

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

Yuma Proving Ground, Yuma, AZ 85365

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 Plus
2003-04 Performing
2002-03 Small School

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

School Overview

Principal/Administrator : Mr. Ed Robinson
Schedule : 07:00 AM to 03:30 PM
Grades : K-5
2005 Enrollment : 62
Web Address :
Phone Number : (928) 329-4279
Fax Number : (928) 343-9419
E-mail : erobinson@yumaed.org

Mission

We prepare our students to succeed in a global community. We believe that the family is the foundation of learning and each individual's potential is unique. We further believe that individual learning is unlimited and learning is a lifelong process.

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 We will increase the number of students reaching mastery in reading by a minimum of 6% on the AIMS.
- ü All students will be engaged in a specific writing assignment for forty-five minutes each day.

Enrollment

October 1, 2004 School Year Student Enrollment : 85
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

- Multiage Classrooms
- Two Hour Literacy Block

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	9/6/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

Price School will provide the best possible educational opportunities for our students to meet their developmental needs. We are a customer service-centered organization that will provide a secure, nurturing learning environment.

Parents

Price School invites and encourages parents to become actively involved in the education of their child. We need parents to be partners in their students' learning.

Transportation Policy

Bus service is provided for students living more than one mile from school.

School Honors

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

Award/Honor	Year
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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	10	1151	79306	91	99	99	460	429	445	0	14	10	11	23	18	78	54	51	11	9	20
All Students (Prior Year)	14	1170	7509	93	99	100	520	508	521	15	15	13	8	30	23	54	34	33	23	21	31
Female	NC	579	38691	NC	99	99	NC	432	446	NC	13	10	NC	24	18	NC	56	52	NC	8	20
Male	NC	572	40583	NC	99	99	NC	427	445	NC	14	11	NC	23	18	NC	52	50	NC	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	--	743	32869	--	99	99	--	420	429	--	17	15	--	29	25	--	49	51	--	4	10
Asian/Pacific Islander	--	15	1935	--	100	99	--	434	474	--	15	3	--	8	9	--	38	48	--	38	40
American Indian/Alaskan Native	--	15	4264	--	88	100	--	444	419	--	7	19	--	14	30	--	71	45	--	7	6
White	NC	337	36197	NC	99	99	NC	450	463	NC	6	5	NC	11	11	NC	64	53	NC	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	NC	1029	69060	NC	98	98	NC	437	454	NC	10	7	NC	23	17	NC	57	54	NC	10	22
Limited English Proficient Students	--	320	15509	--	100	100	--	404	406	--	23	20	--	33	30	--	43	45	--	2	5
Migrant Students	--	23	118	--	NA	NA	--	405	419	--	39	25	--	30	21	--	26	50	--	4	3
Economically Disadvantaged	--	822	39415	--	97	96	--	425	431	--	17	15	--	28	25	--	50	50	--	5	10
Non-Economically Disadvantaged	10	329	39966	91	100	100	460	441	459	0	6	6	11	10	12	78	64	52	11	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	10	1156	79395	91	0	99	486	434	446	0	11	9	0	31	25	67	53	55	33	6	11
All Students (Prior Year)	14	1166	75492	93	99	100	522	509	519	0	14	12	23	25	16	54	46	47	23	15	24
Female	NC	581	38743	NC	0	100	NC	440	451	NC	9	7	NC	31	24	NC	54	57	NC	6	12
