



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5000 W. Arivaca Road, Amado, AZ 85645

Sahuarita 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	Underperforming
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Charles E Oldham
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 210
 Web Address :
 Phone Number : (520) 625-3502
 Fax Number : (520) 398-2024
 E-mail : coldham@sahuarita.k12.az.us

Mission

Building Mission Statement: Sopori Elementary School will provide the highest quality education for all students to reach their maximum potential by incorporating daily use of life skills and brain-compatible learning.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

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

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

School / Academic Goals

- ü The students will receive instruction in the Arizona Academic Standards.
- ü The students will receive instruction based on their individual academic needs.
- ü Individual students will make one year of academic growth each year they are a Sopori student.

Enrollment

October 1, 2004 School Year Student Enrollment : 230
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 19

Instructional Programs

- ü Integrated Thematic Instruction
- ü On-site Special Education
- ü ELL
- ü Computer Lab
- ü Physical Education
- ü General Music

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Monthly newsletter is published and sent home with each child. Newsletters are also available to the general public upon request. Quarterly grade reports are sent home following each reporting period. Parent conferences are held twice a year.

Parents

Parents are expected to participate in their child's education by responding to any contact from the school; attending parent-teacher conferences; assisting with their child's homework.

Transportation Policy

Sahuarita Unified School District No. 30 encompasses 606 square miles. Ninety percent of the enrollment are transported daily. Laidlaw Transportation Company provide the transportation services of the Sahuarita District.

School Honors

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

Award/Honor	Year
ü Vistation Site for the ITI Model K-3	1999

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	36	250	79306	100	100	99	426	430	445	14	16	10	34	29	18	43	47	51	9	8	20
All Students (Prior Year)	39	203	75509	100	99	100	519	510	521	6	16	13	44	29	23	21	31	33	29	24	31
Female	14	129	38691	100	100	99	426	433	446	29	19	10	21	22	18	43	51	52	7	8	20
Male	22	121	40583	100	99	99	426	428	445	5	13	11	43	35	18	43	44	50	10	8	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	25	116	32869	100	100	99	413	418	429	20	22	15	44	31	25	32	45	51	4	2	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	11	121	36197	100	99	99	461	442	463	0	11	5	10	26	11	70	50	53	20	14	31
Students with Disabilities	NC	37	10321	NC	97	100	NC	407	389	NC	32	30	NC	44	27	NC	21	34	NC	3	9
Students without Disabilities	28	213	69060	100	100	98	439	435	454	7	13	7	26	26	17	56	52	54	11	9	22
Limited English Proficient Students	NC	24	15509	NC	100	100	NC	392	406	NC	52	20	NC	24	30	NC	24	45	NC	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	28	136	39415	100	98	96	414	422	431	19	22	15	41	32	25	37	40	50	4	7	10
Non-Economically Disadvantaged	NC	114	39966	NC	100	100	NC	441	459	NC	9	6	NC	24	12	NC	56	52	NC	11	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	36	250	79395	100	0	99	434	439	446	9	13	9	46	29	25	40	51	55	6	7	11
All Students (Prior Year)	39	201	75492	100	98	100	510	510	519	9	20	12	34	17	16	34	44	47	22	19	24
Female	14	129	38743	100	0	100	436	445	451	14	10	7	29	25	24	50	57	57	7	8	12
Male	22	121	40618	100	0	99	432	433	440	5	16	11	57	34	27	33	45	53	5	5	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	25	116	32915	100	0	99	416	425	426	12	18	15	60	36	35	28	44	47	0	2	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	11	121	36221	100	0	99	478	452	465	0	9	4	10	24	15	70	56	63	20	11	17
Students with Disabilities	NC	37	10331	NC	0	100	NC	401	388	NC	35	25	NC	47	37	NC	15	34	NC	3	4
Students without Disabilities	28	213	69139	100	0	99	444	446	454	4	9	7	37	26	24	52	58	58	7	7	11
Limited English Proficient Students	NC	24	15545	NC	0	100	NC	393	399	NC	44	21	NC	36	42	NC	20	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	28	136	39484	100	0	96	420	429	429	11	19	14	56	31	35	33	46	47	0	4	4
Non-Economically Disadvantaged	NC	114	39986	NC	0	100	NC	452	461	NC	5	4	NC	28	16	NC	57	63	NC	10	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	36	246	78869	100	98	99	423	437	442	9	6	6	34	20	21	54	71	63	3	3	10
All Students (Prior Year)	39	198	75053	100	97	99	543	589	597	6	6	7	24	13	12	71	74	72	0	7	9
Female	14	127	38536	100	99	99	440	451	458	7	4	4	21	13	15	64	79	67	7	4	14
Male	22	119	40302	100	98	99	412	424	428	10	8	8	43	27	26	48	62	60	0	2	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	25	113	32606	100	98	98	399	422	426	12	10	8	44	27	27	44	63	60	0	0	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	11	120	36078	100	98	99	482	451	459	0	3	4	10	15	16	80	76	66	10	6	14
Students with Disabilities	NC	37	10246	NC	97	100	NC	396	367	NC	12	18	NC	47	39	NC	38	40	NC	3	4
Students without Disabilities	28	209	68697	100	99	98	444	445	454	4	5	4	26	15	18	67	77	67	4	3	11
Limited English Proficient Students	NC	23	15339	NC	96	100	NC	363	399	NC	33	11	NC	33	31	NC	33	54	NC	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	28	134	39106	100	96	95	404	421	427	11	11	8	41	26	28	48	62	59	0	1	5
Non-Economically Disadvantaged	NC	112	39837	NC	100	100	NC	459	457	NC	0	4	NC	13	14	NC	82	67	NC	5	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	42	249	78906	100	100	99	482	483	498	20	20	13	27	19	19	44	50	48	10	11	20
All Students (Prior Year)	33	185	76019	92	97	100	475	498	499	4	13	14	74	38	39	9	15	14	13	34	33
Female	27	124	38644	100	100	99	494	492	500	12	16	12	31	20	19	42	49	49	15	15	19
Male	15	125	40236	100	100	99	462	474	497	33	24	15	20	18	19	47	51	46	0	8	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	29	111	31938	100	100	99	466	468	481	29	29	19	32	28	25	36	36	46	4	6	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	12	124	36483	100	100	99	515	493	517	0	12	7	17	12	13	58	62	51	25	15	30
Students with Disabilities	NC	34	10664	NC	100	100	NC	418	430	NC	55	42	NC	21	27	NC	21	26	NC	3	5
Students without Disabilities	36	215	68310	100	100	98	493	493	509	6	14	9	31	19	18	51	55	51	11	13	22
Limited English Proficient Students	10	24	12573	100	100	100	445	398	454	50	56	27	30	32	30	20	12	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	35	127	38679	100	95	96	471	472	483	24	27	20	29	25	25	41	41	45	6	7	10
Non-Economically Disadvantaged	NC	122	40295	NC	100	100	NC	495	513	NC	11	7	NC	12	13	NC	60	50	NC	16	30

