



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1009 School House Lane, Show Low, AZ 85901

Show Low 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 Excelling
2003-04 Performing
2002-03 Highly Performing

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

School Overview

Principal/Administrator : Mr. Kim J Pearce
Schedule : 07:30 AM to 04:00 PM
Grades : K-6
2005 Enrollment : 255
Web Address : show-low.k12.az.us
Phone Number : (928) 537-6017
Fax Number : (928) 537-6039
E-mail : kimp@show-low.k12.az.us

Mission

Linden Elementary provides a very structured, well-rounded and traditional education. The staff and students work together in a harmonizing fashion. As a 'rural' school, Linden Elementary provides comfort, safety, knowledge and the desire to be successful.

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

- All students will meet and/or exceed attainment of skills as identified in the Arizona Academic Standards, as they complete the benchmark years.
Students will be proficient in reading, writing and math, and will utilize these skills to become productive citizens.
All students will form habits of lifelong learning

Enrollment

October 1, 2004 School Year Student Enrollment : 238
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 67

Instructional Programs

- ü Spalding
- ü Saxon Math
- ü On-site Special Education
- ü Bridges Program
- ü CHARACTER COUNTS!
- ü Step Up To Writing
- ü Music/Physical Education
- ü Accelerated Reading

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Linden School commits to providing students the opportunity to receive an equitable and successful education. Teachers communicate with parents weekly via a letter. The principal distributes a newsletter at various times throughout the school year.

Parents

Parents are expected to see that their children arrive at school on time. Parents are urged to have their children attend school regularly. Parent Conferences are held twice a year. Parents are expected to be partners in their child's education.

Transportation Policy

Transportation is not a right. It is a privilege. Students must adhere to the district guidelines regarding transportation. The bus driver may ticket a student for poor behavior and the student may lose transportation privileges.

The transportation department publishes an annual report for all bus routes.

School Honors

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

Award/Honor	Year
ü Highest Test Scores--White Mountain Area	2000

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	27	146	79306	96	100	99	482	464	445	4	4	10	0	12	18	50	52	51	46	31	20
All Students (Prior Year)	37	191	75509	97	99	100	564	516	521	0	15	13	8	24	23	30	34	33	62	27	31
Female	12	68	38691	92	99	99	487	464	446	0	2	10	0	9	18	58	60	52	42	29	20
Male	15	78	40583	100	100	99	477	464	445	8	7	11	0	15	18	42	44	50	50	33	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	--	20	32869	--	100	99	--	465	429	--	0	15	--	22	25	--	50	51	--	28	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	26	115	36197	96	100	99	483	467	463	4	5	5	0	9	11	48	52	53	48	34	31
Students with Disabilities	NC	27	10321	NC	100	100	NC	410	389	NC	13	30	NC	46	27	NC	29	34	NC	13	9
Students without Disabilities	25	119	69060	96	99	98	487	475	454	0	3	7	0	5	17	52	57	54	48	35	22
Limited English Proficient Students	--	NC	15509	--	NC	100	--	NC	406	--	NC	20	--	NC	30	--	NC	45	--	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	81	39415	NC	100	96	NC	457	431	NC	7	15	NC	13	25	NC	59	50	NC	21	10
Non-Economically Disadvantaged	19	65	39966	100	100	100	485	472	459	6	2	6	0	11	12	35	43	52	59	44	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	27	146	79395	96	0	99	482	460	446	0	4	9	8	20	25	79	64	55	13	13	11
All Students (Prior Year)	37	191	75492	97	99	100	537	513	519	0	13	12	5	18	16	76	54	47	19	14	24
Female	12	68	38743	92	0	100	483	465	451	0	2	7	0	17	24	92	63	57	8	18	12
Male	15	78	40618	100	0	99	481	455	440	0	6	11	17	22	27	67	64	53	17	8	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	--	20	32915	--	0	99	--	465	426	--	0	15	--	28	35	--	50	47	--	22	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	26	115	36221	96	0	99	483	462	465	0	3	4	9	17	15	78	69	63	13	12	17
Students with Disabilities	NC	27	10331	NC	0	100	NC	407	388	NC	4	25	NC	63	37	NC	33	34	NC	0	4
Students without Disabilities	25	119	69139	96	0	99	486	471	454	0	4	7	4	11	24	83	70	58	13	16	11
Limited English Proficient Students	--	NC	15545	--	NC	100	--	NC	399	--	NC	21	--	NC	42	--	NC	35	--	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	81	39484	NC	0	96	NC	453	429	NC	5	14	NC	25	35	NC	59	47	NC	11	4
Non-Economically Disadvantaged	19	65	39986	100	0	100	482	468	461	0	2	4	12	13	16	76	69	63	12	16	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	26	147	78869	93	100	99	473	455	442	0	4	6	9	15	21	83	71	63	9	10	10
All Students (Prior Year)	37	191	75053	97	99	99	652	580	597	0	10	7	3	14	12	86	71	72	11	5	9
Female	12	69	38536	92	100	99	477	471	458	0	2	4	8	6	15	83	75	67	8	17	14
Male	14	78	40302	93	100	99	468	441	428	0	6	8	9	23	26	82	68	60	9	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	--	20	32606	--	100	98	--	460	426	--	0	8	--	22	27	--	72	60	--	6	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	25	116	36078	93	100	99	473	461	459	0	3	4	9	11	16	82	75	66	9	11	14
Students with Disabilities	NC	27	10246	NC	100	100	NC	367	367	NC	13	18	NC	54	39	NC	33	40	NC	0	4
Students without Disabilities	24	120	68697	92	100	98	479	474	454	0	2	4	5	6	18	86	79	67	9	13	11
Limited English Proficient Students	--	NC	15339	--	NC	100	--	NC	399	--	NC	11	--	NC	31	--	NC	54	--	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	82	39106	NC	100	95	NC	449	427	NC	5	8	NC	17	28	NC	68	59	NC	9	5
Non-Economically Disadvantaged	18	65	39837	95	100	100	474	462	457	0	2	4	13	12	14	75	75	67	13	12	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	30	181	78906	100	100	99	534	508	498	0	7	13	15	21	19	48	51	48	37	21	20
All Students (Prior Year)	28	177	76019	97	100	100	530	487	499	0	13	14	29	51	39	11	13	14	61	22	33
Female	19	82	38644	100	100	99	547	511	500	0	5	12	12	18	19	41	58	49	47	19	19
Male	11	99	40236	100	100	99	513	506	497	0	8	15	20	23	19	60	46	46	20	23	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	NC	19	31938	NC	100	99	NC	516	481	NC	6	19	NC	6	25	NC	59	46	NC	29	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	15	4593	NC	94	100	NC	486	467	NC	7	26	NC	43	29	NC	43	39	NC	7	6
White	25	143	36483	100	100	99	531	509	517	0	7	7	18	21	13	45	51	51	36	22	30
Students with Disabilities	NC	29	10664	NC	100	100	NC	464	430	NC	11	42	NC	59	27	NC	30	26	NC	0	5
Students without Disabilities	25	152	68310	100	100	98	552	516	509	0	6	9	0	13	18	55	56	51	45	25	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	15	101	38679	100	99	96	515	503	483	0	6	20	20	23	25	60	53	45	20	18	10
Non-Economically Disadvantaged	15	80	40295	100	100	100	558	515	513	0	7	7	8	18	13	33	50	50	58	26	30

