



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3401 N. Fourth Street, Flagstaff, AZ 86004

Flagstaff 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 Performing
2003-04 Performing
2002-03 PreK-2

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

School Overview

Principal/Administrator : Mrs. Dawn M. Trubakoff
Schedule : 07:30 AM to 05:00 PM
Grades : K-6
2005 Enrollment : 454
Web Address : flagstaff.k12.az.us/schools.htm
Phone Number : (928) 773-4090
Fax Number : (928) 773-4100
E-mail : dtrubako@apsc.org

Mission

Puente de Hozho's ('Bridge of Beauty') mission is to provide all students 'The Power of Two,' or the ability to speak, read, and write in English and Spanish or Navajo. We have three goals: academic excellence, bilingualism, and cultural enrichment.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Not Evaluated

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

- Each year students will gain at least one level on an oral proficiency test in their second language (i.e., Spanish, Navajo, or English)
Each year at least 70% of the ELL students will gain 3 or more NCEs on the reading and mathematics components of the Stanford 9.

Enrollment

October 1, 2004 School Year Student Enrollment : 398
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2004-05 : 454

Instructional Programs

- Dual Language (Spanish/English)
- Navajo Immersion
- Culturally Integrated Arts
- Culturally Integrated Technology

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Puente de Hozho School is responsible for: ensuring that all students receive a high quality, standards-based education in two languages in a safe environment and communicating with parents in a language that they can comprehend.

Parents

Parents are expected to: ensure that their child attends school regularly and on time; encourage their child to use their new language; praise their child for his or her efforts to speak the language; embrace all students regardless of ethnicity and participate in school as a volunteer.

Transportation Policy

Transportation is provided to students. In the morning, students ride the regular school bus to their home school and then ride a transfer bus to Puente de Hozho. In the afternoon, buses transport our students directly to their home bus stops. Parents can choose to transport their own child to and from Puente.

