



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1590 Ave C, Yuma, AZ 85364

Crane 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	Performing

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

School Overview

Principal/Administrator : Dr. Kristine Reed
 Schedule : 07:15 AM to 03:15 PM
 Grades : K-6
 2005 Enrollment : 580
 Web Address :
 Phone Number : (928) 373-3500
 Fax Number : (928) 782-3132
 E-mail : kreed@apsc.org

Mission

We believe that every child can learn, and we are committed to doing whatever it takes to make that happen. All instruction is based on the Arizona Academic Standards and we, as educators, feel an urgency to help all students achieve mastery.

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 Improve reading fluency, comprehension, vocabulary, phonemic awareness and phonics using the Harcourt Trophies Reading series.
- ü Increase student math achievement through increased instructional time, spiraling, and use of manipulatives. Additional emphasis on using story problems and reflection and developing conclusions.
- ü Continue to train teachers in best practices for teaching reading.

Enrollment

October 1, 2004 School Year Student Enrollment : 604
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü 8-Step Instructional Process
- Ü After School Tutorials
- Ü On-site Special Education
- Ü EL Reading Tutorials
- Ü Harcourt Reading Program
- Ü Intensive Reading Intervention Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/9/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

Our most important responsibility is to help every child master the State Standards, no excuses! We also provide parents with information on the Arizona Standards, conduct parent conferences twice yearly, and provide student assessment results.

Parents

Parents are responsible for providing a nightly structure so their child gets adequate rest and has a time and place for doing homework; daily setting aside time to read with their child; and becoming an involved partner with the school.

Transportation Policy

The Crane Elementary School District provides transportation for pupils in compliance with state law and regulations. Students who reside in the district and whose place of residence is more than one mile from our school are eligible to ride the bus.

School Honors

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

Award/Honor	Year
Ü Reading First Grant	2003
Ü Received District Erik Weihenmayer Award	2002
Ü Recognized for High Student Academics for At-Risk	2001

