

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1350 N. Pennington Drive, 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	Excelling
2003-04	Highly Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Mrs. Joyce Hunt
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 558
 Web Address : ww2.chandler.k12.az.us/andersen-elementary/
 Phone Number : (480) 812-6000
 Fax Number : (480) 812-6020
 E-mail : hunt.joyce@chandler.k12.az.us

Mission

We value the commitment to excellence and the unified effort of our school/parents/community. Our goal is to create a community of learners where the environment is safe, fosters responsibility and respect, and offers diverse learning opportunities.

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 Each student will improve application and conceptual development of skills relating to mathematical problem solving and computation.
- ü Each student will improve and apply skills of word analysis and comprehension relating to reading proficiency.

Enrollment

October 1, 2004 School Year Student Enrollment : 615
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 124

Instructional Programs

- Standards Based Curriculum
- Phonics/Decoding/Literature
- Art Masterpiece
- Gifted Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Parents are informed of school goals/student progress via conferences, report cards, midterm reports, curriculum and open house evenings, class/building newsletters, and phone calls. High standards result in achievement above district/state norms.

Parents

Most students come to school well cared for and ready to learn. Parents are expected to notify the school of absences, health history, emergency contacts and custodial agreements, to provide support for school policies and to share in two-way communications. Over 100 parents volunteered at our school this past year.

Transportation Policy

Bus transportation is provided for gifted and special education students, and for students in our attendance area residing one mile or more from school. Approximately twenty percent of our students are bus riders. Three commercial day care providers transport students to and from their sites to school. Students requesting a boundary exemption must provide their own transportation to and from school. Safety rules for all modes of transportation are communicated regularly.

School Honors

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

Award/Honor	Year
• Clean School Award	2005
• Intel Teach to the Future Award	2002
• Technology Grant recipient	2003
• Intel Science Fair - 1st Place Project/State Geography	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	85	2417	79306	100	100	99	457	465	445	0	5	10	3	11	18	51	49	51	46	36	20
All Students (Prior Year)	92	2220	75509	98	100	100	538	531	521	3	8	13	11	19	23	49	37	33	37	36	31
Female	39	1140	38691	100	99	99	441	468	446	0	5	10	0	10	18	53	49	52	47	36	20
Male	46	1276	40583	100	100	99	470	463	445	0	5	11	5	11	18	50	49	50	45	35	21
African American	NC	127	4041	NC	100	99	NC	434	426	NC	8	17	NC	20	23	NC	55	50	NC	17	10
Hispanic	19	750	32869	100	100	99	437	438	429	0	12	15	6	20	25	76	51	51	18	17	10
Asian/Pacific Islander	13	121	1935	100	100	99	418	483	474	0	2	3	8	5	9	38	40	48	54	53	40
American Indian/Alaskan Native	--	21	4264	--	100	100	--	406	419	--	0	19	--	60	30	--	30	45	--	10	6
White	49	1398	36197	100	100	99	474	481	463	0	2	5	0	5	11	46	48	53	54	46	31
Students with Disabilities	16	297	10321	100	100	100	292	385	389	0	18	30	13	22	27	69	45	34	19	16	9
Students without Disabilities	69	2123	69060	99	99	98	499	477	454	0	3	7	0	9	17	47	49	54	53	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	15	679	39415	83	90	96	458	439	431	0	13	15	7	21	25	79	54	50	14	13	10
Non-Economically Disadvantaged	70	1741	39966	100	100	100	456	476	459	0	2	6	2	7	12	45	47	52	53	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	85	2417	79395	100	0	99	447	462	446	1	4	9	5	15	25	74	64	55	19	17	11
All Students (Prior Year)	93	2224	75492	99	100	100	531	526	519	5	8	12	15	14	16	43	50	47	36	29	24
Female	39	1141	38743	100	0	100	438	471	451	0	3	7	0	13	24	81	63	57	19	21	12
Male	46	1275	40618	100	0	99	455	454	440	2	6	11	10	17	27	69	64	53	19	13	9
African American	NC	127	4052	NC	0	100	NC	435	434	NC	6	11	NC	18	29	NC	70	54	NC	6	6
Hispanic	19	749	32915	100	0	99	443	434	426	0	12	15	12	30	35	82	51	47	6	8	4
Asian/Pacific Islander	13	121	1936	100	0	99	404	474	468	8	3	3	0	7	14	85	67	63	8	22	19
American Indian/Alaskan Native	--	21	4271	--	0	100	--	408	420	--	0	15	--	50	42	--	45	41	--	5	2
White	49	1399	36221	100	0	99	461	478	465	0	1	4	2	8	15	70	70	63	28	22	17
Students with Disabilities	16	298	10331	100	0	100	291	387	388	6	11	25	13	31	37	69	51	34	13	7	4
Students without Disabilities	69	2122	69139	99	0	99	487	473	454	0	3	7	3	13	24	76	65	58	21	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	15	677	39484	83	0	96	457	436	429	0	12	14	21	32	35	79	52	47	0	4	4
Non-Economically Disadvantaged	70	1743	39986	100	0	100	445	473	461	2	1	4	2	9	16	73	68	63	23	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	85	2410	78869	100	100	99	462	458	442	0	3	6	3	13	21	76	69	63	22	14	10
All Students (Prior Year)	92	2206	75053	98	99	99	643	618	597	3	4	7	2	8	12	79	77	72	16	11	9
Female	39	1139	38536	100	99	99	448	475	458	0	2	4	0	9	15	81	68	67	19	21	14
Male	46	1270	40302	100	100	99	474	443	428	0	4	8	5	18	26	71	70	60	24	8	7
African American	NC	126	4015	NC	99	99	NC	438	430	NC	2	8	NC	21	24	NC	70	61	NC	6	7
Hispanic	19	747	32606	100	99	98	461	433	426	0	8	8	0	22	27	88	63	60	12	7	5
Asian/Pacific Islander	13	120	1925	100	99	99	421	477	471	0	1	3	8	7	11	85	70	64	8	23	22
American Indian/Alaskan Native	--	21	4245	--	100	100	--	403	423	--	5	9	--	35	26	--	60	61	--	0	4
White	49	1396	36078	100	100	99	474	472	459	0	2	4	2	8	16	67	72	66	30	18	14
Students with Disabilities	16	298	10246	100	100	100	294	364	367	0	11	18	13	35	39	75	50	40	13	4	4
Students without Disabilities	69	2115	68697	99	99	98	505	472	454	0	2	4	0	10	18	76	72	67	24	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	15	676	39106	83	90	95	478	433	427	0	8	8	0	25	28	100	62	59	0	5	5
Non-Economically Disadvantaged	70	1737	39837	100	100	100	458	469	457	0	2	4	3	9	14	70	71	67	27	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	94	2303	78906	99	100	99	533	519	498	4	7	13	4	13	19	45	49	48	47	32	20
All Students (Prior Year)	92	2175	76019	99	99	100	537	510	499	3	9	14	24	33	39	16	16	14	57	42	33
Female	57	1138	38644	100	100	99	536	521	500	4	5	12	4	14	19	48	50	49	45	32	19
Male	37	1160	40236	97	99	99	528	518	497	6	9	15	6	12	19	39	47	46	50	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	16	695	31938	100	99	99	505	491	481	6	13	19	6	23	25	56	48	46	31	16	10
Asian/Pacific Islander	15	136	1805	100	99	98	565	559	536	7	2	5	0	3	8	20	33	45	73	62	42
American Indian/Alaskan Native	--	25	4593	--	100	100	--	510	467	--	12	26	--	29	29	--	24	39	--	35	6
White	59	1303	36483	98	100	99	535	532	517	4	3	7	4	8	13	46	51	51	47	38	30
Students with Disabilities	11	335	10664	100	100	100	416	458	430	27	23	42	0	32	27	36	37	26	36	9	5
Students without Disabilities	83	1973	68310	99	99	98	549	530	509	1	4	9	5	10	18	46	51	51	48	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	18	641	38679	95	92	96	513	494	483	6	14	20	11	23	25	67	48	45	17	14	10
Non-Economically Disadvantaged	76	1667	40295	100	100	100	538	530	513	4	4	7	3	9	13	39	48	50	54	39	30

