



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

245 South McQueen Road, 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	Excelling
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Jeff Filloon
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 642
 Web Address : gilbert.k12.az.us/info/schools/islands/island
 Phone Number : (480) 497-0742
 Fax Number : (480) 813-6809
 E-mail : jeffrey_filloon@gilbert.k12.az.us

Mission

Islands School Mission is to provide a safe and positive educational environment for all students, where the Islands team works together to assure that our students achieve academic and personal 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 Islands Elementary School teachers will improve student achievement in writing.
- ü Islands Elementary School will provide the students, staff, and visitors with a safe, friendly, and neat learning environment.
- ü To evaluate each second through sixth grade student's progress monthly through benchmark testing in reading and math

Enrollment

October 1, 2004 School Year Student Enrollment : 676
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 142

Instructional Programs

- Accelerated Learning Program (ALP)
- Title I Reading Program
- English Language Learners (ELL)
- Communication Disorders
- Autism: SPICE-S

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

Islands Elementary adheres to high academic standards for all students. Student success is provided through quality teaching practices and team work. Islands provides a safe learning environment dedicated to the success of every student.

Parents

Active participation by Islands' parents is encouraged. Parents are encouraged to be involved with PTA and Site Council. They are also encouraged to support and attend school functions. Islands provides annual parenting classes with child care.

Transportation Policy

School bus transportation is provided for Islands attendance area students who live beyond one mile of the school. Bus transportation is a privilege and students must adhere to the rules while on the bus. Bus rules are sent home for parent signature annually.

School Honors

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

Award/Honor	Year
• 6th Grade Mathlete Champions	2004
• 7th in Southeast Maricopa County Chess Tournament	2005
• District Battle of the Books Champions	2005
• Islands Site Council Volunteers of the Year in Gilbert	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	99	2879	79306	99	100	99	478	478	445	1	2	10	4	8	18	56	50	51	38	40	20
All Students (Prior Year)	88	2770	75509	100	100	100	557	541	521	2	6	13	7	17	23	29	35	33	62	42	31
Female	45	1409	38691	100	100	99	467	475	446	2	3	10	7	8	18	63	53	52	27	37	20
Male	54	1470	40583	98	100	99	488	481	445	0	2	11	2	8	18	50	48	50	48	43	21
African American	--	119	4041	--	100	99	--	453	426	--	6	17	--	15	23	--	59	50	--	20	10
Hispanic	19	468	32869	100	100	99	464	456	429	0	4	15	6	14	25	67	57	51	28	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	71	2127	36197	100	100	99	480	483	463	2	2	5	5	6	11	55	48	53	39	44	31
Students with Disabilities	17	380	10321	100	100	100	461	433	389	6	12	30	6	20	27	65	50	34	24	18	9
Students without Disabilities	82	2499	69060	98	99	98	482	485	454	0	1	7	4	6	17	54	50	54	42	43	22
Limited English Proficient Students	NC	122	15509	NC	100	100	NC	409	406	NC	6	20	NC	25	30	NC	55	45	NC	14	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	20	581	39415	100	100	96	461	459	431	6	5	15	6	13	25	61	57	50	28	25	10
Non-Economically Disadvantaged	79	2298	39966	87	89	100	483	483	459	0	2	6	4	6	12	55	49	52	41	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	99	2877	79395	99	0	99	477	475	446	0	1	9	13	13	25	67	66	55	20	20	11
All Students (Prior Year)	88	2774	75492	100	100	100	538	533	519	0	4	12	8	11	16	52	50	47	39	35	24
Female	45	1408	38743	100	0	100	475	479	451	0	1	7	15	10	24	61	67	57	24	22	12
Male	54	1469	40618	98	0	99	478	471	440	0	1	11	12	15	27	72	66	53	16	18	9
African American	--	119	4052	--	0	100	--	455	434	--	3	11	--	26	29	--	63	54	--	8	6
Hispanic	19	468	32915	100	0	99	457	454	426	0	2	15	28	23	35	67	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	71	2125	36221	100	0	99	481	480	465	0	1	4	11	10	15	67	67	63	23	22	17
Students with Disabilities	17	379	10331	100	0	100	456	432	388	0	5	25	24	34	37	71	55	34	6	6	4
Students without Disabilities	82	2498	69139	98	0	99	482	481	454	0	1	7	11	9	24	66	68	58	23	22	11
Limited English Proficient Students	NC	122	15545	NC	0	100	NC	405	399	NC	6	21	NC	39	42	NC	54	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	20	581	39484	100	0	96	475	458	429	0	3	14	17	22	35	67	64	47	17	10	4
Non-Economically Disadvantaged	79	2296	39986	87	0	100	477	479	461	0	1	4	12	10	16	67	67	63	21	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	99	2876	78869	99	100	99	458	468	442	9	3	6	7	12	21	68	70	63	16	15	10
All Students (Prior Year)	88	2766	75053	100	99	99	628	615	597	1	5	7	6	8	12	83	76	72	10	10	9
Female	45	1409	38536	100	100	99	478	480	458	5	2	4	2	8	15	68	71	67	24	20	14
Male	54	1467	40302	98	100	99	441	455	428	12	4	8	10	16	26	68	69	60	10	11	7
African American	--	120	4015	--	100	99	--	451	430	--	5	8	--	12	24	--	73	61	--	9	7
Hispanic	19	468	32606	100	100	98	451	451	426	11	3	8	6	17	27	67	68	60	17	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	71	2124	36078	100	100	99	457	470	459	9	2	4	6	11	16	70	70	66	15	16	14
Students with Disabilities	17	380	10246	100	100	100	426	408	367	18	9	18	6	33	39	71	54	40	6	3	4
Students without Disabilities	82	2496	68697	98	99	98	465	477	454	7	2	4	7	9	18	68	73	67	19	17	11
Limited English Proficient Students	NC	122	15339	NC	100	100	NC	412	399	NC	4	11	NC	20	31	NC	70	54	NC	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	20	580	39106	100	100	95	435	449	427	17	4	8	11	18	28	61	70	59	11	7	5
Non-Economically Disadvantaged	79	2296	39837	87	89	100	463	472	457	7	2	4	5	11	14	70	70	67	18	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	112	2914	78906	100	100	99	525	525	498	1	4	13	9	10	19	64	52	48	26	33	20
All Students (Prior Year)	103	2691	76019	100	100	100	499	512	499	6	7	14	47	35	39	12	17	14	34	41	33
Female	48	1440	38644	100	100	99	523	526	500	2	4	12	12	10	19	62	54	49	24	33	19
Male	64	1473	40236	100	99	99	526	524	497	0	5	15	7	11	19	66	51	46	28	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	11	488	31938	100	100	99	489	508	481	9	7	19	18	17	25	73	56	46	0	21	10
Asian/Pacific Islander	15	121	1805	100	98	98	559	552	536	0	3	5	7	5	8	33	39	45	60	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	79	2145	36483	100	100	99	525	529	517	0	4	7	6	8	13	70	52	51	24	36	30
Students with Disabilities	17	376	10664	100	100	100	489	461	430	6	23	42	24	27	27	71	41	26	0	8	5
Students without Disabilities	95	2538	68310	100	99	98	532	535	509	0	1	9	6	8	18	63	54	51	31	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	25	588	38679	100	100	96	514	507	483	4	9	20	13	18	25	65	54	45	17	20	10
Non-Economically Disadvantaged	87	2326	40295	84	89	100	528	529	513	0	3	7	8	8	13	64	52	50	29	36	30