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	91	663	79306	100	99	99	438	436	445	5	10	10	23	22	18	61	55	51	11	13	20
All Students (Prior Year)	114	654	75509	100	98	100	504	531	521	16	10	13	32	21	23	29	29	33	23	40	31
Female	39	340	38691	100	100	99	440	432	446	8	10	10	21	21	18	63	58	52	8	10	20
Male	52	322	40583	98	99	99	435	441	445	2	10	11	25	23	18	59	51	50	14	16	21
African American	--	11	4041	--	100	99	--	444	426	--	0	17	--	50	23	--	20	50	--	30	10
Hispanic	76	491	32869	100	99	99	431	426	429	6	13	15	26	25	25	60	55	51	7	7	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	10	4264	NC	100	100	NC	463	419	NC	0	19	NC	20	30	NC	40	45	NC	40	6
White	14	143	36197	100	100	99	471	467	463	0	3	5	8	10	11	62	57	53	31	30	31
Students with Disabilities	NC	93	10321	NC	100	100	NC	388	389	NC	30	30	NC	27	27	NC	31	34	NC	12	9
Students without Disabilities	83	570	69060	100	98	98	442	444	454	4	7	7	23	21	17	63	58	54	11	13	22
Limited English Proficient Students	36	239	15509	100	100	100	422	411	406	7	17	20	34	32	30	54	48	45	5	3	5
Migrant Students	NC	12	118	NC	NA	NA	NC	440	419	NC	8	25	NC	17	21	NC	75	50	NC	0	3
Economically Disadvantaged	91	452	39415	100	97	96	438	427	431	5	13	15	23	25	25	61	54	50	11	8	10
Non-Economically Disadvantaged	--	211	39966	--	100	100	--	455	459	--	4	6	--	15	12	--	57	52	--	24	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	91	666	79395	100	0	99	429	439	446	5	10	9	45	31	25	46	50	55	4	10	11
All Students (Prior Year)	116	662	75492	100	100	100	506	518	519	22	13	12	19	15	16	43	47	47	16	25	24
Female	39	341	38743	100	0	100	436	440	451	3	8	7	45	30	24	50	55	57	3	8	12
Male	52	324	40618	98	0	99	423	439	440	7	12	11	45	32	27	43	45	53	5	11	9
African American	--	11	4052	--	0	100	--	456	434	--	10	11	--	30	29	--	30	54	--	30	6
Hispanic	76	493	32915	100	0	99	422	428	426	6	12	15	51	36	35	40	47	47	3	5	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	10	4271	NC	0	100	NC	464	420	NC	0	15	NC	20	42	NC	60	41	NC	20	2
White	14	144	36221	100	0	99	464	472	465	0	3	4	15	14	15	77	60	63	8	22	17
Students with Disabilities	NC	93	10331	NC	0	100	NC	391	388	NC	23	25	NC	36	37	NC	31	34	NC	9	4
Students without Disabilities	83	573	69139	100	0	99	435	447	454	4	8	7	47	30	24	45	53	58	4	10	11
Limited English Proficient Students	36	240	15545	100	0	100	413	410	399	7	16	21	51	44	42	39	39	35	2	1	1
Migrant Students	NC	12	120	NC	NA	NA	NC	437	414	NC	0	20	NC	42	45	NC	58	35	NC	0	0
Economically Disadvantaged	91	453	39484	100	0	96	429	427	429	5	13	14	45	37	35	46	46	47	4	4	4
Non-Economically Disadvantaged	--	213	39986	--	0	100	--	463	461	--	4	4	--	19	16	--	58	63	--	20	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	91	662	78869	100	99	99	454	444	442	4	6	6	13	16	21	74	70	63	9	7	10
All Students (Prior Year)	113	654	75053	100	98	99	569	599	597	12	9	7	11	11	12	71	70	72	7	11	9
Female	39	339	38536	100	99	99	479	450	458	0	5	4	8	12	15	82	75	67	11	8	14
Male	52	322	40302	98	99	99	433	437	428	7	7	8	18	21	26	68	64	60	7	7	7
African American	--	11	4015	--	100	99	--	495	430	--	0	8	--	10	24	--	70	61	--	20	7
Hispanic	76	491	32606	100	99	98	450	432	426	4	8	8	15	18	27	75	70	60	6	4	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	10	4245	NC	100	100	NC	453	423	NC	0	9	NC	20	26	NC	80	61	NC	0	4
White	14	142	36078	100	100	99	478	475	459	0	2	4	8	10	16	69	72	66	23	16	14
Students with Disabilities	NC	93	10246	NC	100	100	NC	382	367	NC	12	18	NC	35	39	NC	49	40	NC	4	4
Students without Disabilities	83	569	68697	100	98	98	462	453	454	4	5	4	9	13	18	77	73	67	9	8	11
Limited English Proficient Students	36	239	15339	100	100	100	432	416	399	5	9	11	24	24	31	68	66	54	2	1	3
Migrant Students	NC	12	119	NC	NA	NA	NC	454	402	NC	0	16	NC	17	30	NC	83	53	NC	0	1
Economically Disadvantaged	91	451	39106	100	97	95	454	436	427	4	7	8	13	19	28	74	69	59	9	4	5
Non-Economically Disadvantaged	--	211	39837	--	100	100	--	460	457	--	4	4	--	11	14	--	72	67	--	13	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	84	703	78906	99	99	99	493	500	498	16	10	13	22	19	19	38	48	48	23	23	20
All Students (Prior Year)	114	651	76019	100	100	100	508	507	499	8	8	14	44	41	39	12	13	14	36	37	33
Female	38	340	38644	97	99	99	492	502	500	6	8	12	25	21	19	44	51	49	25	21	19
Male	46	362	40236	100	99	99	494	499	497	24	12	15	20	18	19	33	45	46	22	25	20
African American	NC	19	4087	NC	100	99	NC	504	481	NC	13	20	NC	20	24	NC	47	45	NC	20	11
Hispanic	62	488	31938	98	99	99	489	493	481	13	12	19	26	22	25	38	49	46	23	17	10
Asian/Pacific Islander	NC	11	1805	NC	100	98	NC	545	536	NC	0	5	NC	0	8	NC	70	45	NC	30	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	20	177	36483	100	99	99	509	519	517	22	6	7	11	12	13	39	43	51	28	38	30
Students with Disabilities	11	78	10664	100	100	100	398	410	430	60	37	42	30	35	27	10	20	26	0	8	5
Students without Disabilities	73	625	68310	99	99	98	506	512	509	10	7	9	21	17	18	42	52	51	27	25	22
Limited English Proficient Students	24	201	12573	100	100	100	458	471	454	21	17	27	45	27	30	24	45	38	10	11	5
Migrant Students	NC	10	125	NC	NA	NA	NC	509	476	NC	0	18	NC	30	35	NC	60	42	NC	10	5
Economically Disadvantaged	84	477	38679	99	97	96	493	494	483	16	12	20	22	22	25	38	50	45	23	16	10
Non-Economically Disadvantaged	--	226	40295	--	100	100	--	514	513	--	6	7	--	14	13	--	44	50	--	36	30

