



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

300 East Gurley Street, Prescott, AZ 86301

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	Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Mr. Ed Yeager
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 375
 Web Address : www.prescottschools.com/wash
 Phone Number : (928) 717-3281
 Fax Number : (928) 717-3280
 E-mail : ed.yeager@prescottschools.com

Mission

We emphasize the teaching of content through basic skills, facts, principles and ideas. This approach enables the learner to gain and analyze information to deal with new problems and unfamiliar situations.

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 All students will be proficient in language; reading with comprehension; writing with clarity; and speaking and listening effectively
- ü All students will become well informed by mastering a high academic standard in fundamental content- based curriculum.
- ü At least 80 per cent of WTS students will become proficient in the Arizona Math Standards for their grade level duringthe 2005-06 school year.

Enrollment

October 1, 2004 School Year Student Enrollment : 342
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 251

Instructional Programs

- ü Strong Phonics-based Reading
- ü Emphasis on Basic Skills
- ü On-site Special Education
- ü Physical Education/Art/Music Programs
- ü PALS Program
- ü Tutoring Programs
- ü Reading Intervention Programs

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

Set high academic standards that are clearly defined and assessed. Report progress of the students through quarterly report cards, midterm progress reports and parent conferences. Supply a safe, clean and academically stimulating environment.

Parents

See that their children arrive at school on time, properly dressed and nourished. Support the traditional school rules and policies. Participate in their daily education. Attend parent conferences, disciplinary meetings and other important functions.

Transportation Policy

PUSD will transport students who live more than a mile from the school. Students must follow the district transportation rules or they will be subject to a suspension of their bus riding privileges as determined by the transportation director.

School Honors

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

Award/Honor	Year
ü Regional Science Fair	2005
ü County Fair Art Winners	2004
ü District Poetry Contest	2005
ü Elks Patriotism Essay	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	53	393	79306	98	99	99	464	454	445	0	5	10	11	12	18	61	60	51	27	23	20
All Students (Prior Year)	54	369	75509	100	99	100	543	540	521	0	5	13	14	17	23	37	32	33	49	45	31
Female	28	192	38691	100	99	99	463	460	446	0	4	10	10	11	18	57	59	52	33	26	20
Male	25	202	40583	96	99	99	465	448	445	0	6	11	13	13	18	65	61	50	22	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	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	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	47	320	36197	98	98	99	466	461	463	0	4	5	13	11	11	58	59	53	30	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	45	331	69060	96	98	98	466	463	454	0	3	7	8	12	17	62	61	54	30	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	26	146	39415	90	94	96	455	444	431	0	9	15	17	19	25	58	55	50	25	16	10
Non-Economically Disadvantaged	27	248	39966	100	100	100	474	460	459	0	2	6	5	8	12	65	63	52	30	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	54	395	79395	100	0	99	460	460	446	2	4	9	20	16	25	71	65	55	7	15	11
All Students (Prior Year)	54	366	75492	100	99	100	536	532	519	2	4	12	12	10	16	50	54	47	37	32	24
Female	28	192	38743	100	0	100	471	474	451	0	2	7	19	9	24	67	69	57	14	19	12
Male	26	204	40618	100	0	99	451	447	440	4	5	11	21	22	27	75	62	53	0	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	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	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	48	322	36221	100	0	99	459	467	465	2	2	4	22	16	15	71	67	63	5	15	17
Students with Disabilities	NC	64	10331	NC	0	100	NC	403	388	NC	7	25	NC	36	37	NC	48	34	NC	9	4
Students without Disabilities	46	332	69139	98	0	99	460	471	454	3	3	7	18	12	24	74	69	58	5	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	26	147	39484	90	0	96	452	447	429	4	9	14	33	26	35	50	56	47	13	9	4
Non-Economically Disadvantaged	28	249	39986	100	0	100	470	468	461	0	1	4	5	10	16	95	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	54	394	78869	100	99	99	468	459	442	2	3	6	13	16	21	78	66	63	7	14	10
All Students (Prior Year)	54	365	75053	100	98	99	621	630	597	0	1	7	8	9	12	82	79	72	10	12	9
Female	28	192	38536	100	99	99	491	486	458	0	1	4	5	6	15	81	68	67	14	24	14
Male	26	203	40302	100	100	99	448	435	428	4	5	8	21	25	26	75	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	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	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	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	48	321	36078	100	99	99	467	465	459	2	2	4	15	15	16	76	69	66	7	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	46	332	68697	98	98	98	472	470	454	0	3	4	13	14	18	79	68	67	8	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	26	146	39106	90	94	95	469	452	427	0	4	8	21	21	28	71	66	59	8	9	5
Non-Economically Disadvantaged	28	249	39837	100	100	100	467	463	457	5	2	4	5	13	14	86	67	67	5	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	57	368	78906	98	98	99	518	522	498	6	6	13	12	10	19	54	52	48	29	32	20
All Students (Prior Year)	49	355	76019	100	100	100	501	516	499	6	5	14	47	38	39	15	14	14	32	43	33
Female	31	181	38644	100	100	99	516	520	500	11	6	12	11	8	19	46	57	49	32	28	19
Male	26	187	40236	96	97	99	520	523	497	0	5	15	13	13	19	63	47	46	25	36	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	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	44	291	36483	98	99	99	528	531	517	0	3	7	8	9	13	56	53	51	36	35	30
Students with Disabilities	11	60	10664	100	100	100	471	459	430	10	19	42	50	26	27	40	47	26	0	9	5
Students without Disabilities	46	308	68310	96	98	98	529	535	509	5	3	9	2	7	18	57	53	51	36	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	23	116	38679	96	94	96	495	500	483	15	11	20	25	18	25	45	57	45	15	14	10
Non-Economically Disadvantaged	34	252	40295	100	100	100	532	531	513	0	3	7	3	7	13	59	50	50	38	40	30

