

**ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06**

515 W Kelso, Tucson, AZ 85705

Amphitheater 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  
2003-04 Performing  
2002-03 Performing

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

**School Overview**

Principal/Administrator : Mrs. Alice E Farley  
Schedule : 07:30 AM to 03:00 PM  
Grades : K-5  
2005 Enrollment : 609  
Web Address : www.amphi.com/~nash/  
Phone Number : (520) 696-6440  
Fax Number : (520) 696-6490  
E-mail : afarley@amphi.com

**Mission**

Nash is a diverse community of learners who work together so students, staff, and parents are empowered to achieve their highest potential.

**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 By May 2006, 80 percent of continuously enrolled students will score at or above the 85th percentile in reading and language arts on AIMS or Terra Nova.
- ü By May 2006, 80 percent of continuously enrolled students will score at or above the 85th percentile in math on AIMS or Terra Nova.

**Enrollment**

October 1, 2004 School Year Student Enrollment : 611  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
Number of Students Attending Under Open Enrollment in 2004-05 : 12

Instructional Programs

- ü Full-day Kindergarten
- ü Four Blocks Literacy Model
- ü Saxon Math
- ü Reteach and Extend Block
- ü Breakfast Club and Homework Help
- ü ACHIEVE Mentoring Program
- ü Reading and Math Intervention
- ü Sheltered English Immersion Classes

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Nash Elementary will work with our families to support student learning. Parents will have a voice in our school through the Site Council and PTO. We will clearly communicate our expectations through meetings, newsletters and personal contact.

Parents

Parents are to provide a place for their child to study and are to ensure all homework is completed. They are expected to have their child at school regularly and on time. We also ask parents to reinforce behavioral and academic expectations.

Transportation Policy

Bus transportation is provided for students living more than one mile from the school. The safety of the children is paramount. Separate transportation is provided for students receiving special education services.

