



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1412 Frontage Road, Rio Rico, AZ 85648

Santa Cruz Valley 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	Not Evaluated
2002-03	Not Evaluated

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

School Overview

Principal/Administrator : Mrs. Gail Rich
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-5
 2005 Enrollment : 670
 Web Address : santacruz.k12.az.us
 Phone Number : (520) 375-8300
 Fax Number : (520) 281-7973
 E-mail : grich@santacruz.k12.az.us

Mission

Our mission is to educate students to become active lifelong learners and responsible citizens in a culturally diverse global environment. Fearless Learners, Exceeding Expectations.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Institutionalize a strategic, research-based Balanced Literacy and Structured English Immersion Program.
- ü Institutionalize inquiry-based math teaching practices and materials.
- ü Institutionalize a writing program based on the six-trait model and process writing.

Enrollment

October 1, 2004 School Year Student Enrollment : 770
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 25

Instructional Programs

- Ü Balanced Literacy
- Ü Student Publishing
- Ü Standards-Based Math Program
- Ü Early Reading First Preschool/Head Start

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 17 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The school will provide an excellent education in a healthy and safe environment, treat all children and parents with respect, maintain communication, educate parents to assist their children in learning, meet the needs of special education students.

Parents

Includes discussing work brought home, ensuring completion of work including learning math facts and reading daily with their child, communication with the teacher, attendance at conferences, parent visits, report absences.

Transportation Policy

All students attending SCVUSD No. 35 have the privilege of being bused, according to routes that are in place. Policy states that no buses shall travel on unpaved roadways.

School Honors

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

Award/Honor	Year
Ü Awarded Early First Reading Grant	2003
Ü NAEYC Preschool Certification	2002
Ü Two Annual Rotary Feature - Teachers and Students	2003
Ü Monthly Student Recognition Program	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	102	261	79306	100	100	99	432	436	445	14	11	10	26	26	18	47	50	51	12	13	20
All Students (Prior Year)	79	206	75509	100	100	100	531	526	521	0	2	13	21	21	23	46	46	33	33	30	31
Female	53	138	38691	100	99	99	435	435	446	10	12	10	27	25	18	52	52	52	10	11	20
Male	49	123	40583	100	100	99	430	436	445	18	10	11	24	27	18	43	48	50	14	15	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	90	239	32869	100	100	99	429	433	429	14	11	15	29	29	25	46	49	51	11	12	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	11	20	36197	92	100	99	455	457	463	18	16	5	0	0	11	64	68	53	18	16	31
Students with Disabilities	10	22	10321	100	100	100	374	399	389	70	41	30	20	27	27	10	32	34	0	0	9
Students without Disabilities	92	239	69060	100	98	98	439	439	454	8	8	7	26	26	17	52	52	54	14	14	22
Limited English Proficient Students	65	166	15509	100	99	100	423	427	406	17	14	20	31	32	30	45	47	45	6	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	70	196	39415	100	100	96	428	432	431	15	12	15	31	29	25	43	49	50	11	11	10
Non-Economically Disadvantaged	32	65	39966	100	100	100	442	445	459	13	10	6	16	17	12	56	54	52	16	19	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	102	261	79395	100	0	99	426	429	446	19	14	9	37	38	25	41	46	55	3	2	11
All Students (Prior Year)	79	207	75492	100	100	100	528	525	519	4	2	12	8	13	16	63	63	47	25	23	24
Female	53	138	38743	100	0	100	430	431	451	15	12	7	38	40	24	46	46	57	2	2	12
Male	49	123	40618	100	0	99	422	427	440	22	15	11	37	35	27	37	46	53	4	3	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	90	239	32915	100	0	99	423	427	426	19	14	15	41	39	35	38	45	47	2	2	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	11	20	36221	92	0	99	446	449	465	18	11	4	9	21	15	64	63	63	9	5	17
Students with Disabilities	10	22	10331	100	0	100	366	389	388	90	50	25	10	41	37	0	9	34	0	0	4
Students without Disabilities	92	239	69139	100	0	99	433	433	454	10	10	7	40	37	24	46	50	58	3	3	11
Limited English Proficient Students	65	166	15545	100	0	100	413	417	399	20	16	21	50	47	42	30	37	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	70	196	39484	100	0	96	420	424	429	20	16	14	43	41	35	34	41	47	3	2	4
Non-Economically Disadvantaged	32	65	39986	100	0	100	439	445	461	16	8	4	25	27	16	56	62	63	3	3	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	102	260	78869	100	100	99	448	442	442	3	5	6	20	19	21	68	69	63	9	7	10
All Students (Prior Year)	79	207	75053	100	100	99	631	623	597	4	4	7	8	7	12	71	77	72	17	13	9
Female	53	138	38536	100	99	99	458	450	458	2	4	4	17	15	15	71	74	67	10	7	14
Male	49	122	40302	100	100	99	438	433	428	4	6	8	22	24	26	65	64	60	8	6	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	90	238	32606	100	99	98	445	438	426	2	5	8	21	21	27	71	70	60	6	5	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	11	20	36078	92	100	99	462	470	459	9	5	4	9	5	16	55	68	66	27	21	14
Students with Disabilities	10	22	10246	100	100	100	393	414	367	10	5	18	70	50	39	20	41	40	0	5	4
Students without Disabilities	92	238	68697	100	98	98	454	444	454	2	5	4	14	16	18	74	72	67	10	7	11
Limited English Proficient Students	65	165	15339	100	99	100	434	433	399	3	5	11	27	25	31	67	67	54	3	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	70	195	39106	100	99	95	441	434	427	3	6	8	22	23	28	72	68	59	3	4	5
Non-Economically Disadvantaged	32	65	39837	100	100	100	462	462	457	3	3	4	16	10	14	59	73	67	22	14	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	103	256	78906	98	99	99	485	490	498	20	17	13	23	26	19	48	43	48	9	14	20
All Students (Prior Year)	92	231	76019	99	100	100	484	493	499	19	13	14	47	50	39	14	12	14	20	24	33
Female	37	103	38644	97	98	99	481	492	500	23	11	12	20	26	19	51	51	49	6	12	19
Male	66	153	40236	99	99	99	488	488	497	19	21	15	25	27	19	46	37	46	10	15	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	95	239	31938	98	99	99	481	486	481	21	18	19	24	27	25	49	44	46	6	11	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	16	36483	NC	100	99	NC	538	517	NC	7	7	NC	20	13	NC	27	51	NC	47	30
Students with Disabilities	NC	16	10664	NC	100	100	NC	439	430	NC	75	42	NC	13	27	NC	6	26	NC	6	5
Students without Disabilities	97	240	68310	97	98	98	487	494	509	17	13	9	25	27	18	50	45	51	8	14	22
Limited English Proficient Students	58	140	12573	97	98	100	471	476	454	27	21	27	25	31	30	45	41	38	3	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	74	200	38679	97	99	96	474	483	483	22	18	20	25	28	25	51	44	45	1	10	10
Non-Economically Disadvantaged	29	56	40295	100	100	100	514	516	513	15	12	7	19	19	13	41	40	50	26	29	30

