

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

Powerline Road, Whiteriver, AZ 85941

Whiteriver 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	Performing
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	Not 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 : Ms. Patricia Castleberry  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-6  
 2005 Enrollment : 301  
 Web Address : www.wusd.k12.az.us  
 Phone Number : (928) 338-1026  
 Fax Number : (928) 338-1417  
 E-mail : pcastleberry@wusd.k12.az.us

### Mission

The mission of Cradleboard Elementary is to be a complete center of learning for the child. The goal of all school personnel is to provide a safe, comfortable and inviting environment where children want to come to learn.

### School / Academic Goals

- ü Increase comprehension/speed in reading/literature studies. Increase the number of student meeting or exceeding reading proficiency in grades 1st, 2nd, and 3rd measured by the AIMS & Terra Nova testing using Success For All Reading Program.
- ü Provide basic knowledge in Apache Culture ; increase exposure to Apache traditions.
- ü 70% or more students will reach mastery level in mathematics at their grade level by May 2006 as measured by the AIMS & Terra Nova tests.
- ü 70% or more students will achieve mastery in Writing using Six Traits Writing Program as measured by AIMS or Terra Nova testing in April 2006.

### Enrollment

October 1, 2004 School Year Student Enrollment : 331  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü Full-day Kindergarten
- Ü Save The Children Model School
- Ü Apache Culture Instruction
- Ü Accelerated Reader Program
- Ü Success For All Reading Program

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/23/2006

Shared Responsibilities

School

Cradleboard Elementary has the responsibility to provide highly trained staff, safe environment for children, highest academic standard, individualized instruction and appropriate homework. School personnel promise to communicate openly with parents.

Parents

Cradleboard parents promise to encourage and support the learning process; provide a time/place in the home for homework; keep communication open with the school personnel; enforce the school rules; their children have regular and prompt attendance.

Transportation Policy

Cradleboard Elementary boundaries are currently set for the children living at the subdivision Over the Rainbow north to Hondah-McNary. Transportation is provided for all students enrolled at Cradleboard Elementary School.

School Honors

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

Award/Honor	Year
Ü Finalist for Golden Bell Award	2001
Ü Awarded Arizona State Heritage Grant	2002
Ü Model School for Save The Children	2005
Ü Aduquate Yearly Progress for 8 years	