School Honors

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

Award/Honor	Year
• Martin Luther King Jr. Poster/Bookmark Contest	2002
• Navajo Language Arts Fair	2003
• Navajo Language Arts Fair	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	58	824	79306	100	100	99	414	443	445	25	10	10	35	20	18	37	50	51	4	20	20
All Students (Prior Year)	--	771	75509	--	98	100	--	526	521	--	11	13	--	19	23	--	35	33	--	35	31
Female	21	391	38691	100	100	99	412	445	446	19	8	10	38	20	18	38	50	52	5	21	20
Male	37	434	40583	100	100	99	414	441	445	28	11	11	33	20	18	36	50	50	3	19	21
African American	NC	22	4041	NC	100	99	NC	430	426	NC	17	17	NC	17	23	NC	56	50	NC	11	10
Hispanic	31	174	32869	100	99	99	406	426	429	37	15	15	30	34	25	30	43	51	3	8	10
Asian/Pacific Islander	--	11	1935	--	100	99	--	483	474	--	0	3	--	0	9	--	78	48	--	22	40
American Indian/Alaskan Native	17	195	4264	100	100	100	411	418	419	18	16	19	47	29	30	35	49	45	0	6	6
White	NC	422	36197	NC	100	99	NC	460	463	NC	5	5	NC	12	11	NC	53	53	NC	30	31
Students with Disabilities	NC	191	10321	NC	100	100	NC	407	389	NC	20	30	NC	29	27	NC	41	34	NC	11	9
Students without Disabilities	51	634	69060	100	99	98	414	454	454	26	7	7	34	18	17	36	53	54	4	22	22
Limited English Proficient Students	26	135	15509	100	100	100	404	389	406	31	24	20	34	38	30	31	36	45	3	2	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	36	382	39415	97	95	96	403	424	431	34	16	15	37	30	25	26	45	50	3	9	10
Non-Economically Disadvantaged	22	443	39966	100	100	100	431	459	459	9	5	6	32	12	12	55	55	52	5	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	58	823	79395	100	0	99	424	447	446	14	6	9	49	28	25	33	54	55	4	12	11
All Students (Prior Year)	--	772	75492	--	99	100	--	526	519	--	9	12	--	14	16	--	48	47	--	29	24
Female	21	390	38743	100	0	100	425	453	451	10	7	7	48	25	24	38	53	57	5	16	12
Male	37	434	40618	100	0	99	423	442	440	17	6	11	50	30	27	31	55	53	3	8	9
African American	NC	22	4052	NC	0	100	NC	438	434	NC	0	11	NC	39	29	NC	61	54	NC	0	6
Hispanic	31	174	32915	100	0	99	419	432	426	20	11	15	50	41	35	27	43	47	3	6	4
Asian/Pacific Islander	--	11	1936	--	0	99	--	498	468	--	0	3	--	0	14	--	67	63	--	33	19
American Indian/Alaskan Native	17	195	4271	100	0	100	412	420	420	12	8	15	65	48	42	24	41	41	0	3	2
White	NC	421	36221	NC	0	99	NC	463	465	NC	4	4	NC	14	15	NC	64	63	NC	18	17
Students with Disabilities	NC	191	10331	NC	0	100	NC	416	388	NC	8	25	NC	41	37	NC	47	34	NC	4	4
Students without Disabilities	51	633	69139	100	0	99	423	457	454	16	6	7	46	24	24	34	56	58	4	14	11
Limited English Proficient Students	26	135	15545	100	0	100	407	390	399	20	18	21	63	56	42	17	25	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	36	382	39484	97	0	96	410	428	429	20	11	14	57	43	35	23	42	47	0	4	4
Non-Economically Disadvantaged	22	442	39986	100	0	100	447	464	461	5	2	4	36	15	16	50	65	63	9	18	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	58	823	78869	100	100	99	396	433	442	12	7	6	42	25	21	44	61	63	2	7	10
All Students (Prior Year)	--	770	75053	--	98	99	--	607	597	--	6	7	--	11	12	--	75	72	--	9	9
Female	21	389	38536	100	100	99	389	450	458	14	4	4	43	19	15	43	67	67	0	10	14
Male	37	435	40302	100	100	99	400	418	428	11	9	8	42	31	26	44	56	60	3	4	7
African American	NC	23	4015	NC	100	99	NC	430	430	NC	11	8	NC	22	24	NC	61	61	NC	6	7
Hispanic	31	175	32606	100	100	98	364	416	426	17	11	8	57	33	27	27	49	60	0	7	5
Asian/Pacific Islander	--	11	1925	--	100	99	--	504	471	--	0	3	--	11	11	--	44	64	--	44	22
American Indian/Alaskan Native	17	194	4245	100	100	100	424	420	423	6	6	9	35	31	26	59	59	61	0	3	4
White	NC	420	36078	NC	100	99	NC	444	459	NC	5	4	NC	20	16	NC	67	66	NC	8	14
Students with Disabilities	NC	190	10246	NC	100	100	NC	379	367	NC	16	18	NC	40	39	NC	44	40	NC	1	4
Students without Disabilities	51	634	68697	100	99	98	398	450	454	10	4	4	44	21	18	44	66	67	2	9	11
Limited English Proficient Students	26	135	15339	100	100	100	383	381	399	11	12	11	57	42	31	31	44	54	0	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	36	381	39106	97	95	95	375	415	427	17	11	8	46	31	28	37	56	59	0	2	5
Non-Economically Disadvantaged	22	443	39837	100	100	100	430	448	457	5	3	4	36	20	14	55	65	67	5	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	14	760	78906	100	100	99	445	498	498	27	12	13	55	20	19	18	49	48	0	18	20
All Students (Prior Year)	--	822	76019	--	100	100	--	508	499	--	7	14	--	40	39	--	16	14	--	36	33
Female	10	377	38644	100	100	99	441	497	500	33	11	12	56	21	19	11	49	49	0	19	19
Male	NC	383	40236	NC	100	99	NC	498	497	NC	13	15	NC	19	19	NC	50	46	NC	18	20
African American	--	18	4087	--	100	99	--	459	481	--	40	20	--	33	24	--	20	45	--	7	11
Hispanic	10	155	31938	100	100	99	437	475	481	38	22	19	50	30	25	13	41	46	0	6	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	172	4593	NC	100	100	NC	476	467	NC	20	26	NC	27	29	NC	48	39	NC	5	6
White	NC	410	36483	NC	100	99	NC	515	517	NC	5	7	NC	13	13	NC	54	51	NC	28	30
Students with Disabilities	NC	148	10664	NC	100	100	NC	447	430	NC	39	42	NC	30	27	NC	29	26	NC	2	5
Students without Disabilities	11	613	68310	92	100	98	456	510	509	13	6	9	63	18	18	25	55	51	0	22	22
Limited English Proficient Students	NC	65	12573	NC	100	100	NC	451	454	NC	30	27	NC	35	30	NC	34	38	NC	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	10	345	38679	100	94	96	441	478	483	38	20	20	38	27	25	25	48	45	0	5	10
Non-Economically Disadvantaged	NC	416	40295	NC	100	100	NC	514	513	NC	6	7	NC	14	13	NC	51	50	NC	29	30

