

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2251 Otondo Drive, 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	Underperforming

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

School Overview

Principal/Administrator : Mr. Michael J. Taylor
 Schedule : 07:45 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 848
 Web Address : www.yuma.org
 Phone Number : (928) 344-0979
 Fax Number : (928) 344-8168
 E-mail : mtaylor1@yumaed.org

Mission

Our vision at Otondo Elementary School is to develop a moral learning community where all students will achieve academic success while becoming citizens of strong positive character. Otondo's 4 C's are curriculum, character, climate, and community.

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 use current data, assessments and BEST practices to refine our reading and writing programs and to increase the number of students reading at or above grade level.
- ü We will use current data, assessments and BEST practices to refine our mathematic programs and to increase the number of students performing at or above grade level.
- ü We will work with community members and PTO to develop a warm and positive climate (One in which parents, students, staff, and visitors feel welcome and safe within our school).
- ü We will continue the implementation and development of 'Learning Communities' in which we maintain a positive and secure grade level learning environment.

Enrollment

October 1, 2004 School Year Student Enrollment : 1030
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 25

Instructional Programs

- ü Gifted Support Program
- ü Harcourt Trophies Reading Program
- ü Writing Up a Storm by Wilda Storm
- ü English Learner Program (SEI)
- ü IDEA (Sp. Ed. / 504)
- ü Title I Support Program
- ü Migrant Support Program
- ü Before & After School Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	9/6/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

Otondo will provide students with an effective, positive and safe learning environment. We will set high expectations and conduct assessments for student achievement; set clear academic and social goals; and effectively communicate with parents.

Parents

Parents should be involved with their children, their children's teachers and the school community. Student success increases as parents become more involved in the school and school-related activities of the child. Parents should ensure that their child comes to school on time and prepared to learn.

Transportation Policy

Ninety-five percent (95%) of all students attending Otondo require transportation. Transportation by school bus is available to all students.

School Honors

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

Award/Honor	Year
ü Odyssey of the Mind (State and World Competition)	2005
ü Odyssey of the Mind (State and World Competition)	2004
ü Odyssey of the Mind (State and World Competition)	2002
ü 5 Star Math Rating	2000

