



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

201 Park Ave., Prescott, AZ 86303

Prescott Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Highly Performing
2003-04 Highly Performing
2002-03 Excelling

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

School Overview

Principal/Administrator : Mr. Frank Lawhead
Schedule : 07:00 AM to 05:00 PM
Grades : K-5
2005 Enrollment : 325
Web Address : www.prescottschools.com/lincoln/lincoln_index.htm
Phone Number : (928) 717-3249
Fax Number : (928) 717-3248
E-mail : frank.lawhead@prescottschools.com

Mission

We are dedicated to serving children by creating a caring environment. We help children acquire responsible citizenship skills. Our mission can best be achieved by students, parents, and staff working together in a spirit of cooperation and dedication.

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

- Enhance academic excellence by continuing the Title 1 reading and math targeted assistance program.
Complete teacher performance goals as provided by 301 legislation.

Enrollment

October 1, 2004 School Year Student Enrollment : 321
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 12

Instructional Programs

- ü All-day Kindergarten
- ü Computers
- ü Gifted
- ü ELL; English Immersion
- ü Title 1 Reading
- ü Title 1 Math

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is our responsibility to provide an appropriate educational environment, safe and free from harmful substances. Our goal is to enhance student learning and to communicate regularly with parents to provide a team effort between home and school.

Parents

It is the responsibility of parents to provide care, nurturing and necessities for their child's well-being. Parental support is the backbone of our student discipline system.

Transportation Policy

The district will transport elementary students who live more than a one-mile radius from school. Students waiting at bus loading zones (other than school sites) are the responsibility of parents. Misconduct can lead to loss of bus privileges.

