

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

500 Maple, Kingman, AZ 86401

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. Steve Hite  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : K-6  
 2005 Enrollment : 336  
 Web Address : www.kusd.org/pc/pchome.html  
 Phone Number : (928) 753-2472  
 Fax Number : (928) 753-7895  
 E-mail : shite@kusd.org

### Mission

We, the staff at Palo Christi Elementary School, are dedicated to providing instruction that allows all students to reach their fullest potential for lifelong success: Believe, Achieve, Succeed.

### 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 All students will meet their standards-based requirements.
- ü All students will work at their grade levels.

### Enrollment

October 1, 2004 School Year Student Enrollment : 440  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 43

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Kindergarten Enrichment Program--All Day
- ü Art Masters K-6

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/21/2005
Last Day of School :	6/14/2006

Shared Responsibilities

School

Parents have received a letter to inform them of the criteria our school utilizes to give award certificates for high achievement. Monthly calendars are sent with each student to apprise parents of school activities.

Parents

We ask each parent to provide the basic necessities for each of their children. We provide breakfast and lunch programs. Parents are required to meet with teachers before the end of the first nine-week grading period.

Transportation Policy

Students who live more than one mile from school are provided regular school bus transportation. Students are expected to follow the bus guidelines. Bus services are not required to be provided except as indicated in an Individual Education Plan.

School Honors

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

Award/Honor	Year
ü Who's Who in American Education	1999
ü Make a Difference Day National Recognition	2001

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	39	552	79306	95	98	99	454	436	445	3	12	10	25	22	18	44	53	51	28	13	20
All Students (Prior Year)	53	503	75509	100	98	100	514	511	521	12	12	13	29	29	23	33	36	33	27	23	31
Female	14	257	38691	100	99	99	460	436	446	9	13	10	27	24	18	18	48	52	45	14	20
Male	25	295	40583	93	98	99	451	437	445	0	11	11	24	19	18	57	58	50	19	12	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	NC	80	32869	NC	99	99	NC	425	429	NC	15	15	NC	18	25	NC	57	51	NC	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	--	11	4264	--	100	100	--	420	419	--	13	19	--	13	30	--	75	45	--	0	6
White	33	445	36197	94	98	99	454	438	463	3	12	5	27	23	11	40	53	53	30	13	31
Students with Disabilities	NC	85	10321	NC	100	100	NC	386	389	NC	34	30	NC	35	27	NC	28	34	NC	3	9
Students without Disabilities	36	467	69060	100	97	98	458	445	454	0	8	7	27	19	17	43	58	54	30	15	22
Limited English Proficient Students	--	14	15509	--	100	100	--	304	406	--	36	20	--	50	30	--	14	45	--	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	18	316	39415	75	90	96	457	432	431	0	16	15	29	22	25	43	52	50	29	10	10
Non-Economically Disadvantaged	21	236	39966	100	100	100	452	442	459	6	7	6	22	21	12	44	55	52	28	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	39	556	79395	95	0	99	452	436	446	3	13	9	28	27	25	56	54	55	13	6	11
All Students (Prior Year)	53	504	75492	100	98	100	517	515	519	8	12	12	19	21	16	52	49	47	21	19	24
Female	14	259	38743	100	0	100	466	444	451	0	12	7	27	26	24	45	53	57	27	10	12
Male	25	297	40618	93	0	99	445	429	440	5	13	11	29	29	27	62	55	53	5	3	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	NC	80	32915	NC	0	99	NC	426	426	NC	15	15	NC	28	35	NC	54	47	NC	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	--	11	4271	--	0	100	--	417	420	--	13	15	--	38	42	--	50	41	--	0	2
White	33	448	36221	94	0	99	453	438	465	3	12	4	27	27	15	57	54	63	13	7	17
Students with Disabilities	NC	86	10331	NC	0	100	NC	384	388	NC	29	25	NC	43	37	NC	28	34	NC	0	4
Students without Disabilities	36	470	69139	100	0	99	454	446	454	3	10	7	27	25	24	57	59	58	13	7	11
Limited English Proficient Students	--	14	15545	--	0	100	--	302	399	--	36	21	--	50	42	--	14	35	--	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	18	317	39484	75	0	96	446	430	429	7	17	14	36	30	35	57	51	47	0	3	4
Non-Economically Disadvantaged	21	239	39986	100	0	100	457	445	461	0	7	4	22	24	16	56	59	63	22	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	37	550	78869	90	98	99	445	439	442	3	7	6	20	23	21	70	60	63	7	11	10
All Students (Prior Year)	53	500	75053	100	97	99	635	606	597	8	4	7	6	12	12	75	77	72	12	7	9
Female	14	257	38536	100	99	99	456	462	458	9	4	4	9	16	15	64	65	67	18	16	14
Male	23	293	40302	85	97	99	439	419	428	0	10	8	26	29	26	74	55	60	0	6	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	NC	78	32606	NC	96	98	NC	431	426	NC	8	8	NC	22	27	NC	59	60	NC	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	--	11	4245	--	100	100	--	430	423	--	13	9	--	25	26	--	50	61	--	13	4
White	31	445	36078	89	98	99	446	440	459	4	7	4	21	24	16	68	59	66	7	11	14
Students with Disabilities	NC	84	10246	NC	100	100	NC	366	367	NC	23	18	NC	33	39	NC	42	40	NC	2	4
Students without Disabilities	34	466	68697	94	97	98	449	452	454	0	4	4	21	21	18	71	63	67	7	12	11
Limited English Proficient Students	--	14	15339	--	100	100	--	279	399	--	21	11	--	36	31	--	36	54	--	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	16	314	39106	67	90	95	431	428	427	0	9	8	33	28	28	67	56	59	0	6	5
Non-Economically Disadvantaged	21	236	39837	100	100	100	455	454	457	6	4	4	11	16	14	72	64	67	11	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	62	587	78906	100	100	99	487	488	498	22	18	13	24	22	19	40	45	48	14	15	20
All Students (Prior Year)	57	584	76019	100	100	100	513	495	499	6	10	14	37	46	39	8	16	14	49	28	33
Female	22	280	38644	100	100	99	506	493	500	6	16	12	25	20	19	50	51	49	19	14	19
Male	40	308	40236	98	98	99	479	483	497	29	20	15	24	23	19	35	41	46	12	16	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	NC	82	31938	NC	99	99	NC	484	481	NC	22	19	NC	22	25	NC	43	46	NC	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	49	480	36483	100	100	99	493	488	517	21	17	7	21	22	13	41	45	51	18	15	30
Students with Disabilities	14	102	10664	88	100	100	441	420	430	55	56	42	36	33	27	9	10	26	0	0	5
Students without Disabilities	48	487	68310	100	99	98	500	501	509	13	11	9	21	19	18	49	53	51	18	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	31	317	38679	78	85	96	486	480	483	15	20	20	35	27	25	38	43	45	12	10	10
Non-Economically Disadvantaged	31	272	40295	100	100	100	489	497	513	29	16	7	13	14	13	42	49	50	17	20	30

