



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2700 S. La Cholla Blvd., Tucson, AZ 85713

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Not Evaluated
2002-03 New School

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

School Overview

Principal/Administrator : Ms. Jeanette Morales
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
2005 Enrollment : 548
Web Address : edweb.tusd.k12.az.us/oyama/
Phone Number : (520) 225-5700
Fax Number : (520) 225-5701
E-mail : jeanette.morales@tusd.k12.az.us

Mission

Oyama Elementary School's focus is on student achievement. Our professional community is empowered to effectively work as a team to accomplish this goal. Students are to come to school prepared and ready to learn. Parents are to actively participate in their child's education.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Not Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 Warning Year
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

- Students will increase their reading levels, with a future goal of all students reading at or above grade level by third grade.
Students will improve their math skills each year until they are at or above grade level.
Students will implement the writing proces in order to become proficient writers.

Enrollment

October 1, 2004 School Year Student Enrollment : 554
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 21

Instructional Programs

- Ü Schoolwide Reading Block
- Ü Schoolwide Math Block
- Ü Schoolwide Writing Block
- Ü Intervention/Enrichment Reading Block
- Ü Designated Bilingual Class at Each Grade
- Ü Structured English Immersion Classrooms
- Ü CCS Resource
- Ü CCBG Lessons

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 33 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Oyama's professional learning community is responsible for student achievement and student safety. Communication is essential in student success and in building a partnership with our families and community.

Parents

Parents have the responsibility of getting their children to school on time everyday and prepared to learn. It is also important that they be active in their child's education and academic achievement.

Transportation Policy

Students come to school by TUSD buses, private vehicles, bicycles or they walk to school.

School Honors

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

Award/Honor

Year

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	80	4755	79306	96	99	99	417	436	445	23	15	10	34	21	18	38	49	51	4	15	20
All Students (Prior Year)	94	4633	75509	100	98	100	477	513	521	31	16	13	29	26	23	37	32	33	3	26	31
Female	36	2272	38691	100	100	99	414	438	446	24	13	10	39	20	18	30	51	52	6	15	20
Male	44	2483	40583	94	99	99	420	433	445	23	16	11	30	22	18	45	46	50	3	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	66	2608	32869	97	99	99	417	426	429	23	17	15	35	25	25	39	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	--	1484	36197	--	100	99	--	457	463	--	8	5	--	14	11	--	52	53	--	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	74	4154	69060	95	99	98	419	445	454	21	12	7	34	20	17	41	51	54	4	17	22
Limited English Proficient Students	25	730	15509	100	100	100	414	400	406	34	23	20	34	30	30	25	41	45	6	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	67	2845	39415	99	97	96	417	428	431	23	18	15	35	25	25	37	48	50	5	9	10
Non-Economically Disadvantaged	13	1911	39966	87	100	100	421	447	459	23	10	6	31	16	12	46	50	52	0	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	82	4759	79395	99	0	99	410	436	446	24	13	9	47	28	25	26	50	55	3	8	11
All Students (Prior Year)	94	4638	75492	100	98	100	493	514	519	30	16	12	23	19	16	37	44	47	10	21	24
Female	36	2273	38743	100	0	100	411	444	451	24	10	7	48	25	24	24	55	57	3	10	12
Male	46	2486	40618	98	0	99	410	428	440	24	16	11	46	31	27	27	47	53	2	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	67	2612	32915	99	0	99	410	425	426	24	16	15	48	33	35	27	46	47	2	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	--	1480	36221	--	0	99	--	459	465	--	7	4	--	20	15	--	58	63	--	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	76	4159	69139	97	0	99	411	445	454	25	10	7	45	27	24	28	54	58	3	9	11
Limited English Proficient Students	25	734	15545	100	0	100	404	392	399	34	25	21	41	39	42	25	34	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	67	2855	39484	99	0	96	408	426	429	27	17	14	47	33	35	25	46	47	2	4	4
Non-Economically Disadvantaged	15	1905	39986	100	0	100	419	449	461	14	8	4	50	21	16	29	57	63	7	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	82	4735	78869	99	99	99	422	439	442	9	6	6	32	22	21	53	63	63	5	9	10
All Students (Prior Year)	93	4606	75053	99	97	99	574	612	597	16	6	7	13	11	12	67	73	72	4	11	9
Female	36	2264	38536	100	99	99	436	457	458	3	4	4	30	15	15	61	69	67	6	12	14
Male	46	2471	40302	98	99	99	411	423	428	15	9	8	34	28	26	46	58	60	5	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	67	2602	32606	99	99	98	423	432	426	10	7	8	30	24	27	56	62	60	5	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	--	1470	36078	--	99	99	--	454	459	--	5	4	--	18	16	--	64	66	--	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	76	4139	68697	97	98	98	426	451	454	9	4	4	30	19	18	55	67	67	6	10	11
Limited English Proficient Students	25	730	15339	100	100	100	402	398	399	16	11	11	47	30	31	28	55	54	9	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	67	2835	39106	99	97	95	421	430	427	8	8	8	35	25	28	52	62	59	5	5	5
Non-Economically Disadvantaged	15	1901	39837	100	100	100	426	452	457	14	4	4	21	16	14	57	65	67	7	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	87	4852	78906	100	100	99	470	488	498	26	17	13	26	22	19	47	46	48	1	15	20
All Students (Prior Year)	79	4819	76019	96	98	100	458	490	499	39	19	14	41	40	39	10	13	14	10	28	33
Female	39	2352	38644	98	100	99	476	491	500	17	15	12	26	23	19	54	48	49	3	15	19
Male	48	2500	40236	100	99	99	465	485	497	33	19	15	26	21	19	42	45	46	0	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	78	2621	31938	100	99	99	470	477	481	24	21	19	27	26	25	47	44	46	1	9	10
Asian/Pacific Islander	--	117	1805	--	100	98	--	532	536	--	6	5	--	8	8	--	50	45	--	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	NC	1574	36483	NC	100	99	NC	509	517	NC	8	7	NC	14	13	NC	53	51	NC	25	30
Students with Disabilities	NC	717	10664	NC	100	100	NC	421	430	NC	47	42	NC	24	27	NC	24	26	NC	4	5
Students without Disabilities	80	4135	68310	99	98	98	473	499	509	21	12	9	27	21	18	51	50	51	1	17	22
Limited English Proficient Students	11	557	12573	100	100	100	468	449	454	26	29	27	30	28	30	44	38	38	0	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	70	2872	38679	100	98	96	470	478	483	24	22	20	29	26	25	45	44	45	2	8	10
Non-Economically Disadvantaged	17	1980	40295	100	100	100	471	501	513	31	9	7	13	17	13	56	50	50	0	25	30

