



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3000 E. Manzanita Ave., Tucson, AZ 85718

Catalina Foothills 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 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. Colleen Nichols
Schedule : 07:30 AM to 04:30 PM
Grades : K-5
2005 Enrollment : 473
Web Address : www.cfsd.k12.az.us/~mzwww/
Phone Number : (520) 577-5320
Fax Number : (520) 577-5039
E-mail : cnichols@cfsd.k12.az.us

Mission

Motivated learners strive to attain high standards of academic and personal achievement. Challenging, integrated curriculum promotes intellectual development. Dedicated staff and involved parents support students in a safe and nurturing environment.

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

- Each student will demonstrate responsible citizenship skills. Each student will meet or exceed grade-level standards while striving to achieve personal excellence. We will develop ways to maximize resources to support student learning.
We will strengthen instructional skills and examine strategies in curriculum areas to meet the needs of individual students. We will create guidelines and opportunities for responsible citizenship and service to others.
All students will meet or exceed Catalina Foothills School District academic performance standards and graduate.
Each student will consistently demonstrate the character attributes that exemplify a responsible citizen.

Enrollment

October 1, 2004 School Year Student Enrollment : 477
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 88

Instructional Programs

- ü Flexible Grouping
- ü Gifted Services
- ü On-site Special Education
- ü Active Parent/Community Involvement
- ü Reading Specialist Support, K-5
- ü Art, Science & Social Studies Enrichment
- ü Art, Music & Physical Education Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/16/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Parent Communication: class and school newsletters, report cards, student handbook, conferences. Safe Environment: discipline plan, school counselor and very involved staff. High Academic Standards: rigorous curriculum and appropriate expectations.

Parents

Parent obligation includes providing a physically and emotionally safe home environment, proper clothing, nourishment and transportation. Parents are encouraged to model a love of learning, support good study habits and nurture each child's individual efforts.

Transportation Policy

Transportation is provided to in-district students who reside more than one mile from school. Distances are measured as the crow flies. When serious safety concerns exist, transportation is also provided for students within those distances.

