

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5051 W. Overton Road, Tucson, AZ 85742

Marana 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	Highly Performing
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 : Mr. Stephen Poling  
 Schedule : 06:30 AM to 03:30 PM  
 Grades : K-6  
 2005 Enrollment : 607  
 Web Address : www.maranausd.org/DG  
 Phone Number : (520) 579-4800  
 Fax Number : (520) 579-4840  
 E-mail : s.j.poling@maranausd.org

### Mission

DeGrazia Elementary School is a student-centered community with a foundation of academic excellence, creating lifelong learners and involved citizens. In our safe and caring environment all students are respectful and accept personal responsibility.

### School / Academic Goals

- ü All DeGrazia students will demonstrate the ability to apply skills and strategies necessary to meet or exceed the Arizona State Standards in math.
- ü All DeGrazia students will demonstrate the ability to apply skills and strategies necessary to meet or exceed the Arizona State Standards in writing.
- ü All DeGrazia students will demonstrate the ability to apply skills and strategies necessary to meet or exceed the Arizona State Standards in reading.

### Enrollment

October 1, 2004 School Year Student Enrollment : 624  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 45

Instructional Programs

- Ü Band/Orchestra/General Music
- Ü Gifted Program
- Ü On-site Special Education
- Ü SEI Instruction
- Ü Extended Day Kindergarten

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 :	5/25/2006

Shared Responsibilities

School

We keep each parent informed of student progress through conferences, standards-based report cards, and District Assessment Plan reports. We inform parents of school events through our newsletters, website, open houses, and other schoolwide events.

Parents

We believe in a partnership between the school and home to provide an optimal learning environment for every child. Parents are encouraged to participate by volunteering in classrooms, working in our PTO and Site Council, and attending schoolwide community events.

Transportation Policy

DeGrazia Elementary is served by the Marana School District Transportation Department. The DeGrazia community is an established, densely populated neighborhood adjacent to the school, and requires only two regular education buses for our students.

School Honors

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

Award/Honor	Year
Ü DARE writing contest winner	2005
Ü University of Arizona Science Fair Winners	2004
Ü AZ Grade School Chess Championship: 3rd & 5th Place	2003
Ü Reading Champions: 5th in Southern Arizona	2002

