



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1 Mc Grath Ave., Duncan, AZ 85534

Duncan Unified District

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

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

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. Don C. Smith  
 Schedule : 07:15 AM to 03:30 PM  
 Grades : 4-8  
 2005 Enrollment : 195  
 Web Address : www.duncan.k12.az.us  
 Phone Number : (928) 359-2471  
 Fax Number : (928) 359-1105  
 E-mail : dsmith@duncan.k12.az.us

### Mission

The mission of Duncan Elementary School is to provide students a secure, positive, learning environment and the knowledge to achieve success; to become productive citizens, who value diversity and life-long learning.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not 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 Instruction is planned to provide curriculum continuity and integration of subject matter modeled after the Arizona Academic Standards.
- ü All students will have equal educational opportunities to master the Arizona Academic Standards and increase academic growth in content areas, with emphasis on oral/written communication skills, and mathematics.

### Enrollment

October 1, 2004 School Year Student Enrollment : 197  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 199

Instructional Programs

- ü Core and Exploratory Instruction
- ü Resource and Inclusive Special Education
- ü Gifted
- ü Environmental Program
- ü Academic Interventions
- ü Music
- ü Physical Education

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 7 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The school communicates with parents by providing report cards, deficiency notices, calendars of events, monthly menu and activity calendar, periodic teacher conferences, athletic eligibility notification and student handbooks.

Parents

Parents are expected to instill positive attitudes toward learning, student responsibility, and self-esteem. Parents have the responsibility of ensuring that their children come to school, on-time, dressed appropriately, with completed homework.

Transportation Policy

Riding the bus is a privilege; infractions of the safety rules can result in the loss of bus privileges for specified lengths of time. The district provides transportation according to state regulations to students within our district boundaries.

School Honors

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

Award/Honor	Year
ü Conference Runner-Ups in Football	2003
ü Conference Baseball Champs	2004
ü Conference Baseball Champs	2005
ü Greenlee County Spelling Bee Champion	2005

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	42	42	78906	100	100	99	504	504	498	11	11	13	14	14	19	65	65	48	11	11	20
All Students (Prior Year)	50	50	76019	100	100	100	482	482	499	18	18	14	45	45	39	18	18	14	18	18	33
Female	19	19	38644	100	100	99	516	516	500	0	0	12	12	12	19	76	76	49	12	12	19
Male	23	23	40236	100	100	99	494	494	497	20	20	15	15	15	19	55	55	46	10	10	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	11	11	31938	100	100	99	483	483	481	11	11	19	11	11	25	78	78	46	0	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	28	28	36483	100	100	99	515	515	517	12	12	7	8	8	13	65	65	51	15	15	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	38	38	68310	100	100	98	506	506	509	9	9	9	12	12	18	68	68	51	12	12	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	17	17	38679	94	94	96	498	498	483	7	7	20	21	21	25	64	64	45	7	7	10
Non-Economically Disadvantaged	25	25	40295	100	100	100	508	508	513	13	13	7	9	9	13	65	65	50	13	13	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	42	42	78908	100	0	99	484	484	484	11	11	10	27	27	23	62	62	58	0	0	9
All Students (Prior Year)	50	50	76020	100	100	100	504	504	503	30	30	25	27	27	23	30	30	40	14	14	12
Female	19	19	38648	100	0	99	503	503	489	6	6	8	12	12	22	82	82	61	0	0	10
Male	23	23	40233	100	0	99	468	468	479	15	15	12	40	40	25	45	45	55	0	0	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	11	11	31940	100	0	99	469	469	465	11	11	16	33	33	32	56	56	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	28	28	36502	100	0	99	493	493	502	12	12	4	19	19	14	69	69	67	0	0	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	38	38	68312	100	0	98	491	491	493	6	6	7	26	26	21	68	68	62	0	0	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	17	17	38662	94	0	96	465	465	468	14	14	16	50	50	32	36	36	49	0	0	3
Non-Economically Disadvantaged	25	25	40315	100	0	100	496	496	498	9	9	5	13	13	15	78	78	66	0	0	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	42	42	78750	100	100	99	496	496	500	3	3	6	41	41	29	57	57	63	0	0	2
All Students (Prior Year)	50	50	75673	100	100	100	492	492	530	14	14	12	45	45	25	41	41	58	0	0	4
Female	19	19	38586	100	100	99	513	513	515	0	0	4	29	29	22	71	71	71	0	0	3
Male	23	23	40135	100	100	99	481	481	486	5	5	8	50	50	35	45	45	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	11	11	31841	100	100	99	501	501	483	0	0	8	33	33	36	67	67	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	28	28	36440	100	100	99	500	500	516	4	4	3	38	38	22	58	58	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	38	38	68196	100	100	98	505	505	513	0	0	3	38	38	25	62	62	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	17	17	38558	94	94	96	463	463	485	7	7	8	57	57	37	36	36	54	0	0	1
Non-Economically Disadvantaged	25	25	40260	100	100	100	516	516	514	0	0	3	30	30	21	70	70	72	0	0	4

