

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3150 Starline Dr., Lake Havasu City, AZ 86406

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. Ken Danley  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : K-5  
 2005 Enrollment : 516  
 Web Address : www.havasu.k12.az.us/starline/  
 Phone Number : (928) 855-4088  
 Fax Number : (928) 855-1152  
 E-mail : kdanley@havasu.k12.az.us

### Mission

Starline Elementary School is dedicated to providing all students an education that meets or exceeds all Arizona Academic Standards. We will enhance the future of our students by emphasizing positive character traits and superior work habits.

### 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 Demonstrate significant improvement in math with emphasis on computation achievement, as measured by AIMS Dual Purpose Test at grades 3, 4, and 5. At grade 2 the Terra Nova Test will measure progress.
- ü Application of basic skills in the writing process as measured by the six trait writing rubric, AIMS Dual Purpose Test scores, Terra Nova Test scores, student output, and teacher assessment.
- ü Increase the number of students meeting or exceeding the State Standards for reading at all grade levels. This progress will be measured by the AIMS Dual Purpose Test and Terra Nova Test.
- ü Incorporate high content reading in science and social studies along with cooperative project work.

### Enrollment

October 1, 2004 School Year Student Enrollment : 533  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 51

Instructional Programs

- ü Remedial Reading Program.
- ü On-site Special EducationTutors
- ü Special Education Inclusion Program
- ü Accelerated Learning Program
- ü After School Recreation Program
- ü After school ELL assistance
- ü Homework assitance at lunch recess
- ü Schoolwide Accelerated Reader Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/18/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

Starline has the responsibility to provide a safe orderly environment where teachers and staff treat students with respect. Parents are informed of events and polices through a weekly newsletter. Arizona Academic Standards are emphasized at all grade levels, and high expectations for student achievement are maintained. Teachers will seek professional development to improve their skills.

Parents

Starline parents have the responsibility to ensure home support for their children's education. Parents are encouraged to model positive attitudes toward school and education. Conscientious communication with the teacher and support of classroom polices is stressed.

Transportation Policy

Transportation to Starline Elementary School is provided by the parents of the students attending the school. Lake Havasu Unified School District does provide transportation services to handicapped students.

