

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4629 2nd North, Joseph City, AZ 86032

Joseph City 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

#### High School Achievement Profile (a)

2004-05	Excelling
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 : Mr. Bryan Jacob Fields  
 Schedule : 07:30 AM to 04:29 PM  
 Grades : 7-12  
 2005 Enrollment : 244  
 Web Address : www.myweb.cableone.net/joecity/  
 Phone Number : (928) 288-3361  
 Fax Number : (928) 288-3825  
 E-mail : bryanf@josephcity2.az.k12.us.com

### Mission

Our mission is to challenge students to succeed through effective decision making and the development of strong competencies in the basic skills. We will promote life long learning, independent thinking, and responsible citizenship.

### School / Academic Goals

- ü Our goal is to help students improve their mathematical competency through analysis of assessments, alignment of curriculum to the state standards and innovative instructional strategies.
- ü Our goal is to help students improve their reading, writing and thinking skills. The use of technology, curriculum alignment to the state standards, and school wide interventions will be utilized. Student goal planning is emphasized.
- ü Our goal is to emphasis student responsibility through development of character. The six traits of character counts are addressed school wide, and data collection is utilized to adjust interventions.

### Enrollment

October 1, 2004 School Year Student Enrollment : 153  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 38

## Instructional Programs

- Ü Technology-based Learning
- Ü Accelerated Reader/Math and Tutoring
- Ü School-to-Work and Concurrent Credit
- Ü AZ Standards Curriculum Alignment
- Ü Vocational district (NAVIT) access
- Ü Alternative education

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/28/2006

## Shared Responsibilities

### School

Parent handbooks with school policies and procedures are available to all parents. Setting data driven academic goals and interventions that will enhance continual school improvement is ongoing. Emphasis is on teaching student goal setting/planning. Each student is given a student planner/handbook and students use these planners in all classes.

### Parents

It is the responsibility of parents to see that their students attend school regularly and are well provided for in terms of clothing, nourishment and shelter. Parents are encouraged through surveys and newsletters to be involved in our programs. Parents provide homework support and support of the school behavior and dress code policies.

## Transportation Policy

The district has four major bus routes and transports 231 students in grades K-12. The district transports students who meet eligibility requirements according to the Education Code. Safety is the prime focus of all transportation of our students.

## School Honors

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

Award/Honor	Year
Ü AIA, E.A. Row Excellence Award - 3 of Past 7 Years	2005
Ü State Champs Softball, and Volleyball	2005
Ü Scholar Athletic Team Awards (10)	2005
Ü 1A State Academic Team Champs - Three Times	2000

8th 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	--	51	78250	--	100	99	--	564	548	--	16	21	--	11	18	--	58	48	--	16	13
All Students (Prior Year)	38	38	75001	NA	97	99	504	504	468	16	16	37	26	26	36	26	26	16	32	32	10
Female	--	29	38071	--	100	99	--	555	549	--	16	20	--	12	19	--	64	49	--	8	12
Male	--	22	40126	--	100	99	--	575	547	--	15	23	--	10	17	--	50	46	--	25	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	NC	29129	--	NC	99	--	NC	527	--	NC	32	--	NC	23	--	NC	40	--	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	10	4996	--	100	100	--	537	518	--	30	36	--	10	25	--	60	36	--	0	4
White	--	40	38320	--	100	99	--	574	568	--	9	12	--	12	14	--	59	55	--	21	19
Students with Disabilities	--	12	9329	--	100	100	--	503	454	--	64	64	--	18	18	--	18	16	--	0	2
Students without Disabilities	--	39	68996	--	100	99	--	583	561	--	0	16	--	9	18	--	71	52	--	21	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	--	51	44937	--	100	100	--	564	561	--	16	13	--	11	15	--	58	54	--	16	18

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	--	51	78302	--	0	99	--	530	512	--	7	11	--	22	25	--	62	57	--	9	7
All Students (Prior Year)	38	38	74918	NA	97	99	530	530	497	3	3	32	16	16	19	32	32	35	48	48	15
Female	--	29	38082	--	0	99	--	523	518	--	4	8	--	24	24	--	68	61	--	4	7
Male	--	22	40166	--	0	99	--	539	507	--	10	14	--	20	26	--	55	54	--	15	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	NC	29152	--	NC	99	--	NC	492	--	NC	17	--	NC	34	--	NC	46	--	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	10	4993	--	0	100	--	503	484	--	20	19	--	20	38	--	60	42	--	0	1
White	--	40	38347	--	0	99	--	540	531	--	3	5	--	21	17	--	65	68	--	12	10
Students with Disabilities	--	12	9353	--	0	100	--	469	429	--	27	40	--	45	38	--	27	22	--	0	1
Students without Disabilities	--	39	69024	--	0	99	--	550	524	--	0	7	--	15	23	--	74	62	--	12	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	--	51	44979	--	0	100	--	530	525	--	7	6	--	22	18	--	62	66	--	9	10