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	207	1151	79306	100	99	99	437	429	445	12	14	10	19	23	18	61	54	51	8	9	20
All Students (Prior Year)	204	1170	75509	100	99	100	515	508	521	10	15	13	32	30	23	33	34	33	25	21	31
Female	99	579	38691	99	99	99	436	432	446	15	13	10	16	24	18	62	56	52	7	8	20
Male	108	572	40583	100	99	99	437	427	445	9	14	11	21	23	18	60	52	50	9	10	21
African American	10	41	4041	100	100	99	430	434	426	17	7	17	33	33	23	50	57	50	0	3	10
Hispanic	103	743	32869	100	99	99	426	420	429	14	17	15	27	29	25	55	49	51	4	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	NC	15	4264	NC	88	100	NC	444	419	NC	7	19	NC	14	30	NC	71	45	NC	7	6
White	89	337	36197	99	99	99	449	450	463	9	6	5	10	11	11	69	64	53	13	19	31
Students with Disabilities	27	122	10321	100	100	100	416	366	389	28	41	30	24	25	27	44	29	34	4	5	9
Students without Disabilities	180	1029	69060	97	98	98	441	437	454	9	10	7	18	23	17	64	57	54	9	10	22
Limited English Proficient Students	35	320	15509	100	100	100	420	404	406	15	23	20	33	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	118	822	39415	98	97	96	424	425	431	18	17	15	23	28	25	56	50	50	3	5	10
Non-Economically Disadvantaged	89	329	39966	100	100	100	455	441	459	3	6	6	14	10	12	68	64	52	15	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	207	1156	79395	100	0	99	448	434	446	8	11	9	25	31	25	59	53	55	8	6	11
All Students (Prior Year)	203	1166	75492	99	99	100	522	509	519	9	14	12	18	25	16	50	46	47	23	15	24
Female	99	581	38743	99	0	100	449	440	451	10	9	7	22	31	24	62	54	57	7	6	12
Male	108	575	40618	100	0	99	446	428	440	7	13	11	27	31	27	56	52	53	9	5	9
African American	10	41	4052	100	0	100	438	436	434	17	7	11	33	33	29	33	53	54	17	7	6
Hispanic	103	745	32915	100	0	99	435	422	426	10	15	15	32	37	35	54	46	47	4	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	NC	17	4271	NC	0	100	NC	450	420	NC	0	15	NC	25	42	NC	75	41	NC	0	2
White	89	338	36221	99	0	99	462	459	465	6	3	4	16	17	15	66	66	63	13	14	17
Students with Disabilities	27	123	10331	100	0	100	420	364	388	24	33	25	24	36	37	52	31	34	0	0	4
Students without Disabilities	180	1033	69139	97	0	99	453	443	454	5	8	7	25	30	24	60	56	58	10	7	11
Limited English Proficient Students	35	321	15545	100	0	100	419	403	399	15	20	21	43	43	42	40	37	35	3	1	1
Migrant Students	--	24	120	--	NA	NA	--	409	414	--	21	20	--	50	45	--	29	35	--	0	0
Economically Disadvantaged	118	827	39484	98	0	96	431	428	429	12	14	14	35	37	35	48	48	47	4	2	4
Non-Economically Disadvantaged	89	329	39986	100	0	100	471	450	461	3	4	4	9	15	16	74	67	63	14	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	207	1151	78869	100	99	99	443	422	442	2	9	6	24	28	21	67	57	63	7	6	10
All Students (Prior Year)	199	1163	75053	97	99	99	569	556	597	11	10	7	12	17	12	73	70	72	4	3	9
Female	99	579	38536	99	99	99	456	436	458	3	7	4	14	23	15	74	62	67	10	8	14
Male	108	572	40302	100	99	99	432	409	428	1	10	8	33	32	26	61	53	60	5	5	7
African American	10	41	4015	100	100	99	440	424	430	0	7	8	50	43	24	33	40	61	17	10	7
Hispanic	103	741	32606	100	99	98	441	413	426	1	10	8	28	32	27	67	55	60	4	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	NC	17	4245	NC	100	100	NC	421	423	NC	13	9	NC	13	26	NC	75	61	NC	0	4
White	89	337	36078	99	99	99	447	442	459	3	6	4	16	18	16	71	63	66	10	12	14
Students with Disabilities	27	123	10246	100	100	100	420	341	367	0	21	18	44	42	39	52	34	40	4	3	4
Students without Disabilities	180	1028	68697	97	98	98	447	432	454	2	7	4	20	26	18	70	60	67	8	7	11
Limited English Proficient Students	35	318	15339	100	100	100	433	396	399	3	12	11	30	35	31	65	52	54	3	1	3
Migrant Students	--	23	119	--	NA	NA	--	414	402	--	9	16	--	30	30	--	61	53	--	0	1
Economically Disadvantaged	118	823	39106	98	97	95	432	417	427	2	10	8	30	32	28	63	54	59	4	4	5
Non-Economically Disadvantaged	89	328	39837	100	100	100	459	436	457	2	6	4	15	16	14	72	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	70	1204	78906	97	100	99	496	483	498	15	16	13	15	27	19	56	47	48	15	9	20
All Students (Prior Year)	198	1172	76019	100	100	100	492	490	499	13	15	14	46	46	39	13	14	14	29	25	33
Female	31	574	38644	94	98	99	501	483	500	17	15	12	9	28	19	57	49	49	17	8	19
Male	39	630	40236	100	100	99	493	482	497	13	17	15	19	26	19	56	46	46	13	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	37	819	31938	95	100	99	492	476	481	7	19	19	17	31	25	72	45	46	3	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	NC	17	4593	NC	100	100	NC	441	467	NC	18	26	NC	36	29	NC	27	39	NC	18	6
White	24	326	36483	100	100	99	499	502	517	26	8	7	11	16	13	37	55	51	26	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	63	1065	68310	95	98	98	501	491	509	10	12	9	16	27	18	58	51	51	16	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	45	856	38679	90	97	96	488	477	483	17	20	20	11	31	25	66	42	45	6	6	10
Non-Economically Disadvantaged	25	348	40295	100	100	100	511	497	513	10	6	7	20	15	13	40	60	50	30	19	30

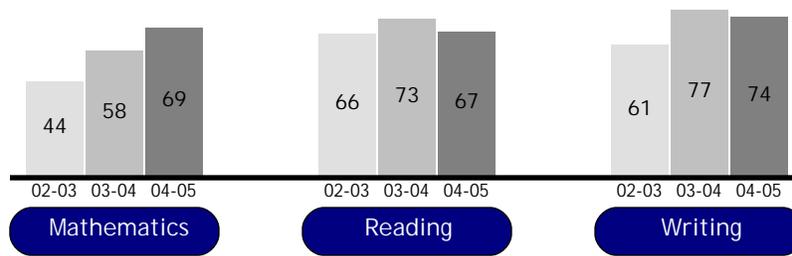
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1205	78908	97	0	99	482	474	484	13	9	10	27	32	23	51	54	58	9	5	9
All Students (Prior Year)	198	1174	76020	100	100	100	499	499	503	27	30	25	26	24	23	40	37	40	8	9	12
Female	31	573	38648	94	0	99	490	478	489	9	8	8	22	32	22	61	54	61	9	6	10
Male	39	632	40233	100	0	99	475	470	479	16	11	12	31	32	25	44	54	55	9	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	37	820	31940	95	0	99	477	466	465	14	12	16	28	38	32	52	47	49	7	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	NC	17	4569	NC	0	100	NC	452	457	NC	9	18	NC	18	39	NC	64	41	NC	9	2
White	24	326	36502	100	0	99	487	494	502	16	3	4	21	18	14	47	70	67	16	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	63	1066	68312	95	0	98	486	482	493	12	7	7	24	30	21	54	58	62	10	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	45	856	38662	90	0	96	471	468	468	17	12	16	31	38	32	46	48	49	6	2	3
Non-Economically Disadvantaged	25	349	40315	100	0	100	501	489	498	5	3	5	20	17	15	60	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	71	1202	78750	99	99	99	505	487	500	4	8	6	36	33	29	59	57	63	2	1	2
All Students (Prior Year)	195	1161	75673	98	99	100	539	529	530	5	9	12	28	28	25	65	61	58	2	2	4
Female	32	572	38586	97	98	99	512	504	515	4	4	4	29	28	22	67	65	71	0	2	3
Male	39	630	40135	100	100	99	499	472	486	3	12	8	41	37	35	53	50	56	3	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	38	817	31841	97	99	99	501	481	483	0	9	8	40	37	36	60	53	55	0	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	NC	17	4586	NC	100	100	NC	462	481	NC	9	8	NC	18	37	NC	64	54	NC	9	1
White	24	326	36440	100	100	99	504	504	516	11	6	3	37	24	22	47	67	71	5	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	64	1063	68196	97	98	98	513	499	513	0	5	3	35	32	25	63	62	69	2	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	46	855	38558	92	97	96	489	483	485	6	9	8	42	37	37	53	53	54	0	1	1
Non-Economically Disadvantaged	25	347	40260	100	100	100	534	499	514	0	5	3	25	22	21	70	70	72	5	3	4

