

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4600 W Cortaro Farms Rd, 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	Excelling
2003-04	Excelling
2002-03	Excelling

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

### School Overview

Principal/Administrator : Ms. Pennie A. Harcus  
 Schedule : 06:30 AM to 03:00 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 700  
 Web Address : www.maranausd.org  
 Phone Number : (520) 579-4700  
 Fax Number : (520) 744-3693  
 E-mail : P.A.Harcus@maranausd.org

### Mission

Quail Run is a school community encouraging mutual respect, lifelong learning and developing productive citizens within a nurturing environment. We believe children learn best in a positive, cooperative atmosphere and who commit to personal excellence.

### 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 Improve student use of oral and written language by implementing specific language strategies in each classroom. Provide in-service training to staff members on language development and processing, as well as student mastery for writing outcomes.
- ü Improve student achievement in reading through implementation of research- based reading practices. Incorporate the Houghton Mifflin Reading series and the Accelerated Reading program to enhance/enrich reading strategies for all reading formats.
- ü Engage students in discussion about their mathematical thinking and problem solving strategies. Implementation of the Everyday Math Series has developed a common language that has increased processing skills grades K-6.
- ü Enhance social studies and science curriculum by updating materials. New materials will better prepare students to master the Arizona Academic Standards. Teacher collaboration/workshops will assist with implementation of new standards and medium.

### Enrollment

October 1, 2004 School Year Student Enrollment : 708  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 123

Instructional Programs

- Gifted Education
- Remedial Reading
- On-site Special Education
- Speech/Language Services
- English Second Language services
- Writing Tutor/remediation

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

School provides a safe, secure, caring environment with high academic growth. Instruction is aligned to the Arizona Academic Standards and district curriculum. School maintains regular communication, reports progress and recognizes students for their academic achievements. Services are provided to assist those students in need, and parent support for successful learning is a priority.

Parents

Parents are to provide physical care and well-being of students, regular attendance and be involved with their child's education. Parents responsibility is to maintain close communication, attend parent conferences and support homework. Parents who reinforce policies and procedures help to develop positive, productive and responsible young adults.

Transportation Policy

Safe transportation of children is vital concern. The Marana Unified School District Transportation Department is dedicated to the selection, training, supervision and retention of professional staff members. Student safety comes first.

School Honors

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

Award/Honor	Year
• National Blue Ribbon School of Excellence	2001
• Arizona A+ Elementary School	1999
• MUSD Heroes in Education (5)	2001
• Presidential Award for Ed. Excellence (28)	2001

