



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

100 Cochise, Winslow, AZ 86047

Winslow Unified 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.

School Overview

Principal/Administrator : Mrs. Diane G Koch
 Schedule : 07:15 AM to 04:15 PM
 Grades : Pre-K-6
 2005 Enrollment : 426
 Web Address :
 Phone Number : (928) 288-8400
 Fax Number : (928) 288-8492
 E-mail : dkoch@winslow.k12.az.us

Mission

Bonnie Brennan School has instructional programs ranging from preschool to sixth grade. We have three half-day sessions of Kindergarten and three sections each for grades one through three. We have two sections each for grades four through six. We have a special education program for preK-6th grades.

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 To acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively.
- ü To acquire the necessary skills to be employable and to also acquire knowledge necessary for further education.

Enrollment

October 1, 2004 School Year Student Enrollment : 428
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 60

Instructional Programs

- Ü ELL
- Ü Gifted
- Ü On-site Special Education
- Ü Special Education Preschool

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Responsibilities for providing and maintaining a wholesome teaching/learning environment are shared by students, parents, principal, and teachers. We provide a Student Handbook to parents at the time of their child's enrollment which explains these responsibilities, and includes policies, procedures, and guidelines to ensure student success.

Parents

Provide a safe, nurturing home environment; support the educational goals of the school; attend Parent-Teacher conferences, back-to-school nights and communicate openly with the school; encourage good attendance and behavior at school.

Transportation Policy

The school district provides busing for all students who live more than a mile from school and who reside within the district boundaries. The school also provides bus rules that students are expected to follow.

School Honors

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

Award/Honor	Year
Ü Teacher of the Year sponsored by Wal-Mart	2005
Ü Improving Score on AIMS Only School in District 2001-02	2002
Ü AIMS and Terra Nova Scores above the state average	2005
Ü Several Teachers Listed in Who's Who in Education	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	60	185	79306	94	97	99	447	440	445	5	9	10	21	18	18	62	63	51	12	11	20
All Students (Prior Year)	46	152	75509	100	100	100	514	509	521	12	15	13	21	25	23	42	36	33	24	24	31
Female	27	99	38691	96	100	99	450	444	446	4	8	10	19	20	18	65	60	52	12	12	20
Male	33	86	40583	92	93	99	446	436	445	6	10	11	22	16	18	59	66	50	13	9	21
African American	NC	13	4041	NC	93	99	NC	410	426	NC	27	17	NC	36	23	NC	36	50	NC	0	10
Hispanic	14	40	32869	93	93	99	449	442	429	7	8	15	14	23	25	57	56	51	21	13	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	23	74	4264	96	99	100	436	434	419	5	6	19	32	18	30	64	68	45	0	8	6
White	20	55	36197	91	100	99	461	453	463	5	10	5	11	10	11	63	65	53	21	15	31
Students with Disabilities	11	30	10321	100	100	100	424	406	389	27	29	30	27	21	27	36	43	34	9	7	9
Students without Disabilities	49	155	69060	92	96	98	453	447	454	0	5	7	19	17	17	68	66	54	13	11	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	31	65	39415	91	92	96	443	441	431	3	5	15	23	16	25	63	70	50	10	8	10
Non-Economically Disadvantaged	29	120	39966	97	100	100	452	440	459	7	11	6	18	19	12	61	58	52	14	12	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	60	186	79395	94	0	99	458	454	446	2	2	9	29	28	25	60	59	55	9	10	11
All Students (Prior Year)	46	152	75492	100	100	100	517	515	519	12	12	12	12	21	16	58	46	47	18	21	24
Female	27	99	38743	96	0	100	465	461	451	0	0	7	19	29	24	69	58	57	12	12	12
Male	33	87	40618	92	0	99	452	448	440	3	4	11	38	28	27	53	60	53	6	8	9
African American	NC	13	4052	NC	0	100	NC	429	434	NC	0	11	NC	55	29	NC	45	54	NC	0	6
Hispanic	14	41	32915	93	0	99	455	455	426	7	5	15	21	30	35	64	53	47	7	13	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	23	74	4271	96	0	100	440	444	420	0	2	15	41	32	42	59	62	41	0	5	2
White	20	55	36221	91	0	99	479	473	465	0	0	4	21	17	15	58	63	63	21	19	17
Students with Disabilities	11	30	10331	100	0	100	433	419	388	9	7	25	36	39	37	55	50	34	0	4	4
Students without Disabilities	49	156	69139	92	0	99	464	461	454	0	1	7	28	26	24	62	61	58	11	12	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	31	65	39484	91	0	96	452	453	429	3	2	14	27	26	35	67	67	47	3	5	4
Non-Economically Disadvantaged	29	121	39986	97	0	100	464	455	461	0	2	4	32	30	16	54	55	63	14	14	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	60	184	78869	94	97	99	448	445	442	3	5	6	21	15	21	69	75	63	7	5	10
All Students (Prior Year)	44	148	75053	100	100	99	539	572	597	9	9	7	9	7	12	78	81	72	3	3	9
Female	27	99	38536	96	100	99	456	457	458	4	6	4	15	9	15	69	78	67	12	8	14
Male	33	85	40302	92	92	99	441	431	428	3	5	8	25	21	26	69	72	60	3	2	7
African American	NC	12	4015	NC	86	99	NC	372	430	NC	30	8	NC	20	24	NC	50	61	NC	0	7
Hispanic	14	40	32606	93	93	98	436	433	426	7	13	8	21	8	27	64	74	60	7	5	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	23	74	4245	96	99	100	461	455	423	0	0	9	23	17	26	68	79	61	9	5	4
White	20	55	36078	91	100	99	443	455	459	5	2	4	16	15	16	74	75	66	5	8	14
Students with Disabilities	11	29	10246	100	100	100	413	396	367	0	4	18	64	48	39	36	48	40	0	0	4
Students without Disabilities	49	155	68697	92	96	98	456	454	454	4	6	4	11	8	18	77	80	67	9	6	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	31	64	39106	91	90	95	450	450	427	3	5	8	23	17	28	63	68	59	10	10	5
Non-Economically Disadvantaged	29	120	39837	97	100	100	446	442	457	4	5	4	18	14	14	75	78	67	4	3	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	56	167	78906	97	99	99	499	493	498	10	11	13	23	19	19	44	54	48	23	16	20
All Students (Prior Year)	60	180	76019	100	100	100	502	497	499	4	8	14	49	45	39	18	18	14	29	28	33
Female	26	81	38644	96	100	99	514	502	500	4	5	12	9	11	19	57	65	49	30	19	19
Male	30	86	40236	97	99	99	488	484	497	14	16	15	34	27	19	34	43	46	17	14	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	14	40	31938	88	98	99	500	482	481	7	13	19	36	21	25	29	53	46	29	13	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	25	71	4593	100	100	100	485	476	467	18	16	26	18	23	29	50	55	39	14	6	6
White	16	48	36483	94	100	99	520	525	517	0	2	7	19	12	13	50	54	51	31	32	30
Students with Disabilities	11	28	10664	100	100	100	453	411	430	36	50	42	45	35	27	18	15	26	0	0	5
Students without Disabilities	45	139	68310	94	99	98	512	510	509	2	2	9	17	16	18	51	62	51	29	20	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	20	46	38679	83	81	96	491	484	483	5	14	20	35	27	25	45	52	45	15	7	10
Non-Economically Disadvantaged	36	121	40295	100	100	100	505	496	513	13	10	7	16	15	13	44	55	50	28	20	30

