

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1760 Joy Lane, Fort Mohave, AZ 86426

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 Plus
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. K Reyer-Ferrand
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 509
 Web Address : none
 Phone Number : (928) 768-3986
 Fax Number : (928) 768-8075
 E-mail : reyerk@mvesd16.org

Mission

Fort Mojave Elementary provides comprehensive, success-oriented learning activities for young people. Opportunities are designed to develop potential in all areas of educational academics.

SCHOOL IMPROVEMENT TEAM MISSION STATEMENT:

As an educational "TEAM" at FORT MOJAVE, educators, parents and community members are committed to providing the opportunities and encouragement for each child to reach his or her full potential as a student, family member and community member.

School / Academic Goals

- ü Fort Mojave Elementary School will increase the number of students who meet or exceed Arizona Language Arts Standards, Math Standards and Writing Standards by 5% each year, decreasing the number of students who fall far below.
- ü Fort Mojave Elementary School will work towards better communication between school and home by utilizing frequent positive phone communication, student agendas, progress reports and parent conferences in grades K-6.

Enrollment

October 1, 2004 School Year Student Enrollment : 497
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 24

Instructional Programs

- Ü On-site Special Education
- Ü Gifted and Talented Program
- Ü Title 1 Services K-6th
- Ü ESL Bilingual Program
- Ü Character Ed Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	7/21/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We offer a challenging curriculum aligned with State Standards, an outstanding teaching staff, Title I services, monthly/weekly communication (newsletters, progress reports and phone calls home) to keep parents informed of their child's progress.

Parents

Parents will encourage their children to attend school regularly, teach positive school behavior, review homework often, monitor television watching, encourage positive extracurricular time, volunteer in the classroom and attend conferences.

Transportation Policy

Bus transportation is provided to students who live more than one-half mile from the school. We run seven bus routes. We transport approximately 250 students a day.

School Honors

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

Award/Honor	Year
Ü PTA Reflections Art Program Winners	2001
Ü Presidential Award - Academic Excellence	2003
Ü Presidential Award - Academic Excellence	2004
Ü Presidential Award - Academic Excellence	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	81	218	79306	100	100	99	436	436	445	11	7	10	12	25	18	54	58	51	23	11	20
All Students (Prior Year)	70	181	75509	100	100	100	530	511	521	6	14	13	22	28	23	35	32	33	38	26	31
Female	43	108	38691	100	99	99	438	436	446	12	7	10	15	23	18	52	60	52	21	10	20
Male	38	110	40583	100	100	99	433	435	445	9	6	11	9	27	18	56	56	50	25	11	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	18	55	32869	100	100	99	407	424	429	14	7	15	14	30	25	64	58	51	7	5	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	--	12	4264	--	92	100	--	418	419	--	18	19	--	27	30	--	55	45	--	0	6
White	62	146	36197	100	100	99	444	442	463	10	6	5	10	22	11	52	59	53	28	14	31
Students with Disabilities	13	31	10321	100	100	100	317	386	389	36	20	30	9	20	27	45	56	34	9	4	9
Students without Disabilities	68	187	69060	97	97	98	460	444	454	6	5	7	13	26	17	56	58	54	26	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	38	108	39415	97	84	96	447	434	431	10	5	15	19	34	25	55	54	50	16	6	10
Non-Economically Disadvantaged	43	110	39966	100	100	100	425	437	459	12	8	6	6	14	12	53	62	52	29	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	81	218	79395	100	0	99	441	440	446	8	4	9	17	29	25	65	62	55	11	5	11
All Students (Prior Year)	71	183	75492	100	100	100	523	510	519	3	14	12	14	21	16	69	54	47	14	11	24
Female	43	108	38743	100	0	100	445	445	451	6	6	7	27	24	24	52	62	57	15	8	12
Male	38	110	40618	100	0	99	437	436	440	9	3	11	6	33	27	78	61	53	6	2	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	18	55	32915	100	0	99	410	430	426	14	12	15	29	28	35	57	60	47	0	0	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	--	12	4271	--	0	100	--	431	420	--	0	15	--	45	42	--	55	41	--	0	2
White	62	146	36221	100	0	99	451	445	465	6	2	4	12	27	15	68	63	63	14	7	17
Students with Disabilities	13	31	10331	100	0	100	306	376	388	27	16	25	45	36	37	27	48	34	0	0	4
Students without Disabilities	68	187	69139	97	0	99	469	451	454	4	3	7	11	28	24	72	64	58	13	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	38	108	39484	97	0	96	452	439	429	3	2	14	26	38	35	68	58	47	3	2	4
Non-Economically Disadvantaged	43	110	39986	100	0	100	431	441	461	12	7	4	9	19	16	62	65	63	18	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	80	215	78869	100	100	99	455	435	442	6	6	6	6	23	21	73	64	63	14	7	10
All Students (Prior Year)	71	184	75053	100	100	99	604	558	597	4	12	7	6	12	12	84	72	72	6	4	9
Female	43	108	38536	100	99	99	472	453	458	6	6	4	3	15	15	70	69	67	21	10	14
Male	37	107	40302	100	100	99	437	418	428	6	5	8	10	32	26	77	60	60	6	3	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	18	55	32606	100	100	98	437	427	426	7	7	8	7	23	27	86	67	60	0	2	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	--	12	4245	--	92	100	--	356	423	--	27	9	--	18	26	--	55	61	--	0	4
White	61	144	36078	100	100	99	460	444	459	6	3	4	6	25	16	69	63	66	18	9	14
Students with Disabilities	13	30	10246	100	100	100	305	363	367	36	16	18	9	36	39	55	44	40	0	4	4
Students without Disabilities	67	185	68697	96	96	98	486	446	454	0	4	4	6	21	18	77	68	67	17	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	38	107	39106	97	83	95	482	436	427	0	3	8	3	31	28	87	61	59	10	4	5
Non-Economically Disadvantaged	42	108	39837	100	100	100	430	434	457	12	8	4	9	14	14	61	67	67	18	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	63	209	78906	98	100	99	513	502	498	2	9	13	22	23	19	55	50	48	22	19	20
All Students (Prior Year)	57	192	76019	100	100	100	483	479	499	18	21	14	45	46	39	14	13	14	23	20	33
Female	29	103	38644	97	99	99	507	501	500	4	7	12	13	18	19	67	59	49	17	16	19
Male	34	106	40236	100	100	99	519	503	497	0	10	15	30	27	19	44	41	46	26	22	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	NC	33	31938	NC	100	99	NC	498	481	NC	13	19	NC	23	25	NC	43	46	NC	20	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	15	4593	NC	100	100	NC	468	467	NC	8	26	NC	50	29	NC	42	39	NC	0	6
White	57	159	36483	97	100	99	513	507	517	2	7	7	22	20	13	56	52	51	20	21	30
Students with Disabilities	NC	25	10664	NC	100	100	NC	452	430	NC	32	42	NC	45	27	NC	18	26	NC	5	5
Students without Disabilities	57	184	68310	98	99	98	518	509	509	0	5	9	19	19	18	57	54	51	23	21	22
Limited English Proficient Students	--	NC	12573	--	NC	100	--	NC	454	--	NC	27	--	NC	30	--	NC	38	--	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	17	82	38679	89	84	96	506	496	483	0	9	20	29	28	25	50	43	45	21	19	10
Non-Economically Disadvantaged	46	127	40295	100	100	100	516	506	513	3	8	7	19	18	13	57	55	50	22	19	30

