



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

175 W. Elliott, Gilbert, AZ 85233

Gilbert 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 Performing
2002-03 Performing

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

School Overview

Principal/Administrator : Ms. Sheila Rogers
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-6
2005 Enrollment : 826
Web Address : gilbert.k12.az.us/info/schools/gilbert/gilber
Phone Number : (480) 892-8624
Fax Number : (480) 813-7284
E-mail : Sheila_Rogers@gilbert.k12.az.us

Mission

We believe Gilbert Elementary School provides a stimulating and challenging learning environment which motivates students to learn; guarantees a proper learning atmosphere and appropriate learning materials and services.

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

- To implement critical thinking and cooperative group work.
To integrate district curriculum throughout all academic areas.

Enrollment

October 1, 2004 School Year Student Enrollment : 889
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 160

Instructional Programs

- Ü Dual Language
- Ü ELL
- Ü Full-day Kindergarten
- Ü Gifted
- Ü Title I

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We adhere to high academic standards for all students and assist them in reaching their goals. We provide a safe environment with supervision before, during and after school hours.

Parents

Parents are responsible for ensuring that students arrive at school on time, in appropriate attire, with completed homework and ready to learn. They must also report absences to the school on a daily basis.

Transportation Policy

Gilbert Elementary uses five buses to transport students who live outside a one-mile range to and from the school each day, and for safety purposes.

