



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

600 W Santa Rosa, Tucson, AZ 85706

Sunnyside Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	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	Out of Improvement
2002-03	Year 2

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

School Overview

Principal/Administrator : Mr. Herbert Springs
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 700
 Web Address :
 Phone Number : (520) 545-3500
 Fax Number : (520) 545-3516
 E-mail : herbs@susd12.org

Mission

Our educational environment is purposeful, challenging, and ensures success for each student. Each child will develop the necessary academic/social skills to prepare them for their educational pursuits and role as productive citizens in our society.

School / Academic Goals

- ü Mission Manor's goal is to provide an educational environment which is purposeful, challenging & will ensure success for each student. Each child will develop the necessary academic & social skills to prepare him/her for his/her educational pursuits.
- ü Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide-range of texts including fiction, nonfiction, classic and contemporary works.

Enrollment

October 1, 2004 School Year Student Enrollment : 715
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Full-day Kindergarten
- SEI
- On-site Special Education
- Title I/Reading Recovery

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Provide students with a safe, disciplined, and productive environment to receive the necessary tools to become academically prepared; make wise choices in a changing society; have a passion for learning; and see themselves as lifelong learners.

Parents

Parents will ensure their children attend school daily and complete homework assignments by providing proper shelter, clothing, nourishment, and current immunization. Volunteering in classrooms and attending parent-teacher conferences is vital.

Transportation Policy

Transportation is provided to special education students who require transportation, and K-5 students living beyond 1-mile radius of school; as per Board Policy #E280.

School Honors

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

Award/Honor	Year
• Crystal Apple Outstanding Elem. Counselor	1995
• Graffiti Busters - Presidential Award	1995
• Tucson Good Neighbor Site Award	2001
• Southern Arizona Regional Sci-Engineering Fair Awards	2003

