



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

200 Camp Lincoln Rd., Camp Verde, AZ 86322

Camp Verde 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.

School Overview

Principal/Administrator : Mr. Thomas Lee
 Schedule : 07:30 AM to 03:45 PM
 Grades : Pre-K-5
 2005 Enrollment : 681
 Web Address :
 Phone Number : (928) 567-8060
 Fax Number : (928) 567-8063
 E-mail : tlee@cvusd.k12.az.us

Mission

The purpose of this school is to help students become productive, responsible citizens. Learning is a cooperative endeavor of students, parents and staff. It should be meaningful, useful and applicable not only for the present but for the future.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	Warning Year
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 Provide the resources necessary to continually improve student achievement; provide a safe learning environment and provide technology resources for each learner to continually improve.
- ü Emphasis on literacy by increasing instructional time in reading and language arts.

Enrollment

October 1, 2004 School Year Student Enrollment : 688
 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 At-risk Preschool
- ü Full-day Kindergarten
- ü Gifted
- ü Special Education, Inclusion Model
- ü General Music
- ü Title One Reading Pull-out

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Providing an atmosphere conducive to learning is a primary goal of Camp Verde Elementary School. We encourage and expect the students to show respect, responsibility and cooperation. Parental involvement is encouraged in all school activities.

Parents

The success of our students is dependent upon parental support and we seek to make learning a priority at home. We nurture parent involvement through parent/teacher conferences, parent nights, newsletters, Councils and on-going communications.

Transportation Policy

The Camp Verde Unified School District covers approximately 40 square miles which comprises the town of Camp Verde. The district runs 17 regular bus routes averaging 580 miles per day, and transports approximately 1,500 students.

School Honors

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

Award/Honor	Year
ü President's Education Awards	2004

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	111	111	79306	100	100	99	422	422	445	17	17	10	24	24	18	49	49	51	9	9	20
All Students (Prior Year)	107	107	75509	99	99	100	507	507	521	14	14	13	31	31	23	32	32	33	23	23	31
Female	50	50	38691	100	100	99	407	407	446	20	20	10	24	24	18	49	49	52	7	7	20
Male	61	61	40583	100	100	99	434	434	445	15	15	11	24	24	18	50	50	50	11	11	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	30	30	32869	97	97	99	381	381	429	24	24	15	36	36	25	40	40	51	0	0	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	14	14	4264	100	100	100	410	410	419	54	54	19	15	15	30	15	15	45	15	15	6
White	67	67	36197	100	100	99	443	443	463	5	5	5	21	21	11	61	61	53	12	12	31
Students with Disabilities	15	15	10321	100	100	100	353	353	389	20	20	30	53	53	27	27	27	34	0	0	9
Students without Disabilities	96	96	69060	97	97	98	435	435	454	16	16	7	19	19	17	54	54	54	11	11	22
Limited English Proficient Students	13	13	15509	100	100	100	349	349	406	23	23	20	46	46	30	31	31	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	63	63	39415	95	95	96	414	414	431	23	23	15	35	35	25	38	38	50	4	4	10
Non-Economically Disadvantaged	48	48	39966	100	100	100	432	432	459	9	9	6	12	12	12	63	63	52	16	16	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	111	111	79395	100	0	99	420	420	446	17	17	9	36	36	25	45	45	55	2	2	11
All Students (Prior Year)	106	107	75492	98	99	100	511	511	519	15	16	12	12	12	16	55	54	47	18	17	24
Female	50	50	38743	100	0	100	411	411	451	15	15	7	34	34	24	51	51	57	0	0	12
Male	61	61	40618	100	0	99	427	427	440	19	19	11	37	37	27	41	41	53	4	4	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	30	30	32915	97	0	99	371	371	426	28	28	15	52	52	35	20	20	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	14	14	4271	100	0	100	404	404	420	46	46	15	23	23	42	31	31	41	0	0	2
White	67	67	36221	100	0	99	445	445	465	5	5	4	32	32	15	60	60	63	4	4	17
Students with Disabilities	15	15	10331	100	0	100	360	360	388	7	7	25	73	73	37	20	20	34	0	0	4
Students without Disabilities	96	96	69139	97	0	99	432	432	454	19	19	7	29	29	24	50	50	58	3	3	11
Limited English Proficient Students	13	13	15545	100	0	100	327	327	399	38	38	21	54	54	42	8	8	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	63	63	39484	95	0	96	405	405	429	27	27	14	48	48	35	25	25	47	0	0	4
Non-Economically Disadvantaged	48	48	39986	100	0	100	439	439	461	5	5	4	21	21	16	70	70	63	5	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	109	109	78869	98	98	99	408	408	442	8	8	6	41	41	21	49	49	63	2	2	10
All Students (Prior Year)	106	107	75053	98	99	99	561	559	597	8	9	7	15	15	12	73	72	72	3	3	9
Female	48	48	38536	96	96	99	421	421	458	5	5	4	33	33	15	56	56	67	5	5	14
Male	61	61	40302	100	100	99	399	399	428	9	9	8	46	46	26	44	44	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	30	30	32606	97	97	98	368	368	426	16	16	8	44	44	27	40	40	60	0	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	14	14	4245	100	100	100	400	400	423	0	0	9	69	69	26	31	31	61	0	0	4
White	65	65	36078	98	98	99	429	429	459	5	5	4	33	33	16	58	58	66	4	4	14
Students with Disabilities	14	14	10246	100	100	100	331	331	367	29	29	18	36	36	39	36	36	40	0	0	4
Students without Disabilities	95	95	68697	96	96	98	422	422	454	4	4	4	42	42	18	52	52	67	3	3	11
Limited English Proficient Students	13	13	15339	100	100	100	324	324	399	23	23	11	54	54	31	23	23	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	61	61	39106	92	92	95	401	401	427	8	8	8	56	56	28	34	34	59	2	2	5
Non-Economically Disadvantaged	48	48	39837	100	100	100	417	417	457	7	7	4	23	23	14	67	67	67	2	2	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	133	133	78906	99	99	99	492	492	498	11	11	13	24	24	19	48	48	48	18	18	20
All Students (Prior Year)	119	119	76019	97	97	100	476	476	499	23	23	14	43	43	39	17	17	14	17	17	33
Female	60	60	38644	98	98	99	500	500	500	9	9	12	25	25	19	48	48	49	18	18	19
Male	73	73	40236	99	99	99	486	486	497	13	13	15	23	23	19	47	47	46	17	17	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	32	32	31938	100	100	99	482	482	481	19	19	19	22	22	25	56	56	46	4	4	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	15	15	4593	100	100	100	475	475	467	20	20	26	33	33	29	40	40	39	7	7	6
White	86	86	36483	98	98	99	499	499	517	6	6	7	23	23	13	46	46	51	24	24	30
Students with Disabilities	14	14	10664	93	93	100	407	407	430	54	54	42	31	31	27	15	15	26	0	0	5
Students without Disabilities	119	119	68310	99	99	98	503	503	509	6	6	9	23	23	18	51	51	51	20	20	22
Limited English Proficient Students	13	13	12573	100	100	100	446	446	454	24	24	27	18	18	30	59	59	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	87	87	38679	97	97	96	484	484	483	17	17	20	25	25	25	47	47	45	11	11	10
Non-Economically Disadvantaged	46	46	40295	100	100	100	506	506	513	0	0	7	23	23	13	48	48	50	30	30	30

