

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

191 W. Oakland Street, Chandler, AZ 85225

Chandler 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	Performing
2003-04	Underperforming
2002-03	Alternative School

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

#### High School Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

(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	Not Met
2002-03	Not 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. Jenni Brasington  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : Pre-K-12  
 2005 Enrollment : 246  
 Web Address : ww2.chandler.k12.az.us  
 Phone Number : (480) 812-7971  
 Fax Number : (480) 812-7990  
 E-mail : brasington.jenni@chandler.k12.az.us

### Mission

Our site houses programs serving a variety of children and families. Pathways Learning Center's overall mission is to provide students with the knowledge, skills and attitudes necessary to be lifelong learners and responsible citizens.

### School / Academic Goals

- ü The goal of Kindersteps Kindergarten is to provide a foundation for academic learning through hands-on experiences designed to foster children's intellectual, social, emotional and physical development.
- ü The goal of Hope 7-8, Quest 9 and Quest is to provide students an individualized, skill-based curriculum developed according to Arizona Standards, focusing on improving study skills, social development and student achievement.
- ü The goal of Preludes Preschool is to prepare children to enter kindergarten with the necessary pre-readiness skills, a healthy self-concept and a positive attitude toward school and learning.
- ü The goal of the Family Literacy program is to empower Chandler residents by providing comprehensive, intensive literacy/learning services to families as integrated units. This program addresses the educational needs of both adults and children.

### Enrollment

October 1, 2004 School Year Student Enrollment : 210  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 308

Instructional Programs

- ü Kindersteps Kindergarten
- ü At-Risk Preschool
- ü Family Literacy Preschool
- ü Alternative Education- (7-12)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	2 hours 45 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Pathways provides a safe environment for all students. Communication to parents occurs daily to quarterly depending on the program. Parents of all programs are encouraged to schedule informal meetings with teachers whenever needed.

Parents

Parents of students attending programs at Pathways are responsible for taking an active part in their children's education. Parents of students in Quest programs must agree to and sign a contract that specifies student and parent responsibilities.

Transportation Policy

CUSD provides transportation for Preludes Preschool and Hope 7-8 programs. All bus riders participate in the District's Safe Student Transportation program; parents and students sign a contract agreeing to expected student behavior.

School Honors

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

Award/Honor	Year
ü Even Start Federal Grant for Family Literacy	2005
ü Chandler Education Foundation Grants	2004
ü Early Learning Grant-Family Literacy	2002

8th 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	25	2247	78250	100	99	99	406	563	548	33	13	21	50	16	18	17	53	48	0	17	13
All Students (Prior Year)	35	2089	75001	100	99	99	401	470	468	100	33	37	0	41	36	0	18	16	0	8	10
Female	--	1065	38071	--	98	99	--	563	549	--	12	20	--	18	19	--	53	49	--	16	12
Male	22	1173	40126	100	100	99	406	563	547	33	14	23	50	15	17	17	54	46	0	17	14
African American	NC	146	4058	NC	99	99	NC	537	523	NC	21	32	NC	23	22	NC	49	41	NC	7	5
Hispanic	13	653	29129	100	98	99	509	533	527	25	28	32	50	23	23	25	44	40	0	6	6
Asian/Pacific Islander	--	113	1747	--	100	100	--	605	589	--	6	9	--	7	9	--	46	50	--	42	32
American Indian/Alaskan Native	--	33	4996	--	100	100	--	536	518	--	16	36	--	32	25	--	35	36	--	16	4
White	NC	1302	38320	NC	100	99	NC	577	568	NC	6	12	NC	13	14	NC	60	55	NC	21	19
Students with Disabilities	10	260	9329	0	100	100	378	488	454	40	42	64	60	31	18	0	26	16	0	2	2
Students without Disabilities	15	1991	68996	79	99	99	544	573	561	0	10	16	0	15	18	100	57	52	0	19	14
Limited English Proficient Students	NC	172	10133	NC	98	100	NC	493	488	NC	45	45	NC	22	25	NC	30	28	NC	4	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	NC	554	33388	NC	90	94	NC	536	530	NC	30	32	NC	23	22	NC	41	40	NC	6	5
Non-Economically Disadvantaged	23	1697	44937	100	100	100	378	572	561	40	8	13	60	14	15	0	58	54	0	20	18