School Honors

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

Award/Honor	Year
ü County Outstanding School Nurse Award	2000
ü 100% PTA Membership; 100% PTA Staff Membership Awards	2002
ü AZ Support Staff of the Year	2002
ü AZ Support Staff of the Year	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	59	393	79306	98	99	99	460	454	445	7	5	10	7	12	18	60	60	51	25	23	20
All Students (Prior Year)	55	369	75509	100	99	100	544	540	521	4	5	13	10	17	23	33	32	33	52	45	31
Female	26	192	38691	100	99	99	468	460	446	4	4	10	0	11	18	70	59	52	26	26	20
Male	33	202	40583	97	99	99	455	448	445	9	6	11	13	13	18	53	61	50	25	20	21
African American	NC	11	4041	NC	100	99	NC	441	426	NC	0	17	NC	0	23	NC	100	50	NC	0	10
Hispanic	NC	42	32869	NC	100	99	NC	432	429	NC	13	15	NC	26	25	NC	55	51	NC	5	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	15	4264	NC	100	100	NC	372	419	NC	7	19	NC	14	30	NC	79	45	NC	0	6
White	50	320	36197	98	98	99	460	461	463	7	4	5	9	11	11	59	59	53	26	27	31
Students with Disabilities	NC	63	10321	NC	100	100	NC	406	389	NC	12	30	NC	16	27	NC	57	34	NC	16	9
Students without Disabilities	50	331	69060	100	98	98	466	463	454	2	3	7	7	12	17	63	61	54	28	25	22
Limited English Proficient Students	NC	20	15509	NC	100	100	NC	318	406	NC	20	20	NC	20	30	NC	60	45	NC	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	22	146	39415	92	94	96	451	444	431	19	9	15	0	19	25	52	55	50	29	16	10
Non-Economically Disadvantaged	37	248	39966	100	100	100	466	460	459	0	2	6	12	8	12	65	63	52	24	27	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	60	395	79395	100	0	99	465	460	446	7	4	9	11	16	25	73	65	55	9	15	11
All Students (Prior Year)	54	366	75492	98	99	100	539	532	519	0	4	12	4	10	16	59	54	47	37	32	24
Female	26	192	38743	100	0	100	487	474	451	0	2	7	4	9	24	78	69	57	17	19	12
Male	34	204	40618	100	0	99	449	447	440	13	5	11	16	22	27	69	62	53	3	11	9
African American	NC	11	4052	NC	0	100	NC	472	434	NC	0	11	NC	10	29	NC	70	54	NC	20	6
Hispanic	NC	42	32915	NC	0	99	NC	437	426	NC	16	15	NC	24	35	NC	47	47	NC	13	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	15	4271	NC	0	100	NC	373	420	NC	7	15	NC	14	42	NC	79	41	NC	0	2
White	51	322	36221	100	0	99	466	467	465	7	2	4	11	16	15	74	67	63	9	15	17
Students with Disabilities	10	64	10331	100	0	100	434	403	388	33	7	25	11	36	37	44	48	34	11	9	4
Students without Disabilities	50	332	69139	100	0	99	471	471	454	2	3	7	11	12	24	78	69	58	9	16	11
Limited English Proficient Students	NC	20	15545	NC	0	100	NC	313	399	NC	20	21	NC	25	42	NC	55	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	23	147	39484	96	0	96	457	447	429	14	9	14	10	26	35	71	56	47	5	9	4
Non-Economically Disadvantaged	37	249	39986	100	0	100	469	468	461	3	1	4	12	10	16	74	71	63	12	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	59	394	78869	98	99	99	472	459	442	0	3	6	20	16	21	64	66	63	16	14	10
All Students (Prior Year)	53	365	75053	96	98	99	666	630	597	0	1	7	7	9	12	69	79	72	24	12	9
Female	26	192	38536	100	99	99	505	486	458	0	1	4	4	6	15	61	68	67	35	24	14
Male	33	203	40302	97	100	99	448	435	428	0	5	8	31	25	26	66	65	60	3	6	7
African American	NC	11	4015	NC	100	99	NC	427	430	NC	20	8	NC	0	24	NC	60	61	NC	20	7
Hispanic	NC	42	32606	NC	100	98	NC	445	426	NC	8	8	NC	24	27	NC	58	60	NC	11	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	15	4245	NC	100	100	NC	392	423	NC	0	9	NC	29	26	NC	57	61	NC	14	4
White	50	321	36078	98	99	99	473	465	459	0	2	4	17	15	16	67	69	66	15	15	14
Students with Disabilities	NC	63	10246	NC	100	100	NC	403	367	NC	5	18	NC	29	39	NC	59	40	NC	7	4
Students without Disabilities	50	332	68697	100	98	98	477	470	454	0	3	4	15	14	18	67	68	67	17	16	11
Limited English Proficient Students	NC	20	15339	NC	100	100	NC	306	399	NC	20	11	NC	15	31	NC	55	54	NC	10	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	22	146	39106	92	94	95	465	452	427	0	4	8	24	21	28	67	66	59	10	9	5
Non-Economically Disadvantaged	37	249	39837	100	100	100	476	463	457	0	2	4	18	13	14	62	67	67	21	18	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	60	368	78906	100	98	99	513	522	498	2	6	13	13	10	19	65	52	48	19	32	20
All Students (Prior Year)	58	355	76019	98	100	100	504	516	499	5	5	14	38	38	39	22	14	14	35	43	33
Female	30	181	38644	100	100	99	512	520	500	4	6	12	8	8	19	75	57	49	13	28	19
Male	30	187	40236	100	97	99	514	523	497	0	5	15	18	13	19	57	47	46	25	36	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	52	31938	NC	96	99	NC	484	481	NC	17	19	NC	19	25	NC	52	46	NC	13	10
Asian/Pacific Islander	NC	10	1805	NC	100	98	NC	511	536	NC	0	5	NC	10	8	NC	50	45	NC	40	42
American Indian/Alaskan Native	NC	11	4593	NC	100	100	NC	477	467	NC	9	26	NC	9	29	NC	36	39	NC	45	6
White	47	291	36483	100	99	99	513	531	517	2	3	7	12	9	13	67	53	51	19	35	30
Students with Disabilities	NC	60	10664	NC	100	100	NC	459	430	NC	19	42	NC	26	27	NC	47	26	NC	9	5
Students without Disabilities	55	308	68310	100	98	98	513	535	509	2	3	9	15	7	18	62	53	51	21	37	22
Limited English Proficient Students	NC	10	12573	NC	100	100	NC	372	454	NC	14	27	NC	36	30	NC	36	38	NC	14	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	25	116	38679	100	94	96	493	500	483	0	11	20	30	18	25	70	57	45	0	14	10
Non-Economically Disadvantaged	35	252	40295	100	100	100	525	531	513	3	3	7	3	7	13	63	50	50	31	40	30