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	--	51	78094	--	100	99	--	562	545	--	2	3	--	11	18	--	87	77	--	0	2
All Students (Prior Year)	39	39	74503	NA	100	99	547	547	491	3	3	9	10	10	32	68	68	51	19	19	8
Female	--	29	38025	--	100	99	--	573	558	--	0	2	--	8	13	--	92	82	--	0	2
Male	--	22	40013	--	100	99	--	549	534	--	5	5	--	15	23	--	80	71	--	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	NC	29068	--	NC	99	--	NC	523	--	NC	5	--	NC	27	--	NC	67	--	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	10	4981	--	100	100	--	522	526	--	10	4	--	20	25	--	70	70	--	0	0
White	--	40	38265	--	100	99	--	576	564	--	0	2	--	6	11	--	94	84	--	0	3
Students with Disabilities	--	12	9275	--	100	100	--	503	444	--	9	14	--	27	46	--	64	39	--	0	1
Students without Disabilities	--	39	68892	--	100	98	--	582	559	--	0	2	--	6	14	--	94	82	--	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	--	51	44871	--	100	100	--	562	559	--	2	2	--	11	12	--	87	84	--	0	3

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

10th 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	34	34	69846	100	100	100	707	707	699	18	18	21	6	6	11	56	56	49	21	21	18
All Students (Prior Year)	41	41	65934	100	100	100	523	523	492	13	13	43	13	13	18	52	52	24	23	23	15
Female	18	18	34328	100	100	99	709	709	702	17	17	19	6	6	12	56	56	51	22	22	18
Male	16	16	35509	100	100	100	705	705	696	19	19	23	6	6	11	56	56	48	19	19	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	--	--	23363	--	--	100	--	--	680	--	--	32	--	--	16	--	--	45	--	--	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	26	26	36421	100	100	99	719	719	714	4	4	12	0	0	8	69	69	54	27	27	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	25	25	62220	100	100	99	721	721	712	4	4	16	4	4	11	64	64	53	28	28	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	--	21421	--	--	92	--	--	686	--	--	35	--	--	15	--	--	43	--	--	7
Non-Economically Disadvantaged	34	34	48489	100	100	100	707	707	704	18	18	15	6	6	10	56	56	52	21	21	23

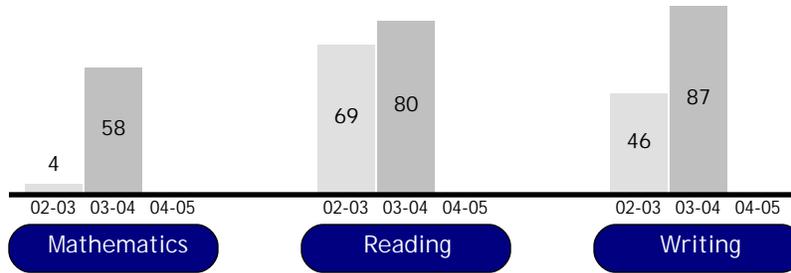
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	35	71311	100	100	100	694	694	694	11	11	7	29	29	21	51	51	63	9	9	9
All Students (Prior Year)	41	41	68162	100	100	100	524	524	509	9	9	18	6	6	24	76	76	51	9	9	8
Female	19	19	34899	100	100	100	699	699	700	11	11	5	21	21	19	63	63	66	5	5	10
Male	16	16	36430	100	100	100	688	688	688	13	13	9	38	38	22	38	38	61	13	13	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	--	--	24056	--	--	100	--	--	672	--	--	13	--	--	31	--	--	53	--	--	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	26	26	36841	100	100	99	710	710	713	8	8	3	15	15	12	65	65	72	12	12	13
Students with Disabilities	10	10	8021	100	100	100	634	634	590	30	30	27	70	70	42	0	0	29	0	0	1
Students without Disabilities	25	25	63379	100	100	100	718	718	707	4	4	5	12	12	18	72	72	68	12	12	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	--	22243	--	--	93	--	--	677	--	--	14	--	--	32	--	--	51	--	--	3
Non-Economically Disadvantaged	35	35	49157	100	100	100	694	694	702	11	11	4	29	29	16	51	51	69	9	9	11

