

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7150 E Silver Saddle Road, Flagstaff, AZ 86004

Flagstaff Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

### School Overview

Principal/Administrator : Ms. Suzanne Christine Fonoti  
 Schedule : 08:15 AM to 04:00 PM  
 Grades : K-6  
 2005 Enrollment : 595  
 Web Address : 207.246.0.51/cromer/default.htm  
 Phone Number : (928) 773-4150  
 Fax Number : (928) 526-8985  
 E-mail : cfonoti@apsc.org

### Mission

Cromer's mission is to ensure each child a quality education. We value an atmosphere of RESPECT, a SAFE and NURTURING environment and EDUCATIONAL EXCELLENCE. We provide a learning environment that enables all students to reach their full potential.

### 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 All students will continue to increase their ability to read and comprehend in various literary forms.
- ü All students will continue to increase their knowledge and ability to apply mathematical concepts and processes in real-world situations.
- ü All students will come to school on time daily, ready to learn.
- ü Parents, teachers, administrators, students and staff will work together to provide the best learning experience possible for all children.

### Enrollment

October 1, 2004 School Year Student Enrollment : 587  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 11

Instructional Programs

- ü Regular Education Program
- ü Full-day Kindergarten
- ü Special Education Resource Program
- ü Talented and Gifted Program
- ü 'Specials' in Music, Art and PE
- ü Special Ed Emotionally Disabled Program

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/23/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Responsibilities include hiring the best possible teachers and staff and delivering quality instruction based on the Arizona Standards. It is also our responsibility to provide students with a positive learning experience by teaching and instilling the 6 traits of CHARACTER COUNTS! while encouraging them to become life-long learners. The emotional and physical safety of all children in attendance is of utmost importance in today's world.

Parents

Parents are responsible for the physical and emotional well-being of their children, for good attendance, and for partnering with the school in their child's education. They should voice concerns appropriately and stay informed on school issues. Their presence as volunteers at the school, either in the classrooms, as PTO members or by supporting school-sponsored events is encouraged and appreciated.

Transportation Policy

Cromer Elementary School is located within a rural community. This entitles any student who lives outside a half-mile radius of Cromer Elementary School to bus transportation services.

