

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

506 S. Beaver St., Flagstaff, AZ 86001

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	Small School

(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 : Mr. Frank Garcia  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 320  
 Web Address : 207.246.0.51/south\_beaver/  
 Phone Number : (928) 773-4050  
 Fax Number : (928) 773-4048  
 E-mail : fgarcia@apsc.org

### Mission

We strive to motivate and encourage students to be prepared for the future by being self-directed and lifelong learners in our global changing world. Through quality instruction of academics, character development and the use of technology.

### School / Academic Goals

- ü Students will demonstrate at or above grade-level proficiency in language, math, use of reference resources and the use of the Library/Media Center, science, geography, history, current events, health, music, art and physical education.
- ü Students will be provided the opportunity to serve in the community and make meaningful contributions. Staff, families and community members will be full partners in our character education effort.
- ü Staff will promote the advancement for participation in learning opportunities that will assist families to support and enhance student academic success.

### Enrollment

October 1, 2004 School Year Student Enrollment : 334  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 161

Instructional Programs

- ü Gifted Program & Basic Skills Lab
- ü Spalding: Language Arts (K-6)
- ü Saxon Math Program (k-6)
- ü Character Education
- ü Environmental Education--Camp Colton
- ü Olweus Bullying Prevention Program
- ü Family & Community Teaming for Students

Calendar Information

Number of Instruction Days :	182
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/22/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Create a safe, warm and supportive environment. Provide handbook outlining policy, yearly calendar, behavioral expectations and discipline policy, staff list, uniform dress code, Parent/Teacher conferences, Parent Nights, keep parents informed.

Parents

Have children to school on time; help with school activities; participate in two workshops each year; provide time and space for quiet, study and homework; provide supportive & safe home environment, dress children appropriately.

Transportation Policy

Bus transportation is available to students within the attendance area who live west of South Milton Road. NAU North campus walk or ride the NAU shuttle. Parents are required to transport students who are out of the attendance area.