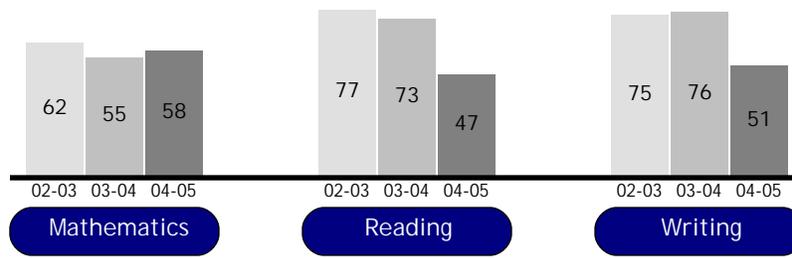
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	133	78908	99	0	99	472	472	484	15	15	10	27	27	23	53	53	58	6	6	9
All Students (Prior Year)	119	119	76020	97	97	100	491	491	503	43	43	25	21	21	23	34	34	40	2	2	12
Female	60	60	38648	98	0	99	484	484	489	11	11	8	25	25	22	54	54	61	11	11	10
Male	73	73	40233	99	0	99	461	461	479	19	19	12	28	28	25	52	52	55	2	2	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	32	32	31940	100	0	99	459	459	465	22	22	16	30	30	32	48	48	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	15	15	4569	100	0	100	456	456	457	20	20	18	47	47	39	33	33	41	0	0	2
White	86	86	36502	98	0	99	479	479	502	12	12	4	22	22	14	58	58	67	9	9	15
Students with Disabilities	14	14	10665	93	0	100	388	388	423	62	62	30	23	23	36	8	8	31	8	8	2
Students without Disabilities	119	119	68312	99	0	98	482	482	493	9	9	7	27	27	21	58	58	62	6	6	10
Limited English Proficient Students	13	13	12556	100	0	100	420	420	436	29	29	24	35	35	40	29	29	35	6	6	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	87	87	38662	97	0	96	468	468	468	20	20	16	28	28	32	50	50	49	3	3	3
Non-Economically Disadvantaged	46	46	40315	100	0	100	478	478	498	7	7	5	25	25	15	57	57	66	11	11	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	132	132	78750	98	98	99	490	490	500	6	6	6	32	32	29	61	61	63	2	2	2
All Students (Prior Year)	119	119	75673	97	97	100	524	524	530	15	15	12	24	24	25	57	57	58	4	4	4
Female	59	59	38586	97	97	99	520	520	515	2	2	4	20	20	22	76	76	71	2	2	3
Male	73	73	40135	99	99	99	465	465	486	9	9	8	42	42	35	47	47	56	2	2	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	33	33	31841	100	100	99	482	482	483	11	11	8	39	39	36	50	50	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	14	14	4586	93	93	100	487	487	481	0	0	8	50	50	37	50	50	54	0	0	1
White	85	85	36440	97	97	99	494	494	516	5	5	3	26	26	22	66	66	71	3	3	4
Students with Disabilities	12	12	10622	80	80	100	359	359	415	36	36	21	36	36	50	18	18	28	9	9	1
Students without Disabilities	120	120	68196	100	100	98	504	504	513	3	3	3	31	31	25	65	65	69	1	1	3
Limited English Proficient Students	13	13	12504	100	100	100	430	430	451	18	18	12	35	35	44	41	41	43	6	6	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	86	86	38558	96	96	96	485	485	485	9	9	8	33	33	37	57	57	54	0	0	1
Non-Economically Disadvantaged	46	46	40260	100	100	100	499	499	514	0	0	3	30	30	21	66	66	72	5	5	4