School Honors

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

Award/Honor	Year
Ü Bilingual Teacher of the Year	1999
Ü Adult Education Grant	2000
Ü American Legion Teacher of the Year	2002
Ü American Legion Teacher of the Year	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2879	79306	99	100	99	458	478	445	8	2	10	15	8	18	51	50	51	26	40	20
All Students (Prior Year)	122	2770	75509	100	100	100	512	541	521	19	6	13	27	17	23	30	35	33	24	42	31
Female	42	1409	38691	98	100	99	460	475	446	13	3	10	13	8	18	39	53	52	34	37	20
Male	84	1470	40583	100	100	99	457	481	445	5	2	11	15	8	18	57	48	50	23	43	21
African American	NC	119	4041	NC	100	99	NC	453	426	NC	6	17	NC	15	23	NC	59	50	NC	20	10
Hispanic	52	468	32869	98	100	99	433	456	429	13	4	15	29	14	25	52	57	51	6	24	10
Asian/Pacific Islander	NC	137	1935	NC	98	99	NC	494	474	NC	1	3	NC	2	9	NC	49	48	NC	48	40
American Indian/Alaskan Native	--	28	4264	--	100	100	--	468	419	--	0	19	--	8	30	--	56	45	--	36	6
White	62	2127	36197	98	100	99	480	483	463	2	2	5	3	6	11	53	48	53	42	44	31
Students with Disabilities	24	380	10321	100	100	100	420	433	389	30	12	30	17	20	27	52	50	34	0	18	9
Students without Disabilities	102	2499	69060	98	99	98	468	485	454	2	1	7	14	6	17	51	50	54	33	43	22
Limited English Proficient Students	18	122	15509	100	100	100	419	409	406	11	6	20	44	25	30	44	55	45	0	14	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	46	581	39415	100	100	96	429	459	431	17	5	15	19	13	25	60	57	50	5	25	10
Non-Economically Disadvantaged	80	2298	39966	75	89	100	474	483	459	3	2	6	12	6	12	47	49	52	39	43	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	126	2877	79395	99	0	99	463	475	446	5	1	9	17	13	25	58	66	55	20	20	11
All Students (Prior Year)	122	2774	75492	100	100	100	517	533	519	10	4	12	20	11	16	49	50	47	20	35	24
Female	42	1408	38743	98	0	100	473	479	451	5	1	7	16	10	24	55	67	57	24	22	12
Male	84	1469	40618	100	0	99	458	471	440	5	1	11	18	15	27	59	66	53	18	18	9
African American	NC	119	4052	NC	0	100	NC	455	434	NC	3	11	NC	26	29	NC	63	54	NC	8	6
Hispanic	52	468	32915	98	0	99	438	454	426	8	2	15	29	23	35	56	66	47	6	9	4
Asian/Pacific Islander	NC	137	1936	NC	0	99	NC	485	468	NC	1	3	NC	8	14	NC	66	63	NC	25	19
American Indian/Alaskan Native	--	28	4271	--	0	100	--	471	420	--	0	15	--	12	42	--	68	41	--	20	2
White	62	2125	36221	98	0	99	483	480	465	2	1	4	7	10	15	59	67	63	32	22	17
Students with Disabilities	24	379	10331	100	0	100	434	432	388	13	5	25	26	34	37	52	55	34	9	6	4
Students without Disabilities	102	2498	69139	98	0	99	470	481	454	3	1	7	15	9	24	60	68	58	22	22	11
Limited English Proficient Students	18	122	15545	100	0	100	426	405	399	11	6	21	28	39	42	61	54	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	46	581	39484	100	0	96	435	458	429	14	3	14	26	22	35	55	64	47	5	10	4
Non-Economically Disadvantaged	80	2296	39986	75	0	100	478	479	461	0	1	4	12	10	16	60	67	63	28	22	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	125	2876	78869	98	100	99	453	468	442	5	3	6	17	12	21	65	70	63	13	15	10
All Students (Prior Year)	123	2766	75053	100	99	99	578	615	597	4	5	7	15	8	12	74	76	72	6	10	9
Female	42	1409	38536	98	100	99	476	480	458	0	2	4	18	8	15	63	71	67	18	20	14
Male	83	1467	40302	99	100	99	442	455	428	8	4	8	17	16	26	65	69	60	10	11	7
African American	NC	120	4015	NC	100	99	NC	451	430	NC	5	8	NC	12	24	NC	73	61	NC	9	7
Hispanic	51	468	32606	96	100	98	423	451	426	11	3	8	32	17	27	51	68	60	6	12	5
Asian/Pacific Islander	NC	136	1925	NC	97	99	NC	487	471	NC	2	3	NC	7	11	NC	69	64	NC	23	22
American Indian/Alaskan Native	--	28	4245	--	100	100	--	474	423	--	0	9	--	8	26	--	84	61	--	8	4
White	62	2124	36078	98	100	99	480	470	459	0	2	4	7	11	16	75	70	66	19	16	14
Students with Disabilities	24	380	10246	100	100	100	380	408	367	22	9	18	35	33	39	39	54	40	4	3	4
Students without Disabilities	101	2496	68697	97	99	98	471	477	454	1	2	4	13	9	18	71	73	67	15	17	11
Limited English Proficient Students	17	122	15339	94	100	100	443	412	399	0	4	11	41	20	31	59	70	54	0	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	45	580	39106	100	100	95	421	449	427	10	4	8	27	18	28	61	70	59	2	7	5
Non-Economically Disadvantaged	80	2296	39837	75	89	100	471	472	457	3	2	4	12	11	14	67	70	67	19	17	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	163	2914	78906	99	100	99	516	525	498	6	4	13	11	10	19	55	52	48	27	33	20
All Students (Prior Year)	136	2691	76019	99	100	100	510	512	499	7	7	14	32	35	39	20	17	14	40	41	33
Female	75	1440	38644	100	100	99	518	526	500	6	4	12	9	10	19	57	54	49	28	33	19
Male	88	1473	40236	98	99	99	515	524	497	6	5	15	14	11	19	54	51	46	26	33	20
African American	NC	137	4087	NC	97	99	NC	501	481	NC	9	20	NC	20	24	NC	56	45	NC	15	11
Hispanic	42	488	31938	100	100	99	499	508	481	13	7	19	10	17	25	68	56	46	10	21	10
Asian/Pacific Islander	NC	121	1805	NC	98	98	NC	552	536	NC	3	5	NC	5	8	NC	39	45	NC	54	42
American Indian/Alaskan Native	NC	23	4593	NC	100	100	NC	513	467	NC	0	26	NC	14	29	NC	71	39	NC	14	6
White	110	2145	36483	98	100	99	523	529	517	3	4	7	12	8	13	50	52	51	35	36	30
Students with Disabilities	36	376	10664	100	100	100	471	461	430	26	23	42	26	27	27	41	41	26	6	8	5
Students without Disabilities	127	2538	68310	98	99	98	530	535	509	0	1	9	7	8	18	60	54	51	33	37	22
Limited English Proficient Students	NC	92	12573	NC	100	100	NC	425	454	NC	17	27	NC	25	30	NC	49	38	NC	10	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	63	588	38679	100	100	96	499	507	483	13	9	20	13	18	25	66	54	45	9	20	10
Non-Economically Disadvantaged	100	2326	40295	70	89	100	527	529	513	2	3	7	11	8	13	49	52	50	38	36	30

