



# Academy of Excellence-Central Arizona

Tom Horne, Superintendent of Public Instruction

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

340 W. Vah Ki Inn Rd, Coolidge, AZ 85228

Academy Of Excellence, Inc.

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	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. Sally Grubbs  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-7  
 2005 Enrollment : 36  
 Web Address :  
 Phone Number : (520) 723-4773  
 Fax Number : (520) 723-4773  
 E-mail : zednagrubbs@yahoo.com

### Mission

To provide a quality educational program for students in the community and outlying areas. Our school integrates language development through the entire curricula. Students will learn to express themselves through a variety of reading, writing and speaking activities. Active learning in math, science, history, geography, health, art and music add to the joy of learning and the success of this method.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### 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 Unite the school and surrounding communities to provide an alternative school for all children.
- ü Emphasize safety. Provide students with a safe environment, free of violence and intimidation, which is more conducive to learning.
- ü For all students to master the skills in reading, writing so they will have the ability to freely express themselves.
- ü Raise student test scores on the state assessment test.

### Enrollment

October 1, 2004 School Year Student Enrollment : 31  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 36

Visit <http://www.ade.az.gov/azlearns/> for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Ü On-site Special Education
- Ü Hands-on Science
- Ü Character Education
- Ü Full Day Kindergarten
- Ü Tutoring Services

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	6/26/2006

Shared Responsibilities

School

To provide a quality education to each student so they can grow intellectually to meet the goals they set for themselves. To promote good relations between school and parents by keeping them informed about their child's progress.

Parents

Encouraging students to have good attendance, providing nutritious lunches, promoting good behaviour, helping students with homework or projects, and setting good examples for them to follow.

Transportation Policy

We do not provide transportation.

