

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

591 Mesquite Street, Chandler, AZ 85225

Mesa 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	Highly Performing
2003-04	Highly Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Mr. Willie Fort
 Schedule : 07:30 AM to 03:45 PM
 Grades : Pre-K-6
 2005 Enrollment : 641
 Web Address : www.mps.az.org/sirrine
 Phone Number : (480) 472-3600
 Fax Number : (480) 472-3666
 E-mail : wffort@mpsaz.org

Mission

We believe parents, educators and children should reach high levels of achievement. This is a shared responsibility of all. Children have unique backgrounds, talents, interests and needs that deserve affirmation and support. Together we will succeed in providing an excellent educational opportunity for all students. The development of a true partnership is essential to reaching the high educational goals set for our students. Each day we put into practice the work habits that lead to success.

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 Results on standardized assessments are above the national average. The students at Sirrine have traditionally scored above the national average in all measures of performance. The staff strives toward excellence. High quality after programs exist.
- ü Increase student accountable requires reading practice. Utilization of Accelerated Reader Program utilizing computers. Achievement of our school-wide goals results in our students mastering more of the academic standards set by the state of Arizona.
- ü The students at Sirrine Elementary have the opportunity to participate in a variety of after school activities. These have also include academic study halls to assist students. Our goal is to provide activities which produce well rounded citizens.
- ü Sirrine Elementary strives to involve the community. Each year the faculty and PTO work to improve the educational experience of our students. Example of this cooperation include new computers and playground equipment. Active participation is our goal.

Enrollment

October 1, 2004 School Year Student Enrollment : 633
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 111

Instructional Programs

- Full-day Kindergarten
- Preschool Programs
- Extended Learning Program
- Art Masterpiece
- Homework Spot
- Read Naturally

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school will provide curriculum supporting high academic achievement; design instruction to ensure success; maintain a safe/comfortable environment; establish open communication with parents; provide effective reporting system using agendas. We will ensure that the state standards are taught in a systematic manner. Teachers and administration will model high levels of professionalism at all times. The staff will strive to learn new strategies to increase student learning.

Parents

As educational partners, parents will participate in their child's education; support classroom/school activities and policies; promote daily, prompt attendance; to promote educational success; cooperate and participate in educational decisions. Parents will provide a positive environment at home to practice skills and complete homework. Frequent communication and the monitoring of the daily student planner is requested. Parent participation in the PTO is strongly encouraged.

Transportation Policy

Busing is provided for students living more than one mile from school. Busing is not provided for open enrollment students. Bus transportation requires appropriate student behavior as riding is considered a privilege. Most students currently walk that live near the school.

School Honors

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

Award/Honor	Year
• Service Learning Grant	2004
• Battle of the Books	2003
• Student Honor Band Recognition	2004
• Teacher Astronaut Program	2003

