

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1036 N. Rd 1 West, Chino Valley, AZ 86323

Chino 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 Highly Performing
2003-04 Performing
2002-03 Highly Performing

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

School Overview

Principal/Administrator : Mr. Kent Evans
Schedule : 07:15 AM to 03:15 PM
Grades : Pre-K-5
2005 Enrollment : 696
Web Address : www.cvsd.k12.az.us
Phone Number : (928) 636-4414
Fax Number : (928) 636-6215
E-mail : kevens@cvsd.k12.az.us

Mission

Dedicated to improving the educational process by which all children will achieve their highest potential academically, socially, emotionally and physically, At Del Rio Elementary we strive to represents all stakeholders in the education of all children in our school.

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 To generate and maintain a consistently high level of academic achievement in reading, language and math so that all students will meet the level of mastery required by the Arizona Academic Standards.
- ü To obtain applied understanding of the world and cultures through frequent, functional science and social studies instruction. To develop skills in technology that enable all students to effectively gather and communicate knowledge.
- ü To offer a learning environment that allows students to explore and mature in their talents in visual arts, music and physical activities. To encourage an instructional setting that meets the diverse and comprehensive needs of all students.
- ü To ensure a safe, equitable, nurturing school atmosphere that encourages citizenship and cooperation. To instill the value of commitment in all students by emphasizing consistent attendance. To promote respect and honesty in all interactions.

Enrollment

October 1, 2004 School Year Student Enrollment : 676
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 47

Instructional Programs

- ü All-day Kindergarten
- ü Fine Arts/PE/Music/Library
- ü ELL/Title I/Special Education
- ü Phonics-based Reading
- ü After-school Tutoring
- ü Gifted Instruction
- ü Extra-curricular Art/Music/Sports
- ü Technology Enhanced Learning

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Maintain a safe/secure environment; provide effective instruction for academic skills; familiarize parents with the curriculum, school procedures and student expectations; provide frequent reports of student achievement; conduct parent/teacher conferences; and provide instruction for at-risk, special education and gifted students.

Parents

Support school policies; help develop a positive attitude toward learning and proper behavior; ensure regular attendance and punctuality; communicate consistently with their child and school about homework and changes affecting physical or emotional well-being. Model the positive values of respect, honesty and citizenship.

Transportation Policy

Our district covers approximately 403 square miles and although transportation is not required, about 1,700 students are transported each day, including all special education children from age 3 and up. All state and federal guidelines are followed.

