



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

N. Highway 189, Kayenta, AZ 86033

Kayenta Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mrs. Gillian Louise Vormittag
 Schedule : 07:00 AM to 05:00 PM
 Grades : 3-5
 2005 Enrollment : 423
 Web Address : www.kayenta.k12.az.us
 Phone Number : (928) 697-2371
 Fax Number : (928) 697-2382
 E-mail : gvormittag@kayenta.k12.az.us

Mission

The school mission is aligned with the Navajo philosophy of education. The Circle of Life: Thinking, Planning, Life, Happiness. Four expectations: respect yourself, respect others, respect your environment and respect nature guide behavior.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	SI Year 2
2003-04	Year 2
2002-03	Year 2

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students will improve their reading comprehension and writing skills across the curriculum.
- ü All students will improve their mathematical skills across the curriculum.
- ü All students will increase their personal level of health, wellness, and fitness.

Enrollment

October 1, 2004 School Year Student Enrollment : 435
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 30

Instructional Programs

- Arizona Standards-based Curriculum
- SRA Corrective Reading
- Accelerated Reader
- Positive Behavior Support Model
- Intervention/enrichment for math
- Intervention/enrichment for reading

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/10/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Kayenta Intermediate School has high expectations for the academic, physical, emotional, and social development of all children. We believe the power of knowledge enhances our journey through life.

Parents

Parents have the responsibility to support the school in its efforts to educate children. Parents have the responsibility to ensure that children attend school regularly and arrive well-prepared.

Transportation Policy

The district purchases, equips, and maintains school buses to provide transportation for children in grades K-12 who live one mile or further from the school within the LEA boundaries.

School Honors

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

Award/Honor	Year
• Navajo NCA Teacher of the Year	2003
• Natl Oceanic and Atmospheric Admin. Teacher at Sea	2004
• Representative on State Standards Committee	2005
• NorthCentral Association School Improvement Specialist	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	136	79306	99	99	99	428	428	445	10	10	10	31	31	18	57	57	51	2	2	20
All Students (Prior Year)	137	137	75509	100	100	100	488	488	521	20	20	13	51	51	23	21	21	33	8	8	31
Female	63	63	38691	98	98	99	430	430	446	3	3	10	39	39	18	56	56	52	2	2	20
Male	73	73	40583	100	100	99	426	426	445	15	15	11	23	23	18	58	58	50	3	3	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	134	134	4264	99	99	100	427	427	419	10	10	19	31	31	30	57	57	45	2	2	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	15	15	10321	100	100	100	393	393	389	43	43	30	43	43	27	14	14	34	0	0	9
Students without Disabilities	121	121	69060	99	99	98	432	432	454	5	5	7	29	29	17	63	63	54	3	3	22
Limited English Proficient Students	45	45	15509	100	100	100	424	424	406	11	11	20	31	31	30	57	57	45	1	1	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	125	125	39415	99	99	96	426	426	431	10	10	15	32	32	25	58	58	50	1	1	10
Non-Economically Disadvantaged	11	11	39966	100	100	100	445	445	459	9	9	6	18	18	12	55	55	52	18	18	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	137	137	79395	100	0	99	424	424	446	6	6	9	52	52	25	41	41	55	2	2	11
All Students (Prior Year)	137	137	75492	100	100	100	510	510	519	13	13	12	23	23	16	54	54	47	10	10	24
Female	64	64	38743	100	0	100	433	433	451	3	3	7	42	42	24	53	53	57	2	2	12
Male	73	73	40618	100	0	99	417	417	440	8	8	11	62	62	27	29	29	53	2	2	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	135	135	4271	100	0	100	424	424	420	6	6	15	52	52	42	41	41	41	1	1	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	15	15	10331	100	0	100	394	394	388	7	7	25	86	86	37	7	7	34	0	0	4
Students without Disabilities	122	122	69139	100	0	99	428	428	454	5	5	7	48	48	24	45	45	58	2	2	11
Limited English Proficient Students	45	45	15545	100	0	100	422	422	399	5	5	21	57	57	42	37	37	35	1	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	126	126	39484	100	0	96	424	424	429	6	6	14	52	52	35	41	41	47	1	1	4
Non-Economically Disadvantaged	11	11	39986	100	0	100	432	432	461	0	0	4	55	55	16	36	36	63	9	9	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	137	137	78869	100	100	99	458	458	442	6	6	6	13	13	21	66	66	63	15	15	10
All Students (Prior Year)	136	136	75053	99	99	99	635	635	597	3	3	7	8	8	12	74	74	72	15	15	9
Female	64	64	38536	100	100	99	479	479	458	0	0	4	13	13	15	68	68	67	18	18	14
Male	73	73	40302	100	100	99	438	438	428	11	11	8	12	12	26	65	65	60	12	12	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	135	135	4245	100	100	100	456	456	423	6	6	9	13	13	26	67	67	61	14	14	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	15	15	10246	100	100	100	406	406	367	14	14	18	43	43	39	36	36	40	7	7	4
Students without Disabilities	122	122	68697	100	100	98	464	464	454	5	5	4	9	9	18	70	70	67	16	16	11
Limited English Proficient Students	45	45	15339	100	100	100	452	452	399	7	7	11	12	12	31	69	69	54	12	12	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	126	126	39106	100	100	95	455	455	427	6	6	8	14	14	28	66	66	59	14	14	5
Non-Economically Disadvantaged	11	11	39837	100	100	100	483	483	457	0	0	4	0	0	14	73	73	67	27	27	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	168	168	78906	99	99	99	479	479	498	24	24	13	26	26	19	40	40	48	10	10	20
All Students (Prior Year)	197	197	76019	99	99	100	474	474	499	22	22	14	50	50	39	13	13	14	15	15	33
Female	94	94	38644	100	100	99	479	479	500	19	19	12	28	28	19	45	45	49	8	8	19
Male	74	74	40236	97	99	99	478	478	497	30	30	15	24	24	19	34	34	46	13	13	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	167	167	4593	98	99	100	478	478	467	24	24	26	26	26	29	40	40	39	9	9	6
White	--	--	36483	--	--	99	--	--	517	--	--	7	--	--	13	--	--	51	--	--	30
Students with Disabilities	10	10	10664	83	83	100	421	421	430	78	78	42	22	22	27	0	0	26	0	0	5
Students without Disabilities	159	159	68310	100	100	98	482	482	509	20	20	9	26	26	18	43	43	51	11	11	22
Limited English Proficient Students	35	35	12573	97	97	100	461	461	454	35	35	27	31	31	30	30	30	38	4	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	148	148	38679	99	99	96	473	473	483	27	27	20	27	27	25	39	39	45	7	7	10
Non-Economically Disadvantaged	21	21	40295	100	100	100	517	517	513	0	0	7	20	20	13	50	50	50	30	30	30

