

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1313 S. Lenzner Ave, Sierra Vista, AZ 85635

Sierra Vista 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. Jennifer Catherine Rohlf
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-5
 2005 Enrollment : 442
 Web Address : www.sierravistapublicschools
 Phone Number : (520) 515-2980
 Fax Number : (520) 515-2985
 E-mail : jennifer.rohlf@svps.k12.az.us

Mission

The Town and Country Elementary staff believes that all students can achieve mastery of the Arizona Academic Standards. We focus on high levels of academic performance, while developing positive growth in social/emotional behaviors and attitudes.

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 To focus attention on the teaching of the Arizona State Math, Reading and Writing Standards by developing 'performance assessments for the POWER STANDARDS' across the grade levels.
- ü To monitor the improvement of reading and math skills through systematic grade level analysis of data generated by high stakes tests, DIBELS testing as well as textbook and teacher-made assessments.
- ü To increase reading skills by using the research-based strategies to teach the five major components of reading. Strong emphasis will be placed on Kindergarten and first grade.

Enrollment

October 1, 2004 School Year Student Enrollment : 426
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 114

Instructional Programs

- ü Special Education & Bobcat Preschools
- ü Gifted
- ü On-Site Special Education
- ü Title I Program
- ü Music
- ü Art
- ü Physical Education
- ü Band for Grade 5

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The staff will provide reasonable classroom and homework assignments and have times available to discuss parent concerns. We will provide quality lessons in a safe and appropriate learning environment. We will treat all with respect.

Parents

Parents will see that his/her child attends school regularly. Parents will support school rules and discipline policies and procedures. They will provide time for homework, view homework and ask what his/her child is learning. Parents will attend conferences/meetings with his/her child's teacher.

Transportation Policy

Students who live beyond a one-mile radius from the boundary line of the school are bused. Special needs students, who qualify, are bused from other zones to our Special Education Programs. Once our capacity is reached, we bus to other schools.

