

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7301 E. Baseline Road, Mesa, AZ 85209

Noah Webster Basic School

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.

### 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 Overview

Principal/Administrator : Mrs. Kelly S. Wade  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-6  
 2005 Enrollment : 1228  
 Web Address : noahwebster.org  
 Phone Number : (480) 986-2335  
 Fax Number : (480) 354-3490  
 E-mail : kwade@noahwebster.org

### Mission

Our mission is to have a teacher in every classroom who cares that every day every student learns, progresses and experiences success. We take responsibility and are accountable for the progress of each student.

### School / Academic Goals

- ü We will significantly increase the percentage of students in the "exceeds" and "meets" category in reading, writing and math on the state mandated testing.
- ü Student reading scores will improve by 2% each school year.
- ü All students will master the Arizona State Standards objectives for their grade level.
- ü 95% of our students will make one year's progress on MAP scores.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1114  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 1078

Instructional Programs

- Full-day Kindergarten
- On-site Special Education
- Title I Programs
- Gifted Classes
- Technology Based Learning

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The school will provide a safe environment where students are respected and challenged academically. A parent handbook with policies and procedures is provided, as well as weekly school to home communication.

Parents

The parents are responsible to make sure their child attends school every day, stay in communication with and support their child's teacher, and support the school's discipline and homework policies.

Transportation Policy

Noah Webster Basic School provides limited busing within a ten-mile radius of the school.

School Honors

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

Award/Honor	Year
• United Way Recognition Award for Monies Donated	2001
• Time Magazine Recognized Noah Successful Charter School	2001
• Bully Prevention Program Recognized by State Top 3	2003
• Investment Grade Rated School Bonding for new campus	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	178	178	79306	98	99	99	472	472	445	2	2	10	7	7	18	58	58	51	33	33	20
All Students (Prior Year)	173	173	75509	98	98	100	525	525	521	8	8	13	21	21	23	41	41	33	30	30	31
Female	79	79	38691	99	100	99	474	474	446	1	1	10	3	3	18	63	63	52	33	33	20
Male	99	99	40583	98	98	99	470	470	445	2	2	11	11	11	18	54	54	50	33	33	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	27	27	32869	100	100	99	465	465	429	0	0	15	12	12	25	64	64	51	24	24	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	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	136	136	36197	97	97	99	474	474	463	2	2	5	5	5	11	58	58	53	35	35	31
Students with Disabilities	13	13	10321	100	100	100	445	445	389	8	8	30	23	23	27	54	54	34	15	15	9
Students without Disabilities	165	165	69060	96	97	98	474	474	454	1	1	7	6	6	17	58	58	54	34	34	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	73	73	39415	91	92	96	461	461	431	4	4	15	8	8	25	67	67	50	21	21	10
Non-Economically Disadvantaged	105	105	39966	100	100	100	480	480	459	0	0	6	6	6	12	52	52	52	42	42	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	179	179	79395	99	0	99	469	469	446	3	3	9	16	16	25	66	66	55	15	15	11
All Students (Prior Year)	172	172	75492	98	98	100	520	520	519	8	8	12	14	14	16	57	57	47	21	21	24
Female	79	79	38743	99	0	100	477	477	451	0	0	7	11	11	24	71	71	57	18	18	12
Male	100	100	40618	99	0	99	463	463	440	5	5	11	21	21	27	62	62	53	12	12	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	25	25	32915	93	0	99	467	467	426	0	0	15	17	17	35	70	70	47	13	13	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	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	139	139	36221	99	0	99	470	470	465	4	4	4	15	15	15	65	65	63	16	16	17
Students with Disabilities	14	14	10331	100	0	100	425	425	388	21	21	25	36	36	37	36	36	34	7	7	4
Students without Disabilities	165	165	69139	96	0	99	473	473	454	1	1	7	14	14	24	69	69	58	16	16	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	73	73	39484	91	0	96	455	455	429	6	6	14	21	21	35	69	69	47	4	4	4
Non-Economically Disadvantaged	106	106	39986	100	0	100	479	479	461	1	1	4	13	13	16	64	64	63	23	23	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	177	177	78869	98	98	99	462	462	442	2	2	6	16	16	21	69	69	63	12	12	10
All Students (Prior Year)	166	166	75053	94	94	99	589	589	597	4	4	7	13	13	12	80	80	72	2	2	9
Female	78	78	38536	98	99	99	482	482	458	0	0	4	7	7	15	76	76	67	17	17	14
Male	99	99	40302	98	98	99	446	446	428	4	4	8	24	24	26	64	64	60	8	8	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	25	25	32606	93	93	98	454	454	426	4	4	8	13	13	27	78	78	60	4	4	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	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	137	137	36078	98	98	99	462	462	459	2	2	4	18	18	16	68	68	66	12	12	14
Students with Disabilities	14	14	10246	100	100	100	393	393	367	21	21	18	43	43	39	36	36	40	0	0	4
Students without Disabilities	163	163	68697	95	96	98	468	468	454	1	1	4	14	14	18	72	72	67	13	13	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	72	72	39106	90	91	95	448	448	427	4	4	8	24	24	28	63	63	59	8	8	5
Non-Economically Disadvantaged	105	105	39837	100	100	100	472	472	457	1	1	4	11	11	14	74	74	67	15	15	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	118	118	78906	97	97	99	535	535	498	5	5	13	13	13	19	40	40	48	42	42	20
All Students (Prior Year)	113	113	76019	100	100	100	515	515	499	10	10	14	35	35	39	15	15	14	40	40	33
Female	68	68	38644	97	97	99	536	536	500	8	8	12	8	8	19	39	39	49	45	45	19
Male	50	50	40236	96	96	99	534	534	497	2	2	15	20	20	19	41	41	46	37	37	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	18	18	31938	100	100	99	516	516	481	0	0	19	12	12	25	71	71	46	18	18	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	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	93	93	36483	97	97	99	539	539	517	6	6	7	13	13	13	36	36	51	45	45	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	110	110	68310	96	96	98	539	539	509	3	3	9	12	12	18	42	42	51	43	43	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	57	57	38679	95	95	96	527	527	483	7	7	20	16	16	25	39	39	45	38	38	10
Non-Economically Disadvantaged	61	61	40295	98	98	100	543	543	513	4	4	7	9	9	13	41	41	50	46	46	30

