

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

131 Camino Maricopa, Rio Rico, AZ 85648

Santa Cruz 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	Performing Plus
2003-04	N/A
2002-03	Not Evaluated

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	N/A
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 Overview

Principal/Administrator : Mrs. Debra Ann N. Garcia
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-5
 2005 Enrollment : 351
 Web Address : www.santacruz.k12.az.us
 Phone Number : (520) 375-8500
 Fax Number : (520) 375-8590
 E-mail : dgarcia@santacruz.k12.az.us

Mission

Our mission is to educate students to become active lifelong learners and responsible citizens in a culturally diverse global environment.

School / Academic Goals

- ü Continue to implement the Balanced Literacy Curriculum Framework this year to raise student reading achievement. Also supplementing the reading program with Accelerated Reader.
- ü Implement a standards-based, inquiry-based mathematics curriculum. Supplementing the mathematics program with Accelerated Math to increase student achievement in math.

Enrollment

October 1, 2004 School Year Student Enrollment : 318
 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 Balanced Literacy Curr. Framework
- Ü Into English
- Ü Harcourt-Brace Mathematics
- Ü Accelerated Reader and Mathematics
- Ü Full-Day Kindergarten
- Ü Title-I, Reading/Writing Specialists
- Ü TERC Investigations

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Our school's highest priority is student achievement in reading and math. We will accomplish this by hiring highly qualified staff and promoting a school climate that is safe and orderly.

Parents

Parents are vital to student success. Parents should ensure that their children are prepared to learn and attend school regularly.

Transportation Policy

It is a privilege for our student's to ride the bus. Therefore, the district will provide safe transport for our students within the assigned school site boundaries.

School Honors

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

Award/Honor	Year
Ü Administrator of the Year	2005
Ü Support Staff of the Year	2005
Ü Student Honor Roll	2005
Ü Student Perfect Attendance	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	47	261	79306	100	100	99	426	436	445	9	11	10	41	26	18	41	50	51	9	13	20
All Students (Prior Year)	38	206	75509	100	100	100	530	526	521	0	2	13	13	21	23	63	46	33	25	30	31
Female	27	138	38691	100	99	99	425	435	446	16	12	10	36	25	18	40	52	52	8	11	20
Male	20	123	40583	100	100	99	428	436	445	0	10	11	47	27	18	42	48	50	11	15	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	45	239	32869	100	100	99	426	433	429	7	11	15	43	29	25	43	49	51	7	12	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	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	20	36197	NC	100	99	NC	457	463	NC	16	5	NC	0	11	NC	68	53	NC	16	31
Students with Disabilities	NC	22	10321	NC	100	100	NC	399	389	NC	41	30	NC	27	27	NC	32	34	NC	0	9
Students without Disabilities	43	239	69060	96	98	98	427	439	454	10	8	7	38	26	17	43	52	54	10	14	22
Limited English Proficient Students	29	166	15509	100	99	100	413	427	406	10	14	20	59	32	30	31	47	45	0	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	35	196	39415	100	100	96	430	432	431	6	12	15	39	29	25	45	49	50	9	11	10
Non-Economically Disadvantaged	12	65	39966	100	100	100	415	445	459	18	10	6	45	17	12	27	54	52	9	19	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	47	261	79395	100	0	99	422	429	446	11	14	9	45	38	25	41	46	55	2	2	11
All Students (Prior Year)	38	207	75492	100	100	100	518	525	519	0	2	12	13	13	16	88	63	47	0	23	24
Female	27	138	38743	100	0	100	423	431	451	12	12	7	44	40	24	44	46	57	0	2	12
Male	20	123	40618	100	0	99	421	427	440	11	15	11	47	35	27	37	46	53	5	3	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	45	239	32915	100	0	99	420	427	426	12	14	15	45	39	35	43	45	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	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	20	36221	NC	0	99	NC	449	465	NC	11	4	NC	21	15	NC	63	63	NC	5	17
Students with Disabilities	NC	22	10331	NC	0	100	NC	389	388	NC	50	25	NC	41	37	NC	9	34	NC	0	4
Students without Disabilities	43	239	69139	96	0	99	423	433	454	13	10	7	43	37	24	43	50	58	3	3	11
Limited English Proficient Students	29	166	15545	100	0	100	406	417	399	17	16	21	59	47	42	24	37	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	35	196	39484	100	0	96	421	424	429	15	16	14	42	41	35	42	41	47	0	2	4
Non-Economically Disadvantaged	12	65	39986	100	0	100	424	445	461	0	8	4	55	27	16	36	62	63	9	3	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	46	260	78869	98	100	99	421	442	442	14	5	6	9	19	21	70	69	63	7	7	10
All Students (Prior Year)	38	207	75053	100	100	99	646	623	597	0	4	7	0	7	12	63	77	72	38	13	9
Female	27	138	38536	100	99	99	425	450	458	12	4	4	4	15	15	80	74	67	4	7	14
Male	19	122	40302	95	100	99	415	433	428	16	6	8	16	24	26	58	64	60	11	6	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	44	238	32606	98	99	98	417	438	426	14	5	8	10	21	27	71	70	60	5	5	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	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	20	36078	NC	100	99	NC	470	459	NC	5	4	NC	5	16	NC	68	66	NC	21	14
Students with Disabilities	NC	22	10246	NC	100	100	NC	414	367	NC	5	18	NC	50	39	NC	41	40	NC	5	4
Students without Disabilities	42	238	68697	93	98	98	418	444	454	15	5	4	8	16	18	73	72	67	5	7	11
Limited English Proficient Students	28	165	15339	97	99	100	420	433	399	10	5	11	14	25	31	72	67	54	3	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	34	195	39106	97	99	95	419	434	427	15	6	8	9	23	28	70	68	59	6	4	5
Non-Economically Disadvantaged	12	65	39837	100	100	100	427	462	457	9	3	4	9	10	14	73	73	67	9	14	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	55	256	78906	100	99	99	479	490	498	17	17	13	37	26	19	40	43	48	6	14	20
All Students (Prior Year)	49	231	76019	100	100	100	490	493	499	19	13	14	58	50	39	0	12	14	23	24	33
Female	20	103	38644	100	98	99	493	492	500	0	11	12	37	26	19	58	51	49	5	12	19
Male	35	153	40236	100	99	99	470	488	497	27	21	15	36	27	19	30	37	46	6	15	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	52	239	31938	100	99	99	476	486	481	18	18	19	37	27	25	41	44	46	4	11	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	16	36483	NC	100	99	NC	538	517	NC	7	7	NC	20	13	NC	27	51	NC	47	30
Students with Disabilities	NC	16	10664	NC	100	100	NC	439	430	NC	75	42	NC	13	27	NC	6	26	NC	6	5
Students without Disabilities	50	240	68310	100	98	98	484	494	509	11	13	9	38	27	18	45	45	51	6	14	22
Limited English Proficient Students	31	140	12573	100	98	100	468	476	454	19	21	27	43	31	30	38	41	38	0	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	44	200	38679	100	99	96	474	483	483	19	18	20	42	28	25	35	44	45	5	10	10
Non-Economically Disadvantaged	11	56	40295	100	100	100	501	516	513	11	12	7	11	19	13	67	40	50	11	29	30

