

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2300 E 6th Ave, 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	Warning Year
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 : Mr. Joseph Gutierrez
 Schedule : 07:00 AM to 05:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 464
 Web Address : www.flagstaff.k12.az.us/Killip/
 Phone Number : (928) 773-4080
 Fax Number : (928) 773-4086
 E-mail : jgutier@apsc.org

Mission

The mission of W.F. Killip Elementary School is to provide all children an equal opportunity to achieve his or her highest potential. We will offer developmentally appropriate challenges and experiences for social and academic growth.

School / Academic Goals

- ü All kindergarten - 2nd grade students will score at or above grade level based on the Terra Nova Standardized report in the content areas of reading, language and math.
- ü To decrease the number of students who are absent and/or tardy. The FUSD ATTEND Policy will be followed: 7 absences - 19% to 10%; 10 absences - 5% to 3%; 12 absences - 6% to 4%; 15 absences - 3% to 2%; 18 absences - 4% to 3%.
- ü Each student will participate in at least one exhibition, which will demonstrate achievement of authenticity.
- ü Eighty percent of all Killip students will achieve the meets or exceeds level based on the AIMS/DPA assessment in the content areas of reading, writing and math.

Enrollment

October 1, 2004 School Year Student Enrollment : 532
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 70

Instructional Programs

- Ü School-Within-a-School - Multiage K-6
- Ü Full-day Kindergarten
- Ü Dual Language Program
- Ü Family Literacy

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	7/25/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

It is the goal of Killip Elementary School, in partnership with students, parents, staff and community, to provide our students with the optimal educational and social experiences that will allow them to become contributing members of our society.

Parents

Parents are their child's first and most important teacher. It is the right and the responsibility of the parents to take an active role in their child's education.

Transportation Policy

100% of the students who attend Killip walk. Parents of students who attend Killip using the open enrollment policy must provide transportation for their children.

School Honors

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

Award/Honor	Year
Ü Weed and Seed - Safe Haven Site	1999
Ü Teacher of the Year Candidate	2003
Ü First National Certified Teacher in FUSD	2004
Ü Century 21st Program National Recognition	2002