School Honors

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

Award/Honor	Year
Ü 4 staff members had Perfect Attendance	2004
Ü 3 staff members had Perfect Attendance	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	23	79306	NC	100	99	NC	403	445	NC	38	10	NC	43	18	NC	19	51	NC	0	20
All Students (Prior Year)	--	14	75509	--	100	100	--	455	521	--	45	13	--	45	23	--	9	33	--	0	31
Female	--	NC	38691	--	NC	99	--	NC	446	--	NC	10	--	NC	18	--	NC	52	--	NC	20
Male	NC	15	40583	NC	100	99	NC	409	445	NC	27	11	NC	47	18	NC	27	50	NC	0	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	--	15	32869	--	100	99	--	405	429	--	40	15	--	40	25	--	20	51	--	0	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	--	--	10321	--	--	100	--	--	389	--	--	30	--	--	27	--	--	34	--	--	9
Students without Disabilities	NC	23	69060	NC	100	98	NC	403	454	NC	38	7	NC	43	17	NC	19	54	NC	0	22
Limited English Proficient Students	--	NC	15509	--	NC	100	--	NC	406	--	NC	20	--	NC	30	--	NC	45	--	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	13	39415	NC	81	96	NC	412	431	NC	38	15	NC	31	25	NC	31	50	NC	0	10
Non-Economically Disadvantaged	NC	10	39966	NC	100	100	NC	389	459	NC	38	6	NC	63	12	NC	0	52	NC	0	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	NC	23	79395	NC	0	99	NC	399	446	NC	33	9	NC	48	25	NC	19	55	NC	0	11
All Students (Prior Year)	--	14	75492	--	100	100	--	484	519	--	42	12	--	33	16	--	25	47	--	0	24
Female	--	NC	38743	--	NC	100	--	NC	451	--	NC	7	--	NC	24	--	NC	57	--	NC	12
Male	NC	15	40618	NC	0	99	NC	405	440	NC	20	11	NC	60	27	NC	20	53	NC	0	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	--	15	32915	--	0	99	--	394	426	--	40	15	--	47	35	--	13	47	--	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	--	--	10331	--	--	100	--	--	388	--	--	25	--	--	37	--	--	34	--	--	4
Students without Disabilities	NC	23	69139	NC	0	99	NC	399	454	NC	33	7	NC	48	24	NC	19	58	NC	0	11
Limited English Proficient Students	--	NC	15545	--	NC	100	--	NC	399	--	NC	21	--	NC	42	--	NC	35	--	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	13	39484	NC	0	96	NC	407	429	NC	23	14	NC	46	35	NC	31	47	NC	0	4
Non-Economically Disadvantaged	NC	10	39986	NC	0	100	NC	385	461	NC	50	4	NC	50	16	NC	0	63	NC	0	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	NC	23	78869	NC	100	99	NC	396	442	NC	10	6	NC	52	21	NC	38	63	NC	0	10
All Students (Prior Year)	--	14	75053	--	100	99	--	417	597	--	58	7	--	17	12	--	25	72	--	0	9
Female	--	NC	38536	--	NC	99	--	NC	458	--	NC	4	--	NC	15	--	NC	67	--	NC	14
Male	NC	15	40302	NC	100	99	NC	394	428	NC	13	8	NC	47	26	NC	40	60	NC	0	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	--	15	32606	--	100	98	--	401	426	--	7	8	--	53	27	--	40	60	--	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	--	--	10246	--	--	100	--	--	367	--	--	18	--	--	39	--	--	40	--	--	4
Students without Disabilities	NC	23	68697	NC	100	98	NC	396	454	NC	10	4	NC	52	18	NC	38	67	NC	0	11
Limited English Proficient Students	--	NC	15339	--	NC	100	--	NC	399	--	NC	11	--	NC	31	--	NC	54	--	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	13	39106	NC	81	95	NC	398	427	NC	15	8	NC	31	28	NC	54	59	NC	0	5
Non-Economically Disadvantaged	NC	10	39837	NC	100	100	NC	392	457	NC	0	4	NC	88	14	NC	13	67	NC	0	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	NC	16	78906	NC	100	99	NC	464	498	NC	14	13	NC	64	19	NC	21	48	NC	0	20
All Students (Prior Year)	--	16	76019	--	100	100	--	430	499	--	46	14	--	54	39	--	0	14	--	0	33
Female	NC	10	38644	NC	100	99	NC	467	500	NC	11	12	NC	56	19	NC	33	49	NC	0	19
Male	--	NC	40236	--	NC	99	--	NC	497	--	NC	15	--	NC	19	--	NC	46	--	NC	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	--	NC	31938	--	NC	99	--	NC	481	--	NC	19	--	NC	25	--	NC	46	--	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	--	--	10664	--	--	100	--	--	430	--	--	42	--	--	27	--	--	26	--	--	5
Students without Disabilities	NC	16	68310	NC	100	98	NC	464	509	NC	14	9	NC	64	18	NC	21	51	NC	0	22
Limited English Proficient Students	--	NC	12573	--	NC	100	--	NC	454	--	NC	27	--	NC	30	--	NC	38	--	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	10	38679	NC	91	96	NC	463	483	NC	22	20	NC	56	25	NC	22	45	NC	0	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

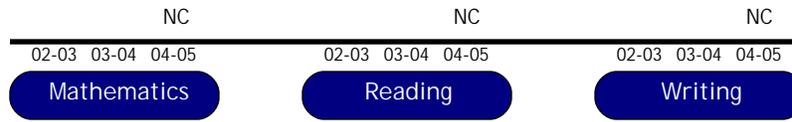
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	16	78908	NC	0	99	NC	445	484	NC	29	10	NC	57	23	NC	14	58	NC	0	9
All Students (Prior Year)	--	16	76020	--	100	100	--	478	503	--	62	25	--	31	23	--	8	40	--	0	12
Female	NC	10	38648	NC	0	99	NC	446	489	NC	33	8	NC	44	22	NC	22	61	NC	0	10
Male	--	NC	40233	--	NC	99	--	NC	479	--	NC	12	--	NC	25	--	NC	55	--	NC	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	--	NC	31940	--	NC	99	--	NC	465	--	NC	16	--	NC	32	--	NC	49	--	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	--	--	10665	--	--	100	--	--	423	--	--	30	--	--	36	--	--	31	--	--	2
Students without Disabilities	NC	16	68312	NC	0	98	NC	445	493	NC	29	7	NC	57	21	NC	14	62	NC	0	10
Limited English Proficient Students	--	NC	12556	--	NC	100	--	NC	436	--	NC	24	--	NC	40	--	NC	35	--	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	10	38662	NC	0	96	NC	442	468	NC	33	16	NC	56	32	NC	11	49	NC	0	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	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	NC	16	78750	NC	100	99	NC	473	500	NC	14	6	NC	50	29	NC	36	63	NC	0	2
All Students (Prior Year)	--	16	75673	--	100	100	--	423	530	--	46	12	--	46	25	--	8	58	--	0	4
Female	NC	10	38586	NC	100	99	NC	477	515	NC	11	4	NC	56	22	NC	33	71	NC	0	3
Male	--	NC	40135	--	NC	99	--	NC	486	--	NC	8	--	NC	35	--	NC	56	--	NC	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	--	NC	31841	--	NC	99	--	NC	483	--	NC	8	--	NC	36	--	NC	55	--	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	--	--	10622	--	--	100	--	--	415	--	--	21	--	--	50	--	--	28	--	--	1
Students without Disabilities	NC	16	68196	NC	100	98	NC	473	513	NC	14	3	NC	50	25	NC	36	69	NC	0	3
Limited English Proficient Students	--	NC	12504	--	NC	100	--	NC	451	--	NC	12	--	NC	44	--	NC	43	--	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	10	38558	NC	91	96	NC	451	485	NC	22	8	NC	56	37	NC	22	54	NC	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