School Honors

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

Award/Honor	Year
ü Big Sister of the Year for Tucson and Arizona	2001
ü Reading Literacy Grant Awarded	2005
ü Community Partnership with St. Mark's Methodist Church	2004
ü Odyssey of the Mind Team to World Finals	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	1215	79306	99	100	99	421	451	445	12	8	10	34	16	18	51	50	51	3	27	20
All Students (Prior Year)	83	1254	75509	100	99	100	495	532	521	22	10	13	39	21	23	16	30	33	22	40	31
Female	36	572	38691	97	100	99	421	453	446	6	7	10	38	17	18	56	49	52	0	27	20
Male	47	643	40583	100	100	99	421	450	445	17	9	11	31	15	18	48	50	50	5	27	21
African American	--	53	4041	--	98	99	--	428	426	--	14	17	--	26	23	--	43	50	--	17	10
Hispanic	69	429	32869	99	100	99	423	427	429	10	12	15	35	25	25	52	49	51	3	13	10
Asian/Pacific Islander	--	37	1935	--	100	99	--	474	474	--	7	3	--	7	9	--	53	48	--	33	40
American Indian/Alaskan Native	NC	22	4264	NC	100	100	NC	431	419	NC	10	19	NC	20	30	NC	65	45	NC	5	6
White	NC	674	36197	NC	100	99	NC	467	463	NC	5	5	NC	10	11	NC	50	53	NC	36	31
Students with Disabilities	13	223	10321	100	100	100	394	390	389	31	26	30	46	25	27	23	36	34	0	12	9
Students without Disabilities	70	993	69060	99	98	98	427	465	454	8	4	7	31	14	17	57	53	54	3	30	22
Limited English Proficient Students	48	171	15509	98	100	100	416	385	406	15	18	20	33	31	30	52	47	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	81	548	39415	99	96	96	422	436	431	12	12	15	33	25	25	52	52	50	3	12	10
Non-Economically Disadvantaged	NC	668	39966	NC	100	100	NC	463	459	NC	5	6	NC	9	12	NC	48	52	NC	38	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	81	1214	79395	96	0	99	413	451	446	17	8	9	51	22	25	31	56	55	1	14	11
All Students (Prior Year)	83	1255	75492	100	99	100	498	525	519	27	8	12	33	16	16	29	47	47	12	29	24
Female	36	572	38743	97	0	100	412	456	451	16	7	7	56	21	24	28	57	57	0	16	12
Male	45	642	40618	96	0	99	413	446	440	18	9	11	48	24	27	33	55	53	3	13	9
African American	--	54	4052	--	0	100	--	441	434	--	5	11	--	26	29	--	62	54	--	7	6
Hispanic	68	428	32915	97	0	99	414	423	426	15	12	15	53	36	35	31	46	47	2	5	4
Asian/Pacific Islander	--	37	1936	--	0	99	--	465	468	--	7	3	--	13	14	--	63	63	--	17	19
American Indian/Alaskan Native	NC	22	4271	NC	0	100	NC	432	420	NC	15	15	NC	40	42	NC	35	41	NC	10	2
White	NC	673	36221	NC	0	99	NC	469	465	NC	5	4	NC	13	15	NC	61	63	NC	20	17
Students with Disabilities	11	221	10331	85	0	100	373	384	388	64	30	25	36	32	37	0	31	34	0	7	4
Students without Disabilities	70	994	69139	99	0	99	420	466	454	8	3	7	54	20	24	36	61	58	2	16	11
Limited English Proficient Students	48	171	15545	98	0	100	405	377	399	19	19	21	57	47	42	23	32	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	79	547	39484	96	0	96	413	432	429	17	13	14	51	36	35	31	47	47	1	4	4
Non-Economically Disadvantaged	NC	668	39986	NC	0	100	NC	466	461	NC	4	4	NC	12	16	NC	62	63	NC	22	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	83	1213	78869	99	100	99	396	447	442	11	4	6	51	20	21	36	64	63	1	11	10
All Students (Prior Year)	82	1250	75053	100	99	99	545	619	597	13	5	7	25	11	12	60	70	72	2	14	9
Female	36	572	38536	97	100	99	409	464	458	9	3	4	50	14	15	38	67	67	3	16	14
Male	47	641	40302	100	100	99	386	433	428	12	6	8	52	26	26	36	62	60	0	7	7
African American	--	54	4015	--	100	99	--	431	430	--	7	8	--	24	24	--	60	61	--	10	7
Hispanic	69	428	32606	99	100	98	395	421	426	11	7	8	52	30	27	35	58	60	2	5	5
Asian/Pacific Islander	--	37	1925	--	100	99	--	457	471	--	3	3	--	23	11	--	63	64	--	10	22
American Indian/Alaskan Native	NC	22	4245	NC	100	100	NC	445	423	NC	0	9	NC	25	26	NC	70	61	NC	5	4
White	NC	672	36078	NC	100	99	NC	464	459	NC	3	4	NC	13	16	NC	68	66	NC	16	14
Students with Disabilities	13	221	10246	100	100	100	347	379	367	23	12	18	77	41	39	0	40	40	0	6	4
Students without Disabilities	70	993	68697	99	98	98	406	463	454	8	3	4	46	15	18	44	70	67	2	12	11
Limited English Proficient Students	48	171	15339	98	100	100	375	371	399	17	12	11	56	38	31	27	49	54	0	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	81	549	39106	99	96	95	396	430	427	11	6	8	51	31	28	37	58	59	1	4	5
Non-Economically Disadvantaged	NC	665	39837	NC	100	100	NC	461	457	NC	3	4	NC	12	14	NC	69	67	NC	17	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	104	1298	78906	98	100	99	487	512	498	18	9	13	24	16	19	49	47	48	9	29	20
All Students (Prior Year)	85	1315	76019	100	99	100	496	519	499	7	8	14	43	29	39	19	16	14	31	47	33
Female	50	653	38644	98	100	99	479	518	500	18	7	12	28	14	19	53	49	49	3	29	19
Male	54	645	40236	98	100	99	493	507	497	19	10	15	21	17	19	46	44	46	13	29	20
African American	NC	43	4087	NC	96	99	NC	498	481	NC	11	20	NC	25	24	NC	44	45	NC	19	11
Hispanic	79	448	31938	100	100	99	480	484	481	20	15	19	27	26	25	49	44	46	4	14	10
Asian/Pacific Islander	NC	44	1805	NC	100	98	NC	551	536	NC	3	5	NC	3	8	NC	41	45	NC	54	42
American Indian/Alaskan Native	NC	26	4593	NC	93	100	NC	491	467	NC	26	26	NC	13	29	NC	43	39	NC	17	6
White	14	737	36483	93	100	99	504	527	517	15	4	7	15	10	13	54	49	51	15	37	30
Students with Disabilities	19	221	10664	100	100	100	431	437	430	72	35	42	22	31	27	6	25	26	0	9	5
Students without Disabilities	85	1078	68310	97	99	98	500	528	509	5	3	9	24	12	18	59	51	51	11	33	22
Limited English Proficient Students	56	121	12573	98	100	100	481	446	454	22	19	27	27	33	30	42	42	38	8	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	98	544	38679	97	95	96	485	491	483	18	14	20	25	25	25	48	47	45	8	14	10
Non-Economically Disadvantaged	NC	755	40295	NC	100	100	NC	527	513	NC	5	7	NC	9	13	NC	46	50	NC	40	30