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	84	5983	79306	100	99	99	483	454	445	0	6	10	13	15	18	50	53	51	38	26	20
All Students (Prior Year)	105	5651	75509	98	98	100	544	532	521	4	9	13	14	19	23	39	33	33	43	39	31
Female	42	2922	38691	100	99	99	479	454	446	0	5	10	18	16	18	50	53	52	32	25	20
Male	42	3060	40583	100	99	99	487	455	445	0	7	11	8	14	18	50	52	50	42	27	21
African American	NC	269	4041	NC	100	99	NC	429	426	NC	12	17	NC	19	23	NC	57	50	NC	12	10
Hispanic	34	2187	32869	100	100	99	466	437	429	0	9	15	10	21	25	72	58	51	17	12	10
Asian/Pacific Islander	NC	150	1935	NC	99	99	NC	468	474	NC	5	3	NC	9	9	NC	48	48	NC	37	40
American Indian/Alaskan Native	NC	221	4264	NC	98	100	NC	437	419	NC	9	19	NC	27	30	NC	54	45	NC	10	6
White	40	3156	36197	98	99	99	494	468	463	0	4	5	17	10	11	33	49	53	50	37	31
Students with Disabilities	11	685	10321	100	100	100	472	377	389	0	25	30	40	29	27	20	37	34	40	9	9
Students without Disabilities	73	5298	69060	100	99	98	485	464	454	0	4	7	8	13	17	55	55	54	37	28	22
Limited English Proficient Students	NC	703	15509	NC	100	100	NC	391	406	NC	17	20	NC	28	30	NC	49	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	37	3051	39415	100	97	96	462	442	431	0	9	15	21	21	25	62	56	50	17	14	10
Non-Economically Disadvantaged	47	2932	39966	100	100	100	497	466	459	0	4	6	7	9	12	42	50	52	51	38	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	84	5986	79395	100	0	99	475	454	446	0	6	9	18	21	25	57	60	55	25	13	11
All Students (Prior Year)	105	5641	75492	98	98	100	533	522	519	3	11	12	10	14	16	53	48	47	34	27	24
Female	42	2926	38743	100	0	100	474	458	451	0	5	7	21	20	24	53	61	57	26	15	12
Male	42	3059	40618	100	0	99	477	450	440	0	7	11	16	23	27	61	58	53	24	12	9
African American	NC	269	4052	NC	0	100	NC	434	434	NC	9	11	NC	24	29	NC	60	54	NC	6	6
Hispanic	34	2189	32915	100	0	99	463	433	426	0	10	15	21	32	35	69	53	47	10	5	4
Asian/Pacific Islander	NC	150	1936	NC	0	99	NC	469	468	NC	2	3	NC	15	14	NC	58	63	NC	25	19
American Indian/Alaskan Native	NC	220	4271	NC	0	100	NC	437	420	NC	8	15	NC	33	42	NC	56	41	NC	3	2
White	40	3158	36221	98	0	99	482	469	465	0	3	4	19	14	15	44	64	63	36	20	17
Students with Disabilities	11	684	10331	100	0	100	459	375	388	0	21	25	40	40	37	30	34	34	30	5	4
Students without Disabilities	73	5302	69139	100	0	99	478	464	454	0	4	7	15	19	24	61	63	58	24	15	11
Limited English Proficient Students	NC	703	15545	NC	0	100	NC	382	399	NC	18	21	NC	43	42	NC	36	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	37	3052	39484	100	0	96	454	440	429	0	9	14	31	30	35	52	55	47	17	6	4
Non-Economically Disadvantaged	47	2934	39986	100	0	100	490	466	461	0	2	4	9	13	16	60	64	63	30	21	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	83	5935	78869	99	98	99	487	442	442	3	6	6	8	21	21	61	62	63	28	12	10
All Students (Prior Year)	105	5611	75053	98	98	99	630	578	597	4	10	7	7	14	12	77	68	72	12	7	9
Female	41	2903	38536	98	99	99	505	458	458	0	4	4	9	14	15	55	65	67	36	16	14
Male	42	3031	40302	100	98	99	471	425	428	5	8	8	8	26	26	66	58	60	21	8	7
African American	NC	267	4015	NC	100	99	NC	426	430	NC	6	8	NC	25	24	NC	61	61	NC	7	7
Hispanic	34	2160	32606	100	98	98	487	419	426	0	9	8	10	29	27	69	57	60	21	5	5
Asian/Pacific Islander	NC	150	1925	NC	99	99	NC	455	471	NC	5	3	NC	15	11	NC	59	64	NC	21	22
American Indian/Alaskan Native	NC	216	4245	NC	96	100	NC	426	423	NC	8	9	NC	30	26	NC	55	61	NC	8	4
White	39	3142	36078	95	98	99	489	457	459	3	4	4	9	15	16	60	65	66	29	16	14
Students with Disabilities	10	676	10246	91	100	100	459	347	367	0	18	18	33	40	39	56	37	40	11	5	4
Students without Disabilities	73	5259	68697	100	98	98	491	454	454	3	4	4	5	18	18	61	65	67	31	13	11
Limited English Proficient Students	NC	687	15339	NC	100	100	NC	366	399	NC	15	11	NC	35	31	NC	48	54	NC	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	37	3015	39106	100	96	95	476	426	427	3	8	8	14	28	28	59	59	59	24	5	5
Non-Economically Disadvantaged	46	2920	39837	98	100	100	494	457	457	2	4	4	5	13	14	62	64	67	31	19	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	94	5594	78906	100	99	99	496	509	498	9	8	13	23	15	19	57	50	48	10	26	20
All Students (Prior Year)	90	5809	76019	100	99	100	502	514	499	9	9	14	36	34	39	20	13	14	34	44	33
Female	45	2679	38644	100	99	99	496	507	500	8	8	12	25	16	19	58	51	49	10	25	19
Male	49	2915	40236	100	99	99	496	510	497	11	8	15	22	15	19	57	50	46	11	28	20
African American	NC	219	4087	NC	100	99	NC	482	481	NC	15	20	NC	17	24	NC	55	45	NC	13	11
Hispanic	32	1921	31938	100	100	99	473	486	481	21	13	19	28	23	25	48	51	46	3	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	35	42
American Indian/Alaskan Native	NC	237	4593	NC	100	100	NC	479	467	NC	19	26	NC	24	29	NC	48	39	NC	9	6
White	50	3081	36483	94	98	99	507	525	517	2	4	7	23	10	13	62	50	51	13	36	30
Students with Disabilities	NC	650	10664	NC	100	100	NC	417	430	NC	33	42	NC	26	27	NC	33	26	NC	7	5
Students without Disabilities	88	4944	68310	99	98	98	499	521	509	6	5	9	24	14	18	59	53	51	11	29	22
Limited English Proficient Students	NC	560	12573	NC	100	100	NC	427	454	NC	23	27	NC	31	30	NC	41	38	NC	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	32	2737	38679	94	95	96	468	495	483	29	13	20	32	21	25	32	50	45	7	15	10
Non-Economically Disadvantaged	62	2857	40295	100	100	100	510	520	513	0	4	7	19	9	13	69	51	50	12	36	30

