



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2345 S Arizona Ave, 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 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. Chris Clayton
Schedule : 07:30 AM to 03:30 PM
Grades : K-6
2005 Enrollment : 486
Web Address :
Phone Number : (928) 782-3828
Fax Number : (928) 782-1395
E-mail : cclayton@yumaed.org

Mission

We believe that: All children can gain knowledge and skills and develop values; that each individual's potential is unique and that learning is unlimited. We believe that the family is the fundamental foundation of learning and teaching values.

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

- Students work toward mastering the Arizona Academic Standards at each grade level.
All students participate in the Yuma District One Level Testing. (STAR Reader, STAR Math, District Writing Assessment)

Enrollment

October 1, 2004 School Year Student Enrollment : 551
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 12

Instructional Programs

- ü Gifted
- ü Advanced Placement/Accelerated Reader
- ü Before School Reading/Writing Program
- ü MOMR Classes

Calendar Information

Number of Instruction Days : 181
Average Daily Instruction Time : 6 hours 15 minutes
First Day of School : 9/6/2005
Last Day of School : 6/15/2006

Shared Responsibilities

School

Provide a safe environment; provide a quality education; communicate with families; support student learning; maintain high expectations.

Parents

Create a supportive home environment; establish positive family values; foster respect for our nation; help my child attend school regularly; support the school in challenging my child.

Transportation Policy

No bus transportation is provided for any regular education students. McGraw School is a total walking school with all students within a one-mile radius of school.

School Honors

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

Award/Honor	Year
ü Yuma County Teacher of the Year Nominees	2005

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	92	1151	79306	99	99	99	426	429	445	9	14	10	24	23	18	59	54	51	7	9	20
All Students (Prior Year)	76	1170	75509	87	99	100	509	508	521	9	15	13	30	30	23	43	34	33	18	21	31
Female	50	579	38691	100	99	99	435	432	446	6	13	10	23	24	18	64	56	52	6	8	20
Male	42	572	40583	95	99	99	416	427	445	13	14	11	26	23	18	54	52	50	8	10	21
African American	NC	41	4041	NC	100	99	NC	434	426	NC	7	17	NC	33	23	NC	57	50	NC	3	10
Hispanic	64	743	32869	97	99	99	432	420	429	8	17	15	28	29	25	58	49	51	5	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	23	337	36197	100	99	99	406	450	463	14	6	5	14	11	11	64	64	53	9	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	85	1029	69060	99	98	98	444	437	454	6	10	7	23	23	17	63	57	54	8	10	22
Limited English Proficient Students	29	320	15509	100	100	100	394	404	406	18	23	20	29	33	30	53	43	45	0	2	5
Migrant Students	--	23	118	--	NA	NA	--	405	419	--	39	25	--	30	21	--	26	50	--	4	3
Economically Disadvantaged	71	822	39415	100	97	96	438	425	431	9	17	15	25	28	25	58	50	50	8	5	10
Non-Economically Disadvantaged	21	329	39966	95	100	100	392	441	459	10	6	6	24	10	12	62	64	52	5	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	92	1156	79395	99	0	99	426	434	446	6	11	9	36	31	25	55	53	55	3	6	11
All Students (Prior Year)	78	1166	75492	90	99	100	515	509	519	5	14	12	26	25	16	53	46	47	16	15	24
Female	50	581	38743	100	0	100	432	440	451	6	9	7	34	31	24	57	54	57	2	6	12
Male	42	575	40618	95	0	99	417	428	440	5	13	11	38	31	27	51	52	53	5	5	9
African American	NC	41	4052	NC	0	100	NC	436	434	NC	7	11	NC	33	29	NC	53	54	NC	7	6
Hispanic	64	745	32915	97	0	99	427	422	426	8	15	15	40	37	35	50	46	47	2	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	23	338	36221	100	0	99	418	459	465	0	3	4	23	17	15	68	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	85	1033	69139	99	0	99	442	443	454	5	8	7	35	30	24	56	56	58	4	7	11
Limited English Proficient Students	29	321	15545	100	0	100	384	403	399	15	20	21	44	43	42	41	37	35	0	1	1
Migrant Students	--	24	120	--	NA	NA	--	409	414	--	21	20	--	50	45	--	29	35	--	0	0
Economically Disadvantaged	71	827	39484	100	0	96	436	428	429	6	14	14	38	37	35	52	48	47	3	2	4
Non-Economically Disadvantaged	21	329	39986	95	0	100	394	450	461	5	4	4	29	15	16	62	67	63	5	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	92	1151	78869	99	99	99	398	422	442	15	9	6	28	28	21	48	57	63	9	6	10
All Students (Prior Year)	77	1163	75053	89	99	99	579	556	597	5	10	7	14	17	12	75	70	72	5	3	9
Female	50	579	38536	100	99	99	408	436	458	19	7	4	17	23	15	53	62	67	11	8	14
Male	42	572	40302	95	99	99	387	409	428	10	10	8	41	32	26	41	53	60	8	5	7
African American	NC	41	4015	NC	100	99	NC	424	430	NC	7	8	NC	43	24	NC	40	61	NC	10	7
Hispanic	64	741	32606	97	99	98	402	413	426	15	10	8	30	32	27	50	55	60	5	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	23	337	36078	100	99	99	380	442	459	18	6	4	18	18	16	45	63	66	18	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	85	1028	68697	99	98	98	417	432	454	14	7	4	25	26	18	51	60	67	10	7	11
Limited English Proficient Students	29	318	15339	100	100	100	355	396	399	18	12	11	41	35	31	38	52	54	3	1	3
Migrant Students	--	23	119	--	NA	NA	--	414	402	--	9	16	--	30	30	--	61	53	--	0	1
Economically Disadvantaged	71	823	39106	100	97	95	413	417	427	14	10	8	29	32	28	51	54	59	6	4	5
Non-Economically Disadvantaged	21	328	39837	95	100	100	355	436	457	19	6	4	24	16	14	38	65	67	19	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	74	1204	78906	100	100	99	476	483	498	15	16	13	26	27	19	55	47	48	5	9	20
All Students (Prior Year)	79	1172	76019	100	100	100	495	490	499	7	15	14	49	46	39	17	14	14	27	25	33
Female	37	574	38644	100	98	99	484	483	500	15	15	12	24	28	19	59	49	49	3	8	19
Male	37	630	40236	100	100	99	467	482	497	16	17	15	28	26	19	50	46	46	6	11	20
African American	NC	29	4087	NC	94	99	NC	496	481	NC	9	20	NC	23	24	NC	59	45	NC	9	11
Hispanic	58	819	31938	100	100	99	479	476	481	18	19	19	27	31	25	51	45	46	4	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	11	326	36483	100	100	99	449	502	517	9	8	7	18	16	13	64	55	51	9	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	65	1065	68310	100	98	98	489	491	509	7	12	9	30	27	18	58	51	51	5	11	22
Limited English Proficient Students	21	306	12573	100	100	100	456	463	454	15	22	27	30	34	30	56	41	38	0	3	5
Migrant Students	NC	10	125	NC	NA	NA	NC	464	476	NC	30	18	NC	30	35	NC	40	42	NC	0	5
Economically Disadvantaged	58	856	38679	95	97	96	479	477	483	17	20	20	30	31	25	49	42	45	4	6	10
Non-Economically Disadvantaged	16	348	40295	100	100	100	463	497	513	8	6	7	8	15	13	77	60	50	8	19	30

