



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1088 Mahan Lane, Chino Valley, AZ 86323

Chino Valley Unified 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	Highly Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Grant L. Turley
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 570
 Web Address : www.cvsd.k12.az.us
 Phone Number : (928) 636-3842
 Fax Number : (928) 636-0267
 E-mail : gturley@cvsd.k12.az.us

Mission

Our goal is to develop a safe interactive community environment where learning flourishes, collaborative cooperation exists and where traditional American values are taught and respected while keeping pace with an ever-changing world.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü AAA is our main goal. A=assess each student. A=accept the assessment. A=advance the student from that point. Our ultimate goal is a minimum of one-year advancement. One year advancement for both students and school.
- ü Develop an integrated Media/Technology classroom which enhances the core subjects and helps to support the reading programs.
- ü Develop an advanced class in math to challenge the brightest students through exploration with technology assistance.
- ü To develop a district/site integrated curriculum program for our ELL students.

Enrollment

October 1, 2004 School Year Student Enrollment : 602
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 96

Instructional Programs

- ü All-day Kindergarten
- ü ELL/Title I Services
- ü Assessment-based Reading Groups
- ü Assessment-based Math Groups
- ü Advanced Placement Classes
- ü Media Technology Center
- ü Before & After School Tutoring
- ü Quarterly Assessment Tests

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Maintain safe and secure environment; provide effective academic instruction; publicize school events; inform parents of curriculum, classroom procedures and expectations; conduct parent/teacher conferences; maintain confidentiality.

Parents

Support school policies; help develop a positive attitude; shared responsibility of proper behavior; ensure regular attendance and punctuality; communicate with child about homework; communicate any changes affecting physical/emotional well-being.

Transportation Policy

Our district covers approximately 403 square miles. Although transportation is not required, the district transports about 1,700 students to and from school each day. The district follows all state and federal guidelines.

School Honors

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

Award/Honor	Year
ü Yavapai County Teacher of The Year 2nd Runner Up K-3	2004
ü Yavapai County Runner-Up Teacher Of The Year K-3	2003
ü Yavapai County Teacher Of The YearAz Small/Rural School	2003
ü Yavapai County Teacher Of The Year - Cross Catagorical	2005

