

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

811 W. 16th Street, Yuma, AZ 85364

Yuma Elementary 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Performing
2002-03	Performing

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

### 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 Overview

Principal/Administrator : Mrs. Juli Tate Peach  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : K-6  
 2005 Enrollment : 333  
 Web Address : www.yumaed.org  
 Phone Number : (928) 782-9585  
 Fax Number : (928) 782-1942  
 E-mail : jpeach@yumaed.org

### Mission

Programs and activities at this school are based on a philosophy that believes all children can learn. They are given the opportunity to develop in a warm and caring environment.

### School / Academic Goals

- ü Teacher effectiveness will increase as staff development opportunities are provided that teach research based strategies.
- ü Academic achievement will increase as we implement research based strategies that provide an optimal learning environment for each student.

### Enrollment

October 1, 2004 School Year Student Enrollment : 349  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 69

Instructional Programs

- Ü Gifted After School Classes
- Ü Reading Intervention Groups
- Ü Tutorials
- Ü Summer School

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	9/6/2005
Last Day of School :	6/14/2006

Shared Responsibilities

School

Alice Byrne provides a caring, secure and safe environment for students. We foster cooperation by teaching students to accept individual differences. We utilize research based strategies which enable them to meet state and district academic goals.

Parents

Parents are asked to ensure maximum attendance and arrival at school on time. We ask support in requiring that children cooperate in the educational endeavors of the school, and that parents assist in fostering an attitude of respect and responsibility.

Transportation Policy

Transportation by school bus is provided for students living one mile or more from our school, and where it is deemed unsafe to cross a major street. Riding the bus is a privilege and appropriate behavior is expected at all times.

