



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3419 Harrison St., Kingman, AZ 86401

Kingman Academy Of Learning

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.

School Overview

Principal/Administrator : Mrs. Deborah Padilla
 Schedule : 07:00 AM to 05:00 PM
 Grades : 3-5
 2005 Enrollment : 327
 Web Address : www.kaol.k12.az.us
 Phone Number : (928) 681-3200
 Fax Number : (928) 681-3202
 E-mail : bhamlyn@kingmanacad.pvt.k12.az.us

Mission

To give students a quality educational foundation for lifelong success. A basic skills school with an emphasis on correct writing procedures. There is a strong relationship between parents and school. Parents are partners in the learning process.

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 Improvement of students in the academic areas. Students who meet or exceed their academic goals will be a success in the classroom.
- ü Reduction in absenteeism. Attending school every day is very important for academic growth, student achievement and high self-esteem.
- ü Strong emphasis on parent involvement. Administrators, teachers, and parents should be viewed by the student as a team working together for the good of the student.
- ü High standards for student behavior. This fosters an atmosphere of respect for classmates and teachers, creating a classroom environment where all students are able to learn without distractions and allowing teachers to teach without disruption.

Enrollment

October 1, 2004 School Year Student Enrollment : 340
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 315

Instructional Programs

- ü Back-to-Basics Language Arts/Math
- ü Back-to-Basics Science/Social Studies
- ü Inclusion Model Special Education
- ü Spanish Taught in Grades 3-5
- ü Chess Club

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	8/22/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Students receive an education based on high academic & behavior standards. The students will be provided a safe environment, with adequate appropriate material and highly qualified teachers. Parents are involved in aspects of their child's education.

Parents

Parents volunteer 30 minutes each week; parents are actively involved in the Discipline Plan of the school; students attend school regularly; parents emphasize academic excellence. Parents are involved in all aspects of their child's education.

Transportation Policy

Students are transported to and from school by school owned buses. Bus service is within neighborhoods where our students live, not door-to-door. Student behavior standards also apply to their behavior while on the bus.

