98	99	99	487	484	486	5	8	8	48	36	35	46	55	56	2	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	85	2615	31841	97	99	99	501	489	483	4	7	8	35	32	36	59	60	55	2	1	1
Asian/Pacific Islander	--	117	1802	--	100	98	--	540	533	--	3	2	--	13	16	--	79	75	--	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	12	1569	36440	100	100	99	523	517	516	0	3	3	30	22	22	70	71	71	0	4	4
Students with Disabilities	13	710	10622	93	100	100	468	414	415	0	21	21	69	51	50	31	28	28	0	1	1
Students without Disabilities	93	4129	68196	99	98	98	508	514	513	3	3	3	31	24	25	63	70	69	2	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	61	2862	38558	97	98	96	500	490	485	2	8	8	46	33	37	50	57	54	2	1	1
Non-Economically Disadvantaged	45	1977	40260	100	100	100	507	511	514	5	3	3	23	21	21	70	72	72	2	4	4

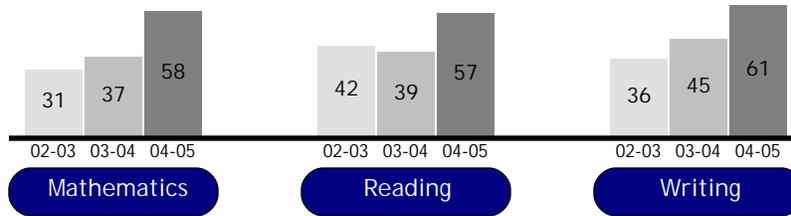
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	90	48	42	50	90	45	NA	58	96	45	43	47
	Language	94	48	39	43	94	52	45	50	96	48	42	47
	Mathematics	99	59	49	57	94	46	56	64	96	55	48	50
3	Reading	99	41	41	47	99	50	NA	55	100	44	41	44
	Language	97	44	48	54	99	62	56	61	100	40	40	44
	Mathematics	98	41	46	54	97	49	53	61	100	47	47	51
4	Reading	97	41	47	52	100	41	NA	56	100	42	43	48
	Language	97	39	44	48	100	42	45	52	100	43	44	49
	Mathematics	99	41	49	57	99	52	50	61	100	50	48	53
5	Reading	95	37	45	50	98	43	NA	55	100	46	46	50
	Language	97	29	41	46	98	37	41	49	100	45	46	50
	Mathematics	100	39	49	57	97	50	53	63	100	45	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)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Developing School Wide Goals
- Ü Mathematics
- Ü Quality Instruction
- Ü Reading
- Ü Pyramid Of Interventions
- Ü Writing

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
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	12	0	0	0
4 to 6 years	5	2	0	0
7 to 9 years	1	4	0	0
10 or more years	5	4	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library/Multimedia Center
- Ü Mult Purpose Room

Extracurricular Activities

- Ü Student Council
- Ü Opening Minds Through The Arts
- Ü After School Recreation
- Ü Track Team
- Ü Before School and After School Tutoring
- Ü Organized Games During Lunch Break

Social Services

- Ü After School Program
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Recreational Activities

- ü Students honored for positive behavior.
  
- ü Tucson Links School.
  
- ü Students honored monthly for perfect attendance.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	7	12	12	17
Transfers In Rate <sup>6</sup>	12	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	1	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

Developing new drop-off and pick-up area for parents. Requiring all visitors to the school to sign-in at the office and wear visitor badges. Implementing School Wide Programs to promote a positive school environment: Positive Behavioral Supports and Bully Proofing Your 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) :

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	David Dodge	(520) 908-5300
Transportation Policy	Nick Makres	(520) 225-4800
Community Resources	Edna Hollins	(520) 908-5300
School Nutrition Programs	Mike Chitala	(520) 908-5300
Parent Organization	Bulldog Parent Group	(520) 908-5300
Student Health/Nurse	Hazel Ivey	(520) 908-5300

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.