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	81	824	79306	98	100	99	410	443	445	22	10	10	46	20	18	29	50	51	3	20	20
All Students (Prior Year)	78	771	75509	100	98	100	476	526	521	43	11	13	33	19	23	12	35	33	12	35	31
Female	38	391	38691	100	100	99	404	445	446	18	8	10	54	20	18	29	50	52	0	21	20
Male	43	434	40583	96	100	99	414	441	445	24	11	11	41	20	18	30	50	50	5	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	43	174	32869	98	99	99	399	426	429	29	15	15	50	34	25	21	43	51	0	8	10
Asian/Pacific Islander	--	11	1935	--	100	99	--	483	474	--	0	3	--	0	9	--	78	48	--	22	40
American Indian/Alaskan Native	21	195	4264	100	100	100	409	418	419	19	16	19	50	29	30	31	49	45	0	6	6
White	14	422	36197	93	100	99	454	460	463	0	5	5	22	12	11	56	53	53	22	30	31
Students with Disabilities	18	191	10321	95	100	100	398	407	389	38	20	30	44	29	27	19	41	34	0	11	9
Students without Disabilities	63	634	69060	98	99	98	413	454	454	16	7	7	47	18	17	33	53	54	4	22	22
Limited English Proficient Students	25	135	15509	100	100	100	391	389	406	37	24	20	48	38	30	15	36	45	0	2	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	76	382	39415	95	95	96	409	424	431	23	16	15	47	30	25	27	45	50	3	9	10
Non-Economically Disadvantaged	NC	443	39966	NC	100	100	NC	459	459	NC	5	6	NC	12	12	NC	55	52	NC	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	81	823	79395	98	0	99	408	447	446	18	6	9	57	28	25	25	54	55	0	12	11
All Students (Prior Year)	78	772	75492	100	99	100	489	526	519	32	9	12	30	14	16	34	48	47	4	29	24
Female	38	390	38743	100	0	100	402	453	451	25	7	7	54	25	24	21	53	57	0	16	12
Male	43	434	40618	96	0	99	413	442	440	14	6	11	59	30	27	27	55	53	0	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	43	174	32915	98	0	99	398	432	426	26	11	15	61	41	35	13	43	47	0	6	4
Asian/Pacific Islander	--	11	1936	--	0	99	--	498	468	--	0	3	--	0	14	--	67	63	--	33	19
American Indian/Alaskan Native	21	195	4271	100	0	100	412	420	420	13	8	15	56	48	42	31	41	41	0	3	2
White	14	421	36221	93	0	99	443	463	465	0	4	4	33	14	15	67	64	63	0	18	17
Students with Disabilities	18	191	10331	95	0	100	411	416	388	0	8	25	81	41	37	19	47	34	0	4	4
Students without Disabilities	63	633	69139	98	0	99	407	457	454	24	6	7	49	24	24	27	56	58	0	14	11
Limited English Proficient Students	25	135	15545	100	0	100	389	390	399	30	18	21	63	56	42	7	25	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	76	382	39484	95	0	96	407	428	429	19	11	14	56	43	35	24	42	47	0	4	4
Non-Economically Disadvantaged	NC	442	39986	NC	0	100	NC	464	461	NC	2	4	NC	15	16	NC	65	63	NC	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	82	823	78869	99	100	99	408	433	442	15	7	6	32	25	21	53	61	63	0	7	10
All Students (Prior Year)	78	770	75053	100	98	99	517	607	597	14	6	7	26	11	12	60	75	72	0	9	9
Female	38	389	38536	100	100	99	431	450	458	11	4	4	25	19	15	64	67	67	0	10	14
Male	44	435	40302	98	100	99	392	418	428	18	9	8	37	31	26	45	56	60	0	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	44	175	32606	100	100	98	385	416	426	26	11	8	31	33	27	44	49	60	0	7	5
Asian/Pacific Islander	--	11	1925	--	100	99	--	504	471	--	0	3	--	11	11	--	44	64	--	44	22
American Indian/Alaskan Native	21	194	4245	100	100	100	444	420	423	0	6	9	31	31	26	69	59	61	0	3	4
White	14	420	36078	93	100	99	441	444	459	0	5	4	33	20	16	67	67	66	0	8	14
Students with Disabilities	18	190	10246	95	100	100	356	379	367	31	16	18	56	40	39	13	44	40	0	1	4
Students without Disabilities	64	634	68697	100	99	98	425	450	454	10	4	4	24	21	18	66	66	67	0	9	11
Limited English Proficient Students	25	135	15339	100	100	100	386	381	399	26	12	11	26	42	31	48	44	54	0	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	77	381	39106	96	95	95	406	415	427	16	11	8	30	31	28	54	56	59	0	2	5
Non-Economically Disadvantaged	NC	443	39837	NC	100	100	NC	448	457	NC	3	4	NC	20	14	NC	65	67	NC	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	79	760	78906	99	100	99	473	498	498	24	12	13	31	20	19	40	49	48	5	18	20
All Students (Prior Year)	84	822	76019	100	100	100	486	508	499	11	7	14	53	40	39	11	16	14	24	36	33
Female	40	377	38644	100	100	99	472	497	500	10	11	12	55	21	19	34	49	49	0	19	19
Male	39	383	40236	98	100	99	474	498	497	36	13	15	9	19	19	45	50	46	9	18	20
African American	NC	18	4087	NC	100	99	NC	459	481	NC	40	20	NC	33	24	NC	20	45	NC	7	11
Hispanic	37	155	31938	97	100	99	463	475	481	34	22	19	31	30	25	31	41	46	3	6	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	29	172	4593	100	100	100	473	476	467	14	20	26	33	27	29	52	48	39	0	5	6
White	NC	410	36483	NC	100	99	NC	515	517	NC	5	7	NC	13	13	NC	54	51	NC	28	30
Students with Disabilities	11	148	10664	100	100	100	425	447	430	78	39	42	11	30	27	11	29	26	0	2	5
Students without Disabilities	68	613	68310	99	100	98	481	510	509	15	6	9	34	18	18	45	55	51	6	22	22
Limited English Proficient Students	12	65	12573	92	100	100	454	451	454	36	30	27	40	35	30	24	34	38	0	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	72	345	38679	99	94	96	473	478	483	23	20	20	32	27	25	42	48	45	4	5	10
Non-Economically Disadvantaged	NC	416	40295	NC	100	100	NC	514	513	NC	6	7	NC	14	13	NC	51	50	NC	29	30