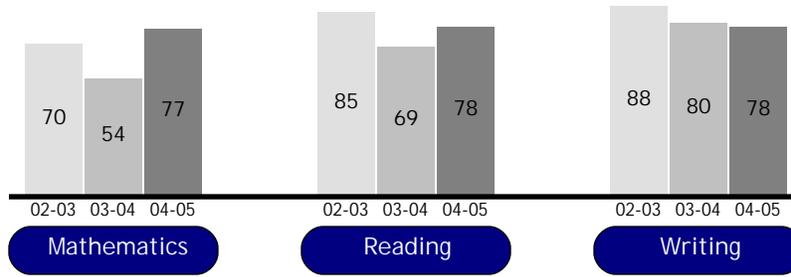
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	163	2914	78908	99	0	99	503	507	484	3	3	10	14	13	23	72	68	58	11	16	9
All Students (Prior Year)	136	2700	76020	99	100	100	509	511	503	9	13	25	30	20	23	53	50	40	7	17	12
Female	75	1439	38648	100	0	99	506	513	489	1	2	8	10	11	22	78	68	61	10	20	10
Male	88	1474	40233	98	0	99	501	501	479	4	4	12	17	15	25	68	69	55	11	13	8
African American	NC	136	4092	NC	0	99	NC	482	473	NC	9	12	NC	24	28	NC	56	54	NC	11	5
Hispanic	42	489	31940	100	0	99	482	493	465	8	5	16	23	18	32	70	70	49	0	7	3
Asian/Pacific Islander	NC	121	1805	NC	0	98	NC	515	507	NC	5	4	NC	9	13	NC	62	65	NC	24	18
American Indian/Alaskan Native	NC	23	4569	NC	0	100	NC	502	457	NC	0	18	NC	10	39	NC	86	41	NC	5	2
White	110	2145	36502	98	0	99	512	511	502	0	2	4	11	11	14	72	69	67	16	18	15
Students with Disabilities	36	375	10665	100	0	100	464	450	423	12	15	30	44	36	36	41	45	31	3	4	2
Students without Disabilities	127	2539	68312	98	0	98	515	516	493	0	1	7	5	9	21	82	72	62	13	18	10
Limited English Proficient Students	NC	93	12556	NC	0	100	NC	403	436	NC	17	24	NC	31	40	NC	50	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	63	589	38662	100	0	96	487	491	468	7	6	16	18	22	32	71	65	49	4	8	3
Non-Economically Disadvantaged	100	2325	40315	70	0	100	513	511	498	0	2	5	12	11	15	73	69	66	15	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	163	2917	78750	99	100	99	506	520	500	3	3	6	32	20	29	64	75	63	1	3	2
All Students (Prior Year)	136	2697	75673	99	100	100	546	555	530	6	7	12	23	20	25	69	66	58	3	6	4
Female	75	1439	38586	100	100	99	522	534	515	3	2	4	21	13	22	76	82	71	0	4	3
Male	88	1477	40135	98	100	99	493	507	486	4	4	8	41	27	35	54	68	56	1	2	1
African American	NC	136	4081	NC	96	99	NC	505	488	NC	4	8	NC	29	32	NC	65	59	NC	3	2
Hispanic	42	490	31841	100	100	99	490	512	483	5	3	8	38	24	36	58	71	55	0	1	1
Asian/Pacific Islander	NC	121	1802	NC	98	98	NC	534	533	NC	4	2	NC	15	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	NC	23	4586	NC	100	100	NC	524	481	NC	0	8	NC	5	37	NC	95	54	NC	0	1
White	110	2147	36440	98	100	99	512	522	516	3	3	3	29	19	22	67	76	71	1	3	4
Students with Disabilities	36	377	10622	100	100	100	462	446	415	12	13	21	53	50	50	35	38	28	0	0	1
Students without Disabilities	127	2540	68196	98	99	98	520	531	513	1	1	3	25	15	25	73	80	69	1	3	3
Limited English Proficient Students	NC	93	12504	NC	100	100	NC	427	451	NC	8	12	NC	39	44	NC	53	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	63	588	38558	100	100	96	488	507	485	4	5	8	45	28	37	52	66	54	0	1	1
Non-Economically Disadvantaged	100	2329	40260	70	89	100	517	523	514	3	3	3	24	18	21	72	77	72	1	3	4