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	105	1357	79306	97	100	99	430	429	445	13	14	10	26	25	18	57	52	51	4	10	20
All Students (Prior Year)	122	1230	75509	100	100	100	516	513	521	4	13	13	26	25	23	49	38	33	21	23	31
Female	50	688	38691	96	100	99	428	430	446	13	12	10	29	25	18	49	53	52	9	10	20
Male	54	668	40583	96	100	99	432	428	445	13	15	11	23	24	18	65	52	50	0	9	21
African American	--	24	4041	--	96	99	--	437	426	--	11	17	--	33	23	--	50	50	--	6	10
Hispanic	94	1186	32869	96	100	99	432	428	429	11	14	15	26	24	25	58	53	51	5	9	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	67	4264	NC	100	100	NC	429	419	NC	14	19	NC	37	30	NC	37	45	NC	12	6
White	NC	76	36197	NC	100	99	NC	440	463	NC	8	5	NC	24	11	NC	56	53	NC	12	31
Students with Disabilities	14	192	10321	100	100	100	402	369	389	36	38	30	43	35	27	21	24	34	0	2	9
Students without Disabilities	91	1165	69060	97	99	98	435	439	454	9	10	7	23	23	17	63	57	54	5	11	22
Limited English Proficient Students	34	460	15509	97	100	100	431	419	406	7	16	20	29	27	30	60	52	45	4	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	99	1230	39415	99	100	96	430	432	431	14	14	15	24	25	25	57	53	50	5	9	10
Non-Economically Disadvantaged	NC	127	39966	NC	100	100	NC	403	459	NC	13	6	NC	18	12	NC	50	52	NC	18	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	105	1359	79395	97	0	99	426	427	446	12	11	9	38	38	25	49	47	55	1	4	11
All Students (Prior Year)	122	1227	75492	100	99	100	516	511	519	11	16	12	21	17	16	45	51	47	23	16	24
Female	50	688	38743	96	0	100	431	432	451	9	9	7	36	36	24	53	51	57	2	4	12
Male	54	670	40618	96	0	99	421	423	440	15	13	11	40	39	27	46	43	53	0	4	9
African American	--	24	4052	--	0	100	--	440	434	--	6	11	--	39	29	--	50	54	--	6	6
Hispanic	94	1187	32915	96	0	99	427	426	426	12	12	15	37	38	35	50	47	47	1	4	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	68	4271	NC	0	100	NC	428	420	NC	12	15	NC	40	42	NC	47	41	NC	2	2
White	NC	76	36221	NC	0	99	NC	444	465	NC	5	4	NC	36	15	NC	53	63	NC	7	17
Students with Disabilities	14	194	10331	100	0	100	378	373	388	50	23	25	43	49	37	7	28	34	0	0	4
Students without Disabilities	91	1165	69139	97	0	99	434	436	454	5	9	7	37	36	24	57	51	58	1	5	11
Limited English Proficient Students	34	461	15545	97	0	100	424	414	399	15	14	21	36	43	42	49	42	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	99	1232	39484	99	0	96	425	430	429	13	12	14	38	38	35	48	47	47	1	3	4
Non-Economically Disadvantaged	NC	127	39986	NC	0	100	NC	404	461	NC	6	4	NC	32	16	NC	51	63	NC	11	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	105	1356	78869	97	100	99	461	436	442	3	5	6	15	22	21	76	70	63	5	3	10
All Students (Prior Year)	121	1219	75053	99	99	99	686	598	597	2	10	7	9	10	12	62	71	72	28	10	9
Female	50	687	38536	96	100	99	474	451	458	0	2	4	9	16	15	82	76	67	9	5	14
Male	54	668	40302	96	100	99	449	421	428	6	8	8	21	28	26	71	63	60	2	2	7
African American	--	24	4015	--	96	99	--	464	430	--	0	8	--	28	24	--	61	61	--	11	7
Hispanic	94	1185	32606	96	100	98	462	436	426	2	5	8	14	22	27	77	70	60	6	3	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	68	4245	NC	100	100	NC	436	423	NC	7	9	NC	28	26	NC	64	61	NC	2	4
White	NC	75	36078	NC	100	99	NC	423	459	NC	10	4	NC	20	16	NC	69	66	NC	0	14
Students with Disabilities	14	194	10246	100	100	100	413	359	367	14	16	18	43	48	39	43	37	40	0	0	4
Students without Disabilities	91	1162	68697	97	99	98	470	449	454	1	3	4	10	18	18	82	75	67	6	4	11
Limited English Proficient Students	34	461	15339	97	100	100	461	426	399	2	6	11	13	25	31	84	68	54	2	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	99	1231	39106	99	100	95	460	439	427	3	5	8	16	23	28	75	69	59	6	3	5
Non-Economically Disadvantaged	NC	125	39837	NC	100	100	NC	408	457	NC	9	4	NC	13	14	NC	72	67	NC	6	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	126	1402	78906	100	100	99	475	484	498	21	17	13	36	25	19	36	47	48	6	12	20
All Students (Prior Year)	120	1365	76019	100	100	100	485	488	499	15	15	14	46	48	39	14	13	14	25	24	33
Female	58	702	38644	98	99	99	473	485	500	24	14	12	38	26	19	36	50	49	2	10	19
Male	68	700	40236	100	100	99	476	483	497	19	20	15	35	24	19	37	43	46	10	13	20
African American	--	24	4087	--	96	99	--	474	481	--	27	20	--	18	24	--	50	45	--	5	11
Hispanic	119	1230	31938	100	100	99	476	483	481	19	17	19	37	25	25	37	46	46	6	12	10
Asian/Pacific Islander	--	11	1805	--	92	98	--	562	536	--	0	5	--	0	8	--	50	45	--	50	42
American Indian/Alaskan Native	NC	57	4593	NC	100	100	NC	475	467	NC	25	26	NC	25	29	NC	45	39	NC	4	6
White	--	80	36483	--	100	99	--	492	517	--	11	7	--	25	13	--	51	51	--	13	30
Students with Disabilities	19	227	10664	100	100	100	461	432	430	16	41	42	63	33	27	21	23	26	0	3	5
Students without Disabilities	107	1175	68310	99	99	98	477	494	509	22	12	9	31	23	18	39	51	51	7	13	22
Limited English Proficient Students	27	308	12573	96	100	100	474	479	454	23	19	27	34	26	30	38	45	38	5	11	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	112	1258	38679	100	100	96	471	485	483	23	18	20	38	25	25	35	46	45	5	11	10
Non-Economically Disadvantaged	14	144	40295	100	100	100	502	476	513	7	9	7	29	21	13	50	51	50	14	19	30

