



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2600 W. Knox, Chandler, AZ 85224

Chandler 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.

School Overview

Principal/Administrator : Mrs. Maureen Sniff
 Schedule : 07:00 AM to 04:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 538
 Web Address : www.chandler.k12.az.us/goodman-elementary
 Phone Number : (480) 812-6900
 Fax Number : (480) 812-6920
 E-mail : sniff.maureen@chandler.k12.az.us

Mission

As a FAMILY OF EDUCATORS dedicated to excellence, our mission is to prepare our youngsters to be productive citizens and lifelong learners. All students will be challenged to excel through quality instruction that is compatible with student learning styles.

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

- Students will meet state standards in mathematics in the following strands: Number Sense/Operations, Data Analysis/Probability, Patterns/Algebra, Geometry/Measurement, and Structure/Logic.
- Students will meet state standards in reading in the following three areas: Reading Process, Comprehending Literary Text, and Comprehending Informational Text.

Enrollment

October 1, 2004 School Year Student Enrollment : 630
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 109

Instructional Programs

- Ü Technology Applications
- Ü Critical Thinking Skills
- Ü On-site Special Education
- Ü Discipline Without Stress
- Ü Priority Preschool
- Ü All Day Kindergarten
- Ü Kindersteps

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Goodman is committed to providing the following: a quality education for all students; regular communication to parents; positive, motivating classrooms with high expectations; a safe, orderly campus; and a strong partnership between home and school.

Parents

Parents are encouraged to be involved in their child's learning by: ensuring their child attends school regularly and on time; providing homework support; supporting school policies; and communicating regularly with the school and their child.

Transportation Policy

Goodman students residing within our school boundary of one-square-mile, Ray and Warner; Price and Dobson Roads, walk to school. Students from Palm Trails Apartments are bused. Students attending under open enrollment are transported by parents.