Male	NC	575	40618	NC	0	99	NC	428	440	NC	13	11	NC	31	27	NC	52	53	NC	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	--	745	32915	--	0	99	--	422	426	--	15	15	--	37	35	--	46	47	--	2	4
Asian/Pacific Islander	--	15	1936	--	0	99	--	429	468	--	15	3	--	8	14	--	69	63	--	8	19
American Indian/Alaskan Native	--	17	4271	--	0	100	--	450	420	--	0	15	--	25	42	--	75	41	--	0	2
White	NC	338	36221	NC	0	99	NC	459	465	NC	3	4	NC	17	15	NC	66	63	NC	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	NC	1033	69139	NC	0	99	NC	443	454	NC	8	7	NC	30	24	NC	56	58	NC	7	11
Limited English Proficient Students	--	321	15545	--	0	100	--	403	399	--	20	21	--	43	42	--	37	35	--	1	1
Migrant Students	--	24	120	--	NA	NA	--	409	414	--	21	20	--	50	45	--	29	35	--	0	0
Economically Disadvantaged	--	827	39484	--	0	96	--	428	429	--	14	14	--	37	35	--	48	47	--	2	4
Non-Economically Disadvantaged	10	329	39986	91	0	100	486	450	461	0	4	4	0	15	16	67	67	63	33	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	10	1151	78869	91	99	99	486	422	442	0	9	6	0	28	21	89	57	63	11	6	10
All Students (Prior Year)	14	1163	75053	93	99	99	565	556	597	0	10	7	15	17	12	85	70	72	0	3	9
Female	NC	579	38536	NC	99	99	NC	436	458	NC	7	4	NC	23	15	NC	62	67	NC	8	14
Male	NC	572	40302	NC	99	99	NC	409	428	NC	10	8	NC	32	26	NC	53	60	NC	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	--	741	32606	--	99	98	--	413	426	--	10	8	--	32	27	--	55	60	--	3	5
Asian/Pacific Islander	--	15	1925	--	100	99	--	432	471	--	8	3	--	15	11	--	62	64	--	15	22
American Indian/Alaskan Native	--	17	4245	--	100	100	--	421	423	--	13	9	--	13	26	--	75	61	--	0	4
White	NC	337	36078	NC	99	99	NC	442	459	NC	6	4	NC	18	16	NC	63	66	NC	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	NC	1028	68697	NC	98	98	NC	432	454	NC	7	4	NC	26	18	NC	60	67	NC	7	11
Limited English Proficient Students	--	318	15339	--	100	100	--	396	399	--	12	11	--	35	31	--	52	54	--	1	3
Migrant Students	--	23	119	--	NA	NA	--	414	402	--	9	16	--	30	30	--	61	53	--	0	1
Economically Disadvantaged	--	823	39106	--	97	95	--	417	427	--	10	8	--	32	28	--	54	59	--	4	5
Non-Economically Disadvantaged	10	328	39837	91	100	100	486	436	457	0	6	4	0	16	14	89	65	67	11	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	10	1204	78906	91	100	99	499	483	498	0	16	13	13	27	19	75	47	48	13	9	20
All Students (Prior Year)	12	1172	76019	92	100	100	513	490	499	17	15	14	33	46	39	8	14	14	42	25	33
Female	NC	574	38644	NC	98	99	NC	483	500	NC	15	12	NC	28	19	NC	49	49	NC	8	19
Male	NC	630	40236	NC	100	99	NC	482	497	NC	17	15	NC	26	19	NC	46	46	NC	11	20
African American	--	29	4087	--	94	99	--	496	481	--	9	20	--	23	24	--	59	45	--	9	11
Hispanic	NC	819	31938	NC	100	99	NC	476	481	NC	19	19	NC	31	25	NC	45	46	NC	5	10
Asian/Pacific Islander	NC	13	1805	NC	100	98	NC	461	536	NC	25	5	NC	17	8	NC	33	45	NC	25	42
American Indian/Alaskan Native	--	17	4593	--	100	100	--	441	467	--	18	26	--	36	29	--	27	39	--	18	6
White	NC	326	36483	NC	100	99	NC	502	517	NC	8	7	NC	16	13	NC	55	51	NC	21	30
Students with Disabilities	--	139	10664	--	100	100	--	421	430	--	49	42	--	28	27	--	22	26	--	2	5
Students without Disabilities	10	1065	68310	100	98	98	499	491	509	0	12	9	13	27	18	75	51	51	13	11	22
Limited English Proficient Students	--	306	12573	--	100	100	--	463	454	--	22	27	--	34	30	--	41	38	--	3	5
Migrant Students	--	10	125	--	NA	NA	--	464	476	--	30	18	--	30	35	--	40	42	--	0	5
Economically Disadvantaged	--	856	38679	--	97	96	--	477	483	--	20	20	--	31	25	--	42	45	--	6	10
Non-Economically Disadvantaged	10	348	40295	91	100	100	499	497	513	0	6	7	13	15	13	75	60	50	13	19	30