School Honors

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

Award/Honor	Year
ü Lamp of Knowledge Awards	2004
ü Kiwanis Top Student Awards	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	85	824	79306	99	100	99	454	443	445	11	10	10	10	20	18	49	50	51	30	20	20
All Students (Prior Year)	91	771	75509	100	98	100	544	526	521	8	11	13	11	19	23	32	35	33	49	35	31
Female	36	391	38691	100	100	99	467	445	446	9	8	10	6	20	18	48	50	52	36	21	20
Male	49	434	40583	96	100	99	445	441	445	13	11	11	13	20	18	50	50	50	25	19	21
African American	NC	22	4041	NC	100	99	NC	430	426	NC	17	17	NC	17	23	NC	56	50	NC	11	10
Hispanic	NC	174	32869	NC	99	99	NC	426	429	NC	15	15	NC	34	25	NC	43	51	NC	8	10
Asian/Pacific Islander	--	11	1935	--	100	99	--	483	474	--	0	3	--	0	9	--	78	48	--	22	40
American Indian/Alaskan Native	19	195	4264	100	100	100	415	418	419	17	16	19	17	29	30	56	49	45	11	6	6
White	57	422	36197	98	100	99	468	460	463	7	5	5	9	12	11	46	53	53	37	30	31
Students with Disabilities	24	191	10321	100	100	100	386	407	389	41	20	30	23	29	27	27	41	34	9	11	9
Students without Disabilities	61	634	69060	97	99	98	479	454	454	0	7	7	5	18	17	58	53	54	37	22	22
Limited English Proficient Students	NC	135	15509	NC	100	100	NC	389	406	NC	24	20	NC	38	30	NC	36	45	NC	2	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	30	382	39415	97	95	96	441	424	431	20	16	15	13	30	25	43	45	50	23	9	10
Non-Economically Disadvantaged	55	443	39966	100	100	100	462	459	459	6	5	6	8	12	12	53	55	52	33	29	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	85	823	79395	99	0	99	451	447	446	5	6	9	20	28	25	64	54	55	11	12	11
All Students (Prior Year)	91	772	75492	100	99	100	537	526	519	4	9	12	13	14	16	40	48	47	43	29	24
Female	36	390	38743	100	0	100	468	453	451	3	7	7	15	25	24	64	53	57	18	16	12
Male	49	434	40618	96	0	99	439	442	440	6	6	11	23	30	27	65	55	53	6	8	9
African American	NC	22	4052	NC	0	100	NC	438	434	NC	0	11	NC	39	29	NC	61	54	NC	0	6
Hispanic	NC	174	32915	NC	0	99	NC	432	426	NC	11	15	NC	41	35	NC	43	47	NC	6	4
Asian/Pacific Islander	--	11	1936	--	0	99	--	498	468	--	0	3	--	0	14	--	67	63	--	33	19
American Indian/Alaskan Native	19	195	4271	100	0	100	414	420	420	11	8	15	22	48	42	67	41	41	0	3	2
White	57	421	36221	98	0	99	463	463	465	4	4	4	17	14	15	65	64	63	15	18	17
Students with Disabilities	24	191	10331	100	0	100	401	416	388	18	8	25	41	41	37	41	47	34	0	4	4
Students without Disabilities	61	633	69139	97	0	99	469	457	454	0	6	7	12	24	24	73	56	58	15	14	11
Limited English Proficient Students	NC	135	15545	NC	0	100	NC	390	399	NC	18	21	NC	56	42	NC	25	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	30	382	39484	97	0	96	445	428	429	13	11	14	20	43	35	57	42	47	10	4	4
Non-Economically Disadvantaged	55	442	39986	100	0	100	454	464	461	0	2	4	20	15	16	69	65	63	12	18	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	85	823	78869	99	100	99	440	433	442	10	7	6	10	25	21	74	61	63	6	7	10
All Students (Prior Year)	91	770	75053	100	98	99	635	607	597	1	6	7	5	11	12	84	75	72	9	9	9
Female	36	389	38536	100	100	99	474	450	458	3	4	4	9	19	15	82	67	67	6	10	14
Male	49	435	40302	96	100	99	417	418	428	15	9	8	10	31	26	69	56	60	6	4	7
African American	NC	23	4015	NC	100	99	NC	430	430	NC	11	8	NC	22	24	NC	61	61	NC	6	7
Hispanic	NC	175	32606	NC	100	98	NC	416	426	NC	11	8	NC	33	27	NC	49	60	NC	7	5
Asian/Pacific Islander	--	11	1925	--	100	99	--	504	471	--	0	3	--	11	11	--	44	64	--	44	22
American Indian/Alaskan Native	19	194	4245	100	100	100	422	420	423	11	6	9	11	31	26	78	59	61	0	3	4
White	57	420	36078	98	100	99	447	444	459	9	5	4	11	20	16	70	67	66	9	8	14
Students with Disabilities	24	190	10246	100	100	100	353	379	367	32	16	18	23	40	39	45	44	40	0	1	4
Students without Disabilities	61	634	68697	97	99	98	473	450	454	2	4	4	5	21	18	85	66	67	8	9	11
Limited English Proficient Students	NC	135	15339	NC	100	100	NC	381	399	NC	12	11	NC	42	31	NC	44	54	NC	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	30	381	39106	97	95	95	429	415	427	17	11	8	10	31	28	73	56	59	0	2	5
Non-Economically Disadvantaged	55	443	39837	100	100	100	447	448	457	6	3	4	10	20	14	75	65	67	10	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	91	760	78906	99	100	99	487	498	498	9	12	13	22	20	19	59	49	48	11	18	20
All Students (Prior Year)	91	822	76019	100	100	100	518	508	499	4	7	14	43	40	39	10	16	14	43	36	33
Female	44	377	38644	100	100	99	496	497	500	7	11	12	17	21	19	62	49	49	14	19	19
Male	47	383	40236	98	100	99	478	498	497	10	13	15	28	19	19	55	50	46	8	18	20
African American	--	18	4087	--	100	99	--	459	481	--	40	20	--	33	24	--	20	45	--	7	11
Hispanic	NC	155	31938	NC	100	99	NC	475	481	NC	22	19	NC	30	25	NC	41	46	NC	6	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	18	172	4593	95	100	100	435	476	467	27	20	26	27	27	29	47	48	39	0	5	6
White	68	410	36483	100	100	99	501	515	517	5	5	7	19	13	13	62	54	51	14	28	30
Students with Disabilities	19	148	10664	100	100	100	431	447	430	29	39	42	29	30	27	41	29	26	0	2	5
Students without Disabilities	72	613	68310	96	100	98	502	510	509	3	6	9	20	18	18	63	55	51	14	22	22
Limited English Proficient Students	NC	65	12573	NC	100	100	NC	451	454	NC	30	27	NC	35	30	NC	34	38	NC	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	33	345	38679	85	94	96	482	478	483	22	20	20	19	27	25	53	48	45	6	5	10
Non-Economically Disadvantaged	58	416	40295	100	100	100	490	514	513	0	6	7	24	14	13	62	51	50	14	29	30

