



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4610 E. Osborn, Phoenix, AZ 85018

Scottsdale 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 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. Margaret Serna  
Schedule : 07:15 AM to 03:15 PM  
Grades : Pre-K-5  
2005 Enrollment : 802  
Web Address : [www.susd.org/schools/elem/Tavan/index.html](http://www.susd.org/schools/elem/Tavan/index.html)  
Phone Number : (480) 484-3500  
Fax Number : (480) 484-3501  
E-mail : [mserna@susd.org](mailto:mserna@susd.org)

### Mission

We share a commitment and common vision to promote the success and value of each child. Tavan is a safe environment conducive to learning. We provide programs of the highest quality which are well-planned and based on sound research and methodology.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 Met  
2002-03 Not 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 Continue to increase student achievement in the areas of reading and language arts.
- ü To increase student achievement in the areas of mathematics concepts, problem solving and computation.
- ü To increase student achievement in the area of technology.

### Enrollment

October 1, 2004 School Year Student Enrollment : 700  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 148

Instructional Programs

- ü Language Acquisition
- ü Preschools & ABC Classroom
- ü On-site Learning Resource Center
- ü Schoolwide/Full-day Kinder
- ü Afterschool Program
- ü Band Program
- ü Strings Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

To provide a safe learning environment for all children. To offer academic and social opportunities for each child to flourish in the school setting. To keep parents informed. To maintain high standards.

Parents

The parent is the strongest component in the formation of a child's attitude and self-esteem. To ensure their children are well-rested, clean, and have proper nutrition. To encourage students to attend school regularly and punctually.

Transportation Policy

Transportation is a privilege. All Tavan students who use transportation are required to follow school rules and SUSD transportation guidelines.