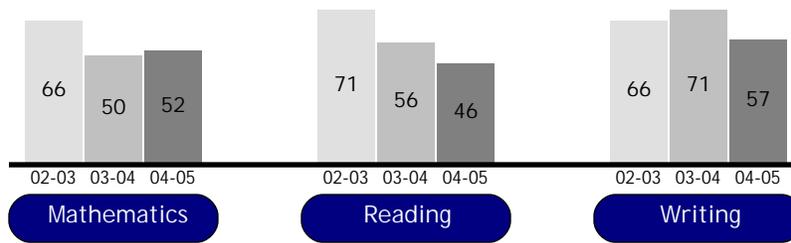
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	249	78908	100	0	99	471	474	484	12	12	10	29	25	23	56	58	58	2	5	9
All Students (Prior Year)	35	187	76020	97	98	100	491	497	503	44	28	25	12	23	23	44	41	40	0	8	12
Female	27	124	38648	100	0	99	482	489	489	4	5	8	27	23	22	65	66	61	4	7	10
Male	15	125	40233	100	0	99	451	460	479	27	20	12	33	27	25	40	50	55	0	3	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	29	111	31940	100	0	99	459	464	465	18	21	16	32	29	32	50	48	49	0	2	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	12	124	36502	100	0	99	497	481	502	0	6	4	25	21	14	67	65	67	8	8	15
Students with Disabilities	NC	34	10665	NC	0	100	NC	413	423	NC	38	30	NC	34	36	NC	24	31	NC	3	2
Students without Disabilities	36	215	68312	100	0	98	480	484	493	3	8	7	29	23	21	66	63	62	3	5	10
Limited English Proficient Students	10	24	12556	100	0	100	424	385	436	40	60	24	50	36	40	10	4	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	35	127	38662	100	0	96	464	467	468	15	16	16	29	31	32	56	51	49	0	3	3
Non-Economically Disadvantaged	NC	122	40315	NC	0	100	NC	483	498	NC	8	5	NC	18	15	NC	66	66	NC	7	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	42	250	78750	100	100	99	495	498	500	7	5	6	29	29	29	63	65	63	0	0	2
All Students (Prior Year)	33	182	75673	92	95	100	540	528	530	13	10	12	25	27	25	58	58	58	4	4	4
Female	27	124	38586	100	100	99	519	521	515	0	0	4	19	24	22	81	75	71	0	1	3
Male	15	126	40135	100	100	99	453	475	486	20	10	8	47	35	35	33	55	56	0	0	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	29	111	31841	100	100	99	478	488	483	11	7	8	39	38	36	50	55	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	12	125	36440	100	100	99	532	502	516	0	4	3	8	23	22	92	73	71	0	0	4
Students with Disabilities	NC	34	10622	NC	100	100	NC	410	415	NC	17	21	NC	59	50	NC	24	28	NC	0	1
Students without Disabilities	36	216	68196	100	100	98	508	512	513	6	3	3	20	24	25	74	72	69	0	1	3
Limited English Proficient Students	10	24	12504	100	100	100	452	401	451	20	28	12	50	48	44	30	24	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	35	128	38558	100	96	96	488	488	485	9	7	8	29	37	37	62	55	54	0	1	1
Non-Economically Disadvantaged	NC	122	40260	NC	100	100	NC	510	514	NC	3	3	NC	19	21	NC	78	72	NC	0	4