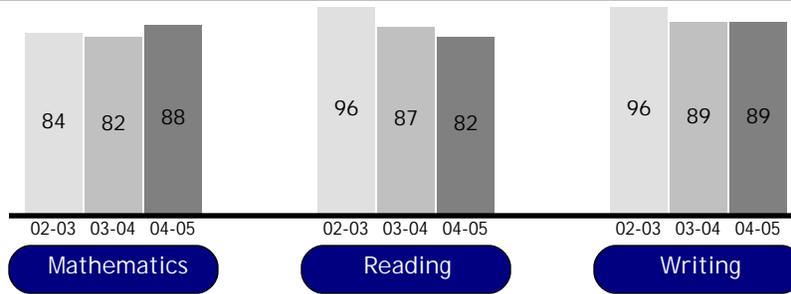
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	5599	78908	100	0	99	496	491	484	3	6	10	21	19	23	70	63	58	6	12	9
All Students (Prior Year)	89	5803	76020	100	99	100	507	507	503	16	20	25	20	22	23	53	43	40	11	16	12
Female	45	2681	38648	100	0	99	500	494	489	0	5	8	25	18	22	73	64	61	3	12	10
Male	49	2918	40233	100	0	99	493	489	479	7	7	12	17	20	25	67	61	55	9	12	8
African American	NC	218	4092	NC	0	99	NC	472	473	NC	9	12	NC	24	28	NC	61	54	NC	6	5
Hispanic	32	1925	31940	100	0	99	478	470	465	7	12	16	31	30	32	59	53	49	3	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	NC	238	4569	NC	0	100	NC	469	457	NC	11	18	NC	31	39	NC	56	41	NC	3	2
White	50	3082	36502	94	0	99	506	507	502	2	3	4	13	12	14	79	69	67	6	17	15
Students with Disabilities	NC	651	10665	NC	0	100	NC	409	423	NC	21	30	NC	38	36	NC	38	31	NC	4	2
Students without Disabilities	88	4948	68312	99	0	98	500	502	493	0	4	7	23	17	21	71	66	62	6	13	10
Limited English Proficient Students	NC	559	12556	NC	0	100	NC	408	436	NC	22	24	NC	43	40	NC	32	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	32	2742	38662	94	0	96	475	479	468	11	10	16	32	28	32	57	56	49	0	5	3
Non-Economically Disadvantaged	62	2857	40315	100	0	100	507	502	498	0	2	5	16	11	15	76	68	66	9	18	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	93	5524	78750	99	98	99	514	500	500	6	5	6	24	28	29	65	63	63	5	3	2
All Students (Prior Year)	90	5771	75673	100	98	100	559	530	530	9	15	12	15	25	25	68	56	58	8	5	4
Female	44	2649	38586	98	98	99	524	514	515	8	4	4	10	21	22	80	70	71	3	4	3
Male	49	2874	40135	100	98	99	504	488	486	4	7	8	37	35	35	52	56	56	7	2	1
African American	NC	215	4081	NC	99	99	NC	486	488	NC	4	8	NC	36	32	NC	57	59	NC	3	2
Hispanic	31	1884	31841	100	98	99	494	479	483	7	8	8	34	37	36	59	54	55	0	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	231	4586	NC	97	100	NC	481	481	NC	10	8	NC	34	37	NC	53	54	NC	2	1
White	50	3058	36440	94	98	99	518	514	516	6	4	3	21	23	22	66	69	71	6	4	4
Students with Disabilities	NC	642	10622	NC	100	100	NC	390	415	NC	22	21	NC	48	50	NC	26	28	NC	4	1
Students without Disabilities	87	4882	68196	98	97	98	517	515	513	5	3	3	24	26	25	66	68	69	5	3	3
Limited English Proficient Students	NC	541	12504	NC	100	100	NC	407	451	NC	17	12	NC	48	44	NC	33	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	31	2686	38558	91	93	96	484	486	485	11	9	8	36	37	37	54	53	54	0	1	1
Non-Economically Disadvantaged	62	2838	40260	100	100	100	528	513	514	3	3	3	19	21	21	71	71	72	7	5	4

