

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1414 S 51st Ave, Phoenix, AZ 85043

Riverside Elementary 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)

2005-06	Performing
2004-05	Performing
2003-04	Underperforming

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

School Overview

Principal/Administrator : Mr. Ruben Gutierrez
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-4
 Web Address : www.riverside.k12.az.us
 Phone Number : (602) 272-1339
 Fax Number : (602) 272-6139
 E-mail : rgutierrez@riverside.k12.az.us

Mission

Riverside is a K-4 school which provides a back-to-basics approach for the core of its curriculum. A schoolwide language arts program is the key element used to branch out into the instruction of other subjects.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Not Met
2003-04	Not Met

School Improvement Status (b)

2005-06	SI Year 2
2004-05	SI Year 1
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Continue with implementation and evaluation of an ungraded K-2 educational program which instructs students in all core subjects utilizing components of both team teaching and self-contained approaches.
- ü Provide increased technology instruction for each student through the use of computers in each classroom and in a computer lab.

Enrollment

October 1, 2005 School Year Student Enrollment : 448
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 8

Instructional Programs

- On-site Special Education
- NES and LEP Sheltered Immersion Programs
- Computer Laboratory
- Internet Instruction
- After School Academic Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	4 hours 30 minutes
First Day of School :	7/25/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the responsibility of Riverside School to provide the parents of its students a safe learning environment that promotes their children's best academic achievement. To accomplish this goal, the school employ the CUTS program to increase student attendance and parent participation.

Parents

The school considers it the responsibility of each parent or guardian to take an active interest in his/her children's learning and to participate in the school and home learning contract established by the Riverside School District.

Transportation Policy

Riverside Elementary transports all in-district students to and from school. Parents of out-of-district students must transport their children to and from Riverside Elementary unless the district has made prior approval to do otherwise.

School Honors

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

Award/Honor	Year
• Attainment of Special Educational Goals	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	81	81	80010	100	100	99	402	402	447	32	32	10	37	37	18	31	31	53	NA	NA	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	46	38935	100	100	99	404	404	447	26	26	9	43	43	19	30	30	55	NA	NA	17
Male	35	35	40974	100	100	98	400	400	448	40	40	11	29	29	18	31	31	52	NA	NA	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	65	65	34545	100	100	99	402	402	432	29	29	14	42	42	24	29	29	53	NA	NA	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	NC	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	NC	28
Students with Disabilities	10	10	10161	100	100	93	NA	NA	419	NA	NA	28	NA	NA	28	NA	NA	36	NA	NA	8
Students without Disabilities	71	71	69849	100	100	100	406	406	451	25	25	7	41	41	17	34	34	56	NA	NA	19
Limited English Proficient Students	37	37	14013	100	100	97	394	394	413	41	41	24	41	41	34	19	19	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	64	64	39029	97	97	98	400	400	432	36	36	14	34	34	25	30	30	52	NA	NA	9
Non-Economically Disadvantaged	17	17	40981	100	100	100	410	410	462	18	18	6	47	47	13	35	35	54	NA	NA	27

