

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

500 E. Houston Ave., Gilbert, AZ 85234

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	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. Shawn McIntosh
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 580
 Web Address : gilbert.k12.az.us/info/schools/houston/housto
 Phone Number : (480) 497-9790
 Fax Number : (480) 813-6997
 E-mail : shawn_mcintosh@gilbert.k12.az.us

Mission

We believe open, effective communication between home and school strengthens both institutions; that lifelong learning can be nurtured by the home/school partnership; that children thrive in an atmosphere which promotes excellence and dedication.

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 Focus on academic excellence through basic and critical-thinking skills. Diagnostic assessments, along with pre- and post-evaluations. Cooperative learning techniques that incorporate leadership and negotiation skill development.
- ü The integration of grade-level curricula with special curricula.

Enrollment

October 1, 2004 School Year Student Enrollment : 640
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 121

Instructional Programs

- Ü Accelerated Learning Program
- Ü Special Education Preschool
- Ü ELL
- Ü Accelerated Reading Program
- Ü Tungsten Benchmark

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 54 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Student safety: visitor sign-in; crossing guards; safety assemblies and evacuation drills. Academic success: staff work collegially; develop student-focused programs. Quarterly report cards; Home/school communication: monthly newsletters.

Parents

Active participation by parents is encouraged. Parents are responsible for their child's attendance and should ensure that students are on time and prepared to learn by sending the child to school well-fed, well-rested and dressed appropriately.

Transportation Policy

Houston Elementary serves an attendance area which is approximately 1.5 square miles in size. We provide one bus for our regular education students and approximately 7 special needs buses. Many of our students walk or ride bikes to our school.

School Honors

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

Award/Honor	Year
Ü Sam's Club teacher of the Year Award	2005
Ü District Poetry/Writing Awards	2004
Ü Academic Achievement Awards (4-6)	2003
Ü United Way Food Drive Goal Accomplished	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2879	79306	98	100	99	468	478	445	3	2	10	13	8	18	58	50	51	26	40	20
All Students (Prior Year)	81	2770	75509	100	100	100	530	541	521	5	6	13	20	17	23	39	35	33	36	42	31
Female	46	1409	38691	100	100	99	466	475	446	5	3	10	10	8	18	67	53	52	19	37	20
Male	35	1470	40583	95	100	99	471	481	445	0	2	11	18	8	18	47	48	50	35	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	13	468	32869	100	100	99	439	456	429	0	4	15	36	14	25	64	57	51	0	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	NC	28	4264	NC	100	100	NC	468	419	NC	0	19	NC	8	30	NC	56	45	NC	36	6
White	60	2127	36197	97	100	99	476	483	463	4	2	5	9	6	11	56	48	53	32	44	31
Students with Disabilities	19	380	10321	100	100	100	440	433	389	6	12	30	28	20	27	44	50	34	22	18	9
Students without Disabilities	62	2499	69060	95	99	98	477	485	454	2	1	7	9	6	17	62	50	54	28	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	14	581	39415	100	100	96	441	459	431	8	5	15	15	13	25	69	57	50	8	25	10
Non-Economically Disadvantaged	67	2298	39966	87	89	100	474	483	459	2	2	6	13	6	12	56	49	52	30	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	80	2877	79395	96	0	99	469	475	446	1	1	9	15	13	25	69	66	55	15	20	11
All Students (Prior Year)	81	2774	75492	100	100	100	535	533	519	3	4	12	8	11	16	47	50	47	42	35	24
Female	46	1408	38743	100	0	100	474	479	451	2	1	7	7	10	24	79	67	57	12	22	12
Male	34	1469	40618	92	0	99	463	471	440	0	1	11	24	15	27	58	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	13	468	32915	100	0	99	457	454	426	0	2	15	27	23	35	73	66	47	0	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	NC	28	4271	NC	0	100	NC	471	420	NC	0	15	NC	12	42	NC	68	41	NC	20	2
White	59	2125	36221	95	0	99	473	480	465	2	1	4	9	10	15	71	67	63	18	22	17
Students with Disabilities	18	379	10331	100	0	100	447	432	388	6	5	25	18	34	37	71	55	34	6	6	4
Students without Disabilities	62	2498	69139	95	0	99	476	481	454	0	1	7	14	9	24	69	68	58	17	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	14	581	39484	100	0	96	443	458	429	0	3	14	46	22	35	54	64	47	0	10	4
Non-Economically Disadvantaged	66	2296	39986	86	0	100	475	479	461	2	1	4	8	10	16	73	67	63	18	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	82	2876	78869	99	100	99	483	468	442	0	3	6	13	12	21	62	70	63	25	15	10
All Students (Prior Year)	81	2766	75053	100	99	99	679	615	597	5	5	7	5	8	12	71	76	72	20	10	9
Female	46	1409	38536	100	100	99	501	480	458	0	2	4	7	8	15	60	71	67	33	20	14
Male	36	1467	40302	97	100	99	462	455	428	0	4	8	20	16	26	66	69	60	14	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	13	468	32606	100	100	98	469	451	426	0	3	8	18	17	27	55	68	60	27	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	NC	28	4245	NC	100	100	NC	474	423	NC	0	9	NC	8	26	NC	84	61	NC	8	4
White	61	2124	36078	98	100	99	488	470	459	0	2	4	12	11	16	62	70	66	26	16	14
Students with Disabilities	19	380	10246	100	100	100	432	408	367	0	9	18	39	33	39	56	54	40	6	3	4
Students without Disabilities	63	2496	68697	97	99	98	499	477	454	0	2	4	5	9	18	64	73	67	31	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	14	580	39106	100	100	95	463	449	427	0	4	8	15	18	28	69	70	59	15	7	5
Non-Economically Disadvantaged	68	2296	39837	88	89	100	487	472	457	0	2	4	13	11	14	61	70	67	27	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	89	2914	78906	100	100	99	515	525	498	6	4	13	11	10	19	66	52	48	18	33	20
All Students (Prior Year)	87	2691	76019	99	100	100	524	512	499	0	7	14	40	35	39	15	17	14	45	41	33
Female	40	1440	38644	100	100	99	513	526	500	5	4	12	11	10	19	71	54	49	13	33	19
Male	49	1473	40236	100	99	99	517	524	497	6	5	15	11	11	19	62	51	46	21	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	NC	488	31938	NC	100	99	NC	508	481	NC	7	19	NC	17	25	NC	56	46	NC	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	--	23	4593	--	100	100	--	513	467	--	0	26	--	14	29	--	71	39	--	14	6
White	72	2145	36483	100	100	99	518	529	517	4	4	7	9	8	13	68	52	51	19	36	30
Students with Disabilities	15	376	10664	100	100	100	467	461	430	29	23	42	29	27	27	43	41	26	0	8	5
Students without Disabilities	74	2538	68310	100	99	98	525	535	509	1	1	9	7	8	18	70	54	51	21	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	15	588	38679	100	100	96	507	507	483	0	9	20	36	18	25	50	54	45	14	20	10
Non-Economically Disadvantaged	74	2326	40295	96	89	100	517	529	513	7	3	7	6	8	13	69	52	50	18	36	30

