



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3200 S. Lead Flower, Tucson, AZ 85735

Tucson 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	Not Evaluated
2002-03	New School

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Ms. Victoire Vickroy
 Schedule : 08:00 AM to 04:30 PM
 Grades : Pre-K-5
 2005 Enrollment : 500
 Web Address : tusd.k12.az.us
 Phone Number : (520) 908-5700
 Fax Number : (520) 908-5701
 E-mail : Victoire.Vickroy@tusd.k12.az.us

Mission

School Vision: Banks School Community-Families, Parents, Staff and Students - Is Committed and Dedicated To: Providing a safe and secure environment; Maintaining high expectations for student success; Collaborating and communicating powerfully!

School / Academic Goals

- ü Banks' School students (2005-06) will demonstrate grade level proficiency in reading, writing and mathematics as measured by the Developmental Reading Assessment (DRA), Saxon Math Assessments and the TUSD Quarterly Writing Prompts.
- ü Banks' School students (2005-06) in grades 3, 4 and 5 will meet the state standards as measured by AIMS DPA
- ü Banks School students (2-5th Grades) will show an increase of a minimum of 5% in the Terra Nova Percentile Ranking in Reading, Language and Math in 2005-2006.

Enrollment

October 1, 2004 School Year Student Enrollment : 511
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 10

Instructional Programs

- Ü Arizona State Academic Standards
- Ü Saxon Math Program
- Ü Developmental Reading Assessment (DRA)
- Ü Literacy Blocks
- Ü Character Education Program 2005-2006
- Ü Peer Mediation 2005-2006

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Responsibilities to Parents: Procure a safe environment; Provide children's rights' & responsibilities; Provide discipline policy; Review children's progress/needs; Provide the school goals/objectives; Provide school calendar; Inform them of Site Council/committees

Responsibilities to Students: Provide safe environment; Set high standards; Teach standards; Grade-level reading/writing/math; Assessments; Accommodations; Character Ed.; Discipline; Rights/Responsibilities.

Parents

Family's Responsibilities to School: Send the students to school; Provide needed documents; Update home information; Provide students with adequate rest; Report children's absences promptly; Inform school of children's needs; Participate in parent conferences; Respect school norms; Support students'with homework; Participate in school functions.

Transportation Policy

Banks School follows the Tucson Unified School Policies and Procedures regarding student transportation.

