

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4501 West 20th St, 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 LEARNS<sup>1</sup>

#### 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.

### 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 Overview

Principal/Administrator : Ms. Tammie Workman  
 Schedule : 07:15 AM to 04:00 PM  
 Grades : K-6  
 2005 Enrollment : 860  
 Web Address : craneschools.org  
 Phone Number : (928) 373-4000  
 Fax Number : (928) 329-0504  
 E-mail : tworkman@crane.apsc.k12.az.us

### Mission

We strongly believe that ALL students can and will achieve the standards. To this end our staff is dedicated to meeting student needs.

### School / Academic Goals

- ü Work toward all students achieving the standards.
- ü Use relevant data to drive instruction.
- ü Build parent communications and encourage parent/community involvement.
- ü Integrate science and social studies standards in the areas of reading, writing, and math.

### Enrollment

October 1, 2004 School Year Student Enrollment : 833  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Life Skills
- ü Gifted After School Program
- ü Before/After School Academic Help
- ü Title I
- ü Read Naturally and Read Well
- ü Reading Intervention Instruction
- ü Harcourt Reading
- ü Critical Thinking Class

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/8/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

Responsibilities include the following: site-based councils; PTO; midterm reports; standards-based report cards; newsletters; Key Communicators; parent handbook; parent room; formal parent conferences twice yearly; and K-6 curriculum and program overviews; active recruiting of parent volunteers in our classrooms and school; special parent nights; frequent parent contact with teachers and administration.

Parents

Responsibilities include the following: making sure child is well-rested; daily attendance; setting a homework place and time; supporting school rules; attending conferences; communicating with teacher; and showing respect for learning and the role of the school.