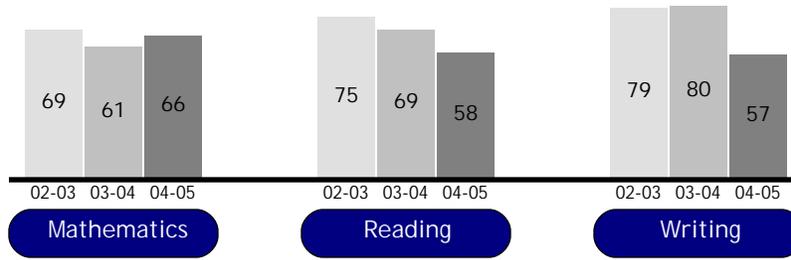
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	1205	78908	100	0	99	473	474	484	3	9	10	38	32	23	56	54	58	3	5	9
All Students (Prior Year)	79	1174	76020	100	100	100	503	499	503	30	30	25	27	24	23	34	37	40	9	9	12
Female	37	573	38648	100	0	99	484	478	489	0	8	8	35	32	22	62	54	61	3	6	10
Male	37	632	40233	100	0	99	462	470	479	6	11	12	41	32	25	50	54	55	3	3	8
African American	NC	29	4092	NC	0	99	NC	494	473	NC	0	12	NC	27	28	NC	64	54	NC	9	5
Hispanic	58	820	31940	100	0	99	474	466	465	4	12	16	45	38	32	47	47	49	4	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	11	326	36502	100	0	99	454	494	502	0	3	4	18	18	14	82	70	67	0	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	65	1066	68312	100	0	98	485	482	493	2	7	7	35	30	21	60	58	62	4	5	10
Limited English Proficient Students	21	306	12556	100	0	100	443	449	436	4	18	24	59	45	40	37	35	35	0	2	1
Migrant Students	NC	10	125	NC	NA	NA	NC	450	457	NC	20	22	NC	30	40	NC	50	38	NC	0	0
Economically Disadvantaged	58	856	38662	95	0	96	473	468	468	4	12	16	43	38	32	53	48	49	0	2	3
Non-Economically Disadvantaged	16	349	40315	100	0	100	474	489	498	0	3	5	15	17	15	69	70	66	15	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	74	1202	78750	100	99	99	492	487	500	6	8	6	32	33	29	59	57	63	3	1	2
All Students (Prior Year)	78	1161	75673	100	99	100	524	529	530	4	9	12	36	28	25	60	61	58	0	2	4
Female	37	572	38586	100	98	99	516	504	515	0	4	4	32	28	22	62	65	71	6	2	3
Male	37	630	40135	100	100	99	467	472	486	13	12	8	31	37	35	56	50	56	0	1	1
African American	NC	29	4081	NC	94	99	NC	516	488	NC	0	8	NC	32	32	NC	64	59	NC	5	2
Hispanic	58	817	31841	100	99	99	493	481	483	8	9	8	31	37	36	59	53	55	2	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	11	326	36440	100	100	99	466	504	516	0	6	3	36	24	22	64	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	65	1063	68196	100	98	98	507	499	513	5	5	3	26	32	25	65	62	69	4	2	3
Limited English Proficient Students	21	301	12504	100	100	100	461	465	451	11	11	12	37	41	44	52	47	43	0	1	1
Migrant Students	NC	10	126	NC	NA	NA	NC	469	464	NC	10	14	NC	40	44	NC	50	41	NC	0	0
Economically Disadvantaged	58	855	38558	95	97	96	493	483	485	8	9	8	34	37	37	57	53	54	2	1	1
Non-Economically Disadvantaged	16	347	40260	100	100	100	490	499	514	0	5	3	23	22	21	69	70	72	8	3	4

