

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6801 E. Oak Street, Scottsdale, AZ 85257

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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

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 Overview

Principal/Administrator : Mrs. Lesa K. Friend
 Schedule : 07:00 AM to 04:15 PM
 Grades : Pre-K-6
 2005 Enrollment : 530
 Web Address : www1.susd.org/%7ETonalea/
 Phone Number : (480) 484-3600
 Fax Number : (480) 484-3601
 E-mail : lfriend@susd.org

Mission

The mission of Tonalea is to provide a caring environment where all students are valued for their unique qualities and where every child develops leadership and responsibility that enables him/her to succeed in the classroom.

School / Academic Goals

- Ü Tonalea will student achievement in literacy through use of effective instructional strategies that focus on vocabulary, decoding, sight words and comprehension.
- Ü Tonalea will improve student achievement in writing through consistent implementation and instruction in the use of 6 traits of writing.
- Ü Tonalea will consistently teach and use Character Counts to reinforce the need for students to develop traits of good character demonstrate their use at Tonalea.
- Ü Tonalea will consistently encourage and offer instruction in technology to students of Tonalea.

Enrollment

October 1, 2004 School Year Student Enrollment : 561
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 70

Instructional Programs

- ü Language Acquisition
- ü Gifted
- ü On-site Special Education
- ü Title I
- ü Title V Preschool
- ü After school Homework Club
- ü English Immersion Studies
- ü After School Recreational 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

Tonalea is dedicated to providing a stimulating and challenging academic program, a safe, respectful and orderly environment that involves parents, a learning environment that maintains a highly qualified professional staff, and a policy of open communication and respect between all parties that are involved in educating students at Tonalea.

Parents

Parents are urged to show support by providing homework assistance, participating in school activities and parent meetings, and providing encouragement to improve student attendance. Parents are expected to help their children know and follow the district's Code of Student Conduct as it pertains to rights of others, behavior, attendance, and technology use.

Transportation Policy

Transportation is for K-6 students outside a defined area. Transportation may also be required for eligible kindergarten and Special Education students. All vehicles are well maintained. Bus evacuation drills are conducted for all students and staff, and safety of all is expected and reinforced regularly.