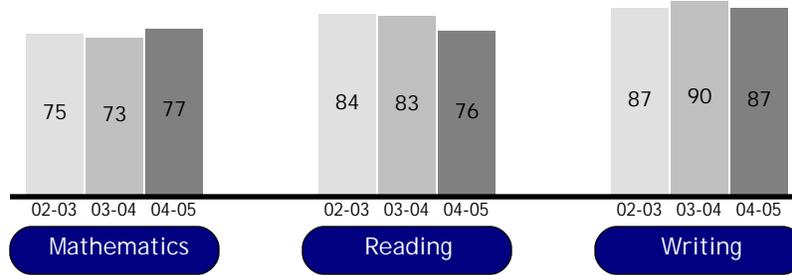
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	210	78908	98	0	99	497	485	484	0	2	10	20	33	23	76	60	58	4	5	9
All Students (Prior Year)	57	190	76020	100	100	100	499	496	503	30	32	25	21	27	23	32	33	40	16	7	12
Female	29	103	38648	97	0	99	500	488	489	0	2	8	13	29	22	83	63	61	4	6	10
Male	34	107	40233	100	0	99	495	482	479	0	2	12	26	37	25	70	56	55	4	5	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	NC	33	31940	NC	0	99	NC	476	465	NC	3	16	NC	37	32	NC	60	49	NC	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	16	4569	NC	0	100	NC	469	457	NC	8	18	NC	54	39	NC	38	41	NC	0	2
White	57	159	36502	97	0	99	497	489	502	0	2	4	20	29	14	76	62	67	4	7	15
Students with Disabilities	NC	26	10665	NC	0	100	NC	455	423	NC	4	30	NC	70	36	NC	26	31	NC	0	2
Students without Disabilities	57	184	68312	98	0	98	500	490	493	0	2	7	17	27	21	79	65	62	4	6	10
Limited English Proficient Students	--	NC	12556	--	NC	100	--	NC	436	--	NC	24	--	NC	40	--	NC	35	--	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	17	83	38662	89	0	96	483	479	468	0	3	16	36	39	32	64	55	49	0	4	3
Non-Economically Disadvantaged	46	127	40315	100	0	100	503	489	498	0	2	5	14	28	15	81	64	66	5	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	63	208	78750	98	100	99	516	493	500	0	6	6	20	33	29	80	60	63	0	1	2
All Students (Prior Year)	56	189	75673	100	100	100	508	497	530	16	18	12	31	34	25	53	48	58	0	0	4
Female	29	102	38586	97	98	99	530	510	515	0	2	4	8	22	22	92	76	71	0	0	3
Male	34	106	40135	100	100	99	504	476	486	0	9	8	30	44	35	70	45	56	0	1	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	NC	33	31841	NC	100	99	NC	481	483	NC	13	8	NC	20	36	NC	67	55	NC	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	16	4586	NC	100	100	NC	479	481	NC	8	8	NC	38	37	NC	54	54	NC	0	1
White	57	157	36440	97	99	99	516	498	516	0	4	3	22	35	22	78	60	71	0	1	4
Students with Disabilities	NC	25	10622	NC	100	100	NC	423	415	NC	27	21	NC	55	50	NC	18	28	NC	0	1
Students without Disabilities	57	183	68196	98	98	98	525	504	513	0	3	3	13	30	25	87	67	69	0	1	3
Limited English Proficient Students	--	NC	12504	--	NC	100	--	NC	451	--	NC	12	--	NC	44	--	NC	43	--	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	17	82	38558	89	84	96	511	493	485	0	7	8	14	32	37	86	59	54	0	1	1
Non-Economically Disadvantaged	46	126	40260	100	100	100	518	494	514	0	5	3	22	34	21	78	61	72	0	0	4