School Honors

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

Award/Honor	Year
ü Who's Who Among America's Teachers	2004

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	67	399	79306	100	100	99	437	446	445	11	7	10	25	15	18	53	61	51	12	17	20
All Students (Prior Year)	52	416	75509	100	100	100	495	516	521	32	14	13	24	26	23	26	34	33	18	26	31
Female	33	191	38691	100	100	99	453	447	446	0	3	10	18	14	18	68	67	52	14	16	20
Male	34	208	40583	100	100	99	421	444	445	21	10	11	31	15	18	38	56	50	10	18	21
African American	NC	34	4041	NC	100	99	NC	462	426	NC	0	17	NC	4	23	NC	77	50	NC	19	10
Hispanic	21	120	32869	100	100	99	414	430	429	10	9	15	50	27	25	40	57	51	0	7	10
Asian/Pacific Islander	NC	22	1935	NC	100	99	NC	455	474	NC	11	3	NC	5	9	NC	68	48	NC	16	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	41	220	36197	100	100	99	449	451	463	12	6	5	12	10	11	55	61	53	21	23	31
Students with Disabilities	NC	51	10321	NC	100	100	NC	379	389	NC	30	30	NC	20	27	NC	43	34	NC	7	9
Students without Disabilities	58	349	69060	100	100	98	442	456	454	6	3	7	22	14	17	59	63	54	12	19	22
Limited English Proficient Students	NC	37	15509	NC	100	100	NC	385	406	NC	11	20	NC	34	30	NC	50	45	NC	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	33	181	39415	94	92	96	430	441	431	6	8	15	35	18	25	52	63	50	6	10	10
Non-Economically Disadvantaged	34	219	39966	100	100	100	445	449	459	15	6	6	12	12	12	54	59	52	19	23	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	67	400	79395	100	0	99	452	451	446	5	5	9	28	20	25	60	65	55	7	10	11
All Students (Prior Year)	52	417	75492	100	100	100	501	521	519	19	9	12	36	20	16	36	47	47	10	25	24
Female	33	192	38743	100	0	100	475	456	451	0	4	7	11	17	24	75	67	57	14	12	12
Male	34	208	40618	100	0	99	429	447	440	10	6	11	45	23	27	45	64	53	0	8	9
African American	NC	34	4052	NC	0	100	NC	463	434	NC	0	11	NC	15	29	NC	77	54	NC	8	6
Hispanic	21	120	32915	100	0	99	430	437	426	15	8	15	35	29	35	45	59	47	5	5	4
Asian/Pacific Islander	NC	22	1936	NC	0	99	NC	460	468	NC	5	3	NC	11	14	NC	79	63	NC	5	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	41	221	36221	100	0	99	463	456	465	0	4	4	24	16	15	70	67	63	6	13	17
Students with Disabilities	NC	52	10331	NC	0	100	NC	380	388	NC	30	25	NC	26	37	NC	43	34	NC	2	4
Students without Disabilities	58	349	69139	100	0	99	460	462	454	2	1	7	22	19	24	67	69	58	8	11	11
Limited English Proficient Students	NC	37	15545	NC	0	100	NC	384	399	NC	9	21	NC	52	42	NC	36	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	33	182	39484	94	0	96	449	448	429	10	7	14	32	26	35	52	60	47	6	7	4
Non-Economically Disadvantaged	34	219	39986	100	0	100	456	454	461	0	3	4	23	15	16	69	70	63	8	12	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	67	396	78869	100	100	99	430	436	442	14	6	6	21	25	21	56	59	63	9	9	10
All Students (Prior Year)	51	411	75053	100	100	99	550	589	597	15	7	7	22	11	12	61	76	72	2	6	9
Female	33	190	38536	100	100	99	476	462	458	4	2	4	7	14	15	71	70	67	18	15	14
Male	34	206	40302	100	100	99	385	412	428	24	10	8	34	36	26	41	51	60	0	4	7
African American	NC	33	4015	NC	100	99	NC	445	430	NC	4	8	NC	16	24	NC	80	61	NC	0	7
Hispanic	21	119	32606	100	99	98	411	423	426	15	9	8	35	32	27	45	51	60	5	8	5
Asian/Pacific Islander	NC	22	1925	NC	100	99	NC	452	471	NC	5	3	NC	21	11	NC	58	64	NC	16	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	41	219	36078	100	100	99	442	439	459	12	5	4	15	24	16	61	62	66	12	10	14
Students with Disabilities	NC	51	10246	NC	100	100	NC	342	367	NC	22	18	NC	37	39	NC	39	40	NC	2	4
Students without Disabilities	58	345	68697	100	99	98	448	450	454	8	4	4	18	24	18	63	63	67	10	10	11
Limited English Proficient Students	NC	37	15339	NC	100	100	NC	363	399	NC	11	11	NC	45	31	NC	41	54	NC	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	33	181	39106	94	92	95	428	431	427	10	7	8	32	30	28	55	56	59	3	6	5
Non-Economically Disadvantaged	34	215	39837	100	100	100	432	440	457	19	5	4	8	21	14	58	62	67	15	11	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	69	451	78906	100	99	99	505	505	498	10	9	13	12	15	19	60	59	48	17	18	20
All Students (Prior Year)	63	426	76019	100	100	100	500	504	499	4	9	14	49	40	39	15	16	14	32	35	33
Female	32	233	38644	100	100	99	518	510	500	4	8	12	8	13	19	63	59	49	25	19	19
Male	37	219	40236	100	98	99	497	500	497	15	9	15	15	17	19	59	58	46	12	16	20
African American	NC	54	4087	NC	96	99	NC	497	481	NC	9	20	NC	25	24	NC	52	45	NC	14	11
Hispanic	25	135	31938	100	98	99	500	495	481	9	13	19	9	18	25	64	55	46	18	13	10
Asian/Pacific Islander	NC	20	1805	NC	87	98	NC	528	536	NC	0	5	NC	13	8	NC	60	45	NC	27	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	34	236	36483	100	100	99	506	511	517	11	6	7	15	11	13	56	61	51	19	21	30
Students with Disabilities	NC	54	10664	NC	100	100	NC	444	430	NC	51	42	NC	19	27	NC	28	26	NC	2	5
Students without Disabilities	60	400	68310	100	99	98	515	513	509	2	3	9	12	14	18	65	63	51	20	20	22
Limited English Proficient Students	NC	17	12573	NC	100	100	NC	464	454	NC	24	27	NC	26	30	NC	44	38	NC	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	32	189	38679	94	87	96	500	495	483	11	14	20	15	19	25	59	53	45	15	14	10
Non-Economically Disadvantaged	37	265	40295	100	100	100	511	512	513	10	5	7	10	12	13	61	62	50	19	21	30

