

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2395 Smoketree Ave, Lake Havasu City, AZ 86403

Lake Havasu Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Connie Hogard
 Schedule : 07:30 AM to 03:00 PM
 Grades : Pre-K-5
 2005 Enrollment : 594
 Web Address : www.havasu.k12.az.us/smoketree/index.htm
 Phone Number : (928) 855-3066
 Fax Number : (928) 855-6297
 E-mail : chogard@havasu.k12.az.us

Mission

We will educate our students to the best of our abilities and make decisions in the best interest of our children. Smoketree students will also master state standards to excel in a challenging world.

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 Smoketree School will increase the number of students achieving at least one year of growth in Reading.
- ü Smoketree will reduce the number of staff absences by at least 10% to improve student academic achievement.
- ü Smoketree would like to improve parent involvement in the School. We would like to increase PTSO attendance by 50%.

Enrollment

October 1, 2004 School Year Student Enrollment : 603
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 215

Instructional Programs

- Title I Services in Reading & Math
- AR Math and Reading Programs
- On-site Special Education Programs
- Computer Based Programs/Intersessions

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 12 minutes
First Day of School :	7/18/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

Our school staff is dedicated to providing the highest quality education possible. We will promote positive values and a safe learning environment for all students. We will also keep parents informed on school events and student progress.

Parents

Parents are responsible for transporting students safely to school, every day, on time, with appropriate clothing, properly fed and ready to learn. Parents are expected to bring issues of concern to the appropriate people and to support the school.

Transportation Policy

All parents are responsible for transporting students to and from school in a safe manner. The only bus service available is for severely handicapped special education students as required by law.

School Honors

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

Award/Honor	Year
• Wal-Mart Teacher of the Year Award - 2nd Grade Teacher	2002
• Numerous State Science Fair Place Finishers	2003
• Baton Club - State Champs in three age categories	2004
• Baton Club - State Champs in their age category	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	522	79306	99	100	99	394	448	445	27	8	10	23	13	18	48	57	51	3	21	20
All Students (Prior Year)	87	528	75509	98	100	100	489	525	521	22	9	13	39	22	23	30	39	33	9	30	31
Female	42	271	38691	98	100	99	386	444	446	27	8	10	27	13	18	43	60	52	3	19	20
Male	46	251	40583	100	100	99	402	453	445	26	9	11	19	14	18	52	54	50	2	24	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	22	118	32869	96	100	99	418	443	429	29	12	15	18	19	25	53	53	51	0	16	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	65	393	36197	100	100	99	388	450	463	26	7	5	23	12	11	48	58	53	3	23	31
Students with Disabilities	18	68	10321	95	100	100	288	372	389	56	34	30	17	17	27	28	41	34	0	8	9
Students without Disabilities	70	454	69060	100	100	98	426	460	454	18	4	7	25	13	17	54	60	54	3	23	22
Limited English Proficient Students	17	58	15509	100	100	100	285	370	406	44	23	20	19	28	30	38	46	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	56	251	39415	93	97	96	419	444	431	24	11	15	22	16	25	51	60	50	2	13	10
Non-Economically Disadvantaged	32	271	39966	100	100	100	355	453	459	30	6	6	23	11	12	43	54	52	3	29	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	524	79395	99	0	99	404	452	446	13	5	9	34	18	25	53	66	55	0	11	11
All Students (Prior Year)	87	527	75492	98	100	100	518	524	519	9	5	12	19	15	16	51	54	47	21	26	24
Female	42	272	38743	98	0	100	401	455	451	11	4	7	30	14	24	59	68	57	0	14	12
Male	46	252	40618	100	0	99	407	449	440	14	6	11	38	22	27	48	64	53	0	8	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	22	118	32915	96	0	99	423	442	426	6	9	15	47	24	35	47	63	47	0	4	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	65	395	36221	100	0	99	399	454	465	15	4	4	30	16	15	56	67	63	0	13	17
Students with Disabilities	18	70	10331	95	0	100	299	377	388	39	21	25	28	36	37	33	36	34	0	7	4
Students without Disabilities	70	454	69139	100	0	99	435	464	454	5	3	7	36	15	24	59	71	58	0	12	11
Limited English Proficient Students	17	58	15545	100	0	100	286	368	399	31	23	21	38	32	42	31	44	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	56	251	39484	93	0	96	434	450	429	6	6	14	35	22	35	59	68	47	0	4	4
Non-Economically Disadvantaged	32	273	39986	100	0	100	356	454	461	23	5	4	33	14	16	43	64	63	0	17	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	88	523	78869	99	100	99	375	433	442	16	6	6	41	24	21	41	64	63	3	6	10
All Students (Prior Year)	87	525	75053	98	99	99	584	600	597	5	3	7	10	8	12	82	83	72	3	6	9
Female	42	272	38536	98	100	99	383	444	458	16	4	4	27	16	15	51	70	67	5	9	14
Male	46	251	40302	100	100	99	368	421	428	17	7	8	52	32	26	31	58	60	0	4	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	22	118	32606	96	100	98	403	427	426	6	6	8	59	28	27	29	61	60	6	5	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	65	394	36078	100	100	99	367	434	459	20	6	4	34	22	16	44	65	66	2	7	14
Students with Disabilities	18	70	10246	95	100	100	263	348	367	33	16	18	56	56	39	11	26	40	0	2	4
Students without Disabilities	70	453	68697	100	100	98	408	446	454	11	4	4	36	19	18	49	70	67	3	7	11
Limited English Proficient Students	17	58	15339	100	100	100	272	357	399	31	16	11	44	35	31	19	46	54	6	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	56	250	39106	93	96	95	403	429	427	10	5	8	47	31	28	39	60	59	4	4	5
Non-Economically Disadvantaged	32	273	39837	100	100	100	329	436	457	27	6	4	30	17	14	43	68	67	0	9	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	538	78906	100	100	99	499	506	498	7	5	13	15	15	19	63	63	48	15	17	20
All Students (Prior Year)	89	547	76019	98	99	100	508	508	499	4	7	14	37	37	39	24	18	14	35	38	33
Female	49	251	38644	100	100	99	508	506	500	7	5	12	15	15	19	63	65	49	15	15	19
Male	54	287	40236	100	100	99	491	506	497	7	5	15	16	15	19	62	62	46	16	19	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	25	113	31938	100	100	99	493	490	481	10	10	19	20	22	25	70	63	46	0	5	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	73	404	36483	100	100	99	500	510	517	6	3	7	13	13	13	60	64	51	21	20	30
Students with Disabilities	NC	68	10664	NC	100	100	NC	450	430	NC	18	42	NC	32	27	NC	45	26	NC	5	5
Students without Disabilities	95	470	68310	100	100	98	511	514	509	6	3	9	14	12	18	65	66	51	15	19	22
Limited English Proficient Students	NC	29	12573	NC	100	100	NC	412	454	NC	25	27	NC	39	30	NC	32	38	NC	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	59	244	38679	97	97	96	504	499	483	8	6	20	14	20	25	68	65	45	10	9	10
Non-Economically Disadvantaged	44	294	40295	100	100	100	492	512	513	6	4	7	17	10	13	56	62	50	22	24	30