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	74	4755	79306	97	99	99	432	436	445	16	15	10	19	21	18	59	49	51	6	15	20
All Students (Prior Year)	79	4633	75509	99	98	100	510	513	521	15	16	13	29	26	23	34	32	33	22	26	31
Female	37	2272	38691	97	100	99	432	438	446	9	13	10	21	20	18	64	51	52	6	15	20
Male	37	2483	40583	97	99	99	431	433	445	23	16	11	16	22	18	55	46	50	6	16	21
African American	NC	317	4041	NC	98	99	NC	417	426	NC	22	17	NC	22	23	NC	47	50	NC	9	10
Hispanic	44	2608	32869	96	99	99	423	426	429	16	17	15	27	25	25	54	48	51	3	10	10
Asian/Pacific Islander	--	124	1935	--	100	99	--	467	474	--	5	3	--	10	9	--	45	48	--	40	40
American Indian/Alaskan Native	NC	222	4264	NC	98	100	NC	410	419	NC	30	19	NC	28	30	NC	38	45	NC	5	6
White	28	1484	36197	100	100	99	446	457	463	16	8	5	4	14	11	68	52	53	12	26	31
Students with Disabilities	NC	602	10321	NC	100	100	NC	374	389	NC	36	30	NC	29	27	NC	31	34	NC	5	9
Students without Disabilities	67	4154	69060	96	99	98	437	445	454	10	12	7	19	20	17	64	51	54	7	17	22
Limited English Proficient Students	NC	730	15509	NC	100	100	NC	400	406	NC	23	20	NC	30	30	NC	41	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	50	2845	39415	96	97	96	427	428	431	17	18	15	21	25	25	57	48	50	5	9	10
Non-Economically Disadvantaged	24	1911	39966	100	100	100	442	447	459	14	10	6	14	16	12	64	50	52	9	24	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	74	4759	79395	97	0	99	437	436	446	13	13	9	30	28	25	52	50	55	6	8	11
All Students (Prior Year)	77	4638	75492	96	98	100	514	514	519	13	16	12	13	19	16	57	44	47	16	21	24
Female	37	2273	38743	97	0	100	440	444	451	9	10	7	33	25	24	55	55	57	3	10	12
Male	37	2486	40618	97	0	99	433	428	440	16	16	11	26	31	27	48	47	53	10	6	9
African American	NC	319	4052	NC	0	100	NC	421	434	NC	17	11	NC	30	29	NC	47	54	NC	5	6
Hispanic	44	2612	32915	96	0	99	428	425	426	14	16	15	41	33	35	43	46	47	3	5	4
Asian/Pacific Islander	--	125	1936	--	0	99	--	457	468	--	6	3	--	16	14	--	68	63	--	10	19
American Indian/Alaskan Native	NC	223	4271	NC	0	100	NC	418	420	NC	19	15	NC	36	42	NC	44	41	NC	2	2
White	28	1480	36221	100	0	99	451	459	465	12	7	4	12	20	15	64	58	63	12	15	17
Students with Disabilities	NC	601	10331	NC	0	100	NC	371	388	NC	35	25	NC	34	37	NC	28	34	NC	3	4
Students without Disabilities	67	4159	69139	96	0	99	442	445	454	9	10	7	29	27	24	55	54	58	7	9	11
Limited English Proficient Students	NC	734	15545	NC	0	100	NC	392	399	NC	25	21	NC	39	42	NC	34	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	50	2855	39484	96	0	96	428	426	429	17	17	14	31	33	35	50	46	47	2	4	4
Non-Economically Disadvantaged	24	1905	39986	100	0	100	453	449	461	5	8	4	27	21	16	55	57	63	14	14	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	74	4735	78869	97	99	99	414	439	442	11	6	6	33	22	21	52	63	63	5	9	10
All Students (Prior Year)	74	4606	75053	93	97	99	600	612	597	6	6	7	6	11	12	84	73	72	3	11	9
Female	36	2264	38536	95	99	99	435	457	458	13	4	4	13	15	15	69	69	67	6	12	14
Male	38	2471	40302	100	99	99	393	423	428	9	9	8	53	28	26	34	58	60	3	6	7
African American	NC	316	4015	NC	98	99	NC	422	430	NC	8	8	NC	19	24	NC	67	61	NC	6	7
Hispanic	44	2602	32606	96	99	98	408	432	426	14	7	8	30	24	27	57	62	60	0	7	5
Asian/Pacific Islander	--	125	1925	--	100	99	--	466	471	--	4	3	--	11	11	--	67	64	--	19	22
American Indian/Alaskan Native	NC	222	4245	NC	98	100	NC	422	423	NC	8	9	NC	28	26	NC	61	61	NC	4	4
White	28	1470	36078	100	99	99	420	454	459	8	5	4	40	18	16	40	64	66	12	13	14
Students with Disabilities	NC	597	10246	NC	100	100	NC	354	367	NC	20	18	NC	40	39	NC	38	40	NC	2	4
Students without Disabilities	67	4139	68697	96	98	98	423	451	454	7	4	4	33	19	18	55	67	67	5	10	11
Limited English Proficient Students	NC	730	15339	NC	100	100	NC	398	399	NC	11	11	NC	30	31	NC	55	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	50	2835	39106	96	97	95	418	430	427	12	8	8	24	25	28	62	62	59	2	5	5
Non-Economically Disadvantaged	24	1901	39837	100	100	100	406	452	457	9	4	4	50	16	14	32	65	67	9	14	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	86	4852	78906	100	100	99	487	488	498	15	17	13	21	22	19	59	46	48	5	15	20
All Students (Prior Year)	62	4819	76019	100	98	100	481	490	499	15	19	14	51	40	39	18	13	14	16	28	33
Female	44	2352	38644	100	100	99	491	491	500	8	15	12	17	23	19	72	48	49	3	15	19
Male	42	2500	40236	100	99	99	484	485	497	21	19	15	26	21	19	46	45	46	8	15	20
African American	NC	322	4087	NC	98	99	NC	473	481	NC	26	20	NC	27	24	NC	38	45	NC	9	11
Hispanic	49	2621	31938	100	99	99	477	477	481	17	21	19	34	26	25	46	44	46	2	9	10
Asian/Pacific Islander	NC	117	1805	NC	100	98	NC	532	536	NC	6	5	NC	8	8	NC	50	45	NC	36	42
American Indian/Alaskan Native	NC	218	4593	NC	99	100	NC	461	467	NC	30	26	NC	29	29	NC	38	39	NC	3	6
White	33	1574	36483	100	100	99	497	509	517	13	8	7	6	14	13	71	53	51	10	25	30
Students with Disabilities	11	717	10664	100	100	100	436	421	430	60	47	42	30	24	27	10	24	26	0	4	5
Students without Disabilities	75	4135	68310	100	98	98	495	499	509	8	12	9	20	21	18	66	50	51	6	17	22
Limited English Proficient Students	NC	557	12573	NC	100	100	NC	449	454	NC	29	27	NC	28	30	NC	38	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	53	2872	38679	98	98	96	479	478	483	17	22	20	26	26	25	57	44	45	0	8	10
Non-Economically Disadvantaged	33	1980	40295	100	100	100	502	501	513	11	9	7	14	17	13	61	50	50	14	25	30