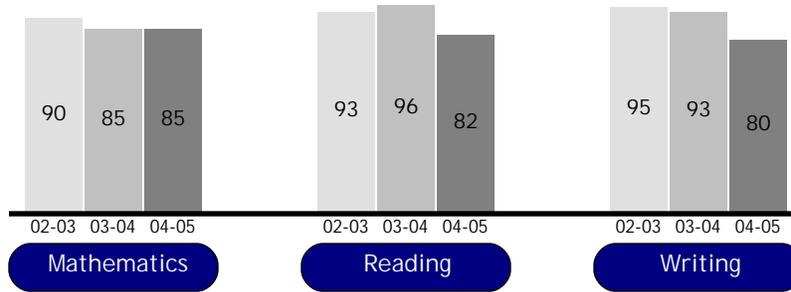
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	369	78908	100	0	99	506	503	484	0	4	10	23	12	23	62	70	58	15	14	9
All Students (Prior Year)	58	356	76020	98	100	100	509	511	503	22	11	25	16	21	23	42	52	40	20	16	12
Female	30	181	38648	100	0	99	515	510	489	0	1	8	8	8	22	75	76	61	17	15	10
Male	30	188	40233	100	0	99	499	497	479	0	6	12	36	16	25	50	64	55	14	14	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	52	31940	NC	0	99	NC	466	465	NC	17	16	NC	23	32	NC	54	49	NC	6	3
Asian/Pacific Islander	NC	10	1805	NC	0	98	NC	472	507	NC	0	4	NC	20	13	NC	60	65	NC	20	18
American Indian/Alaskan Native	NC	11	4569	NC	0	100	NC	458	457	NC	9	18	NC	9	39	NC	64	41	NC	18	2
White	47	292	36502	100	0	99	508	513	502	0	1	4	23	10	14	60	73	67	16	16	15
Students with Disabilities	NC	60	10665	NC	0	100	NC	442	423	NC	14	30	NC	36	36	NC	45	31	NC	5	2
Students without Disabilities	55	309	68312	100	0	98	512	516	493	0	2	7	15	7	21	68	75	62	17	16	10
Limited English Proficient Students	NC	10	12556	NC	0	100	NC	359	436	NC	29	24	NC	21	40	NC	36	35	NC	14	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	25	117	38662	100	0	96	479	483	468	0	12	16	40	18	32	60	66	49	0	4	3
Non-Economically Disadvantaged	35	252	40315	100	0	100	523	512	498	0	0	5	13	9	15	63	72	66	25	19	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	59	367	78750	98	98	99	530	526	500	0	2	6	20	19	29	80	72	63	0	7	2
All Students (Prior Year)	57	353	75673	97	100	100	520	565	530	10	4	12	35	22	25	54	65	58	2	9	4
Female	30	181	38586	100	100	99	548	541	515	0	1	4	8	11	22	92	78	71	0	9	3
Male	29	186	40135	97	96	99	515	512	486	0	3	8	30	27	35	70	66	56	0	4	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	52	31841	NC	96	99	NC	491	483	NC	4	8	NC	38	36	NC	56	55	NC	2	1
Asian/Pacific Islander	NC	10	1802	NC	100	98	NC	492	533	NC	0	2	NC	20	16	NC	60	75	NC	20	7
American Indian/Alaskan Native	NC	11	4586	NC	100	100	NC	485	481	NC	0	8	NC	27	37	NC	55	54	NC	18	1
White	46	290	36440	100	98	99	533	536	516	0	2	3	14	15	22	86	77	71	0	6	4
Students with Disabilities	NC	60	10622	NC	100	100	NC	462	415	NC	3	21	NC	52	50	NC	40	28	NC	5	1
Students without Disabilities	54	307	68196	98	98	98	533	540	513	0	2	3	15	12	25	85	79	69	0	7	3
Limited English Proficient Students	NC	10	12504	NC	100	100	NC	367	451	NC	14	12	NC	50	44	NC	21	43	NC	14	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	24	115	38558	96	93	96	511	507	485	0	2	8	42	36	37	58	62	54	0	0	1
Non-Economically Disadvantaged	35	252	40260	100	100	100	542	535	514	0	2	3	6	12	21	94	77	72	0	9	4