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	100	985	79306	100	100	99	497	462	445	0	6	10	1	10	18	45	53	51	54	32	20
All Students (Prior Year)	99	956	75509	98	100	100	566	537	521	1	8	13	11	18	23	29	33	33	59	41	31
Female	52	465	38691	100	100	99	493	459	446	0	8	10	0	8	18	44	56	52	56	28	20
Male	48	520	40583	100	99	99	501	464	445	0	4	11	2	12	18	47	50	50	51	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	15	254	32869	100	100	99	480	450	429	0	8	15	0	14	25	57	54	51	43	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	73	658	36197	100	100	99	501	469	463	0	5	5	0	8	11	43	52	53	57	36	31
Students with Disabilities	13	161	10321	100	100	100	457	399	389	0	24	30	0	22	27	77	42	34	23	12	9
Students without Disabilities	87	824	69060	100	99	98	503	474	454	0	2	7	1	8	17	40	55	54	58	35	22
Limited English Proficient Students	--	33	15509	--	100	100	--	355	406	--	11	20	--	18	30	--	58	45	--	13	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	20	345	39415	91	96	96	500	452	431	0	10	15	0	13	25	35	54	50	65	23	10
Non-Economically Disadvantaged	80	640	39966	100	100	100	496	467	459	0	4	6	1	8	12	48	52	52	51	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	100	985	79395	100	0	99	489	458	446	0	6	9	9	15	25	65	65	55	26	14	11
All Students (Prior Year)	99	953	75492	98	100	100	535	523	519	2	8	12	9	14	16	53	49	47	36	29	24
Female	52	463	38743	100	0	100	494	463	451	0	6	7	8	12	24	64	67	57	28	15	12
Male	48	522	40618	100	0	99	484	453	440	0	7	11	11	18	27	66	62	53	23	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	15	255	32915	100	0	99	478	450	426	0	7	15	7	19	35	86	65	47	7	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	73	658	36221	100	0	99	493	463	465	0	6	4	10	14	15	60	64	63	31	16	17
Students with Disabilities	13	161	10331	100	0	100	441	390	388	0	26	25	54	33	37	38	36	34	8	5	4
Students without Disabilities	87	824	69139	100	0	99	496	471	454	0	3	7	2	12	24	69	70	58	29	15	11
Limited English Proficient Students	--	33	15545	--	0	100	--	344	399	--	16	21	--	27	42	--	51	35	--	7	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	20	344	39484	91	0	96	493	448	429	0	11	14	0	19	35	60	59	47	40	10	4
Non-Economically Disadvantaged	80	641	39986	100	0	100	488	463	461	0	4	4	12	13	16	66	67	63	22	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	100	984	78869	100	100	99	491	450	442	1	3	6	3	20	21	68	67	63	28	10	10
All Students (Prior Year)	99	951	75053	98	99	99	669	603	597	0	7	7	5	11	12	78	74	72	17	9	9
Female	52	464	38536	100	100	99	501	465	458	0	2	4	4	13	15	60	70	67	36	15	14
Male	48	520	40302	100	99	99	481	437	428	2	3	8	2	26	26	77	64	60	19	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	15	255	32606	100	100	98	496	448	426	0	2	8	0	26	27	79	62	60	21	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	73	657	36078	100	99	99	491	451	459	1	4	4	4	18	16	65	68	66	29	10	14
Students with Disabilities	13	158	10246	100	100	100	465	382	367	0	10	18	8	41	39	85	48	40	8	1	4
Students without Disabilities	87	826	68697	100	99	98	495	463	454	1	2	4	2	16	18	65	70	67	31	12	11
Limited English Proficient Students	--	33	15339	--	100	100	--	347	399	--	9	11	--	29	31	--	58	54	--	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	20	343	39106	91	96	95	486	436	427	0	4	8	5	29	28	75	62	59	20	5	5
Non-Economically Disadvantaged	80	641	39837	100	100	100	493	458	457	1	3	4	3	15	14	66	69	67	30	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	112	1000	78906	97	99	99	516	502	498	4	9	13	11	14	19	60	55	48	25	21	20
All Students (Prior Year)	98	1011	76019	100	99	100	514	508	499	6	8	14	30	35	39	15	15	14	48	41	33
Female	56	486	38644	97	100	99	513	501	500	4	9	12	16	14	19	59	58	49	22	19	19
Male	56	514	40236	98	99	99	520	502	497	4	9	15	7	15	19	61	53	46	28	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	24	251	31938	96	99	99	506	489	481	0	12	19	29	18	25	48	56	46	24	14	10
Asian/Pacific Islander	--	21	1805	--	100	98	--	525	536	--	5	5	--	5	8	--	63	45	--	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	86	680	36483	98	99	99	519	509	517	5	7	7	7	13	13	63	56	51	24	25	30
Students with Disabilities	NC	130	10664	NC	100	100	NC	413	430	NC	35	42	NC	29	27	NC	34	26	NC	2	5
Students without Disabilities	103	870	68310	98	98	98	520	515	509	3	6	9	10	12	18	60	58	51	27	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	30	340	38679	94	95	96	498	493	483	0	16	20	27	19	25	69	52	45	4	13	10
Non-Economically Disadvantaged	82	660	40295	99	100	100	523	506	513	5	6	7	6	12	13	57	57	50	32	25	30