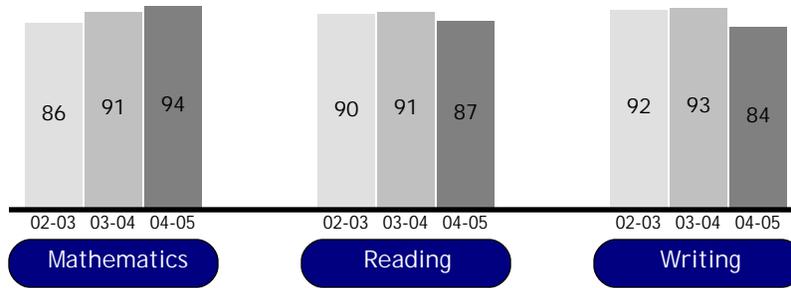
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	2914	78908	100	0	99	513	507	484	2	3	10	8	13	23	73	68	58	17	16	9
All Students (Prior Year)	103	2700	76020	100	100	100	506	511	503	11	13	25	34	20	23	41	50	40	14	17	12
Female	48	1439	38648	100	0	99	519	513	489	2	2	8	5	11	22	69	68	61	24	20	10
Male	64	1474	40233	100	0	99	509	501	479	2	4	12	10	15	25	75	69	55	13	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	11	489	31940	100	0	99	481	493	465	9	5	16	9	18	32	82	70	49	0	7	3
Asian/Pacific Islander	15	121	1805	100	0	98	526	515	507	0	5	4	7	9	13	60	62	65	33	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	79	2145	36502	100	0	99	518	511	502	0	2	4	7	11	14	75	69	67	18	18	15
Students with Disabilities	17	375	10665	100	0	100	480	450	423	12	15	30	29	36	36	53	45	31	6	4	2
Students without Disabilities	95	2539	68312	100	0	98	519	516	493	0	1	7	3	9	21	77	72	62	20	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	25	589	38662	100	0	96	499	491	468	9	6	16	9	22	32	70	65	49	13	8	3
Non-Economically Disadvantaged	87	2325	40315	84	0	100	517	511	498	0	2	5	8	11	15	74	69	66	19	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	112	2917	78750	100	100	99	537	520	500	3	3	6	11	20	29	81	75	63	6	3	2
All Students (Prior Year)	103	2697	75673	100	100	100	528	555	530	6	7	12	25	20	25	68	66	58	0	6	4
Female	48	1439	38586	100	100	99	557	534	515	0	2	4	0	13	22	90	82	71	10	4	3
Male	64	1477	40135	100	100	99	523	507	486	5	4	8	18	27	35	74	68	56	3	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	11	490	31841	100	100	99	525	512	483	0	3	8	9	24	36	91	71	55	0	1	1
Asian/Pacific Islander	15	121	1802	100	98	98	547	534	533	0	4	2	13	15	16	80	77	75	7	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	79	2147	36440	100	100	99	538	522	516	4	3	3	8	19	22	80	76	71	7	3	4
Students with Disabilities	17	377	10622	100	100	100	506	446	415	6	13	21	18	50	50	76	38	28	0	0	1
Students without Disabilities	95	2540	68196	100	99	98	543	531	513	2	1	3	9	15	25	81	80	69	7	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	25	588	38558	100	100	96	525	507	485	4	5	8	17	28	37	78	66	54	0	1	1
Non-Economically Disadvantaged	87	2329	40260	84	89	100	540	523	514	3	3	3	9	18	21	81	77	72	8	3	4

