



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

900 Iron Springs Road, Prescott, AZ 86305

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Susan Clark  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-5  
 2005 Enrollment : 471  
 Web Address : www.prescottschools.com/mv/index.htm  
 Phone Number : (928) 717-3268  
 Fax Number : (928) 541-2281  
 E-mail : susan.clark@prescottschools.com

Mission

Our mission is to educate each student to his or her potential by providing a safe, encouraging, and stimulating learning environment designed for academic success and positive social/emotional growth. Our mission is to help all students experience the joy of learning. Our motto is "Loving to Learn and Learning to Love".

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü To increase all students' academic performance through the development of responsibility, accountability, and citizenship through our schoolwide T.E.A.M. behavior plan and the Character Counts program.
- ü To enhance academic capabilities of students and the instructional expertise of teachers through the use of technology.
- ü To effectively utilize the AIMSweb assessment data to improve student achievement in reading and math.

Enrollment

October 1, 2004 School Year Student Enrollment : 473  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 21

Instructional Programs

- ü Standards-Based Academic Programs
- ü Accelerated Reader and Odyssey Programs
- ü Title I Reading/Math, Corrective Reading
- ü Academic Assistance Program
- ü Multicultural Program
- ü On-site Special Education
- ü Fine Arts Open Studio Program
- ü New Horizons Gifted Program

Calendar Information

Number of Instruction Days :	180
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 the school's responsibility to provide a safe, encouraging, and stimulating learning environment designed for academic success and positive social/emotional growth. We are responsible to provide the opportunities, expertise and resources for each student to reach his/her potential. We are responsible to communicate regularly with families about academic and behavioral expectations and student progress.

Parents

It is the responsibility of the parents to ensure their children will arrive at school ready to learn, well-rested and prepared. Children should arrive on time and attend regularly. Parents have the responsibility to support the importance of a good education, the school's policies, and expected behavior. Parents are expected to maintain the school/home connection by communicating with school staff, supervising the completion of homework, and attending conferences and important activities.

Transportation Policy

Prescott Unified School District provides transportation for elementary School students who live more than a one-mile radius from their school. Bus riding is a privilege that depends on appropriate conduct on the bus and at bus stops.

School Honors

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

Award/Honor	Year
ü Teacher of the Year Nominees	2004
ü Regional Science Fair Winners	2004
ü Writers Fest Honorees	2004
ü Teacher of the Year	2000

