



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5130 Paseo Las Palmas, Sierra Vista, AZ 85635

Sierra Vista 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	Highly 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 : Mr. John Wilson  
 Schedule : 07:15 AM to 04:15 PM  
 Grades : K-5  
 2005 Enrollment : 474  
 Web Address : www.sierravistapublicschools.com  
 Phone Number : (520) 515-2970  
 Fax Number : (520) 515-2973  
 E-mail : john.wilson@svps.k12.az.us

Mission

Pueblo del Sol is a K-5 neighborhood school which strives to develop lifelong independent learners. The dedicated faculty provides an outstanding academic program which is enhanced by trained teachers in special education, hearing impaired and ELL.

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 Improve student achievement in Reading Comprehension as measured by pre and post assessments.

Enrollment

October 1, 2004 School Year Student Enrollment : 495  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 510

Instructional Programs

- ü Hearing Impaired
- ü On-site Special Education
- ü ELL

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 :	5/25/2006

Shared Responsibilities

School

Pueblo del Sol strives to offer a developmentally appropriate program which includes many hands-on experiences, daily writing activities, problem solving and computer literacy. Student progress is reported to parents at regular intervals.

Parents

It is critical that children attend regularly and arrive on time. Parents are expected to check student folders daily. Open parent/teacher communication is vital to academic progress. Parents are encouraged to call teachers should questions arise.

Transportation Policy

Students residing in the Cloud Nine, King's Way, Desert Hills and Mission Hills subdivisions are eligible for bus transportation to and from school.

School Honors

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

Award/Honor	Year
ü ASU Martin Luther King, Jr. Essay Contest-Two Winners	2001
ü Grand Prize Winner Cochise County Cowboy Poetry Contest	2001
ü First Place Winner Cochise County Cowboy Poetry Contest	2001
ü Nat'l Geographic Distinguished Teaching Achieve. Award	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	66	399	79306	100	100	99	484	446	445	0	7	10	2	15	18	55	61	51	43	17	20
All Students (Prior Year)	96	416	75509	100	100	100	544	516	521	3	14	13	19	26	23	38	34	33	40	26	31
Female	34	191	38691	100	100	99	480	447	446	0	3	10	3	14	18	55	67	52	41	16	20
Male	32	208	40583	100	100	99	488	444	445	0	10	11	0	15	18	56	56	50	44	18	21
African American	NC	34	4041	NC	100	99	NC	462	426	NC	0	17	NC	4	23	NC	77	50	NC	19	10
Hispanic	14	120	32869	100	100	99	473	430	429	0	9	15	0	27	25	82	57	51	18	7	10
Asian/Pacific Islander	NC	22	1935	NC	100	99	NC	455	474	NC	11	3	NC	5	9	NC	68	48	NC	16	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	40	220	36197	100	100	99	491	451	463	0	6	5	3	10	11	42	61	53	56	23	31
Students with Disabilities	NC	51	10321	NC	100	100	NC	379	389	NC	30	30	NC	20	27	NC	43	34	NC	7	9
Students without Disabilities	58	349	69060	100	100	98	489	456	454	0	3	7	0	14	17	54	63	54	46	19	22
Limited English Proficient Students	NC	37	15509	NC	100	100	NC	385	406	NC	11	20	NC	34	30	NC	50	45	NC	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	27	181	39415	84	92	96	473	441	431	0	8	15	5	18	25	58	63	50	37	10	10
Non-Economically Disadvantaged	39	219	39966	100	100	100	489	449	459	0	6	6	0	12	12	54	59	52	46	23	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	66	400	79395	100	0	99	477	451	446	0	5	9	11	20	25	64	65	55	25	10	11
All Students (Prior Year)	96	417	75492	100	100	100	538	521	519	3	9	12	10	20	16	47	47	47	40	25	24
Female	34	192	38743	100	0	100	475	456	451	0	4	7	14	17	24	66	67	57	21	12	12
Male	32	208	40618	100	0	99	480	447	440	0	6	11	7	23	27	63	64	53	30	8	9
African American	NC	34	4052	NC	0	100	NC	463	434	NC	0	11	NC	15	29	NC	77	54	NC	8	6
Hispanic	14	120	32915	100	0	99	451	437	426	0	8	15	27	29	35	64	59	47	9	5	4
Asian/Pacific Islander	NC	22	1936	NC	0	99	NC	460	468	NC	5	3	NC	11	14	NC	79	63	NC	5	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	40	221	36221	100	0	99	488	456	465	0	4	4	6	16	15	61	67	63	33	13	17
Students with Disabilities	NC	52	10331	NC	0	100	NC	380	388	NC	30	25	NC	26	37	NC	43	34	NC	2	4
Students without Disabilities	58	349	69139	100	0	99	483	462	454	0	1	7	8	19	24	65	69	58	27	11	11
Limited English Proficient Students	NC	37	15545	NC	0	100	NC	384	399	NC	9	21	NC	52	42	NC	36	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	27	182	39484	84	0	96	470	448	429	0	7	14	16	26	35	63	60	47	21	7	4
Non-Economically Disadvantaged	39	219	39986	100	0	100	481	454	461	0	3	4	8	15	16	65	70	63	27	12	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	66	396	78869	100	100	99	478	436	442	0	6	6	11	25	21	71	59	63	18	9	10
All Students (Prior Year)	95	411	75053	100	100	99	656	589	597	0	7	7	3	11	12	86	76	72	12	6	9
Female	34	190	38536	100	100	99	492	462	458	0	2	4	0	14	15	76	70	67	24	15	14
Male	32	206	40302	100	100	99	463	412	428	0	10	8	22	36	26	67	51	60	11	4	7
African American	NC	33	4015	NC	100	99	NC	445	430	NC	4	8	NC	16	24	NC	80	61	NC	0	7
Hispanic	14	119	32606	100	99	98	495	423	426	0	9	8	9	32	27	64	51	60	27	8	5
Asian/Pacific Islander	NC	22	1925	NC	100	99	NC	452	471	NC	5	3	NC	21	11	NC	58	64	NC	16	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	40	219	36078	100	100	99	479	439	459	0	5	4	8	24	16	72	62	66	19	10	14
Students with Disabilities	NC	51	10246	NC	100	100	NC	342	367	NC	22	18	NC	37	39	NC	39	40	NC	2	4
Students without Disabilities	58	345	68697	100	99	98	482	450	454	0	4	4	10	24	18	71	63	67	19	10	11
Limited English Proficient Students	NC	37	15339	NC	100	100	NC	363	399	NC	11	11	NC	45	31	NC	41	54	NC	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	27	181	39106	84	92	95	485	431	427	0	7	8	0	30	28	74	56	59	26	6	5
Non-Economically Disadvantaged	39	215	39837	100	100	100	475	440	457	0	5	4	16	21	14	70	62	67	14	11	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	75	451	78906	99	99	99	510	505	498	6	9	13	9	15	19	67	59	48	18	18	20
All Students (Prior Year)	84	426	76019	100	100	100	527	504	499	3	9	14	29	40	39	20	16	14	49	35	33
Female	38	233	38644	100	100	99	514	510	500	6	8	12	3	13	19	67	59	49	24	19	19
Male	37	219	40236	97	98	99	506	500	497	6	9	15	15	17	19	68	58	46	12	16	20
African American	10	54	4087	91	96	99	497	497	481	13	9	20	0	25	24	88	52	45	0	14	11
Hispanic	18	135	31938	100	98	99	499	495	481	13	13	19	13	18	25	50	55	46	25	13	10
Asian/Pacific Islander	--	20	1805	--	87	98	--	528	536	--	0	5	--	13	8	--	60	45	--	27	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	45	236	36483	100	100	99	516	511	517	2	6	7	9	11	13	70	61	51	19	21	30
Students with Disabilities	12	54	10664	92	100	100	467	444	430	33	51	42	17	19	27	42	28	26	8	2	5
Students without Disabilities	63	400	68310	100	99	98	519	513	509	0	3	9	7	14	18	73	63	51	20	20	22
Limited English Proficient Students	NC	17	12573	NC	100	100	NC	464	454	NC	24	27	NC	26	30	NC	44	38	NC	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	27	189	38679	87	87	96	495	495	483	18	14	20	9	19	25	59	53	45	14	14	10
Non-Economically Disadvantaged	48	265	40295	100	100	100	517	512	513	0	5	7	9	12	13	71	62	50	20	21	30

