

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1055 N. Main Street, San Luis, AZ 85349

Gadsden Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Underperforming

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

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 : Mrs. Alyson Grice Bequette
 Schedule : 07:30 AM to 05:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 657
 Web Address : www.gesd32.org
 Phone Number : (928) 627-6900
 Fax Number : (928) 627-9717
 E-mail : abequette@gesd32.org

Mission

Rio Colorado School- A professional learning community to:

- *Shape students into successful learners
- *Instill positive values
- *Provide a safe and literacy rich environment
- *Promote community collaboration
- *Train and develop leaders who will influence others to reach their goals
- *Motivate parents to take an active role in their child's education

School / Academic Goals

- ü Implement whole school team planning and vertical planning. Planning is built into morning daily schedule.
- ü Master curriculum goals and monitor progress through the use of assessments and benchmark tests. Use these results to identify student's academic needs. Provide students with increased vocabulary and develop their oral English skills.
- ü Focus on the educational purpose of assessment: monitor progress, pinpoint needs, and improve instruction. Integrating the subject content through the use of thematic units.
- ü Form intervention team for 30 minute daily intervention of targeted students.

Enrollment

October 1, 2004 School Year Student Enrollment : 654
 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 Oral English Development
- Ü Hands on Math
- Ü After School Tutoring
- Ü Integrated Curriculum Content

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Provide a child-centered environment free of verbal or physical threats. Provide a content rich learning environment that strives to master all curriculum objectives. Communicate with the parents and community through meetings.

Parents

Provide support and encouragement at home to accomplish homework and reading literacy. To ensure students attend school on a timely and daily basis. To assist parent/teacher conferences, open house, and meetings. Parents participate as volunteers.

Transportation Policy

The district is committed to provide student transportation to all Kindergarten through third grade students including those who live within the one-mile radius. Children riding the bus must keep their hands and feet inside the bus.

School Honors

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

Award/Honor	Year
Ü Perfect attendance	
Ü Good citizen award	
Ü Honor roll	

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	74	459	79306	95	100	99	423	415	445	24	19	10	29	36	18	38	43	51	10	2	20
All Students (Prior Year)	107	493	75509	100	99	100	519	482	521	0	30	13	50	40	23	50	30	33	0	0	31
Female	41	227	38691	98	100	99	426	416	446	21	17	10	26	39	18	41	41	52	12	2	20
Male	33	233	40583	92	99	99	419	415	445	28	21	11	31	32	18	34	45	50	7	2	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	74	458	32869	95	100	99	423	415	429	24	19	15	29	36	25	38	43	51	10	2	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	--	NC	36197	--	NC	99	--	NC	463	--	NC	5	--	NC	11	--	NC	53	--	NC	31
Students with Disabilities	NC	44	10321	NC	100	100	NC	366	389	NC	50	30	NC	40	27	NC	10	34	NC	0	9
Students without Disabilities	69	418	69060	95	100	98	428	421	454	17	16	7	31	35	17	41	46	54	10	3	22
Limited English Proficient Students	70	406	15509	96	100	100	423	415	406	24	19	20	29	36	30	38	43	45	10	3	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	72	435	39415	96	99	96	424	416	431	25	19	15	26	35	25	39	43	50	10	2	10
Non-Economically Disadvantaged	NC	27	39966	NC	100	100	NC	402	459	NC	14	6	NC	48	12	NC	33	52	NC	5	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	76	461	79395	97	0	99	401	399	446	31	29	9	48	50	25	20	22	55	0	0	11
All Students (Prior Year)	107	490	75492	100	99	100	511	484	519	33	45	12	0	18	16	33	27	47	33	9	24
Female	42	228	38743	100	0	100	405	403	451	23	24	7	57	52	24	20	24	57	0	0	12
Male	34	234	40618	94	0	99	396	396	440	41	33	11	38	47	27	21	20	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	76	460	32915	97	0	99	401	399	426	31	29	15	48	49	35	20	22	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	--	NC	36221	--	NC	99	--	NC	465	--	NC	4	--	NC	15	--	NC	63	--	NC	17
Students with Disabilities	NC	44	10331	NC	0	100	NC	363	388	NC	48	25	NC	50	37	NC	2	34	NC	0	4
Students without Disabilities	71	420	69139	97	0	99	403	404	454	31	26	7	47	50	24	22	24	58	0	0	11
Limited English Proficient Students	72	408	15545	99	0	100	401	399	399	31	28	21	48	50	42	20	22	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	74	437	39484	99	0	96	401	400	429	32	29	14	47	50	35	21	22	47	0	0	4
Non-Economically Disadvantaged	NC	27	39986	NC	0	100	NC	393	461	NC	24	4	NC	48	16	NC	29	63	NC	0	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	71	449	78869	91	97	99	391	400	442	19	14	6	31	37	21	50	47	63	0	2	10
All Students (Prior Year)	108	488	75053	100	98	99	590	506	597	0	18	7	0	36	12	100	45	72	0	0	9
Female	40	222	38536	95	99	99	411	419	458	15	8	4	21	31	15	65	59	67	0	1	14
Male	31	228	40302	86	97	99	367	382	428	25	19	8	43	42	26	32	36	60	0	2	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	71	448	32606	91	97	98	391	400	426	19	14	8	31	37	27	50	47	60	0	2	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	--	NC	36078	--	NC	99	--	NC	459	--	NC	4	--	NC	16	--	NC	66	--	NC	14
Students with Disabilities	NC	42	10246	NC	100	100	NC	311	367	NC	43	18	NC	48	39	NC	10	40	NC	0	4
Students without Disabilities	67	410	68697	92	98	98	401	411	454	16	11	4	31	36	18	53	52	67	0	2	11
Limited English Proficient Students	67	397	15339	92	98	100	391	400	399	19	14	11	31	37	31	50	48	54	0	2	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	69	426	39106	92	97	95	394	400	427	18	14	8	30	37	28	52	48	59	0	2	5
Non-Economically Disadvantaged	NC	26	39837	NC	100	100	NC	407	457	NC	10	4	NC	35	14	NC	50	67	NC	5	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	87	543	78906	99	100	99	488	470	498	22	28	13	22	27	19	43	40	48	13	5	20
All Students (Prior Year)	118	514	76019	98	99	100	483	467	499	21	29	14	47	51	39	11	9	14	21	12	33
Female	47	279	38644	98	100	99	481	473	500	23	27	12	28	27	19	42	42	49	7	4	19
Male	40	264	40236	100	100	99	498	466	497	21	28	15	15	28	19	44	39	46	21	6	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	87	540	31938	99	100	99	488	470	481	22	28	19	22	27	25	43	40	46	13	5	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	--	NC	36483	--	NC	99	--	NC	517	--	NC	7	--	NC	13	--	NC	51	--	NC	30
Students with Disabilities	NC	45	10664	NC	100	100	NC	410	430	NC	58	42	NC	23	27	NC	14	26	NC	5	5
Students without Disabilities	79	498	68310	99	100	98	493	476	509	19	25	9	21	27	18	47	43	51	13	5	22
Limited English Proficient Students	75	442	12573	99	100	100	485	467	454	23	29	27	23	28	30	42	39	38	12	4	5
Migrant Students	NC	NC	125	NC	NC	NA	NC	NC	476	NC	NC	18	NC	NC	35	NC	NC	42	NC	NC	5
Economically Disadvantaged	84	508	38679	99	99	96	489	469	483	21	28	20	23	27	25	43	40	45	13	5	10
Non-Economically Disadvantaged	NC	35	40295	NC	100	100	NC	486	513	NC	14	7	NC	27	13	NC	50	50	NC	9	30

