

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1050 W Cimarron St, Nogales, AZ 85621

Nogales 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
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mr. Francisco Javier Barajas
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 291
 Web Address : www.nusd.k12.az.us/welty
 Phone Number : (520) 287-0880
 Fax Number : (520) 287-6955
 E-mail : jbarajas@nusd.k12.az.us

Mission

Mission Statement: The mission of Mary L. Welty Elementary School is to provide a positive environment which encourages the cognitive and affective growth necessary for responsible citizenship within a technological and culturally diverse society.

School / Academic Goals

- ü All students will improve their Reading Comprehension of subject matter across the curriculum.
- ü All students will improve their ability to use the Six Traits of Writing, and the Writing Process in all content areas, to produce clear, concise and appropriate communications.
- ü All students will improve by 10% in Problem Solving Strategies as evidenced by AIMS/DPA and Terranova tests
- ü All students will learn to appreciate individual differences and learn procedures to mediate individual conflicts.

Enrollment

October 1, 2004 School Year Student Enrollment : 324
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 37

Instructional Programs

- ü Voyager Early Literacy Program
- ü Full-Day Kindergarten
- ü Music in Education
- ü On-site Special Education
- ü Reading First School
- ü Arizona Rural Systemic Initiative School
- ü Arts in Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Mary L. Welty school pledges to provide a safe learning environment that establishes a positive academic climate. We vow to increase parent contact through conferences, meetings, newsletters, phone calls and home visits.

Parents

Parents at Welty are encouraged to participate in the education of their children by providing a supportive environment at home and by regular communication with the teachers and the school. We encourage parents to sign up as school volunteers. We remind parents of the responsibility to have their children attend school everyday possible.

Transportation Policy

The board may provide school bus transportation for elementary school children who live one mile or more from their school. Buses for Mariposa Manor, International Street, Elm Street, Burger King and Crawford will be run.

School Honors

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

Award/Honor	Year
ü Labeled as 'Improving' by ADE	2005
ü Reading First Kinders in Benchmark (#1 rank)	2005
ü Wal-Mart Nogales Teacher of the Year	2003
ü National Geographic Society Distinguished Faculty	2003

