

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7995 W. Twin Peaks Rd., Tucson, AZ 85743

Marana 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	Highly Performing
2003-04	Highly Performing
2002-03	New School

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

### School Overview

Principal/Administrator : Ms. Jane A. Ballesteros  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : K-6  
 2005 Enrollment : 790  
 Web Address : www.maranaud.org  
 Phone Number : (520) 579-4750  
 Fax Number : (520) 579-4785  
 E-mail : j.a.ballesteros@maranaud.org

### Mission

Welcome to Twin Peaks School, where the staff and community cultivate an environment in which students can reach their highest potential as unique individuals, lifelong learners, and productive citizens - where there is enthusiasm for learning!

### 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 We will make instructional decisions based on research, formal and informal observations, assessment, and daily work. We will provide programs that assist all students in meeting State Standards.
- ü We will establish open communication with all stakeholders concerning school wide goals, opportunities, services, and activities.
- ü Teachers will implement a comprehensive literacy program in order for students to improve skills and strategies for success in all academic areas.
- ü Staff development opportunities will support areas identified by analyzing student achievement data, current research, best practices, and a survey of staff needs.

### Enrollment

October 1, 2004 School Year Student Enrollment : 768  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 73

Instructional Programs

- Standards Based Curriculum
- Competency Based Guidance Counseling
- Gifted and Remedial Programs
- Technology
- Drug Awareness Resistance Education
- Special Education
- Band and Orchestra
- Positive Behavior Support

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We are committed to providing a safe campus and high academic standards. Programs promoting student safety and healthy lifestyles are implemented. A comprehensive curriculum and an assessment program (based on the AZ Academic Standards) are delivered. Remedial programs, materials, and strategies are provided for students requiring additional assistance.

Parents

Parents are asked to comply with Arizona's attendance policy. They are encouraged to provide support and opportunities for students to complete homework, and to dialogue with teachers and staff regarding student needs and progress. We believe that a strong partnership with parents and the community assists us in helping each student reach his/her potential. We encourage parents to volunteer in classrooms, be actively involved in the PTF, and attend school-wide events and student conferences.

Transportation Policy

Transportation is provided for all students except those living immediately adjacent to our school's eastern boundary. Students are asked to follow Rules of Good Conduct while on the bus and at the bus stop, or transportation may be denied.

