



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2350 S Avenue 7 1/2 Miles E., 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 LEARNS<sup>1</sup>

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 : Mrs. Eula M. Baumgarner  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-5  
 2005 Enrollment : 791  
 Web Address :  
 Phone Number : (928) 341-9700  
 Fax Number : (928) 341-9800  
 E-mail : ebaumgarner@yumaed.org

Mission

It is our mission to prepare and educate our students to be successful in our ever changing world.

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 The students will evaluate their own writing and the writings of their peers based on the Six Traits of Writing rubric.
- ü The students will demonstrate strategies for successful and independent reading.
- ü The students will use problem-solving strategies as exemplified in the mathematical curriculum and exploration of the scientific process.
- ü The students will demonstrate and utilize academic strategies through fine arts and physical education.

Enrollment

October 1, 2004 School Year Student Enrollment : 841  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 16

Instructional Programs

- Ü Integrated Curriculum/Instruction
- Ü Gifted Classes
- Ü On-site Special Education
- Ü Special Education Preschool
- Ü Hearing Impaired Program
- Ü ESL Instructions & Strategies
- Ü Literacy For All Framework
- Ü Title 1

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

Our basic interest and responsibilities are the education, safety and welfare of our students while they are in school. Parents, teachers and students will work together at all times to provide the best atmosphere possible for learning.

Parents

We will involve parents and the community in selecting and planning school activities and service. We will provide learning activities that parents can use to work with students at home on the academic skills being stressed in the instructional program. Parents are encouraged to monitor student progress. Communication with parents is frequent and two-way.

Transportation Policy

Transportation is provided for students of the Desert Mesa attendance area living one mile or more from our school. In addition, all Special Education students are given door-to-door transportation with additional staff on buses.

School Honors

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

Award/Honor	Year
Ü 2005 RIF Community Reading Champs	2005
Ü 2005 Primary Teacher of the Year--Ed Foundation	2005
Ü 2005 Sams Club Teacher of the Year	2005
Ü 2004 RIF Community Reading Champs	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	149	1151	79306	100	99	99	446	429	445	11	14	10	13	23	18	65	54	51	12	9	20
All Students (Prior Year)	157	1170	75509	100	99	100	511	508	521	11	15	13	23	30	23	43	34	33	23	21	31
Female	79	579	38691	100	99	99	443	432	446	14	13	10	12	24	18	64	56	52	11	8	20
Male	70	572	40583	100	99	99	450	427	445	8	14	11	13	23	18	66	52	50	13	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	76	743	32869	100	99	99	431	420	429	16	17	15	21	29	25	56	49	51	8	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	61	337	36197	100	99	99	463	450	463	7	6	5	2	11	11	74	64	53	17	19	31
Students with Disabilities	14	122	10321	100	100	100	399	366	389	42	41	30	25	25	27	33	29	34	0	5	9
Students without Disabilities	135	1029	69060	99	98	98	451	437	454	8	10	7	11	23	17	68	57	54	13	10	22
Limited English Proficient Students	31	320	15509	100	100	100	419	404	406	22	23	20	27	33	30	49	43	45	3	2	5
Migrant Students	--	23	118	--	NA	NA	--	405	419	--	39	25	--	30	21	--	26	50	--	4	3
Economically Disadvantaged	73	822	39415	97	97	96	433	425	431	11	17	15	23	28	25	61	50	50	5	5	10
Non-Economically Disadvantaged	76	329	39966	100	100	100	458	441	459	11	6	6	3	10	12	68	64	52	18	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	149	1156	79395	100	0	99	447	434	446	9	11	9	21	31	25	60	53	55	10	6	11
All Students (Prior Year)	157	1166	75492	100	99	100	508	509	519	18	14	12	19	25	16	46	46	47	17	15	24
Female	79	581	38743	100	0	100	446	440	451	8	9	7	24	31	24	58	54	57	11	6	12
Male	70	575	40618	100	0	99	448	428	440	10	13	11	18	31	27	63	52	53	10	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	76	745	32915	100	0	99	432	422	426	16	15	15	29	37	35	52	46	47	3	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	61	338	36221	100	0	99	465	459	465	2	3	4	13	17	15	65	66	63	20	14	17
Students with Disabilities	14	123	10331	100	0	100	399	364	388	25	33	25	67	36	37	8	31	34	0	0	4
Students without Disabilities	135	1033	69139	99	0	99	452	443	454	7	8	7	16	30	24	66	56	58	11	7	11
Limited English Proficient Students	31	321	15545	100	0	100	419	403	399	24	20	21	27	43	42	49	37	35	0	1	1
Migrant Students	--	24	120	--	NA	NA	--	409	414	--	21	20	--	50	45	--	29	35	--	0	0
Economically Disadvantaged	73	827	39484	97	0	96	433	428	429	15	14	14	24	37	35	60	48	47	2	2	4
Non-Economically Disadvantaged	76	329	39986	100	0	100	461	450	461	3	4	4	18	15	16	61	67	63	18	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	147	1151	78869	99	99	99	430	422	442	11	9	6	26	28	21	54	57	63	9	6	10
All Students (Prior Year)	156	1163	75053	100	99	99	559	556	597	15	10	7	15	17	12	67	70	72	4	3	9
Female	78	579	38536	100	99	99	448	436	458	5	7	4	27	23	15	58	62	67	11	8	14
Male	69	572	40302	99	99	99	411	409	428	18	10	8	24	32	26	50	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	75	741	32606	100	99	98	412	413	426	13	10	8	33	32	27	52	55	60	2	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	60	337	36078	98	99	99	450	442	459	9	6	4	19	18	16	52	63	66	20	12	14
Students with Disabilities	14	123	10246	100	100	100	327	341	367	42	21	18	42	42	39	17	34	40	0	3	4
Students without Disabilities	133	1028	68697	98	98	98	441	432	454	8	7	4	24	26	18	58	60	67	10	7	11
Limited English Proficient Students	30	318	15339	97	100	100	408	396	399	11	12	11	38	35	31	51	52	54	0	1	3
Migrant Students	--	23	119	--	NA	NA	--	414	402	--	9	16	--	30	30	--	61	53	--	0	1
Economically Disadvantaged	72	823	39106	96	97	95	408	417	427	15	10	8	32	32	28	48	54	59	5	4	5
Non-Economically Disadvantaged	75	328	39837	100	100	100	450	436	457	8	6	4	20	16	14	59	65	67	14	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	156	1204	78906	100	100	99	502	483	498	8	16	13	18	27	19	59	47	48	15	9	20
All Students (Prior Year)	134	1172	76019	100	100	100	503	490	499	10	15	14	41	46	39	14	14	14	35	25	33
Female	74	574	38644	100	98	99	502	483	500	5	15	12	22	28	19	62	49	49	12	8	19
Male	82	630	40236	100	100	99	501	482	497	11	17	15	15	26	19	57	46	46	17	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	91	819	31938	100	100	99	490	476	481	11	19	19	25	31	25	54	45	46	9	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	60	326	36483	100	100	99	517	502	517	4	8	7	9	16	13	65	55	51	22	21	30
Students with Disabilities	15	139	10664	100	100	100	469	421	430	40	49	42	13	28	27	47	22	26	0	2	5
Students without Disabilities	141	1065	68310	98	98	98	506	491	509	4	12	9	19	27	18	61	51	51	16	11	22
Limited English Proficient Students	18	306	12573	100	100	100	482	463	454	17	22	27	26	34	30	52	41	38	5	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	77	856	38679	97	97	96	490	477	483	10	20	20	30	31	25	49	42	45	10	6	10
Non-Economically Disadvantaged	79	348	40295	100	100	100	513	497	513	6	6	7	7	15	13	69	60	50	19	19	30