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	40	161	79306	100	100	99	436	402	445	5	29	10	21	33	18	68	37	51	5	2	20
All Students (Prior Year)	38	160	75509	100	96	100	507	484	521	4	34	13	48	27	23	30	27	33	19	12	31
Female	13	71	38691	100	99	99	449	410	446	0	28	10	15	27	18	69	42	52	15	3	20
Male	27	90	40583	100	100	99	429	396	445	8	29	11	24	37	18	68	33	50	0	1	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	--	--	32869	--	--	99	--	--	429	--	--	15	--	--	25	--	--	51	--	--	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	40	160	4264	100	100	100	436	405	419	5	29	19	21	32	30	68	37	45	5	2	6
White	--	NC	36197	--	NC	99	--	NC	463	--	NC	5	--	NC	11	--	NC	53	--	NC	31
Students with Disabilities	10	28	10321	100	100	100	415	366	389	11	27	30	44	54	27	44	19	34	0	0	9
Students without Disabilities	30	133	69060	100	99	98	443	410	454	3	29	7	14	28	17	76	40	54	7	2	22
Limited English Proficient Students	25	125	15509	100	100	100	426	397	406	8	32	20	23	35	30	69	34	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	26	129	39415	100	99	96	431	403	431	4	33	15	28	34	25	64	31	50	4	2	10
Non-Economically Disadvantaged	14	32	39966	100	100	100	445	402	459	8	13	6	8	26	12	77	58	52	8	3	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	40	162	79395	100	0	99	428	403	446	8	24	9	45	46	25	47	30	55	0	0	11
All Students (Prior Year)	38	162	75492	100	98	100	516	499	519	4	25	12	19	18	16	70	48	47	7	8	24
Female	13	72	38743	100	0	100	444	417	451	0	16	7	38	47	24	62	37	57	0	0	12
Male	27	90	40618	100	0	99	420	392	440	12	30	11	48	45	27	40	24	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	--	--	32915	--	--	99	--	--	426	--	--	15	--	--	35	--	--	47	--	--	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	40	161	4271	100	0	100	428	405	420	8	24	15	45	46	42	47	29	41	0	0	2
White	--	NC	36221	--	NC	99	--	NC	465	--	NC	4	--	NC	15	--	NC	63	--	NC	17
Students with Disabilities	10	28	10331	100	0	100	395	353	388	33	42	25	56	50	37	11	8	34	0	0	4
Students without Disabilities	30	134	69139	100	0	99	439	413	454	0	20	7	41	45	24	59	34	58	0	0	11
Limited English Proficient Students	25	126	15545	100	0	100	417	397	399	12	27	21	50	47	42	38	26	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	26	130	39484	100	0	96	422	404	429	12	27	14	44	49	35	44	24	47	0	0	4
Non-Economically Disadvantaged	14	32	39986	100	0	100	441	399	461	0	13	4	46	35	16	54	52	63	0	0	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	40	162	78869	100	100	99	454	411	442	0	10	6	16	31	21	82	58	63	3	1	10
All Students (Prior Year)	38	165	75053	100	99	99	646	554	597	4	11	7	4	18	12	78	65	72	15	6	9
Female	13	72	38536	100	100	99	475	431	458	0	7	4	0	22	15	92	69	67	8	1	14
Male	27	90	40302	100	100	99	443	395	428	0	13	8	24	37	26	76	50	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	--	--	32606	--	--	98	--	--	426	--	--	8	--	--	27	--	--	60	--	--	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	40	161	4245	100	100	100	454	413	423	0	10	9	16	30	26	82	59	61	3	1	4
White	--	NC	36078	--	NC	99	--	NC	459	--	NC	4	--	NC	16	--	NC	66	--	NC	14
Students with Disabilities	10	28	10246	100	100	100	442	352	367	0	23	18	33	35	39	67	42	40	0	0	4
Students without Disabilities	30	134	68697	100	100	98	458	423	454	0	8	4	10	30	18	86	62	67	3	1	11
Limited English Proficient Students	25	126	15339	100	100	100	451	404	399	0	12	11	23	34	31	73	54	54	4	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	26	130	39106	100	100	95	447	408	427	0	12	8	20	34	28	80	54	59	0	0	5
Non-Economically Disadvantaged	14	32	39837	100	100	100	468	421	457	0	3	4	8	16	14	85	77	67	8	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	53	195	78906	100	100	99	461	452	498	25	32	13	27	33	19	43	33	48	4	2	20
All Students (Prior Year)	41	193	76019	100	96	100	459	462	499	25	30	14	64	49	39	8	15	14	3	6	33
Female	27	97	38644	100	100	99	451	459	500	26	31	12	30	30	19	37	35	49	7	3	19
Male	26	98	40236	100	99	99	472	446	497	25	33	15	25	36	19	50	31	46	0	0	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	--	--	31938	--	--	99	--	--	481	--	--	19	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	53	195	4593	100	100	100	461	452	467	25	32	26	27	33	29	43	33	39	4	2	6
White	--	--	36483	--	--	99	--	--	517	--	--	7	--	--	13	--	--	51	--	--	30
Students with Disabilities	NC	38	10664	NC	100	100	NC	393	430	NC	63	42	NC	24	27	NC	13	26	NC	0	5
Students without Disabilities	45	157	68310	100	99	98	479	467	509	19	24	9	28	36	18	49	38	51	5	2	22
Limited English Proficient Students	22	98	12573	100	100	100	446	443	454	31	38	27	33	34	30	33	26	38	3	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	36	154	38679	92	97	96	469	458	483	29	34	20	23	32	25	46	33	45	3	1	10
Non-Economically Disadvantaged	17	41	40295	100	100	100	444	431	513	19	23	7	38	38	13	38	33	50	6	5	30

