



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1801 North Navajo, Page, AZ 86040

Page 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 Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mrs. Cheryl Chuckluck
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 627
 Web Address : www.pageschools.org/lakeview
 Phone Number : (928) 608-4200
 Fax Number : (928) 645-5059
 E-mail : cchuckluck@pageud.k12.az.us

Mission

Lake View Elementary School is a positive, safe environment where an enthusiasm for learning is shared by all. Through teamwork, the Lake View community is developing children who are socially, emotionally and academically successful.

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 By May 2006, the number of students meeting or exceeding the Arizona reading standards will increase by 6%.
- ü By May 2006, sixty-three percent of students who take AIMS will meet or exceed the reading standards.

Enrollment

October 1, 2004 School Year Student Enrollment : 596
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 1

Instructional Programs

- ü Success For All Reading/Math
- ü Intervention for Reading and Language
- ü On-site Special Education
- ü Gifted services
- ü Full-day kindergarten
- ü Fine Arts programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Lake View will: Provide a safe and nurturing educational environment; Provide learning opportunities that meet individual needs and accelerate achievement; Use multiple assessments and inform parents of student progress on a frequent basis.

Parents

It is the parent's right and responsibility to take an active role in Lake View's educational program. Parents are urged to assist their children with homework; to assure regular attendance; and to attend family night events.

Transportation Policy

The district covers approximately 2,600 square miles. Bus routes run from 11 miles to 68 miles one way. We have students on buses from 5:00 A.M. to 8:45 P.M. for school routes. Good student behavior is important for safety and the rules are enforced.

School Honors

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

Award/Honor	Year
ü Odyssey of the Mind World Competition Competitors	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	103	185	79306	99	100	99	457	438	445	4	9	10	20	30	18	53	47	51	22	13	20
All Students (Prior Year)	82	163	7509	100	99	100	539	506	521	8	26	13	20	27	23	30	20	33	42	28	31
Female	48	89	38691	98	100	99	453	437	446	2	6	10	16	29	18	64	55	52	18	10	20
Male	55	96	40583	100	100	99	459	438	445	6	12	11	24	31	18	44	41	50	26	16	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	62	134	4264	100	100	100	433	421	419	7	12	19	26	37	30	64	50	45	3	2	6
White	37	46	36197	97	98	99	491	486	463	0	0	5	11	12	11	39	44	53	50	44	31
Students with Disabilities	21	30	10321	100	100	100	428	408	389	5	24	30	45	41	27	45	31	34	5	3	9
Students without Disabilities	82	155	69060	98	99	98	464	444	454	4	6	7	14	28	17	55	51	54	27	15	22
Limited English Proficient Students	30	58	15509	100	100	100	430	417	406	7	13	20	24	37	30	66	48	45	2	1	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	63	135	39415	98	100	96	436	423	431	7	11	15	25	36	25	61	49	50	7	4	10
Non-Economically Disadvantaged	40	50	39966	100	100	100	487	475	459	0	4	6	13	16	12	41	43	52	46	37	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	103	185	79395	99	0	99	444	437	446	10	10	9	29	34	25	54	51	55	7	5	11
All Students (Prior Year)	82	162	75492	100	99	100	519	506	519	15	25	12	12	18	16	47	38	47	27	20	24
Female	48	89	38743	98	0	100	453	449	451	5	2	7	20	27	24	68	66	57	7	5	12
Male	55	96	40618	100	0	99	435	426	440	15	17	11	35	40	27	43	39	53	7	4	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	62	134	4271	100	0	100	424	424	420	14	12	15	38	42	42	48	46	41	0	0	2
White	37	46	36221	97	0	99	473	474	465	6	5	4	14	12	15	61	65	63	19	19	17
Students with Disabilities	21	30	10331	100	0	100	404	395	388	30	38	25	50	48	37	20	14	34	0	0	4
Students without Disabilities	82	155	69139	98	0	99	454	445	454	5	5	7	23	31	24	63	59	58	9	5	11
Limited English Proficient Students	30	58	15545	100	0	100	423	418	399	12	14	21	41	45	42	46	41	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	63	135	39484	98	0	96	432	428	429	12	11	14	36	39	35	51	49	47	2	1	4
Non-Economically Disadvantaged	40	50	39986	100	0	100	462	458	461	8	8	4	18	20	16	59	57	63	15	14	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	103	185	78869	99	100	99	454	445	442	3	3	6	13	21	21	78	70	63	6	6	10
All Students (Prior Year)	82	163	75053	100	99	99	628	586	597	5	10	7	15	21	12	62	57	72	18	12	9
Female	48	89	38536	98	100	99	475	470	458	0	0	4	5	9	15	84	82	67	11	10	14
Male	55	96	40302	100	100	99	438	423	428	6	6	8	20	32	26	72	59	60	2	2	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	62	134	4245	100	100	100	438	434	423	3	4	9	19	26	26	78	68	61	0	2	4
White	37	46	36078	97	98	99	474	474	459	3	2	4	6	7	16	83	81	66	8	9	14
Students with Disabilities	21	30	10246	100	100	100	417	395	367	5	10	18	30	41	39	65	48	40	0	0	4
Students without Disabilities	82	155	68697	98	99	98	464	455	454	3	2	4	9	17	18	81	74	67	8	7	11
Limited English Proficient Students	30	58	15339	100	100	100	436	426	399	5	6	11	20	27	31	76	67	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	63	135	39106	98	100	95	444	435	427	3	4	8	15	25	28	80	68	59	2	2	5
Non-Economically Disadvantaged	40	50	39837	100	100	100	470	471	457	3	2	4	10	10	14	74	73	67	13	14	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	103	189	78906	99	99	99	491	477	498	13	23	13	23	26	19	58	47	48	6	5	20
All Students (Prior Year)	106	220	76019	100	100	100	494	490	499	14	12	14	44	52	39	12	12	14	30	24	33
Female	49	91	38644	100	99	99	495	483	500	13	23	12	20	22	19	58	48	49	9	7	19
Male	54	98	40236	98	99	99	487	472	497	13	22	15	25	29	19	58	46	46	4	3	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	59	143	4593	100	99	100	476	467	467	22	30	26	28	29	29	48	38	39	2	3	6
White	37	39	36483	97	98	99	510	509	517	3	3	7	14	13	13	69	71	51	14	13	30
Students with Disabilities	15	34	10664	100	100	100	469	435	430	36	55	42	21	21	27	36	21	26	7	3	5
Students without Disabilities	88	155	68310	98	99	98	494	487	509	10	15	9	23	27	18	61	52	51	6	6	22
Limited English Proficient Students	13	35	12573	100	100	100	456	446	454	33	44	27	43	33	30	24	24	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	68	145	38679	99	98	96	483	474	483	19	27	20	26	29	25	48	39	45	6	5	10
Non-Economically Disadvantaged	35	44	40295	100	100	100	503	489	513	3	9	7	17	16	13	74	70	50	6	5	30