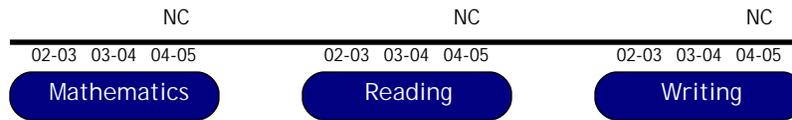
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	--	--	20	50	--	--	NA	58	NC	NC	35	47
	Language	--	--	9	43	--	--	18	50	NC	NC	30	47
	Mathematics	--	--	23	57	--	--	25	64	NC	NC	25	50
3	Reading	--	--	20	47	--	--	NA	55	NC	NC	21	44
	Language	--	--	26	54	--	--	20	61	NC	NC	23	44
	Mathematics	--	--	23	54	--	--	12	61	NC	NC	25	51
4	Reading	--	--	16	52	--	--	NA	56	--	--	29	48
	Language	--	--	18	48	--	--	NA	52	--	--	29	49
	Mathematics	--	--	17	57	--	--	NA	61	--	--	29	53
5	Reading	--	--	12	50	--	--	NA	55	NC	NC	25	50
	Language	--	--	15	46	--	--	13	49	NC	NC	19	50
	Mathematics	--	--	19	57	--	--	14	63	NC	NC	26	49
6	Reading	--	--	12	53	--	--	NA	56	NC	NC	32	51
	Language	--	--	14	45	--	--	12	48	NC	NC	26	47
	Mathematics	--	--	42	62	--	--	24	66	NC	NC	22	52
7	Reading	--	--	31	51	--	--	NA	54	NC	NC	39	50
	Language	--	--	24	54	--	--	37	58	NC	NC	34	52
	Mathematics	--	--	24	58	--	--	47	62	NC	NC	28	50

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

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	2.00
Other Professional Staff	.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

Ü Computers in classrooms

Extracurricular Activities

- Ü Student Council
- Ü Visiting Educational Exhibits
- Ü School Newspaper

Social Services

- Ü Fire Prevention
- Ü Resource Center
- Ü City Culture Center
- Ü Vision & Hearing Screenings
- Ü Character Education

School Achievements/Accomplishments 2004-05

- ü Raised our attendance percentage.
  
- ü 4 students had perfect attendance in school year 2004-05.
  
- ü 10 students achieved Honor Roll status all four grading periods in school year 2004-05.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	32	12	12	17
Transfers In Rate <sup>6</sup>	50	28	28	37
Stability Rate <sup>7</sup>	67	87	87	82
Promotion Rate <sup>8</sup>	80	96	95	81
Retention Rate <sup>9</sup>	10	1	1	3
Dropout Rate <sup>10</sup>	5	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

Students are instructed on the dangers of using alcohol, drugs and tobacco.

We discourage fighting and intimidation and/or bullying.

Students sign compact agreements stating they will respect fellow students and their personal property. They will not infringe on the rights of others to obtain an education.

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) :

1
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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	Zedna Grubbs	(520) 723-4773
Transportation Policy	Zedna Grubbs	(520) 723-4773
Community Resources	Zedna Grubbs	(520) 723-4773
School Nutrition Programs	Zedna Grubbs	(520) 723-4773
Parent Organization	Oralie Robles	(520) 723-7645
Student Health/Nurse	Zedna Grubbs	(520) 723-4773

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.