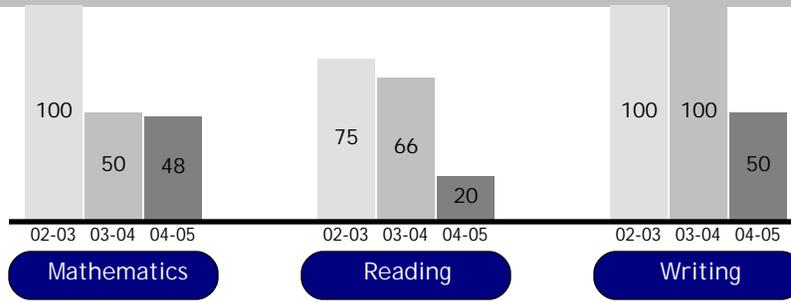
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	542	78908	99	0	99	453	445	484	29	32	10	34	37	23	38	29	58	0	1	9
All Students (Prior Year)	118	512	76020	98	99	100	484	479	503	55	68	25	18	19	23	24	12	40	3	1	12
Female	47	279	38648	98	0	99	451	451	489	30	29	8	33	38	22	37	31	61	0	2	10
Male	40	263	40233	100	0	99	455	438	479	26	35	12	35	37	25	38	27	55	0	1	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	87	539	31940	99	0	99	453	444	465	29	32	16	34	37	32	38	29	49	0	1	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	--	NC	36502	--	NC	99	--	NC	502	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	NC	45	10665	NC	0	100	NC	390	423	NC	65	30	NC	23	36	NC	12	31	NC	0	2
Students without Disabilities	79	497	68312	99	0	98	456	450	493	23	29	7	37	39	21	40	31	62	0	2	10
Limited English Proficient Students	75	441	12556	99	0	100	449	441	436	30	33	24	36	39	40	33	27	35	0	1	1
Migrant Students	NC	NC	125	NC	NC	NA	NC	NC	457	NC	NC	22	NC	NC	40	NC	NC	38	NC	NC	0
Economically Disadvantaged	84	508	38662	99	0	96	454	443	468	28	33	16	33	38	32	39	28	49	0	1	3
Non-Economically Disadvantaged	NC	34	40315	NC	0	100	NC	474	498	NC	9	5	NC	32	15	NC	55	66	NC	5	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	87	542	78750	99	100	99	465	452	500	13	14	6	38	52	29	49	34	63	0	0	2
All Students (Prior Year)	117	504	75673	97	97	100	442	447	530	45	37	12	29	40	25	26	22	58	0	0	4
Female	47	279	38586	98	100	99	456	467	515	16	11	4	37	48	22	47	41	71	0	0	3
Male	40	263	40135	100	100	99	476	437	486	9	18	8	38	56	35	53	26	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	87	539	31841	99	100	99	465	452	483	13	14	8	38	52	36	49	34	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	--	NC	36440	--	NC	99	--	NC	516	--	NC	3	--	NC	22	--	NC	71	--	NC	4
Students with Disabilities	NC	45	10622	NC	100	100	NC	366	415	NC	40	21	NC	44	50	NC	16	28	NC	0	1
Students without Disabilities	79	497	68196	99	100	98	472	461	513	10	12	3	37	53	25	53	35	69	0	0	3
Limited English Proficient Students	75	441	12504	99	100	100	464	449	451	13	15	12	38	52	44	49	32	43	0	0	1
Migrant Students	NC	NC	126	NC	NC	NA	NC	NC	464	NC	NC	14	NC	NC	44	NC	NC	41	NC	NC	0
Economically Disadvantaged	84	507	38558	99	99	96	466	451	485	13	15	8	36	52	37	51	33	54	0	0	1
Non-Economically Disadvantaged	NC	35	40260	NC	100	100	NC	488	514	NC	5	3	NC	45	21	NC	50	72	NC	0	4

