

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3330 E. Lockett Rd., 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	Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Tom Ziegler
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 497
 Web Address : 207.246.0.51/thomas/
 Phone Number : (928) 773-4110
 Fax Number : (928) 773-4108
 E-mail : tziegler@apscc.org

Mission

Thomas School fosters an optimal learning environment in which safety, appreciation of diversity, and sense of community are paramount.

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 Students will demonstrate math proficiency at or above grade level and/or show growth on scores from year to year on the AIMS test.
- ü Students will demonstrate reading and writing proficiency at or above grade level and/or show growth on scores from year to year on the AIMS test. An emphasis on vocabulary development will take place.
- ü Thomas School will strive to have 100 percent of our parents show involvement in their child's education.
- ü Thomas School will provide Character Education through the Character Counts program.

Enrollment

October 1, 2004 School Year Student Enrollment : 500
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 115

Instructional Programs

- ü Title I Technology, Reading, Math
- ü Special Education/Gifted Inclusion
- ü Full-Day Kindergarten
- ü CLIP, SOAR, DIBEL--Literacy Intervention
- ü Music, Band, Strings, PE, Art, Library
- ü Odyssey of the Mind
- ü NAU Speech Literacy Grant
- ü NAU Praxis Student Intern Program

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/22/2005
Last Day of School :	6/10/2006

Shared Responsibilities

School

We believe that establishing partnerships with families and the community will enable us to provide the best learning environment for our students. Our responsibilities to parents are to create a feeling of comfort for all families at our school.

Parents

Parent responsibilities are to ensure regular, on time attendance, adequate rest, cleanliness and nutrition and provide a safe, healthy home environment. We encourage regular communication with the school to ensure adequate student progress.

Transportation Policy

We provide regular school bus transportation to and from school for students with disabilities who require transportation as indicated in their IEPs and students who live more than one mile from school.

School Honors

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

Award/Honor	Year
ü Arizona Community Foundation Grant	2003
ü Character Education Grant - K12 Center	2002
ü MacRo, Rodel Foundation Program	2005
ü Coconino County Fair Best of Show	2003

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	57	824	79306	100	100	99	432	443	445	12	10	10	24	20	18	46	50	51	18	20	20
All Students (Prior Year)	46	771	75509	88	98	100	520	526	521	13	11	13	28	19	23	22	35	33	38	35	31
Female	25	391	38691	100	100	99	436	445	446	10	8	10	19	20	18	62	50	52	10	21	20
Male	32	434	40583	100	100	99	430	441	445	14	11	11	28	20	18	34	50	50	24	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	20	195	4264	100	100	100	425	418	419	24	16	19	18	29	30	47	49	45	12	6	6
White	28	422	36197	100	100	99	436	460	463	8	5	5	25	12	11	38	53	53	29	30	31
Students with Disabilities	16	191	10321	100	100	100	384	407	389	33	20	30	40	29	27	13	41	34	13	11	9
Students without Disabilities	41	634	69060	95	99	98	453	454	454	3	7	7	17	18	17	60	53	54	20	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	94	95	96	434	424	431	14	16	15	24	30	25	45	45	50	17	9	10
Non-Economically Disadvantaged	27	443	39966	100	100	100	430	459	459	10	5	6	24	12	12	48	55	52	19	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	57	823	79395	100	0	99	436	447	446	4	6	9	32	28	25	58	54	55	6	12	11
All Students (Prior Year)	47	772	75492	90	99	100	522	526	519	9	9	12	22	14	16	38	48	47	31	29	24
Female	25	390	38743	100	0	100	448	453	451	0	7	7	38	25	24	57	53	57	5	16	12
Male	32	434	40618	100	0	99	427	442	440	7	6	11	28	30	27	59	55	53	7	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	20	195	4271	100	0	100	436	420	420	6	8	15	35	48	42	53	41	41	6	3	2
White	28	421	36221	100	0	99	434	463	465	4	4	4	29	14	15	58	64	63	8	18	17
Students with Disabilities	16	191	10331	100	0	100	403	416	388	13	8	25	33	41	37	47	47	34	7	4	4
Students without Disabilities	41	633	69139	95	0	99	450	457	454	0	6	7	31	24	24	63	56	58	6	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	94	0	96	440	428	429	3	11	14	41	43	35	52	42	47	3	4	4
Non-Economically Disadvantaged	27	442	39986	100	0	100	430	464	461	5	2	4	19	15	16	67	65	63	10	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	56	823	78869	98	100	99	408	433	442	4	7	6	37	25	21	59	61	63	0	7	10
All Students (Prior Year)	46	770	75053	88	98	99	589	607	597	6	6	7	19	11	12	66	75	72	9	9	9
Female	24	389	38536	96	100	99	425	450	458	5	4	4	30	19	15	65	67	67	0	10	14
Male	32	435	40302	100	100	99	396	418	428	3	9	8	41	31	26	55	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	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	95	100	100	396	420	423	6	6	9	50	31	26	44	59	61	0	3	4
White	28	420	36078	100	100	99	408	444	459	4	5	4	29	20	16	67	67	66	0	8	14
Students with Disabilities	15	190	10246	100	100	100	369	379	367	7	16	18	43	40	39	50	44	40	0	1	4
Students without Disabilities	41	634	68697	95	99	98	423	450	454	3	4	4	34	21	18	63	66	67	0	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	29	381	39106	91	95	95	410	415	427	7	11	8	39	31	28	54	56	59	0	2	5
Non-Economically Disadvantaged	27	443	39837	100	100	100	405	448	457	0	3	4	33	20	14	67	65	67	0	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	67	760	78906	100	100	99	469	498	498	26	12	13	22	20	19	43	49	48	9	18	20
All Students (Prior Year)	71	822	76019	100	100	100	508	508	499	5	7	14	36	40	39	31	16	14	28	36	33
Female	42	377	38644	100	100	99	469	497	500	22	11	12	22	21	19	42	49	49	14	19	19
Male	25	383	40236	100	100	99	469	498	497	32	13	15	23	19	19	45	50	46	0	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	14	155	31938	100	100	99	465	475	481	38	22	19	31	30	25	31	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	17	172	4593	100	100	100	460	476	467	36	20	26	14	27	29	50	48	39	0	5	6
White	35	410	36483	100	100	99	476	515	517	13	5	7	23	13	13	47	54	51	17	28	30
Students with Disabilities	18	148	10664	100	100	100	410	447	430	75	39	42	6	30	27	19	29	26	0	2	5
Students without Disabilities	49	613	68310	100	100	98	491	510	509	7	6	9	29	18	18	52	55	51	12	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	36	345	38679	92	94	96	469	478	483	27	20	20	21	27	25	48	48	45	3	5	10
Non-Economically Disadvantaged	31	416	40295	100	100	100	468	514	513	24	6	7	24	14	13	36	51	50	16	29	30