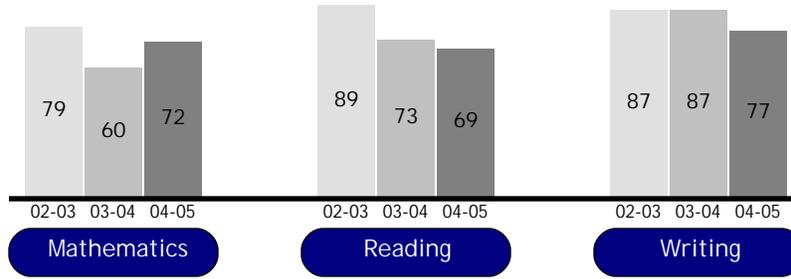
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	589	78908	100	0	99	475	481	484	18	11	10	22	24	23	52	57	58	8	7	9
All Students (Prior Year)	56	580	76020	98	100	100	505	503	503	24	23	25	22	25	23	42	41	40	12	10	12
Female	22	280	38648	100	0	99	494	486	489	6	9	8	13	25	22	75	60	61	6	6	10
Male	40	310	40233	98	0	99	467	476	479	24	13	12	26	24	25	41	54	55	9	8	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	NC	82	31940	NC	0	99	NC	477	465	NC	6	16	NC	35	32	NC	54	49	NC	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	49	482	36502	100	0	99	479	480	502	18	12	4	15	23	14	56	58	67	10	7	15
Students with Disabilities	14	102	10665	88	0	100	436	415	423	55	47	30	36	32	36	0	19	31	9	1	2
Students without Disabilities	48	489	68312	100	0	98	486	493	493	8	4	7	18	23	21	67	64	62	8	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	31	319	38662	78	0	96	472	474	468	19	12	16	19	28	32	58	59	49	4	2	3
Non-Economically Disadvantaged	31	272	40315	100	0	100	479	488	498	17	10	5	25	21	15	46	55	66	13	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	61	582	78750	100	99	99	480	491	500	12	8	6	31	30	29	55	59	63	2	3	2
All Students (Prior Year)	57	576	75673	100	100	100	557	525	530	10	10	12	24	30	25	59	57	58	8	3	4
Female	22	277	38586	100	100	99	536	506	515	0	5	4	13	24	22	81	67	71	6	3	3
Male	39	306	40135	95	98	99	453	476	486	18	11	8	39	35	35	42	52	56	0	2	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	NC	80	31841	NC	96	99	NC	488	483	NC	8	8	NC	38	36	NC	53	55	NC	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	48	477	36440	98	99	99	485	490	516	11	9	3	29	29	22	58	60	71	3	3	4
Students with Disabilities	13	100	10622	81	100	100	427	382	415	30	39	21	50	43	50	20	16	28	0	1	1
Students without Disabilities	48	484	68196	100	99	98	494	512	513	8	2	3	26	27	25	64	68	69	3	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	31	314	38558	78	84	96	477	481	485	12	10	8	35	35	37	54	54	54	0	1	1
Non-Economically Disadvantaged	30	270	40260	100	100	100	483	502	514	13	6	3	26	23	21	57	66	72	4	4	4