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	51	473	79306	100	100	99	420	439	445	19	8	10	31	21	18	48	58	51	2	13	20
All Students (Prior Year)	58	471	75509	98	100	100	543	526	521	0	6	13	15	21	23	38	44	33	46	29	31
Female	19	223	38691	90	98	99	413	438	446	21	7	10	37	20	18	37	60	52	5	14	20
Male	32	250	40583	100	100	99	425	440	445	17	10	11	28	22	18	55	56	50	0	12	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	49	466	32869	100	100	99	422	439	429	17	8	15	30	20	25	50	58	51	2	13	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	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	NC	35	10321	NC	100	100	NC	367	389	NC	40	30	NC	14	27	NC	43	34	NC	3	9
Students without Disabilities	48	438	69060	100	100	98	421	445	454	18	6	7	31	21	17	49	59	54	2	14	22
Limited English Proficient Students	42	351	15509	100	100	100	422	436	406	19	9	20	29	21	30	50	59	45	2	11	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	41	283	39415	98	98	96	421	441	431	17	9	15	32	21	25	49	58	50	2	12	10
Non-Economically Disadvantaged	10	190	39966	100	100	100	414	437	459	29	7	6	29	20	12	43	59	52	0	14	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	51	474	79395	100	0	99	416	439	446	21	7	9	40	31	25	38	57	55	2	5	11
All Students (Prior Year)	59	473	75492	100	100	100	515	523	519	8	4	12	15	13	16	62	61	47	15	22	24
Female	19	224	38743	90	0	100	420	440	451	16	4	7	37	30	24	42	61	57	5	6	12
Male	32	250	40618	100	0	99	414	438	440	24	10	11	41	32	27	34	54	53	0	5	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	49	467	32915	100	0	99	417	439	426	20	7	15	39	31	35	39	57	47	2	5	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	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	NC	35	10331	NC	0	100	NC	365	388	NC	23	25	NC	51	37	NC	23	34	NC	3	4
Students without Disabilities	48	439	69139	100	0	99	417	445	454	22	6	7	38	29	24	38	60	58	2	5	11
Limited English Proficient Students	42	352	15545	100	0	100	416	435	399	21	7	21	38	33	42	38	57	35	2	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	41	283	39484	98	0	96	417	441	429	22	8	14	37	30	35	39	58	47	2	5	4
Non-Economically Disadvantaged	10	191	39986	100	0	100	413	435	461	14	6	4	57	33	16	29	56	63	0	5	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	51	474	78869	100	100	99	442	458	442	0	2	6	31	14	21	67	73	63	2	11	10
All Students (Prior Year)	57	473	75053	97	100	99	602	636	597	8	4	7	8	5	12	69	75	72	15	16	9
Female	19	224	38536	90	99	99	450	465	458	0	2	4	21	8	15	74	77	67	5	13	14
Male	32	250	40302	100	100	99	437	452	428	0	2	8	38	19	26	62	70	60	0	8	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	49	467	32606	100	100	98	445	458	426	0	2	8	28	14	27	70	74	60	2	11	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	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	NC	35	10246	NC	100	100	NC	368	367	NC	9	18	NC	46	39	NC	43	40	NC	3	4
Students without Disabilities	48	439	68697	100	100	98	445	466	454	0	1	4	27	11	18	71	76	67	2	11	11
Limited English Proficient Students	42	352	15339	100	100	100	442	455	399	0	2	11	31	14	31	67	73	54	2	10	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	41	283	39106	98	98	95	443	463	427	0	1	8	32	16	28	66	72	59	2	11	5
Non-Economically Disadvantaged	10	191	39837	100	100	100	436	451	457	0	4	4	29	11	14	71	75	67	0	10	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	51	450	78906	100	100	99	484	496	498	9	11	13	36	19	19	51	55	48	4	16	20
All Students (Prior Year)	73	526	76019	97	100	100	474	490	499	16	15	14	62	47	39	10	13	14	11	26	33
Female	26	227	38644	100	100	99	484	497	500	4	9	12	46	20	19	46	56	49	4	15	19
Male	25	223	40236	100	100	99	483	495	497	14	13	15	24	18	19	57	53	46	5	17	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	51	441	31938	100	100	99	484	496	481	9	11	19	36	18	25	51	55	46	4	16	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	--	NC	36483	--	NC	99	--	NC	517	--	NC	7	--	NC	13	--	NC	51	--	NC	30
Students with Disabilities	NC	40	10664	NC	100	100	NC	408	430	NC	50	42	NC	30	27	NC	15	26	NC	5	5
Students without Disabilities	47	410	68310	100	100	98	484	505	509	5	7	9	39	18	18	51	59	51	5	17	22
Limited English Proficient Students	28	218	12573	100	100	100	478	482	454	12	15	27	38	22	30	47	54	38	3	8	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	38	271	38679	100	99	96	481	491	483	11	11	20	37	23	25	50	59	45	3	7	10
Non-Economically Disadvantaged	13	179	40295	100	100	100	498	504	513	0	11	7	29	12	13	57	48	50	14	29	30

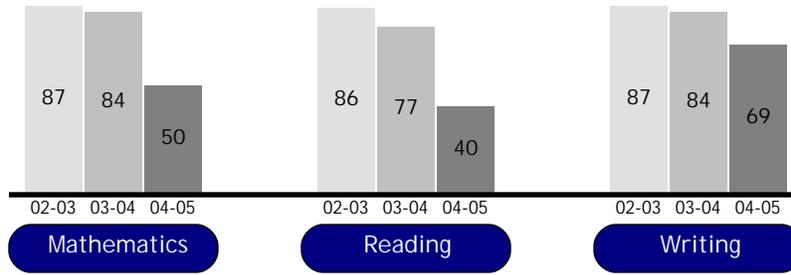
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	449	78908	100	0	99	463	477	484	11	8	10	47	29	23	42	58	58	0	5	9
All Students (Prior Year)	75	529	76020	100	100	100	494	498	503	37	30	25	35	29	23	27	33	40	2	7	12
Female	26	227	38648	100	0	99	462	479	489	8	6	8	50	29	22	42	60	61	0	5	10
Male	25	222	40233	100	0	99	465	474	479	14	11	12	43	29	25	43	55	55	0	5	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	51	440	31940	100	0	99	463	476	465	11	9	16	47	29	32	42	57	49	0	5	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	--	NC	36502	--	NC	99	--	NC	502	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	NC	39	10665	NC	0	100	NC	398	423	NC	38	30	NC	41	36	NC	18	31	NC	3	2
Students without Disabilities	47	410	68312	100	0	98	465	485	493	7	5	7	49	28	21	44	62	62	0	5	10
Limited English Proficient Students	28	217	12556	100	0	100	459	464	436	15	12	24	50	37	40	35	50	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	38	270	38662	100	0	96	463	475	468	13	10	16	45	32	32	42	57	49	0	2	3
Non-Economically Disadvantaged	13	179	40315	100	0	100	466	480	498	0	6	5	57	25	15	43	59	66	0	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	51	450	78750	100	100	99	478	494	500	4	6	6	40	27	29	56	65	63	0	1	2
All Students (Prior Year)	75	529	75673	100	100	100	488	531	530	14	10	12	37	27	25	48	59	58	2	4	4
Female	26	227	38586	100	100	99	490	504	515	0	4	4	42	24	22	58	70	71	0	1	3
Male	25	223	40135	100	100	99	465	483	486	10	9	8	38	31	35	52	60	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	51	441	31841	100	100	99	478	494	483	4	7	8	40	27	36	56	65	55	0	1	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	--	NC	36440	--	NC	99	--	NC	516	--	NC	3	--	NC	22	--	NC	71	--	NC	4
Students with Disabilities	NC	40	10622	NC	100	100	NC	406	415	NC	23	21	NC	45	50	NC	33	28	NC	0	1
Students without Disabilities	47	410	68196	100	100	98	484	503	513	5	5	3	34	26	25	61	69	69	0	1	3
Limited English Proficient Students	28	218	12504	100	100	100	468	479	451	6	8	12	47	36	44	47	56	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	38	271	38558	100	99	96	472	489	485	5	7	8	45	31	37	50	62	54	0	0	1
Non-Economically Disadvantaged	13	179	40260	100	100	100	513	501	514	0	6	3	14	21	21	86	71	72	0	2	4