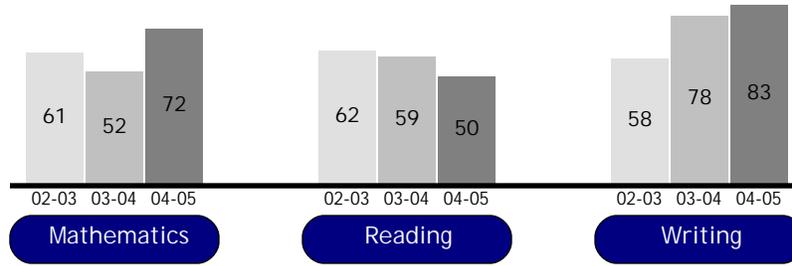
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	702	78908	99	0	99	470	474	484	15	12	10	28	26	23	51	56	58	6	6	9
All Students (Prior Year)	114	651	76020	100	100	100	503	502	503	24	25	25	30	26	23	36	40	40	9	9	12
Female	38	340	38648	97	0	99	470	479	489	8	12	8	28	24	22	56	57	61	8	7	10
Male	46	361	40233	100	0	99	470	470	479	20	12	12	29	27	25	47	56	55	4	5	8
African American	NC	19	4092	NC	0	99	NC	491	473	NC	7	12	NC	33	28	NC	47	54	NC	13	5
Hispanic	62	487	31940	98	0	99	464	465	465	15	15	16	30	30	32	54	53	49	2	3	3
Asian/Pacific Islander	NC	11	1805	NC	0	98	NC	505	507	NC	0	4	NC	10	13	NC	90	65	NC	0	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	20	177	36502	100	0	99	491	495	502	17	4	4	22	15	14	39	67	67	22	14	15
Students with Disabilities	11	78	10665	100	0	100	385	396	423	50	28	30	30	44	36	20	27	31	0	1	2
Students without Disabilities	73	624	68312	99	0	98	482	485	493	10	10	7	28	23	21	55	60	62	7	7	10
Limited English Proficient Students	24	201	12556	100	0	100	429	439	436	28	23	24	41	36	40	31	40	35	0	1	1
Migrant Students	NC	10	125	NC	NA	NA	NC	461	457	NC	20	22	NC	20	40	NC	60	38	NC	0	0
Economically Disadvantaged	84	476	38662	99	0	96	470	468	468	15	15	16	28	28	32	51	51	49	6	5	3
Non-Economically Disadvantaged	--	226	40315	--	0	100	--	486	498	--	4	5	--	21	15	--	67	66	--	8	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	84	696	78750	99	98	99	490	499	500	6	4	6	36	28	29	58	66	63	0	2	2
All Students (Prior Year)	112	649	75673	99	100	100	545	535	530	5	10	12	26	24	25	62	63	58	7	3	4
Female	38	336	38586	97	98	99	498	513	515	3	3	4	25	22	22	72	73	71	0	2	3
Male	46	359	40135	100	98	99	484	487	486	9	5	8	44	33	35	47	61	56	0	1	1
African American	NC	18	4081	NC	95	99	NC	525	488	NC	7	8	NC	20	32	NC	67	59	NC	7	2
Hispanic	62	483	31841	98	98	99	489	491	483	3	4	8	38	31	36	59	64	55	0	0	1
Asian/Pacific Islander	NC	11	1802	NC	100	98	NC	503	533	NC	10	2	NC	10	16	NC	80	75	NC	0	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	20	176	36440	100	99	99	503	517	516	11	3	3	28	20	22	61	72	71	0	4	4
Students with Disabilities	11	78	10622	100	100	100	369	392	415	30	15	21	70	63	50	0	20	28	0	1	1
Students without Disabilities	73	618	68196	99	98	98	508	514	513	3	3	3	31	23	25	66	73	69	0	2	3
Limited English Proficient Students	24	201	12504	100	100	100	449	464	451	7	7	12	62	42	44	31	51	43	0	1	1
Migrant Students	NC	10	126	NC	NA	NA	NC	476	464	NC	10	14	NC	40	44	NC	50	41	NC	0	0
Economically Disadvantaged	84	473	38558	99	96	96	490	492	485	6	5	8	36	32	37	58	62	54	0	0	1
Non-Economically Disadvantaged	--	223	40260	--	100	100	--	515	514	--	2	3	--	18	21	--	76	72	--	4	4

