

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5001 N Shannon Rd, Tucson, AZ 85705

Flowing Wells Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	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 : Mrs. Cathy N. Carey  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : K-6  
 2005 Enrollment : 490  
 Web Address : www.flowingwells.k12.az.us  
 Phone Number : (520) 696-8450  
 Fax Number : (520) 690-5616  
 E-mail : careyc@flowingwells.k12.az.us

### Mission

At Laguna Elementary school, we are dedicated to providing quality educational opportunities for all students. We provide a safe and caring environment where students are valued for their unique individual worth. Students are expected to reach their highest potential both in behavior and academics and we strive to communicate and celebrate high expectations and high achievement. It is our mission to develop life long learners and PeaceBuilders who are cornerstones of the community.

### School / Academic Goals

- ü Demonstrate effective reading comprehension skills, and enjoy and critically analyze quality literature.
- ü Demonstrate effective mathematics basic skills and problem-solving strategies.
- ü Students will develop critical thinking skills through scientific inquiry.
- ü Students will effectively communicate in written language using the six traits of writing model.

### Enrollment

October 1, 2004 School Year Student Enrollment : 479  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 7

Instructional Programs

- Ü Alternative Education
- Ü Reading Lab
- Ü SEI
- Ü Gifted

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Laguna has the responsibility of ensuring the best educational experience that the school can provide occurring in a safe environment. Extensive resources from the school, including handbooks, parenting resources, and regular progress reports and conferences, are available to every parent. The school has established high academic standards that are communicated through stated curricular expectations.

Parents

Parents are expected to send their students to school and to notify the school in the event of absences. Parents are expected to assist their children with homework assignments and to attend parent conferences and school events.

Transportation Policy

The Flowing Wells District Governing Board has developed a comprehensive Transportation Plan which serves all students within our district based upon their needs and location in relation to their schools.

School Honors

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

Award/Honor	Year
Ü National Excellence Blue Ribbon	1986
Ü I Have a Dream Scholarship Program	1994
Ü Arizona Schools Restructuring Grant	1994

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	58	400	79306	98	100	99	435	447	445	10	10	10	20	17	18	60	56	51	10	17	20
All Students (Prior Year)	75	434	75509	97	98	100	514	528	521	15	10	13	24	21	23	33	34	33	29	35	31
Female	33	195	38691	100	99	99	439	448	446	17	12	10	14	13	18	66	59	52	3	17	20
Male	25	203	40583	93	100	99	428	446	445	0	8	11	29	19	18	52	54	50	19	18	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	32	192	32869	97	98	99	441	439	429	8	13	15	19	21	25	69	54	51	4	13	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	24	189	36197	100	100	99	426	454	463	14	7	5	18	11	11	50	60	53	18	22	31
Students with Disabilities	NC	65	10321	NC	100	100	NC	408	389	NC	24	30	NC	34	27	NC	34	34	NC	8	9
Students without Disabilities	51	335	69060	96	98	98	446	455	454	9	7	7	16	13	17	66	60	54	9	19	22
Limited English Proficient Students	NC	48	15509	NC	100	100	NC	412	406	NC	28	20	NC	28	30	NC	34	45	NC	11	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	46	264	39415	96	96	96	437	440	431	13	13	15	23	21	25	58	52	50	8	14	10
Non-Economically Disadvantaged	12	136	39966	100	100	100	424	460	459	0	3	6	10	8	12	70	65	52	20	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	58	400	79395	98	0	99	435	446	446	6	10	9	28	24	25	62	58	55	4	8	11
All Students (Prior Year)	76	436	75492	99	98	100	511	520	519	18	9	12	15	16	16	45	50	47	22	25	24
Female	33	195	38743	100	0	100	441	451	451	10	10	7	24	21	24	62	59	57	3	10	12
Male	25	203	40618	93	0	99	427	441	440	0	11	11	33	27	27	62	57	53	5	5	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	32	192	32915	97	0	99	443	437	426	4	12	15	35	33	35	58	51	47	4	5	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	24	189	36221	100	0	99	423	454	465	9	9	4	18	14	15	68	68	63	5	9	17
Students with Disabilities	NC	65	10331	NC	0	100	NC	406	388	NC	27	25	NC	37	37	NC	32	34	NC	3	4
Students without Disabilities	51	335	69139	96	0	99	445	454	454	7	7	7	25	21	24	64	63	58	5	8	11
Limited English Proficient Students	NC	48	15545	NC	0	100	NC	393	399	NC	34	21	NC	40	42	NC	26	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	46	264	39484	96	0	96	436	435	429	8	14	14	35	31	35	55	50	47	3	5	4
Non-Economically Disadvantaged	12	136	39986	100	0	100	431	467	461	0	3	4	0	10	16	90	75	63	10	13	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	58	398	78869	98	100	99	449	437	442	6	9	6	18	20	21	68	64	63	8	7	10
All Students (Prior Year)	75	433	75053	97	98	99	597	600	597	9	6	7	11	11	12	73	74	72	7	10	9
Female	33	194	38536	100	99	99	456	448	458	3	9	4	28	15	15	55	68	67	14	9	14
Male	25	203	40302	93	100	99	440	426	428	10	9	8	5	26	26	86	60	60	0	5	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	32	191	32606	97	97	98	466	436	426	0	10	8	19	19	27	77	66	60	4	5	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	24	188	36078	100	100	99	435	438	459	9	8	4	18	21	16	59	63	66	14	8	14
Students with Disabilities	NC	65	10246	NC	100	100	NC	350	367	NC	32	18	NC	39	39	NC	27	40	NC	2	4
Students without Disabilities	51	333	68697	96	98	98	467	454	454	5	4	4	14	16	18	73	71	67	9	8	11
Limited English Proficient Students	NC	48	15339	NC	100	100	NC	379	399	NC	26	11	NC	21	31	NC	51	54	NC	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	46	264	39106	96	96	95	450	427	427	8	11	8	23	25	28	63	59	59	8	5	5
Non-Economically Disadvantaged	12	134	39837	100	100	100	446	456	457	0	5	4	0	11	14	90	74	67	10	10	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	77	449	78906	100	98	99	463	493	498	21	10	13	36	21	19	43	57	48	0	12	20
All Students (Prior Year)	92	496	76019	97	100	100	476	493	499	18	13	14	57	44	39	12	17	14	14	25	33
Female	38	228	38644	100	98	99	475	498	500	16	7	12	34	18	19	50	66	49	0	9	19
Male	39	220	40236	100	99	99	452	488	497	26	13	15	37	24	19	37	48	46	0	15	20
African American	NC	12	4087	NC	100	99	NC	492	481	NC	0	20	NC	30	24	NC	70	45	NC	0	11
Hispanic	39	213	31938	100	100	99	463	489	481	23	11	19	43	26	25	34	55	46	0	8	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	36	212	36483	100	96	99	462	496	517	20	10	7	30	18	13	50	57	51	0	16	30
Students with Disabilities	13	75	10664	100	100	100	411	442	430	27	30	42	73	38	27	0	25	26	0	8	5
Students without Disabilities	64	375	68310	100	97	98	474	503	509	20	6	9	29	18	18	52	63	51	0	13	22
Limited English Proficient Students	NC	33	12573	NC	100	100	NC	445	454	NC	16	27	NC	39	30	NC	41	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	62	292	38679	94	91	96	469	491	483	21	12	20	39	24	25	40	54	45	0	9	10
Non-Economically Disadvantaged	15	158	40295	100	100	100	431	497	513	20	6	7	20	16	13	60	62	50	0	16	30

