

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1419 E. Willow Road, Mohave Valley, AZ 86440

Mohave Valley 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	Performing

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

School Overview

Principal/Administrator : Mrs. Mandy L. Waxler
 Schedule : 07:15 AM to 04:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 602
 Web Address :
 Phone Number : (928) 768-2211
 Fax Number : (928) 768-6424
 E-mail : waxlerm@mvesd16.org

Mission

We are a school where people with different traditions, perspectives, & experiences are appreciated and celebrated; and where respect and a positive environment enhance a strong academic program to promote a passion for learning and student success.

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 / Academic Goals

- ü Ninety percent (90%) of all students in Mohave Valley Elementary after three years will score average or above in Math as measured by the Stanford 9 and AIMS assessments.
- ü As detailed in the Workplace Standards of the Arizona Academic Standards, MVE will develop a positive school climate by decreasing negative behavior of all students, as measured by schoolwide data listed in the benchmarks.
- ü Ninety percent of all students in Mohave Valley Elementary after three years will score average or above in reading as measured by the Stanford 9 and AIMS assessments.
- ü Teachers will successfully integrate Arizona arts standards into their instructional curriculum.

Enrollment

October 1, 2004 School Year Student Enrollment : 512
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Leveled Grouping for Reading and Math
- ü Primary Language Arts and Math Block
- ü On-Site Special Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	7/21/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The teacher will: Form a community with families to support students' learning; maintain high expectations for myself and the students; communicate with parents about progress and options. See the School Compact for more information.

Parents

Provide a time for my child to do homework and review it; instill the importance of education in my child; ensure that my child attends school regularly and arrives at school on time; participate in the learning and social activities of the school.

Transportation Policy

Students residing beyond one mile of the school are provided the opportunity to receive school bus service to and from school. Students are to conduct themselves in a manner consistent with established standards for classroom behavior.

School Honors

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

Award/Honor	Year
ü School-to-Work Grant Recipient	2001
ü CSRD Grant Recipient	2002
ü Creating Discipline School Environment Grant Recipient	2003
ü CSRD Art Grant Recipient	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	68	218	79306	100	100	99	431	436	445	8	7	10	29	25	18	63	58	51	0	11	20
All Students (Prior Year)	55	181	75509	100	100	100	503	511	521	14	14	13	35	28	23	31	32	33	20	26	31
Female	31	108	38691	94	99	99	431	436	446	4	7	10	29	23	18	67	60	52	0	10	20
Male	37	110	40583	100	100	99	431	435	445	11	6	11	29	27	18	61	56	50	0	11	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	15	55	32869	100	100	99	424	424	429	9	7	15	45	30	25	45	58	51	0	5	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	12	12	4264	100	92	100	418	418	419	18	18	19	27	27	30	55	55	45	0	0	6
White	39	146	36197	100	100	99	438	442	463	3	6	5	23	22	11	73	59	53	0	14	31
Students with Disabilities	12	31	10321	100	100	100	446	386	389	0	20	30	33	20	27	67	56	34	0	4	9
Students without Disabilities	56	187	69060	95	97	98	428	444	454	9	5	7	28	26	17	63	58	54	0	12	22
Limited English Proficient Students	NC	14	15509	NC	100	100	NC	331	406	NC	40	20	NC	20	30	NC	40	45	NC	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	32	108	39415	64	84	96	428	434	431	3	5	15	38	34	25	59	54	50	0	6	10
Non-Economically Disadvantaged	36	110	39966	100	100	100	435	437	459	13	8	6	17	14	12	70	62	52	0	15	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	68	218	79395	100	0	99	433	440	446	4	4	9	38	29	25	56	62	55	2	5	11
All Students (Prior Year)	57	183	75492	100	100	100	507	510	519	15	14	12	25	21	16	51	54	47	9	11	24
Female	31	108	38743	94	0	100	441	445	451	8	6	7	21	24	24	67	62	57	4	8	12
Male	37	110	40618	100	0	99	426	436	440	0	3	11	54	33	27	46	61	53	0	2	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	15	55	32915	100	0	99	424	430	426	18	12	15	36	28	35	45	60	47	0	0	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	12	12	4271	100	0	100	431	431	420	0	0	15	45	45	42	55	55	41	0	0	2
White	39	146	36221	100	0	99	437	445	465	0	2	4	37	27	15	60	63	63	3	7	17
Students with Disabilities	12	31	10331	100	0	100	432	376	388	11	16	25	22	36	37	67	48	34	0	0	4
Students without Disabilities	56	187	69139	95	0	99	433	451	454	2	3	7	42	28	24	53	64	58	2	6	11
Limited English Proficient Students	NC	14	15545	NC	0	100	NC	329	399	NC	40	21	NC	40	42	NC	20	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	32	108	39484	64	0	96	429	439	429	0	2	14	45	38	35	52	58	47	3	2	4
Non-Economically Disadvantaged	36	110	39986	100	0	100	438	441	461	9	7	4	30	19	16	61	65	63	0	8	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	66	215	78869	97	100	99	393	435	442	12	6	6	38	23	21	50	64	63	0	7	10
All Students (Prior Year)	57	184	75053	100	100	99	520	558	597	13	12	7	17	12	12	70	72	72	0	4	9
Female	31	108	38536	94	99	99	411	453	458	13	6	4	25	15	15	63	69	67	0	10	14
Male	35	107	40302	100	100	99	378	418	428	11	5	8	50	32	26	39	60	60	0	3	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	15	55	32606	100	100	98	389	427	426	18	7	8	45	23	27	36	67	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	12	12	4245	100	92	100	356	356	423	27	27	9	18	18	26	55	55	61	0	0	4
White	38	144	36078	97	100	99	408	444	459	3	3	4	43	25	16	53	63	66	0	9	14
Students with Disabilities	11	30	10246	100	100	100	390	363	367	0	16	18	67	36	39	33	44	40	0	4	4
Students without Disabilities	55	185	68697	93	96	98	394	446	454	14	4	4	33	21	18	53	68	67	0	7	11
Limited English Proficient Students	NC	14	15339	NC	100	100	NC	349	399	NC	27	11	NC	13	31	NC	53	54	NC	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	31	107	39106	62	83	95	383	436	427	10	3	8	55	31	28	34	61	59	0	4	5
Non-Economically Disadvantaged	35	108	39837	100	100	100	406	434	457	13	8	4	17	14	14	70	67	67	0	10	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	79	209	78906	100	100	99	487	502	498	9	9	13	34	23	19	46	50	48	11	19	20
All Students (Prior Year)	76	192	76019	100	100	100	460	479	499	34	21	14	46	46	39	9	13	14	10	20	33
Female	39	103	38644	100	99	99	489	501	500	6	7	12	29	18	19	55	59	49	10	16	19
Male	40	106	40236	100	100	99	485	503	497	12	10	15	38	27	19	38	41	46	12	22	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	20	33	31938	100	100	99	495	498	481	6	13	19	35	23	25	47	43	46	12	20	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	13	15	4593	100	100	100	463	468	467	9	8	26	55	50	29	36	42	39	0	0	6
White	45	159	36483	100	100	99	491	507	517	11	7	7	27	20	13	49	52	51	14	21	30
Students with Disabilities	16	25	10664	100	100	100	446	452	430	33	32	42	53	45	27	13	18	26	0	5	5
Students without Disabilities	63	184	68310	98	99	98	499	509	509	2	5	9	28	19	18	56	54	51	14	21	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	32	82	38679	73	84	96	484	496	483	10	9	20	40	28	25	33	43	45	17	19	10
Non-Economically Disadvantaged	47	127	40295	100	100	100	490	506	513	9	8	7	29	18	13	57	55	50	6	19	30