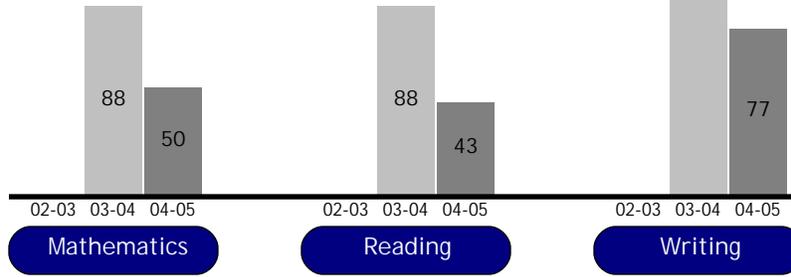
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	256	78908	100	0	99	469	470	484	17	13	10	35	37	23	44	47	58	4	3	9
All Students (Prior Year)	49	231	76020	100	100	100	490	493	503	36	35	25	32	30	23	32	30	40	0	5	12
Female	20	103	38648	100	0	99	484	472	489	11	12	8	21	31	22	63	55	61	5	2	10
Male	35	153	40233	100	0	99	460	468	479	21	14	12	42	41	25	33	41	55	3	4	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	52	239	31940	100	0	99	463	466	465	18	14	16	37	39	32	45	45	49	0	2	3
Asian/Pacific Islander	--	NC	1805	--	NC	99	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	16	36502	NC	0	99	NC	523	502	NC	7	4	NC	7	14	NC	67	67	NC	20	15
Students with Disabilities	NC	16	10665	NC	0	100	NC	436	423	NC	50	30	NC	31	36	NC	19	31	NC	0	2
Students without Disabilities	50	240	68312	100	0	98	472	472	493	13	11	7	36	37	21	47	49	62	4	4	10
Limited English Proficient Students	31	140	12556	100	0	100	456	454	436	16	16	24	43	48	40	41	36	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	44	200	38662	100	0	96	462	463	468	21	15	16	37	39	32	40	44	49	2	2	3
Non-Economically Disadvantaged	11	56	40315	100	0	100	499	494	498	0	8	5	22	27	15	67	56	66	11	10	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	55	256	78750	100	99	99	481	486	500	8	5	6	42	42	29	50	53	63	0	0	2
All Students (Prior Year)	49	231	75673	100	100	100	505	495	530	15	18	12	41	39	25	41	39	58	4	4	4
Female	20	103	38586	100	98	99	515	497	515	0	3	4	21	36	22	79	61	71	0	0	3
Male	35	153	40135	100	99	99	461	478	486	12	6	8	55	46	35	33	47	56	0	1	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	52	239	31841	100	99	99	476	483	483	8	5	8	45	43	36	47	51	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	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	16	36440	NC	100	99	NC	531	516	NC	0	3	NC	20	22	NC	73	71	NC	7	4
Students with Disabilities	NC	16	10622	NC	100	100	NC	432	415	NC	25	21	NC	56	50	NC	19	28	NC	0	1
Students without Disabilities	50	240	68196	100	98	98	490	490	513	2	4	3	45	41	25	53	55	69	0	0	3
Limited English Proficient Students	31	140	12504	100	98	100	469	474	451	8	6	12	51	51	44	41	43	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	44	200	38558	100	99	96	471	479	485	9	6	8	47	45	37	44	48	54	0	0	1
Non-Economically Disadvantaged	11	56	40260	100	100	100	527	512	514	0	0	3	22	29	21	78	69	72	0	2	4