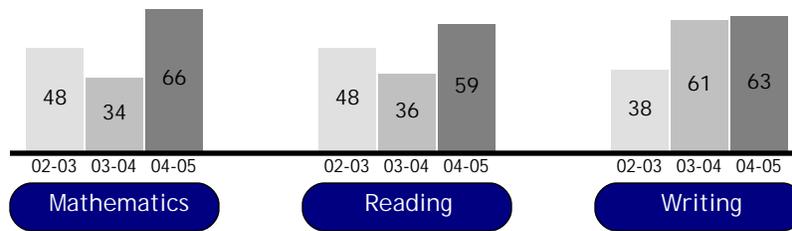
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	40	40	50	92	43	NA	58	97	49	49	47
	Language	98	27	27	43	95	28	28	50	97	48	48	47
	Mathematics	100	59	59	57	93	45	45	64	97	56	56	50
3	Reading	89	50	50	47	95	51	NA	55	98	37	37	44
	Language	93	53	53	54	95	56	56	61	98	34	34	44
	Mathematics	98	55	55	54	95	60	60	61	98	39	39	51
4	Reading	89	54	54	52	95	55	NA	56	99	48	48	48
	Language	91	51	51	48	97	50	50	52	99	51	51	49
	Mathematics	99	57	57	57	98	61	61	61	99	51	51	53
5	Reading	94	49	49	50	96	43	NA	55	98	47	47	50
	Language	95	35	35	46	96	40	40	49	98	42	42	50
	Mathematics	99	57	57	57	96	54	54	63	98	47	47	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)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 3 Parent(s)
- 3 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Promote School Activities
- Ü Monitor School Safety Issues
- Ü Encourage Parent/Educator Relations
- Ü Sponsor Annual Bookfairs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	2.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	6	0	0	0
10 or more years	14	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center/Computer Lab/Cafeteria
- Ü Computers in Every Classroom

Extracurricular Activities

- Ü Band
- Ü Basketball
- Ü Cross Country
- Ü Intramurals
- Ü Chess Club
- Ü Summer School
- Ü After School Tutoring

Social Services

- Ü Breakfast/Lunch Programs
- Ü After School Program
- Ü Counseling Services
- Ü Health Services

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	24	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

We have an established Safe Schools Committee funded through an Arizona grant. The grant supports our safe schools programs and provides additional adult supervision of students. Our recess and lunch schedules are revised to ensure student safety.

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	Thomas Lee	(928) 567-8060
Transportation Policy	Stacey Barker	(928) 567-8050
Community Resources	Donna Metzler	(928) 567-8069
School Nutrition Programs	Ida Pieratt	(928) 567-8025
Parent Organization	Thomas Lee	(928) 567-8060
Student Health/Nurse	Donna Metzler	(928) 567-8069

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.