

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1235 7th Street, Douglas, AZ 85607

Douglas 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
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mrs. Andrea S. Overman
 Schedule : 07:15 AM to 04:49 PM
 Grades : K-5
 2005 Enrollment : 441
 Web Address : www.dusd.k12.az.us/clawson
 Phone Number : (520) 364-8466
 Fax Number : (623) 805-5531
 E-mail : aoverman@dusd.k12.az.us

Mission

Clawson Elementary school strives to provide a safe, challenging and stimulating environment where teachers, children and parents are committed to a tradition of excellence. We work collaboratively as a learning community to empower students to achieve and become productive citizens of a dynamic, global society.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not 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 Increase academic achievement through effective instruction, before, during the day and after school tutoring, teacher collaboration on grade level teams, common grade level assessments and use of computer technology.
- ü Improve academic achievement in the core instructional areas of math, reading, language arts and writing through the methods mentioned previously.
- ü Improve early literacy in grades K through 2 through the implementation of a new core reading program and DIBELS.
- ü Support and enrich students to strengthen the emotional well-being of each.

Enrollment

October 1, 2004 School Year Student Enrollment : 413
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 10

Instructional Programs

- ü Structured English Immersion
- ü On-site Special Education
- ü Participation in District Gifted Program
- ü Title I Reading/Math
- ü Migrant Program
- ü Full day kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

High expectations for student achievement; effectively communicate with parents through a monthly calendar, bi-monthly newsletter, e-mail, phone calls and Parent-Teacher conferences two days per semester; provide information through Open House, AIMS night; provide student progress reports; participation in our learning community through Site Council, Parent/Teacher/Student Organization, and leadership team. Maintain a safe, appropriate and enriching learning environment for all students.

Parents

Parents should talk with their children about school activities, experiences and homework and read to them every day; provide a quiet place for homework and review it with their child; help their children accept responsibility for their actions; teach them how to resolve conflicts positively; volunteer at school and be involved in the child's education.

Transportation Policy

Students are expected to follow established district safety rules and bus riding procedures; district vans transport physically challenged and mainstream students. Buses are available for field trips and special events.

School Honors

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

Award/Honor	Year
ü GreatSchools.Net Award	2001
ü Walmart Teacher of the Year	2004
ü State Water Conservation Poster Contest Winner	2005