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

8th 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	34	34	78250	100	100	99	533	533	548	7	7	21	22	22	18	63	63	48	7	7	13
All Students (Prior Year)	36	36	75001	97	97	99	484	484	468	25	25	37	31	31	36	31	31	16	13	13	10
Female	16	16	38071	100	100	99	505	505	549	15	15	20	23	23	19	54	54	49	8	8	12
Male	18	18	40126	100	100	99	560	560	547	0	0	23	21	21	17	71	71	46	7	7	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	11	11	29129	92	92	99	471	471	527	22	22	32	44	44	23	33	33	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	23	23	38320	100	100	99	564	564	568	0	0	12	11	11	14	78	78	55	11	11	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	30	30	68996	100	100	99	559	559	561	0	0	16	21	21	18	71	71	52	8	8	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	16	16	33388	94	94	94	547	547	530	8	8	32	25	25	22	58	58	40	8	8	5
Non-Economically Disadvantaged	18	18	44937	100	100	100	522	522	561	7	7	13	20	20	15	67	67	54	7	7	18

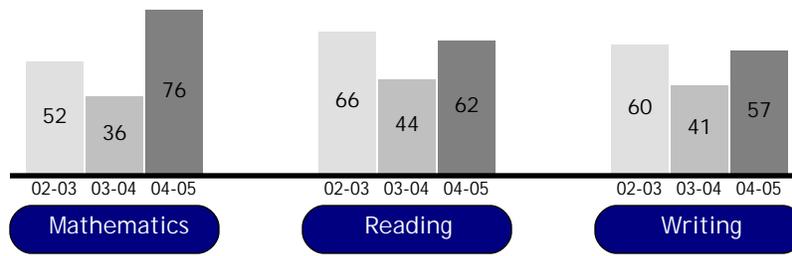
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	34	78302	100	0	99	539	539	512	7	7	11	0	0	25	81	81	57	11	11	7
All Students (Prior Year)	36	36	74918	97	97	99	522	522	497	13	13	32	9	9	19	56	56	35	22	22	15
Female	16	16	38082	100	0	99	511	511	518	15	15	8	0	0	24	77	77	61	8	8	7
Male	18	18	40166	100	0	99	566	566	507	0	0	14	0	0	26	86	86	54	14	14	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	11	11	29152	92	0	99	465	465	492	22	22	17	0	0	34	78	78	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	23	23	38347	100	0	99	577	577	531	0	0	5	0	0	17	83	83	68	17	17	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	30	30	69024	100	0	99	568	568	524	0	0	7	0	0	23	88	88	62	13	13	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	16	16	33398	94	0	94	552	552	495	8	8	18	0	0	35	75	75	46	17	17	2
Non-Economically Disadvantaged	18	18	44979	100	0	100	530	530	525	7	7	6	0	0	18	87	87	66	7	7	10

