

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1066 Marina Blvd, Bullhead City, AZ 86442

Bullhead City Elementary 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 Underperforming

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

School Overview

Principal/Administrator : Ms. Leslie May
Schedule : 07:30 AM to 03:30 PM
Grades : Pre-K-5
2005 Enrollment : 727
Web Address : www.bullheadschoools.com
Phone Number : (928) 758-6606
Fax Number : (928) 758-5726
E-mail : lmay@bullheadschoools.com

Mission

Desert Valley School provides a safe, nurturing environment that promotes growth, creativity and achievement. We encourage, recognize and celebrate accomplishments. We believe that every child can learn.

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 Year 2
2002-03 Year 2

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

School / Academic Goals

ü Character Education is a focus at Desert Valley School. Students recite the Kids for Character Promise each day. Teachers follow a "trait a month" program and implement lessons into the regular classroom schedule on a weekly basis.

ü 6-Traits writing curriculum has been provided for each class at Desert Valley School. The students are provided a comprehensive program that covers each trait with extended writing on teacher-based topics used for further development of skills.

ü Reading - Focus Standards

3rd - S1C6 Comprehension Strategies

ü 4th - Comprehending info text. S3C3 persuasive text S1C6 comp. strategies

5th - S1C4 Vocabulary

S2C1 Elements of Literature

S2C3 Probability/ Discrete Math

S3C3 Comprehending info text/ persuasive text

Enrollment

October 1, 2004 School Year Student Enrollment : 744

Accounting for 2005-06 Under Open Enrollment Law : ² Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 3

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Special Education Preschool
- ü Title I, SEI/ELL
- ü Tutoring
- ü Technology based instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Desert Valley School provides a safe, quality learning environment. Expectations are communicated clearly. We accept self-discipline as a universal goal and ask parental support of our discipline program. We strive to increase student achievement.

Parents

Parents need to have students to school on time, wearing the approved uniform. Parents are expected to ask about homework, and support their child academically. Parents should understand and support the behavior expectations at Desert Valley School.

Transportation Policy

Transportation is a privilege extended to students. Transportation of handicapped students is provided as needed. All students who live more than one mile from school are transported. Third graders who live 1/2 mile or more are transported.

School Honors

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

Award/Honor	Year
ü KTOX Civic Spirit Award	2002
ü Golden Bell (Honorable mention)	2003
ü Western Region National Student Publishing Award	2004