School Honors

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

Award/Honor	Year
ü 34% of Students Met Goals for Book It Reading Program	2005
ü 100% Parent Attendance at Parent/Teacher Conferences	2005
ü Walmart Grandparents Day Grant	2005
ü Teacher appointed to Schlastic Teacher Advisory Bd	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	114	114	79306	100	100	99	461	461	445	6	6	10	8	8	18	63	63	51	23	23	20
All Students (Prior Year)	100	100	75509	98	98	100	513	513	521	12	12	13	25	25	23	39	39	33	24	24	31
Female	63	63	38691	100	100	99	462	462	446	3	3	10	8	8	18	66	66	52	22	22	20
Male	51	51	40583	100	100	99	460	460	445	8	8	11	8	8	18	59	59	50	24	24	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	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	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	102	102	36197	100	100	99	461	461	463	6	6	5	8	8	11	60	60	53	25	25	31
Students with Disabilities	20	20	10321	100	100	100	432	432	389	11	11	30	26	26	27	58	58	34	5	5	9
Students without Disabilities	94	94	69060	100	100	98	467	467	454	4	4	7	4	4	17	64	64	54	27	27	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	23	23	39415	85	85	96	459	459	431	4	4	15	13	13	25	61	61	50	22	22	10
Non-Economically Disadvantaged	91	91	39966	100	100	100	462	462	459	6	6	6	7	7	12	64	64	52	24	24	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	114	114	79395	100	0	99	460	460	446	4	4	9	23	23	25	60	60	55	13	13	11
All Students (Prior Year)	100	100	75492	98	98	100	513	513	519	12	12	12	23	23	16	53	53	47	12	12	24
Female	63	63	38743	100	0	100	464	464	451	2	2	7	22	22	24	64	64	57	12	12	12
Male	51	51	40618	100	0	99	456	456	440	6	6	11	24	24	27	55	55	53	14	14	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	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	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	102	102	36221	100	0	99	462	462	465	3	3	4	24	24	15	59	59	63	14	14	17
Students with Disabilities	20	20	10331	100	0	100	437	437	388	0	0	25	53	53	37	42	42	34	5	5	4
Students without Disabilities	94	94	69139	100	0	99	465	465	454	4	4	7	17	17	24	64	64	58	15	15	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	23	23	39484	85	0	96	449	449	429	9	9	14	22	22	35	57	57	47	13	13	4
Non-Economically Disadvantaged	91	91	39986	100	0	100	463	463	461	2	2	4	24	24	16	61	61	63	13	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	114	78869	100	100	99	458	458	442	0	0	6	13	13	21	82	82	63	5	5	10
All Students (Prior Year)	98	98	75053	96	96	99	599	599	597	5	5	7	12	12	12	75	75	72	8	8	9
Female	63	63	38536	100	100	99	470	470	458	0	0	4	5	5	15	90	90	67	5	5	14
Male	51	51	40302	100	100	99	444	444	428	0	0	8	22	22	26	73	73	60	4	4	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	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	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	102	102	36078	100	100	99	456	456	459	0	0	4	14	14	16	82	82	66	4	4	14
Students with Disabilities	20	20	10246	100	100	100	461	461	367	0	0	18	5	5	39	89	89	40	5	5	4
Students without Disabilities	94	94	68697	100	100	98	458	458	454	0	0	4	15	15	18	81	81	67	4	4	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	23	23	39106	85	85	95	452	452	427	0	0	8	22	22	28	70	70	59	9	9	5
Non-Economically Disadvantaged	91	91	39837	100	100	100	460	460	457	0	0	4	11	11	14	86	86	67	4	4	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	110	110	78906	100	100	99	496	496	498	8	8	13	19	19	19	58	58	48	15	15	20
All Students (Prior Year)	107	107	76019	100	100	100	511	511	499	4	4	14	40	40	39	17	17	14	39	39	33
Female	67	67	38644	100	100	99	504	504	500	6	6	12	18	18	19	63	63	49	13	13	19
Male	43	43	40236	100	100	99	483	483	497	12	12	15	21	21	19	50	50	46	17	17	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	101	101	36483	100	100	99	498	498	517	7	7	7	18	18	13	61	61	51	14	14	30
Students with Disabilities	21	21	10664	100	100	100	426	426	430	38	38	42	48	48	27	14	14	26	0	0	5
Students without Disabilities	89	89	68310	100	100	98	513	513	509	1	1	9	13	13	18	68	68	51	18	18	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	26	26	38679	96	96	96	489	489	483	12	12	20	27	27	25	50	50	45	12	12	10
Non-Economically Disadvantaged	84	84	40295	100	100	100	498	498	513	7	7	7	17	17	13	60	60	50	16	16	30

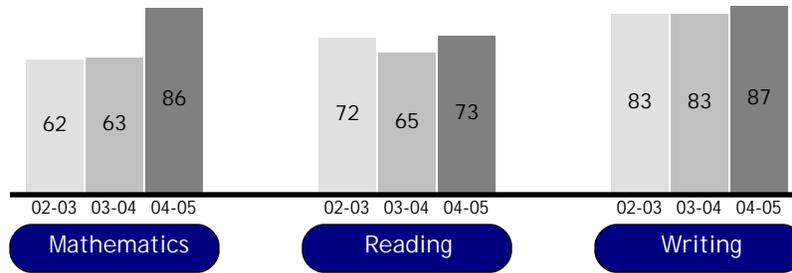
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	110	78908	100	0	99	498	498	484	1	1	10	21	21	23	65	65	58	13	13	9
All Students (Prior Year)	106	106	76020	99	99	100	509	509	503	18	18	25	12	12	23	53	53	40	18	18	12
Female	67	67	38648	100	0	99	510	510	489	1	1	8	15	15	22	67	67	61	16	16	10
Male	43	43	40233	100	0	99	478	478	479	0	0	12	31	31	25	62	62	55	7	7	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	101	101	36502	100	0	99	500	500	502	0	0	4	20	20	14	66	66	67	14	14	15
Students with Disabilities	21	21	10665	100	0	100	446	446	423	0	0	30	57	57	36	43	43	31	0	0	2
Students without Disabilities	89	89	68312	100	0	98	510	510	493	1	1	7	13	13	21	70	70	62	16	16	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	26	26	38662	96	0	96	491	491	468	4	4	16	19	19	32	73	73	49	4	4	3
Non-Economically Disadvantaged	84	84	40315	100	0	100	500	500	498	0	0	5	22	22	15	63	63	66	16	16	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	110	110	78750	100	100	99	514	514	500	1	1	6	29	29	29	66	66	63	4	4	2
All Students (Prior Year)	106	106	75673	99	99	100	552	552	530	6	6	12	28	28	25	60	60	58	6	6	4
Female	67	67	38586	100	100	99	530	530	515	0	0	4	22	22	22	73	73	71	4	4	3
Male	43	43	40135	100	100	99	488	488	486	2	2	8	40	40	35	55	55	56	2	2	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	101	101	36440	100	100	99	518	518	516	0	0	3	27	27	22	69	69	71	4	4	4
Students with Disabilities	21	21	10622	100	100	100	434	434	415	5	5	21	71	71	50	24	24	28	0	0	1
Students without Disabilities	89	89	68196	100	100	98	533	533	513	0	0	3	19	19	25	76	76	69	5	5	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	26	26	38558	96	96	96	499	499	485	4	4	8	35	35	37	62	62	54	0	0	1
Non-Economically Disadvantaged	84	84	40260	100	100	100	518	518	514	0	0	3	28	28	21	67	67	72	5	5	4

