



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9875 S. Sasabe, Tucson, AZ 85736

Altar Valley Elementary 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	Underperforming
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Theresa Leal-Holmes
 Schedule : 08:00 AM to 04:00 PM
 Grades : Pre-K-4
 2005 Enrollment : 390
 Web Address : www.altarvalley.com
 Phone Number : (520) 822-9418
 Fax Number : (520) 822-9428
 E-mail : tlealholmes@avsd.org

Mission

Robles elementary students will develop the skills to become life-long learners and productive members of the community.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	N/A
2002-03	N/A

School Improvement Status (b)

2004-05	Warning Year
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

- Students' mastery of the standards will be assured through the use of instructional calendars and frequent ongoing assessments.
- All students will successfully pass the Districts Assessment Plan by the end of each school year.
- School-wide writing prompts will be monitored and assessed by the writing committee. The instruction and learning of the math standards will be examined through assessments and feedback from the math committee.
- Reading will consist of ongoing and frequent assessments of students' progress along with monitoring and in-class coaching of teachers.

Enrollment

October 1, 2004 School Year Student Enrollment : 367
 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

- Direct Instruction Reading
- Saxon Math
- Bully-Proofing Your School

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Setting high standards and expectations for students. Communicating with parents on a regular basis.

Parents

Ensure proper attendance, involvement and supports of school policies goals and expectations. Provide homework support and communicate regularly with the school.

Transportation Policy

Transporting the students of Altar Valley School District is a necessity as well as a privilege. The district is comprised of 600 square miles and the buses are traveling many miles to meet the needs of the families.

School Honors

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

Award/Honor	Year
• Hispanic Teacher of the Year, Luz Social Services	2004

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	63	63	79306	98	98	99	429	429	445	9	9	10	32	32	18	49	49	51	9	9	20
All Students (Prior Year)	--	--	75509	--	--	100	--	--	521	--	--	13	--	--	23	--	--	33	--	--	31
Female	35	35	38691	97	97	99	432	432	446	7	7	10	37	37	18	44	44	52	11	11	20
Male	28	28	40583	100	100	99	425	425	445	12	12	11	27	27	18	54	54	50	8	8	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	28	28	32869	100	100	99	424	424	429	4	4	15	42	42	25	50	50	51	4	4	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	33	33	36197	97	97	99	436	436	463	11	11	5	22	22	11	52	52	53	15	15	31
Students with Disabilities	10	10	10321	100	100	100	389	389	389	40	40	30	40	40	27	20	20	34	0	0	9
Students without Disabilities	54	54	69060	100	100	98	438	438	454	2	2	7	30	30	17	57	57	54	11	11	22
Limited English Proficient Students	11	11	15509	100	100	100	420	420	406	0	0	20	45	45	30	55	55	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	58	58	39415	97	97	96	423	423	431	10	10	15	35	35	25	50	50	50	4	4	10
Non-Economically Disadvantaged	NC	NC	39966	NC	NC	100	NC	NC	459	NC	NC	6	NC	NC	12	NC	NC	52	NC	NC	30