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	84	393	79306	100	99	99	428	454	445	6	5	10	31	12	18	56	60	51	7	23	20
All Students (Prior Year)	74	369	75509	100	99	100	522	540	521	7	5	13	30	17	23	34	32	33	29	45	31
Female	48	192	38691	100	99	99	437	460	446	5	4	10	26	11	18	59	59	52	10	26	20
Male	36	202	40583	100	99	99	417	448	445	6	6	11	38	13	18	53	61	50	3	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	18	42	32869	100	100	99	420	432	429	7	13	15	53	26	25	40	55	51	0	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	59	320	36197	100	98	99	431	461	463	6	4	5	24	11	11	60	59	53	10	27	31
Students with Disabilities	18	63	10321	100	100	100	405	406	389	7	12	30	33	16	27	53	57	34	7	16	9
Students without Disabilities	66	331	69060	97	98	98	434	463	454	5	3	7	30	12	17	57	61	54	7	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	54	146	39415	100	94	96	431	444	431	4	9	15	33	19	25	59	55	50	4	16	10
Non-Economically Disadvantaged	30	248	39966	100	100	100	422	460	459	8	2	6	28	8	12	52	63	52	12	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	84	395	79395	100	0	99	432	460	446	10	4	9	25	16	25	62	65	55	3	15	11
All Students (Prior Year)	74	366	75492	100	99	100	523	532	519	7	4	12	17	10	16	56	54	47	20	32	24
Female	48	192	38743	100	0	100	449	474	451	8	2	7	15	9	24	74	69	57	3	19	12
Male	36	204	40618	100	0	99	412	447	440	13	5	11	38	22	27	47	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	18	42	32915	100	0	99	419	437	426	27	16	15	20	24	35	47	47	47	7	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	59	322	36221	100	0	99	438	467	465	4	2	4	28	16	15	66	67	63	2	15	17
Students with Disabilities	18	64	10331	100	0	100	396	403	388	7	7	25	47	36	37	47	48	34	0	9	4
Students without Disabilities	66	332	69139	97	0	99	441	471	454	11	3	7	20	12	24	66	69	58	4	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	54	147	39484	100	0	96	432	447	429	13	9	14	28	26	35	54	56	47	4	9	4
Non-Economically Disadvantaged	30	249	39986	100	0	100	431	468	461	4	1	4	20	10	16	76	71	63	0	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	84	394	78869	100	99	99	447	459	442	4	3	6	23	16	21	61	66	63	13	14	10
All Students (Prior Year)	73	365	75053	99	98	99	631	630	597	0	1	7	6	9	12	86	79	72	8	12	9
Female	48	192	38536	100	99	99	482	486	458	0	1	4	10	6	15	67	68	67	23	24	14
Male	36	203	40302	100	100	99	404	435	428	9	5	8	38	25	26	53	65	60	0	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	18	42	32606	100	100	98	438	445	426	7	8	8	27	24	27	60	58	60	7	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	59	321	36078	100	99	99	451	465	459	4	2	4	16	15	16	66	69	66	14	15	14
Students with Disabilities	18	63	10246	100	100	100	397	403	367	13	5	18	40	29	39	40	59	40	7	7	4
Students without Disabilities	66	332	68697	97	98	98	461	470	454	2	3	4	18	14	18	66	68	67	14	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	54	146	39106	100	94	95	447	452	427	4	4	8	26	21	28	61	66	59	9	9	5
Non-Economically Disadvantaged	30	249	39837	100	100	100	447	463	457	4	2	4	16	13	14	60	67	67	20	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	69	368	78906	92	98	99	511	522	498	10	6	13	10	10	19	62	52	48	18	32	20
All Students (Prior Year)	68	355	76019	100	100	100	517	516	499	7	5	14	31	38	39	17	14	14	44	43	33
Female	34	181	38644	97	100	99	513	520	500	6	6	12	6	8	19	71	57	49	16	28	19
Male	35	187	40236	88	97	99	508	523	497	13	5	15	13	13	19	53	47	46	20	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	19	52	31938	95	96	99	492	484	481	22	17	19	6	19	25	67	52	46	6	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	46	291	36483	90	99	99	515	531	517	3	3	7	13	9	13	64	53	51	21	35	30
Students with Disabilities	13	60	10664	87	100	100	481	459	430	25	19	42	17	26	27	50	47	26	8	9	5
Students without Disabilities	56	308	68310	93	98	98	518	535	509	6	3	9	8	7	18	65	53	51	20	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	34	116	38679	89	94	96	500	500	483	19	11	20	9	18	25	56	57	45	16	14	10
Non-Economically Disadvantaged	35	252	40295	95	100	100	523	531	513	0	3	7	10	7	13	69	50	50	21	40	30

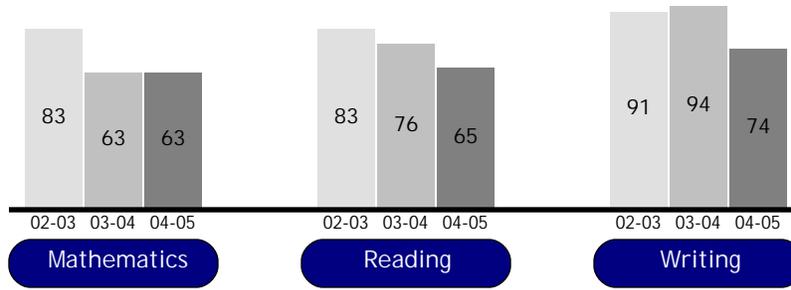
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	369	78908	93	0	99	496	503	484	10	4	10	7	12	23	77	70	58	7	14	9
All Students (Prior Year)	70	356	76020	100	100	100	505	511	503	11	11	25	33	21	23	40	52	40	16	16	12
Female	34	181	38648	97	0	99	503	510	489	3	1	8	3	8	22	90	76	61	3	15	10
Male	36	188	40233	90	0	99	488	497	479	17	6	12	10	16	25	63	64	55	10	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	19	52	31940	95	0	99	478	466	465	22	17	16	11	23	32	61	54	49	6	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	92	0	99	505	513	502	3	1	4	5	10	14	85	73	67	8	16	15
Students with Disabilities	13	60	10665	87	0	100	479	442	423	17	14	30	8	36	36	67	45	31	8	5	2
Students without Disabilities	57	309	68312	95	0	98	500	516	493	8	2	7	6	7	21	80	75	62	6	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	35	117	38662	92	0	96	481	483	468	19	12	16	9	18	32	69	66	49	3	4	3
Non-Economically Disadvantaged	35	252	40315	95	0	100	512	512	498	0	0	5	3	9	15	86	72	66	10	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	69	367	78750	92	98	99	516	526	500	3	2	6	20	19	29	77	72	63	0	7	2
All Students (Prior Year)	69	353	75673	100	100	100	551	565	530	4	4	12	23	22	25	68	65	58	6	9	4
Female	34	181	38586	97	100	99	525	541	515	3	1	4	6	11	22	90	78	71	0	9	3
Male	35	186	40135	88	96	99	507	512	486	3	3	8	33	27	35	63	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	19	52	31841	95	96	99	496	491	483	6	4	8	33	38	36	61	56	55	0	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	90	98	99	526	536	516	3	2	3	13	15	22	85	77	71	0	6	4
Students with Disabilities	13	60	10622	87	100	100	491	462	415	0	3	21	42	52	50	58	40	28	0	5	1
Students without Disabilities	56	307	68196	93	98	98	523	540	513	4	2	3	14	12	25	82	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	34	115	38558	89	93	96	505	507	485	3	2	8	31	36	37	66	62	54	0	0	1
Non-Economically Disadvantaged	35	252	40260	95	100	100	528	535	514	3	2	3	7	12	21	90	77	72	0	9	4

