



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1991 E White House Canyon Rd, Green Valley, AZ 85614

Continental Elementary 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 Highly Performing
2003-04 Highly Performing
2002-03 Small School

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

School Overview

Principal/Administrator : Dr. Kenneth R. Brown
Schedule : 07:30 AM to 04:33 PM
Grades : Pre-K-8
2005 Enrollment : 323
Web Address : www.continental.k12.az.us
Phone Number : (520) 625-4581
Fax Number : (520) 648-2569
E-mail : kenbrown@theriver.com

Mission

Continental School District will provide a community environment in which all individuals are challenged to achieve excellence in academics, character and life skills. The Continental School District is located in suburban Tucson in Green Valley, Arizona and is fortunate to have over 100 volunteers many who are senior citizens who have chosen to retire in southeastern Arizona. The volunteers bring a wealth of talent to the students of our district and make the school a better place to learn.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05 N/A
2003-04 Out of Improvement
2002-03 Year 1

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

School / Academic Goals

- ü Establish and implement a plan designed to maintain full accreditation for Continental Elementary and/or Middle School within a 3- to 5-year time line. This will occur through assistance from NCA and the County Superintendents office
- ü Monitor and adjust the district's K-8 Student Assessment Program. Using Classroom Strategies that Work in service program, our faculty will implement research proven teaching methods that have proven statistically to work and increase achievement.
- ü Improve AIMS-DP assessment scores in the entire district in math with the use of the new Scott Foresman curriculum. Since scores in the Third grade are below state average we will institute special help in the fourth grade class of 18 boys/6 girls
- ü Adopt and implement a new Standards based Science curriculum in order to be able to have all students to score at the proficient level on the upcoming NCLB Science and Health assessments. Utilize Glencoe materials to help with staff development.

Enrollment

October 1, 2004 School Year Student Enrollment : 277
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 28

Instructional Programs

- Ü Middle School Extended-day
- Ü Technology EnCores (Grades 7-8)
- Ü Special Education Inclusion Model
- Ü Title I Reading
- Ü English Language Learner Program
- Ü After School Program in eight areas
- Ü Full PE and Music Program
- Ü Shared Host Nation w/ Mexico

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The district has open house, P/T conferences, monthly newsletter, weekly classroom newsletter at many grade levels, Family Activity Night and an active parent/teacher club. PowerSchool is a web-based student management system that parents can access. We also have over 100 volunteers many who are parents who are in the school at least weekly. These key communicators spread the good word about our school mission and vision.

Parents

At the beginning of each school year, an extensive student/parent packet is sent home. This packet outlines responsibilities for the school, student and parents. Parents must sign for receipt and understanding of these handbooks as they are important partners with the school. Without this heavy parental involvement, we would not be successful in our attempts at teaching and learning for their students. If we have any discipline issues we expect and receive great cooperation from our parents.

Transportation Policy

The district provides bus transportation to all 282 of its students. The district covers a relatively small geographic area of approximately 150 square miles; therefore, the longest bus ride is approximately 40 minutes. We have no sidewalks to the school therefore all children must be transported by bus or in parent vehicles.