School Honors

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

Award/Honor	Year
ü US Dept.of Education Blue Ribbon School/AZ. A+ School	1994
ü Award for Excellence in Art Education	1996
ü SARSEF Elementary Science Teacher of the Year	2005
ü SARSEF Winners	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	91	351	79306	99	100	99	478	484	445	2	3	10	7	5	18	41	40	51	50	53	20
All Students (Prior Year)	86	303	75509	96	98	100	561	565	521	1	4	13	12	11	23	25	23	33	61	62	31
Female	47	175	38691	100	100	99	474	480	446	4	4	10	2	2	18	46	42	52	48	51	20
Male	44	176	40583	98	100	99	482	488	445	0	1	11	11	7	18	36	38	50	52	54	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	NC	43	32869	NC	100	99	NC	490	429	NC	0	15	NC	0	25	NC	51	51	NC	49	10
Asian/Pacific Islander	NC	31	1935	NC	100	99	NC	489	474	NC	0	3	NC	10	9	NC	24	48	NC	66	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	71	266	36197	99	100	99	473	484	463	3	3	5	7	5	11	41	39	53	49	53	31
Students with Disabilities	11	41	10321	100	100	100	376	390	389	9	15	30	18	17	27	36	44	34	36	24	9
Students without Disabilities	80	310	69060	99	100	98	492	497	454	1	1	7	5	3	17	42	39	54	52	57	22
Limited English Proficient Students	NC	12	15509	NC	100	100	NC	261	406	NC	21	20	NC	21	30	NC	43	45	NC	14	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	20	39415	NC	87	96	NC	459	431	NC	10	15	NC	5	25	NC	65	50	NC	20	10
Non-Economically Disadvantaged	85	331	39966	99	100	100	480	486	459	1	2	6	7	5	12	38	38	52	54	55	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	91	350	79395	99	0	99	480	483	446	1	1	9	4	6	25	68	63	55	27	29	11
All Students (Prior Year)	86	305	75492	96	99	100	542	543	519	1	2	12	8	7	16	40	40	47	51	50	24
Female	47	174	38743	100	0	100	483	487	451	2	2	7	0	3	24	74	65	57	24	30	12
Male	44	176	40618	98	0	99	478	479	440	0	1	11	9	8	27	61	61	53	30	29	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	NC	43	32915	NC	0	99	NC	486	426	NC	0	15	NC	0	35	NC	80	47	NC	20	4
Asian/Pacific Islander	NC	31	1936	NC	0	99	NC	487	468	NC	0	3	NC	3	14	NC	52	63	NC	45	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	71	265	36221	99	0	99	478	483	465	1	2	4	6	7	15	62	62	63	31	29	17
Students with Disabilities	11	41	10331	100	0	100	390	389	388	9	10	25	18	24	37	45	49	34	27	17	4
Students without Disabilities	80	309	69139	99	0	99	493	496	454	0	0	7	3	3	24	71	65	58	27	31	11
Limited English Proficient Students	NC	12	15545	NC	0	100	NC	264	399	NC	21	21	NC	14	42	NC	43	35	NC	21	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	20	39484	NC	0	96	NC	461	429	NC	0	14	NC	15	35	NC	70	47	NC	15	4
Non-Economically Disadvantaged	85	330	39986	99	0	100	481	485	461	1	2	4	5	5	16	65	63	63	29	30	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	91	349	78869	99	100	99	476	488	442	3	1	6	7	8	21	67	59	63	23	32	10
All Students (Prior Year)	88	307	75053	98	100	99	670	680	597	4	2	7	5	6	12	72	65	72	20	27	9
Female	47	173	38536	100	99	99	497	501	458	0	0	4	2	4	15	65	57	67	33	38	14
Male	44	176	40302	98	100	99	455	476	428	7	2	8	11	11	26	68	61	60	14	25	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	NC	43	32606	NC	100	98	NC	498	426	NC	0	8	NC	2	27	NC	73	60	NC	24	5
Asian/Pacific Islander	NC	31	1925	NC	100	99	NC	497	471	NC	0	3	NC	10	11	NC	34	64	NC	55	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	71	264	36078	99	100	99	472	487	459	4	2	4	7	8	16	66	60	66	23	31	14
Students with Disabilities	11	41	10246	100	100	100	357	373	367	18	7	18	9	27	39	64	59	40	9	7	4
Students without Disabilities	80	308	68697	99	99	98	493	504	454	1	0	4	6	5	18	67	60	67	25	35	11
Limited English Proficient Students	NC	12	15339	NC	100	100	NC	271	399	NC	7	11	NC	29	31	NC	43	54	NC	21	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	20	39106	NC	87	95	NC	475	427	NC	0	8	NC	20	28	NC	70	59	NC	10	5
Non-Economically Disadvantaged	85	329	39837	99	100	100	476	489	457	4	1	4	5	7	14	68	59	67	24	33	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	383	78906	99	100	99	560	556	498	0	1	13	6	5	19	28	33	48	66	61	20
All Students (Prior Year)	104	363	76019	100	98	100	557	545	499	1	3	14	10	17	39	11	12	14	78	68	33
Female	51	198	38644	100	100	99	553	556	500	0	0	12	6	5	19	31	37	49	63	59	19
Male	51	185	40236	98	99	99	568	557	497	0	2	15	6	5	19	24	30	46	70	63	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	12	50	31938	100	100	99	525	514	481	0	4	19	17	12	25	58	46	46	25	38	10
Asian/Pacific Islander	10	42	1805	100	100	98	558	564	536	0	0	5	10	2	8	20	31	45	70	67	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	79	281	36483	98	100	99	565	563	517	0	0	7	4	4	13	24	31	51	72	64	30
Students with Disabilities	NC	33	10664	NC	100	100	NC	454	430	NC	11	42	NC	25	27	NC	39	26	NC	25	5
Students without Disabilities	94	350	68310	98	99	98	565	565	509	0	0	9	3	3	18	27	33	51	70	64	22
Limited English Proficient Students	--	10	12573	--	100	100	--	414	454	--	8	27	--	17	30	--	33	38	--	42	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	26	38679	NC	93	96	NC	535	483	NC	0	20	NC	8	25	NC	58	45	NC	33	10
Non-Economically Disadvantaged	99	357	40295	99	100	100	560	558	513	0	1	7	6	5	13	28	32	50	66	63	30