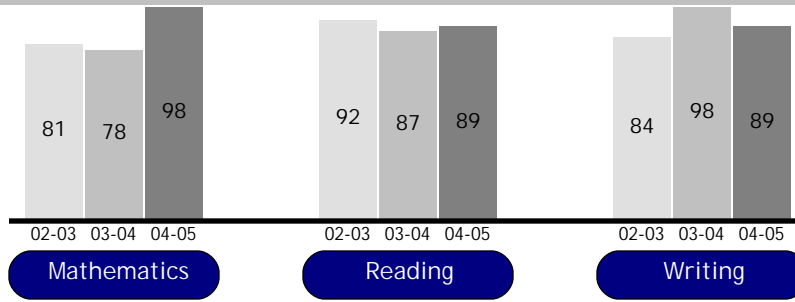
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	452	78908	99	0	99	507	498	484	4	6	10	9	18	23	78	65	58	9	11	9
All Students (Prior Year)	84	428	76020	100	100	100	515	507	503	5	16	25	17	22	23	57	51	40	21	11	12
Female	38	233	38648	100	0	99	512	507	489	3	5	8	12	13	22	70	66	61	15	16	10
Male	37	220	40233	97	0	99	502	490	479	6	6	12	6	23	25	85	64	55	3	7	8
African American	10	54	4092	91	0	99	494	494	473	0	2	12	13	23	28	88	64	54	0	11	5
Hispanic	18	136	31940	100	0	99	502	489	465	13	13	16	6	20	32	75	61	49	6	6	3
Asian/Pacific Islander	--	20	1805	--	0	98	--	513	507	--	0	4	--	13	13	--	67	65	--	20	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	45	236	36502	100	0	99	511	505	502	2	2	4	9	16	14	77	67	67	12	14	15
Students with Disabilities	12	54	10665	92	0	100	465	440	423	25	32	30	33	45	36	42	21	31	0	2	2
Students without Disabilities	63	401	68312	100	0	98	516	506	493	0	2	7	4	14	21	85	71	62	11	13	10
Limited English Proficient Students	NC	17	12556	NC	0	100	NC	447	436	NC	24	24	NC	32	40	NC	44	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	27	189	38662	87	0	96	488	485	468	14	8	16	14	26	32	64	58	49	9	7	3
Non-Economically Disadvantaged	48	266	40315	100	0	100	516	508	498	0	4	5	7	12	15	84	70	66	9	14	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	74	451	78750	97	99	99	528	514	500	0	3	6	20	26	29	79	67	63	2	4	2
All Students (Prior Year)	84	425	75673	100	100	100	536	531	530	8	13	12	22	23	25	68	62	58	1	3	4
Female	37	232	38586	97	100	99	536	530	515	0	2	4	19	20	22	81	73	71	0	6	3
Male	37	220	40135	97	99	99	521	497	486	0	5	8	21	32	35	76	61	56	3	3	1
African American	10	54	4081	91	96	99	525	499	488	0	7	8	25	25	32	75	68	59	0	0	2
Hispanic	18	136	31841	100	99	99	529	507	483	0	4	8	19	28	36	81	66	55	0	2	1
Asian/Pacific Islander	--	20	1802	--	87	98	--	527	533	--	0	2	--	27	16	--	60	75	--	13	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	44	235	36440	98	100	99	528	520	516	0	2	3	19	25	22	79	68	71	2	5	4
Students with Disabilities	12	54	10622	92	100	100	483	446	415	0	9	21	50	68	50	50	23	28	0	0	1
Students without Disabilities	62	400	68196	98	99	98	538	523	513	0	2	3	13	20	25	85	73	69	2	5	3
Limited English Proficient Students	NC	17	12504	NC	100	100	NC	443	451	NC	18	12	NC	47	44	NC	35	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	27	189	38558	87	87	96	510	493	485	0	5	8	36	36	37	64	58	54	0	1	1
Non-Economically Disadvantaged	47	265	40260	100	100	100	537	528	514	0	2	3	11	19	21	86	72	72	2	7	4