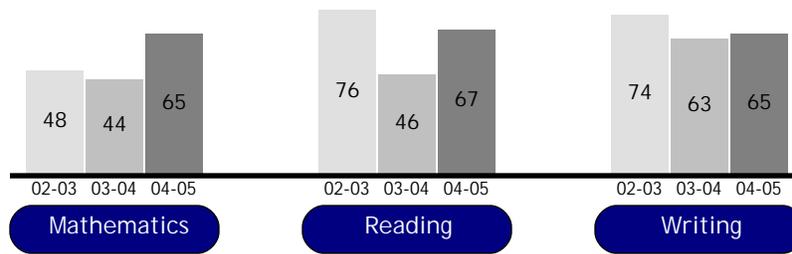
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	452	78908	100	0	99	492	498	484	9	6	10	21	18	23	64	65	58	7	11	9
All Students (Prior Year)	63	428	76020	100	100	100	500	507	503	18	16	25	29	22	23	49	51	40	4	11	12
Female	32	233	38648	100	0	99	501	507	489	4	5	8	17	13	22	71	66	61	8	16	10
Male	37	220	40233	100	0	99	485	490	479	12	6	12	24	23	25	59	64	55	6	7	8
African American	NC	54	4092	NC	0	99	NC	494	473	NC	2	12	NC	23	28	NC	64	54	NC	11	5
Hispanic	25	136	31940	100	0	99	481	489	465	18	13	16	18	20	32	59	61	49	5	6	3
Asian/Pacific Islander	NC	20	1805	NC	0	98	NC	513	507	NC	0	4	NC	13	13	NC	67	65	NC	20	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	34	236	36502	100	0	99	500	505	502	4	2	4	22	16	14	63	67	67	11	14	15
Students with Disabilities	NC	54	10665	NC	0	100	NC	440	423	NC	32	30	NC	45	36	NC	21	31	NC	2	2
Students without Disabilities	60	401	68312	100	0	98	500	506	493	2	2	7	16	14	21	76	71	62	6	13	10
Limited English Proficient Students	NC	17	12556	NC	0	100	NC	447	436	NC	24	24	NC	32	40	NC	44	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	32	189	38662	94	0	96	479	485	468	11	8	16	26	26	32	59	58	49	4	7	3
Non-Economically Disadvantaged	37	266	40315	100	0	100	502	508	498	6	4	5	16	12	15	68	70	66	10	14	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	69	451	78750	100	99	99	508	514	500	2	3	6	33	26	29	66	67	63	0	4	2
All Students (Prior Year)	63	425	75673	100	100	100	519	531	530	15	13	12	29	23	25	56	62	58	0	3	4
Female	32	232	38586	100	100	99	540	530	515	0	2	4	17	20	22	83	73	71	0	6	3
Male	37	220	40135	100	99	99	487	497	486	3	5	8	44	32	35	53	61	56	0	3	1
African American	NC	54	4081	NC	96	99	NC	499	488	NC	7	8	NC	25	32	NC	68	59	NC	0	2
Hispanic	25	136	31841	100	99	99	510	507	483	0	4	8	45	28	36	55	66	55	0	2	1
Asian/Pacific Islander	NC	20	1802	NC	87	98	NC	527	533	NC	0	2	NC	27	16	NC	60	75	NC	13	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	34	235	36440	100	100	99	505	520	516	4	2	3	26	25	22	70	68	71	0	5	4
Students with Disabilities	NC	54	10622	NC	100	100	NC	446	415	NC	9	21	NC	68	50	NC	23	28	NC	0	1
Students without Disabilities	60	400	68196	100	99	98	521	523	513	0	2	3	24	20	25	76	73	69	0	5	3
Limited English Proficient Students	NC	17	12504	NC	100	100	NC	443	451	NC	18	12	NC	47	44	NC	35	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	32	189	38558	94	87	96	496	493	485	0	5	8	48	36	37	52	58	54	0	1	1
Non-Economically Disadvantaged	37	265	40260	100	100	100	520	528	514	3	2	3	19	19	21	77	72	72	0	7	4