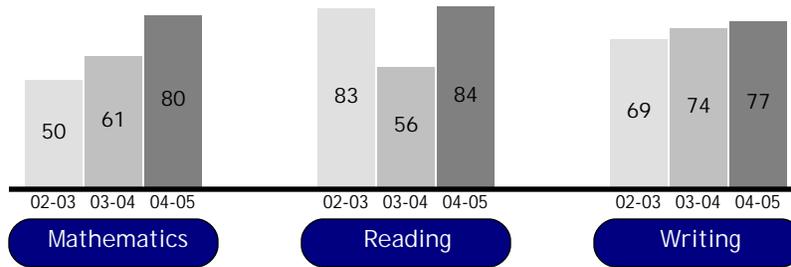
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	95	52	65	50	95	57	NA	58	97	49	59	47
	Language	100	39	58	43	97	52	68	50	97	49	63	47
	Mathematics	100	60	73	57	97	64	75	64	97	48	59	50
3	Reading	98	55	66	47	100	49	NA	55	100	42	56	44
	Language	98	56	68	54	100	54	69	61	100	38	53	44
	Mathematics	98	62	69	54	100	57	70	61	100	42	58	51
4	Reading	100	65	72	52	100	70	NA	56	100	45	58	48
	Language	100	59	65	48	100	69	66	52	100	48	58	49
	Mathematics	98	81	71	57	100	82	73	61	98	49	58	53
5	Reading	100	69	75	50	100	63	NA	55	93	58	64	50
	Language	100	63	66	46	100	56	64	49	93	59	64	50
	Mathematics	96	74	78	57	100	76	76	63	92	53	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/](http://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)
- 5 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Budget Issues
- Ü School Safety Issues
- Ü Parent/Community/School Relations
- Ü School Programs and Procedures
- Ü Curriculum Issues
- Ü Extra Curricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.50
Other Professional Staff	6.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	3	3	0	0
7 to 9 years	4	1	0	0
10 or more years	8	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
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 Full Computer Lab
- Ü Library Networked with County System
- Ü Gymnasium Building
- Ü Art Room & Music Room w/Keyboards

Extracurricular Activities

- Ü Gold Mine Club (After School Activities)
- Ü Kids & Company (Child Care)
- Ü Homework Club
- Ü Environmental Program
- Ü Science Fair
- Ü Library Club
- Ü Marilyn's Garden Club

Social Services

- Ü Mentor Program
- Ü Health Services
- Ü Big Brother/Big Sister Program
- Ü Breakfast Program
- Ü Social Worker- Title I Student Support
- Ü Community Parenting Classes
- Ü Behavior Coach
- Ü Peacekeepers Program

ü Increased student achievement in writing.

ü Increased student proficiency in technology.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	16	12	12	17
Transfers In Rate <sup>6</sup>	33	28	28	37
Stability Rate <sup>7</sup>	83	87	87	82
Promotion Rate <sup>8</sup>	94	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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 is committed to maintaining a safe and secure learning environment to allow students to learn optimally and joyfully. We have clearly defined behavior expectations which is enforced by our schoolwide discipline plan. We involve parents in our plan to reinforce positive changes. We maintain a clean and orderly physical environment to keep students as healthy and injury-free as possible.

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	Susan Clark	(928) 717-3268
Transportation Policy	Jim Cowan	(928) 717-3229
Community Resources	Ann Sult	(928) 717-3272
School Nutrition Programs	Barbara Van Fossen	(928) 717-3232
Parent Organization	Lisa Cheney	(928) 717-3268
Student Health/Nurse	Sally Wetten	(928) 717-3268

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](http://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](http://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](http://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.