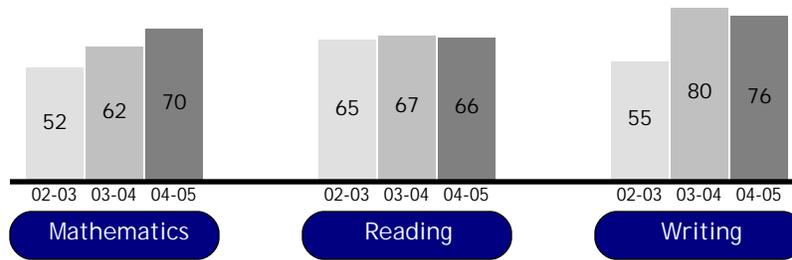
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	449	78908	100	0	99	463	484	484	7	7	10	45	25	23	46	62	58	1	6	9
All Students (Prior Year)	92	497	76020	97	100	100	502	504	503	33	25	25	24	23	23	33	40	40	10	11	12
Female	38	228	38648	100	0	99	479	492	489	3	5	8	34	19	22	59	70	61	3	6	10
Male	39	220	40233	100	0	99	449	476	479	11	9	12	54	31	25	34	55	55	0	6	8
African American	NC	12	4092	NC	0	99	NC	493	473	NC	0	12	NC	20	28	NC	80	54	NC	0	5
Hispanic	39	213	31940	100	0	99	453	476	465	11	11	16	57	30	32	31	54	49	0	5	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	36	212	36502	100	0	99	473	491	502	3	3	4	33	21	14	60	69	67	3	7	15
Students with Disabilities	13	75	10665	100	0	100	404	429	423	27	21	30	45	44	36	27	34	31	0	0	2
Students without Disabilities	64	375	68312	100	0	98	475	494	493	4	4	7	45	22	21	50	67	62	2	7	10
Limited English Proficient Students	NC	33	12556	NC	0	100	NC	414	436	NC	30	24	NC	45	40	NC	25	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	62	292	38662	94	0	96	465	480	468	7	8	16	49	31	32	44	58	49	0	3	3
Non-Economically Disadvantaged	15	158	40315	100	0	100	451	491	498	10	4	5	20	15	15	60	70	66	10	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	76	451	78750	99	99	99	466	492	500	9	8	6	45	30	29	46	61	63	0	1	2
All Students (Prior Year)	93	494	75673	98	99	100	501	523	530	16	13	12	29	25	25	53	58	58	1	4	4
Female	37	228	38586	97	98	99	483	509	515	9	6	4	34	21	22	56	71	71	0	3	3
Male	39	221	40135	100	99	99	449	473	486	9	10	8	54	38	35	37	52	56	0	0	1
African American	NC	12	4081	NC	100	99	NC	516	488	NC	0	8	NC	30	32	NC	70	59	NC	0	2
Hispanic	38	212	31841	97	100	99	456	483	483	11	10	8	49	31	36	40	59	55	0	1	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	36	215	36440	100	97	99	473	496	516	7	6	3	43	30	22	50	63	71	0	2	4
Students with Disabilities	13	75	10622	100	100	100	385	398	415	18	31	21	82	48	50	0	21	28	0	0	1
Students without Disabilities	63	377	68196	98	98	98	481	508	513	7	4	3	38	26	25	55	69	69	0	1	3
Limited English Proficient Students	NC	33	12504	NC	100	100	NC	407	451	NC	25	12	NC	36	44	NC	39	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	61	293	38558	92	91	96	470	485	485	7	9	8	46	35	37	47	56	54	0	1	1
Non-Economically Disadvantaged	15	159	40260	100	100	100	439	501	514	20	6	3	40	21	21	40	71	72	0	2	4