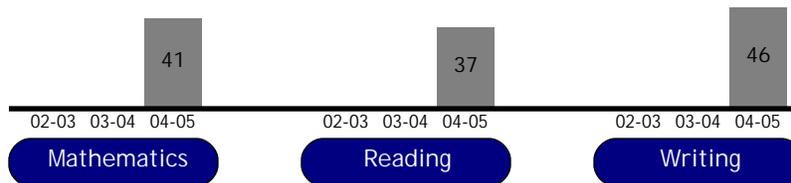
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	760	78908	100	0	99	447	488	484	27	7	10	55	24	23	18	61	58	0	9	9
All Students (Prior Year)	--	821	76020	--	100	100	--	506	503	--	16	25	--	21	23	--	50	40	--	13	12
Female	10	377	38648	100	0	99	447	492	489	22	4	8	56	24	22	22	62	61	0	10	10
Male	NC	383	40233	NC	0	99	NC	484	479	NC	9	12	NC	24	25	NC	59	55	NC	8	8
African American	--	18	4092	--	0	99	--	461	473	--	13	12	--	53	28	--	27	54	--	7	5
Hispanic	10	155	31940	100	0	99	430	471	465	38	12	16	63	36	32	0	50	49	0	2	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	172	4569	NC	0	100	NC	461	457	NC	12	18	NC	38	39	NC	50	41	NC	0	2
White	NC	410	36502	NC	0	99	NC	506	502	NC	2	4	NC	13	14	NC	70	67	NC	15	15
Students with Disabilities	NC	148	10665	NC	0	100	NC	448	423	NC	19	30	NC	45	36	NC	35	31	NC	1	2
Students without Disabilities	11	613	68312	92	0	98	457	498	493	25	3	7	50	19	21	25	67	62	0	11	10
Limited English Proficient Students	NC	65	12556	NC	0	100	NC	438	436	NC	22	24	NC	45	40	NC	32	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	10	346	38662	100	0	96	429	470	468	38	11	16	63	36	32	0	50	49	0	3	3
Non-Economically Disadvantaged	NC	415	40315	NC	0	100	NC	504	498	NC	3	5	NC	14	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	14	762	78750	100	100	99	455	505	500	9	5	6	64	30	29	27	62	63	0	3	2
All Students (Prior Year)	--	817	75673	--	99	100	--	545	530	--	7	12	--	22	25	--	67	58	--	4	4
Female	10	378	38586	100	100	99	455	517	515	11	2	4	56	25	22	33	70	71	0	3	3
Male	NC	384	40135	NC	100	99	NC	492	486	NC	7	8	NC	36	35	NC	54	56	NC	2	1
African American	--	18	4081	--	100	99	--	460	488	--	13	8	--	67	32	--	20	59	--	0	2
Hispanic	10	155	31841	100	100	99	431	483	483	13	9	8	75	41	36	13	50	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	173	4586	NC	100	100	NC	492	481	NC	1	8	NC	44	37	NC	53	54	NC	1	1
White	NC	411	36440	NC	100	99	NC	519	516	NC	4	3	NC	20	22	NC	72	71	NC	5	4
Students with Disabilities	NC	149	10622	NC	100	100	NC	446	415	NC	16	21	NC	54	50	NC	29	28	NC	1	1
Students without Disabilities	11	614	68196	92	100	98	487	520	513	0	2	3	63	24	25	38	71	69	0	3	3
Limited English Proficient Students	NC	65	12504	NC	100	100	NC	456	451	NC	9	12	NC	46	44	NC	44	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	10	347	38558	100	95	96	434	488	485	13	6	8	75	41	37	13	51	54	0	2	1
Non-Economically Disadvantaged	NC	416	40260	NC	100	100	NC	519	514	NC	3	3	NC	21	21	NC	72	72	NC	4	4

