

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2005 Ft. Apache, Whiteriver, AZ 85941

Whiteriver 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 Underperforming
2002-03 New School

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

School Overview

Principal/Administrator : Mrs. Blanche Alice Odom
Schedule : 07:00 AM to 04:00 PM
Grades : K-6
2005 Enrollment : 525
Web Address : wusd.k12.az.us
Phone Number : (928) 338-1353
Fax Number : (928) 338-6037
E-mail : bodom@wusd.k12.az.us

Mission

The mission of Seven Mile School is to value and respect our differences and similarities so that we may encourage each other to reach our highest potential.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05 SI Year 2
2003-04 Year 1
2002-03 N/A

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

School / Academic Goals

- ü We will meet or exceed our A.Y.P. goals set by the state.
- ü Established and meet goals from the Effective Schools Coorelates.

Enrollment

October 1, 2004 School Year Student Enrollment : 506
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 Full-Day Kindergarten
- Ü On-Site Special Education
- Ü Apache Language/Culture
- Ü Phonics-Based Reading
- Ü Tutoring
- Ü Technology-Based Learning

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/8/2005
Last Day of School :	5/23/2006

Shared Responsibilities

School

The responsibility of our school is to provide a safe and orderly environment that is conducive to learning. We help our students develop high expectations for themselves so that goals are not just met, but exceeded. Finally, we communicate with our parents so they are involved in all aspects of our school.

Parents

Parents and staff share responsibilities for maintaining a standard of educational excellence. This is a community-based school in which parents share accountability with staff and students for successful learning.

Transportation Policy

Most students are scheduled to ride buses unless a parent/guardian permission slip is received that will allow those students living close to the school to walk or ride home. A few students are brought and picked up by their parents in their personal vehicles. A handful walk to and from school.

School Honors

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

Award/Honor	Year
Ü Multiple Inductees Natl. Native Am. Honor Society	2002
Ü County, Regional, and State Free Throw Champion	2002
Ü Multiple Ribbons for Art at County Fair	2003