School Honors

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

Award/Honor	Year
Ü Elks Lodge 2592 Teacher of the Year Award	2005
Ü NSBA Annual Meeting--EnCore Presentation	2000
Ü Az Rural School District of the Month June	2005
Ü REAP Grant 2005-06 school year for Reading 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	20	20	79306	100	100	99	447	447	445	18	18	10	12	12	18	47	47	51	24	24	20
All Students (Prior Year)	30	30	75509	100	100	100	554	554	521	15	15	13	15	15	23	19	19	33	52	52	31
Female	NC	NC	38691	NC	NC	99	NC	NC	446	NC	NC	10	NC	NC	18	NC	NC	52	NC	NC	20
Male	17	17	40583	100	100	99	443	443	445	20	20	11	13	13	18	47	47	50	20	20	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	13	13	36197	100	100	99	457	457	463	17	17	5	8	8	11	42	42	53	33	33	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	15	15	69060	100	100	98	460	460	454	8	8	7	17	17	17	42	42	54	33	33	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	NC	39415	NC	NC	96	NC	NC	431	NC	NC	15	NC	NC	25	NC	NC	50	NC	NC	10
Non-Economically Disadvantaged	14	14	39966	100	100	100	464	464	459	9	9	6	9	9	12	45	45	52	36	36	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	21	21	79395	100	0	99	471	471	446	6	6	9	18	18	25	47	47	55	29	29	11
All Students (Prior Year)	31	31	75492	100	100	100	526	526	519	4	4	12	16	16	16	52	52	47	28	28	24
Female	NC	NC	38743	NC	NC	100	NC	NC	451	NC	NC	7	NC	NC	24	NC	NC	57	NC	NC	12
Male	18	18	40618	100	0	99	465	465	440	7	7	11	20	20	27	53	53	53	20	20	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	13	13	36221	100	0	99	487	487	465	0	0	4	25	25	15	33	33	63	42	42	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	16	16	69139	100	0	99	492	492	454	0	0	7	17	17	24	42	42	58	42	42	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	39484	NC	NC	96	NC	NC	429	NC	NC	14	NC	NC	35	NC	NC	47	NC	NC	4
Non-Economically Disadvantaged	15	15	39986	100	0	100	496	496	461	0	0	4	18	18	16	36	36	63	45	45	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	21	21	78869	100	100	99	436	436	442	0	0	6	47	47	21	47	47	63	6	6	10
All Students (Prior Year)	30	30	75053	100	100	99	659	659	597	0	0	7	8	8	12	68	68	72	24	24	9
Female	NC	NC	38536	NC	NC	99	NC	NC	458	NC	NC	4	NC	NC	15	NC	NC	67	NC	NC	14
Male	18	18	40302	100	100	99	430	430	428	0	0	8	53	53	26	40	40	60	7	7	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	13	13	36078	100	100	99	441	441	459	0	0	4	42	42	16	50	50	66	8	8	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	16	16	68697	100	100	98	453	453	454	0	0	4	33	33	18	58	58	67	8	8	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	NC	39106	NC	NC	95	NC	NC	427	NC	NC	8	NC	NC	28	NC	NC	59	NC	NC	5
Non-Economically Disadvantaged	15	15	39837	100	100	100	458	458	457	0	0	4	27	27	14	64	64	67	9	9	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	37	37	78906	100	100	99	506	506	498	3	3	13	27	27	19	52	52	48	18	18	20
All Students (Prior Year)	32	32	76019	100	100	100	504	504	499	7	7	14	45	45	39	21	21	14	28	28	33
Female	21	21	38644	100	100	99	498	498	500	0	0	12	32	32	19	63	63	49	5	5	19
Male	16	16	40236	100	100	99	516	516	497	7	7	15	21	21	19	36	36	46	36	36	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	13	13	31938	100	100	99	484	484	481	9	9	19	36	36	25	55	55	46	0	0	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	21	21	36483	100	100	99	516	516	517	0	0	7	21	21	13	53	53	51	26	26	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	30	30	68310	100	100	98	514	514	509	4	4	9	19	19	18	56	56	51	22	22	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	34	34	40295	100	100	100	510	510	513	3	3	7	20	20	13	57	57	50	20	20	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	37	37	78908	100	0	99	502	502	484	0	0	10	24	24	23	61	61	58	15	15	9
All Students (Prior Year)	32	32	76020	100	100	100	517	517	503	7	7	25	21	21	23	46	46	40	25	25	12
Female	21	21	38648	100	0	99	498	498	489	0	0	8	26	26	22	58	58	61	16	16	10
Male	16	16	40233	100	0	99	506	506	479	0	0	12	21	21	25	64	64	55	14	14	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	13	13	31940	100	0	99	492	492	465	0	0	16	27	27	32	64	64	49	9	9	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	21	21	36502	100	0	99	506	506	502	0	0	4	26	26	14	53	53	67	21	21	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	30	30	68312	100	0	98	508	508	493	0	0	7	19	19	21	63	63	62	19	19	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	34	34	40315	100	0	100	505	505	498	0	0	5	20	20	15	63	63	66	17	17	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	37	37	78750	100	100	99	500	500	500	9	9	6	18	18	29	73	73	63	0	0	2
All Students (Prior Year)	32	32	75673	100	100	100	574	574	530	4	4	12	11	11	25	79	79	58	7	7	4
Female	21	21	38586	100	100	99	526	526	515	0	0	4	16	16	22	84	84	71	0	0	3
Male	16	16	40135	100	100	99	465	465	486	21	21	8	21	21	35	57	57	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	13	13	31841	100	100	99	467	467	483	18	18	8	36	36	36	45	45	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	21	21	36440	100	100	99	512	512	516	5	5	3	11	11	22	84	84	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	30	30	68196	100	100	98	520	520	513	4	4	3	15	15	25	81	81	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	34	34	40260	100	100	100	518	518	514	3	3	3	17	17	21	80	80	72	0	0	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	30	78250	100	100	99	572	572	548	11	11	21	18	18	18	46	46	48	25	25	13
All Students (Prior Year)	26	26	75001	100	100	99	492	492	468	20	20	37	28	28	36	36	36	16	16	16	10
Female	15	15	38071	100	100	99	594	594	549	7	7	20	7	7	19	43	43	49	43	43	12
Male	15	15	40126	100	100	99	549	549	547	14	14	23	29	29	17	50	50	46	7	7	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	13	13	29129	100	100	99	536	536	527	25	25	32	25	25	23	50	50	40	0	0	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	16	16	38320	100	100	99	601	601	568	0	0	12	13	13	14	40	40	55	47	47	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	27	27	68996	100	100	99	575	575	561	12	12	16	12	12	18	50	50	52	27	27	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	28	28	44937	100	100	100	574	574	561	11	11	13	15	15	15	48	48	54	26	26	18

