

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

652 N Tyler Ave, Nogales, AZ 85621

Nogales 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	Underperforming

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

School Overview

Principal/Administrator : Mrs. Anna Rosas
 Schedule : 07:00 AM to 04:30 PM
 Grades : K-5
 2005 Enrollment : 387
 Web Address : www.nusd.k12.az.us
 Phone Number : (520) 287-0870
 Fax Number : (520) 287-0875
 E-mail : arosas@nusd.k12.az.us

Mission

The mission of Lincoln School is to ensure that all students be safe, self-confident, and educated; that they be understanding, culturally aware, and superior thinkers who are able to meet the challenges of life and always be successful.

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 1

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

School / Academic Goals

- ü Students will achieve high academic standards in reading predicated on their individual strengths and needs. All students shall achieve one year growth to be indicated by their TerraNova stanine and/or AIMS-DPA.
- ü Students will achieve high academic standards in math predicated on their individual strengths and needs. All students shall achieve one year growth to be indicated by their TerraNova stanine and/or AIMS-DPA.
- ü Students will achieve high academic standards in writing predicated on their individual strengths and needs. All students shall achieve one year growth to be indicated by their quarterly writing samples.

Enrollment

October 1, 2004 School Year Student Enrollment : 370
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 20

Instructional Programs

- Ü Structured English Immersion
- Ü Focused Language
- Ü Full-day Kindergarten
- Ü Gifted
- Ü Every Student an Author
- Ü On-site Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Lincoln School has a structured learning atmosphere focusing on high academic achievement supported by quality music and physical education; its classrooms are rich in technology. Students learn appropriate school behaviors and positive discipline. Its staff has a strong commitment to continuous professional growth. The school has an "open door" policy encouraging parents to visit and participate in school activities.

Parents

Parents will help child to attend school and be on time; support the school in its efforts to provide a safe environment; communicate and work with teachers and school staff to support and challenge the child.

Transportation Policy

Buses are provided for all students who live one mile or more from the school. Lincoln School attendance boundaries range approximately ten miles from the Mexican border southwest to northeast.

