

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1110 E. 33rd St., 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 LEARNS¹

Elementary Achievement Profile (a)

2004-05 Highly Performing
2003-04 Highly Performing
2002-03 Excelling

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

School Overview

Principal/Administrator : Ms. Teri Melendez
Schedule : 07:30 AM to 04:30 PM
Grades : 3-5
2005 Enrollment : 224
Web Address : edweb.tusd.k12.az.us/Holladay/
Phone Number : (520) 225-1600
Fax Number : (520) 225-1601
E-mail : teri.melendez@tusd.k12.az.us

Mission

Students and adults of many cultures learn, work and play in a safe, caring environment, where skills, talents, abilities and languages of all children are developed sharing academic and artistic experiences in a multicultural, multilingual setting.

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 The learning and working environment is safe, stimulating, positive, productive and enriched.
- ü The home and community collaborate to meet the educational and social needs of students and their families.
- ü Diversity is part of our curriculum. Our students are a mix of many ethnicities. Different cultures are studied and celebrated.

Enrollment

October 1, 2004 School Year Student Enrollment : 222
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 1

Instructional Programs

- ü Learning Disability
- ü Gifted
- ü Technology Instruction
- ü Visual and Performing Arts
- ü Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The mission of the school is to improve student achievement and to prepare students to be productive members of society. To be successful, the school needs the support of parents and community members.

Parents

Support homework efforts by providing time and place for homework to be done; sign all homework requested; support detention policy as stated in policy; participate in parent/teacher conferences; participate in parent meetings or school projects.

Transportation Policy

Students enrolled in our Magnet Program are provided transportation from home to school district-wide. Buses are provided for students enrolled in our after school program. Neighborhood students that have to cross railroad tracks are given bus stops.

School Honors

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

Award/Honor	Year
ü City Track Championship	2003
ü Excelling School Rating	2003
ü Superior Rating Music Festival	1999
ü TUSD Quality School Award	1999

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	64	4755	79306	98	99	99	439	436	445	7	15	10	12	21	18	65	49	51	16	15	20
All Students (Prior Year)	56	4633	75509	95	98	100	530	513	521	13	16	13	13	26	23	36	32	33	38	26	31
Female	27	2272	38691	96	100	99	457	438	446	4	13	10	13	20	18	75	51	52	8	15	20
Male	37	2483	40583	100	99	99	427	433	445	9	16	11	12	22	18	58	46	50	21	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	24	2608	32869	96	99	99	416	426	429	10	17	15	15	25	25	70	48	51	5	10	10
Asian/Pacific Islander	NC	124	1935	NC	100	99	NC	467	474	NC	5	3	NC	10	9	NC	45	48	NC	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	32	1484	36197	100	100	99	469	457	463	0	8	5	13	14	11	63	52	53	23	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	57	4154	69060	100	99	98	456	445	454	6	12	7	12	20	17	66	51	54	16	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	32	2845	39415	86	97	96	443	428	431	7	18	15	19	25	25	63	48	50	11	9	10
Non-Economically Disadvantaged	32	1911	39966	100	100	100	436	447	459	7	10	6	7	16	12	67	50	52	20	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	64	4759	79395	98	0	99	444	436	446	4	13	9	26	28	25	54	50	55	16	8	11
All Students (Prior Year)	58	4638	75492	98	98	100	540	514	519	10	16	12	12	19	16	35	44	47	43	21	24
Female	28	2273	38743	100	0	100	473	444	451	0	10	7	20	25	24	64	55	57	16	10	12
Male	36	2486	40618	97	0	99	421	428	440	6	16	11	31	31	27	47	47	53	16	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	24	2612	32915	96	0	99	418	425	426	10	16	15	30	33	35	55	46	47	5	5	4
Asian/Pacific Islander	NC	125	1936	NC	0	99	NC	457	468	NC	6	3	NC	16	14	NC	68	63	NC	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	32	1480	36221	100	0	99	476	459	465	0	7	4	20	20	15	53	58	63	27	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	56	4159	69139	98	0	99	462	445	454	4	10	7	24	27	24	55	54	58	16	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	32	2855	39484	86	0	96	441	426	429	4	17	14	44	33	35	48	46	47	4	4	4
Non-Economically Disadvantaged	32	1905	39986	100	0	100	447	449	461	3	8	4	10	21	16	60	57	63	27	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	65	4735	78869	100	99	99	454	439	442	3	6	6	14	22	21	62	63	63	21	9	10
All Students (Prior Year)	56	4606	75053	95	97	99	662	612	597	2	6	7	11	11	12	66	73	72	21	11	9
Female	28	2264	38536	100	99	99	497	457	458	0	4	4	8	15	15	60	69	67	32	12	14
Male	37	2471	40302	100	99	99	421	423	428	6	9	8	18	28	26	64	58	60	12	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	25	2602	32606	100	99	98	446	432	426	0	7	8	24	24	27	48	62	60	29	7	5
Asian/Pacific Islander	NC	125	1925	NC	100	99	NC	466	471	NC	4	3	NC	11	11	NC	67	64	NC	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	32	1470	36078	100	99	99	476	454	459	3	5	4	7	18	16	73	64	66	17	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	57	4139	68697	100	98	98	474	451	454	0	4	4	14	19	18	66	67	67	20	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	33	2835	39106	89	97	95	452	430	427	7	8	8	21	25	28	50	62	59	21	5	5
Non-Economically Disadvantaged	32	1901	39837	100	100	100	455	452	457	0	4	4	7	16	14	73	65	67	20	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	77	4852	78906	100	100	99	480	488	498	7	17	13	15	22	19	51	46	48	26	15	20
All Students (Prior Year)	63	4819	76019	95	98	100	532	490	499	7	19	14	26	40	39	10	13	14	57	28	33
Female	47	2352	38644	100	100	99	505	491	500	9	15	12	16	23	19	50	48	49	25	15	19
Male	30	2500	40236	100	99	99	441	485	497	4	19	15	14	21	19	54	45	46	29	15	20
African American	10	322	4087	100	98	99	493	473	481	20	26	20	10	27	24	70	38	45	0	9	11
Hispanic	32	2621	31938	100	99	99	438	477	481	11	21	19	18	26	25	57	44	46	14	9	10
Asian/Pacific Islander	--	117	1805	--	100	98	--	532	536	--	6	5	--	8	8	--	50	45	--	36	42
American Indian/Alaskan Native	--	218	4593	--	99	100	--	461	467	--	30	26	--	29	29	--	38	39	--	3	6
White	35	1574	36483	100	100	99	511	509	517	0	8	7	15	14	13	41	53	51	44	25	30
Students with Disabilities	12	717	10664	100	100	100	253	421	430	9	47	42	18	24	27	45	24	26	27	4	5
Students without Disabilities	65	4135	68310	100	98	98	521	499	509	7	12	9	15	21	18	52	50	51	26	17	22
Limited English Proficient Students	11	557	12573	100	100	100	339	449	454	12	29	27	18	28	30	53	38	38	18	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	31	2872	38679	91	98	96	497	478	483	4	22	20	22	26	25	70	44	45	4	8	10
Non-Economically Disadvantaged	46	1980	40295	100	100	100	470	501	513	9	9	7	11	17	13	40	50	50	40	25	30

