

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2150 N Rancho Santa Fe, Avondale, AZ 85323

Litchfield 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 : Mrs. Randy Dallas
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-5
 2005 Enrollment : 667
 Web Address : www.lesd.k12.az.us
 Phone Number : (623) 535-6500
 Fax Number : (623) 535-3072
 E-mail : dallas@lesd,k12.az.us

Mission

Our goal is to prepare students to participate in a culturally diverse society, to be lifelong learners, and to function as effective and informed citizens who are prepared for a productive work life.

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 All students will be involved in hands-on math and science. Arizona State Standards and the District Curriculum Map are the foundation of instruction.
- ü All students will participate in technology/computer training. Students will choose from a variety of projects utilizing technology to demonstrate their understanding of concepts in core subjects.

Enrollment

October 1, 2004 School Year Student Enrollment : 684
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 38

Instructional Programs

- Ü Gifted
- Ü Full-day Kindergarten
- Ü ELL
- Ü Accelerated Reader Program
- Ü Transitional Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Our Handbook is sent home at the beginning of every school year. A school newsletter is published on a monthly basis. Student report cards and progress reports are issued quarterly. Parent/Teacher conferences are scheduled on a regular basis. These are all efforts to keep our parents informed and critical partners in educating their children.

Parents

To ensure that the student arrives at school prepared for optimal learning, it is important that parents have their child appropriately immunized, nourished and clothed. Children need to arrive on time and be present on a regular basis. Ongoing support of our discipline and character education program is also expected.

Transportation Policy

As a neighborhood school, the majority of Rancho Santa Fe students walk to school. Students are to cross the street with care and follow the instructions of the crossing guards. Bikes are to be walked across intersections and on school grounds.