School Honors

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

Award/Honor	Year
Ü A+ School of Excellence	2003
Ü Sun Lakes Rotary Teacher of the Month	2004
Ü Chandler Chamber of Commerce Administrator of the Year	2005
Ü Arizona Commission on the Arts Award (99, 00, 01,02)	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	63	2417	79306	100	100	99	481	465	445	4	5	10	11	11	18	36	49	51	49	36	20
All Students (Prior Year)	79	2220	75509	100	100	100	555	531	521	0	8	13	15	19	23	39	37	33	46	36	31
Female	34	1140	38691	100	99	99	481	468	446	3	5	10	7	10	18	40	49	52	50	36	20
Male	29	1276	40583	100	100	99	481	463	445	4	5	11	16	11	18	32	49	50	48	35	21
African American	--	127	4041	--	100	99	--	434	426	--	8	17	--	20	23	--	55	50	--	17	10
Hispanic	15	750	32869	100	100	99	477	438	429	0	12	15	9	20	25	45	51	51	45	17	10
Asian/Pacific Islander	NC	121	1935	NC	100	99	NC	483	474	NC	2	3	NC	5	9	NC	40	48	NC	53	40
American Indian/Alaskan Native	NC	21	4264	NC	100	100	NC	406	419	NC	0	19	NC	60	30	NC	30	45	NC	10	6
White	42	1398	36197	100	100	99	485	481	463	5	2	5	8	5	11	35	48	53	53	46	31
Students with Disabilities	NC	297	10321	NC	100	100	NC	385	389	NC	18	30	NC	22	27	NC	45	34	NC	16	9
Students without Disabilities	54	2123	69060	98	99	98	490	477	454	2	3	7	7	9	17	35	49	54	57	38	22
Limited English Proficient Students	NC	241	15509	NC	100	100	NC	381	406	NC	19	20	NC	26	30	NC	48	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	14	679	39415	100	90	96	496	439	431	0	13	15	0	21	25	36	54	50	64	13	10
Non-Economically Disadvantaged	49	1741	39966	100	100	100	477	476	459	5	2	6	14	7	12	36	47	52	45	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	63	2417	79395	100	0	99	479	462	446	2	4	9	13	15	25	65	64	55	20	17	11
All Students (Prior Year)	79	2224	75492	100	100	100	532	526	519	1	8	12	9	14	16	55	50	47	34	29	24
Female	34	1141	38743	100	0	100	490	471	451	3	3	7	3	13	24	67	63	57	27	21	12
Male	29	1275	40618	100	0	99	465	454	440	0	6	11	24	17	27	64	64	53	12	13	9
African American	--	127	4052	--	0	100	--	435	434	--	6	11	--	18	29	--	70	54	--	6	6
Hispanic	15	749	32915	100	0	99	483	434	426	0	12	15	9	30	35	82	51	47	9	8	4
Asian/Pacific Islander	NC	121	1936	NC	0	99	NC	474	468	NC	3	3	NC	7	14	NC	67	63	NC	22	19
American Indian/Alaskan Native	NC	21	4271	NC	0	100	NC	408	420	NC	0	15	NC	50	42	NC	45	41	NC	5	2
White	42	1399	36221	100	0	99	482	478	465	3	1	4	10	8	15	65	70	63	23	22	17
Students with Disabilities	NC	298	10331	NC	0	100	NC	387	388	NC	11	25	NC	31	37	NC	51	34	NC	7	4
Students without Disabilities	54	2122	69139	98	0	99	487	473	454	0	3	7	9	13	24	70	65	58	22	18	11
Limited English Proficient Students	NC	241	15545	NC	0	100	NC	375	399	NC	19	21	NC	37	42	NC	41	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	14	677	39484	100	0	96	484	436	429	0	12	14	9	32	35	73	52	47	18	4	4
Non-Economically Disadvantaged	49	1743	39986	100	0	100	478	473	461	2	1	4	14	9	16	64	68	63	20	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	62	2410	78869	98	100	99	462	458	442	6	3	6	6	13	21	72	69	63	17	14	10
All Students (Prior Year)	79	2206	75053	100	99	99	637	618	597	1	4	7	8	8	12	81	77	72	10	11	9
Female	34	1139	38536	100	99	99	471	475	458	3	2	4	3	9	15	73	68	67	20	21	14
Male	28	1270	40302	97	100	99	452	443	428	8	4	8	8	18	26	71	70	60	13	8	7
African American	--	126	4015	--	99	99	--	438	430	--	2	8	--	21	24	--	70	61	--	6	7
Hispanic	15	747	32606	100	99	98	454	433	426	9	8	8	0	22	27	82	63	60	9	7	5
Asian/Pacific Islander	NC	120	1925	NC	99	99	NC	477	471	NC	1	3	NC	7	11	NC	70	64	NC	23	22
American Indian/Alaskan Native	NC	21	4245	NC	100	100	NC	403	423	NC	5	9	NC	35	26	NC	60	61	NC	0	4
White	41	1396	36078	98	100	99	467	472	459	3	2	4	8	8	16	72	72	66	18	18	14
Students with Disabilities	NC	298	10246	NC	100	100	NC	364	367	NC	11	18	NC	35	39	NC	50	40	NC	4	4
Students without Disabilities	53	2115	68697	96	99	98	473	472	454	4	2	4	0	10	18	76	72	67	20	16	11
Limited English Proficient Students	NC	240	15339	NC	100	100	NC	375	399	NC	10	11	NC	29	31	NC	57	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	14	676	39106	100	90	95	494	433	427	0	8	8	0	25	28	73	62	59	27	5	5
Non-Economically Disadvantaged	48	1737	39837	98	100	100	454	469	457	7	2	4	7	9	14	72	71	67	14	18	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	64	2303	78906	98	100	99	528	519	498	2	7	13	9	13	19	60	49	48	30	32	20
All Students (Prior Year)	89	2175	76019	97	99	100	506	510	499	10	9	14	36	33	39	16	16	14	37	42	33
Female	34	1138	38644	100	100	99	526	521	500	0	5	12	16	14	19	59	50	49	25	32	19
Male	30	1160	40236	97	99	99	530	518	497	4	9	15	0	12	19	60	47	46	36	32	20
African American	NC	144	4087	NC	100	99	NC	501	481	NC	13	20	NC	16	24	NC	50	45	NC	21	11
Hispanic	11	695	31938	100	99	99	502	491	481	0	13	19	10	23	25	80	48	46	10	16	10
Asian/Pacific Islander	NC	136	1805	NC	99	98	NC	559	536	NC	2	5	NC	3	8	NC	33	45	NC	62	42
American Indian/Alaskan Native	NC	25	4593	NC	100	100	NC	510	467	NC	12	26	NC	29	29	NC	24	39	NC	35	6
White	45	1303	36483	98	100	99	536	532	517	2	3	7	7	8	13	55	51	51	36	38	30
Students with Disabilities	NC	335	10664	NC	100	100	NC	458	430	NC	23	42	NC	32	27	NC	37	26	NC	9	5
Students without Disabilities	56	1973	68310	95	99	98	534	530	509	2	4	9	4	10	18	61	51	51	33	36	22
Limited English Proficient Students	NC	190	12573	NC	100	100	NC	451	454	NC	25	27	NC	31	30	NC	36	38	NC	8	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	16	641	38679	89	92	96	522	494	483	7	14	20	7	23	25	50	48	45	36	14	10
Non-Economically Disadvantaged	48	1667	40295	100	100	100	530	530	513	0	4	7	9	9	13	63	48	50	28	39	30