School Honors

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

Award/Honor	Year
ü Springer Institute-Moral Courage Award Nominee	2004
ü AEA/Board of Directors/NEA Advisory Committee	2004
ü OLWEUS Bullying Prevention Program/Northern Region	2003
ü 6th Grade Coconino County's Math Challenge-5th Place	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	824	79306	100	100	99	456	443	445	2	10	10	16	20	18	60	50	51	21	20	20
All Students (Prior Year)	55	771	75509	98	98	100	521	526	521	10	11	13	15	19	23	45	35	33	30	35	31
Female	25	391	38691	100	100	99	450	445	446	0	8	10	24	20	18	57	50	52	19	21	20
Male	26	434	40583	100	100	99	461	441	445	5	11	11	9	20	18	64	50	50	23	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	27	174	32869	100	99	99	444	426	429	4	15	15	25	34	25	58	43	51	13	8	10
Asian/Pacific Islander	--	11	1935	--	100	99	--	483	474	--	0	3	--	0	9	--	78	48	--	22	40
American Indian/Alaskan Native	12	195	4264	100	100	100	464	418	419	0	16	19	11	29	30	56	49	45	33	6	6
White	NC	422	36197	NC	100	99	NC	460	463	NC	5	5	NC	12	11	NC	53	53	NC	30	31
Students with Disabilities	NC	191	10321	NC	100	100	NC	407	389	NC	20	30	NC	29	27	NC	41	34	NC	11	9
Students without Disabilities	45	634	69060	100	99	98	460	454	454	0	7	7	13	18	17	67	53	54	21	22	22
Limited English Proficient Students	10	135	15509	100	100	100	432	389	406	0	24	20	42	38	30	42	36	45	17	2	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	33	382	39415	94	95	96	454	424	431	0	16	15	19	30	25	61	45	50	19	9	10
Non-Economically Disadvantaged	18	443	39966	100	100	100	460	459	459	8	5	6	8	12	12	58	55	52	25	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	51	823	79395	100	0	99	462	447	446	2	6	9	26	28	25	56	54	55	16	12	11
All Students (Prior Year)	56	772	75492	100	99	100	522	526	519	8	9	12	15	14	16	48	48	47	30	29	24
Female	25	390	38743	100	0	100	459	453	451	5	7	7	29	25	24	48	53	57	19	16	12
Male	26	434	40618	100	0	99	464	442	440	0	6	11	23	30	27	64	55	53	14	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	27	174	32915	100	0	99	451	432	426	4	11	15	29	41	35	54	43	47	13	6	4
Asian/Pacific Islander	--	11	1936	--	0	99	--	498	468	--	0	3	--	0	14	--	67	63	--	33	19
American Indian/Alaskan Native	12	195	4271	100	0	100	464	420	420	0	8	15	33	48	42	44	41	41	22	3	2
White	NC	421	36221	NC	0	99	NC	463	465	NC	4	4	NC	14	15	NC	64	63	NC	18	17
Students with Disabilities	NC	191	10331	NC	0	100	NC	416	388	NC	8	25	NC	41	37	NC	47	34	NC	4	4
Students without Disabilities	45	633	69139	100	0	99	468	457	454	0	6	7	23	24	24	59	56	58	18	14	11
Limited English Proficient Students	10	135	15545	100	0	100	426	390	399	8	18	21	58	56	42	25	25	35	8	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	33	382	39484	94	0	96	460	428	429	3	11	14	29	43	35	52	42	47	16	4	4
Non-Economically Disadvantaged	18	442	39986	100	0	100	467	464	461	0	2	4	17	15	16	67	65	63	17	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	51	823	78869	100	100	99	461	433	442	5	7	6	9	25	21	79	61	63	7	7	10
All Students (Prior Year)	56	770	75053	100	98	99	692	607	597	3	6	7	3	11	12	75	75	72	20	9	9
Female	25	389	38536	100	100	99	456	450	458	5	4	4	10	19	15	71	67	67	14	10	14
Male	26	435	40302	100	100	99	465	418	428	5	9	8	9	31	26	86	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	27	175	32606	100	100	98	449	416	426	8	11	8	17	33	27	63	49	60	13	7	5
Asian/Pacific Islander	--	11	1925	--	100	99	--	504	471	--	0	3	--	11	11	--	44	64	--	44	22
American Indian/Alaskan Native	12	194	4245	100	100	100	466	420	423	0	6	9	0	31	26	100	59	61	0	3	4
White	NC	420	36078	NC	100	99	NC	444	459	NC	5	4	NC	20	16	NC	67	66	NC	8	14
Students with Disabilities	NC	190	10246	NC	100	100	NC	379	367	NC	16	18	NC	40	39	NC	44	40	NC	1	4
Students without Disabilities	45	634	68697	100	99	98	470	450	454	3	4	4	5	21	18	85	66	67	8	9	11
Limited English Proficient Students	10	135	15339	100	100	100	425	381	399	8	12	11	25	42	31	58	44	54	8	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	33	381	39106	94	95	95	458	415	427	3	11	8	10	31	28	81	56	59	6	2	5
Non-Economically Disadvantaged	18	443	39837	100	100	100	468	448	457	8	3	4	8	20	14	75	65	67	8	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	46	760	78906	100	100	99	490	498	498	12	12	13	26	20	19	57	49	48	5	18	20
All Students (Prior Year)	36	822	76019	100	100	100	505	508	499	5	7	14	50	40	39	10	16	14	35	36	33
Female	18	377	38644	100	100	99	496	497	500	6	11	12	29	21	19	59	49	49	6	19	19
Male	28	383	40236	100	100	99	486	498	497	16	13	15	24	19	19	56	50	46	4	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	24	155	31938	100	100	99	477	475	481	24	22	19	29	30	25	48	41	46	0	6	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	172	4593	NC	100	100	NC	476	467	NC	20	26	NC	27	29	NC	48	39	NC	5	6
White	12	410	36483	100	100	99	515	515	517	0	5	7	0	13	13	91	54	51	9	28	30
Students with Disabilities	NC	148	10664	NC	100	100	NC	447	430	NC	39	42	NC	30	27	NC	29	26	NC	2	5
Students without Disabilities	43	613	68310	98	100	98	492	510	509	8	6	9	28	18	18	59	55	51	5	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	31	345	38679	94	94	96	483	478	483	10	20	20	33	27	25	57	48	45	0	5	10
Non-Economically Disadvantaged	15	416	40295	100	100	100	506	514	513	17	6	7	8	14	13	58	51	50	17	29	30

