

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

125 S 132nd St, Chandler, AZ 85225

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 : Dr. Johanna Even
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 585
 Web Address : ww2.chandler.k12.az.us
 Phone Number : (480) 812-6800
 Fax Number : (480) 812-6820
 E-mail : even.johanna@chandler.k12.az.us

Mission

We will work in partnership with parents and the community to provide students with the skills to be lifelong learners and responsible citizens. We will provide each student with positive experiences in a climate that fosters respect and positive interactions.

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 strengthen and improve reading comprehension and achievement.
- ü Each student will strengthen and improve utilization of critical thinking and mathematical problem solving skills.
- ü All students will develop their ability to utilize the writing process to develop thorough written compositions in a range of genres.
- ü All students will demonstrate the character traits exemplified by the Character Counts pillars of character: respect, responsibility, trustworthiness, fairness, caring, and citizenship.

Enrollment

October 1, 2004 School Year Student Enrollment : 642
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 28

Instructional Programs

- Ü Full-Day Kindergarten
- Ü On-site Special Education
- Ü ELL
- Ü Counseling

Calendar Information

Number of Instruction Days :	177
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

All students and staff have the right to a safe, secure school. Parents receive a handbook, monthly newsletters, and weekly communication from teachers. Report cards and progress reports are sent quarterly; formal conferences are held tri-annually.

Parents

Our parents are responsible for their child's attendance and punctuality. Parents are also expected to provide home support for homework and the Zoom Into Reading home reading program. Support for school discipline and safety policies is expected. Parents are always welcome to visit the school and to volunteer in classrooms and for special events.

Transportation Policy

Our boundaries encompass 4 square miles from Ray Road south to Germann and from Cooper Road east to Gilbert Road. Busing is provided to our students who reside more than a mile from the school. Students are expected to follow the district bus rules.

School Honors

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

Award/Honor	Year
Ü Battle of the Books District Champions	2005
Ü First Place United Food Bank Food Drive	2005
Ü Colonial Williamsburg Scholarship	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	97	2417	79306	100	100	99	458	465	445	5	5	10	20	11	18	47	49	51	28	36	20
All Students (Prior Year)	99	2220	75509	100	100	100	525	531	521	10	8	13	30	19	23	26	37	33	34	36	31
Female	41	1140	38691	100	99	99	452	468	446	9	5	10	21	10	18	44	49	52	26	36	20
Male	56	1276	40583	100	100	99	462	463	445	2	5	11	19	11	18	49	49	50	30	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	33	750	32869	100	100	99	448	438	429	4	12	15	36	20	25	36	51	51	25	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	51	1398	36197	100	100	99	465	481	463	7	2	5	10	5	11	50	48	53	33	46	31
Students with Disabilities	18	297	10321	100	100	100	437	385	389	27	18	30	13	22	27	40	45	34	20	16	9
Students without Disabilities	79	2123	69060	100	99	98	462	477	454	0	3	7	21	9	17	48	49	54	30	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	34	679	39415	94	90	96	451	439	431	7	13	15	15	21	25	59	54	50	19	13	10
Non-Economically Disadvantaged	63	1741	39966	100	100	100	461	476	459	4	2	6	22	7	12	41	47	52	33	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	97	2417	79395	100	0	99	461	462	446	1	4	9	20	15	25	70	64	55	9	17	11
All Students (Prior Year)	99	2224	75492	100	100	100	527	526	519	8	8	12	15	14	16	48	50	47	30	29	24
Female	41	1141	38743	100	0	100	467	471	451	0	3	7	15	13	24	74	63	57	12	21	12
Male	56	1275	40618	100	0	99	457	454	440	2	6	11	23	17	27	68	64	53	6	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	33	749	32915	100	0	99	453	434	426	0	12	15	32	30	35	57	51	47	11	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	51	1399	36221	100	0	99	467	478	465	2	1	4	14	8	15	74	70	63	10	22	17
Students with Disabilities	18	298	10331	100	0	100	435	387	388	0	11	25	53	31	37	40	51	34	7	7	4
Students without Disabilities	79	2122	69139	100	0	99	467	473	454	2	3	7	12	13	24	77	65	58	9	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	34	677	39484	94	0	96	455	436	429	0	12	14	22	32	35	74	52	47	4	4	4
Non-Economically Disadvantaged	63	1743	39986	100	0	100	465	473	461	2	1	4	19	9	16	69	68	63	11	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	97	2410	78869	100	100	99	440	458	442	7	3	6	22	13	21	65	69	63	5	14	10
All Students (Prior Year)	98	2206	75053	99	99	99	601	618	597	1	4	7	14	8	12	78	77	72	8	11	9
Female	41	1139	38536	100	99	99	459	475	458	3	2	4	24	9	15	65	68	67	9	21	14
Male	56	1270	40302	100	100	99	426	443	428	11	4	8	21	18	26	66	70	60	2	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	33	747	32606	100	99	98	443	433	426	7	8	8	18	22	27	71	63	60	4	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	51	1396	36078	100	100	99	440	472	459	7	2	4	26	8	16	60	72	66	7	18	14
Students with Disabilities	18	298	10246	100	100	100	381	364	367	27	11	18	33	35	39	40	50	40	0	4	4
Students without Disabilities	79	2115	68697	100	99	98	453	472	454	3	2	4	20	10	18	71	72	67	6	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	34	676	39106	94	90	95	422	433	427	7	8	8	30	25	28	59	62	59	4	5	5
Non-Economically Disadvantaged	63	1737	39837	100	100	100	448	469	457	7	2	4	19	9	14	69	71	67	6	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	85	2303	78906	99	100	99	487	519	498	18	7	13	24	13	19	44	49	48	14	32	20
All Students (Prior Year)	120	2175	76019	98	99	100	504	510	499	13	9	14	32	33	39	17	16	14	38	42	33
Female	36	1138	38644	100	100	99	489	521	500	16	5	12	28	14	19	41	50	49	16	32	19
Male	49	1160	40236	98	99	99	487	518	497	20	9	15	22	12	19	46	47	46	13	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	29	695	31938	100	99	99	469	491	481	21	13	19	32	23	25	39	48	46	7	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	--	25	4593	--	100	100	--	510	467	--	12	26	--	29	29	--	24	39	--	35	6
White	46	1303	36483	100	100	99	499	532	517	17	3	7	17	8	13	46	51	51	20	38	30
Students with Disabilities	17	335	10664	100	100	100	451	458	430	41	23	42	41	32	27	18	37	26	0	9	5
Students without Disabilities	69	1973	68310	99	99	98	498	530	509	11	4	9	20	10	18	51	51	51	18	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	28	641	38679	97	92	96	481	494	483	19	14	20	27	23	25	46	48	45	8	14	10
Non-Economically Disadvantaged	58	1667	40295	100	100	100	490	530	513	17	4	7	23	9	13	42	48	50	17	39	30