School Honors

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

Award/Honor	Year
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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	61	473	79306	100	100	99	463	439	445	5	8	10	17	21	18	42	58	51	36	13	20
All Students (Prior Year)	54	471	75509	100	100	100	542	526	521	8	6	13	8	21	23	42	44	33	42	29	31
Female	25	223	38691	100	98	99	454	438	446	4	7	10	25	20	18	42	60	52	29	14	20
Male	36	250	40583	100	100	99	470	440	445	6	10	11	11	22	18	43	56	50	40	12	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	61	466	32869	100	100	99	463	439	429	5	8	15	17	20	25	42	58	51	36	13	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	--	NC	36197	--	NC	99	--	NC	463	--	NC	5	--	NC	11	--	NC	53	--	NC	31
Students with Disabilities	NC	35	10321	NC	100	100	NC	367	389	NC	40	30	NC	14	27	NC	43	34	NC	3	9
Students without Disabilities	56	438	69060	100	100	98	467	445	454	4	6	7	19	21	17	39	59	54	39	14	22
Limited English Proficient Students	53	351	15509	100	100	100	459	436	406	5	9	20	18	21	30	45	59	45	31	11	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	60	283	39415	100	98	96	463	441	431	5	9	15	17	21	25	43	58	50	34	12	10
Non-Economically Disadvantaged	NC	190	39966	NC	100	100	NC	437	459	NC	7	6	NC	20	12	NC	59	52	NC	14	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	61	474	79395	100	0	99	458	439	446	2	7	9	27	31	25	56	57	55	15	5	11
All Students (Prior Year)	54	473	75492	100	100	100	534	523	519	0	4	12	8	13	16	62	61	47	31	22	24
Female	25	224	38743	100	0	100	455	440	451	0	4	7	29	30	24	54	61	57	17	6	12
Male	36	250	40618	100	0	99	460	438	440	3	10	11	26	32	27	57	54	53	14	5	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	61	467	32915	100	0	99	458	439	426	2	7	15	27	31	35	56	57	47	15	5	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	--	NC	36221	--	NC	99	--	NC	465	--	NC	4	--	NC	15	--	NC	63	--	NC	17
Students with Disabilities	NC	35	10331	NC	0	100	NC	365	388	NC	23	25	NC	51	37	NC	23	34	NC	3	4
Students without Disabilities	56	439	69139	100	0	99	462	445	454	2	6	7	22	29	24	59	60	58	17	5	11
Limited English Proficient Students	53	352	15545	100	0	100	453	435	399	2	7	21	29	33	42	56	57	35	13	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	60	283	39484	100	0	96	458	441	429	2	8	14	28	30	35	55	58	47	16	5	4
Non-Economically Disadvantaged	NC	191	39986	NC	0	100	NC	435	461	NC	6	4	NC	33	16	NC	56	63	NC	5	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	61	474	78869	100	100	99	469	458	442	2	2	6	19	14	21	58	73	63	22	11	10
All Students (Prior Year)	54	473	75053	100	100	99	606	636	597	0	4	7	0	5	12	92	75	72	8	16	9
Female	25	224	38536	100	99	99	480	465	458	0	2	4	13	8	15	67	77	67	21	13	14
Male	36	250	40302	100	100	99	461	452	428	3	2	8	23	19	26	51	70	60	23	8	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	61	467	32606	100	100	98	469	458	426	2	2	8	19	14	27	58	74	60	22	11	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	--	NC	36078	--	NC	99	--	NC	459	--	NC	4	--	NC	16	--	NC	66	--	NC	14
Students with Disabilities	NC	35	10246	NC	100	100	NC	368	367	NC	9	18	NC	46	39	NC	43	40	NC	3	4
Students without Disabilities	56	439	68697	100	100	98	477	466	454	0	1	4	17	11	18	59	76	67	24	11	11
Limited English Proficient Students	53	352	15339	100	100	100	465	455	399	2	2	11	20	14	31	56	73	54	22	10	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	60	283	39106	100	98	95	468	463	427	2	1	8	19	16	28	57	72	59	22	11	5
Non-Economically Disadvantaged	NC	191	39837	NC	100	100	NC	451	457	NC	4	4	NC	11	14	NC	75	67	NC	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	65	450	78906	98	100	99	483	496	498	14	11	13	21	19	19	62	55	48	3	16	20
All Students (Prior Year)	65	526	76019	100	100	100	490	490	499	13	15	14	52	47	39	12	13	14	23	26	33
Female	37	227	38644	100	100	99	485	497	500	14	9	12	14	20	19	72	56	49	0	15	19
Male	28	223	40236	97	100	99	482	495	497	15	13	15	30	18	19	48	53	46	7	17	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	64	441	31938	98	100	99	484	496	481	15	11	19	19	18	25	63	55	46	3	16	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	40	10664	NC	100	100	NC	408	430	NC	50	42	NC	30	27	NC	15	26	NC	5	5
Students without Disabilities	57	410	68310	98	100	98	492	505	509	5	7	9	20	18	18	71	59	51	4	17	22
Limited English Proficient Students	47	218	12573	98	100	100	476	482	454	18	15	27	24	22	30	57	54	38	0	8	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	60	271	38679	98	99	96	482	491	483	16	11	20	22	23	25	60	59	45	2	7	10
Non-Economically Disadvantaged	NC	179	40295	NC	100	100	NC	504	513	NC	11	7	NC	12	13	NC	48	50	NC	29	30

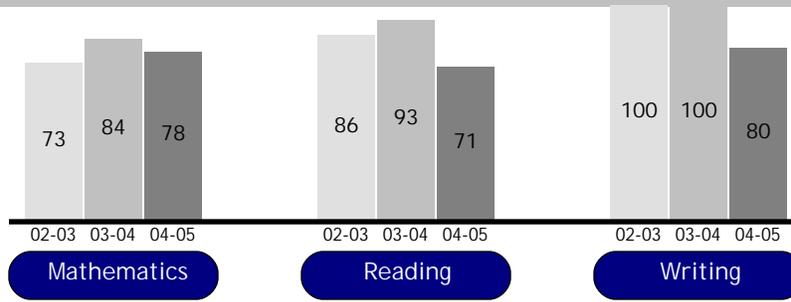
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	449	78908	98	0	99	483	477	484	6	8	10	25	29	23	65	58	58	3	5	9
All Students (Prior Year)	65	529	76020	100	100	100	495	498	503	32	30	25	30	29	23	28	33	40	10	7	12
Female	37	227	38648	100	0	99	483	479	489	8	6	8	19	29	22	69	60	61	3	5	10
Male	28	222	40233	97	0	99	484	474	479	4	11	12	33	29	25	59	55	55	4	5	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	64	440	31940	98	0	99	483	476	465	6	9	16	26	29	32	65	57	49	3	5	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	39	10665	NC	0	100	NC	398	423	NC	38	30	NC	41	36	NC	18	31	NC	3	2
Students without Disabilities	57	410	68312	98	0	98	492	485	493	0	5	7	22	28	21	75	62	62	4	5	10
Limited English Proficient Students	47	217	12556	98	0	100	478	464	436	8	12	24	31	37	40	57	50	35	4	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	60	270	38662	98	0	96	483	475	468	7	10	16	26	32	32	64	57	49	3	2	3
Non-Economically Disadvantaged	NC	179	40315	NC	0	100	NC	480	498	NC	6	5	NC	25	15	NC	59	66	NC	10	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	65	450	78750	98	100	99	479	494	500	11	6	6	33	27	29	56	65	63	0	1	2
All Students (Prior Year)	65	529	75673	100	100	100	508	531	530	10	10	12	42	27	25	48	59	58	0	4	4
Female	37	227	38586	100	100	99	476	504	515	11	4	4	31	24	22	58	70	71	0	1	3
Male	28	223	40135	97	100	99	483	483	486	11	9	8	37	31	35	52	60	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	64	441	31841	98	100	99	480	494	483	11	7	8	32	27	36	56	65	55	0	1	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	40	10622	NC	100	100	NC	406	415	NC	23	21	NC	45	50	NC	33	28	NC	0	1
Students without Disabilities	57	410	68196	98	100	98	489	503	513	5	5	3	35	26	25	60	69	69	0	1	3
Limited English Proficient Students	47	218	12504	98	100	100	466	479	451	14	8	12	37	36	44	49	56	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	60	271	38558	98	99	96	477	489	485	12	7	8	34	31	37	53	62	54	0	0	1
Non-Economically Disadvantaged	NC	179	40260	NC	100	100	NC	501	514	NC	6	3	NC	21	21	NC	71	72	NC	2	4

