

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3175 Gordon Street, Kingman, AZ 86409

Kingman Unified School 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.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Sue Hamilton
 Schedule : 07:00 AM to 05:00 PM
 Grades : K-6
 2005 Enrollment : 721
 Web Address : www.kusd.org/lasenita/index.htm
 Phone Number : (928) 757-4328
 Fax Number : (928) 757-7537
 E-mail : shamilton@kusd.org

Mission

At La Senita our mission is that we are committed to building a community with responsible citizens.

School / Academic Goals

- ü Improve student writing abilities and test scores by using the six trait writing skills and rubric. Give pre- and post-tests and DAP tests. Offer staff development, student activities and achievement awards, and initiate a writer of the month club.
- ü Promote student safety in and out of the classroom through academic instruction by a police officer. Assign all teaching assts. to playground duty before school and during lunch, add additional teachers for supervision. Strict discipline enforcement.

Enrollment

October 1, 2004 School Year Student Enrollment : 735
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 43

Instructional Programs

- Ü Gifted Classes
- Ü Transition / Readiness Classes
- Ü Bridges
- Ü Full-day Kindergarten
- Ü DIBELS

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/23/2005
Last Day of School :	5/27/2006

Shared Responsibilities

School

We distribute monthly calendars of events, with pertinent information to the parents. We maintain a school web site with various information links. Progress Reports and Report Cards are issued quarterly and student agendas are used in grades 5 and 6.

Parents

Parents are encouraged to be active in the education process of thier student by seeing that their children attend school on a regular basis. Parents are expected to attend all parent-teacher conferences, and other school-related activities.

Transportation Policy

KUSD #20 will provide transportation for all students within the school boundaries aside from walking distance. Transportation in our district is a privilege and students are expected to behave on the buses. We have strict enforcement of bus rules.

School Honors

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

Award/Honor	Year
Ü 1st Place KUSD #20 Spelling Bee	2003
Ü 1st Place Problem Solving Team KUSD#20 Math Competition	2003
Ü Honorable Mention - Desert Scribes Writing Competition	2003
Ü 1st place in Math Competition in the area of Problem So	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	115	552	79306	97	98	99	431	436	445	22	12	10	17	22	18	51	53	51	10	13	20
All Students (Prior Year)	95	503	75509	97	98	100	501	511	521	17	12	13	32	29	23	35	36	33	16	23	31
Female	50	257	38691	98	99	99	427	436	446	28	13	10	11	24	18	53	48	52	8	14	20
Male	65	295	40583	97	98	99	433	437	445	19	11	11	21	19	18	49	58	50	11	12	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	19	80	32869	100	99	99	420	425	429	18	15	15	35	18	25	35	57	51	12	9	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	11	4264	NC	100	100	NC	420	419	NC	13	19	NC	13	30	NC	75	45	NC	0	6
White	91	445	36197	97	98	99	433	438	463	23	12	5	13	23	11	55	53	53	9	13	31
Students with Disabilities	26	85	10321	100	100	100	382	386	389	53	34	30	26	35	27	21	28	34	0	3	9
Students without Disabilities	89	467	69060	95	97	98	444	445	454	14	8	7	14	19	17	59	58	54	13	15	22
Limited English Proficient Students	NC	14	15509	NC	100	100	NC	304	406	NC	36	20	NC	50	30	NC	14	45	NC	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	80	316	39415	92	90	96	423	432	431	23	16	15	21	22	25	50	52	50	6	10	10
Non-Economically Disadvantaged	35	236	39966	100	100	100	454	442	459	22	7	6	4	21	12	52	55	52	22	17	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	119	556	79395	100	0	99	426	436	446	21	13	9	32	27	25	45	54	55	3	6	11
All Students (Prior Year)	98	504	75492	100	98	100	504	515	519	19	12	12	23	21	16	45	49	47	13	19	24
Female	52	259	38743	100	0	100	430	444	451	18	12	7	34	26	24	42	53	57	5	10	12
Male	67	297	40618	100	0	99	422	429	440	22	13	11	30	29	27	46	55	53	2	3	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	19	80	32915	100	0	99	419	426	426	29	15	15	24	28	35	47	54	47	0	3	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	11	4271	NC	0	100	NC	417	420	NC	13	15	NC	38	42	NC	50	41	NC	0	2
White	94	448	36221	100	0	99	427	438	465	20	12	4	31	27	15	45	54	63	4	7	17
Students with Disabilities	27	86	10331	100	0	100	382	384	388	53	29	25	26	43	37	21	28	34	0	0	4
Students without Disabilities	92	470	69139	98	0	99	437	446	454	12	10	7	33	25	24	51	59	58	4	7	11
Limited English Proficient Students	NC	14	15545	NC	0	100	NC	302	399	NC	36	21	NC	50	42	NC	14	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	81	317	39484	93	0	96	422	430	429	22	17	14	30	30	35	46	51	47	1	3	4
Non-Economically Disadvantaged	38	239	39986	100	0	100	435	445	461	16	7	4	36	24	16	40	59	63	8	11	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	114	550	78869	97	98	99	440	439	442	11	7	6	16	23	21	61	60	63	11	11	10
All Students (Prior Year)	97	500	75053	99	97	99	595	606	597	5	4	7	13	12	12	75	77	72	6	7	9
Female	50	257	38536	98	99	99	467	462	458	6	4	4	8	16	15	72	65	67	14	16	14
Male	64	293	40302	96	97	99	422	419	428	16	10	8	22	29	26	53	55	60	10	6	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	17	78	32606	89	96	98	445	431	426	13	8	8	7	22	27	60	59	60	20	11	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	11	4245	NC	100	100	NC	430	423	NC	13	9	NC	25	26	NC	50	61	NC	13	4
White	92	445	36078	98	98	99	438	440	459	12	7	4	19	24	16	59	59	66	10	11	14
Students with Disabilities	25	84	10246	100	100	100	340	366	367	47	23	18	29	33	39	24	42	40	0	2	4
Students without Disabilities	89	466	68697	95	97	98	465	452	454	3	4	4	13	21	18	70	63	67	14	12	11
Limited English Proficient Students	NC	14	15339	NC	100	100	NC	279	399	NC	21	11	NC	36	31	NC	36	54	NC	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	78	314	39106	90	90	95	433	428	427	13	9	8	19	28	28	61	56	59	8	6	5
Non-Economically Disadvantaged	36	236	39837	100	100	100	462	454	457	9	4	4	9	16	14	61	64	67	22	16	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	97	587	78906	94	100	99	491	488	498	22	18	13	18	22	19	44	45	48	17	15	20
All Students (Prior Year)	93	584	76019	97	100	100	501	495	499	4	10	14	52	46	39	19	16	14	25	28	33
Female	52	280	38644	98	100	99	489	493	500	23	16	12	16	20	19	44	51	49	16	14	19
Male	46	308	40236	92	98	99	494	483	497	20	20	15	20	23	19	43	41	46	17	16	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	14	82	31938	88	99	99	478	484	481	38	22	19	8	22	25	31	43	46	23	13	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	13	4593	NC	100	100	NC	481	467	NC	20	26	NC	20	29	NC	60	39	NC	0	6
White	78	480	36483	95	100	99	495	488	517	18	17	7	19	22	13	47	45	51	16	15	30
Students with Disabilities	20	102	10664	100	100	100	427	420	430	77	56	42	15	33	27	8	10	26	0	0	5
Students without Disabilities	78	487	68310	94	99	98	504	501	509	11	11	9	18	19	18	51	53	51	20	18	22
Limited English Proficient Students	NC	11	12573	NC	100	100	NC	297	454	NC	33	27	NC	33	30	NC	33	38	NC	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	58	317	38679	82	85	96	484	480	483	19	20	20	23	27	25	46	43	45	13	10	10
Non-Economically Disadvantaged	40	272	40295	100	100	100	503	497	513	27	16	7	10	14	13	40	49	50	23	20	30