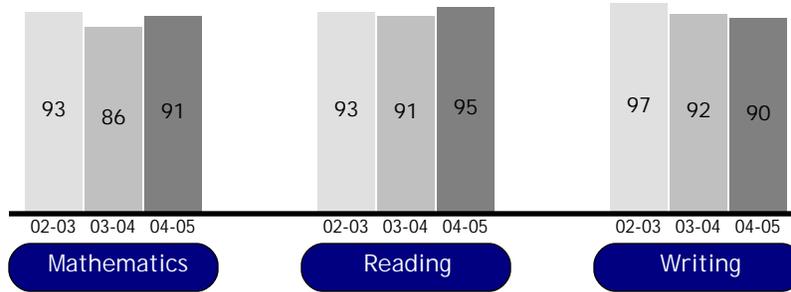
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	382	78908	98	0	99	532	529	484	0	0	10	4	5	23	64	61	58	32	34	9
All Students (Prior Year)	103	362	76020	99	98	100	531	526	503	3	4	25	5	10	23	51	50	40	41	35	12
Female	50	197	38648	98	0	99	534	534	489	0	0	8	6	3	22	52	59	61	42	38	10
Male	51	185	40233	98	0	99	530	523	479	0	0	12	2	8	25	76	62	55	22	30	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	11	49	31940	100	0	99	502	497	465	0	0	16	18	16	32	64	59	49	18	24	3
Asian/Pacific Islander	10	42	1805	100	0	98	531	537	507	0	0	4	0	0	13	70	67	65	30	33	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	79	281	36502	98	0	99	535	534	502	0	0	4	3	3	14	64	61	67	33	36	15
Students with Disabilities	NC	33	10665	NC	0	100	NC	441	423	NC	0	30	NC	39	36	NC	46	31	NC	14	2
Students without Disabilities	93	349	68312	97	0	98	534	536	493	0	0	7	3	2	21	63	62	62	34	36	10
Limited English Proficient Students	--	10	12556	--	0	100	--	381	436	--	0	24	--	25	40	--	58	35	--	17	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	25	38662	NC	0	96	NC	510	468	NC	0	16	NC	13	32	NC	74	49	NC	13	3
Non-Economically Disadvantaged	99	357	40315	99	0	100	532	530	498	0	0	5	4	5	15	63	60	66	33	35	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	383	78750	99	100	99	560	555	500	1	1	6	0	3	29	88	84	63	11	13	2
All Students (Prior Year)	102	363	75673	98	98	100	620	604	530	3	5	12	10	13	25	61	63	58	25	19	4
Female	51	198	38586	100	100	99	565	567	515	2	1	4	0	1	22	82	82	71	16	17	3
Male	51	185	40135	98	99	99	554	542	486	0	1	8	0	5	35	94	86	56	6	8	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	12	50	31841	100	100	99	546	531	483	0	0	8	0	4	36	92	86	55	8	10	1
Asian/Pacific Islander	10	42	1802	100	100	98	554	564	533	0	0	2	0	5	16	90	81	75	10	14	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	79	281	36440	98	100	99	562	560	516	1	1	3	0	1	22	88	85	71	10	13	4
Students with Disabilities	NC	33	10622	NC	100	100	NC	461	415	NC	0	21	NC	29	50	NC	71	28	NC	0	1
Students without Disabilities	94	350	68196	98	99	98	562	563	513	1	1	3	0	1	25	87	85	69	12	14	3
Limited English Proficient Students	--	10	12504	--	100	100	--	410	451	--	0	12	--	17	44	--	83	43	--	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	26	38558	NC	93	96	NC	543	485	NC	0	8	NC	8	37	NC	88	54	NC	4	1
Non-Economically Disadvantaged	99	357	40260	99	100	100	560	556	514	1	1	3	0	2	21	88	84	72	11	13	4