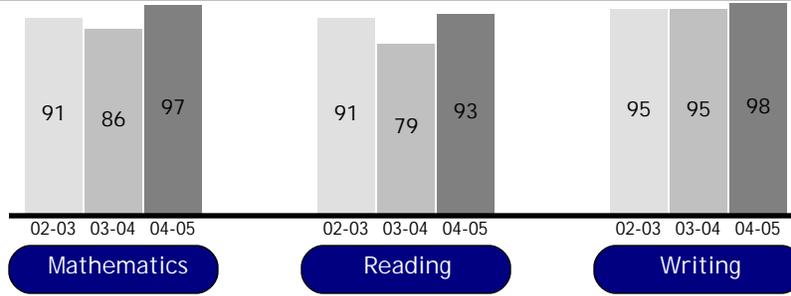
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	2303	78908	99	0	99	499	498	484	5	6	10	9	17	23	71	65	58	15	13	9
All Students (Prior Year)	92	2174	76020	99	99	100	517	506	503	9	22	25	18	20	23	45	43	40	27	14	12
Female	57	1138	38648	100	0	99	505	503	489	2	4	8	11	15	22	75	67	61	13	15	10
Male	37	1160	40233	97	0	99	490	493	479	11	7	12	6	19	25	64	63	55	19	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	16	695	31940	100	0	99	466	470	465	6	13	16	25	29	32	63	54	49	6	3	3
Asian/Pacific Islander	15	136	1805	100	0	98	506	525	507	0	2	4	7	8	13	93	68	65	0	22	18
American Indian/Alaskan Native	--	25	4569	--	0	100	--	491	457	--	18	18	--	24	39	--	41	41	--	18	2
White	59	1303	36502	98	0	99	509	511	502	7	2	4	4	10	14	67	70	67	23	17	15
Students with Disabilities	11	335	10665	100	0	100	397	450	423	18	16	30	18	36	36	55	42	31	9	6	2
Students without Disabilities	83	1973	68312	99	0	98	513	506	493	4	4	7	7	14	21	73	69	62	16	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	18	641	38662	95	0	96	485	471	468	6	14	16	28	31	32	61	52	49	6	3	3
Non-Economically Disadvantaged	76	1667	40315	100	0	100	503	509	498	5	2	5	4	11	15	73	70	66	18	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	94	2299	78750	99	100	99	531	518	500	1	4	6	8	20	29	89	74	63	2	3	2
All Students (Prior Year)	92	2165	75673	99	99	100	568	544	530	6	7	12	18	23	25	67	65	58	9	4	4
Female	57	1134	38586	100	99	99	543	530	515	2	2	4	2	14	22	93	81	71	4	3	3
Male	37	1160	40135	97	99	99	512	506	486	0	5	8	17	25	35	83	68	56	0	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	16	693	31841	100	99	99	504	491	483	0	7	8	13	31	36	88	61	55	0	1	1
Asian/Pacific Islander	15	136	1802	100	99	98	543	552	533	0	1	2	7	8	16	93	83	75	0	8	7
American Indian/Alaskan Native	--	25	4586	--	100	100	--	516	481	--	6	8	--	18	37	--	71	54	--	6	1
White	59	1302	36440	98	100	99	534	530	516	2	1	3	7	15	22	88	80	71	4	3	4
Students with Disabilities	11	334	10622	100	100	100	412	444	415	9	14	21	18	44	50	64	40	28	9	2	1
Students without Disabilities	83	1971	68196	99	99	98	547	531	513	0	2	3	6	16	25	93	80	69	1	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	18	640	38558	95	92	96	546	491	485	0	9	8	6	33	37	89	58	54	6	1	1
Non-Economically Disadvantaged	76	1665	40260	100	100	100	527	529	514	1	1	3	8	14	21	89	81	72	1	3	4