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	66	291	79306	100	100	99	450	435	445	5	11	10	13	17	18	68	56	51	13	17	20
All Students (Prior Year)	63	304	75509	100	98	100	509	515	521	7	9	13	29	29	23	39	39	33	25	22	31
Female	29	144	38691	100	100	99	437	438	446	13	12	10	21	17	18	63	53	52	4	18	20
Male	37	147	40583	100	100	99	458	432	445	0	10	11	8	17	18	72	58	50	19	16	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	65	287	32869	100	100	99	447	434	429	5	11	15	14	17	25	69	56	51	12	16	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	NC	36	10321	NC	100	100	NC	345	389	NC	44	30	NC	29	27	NC	21	34	NC	6	9
Students without Disabilities	62	255	69060	97	100	98	447	448	454	5	6	7	14	15	17	68	61	54	13	18	22
Limited English Proficient Students	23	127	15509	100	100	100	438	416	406	10	15	20	17	22	30	67	55	45	7	8	5
Migrant Students	NC	11	118	NC	NA	NA	NC	440	419	NC	0	25	NC	18	21	NC	73	50	NC	9	3
Economically Disadvantaged	49	236	39415	98	100	96	448	439	431	7	12	15	16	19	25	67	54	50	11	15	10
Non-Economically Disadvantaged	17	55	39966	100	100	100	456	419	459	0	4	6	7	6	12	73	63	52	20	27	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	66	291	79395	100	0	99	437	428	446	3	6	9	40	39	25	53	51	55	3	4	11
All Students (Prior Year)	61	305	75492	97	99	100	508	508	519	18	15	12	18	23	16	54	49	47	11	12	24
Female	29	144	38743	100	0	100	433	434	451	0	4	7	50	37	24	50	54	57	0	5	12
Male	37	147	40618	100	0	99	440	422	440	6	8	11	33	40	27	56	48	53	6	4	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	65	287	32915	100	0	99	436	426	426	3	6	15	41	39	35	54	51	47	2	3	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	NC	36	10331	NC	0	100	NC	349	388	NC	15	25	NC	56	37	NC	29	34	NC	0	4
Students without Disabilities	62	255	69139	97	0	99	437	439	454	4	5	7	39	36	24	54	54	58	4	5	11
Limited English Proficient Students	23	127	15545	100	0	100	421	407	399	7	8	21	57	52	42	37	40	35	0	1	1
Migrant Students	NC	11	120	NC	NA	NA	NC	425	414	NC	0	20	NC	73	45	NC	27	35	NC	0	0
Economically Disadvantaged	49	236	39484	98	0	96	436	431	429	4	7	14	40	42	35	53	48	47	2	3	4
Non-Economically Disadvantaged	17	55	39986	100	0	100	442	413	461	0	2	4	40	24	16	53	65	63	7	8	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	66	290	78869	100	100	99	446	435	442	0	5	6	18	20	21	82	69	63	0	6	10
All Students (Prior Year)	63	306	75053	100	99	99	605	617	597	3	3	7	7	9	12	90	79	72	0	9	9
Female	29	144	38536	100	100	99	449	445	458	0	5	4	17	16	15	83	68	67	0	11	14
Male	37	146	40302	100	100	99	445	427	428	0	5	8	19	24	26	81	69	60	0	1	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	65	286	32606	100	100	98	446	434	426	0	5	8	19	20	27	81	69	60	0	5	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	36	10246	NC	100	100	NC	325	367	NC	26	18	NC	38	39	NC	35	40	NC	0	4
Students without Disabilities	62	254	68697	97	100	98	447	451	454	0	2	4	16	18	18	84	74	67	0	7	11
Limited English Proficient Students	23	127	15339	100	100	100	433	413	399	0	8	11	33	28	31	67	61	54	0	3	3
Migrant Students	NC	11	119	NC	NA	NA	NC	427	402	NC	0	16	NC	36	30	NC	64	53	NC	0	1
Economically Disadvantaged	49	235	39106	98	100	95	446	438	427	0	6	8	22	23	28	78	65	59	0	6	5
Non-Economically Disadvantaged	17	55	39837	100	100	100	447	422	457	0	2	4	7	6	14	93	86	67	0	6	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	75	340	78906	99	100	99	496	481	498	11	15	13	21	23	19	56	52	48	12	9	20
All Students (Prior Year)	67	322	76019	94	98	100	488	483	499	26	17	14	28	48	39	15	13	14	31	22	33
Female	35	157	38644	97	99	99	496	492	500	10	10	12	20	23	19	57	56	49	13	10	19
Male	40	183	40236	100	100	99	495	473	497	11	19	15	22	23	19	56	49	46	11	9	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	73	333	31938	99	100	99	496	483	481	11	15	19	22	23	25	55	52	46	13	10	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	40	10664	NC	100	100	NC	388	430	NC	53	42	NC	30	27	NC	18	26	NC	0	5
Students without Disabilities	69	300	68310	99	100	98	500	494	509	7	10	9	22	22	18	58	57	51	13	11	22
Limited English Proficient Students	25	105	12573	93	100	100	480	459	454	16	22	27	29	31	30	55	44	38	0	2	5
Migrant Students	NC	24	125	NC	NA	NA	NC	484	476	NC	8	18	NC	33	35	NC	54	42	NC	4	5
Economically Disadvantaged	63	266	38679	95	99	96	495	485	483	11	16	20	21	25	25	57	51	45	11	8	10
Non-Economically Disadvantaged	12	74	40295	100	100	100	501	467	513	10	13	7	20	17	13	50	55	50	20	14	30