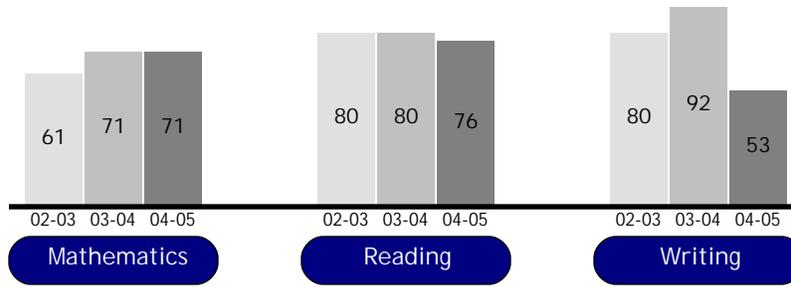
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	30	78302	100	0	99	536	536	512	11	11	11	11	11	25	71	71	57	7	7	7
All Students (Prior Year)	26	26	74918	100	100	99	514	514	497	18	18	32	14	14	19	36	36	35	32	32	15
Female	15	15	38082	100	0	99	567	567	518	7	7	8	0	0	24	79	79	61	14	14	7
Male	15	15	40166	100	0	99	505	505	507	14	14	14	21	21	26	64	64	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	13	13	29152	100	0	99	512	512	492	25	25	17	8	8	34	67	67	46	0	0	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	16	16	38347	100	0	99	552	552	531	0	0	5	13	13	17	73	73	68	13	13	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	27	27	69024	100	0	99	538	538	524	12	12	7	8	8	23	73	73	62	8	8	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	28	28	44979	100	0	100	536	536	525	11	11	6	11	11	18	70	70	66	7	7	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	30	78094	100	100	99	571	571	545	7	7	3	7	7	18	86	86	77	0	0	2
All Students (Prior Year)	26	26	74503	100	100	99	507	507	491	9	9	9	23	23	32	59	59	51	9	9	8
Female	15	15	38025	100	100	99	601	601	558	0	0	2	0	0	13	100	100	82	0	0	2
Male	15	15	40013	100	100	99	540	540	534	14	14	5	14	14	23	71	71	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	13	13	29068	100	100	99	526	526	523	17	17	5	17	17	27	67	67	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	16	16	38265	100	100	99	602	602	564	0	0	2	0	0	11	100	100	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	27	27	68892	100	100	98	587	587	559	4	4	2	4	4	14	92	92	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	28	28	44871	100	100	100	576	576	559	7	7	2	4	4	12	89	89	84	0	0	3

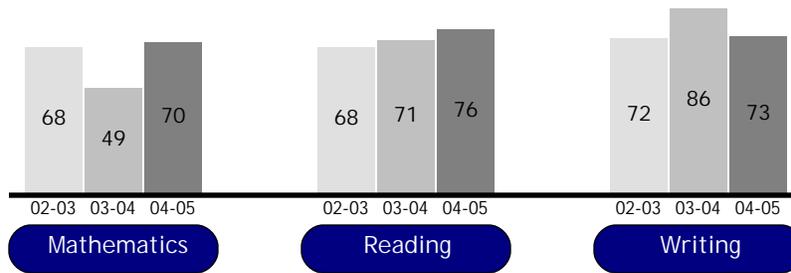
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