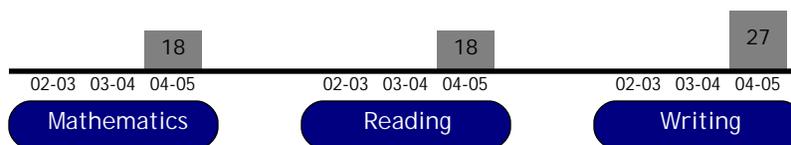
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Not Evaluated
	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	--	--	56	50	88	56	NA	58	94	41	52	47
	Language	--	--	47	43	98	41	52	50	94	39	51	47
	Mathematics	--	--	64	57	98	63	68	64	97	41	55	50
3	Reading	--	--	53	47	--	--	NA	55	100	32	48	44
	Language	--	--	59	54	--	--	63	61	100	30	43	44
	Mathematics	--	--	60	54	--	--	65	61	100	32	50	51
4	Reading	--	--	60	52	--	--	NA	56	100	61	55	48
	Language	--	--	53	48	--	--	56	52	100	61	54	49
	Mathematics	--	--	64	57	--	--	63	61	100	51	56	53
5	Reading	--	--	59	50	--	--	NA	55	100	27	54	50
	Language	--	--	53	46	--	--	55	49	100	28	52	50
	Mathematics	--	--	67	57	--	--	69	63	100	23	49	49
6	Reading	--	--	63	53	--	--	NA	56	100	35	56	51
	Language	--	--	56	45	--	--	58	48	100	23	50	47
	Mathematics	--	--	73	62	--	--	76	66	100	25	57	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)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Curriculum
- Ü Staffing
- Ü Professional Development
- Ü Community/Parent Relations
- Ü Programs/Pilots

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.20
Other Professional Staff	4.50	Teacher Aide	9.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab

Extracurricular Activities

- Ü Winter Cultural Performance
- Ü American Indian Week
- Ü Spring Cultural Performance
- Ü Hispanoamericano Week
- Ü Pioneer Week
- Ü Ballet Folklorico Dance

Social Services

- Ü Native Americans for Community Action
- Ü Mexican-American Coordinating Council
- Ü Northern Arizona University
- Ü FACTS
- Ü NACA-Pathways
- Ü DARE
- Ü Dental Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students in Navajo immersion program scored at the 71st percentile in Reading and at the 84th percentile in Math on the 2003 SAT 9 test.

- ü On the 2004 SAT 9 test, our students scored 21, 10, and 7 percentile points higher than their peers in comparable programs in Reading, Language, and Math, respectively.

- ü Students in the Navajo program earned 7 of the 15 awards for their grade levels at the 2004 Navajo Language Arts Fair.

- ü Students in the dual language Spanish/English gained 20 percentile points on the Math subtest of the 2004 SAT 9.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	11	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	93	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 promote behavioral expectations which allow teachers more time to teach and students more time to learn. Students are carefully monitored and supervised. We have a crisis intervention plan and emergency procedures and conduct emergency drills.

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	Dawn Trubakoff	(928) 527-4091
Transportation Policy	DAn McCroy	(928) 773-4171
Community Resources	Betty Lucero	(928) 773-4090
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization	Ella Mase	(928) 773-4090
Student Health/Nurse	Gail Griffith	(928) 773-4092

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."

ACHIEVEMENT PROFILES

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.