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	24	2247	78302	100	0	99	384	529	512	33	6	11	33	20	25	33	63	57	0	11	7
All Students (Prior Year)	32	2091	74918	100	99	99	460	505	497	75	25	32	13	19	19	13	40	35	0	17	15
Female	--	1064	38082	--	0	99	--	535	518	--	5	8	--	15	24	--	69	61	--	11	7
Male	21	1174	40166	100	0	99	384	523	507	33	7	14	33	24	26	33	59	54	0	10	6
African American	NC	147	4064	NC	0	100	NC	509	498	NC	9	14	NC	26	29	NC	58	54	NC	7	3
Hispanic	12	652	29152	100	0	99	479	500	492	25	15	17	50	30	34	25	51	46	0	3	2
Asian/Pacific Islander	--	113	1746	--	0	100	--	556	542	--	2	5	--	8	13	--	67	66	--	23	16
American Indian/Alaskan Native	--	33	4993	--	0	100	--	506	484	--	6	19	--	29	38	--	58	42	--	6	1
White	NC	1302	38347	NC	0	99	NC	543	531	NC	2	5	NC	15	17	NC	69	68	NC	14	10
Students with Disabilities	10	262	9353	0	0	100	371	461	429	40	21	40	20	43	38	40	35	22	0	1	1
Students without Disabilities	14	1989	69024	74	0	99	452	537	524	0	5	7	100	17	23	0	67	62	0	12	7
Limited English Proficient Students	NC	172	10140	NC	0	100	NC	455	451	NC	25	28	NC	42	43	NC	33	29	NC	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	NC	554	33398	NC	0	94	NC	502	495	NC	15	18	NC	33	35	NC	47	46	NC	4	2
Non-Economically Disadvantaged	22	1697	44979	100	0	100	371	538	525	40	3	6	20	15	18	40	68	66	0	13	10

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	25	2246	78094	100	99	99	378	566	545	17	1	3	50	10	18	33	87	77	0	2	2
All Students (Prior Year)	29	2074	74503	100	98	99	415	512	491	14	5	9	57	26	32	29	60	51	0	9	8
Female	--	1064	38025	--	98	99	--	577	558	--	0	2	--	7	13	--	89	82	--	4	2
Male	23	1173	40013	100	100	99	378	557	534	17	2	5	50	13	23	33	84	71	0	1	1
African American	--	146	4037	--	99	99	--	557	532	--	2	4	--	11	22	--	84	73	--	3	1
Hispanic	14	655	29068	100	99	99	454	539	523	20	3	5	60	21	27	20	76	67	0	0	1
Asian/Pacific Islander	--	113	1743	--	100	100	--	593	577	--	2	2	--	7	9	--	81	82	--	10	8
American Indian/Alaskan Native	--	33	4981	--	100	100	--	535	526	--	3	4	--	16	25	--	77	70	--	3	0
White	NC	1299	38265	NC	100	99	NC	579	564	NC	0	2	NC	4	11	NC	93	84	NC	2	3
Students with Disabilities	10	260	9275	0	100	100	354	492	444	20	5	14	40	32	46	40	63	39	0	0	1
Students without Disabilities	15	1990	68892	79	99	98	499	576	559	0	1	2	100	7	14	0	90	82	0	3	2
Limited English Proficient Students	NC	172	10084	NC	98	100	NC	490	474	NC	6	10	NC	34	39	NC	59	50	NC	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	NC	553	33296	NC	90	94	NC	543	527	NC	2	5	NC	22	27	NC	74	67	NC	1	0
Non-Economically Disadvantaged	23	1697	44871	100	100	100	354	574	559	20	1	2	40	6	12	40	91	84	0	3	3