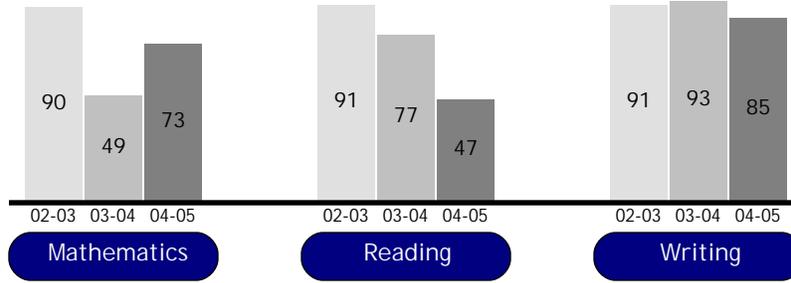
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	195	78908	100	0	99	458	449	484	14	18	10	33	41	23	53	40	58	0	1	9
All Students (Prior Year)	41	194	76020	100	97	100	488	486	503	44	51	25	31	26	23	25	22	40	0	1	12
Female	27	97	38648	100	0	99	453	457	489	7	13	8	30	41	22	63	46	61	0	1	10
Male	26	98	40233	100	0	99	464	442	479	21	24	12	38	41	25	42	34	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	--	--	31940	--	--	99	--	--	465	--	--	16	--	--	32	--	--	49	--	--	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	53	195	4569	100	0	100	458	449	457	14	18	18	33	41	39	53	40	41	0	1	2
White	--	--	36502	--	--	99	--	--	502	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	NC	38	10665	NC	0	100	NC	392	423	NC	47	30	NC	37	36	NC	16	31	NC	0	2
Students without Disabilities	45	157	68312	100	0	98	475	464	493	7	11	7	33	42	21	60	46	62	0	1	10
Limited English Proficient Students	22	98	12556	100	0	100	441	440	436	19	23	24	44	45	40	36	31	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	36	154	38662	92	0	96	461	453	468	20	22	16	31	41	32	49	36	49	0	1	3
Non-Economically Disadvantaged	17	41	40315	100	0	100	452	437	498	0	5	5	38	41	15	63	54	66	0	0	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	53	195	78750	100	100	99	490	483	500	6	7	6	20	28	29	73	64	63	2	1	2
All Students (Prior Year)	41	195	75673	100	97	100	500	486	530	6	19	12	39	35	25	56	46	58	0	1	4
Female	27	97	38586	100	100	99	493	501	515	4	4	4	15	22	22	78	72	71	4	2	3
Male	26	98	40135	100	99	99	487	465	486	8	11	8	25	34	35	67	55	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	--	--	31841	--	--	99	--	--	483	--	--	8	--	--	36	--	--	55	--	--	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	53	195	4586	100	100	100	490	483	481	6	7	8	20	28	37	73	64	54	2	1	1
White	--	--	36440	--	--	99	--	--	516	--	--	3	--	--	22	--	--	71	--	--	4
Students with Disabilities	NC	38	10622	NC	100	100	NC	395	415	NC	21	21	NC	50	50	NC	26	28	NC	3	1
Students without Disabilities	45	157	68196	100	99	98	519	505	513	0	4	3	16	22	25	84	73	69	0	1	3
Limited English Proficient Students	22	98	12504	100	100	100	469	470	451	8	9	12	28	33	44	61	56	43	3	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	36	154	38558	92	97	96	496	486	485	6	9	8	29	29	37	66	62	54	0	0	1
Non-Economically Disadvantaged	17	41	40260	100	100	100	477	469	514	6	3	3	0	23	21	88	69	72	6	5	4

