



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

801 N. Lenzner, 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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Not Evaluated

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

School Overview

Principal/Administrator : Mrs. Kelly Segal
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 453
 Web Address : sierravistapublicschools.com
 Phone Number : (520) 515-2940
 Fax Number : (520) 515-2948
 E-mail : kelly.segal@svps.k12.az.us

Mission

It is the mission of Bella Vista Elementary School, through excellence in teaching and learning, to educate all students to become responsible positive contributing citizens of a multicultural society.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Evaluated

School Improvement Status (b)

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

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

School / Academic Goals

- ü To implement the use of Power Standards to ensure all students will be successful at the next level of learning.
- ü To support student achievement by increasing the quantity and quality of parent involvement and communication.
- ü To increase student achievement in writing by using the 6-Trait Writing Program. Focusing on the areas of Conventions and Word Choice.
- ü To provide inclusive classrooms whereby all students with and without disabilities learn together in the regular education classroom.

Enrollment

October 1, 2004 School Year Student Enrollment : 388
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 22

Instructional Programs

- Ü Standards Based
- Ü Technology
- Ü Title One-Schoolwide-In Class Support
- Ü Special Education-Inclusive Education
- Ü Data Driven
- Ü Zoo Phonics
- Ü Six Trait Writing
- Ü Accelerated Reading

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Bella Vista's responsibility is to provide a safe learning environment where students are provided a quality education; to encourage parent participation in school activities; and to extend the learning day at home.

Parents

Parents should ensure that students attend school regularly, be properly rested and ready to learn. Parents should be involved in the child's education for optimal learning.

Transportation Policy

Transportation is provided for students who reside one mile or more away from their home school. The bus routes are scheduled by the director of transportation and approved by the superintendent.

School Honors

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

Award/Honor	Year
Ü Red Ribbon Essay Contest: First Place Winner	2005
Ü Black History Essay Contest	2005
Ü District Cross Country Awards	2005
Ü Rotary Teacher of the Month	2002

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	67	399	79306	100	100	99	447	446	445	12	7	10	12	15	18	63	61	51	13	17	20
All Students (Prior Year)	63	416	75509	98	100	100	507	516	521	16	14	13	27	26	23	41	34	33	16	26	31
Female	29	191	38691	97	100	99	450	447	446	8	3	10	12	14	18	68	67	52	12	16	20
Male	38	208	40583	100	100	99	445	444	445	14	10	11	11	15	18	60	56	50	14	18	21
African American	11	34	4041	100	100	99	457	462	426	0	0	17	0	4	23	89	77	50	11	19	10
Hispanic	20	120	32869	91	100	99	436	430	429	15	9	15	25	27	25	50	57	51	10	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	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	31	220	36197	100	100	99	451	451	463	11	6	5	7	10	11	67	61	53	15	23	31
Students with Disabilities	13	51	10321	100	100	100	408	379	389	38	30	30	15	20	27	46	43	34	0	7	9
Students without Disabilities	55	349	69060	98	100	98	457	456	454	4	3	7	13	14	17	67	63	54	17	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	33	181	39415	92	92	96	442	441	431	16	8	15	13	18	25	61	63	50	10	10	10
Non-Economically Disadvantaged	35	219	39966	100	100	100	450	449	459	7	6	6	13	12	12	63	59	52	17	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	68	400	79395	100	0	99	456	451	446	8	5	9	15	20	25	66	65	55	11	10	11
All Students (Prior Year)	63	417	75492	98	100	100	519	521	519	7	9	12	16	20	16	59	47	47	18	25	24
Female	30	192	38743	100	0	100	466	456	451	4	4	7	15	17	24	62	67	57	19	12	12
Male	38	208	40618	100	0	99	449	447	440	11	6	11	14	23	27	69	64	53	6	8	9
African American	11	34	4052	100	0	100	464	463	434	0	0	11	11	15	29	89	77	54	0	8	6
Hispanic	20	120	32915	91	0	99	452	437	426	5	8	15	20	29	35	70	59	47	5	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	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	32	221	36221	100	0	99	457	456	465	11	4	4	14	16	15	57	67	63	18	13	17
Students with Disabilities	14	52	10331	100	0	100	415	380	388	36	30	25	14	26	37	50	43	34	0	2	4
Students without Disabilities	55	349	69139	98	0	99	468	462	454	0	1	7	17	19	24	69	69	58	15	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	34	182	39484	94	0	96	453	448	429	6	7	14	22	26	35	63	60	47	9	7	4
Non-Economically Disadvantaged	35	219	39986	100	0	100	458	454	461	10	3	4	10	15	16	67	70	63	13	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	65	396	78869	100	100	99	439	436	442	7	6	6	28	25	21	57	59	63	9	9	10
All Students (Prior Year)	63	411	75053	98	100	99	574	589	597	9	7	7	7	11	12	81	76	72	4	6	9
Female	28	190	38536	93	100	99	472	462	458	0	2	4	21	14	15	63	70	67	17	15	14
Male	37	206	40302	100	100	99	416	412	428	12	10	8	32	36	26	53	51	60	3	4	7
African American	10	33	4015	100	100	99	454	445	430	0	4	8	25	16	24	75	80	61	0	0	7
Hispanic	19	119	32606	86	99	98	435	423	426	5	9	8	32	32	27	58	51	60	5	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	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	31	219	36078	100	100	99	439	439	459	7	5	4	26	24	16	59	62	66	7	10	14
Students with Disabilities	13	51	10246	100	100	100	374	342	367	23	22	18	46	37	39	31	39	40	0	2	4
Students without Disabilities	52	345	68697	93	99	98	458	450	454	2	4	4	22	24	18	64	63	67	11	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	33	181	39106	92	92	95	431	431	427	6	7	8	26	30	28	61	56	59	6	6	5
Non-Economically Disadvantaged	32	215	39837	100	100	100	448	440	457	7	5	4	30	21	14	52	62	67	11	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	56	451	78906	100	99	99	501	505	498	8	9	13	16	15	19	58	59	48	18	18	20
All Students (Prior Year)	56	426	76019	98	100	100	490	504	499	10	9	14	54	40	39	16	16	14	20	35	33
Female	28	233	38644	100	100	99	499	510	500	4	8	12	15	13	19	69	59	49	12	19	19
Male	28	219	40236	97	98	99	503	500	497	13	9	15	17	17	19	46	58	46	25	16	20
African American	NC	54	4087	NC	96	99	NC	497	481	NC	9	20	NC	25	24	NC	52	45	NC	14	11
Hispanic	12	135	31938	86	98	99	498	495	481	17	13	19	17	18	25	42	55	46	25	13	10
Asian/Pacific Islander	NC	20	1805	NC	87	98	NC	528	536	NC	0	5	NC	13	8	NC	60	45	NC	27	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	31	236	36483	100	100	99	502	511	517	7	6	7	14	11	13	64	61	51	14	21	30
Students with Disabilities	NC	54	10664	NC	100	100	NC	444	430	NC	51	42	NC	19	27	NC	28	26	NC	2	5
Students without Disabilities	48	400	68310	98	99	98	509	513	509	2	3	9	16	14	18	60	63	51	21	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	25	189	38679	83	87	96	501	495	483	9	14	20	13	19	25	57	53	45	22	14	10
Non-Economically Disadvantaged	31	265	40295	100	100	100	501	512	513	7	5	7	19	12	13	59	62	50	15	21	30