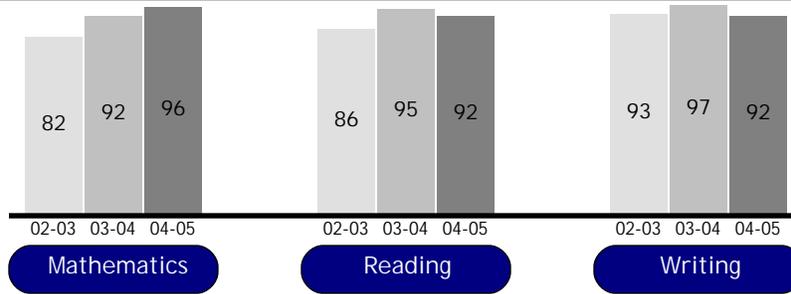
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	181	78908	100	0	99	516	495	484	0	4	10	7	16	23	74	75	58	19	6	9
All Students (Prior Year)	28	177	76020	97	100	100	507	499	503	7	29	25	25	24	23	61	38	40	7	9	12
Female	19	82	38648	100	0	99	527	500	489	0	3	8	12	15	22	59	72	61	29	10	10
Male	11	99	40233	100	0	99	498	492	479	0	4	12	0	16	25	100	77	55	0	2	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	NC	19	31940	NC	0	99	NC	493	465	NC	0	16	NC	29	32	NC	71	49	NC	0	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	15	4569	NC	0	100	NC	488	457	NC	0	18	NC	21	39	NC	79	41	NC	0	2
White	25	143	36502	100	0	99	515	497	502	0	4	4	9	14	14	68	74	67	23	7	15
Students with Disabilities	NC	29	10665	NC	0	100	NC	468	423	NC	0	30	NC	48	36	NC	52	31	NC	0	2
Students without Disabilities	25	152	68312	100	0	98	527	501	493	0	4	7	0	10	21	77	79	62	23	7	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	15	101	38662	100	0	96	496	490	468	0	3	16	13	17	32	80	78	49	7	2	3
Non-Economically Disadvantaged	15	80	40315	100	0	100	541	502	498	0	4	5	0	15	15	67	70	66	33	11	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	30	181	78750	100	100	99	519	495	500	7	5	6	15	36	29	70	58	63	7	1	2
All Students (Prior Year)	28	176	75673	97	100	100	574	514	530	0	16	12	14	24	25	82	58	58	4	2	4
Female	19	82	38586	100	100	99	548	503	515	0	6	4	6	24	22	82	67	71	12	3	3
Male	11	99	40135	100	100	99	470	488	486	20	4	8	30	45	35	50	51	56	0	0	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	NC	19	31841	NC	100	99	NC	510	483	NC	0	8	NC	18	36	NC	82	55	NC	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	15	4586	NC	94	100	NC	487	481	NC	7	8	NC	29	37	NC	64	54	NC	0	1
White	25	143	36440	100	100	99	517	494	516	9	6	3	14	38	22	68	54	71	9	1	4
Students with Disabilities	NC	29	10622	NC	100	100	NC	440	415	NC	15	21	NC	70	50	NC	15	28	NC	0	1
Students without Disabilities	25	152	68196	100	100	98	542	506	513	0	4	3	9	29	25	82	66	69	9	1	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	15	101	38558	100	99	96	496	491	485	7	4	8	27	39	37	67	57	54	0	0	1
Non-Economically Disadvantaged	15	80	40260	100	100	100	548	501	514	8	7	3	0	31	21	75	59	72	17	3	4