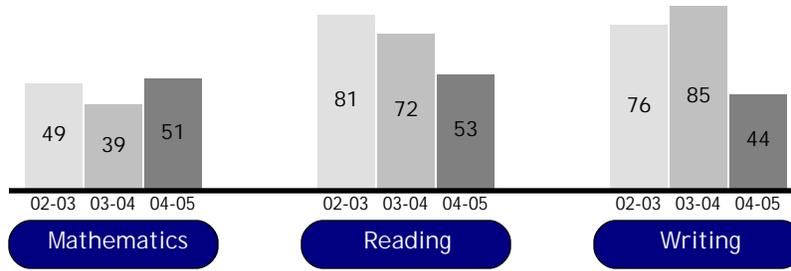
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	538	78908	100	0	99	482	499	484	5	4	10	24	16	23	59	71	58	12	10	9
All Students (Prior Year)	89	547	76020	98	99	100	509	509	503	14	14	25	20	22	23	54	50	40	11	14	12
Female	49	251	38648	100	0	99	497	503	489	2	3	8	24	13	22	61	75	61	12	10	10
Male	54	287	40233	100	0	99	468	495	479	7	4	12	24	18	25	58	69	55	11	9	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	25	113	31940	100	0	99	479	484	465	10	9	16	25	22	32	60	67	49	5	2	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	73	404	36502	100	0	99	483	503	502	2	2	4	24	13	14	60	73	67	15	11	15
Students with Disabilities	NC	68	10665	NC	0	100	NC	447	423	NC	11	30	NC	34	36	NC	50	31	NC	5	2
Students without Disabilities	95	470	68312	100	0	98	494	507	493	4	2	7	23	13	21	62	75	62	11	10	10
Limited English Proficient Students	NC	29	12556	NC	0	100	NC	404	436	NC	25	24	NC	39	40	NC	32	35	NC	4	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	59	244	38662	97	0	96	484	491	468	6	6	16	26	18	32	64	72	49	4	4	3
Non-Economically Disadvantaged	44	294	40315	100	0	100	480	506	498	3	2	5	22	13	15	53	71	66	22	15	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	102	537	78750	100	100	99	497	505	500	1	3	6	33	27	29	66	70	63	0	1	2
All Students (Prior Year)	89	545	75673	98	99	100	548	542	530	4	8	12	16	25	25	78	64	58	1	4	4
Female	48	250	38586	98	100	99	520	518	515	2	2	4	17	18	22	80	80	71	0	0	3
Male	54	287	40135	100	100	99	476	494	486	0	4	8	47	34	35	53	61	56	0	2	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	24	112	31841	96	100	99	508	500	483	0	4	8	40	32	36	60	63	55	0	1	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	73	404	36440	100	100	99	491	507	516	2	2	3	31	25	22	68	71	71	0	1	4
Students with Disabilities	NC	67	10622	NC	100	100	NC	440	415	NC	10	21	NC	55	50	NC	34	28	NC	2	1
Students without Disabilities	95	470	68196	100	100	98	510	515	513	1	2	3	29	22	25	70	75	69	0	1	3
Limited English Proficient Students	NC	28	12504	NC	100	100	NC	407	451	NC	7	12	NC	61	44	NC	29	43	NC	4	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	58	243	38558	95	97	96	508	502	485	0	4	8	36	31	37	64	65	54	0	0	1
Non-Economically Disadvantaged	44	294	40260	100	100	100	481	508	514	3	2	3	28	23	21	69	73	72	0	2	4