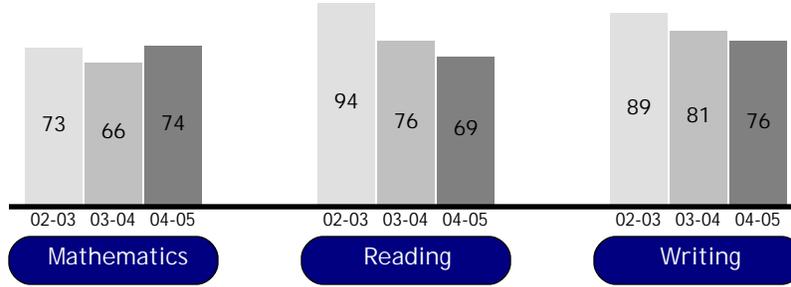
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	167	78908	97	0	99	495	484	484	4	3	10	13	23	23	77	68	58	6	6	9
All Students (Prior Year)	60	180	76020	100	100	100	497	499	503	17	20	25	44	35	23	31	35	40	8	10	12
Female	26	81	38648	96	0	99	503	491	489	0	0	8	9	18	22	87	76	61	4	7	10
Male	30	86	40233	97	0	99	489	477	479	7	5	12	17	28	25	69	61	55	7	5	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	14	40	31940	88	0	99	494	475	465	0	3	16	21	26	32	71	66	49	7	5	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	25	71	4569	100	0	100	486	468	457	9	5	18	14	32	39	77	63	41	0	0	2
White	16	48	36502	94	0	99	510	515	502	0	0	4	6	5	14	81	80	67	13	15	15
Students with Disabilities	11	28	10665	100	0	100	481	428	423	9	8	30	27	50	36	64	42	31	0	0	2
Students without Disabilities	45	139	68312	94	0	98	499	496	493	2	2	7	10	17	21	80	74	62	7	7	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	20	46	38662	83	0	96	484	479	468	5	7	16	25	25	32	65	66	49	5	2	3
Non-Economically Disadvantaged	36	121	40315	100	0	100	503	486	498	3	1	5	6	22	15	84	69	66	6	8	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	56	167	78750	97	99	99	504	503	500	2	2	6	33	29	29	65	68	63	0	1	2
All Students (Prior Year)	60	179	75673	100	100	100	555	538	530	4	5	12	23	28	25	69	64	58	4	3	4
Female	26	81	38586	96	100	99	522	519	515	0	0	4	13	15	22	87	85	71	0	0	3
Male	30	86	40135	97	99	99	489	487	486	3	4	8	48	43	35	48	51	56	0	1	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	14	40	31841	88	98	99	512	491	483	0	3	8	43	39	36	57	58	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	25	71	4586	100	100	100	488	489	481	5	3	8	36	31	37	59	66	54	0	0	1
White	16	48	36440	94	100	99	519	533	516	0	0	3	19	17	22	81	80	71	0	2	4
Students with Disabilities	11	28	10622	100	100	100	458	415	415	0	8	21	82	58	50	18	35	28	0	0	1
Students without Disabilities	45	139	68196	94	99	98	516	522	513	2	1	3	20	23	25	78	75	69	0	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	20	46	38558	83	81	96	484	486	485	5	7	8	50	39	37	45	55	54	0	0	1
Non-Economically Disadvantaged	36	121	40260	100	100	100	517	510	514	0	0	3	22	25	21	78	74	72	0	1	4