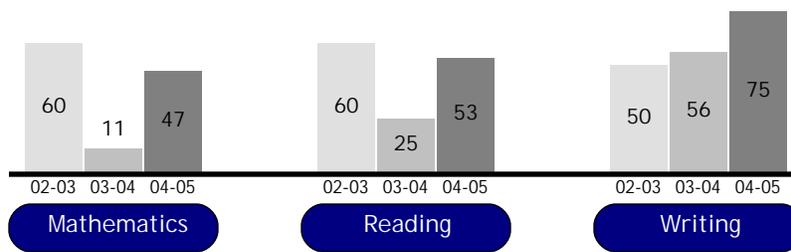
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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	97	41	31	50	98	46	NA	58	100	45	31	47
	Language	100	26	19	43	98	31	24	50	100	48	33	47
	Mathematics	100	46	34	57	98	54	36	64	100	40	32	50
3	Reading	100	39	28	47	97	44	NA	55	100	33	23	44
	Language	100	54	38	54	100	54	42	61	100	31	23	44
	Mathematics	100	55	32	54	100	53	34	61	100	46	27	51
4	Reading	100	39	29	52	96	34	NA	56	100	30	29	48
	Language	100	38	29	48	98	33	30	52	100	29	26	49
	Mathematics	100	53	41	57	96	46	35	61	100	35	33	53
5	Reading	100	26	23	50	100	29	NA	55	100	40	35	50
	Language	100	27	21	46	100	30	28	49	100	38	31	50
	Mathematics	100	46	32	57	100	37	35	63	100	38	31	49
6	Reading	98	34	33	53	91	33	NA	56	98	35	33	51
	Language	98	32	26	45	93	28	23	48	98	29	30	47
	Mathematics	100	47	44	62	93	50	42	66	98	37	34	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/](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

Council Duties

1 School Administrator(s)	Ü Safe & Orderly Schools committee
1 Non-certified Employee(s)	Ü Positive Home-School relationships
4 Teacher(s)	Ü Program selection
2 Parent(s)	Ü Schoolwide Plan
1 Community Member(s)	Ü Parent Advisory Council
1 Student(s)	Ü Student Intervention Team

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	1.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Gym

Extracurricular Activities

- Ü Gifted Services
- Ü Indian Club
- Ü Sports
- Ü Student Council
- Ü After School Tutoring
- Ü Save The Children Literacy Program

Social Services

- Ü After School Enrichment Program
- Ü Save the Children Sponsorship Program
- Ü Adopt-a-lake Partnership
- Ü Student Intervention Team
- Ü Annual Health Screening

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Continued Accelerated Reader Program schoolwide.  
Cradleboard Elementary School made AYP.  
We met our attendance goal.
- ü Gifted Enrichment.  
We provide daily academic assistance to those students that need extra help provided by two certified staff members.  
School Wide focused tutoring preparing for AIMS & Terra Nova Testing
- ü Group Counseling  
Individual Counseling  
Classroom Activities by Counselor.
- ü On site Speech, Occupational Therapy, Physical Therapy, and Audiology services are provided to meet student needs.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	16	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	85	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	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

Cradleboard Elementary has began the Character Counts program this year. The school counselor conducts learning activities in all classrooms once each week in areas of character, bully, drug awareness, following rules, etc. A CPI team is trained and active if needed. A detention room has been set up to provide a safe area for students to be monitored when behavior becomes a problem. Cradleboard staff rewrote the school wide discipline plan in 05/06.

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) :

17

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	Patricia Castleberry	(928) 338-1026
Transportation Policy	Bowman Beatty	(928) 338-1303
Community Resources	Vanta Dahkoshay	(928) 338-1026
School Nutrition Programs	Charlotte Debear	(928) 338-2311
Parent Organization	Vanta Dahkshay	(928) 338-1026
Student Health/Nurse	Sammye Prins	(928) 338-1026

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.