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	81	81	79438	100	100	98	413	413	451	22	22	9	44	44	24	33	33	56	NA	NA	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	46	38775	100	100	99	420	420	457	20	20	7	43	43	22	37	37	58	NA	NA	13
Male	35	35	40560	100	100	97	405	405	446	26	26	12	46	46	25	29	29	54	NA	NA	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	65	65	34297	100	100	98	411	411	434	23	23	14	46	46	31	31	31	50	NA	NA	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	NC	NC	34887	NC	NC	98	NC	NC	471	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	18
Students with Disabilities	10	10	9588	100	100	88	NA	NA	416	NA	NA	30	NA	NA	32	NA	NA	34	NA	NA	5
Students without Disabilities	71	71	69850	100	100	100	418	418	456	17	17	7	46	46	23	37	37	59	NA	NA	12
Limited English Proficient Students	37	37	13856	100	100	96	398	398	407	32	32	27	51	51	43	16	16	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	64	64	38685	97	97	97	410	410	435	27	27	14	42	42	32	31	31	50	NA	NA	5
Non-Economically Disadvantaged	17	17	40753	100	100	99	426	426	467	6	6	5	53	53	16	41	41	62	NA	NA	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	78	78	79971	96	96	99	353	353	423	33	33	8	50	50	41	17	17	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	44	38974	96	96	99	371	371	437	20	20	5	57	57	33	23	23	57	NA	NA	4
Male	34	34	40895	97	97	98	331	331	410	50	50	10	41	41	47	9	9	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	62	62	34481	95	95	99	357	357	410	32	32	10	52	52	46	16	16	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	NC	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	NC	5
Students with Disabilities	10	10	10258	100	100	94	NA	NA	377	NA	NA	23	NA	NA	51	NA	NA	25	NA	NA	1
Students without Disabilities	68	68	69713	96	96	100	367	367	429	28	28	5	53	53	39	19	19	52	NA	NA	3
Limited English Proficient Students	34	34	13985	94	94	97	338	338	382	41	41	18	47	47	54	12	12	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	61	61	38994	92	92	98	352	352	409	34	34	10	49	49	47	16	16	41	NA	NA	1
Non-Economically Disadvantaged	17	17	40977	100	100	100	359	359	437	29	29	5	53	53	34	18	18	56	NA	NA	5

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

4th 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	82	82	80147	98	98	99	454	454	482	24	24	11	29	29	17	35	35	49	11	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	39	39281	95	95	99	457	457	483	23	23	9	28	28	17	36	36	50	13	13	24
Male	42	42	40780	98	98	98	451	451	482	26	26	12	29	29	17	36	36	48	10	10	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	77	77	33494	96	96	99	456	456	466	23	23	15	30	30	23	35	35	49	12	12	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	--	--	36122	--	--	99	--	--	501	--	--	5	--	--	10	--	--	50	--	--	35
Students with Disabilities	10	10	10295	100	100	92	NA	NA	443	NA	NA	33	NA	NA	26	NA	NA	33	NA	NA	8
Students without Disabilities	72	72	69852	97	97	100	458	458	488	22	22	7	29	29	16	36	36	51	13	13	26
Limited English Proficient Students	25	25	12722	96	96	97	428	428	441	48	48	27	28	28	33	20	20	37	4	4	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	65	65	38371	94	94	97	451	451	465	28	28	15	29	29	23	34	34	49	9	9	13
Non-Economically Disadvantaged	17	17	41776	100	100	100	465	465	498	12	12	6	29	29	11	41	41	49	18	18	33

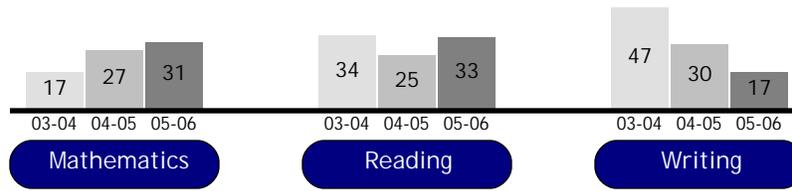
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	83	79686	99	99	98	438	438	470	23	23	11	36	36	24	40	40	57	1	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	39163	98	98	99	444	444	475	23	23	9	25	25	22	53	53	60	NA	NA	10
Male	42	42	40438	98	98	97	434	434	465	24	24	13	45	45	25	29	29	54	2	2	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	78	78	33299	98	98	98	438	438	452	22	22	17	38	38	32	38	38	47	1	1	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	--	--	35914	--	--	98	--	--	489	--	--	5	--	--	15	--	--	67	--	--	14
Students with Disabilities	10	10	9808	100	100	87	NA	NA	432	NA	NA	35	NA	NA	32	NA	NA	30	NA	NA	3
Students without Disabilities	73	73	69878	99	99	100	441	441	475	19	19	8	38	38	23	41	41	61	1	1	9
Limited English Proficient Students	26	26	12594	100	100	96	403	403	422	54	54	34	35	35	45	12	12	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	66	66	38095	96	96	97	435	435	452	27	27	17	35	35	32	38	38	48	NA	NA	3
Non-Economically Disadvantaged	17	17	41591	100	100	99	451	451	486	6	6	6	41	41	16	47	47	65	6	6	13