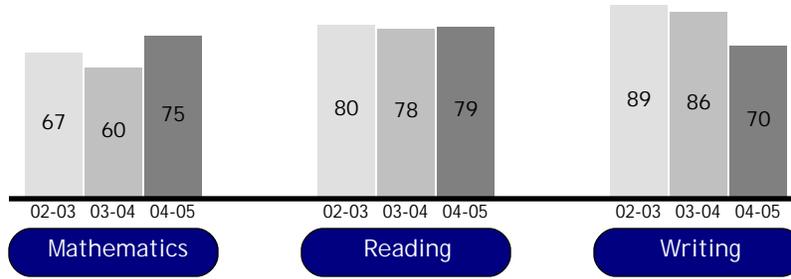
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2303	78908	99	0	99	481	498	484	9	6	10	26	17	23	64	65	58	1	13	9
All Students (Prior Year)	120	2174	76020	98	99	100	510	506	503	18	22	25	27	20	23	38	43	40	17	14	12
Female	36	1138	38648	100	0	99	485	503	489	6	4	8	28	15	22	63	67	61	3	15	10
Male	49	1160	40233	98	0	99	478	493	479	11	7	12	24	19	25	65	63	55	0	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	29	695	31940	100	0	99	476	470	465	11	13	16	29	29	32	61	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	--	25	4569	--	0	100	--	491	457	--	18	18	--	24	39	--	41	41	--	18	2
White	46	1303	36502	100	0	99	484	511	502	10	2	4	22	10	14	66	70	67	2	17	15
Students with Disabilities	17	335	10665	100	0	100	456	450	423	12	16	30	53	36	36	35	42	31	0	6	2
Students without Disabilities	69	1973	68312	99	0	98	488	506	493	8	4	7	18	14	21	72	69	62	2	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	28	641	38662	97	0	96	476	471	468	15	14	16	27	31	32	58	52	49	0	3	3
Non-Economically Disadvantaged	58	1667	40315	100	0	100	483	509	498	6	2	5	25	11	15	67	70	66	2	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	84	2299	78750	98	100	99	489	518	500	6	4	6	36	20	29	57	74	63	0	3	2
All Students (Prior Year)	119	2165	75673	98	99	100	553	544	530	8	7	12	17	23	25	69	65	58	6	4	4
Female	36	1134	38586	100	99	99	500	530	515	3	2	4	38	14	22	59	81	71	0	3	3
Male	48	1160	40135	96	99	99	482	506	486	9	5	8	36	25	35	56	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	28	693	31841	97	99	99	494	491	483	7	7	8	30	31	36	63	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	--	25	4586	--	100	100	--	516	481	--	6	8	--	18	37	--	71	54	--	6	1
White	46	1302	36440	100	100	99	492	530	516	5	1	3	39	15	22	56	80	71	0	3	4
Students with Disabilities	17	334	10622	100	100	100	422	444	415	18	14	21	71	44	50	12	40	28	0	2	1
Students without Disabilities	68	1971	68196	97	99	98	508	531	513	3	2	3	27	16	25	70	80	69	0	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	27	640	38558	93	92	96	485	491	485	8	9	8	32	33	37	60	58	54	0	1	1
Non-Economically Disadvantaged	58	1665	40260	100	100	100	491	529	514	6	1	3	38	14	21	56	81	72	0	3	4