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	61	161	79306	100	100	99	393	402	445	31	29	10	41	33	18	29	37	51	0	2	20
All Students (Prior Year)	65	160	75509	92	96	100	455	484	521	63	34	13	16	27	23	16	27	33	5	12	31
Female	31	71	38691	100	99	99	400	410	446	34	28	10	31	27	18	34	42	52	0	3	20
Male	30	90	40583	100	100	99	386	396	445	27	29	11	50	37	18	23	33	50	0	1	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	--	--	32869	--	--	99	--	--	429	--	--	15	--	--	25	--	--	51	--	--	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	61	160	4264	100	100	100	393	405	419	31	29	19	41	32	30	29	37	45	0	2	6
White	--	NC	36197	--	NC	99	--	NC	463	--	NC	5	--	NC	11	--	NC	53	--	NC	31
Students with Disabilities	NC	28	10321	NC	100	100	NC	366	389	NC	27	30	NC	54	27	NC	19	34	NC	0	9
Students without Disabilities	54	133	69060	100	99	98	401	410	454	29	29	7	40	28	17	31	40	54	0	2	22
Limited English Proficient Students	54	125	15509	100	100	100	392	397	406	30	32	20	41	35	30	29	34	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	50	129	39415	100	99	96	396	403	431	35	33	15	42	34	25	23	31	50	0	2	10
Non-Economically Disadvantaged	11	32	39966	100	100	100	379	402	459	9	13	6	36	26	12	55	58	52	0	3	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	61	162	79395	100	0	99	398	403	446	25	24	9	47	46	25	27	30	55	0	0	11
All Students (Prior Year)	67	162	75492	94	98	100	478	499	519	49	25	12	20	18	16	29	48	47	2	8	24
Female	31	72	38743	100	0	100	412	417	451	17	16	7	48	47	24	34	37	57	0	0	12
Male	30	90	40618	100	0	99	385	392	440	33	30	11	47	45	27	20	24	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	--	--	32915	--	--	99	--	--	426	--	--	15	--	--	35	--	--	47	--	--	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	61	161	4271	100	0	100	398	405	420	25	24	15	47	46	42	27	29	41	0	0	2
White	--	NC	36221	--	NC	99	--	NC	465	--	NC	4	--	NC	15	--	NC	63	--	NC	17
Students with Disabilities	NC	28	10331	NC	0	100	NC	353	388	NC	42	25	NC	50	37	NC	8	34	NC	0	4
Students without Disabilities	54	134	69139	100	0	99	409	413	454	19	20	7	50	45	24	31	34	58	0	0	11
Limited English Proficient Students	54	126	15545	100	0	100	397	397	399	27	27	21	46	47	42	27	26	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	50	130	39484	100	0	96	402	404	429	25	27	14	54	49	35	21	24	47	0	0	4
Non-Economically Disadvantaged	11	32	39986	100	0	100	382	399	461	27	13	4	18	35	16	55	52	63	0	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	162	78869	100	100	99	399	411	442	14	10	6	36	31	21	51	58	63	0	1	10
All Students (Prior Year)	70	165	75053	99	99	99	474	554	597	23	11	7	28	18	12	47	65	72	2	6	9
Female	31	72	38536	100	100	99	430	431	458	3	7	4	34	22	15	62	69	67	0	1	14
Male	30	90	40302	100	100	99	368	395	428	23	13	8	37	37	26	40	50	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	--	--	32606	--	--	98	--	--	426	--	--	8	--	--	27	--	--	60	--	--	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	61	161	4245	100	100	100	399	413	423	14	10	9	36	30	26	51	59	61	0	1	4
White	--	NC	36078	--	NC	99	--	NC	459	--	NC	4	--	NC	16	--	NC	66	--	NC	14
Students with Disabilities	NC	28	10246	NC	100	100	NC	352	367	NC	23	18	NC	35	39	NC	42	40	NC	0	4
Students without Disabilities	54	134	68697	100	100	98	417	423	454	8	8	4	38	30	18	54	62	67	0	1	11
Limited English Proficient Students	54	126	15339	100	100	100	394	404	399	14	12	11	38	34	31	48	54	54	0	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	50	130	39106	100	100	95	402	408	427	15	12	8	40	34	28	46	54	59	0	0	5
Non-Economically Disadvantaged	11	32	39837	100	100	100	386	421	457	9	3	4	18	16	14	73	77	67	0	3	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	74	195	78906	100	100	99	457	452	498	35	32	13	34	33	19	31	33	48	0	2	20
All Students (Prior Year)	73	193	76019	95	96	100	449	462	499	47	30	14	40	49	39	9	15	14	4	6	33
Female	36	97	38644	100	100	99	462	459	500	34	31	12	29	30	19	37	35	49	0	3	19
Male	38	98	40236	100	99	99	453	446	497	36	33	15	39	36	19	25	31	46	0	0	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	--	--	31938	--	--	99	--	--	481	--	--	19	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	74	195	4593	100	100	100	457	452	467	35	32	26	34	33	29	31	33	39	0	2	6
White	--	--	36483	--	--	99	--	--	517	--	--	7	--	--	13	--	--	51	--	--	30
Students with Disabilities	11	38	10664	100	100	100	431	393	430	64	63	42	27	24	27	9	13	26	0	0	5
Students without Disabilities	63	157	68310	98	99	98	462	467	509	30	24	9	35	36	18	35	38	51	0	2	22
Limited English Proficient Students	46	98	12573	100	100	100	449	443	454	43	38	27	36	34	30	21	26	38	0	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	60	154	38679	100	97	96	459	458	483	34	34	20	33	32	25	33	33	45	0	1	10
Non-Economically Disadvantaged	14	41	40295	100	100	100	452	431	513	38	23	7	38	38	13	23	33	50	0	5	30

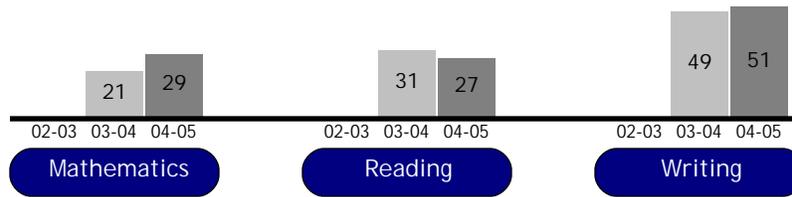
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	195	78908	100	0	99	452	449	484	18	18	10	49	41	23	32	40	58	0	1	9
All Students (Prior Year)	73	194	76020	95	97	100	480	486	503	70	51	25	18	26	23	9	22	40	2	1	12
Female	36	97	38648	100	0	99	457	457	489	14	13	8	49	41	22	37	46	61	0	1	10
Male	38	98	40233	100	0	99	448	442	479	22	24	12	50	41	25	28	34	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	--	--	31940	--	--	99	--	--	465	--	--	16	--	--	32	--	--	49	--	--	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	74	195	4569	100	0	100	452	449	457	18	18	18	49	41	39	32	40	41	0	1	2
White	--	--	36502	--	--	99	--	--	502	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	11	38	10665	100	0	100	429	392	423	36	47	30	55	37	36	9	16	31	0	0	2
Students without Disabilities	63	157	68312	98	0	98	457	464	493	15	11	7	48	42	21	37	46	62	0	1	10
Limited English Proficient Students	46	98	12556	100	0	100	445	440	436	22	23	24	53	45	40	24	31	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	60	154	38662	100	0	96	452	453	468	19	22	16	47	41	32	34	36	49	0	1	3
Non-Economically Disadvantaged	14	41	40315	100	0	100	452	437	498	15	5	5	62	41	15	23	54	66	0	0	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	74	195	78750	100	100	99	498	483	500	4	7	6	27	28	29	69	64	63	0	1	2
All Students (Prior Year)	74	195	75673	96	97	100	461	486	530	36	19	12	31	35	25	31	46	58	2	1	4
Female	36	97	38586	100	100	99	516	501	515	3	4	4	14	22	22	83	72	71	0	2	3
Male	38	98	40135	100	99	99	481	465	486	6	11	8	39	34	35	56	55	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	--	--	31841	--	--	99	--	--	483	--	--	8	--	--	36	--	--	55	--	--	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	74	195	4586	100	100	100	498	483	481	4	7	8	27	28	37	69	64	54	0	1	1
White	--	--	36440	--	--	99	--	--	516	--	--	3	--	--	22	--	--	71	--	--	4
Students with Disabilities	11	38	10622	100	100	100	465	395	415	0	21	21	73	50	50	27	26	28	0	3	1
Students without Disabilities	63	157	68196	98	99	98	504	505	513	5	4	3	18	22	25	77	73	69	0	1	3
Limited English Proficient Students	46	98	12504	100	100	100	489	470	451	5	9	12	29	33	44	66	56	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	60	154	38558	100	97	96	497	486	485	5	9	8	24	29	37	71	62	54	0	0	1
Non-Economically Disadvantaged	14	41	40260	100	100	100	504	469	514	0	3	3	38	23	21	62	69	72	0	5	4