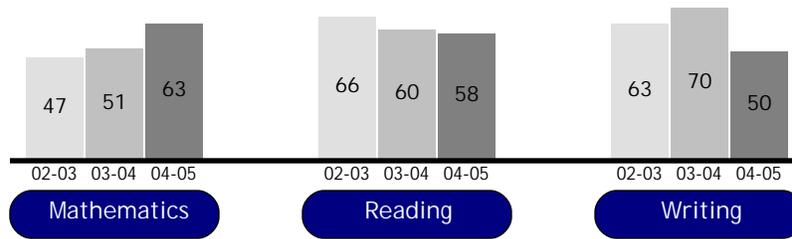
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	210	78908	100	0	99	476	485	484	2	2	10	47	33	23	48	60	58	3	5	9
All Students (Prior Year)	74	190	76020	100	100	100	488	496	503	46	32	25	25	27	23	28	33	40	2	7	12
Female	39	103	38648	100	0	99	478	488	489	0	2	8	48	29	22	48	63	61	3	6	10
Male	41	107	40233	100	0	99	474	482	479	3	2	12	46	37	25	49	56	55	3	5	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	20	33	31940	100	0	99	476	476	465	0	3	16	47	37	32	53	60	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	14	16	4569	100	0	100	464	469	457	8	8	18	58	54	39	33	38	41	0	0	2
White	45	159	36502	100	0	99	479	489	502	0	2	4	43	29	14	51	62	67	5	7	15
Students with Disabilities	17	26	10665	100	0	100	452	455	423	6	4	30	75	70	36	19	26	31	0	0	2
Students without Disabilities	63	184	68312	98	0	98	483	490	493	0	2	7	38	27	21	58	65	62	4	6	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	33	83	38662	75	0	96	473	479	468	3	3	16	48	39	32	45	55	49	3	4	3
Non-Economically Disadvantaged	47	127	40315	100	0	100	478	489	498	0	2	5	46	28	15	51	64	66	3	6	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	78	208	78750	100	100	99	482	493	500	6	6	6	47	33	29	45	60	63	2	1	2
All Students (Prior Year)	74	189	75673	100	100	100	465	497	530	29	18	12	40	34	25	31	48	58	0	0	4
Female	38	102	38586	97	98	99	504	510	515	0	2	4	33	22	22	67	76	71	0	0	3
Male	40	106	40135	100	100	99	462	476	486	12	9	8	59	44	35	26	45	56	3	1	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	20	33	31841	100	100	99	486	481	483	6	13	8	35	20	36	59	67	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	14	16	4586	100	100	100	478	479	481	8	8	8	42	38	37	50	54	54	0	0	1
White	43	157	36440	100	99	99	481	498	516	6	4	3	54	35	22	37	60	71	3	1	4
Students with Disabilities	16	25	10622	100	100	100	434	423	415	27	27	21	53	55	50	20	18	28	0	0	1
Students without Disabilities	62	183	68196	97	98	98	496	504	513	0	3	3	45	30	25	53	67	69	2	1	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	32	82	38558	73	84	96	487	493	485	7	7	8	43	32	37	47	59	54	3	1	1
Non-Economically Disadvantaged	46	126	40260	100	100	100	477	494	514	6	5	3	50	34	21	44	61	72	0	0	4