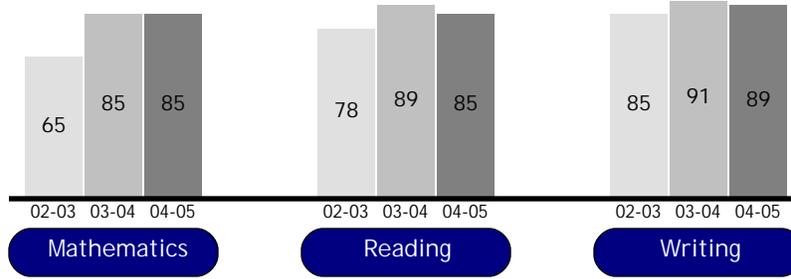
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	2303	78908	98	0	99	504	498	484	5	6	10	7	17	23	77	65	58	11	13	9
All Students (Prior Year)	89	2174	76020	97	99	100	501	506	503	22	22	25	24	20	23	43	43	40	11	14	12
Female	34	1138	38648	100	0	99	504	503	489	6	4	8	9	15	22	72	67	61	13	15	10
Male	30	1160	40233	97	0	99	503	493	479	4	7	12	4	19	25	84	63	55	8	10	8
African American	NC	144	4092	NC	0	99	NC	482	473	NC	6	12	NC	28	28	NC	61	54	NC	5	5
Hispanic	11	695	31940	100	0	99	481	470	465	10	13	16	20	29	32	70	54	49	0	3	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	525	507	NC	2	4	NC	8	13	NC	68	65	NC	22	18
American Indian/Alaskan Native	NC	25	4569	NC	0	100	NC	491	457	NC	18	18	NC	24	39	NC	41	41	NC	18	2
White	45	1303	36502	98	0	99	510	511	502	5	2	4	5	10	14	76	70	67	14	17	15
Students with Disabilities	NC	335	10665	NC	0	100	NC	450	423	NC	16	30	NC	36	36	NC	42	31	NC	6	2
Students without Disabilities	56	1973	68312	95	0	98	505	506	493	4	4	7	6	14	21	82	69	62	8	14	10
Limited English Proficient Students	NC	190	12556	NC	0	100	NC	426	436	NC	26	24	NC	45	40	NC	28	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	16	641	38662	89	0	96	480	471	468	14	14	16	14	31	32	71	52	49	0	3	3
Non-Economically Disadvantaged	48	1667	40315	100	0	100	512	509	498	2	2	5	5	11	15	79	70	66	14	16	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	64	2299	78750	98	100	99	530	518	500	2	4	6	11	20	29	86	74	63	2	3	2
All Students (Prior Year)	86	2165	75673	93	99	100	550	544	530	7	7	12	24	23	25	65	65	58	4	4	4
Female	34	1134	38586	100	99	99	526	530	515	3	2	4	6	14	22	91	81	71	0	3	3
Male	30	1160	40135	97	99	99	536	506	486	0	5	8	16	25	35	80	68	56	4	2	1
African American	NC	143	4081	NC	100	99	NC	502	488	NC	8	8	NC	18	32	NC	74	59	NC	0	2
Hispanic	11	693	31841	100	99	99	525	491	483	0	7	8	10	31	36	90	61	55	0	1	1
Asian/Pacific Islander	NC	136	1802	NC	99	98	NC	552	533	NC	1	2	NC	8	16	NC	83	75	NC	8	7
American Indian/Alaskan Native	NC	25	4586	NC	100	100	NC	516	481	NC	6	8	NC	18	37	NC	71	54	NC	6	1
White	45	1302	36440	98	100	99	535	530	516	2	1	3	7	15	22	88	80	71	2	3	4
Students with Disabilities	NC	334	10622	NC	100	100	NC	444	415	NC	14	21	NC	44	50	NC	40	28	NC	2	1
Students without Disabilities	56	1971	68196	95	99	98	535	531	513	0	2	3	10	16	25	88	80	69	2	3	3
Limited English Proficient Students	NC	189	12504	NC	100	100	NC	440	451	NC	15	12	NC	43	44	NC	39	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	16	640	38558	89	92	96	524	491	485	0	9	8	14	33	37	86	58	54	0	1	1
Non-Economically Disadvantaged	48	1665	40260	100	100	100	532	529	514	2	1	3	9	14	21	86	81	72	2	3	4

