

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9451 North 84th Street, Scottsdale, AZ 85258

Scottsdale 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	Excelling
2003-04	Excelling
2002-03	Excelling

(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 : Mrs. Diane K. Smith
 Schedule : 07:00 AM to 05:00 PM
 Grades : Pre-K-5
 2005 Enrollment : 558
 Web Address : www.susd.org/schools/elem/Cochise
 Phone Number : (480) 484-1100
 Fax Number : (480) 484-1101
 E-mail : dsmith@susd.org

Mission

Cochise School, in partnership with parents and the community, will enable all children to learn, to become critical thinkers, to believe in themselves, to respect others, to demonstrate responsible citizenship, and to value and celebrate education.

School / Academic Goals

- ü Students will demonstrate increasing proficiency in oral language, reading strategies, literature interpretation and written language.
- ü Students will solve increasingly complex mathematical problems in a meaningful context by using basic skills and appropriate tools.

Enrollment

October 1, 2004 School Year Student Enrollment : 567
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 86

Instructional Programs

- ü Academic Excellence
- ü Skills Taught in Meaningful Content
- ü Secure Community of Learners
- ü Community Programs for Enrichment

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; and to maintain a highly qualified professional staff.

Parents

Parents are urged to show support of their children in several areas: motivate their children to do their best by taking an interest in their work; be role models by valuing education and by participating in the activities of the school.

Transportation Policy

Transportation is provided for K-3 students 3/4 mile from school, and 4-5 students 1 mile from school. Service is provided for special education students whose IEPs require it.

School Honors

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

Award/Honor	Year
ü Two National Board Certified Teachers	2000
ü Student Work Published Nationally	1999
ü Math Olympiad Highest Team Award	1996
ü Arizona Special Education Teacher of the Year	1996