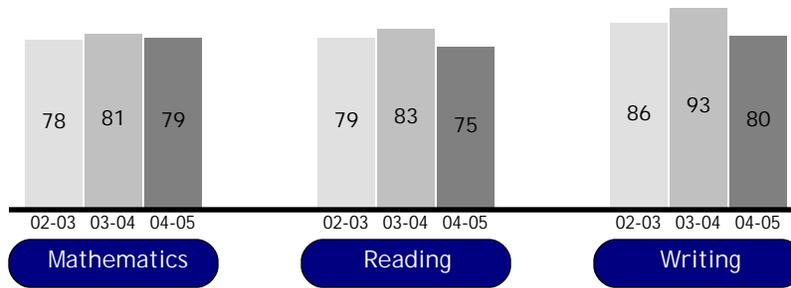
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	760	78908	99	0	99	486	488	484	5	7	10	20	24	23	72	61	58	4	9	9
All Students (Prior Year)	91	821	76020	100	100	100	507	506	503	10	16	25	26	21	23	52	50	40	12	13	12
Female	44	377	38648	100	0	99	501	492	489	0	4	8	19	24	22	74	62	61	7	10	10
Male	47	383	40233	98	0	99	471	484	479	10	9	12	20	24	25	70	59	55	0	8	8
African American	--	18	4092	--	0	99	--	461	473	--	13	12	--	53	28	--	27	54	--	7	5
Hispanic	NC	155	31940	NC	0	99	NC	471	465	NC	12	16	NC	36	32	NC	50	49	NC	2	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	18	172	4569	95	0	100	426	461	457	20	12	18	27	38	39	53	50	41	0	0	2
White	68	410	36502	100	0	99	501	506	502	2	2	4	17	13	14	76	70	67	5	15	15
Students with Disabilities	19	148	10665	100	0	100	429	448	423	24	19	30	29	45	36	47	35	31	0	1	2
Students without Disabilities	72	613	68312	96	0	98	501	498	493	0	3	7	17	19	21	78	67	62	5	11	10
Limited English Proficient Students	NC	65	12556	NC	0	100	NC	438	436	NC	22	24	NC	45	40	NC	32	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	34	346	38662	87	0	96	476	470	468	12	11	16	30	36	32	52	50	49	6	3	3
Non-Economically Disadvantaged	57	415	40315	100	0	100	493	504	498	0	3	5	12	14	15	86	69	66	2	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	93	762	78750	100	100	99	490	505	500	5	5	6	37	30	29	58	62	63	0	3	2
All Students (Prior Year)	91	817	75673	100	99	100	527	545	530	13	7	12	21	22	25	61	67	58	5	4	4
Female	44	378	38586	100	100	99	515	517	515	2	2	4	26	25	22	71	70	71	0	3	3
Male	49	384	40135	100	100	99	465	492	486	7	7	8	48	36	35	45	54	56	0	2	1
African American	--	18	4081	--	100	99	--	460	488	--	13	8	--	67	32	--	20	59	--	0	2
Hispanic	NC	155	31841	NC	100	99	NC	483	483	NC	9	8	NC	41	36	NC	50	55	NC	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	19	173	4586	100	100	100	440	492	481	0	1	8	75	44	37	25	53	54	0	1	1
White	69	411	36440	100	100	99	502	519	516	6	4	3	28	20	22	66	72	71	0	5	4
Students with Disabilities	20	149	10622	100	100	100	400	446	415	22	16	21	61	54	50	17	29	28	0	1	1
Students without Disabilities	73	614	68196	97	100	98	515	520	513	0	2	3	30	24	25	70	71	69	0	3	3
Limited English Proficient Students	NC	65	12504	NC	100	100	NC	456	451	NC	9	12	NC	46	44	NC	44	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	34	347	38558	87	95	96	474	488	485	9	6	8	48	41	37	42	51	54	0	2	1
Non-Economically Disadvantaged	59	416	40260	100	100	100	500	519	514	2	3	3	29	21	21	69	72	72	0	4	4