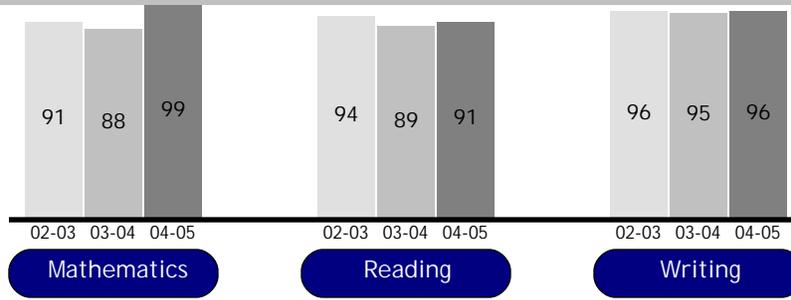
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	1002	78908	98	0	99	506	493	484	1	6	10	10	17	23	76	66	58	12	12	9
All Students (Prior Year)	98	1010	76020	100	99	100	518	509	503	14	18	25	21	24	23	46	43	40	19	15	12
Female	57	487	38648	98	0	99	507	497	489	0	5	8	10	13	22	79	69	61	12	13	10
Male	56	515	40233	98	0	99	505	489	479	2	6	12	11	20	25	74	63	55	13	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	24	251	31940	96	0	99	491	483	465	0	7	16	19	20	32	81	65	49	0	8	3
Asian/Pacific Islander	--	21	1805	--	0	98	--	505	507	--	5	4	--	11	13	--	63	65	--	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	87	682	36502	99	0	99	509	499	502	1	4	4	8	15	14	75	67	67	16	14	15
Students with Disabilities	10	131	10665	100	0	100	473	410	423	0	24	30	33	36	36	67	38	31	0	3	2
Students without Disabilities	103	871	68312	98	0	98	509	505	493	1	3	7	8	14	21	77	70	62	13	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	30	341	38662	94	0	96	494	487	468	0	9	16	12	22	32	88	61	49	0	9	3
Non-Economically Disadvantaged	83	661	40315	100	0	100	510	496	498	1	4	5	10	14	15	73	68	66	16	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	113	1004	78750	98	100	99	521	505	500	1	4	6	23	24	29	75	71	63	2	2	2
All Students (Prior Year)	97	1009	75673	99	99	100	553	522	530	7	13	12	19	26	25	68	58	58	6	3	4
Female	57	487	38586	98	100	99	531	518	515	0	2	4	19	17	22	77	79	71	4	2	3
Male	56	517	40135	98	99	99	512	493	486	2	5	8	26	30	35	72	63	56	0	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	24	250	31841	96	98	99	516	500	483	0	4	8	29	30	36	71	65	55	0	1	1
Asian/Pacific Islander	--	21	1802	--	100	98	--	530	533	--	0	2	--	16	16	--	79	75	--	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	87	685	36440	99	100	99	522	509	516	1	3	3	22	22	22	75	73	71	2	2	4
Students with Disabilities	10	131	10622	100	100	100	469	403	415	11	19	21	33	42	50	56	34	28	0	5	1
Students without Disabilities	103	873	68196	98	98	98	526	520	513	0	1	3	22	21	25	76	76	69	2	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	30	342	38558	94	95	96	512	496	485	4	6	8	31	34	37	62	59	54	4	0	1
Non-Economically Disadvantaged	83	662	40260	100	100	100	524	510	514	0	2	3	20	19	21	79	76	72	1	2	4