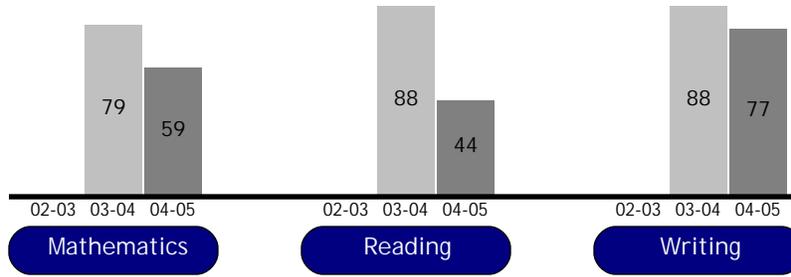
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	256	78908	98	0	99	466	470	484	14	13	10	44	37	23	38	47	58	4	3	9
All Students (Prior Year)	92	231	76020	99	100	100	492	493	503	41	35	25	24	30	23	36	30	40	0	5	12
Female	37	103	38648	97	0	99	466	472	489	17	12	8	31	31	22	49	55	61	3	2	10
Male	66	153	40233	99	0	99	466	468	479	12	14	12	51	41	25	32	41	55	5	4	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	95	239	31940	98	0	99	462	466	465	14	14	16	46	39	32	37	45	49	3	2	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	16	36502	NC	0	99	NC	523	502	NC	7	4	NC	7	14	NC	67	67	NC	20	15
Students with Disabilities	NC	16	10665	NC	0	100	NC	436	423	NC	50	30	NC	31	36	NC	19	31	NC	0	2
Students without Disabilities	97	240	68312	97	0	98	467	472	493	13	11	7	44	37	21	39	49	62	5	4	10
Limited English Proficient Students	58	140	12556	97	0	100	449	454	436	18	16	24	54	48	40	28	36	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	74	200	38662	97	0	96	458	463	468	15	15	16	48	39	32	36	44	49	1	2	3
Non-Economically Disadvantaged	29	56	40315	100	0	100	486	494	498	11	8	5	33	27	15	44	56	66	11	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	103	256	78750	98	99	99	488	486	500	3	5	6	44	42	29	52	53	63	1	0	2
All Students (Prior Year)	92	231	75673	99	100	100	488	495	530	17	18	12	47	39	25	31	39	58	5	4	4
Female	37	103	38586	97	98	99	493	497	515	3	3	4	46	36	22	51	61	71	0	0	3
Male	66	153	40135	99	99	99	485	478	486	3	6	8	42	46	35	53	47	56	2	1	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	95	239	31841	98	99	99	486	483	483	3	5	8	45	43	36	52	51	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	16	36440	NC	100	99	NC	531	516	NC	0	3	NC	20	22	NC	73	71	NC	7	4
Students with Disabilities	NC	16	10622	NC	100	100	NC	432	415	NC	25	21	NC	56	50	NC	19	28	NC	0	1
Students without Disabilities	97	240	68196	97	98	98	489	490	513	2	4	3	43	41	25	53	55	69	1	0	3
Limited English Proficient Students	58	140	12504	97	98	100	476	474	451	4	6	12	54	51	44	42	43	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	74	200	38558	97	99	96	481	479	485	4	6	8	49	45	37	46	48	54	0	0	1
Non-Economically Disadvantaged	29	56	40260	100	100	100	506	512	514	0	0	3	30	29	21	67	69	72	4	2	4