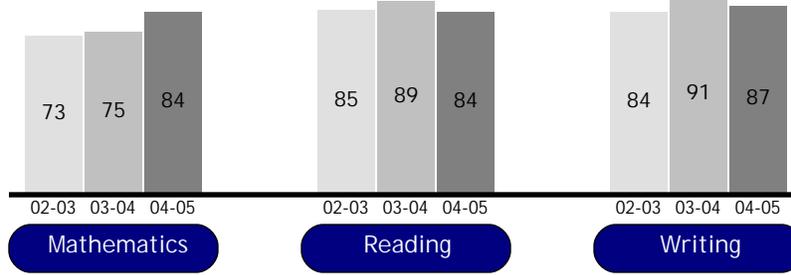
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2914	78908	100	0	99	501	507	484	8	3	10	15	13	23	64	68	58	13	16	9
All Students (Prior Year)	87	2700	76020	99	100	100	523	511	503	10	13	25	18	20	23	47	50	40	26	17	12
Female	40	1439	38648	100	0	99	510	513	489	3	2	8	11	11	22	71	68	61	16	20	10
Male	49	1474	40233	100	0	99	495	501	479	13	4	12	19	15	25	57	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	NC	489	31940	NC	0	99	NC	493	465	NC	5	16	NC	18	32	NC	70	49	NC	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	--	23	4569	--	0	100	--	502	457	--	0	18	--	10	39	--	86	41	--	5	2
White	72	2145	36502	100	0	99	505	511	502	4	2	4	16	11	14	65	69	67	14	18	15
Students with Disabilities	15	375	10665	100	0	100	457	450	423	29	15	30	36	36	36	29	45	31	7	4	2
Students without Disabilities	74	2539	68312	100	0	98	510	516	493	4	1	7	11	9	21	70	72	62	14	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	15	589	38662	100	0	96	490	491	468	14	6	16	29	22	32	50	65	49	7	8	3
Non-Economically Disadvantaged	74	2325	40315	96	0	100	503	511	498	7	2	5	13	11	15	66	69	66	14	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	89	2917	78750	100	100	99	509	520	500	8	3	6	24	20	29	66	75	63	2	3	2
All Students (Prior Year)	87	2697	75673	99	100	100	574	555	530	3	7	12	25	20	25	60	66	58	12	6	4
Female	40	1439	38586	100	100	99	535	534	515	3	2	4	18	13	22	74	82	71	5	4	3
Male	49	1477	40135	100	100	99	489	507	486	13	4	8	28	27	35	60	68	56	0	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	NC	490	31841	NC	100	99	NC	512	483	NC	3	8	NC	24	36	NC	71	55	NC	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	--	23	4586	--	100	100	--	524	481	--	0	8	--	5	37	--	95	54	--	0	1
White	72	2147	36440	100	100	99	514	522	516	7	3	3	23	19	22	67	76	71	3	3	4
Students with Disabilities	15	377	10622	100	100	100	423	446	415	29	13	21	64	50	50	7	38	28	0	0	1
Students without Disabilities	74	2540	68196	100	99	98	526	531	513	4	1	3	15	15	25	77	80	69	3	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	15	588	38558	100	100	96	493	507	485	7	5	8	43	28	37	50	66	54	0	1	1
Non-Economically Disadvantaged	74	2329	40260	96	89	100	512	523	514	8	3	3	20	18	21	69	77	72	3	3	4