School Honors

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

Award/Honor	Year
• Wal-Mart Teacher of the Year	2004
• Recipient of Grants in Prevention and Art Education	2004
• Staff Recognized as MUSD Heroes in Education	2004
• Students Placed in Junior Olympics - Jump Rope	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	985	79306	100	100	99	477	462	445	2	6	10	5	10	18	54	53	51	39	32	20
All Students (Prior Year)	120	956	75509	100	100	100	543	537	521	4	8	13	18	18	23	33	33	33	46	41	31
Female	49	465	38691	100	100	99	474	459	446	2	8	10	4	8	18	62	56	52	31	28	20
Male	56	520	40583	100	99	99	480	464	445	2	4	11	6	12	18	46	50	50	46	34	21
African American	NC	34	4041	NC	100	99	NC	435	426	NC	6	17	NC	15	23	NC	70	50	NC	9	10
Hispanic	21	254	32869	100	100	99	469	450	429	5	8	15	14	14	25	43	54	51	38	24	10
Asian/Pacific Islander	NC	23	1935	NC	100	99	NC	447	474	NC	5	3	NC	10	9	NC	45	48	NC	40	40
American Indian/Alaskan Native	--	16	4264	--	89	100	--	440	419	--	8	19	--	31	30	--	46	45	--	15	6
White	79	658	36197	100	100	99	480	469	463	1	5	5	3	8	11	56	52	53	40	36	31
Students with Disabilities	13	161	10321	100	100	100	432	399	389	18	24	30	27	22	27	45	42	34	9	12	9
Students without Disabilities	92	824	69060	100	99	98	483	474	454	0	2	7	2	8	17	55	55	54	43	35	22
Limited English Proficient Students	NC	33	15509	NC	100	100	NC	355	406	NC	11	20	NC	18	30	NC	58	45	NC	13	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	19	345	39415	100	96	96	468	452	431	0	10	15	0	13	25	71	54	50	29	23	10
Non-Economically Disadvantaged	86	640	39966	100	100	100	479	467	459	2	4	6	6	8	12	50	52	52	41	36	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	985	79395	99	0	99	465	458	446	6	6	9	12	15	25	69	65	55	12	14	11
All Students (Prior Year)	120	953	75492	100	100	100	529	523	519	6	8	12	14	14	16	43	49	47	37	29	24
Female	48	463	38743	98	0	100	468	463	451	7	6	7	9	12	24	68	67	57	16	15	12
Male	56	522	40618	100	0	99	462	453	440	6	7	11	15	18	27	70	62	53	9	12	9
African American	NC	33	4052	NC	0	100	NC	430	434	NC	6	11	NC	22	29	NC	69	54	NC	3	6
Hispanic	21	255	32915	100	0	99	461	450	426	5	7	15	14	19	35	71	65	47	10	9	4
Asian/Pacific Islander	NC	23	1936	NC	0	99	NC	445	468	NC	0	3	NC	10	14	NC	70	63	NC	20	19
American Indian/Alaskan Native	--	16	4271	--	0	100	--	431	420	--	23	15	--	15	42	--	54	41	--	8	2
White	78	658	36221	99	0	99	467	463	465	7	6	4	13	14	15	67	64	63	14	16	17
Students with Disabilities	13	161	10331	100	0	100	403	390	388	45	26	25	9	33	37	45	36	34	0	5	4
Students without Disabilities	91	824	69139	99	0	99	473	471	454	1	3	7	13	12	24	72	70	58	14	15	11
Limited English Proficient Students	NC	33	15545	NC	0	100	NC	344	399	NC	16	21	NC	27	42	NC	51	35	NC	7	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	18	344	39484	95	0	96	467	448	429	0	11	14	13	19	35	75	59	47	13	10	4
Non-Economically Disadvantaged	86	641	39986	100	0	100	465	463	461	7	4	4	12	13	16	68	67	63	12	16	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	984	78869	100	100	99	453	450	442	5	3	6	17	20	21	66	67	63	12	10	10
All Students (Prior Year)	120	951	75053	100	99	99	608	603	597	6	7	7	17	11	12	70	74	72	8	9	9
Female	49	464	38536	100	100	99	465	465	458	7	2	4	9	13	15	69	70	67	16	15	14
Male	56	520	40302	100	99	99	443	437	428	4	3	8	24	26	26	63	64	60	9	7	7
African American	NC	33	4015	NC	100	99	NC	436	430	NC	0	8	NC	19	24	NC	78	61	NC	3	7
Hispanic	21	255	32606	100	100	98	478	448	426	0	2	8	19	26	27	57	62	60	24	10	5
Asian/Pacific Islander	NC	23	1925	NC	100	99	NC	452	471	NC	0	3	NC	10	11	NC	70	64	NC	20	22
American Indian/Alaskan Native	--	16	4245	--	89	100	--	459	423	--	0	9	--	31	26	--	46	61	--	23	4
White	79	657	36078	100	99	99	445	451	459	7	4	4	16	18	16	67	68	66	10	10	14
Students with Disabilities	13	158	10246	100	100	100	423	382	367	9	10	18	36	41	39	55	48	40	0	1	4
Students without Disabilities	92	826	68697	100	99	98	457	463	454	5	2	4	15	16	18	67	70	67	14	12	11
Limited English Proficient Students	NC	33	15339	NC	100	100	NC	347	399	NC	9	11	NC	29	31	NC	58	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	19	343	39106	100	96	95	447	436	427	0	4	8	24	29	28	65	62	59	12	5	5
Non-Economically Disadvantaged	86	641	39837	100	100	100	454	458	457	6	3	4	16	15	14	66	69	67	12	13	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	106	1000	78906	100	99	99	531	502	498	1	9	13	7	14	19	58	55	48	34	21	20
All Students (Prior Year)	112	1011	76019	98	99	100	528	508	499	4	8	14	29	35	39	14	15	14	53	41	33
Female	57	486	38644	100	100	99	530	501	500	2	9	12	5	14	19	58	58	49	35	19	19
Male	49	514	40236	100	99	99	531	502	497	0	9	15	9	15	19	57	53	46	34	23	20
African American	--	29	4087	--	100	99	--	425	481	--	28	20	--	24	24	--	40	45	--	8	11
Hispanic	20	251	31938	100	99	99	528	489	481	0	12	19	10	18	25	55	56	46	35	14	10
Asian/Pacific Islander	NC	21	1805	NC	100	98	NC	525	536	NC	5	5	NC	5	8	NC	63	45	NC	26	42
American Indian/Alaskan Native	NC	19	4593	NC	100	100	NC	464	467	NC	35	26	NC	24	29	NC	41	39	NC	0	6
White	79	680	36483	100	99	99	532	509	517	1	7	7	5	13	13	59	56	51	34	25	30
Students with Disabilities	NC	130	10664	NC	100	100	NC	413	430	NC	35	42	NC	29	27	NC	34	26	NC	2	5
Students without Disabilities	99	870	68310	97	98	98	534	515	509	0	6	9	5	12	18	59	58	51	36	24	22
Limited English Proficient Students	--	31	12573	--	100	100	--	347	454	--	28	27	--	28	30	--	43	38	--	2	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	11	340	38679	100	95	96	532	493	483	0	16	20	9	19	25	55	52	45	36	13	10
Non-Economically Disadvantaged	95	660	40295	100	100	100	531	506	513	1	6	7	7	12	13	58	57	50	34	25	30

