

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1250 Pawnee Drive, 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 LEARNS¹

Elementary Achievement Profile (a)

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

(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 : Mr. Rick Morrison
 Schedule : 07:00 AM to 03:00 PM
 Grades : K-5
 2005 Enrollment : 500
 Web Address : www.havasu.k12.az.us/oro-grande/
 Phone Number : (928) 855-6130
 Fax Number : (928) 855-9756
 E-mail : rmorrison@havasu.k12.az.us

Mission

The mission of Oro Grande Elementary School is to develop lifelong independent learners equipped to meet the intellectual, emotional and physical challenges of citizenship in a changing world. We believe that partnerships established with students, parents, staff and community will assist in reaching this mission.

School / Academic Goals

- ü To promote growth in reading through instructional aligned to the Arizona Standards. Implement DIBELS assessment, progress monitoring, flexible grouping, and intensive interventions.
- ü To monitor the improvement of reading and math skills through systematic grade level analysis of data generated by high stakes tests, Galileo district benchmark assessments, as well as textbook and teacher-made assessments.
- ü To facilitate the learning of ELL students via regular classroom instruction and after school ELL tutoring.
- ü To maintain parent contacts and partnerships in order to increase student achievement.

Enrollment

October 1, 2004 School Year Student Enrollment : 487
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 53

Instructional Programs

- Full Day Kindergarten
- Title I Reading/Accelerated Reader
- DIBELS Reading Assessment
- Technology Instruction
- Accelerated Reader Program
- Saxon Math/Accelerated Math
- Peer to Peer Tutoring/ELL Tutoring
- Intersession Classes/Intensive Phonics

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

Oro Grande provides quality instruction; high expectations; a safe, healthy environment; basic school materials; comprehensive communication to parents about each child's progress and programs; opportunities for volunteer involvement; encouragement of parent partnerships and continuous improvement of school effectiveness. We challenge every student and actively engage them in the learning process.

Parents

Oro Grande parents ensure regular student attendance, adequate rest, nutrition, and cleanliness. They provide a safe, healthy home environment; family information that will help us meet their child's needs; and appropriate space/time for homework. Our parents are partners in communicating and collaborating with school personnel to promote their child's best learning and behavior.

Transportation Policy

Transportation to Oro Grande Elementary School is provided by the parents of the students attending our school. Special Needs students are provided transportation in accordance with their Individualized Education Program (IEP).

School Honors

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

Award/Honor	Year
• National Teacher Certification	2002
• Optimist Positive Attitude Awards	2003
• Outstanding Teacher Award	2000
• Winner, McDonald Aluminum Tab Collection	2000