School Honors

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

Award/Honor	Year
ü Optimist Positive Attitude Awards	2004
ü Regional Science Fair Recognition	2005
ü Ronald McDonald House Appreciation	2005
ü Math-a-Thon Appreciation Award	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	89	522	79306	100	100	99	475	448	445	3	8	10	8	13	18	53	57	51	37	21	20
All Students (Prior Year)	102	528	75509	100	100	100	542	525	521	1	9	13	15	22	23	43	39	33	40	30	31
Female	43	271	38691	100	100	99	462	444	446	3	8	10	5	13	18	61	60	52	32	19	20
Male	46	251	40583	100	100	99	488	453	445	2	9	11	10	14	18	46	54	50	41	24	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	16	118	32869	100	100	99	483	443	429	0	12	15	13	19	25	40	53	51	47	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	72	393	36197	100	100	99	473	450	463	3	7	5	6	12	11	56	58	53	34	23	31
Students with Disabilities	NC	68	10321	NC	100	100	NC	372	389	NC	34	30	NC	17	27	NC	41	34	NC	8	9
Students without Disabilities	80	454	69060	100	100	98	486	460	454	0	4	7	6	13	17	56	60	54	39	23	22
Limited English Proficient Students	NC	58	15509	NC	100	100	NC	370	406	NC	23	20	NC	28	30	NC	46	45	NC	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	32	251	39415	97	97	96	467	444	431	3	11	15	3	16	25	73	60	50	20	13	10
Non-Economically Disadvantaged	57	271	39966	100	100	100	480	453	459	2	6	6	10	11	12	41	54	52	47	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	89	524	79395	100	0	99	474	452	446	1	5	9	13	18	25	66	66	55	20	11	11
All Students (Prior Year)	102	527	75492	100	100	100	529	524	519	4	5	12	12	15	16	51	54	47	33	26	24
Female	43	272	38743	100	0	100	473	455	451	0	4	7	8	14	24	71	68	57	21	14	12
Male	46	252	40618	100	0	99	474	449	440	2	6	11	17	22	27	61	64	53	20	8	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	16	118	32915	100	0	99	467	442	426	0	9	15	27	24	35	53	63	47	20	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	72	395	36221	100	0	99	476	454	465	2	4	4	9	16	15	69	67	63	20	13	17
Students with Disabilities	NC	70	10331	NC	0	100	NC	377	388	NC	21	25	NC	36	37	NC	36	34	NC	7	4
Students without Disabilities	80	454	69139	100	0	99	482	464	454	0	3	7	10	15	24	69	71	58	21	12	11
Limited English Proficient Students	NC	58	15545	NC	0	100	NC	368	399	NC	23	21	NC	32	42	NC	44	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	32	251	39484	97	0	96	470	450	429	0	6	14	23	22	35	60	68	47	17	4	4
Non-Economically Disadvantaged	57	273	39986	100	0	100	476	454	461	2	5	4	6	14	16	69	64	63	22	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	89	523	78869	100	100	99	471	433	442	0	6	6	10	24	21	76	64	63	14	6	10
All Students (Prior Year)	102	525	75053	100	99	99	646	600	597	0	3	7	4	8	12	82	83	72	14	6	9
Female	43	272	38536	100	100	99	478	444	458	0	4	4	5	16	15	79	70	67	16	9	14
Male	46	251	40302	100	100	99	464	421	428	0	7	8	15	32	26	73	58	60	12	4	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	16	118	32606	100	100	98	483	427	426	0	6	8	7	28	27	73	61	60	20	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	72	394	36078	100	100	99	468	434	459	0	6	4	11	22	16	77	65	66	13	7	14
Students with Disabilities	NC	70	10246	NC	100	100	NC	348	367	NC	16	18	NC	56	39	NC	26	40	NC	2	4
Students without Disabilities	80	453	68697	100	100	98	479	446	454	0	4	4	7	19	18	79	70	67	14	7	11
Limited English Proficient Students	NC	58	15339	NC	100	100	NC	357	399	NC	16	11	NC	35	31	NC	46	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	32	250	39106	97	96	95	467	429	427	0	5	8	17	31	28	70	60	59	13	4	5
Non-Economically Disadvantaged	57	273	39837	100	100	100	473	436	457	0	6	4	6	17	14	80	68	67	14	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	101	538	78906	100	100	99	520	506	498	3	5	13	13	15	19	58	63	48	26	17	20
All Students (Prior Year)	110	547	76019	99	99	100	509	508	499	8	7	14	36	37	39	17	18	14	39	38	33
Female	50	251	38644	100	100	99	524	506	500	2	5	12	13	15	19	58	65	49	27	15	19
Male	51	287	40236	98	100	99	515	506	497	4	5	15	13	15	19	57	62	46	26	19	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	13	113	31938	100	100	99	488	490	481	0	10	19	40	22	25	60	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	84	404	36483	100	100	99	526	510	517	3	3	7	10	13	13	57	64	51	30	20	30
Students with Disabilities	10	68	10664	100	100	100	467	450	430	20	18	42	50	32	27	20	45	26	10	5	5
Students without Disabilities	91	470	68310	100	100	98	526	514	509	1	3	9	9	12	18	62	66	51	28	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	30	244	38679	100	97	96	501	499	483	0	6	20	30	20	25	59	65	45	11	9	10
Non-Economically Disadvantaged	71	294	40295	100	100	100	527	512	513	5	4	7	6	10	13	57	62	50	32	24	30

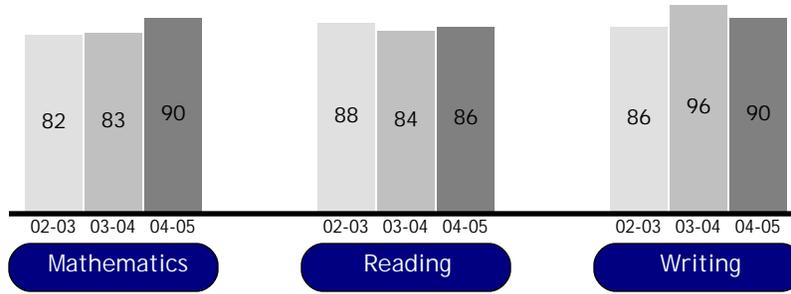
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	538	78908	100	0	99	515	499	484	2	4	10	9	16	23	75	71	58	14	10	9
All Students (Prior Year)	110	547	76020	99	99	100	509	509	503	16	14	25	20	22	23	50	50	40	14	14	12
Female	50	251	38648	100	0	99	517	503	489	2	3	8	7	13	22	80	75	61	11	10	10
Male	51	287	40233	98	0	99	514	495	479	2	4	12	11	18	25	70	69	55	17	9	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	13	113	31940	100	0	99	489	484	465	0	9	16	30	22	32	70	67	49	0	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	84	404	36502	100	0	99	520	503	502	3	2	4	5	13	14	76	73	67	16	11	15
Students with Disabilities	10	68	10665	100	0	100	472	447	423	0	11	30	50	34	36	40	50	31	10	5	2
Students without Disabilities	91	470	68312	100	0	98	521	507	493	2	2	7	4	13	21	79	75	62	15	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	30	244	38662	100	0	96	493	491	468	4	6	16	19	18	32	78	72	49	0	4	3
Non-Economically Disadvantaged	71	294	40315	100	0	100	525	506	498	2	2	5	5	13	15	74	71	66	20	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	101	537	78750	100	100	99	507	505	500	2	3	6	29	27	29	67	70	63	1	1	2
All Students (Prior Year)	110	545	75673	99	99	100	558	542	530	7	8	12	16	25	25	71	64	58	6	4	4
Female	50	250	38586	100	100	99	517	518	515	0	2	4	22	18	22	78	80	71	0	0	3
Male	51	287	40135	98	100	99	497	494	486	4	4	8	36	34	35	57	61	56	2	2	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	13	112	31841	100	100	99	472	500	483	10	4	8	50	32	36	40	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	84	404	36440	100	100	99	514	507	516	0	2	3	27	25	22	72	71	71	1	1	4
Students with Disabilities	10	67	10622	100	100	100	451	440	415	10	10	21	70	55	50	20	34	28	0	2	1
Students without Disabilities	91	470	68196	100	100	98	513	515	513	1	2	3	24	22	25	73	75	69	1	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	30	243	38558	100	97	96	479	502	485	7	4	8	44	31	37	48	65	54	0	0	1
Non-Economically Disadvantaged	71	294	40260	100	100	100	518	508	514	0	2	3	23	23	21	75	73	72	2	2	4