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	99	1876	79306	100	100	99	472	472	445	7	6	10	3	10	18	43	46	51	47	39	20
All Students (Prior Year)	99	1952	75509	97	99	100	564	548	521	1	6	13	5	13	23	30	31	33	64	49	31
Female	50	912	38691	100	100	99	442	472	446	14	6	10	4	10	18	45	46	52	37	38	20
Male	49	964	40583	100	100	99	503	472	445	0	5	11	2	10	18	41	46	50	57	40	21
African American	--	49	4041	--	100	99	--	436	426	--	13	17	--	28	23	--	50	50	--	10	10
Hispanic	NC	297	32869	NC	100	99	NC	438	429	NC	13	15	NC	21	25	NC	50	51	NC	15	10
Asian/Pacific Islander	NC	71	1935	NC	99	99	NC	498	474	NC	5	3	NC	5	9	NC	29	48	NC	62	40
American Indian/Alaskan Native	--	39	4264	--	98	100	--	418	419	--	20	19	--	17	30	--	46	45	--	17	6
White	94	1420	36197	100	100	99	468	480	463	8	4	5	3	7	11	44	45	53	45	44	31
Students with Disabilities	15	279	10321	100	100	100	320	421	389	47	22	30	20	21	27	13	35	34	20	22	9
Students without Disabilities	84	1598	69060	100	98	98	500	481	454	0	3	7	0	8	17	48	48	54	52	42	22
Limited English Proficient Students	NC	196	15509	NC	100	100	NC	412	406	NC	19	20	NC	22	30	NC	44	45	NC	15	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	395	39415	NC	95	96	NC	437	431	NC	17	15	NC	22	25	NC	45	50	NC	16	10
Non-Economically Disadvantaged	98	1482	39966	100	100	100	473	481	459	7	3	6	3	7	12	42	46	52	47	45	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	99	1876	79395	100	0	99	470	469	446	4	5	9	5	14	25	63	61	55	28	20	11
All Students (Prior Year)	98	1954	75492	96	99	100	537	537	519	1	4	12	2	9	16	62	47	47	34	40	24
Female	50	913	38743	100	0	100	451	474	451	8	4	7	6	13	24	59	59	57	27	24	12
Male	49	963	40618	100	0	99	488	465	440	0	5	11	4	15	27	67	63	53	29	17	9
African American	--	49	4052	--	0	100	--	443	434	--	10	11	--	28	29	--	55	54	--	8	6
Hispanic	NC	296	32915	NC	0	99	NC	436	426	NC	12	15	NC	31	35	NC	49	47	NC	8	4
Asian/Pacific Islander	NC	71	1936	NC	0	99	NC	486	468	NC	3	3	NC	11	14	NC	58	63	NC	29	19
American Indian/Alaskan Native	--	39	4271	--	0	100	--	420	420	--	14	15	--	20	42	--	57	41	--	9	2
White	94	1421	36221	100	0	99	467	477	465	4	3	4	5	10	15	63	64	63	27	23	17
Students with Disabilities	15	278	10331	100	0	100	328	417	388	27	16	25	20	30	37	47	44	34	7	9	4
Students without Disabilities	84	1599	69139	100	0	99	495	479	454	0	3	7	2	11	24	66	64	58	31	22	11
Limited English Proficient Students	NC	196	15545	NC	0	100	NC	406	399	NC	19	21	NC	32	42	NC	43	35	NC	6	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	394	39484	NC	0	96	NC	435	429	NC	14	14	NC	32	35	NC	47	47	NC	7	4
Non-Economically Disadvantaged	98	1483	39986	100	0	100	470	478	461	4	2	4	5	9	16	63	65	63	28	23	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	99	1845	78869	100	98	99	486	475	442	3	3	6	1	9	21	65	69	63	31	20	10
All Students (Prior Year)	99	1952	75053	97	99	99	705	649	597	0	3	7	1	6	12	73	72	72	26	18	9
Female	50	898	38536	100	98	99	474	486	458	6	4	4	2	6	15	53	64	67	39	26	14
Male	49	947	40302	100	98	99	498	465	428	0	2	8	0	11	26	78	73	60	22	13	7
African American	--	48	4015	--	100	99	--	463	430	--	3	8	--	21	24	--	64	61	--	13	7
Hispanic	NC	295	32606	NC	100	98	NC	437	426	NC	6	8	NC	21	27	NC	66	60	NC	6	5
Asian/Pacific Islander	NC	69	1925	NC	96	99	NC	490	471	NC	5	3	NC	6	11	NC	59	64	NC	30	22
American Indian/Alaskan Native	--	38	4245	--	95	100	--	423	423	--	12	9	--	15	26	--	65	61	--	9	4
White	94	1395	36078	100	98	99	485	483	459	3	2	4	1	6	16	66	70	66	30	22	14
Students with Disabilities	15	277	10246	100	100	100	358	413	367	20	12	18	7	21	39	53	58	40	20	8	4
Students without Disabilities	84	1569	68697	100	97	98	509	486	454	0	1	4	0	6	18	67	71	67	33	22	11
Limited English Proficient Students	NC	195	15339	NC	100	100	NC	412	399	NC	8	11	NC	26	31	NC	58	54	NC	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	390	39106	NC	94	95	NC	437	427	NC	6	8	NC	23	28	NC	67	59	NC	4	5
Non-Economically Disadvantaged	98	1456	39837	100	99	100	486	484	457	3	2	4	1	5	14	65	69	67	31	23	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	99	2119	78906	100	100	99	534	534	498	4	4	13	4	10	19	34	45	48	57	41	20
All Students (Prior Year)	99	2037	76019	98	99	100	574	535	499	0	4	14	10	22	39	8	15	14	82	60	33
Female	53	1005	38644	100	100	99	529	532	500	4	4	12	6	10	19	33	47	49	57	39	19
Male	46	1115	40236	100	100	99	539	536	497	4	5	15	2	9	19	36	43	46	58	43	20
African American	NC	55	4087	NC	100	99	NC	507	481	NC	9	20	NC	20	24	NC	45	45	NC	25	11
Hispanic	NC	320	31938	NC	100	99	NC	499	481	NC	12	19	NC	19	25	NC	51	46	NC	18	10
Asian/Pacific Islander	NC	71	1805	NC	99	98	NC	543	536	NC	2	5	NC	8	8	NC	42	45	NC	48	42
American Indian/Alaskan Native	NC	30	4593	NC	100	100	NC	505	467	NC	4	26	NC	25	29	NC	46	39	NC	25	6
White	87	1643	36483	100	100	99	536	541	517	4	3	7	5	8	13	34	44	51	58	46	30
Students with Disabilities	14	284	10664	100	100	100	310	474	430	31	18	42	31	27	27	23	41	26	15	15	5
Students without Disabilities	85	1836	68310	99	98	98	570	543	509	0	2	9	0	7	18	36	46	51	64	45	22
Limited English Proficient Students	NC	159	12573	NC	100	100	NC	472	454	NC	18	27	NC	20	30	NC	47	38	NC	15	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	444	38679	NC	97	96	NC	500	483	NC	12	20	NC	21	25	NC	48	45	NC	19	10
Non-Economically Disadvantaged	98	1676	40295	100	100	100	533	542	513	4	2	7	4	7	13	34	44	50	57	47	30