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	35	35	70868	100	100	100	708	708	688	3	3	5	23	23	23	51	51	63	23	23	9
All Students (Prior Year)	41	41	67629	100	100	100	588	588	524	0	0	22	12	12	16	74	74	59	15	15	3
Female	19	19	34710	100	100	99	715	715	697	0	0	3	16	16	19	63	63	66	21	21	12
Male	16	16	36176	100	100	100	699	699	678	6	6	7	31	31	27	38	38	59	25	25	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	--	--	23868	--	--	100	--	--	670	--	--	9	--	--	33	--	--	55	--	--	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	26	26	36710	100	100	99	720	720	702	4	4	2	15	15	15	50	50	69	31	31	13
Students with Disabilities	10	10	7900	100	100	100	652	652	580	10	10	22	50	50	49	40	40	28	0	0	1
Students without Disabilities	25	25	63054	100	100	99	730	730	701	0	0	3	12	12	20	56	56	67	32	32	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	--	21994	--	--	92	--	--	673	--	--	10	--	--	36	--	--	52	--	--	3
Non-Economically Disadvantaged	35	35	48960	100	100	100	708	708	694	3	3	3	23	23	18	51	51	67	23	23	12

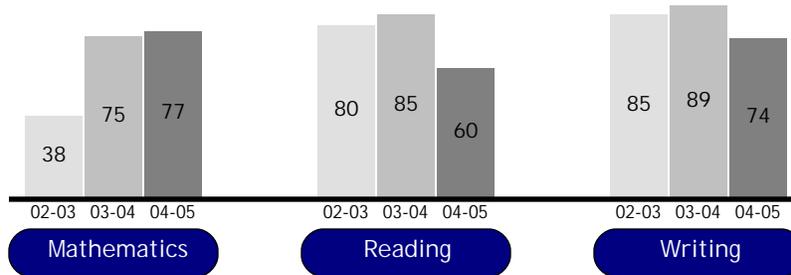
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th 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?	Not Evaluated
	Met Graduation Rate?	Y
	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
7	Reading	100	67	67	51	NA	64	NA	54	--	--	56	50
	Language	100	73	73	54	NA	63	63	58	--	--	54	52
	Mathematics	100	86	86	58	NA	75	75	62	--	--	51	50
8	Reading	100	55	55	53	NA	75	NA	55	--	--	56	51
	Language	100	50	50	49	NA	79	79	52	--	--	57	50
	Mathematics	100	61	61	58	NA	81	81	61	--	--	60	53
9	Reading	100	51	51	41	95	45	NA	42	94	66	66	51
	Language	100	50	50	42	95	43	43	42	94	65	65	50
	Mathematics	100	69	69	60	95	57	57	63	94	70	70	50

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/](http://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)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Student Handbook--Selection and Use
- Ü Student Dress Code Evaluation
- Ü Technology Program Development
- Ü IASA Program Review
- Ü Development of the School Dist. Calendar
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	17.25
Other Professional Staff	3.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	55
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Indoor Olympic Swimming Pool
- Ü Business Computer and Multi-use Comp Lab
- Ü Vocational Ed. Facilities
- Ü Performing Arts Auditorium

Extracurricular Activities

- Ü Student Council, Drama Club
- Ü National Honor Society
- Ü Athletics--11 Activities
- Ü Swing Choir and Stage Band
- Ü Electric Car Club
- Ü Academic Decathalon

Social Services

- Ü Counseling Services
- Ü DES Services
- Ü Health Services
- Ü Job Placement Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Curriculum has been aligned to the state standards and school goals have been set that address the standards. Our school has met Adequate Yearly Progress. Both Stanford and AIMS scores demonstrate students success in academics.
- ü Performance incentive projects to improve stake- holder satisfaction and heighten student performance are ongoing. Incentives are included for areas of attendance, character, planning, grades, and standardized test scores.
- ü The use of student planners to set weekly goals and perform teacher driven tasks has been successful. Students are more likely to meet goals and less likely to forget timelines and assignments.
- ü Data demonstrates a drop in student discipline. Student tardiness has dropped to record low numbers. Our Junior High reflects only 20 class tardies for the entire year. The entire High School experienced .8 (less than one) tardies per day.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Transfers Out Rates <sup>5</sup>	6	12	12	17
Transfers In Rate <sup>6</sup>	9	28	28	37
Stability Rate <sup>7</sup>	93	87	87	82
Promotion Rate <sup>8</sup>	93	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	100	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 promote the Pillars of Character to enhance a safe, orderly climate. Students of the Month, based on character. Students are rewarded by staff referrals for exhibiting positive character on campus. Incentive drawings take place at assemblies where students are recognized for character. Our discipline plan is fair and consistent. 'Character in Heroes Week' is promoted to encourage life long character traits.

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) :

3

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	Bryan Fields	(928) 288-3361
Transportation Policy	Bill Patterson	(928) 288-3307
Community Resources	Hollis Merrell	(928) 288-3307
School Nutrition Programs	Mandie Shaw	(928) 288-3307
Parent Organization		
Student Health/Nurse	Lyndia Harris	(928) 288-3361

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](http://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](http://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](http://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.