School Honors

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

Award/Honor	Year
Ü Arizona School Board Golden Bell - Multiage Program	2002
Ü Litchfield District Employee Pride Award	2003
Ü National Distinguished Principal	2003
Ü Westside Impact Teacher of the Year	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	112	799	79306	100	100	99	453	454	445	5	8	10	13	13	18	55	55	51	27	24	20
All Students (Prior Year)	110	680	75509	100	100	100	520	529	521	11	8	13	24	19	23	35	38	33	30	35	31
Female	53	402	38691	100	100	99	458	456	446	4	7	10	13	12	18	60	59	52	23	22	20
Male	59	397	40583	100	100	99	450	451	445	6	9	11	13	15	18	51	51	50	30	25	21
African American	NC	64	4041	NC	98	99	NC	441	426	NC	13	17	NC	19	23	NC	55	50	NC	13	10
Hispanic	38	234	32869	97	100	99	430	438	429	6	13	15	22	17	25	53	57	51	19	13	10
Asian/Pacific Islander	NC	35	1935	NC	97	99	NC	481	474	NC	6	3	NC	3	9	NC	55	48	NC	36	40
American Indian/Alaskan Native	NC	10	4264	NC	100	100	NC	459	419	NC	11	19	NC	11	30	NC	56	45	NC	22	6
White	63	456	36197	100	100	99	467	461	463	3	5	5	9	12	11	57	54	53	31	29	31
Students with Disabilities	16	101	10321	100	100	100	393	401	389	31	35	30	19	24	27	44	31	34	6	10	9
Students without Disabilities	96	698	69060	99	98	98	465	462	454	0	4	7	12	12	17	58	59	54	31	26	22
Limited English Proficient Students	NC	83	15509	NC	100	100	NC	406	406	NC	26	20	NC	19	30	NC	47	45	NC	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	28	210	39415	93	98	96	454	432	431	4	15	15	17	23	25	57	52	50	22	11	10
Non-Economically Disadvantaged	84	589	39966	100	100	100	453	461	459	5	6	6	12	10	12	55	56	52	28	28	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	112	798	79395	100	0	99	458	457	446	6	8	9	19	14	25	58	66	55	17	12	11
All Students (Prior Year)	109	678	75492	99	99	100	520	525	519	11	9	12	16	12	16	44	51	47	29	29	24
Female	53	402	38743	100	0	100	469	465	451	6	6	7	15	12	24	60	69	57	19	13	12
Male	59	396	40618	100	0	99	448	450	440	6	10	11	23	16	27	57	63	53	15	11	9
African American	NC	64	4052	NC	0	100	NC	447	434	NC	11	11	NC	15	29	NC	68	54	NC	6	6
Hispanic	38	233	32915	97	0	99	438	439	426	6	16	15	25	17	35	59	63	47	9	4	4
Asian/Pacific Islander	NC	35	1936	NC	0	99	NC	475	468	NC	12	3	NC	3	14	NC	64	63	NC	21	19
American Indian/Alaskan Native	NC	10	4271	NC	0	100	NC	456	420	NC	11	15	NC	0	42	NC	78	41	NC	11	2
White	63	456	36221	100	0	99	470	467	465	3	4	4	17	13	15	57	67	63	22	16	17
Students with Disabilities	16	101	10331	100	0	100	387	398	388	31	36	25	31	26	37	31	33	34	6	5	4
Students without Disabilities	96	697	69139	99	0	99	471	467	454	1	4	7	16	12	24	64	71	58	19	13	11
Limited English Proficient Students	NC	83	15545	NC	0	100	NC	399	399	NC	30	21	NC	27	42	NC	41	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	28	210	39484	93	0	96	454	436	429	9	15	14	30	25	35	52	56	47	9	3	4
Non-Economically Disadvantaged	84	588	39986	100	0	100	459	464	461	5	6	4	15	10	16	60	69	63	19	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	112	793	78869	100	100	99	469	462	442	0	3	6	12	14	21	72	69	63	16	14	10
All Students (Prior Year)	110	678	75053	100	99	99	570	608	597	6	5	7	17	10	12	72	75	72	4	10	9
Female	53	401	38536	100	100	99	482	477	458	0	2	4	6	8	15	77	71	67	17	18	14
Male	59	392	40302	100	99	99	456	447	428	0	4	8	17	21	26	68	66	60	15	10	7
African American	NC	64	4015	NC	98	99	NC	459	430	NC	4	8	NC	13	24	NC	70	61	NC	13	7
Hispanic	38	233	32606	97	100	98	454	447	426	0	5	8	9	18	27	88	68	60	3	8	5
Asian/Pacific Islander	NC	35	1925	NC	97	99	NC	494	471	NC	3	3	NC	3	11	NC	67	64	NC	27	22
American Indian/Alaskan Native	NC	10	4245	NC	100	100	NC	497	423	NC	0	9	NC	0	26	NC	67	61	NC	33	4
White	63	451	36078	100	99	99	476	467	459	0	2	4	14	14	16	66	69	66	21	15	14
Students with Disabilities	16	97	10246	100	100	100	405	403	367	0	8	18	44	43	39	50	41	40	6	8	4
Students without Disabilities	96	696	68697	99	98	98	480	471	454	0	2	4	6	10	18	76	73	67	18	15	11
Limited English Proficient Students	NC	83	15339	NC	100	100	NC	401	399	NC	15	11	NC	32	31	NC	49	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	28	207	39106	93	97	95	460	441	427	0	7	8	9	18	28	91	70	59	0	5	5
Non-Economically Disadvantaged	84	586	39837	100	100	100	471	468	457	0	2	4	13	13	14	67	68	67	21	17	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	133	832	78906	100	100	99	494	509	498	12	8	13	21	16	19	55	52	48	12	24	20
All Students (Prior Year)	123	718	76019	100	100	100	498	507	499	12	9	14	42	36	39	11	16	14	36	39	33
Female	73	439	38644	100	100	99	484	508	500	14	8	12	23	15	19	56	54	49	8	23	19
Male	60	393	40236	100	99	99	506	511	497	11	8	15	18	16	19	53	51	46	18	24	20
African American	11	89	4087	100	100	99	439	479	481	18	11	20	36	29	24	45	53	45	0	7	11
Hispanic	46	275	31938	100	100	99	481	495	481	21	14	19	16	19	25	61	52	46	3	15	10
Asian/Pacific Islander	NC	30	1805	NC	97	98	NC	539	536	NC	3	5	NC	7	8	NC	38	45	NC	52	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	69	430	36483	99	99	99	508	522	517	6	5	7	22	11	13	55	54	51	17	31	30
Students with Disabilities	20	97	10664	100	100	100	425	437	430	56	44	42	22	26	27	22	21	26	0	9	5
Students without Disabilities	113	737	68310	98	98	98	506	519	509	5	4	9	20	14	18	60	56	51	15	26	22
Limited English Proficient Students	11	75	12573	100	100	100	411	448	454	38	28	27	13	15	30	50	53	38	0	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	40	227	38679	100	96	96	481	490	483	21	14	20	21	24	25	52	52	45	6	10	10
Non-Economically Disadvantaged	93	607	40295	100	100	100	499	516	513	9	6	7	20	13	13	56	52	50	15	29	30