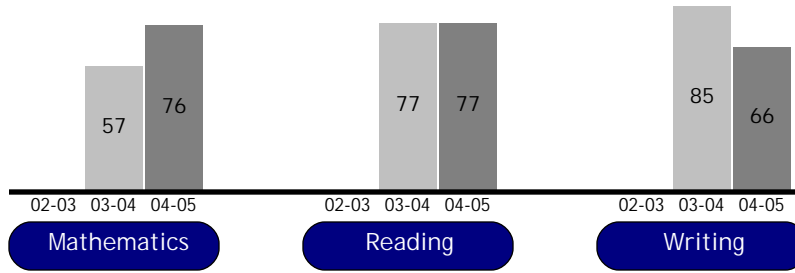
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	452	78908	100	0	99	492	498	484	6	6	10	24	18	23	61	65	58	10	11	9
All Students (Prior Year)	57	428	76020	100	100	100	504	507	503	23	16	25	27	22	23	40	51	40	10	11	12
Female	28	233	38648	100	0	99	500	507	489	4	5	8	15	13	22	65	66	61	15	16	10
Male	29	220	40233	100	0	99	484	490	479	8	6	12	32	23	25	56	64	55	4	7	8
African American	NC	54	4092	NC	0	99	NC	494	473	NC	2	12	NC	23	28	NC	64	54	NC	11	5
Hispanic	13	136	31940	93	0	99	486	489	465	8	13	16	23	20	32	62	61	49	8	6	3
Asian/Pacific Islander	NC	20	1805	NC	0	98	NC	513	507	NC	0	4	NC	13	13	NC	67	65	NC	20	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	31	236	36502	100	0	99	497	505	502	7	2	4	18	16	14	61	67	67	14	14	15
Students with Disabilities	NC	54	10665	NC	0	100	NC	440	423	NC	32	30	NC	45	36	NC	21	31	NC	2	2
Students without Disabilities	49	401	68312	100	0	98	499	506	493	2	2	7	20	14	21	66	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	25	189	38662	83	0	96	487	485	468	9	8	16	26	26	32	61	58	49	4	7	3
Non-Economically Disadvantaged	32	266	40315	100	0	100	496	508	498	4	4	5	21	12	15	61	70	66	14	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	57	451	78750	100	99	99	474	514	500	10	3	6	43	26	29	47	67	63	0	4	2
All Students (Prior Year)	55	425	75673	96	100	100	521	531	530	10	13	12	27	23	25	60	62	58	2	3	4
Female	28	232	38586	100	100	99	498	530	515	4	2	4	42	20	22	54	73	71	0	6	3
Male	29	220	40135	100	99	99	448	497	486	16	5	8	44	32	35	40	61	56	0	3	1
African American	NC	54	4081	NC	96	99	NC	499	488	NC	7	8	NC	25	32	NC	68	59	NC	0	2
Hispanic	13	136	31841	93	99	99	488	507	483	8	4	8	31	28	36	62	66	55	0	2	1
Asian/Pacific Islander	NC	20	1802	NC	87	98	NC	527	533	NC	0	2	NC	27	16	NC	60	75	NC	13	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	31	235	36440	100	100	99	481	520	516	7	2	3	50	25	22	43	68	71	0	5	4
Students with Disabilities	NC	54	10622	NC	100	100	NC	446	415	NC	9	21	NC	68	50	NC	23	28	NC	0	1
Students without Disabilities	49	400	68196	100	99	98	483	523	513	7	2	3	39	20	25	55	73	69	0	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	25	189	38558	83	87	96	456	493	485	17	5	8	43	36	37	39	58	54	0	1	1
Non-Economically Disadvantaged	32	265	40260	100	100	100	488	528	514	4	2	3	43	19	21	54	72	72	0	7	4