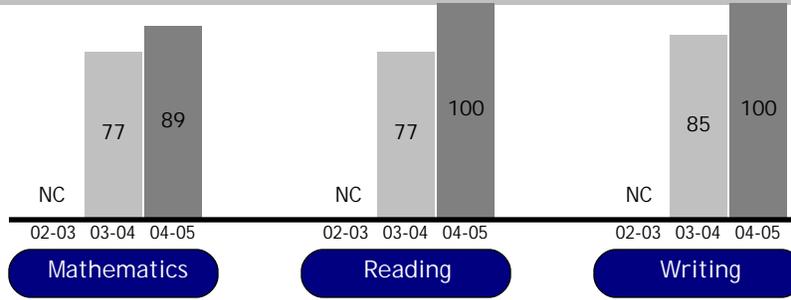
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	1205	78908	91	0	99	510	474	484	0	9	10	13	32	23	75	54	58	13	5	9
All Students (Prior Year)	12	1174	76020	92	100	100	503	499	503	17	30	25	25	24	23	42	37	40	17	9	12
Female	NC	573	38648	NC	0	99	NC	478	489	NC	8	8	NC	32	22	NC	54	61	NC	6	10
Male	NC	632	40233	NC	0	99	NC	470	479	NC	11	12	NC	32	25	NC	54	55	NC	3	8
African American	--	29	4092	--	0	99	--	494	473	--	0	12	--	27	28	--	64	54	--	9	5
Hispanic	NC	820	31940	NC	0	99	NC	466	465	NC	12	16	NC	38	32	NC	47	49	NC	2	3
Asian/Pacific Islander	NC	13	1805	NC	0	98	NC	466	507	NC	8	4	NC	25	13	NC	50	65	NC	17	18
American Indian/Alaskan Native	--	17	4569	--	0	100	--	452	457	--	9	18	--	18	39	--	64	41	--	9	2
White	NC	326	36502	NC	0	99	NC	494	502	NC	3	4	NC	18	14	NC	70	67	NC	10	15
Students with Disabilities	--	139	10665	--	0	100	--	414	423	--	28	30	--	46	36	--	25	31	--	0	2
Students without Disabilities	10	1066	68312	100	0	98	510	482	493	0	7	7	13	30	21	75	58	62	13	5	10
Limited English Proficient Students	--	306	12556	--	0	100	--	449	436	--	18	24	--	45	40	--	35	35	--	2	1
Migrant Students	--	10	125	--	NA	NA	--	450	457	--	20	22	--	30	40	--	50	38	--	0	0
Economically Disadvantaged	--	856	38662	--	0	96	--	468	468	--	12	16	--	38	32	--	48	49	--	2	3
Non-Economically Disadvantaged	10	349	40315	91	0	100	510	489	498	0	3	5	13	17	15	75	70	66	13	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	10	1202	78750	91	99	99	516	487	500	0	8	6	38	33	29	63	57	63	0	1	2
All Students (Prior Year)	12	1161	75673	92	99	100	575	529	530	0	9	12	33	28	25	58	61	58	8	2	4
Female	NC	572	38586	NC	98	99	NC	504	515	NC	4	4	NC	28	22	NC	65	71	NC	2	3
Male	NC	630	40135	NC	100	99	NC	472	486	NC	12	8	NC	37	35	NC	50	56	NC	1	1
African American	--	29	4081	--	94	99	--	516	488	--	0	8	--	32	32	--	64	59	--	5	2
Hispanic	NC	817	31841	NC	99	99	NC	481	483	NC	9	8	NC	37	36	NC	53	55	NC	1	1
Asian/Pacific Islander	NC	13	1802	NC	100	98	NC	482	533	NC	0	2	NC	25	16	NC	75	75	NC	0	7
American Indian/Alaskan Native	--	17	4586	--	100	100	--	462	481	--	9	8	--	18	37	--	64	54	--	9	1
White	NC	326	36440	NC	100	99	NC	504	516	NC	6	3	NC	24	22	NC	67	71	NC	3	4
Students with Disabilities	--	139	10622	--	100	100	--	403	415	--	31	21	--	43	50	--	24	28	--	1	1
Students without Disabilities	10	1063	68196	100	98	98	516	499	513	0	5	3	38	32	25	63	62	69	0	2	3
Limited English Proficient Students	--	301	12504	--	100	100	--	465	451	--	11	12	--	41	44	--	47	43	--	1	1
Migrant Students	--	10	126	--	NA	NA	--	469	464	--	10	14	--	40	44	--	50	41	--	0	0
Economically Disadvantaged	--	855	38558	--	97	96	--	483	485	--	9	8	--	37	37	--	53	54	--	1	1
Non-Economically Disadvantaged	10	347	40260	91	100	100	516	499	514	0	5	3	38	22	21	63	70	72	0	3	4