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	96	206	79306	99	99	99	457	458	445	5	3	10	16	15	18	55	59	51	24	23	20
All Students (Prior Year)	78	174	75509	95	98	100	545	531	521	2	8	13	14	20	23	42	36	33	42	36	31
Female	42	97	38691	100	100	99	467	465	446	3	1	10	9	12	18	56	60	52	31	27	20
Male	54	109	40583	98	98	99	450	453	445	6	5	11	21	17	18	54	58	50	19	19	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	40	49	32869	100	100	99	456	455	429	3	2	15	16	17	25	66	66	51	16	15	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	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	53	154	36197	98	99	99	459	460	463	7	4	5	18	14	11	44	56	53	31	26	31
Students with Disabilities	13	25	10321	100	100	100	425	424	389	23	22	30	38	39	27	23	30	34	15	9	9
Students without Disabilities	83	181	69060	93	96	98	463	463	454	1	1	7	12	11	17	61	63	54	25	25	22
Limited English Proficient Students	25	26	15509	100	100	100	450	449	406	4	4	20	17	15	30	75	77	45	4	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	65	111	39415	98	96	96	457	454	431	4	3	15	17	18	25	57	59	50	23	20	10
Non-Economically Disadvantaged	31	95	39966	100	100	100	458	463	459	7	3	6	15	11	12	52	59	52	26	26	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	96	206	79395	99	0	99	441	453	446	13	9	9	25	21	25	58	59	55	5	12	11
All Students (Prior Year)	78	174	75492	95	98	100	533	525	519	2	8	12	9	13	16	59	53	47	30	26	24
Female	42	97	38743	100	0	100	460	469	451	3	4	7	19	17	24	69	62	57	9	18	12
Male	54	109	40618	98	0	99	429	440	440	19	13	11	29	24	27	50	56	53	2	6	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	40	49	32915	100	0	99	435	439	426	9	7	15	38	32	35	53	59	47	0	2	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	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	53	154	36221	98	0	99	447	458	465	13	9	4	18	18	15	60	59	63	9	14	17
Students with Disabilities	13	25	10331	100	0	100	395	399	388	46	43	25	31	35	37	15	17	34	8	4	4
Students without Disabilities	83	181	69139	93	0	99	450	461	454	6	4	7	24	19	24	66	65	58	4	13	11
Limited English Proficient Students	25	26	15545	100	0	100	428	429	399	13	12	21	38	35	42	50	54	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	65	111	39484	98	0	96	439	443	429	13	11	14	26	25	35	57	58	47	4	6	4
Non-Economically Disadvantaged	31	95	39986	100	0	100	444	465	461	11	7	4	22	16	16	59	60	63	7	17	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	96	206	78869	99	99	99	442	455	442	5	3	6	23	18	21	66	70	63	6	9	10
All Students (Prior Year)	78	174	75053	95	98	99	613	607	597	3	4	7	9	8	12	80	82	72	8	6	9
Female	42	97	38536	100	100	99	465	476	458	3	1	4	13	10	15	72	71	67	13	18	14
Male	54	109	40302	98	98	99	426	436	428	6	5	8	29	24	26	63	68	60	2	2	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	40	49	32606	100	100	98	433	442	426	9	7	8	25	22	27	56	61	60	9	10	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	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	53	154	36078	98	99	99	446	458	459	2	2	4	22	17	16	71	72	66	4	9	14
Students with Disabilities	13	25	10246	100	100	100	392	403	367	15	13	18	46	39	39	38	48	40	0	0	4
Students without Disabilities	83	181	68697	93	96	98	451	462	454	3	2	4	18	14	18	72	73	67	7	11	11
Limited English Proficient Students	25	26	15339	100	100	100	431	434	399	8	8	11	25	23	31	58	62	54	8	8	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	65	111	39106	98	96	95	443	445	427	6	5	8	19	19	28	68	68	59	8	7	5
Non-Economically Disadvantaged	31	95	39837	100	100	100	439	465	457	4	1	4	30	16	14	63	71	67	4	11	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	103	210	78906	98	99	99	489	507	498	10	6	13	23	17	19	51	52	48	16	26	20
All Students (Prior Year)	111	220	76019	100	100	100	502	515	499	9	6	14	42	34	39	18	16	14	31	44	33
Female	52	101	38644	100	100	99	477	498	500	4	4	12	30	23	19	48	43	49	17	30	19
Male	52	110	40236	98	99	99	502	515	497	15	7	15	15	11	19	54	60	46	15	22	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	32	49	31938	97	100	99	501	513	481	7	5	19	24	18	25	55	55	46	14	23	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	70	158	36483	99	99	99	484	505	517	11	6	7	21	15	13	50	52	51	18	27	30
Students with Disabilities	20	29	10664	100	100	100	393	398	430	50	42	42	25	33	27	25	25	26	0	0	5
Students without Disabilities	85	183	68310	98	98	98	509	522	509	3	1	9	22	14	18	56	55	51	19	30	22
Limited English Proficient Students	19	22	12573	100	100	100	464	447	454	9	12	27	26	27	30	52	50	38	13	12	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	68	125	38679	96	95	96	493	506	483	10	6	20	28	22	25	50	50	45	12	21	10
Non-Economically Disadvantaged	37	87	40295	100	100	100	482	507	513	11	6	7	14	9	13	51	53	50	23	33	30

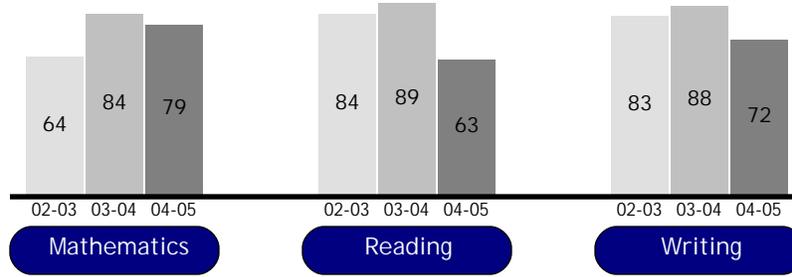
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	210	78908	98	0	99	474	491	484	14	9	10	13	14	23	64	63	58	9	14	9
All Students (Prior Year)	111	220	76020	100	100	100	504	510	503	20	14	25	23	20	23	51	53	40	7	13	12
Female	52	101	38648	100	0	99	474	490	489	7	6	8	11	14	22	74	62	61	9	17	10
Male	52	110	40233	98	0	99	475	492	479	22	11	12	15	14	25	54	64	55	9	11	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	32	49	31940	97	0	99	466	480	465	17	14	16	34	32	32	45	43	49	3	11	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	70	158	36502	99	0	99	478	493	502	13	8	4	3	8	14	73	70	67	11	14	15
Students with Disabilities	20	29	10665	100	0	100	361	370	423	63	54	30	25	33	36	13	13	31	0	0	2
Students without Disabilities	85	183	68312	98	0	98	498	508	493	4	2	7	12	12	21	74	70	62	10	16	10
Limited English Proficient Students	19	22	12556	100	0	100	426	411	436	17	19	24	39	42	40	39	35	35	4	4	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	68	125	38662	96	0	96	475	488	468	17	12	16	17	19	32	59	56	49	7	13	3
Non-Economically Disadvantaged	37	87	40315	100	0	100	473	494	498	9	5	5	9	8	15	71	73	66	11	15	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	103	210	78750	98	99	99	507	522	500	7	4	6	17	13	29	72	78	63	4	5	2
All Students (Prior Year)	111	220	75673	100	100	100	499	543	530	13	8	12	30	25	25	54	60	58	2	8	4
Female	52	101	38586	100	100	99	508	525	515	4	4	4	11	9	22	78	77	71	7	10	3
Male	52	110	40135	98	99	99	506	519	486	9	4	8	24	17	35	65	78	56	2	1	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	32	49	31841	97	100	99	519	525	483	3	2	8	24	16	36	66	77	55	7	5	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	70	158	36440	99	99	99	501	520	516	8	5	3	15	12	22	74	78	71	3	5	4
Students with Disabilities	20	29	10622	100	100	100	377	386	415	38	33	21	38	29	50	25	38	28	0	0	1
Students without Disabilities	85	183	68196	98	98	98	534	541	513	0	0	3	14	11	25	81	83	69	5	6	3
Limited English Proficient Students	19	22	12504	100	100	100	473	461	451	4	8	12	30	27	44	61	62	43	4	4	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	68	125	38558	96	95	96	513	520	485	5	4	8	21	17	37	69	75	54	5	4	1
Non-Economically Disadvantaged	37	87	40260	100	100	100	497	523	514	9	5	3	14	9	21	74	80	72	3	6	4

