



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

Crossroads of Route 77 and Route 15, Indian Wells, AZ 86031

Holbrook 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	Underperforming
2003-04	Not Evaluated
2002-03	New School

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

School Overview

Principal/Administrator : Mr. Robbie Koerperich
 Schedule : 08:00 AM to 04:32 PM
 Grades : K-6
 2005 Enrollment : 274
 Web Address : www.holbrook.k12.az.us
 Phone Number : (928) 654-3160
 Fax Number : (928) 654-3162
 E-mail : koerp@holbrook.k12.az.us

Mission

"In a safe environment at Indian Wells, we will encourage and challenge all students to be committed to life long learning and reaching their full potential without leaving their cultural identity behind."

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 Goal #1: To teach the Arizona Academic Content Standards so that all students can be successful and achieve mastery skills.
- ü Goal #2: To provide a positive learning environment in which all students may succeed.
- ü Goal #3: To increase the number of students meeting or exceeding the state standard on the AIMS reading, writing, and math.
- ü Goal #4: All students will be at grade level before exiting to the next grade.

Enrollment

October 1, 2004 School Year Student Enrollment : 289
 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 All Day Kindergarten
- ü K-6 4 Block Reading
- ü K-6 6-Trait Writing
- ü K-6 Standards Based Instruction
- ü Scholastic Read 180
- ü Computer Classes
- ü Music Classes
- ü Physical Education Classes

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	7 hours 15 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Indian Wells provides parents with information that will help their child succeed in school. Parents are provided with conference dates, weekly news, concise report cards, and information that will assist with their child's education.

Parents

It is the parents responsibility to ensure that their child attends school daily. The more involved parents can be in their child's education and support what the school is doing, the more successful the child will be.

Transportation Policy

Indian Wells provides transportation to and from the designated bus stops. We currently provide routes from the Dilcon area, Greasewood area, Whitecone/Jeditto area; as well as to the Reservation line.

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	37	134	79306	100	100	99	407	436	445	35	20	10	29	18	18	32	46	51	3	16	20
All Students (Prior Year)	32	141	75509	100	100	100	472	517	521	38	19	13	35	26	23	23	25	33	4	30	31
Female	16	67	38691	100	99	99	409	426	446	27	21	10	47	26	18	27	44	52	0	8	20
Male	21	67	40583	100	100	99	405	445	445	42	19	11	16	10	18	37	47	50	5	24	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	--	23	32869	--	100	99	--	442	429	--	14	15	--	9	25	--	59	51	--	18	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	37	66	4264	100	100	100	407	412	419	35	34	19	29	22	30	32	39	45	3	5	6
White	--	39	36197	--	98	99	--	467	463	--	6	5	--	17	11	--	44	53	--	33	31
Students with Disabilities	NC	23	10321	NC	100	100	NC	411	389	NC	41	30	NC	23	27	NC	27	34	NC	9	9
Students without Disabilities	30	111	69060	100	100	98	413	441	454	26	16	7	33	17	17	37	50	54	4	18	22
Limited English Proficient Students	14	20	15509	100	95	100	404	413	406	41	38	20	23	15	30	32	35	45	5	12	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	37	105	39415	100	99	96	407	423	431	35	26	15	29	20	25	32	46	50	3	8	10
Non-Economically Disadvantaged	--	29	39966	--	100	100	--	485	459	--	0	6	--	12	12	--	42	52	--	46	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	37	135	79395	100	0	99	401	437	446	24	10	9	47	31	25	29	52	55	0	6	11
All Students (Prior Year)	32	141	75492	100	100	100	482	515	519	50	21	12	15	18	16	35	37	47	0	24	24
Female	16	68	38743	100	0	100	408	434	451	20	11	7	47	32	24	33	55	57	0	2	12
Male	21	67	40618	100	0	99	395	440	440	26	10	11	47	31	27	26	48	53	0	11	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	--	23	32915	--	0	99	--	450	426	--	5	15	--	23	35	--	68	47	--	5	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	37	67	4271	100	0	100	401	413	420	24	18	15	47	47	42	29	33	41	0	2	2
White	--	39	36221	--	0	99	--	464	465	--	3	4	--	17	15	--	64	63	--	17	17
Students with Disabilities	NC	23	10331	NC	0	100	NC	416	388	NC	14	25	NC	55	37	NC	27	34	NC	5	4
Students without Disabilities	30	112	69139	100	0	99	406	442	454	22	10	7	41	26	24	37	57	58	0	7	11
Limited English Proficient Students	14	21	15545	100	0	100	395	411	399	32	20	21	41	49	42	27	29	35	0	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	37	106	39484	100	0	96	401	426	429	24	13	14	47	37	35	29	48	47	0	2	4
Non-Economically Disadvantaged	--	29	39986	--	0	100	--	479	461	--	0	4	--	12	16	--	65	63	--	23	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	37	134	78869	100	100	99	365	432	442	26	11	6	47	23	21	26	60	63	0	6	10
All Students (Prior Year)	32	139	75053	100	99	99	522	576	597	8	9	7	31	15	12	62	72	72	0	5	9
Female	16	67	38536	100	99	99	370	434	458	20	10	4	47	21	15	33	64	67	0	5	14
Male	21	67	40302	100	100	99	362	429	428	32	13	8	47	24	26	21	56	60	0	6	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	--	23	32606	--	100	98	--	460	426	--	9	8	--	9	27	--	73	60	--	9	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	37	66	4245	100	100	100	365	397	423	26	17	9	47	37	26	26	46	61	0	0	4
White	--	39	36078	--	98	99	--	471	459	--	3	4	--	11	16	--	72	66	--	14	14
Students with Disabilities	NC	23	10246	NC	100	100	NC	399	367	NC	23	18	NC	32	39	NC	45	40	NC	0	4
Students without Disabilities	30	111	68697	100	100	98	373	439	454	22	9	4	44	21	18	33	63	67	0	7	11
Limited English Proficient Students	14	20	15339	100	95	100	353	379	399	27	21	11	59	44	31	14	35	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	37	105	39106	100	99	95	365	417	427	26	14	8	47	26	28	26	57	59	0	3	5
Non-Economically Disadvantaged	--	29	39837	--	100	100	--	484	457	--	0	4	--	12	14	--	73	67	--	15	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	45	149	78906	100	100	99	466	489	498	29	16	13	29	24	19	42	49	48	0	11	20
All Students (Prior Year)	52	163	76019	100	99	100	459	483	499	35	20	14	50	49	39	9	12	14	7	19	33
Female	22	74	38644	100	100	99	464	485	500	28	17	12	39	25	19	33	47	49	0	11	19
Male	23	75	40236	100	100	99	468	493	497	30	14	15	20	23	19	50	51	46	0	12	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	--	20	31938	--	100	99	--	498	481	--	5	19	--	20	25	--	65	46	--	10	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	44	87	4593	98	100	100	466	475	467	30	21	26	30	29	29	41	50	39	0	0	6
White	NC	39	36483	NC	100	99	NC	512	517	NC	12	7	NC	18	13	NC	35	51	NC	35	30
Students with Disabilities	NC	22	10664	NC	100	100	NC	434	430	NC	52	42	NC	38	27	NC	10	26	NC	0	5
Students without Disabilities	38	127	68310	97	100	98	475	500	509	19	9	9	31	21	18	50	56	51	0	13	22
Limited English Proficient Students	NC	11	12573	NC	100	100	NC	473	454	NC	23	27	NC	29	30	NC	46	38	NC	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	43	118	38679	100	100	96	464	480	483	31	18	20	31	27	25	39	50	45	0	5	10
Non-Economically Disadvantaged	NC	31	40295	NC	100	100	NC	523	513	NC	7	7	NC	14	13	NC	45	50	NC	34	30