School Honors

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

Award/Honor	Year
ü Charros Teacher of the Year Finalist	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	96	1876	79306	98	100	99	419	472	445	19	6	10	19	10	18	46	46	51	16	39	20
All Students (Prior Year)	80	1952	75509	98	99	100	515	548	521	20	6	13	20	13	23	33	31	33	27	49	31
Female	54	912	38691	100	100	99	429	472	446	17	6	10	20	10	18	48	46	52	15	38	20
Male	42	964	40583	95	100	99	408	472	445	22	5	11	19	10	18	43	46	50	16	40	21
African American	NC	49	4041	NC	100	99	NC	436	426	NC	13	17	NC	28	23	NC	50	50	NC	10	10
Hispanic	45	297	32869	100	100	99	410	438	429	25	13	15	25	21	25	45	50	51	5	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	37	1420	36197	95	100	99	445	480	463	6	4	5	13	7	11	53	45	53	28	44	31
Students with Disabilities	17	279	10321	100	100	100	315	421	389	59	22	30	12	21	27	24	35	34	6	22	9
Students without Disabilities	79	1598	69060	98	98	98	446	481	454	9	3	7	21	8	17	52	48	54	18	42	22
Limited English Proficient Students	21	196	15509	100	100	100	345	412	406	46	19	20	25	22	30	29	44	45	0	15	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	63	395	39415	94	95	96	420	437	431	26	17	15	24	22	25	41	45	50	9	16	10
Non-Economically Disadvantaged	33	1482	39966	100	100	100	419	481	459	7	3	6	10	7	12	55	46	52	28	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	96	1876	79395	98	0	99	426	469	446	17	5	9	24	14	25	51	61	55	8	20	11
All Students (Prior Year)	80	1954	75492	98	99	100	521	537	519	16	4	12	18	9	16	29	47	47	36	40	24
Female	54	913	38743	100	0	100	441	474	451	13	4	7	24	13	24	50	59	57	13	24	12
Male	42	963	40618	95	0	99	407	465	440	22	5	11	24	15	27	51	63	53	3	17	9
African American	NC	49	4052	NC	0	100	NC	443	434	NC	10	11	NC	28	29	NC	55	54	NC	8	6
Hispanic	45	296	32915	100	0	99	416	436	426	23	12	15	35	31	35	40	49	47	3	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	37	1421	36221	95	0	99	451	477	465	9	3	4	9	10	15	66	64	63	16	23	17
Students with Disabilities	17	278	10331	100	0	100	327	417	388	41	16	25	35	30	37	24	44	34	0	9	4
Students without Disabilities	79	1599	69139	98	0	99	452	479	454	11	3	7	21	11	24	58	64	58	11	22	11
Limited English Proficient Students	21	196	15545	100	0	100	351	406	399	38	19	21	38	32	42	25	43	35	0	6	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	63	394	39484	94	0	96	425	435	429	22	14	14	33	32	35	43	47	47	2	7	4
Non-Economically Disadvantaged	33	1483	39986	100	0	100	429	478	461	7	2	4	7	9	16	66	65	63	21	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	96	1845	78869	98	98	99	431	475	442	8	3	6	17	9	21	64	69	63	11	20	10
All Students (Prior Year)	80	1952	75053	98	99	99	597	649	597	13	3	7	9	6	12	62	72	72	16	18	9
Female	54	898	38536	100	98	99	449	486	458	11	4	4	13	6	15	59	64	67	17	26	14
Male	42	947	40302	95	98	99	408	465	428	5	2	8	22	11	26	70	73	60	3	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	45	295	32606	100	100	98	413	437	426	10	6	8	23	21	27	63	66	60	5	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	37	1395	36078	95	98	99	468	483	459	0	2	4	9	6	16	75	70	66	16	22	14
Students with Disabilities	17	277	10246	100	100	100	300	413	367	35	12	18	24	21	39	41	58	40	0	8	4
Students without Disabilities	79	1569	68697	98	97	98	464	486	454	2	1	4	15	6	18	70	71	67	14	22	11
Limited English Proficient Students	21	195	15339	100	100	100	348	412	399	17	8	11	38	26	31	42	58	54	4	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	63	390	39106	94	94	95	424	437	427	11	6	8	22	23	28	59	67	59	7	4	5
Non-Economically Disadvantaged	33	1456	39837	100	99	100	443	484	457	3	2	4	7	5	14	72	69	67	17	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	89	2119	78906	100	100	99	480	534	498	12	4	13	26	10	19	44	45	48	17	41	20
All Students (Prior Year)	60	2037	76019	95	99	100	506	535	499	15	4	14	35	22	39	11	15	14	40	60	33
Female	48	1005	38644	100	100	99	502	532	500	9	4	12	22	10	19	46	47	49	24	39	19
Male	41	1115	40236	100	100	99	451	536	497	17	5	15	31	9	19	43	43	46	9	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	35	320	31938	100	100	99	477	499	481	23	12	19	27	19	25	37	51	46	13	18	10
Asian/Pacific Islander	--	71	1805	--	99	98	--	543	536	--	2	5	--	8	8	--	42	45	--	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	46	1643	36483	100	100	99	476	541	517	7	3	7	22	8	13	56	44	51	16	46	30
Students with Disabilities	15	284	10664	100	100	100	387	474	430	29	18	42	43	27	27	29	41	26	0	15	5
Students without Disabilities	74	1836	68310	95	98	98	499	543	509	9	2	9	22	7	18	48	46	51	21	45	22
Limited English Proficient Students	16	159	12573	100	100	100	415	472	454	32	18	27	32	20	30	32	47	38	5	15	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	50	444	38679	89	97	96	479	500	483	20	12	20	30	21	25	37	48	45	13	19	10
Non-Economically Disadvantaged	39	1676	40295	100	100	100	481	542	513	3	2	7	20	7	13	54	44	50	23	47	30

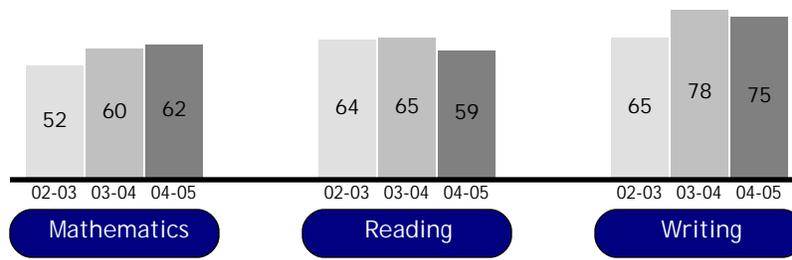
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2113	78908	99	0	99	471	513	484	13	3	10	23	11	23	56	65	58	9	20	9
All Students (Prior Year)	60	2037	76020	95	99	100	508	519	503	24	9	25	11	14	23	44	52	40	22	26	12
Female	47	1002	38648	98	0	99	490	516	489	13	2	8	16	10	22	60	65	61	11	22	10
Male	41	1112	40233	100	0	99	446	510	479	11	3	12	31	12	25	51	65	55	6	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	34	319	31940	97	0	99	465	480	465	24	9	16	28	28	32	41	55	49	7	7	3
Asian/Pacific Islander	--	71	1805	--	0	98	--	515	507	--	3	4	--	18	13	--	52	65	--	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	46	1638	36502	100	0	99	469	519	502	7	2	4	20	7	14	67	68	67	7	23	15
Students with Disabilities	15	279	10665	100	0	100	372	461	423	36	11	30	36	32	36	29	51	31	0	5	2
Students without Disabilities	73	1835	68312	94	0	98	492	521	493	8	2	7	20	8	21	62	68	62	11	23	10
Limited English Proficient Students	15	158	12556	100	0	100	404	448	436	29	15	24	33	35	40	38	47	35	0	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	49	441	38662	88	0	96	470	482	468	18	9	16	27	29	32	49	53	49	7	9	3
Non-Economically Disadvantaged	39	1673	40315	100	0	100	472	520	498	6	1	5	17	7	15	66	69	66	11	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	89	2114	78750	100	100	99	504	536	500	1	2	6	26	13	29	69	79	63	4	7	2
All Students (Prior Year)	59	2034	75673	94	99	100	534	577	530	9	5	12	31	16	25	56	69	58	4	10	4
Female	48	1004	38586	100	100	99	533	549	515	2	1	4	15	8	22	76	80	71	7	11	3
Male	41	1111	40135	100	100	99	466	525	486	0	3	8	40	17	35	60	77	56	0	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	35	319	31841	100	100	99	497	507	483	3	4	8	40	29	36	53	65	55	3	2	1
Asian/Pacific Islander	--	70	1802	--	97	98	--	537	533	--	2	2	--	12	16	--	80	75	--	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	46	1641	36440	100	100	99	501	543	516	0	1	3	20	10	22	76	81	71	4	8	4
Students with Disabilities	15	282	10622	100	100	100	378	478	415	7	7	21	71	33	50	21	58	28	0	1	1
Students without Disabilities	74	1833	68196	95	98	98	530	546	513	0	1	3	16	10	25	79	82	69	4	8	3
Limited English Proficient Students	16	159	12504	100	100	100	427	473	451	5	7	12	50	34	44	45	57	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	50	444	38558	89	97	96	504	503	485	2	5	8	33	28	37	65	65	54	0	2	1
Non-Economically Disadvantaged	39	1671	40260	100	100	100	504	545	514	0	1	3	17	9	21	74	82	72	9	8	4