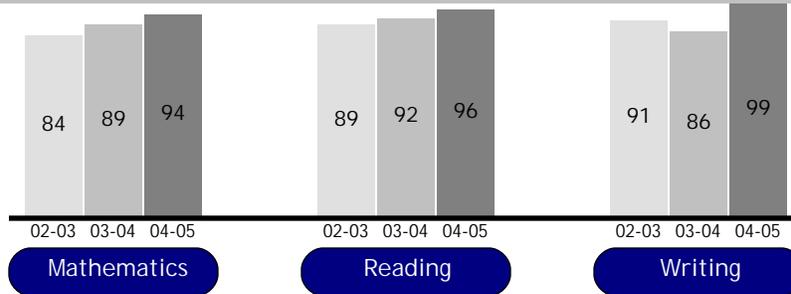
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	78	81	50	97	78	NA	58	96	79	73	47
	Language	99	74	76	43	99	77	79	50	96	75	71	47
	Mathematics	98	78	83	57	97	88	88	64	98	79	77	50
3	Reading	74	83	79	47	98	79	NA	55	97	69	68	44
	Language	100	84	79	54	98	80	83	61	97	64	66	44
	Mathematics	94	88	83	54	94	82	88	61	97	73	74	51
4	Reading	97	86	82	52	99	86	NA	56	98	72	72	48
	Language	100	77	74	48	99	76	76	52	98	71	71	49
	Mathematics	97	88	84	57	98	88	86	61	99	80	75	53
5	Reading	93	82	83	50	99	89	NA	55	98	74	75	50
	Language	95	71	75	46	99	78	78	49	98	77	76	50
	Mathematics	97	86	89	57	99	92	90	63	99	79	76	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."

School Site Council

Council Composition

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

Council Duties

- ü Student Achievement
- ü School Climate
- ü Develop Decision-making Structures
- ü School Improvement Plan
- ü Parent Education/Communication
- ü School Facilities Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	29.25
Other Professional Staff	2.13	Teacher Aide	10.56

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	85
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Library and Learning Resources
- ü Computer Lab
- ü Art Studio/ Music Classroom
- ü School Garden

Extracurricular Activities

- ü Chess Club
- ü Band & Strings Programs
- ü Before/After School CARE Program
- ü Community Schools Education Program
- ü Parent Education Program
- ü Special Family Events Throughout Year
- ü Walking Track

Social Services

- ü Extended Kindergarten Program
- ü Afterschool Programs
- ü Health Services
- ü Community Schools Classes
- ü Crisis Intervention
- ü Family Faculty Organization
- ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The school community embraced a number of community service projects- adopting an orphanage in Nogales, Sonora, Mexico; collecting books for a sister school in Tucson; and sponsoring clothing and school supplies drives.
- ü The Family Faculty Organization, school council members and community worked together to facilitate and sponsor special projects, such as a parent education evening, visiting authors and a variety of facilities improvements.
- ü Students continue to demonstrate high levels of academic achievement on the Terra Nova test and the AIMS/DPA (Arizona Instrument to Measure Standards Dual Purpose Assessment).
- ü The district unveiled a new five year strategic plan which will be realized at the school campus with a focus on student achievement, the identification of essential learning and teacher education.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	2	12	12	17
Transfers In Rate ⁶	4	28	28	37
Stability Rate ⁷	97	87	87	82
Promotion Rate ⁸	100	96	95	81
Retention Rate ⁹	0	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

Safety information is consistently shared with parents. Students have learned and apply strategies for peaceful problem solving. A system of positive discipline reinforces desired behavior. Monthly assemblies focus on character issues and appropriate choices. A security picture badge is required for staff. All campus visitors are required to sign in at the school office.

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) :

6

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	Colleen Nichols	(520) 577-5320
Transportation Policy	Terry Downey	(520) 299-6446
Community Resources	Mary Grodman	(520) 577-5038
School Nutrition Programs		
Parent Organization	Kathy Anderson/ Naomi Stompoly	(520) 577-5320
Student Health/Nurse	Dian Tassin	(520) 577-5320

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.

Footnotes

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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** Due to booklet size printing, print copies are produced in multiples of 4.