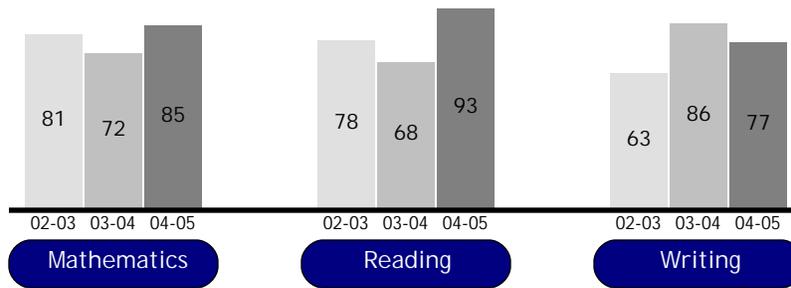
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	91	77	63	50	100	81	NA	58	94	68	62	47
	Language	94	74	53	43	100	85	62	50	94	69	69	47
	Mathematics	91	88	63	57	100	82	73	64	94	69	68	50
3	Reading	96	71	50	47	92	73	NA	55	96	70	55	44
	Language	100	75	49	54	97	72	56	61	96	62	57	44
	Mathematics	96	80	51	54	92	83	55	61	96	75	63	51
4	Reading	100	75	51	52	100	76	NA	56	100	66	53	48
	Language	100	68	48	48	100	71	50	52	100	67	52	49
	Mathematics	100	81	56	57	100	81	61	61	100	75	54	53
5	Reading	100	68	56	50	97	66	NA	55	100	68	59	50
	Language	100	61	51	46	97	61	41	49	100	66	55	50
	Mathematics	100	78	65	57	97	83	60	63	100	63	53	49
6	Reading	100	62	60	53	96	79	NA	56	100	72	57	51
	Language	100	59	53	45	96	63	49	48	100	70	51	47
	Mathematics	100	80	77	62	96	87	70	66	100	81	58	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)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Textbook Selection
- Ü School Safety Issues
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü 5 Year Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	14.00
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	13
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 Updated Computers - Classrooms
- Ü Library
- Ü AR Resource Library
- Ü Computer Lab

Extracurricular Activities

- Ü Various Sports
- Ü PTO
- Ü After School Programs-Tutoring, etc.
- Ü CHARACTER COUNTS!

Social Services

- Ü Parenting Assistance
- Ü Recreational Activities
- Ü Scouting
- Ü Community Classes
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students use the state-of-the-art, scientifically based Accelerated Reader Program to make significant gains in reading. Students also make significant gains in language arts and reading by being immersed into the phonics based Spalding Method.
- ü Values education is implemented in all areas of our educational environment using CHARACTER COUNTS!
CHARACTER COUNTS! is based upon the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship
- ü Teachers articulate curriculum across grade levels in order to improve AIMS scores and fulfill the guidelines of the No Child Left Behind Act.
- ü Our Bridges Program improves comprehension, memory, problem solving, sensory integration, visual perception, etc. Bridges is a scientifically based program of cognitive and perceptual exercises that assess and develop learning abilities.

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	8	12	12	17
Transfers In Rate ⁶	18	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	92	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

The district has completed an Emergency Crisis Intervention Plan. Steps have been taken to follow the guidelines of the plan for implementation.

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	Kathy David	(928) 537-6017
Transportation Policy	Dave Cooper	(928) 537-6048
Community Resources	Kathy David	(928) 537-6017
School Nutrition Programs	Fredda Garvin	(928) 537-6014
Parent Organization	Kathy David	(928) 537-6017
Student Health/Nurse	Tina Stabenow	(928) 537-6017

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.