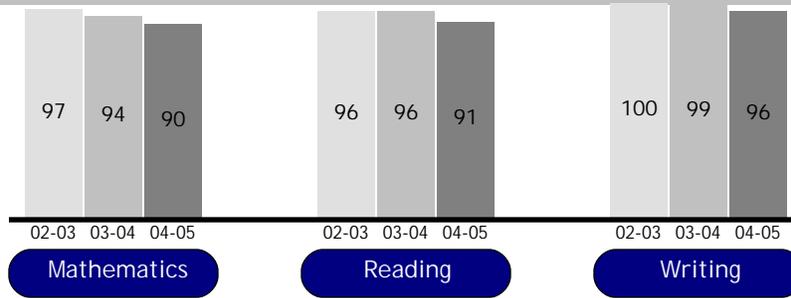
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	2113	78908	100	0	99	502	513	484	3	3	10	7	11	23	60	65	58	30	20	9
All Students (Prior Year)	99	2037	76020	98	99	100	525	519	503	2	9	25	13	14	23	55	52	40	31	26	12
Female	53	1002	38648	100	0	99	501	516	489	4	2	8	8	10	22	57	65	61	31	22	10
Male	46	1112	40233	100	0	99	503	510	479	2	3	12	7	12	25	62	65	55	29	19	8
African American	NC	55	4092	NC	0	99	NC	498	473	NC	2	12	NC	20	28	NC	68	54	NC	9	5
Hispanic	NC	319	31940	NC	0	99	NC	480	465	NC	9	16	NC	28	32	NC	55	49	NC	7	3
Asian/Pacific Islander	NC	71	1805	NC	0	98	NC	515	507	NC	3	4	NC	18	13	NC	52	65	NC	27	18
American Indian/Alaskan Native	NC	30	4569	NC	0	100	NC	490	457	NC	4	18	NC	25	39	NC	63	41	NC	8	2
White	87	1638	36502	100	0	99	505	519	502	2	2	4	7	7	14	60	68	67	30	23	15
Students with Disabilities	14	279	10665	100	0	100	299	461	423	23	11	30	46	32	36	23	51	31	8	5	2
Students without Disabilities	85	1835	68312	99	0	98	535	521	493	0	2	7	1	8	21	65	68	62	33	23	10
Limited English Proficient Students	NC	158	12556	NC	0	100	NC	448	436	NC	15	24	NC	35	40	NC	47	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	441	38662	NC	0	96	NC	482	468	NC	9	16	NC	29	32	NC	53	49	NC	9	3
Non-Economically Disadvantaged	98	1673	40315	100	0	100	502	520	498	3	1	5	8	7	15	59	69	66	30	23	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	99	2114	78750	100	100	99	537	536	500	3	2	6	5	13	29	80	79	63	12	7	2
All Students (Prior Year)	99	2034	75673	98	99	100	629	577	530	0	5	12	6	16	25	77	69	58	17	10	4
Female	53	1004	38586	100	100	99	539	549	515	2	1	4	6	8	22	73	80	71	18	11	3
Male	46	1111	40135	100	100	99	534	525	486	4	3	8	4	17	35	87	77	56	4	3	1
African American	NC	54	4081	NC	98	99	NC	521	488	NC	2	8	NC	14	32	NC	84	59	NC	0	2
Hispanic	NC	319	31841	NC	100	99	NC	507	483	NC	4	8	NC	29	36	NC	65	55	NC	2	1
Asian/Pacific Islander	NC	70	1802	NC	97	98	NC	537	533	NC	2	2	NC	12	16	NC	80	75	NC	7	7
American Indian/Alaskan Native	NC	30	4586	NC	100	100	NC	505	481	NC	13	8	NC	13	37	NC	71	54	NC	4	1
White	87	1641	36440	100	100	99	540	543	516	4	1	3	4	10	22	80	81	71	13	8	4
Students with Disabilities	14	282	10622	100	100	100	333	478	415	15	7	21	31	33	50	54	58	28	0	1	1
Students without Disabilities	85	1833	68196	99	98	98	569	546	513	1	1	3	1	10	25	84	82	69	14	8	3
Limited English Proficient Students	NC	159	12504	NC	100	100	NC	473	451	NC	7	12	NC	34	44	NC	57	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	444	38558	NC	97	96	NC	503	485	NC	5	8	NC	28	37	NC	65	54	NC	2	1
Non-Economically Disadvantaged	98	1671	40260	100	100	100	537	545	514	3	1	3	5	9	21	80	82	72	12	8	4