Transportation Policy

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

School Honors

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

Award/Honor	Year
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3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	663	79306	99	99	99	442	436	445	11	10	10	16	22	18	61	55	51	12	13	20
All Students (Prior Year)	152	654	75509	98	98	100	531	531	521	7	10	13	23	21	23	33	29	33	37	40	31
Female	74	340	38691	100	100	99	440	432	446	7	10	10	19	21	18	63	58	52	10	10	20
Male	62	322	40583	98	99	99	443	441	445	15	10	11	13	23	18	58	51	50	15	16	21
African American	NC	11	4041	NC	100	99	NC	444	426	NC	0	17	NC	50	23	NC	20	50	NC	30	10
Hispanic	95	491	32869	98	99	99	432	426	429	13	13	15	19	25	25	63	55	51	4	7	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	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	36	143	36197	100	100	99	466	467	463	3	3	5	7	10	11	59	57	53	31	30	31
Students with Disabilities	20	93	10321	100	100	100	426	388	389	38	30	30	0	27	27	44	31	34	19	12	9
Students without Disabilities	116	570	69060	97	98	98	444	444	454	7	7	7	19	21	17	63	58	54	11	13	22
Limited English Proficient Students	31	239	15509	97	100	100	416	411	406	24	17	20	24	32	30	52	48	45	0	3	5
Migrant Students	--	12	118	--	NA	NA	--	440	419	--	8	25	--	17	21	--	75	50	--	0	3
Economically Disadvantaged	66	452	39415	94	97	96	428	427	431	17	13	15	17	25	25	61	54	50	5	8	10
Non-Economically Disadvantaged	70	211	39966	100	100	100	455	455	459	5	4	6	16	15	12	60	57	52	19	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	135	666	79395	99	0	99	460	439	446	7	10	9	21	31	25	56	50	55	17	10	11
All Students (Prior Year)	153	662	75492	99	100	100	520	518	519	11	13	12	15	15	16	50	47	47	24	25	24
Female	74	341	38743	100	0	100	461	440	451	4	8	7	19	30	24	64	55	57	12	8	12
Male	61	324	40618	97	0	99	458	439	440	9	12	11	22	32	27	46	45	53	22	11	9
African American	NC	11	4052	NC	0	100	NC	456	434	NC	10	11	NC	30	29	NC	30	54	NC	30	6
Hispanic	94	493	32915	97	0	99	450	428	426	9	12	15	25	36	35	55	47	47	11	5	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	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	36	144	36221	100	0	99	480	472	465	0	3	4	10	14	15	62	60	63	28	22	17
Students with Disabilities	19	93	10331	100	0	100	449	391	388	13	23	25	27	36	37	40	31	34	20	9	4
Students without Disabilities	116	573	69139	97	0	99	461	447	454	6	8	7	20	30	24	58	53	58	16	10	11
Limited English Proficient Students	30	240	15545	94	0	100	426	410	399	15	16	21	37	44	42	49	39	35	0	1	1
Migrant Students	--	12	120	--	NA	NA	--	437	414	--	0	20	--	42	45	--	58	35	--	0	0
Economically Disadvantaged	65	453	39484	93	0	96	450	427	429	12	13	14	22	37	35	53	46	47	12	4	4
Non-Economically Disadvantaged	70	213	39986	100	0	100	469	463	461	2	4	4	19	19	16	59	58	63	21	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	136	662	78869	99	99	99	442	444	442	9	6	6	20	16	21	63	70	63	8	7	10
All Students (Prior Year)	153	654	75053	99	98	99	614	599	597	6	9	7	9	11	12	71	70	72	14	11	9
Female	74	339	38536	100	99	99	440	450	458	10	5	4	15	12	15	67	75	67	7	8	14
Male	62	322	40302	98	99	99	443	437	428	7	7	8	25	21	26	58	64	60	9	7	7
African American	NC	11	4015	NC	100	99	NC	495	430	NC	0	8	NC	10	24	NC	70	61	NC	20	7
Hispanic	95	491	32606	98	99	98	425	432	426	12	8	8	22	18	27	62	70	60	3	4	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	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	36	142	36078	100	100	99	485	475	459	0	2	4	10	10	16	72	72	66	17	16	14
Students with Disabilities	20	93	10246	100	100	100	423	382	367	13	12	18	31	35	39	44	49	40	13	4	4
Students without Disabilities	116	569	68697	97	98	98	445	453	454	8	5	4	18	13	18	66	73	67	8	8	11
Limited English Proficient Students	31	239	15339	97	100	100	409	416	399	14	9	11	33	24	31	52	66	54	0	1	3
Migrant Students	--	12	119	--	NA	NA	--	454	402	--	0	16	--	17	30	--	83	53	--	0	1
Economically Disadvantaged	66	451	39106	94	97	95	429	436	427	10	7	8	27	19	28	59	69	59	3	4	5
Non-Economically Disadvantaged	70	211	39837	100	100	100	454	460	457	8	4	4	13	11	14	67	72	67	13	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	119	703	78906	98	99	99	498	500	498	14	10	13	23	19	19	47	48	48	16	23	20
All Students (Prior Year)	146	651	76019	100	100	100	501	507	499	8	8	14	45	41	39	14	13	14	32	37	33
Female	55	340	38644	98	99	99	494	502	500	6	8	12	29	21	19	55	51	49	10	21	19
Male	63	362	40236	95	99	99	502	499	497	20	12	15	18	18	19	41	45	46	21	25	20
African American	--	19	4087	--	100	99	--	504	481	--	13	20	--	20	24	--	47	45	--	20	11
Hispanic	89	488	31938	97	99	99	495	493	481	13	12	19	23	22	25	54	49	46	10	17	10
Asian/Pacific Islander	--	11	1805	--	100	98	--	545	536	--	0	5	--	0	8	--	70	45	--	30	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	29	177	36483	100	99	99	507	519	517	14	6	7	21	12	13	29	43	51	36	38	30
Students with Disabilities	13	78	10664	100	100	100	446	410	430	62	37	42	31	35	27	0	20	26	8	8	5
Students without Disabilities	106	625	68310	97	99	98	505	512	509	7	7	9	22	17	18	54	52	51	18	25	22
Limited English Proficient Students	24	201	12573	86	100	100	488	471	454	23	17	27	21	27	30	46	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	69	477	38679	99	97	96	491	494	483	18	12	20	23	22	25	53	50	45	6	16	10
Non-Economically Disadvantaged	50	226	40295	96	100	100	508	514	513	8	6	7	23	14	13	40	44	50	29	36	30