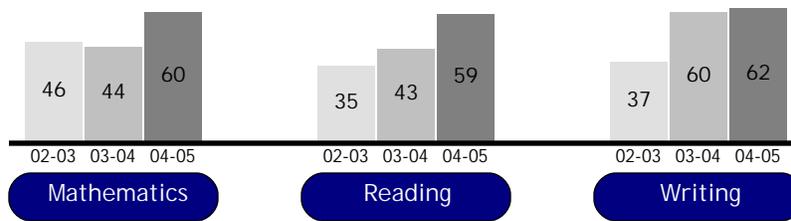
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	96	66	45	50	94	69	NA	58	97	43	43	47
	Language	100	61	36	43	95	60	41	50	97	61	45	47
	Mathematics	100	84	57	57	95	74	60	64	97	53	43	50
3	Reading	99	44	37	47	85	48	NA	55	96	40	39	44
	Language	100	54	43	54	86	63	48	61	96	45	40	44
	Mathematics	100	60	49	54	86	63	54	61	96	50	44	51
4	Reading	97	48	44	52	92	47	NA	56	91	41	43	48
	Language	97	50	41	48	94	49	44	52	91	41	44	49
	Mathematics	100	57	51	57	94	59	54	61	91	46	48	53
5	Reading	100	41	44	50	99	52	NA	55	99	50	46	50
	Language	100	46	41	46	99	44	44	49	99	47	44	50
	Mathematics	100	58	55	57	99	63	55	63	99	42	42	49
6	Reading	98	45	45	53	93	41	NA	56	98	48	47	51
	Language	100	36	40	45	93	36	42	48	98	46	42	47
	Mathematics	100	57	57	62	93	50	61	66	98	49	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/

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)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Promotion/Retention Issues
- Ü Student Discipline
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	1	1	0	0
7 to 9 years	2	1	0	0
10 or more years	3	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Media Center/School Library
- Ü Multimedia Computer Center

Extracurricular Activities

- Ü Student Council
- Ü Sports Programs
- Ü Art History
- Ü Orchestra Program
- Ü Band

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Community Classes
- Ü Clothing/Food Banks
- Ü Healthy Kids School Dental Program
- Ü Farm to Family Produce Distribution

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We are pleased with the academic progress children have made the past three years at C.W. Mcgraw School. A close look at State and District assessment data reveals an increase in the number of students on or above grade level.

- ü Thru the efforts of a veteran teaching staff, 80 percent of the children who attend C.W. McGraw School continue to make a year or more growth in Reading. This shows in our AIMS data.

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	16	12	12	17
Transfers In Rate ⁶	34	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	3	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 created a new drop-off and pick-up area for our students who are brought to school by car. Our School Resource Officer is on our campus nearly on a daily basis. We have aides who are spread among our students and campus throughout our school day.

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) :

0

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	Chris Clayton	(928) 782-3828
Transportation Policy	Robert Lawson	(928) 782-1010
Community Resources	Carolyn McClusky	(928) 782-3828
School Nutrition Programs	Karen Johnson	(928) 502-4312
Parent Organization	Monica Molinar	(928) 782-3828
Student Health/Nurse	Diane Coulter	(928) 782-3828

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."

ACHIEVEMENT PROFILES

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.