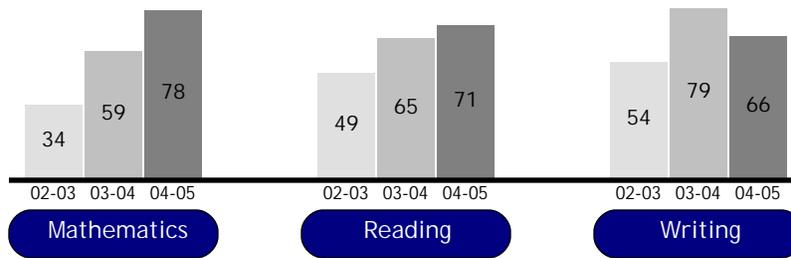
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	55	68	50	87	47	NA	58	99	50	56	47
	Language	100	47	62	43	92	44	63	50	99	51	58	47
	Mathematics	100	55	74	57	92	58	73	64	99	49	56	50
3	Reading	98	43	59	47	94	54	NA	55	93	39	51	44
	Language	100	57	69	54	96	65	71	61	93	40	52	44
	Mathematics	100	52	66	54	96	52	69	61	93	38	55	51
4	Reading	98	58	69	52	97	53	NA	56	95	42	56	48
	Language	94	61	67	48	100	48	65	52	95	44	59	49
	Mathematics	99	66	73	57	100	46	71	61	95	51	62	53
5	Reading	95	55	62	50	98	73	NA	55	99	54	58	50
	Language	94	55	60	46	99	67	63	49	99	53	59	50
	Mathematics	99	57	69	57	99	74	72	63	99	57	57	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)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- ü Curriculum Development
- ü School Safety Issues
- ü Public Relations Projects
- ü Extracurricular Activities
- ü Facility Issues
- ü Instructional Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	6.00	Teacher Aide	25.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	0	0	0
4 to 6 years	9	5	0	0
7 to 9 years	0	0	0	0
10 or more years	8	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Multipurpose Rooms (Music/Art/PE)
- ü School Library
- ü Special Needs Pre-School

Extracurricular Activities

- ü Student Council
- ü Reading Club
- ü Instructional Intersessions
- ü Baton Twirling Club
- ü After School ELL Learning Lab
- ü After School Tutoring Program
- ü Publishing Club
- ü Science Club

Social Services

- ü Parks & Rec. Afterschool Program
- ü Student Assistance Program (SAP)
- ü Interagency/Family Support Services
- ü Breakfast/Lunch Programs

School Achievements/Accomplishments 2004-05

Ü The school's goal was to demonstrate a 1% improvement in Math for each grade level. Each grade level as well as each classroom obtained and exceeded this goal.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	26	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	87	96	95	81
Retention Rate ⁹	9	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

Smoketree School has a progressive set of discipline regulations aimed at ensuring a safe environment. We offer DARE instruction and work with our local police as needed. We have also installed a Surveillance System to help keep our students safe.

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	Connie Hogard	(928) 855-3066
Transportation Policy	Ron Nelson	(928) 855-8279
Community Resources	Brab Goodwin	(928) 855-1279
School Nutrition Programs	Lisa Goldney	(928) 855-7861
Parent Organization	Steve Pearson	(928) 855-3066
Student Health/Nurse	Colleen Savage	(928) 855-3066

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.