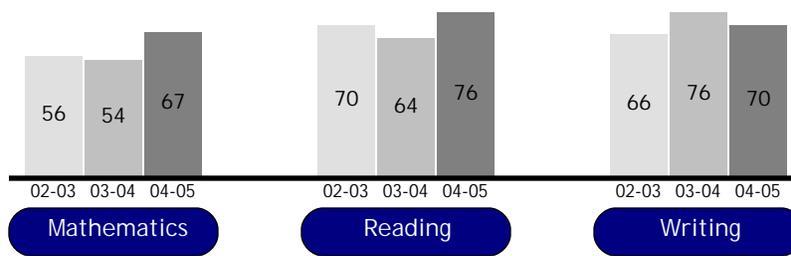
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	74	61	50	100	69	NA	58	96	56	50	47
	Language	99	56	49	43	100	54	53	50	96	48	49	47
	Mathematics	99	75	67	57	100	70	71	64	98	55	54	50
3	Reading	93	65	57	47	99	66	NA	55	100	59	50	44
	Language	94	73	61	54	98	74	63	61	100	57	49	44
	Mathematics	92	78	64	54	98	74	66	61	100	65	55	51
4	Reading	94	69	62	52	98	61	NA	56	100	53	52	48
	Language	92	59	54	48	100	54	55	52	100	58	52	49
	Mathematics	94	70	68	57	99	60	68	61	100	59	59	53
5	Reading	96	63	59	50	100	65	NA	55	100	54	55	50
	Language	95	59	53	46	100	63	55	49	100	53	55	50
	Mathematics	98	70	68	57	98	71	71	63	100	51	54	49
6	Reading	94	76	62	53	94	76	NA	56	100	68	58	51
	Language	98	67	53	45	95	67	55	48	100	66	54	47
	Mathematics	98	87	75	62	94	85	76	66	100	76	62	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/

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)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Effective Communication
- Ü School Improvement
- Ü Student Safety
- Ü Student Recognition
- Ü School Emergency Procedures
- Ü Extra Curricular Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	2.00	Teacher Aide	12.00

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	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	12	24	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Macintosh and PC Computer Lab
- Ü Greenhouse and Kiln

Extracurricular Activities

- Ü Academic Honors Clubs/Math-Spelling
- Ü Student Council
- Ü Spirit Line
- Ü Green Thumb Club
- Ü Chess Club
- Ü Singing Hands
- Ü Jump Rope Club
- Ü Sirrine Singers Chorus

Social Services

- Ü Enrichment Activities
- Ü Before/After School Program
- Ü Recreational Activities
- Ü Lunch Program
- Ü Breakfast Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Sirrine students scored above national average in grades two through six in the areas of reading, math and language on the Stanford 9 Achievement Test. Sirrine students also performed above the state average on the AIMS instrument.
- ü Sirrine will continue to expand student accountable reading practice through programs such as RISE and the Accelerated Reader Program. Sirrine Elementary received a quality service report with 95% of the parents giving the school As and Bs.
- ü Sirrine Elementary has developed an outstanding music program. Several students have been recognized for excellence in both band and orchestra over the last several years. Sirrine also has an excellent choir and a signing hands choir group.
- ü Sirrine Elementary has received a service learning grant through the state department of education. This grant allows Sirrine to provide training to our volunteers in reading instruction. Students receive additional instruction from these tutors.

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	14	12	12	17
Transfers In Rate ⁶	24	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	91	96	95	81
Retention Rate ⁹	6	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

The Safety Plan involves a variety of interventions with the community/staff/students. A Safety Committee reviews the emergency procedures and the Site Council reviews the School Handbook procedures to ensure students maintain high standards. We will continue to hold BEAT meetings with the Chandler Police Department. This partnership has allowed the school to take an active role in our neighborhood watch program. We also have utilized our DARE officer in the review of the emergency plan.

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	Sandy Peters	(480) 472-3600
Transportation Policy	Transportation	(480) 472-0178
Community Resources	Susan Henderson	(480) 472-3600
School Nutrition Programs	Food/Nutrition Department	(480) 472-0908
Parent Organization	PTO President	(480) 472-3600
Student Health/Nurse	Janelle Selover	(480) 472-3600

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.