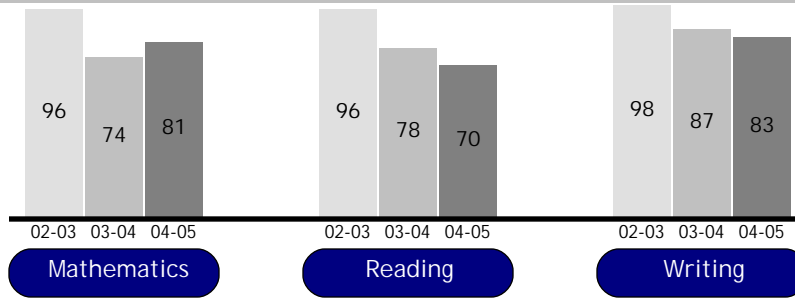
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	4853	78908	100	0	99	475	475	484	1	12	10	13	27	23	60	54	58	26	7	9
All Students (Prior Year)	63	4829	76020	95	98	100	507	498	503	23	33	25	16	24	23	44	34	40	16	9	12
Female	47	2351	38648	100	0	99	501	482	489	2	9	8	11	24	22	57	60	61	30	7	10
Male	30	2502	40233	100	0	99	434	469	479	0	15	12	14	30	25	64	49	55	21	6	8
African American	10	322	4092	100	0	99	503	468	473	0	13	12	0	32	28	90	52	54	10	4	5
Hispanic	32	2622	31940	100	0	99	431	464	465	4	15	16	29	33	32	57	49	49	11	3	3
Asian/Pacific Islander	--	116	1805	--	0	98	--	509	507	--	6	4	--	10	13	--	64	65	--	19	18
American Indian/Alaskan Native	--	217	4569	--	0	100	--	455	457	--	20	18	--	39	39	--	39	41	--	3	2
White	35	1576	36502	100	0	99	503	495	502	0	6	4	3	17	14	53	64	67	44	13	15
Students with Disabilities	12	719	10665	100	0	100	257	413	423	0	38	30	18	35	36	55	25	31	27	2	2
Students without Disabilities	65	4134	68312	100	0	98	514	486	493	2	7	7	11	26	21	61	59	62	26	7	10
Limited English Proficient Students	11	558	12556	100	0	100	330	436	436	6	22	24	29	41	40	47	36	35	18	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	31	2873	38662	91	0	96	493	467	468	4	16	16	15	33	32	74	47	49	7	3	3
Non-Economically Disadvantaged	46	1980	40315	100	0	100	464	486	498	0	6	5	11	20	15	51	63	66	38	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	77	4839	78750	100	99	99	500	499	500	3	6	6	15	28	29	68	64	63	14	2	2
All Students (Prior Year)	63	4790	75673	95	97	100	545	526	530	11	12	12	21	27	25	64	57	58	3	3	4
Female	47	2350	38586	100	100	99	542	515	515	0	4	4	7	20	22	77	72	71	16	3	3
Male	30	2489	40135	100	99	99	433	484	486	7	8	8	29	36	35	54	55	56	11	1	1
African American	10	321	4081	100	98	99	528	488	488	0	10	8	30	30	32	60	59	59	10	1	2
Hispanic	32	2615	31841	100	99	99	467	489	483	7	7	8	14	32	36	68	60	55	11	1	1
Asian/Pacific Islander	--	117	1802	--	100	98	--	540	533	--	3	2	--	13	16	--	79	75	--	6	7
American Indian/Alaskan Native	--	217	4586	--	99	100	--	480	481	--	7	8	--	43	37	--	49	54	--	1	1
White	35	1569	36440	100	100	99	519	517	516	0	3	3	12	22	22	71	71	71	18	4	4
Students with Disabilities	12	710	10622	100	100	100	245	414	415	18	21	21	18	51	50	36	28	28	27	1	1
Students without Disabilities	65	4129	68196	100	98	98	546	514	513	0	3	3	15	24	25	74	70	69	11	2	3
Limited English Proficient Students	11	553	12504	100	100	100	357	453	451	6	13	12	18	39	44	59	47	43	18	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	31	2862	38558	91	98	96	523	490	485	4	8	8	22	33	37	70	57	54	4	1	1
Non-Economically Disadvantaged	46	1977	40260	100	100	100	486	511	514	2	3	3	11	21	21	67	72	72	20	4	4