School Honors

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

Award/Honor	Year
ü Charros Volunteer of the Year Award	2005
ü Walmart Teacher of the Year Award	2004
ü LULAC Educator of the Year Award	2004
ü Outstanding Leadership in Elementary Schools Presenter	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	1876	79306	99	100	99	435	472	445	18	6	10	16	10	18	49	46	51	16	39	20
All Students (Prior Year)	102	1952	75509	99	99	100	539	548	521	11	6	13	10	13	23	33	31	33	46	49	31
Female	58	912	38691	100	100	99	441	472	446	20	6	10	20	10	18	40	46	52	20	38	20
Male	58	964	40583	97	100	99	428	472	445	17	5	11	13	10	18	58	46	50	13	40	21
African American	10	49	4041	91	100	99	438	436	426	14	13	17	29	28	23	43	50	50	14	10	10
Hispanic	52	297	32869	100	100	99	409	438	429	17	13	15	26	21	25	57	50	51	0	15	10
Asian/Pacific Islander	NC	71	1935	NC	99	99	NC	498	474	NC	5	3	NC	5	9	NC	29	48	NC	62	40
American Indian/Alaskan Native	NC	39	4264	NC	98	100	NC	418	419	NC	20	19	NC	17	30	NC	46	45	NC	17	6
White	49	1420	36197	98	100	99	459	480	463	18	4	5	7	7	11	43	45	53	32	44	31
Students with Disabilities	15	279	10321	100	100	100	359	421	389	64	22	30	7	21	27	29	35	34	0	22	9
Students without Disabilities	101	1598	69060	99	98	98	447	481	454	11	3	7	18	8	17	52	48	54	19	42	22
Limited English Proficient Students	44	196	15509	100	100	100	401	412	406	23	19	20	28	22	30	50	44	45	0	15	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	67	395	39415	93	95	96	426	437	431	23	17	15	22	22	25	45	45	50	10	16	10
Non-Economically Disadvantaged	49	1482	39966	100	100	100	449	481	459	11	3	6	8	7	12	55	46	52	26	45	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	116	1876	79395	99	0	99	429	469	446	12	5	9	36	14	25	43	61	55	9	20	11
All Students (Prior Year)	102	1954	75492	99	99	100	528	537	519	7	4	12	10	9	16	52	47	47	31	40	24
Female	58	913	38743	100	0	100	440	474	451	14	4	7	28	13	24	44	59	57	14	24	12
Male	58	963	40618	97	0	99	417	465	440	10	5	11	44	15	27	42	63	53	4	17	9
African American	10	49	4052	91	0	100	431	443	434	14	10	11	43	28	29	43	55	54	0	8	6
Hispanic	52	296	32915	100	0	99	400	436	426	19	12	15	45	31	35	33	49	47	2	8	4
Asian/Pacific Islander	NC	71	1936	NC	0	99	NC	486	468	NC	3	3	NC	11	14	NC	58	63	NC	29	19
American Indian/Alaskan Native	NC	39	4271	NC	0	100	NC	420	420	NC	14	15	NC	20	42	NC	57	41	NC	9	2
White	49	1421	36221	98	0	99	454	477	465	7	3	4	25	10	15	50	64	63	18	23	17
Students with Disabilities	15	278	10331	100	0	100	373	417	388	21	16	25	57	30	37	21	44	34	0	9	4
Students without Disabilities	101	1599	69139	99	0	99	438	479	454	11	3	7	32	11	24	46	64	58	11	22	11
Limited English Proficient Students	44	196	15545	100	0	100	392	406	399	25	19	21	48	32	42	28	43	35	0	6	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	67	394	39484	93	0	96	420	435	429	18	14	14	43	32	35	30	47	47	8	7	4
Non-Economically Disadvantaged	49	1483	39986	100	0	100	443	478	461	3	2	4	24	9	16	63	65	63	11	23	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	115	1845	78869	98	98	99	436	475	442	6	3	6	19	9	21	69	69	63	6	20	10
All Students (Prior Year)	102	1952	75053	99	99	99	583	649	597	2	3	7	18	6	12	77	72	72	3	18	9
Female	58	898	38536	100	98	99	447	486	458	8	4	4	18	6	15	64	64	67	10	26	14
Male	57	947	40302	95	98	99	424	465	428	4	2	8	19	11	26	74	73	60	2	13	7
African American	NC	48	4015	NC	100	99	NC	463	430	NC	3	8	NC	21	24	NC	64	61	NC	13	7
Hispanic	52	295	32606	100	100	98	406	437	426	10	6	8	21	21	27	69	66	60	0	6	5
Asian/Pacific Islander	NC	69	1925	NC	96	99	NC	490	471	NC	5	3	NC	6	11	NC	59	64	NC	30	22
American Indian/Alaskan Native	NC	38	4245	NC	95	100	NC	423	423	NC	12	9	NC	15	26	NC	65	61	NC	9	4
White	49	1395	36078	98	98	99	462	483	459	2	2	4	16	6	16	70	70	66	11	22	14
Students with Disabilities	15	277	10246	100	100	100	332	413	367	21	12	18	43	21	39	36	58	40	0	8	4
Students without Disabilities	100	1569	68697	98	97	98	454	486	454	4	1	4	14	6	18	75	71	67	7	22	11
Limited English Proficient Students	43	195	15339	98	100	100	407	412	399	8	8	11	26	26	31	64	58	54	3	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	66	390	39106	92	94	95	431	437	427	7	6	8	20	23	28	71	67	59	2	4	5
Non-Economically Disadvantaged	49	1456	39837	100	99	100	444	484	457	5	2	4	16	5	14	66	69	67	13	23	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	109	2119	78906	100	100	99	520	534	498	10	4	13	14	10	19	45	45	48	31	41	20
All Students (Prior Year)	109	2037	76019	98	99	100	520	535	499	7	4	14	30	22	39	17	15	14	47	60	33
Female	61	1005	38644	100	100	99	519	532	500	13	4	12	9	10	19	51	47	49	26	39	19
Male	48	1115	40236	100	100	99	522	536	497	7	5	15	20	9	19	38	43	46	36	43	20
African American	NC	55	4087	NC	100	99	NC	507	481	NC	9	20	NC	20	24	NC	45	45	NC	25	11
Hispanic	47	320	31938	100	100	99	490	499	481	19	12	19	19	19	25	51	51	46	12	18	10
Asian/Pacific Islander	NC	71	1805	NC	99	98	NC	543	536	NC	2	5	NC	8	8	NC	42	45	NC	48	42
American Indian/Alaskan Native	NC	30	4593	NC	100	100	NC	505	467	NC	4	26	NC	25	29	NC	46	39	NC	25	6
White	48	1643	36483	100	100	99	552	541	517	4	3	7	7	8	13	39	44	51	50	46	30
Students with Disabilities	17	284	10664	100	100	100	485	474	430	31	18	42	13	27	27	44	41	26	13	15	5
Students without Disabilities	92	1836	68310	97	98	98	527	543	509	6	2	9	15	7	18	45	46	51	34	45	22
Limited English Proficient Students	36	159	12573	100	100	100	481	472	454	24	18	27	19	20	30	49	47	38	8	15	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	66	444	38679	99	97	96	494	500	483	17	12	20	18	21	25	52	48	45	13	19	10
Non-Economically Disadvantaged	43	1676	40295	100	100	100	563	542	513	0	2	7	8	7	13	34	44	50	58	47	30