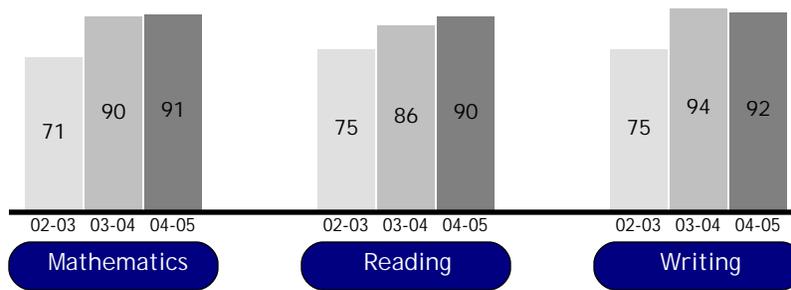
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	78	66	50	94	81	NA	58	98	69	62	47
	Language	99	74	61	43	95	77	68	50	98	78	64	47
	Mathematics	98	88	72	57	95	90	79	64	98	79	67	50
3	Reading	98	80	70	47	100	76	NA	55	97	66	57	44
	Language	99	88	75	54	100	81	77	61	97	66	57	44
	Mathematics	97	87	73	54	100	82	76	61	97	73	65	51
4	Reading	100	82	75	52	95	87	NA	56	97	65	61	48
	Language	100	76	68	48	95	78	69	52	97	72	64	49
	Mathematics	100	89	78	57	95	86	79	61	97	73	66	53
5	Reading	99	76	70	50	97	84	NA	55	96	72	64	50
	Language	98	68	65	46	98	81	69	49	96	73	65	50
	Mathematics	99	85	77	57	97	91	83	63	96	77	65	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)
- 3 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Improvement Plan Goal Setting
- Ü Parent/Educator Relations
- Ü Master Calendar Development
- Ü Personnel Decisions
- Ü School Safety/Facility Improvement
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	37.90
Other Professional Staff	4.40	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	2	4	0	0
7 to 9 years	1	4	0	0
10 or more years	7	23	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
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/Technology Emphasis
- Ü Full Computer Lab
- Ü Video Studio for Daily Announcements

Extracurricular Activities

- Ü Enrichment Classes
- Ü Community Recreation Programs
- Ü Scouting Opportunities
- Ü Community Athletic Opportunities
- Ü Reading Club
- Ü Spanish Club
- Ü Math Club
- Ü Homework Club

Social Services

- Ü Lunch Program
- Ü Health Services
- Ü Recreational Activities
- Ü Afterschool Program
- Ü Pre School

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü In all classes, teachers develop and communicate an ongoing, systematic summary of each student's progress using data to assist instructional plans. Accurate, meaningful data is consistently utilized to increase student growth.

- ü Cochise consistently scores in the top 25th percentile in state and national testing programs. Scores from the Stanford 9 test showed increases in achievement in all areas, with scores ranging up to the 93rd percentile in mathematics in fifth grade.

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	5	12	12	17
Transfers In Rate ⁶	9	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	98	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

All staff wear photo identification badges and visitors are required to sign-in and wear identifying badges. Students use a buddy system when moving throughout the campus.

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) :

0

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	Diane K. Smith	(480) 484-1100
Transportation Policy	Dan Sharer	(480) 484-8558
Community Resources	Diane K. Smith	(480) 484-1100
School Nutrition Programs	School Cafeteria Office	(480) 484-1151
Parent Organization	Sue Tooker	(480) 484-1100
Student Health/Nurse	Paula Rutt/Beth Toxler	(480) 484-1124

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.