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	34	34	78094	100	100	99	551	551	545	7	7	3	0	0	18	89	89	77	4	4	2
All Students (Prior Year)	36	36	74503	97	97	99	534	534	491	0	0	9	22	22	32	66	66	51	13	13	8
Female	16	16	38025	100	100	99	527	527	558	15	15	2	0	0	13	85	85	82	0	0	2
Male	18	18	40013	100	100	99	573	573	534	0	0	5	0	0	23	93	93	71	7	7	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	11	11	29068	92	92	99	495	495	523	22	22	5	0	0	27	67	67	67	11	11	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	23	23	38265	100	100	99	579	579	564	0	0	2	0	0	11	100	100	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	30	30	68892	100	100	98	585	585	559	0	0	2	0	0	14	96	96	82	4	4	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	16	16	33296	94	94	94	561	561	527	8	8	5	0	0	27	92	92	67	0	0	0
Non-Economically Disadvantaged	18	18	44871	100	100	100	543	543	559	7	7	2	0	0	12	87	87	84	7	7	3

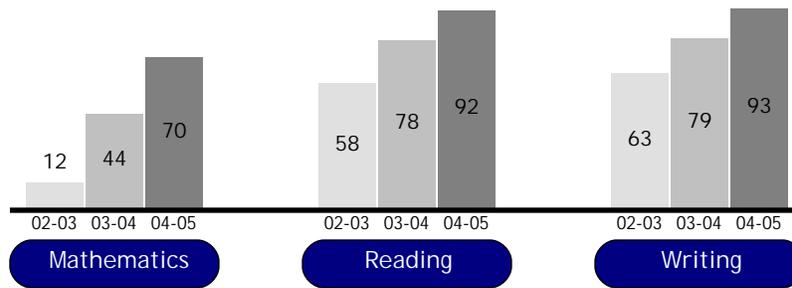
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

5th Grade Proficiency



8th 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
4	Reading	84	37	37	52	95	54	NA	56	100	45	45	48
	Language	98	39	39	48	98	45	45	52	100	47	47	49
	Mathematics	96	43	43	57	98	47	47	61	100	56	56	53
5	Reading	100	56	56	50	100	43	NA	55	100	53	53	50
	Language	100	50	50	46	100	43	43	49	100	50	50	50
	Mathematics	100	59	59	57	100	50	50	63	100	50	50	49
6	Reading	97	67	67	53	97	53	NA	56	100	49	49	51
	Language	100	57	57	45	100	42	42	48	100	43	43	47
	Mathematics	100	72	72	62	100	63	63	66	100	47	47	52
7	Reading	94	72	72	51	100	59	NA	54	100	53	53	50
	Language	97	71	71	54	100	66	66	58	100	53	53	52
	Mathematics	97	74	74	58	100	57	57	62	100	45	45	50
8	Reading	100	63	63	53	92	77	NA	55	97	70	70	51
	Language	92	74	74	49	92	78	78	52	97	64	64	50
	Mathematics	100	74	74	58	92	80	80	61	97	55	55	53

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

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	1.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	51
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Hightly Qualified Teachers	37%

Resources Available at School Site

Special Facilities

- Ü School Library
- Ü Computer Lab

Extracurricular Activities

- Ü Band/Choir
- Ü Student Council
- Ü Football
- Ü Volleyball
- Ü Basketball
- Ü Baseball
- Ü Tennis

Social Services

- Ü Lunch Program
- Ü DES Services
- Ü Health Services
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students are achieving academically at appropriate levels as indicated by scores on state-mandated achievement tests. Our student achievement is at or above average levels as measured by the Terranova and AIMS results.
  
- ü Curriculum is continually reviewed and updated to ensure increased academic growth and continuity of skills. A new reading series has been implemented to improve reading and comprehension skills in grades 4-6.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	11	12	12	17
Transfers In Rate <sup>6</sup>	14	28	28	37
Stability Rate <sup>7</sup>	88	87	87	82
Promotion Rate <sup>8</sup>	94	96	95	81
Retention Rate <sup>9</sup>	5	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

We continue to include programs designed to address issues related to drugs, tobacco and gang activity. We use character instruction designed to teach socially appropriate character traits. Counseling services are provided for needy students. In school suspension is used to keep mis-behaving students in school and to incorporate positive reinforcement.

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		
Transportation Policy	Johnnie Frie	(928) 359-2472
Community Resources	Don Smith	(928) 359-2054
School Nutrition Programs	Marla Lunt	(928) 359-2472
Parent Organization	Don Smth	(928) 359-2054
Student Health/Nurse	Marcia Jernigan	(928) 359-2471

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.