School Honors

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

Award/Honor	Year
Ü Yuma County Teacher of the Year K-12 and Gr. 4 - 6	2000
Ü Yuma County Teacher of the Year Gr. 4-6	2002
Ü Yuma County Teacher of the Year Gr. K-3	2003
Ü WalMart Teacher of the Year	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	40	1151	79306	98	99	99	420	429	445	3	14	10	23	23	18	57	54	51	17	9	20
All Students (Prior Year)	45	1170	75509	100	99	100	555	508	521	3	15	13	13	30	23	38	34	33	46	21	31
Female	20	579	38691	100	99	99	447	432	446	0	13	10	19	24	18	63	56	52	19	8	20
Male	20	572	40583	95	99	99	397	427	445	5	14	11	26	23	18	53	52	50	16	10	21
African American	--	41	4041	--	100	99	--	434	426	--	7	17	--	33	23	--	57	50	--	3	10
Hispanic	25	743	32869	96	99	99	417	420	429	5	17	15	23	29	25	64	49	51	9	4	10
Asian/Pacific Islander	NC	15	1935	NC	100	99	NC	434	474	NC	15	3	NC	8	9	NC	38	48	NC	38	40
American Indian/Alaskan Native	--	15	4264	--	88	100	--	444	419	--	7	19	--	14	30	--	71	45	--	7	6
White	12	337	36197	100	99	99	416	450	463	0	6	5	18	11	11	55	64	53	27	19	31
Students with Disabilities	NC	122	10321	NC	100	100	NC	366	389	NC	41	30	NC	25	27	NC	29	34	NC	5	9
Students without Disabilities	36	1029	69060	97	98	98	445	437	454	0	10	7	19	23	17	65	57	54	16	10	22
Limited English Proficient Students	NC	320	15509	NC	100	100	NC	404	406	NC	23	20	NC	33	30	NC	43	45	NC	2	5
Migrant Students	--	23	118	--	NA	NA	--	405	419	--	39	25	--	30	21	--	26	50	--	4	3
Economically Disadvantaged	22	822	39415	92	97	96	433	425	431	0	17	15	29	28	25	65	50	50	6	5	10
Non-Economically Disadvantaged	18	329	39966	100	100	100	407	441	459	6	6	6	17	10	12	50	64	52	28	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	40	1156	79395	98	0	99	431	434	446	3	11	9	23	31	25	63	53	55	11	6	11
All Students (Prior Year)	45	1166	75492	100	99	100	528	509	519	5	14	12	3	25	16	69	46	47	23	15	24
Female	20	581	38743	100	0	100	460	440	451	0	9	7	19	31	24	75	54	57	6	6	12
Male	20	575	40618	95	0	99	406	428	440	5	13	11	26	31	27	53	52	53	16	5	9
African American	--	41	4052	--	0	100	--	436	434	--	7	11	--	33	29	--	53	54	--	7	6
Hispanic	25	745	32915	96	0	99	432	422	426	5	15	15	18	37	35	68	46	47	9	2	4
Asian/Pacific Islander	NC	15	1936	NC	0	99	NC	429	468	NC	15	3	NC	8	14	NC	69	63	NC	8	19
American Indian/Alaskan Native	--	17	4271	--	0	100	--	450	420	--	0	15	--	25	42	--	75	41	--	0	2
White	12	338	36221	100	0	99	419	459	465	0	3	4	36	17	15	55	66	63	9	14	17
Students with Disabilities	NC	123	10331	NC	0	100	NC	364	388	NC	33	25	NC	36	37	NC	31	34	NC	0	4
Students without Disabilities	36	1033	69139	97	0	99	460	443	454	0	8	7	16	30	24	71	56	58	13	7	11
Limited English Proficient Students	NC	321	15545	NC	0	100	NC	403	399	NC	20	21	NC	43	42	NC	37	35	NC	1	1
Migrant Students	--	24	120	--	NA	NA	--	409	414	--	21	20	--	50	45	--	29	35	--	0	0
Economically Disadvantaged	22	827	39484	92	0	96	438	428	429	0	14	14	35	37	35	59	48	47	6	2	4
Non-Economically Disadvantaged	18	329	39986	100	0	100	424	450	461	6	4	4	11	15	16	67	67	63	17	15	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	40	1151	78869	98	99	99	426	422	442	3	9	6	17	28	21	74	57	63	6	6	10
All Students (Prior Year)	45	1163	75053	100	99	99	650	556	597	0	10	7	8	17	12	79	70	72	13	3	9
Female	20	579	38536	100	99	99	457	436	458	0	7	4	13	23	15	75	62	67	13	8	14
Male	20	572	40302	95	99	99	400	409	428	5	10	8	21	32	26	74	53	60	0	5	7
African American	--	41	4015	--	100	99	--	424	430	--	7	8	--	43	24	--	40	61	--	10	7
Hispanic	25	741	32606	96	99	98	428	413	426	5	10	8	23	32	27	64	55	60	9	3	5
Asian/Pacific Islander	NC	15	1925	NC	100	99	NC	432	471	NC	8	3	NC	15	11	NC	62	64	NC	15	22
American Indian/Alaskan Native	--	17	4245	--	100	100	--	421	423	--	13	9	--	13	26	--	75	61	--	0	4
White	12	337	36078	100	99	99	423	442	459	0	6	4	9	18	16	91	63	66	0	12	14
Students with Disabilities	NC	123	10246	NC	100	100	NC	341	367	NC	21	18	NC	42	39	NC	34	40	NC	3	4
Students without Disabilities	36	1028	68697	97	98	98	452	432	454	0	7	4	16	26	18	77	60	67	6	7	11
Limited English Proficient Students	NC	318	15339	NC	100	100	NC	396	399	NC	12	11	NC	35	31	NC	52	54	NC	1	3
Migrant Students	--	23	119	--	NA	NA	--	414	402	--	9	16	--	30	30	--	61	53	--	0	1
Economically Disadvantaged	22	823	39106	92	97	95	442	417	427	0	10	8	24	32	28	71	54	59	6	4	5
Non-Economically Disadvantaged	18	328	39837	100	100	100	412	436	457	6	6	4	11	16	14	78	65	67	6	12	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	53	1204	78906	98	100	99	507	483	498	4	16	13	19	27	19	60	47	48	17	9	20
All Students (Prior Year)	49	1172	76019	98	100	100	514	490	499	0	15	14	48	46	39	18	14	14	34	25	33
Female	24	574	38644	96	98	99	512	483	500	4	15	12	17	28	19	54	49	49	25	8	19
Male	29	630	40236	100	100	99	502	482	497	4	17	15	21	26	19	64	46	46	11	11	20
African American	--	29	4087	--	94	99	--	496	481	--	9	20	--	23	24	--	59	45	--	9	11
Hispanic	33	819	31938	97	100	99	496	476	481	6	19	19	18	31	25	70	45	46	6	5	10
Asian/Pacific Islander	--	13	1805	--	100	98	--	461	536	--	25	5	--	17	8	--	33	45	--	25	42
American Indian/Alaskan Native	--	17	4593	--	100	100	--	441	467	--	18	26	--	36	29	--	27	39	--	18	6
White	20	326	36483	100	100	99	524	502	517	0	8	7	21	16	13	42	55	51	37	21	30
Students with Disabilities	NC	139	10664	NC	100	100	NC	421	430	NC	49	42	NC	28	27	NC	22	26	NC	2	5
Students without Disabilities	49	1065	68310	98	98	98	511	491	509	2	12	9	15	27	18	65	51	51	19	11	22
Limited English Proficient Students	NC	306	12573	NC	100	100	NC	463	454	NC	22	27	NC	34	30	NC	41	38	NC	3	5
Migrant Students	--	10	125	--	NA	NA	--	464	476	--	30	18	--	30	35	--	40	42	--	0	5
Economically Disadvantaged	34	856	38679	97	97	96	490	477	483	6	20	20	26	31	25	59	42	45	9	6	10
Non-Economically Disadvantaged	19	348	40295	100	100	100	538	497	513	0	6	7	6	15	13	61	60	50	33	19	30