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	79	522	79306	99	100	99	472	448	445	1	8	10	12	13	18	51	57	51	35	21	20
All Students (Prior Year)	84	528	75509	100	100	100	524	525	521	6	9	13	19	22	23	44	39	33	30	30	31
Female	45	271	38691	100	100	99	463	444	446	3	8	10	16	13	18	55	60	52	26	19	20
Male	34	251	40583	97	100	99	482	453	445	0	9	11	7	14	18	47	54	50	47	24	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	25	118	32869	100	100	99	462	443	429	5	12	15	10	19	25	62	53	51	24	16	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	51	393	36197	96	100	99	476	450	463	0	7	5	13	12	11	47	58	53	40	23	31
Students with Disabilities	10	68	10321	100	100	100	469	372	389	0	34	30	14	17	27	43	41	34	43	8	9
Students without Disabilities	69	454	69060	99	100	98	472	460	454	2	4	7	11	13	17	52	60	54	34	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	41	251	39415	100	97	96	470	444	431	3	11	15	9	16	25	56	60	50	32	13	10
Non-Economically Disadvantaged	38	271	39966	97	100	100	473	453	459	0	6	6	15	11	12	47	54	52	38	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	81	524	79395	100	0	99	474	452	446	0	5	9	16	18	25	67	66	55	17	11	11
All Students (Prior Year)	84	527	75492	100	100	100	528	524	519	0	5	12	13	15	16	64	54	47	23	26	24
Female	46	272	38743	100	0	100	473	455	451	0	4	7	18	14	24	64	68	57	18	14	12
Male	35	252	40618	100	0	99	475	449	440	0	6	11	13	22	27	71	64	53	16	8	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	25	118	32915	100	0	99	462	442	426	0	9	15	19	24	35	76	63	47	5	4	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	53	395	36221	100	0	99	478	454	465	0	4	4	15	16	15	62	67	63	23	13	17
Students with Disabilities	12	70	10331	100	0	100	457	377	388	0	21	25	33	36	37	56	36	34	11	7	4
Students without Disabilities	69	454	69139	99	0	99	476	464	454	0	3	7	13	15	24	69	71	58	18	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	41	251	39484	100	0	96	471	450	429	0	6	14	12	22	35	82	68	47	6	4	4
Non-Economically Disadvantaged	40	273	39986	100	0	100	477	454	461	0	5	4	19	14	16	53	64	63	28	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	81	523	78869	100	100	99	440	433	442	4	6	6	21	24	21	69	64	63	6	6	10
All Students (Prior Year)	84	525	75053	100	99	99	560	600	597	3	3	7	11	8	12	87	83	72	0	6	9
Female	46	272	38536	100	100	99	448	444	458	0	4	4	26	16	15	67	70	67	8	9	14
Male	35	251	40302	100	100	99	429	421	428	10	7	8	16	32	26	71	58	60	3	4	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	25	118	32606	100	100	98	431	427	426	5	6	8	19	28	27	76	61	60	0	5	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	53	394	36078	100	100	99	443	434	459	4	6	4	23	22	16	64	65	66	9	7	14
Students with Disabilities	12	70	10246	100	100	100	432	348	367	11	16	18	33	56	39	56	26	40	0	2	4
Students without Disabilities	69	453	68697	99	100	98	441	446	454	3	4	4	20	19	18	70	70	67	7	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	41	250	39106	100	96	95	433	429	427	3	5	8	24	31	28	74	60	59	0	4	5
Non-Economically Disadvantaged	40	273	39837	100	100	100	446	436	457	6	6	4	19	17	14	64	68	67	11	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	86	538	78906	100	100	99	516	506	498	3	5	13	5	15	19	70	63	48	22	17	20
All Students (Prior Year)	88	547	76019	98	99	100	539	508	499	0	7	14	14	37	39	25	18	14	60	38	33
Female	42	251	38644	100	100	99	515	506	500	3	5	12	5	15	19	70	65	49	22	15	19
Male	44	287	40236	100	100	99	517	506	497	3	5	15	5	15	19	70	62	46	23	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	20	113	31938	100	100	99	507	490	481	6	10	19	0	22	25	82	63	46	12	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	63	404	36483	100	100	99	518	510	517	2	3	7	5	13	13	70	64	51	23	20	30
Students with Disabilities	13	68	10664	100	100	100	490	450	430	8	18	42	17	32	27	67	45	26	8	5	5
Students without Disabilities	73	470	68310	97	100	98	521	514	509	2	3	9	3	12	18	71	66	51	25	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	43	244	38679	93	97	96	515	499	483	3	6	20	8	20	25	72	65	45	18	9	10
Non-Economically Disadvantaged	43	294	40295	100	100	100	517	512	513	3	4	7	3	10	13	68	62	50	26	24	30

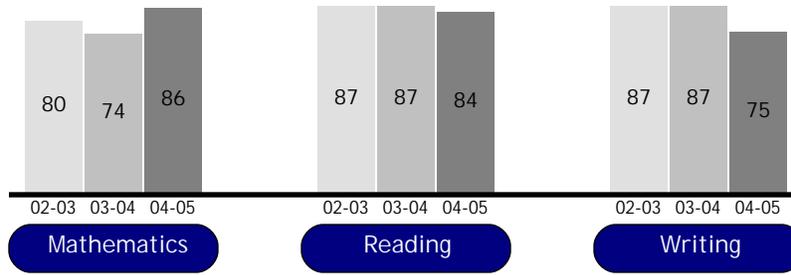
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	538	78908	100	0	99	504	499	484	1	4	10	18	16	23	73	71	58	8	10	9
All Students (Prior Year)	88	547	76020	98	99	100	520	509	503	1	14	25	17	22	23	60	50	40	22	14	12
Female	42	251	38648	100	0	99	511	503	489	0	3	8	14	13	22	70	75	61	16	10	10
Male	44	287	40233	100	0	99	498	495	479	3	4	12	23	18	25	75	69	55	0	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	20	113	31940	100	0	99	489	484	465	6	9	16	24	22	32	71	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	63	404	36502	100	0	99	508	503	502	0	2	4	16	13	14	75	73	67	9	11	15
Students with Disabilities	13	68	10665	100	0	100	474	447	423	8	11	30	42	34	36	50	50	31	0	5	2
Students without Disabilities	73	470	68312	97	0	98	510	507	493	0	2	7	14	13	21	77	75	62	9	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	43	244	38662	93	0	96	503	491	468	0	6	16	21	18	32	72	72	49	8	4	3
Non-Economically Disadvantaged	43	294	40315	100	0	100	505	506	498	3	2	5	16	13	15	74	71	66	8	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	86	537	78750	100	100	99	518	505	500	1	3	6	22	27	29	77	70	63	0	1	2
All Students (Prior Year)	88	545	75673	98	99	100	555	542	530	6	8	12	20	25	25	70	64	58	5	4	4
Female	42	250	38586	100	100	99	528	518	515	0	2	4	22	18	22	78	80	71	0	0	3
Male	44	287	40135	100	100	99	510	494	486	3	4	8	23	34	35	75	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	20	112	31841	100	100	99	508	500	483	6	4	8	24	32	36	71	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	63	404	36440	100	100	99	520	507	516	0	2	3	21	25	22	79	71	71	0	1	4
Students with Disabilities	13	67	10622	100	100	100	496	440	415	8	10	21	25	55	50	67	34	28	0	2	1
Students without Disabilities	73	470	68196	97	100	98	522	515	513	0	2	3	22	22	25	78	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	43	243	38558	93	97	96	515	502	485	3	4	8	26	31	37	72	65	54	0	0	1
Non-Economically Disadvantaged	43	294	40260	100	100	100	521	508	514	0	2	3	18	23	21	82	73	72	0	2	4

