



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

601 North Key Biscayne, 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Highly Performing
2002-03	Excelling

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

School Overview

Principal/Administrator : Mrs. Sharon Skoworn  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 757  
 Web Address : www.gilbert.k12.az.us/info/schools/sonoma/son  
 Phone Number : (480) 497-9343  
 Fax Number : (480) 497-9574  
 E-mail : brenda\_heyen@gilbert.k12.az.us

Mission

Sonoma Ranch provides a secure & nurturing environment which promotes trustworthiness, responsibility, respect, fairness, caring & citizenship. Students are encouraged to learn to the best of their ability, & realize their full potential for 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 Students will become successful learners and good citizens with high expectations.
- ü Excellence in instruction and student learning will result in grades two through six having cumulative Stanford 9 Achievement Test scores that are above district and state averages.

Enrollment

October 1, 2004 School Year Student Enrollment : 772  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 86

Instructional Programs

- ü Full-day Kindergarten
- ü Advanced Learning Program (ALP)
- ü Special Education & Amanecer PreSchool
- ü Accelerated Reader Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/12/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We provide a welcome environment for our parents through our volunteer program. All parents receive a District Handbook and Curriculum Standards. Monthly newsletters, weekly classroom newsletters and daily agendas for each student are sent home.

Parents

Parents are responsible for sending children to school rested, well-fed, and ready to learn. Parents are encouraged to be active in school learning through monitoring communication and student homework. Involvement in school activities is encouraged.

Transportation Policy

Sonoma has an attendance area of 2 square miles. Seven buses transport students living more than 1 mile from school. Students walk to and from school within the subdivision. We have four crossing guards monitoring student traffic and safety.

School Honors

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

Award/Honor	Year
ü Gilbert District Spelling Bee Contestant	2004
ü Gilbert Student of the Month	2004
ü District Battle of the Books Contestants	2004
ü District Student Poetry & Essay Winners	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	105	2879	79306	100	100	99	482	478	445	0	2	10	5	8	18	54	50	51	41	40	20
All Students (Prior Year)	115	2770	75509	100	100	100	543	541	521	5	6	13	12	17	23	38	35	33	44	42	31
Female	48	1409	38691	100	100	99	486	475	446	0	3	10	2	8	18	51	53	52	47	37	20
Male	57	1470	40583	100	100	99	478	481	445	0	2	11	8	8	18	57	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	18	468	32869	100	100	99	476	456	429	0	4	15	13	14	25	44	57	51	44	24	10
Asian/Pacific Islander	10	137	1935	100	98	99	510	494	474	0	1	3	0	2	9	56	49	48	44	48	40
American Indian/Alaskan Native	--	28	4264	--	100	100	--	468	419	--	0	19	--	8	30	--	56	45	--	36	6
White	72	2127	36197	100	100	99	481	483	463	0	2	5	4	6	11	53	48	53	43	44	31
Students with Disabilities	17	380	10321	100	100	100	452	433	389	0	12	30	20	20	27	60	50	34	20	18	9
Students without Disabilities	88	2499	69060	98	99	98	487	485	454	0	1	7	2	6	17	53	50	54	45	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	21	581	39415	100	100	96	461	459	431	0	5	15	15	13	25	60	57	50	25	25	10
Non-Economically Disadvantaged	84	2298	39966	88	89	100	487	483	459	0	2	6	3	6	12	53	49	52	45	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	105	2877	79395	100	0	99	482	475	446	0	1	9	10	13	25	67	66	55	22	20	11
All Students (Prior Year)	115	2774	75492	100	100	100	534	533	519	4	4	12	9	11	16	52	50	47	35	35	24
Female	48	1408	38743	100	0	100	492	479	451	0	1	7	9	10	24	64	67	57	28	22	12
Male	57	1469	40618	100	0	99	473	471	440	0	1	11	12	15	27	71	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	18	468	32915	100	0	99	479	454	426	0	2	15	13	23	35	56	66	47	31	9	4
Asian/Pacific Islander	10	137	1936	100	0	99	491	485	468	0	1	3	11	8	14	67	66	63	22	25	19
American Indian/Alaskan Native	--	28	4271	--	0	100	--	471	420	--	0	15	--	12	42	--	68	41	--	20	2
White	72	2125	36221	100	0	99	483	480	465	0	1	4	9	10	15	71	67	63	21	22	17
Students with Disabilities	17	379	10331	100	0	100	454	432	388	0	5	25	40	34	37	47	55	34	13	6	4
Students without Disabilities	88	2498	69139	98	0	99	488	481	454	0	1	7	5	9	24	71	68	58	24	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	21	581	39484	100	0	96	461	458	429	0	3	14	25	22	35	65	64	47	10	10	4
Non-Economically Disadvantaged	84	2296	39986	88	0	100	488	479	461	0	1	4	6	10	16	68	67	63	26	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	105	2876	78869	100	100	99	484	468	442	3	3	6	6	12	21	67	70	63	23	15	10
All Students (Prior Year)	115	2766	75053	100	99	99	619	615	597	7	5	7	6	8	12	79	76	72	8	10	9
Female	48	1409	38536	100	100	99	497	480	458	2	2	4	6	8	15	53	71	67	38	20	14
Male	57	1467	40302	100	100	99	471	455	428	4	4	8	6	16	26	80	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	18	468	32606	100	100	98	495	451	426	0	3	8	6	17	27	63	68	60	31	12	5
Asian/Pacific Islander	10	136	1925	100	97	99	485	487	471	11	2	3	11	7	11	22	69	64	56	23	22
American Indian/Alaskan Native	--	28	4245	--	100	100	--	474	423	--	0	9	--	8	26	--	84	61	--	8	4
White	72	2124	36078	100	100	99	486	470	459	1	2	4	6	11	16	74	70	66	19	16	14
Students with Disabilities	17	380	10246	100	100	100	428	408	367	7	9	18	33	33	39	60	54	40	0	3	4
Students without Disabilities	88	2496	68697	98	99	98	494	477	454	2	2	4	1	9	18	69	73	67	28	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	21	580	39106	100	100	95	455	449	427	10	4	8	10	18	28	70	70	59	10	7	5
Non-Economically Disadvantaged	84	2296	39837	88	89	100	491	472	457	1	2	4	5	11	14	67	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	122	2914	78906	99	100	99	540	525	498	0	4	13	6	10	19	47	52	48	48	33	20
All Students (Prior Year)	123	2691	76019	99	100	100	532	512	499	3	7	14	18	35	39	19	17	14	59	41	33
Female	65	1440	38644	100	100	99	548	526	500	0	4	12	6	10	19	49	54	49	45	33	19
Male	57	1473	40236	98	99	99	532	524	497	0	5	15	5	11	19	44	51	46	51	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	19	488	31938	100	100	99	521	508	481	0	7	19	16	17	25	58	56	46	26	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	93	2145	36483	99	100	99	545	529	517	0	4	7	4	8	13	43	52	51	52	36	30
Students with Disabilities	15	376	10664	100	100	100	469	461	430	0	23	42	20	27	27	60	41	26	20	8	5
Students without Disabilities	107	2538	68310	96	99	98	551	535	509	0	1	9	4	8	18	45	54	51	51	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	11	588	38679	100	100	96	530	507	483	0	9	20	10	18	25	70	54	45	20	20	10
Non-Economically Disadvantaged	111	2326	40295	97	89	100	541	529	513	0	3	7	5	8	13	45	52	50	50	36	30