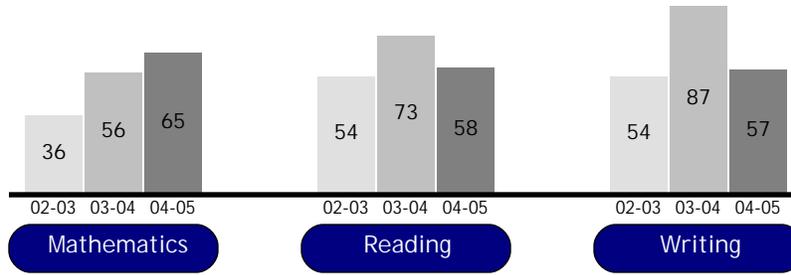
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	4853	78908	100	0	99	471	475	484	20	12	10	21	27	23	57	54	58	1	7	9
All Students (Prior Year)	61	4829	76020	98	98	100	494	498	503	42	33	25	23	24	23	30	34	40	5	9	12
Female	44	2351	38648	100	0	99	485	482	489	11	9	8	14	24	22	75	60	61	0	7	10
Male	42	2502	40233	100	0	99	457	469	479	28	15	12	28	30	25	41	49	55	3	6	8
African American	NC	322	4092	NC	0	99	NC	468	473	NC	13	12	NC	32	28	NC	52	54	NC	4	5
Hispanic	49	2622	31940	100	0	99	463	464	465	24	15	16	27	33	32	46	49	49	2	3	3
Asian/Pacific Islander	NC	116	1805	NC	0	98	NC	509	507	NC	6	4	NC	10	13	NC	64	65	NC	19	18
American Indian/Alaskan Native	NC	217	4569	NC	0	100	NC	455	457	NC	20	18	NC	39	39	NC	39	41	NC	3	2
White	33	1576	36502	100	0	99	476	495	502	16	6	4	16	17	14	68	64	67	0	13	15
Students with Disabilities	11	719	10665	100	0	100	414	413	423	80	38	30	20	35	36	0	25	31	0	2	2
Students without Disabilities	75	4134	68312	100	0	98	479	486	493	11	7	7	22	26	21	66	59	62	2	7	10
Limited English Proficient Students	NC	558	12556	NC	0	100	NC	436	436	NC	22	24	NC	41	40	NC	36	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	53	2873	38662	98	0	96	463	467	468	26	16	16	26	33	32	49	47	49	0	3	3
Non-Economically Disadvantaged	33	1980	40315	100	0	100	484	486	498	11	6	5	14	20	15	71	63	66	4	11	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	85	4839	78750	99	99	99	487	499	500	8	6	6	32	28	29	59	64	63	0	2	2
All Students (Prior Year)	60	4790	75673	97	97	100	518	526	530	14	12	12	25	27	25	59	57	58	2	3	4
Female	44	2350	38586	100	100	99	503	515	515	6	4	4	19	20	22	75	72	71	0	3	3
Male	41	2489	40135	98	99	99	471	484	486	11	8	8	45	36	35	45	55	56	0	1	1
African American	NC	321	4081	NC	98	99	NC	488	488	NC	10	8	NC	30	32	NC	59	59	NC	1	2
Hispanic	48	2615	31841	98	99	99	477	489	483	13	7	8	33	32	36	55	60	55	0	1	1
Asian/Pacific Islander	NC	117	1802	NC	100	98	NC	540	533	NC	3	2	NC	13	16	NC	79	75	NC	6	7
American Indian/Alaskan Native	NC	217	4586	NC	99	100	NC	480	481	NC	7	8	NC	43	37	NC	49	54	NC	1	1
White	33	1569	36440	100	100	99	496	517	516	3	3	3	35	22	22	61	71	71	0	4	4
Students with Disabilities	10	710	10622	91	100	100	415	414	415	33	21	21	44	51	50	22	28	28	0	1	1
Students without Disabilities	75	4129	68196	100	98	98	497	514	513	5	3	3	31	24	25	65	70	69	0	2	3
Limited English Proficient Students	NC	553	12504	NC	100	100	NC	453	451	NC	13	12	NC	39	44	NC	47	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	52	2862	38558	96	98	96	479	490	485	11	8	8	33	33	37	57	57	54	0	1	1
Non-Economically Disadvantaged	33	1977	40260	100	100	100	500	511	514	4	3	3	32	21	21	64	72	72	0	4	4