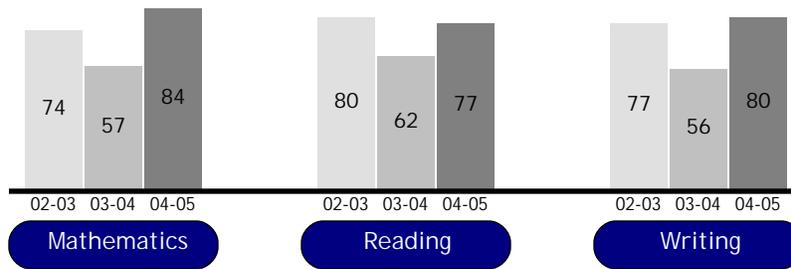
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	98	73	65	50	96	66	NA	58	100	57	59	47
	Language	100	75	58	43	96	66	68	50	100	68	63	47
	Mathematics	100	88	73	57	96	82	75	64	98	58	59	50
3	Reading	100	72	66	47	98	76	NA	55	100	58	56	44
	Language	100	73	68	54	98	74	69	61	100	55	53	44
	Mathematics	100	72	69	54	100	75	70	61	98	64	58	51
4	Reading	96	73	72	52	96	76	NA	56	98	64	58	48
	Language	98	66	65	48	98	70	66	52	98	65	58	49
	Mathematics	98	70	71	57	98	68	73	61	93	62	58	53
5	Reading	98	84	75	50	100	69	NA	55	100	65	64	50
	Language	98	75	66	46	100	63	64	49	100	61	64	50
	Mathematics	98	78	78	57	100	66	76	63	100	60	62	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)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü General Questions/Concerns
- Ü School Policies/Procedures
- Ü School Safety Issues
- Ü Budget
- Ü Instructional Strategies
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	8.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Internet Accessibility

Extracurricular Activities

- Ü Sports/Activity Clubs
- Ü Computer Clubs
- Ü Homework Clubs
- Ü School Choir
- Ü Spanish Club
- Ü Title 1 Math before school

Social Services

- Ü Breakfast/Lunch Programs
- Ü Recreational Activities
- Ü DARE Program
- Ü Title 1 Social Worker

School Achievements/Accomplishments 2004-05

- ü Continued emphasis of phonics, spelling, reading, writing, editing skills and basic mathematics. Completion of Teacher Performance Goals.
- ü Focus of library as center of learning and utilization of Accelerated Reader Program.

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	8	12	12	17
Transfers In Rate ⁶	21	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	98	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 maintain a safe, positive atmosphere for children. We have a Crisis Team and procedures to implement either lock-down or evacuation needs with havens at community buildings. We have good working relations with our local law enforcement officials.

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	Frank Lawhead	(928) 717-3249
Transportation Policy	James Cowin	(877) 717-3229
Community Resources	Miriam DeLevie	(928) 717-3249
School Nutrition Programs	Barbara VanFossin	(928) 717-3232
Parent Organization	Vallerie Myric	(928) 717-3249
Student Health/Nurse	Susan Howe	(928) 717-3249

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 0 Copies = \$0.00

** 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.