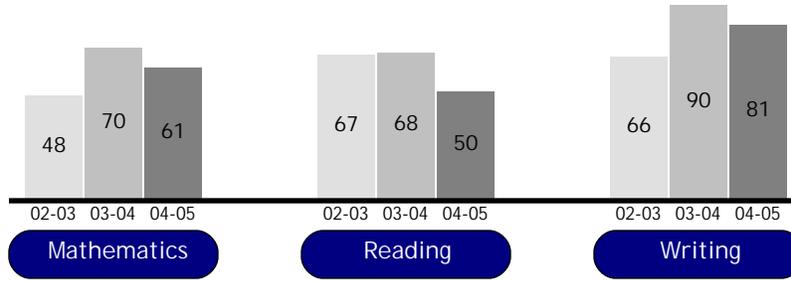
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	1401	78908	100	0	99	456	466	484	19	13	10	43	35	23	37	49	58	1	3	9
All Students (Prior Year)	120	1366	76020	100	100	100	490	497	503	48	31	25	26	30	23	24	33	40	2	7	12
Female	58	701	38648	98	0	99	460	471	489	18	9	8	33	32	22	49	56	61	0	3	10
Male	68	700	40233	100	0	99	452	461	479	19	16	12	52	38	25	27	43	55	2	3	8
African American	--	24	4092	--	0	99	--	470	473	--	14	12	--	32	28	--	50	54	--	5	5
Hispanic	119	1229	31940	100	0	99	457	464	465	19	14	16	42	36	32	38	48	49	1	3	3
Asian/Pacific Islander	--	11	1805	--	0	98	--	522	507	--	0	4	--	0	13	--	100	65	--	0	18
American Indian/Alaskan Native	NC	57	4569	NC	0	100	NC	473	457	NC	8	18	NC	45	39	NC	43	41	NC	4	2
White	--	80	36502	--	0	99	--	489	502	--	3	4	--	26	14	--	65	67	--	6	15
Students with Disabilities	19	226	10665	100	0	100	437	427	423	37	24	30	47	49	36	16	27	31	0	1	2
Students without Disabilities	107	1175	68312	99	0	98	460	474	493	15	10	7	42	33	21	41	54	62	1	3	10
Limited English Proficient Students	27	308	12556	96	0	100	452	458	436	23	16	24	42	38	40	34	44	35	1	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	112	1257	38662	100	0	96	452	466	468	20	14	16	45	37	32	35	47	49	0	2	3
Non-Economically Disadvantaged	14	144	40315	100	0	100	487	465	498	7	1	5	29	25	15	57	64	66	7	9	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	126	1403	78750	100	100	99	496	486	500	2	6	6	45	39	29	53	55	63	0	1	2
All Students (Prior Year)	120	1364	75673	100	100	100	537	514	530	5	12	12	29	33	25	64	54	58	2	1	4
Female	58	703	38586	98	100	99	510	501	515	0	3	4	29	31	22	71	65	71	0	1	3
Male	68	700	40135	100	100	99	483	471	486	3	9	8	59	47	35	38	44	56	0	0	1
African American	--	24	4081	--	96	99	--	471	488	--	23	8	--	32	32	--	45	59	--	0	2
Hispanic	119	1231	31841	100	100	99	497	484	483	2	6	8	44	40	36	54	54	55	0	0	1
Asian/Pacific Islander	--	11	1802	--	92	98	--	536	533	--	0	2	--	0	16	--	100	75	--	0	7
American Indian/Alaskan Native	NC	57	4586	NC	100	100	NC	501	481	NC	0	8	NC	39	37	NC	61	54	NC	0	1
White	--	80	36440	--	100	99	--	498	516	--	6	3	--	35	22	--	57	71	--	3	4
Students with Disabilities	19	229	10622	100	100	100	459	419	415	11	16	21	68	64	50	21	20	28	0	0	1
Students without Disabilities	107	1174	68196	99	99	98	503	500	513	0	4	3	40	34	25	60	62	69	0	1	3
Limited English Proficient Students	27	308	12504	96	100	100	497	479	451	1	6	12	44	42	44	55	52	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	112	1259	38558	100	100	96	493	487	485	2	6	8	47	40	37	51	53	54	0	0	1
Non-Economically Disadvantaged	14	144	40260	100	100	100	517	479	514	0	2	3	29	28	21	71	66	72	0	3	4