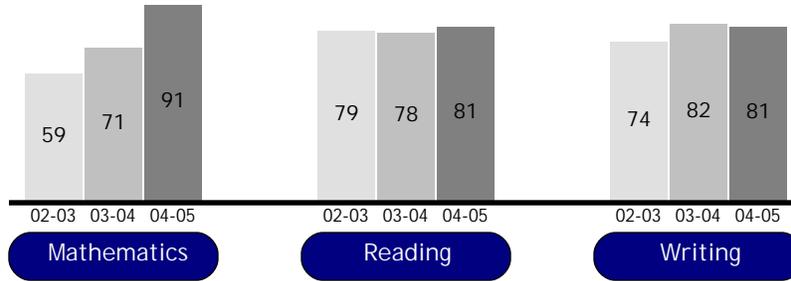
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	115	78908	94	0	99	508	508	484	4	4	10	14	14	23	65	65	58	17	17	9
All Students (Prior Year)	113	113	76020	100	100	100	516	516	503	19	19	25	17	17	23	39	39	40	25	25	12
Female	67	67	38648	96	0	99	512	512	489	3	3	8	15	15	22	58	58	61	23	23	10
Male	48	48	40233	92	0	99	503	503	479	5	5	12	11	11	25	75	75	55	9	9	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	18	18	31940	100	0	99	503	503	465	0	0	16	12	12	32	76	76	49	12	12	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	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	90	90	36502	94	0	99	510	510	502	5	5	4	13	13	14	62	62	67	20	20	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	107	107	68312	93	0	98	512	512	493	3	3	7	12	12	21	66	66	62	19	19	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	54	54	38662	90	0	96	502	502	468	4	4	16	19	19	32	62	62	49	15	15	3
Non-Economically Disadvantaged	61	61	40315	98	0	100	514	514	498	4	4	5	9	9	15	68	68	66	20	20	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	119	119	78750	98	98	99	520	520	500	3	3	6	20	20	29	74	74	63	3	3	2
All Students (Prior Year)	113	113	75673	100	100	100	554	554	530	4	4	12	30	30	25	58	58	58	8	8	4
Female	69	69	38586	99	99	99	526	526	515	3	3	4	14	14	22	80	80	71	3	3	3
Male	50	50	40135	96	96	99	513	513	486	2	2	8	30	30	35	66	66	56	2	2	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	17	17	31841	94	94	99	518	518	483	0	0	8	24	24	36	76	76	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	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	94	94	36440	98	98	99	521	521	516	3	3	3	20	20	22	73	73	71	3	3	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	111	111	68196	97	97	98	527	527	513	1	1	3	19	19	25	77	77	69	3	3	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	56	56	38558	93	93	96	517	517	485	4	4	8	22	22	37	71	71	54	4	4	1
Non-Economically Disadvantaged	63	63	40260	100	100	100	523	523	514	2	2	3	19	19	21	78	78	72	2	2	4