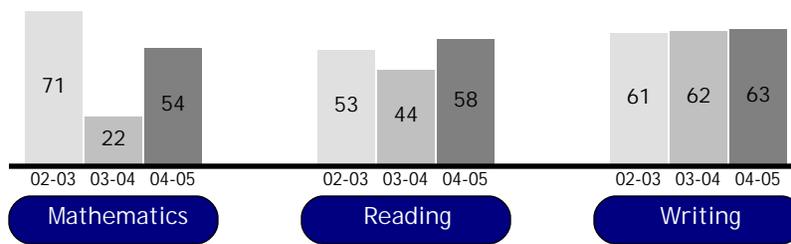
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	93	57	35	50	85	63	NA	58	100	35	47	47
	Language	100	62	31	43	92	44	36	50	100	41	50	47
	Mathematics	100	65	39	57	97	54	45	64	100	40	47	50
3	Reading	95	50	44	47	100	57	NA	55	100	44	42	44
	Language	90	53	49	54	100	68	60	61	100	40	44	44
	Mathematics	95	63	49	54	100	67	58	61	100	40	45	51
4	Reading	91	33	40	52	95	47	NA	56	100	42	45	48
	Language	94	38	39	48	98	47	44	52	100	41	48	49
	Mathematics	100	49	49	57	98	57	49	61	100	43	46	53
5	Reading	88	48	50	50	92	38	NA	55	100	44	49	50
	Language	91	43	51	46	92	44	46	49	100	47	50	50
	Mathematics	94	61	63	57	95	45	60	63	100	40	45	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

- 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 School Safety Issues
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Curriculum Development
- Ü Textbook Selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	1.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	1	0	0
10 or more years	14	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library/Media Center
- Ü Internet Access in all Classrooms
- Ü Multipurpose Room w/ Performance Stage

Extracurricular Activities

- Ü Breakfast Program
- Ü Lunch Program

Social Services

- Ü Recreational Activities
- Ü Counseling Services
- Ü Health Services

School Achievements/Accomplishments 2004-05

- ü Standardized test scores from AIMS and Stanford Nine continue to show steady growth in academic achievement.
- ü Implementation of the Arizona Academic Standards in the areas of language arts, mathematics and reading at all grade levels.

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	7	12	12	17
Transfers In Rate ⁶	12	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	3	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

Sopori Elementary School promotes a non-threatening environment by incorporating Lifelong Guidelines and Life Skills into the classroom instructional program. The D.A.R.E. program is provided to the fifth grade. The D.A.R.E. Officer is a resource for all grades.

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) :

1

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
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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.