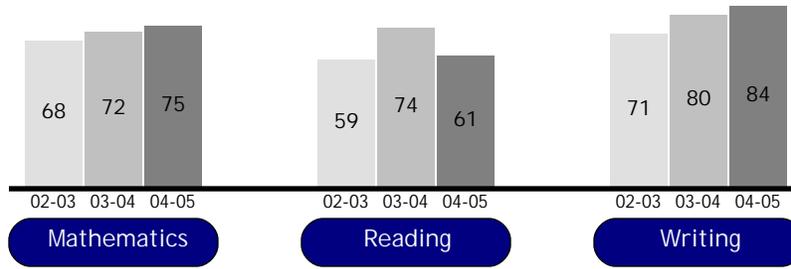
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	189	78908	99	0	99	474	465	484	11	18	10	33	34	23	52	44	58	4	4	9
All Students (Prior Year)	106	225	76020	100	100	100	505	501	503	26	28	25	20	26	23	38	35	40	16	12	12
Female	49	91	38648	100	0	99	486	476	489	4	13	8	31	34	22	58	48	61	7	6	10
Male	54	98	40233	98	0	99	463	455	479	17	22	12	35	34	25	46	41	55	2	2	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	59	143	4569	100	0	100	458	456	457	17	22	18	43	39	39	39	36	41	2	3	2
White	37	39	36502	97	0	99	497	497	502	6	5	4	17	16	14	69	71	67	8	8	15
Students with Disabilities	15	34	10665	100	0	100	440	412	423	43	61	30	43	33	36	7	3	31	7	3	2
Students without Disabilities	88	155	68312	98	0	98	479	477	493	6	8	7	31	34	21	59	54	62	4	4	10
Limited English Proficient Students	13	35	12556	100	0	100	447	436	436	14	31	24	67	47	40	19	22	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	68	145	38662	99	0	96	467	463	468	13	19	16	39	39	32	47	40	49	2	2	3
Non-Economically Disadvantaged	35	44	40315	100	0	100	485	473	498	9	14	5	23	19	15	60	58	66	9	9	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	103	189	78750	99	99	99	507	496	500	6	6	6	26	32	29	68	62	63	0	0	2
All Students (Prior Year)	106	223	75673	100	100	100	531	520	530	15	16	12	27	28	25	56	54	58	2	2	4
Female	49	91	38586	100	99	99	531	519	515	2	2	4	13	23	22	84	74	71	0	0	3
Male	54	98	40135	98	99	99	485	475	486	10	10	8	37	40	35	54	50	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	59	143	4586	100	99	100	489	486	481	9	8	8	33	37	37	57	56	54	0	0	1
White	37	39	36440	97	98	99	533	532	516	0	0	3	14	16	22	86	84	71	0	0	4
Students with Disabilities	15	34	10622	100	100	100	468	441	415	21	18	21	36	58	50	43	24	28	0	0	1
Students without Disabilities	88	155	68196	98	99	98	513	509	513	4	3	3	24	26	25	72	71	69	0	0	3
Limited English Proficient Students	13	35	12504	100	100	100	472	458	451	10	13	12	57	51	44	33	36	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	68	145	38558	99	98	96	493	490	485	10	8	8	32	35	37	58	56	54	0	0	1
Non-Economically Disadvantaged	35	44	40260	100	100	100	531	515	514	0	0	3	14	21	21	86	79	72	0	0	4