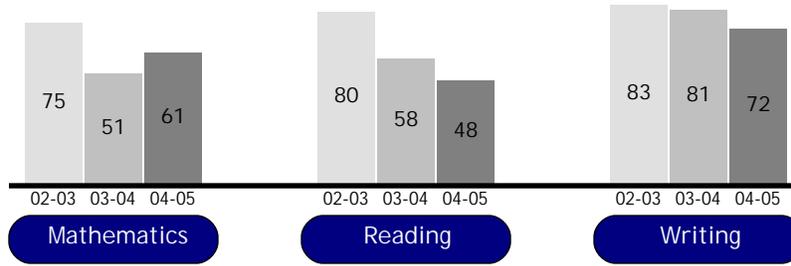
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	589	78908	94	0	99	473	481	484	15	11	10	32	24	23	49	57	58	4	7	9
All Students (Prior Year)	93	580	76020	97	100	100	501	503	503	21	23	25	31	25	23	38	41	40	10	10	12
Female	52	280	38648	98	0	99	467	486	489	16	9	8	33	25	22	51	60	61	0	6	10
Male	46	310	40233	92	0	99	479	476	479	14	13	12	31	24	25	46	54	55	9	8	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	14	82	31940	88	0	99	454	477	465	23	6	16	38	35	32	38	54	49	0	4	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	13	4569	NC	0	100	NC	474	457	NC	20	18	NC	20	39	NC	60	41	NC	0	2
White	78	482	36502	95	0	99	476	480	502	15	12	4	29	23	14	52	58	67	5	7	15
Students with Disabilities	20	102	10665	100	0	100	412	415	423	77	47	30	15	32	36	8	19	31	0	1	2
Students without Disabilities	78	489	68312	94	0	98	485	493	493	3	4	7	35	23	21	57	64	62	5	8	10
Limited English Proficient Students	NC	11	12556	NC	0	100	NC	297	436	NC	11	24	NC	44	40	NC	44	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	58	319	38662	82	0	96	467	474	468	15	12	16	31	28	32	54	59	49	0	2	3
Non-Economically Disadvantaged	40	272	40315	100	0	100	481	488	498	17	10	5	33	21	15	40	55	66	10	14	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	94	582	78750	91	99	99	493	491	500	11	8	6	17	30	29	72	59	63	0	3	2
All Students (Prior Year)	93	576	75673	97	100	100	519	525	530	9	10	12	36	30	25	53	57	58	1	3	4
Female	52	277	38586	98	100	99	492	506	515	12	5	4	16	24	22	72	67	71	0	3	3
Male	43	306	40135	86	98	99	495	476	486	9	11	8	19	35	35	72	52	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	13	80	31841	81	96	99	481	488	483	17	8	8	25	38	36	58	53	55	0	2	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	13	4586	NC	100	100	NC	510	481	NC	0	8	NC	30	37	NC	70	54	NC	0	1
White	76	477	36440	93	99	99	495	490	516	10	9	3	15	29	22	75	60	71	0	3	4
Students with Disabilities	18	100	10622	90	100	100	329	382	415	64	39	21	27	43	50	9	16	28	0	1	1
Students without Disabilities	77	484	68196	93	99	98	522	512	513	2	2	3	16	27	25	83	68	69	0	3	3
Limited English Proficient Students	NC	10	12504	NC	100	100	NC	275	451	NC	13	12	NC	25	44	NC	50	43	NC	13	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	55	314	38558	77	84	96	489	481	485	11	10	8	20	35	37	69	54	54	0	1	1
Non-Economically Disadvantaged	40	270	40260	100	100	100	500	502	514	10	6	3	13	23	21	77	66	72	0	4	4