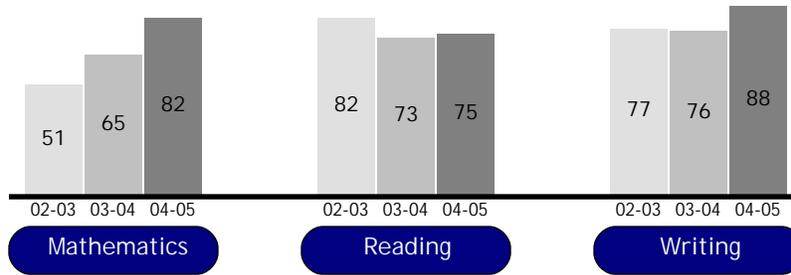
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	835	78908	100	0	99	490	498	484	11	7	10	20	18	23	57	62	58	12	13	9
All Students (Prior Year)	123	714	76020	100	99	100	503	508	503	23	17	25	19	20	23	44	46	40	15	16	12
Female	73	441	38648	100	0	99	488	501	489	9	5	8	21	15	22	59	65	61	11	15	10
Male	60	394	40233	100	0	99	493	494	479	13	8	12	18	21	25	55	59	55	15	12	8
African American	11	90	4092	100	0	99	431	474	473	0	5	12	64	29	28	36	58	54	0	8	5
Hispanic	46	276	31940	100	0	99	474	482	465	21	11	16	24	28	32	53	55	49	3	6	3
Asian/Pacific Islander	NC	30	1805	NC	0	98	NC	516	507	NC	3	4	NC	14	13	NC	62	65	NC	21	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	69	431	36502	99	0	99	508	511	502	6	4	4	12	10	14	63	68	67	18	18	15
Students with Disabilities	20	100	10665	100	0	100	411	428	423	44	37	30	44	29	36	11	30	31	0	3	2
Students without Disabilities	113	737	68312	98	0	98	504	507	493	5	3	7	16	16	21	65	66	62	15	15	10
Limited English Proficient Students	11	75	12556	100	0	100	389	435	436	38	22	24	50	36	40	13	42	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	40	228	38662	100	0	96	467	476	468	21	14	16	30	30	32	48	52	49	0	5	3
Non-Economically Disadvantaged	93	609	40315	100	0	100	499	505	498	7	4	5	16	13	15	60	66	66	17	17	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	133	829	78750	100	99	99	506	518	500	4	3	6	26	20	29	68	73	63	2	4	2
All Students (Prior Year)	123	714	75673	100	99	100	546	543	530	9	8	12	21	23	25	64	65	58	6	4	4
Female	73	440	38586	100	100	99	511	530	515	2	2	4	26	14	22	71	80	71	2	5	3
Male	60	389	40135	100	98	99	501	504	486	7	5	8	27	28	35	64	64	56	2	2	1
African American	11	89	4081	100	100	99	453	497	488	0	5	8	36	22	32	64	71	59	0	1	2
Hispanic	46	274	31841	100	100	99	484	506	483	11	4	8	34	28	36	53	66	55	3	2	1
Asian/Pacific Islander	NC	30	1802	NC	97	98	NC	552	533	NC	0	2	NC	10	16	NC	83	75	NC	7	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	69	428	36440	99	99	99	521	527	516	2	3	3	23	16	22	74	76	71	2	5	4
Students with Disabilities	20	96	10622	100	100	100	412	422	415	17	20	21	72	48	50	11	29	28	0	2	1
Students without Disabilities	113	735	68196	98	98	98	523	530	513	2	1	3	18	17	25	78	78	69	2	4	3
Limited English Proficient Students	11	75	12504	100	100	100	382	455	451	13	7	12	63	40	44	25	50	43	0	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	40	227	38558	100	96	96	495	498	485	3	7	8	33	28	37	64	64	54	0	2	1
Non-Economically Disadvantaged	93	604	40260	100	100	100	511	525	514	5	2	3	24	18	21	69	76	72	2	4	4