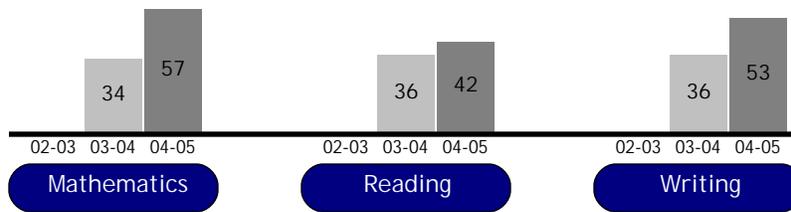
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	95	27	27	50	92	46	NA	58	99	32	31	47
	Language	98	21	21	43	92	36	34	50	99	28	31	47
	Mathematics	97	34	34	57	92	50	58	64	98	40	40	50
3	Reading	--	--	32	47	97	56	NA	55	100	33	33	44
	Language	--	--	38	54	99	64	66	61	100	34	36	44
	Mathematics	--	--	34	54	100	56	59	61	100	43	45	51
4	Reading	--	--	33	52	100	35	NA	56	100	44	43	48
	Language	--	--	33	48	100	33	37	52	100	46	45	49
	Mathematics	--	--	40	57	100	46	47	61	100	54	52	53
5	Reading	--	--	31	50	96	44	NA	55	98	38	39	50
	Language	--	--	38	46	98	39	38	49	98	37	39	50
	Mathematics	--	--	44	57	100	49	54	63	98	39	41	49

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

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

School Site Council

Council Composition

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

Council Duties

- ü Instructional Strategies
- ü Parent/Educator Relations
- ü Budget
- ü School Safety Issues
- ü Curriculum Development
- ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	1.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	5	0	0	0
7 to 9 years	4	0	0	0
10 or more years	5	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü A Beautiful Children's Library
- ü Second Computer Lab
- ü Computer Lab

Extracurricular Activities

- ü Band
- ü Math Club
- ü Student Council
- ü Chess Club

Social Services

- ü SEABHS
- ü School Counselor
- ü Literacy Classes
- ü Parenting Classes
- ü Food Bank

School Achievements/Accomplishments 2004-05

- ü Implementation of a balanced literacy program in conjunction with English Language Development practices to fulfill the recommendations made in a recent literacy audit.

- ü Implementation of standards- based math teaching methodology is being supported through monthly staff development trainings with a math consultant in response to a recent math audit.

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	5	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	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

Full-time counselor; Character Counts program fully implemented with classroom presentations and all-school assemblies ; staff with radios monitor the campus; students must be signed out by parents if being picked up; children closely supervised on playground and at dismissal time; additional dean position added to enhance safety of students

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) :

5

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	Gail Rich	(520) 375-8302
Transportation Policy	Fred Laguna	(520) 375-8278
Community Resources	Gail Rich	(520) 375-8302
School Nutrition Programs	Debbie Harris	(520) 375-8276
Parent Organization	Elizabeth Hobson	(520) 375-8300
Student Health/Nurse	Nina Coe	(520) 375-8600

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.