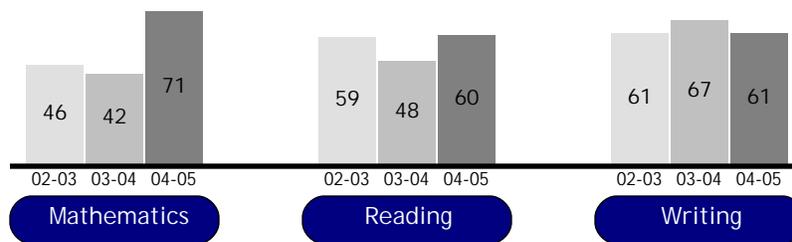
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	90	55	45	50	89	58	NA	58	98	51	43	47
	Language	96	42	36	43	95	50	41	50	98	53	45	47
	Mathematics	96	50	57	57	96	67	60	64	99	47	43	50
3	Reading	97	40	37	47	100	52	NA	55	100	44	39	44
	Language	99	41	43	54	100	50	48	61	100	41	40	44
	Mathematics	98	36	49	54	100	51	54	61	100	43	44	51
4	Reading	94	47	44	52	85	54	NA	56	100	51	43	48
	Language	100	44	41	48	96	41	44	52	100	51	44	49
	Mathematics	99	47	51	57	97	46	54	61	100	53	48	53
5	Reading	99	51	44	50	95	50	NA	55	97	43	46	50
	Language	100	48	41	46	98	42	44	49	97	45	44	50
	Mathematics	100	57	55	57	98	52	55	63	97	43	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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Critical Issues
- Ü Extracurricular Activities
- Ü Academic At-risk Support Program
- Ü School Safety Issues
- Ü Parent Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	4.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	5	4	0	0
7 to 9 years	7	7	0	0
10 or more years	4	5	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	98
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library/Media Room
- Ü Fine Arts Classrooms (Performing Stage)
- Ü Grade Level Activity Areas (Playgrounds)

Extracurricular Activities

- Ü Instrumental Music and Choir
- Ü Jump Rope Club
- Ü Child Care Enrichment
- Ü Gifted Enrichment Programs
- Ü Discovery Club
- Ü Field Trip Program (Game & Fish)

Social Services

- Ü School Counselors
- Ü Community Health Clinic
- Ü School Bell-Clothing
- Ü After School Program (At Risk)
- Ü Safe School Healthy School Grant
- Ü Community Social Services
- Ü Yuma Police Dept. SRO Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Otondo Elementary has achieved "Adequately Yearly Progress (AYP)" as determined by the Federal Government's NO Child Left Behind (NCLB) legislation.

- ü Otondo Elementary has been designated a "Performing School" by the Arizona Department of Education.

- ü The Otondo Gifted Program has qualified 4 of the last 5 years for Odyssey of the Mind World Competition. Students in OM travel across the country to compete with other states and countries. Last year OM traveled to Denver, Colorado.

- ü Many Otondo students and teachers are recognized in the community for outstanding academic achievements as well as community contributions.

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	13	12	12	17
Transfers In Rate ⁶	44	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	1	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

The safety of students continues to be the highest priority. This includes safety drills, limited access to building by visitors, positive student interactions, increased parental visibility and increased supervision by staff.

The Safe School Healthy School Grant provides addition support by providing counseling and intervention programs as well as additional staff including counselors and and two safety officers.

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) :

8

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	Mike Taylor (Principal)	(928) 344-0979
Transportation Policy	Bob Lawson (Transportation Director)	(928) 341-9076
Community Resources	Mike Moore and Evonne Estes (Safe & Healthy School Grant)	(928) 344-0979
School Nutrition Programs	Karen Johnson	(928) 502-4311
Parent Organization	Sylvia Kempton	(928) 344-0979
Student Health/Nurse	Stephanie Banton	(928) 344-0979

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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