

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

735 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	Underperforming

(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. Guadalupe M Mejia
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 287
 Web Address : www.dusd.k12.az.us/sarahmarley/
 Phone Number : (520) 364-3408
 Fax Number : (520) 805-5534
 E-mail : Imejia@dusd.k12.az.us

Mission

It is therefore the mission of Sarah Marley Elementary School to provide its students with opportunities that ensure high levels of learning for all students through clarification of what each student must learn in each area of development, engaging all students, faculty, staff, and parents and community members in an ongoing respectful and collaborative process to build shared knowledge of essential learning.

School / Academic Goals

- ü Prepare all students for academic success by teaching to the Arizona Academic Standards and offer support to those students that need extra help so that all subgroups may make one years growth.
- ü Students will increase in math in the areas of data analysis/probability, structure/logic, and geometry on the AIMS-DPA by using best practices, ELL strategies and differentiated instruction.
- ü Students will increase in reading in the areas of identifying facts, main idea, decoding and directions on the AIMS-DPA assessment. Students will increase in writing in the areas of personal narrative and research skills on the AIMS-DPA assessment.
- ü Technology will be integrated into classroom instruction and utilized as a teacher resource tool by using our new computer lab. for reinforcement and enrichment in the areas of math, reading and ELL.

Enrollment

October 1, 2004 School Year Student Enrollment : 280
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 8

Instructional Programs

- Ü Effective ELL Strategies
- Ü Full-day Kindergarten
- Ü Cooperative Learning Groups
- Ü On-site Special Education
- Ü Six -Traits Writing
- Ü Thinking Maps
- Ü Reading Specialist
- Ü Library/Computer Lab

Calendar Information

Number of Instruction Days :	179
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

We are responsible for giving all students the opportunities and means to be successful, to maintain a safe and secure environment conducive to learning, and establish a partnership with the parents so that together we will help the students succeed.

Parents

It is the parent's responsibilities to provide the basic needs for their son/daughter such as proper nutrition, clothing (uniforms), medical care and emotional support. Parents should provide a place where students can do their homework and stay in close communication with the school so that we can work together toward the same goal.

Transportation Policy

Policy EE

Transportation of students is a privilege extended to students in the District, and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective individual education programs. The responsibility for the operation of students transportation shall be vested in the Superintendent. Reasonable efforts shall be made to eliminate any particular hazards that might adversely affect the safety and welfare of any student

School Honors

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

Award/Honor	Year
Ü Wal-Mart Teacher of the Year Award	2000
Ü State Poetry Contest	2000
Ü Torneo de Ortografia	2000
Ü Faculty Honored by School Board for Stanford 9 Scores	2001