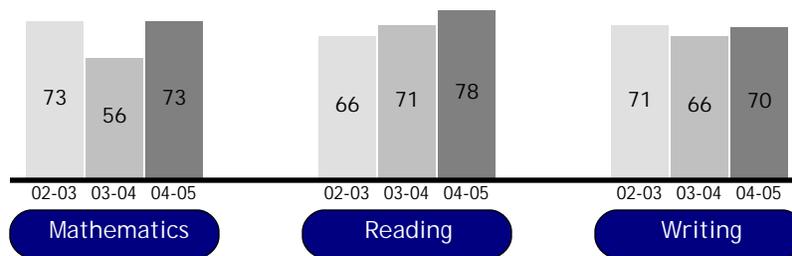
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	51	51	47	96	53	NA	55	100	55	55	44
	Language	98	54	54	54	93	56	56	61	100	51	51	44
	Mathematics	100	58	58	54	96	61	61	61	100	58	58	51
4	Reading	97	65	65	52	98	62	NA	56	100	51	51	48
	Language	95	52	52	48	98	55	55	52	100	52	52	49
	Mathematics	98	68	68	57	98	62	62	61	100	55	55	53
5	Reading	100	60	60	50	97	67	NA	55	100	60	60	50
	Language	99	56	56	46	96	59	59	49	100	60	60	50
	Mathematics	98	71	70	57	96	74	74	63	100	53	53	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

Council Duties

1 School Administrator(s)	Ü Technology
1 Non-certified Employee(s)	Ü Student Discipline
1 Teacher(s)	Ü Public Relations
4 Parent(s)	Ü Facilities
1 Community Member(s)	Ü Uniforms
0 Student(s)	Ü Fund Raising

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	15.00
Other Professional Staff	.00	Teacher Aide	5.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	15
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü All Classrooms Have Internet Access
- Ü Each Classroom has a Library
- Ü Gymnasium
- Ü Student Library

Extracurricular Activities

- Ü Chess Team

Social Services

- Ü WACOG Senior Reading Volunteers
- Ü Food Bank Collections

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Percentage of students by grade level that meet or exceed the 2005 AIMS Academic Standards in math: 3rd grade 87 percent; 4th grade 76 percent; 5th grade 74 percent.
- ü Twelve percent of students had perfect attendance for the 2004-2005 school year.
- ü Parent volunteer hours for the year totaled 8545. A 24% increase over 2003-2004.
- ü Percentage of students by grade level that meet or exceed the 2005 AIMS Academic Standards in writing: 3rd grade 87 percent; 4th grade 63 percent; 5th grade 75 percent.

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	3	12	12	17
Transfers In Rate ⁶	5	28	28	37
Stability Rate ⁷	96	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	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

Parents, teachers, and school administrators work together to maintain a safe environment. Parents are involved immediately with all behavior problems. Parents, teacher, and administrator work together to find a solution to student behavior problems.

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

0

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

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

Contacts

	Name	Phone Number
School Site Council	Betty Rowe	(928) 681-2400
Transportation Policy	Susan Chan	(928) 681-2400
Community Resources	Kathy Scroggins	(928) 681-2400
School Nutrition Programs		
Parent Organization	Becky Fawson	(928) 753-0772
Student Health/Nurse		

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."

ACHIEVEMENT PROFILES

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.