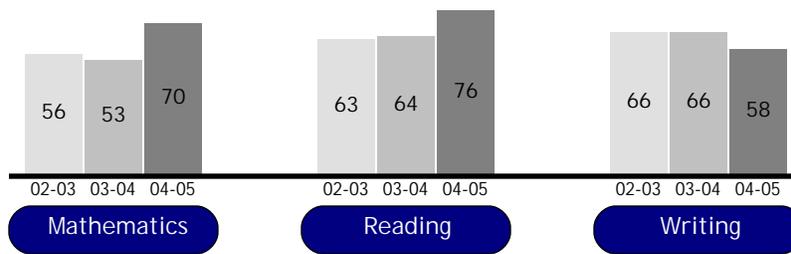
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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
2	Reading	93	65	56	50	91	66	NA	58	96	53	52	47
	Language	99	50	47	43	96	57	52	50	96	56	51	47
	Mathematics	97	72	64	57	96	74	68	64	99	63	55	50
3	Reading	100	64	53	47	92	71	NA	55	98	53	48	44
	Language	99	70	59	54	95	73	63	61	98	48	43	44
	Mathematics	100	70	60	54	92	79	65	61	98	56	50	51
4	Reading	99	72	60	52	100	65	NA	56	99	61	55	48
	Language	99	63	53	48	100	55	56	52	99	57	54	49
	Mathematics	99	77	64	57	100	65	63	61	100	62	56	53
5	Reading	96	61	59	50	100	66	NA	55	98	56	54	50
	Language	95	54	53	46	99	63	55	49	98	53	52	50
	Mathematics	95	71	67	57	98	79	69	63	98	47	49	49
6	Reading	97	58	63	53	96	67	NA	56	100	56	56	51
	Language	97	58	56	45	95	53	58	48	100	51	50	47
	Mathematics	97	70	73	62	96	76	76	66	100	55	57	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü School Mission/Goals
- Ü Soft Capital Budgeting
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Individual School Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	63.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	2	1	0	0
7 to 9 years	2	1	0	0
10 or more years	25	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab
- Ü Library
- Ü Gym

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü Cromer Postal Service (Wee Deliver)
- Ü Band/Strings
- Ü Art Smart (club)

Social Services

- Ü Breakfast Program
- Ü Before/After School Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Psychological Testing
- Ü Partnership with Guidance Center

ü Top awards at NAU and Coconino County Science Fair.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	13	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

Cromer has a strict discipline policy that is fair, consistent and communicated to all. Visitors are screened at office and issued passes. Teacher-supervised playground. Students participate in DARE and Red Ribbon Week. Social skills are emphasized. We are a CHARACTER COUNTS! school. The CC! program helps students develop into responsible and caring citizens.

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	Suzanne C. Fonoti	(928) 773-4150
Transportation Policy	Dan McCoy	(928) 773-4171
Community Resources	Joe Rauschenbach	(623) 526-1265
School Nutrition Programs	Vicky Dolan	(928) 773-4156
Parent Organization	Becky Lango	(928) 526-3167
Student Health/Nurse	Mary Lotten	(928) 773-4152

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

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

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

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

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

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

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

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

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

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

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

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