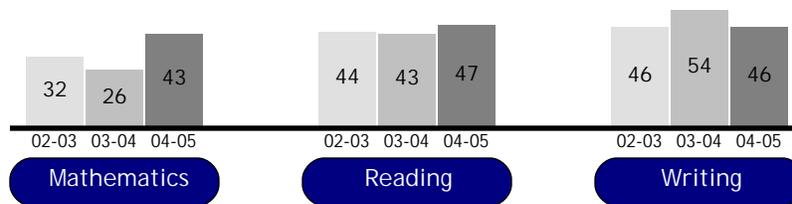
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	53	54	50	93	52	NA	58	100	41	43	47
	Language	99	48	48	43	100	47	54	50	100	39	46	47
	Mathematics	99	66	66	57	100	70	69	64	100	42	50	50
3	Reading	99	34	49	47	100	47	NA	55	97	40	44	44
	Language	99	44	57	54	100	55	59	61	97	40	41	44
	Mathematics	99	39	61	54	100	57	63	61	97	46	51	51
4	Reading	95	49	56	52	85	42	NA	56	99	46	48	48
	Language	97	43	51	48	93	38	52	52	99	46	50	49
	Mathematics	93	52	64	57	91	41	62	61	99	53	56	53
5	Reading	94	50	55	50	100	52	NA	55	99	43	49	50
	Language	98	41	49	46	100	40	47	49	99	41	47	50
	Mathematics	98	65	61	57	99	47	59	63	99	36	47	49
6	Reading	97	51	57	53	94	42	NA	56	100	48	52	51
	Language	100	50	48	45	95	29	48	48	100	46	47	47
	Mathematics	98	70	68	62	92	70	67	66	100	46	52	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)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Textbook Selection
- Ü School Safety Issues
- Ü Student Discipline
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	2.50	Teacher Aide	18.00

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	1	0	0
7 to 9 years	2	0	0	0
10 or more years	5	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Family Resource Center
- Ü On-site Day Care, 6:30 AM-6 PM
- Ü Computer Center
- Ü Library

Extracurricular Activities

- Ü Intramural Athletics
- Ü Chorus
- Ü Study Hall
- Ü Skills for Success
- Ü Book Club
- Ü Plant Club
- Ü IBM partnership
- Ü MacRo Math Club

Social Services

- Ü Day Care
- Ü Afterschool Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Family Resource Center
- Ü English classes for parents
- Ü PeaceBuilders Family Nights
- Ü Dental Clinic

- ü North Central Association accreditation.
  
- ü A state-of-the-art computer lab assists in the delivery of a K-6 technology curriculum.
  
- ü Built, with the assistance of community partnerships, a natural water habitat consisting of a 40 foot pond with landscaping, pond plants, fish, waterfall, and benches. The majority of the work was done by students.
  
- ü Raised \$5000 for Heifer International which provided an Ark of food producing animals to victims of the Tsunami. National recognition for our efforts were received.

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>	14	12	12	17
Transfers In Rate <sup>6</sup>	34	28	28	37
Stability Rate <sup>7</sup>	85	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	1	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

Enforce a zero-tolerance violence and drug-free policy. Enforce a dress code that promotes appropriate choices for the school environment. Employ a full-time school counselor to work with students, families, and classes. Prevent disruption in the classroom and on campus by promoting and teaching PeaceBuilding principles.

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) :

2
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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	Cathy Carey	(520) 696-8455
Transportation Policy	David Krogstad	(520) 696-8871
Community Resources	Jean Romero	(520) 696-8485
School Nutrition Programs	Daniel Esparza	(520) 696-8623
Parent Organization	Lois Hockersmith	(520) 696-8451
Student Health/Nurse	Katie Geist	(520) 696-8452

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 0 Copies = \$0.00

\*\* 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.