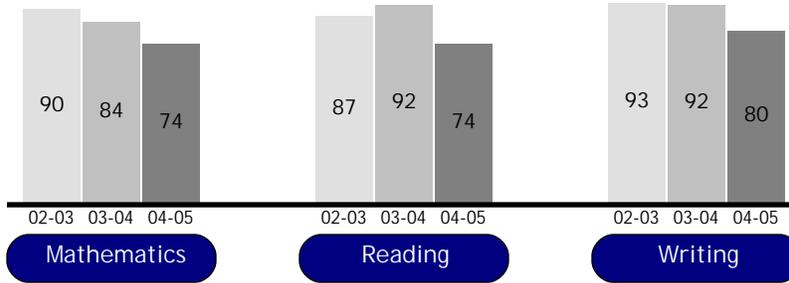
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	1205	78908	98	0	99	489	474	484	4	9	10	29	32	23	62	54	58	6	5	9
All Students (Prior Year)	49	1174	76020	98	100	100	511	499	503	2	30	25	27	24	23	55	37	40	16	9	12
Female	24	573	38648	96	0	99	492	478	489	4	8	8	25	32	22	67	54	61	4	6	10
Male	29	632	40233	100	0	99	486	470	479	4	11	12	32	32	25	57	54	55	7	3	8
African American	--	29	4092	--	0	99	--	494	473	--	0	12	--	27	28	--	64	54	--	9	5
Hispanic	33	820	31940	97	0	99	478	466	465	3	12	16	39	38	32	55	47	49	3	2	3
Asian/Pacific Islander	--	13	1805	--	0	98	--	466	507	--	8	4	--	25	13	--	50	65	--	17	18
American Indian/Alaskan Native	--	17	4569	--	0	100	--	452	457	--	9	18	--	18	39	--	64	41	--	9	2
White	20	326	36502	100	0	99	507	494	502	5	3	4	11	18	14	74	70	67	11	10	15
Students with Disabilities	NC	139	10665	NC	0	100	NC	414	423	NC	28	30	NC	46	36	NC	25	31	NC	0	2
Students without Disabilities	49	1066	68312	98	0	98	494	482	493	2	7	7	25	30	21	67	58	62	6	5	10
Limited English Proficient Students	NC	306	12556	NC	0	100	NC	449	436	NC	18	24	NC	45	40	NC	35	35	NC	2	1
Migrant Students	--	10	125	--	NA	NA	--	450	457	--	20	22	--	30	40	--	50	38	--	0	0
Economically Disadvantaged	34	856	38662	97	0	96	472	468	468	6	12	16	38	38	32	53	48	49	3	2	3
Non-Economically Disadvantaged	19	349	40315	100	0	100	521	489	498	0	3	5	11	17	15	78	70	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	52	1202	78750	96	99	99	506	487	500	2	8	6	25	33	29	73	57	63	0	1	2
All Students (Prior Year)	49	1161	75673	98	99	100	561	529	530	0	9	12	14	28	25	84	61	58	2	2	4
Female	24	572	38586	96	98	99	522	504	515	0	4	4	17	28	22	83	65	71	0	2	3
Male	28	630	40135	97	100	99	492	472	486	4	12	8	33	37	35	63	50	56	0	1	1
African American	--	29	4081	--	94	99	--	516	488	--	0	8	--	32	32	--	64	59	--	5	2
Hispanic	32	817	31841	94	99	99	491	481	483	3	9	8	38	37	36	59	53	55	0	1	1
Asian/Pacific Islander	--	13	1802	--	100	98	--	482	533	--	0	2	--	25	16	--	75	75	--	0	7
American Indian/Alaskan Native	--	17	4586	--	100	100	--	462	481	--	9	8	--	18	37	--	64	54	--	9	1
White	20	326	36440	100	100	99	532	504	516	0	6	3	5	24	22	95	67	71	0	3	4
Students with Disabilities	NC	139	10622	NC	100	100	NC	403	415	NC	31	21	NC	43	50	NC	24	28	NC	1	1
Students without Disabilities	48	1063	68196	96	98	98	507	499	513	2	5	3	23	32	25	74	62	69	0	2	3
Limited English Proficient Students	NC	301	12504	NC	100	100	NC	465	451	NC	11	12	NC	41	44	NC	47	43	NC	1	1
Migrant Students	--	10	126	--	NA	NA	--	469	464	--	10	14	--	40	44	--	50	41	--	0	0
Economically Disadvantaged	33	855	38558	94	97	96	491	483	485	3	9	8	36	37	37	61	53	54	0	1	1
Non-Economically Disadvantaged	19	347	40260	100	100	100	535	499	514	0	5	3	6	22	21	94	70	72	0	3	4