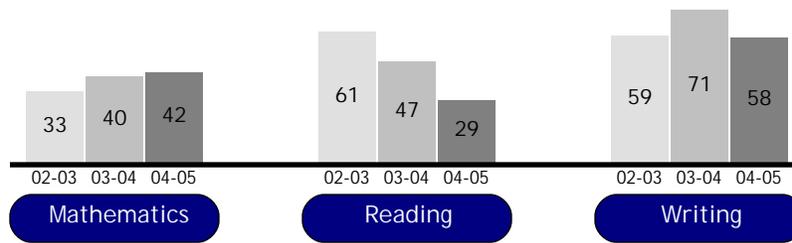
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	4853	78908	100	0	99	471	475	484	10	12	10	36	27	23	54	54	58	0	7	9
All Students (Prior Year)	81	4829	76020	99	98	100	484	498	503	54	33	25	26	24	23	17	34	40	3	9	12
Female	39	2351	38648	98	0	99	477	482	489	9	9	8	29	24	22	63	60	61	0	7	10
Male	48	2502	40233	100	0	99	466	469	479	12	15	12	42	30	25	47	49	55	0	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	78	2622	31940	100	0	99	471	464	465	10	15	16	37	33	32	53	49	49	0	3	3
Asian/Pacific Islander	--	116	1805	--	0	98	--	509	507	--	6	4	--	10	13	--	64	65	--	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	NC	1576	36502	NC	0	99	NC	495	502	NC	6	4	NC	17	14	NC	64	67	NC	13	15
Students with Disabilities	NC	719	10665	NC	0	100	NC	413	423	NC	38	30	NC	35	36	NC	25	31	NC	2	2
Students without Disabilities	80	4134	68312	99	0	98	473	486	493	8	7	7	35	26	21	56	59	62	0	7	10
Limited English Proficient Students	11	558	12556	100	0	100	463	436	436	11	22	24	48	41	40	41	36	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	70	2873	38662	100	0	96	469	467	468	11	16	16	37	33	32	52	47	49	0	3	3
Non-Economically Disadvantaged	17	1980	40315	100	0	100	479	486	498	6	6	5	31	20	15	63	63	66	0	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	87	4839	78750	100	99	99	498	499	500	4	6	6	40	28	29	56	64	63	0	2	2
All Students (Prior Year)	80	4790	75673	98	97	100	469	526	530	31	12	12	37	27	25	32	57	58	0	3	4
Female	39	2350	38586	98	100	99	512	515	515	6	4	4	20	20	22	74	72	71	0	3	3
Male	48	2489	40135	100	99	99	486	484	486	2	8	8	56	36	35	42	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	78	2615	31841	100	99	99	497	489	483	3	7	8	43	32	36	54	60	55	0	1	1
Asian/Pacific Islander	--	117	1802	--	100	98	--	540	533	--	3	2	--	13	16	--	79	75	--	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	NC	1569	36440	NC	100	99	NC	517	516	NC	3	3	NC	22	22	NC	71	71	NC	4	4
Students with Disabilities	NC	710	10622	NC	100	100	NC	414	415	NC	21	21	NC	51	50	NC	28	28	NC	1	1
Students without Disabilities	80	4129	68196	99	98	98	503	514	513	3	3	3	37	24	25	61	70	69	0	2	3
Limited English Proficient Students	11	553	12504	100	100	100	488	453	451	7	13	12	37	39	44	56	47	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	70	2862	38558	100	98	96	501	490	485	2	8	8	42	33	37	56	57	54	0	1	1
Non-Economically Disadvantaged	17	1977	40260	100	100	100	487	511	514	13	3	3	31	21	21	56	72	72	0	4	4