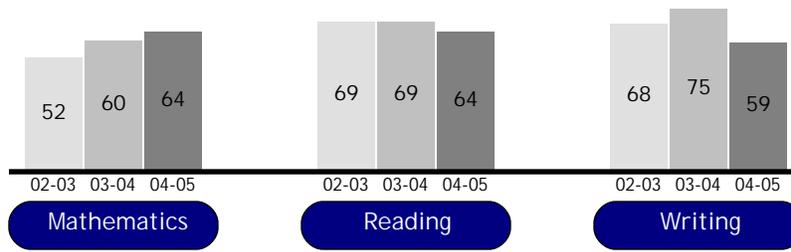
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	760	78908	100	0	99	469	488	484	12	7	10	29	24	23	53	61	58	5	9	9
All Students (Prior Year)	71	821	76020	100	100	100	501	506	503	21	16	25	20	21	23	52	50	40	7	13	12
Female	42	377	38648	100	0	99	474	492	489	8	4	8	28	24	22	56	62	61	8	10	10
Male	25	383	40233	100	0	99	460	484	479	18	9	12	32	24	25	50	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	14	155	31940	100	0	99	467	471	465	15	12	16	31	36	32	54	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	17	172	4569	100	0	100	457	461	457	29	12	18	29	38	39	43	50	41	0	0	2
White	35	410	36502	100	0	99	476	506	502	3	2	4	27	13	14	60	70	67	10	15	15
Students with Disabilities	18	148	10665	100	0	100	417	448	423	19	19	30	63	45	36	19	35	31	0	1	2
Students without Disabilities	49	613	68312	100	0	98	489	498	493	10	3	7	17	19	21	67	67	62	7	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	36	346	38662	92	0	96	472	470	468	15	11	16	30	36	32	48	50	49	6	3	3
Non-Economically Disadvantaged	31	415	40315	100	0	100	466	504	498	8	3	5	28	14	15	60	69	66	4	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	67	762	78750	100	100	99	495	505	500	3	5	6	34	30	29	59	62	63	3	3	2
All Students (Prior Year)	71	817	75673	100	99	100	568	545	530	0	7	12	18	22	25	75	67	58	7	4	4
Female	42	378	38586	100	100	99	508	517	515	0	2	4	22	25	22	72	70	71	6	3	3
Male	25	384	40135	100	100	99	474	492	486	9	7	8	55	36	35	36	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	14	155	31841	100	100	99	496	483	483	0	9	8	38	41	36	62	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	17	173	4586	100	100	100	485	492	481	7	1	8	43	44	37	50	53	54	0	1	1
White	35	411	36440	100	100	99	500	519	516	3	4	3	27	20	22	63	72	71	7	5	4
Students with Disabilities	18	149	10622	100	100	100	436	446	415	6	16	21	63	54	50	31	29	28	0	1	1
Students without Disabilities	49	614	68196	100	100	98	518	520	513	2	2	3	24	24	25	69	71	69	5	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	36	347	38558	92	95	96	498	488	485	3	6	8	39	41	37	55	51	54	3	2	1
Non-Economically Disadvantaged	31	416	40260	100	100	100	492	519	514	4	3	3	28	21	21	64	72	72	4	4	4