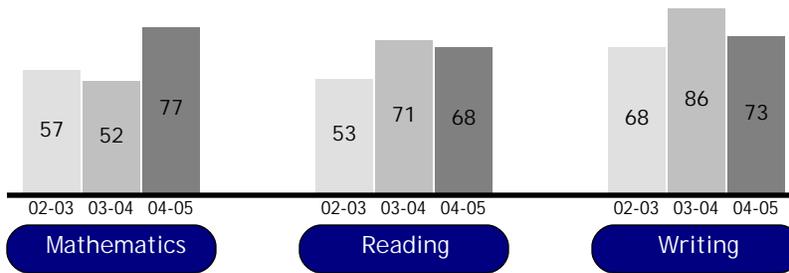
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	66	45	50	91	69	NA	58	93	57	43	47
	Language	100	57	36	43	91	61	41	50	93	67	45	47
	Mathematics	100	83	57	57	91	73	60	64	93	59	43	50
3	Reading	98	57	37	47	98	63	NA	55	93	49	39	44
	Language	98	69	43	54	98	73	48	61	93	47	40	44
	Mathematics	98	76	49	54	98	78	54	61	93	49	44	51
4	Reading	90	62	44	52	90	70	NA	56	100	51	43	48
	Language	90	56	41	48	98	57	44	52	100	53	44	49
	Mathematics	96	74	51	57	98	69	54	61	100	60	48	53
5	Reading	89	52	44	50	100	60	NA	55	98	52	46	50
	Language	91	50	41	46	100	61	44	49	98	54	44	50
	Mathematics	100	61	55	57	100	78	55	63	98	51	42	49
6	Reading	94	63	45	53	92	63	NA	56	100	60	47	51
	Language	94	55	40	45	91	48	42	48	100	56	42	47
	Mathematics	100	70	57	62	92	73	61	66	100	60	44	52

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/](http://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)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Advisory Committee for Budget Concerns
- Ü School Visionaries
- Ü Parent Liaisons
- Ü Community Liaisons
- Ü Curriculum

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	1.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certificaton.	21
Percent of teachers in the school with Emergency/Provisional Certification	100%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Small Neighborhood School/Family Environ
- Ü Media Center/Computers in classrooms
- Ü Music Room
- Ü Art Room

Extracurricular Activities

- Ü Band for fifth and sixth Grades
- Ü Student Council
- Ü Gifted Programs

Social Services

- Ü Health Services
- Ü School Guidance Counselor
- Ü Voter Registration
- Ü Girl Scout/Brownie Troops

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Highly involved and active parent participation as evidenced by attendance at evening conferences, and schoolwide functions.
  
- ü Our focus on the Arizona Academic Standards as it relates to instruction and ongoing professional development has increased student achievement. AIMS and Terra Nova scores among the highest in the county and exceed state averages.
  
- ü Sixth Grade placed Second in Current events challeng in May 2005

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	6	12	12	17
Transfers In Rate <sup>6</sup>	19	28	28	37
Stability Rate <sup>7</sup>	93	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

Crisis Management Meetings with staff are held yearly to review procedures that will be implemented in a crisis situation. Safety drills are conducted monthly to practice procedures. Students are held accountable for their choices in behavior. Two Safety Specialists and a School Resource Officer are now present on campus.

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) :

1

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	Juli Peach	(928) 782-9585
Transportation Policy	Robert Lawson	(928) 341-9076
Community Resources	Alyssa Fraser	(928) 782-9585
School Nutrition Programs	Karen Johnson	(928) 502-4312
Parent Organization	Lynn Redondo	(928) 782-9585
Student Health/Nurse	Shirley Rodriguez	(928) 782-9585

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](http://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](http://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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 175 Copies = \$67.00

\*\* 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.