



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5330 E. Glenn Street, Tucson, AZ 85712

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	Highly Performing
2003-04	Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Ms. Kristine Hansen
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 349
 Web Address : www.tusd.k12.az.us
 Phone Number : (520) 232-8000
 Fax Number : (520) 232-8001
 E-mail : kristine.hansen@tusd.k12.az.us

Mission

All members of the Whitmore community work with students, families and the community to meet each child's educational needs, now and in the future, working together to help all children develop into mature, responsible, respectful, healthy adults.

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

School / Academic Goals

- Instruction: Whitmore students will improve skills in academic areas through an emphasis on writing across the curriculum with a continuing, increased emphasis on improving math and reading skills in all grade levels.
- Curriculum: Whitmore students will experience an integrated curriculum, enabling students to receive a standards-based education that provides all students with quality learning experiences, leading to increased student achievement.

(b) For additional information, please refer to the AYP page in this report card.

Enrollment

October 1, 2004 School Year Student Enrollment : 344
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 61

Instructional Programs

- Ü Integrated Curriculum/Instruction
- Ü CORE Curriculum/AZ Acad. Standards
- Ü On-site Special Education
- Ü Opening Minds through the Arts
- Ü Very Special Arts of Arizona

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Instructional partnership; Curriculum aligned to Academic Standards; Monthly newsletters; Weekly newsletters; Midquarter/quarterly progress reports to parents; School Council; PTA meetings; SCPC; Curriculum and Conference Nights.

Parents

Instructional partnership; classroom assistance; PTA; reading tutors; math tutors; Chess Club; School Council; School/community projects; support with homework and dress code; safety and monitoring; academic support.

Transportation Policy

Students will be transported if they reside in the Whitmore attendance boundaries and if within those boundaries, they live more than one and one-half miles from Whitmore, with the exception of Old Farm Apartments.

School Honors

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

Award/Honor	Year
Ü Scholastic Writer	2005
Ü Arizona Poetry	2005
Ü State Chess Recognition	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	66	4755	79306	100	99	99	448	436	445	11	15	10	14	21	18	56	49	51	19	15	20
All Students (Prior Year)	45	4633	75509	94	98	100	577	513	521	0	16	13	6	26	23	34	32	33	60	26	31
Female	33	2272	38691	100	100	99	464	438	446	0	13	10	15	20	18	58	51	52	27	15	20
Male	33	2483	40583	100	99	99	430	433	445	23	16	11	13	22	18	53	46	50	10	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	15	2608	32869	94	99	99	434	426	429	13	17	15	27	25	25	47	48	51	13	10	10
Asian/Pacific Islander	NC	124	1935	NC	100	99	NC	467	474	NC	5	3	NC	10	9	NC	45	48	NC	40	40
American Indian/Alaskan Native	NC	222	4264	NC	98	100	NC	410	419	NC	30	19	NC	28	30	NC	38	45	NC	5	6
White	38	1484	36197	100	100	99	453	457	463	8	8	5	8	14	11	67	52	53	17	26	31
Students with Disabilities	12	602	10321	100	100	100	414	374	389	36	36	30	18	29	27	45	31	34	0	5	9
Students without Disabilities	54	4154	69060	100	99	98	455	445	454	6	12	7	13	20	17	58	51	54	23	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	34	2845	39415	100	97	96	443	428	431	12	18	15	15	25	25	62	48	50	12	9	10
Non-Economically Disadvantaged	32	1911	39966	100	100	100	453	447	459	10	10	6	14	16	12	48	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	66	4759	79395	100	0	99	451	436	446	14	13	9	16	28	25	62	50	55	8	8	11
All Students (Prior Year)	46	4638	75492	96	98	100	540	514	519	0	16	12	0	19	16	61	44	47	39	21	24
Female	33	2273	38743	100	0	100	474	444	451	3	10	7	12	25	24	70	55	57	15	10	12
Male	33	2486	40618	100	0	99	426	428	440	27	16	11	20	31	27	53	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	15	2612	32915	94	0	99	444	425	426	20	16	15	13	33	35	67	46	47	0	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	38	1480	36221	100	0	99	457	459	465	11	7	4	11	20	15	69	58	63	8	15	17
Students with Disabilities	12	601	10331	100	0	100	401	371	388	36	35	25	36	34	37	27	28	34	0	3	4
Students without Disabilities	54	4159	69139	100	0	99	462	445	454	10	10	7	12	27	24	69	54	58	10	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	34	2855	39484	100	0	96	437	426	429	18	17	14	24	33	35	56	46	47	3	4	4
Non-Economically Disadvantaged	32	1905	39986	100	0	100	468	449	461	10	8	4	7	21	16	69	57	63	14	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	66	4735	78869	100	99	99	419	439	442	13	6	6	21	22	21	60	63	63	6	9	10
All Students (Prior Year)	44	4606	75053	92	97	99	689	612	597	0	6	7	0	11	12	80	73	72	20	11	9
Female	33	2264	38536	100	99	99	449	457	458	6	4	4	9	15	15	76	69	67	9	12	14
Male	33	2471	40302	100	99	99	385	423	428	20	9	8	33	28	26	43	58	60	3	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	15	2602	32606	94	99	98	415	432	426	20	7	8	0	24	27	73	62	60	7	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	38	1470	36078	100	99	99	428	454	459	8	5	4	22	18	16	64	64	66	6	13	14
Students with Disabilities	12	597	10246	100	100	100	325	354	367	36	20	18	45	40	39	18	38	40	0	2	4
Students without Disabilities	54	4139	68697	100	98	98	439	451	454	8	4	4	15	19	18	69	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	34	2835	39106	100	97	95	395	430	427	18	8	8	26	25	28	53	62	59	3	5	5
Non-Economically Disadvantaged	32	1901	39837	100	100	100	447	452	457	7	4	4	14	16	14	69	65	67	10	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	50	4852	78906	100	100	99	498	488	498	16	17	13	13	22	19	56	46	48	16	15	20
All Students (Prior Year)	50	4819	76019	96	98	100	513	490	499	11	19	14	32	40	39	14	13	14	43	28	33
Female	26	2352	38644	100	100	99	507	491	500	4	15	12	26	23	19	48	48	49	22	15	19
Male	24	2500	40236	100	99	99	489	485	497	27	19	15	0	21	19	64	45	46	9	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	15	2621	31938	100	99	99	476	477	481	36	21	19	7	26	25	50	44	46	7	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	--	218	4593	--	99	100	--	461	467	--	30	26	--	29	29	--	38	39	--	3	6
White	30	1574	36483	100	100	99	506	509	517	4	8	7	15	14	13	69	53	51	12	25	30
Students with Disabilities	10	717	10664	100	100	100	478	421	430	29	47	42	14	24	27	57	24	26	0	4	5
Students without Disabilities	40	4135	68310	100	98	98	502	499	509	13	12	9	13	21	18	55	50	51	18	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	24	2872	38679	100	98	96	471	478	483	32	22	20	21	26	25	42	44	45	5	8	10
Non-Economically Disadvantaged	26	1980	40295	100	100	100	519	501	513	4	9	7	8	17	13	65	50	50	23	25	30