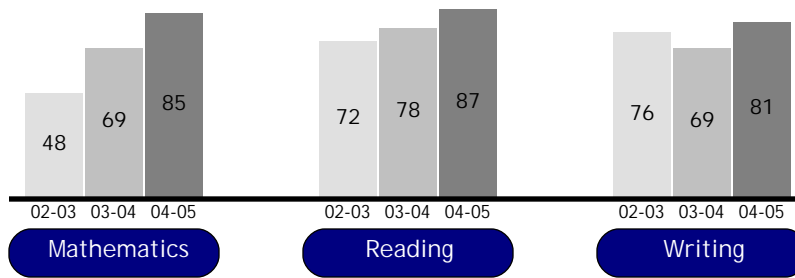
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	60	56	50	100	70	NA	58	100	61	54	47
	Language	100	48	46	43	100	62	53	50	100	58	55	47
	Mathematics	100	61	58	57	100	71	67	64	100	56	54	50
3	Reading	100	63	56	47	99	65	NA	55	100	62	50	44
	Language	100	67	60	54	100	67	58	61	100	56	49	44
	Mathematics	100	68	53	54	100	68	55	61	100	71	55	51
4	Reading	98	77	64	52	99	69	NA	56	100	60	55	48
	Language	100	66	56	48	99	67	57	52	100	57	54	49
	Mathematics	100	77	65	57	99	77	67	61	99	69	59	53
5	Reading	99	70	61	50	100	72	NA	55	99	65	58	50
	Language	100	62	53	46	100	65	55	49	99	60	56	50
	Mathematics	100	63	60	57	100	77	64	63	99	57	55	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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	2.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	6	1	0	0
7 to 9 years	2	2	0	0
10 or more years	20	8	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 Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü CHAMPS
- Ü Science Week
- Ü Band
- Ü Young Authors Day

Social Services

- Ü DARE
- Ü Before/After School Programs
- Ü Breakfast Program
- Ü Counseling Services

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>	13	12	12	17
Transfers In Rate <sup>6</sup>	35	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	95	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

A safe and orderly environment requires teaching children appropriate behavior and conflict resolution skills. Our counseling program includes regularly scheduled classes which focus on decision-making skills and conflict resolution.

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	John Wilson	(520) 515-2977
Transportation Policy	Sue Durbin	(520) 515-2773
Community Resources	Fran Atkinson	(520) 515-2979
School Nutrition Programs	Dawn Marino	(520) 515-2780
Parent Organization	Lori Silk	(520) 515-2970
Student Health/Nurse	Sandra Dalby	(520) 515-2974

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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.