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	51	291	79306	100	100	99	429	435	445	17	11	10	28	17	18	45	56	51	11	17	20
All Students (Prior Year)	46	304	75509	96	98	100	503	515	521	0	9	13	67	29	23	17	39	33	17	22	31
Female	25	144	38691	100	100	99	437	438	446	13	12	10	25	17	18	50	53	52	13	18	20
Male	26	147	40583	100	100	99	421	432	445	22	10	11	30	17	18	39	58	50	9	16	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	51	287	32869	100	100	99	429	434	429	17	11	15	28	17	25	45	56	51	11	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	36197	--	NC	99	--	NC	463	--	NC	5	--	NC	11	--	NC	53	--	NC	31
Students with Disabilities	11	36	10321	100	100	100	389	345	389	50	44	30	50	29	27	0	21	34	0	6	9
Students without Disabilities	40	255	69060	100	100	98	440	448	454	8	6	7	22	15	17	57	61	54	14	18	22
Limited English Proficient Students	31	127	15509	100	100	100	425	416	406	17	15	20	32	22	30	44	55	45	7	8	5
Migrant Students	--	11	118	--	NA	NA	--	440	419	--	0	25	--	18	21	--	73	50	--	9	3
Economically Disadvantaged	48	236	39415	100	100	96	429	439	431	17	12	15	28	19	25	43	54	50	11	15	10
Non-Economically Disadvantaged	NC	55	39966	NC	100	100	NC	419	459	NC	4	6	NC	6	12	NC	63	52	NC	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	51	291	79395	100	0	99	417	428	446	11	6	9	49	39	25	40	51	55	0	4	11
All Students (Prior Year)	46	305	75492	96	99	100	516	508	519	0	15	12	33	23	16	50	49	47	17	12	24
Female	25	144	38743	100	0	100	425	434	451	8	4	7	46	37	24	46	54	57	0	5	12
Male	26	147	40618	100	0	99	409	422	440	13	8	11	52	40	27	35	48	53	0	4	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	51	287	32915	100	0	99	417	426	426	11	6	15	49	39	35	40	51	47	0	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	36221	--	NC	99	--	NC	465	--	NC	4	--	NC	15	--	NC	63	--	NC	17
Students with Disabilities	11	36	10331	100	0	100	402	349	388	0	15	25	90	56	37	10	29	34	0	0	4
Students without Disabilities	40	255	69139	100	0	99	422	439	454	14	5	7	38	36	24	49	54	58	0	5	11
Limited English Proficient Students	31	127	15545	100	0	100	413	407	399	12	8	21	51	52	42	37	40	35	0	1	1
Migrant Students	--	11	120	--	NA	NA	--	425	414	--	0	20	--	73	45	--	27	35	--	0	0
Economically Disadvantaged	48	236	39484	100	0	96	418	431	429	11	7	14	48	42	35	41	48	47	0	3	4
Non-Economically Disadvantaged	NC	55	39986	NC	0	100	NC	413	461	NC	2	4	NC	24	16	NC	65	63	NC	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	50	290	78869	100	100	99	429	435	442	6	5	6	34	20	21	53	69	63	6	6	10
All Students (Prior Year)	46	306	75053	96	99	99	627	617	597	0	3	7	0	9	12	83	79	72	17	9	9
Female	25	144	38536	100	100	99	441	445	458	4	5	4	29	16	15	54	68	67	13	11	14
Male	25	146	40302	100	100	99	418	427	428	9	5	8	39	24	26	52	69	60	0	1	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	50	286	32606	100	100	98	429	434	426	6	5	8	34	20	27	53	69	60	6	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	36078	--	NC	99	--	NC	459	--	NC	4	--	NC	16	--	NC	66	--	NC	14
Students with Disabilities	11	36	10246	100	100	100	388	325	367	20	26	18	50	38	39	30	35	40	0	0	4
Students without Disabilities	39	254	68697	100	100	98	441	451	454	3	2	4	30	18	18	59	74	67	8	7	11
Limited English Proficient Students	31	127	15339	100	100	100	425	413	399	7	8	11	37	28	31	51	61	54	5	3	3
Migrant Students	--	11	119	--	NA	NA	--	427	402	--	0	16	--	36	30	--	64	53	--	0	1
Economically Disadvantaged	47	235	39106	98	100	95	429	438	427	7	6	8	35	23	28	52	65	59	7	6	5
Non-Economically Disadvantaged	NC	55	39837	NC	100	100	NC	422	457	NC	2	4	NC	6	14	NC	86	67	NC	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	58	340	78906	100	100	99	486	481	498	13	15	13	13	23	19	63	52	48	10	9	20
All Students (Prior Year)	50	322	76019	96	98	100	469	483	499	18	17	14	64	48	39	9	13	14	9	22	33
Female	34	157	38644	97	99	99	502	492	500	11	10	12	11	23	19	64	56	49	14	10	19
Male	24	183	40236	100	100	99	468	473	497	17	19	15	17	23	19	63	49	46	4	9	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	58	333	31938	100	100	99	486	483	481	13	15	19	13	23	25	63	52	46	10	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	36483	--	NC	99	--	NC	517	--	NC	7	--	NC	13	--	NC	51	--	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	52	300	68310	98	100	98	500	494	509	11	10	9	11	22	18	67	57	51	11	11	22
Limited English Proficient Students	20	105	12573	100	100	100	473	459	454	20	22	27	14	31	30	60	44	38	6	2	5
Migrant Students	--	24	125	--	NA	NA	--	484	476	--	8	18	--	33	35	--	54	42	--	4	5
Economically Disadvantaged	52	266	38679	96	99	96	496	485	483	15	16	20	13	25	25	64	51	45	9	8	10
Non-Economically Disadvantaged	NC	74	40295	NC	100	100	NC	467	513	NC	13	7	NC	17	13	NC	55	50	NC	14	30