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	74	985	79306	99	100	99	457	462	445	3	6	10	12	10	18	64	53	51	21	32	20
All Students (Prior Year)	83	956	75509	100	100	100	528	537	521	6	8	13	22	18	23	40	33	33	32	41	31
Female	33	465	38691	100	100	99	456	459	446	7	8	10	7	8	18	64	56	52	21	28	20
Male	41	520	40583	98	99	99	458	464	445	0	4	11	16	12	18	63	50	50	21	34	21
African American	NC	34	4041	NC	100	99	NC	435	426	NC	6	17	NC	15	23	NC	70	50	NC	9	10
Hispanic	16	254	32869	100	100	99	453	450	429	7	8	15	7	14	25	71	54	51	14	24	10
Asian/Pacific Islander	NC	23	1935	NC	100	99	NC	447	474	NC	5	3	NC	10	9	NC	45	48	NC	40	40
American Indian/Alaskan Native	NC	16	4264	NC	89	100	NC	440	419	NC	8	19	NC	31	30	NC	46	45	NC	15	6
White	52	658	36197	98	100	99	461	469	463	2	5	5	13	8	11	60	52	53	26	36	31
Students with Disabilities	19	161	10321	100	100	100	430	399	389	12	24	30	24	22	27	59	42	34	6	12	9
Students without Disabilities	55	824	69060	95	99	98	467	474	454	0	2	7	8	8	17	65	55	54	27	35	22
Limited English Proficient Students	NC	33	15509	NC	100	100	NC	355	406	NC	11	20	NC	18	30	NC	58	45	NC	13	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	18	345	39415	95	96	96	447	452	431	7	10	15	21	13	25	50	54	50	21	23	10
Non-Economically Disadvantaged	56	640	39966	100	100	100	460	467	459	2	4	6	10	8	12	67	52	52	21	36	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	74	985	79395	99	0	99	461	458	446	5	6	9	17	15	25	68	65	55	11	14	11
All Students (Prior Year)	82	953	75492	99	100	100	522	523	519	9	8	12	11	14	16	55	49	47	25	29	24
Female	33	463	38743	100	0	100	469	463	451	7	6	7	7	12	24	71	67	57	14	15	12
Male	41	522	40618	98	0	99	455	453	440	3	7	11	24	18	27	66	62	53	8	12	9
African American	NC	33	4052	NC	0	100	NC	430	434	NC	6	11	NC	22	29	NC	69	54	NC	3	6
Hispanic	16	255	32915	100	0	99	454	450	426	0	7	15	29	19	35	71	65	47	0	9	4
Asian/Pacific Islander	NC	23	1936	NC	0	99	NC	445	468	NC	0	3	NC	10	14	NC	70	63	NC	20	19
American Indian/Alaskan Native	NC	16	4271	NC	0	100	NC	431	420	NC	23	15	NC	15	42	NC	54	41	NC	8	2
White	52	658	36221	98	0	99	465	463	465	6	6	4	13	14	15	66	64	63	15	16	17
Students with Disabilities	19	161	10331	100	0	100	426	390	388	18	26	25	41	33	37	35	36	34	6	5	4
Students without Disabilities	55	824	69139	95	0	99	473	471	454	0	3	7	8	12	24	80	70	58	12	15	11
Limited English Proficient Students	NC	33	15545	NC	0	100	NC	344	399	NC	16	21	NC	27	42	NC	51	35	NC	7	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	18	344	39484	95	0	96	451	448	429	0	11	14	29	19	35	64	59	47	7	10	4
Non-Economically Disadvantaged	56	641	39986	100	0	100	463	463	461	6	4	4	13	13	16	69	67	63	12	16	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	73	984	78869	97	100	99	474	450	442	0	3	6	15	20	21	68	67	63	17	10	10
All Students (Prior Year)	82	951	75053	99	99	99	579	603	597	10	7	7	8	11	12	77	74	72	5	9	9
Female	33	464	38536	100	100	99	502	465	458	0	2	4	11	13	15	57	70	67	32	15	14
Male	40	520	40302	95	99	99	453	437	428	0	3	8	19	26	26	76	64	60	5	7	7
African American	NC	33	4015	NC	100	99	NC	436	430	NC	0	8	NC	19	24	NC	78	61	NC	3	7
Hispanic	16	255	32606	100	100	98	462	448	426	0	2	8	21	26	27	71	62	60	7	10	5
Asian/Pacific Islander	NC	23	1925	NC	100	99	NC	452	471	NC	0	3	NC	10	11	NC	70	64	NC	20	22
American Indian/Alaskan Native	NC	16	4245	NC	89	100	NC	459	423	NC	0	9	NC	31	26	NC	46	61	NC	23	4
White	52	657	36078	98	99	99	476	451	459	0	4	4	15	18	16	66	68	66	19	10	14
Students with Disabilities	19	158	10246	100	100	100	438	382	367	0	10	18	41	41	39	59	48	40	0	1	4
Students without Disabilities	54	826	68697	93	99	98	487	463	454	0	2	4	6	16	18	71	70	67	23	12	11
Limited English Proficient Students	NC	33	15339	NC	100	100	NC	347	399	NC	9	11	NC	29	31	NC	58	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	17	343	39106	89	96	95	468	436	427	0	4	8	15	29	28	85	62	59	0	5	5
Non-Economically Disadvantaged	56	641	39837	100	100	100	475	458	457	0	3	4	15	15	14	63	69	67	21	13	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	102	1000	78906	99	99	99	514	502	498	3	9	13	16	14	19	65	55	48	16	21	20
All Students (Prior Year)	77	1011	76019	100	99	100	505	508	499	7	8	14	35	35	39	17	15	14	42	41	33
Female	57	486	38644	100	100	99	520	501	500	6	9	12	9	14	19	68	58	49	17	19	19
Male	45	514	40236	98	99	99	506	502	497	0	9	15	24	15	19	61	53	46	15	23	20
African American	NC	29	4087	NC	100	99	NC	425	481	NC	28	20	NC	24	24	NC	40	45	NC	8	11
Hispanic	21	251	31938	100	99	99	493	489	481	11	12	19	16	18	25	68	56	46	5	14	10
Asian/Pacific Islander	NC	21	1805	NC	100	98	NC	525	536	NC	5	5	NC	5	8	NC	63	45	NC	26	42
American Indian/Alaskan Native	NC	19	4593	NC	100	100	NC	464	467	NC	35	26	NC	24	29	NC	41	39	NC	0	6
White	72	680	36483	99	99	99	520	509	517	1	7	7	16	13	13	63	56	51	19	25	30
Students with Disabilities	17	130	10664	100	100	100	475	413	430	14	35	42	36	29	27	50	34	26	0	2	5
Students without Disabilities	85	870	68310	97	98	98	521	515	509	1	6	9	13	12	18	68	58	51	19	24	22
Limited English Proficient Students	NC	31	12573	NC	100	100	NC	347	454	NC	28	27	NC	28	30	NC	43	38	NC	2	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	26	340	38679	93	95	96	508	493	483	0	16	20	18	19	25	68	52	45	14	13	10
Non-Economically Disadvantaged	76	660	40295	100	100	100	515	506	513	4	6	7	15	12	13	64	57	50	17	25	30

