

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

901 E Calle Mayer, 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 Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mrs. Norma Elisa Ahumada
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 534
 Web Address : challenger.nogalesud.k12.az.us
 Phone Number : (520) 377-0544
 Fax Number : (520) 377-2026
 E-mail : nahumada@nusd.k12.az.us

Mission

All Challenger children have P.R.I.D.E.: Positive-Positive attitude; Responsible-Responsible citizen; Individual-Important person; Dignity-Respect others; Excellence-Always do our best.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	SI Year 2
2003-04	Year 2
2002-03	Year 1

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

School / Academic Goals

- ü Increase student achievement in reading by adhering to the Reading First systematic program of instruction, by establishing strong grade level teams, providing focused professional development and developing extensive intervention programs.
- ü Increase student achievement in math in the areas of basic skills, problem solving and critical thinking by establishing strong grade level teams, providing focused professional development and developing extensive intervention programs.

Enrollment

October 1, 2004 School Year Student Enrollment : 527
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 128

Instructional Programs

- ü Full-day Kindergarten
- ü Gifted/Talented
- ü Spalding Reading
- ü Extended Day Program 1-5
- ü K-5 Daily Reading Intervention Program
- ü Schoolwide Title 1
- ü Reading First K-3
- ü Character Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Respect the cultural differences of students and their families. Establish goals, expectations and shared responsibilities. Strengthen the partnership between home and school by providing extended hours for parents/families to engage in educational activities.

Parents

Parents are asked to: schedule daily homework time, discuss skills learned in the classroom, read with their child and communicate with the school through the student planner, Challenger School's website and regular visits.

Transportation Policy

Students will be transported if they live one mile or more away from the school or if they have to cross a major highway.

School Honors

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

Award/Honor	Year
ü Awarded Reading First Grant FY 2003-06	2003
ü Awarded AZ-RSI Grant FY 2001-06	2001

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	88	473	79306	100	100	99	434	439	445	10	8	10	14	21	18	64	58	51	11	13	20
All Students (Prior Year)	93	471	75509	100	100	100	516	526	521	6	6	13	26	21	23	46	44	33	23	29	31
Female	44	223	38691	100	98	99	443	438	446	7	7	10	12	20	18	63	60	52	19	14	20
Male	44	250	40583	100	100	99	425	440	445	14	10	11	16	22	18	66	56	50	5	12	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	87	466	32869	99	100	99	434	439	429	10	8	15	14	20	25	64	58	51	12	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	80	438	69060	100	100	98	448	445	454	5	6	7	14	21	17	68	59	54	13	14	22
Limited English Proficient Students	59	351	15509	100	100	100	434	436	406	11	9	20	13	21	30	64	59	45	12	11	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	80	283	39415	98	98	96	441	441	431	10	9	15	15	21	25	65	58	50	10	12	10
Non-Economically Disadvantaged	NC	190	39966	NC	100	100	NC	437	459	NC	7	6	NC	20	12	NC	59	52	NC	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	88	474	79395	100	0	99	434	439	446	6	7	9	30	31	25	62	57	55	2	5	11
All Students (Prior Year)	93	473	75492	100	100	100	529	523	519	0	4	12	9	13	16	64	61	47	27	22	24
Female	44	224	38743	100	0	100	443	440	451	5	4	7	21	30	24	70	61	57	5	6	12
Male	44	250	40618	100	0	99	425	438	440	7	10	11	39	32	27	55	54	53	0	5	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	87	467	32915	99	0	99	434	439	426	6	7	15	29	31	35	63	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	80	439	69139	100	0	99	448	445	454	1	6	7	30	29	24	66	60	58	3	5	11
Limited English Proficient Students	59	352	15545	100	0	100	434	435	399	5	7	21	31	33	42	62	57	35	2	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	80	283	39484	98	0	96	442	441	429	5	8	14	32	30	35	61	58	47	3	5	4
Non-Economically Disadvantaged	NC	191	39986	NC	0	100	NC	435	461	NC	6	4	NC	33	16	NC	56	63	NC	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	88	474	78869	100	100	99	448	458	442	1	2	6	15	14	21	77	73	63	7	11	10
All Students (Prior Year)	93	473	75053	100	100	99	646	636	597	0	4	7	3	5	12	85	75	72	12	16	9
Female	44	224	38536	100	99	99	454	465	458	2	2	4	7	8	15	86	77	67	5	13	14
Male	44	250	40302	100	100	99	443	452	428	0	2	8	23	19	26	68	70	60	9	8	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	87	467	32606	99	100	98	448	458	426	1	2	8	15	14	27	77	74	60	7	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	80	439	68697	100	100	98	463	466	454	0	1	4	11	11	18	81	76	67	8	11	11
Limited English Proficient Students	59	352	15339	100	100	100	448	455	399	1	2	11	14	14	31	77	73	54	7	10	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	80	283	39106	98	98	95	458	463	427	0	1	8	16	16	28	76	72	59	8	11	5
Non-Economically Disadvantaged	NC	191	39837	NC	100	100	NC	451	457	NC	4	4	NC	11	14	NC	75	67	NC	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	99	450	78906	100	100	99	483	496	498	10	11	13	23	19	19	59	55	48	9	16	20
All Students (Prior Year)	112	526	76019	98	100	100	483	490	499	11	15	14	56	47	39	13	13	14	20	26	33
Female	48	227	38644	100	100	99	481	497	500	10	9	12	29	20	19	50	56	49	10	15	19
Male	51	223	40236	100	100	99	485	495	497	9	13	15	17	18	19	67	53	46	7	17	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	96	441	31938	100	100	99	483	496	481	10	11	19	22	18	25	59	55	46	9	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	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	13	40	10664	100	100	100	380	408	430	38	50	42	54	30	27	8	15	26	0	5	5
Students without Disabilities	86	410	68310	100	100	98	500	505	509	5	7	9	19	18	18	67	59	51	10	17	22
Limited English Proficient Students	47	218	12573	100	100	100	482	482	454	11	15	27	23	22	30	58	54	38	8	8	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	82	271	38679	100	99	96	488	491	483	9	11	20	26	23	25	60	59	45	5	7	10
Non-Economically Disadvantaged	17	179	40295	100	100	100	458	504	513	13	11	7	13	12	13	50	48	50	25	29	30