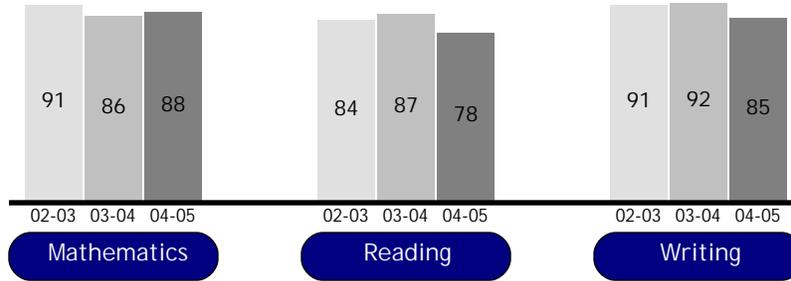
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	369	78908	98	0	99	497	503	484	8	4	10	12	12	23	75	70	58	6	14	9
All Students (Prior Year)	49	356	76020	100	100	100	507	511	503	17	11	25	19	21	23	50	52	40	15	16	12
Female	31	181	38648	100	0	99	502	510	489	4	1	8	11	8	22	79	76	61	7	15	10
Male	26	188	40233	96	0	99	492	497	479	13	6	12	13	16	25	71	64	55	4	14	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	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	44	292	36502	98	0	99	513	513	502	0	1	4	5	10	14	87	73	67	8	16	15
Students with Disabilities	11	60	10665	100	0	100	444	442	423	40	14	30	20	36	36	40	45	31	0	5	2
Students without Disabilities	46	309	68312	96	0	98	510	516	493	0	2	7	10	7	21	83	75	62	7	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	23	117	38662	96	0	96	467	483	468	20	12	16	20	18	32	60	66	49	0	4	3
Non-Economically Disadvantaged	34	252	40315	100	0	100	517	512	498	0	0	5	6	9	15	84	72	66	9	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	57	367	78750	98	98	99	520	526	500	4	2	6	19	19	29	75	72	63	2	7	2
All Students (Prior Year)	49	353	75673	100	100	100	572	565	530	2	4	12	23	22	25	67	65	58	8	9	4
Female	31	181	38586	100	100	99	544	541	515	0	1	4	14	11	22	82	78	71	4	9	3
Male	26	186	40135	96	96	99	491	512	486	8	3	8	25	27	35	67	66	56	0	4	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	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	44	290	36440	98	98	99	529	536	516	3	2	3	15	15	22	79	77	71	3	6	4
Students with Disabilities	11	60	10622	100	100	100	463	462	415	10	3	21	50	52	50	40	40	28	0	5	1
Students without Disabilities	46	307	68196	96	98	98	533	540	513	2	2	3	12	12	25	83	79	69	2	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	23	115	38558	96	93	96	501	507	485	5	2	8	30	36	37	65	62	54	0	0	1
Non-Economically Disadvantaged	34	252	40260	100	100	100	532	535	514	3	2	3	13	12	21	81	77	72	3	9	4