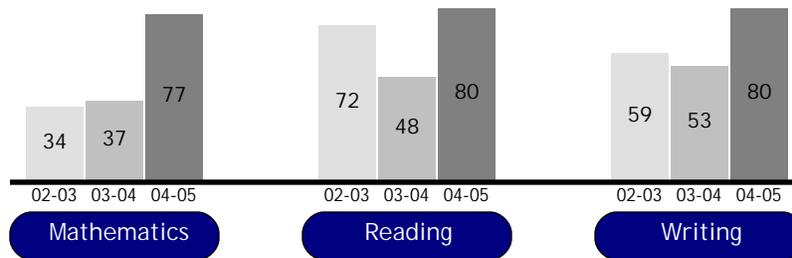
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	93	54	47	50	94	49	NA	58	100	49	55	47
	Language	98	41	39	43	100	37	41	50	100	53	61	47
	Mathematics	100	55	50	57	100	50	56	64	100	52	58	50
3	Reading	95	60	46	47	100	55	NA	55	98	53	46	44
	Language	97	62	52	54	100	60	48	61	98	49	44	44
	Mathematics	97	67	60	54	100	66	57	61	98	55	47	51
4	Reading	90	63	52	52	97	64	NA	56	100	51	46	48
	Language	94	48	42	48	100	55	45	52	100	53	46	49
	Mathematics	98	62	52	57	100	66	59	61	100	57	50	53
5	Reading	94	62	45	50	100	47	NA	55	98	56	49	50
	Language	94	54	37	46	100	38	36	49	98	54	47	50
	Mathematics	100	68	49	57	100	50	47	63	98	53	48	49
6	Reading	96	66	52	53	100	69	NA	56	100	51	47	51
	Language	96	58	44	45	100	59	42	48	100	50	45	47
	Mathematics	100	71	58	62	100	76	59	66	97	56	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

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

Council Duties

- Ü School Improvement Plan
- Ü Student Dress
- Ü Before/After School Activities
- Ü School Safety
- Ü Disciplinary Procedures
- Ü Food and Transportation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
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	4%

Resources Available at School Site

Special Facilities

- Ü Library Computer Bank
- Ü School Library

Extracurricular Activities

- Ü Science
- Ü Drama
- Ü Choir
- Ü Sports
- Ü TAG
- Ü Study Activity
- Ü Sign Language
- Ü School Newspaper

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Community Services

School Achievements/Accomplishments 2004-05

ü Over the past 4 years our Reading scores have improved in most grades tested, as measured by state or district tests.

ü Over the past 4 years we have shown great improvement in our Math scores as measured by state or district tests.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	48	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	3	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

The Fort Mojave Elementary Site Council has developed an Emergency Response Plan, provided Emergency Bags for each classroom, new vertical blinds for windows, staff and visitors ID badges and vehicle ID cards are required.

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) :

1

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	Mrs. Hoffman	(928) 768-3986
Transportation Policy	Laidlaw Transit	(928) 768-8700
Community Resources	Mohave Mental Health	(928) 758-5905
School Nutrition Programs	Mrs. Penry	(928) 768-2211
Parent Organization	Petra Fahey	(928) 768-3986
Student Health/Nurse	Mrs. Brodbeck	(928) 704-3600

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.