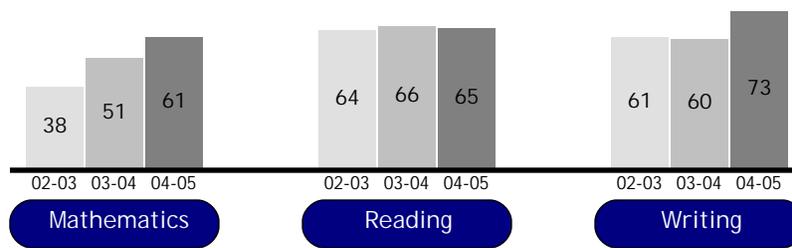
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	49	66	50	85	54	NA	58	92	42	62	47
	Language	99	40	61	43	93	47	68	50	92	47	64	47
	Mathematics	97	50	72	57	94	48	79	64	92	52	67	50
3	Reading	99	40	70	47	96	57	NA	55	95	42	57	44
	Language	99	52	75	54	96	73	77	61	95	40	57	44
	Mathematics	100	55	73	54	96	64	76	61	95	45	65	51
4	Reading	94	58	75	52	100	45	NA	56	95	44	61	48
	Language	100	57	68	48	100	47	69	52	95	47	64	49
	Mathematics	100	70	78	57	100	58	79	61	95	42	66	53
5	Reading	96	50	70	50	95	62	NA	55	97	45	64	50
	Language	99	48	65	46	92	54	69	49	97	47	65	50
	Mathematics	100	53	77	57	95	64	83	63	98	45	65	49
6	Reading	97	55	72	53	91	51	NA	56	93	55	64	51
	Language	96	44	67	45	91	41	64	48	93	49	63	47
	Mathematics	97	54	78	62	91	54	78	66	92	57	66	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."

Tonalea Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Staff Development
- Ü Parent Involvement
- Ü School Safety
- Ü Title I

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	41.00
Other Professional Staff	2.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	2	3	1	0
7 to 9 years	5	4	0	0
10 or more years	5	10	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	100
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Tutors
- Ü Orchestra
- Ü Band

Social Services

- Ü Breakfast and Lunch Program
- Ü School Community Liaison Services
- Ü Counseling Services
- Ü On-site After School Homework Program
- Ü On-site After School Recreation Program

School Achievements/Accomplishments 2004-05

- ü Tonalea offers inservice for faculty through on-site staff development provided by district staff. This training provides teaching staff with professional development to support the goals of the school improvement plan.

- ü Schoolwide Kid's Voting program to enhance the study of social studies in addition to a pilot science project in departmentalized science classroom.

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	10	12	12	17
Transfers In Rate ⁶	40	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	0	96	95	81
Retention Rate ⁹	0	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

We share a School Resource Officer with Supai Middle School. District crisis plans are in place with periodic drills. Consistent discipline management in addition to a schoolwide emphasis on teaching the pillars of good character through the use of Character Counts improves core values and reduces school discipline issues. Tonalea supports respectful behavior of all on campus and rewards students weekly for their efforts at demonstrating good character qualities.

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) :

5

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	Lesa Friend	(480) 484-3600
Transportation Policy	Dan Shearer	(480) 484-8550
Community Resources	Laura Race	(480) 484-3600
School Nutrition Programs	Margaret Jensen	(480) 484-3600
Parent Organization	Colleen DiLorenzo	(480) 570-6743
Student Health/Nurse	Sandra Kay Young	(480) 484-3600

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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

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

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

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

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

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

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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