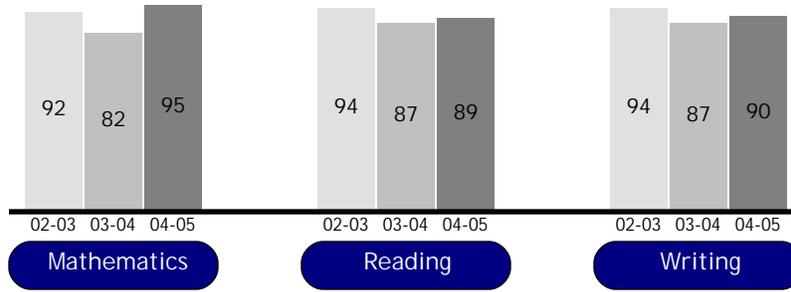
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	2914	78908	100	0	99	519	507	484	0	3	10	6	13	23	72	68	58	22	16	9
All Students (Prior Year)	123	2700	76020	99	100	100	511	511	503	8	13	25	12	20	23	57	50	40	23	17	12
Female	65	1439	38648	100	0	99	528	513	489	0	2	8	3	11	22	75	68	61	22	20	10
Male	58	1474	40233	100	0	99	510	501	479	0	4	12	9	15	25	68	69	55	23	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	19	489	31940	100	0	99	507	493	465	0	5	16	11	18	32	74	70	49	16	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	94	2145	36502	100	0	99	522	511	502	0	2	4	5	11	14	71	69	67	24	18	15
Students with Disabilities	15	375	10665	100	0	100	459	450	423	0	15	30	13	36	36	87	45	31	0	4	2
Students without Disabilities	108	2539	68312	96	0	98	528	516	493	0	1	7	5	9	21	70	72	62	25	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	11	589	38662	100	0	96	506	491	468	0	6	16	10	22	32	90	65	49	0	8	3
Non-Economically Disadvantaged	112	2325	40315	97	0	100	521	511	498	0	2	5	5	11	15	70	69	66	24	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	123	2917	78750	100	100	99	539	520	500	1	3	6	13	20	29	83	75	63	2	3	2
All Students (Prior Year)	123	2697	75673	99	100	100	561	555	530	2	7	12	19	20	25	76	66	58	3	6	4
Female	65	1439	38586	100	100	99	561	534	515	0	2	4	6	13	22	89	82	71	5	4	3
Male	58	1477	40135	100	100	99	513	507	486	2	4	8	21	27	35	77	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	19	490	31841	100	100	99	557	512	483	0	3	8	11	24	36	84	71	55	5	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	94	2147	36440	100	100	99	534	522	516	1	3	3	13	19	22	84	76	71	2	3	4
Students with Disabilities	15	377	10622	100	100	100	454	446	415	7	13	21	47	50	50	47	38	28	0	0	1
Students without Disabilities	108	2540	68196	96	99	98	551	531	513	0	1	3	8	15	25	89	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	11	588	38558	100	100	96	547	507	485	0	5	8	20	28	37	80	66	54	0	1	1
Non-Economically Disadvantaged	112	2329	40260	97	89	100	538	523	514	1	3	3	13	18	21	84	77	72	3	3	4