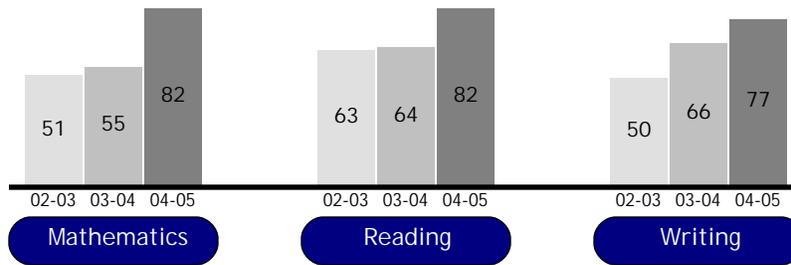
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	92	66	66	50	94	72	NA	58	99	56	56	47
	Language	95	59	59	43	99	63	63	50	100	56	56	47
	Mathematics	97	78	78	57	98	84	84	64	99	65	65	50
3	Reading	98	58	58	47	98	62	NA	55	99	54	54	44
	Language	97	65	65	54	98	70	70	61	99	56	56	44
	Mathematics	98	68	68	54	98	78	78	61	98	63	63	51
4	Reading	98	71	71	52	97	71	NA	56	93	59	59	48
	Language	99	61	61	48	97	68	68	52	93	65	65	49
	Mathematics	99	77	77	57	99	84	84	61	94	64	64	53
5	Reading	97	60	60	50	97	69	NA	55	94	62	62	50
	Language	96	58	58	46	96	61	61	49	94	61	61	50
	Mathematics	97	75	75	57	97	78	78	63	97	61	61	49
6	Reading	94	62	62	53	100	70	NA	56	99	61	61	51
	Language	100	54	54	45	99	68	68	48	99	59	59	47
	Mathematics	99	78	78	62	100	86	86	66	99	67	67	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](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)
- 1 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Extracurricular Activities
- Ü Science Fair
- Ü Spelling Bee
- Ü Creative Writing Contest
- Ü Family Centered Socials
- Ü Fund-raising

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	3.50	Teacher Aide	30.00

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	18	0	0	0
7 to 9 years	3	2	0	0
10 or more years	6	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	49
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	14%

Resources Available at School Site

Special Facilities

- Ü One 40-station Computer Lab
- Ü Library
- Ü Multi -Purpose room

Extracurricular Activities

- Ü Reading Club
- Ü Recreational Sports
- Ü Chess Club
- Ü Song and Dance Performing Group
- Ü Choir Cats
- Ü Guitar
- Ü Volleyball
- Ü Study Buddies

Social Services

- Ü Homeowner Association Meetings
- Ü After School Programs
- Ü Little League Baseball Facilities
- Ü Neighborhood Meeting Facilities

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Several 6th grade students entered a math competition with other 6th grade public schools in the valley and won awards for their logic, problem solving, and computational abilities.
- ü Students won awards in a school creative writing contest. Students earned awards in the categories of short story, poem, and essay.
- ü Approximately, 90% of our students mastered the Arizona State Standards.
- ü Our students reached the goal of achieving scores in the 80th percentile on the state mandated testing.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	11	28	28	37
Stability Rate <sup>7</sup>	90	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	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

All school personnel are trained in CPR and first aid. Fencing has been constructed around the school. Strict discipline policies are enforced. Positive rewards are given to students to encourage good behavior. Fire and lockdown drills are practiced.

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 Wade	(480) 986-2335
Transportation Policy	Terry Keller	(480) 986-2335
Community Resources	Jenny Singleton	(480) 986-2335
School Nutrition Programs	Cathereine Gaffney	(480) 986-2335
Parent Organization	Sheila Carrothers	(480) 986-2335
Student Health/Nurse	Brenda Goodwin-Ott	(480) 986-2335

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."

ACHIEVEMENT PROFILES

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.