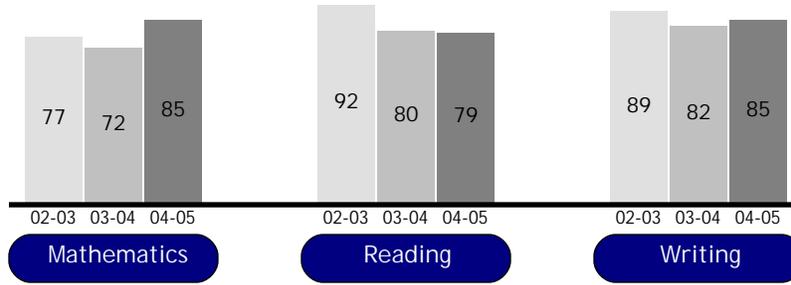
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	1002	78908	99	0	99	507	493	484	4	6	10	16	17	23	62	66	58	18	12	9
All Students (Prior Year)	76	1010	76020	99	99	100	508	509	503	13	18	25	24	24	23	48	43	40	15	15	12
Female	57	487	38648	100	0	99	515	497	489	4	5	8	13	13	22	60	69	61	23	13	10
Male	45	515	40233	98	0	99	498	489	479	5	6	12	20	20	25	63	63	55	12	11	8
African American	NC	29	4092	NC	0	99	NC	421	473	NC	16	12	NC	20	28	NC	60	54	NC	4	5
Hispanic	21	251	31940	100	0	99	494	483	465	5	7	16	26	20	32	58	65	49	11	8	3
Asian/Pacific Islander	NC	21	1805	NC	0	98	NC	505	507	NC	5	4	NC	11	13	NC	63	65	NC	21	18
American Indian/Alaskan Native	NC	19	4569	NC	0	100	NC	464	457	NC	18	18	NC	35	39	NC	47	41	NC	0	2
White	72	682	36502	99	0	99	513	499	502	4	4	4	13	15	14	62	67	67	21	14	15
Students with Disabilities	17	131	10665	100	0	100	478	410	423	21	24	30	21	36	36	50	38	31	7	3	2
Students without Disabilities	85	871	68312	97	0	98	513	505	493	1	3	7	15	14	21	64	70	62	20	13	10
Limited English Proficient Students	NC	31	12556	NC	0	100	NC	341	436	NC	21	24	NC	26	40	NC	51	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	26	341	38662	93	0	96	497	487	468	0	9	16	14	22	32	82	61	49	5	9	3
Non-Economically Disadvantaged	76	661	40315	100	0	100	511	496	498	6	4	5	17	14	15	56	68	66	22	13	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	102	1004	78750	99	100	99	523	505	500	2	4	6	14	24	29	82	71	63	2	2	2
All Students (Prior Year)	77	1009	75673	100	99	100	523	522	530	10	13	12	24	26	25	63	58	58	4	3	4
Female	57	487	38586	100	100	99	539	518	515	0	2	4	8	17	22	91	79	71	2	2	3
Male	45	517	40135	98	99	99	502	493	486	5	5	8	22	30	35	71	63	56	2	1	1
African American	NC	29	4081	NC	100	99	NC	448	488	NC	12	8	NC	20	32	NC	68	59	NC	0	2
Hispanic	21	250	31841	100	98	99	520	500	483	0	4	8	16	30	36	84	65	55	0	1	1
Asian/Pacific Islander	NC	21	1802	NC	100	98	NC	530	533	NC	0	2	NC	16	16	NC	79	75	NC	5	7
American Indian/Alaskan Native	NC	19	4586	NC	100	100	NC	487	481	NC	6	8	NC	41	37	NC	53	54	NC	0	1
White	72	685	36440	99	100	99	525	509	516	3	3	3	12	22	22	82	73	71	3	2	4
Students with Disabilities	17	131	10622	100	100	100	485	403	415	0	19	21	50	42	50	50	34	28	0	5	1
Students without Disabilities	85	873	68196	97	98	98	530	520	513	3	1	3	8	21	25	88	76	69	3	1	3
Limited English Proficient Students	NC	31	12504	NC	100	100	NC	348	451	NC	13	12	NC	45	44	NC	30	43	NC	13	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	26	342	38558	93	95	96	507	496	485	5	6	8	18	34	37	77	59	54	0	0	1
Non-Economically Disadvantaged	76	662	40260	100	100	100	528	510	514	1	2	3	13	19	21	83	76	72	3	2	4