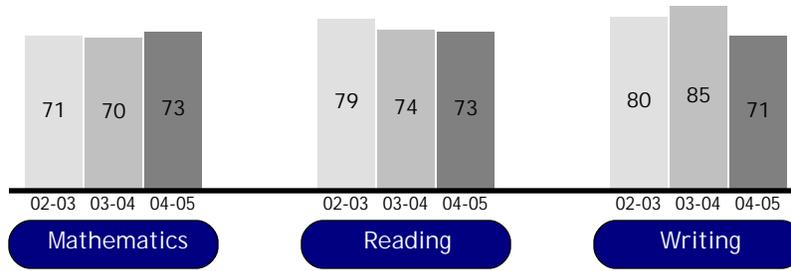
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	702	78908	97	0	99	480	474	484	11	12	10	29	26	23	57	56	58	3	6	9
All Students (Prior Year)	146	651	76020	100	100	100	496	502	503	30	25	25	28	26	23	37	40	40	5	9	12
Female	55	340	38648	98	0	99	483	479	489	8	12	8	29	24	22	59	57	61	4	7	10
Male	62	361	40233	94	0	99	478	470	479	13	12	12	30	27	25	55	56	55	2	5	8
African American	--	19	4092	--	0	99	--	491	473	--	7	12	--	33	28	--	47	54	--	13	5
Hispanic	88	487	31940	96	0	99	475	465	465	12	15	16	33	30	32	53	53	49	1	3	3
Asian/Pacific Islander	--	11	1805	--	0	98	--	505	507	--	0	4	--	10	13	--	90	65	--	0	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	29	177	36502	100	0	99	496	495	502	7	4	4	18	15	14	68	67	67	7	14	15
Students with Disabilities	13	78	10665	100	0	100	438	396	423	31	28	30	62	44	36	8	27	31	0	1	2
Students without Disabilities	105	624	68312	96	0	98	486	485	493	8	10	7	25	23	21	64	60	62	3	7	10
Limited English Proficient Students	24	201	12556	86	0	100	461	439	436	18	23	24	41	36	40	41	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	68	476	38662	97	0	96	471	468	468	15	15	16	31	28	32	52	51	49	2	5	3
Non-Economically Disadvantaged	50	226	40315	96	0	100	491	486	498	6	4	5	27	21	15	63	67	66	4	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	117	696	78750	96	98	99	511	499	500	2	4	6	26	28	29	72	66	63	1	2	2
All Students (Prior Year)	146	649	75673	100	100	100	536	535	530	11	10	12	25	24	25	64	63	58	1	3	4
Female	54	336	38586	96	98	99	525	513	515	0	3	4	18	22	22	82	73	71	0	2	3
Male	62	359	40135	94	98	99	501	487	486	3	5	8	32	33	35	63	61	56	2	1	1
African American	--	18	4081	--	95	99	--	525	488	--	7	8	--	20	32	--	67	59	--	7	2
Hispanic	88	483	31841	96	98	99	516	491	483	0	4	8	26	31	36	74	64	55	0	0	1
Asian/Pacific Islander	--	11	1802	--	100	98	--	503	533	--	10	2	--	10	16	--	80	75	--	0	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	29	176	36440	100	99	99	497	517	516	7	3	3	25	20	22	64	72	71	4	4	4
Students with Disabilities	13	78	10622	100	100	100	445	392	415	8	15	21	85	63	50	8	20	28	0	1	1
Students without Disabilities	104	618	68196	95	98	98	520	514	513	1	3	3	18	23	25	80	73	69	1	2	3
Limited English Proficient Students	24	201	12504	86	100	100	503	464	451	0	7	12	38	42	44	62	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	67	473	38558	96	96	96	510	492	485	2	5	8	25	32	37	74	62	54	0	0	1
Non-Economically Disadvantaged	50	223	40260	96	100	100	513	515	514	2	2	3	27	18	21	69	76	72	2	4	4