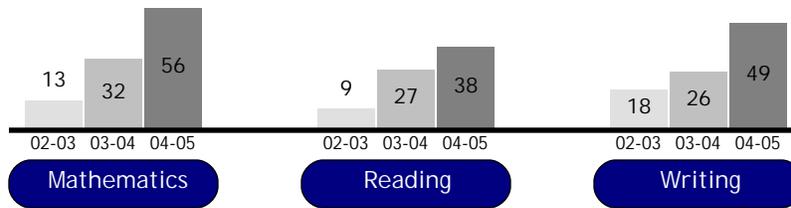
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	14	16	50	91	NA	NA	58	100	31	22	47
	Language	98	11	13	43	92	NA	9	50	100	38	28	47
	Mathematics	98	44	43	57	94	NA	29	64	100	42	36	50
3	Reading	97	11	12	47	98	17	NA	55	97	19	19	44
	Language	95	27	26	54	100	36	31	61	97	21	22	44
	Mathematics	95	47	43	54	99	51	44	61	95	30	31	51
4	Reading	93	13	14	52	96	20	NA	56	96	26	24	48
	Language	99	20	20	48	100	26	23	52	96	29	28	49
	Mathematics	99	36	39	57	99	48	43	61	98	35	35	53
5	Reading	93	11	13	50	92	25	NA	55	99	30	27	50
	Language	95	15	17	46	98	28	25	49	99	35	33	50
	Mathematics	98	32	38	57	98	53	45	63	99	38	34	49
6	Reading	100	20	18	53	98	34	NA	56	98	30	31	51
	Language	97	20	18	45	98	38	27	48	98	37	33	47
	Mathematics	99	56	51	62	98	71	62	66	98	51	42	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)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent and Community Involvement
- Ü Budgeting Resources
- Ü Site Plan Development
- Ü School Improvement
- Ü Extracurricular Activities
- Ü Instructional Goals and Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	5.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	6	3	0	0
7 to 9 years	1	1	0	0
10 or more years	13	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Hightly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multi-media Library

Extracurricular Activities

- Ü Student Council
- Ü Band and Mariachi

Social Services

- Ü School Based Health Clinic
- Ü Pre-School
- Ü Computer Technology Classes
- Ü Parenting Classes

School Achievements/Accomplishments 2004-05

- ü Increased academic math achievement scores on the Stanford 9 test to an average score above the 50%ile.

- ü Increased English Oral Development. Decreased student suspensions and truancy.

- ü Increased parent communication through direct teacher contact.

- ü Improved coaching/mentoring strategies through implementation of CBAM (concerns based assessment model) and staff training and development.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	37	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	2	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

Rio Colorado staff provide a positive and threat-free environment. Rio Colorado provides character development messages through public announcements and written messages. We have a zero tolerance on fighting and put-downs.

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	Alyson Grice Bequette	(928) 627-6900
Transportation Policy	Connie Rutherford	(928) 627-6559
Community Resources	Martha Martinez	(928) 627-6900
School Nutrition Programs	Delia Gradias	(928) 627-6928
Parent Organization	Alyson Grice Bequette	(928) 627-6900
Student Health/Nurse	Rosie Figueroa/Laura Arellano	(928) 627-6901

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.