

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

451 N. Arroyo Blvd, 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	N/A
2003-04	N/A
2002-03	Alternative School

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

High School Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	SI Year 2
2003-04	Year 1
2002-03	N/A

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

School Overview

Principal/Administrator : Ms. Maria L. Neuman
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-12
 2005 Enrollment : 130
 Web Address : www.nusd.k12.az.us
 Phone Number : (520) 287-0800
 Fax Number : (520) 287-0918
 E-mail : mneuman@nusd.k12.az.us

Mission

The mission of Santa Cruz Alternative High School is to provide a safe environment that promotes the development of academic skills and knowledge in a respectful manner through a cooperative effort between school, home, and community. We provide alternative avenues of education for our alternative high school learners. Our open entry, open exit policy allows students to earn credits necessary to graduate throughout the school year.

School / Academic Goals

- ü Academic achievement of all students will improve in language arts and reading at Santa Cruz Alternative High School.
- ü Academic achievement of all students will improve in mathematics and science at Santa Cruz Alternative High School.
- ü All students will take one year of Reading as a requirement for graduation. This is a school requirement, decided upon by the staff so that all students will become lifelong readers.
- ü All students will take one semester of Careers Exploration as a requirement for graduation so that they will be prepared for life after graduation, whether it be at a university, college, technical school, or work.

Enrollment

October 1, 2004 School Year Student Enrollment : 123
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 18

Instructional Programs

- Ü Alternative High School Education
- Ü ECBG Preschool
- Ü Family Literacy Adult Program
- Ü Even Start Preschool
- Ü AIMS Prep Classes
- Ü Computer Assisted Learning
- Ü La Vida en Artes Program
- Ü After School/saturday Tutoring Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The staff of Santa Cruz Alternative High School understands the importance of an effective school/parent communication program. We conduct home visits and parent-teacher conferences, assist parents and students with their special needs and concerns. Parents are informed of teacher concerns on a weekly basis. We hold two annual parent-teacher conferences. Our counselor initiates intervention programs and counseling groups throughout the school year. Students may enter and exit at any time.

Parents

Parents are encouraged to call their child's teachers to make appointments or ask questions concerning their child's progress. They are encouraged to be involved in all aspects of their child's education, i.e. as school volunteers. Parents are expected to attend the Open House and parent/teacher conferences set up throughout the school year. Intervention strategies and counseling sessions may be set up after consulting with our counselor, who may then refer them to outside agencies if needed.

Transportation Policy

As an Alternative High School, we do not provide transportation for our students. Please Contact the Nogales Unified School District #1 Transportation Department for more information.

School Honors

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

Award/Honor	Year
Ü 6 Students Graduated with a Dual Language Diploma	2002
Ü 2 Imagine America \$1,000 Scholarships Awarded	2002
Ü 3 -- \$500 Scholarships Awarded	2003
Ü North Central Association - CASI School Accreditation	2004

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	--	466	78250	--	100	99	--	537	548	--	25	21	--	24	18	--	42	48	--	9	13
All Students (Prior Year)	--	472	75001	--	100	99	--	464	468	--	42	37	--	35	36	--	14	16	--	9	10
Female	--	233	38071	--	100	99	--	541	549	--	25	20	--	21	19	--	44	49	--	10	12
Male	--	233	40126	--	100	99	--	532	547	--	25	23	--	27	17	--	40	46	--	8	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	458	29129	--	100	99	--	536	527	--	25	32	--	24	23	--	42	40	--	9	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	--	NC	38320	--	NC	99	--	NC	568	--	NC	12	--	NC	14	--	NC	55	--	NC	19
Students with Disabilities	--	45	9329	--	100	100	--	420	454	--	68	64	--	24	18	--	7	16	--	0	2
Students without Disabilities	--	421	68996	--	99	99	--	548	561	--	20	16	--	24	18	--	46	52	--	10	14
Limited English Proficient Students	--	151	10133	--	100	100	--	513	488	--	36	45	--	26	25	--	34	28	--	4	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	367	33388	--	99	94	--	537	530	--	28	32	--	25	22	--	39	40	--	8	5
Non-Economically Disadvantaged	--	99	44937	--	100	100	--	535	561	--	14	13	--	21	15	--	52	54	--	14	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	--	467	78302	--	0	99	--	492	512	--	18	11	--	33	25	--	47	57	--	2	7
All Students (Prior Year)	--	471	74918	--	100	99	--	490	497	--	37	32	--	20	19	--	33	35	--	10	15
Female	--	233	38082	--	0	99	--	497	518	--	14	8	--	34	24	--	50	61	--	2	7
Male	--	234	40166	--	0	99	--	486	507	--	21	14	--	33	26	--	43	54	--	3	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	459	29152	--	0	99	--	490	492	--	18	17	--	34	34	--	47	46	--	2	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	--	NC	38347	--	NC	99	--	NC	531	--	NC	5	--	NC	17	--	NC	68	--	NC	10
Students with Disabilities	--	46	9353	--	0	100	--	393	429	--	55	40	--	38	38	--	7	22	--	0	1
Students without Disabilities	--	421	69024	--	0	99	--	502	524	--	14	7	--	33	23	--	51	62	--	2	7
Limited English Proficient Students	--	152	10140	--	0	100	--	468	451	--	28	28	--	43	43	--	28	29	--	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	368	33398	--	0	94	--	490	495	--	21	18	--	36	35	--	43	46	--	1	2
Non-Economically Disadvantaged	--	99	44979	--	0	100	--	497	525	--	6	6	--	26	18	--	61	66	--	6	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	--	466	78094	--	100	99	--	531	545	--	4	3	--	24	18	--	71	77	--	0	2
All Students (Prior Year)	--	468	74503	--	100	99	--	487	491	--	8	9	--	34	32	--	53	51	--	5	8
Female	--	233	38025	--	100	99	--	542	558	--	4	2	--	16	13	--	81	82	--	0	2
Male	--	233	40013	--	100	99	--	518	534	--	5	5	--	33	23	--	62	71	--	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	458	29068	--	100	99	--	530	523	--	4	5	--	25	27	--	71	67	--	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	--	NC	38265	--	NC	99	--	NC	564	--	NC	2	--	NC	11	--	NC	84	--	NC	3
Students with Disabilities	--	45	9275	--	100	100	--	409	444	--	24	14	--	51	46	--	24	39	--	0	1
Students without Disabilities	--	421	68892	--	99	98	--	543	559	--	2	2	--	22	14	--	76	82	--	0	2
Limited English Proficient Students	--	151	10084	--	100	100	--	502	474	--	6	10	--	37	39	--	56	50	--	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	367	33296	--	99	94	--	529	527	--	5	5	--	27	27	--	68	67	--	0	0
Non-Economically Disadvantaged	--	99	44871	--	100	100	--	538	559	--	2	2	--	16	12	--	82	84	--	0	3