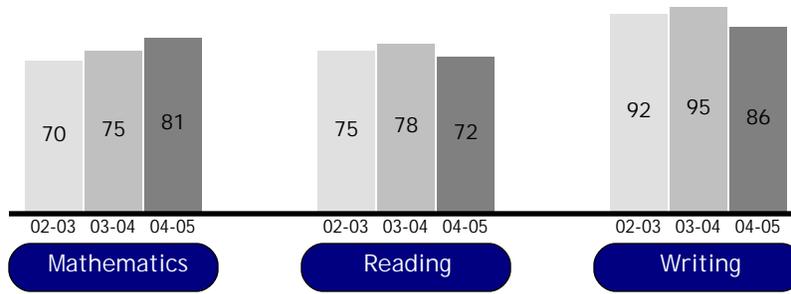
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	760	78908	100	0	99	483	488	484	10	7	10	24	24	23	62	61	58	5	9	9
All Students (Prior Year)	36	821	76020	100	100	100	501	506	503	20	16	25	35	21	23	25	50	40	20	13	12
Female	18	377	38648	100	0	99	492	492	489	6	4	8	24	24	22	59	62	61	12	10	10
Male	28	383	40233	100	0	99	477	484	479	12	9	12	24	24	25	64	59	55	0	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	24	155	31940	100	0	99	469	471	465	19	12	16	29	36	32	52	50	49	0	2	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	172	4569	NC	0	100	NC	461	457	NC	12	18	NC	38	39	NC	50	41	NC	0	2
White	12	410	36502	100	0	99	514	506	502	0	2	4	0	13	14	82	70	67	18	15	15
Students with Disabilities	NC	148	10665	NC	0	100	NC	448	423	NC	19	30	NC	45	36	NC	35	31	NC	1	2
Students without Disabilities	43	613	68312	98	0	98	487	498	493	5	3	7	26	19	21	64	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	31	346	38662	94	0	96	478	470	468	10	11	16	27	36	32	60	50	49	3	3	3
Non-Economically Disadvantaged	15	415	40315	100	0	100	498	504	498	8	3	5	17	14	15	67	69	66	8	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	46	762	78750	100	100	99	492	505	500	7	5	6	38	30	29	55	62	63	0	3	2
All Students (Prior Year)	33	817	75673	92	99	100	559	545	530	6	7	12	28	22	25	56	67	58	11	4	4
Female	18	378	38586	100	100	99	513	517	515	0	2	4	35	25	22	65	70	71	0	3	3
Male	28	384	40135	100	100	99	478	492	486	12	7	8	40	36	35	48	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	24	155	31841	100	100	99	484	483	483	10	9	8	43	41	36	48	50	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	173	4586	NC	100	100	NC	492	481	NC	1	8	NC	44	37	NC	53	54	NC	1	1
White	12	411	36440	100	100	99	493	519	516	9	4	3	18	20	22	73	72	71	0	5	4
Students with Disabilities	NC	149	10622	NC	100	100	NC	446	415	NC	16	21	NC	54	50	NC	29	28	NC	1	1
Students without Disabilities	43	614	68196	98	100	98	496	520	513	8	2	3	33	24	25	59	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	31	347	38558	94	95	96	492	488	485	7	6	8	40	41	37	53	51	54	0	2	1
Non-Economically Disadvantaged	15	416	40260	100	100	100	492	519	514	8	3	3	33	21	21	58	72	72	0	4	4