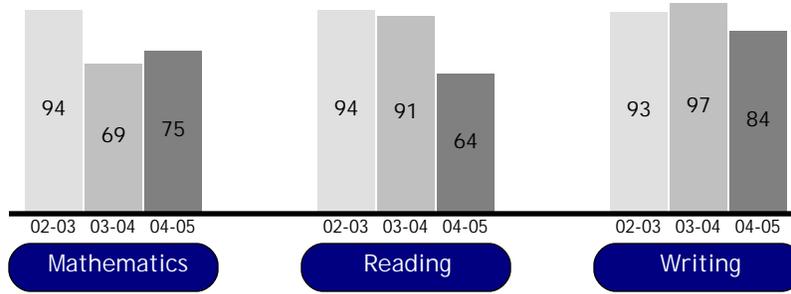
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	449	78908	100	0	99	468	477	484	10	8	10	30	29	23	59	58	58	2	5	9
All Students (Prior Year)	112	529	76020	98	100	100	497	498	503	28	30	25	33	29	23	34	33	40	5	7	12
Female	48	227	38648	100	0	99	467	479	489	6	6	8	38	29	22	56	60	61	0	5	10
Male	51	222	40233	100	0	99	469	474	479	13	11	12	22	29	25	61	55	55	4	5	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	96	440	31940	100	0	99	468	476	465	10	9	16	29	29	32	59	57	49	2	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	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	13	39	10665	100	0	100	361	398	423	54	38	30	38	41	36	8	18	31	0	3	2
Students without Disabilities	86	410	68312	100	0	98	485	485	493	2	5	7	28	28	21	67	62	62	2	5	10
Limited English Proficient Students	47	217	12556	100	0	100	466	464	436	10	12	24	31	37	40	57	50	35	2	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	82	270	38662	100	0	96	472	475	468	10	10	16	32	32	32	58	57	49	0	2	3
Non-Economically Disadvantaged	17	179	40315	100	0	100	448	480	498	6	6	5	19	25	15	63	59	66	13	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	99	450	78750	100	100	99	497	494	500	3	6	6	28	27	29	69	65	63	0	1	2
All Students (Prior Year)	112	529	75673	98	100	100	535	531	530	5	10	12	34	27	25	56	59	58	6	4	4
Female	48	227	38586	100	100	99	502	504	515	2	4	4	25	24	22	73	70	71	0	1	3
Male	51	223	40135	100	100	99	492	483	486	4	9	8	30	31	35	65	60	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	96	441	31841	100	100	99	497	494	483	3	7	8	27	27	36	69	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	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	13	40	10622	100	100	100	412	406	415	15	23	21	38	45	50	46	33	28	0	0	1
Students without Disabilities	86	410	68196	100	100	98	511	503	513	1	5	3	26	26	25	73	69	69	0	1	3
Limited English Proficient Students	47	218	12504	100	100	100	494	479	451	4	8	12	29	36	44	67	56	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	82	271	38558	100	99	96	504	489	485	1	7	8	32	31	37	67	62	54	0	0	1
Non-Economically Disadvantaged	17	179	40260	100	100	100	466	501	514	13	6	3	6	21	21	81	71	72	0	2	4