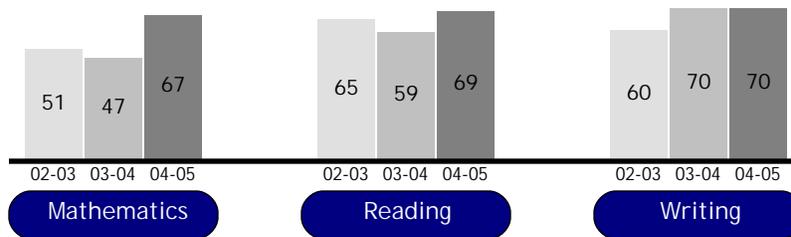
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	98	56	62	50	94	67	NA	58	99	49	53	47
	Language	98	45	52	43	97	53	56	50	99	51	52	47
	Mathematics	98	61	62	57	98	68	66	64	99	52	57	50
3	Reading	98	44	57	47	99	57	NA	55	99	51	52	44
	Language	99	53	62	54	100	54	66	61	99	49	49	44
	Mathematics	98	44	60	54	100	53	64	61	99	54	54	51
4	Reading	100	61	63	52	98	58	NA	56	100	57	58	48
	Language	100	58	58	48	99	55	56	52	100	56	57	49
	Mathematics	100	68	65	57	99	57	63	61	100	64	63	53
5	Reading	93	55	58	50	99	60	NA	55	100	52	56	50
	Language	96	50	53	46	100	57	58	49	100	51	57	50
	Mathematics	97	59	61	57	99	71	71	63	100	51	56	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Budget
- Ü Curriculum Development
- Ü School Safety Issues
- Ü School/Business/Community Relations
- Ü Parent Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	4.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multimedia Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Choirs (2)
- Ü Student Council

Social Services

- Ü Day Care
- Ü Recreational Activities
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Teachers applied for grants to support the initiation of programs for students that were not covered by the school budget. Several grant applications were funded.

- ü To support the team concept, the staff development program has been expanded to ensure that all staff members are prepared to meet identified student needs.

- ü A teacher achieved National Board Certification.

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	7	12	12	17
Transfers In Rate ⁶	19	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We continue to maintain policies and procedures that promote a safe and orderly climate for learning. All visitors are expected to sign in at the office. All employees wear photo identification badges. A Crisis Management Plan is in place.

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) :

1

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	Lesia Schurr	(623) 535-6500
Transportation Policy	David Gourlay	(623) 935-0018
Community Resources	Gayle Sasso	(623) 535-6043
School Nutrition Programs	David Schwake	(623) 535-6100
Parent Organization	Dana Rainey	(623) 535-0984
Student Health/Nurse	Shareece Castro	(623) 535-6500

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.