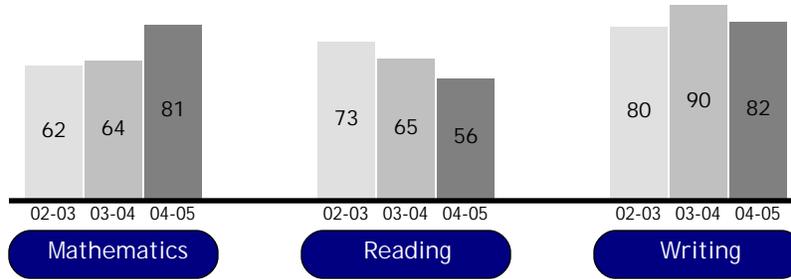
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	340	78908	99	0	99	465	464	484	6	10	10	50	38	23	44	49	58	0	3	9
All Students (Prior Year)	64	319	76020	90	97	100	496	494	503	32	35	25	30	28	23	32	33	40	6	4	12
Female	35	157	38648	97	0	99	467	476	489	10	8	8	43	33	22	47	53	61	0	6	10
Male	40	183	40233	100	0	99	464	454	479	3	12	12	56	41	25	42	45	55	0	1	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	73	333	31940	99	0	99	465	466	465	6	10	16	52	38	32	42	49	49	0	3	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	40	10665	NC	0	100	NC	387	423	NC	25	30	NC	60	36	NC	15	31	NC	0	2
Students without Disabilities	69	300	68312	99	0	98	468	475	493	3	8	7	52	35	21	45	54	62	0	4	10
Limited English Proficient Students	25	105	12556	93	0	100	451	440	436	11	15	24	63	55	40	26	30	35	0	0	1
Migrant Students	NC	24	125	NC	NA	NA	NC	468	457	NC	4	22	NC	54	40	NC	42	38	NC	0	0
Economically Disadvantaged	63	266	38662	95	0	96	465	467	468	5	10	16	54	42	32	41	46	49	0	1	3
Non-Economically Disadvantaged	12	74	40315	100	0	100	468	456	498	10	9	5	30	22	15	60	59	66	0	10	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	339	78750	99	100	99	480	482	500	5	7	6	48	39	29	48	54	63	0	0	2
All Students (Prior Year)	67	322	75673	94	98	100	498	498	530	10	13	12	42	38	25	48	49	58	0	1	4
Female	35	157	38586	97	99	99	481	501	515	3	4	4	48	31	22	48	65	71	0	0	3
Male	40	182	40135	100	100	99	479	467	486	6	9	8	47	46	35	47	45	56	0	1	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	73	332	31841	99	100	99	478	484	483	5	6	8	49	39	36	46	54	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	40	10622	NC	100	100	NC	373	415	NC	30	21	NC	48	50	NC	20	28	NC	3	1
Students without Disabilities	69	299	68196	99	100	98	487	498	513	2	3	3	49	38	25	49	59	69	0	0	3
Limited English Proficient Students	26	106	12504	96	100	100	463	456	451	8	10	12	54	51	44	38	38	43	0	1	1
Migrant Students	NC	25	126	NC	NA	NA	NC	476	464	NC	12	14	NC	44	44	NC	44	41	NC	0	0
Economically Disadvantaged	63	266	38558	95	99	96	481	486	485	5	7	8	44	41	37	51	52	54	0	0	1
Non-Economically Disadvantaged	12	73	40260	100	100	100	473	467	514	0	6	3	70	31	21	30	62	72	0	1	4

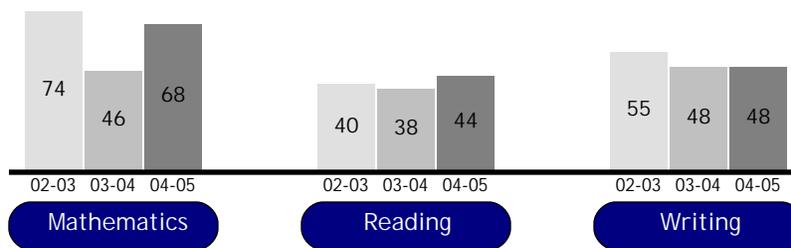
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	66	46	50	97	65	NA	58	100	46	39	47
	Language	95	50	32	43	97	43	38	50	100	64	49	47
	Mathematics	93	74	50	57	97	64	60	64	100	52	45	50
3	Reading	97	42	40	47	95	55	NA	55	100	37	36	44
	Language	98	55	53	54	97	65	54	61	100	37	38	44
	Mathematics	95	56	64	54	97	65	65	61	100	49	46	51
4	Reading	90	46	41	52	96	30	NA	56	99	37	40	48
	Language	93	47	43	48	96	31	43	52	99	40	39	49
	Mathematics	93	61	55	57	100	38	57	61	99	43	46	53
5	Reading	94	42	38	50	95	44	NA	55	99	39	42	50
	Language	92	47	43	46	96	46	45	49	99	35	43	50
	Mathematics	95	66	56	57	95	60	57	63	99	46	44	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 Parent/Educator Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Advisory
- Ü Conflict Resolution
- Ü Assurance of Accountability

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	2.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü P.E. Building
- Ü Library

Extracurricular Activities

- Ü Physical Fitness Program
- Ü Basketball
- Ü Student Council
- Ü Peer Mediation

Social Services

- Ü Breakfast/Lunch Programs
- Ü SEABHS/Counseling Services
- Ü Choices: Family/Child Resources
- Ü Crisis Intervention

ü Trained leadership team in Professional Learning Community model

ü Aligned curriculum to state standards

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	9	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	90	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

District-wide emergency response plan; more playground supervision by staff before and after school; enforce a standard code of dress and follow district discipline procedures; character education classes by counselor for students on bullying and harassment. Students are expected to report any incidents of bullying, harassment, intimidation, discrimination and/or gang activity.

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

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	Andrea Overman	(520) 364-8466
Transportation Policy	Joan Clem	(623) 364-2447
Community Resources	Andrea Overman	(520) 364-8466
School Nutrition Programs	Beverly Jackson	(520) 364-5641
Parent Organization	Julie Morales	(520) 364-8466
Student Health/Nurse	Sylvia Valenzuela	(520) 364-8466

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."

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.

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.