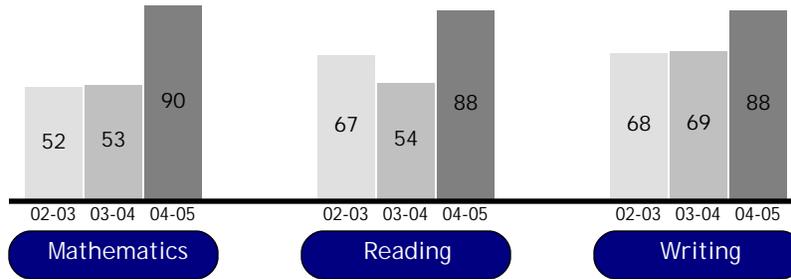
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	65	57	50	96	67	NA	58	100	54	53	47
	Language	99	58	53	43	97	54	58	50	100	53	52	47
	Mathematics	99	66	63	57	97	71	71	64	100	64	58	50
3	Reading	100	64	56	47	97	64	NA	55	100	59	54	44
	Language	100	71	63	54	97	66	66	61	100	55	52	44
	Mathematics	100	62	61	54	97	69	66	61	100	65	61	51
4	Reading	98	62	60	52	98	68	NA	56	100	57	56	48
	Language	96	54	54	48	100	55	59	52	100	59	56	49
	Mathematics	99	65	61	57	100	68	68	61	100	66	62	53
5	Reading	96	63	58	50	97	61	NA	55	98	56	57	50
	Language	100	58	54	46	97	55	56	49	98	56	58	50
	Mathematics	99	65	65	57	97	70	69	63	98	57	58	49
6	Reading	96	71	59	53	100	72	NA	56	100	56	60	51
	Language	98	63	52	45	100	63	57	48	100	56	55	47
	Mathematics	98	75	68	62	100	79	74	66	100	60	63	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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Promote Family/School Partnerships
- Ü Establish Goals for Site Improvement
- Ü Plan School Events
- Ü Instructional Programs
- Ü Address School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	1	4	0	0
7 to 9 years	4	2	0	0
10 or more years	2	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Full Computer Lab
- Ü Library/Media Center Mini-Lab
- Ü 3 Student Computers in classes

Extracurricular Activities

- Ü Student Council
- Ü Battle of the Books Club
- Ü Math and Reading Clubs
- Ü Running Club
- Ü Chorus
- Ü Chess Club
- Ü Fiddle Club

Social Services

- Ü YMCA Before/After School Programs
- Ü Parent-Teacher Organization
- Ü Group Counseling Services
- Ü Breakfast Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Student accomplishments include: District honor band and orchestra; Running Club (District and Regional winners); Elk's Free Throw Contest; and State Punt, Pass, and Kick Contest, Hershey Track Meet Finalists.

- ü Student academic achievements include: District Science Fair Honorable Mention; District and participants in District Battle of the Books.

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	11	12	12	17
Transfers In Rate ⁶	33	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	87	96	95	81
Retention Rate ⁹	10	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

Goodman Site Council developed a Crisis Plan for any emergency situation which includes staff training. Students experience monthly fire drills and campus lock-downs each semester. Students walk in pairs and are instructed to follow safe procedures. Goodman participates in the Fire Pals program, Fire Safety Month, DARE and other similar programs to teach children how to be safe and make good choices.

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	Maureen Sniff	(480) 812-6900
Transportation Policy	Cathy Brown	(480) 812-7275
Community Resources	Kay Ryan	(480) 812-6900
School Nutrition Programs	Cathy Brown	(480) 812-7240
Parent Organization	L. DeVlieger/S. Adams	(480) 812-6900
Student Health/Nurse	Carolyn Dey	(480) 812-6900

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."

ACHIEVEMENT PROFILES

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.