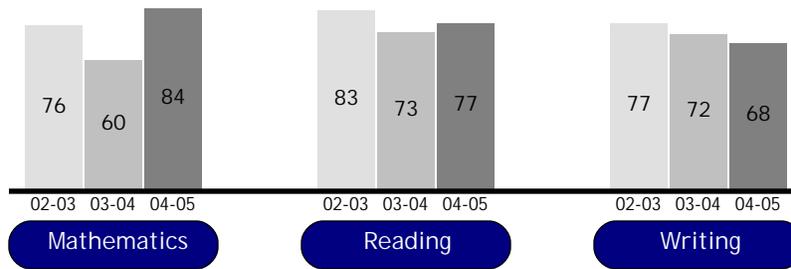
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	99	65	68	50	99	72	NA	58	96	55	61	47
	Language	100	51	62	43	100	60	63	50	96	46	60	47
	Mathematics	99	64	72	57	100	64	76	64	96	59	63	50
3	Reading	100	68	67	47	99	70	NA	55	96	56	60	44
	Language	100	71	72	54	99	70	76	61	96	55	57	44
	Mathematics	98	67	70	54	99	62	72	61	98	59	65	51
4	Reading	97	74	73	52	100	72	NA	56	100	55	61	48
	Language	98	62	66	48	100	63	66	52	100	49	60	49
	Mathematics	98	69	74	57	100	74	73	61	99	60	68	53
5	Reading	100	80	69	50	100	76	NA	55	100	56	63	50
	Language	100	66	63	46	99	64	63	49	100	62	62	50
	Mathematics	99	77	76	57	100	77	77	63	100	59	62	49
6	Reading	100	75	69	53	100	74	NA	56	97	61	64	51
	Language	100	64	63	45	100	66	64	48	97	58	62	47
	Mathematics	100	80	80	62	100	83	81	66	97	66	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Teacher Relations
- Ü Communication/School Information
- Ü School Safety Issues
- Ü Campus-wide Morale Building Activities
- Ü Extracurricular Activities
- Ü Curriculum Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	53.00
Other Professional Staff	4.00	Teacher Aide	45.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	13	8	0	0
7 to 9 years	21	7	0	0
10 or more years	14	12	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	45
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Hightly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multipurpose/Gymnasium
- Ü Library
- Ü Art Room

Extracurricular Activities

- Ü Drama Club
- Ü Student Council
- Ü Chess Club
- Ü Oceanography Club
- Ü Reading Club
- Ü V.I.K. Program
- Ü Exercise Club
- Ü S.T.A.R.S. Title I Program

Social Services

- Ü Afterschool Programs
- Ü Breakfast Program
- Ü Lunch Program
- Ü Health Services
- Ü Social Worker Services

School Achievements/Accomplishments 2004-05

ü Students Helping Students, Peer Assistance and Mediation Awards.

ü Community/business/volunteer partnership achievements.

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	8	12	12	17
Transfers In Rate ⁶	18	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	97	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

Our dynamic staff are wonderful role models for their students in and out of the classrooms. We require all visitors to sign-in, and request them to wear a visitor's badge upon their arrival to protect the safety of each child.

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	Shawn McIntosh	(480) 497-9790
Transportation Policy	Jay Morris	(480) 497-3311
Community Resources	Tammy Callison	(480) 497-9790
School Nutrition Programs	Gail Tressler	(480) 497-9790
Parent Organization	Sherrie Pierce	(480) 497-9790
Student Health/Nurse	Chris Ingram	(480) 497-9790

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.