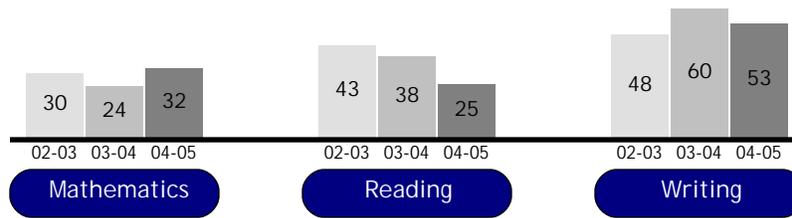
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	760	78908	99	0	99	464	488	484	18	7	10	35	24	23	44	61	58	3	9	9
All Students (Prior Year)	84	821	76020	100	100	100	495	506	503	34	16	25	23	21	23	40	50	40	3	13	12
Female	40	377	38648	100	0	99	461	492	489	14	4	8	45	24	22	38	62	61	3	10	10
Male	39	383	40233	98	0	99	467	484	479	21	9	12	27	24	25	48	59	55	3	8	8
African American	NC	18	4092	NC	0	99	NC	461	473	NC	13	12	NC	53	28	NC	27	54	NC	7	5
Hispanic	37	155	31940	97	0	99	457	471	465	20	12	16	43	36	32	37	50	49	0	2	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	29	172	4569	100	0	100	464	461	457	19	12	18	29	38	39	52	50	41	0	0	2
White	NC	410	36502	NC	0	99	NC	506	502	NC	2	4	NC	13	14	NC	70	67	NC	15	15
Students with Disabilities	11	148	10665	100	0	100	438	448	423	33	19	30	56	45	36	11	35	31	0	1	2
Students without Disabilities	68	613	68312	99	0	98	469	498	493	15	3	7	32	19	21	49	67	62	4	11	10
Limited English Proficient Students	12	65	12556	92	0	100	443	438	436	28	22	24	44	45	40	28	32	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	72	346	38662	99	0	96	465	470	468	16	11	16	37	36	32	44	50	49	4	3	3
Non-Economically Disadvantaged	NC	415	40315	NC	0	100	NC	504	498	NC	3	5	NC	14	15	NC	69	66	NC	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	79	762	78750	99	100	99	468	505	500	15	5	6	45	30	29	40	62	63	0	3	2
All Students (Prior Year)	84	817	75673	100	99	100	510	545	530	15	7	12	37	22	25	48	67	58	0	4	4
Female	40	378	38586	100	100	99	481	517	515	3	2	4	62	25	22	34	70	71	0	3	3
Male	39	384	40135	98	100	99	456	492	486	24	7	8	30	36	35	45	54	56	0	2	1
African American	NC	18	4081	NC	100	99	NC	460	488	NC	13	8	NC	67	32	NC	20	59	NC	0	2
Hispanic	37	155	31841	97	100	99	445	483	483	23	9	8	49	41	36	29	50	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	29	173	4586	100	100	100	488	492	481	5	1	8	48	44	37	48	53	54	0	1	1
White	NC	411	36440	NC	100	99	NC	519	516	NC	4	3	NC	20	22	NC	72	71	NC	5	4
Students with Disabilities	11	149	10622	100	100	100	372	446	415	67	16	21	33	54	50	0	29	28	0	1	1
Students without Disabilities	68	614	68196	99	100	98	484	520	513	6	2	3	47	24	25	47	71	69	0	3	3
Limited English Proficient Students	12	65	12504	92	100	100	449	456	451	20	9	12	52	46	44	28	44	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	72	347	38558	99	95	96	467	488	485	12	6	8	49	41	37	39	51	54	0	2	1
Non-Economically Disadvantaged	NC	416	40260	NC	100	100	NC	519	514	NC	3	3	NC	21	21	NC	72	72	NC	4	4