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	247	452	79306	100	100	99	425	435	445	16	13	10	30	25	18	45	49	51	9	13	20
All Students (Prior Year)	254	446	75509	98	98	100	498	507	521	17	13	13	38	32	23	27	34	33	17	21	31
Female	130	229	38691	100	100	99	420	432	446	18	15	10	29	23	18	47	51	52	6	11	20
Male	117	223	40583	100	100	99	431	439	445	15	11	11	31	27	18	43	46	50	12	15	21
African American	NC	12	4041	NC	92	99	NC	470	426	NC	0	17	NC	0	23	NC	80	50	NC	20	10
Hispanic	123	173	32869	98	97	99	420	423	429	20	18	15	34	34	25	38	40	51	8	8	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	112	253	36197	100	100	99	430	442	463	13	10	5	24	19	11	53	55	53	9	15	31
Students with Disabilities	28	48	10321	100	100	100	386	398	389	42	33	30	21	23	27	38	43	34	0	3	9
Students without Disabilities	219	404	69060	99	100	98	431	440	454	13	11	7	31	25	17	46	50	54	10	14	22
Limited English Proficient Students	60	78	15509	100	100	100	410	412	406	24	24	20	36	35	30	32	33	45	7	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	197	306	39415	98	97	96	425	427	431	17	17	15	30	29	25	45	46	50	7	9	10
Non-Economically Disadvantaged	50	146	39966	100	100	100	428	454	459	13	5	6	28	18	12	45	55	52	15	22	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	246	451	79395	100	0	99	435	441	446	6	7	9	42	35	25	46	52	55	5	6	11
All Students (Prior Year)	254	446	75492	98	98	100	507	515	519	16	11	12	22	19	16	51	51	47	11	18	24
Female	129	228	38743	100	0	100	435	443	451	6	7	7	41	31	24	47	55	57	7	7	12
Male	117	223	40618	100	0	99	434	440	440	7	6	11	44	39	27	46	49	53	3	5	9
African American	NC	12	4052	NC	0	100	NC	481	434	NC	0	11	NC	20	29	NC	60	54	NC	20	6
Hispanic	123	173	32915	98	0	99	432	433	426	6	6	15	45	43	35	45	49	47	4	3	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	111	252	36221	100	0	99	437	445	465	8	7	4	38	30	15	48	54	63	6	9	17
Students with Disabilities	27	47	10331	100	0	100	395	405	388	13	13	25	74	64	37	13	23	34	0	0	4
Students without Disabilities	219	404	69139	99	0	99	440	445	454	6	6	7	38	31	24	51	56	58	6	7	11
Limited English Proficient Students	60	78	15545	100	0	100	417	418	399	9	11	21	51	48	42	36	38	35	3	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	197	306	39484	98	0	96	434	434	429	5	8	14	46	41	35	45	47	47	4	4	4
Non-Economically Disadvantaged	49	145	39986	100	0	100	436	456	461	13	4	4	28	21	16	51	63	63	8	12	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	246	449	78869	100	100	99	395	414	442	17	12	6	35	30	21	46	54	63	2	4	10
All Students (Prior Year)	254	445	75053	98	98	99	565	570	597	7	6	7	20	18	12	65	70	72	7	6	9
Female	130	229	38536	100	100	99	412	432	458	14	9	4	28	21	15	55	65	67	4	5	14
Male	116	220	40302	99	100	99	376	394	428	20	15	8	43	39	26	37	43	60	0	3	7
African American	NC	12	4015	NC	92	99	NC	403	430	NC	20	8	NC	20	24	NC	60	61	NC	0	7
Hispanic	123	172	32606	98	97	98	386	397	426	19	16	8	37	35	27	44	47	60	0	2	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	111	251	36078	100	100	99	403	424	459	16	10	4	34	27	16	46	59	66	4	4	14
Students with Disabilities	28	47	10246	100	100	100	333	358	367	33	23	18	46	53	39	21	25	40	0	0	4
Students without Disabilities	218	402	68697	99	100	98	404	421	454	15	11	4	33	27	18	50	58	67	2	4	11
Limited English Proficient Students	60	77	15339	100	100	100	379	386	399	20	18	11	43	43	31	36	38	54	0	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	197	304	39106	98	97	95	393	400	427	17	14	8	36	34	28	46	50	59	1	2	5
Non-Economically Disadvantaged	49	145	39837	100	100	100	405	444	457	18	7	4	31	21	14	46	64	67	5	8	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	236	426	78906	100	99	99	475	492	498	17	11	13	26	23	19	45	50	48	11	15	20
All Students (Prior Year)	224	414	76019	100	100	100	483	488	499	13	13	14	56	50	39	11	13	14	20	24	33
Female	112	210	38644	100	98	99	483	499	500	16	10	12	28	23	19	44	52	49	11	15	19
Male	124	217	40236	100	100	99	468	486	497	19	13	15	25	23	19	46	48	46	11	16	20
African American	NC	13	4087	NC	100	99	NC	481	481	NC	20	20	NC	20	24	NC	50	45	NC	10	11
Hispanic	129	170	31938	100	100	99	462	468	481	19	17	19	31	31	25	42	42	46	8	9	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	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	96	232	36483	98	97	99	494	509	517	14	7	7	20	18	13	51	56	51	15	19	30
Students with Disabilities	34	52	10664	100	100	100	362	403	430	52	38	42	30	36	27	19	24	26	0	2	5
Students without Disabilities	202	375	68310	98	98	98	493	504	509	12	8	9	26	22	18	49	53	51	13	17	22
Limited English Proficient Students	36	47	12573	100	100	100	431	438	454	30	27	27	34	37	30	33	33	38	3	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	197	294	38679	96	93	96	486	492	483	18	14	20	26	25	25	45	48	45	11	13	10
Non-Economically Disadvantaged	39	133	40295	100	100	100	417	494	513	13	6	7	26	19	13	48	55	50	13	21	30