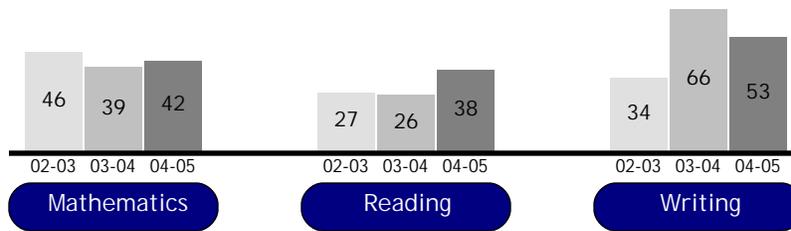
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	91	40	38	50	95	32	NA	58	100	38	38	47
	Language	96	31	31	43	98	18	28	50	100	39	39	47
	Mathematics	96	55	50	57	98	38	49	64	100	42	42	50
3	Reading	96	37	32	47	99	53	NA	55	97	32	33	44
	Language	96	46	43	54	99	61	53	61	97	32	34	44
	Mathematics	95	50	43	54	99	67	54	61	97	42	41	51
4	Reading	94	37	34	52	97	34	NA	56	100	35	39	48
	Language	87	37	36	48	98	38	41	52	100	38	38	49
	Mathematics	87	44	44	57	98	44	50	61	100	41	44	53
5	Reading	94	30	34	50	99	37	NA	55	100	32	40	50
	Language	92	32	34	46	99	31	39	49	100	33	39	50
	Mathematics	89	42	47	57	99	46	52	63	100	34	39	49

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

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

Mission Manor Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Goal Setting
- Ü Shared Decision Making
- Ü Implement Site Improvement Plan
- Ü Instructional Strategies
- Ü School Safety Issues
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	5.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	4	1	0	0
7 to 9 years	3	2	0	0
10 or more years	7	9	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	41
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	100%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü After-school Sports
- Ü Folklorico Club/Mariachi
- Ü Rocket/Model Club
- Ü Chorus
- Ü Lego Club
- Ü Organized Lunchtime Activities

Social Services

- Ü Parental/Parenting Assistance
- Ü Adult Education
- Ü Counseling Services
- Ü Literacy Classes
- Ü Parent Involment Assist.

School Achievements/Accomplishments 2004-05

- ü Ranked in the top 5% of the elementary schools in the district on the Stanford 9 Achievement Test.

- ü School attendance rate is continuously in the 94% range.

- ü North Central Accreditation - Mission Manor meets the accreditation standard and criteria of the NCA Commission on Accreditation and School Improvement

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	28	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Programs and procedures are created and implemented to involve all students, parents, staff in the education of a safe/orderly environment e.g., positive behaviors/self-esteem, family-unity; modeling of tolerance, respect, and acceptance of others.

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	Herbert Springs	(520) 545-3500
Transportation Policy	John Smead	(520) 545-2113
Community Resources	Brandon Portas	(520) 545-2322
School Nutrition Programs	Katie Posey	(520) 545-3500
Parent Organization	Myra Marmolejo	(520) 545-3500
Student Health/Nurse	Jodi Armour	(520) 545-3500

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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

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

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

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

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

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

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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.