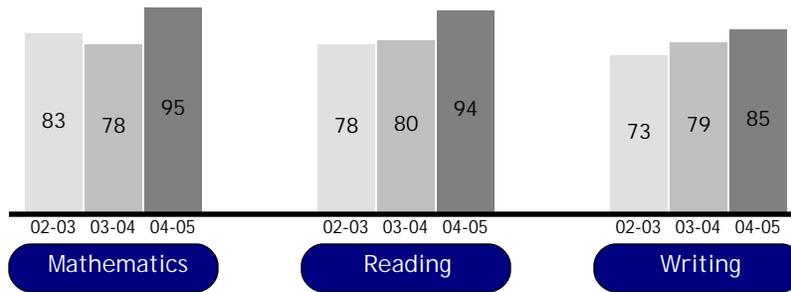
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	99	73	68	50	99	80	NA	58	99	61	61	47
	Language	99	65	62	43	100	71	63	50	99	55	60	47
	Mathematics	99	78	72	57	100	81	76	64	100	61	63	50
3	Reading	100	78	67	47	100	74	NA	55	100	65	60	44
	Language	99	82	72	54	100	79	76	61	100	63	57	44
	Mathematics	100	83	70	54	100	80	72	61	100	69	65	51
4	Reading	100	80	73	52	99	80	NA	56	99	66	61	48
	Language	98	74	66	48	100	74	66	52	99	63	60	49
	Mathematics	99	81	74	57	100	79	73	61	99	71	68	53
5	Reading	99	75	69	50	100	78	NA	55	99	71	63	50
	Language	98	71	63	46	99	77	63	49	99	72	62	50
	Mathematics	99	86	76	57	100	88	77	63	98	69	62	49
6	Reading	100	75	69	53	99	75	NA	56	99	66	64	51
	Language	100	66	63	45	99	71	64	48	99	68	62	47
	Mathematics	100	86	80	62	99	88	81	66	99	71	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/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 9 Parent(s)
- 0 Community Member(s)
- 4 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Multicultural Awareness
- Ü Parent/Teacher Relations
- Ü Special Events Planning
- Ü School Facility Improvements
- Ü School Program Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	4.00	Teacher Aide	15.00

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	7	2	0	0
7 to 9 years	4	5	0	0
10 or more years	6	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
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/Networked Classrooms
- Ü Classroom Access to Media/Phone/Video

Extracurricular Activities

- Ü Oceanography Club
- Ü Outdoor Science Camp
- Ü Student Council
- Ü Choir

Social Services

- Ü Breakfast/Lunch Programs
- Ü Before/After School Day Care
- Ü Tobacco/Drug Prevention Education
- Ü Health Services

School Achievements/Accomplishments 2004-05

- ü Sonoma Ranch has achieved Model and Master school recognition with Reading Renaissance. This has made a significant positive difference in our reading growth and enjoyment.
- ü 2004 Stanford 9 Achievement Test and AIMS scores are above district and state averages.

Student Activity Rates for School Year 2004-05

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

Sonoma has high expectations for student behavior and achievement. We use the Character Counts! program to promote successful citizens. Students have the opportunity to identify and redirect inappropriate behavior through our Responsibility Center.

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	Sharon Skoworn	(480) 497-9343
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Sharon Skoworn	(480) 497-9343
School Nutrition Programs	Debbie Dunn	(480) 497-9343
Parent Organization	Ken Smull	(480) 545-4190
Student Health/Nurse	Shallena Zapata	(480) 497-9343

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 50 Copies = \$19.00

\*\* 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.