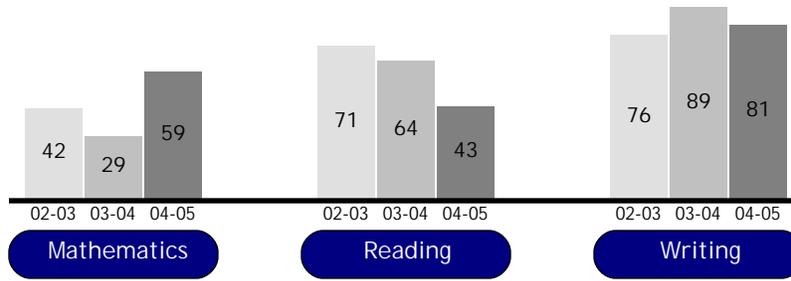
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	167	78908	98	0	99	456	456	484	22	22	10	38	38	23	38	38	58	2	2	9
All Students (Prior Year)	195	195	76020	98	98	100	499	499	503	37	37	25	21	21	23	31	31	40	10	10	12
Female	93	93	38648	99	0	99	465	465	489	13	13	8	40	40	22	44	44	61	3	3	10
Male	74	74	40233	97	0	99	446	446	479	34	34	12	37	37	25	30	30	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	166	166	4569	98	0	100	456	456	457	22	22	18	39	39	39	37	37	41	2	2	2
White	--	--	36502	--	--	99	--	--	502	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	10	10	10665	83	0	100	407	407	423	78	78	30	22	22	36	0	0	31	0	0	2
Students without Disabilities	158	158	68312	100	0	98	460	460	493	19	19	7	39	39	21	40	40	62	2	2	10
Limited English Proficient Students	34	34	12556	94	0	100	438	438	436	36	36	24	49	49	40	16	16	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	147	147	38662	98	0	96	452	452	468	24	24	16	41	41	32	34	34	49	1	1	3
Non-Economically Disadvantaged	21	21	40315	100	0	100	492	492	498	5	5	5	20	20	15	65	65	66	10	10	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	167	167	78750	98	99	99	511	511	500	2	2	6	31	31	29	64	64	63	3	3	2
All Students (Prior Year)	192	192	75673	97	97	100	515	515	530	9	9	12	26	26	25	62	62	58	3	3	4
Female	94	94	38586	100	100	99	527	527	515	1	1	4	19	19	22	76	76	71	3	3	3
Male	73	73	40135	96	97	99	491	491	486	3	3	8	47	47	35	47	47	56	3	3	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	166	166	4586	98	98	100	511	511	481	2	2	8	32	32	37	63	63	54	3	3	1
White	--	--	36440	--	--	99	--	--	516	--	--	3	--	--	22	--	--	71	--	--	4
Students with Disabilities	10	10	10622	83	83	100	447	447	415	11	11	21	67	67	50	22	22	28	0	0	1
Students without Disabilities	158	158	68196	100	100	98	514	514	513	2	2	3	29	29	25	66	66	69	3	3	3
Limited English Proficient Students	34	34	12504	94	94	100	491	491	451	3	3	12	45	45	44	51	51	43	1	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	147	147	38558	98	99	96	506	506	485	2	2	8	33	33	37	63	63	54	2	2	1
Non-Economically Disadvantaged	21	21	40260	100	100	100	544	544	514	5	5	3	20	20	21	65	65	72	10	10	4