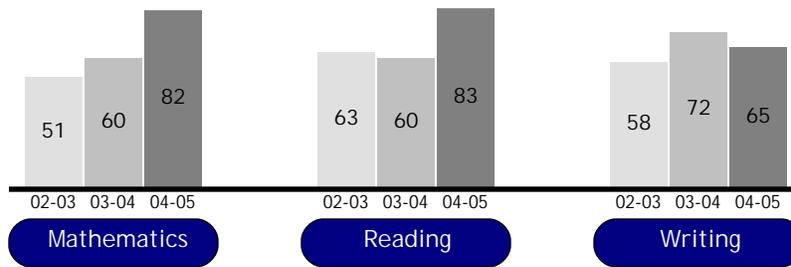
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	98	48	68	50	96	59	NA	58	96	51	61	47
	Language	99	37	62	43	98	51	63	50	96	47	60	47
	Mathematics	100	50	72	57	99	52	76	64	96	50	63	50
3	Reading	100	55	67	47	96	52	NA	55	99	52	60	44
	Language	100	59	72	54	98	60	76	61	99	47	57	44
	Mathematics	99	57	70	54	98	51	72	61	99	57	65	51
4	Reading	99	63	73	52	100	64	NA	56	97	57	61	48
	Language	98	59	66	48	100	60	66	52	97	55	60	49
	Mathematics	99	64	74	57	100	66	73	61	98	59	68	53
5	Reading	96	58	69	50	100	63	NA	55	99	58	63	50
	Language	99	50	63	46	100	60	63	49	99	57	62	50
	Mathematics	99	66	76	57	100	73	77	63	99	57	62	49
6	Reading	94	58	69	53	100	68	NA	56	100	58	64	51
	Language	92	54	63	45	100	61	64	48	100	57	62	47
	Mathematics	97	72	80	62	100	79	81	66	100	61	69	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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	59.00
Other Professional Staff	3.00	Teacher Aide	41.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	10	0	0
10 or more years	3	41	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Project Lab
- Ü Library

Extracurricular Activities

- Ü CHAMPS
- Ü US Post Office
- Ü Hands Across the Border
- Ü Student Council
- Ü Run/Walk Club
- Ü Chorus
- Ü Garden Club

Social Services

- Ü School Social Worker
- Ü Crisis Intervention
- Ü Adult ESOL Classes
- Ü Clothing/Food Banks
- Ü Banner Family Health Care Center

School Achievements/Accomplishments 2004-05

- ü Gilbert Elementary offers adult ESOL classes for the parents and other adults in our community. These classes meet two nights a week on our campus and are taught by staff members.

- ü Gilbert Elementary received a technology grant which provided a new G3 Mac Lab, 10 G3 Mac laptops and 10 iMacs for our students. In addition, our adult ESOL program utilizes these labs in the evenings.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	14	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Gilbert Elementary has a full-time social worker who works with students and families. We also have a peer mediation program where students are trained to assist with disputes on the playground.

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) :

1

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	Sheila Rogers	(480) 892-8624
Transportation Policy	Jay Morris	(480) 497-3311
Community Resources	Louise Heeman	(480) 892-8624
School Nutrition Programs	Angie Villa	(480) 892-8624
Parent Organization	Kristi Jensen/Kathy Robinson	(480) 892-8624
Student Health/Nurse	Barb Naleski	(480) 892-8624

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.