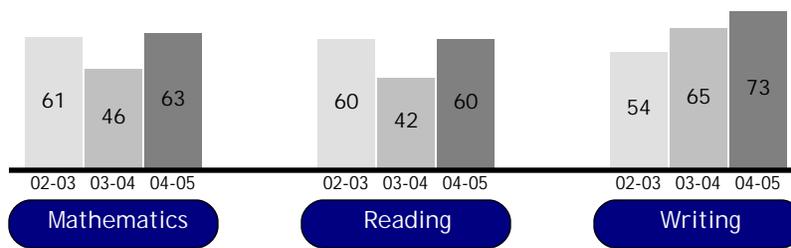
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	95	57	54	50	95	69	NA	58	100	44	41	47
	Language	97	43	41	43	100	62	53	50	100	51	44	47
	Mathematics	98	73	66	57	100	75	77	64	100	45	43	50
3	Reading	100	43	43	47	97	57	NA	55	99	46	38	44
	Language	100	46	50	54	97	64	62	61	99	47	41	44
	Mathematics	100	56	59	54	97	70	70	61	99	49	47	51
4	Reading	95	46	46	52	96	49	NA	56	99	42	43	48
	Language	96	43	45	48	100	50	51	52	99	44	44	49
	Mathematics	97	63	67	57	100	63	72	61	99	57	55	53
5	Reading	96	46	44	50	97	49	NA	55	97	44	45	50
	Language	98	44	45	46	99	45	48	49	97	46	48	50
	Mathematics	98	72	69	57	99	73	72	63	98	47	48	49
6	Reading	96	53	52	53	100	52	NA	56	100	53	53	51
	Language	98	47	48	45	100	47	49	48	100	48	48	47
	Mathematics	99	80	78	62	100	79	78	66	100	62	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/](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)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Goals
- Ü Communication
- Ü Curriculum
- Ü Parent/Educator Relations
- Ü Discussion of Discipline Beliefs
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	41.50
Other Professional Staff	7.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	2	0	0
4 to 6 years	6	1	0	0
7 to 9 years	5	1	0	0
10 or more years	8	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	41
Teachers with Emergency Certificaton.	22
Percent of teachers in the school with Emergency/Provisional Certification	46%
Percent of core classes not taught by Hightly Qualified Teachers	95%

Resources Available at School Site

Special Facilities

- Ü Computers in All Classrooms
- Ü 24-station Computer Pod
- Ü Library and Lang. Arts Focus Center
- Ü EL / Reading Center

Extracurricular Activities

- Ü YMCA Daycare
- Ü Boy Scouts and Girl Scouts
- Ü After School Athletics
- Ü Homework Help Room
- Ü Gifted After School Group
- Ü Big Brothers and Big Sisters

Social Services

- Ü Life Skills Instruction
- Ü Counseling Services
- Ü Parenting Classes
- Ü Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü On the 2005 AIMS DPA test, our 3rd grade outperformed the state average in reading and math; our 4th grade outperformed the state in math; 5th grade outperformed the state in writing; 6th grade outperformed the state in reading, writing, and math.
- ü According to NCLB guidelines, Valley Horizon made Adequate Yearly Progress based on 2005 test scores for all sub groups reporting.
- ü According to Reading First guidelines for summary of effectiveness, Valley Horizon ranked within the top five schools (out of 63 Arizona schools reporting) for second and third grades.
- ü Each year, Valley Horizon places finalists in the annual Yuma County Teacher of the Year Recognition.

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>	15	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	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 have a crisis plan in place and teachers continue to emphasize and teach safety. We conduct regular fire drills and other emergency procedures throughout the year. In addition, discipline is enforced in a positive, teaching manner. Lifeskills are consistently taught and reinforced within the school. We believe in the power of positive parent contact and strive to communicate with each child's family throughout the year.

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) :

5
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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	Tammie Workman	(928) 373-4000
Transportation Policy	Margaret Wapler	(928) 373-3465
Community Resources	Carolyn Hoffmeyer	(928) 373-4000
School Nutrition Programs	Ellie Heimbach	(928) 373-4034
Parent Organization	Julia Alvarez	(928) 373-4000
Student Health/Nurse	Mary Velazquez	(928) 373-4015

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).

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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.