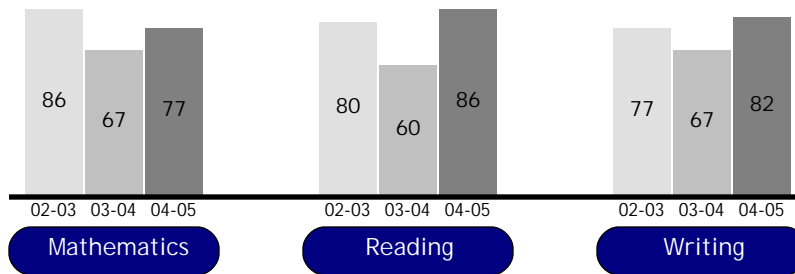
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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
3	Reading	100	68	41	47	98	70	NA	55	95	49	41	44
	Language	98	78	48	54	100	76	56	61	95	48	40	44
	Mathematics	100	76	46	54	100	69	53	61	95	57	47	51
4	Reading	100	81	47	52	91	84	NA	56	100	48	43	48
	Language	100	70	44	48	93	75	45	52	100	49	44	49
	Mathematics	100	74	49	57	93	75	50	61	100	51	48	53
5	Reading	98	69	45	50	97	69	NA	55	94	58	46	50
	Language	100	65	41	46	97	65	41	49	94	58	46	50
	Mathematics	100	74	49	57	95	70	53	63	94	59	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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü Student Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.50	Teacher	10.00
Other Professional Staff	7.00	Teacher Aide	3.60

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Hightly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Library Media Center/Computer Lab
- Ü Art Studio/Piano Keyboard Lab

Extracurricular Activities

- Ü Band
- Ü Orchestra
- Ü Student Council
- Ü Basketball Team
- Ü Track Team
- Ü Extended Day Chorus
- Ü Extended Day Dance

Social Services

- Ü Lunch Program
- Ü Health Services
- Ü After School Program

School Achievements/Accomplishments 2004-05

ü Superior rating at Music Festival. Significant improvement in reading, writing and math on Stanford 9, AIMS and CCSA.

ü One of the 'Excelling' schools for TUSD for 2003-04

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	4	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	95	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

We have developed a Comprehensive Safety Plan which has been communicated to everyone. Students follow three basic rules: Be Respectful, Responsible and Reasonable. All visitors are required to sign-in and wear visitor badges.

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) :

2

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	Mary Koenig	(520) 225-1600
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Lisette Hutchison	(520) 225-1600
School Nutrition Programs	Pamela Palmo	(520) 225-4720
Parent Organization	Vicki Young-Chiverton	(520) 225-1600
Student Health/Nurse	TBA	(520) 225-1600

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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