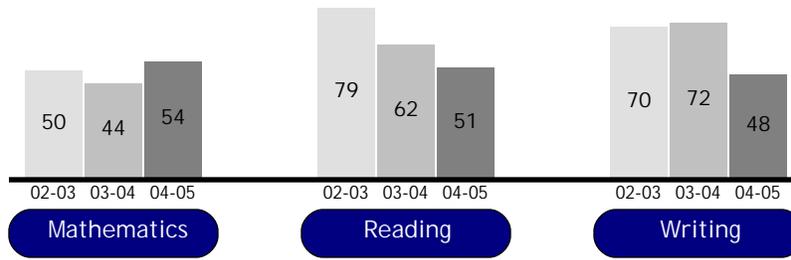
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	236	428	78908	100	0	99	466	479	484	10	8	10	31	24	23	53	61	58	6	7	9
All Students (Prior Year)	223	413	76020	100	100	100	497	499	503	26	24	25	30	29	23	36	39	40	7	8	12
Female	112	211	38648	100	0	99	478	489	489	10	7	8	25	20	22	60	67	61	5	7	10
Male	124	218	40233	100	0	99	454	469	479	10	8	12	37	29	25	46	55	55	7	7	8
African American	NC	13	4092	NC	0	99	NC	475	473	NC	20	12	NC	10	28	NC	70	54	NC	0	5
Hispanic	129	170	31940	100	0	99	453	457	465	11	10	16	35	34	32	51	53	49	3	2	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	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	96	234	36502	98	0	99	482	494	502	9	5	4	28	19	14	54	66	67	10	10	15
Students with Disabilities	34	52	10665	100	0	100	355	393	423	33	31	30	44	38	36	22	31	31	0	0	2
Students without Disabilities	202	377	68312	98	0	98	483	490	493	6	4	7	29	23	21	57	65	62	7	8	10
Limited English Proficient Students	36	47	12556	100	0	100	419	426	436	19	18	24	43	45	40	37	37	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	197	296	38662	96	0	96	477	480	468	10	9	16	31	27	32	54	58	49	6	6	3
Non-Economically Disadvantaged	39	133	40315	100	0	100	405	478	498	10	4	5	35	19	15	48	67	66	6	10	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	236	429	78750	100	99	99	473	491	500	5	3	6	49	41	29	45	55	63	1	1	2
All Students (Prior Year)	224	414	75673	100	100	100	503	504	530	20	18	12	24	28	25	52	51	58	3	3	4
Female	112	212	38586	100	99	99	494	512	515	4	3	4	38	28	22	57	68	71	1	2	3
Male	124	218	40135	100	100	99	452	469	486	6	4	8	60	54	35	33	41	56	1	1	1
African American	NC	13	4081	NC	100	99	NC	498	488	NC	0	8	NC	50	32	NC	50	59	NC	0	2
Hispanic	129	170	31841	100	100	99	459	466	483	7	6	8	50	49	36	42	45	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	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	96	235	36440	98	98	99	492	507	516	3	2	3	48	36	22	48	60	71	3	2	4
Students with Disabilities	34	52	10622	100	100	100	336	375	415	22	17	21	63	69	50	15	14	28	0	0	1
Students without Disabilities	202	378	68196	98	99	98	494	506	513	2	2	3	47	37	25	49	60	69	1	1	3
Limited English Proficient Students	36	47	12504	100	100	100	429	439	451	9	7	12	60	60	44	31	33	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	197	297	38558	96	94	96	483	491	485	5	4	8	50	45	37	44	49	54	1	1	1
Non-Economically Disadvantaged	39	133	40260	100	100	100	417	492	514	3	1	3	45	30	21	48	68	72	3	1	4

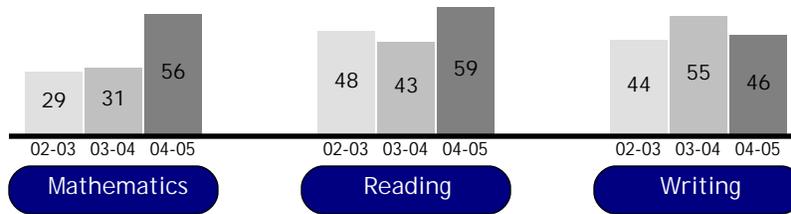
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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
3	Reading	98	34	41	47	100	37	NA	55	100	36	40	44
	Language	99	38	45	54	100	39	46	61	100	38	41	44
	Mathematics	99	38	47	54	100	37	47	61	100	37	43	51
4	Reading	95	44	45	52	100	50	NA	56	98	40	43	48
	Language	98	39	38	48	100	42	45	52	98	42	44	49
	Mathematics	98	47	49	57	100	50	56	61	98	42	47	53
5	Reading	96	42	47	50	100	41	NA	55	98	44	49	50
	Language	98	37	40	46	100	37	40	49	98	45	48	50
	Mathematics	98	43	48	57	100	47	51	63	98	40	45	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)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Textbook Selection
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Support for Special Area Programs
- Ü Involvement in Community Activities
- Ü Parent Contact and Informational Source

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	3.50	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	0	0	0
4 to 6 years	7	3	0	0
7 to 9 years	5	2	0	0
10 or more years	1	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	20
Percent of teachers in the school with Emergency/Provisional Certification	45%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Media Center with Technology Hub

Extracurricular Activities

- Ü Extended Day Remediation/Enrichment
- Ü Choir/Band
- Ü Computer/Web Design Club
- Ü Newspaper/Intramural Volleyball
- Ü Rocket building club
- Ü Science Club
- Ü Quilting student/parent involvement club
- Ü Intramural Basketball

Social Services

- Ü Boys and Girls Club
- Ü Boy and Girl Scouts
- Ü AYSO
- Ü Little League

School Achievements/Accomplishments 2004-05

- ü 540 Fourth and Fifth graders have completed the Herzog Method of Keyboarding. This provided a school-to-work emphasis to technology, with tremendous speed and accuracy resulting.

- ü 400 student entries of artwork and writing samples were submitted to the Mohave Education Festival. 27 Blue Ribbon Awards were given to Desert Valley Students.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	34	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	3	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

We emphasize positive relationships among students/staff. We help students feel safe expressing their feelings; promote good citizenship and character; continually examine procedures and school environment for improvements. Peer mediation program has been established for the 2005-2006 school year.

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) :

12

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	Leslie May	(928) 758-6606
Transportation Policy	Vicky Guy	(928) 758-3961
Community Resources	George Huggins	(928) 758-3961
School Nutrition Programs	Janet Gutowski	(928) 758-6606
Parent Organization	Jennifer Jackson	(928) 758-6606
Student Health/Nurse	Mary Crespín	(928) 758-6606

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.