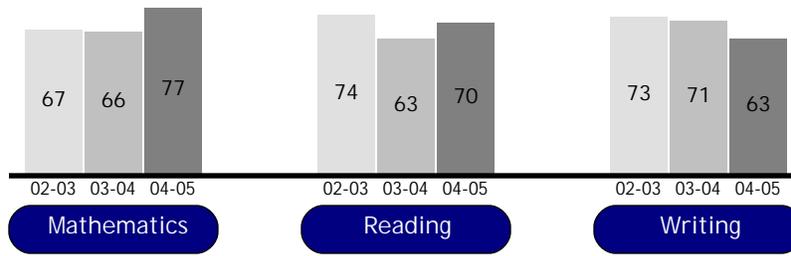
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	157	1205	78908	100	0	99	484	474	484	5	9	10	26	32	23	63	54	58	6	5	9
All Students (Prior Year)	135	1174	76020	100	100	100	500	499	503	28	30	25	23	24	23	40	37	40	9	9	12
Female	74	573	38648	100	0	99	488	478	489	3	8	8	29	32	22	58	54	61	9	6	10
Male	83	632	40233	100	0	99	481	470	479	7	11	12	23	32	25	67	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	92	820	31940	100	0	99	472	466	465	9	12	16	36	38	32	54	47	49	1	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	60	326	36502	100	0	99	500	494	502	0	3	4	13	18	14	76	70	67	11	10	15
Students with Disabilities	16	139	10665	100	0	100	449	414	423	19	28	30	44	46	36	38	25	31	0	0	2
Students without Disabilities	141	1066	68312	98	0	98	489	482	493	3	7	7	24	30	21	66	58	62	7	5	10
Limited English Proficient Students	18	306	12556	100	0	100	463	449	436	7	18	24	55	45	40	36	35	35	2	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	77	856	38662	97	0	96	471	468	468	6	12	16	40	38	32	54	48	49	0	2	3
Non-Economically Disadvantaged	80	349	40315	100	0	100	497	489	498	4	3	5	13	17	15	72	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	154	1202	78750	100	99	99	479	487	500	10	8	6	36	33	29	53	57	63	1	1	2
All Students (Prior Year)	133	1161	75673	100	99	100	516	529	530	12	9	12	19	28	25	67	61	58	2	2	4
Female	72	572	38586	97	98	99	500	504	515	3	4	4	35	28	22	60	65	71	2	2	3
Male	82	630	40135	100	100	99	462	472	486	16	12	8	37	37	35	47	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	90	817	31841	100	99	99	461	481	483	16	9	8	35	37	36	48	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	59	326	36440	98	100	99	500	504	516	2	6	3	40	24	22	57	67	71	2	3	4
Students with Disabilities	15	139	10622	100	100	100	412	403	415	40	31	21	33	43	50	27	24	28	0	1	1
Students without Disabilities	139	1063	68196	97	98	98	488	499	513	7	5	3	36	32	25	56	62	69	1	2	3
Limited English Proficient Students	17	301	12504	100	100	100	449	465	451	20	11	12	39	41	44	41	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	76	855	38558	96	97	96	464	483	485	14	9	8	44	37	37	42	53	54	0	1	1
Non-Economically Disadvantaged	78	347	40260	100	100	100	494	499	514	7	5	3	29	22	21	63	70	72	1	3	4