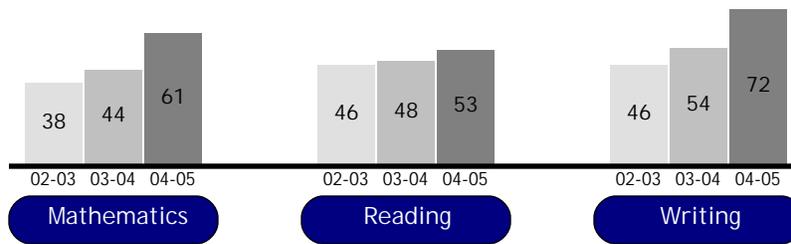
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	86	48	50	50	92	36	NA	58	98	46	47	47
	Language	100	37	43	43	91	30	41	50	98	44	45	47
	Mathematics	100	53	52	57	94	37	54	64	96	51	48	50
3	Reading	100	49	49	47	100	41	NA	55	100	36	41	44
	Language	100	57	55	54	100	49	54	61	100	37	41	44
	Mathematics	100	60	53	54	100	46	52	61	97	41	47	51
4	Reading	96	53	54	52	94	54	NA	56	100	41	46	48
	Language	100	53	52	48	99	48	51	52	100	39	46	49
	Mathematics	96	67	59	57	99	59	59	61	100	44	50	53
5	Reading	99	44	51	50	100	51	NA	55	95	43	50	50
	Language	99	39	45	46	100	44	45	49	95	44	49	50
	Mathematics	99	47	55	57	99	53	56	63	95	45	45	49
6	Reading	100	41	50	53	98	50	NA	56	100	44	48	51
	Language	100	35	41	45	98	42	44	48	100	37	45	47
	Mathematics	100	56	63	62	98	55	63	66	100	39	49	52

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)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Dress Code Policy
- Ü Traditional School

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	2	0	0	0
7 to 9 years	3	4	0	0
10 or more years	7	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer in Every Classroom
- Ü New Primary Playground

Extracurricular Activities

- Ü B.U.G. Club (Bring up Grades)
- Ü Student Council
- Ü Math and Writing Students of the Month
- Ü Honors Chorus, Bell Choir and Band
- Ü Chess Club and Lego Robotics Program

Social Services

- Ü Breakfast/Lunch Programs
- Ü Psychologist

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü C.A.P.S. program. Command of Academic Principles and Skills. An alternative classroom program to assist students in achieving grade level performance. Offered to 4th, 5th, and 6th graders.

- ü Created a new primary playground for the first and second grade students. Installed swings, slides and climbing equipment for the primary students to promote student safety on the playground.

- ü Created a new basketball court for the upper grade through fund raiser that the student body was involved with through the first part of the school year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	17	12	12	17
Transfers In Rate ⁶	73	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All staff and visitors are required to wear I.D. badges on a secured locked campus. Students must be signed in and out; Strict discipline policies and enforcement; Visitng Police officer who teaches students on bullying, and other student crimes.

Our D.A.R.E. Officer completes the DARE curriculum in our 6th grade to help them work on violent and bullying issues.

We are implementing the ITI Model of Lifelong Guidelines and Lifeskills to give our students a feeling of belonging.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Sue Hamilton	(928) 757-4328
Transportation Policy	Sandy Brown	(928) 753-5928
Community Resources		
School Nutrition Programs	Karma Jones	(928) 753-5678
Parent Organization	Trudy Rich	(928) 757-4328
Student Health/Nurse	Jennifer Martin	(928) 757-4328

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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** Due to booklet size printing, print copies are produced in multiples of 4.