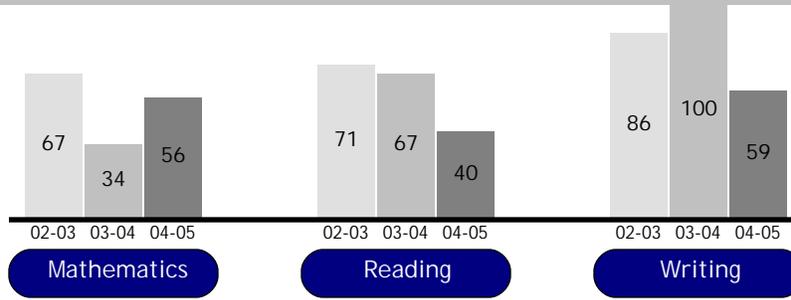
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	340	78908	100	0	99	463	464	484	12	10	10	33	38	23	56	49	58	0	3	9
All Students (Prior Year)	51	319	76020	98	97	100	490	494	503	36	35	25	32	28	23	32	33	40	0	4	12
Female	34	157	38648	97	0	99	477	476	489	11	8	8	25	33	22	64	53	61	0	6	10
Male	24	183	40233	100	0	99	447	454	479	13	12	12	42	41	25	46	45	55	0	1	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	58	333	31940	100	0	99	463	466	465	12	10	16	33	38	32	56	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	36502	--	NC	99	--	NC	502	--	NC	4	--	NC	14	--	NC	67	--	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	52	300	68312	98	0	98	476	475	493	9	8	7	28	35	21	63	54	62	0	4	10
Limited English Proficient Students	20	105	12556	100	0	100	450	440	436	17	15	24	43	55	40	40	30	35	0	0	1
Migrant Students	--	24	125	--	NA	NA	--	468	457	--	4	22	--	54	40	--	42	38	--	0	0
Economically Disadvantaged	52	266	38662	96	0	96	472	467	468	13	10	16	32	42	32	55	46	49	0	1	3
Non-Economically Disadvantaged	NC	74	40315	NC	0	100	NC	456	498	NC	9	5	NC	22	15	NC	59	66	NC	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	58	339	78750	100	100	99	497	482	500	2	7	6	29	39	29	69	54	63	0	0	2
All Students (Prior Year)	51	322	75673	98	98	100	496	498	530	15	13	12	30	38	25	52	49	58	2	1	4
Female	34	157	38586	97	99	99	517	501	515	4	4	4	21	31	22	75	65	71	0	0	3
Male	24	182	40135	100	100	99	474	467	486	0	9	8	38	46	35	63	45	56	0	1	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	58	332	31841	100	100	99	497	484	483	2	6	8	29	39	36	69	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	36440	--	NC	99	--	NC	516	--	NC	3	--	NC	22	--	NC	71	--	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	52	299	68196	98	100	98	518	498	513	0	3	3	26	38	25	74	59	69	0	0	3
Limited English Proficient Students	20	106	12504	100	100	100	482	456	451	3	10	12	34	51	44	63	38	43	0	1	1
Migrant Students	--	25	126	--	NA	NA	--	476	464	--	12	14	--	44	44	--	44	41	--	0	0
Economically Disadvantaged	52	266	38558	96	99	96	506	486	485	2	7	8	32	41	37	66	52	54	0	0	1
Non-Economically Disadvantaged	NC	73	40260	NC	100	100	NC	467	514	NC	6	3	NC	31	21	NC	62	72	NC	1	4

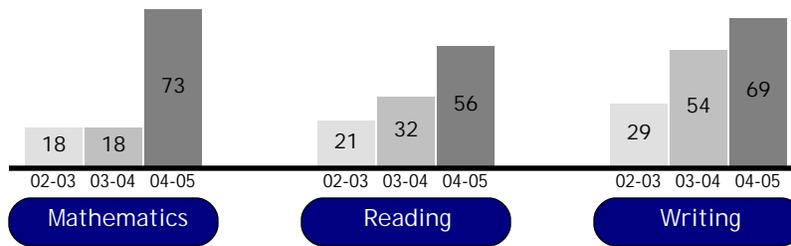
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	88	27	46	50	91	NA	NA	58	97	28	39	47
	Language	98	15	32	43	96	NA	38	50	97	38	49	47
	Mathematics	100	26	50	57	100	NA	60	64	97	39	45	50
3	Reading	98	34	40	47	94	NA	NA	55	100	23	36	44
	Language	98	48	53	54	94	NA	54	61	100	29	38	44
	Mathematics	98	61	64	54	94	NA	65	61	100	35	46	51
4	Reading	89	28	41	52	98	36	NA	56	98	30	40	48
	Language	98	35	43	48	98	48	43	52	98	31	39	49
	Mathematics	98	49	55	57	100	62	57	61	100	35	46	53
5	Reading	83	30	38	50	100	32	NA	55	98	40	42	50
	Language	96	27	43	46	100	39	45	49	98	47	43	50
	Mathematics	94	41	56	57	100	50	57	63	98	47	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)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent-Teacher Partnership
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Community Service
- Ü Assistance to Children/Families in Need
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	1.00	Teacher Aide	9.00

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	4	0	0	0
7 to 9 years	2	1	0	0
10 or more years	5	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Leveled Book Room
- Ü Library/Media Center
- Ü Multipurpose Room
- Ü Reading Specialist

Extracurricular Activities

- Ü Peer Mediation
- Ü Drama Club
- Ü Choir
- Ü Basketball
- Ü Student Council
- Ü Physical Fitness Program
- Ü History Club
- Ü Homework Club

Social Services

- Ü Choices: Family/Child Resources
- Ü Parenting Classes Sessions
- Ü After School Study Halls
- Ü Girl Scouts
- Ü Migrant Education
- Ü Breakfast/Lunch Program
- Ü SEABHS/Counseling Services
- Ü Crisis Intervention

School Achievements/Accomplishments 2004-05

ü Reduced the number of retentions by putting in place intervention programs with a Child Study Team.

ü We were able to hire a Reading Specialist.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	30	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	3	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

The students are closely supervised by all personnel at all times. Effective classroom procedures are in place in all classrooms. Character programs such as Peer Mediation are in place. We have implemented and trained the teachers on the program 'Bully Proofing Your School' and Character Education. Our District Officer works closely with the school.

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	Guadalupe Mejía	(520) 364-3408
Transportation Policy	Joan Clem	(520) 364-2447
Community Resources	Guadalupe Mejía	(520) 364-3408
School Nutrition Programs	Beverly Jackson	(520) 364-5641
Parent Organization	Del Cabarga	(520) 364-3173
Student Health/Nurse	Gloria Reyes	(520) 364-3408

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.