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

10th 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	53	2076	69846	98	100	100	582	714	699	67	12	21	22	10	11	11	54	49	0	24	18
All Students (Prior Year)	54	1844	65934	100	98	100	452	504	492	89	30	43	9	18	18	2	29	24	0	23	15
Female	19	1038	34328	95	100	99	549	715	702	50	11	19	33	9	12	17	56	51	0	24	18
Male	33	1032	35509	97	100	100	595	714	696	73	13	23	18	10	11	9	52	48	0	25	18
African American	--	167	3535	--	100	100	--	692	677	--	17	31	--	13	15	--	60	46	--	9	8
Hispanic	28	507	23363	93	100	100	654	692	680	89	22	32	11	17	16	0	47	45	0	13	7
Asian/Pacific Islander	NC	124	1742	NC	100	99	NC	747	733	NC	6	8	NC	4	7	NC	42	46	NC	49	38
American Indian/Alaskan Native	NC	29	4785	NC	100	100	NC	698	671	NC	15	39	NC	22	17	NC	52	39	NC	11	5
White	16	1249	36421	100	100	99	488	723	714	50	8	12	50	7	8	0	57	54	0	28	26
Students with Disabilities	NC	209	7690	NC	100	100	NC	622	593	NC	50	64	NC	14	14	NC	32	21	NC	5	2
Students without Disabilities	46	1867	62220	85	100	99	659	725	712	69	8	16	23	9	11	8	57	53	0	27	20
Limited English Proficient Students	NC	90	5834	NC	100	100	NC	634	612	NC	33	46	NC	20	20	NC	39	31	NC	8	3
Migrant Students	--	18	117	--	NA	NA	--	701	677	--	11	44	--	28	18	--	56	35	--	6	3
Economically Disadvantaged	11	244	21421	48	98	92	657	697	686	75	23	35	25	21	15	0	44	43	0	12	7
Non-Economically Disadvantaged	42	1832	48489	100	100	100	560	717	704	64	10	15	21	8	10	14	55	52	0	26	23

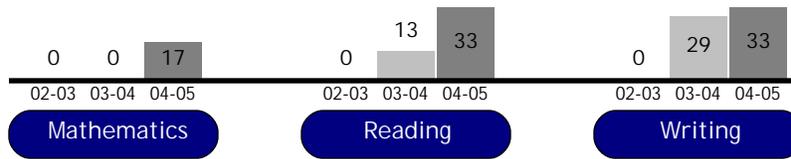
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	2068	71311	100	100	100	586	713	694	7	4	7	33	12	21	60	70	63	0	14	9
All Students (Prior Year)	35	1856	68162	100	98	100	468	520	509	43	11	18	40	21	24	17	57	51	0	11	8
Female	17	1028	34899	100	100	100	548	716	700	0	3	5	60	11	19	40	71	66	0	15	10
Male	32	1034	36430	100	100	100	607	711	688	10	4	9	20	14	22	70	68	61	0	14	8
African American	--	161	3573	--	97	100	--	694	676	--	4	9	--	16	26	--	74	60	--	6	4
Hispanic	25	503	24056	100	100	100	683	686	672	0	8	13	29	22	31	71	62	53	0	7	3
Asian/Pacific Islander	NC	122	1731	NC	100	98	NC	730	717	NC	2	3	NC	8	13	NC	64	68	NC	25	16
American Indian/Alaskan Native	NC	27	5110	NC	100	100	NC	700	661	NC	0	14	NC	25	38	NC	63	46	NC	13	2
White	17	1255	36841	100	100	99	530	725	713	20	2	3	40	8	12	40	73	72	0	17	13
Students with Disabilities	NC	225	8021	NC	100	100	NC	625	590	NC	14	27	NC	37	42	NC	46	29	NC	4	1
Students without Disabilities	41	1844	63379	100	100	100	677	724	707	9	2	5	27	10	18	64	72	68	0	16	10
Limited English Proficient Students	NC	98	6402	NC	100	100	NC	617	596	NC	17	25	NC	36	44	NC	44	30	NC	3	1
Migrant Students	--	45	548	--	NA	NA	--	695	659	--	2	26	--	27	36	--	69	38	--	2	0
Economically Disadvantaged	12	240	22243	63	96	93	685	690	677	0	9	14	25	22	32	75	63	51	0	6	3
Non-Economically Disadvantaged	38	1829	49157	100	100	100	555	716	702	17	3	4	33	11	16	50	70	69	0	16	11

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	48	2052	70868	100	100	100	567	713	688	13	2	5	47	9	23	40	71	63	0	19	9
All Students (Prior Year)	37	1845	67629	100	98	100	482	568	524	49	12	22	22	10	16	30	69	59	0	9	3
Female	17	1025	34710	100	100	99	525	720	697	20	1	3	40	7	19	40	68	66	0	24	12
Male	31	1022	36176	100	100	100	584	706	678	10	2	7	50	11	27	40	73	59	0	14	7
African American	--	157	3557	--	95	99	--	701	675	--	2	7	--	10	25	--	81	62	--	7	6
Hispanic	25	494	23868	100	100	100	658	693	670	0	4	9	57	18	33	43	67	55	0	12	4
Asian/Pacific Islander	NC	121	1732	NC	100	98	NC	727	713	NC	1	2	NC	4	12	NC	61	64	NC	35	22
American Indian/Alaskan Native	NC	27	5001	NC	100	100	NC	700	661	NC	4	9	NC	17	41	NC	79	48	NC	0	2
White	16	1253	36710	100	100	99	521	722	702	20	1	2	60	6	15	20	72	69	0	22	13
Students with Disabilities	NC	220	7900	NC	100	100	NC	633	580	NC	5	22	NC	33	49	NC	57	28	NC	5	1
Students without Disabilities	41	1833	63054	100	99	99	652	723	701	18	1	3	36	6	20	45	72	67	0	20	10
Limited English Proficient Students	NC	97	6308	NC	100	100	NC	623	591	NC	10	19	NC	32	47	NC	53	33	NC	5	1
Migrant Students	--	45	540	--	NA	NA	--	700	658	--	2	16	--	16	42	--	78	41	--	4	1
Economically Disadvantaged	12	235	21994	63	94	92	668	696	673	0	3	10	50	23	36	50	68	52	0	6	3
Non-Economically Disadvantaged	37	1818	48960	100	100	100	533	715	694	25	1	3	42	7	18	33	71	67	0	20	12