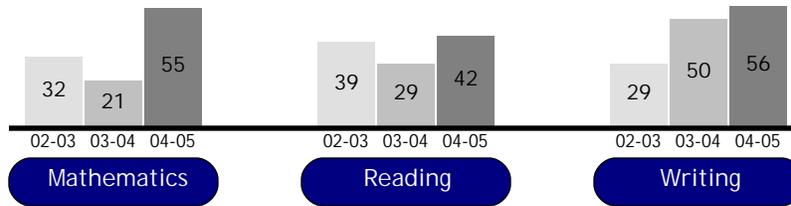
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	21	37	50	94	NA	NA	58	98	28	41	47
	Language	100	15	30	43	96	NA	46	50	98	26	49	47
	Mathematics	100	29	50	57	100	NA	64	64	98	36	47	50
3	Reading	100	30	38	47	97	44	NA	55	100	25	40	44
	Language	100	57	55	54	97	55	67	61	100	30	45	44
	Mathematics	100	62	59	54	97	66	67	61	100	38	49	51
4	Reading	99	29	39	52	98	37	NA	56	98	34	44	48
	Language	100	32	44	48	100	43	50	52	98	35	49	49
	Mathematics	100	47	56	57	100	59	61	61	100	44	56	53
5	Reading	100	25	38	50	100	30	NA	55	100	33	45	50
	Language	100	24	42	46	100	39	48	49	100	36	49	50
	Mathematics	100	42	55	57	100	53	60	63	100	44	49	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

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	18.00
Other Professional Staff	3.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	0	2	0	0
10 or more years	0	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	17
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 Mac Computer Lab (Word Process/Internet)	Ü Yamaha Music in Education Lab
Ü Media Center	Ü PC Lab

Extracurricular Activities

Ü Student Council	Ü Peer Mediators
Ü Chorus	Ü Chess
Ü Band	Ü Color Guard
Ü Pep Squad	

Social Services

Ü Clothing/Food Banks
Ü Counseling Services
Ü Health Services
Ü Afterschool Programs (Tutoring)

School Achievements/Accomplishments 2004-05

- ü Participant in the Arizona Rural Systemic Initiative, a National Science Foundation grant.

- ü Classified as 'Improving' by Arizona Department of Education. Have met AYP for 04/05

- ü Kinder students at Welty ranked first in the State for the schools in the second cohort as to the number of students at Benchmark. First and Third graders ranked second.

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	10	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	94	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

A peer mediation/ conflict resolution has been in place to help students handle situations on their own. In order to assure the safety of our students/staff, we are strictly enforcing the rule stating that all visitors must report to the office, sign-in and wear a badge identifying them as a volunteer. Documented fire, lock-down and evacuation drills. Security cameras have been installed with monitoring taking place at the reception area and principal's office.

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) :

2

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	Javier Barajas	(520) 287-0880
Transportation Policy	Alva Jean Diaz	(520) 281-0400
Community Resources	Alexis Campbell	(928) 287-0880
School Nutrition Programs	James Tanner	(520) 377-9175
Parent Organization	Carmen Villegas	(520) 287-0880
Student Health/Nurse	Gloria Alvarez	(520) 287-0800

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.