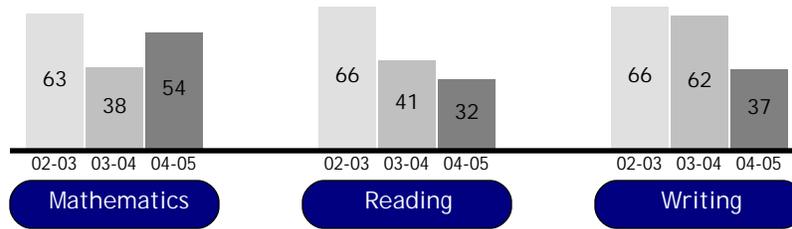
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1299	78908	98	0	99	459	491	484	21	8	10	39	19	23	39	61	58	1	12	9
All Students (Prior Year)	85	1314	76020	100	99	100	492	509	503	35	18	25	30	21	23	31	42	40	4	18	12
Female	50	654	38648	98	0	99	456	501	489	13	6	8	50	16	22	38	64	61	0	14	10
Male	54	645	40233	98	0	99	461	482	479	27	10	12	31	22	25	40	58	55	2	9	8
African American	NC	43	4092	NC	0	99	NC	484	473	NC	3	12	NC	42	28	NC	50	54	NC	6	5
Hispanic	79	448	31940	100	0	99	453	463	465	24	18	16	41	31	32	34	47	49	0	4	3
Asian/Pacific Islander	NC	44	1805	NC	0	98	NC	508	507	NC	5	4	NC	11	13	NC	73	65	NC	11	18
American Indian/Alaskan Native	NC	26	4569	NC	0	100	NC	474	457	NC	13	18	NC	39	39	NC	39	41	NC	9	2
White	14	738	36502	93	0	99	475	507	502	15	2	4	23	11	14	54	70	67	8	17	15
Students with Disabilities	19	221	10665	100	0	100	421	425	423	50	29	30	50	36	36	0	32	31	0	3	2
Students without Disabilities	85	1079	68312	97	0	98	468	505	493	14	3	7	36	16	21	49	67	62	1	14	10
Limited English Proficient Students	56	121	12556	98	0	100	449	421	436	29	24	24	41	44	40	31	31	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	98	544	38662	97	0	96	458	471	468	21	14	16	39	32	32	40	53	49	0	2	3
Non-Economically Disadvantaged	NC	756	40315	NC	0	100	NC	505	498	NC	4	5	NC	11	15	NC	67	66	NC	18	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	104	1297	78750	98	100	99	459	503	500	17	6	6	39	24	29	42	66	63	1	3	2
All Students (Prior Year)	85	1307	75673	100	98	100	496	558	530	15	9	12	26	18	25	57	66	58	2	8	4
Female	50	653	38586	98	100	99	464	524	515	13	3	4	40	20	22	48	74	71	0	4	3
Male	54	644	40135	98	99	99	455	483	486	21	10	8	38	29	35	38	59	56	2	2	1
African American	NC	43	4081	NC	96	99	NC	507	488	NC	3	8	NC	33	32	NC	61	59	NC	3	2
Hispanic	79	447	31841	100	100	99	458	470	483	16	11	8	40	37	36	44	50	55	0	1	1
Asian/Pacific Islander	NC	43	1802	NC	98	98	NC	545	533	NC	3	2	NC	8	16	NC	76	75	NC	14	7
American Indian/Alaskan Native	NC	27	4586	NC	96	100	NC	485	481	NC	21	8	NC	25	37	NC	50	54	NC	4	1
White	14	737	36440	93	100	99	446	520	516	23	3	3	46	18	22	23	75	71	8	3	4
Students with Disabilities	19	221	10622	100	100	100	363	411	415	67	26	21	28	42	50	6	32	28	0	0	1
Students without Disabilities	85	1077	68196	97	99	98	483	522	513	5	2	3	42	21	25	51	73	69	1	4	3
Limited English Proficient Students	56	120	12504	98	100	100	453	425	451	17	13	12	42	47	44	41	40	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	98	541	38558	97	95	96	458	478	485	18	11	8	38	36	37	44	53	54	0	0	1
Non-Economically Disadvantaged	NC	757	40260	NC	100	100	NC	520	514	NC	3	3	NC	17	21	NC	75	72	NC	5	4