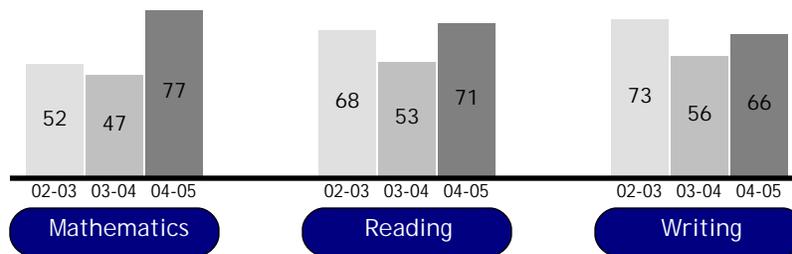
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	44	56	50	96	50	NA	58	92	58	54	47
	Language	99	28	46	43	100	44	53	50	92	55	55	47
	Mathematics	99	47	58	57	100	61	67	64	94	55	54	50
3	Reading	98	45	56	47	100	38	NA	55	100	48	50	44
	Language	99	53	60	54	100	44	58	61	100	48	49	44
	Mathematics	99	45	53	54	100	48	55	61	100	50	55	51
4	Reading	100	58	64	52	100	60	NA	56	98	54	55	48
	Language	100	51	56	48	100	50	57	52	98	51	54	49
	Mathematics	100	65	65	57	100	71	67	61	98	58	59	53
5	Reading	100	61	61	50	98	58	NA	55	100	55	58	50
	Language	100	54	53	46	98	47	55	49	100	53	56	50
	Mathematics	100	60	60	57	98	54	64	63	100	55	55	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."

Town & Country Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü School/Business/Community Relations
- Ü Budget
- Ü Instructional Materials

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	8	0	0	0
7 to 9 years	0	1	0	0
10 or more years	9	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü Cumputer Lab
- Ü Media Center

Extracurricular Activities

- Ü 5th Grade Science Fair
- Ü Fourth & Fifth Grade Honor Roll
- Ü Fifth Grade Band
- Ü Roadrunner Tutoring Club
- Ü Roadrunner Running Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Health Services

School Achievements/Accomplishments 2004-05

- ü Our first large holiday program in five years was presented to family and friends in late November. Students enjoyed the experience of choral singing, acting, playing instruments and performing in front of a large audience of family and friends.
- ü Math skills have been a major focus this year. A self-paced teacher-directed computer program entitled 'Accelerated Math' was used in Grades 3, 4 and 5. All students worked with 'Math Facts in a Flash' to improve computation skills.
- ü Our two year Character Counts program was introduced. All students learned the six traits. Each month a trait was explored in depth. All children received a 'Kid with Character' dogtag after they were able to name the six traits.

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	18	12	12	17
Transfers In Rate ⁶	39	28	28	37
Stability Rate ⁷	81	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	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 stress only two rules: safety and respect. The majority of the teachers have been trained in the Creative Spirit philosophy. In 2005-2006 we are going to focus on character development Family style using the Character Counts program. This program focuses on six pillars of character. DARE ,a drug awareness program, is taught to all fifth graders by the local law enforcement DARE officer. Fire drills/emergency lock-down drills and bomb drills are part of our safety plan.

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	Jennifer Rohlf	(520) 515-2980
Transportation Policy	Susan Durbin	(520) 515-2788
Community Resources	Rick Klein	(520) 515-2875
School Nutrition Programs	Dawn Morino	(520) 515-2780
Parent Organization	Karen Harper	(520) 458-5983
Student Health/Nurse	Pat Rochford	(520) 515-2986

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.