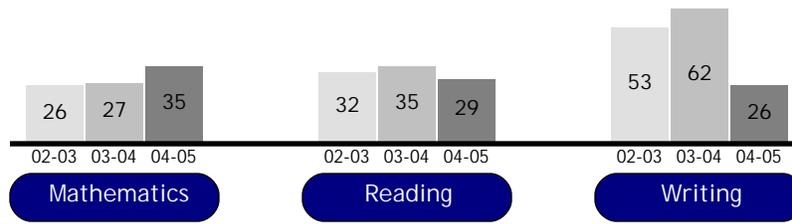
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	149	78908	100	0	99	459	476	484	8	7	10	53	34	23	39	56	58	0	4	9
All Students (Prior Year)	52	163	76020	100	99	100	485	494	503	52	36	25	30	29	23	17	31	40	0	4	12
Female	22	74	38648	100	0	99	466	479	489	0	3	8	50	34	22	50	58	61	0	5	10
Male	23	75	40233	100	0	99	454	473	479	15	10	12	55	33	25	30	54	55	0	3	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	--	20	31940	--	0	99	--	478	465	--	10	16	--	20	32	--	70	49	--	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	44	87	4569	98	0	100	460	466	457	8	7	18	51	46	39	41	47	41	0	0	2
White	NC	39	36502	NC	0	99	NC	493	502	NC	6	4	NC	15	14	NC	68	67	NC	12	15
Students with Disabilities	NC	22	10665	NC	0	100	NC	442	423	NC	24	30	NC	57	36	NC	19	31	NC	0	2
Students without Disabilities	38	127	68312	97	0	98	464	482	493	6	4	7	47	29	21	47	63	62	0	4	10
Limited English Proficient Students	NC	11	12556	NC	0	100	NC	464	436	NC	11	24	NC	37	40	NC	51	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	43	118	38662	100	0	96	458	469	468	8	7	16	53	40	32	39	52	49	0	1	3
Non-Economically Disadvantaged	NC	31	40315	NC	0	100	NC	501	498	NC	7	5	NC	10	15	NC	69	66	NC	14	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	45	149	78750	100	100	99	504	491	500	3	7	6	26	32	29	71	62	63	0	0	2
All Students (Prior Year)	52	163	75673	100	99	100	490	495	530	17	17	12	39	34	25	43	46	58	0	2	4
Female	22	74	38586	100	100	99	517	495	515	0	8	4	11	22	22	89	70	71	0	0	3
Male	23	75	40135	100	100	99	491	488	486	5	6	8	40	41	35	55	54	56	0	0	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	--	20	31841	--	100	99	--	496	483	--	5	8	--	35	36	--	60	55	--	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	44	87	4586	98	100	100	502	491	481	3	5	8	27	32	37	70	63	54	0	0	1
White	NC	39	36440	NC	100	99	NC	483	516	NC	12	3	NC	32	22	NC	56	71	NC	0	4
Students with Disabilities	NC	22	10622	NC	100	100	NC	425	415	NC	29	21	NC	62	50	NC	10	28	NC	0	1
Students without Disabilities	38	127	68196	97	100	98	514	503	513	0	3	3	16	26	25	84	71	69	0	0	3
Limited English Proficient Students	NC	11	12504	NC	100	100	NC	481	451	NC	11	12	NC	31	44	NC	57	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	43	118	38558	100	100	96	501	486	485	3	8	8	28	35	37	69	58	54	0	0	1
Non-Economically Disadvantaged	NC	31	40260	NC	100	100	NC	510	514	NC	3	3	NC	21	21	NC	76	72	NC	0	4