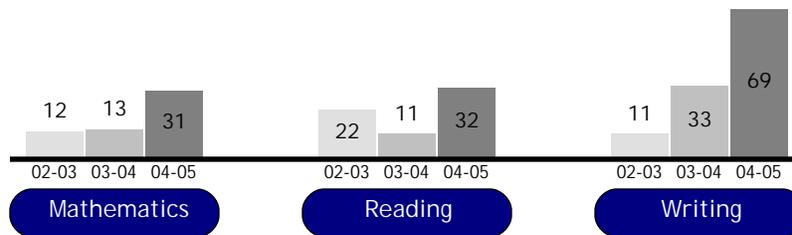
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	88	18	31	50	89	30	NA	58	98	34	31	47
	Language	96	8	19	43	92	22	24	50	98	39	33	47
	Mathematics	94	16	34	57	95	26	36	64	98	36	32	50
3	Reading	90	20	28	47	93	20	NA	55	98	22	23	44
	Language	96	24	38	54	97	24	42	61	98	21	23	44
	Mathematics	90	20	32	54	93	19	34	61	98	21	27	51
4	Reading	90	17	29	52	84	23	NA	56	99	26	29	48
	Language	94	19	29	48	88	22	30	52	99	22	26	49
	Mathematics	96	25	41	57	83	20	35	61	99	30	33	53
5	Reading	92	17	23	50	82	20	NA	55	100	34	35	50
	Language	94	14	21	46	90	18	28	49	100	30	31	50
	Mathematics	96	21	32	57	91	23	35	63	100	29	31	49
6	Reading	82	26	33	53	75	24	NA	56	96	24	33	51
	Language	87	18	26	45	76	15	23	48	96	21	30	47
	Mathematics	85	35	44	62	78	32	42	66	96	24	34	52

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

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

School Site Council

Council Composition

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

Council Duties

- ü Curriculum
- ü Handbook Development
- ü School Improvements

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.66	Teacher	33.00
Other Professional Staff	3.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	6	0	0
4 to 6 years	2	0	0	0
7 to 9 years	2	3	0	0
10 or more years	11	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Library

Extracurricular Activities

- ü Student Council
- ü After School Tutoring
- ü Indian Club
- ü Basketball

Social Services

- ü Breakfast Program
- ü After School Program
- ü Health Services
- ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Third grade AIMS Reading scores have improved by 10% since 2002, math scores have improved by 14% since 2002, and writing scores have improved by 31% since 2002.

- ü Fifth grade AIMS Reading scores have improved by 13% since 2002, math scores have improved by 17% since 2002, and Fifth grade writing scores have improved by 49% since 2002.

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	9	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	84	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

Teacher's were given an inservice on classroom management. Teachers are encouraged to give students time out, natural consequences, remove priveledges and contact parents before sending students to the office. The school also has an In School Suspension Room for students who need to be removed from the classroom.

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	Blanche A. Odom	(928) 338-1353
Transportation Policy	Bowman Beatty	(928) 338-4842
Community Resources	Decora Clay	(928) 338-1353
School Nutrition Programs	Charlotte Hebert	(928) 338-2310
Parent Organization		(928) 338-1353
Student Health/Nurse	Lisa Suttle	(928) 338-1353

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.