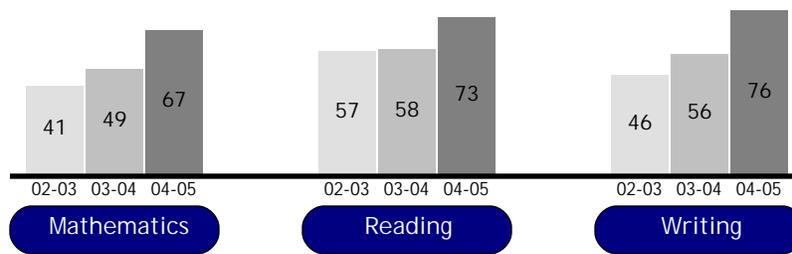
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	62	65	50	98	61	NA	58	98	40	50	47
	Language	100	55	54	43	100	50	57	50	98	48	55	47
	Mathematics	100	61	63	57	100	69	74	64	98	50	58	50
3	Reading	100	40	51	47	96	63	NA	55	99	42	51	44
	Language	100	44	54	54	96	70	69	61	99	43	50	44
	Mathematics	100	49	60	54	96	77	73	61	99	54	57	51
4	Reading	97	52	60	52	100	57	NA	56	97	52	55	48
	Language	100	47	50	48	100	48	53	52	97	53	54	49
	Mathematics	99	59	62	57	100	63	65	61	97	64	62	53
5	Reading	100	47	60	50	100	53	NA	55	98	48	57	50
	Language	100	39	52	46	100	52	62	49	98	43	55	50
	Mathematics	100	50	63	57	100	62	70	63	98	45	54	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."

Territorial Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Maintain an atmosphere of communication
- Ü Facilities - Safety Concerns
- Ü Facilities - Beautification Projects
- Ü Technology - Acquire and Upgrade
- Ü Parent/Educator Relations
- Ü Student/School Recognition Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.50
Other Professional Staff	1.00	Teacher Aide	12.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	7	5	0	0
7 to 9 years	1	2	0	0
10 or more years	8	12	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certificaton.	8
Percent of teachers in the school with Emergency/Provisional Certification	22%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media/Technology Classroom
- Ü Math Lab
- Ü Art, Music & PE
- Ü Wireless Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Intramural Sports
- Ü Clubs--Music/Art/Dance
- Ü Before School Tutoring
- Ü After School Tutoring

Social Services

- Ü Breakfast Program
- Ü Quarterly Family Math Fun Nights
- Ü YRMC Partners For Healthy Students
- Ü Lunch Program
- Ü Dental Care
- Ü Partnership w/ Big Brothers & Big Sister

School Achievements/Accomplishments 2004-05

- ü Students read, tested and passed over 23,000 books using the "Reading Counts" program.

- ü Third through fifth grades have integrated 'Accelerated Math' into their math curriculum. 'Accelerated Math' is being used on a daily basis.

- ü Students will be learning and using Read Natural program. Students will use Read Natural for both remediation and enrichment purposes.

- ü Had an increase in the number of ELL students reaching the level of proficiency (FEP).

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	39	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	1	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

First establish a warm and friendly atmosphere. Use a discipline model that allows a child to acknowledge error and a vehicle to correct the error. Place responsibility of behavior back onto the child. Above all, try to be friendly.

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) :

3

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	Elanna Jackson	(928) 636-3842
Transportation Policy	Jeff Lambert	(928) 636-2305
Community Resources		
School Nutrition Programs	Beth Williams	(928) 636-7461
Parent Organization	Tamara Burns	(928) 636-3842
Student Health/Nurse	Donna McBroom District R.N.	(928) 636-3842

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.