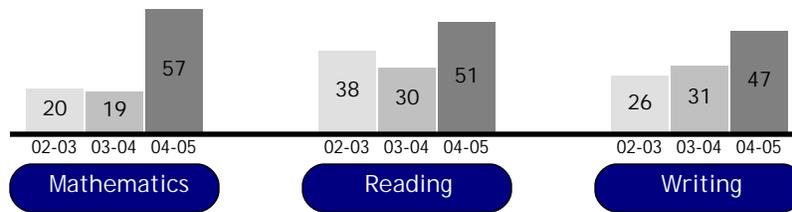
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	88	41	47	50	98	70	NA	58	100	71	55	47
	Language	98	43	39	43	100	57	41	50	100	76	61	47
	Mathematics	98	53	50	57	100	70	56	64	100	77	58	50
3	Reading	94	33	46	47	100	42	NA	55	100	39	46	44
	Language	100	43	52	54	100	42	48	61	100	38	44	44
	Mathematics	100	51	60	54	100	54	57	61	100	43	47	51
4	Reading	86	39	52	52	99	48	NA	56	100	42	46	48
	Language	100	33	42	48	100	39	45	52	100	41	46	49
	Mathematics	98	33	52	57	100	52	59	61	100	41	50	53
5	Reading	96	35	45	50	100	38	NA	55	100	43	49	50
	Language	99	28	37	46	100	24	36	49	100	41	47	50
	Mathematics	96	38	49	57	100	36	47	63	100	39	48	49
6	Reading	93	32	52	53	99	46	NA	56	100	42	47	51
	Language	100	26	44	45	100	33	42	48	100	34	45	47
	Mathematics	96	35	58	62	100	47	59	66	100	38	50	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

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

Council Duties

- Ü Establish Structural Guidelines
- Ü Ensure a Safe School
- Ü Oversee Student Handbook/Agenda
- Ü Review Character Curriculum
- Ü Parental Involvement
- Ü Student Truancy/Attendance

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	1.75	Teacher Aide	28.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Hightly Qualified Teachers	16%

Resources Available at School Site

Special Facilities

- Ü 4-5 Computers in Each Class + Mini Lab
- Ü Developmental Center
- Ü Seperate Preschool/Kindergarten Area

Extracurricular Activities

- Ü Newspaper Club
- Ü Drama
- Ü Intramural Sports--Grades 5-6
- Ü Choir
- Ü Study/Activity Group--Grades 2-6
- Ü Art Club
- Ü Student Council--Grades 4-6
- Ü Science Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Recess and After School Nutrition Breaks
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students in grade one improved their reading, math and language Stanford scores by 22 percent overall.

- ü Students in grade two improved their reading, math and language scores by 18 percent overall.

- ü Students in grade five improved their reading, math and language Stanford scores by seven percent overall.

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	14	12	12	17
Transfers In Rate ⁶	61	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	91	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

A Emergency Response Plan has been developed for our school to better deal with unforeseen emergencies. Classrooms are furnished with Emergency Backpacks and emergency drills are held monthly.

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	Mandy Waxler	(928) 768-2211
Transportation Policy	Marie Armijo	(928) 768-2211
Community Resources	Sandy Webber	(928) 768-2211
School Nutrition Programs	Trudy Penry	(928) 768-2211
Parent Organization	Suzi Simpson	(928) 768-2211
Student Health/Nurse	Sydney Ulibarri	(928) 768-2211

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.