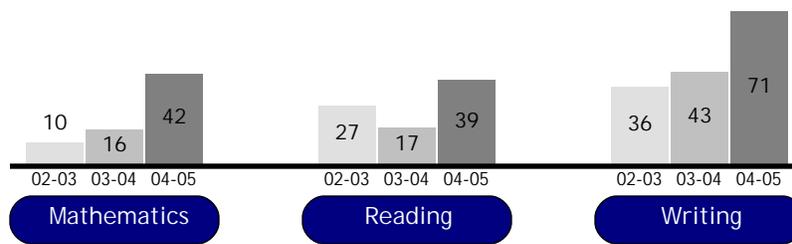
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	100	31	41	50	94	38	NA	58	94	41	43	47
	Language	100	20	31	43	94	17	33	50	94	36	41	47
	Mathematics	100	47	49	57	94	52	56	64	94	39	47	50
3	Reading	92	21	46	47	100	21	NA	55	100	24	42	44
	Language	100	31	51	54	100	33	54	61	100	20	41	44
	Mathematics	100	25	52	54	100	37	59	61	100	32	46	51
4	Reading	97	29	42	52	98	31	NA	56	100	26	46	48
	Language	97	31	39	48	98	30	43	52	100	27	44	49
	Mathematics	100	36	45	57	98	46	53	61	100	25	46	53
5	Reading	100	29	39	50	100	21	NA	55	100	34	46	50
	Language	97	26	33	46	100	20	33	49	100	30	40	50
	Mathematics	97	33	41	57	100	37	51	63	100	33	44	49
6	Reading	--	--	38	53	100	30	NA	56	100	41	43	51
	Language	--	--	26	45	100	23	36	48	100	30	35	47
	Mathematics	--	--	37	62	100	50	54	66	100	36	41	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)
- 3 Non-certified Employee(s)
- 2 Teacher(s)
- 8 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/School Relations
- Ü Academic Advisory Council
- Ü Sounding Board for New School Issues
- Ü Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	1.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	15
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Hightly Qualified Teachers	20%

Resources Available at School Site

Special Facilities

- Ü Computer Lab w/ 28 thin client computers
- Ü Full Sized Gymnasium
- Ü Library
- Ü On-Site Cafeteria

Extracurricular Activities

- Ü After School Tutoring Program
- Ü After School Clubs
- Ü Junior Varsity Athletics
- Ü Music Programs
- Ü 5th and 6th Grade Instrumental Music

Social Services

- Ü Full-Time Nurse
- Ü Counselor Services
- Ü Speech Services
- Ü Special Education Services

School Achievements/Accomplishments 2004-05

- ü Indian Wells has been featured on the PBS Show SciFiles. Students performed experiments to air on television.

- ü Indian Wells has been published in Educator's Notebook for Family Involvement.

- ü One hundred percent of all sixth grade students during the 2003-2004 school year made one year's growth on the Stanford 9 in math.

- ü 78% of all 5th graders met the standard on the AIMS writing during the 2004-2005 school year.

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	10	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	91	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

Indian Wells Elementary has emergency policies in place for unexpected occurrences. Emergency procedures are routinely practiced to ensure that students and faculty are prepared in case of an emergency.

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	Robbie Koerperich	(928) 654-3160
Transportation Policy	Carolee DeWitt	(928) 524-6192
Community Resources	Robbie Koerperich	(928) 654-3160
School Nutrition Programs	Sunny Obren	(928) 524-6144
Parent Organization	James Clark	(928) 654-3160
Student Health/Nurse	Stephanie Bifano	(928) 524-6138

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.