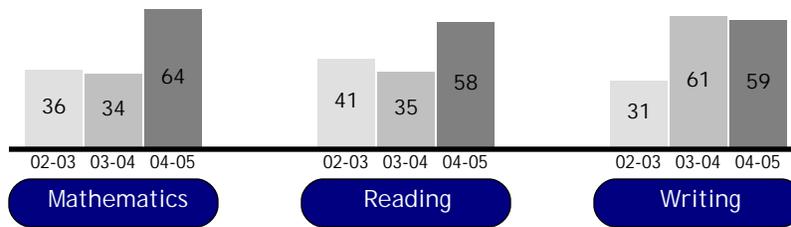
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	59	44	42	50	97	49	NA	58	100	37	43	47
	Language	97	50	39	43	97	40	45	50	100	32	42	47
	Mathematics	93	65	49	57	96	63	56	64	100	53	48	50
3	Reading	92	33	41	47	98	47	NA	55	97	38	41	44
	Language	95	36	48	54	98	51	56	61	97	37	40	44
	Mathematics	97	27	46	54	96	46	53	61	97	42	47	51
4	Reading	97	32	47	52	100	34	NA	56	99	45	43	48
	Language	95	36	44	48	100	33	45	52	99	43	44	49
	Mathematics	86	41	49	57	100	40	50	61	99	51	48	53
5	Reading	93	29	45	50	100	37	NA	55	100	41	46	50
	Language	95	32	41	46	98	30	41	49	100	41	46	50
	Mathematics	98	36	49	57	100	45	53	63	100	41	45	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 Abide By/Amend Constitution/Bylaws
- Ü Approve School Events' Calendar
- Ü Approve Student Accountability Plan
- Ü Approve K-3 Budget
- Ü Charge & Abolish All School Committees
- Ü Attend All Meetings

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	5.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	12	0	0	0
7 to 9 years	2	2	0	0
10 or more years	3	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Music Room
- Ü Media Center/Library

Extracurricular Activities

- Ü Pima County After School Program
- Ü Girl Scouts
- Ü Boy Scouts

Social Services

- Ü After School Care
- Ü On Site Part-time Counselor
- Ü Health Office
- Ü TUSD Clothing Bank

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 100% of the classroom teachers K-5 implemented daily teaching of Literacy Blocks and Saxon Math. Intervention provided for those students reading below grade level.
- ü Banks students were assessed three times by the DRA (X3 yearly) in reading in order to determine their instructional and comprehension level in reading. Students in K-3 also given DIBELS assessment.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	32	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

Banks School will establish a safety team.
 Banks School will teach character education and citizenship. Banks School will teach students the mediation steps for conflict resolution.
 Banks' teachers will have weekly classroom meetings to develop a sense of community and to give students a voice in the classroom setting.
 District Guidelines are clearly stated and consistently used.

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) :

5

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	Elena Durette	(520) 908-5700
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Southwest Family Resource & Wellness Center	(520) 908-3980
School Nutrition Programs	TUSD Food Services	(520) 225-4700
Parent Organization	PTA/Kathy Shull	(520) 883-1999
Student Health/Nurse	Renaë Miranda - Health Assistant	(520) 908-5717

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