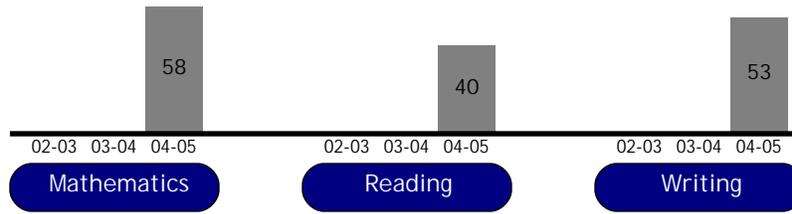
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	63	79395	98	0	99	421	421	446	15	15	9	45	45	25	38	38	55	2	2	11
All Students (Prior Year)	--	--	75492	--	--	100	--	--	519	--	--	12	--	--	16	--	--	47	--	--	24
Female	35	35	38743	97	0	100	431	431	451	4	4	7	52	52	24	41	41	57	4	4	12
Male	28	28	40618	100	0	99	411	411	440	27	27	11	38	38	27	35	35	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	28	28	32915	100	0	99	412	412	426	21	21	15	46	46	35	33	33	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	33	33	36221	97	0	99	432	432	465	7	7	4	44	44	15	44	44	63	4	4	17
Students with Disabilities	10	10	10331	100	0	100	390	390	388	40	40	25	40	40	37	20	20	34	0	0	4
Students without Disabilities	54	54	69139	100	0	99	428	428	454	9	9	7	45	45	24	43	43	58	2	2	11
Limited English Proficient Students	11	11	15545	100	0	100	410	410	399	18	18	21	64	64	42	18	18	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	58	58	39484	97	0	96	415	415	429	17	17	14	50	50	35	33	33	47	0	0	4
Non-Economically Disadvantaged	NC	NC	39986	NC	NC	100	NC	NC	461	NC	NC	4	NC	NC	16	NC	NC	63	NC	NC	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	63	63	78869	98	98	99	412	412	442	6	6	6	42	42	21	53	53	63	0	0	10
All Students (Prior Year)	--	--	75053	--	--	99	--	--	597	--	--	7	--	--	12	--	--	72	--	--	9
Female	35	35	38536	97	97	99	418	418	458	7	7	4	30	30	15	63	63	67	0	0	14
Male	28	28	40302	100	100	99	407	407	428	4	4	8	54	54	26	42	42	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	28	28	32606	100	100	98	421	421	426	4	4	8	33	33	27	63	63	60	0	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	33	33	36078	97	97	99	414	414	459	4	4	4	48	48	16	48	48	66	0	0	14
Students with Disabilities	10	10	10246	100	100	100	395	395	367	10	10	18	70	70	39	20	20	40	0	0	4
Students without Disabilities	54	54	68697	100	100	98	418	418	454	5	5	4	34	34	18	61	61	67	0	0	11
Limited English Proficient Students	11	11	15339	100	100	100	449	449	399	0	0	11	9	9	31	91	91	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	58	58	39106	97	97	95	411	411	427	6	6	8	42	42	28	52	52	59	0	0	5
Non-Economically Disadvantaged	NC	NC	39837	NC	NC	100	NC	NC	457	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15

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



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

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	37	50	--	--	--	58	98	38	38	47
	Language	--	--	26	43	--	--	--	50	98	38	38	47
	Mathematics	--	--	44	57	--	--	--	64	97	42	42	50
3	Reading	--	--	30	47	--	--	--	55	100	33	33	44
	Language	--	--	39	54	--	--	--	61	100	37	37	44
	Mathematics	--	--	44	54	--	--	--	61	100	39	39	51
4	Reading	--	--	43	52	--	--	--	56	100	32	32	48
	Language	--	--	37	48	--	--	--	52	100	36	36	49
	Mathematics	--	--	56	57	--	--	--	61	100	42	42	53

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)
- 6 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü School Safety
- Ü School Improvement
- Ü Extra Curricular Instructional Activities
- Ü Instructional Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.50
Other Professional Staff	2.30	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	2	1	0	0
7 to 9 years	0	0	0	0
10 or more years	4	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	18
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Learning Resource Center
- Ü Computer Lab
- Ü Stage in the Cafeteria
- Ü State of the Art Playground

Extracurricular Activities

- Ü Student Council
- Ü Reading, Writing, Math Tutoring
- Ü Reach for the Highly Academic
- Ü Music Program

Social Services

- Ü Community Health Clinic
- Ü Pre school for High at Risk
- Ü Community Food Drives
- Ü Counseling

School Achievements/Accomplishments 2004-05

- ü Target area committees have been formed for reading writing and math.

- ü Instructional calendars have been developed for math and writing grade 1-3.

- ü Over 75%of staff attended summer training aligning instruction to NCTM recommendations.

- ü School-wide reading program implementation along with peer coaching

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	17	12	12	17
Transfers In Rate ⁶	62	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	92	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All staff is required to wear nametags. Visitors must sign in to obtain a pass to be on campus. All support staff on duty use radios for communication. Practice drills occur periodically and all staff has copies of updated crisis plans.

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	Connie Marrs-Watts	(520) 822-9418
Transportation Policy	Dan Tankersley	(520) 822-5093
Community Resources	Doug Roe	(520) 822-1484
School Nutrition Programs	Thomas Lee	(520) 822-9418
Parent Organization	Dorthy Vialpando	(520) 822-9418
Student Health/Nurse	Laurie Buckelew	(520) 822-9418

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.