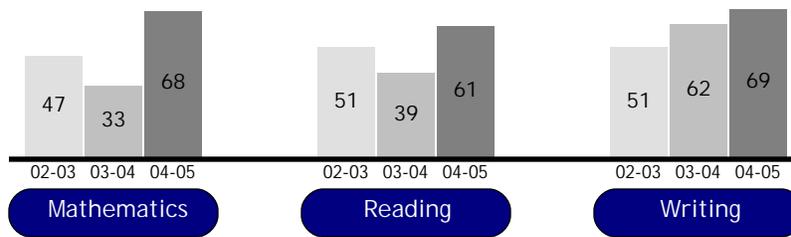
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	44	37	50	97	57	NA	58	96	46	41	47
	Language	98	42	30	43	97	51	46	50	96	58	49	47
	Mathematics	100	59	50	57	97	73	64	64	96	47	47	50
3	Reading	95	45	38	47	100	62	NA	55	98	45	40	44
	Language	95	60	55	54	100	72	67	61	98	48	45	44
	Mathematics	100	66	59	54	100	61	67	61	98	51	49	51
4	Reading	90	43	39	52	96	46	NA	56	99	46	44	48
	Language	91	47	44	48	97	50	50	52	99	50	49	49
	Mathematics	100	62	56	57	97	60	61	61	99	54	56	53
5	Reading	93	47	38	50	100	38	NA	55	100	42	45	50
	Language	94	50	42	46	100	48	48	49	100	48	49	50
	Mathematics	100	58	55	57	100	61	60	63	100	46	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."

Challenger Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Campus Improvement
- Ü Curriculum Development
- Ü Instructional Strategies
- Ü Extracurricular Activities
- Ü Parent / Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.10
Other Professional Staff	1.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	2	5	0	0
7 to 9 years	1	1	0	0
10 or more years	10	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	50
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Hightly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs (Networked)
- Ü Amphiteater for performances
- Ü Library/Media Center/Closed Circuit TV

Extracurricular Activities

- Ü Band/Orchestra
- Ü Spirit Club
- Ü Yearbook/Journalism
- Ü Computer Club
- Ü Student Government
- Ü Color Guard
- Ü Chess Club/Chorus
- Ü Greenhouse Club

Social Services

- Ü Health Services CNA/RN
- Ü Full time Counselor
- Ü Breakfast Program
- Ü Lunch Program
- Ü Crisis Intervention

School Achievements/Accomplishments 2004-05

- ü Selected by the U.S. Department of Education as a Blue Ribbon School of Excellence in 1998-99.

- ü Selected by the Arizona Educational Foundation as an A+ School in the state of Arizona in 1997-98.

- ü Challenger earned continued accreditation through the North Central Accreditaion Association, NCA.

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	4	12	12	17
Transfers In Rate ⁶	8	28	28	37
Stability Rate ⁷	95	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

Challenger will continue the schoolwide DARE Program, will maintain School Emergency Crisis Plan, continue to practice emergency drills and send crisis team members to regular emergency management sessions. We will also continue to participate in Red Ribbon activities

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) :

4

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	Norma Ahumada	(520) 377-0544
Transportation Policy	Norma Ahumada	(520) 377-0544
Community Resources	Norma Ahumada	(520) 377-0544
School Nutrition Programs	Karla Soto	(520) 287-0800
Parent Organization	Norma Ahumada	(520) 377-0544
Student Health/Nurse	Patricia Iwaniuk	(520) 377-0544

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.