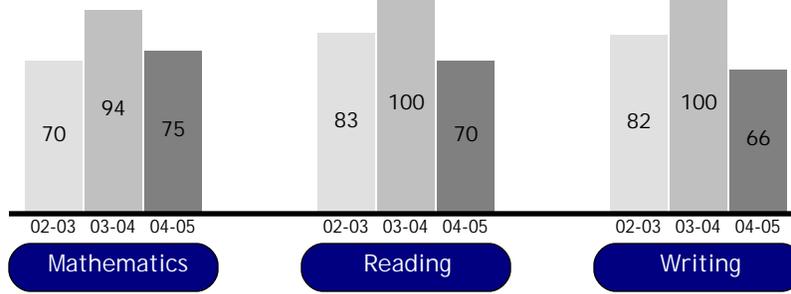
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	4853	78908	100	0	99	491	475	484	7	12	10	16	27	23	73	54	58	4	7	9
All Students (Prior Year)	51	4829	76020	98	98	100	515	498	503	21	33	25	13	24	23	45	34	40	21	9	12
Female	26	2351	38648	100	0	99	502	482	489	0	9	8	13	24	22	83	60	61	4	7	10
Male	24	2502	40233	100	0	99	479	469	479	14	15	12	18	30	25	64	49	55	5	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	15	2622	31940	100	0	99	468	464	465	14	15	16	36	33	32	50	49	49	0	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	--	217	4569	--	0	100	--	455	457	--	20	18	--	39	39	--	39	41	--	3	2
White	30	1576	36502	100	0	99	502	495	502	0	6	4	8	17	14	88	64	67	4	13	15
Students with Disabilities	10	719	10665	100	0	100	459	413	423	29	38	30	29	35	36	43	25	31	0	2	2
Students without Disabilities	40	4134	68312	100	0	98	497	486	493	3	7	7	13	26	21	79	59	62	5	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	24	2873	38662	100	0	96	470	467	468	16	16	16	26	33	32	58	47	49	0	3	3
Non-Economically Disadvantaged	26	1980	40315	100	0	100	506	486	498	0	6	5	8	20	15	85	63	66	8	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	50	4839	78750	100	99	99	511	499	500	7	6	6	20	28	29	71	64	63	2	2	2
All Students (Prior Year)	48	4790	75673	92	97	100	568	526	530	0	12	12	16	27	25	73	57	58	11	3	4
Female	26	2350	38586	100	100	99	533	515	515	0	4	4	9	20	22	91	72	71	0	3	3
Male	24	2489	40135	100	99	99	488	484	486	14	8	8	32	36	35	50	55	56	5	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	15	2615	31841	100	99	99	482	489	483	21	7	8	21	32	36	57	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	--	217	4586	--	99	100	--	480	481	--	7	8	--	43	37	--	49	54	--	1	1
White	30	1569	36440	100	100	99	521	517	516	0	3	3	19	22	22	77	71	71	4	4	4
Students with Disabilities	10	710	10622	100	100	100	457	414	415	14	21	21	43	51	50	43	28	28	0	1	1
Students without Disabilities	40	4129	68196	100	98	98	521	514	513	5	3	3	16	24	25	76	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	24	2862	38558	100	98	96	486	490	485	16	8	8	21	33	37	63	57	54	0	1	1
Non-Economically Disadvantaged	26	1977	40260	100	100	100	529	511	514	0	3	3	19	21	21	77	72	72	4	4	4