School Honors

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

Award/Honor	Year
ü Az History Day state wide winner	2005
ü AZ Distinguished Title I School	2004
ü Points of Light Foundation-Kids Care Club of the Month	2004
ü Most Regional Science Fair Winners in Northern Arizona	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	110	206	79306	99	99	99	459	458	445	2	3	10	14	15	18	62	59	51	23	23	20
All Students (Prior Year)	96	174	75509	100	98	100	521	531	521	12	8	13	25	20	23	32	36	33	32	36	31
Female	55	97	38691	100	100	99	464	465	446	0	1	10	13	12	18	62	60	52	25	27	20
Male	55	109	40583	98	98	99	455	453	445	4	5	11	14	17	18	62	58	50	20	19	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	NC	49	32869	NC	100	99	NC	455	429	NC	2	15	NC	17	25	NC	66	51	NC	15	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	101	154	36197	99	99	99	460	460	463	2	4	5	13	14	11	61	56	53	24	26	31
Students with Disabilities	12	25	10321	100	100	100	423	424	389	20	22	30	40	39	27	40	30	34	0	9	9
Students without Disabilities	98	181	69060	98	96	98	463	463	454	0	1	7	11	11	17	64	63	54	25	25	22
Limited English Proficient Students	NC	26	15509	NC	100	100	NC	449	406	NC	4	20	NC	15	30	NC	77	45	NC	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	46	111	39415	92	96	96	450	454	431	2	3	15	19	18	25	62	59	50	17	20	10
Non-Economically Disadvantaged	64	95	39966	100	100	100	466	463	459	2	3	6	10	11	12	62	59	52	27	26	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	110	206	79395	99	0	99	463	453	446	6	9	9	18	21	25	60	59	55	17	12	11
All Students (Prior Year)	96	174	75492	100	98	100	520	525	519	12	8	12	16	13	16	49	53	47	23	26	24
Female	55	97	38743	100	0	100	474	469	451	4	4	7	15	17	24	58	62	57	23	18	12
Male	55	109	40618	98	0	99	450	440	440	8	13	11	20	24	27	62	56	53	10	6	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	NC	49	32915	NC	0	99	NC	439	426	NC	7	15	NC	32	35	NC	59	47	NC	2	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	101	154	36221	99	0	99	463	458	465	6	9	4	18	18	15	58	59	63	17	14	17
Students with Disabilities	12	25	10331	100	0	100	404	399	388	40	43	25	40	35	37	20	17	34	0	4	4
Students without Disabilities	98	181	69139	98	0	99	469	461	454	2	4	7	15	19	24	64	65	58	18	13	11
Limited English Proficient Students	NC	26	15545	NC	0	100	NC	429	399	NC	12	21	NC	35	42	NC	54	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	46	111	39484	92	0	96	447	443	429	7	11	14	24	25	35	60	58	47	10	6	4
Non-Economically Disadvantaged	64	95	39986	100	0	100	474	465	461	5	7	4	13	16	16	60	60	63	22	17	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	110	206	78869	99	99	99	465	455	442	2	3	6	14	18	21	73	70	63	12	9	10
All Students (Prior Year)	96	174	75053	100	98	99	603	607	597	5	4	7	7	8	12	84	82	72	4	6	9
Female	55	97	38536	100	100	99	483	476	458	0	1	4	8	10	15	71	71	67	21	18	14
Male	55	109	40302	98	98	99	445	436	428	4	5	8	20	24	26	74	68	60	2	2	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	NC	49	32606	NC	100	98	NC	442	426	NC	7	8	NC	22	27	NC	61	60	NC	10	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	101	154	36078	99	99	99	464	458	459	2	2	4	14	17	16	72	72	66	12	9	14
Students with Disabilities	12	25	10246	100	100	100	418	403	367	10	13	18	30	39	39	60	48	40	0	0	4
Students without Disabilities	98	181	68697	98	96	98	470	462	454	1	2	4	12	14	18	74	73	67	13	11	11
Limited English Proficient Students	NC	26	15339	NC	100	100	NC	434	399	NC	8	11	NC	23	31	NC	62	54	NC	8	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	46	111	39106	92	96	95	448	445	427	5	5	8	19	19	28	69	68	59	7	7	5
Non-Economically Disadvantaged	64	95	39837	100	100	100	476	465	457	0	1	4	10	16	14	75	71	67	15	11	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	107	210	78906	100	99	99	523	507	498	2	6	13	11	17	19	52	52	48	35	26	20
All Students (Prior Year)	109	220	76019	100	100	100	527	515	499	3	6	14	27	34	39	15	16	14	55	44	33
Female	49	101	38644	100	100	99	519	498	500	4	4	12	15	23	19	38	43	49	43	30	19
Male	58	110	40236	100	99	99	526	515	497	0	7	15	8	11	19	64	60	46	28	22	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	17	49	31938	100	100	99	536	513	481	0	5	19	7	18	25	53	55	46	40	23	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	88	158	36483	99	99	99	520	505	517	2	6	7	11	15	13	53	52	51	34	27	30
Students with Disabilities	NC	29	10664	NC	100	100	NC	398	430	NC	42	42	NC	33	27	NC	25	26	NC	0	5
Students without Disabilities	98	183	68310	98	98	98	533	522	509	0	1	9	8	14	18	54	55	51	38	30	22
Limited English Proficient Students	NC	22	12573	NC	100	100	NC	447	454	NC	12	27	NC	27	30	NC	50	38	NC	12	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	57	125	38679	95	95	96	520	506	483	2	6	20	16	22	25	51	50	45	31	21	10
Non-Economically Disadvantaged	50	87	40295	100	100	100	526	507	513	2	6	7	4	9	13	53	53	50	40	33	30