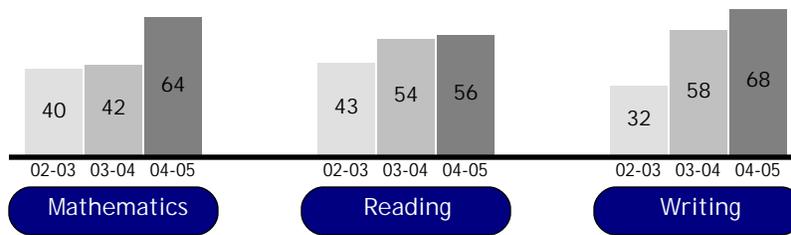
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	43	39	50	93	57	NA	58	100	40	36	47
	Language	99	38	32	43	92	49	51	50	100	36	36	47
	Mathematics	100	50	51	57	99	60	67	64	100	39	35	50
3	Reading	100	41	35	47	96	50	NA	55	99	44	40	44
	Language	99	49	45	54	90	65	52	61	99	39	36	44
	Mathematics	100	54	48	54	96	74	55	61	99	54	46	51
4	Reading	95	57	46	52	95	48	NA	56	100	49	43	48
	Language	97	46	41	48	93	46	42	52	100	47	40	49
	Mathematics	100	61	54	57	97	65	58	61	100	63	53	53
5	Reading	96	37	33	50	97	53	NA	55	99	45	42	50
	Language	97	29	28	46	100	40	39	49	99	40	37	50
	Mathematics	100	54	51	57	100	61	58	63	99	48	43	49

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

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

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 Curriculum Development
- Ü Textbook Selection
- Ü School Improvement
- Ü Program Evaluation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.50
Other Professional Staff	3.50	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	0	0	0
10 or more years	17	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
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 Media Center
- Ü Art/Music Studios
- Ü Computer Labs

Extracurricular Activities

- Ü Advanced Art
- Ü Navajo Culture Club
- Ü Choir
- Ü Odyssey (Talented and Gifted)
- Ü History Club
- Ü Student Council
- Ü Yearbook

Social Services

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

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Based on 3rd and 5th grade AIMS reading scores, Lake View increased the number of students meeting or exceeding by 17% in 2005.

- ü Eighty-four percent of kindergarteners met reading readiness benchmarks by the end of kindergarten in May 2005.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	2	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

Students are trained in a conflict resolution program that teaches problem-solving strategies. STOP Center, a responsible thinking program, was created so students who repeatedly disrupt the learning environment can learn to make better decisions. The Rainbow of Safety is a program implemented to improve tolerance and understanding among students and to promote a Hurt-Free School environment.

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

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	Cheryl Chuckluck	(928) 608-4202
Transportation Policy	Kathy Wagnon	(928) 608-4131
Community Resources	Todd Glasenapp	(928) 608-4201
School Nutrition Programs	Shawna Leach	(928) 608-4102
Parent Organization		
Student Health/Nurse	Patricia Kent	(928) 608-4200

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.