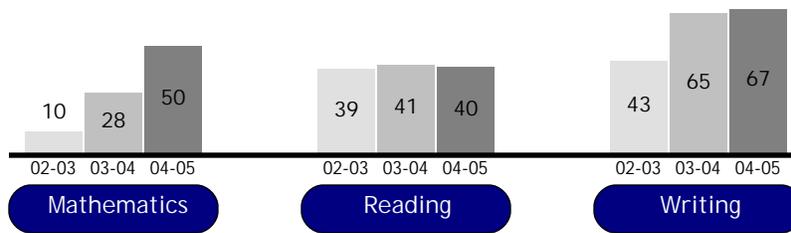
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
3	Reading	81	28	28	47	78	40	NA	55	100	31	31	44
	Language	100	34	34	54	100	44	44	61	100	31	31	44
	Mathematics	100	28	28	54	100	39	39	61	99	40	40	51
4	Reading	98	31	31	52	90	43	NA	56	100	35	35	48
	Language	98	27	27	48	98	43	43	52	100	36	36	49
	Mathematics	96	28	28	57	95	47	47	61	100	43	43	53
5	Reading	96	26	26	50	92	33	NA	55	99	32	32	50
	Language	96	26	26	46	98	34	34	49	99	36	36	50
	Mathematics	96	30	30	57	95	41	41	63	99	36	36	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Support School Improvement Efforts
- Ü Organize Parent/Student Activities
- Ü Support Instructional Staff
- Ü Help Develop School Support Programs
- Ü Review School Publications

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	29.00
Other Professional Staff	1.50	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	1	3	0	0
10 or more years	5	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	22%
Percent of core classes not taught by Highly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- Ü 2 x 30-station Computer Labs
- Ü Fully Equipped Library
- Ü Internet Access in All Classrooms
- Ü Swimming Pool in District

Extracurricular Activities

- Ü Coed PeeWee Sports Program
- Ü After-School Tutoring Services
- Ü Student Council
- Ü Chess Club
- Ü Open Library After School

Social Services

- Ü Counseling Services Through IHS
- Ü Health Services Through IHS
- Ü Comprehensive Health Initiative Grant

School Achievements/Accomplishments 2004-05

- ü Kayenta Intermediate School has been continuously accredited by NCA CASI since 1985-86.

- ü Kayenta Intermediate School received a \$7,500 Comprehensive Health Initiative grant through Indian Health Services for the fourth year.

- ü Walk Across the Navajo Nation recognition for student participation.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	5	12	12	17
Transfers In Rate ⁶	29	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Since spring 2001, we have implemented a schoolwide system of Positive Behavior Support to meet the school goal of increasing levels of personal wellness, health, and safety. We participate in the IHS Comprehensive Health Initiative. We are following the NCLB guidelines to maintain a safe and drug-free school.

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	LaVerne Bradley	(928) 697-2373
Transportation Policy	Julius Young II	(928) 697-2130
Community Resources	LaVerne Bradley	(928) 697-2373
School Nutrition Programs	Johnny Hollister	(928) 697-2111
Parent Organization	Gillian Vormittag	(928) 697-2371
Student Health/Nurse	Paulson Bronston	(928) 697-2372

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.