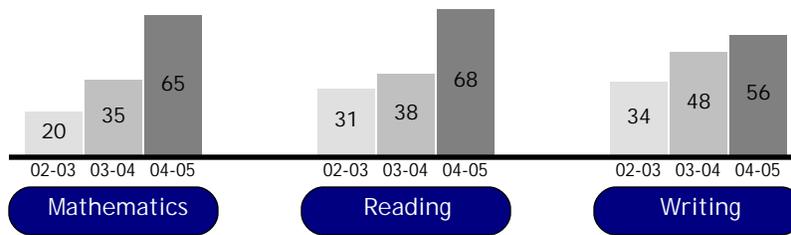
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	29	37	50	100	NA	NA	58	99	42	41	47
	Language	100	30	30	43	100	NA	46	50	99	63	49	47
	Mathematics	100	46	50	57	100	NA	64	64	99	54	47	50
3	Reading	100	31	38	47	100	51	NA	55	100	44	40	44
	Language	100	40	55	54	100	64	67	61	100	54	45	44
	Mathematics	100	42	59	54	100	65	67	61	100	60	49	51
4	Reading	92	31	39	52	100	38	NA	56	98	45	44	48
	Language	98	36	44	48	100	40	50	52	98	56	49	49
	Mathematics	100	43	56	57	100	49	61	61	98	67	56	53
5	Reading	100	27	38	50	100	40	NA	55	98	50	45	50
	Language	100	32	42	46	100	41	48	49	98	50	49	50
	Mathematics	100	41	55	57	100	56	60	63	98	42	49	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)
- 0 Non-certified Employee(s)
- 7 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü School Improvement
- Ü Extracurricular Activities
- Ü Curriculum Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	1.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	8	2	0	0
7 to 9 years	0	0	0	0
10 or more years	1	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	11
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Hightly Qualified Teachers	NC

Resources Available at School Site

Special Facilities

- Ü Language/Math Computer Lab
- Ü Classroom Computer Mini-labs and TV/VCR
- Ü Library/Media Center

Extracurricular Activities

- Ü Student Council
- Ü Junior Olympics
- Ü Chess Club
- Ü Spirit Team
- Ü Advanced P.E.
- Ü Orchestra
- Ü Band

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Parent Liaison

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Lincoln Elementary has adopted a Focused Language Program that emphasizes English in the areas of speaking, reading and writing.
- ü Lincoln Elementary has completed rebuilding its' Intranet and Internet infrastructure. We are focused on integrating technology into our curriculum. Our computer-student ratio is less than 3:1. All computers are connected to the Internet via T-1.
- ü Lincoln Elementary restructured its library/media services in the 2003-2004 school year. The library staff analyzed its collection, culled and replaced over 1400 titles and now provide nearly 2000 video titles on demand to the classroom.
- ü Lincoln Elementary has enriched its curriculm offering by providing extensive instruction to the entire student body in library skills. The school has extended its offering in physical education by offering advanced courses in P.E.

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	9	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	89	96	95	81
Retention Rate ⁹	9	1	1	3
Dropout Rate ¹⁰	1	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

The Lincoln school staff maintains a safe environment conducive to positive learning by providing strict supervision. All students walk to activities using the 'River's Edge' procedure. There have been no incidents requiring intervention by law enforcement agencies.

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	Anna Rosas	(520) 287-0870
Transportation Policy	Ricardo de la Riva	(520) 287-0922
Community Resources	Elizabeth Moraila	(520) 287-0870
School Nutrition Programs	James Tanner	(520) 377-9175
Parent Organization		
Student Health/Nurse	Gloria Felix	(520) 287-0870

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.