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

10th 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	27	487	69846	79	95	100	653	682	699	83	34	21	17	16	11	0	42	49	0	8	18
All Students (Prior Year)	32	539	65934	100	100	100	455	467	492	94	76	43	6	12	18	0	9	24	0	3	15
Female	10	243	34328	59	96	99	646	684	702	100	30	19	0	21	12	0	43	51	0	7	18
Male	17	245	35509	100	96	100	655	680	696	78	38	23	22	12	11	0	42	48	0	9	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	27	479	23363	79	95	100	653	682	680	83	34	32	17	17	16	0	42	45	0	7	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	--	NC	36421	--	NC	99	--	NC	714	--	NC	12	--	NC	8	--	NC	54	--	NC	26
Students with Disabilities	--	50	7690	--	100	100	--	605	593	--	89	64	--	4	14	--	6	21	--	0	2
Students without Disabilities	24	438	62220	75	95	99	653	691	712	83	27	16	17	18	11	0	47	53	0	8	20
Limited English Proficient Students	17	179	5834	100	100	100	654	665	612	71	45	46	29	19	20	0	34	31	0	1	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	23	353	21421	74	98	92	652	681	686	82	35	35	18	18	15	0	42	43	0	4	7
Non-Economically Disadvantaged	NC	135	48489	NC	91	100	NC	684	704	NC	29	15	NC	11	10	NC	43	52	NC	17	23

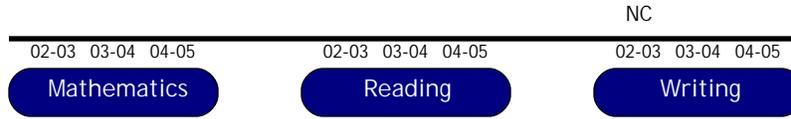
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	497	71311	83	97	100	659	677	694	8	12	7	54	32	21	38	52	63	0	4	9
All Students (Prior Year)	45	565	68162	100	100	100	460	488	509	67	32	18	27	33	24	7	31	51	0	4	8
Female	12	247	34899	67	96	100	665	680	700	0	10	5	50	29	19	50	57	66	0	3	10
Male	18	250	36430	100	97	100	657	673	688	11	13	9	56	36	22	33	47	61	0	4	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	30	489	24056	83	96	100	659	676	672	8	12	13	54	33	31	38	52	53	0	3	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	--	NC	36841	--	NC	99	--	NC	713	--	NC	3	--	NC	12	--	NC	72	--	NC	13
Students with Disabilities	--	53	8021	--	100	100	--	601	590	--	36	27	--	52	42	--	12	29	--	0	1
Students without Disabilities	27	444	63379	79	95	100	659	686	707	8	9	5	54	30	18	38	57	68	0	4	10
Limited English Proficient Students	20	186	6402	100	99	100	659	656	596	17	19	25	50	41	44	33	40	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	23	355	22243	70	97	93	662	672	677	8	15	14	50	36	32	42	49	51	0	1	3
Non-Economically Disadvantaged	NC	142	49157	NC	96	100	NC	689	702	NC	5	4	NC	24	16	NC	60	69	NC	11	11