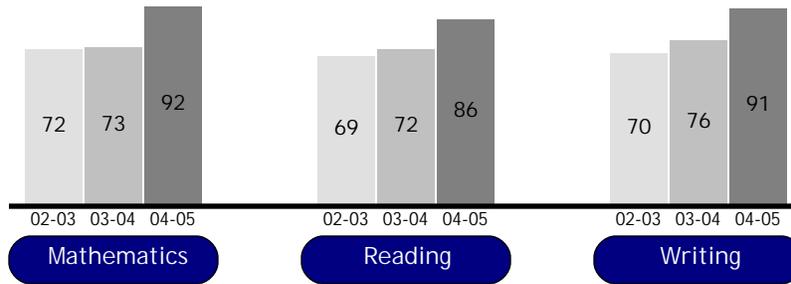
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	65	57	50	100	70	NA	58	98	55	53	47
	Language	100	59	53	43	100	68	58	50	98	60	52	47
	Mathematics	100	61	63	57	100	69	71	64	98	65	58	50
3	Reading	99	71	56	47	95	70	NA	55	95	67	54	44
	Language	98	76	63	54	95	74	66	61	95	64	52	44
	Mathematics	99	77	61	54	96	74	66	61	95	74	61	51
4	Reading	99	79	60	52	100	75	NA	56	95	63	56	48
	Language	100	70	54	48	100	66	59	52	95	63	56	49
	Mathematics	100	80	61	57	100	71	68	61	96	68	62	53
5	Reading	99	65	58	50	96	77	NA	55	97	62	57	50
	Language	100	62	54	46	96	69	56	49	97	66	58	50
	Mathematics	100	73	65	57	96	84	69	63	97	67	58	49
6	Reading	99	73	59	53	100	75	NA	56	99	66	60	51
	Language	100	65	52	45	100	66	57	48	99	64	55	47
	Mathematics	100	82	68	62	100	83	74	66	100	73	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Activities
- Ü Extracurricular Programs
- Ü Student Discipline Issues
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Review Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	2.25	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	3	1	0	0
7 to 9 years	0	2	0	0
10 or more years	6	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	81
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 Closed-circuit Television System
- Ü Technology Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Running Club
- Ü Andersen Service Club/Interest Clubs
- Ü Mission Control News/Camera Crew
- Ü Book Clubs
- Ü Tutoring

Social Services

- Ü Breakfast/Lunch Programs
- Ü Counseling Services
- Ü Before/After School Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü After school tutoring, additional instructional aides, leveled reading materials, and focused staff development were implemented this year to support student achievement in language arts. AIMS scores were above district and state levels.

- ü Andersen student projects won recognition at the Intel Science Fair and students competed at the state level in the Geography Bowl, and in district finals of Battle of the Books, Spelling Bee, and orchestra and band.

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	14	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Campus visitors must sign-in at the office and wear a badge. A Security Guard is available as needed and each classroom has a telephone. Children travel in pairs on campus. Safety procedures are updated and drills are conducted regularly.

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	Joyce Hunt	(480) 812-6000
Transportation Policy	Sterling Skousen	(480) 812-7704
Community Resources	Terry Locke	(480) 812-7650
School Nutrition Programs	Cathy Brown	(480) 812-7704
Parent Organization	Tracy King	(480) 812-6000
Student Health/Nurse	Trish Veo	(480) 812-6002

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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