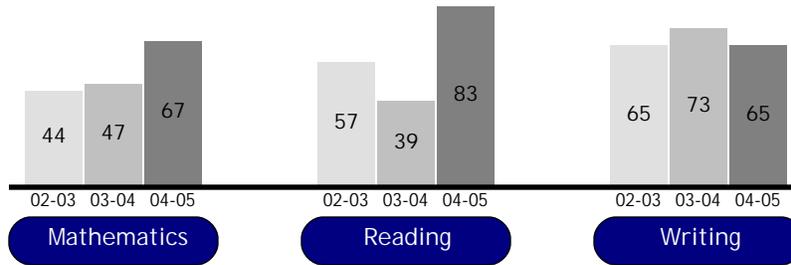
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	98	48	48	50	98	56	NA	58	92	51	47	47
	Language	100	34	33	43	98	43	41	50	92	52	45	47
	Mathematics	100	46	58	57	100	59	60	64	92	50	44	50
3	Reading	100	50	45	47	100	51	NA	55	94	56	51	44
	Language	100	61	51	54	100	60	55	61	94	45	44	44
	Mathematics	100	67	47	54	100	63	57	61	94	52	50	51
4	Reading	98	59	49	52	100	65	NA	56	92	50	48	48
	Language	100	56	43	48	100	60	43	52	92	46	48	49
	Mathematics	100	63	50	57	100	62	46	61	94	50	47	53
5	Reading	98	48	52	50	100	55	NA	55	97	51	52	50
	Language	100	51	52	46	100	49	47	49	97	47	47	50
	Mathematics	100	58	56	57	100	67	60	63	97	48	46	49
6	Reading	96	48	44	53	98	49	NA	56	98	51	52	51
	Language	100	35	34	45	98	44	51	48	98	49	45	47
	Mathematics	100	60	55	62	98	63	67	66	98	54	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)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum Development
- ü Extra Curricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	1.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Media Center
- ü Computer Lab
- ü Multi-Purpose Room

Extracurricular Activities

- ü Sixth Grade Science Center Field Trip
- ü Environmental Enrichment Field Trip
- ü Winslow After School Activity Program

Social Services

- ü Counseling Services
- ü After School Abstinence for 5th and 6th
- ü Health Services
- ü Crisis Intervention

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We continued to improve our AIMS and Terra Nova test scores. We made adequate yearly progress as defined by the Arizona Dept. of Education.

- ü The supplemental Accelerated Reader and Math Program is used in grades three through six. We continue to focus on reading across the curriculum and use a research based reading series.

- ü We purchased new computers for our computer lab, and added a mini computer lab for our 5th and 6th grade students.

- ü We established in-service training times that are bi-monthly for our elementary teachers.

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	9	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	82	96	95	81
Retention Rate ⁹	6	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

We have established and practiced new evacuation procedures for fire, bomb and unwanted intruders on campus. Each school in the district has an emergency response plan in writing filed in the principal's office.

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) :

2

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	Diane Koch	(928) 288-8400
Transportation Policy	Pam Ferken	(928) 288-8107
Community Resources	Diane Koch	(928) 288-8400
School Nutrition Programs	Julian Goolby	(928) 288-8301
Parent Organization		
Student Health/Nurse	Sharon Kalisz	(928) 288-8415

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.