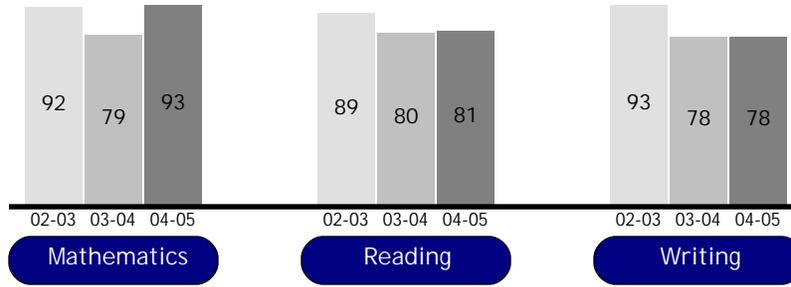
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	1002	78908	100	0	99	513	493	484	1	6	10	9	17	23	75	66	58	15	12	9
All Students (Prior Year)	112	1010	76020	98	99	100	517	509	503	10	18	25	18	24	23	51	43	40	21	15	12
Female	57	487	38648	100	0	99	513	497	489	2	5	8	9	13	22	73	69	61	16	13	10
Male	49	515	40233	100	0	99	512	489	479	0	6	12	9	20	25	79	63	55	13	11	8
African American	--	29	4092	--	0	99	--	421	473	--	16	12	--	20	28	--	60	54	--	4	5
Hispanic	20	251	31940	100	0	99	509	483	465	0	7	16	10	20	32	75	65	49	15	8	3
Asian/Pacific Islander	NC	21	1805	NC	0	98	NC	505	507	NC	5	4	NC	11	13	NC	63	65	NC	21	18
American Indian/Alaskan Native	NC	19	4569	NC	0	100	NC	464	457	NC	18	18	NC	35	39	NC	47	41	NC	0	2
White	79	682	36502	100	0	99	514	499	502	1	4	4	8	15	14	76	67	67	14	14	15
Students with Disabilities	NC	131	10665	NC	0	100	NC	410	423	NC	24	30	NC	36	36	NC	38	31	NC	3	2
Students without Disabilities	99	871	68312	97	0	98	515	505	493	0	3	7	8	14	21	77	70	62	15	13	10
Limited English Proficient Students	--	31	12556	--	0	100	--	341	436	--	21	24	--	26	40	--	51	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	11	341	38662	100	0	96	519	487	468	0	9	16	9	22	32	64	61	49	27	9	3
Non-Economically Disadvantaged	95	661	40315	100	0	100	512	496	498	1	4	5	9	14	15	77	68	66	13	13	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	106	1004	78750	100	100	99	526	505	500	1	4	6	14	24	29	84	71	63	1	2	2
All Students (Prior Year)	112	1009	75673	98	99	100	537	522	530	10	13	12	22	26	25	64	58	58	5	3	4
Female	57	487	38586	100	100	99	535	518	515	2	2	4	4	17	22	93	79	71	2	2	3
Male	49	517	40135	100	99	99	515	493	486	0	5	8	26	30	35	74	63	56	0	1	1
African American	--	29	4081	--	100	99	--	448	488	--	12	8	--	20	32	--	68	59	--	0	2
Hispanic	20	250	31841	100	98	99	535	500	483	0	4	8	15	30	36	85	65	55	0	1	1
Asian/Pacific Islander	NC	21	1802	NC	100	98	NC	530	533	NC	0	2	NC	16	16	NC	79	75	NC	5	7
American Indian/Alaskan Native	NC	19	4586	NC	100	100	NC	487	481	NC	6	8	NC	41	37	NC	53	54	NC	0	1
White	79	685	36440	100	100	99	523	509	516	1	3	3	13	22	22	84	73	71	1	2	4
Students with Disabilities	NC	131	10622	NC	100	100	NC	403	415	NC	19	21	NC	42	50	NC	34	28	NC	5	1
Students without Disabilities	99	873	68196	97	98	98	531	520	513	0	1	3	12	21	25	87	76	69	1	1	3
Limited English Proficient Students	--	31	12504	--	100	100	--	348	451	--	13	12	--	45	44	--	30	43	--	13	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	11	342	38558	100	95	96	527	496	485	0	6	8	9	34	37	91	59	54	0	0	1
Non-Economically Disadvantaged	95	662	40260	100	100	100	526	510	514	1	2	3	14	19	21	84	76	72	1	2	4