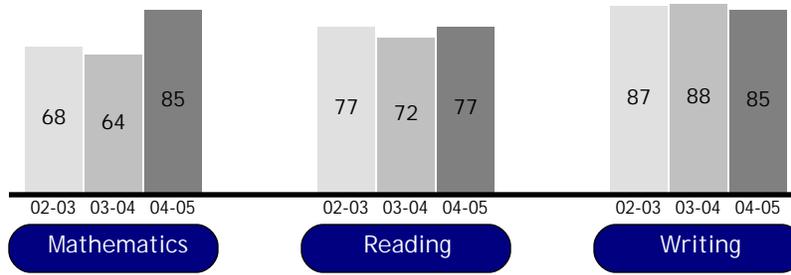
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	210	78908	100	0	99	506	491	484	4	9	10	15	14	23	62	63	58	19	14	9
All Students (Prior Year)	109	220	76020	100	100	100	515	510	503	9	14	25	18	20	23	55	53	40	19	13	12
Female	49	101	38648	100	0	99	505	490	489	6	6	8	17	14	22	51	62	61	26	17	10
Male	58	110	40233	100	0	99	507	492	479	2	11	12	13	14	25	72	64	55	13	11	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	17	49	31940	100	0	99	507	480	465	7	14	16	27	32	32	40	43	49	27	11	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	88	158	36502	99	0	99	504	493	502	4	8	4	12	8	14	67	70	67	17	14	15
Students with Disabilities	NC	29	10665	NC	0	100	NC	370	423	NC	54	30	NC	33	36	NC	13	31	NC	0	2
Students without Disabilities	98	183	68312	98	0	98	516	508	493	1	2	7	12	12	21	66	70	62	21	16	10
Limited English Proficient Students	NC	22	12556	NC	0	100	NC	411	436	NC	19	24	NC	42	40	NC	35	35	NC	4	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	57	125	38662	95	0	96	503	488	468	5	12	16	22	19	32	53	56	49	20	13	3
Non-Economically Disadvantaged	50	87	40315	100	0	100	510	494	498	2	5	5	7	8	15	73	73	66	18	15	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	107	210	78750	100	99	99	535	522	500	2	4	6	9	13	29	83	78	63	6	5	2
All Students (Prior Year)	109	220	75673	100	100	100	582	543	530	3	8	12	20	25	25	65	60	58	13	8	4
Female	49	101	38586	100	100	99	541	525	515	4	4	4	6	9	22	77	77	71	13	10	3
Male	58	110	40135	100	99	99	530	519	486	0	4	8	11	17	35	89	78	56	0	1	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	17	49	31841	100	100	99	537	525	483	0	2	8	0	16	36	100	77	55	0	5	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	88	158	36440	99	99	99	534	520	516	2	5	3	11	12	22	81	78	71	6	5	4
Students with Disabilities	NC	29	10622	NC	100	100	NC	386	415	NC	33	21	NC	29	50	NC	38	28	NC	0	1
Students without Disabilities	98	183	68196	98	98	98	546	541	513	0	0	3	9	11	25	85	83	69	7	6	3
Limited English Proficient Students	NC	22	12504	NC	100	100	NC	461	451	NC	8	12	NC	27	44	NC	62	43	NC	4	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	57	125	38558	95	95	96	529	520	485	2	4	8	13	17	37	82	75	54	4	4	1
Non-Economically Disadvantaged	50	87	40260	100	100	100	543	523	514	2	5	3	4	9	21	84	80	72	9	6	4