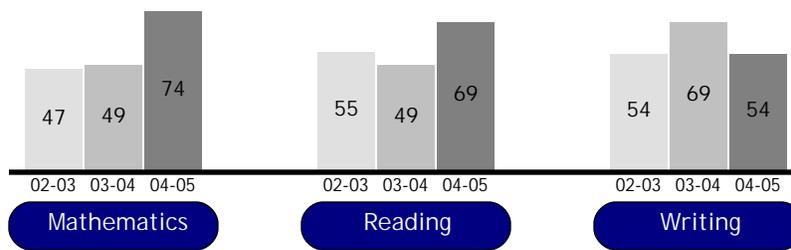
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	90	40	45	50	88	54	NA	58	98	40	43	47
	Language	100	30	36	43	81	38	41	50	98	33	45	47
	Mathematics	99	44	57	57	91	52	60	64	99	41	43	50
3	Reading	94	50	37	47	97	48	NA	55	100	43	39	44
	Language	100	53	43	54	100	50	48	61	100	42	40	44
	Mathematics	99	66	49	54	100	62	54	61	100	48	44	51
4	Reading	98	48	44	52	97	59	NA	56	99	46	43	48
	Language	100	45	41	48	98	50	44	52	99	47	44	49
	Mathematics	100	52	51	57	99	66	54	61	100	55	48	53
5	Reading	97	53	44	50	97	59	NA	55	100	49	46	50
	Language	95	44	41	46	100	43	44	49	100	50	44	50
	Mathematics	95	62	55	57	100	70	55	63	100	49	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/](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

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

Council Duties

- Ü School Safety
- Ü School/Business/Community Relations
- Ü School Improvement/Literacy
- Ü Budget
- Ü Communication--Community/School
- Ü Playgrounds

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.50
Other Professional Staff	4.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	3	0	0
4 to 6 years	6	3	0	0
7 to 9 years	1	1	0	0
10 or more years	6	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Hightly Qualified Teachers	16%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Two-way Stage
- Ü Media Studio

Extracurricular Activities

- Ü Odyssey of the Mind
- Ü Gifted Classes
- Ü Honor Choir
- Ü Band
- Ü Advanced Math
- Ü Parent Academy
- Ü Advanced Creative Writing

Social Services

- Ü Day Care
- Ü Clothing/Food Banks
- Ü Recreational Activities
- Ü Health Services
- Ü Crisis Intervention
- Ü Migrant/Title 1 Outreach/Adult ESL Class

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We provided extracurricular programs for special needs students including gifted and academically at-risk. We provide specific interventions for students reading and writing below-grade-level.
  
- ü School staff utilized developmentally appropriate strategies and materials to strengthen concepts, facilitate problem-solving and to enhance each child's academic growth.
  
- ü Benchmarks for reading and writing on grade level calendared throughout the year.
  
- ü As an established facility, we continue to be a cohesive working unit with staff, students, parents, and our community.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	31	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	2	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

We are committed as a staff to presenting an Absence of Threat Environment for our students. We use the student assistance team to help deal with issues in the classroom and on the playground. Our school has a crisis management plan in place and known to all staff.

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) :

2
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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	Eula M. Baumgarner	(928) 341-9700
Transportation Policy	Bob Larson	(928) 580-1080
Community Resources	Eula M. Baumgarner	(928) 341-9700
School Nutrition Programs	Karen Johnson	(928) 502-4312
Parent Organization	Shawn Wofford	(928) 341-9700
Student Health/Nurse	Nancy Tipton	(928) 341-9700

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 10 Copies = \$4.00

\*\* 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.