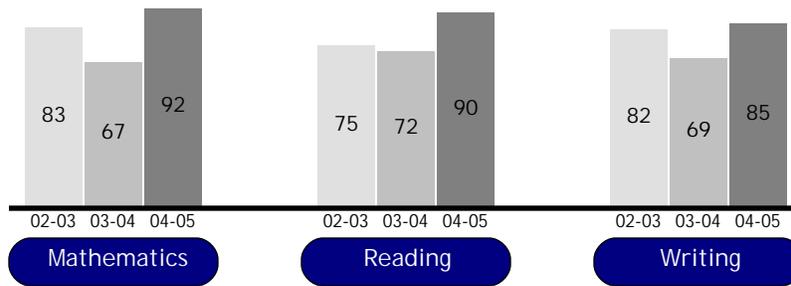
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	99	73	63	50	100	66	NA	58	98	56	53	47
	Language	100	71	57	43	100	64	50	50	98	55	50	47
	Mathematics	97	84	71	57	100	77	67	64	100	65	59	50
3	Reading	100	64	61	47	97	65	NA	55	99	51	52	44
	Language	100	68	65	54	100	64	64	61	99	50	48	44
	Mathematics	100	72	69	54	100	71	68	61	100	71	61	51
4	Reading	97	74	66	52	99	77	NA	56	99	59	54	48
	Language	99	63	58	48	100	69	56	52	99	62	55	49
	Mathematics	98	82	67	57	99	76	66	61	99	66	59	53
5	Reading	96	70	61	50	97	70	NA	55	100	62	57	50
	Language	97	62	53	46	100	56	51	49	100	63	56	50
	Mathematics	96	82	66	57	100	79	67	63	100	68	56	49
6	Reading	100	74	64	53	95	70	NA	56	99	65	59	51
	Language	100	65	56	45	97	60	51	48	99	61	53	47
	Mathematics	100	81	73	62	97	81	71	66	100	71	60	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Community Involvement and Partnerships
- Ü School Improvement - Strategic Planning
- Ü School Environment/Safety
- Ü Professional Development
- Ü Literacy and Lifelong Learning
- Ü Student Learning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	.50	Teacher Aide	6.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certificaton.	8
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Hightly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer Lab with 35 PCs
- Ü Networked Computers in All Classrooms
- Ü Library/Media Center

Extracurricular Activities

- Ü Student Council
- Ü Peer Mediation
- Ü Jumping Jack Rabbits - Jump Rope Club
- Ü Community Schools Classes
- Ü Cool Cub Chorus
- Ü Mentoring
- Ü Library Club

Social Services

- Ü Clothing Bank
- Ü Before/After School Day Care
- Ü Crisis Intervention
- Ü Counseling Services
- Ü Health Office
- Ü After School Recreation Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü A Positive Behavior Support Program was established. Students were trained in appropriate behavior expectations in all parts of the school campus. As a result, there was an increase in appropriate behavior and a decrease in disciplinary referrals.
  
- ü The L'Arts committee was established at the school, with the goal of providing teachers with support and materials for teaching the art curriculum, and bringing additional resources into the school. A month long Artist in Residence was established.
  
- ü Teachers and students made gains in the area of Reading. Staff development, school-wide instructional goals, and providing students with authentic experiences in applying skills to the content areas contributed to success in this area.
  
- ü School partnerships were established in many areas. Community services were provided by students and the PTF to assist tsunami victims, a local hospital's program for terminally ill children, homeless shelters, and an assisted living care facility.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	5	12	12	17
Transfers In Rate <sup>6</sup>	11	28	28	37
Stability Rate <sup>7</sup>	94	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	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

Twin Peaks provides instruction in conflict management, bullying, and problem solving. High expectations for appropriate behavior at school are maintained. A campus-wide communication process and our District Comprehensive Discipline policy are used. In the 2004-05 year, we established a Positive Behavior Support System requiring the same, clear, consistent boundaries in all parts of the school community, expecting and teaching desired behaviors, and recognizing positive behaviors.

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

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

Contacts

	Name	Phone Number
School Site Council	Jane Ballesteros	(520) 579-4750
Transportation Policy	Donald Powers	(520) 682-1055
Community Resources	Tami Terpstra	(520) 579-4750
School Nutrition Programs	James Remete	(520) 682-4737
Parent Organization	Monica Sutton	(520) 579-4750
Student Health/Nurse	Kris Walker	(520) 682-4770

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.