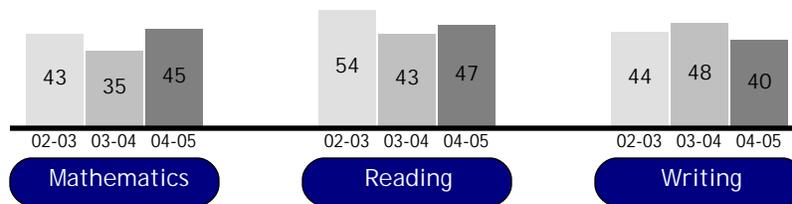
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	95	27	56	50	90	23	NA	58	100	32	52	47
	Language	99	20	47	43	94	23	52	50	100	32	51	47
	Mathematics	100	37	64	57	96	52	68	64	100	28	55	50
3	Reading	99	26	53	47	89	26	NA	55	98	28	48	44
	Language	100	35	59	54	92	27	63	61	98	26	43	44
	Mathematics	100	30	60	54	99	30	65	61	98	28	50	51
4	Reading	100	32	60	52	95	40	NA	56	100	33	55	48
	Language	100	32	53	48	96	40	56	52	100	31	54	49
	Mathematics	100	42	64	57	99	42	63	61	100	33	56	53
5	Reading	99	40	59	50	100	44	NA	55	99	41	54	50
	Language	99	33	53	46	100	39	55	49	99	41	52	50
	Mathematics	100	46	67	57	100	57	69	63	99	38	49	49
6	Reading	91	37	63	53	96	54	NA	56	100	41	56	51
	Language	91	27	56	45	98	35	58	48	100	36	50	47
	Mathematics	93	41	73	62	98	55	76	66	100	40	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/

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

School Site Council

Council Composition

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

Council Duties

- ü Parent/Educator Relations
- ü School Safety Issues
- ü Extracurricular Activities
- ü Textbook Selection
- ü Curriculum Development
- ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	2.50	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Learning Community Center

Extracurricular Activities

- ü After School Tutoring
- ü Alternative Learning ClassrooFacilitator
- ü After School Athletic Program
- ü FACTS - Before and After School Care
- ü K-CATS Community Service Club

Social Services

- ü Adult Education
- ü Literacy Classes
- ü Guidance Center Resiliency Program
- ü The Alternative Center Referral Agency
- ü Parents Anonymous
- ü Operation School Bell
- ü Big Brothers/Big Sisters Mentoring
- ü YMCA

ü Teacher Advancement Program demonstration site.

ü Governor's Initiative grant recipient with the Northland Family Help Center.

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	66	28	28	37
Stability Rate ⁷	81	87	87	82
Promotion Rate ⁸	87	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	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

As an Arizona Behavioral Initiative grant recipient, we will be working to develop and implement a plan that will provide the students who attend Killip the safest and healthiest environment possible.

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) :

10

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	Joseph M. Gutierrez	(928) 773-4080
Transportation Policy	Joseph M. Gutierrez	(928) 773-4080
Community Resources	Joseph M. Gutierrez	(928) 773-4080
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization	Kim Quisido	(928) 773-4080
Student Health/Nurse	M. Evans	(928) 773-4082

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.