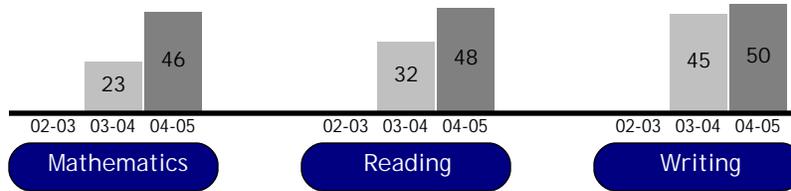
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	--	--	27	50	98	NA	NA	58	100	27	31	47
	Language	--	--	21	43	100	NA	34	50	100	31	31	47
	Mathematics	--	--	34	57	98	NA	58	64	100	41	40	50
3	Reading	--	--	32	47	100	NA	NA	55	100	31	33	44
	Language	--	--	38	54	100	NA	66	61	100	29	36	44
	Mathematics	--	--	34	54	100	NA	59	61	100	36	45	51
4	Reading	--	--	33	52	98	41	NA	56	100	48	43	48
	Language	--	--	33	48	100	42	37	52	100	51	45	49
	Mathematics	--	--	40	57	100	49	47	61	100	57	52	53
5	Reading	--	--	31	50	100	33	NA	55	100	38	39	50
	Language	--	--	38	46	100	32	38	49	100	37	39	50
	Mathematics	--	--	44	57	100	43	54	63	100	40	41	49

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Student Achievement
- Ü Student Attendance
- Ü Community Involvement
- Ü School Climate
- Ü Curriculum Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.40
Other Professional Staff	1.20	Teacher Aide	4.40

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	12
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	33%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Early Release, After School Program
- Ü Band
- Ü Yearbook
- Ü Steps Physical Activity & Nutrition
- Ü Ballet Folklorico

Social Services

- Ü SEABHS
- Ü Parenting Classes
- Ü Literacy Classes
- Ü Food Bank

School Achievements/Accomplishments 2004-05

- ü A District Professional Development plan is implemented every Wednesday of each month in reading and math.

- ü Implementation of a balanced literacy program in conjunction with English Language Development practices to fulfill the recommendations made in a literacy audit.

- ü The district has aligned the language arts and math curriculum, and selected assessments that will measure students' progress towards meeting the AZ Academic Standards.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	4	12	12	17
Transfers In Rate ⁶	10	28	28	37
Stability Rate ⁷	96	87	87	82
Promotion Rate ⁸	99	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

Our school provides adult supervision at all times on the school grounds and identification badges are worn by all school employees and visitors. Inner campus is locked.

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	Debra Ann Garcia	(520) 375-8502
Transportation Policy	Fred Laguna	(520) 375-8278
Community Resources	Clarissa Bracamonte	(520) 375-8503
School Nutrition Programs	Alexis Leon	(520) 375-8507
Parent Organization	Clarissa Bracamonte	(520) 375-8503
Student Health/Nurse	Alexis Leon	(520) 375-8507

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 50 Copies = \$19.00

** 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.