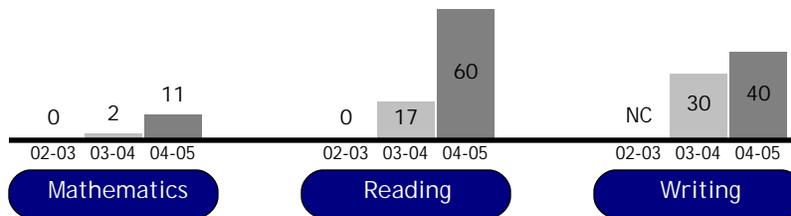
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th 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?	Not Evaluated
	Met Graduation Rate?	Y
	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
7	Reading	89	15	58	51	100	29	NA	54	100	46	57	50
	Language	83	9	62	54	100	32	67	58	100	38	59	52
	Mathematics	83	16	59	58	100	NA	65	62	100	33	55	50
8	Reading	80	13	57	53	100	24	NA	55	100	41	57	51
	Language	100	12	59	49	100	16	60	52	100	34	56	50
	Mathematics	93	12	61	58	100	17	62	61	100	35	59	53
9	Reading	96	24	48	41	100	15	NA	42	100	31	58	51
	Language	93	23	53	42	100	11	51	42	100	31	56	50
	Mathematics	93	34	72	60	100	28	70	63	100	31	57	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	7.00
Other Professional Staff	2.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
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	69%

Resources Available at School Site

Special Facilities

Ü 45-station Integrated Learning System

Extracurricular Activities

Ü Community Service Program

Ü Hope/Quest Student Council

Social Services

Ü Child Care for District Employees

Ü Home Instruction Program for Preschooler

Ü Family Literacy/Adult ESOL

Ü District ELL Testing and Monitoring Prg.

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Fifty-four percent of Kindersteps students (students who missed the regular kindergarten entry date of 8/31 but were five-years-old by 12/31) met criteria to advance to first grade.
- ü 67 seventh and eighth grade students were served in the Chandler Hope program this year. During the school year 6 students transitioned back to their home school. At the end of the year, 17 eighth graders were promoted into high school!
- ü 95 students were served in Quest 9 this school year. Students in this program completed 259 courses. 8 students intend to return to their home high school. 16 students intend to return to Quest Academy.
- ü 158 students were served in Quest Academy. Students completed 550 courses. 7 students completed graduation requirements. 4 graduated with their home H.S. class and the other 3 received Phoenix High School Diplomas, through Blueprint Education.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	84	95	94	95
Transfers Out Rates <sup>5</sup>	20	12	12	17
Transfers In Rate <sup>6</sup>	428	28	28	37
Stability Rate <sup>7</sup>	80	87	87	82
Promotion Rate <sup>8</sup>	18	96	95	81
Retention Rate <sup>9</sup>	12	1	1	3
Dropout Rate <sup>10</sup>	15	0	1	6
Status Unknown <sup>11</sup>	11	0	1	4
Graduation Rate <sup>12</sup>	13	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

Each program operates under a strict code of conduct. Violations are dealt with immediately, appropriately and consistently. Pathways Learning Center Security routinely patrols the campus. An Emergency Crisis plan is in effect, with drills conducted routinely.

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) :

3
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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		
Transportation Policy	Cathy Brown	(480) 812-7240
Community Resources	Susan Horan	(480) 812-7117
School Nutrition Programs	Cathy Brown	(480) 812-7240
Parent Organization		
Student Health/Nurse	June Winkler	(480) 812-7946

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.