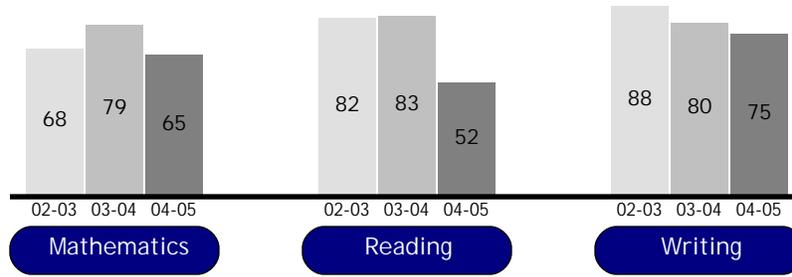
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2113	78908	100	0	99	494	513	484	4	3	10	24	11	23	61	65	58	10	20	9
All Students (Prior Year)	109	2037	76020	98	99	100	515	519	503	16	9	25	18	14	23	42	52	40	24	26	12
Female	61	1002	38648	100	0	99	500	516	489	2	2	8	25	10	22	58	65	61	15	22	10
Male	48	1112	40233	100	0	99	488	510	479	7	3	12	24	12	25	64	65	55	4	19	8
African American	NC	55	4092	NC	0	99	NC	498	473	NC	2	12	NC	20	28	NC	68	54	NC	9	5
Hispanic	47	319	31940	100	0	99	469	480	465	9	9	16	40	28	32	49	55	49	2	7	3
Asian/Pacific Islander	NC	71	1805	NC	0	98	NC	515	507	NC	3	4	NC	18	13	NC	52	65	NC	27	18
American Indian/Alaskan Native	NC	30	4569	NC	0	100	NC	490	457	NC	4	18	NC	25	39	NC	63	41	NC	8	2
White	48	1638	36502	100	0	99	518	519	502	0	2	4	9	7	14	76	68	67	15	23	15
Students with Disabilities	17	279	10665	100	0	100	473	461	423	6	11	30	38	32	36	56	51	31	0	5	2
Students without Disabilities	92	1835	68312	97	0	98	498	521	493	4	2	7	22	8	21	62	68	62	12	23	10
Limited English Proficient Students	36	158	12556	100	0	100	462	448	436	11	15	24	41	35	40	46	47	35	3	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	66	441	38662	99	0	96	475	482	468	7	9	16	35	29	32	53	53	49	5	9	3
Non-Economically Disadvantaged	43	1673	40315	100	0	100	525	520	498	0	1	5	8	7	15	74	69	66	18	23	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	109	2114	78750	100	100	99	515	536	500	2	2	6	28	13	29	68	79	63	2	7	2
All Students (Prior Year)	109	2034	75673	98	99	100	540	577	530	9	5	12	21	16	25	66	69	58	4	10	4
Female	61	1004	38586	100	100	99	529	549	515	0	1	4	21	8	22	77	80	71	2	11	3
Male	48	1111	40135	100	100	99	499	525	486	4	3	8	36	17	35	58	77	56	2	3	1
African American	NC	54	4081	NC	98	99	NC	521	488	NC	2	8	NC	14	32	NC	84	59	NC	0	2
Hispanic	47	319	31841	100	100	99	500	507	483	0	4	8	44	29	36	56	65	55	0	2	1
Asian/Pacific Islander	NC	70	1802	NC	97	98	NC	537	533	NC	2	2	NC	12	16	NC	80	75	NC	7	7
American Indian/Alaskan Native	NC	30	4586	NC	100	100	NC	505	481	NC	13	8	NC	13	37	NC	71	54	NC	4	1
White	48	1641	36440	100	100	99	535	543	516	2	1	3	15	10	22	78	81	71	4	8	4
Students with Disabilities	17	282	10622	100	100	100	478	478	415	6	7	21	56	33	50	38	58	28	0	1	1
Students without Disabilities	92	1833	68196	97	98	98	522	546	513	1	1	3	22	10	25	74	82	69	2	8	3
Limited English Proficient Students	36	159	12504	100	100	100	490	473	451	0	7	12	51	34	44	49	57	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	66	444	38558	99	97	96	499	503	485	2	5	8	38	28	37	60	65	54	0	2	1
Non-Economically Disadvantaged	43	1671	40260	100	100	100	540	545	514	3	1	3	11	9	21	82	82	72	5	8	4