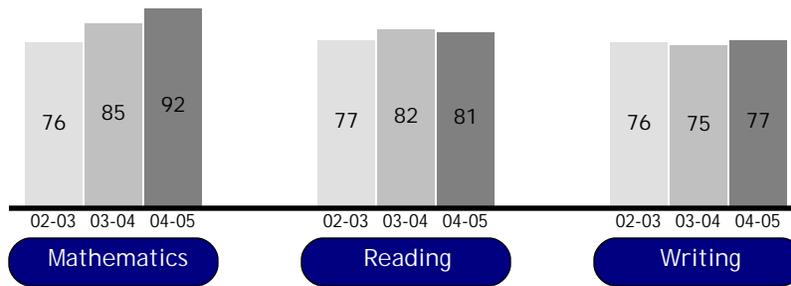
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	76	68	50	92	68	NA	58	99	55	56	47
	Language	99	81	62	43	94	57	63	50	99	59	58	47
	Mathematics	100	85	74	57	94	65	73	64	100	55	56	50
3	Reading	99	57	59	47	98	65	NA	55	100	52	51	44
	Language	99	70	69	54	99	74	71	61	100	56	52	44
	Mathematics	100	71	66	54	99	67	69	61	99	66	55	51
4	Reading	98	77	69	52	92	72	NA	56	99	64	56	48
	Language	99	74	67	48	97	70	65	52	99	69	59	49
	Mathematics	99	83	73	57	97	78	71	61	98	70	62	53
5	Reading	93	66	62	50	98	75	NA	55	100	61	58	50
	Language	92	74	60	46	99	71	63	49	100	60	59	50
	Mathematics	97	78	69	57	99	85	72	63	100	59	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)
- 2 Teacher(s)
- 2 Parent(s)
- 3 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent Involvement
- Ü Student Achievement
- Ü School Improvement
- Ü Academic Standards
- Ü School Safety Issues
- Ü School/Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	1.20	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	23%
Percent of core classes not taught by Hightly Qualified Teachers	16%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library/Media Center
- Ü On-Site Special Education
- Ü Hot Breakfast & Lunch Program

Extracurricular Activities

- Ü Student Council
- Ü Student Art Club
- Ü Student Newspaper Club
- Ü After School Parks & Recreation Program

Social Services

- Ü Health Services
- Ü Peer to Peer Tutoring/ELL Tutoring
- Ü Mohave Mental Health Counseling
- Ü Interagency
- Ü Reach Out Healthcare America
- Ü Havasu for Youth

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü To promote volunteer service to the school, the Oro Grande Site Council developed guidelines for volunteering and a volunteer handbook.

- ü Accelerated Reader, a program which motivates students to read, is used by first through fifth grade students. Our PTAC and Student Council continue to purchase new books for the school library in support of this highly successful reading program.

- ü Four academic assemblies throughout the school year reward students for academic achievement, good work habits, good attendance, and punctuality. Awards include honor roll, B.U.G., sight words, math facts, and Accelerated Reader points earned.

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	13	12	12	17
Transfers In Rate ⁶	21	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	2	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

Oro Grande believes practice makes perfect. We practice monthly fire drills, lock-downs and have an Emergency Crisis Plan. We assure student safety by promoting consistent/fair/modeled behavioral expectations. Our playgrounds are well-supervised. We include parents in discipline issues and promote regular dialogue between parents, teachers, and administration. Character education instruction and peer mediation skills are taught in the classrooms and practiced throughout the school.

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) :

5

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	Rick Morrison	(928) 855-6130
Transportation Policy	Missy Wood	(928) 855-1150
Community Resources	Linda Bowes	(928) 855-6130
School Nutrition Programs	Bill Hurter	(928) 855-5121
Parent Organization	Katherine Hubert	(928) 855-6130
Student Health/Nurse	Linda Dux	(928) 855-6130

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.