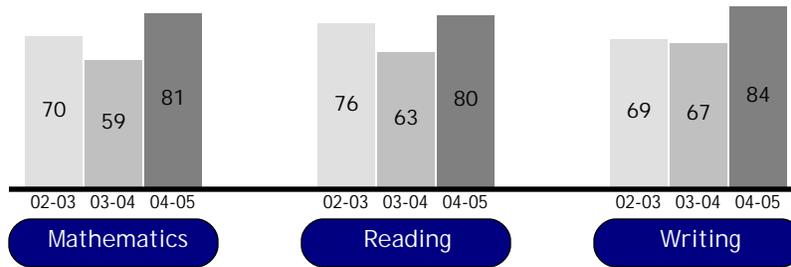
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	71	63	50	100	65	NA	58	99	55	53	47
	Language	99	54	57	43	100	60	50	50	99	58	50	47
	Mathematics	99	65	71	57	100	73	67	64	100	59	59	50
3	Reading	100	75	61	47	98	65	NA	55	99	54	52	44
	Language	99	74	65	54	99	64	64	61	99	47	48	44
	Mathematics	100	69	69	54	100	66	68	61	99	57	61	51
4	Reading	98	82	66	52	98	74	NA	56	100	54	54	48
	Language	100	76	58	48	99	66	56	52	100	52	55	49
	Mathematics	100	81	67	57	99	69	66	61	100	55	59	53
5	Reading	99	69	61	50	100	69	NA	55	99	62	57	50
	Language	100	66	53	46	100	62	51	49	99	61	56	50
	Mathematics	100	71	66	57	100	77	67	63	99	57	56	49
6	Reading	100	72	64	53	99	67	NA	56	99	65	59	51
	Language	98	63	56	45	98	59	51	48	99	58	53	47
	Mathematics	98	80	73	62	98	76	71	66	100	65	60	52

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

Council Duties

- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Community Events
- Ü Academic Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	36.00
Other Professional Staff	2.40	Teacher Aide	8.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	2	2	0	0
7 to 9 years	1	2	0	0
10 or more years	8	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
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 Computer Labs (2)
- Ü Library

Extracurricular Activities

- Ü Chess Club
- Ü Student Council
- Ü Safety Patrol
- Ü PALS
- Ü Suncatchers' Club
- Ü After School Tutoring

Social Services

- Ü LEAP Before & After School Care Program
- Ü Health Office Services
- Ü Breakfast/Lunch Programs
- Ü Counseling Services
- Ü Goals Coach

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Teachers at DeGrazia have devised a number of strategies to help meet the needs of each child. We have Reading Counts, Math Challenge, SuccessMaker, in classroom computers, as well as computer labs used during and after school hours.
  
- ü Through the LINKS program, we are implementing Positive Behavior Support this year to build a strong community of responsible students. Our three behavior goals are: Act Safely, Respect Everyone & Everything, and Take Responsibility.
  
- ü After a K-1 pilot in 2003-04 we are utilizing the DIBELS assessment for identifying and working with students in grades K-4 who require extra support in reading. This support will be provided by our two reading specialists and grade level teachers.
  
- ü Building upon the intent of our new motto: 'DeGrazia, Where Learning is an Art', we worked with a local artist in the spring of 2004 to create a 20' X 10' courtyard mural of 450 images created by hundreds of DeGrazia students.

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>	17	28	28	37
Stability Rate <sup>7</sup>	93	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	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

DeGrazia has an up-to-date Emergency Plan for all types of emergencies. Any serious or recurring discipline issues are handled quickly and effectively by our staff. We have PALS; 4th-6th grade peer mediators, and a 6th grade safety patrol. During this school year we are implementing Positive Behavior Support to build and promote student responsibility.

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) :

3

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	Steve Poling	(520) 579-4800
Transportation Policy	Don Powers	(520) 682-1055
Community Resources	Jennifer De La Montana	(520) 579-4800
School Nutrition Programs	James Remete	(520) 682-4737
Parent Organization	Donna Berge	(520) 579-4800
Student Health/Nurse	Tammy Trout	(520) 579-4803

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 100 Copies = \$38.00

\*\* 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.