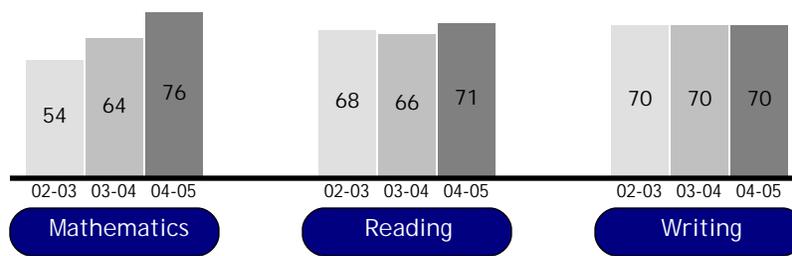
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	90	42	66	50	93	55	NA	58	99	37	62	47
	Language	96	41	61	43	98	44	68	50	99	42	64	47
	Mathematics	95	53	72	57	97	51	79	64	100	38	67	50
3	Reading	98	51	70	47	99	63	NA	55	98	38	57	44
	Language	99	58	75	54	99	66	77	61	98	38	57	44
	Mathematics	97	59	73	54	98	74	76	61	98	48	65	51
4	Reading	97	53	75	52	96	62	NA	56	98	47	61	48
	Language	100	50	68	48	97	58	69	52	98	51	64	49
	Mathematics	98	62	78	57	98	68	79	61	99	49	66	53
5	Reading	96	55	70	50	91	66	NA	55	100	53	64	50
	Language	96	54	65	46	94	59	69	49	100	54	65	50
	Mathematics	99	66	77	57	95	79	83	63	100	54	65	49

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

Council Duties

2 School Administrator(s)	Ü Coordinating and Curriculum
2 Non-certified Employee(s)	Ü School Improvement
9 Teacher(s)	Ü Discipline & Safety
5 Parent(s)	Ü Technology
0 Community Member(s)	Ü Parent Involvement
0 Student(s)	Ü Facilities Committee

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	2.00	Teacher Aide	25.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	4	0	0
4 to 6 years	2	3	0	0
7 to 9 years	4	8	0	0
10 or more years	3	16	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	99
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 Media Center/Computer Labs/Broadcasts	Ü Community Center
Ü Multi-purpose Room	Ü Art, Band, and Strings classrooms

Extracurricular Activities

Ü Odyssey of the Mind/Word Masters	Ü Homework Club
Ü After School Programs/Intramural Sport	Ü Chess Club
Ü Dell Computer Lab	Ü Student Council
Ü Reading Enrichment	Ü Mariachi Band

Social Services

Ü Health Services/Full-Time Nurse	Ü Pre-school Program
Ü Counseling	Ü Parent Education
Ü All Day Kindergarten Program	Ü Refugee Services
Ü Breakfast/Lunch Programs	Ü Social Services

School Achievements/Accomplishments 2004-05

ü 3rd grade AIMS results showed an increase of 6% in Writing from 2003-2004.

ü 5th Grade AIMS results showed an increase of 15% in Math, 11% in Reading and 5% in Writing from 2003-2004.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	33	28	28	37
Stability Rate <sup>7</sup>	86	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

The Discipline, Facilities and Coordinating Teams collaborate to create a safe, secure, school atmosphere. The Discipline Committee has established rules and standardized procedures in order to maintain an orderly campus.

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	Margaret Serna	(480) 484-3500
Transportation Policy	Dan Shearer	(480) 484-8590
Community Resources	Elizabeth Kloehr	(480) 484-3500
School Nutrition Programs	Susan Bettenhausen	(480) 484-8686
Parent Organization	Kelly Conry	(480) 484-3500
Student Health/Nurse	Noreen Gibney	(480) 484-3500

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 802 Copies = \$306.00

\*\* 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.