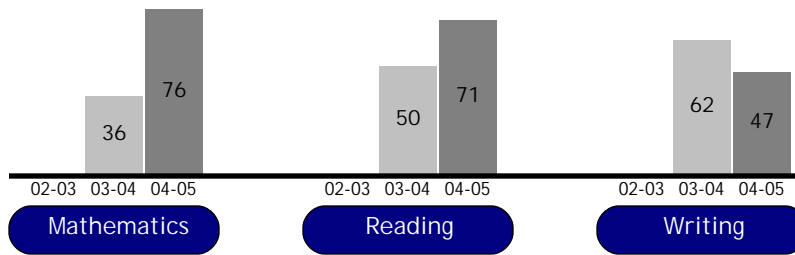
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	--	--	56	50	100	59	NA	58	100	49	54	47
	Language	--	--	46	43	100	47	53	50	100	46	55	47
	Mathematics	--	--	58	57	100	60	67	64	100	52	54	50
3	Reading	--	--	56	47	98	51	NA	55	100	50	50	44
	Language	--	--	60	54	100	54	58	61	100	50	49	44
	Mathematics	--	--	53	54	100	48	55	61	100	51	55	51
4	Reading	--	--	64	52	100	63	NA	56	100	52	55	48
	Language	--	--	56	48	100	55	57	52	100	53	54	49
	Mathematics	--	--	65	57	100	55	67	61	100	56	59	53
5	Reading	--	--	61	50	100	57	NA	55	100	53	58	50
	Language	--	--	53	46	100	51	55	49	100	49	56	50
	Mathematics	--	--	60	57	100	58	64	63	100	52	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/

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)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent Involvement
- Ü Parent Satisfaction Survey
- Ü School Safety Issues
- Ü School/Community relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	4.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Hightly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Wireless Computer Lab
- Ü Library/Media Center

Extracurricular Activities

- Ü Bobcat Club
- Ü Chess Club
- Ü Band
- Ü Walking Club
- Ü DARE
- Ü Bobcat Honors Music Program

Social Services

- Ü Counseling
- Ü Behavior Modification Plans
- Ü Health Instruction
- Ü Before/After School Programs
- Ü Parent/Child Classes
- Ü Breakfast Program
- Ü Community Support

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 75% of students in grades 2 through 5 met the goal of obtaining a 3 or 4 in the area of conventions in the 6 Trait Writing Program.
- ü Over 240 students earned the required Accelerated Reading Points during the 2003-2004 school year. 320 students earned their mid-year rewards by earning their mid-year reading goals.
- ü 45 of our students received "Speeding Tickets" for their Math Facts in a Flash by receiving a perfect score.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	28	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	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

Our school counselor provides classes for all students on the against bullying. Appropriate behavior is encouraged at all times. All visitors are required to sign in when arriving on campus. All perimeter doors, except office doors, are locked during the school day.

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	Kelly Segal	(520) 515-2940
Transportation Policy	Sue Durbin	(520) 515-2770
Community Resources	Lisa Schoenhals	(520) 515-2940
School Nutrition Programs	Dawn Marino	(520) 515-2780
Parent Organization	Tony Sanders	(520) 515-2940
Student Health/Nurse	Trudy Basgall	(520) 515-2940

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.