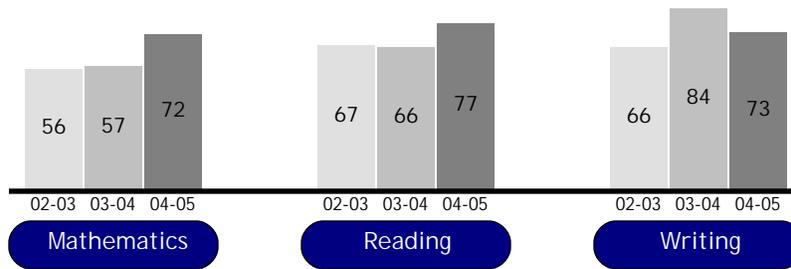
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	68	42	50	93	53	NA	58	98	51	43	47
	Language	93	57	39	43	95	56	45	50	98	46	42	47
	Mathematics	98	71	49	57	96	67	56	64	100	57	48	50
3	Reading	100	63	41	47	98	70	NA	55	100	49	41	44
	Language	98	62	48	54	98	79	56	61	100	50	40	44
	Mathematics	98	68	46	54	98	80	53	61	100	53	47	51
4	Reading	98	70	47	52	96	56	NA	56	98	52	43	48
	Language	100	57	44	48	100	58	45	52	98	49	44	49
	Mathematics	100	63	49	57	100	57	50	61	98	62	48	53
5	Reading	100	63	45	50	98	49	NA	55	100	52	46	50
	Language	100	52	41	46	98	57	41	49	100	52	46	50
	Mathematics	100	60	49	57	98	69	53	63	100	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/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academic Achievement
- Ü Instructional Strategies
- Ü School/Business/Community Partnership
- Ü 301 Monies
- Ü Tax Credit Monies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	16.00
Other Professional Staff	14.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	2
4 to 6 years	1	1	0	0
7 to 9 years	0	1	0	0
10 or more years	3	17	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	17
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 The Learning Center Computer Lab
- Ü Library
- Ü Kinder/1st Hummingbird/Butterfly Habitat
- Ü Opening Minds through the Arts Room

Extracurricular Activities

- Ü Chess Club
- Ü Girl Scouts
- Ü Boy Scouts
- Ü Drama Club

Social Services

- Ü Happy Hours After School Program
- Ü School Resource Officer Program
- Ü Breakfast Program
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Whitmore, in conjunction with the district Fine Arts Department, offers the OMA project(Opening Minds through the Arts) for all Whitmore students, including symphony, opera, movement, recorder, strings and wind instruction.

- ü Besides using the hands-on Foss kits, the Whitmore science program includes a resource center as well as a hummingbird/butterfly habitat.

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	10	12	12	17
Transfers In Rate ⁶	21	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	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

Whitmore continues to implement a schoolwide Safety Plan which includes strategies for dealing with intruders, fire, natural disasters and bee swarms. In addition, Respect and Responsibility is a major focus of the entire Whitmore community. The counseling component at Whitmore emphasizes individual responsibility wise choices.

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	Ms. Hansen	(520) 232-8000
Transportation Policy	Mr. Ball	(520) 225-4800
Community Resources	Mr. Free	(520) 232-8000
School Nutrition Programs	Ms. Ewer	(520) 232-8000
Parent Organization	Ms. Herrick	(520) 232-8000
Student Health/Nurse	Ms. Vasko	(520) 232-8000

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.

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

Total cost of printing: 12 Pages X .0318 Per page X 300 Copies = \$114.00

** 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.