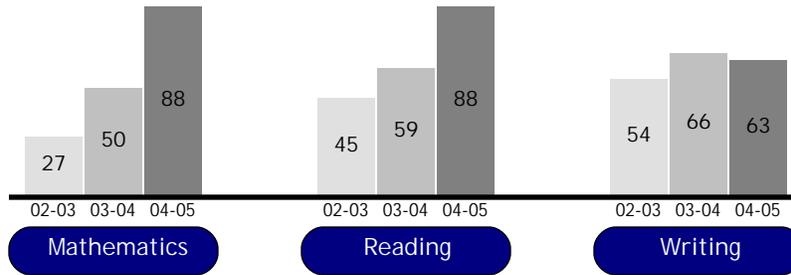
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	54	45	50	75	54	NA	58	100	49	43	47
	Language	100	49	36	43	81	52	41	50	100	47	45	47
	Mathematics	100	71	57	57	81	51	60	64	100	43	43	50
3	Reading	NC	NC	37	47	88	57	NA	55	91	60	39	44
	Language	NC	NC	43	54	88	55	48	61	91	62	40	44
	Mathematics	NC	NC	49	54	88	53	54	61	91	62	44	51
4	Reading	93	67	44	52	100	64	NA	56	100	44	43	48
	Language	100	55	41	48	100	47	44	52	100	40	44	49
	Mathematics	100	67	51	57	100	70	54	61	100	40	48	53
5	Reading	100	63	44	50	92	66	NA	55	91	70	46	50
	Language	100	45	41	46	92	54	44	49	91	62	44	50
	Mathematics	100	65	55	57	92	59	55	63	91	57	42	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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum Development
- ü School Safety Issues
- ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	3.00
Other Professional Staff	1.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	4
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 Computer Access in Each Classroom
- ü Full Library and Media Center

Extracurricular Activities

Social Services

- ü Post Library
- ü Youth Center

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	25	12	12	17
Transfers In Rate ⁶	25	28	28	37
Stability Rate ⁷	74	87	87	82
Promotion Rate ⁸	93	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

All visitors must check-in at the school office before entering campus. Recess times are consistently supervised. Drills to move students from one location to another are practiced. Student behavior is dealt with in a fair and consistent manner.

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	Ed Robinson	(928) 329-4279
Transportation Policy	Ed Robinson	(928) 329-4279
Community Resources		
School Nutrition Programs	Karen Johnson	(928) 343-0800
Parent Organization		
Student Health/Nurse	Janet Terry	(928) 343-1232

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.