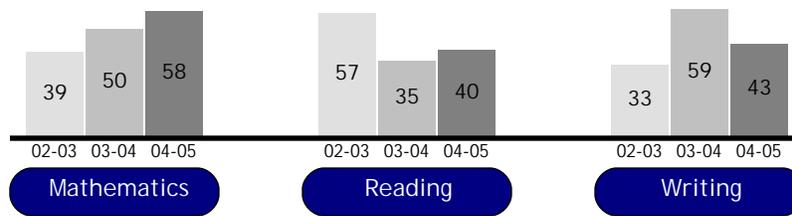
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	87	26	59	50	96	37	NA	58	100	34	54	47
	Language	98	21	51	43	100	26	59	50	100	36	55	47
	Mathematics	99	37	66	57	100	49	72	64	100	42	58	50
3	Reading	98	21	58	47	96	27	NA	55	96	27	49	44
	Language	96	27	63	54	96	32	68	61	96	25	48	44
	Mathematics	96	38	67	54	96	43	71	61	99	36	57	51
4	Reading	94	25	63	52	100	34	NA	56	100	36	54	48
	Language	99	29	59	48	99	34	59	52	100	36	54	49
	Mathematics	100	44	69	57	99	54	72	61	100	45	59	53
5	Reading	95	29	63	50	99	37	NA	55	98	35	55	50
	Language	96	34	58	46	100	34	60	49	98	37	55	50
	Mathematics	97	49	72	57	100	63	78	63	98	40	56	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

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

Council Duties

- Ü School Budget and Operation
- Ü Parent Involvement
- Ü Curriculum
- Ü Parent/Teacher/Community Relations
- Ü School Safety
- Ü Emerging Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	44.00
Other Professional Staff	2.00	Teacher Aide	4.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	4	0	0
4 to 6 years	7	2	0	0
7 to 9 years	11	6	0	0
10 or more years	2	10	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü MAC and TLCF Computer Lab
- Ü Art, Music and PE Classes
- Ü Library
- Ü Kindergarten and First Grade Gardens

Extracurricular Activities

- Ü City Afterschool Program (KIDCO)
- Ü ACHIEVE Mentoring Program
- Ü Afterschool Homework Help
- Ü Folklorico Dance Group
- Ü Student Council
- Ü Odyssey of the Mind

Social Services

- Ü Student/Family Advocate
- Ü Counseling Services
- Ü Parenting Classes
- Ü Adult Literacy Classes
- Ü School Social Worker
- Ü Family Literacy

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Nash adopted school uniforms and students wear blue, beige, and white clothing. This initiative was developed by the Site Council in response to parent requests.
  
- ü The TRIBES Program was reinstated to develop a sense of belonging in the classrooms, school, and the community. There is monthly staff development and full implementation by all classes. Grade levels and staff also function as TRIBES.
  
- ü At-risk prevention team meets bi-monthly to develop a plan that will prevent students from falling behind. Students at risk of failure are targeted for interventions to ensure their success.

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>	17	12	12	17
Transfers In Rate <sup>6</sup>	45	28	28	37
Stability Rate <sup>7</sup>	82	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	2	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

Teachers promote community building in their classrooms and the school by using the TRIBES agreements and activities. Ed Ford's Responsible Thinking Process is used schoolwide to teach students responsibility and accountability. Consistency in school wide discipline expectations and procedures instituted.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Alice E. Farley	(520) 696-6440
Transportation Policy	Mark Lappit	(520) 696-3783
Community Resources	Cynthia Pennington	(520) 696-6449
School Nutrition Programs	Karen Martin	(520) 696-5134
Parent Organization	Ana Molina	(520) 696-6440
Student Health/Nurse	Luann Waldron	(520) 696-6444

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.