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	491	70868	83	96	100	636	669	688	23	10	5	62	39	23	15	44	63	0	7	9
All Students (Prior Year)	44	559	67629	100	100	100	438	493	524	68	39	22	25	19	16	7	40	59	0	1	3
Female	12	244	34710	67	95	99	649	679	697	0	7	3	75	36	19	25	47	66	0	10	12
Male	18	247	36176	100	96	100	630	661	678	33	14	7	56	41	27	11	41	59	0	5	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	30	484	23868	83	95	100	636	669	670	23	11	9	62	39	33	15	44	55	0	7	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	--	NC	36710	--	NC	99	--	NC	702	--	NC	2	--	NC	15	--	NC	69	--	NC	13
Students with Disabilities	--	53	7900	--	100	100	--	587	580	--	30	22	--	66	49	--	4	28	--	0	1
Students without Disabilities	27	438	63054	79	94	99	636	679	701	23	8	3	62	35	20	15	49	67	0	8	10
Limited English Proficient Students	20	183	6308	100	98	100	627	646	591	50	16	19	50	50	47	0	33	33	0	1	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	23	352	21994	70	96	92	636	664	673	25	12	10	58	44	36	17	41	52	0	3	3
Non-Economically Disadvantaged	NC	139	48960	NC	94	100	NC	685	694	NC	6	3	NC	26	18	NC	51	67	NC	17	12

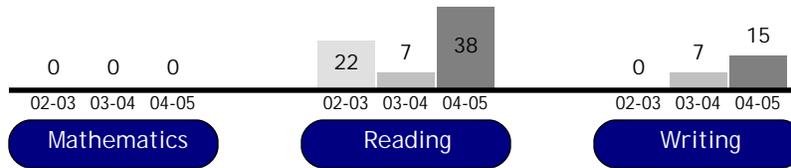
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

8th Grade Proficiency



10th 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?	N
	Met Test Objectives?	N
	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
8	Reading	--	--	42	53	NC	NC	NA	55	--	--	41	51
	Language	--	--	36	49	NC	NC	36	52	--	--	42	50
	Mathematics	--	--	52	58	--	--	53	61	--	--	50	53
9	Reading	92	17	27	41	100	11	NA	42	NC	NC	40	51
	Language	92	21	29	42	100	12	31	42	NC	NC	40	50
	Mathematics	96	33	44	60	100	19	47	63	NC	NC	42	50

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relations
- Ü Parenting/Adult Night Classes
- Ü Special Programs - Mexican Art/Missions
- Ü Career Exploration: Planning for Success
- Ü Food Advisory Committee/Lunch Program
- Ü School Safety/Crisis Management Plans

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	9.00
Other Professional Staff	1.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	13
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Highly Qualified Teachers	15%

Resources Available at School Site

Special Facilities

- Ü Daycare center for Teen Parents
- Ü Internet Access for All Subject Areas
- Ü Computer Lab on the Campus
- Ü 3 Preschools for At-Risk Families

Extracurricular Activities

- Ü Participate in La Vida En Arts Grant
- Ü Peer Tutoring
- Ü Partnership with WIA
- Ü Field Trips: Pimeria Alta Missions

Social Services

- Ü DES Child Care, 2 Months - 3 Years
- Ü University of Arizona Extension Services
- Ü Even Start/Family Literacy Program
- Ü Prenatal/Parenting Counseling Services
- Ü Intervention Strategies for Students
- Ü Counseling for Parents and Students

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Esperanza and Even Start Preschools accreditation by National Association for the Education of Young Children (NAEYC).

- ü Parent Awareness Night: local community agencies, local law enforcement, health services, and educational institutions set up booths on campus for parents to get information concerning their services.

- ü Students have received scholarships through the Cowbelles program in Southern Arizona and the Imagine America Association. Ttwo \$1,000 scholarships from the Arizona Private Schools Association are awarded to deserving students each yar.

- ü Our alternative high school setting and open-entry, open-exit program allows students to graduate during the school year. This gives them the opportunity to enter the local community college or workforce upon completion of high school.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	87	95	94	95
Transfers Out Rates ⁵	32	12	12	17
Transfers In Rate ⁶	74	28	28	37
Stability Rate ⁷	67	87	87	82
Promotion Rate ⁸	38	96	95	81
Retention Rate ⁹	19	1	1	3
Dropout Rate ¹⁰	22	0	1	6
Status Unknown ¹¹	14	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

All certified and classified staff members are certified in CPR and First Aid. Staff members regularly review fire drill procedures and Crisis Management Plans. We have a full time school resource officer on campus who interacts with students daily. An individual from the district security office is usually on campus daily as well. Our counselor facilitates student counseling groups that deal with such topics as anger management, peer pressure, and other timely issues.

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) :

12

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	Maria Neuman	(520) 287-0800
Transportation Policy	Ricardo De La Riva	(520) 287-0800
Community Resources	Lizzie Menefee	(520) 287-0800
School Nutrition Programs	James Tanner	(520) 377-9175
Parent Organization		(520) -
Student Health/Nurse	Gloria Felix	(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.