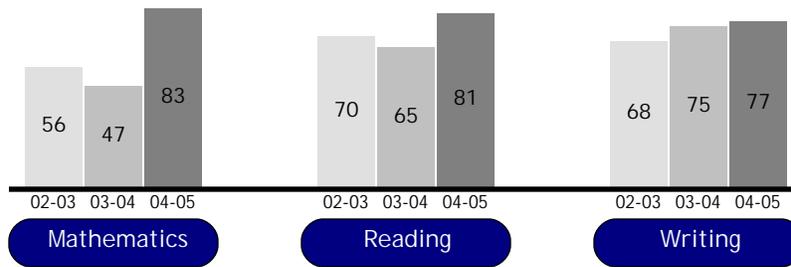
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	78	65	50	94	67	NA	58	100	62	59	47
	Language	100	65	58	43	98	61	68	50	100	62	63	47
	Mathematics	100	80	73	57	98	71	75	64	100	55	59	50
3	Reading	96	61	66	47	95	73	NA	55	100	52	56	44
	Language	100	69	68	54	95	76	69	61	100	47	53	44
	Mathematics	100	75	69	54	95	78	70	61	98	60	58	51
4	Reading	100	69	72	52	89	60	NA	56	100	52	58	48
	Language	100	58	65	48	89	55	66	52	100	53	58	49
	Mathematics	100	67	71	57	89	63	73	61	100	57	58	53
5	Reading	100	75	75	50	100	67	NA	55	98	58	64	50
	Language	98	62	66	46	100	61	64	49	98	54	64	50
	Mathematics	100	81	78	57	100	72	76	63	98	62	62	49
6	Reading	100	65	64	53	100	86	NA	56	100	68	59	51
	Language	100	56	51	45	100	76	58	48	100	69	58	47
	Mathematics	100	65	73	62	100	81	79	66	100	77	63	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)
- 2 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Programs and Procedures
- Ü School Goals
- Ü Budget
- Ü Curriculum
- Ü Instructional Materials
- Ü School Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	1.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Resources Available at School Site

Special Facilities

- Ü Writing-based Computer Lab (Grades 3-6)
- Ü Basic Skills Computer Lab (Grades K-2)
- Ü County Networked Library (K-6)

Extracurricular Activities

- Ü Student Council
- Ü Girl and Boy Scouts Program
- Ü Drama Club
- Ü Spanish Club
- Ü Homework Clubs
- Ü Chess Club

Social Services

- Ü Afterschool Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Grades 2-6 demonstrated an average of 1.8 year's growth in spelling skills in one year based on Morrison McCall Spelling tests.

ü Grades 2-6 demonstrated an average of 1.5 year's growth in reading comprehension in one year based on Star Test Pre-Post.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	36	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	3	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

WTS has developed a comprehensive crisis management plan which addresses a wide range of possible situations and how we will react to each.

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) :

2

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	Ed Yeager	(928) 717-3281
Transportation Policy	Jim Cowan	(928) 717-3229
Community Resources	Ed Yeager	(928) 717-3281
School Nutrition Programs	Barbara Van Fossen	(928) 717-3232
Parent Organization	Lynda Brown	(928) 717-3281
Student Health/Nurse	Carolyn Bourgois	(928) 717-3281

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.

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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.