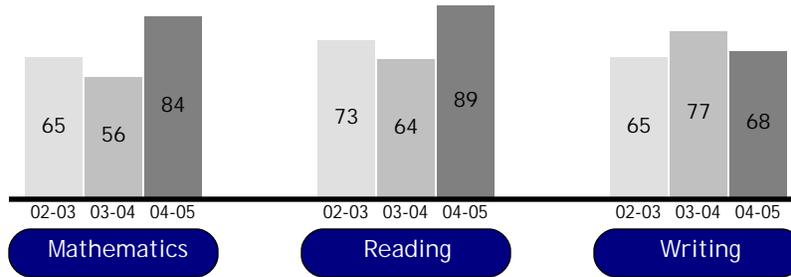
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	71	68	50	99	74	NA	58	100	64	56	47
	Language	99	63	62	43	99	72	63	50	100	66	58	47
	Mathematics	99	77	74	57	99	84	73	64	100	67	56	50
3	Reading	100	68	59	47	98	78	NA	55	100	59	51	44
	Language	100	78	69	54	98	84	71	61	100	60	52	44
	Mathematics	100	76	66	54	98	84	69	61	100	65	55	51
4	Reading	97	79	69	52	100	81	NA	56	100	60	56	48
	Language	99	74	67	48	100	77	65	52	100	64	59	49
	Mathematics	99	80	73	57	100	88	71	61	100	65	62	53
5	Reading	100	74	62	50	97	71	NA	55	100	65	58	50
	Language	100	65	60	46	97	63	63	49	100	68	59	50
	Mathematics	100	82	69	57	97	74	72	63	100	64	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/](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

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Starline Policy
- Ü Starline Goals
- Ü Curriculum Issues/Implementation
- Ü School Safety Issues
- Ü Student Discipline
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	2.60	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	1	3	0	0
10 or more years	4	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Full Library
- Ü Art/Music/PE Classrooms
- Ü Computer Lab
- Ü Stage for performing arts

Extracurricular Activities

- Ü Student Council
- Ü Peer to Peer Tutoring
- Ü Accelerated Reading Program
- Ü Afterschool Recreation Program
- Ü Intersession classes

Social Services

- Ü Lunch & Breakfast Program
- Ü Afterschool & ELL Tutoring
- Ü Student Assistance Program
- Ü Peer to Peer Conflict Resolution
- Ü Kids Bright & Healthy
- Ü Homeless student services
- Ü Dental screening and care

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Starline has been provided with computer/TV setups for classrooms. These are used for direct instruction, grades and Internet access. VCRs have been added to the setups for use in all classrooms. PTA funds were used for this.
  
- ü Starline has implemented the Accelerated Reader Program into the curriculum. This was possible because of achievement number one. This was a cooperative venture between the school district and the PTA.
  
- ü Patriotic Teacher of the Year Award given to a Starline 5th grade teacher for patriotic service to our country.
  
- ü Math A Thon contributions to St. Judes Children's Hospital.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	25	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	1	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

Starline has a set policy for promoting a safe and orderly environment. School and classroom rules are actively enforced. Emergency polices and procedures are in place and practiced. Visitors to the campus are asked to sign in and wear an ID badge.

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	Kenneth C. Danley	(928) 855-4088
Transportation Policy	Ron Nelson	(928) 855-1572
Community Resources	Gail Malay	(928) 855-7861
School Nutrition Programs	Bill Hurter	(928) 855-5121
Parent Organization	John Stoops	(928) 855-4088
Student Health/Nurse	Bernice Heinrich	(928) 855-4088

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.