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	85	85	80372	100	100	99	433	433	475	14	14	4	48	48	30	38	38	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	41	39452	100	100	99	444	444	488	12	12	3	39	39	22	49	49	72	NA	NA	3
Male	43	43	40836	100	100	98	422	422	464	16	16	6	56	56	37	28	28	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	80	80	33608	100	100	99	433	433	462	14	14	6	49	49	36	38	38	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	--	--	36213	--	--	99	--	--	489	--	--	2	--	--	22	--	--	72	--	--	3
Students with Disabilities	10	10	10526	100	100	94	NA	NA	427	NA	NA	15	NA	NA	53	NA	NA	31	NA	NA	1
Students without Disabilities	75	75	69846	100	100	100	439	439	482	12	12	3	47	47	26	41	41	69	NA	NA	2
Limited English Proficient Students	26	26	12747	100	100	97	387	387	432	31	31	12	62	62	52	8	8	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	67	67	38521	97	97	98	431	431	461	15	15	6	52	52	38	33	33	55	NA	NA	1
Non-Economically Disadvantaged	18	18	41851	100	100	100	441	441	489	11	11	3	33	33	22	56	56	72	NA	NA	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



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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	83	25	NA	58	100	32	32	47	98	20	20	46
	Language	89	17	17	50	100	30	30	47	98	27	27	48
	Mathematics	89	18	18	64	100	31	31	50	100	25	25	52
3	Reading	87	20	NA	55	100	21	21	44	100	18	18	46
	Language	87	27	27	61	100	26	26	44	100	21	21	46
	Mathematics	84	21	21	61	100	29	29	51	100	20	20	52
4	Reading	90	28	NA	56	100	26	26	48	100	27	27	52
	Language	92	29	29	52	100	30	30	49	100	27	27	52
	Mathematics	92	39	39	61	100	33	33	53	100	35	35	58

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)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü NCLB program
- Ü School Improvement Issues
- Ü Curriculum Development
- Ü Community Relations
- Ü School Safety
- Ü After School Tutoring

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	6.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	5	0	0
4 to 6 years	6	0	0	0
7 to 9 years	3	0	0	0
10 or more years	5	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	28%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Art Room
- Ü Computer Lab
- Ü Science Lab
- Ü Multi-Purpose Room

Extracurricular Activities

- Ü Student Council
- Ü After School Tutoring
- Ü Student Success Program

Social Services

- Ü Red Cross Station for Emergencies
- Ü Day Care
- Ü Head Start
- Ü Social Assistance Programs for Families
- Ü Community Involvement- Outreach Programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Corrected deficiencies in Technology through the Qwest/SFB Project.

- ü Received an E-rate which assists in purchasing technology materials to improve and expand internet capabilities.

- ü Sound Arizona School Improvement Plan recommended to and approved by the Arizona Department of Education

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	85	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

The Riverside School maintains a tightly monitored campus and uses all resources possible to both prevent problems from occurring when they can and deal with the problems that do occur in a consistent, fair and expeditious manner.

Riverside Elementary, in partnership with Arizona State University, utilizes on-site school psychology interns supervised by a certified clinical psychologist to provide counseling and mental health services.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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	Ruben Gutierrez	(602) 272-1339
Transportation Policy	Roger Newsome	(602) 272-1339
Community Resources	Jack Bliss	(602) 272-1339
School Nutrition Programs	Pamela Gonzalez	(602) 272-1339
Parent Organization	Mrs. Tammy Tripp	(602) 272-1339
Student Health/Nurse	Olivia Miranda	(602) 272-1339

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 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.

6 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.