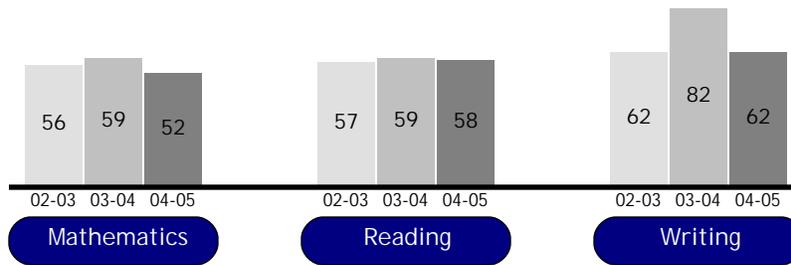
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	66	44	56	50	88	47	NA	58	99	43	52	47
	Language	98	31	47	43	95	35	52	50	99	41	51	47
	Mathematics	100	61	64	57	93	59	68	64	100	50	55	50
3	Reading	89	32	53	47	88	51	NA	55	98	41	48	44
	Language	95	36	59	54	85	58	63	61	98	41	43	44
	Mathematics	92	41	60	54	88	57	65	61	98	48	50	51
4	Reading	98	53	60	52	98	54	NA	56	92	49	55	48
	Language	97	47	53	48	100	51	56	52	92	47	54	49
	Mathematics	95	69	64	57	98	65	63	61	92	50	56	53
5	Reading	96	46	59	50	100	57	NA	55	100	47	54	50
	Language	100	41	53	46	100	50	55	49	100	44	52	50
	Mathematics	98	59	67	57	100	72	69	63	100	39	49	49
6	Reading	94	54	63	53	91	63	NA	56	100	49	56	51
	Language	97	41	56	45	97	52	58	48	100	42	50	47
	Mathematics	100	73	73	62	99	73	76	66	100	51	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)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Parent/Educator Relations
- ü Needs Assessment/School Survey
- ü School Safety Issues
- ü Prioritization/Goal Setting
- ü Budget
- ü Student Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.50
Other Professional Staff	3.50	Teacher Aide	14.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	1	2	0	0
7 to 9 years	1	6	0	0
10 or more years	4	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	63
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Mt. Elden Environmental Study Area
- ü Outdoor Ecological/Garden Center
- ü PC Lab
- ü Library

Extracurricular Activities

- ü Homework Club
- ü Chorus (4-6)
- ü Community-wide Afterschool Program
- ü FACTS Before/After School Program

Social Services

- ü Counseling Services
- ü Before/After School FACTS Program
- ü Native American Academic Advisor
- ü Volunteers
- ü Big Brothers, Big Sisters Mentoring
- ü School Nurse
- ü Dental Program
- ü Vision Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Thomas Elementary School is an integrated school which serves all children in the regular classroom setting. Extra support may be provided in the regular or special education classroom as indicated by IEP documents (Individualized Education Plan).
- ü Students have learned conflict resolution skills to enable them to resolve their own conflicts through a mediation process. We also participate in Character Counts. Student behavior has improved dramatically.
- ü Thomas School has received a grant from the Arizona Community Foundation to improve and enhance parental involvement and communication.
- ü Thomas School is participating in the Rodel Foundation MacRo, Math Achievement Club to boost student achievement. This is a 3rd grade program this first year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	19	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

We use ongoing conflict resolution problem-solving techniques to help students learn to solve their own problems. We implement the Character Counts program at our school. We will be promoting increased parental involvement through collaboration with local agencies and the Arizona Community Foundation utilizing the Education Quality Bill of Rights.

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) :

3

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	Tom Ziegler	(928) 773-4110
Transportation Policy	Dan McCoy	(928) 773-4170
Community Resources	Jaime David / Janice Tso	(928) 773-4114
School Nutrition Programs	Theresa Torres	(928) 773-4116
Parent Organization	Jenny Baker	(928) 773-4110
Student Health/Nurse	Sally McMillian	(928) 773-4112

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."

ACHIEVEMENT PROFILES

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.