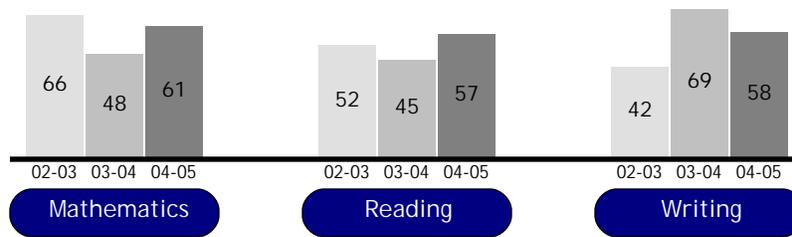
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	55	54	50	98	57	NA	58	97	46	41	47
	Language	100	37	41	43	100	43	53	50	97	48	44	47
	Mathematics	99	68	66	57	100	75	77	64	97	41	43	50
3	Reading	100	45	43	47	97	42	NA	55	99	35	38	44
	Language	98	54	50	54	96	50	62	61	99	42	41	44
	Mathematics	99	61	59	54	97	53	70	61	99	48	47	51
4	Reading	91	44	46	52	97	52	NA	56	97	47	43	48
	Language	100	44	45	48	97	53	51	52	97	49	44	49
	Mathematics	100	65	67	57	98	73	72	61	97	58	55	53
5	Reading	97	36	44	50	100	50	NA	55	98	44	45	50
	Language	97	41	45	46	100	50	48	49	98	46	48	50
	Mathematics	97	71	69	57	100	72	72	63	98	43	48	49
6	Reading	99	53	52	53	100	45	NA	56	100	50	53	51
	Language	100	51	48	45	100	43	49	48	100	47	48	47
	Mathematics	100	81	78	62	100	78	78	66	100	57	61	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Curriculum Development and Review
- Ü Student Assessment Information
- Ü Parent Surveys
- Ü Student Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	7.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	5	0	0
4 to 6 years	3	3	0	0
7 to 9 years	3	3	0	0
10 or more years	13	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Hightly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Student Research Center

Extracurricular Activities

- Ü Student Council
- Ü After School Tutorials
- Ü Peer Mediation
- Ü Softball/Soccer/Basketball/Football
- Ü Reading Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü After School Instruction
- Ü Adult Education
- Ü After School Daycare

School Achievements/Accomplishments 2004-05

- ü Entire staff is implementing the 8-Step Process for instructional planning and delivery.

- ü All K-3 teachers have been trained on the DIBELS program which helps them monitor student progress in reading and predict future reading success.

- ü We completed two years under the Reading First Grant. We are continuing our ongoing, school wide, training in best practices for teaching reading.

- ü All teachers are implementing the Harcourt Trophies Reading program which is a research based program for teaching reading.

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	29	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	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

Teachers have been trained in the Character Counts Program and the Crisis Prevention Intervention Program. Counseling is available for all students. A School Crisis Plan for emergencies and disasters has been developed and implemented.

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	Kristine Reed	(928) 343-3500
Transportation Policy	Margaret Wapler	(928) 373-3465
Community Resources	Mary Jo Smith	(928) 373-3549
School Nutrition Programs	Jane Johnson	(928) 373-3481
Parent Organization	Rosa Perez	(928) 343-4824
Student Health/Nurse	Jill Walton	(928) 373-3514

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.