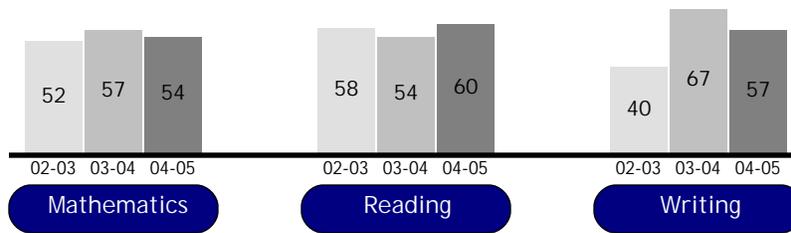
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	91	58	50	50	96	56	NA	58	100	50	47	47
	Language	95	50	43	43	96	45	41	50	100	47	45	47
	Mathematics	95	71	52	57	96	63	54	64	100	52	48	50
3	Reading	92	52	49	47	100	57	NA	55	95	49	41	44
	Language	92	57	55	54	96	63	54	61	95	50	41	44
	Mathematics	94	63	53	54	98	62	52	61	95	54	47	51
4	Reading	100	63	54	52	93	58	NA	56	97	49	46	48
	Language	98	60	52	48	96	59	51	52	97	51	46	49
	Mathematics	100	66	59	57	98	64	59	61	97	53	50	53
5	Reading	100	42	51	50	95	60	NA	55	100	45	50	50
	Language	96	38	45	46	97	50	45	49	100	48	49	50
	Mathematics	96	49	55	57	97	58	56	63	100	43	45	49
6	Reading	92	44	50	53	96	43	NA	56	97	40	48	51
	Language	94	35	41	45	94	34	44	48	97	42	45	47
	Mathematics	94	58	63	62	96	50	63	66	97	51	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/](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)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü 45-15 Day School Calendar
- Ü Textbook Selection
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Uniforms

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	6.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	5	0	0	1
7 to 9 years	1	1	0	0
10 or more years	2	9	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Nature Trail/AZ Experience Outdoor Class
- Ü Library
- Ü Computer Lab.

Extracurricular Activities

- Ü Chess Club
- Ü Student Council
- Ü Computer Club
- Ü Extreme Readers Club

Social Services

- Ü Kingman Downtown Merchants
- Ü Parenting Assistance
- Ü Recreational Activities
- Ü Counseling Services

ü Palo Christi is the oldest continuing Elementary School in Kingman.

ü Palo Christi is the second school in Kingman to start the Art Masters program with the benefit of grants and donations of area organizations.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	92	95	94	95
Transfers Out Rates <sup>5</sup>	29	12	12	17
Transfers In Rate <sup>6</sup>	116	28	28	37
Stability Rate <sup>7</sup>	70	87	87	82
Promotion Rate <sup>8</sup>	86	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	5	0	1	6
Status Unknown <sup>11</sup>	5	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

Our school has established policy for evacuating or locking-down our building to provide safety for our students. We have installed fencing and gates to provide a locked campus to provide a safe campus for all students and staff.

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	Steve D. Hite	(928) 753-2472
Transportation Policy	David Brown	(928) 753-5928
Community Resources	Linda Chevalier	(928) 753-2472
School Nutrition Programs	Karma Jones	(928) 753-6190
Parent Organization	Palo Christi PTVO	(928) 753-2472
Student Health/Nurse	Beth Furtchbar	(928) 753-2472

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.