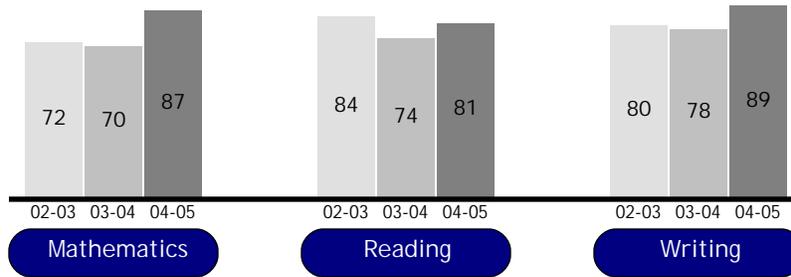
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	67	65	50	100	63	NA	58	100	58	50	47
	Language	97	53	54	43	100	62	57	50	100	61	55	47
	Mathematics	99	65	63	57	100	78	74	64	100	65	58	50
3	Reading	98	61	51	47	100	65	NA	55	99	58	51	44
	Language	97	65	54	54	99	68	69	61	99	56	50	44
	Mathematics	99	70	60	54	99	70	73	61	99	59	57	51
4	Reading	95	70	60	52	97	70	NA	56	100	57	55	48
	Language	95	55	50	48	99	57	53	52	100	56	54	49
	Mathematics	100	66	62	57	99	66	65	61	100	60	62	53
5	Reading	98	74	60	50	100	70	NA	55	99	67	57	50
	Language	97	66	52	46	100	70	62	49	99	66	55	50
	Mathematics	98	77	63	57	100	77	70	63	99	64	54	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)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Schoolwide Programs
- Ü Curriculum Development/Implementation
- Ü School Safety Issues
- Ü Buildings/Grounds/Transportation
- Ü Parent/Educator Relations
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.50
Other Professional Staff	2.00	Teacher Aide	23.50

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	3	2	0	0
7 to 9 years	4	5	0	0
10 or more years	7	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
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 2 Computer Labs, TV Broadcast Studio
- Ü Gym/Cafeteria, Athletic Fields, Playgrd
- Ü Music, Art Rooms and Library
- Ü Garden

Extracurricular Activities

- Ü Student Council
- Ü String Band/Chorus/Music Club
- Ü Advanced Art/Art Club
- Ü LAMAS (Library & TV Media Assistants)
- Ü Gifted Program
- Ü Intramural Sports Program
- Ü Student Mentors and Volunteers
- Ü Cultural and Musical Performances

Social Services

- Ü Free Breakfast for All Students
- Ü Free or Reduced Lunch Program
- Ü PTO Activities
- Ü AYSO Soccer/Little League Baseball
- Ü Boys and Girls Club Summer program
- Ü Kids Care Club
- Ü Service Learning Projects

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü To meet AZ Academic Standards the curriculum is continually reviewed. A school-wide assessment program was implemented to monitor reading achievement. Student performance is monitored and reported in spelling, reading, math, writing and science.
- ü A gifted program was implemented with a variety of after-school programs and consistent in-class enrichment strategies. Students participating in the Reading Counts program had average comprehension growth of more than one year.
- ü Over 75% of all at-risk students demonstrated at least one year's growth in academics. 74% of all students K-5th grade scored at or above their grade level on the Stanford 9 test. 90 % of all 5th grade students met the state standards on the AIMS.
- ü A new school-wide reading program was purchased and implemented. All students from Kindergarten to fifth grade participated in musical performances, art shows, science fairs and cultural expositions.

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	7	12	12	17
Transfers In Rate ⁶	25	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	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

Provision for: Consistent adult supervision at all times; safety programs including tobacco/drug prevention, an anti-bullying program, threat evaluation system and a sex education program for 4th and 5th grades; an established comprehensive emergency procedures plan; a Volunteer Coordinator & School Resource Officer; and enforcement of weapons/violence/drug policies; a school-wide discipline plan administered by a trained Behavior Coach.

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) :

3

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	Kent Evans	(928) 636-4414
Transportation Policy	Jeff Lambert	(928) 636-2305
Community Resources	Kent Evans	(928) 636-4414
School Nutrition Programs	Beth Williams	(928) 636-7461
Parent Organization	Teresa Lay	(928) 636-4414
Student Health/Nurse	Nicole Fahrung	(928) 636-4414

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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** Due to booklet size printing, print copies are produced in multiples of 4.