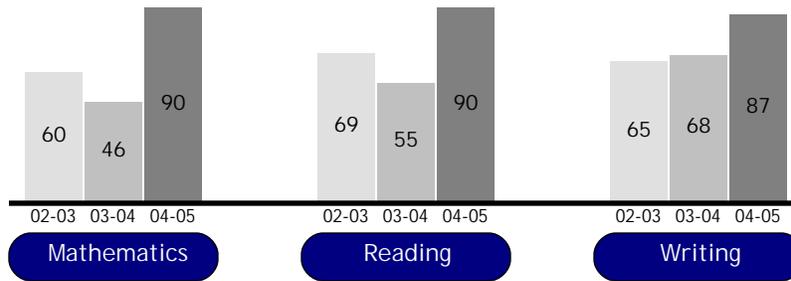
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	71	68	50	99	74	NA	58	100	66	61	47
	Language	100	62	62	43	100	71	63	50	100	68	60	47
	Mathematics	99	71	72	57	100	83	76	64	100	64	63	50
3	Reading	100	63	67	47	99	75	NA	55	99	62	60	44
	Language	100	73	72	54	99	81	76	61	99	59	57	44
	Mathematics	100	69	70	54	99	80	72	61	99	68	65	51
4	Reading	100	69	73	52	100	76	NA	56	100	63	61	48
	Language	100	69	66	48	100	72	66	52	100	67	60	49
	Mathematics	100	72	74	57	100	83	73	61	100	78	68	53
5	Reading	100	67	69	50	100	69	NA	55	100	62	63	50
	Language	99	63	63	46	99	59	63	49	100	63	62	50
	Mathematics	99	76	76	57	100	73	77	63	100	64	62	49
6	Reading	100	70	69	53	99	71	NA	56	100	65	64	51
	Language	100	64	63	45	100	60	64	48	100	58	62	47
	Mathematics	100	86	80	62	100	80	81	66	100	68	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)
- 0 Non-certified Employee(s)
- 1 Teacher(s)
- 9 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Quality Improvement
- Ü Parent/Educator Relations
- Ü Community Business Support
- Ü Tax Credit Promoting
- Ü School Safety Issues
- Ü Educational Advocacy

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	42.00
Other Professional Staff	3.00	Teacher Aide	17.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	5	4	0	0
7 to 9 years	2	0	0	0
10 or more years	3	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	84
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	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Title I Reading Lab
- Ü Library/Media Center

Extracurricular Activities

- Ü Student Council
- Ü Mad Science Club
- Ü Dolphin Production Company
- Ü Elements of Music
- Ü Chess Club
- Ü Intramurals

Social Services

- Ü Recreational Activities
- Ü Quest Program
- Ü Adult Education
- Ü Dolphin Daily Attendance Program
- Ü Breakfast/Lunch Programs
- Ü Foreign Language Program

School Achievements/Accomplishments 2004-05

- ü The Islands sixth grade students won the district Battle of the Books competition in 2005. This related directly to our schoolwide reading goal.

- ü During the course of the 2004-2005 school year, Islands lowered the percentage of at risk readers by 22%. This related directly to our schoolwide reading goal.

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	8	12	12	17
Transfers In Rate ⁶	22	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	3	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

Islands has built a security fence to secure the campus during the day. In addition, Islands has rerouted the parent pick up lane so that all students are picked up inside the school grounds. All visitors are required to sign in upon arrival and wear a visitors badge while on campus. Islands has also updated the school crisis plan to assure preparation in the event of a crisis.

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	Tammy and John Tomasson	(480) 497-0742
Transportation Policy	Jay Morris	(480) 497-3311
Community Resources	Kim Schammel	(480) 497-0742
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	Lorri Lawson	(480) 892-5527
Student Health/Nurse	Toni Jones/Staci Sutton	(480) 497-0742

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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** Due to booklet size printing, print copies are produced in multiples of 4.