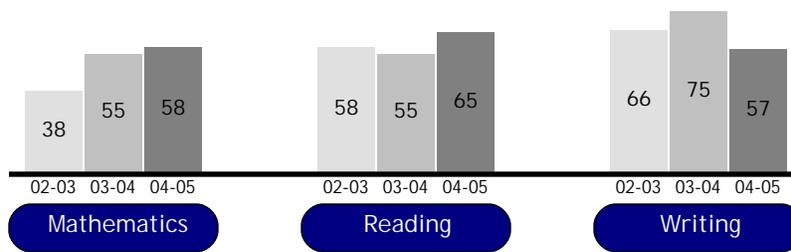
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	58	57	50	92	61	NA	58	100	46	53	47
	Language	99	64	53	43	95	63	58	50	100	38	52	47
	Mathematics	98	60	63	57	95	59	71	64	100	46	58	50
3	Reading	99	55	56	47	100	60	NA	55	100	50	54	44
	Language	99	59	63	54	100	65	66	61	100	47	52	44
	Mathematics	99	56	61	54	100	59	66	61	100	55	61	51
4	Reading	100	60	60	52	93	59	NA	56	99	50	56	48
	Language	100	53	54	48	96	53	59	52	99	45	56	49
	Mathematics	100	58	61	57	96	60	68	61	99	45	62	53
5	Reading	100	57	58	50	100	61	NA	55	100	48	57	50
	Language	100	49	54	46	100	52	56	49	100	44	58	50
	Mathematics	100	55	65	57	100	63	69	63	100	43	58	49
6	Reading	100	63	59	53	100	58	NA	56	98	55	60	51
	Language	100	57	52	45	100	49	57	48	98	50	55	47
	Mathematics	100	71	68	62	100	62	74	66	98	54	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 School Improvement
- Ü Monitor Student Discipline Plan
- Ü School Safety Issues
- Ü Curriculum Implementation
- Ü Parent/Educator Relations
- Ü Implementation of BOE Goals & 301 Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.50
Other Professional Staff	3.50	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	2	6	0	0
7 to 9 years	0	5	0	0
10 or more years	4	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	83
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 Lab
- Ü Library/Media Center
- Ü Outdoor Amphitheater/Covered Ramadas

Extracurricular Activities

- Ü Intersession Classes
- Ü Homework Help and Afterschool Tutoring
- Ü Sports (Basketball/Running Club/Cheer)
- Ü Arts/Chess/Math/News Clubs

Social Services

- Ü Breakfast Program
- Ü Book Exchange Program
- Ü Afterschool Day Care/Champions
- Ü All Day Kindergarten Scholarships
- Ü Clothing/Food Drives

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The percentage of 3rd grade students meeting or exceeding standards on the AIMS mathematics increased by 15 percentage points (from 60% to 75%) from 2004-2005.
- ü Humphrey 5th grade percentage of students meeting or exceeding standards on the AIMS mathematics increased by 9 percentage points (from 55% to 64%) from 2004 to 2005.
- ü The percentage of 3rd grade students meeting or exceeding standards on the AIMS reading increased by 5 percentage points (from 78% to 83%).
- ü The percentage of 5th grade students meeting or exceeding standards on the AIMS reading increased by 20 percentage points (from 55% to 75%).

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	14	12	12	17
Transfers In Rate ⁶	30	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	1	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

The campus is well-designed for a safe environment with limited access to the classrooms. We have a thorough School Safety Plan that is revised annually by our Safe School Committee. Our Police Liaison, DARE officer and school safety officer are frequently on campus. We are also working with the urban survival program to create a school safety patrol.

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) :

3

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	Johanna Even	(480) 812-6808
Transportation Policy	Kathy Brown	(480) 812-7275
Community Resources	Connie Rice	(480) 812-6806
School Nutrition Programs	Kathy Brown	(480) 812-7240
Parent Organization	Katie Hedrick	(480) 812-6819
Student Health/Nurse	Christy Carson	(480) 812-6802

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.