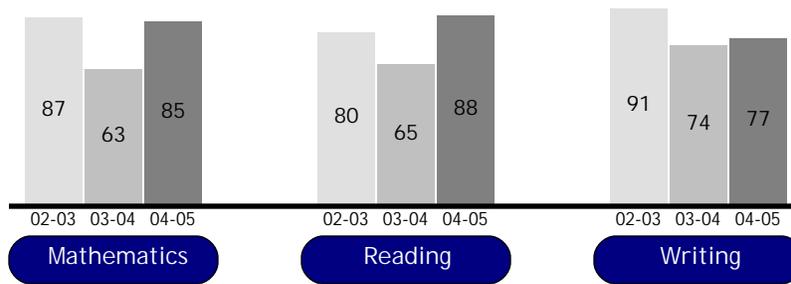
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	70	63	50	97	74	NA	58	100	59	53	47
	Language	99	66	57	43	98	67	50	50	100	54	50	47
	Mathematics	99	80	71	57	98	84	67	64	100	67	59	50
3	Reading	96	67	61	47	98	72	NA	55	100	64	52	44
	Language	94	80	65	54	96	81	64	61	100	61	48	44
	Mathematics	96	84	69	54	98	84	68	61	100	74	61	51
4	Reading	99	71	66	52	92	67	NA	56	100	57	54	48
	Language	100	66	58	48	97	56	56	52	100	61	55	49
	Mathematics	100	76	67	57	96	70	66	61	100	70	59	53
5	Reading	98	70	61	50	96	69	NA	55	98	62	57	50
	Language	100	66	53	46	95	59	51	49	98	59	56	50
	Mathematics	100	77	66	57	95	77	67	63	97	60	56	49
6	Reading	99	69	64	53	96	70	NA	56	98	65	59	51
	Language	100	63	56	45	94	63	51	48	98	62	53	47
	Mathematics	100	78	73	62	96	82	71	66	98	70	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)
- 2 Non-certified Employee(s)
- 8 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Respect/Discipline/Safety
- Ü School Improvement
- Ü Instructional Strategies
- Ü Parent/Educator Relations
- Ü Budget/Alternative Funding Issues
- Ü Parent and Staff Training

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	35.50
Other Professional Staff	1.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	5	0	0	0
7 to 9 years	2	0	0	0
10 or more years	25	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	157
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab
- Ü Outdoor Amphitheater
- Ü Multipurpose Facility

Extracurricular Activities

- Ü Student Council
- Ü Sixth Grade Leaders
- Ü PeaceBuilders
- Ü Jump Roping Club
- Ü Community Schools
- Ü Fine Arts opportunities
- Ü Talent Show
- Ü Creative Spirit Character Building

Social Services

- Ü Breakfast/Lunch Programs
- Ü Day Care/L.E.A.P.
- Ü After School Program
- Ü Recreational Activities
- Ü Counseling Services
- Ü PreSchool
- Ü D.A.R.E.
- Ü Oasis Volunteer Tutors

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü A section of desert land has been developed as an Environmental Exploration Habitat through a grant from the Arizona State Land Department. It was designed by staff members, students, and parents with assistance from the U of AZ Geography Department.
- ü Computer-Assisted Instruction is used to diagnose and prescribe practice on specific academic skills related to the Arizona Academic Standards. Math, reading, and language arts are assessed weekly and are correlated to student growth.
- ü Quail Run is an educational site for the development of potential teachers. This partnership with numerous educational institutes has allowed many mentor teachers/ student teachers opportunity to share expertise and develop their teaching skills.
- ü The recent adoption of Everyday Math is being utilized in the classrooms. The new Houghton Mifflin reading program will be a focus point for K-6. The consistency of such programs across the district provides for successful student learning.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	17	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	98	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

As a PeaceBuilders school, staff promotes a caring climate. Teachers follow a plan for an orderly atmosphere and positive learning environment. District discipline policy is in effect. Campus is secured throughout the day. Staff/visitors wear name tags. Students are only released to authorized adults. Positive character building and life skills are promoted daily. Teacher climate is professional and communication is imperative.

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	Pennie Harcus	(520) 579-4700
Transportation Policy	Bob Thomas	(520) 682-4789
Community Resources	Linda Bell	(520) 579-4700
School Nutrition Programs	James Remete	(520) 682-4737
Parent Organization	Renee Adelstein or Casey Compernelle	(520) 579-4700
Student Health/Nurse	Julia Younggren	(520) 579-4700

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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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.