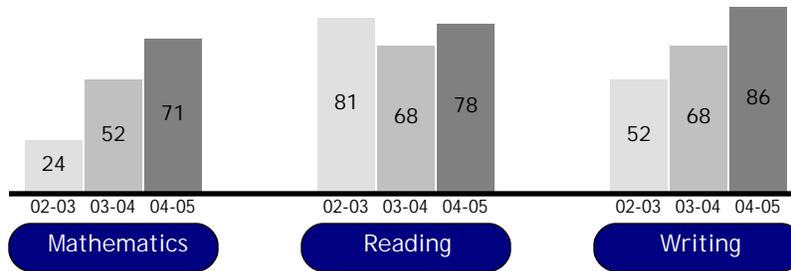
3rd Grade Proficiency



5th Grade Proficiency



8th 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?	N
	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
2	Reading	97	46	46	50	81	49	NA	58	100	50	50	47
	Language	100	36	36	43	100	38	38	50	100	52	52	47
	Mathematics	100	51	51	57	100	50	50	64	98	57	57	50
3	Reading	94	53	53	47	100	62	NA	55	100	59	59	44
	Language	94	51	51	54	100	67	67	61	100	46	46	44
	Mathematics	100	48	48	54	100	61	61	61	95	54	54	51
4	Reading	100	54	54	52	97	69	NA	56	100	60	60	48
	Language	100	48	48	48	100	58	58	52	100	55	55	49
	Mathematics	100	66	66	57	100	64	64	61	100	54	54	53
5	Reading	96	69	69	50	100	64	NA	55	100	58	58	50
	Language	96	50	50	46	100	50	50	49	100	53	53	50
	Mathematics	96	75	75	57	100	74	74	63	100	50	50	49
6	Reading	93	57	57	53	97	72	NA	56	100	55	55	51
	Language	97	46	46	45	97	56	56	48	100	48	48	47
	Mathematics	100	64	64	62	97	79	79	66	100	60	60	52
7	Reading	89	71	71	51	100	66	NA	54	100	65	65	50
	Language	89	78	78	54	100	73	73	58	100	65	65	52
	Mathematics	100	82	82	58	100	79	79	62	100	63	63	50
8	Reading	100	70	70	53	100	68	NA	55	100	63	63	51
	Language	100	70	70	49	100	69	69	52	100	61	61	50
	Mathematics	100	76	76	58	100	74	74	61	100	67	67	53

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."

Continental Elementary School

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	2.00	Teacher Aide	5.25

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	124
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	20%

Resources Available at School Site

Special Facilities

Ü State-of-the-Art Science Lab	Ü Full Media lab with television broadcast
Ü Two Computer Labs/Internet	Ü Full Gym and weight room

Extracurricular Activities

Ü Builder's Club Program-Kiwanis	Ü After School Child Care Center
Ü Hands Across the Border Program	Ü Ham Radio and Computer Club
Ü Spanish, Art & Garden Program	Ü Civics Program Eighth Grade
Ü Afterschool Activities Programs/Sports	

Social Services

Ü Lunch Program/Breakfast	Ü Wellness Clinic in school
Ü Counseling Services	Ü Breakfast Program
Ü Recreational Activities	Ü School Pyschologist
Ü Health Services	Ü DARE Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Impact on Learning Award. Recognizing designs that enhance the learning environment. Category: Science Lab. Architectural firm: Albanese-Brooks Associates. Named Highly Performing school by the Az. Department of Education 2004-05 school year.
- ü Continental School was chosen to participate in the Challenger Space Program at the Pima County Air and Space Museum. School named Rural School of the Month of Arizona for the month of June 2005, certificate presented from Tom Horne.
- ü We were awarded a \$17,500 grant from the Pima County Dept. of Parks and Recreation for a model After School Child Care program. This is our alternative to 'latch key'children in our community.
- ü Through the monies provided by Gaming Funds we are able to pay teachers to conduct an After School Tutorial program with licensed teachers in grades 5-8 from 3 to 4:30 pm. This allows students who are struggling in any subject to get help.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	85	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	19	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	88	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

Enhance/promote District K-8 testing program for reading, language arts and math, designed to increase student achievement. Maintain District's facilities, fixed assets and grounds by committing resources to ensure a safe/healthy learning environment. Installed new carpeting and HVAC systems in two buildings. Instituted new anti-bullying program in spring of 2005 to continue during the school year 2005-06 with the help of the University of Arizona and the LINKS program.

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	N/A	
Transportation Policy	Ron Eisberg	(520) 625-4581
Community Resources	Paul Harrison	(928) 625-4581
School Nutrition Programs	Veva Soder	(520) 625-4581
Parent Organization	Deborah Reyes	(480) 625-4581
Student Health/Nurse	Sandra Olson	(520) 625-4581

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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** Due to booklet size printing, print copies are produced in multiples of 4.