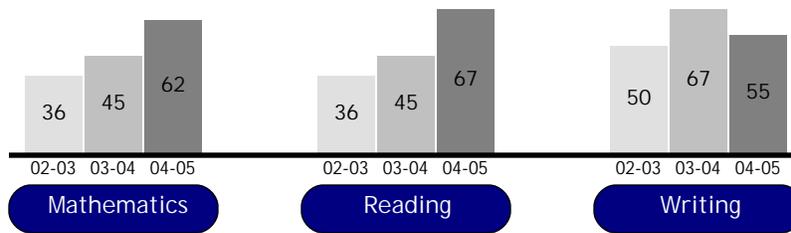
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	66	56	50	98	79	NA	58	100	57	52	47
	Language	100	53	47	43	100	64	52	50	100	62	51	47
	Mathematics	100	74	64	57	100	83	68	64	100	61	55	50
3	Reading	100	52	53	47	100	63	NA	55	100	48	48	44
	Language	100	66	59	54	100	73	63	61	100	44	43	44
	Mathematics	100	63	60	54	100	77	65	61	100	52	50	51
4	Reading	83	49	60	52	100	65	NA	56	100	50	55	48
	Language	97	45	53	48	100	57	56	52	100	50	54	49
	Mathematics	97	64	64	57	100	69	63	61	100	52	56	53
5	Reading	97	34	59	50	100	50	NA	55	100	51	54	50
	Language	100	36	53	46	97	56	55	49	100	49	52	50
	Mathematics	100	50	67	57	100	74	69	63	100	45	49	49
6	Reading	100	52	63	53	93	49	NA	56	100	46	56	51
	Language	100	47	56	45	98	47	58	48	100	41	50	47
	Mathematics	100	62	73	62	100	67	76	66	100	54	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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Parent/Educator/Business Relations
- Ü Professional/Staff Development
- Ü Curriculum Development
- Ü Programs/Pilots
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.90
Other Professional Staff	1.50	Teacher Aide	3.00

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	3	3	0	0
7 to 9 years	1	0	0	0
10 or more years	3	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	20
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Video/Data Network/Internet
- Ü 30-Station Computer Lab/
- Ü Basic Skills Lab/Homework Help
- Ü Library/ Media Room

Extracurricular Activities

- Ü Homework Club
- Ü Tutorial/Activity Program 8:00-8:25 A.M.
- Ü Adopt-a-Block Program/DARE
- Ü FACTS--Communitywide AfterSchool Program
- Ü Oddesy of the Mind/County Math Challeng
- Ü Big Brothers/Sisters (Mentoring program)
- Ü Language Summer School
- Ü National Yourth Sports Program-Summer

Social Services

- Ü Morning/After School Program (FACTS)
- Ü Breakfast/Lunch Programs
- Ü Sealant & Dental Program
- Ü Nutrition Network Program
- Ü County Guidance Program
- Ü Family Resource Center-Dist.Wide

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü South Beaver Magnet Program. Emphasis on ACT (Academics, Character, Technology). All students required to be in uniform dress (navy blue, khaki, white).
  
- ü STAR Team is composed of 5th-6th grade students. Three heterogeneously mixed groups for Technology, Character, Writing. Reading and math are ability grouped. Science and social studies are taught by grade level. Emphasis on Teamwork & School Pride.
  
- ü The Sixth Grade Math Team placed 5th in the Coconino County Math Challenge Event. A member on the team placed 9th overall in the graphing segment.

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>	12	12	12	17
Transfers In Rate <sup>6</sup>	27	28	28	37
Stability Rate <sup>7</sup>	88	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	1	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

Character Education is incorporated into all aspects of school life by example, explanation, environment and experience. Staff helps students with understanding the basic boundaries of right and wrong, and teaches them skills to make good choices.

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
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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	Frank Garcia	(928) 773-4050
Transportation Policy	Dan McCoy	(928) 773-4171
Community Resources	Sylvia Bojorquez	(928) 773-4050
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization		
Student Health/Nurse	Margaret Douglas	(928) 773-4052

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.