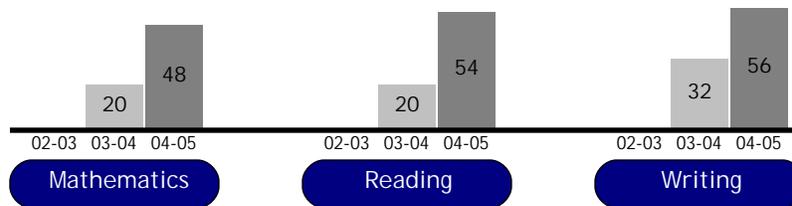
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	90	27	42	50	90	17	NA	58	96	25	43	47
	Language	97	23	39	43	95	15	45	50	96	21	42	47
	Mathematics	98	43	49	57	96	25	56	64	96	30	48	50
3	Reading	96	27	41	47	100	25	NA	55	99	28	41	44
	Language	93	37	48	54	100	30	56	61	99	29	40	44
	Mathematics	93	23	46	54	100	25	53	61	96	33	47	51
4	Reading	100	22	47	52	95	28	NA	56	99	40	43	48
	Language	96	27	44	48	96	27	45	52	99	41	44	49
	Mathematics	94	33	49	57	96	26	50	61	98	42	48	53
5	Reading	--	--	45	50	99	22	NA	55	100	41	46	50
	Language	--	--	41	46	100	23	41	49	100	43	46	50
	Mathematics	--	--	49	57	100	36	53	63	100	38	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/](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)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instruction
- Ü Curriculum
- Ü 301 Funding
- Ü Mission Statement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.50
Other Professional Staff	8.50	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
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	17%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab
- Ü Parent Room
- Ü Professional Development Room

Extracurricular Activities

- Ü Student Council
- Ü Safety Patrols
- Ü Spirit Line
- Ü Peer Mediators
- Ü Library Club

Social Services

- Ü Firestation #15 has adopted Oyama
- Ü Peter Piper Educational Incentive Prog.
- Ü School Counselor
- Ü Parenting Classes

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	24	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	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

Students are aware of Oyama's expectations, both academically and behaviorally. Our professional learning community is consistent in the implementation of rules, procedures and expectations. Student achievement is the focus, students are expected to come to school ready to learn.

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) :

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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	Jeanette Morales	(520) 225-5700
Transportation Policy	Jeanette Morales	(520) 225-5700
Community Resources	Esperanza Bejarano	(520) 225-5700
School Nutrition Programs	Michelle Tessler-Garcia	(520) 225-5700
Parent Organization	Irma Gonzales	(520) 225-5700
Student Health/Nurse	Maggie Rodriguez	(520) 225-5700

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."

## ACHIEVEMENT PROFILES

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.